



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

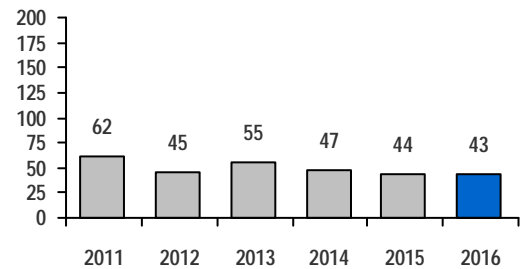
Kocurek Elementary School

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.

Survey Results

For each item in this report, the number displayed represents the percentage of respondents who agreed or

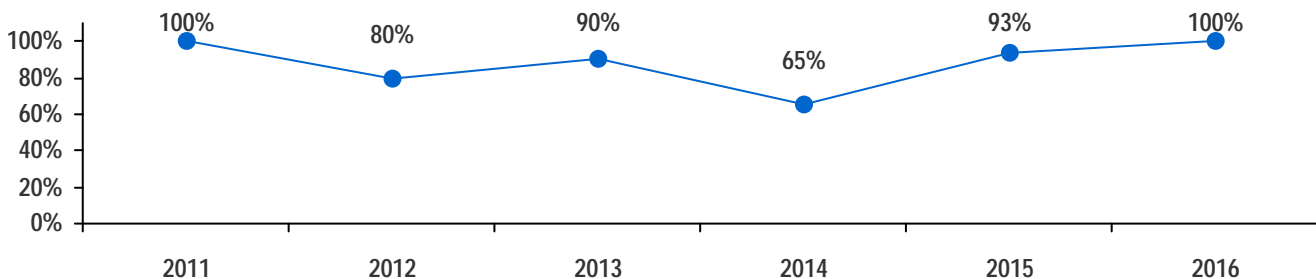
Kocurek
Survey Participants



General School Climate

	2011	2012	2013	2014	2015	All EL 2016
All campus staff are friendly to each other.+	88%	78%	59%	54%	86%	
All campus staff exhibit pride in their affiliation with the school.+	96%	87%	85%	71%	91%	
All campus staff are willing to go out of their way to help.+	87%	76%	72%	59%	84%	
All campus staff accomplish their jobs with enthusiasm.+	81%	74%	71%	52%	79%	
All campus staff are committed to their jobs.+	89%	76%	75%	75%	84%	
The goals of my school are made clear.	94%	82%	76%	66%	100%	

Overall, my school is a good place to work and learn.+



ALL
EL
2016

2011	2012	2013
91%		78%
88%		50%
93%		53%
98		89%
		100%
		87%
		89%
		80%
		69%
		62%
		76%

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

Kocurek

	2012	2013
The use of time in my school	48%	39%
Facilities and resources	93%	89%
Community support and involvement	75%	83%
Managing student conduct	45%	57%
Teacher leadership	79%	79%
School leadership	82%	79%
Professional development	86%	82%
Instructional practices and support	79%	87%
New teacher support	81%	91%
Achievement press	* 86%	73%

Achievement Press

	Kocurek						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	98%	95%	100%	98%	97%	97%	96%
Teachers in this school believe that their students have the ability to achieve academically.	98%	98%	98%	93%	97%	97%	96%
Parents exert pressure to maintain high standards.	40%	50%	32%	35%	67%	76%	70%
Academic achievement is recognized and acknowledged by the school.	88%	86%	72%	49%	84%	100%	94%
Parents press for school improvement.	28%	41%	32%	39%	73%	83%	75%
Students in this school can achieve the goals that have been set for them.	98%	93%	90%	87%	100%	89%	96%
Students respect others who get good grades.	82%	73%	80%	71%	94%	91%	93%
Students seek extra work so they can get get good grades.	43%	34%	28%	24%	69%	67%	62%
Students try hard to improve on previous work.	72%	65%	65%	62%	73%	86%	83%
The learning environment is orderly and serious.+	84%	84%	86%	83%	90%	96%	92%

+Includes responses from teaching and non-teaching staff.

Discuss assessment data for individual students.

Set learning goals for groups of students.

Group students across classes based on learning needs.

Provide support for new teachers.

Provide support for struggling teachers.

Share instructional strategies.

Managing Student Conduct

		Kocurek	
	2011	2012	2013
		77%	82%
		64%	69%
		89%	86%
		51%	61%
		58%	59%
		86%	94%
		93%	83%
		92%	78%

ALL
EL
2016

Instructional Practice and Support

ALL
EL
2016

	Kocurek			
	2011	2012	2013	2014
Teachers in this school use assessment data to inform their instruction.	97%	100%	97%	95%
Teachers work in professional learning communities to develop and align instructional practices.	93%	94%	84%	93%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	88%	80%	85%	78%
Teachers are encouraged to try new things to improve instruction.	90%	91%	82%	67%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	67%	63%	52%	47%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	55%	52%	45%	31%

Community Support and Engagement

ALL
EL
2016

	Kocurek		
	2011	2012	2013
Parents/guardians are influential decision makers in this school.			62%
This school works directly with parents/guardians to improve the educational climate in students' homes.	64%		68%
This school maintains clear, two-way communication with the community.	88%		87%
This school does a good job of encouraging parent/guardian involvement.	78%		79%
Teachers provide parents/guardians with useful information about student learning.	93%		90%
			79%
Parents/guardians support teachers, contributing to their success with students.	71%		68%
Community members support teachers, contributing to their success with students.	79%		71%
The community we serve is supportive of this school.	78%		84%

Professional Learning Communities

	Kocurek		ALL EL
	2016	2016	2016
I participate with a group of my campus colleagues to:			
Analyze student performance data.	97%		94%
Discuss ways to meet objectives for specific students.	94%		95%
Plan lessons and units together.	94%		90%
Develop common student assessments.	97%		87%
Support students' social and emotional competence.	97%		94%

Professional Development

	Kocurek						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Sufficient resources are available for professional development.	80%	83%	78%	64%	89%	94%	91%
An appropriate amount of time is provided for professional development.	93%	79%	77%	67%	94%	94%	88%
Professional development offerings are data driven.	97%	94%	97%	92%	91%	94%	91%
Professional learning opportunities are aligned with the school's improvement plan.	97%	96%	88%	91%	100%	91%	94%
Professional development is differentiated to meet the needs of individual teachers.	64%	69%	54%	50%	83%	94%	79%
Professional development deepens teachers' content knowledge.	93%	79%	78%	68%	94%	94%	89%
Teachers are encouraged to reflect on their own practice.	92%	97%	90%	78%	97%	100%	95%
Follow up is provided from professional development in this school.	88%	80%	78%	59%	80%	92%	85%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	95%	79%	69%	73%	97%	94%	89%
Professional development is evaluated and results are communicated to teachers.	74%	68%	55%	35%	83%	91%	78%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	90%	85%	89%	76%	97%	97%	92%
Professional development enhances teachers' abilities to improve student learning.	98%	91%	89%	82%	100%	94%	93%

