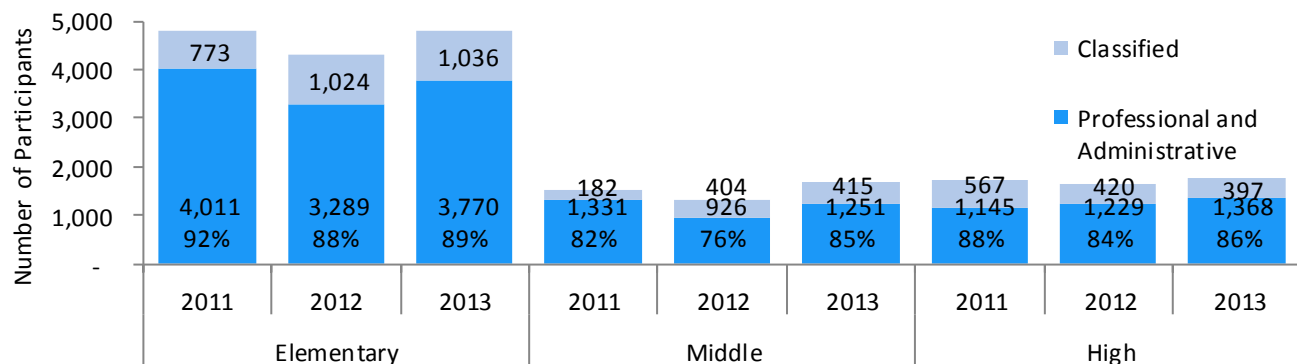


2012-2013 TELL AISD Staff Climate Survey District Report

To do their jobs well, educators need supportive school environments where they are valued, are trusted, and can collaborate to improve instruction. The Teaching, Empowering, Leading and Learning (TELL) AISD Survey is a unique opportunity to gather information about school conditions from those whose views matter most—practicing educators. Respondents are asked for their perceptions on a variety of issues related to student achievement and staff retention, including Time, Leadership, Facilities and Resources, Student Behavior Management, Community Support, Professional Development, Instructional Practice, and New Teacher Support. Since 2011, TELL AISD has been administered in January and February to all campus-based staff. Figure 1 displays participant counts and response rates for each year.

Figure 1. Number of participants by level for classified and professional and administrative staff, and response rates for professional and administrative staff, 2011 through 2013.



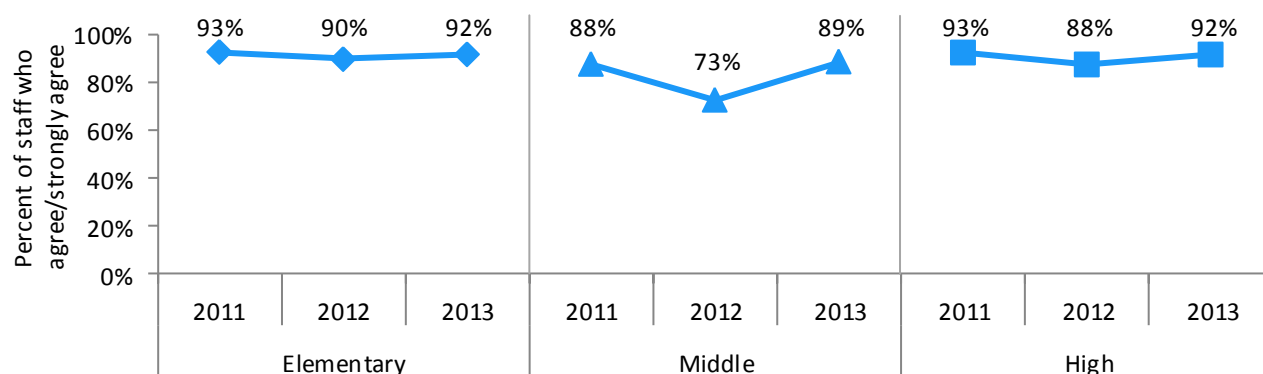
Note. Response rates for campus classified staff cannot be determined using available district database codes for work location of some non-teaching staff.

SUMMARY OF RESULTS FOR 2013

General school climate remains positive across levels; most campus employees (89-92%) agreed that “Overall, my school is a good place to work and learn” (Figure 2). At least 80% of employees agree that “campus staff are friendly to each other” and “campus staff exhibit pride in their... school” and that “campus staff are committed to their jobs.” Results for middle schools improved in many areas when compared with survey responses from the previous year, particularly in school leadership, community support and engagement, managing student conduct, and general climate.

