Teaching, Empowering, Leading and Learning (TELL) AISD Survey

Results for 2011 Through 2016

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Executive Summary

Since 2011, the Staff Teaching, Empowering, Learning, and Leading (TELL) AISD survey has allowed campus employees in the Austin Independent School District (AISD) the opportunity to provide feedback about their campus teaching and learning conditions. Each year, between 76% and 94% of elementary, middle, and high school teachers and administrators have responded to the survey, which addresses topics research has shown are related to student achievement and teacher retention. In 2016, 5,309 teachers, 271 administrators, and 2,180 classified staff completed the TELL survey.

Although the results for 2016 generally did not change meaningfully from the previous year, the long-term trend suggests school working conditions and school climate have steadily improved for all campus staff in AISD since 2012, particularly at the elementary and high school levels. In addition to the upward long-term trend, high school teachers' responses to one item improved meaningfully from 2015 to 2016. They were more likely to agree in 2016 that teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).

The responses middle and high school administrators provided to several items about their own district leadership did, however, improve meaningfully from 2015 to 2016. For example, middle school administrators were more likely in 2016 to agree district leaders involve principals in decisions that directly impact the operations of their school, central office provides principals support when they need it, and district leaders encourage cooperation among schools toward improving student performance. High school administrators were more likely in 2016 than in the previous year to agree district leaders provide constructive feedback to principals toward improving their performance, principals are actively involved in district decision making about educational issues, district leaders take steps to solve problems, there is an atmosphere of trust and mutual respect within this district, and the district has a clearly defined mission and vision for all schools. Administrators at both secondary school levels were more likely in 2016 than in 2015 to agree district leaders trust principals to make sound professional decisions about instruction.

Similarly, the responses middle and high school administrators provided to items about their professional development improved meaningfully from 2015 to 2016. In 2016, middle and high school administrators were more likely than in the prior year to agree principal professional development is a priority in this district and sufficient resources are available to principals to participate in professional development opportunities.

Overall, results suggest school administrators experienced a meaningful improvement in their working conditions from 2015 to 2016. Additionally, teachers and other school staff have reported increasingly more favorable working conditions and school climate over the past five years.

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Introduction

Since 2011, AISD campus employees have provided feedback about their campus teaching and learning conditions. In 2016, 5,309 teachers, 271 administrators, and 2,180 classified staff completed the survey. Response rates remained high (Figure 1).

Figure 1.
The TELL AISD survey response rate for teachers and administrators remained high for each level, but dipped slightly in 2016.
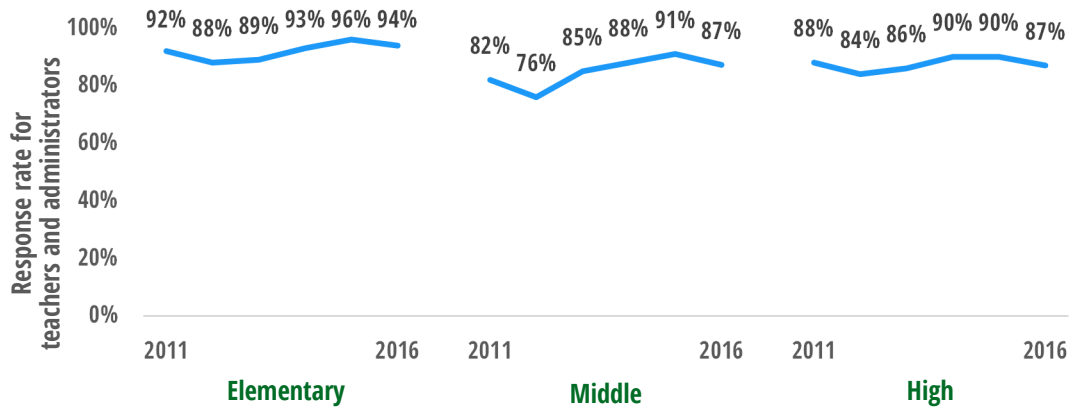
In 2016, as in previous years, the majority of school staff agreed their school is a good place to work and learn (Figure 2).

Figure 2.
Most campus staff agree "Overall, my school is a good place to work and learn."
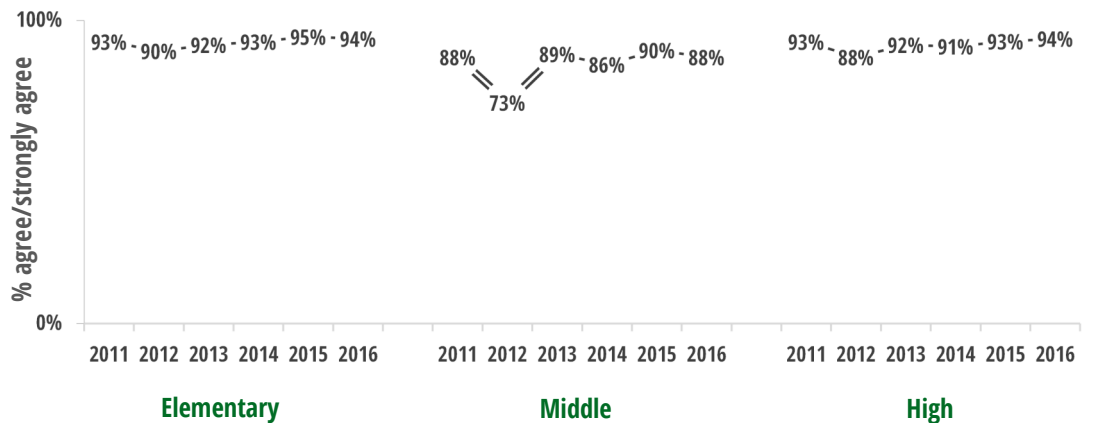
Note. Double lines indicate statistically meaningful changes from the previous year.

Survey Results by Topic

Survey items are grouped into sections reflecting aspects of working conditions and school climate. For each item, the percentage displayed represents the percentage of respondents who agreed or strongly agreed with the statement. In the following tables, arrows (↑↓) indicate statistically meaningful changes from one year to the next.

