Department of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

2012 TELL AISD
Results for Ann Richards High School

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. The purpose of the survey is to support sound educational policies and practices based on the views of teachers, principals, and other educators in our schools. The following report includes survey results for Ann Richards during the 2010-2011 and 2011-2012 school years.

Survey Participants

	Ann Richards				All High	
	2011		2012		2012	
	n	%	n	%	n	%
Professional/ Administrative Staff	44	94%	37	81%	1,229	81%
All Campus Staff	50	n/a	62	n/a	1,649	n/a

Note: Response rates for all campus staff cannot be determined.

SURVEY RESULTS FOR ANN RICHARDS

For each item in the report below, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Most items were asked of only professional and administrative campus staff. However some items were asked of all campus staff. Results are reported separately, when available. Arrows indicate statistically meaningful changes.

		Ann Richards			All High
		2011	2012	↑ ↓	2012
Overall, my school is a good place to work and learn.	Professional/ Admin	96%	97%		86%
	All Campus Staff	95%	95%		88%

TELL AISD
Teaching, Empowering, Leading, Learning

TELL AISD

Since 2004, AISD has studied the relationship of school climate with staff and student outcomes. In 2010, the AISD Office of Educator Quality and Department of Research and Evaluation partnered with the New Teacher Center's (NTC) Teaching and Learning Conditions Initiative to develop a survey designed to measure the elements of teaching and learning conditions most critical to school success. The survey is based on NTC's research in 22,000 schools in 18 states. 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 and involvement
- Professional development
- Instructional practice and support
- New teacher support
- School achievement press
- General School Climate

Austin ISD EDUCATOR QUALITY
New Teacher Center

Time

	Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	84%	65%		42%
Teachers have time available to collaborate with colleagues.	68%	54%		70%
The non instructional time provided for teachers in my school is sufficient.	68%	49%		58%

Facilities and Resources

		Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
Teachers have sufficient access to appropriate instructional materials.		90%	100%		80%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.		82%	95%		79%
Teachers have sufficient training and support to fully utilize the available instructional technology.		83%	92%		67%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.		86%	92%		72%
Teachers have sufficient access to a broad range of professional support personnel.		98%	95%		83%
The school environment is clean and well maintained.	Professional/Admin	100%	100%		92%
	All Campus Staff	100%	100%		93%
Teachers have adequate space to work productively.		86%	86%		83%
The physical environment of classrooms in this school supports teaching and learning.	Professional/Admin	98%	100%		86%
	All Campus Staff	98%	98%		88%
My school is provided sufficient data and information to make informed decisions.		95%	97%		90%

School Leadership

		Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
The faculty and leadership have a shared vision.		93%	95%		75%
There is an atmosphere of trust and mutual respect.	Professional/Admin	84%	81%		70%
	All Campus Staff	85%	88%		74%
Teachers feel comfortable raising issues and concerns that are important to them.		90%	84%		69%
The school leadership consistently supports teachers.		95%	83%		69%
Teachers are held to high professional standards for delivering instruction.		100%	100%		92%
The school leadership facilitates using data to improve student learning.		95%	100%		95%
Teacher performance is assessed objectively.		83%	81%		79%
Teachers receive feedback that can help them improve teaching.		93%	97%		79%
The procedures for teacher evaluation are consistent.		80%	64%		74%
School leadership effectively communicates policy.	Professional/Admin	89%	95%		77%
	All Campus Staff	89%	95%		79%
The faculty are recognized for accomplishments.		100%	86%	↓	82%

The school leadership makes a sustained effort to address teacher concerns about:	Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
The use of time in my school	91%	92%		71%
Facilities and resources	100%	97%		82%
Community support and involvement	100%	100%		85%
Managing student conduct	100%	100%		74%
Teacher leadership	100%	97%		85%
School leadership	98%	92%		80%
Professional development	95%	95%		84%
Instructional practices and support	100%	97%		86%
New teacher support	83%	71%		82%

Teacher Leadership	Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
Teachers are recognized as educational experts.	95%	97%		77%
Teachers are trusted to make sound professional decisions about instruction.	95%	97%		78%
Teachers are relied upon to make decisions about educational issues.	95%	100%		76%
Teachers are encouraged to participate in school leadership roles.	98%	100%		87%
The faculty has an effective process for making group decisions to solve problems.	84%	89%		69%
In this school we take steps to solve problems.	95%	95%		81%
Teachers are effective leaders in this school.	100%	100%		84%
Teachers have an appropriate level of influence on decision making in this school.	n/a	84%		66%

