



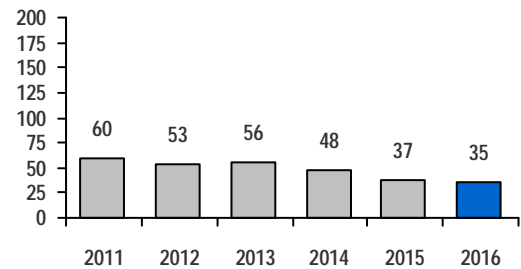
TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Metz 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

Metz
Survey Participants

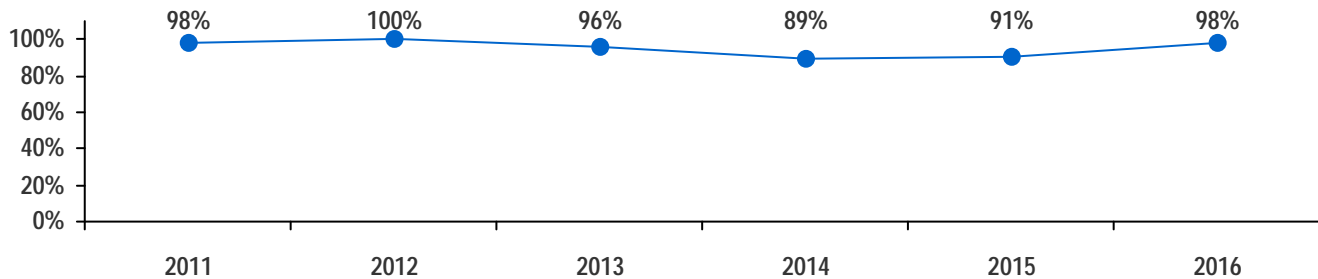


General School Climate

- All campus staff are friendly to each other.+
- All campus staff exhibit pride in their affiliation with the school.+
- All campus staff are willing to go out of their way to help.+
- All campus staff accomplish their jobs with enthusiasm.+
- All campus staff are committed to their jobs.+

All
EL

2015



School Leadership

	Metz						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	93%	94%	93%	59%	78%	86%	90%
Teachers feel comfortable raising issues and concerns that are important to them.	83%	89%	89%	55%	50%	82%	83%
The school leadership consistently supports teachers.	85%	83%	88%	77%	64%	81%	87%
Teachers are held to high professional standards for delivering instruction.	93%	94%	93%	95%	87%	93%	96%
The school leadership facilitates using data to improve student learning.	95%	97%	100%	89%	87%	93%	97%
Teacher performance is assessed objectively.	90%	97%	97%	82%	88%	85%	92%
Teachers receive feedback that can help them improve teaching.	92%	94%	84%	71%	86%	93%	90%
The procedures for teacher evaluation are consistent.	86%	93%	94%	78%	82%	84%	91%
The faculty are recognized for accomplishments.	83%	86%	93%	71%	87%	93%	90%
There is an atmosphere of trust and mutual respect.+	86%	98%	86%	66%	56%	88%	86%
School leadership effectively communicates policy.+	90%	90%	75%	54%	61%	88%	90%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	80%	35%	68%	89%	87%
My principal clearly defines expectations for our school.	*	*	79%	58%	48%	85%	92%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	80%	67%	65%	83%	89%
My principal has a clearly defined mission and vision for my school.	*	*	90%	62%	79%	89%	93%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	88%	81%	88%	86%	95%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	77%	46%	45%	83%	87%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	*	*	*	*	*	85%	90%

+Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:	Metz						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	95%	79%	83%	71%	89%	90%	88%
Facilities and resources	95%	94%	81%	74%	89%	90%	94%
Community support and involvement	95%	91%	90%	76%	86%	89%	94%
Managing student conduct	90%	77%	90%	54%	70%	89%	87%
Teacher leadership	95%	97%	90%	78%	82%	100%	93%
School leadership	95%	94%	95%	74%	76%	97%	93%
Professional development	98%	94%	93%	82%	88%	90%	94%
Instructional practices and support	98%	94%	90%	78%	89%	90%	94%
New teacher support	95%	94%	85%	75%	81%	83%	90%
Achievement press	*	96%	100%	59%	86%	91%	95%
General school climate	*	91%	91%	55%	75%	86%	90%

Teacher Leadership

	Metz						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	93%	89%	90%	82%	75%	86%	90%
Teachers are trusted to make sound professional decisions about instruction.	93%	92%	93%	68%	71%	90%	91%
Teachers are relied upon to make decisions about educational issues.	93%	83%	95%	69%	82%	93%	91%
Teachers are encouraged to participate in school leadership roles.	95%	97%	95%	83%	90%	93%	94%
The faculty has an effective process for making group decisions to solve problems.	82%	91%	81%	51%	63%	88%	85%
In this school we take steps to solve problems.	88%	91%	96%	69%	80%	89%	90%
Teachers are effective leaders in this school.	98%	100%	96%	87%	96%	97%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	89%	86%	57%	77%	89%	85%

*This item was not asked.

Achievement Press

ALL
EL
2016

	Metz				
	2011	2012	2013	2014	2015
The school sets high standards for academic performance.	96%	98%	100%	91%	93%
Teachers in this school believe that their students have the ability to achieve academically.	93%	100%	98%	92%	93%
Parents exert pressure to maintain high standards.	60%	54%	70%	55%	54%
Academic achievement is recognized and acknowledged by the school.	97%	92%	96%	94%	90%
Parents press for school improvement.	70%	63%	85%	62%	64%
Students in this school can achieve the goals that have been set for them.	98%	96%	96%	89%	90%
Students respect others who get good grades.	98%	96%	96%	83%	92%
Students seek extra work so they can get get good grades.	55%	58%	58%	41%	48%
Students try hard to improve on previous work.	88%	86%	88%	78%	85%
The learning environment is orderly and serious.+	97%	100%	88%	89%	90%

+Includes responses from teaching and non-teaching staff.

2014

97%

100%

97%

94%

63%

Teachers have autonomy to make decisions about

71%

Professional Learning Communities

	Metz 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.	100%	95%
Plan lessons and units together.	96%	90%
Develop common student assessments.	96%	87%
Support students' social and emotional competence.	96%	94%

Professional Development

	2011	2012	2013	Metz 2014	2015	2016	ALL EL 2016
Sufficient resources are available for professional development.	95%	91%	84%	90%	100%	89%	91%
An appropriate amount of time is provided for professional development.	83%	74%	73%	79%	93%	86%	88%
Professional development offerings are data driven.	89%	97%	94%	88%	85%	79%	91%
Professional learning opportunities are aligned with the school's improvement plan.	94%	85%	83%	97%	88%	100%	94%
Professional development is differentiated to meet the needs of individual teachers.	78%	81%	70%	69%	81%	83%	79%
Professional development deepens teachers' content knowledge.	93%	89%	83%	84%	90%	89%	89%
Teachers are encouraged to reflect on their own practice.	92%	94%	89%	86%	83%	86%	95%
Follow up is provided from professional development in this school.	73%	71%	63%	68%	70%	83%	85%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	85%	73%	83%	71%	93%	86%	89%
Professional development is evaluated and results are communicated to teachers.	62%	65%	63%	44%	65%	81%	78%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	90%	88%	91%	74%	96%	93%	92%
Professional development enhances teachers' abilities to improve student learning.	95%	94%	91%	89%	97%	93%	93%

