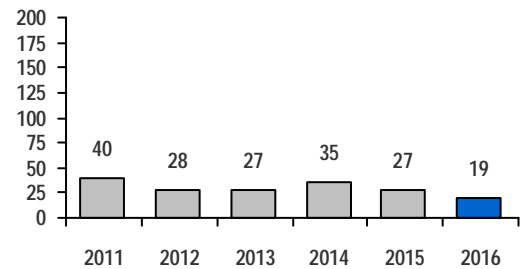# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

## Sims Elementary School

The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school conditions from the educators working in schools. TELL obtains perceptions on a variety of issues related to student achievement and staff retention. In 2016, 5,309 AISD teachers (91%) and 3,092 other campus employees completed the survey.

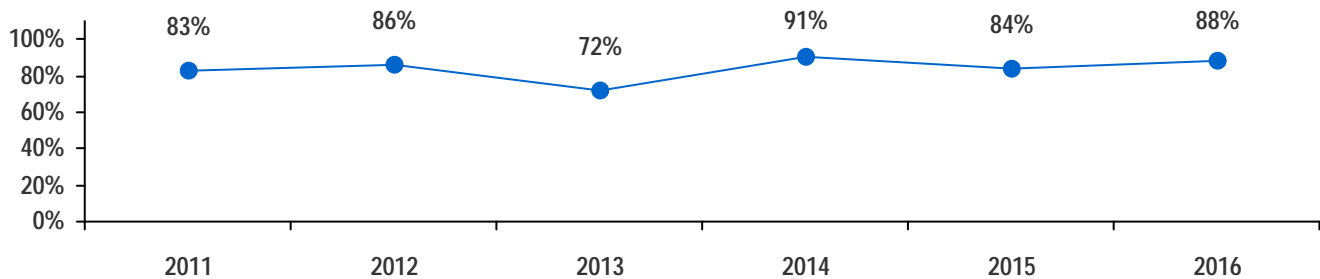## Survey Results

**Sims**

A2

All campus staff are friendly to each other.+

All campus staff exhibit pride in their affiliation with the school.+

All campus staff are willing to go out of their way to help.+

All campus staff accomplish their jobs with enthusiasm.+

All campus staff are committed to their jobs.+

| 2011 | 2012 | 2013 | | 2016 |
|------|------|------|--|------|
|      |      | 76%  |  |      |
|      |      | 68%  |  |      |
|      |      | 67%  |  |      |
|      |      | 87%  |  |      |
|      |      | 100% |  |      |
|      |      | 90%  |  |      |
|      |      | 95%  |  |      |
|      |      | 90%  |  |      |
|      |      | 70%  |  |      |
|      |      | 73%  |  |      |
|      |      | 73%  |  |      |

The school leadership makes a sustained effort to address teacher concerns about:

| | Sims | | | ALL EL |
|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2016 |
| The use of time in my school | 71% | 80% | 86% | |
| Facilities and resources | 80% | 80% | 100% | |
| Community support and involvement | 83% | 80% | 91% | |
| Managing student conduct | 81% | 68% | 52% | |
| Teacher leadership | 71% | 77% | 91% | |
| School leadership | 73% | 80% | 82% | |
| Professional development | 77% | 77% | 95% | |
| Instructional practices and support | 84% | 71% | 90% | |
| New teacher support | 93% | 88% | 74% | |
| Achievement press | * | 88% | 87% | |

| | Sims | | | ALL EL |
|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2016 |
| | | | 73% | |
| Teachers are trusted to make sound professional decisions about instruction. | | | 75% | |
| Teachers are relied upon to make decisions about educational issues. | | | 90% | |
| Teachers are encouraged to participate in school leadership roles. | | | 96% | |
| The faculty has an effective process for making group decisions to solve problems. | | | 75% | |
| In this school we take steps to solve problems. | | | 76% | |
| Teachers are effective leaders in this school. | | | 91% | |
| Teachers have an appropriate level of influence on decision making in this school. | | | 71% | |

# Achievement Press

| | Sims | | | | | | ALL EL |
|---|---|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 |
| The school sets high standards for academic performance. | 88% | 89% | 100% | 96% | 83% | 94% | 96% |
| Teachers in this school believe that their students have the ability to achieve academically. | 92% | 92% | 81% | 77% | 71% | 83% | 96% |
| Parents exert pressure to maintain high standards. | 49% | 38% | 29% | 25% | 25% | 31% | 70% |
| Academic achievement is recognized and acknowledged by the school. | 86% | 78% | 83% | 96% | 86% | 94% | 94% |
| Parents press for school improvement. | 47% | 36% | 32% | 39% | 17% | 33% | 75% |
| Students in this school can achieve the goals that have been set for them. | 94% | 92% | 80% | 92% | 76% | 94% | 96% |
| Students respect others who get good grades. | 87% | 88% | 74% | 81% | 81% | 88% | 93% |
| Students seek extra work so they can get get good grades. | 62% | 50% | 55% | 46% | 33% | 61% | 62% |
| Students try hard to improve on previous work. | 81% | 79% | 67% | 61% | 67% | 76% | 83% |
| The learning environment is orderly and serious.+ | 85% | 81% | 74% | 83% | 79% | 92% | 92% |

+Includes responses from teaching and non-teaching staff.

