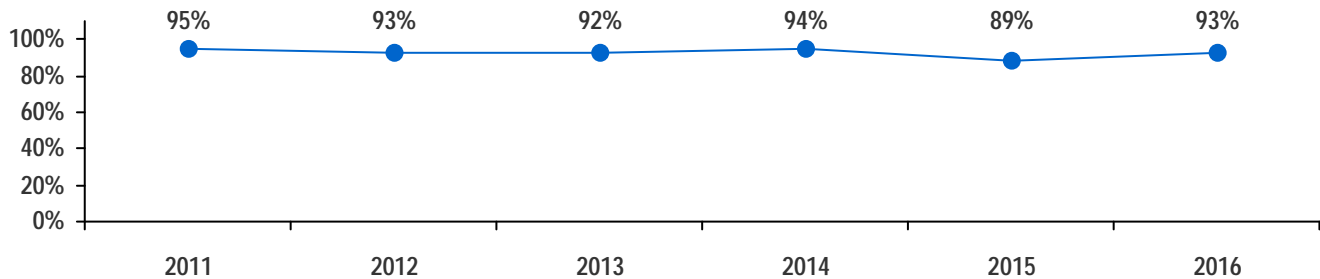
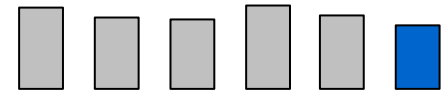




# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

## Bailey 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.



## School Leadership

	Bailey						ALL MS
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	78%	82%	81%	88%	75%	71%	76%
Teachers feel comfortable raising issues and concerns that are important to them.	59%	49%	63%	79%	82%	75%	67%
The school leadership consistently supports teachers.	75%	64%	77%	80%	69%	63%	72%
Teachers are held to high professional standards for delivering instruction.	95%	96%	98%	96%	93%	94%	
The school leadership facilitates using data to improve student learning.	97%	96%	98%	97%	92%	92%	
Teacher performance is assessed objectively.	82%	74%	77%	85%	84%	92%	
Teachers receive feedback that can help them improve teaching.	76%	80%	81%	86%	80%	90%	
The procedures for teacher evaluation are consistent.	87%	71%	79%	75%	85%	88%	
The faculty are recognized for accomplishments.	66%	51%	64%	70%	89%	88%	
There is an atmosphere of trust and mutual respect.+	68%	66%	66%	72%	80%	69%	
School leadership effectively communicates policy.+	82%	85%	79%	88%	86%	64%	
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	85%	68%	87%	84%	
My principal clearly defines expectations for our school.	*	*	93%	88%	85%	68%	
My principal provides constructive feedback to teachers toward improving their performance.	*	*	74%	82%	86%	78%	
My principal has a clearly defined mission and vision for my school.	*	*	92%	85%	89%	81%	
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	88%	89%	90%	92%	
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	65%	73%	79%	61%	
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	*	*	*	*	*	83%	

+Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:	Bailey						ALL MS 2016
	2011	2012	2013	2014	2015	2016	
The use of time in my school	82%	69%	81%	83%	76%	66%	
Facilities and resources	91%	91%	82%	94%	85%	90%	
Community support and involvement	83%	83%	82%	83%	87%		
Managing student conduct	91%	91%	88%	85%	73%		
Teacher leadership	86%	85%	84%	89%	80%		
School leadership	84%	84%	88%	87%	80%		
Professional development	91%	89%	90%	91%	78%		
Instructional practices and support	86%	91%	90%	91%	83%		
New teacher support	76%	77%	81%	78%	82%		
Achievement press	*	80%	70%	82%	81%		
General school climate	*	65%	71%	76%	83%		

## Teacher Leadership

	Bailey						ALL MS 2016
	2011	2012	2013	2014	2015	2016	
Teachers are recognized as educational experts.	81%	80%	82%	83%	84%		
Teachers are trusted to make sound professional decisions about instruction.	76%	76%	84%	82%	87%		
Teachers are relied upon to make decisions about educational issues.	74%	79%	87%	87%	88%		
Teachers are encouraged to participate in school leadership roles.	89%	88%	88%	87%	86%		
The faculty has an effective process for making group decisions to solve problems.	64%	59%	71%	74%	71%		
In this school we take steps to solve problems.	82%	79%	92%	82%	82%		
Teachers are effective leaders in this school.	92%	91%	90%	89%	94%		
Teachers have an appropriate level of influence on decision making in this school.	*	49%	80%	71%	73%		

\*This item was not asked.