Results for School Leadership

Results for school leadership remained high at elementary schools, improved for middle schools, and remained stable or improved slightly for high schools. Across levels, over 90% teachers and administrators agree that “teachers are held to high professional standards for delivering instruction” and that “school leadership facilitates using data to improve instruction.” Most staff also report that they “teachers are encouraged to participate in school leadership roles.” Agreement has remained high on these items for 3

Figure 2. "Overall, my school is a good place to work and learn."

years.

Across levels, 75% (or fewer) of teachers agree that “teachers feel comfortable raising issues and concerns that are important to them.” Agreement with this item has remained lower than most leadership items for three years, although there was improvement in 2013, particularly at the middle school level.

Results for Use of Time, Professional Development, and School Facilities and Resources

Time remains a challenge for campus staff. Most respondents report that they spend between 5 to 10+ hours per week on school-related activities outside of the regular school work day, and many respondents disagree that class sizes are reasonable, that teachers have time to collaborate with colleagues, or that non-instructional time provided is sufficient.

Most staff (over 90%) agree that “professional learning opportunities are aligned with the school’s improvement plan,” while fewer than 75% of staff agree that “professional development is differentiated to meet the needs of individual teachers” (all levels) or that “professional development deepens teachers’ content knowledge” (middle and high school). This was true of both campus-based and district level professional development. Only 64-68% of staff agree that “professional development is evaluated and results are communicated to teachers.”

Most staff (88-94%) agree that “my school is provided sufficient data and information to make informed decisions,” “the school environment is clean and well maintained,” and “the physical environment of classrooms in this school supports teaching and learning.” Only 68-71% of staff agree that “teachers have sufficient training and support to fully utilize the available instructional technology.”

Results for Managing Student Conduct and Achievement Press

Results for managing student conduct remained high at elementary schools and improved for middle schools. The items with lowest agreement in this area for middle and high schools were “students at this school follow rules of conduct” (61% and 69% respectively) and “administrators consistently enforce rules for student conduct” (71% and 68% respectively). Results for achievement press remain strong for many items. Most staff (87-97%) agree that their “school sets high standards for academic performance” and that “teachers in this school believe that their students have the ability to achieve academically” and that “students in this school can achieve the goals that have been set for them.” However, 65% or fewer agree that “parents press for school improvement” or “parents exert pressure to maintain high standards” or “students seek extra work so

they can get good grades.”

For each item in the tables that follow, the percentage displayed represents the percentage of respondents who **agreed or strongly agreed** with the statement.

SCHOOL LEADERSHIP

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
The faculty and leadership have a shared vision.	85%	82%	85%	74%	62%	80%	80%	75%	82%
There is an atmosphere of trust and mutual respect.	79%	77%	80%	68%	55%	76%	75%	74%	76%
Teachers feel comfortable raising issues and concerns that are important to them.	73%	70%	75%	61%	47%	71%	73%	69%	74%
The school leadership consistently supports teachers.	78%	74%	80%	66%	52%	75%	74%	69%	75%
Teachers are held to high professional standards for delivering instruction.	94%	93%	94%	93%	90%	94%	92%	92%	93%
The school leadership facilitates using data to improve student learning.	96%	95%	96%	94%	90%	94%	93%	95%	95%
Teacher performance is assessed objectively.	85%	84%	87%	78%	72%	82%	80%	79%	82%
Teachers receive feedback that can help them improve teaching.	81%	81%	84%	79%	72%	82%	76%	79%	82%
The procedures for teacher evaluation are consistent.	84%	82%	86%	76%	69%	80%	75%	74%	76%
School leadership effectively communicates policy.	85%	84%	86%	79%	67%	82%	79%	79%	79%
The faculty are recognized for accomplishments.	81%	79%	83%	77%	67%	81%	83%	82%	82%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	80%	*	*	81%	*	*	76%
My principal clearly defines expectations for our school.	*	*	88%	*	*	90%	*	*	89%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	84%	*	*	84%	*	*	78%
My principal has a clearly defined mission and vision for my school.	*	*	89%	*	*	90%	*	*	91%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	92%	*	*	92%	*	*	92%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	80%	*	*	79%	*	*	78%

Note. *New in 2013.

“School leadership makes a sustained effort to address teacher concerns about...”

