

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
VALLEY RE-1

Number of respondents (#)
133

REPORT CONTENTS

How to read your report	1
Demographics	2
Report Overview	3
Report Overview - Breakdown	6
Insights	9
Results	13
New Teacher Questions	13
School Leadership	15
Teacher Leadership	18
Managing Student Conduct	20
Instructional Practices and Support	22
Professional Development	27
Time	30

REPORT CONTENTS (CONTINUED)

Facilities and Resources	33
Community Support and Involvement	35
Overall Reflection	37
District Supports	39

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

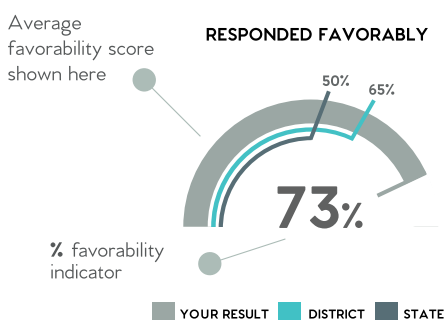
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter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

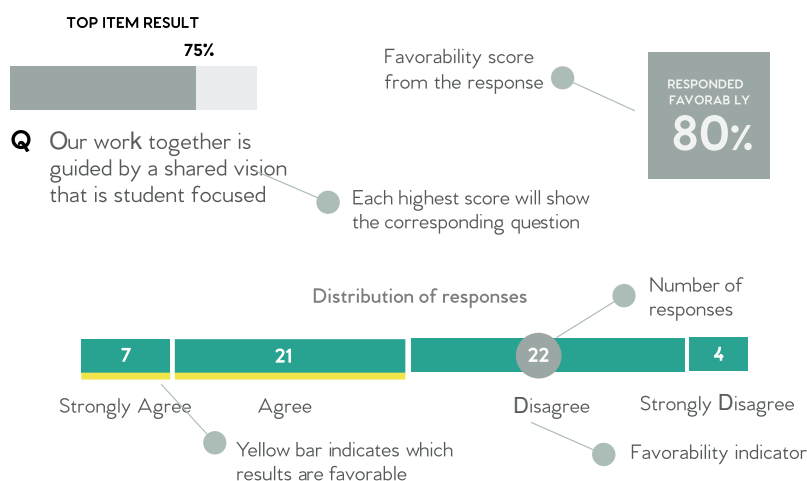
After responding to demographic questions, educators indicated one of four response options for each item on the survey. Scores in this report are percentages based on the proportion of students who replied "Agree" or "Strongly Agree." Responses to "I don't Know" do not affect favorability ratings. You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



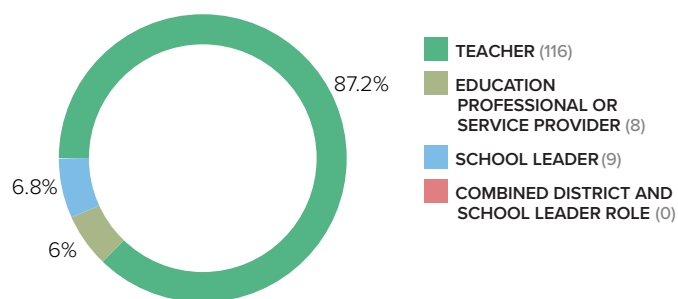
DEMOGRAPHICS

Who took the survey?

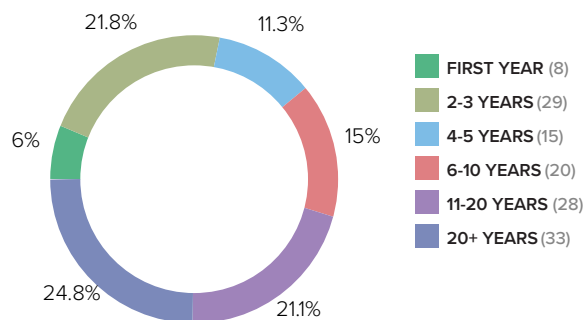
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

133 total respondents

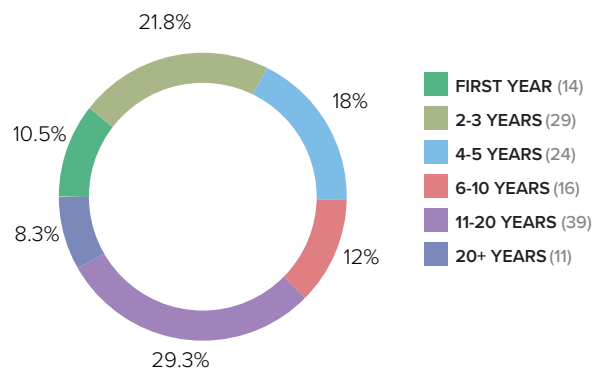
What is your current position at the school?



How many years have you worked in this position?



How many years have you worked at your present school?

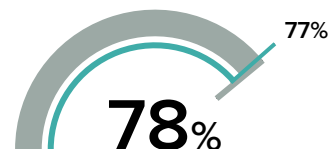


REPORT OVERVIEW

Your results at a glance



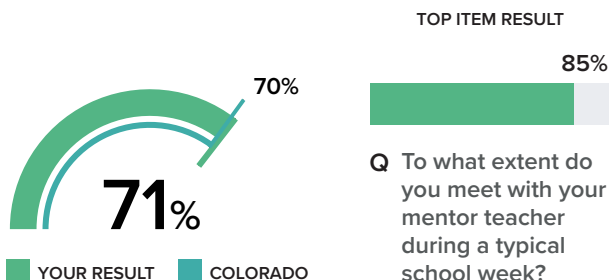
REPORT OVERALL FAVORABILITY



YOUR RESULTS

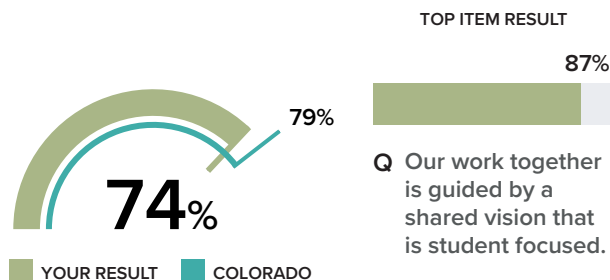
NQ

New Teacher Questions



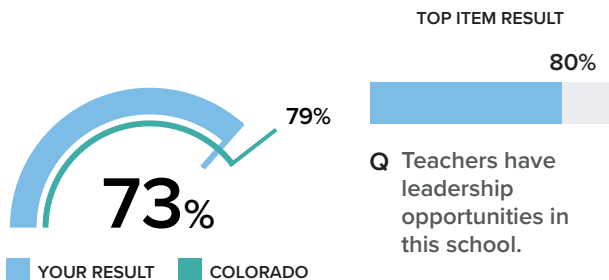
SL

School Leadership



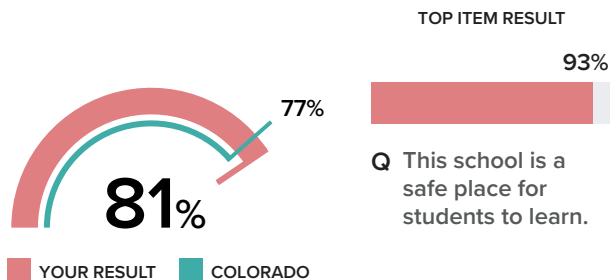
TL

Teacher Leadership



MC

Managing Student Conduct



REPORT OVERVIEW

Your results at a glance



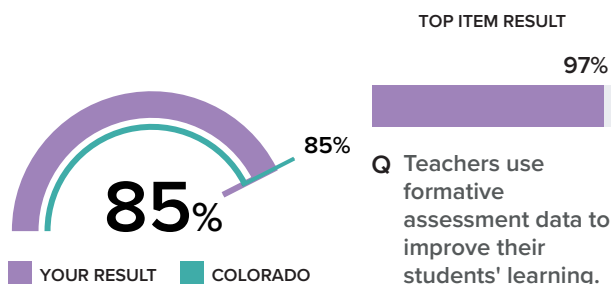
REPORT OVERALL FAVORABILITY



YOUR RESULTS

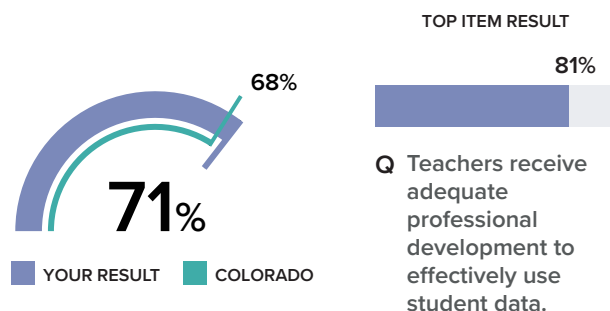
IS

Instructional Practices and Support



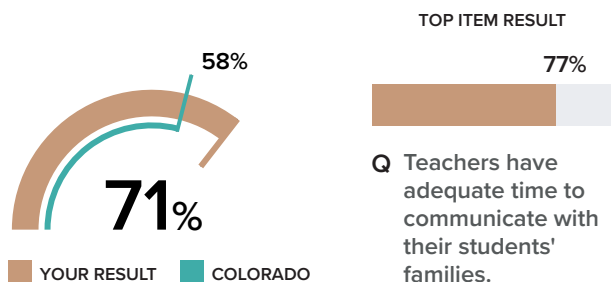
PD

Professional Development



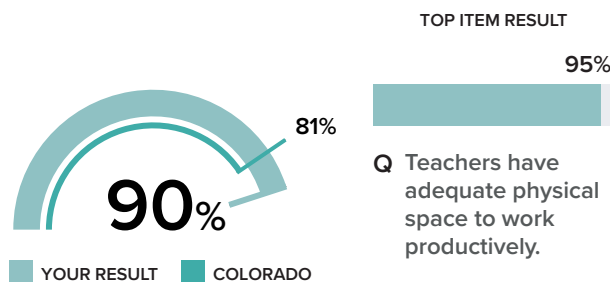
T

Time



FR

Facilities and Resources

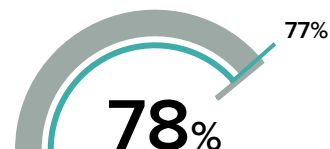


REPORT OVERVIEW

Your results at a glance



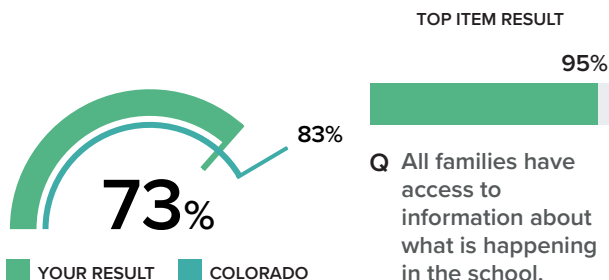
REPORT OVERALL FAVORABILITY



YOUR RESULTS

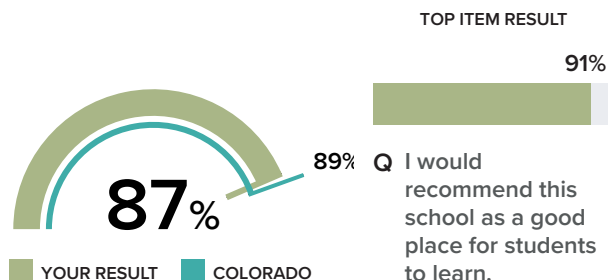
CI

Community Support and Involvement



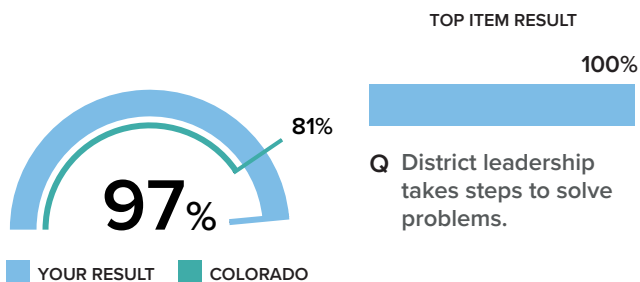
OR

Overall Reflection



DS

District Supports



REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

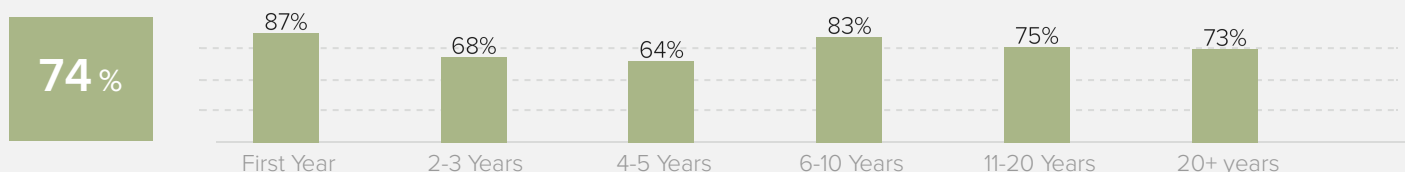
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Years of Experience**

