

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Brush RE-2(J)

Number of respondents (#)
69

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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

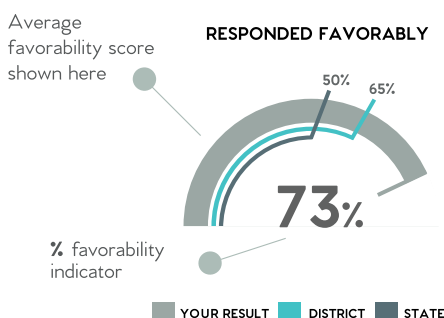
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter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

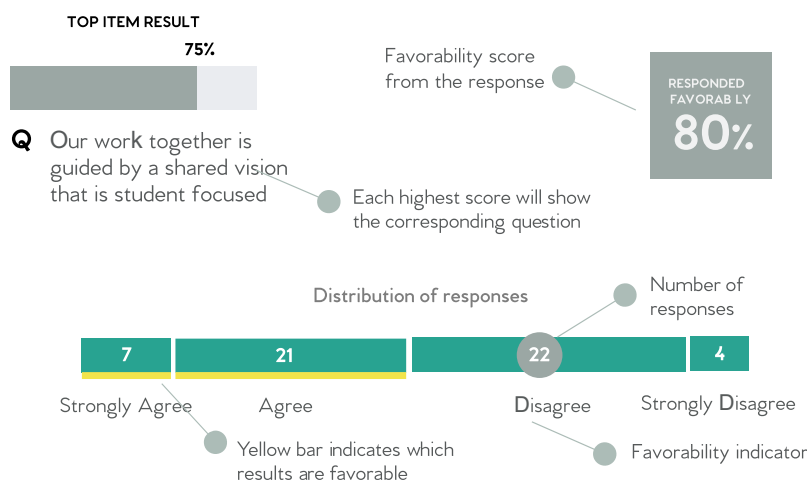
After responding to demographic questions, educators indicated one of four response options for each item on the survey. Scores in this report are percentages based on the proportion of students who replied "Agree" or "Strongly Agree." Responses to "I don't Know" do not affect favorability ratings. You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



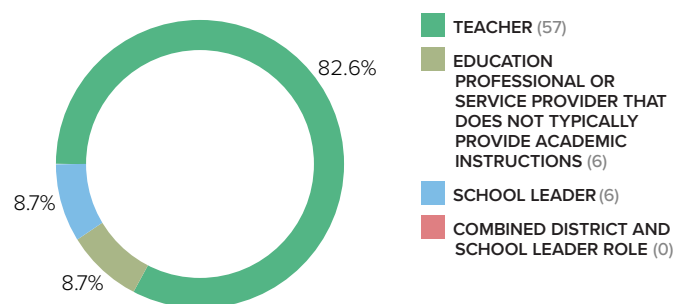
DEMOGRAPHICS

Who took the survey?

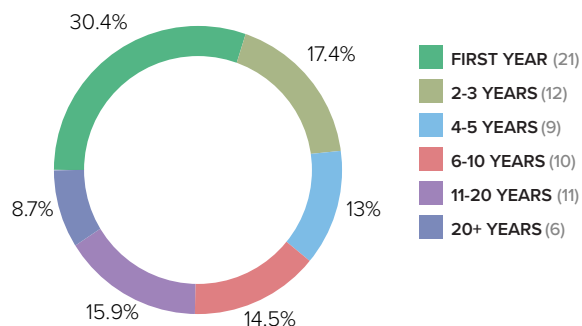
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

69 total respondents

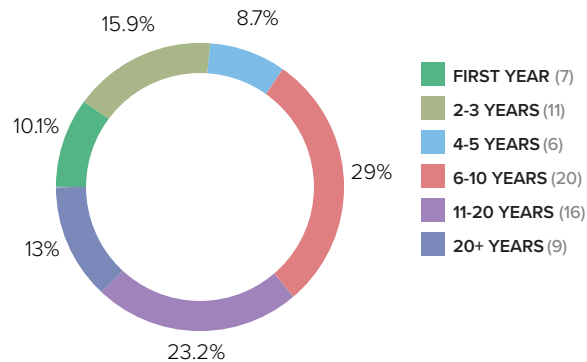
What is your current position at the school?



How many years have you worked at your present school in this position/role?



How many years have you worked in your career in this position/role?

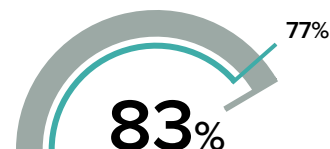


REPORT OVERVIEW

Your results at a glance



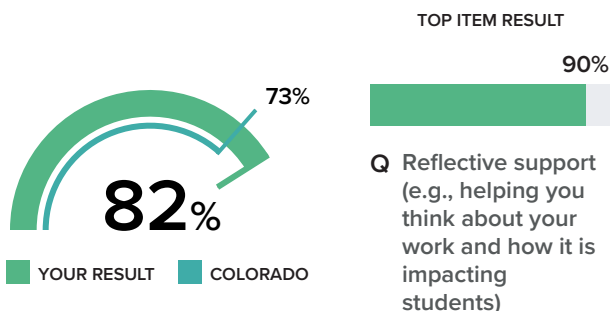
REPORT OVERALL FAVORABILITY



YOUR RESULTS

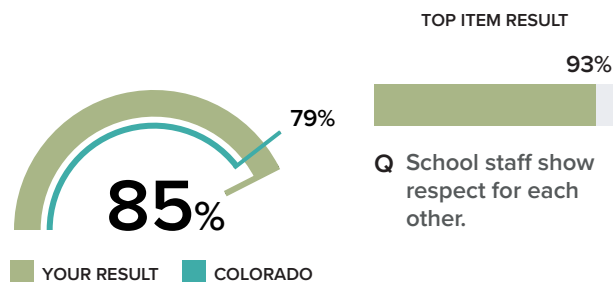
NQ

New Teacher Questions



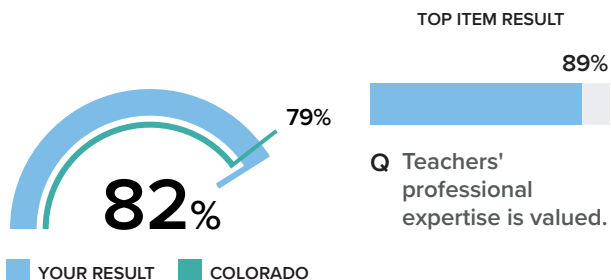
SL

School Leadership



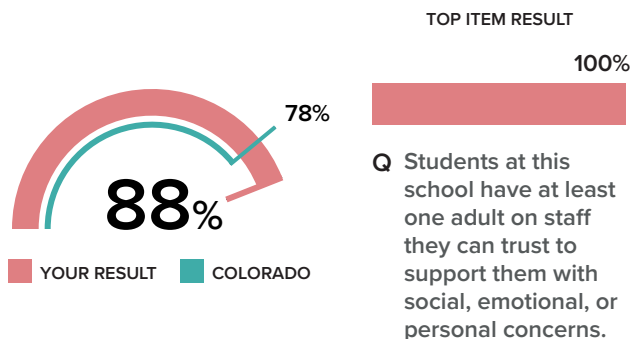
TL

Teacher Leadership



MC

Managing Student Conduct

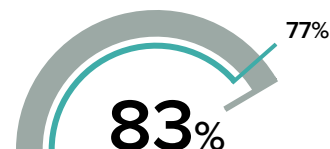


REPORT OVERVIEW

Your results at a glance



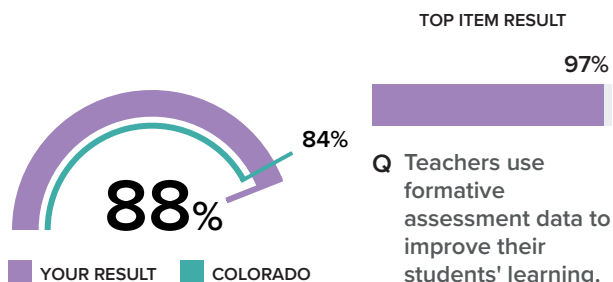
REPORT OVERALL FAVORABILITY



YOUR RESULTS

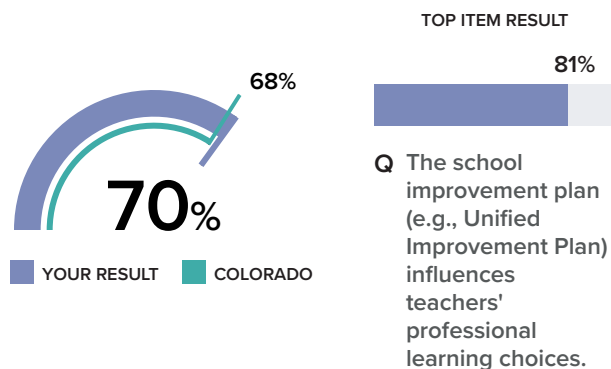
IS

Instructional Practices and Support



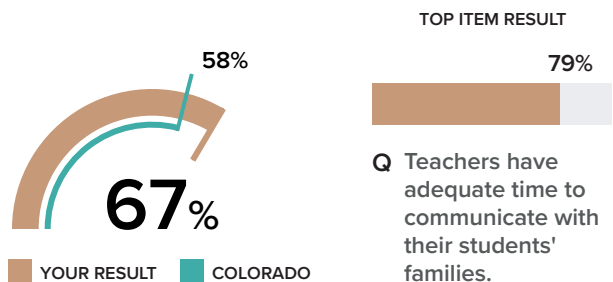
PD

Professional Development



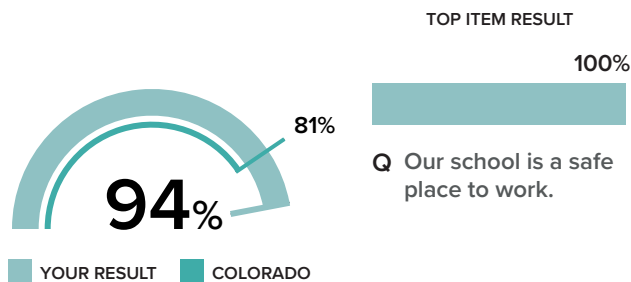
T

Time



FR

Facilities and Resources

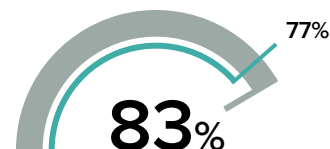


REPORT OVERVIEW

Your results at a glance



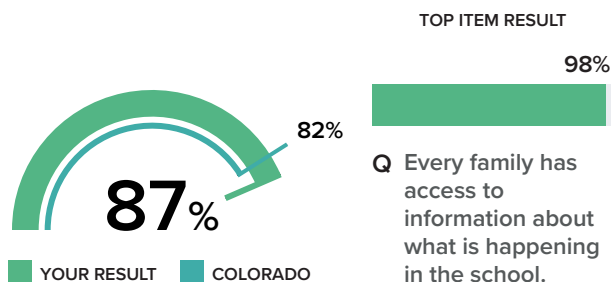
REPORT OVERALL FAVORABILITY



YOUR RESULTS

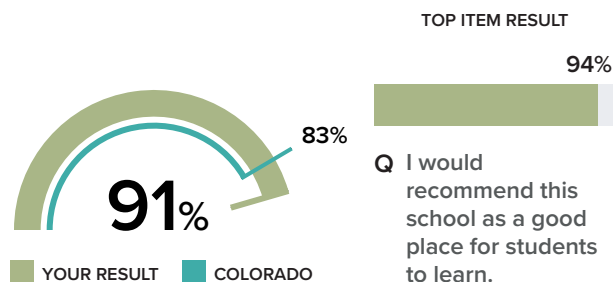
CI

Community Support and Involvement



OR

Overall Reflection



DS

District Supports

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: **Years Worked at Current School & Position**

NQ New Teacher Questions



SL School Leadership



TL Teacher Leadership



MC Managing Student Conduct



REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

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Results Disaggregated By: **Years Worked at Current School & Position**

IS Instructional Practices and Support



PD Professional Development



T Time



FR Facilities and Resources

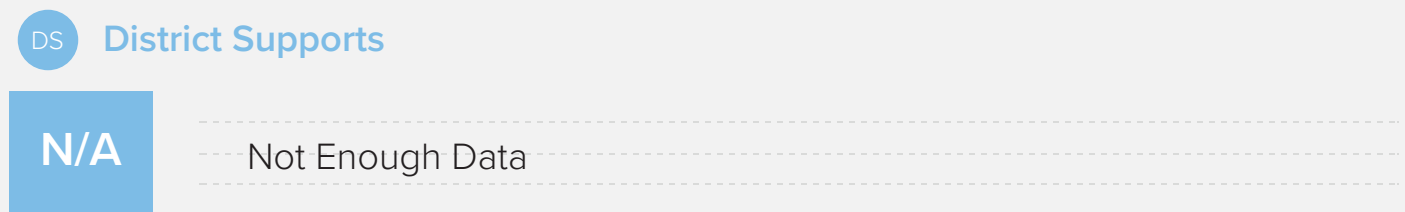
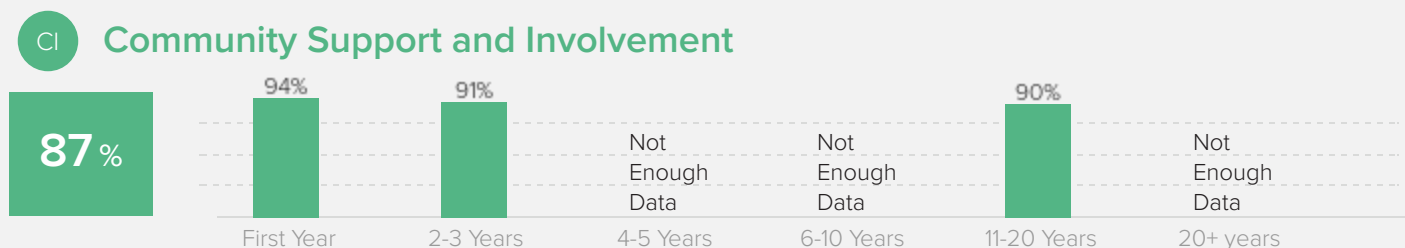


