



TELL AISD Teaching and Learning Conditions Survey:
Results for 2011 through 2015
Summitt 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 th

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

	Summitt			ALL EL
	2011	2012	2013	2015
The use of time in my school	85%	79%	87%	
Facilities and resources	89%	93%	100%	
Community support and involvement	95%	93%	100%	
Managing student conduct	77%	78%	96%	
Teacher leadership	88%	87%	98%	
School leadership	78%	87%	100%	
Professional development	92%	93%	98%	
Instructional practices and support	90%	85%	96%	
New teacher support	86%	83%	98%	
Achievement press	*	88%	100%	

2013

Teachers are trusted to make sound professional decisions about instruction.	100%
Teachers are relied upon to make decisions about educational issues.	100%
Teachers are encouraged to participate in school leadership roles.	96%
The faculty has an effective process for	89%
	94%
	95%
	94%

Managing Student Conduct

	Summitt					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	97%	89%	99%	96%	96%	93%
Students at this school follow rules of conduct.	97%	83%	90%	91%	93%	85%
Policies and procedures about student conduct are clearly understood by the faculty.	89%	83%	93%	92%	98%	91%
Administrators consistently enforce rules for student conduct.	77%	69%	86%	89%	93%	86%
Administrators support teachers' efforts to maintain discipline in the classroom.	86%	73%	96%	95%	95%	90%
Teachers consistently enforce rules for student conduct.	89%	92%	91%	89%	92%	93%
The faculty work in a school environment that is safe.	100%	100%	99%	100%	100%	96%
Non-teaching staff consistently enforce rules for student conduct.	88%	90%	92%	92%	96%	93%

Note: All items in this table include responses from teaching and non-teaching staff.

Achievement Press

	Summitt					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	97%	98%	100%	100%	100%	96%
Teachers in this school believe that their students have the ability to achieve academically.	97%	98%	100%	98%	98%	96%
Parents exert pressure to maintain high standards.	89%	92%	93%	95%	92%	68%
Achievement is recognized and acknowledged by the school.	97%	92%	96%	97%	98%	93%
Parents press for school improvement.	84%	83%	90%	87%	88%	70%
Students in this school can achieve the goals that have been set for them.	97%	95%	98%	98%	95%	95%
Students respect others who get good grades.	94%	93%	98%	98%	100%	93%
Students seek extra work so they can get good grades.	52%	62%	74%	73%	69%	62%
Students try hard to improve on previous work.	77%	82%	80%	95%	88%	83%
The learning environment is orderly and serious. +	96%	86%	94%	92%	92%	91%

Note. + Item includes responses from teaching and non-teaching staff.

	Summitt				ALL EL
	2011	2012	2013	2014	2015
Teachers in this school use assessment data to inform their instruction.				100%	
Teachers work in professional learning communities to develop and align instructional practices.				96%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.				91%	
Teachers are encouraged to try new things to improve instruction.				98%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.				87%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).				98%	

Professional Development

	Summitt					ALL EL
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	83%	83%	98%	96%		88%
An appropriate amount of time is provided for professional development.	81%	87%	89%	92%		85%
Professional development offerings are data driven.	79%	83%	92%	91%		91%
Professional learning opportunities are aligned with the school's improvement plan.	84%	88%	96%	100%		
Professional development is differentiated to meet the needs of individual teachers.	51%	69%	68%	82%		
Professional development deepens teachers' content knowledge.	63%	82%	85%	83%		
Teachers are encouraged to reflect on their own practice.	88%	89%	94%	96%		
Follow up is provided from professional development in this school.	53%	81%	88%	94%		
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	67%	80%	85%	90%		
Professional development is evaluated and results are communicated to teachers.	46%	65%	70%	77%		
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	75%	83%	92%	88%		
Professional development enhances teachers' abilities to improve student learning.	81%	91%	92%	88%		

Facilities and Resources

	Summitt					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers have sufficient access to appropriate instructional materials.	85%	69%	89%	85%	96%	90%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	77%	78%	89%	87%	88%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	84%	91%	98%	89%	89%	87%
Teachers have sufficient training and support to fully utilize the available instructional technology.	74%	69%	84%	81%	96%	79%
Teachers have sufficient access to a broad range of professional support personnel.	83%	72%	85%	94%	93%	87%
The physical environment of classrooms in this school supports teaching and learning.+	97%	93%	94%	95%	97%	94%
The school environment is clean and well maintained.+	75%	52%	99%	95%	100%	94%
Teachers have adequate space to work productively.	77%	78%	84%	81%	91%	90%
Teachers have time available to collaborate with colleagues.	39%	38%	27%	43%	66%	78%

Note. + Includes responses from teaching and nonteaching staff.