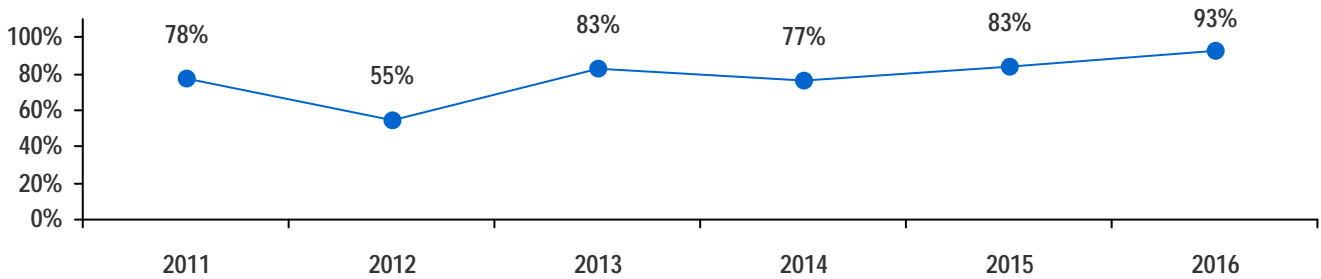




# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

## Fulmore Middle School

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	2011	2012	2013
The faculty and leadership have a shared vision.	75%	52%	85%
Teachers feel comfortable raising issues and concerns that are important to them.	43%	18%	56%
The school leadership consistently supports teachers.	51%	34%	69%
	94%	91%	95%
	94%	95%	95%
	69%	71%	84%
	82%	62%	83%
	70%	65%	86%
	84%	70%	82%
	55%	34%	69%
	77%	51%	84%
	*	*	65%
	*	*	92%
	*	*	74%
	*	*	93%
	*	*	86%
	*	*	66%

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

	Fulmore		
	2011	2012	2013
The use of time in my school	55%	55%	68%
Facilities and resources	78%	86%	80%
Community support and involvement	82%	65%	80%
Managing student conduct	62%	23%	61%
Teacher leadership	79%	68%	83%
School leadership	71%	59%	80%
Professional development	63%	79%	85%
Instructional practices and support	81%	80%	85%
New teacher support	72%	61%	75%
Achievement press	*	73%	83%

ALL  
MS  
2016

Teacher Leadership (55%)

	Fulmore		
	2011	2012	2013
Teachers are recognized as educational experts.			64%
Teachers are trusted to make sound professional decisions about instruction.			60%
Teachers are relied upon to make decisions about educational issues.			63%
Teachers are encouraged to participate in school leadership roles.			86%
The faculty has an effective process for making group decisions to solve problems.			65%
In this school we take steps to solve problems.			74%
Teachers are effective leaders in this school.			81%
Teachers have an appropriate level of influence on decision making in this school.			55%

ALL  
MS  
2016

## Achievement Press

	Fulmore						ALL MS
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	92%	81%	81%	87%	92%	96%	88%
Teachers in this school believe that their students have the ability to achieve academically.	94%	86%	80%	82%	92%	97%	94%
Parents exert pressure to maintain high standards.	45%	37%	35%	31%	51%	68%	61%
Academic achievement is recognized and acknowledged by the school.	89%	76%	92%	92%	99%	97%	91%
Parents press for school improvement.	53%	43%	55%	50%	56%	64%	66%
Students in this school can achieve the goals that have been set for them.	94%	80%	84%	86%	96%	89%	94%
Students respect others who get good grades.	62%	24%	44%	49%	65%	77%	80%
Students seek extra work so they can get get good grades.	41%	30%	38%	39%	49%	65%	59%
Students try hard to improve on previous work.	48%	27%	33%	37%	62%	64%	67%
The learning environment is orderly and serious.+	79%	37%	61%	61%	75%	85%	84%

+Includes responses from teaching and non-teaching staff.

ALL  
MS  
2016

- Discuss assessment data for individual students.
- Set learning goals for groups of students.
- Group students across classes based on learning needs.
- Provide support for new teachers.
- Provide support for struggling teachers.
- Share instructional strategies.

## Data Use (continued)

### Fulmore

2016

How frequently do you use data in the following ways?

	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).	28%	38%	11%	5%	13%	6%
Examining current year benchmark scores to create classroom instructional groups.	3%	28%	19%	20%	14%	16%
Examining data to identify students in need of intervention.	2%	14%	17%	16%	23%	28%
Collaborating with other educators about data and how it relates to the learning needs of students.	2%	19%	17%	11%	19%	33%

## Managing Student Conduct

	Fulmore						ALL MS
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	87%	52%	76%	74%	78%	81%	84%
Students at this school follow rules of conduct.+	58%	8%	41%	30%	55%	51%	68%
School staff clearly understand policies and procedures about student conduct.**	81%	51%	79%	74%	79%	88%	83%
Administrators consistently enforce rules for student conduct.+	71%	24%	48%	44%	63%	71%	74%
Administrators support teachers' efforts to maintain discipline in the classroom.+	66%	32%	59%	55%	68%	72%	79%
Teachers consistently enforce rules for student conduct.+	73%	46%	62%	65%	76%	73%	79%
All campus staff work in a school environment that is safe.+ **	87%	41%	76%	80%	92%	83%	88%
Non-teaching staff consistently enforce rules for student conduct.+	76%	53%	65%	68%	73%	68%	80%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	73%	76%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	88%	83%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	76%	76%

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

2014

93%

96%

79%

85%

48%

62%

## Professional Learning Communities

	Fulmore 2016	ALL MS 2016
I participate with a group of my campus colleagues to:		
Analyze student performance data.	95%	86%
Discuss ways to meet objectives for specific students.	89%	91%
Plan lessons and units together.	95%	87%
Develop common student assessments.	89%	85%
Support students' social and emotional competence.	94%	91%

## Professional Development

	2011	2012	Fulmore				ALL MS 2016
	2011	2012	2013	2014	2015	2016	2016
Sufficient resources are available for professional development.	71%	75%	81%	75%	79%	83%	85%
An appropriate amount of time is provided for professional development.	76%	74%	80%	77%	83%	85%	82%
Professional development offerings are data driven.	89%	87%	95%	83%	83%	97%	84%
Professional learning opportunities are aligned with the school's improvement plan.	86%	82%	90%	85%	94%	91%	88%
Professional development is differentiated to meet the needs of individual teachers.	27%	36%	43%	57%	49%	63%	63%
Professional development deepens teachers' content knowledge.	49%	40%	55%	62%	63%	69%	68%
Teachers are encouraged to reflect on their own practice.	80%	86%	85%	86%	95%	96%	90%
Follow up is provided from professional development in this school.	55%	51%	61%	68%	72%	89%	74%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	54%	64%	64%	70%	70%	75%	78%
Professional development is evaluated and results are communicated to teachers.	45%	46%	63%	63%	64%	72%	64%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	55%	62%	74%	67%	81%	82%	82%
Professional development enhances teachers' abilities to improve student learning.	56%	68%	74%	71%	88%	85%	85%

Teachers have sufficient access to appropriate instructional materials.

Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,

Teachers have sufficient training and support to fully utilize the available instructional technology.

Teachers have sufficient access to a broad range of professional support personnel.

The physical environment of classrooms in this school supports teaching and learning.+

The school environment is clean and well maintained.+

Teachers have adequate space to work productively.