REPORT OVERVIEW - BREAKDOWN

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Results Disaggregated By: **Years Worked at Current School & Position**



RESULTS

Item level results from your report



NQ New Teacher Questions

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

OVERALL FAVORABILITY



COMPARE RESULT

71%

Colorado

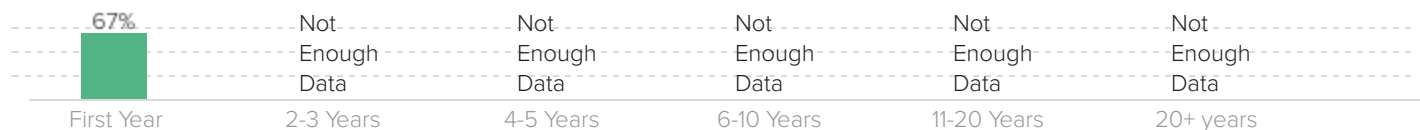
60%

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

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

89%

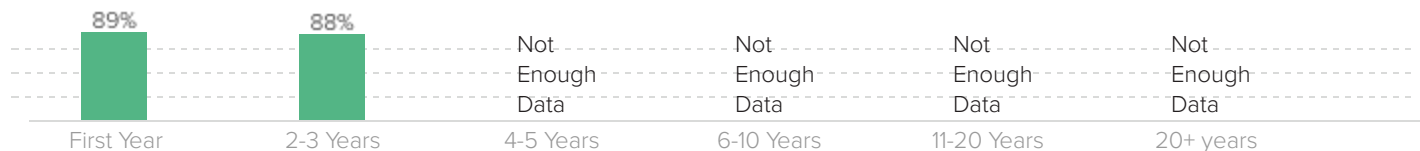
Colorado

73%

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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



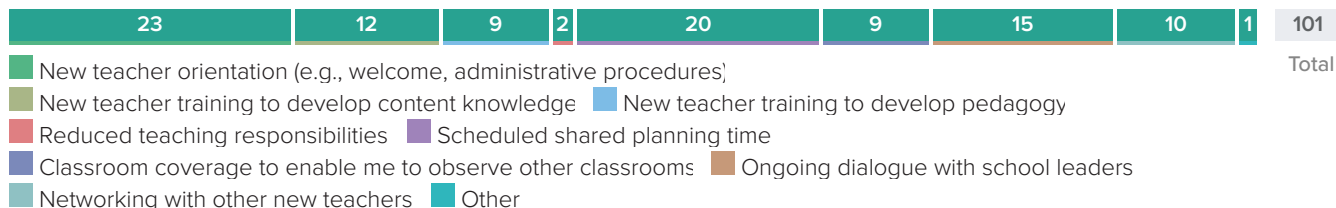
Q Have you been assigned a mentor teacher this school year?

Distribution of responses



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

Distribution of responses



TO WHAT EXTENT DO YOU FOCUS ON THE FOLLOWING TYPES OF WORK WITH YOUR MENTOR?

Q Instructional and classroom support (e.g., ideas, resources, advice on instruction and planning)

80%

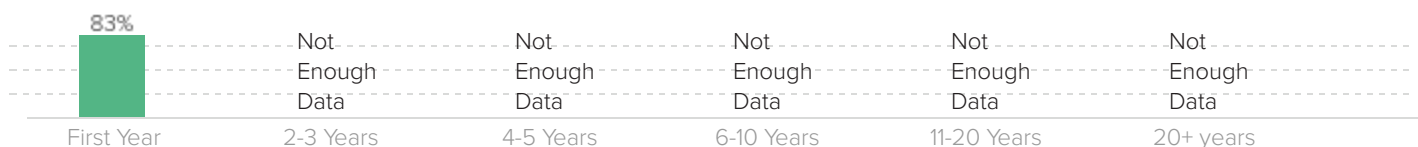
Colorado

85%

Distribution of responses



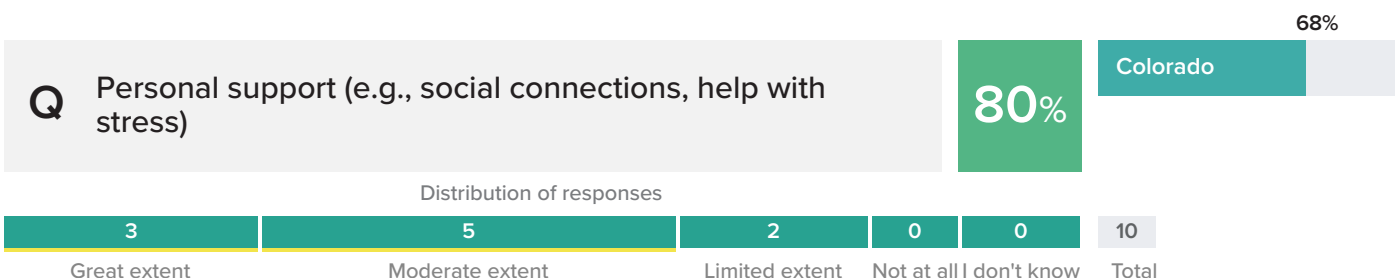
Results Disaggregated By: Years Worked at Current School & Position



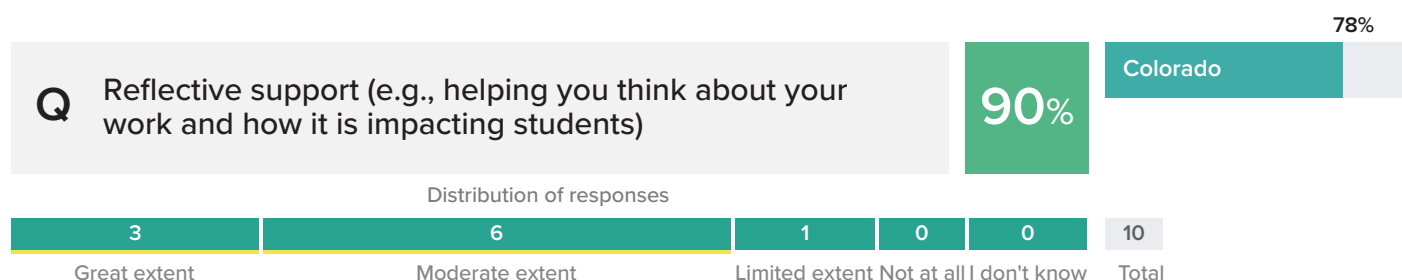
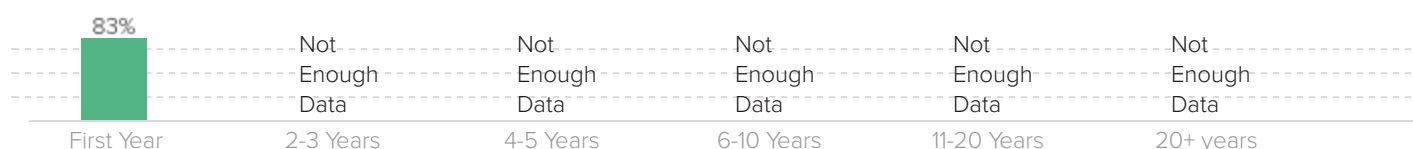
NQ More New Teacher Questions results on next page

NQ New Teacher Questions (cont)

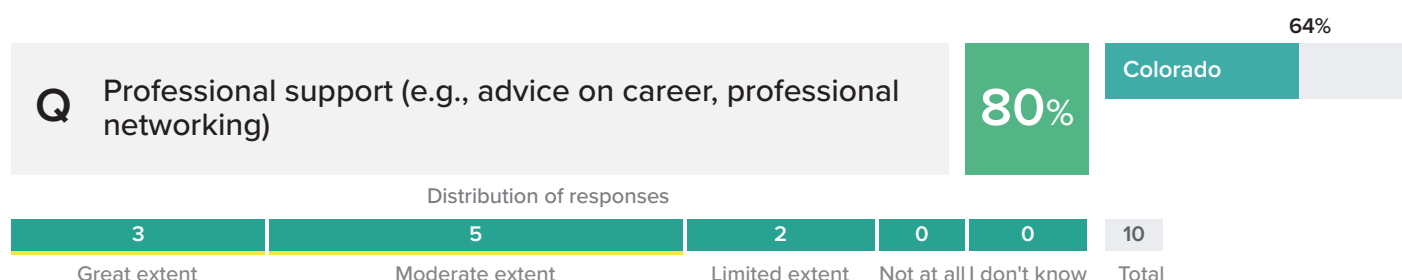
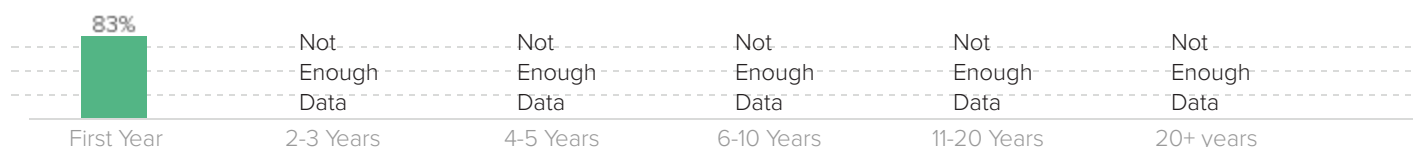
COMPARE RESULT



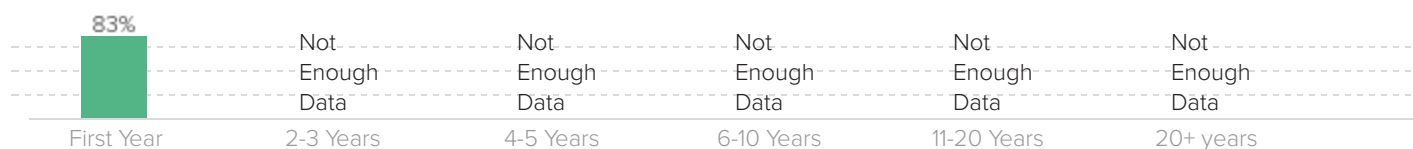
Results Disaggregated By: Years Worked at Current School & Position



Results Disaggregated By: Years Worked at Current School & Position



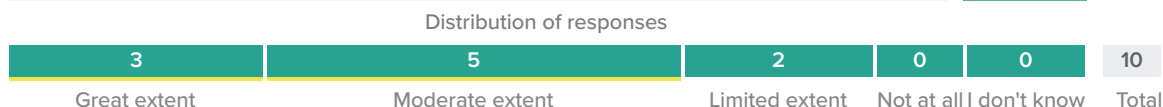
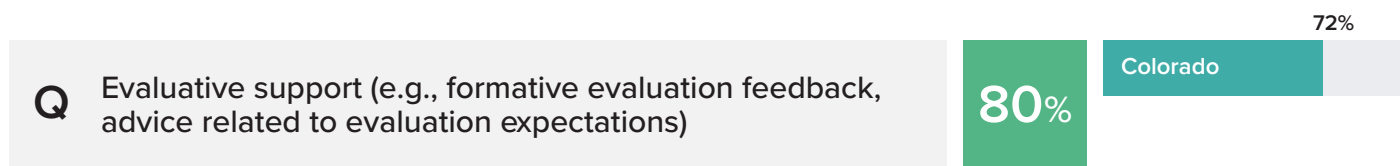
Results Disaggregated By: Years Worked at Current School & Position



NQ More New Teacher Questions results on next page

NQ New Teacher Questions (cont)

COMPARE RESULT



Results Disaggregated By: Years Worked at Current School & Position



RESULTS

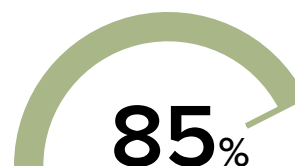
Item level results from your report



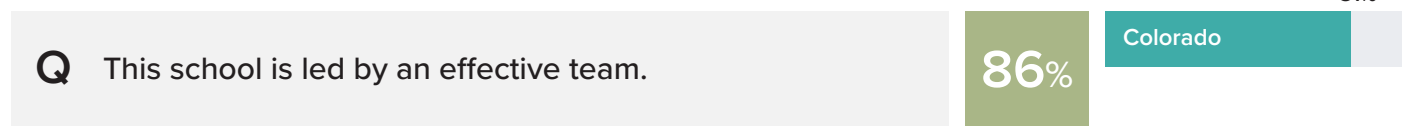
SL School Leadership

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



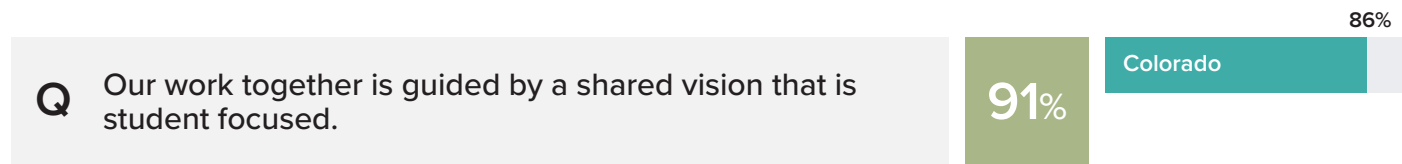
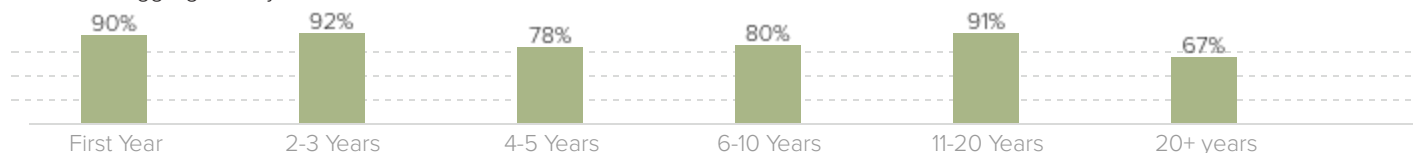
COMPARE RESULT



