



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

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## School Leadership

	Perez						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	90%	91%	89%	97%	85%	96%	90%
Teachers feel comfortable raising issues and concerns that are important to them.	68%	64%	71%	76%	75%	80%	83%
The school leadership consistently supports teachers.	77%	72%	73%	82%	63%	91%	87%
Teachers are held to high professional standards for delivering instruction.	97%	95%	95%	95%	95%	97%	96%
The school leadership facilitates using data to improve student learning.	98%	97%	98%	93%	95%	100%	97%
Teacher performance is assessed objectively.	89%	82%	86%	89%	82%	86%	92%
Teachers receive feedback that can help them improve teaching.	63%	84%	76%	71%	69%	81%	90%
The procedures for teacher evaluation are consistent.	81%	84%	89%	84%	74%	78%	91%
The faculty are recognized for accomplishments.	90%	70%	87%	82%	87%	89%	90%
There is an atmosphere of trust and mutual respect.+	78%	83%	76%	90%	82%	90%	86%
School leadership effectively communicates policy.+	94%	92%	91%	95%	87%	92%	90%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	85%	86%	88%	85%	87%
My principal clearly defines expectations for our school.	*	*	98%	95%	90%	95%	92%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	82%	77%	73%	80%	89%
My principal has a clearly defined mission and vision for my school.	*	*	97%	98%	92%	97%	93%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	98%	96%	93%	98%	95%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	93%	88%	88%	93%	87%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	*	*	*	*	*	97%	90%

+Includes responses from teaching and nonteaching staff.

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

Perez

ALL  
EL  
2016

	2011	2012	2013
The use of time in my school	65%	49%	67%
Facilities and resources	88%	87%	92%
Community support and involvement	90%	88%	95%
Managing student conduct	62%	58%	62%
Teacher leadership	82%	83%	91%
School leadership	89%	91%	93%
Professional development	98%	92%	90%
Instructional practices and support	97%	84%	89%
New teacher support	75%	83%	87%
Achievement press	*	85%	91%

2013

Teachers are trusted to make sound professional decisions about instruction.	82%
Teachers are relied upon to make decisions about educational issues.	89%
Teachers are encouraged to participate in school leadership roles.	97%
The faculty has an effective process for making	80%
	95%
	95%
	80%

## Achievement Press

		Perez			ALL EL 2016
	2011	2012	2013		
The school sets high standards for academic performance.	100%				
Teachers in this school believe that their students have the ability to achieve academically.	100%				
Parents exert pressure to maintain high standards.	51%				

## Data Use (continued)

Perez

2016

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).	40%	25%	6%	13%	12%	4%
Examining current year benchmark scores to create classroom instructional groups.	6%	19%	34%	23%	15%	4%
Examining data to identify students in need of intervention.	6%	8%	11%	23%	21%	32%
Collaborating with other educators about data and how it relates to the learning needs of students.	6%	13%	11%	28%	13%	28%

## Managing Student Conduct

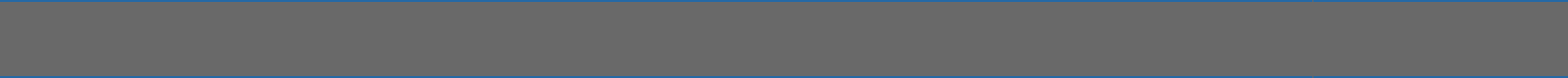
	Perez						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	87%	86%	88%	91%	85%	85%	91%
Students at this school follow rules of conduct.+	71%	73%	75%	78%	62%	58%	84%
School staff clearly understand policies and procedures about student conduct.**	86%	85%	85%	85%	83%	90%	92%
Administrators consistently enforce rules for student conduct.+	72%	63%	68%	83%	79%	89%	90%
Administrators support teachers' efforts to maintain discipline in the classroom.+	79%	74%	69%	82%	80%	87%	91%
Teachers consistently enforce rules for student conduct.+	91%	94%	91%	90%	83%	84%	91%
All campus staff work in a school environment that is safe.+ **	96%	95%	94%	96%	93%	98%	95%
Non-teaching staff consistently enforce rules for student conduct.+	87%	88%	81%	84%	81%	77%	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	85%	90%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	89%	92%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	82%	80%

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

# Instructional Practice and Support

2011 2012 2013 2014

Perez



73%

94%

92%

53%