General Climate

Figure 3.
Most campus staff agree "All campus staff exhibit pride in their affiliation with the school."
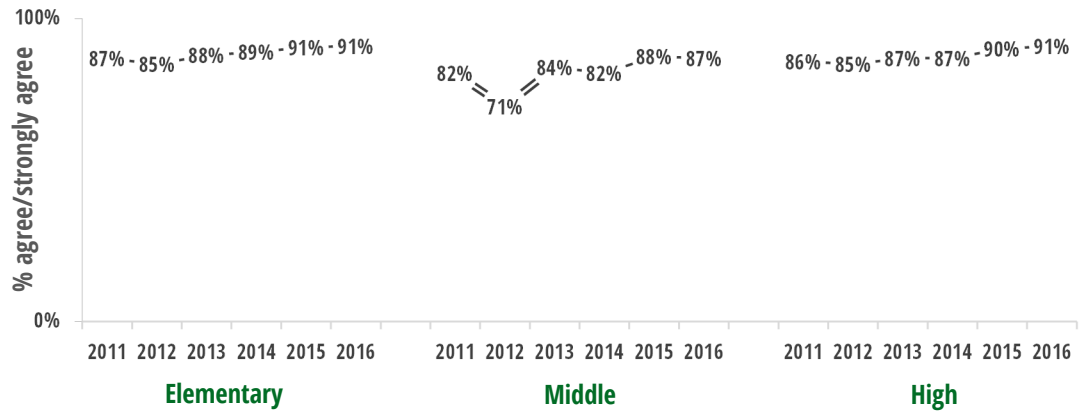
Note. Double lines indicate statistically meaningful changes from the previous year.

Table 1.
Responses to general climate items steadily improved since 2012.

		2011	2012	2013	2014	2015	2016
All campus staff are friendly to each other.	Elementary	83%	81%	84%	85%	88%	87%
	Middle	78%	75%	84%↑	83%	86%	86%
	High	83%	82%	83%	86%	87%	88%
All campus staff are willing to go out of their way to help.	Elementary	80%	80%	83%	84%	85%	86%
	Middle	75%	73%	81%	81%	83%	84%
	High	79%	80%	81%	84%	84%	85%
All campus staff accomplish their jobs with enthusiasm.	Elementary	76%	75%	79%	80%	82%	84%
	Middle	66%	60%	74%↑	73%	78%	79%
	High	72%	73%	76%	75%	80%	82%
All campus staff are committed to their jobs.	Elementary	85%	84%	86%	87%	89%	89%
	Middle	78%	74%	82%	81%	85%	85%
	High	79%	80%	83%	83%	86%	87%
The goals of my school are made clear.	Elementary	92%	90%	91%	93%	93%	94%
	Middle	90%	79%↓	87%↑	87%	89%	86%
	High	90%	87%	91%	91%	93%	93%
All campus staff interact with one another in a way that models social and emotional competence.	Elementary	n/a	n/a	n/a	n/a	n/a	88%
	Middle	n/a	n/a	n/a	n/a	n/a	85%
	High	n/a	n/a	n/a	n/a	n/a	87%

Note. All items include responses from teaching and non-teaching staff; n/a indicates item was not asked.

Principal and School Leadership

Figure 4.
The percentage of staff who agree "There is an atmosphere of trust and mutual respect" has trended upward since 2011, particularly at elementary and high schools.
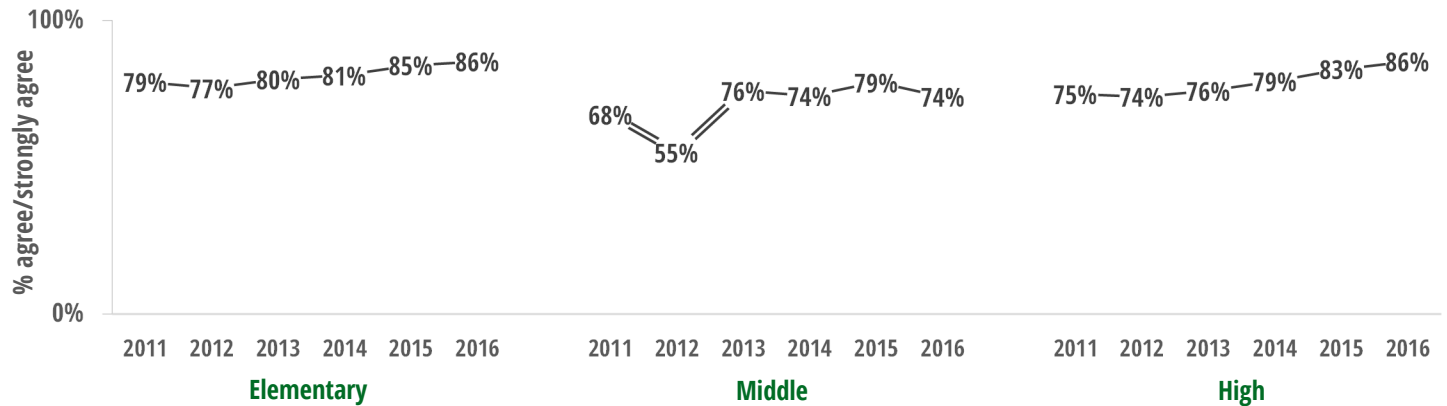
Note. Double lines indicate statistically meaningful changes from the previous year.

Table 2.
Responses to principal items steadily improved at the elementary and high school levels since 2013.

		2013	2014	2015	2016
My principal involves faculty in decisions that directly impact the operations of my school.	Elementary	80%	83%	86%	87%
	Middle	81%	74%	77%	71%
	High	76%	77%	83%	86%
My principal clearly defines expectations for our school.	Elementary	88%	90%	91%	92%
	Middle	90%	84%	88%	82%
	High	89%	91%	91%	94%
My principal provides constructive feedback to teachers toward improving their performance.	Elementary	84%	85%	88%	89%
	Middle	84%	79%	83%	75%
	High	78%	81%	86%	87%
My principal has a clearly defined mission and vision for my school.	Elementary	89%	91%	92%	93%
	Middle	90%	85%	88%	84%
	High	91%	91%	92%	95%
My principal encourages cooperation among faculty and staff toward improving student performance.	Elementary	92%	93%	94%	95%
	Middle	92%	88%	91%	87%
	High	92%	92%	94%	96%
Teachers at this school trust the principal to make sound professional decisions about instruction.	Elementary	80%	83%	86%	87%
	Middle	79%	74%	78%	70%
	High	78%	79%	85%	88%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	Elementary	n/a	n/a	n/a	90%
	Middle	n/a	n/a	n/a	76%
	High	n/a	n/a	n/a	91%

Note. All items include responses from teaching and non-teaching staff; n/a indicates item was not asked.