Distribution of responses



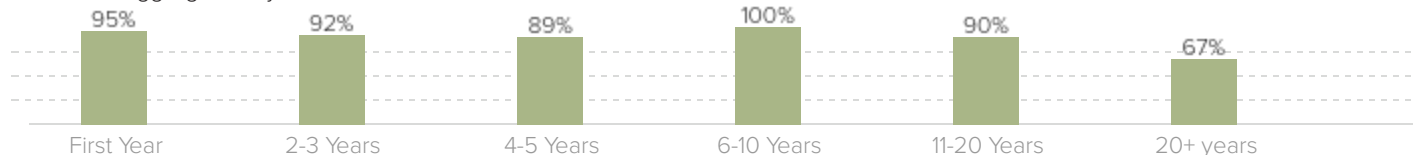
Results Disaggregated By: Years Worked at Current School & Position



Distribution of responses



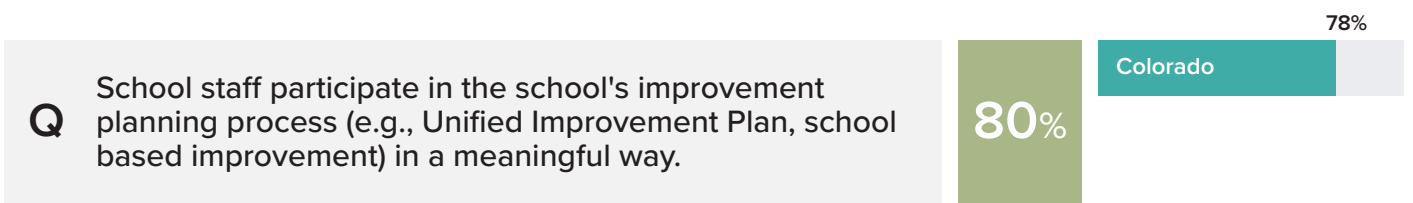
Results Disaggregated By: Years Worked at Current School & Position



More School Leadership results on next page

SL School Leadership (cont)

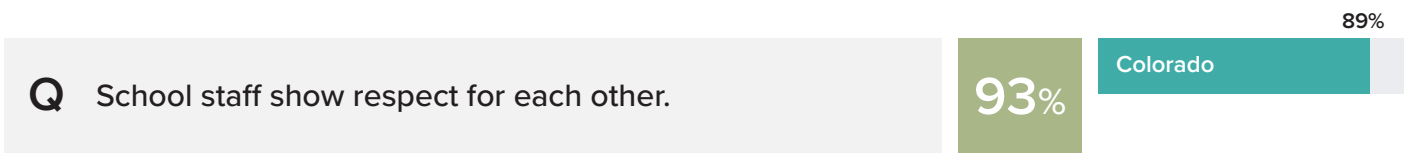
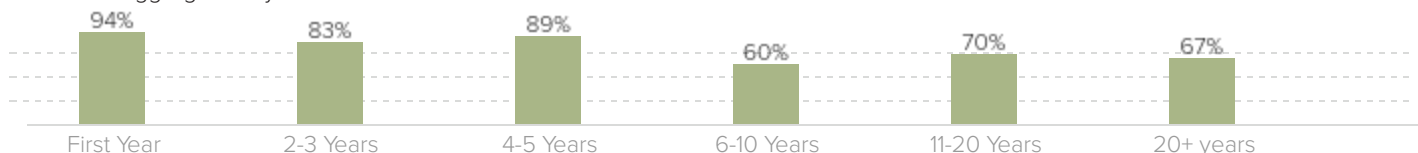
COMPARE RESULT



Distribution of responses



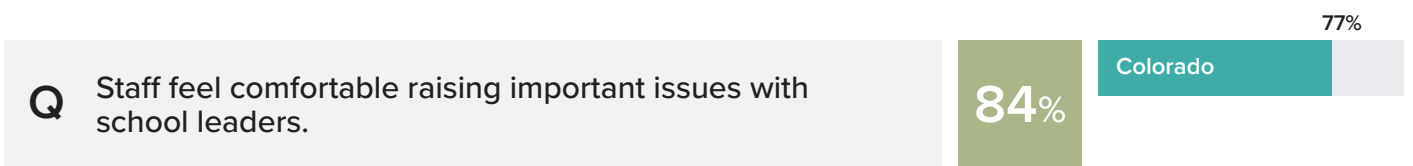
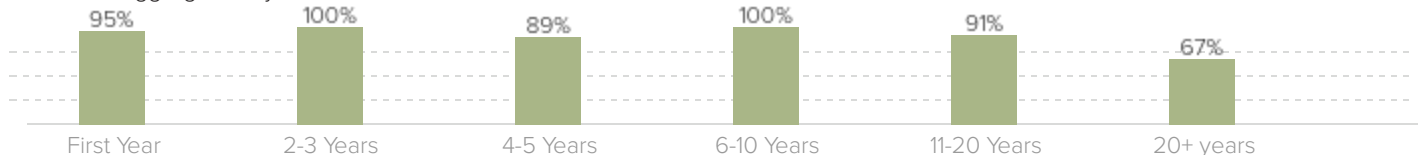
Results Disaggregated By: Years Worked at Current School & Position



Distribution of responses



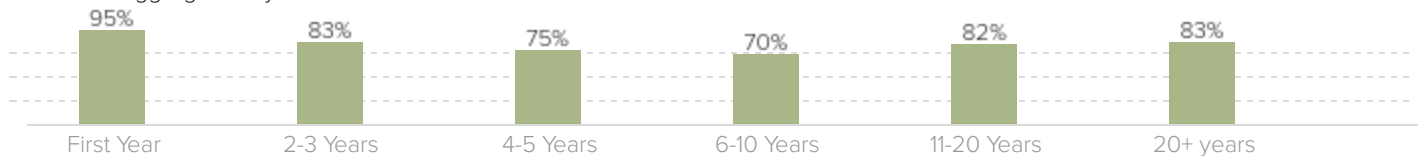
Results Disaggregated By: Years Worked at Current School & Position



Distribution of responses



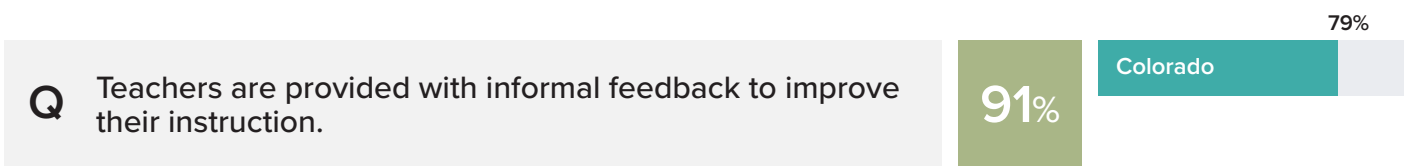
Results Disaggregated By: Years Worked at Current School & Position



More School Leadership results on next page

SL **School Leadership (cont)**

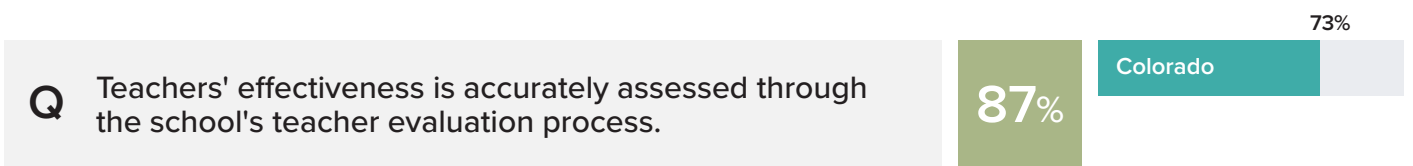
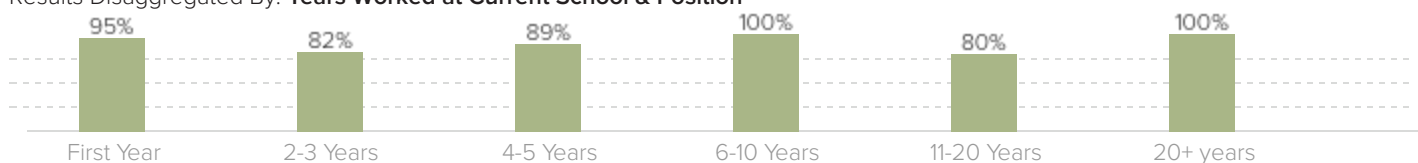
COMPARE RESULT



Distribution of responses



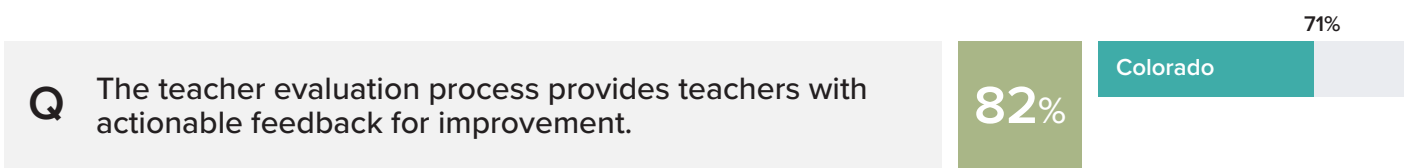
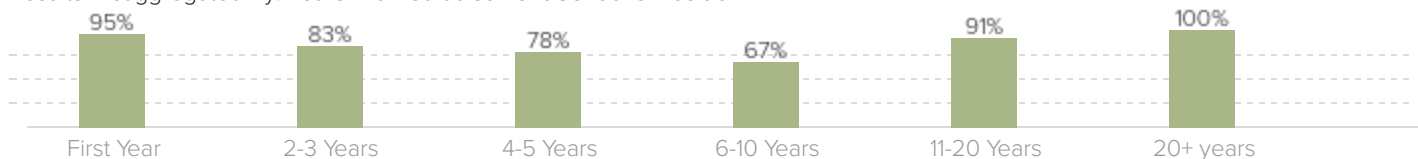
Results Disaggregated By: **Years Worked at Current School & Position**



Distribution of responses



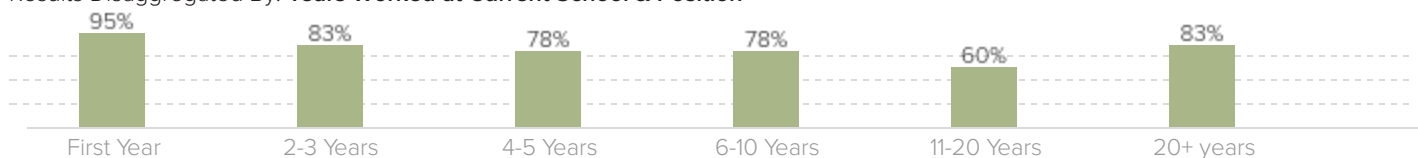
Results Disaggregated By: **Years Worked at Current School & Position**



Distribution of responses



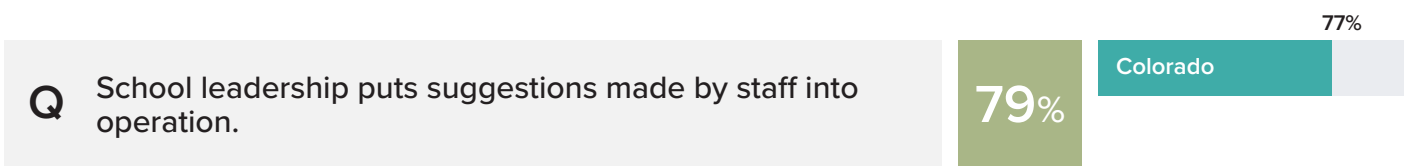
Results Disaggregated By: **Years Worked at Current School & Position**



More School Leadership results on next page

SL School Leadership (cont)

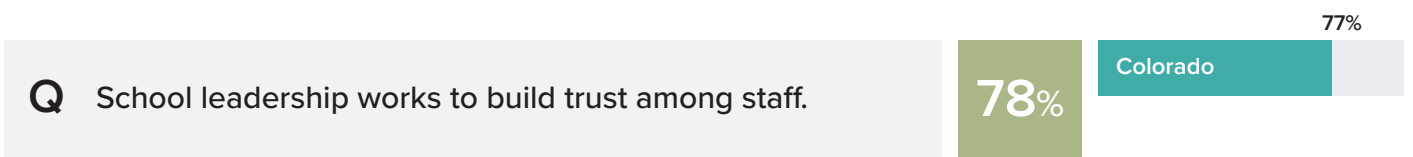
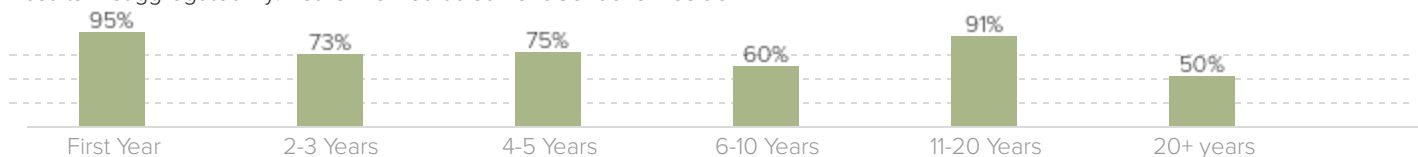
COMPARE RESULT