# Data Use

| How often does your department/team: | Sims 2016 | ALL EL 2016 |
|---|---|---|
| Discuss your department/team's professional needs and goals. | 38% | 65% |
| Discuss assessment data for individual students. | 62% | 74% |
| Set learning goals for groups of students. | 62% | 76% |
| Group students across classes based on learning needs. | 54% | 67% |
| Provide support for new teachers. | 67% | 79% |
| Provide support for struggling teachers. | 58% | 76% |
| Share instructional strategies. | 62% | 84% |

## Data Use (continued)

| How frequently do you use data in the following ways? | Sims 2016 | | | | | |
|---|---|---|---|---|---|---|
| | Once a year | Once a semester | Once every 2 months | Once a month | Twice a month | Once a week |
| Comparing test scores for your class across academic years (e.g., how 5th grade class as a whole performed in 3rd and 4th grade). | 15% | 62% | 15% | 8% | 0% | 0% |
| Examining current year benchmark scores to create classroom instructional groups. | 8% | 46% | 31% | 0% | 15% | 0% |
| Examining data to identify students in need of intervention. | 0% | 8% | 38% | 8% | 31% | 15% |
| Collaborating with other educators about data and how it relates to the learning needs of students. | 0% | 23% | 23% | 15% | 23% | 15% |

## Managing Student Conduct

| | Sims | | | | | | ALL EL |
|---|---|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 |
| Students at this school understand expectations for their conduct.+ | 89% | 85% | 57% | 90% | 79% | 92% | 91% |
| Students at this school follow rules of conduct.+ | 88% | 67% | 39% | 70% | 68% | 79% | 84% |
| School staff clearly understand policies and procedures about student conduct.** | 91% | 88% | 62% | 80% | 86% | 89% | 92% |
| Administrators consistently enforce rules for student conduct.+ | 75% | 68% | 50% | 73% | 70% | 78% | 90% |
| Administrators support teachers' efforts to maintain discipline in the classroom.+ | 82% | 72% | 79% | 73% | 83% | 83% | 91% |
| Teachers consistently enforce rules for student conduct.+ | 86% | 96% | 86% | 90% | 88% | 88% | 91% |
| All campus staff work in a school environment that is safe.+ ** | 86% | 89% | 73% | 90% | 95% | 96% | 95% |
| Non-teaching staff consistently enforce rules for student conduct.+ | 86% | 81% | 70% | 88% | 82% | 92% | 90% |
| This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice). | * | * | * | * | * | 89% | 90% |
| School staff received sufficient training regarding how to use the social and emotional learning approach at this school. | * | * | * | * | * | 100% | 92% |
| Staff have enough time to implement the social and emotional learning approach at this school. | * | * | * | * | * | 100% | 80% |

+Includes responses from teaching and non-teaching staff. *This item was not asked. **This item was slightly reworded in 2016.

## Instructional Practice and Support

| | Sims | | | | ALL EL |
|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2014 | 2016 |
| Teachers in this school use assessment data to inform their instruction. | 93% | 95% | 100% | 100% | |
| Teachers work in professional learning communities to develop and align instructional practices. | 87% | 86% | 90% | 91% | |
| Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. | 93% | 81% | 95% | 90% | |
| Teachers are encouraged to try new things to improve instruction. | 85% | 74% | 91% | 82% | |
| Teachers at my school are assigned classes that maximize their likelihood of success with students. | 73% | 50% | 75% | 65% | |
| Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy). | 74% | 50% | 85% | 50% | |

# Professional Development

| | Sims | | | | ALL EL 2016 |
|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2014 | |
| Sufficient resources are available for professional development. | 90% | 73% | 95% | 67% | |
| An appropriate amount of time is provided for professional development. | 93% | 67% | 91% | 79% | |
| Professional development offerings are data driven. | 90% | 76% | 100% | 90% | |
| Professional learning opportunities are aligned with the school's improvement plan. | 93% | 88% | 100% | 95% | |
| Professional development is differentiated to meet the needs of individual teachers. | 71% | 65% | 84% | 82% | |
| Professional development deepens teachers' content knowledge. | 83% | 72% | 90% | 87% | |
| Teachers are encouraged to reflect on their own practice. | 84% | 76% | 91% | 78% | |
| Follow up is provided from professional development in this school. | 57% | 60% | 77% | 64% | |
| Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices. | 76% | 71% | 86% | 75% | |
| Professional development is evaluated and results are communicated to teachers. | 53% | 65% | 76% | 61% | |
| Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs. | 87% | 70% | 100% | 88% | |
| Professional development enhances teachers' abilities to improve student learning. | 87% | 75% | 100% | 91% | |

# Facilities and Resources

| | Sims | | | | | ALL EL |
|---|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Teachers have sufficient access to appropriate instructional materials. | 97% | 70% | 92% | 92% | 96% | |
| Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access. | 87% | 96% | 88% | 92% | 83% | |
| Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, | 84% | 68% | 84% | 96% | 59% | |
| Teachers have sufficient training and support to fully utilize the available instructional technology. | 72% | 91% | 75% | 69% | 87% | |
| Teachers have sufficient access to a broad range of professional support personnel. | 87% | 64% | 67% | 88% | c856 55.05gy. | |
| The physical environment of classrooms in this school supports teaching and learning.+ | 78% | 79% | 87% | 88% | | |
| The school environment is clean and well maintained.+ | 53% | 57% | 88% | 74% | | |
| Teachers have adequate space to work productively. | 90% | 74% | 100% | 85% | | |