Department of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Results of the Teaching, Empowering, Leading, and Learning (TELL) AISD Survey
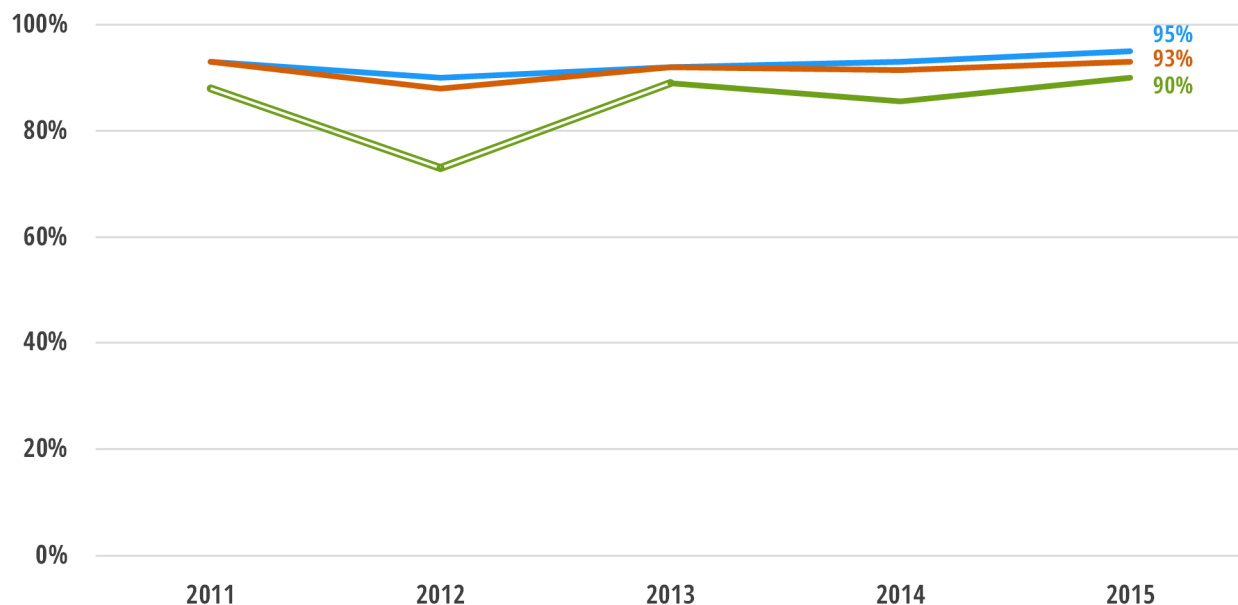## 2011–2015

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. TELL AISD is administered in January and February to all campus-based staff.

For more information about the TELL survey, research, and information about other states and districts that monitor teaching and learning conditions, please visit: http://www.newteachercenter.org/teaching-empowering-leading-and-learning-tell-survey.

Since 2011, AISD campus employees have provided feedback about the teaching and learning conditions on their campus. Annually, about 87% of all campus staff complete the TELL AISD survey. In 2015, 8,760 AISD campus employees participated. Longitudinal response rates and counts can be found in Appendix A. For each item in the tables and charts that follow, the percentage displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Unless otherwise indicated, arrows (↑ ↓) indicate statistically meaningful changes from one year to the next.

Elementary, **middle**, and **high** school staff agree "Overall, my school is a good place to work and learn."

Double lines indicate statistically meaningful changes.

Line chart showing percentage agreement from 2011 to 2015. 2015 values: Elementary 95%, middle 93%, high 90%.

GENERAL CLIMATE

Percentage of respondents who agree "All campus staff exhibit pride in their affiliation with the school."

Double lines indicate statistically meaningful changes.

