

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
AGUILAR REORGANIZED
6

Number of respondents (#)
13

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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

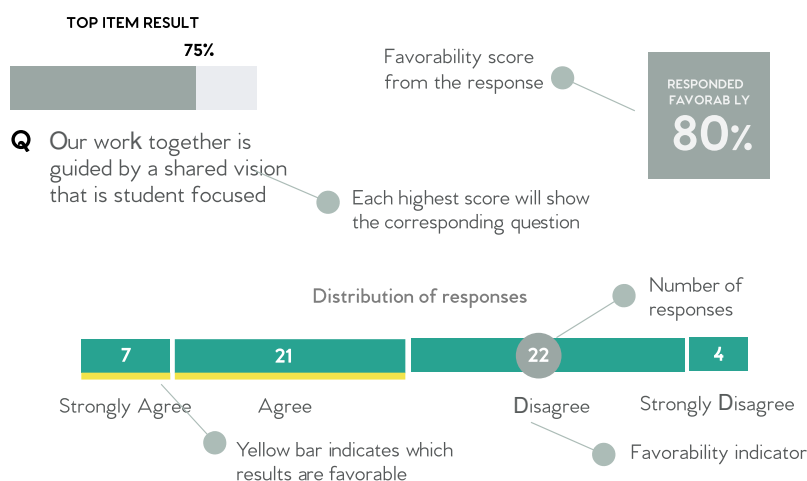
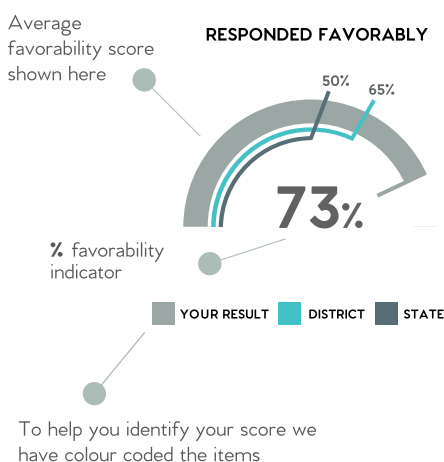
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter 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



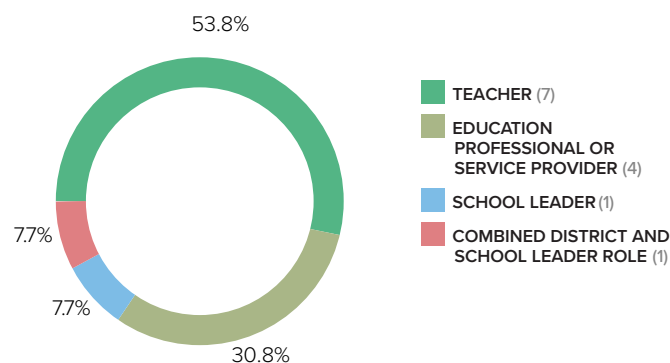
DEMOGRAPHICS

Who took the survey?

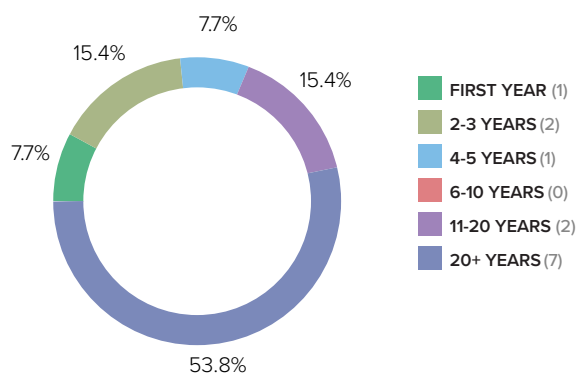
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

13 total respondents

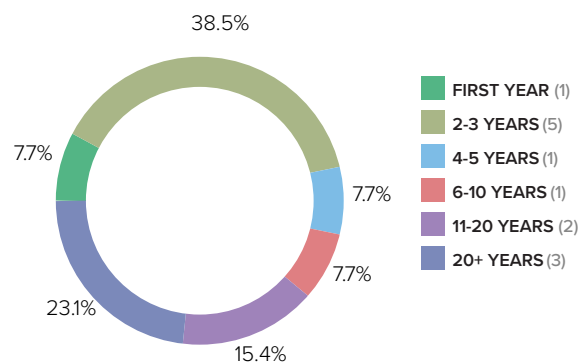
What is your current position at the school?



How many years have you worked in this position?



How many years have you worked at your present school?

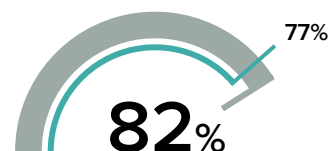


REPORT OVERVIEW

Your results at a glance



REPORT OVERALL FAVORABILITY



YOUR RESULTS

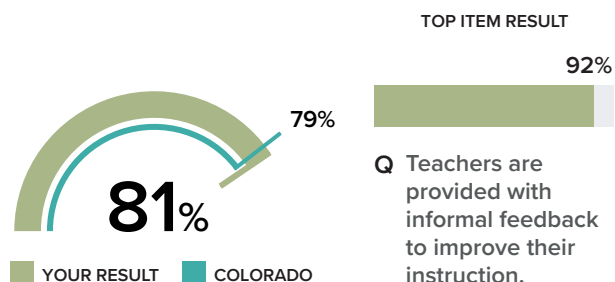
NQ

New Teacher Questions

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

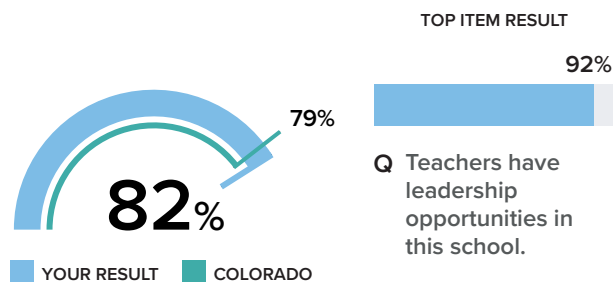
SL

School Leadership



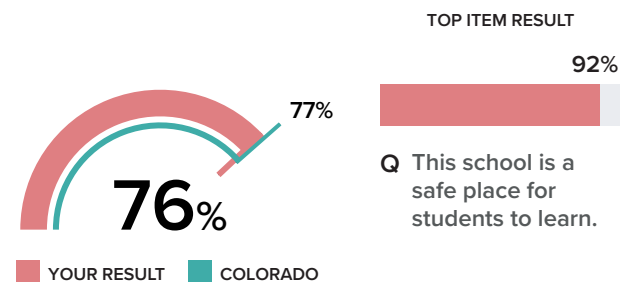
TL

Teacher Leadership



MC

Managing Student Conduct

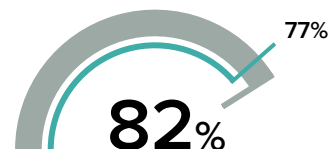


REPORT OVERVIEW

Your results at a glance



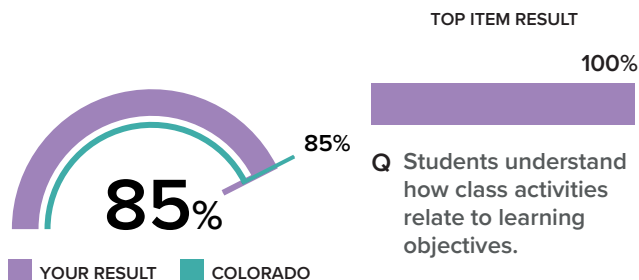
REPORT OVERALL FAVORABILITY



YOUR RESULTS

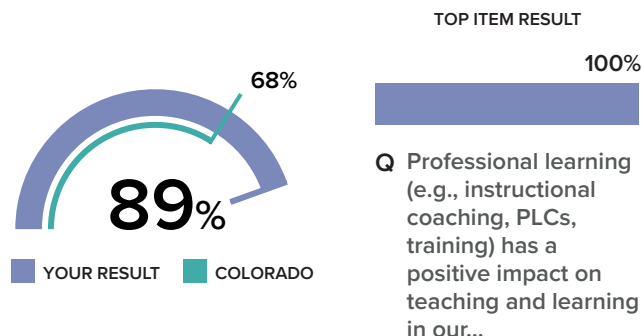
IS

Instructional Practices and Support



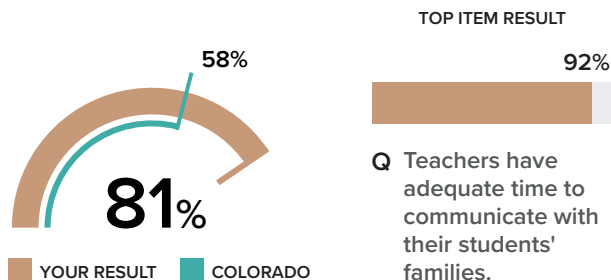
PD

Professional Development



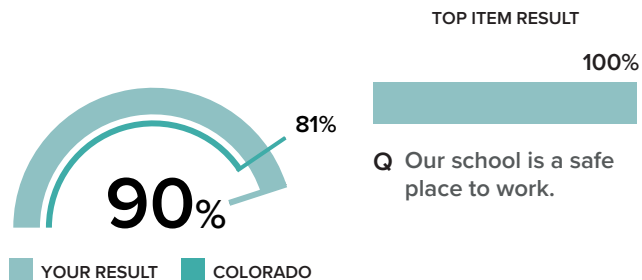
T

Time



FR

Facilities and Resources

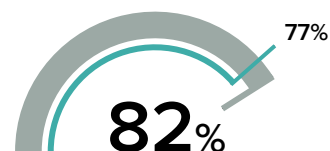


REPORT OVERVIEW

Your results at a glance



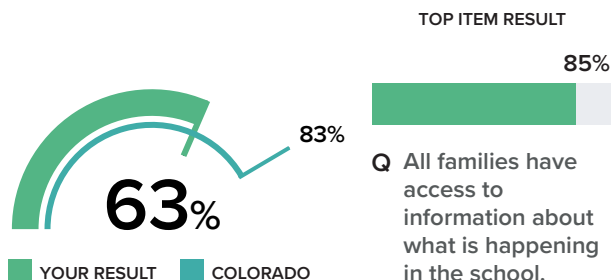
REPORT OVERALL FAVORABILITY



YOUR RESULTS

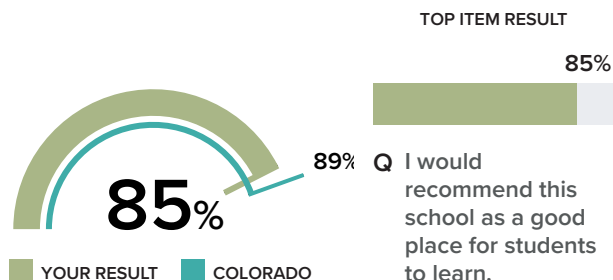
CI

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

N/A

Not Enough Data

SL School Leadership

81%

78%

Teacher

Not
Enough
Data

School Leader

Not
Enough
Data

Education Professional or
Service Provider

Not
Enough
Data

Combined District and
School Leader Role

TL Teacher Leadership

82%

77%

Teacher

Not
Enough
Data

School Leader

Not
Enough
Data

Education Professional or
Service Provider

Not
Enough
Data

Combined District and
School Leader Role

MC Managing Student Conduct

76%

74%

Teacher

Not
Enough
Data

School Leader

Not
Enough
Data

Education Professional or
Service Provider

Not
Enough
Data

Combined District and
School Leader Role

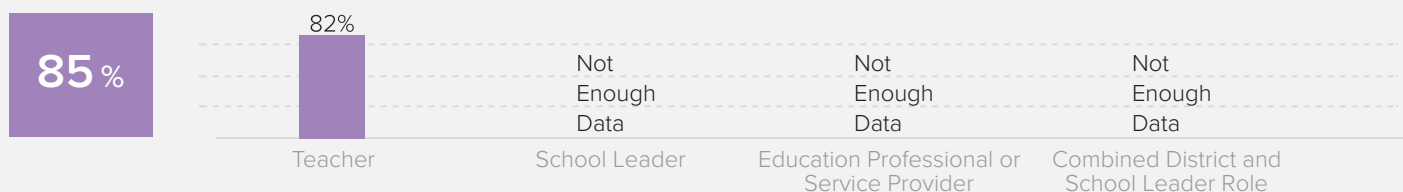
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