Table 3.
School leadership responses steadily improved at the elementary and high school levels since 2012.

		2011	2012	2013	2014	2015	2016
The faculty and leadership have a shared vision.	Elementary	85%	82%	85%	87%	89%	90%
	Middle	74%	62%↓	80%↑	77%	80%	76%
	High	80%	75%	82%	85%	90%	90%
Teachers feel comfortable raising issues and concerns that are important to them.	Elementary	73%	70%	75%	78%	82%	83%
	Middle	61%	47%↓	71%↑	74%	74%	67%
	High	73%	69%	74%	76%	82%	85%
The school leadership consistently supports teachers.	Elementary	78%	74%	80%	82%	86%	87%
	Middle	66%	52%↓	75%↑	73%	77%	72%
	High	74%	69%	75%	78%	83%	86%
Teachers are held to high professional standards for delivering instruction.	Elementary	94%	93%	94%	95%	95%	96%
	Middle	93%	90%	94%	93%	94%	93%
	High	92%	92%	93%	93%	93%	95%
The school leadership facilitates using data to improve student learning.	Elementary	96%	95%	96%	97%	97%	97%
	Middle	94%	90%	94%	94%	95%	93%
	High	93%	95%	95%	95%	95%	96%
Teacher performance is assessed objectively.	Elementary	85%	84%	87%	88%	92%	92%
	Middle	78%	72%	82%↑	84%	88%	85%
	High	80%	79%	82%	82%	88%	89%
Teachers receive feedback that can help them improve teaching.	Elementary	81%	81%	84%	86%	89%	90%
	Middle	79%	72%	82%↑	81%	86%	83%
	High	76%	79%	82%	83%	87%	88%
The procedures for teacher evaluation are consistent.	Elementary	84%	82%	86%	87%	90%	91%
	Middle	76%	69%	80%↑	80%	86%	81%
	High	75%	74%	76%	80%	84%	85%
School leadership effectively communicates policy.	Elementary	85%	84%	86%	87%	88%	90%
	Middle	79%	67%↓	82%↑	78%	82%	77%
	High	79%	79%	79%	81%	85%	87%
The faculty are recognized for accomplishments.	Elementary	81%	79%	83%	85%	89%	90%
	Middle	77%	67%↓	81%↑	83%	85%	86%
	High	83%	82%	82%	83%	87%	88%

Table 4.
Responses to items about the responsiveness of school leadership to teachers' concerns steadily improved at the elementary and high school levels since 2012.

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

		2011	2012	2013	2014	2015	2016
School leadership	**Elementary**	86%	85%	88%	89%	92%	93%
	Middle	76%	69%	84%↑	83%	85%	81%
	High	84%	80%	84%	86%	90%	92%
The use of time in my school	**Elementary**	77%	76%	80%	82%	86%	88%
	Middle	69%	59%↓	77%↑	77%	80%	73%
	High	68%	71%	76%	79%	82%	86%
Teacher leadership	**Elementary**	88%	86%	89%	90%	93%	93%
	Middle	80%	74%	85%↑	85%	89%	85%
	High	85%	85%	87%	88%	90%	93%
Professional development	**Elementary**	90%	89%	90%	91%	93%	94%
	Middle	82%	81%	89%↑	85%	87%	83%
	High	81%	84%	88%	87%	89%	91%
Community support and involvement	**Elementary**	88%	88%	90%	91%	93%	94%
	Middle	84%	77%	87%↑	86%	91%	87%
	High	87%	85%	89%	89%	92%	94%
Facilities and resources	**Elementary**	88%	89%	91%	91%	92%	94%
	Middle	83%	79%	87%↑	86%	88%	84%
	High	82%	82%	84%	84%	84%	85%
Managing student conduct	**Elementary**	81%	77%	82%	83%	87%	87%
	Middle	67%	54%↓	75%↑	73%	78%	73%
	High	72%	74%	77%	79%	82%	85%
Instructional practices and support	**Elementary**	90%	88%	90%	91%	93%	94%
	Middle	85%	80%	88%↑	87%	89%	86%
	High	86%	86%	88%	89%	91%	93%
General school climate	**Elementary**	83%	80%	84%	86%	90%	90%
	Middle	71%	57%↓	80%↑	79%	83%	77%
	High	82%	78%	82%	84%	89%	91%
Achievement press	**Elementary**	89%	89%	91%	91%	94%	95%
	Middle	83%	76%	86%↑	86%	90%	89%
	High	85%	86%	87%	88%	91%	93%
New teacher support	**Elementary**	84%	85%	86%	88%	89%	90%
	Middle	80%	71%↓	82%↑	81%	86%	79%
	High	81%	82%	83%	84%	86%	86%

Teacher Leadership

Teacher leadership responses steadily improved at the elementary and high school levels since 2012.