Note. All items include responses from teaching and non-teaching staff.
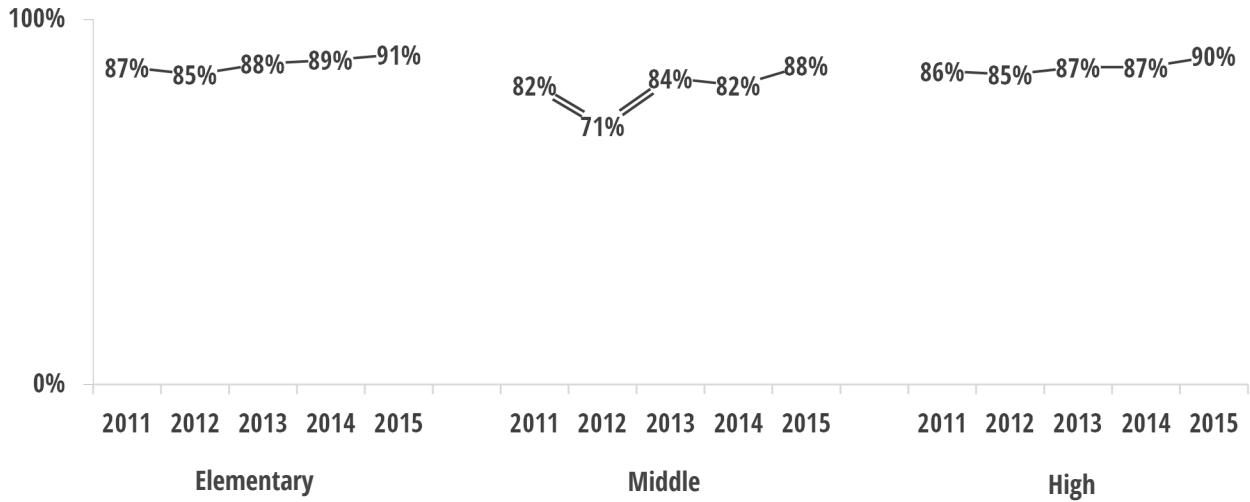
		2011	2012	2013	2014	2015
All campus staff are friendly to each other.	Elementary	83%	81%	84%	85%	88%
	Middle	78%	75%	84%↑	83%	86%
	High	83%	82%	83%	86%	87%
All campus staff are willing to go out of their way to help.	Elementary	80%	80%	83%	84%	85%
	Middle	75%	73%	81%	81%	83%
	High	79%	80%	81%	84%	84%
All campus staff accomplish their jobs with enthusiasm.	Elementary	76%	75%	79%	80%	82%
	Middle	66%	60%	74%↑	73%	78%
	High	72%	73%	76%	75%	80%
All campus staff are committed to their jobs.	Elementary	85%	84%	86%	87%	89%
	Middle	78%	74%	82%	81%	85%
	High	79%	80%	83%	83%	86%
The goals of my school are made clear.	Elementary	92%	90%	91%	93%	93%
	Middle	90%	79%↓	87%↑	87%	89%
	High	90%	87%	91%	91%	93%

Note. All items include responses from teaching and non-teaching staff.

SCHOOL LEADERSHIP

Percentage of respondents who agree "There is an atmosphere of trust and mutual respect."

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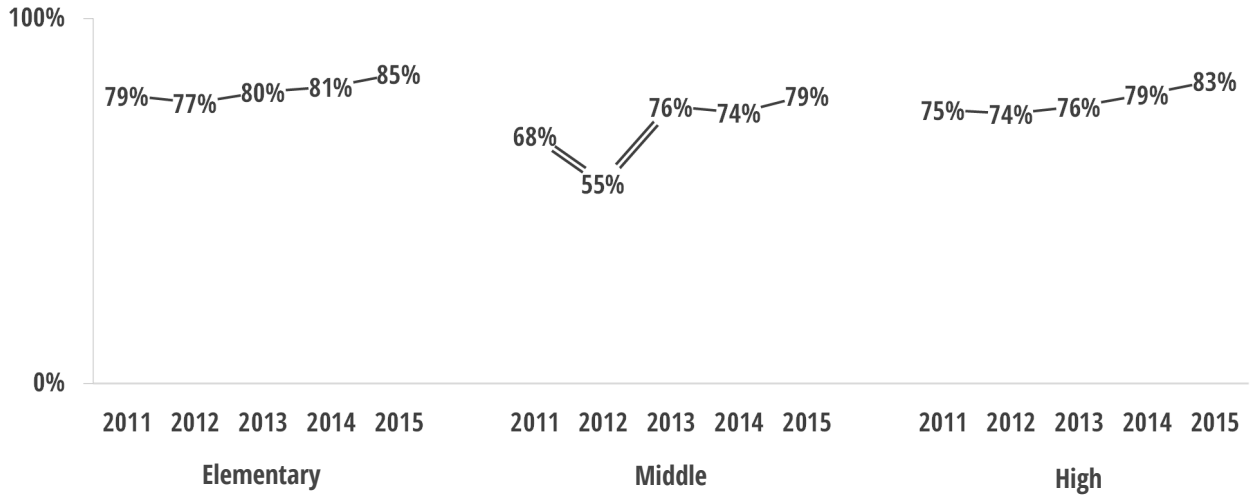
		2011	2012	2013	2014	2015
The faculty and leadership have a shared vision.	Elementary	85%	82%	85%	87%	89%
	Middle	74%	62%↓	80%↑	77%	80%
	High	80%	75%	82%	85%	90%
Teachers feel comfortable raising issues and concerns that are important to them.	Elementary	73%	70%	75%	78%	82%
	Middle	61%	47%↓	71%↑	74%	74%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

