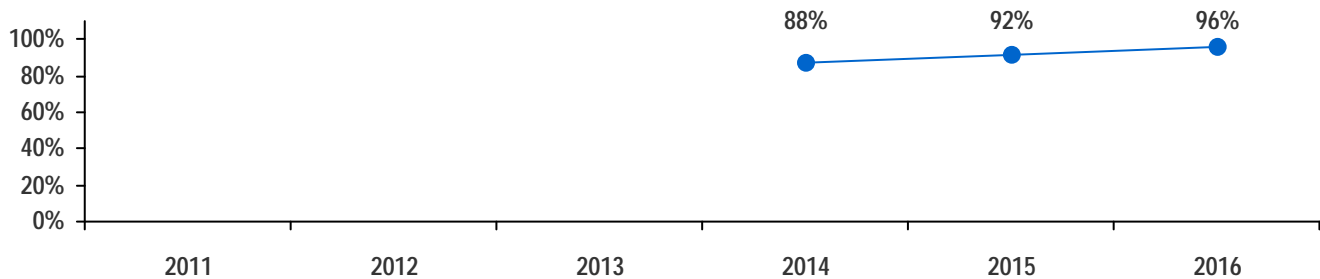
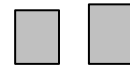




TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Guerrero Thompson Elementary School

The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school conditions from the educators working in schools. TELL obtains perceptions on a variety of issues related to student achievement and staff retention. In 2016, 5,309 AISD teachers (91%) and 3,092 other campus employees completed the survey.



2011 2012 2013

The faculty and leadership have a shared vision.

Teachers feel comfortable raising issues and concerns that are important to them.

The school leadership consistently supports teachers.

Teachers are held to high professional standards for delivering instruction.

The school leadership facilitates using data to improve student learning.

Teacher performance is assessed objectively.

Teachers receive feedback that can help them improve teaching.

The procedures for teacher evaluation are consistent.

The faculty are recognized for accomplishments.

There is an atmosphere of trust and mutual respect.+

School leadership effectively communicates policy.+

My principal involves faculty in decisions that directly impact the operations of my school.

* *

My principal clearly defines expectations for our school.

* *

My principal provides constructive feedback to

* *

* *

* *

* *

Achievement Press

ALL
EL
2016

Guerrero Thompson

	2011	2012	2013	2014	2015
The school sets high standards for academic performance.				98%	100%
Teachers in this school believe that their students have the ability to achieve academically.				92%	96%
Parents exert pressure to maintain high standards.				54%	58%
Academic achievement is recognized and acknowledged by the school.				89%	98%
Parents press for school improvement.				76%	68%
Students in this school can achieve the goals that have been set for them.				85%	92%
Students respect others who get good grades.				95%	96%
Students seek extra work so they can get good grades.				58%	62%
Students try hard to improve on previous work.				85%	
The learning environment is orderly and serious.+				95%	

+Includes responses from teaching and non-teaching staff.

Managing Student Conduct

Guerrero Thompson

ALL
EL
2016

2011 2012 2013

Students at this school understand expectations for their conduct.+

Students at this school follow rules of conduct.+

School staff clearly understand policies and procedures about student conduct.**

2014

100%

93%

98%

77%

75%

60%

Teachers have autonomy to make decisions about

Professional Development

	Guerrero Thompson					ALL EL 2016
	2011	2012	2013	2014	2015	2016
Sufficient resources are available for professional development.				85%	94%	
An appropriate amount of time is provided for professional development.				81%	96%	
Professional development offerings are data driven.				98%	98%	
Professional learning opportunities are aligned with the school's improvement plan.				100%	100%	
Professional development is differentiated to meet the needs of individual teachers.				78%	93%	
Professional development deepens teachers' content knowledge.				98%	98%	
Teachers are encouraged to reflect on their own practice.				98%	94%	
Follow up is provided from professional development in this school.				90%	98%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.				88%	92%	
Professional development is evaluated and results are communicated to teachers.				80%	88%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.				93%	94%	
Professional development enhances teachers' abilities to improve student learning.				98%	98%	

Teachers have sufficient access to appropriate instructional materials.

Teachers have sufficient access to instructional technology, including comput