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

Mendez 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
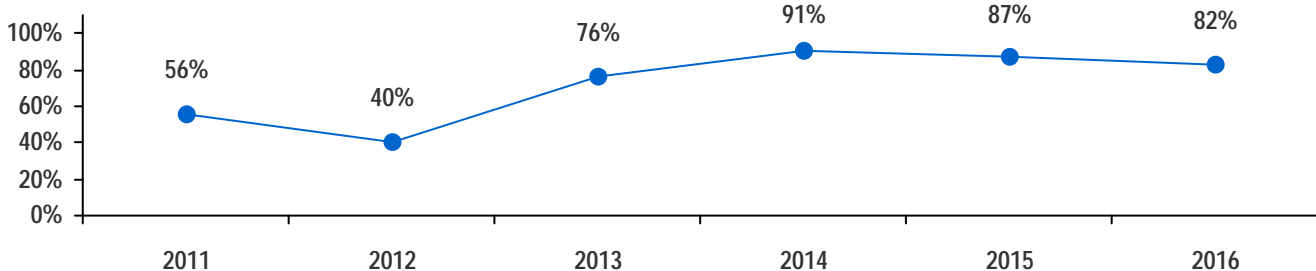
Mendez
Survey Participants

Year	Participants
2011	100
2012	90
2013	103
2014	87
2015	95
2016	87
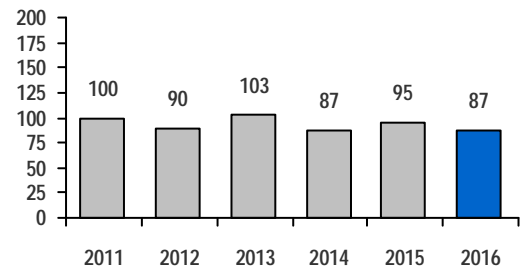
General School Climate

	Mendez						All MS
	2011	2012	2013	2014	2015	2016	2016
All campus staff are friendly to each other.+	70%	61%	85%	95%	91%	86%	86%
All campus staff exhibit pride in their affiliation with the school.+	62%	37%	65%	82%	85%	78%	87%
All campus staff are willing to go out of their way to help.+	65%	54%	62%	82%	77%	80%	84%
All campus staff accomplish their jobs with enthusiasm.+	53%	31%	59%	80%	78%	75%	79%
All campus staff are committed to their jobs.+	66%	45%	68%	82%	86%	81%	85%
The goals of my school are made clear.	92%	59%	88%	94%	95%	90%	86%
All campus staff interact with one another in a way that models social and emotional competence.	*	*	*	*	*	88%	85%

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

Year	Percent
2011	56%
2012	40%
2013	76%
2014	91%
2015	87%
2016	82%

+Includes responses from teaching and nonteaching staff.

	2011	2012	2013	A MS 2016
			73%	
			54%	
			61%	
			94%	
			94%	
			77%	
			73%	
			77%	
			81%	
			64%	
			76%	

The school leadership makes a sustained effort to address teacher concerns about:	Mendez						ALL MS
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	43%	30%	68%	90%	72%	68%	73%
Facilities and resources	82%	57%	89%	94%	87%	76%	84%
Community support and involvement	76%	42%	94%	95%	91%	85%	87%
Managing student conduct	61%	27%	58%	88%	86%	63%	73%
Teacher leadership	69%	52%	81%	91%	95%	87%	85%
School leadership	65%	41%	78%	91%	90%	79%	81%
Professional development	76%	59%	80%	90%	87%	77%	83%
Instructional practices and support	80%	50%	84%	96%	86%	82%	86%
New teacher support	74%	28%	83%	88%	91%	77%	79%
Achievement press	*	46%	82%	97%	92%	86%	89%
General school climate	*	40%	75%	93%	91%	79%	77%

Teacher Leadership

	Mendez						ALL MS
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	42%	36%	62%	93%	80%	67%	79%
Teachers are trusted to make sound professional decisions about instruction.	39%	29%	61%	87%	74%	61%	79%
Teachers are relied upon to make decisions about educational issues.	42%	34%	61%	83%	79%	64%	79%
Teachers are encouraged to participate in school leadership roles.	64%	58%	88%	89%	84%	77%	89%
The faculty has an effective process for making group decisions to solve problems.	49%	30%	67%	82%	83%	67%	73%
In this school we take steps to solve problems.	67%	32%	71%	91%	89%	80%	82%
Teachers are effective leaders in this school.	60%	51%	80%	94%	85%	84%	87%
Teachers have an appropriate level of influence on decision making in this school.	*	22%	60%	81%	76%	59%	70%

*This item was not asked.

Achievement Press

	Mendez			ALL MS
	2011	2012	2013	2016
The school sets high standards for academic performance.	89%			
Teachers in this school be				

2011

Instructional Practice and Support

	Mendez					ALL MS
	2011	2012	2013	2014	2015	2016
Teachers in this school use assessment data to inform their instruction.	97%	88%	95%	98%	95%	
Teachers work in professional learning communities to develop and align instructional practices.	93%	88%	94%	100%	95%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	83%	76%	85%	98%	91%	
Teachers are encouraged to try new things to improve instruction.	77%	64%	76%	94%	91%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	44%	33%	49%	85%	77%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	51%	31%	45%	72%	71%	

Community Support and Engagement

	Mendez					ALL MS
	2011	2012	2013	2014	2015	2016
Parents/guardians are influential decision makers in this school.	19%	10%	22%	39%		
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%	92%		
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%	86%		
Parents/guardians know what is going on in this school.	52%	22%	46%	70%		
Parents/guardians support teachers, contributing to their success with students.	37%	21%	35%	59%		
Community members support teachers, contributing to their success with students.	45%	38%	52%	80%		
The community we serve is supportive of this school.	39%	21%	43%	68%		

An appropriate amount of time is provided for professional development.	69%
Professional development offerings are data driven.	85%
Professional learning opportunities are aligned with the school's improvement plan.	91%
Professional development is differentiated to meet the needs of individual teachers.	59%
Professional development deepens teachers' content knowledge.	72%
Teachers are encouraged to reflect on their own practice.	83%
Follow up is provided from professional development in this school.	66%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	76%
Professional development is evaluated and results are communicated to teachers.	66%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	89%
	89%

Teachers have sufficient access to appropriate instructional materials.

Teachers have sufficient access to instructional technology, including computers, printers, software