SCHOOL LEADERSHIP

		2011	2012	2013	2014	2015
School leadership effectively communicates policy.	Elementary	85%	84%	86%	87%	88%
	Middle	79%	67%↓	82%↑	78%	82%
	High	79%	79%	79%	81%	85%
The faculty are recognized for accomplishments.	Elementary	81%	79%	83%	85%	89%
	Middle	77%	67%↓	81%↑	83%	85%
	High	83%	82%	82%	83%	87%
Teachers are recognized as educational experts.	Elementary	83%	82%	85%	86%	90%
	Middle	71%	65%	78%↑	80%	84%
	High	78%	77%	79%	82%	88%
Teachers are trusted to make sound professional decisions about instruction.	Elementary	82%	80%	85%	85%	90%
	Middle	72%	63%	77%↑	81%	84%
	High	81%	78%	79%	82%	88%
Teachers are relied upon to make decisions about educational issues.	Elementary	83%	83%	86%	86%	91%
	Middle	72%	66%	78%↑	81%	85%
	High	80%	76%	81%	82%	88%
Teachers are encouraged to participate in school leadership roles.	Elementary	90%	88%	90%	91%	93%
	Middle	83%	79%	89%↑	89%	89%
	High	89%	87%	89%	89%	92%
The faculty has an effective process for making group decisions to solve problems.	Elementary	76%	75%	78%	81%	83%
	Middle	62%	53%	73%↑	73%	76%
	High	68%	69%	71%	74%	78%
In this school we take steps to solve problems.	Elementary	84%	82%	85%	87%	90%
	Middle	75%	64%↓	82%↑	80%	84%
	High	82%	81%	86%	85%	89%
Teachers are effective leaders in this school.	Elementary	88%	87%	90%	89%	92%
	Middle	83%	76%	85%↑	88%	87%
	High	87%	84%	89%	87%	91%
Teachers have an appropriate level of influence on decision making in this school.	Elementary	*	74%	78%	79%	83%
	Middle	*	70%	72%	72%	73%
	High	*	66%	71%	73%	78%

SCHOOL LEADERSHIP

Percentage of respondents who agree "Teachers at this school trust the principal to make sound professional decisions about instruction."
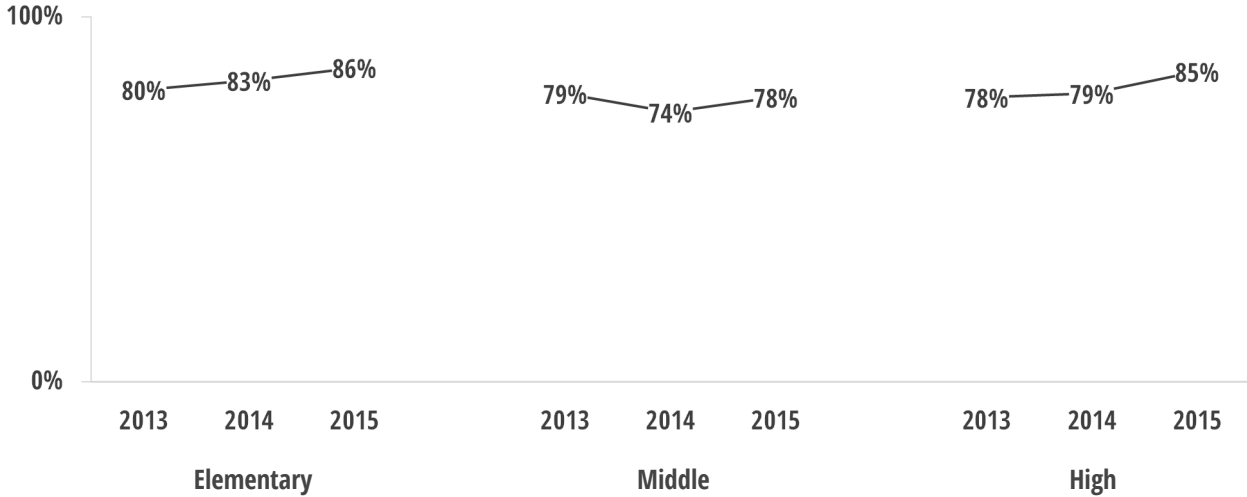
		2013	2014	2015
My principal involves faculty in decisions that directly impact the operations of my school.	**Elementary**	80%	83%	86%
	Middle	81%	74%	77%
	High	76%	77%	83%
My principal clearly defines expectations for our school.	**Elementary**	88%	90%	91%
	Middle	90%	84%	88%
	High	89%	91%	91%
My principal provides constructive feedback to teachers toward improving their performance.	**Elementary**	84%	85%	88%
	Middle	84%	79%	83%
	High	78%	81%	86%
My principal has a clearly defined mission and vision for my school.	**Elementary**	89%	91%	92%
	Middle	90%	85%	88%
	High	91%	91%	92%
My principal encourages cooperation among faculty and staff toward improving student performance.	**Elementary**	92%	93%	94%
	Middle	92%	88%	91%
	High	92%	92%	94%