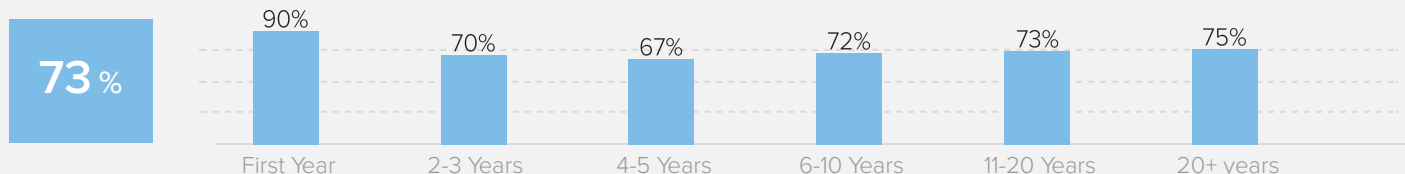
NQ New Teacher Questions



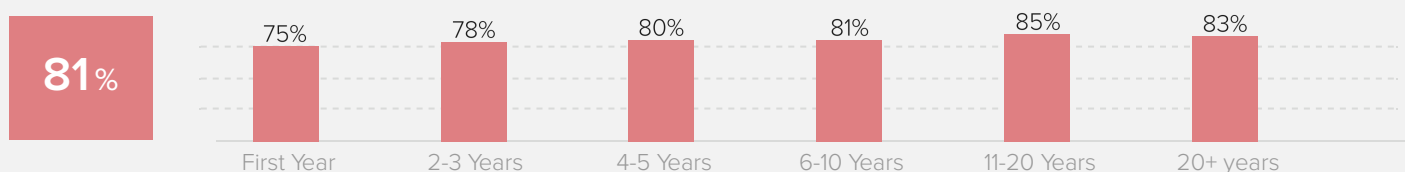
SL School Leadership



TL Teacher Leadership



MC Managing Student Conduct

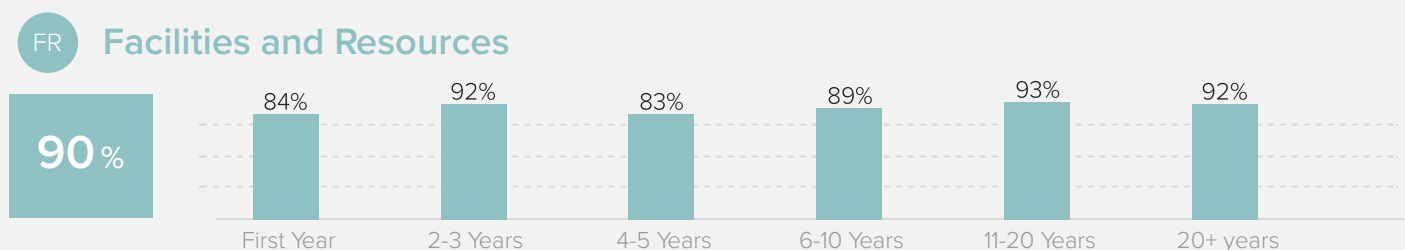
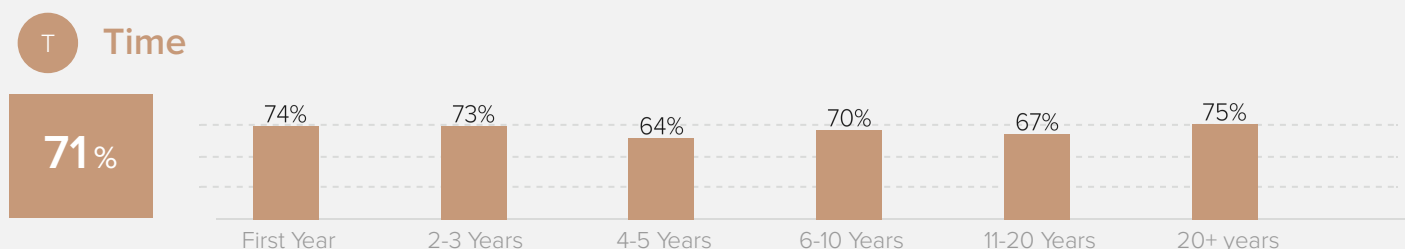
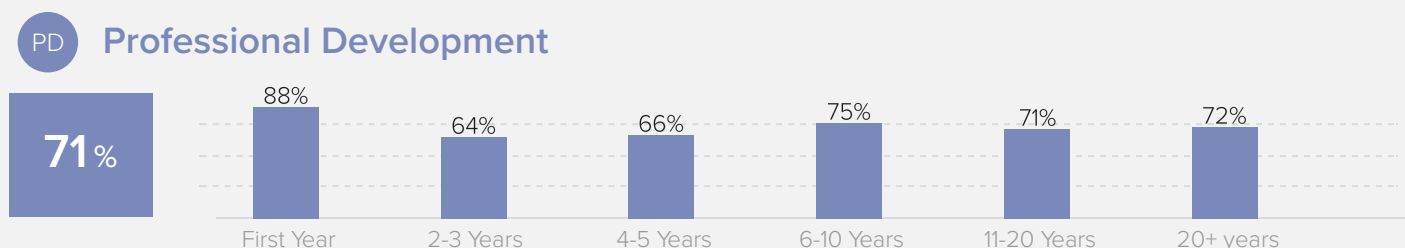
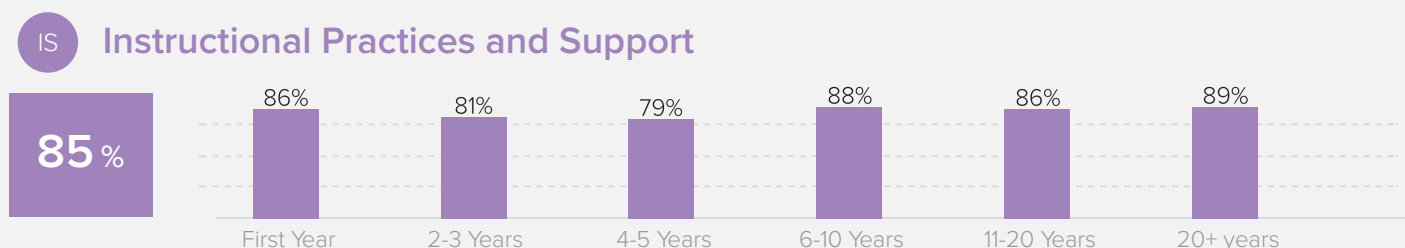


REPORT OVERVIEW - BREAKDOWN

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: **Years of Experience**



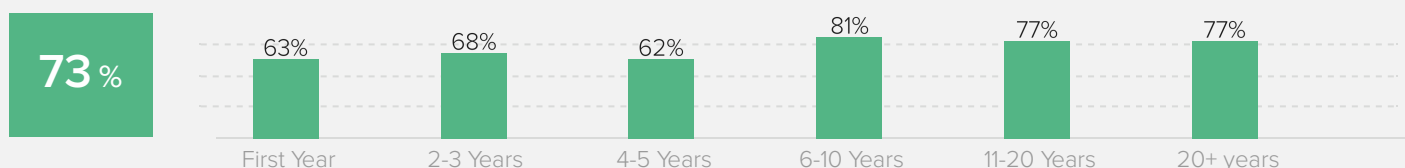
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

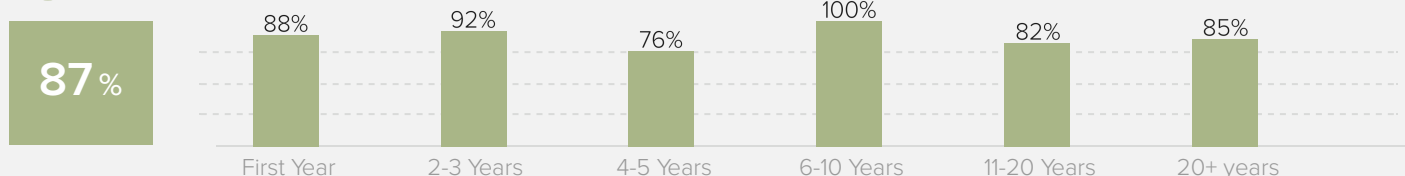
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Years of Experience**

CI Community Support and Involvement



OR Overall Reflection



DS District Supports



INSIGHTS

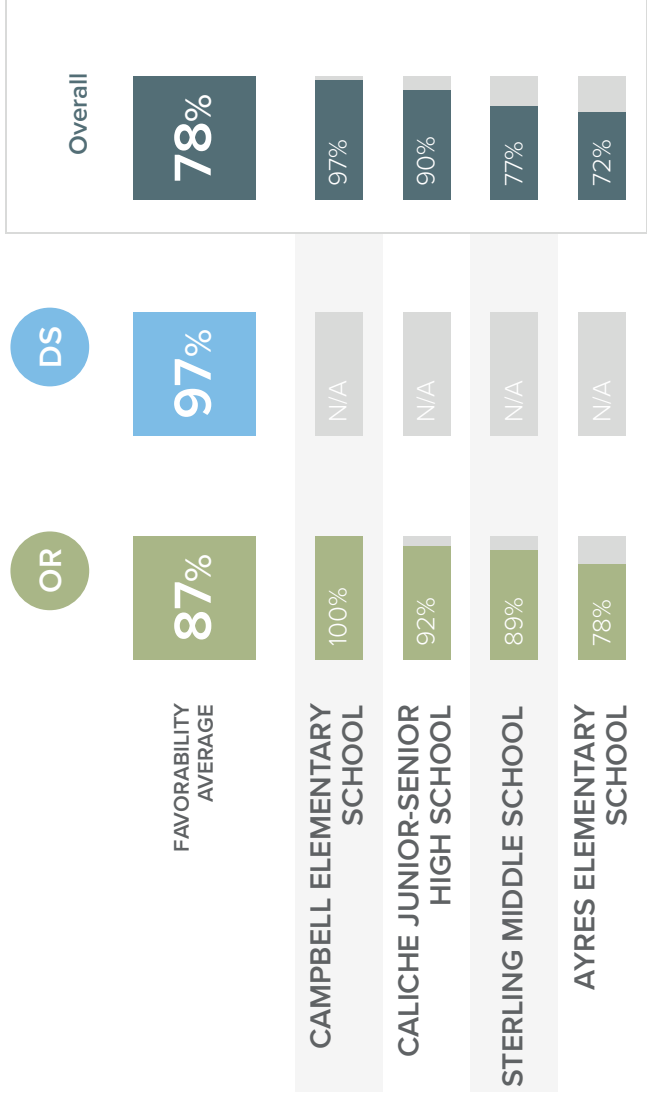
Discover important aspects of your report



