



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

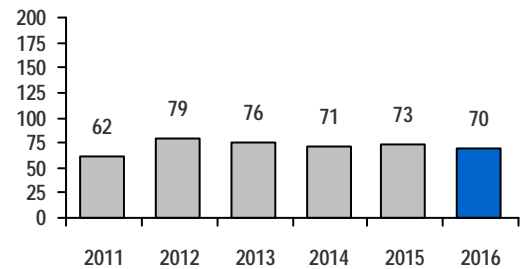
Martin Middle School

The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school conditions from the educators working in schools. TELL obtains perceptions on a variety of issues related to student achievement and staff retention. In 2016, 5,309 AISD teachers (91%) and 3,092 other campus employees completed the survey.

Survey Results

For each item in this report, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Arrows indicate statistically meaningful changes from one year to the next. Items marked with * were not asked that year. Please note: the comparison methodology was updated in 2015, therefore arrows may not match those in reports from

Martin
Survey Participants

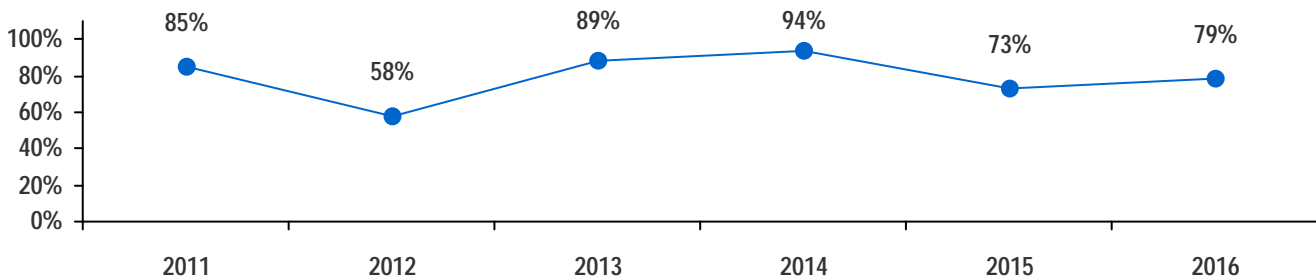


General School Climate

	Martin						All MS 2016
	2011	2012	2013	2014	2015	2016	
All campus staff are friendly to each other.+	72%	71%	83%	89%	84%	90%	86%
All campus staff exhibit pride in their affiliation with the school.+	84%	75%	93%	92%	84%	90%	87%
All campus staff are willing to go out of their way to help.+	82%	74%	78%	92%	80%	79%	84%
All campus staff accomplish their jobs with enthusiasm.+	72%	61%	81%	81%	65%	70%	79%
All campus staff are committed to their jobs.+	75%	77%	86%	89%	79%	80%	85%
The goals of my school are made clear.	80%	65%	92%	98%	93%	88%	86%
All campus staff interact with one another in a way that models social and emotional competence.	*	*	*	*	*	84%	85%

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

Martin



+Includes responses from teaching and nonteaching staff.

School Leadership

	Martin					2016	ALL MS 2016
	2011	2012	2013	2014	2015		
The faculty and leadership have a shared vision.	61%	54%	95%	91%	72%		
Teachers feel comfortable raising issues and concerns that are important to them.	64%	50%	84%	79%	65%		89%
The school leadership consistently supports teachers.	53%	53%	84%	87%	70%		30%
Teachers are held to high professional standards for delivering instruction.	91%	95%	91%	93%	95%		30%
The school leadership facilitates using data to improve student learning.	86%	92%	95%	93%	96%		30%
Teacher performance is assessed objectively.	71%	73%	85%	81%	87%		30%
Teachers receive feedback that can help them improve teaching.	66%	76%	89%	96%	89%		30%
The procedures for teacher evaluation are consistent.	63%	75%	83%	78%	81%		30%
The faculty are recognized for accomplishments.	57%	72%	86%	88%	81%		30%
There is an atmosphere of trust and mutual respect.+	59%	49%	86%	77%	73%		30%
School leadership effectively communicates policy.+	56%	54%	84%	91%	74%		30%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	85%	85%	86%		30%
My principal clearly defines expectations for our school.	*	*	95%	96%	89%		30%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	87%	88%	86%		30%
My principal has a clearly defined mission and vision for my school.	*	*	95%	98%	91%		30%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	95%	92%	93%		30%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	97%	93%	89%		30%

+Includes responses from teaching and nonteaching staff.