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

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

INSTRUCTIONAL PRACTICE AND SUPPORT

Percentage of respondents who agree "Teachers are encouraged to try new things to improve instruction."

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

MANAGING STUDENT CONDUCT

Percentage of respondents who agree "Students at this school understand expectations for their conduct."

Double lines indicate statistically meaningful changes.
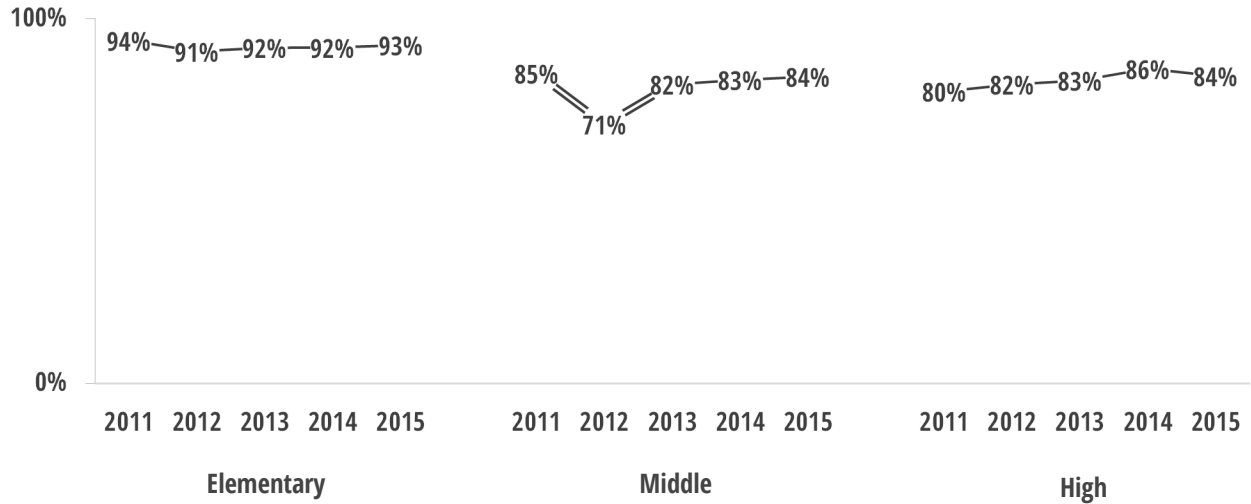
		2011	2012	2013	2014	2015
Students at this school follow rules of conduct.	Elementary	85%	80%	84%	84%	85%
	Middle	63%	47%↓	61%↑	62%	67%
	High	60%	63%	69%	74%	72%
Policies and procedures about student conduct are clearly understood by the faculty.	Elementary	92%	89%	91%	91%	91%
	Middle	82%	69%↓	82%↑	80%	83%
	High	80%	80%	84%	85%	83%
Administrators consistently enforce rules for student conduct.	Elementary	83%	80%	84%	83%	86%
	Middle	64%	53%↓	71%↑	67%	74%
	High	61%	65%	68%	70%	72%
Administrators support teachers' efforts to maintain discipline in the classroom.	Elementary	87%	84%	87%	87%	90%
	Middle	75%	64%↓	79%↑	75%	81%
	High	77%	78%	81%	82%	83%
Teachers consistently enforce rules for student conduct.	Elementary	92%	91%	93%	93%	93%
	Middle	76%	72%	78%	77%	80%
	High	66%	69%	73%	76%	74%
The faculty work in a school environment that is safe.	Elementary	95%	94%	94%	96%	96%
	Middle	90%	74%↓	87%↑	86%	92%
	High	92%	91%	94%	94%	94%
Non-teaching staff consistently enforce rules for student conduct.	Elementary	90%	90%	90%	91%	93%
	Middle	78%	73%	80%	78%	83%
	High	68%	72%	77%	80%	78%

Note. All items include responses from teaching and non-teaching staff.