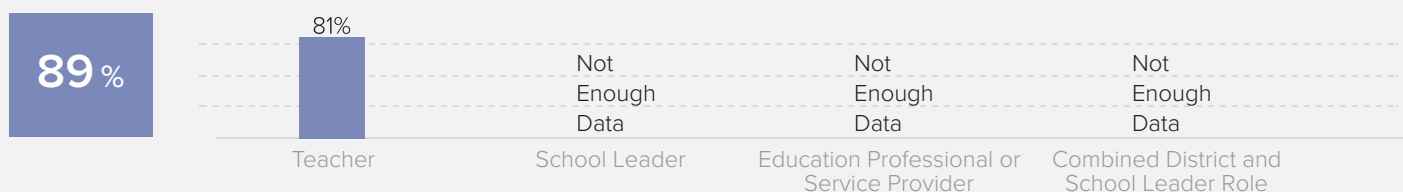
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Current Position**

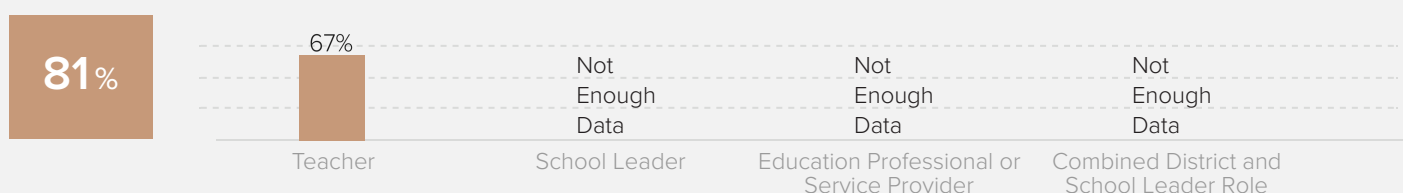
IS Instructional Practices and Support



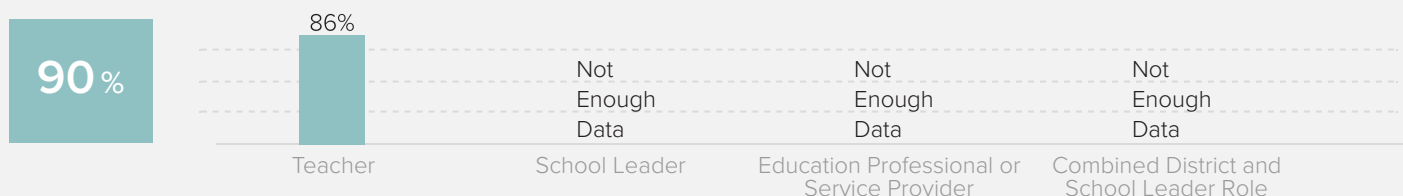
PD Professional Development



T Time



FR Facilities and Resources



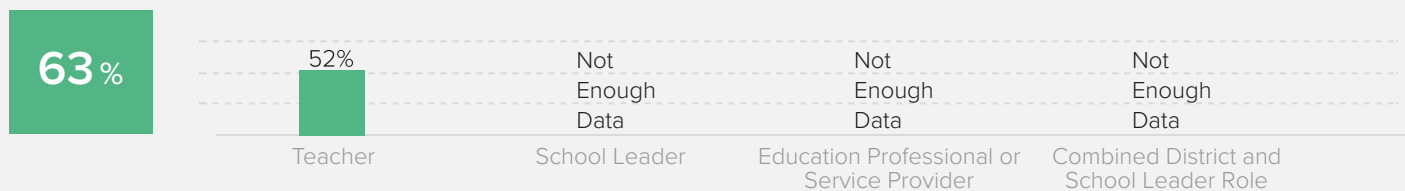
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

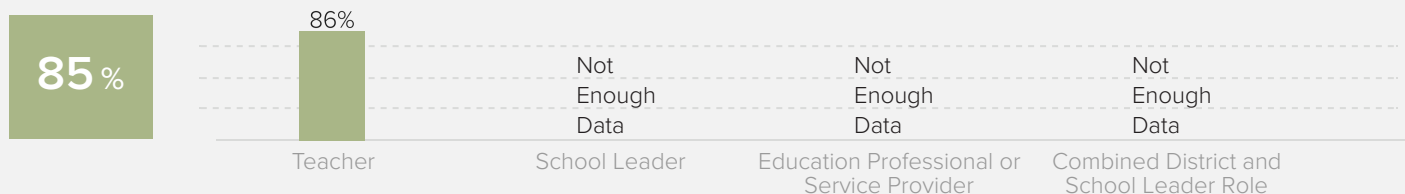
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Current Position**

CI Community Support and Involvement



OR Overall Reflection



DS District Supports



INSIGHTS

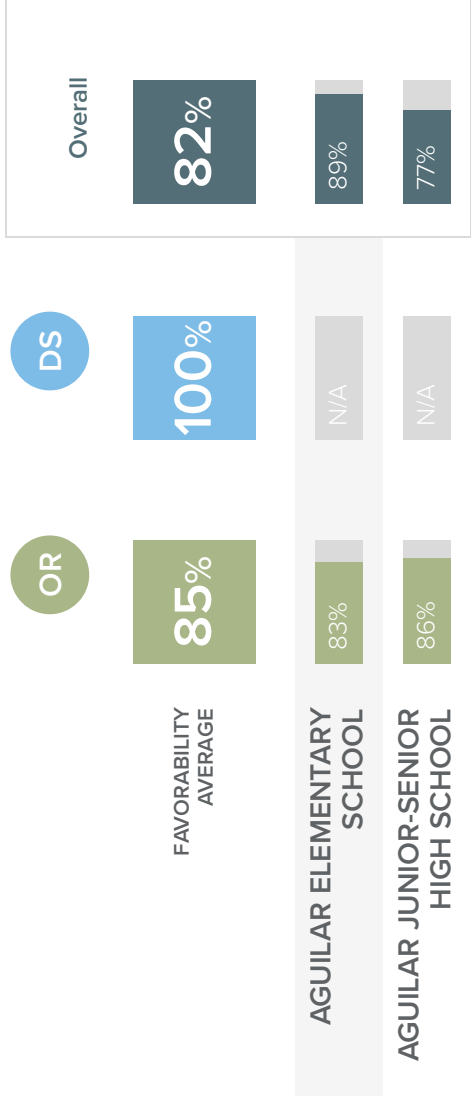
Discover important aspects of your report



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	50%	81%	82%	76%	85%	89%	81%	90%	63%	82%
AGUILAR ELEMENTARY SCHOOL	N/A	87%	83%	79%	92%	97%	88%	100%	75%	89%
AGUILAR JUNIOR-SENIOR HIGH SCHOOL	N/A	77%	81%	74%	80%	82%	75%	82%	52%	77%



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).

[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?



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

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



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

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



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

NQ [More New Teacher Questions results on next page](#)

NQ New Teacher Questions (cont)

COMPARE RESULT

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



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

RESULTS

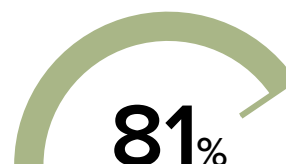
Item level results from your report



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

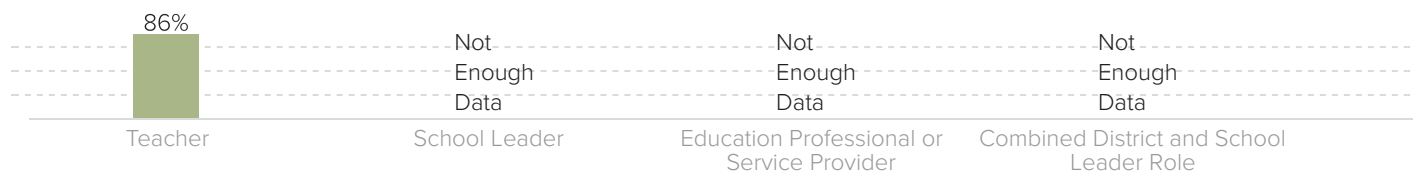
85%

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.

77%

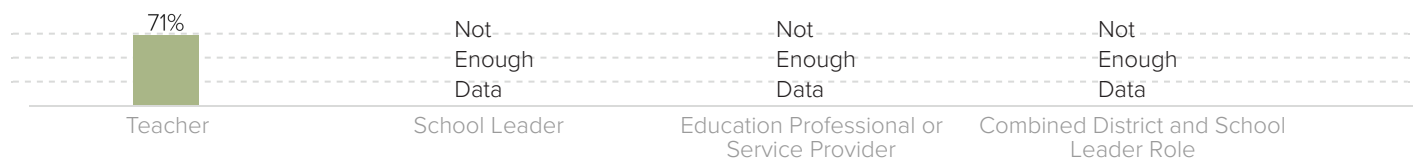
Colorado

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.

77%

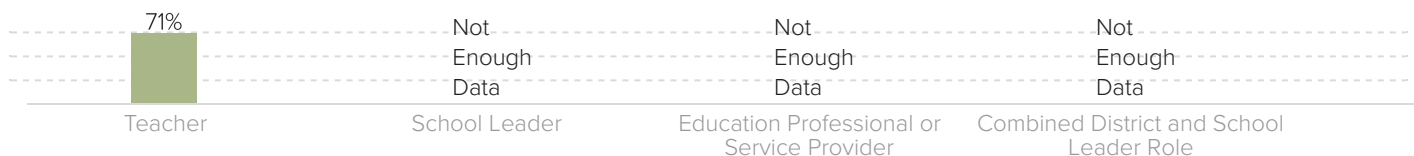
77%

Colorado

Distribution of responses



Results Disaggregated By: **Current Position**



Q School staff show respect for each other.

