

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
WALSH RE-1

Number of respondents (#)
26

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HOW TO READ YOUR REPORT

How to get the most from your report



ABOUT YOUR REPORT

The Teaching and Learning Conditions in Colorado (TLCC) Survey – formerly TELL Colorado survey - is a statewide survey of school-based staff (teachers and building leadership) on their perceptions of the teaching and learning conditions in their schools. Questions were asked about instructional support, professional development, managing student conduct, use of time, leadership, facilities and resources, family and community support, and future plans. Demographic questions were limited to ensure participant anonymity.

The TLCC results give you a powerful tool for understanding teachers and leaders' experience in their classrooms and schools. These results may confirm some of what you already know about classrooms and schools, may surprise you with details that you didn't know, and most likely will open up new questions about areas you want to explore further.

SURVEY DESIGN

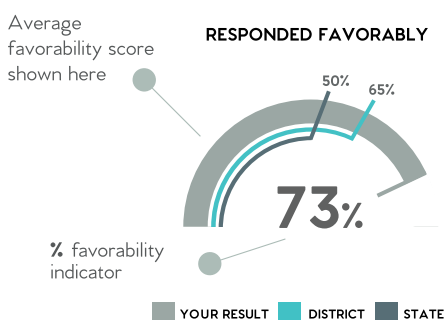
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter Schools, Colorado Rural Alliance and representatives from school districts, universities and researchers. APA Consulting developed the TLCC survey by working closely with the partner organizations, districts and educators in the field. Cambridge Education administered the inaugural launch the survey in January 2018.

SCORING AND REFERENCE DATA

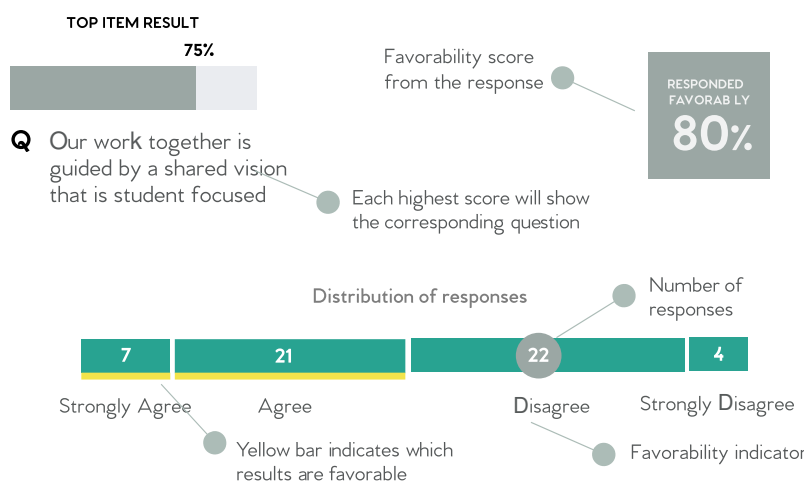
After responding to demographic questions, educators indicated one of four response options for each item on the survey. Scores in this report are percentages based on the proportion of students who replied "Agree" or "Strongly Agree." Responses to "I don't Know" do not affect favorability ratings. You can see a full breakdown of how all educators responded in the "Results" section.

Items on the TLCC have varying levels of meaning by design, so it is not as easy as simply looking at the highest and lowest items to identify strengths and areas of improvement. When examining a school's results, you should think carefully about the priorities of your school(s) and departments, and then identify relative strengths and weaknesses across teachers and schools.

USE OF CHARTS & LEGENDS



To help you identify your score we have colour coded the items



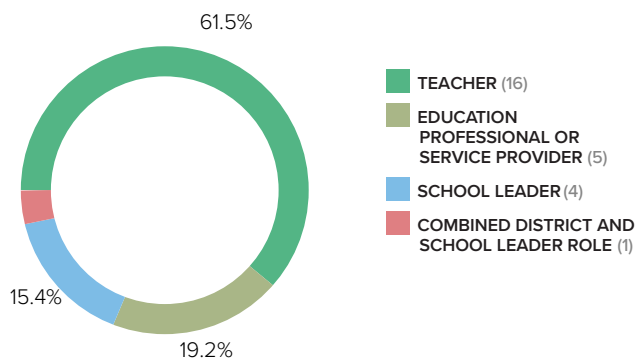
DEMOGRAPHICS

Who took the survey?

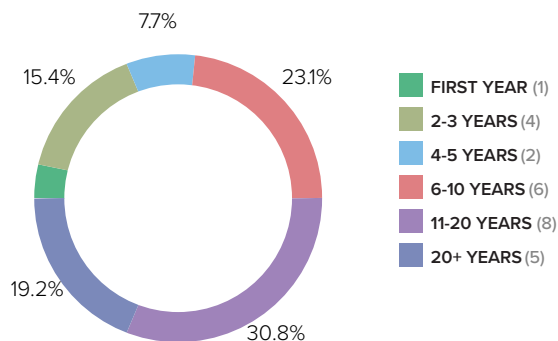
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

26 total respondents

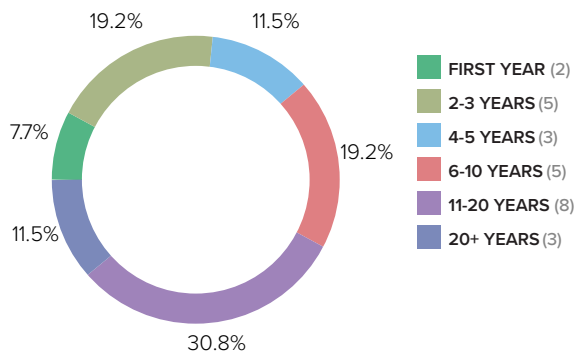
What is your current position at the school?



How many years have you worked in this position?



How many years have you worked at your present school?

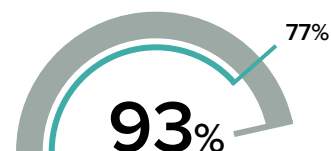


REPORT OVERVIEW

Your results at a glance



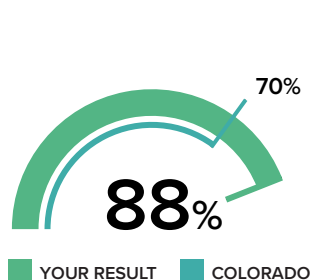
REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ

New Teacher Questions



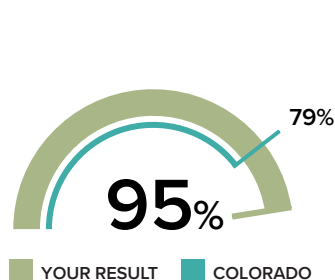
TOP ITEM RESULT

86%

Q To what degree do you feel that you have received adequate support as a new teacher?

SL

School Leadership



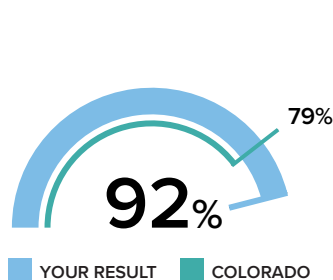
TOP ITEM RESULT

100%

Q The teacher evaluation process provides teachers with actionable feedback for improvement.

TL

Teacher Leadership



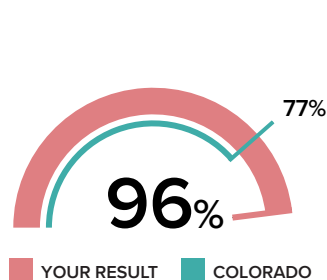
TOP ITEM RESULT

96%

Q Teachers have leadership opportunities in this school.

MC

Managing Student Conduct



TOP ITEM RESULT

100%

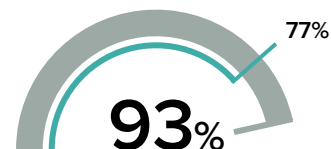
Q This school is a safe place for students to learn.

REPORT OVERVIEW

Your results at a glance



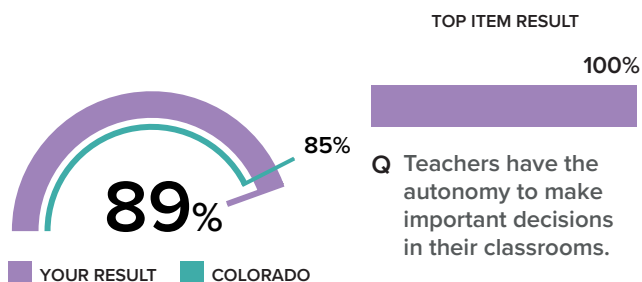
REPORT OVERALL FAVORABILITY



YOUR RESULTS

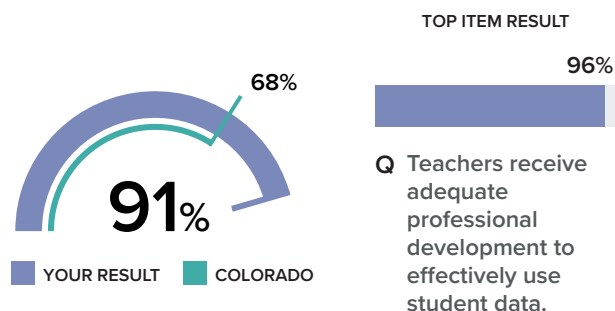
IS

Instructional Practices and Support



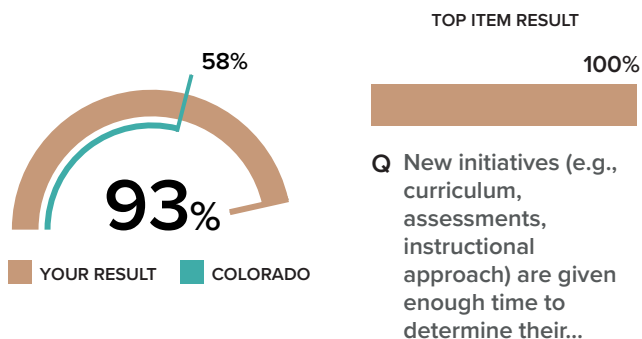
PD

Professional Development



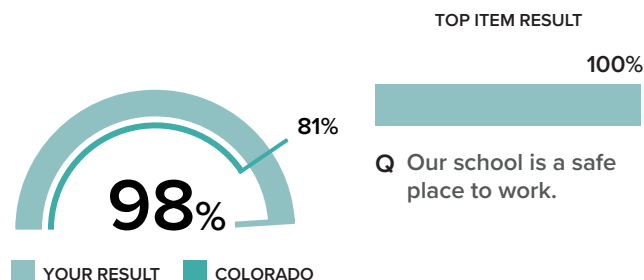
T

Time



FR

Facilities and Resources

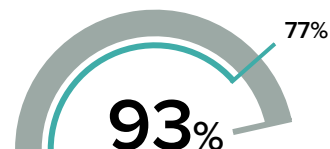


REPORT OVERVIEW

Your results at a glance



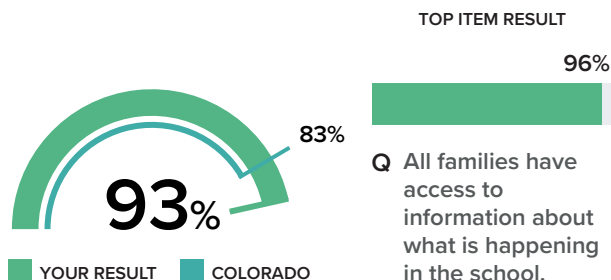
REPORT OVERALL FAVORABILITY



YOUR RESULTS

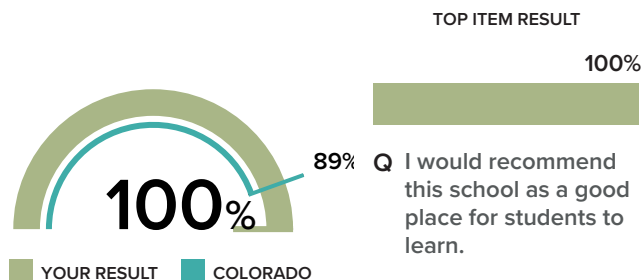
CI

Community Support and Involvement



OR

Overall Reflection



DS

District Supports

This construct did not receive the number of responses needed to appear in the results

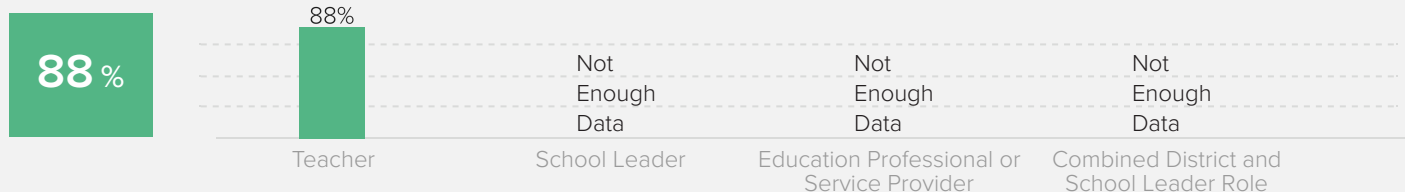
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