ACHIEVEMENT PRESS

Percentage of respondents who agree "The school sets high standards for academic performance."

Double lines indicate statistically meaningful changes.
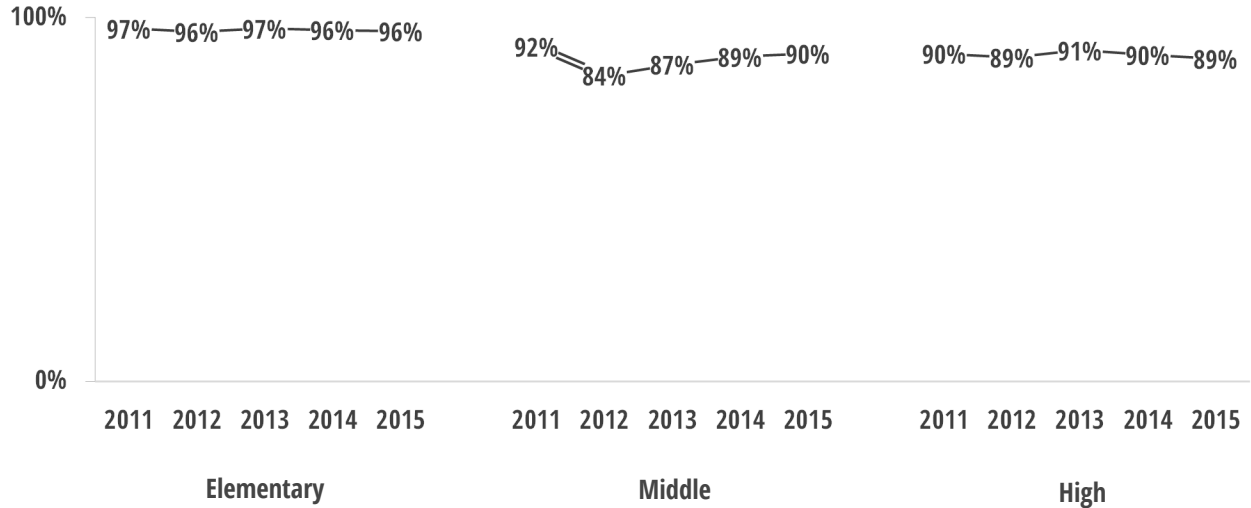
		2011	2012	2013	2014	2015
Teachers in this school believe that their students have the ability to achieve academically.	Elementary	97%	95%	95%	95%	96%
	Middle	92%	88%	88%	91%	94%
	High	94%	93%	93%	93%	94%
Parents exert pressure to maintain high standards.	Elementary	62%	62%	62%	65%	68%
	Middle	53%	49%	51%	56%	62%
	High	56%	59%	56%	58%	61%
Academic achievement is recognized and acknowledged by the school.	Elementary	94%	92%	92%	93%	93%
	Middle	92%	84%↓	90%	89%	93%
	High	93%	90%	92%	93%	93%
Parents press for school improvement.	Elementary	63%	63%	65%	67%	70%
	Middle	59%	55%	58%	61%	67%
	High	62%	54%	60%	63%	66%
Students in this school can achieve the goals that have been set for them.	Elementary	96%	94%	94%	94%	95%
	Middle	93%	86%↓	91%	93%	95%
	High	95%	94%	95%	96%	96%
Students respect others who get good grades.	Elementary	90%	89%	91%	92%	93%
	Middle	66%	58%	66%	70%	78%
	High	76%	79%	81%	84%	86%
Students seek extra work so they can get good grades.	Elementary	59%	59%	58%	60%	62%
	Middle	50%	45%	48%	57%	61%
	High	59%	62%	61%	66%	67%

ACHIEVEMENT PRESS

		2011	2012	2013	2014	2015
Students try hard to improve on previous work.	Elementary	80%	79%	79%	81%	83%
	Middle	60%	48%↓	53%	59%	67%
	High	60%	63%	66%	69%	70%
The learning environment is orderly and serious.	Elementary	92%	90%	91%	85%	91%
	Middle	80%	66%↓	77%↑	91%↑	82%↓
	High	80%	81%	85%	91%	86%

PROFESSIONAL DEVELOPMENT

Percentage of respondents who agree "Professional development enhances teachers' abilities to improve student learning."

