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

	2011	2012	2013	HSHSHS 2016
			84%	
			70%	
			82%	
			98%	
			91%	
			86%	
			93%	
			73%	
			89%	
			80%	
			88%	

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

Ann Richards

	2011	2012	2013
The use of time in my school	91%	92%	84%
Facilities and resources	100%	97%	93%
Community support and involvement	100%	100%	100%
Managing student conduct	100%	100%	93%
Teacher leadership	100%	97%	93%
School leadership	98%	92%	91%
Professional development	95%	95%	89%
Instructional practices and support	100%	97%	93%
New teacher support	83%	71%	86%
Achievement press	*	97%	97%

	2013
Teachers are trusted to make sound professional decisions about instruction.	89%
Teachers are relied upon to make decisions about educational issues.	95%
Teachers are encouraged to participate in school leadership roles.	98%
The faculty has an effective process for making group decisions to solve problems.	77%
In this school we take steps to solve problems.	91%
Teachers are effective leaders in this school.	100%
Teachers have an appropriate level of influence on decision making in this school.	86%

Achievement Press

	Ann Richards			ALL HS
	2011	2012	2013	2016
The school sets high standards for academic performance.	98%			
Teachers in this school believe that their students have the ability to achieve academically.	98%			
Parents exert pressure to maintain high standards.	85%			
Academic achievement is recognized and acknowledged by the school.	96%			
Parents press for school improvement.	77%			
Students in this school can achieve the goals that have been set for them.	98%			
Students respect others who get good grades.	98%			
Students seek extra work so they can get get good grades.	83%			
Students try hard to improve on previous work.	89%			

Data Use (continued)

Comparing test scores for your class across academic years (e.g., how
5th grade class as a whole performed in 3rd D[91] s8(ed))]TJ9.9856 0 0 9.985crt0 -1.358 fB .14118 .41176t0 edTjET/Cs6 cs .14118 ng tes8842 res t

Examining current year benchmark scores to create classroom
instructional groups.

Examining data to identify students in need of intervention.

Collaborating with other educators about data and how it relates to
the learning needs of students.

Managing Student Conduct

	Ann Richards						ALL HS
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	100%	98%	100%	100%	98%	100%	86%
Students at this school follow rules of conduct.+	100%	95%	100%	100%	100%	100%	78%
School staff clearly understand policies and procedures about student conduct.**	96%	96%	98%	98%	90%	100%	88%
Administrators consistently enforce rules for student conduct.+	100%	91%	85%	93%	88%	94%	80%
Administrators support teachers' efforts to maintain discipline in the classroom.+	98%	98%	98%	100%	100%	99%	86%
Teachers consistently enforce rules for student conduct.+	96%	91%	90%	91%	83%	83%	76%
All campus staff work in a school environment that is safe.+ **	100%	100%	98%	98%	100%	100%	93%
Non-teaching staff consistently enforce rules for student conduct.+	93%	90%	90%	97%	90%	90%	79%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	93%	84%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	82%	84%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	90%	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

	Ann Richards				ALL HS
	2011	2012	2013	2014	2016
Teachers in this school use assessment data to inform their instruction.	100%	100%	88%	94%	
Teachers work in professional learning communities to develop and align instructional practices.	100%	100%	88%	94%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	90%	97%	81%	92%	
Teachers are encouraged to try new things to improve instruction.	100%	100%	95%	98%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	88%	91%	95%	94%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	100%	97%	95%	96%	

Community Support and Engagement

	Ann Richards			ALL HS
	2011	2012	2013	2016
			80%	
			94%	
			90%	
			92%	
			96%	
			92%	
Parents/guardians support teachers, contributing to			100%	
Community members support teachers, contributing to their success with students.	98%		96%	
The community we serve is supportive of this school.	98%		98%	

	2012	2013	ALL 2016
An appropriate amount of time is provided for professional development.		64%	
Professional development offerings are data driven.		78%	
Professional learning opportunities are aligned with the school's improvement plan.		89%	
Professional development is differentiated to meet the needs of individual teachers.		73%	
Professional development deepens teachers' content knowledge.		79%	
Teachers are encouraged to reflect on their own practice.		95%	
Follow up is provided from professional development in this school.		73%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.		81%	
Professional development is evaluated and results are communicated to teachers.		60%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.		84%	
Professional development enhances teachers' abilities to improve student learning.		84%	