Department of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

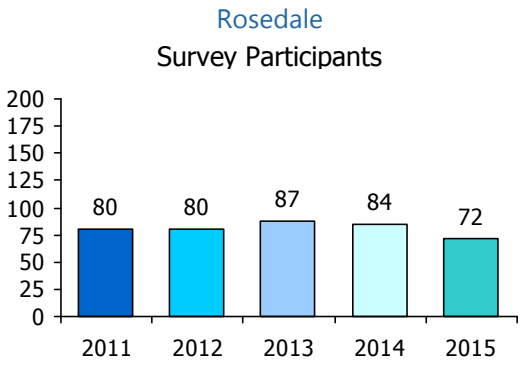
TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2015

Rosedale

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 General Climate, Leadership, Managing Student Conduct, Achievement Press, Instructional Practice and Support, Community Support and Engagement, Professional Development, and Facilities and Resources. In 2015, 8,760 AISD campus employees completed the survey.

Survey Results

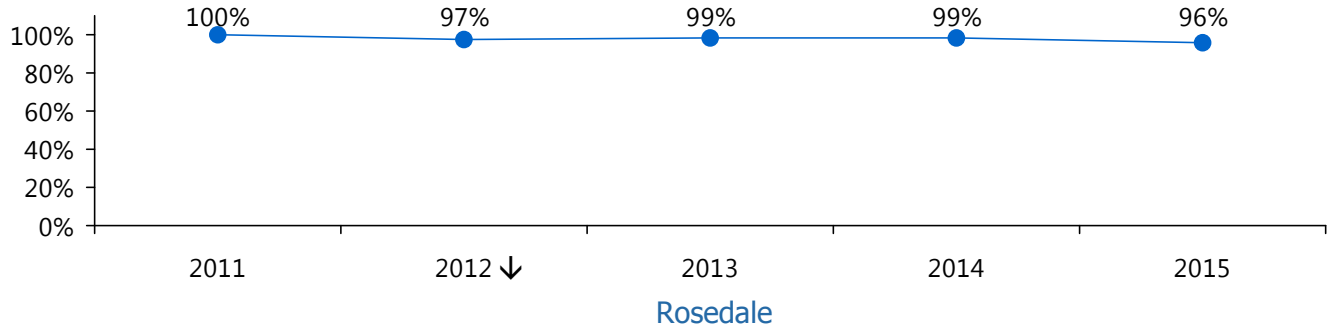
For each item in this report, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Arrows indicate statistically meaningful changes from one year to the next. Please note: the comparison methodology was updated in 2015, therefore arrows may not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



General School Climate

	Rosedale					All SP
	2011	2012	2013	2014	2015	2015
All campus staff are friendly to each other.	87%	92%	87%	86%	86%	84%
All campus staff exhibit pride in their affiliation with the school.	94%	93%	94%	95%	91%	86%
All campus staff are willing to go out of their way to help.	94%	89%	88%	89%	85%	84%
All campus staff accomplish their jobs with enthusiasm.	87%	92%	90%	82% ↓	83%	80%
All campus staff are committed to their jobs.	89%	93%	91%	85%	88%	84%
The goals of my school are made clear.	94%	96%	98%	96%	100% ↑	95%

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



School Leadership

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

+Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:	Rosedale					ALL SP
	2011	2012	2013	2014	2015	2015
The use of time in my school	93%	91%	94%	100% ↑	97% ↓	91%
Facilities and resources	100%	95% ↓	100% ↑	94% ↓	100% ↑	92%
Community support and involvement	100%	100%	100%	97% ↓	100% ↑	90%
Managing student conduct	93%	96%	96%	97%	100% ↑	89%
Teacher leadership	93%	91%	98% ↑	94% ↓	100% ↑	93%
School leadership	97%	91% ↓	98% ↑	94% ↓	100% ↑	92%
Professional development	93%	96%	94%	94%	90%	91%
Instructional practices and support	100%	96% ↓	98%	94% ↓	93%	91%
New teacher support	96%	91% ↓	91%	91%	82% ↓	81%
Achievement press	*	90%	98% ↑	100% ↑	100%	92%
General school climate	*	88%	98% ↑	100% ↑	100%	89%

Note. *New to the survey in Spring 2012.

Teacher Leadership

	Rosedale					ALL SP
	2011	2012	2013	2014	2015	2015
Teachers are recognized as educational experts.	93%	96%	94%	100% ↑	97% ↓	92%
Teachers are trusted to make sound professional decisions about instruction.	96%	96%	96%	100% ↑	97% ↓	94%
Teachers are relied upon to make decisions about educational issues.	97%	92% ↓	100% ↑	100%	97% ↓	93%
Teachers are encouraged to participate in school leadership roles.	100%	96% ↓	96%	97%	97%	93%
The faculty has an effective process for making group decisions to solve problems.	92%	95%	92%	94%	90%	82%
In this school we take steps to solve problems.	100%	96% ↓	96%	100% ↑	93% ↓	91%
Teachers are effective leaders in this school.	93%	92%	98% ↑	94% ↓	93%	91%
Teachers have an appropriate level of influence on decision making in this school.	*	95%	90%	97% ↑	90% ↓	83%

Note. *New to the survey in Spring 2012.