Double lines indicate statistically meaningful changes.

	Elementary					Middle					High				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
	89%	88%	91%	91%	93%	76%	76%	86%	83%	85%	74%	78%	85%	85%	88%
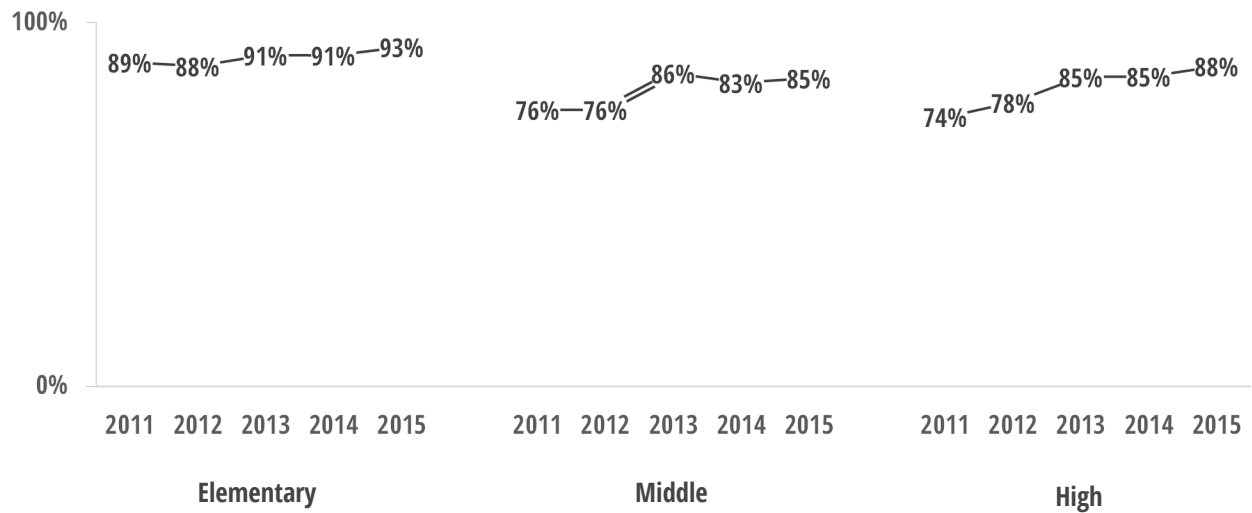
		2011	2012	2013	2014	2015
Sufficient resources are available for professional development in my school.	Elementary	82%	81%	85%	86%	88%
	Middle	81%	80%	85%	83%	83%
	High	78%	84%	84%	86%	87%
An appropriate amount of time is provided for professional development.	Elementary	80%	79%	77%	82%	85%
	Middle	80%	78%	78%	79%	82%
	High	76%	83%	81%	85%	85%
Professional development offerings are data driven.	Elementary	85%	87%	89%	90%	91%
	Middle	88%	84%	88%	87%	85%
	High	77%	82%	87%	89%	88%

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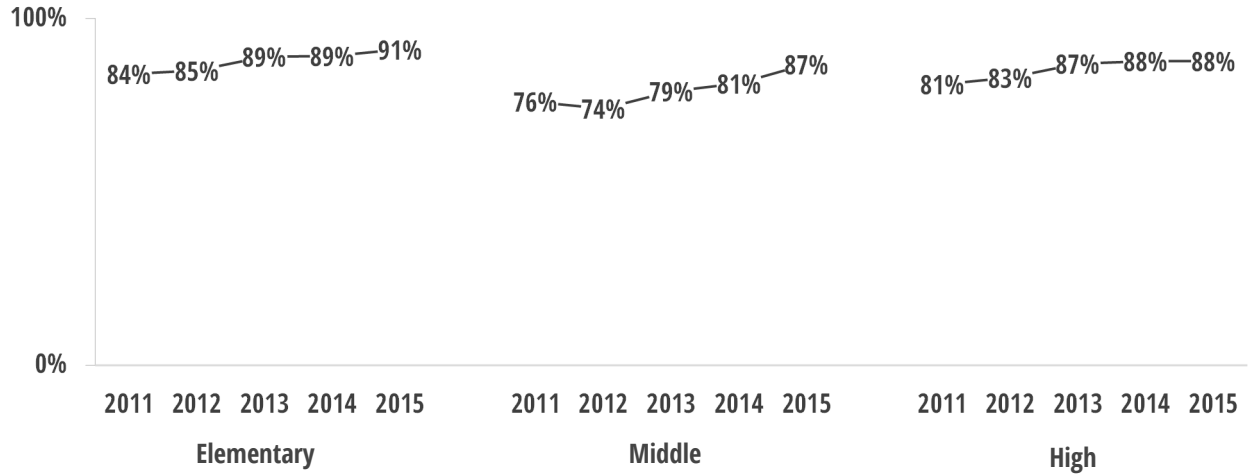
		2011	2012	2013	2014	2015
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	**Elementary**	78%	79%	81%	84%	87%
	Middle	68%	69%	76%	78%	78%
	High	72%	76%	80%	82%	84%
Professional development is evaluated and results are communicated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