Achievement Press

	Martin						ALL MS
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	90%	63%	88%	89%	77%	82%	88%
Teachers in this school believe that their students have the ability to achieve academically.	90%	71%	84%	89%	84%	85%	94%
Parents exert pressure to maintain high standards.	18%	13%	30%	44%	22%	31%	61%
Academic achievement is recognized and acknowledged by the school.	92%	74%	92%	93%	89%	92%	91%
Parents press for school improvement.	17%	22%	44%	56%	36%	49%	66%
Students in this school can achieve the goals that have been set for them.	86%	79%	81%	92%	84%	87%	94%
Students respect others who get good grades.	57%	41%	60%	72%	55%	56%	80%
Students seek extra work so they can get good grades.	41%	24%	35%	53%	31%	44%	59%
Students try hard to improve on previous work.	42%	27%	46%	62%	39%	50%	67%
The learning environment is orderly and serious.+	67%	46%	69%	75%	44%	72%	84%

+Includes responses from teaching and non-teaching staff.

Data Use

	Martin	ALL MS
	2016	2016
How often does your department/team:		
Discuss your department/team's professional needs and goals.	69%	65%
Discuss assessment data for individual students.	69%	64%
Set learning goals for groups of students.	72%	68%
Group students across classes based on learning needs.	63%	58%
Provide support for new teachers.	61%	69%
Provide support for struggling teachers.	60%	66%
Share instructional strategies.	67%	80%

Managing Student Conduct

	Martin					2016	ALL MS 2016
	2011	2012	2013	2014	2015		
Students at this school understand expectations for their conduct.+	69%	59%	86%	79%	61%		
Students at this school follow rules of conduct.+	48%	27%	63%	66%	31%		
School staff clearly understand policies and procedures about student conduct.**	62%	51%	88%	85%	54%		
Administrators consistently enforce rules for student conduct.+	38%	30%	82%	77%	55%		
Administrators support teachers' efforts to maintain discipline in the classroom.+	63%	40%	87%	79%	66%		
Teachers consistently enforce rules for student conduct.+	74%	57%	80%	81%	53%		
All campus staff work in a school environment that is safe.+ **	79%	59%	86%	95%	84%		
Non-teaching staff consistently enforce rules for student conduct.+	74%	63%	78%	82%	69%		
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).							
School staff received sufficient training regarding							

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

2014

96%

100%

94%

89%

Teachers at my school are assigned classes that

74%

Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).

67%

Professional learning opportunities are aligned with the school's improvement plan.

Professional development is differentiated to meet the needs of individual teachers.

80%

90%

93%

74%

83%

81%

80%

Facilities and Resources

ALL
MS
2016

	Martin				
	2011	2012	2013	2014	2015
Teachers have sufficient access to appropriate instructional materials.	83%	68%	74%	80%	79%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	61%	63%	85%	78%	65%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	82%	83%	85%	85%	74%
Teachers have sufficient training and support to fully utilize the available instructional technology.	61%	59%	70%	77%	65%
Teachers have sufficient access to a broad range of professional support personnel.	65%	73%	83%	87%	79%
The physical environment of classrooms in this school supports teaching and learning.+	85%	85%	98%	85%	83%
The school environment is clean and well maintained.+	90%	78%	100%	94%	88%
Teachers have adequate space to work productively.	81%	83%	83%	85%	100%
					82%