69%

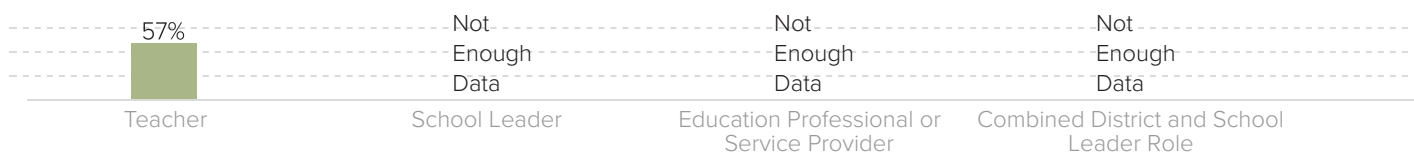
88%

Colorado

Distribution of responses



Results Disaggregated By: **Current Position**



Q Staff feel comfortable raising important issues with school leaders.

85%

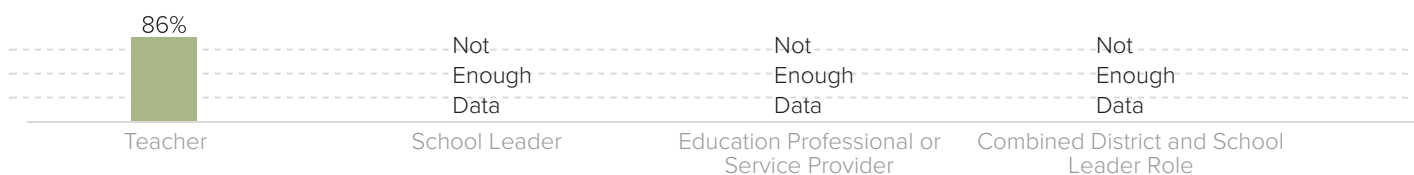
77%

Colorado

Distribution of responses



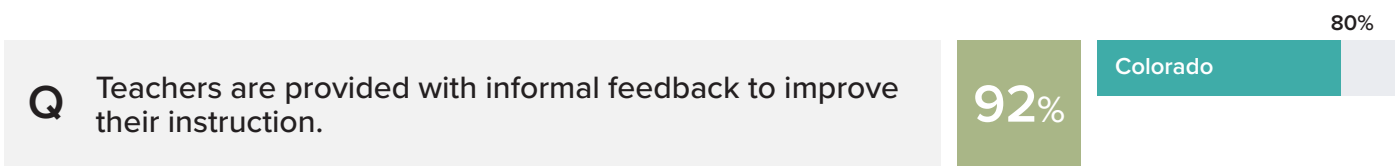
Results Disaggregated By: **Current Position**



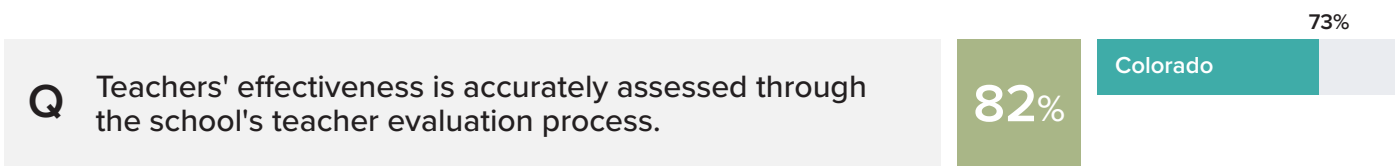
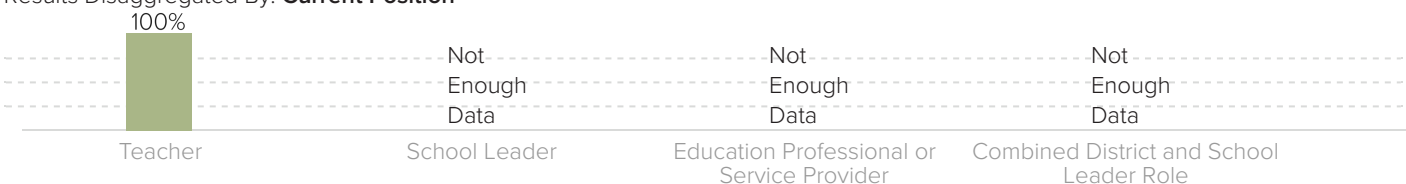
More School Leadership results on next page

SL School Leadership (cont)

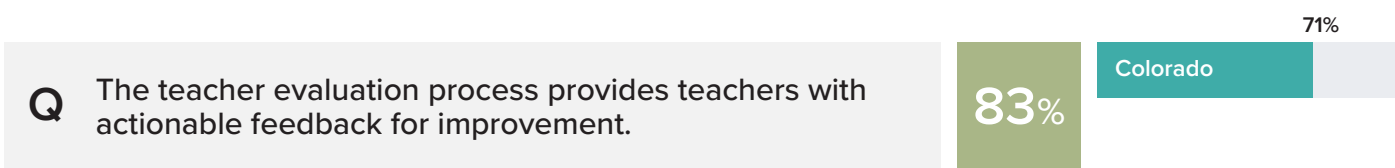
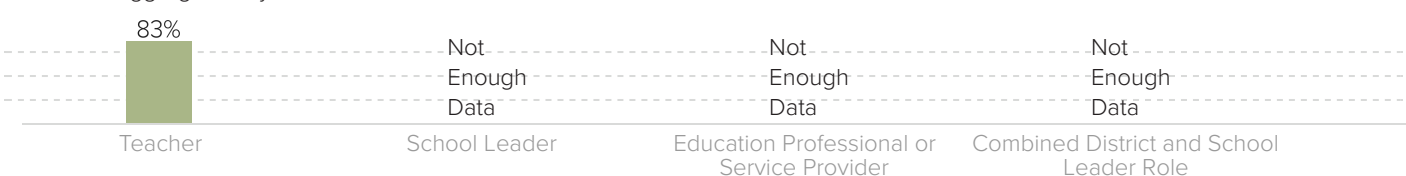
COMPARE RESULT



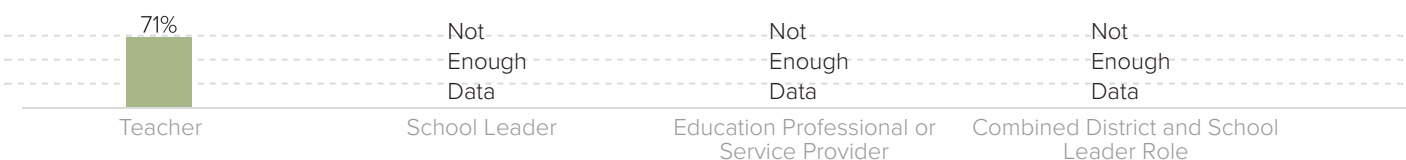
Results Disaggregated By: **Current Position**



Results Disaggregated By: **Current Position**



Results Disaggregated By: **Current Position**



RESULTS

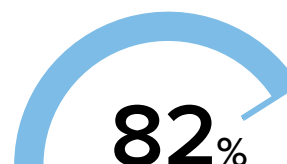
Item level results from your report



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

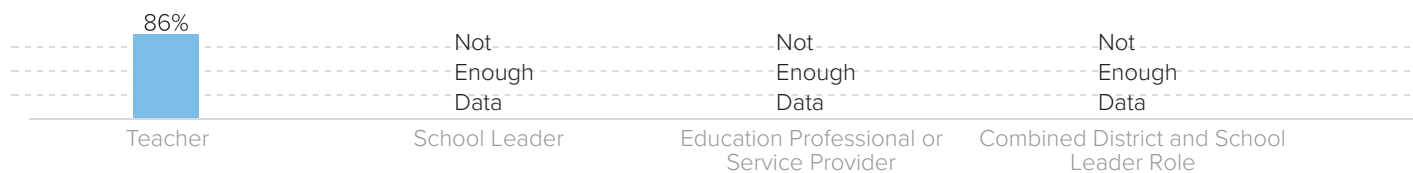
Q Teachers' professional expertise is valued.

85%

Distribution of responses



Results Disaggregated By: **Current Position**



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

73%

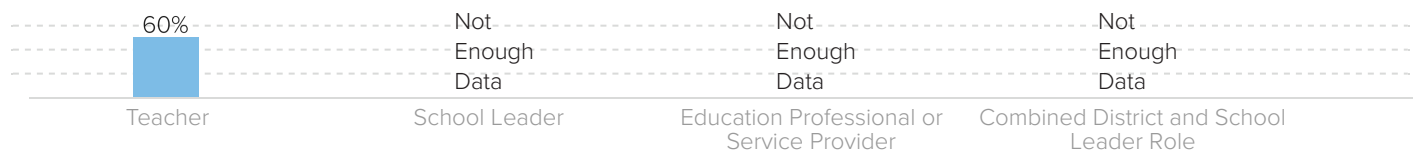
78%

Colorado

Distribution of responses



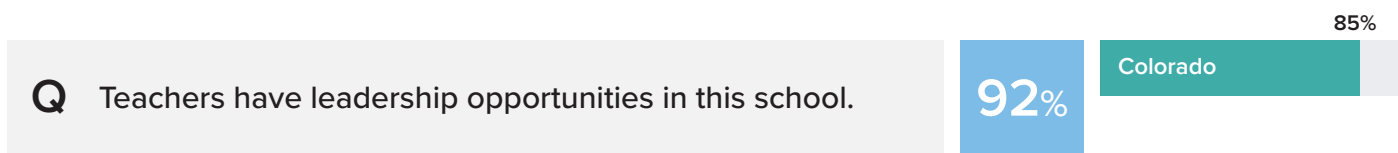
Results Disaggregated By: **Current Position**



[More Teacher Leadership results on next page](#)

TL Teacher Leadership (cont)

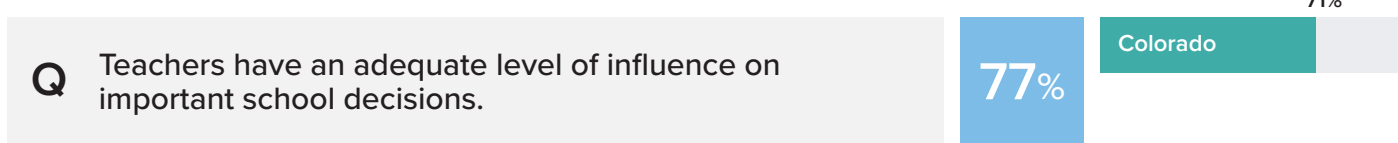
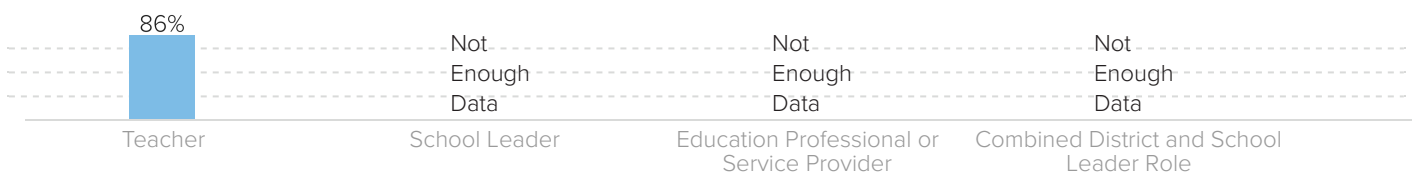
COMPARE RESULT