COMMUNITY SUPPORT AND ENGAGEMENT

Percentage of respondents who agree "The community we serve is supportive of this school."

Double lines indicate statistically meaningful changes.

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

FACILITIES AND RESOURCES

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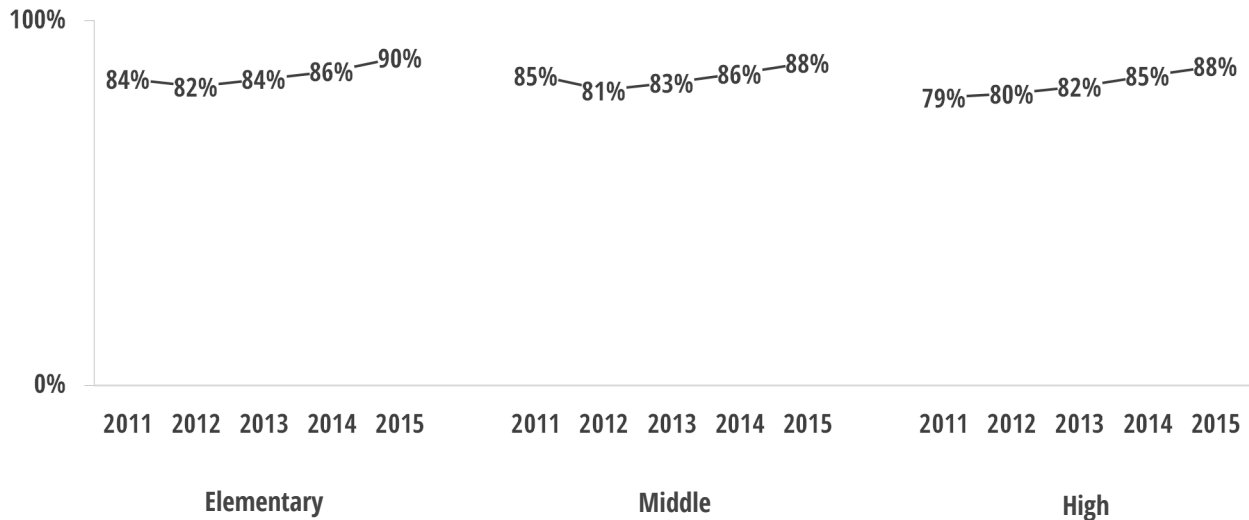
		2011	2012	2013	2014	2015
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Elementary	74%	82%	83%	81%	82%
	Middle	78%	82%	80%	74%	74%
	High	72%	79%	74%	72%	74%
Teachers have sufficient training and support to fully utilize the available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

RESULTS FOR ITEMS FOR CAMPUS ADMINISTRATORS

The next series of tables and charts includes results of items for campus administrators. In 2015, 257 principals, assistant principals, and school directors responded to the survey. Longitudinal response rates and counts can be found in Appendix A.

DISTRICT LEADERSHIP

Percentage of respondents who agree "District leaders trust principals to make sound professional decisions about instruction."

Double lines indicate statistically meaningful changes.

		2011	2012	2013	2014	2015
District leaders involve principals in decisions that directly impact the operations of my school.	Elementary	81%	71%↓	86%↑	90%	90%
	Middle	93%	91%	81%↓	83%	87%
	High	88%	86%	92%	92%	85%
District leaders clearly define expectations for schools.	Elementary	95%	87%↓	94%↑	97%	97%
	Middle	98%	86%↓	87%	88%	96%↑
	High	96%	87%↓	95%↑	95%	85%↓
District leaders provide constructive feedback to principals toward improving their performance.	Elementary	88%	83%	91%↑	96% ↑	94%
	Middle	97%	97%	84%↓	91% ↑	96%
	High	86%	80%	94%↑	87%↓	91%
Central office provides principals support when they need it.	Elementary	86%	75%↓	86%↑	96%↑	94%
	Middle	98%	92%↓	86%	88%	94%↑
	High	80%	91%↑	89%	89%	89%

