

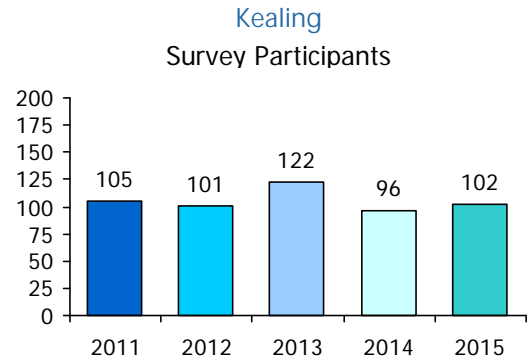
TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2015

Kealing 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 General Climate, Leadership, Managing Student Conduct, Achievement Press, Instructional Practice and Support, Community Support and Engagement, Professional Development, and Facilities and Resources. In 2015, 8,760 AISD campus employees completed the survey.

Survey Results

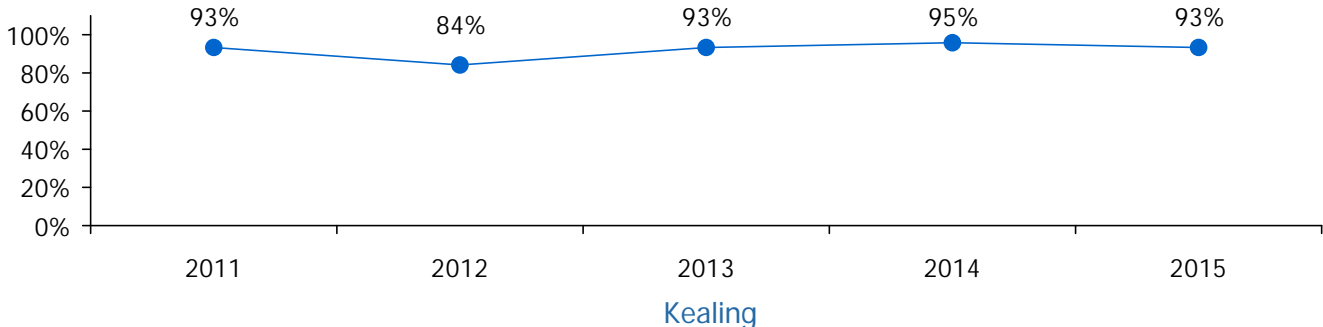
For each item in this report, the number displayed



General School Climate

	Kealing					All MS
	2011	2012	2013	2014	2015	2015
All campus staff are friendly to each other.	79%	74%	69%	85%	88%	86%
All campus staff exhibit pride in their affiliation with the school.	88%	74%	82%	95%	92%	88%
All campus staff are willing to go out of their way to help.	72%	69%	64%	83%	86%	83%
All campus staff accomplish their jobs with enthusiasm.	69%	63%	60%	81%	80%	78%
All campus staff are committed to their jobs.	77%	67%	66%	86%	84%	85%
The goals of my school are made clear.	89%	81%	77%	96%	89%	89%

Overall, my school is a good place to work and learn.



ALL
MS

2015

<hr/> 2011	2012	<hr/> 2013
71%	67%	67%
72%	53%	71%
71%	48%	61%
91%	93%	92%
94%	91%	81%
74%	68%	67%
80%	68%	68%
77%	69%	67%
75%	81%	73%
74%	58%	68%
84%	78%	72%
*	*	82%
*	*	85%
	*	87%
	*	91%
	*	94%
*	*	86%

Kealing

2013

*

2011 2012 2013

ALL
MS
2015

Achievement Press

	Kealing			ALL MS
	2011	2012	2013	2015

The school sets high standards for academic performance. 93%

Teachers in this school believe that their students have the ability to achieve high academic performance.

Professional Development

	2012	2013	ALL MS 2015
An appropriate amount of time is provided for professional development.	68%	56%	
Professional development offerings are data driven.	69%	69%	
Professional learning opportunities are aligned with the school's improvement plan.	79%	72%	
Professional development is differentiated to meet the needs of individual teachers.	50%	47%	
Professional development deepens teachers' content knowledge.	57%	56%	
Teachers are encouraged to reflect on their own practice.	78%	80%	
Follow up is provided from professional development in this school.	58%	53%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	75%	54%	
Professional development is evaluated and results are communicated to teachers.	32%	45%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	71%	72%	
Professional development enhances teachers' abilities to improve student learning.	77%	72%	

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, etc.

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

Teachers have sufficient access to a broad range of professional