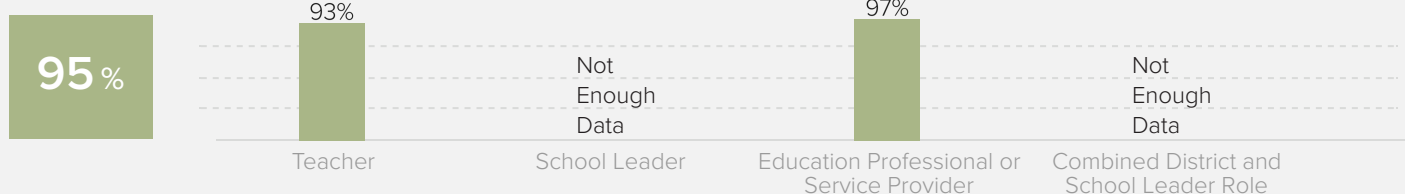
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Current Position**

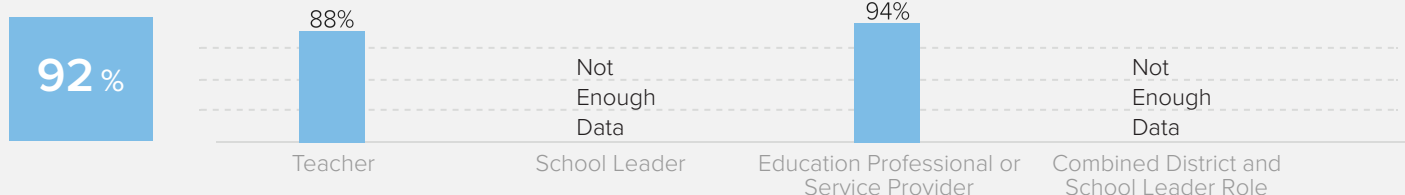
NQ New Teacher Questions



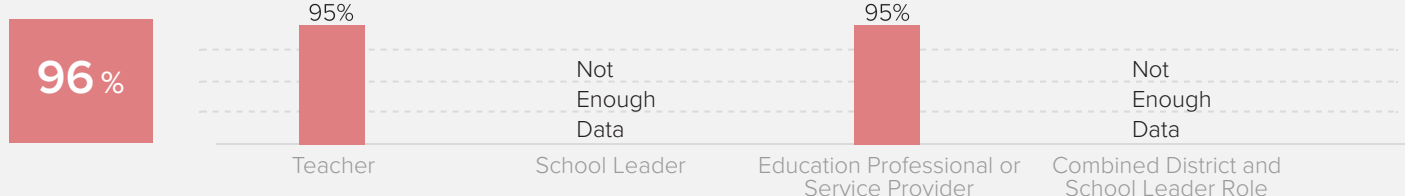
SL School Leadership



TL Teacher Leadership



MC Managing Student Conduct



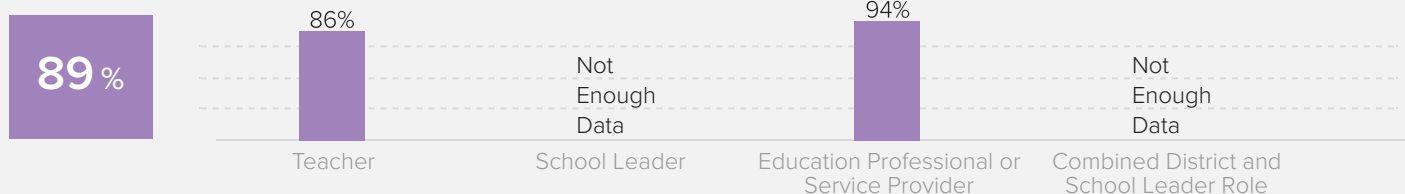
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

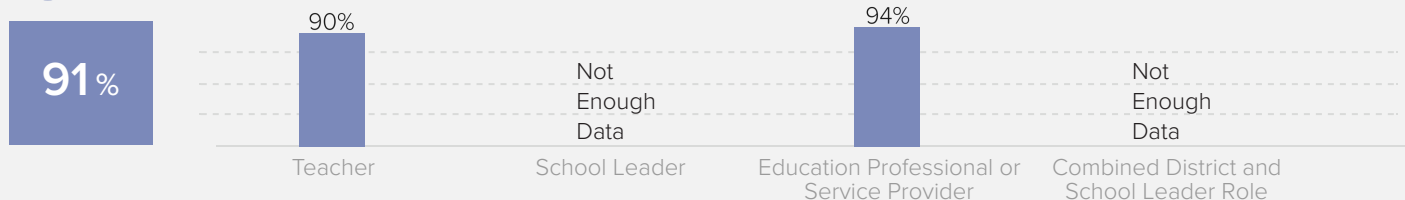
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Current Position**

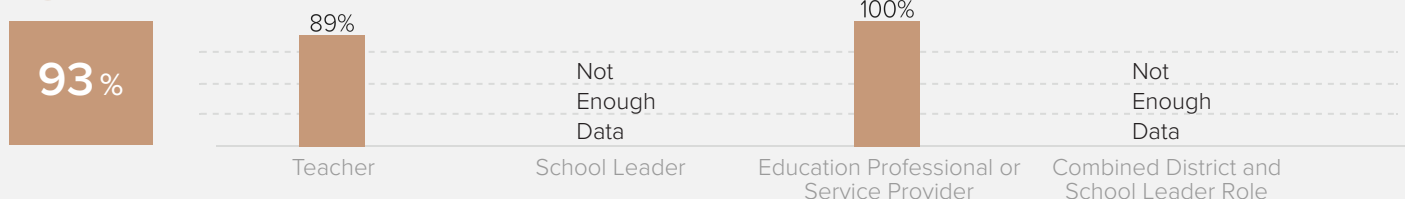
IS Instructional Practices and Support



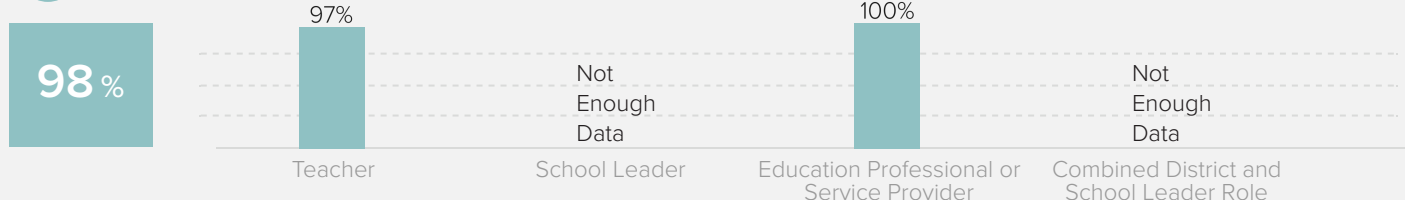
PD Professional Development



T Time



FR Facilities and Resources



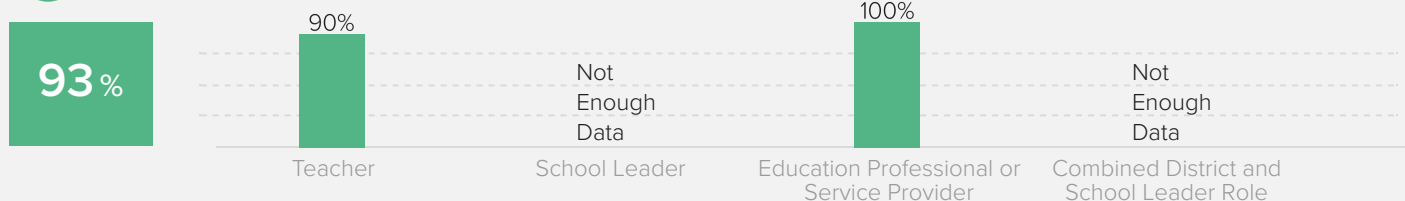
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

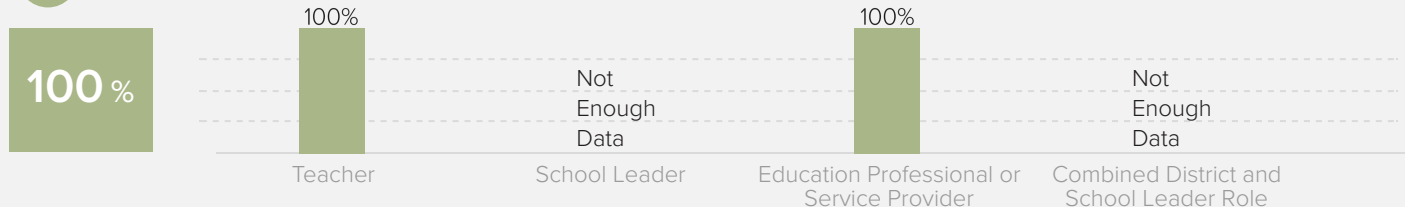
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Current Position**

CI Community Support and Involvement



OR Overall Reflection



DS District Supports



INSIGHTS

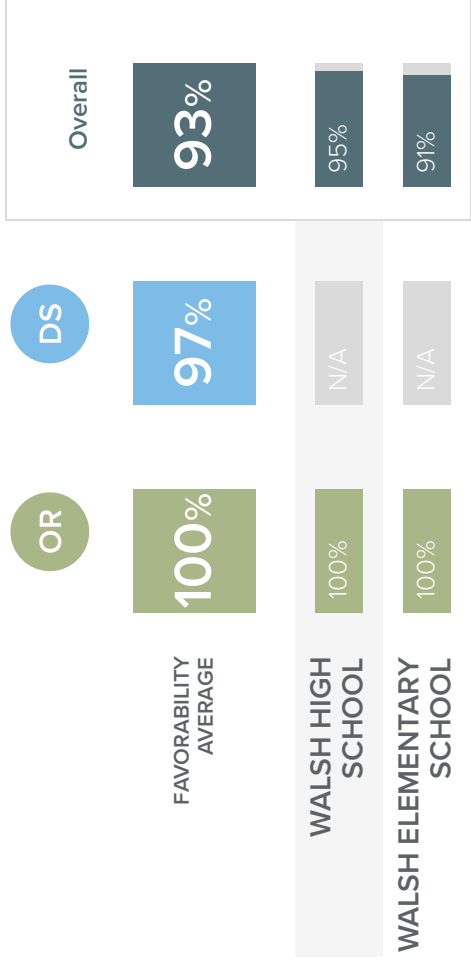
Discover important aspects of your report



HOW INSIGHTS WORK

This page helps you track performance across your district. Each row within the table below shows the construct-level and the overall results for each qualifying participating school. This list is arranged by Overall Results.

	NQ	SL	TL	MC	IS	PD	T	FR	CI	Overall
FAVORABILITY AVERAGE	88%	95%	92%	96%	89%	91%	93%	98%	93%	93%
WALSH HIGH SCHOOL	N/A	94%	96%	96%	90%	94%	96%	100%	96%	95%
WALSH ELEMENTARY SCHOOL	83%	96%	88%	96%	88%	89%	89%	96%	90%	91%



RESULTS

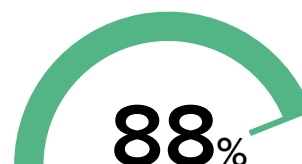
Item level results from your report



NQ New Teacher Questions

Only delivered to new teachers (1-3 years at current school), these questions relate to specific supports for new teachers (e.g., training, mentoring).

OVERALL FAVORABILITY



COMPARE RESULT

Q To what extent do you meet with your mentor teacher during a typical school week?



This item did not receive the number of responses needed to appear in the results

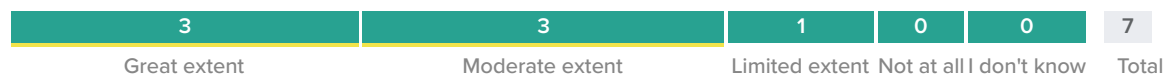
Q To what degree do you feel that you have received adequate support as a new teacher?

