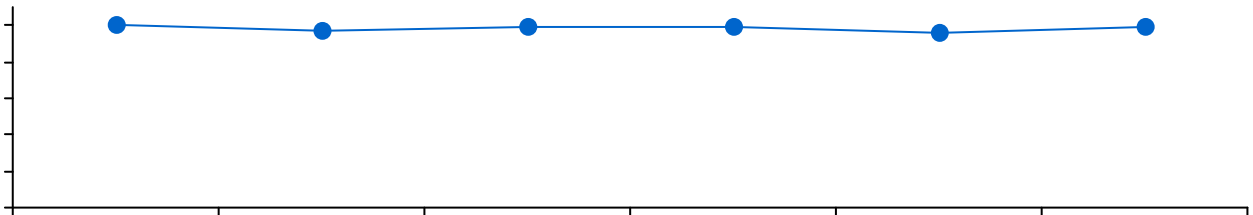




TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Rosedale



School Leadership

	Rosedale						ALL SP
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	97%	92%	96%	97%	94%	94%	89%
Teachers feel comfortable raising issues and concerns that are important to them.	93%	92%	96%	100%	90%	85%	84%
The school leadership consistently supports teachers.	97%	92%	94%	97%	97%	91%	84%
Teachers are held to high professional standards for delivering instruction.	100%	96%	95%	97%	100%	97%	93%
The school leadership facilitates using data to improve student learning.	96%	96%	100%	100%	100%	97%	87%
Teacher performance is assessed objectively.	89%	92%	94%	91%	96%	100%	94%
Teachers receive feedback that can help them improve teaching.	93%	96%	94%	91%	93%	97%	89%
The procedures for teacher evaluation are consistent.	96%	100%	90%	90%	92%	97%	94%
The faculty are recognized for accomplishments.	97%	84%	92%	88%	97%	94%	86%
There is an atmosphere of trust and mutual respect.+	92%	93%	89%	91%	91%	96%	88%
School leadership effectively communicates policy.+	96%	95%	97%	87%	91%	92%	89%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	94%	97%	93%	97%	83%
My principal clearly defines expectations for our school.	*	*	98%	94%	100%	100%	90%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	94%	94%	100%	100%	89%
My principal has a clearly defined mission and vision for my school.	*	*	96%	97%	100%	100%	87%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	98%	100%	100%	100%	90%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	98%	100%	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.	*	*	*	*	*	100%	88%

+Includes responses from teaching and nonteaching staff.

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

ALL

Rosedale

		2012	2013
The use of time in my school	93%	91%	94%
Facilities and resources	100%	95%	100%
Community support and involvement	100%	100%	100%
Managing student conduct	93%	96%	96%
Teacher leadership	93%	91%	98%
School leadership	97%	91%	98%
Professional development	93%	96%	94%
Instructional practices and support	100%	96%	98%
New teacher support	96%	91%	91%
Achievement press	*	90%	98%

Achievement Press

	Rosedale						ALL SP
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	93%	95%	91%	96%	100%	97%	87%
Teachers in this school believe that their students have the ability to achieve academically.	97%	97%	97%	96%	100%	100%	94%
Parents exert pressure to maintain high standards.	75%	75%	81%	79%	97%	91%	68%
Academic achievement is recognized and acknowledged by the school.	96%	94%	91%	88%	97%	94%	79%
Parents press for school improvement.	81%	70%	80%	79%	90%	83%	61%
Students in this school can achieve the goals that have been set for them.	96%	95%	91%	96%	97%	94%	93%
Students respect others who get good grades.	85%	78%	81%	82%	96%	87%	69%
Students seek extra work so they can get get good grades.	60%	54%	56%	59%	76%	87%	56%
Students try hard to improve on previous work.	90%	90%	86%	90%	85%	90%	72%
The learning environment is orderly and serious.+	97%	89%	92%	93%	92%	90%	89%

+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.

ALL
SP
2016

2014

97%

100%

97%

100%

Teachers at my school are assigned classes that maximize their likelihood of success with students.

100%

Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).

100%

71%

83%

93%

89%

94%