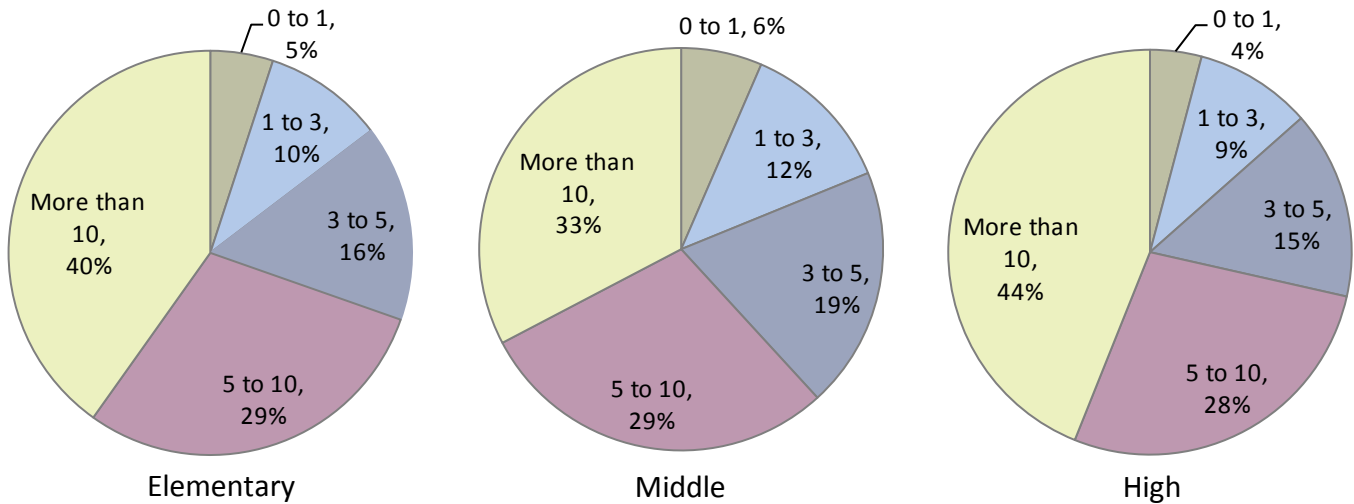
	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
School leadership	86%	85%	88%	76%	69%	84%	84%	80%	84%
The use of time in my school	77%	76%	80%	69%	59%	77%	68%	71%	76%
Teacher leadership	88%	86%	89%	80%	74%	85%	85%	85%	87%
Professional development	90%	89%	90%	82%	81%	89%	81%	84%	88%
Community support and involvement	88%	88%	90%	84%	77%	87%	87%	85%	89%
Facilities and resources	88%	89%	91%	83%	79%	87%	82%	82%	84%
Managing student conduct	81%	77%	82%	67%	54%	75%	72%	74%	77%
Instructional practices and support	90%	88%	90%	85%	80%	88%	86%	86%	88%
General school climate	83%	80%	84%	71%	57%	80%	82%	78%	82%
Achievement press	89%	89%	91%	83%	76%	86%	85%	86%	87%
New teacher support	84%	85%	86%	80%	71%	82%	81%	82%	83%

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Teachers are recognized as educational experts.	83%	82%	85%	71%	65%	78%	78%	77%	79%
Teachers are trusted to make sound professional decisions about instruction.	82%	80%	85%	72%	63%	77%	81%	78%	79%
Teachers are relied upon to make decisions about educational issues.	83%	83%	86%	72%	66%	78%	80%	76%	81%
Teachers are encouraged to participate in school leadership roles.	90%	88%	90%	83%	79%	89%	89%	87%	89%
The faculty has an effective process for making group decisions to solve problems.	76%	75%	78%	62%	53%	73%	68%	69%	71%
In this school we take steps to solve problems.	84%	82%	85%	75%	64%	82%	82%	81%	86%
Teachers are effective leaders in this school.	88%	87%	90%	83%	76%	85%	87%	84%	89%
Teachers have an appropriate level of influence on decision making in this school.	*	74%	78%	*	70%	72%	*	66%	71%

Note. *New in 2012.

TIME

Figure 3. “In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on the weekends)?”



