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

Pease 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 strongly agreed with the statement. Arrows indicate statistically meaningful changes from one year to the next. Items marked with * were not asked that year. Please note: the comparison methodology was updated in 2015, therefore arrows may not match those in reports from
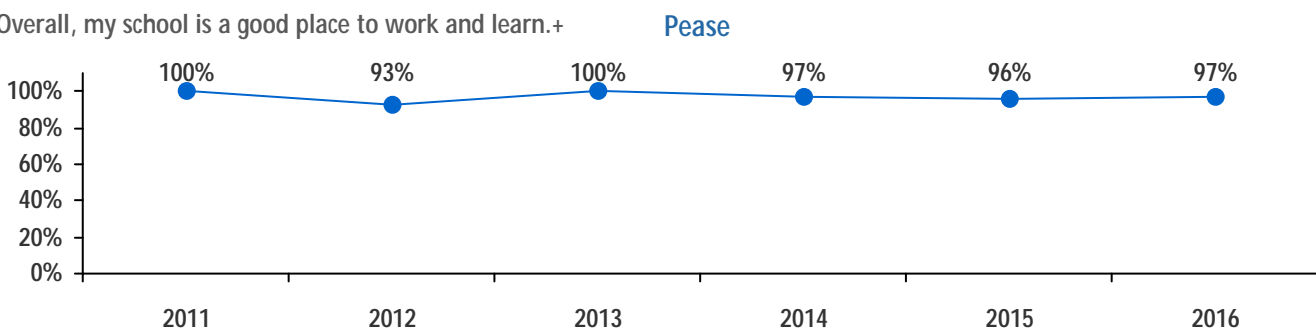
Pease
Survey Participants

Year	Participants
2011	29
2012	31
2013	25
2014	21
2015	24
2016	27
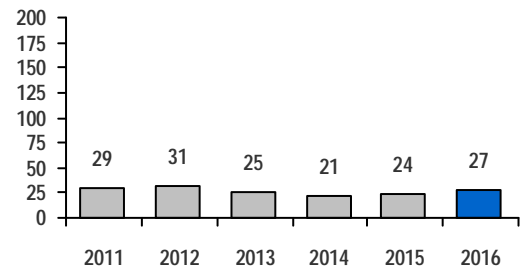
General School Climate

	Pease						All EL
	2011	2012	2013	2014	2015	2016	2016
All campus staff are friendly to each other.+	83%	55%	85%	70%	79%	57%	87%
All campus staff exhibit pride in their affiliation with the school.+	97%	85%	95%	97%	100%	93%	91%
All campus staff are willing to go out of their way to help.+	93%	62%	80%	79%	79%	62%	86%
All campus staff accomplish their jobs with enthusiasm.+	97%	56%	79%	80%	83%	68%	84%
All campus staff are committed to their jobs.+	96%	58%	90%	79%	79%	64%	89%
The goals of my school are made clear.	97%	86%	95%	86%	90%	88%	94%
All campus staff interact with one another in a way that models social and emotional competence.	*	*	*	*	*	54%	88%

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

Year	Value
2011	100%
2012	93%
2013	100%
2014	97%
2015	96%
2016	97%

+Includes responses from teaching and nonteaching staff.

2011

100%

94%

100%

89%

100%

100%

94%

94%

94%

100%

95%

The school leadership makes a sustained effort to address teacher concerns about:	Pease						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	100%	94%	100%	83%	83%	100%	88%
Facilities and resources	100%	89%	100%	94%	79%	89%	94%
Community support and involvement	100%	100%	100%	94%	95%	100%	94%
Managing student conduct	95%	89%	100%	89%	81%	59%	87%
Teacher leadership	95%	56%	100%	82%	82%	88%	93%
School leadership	100%	71%	100%	82%	79%	88%	93%
Professional development	100%	95%	100%	94%	88%	94%	94%
Instructional practices and support	95%	94%	100%	94%	88%	88%	94%
New teacher support	95%	86%	100%	100%	64%	100%	90%
Achievement press	*	92%	93%	100%	73%	100%	95%
General school climate	*	58%	94%	78%	80%	71%	90%

Teacher Leadership

	Pease						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	90%	74%	100%	94%	95%	83%	90%
Teachers are trusted to make sound professional decisions about instruction.	95%	100%	100%	100%	95%	94%	91%
Teachers are relied upon to make decisions about educational issues.	100%	94%	100%	94%	95%	94%	91%
Teachers are encouraged to participate in school leadership roles.	100%	84%	100%	94%	89%	94%	94%
The faculty has an effective process for making group decisions to solve problems.	86%	50%	94%	78%	59%	61%	85%
In this school we take steps to solve problems.	95%	58%	100%	78%	68%	72%	90%
Teachers are effective leaders in this school.	95%	61%	94%	89%	79%	83%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	76%	94%	83%	67%	69%	85%

*This item was not asked.

Achievement Press

	Pease					ALL EL
	2011	2012	2013	2014	2015	2016
The school sets high standards for academic performance.	100%	89%	100%	95%	90%	
Teachers in this school believe that their students have the ability to achieve academically.	97%	93%	95%	90%	95%	
Parents exert pressure to maintain high standards.	100%	75%	100%	89%	100%	
Academic achievement is recognized and acknowledged by the school.	100%	90%	100%	100%	90%	
Parents press for school improvement.	89%	82%	100%	100%	95%	
Students in this school can achieve the goals that have been set for them.	100%	100%	100%	100%	100%	
Students respect others who get good grades.	100%	100%	100%	94%	95%	
Students seek extra work so they can get get good grades.	96%	77%	94%	71%	100%	
Students try hard to improve on previous work.	96%	80%	95%	85%	100%	
The learning environment is orderly and serious.+	97%	86%	100%	97%	83%	

+Includes responses from teaching and non-teaching staff.

Data Use (continued)

How frequently do you use data in the following ways?	Once a year	Once a semester	Once every 2 months	Once a month	Twice a month	Once a week
Comparing test scores for your class across academic years (e.g., how 5th grade class as a whole performed in 3rd and 4th grade).	27%	33%	0%	13%	27%	0%
Examining current year benchmark scores to create classroom instructional groups.	20%	27%	20%	27%	0%	7%
Examining data to identify students in need of intervention.	0%	13%	7%	27%	7%	47%
Collaborating with other educators about data and how it relates to the learning needs of students.	0%	13%	13%	20%	27%	27%

Managing Student Conduct

	Pease						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	97%	93%	100%	100%	92%	93%	91%
Students at this school follow rules of conduct.+	100%	83%	95%	97%	96%	90%	84%
School staff clearly understand policies and procedures about student conduct.**	100%	86%	100%	95%	85%	88%	92%
Administrators consistently enforce rules for student conduct.+	93%	75%	100%	93%	87%	89%	90%
Administrators support teachers' efforts to maintain discipline in the classroom.+	96%	82%	100%	93%	96%	93%	91%
Teachers consistently enforce rules for student conduct.+	100%	75%	95%	90%	96%	82%	91%
All campus staff work in a school environment that is safe.+ **	97%	89%	95%	93%	95%	90%	95%
Non-teaching staff consistently enforce rules for student conduct.+	100%	81%	100%	89%	84%	77%	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	92%	90%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	96%	92%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	96%	80%

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

	2014
	100%
	94%
	93%
	94%
Teachers at my school are assigned classes that	81%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	100%

	82%
	94%
Professional learning opportunities are aligned with the school's improvement plan.	100%
Professional development is differentiated to meet the needs of individual teachers.	94%
Professional development deepens teachers' content knowledge.	88%
Teachers are encouraged to reflect on their own practice.	94%
	93%