Distribution of responses



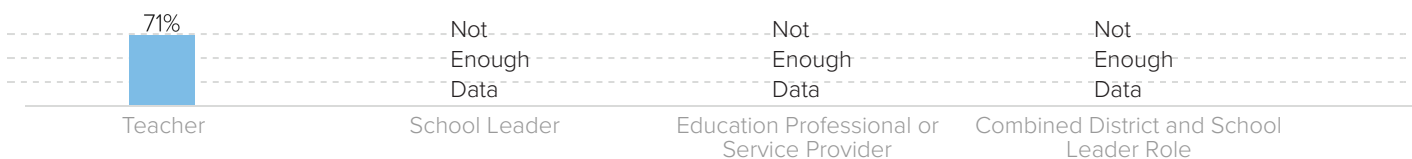
Results Disaggregated By: **Current Position**



Distribution of responses



Results Disaggregated By: **Current Position**



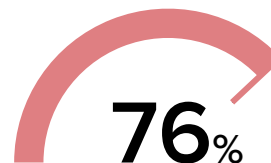
RESULTS

Item level results from your report



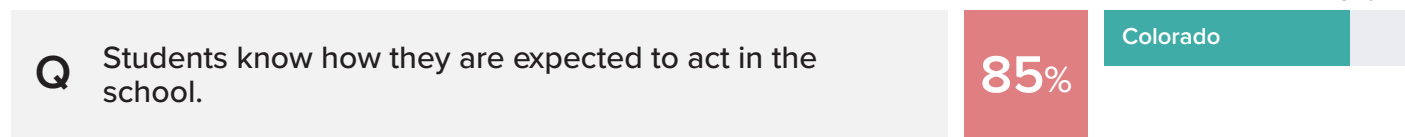
MC Managing Student Conduct

OVERALL FAVORABILITY



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

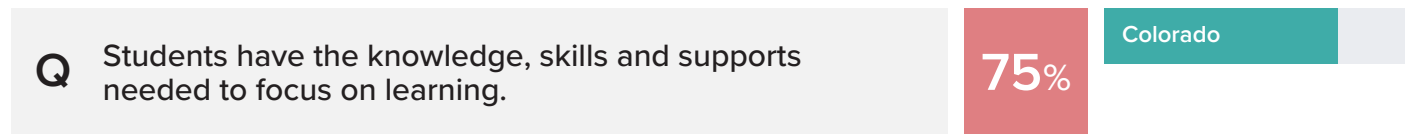
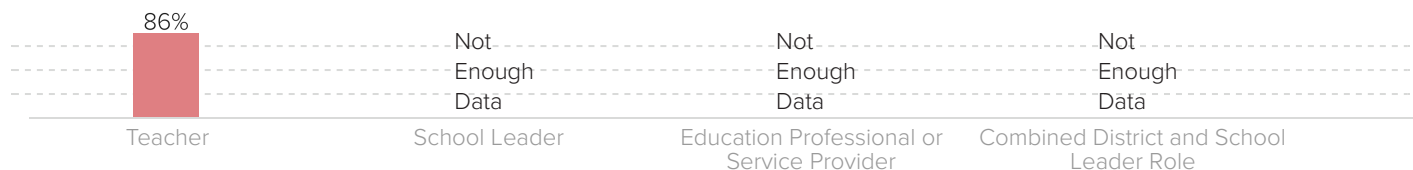
COMPARE RESULT



Distribution of responses



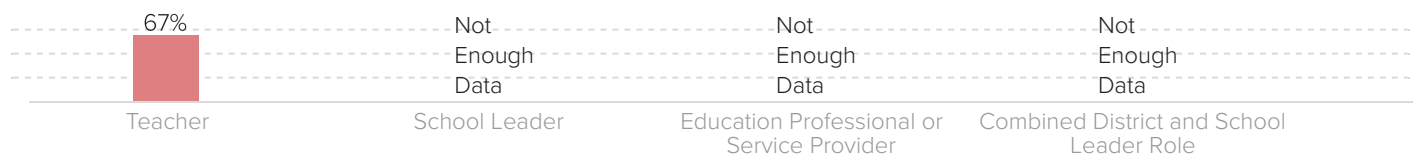
Results Disaggregated By: **Current Position**



Distribution of responses



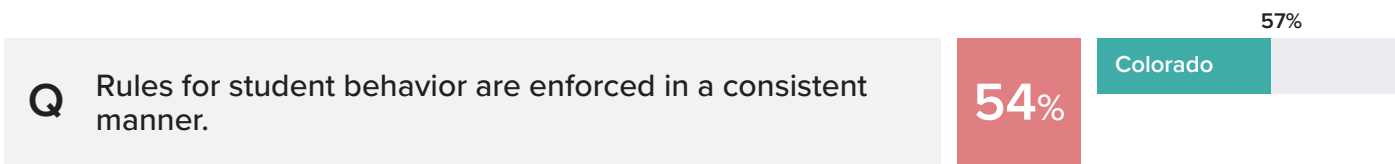
Results Disaggregated By: **Current Position**



MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

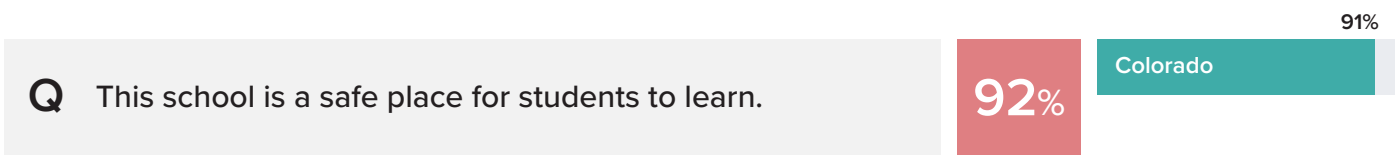
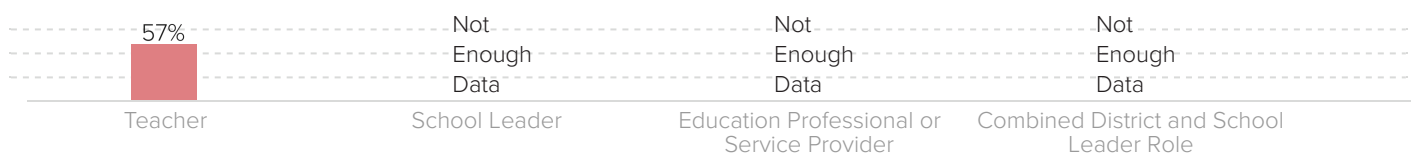
COMPARE RESULT



Distribution of responses



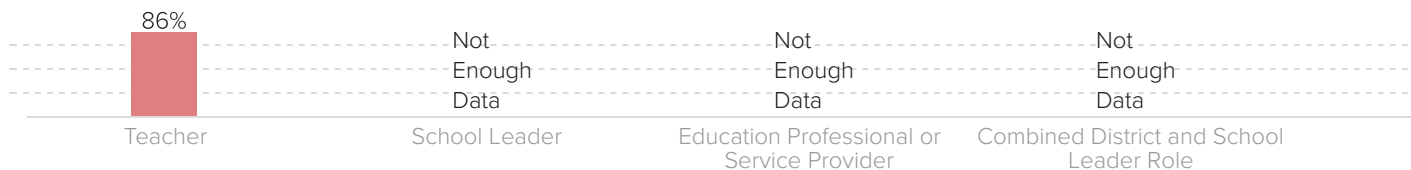
Results Disaggregated By: **Current Position**



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

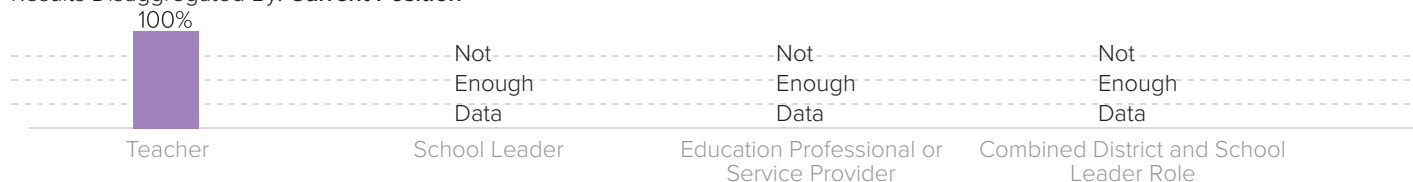
Q Staff in this school consistently seek new and improved ways of providing instruction.

92%

Distribution of responses



Results Disaggregated By: **Current Position**



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

85%

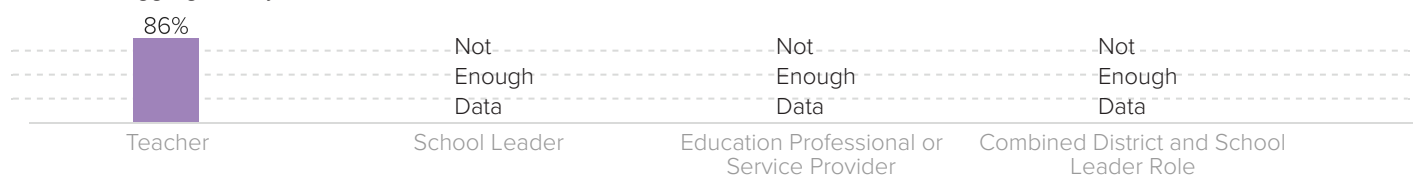
88%

Colorado

Distribution of responses



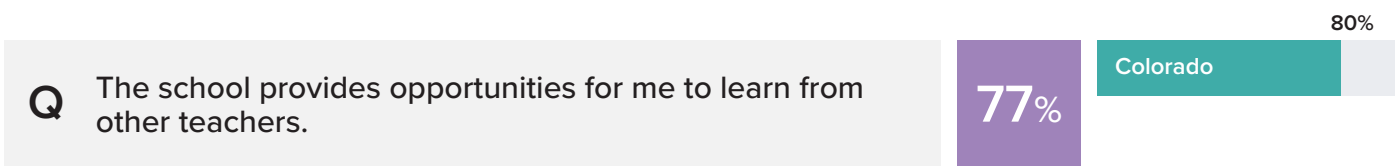
Results Disaggregated By: **Current Position**