		2011	2012	2013	2014	2015	2016
Teachers are recognized as educational experts.	Elementary	83%	82%	85%	86%	90%	90%
	Middle	71%	65%	78%↑	80%	84%	79%
	High	78%	77%	79%	82%	88%	90%
Teachers are trusted to make sound professional decisions about instruction.	Elementary	82%	80%	85%	85%	90%	91%
	Middle	72%	63%	77%↑	81%	84%	79%
	High	81%	78%	79%	82%	88%	92%
Teachers are relied upon to make decisions about educational issues.	Elementary	83%	83%	86%	86%	91%	91%
	Middle	72%	66%	78%↑	81%	85%	79%
	High	80%	76%	81%	82%	88%	91%
Teachers are encouraged to participate in school leadership roles.	Elementary	90%	88%	90%	91%	93%	94%
	Middle	83%	79%	89%↑	89%	89%	89%
	High	89%	87%	89%	89%	92%	94%
The faculty has an effective process for making group decisions to solve problems.	Elementary	76%	75%	78%	81%	83%	85%
	Middle	62%	53%	73%↑	73%	76%	73%
	High	68%	69%	71%	74%	78%	82%
In this school we take steps to solve problems.	Elementary	84%	82%	85%	87%	90%	90%
	Middle	75%	64%↓	82%↑	80%	84%	82%
	High	82%	81%	86%	85%	89%	90%
Teachers are effective leaders in this school.	Elementary	88%	87%	90%	89%	92%	92%
	Middle	83%	76%	85%↑	88%	87%	87%
	High	87%	84%	89%	87%	91%	93%
Teachers have an appropriate level of influence on decision making in this school.	Elementary	n/a	74%	78%	79%	83%	85%
	Middle	n/a	70%	72%	72%	73%	70%
	High	n/a	66%	71%	73%	78%	82%

Note. All items include responses from teaching and non-teaching staff; n/a indicates item was not asked.

Teacher Data Use

Most teachers reported sharing instructional strategies often or frequently in 2016.

How often does your department/team:	Elementary	Middle	High
Discuss your department/team's professional needs and goals.	65%	65%	75%
Discuss assessment data for individual students.	74%	64%	67%
Set learning goals for groups of students.	76%	68%	73%
Group students across classes based on learning needs.	67%	58%	62%
Provide support for new teachers.	79%	69%	77%
Provide support for struggling teachers.	76%	66%	73%
Share instructional strategies.	84%	80%	83%

Note. Response options were frequently, often, sometimes, and rarely. Percentages above reflect those who selected frequently or often.

Instructional Practice and Support

Figure 5.
The percentage of staff who agree "Teachers are encouraged to try new things to improve instruction" has trended upward since 2011.
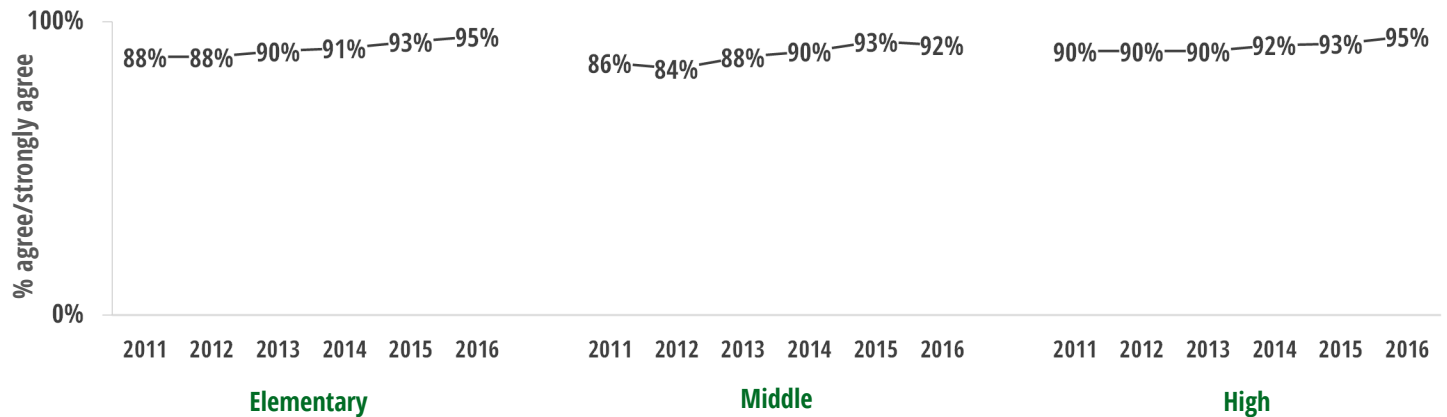
Note. Double lines indicate statistically meaningful changes from the previous year.

Table 7.
Instructional practice and support responses remained favorable in 2016 and have improved over time.

		2011	2012	2013	2014	2015	2016
Teachers in this school use assessment data to inform their instruction.	Elementary	98%	98%	98%	99%	99%	98%
	Middle	98%	96%	95%	97%	97%	97%
	High	93%	95%	96%	96%	97%	97%
Teachers work in professional learning communities to develop and align instructional practices.	Elementary	92%	93%	93%	94%	94%	95%
	Middle	93%	93%	95%	95%	95%	95%
	High	94%	95%	96%	96%	96%	97%
Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	Elementary	88%	89%	90%	91%	92%	93%
	Middle	84%	84%	87%	89%	90%	90%
	High	84%	88%	90%	92%	93%	94%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	Elementary	70%	72%	77%	78%	81%	83%
	Middle	60%	57%	67%↑	70%	75%	73%
	High	68%	72%	77%	80%	80%	84%
Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	Elementary	71%	69%	74%	76%	84%	86%
	Middle	67%	59%	69%↑	74%	82%	83%
	High	78%	76%	77%	80%	86%	92%↑
Teachers have time available to collaborate with colleagues.	Elementary	56%	54%	59%	64%	78%↑	80%
	Middle	66%	54%↓	64%↑	69%	77%	76%
	High	69%	70%	72%	75%	81%	84%
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	Elementary	n/a	n/a	n/a	n/a	n/a	82%
	Middle	n/a	n/a	n/a	n/a	n/a	78%
	High	n/a	n/a	n/a	n/a	n/a	79%

