



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

Reilly Elementary School

School Leadership

	Reilly						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	68%	71%	90%	81%	100%	96%	90%
Teachers feel comfortable raising issues and concerns that are important to them.	65%	74%	87%	66%	90%	96%	83%
The school leadership consistently supports teachers.	60%	61%	87%	74%	100%	100%	87%
Teachers are held to high professional standards for delivering instruction.	84%	91%	97%	96%	100%	100%	96%
The school leadership facilitates using data to improve student learning.	84%	86%	93%	100%	100%	100%	97%
Teacher performance is assessed objectively.	76%	81%	92%	73%	100%	100%	92%
Teachers receive feedback that can help them improve teaching.	66%	59%	87%	86%	91%	88%	90%
The procedures for teacher evaluation are consistent.	68%	65%	88%	77%	100%	100%	91%
The faculty are recognized for accomplishments.	70%	78%	79%	71%	100%	92%	90%
There is an atmosphere of trust and mutual respect.+	70%	80%	83%	78%	97%	91%	86%
School leadership effectively communicates policy.+	71%	80%	91%	86%	100%	91%	90%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	97%	78%	95%	96%	87%
My principal clearly defines expectations for our school.	*	*	93%	82%	100%	96%	92%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	93%	85%	100%	96%	89%
My principal has a clearly defined mission and vision for my school.	*	*	93%	89%	100%	96%	93%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	93%	86%	100%	100%	95%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	85%	84%	100%	100%	87%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	*	*	*	*	*	96%	90%

+Includes responses from teaching and nonteaching staff.

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

Reilly

ALL
EL
2016

	2011	2012	2013
The use of time in my school	80%	70%	89%
Facilities and resources	93%	76%	97%
Community support and involvement	77%	85%	100%
Managing student conduct	80%	68%	93%
Teacher leadership	74%	95%	93%
School leadership	71%	77%	90%
Professional development	90%	82%	90%
Instructional practices and support	77%	68%	93%
New teacher support	83%	74%	96%
Achievement press	*	82%	90%

2013

Teachers are trusted to make sound professional decisions about instruction.	93%
Teachers are relied upon to make decisions about educational issues.	89%
Teachers are encouraged to participate in school leadership roles.	96%
The faculty has an effective process for making group decisions to solve problems.	82%
In this school we take steps to solve problems.	96%
Teachers are effective leaders in this school.	93%
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Achievement Press

	Reilly						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	98%	97%	100%	100%	100%	100%	96%
Teachers in this school believe that their students have the ability to achieve academically.	98%	100%	94%	100%	100%	100%	96%
Parents exert pressure to maintain high standards.	44%	71%	41%	53%	60%	74%	70%
Academic achievement is recognized and acknowledged by the school.	100%	100%	94%	91%	100%	100%	94%
Parents press for school improvement.	44%	58%	41%	52%	80%	82%	75%
Students in this school can achieve the goals that have been set for them.	98%	96%	97%	94%	100%	100%	96%
Students respect others who get good grades.	93%	96%	93%	97%	100%	100%	93%
Students seek extra work so they can get get good grades.	58%	57%	61%	79%	74%	68%	62%
Students try hard to improve on previous work.	81%	69%	79%	92%	100%	92%	83%
The learning environment is orderly and serious.+	88%	97%	97%	98%	100%	94%	92%

+Includes responses from teaching and non-teaching staff.

Data Use

	Reilly 2016	ALL EL 2016
How often does your department/team:		
Discuss your department/team's professional needs and goals.	86%	65%
Discuss assessment data for individual students.	87%	74%
Set learning goals for groups of students.	83%	76%
Group students across classes based on learning needs.	82%	67%
Provide support for new teachers.	91%	79%
Provide support for struggling teachers.	81%	76%
Share instructional strategies.	91%	84%

Data Use (continued)

Reilly

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).	14%	23%	14%	14%	14%	23%
Examining current year benchmark scores to create classroom instructional groups.	9%	27%	14%	14%	14%	23%
Examining data to identify students in need of intervention.	9%	0%	14%	32%	14%	32%
Collaborating with other educators about data and how it relates to the learning needs of students.	9%	0%	14%	23%	18%	36%

Managing Student Conduct

	Reilly						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	95%	100%	100%	95%	100%	97%	91%
Students at this school follow rules of conduct.+	93%	97%	100%	98%	100%	97%	84%
School staff clearly understand policies and procedures about student conduct.**	93%	97%	100%	89%	100%	95%	92%
Administrators consistently enforce rules for student conduct.+	84%	83%	97%	88%	100%	97%	90%
Administrators support teachers' efforts to maintain discipline in the classroom.+	90%	78%	97%	90%	97%	97%	91%
Teachers consistently enforce rules for student conduct.+	95%	100%	97%	95%	100%	92%	91%
All campus staff work in a school environment that is safe.+ **	100%	100%	97%	100%	100%	100%	95%
Non-teaching staff consistently enforce rules for student conduct.+	95%	89%	97%	97%	100%	100%	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	97%	90%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	97%	92%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	94%	80%

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

Professional Learning Communities

	Reilly 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.	96%	95%
Plan lessons and units together.	96%	
Develop common student assessments.	96%	
Support students' social and emotional competence.	91%	

Professional Development

	Reilly						ALL EL 2016
	2011	2012	2013	2014	2015	2016	
Sufficient resources are available for professional development.	83%	65%	74%	79%	95%	96%	91%
An appropriate amount of time is provided for professional development.	77%	61%	70%	79%	90%	85%	88%
Professional development offerings are data driven.	64%	73%	85%	77%	85%	96%	91%
Professional learning opportunities are aligned with the school's improvement plan.	69%	82%	91%	76%	100%	92%	94%
Professional development is differentiated to meet the needs of individual teachers.	46%	50%	69%	56%	89%	92%	79%
Professional development deepens teachers' content knowledge.	62%	83%	74%	83%	90%	96%	89%
Teachers are encouraged to reflect on their own practice.	87%	95%	100%	93%	100%	100%	95%
Follow up is provided from professional development in this school.	55%	57%	73%	71%	90%	96%	85%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	75%	68%	61%	70%	90%	93%	89%
Professional development is evaluated and results are communicated to teachers.	52%	41%	58%	57%	85%	83%	78%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	83%	83%	89%	83%	100%	96%	92%
Professional development enhances teachers' abilities to improve student learning.	90%	87%	89%	83%	100%	93%	93%