86%

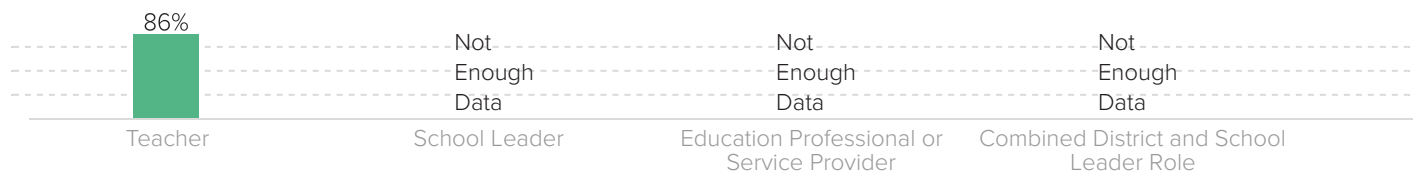
Colorado

71%

Distribution of responses



Results Disaggregated By: **Current Position**



Q Have you received any new teacher supports at this school?

Distribution of responses



More New Teacher Questions results on next page

NQ New Teacher Questions (cont)

COMPARE RESULT

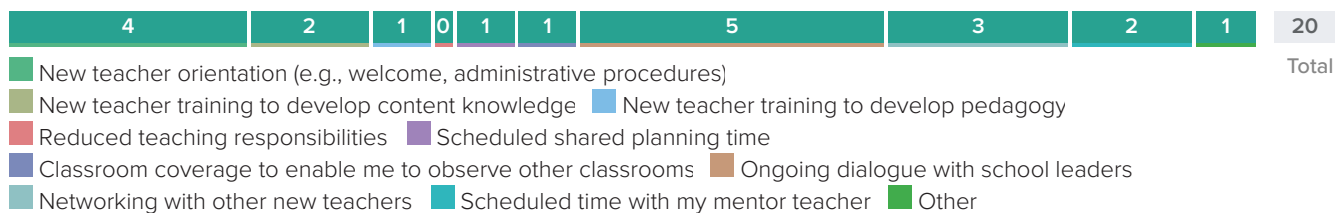
Q Have you been assigned a mentor teacher this school year?

Distribution of responses



Q Which of the following new teacher supports have you received at this school?

Distribution of responses



RESULTS

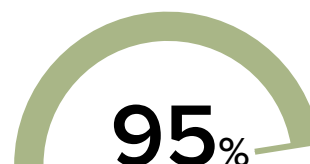
Item level results from your report



SL School Leadership

This area is aimed at the school leadership's role within the school, the vision provided and the culture of the building. These items refer to the team that leads the school; they are not limited to the principal.

OVERALL FAVORABILITY



COMPARE RESULT

82%

Colorado

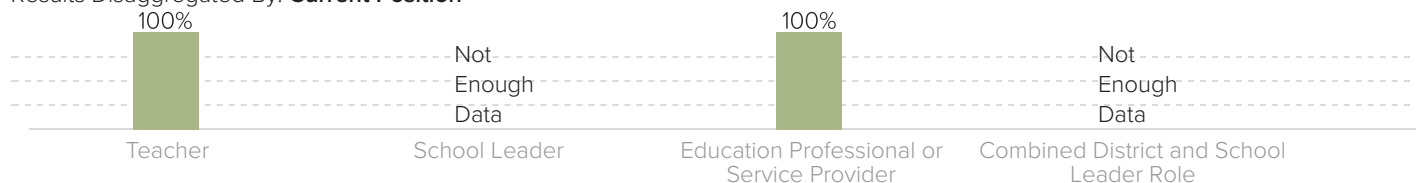
100%

Q This school is led by an effective team.

Distribution of responses



Results Disaggregated By: **Current Position**



Q Our work together is guided by a shared vision that is student focused.

96%

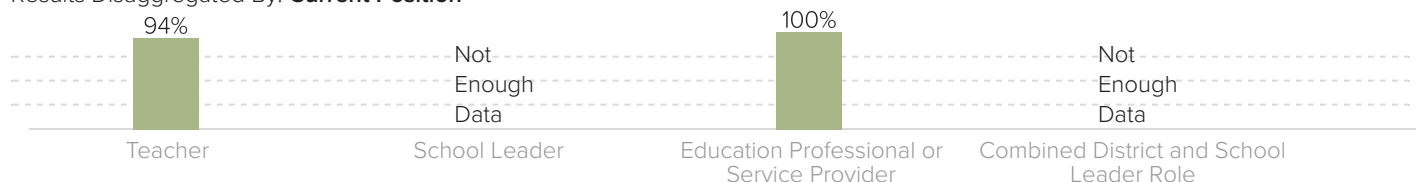
Colorado

86%

Distribution of responses



Results Disaggregated By: **Current Position**



More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT

Q School staff participate in the improvement planning process (e.g., Unified Improvement Plan) in a meaningful way.

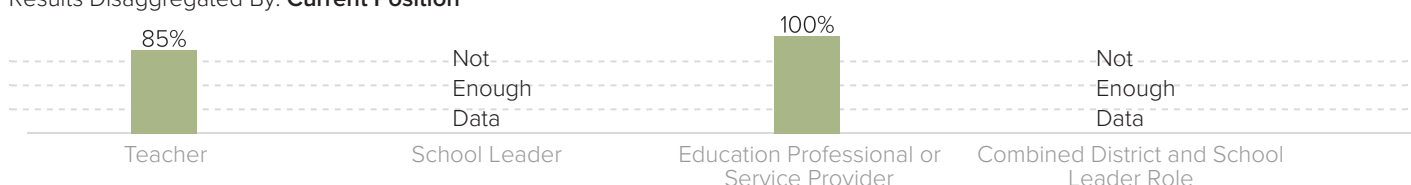
91%



Distribution of responses



Results Disaggregated By: **Current Position**



Q School staff show respect for each other.

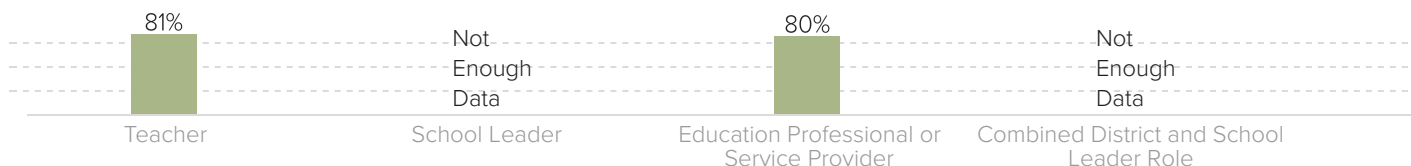
81%



Distribution of responses



Results Disaggregated By: **Current Position**



Q Staff feel comfortable raising important issues with school leaders.

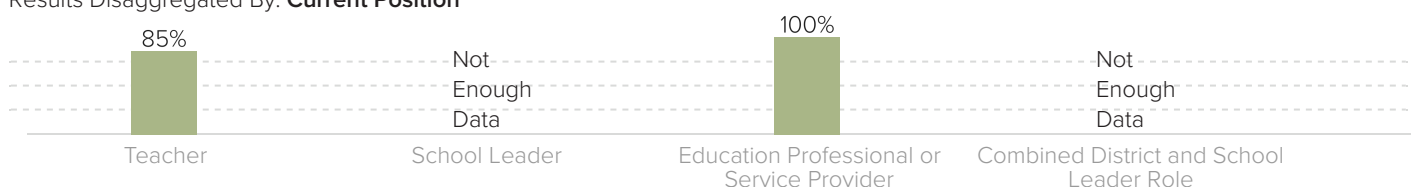
91%



Distribution of responses



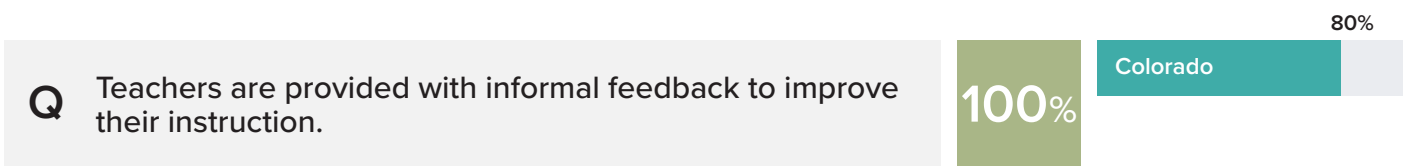
Results Disaggregated By: **Current Position**



More School Leadership results on next page

SL School Leadership (cont)

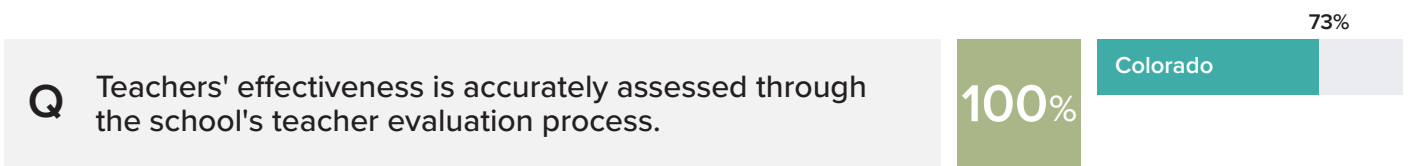
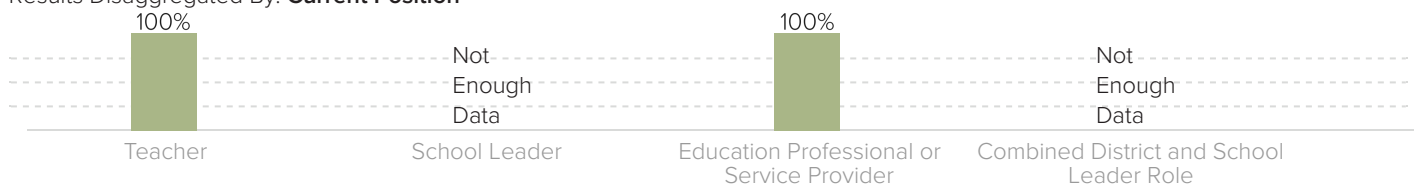
COMPARE RESULT



Distribution of responses



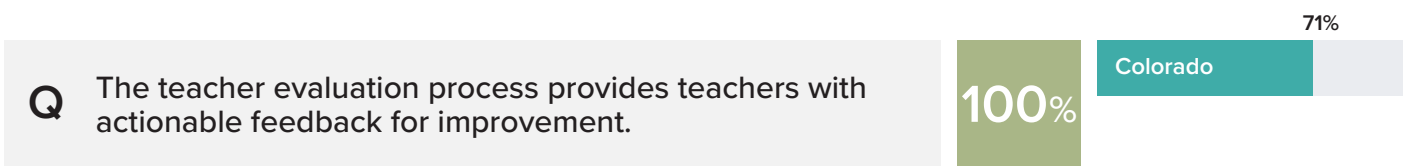
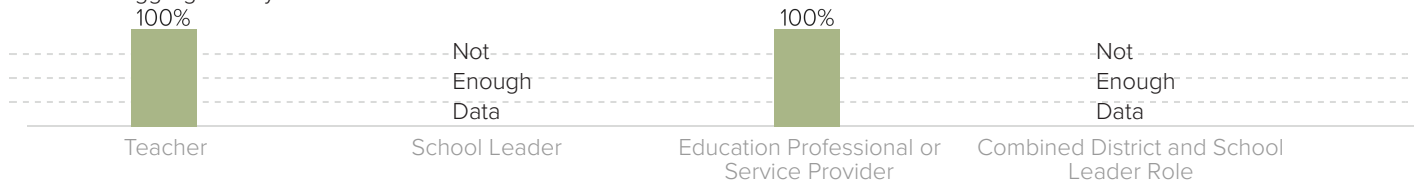
Results Disaggregated By: **Current Position**



Distribution of responses



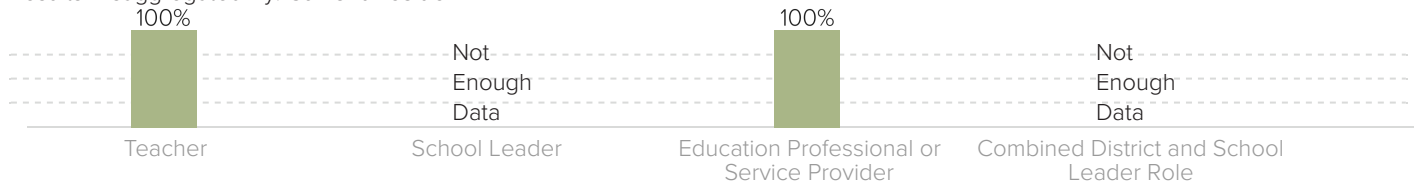
Results Disaggregated By: **Current Position**



Distribution of responses



Results Disaggregated By: **Current Position**



RESULTS

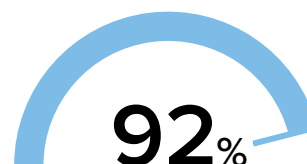
Item level results from your report



TL Teacher Leadership

This area focuses on the role of teachers as leaders within the school and the level of influence that teachers hold.