Distribution of responses



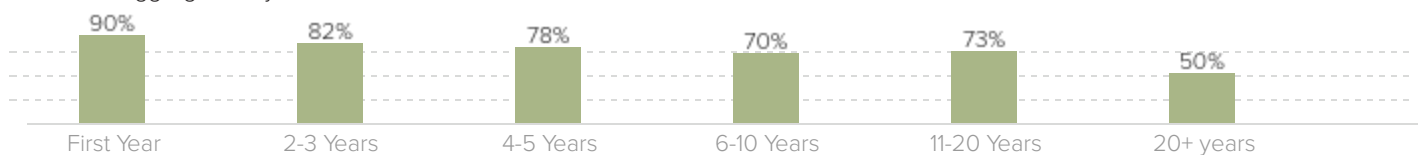
Results Disaggregated By: Years Worked at Current School & Position



Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



RESULTS

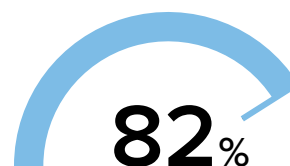
Item level results from your report



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

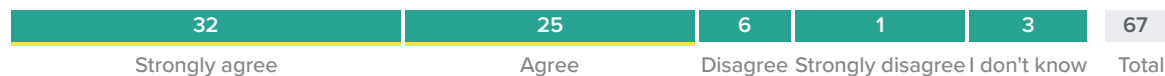
83%

Colorado

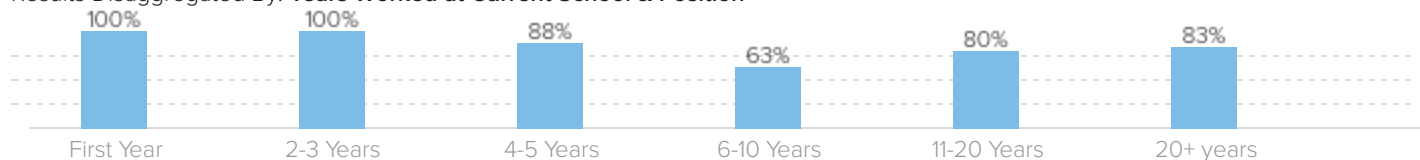
Q Teachers' professional expertise is valued.

89%

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

78%

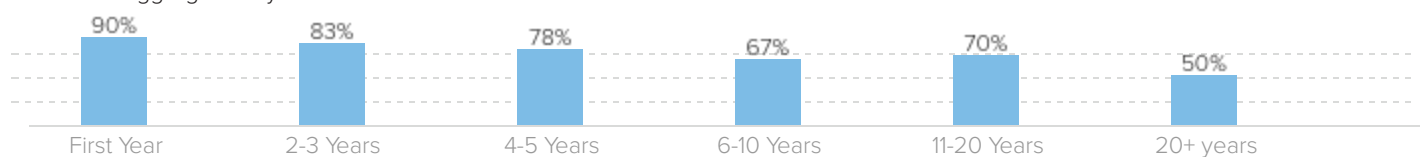
78%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



More Teacher Leadership results on next page

TL Teacher Leadership (cont)

COMPARE RESULT

Q Teachers have leadership opportunities in this school.

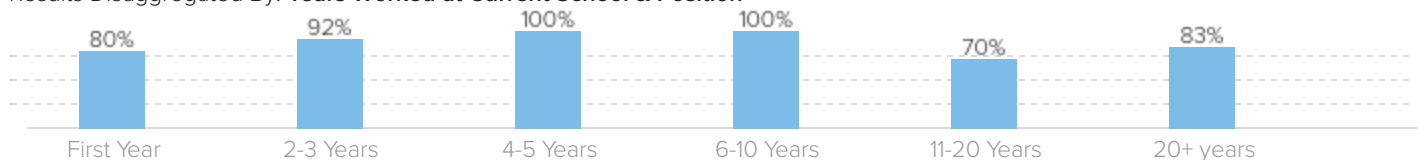
86%



Distribution of responses



Results Disaggregated By: **Years Worked at Current School & Position**



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

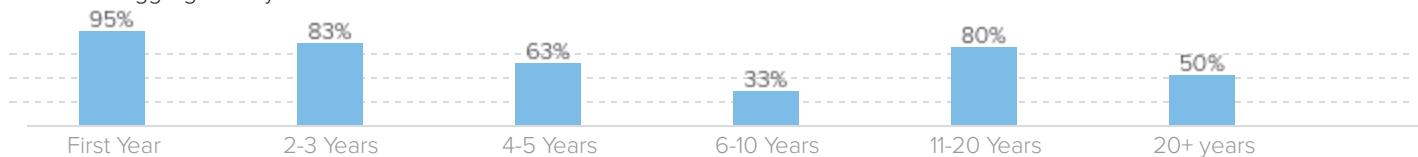
73%



Distribution of responses



Results Disaggregated By: **Years Worked at Current School & Position**



RESULTS

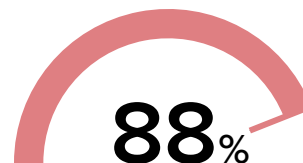
Item level results from your report



MC Managing Student Conduct

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

OVERALL FAVORABILITY



COMPARE RESULT

80%

Colorado

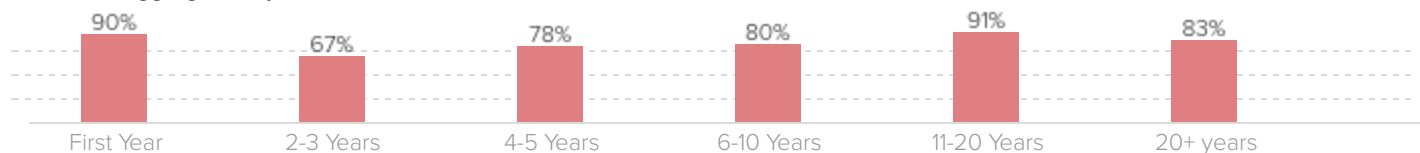
83%

Q Students know how they are expected to act in the school.

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



67%

Colorado

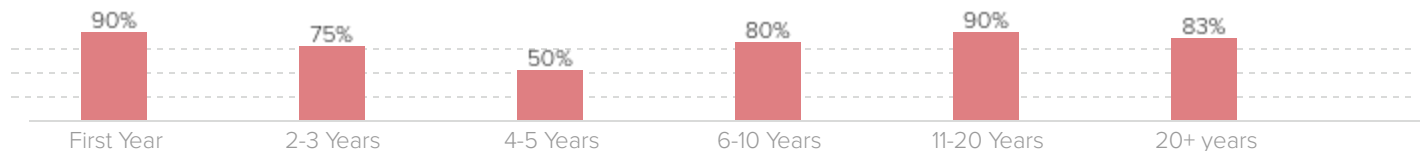
81%

Q Students have the behavioral supports needed to focus on learning.

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

COMPARE RESULT

Q Rules for student behavior are enforced in a consistent manner.

76%

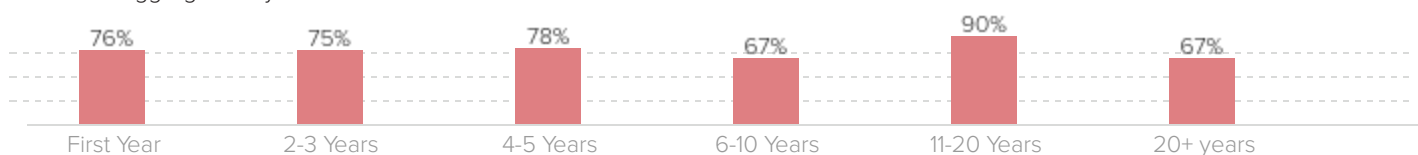
53%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

99%

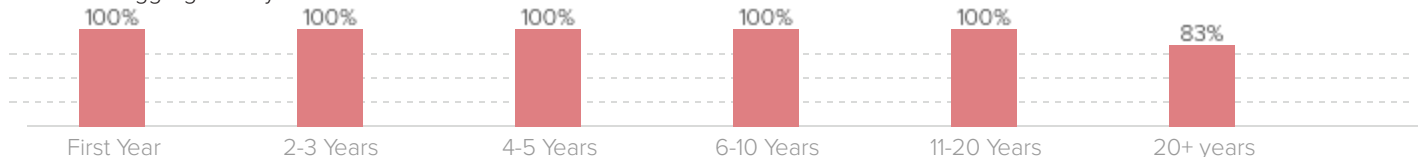
90%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



Q Students at this school have at least one adult on staff they can trust to support them with social, emotional, or personal concerns.

100%

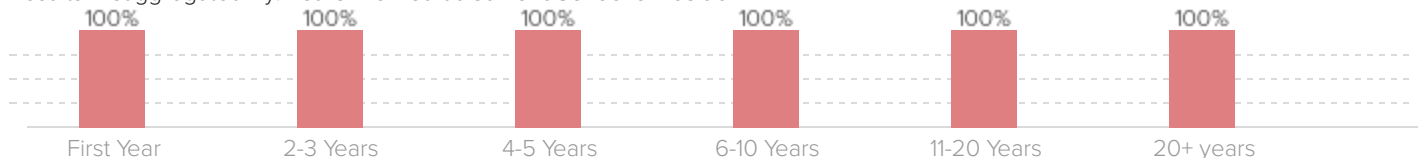
97%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



RESULTS

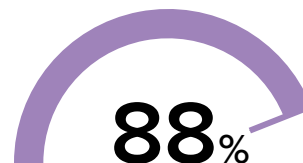
Item level results from your report



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

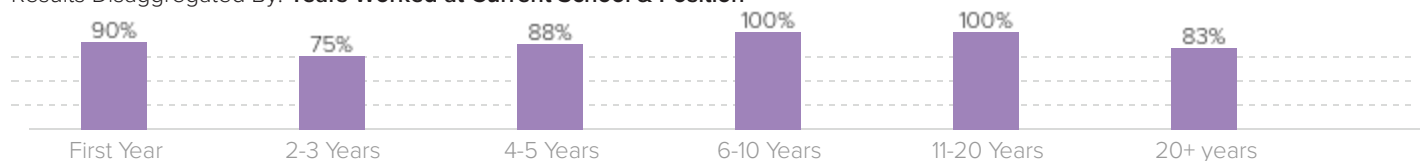
Q Staff in this school consistently seek new and improved ways of providing instruction.

89%

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



87%

Colorado

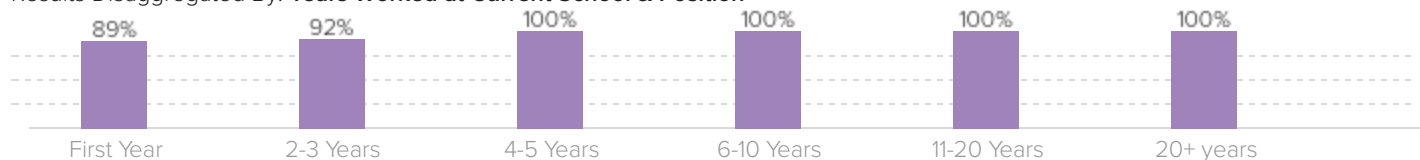
Q Staff in this school hold themselves accountable for the academic growth of every child.

95%

Distribution of responses



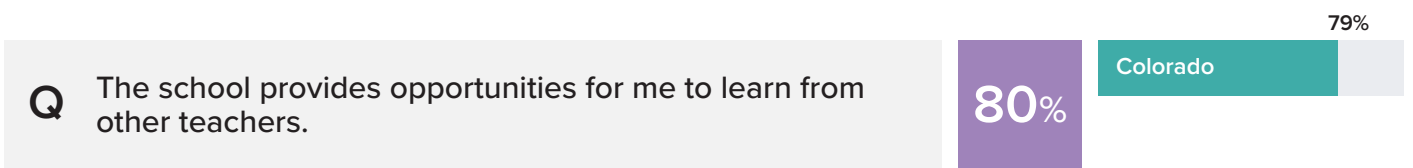
Results Disaggregated By: Years Worked at Current School & Position



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

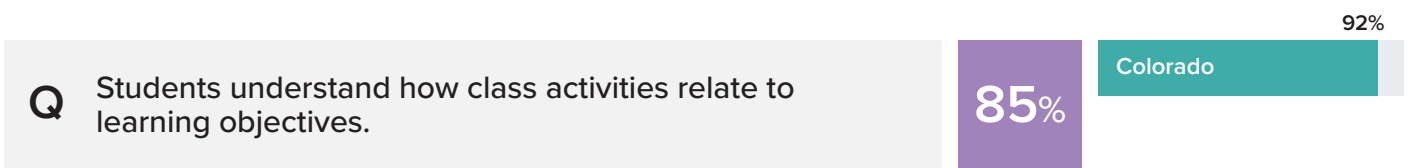
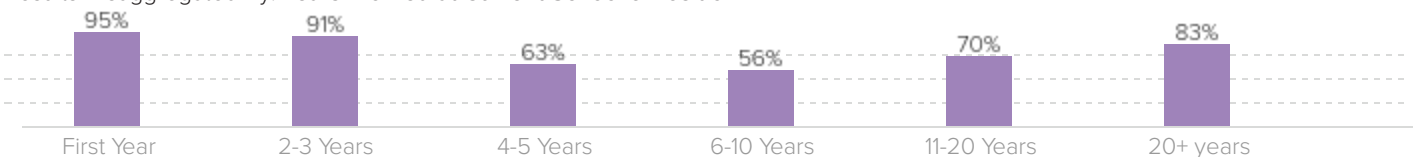
COMPARE RESULT



