

## Introduction

Since 2004, staff in the Austin Independent School District (AISD) Department of Research and Evaluation have conducted an annual survey to monitor campus staff's perceptions of their school environment. In 2010-2011, AISD partnered with the New Teacher Center (NTC) to create a survey designed to measure the elements of teaching and learning conditions most critical to school success. The Teaching, Empowering, Leading, and Learning (TELL) AISD survey measures campus staff's perceptions of their work environment.

TELL AISD was administered in January and February 2012 to all campus-based staff (Table 1). The following report presents Spring 2011 and Spring 2012 survey results by level. Most items were administered only to professional and administrative staff; however, some items also were administered to classified staff.

**Table 1. Number of participants and response rates**

		n	%
Elementary	professional and administrative staff (P & A)	3,289	88%
	all campus staff (All)	4,313	n/a*
Middle	professional and administrative staff (P & A)	926	76%
	all campus staff (All)	1,330	n/a*
High	professional and administrative staff (P & A)	1,229	81%
	all campus staff (All)	1,649	n/a*
Total	professional and administrative staff (P & A)	5,444	84%
	all campus staff (All)	7,292	n/a*

\*Note. Response rates for all campus staff cannot be determined due to district database codes for work location of some non-teaching staff.

## Survey Results

Most survey items were administered only to campus professional and administrative staff. No employee category is indicated in the results tables for these items. For items that were administered to all campus staff, results are displayed both for all employees (All) and for professional and administrative staff only (P & A). Response options for most items ranged from strongly agree to strongly disagree<sup>2</sup>. Tables 2 through 20 present the percentage of respondents from elementary, middle, and high schools who agreed or strongly agreed with each statement in Spring 2011 and Spring 2012. Results for special campuses can be accessed through the 2012 TELL AISD campus reports on the Department of Research and Evaluation's website. Positive differences ( $\Delta$ ) of 5 or more percentage points from 2011 to 2012 are noted with green shading while negative  $\Delta$ s of 5 or more percentage points are noted with red shading.

<sup>2</sup> "Don't know" responses were excluded from the analysis.

### Overall Work Environment

**Table 2. Please rate how strongly you agree with the following statement: “Overall, my school is a good place to work and learn.”** While the majority of staff agreed or strongly agreed with this statement, agreement declined since 2011, particularly at the middle school level where over one quarter of respondents did not agree in 2012 that their school is a good place to work and learn.

Employee Category	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
P & A	92%	86%	-6	86%	71%	-15	92%	88%	-4
All	93%	88%	-5	88%	73%	-15	93%	90%	-3

### School Leadership

**Table 3. Please rate how strongly you agree or disagree with how the school leadership makes a sustained effort to address the following teacher concerns.** Most participants agreed or strongly agreed that their school leadership makes a sustained effort to address teacher concerns. However, participants were least likely to agree that school leadership makes a sustained effort to address their concerns about the use of time in their school and managing student conduct. Middle school participants generally reported less agreement with these items in 2012 than was reported in 2011.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
3.a. School leadership	84%	80%	-4	76%	69%	-7	86%	85%	-1
3.b. The use of time in my school	68%	71%	2	69%	59%	-10	77%	76%	-1
3.c. Teacher leadership	85%	85%	0	80%	74%	-7	88%	86%	-1
3.d. Professional development	81%	84%	3	82%	81%	-2	90%	89%	-1
3.e. Community support and involvement	87%	85%	-2	84%	77%	-7	88%	88%	-1
3.f. Facilities and resources	82%	82%	0	83%	79%	-4	88%	89%	1
3.g. Managing student conduct	72%	74%	2	67%	54%	-12	81%	77%	-4
3.h. Instructional practices and support	86%	86%	0	85%	80%	-5	90%	88%	-2
3.i. General school climate	82%	78%	-4	71%	57%	-14	83%	80%	-3
3.j. Achievement press	85%	86%	1	83%	76%	-7	89%	89%	0
3.k. New teacher support	81%	82%	2	80%	71%	-8	84%	85%	0

**Table 4. Please rate how strongly you agree or disagree with the following statements about leadership in your school.** School leadership ratings generally remained stable at the elementary and high school levels, but declined in 2012 at the middle school level, where more than half of participants did not agree there is an atmosphere of trust and mutual respect or that teachers feel comfortable raising issues that are important to them.