OVERALL FAVORABILITY



COMPARE RESULT

82%

Colorado

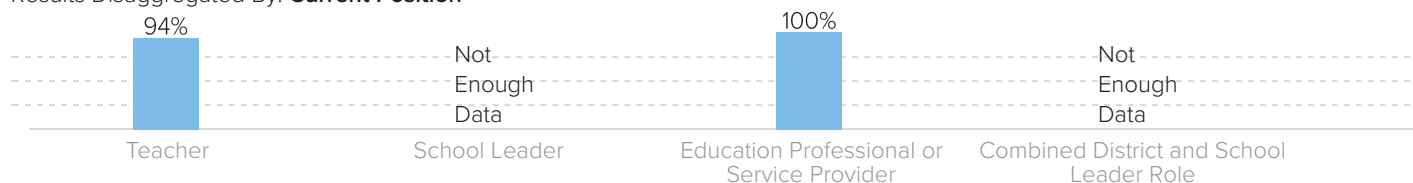
96%

Q Teachers' professional expertise is valued.

Distribution of responses



Results Disaggregated By: **Current Position**



Q There is a process in place for collaborative problem solving in this school.

86%

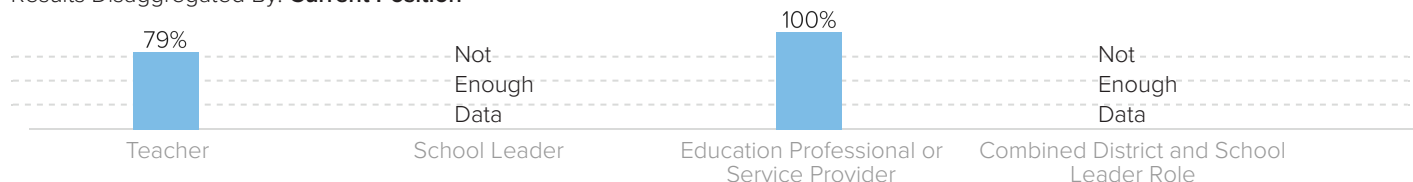
Colorado

78%

Distribution of responses



Results Disaggregated By: **Current Position**



TL More Teacher Leadership results on next page

TL Teacher Leadership (cont)

COMPARE RESULT

Q Teachers have leadership opportunities in this school.

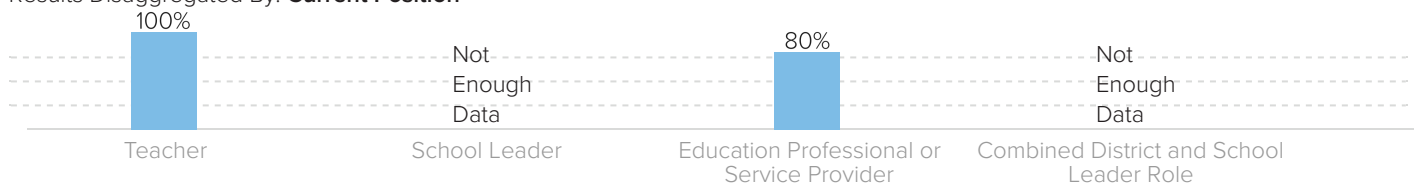
96%



Distribution of responses



Results Disaggregated By: **Current Position**



Q Teachers have an adequate level of influence on important school decisions.

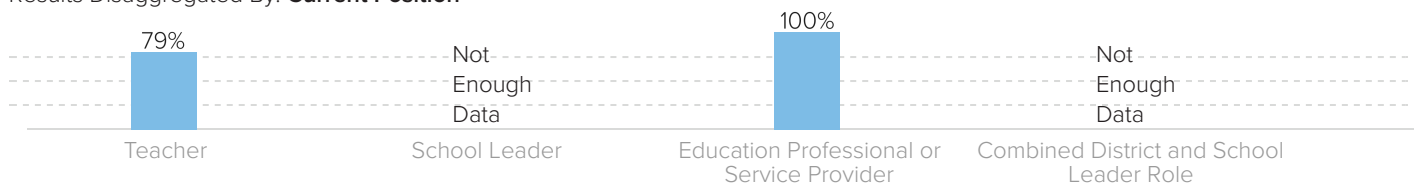
88%



Distribution of responses



Results Disaggregated By: **Current Position**



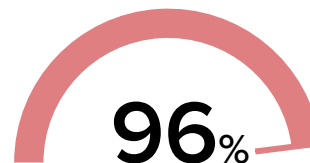
RESULTS

Item level results from your report



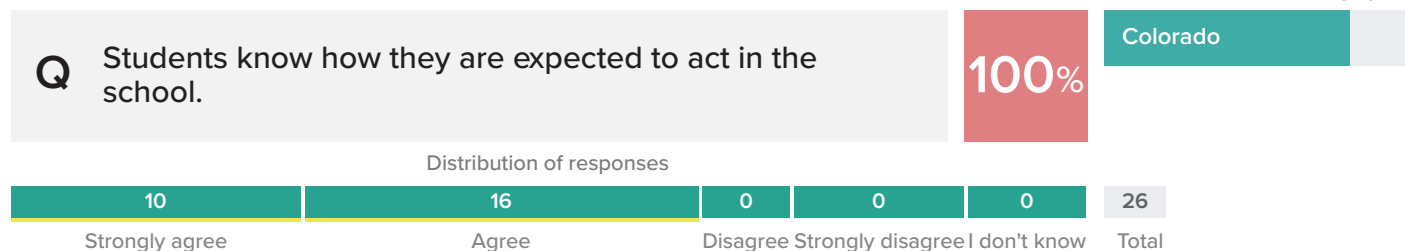
MC Managing Student Conduct

OVERALL FAVORABILITY

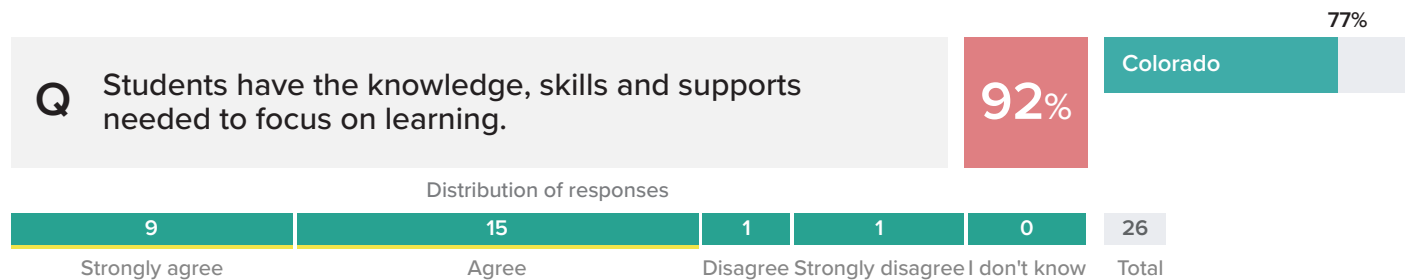
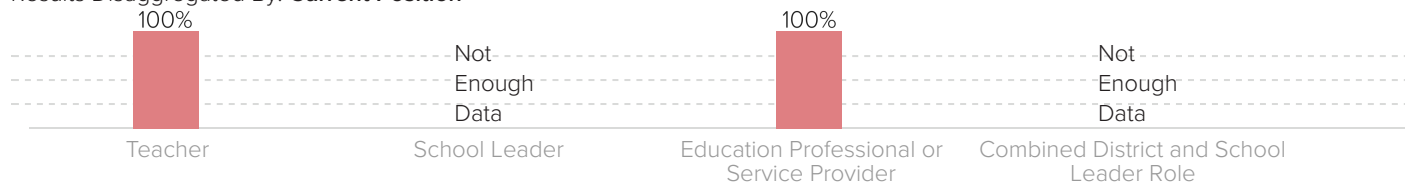


This area centers on school safety and expectations for student behavior.

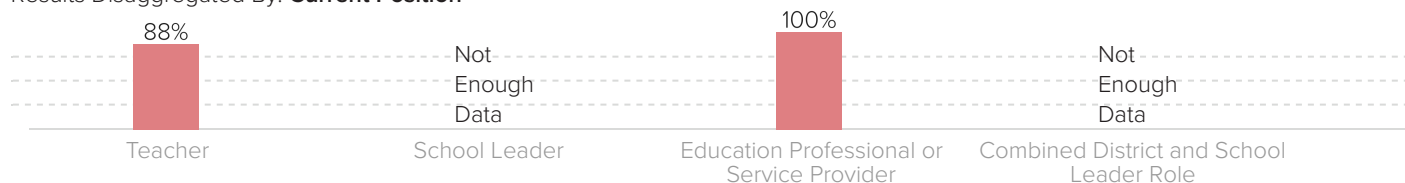
COMPARE RESULT



Results Disaggregated By: **Current Position**



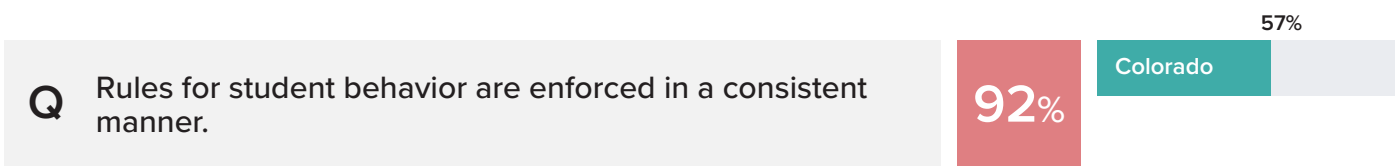
Results Disaggregated By: **Current Position**



MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

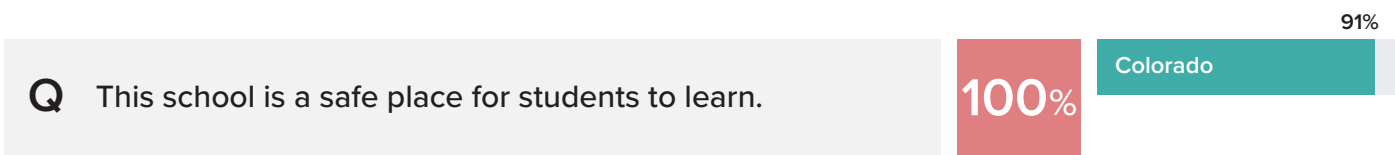
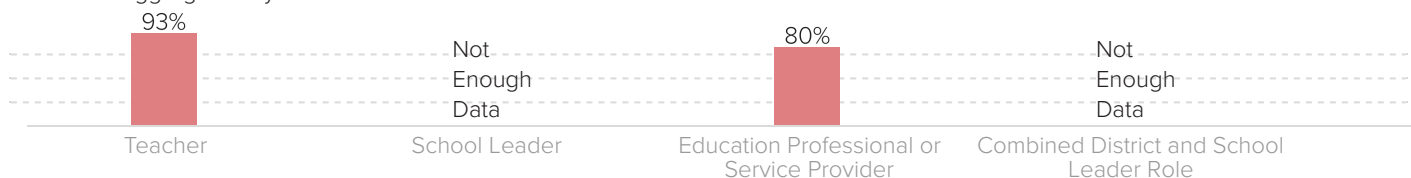
COMPARE RESULT



Distribution of responses



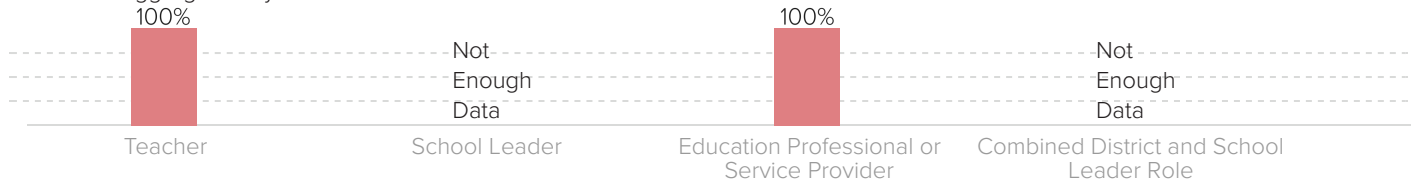
Results Disaggregated By: **Current Position**



Distribution of responses



Results Disaggregated By: **Current Position**



RESULTS

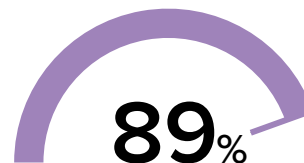
Item level results from your report



IS Instructional Practices and Support

This section is aimed at the instructional approach of the school and the intentional supports for various student groups.