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

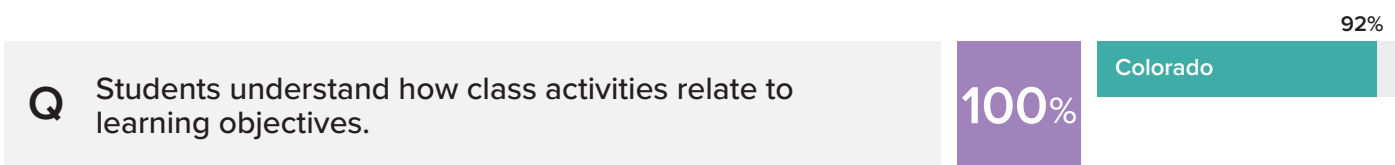
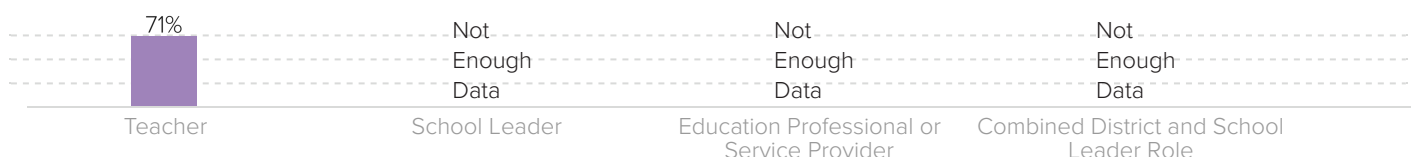
COMPARE RESULT



Distribution of responses



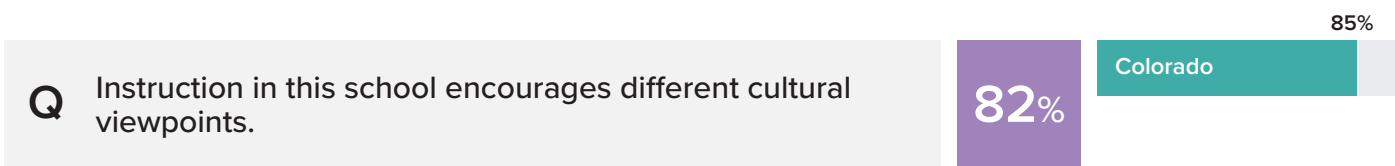
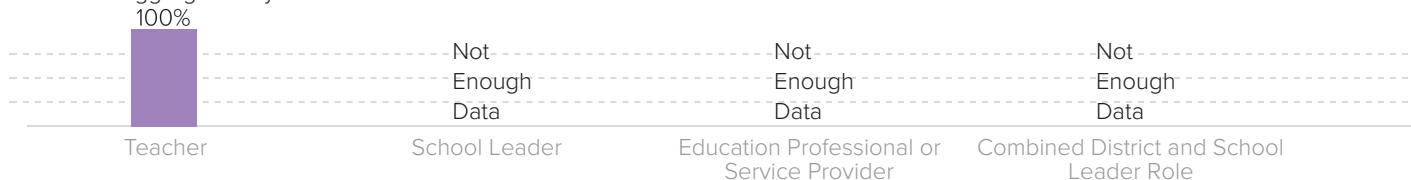
Results Disaggregated By: **Current Position**



Distribution of responses



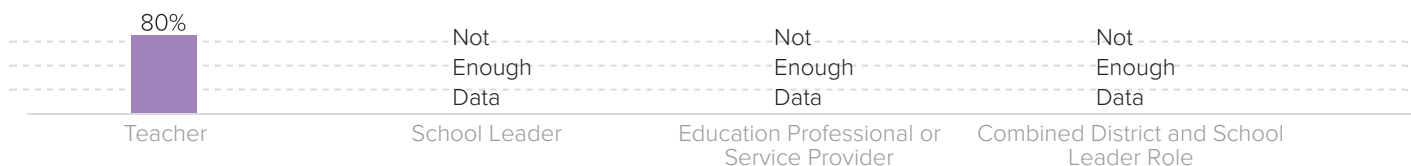
Results Disaggregated By: **Current Position**



Distribution of responses



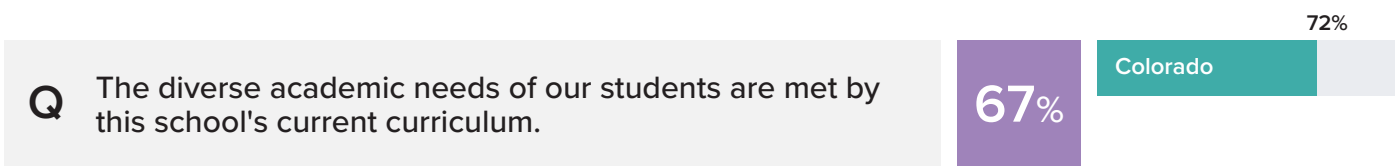
Results Disaggregated By: **Current Position**



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

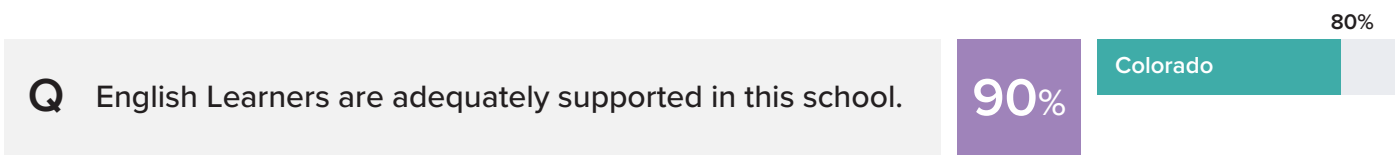
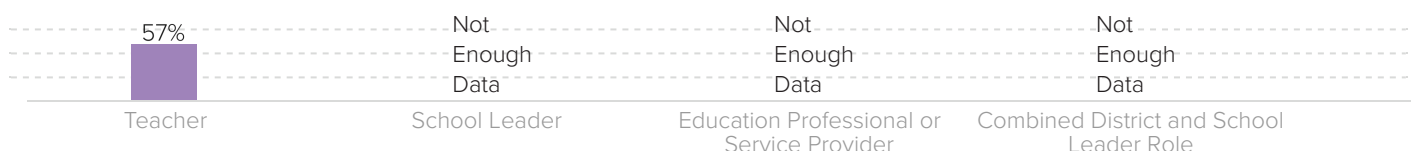
COMPARE RESULT



Distribution of responses



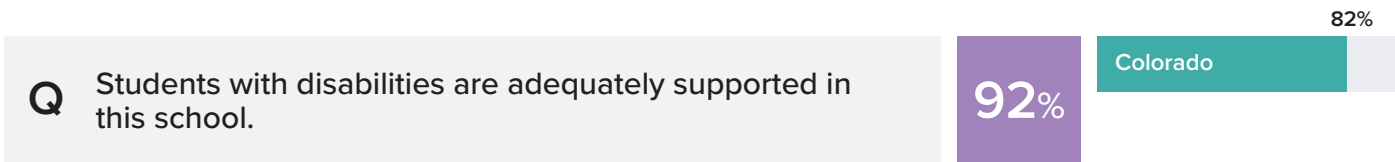
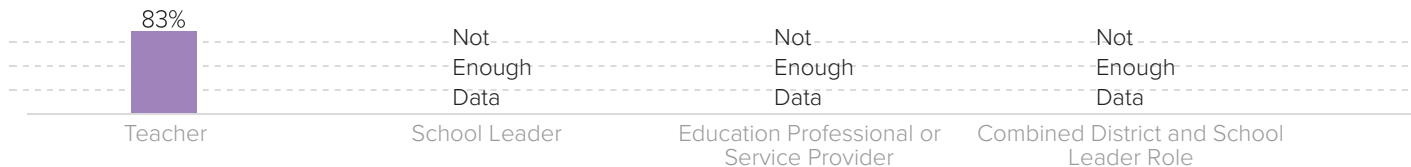
Results Disaggregated By: **Current Position**



Distribution of responses



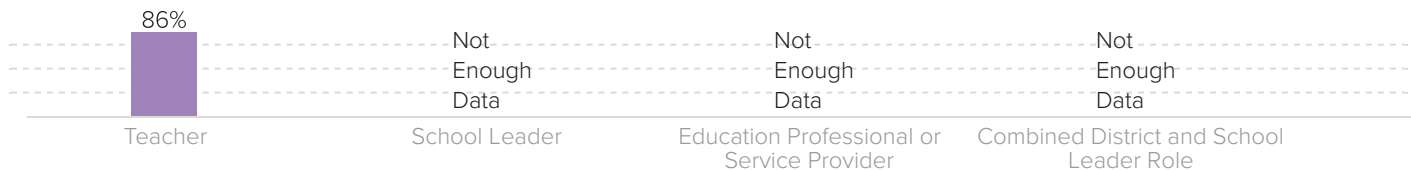
Results Disaggregated By: **Current Position**



Distribution of responses



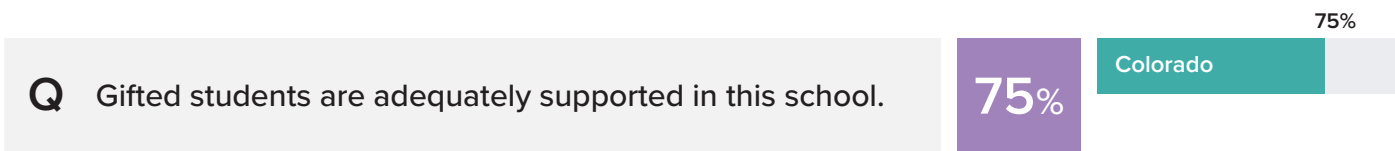
Results Disaggregated By: **Current Position**



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

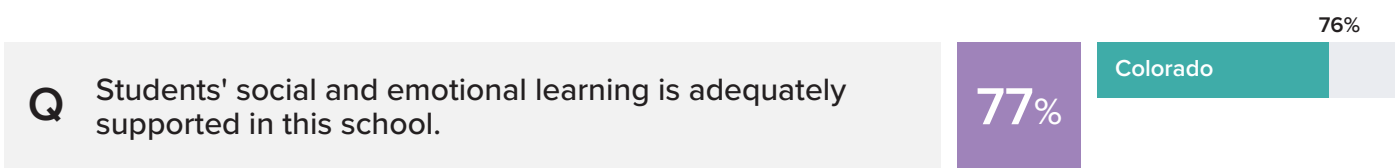
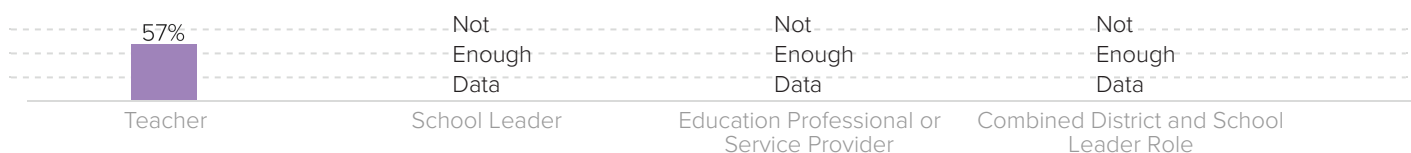
COMPARE RESULT