	Employee Category	HS			MS			ES		
		2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
4.a. The faculty and leadership have a shared vision.		80%	75%	-5	74%	62%	-12	85%	82%	-3
4.b. There is an atmosphere of trust and mutual respect.	P & A	73%	70%	-3	63%	49%	-14	76%	73%	-3
	All	75%	74%	-1	68%	55%	-13	79%	77%	-2
4.c. Teachers feel comfortable raising issues and concerns that are important to them.		73%	69%	-3	61%	47%	-14	73%	70%	-3
4.d. The school leadership consistently supports teachers.		74%	69%	-5	66%	52%	-14	78%	74%	-3
4.e. Teachers are held to high professional standards for delivering instruction.		92%	92%	0	93%	90%	-3	94%	93%	-1
4.f. The school leadership facilitates using data to improve student learning.		93%	95%	1	94%	90%	-4	96%	95%	-1
4.g. Teacher performance is assessed objectively.		80%	79%	-1	78%	72%	-6	85%	84%	-1
4.h. Teachers receive feedback that can help them improve teaching.		76%	79%	3	79%	72%	-7	81%	81%	0
4.i. The procedures for teacher evaluation are consistent.		75%	74%	-1	76%	69%	-7	84%	82%	-2
4.j. School leadership effectively communicates policy.	P & A	78%	77%	-1	77%	64%	-13	83%	83%	-1
	All	79%	79%	0	79%	67%	-8	85%	84%	1
4.k. The faculty are recognized for accomplishments.		83%	82%	-1	77%	67%	-11	81%	79%	-2

### Time

**Table 5. Please rate how strongly you agree or disagree with the following statements about time.** The majority of participants did not agree that class sizes allow teachers to meet the needs of all students, and agreement declined from 2011. Additionally, fewer than two thirds of participants agreed that there is time for collaboration or that non-instructional time for teachers is sufficient.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
5.a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	49%	42%	-7	50%	31%	-19	57%	45%	-13

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**Table 5. (continued) Please rate how strongly you agree or disagree with the following statements about time.**

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
5.b. Teachers have time available to collaborate with colleagues.	69%	70%	2	66%	54%	-13	56%	54%	-2
5.c. The non instructional time provided for teachers in my school is sufficient.	53%	58%	4	54%	45%	-9	42%	41%	-1

**Teacher Leadership**

**Table 6. Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.** The majority of participants agreed that teachers are recognized as educational experts, trusted to make sound professional decisions about instruction, relied upon to make decisions about educational issues, and that their school takes steps to solve problems. However, only half of the middle school participants agreed that the faculty has an effective process for making group decisions to solve problems, and middle school ratings for teacher leadership declined in 2012.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
6.a. Teachers are recognized as educational experts.	78%	77%	-2	71%	65%	-6	83%	82%	-2
6.b. Teachers are trusted to make sound professional decisions about instruction.	81%	78%	-4	72%	63%	-9	82%	80%	-2
6.c. Teachers are relied upon to make decisions about educational issues.	80%	76%	-4	72%	66%	-6	83%	83%	-1
6.d. Teachers are encouraged to participate in school leadership roles.	89%	87%	-1	83%	79%	-4	90%	88%	-2
6.e. The faculty has an effective process for making group decisions to solve problems.	68%	69%	1	62%	53%	-9	76%	75%	0
6.f. In this school we take steps to solve problems.	82%	81%	-1	75%	64%	-12	84%	82%	-1
6.g. Teachers are effective leaders in this school.	87%	84%	-3	83%	76%	-7	88%	87%	-1
6.h. Teachers have an appropriate level of influence on decision making in this school.	n/a	66%	n/a	n/a	70%	n/a	n/a	74%	n/a

