

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Canon City RE-1

Number of respondents (#)
305

REPORT CONTENTS

How to read your report	1
Demographics	2
Report Overview - TLCC Survey	3
Report Overview - Breakdown	6
Results - TLCC Survey	9
New Staff Questions	9
School Leadership	13
Staff Leadership	17
Managing Student Conduct	19
Instructional Practices and Support	21
Professional Development	26
Time	31
Facilities and Resources	34

REPORT CONTENTS (CONTINUED)

Community Support and Involvement	36
General Reflection	38
District Supports	40
Results - Wellbeing	44
Student Challenges	44
Support for Student Wellbeing	47
School Supports	49
Pandemic Impact on Teaching / Job	51
Support for Own Wellbeing	53
[ESP] Job Satisfaction	55
[ESP] Roles & Responsibilities	58

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

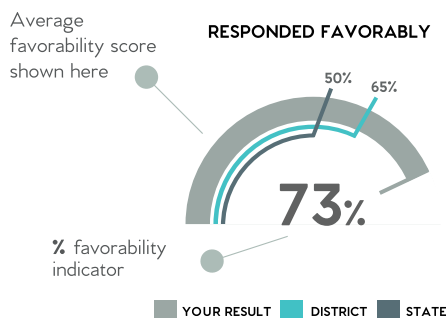
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter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

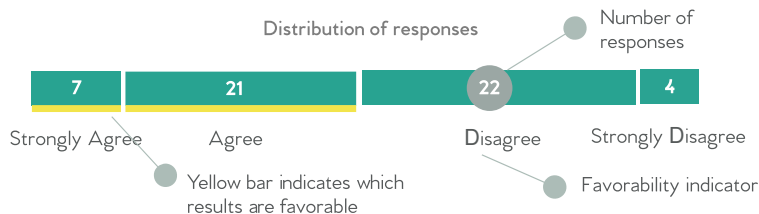
After responding to demographic questions, educators indicated one of four response options for each item on the survey. Scores in this report are percentages based on the proportion of staff who replied “Agree” or “Strongly Agree.” Responses to “I don't Know” do not affect favorability ratings. You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



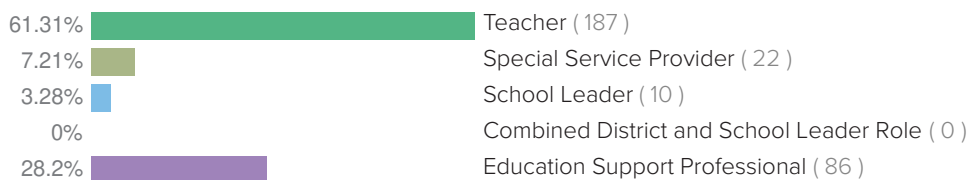
DEMOGRAPHICS

Who took the survey?

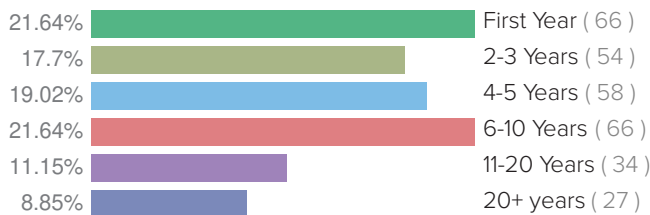
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

305 total respondents

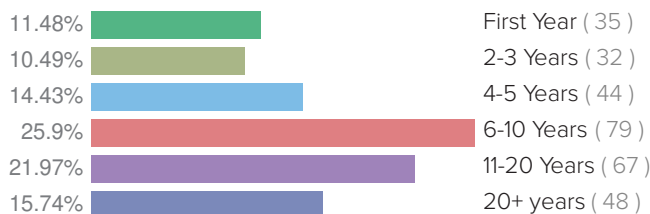
D What is your current position at the school?



D How many years have you worked at your present school in the position identified in question 1?