Distribution of responses



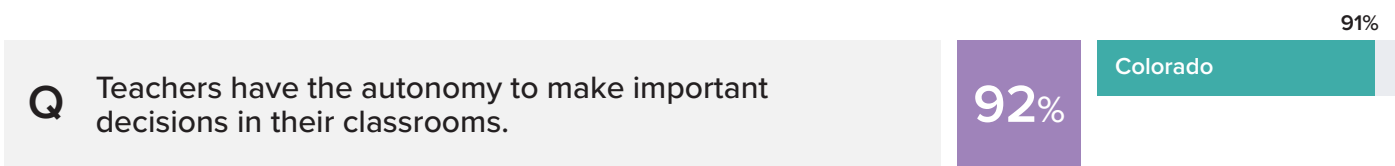
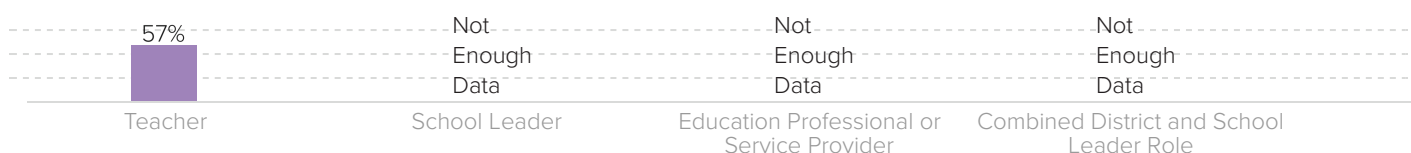
Results Disaggregated By: **Current Position**



Distribution of responses



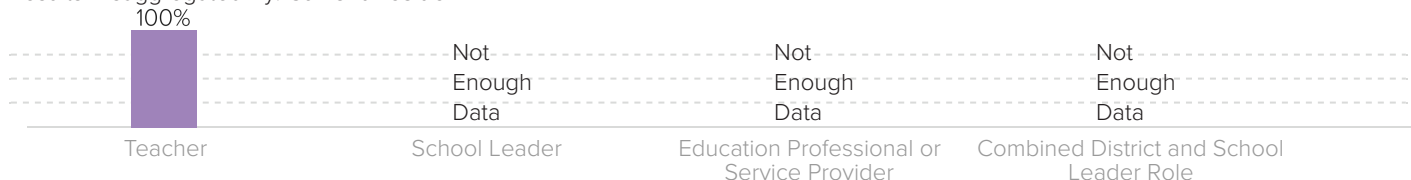
Results Disaggregated By: **Current Position**



Distribution of responses



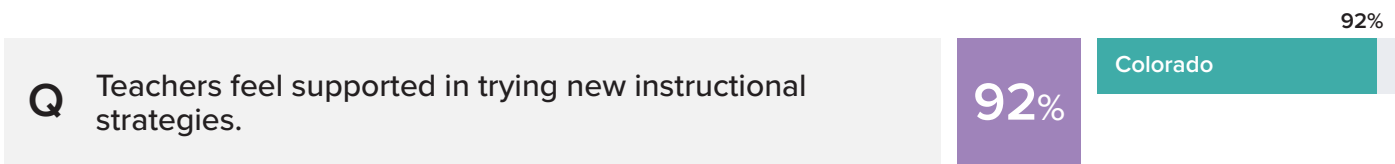
Results Disaggregated By: **Current Position**



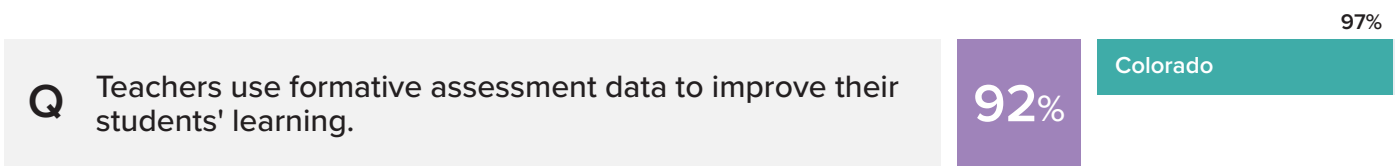
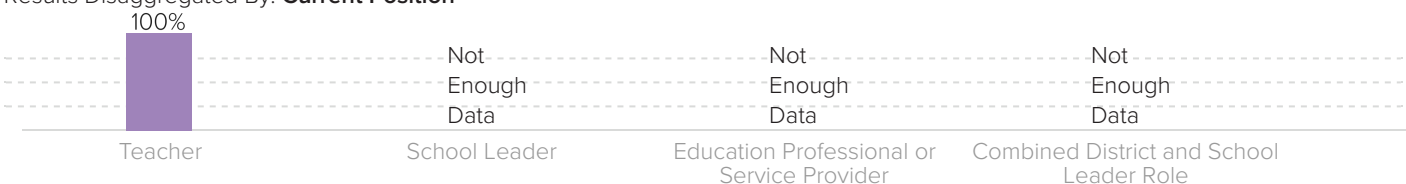
IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

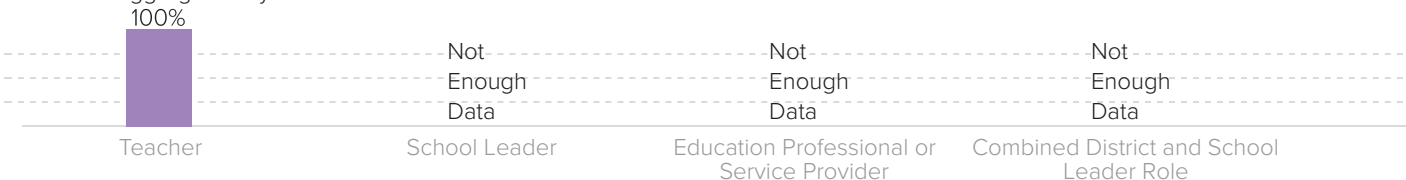
COMPARE RESULT



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

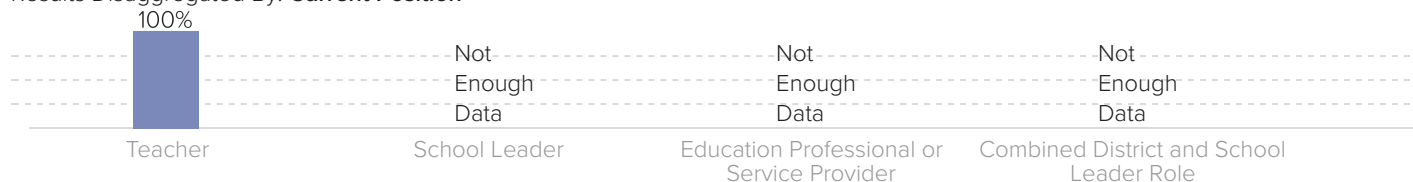
Q The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.

100%

Distribution of responses



Results Disaggregated By: **Current Position**



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

91%

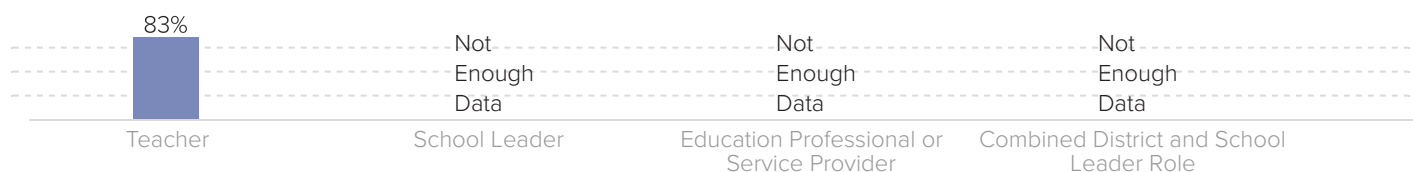
65%

Colorado

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.

78%

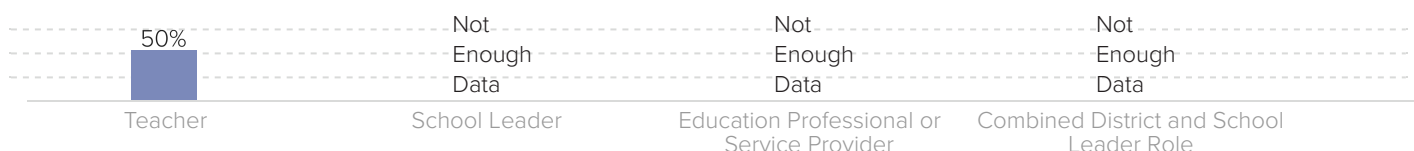
58%

Colorado

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.

100%

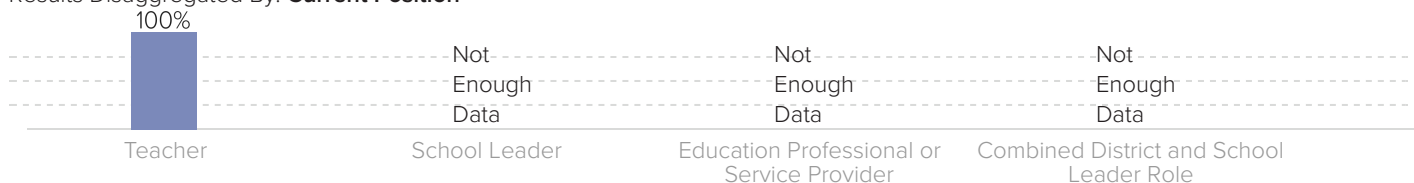
77%

Colorado

Distribution of responses



Results Disaggregated By: **Current Position**



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

85%

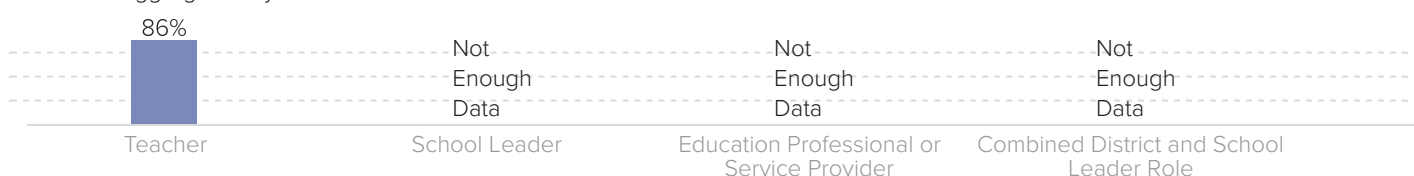
70%

Colorado

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.

