



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

	2011	2012	2013
The faculty and leadership have a shared vision.	83%	63%	89%
Teachers feel comfortable raising issues and concerns that are important to them.	75%	43%	82%
The school leadership consistently supports teachers.	81%	56%	86%
Teachers are held to high professional standards for delivering instruction.	94%	96%	97%
The school leadership facilitates using data to improve student learning.	97%	95%	97%
Teacher performance is assessed objectively.	88%	85%	85%
Teachers receive feedback that can help them improve teaching.	91%	80%	86%
The procedures for teacher evaluation are consistent.	90%	83%	82%
The faculty are recognized for accomplishments.	92%	69%	90%
There is an atmosphere of trust and mutual respect. +	83%	61%	84%
School leadership effectively communicates policy. +	90%	75%	92%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	90%
My principal clearly defines expectations for our school.	*	*	97%
My principal provides constructive feedback to teachers toward improving their	*	*	89%
	*	*	97%
	*	*	99%
	*	*	80%

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

	Small			ALL MS
	2011	2012	2013	2015
The use of time in my school	65%	57%	92%	
Facilities and resources	95%	95%	96%	
Community support and involvement	97%	93%	96%	
Managing student conduct	91%	38%	78%	
Teacher leadership	94%	89%	94%	
School leadership	90%	75%	93%	
Professional development	89%	84%	95%	
Instructional practices and support	92%	93%	95%	
New teacher support	92%	89%	94%	
Achievement press	*	89%	97%	

2013

Teachers are trusted to make sound professional decisions about instruction.	89%
Teachers are relied upon to make decisions about educational issues.	86%
Teachers are encouraged to participate in school leadership roles.	96%
	85%
	95%
	96%
	82%

Managing Student Conduct

	Small					ALL MS
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	98%	68%	94%	96%	86%	84%
Students at this school follow rules of conduct.	94%	50%	77%	90%	77%	67%
Policies and procedures about student conduct are clearly understood by the faculty.	97%	65%	93%	92%	78%	83%
Administrators consistently enforce rules for student conduct.	87%	44%	77%	83%	68%	74%
Administrators support teachers' efforts to maintain discipline in the classroom.	92%	49%	78%	90%	76%	81%
Teachers consistently enforce rules for student conduct.	88%	74%	85%	85%	78%	80%
The faculty work in a school environment that is safe.	100%	90%	97%	99%	97%	92%
Non-teaching staff consistently enforce rules for student conduct.	94%	83%	90%	92%	81%	83%

Note: All items in this table include responses from teaching and non-teaching staff.

Achievement Press

	Small					ALL MS
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	98%	94%	98%	92%	93%	90%
Teachers in this school believe that their students have the ability to achieve academically.	99%	97%	98%	99%	99%	94%
Parents exert pressure to maintain high standards.	95%	75%	83%	81%	87%	62%
Achievement is recognized and acknowledged by the school.	100%	88%	91%	82%	91%	93%
Parents press for school improvement.	82%	76%	83%	89%	86%	67%
Students in this school can achieve the goals that have been set for them.	100%	99%	94%	99%	100%	95%
Students respect others who get good grades.	97%	83%	93%	96%	94%	78%
Students seek extra work so they can get good grades.	83%	61%	70%	75%	76%	61%
Students try hard to improve on previous work.	93%	64%	78%	76%	83%	67%
The learning environment is orderly and serious. +	99%	87%	96%	96%	93%	82%

Note. + Item includes responses from teaching and non-teaching staff.

Instructional Practice and Support

	Small				ALL MS
	2011	2012	2013	2014	2015
Teachers in this school use assessment data to inform their instruction.	100%	98%	96%	98%	
Teachers work in professional learning communities to develop and align instructional practices.	97%	98%	97%	95%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	97%	90%	88%	87%	
Teachers are encouraged to try new things to improve instruction.	95%	89%	97%	97%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	76%	54%	70%	75%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	80%	63%	82%	91%	

Community Support and Engagement

	Small			ALL MS
	2011	2012	2013	2015
			83%	
			96%	
			97%	
			99%	
			100%	
			94%	
			95%	
Community members support teachers, contributing to their success with students.	95%		93%	
The community we serve is supportive of this school.	100%		97%	

Facilities and Resources

	Small					ALL MS
	2011	2012	2013	2014	2015	2015
Teachers have sufficient access to appropriate instructional materials.	92%	86%	91%	92%		88%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	87%	88%	91%	82%		74%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	87%	97%	93%	100%		80%
Teachers have sufficient training and support to fully utilize the available instructional technology.	80%	67%	83%	88%		78%
Teachers have sufficient access to a broad range of professional support personnel.	89%	80%	93%	92%		86%
The physical environment of classrooms in this school supports teaching and learning.+	94%	96%	98%	97%		91%
The school environment is clean and well maintained.+	100%	100%	100%	99%		94%
Teachers have adequate space to work productively.	91%	89%	95%	83%		87%

Note. + Includes responses from teaching and nonteaching staff.