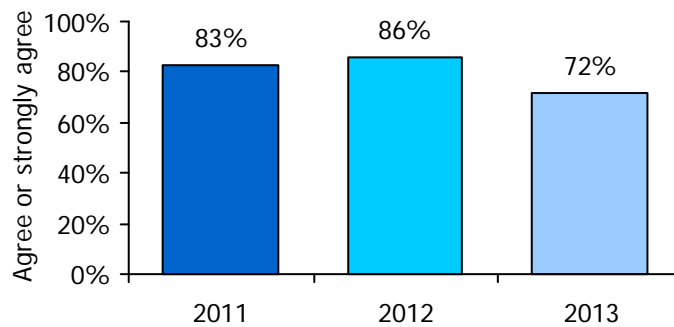
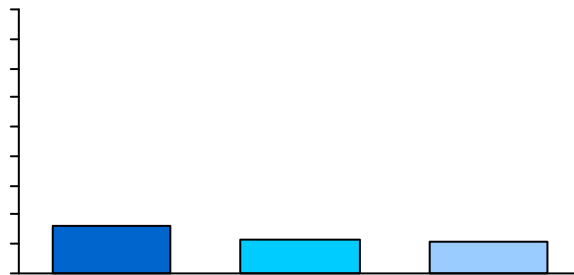


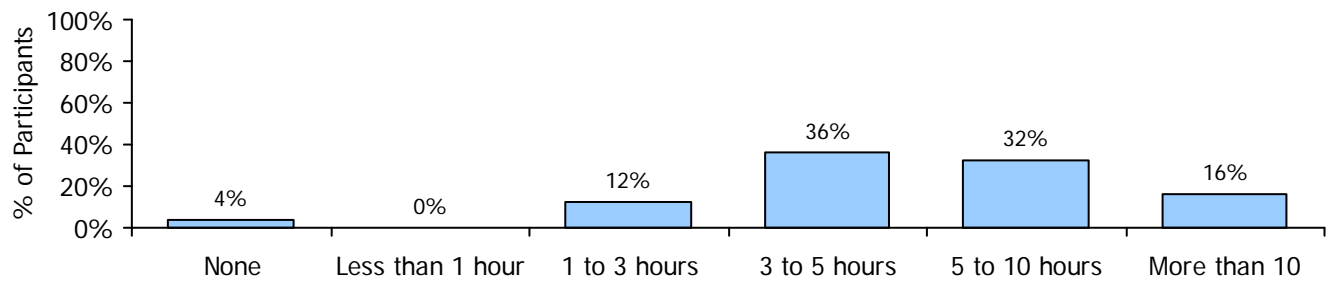
TELL AISD Staff Working Conditions Survey: Results for 2011-2013 Sims Elementary School

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. Respondents are asked for their perceptions on a variety of issues related to student achievement and staff retention, including Overall Climate, Use of Time, Leadership, Facilities and Resources, Student Behavior Management, Community Support, Professional Development, Instructional Practice, and Achievement Press. Participant counts are displayed in Figure 1.



Use of Time

In an average week, how many hours do you spend on s



	Sims		EL
	2011	2012	2013
	81%	43%	73%
	84%	59%	67%
	63%	41%	62%
			59%
			46%

Facilities and Resources

		Sims		ALL EL
Teachers have sufficient access to appropriate instructional materials.	97%	70%	92%	84%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	87%	96%	88%	83%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	84%	68%	84%	82%
Teachers have sufficient training and support to fully utilize the available instructional technology.	72%	91%	75%	70%
Teachers have sufficient access to a broad range of professional support personnel.	87%	64%	67%	80%
The physical environment of classrooms in this school supports teaching and learning. +	78%	79%	87%	93%
The school environment is clean and well maintained. +	53%	57%	88%	94%
Teachers have adequate space to work productively.	90%	74%	100%	85%

Sims

2013

		80%
		91%
		90%
		82%
		89%
		88%
		90%
		90%
		86%
*	87%	91%



Professional Development

ALL
EL
2013

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

Instructional Practice and Support

	2011	Sims		ALL EL
		2012	2013	2013
State and local assessment data are available in time to impact instructional practices.	96%	74%	95%	82%
Teachers in this school use assessment data to inform their instruction.	93%	95%	100%	98%
Teachers work in professional learning communities to develop and align instructional practices.	87%	86%	90%	93%
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%	90%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	73%	50%	75%	77%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	74%	50%	85%	74%

Community Support and Engagement

	2011	Sims		ALL EL
		2012	2013	2013
Parents/guardians are influential decision makers in this school.	46%	27%	60%	73%
This school works directly with parents/guardians to improve the educational climate in students' homes.	74%	64%	83%	85%
This school maintains clear, two-way communication with the community.	83%	82%	85%	90%
This school does a good job of encouraging parent/guardian involvement.	74%	78%	81%	89%
Teachers provide parents/guardians with useful information about student learning.	89%	83%	95%	95%
Parents/guardians know what is going on in this school.	77%	72%	76%	88%
Parents/guardians support teachers, contributing to their success with students.	70%	65%	73%	81%
Community members support teachers, contributing to their success with students.	79%	56%	76%	86%
The community we serve is supportive of this school.	89%	72%	78%	89%

2011	2012	2013	ALL EL 2013
	85%	57%	
	67%	39%	
	88%	62%	
	68%	50%	
	72%	79%	
	96%	86%	
	89%	73%	
	81%	70%	

Achievement Press

	2011	Sims 2012	2013	ALL EL 2013
The school sets high standards for academic performance.	88%			
Teachers in this school believe that their students have the ability to achieve academically.	92%			
Parents exert pressure to maintain high standards.	49%			