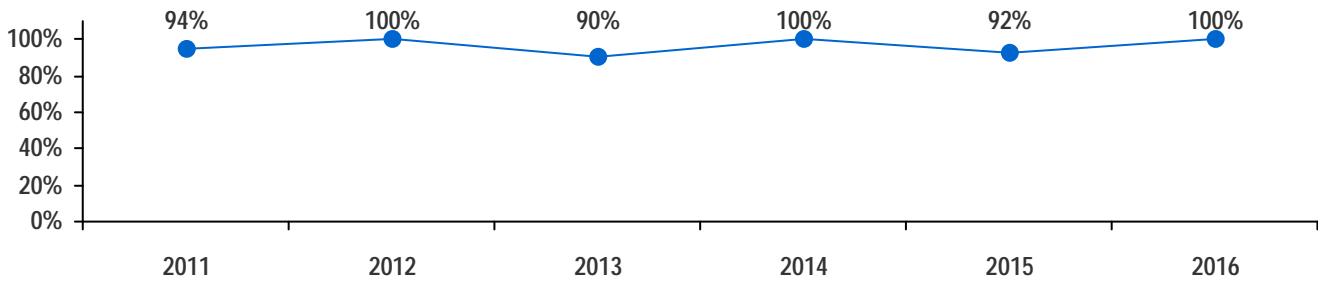
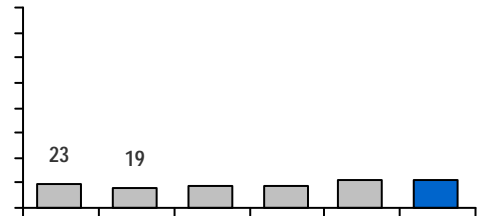




TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

International High 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.



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

	International				
	2011	2012	2013	2014	2015
The use of time in my school	71%	100%	77%	94%	
Facilities and resources	78%	100%	69%	88%	
Community support and involvement	94%	100%	92%	94%	
Managing student conduct	72%	100%	57%	83%	
Teacher leadership	89%	100%	71%	94%	
School leadership	94%	93%	64%	88%	
Professional development	89%	100%	83%	94%	
Instructional practices and support	78%	100%	85%	94%	
New teacher support	83%	100%	92%	78%	
Achievement press	*	100%	100%	93%	
General school climate	*	100%	64%	94%	

ALL
HS
2016

Teacher Leadership

	International				
	2011	2012	2013	2014	2015
Teachers are recognized as educational experts.	78%	100%	100%	89%	
Teachers are trusted to make sound professional decisions about instruction.	83%	100%	100%	94%	
Teachers are relied upon to make decisions about educational issues.	88%	100%	100%	94%	
Teachers are encouraged to participate in school leadership roles.	94%	100%	79%	94%	
The faculty has an effective process for making group decisions to solve problems.	65%	93%	38%	78%	
In this school we take steps to solve problems.	75%	93%	54%	100%	
Teachers are effective leaders in this school.	100%	100%	85%	100%	
Teachers have an appropriate level of influence on decision making in this school.	*	93%	69%	100%	

ALL
HS
2016

*This item was not asked.

Achievement Press

ALL
HS
2016

			International
	2011	2012	2013
The school sets high standards for academic performance.	87%		
Teachers in this school believe that their students have the ability to achieve academically.	91%		
Parents exert pressure to maintain high standards.	48%		
Academic achievement is recognized and acknowledged by the school.	83%		
Parents press for school improvement.	24%		
Students in this school can achieve the goals that have been set for them.	77%		
Students respect others who get good grades.	87%		
Students seek extra work so they can get get good grades.	57%		
Students try hard to improve on previous work.	70%		

Managing Student Conduct

	International						ALL HS
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	87%	95%	81%	76%	60%	93%	86%
Students at this school follow rules of conduct.+	82%	100%	62%	57%	54%	82%	78%
School staff clearly understand policies and procedures about student conduct.**	83%	95%	80%	86%	90%	89%	
Administrators consistently enforce rules for student conduct.+	78%	84%	60%	67%	84%	93%	
Administrators support teachers' efforts to maintain discipline in the classroom.+	87%	95%	67%	80%	92%	96%	
Teachers consistently enforce rules for student conduct.+	87%	94%	75%	76%	68%	93%	
All campus staff work in a school environment that is safe.+ **	91%	100%	86%	100%	81%	100%	
Non-teaching staff consistently enforce rules for student conduct.+	87%	95%	78%	90%	88%	93%	
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	86%	
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	89%	
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	79%	

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

Instructional Practice and Support

	International						ALL HS
	2011	2012	2013	2014	2015	2016	2016
Teachers in this school use assessment data to inform their instruction.	88%	100%	83%	88%	90%	100%	97%
Teachers work in professional learning communities to develop and align instructional practices.	94%	100%	77%	88%	86%	100%	97%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	89%	100%	75%	82%	85%	96%	94%
Teachers are encouraged to try new things to improve instruction.	83%	100%	93%	100%	90%	100%	95%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	61%	93%	57%	72%	45%	84%	84%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	71%	87%	92%	89%	95%	96%	92%
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	*	*	*	*	*	86%	79%

*This item was not asked.

Community Support and Engagement

	International						ALL HS
	2011	2012	2013	2014	2015	2016	2016
Parents/guardians are influential decision makers in this school.	24%	53%	27%	13%	21%	52%	73%
This school works directly with parents/guardians to improve the educational climate in students' homes.	56%	100%	73%	50%	63%	83%	87%
This school maintains clear, two-way communication with the community.	65%	93%	81%	72%	60%	88%	93%
This school does a good job of encouraging parent/guardian involvement.	56%	100%	63%	72%	67%	91%	92%
Teachers provide parents/guardians with useful information about student learning.	76%	100%	61%	61%	79%	96%	94%
Parents/guardians know what is going on in this school.	62%	93%	56%	47%	55%	81%	84%
Parents/guardians support teachers, contributing to their success with students.	61%	87%	80%	56%	68%	90%	82%
Community members support teachers, contributing to their success with students.	50%	87%	88%	76%	60%	86%	88%
The community we serve is supportive of this school.	75%	93%	94%	83%	70%	95%	92%

Teachers have sufficient access to appropriate instructional materials.

Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,

Teachers have sufficient training and support to