Department of Research and Evaluation
Austin Independent School District

TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016
## Harris Elementary School

The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school conditions from the educators working in schools. TELL obtains perceptions on a variety of issues related to student achievement and staff retention. In 2016, 5,309 AISD teachers (91%) and 3,092 other campus employees completed the survey.

Survey Results

For each item in this report, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Arrows indicate statistically meaningful changes from one year to the next. Items marked with * were not asked that year. Please note: the comparison methodology was updated in 2015, therefore arrows may not match those in reports from
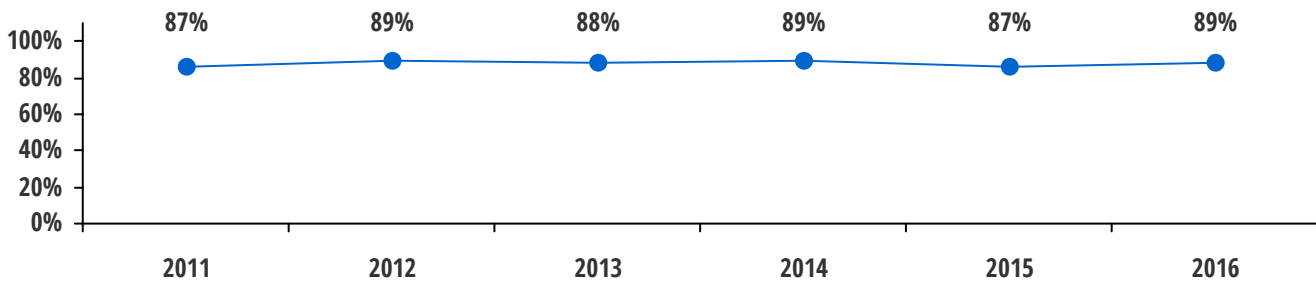
Harris
Survey Participants

Year	Participants
2011	62
2012	59
2013	69
2014	49
2015	58
2016	54
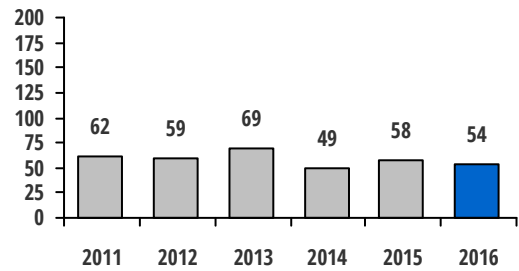
General School Climate

	Harris 2011	2012	2013	2014	2015	2016	All EL 2016
All campus staff are friendly to each other.+	73%	68%	88% ↑	72% ↓	86% ↑	89%	87%
All campus staff exhibit pride in their affiliation with the school.+	81%	81%	86%	81%	83%	90% ↑	91%
All campus staff are willing to go out of their way to help.+	73%	69%	83% ↑	77%	83%	82%	86%
All campus staff accomplish their jobs with enthusiasm.+	73%	68%	76%	60% ↓	77% ↑	78%	84%
All campus staff are committed to their jobs.+	82%	74%	85% ↑	82%	86%	83%	89%
The goals of my school are made clear.	90%	88%	91%	94%	92%	93%	94%
All campus staff interact with one another in a way that models social and emotional competence.	*	*	*	*	*	87%	88%

Overall, my school is a good place to work and learn.+

Harris

Year	Percentage
2011	87%
2012	89%
2013	88%
2014	89%
2015	87%
2016	89%

+Includes responses from teaching and nonteaching staff.

School Leadership

	Harris						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	74%	78%	85%	87%	94% ↑	95%	90%
Teachers feel comfortable raising issues and concerns that are important to them.	61%	60%	76% ↑	78%	88% ↑	93%	83%
The school leadership consistently supports teachers.	65%	63%	79% ↑	77%	96% ↑	96%	87%
Teachers are held to high professional standards for delivering instruction.	83%	89%	92%	96%	94%	96%	96%
The school leadership facilitates using data to improve student learning.	92%	91%	98% ↑	98%	100% ↑	98% ↓	97%
Teacher performance is assessed objectively.	73%	74%	88% ↑	95% ↑	92%	95%	92%
Teachers receive feedback that can help them improve teaching.	63%	83% ↑	88%	85%	94% ↑	98%	90%
The procedures for teacher evaluation are consistent.	78%	73%	87% ↑	91%	90%	93%	91%
The faculty are recognized for accomplishments.	83%	75%	83%	80%	92% ↑	93%	90%
There is an atmosphere of trust and mutual respect.+	60%	62%	82% ↑	73% ↓	88% ↑	92%	86%
School leadership effectively communicates policy.+	78%	70%	90% ↑	75% ↓	83%	90% ↑	90%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	67%	85% ↑	92%	91%	87%
My principal clearly defines expectations for our school.	*	*	94%	87% ↓	100% ↑	98% ↓	92%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	77%	88% ↑	98% ↑	93% ↓	89%
My principal has a clearly defined mission and vision for my school.	*	*	81%	84%	98% ↑	96%	93%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	92%	89%	96% ↑	96%	95%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	76%	92% ↑	96%	95%	87%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	*	*	*	*	*	98%	90%

+Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:	Harris						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	79%	72%	86% ↑	76% ↓	88% ↑	88%	88%
Facilities and resources	88%	89%	92%	85% ↓	92% ↑	100% ↑	94%
Community support and involvement	75%	76%	82%	71% ↓	88% ↑	96% ↑	94%
Managing student conduct	70%	64%	82% ↑	67% ↓	92% ↑	95%	87%
Teacher leadership	81%	85%	88%	81% ↓	94% ↑	98%	93%
School leadership	82%	83%	83%	85%	96% ↑	98%	93%
Professional development	80%	81%	91% ↑	89%	92%	93%	94%
Instructional practices and support	78%	85%	94% ↑	89%	92%	98% ↑	94%
New teacher support	84%	90%	92%	84% ↓	88%	90%	90%
Achievement press	*	92%	94%	94%	90%	100% ↑	95%
General school climate	*	72%	84% ↑	79%	92% ↑	96%	90%

Teacher Leadership

	Harris						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	82%	77%	87% ↑	83%	94% ↑	93%	90%
Teachers are trusted to make sound professional decisions about instruction.	88%	74% ↓	89% ↑	81% ↓	88% ↑	93%	91%
Teachers are relied upon to make decisions about educational issues.	90%	75% ↓	86% ↑	76% ↓	92% ↑	93%	91%
Teachers are encouraged to participate in school leadership roles.	92%	87%	92%	91%	94%	98%	94%
The faculty has an effective process for making group decisions to solve problems.	73%	73%	84% ↑	76% ↓	85% ↑	85%	85%
In this school we take steps to solve problems.	86%	82%	84%	78%	85%	91% ↑	90%
Teachers are effective leaders in this school.	90%	91%	88%	87%	89%	91%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	67%	69%	70%	89% ↑	81% ↓	85%

*This item was not asked.

Achievement Press

	Harris						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	95%	91%	95%	88% ↓	94% ↑	96%	96%
Teachers in this school believe that their students have the ability to achieve academically.	93%	93%	93%	91%	92%	95%	96%
Parents exert pressure to maintain high standards.	39%	45%	43%	36%	45%	48%	70%
Academic achievement is recognized and acknowledged by the school.	98%	93% ↓	93%	91%	92%	100% ↑	94%
Parents press for school improvement.	38%	36%	35%	41%	49%	53%	75%
Students in this school can achieve the goals that have been set for them.	98%	83% ↓	90%	87%	86%	91%	96%
Students respect others who get good grades.	91%	94%	96%	87% ↓	92%	100% ↑	93%
Students seek extra work so they can get get good grades.	51%	54%	53%	49%	57%	59%	62%
Students try hard to improve on previous work.	77%	73%	87% ↑	82%	80%	85%	83%
The learning environment is orderly and serious.+	91%	86%	94% ↑	81% ↓	85%	88%	92%

+Includes responses from teaching and non-teaching staff.

Data Use

How often does your department/team:	Harris 2016	ALL EL 2016
Discuss your department/team's professional needs and goals.	69%	65%
Discuss assessment data for individual students.	79%	74%
Set learning goals for groups of students.	76%	76%
Group students across classes based on learning needs.	73%	67%
Provide support for new teachers.	83%	79%
Provide support for struggling teachers.	76%	76%
Share instructional strategies.	87%	84%

Data Use (continued)

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).	37%	24%	8%	18%	5%	8%
Examining current year benchmark scores to create classroom instructional groups.	5%	24%	24%	24%	5%	16%
Examining data to identify students in need of intervention.	5%	16%	3%	22%	22%	32%
Collaborating with other educators about data and how it relates to the learning needs of students.	8%	16%	11%	21%	18%	26%

Managing Student Conduct

	Harris						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	88%	88%	92%	75% ↓	82%	88%	91%
Students at this school follow rules of conduct.+	80%	80%	87%	73% ↓	78%	80%	84%
School staff clearly understand policies and procedures about student conduct.**	86%	84%	88%	81%	90% ↑	94%	92%
Administrators consistently enforce rules for student conduct.+	78%	70%	85% ↑	68% ↓	90% ↑	92%	90%
Administrators support teachers' efforts to maintain discipline in the classroom.+	73%	71%	83% ↑	81%	90% ↑	93%	91%
Teachers consistently enforce rules for student conduct.+	86%	89%	94% ↑	90%	83% ↓	90% ↑	91%
All campus staff work in a school environment that is safe.+ **	90%	89%	83%	81%	91% ↑	90%	95%
Non-teaching staff consistently enforce rules for student conduct.+	85%	88%	86%	75% ↓	85% ↑	90%	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	94%	90%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	87%	92%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	68%	80%

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

Instructional Practice and Support

	Harris						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers in this school use assessment data to inform their instruction.	96%	100% ↑	98% ↓	100% ↑	98% ↓	98%	98%
Teachers work in professional learning communities to develop and align instructional practices.	84%	96% ↑	92%	89%	92%	89%	95%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	88%	96% ↑	86% ↓	79%	90% ↑	93%	93%
Teachers are encouraged to try new things to improve instruction.	84%	94% ↑	90%	80% ↓	96% ↑	93%	95%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	61%	61%	63%	47% ↓	88% ↑	88%	83%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	82%	64% ↓	73%	53% ↓	83% ↑	80%	86%
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	*	*	*	*	*	84%	82%

*This item was not asked.