	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	57%	45%	56%	50%	31%	48%	49%	42%	50%
Teachers have time available to collaborate with colleagues.	56%	54%	59%	66%	54%	64%	69%	70%	72%
The non instructional time provided for teachers in my school is sufficient.	42%	41%	46%	54%	45%	57%	53%	58%	60%

PROFESSIONAL DEVELOPMENT

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Sufficient resources are available for professional development in my school.	82%	81%	85%	81%	80%	85%	78%	84%	84%
An appropriate amount of time is provided for professional development.	80%	79%	77%	80%	78%	78%	76%	83%	81%
Professional development offerings are data driven.	85%	87%	89%	88%	84%	88%	77%	82%	87%
Professional learning opportunities are aligned with the school's improvement plan.	90%	90%	92%	87%	84%	91%	85%	86%	92%
Professional development is differentiated to meet the needs of individual teachers.	61%	66%	72%	48%	49%	64%	48%	58%	65%
Professional development deepens teachers' content knowledge.	81%	81%	85%	59%	60%	73%	52%	62%	67%
Teachers are encouraged to reflect on their own practice.	90%	89%	92%	83%	82%	87%	86%	90%	91%
Follow up is provided from professional development in this school.	68%	70%	75%	62%	59%	69%	58%	63%	69%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	78%	79%	81%	68%	69%	76%	72%	76%	80%
Professional development is evaluated and results are communicated to teachers.	55%	62%	68%	48%	46%	65%	47%	54%	64%
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	87%	85%	89%	75%	72%	84%	71%	76%	82%
Professional development enhances teachers' abilities to improve student learning.	89%	88%	91%	76%	76%	86%	74%	78%	85%

District and campus-based professional development

	Elementary		Middle		High	
	At my campus	District PD	At my campus	District PD	At my campus	District PD
Professional development is differentiated to meet the needs of individual teachers.	66%	73%	58%	65%	60%	65%
Professional development deepens teachers' content knowledge.	82%	84%	67%	75%	63%	67%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	85%	85%	80%	78%	81%	77%
Professional development enhances teachers' abilities to improve student learning.	88%	87%	84%	81%	83%	79%

Note. These items were new in 2013.

FACILITIES AND RESOURCES

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Teachers have sufficient access to appropriate instructional materials (including items such as textbooks, curriculum materials, content references, etc.)	84%	82%	84%	85%	81%	83%	79%	80%	82%
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	74%	82%	83%	78%	82%	80%	72%	79%	74%
Teachers have sufficient training and support to fully utilize the available instructional technology.	65%	67%	70%	68%	68%	71%	63%	67%	68%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	76%	82%	82%	70%	80%	79%	66%	72%	72%
Teachers have sufficient access to a broad range of professional support personnel.	83%	78%	80%	84%	76%	82%	87%	83%	83%
Teachers have adequate space to work productively.	84%	84%	85%	85%	86%	84%	82%	83%	83%
My school is provided sufficient data and information to make informed decisions.	93%	91%	92%	92%	86%	91%	89%	90%	92%
The school environment is clean and well maintained.+	95%	93%	94%	94%	91%	93%	94%	93%	94%
The physical environment of classrooms in this school supports teaching and learning.+	91%	90%	93%	88%	86%	87%	87%	88%	88%

Note. +Includes responses from teaching and nonteaching staff.

INSTRUCTIONAL PRACTICE AND SUPPORT

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
State and local assessment data are available in time to impact instructional practices.	90%	90%	82%	87%	82%	80%	83%	81%	81%
Teachers in this school use assessment data to inform their instruction.	98%	98%	98%	98%	96%	95%	93%	95%	96%
Teachers work in professional learning communities to develop and align instructional practices.	92%	93%	93%	93%	93%	95%	94%	95%	96%
Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	88%	89%	90%	84%	84%	87%	84%	88%	90%
Teachers are encouraged to try new things to improve instruction.	88%	88%	90%	86%	84%	88%	90%	90%	90%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	70%	72%	77%	60%	57%	67%	68%	72%	77%
Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	71%	69%	74%	67%	59%	69%	78%	76%	77%

MANAGING STUDENT CONDUCT

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Students at this school understand expectations for their conduct.	94%	91%	92%	85%	71%	82%	80%	82%	83%
Students at this school follow rules of conduct.	85%	80%	84%	63%	47%	61%	60%	63%	69%
Policies and procedures about student conduct are clearly understood by the faculty.	92%	89%	91%	82%	69%	82%	80%	80%	84%
Administrators consistently enforce rules for student conduct.	83%	80%	84%	64%	53%	71%	61%	65%	68%
Administrators support teachers' efforts to maintain discipline in the classroom.	87%	84%	87%	75%	64%	79%	77%	78%	81%
Teachers consistently enforce rules for student conduct.	92%	91%	93%	76%	72%	78%	66%	69%	73%
The faculty work in a school environment that is safe.	95%	94%	94%	90%	74%	87%	92%	91%	94%
Non-teaching staff consistently enforce rules for student conduct.	90%	90%	90%	78%	73%	80%	68%	72%	77%

Note. All items include responses from teaching and non-teaching staff.

