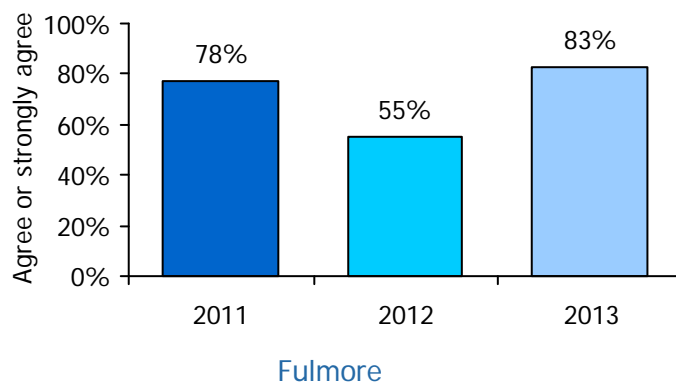
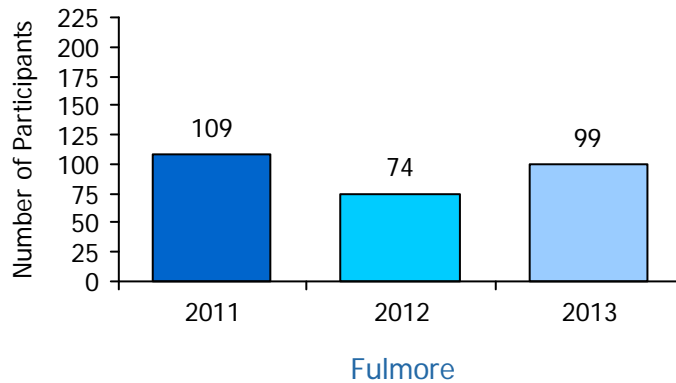


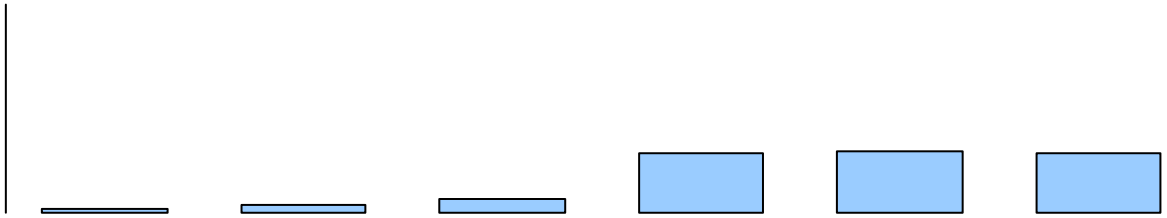
TELL AISD Staff Working Conditions Survey: Results for 2011-2013

Fulmore Middle 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.

Figure 1. TELL AISD Participants Spring 2011 to Spring 2013





Facilities and Resources

	2011	Fulmore		ALL MS
Teachers have sufficient access to appropriate instructional materials.	84%	88%	83%	83%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	74%	82%	74%	80%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	54%	66%	65%	79%
Teachers have sufficient training and support to fully utilize the available instructional technology.	59%	68%	64%	71%
Teachers have sufficient access to a broad range of professional support personnel.	84%	69%	84%	82%
The physical environment of classrooms in this school supports teaching and learning. +	85%	85%	96%	87%
The school environment is clean and well maintained. +	85%	92%	99%	93%
Teachers have adequate space to work productively.	84%	86%	94%	84%

Note. + Includes responses from teaching and nonteaching staff.

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

	2011	Fulmore 2012	2013	ALL MS 2013
The use of time in my school	55%	55%	68%	77%
Facilities and resources	78%	86%	80%	87%
Community support and involvement	82%	65%	80%	87%
Managing student conduct	62%	23%	61%	75%
Teacher leadership	79%	68%	83%	85%
School leadership	71%	59%	80%	84%
Professional development	63%	79%	85%	89%
Instructional practices and support	81%	80%	85%	88%
New teacher support	72%	61%	75%	82%
Achievement Press	*	73%	83%	86%

	2013
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%

80%

95%

90%

43%



Instructional Practice and Support

	2011	Fulmore 2012	2013	ALL MS 2013
State and local assessment data are available in time to impact instructional practices.	90%	93%	82%	80%
Teachers in this school use assessment data to inform their instruction.	98%	100%	96%	
Teachers work in professional learning communities to develop and align instructional practices.	93%	94%	95%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	75%	85%	89%	
Teachers are encouraged to try new things to improve instruction.	81%	81%	84%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	58%	46%	53%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	63%	40%	55%	

Community Support and Engagement

	2011	Fulmore 2012	2013	ALL MS 2013
Parents/guardians are influential decision makers in this school.	51%		43%	
This school works directly with parents/guardians to improve the educational climate in students' homes.	64%		59%	
This school maintains clear, two-way communication with the community.	71%		76%	
This school does a good job of encouraging parent/guardian involvement.	73%		73%	
Teachers provide parents/guardians with useful information about student learning.	81%		82%	
			66%	
Parents/guardians support teachers, contributing to their success with students.	57%		64%	
Community members support teachers, contributing to their success with students.	57%		70%	
The community we serve is supportive of this school.	70%		75%	

	2011	2012	2013	ALL MS 2013
		52%	76%	
		8%	41%	
		51%	79%	
		24%	48%	
		32%	59%	
		46%	62%	
		41%	76%	
		53%	65%	

Achievement Press

	2011	Fulmore 2012	2013	ALL MS 2013
The school sets high standards for academic performance.	92%			
Teachers in this school believe that their students have the ability to achieve academically.	94%			
Parents exert pressure to maintain high standards.	45%			
Achievement is recognized and acknowledged by the school.	89%			
Parents press for school improvement.	53%			
Students in this school can achieve the goals that have been set for them.	94%			