Professional Development and Professional Learning Communities

Figure 6.
The percentage of staff who agree "Professional development enhances teachers' abilities to improve student learning" has trended upward since 2011, particularly at middle and high schools.
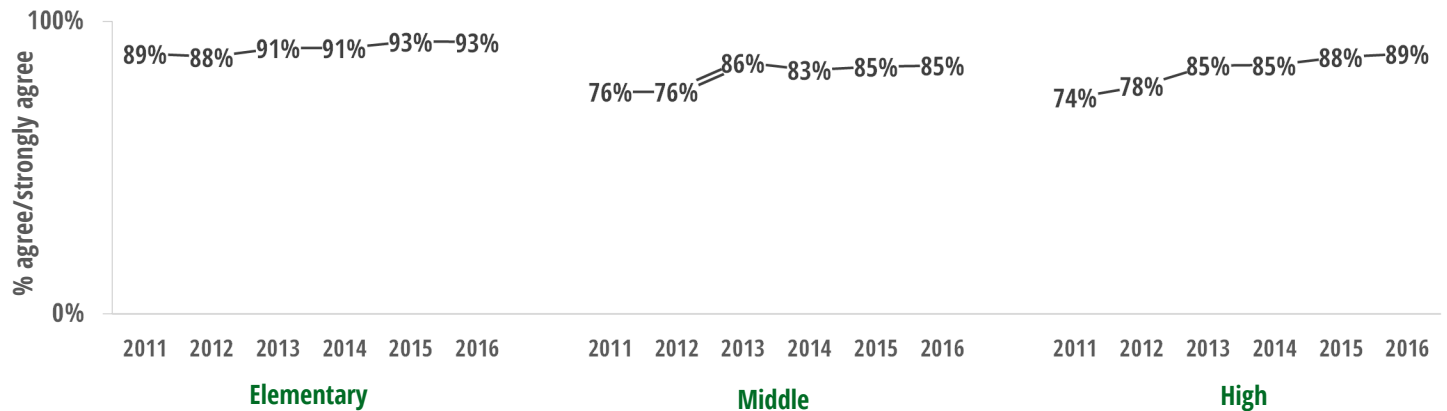
Note. Double lines indicate statistically meaningful changes from the previous year.

Table 8.
Over time, teachers provided increasingly favorable responses regarding their professional development.

		2011	2012	2013	2014	2015	2016
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	Elementary	78%	79%	81%	84%	87%	89%
	Middle	68%	69%	76%	78%	78%	78%
	High	72%	76%	80%	82%	84%	87%
Professional development is evaluated and results are communicated to teachers.	Elementary	55%	62%	68%	72%	76%	78%
	Middle	48%	46%	65%↑	65%	68%	64%
	High	47%	54%	64%↑	65%	68%	73%
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	Elementary	87%	85%	89%	89%	91%	92%
	Middle	75%	72%	84%↑	81%	83%	82%
	High	71%	76%	82%	84%	86%	88%
Teachers are encouraged to reflect on their own practice.	Elementary	90%	89%	92%	92%	94%	95%
	Middle	83%	82%	87%	89%	90%	90%
	High	86%	90%	91%	92%	92%	94%
Follow up is provided from professional development in this school.	Elementary	68%	70%	75%	79%	82%	85%
	Middle	62%	59%	69%↑	69%	75%	74%
	High	58%	63%	69%	73%	76%	81%
Professional learning opportunities are aligned with the school's improvement plan.	Elementary	90%	90%	92%	93%	94%	94%
	Middle	87%	84%	91%↑	90%	90%	88%
	High	85%	86%	92%	93%	93%	94%
Professional development is differentiated to meet the needs of individual teachers.	Elementary	61%	66%	72%	72%	79%	79%
	Middle	48%	49%	64%↑	65%	68%	63%
	High	48%	58%↑	65%	66%	68%	75%
Professional development deepens teachers' content knowledge.	Elementary	81%	81%	85%	85%	88%	89%
	Middle	59%	60%	73%↑	69%	72%	68%
	High	52%	62%↑	67%	68%	70%	75%
Sufficient resources are available for professional development in my school.	Elementary	82%	81%	85%	86%	88%	91%
	Middle	81%	80%	85%	83%	83%	85%
	High	78%	84%	84%	86%	87%	89%

Table 8. (continued)

		2011	2012	2013	2014	2015	2016
An appropriate amount of time is provided for professional development.	Elementary	80%	79%	77%	82%	85%	88%
	Middle	80%	78%	78%	79%	82%	82%
	High	76%	83%	81%	85%	85%	89%
Professional development offerings are data driven.	Elementary	85%	87%	89%	90%	91%	91%
	Middle	88%	84%	88%	87%	85%	84%
	High	77%	82%	87%	89%	88%	87%

Table 9.
Most teachers reported participating in professional learning communities in 2016.

I participate with a group of my campus colleagues to:	Elementary	Middle	High
Analyze student performance data.	94%	86%	88%
Discuss ways to meet objectives for specific students.	95%	91%	92%
Plan lessons and units together.	90%	87%	90%
Develop common student assessments.	87%	85%	90%
Support students' social and emotional competence.	94%	91%	90%

Note. Response options were frequently, often, sometimes, and rarely. Percentages above reflect those who selected frequently or often.

District Vision

Table 10.
Most teachers reported there are clear goals and vision in AISD.

	Elementary	Middle	High
There are clear goals and structures for teaching and learning in AISD.	93%	90%	92%
There is a clear vision for the use of data to inform education in AISD.	93%	89%	91%
There is a clear vision for academic, social, and emotional learning in AISD.	94%	91%	92%

Community Support and Engagement

The percentage of staff who agree "The community we serve is supportive of this school" has trended upward since 2011.
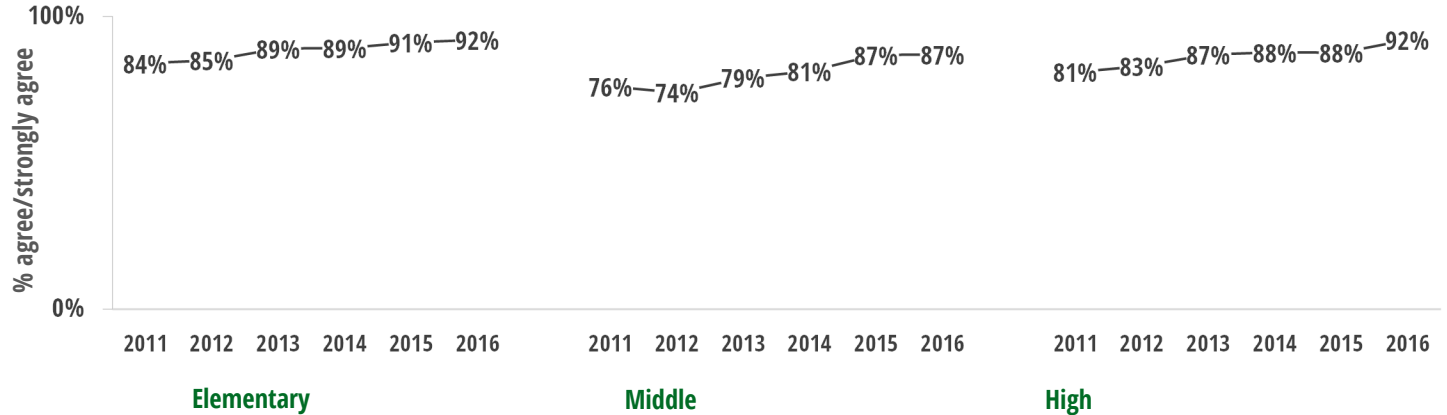
Note. Double lines indicate statistically meaningful changes from the previous year.