Distribution of responses



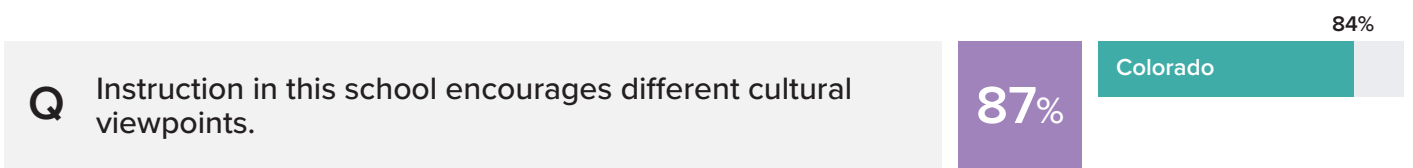
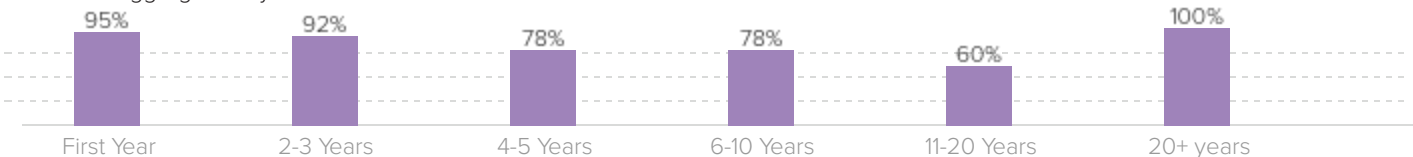
Results Disaggregated By: Years Worked at Current School & Position



Distribution of responses



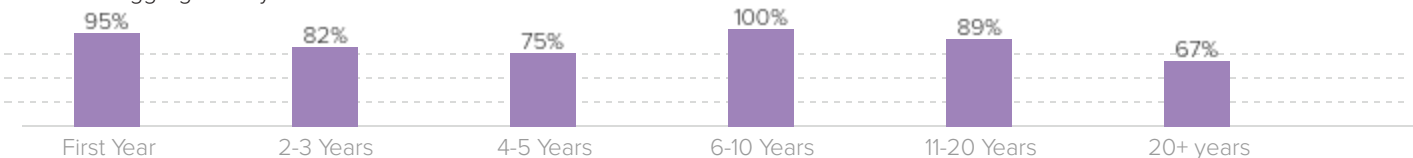
Results Disaggregated By: Years Worked at Current School & Position



Distribution of responses



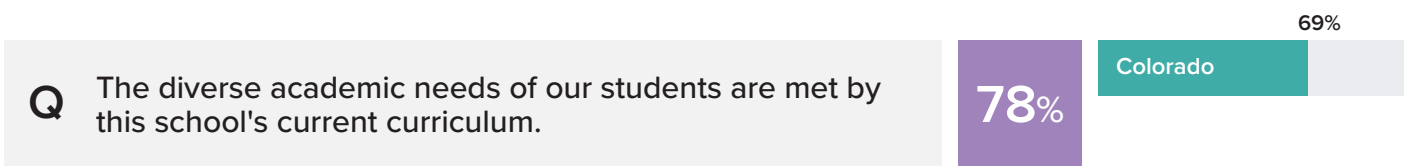
Results Disaggregated By: Years Worked at Current School & Position



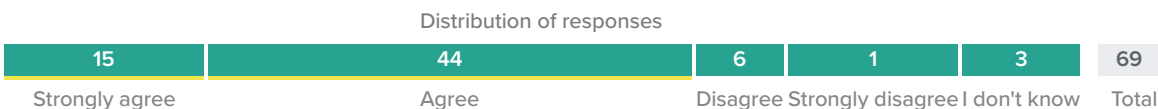
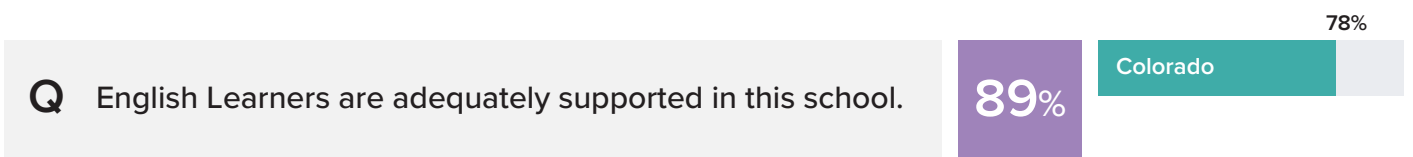
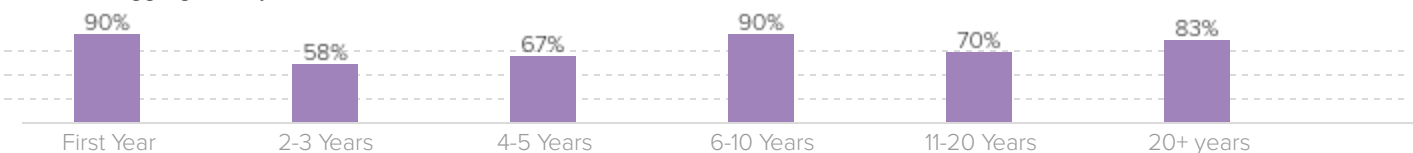
IS More Instructional Practices and Support results on next page

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

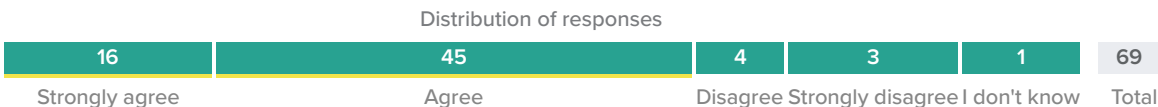
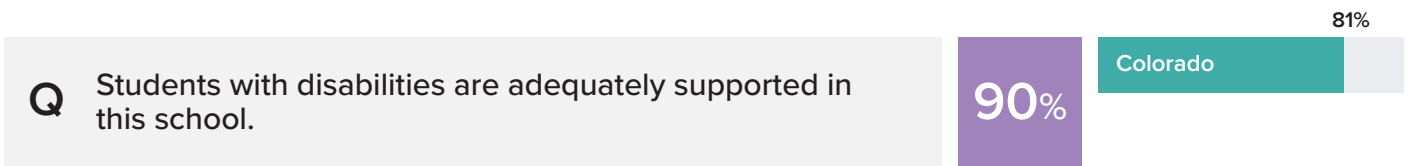
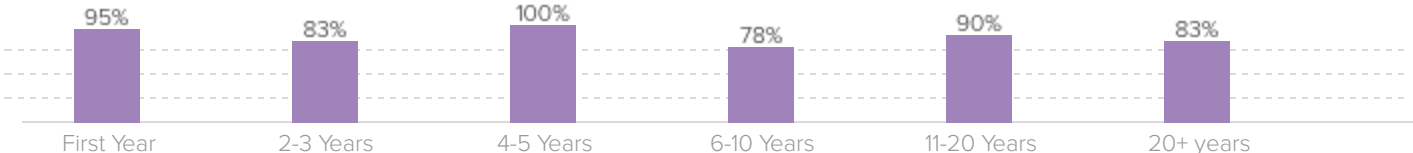
COMPARE RESULT



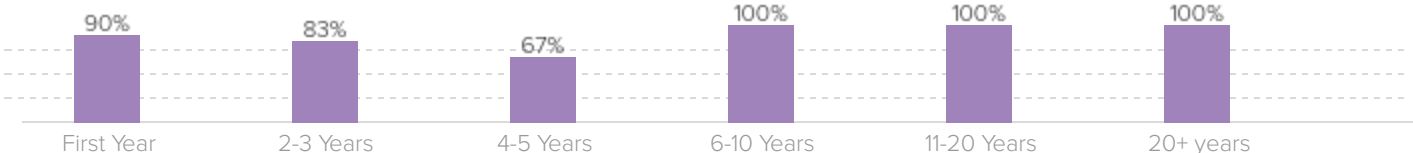
Results Disaggregated By: **Years Worked at Current School & Position**



Results Disaggregated By: **Years Worked at Current School & Position**



Results Disaggregated By: **Years Worked at Current School & 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.

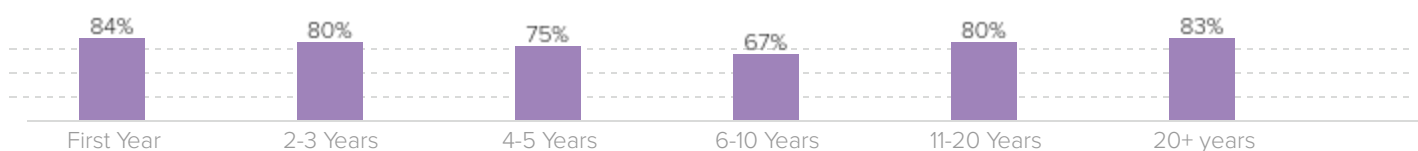
79%



Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

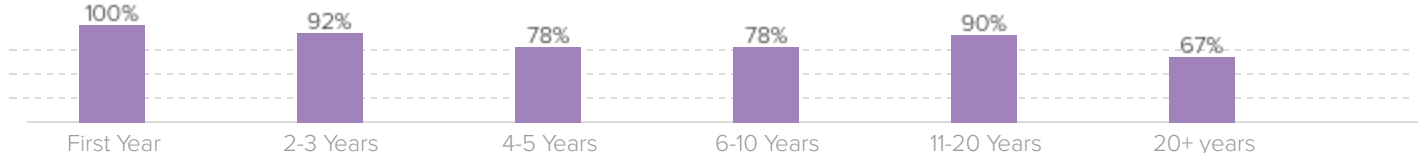
88%



Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position

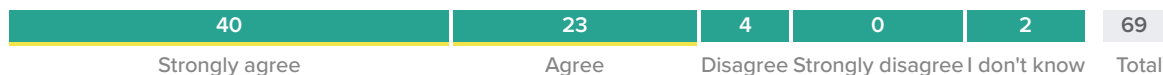


Q Teachers have the autonomy to make important decisions in their classrooms (e.g., pacing, materials, and/or pedagogy).

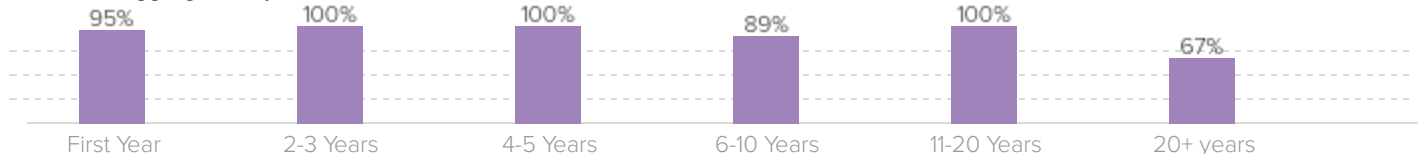
94%



Distribution of responses



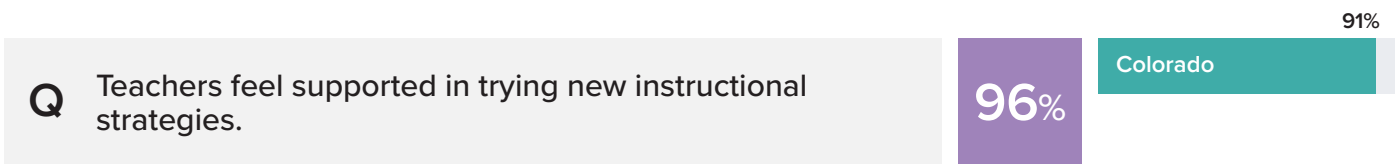
Results Disaggregated By: Years Worked at Current School & Position



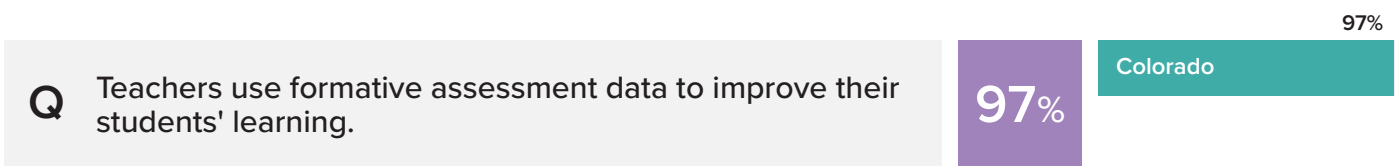
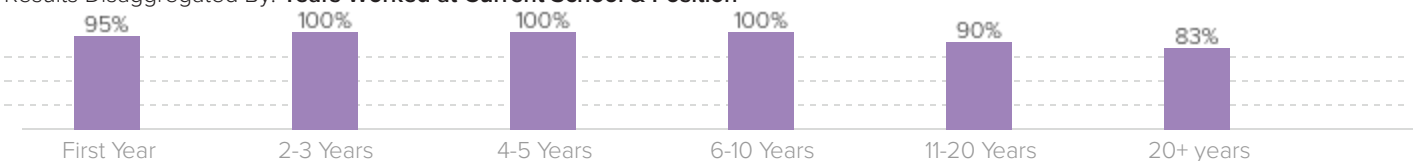
IS More Instructional Practices and Support results on next page

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

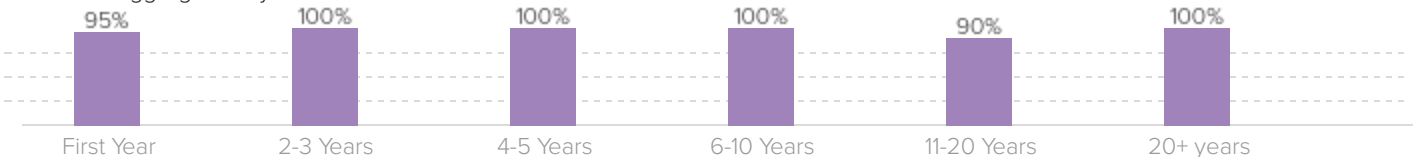
COMPARE RESULT



Results Disaggregated By: **Years Worked at Current School & Position**



Results Disaggregated By: **Years Worked at Current School & Position**



RESULTS

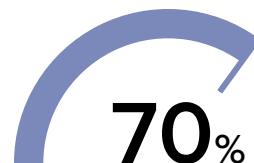
Item level results from your report



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

74%

Colorado

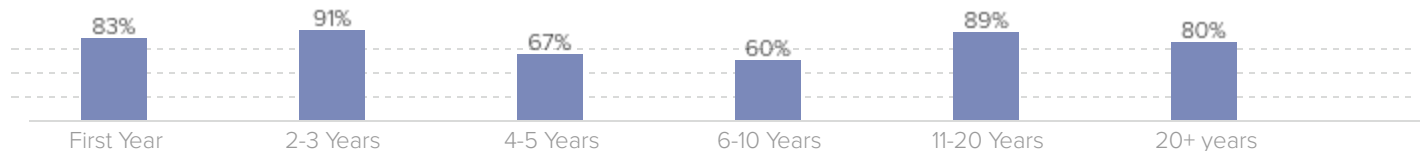
Q The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.