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



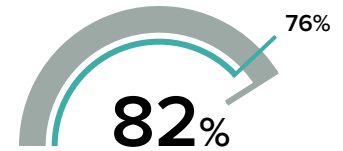
REPORT OVERVIEW

Your results at a glance



TLCC Survey

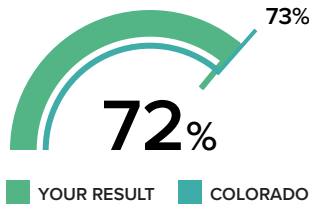
REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ

New Staff Questions



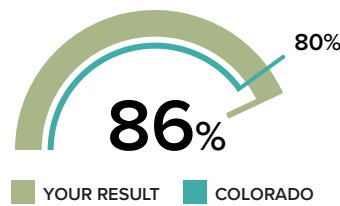
TOP ITEM RESULT

82%

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

SL

School Leadership



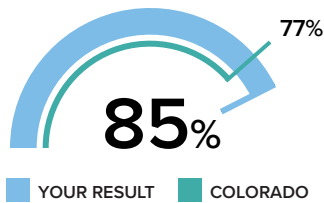
TOP ITEM RESULT

97%

Q Teachers are aware of what they are being evaluated on, including the evaluation rubric and measures of student learning/outcomes...

SL

Staff Leadership



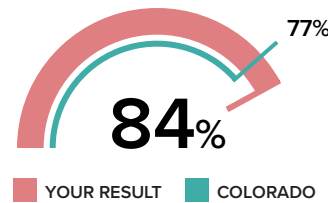
TOP ITEM RESULT

89%

Q Teachers and support personnel have leadership opportunities in this school.

MC

Managing Student Conduct



TOP ITEM RESULT

99%

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

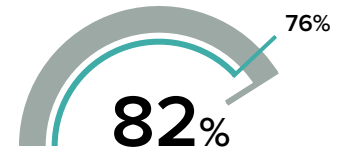
REPORT OVERVIEW

Your results at a glance



TLCC Survey

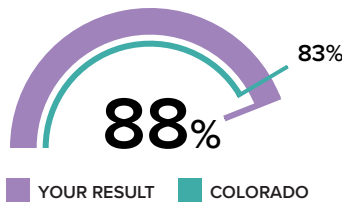
REPORT OVERALL FAVORABILITY



YOUR RESULTS

IS

Instructional Practices and Support



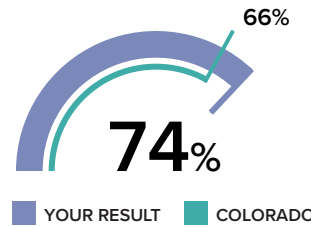
TOP ITEM RESULT

98%

Q Teachers use formative assessment data to improve their students' learning.

PD

Professional Development



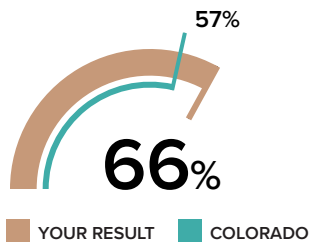
TOP ITEM RESULT

93%

Q Support personnel are able to participate in the professional development that is offered.

T

Time



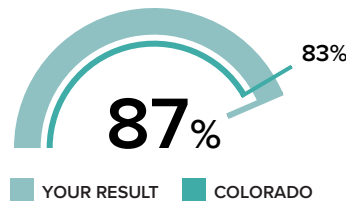
TOP ITEM RESULT

75%

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

FR

Facilities and Resources



TOP ITEM RESULT

94%

Q Our school is a safe place to work.