OVERALL FAVORABILITY



COMPARE RESULT

90%

Colorado

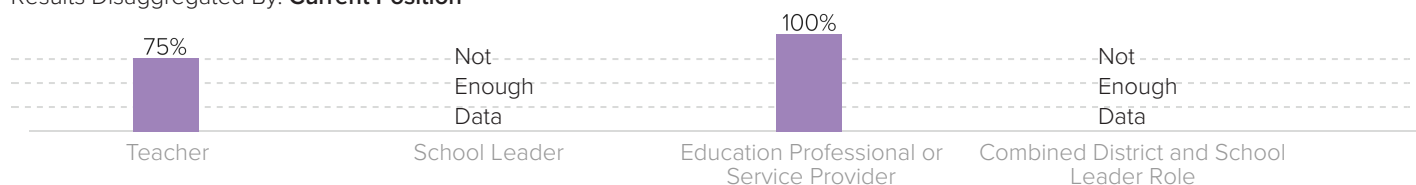
83%

Q Staff in this school consistently seek new and improved ways of providing instruction.

Distribution of responses



Results Disaggregated By: **Current Position**



Q Staff in this school hold themselves accountable for the academic growth of every child.

88%

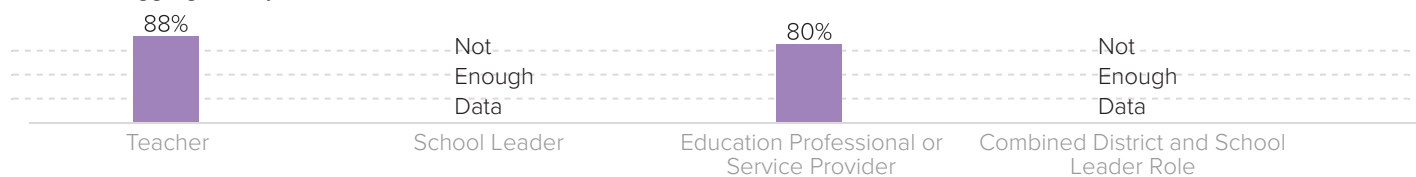
Colorado

88%

Distribution of responses



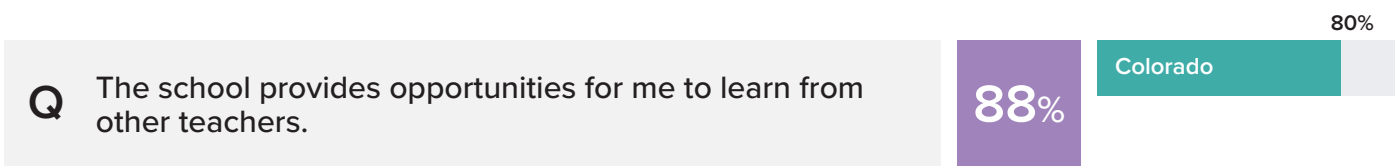
Results Disaggregated By: **Current Position**



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

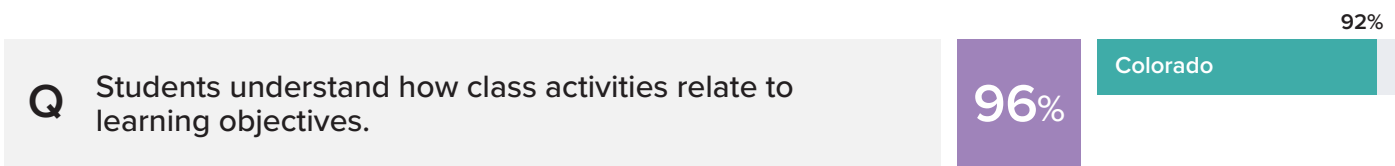
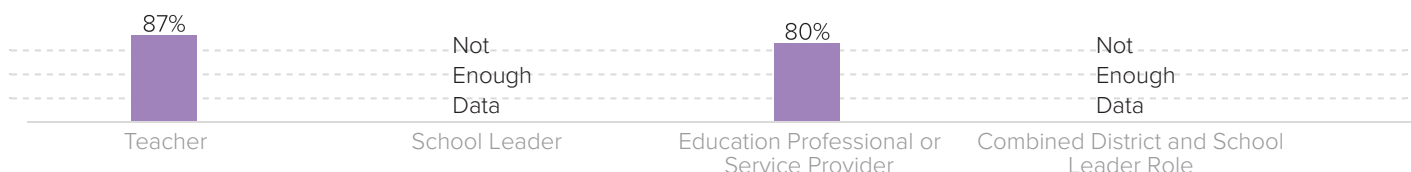
COMPARE RESULT



Distribution of responses



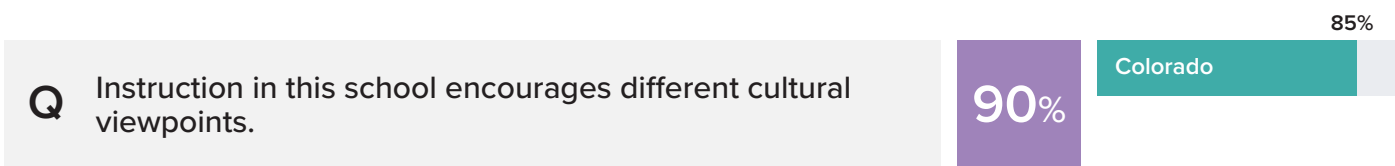
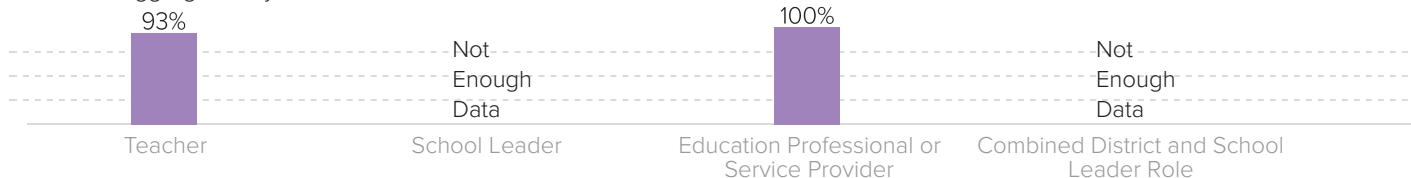
Results Disaggregated By: **Current Position**



Distribution of responses



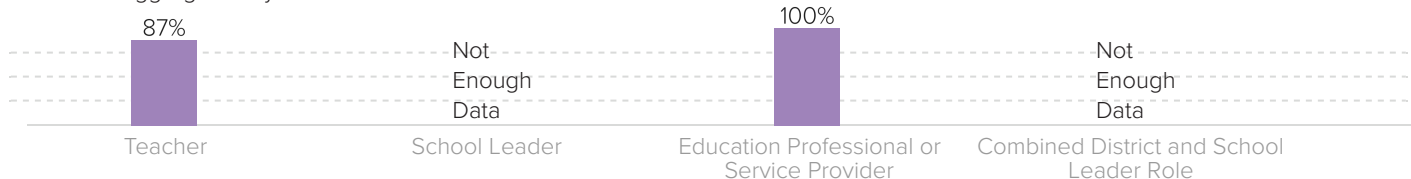
Results Disaggregated By: **Current Position**



Distribution of responses



Results Disaggregated By: **Current Position**



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

COMPARE RESULT

Q The diverse academic needs of our students are met by this school's current curriculum.

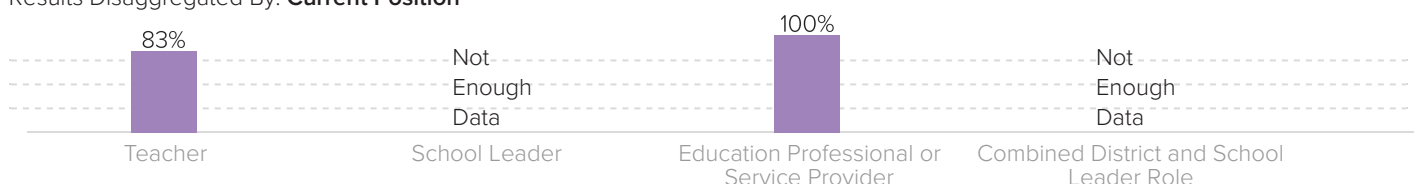
90%



Distribution of responses



Results Disaggregated By: **Current Position**



Q English Learners are adequately supported in this school.

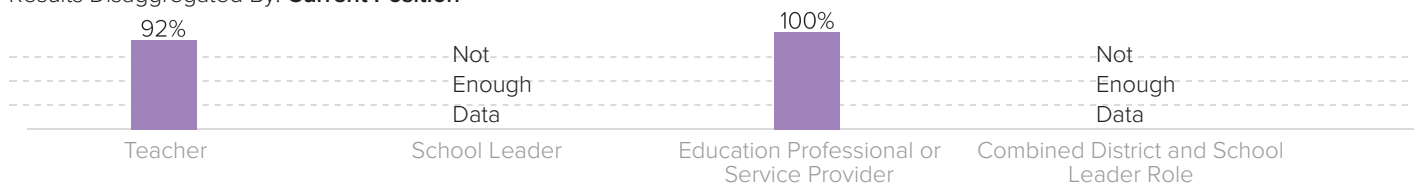
96%



Distribution of responses



Results Disaggregated By: **Current Position**



Q Students with disabilities are adequately supported in this school.

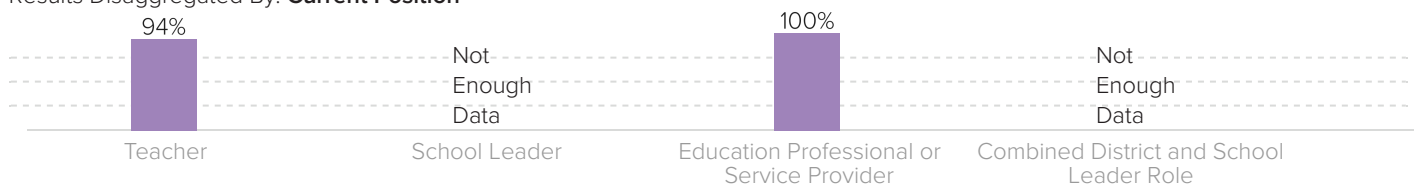
96%



Distribution of responses



Results Disaggregated By: **Current Position**



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

COMPARE RESULT

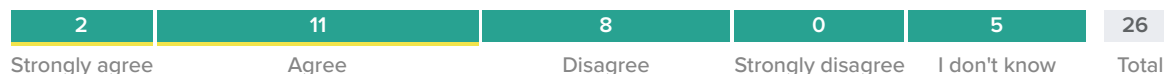
Q Gifted students are adequately supported in this school.

62%

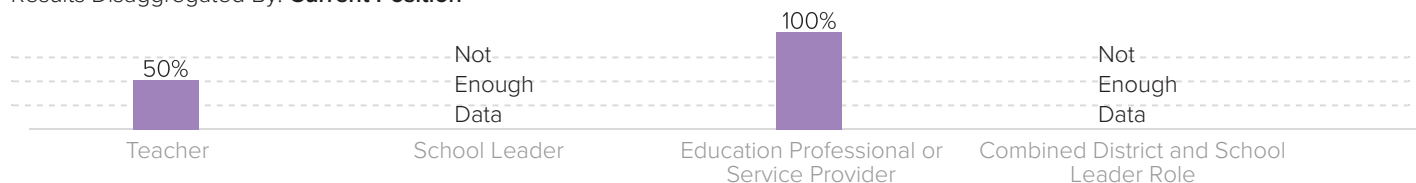
Colorado

75%

Distribution of responses



Results Disaggregated By: **Current Position**



Q Students' social and emotional learning is adequately supported in this school.

85%

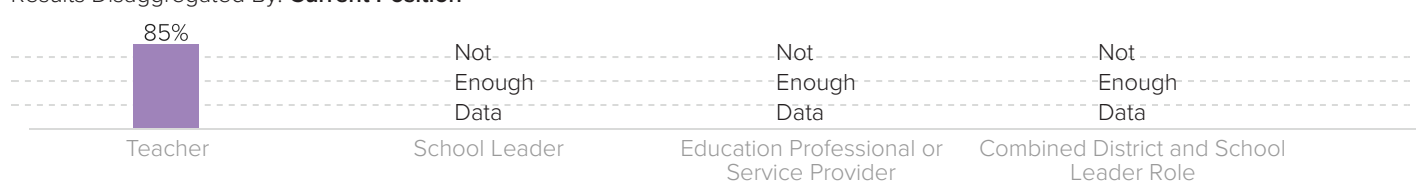
Colorado

76%

Distribution of responses



Results Disaggregated By: **Current Position**



Q Teachers have the autonomy to make important decisions in their classrooms.

