



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

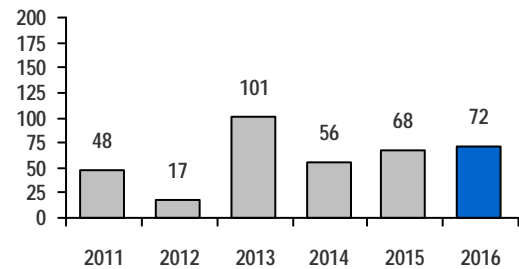
Dobie Middle School

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

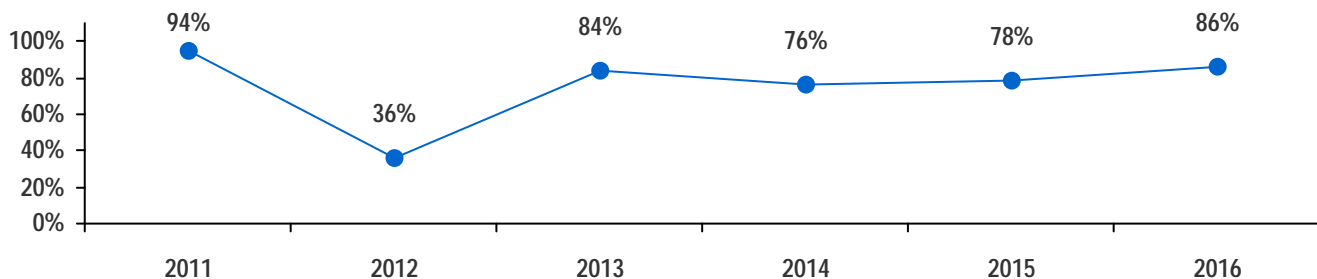
Dobie
Survey Participants



General School Climate

	Dobie					All MS 2016
	2011	2012	2013	2014	2015	
All campus staff are friendly to each other.+	66%	36%	75%	72%	79%	
All campus staff exhibit pride in their affiliation with the school.+	80%	23%	74%	71%	77%	
All campus staff are willing to go out of their way to help.+	72%	23%	79%	72%	79%	
All campus staff accomplish their jobs with enthusiasm.+	69%	21%	70%	70%	65%	
All campus staff are committed to their jobs.+	79%	29%	78%	72%	75%	
The goals of my school are made clear.	89%	54%	77%	85%	73%	
All campus staff interact with one another in a way that models social and emotional competence.	*	*	*	*	*	

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



65%

The school leadership makes a sustained effort to

Dobie

	2012	2013
The use of time in my school	47%	63%
Facilities and resources	64%	76%
Community support and involvement	64%	70%
Managing student conduct	13%	58%
Teacher leadership	53%	72%
School leadership	40%	70%
Professional development	40%	86%
Instructional practices and support	57%	86%
New teacher support	60%	82%
Achievement press	* 45%	80%

Achievement Press

	Dobie						ALL MS
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	95%	79%	85%	87%	82%	88%	
Teachers in this school believe that their students have the ability to achieve academically.	93%	71%	78%	78%	95%	85%	
Parents exert pressure to maintain high standards.	23%	8%	25%	24%	38%	30%	
Academic achievement is recognized and acknowledged by the school.	93%	43%	81%	69%	75%		
Parents press for school improvement.	31%	8%	25%	22%	38%		
Students in this school can achieve the goals that have been set for them.	98%	69%	93%	94%	93%		
Students respect others who get good grades.	58%	21%	52%	42%	61%		
Students seek extra work so they can get get good grades.	44%	14%	41%	30%	37%		
Students try hard to improve on previous work.	57%	14%	46%	42%	55%		
The learning environment is orderly and serious.+	78%	14%	69%	65%	60%		

+Includes responses from teaching and non-teaching staff.

Managing Student Conduct

	Dobie			ALL MS 2016
	2011	2012	2013	
Students at this school understand expectations for their conduct.+		43%	79%	
Students at this school follow rules of conduct.+		7%	53%	
		43%	80%	
		0%	64%	
		0%	74%	
		57%	73%	
		29%	86%	
		31%	77%	

Professional Learning Communities

	Dobie 2016	ALL MS 2016
I participate with a group of my campus colleagues to:		
Analyze student performance data.	78%	86%
Discuss ways to meet objectives for specific students.	90%	91%
Plan lessons and units together.	87%	87%
Develop common student assessments.	81%	85%
Support students' social and emotional competence.	84%	91%

Professional Development

	Dobie						ALL MS 2016
	2011	2012	2013	2014	2015	2016	
Sufficient resources are available for professional development.	73%	36%	84%	87%	72%	91%	85%
An appropriate amount of time is provided for professional development.	68%	57%	83%	77%	72%	82%	82%
Professional development offerings are data driven.	84%	46%	85%	89%	90%	85%	84%
Professional learning opportunities are aligned with the school's improvement plan.	84%	46%	88%	95%	91%	87%	88%
Professional development is differentiated to meet the needs of individual teachers.	43%	0%	58%	67%	77%	66%	63%
Professional development deepens teachers' content knowledge.	62%	21%	74%	71%	87%	77%	68%
Teachers are encouraged to reflect on their own practice.	86%	79%	80%	87%	80%	86%	90%
Follow up is provided from professional development in this school.	62%	36%	71%	71%	72%	70%	74%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	77%	23%	76%	80%	75%	74%	78%
Professional development is evaluated and results are communicated to teachers.	51%	7%	58%	67%	69%	65%	64%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	76%	21%	87%	82%	77%	86%	82%
Professional development enhances teachers' abilities to improve student learning.	81%	36%	87%	87%	79%	88%	85%

Facilities and Resources

	Dobie						ALL MS
	2011	2012	2013	2014	2015	2016	2016
Teachers have sufficient access to appropriate instructional materials.	90%	71%	77%	78%	76%	81%	89%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	75%	88%	71%	54%	61%	53%	74%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	78%	71%	76%	73%	66%	71%	77%
Teachers have sufficient training and support to fully utilize the available instructional technology.	49%	44%	61%	62%	75%	71%	77%
Teachers have sufficient access to a broad range of professional support personnel.	82%	65%	74%	71%	84%	79%	85%
The physical environment of classrooms in this school supports teaching and learning.+	81%	75%	96%	83%	76%	87%	91%
The school environment is clean and well maintained.+	96%	94%	100%	79%	77%	88%	92%
Teachers have adequate space to work productively.	85%	82%	81%	80%	80%	79%	88%
Teachers have time available to collaborate with colleagues.	74%	53%	57%	72%	69%	65%	76%

Note. + Includes responses from teaching and nonteaching staff.

District Vision

	Dobie	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.	82%	89%
There is a clear vision for academic, social, and emotional learning in AISD.	89%	91%