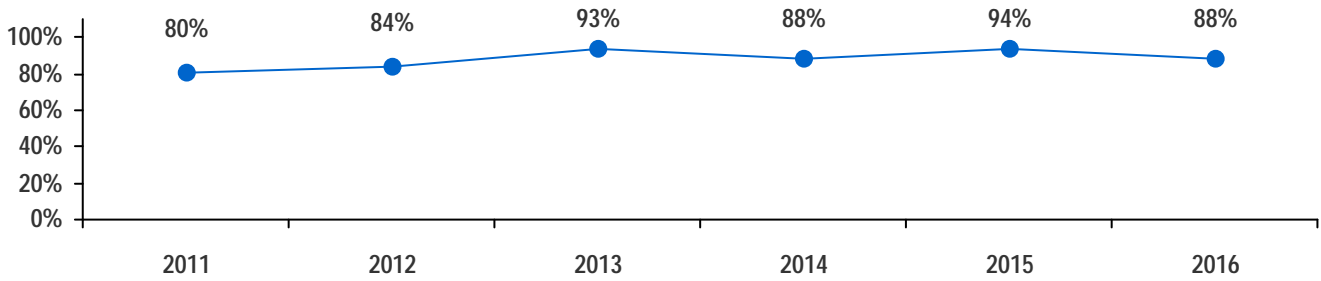




# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

## Reagan High School

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## Achievement Press

	Reagan						ALL HS
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	77%	84%	86%	86%	87%	83%	91%
Teachers in this school believe that their students have the ability to achieve academically.	84%	90%	94%	95%	93%	91%	95%
Parents exert pressure to maintain high standards.	32%	41%	41%	35%	52%	51%	67%
Academic achievement is recognized and acknowledged by the school.	81%	90%	95%	98%	96%	86%	94%
Parents press for school improvement.	45%	55%	53%	41%	53%	43%	70%
Students in this school can achieve the goals that have been set for them.	87%	85%	91%	95%	94%	94%	97%
Students respect others who get good grades.	55%	71%	75%	73%	78%	73%	87%
Students seek extra work so they can get get good grades.	33%	62%	60%	63%	73%	54%	73%
Students try hard to improve on previous work.	40%	60%	65%	68%	72%	61%	74%
The learning environment is orderly and serious.+	51%	64%	74%	73%	79%	73%	87%

+Includes responses from teaching and non-teaching staff.

Group students across classes based on learning needs.

Provide support for new teachers.

Provide support for struggling teachers.

## Data Use (continued)

### Reagan

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).	36%	32%	11%	11%	4%	7%
Examining current year benchmark scores to create classroom instructional groups.	22%	25%	19%	14%	10%	11%
Examining data to identify students in need of intervention.	4%	15%	14%	28%	16%	23%
Collaborating with other educators about data and how it relates to the learning needs of students.	7%	22%	17%	19%	14%	21%

## Managing Student Conduct

	Reagan						ALL HS
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	56%	73%	72%	75%	75%	68%	86%
Students at this school follow rules of conduct.+	31%	43%	53%	61%	51%	48%	78%
School staff clearly understand policies and procedures about student conduct.**	53%	66%	78%	77%	76%	73%	88%
Administrators consistently enforce rules for student conduct.+	39%	59%	58%	63%	60%	68%	80%
Administrators support teachers' efforts to maintain discipline in the classroom.+	51%	66%	71%	71%	72%	71%	86%
Teachers consistently enforce rules for student conduct.+	44%	71%	70%	77%	66%	63%	76%
All campus staff work in a school environment that is safe.+ **	82%	82%	90%	90%	88%	85%	93%
Non-teaching staff consistently enforce rules for student conduct.+	49%	76%	67%	82%	71%	71%	79%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	70%	84%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	75%	84%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	65%	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

ALL  
HS  
2016

	Reagan			
	2011	2012	2013	2014
Teachers in this school use assessment data to inform their instruction.	93%	98%	96%	97%
Teachers work in professional learning communities to develop and align instructional practices.	83%	94%	96%	98%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	78%	90%	91%	92%
Teachers are encouraged to try new things to improve instruction.	75%	98%	95%	96%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	61%	85%	81%	78%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	58%	79%	85%	91%

## Community Support and Engagement

ALL  
HS  
2016

	Reagan		
	2011	2012	2013
			49%
			84%
			89%
			90%
			93%
			71%
Parents/guardians support teachers, contributing to their success with students.	32%		67%
Community members support teachers, contributing to their success with students.	59%		84%
The community we serve is supportive of this school.	66%		86%

Professional learning opportunities are aligned with the school's improvement plan.  
Professional development is differentiated to meet

85%

89%

92%

72%

76%

97%

76%

## Facilities and Resources

	Reagan						ALL HS
	2011	2012	2013	2014	2015	2016	2016
Teachers have sufficient access to appropriate instructional materials.	64%	91%	88%	90%	93%	83%	88%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	66%	79%	78%	80%	85%	71%	74%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	26%	75%	71%	60%	89%	64%	75%
Teachers have sufficient training and support to fully utilize the available instructional technology.	51%	84%	83%	79%	79%	76%	80%
Teachers have sufficient access to a broad range of professional support personnel.	77%	91%	90%	90%	88%	81%	88%
The physical environment of classrooms in this school supports teaching and learning.+	85%	86%	97%	95%	92%	88%	88%
The school environment is clean and well maintained.+	88%	92%	97%	97%	97%	97%	91%
Teachers have adequate space to work productively.	83%	94%	95%	89%	93%	89%	85%
Teachers have time available to collaborate with colleagues.	66%	80%	85%	85%	80%	79%	84%

Note. + Includes responses from teaching and nonteaching staff.

ALL  
HS data to inform e  
2016

There is a clear vision for the use of data to inform education in AISD.

There is a clear vision for academic, social, and emotional learning in AISD.