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	71%	74%	73%	81%	85%	71%	71%	90%	73%	78%
CAMPBELL ELEMENTARY SCHOOL	100%	99%	96%	100%	99%	98%	95%	95%	88%	97%
CALICHE JUNIOR-HIGH SCHOOL	N/A	93%	87%	92%	92%	89%	75%	94%	90%	90%
STERLING MIDDLE SCHOOL	65%	77%	76%	77%	84%	60%	74%	94%	62%	77%
AYRES ELEMENTARY SCHOOL	81%	70%	74%	64%	78%	73%	63%	81%	59%	72%



	NQ	SL	TL	MC	IS	PD	T	FR	CI	Overall
HAGEN EARLY EDUCATION CENTER	N/A	35%	43%	87%	82%	50%	49%	96%	90%	66%
CALICHE ELEMENTARY SCHOOL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
STERLING HIGH SCHOOL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	OR	DS	Overall
HAGEN EARLY EDUCATION CENTER	85%	N/A	66%
CALICHE ELEMENTARY SCHOOL	N/A	N/A	N/A
STERLING HIGH SCHOOL	N/A	N/A	N/A

RESULTS

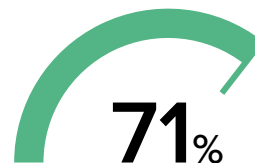
Item level results from your report



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

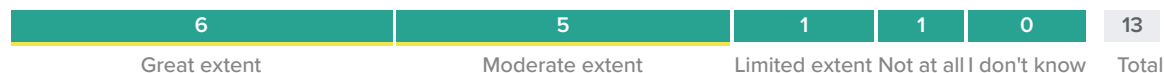
66%

Colorado

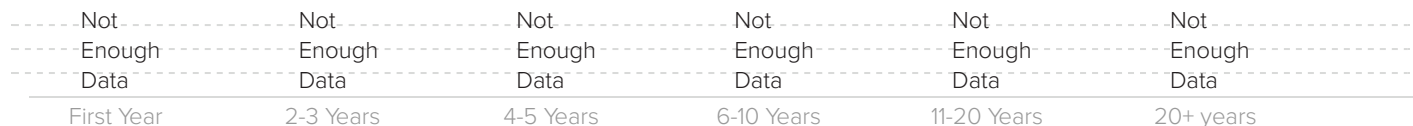
85%

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

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

67%

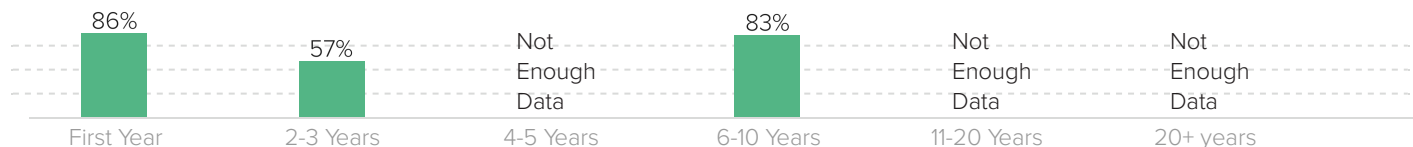
Colorado

71%

Distribution of responses



Results Disaggregated By: **Years of Experience**



NQ More New Teacher Questions results on next page

NQ New Teacher Questions (cont)

COMPARE RESULT

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

Distribution of responses



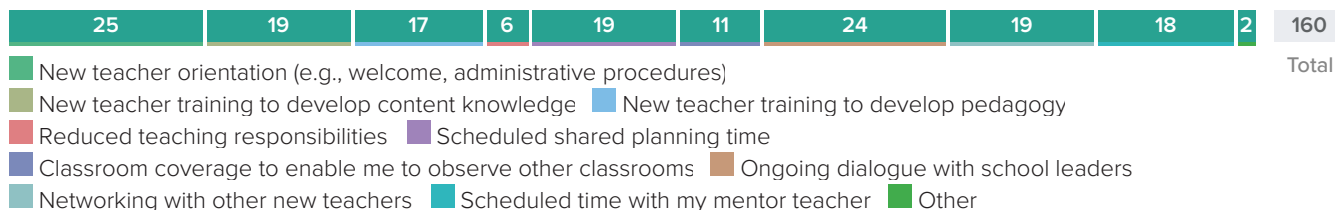
Q Have you been assigned a mentor teacher this school year?

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



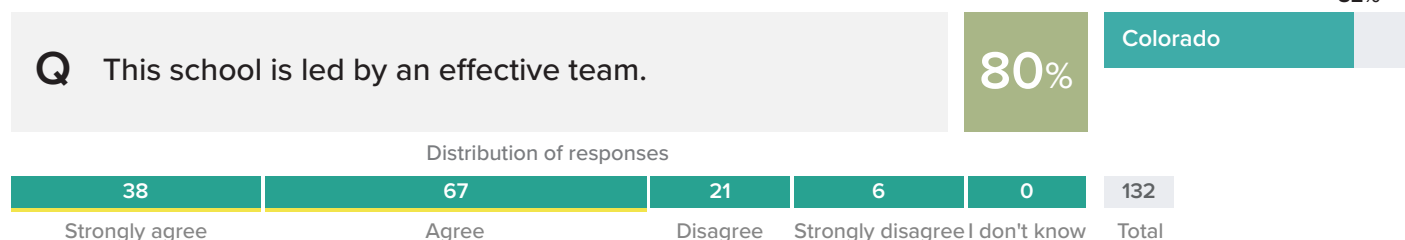
SL School Leadership

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.

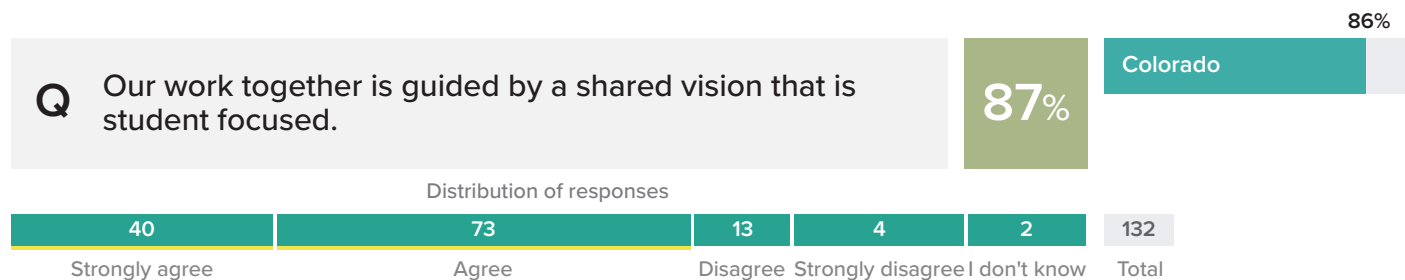
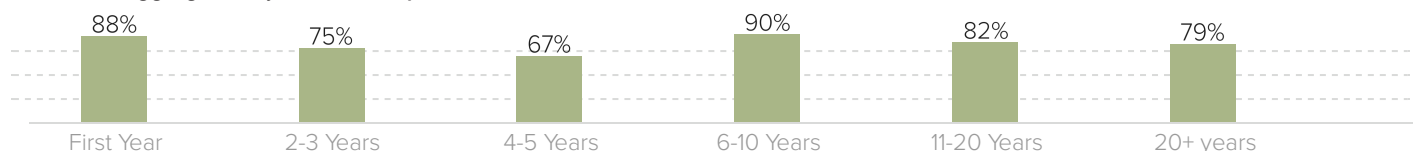
OVERALL FAVORABILITY



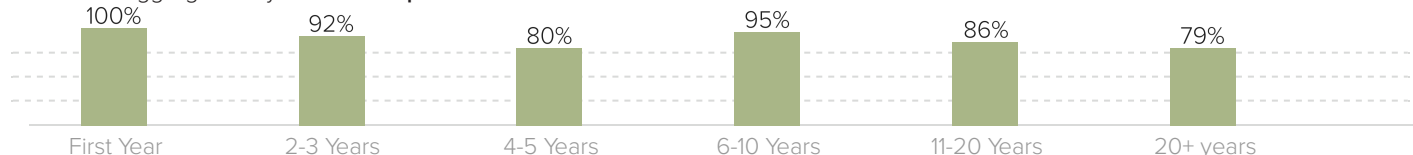
COMPARE RESULT



Results Disaggregated By: Years of Experience



Results Disaggregated By: Years of Experience



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.

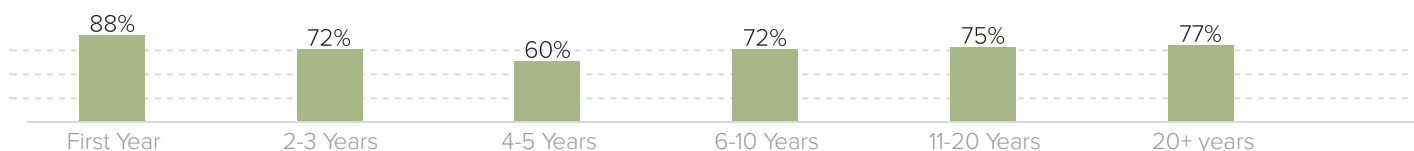
73%



Distribution of responses



Results Disaggregated By: Years of Experience



Q School staff show respect for each other.

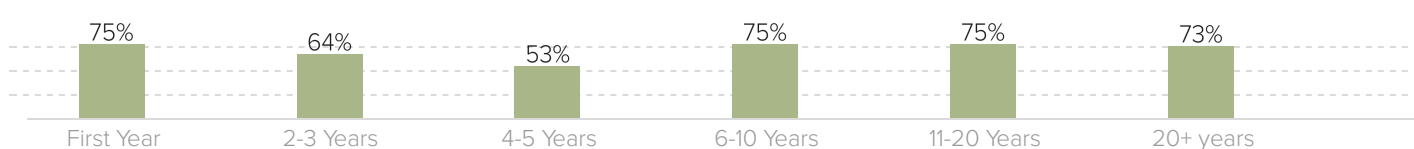
70%



Distribution of responses



Results Disaggregated By: Years of Experience



Q Staff feel comfortable raising important issues with school leaders.

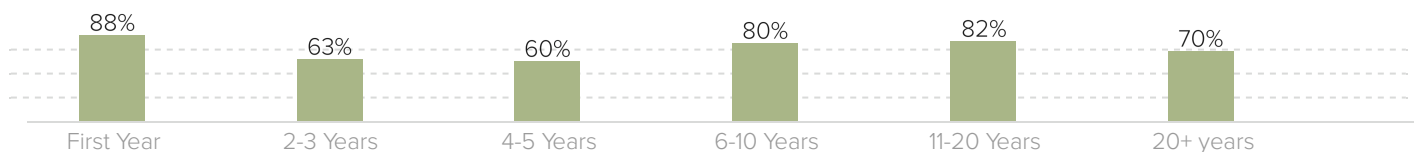
73%



Distribution of responses



Results Disaggregated By: Years of Experience



More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT

Q Teachers are provided with informal feedback to improve their instruction.

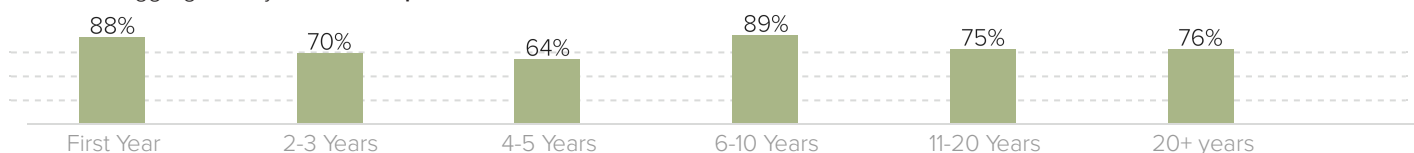
76%



Distribution of responses



Results Disaggregated By: Years of Experience



Q Teachers' effectiveness is accurately assessed through the school's teacher evaluation process.