Community Support and Engagement

	Harris						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Parents/guardians are influential decision makers in this school.	37%	41%	52%	29% ↓	50% ↑	66% ↑	80%
This school works directly with parents/guardians to improve the educational climate in students' homes.	64%	67%	85% ↑	61% ↓	73% ↑	90% ↑	90%
This school maintains clear, two-way communication with the community.	64%	73%	83% ↑	64% ↓	83% ↑	84%	94%
This school does a good job of encouraging parent/guardian involvement.	63%	65%	78% ↑	54% ↓	85% ↑	80%	92%
Teachers provide parents/guardians with useful information about student learning.	88%	86%	93%	82% ↓	88%	86%	97%
Parents/guardians know what is going on in this school.	74%	63%	83% ↑	69% ↓	83% ↑	85%	91%
Parents/guardians support teachers, contributing to their success with students.	65%	56%	69%	59% ↓	71% ↑	79%	85%
Community members support teachers, contributing to their success with students.	71%	65%	84% ↑	75% ↑	83%	86%	91%
The community we serve is supportive of this school.	80%	74%	85% ↑	68% ↓	82% ↑	89%	92%

Professional Learning Communities

I participate with a group of my campus colleagues to:	Harris 2016	ALL EL 2016
Analyze student performance data.	100%	94%
Discuss ways to meet objectives for specific students.	97%	95%
Plan lessons and units together.	97%	90%
Develop common student assessments.	95%	87%
Support students' social and emotional competence.	95%	94%

Professional Development

	Harris						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Sufficient resources are available for professional development.	76%	84% ↑	85%	80%	84%	93% ↑	91%
An appropriate amount of time is provided for professional development.	74%	76%	75%	75%	79%	89% ↑	88%
Professional development offerings are data driven.	79%	80%	85%	84%	88%	98% ↑	91%
Professional learning opportunities are aligned with the school's improvement plan.	88%	95% ↑	91%	93%	89%	98% ↑	94%
Professional development is differentiated to meet the needs of individual teachers.	51%	81% ↑	83%	76%	81%	82%	79%
Professional development deepens teachers' content knowledge.	77%	93% ↑	86% ↓	93% ↑	90%	95% ↑	89%
Teachers are encouraged to reflect on their own practice.	85%	87%	94%	87%	92%	98% ↑	95%
Follow up is provided from professional development in this school.	64%	68%	77% ↑	58% ↓	84% ↑	88%	85%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	80%	87%	88%	79% ↓	90% ↑	93%	89%
Professional development is evaluated and results are communicated to teachers.	54%	67% ↑	67%	61%	77% ↑	76%	78%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	83%	85%	92% ↑	81% ↓	88% ↑	98% ↑	92%
Professional development enhances teachers' abilities to improve student learning.	86%	94% ↑	92%	85% ↓	90%	98% ↑	93%

Facilities and Resources

	2011	2012	2013	2014	2015	2016	ALL EL 2016
			Harris				
Teachers have sufficient access to appropriate instructional materials.	88%	94% ↑	91%	87%	96% ↑	98%	91%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	61%	81% ↑	78%	75%	90% ↑	98% ↑	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	73%	91% ↑	92%	98% ↑	84%	100% ↑	86%
Teachers have sufficient training and support to fully utilize the available instructional technology.	54%	57%	59%	56%	94% ↑	89%	80%
Teachers have sufficient access to a broad range of professional support personnel.	71%	76%	87% ↑	74% ↓	84% ↑	91% ↑	89%
The physical environment of classrooms in this school supports teaching and learning.+	88%	86%	99% ↑	81% ↓	87%	91%	94%
The school environment is clean and well maintained.+	90%	95%	100% ↑	89% ↓	83%	93% ↑	93%
Teachers have adequate space to work productively.	80%	89% ↑	83%	81%	88% ↑	91%	91%
Teachers have time available to collaborate with colleagues.	67%	60%	69%	59%	76% ↑	77%	80%

Note. + Includes responses from teaching and nonteaching staff.

District Vision

	Harris 2016	ALL EL 2016
There are clear goals and structures for teaching and learning in AISD.	95%	93%
There is a clear vision for the use of data to inform education in AISD.	93%	93%
There is a clear vision for academic, social, and emotional learning in AISD.	98%	94%