

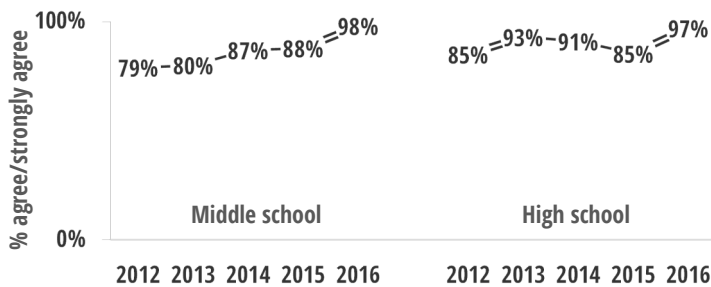
# Teaching, Empowering, Leading and Learning (TELL) AISD Survey

## Results for 2011 Through 2016

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Since 2011, the Staff 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. 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. Additionally, the responses middle and high school administrators provided to several items about their own district leadership improved meaningfully from 2015 to 2016.

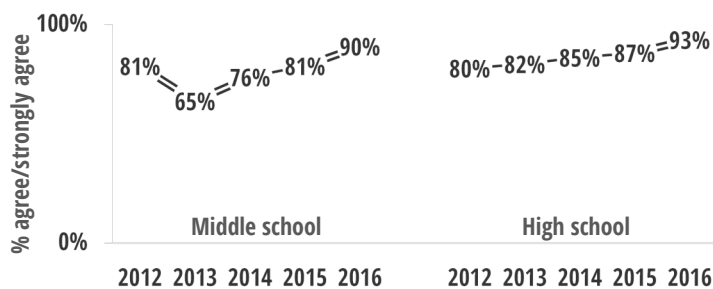
**Figure 1.** Middle and high school administrators were more likely in 2016 than before to agree district leaders trust principals to make sound professional decisions about instruction.



Note. Double lines indicate statistically meaningful changes.

among schools toward improving student performance. High school administrators were more likely in 2016 than in 2015 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 in AISD, and the district has a clearly defined mission and vision for all schools. Secondary administrators also were more likely in 2016 than in 2015 to agree district leaders trust principals to make sound professional decisions about instruction (Figure 1).

**Figure 2.** Middle and high school administrators increasingly agree that sufficient resources are available for principals to participate in professional development opportunities.



Note. Double lines indicate statistically meaningful changes.

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

Similarly, secondary school administrators were more likely in 2016 than in 2015 to agree principal professional development is a priority in this district and sufficient resources are available to principals to participate in professional development opportunities (Figure 2).

## 2016 Survey Participants

5,309 teachers (91%)

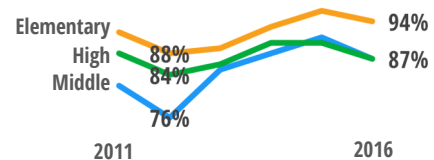
211 administrators

2,180 classified staff



The response rate for teachers and administrators has been consistently high since 2011 at each level, despite a low point in 2012.

Percent of Teachers and Administrators Who Responded to Staff TELL AISD Survey



The response rate dipped slightly from 2015 to 2016.