**Professional Development**

**Table 7. Please rate how strongly you agree or disagree with the following statements about professional development in your school.** In 2012, high school participants were more likely than in 2011 to agree that positive professional development conditions exist. Nonetheless, more than one third of high school and middle school participants did not agree that professional development deepens teachers' content knowledge. Across all levels, participants were least likely to agree with statements that professional development is differentiated to meet the needs of individual teachers, follow up is provided from professional development in their schools, and professional development is evaluated and results are communicated to teachers.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
7.a. Sufficient resources are available for professional development in my school.	78%	84%	6	81%	80%	0	82%	81%	-1
7.b. An appropriate amount of time is provided for professional development.	76%	83%	7	80%	78%	-2	80%	79%	-1
7.c. Professional development offerings are data driven.	77%	82%	5	88%	84%	-5	85%	87%	2
7.d. Professional learning opportunities are aligned with the school's improvement plan.	85%	86%	1	87%	84%	-3	90%	90%	0
7.e. Professional development is differentiated to meet the needs of individual teachers.	48%	58%	10	48%	49%	1	61%	66%	5
7.f. Professional development deepens teachers' content knowledge.	52%	62%	10	59%	60%	1	81%	81%	0
7.g. Teachers are encouraged to reflect on their own practice.	86%	90%	4	83%	82%	-1	90%	89%	-1
7.h. Follow up is provided from professional development in this school.	58%	63%	5	62%	59%	-3	68%	70%	1
7.i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	72%	76%	4	68%	69%	2	78%	79%	1
7.j. Professional development is evaluated and results are communicated to teachers.	47%	54%	7	48%	46%	-2	55%	62%	6
7.k. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	71%	76%	5	75%	72%	-4	87%	85%	-2
7.l. Professional development enhances teachers' abilities to improve student learning.	74%	78%	4	76%	76%	-1	89%	88%	-1

### Community Support and Engagement

**Table 8. Please rate how strongly you agree or disagree with the following statements about community support and engagement.** Ratings of community support and engagement did not vary significantly from 2011 to 2012 for elementary and high schools, and the majority of participants at all levels agreed that favorable community support and engagement conditions exist. However at the middle school level, participants' perceptions were somewhat less positive in 2012.

	Employee Category	HS			MS			ES		
		2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
8.a. Parents/guardians are influential decision makers in this school.	P & A	59%	60%	1	54%	51%	-4	65%	65%	0
	All	63%	65%	2	59%	54%	-5	69%	70%	1
8.b. This school works directly with parents/guardians to improve the educational climate in students' homes.	P & A	73%	73%	0	70%	66%	-4	82%	81%	-1
	All	77%	77%	0	74%	70%	-4	84%	84%	0
8.c. This school maintains clear, two-way communication with the community.	P & A	84%	85%	1	78%	75%	-3	87%	87%	1
	All	85%	86%	1	81%	78%	-3	88%	89%	1
8.d. This school does a good job of encouraging parent/guardian involvement.	P & A	83%	86%	2	80%	74%	-6	86%	87%	1
	All	85%	87%	2	83%	76%	-7	88%	89%	1
8.e. Teachers provide parent/guardians with useful information about student learning.	P & A	88%	91%	2	89%	86%	-3	95%	95%	0
	All	89%	92%	3	90%	87%	-3	96%	95%	-1
8.f. Parents/guardians know what is going on in this school.	P & A	71%	73%	2	71%	65%	-6	87%	85%	-2
	All	74%	76%	2	74%	67%	-7	88%	86%	-2
8.g. Parents/guardians support teachers, contributing to their success with students.	P & A	67%	71%	4	66%	62%	-3	77%	77%	0
	All	70%	74%	4	69%	64%	-5	79%	79%	0
8.h. Community members support teachers, contributing to their success with students.	P & A	75%	79%	4	72%	71%	-2	81%	84%	2
	All	79%	82%	3	76%	73%	-3	83%	85%	2
8.i. The community we serve is supportive of this school.	P & A	81%	83%	2	76%	74%	-2	84%	85%	1
	All	83%	85%	2	79%	76%	-3	86%	87%	1