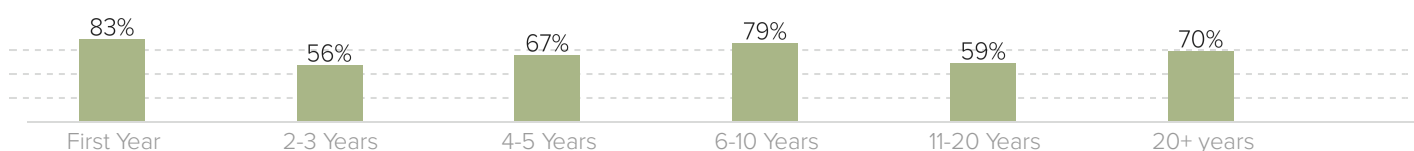
66%



Distribution of responses



Results Disaggregated By: Years of Experience



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

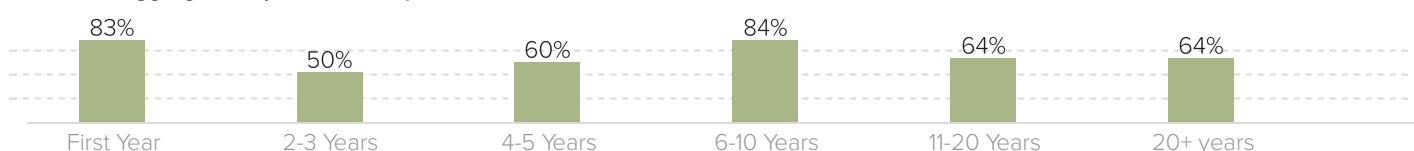
64%



Distribution of responses



Results Disaggregated By: Years of Experience



RESULTS

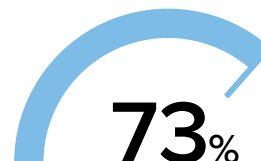
Item level results from your report



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

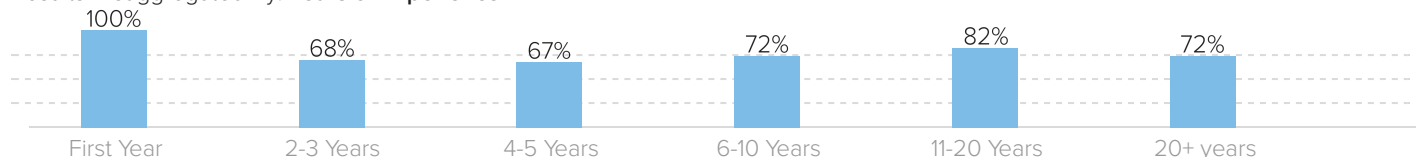
74%

Q Teachers' professional expertise is valued.

Distribution of responses



Results Disaggregated By: Years of Experience



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

70%

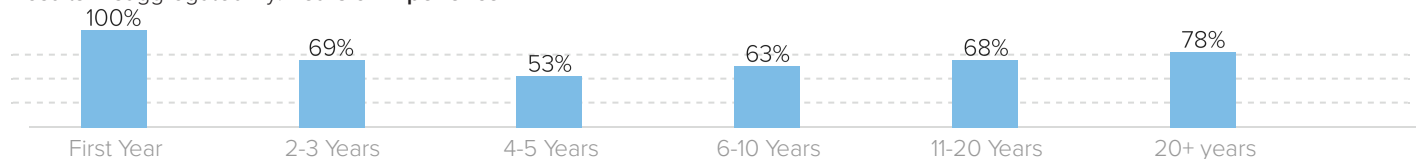
Colorado

78%

Distribution of responses



Results Disaggregated By: Years of Experience



TL More Teacher Leadership results on next page

TL Teacher Leadership (cont)

COMPARE RESULT

Q Teachers have leadership opportunities in this school.

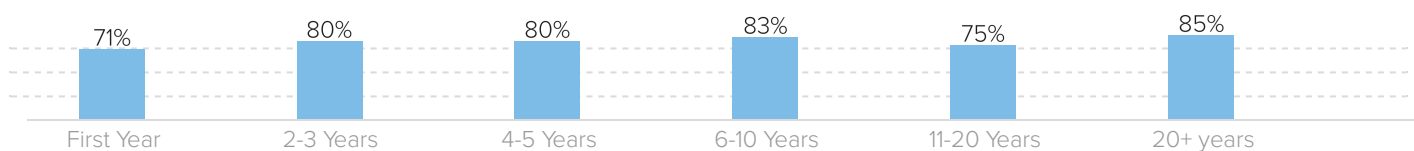
80%



Distribution of responses



Results Disaggregated By: Years of Experience



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

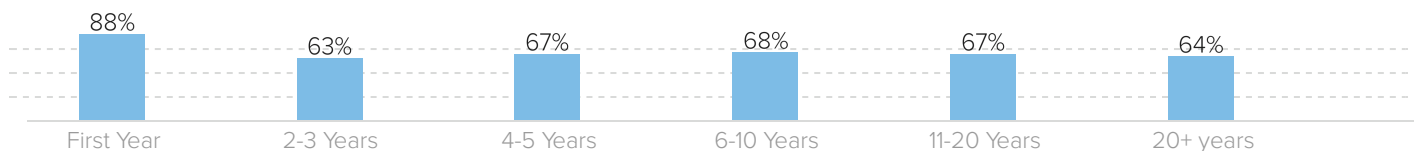
67%



Distribution of responses



Results Disaggregated By: Years of Experience



RESULTS

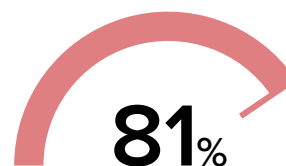
Item level results from your report



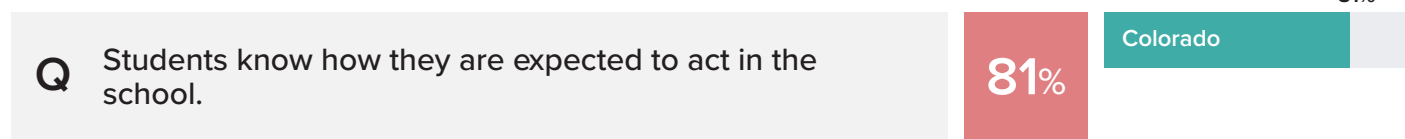
MC Managing Student Conduct

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

OVERALL FAVORABILITY



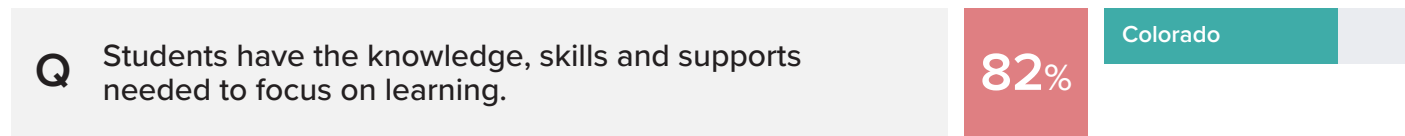
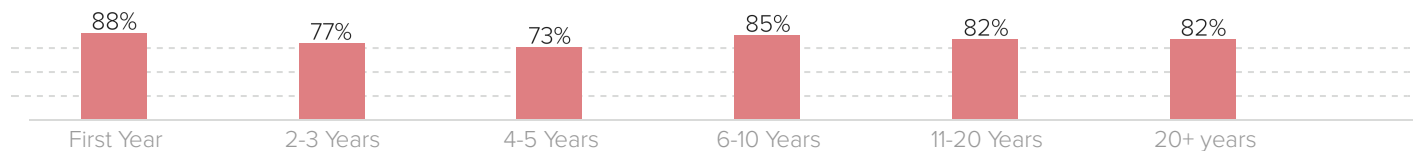
COMPARE RESULT



Distribution of responses



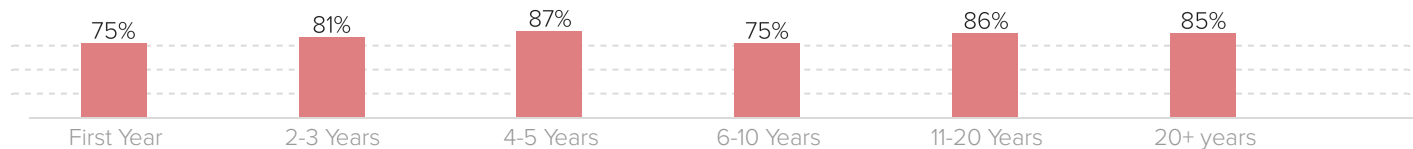
Results Disaggregated By: Years of Experience



Distribution of responses



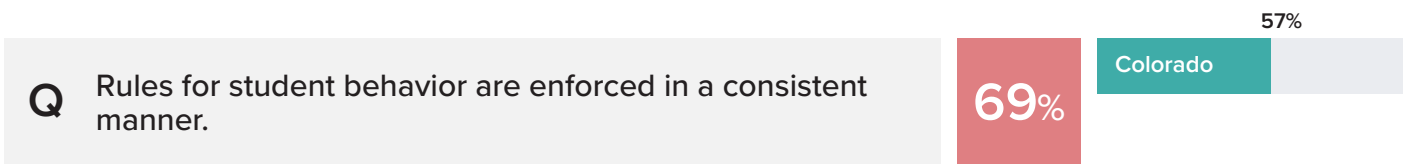
Results Disaggregated By: Years of Experience



MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

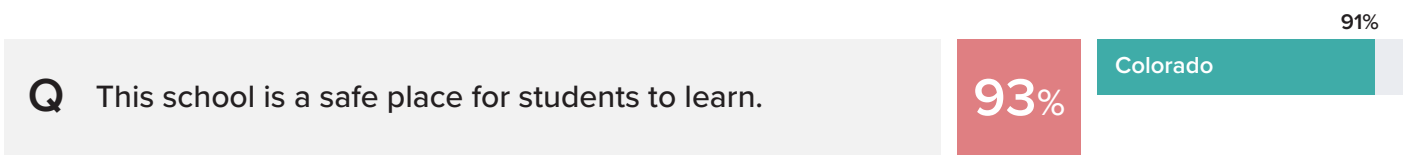
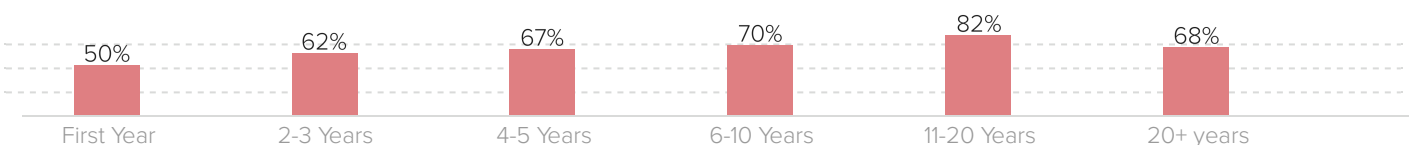
COMPARE RESULT



Distribution of responses



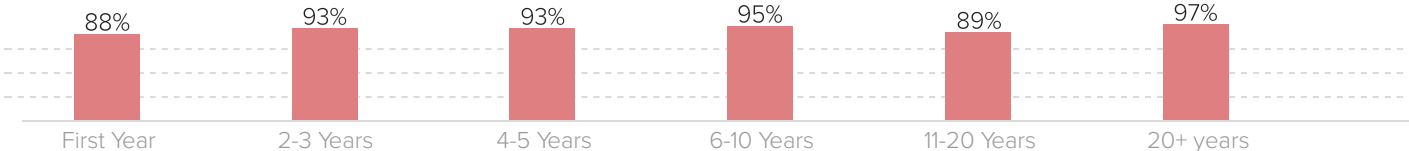
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