Table 11.
Community support and engagement responses improved steadily since 2012, particularly at the elementary and high school levels.

		2011	2012	2013	2014	2015	2016
Parents/guardians are influential decision makers in this school.	Elementary	65%	65%	73%	73%	78%	80%
	Middle	54%	51%	58%	62%	69%	67%
	High	59%	60%	61%	65%	68%	73%
This school works directly with parents/guardians to improve the educational climate in students' homes.	Elementary	82%	81%	85%	86%	89%	90%
	Middle	70%	66%	77%↑	78%	84%	81%
	High	73%	73%	79%	82%	84%	87%
This school maintains clear, two-way communication with the community.	Elementary	87%	87%	90%	91%	93%	94%
	Middle	78%	75%	85%↑	86%	91%	90%
	High	84%	85%	88%	89%	90%	93%
This school does a good job of encouraging parent/guardian involvement.	Elementary	86%	87%	89%	90%	92%	92%
	Middle	80%	74%	84%↑	84%	89%	89%
	High	83%	86%	88%	87%	91%	92%
Teachers provide parent/guardians with useful information about student learning.	Elementary	95%	95%	95%	96%	97%	97%
	Middle	89%	86%	90%	91%	94%	93%
	High	88%	91%	92%	91%	93%	94%
Parents/guardians know what is going on in this school.	Elementary	87%	85%	88%	88%	90%	91%
	Middle	71%	65%	75%↑	76%	83%	82%
	High	71%	73%	77%	77%	81%	84%
Parents/guardians support teachers, contributing to their success with students.	Elementary	77%	77%	81%	82%	84%	85%
	Middle	66%	62%	70%	70%	78%	78%
	High	67%	71%	76%	77%	78%	82%
Community members support teachers, contributing to their success with students.	Elementary	81%	84%	86%	88%	89%	91%
	Middle	72%	71%	75%	80%	85%	85%
	High	75%	79%	82%	83%	83%	88%

Achievement Press

Figure 8.
Most campus staff agree "The school sets high standards for academic performance."
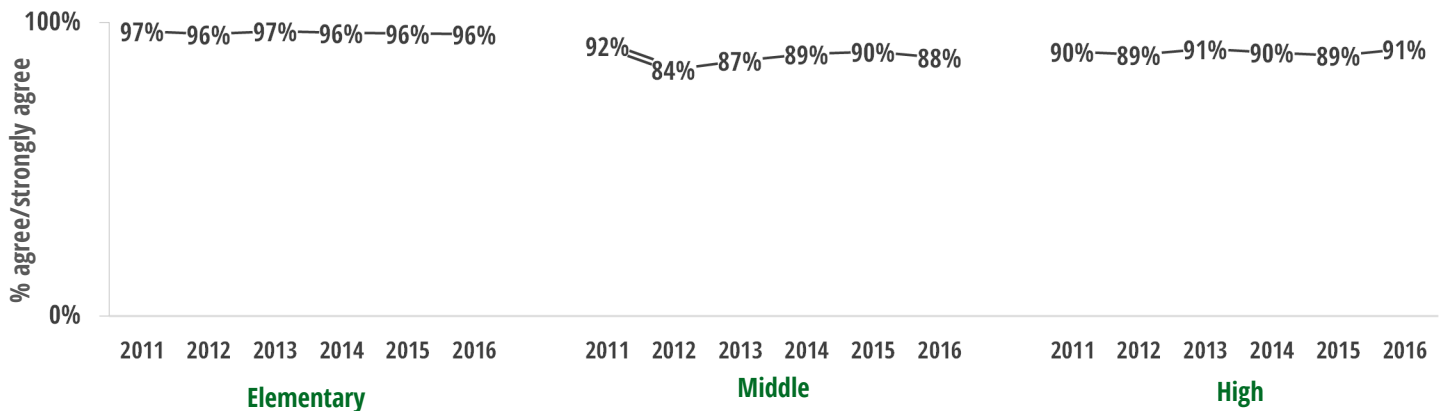
Note. Double lines indicate statistically meaningful changes.

Table 12.
Achievement press responses improved since 2012, particularly at the elementary and high school levels.

		2011	2012	2013	2014	2015	2016
Teachers in this school believe that their students have the ability to achieve academically.	Elementary	97%	95%	95%	95%	96%	96%
	Middle	92%	88%	88%	91%	94%	94%
	High	94%	93%	93%	93%	94%	95%
Parents exert pressure to maintain high standards.	Elementary	62%	62%	62%	65%	68%	70%
	Middle	53%	49%	51%	56%	62%	61%
	High	56%	59%	56%	58%	61%	67%
Academic achievement is recognized and acknowledged by the school.	Elementary	94%	92%	92%	93%	93%	94%
	Middle	92%	84%↓	90%	89%	93%	91%
	High	93%	90%	92%	93%	93%	94%
Parents press for school improvement.	Elementary	63%	63%	65%	67%	70%	75%
	Middle	59%	55%	58%	61%	67%	66%
	High	62%	54%	60%	63%	66%	70%
Students in this school can achieve the goals that have been set for them.	Elementary	96%	94%	94%	94%	95%	96%
	Middle	93%	86%↓	91%	93%	95%	94%
	High	95%	94%	95%	96%	96%	97%
Students respect others who get good grades.	Elementary	90%	89%	91%	92%	93%	93%
	Middle	66%	58%	66%	70%	78%	80%
	High	76%	79%	81%	84%	86%	87%
Students seek extra work so they can get good grades.	Elementary	59%	59%	58%	60%	62%	62%
	Middle	50%	45%	48%	57%	61%	59%
	High	59%	62%	61%	66%	67%	73%
Students try hard to improve on previous work.	Elementary	80%	79%	79%	81%	83%	83%
	Middle	60%	48%↓	53%	59%	67%	67%
	High	60%	63%	66%	69%	70%	74%
The learning environment is orderly and serious.	Elementary	92%	90%	91%	85%	91%	92%
	Middle	80%	66%↓	77%↑	91%↑	82%↓	84%
	High	80%	81%	85%	91%	86%	87%

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Managing Student Conduct

Responses to managing student conduct items have been generally consistent since 2012.