91%

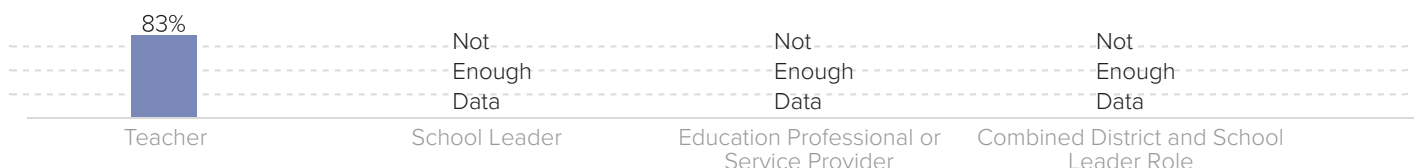
72%

Colorado

Distribution of responses



Results Disaggregated By: Current Position



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

77%

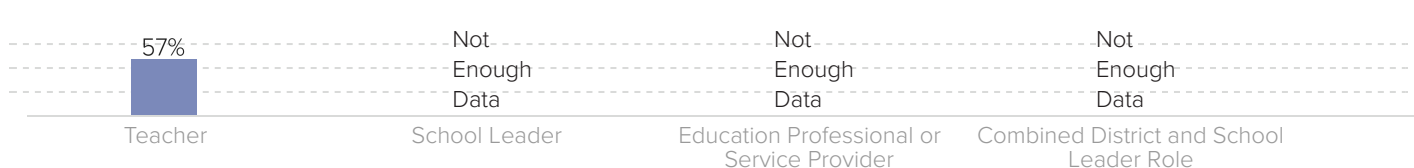
63%

Colorado

Distribution of responses

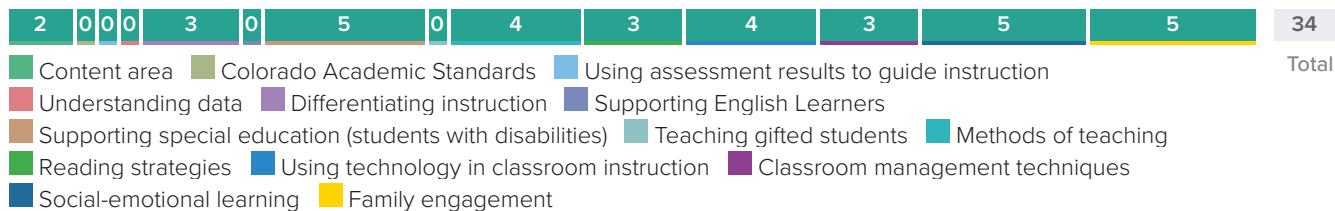


Results Disaggregated By: Current Position



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

Distribution of responses



RESULTS

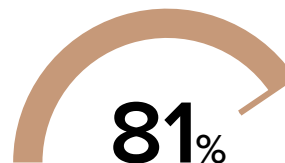
Item level results from your report



T Time

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

OVERALL FAVORABILITY



COMPARE RESULT

58%

Colorado

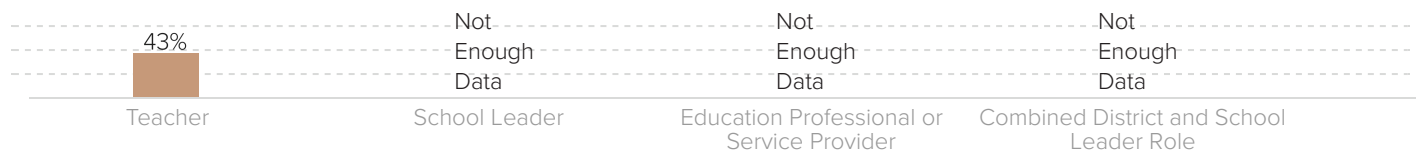
69%

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.

77%

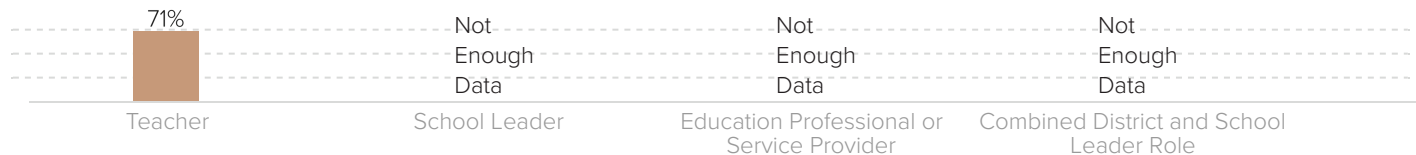
Colorado

64%

Distribution of responses



Results Disaggregated By: **Current Position**



T More Time results on next page

T Time (cont)

COMPARE RESULT

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

73%

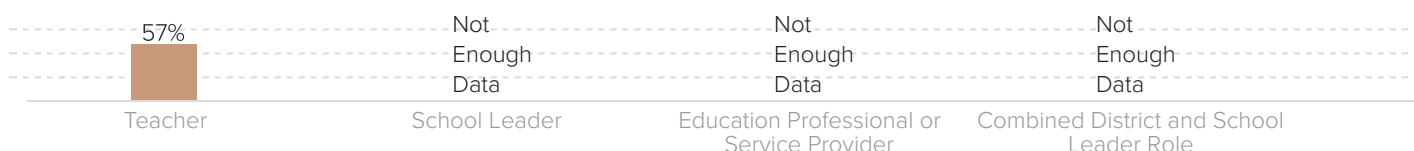
54%

Colorado

Distribution of responses



Results Disaggregated By: **Current Position**



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

85%

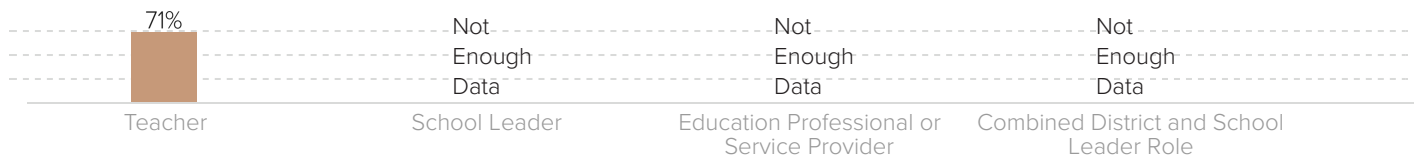
53%

Colorado

Distribution of responses



Results Disaggregated By: **Current Position**



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

92%

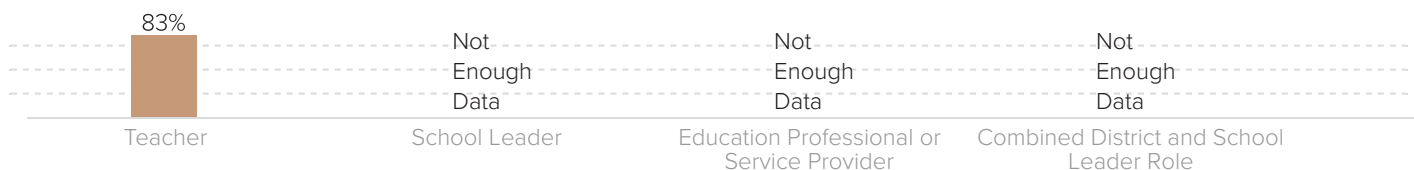
65%

Colorado

Distribution of responses



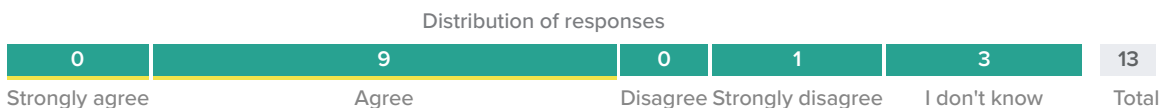
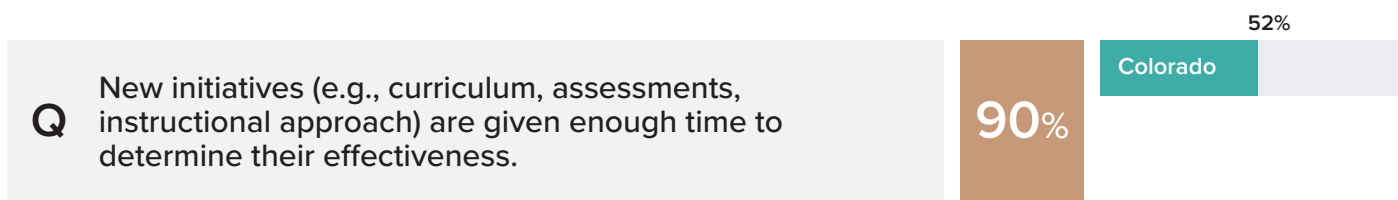
Results Disaggregated By: **Current Position**



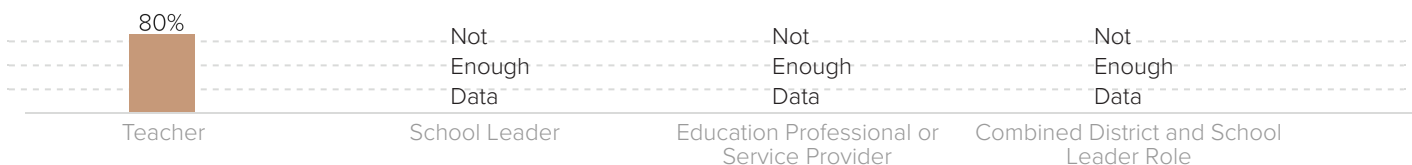
T More Time results on next page

T Time (cont)

COMPARE RESULT



Results Disaggregated By: **Current Position**



RESULTS

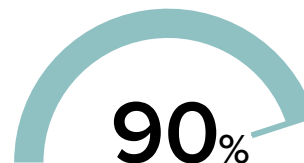
Item level results from your report



FR Facilities and Resources

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

OVERALL FAVORABILITY



COMPARE RESULT

73%

Colorado

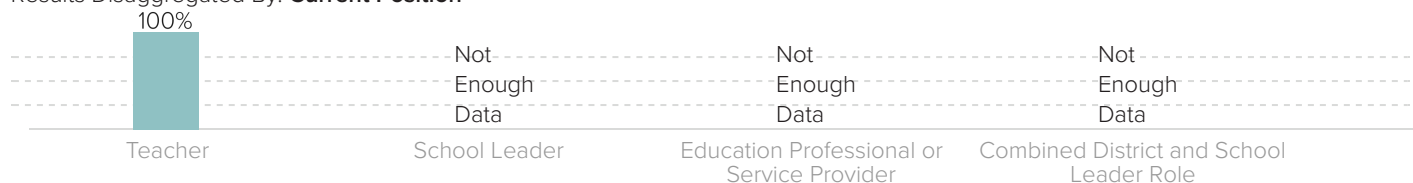
100%

Q Class size(s) are reasonable.

Distribution of responses



Results Disaggregated By: **Current Position**



Q Instructional resources are adequate to support student learning.