### School Facilities and Resources

**Table 9. Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.** Overall, more than two thirds of respondents across all levels had positive perceptions of their schools' facilities and resources. The majority of staff at all levels agreed that teachers have sufficient access to office equipment and supplies, and participants were more likely in 2012 than in 2011 to agree both that teachers have sufficient access to office equipment and supplies and that teachers have sufficient access to instructional technology. However, almost one third of participants did not agree that teachers have sufficient training and support to fully utilize the available instructional technology.

	Employee Category	HS			MS			ES		
		2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
9.a. Teachers have sufficient access to appropriate instructional materials (including items such as textbooks, curriculum materials, content references, etc.)		79%	80%	1	85%	81%	-4	84%	82%	-2
9.b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.		72%	79%	7	78%	82%	4	74%	82%	9
9.c. Teachers have sufficient training and support to fully utilize the available instructional technology.		63%	67%	4	68%	68%	0	65%	67%	1
9.d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.		66%	72%	6	70%	80%	10	76%	82%	6
9.e. Teachers have sufficient access to a broad range of professional support personnel.		87%	83%	-4	84%	76%	-8	83%	78%	-5
9.f. The school environment is clean and well maintained.	P & A	93%	92%	-1	93%	90%	-4	94%	92%	-2
	All	94%	93%	-1	94%	91%	-3	95%	93%	-2
9.g. Teachers have adequate space to work productively.		82%	83%	1	85%	86%	1	84%	84%	0
9.h. The physical environment of classrooms in this school supports teaching and learning.	P & A	85%	86%	1	86%	84%	-2	89%	89%	0
	All	87%	88%	1	88%	86%	-2	91%	90%	-1
9.i. My school is provided sufficient data and information to make informed decisions.		89%	90%	1	92%	86%	-5	93%	91%	-1

### Managing Student Conduct

**Table 10. Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.** Perceptions of managing student conduct varied across levels. Elementary participants reported the most favorable conditions, followed by high school participants. Middle school respondents reported the least favorable conditions in 2012, declining in many areas from perceptions comparable to those of high schools in 2011. Across all levels, participants were least likely to agree that students follow the rules of conduct and that administrators consistently enforce the rules of student conduct. However, over 90% of elementary and high school participants agreed their school environment is safe.

	Employee Category	HS			MS			ES		
		2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
10.a. Students at this school understand expectations for their conduct.	P & A	79%	80%	2	84%	71%	-13	94%	90%	-4
	All	80%	82%	2	85%	71%	-14	94%	91%	-3
10.b. Students at this school follow rules of conduct.	P & A	58%	62%	3	61%	45%	-16	84%	80%	-5
	All	60%	63%	3	63%	47%	-16	85%	80%	-5
10.c. Policies and procedures about student conduct are clearly understood by the faculty.	P & A	78%	77%	0	79%	66%	-14	91%	87%	-3
	All	80%	80%	0	82%	69%	-13	92%	89%	-3
10.d. Administrators consistently enforce rules for student conduct.	P & A	57%	60%	3	59%	48%	-12	81%	77%	-4
	All	61%	65%	4	64%	53%	-11	83%	80%	-3
10.e. Administrators support teachers' efforts to maintain discipline in the classroom.	P & A	76%	77%	1	72%	60%	-12	86%	81%	-4
	All	77%	78%	1	75%	64%	-11	87%	84%	-3
10.f. Teachers consistently enforce rules for student conduct.	P & A	64%	66%	2	74%	70%	-4	92%	90%	-2
	All	66%	69%	3	76%	72%	-4	92%	91%	-1
10.g. The faculty work in a school environment that is safe.	P & A	92%	91%	-1	89%	71%	-18	95%	93%	-2
	All	92%	91%	-1	90%	74%	-16	95%	94%	-1
10.h. Non-teaching staff consistently enforce rules for student conduct.	P & A	73%	68%	-5	74%	73%	-1	89%	88%	-1
	All	68%	72%	4	78%	73%	-5	90%	90%	0