100%

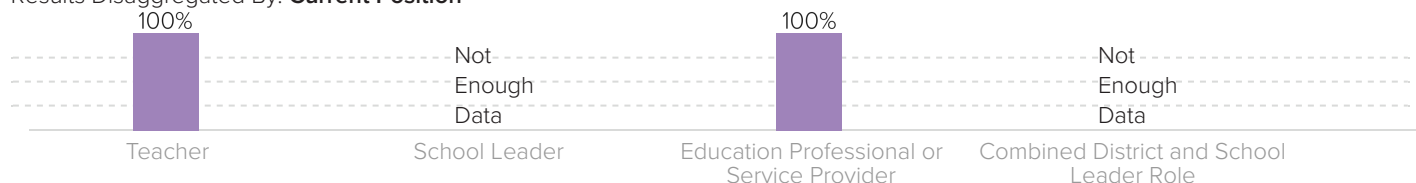
Colorado

91%

Distribution of responses



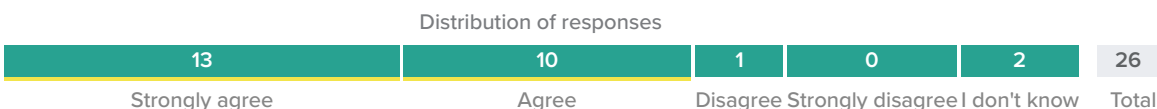
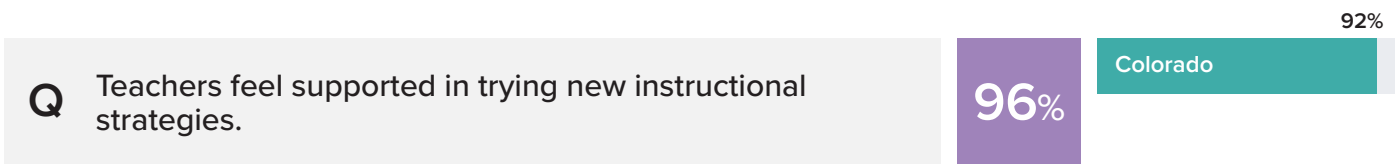
Results Disaggregated By: **Current Position**



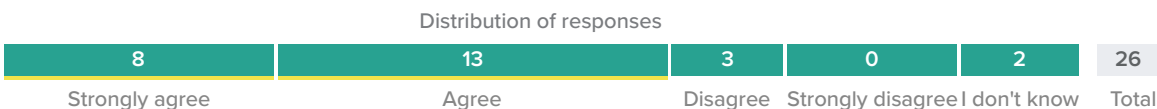
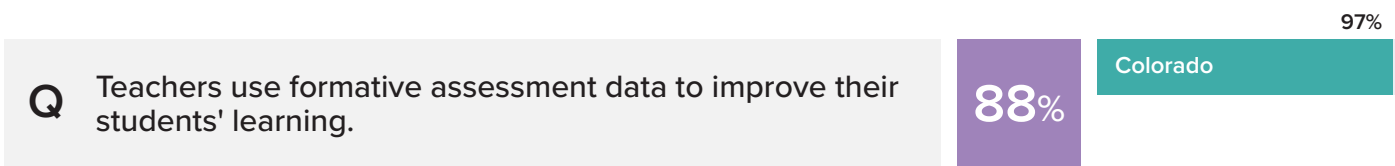
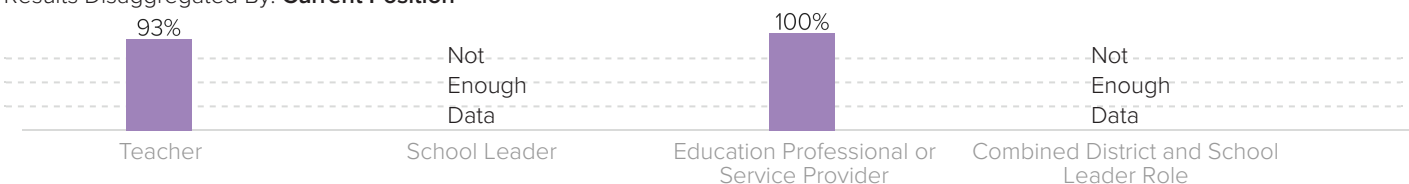
IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

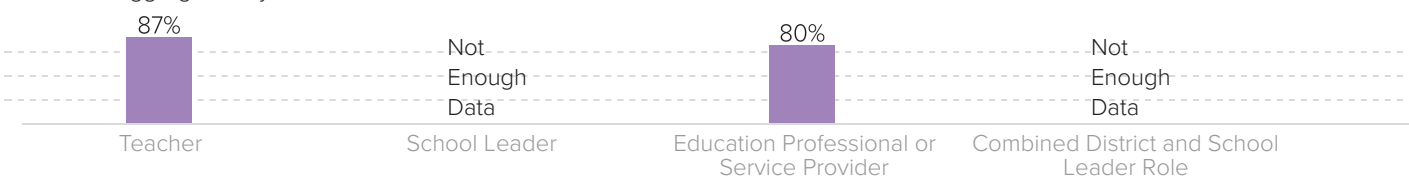
COMPARE RESULT



Results Disaggregated By: **Current Position**



Results Disaggregated By: **Current Position**



RESULTS

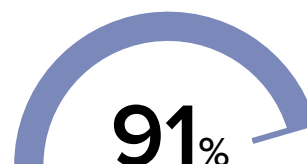
Item level results from your report



PD Professional Development

This section summarizes the school's general approach to professional development, including alignment with other work, adequacy and types of opportunities.

OVERALL FAVORABILITY



COMPARE RESULT

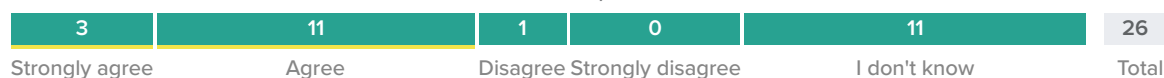
73%

Colorado

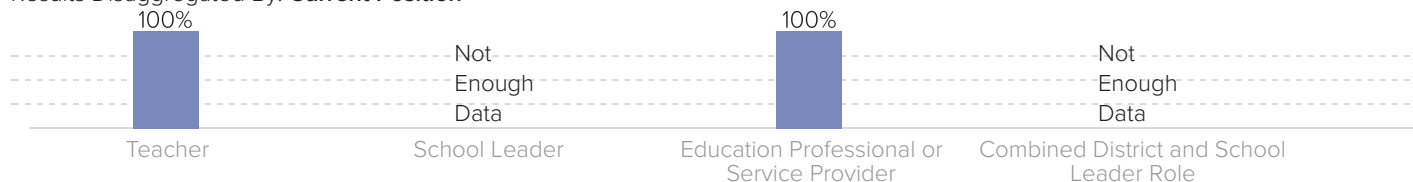
93%

Q The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.

Distribution of responses



Results Disaggregated By: **Current Position**

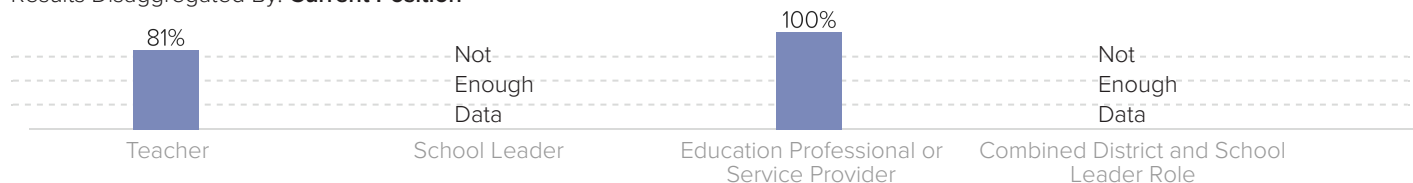


Q Professional learning opportunities are personalized and aligned to teachers' needs and strengths.

Distribution of responses



Results Disaggregated By: **Current Position**



PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

Q The effectiveness of professional development is assessed regularly.

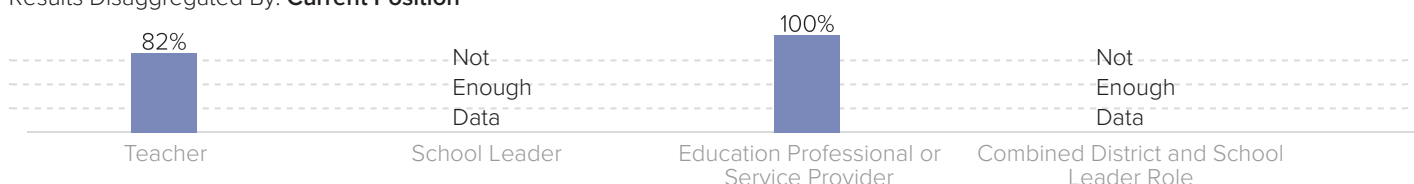
89%

Colorado 58%

Distribution of responses



Results Disaggregated By: **Current Position**



Q Professional learning (e.g., instructional coaching, PLCs, training) has a positive impact on teaching and learning in our classrooms.

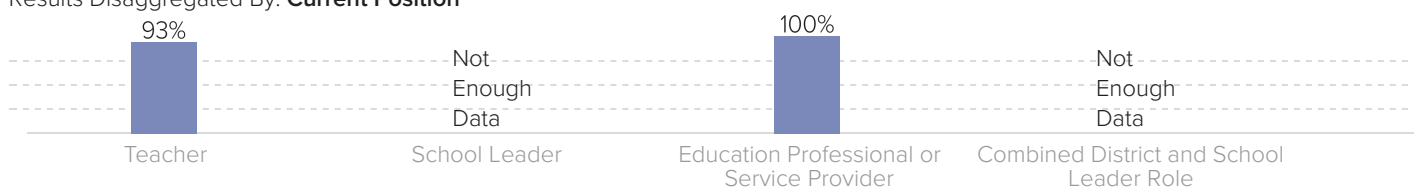
95%

Colorado 77%

Distribution of responses



Results Disaggregated By: **Current Position**



Q All teachers receive ongoing support and coaching to improve their practice.

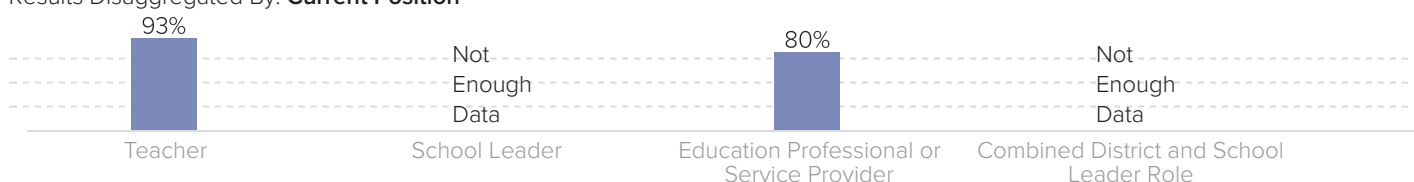
92%

Colorado 70%

Distribution of responses



Results Disaggregated By: **Current Position**



PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

Q Teachers receive adequate professional development to effectively use student data.

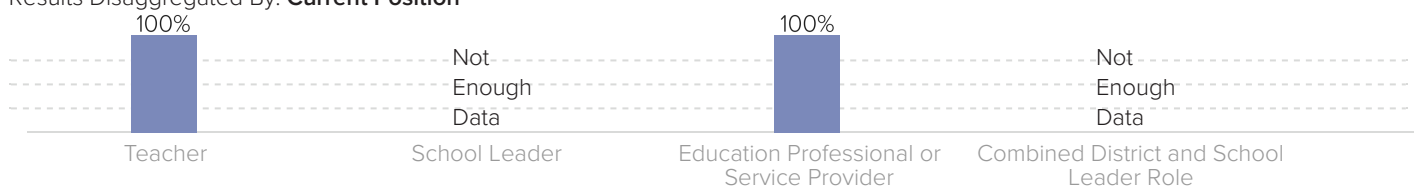
96%

72%
Colorado

Distribution of responses



Results Disaggregated By: **Current Position**



Q Teachers receive adequate professional development to support their students' social and emotional learning.