RESULTS

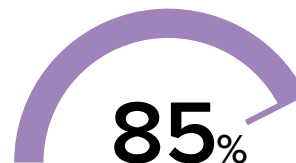
Item level results from your report



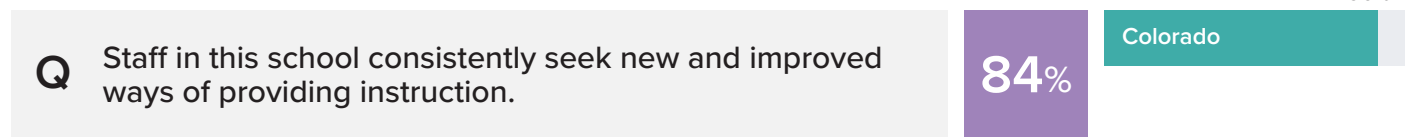
IS Instructional Practices and Support

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

OVERALL FAVORABILITY



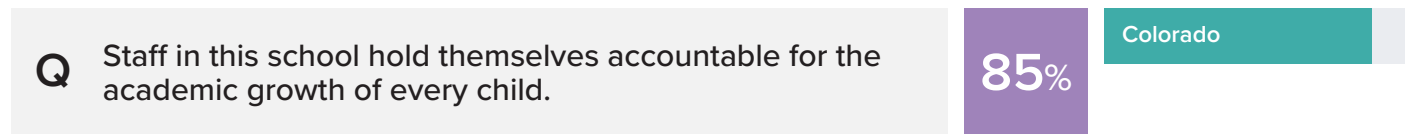
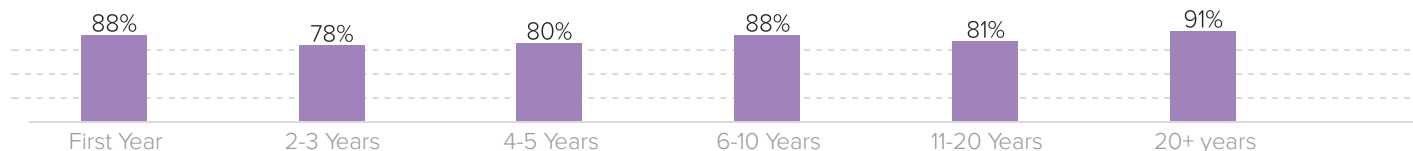
COMPARE RESULT



Distribution of responses



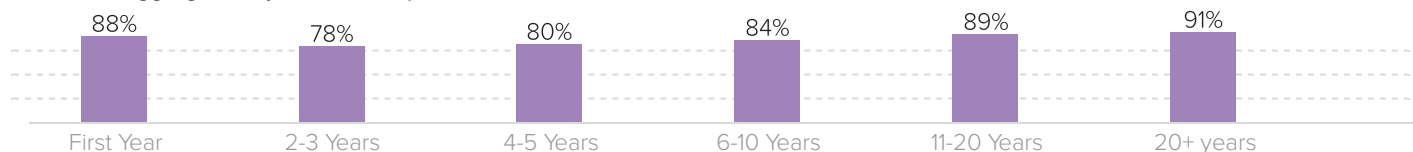
Results Disaggregated By: Years of Experience



Distribution of responses



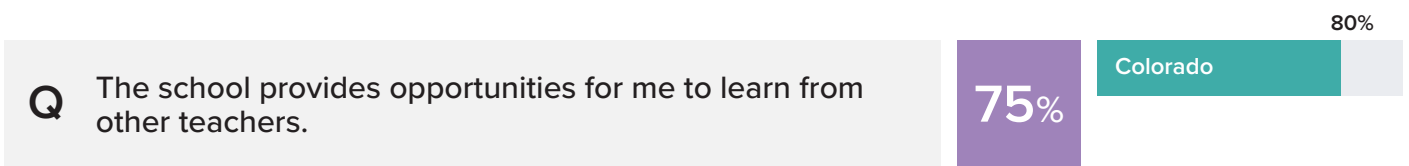
Results Disaggregated By: Years of Experience



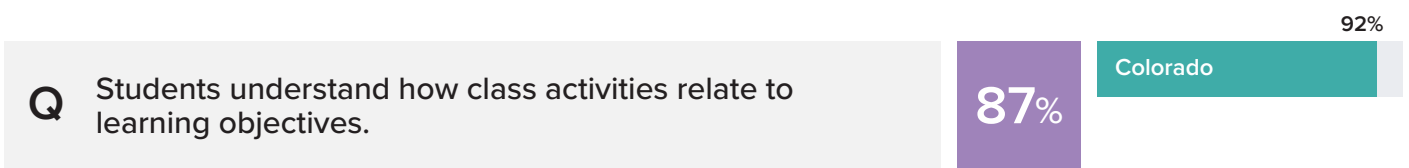
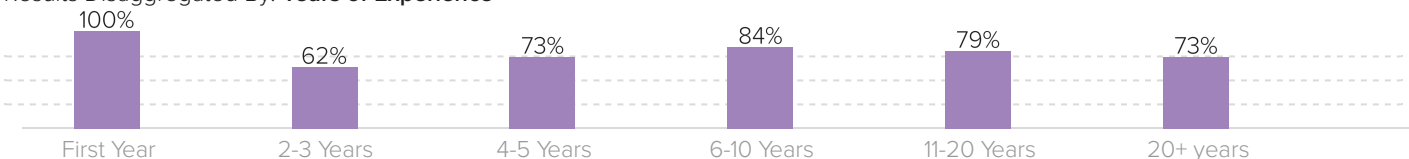
IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

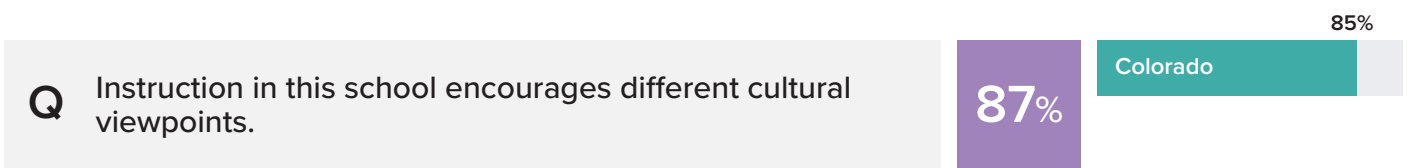
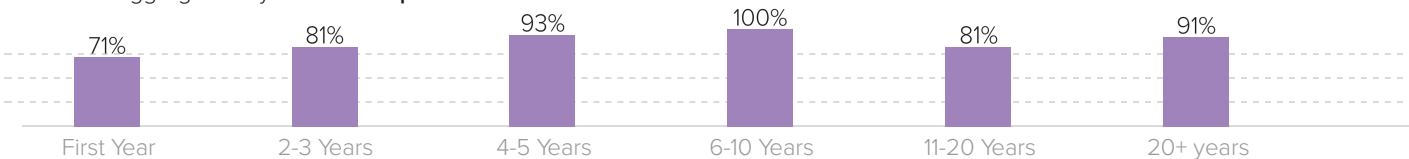
COMPARE RESULT



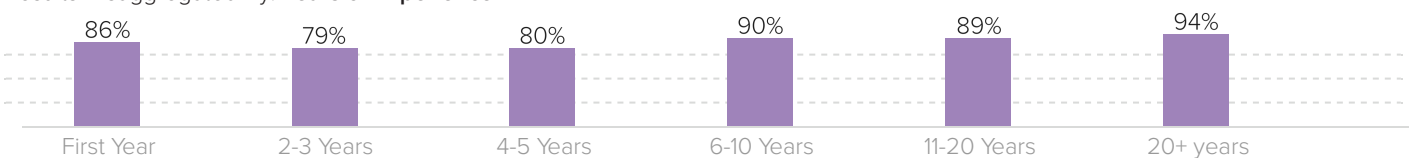
Results Disaggregated By: **Years of Experience**



Results Disaggregated By: **Years of Experience**



Results Disaggregated By: **Years of Experience**



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.

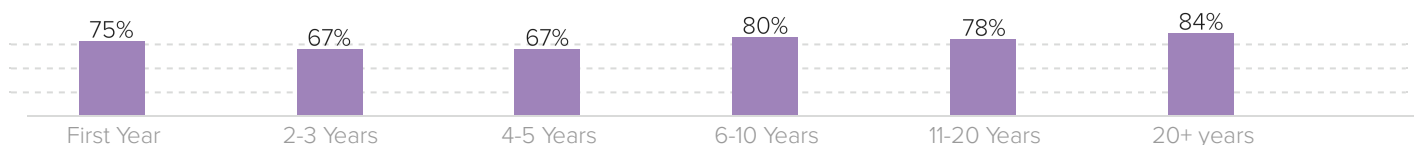
76%



Distribution of responses



Results Disaggregated By: **Years of Experience**



Q English Learners are adequately supported in this school.

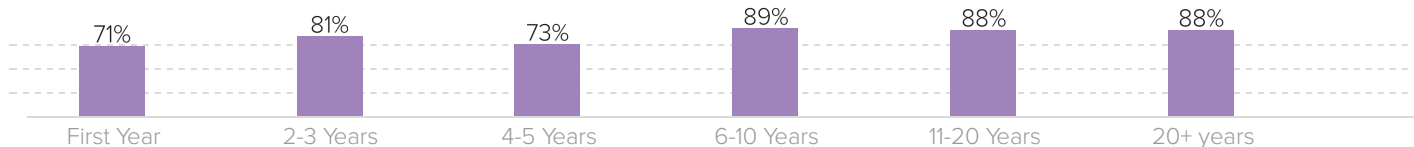
84%



Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Students with disabilities are adequately supported in this school.

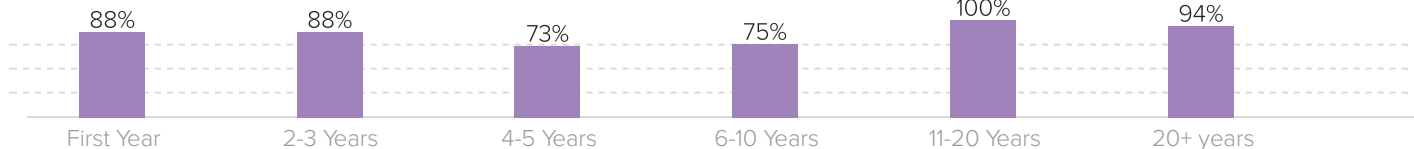
88%



Distribution of responses



Results Disaggregated By: **Years of Experience**



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.

