# TELL AISD Staff Working Conditions Survey: Results for 2011-2013
## Mendez 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
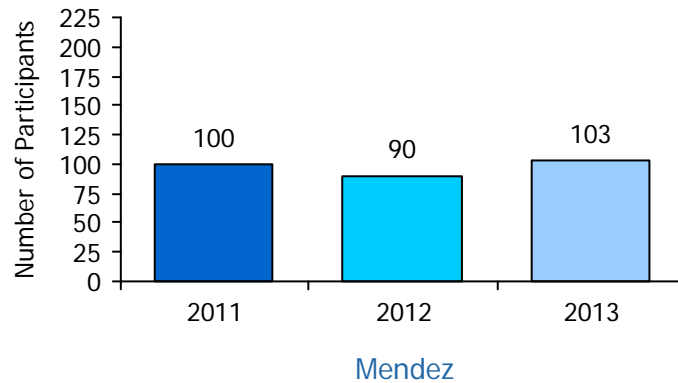
For each item in this report, the number displayed represents the percentage of respondents who agreed or
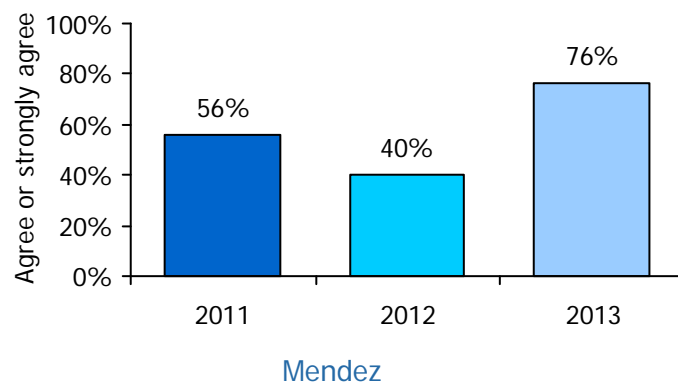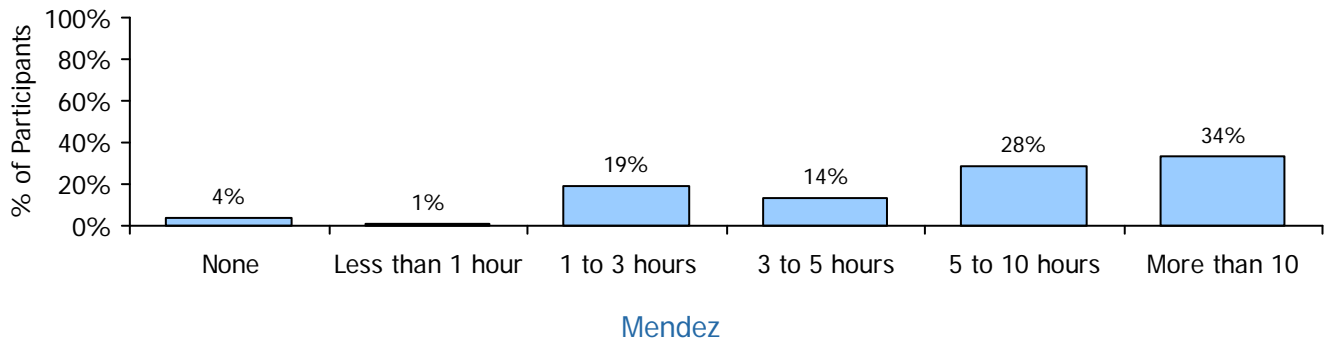
General School Climate

		Mendez		All MS
	2011	2012	2013	2013
	70%			
	62%			
	65%			
	53%			
	66%			

Use of Time

In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?

Mendez

	Mendez			All MS
	2011	2012	2013	2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	56%	9%	59%	48%
Teachers have time available to collaborate with colleagues.	54%	40%	70%	64%
The non instructional time provided for teachers in my school is sufficient.	31%	30%	51%	57%

Facilities and Resources

	Mendez			ALL MS
	2011	2012	2013	2013
Teachers have sufficient access to appropriate instructional materials.	81%	66%	80%	83%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	66%	77%	74%	80%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	42%	72%	85%	79%
Teachers have sufficient training and support to fully utilize the available instructional technology.	70%	57%	74%	71%
Teachers have sufficient access to a broad range of professional support personnel.	86%	57%	84%	82%
The physical environment of classrooms in this school supports teaching and learning.+	96%	67%	96%	87%
The school environment is clean and well maintained.+	97%	82%	87%	93%
Teachers have adequate space to work productively.	90%	73%	89%	84%

Note. +Includes responses from teaching and nonteaching staff.

	2011	2012	2013	ALL MS 2013
The faculty and leadership have a shared vision.	65%	45%	73%	
Teachers feel comfortable raising issues and concerns that are important to them.	36%	9%	54%	
The school leadership consistently supports teachers.	52%	20%	61%	
Teachers are held to high professional standards for delivering instruction.	95%	70%	94%	
The school leadership faci.1(tee sc77.002748%)TjT*(50%)Tj8(e2o3(re)-7.92%t)-stf5%69 fB34094%Tc-.0024 Tw[]impd otohip	92%	75%	94%	
	68%	43%	77%	
	77%	55%	73%	
	72%	48%	77%	
	63%	50%	81%	
There is an atmosphere of trust and mutual respect.+	58%	22%	64%	
	86%	54%	76%	
	*	*	68%	
	*	*	89%	
	*	*	76%	
	*	*	92%	
	*	*	90%	
	*	*	59%	

		2013	
		68%	77%
		89%	87%
		94%	87%
		58%	75%
Teacher leadership		81%	85%
School leadership		78%	84%
Professional development		80%	89%
Instructional practices and support		84%	88%
New teacher support		83%	82%
Achievement Press	*	82%	86%

69%

85%

Professional learning opportunities are aligned with the school's improvement plan. | 91%

59%

72%

83%

66%

Instructional Practice and Support

	Mendez			ALL MS
	2011	2012	2013	2013
State and local assessment data are available in time to impact instructional practices.	82%	86%	88%	80%
Teachers in this school use assessment data to inform their instruction.	97%	88%	95%	95%
Teachers work in professional learning communities to develop and align instructional practices.	93%	88%	94%	95%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	83%	76%	85%	87%
Teachers are encouraged to try new things to improve instruction.	77%	64%	76%	88%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	44%	33%	49%	67%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	51%	31%	45%	69%

Community Support and Engagement

	Mendez			ALL MS
	2011	2012	2013	2013
Parents/guardians are influential decision makers in this school.	19%	10%	22%	58%
This school works directly with parents/guardians to improve the educational climate in students' homes.	55%	33%	68%	77%
This school maintains clear, two-way communication with the community.	82%	39%	84%	85%
This school does a good job of encouraging parent/guardian involvement.	70%	52%	81%	84%
Teachers provide parents/guardians with useful information about student learning.	88%	58%	85%	90%
		22%	46%	75%
Parents/guardians support teachers, contributing to their success with students.	37%	21%	35%	70%
Community members support teachers, contributing to their success with students.	45%	38%	52%	75%
The community we serve is supportive of this school.	39%	21%	43%	79%

2011	2012	2013	ALL MS 2013
	40%	64%	
	5%	23%	
	58%		
	24%		
	32%		
	51%		
	30%		
	43%		