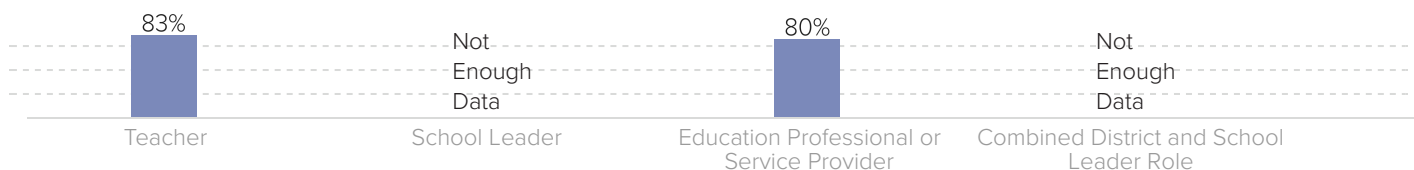
86%

63%
Colorado

Distribution of responses

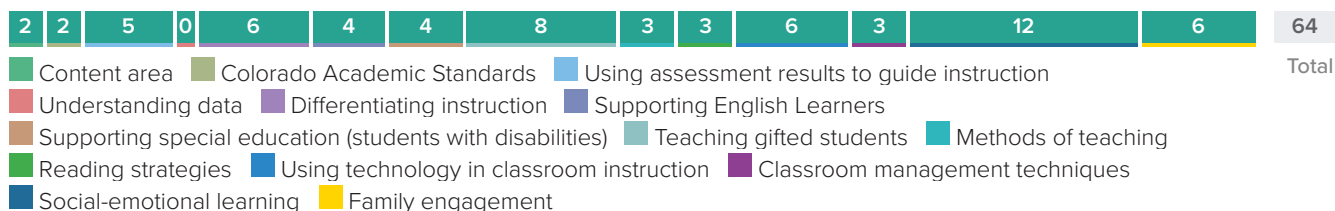


Results Disaggregated By: **Current Position**



Q Which of the following would be most beneficial for teachers in this school to learn more about?

Distribution of responses



RESULTS

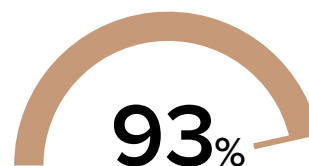
Item level results from your report



T Time

This area focuses on the availability of and use of time.

OVERALL FAVORABILITY



COMPARE RESULT

58%

Colorado

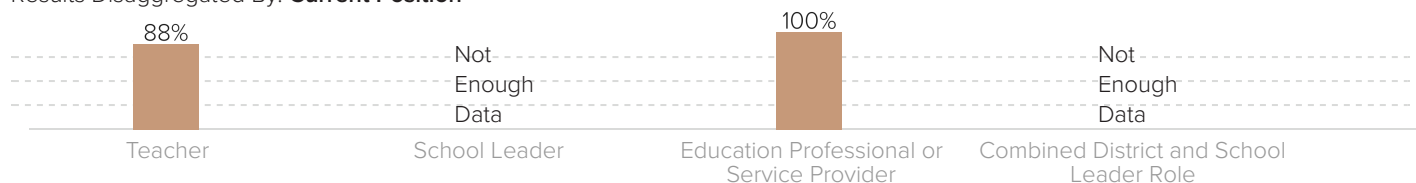
92%

Q Teachers have adequate time to prepare for instruction.

Distribution of responses



Results Disaggregated By: **Current Position**



Q Teachers' time is protected from duties that take time away from teaching.

88%

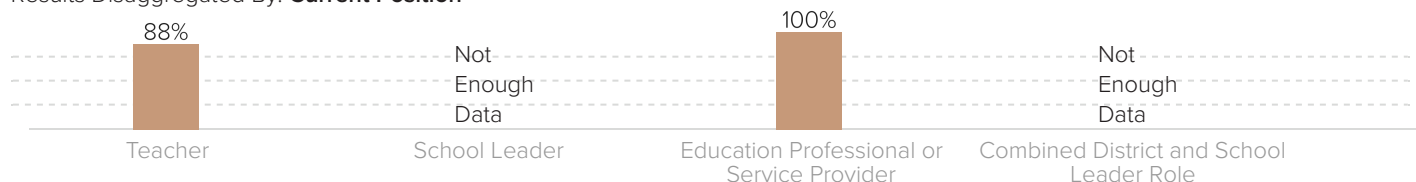
Colorado

64%

Distribution of responses



Results Disaggregated By: **Current Position**



More Time results on next page

T Time (cont)

COMPARE RESULT

Q Teachers have adequate time to analyze and respond to student assessment data.

92%

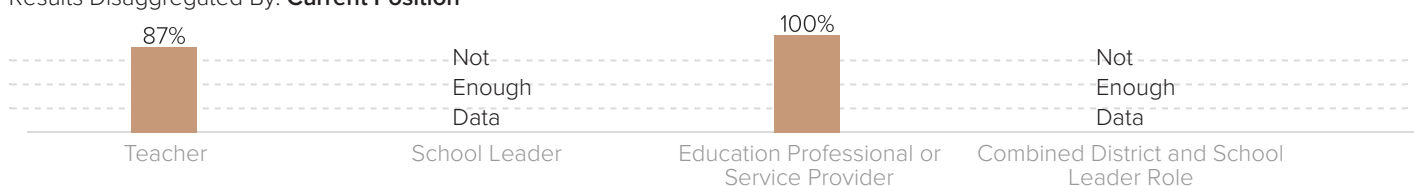
54%

Colorado

Distribution of responses



Results Disaggregated By: **Current Position**



Q Teachers have adequate time to support their students' social and emotional learning.

88%

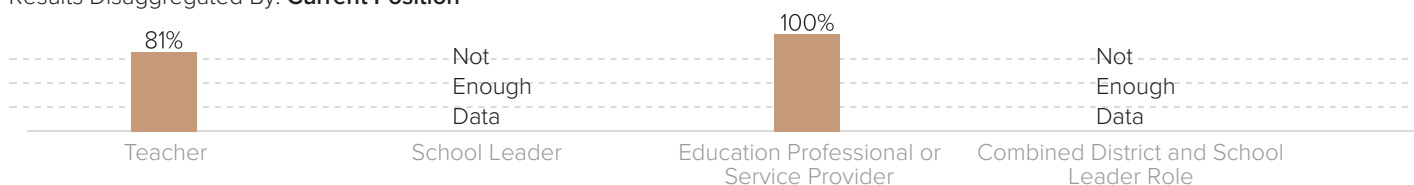
53%

Colorado

Distribution of responses



Results Disaggregated By: **Current Position**



Q Teachers have adequate time to communicate with their students' families.

96%

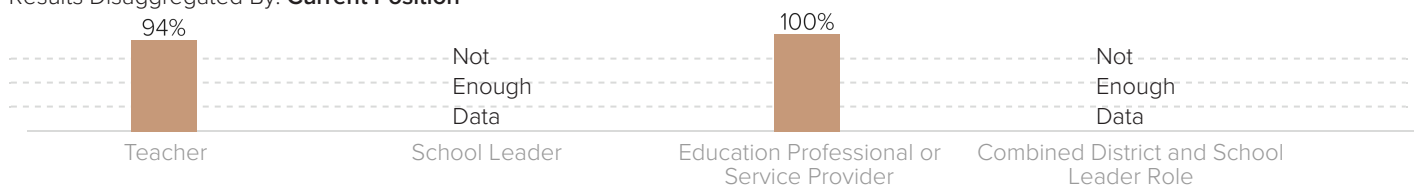
65%

Colorado

Distribution of responses



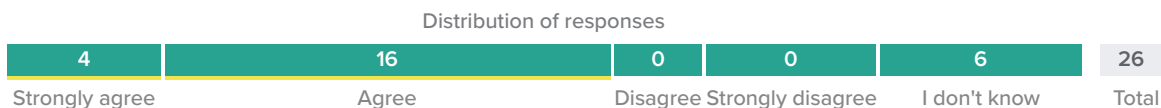
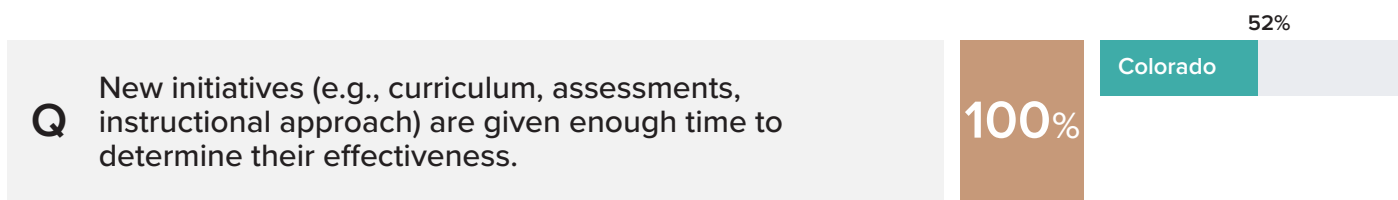
Results Disaggregated By: **Current Position**



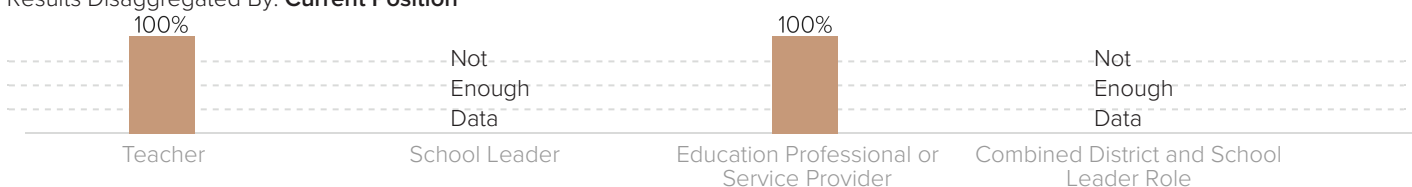
More Time results on next page

T Time (cont)

COMPARE RESULT



Results Disaggregated By: **Current Position**



RESULTS

Item level results from your report



FR Facilities and Resources

This section focuses on student class size, instructional resources, and safety.

OVERALL FAVORABILITY



COMPARE RESULT

73%

Colorado

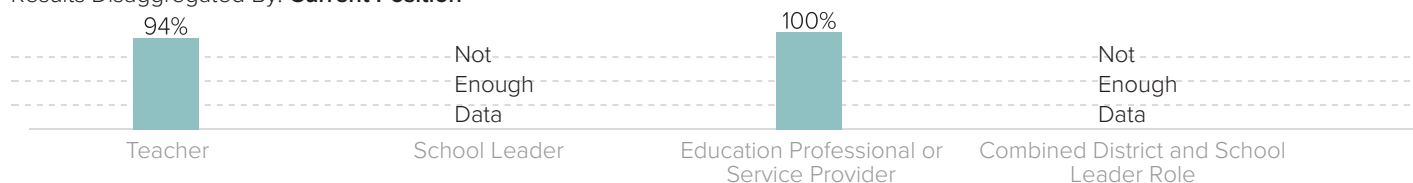
96%

Q Class size(s) are reasonable.

Distribution of responses



Results Disaggregated By: **Current Position**



Q Instructional resources are adequate to support student learning.