		2011	2012	2013	2014	2015	2016
Students at this school follow rules of conduct.	**Elementary**	85%	80%	84%	84%	85%	84%
	Middle	63%	47%↓	61%↑	62%	67%	68%
	High	60%	63%	69%	74%	72%	78%
School staff clearly understand policies and procedures about student conduct.*	**Elementary**	92%	89%	91%	91%	91%	92%
	Middle	82%	69%↓	82%↑	80%	83%	83%
	High	80%	80%	84%	85%	83%	88%
Administrators consistently enforce rules for student conduct.	**Elementary**	83%	80%	84%	83%	86%	90%
	Middle	64%	53%↓	71%↑	67%	74%	74%
	High	61%	65%	68%	70%	72%	80%
Administrators support teachers' efforts to maintain discipline in the classroom.	**Elementary**	87%	84%	87%	87%	90%	91%
	Middle	75%	64%↓	79%↑	75%	81%	79%
	High	77%	78%	81%	82%	83%	86%
Teachers consistently enforce rules for student conduct.	**Elementary**	92%	91%	93%	93%	93%	91%
	Middle	76%	72%	78%	77%	80%	79%
	High	66%	69%	73%	76%	74%	76%
All campus staff work in a school environment that is safe.*	**Elementary**	95%	94%	94%	96%	96%	95%
	Middle	90%	74%↓	87%↑	86%	92%	88%
	High	92%	91%	94%	94%	94%	93%
Non-teaching staff consistently enforce rules for student conduct.	**Elementary**	90%	90%	90%	91%	93%	90%
	Middle	78%	73%	80%	78%	83%	80%
	High	68%	72%	77%	80%	78%	79%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	**Elementary**	n/a	n/a	n/a	n/a	n/a	90%
	Middle	n/a	n/a	n/a	n/a	n/a	76%
	High	n/a	n/a	n/a	n/a	n/a	84%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	**Elementary**	n/a	n/a	n/a	n/a	n/a	92%
	Middle	n/a	n/a	n/a	n/a	n/a	83%
	High	n/a	n/a	n/a	n/a	n/a	84%
Staff have enough time to implement the social and emotional learning approach at this school.	**Elementary**	n/a	n/a	n/a	n/a	n/a	80%
	Middle	n/a	n/a	n/a	n/a	n/a	76%
	High	n/a	n/a	n/a	n/a	n/a	79%
Students at this school understand expectations for their conduct.	**Elementary**	94%	91%	92%	92%	93%	91%
	Middle	85%	71%↓	82%↑	83%	84%	84%
	High	80%	82%	83%	86%	84%	86%

Note. All items include responses from teaching and non-teaching staff; n/a indicates item was not asked.

Facilities and Resources

Figure 9.
The percentage of staff who agree "Teachers have sufficient access to appropriate instructional materials (including items such as textbooks, curriculum materials, content references, etc.)" has trended upward since 2011.
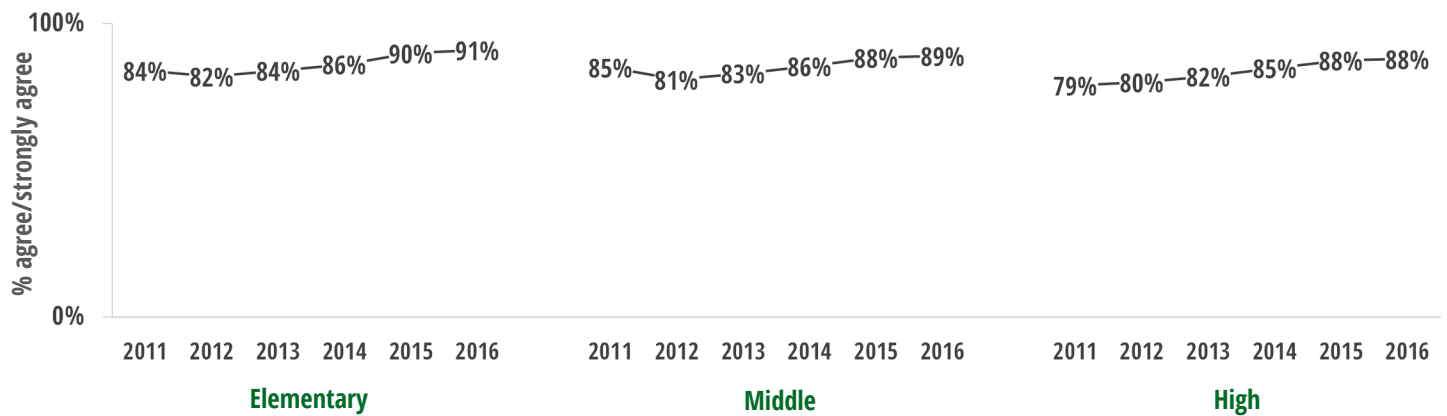
Note. Double lines indicate statistically meaningful changes from the previous year.

Table 14.
Since 2011, more teachers each year have agreed that teachers have sufficient training and support to fully utilize available instructional technology.