COMMUNITY SUPPORT AND ENGAGEMENT

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Parents/guardians are influential decision makers in this school.	65%	65%	73%	54%	51%	58%	59%	60%	61%
This school works directly with parents/guardians to improve the educational climate in students' homes.	82%	81%	85%	70%	66%	77%	73%	73%	79%
This school maintains clear, two-way communication with the community.	87%	87%	90%	78%	75%	85%	84%	85%	88%
This school does a good job of encouraging parent/guardian involvement.	86%	87%	89%	80%	74%	84%	83%	86%	88%
Teachers provide parent/guardians with useful information about student learning.	95%	95%	95%	89%	86%	90%	88%	91%	92%
Parents/guardians know what is going on in this school.	87%	85%	88%	71%	65%	75%	71%	73%	77%
Parents/guardians support teachers, contributing to their success with students.	77%	77%	81%	66%	62%	70%	67%	71%	76%
Community members support teachers, contributing to their success with students.	81%	84%	86%	72%	71%	75%	75%	79%	82%
The community we serve is supportive of this school.	84%	85%	89%	76%	74%	79%	81%	83%	87%

GENERAL CLIMATE

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
All campus staff are friendly to each other.	83%	81%	84%	78%	75%	84%	83%	82%	83%
All campus staff exhibit pride in their affiliation with the school.	87%	85%	88%	82%	71%	84%	86%	85%	87%
All campus staff are willing to go out of their way to help.	80%	80%	83%	75%	73%	81%	79%	80%	81%
All campus staff accomplish their jobs with enthusiasm.	76%	75%	79%	66%	60%	74%	72%	73%	76%
All campus staff are committed to their jobs.	85%	84%	86%	78%	74%	82%	79%	80%	83%
The goals of my school are made clear.	92%	90%	91%	90%	79%	87%	90%	87%	91%

Note. All items include responses from teaching and non-teaching staff.

ACHIEVEMENT PRESS

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
The school sets high standards for academic performance.	97%	96%	97%	92%	84%	87%	90%	89%	91%
Teachers in this school believe that their students have the ability to achieve academically.	97%	95%	95%	92%	88%	88%	94%	93%	93%
Parents exert pressure to maintain high standards.	62%	62%	62%	53%	49%	51%	56%	59%	56%
Academic achievement is recognized and acknowledged by the school.	94%	92%	92%	92%	84%	90%	93%	90%	92%
Parents press for school improvement.	63%	63%	65%	59%	55%	58%	62%	54%	60%
Students in this school can achieve the goals that have been set for them.	96%	94%	94%	93%	86%	91%	95%	94%	95%
Students respect others who get good grades.	90%	89%	91%	66%	58%	66%	76%	79%	81%
Students seek extra work so they can get good grades.	59%	59%	58%	50%	45%	48%	59%	62%	61%
Students try hard to improve on previous work.	80%	79%	79%	60%	48%	53%	60%	63%	66%
The learning environment is orderly and serious.	92%	90%	91%	80%	66%	77%	80%	81%	85%

Note. All items include responses from teaching and non-teaching staff.