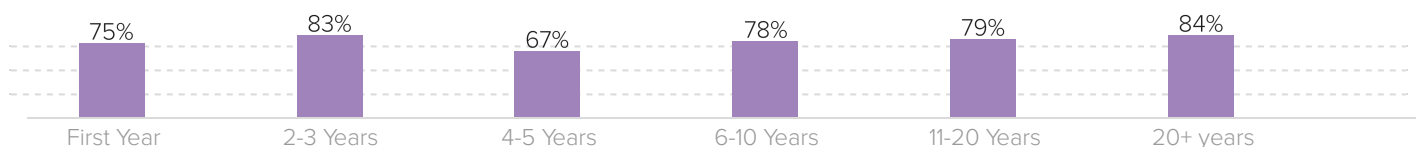
79%



Distribution of responses



Results Disaggregated By: **Years of Experience**



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

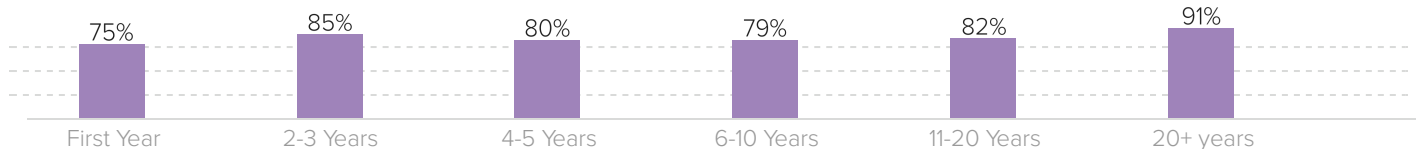
84%



Distribution of responses



Results Disaggregated By: **Years of Experience**



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

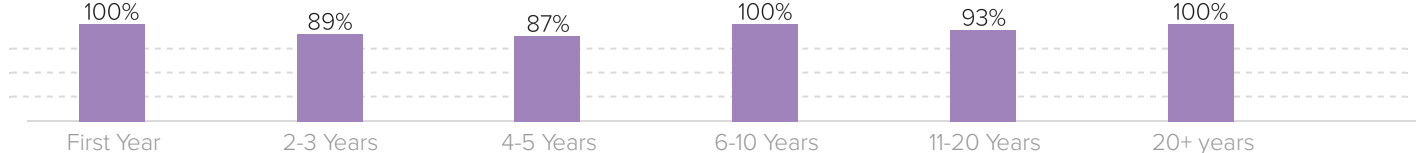
95%



Distribution of responses



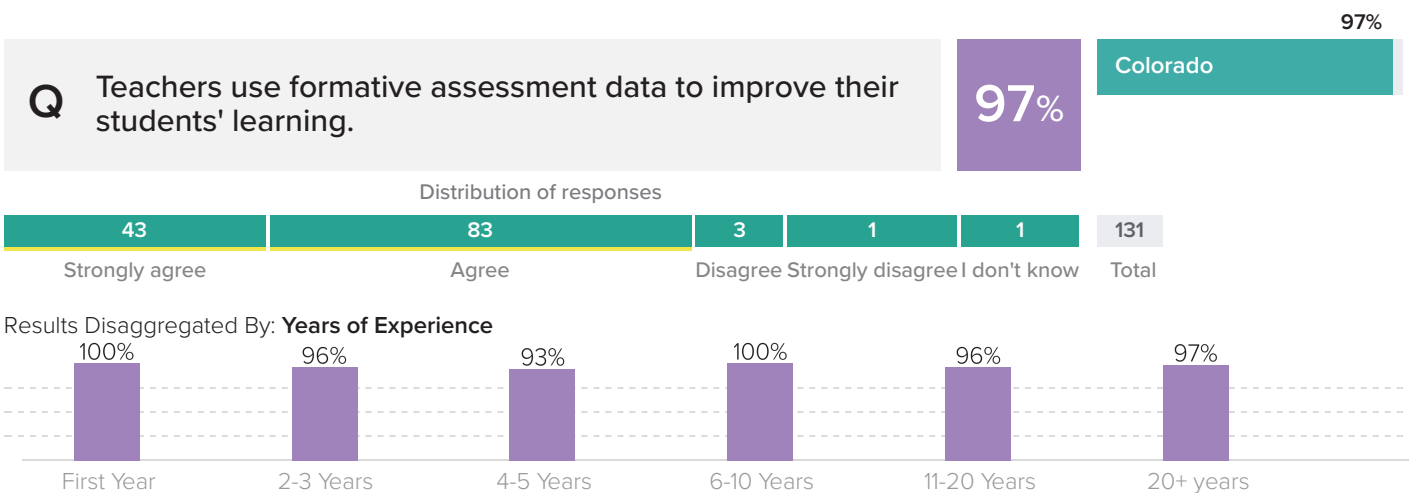
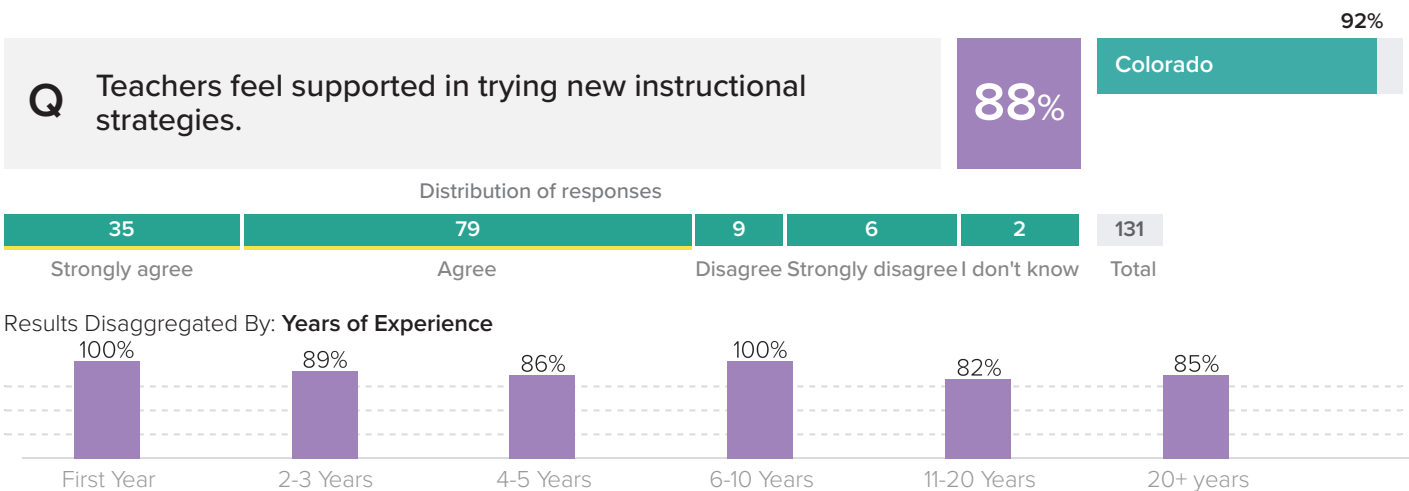
Results Disaggregated By: **Years of Experience**



IS More Instructional Practices and Support results on next page

IS **Instructional Practices and Support (cont)**

COMPARE RESULT



RESULTS

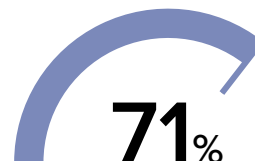
Item level results from your report



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

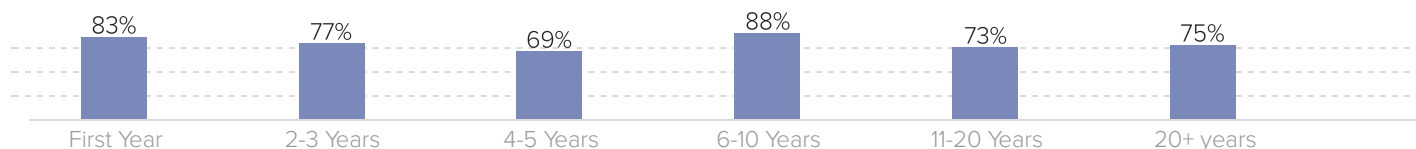
77%

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

Distribution of responses



Results Disaggregated By: **Years of Experience**



65%

Colorado

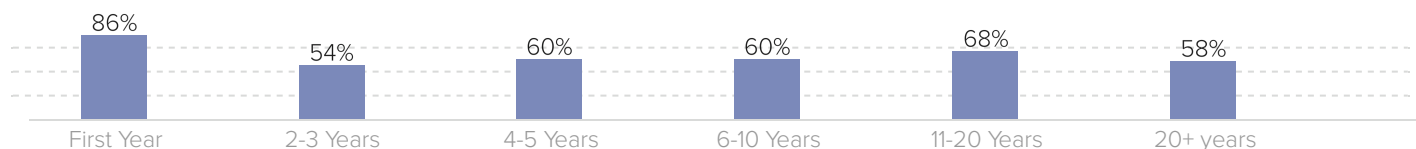
61%

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

Distribution of responses



Results Disaggregated By: **Years of Experience**



More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

Q The effectiveness of professional development is assessed regularly.

60%

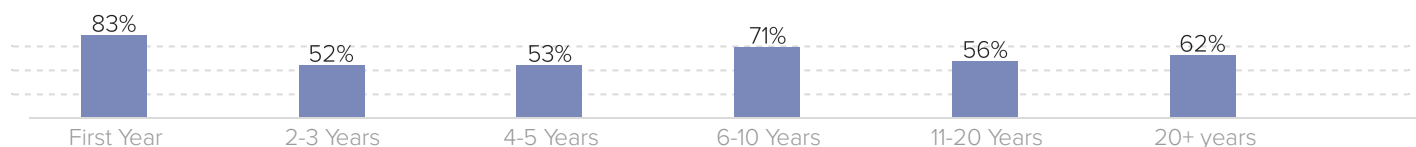
58%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



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

73%

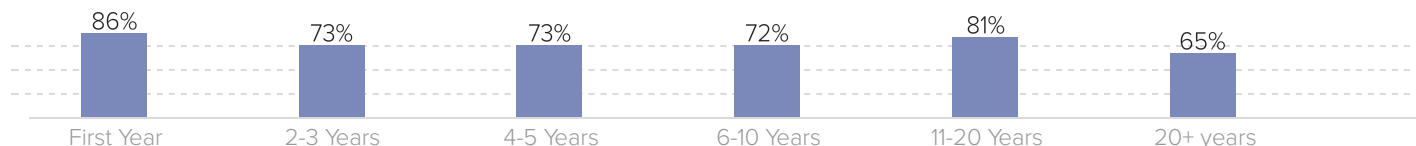
77%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



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

71%

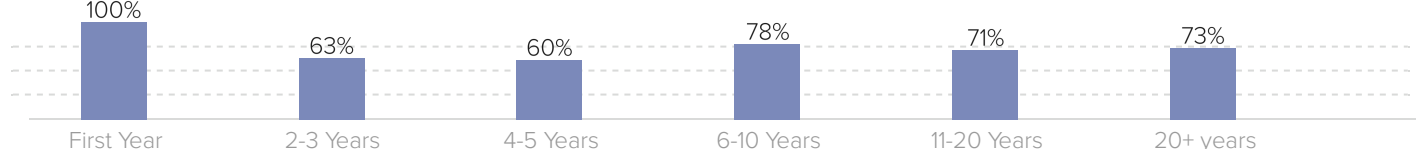
70%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



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.