Managing Student Conduct

	Rosedale					ALL SP
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	91%	86% ↓	91%	90%	88%	89%
Students at this school follow rules of conduct.	91%	77% ↓	86% ↑	86%	81%	74%
Policies and procedures about student conduct are clearly understood by the faculty.	90%	96%	95%	97%	92% ↓	91%
Administrators consistently enforce rules for student conduct.	96%	96%	95%	98% ↑	93% ↓	89%
Administrators support teachers' efforts to maintain discipline in the classroom.	96%	94%	97%	99%	95%	92%
Teachers consistently enforce rules for student conduct.	97%	94%	95%	100% ↑	89% ↓	87%
The faculty work in a school environment that is safe.	92%	91%	93%	93%	90%	84%
Non-teaching staff consistently enforce rules for student conduct.	97%	95% ↓	95%	94%	93%	86%

Note: All items in this table include responses from teaching and non-teaching staff.

Achievement Press

	Rosedale					ALL SP
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	93%	95%	91%	96%	100% ↑	91%
Teachers in this school believe that their students have the ability to achieve academically.	97%	97%	97%	96%	100% ↑	93%
Parents exert pressure to maintain high standards.	75%	75%	81%	79%	97% ↑	66%
Achievement is recognized and acknowledged by the school.	96%	94%	91%	88%	97% ↑	88%
Parents press for school improvement.	81%	70% ↓	80% ↑	79%	90% ↑	64%
Students in this school can achieve the goals that have been set for them.	96%	95%	91%	96%	97%	96%
Students respect others who get good grades.	85%	78%	81%	82%	96% ↑	78%
Students seek extra work so they can get get good grades.	60%	54%	56%	59%	76% ↑	54%
Students try hard to improve on previous work.	90%	90%	86%	90%	85%	67%
The learning environment is orderly and serious.+	97%	89% ↓	92%	93%	92%	88%

Note. +Item includes responses from teaching and non-teaching staff.

Instructional Practice and Support

	Rosedale					ALL SP
	2011	2012	2013	2014	2015	2015
Teachers in this school use assessment data to inform their instruction.	100%	100%	94% ↓	97%	97%	87%
Teachers work in professional learning communities to develop and align instructional practices.	93%	91%	95%	100% ↑	100%	88%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	100%	91% ↓	98% ↑	97%	97%	87%
Teachers are encouraged to try new things to improve instruction.	100%	96% ↓	96%	100% ↑	93% ↓	94%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	96%	96%	94%	100% ↑	93% ↓	93%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	96%	96%	96%	100% ↑	90% ↓	95%

Community Support and Engagement

	Rosedale					ALL SP
	2011	2012	2013	2014	2015	2015
Parents/guardians are influential decision makers in this school.	89%	95% ↑	95%	86% ↓	100% ↑	69%
This school works directly with parents/guardians to improve the educational climate in students' homes.	93%	96%	96%	97%	94%	78%
This school maintains clear, two-way communication with the community.	100%	96% ↓	95%	96%	97%	87%
This school does a good job of encouraging parent/guardian involvement.	97%	96%	98%	99%	97%	88%
Teachers provide parents/guardians with useful information about student learning.	97%	96%	98%	97%	97%	93%
Parents/guardians know what is going on in this school.	97%	96%	96%	97%	97%	88%
Parents/guardians support teachers, contributing to their success with students.	97%	92%	93%	97%	97%	80%
Community members support teachers, contributing to their success with students.	100%	96% ↓	98%	96%	94%	81%
The community we serve is supportive of this school.	100%	96% ↓	100% ↑	96% ↓	97%	82%

Professional Development

	Rosedale					ALL SP
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	89%	91%	86%	84%	88%	86%
An appropriate amount of time is provided for professional development.	96%	88% ↓	71% ↓	79%	84%	87%
Professional development offerings are data driven.	88%	74% ↓	83% ↑	93% ↑	85% ↓	88%
Professional learning opportunities are aligned with the school's improvement plan.	95%	76% ↓	93% ↑	86% ↓	100% ↑	96%
Professional development is differentiated to meet the needs of individual teachers.	88%	65% ↓	89% ↑	82% ↓	80%	82%
Professional development deepens teachers' content knowledge.	93%	78% ↓	94% ↑	94%	93%	90%
Teachers are encouraged to reflect on their own practice.	100%	86% ↓	91% ↑	94%	90%	86%
Follow up is provided from professional development in this school.	89%	83%	84%	80%	89% ↑	88%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	81%	79%	94% ↑	87% ↓	86%	86%
Professional development is evaluated and results are communicated to teachers.	70%	73%	76%	84% ↑	79%	78%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	93%	87% ↓	98% ↑	94% ↓	90%	89%
Professional development enhances teachers' abilities to improve student learning.	93%	91%	98% ↑	94%	93%	91%

Facilities and Resources

	Rosedale					ALL SP
	2011	2012	2013	2014	2015	2015
Teachers have sufficient access to appropriate instructional materials.	93%	96%	91% ↓	97% ↑	97%	91%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	86%	96% ↑	89% ↓	94%	90%	89%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	97%	100% ↑	95% ↓	94%	84%	96%
Teachers have sufficient training and support to fully utilize the available instructional technology.	71%	79%	77%	82%	97%	85%
Teachers have sufficient access to a broad range of professional support personnel.	100%	92% ↓	93%	85% ↓	93% ↑	89%
The physical environment of classrooms in this school supports teaching and learning.+	99%	96% ↓	88% ↓	93%	96%	93%
The school environment is clean and well maintained.+	97%	99%	91% ↓	96% ↑	99%	93%
Teachers have adequate space to work productively.	90%	100% ↑	82% ↓	86%	90%	89%
Teachers have time available to collaborate with colleagues.	61%	33% ↓	71% ↑	69%	70%	81%

Note. +Includes responses from teaching and nonteaching staff.