## Achievement Press

	Bailey						ALL MS 2016
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	99%	97%	96%	96%	92%	85%	
Teachers in this school believe that their students have the ability to achieve academically.	97%	97%	92%	98%	94%	96%	
Parents exert pressure to maintain high standards.	82%	79%	67%	74%	74%	79%	
Academic achievement is recognized and acknowledged by the school.	99%	91%	90%	93%	94%	88%	
Parents press for school improvement.	69%	72%	74%	74%	82%	89%	
Students in this school can achieve the goals that have been set for them.	100%	96%	95%	96%	98%	100%	
Students respect others who get good grades.	87%	89%	72%	82%	88%	78%	
Students seek extra work so they can get get good grades.	63%	46%	38%	68%	64%	49%	
Students try hard to improve on previous work.	62%	55%	50%	58%	61%	59%	
The learning environment is orderly and serious.+	100%	97%	92%	97%	88%	80%	

+Includes responses from teaching and non-teaching staff.

## Managing Student Conduct

	Bailey						ALL MS
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	96%	97%	89%	95%	87%	73%	84%
Students at this school follow rules of conduct.+	89%	90%	69%	80%	76%	64%	68%
School staff clearly understand policies and procedures about student conduct.**	94%	97%	91%	91%	79%	69%	83%
Administrators consistently enforce rules for student conduct.+	85%	89%	85%	85%	71%	59%	74%
Administrators support teachers' efforts to maintain discipline in the classroom.+	93%	95%	92%	90%	72%	66%	79%
Teachers consistently enforce rules for student conduct.+	96%	91%	84%	91%	86%	81%	79%
All campus staff work in a school environment that is safe.+ **	99%	97%	97%	98%	97%	87%	88%
Non-teaching staff consistently enforce rules for student conduct.+	96%	91%	86%	95%	88%	84%	80%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	59%	76%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	90%	
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	87%	

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

## Instructional Practice and Support

ALL  
MS  
2016

	Bailey			
	2011	2012	2013	2014
Teachers in this school use assessment data to inform their instruction.	98%	98%	94%	98%
Teachers work in professional learning communities to develop and align instructional practices.	93%	98%	98%	95%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	82%	92%	88%	88%
Teachers are encouraged to try new things to improve instruction.	83%	96%	88%	95%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	54%	69%	66%	71%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	59%	61%	65%	70%

## Community Support and Engagement

ALL  
MS  
2016

	Bailey			
	2011	2012	2013	2014
Parents/guardians are influential decision makers in this school.	82%	65%	87%	81%
This school works directly with parents/guardians to improve the educational climate in students' homes.	80%	83%	85%	87%
This school maintains clear, two-way communication with the community.	87%	94%	86%	92%
This school does a good job of encouraging parent/guardian involvement.	91%	88%	95%	
Teachers provide parents/guardians with useful information about student learning.	95%	100%	98%	
Parents/guardians know what is going on in this school.	89%	88%	90%	
Parents/guardians support teachers, contributing to their success with students.	82%	85%	85%	
Community members support teachers, contributing to their success with students.	76%	81%	79%	
The community we serve is supportive of this school.	90%	90%	96%	

An appropriate amount of time is provided for professional development.	76%
Professional development offerings are data driven.	87%
Professional learning opportunities are aligned with the school's improvement plan.	94%
Professional development is differentiated to meet the needs of individual teachers.	64%
Professional development deepens teachers' content knowledge.	74%
Teachers are encouraged to reflect on their own practice.	95%
Follow up is provided from professional development in this school.	64%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	79%
Professional development is evaluated and results are communicated to teachers.	62%
Professional development enhances teachers' abilities to implement instructional strategies that	90%

## Facilities and Resources

	Bailey						ALL MS
	2011	2012	2013	2014	2015	2016	2016
Teachers have sufficient access to appropriate instructional materials.	78%	90%	87%	91%	79%	94%	89%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	77%	90%	90%	82%	82%	76%	74%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	76%	90%	83%	84%	65%	84%	77%
Teachers have sufficient training and support to fully utilize the available instructional technology.	58%	68%	69%	69%	85%	59%	77%
Teachers have sufficient access to a broad range of professional support personnel.	80%	89%	86%	84%	85%	76%	85%
The physical environment of classrooms in this school supports teaching and learning.+	95%	94%	94%	96%	91%	98%	91%
The school environment is clean and well maintained.+	100%	94%	95%	94%	98%	100%	92%
Teachers have adequate space to work productively.	89%	88%	82%	93%	84%	92%	88%
Teachers have time available to collaborate with colleagues.	74%	69%	66%	76%	74%	45%	76%

Note. + Includes responses from teaching and nonteaching staff.

## District Vision

	Bailey	ALL MS
	2016	2016
There are clear goals and structures for teaching and learning in AISD.	86%	90%
There is a clear vision for the use of data to inform education in AISD.	88%	89%
There is a clear vision for academic, social, and emotional learning in AISD.	88%	91%