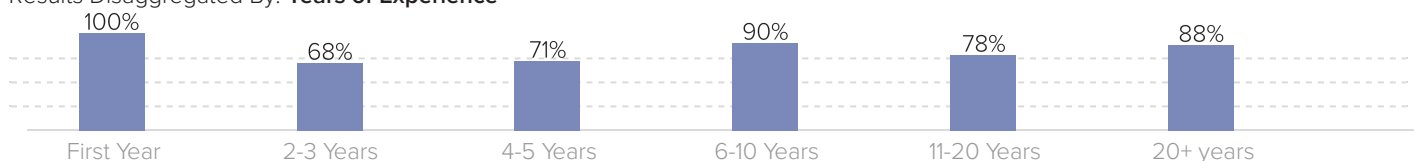
81%

Colorado **72%**

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

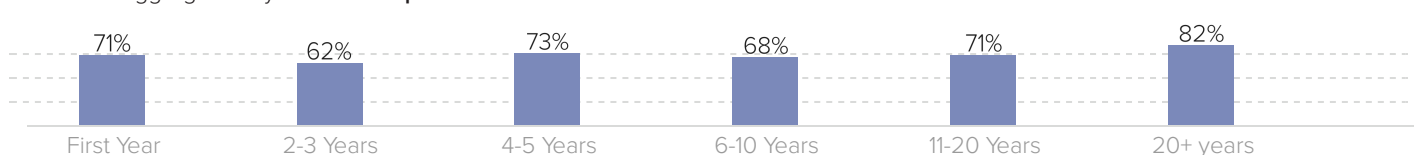
72%

Colorado **63%**

Distribution of responses

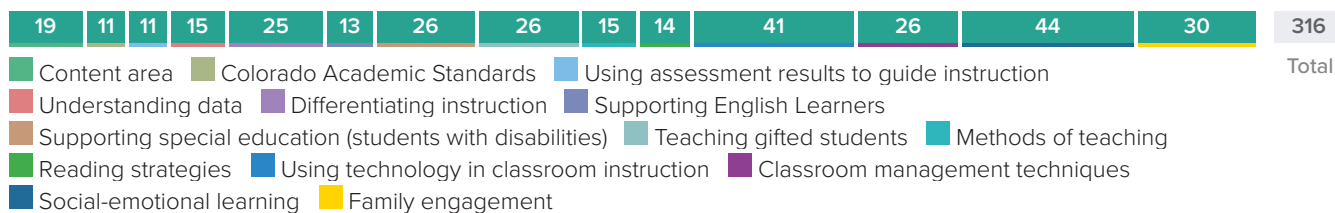


Results Disaggregated By: **Years of Experience**



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

Distribution of responses



RESULTS

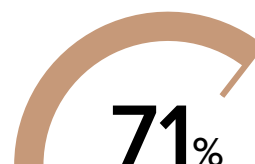
Item level results from your report



T Time

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

OVERALL FAVORABILITY



COMPARE RESULT

58%

Colorado

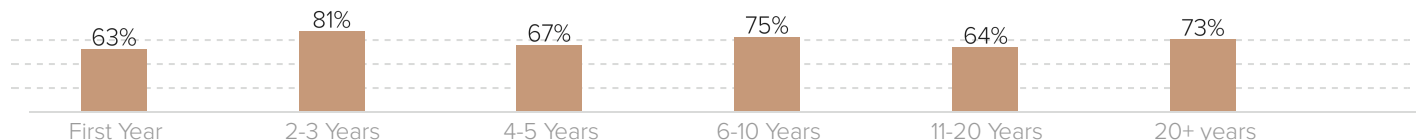
Q Teachers have adequate time to prepare for instruction.

72%

Distribution of responses



Results Disaggregated By: Years of Experience



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

70%

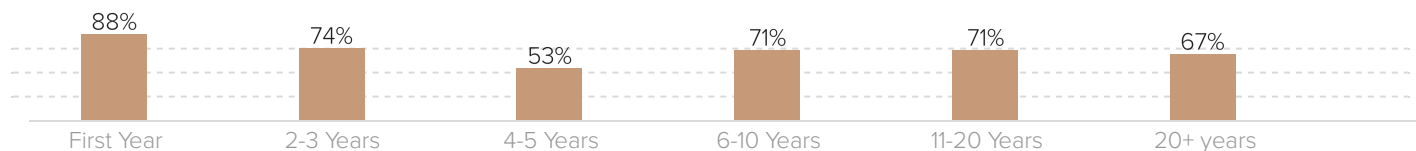
64%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



More Time results on next page

T Time (cont)

COMPARE RESULT

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

64%

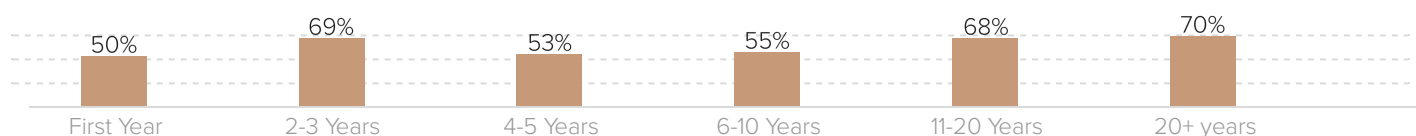
54%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



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

75%

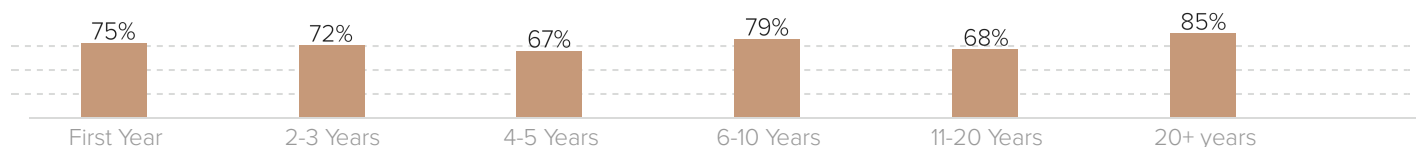
53%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



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

77%

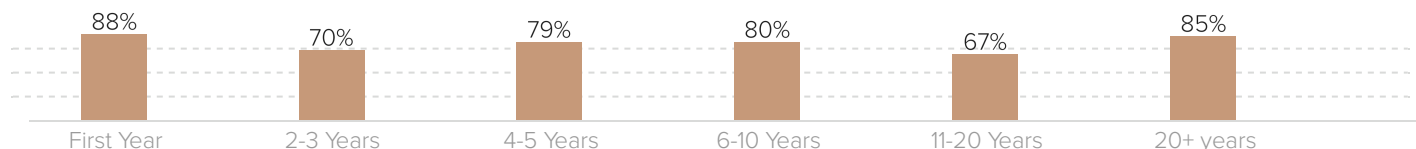
65%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



T More Time results on next page

T Time (cont)

COMPARE RESULT

Q New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.

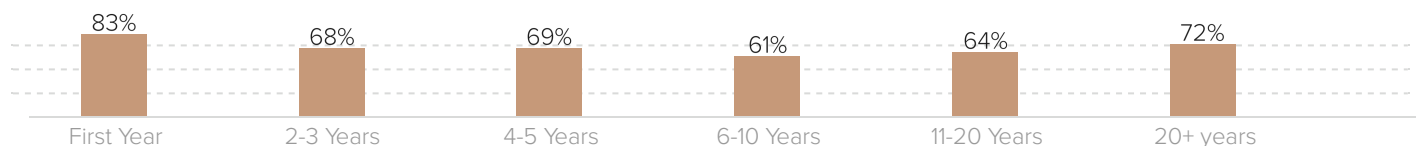
68%

52%
Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

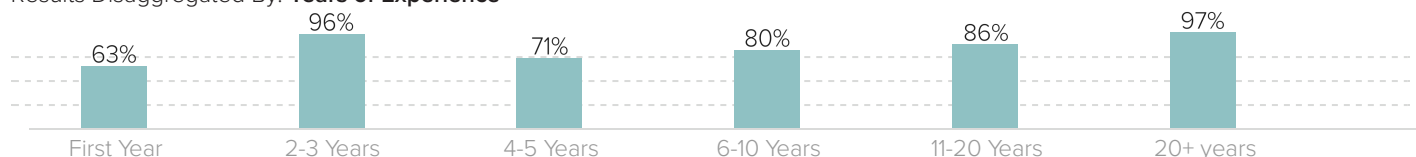
87%

Q Class size(s) are reasonable.

Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Instructional resources are adequate to support student learning.

85%

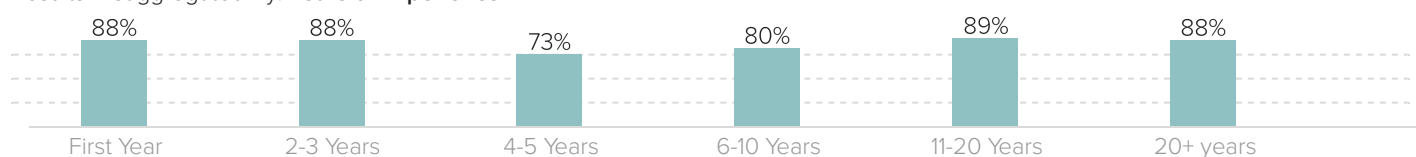
Colorado

73%

Distribution of responses



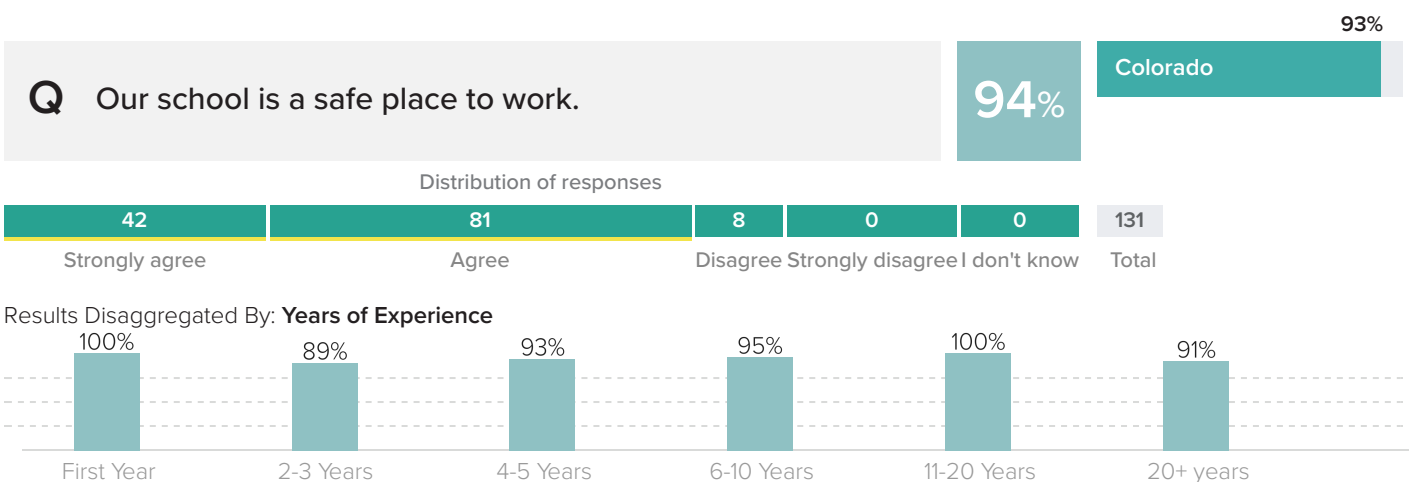
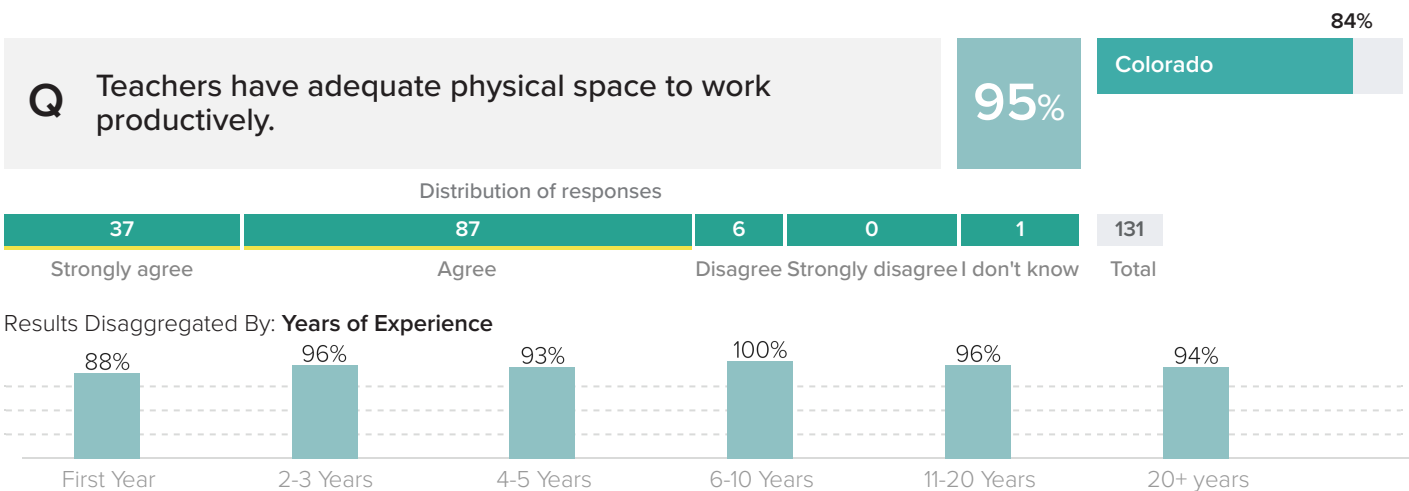
Results Disaggregated By: **Years of Experience**



FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

COMPARE RESULT



RESULTS

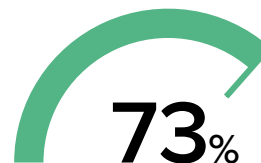
Item level results from your report



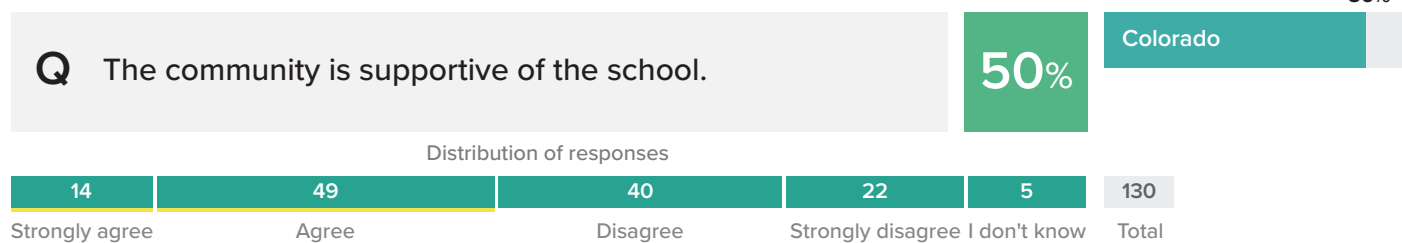
CI Community Support and Involvement

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

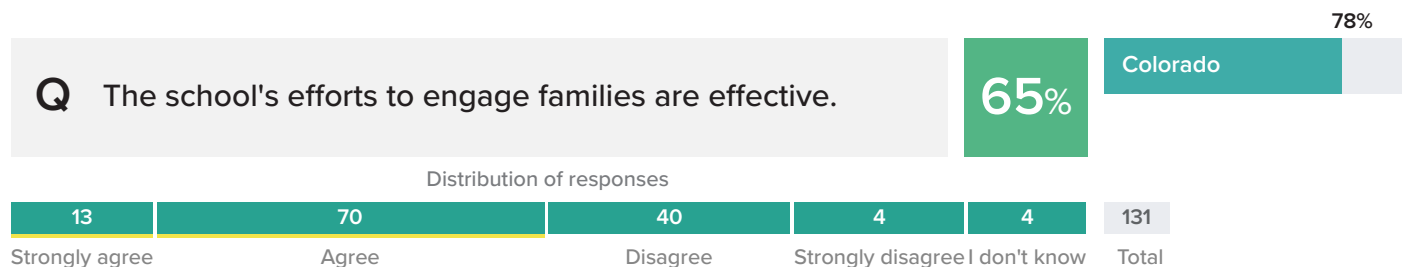
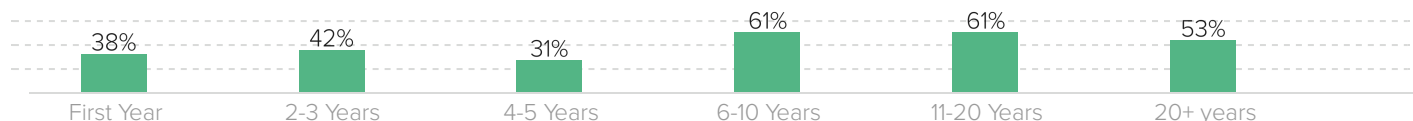
OVERALL FAVORABILITY



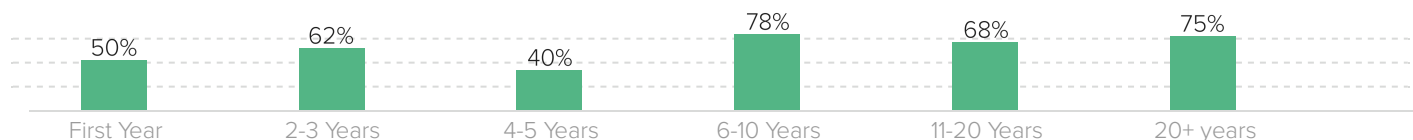
COMPARE RESULT



Results Disaggregated By: **Years of Experience**



Results Disaggregated By: **Years of Experience**



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

COMPARE RESULT

76%

Colorado

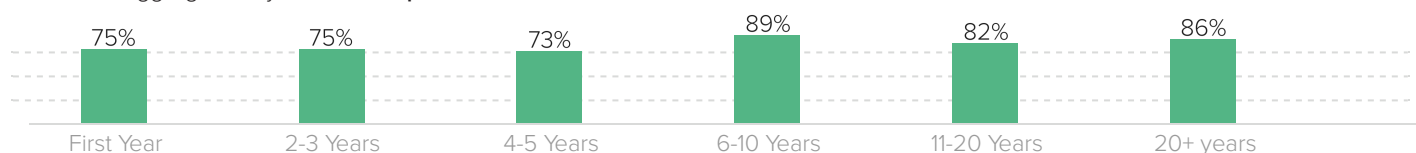
Q The school provides strategies that families can use at home to support their children's learning.

81%

Distribution of responses



Results Disaggregated By: **Years of Experience**



91%

Colorado

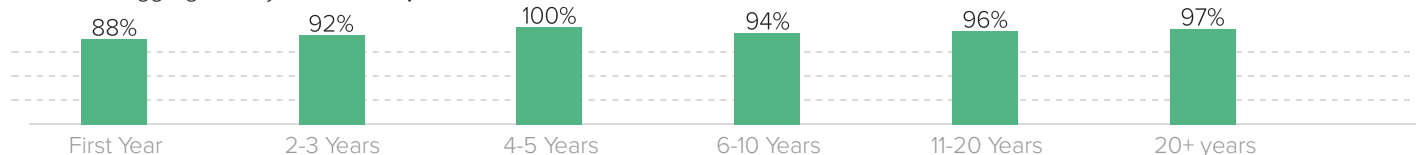
Q All families have access to information about what is happening in the school.

95%

Distribution of responses



Results Disaggregated By: **Years of Experience**



RESULTS

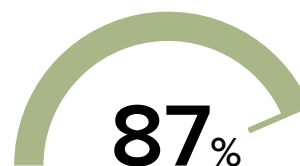
Item level results from your report



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

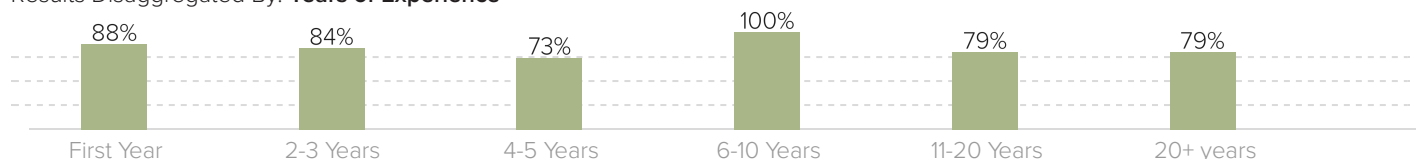
83%

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

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

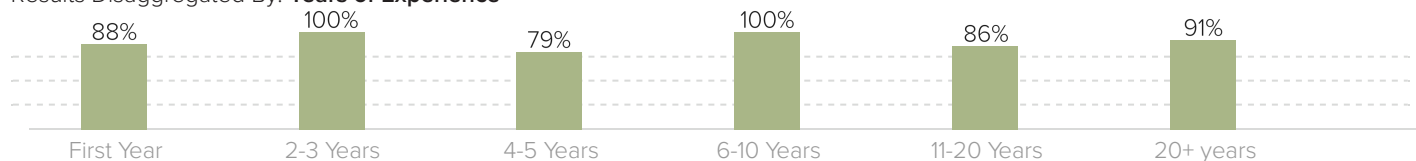
91%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**



OR More Overall Reflection results on next page

OR Overall Reflection (cont)

COMPARE RESULT

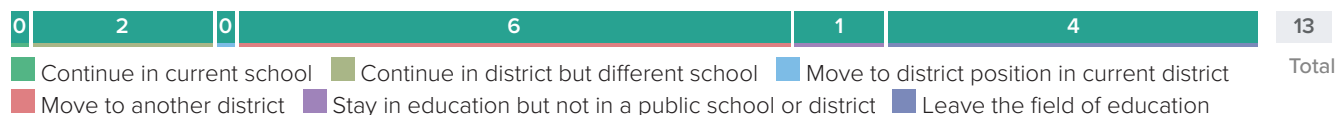
Q Are you hoping to continue your position in the same school next school year?

Distribution of responses



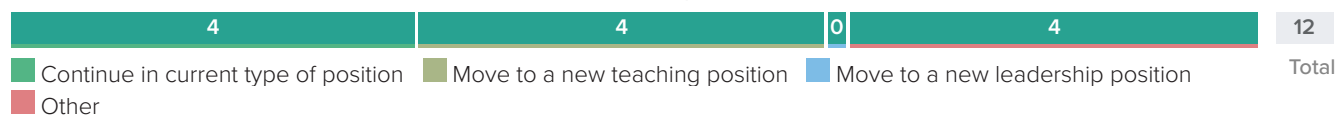
Q Location of future position:

Distribution of responses



Q Type of future position:

Distribution of responses



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

Distribution of responses



RESULTS

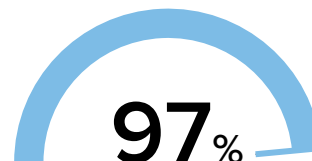
Item level results from your report



DS District Supports

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

OVERALL FAVORABILITY



COMPARE RESULT

85%

Colorado

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

100%

Distribution of responses



Results Disaggregated By: **Years of Experience**

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years

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

100%

86%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years

DS More District Supports results on next page

DS District Supports (cont)

COMPARE RESULT

Q The district clearly describes expectations for schools.

100%

79%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years

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

100%

79%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years

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

88%

79%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years

DS More District Supports results on next page

DS District Supports (cont)

COMPARE RESULT

76%

Q The district makes principal professional development a priority.

100%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years

77%

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

89%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years

84%

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

100%

Colorado

Distribution of responses



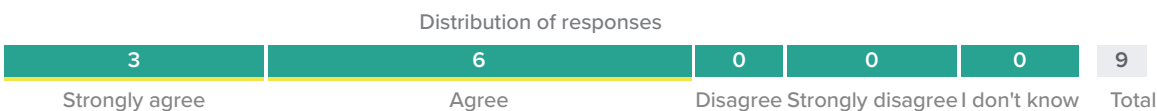
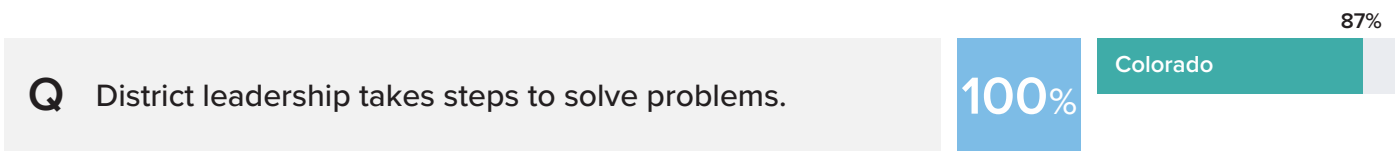
Results Disaggregated By: Years of Experience

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years

DS More District Supports results on next page

DS District Supports (cont)

COMPARE RESULT



Results Disaggregated By: Years of Experience

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years