NEW TEACHER SUPPORT

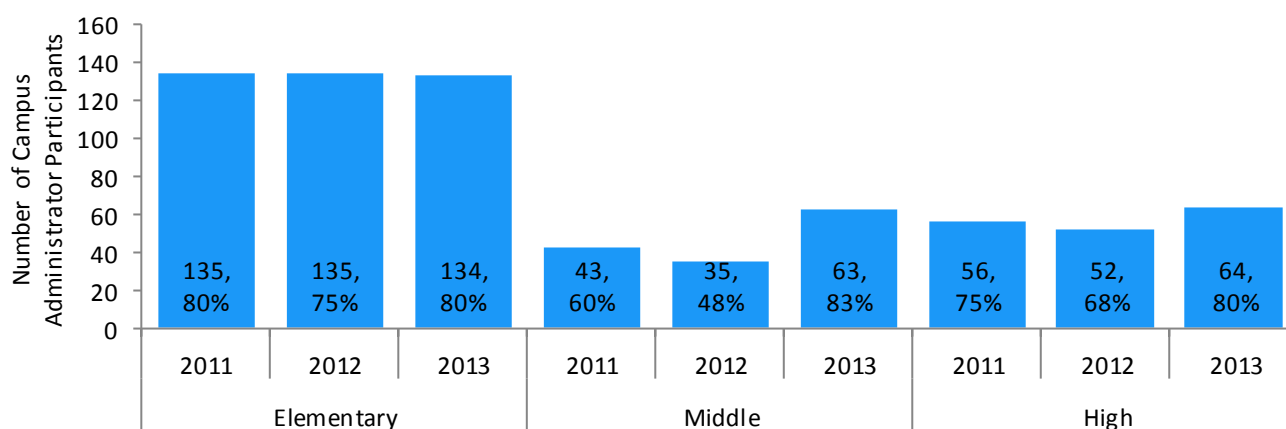
	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Overall, the additional support I received as a new teacher improved my instructional practice.	83%	84%	83%	81%	79%	83%	84%	85%	84%
Overall, the additional support I received as a new teacher has helped me to impact my students' learning.	84%	86%	82%	82%	80%	85%	84%	86%	85%
Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.	76%	82%	83%	79%	73%	82%	80%	80%	84%

Note. Responses from teachers in years 1-3 of teaching.

RESULTS FOR CAMPUS ADMINISTRATOR ITEMS

Response rates for principals improved in 2013, particularly for middle school principals and assistant principals (Figure 4). Results for administrator items varied by level, particularly with respect to agreement with items about district leadership. Most campus administrators (87-95%) agree that “district leaders clearly define expectations for schools” and most elementary and high school administrators (86% and 92%) agree that “district leaders involve principals in decisions that directly impact the operations of my school,” and that “district leaders provide constructive feedback to principals toward improving their performance” (91% and 94%). Across levels, 72% or fewer agreed that “there is an atmosphere of mutual trust within this district.”

Figure 4. Number of campus administrator participants and response rates by level, 2011 through 2013.



District Leadership

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
District leaders involve principals in decisions that directly impact the operations of my school.	81%	71%	86%	93%	91%	81%	88%	86%	92%
District leaders clearly define expectations for schools.	95%	87%	94%	98%	86%	87%	96%	87%	95%
District leaders provide constructive feedback to principals toward improving their performance.	88%	83%	91%	97%	97%	84%	86%	80%	94%
There is an atmosphere of trust and mutual respect within this district.	64%	49%	68%	85%	63%	66%	54%	72%	72%
Central office provides principals support when they need it.	86%	75%	86%	98%	92%	86%	80%	91%	89%
The district has a clearly defined mission and vision for all schools.	88%	91%	93%	95%	82%	83%	79%	81%	86%
District leaders encourage cooperation among schools toward improving student performance.	85%	80%	89%	97%	89%	72%	80%	80%	81%
District leaders trust principals to make sound professional decisions about instruction.	80%	73%	89%	90%	79%	80%	88%	85%	93%
Principals are actively involved in district decision making about educational issues.	82%	72%	81%	95%	84%	80%	89%	86%	88%
District leaders take steps to solve problems.	92%	84%	90%	100%	89%	88%	84%	86%	89%

CAMPUS RESOURCES AND ADMINISTRATOR PROFESSIONAL DEVELOPMENT

	Elementary			Middle			High		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
My school receives instructional resources commensurate with other schools in the district.	72%	70%	79%	88%	79%	76%	58%	82%	73%
My school receives instructional resources commensurate with student needs.	75%	76%	82%	83%	80%	79%	65%	82%	72%
Principal professional development is a priority in this district.	82%	71%	80%	88%	87%	63%	73%	65%	83%
Sufficient resources are available to principals to participate in professional development opportunities.	76%	69%	80%	83%	81%	65%	82%	80%	82%

To view TELL AISD reports for all AISD campuses, please visit <http://www.austinisd.org/dre>

For more information about interpreting and using TELL AISD data for school improvement, including data use guides, construct worksheets, and other school improvement planning tools, please visit: http://stafftellaisd.org/Using_Your_Data

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