96%

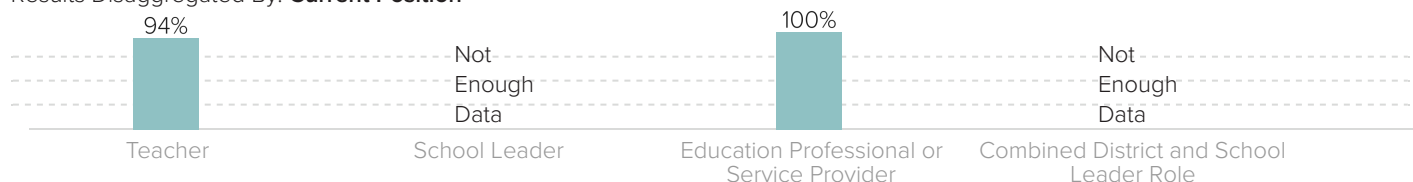
Colorado

73%

Distribution of responses



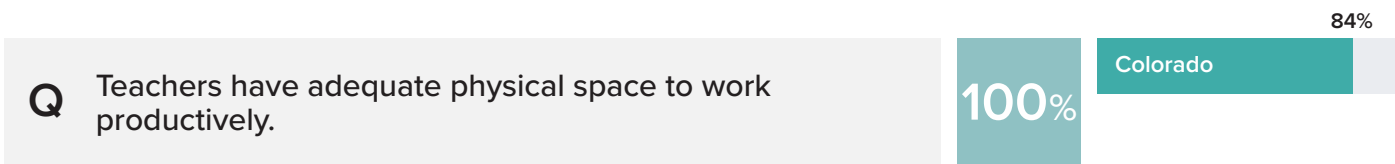
Results Disaggregated By: **Current Position**



More Facilities and Resources results on next page

FR Facilities and Resources (cont)

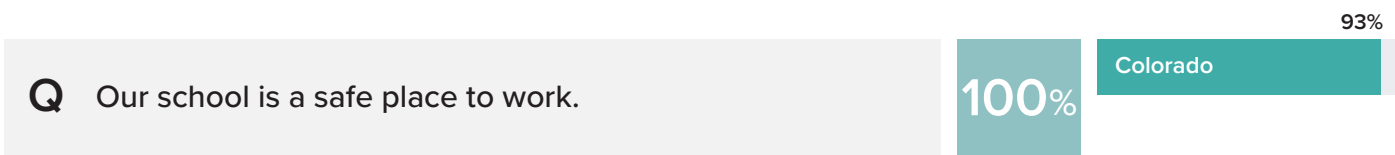
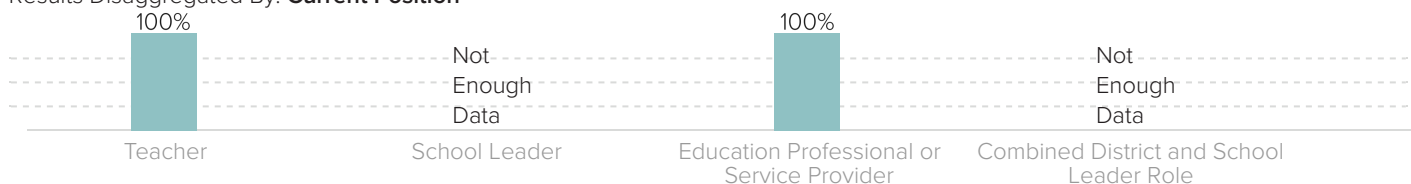
COMPARE RESULT



Distribution of responses



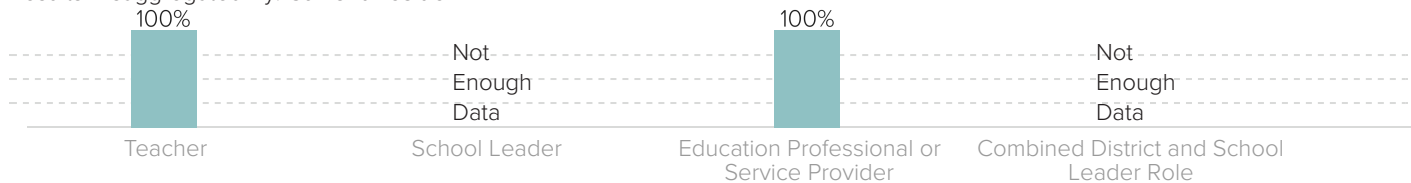
Results Disaggregated By: **Current Position**



Distribution of responses



Results Disaggregated By: **Current Position**



RESULTS

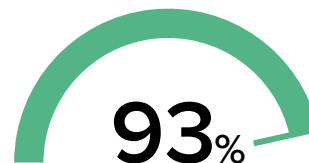
Item level results from your report



CI Community Support and Involvement

This section summarizes the school's approach to family and community support and engagement.

OVERALL FAVORABILITY



COMPARE RESULT

86%

Colorado

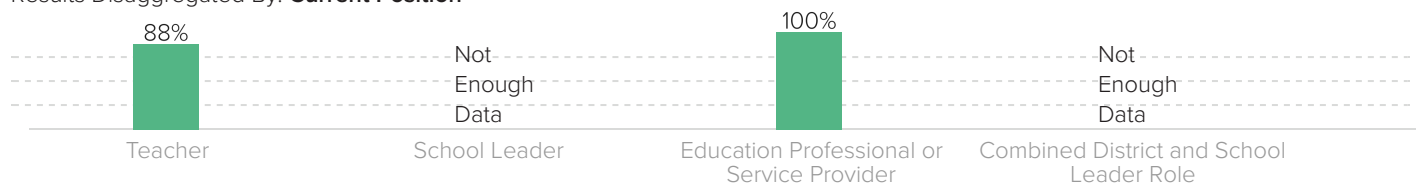
92%

Q The community is supportive of the school.

Distribution of responses



Results Disaggregated By: **Current Position**



Q The school's efforts to engage families are effective.

92%

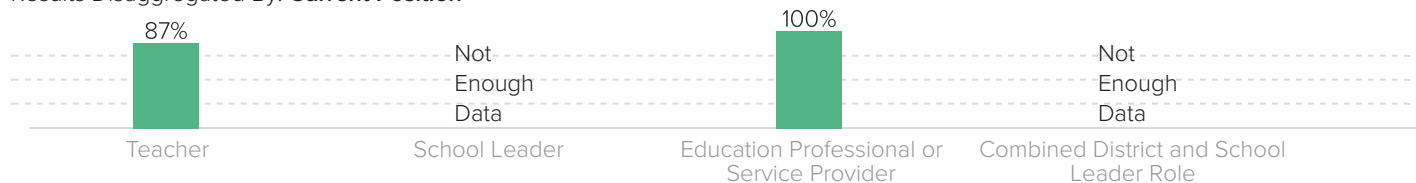
Colorado

78%

Distribution of responses



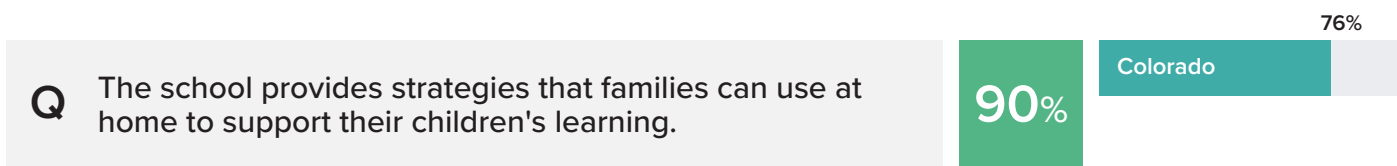
Results Disaggregated By: **Current Position**



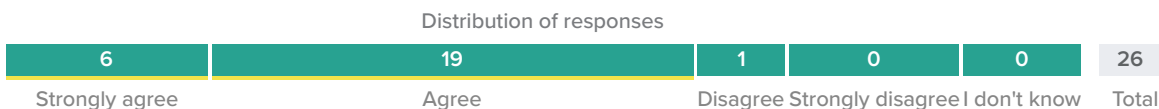
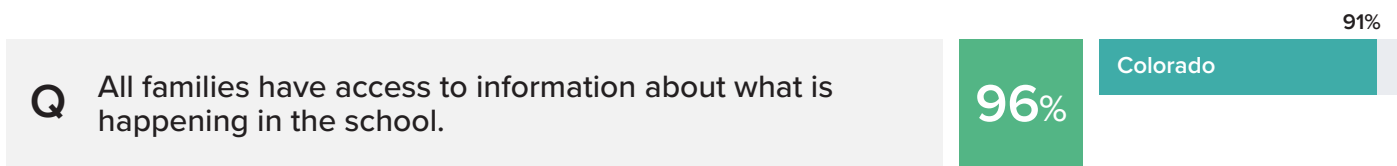
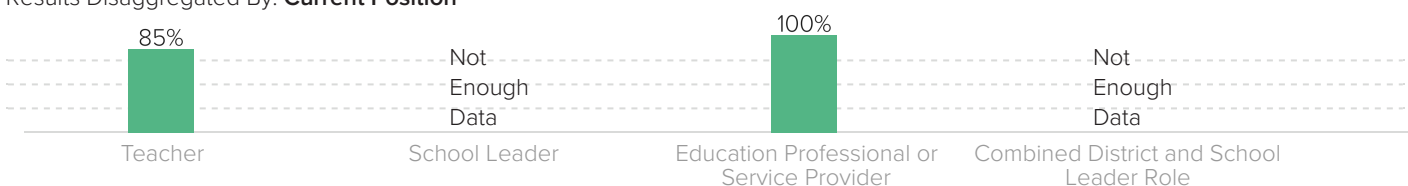
More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

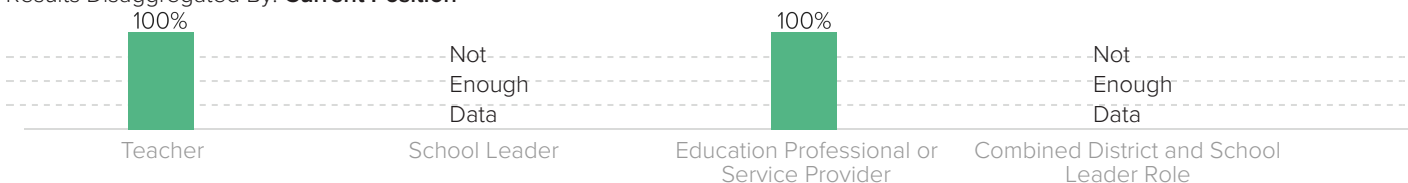
COMPARE RESULT



Results Disaggregated By: **Current Position**



Results Disaggregated By: **Current Position**



RESULTS

Item level results from your report



OR Overall Reflection

This area gauges staff's overall impressions of the school, as well as future employment plans.

OVERALL FAVORABILITY



COMPARE RESULT

87%

Colorado

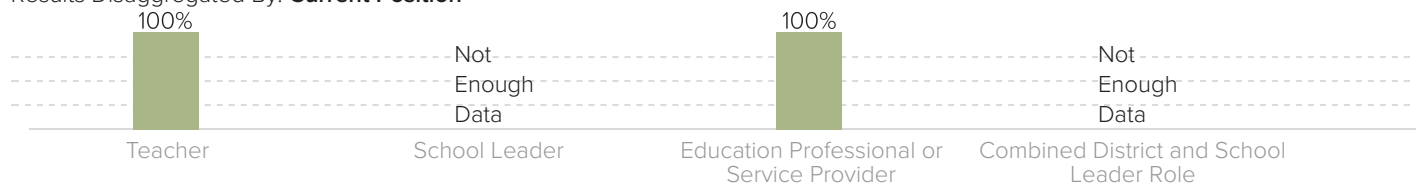
100%

Q I would recommend this school as a good place to work.

Distribution of responses



Results Disaggregated By: **Current Position**



Q I would recommend this school as a good place for students to learn.

100%

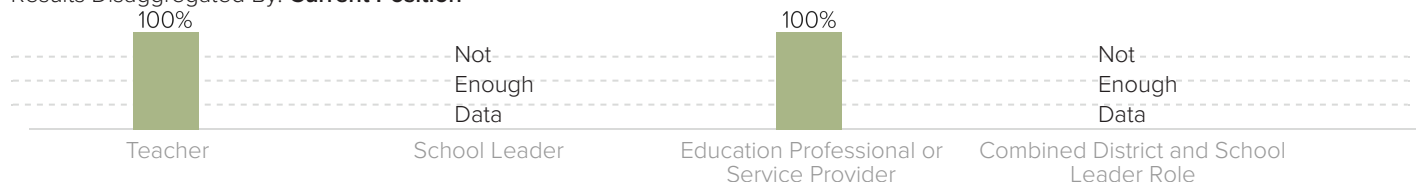
Colorado

91%

Distribution of responses



Results Disaggregated By: **Current Position**



OR More Overall Reflection results on next page

OR Overall Reflection (cont)

COMPARE RESULT

Q Are you hoping to continue your position in the same school next school year?

Distribution of responses



Q Location of future position:

⚠ This item did not receive the number of responses needed to appear in the results

Q Type of future position:

⚠ This item did not receive the number of responses needed to appear in the results

Q Which of the following most affects your decision about whether to continue working at this school?

Distribution of responses



RESULTS

Item level results from your report



DS District Supports

Unique to building leaders (excluding charter leaders), these questions ask about their impressions of district support for the school.

COMPARE RESULT

Q There is an atmosphere of trust and mutual respect between district and school administrators.



This item did not receive the number of responses needed to appear in the results

Q The district provides principals with support when they need it.



This item did not receive the number of responses needed to appear in the results

Q The district clearly describes expectations for schools.



This item did not receive the number of responses needed to appear in the results

Q The district provides constructive feedback to school leadership to improve performance.



This item did not receive the number of responses needed to appear in the results

DS More District Supports results on next page

DS District Supports (cont)

COMPARE RESULT

Q School leaderships' effectiveness is accurately assessed through the district's evaluation process.



This item did not receive the number of responses needed to appear in the results

Q The district makes principal professional development a priority.



This item did not receive the number of responses needed to appear in the results

Q My school receives instructional resources on par with other schools in the district.



This item did not receive the number of responses needed to appear in the results

Q The district involves principals in decisions that directly impact the operations of their school.



This item did not receive the number of responses needed to appear in the results

Q District leadership takes steps to solve problems.



This item did not receive the number of responses needed to appear in the results

Q In which of the following areas (if any) do you need additional support to lead your school effectively?



This item did not receive the number of responses needed to appear in the results