DISTRICT LEADERSHIP

		2011	2012	2013	2014	2015
Principals are actively involved in district decision making about educational issues.	**Elementary**	82%	72%↓	81%↑	92%↑	89%
	Middle	95%	84%↓	80%	76%	89%↑
	High	89%	86%	88%	88%	84%
District leaders take steps to solve problems.	**Elementary**	92%	84%↓	90%	96% ↑	92%
	Middle	100%	89%↓	88%	90%	94%
	High	84%	86%	89%	92%	83%↓
There is an atmosphere of trust and mutual respect within this district.	**Elementary**	64%	49%↓	68%↑	78%↑	84%
	Middle	85%	63%↓	66%	74%	89%↑
	High	54%	72%↑	72%	70%	73%
The district has a clearly defined mission and vision for all schools.	**Elementary**	88%	91%	93%	96%	97%
	Middle	95%	82%↓	83%	94%↑	96%
	High	79%	81%	86%	83%	82%
District leaders encourage cooperation among schools toward improving student performance.	**Elementary**	85%	80%	89%↑	92%	92%
	Middle	97%	89%↓	72%↓	85% ↑	86%
	High	80%	80%	81%	87%	77%↓
District leaders trust principals to make sound professional decisions about instruction.	**Elementary**	80%	73%	89%↑	94%	94%
	Middle	90%	79%↓	80%	87%	88%
	High	88%	85%	93%↑	91%	85%

CAMPUS RESOURCES AND ADMINISTRATOR PROFESSIONAL DEVELOPMENT

Percentage of respondents who agree "There are clear goals and structures for teaching and learning in AISD."

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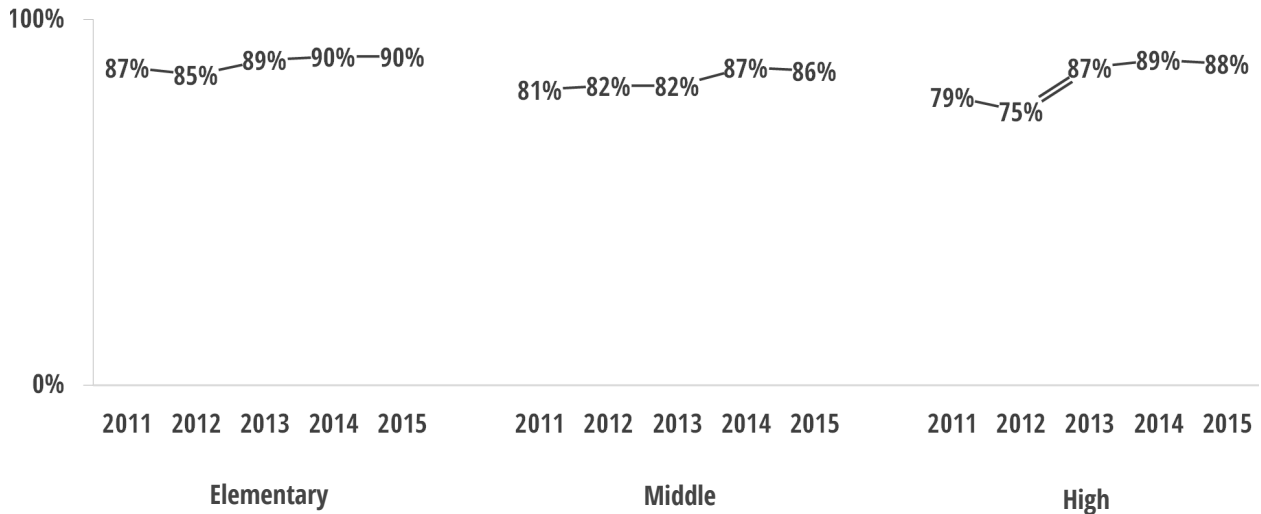
	2011	2012	2013	2014	2015
My school receives instructional resources commensurate with other schools in the district.					
Elementary	72%	70%	79%↑	84%	84%
Middle	88%	79%↓	76%	77%	75%
High	58%	82%	73%	78%	78%
My school receives instructional resources commensurate with student needs.					
Elementary	75%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

APPENDIX A. RESPONSE RATES AND COUNTS, 2011–2015

Elementary

High

Middle

Professional & administrative staff   Classified staff   Professional & administrator rate