### Instructional Practice and Support

**Table 11. Please rate how strongly you agree or disagree with the following statements about instructional practice and support.** Most participants reported favorable conditions for instructional practice and support. However, participants were least likely to agree that teachers are assigned classes that maximize their likelihood of success with students, or that teachers have autonomy to make decisions about instructional delivery.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
11.a. State and local assessment data are available in time to impact instructional practices.	83%	81%	-1	87%	82%	-5	90%	90%	0

(table continued on next page)



**Table 11. (continued) Please rate how strongly you agree or disagree with the following statements about instructional practice and support.**

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
11.b. Teachers in this school use assessment data to inform their instruction.	93%	95%	1	98%	96%	-2	98%	98%	0
11.c. Teachers work in professional learning communities to develop and align instructional practices.	94%	95%	1	93%	93%	0	92%	93%	1
11.d. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	84%	88%	5	84%	84%	0	88%	89%	1
11.e. Teachers are encouraged to try new things to improve instruction.	90%	90%	0	86%	84%	-2	88%	88%	0
11.f. Teachers at my school are assigned classes that maximize their likelihood of success with students.	68%	72%	5	60%	57%	-3	70%	72%	2
11.g. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	78%	76%	-1	67%	59%	-8	71%	69%	-2

**Professional Learning Communities****Table 12. Please rate how strongly you agree or disagree with the following statements about professional learning communities (PLCs) in your school.** Most teachers at all levels reported favorable conditions for professional learning communities in their school, and ratings remained stable or improved from those in 2011.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
12.a. I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	68%	72%	4	70%	72%	2	69%	75%	6
12.b. I participate with a group of my campus colleagues to analyze student performance data.	82%	86%	4	81%	85%	4	86%	89%	3
12.c. I participate with a group of my campus colleagues to discuss ways to meet objectives for specific students.	80%	86%	6	88%	86%	-2	87%	91%	4
12.d. I participate with a group of my campus colleagues to plan lessons and units together.	81%	85%	4	79%	82%	3	89%	88%	-1
12.e. I participate with a group of my campus colleagues to develop common student assessments.	83%	84%	1	76%	79%	3	85%	83%	-2

Note. Professional Learning Communities items were administered to teachers only.

**Data Use**

**Table 13. How frequently do you use data in the following ways?** Approximately two-thirds of teachers reported comparing test scores for their classes across academic years at least once a semester. Also, more than one third of teachers reported examining benchmark scores at least once a month to create classroom instructional groups, and more than half of elementary and middle school teachers reported examining data at least twice a month to identify students in need of intervention. The majority of teachers reported collaborating with other educators at least once a month about data and how it relates to the learning needs of students, with more than a quarter doing so once a week.

	Comparing test scores for your class across academic years.			Examining current year benchmark scores to create classroom instructional groups.			Examining data to identify students in need of intervention.			Collaborating with other educators about data and how it relates to the learning needs of students.		
	HS	MS	ES	HS	MS	ES	HS	MS	ES	HS	MS	ES
Once a year	35%	32%	33%	19%	13%	10%	8%	7%	4%	10%	8%	6%
Once a semester	31%	33%	35%	33%	24%	27%	15%	11%	11%	16%	15%	15%
Once every two months	12%	12%	12%	18%	17%	21%	13%	11%	12%	13%	12%	11%
Once a month	12%	9%	10%	18%	20%	20%	21%	20%	19%	18%	19%	17%
Twice a month	6%	7%	4%	8%	14%	11%	19%	20%	17%	17%	16%	15%
Once a week	5%	7%	6%	5%	11%	11%	24%	31%	38%	25%	31%	36%

*Note.* Data use items were administered to teachers only.