		2011	2012	2013	2014	2015	2016
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Elementary	74%	82%	83%	81%	82%	82%
	Middle	78%	82%	80%	74%	74%	74%
	High	72%	79%	74%	72%	74%	74%
Teachers have sufficient training and support to fully utilize the available instructional technology.	Elementary	65%	67%	70%	72%	79%	80%
	Middle	68%	68%	71%	73%	78%	77%
	High	63%	67%	68%	71%	77%	80%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Elementary	76%	82%	82%	85%	87%	86%
	Middle	70%	80%↑	79%	81%	80%	77%
	High	66%	72%	72%	75%	76%	75%
Teachers have sufficient access to a broad range of professional support personnel.	Elementary	83%	78%	80%	84%	87%	89%
	Middle	84%	76%↓	82%	83%	86%	85%
	High	87%	83%	83%	86%	89%	88%
Teachers have adequate space to work productively.	Elementary	84%	84%	85%	88%	90%	91%
	Middle	85%	86%	84%	85%	87%	88%
	High	82%	83%	83%	83%	84%	85%
My school is provided sufficient data and information to make informed decisions.	Elementary	93%	91%	92%	95%	96%	97%
	Middle	92%	86%	91%	92%	94%	92%
	High	89%	90%	92%	94%	95%	95%
The school environment is clean and well maintained.+	Elementary	95%	93%	94%	93%	94%	93%
	Middle	94%	91%	93%	92%	94%	92%
	High	94%	93%	94%	92%	92%	91%
The physical environment of classrooms in this school supports teaching and learning.	Elementary	91%	90%	93%	93%	94%	94%
	Middle	88%	86%	87%	87%	91%	91%
	High	87%	88%	88%	89%	89%	88%

Results for Administrator Items

This section describes the responses for items asked only to school administrators. In 2016, 271 school administrators responded.

Table 15.
Middle and high school administrators' responses to several district leadership items improved from 2015 to 2016.

		2011	2012	2013	2014	2015	2016
District leaders involve principals in decisions that directly impact the operations of my school.	Elementary	81%	71%↓	86%↑	90%	90%	93%
	Middle	93%	91%	81%â	83%	87%	96%↑
	High	88%	86%	92%	92%	85%	89%
District leaders clearly define expectations for schools.	Elementary	95%	87%↓	94%↑	97%	97%	95%
	Middle	98%	86%↓	87%	88%	96%↑	96%
	High	96%	87%↓	95%↑	95%	85%↓	88%
District leaders provide constructive feedback to principals toward improving their performance.	Elementary	88%	83%	91%↑	96%↑	94%	93%
	Middle	97%	97%	84%↓	91%↑	96%	94%
	High	86%	80%	94%↑	87%↓	91%	96%↑
Central office provides principals support when they need it.	Elementary	86%	75%↓	86%↑	96%↑	94%	96%
	Middle	98%	92%↓	86%	88%	94%↑	98%↑
	High	80%	91%↑	89%	89%	89%	88%
Principals are actively involved in district decision making about educational issues.	Elementary	82%	72%↓	81%↑	92%↑	89%	91%
	Middle	95%	84%↓	80%	76%	89%↑	92%
	High	89%	86%	88%	88%	84%	96%↑
District leaders take steps to solve problems.	Elementary	92%	84%↓	90%	96%↑	92%	94%
	Middle	100%	89%↓	88%	90%	94%	94%
	High	84%	86%	89%	92%	83%↓	91%↑
There is an atmosphere of trust and mutual respect within this district.	Elementary	64%	49%↓	68%↑	78%↑	84%	88%
	Middle	85%	63%↓	66%	74%	89%↑	91%
	High	54%	72%↑	72%	70%	73%	83%↑
The district has a clearly defined mission and vision for all schools.	Elementary	88%	91%	93%	96%	97%	96%
	Middle	95%	82%↓	83%	94%↑	96%	96%
	High	79%	81%	86%	83%	82%	92%↑
District leaders encourage cooperation among schools toward improving student performance.	Elementary	85%	80%	89%↑	92%	92%	93%
	Middle	97%	89%↓	72%↓	85% ↑	86%	94%↑
	High	80%	80%	81%	87%	77%↓	82%
District leaders trust principals to make sound professional decisions about instruction.	Elementary	80%	73%	89%↑	94%	94%	95%
	Middle	90%	79%↓	80%	87%	88%	98%↑
	High	88%	85%	93%↑	91%	85%	97%↑
There are clear goals and structures for teaching and learning in AISD.	Elementary	87%	85%	89%	90%	90%	
	Middle	81%	82%	82%	87%	86%	
	High	79%	75%	87%↑	89%	88%	
There is a clear vision for the use of data to inform education in AISD.	Elementary	89%	85%	90%	90%	92%	
	Middle	85%	82%	83%	87%	87%	
	High	80%	76%	85%↑	88%	88%	

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Table 16.
In 2016, middle and high school administrators were more likely than in the previous year to agree principal professional development is a priority and sufficient resources are available to principals to participate in professional development opportunities.

		2011	2012	2013	2014	2015	2016
My school receives instructional resources commensurate with other schools in the district.	**Elementary**	72%	70%	79%↑	84%	84%	88%
	Middle	88%	79%↓	76%	77%	75%	85%↑
	High	58%	82%	73%	78%	78%	85%
My school receives instructional resources commensurate with student needs.	**Elementary**	75%	76%	82%	83%	85%	89%
	Middle	83%	80%	79%	78%	83%	81%
	High	65%	82%↑	72%↓	79%	83%	83%
Principal professional development is a priority in this district.	**Elementary**	82%	71%↓	80%↑	82%	87%	88%
	Middle	88%	87%	63%↓	74%↑	80%	90%↑
	High	73%	65%	83%	81%	85%	94%↑
Sufficient resources are available to principals to participate in professional development opportunities.	**Elementary**	76%	69%	80%↑	81%	91%↑	91%
	Middle	83%	81%	65%↓	76% ↑	81%	90%↑
	High	82%	80%	82%	85%	87%	93%↑

Conclusion

Results indicate working conditions in AISD continued to improve in 2016, especially at the elementary and high school levels. Not only did school administrators report a meaningful improvement in their working conditions from 2015 to 2016, long-term trends suggest teachers and other school staff have experienced increasingly more favorable working conditions and school climate over the past five years. Considering the improvements school administrators have indicated with regard to their own professional development and involvement in district decision-making, it is reasonable to anticipate continued improvements to working conditions and school climate.