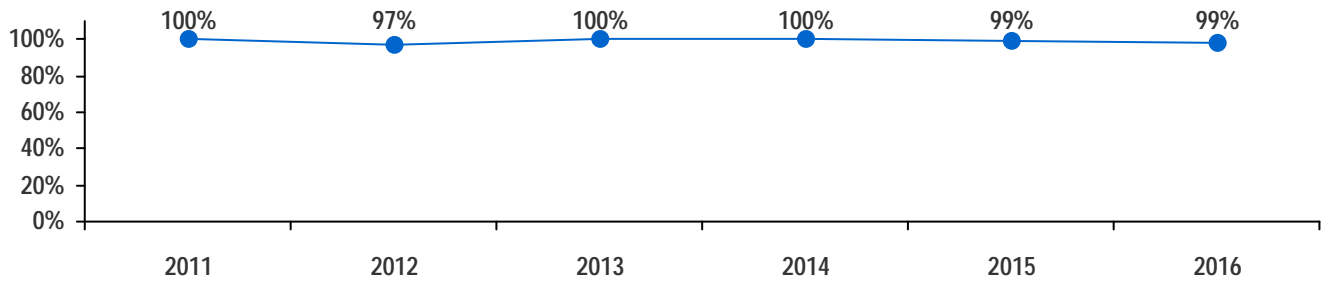




TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Doss Elementary School

The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school



2011	2012	2013	2016
		93%	
		89%	
		88%	
		100%	
		100%	
		94%	
		95%	
		95%	
		98%	
		91%	
		95%	

The school leadership makes a sustained effort to address teacher concerns about:

	Doss				
	2011	2012	2013	2014	2015
The use of time in my school	93%	93%	94%	91%	
Facilities and resources	96%	98%	98%	100%	
Community support and involvement	98%	100%	96%	98%	
Managing student conduct	100%	100%	89%	93%	
Teacher leadership	98%	100%	94%	91%	
School leadership	98%	100%	96%	93%	
Professional development	98%	100%	95%	93%	
Instructional practices and support	98%	100%	96%	95%	
New teacher support	98%	97%	98%	100%	
Achievement press	*	100%	100%	96%	
General school climate	*	100%	95%	87%	

ALL
EL
2016

Teacher Leadership

	Doss				
	2011	2012	2013	2014	2015
Teachers are recognized as educational experts.	100%	98%	94%	91%	
Teachers are trusted to make sound professional decisions about instruction.	100%	100%	94%	89%	
Teachers are relied upon to make decisions about educational issues.	100%	100%	93%	87%	
Teachers are encouraged to participate in school leadership roles.	98%	95%	96%	94%	
The faculty has an effective process for making group decisions to solve problems.	91%	98%	96%	87%	
In this school we take steps to solve problems.	96%	98%	98%	93%	
Teachers are effective leaders in this school.	98%	100%	100%	91%	
Teachers have an appropriate level of influence on decision making in this school.	*	95%	91%	83%	

ALL
EL
2016

*This item was not asked.

Managing Student Conduct

ALL
EL
2016

	Doss				
	2011	2012	2013	2014	2015
Students at this school understand expectations for their conduct.+	100%	100%	100%	97%	99%
Students at this school follow rules of conduct.+	97%	98%	98%	96%	97%
School staff clearly understand policies and procedures about student conduct.**	97%	98%	95%	97%	100%
Administrators consistently enforce rules for student conduct.+	98%	98%	96%	91%	91%
Administrators support teachers' efforts to maintain discipline in the classroom.+	98%	100%	98%	97%	94%
Teachers consistently enforce rules for student conduct.+	93%	97%	98%	100%	99%
All campus staff work in a school environment that is safe.+ **	100%	100%	100%	100%	98%
Non-teaching staff consistently enforce rules for student conduct.+	95%	97%	95%	99%	96%

+Includes responses from teaching and non-teaching staff. *This item was not asked. **This item was slightly reworded in 2016.

Instructional Practice and Support

ALL
EL
2016

	Doss			
	2011	2012	2013	2014
Teachers in this school use assessment data to inform their instruction.	98%	95%	98%	100%
Teachers work in professional learning communities to develop and align instructional practices.	87%	93%	96%	96%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	95%	95%	92%	96%
Teachers are encouraged to try new things to improve instruction.	100%	95%	100%	98%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	90%	88%	92%	91%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	98%	100%	98%	93%

Community Support and Engagement

ALL
EL
2016

	Doss		
	2011	2012	2013
Parents/guardians are influential decision makers in this school.	100%	100%	100%
This school works directly with parents/guardians to improve the educational climate in students' homes.	96%		100%
This school maintains clear, two-way communication with the community.	100%		100%
This school does a good job of encouraging parent/guardian involvement.	100%		100%
Teachers provide parents/guardians with useful information about student learning.	100%		100%
			100%
Parents/guardians support teachers, contributing to their success with students.	98%		96%
Community members support teachers, contributing to their success with students.	100%		96%
The community we serve is supportive of this school.	100%		100%

Professional Learning Communities

	Doss 2016	ALL EL 2016
I participate with a group of my campus colleagues to:		
Analyze student performance data.	96%	94%
Discuss ways to meet objectives for specific students.	94%	95%
Plan lessons and units together.	88%	90%
Develop common student assessments.	82%	87%
Support students' social and emotional competence.	92%	94%

Professional Development

	Doss						ALL EL 2016
	2011	2012	2013	2014	2015	2016	
Sufficient resources are available for professional development.	91%	95%	89%	92%	84%	90%	91%
An appropriate amount of time is provided for professional development.	93%	93%	76%	83%	84%	92%	88%
Professional development offerings are data driven.	74%	82%	92%	92%	90%	91%	91%
Professional learning opportunities are aligned with the school's improvement plan.	93%	95%	94%	92%	92%	96%	94%
Professional development is differentiated to meet the needs of individual teachers.	63%	88%	82%	75%	66%	78%	79%
Professional development deepens teachers' content knowledge.	72%	90%	91%	80%	91%	88%	89%
Teachers are encouraged to reflect on their own practice.	96%	93%	98%	98%	90%	94%	95%
Follow up is provided from professional development in this school.	79%	85%	87%	88%	84%	88%	85%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	77%	93%	93%	85%	84%	88%	89%
Professional development is evaluated and results are communicated to teachers.	70%	85%	77%	87%	84%	82%	78%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	84%	93%	98%	91%	93%	92%	92%
Professional development enhances teachers' abilities to improve student learning.	87%	95%	98%	91%	97%	96%	93%

Facilities and Resources

ALL
EL
2016

	Doss		
	2011	2012	2013
Teachers have sufficient access to appropriate instructional materials.	87%	88%	86%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	87%	88%	88%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	87%	95%	91%
Teachers have sufficient training and support to fully utilize the available instructional technology.	56%	83%	86%
Teachers have sufficient access to a broad range of professional support personnel.	89%	86%	91%
The physical environment of classrooms in this school supports teaching and learning.+	90%	84%	82%
The school environment is clean and well maintained.+	98%	92%	89%
Teachers have adequate space to work productively.	72%	67%	73%