81%

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

61%

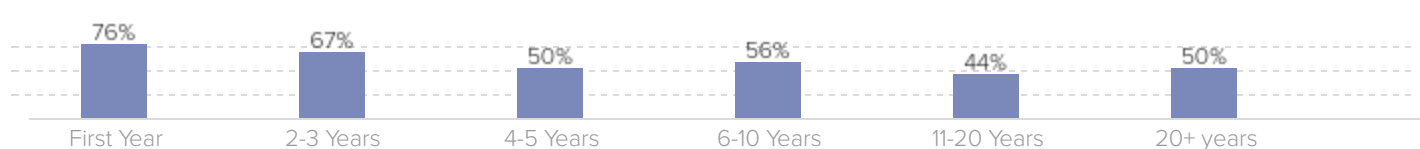
64%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

Q The effectiveness of professional development is assessed regularly.

60%

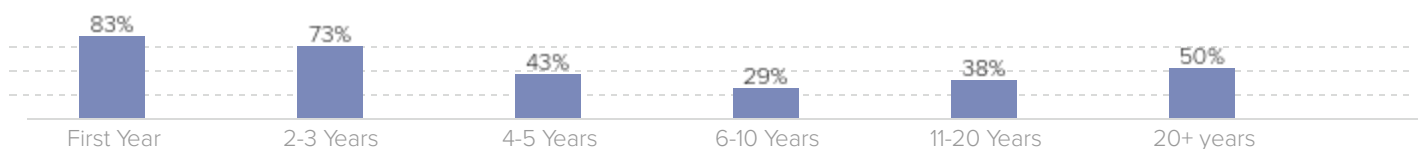
56%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



Q Professional learning opportunities (e.g., instructional coaching, PLCs, training) improve instruction in this school.

76%

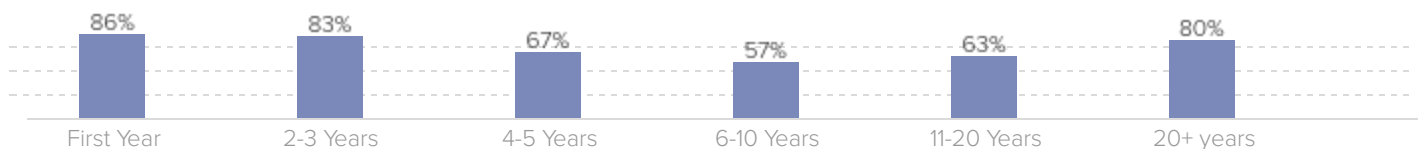
77%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

65%

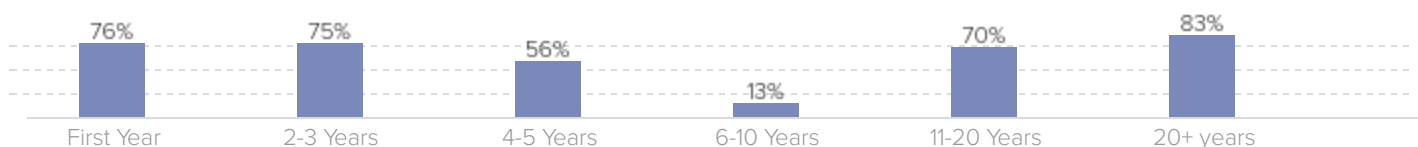
69%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & 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 (e.g., assessments, surveys).

74%

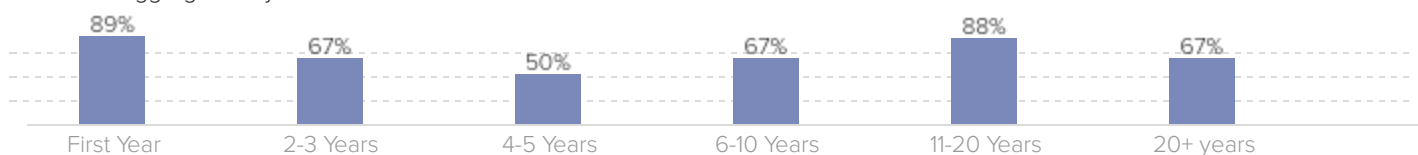
73%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

72%

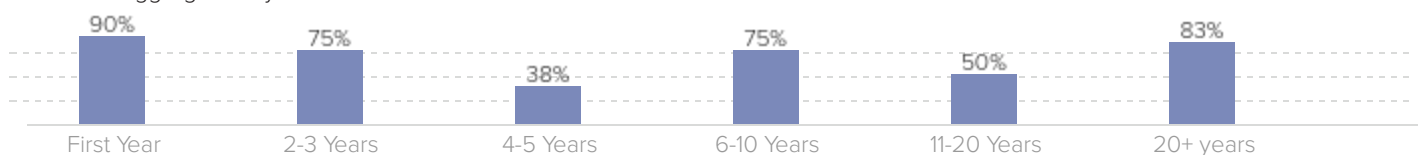
67%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



Q Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).

68%

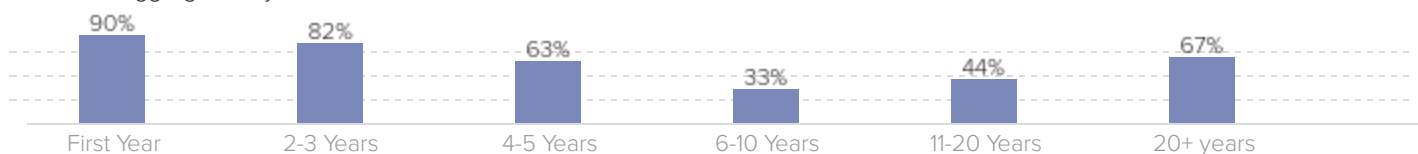
68%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



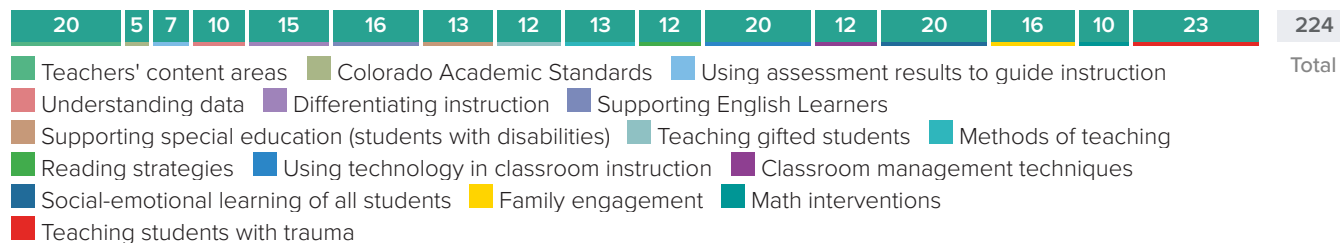
[More Professional Development results on next page](#)

PD Professional Development (cont)

COMPARE RESULT

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

57%

Colorado

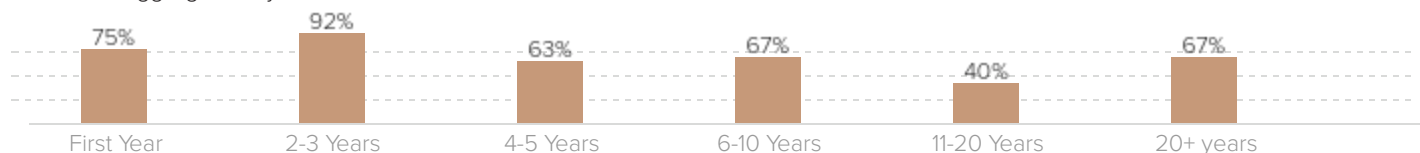
69%

Q Teachers have adequate time to prepare for instruction.

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

64%

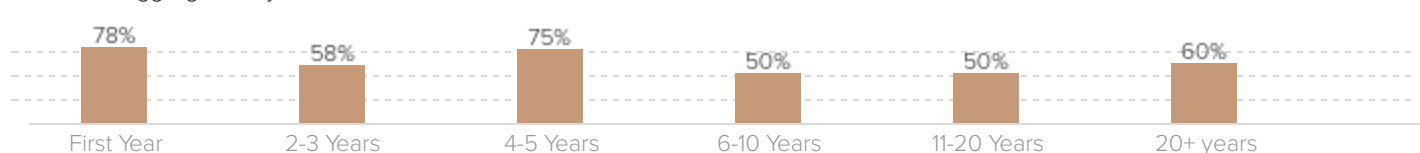
Colorado

63%

Distribution of responses



Results Disaggregated By: Years Worked at Current School & 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.

60%

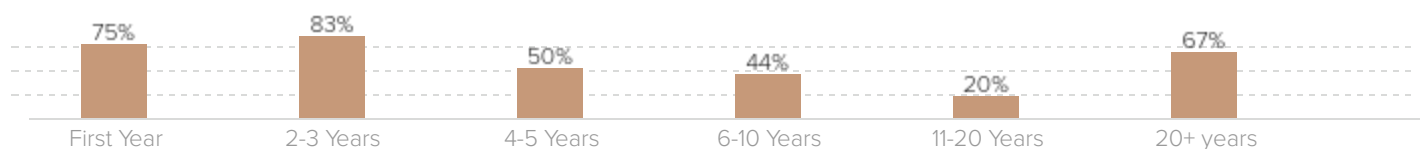
55%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

68%

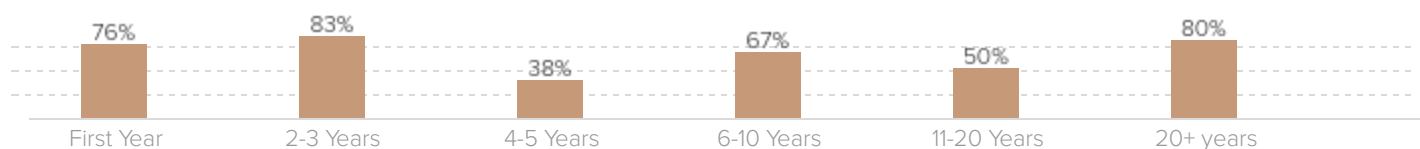
53%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

79%

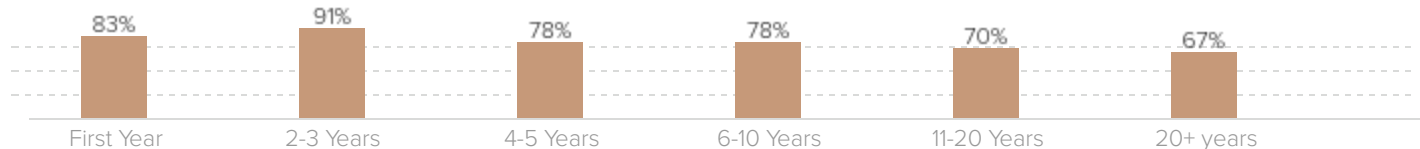
64%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



T More Time results on next page

T Time (cont)

COMPARE RESULT

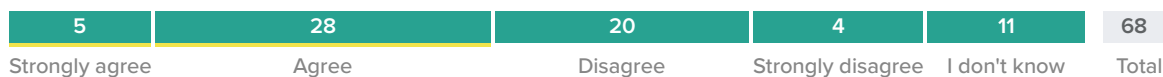
Q New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.

58%

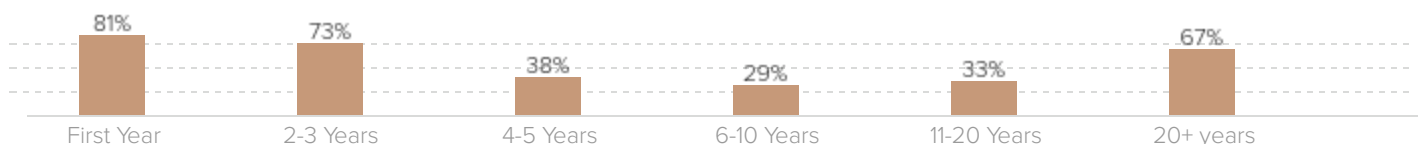
53%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



Q Teachers have adequate time to engage in professional learning (e.g., attend trainings, refine new techniques, collaborate with grade level teams).