Professional Development	Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
Sufficient resources are available for professional development in my school.	93%	100%		84%
An appropriate amount of time is provided for professional development.	91%	95%		83%
Professional development offerings are data driven.	75%	91%		82%
Professional learning opportunities are aligned with the school's improvement plan.	97%	97%		86%
Professional development is differentiated to meet the needs of individual teachers.	49%	81%	↑	58%
Professional development deepens teachers' content knowledge.	65%	73%		62%
Teachers are encouraged to reflect on their own practice.	98%	95%		90%
Follow up is provided from professional development in this school.	88%	89%		63%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	91%	95%		76%
Professional development is evaluated and results are communicated to teachers.	58%	74%		54%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	88%	95%		76%
Professional development enhances teachers' abilities to improve student learning.	90%	95%		78%

Instructional Practice and Support

	Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
State and local assessment data are available in time to impact instructional practices.	98%	100%		81%
Teachers in this school use assessment data to inform their instruction.	100%	100%		95%
Teachers work in professional learning communities to develop and align instructional practices.	100%	100%		95%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	90%	97%		88%
Teachers are encouraged to try new things to improve instruction.	100%	100%		90%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	88%	91%		72%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	100%	97%		76%

Community Support and Engagement

		Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
Parents/guardians are influential decision makers in this school.	Professional/Admin	83%	82%		60%
	All Campus Staff	83%	86%		65%
This school works directly with parents/guardians to improve the educational climate in students' homes.	Professional/Admin	93%	97%		73%
	All Campus Staff	94%	94%		77%
This school maintains clear, two-way communication with the community.	Professional/Admin	98%	100%		85%
	All Campus Staff	98%	98%		86%
This school does a good job of encouraging parent/guardian involvement.	Professional/Admin	95%	100%		86%
	All Campus Staff	96%	96%		87%
Teachers provide parents/guardians with useful information about student learning.	Professional/Admin	95%	100%		91%
	All Campus Staff	96%	100%		92%
Parents/guardians know what is going on in this school.	Professional/Admin	98%	97%		73%
	All Campus Staff	98%	94%		76%
Parents/guardians support teachers, contributing to their success with students.	Professional/Admin	98%	100%		71%
	All Campus Staff	98%	96%		74%
Community members support teachers, contributing to their success with students.	Professional/Admin	98%	100%		79%
	All Campus Staff	98%	98%		82%
The community we serve is supportive of this school.	Professional/Admin	98%	100%		83%
	All Campus Staff	98%	100%		85%

Managing Student Conduct

		Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
Students at this school understand expectations for their conduct.	Professional/Admin	100%	100%		80%
	All Campus Staff	100%	98%		82%
Students at this school follow rules of conduct.	Professional/Admin	100%	100%		62%
	All Campus Staff	100%	95%		63%
Policies and procedures about student conduct are clearly understood by the faculty.	Professional/Admin	95%	97%		77%
	All Campus Staff	96%	96%		80%
Administrators consistently enforce rules for student conduct.	Professional/Admin	100%	92%		60%
	All Campus Staff	100%	91%		65%
Administrators support teachers' efforts to maintain discipline in the classroom.	Professional/Admin	98%	100%		77%
	All Campus Staff	98%	98%		78%
Teachers consistently enforce rules for student conduct.	Professional/Admin	95%	92%		66%
	All Campus Staff	96%	91%		69%
The faculty work in a school environment that is safe.	Professional/Admin	100%	100%		91%
	All Campus Staff	100%	100%		91%
Non-teaching staff consistently enforce rules for student conduct.	Professional/Admin	93%	94%		68%
	All Campus Staff	93%	90%		72%

The following tables present results for all campus staff.

General School Climate

	Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
All campus staff are friendly to each other.	85%	88%		82%
All campus staff exhibit pride in their affiliation with the school.	96%	100%		85%
All campus staff are willing to go out of their way to help.	85%	90%		80%
All campus staff accomplish their jobs with enthusiasm.	85%	93%		73%
All campus staff are committed to their jobs.	96%	95%		80%
The goals of my school are made clear.	98%	98%		87%

Achievement Press

	Ann Richards 2011	Ann Richards 2012	↑↓	All High 2012
The school sets high standards for academic performance.	98%	100%		89%
Teachers in this school believe that their students have the ability to achieve academically.	98%	100%		93%
Parents exert pressure to maintain high standards.	85%	88%		59%
Academic achievement is recognized and acknowledged by the school.	96%	95%		90%
Parents press for school improvement.	77%	82%		64%
Students in this school can achieve the goals that have been set for them.	98%	98%		94%
Students respect others who get good grades.	98%	100%		79%
Students seek extra work so they can get good grades.	83%	93%		62%
Students try hard to improve on previous work.	89%	94%		63%
The learning environment is orderly and serious.	98%	98%		81%

For more information about interpreting and using your 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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