**General Climate**

**Table 14. Please rate how strongly you agree or disagree with the following statements about general climate in your school.** The majority of participants reported favorable climate conditions, though middle school perceptions declined somewhat in 2012.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
14.a. All campus staff are friendly to each other.	83%	82%	-1	78%	75%	-3	83%	81%	-2
14.b. All campus staff exhibit pride in their affiliation with the school.	86%	85%	-1	82%	71%	-11	87%	85%	-2
14.c. All campus staff are willing to go out of their way to help.	79%	80%	1	75%	73%	-2	80%	80%	0
14.d. All campus staff accomplish their jobs with enthusiasm.	72%	73%	1	66%	60%	-6	76%	75%	-1
14.e. All campus staff are committed to their jobs.	79%	80%	1	78%	74%	-4	85%	84%	-1
14.f. The goals of my school are made clear.	90%	87%	-3	90%	79%	-11	92%	90%	-2

*Note.* General climate items were administered to all staff.

**Achievement Press**

**Table 15. Please rate how strongly you agree or disagree with the following statements about achievement press.** Most participants agreed that the school sets high standards and acknowledges academic achievement, and that teachers believe their students have the ability to achieve academically. Participants were less likely to agree that parents press for school improvement or exert pressure to maintain high standards, or that students seek extra work or try hard to improve on previous work. Ratings of achievement press declined in 2012 at the middle school level but remained stable at the elementary and high school levels.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
15.a. The school sets high standards for academic performance.	90%	89%	-1	92%	84%	-8	97%	96%	-1
15.b. Teachers in this school believe that their students have the ability to achieve academically.	94%	93%	-1	92%	88%	-4	97%	95%	-2
15.c. Parents exert pressure to maintain high standards.	56%	59%	3	53%	49%	-4	62%	62%	0
15.d. Academic achievement is recognized and acknowledged by the school.	93%	90%	-3	92%	84%	-8	94%	92%	-2
15.e. Parents press for school improvement.	62%	54%	-8	59%	55%	-4	63%	63%	0
15.f. Students in this school can achieve the goals that have been set for them.	95%	94%	-1	93%	86%	-7	96%	94%	-2
15.g. Students respect others who get good grades.	76%	79%	3	66%	58%	-8	90%	89%	-1
15.h. Students seek extra work so they can get good grades.	59%	62%	3	50%	45%	-5	59%	59%	0
15.i. Students try hard to improve on previous work.	60%	63%	3	60%	48%	-12	80%	79%	-1
15.j. The learning environment is orderly and serious.	80%	81%	1	80%	66%	-14	92%	90%	-2

*Note.* Achievement press items were administered to all staff.

**New Teacher Support**

**Table 16. Please rate how strongly you agree or disagree with the following statements about new teacher support.** Most novice teachers (i.e., teachers in their first, second, or third year of teaching) agreed the additional support they received as a new teacher improved their instructional practice, helped them impact their students' learning, and was important in their decision to continue teaching at their current schools.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
16.a. Overall, the additional support I received as a new teacher improved my instructional practice.	83%	84%	1	81%	79%	-2	84%	85%	1
16.b. Overall, the additional support I received as a new teacher has helped me to impact my students' learning.	84%	86%	2	82%	80%	-2	84%	86%	2
16.c. Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.	76%	82%	6	79%	73%	-4	80%	80%	0

*Note.* New teacher support items were administered to novice teachers only.

**Items for Administrators Only**

The following section presents results for items administered to campus administrators only.