68%

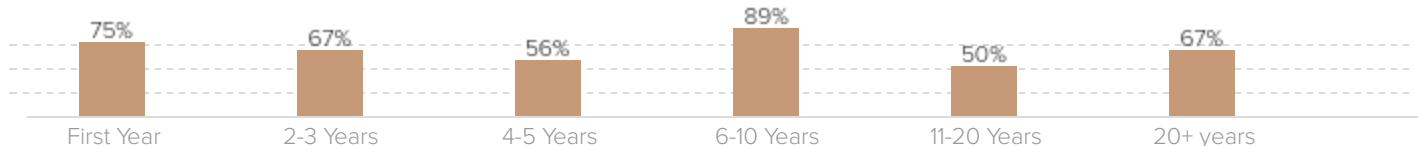
63%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



RESULTS

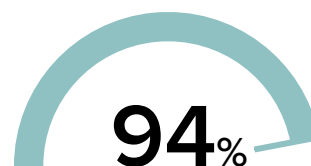
Item level results from your report



FR Facilities and Resources

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

OVERALL FAVORABILITY



COMPARE RESULT

73%

Colorado

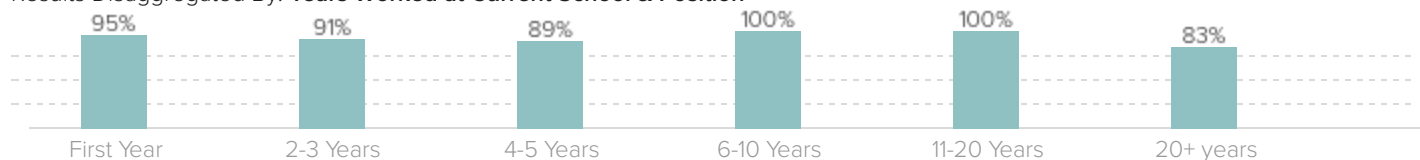
94%

Q Class size(s) are reasonable.

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



Q Instructional resources are adequate to support student learning.

92%

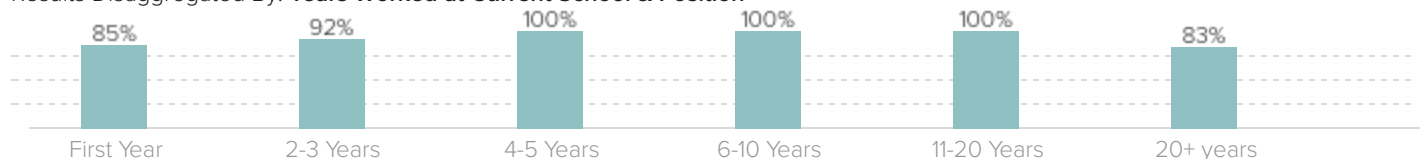
Colorado

75%

Distribution of responses



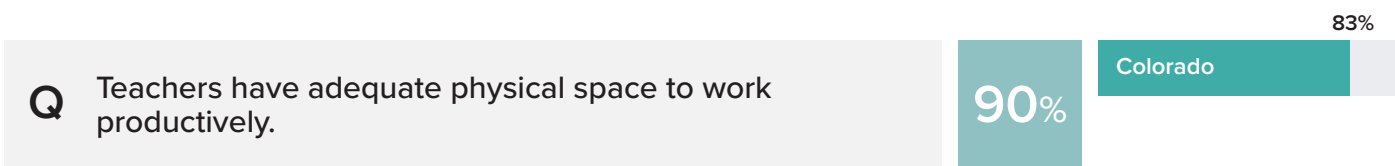
Results Disaggregated By: Years Worked at Current School & Position



FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

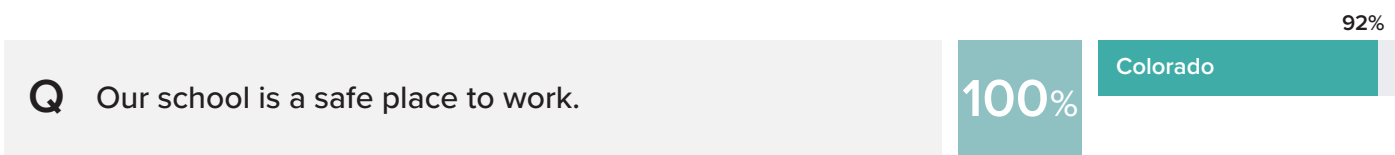
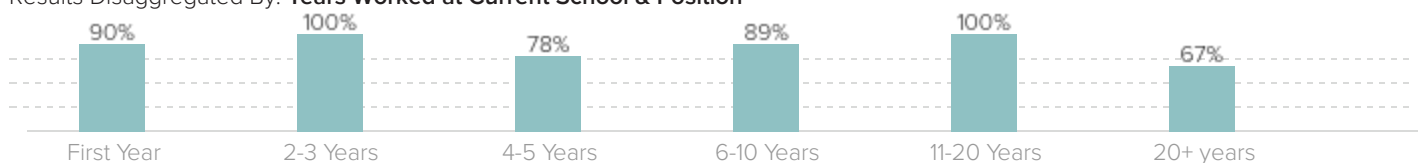
COMPARE RESULT



Distribution of responses



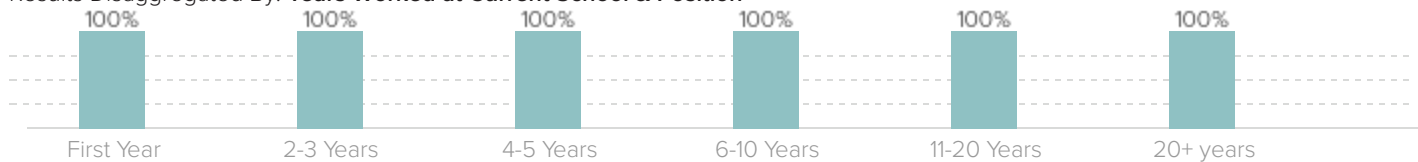
Results Disaggregated By: Years Worked at Current School & Position



Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



RESULTS

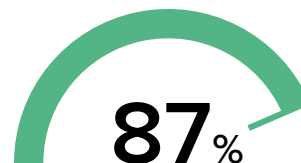
Item level results from your report



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

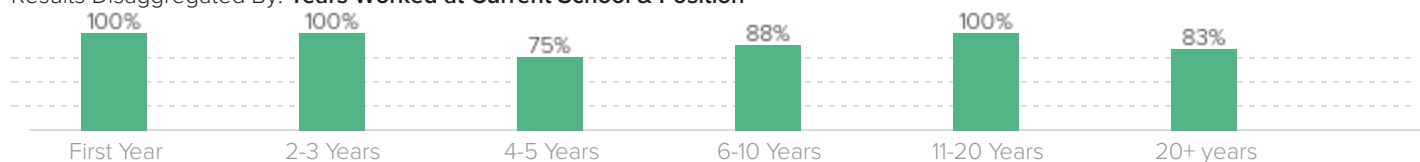
94%

Q The broader community is supportive of the school.

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

71%

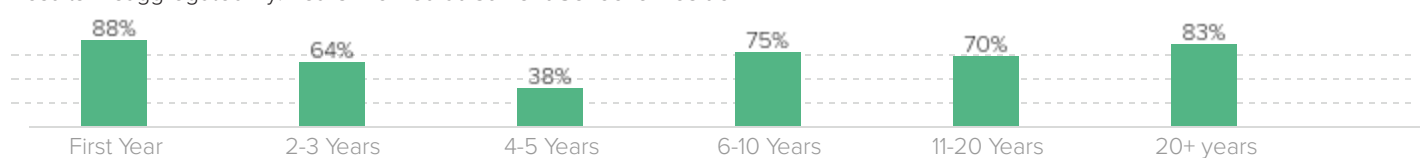
78%

Colorado

Distribution of responses



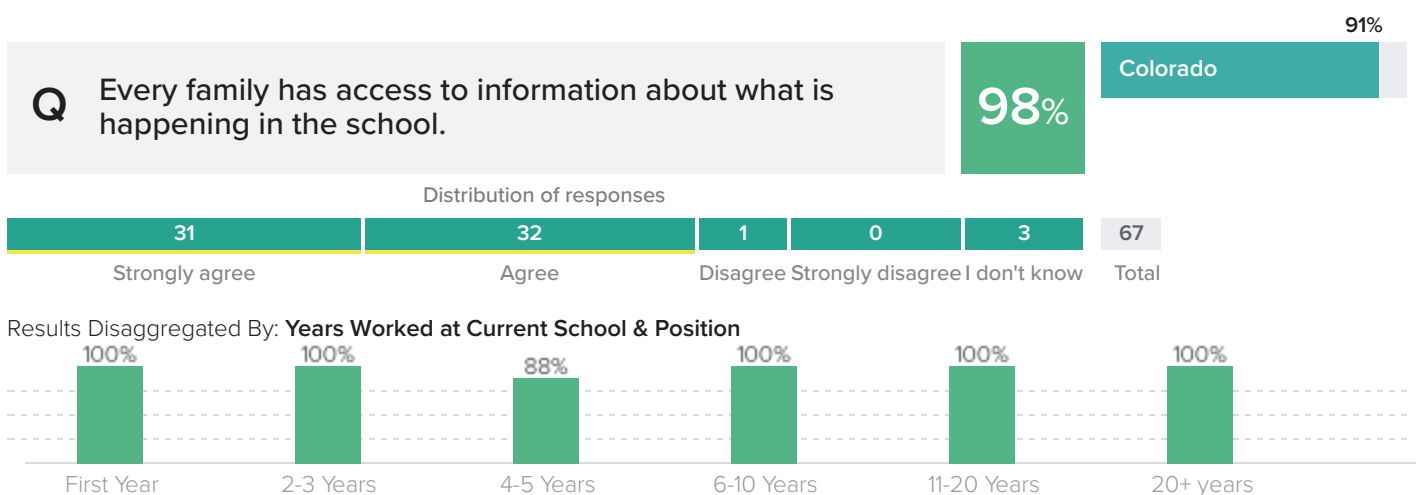
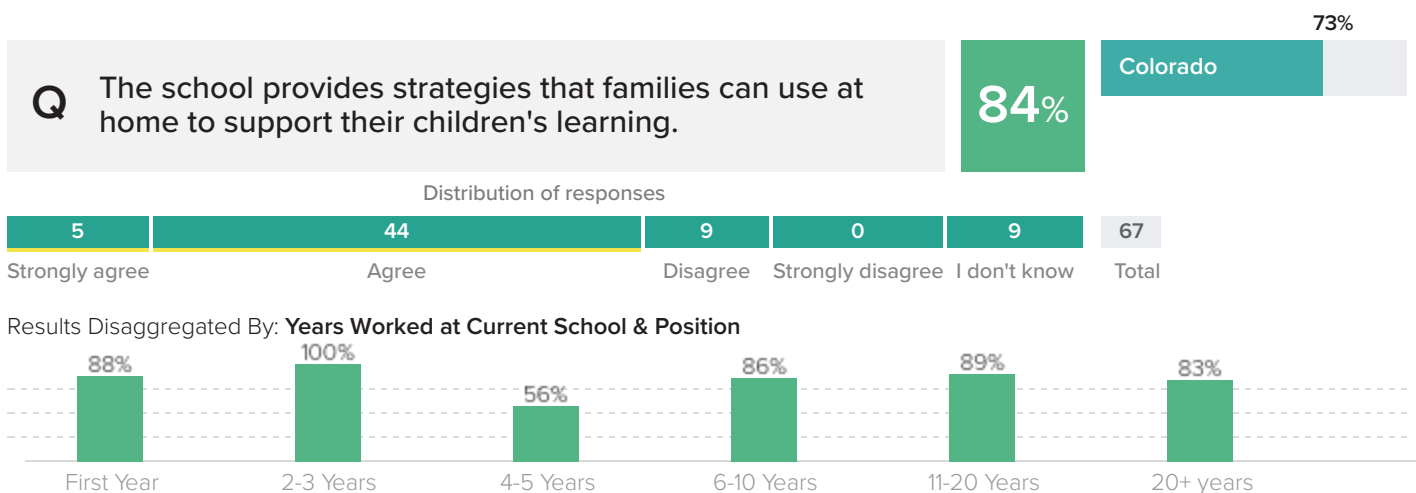
Results Disaggregated By: Years Worked at Current School & Position



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

COMPARE RESULT



RESULTS

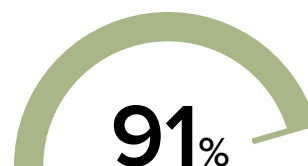
Item level results from your report



OR Overall Reflection

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

OVERALL FAVORABILITY



COMPARE RESULT

86%

Colorado

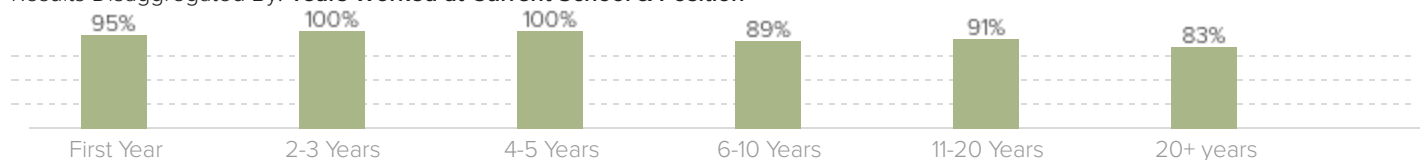
Q I would recommend this school as a good place to work.

94%

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



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

94%

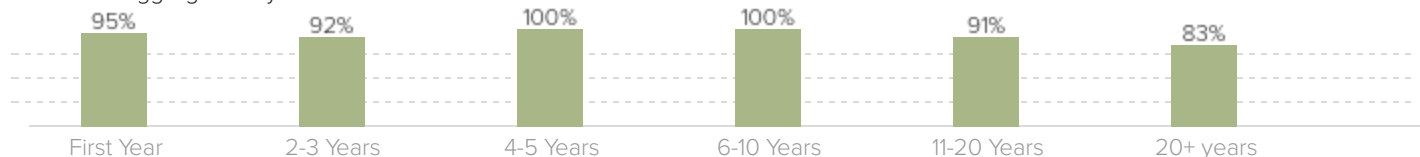
88%

Colorado

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



OR More Overall Reflection results on next page

OR Overall Reflection (cont)

COMPARE RESULT

Q I feel satisfied with the recognition I get for doing a good job.

