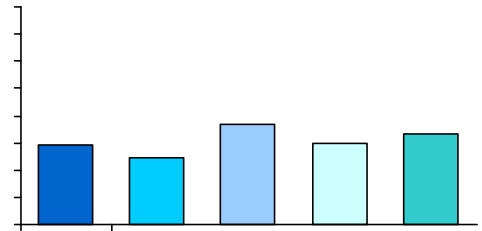


TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2015 **Lamar Middle School**

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. 73830



School Leadership

	Lamar					ALL MS
	2011	2012	2013	2014	2015	2015
The faculty and leadership have a shared vision.	87%	50%	71%	68%	84%	80%
Teachers feel comfortable raising issues and concerns that are important to them.	69%	33%	59%	73%	71%	74%
The school leadership consistently supports teachers.	80%	41%	62%	70%	78%	77%
Teachers are held to high professional standards for delivering instruction.	93%	88%	98%	95%	99%	94%
The school leadership facilitates using data to improve student learning.	96%	94%	98%	95%	97%	95%
Teacher performance is assessed objectively.	89%	57%	73%	80%	91%	88%
Teachers receive feedback that can help them improve teaching.	87%	58%	89%	74%	88%	86%
The procedures for teacher evaluation are consistent.	91%	63%	78%	75%	87%	86%
The faculty are recognized for accomplishments.	75%	47%	71%	67%	62%	85%
There is an atmosphere of trust and mutual respect. +	74%	53%	71%	76%	81%	79%
School leadership effectively communicates policy. +	87%	69%	78%	78%	82%	82%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	60%	61%	72%	77%
My principal clearly defines expectations for our school.	*	*	88%	82%	89%	88%
My principal provides constructive feedback to teachers toward improving their	*	*	69%	69%	71%	83%
My principal has a clearly defined mission and vision for my school.	*	*	88%	87%	90%	88%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	82%	75%	90%	91%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	62%	60%	74%	78%

+ Includes responses from teaching and nonteaching staff.

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

	Lamar			ALL MS
	2011	2012	2013	2015
The use of time in my school	73%	53%	67%	
Facilities and resources	80%	74%	85%	
Community support and involvement	86%	79%	91%	
Managing student conduct	88%	69%	87%	
Teacher leadership	85%	63%	82%	
School leadership	89%	60%	75%	
Professional development	84%	88%	79%	
Instructional practices and support	86%	65%	88%	
New teacher support	83%	85%	90%	
Achievement press	*	75%	95%	

2013

Teachers are trusted to make sound professional decisions about instruction.	72%
Teachers are relied upon to make decisions about educational issues.	70%
Teachers are encouraged to participate in school leadership roles.	79%
The faculty has an effective process for making group decisions to solve problems.	61%
In this school we take steps to solve	83%
	80%
	56%

2011 2012 2013

ALL
MS
2015

Achievement Press

			Lamar	ALL MS
	2011	2012	2013	2015
The school sets high standards for academic performance.	97%			
Teachers in this school believe that their students have the ability to achieve academically.	91%			
Parents exert pressure to maintain high standards.	72%			
Achievement is recognized and acknowledged by the school.	90%			
Parents press for school improvement.	84%			
Students in this school can achieve the goals				

Professional Development

	Lamar					ALL MS
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	76%	81%	73%	72%	66%	83%
An appropriate amount of time is provided for professional development.	84%	70%	65%	71%	72%	82%
Professional development offerings are data driven.	80%	84%	81%	79%	78%	85%
Professional learning opportunities are aligned with the school's improvement plan.	82%	83%	81%	84%	80%	90%
Professional development is differentiated to meet the needs of individual teachers.	43%	50%	54%	67%	60%	68%
Professional development deepens teachers' content knowledge.	54%	57%	63%	67%	67%	72%
Teachers are encouraged to reflect on their own practice.	83%	74%	88%	84%	84%	90%
Follow up is provided from professional development in this school.	61%	45%	69%	65%	73%	75%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	52%	62%	73%	67%	75%	78%
Professional development is evaluated and results are communicated to teachers.	38%	30%	60%	59%	63%	68%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	74%	59%	80%	79%	75%	83%
Professional development enhances teachers' abilities to improve student learning.	73%	76%	80%	81%	79%	85%

Facilities and Resources

	Lamar					ALL MS
	2011	2012	2013	2014	2015	2015
Teachers have sufficient access to appropriate instructional materials.	87%	67%	83%	83%	95%	88%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	63%	70%	70%	66%	69%	74%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	75%	78%	77%	69%	71%	80%
Teachers have sufficient training and support to fully utilize the available instructional technology.	60%	53%	57%	63%	74%	78%
Teachers have sufficient access to a broad range of professional support personnel.	89%	71%	80%	79%	78%	86%
The physical environment of classrooms in this school supports teaching and learning.+	80%	90%	95%	84%	89%	91%
The school environment is clean and well maintained.+	78%	87%	95%	92%	97%	94%
Teachers have adequate space to work productively.	82%	89%	93%	78%	62%	87%
Teachers have time available to collaborate with colleagues.	57%	53%	54%	58%	46%	77%

Note. + Includes responses from teaching and nonteaching staff.