**Table 17. Number of principal and assistant principal participants and response rates**

	n	%
Elementary	135	75%
Middle	35	48%
High	52	68%
Total	215	65%

**Table 18. Please indicate how large a role you and/or your leadership team have in each of the following areas in your school.** Ratings of district leadership remained favorable, though ratings declined from 2011 to 2012 at the elementary and middle school level for most items. The greatest change was in agreement that there is an atmosphere of trust and mutual respect within this district; elementary and middle school administrators were less likely to agree in 2012, while high school administrators were more likely to agree in 2012 than in 2011.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
18.a. District leaders involve principals in decisions that directly impact the operations of my school.	88%	86%	-2	93%	91%	-2	81%	71%	-10
18.b. District leaders clearly define expectations for schools.	96%	87%	-9	98%	86%	-12	95%	87%	-8
18.c. District leaders provide constructive feedback to principals toward improving their performance.	86%	80%	-6	97%	97%	0	88%	83%	-5

(table continued on next page)

**Table 18. (continued) Please indicate how large a role you and/or your leadership team have in each of the following areas in your school.**

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
18.d. There is an atmosphere of trust and mutual respect within this district.	54%	72%	18	85%	63%	-22	64%	49%	-15
18.e. Central office provides principals support when they need it.	80%	91%	11	98%	92%	-6	86%	75%	-11
18.f. The district has a clearly defined mission and vision for all schools.	79%	81%	2	95%	82%	-13	88%	91%	3
18.g. District leaders encourage cooperation among schools toward improving student performance.	80%	80%	0	97%	89%	-8	85%	80%	-5
18.h. District leaders trust principals to make sound professional decisions about instruction.	88%	85%	-3	90%	79%	-11	80%	73%	-7
18.i. Principals are actively involved in district decision making about educational issues.	89%	86%	-3	95%	84%	-11	82%	72%	-10
18.j. District leaders take steps to solve problems.	84%	86%	2	100%	89%	-11	92%	84%	-8

**Table 19. Please rate how strongly you agree or disagree with the following statements about professional development in your school.** Most administrators agreed that sufficient resources are available to principals to participate in professional development opportunities and that principal professional development is a priority in this district. However, ratings declined at the elementary level from 2011 to 2012, and the percentage of high school administrators who agreed that principal professional development is a priority in this district declined to less than two thirds.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
19.1. Principal professional development is a priority in this district.	73%	65%	-8	88%	87%	-1	82%	71%	-11
19.2. Sufficient resources are available to principals to participate in professional development opportunities.	82%	80%	-2	83%	81%	-2	76%	69%	-7

**Table 20. Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.** The percentage of high school administrators who agreed that their school receives instructional resources commensurate with other schools and commensurate with student needs increased from 2011 to 2012. The majority of administrators at all levels reported favorable conditions regarding their schools' instructional resources.

	HS			MS			ES		
	2011	2012	Δ	2011	2012	Δ	2011	2012	Δ
20.a. My school receives instructional resources commensurate with other schools in the district.	58%	82%	24	88%	79%	-9	72%	70%	-2
20.b. My school receives instructional resources commensurate with student needs.	65%	82%	17	83%	80%	-3	75%	76%	1

## Conclusion

Campus employees at all levels reported favorable working conditions in 2012 in areas related to community support and engagement, facilities and resources, instructional practices and support, professional learning communities, and new teacher support. At the middle school level, campus staff ratings declined significantly from 2011 in areas related to school leadership, time, teacher leadership, managing student conduct, and achievement press. At the high school level, ratings of professional development improved significantly in 2012.

Even though administrators' results remained favorable in 2012, elementary and middle school administrators' ratings declined for district leadership, and elementary administrators reported lower professional development ratings as well. However, high school administrators' perceptions of instructional resources, atmosphere of trust and mutual respect, and central office support improved from 2011 to 2012.

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