84%

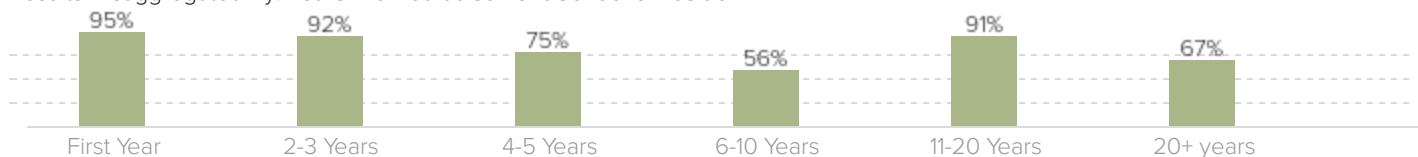
Colorado

74%

Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position



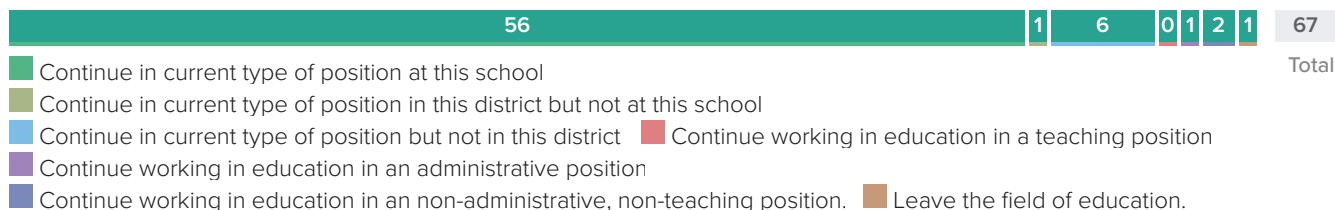
Q Which of the following most affects your decision about whether to continue working at this school?

Distribution of responses



Q Which of the following best describes your plans after the end of this school year?

Distribution of responses



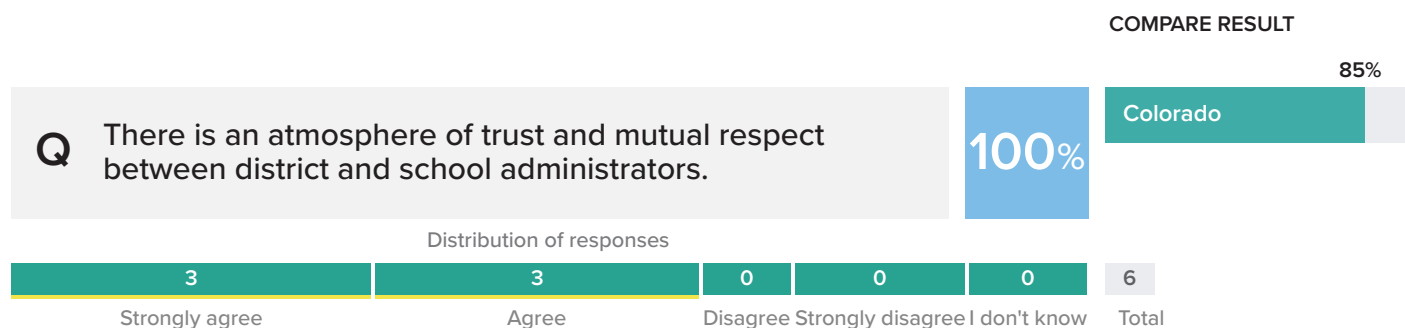
RESULTS

Item level results from your report



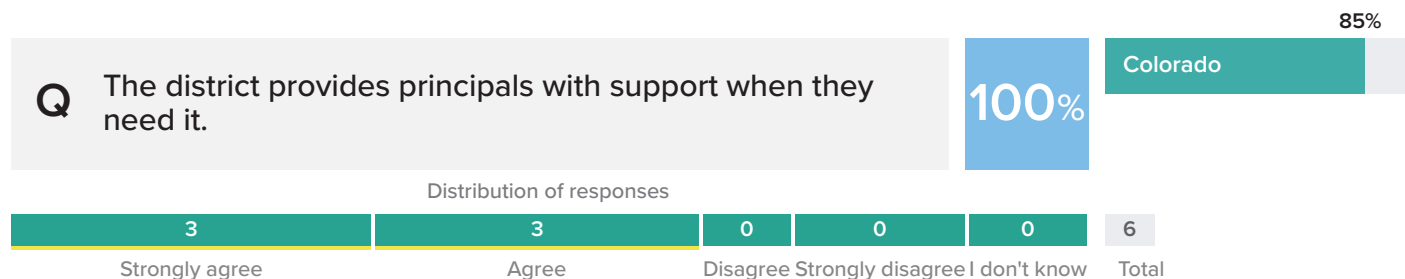
DS District Supports

Unique to building leaders, these questions ask about their impressions of the level of district support for the school.



Results Disaggregated By: **Years Worked at Current School & Position**

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



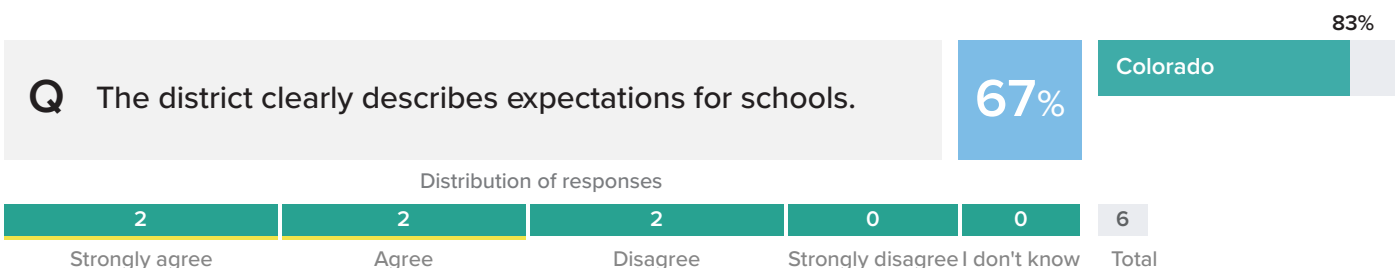
Results Disaggregated By: **Years Worked at Current School & Position**

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

85% More District Supports results on next page

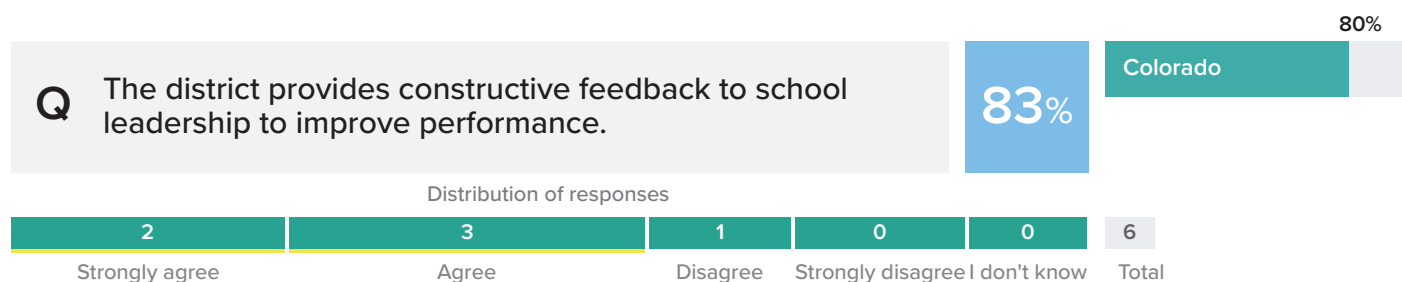
DS District Supports (cont)

COMPARE RESULT



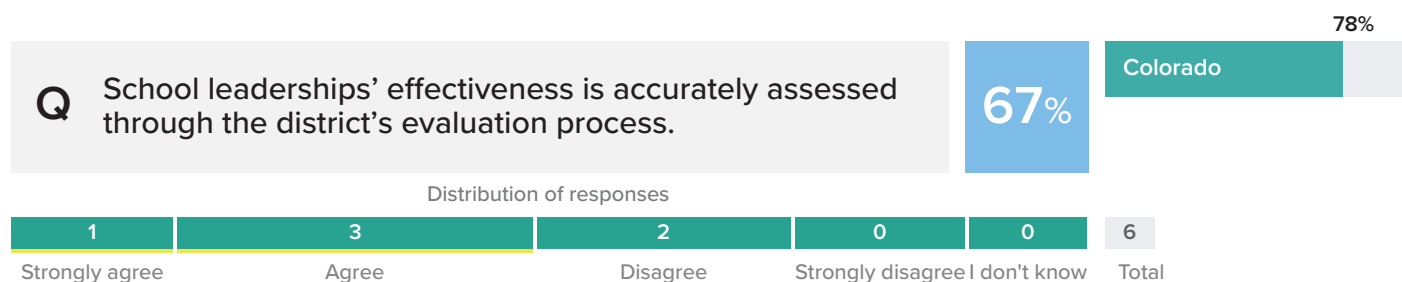
Results Disaggregated By: Years Worked at Current School & Position

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



Results Disaggregated By: Years Worked at Current School & Position

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



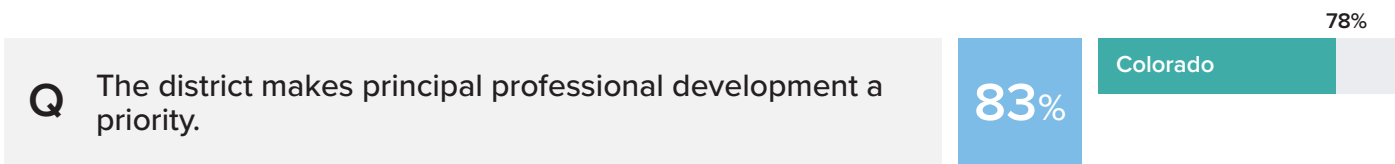
Results Disaggregated By: Years Worked at Current School & Position

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

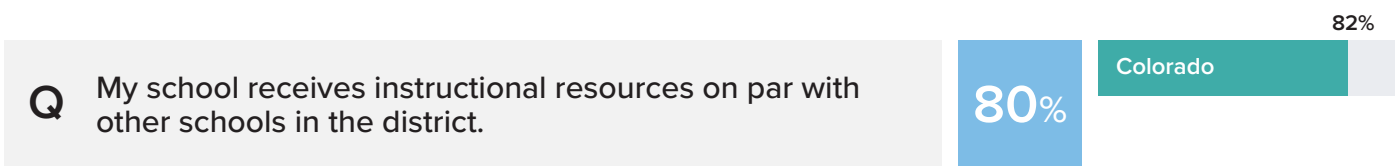


Distribution of responses



Results Disaggregated By: Years Worked at Current School & Position

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

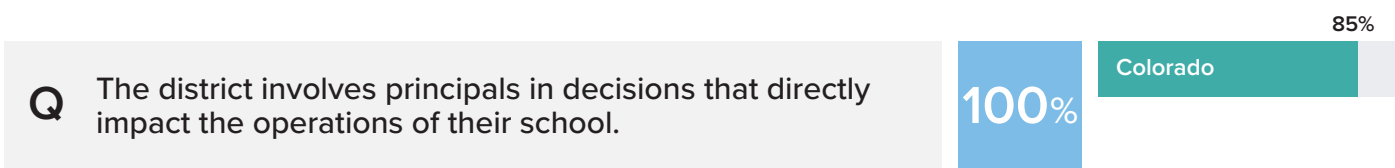


Distribution of responses

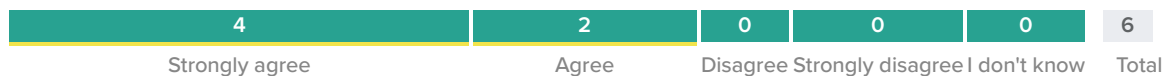


Results Disaggregated By: Years Worked at Current School & Position

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



Distribution of responses



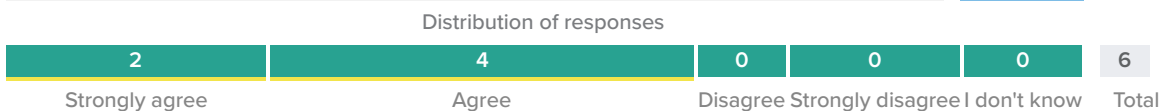
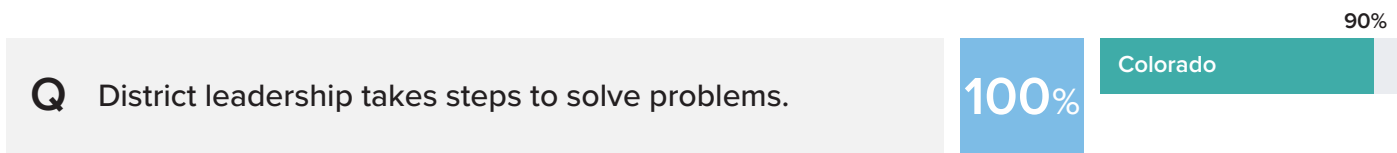
Results Disaggregated By: Years Worked at Current School & Position

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DS More District Supports results on next page

DS District Supports (cont)

COMPARE RESULT



Results Disaggregated By: Years Worked at Current School & Position