67%

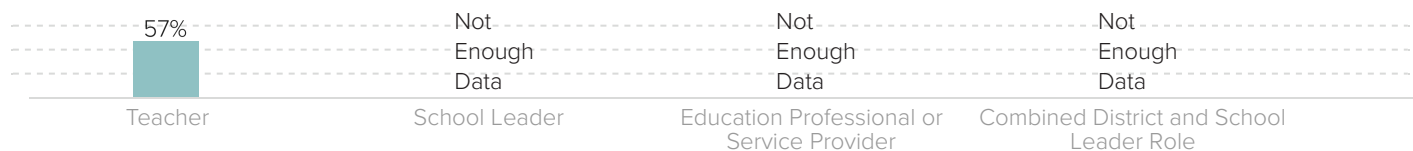
Colorado

73%

Distribution of responses



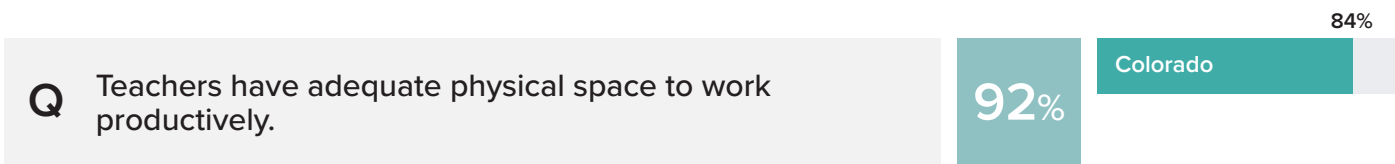
Results Disaggregated By: **Current Position**



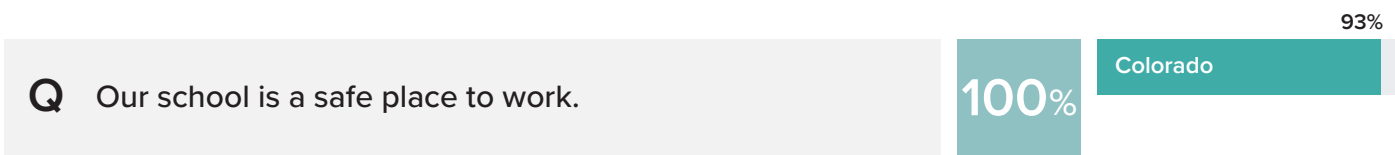
FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

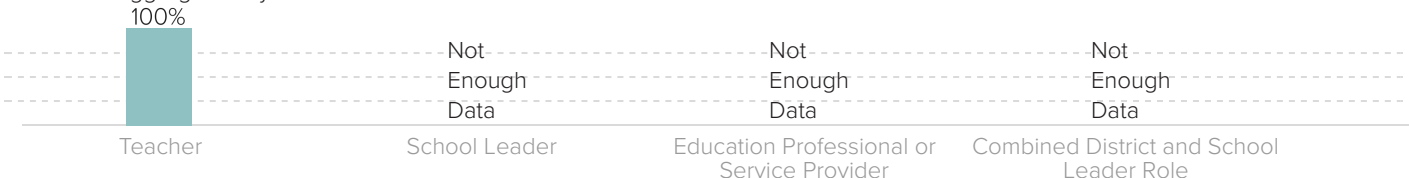
COMPARE RESULT



Results Disaggregated By: **Current Position**



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

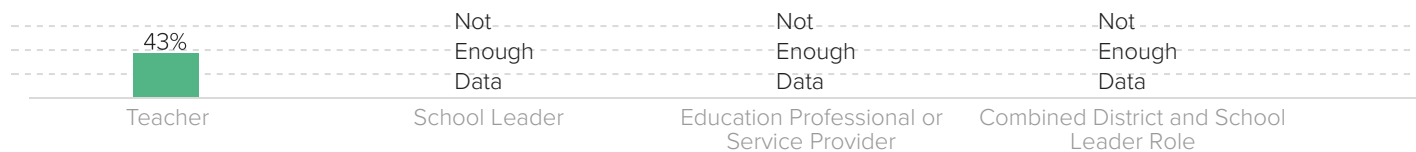
54%

Q The community is supportive of the school.

Distribution of responses



Results Disaggregated By: **Current Position**



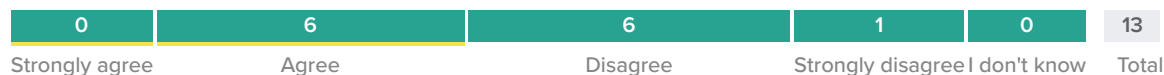
Q The school's efforts to engage families are effective.

46%

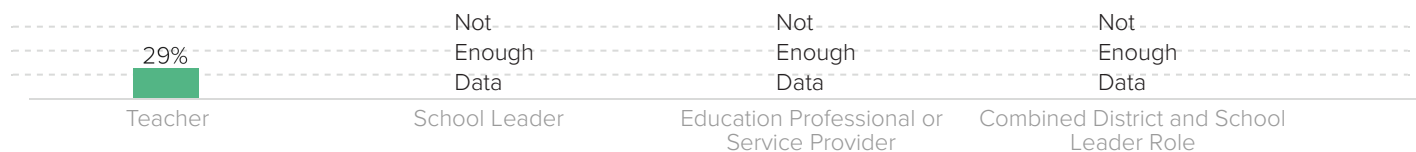
Colorado

78%

Distribution of responses



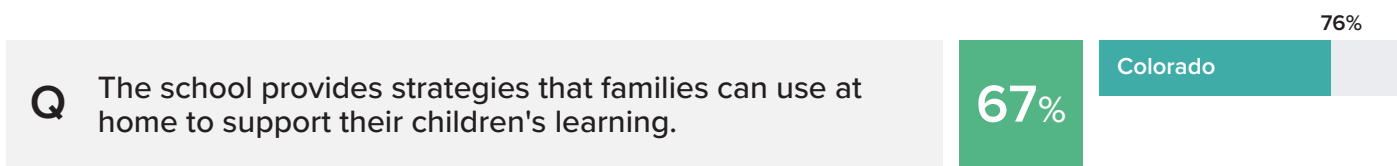
Results Disaggregated By: **Current Position**



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

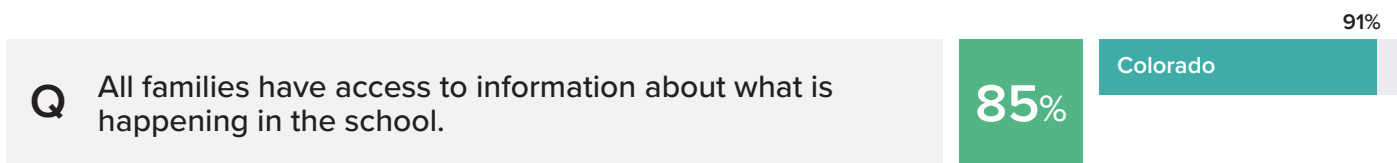
COMPARE RESULT



Distribution of responses



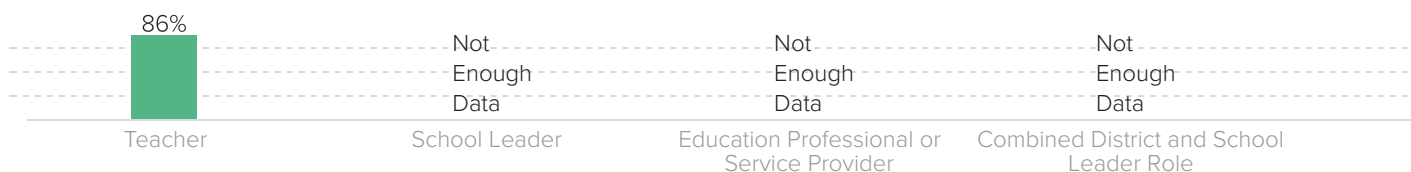
Results Disaggregated By: **Current Position**



Distribution of responses



Results Disaggregated By: **Current Position**



RESULTS

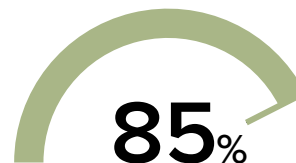
Item level results from your report



OR Overall Reflection

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

OVERALL FAVORABILITY



COMPARE RESULT

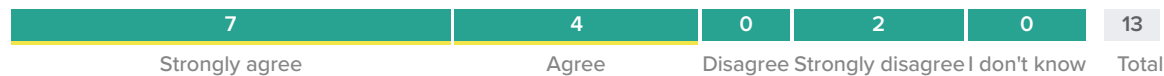
87%

Colorado

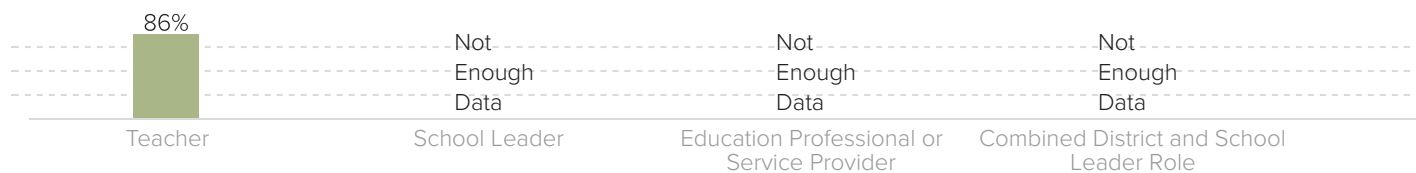
85%

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.

85%

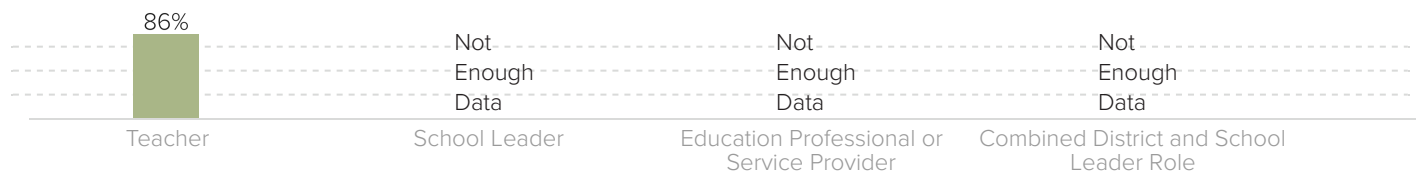
Colorado

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:

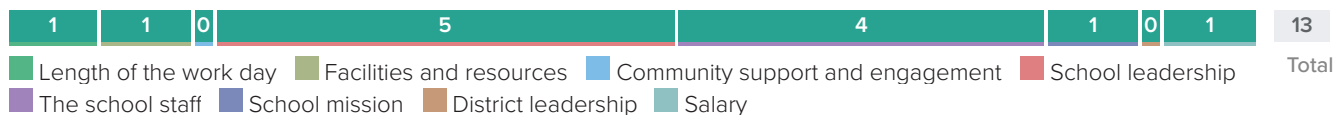
⚠ This item did not receive the number of responses needed to appear in the results

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