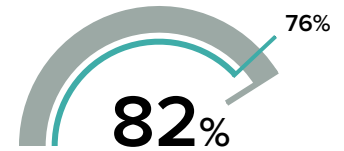
REPORT OVERVIEW

Your results at a glance



TLCC Survey

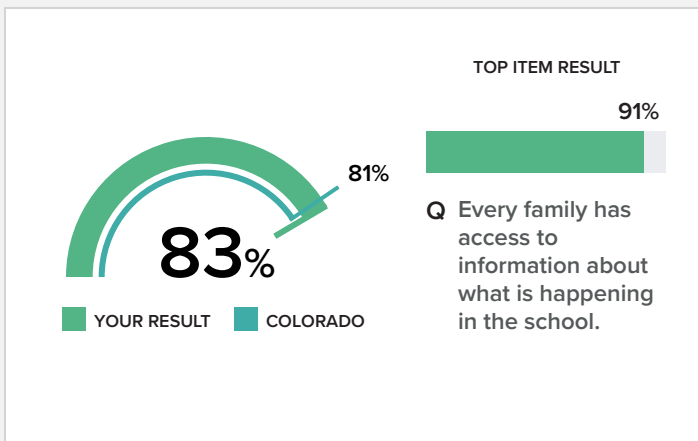
REPORT OVERALL FAVORABILITY



YOUR RESULTS

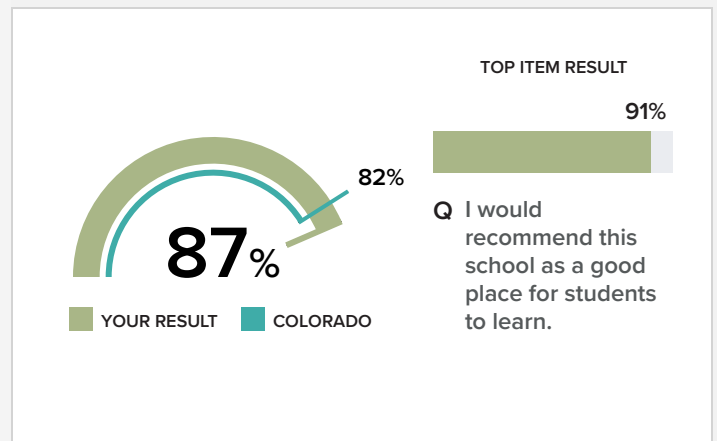
CI

Community Support and Involvement



GR

General Reflection



DS

District Supports

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

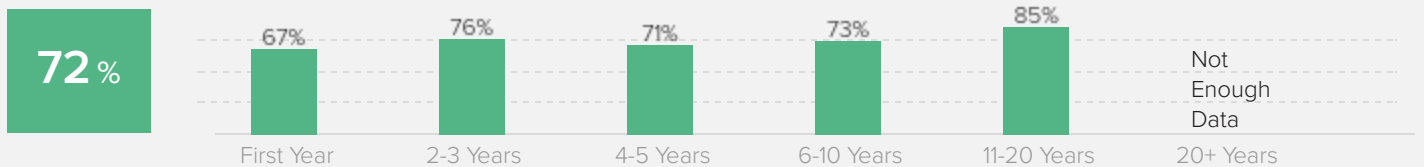
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

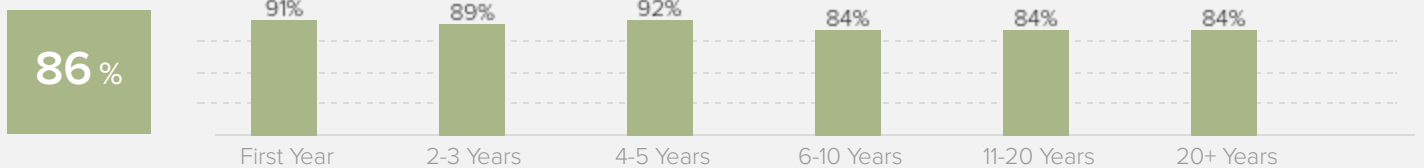
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Years of Experience**

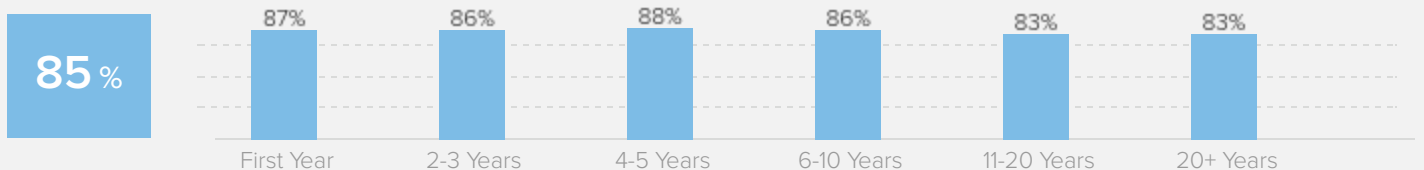
NQ New Staff Questions



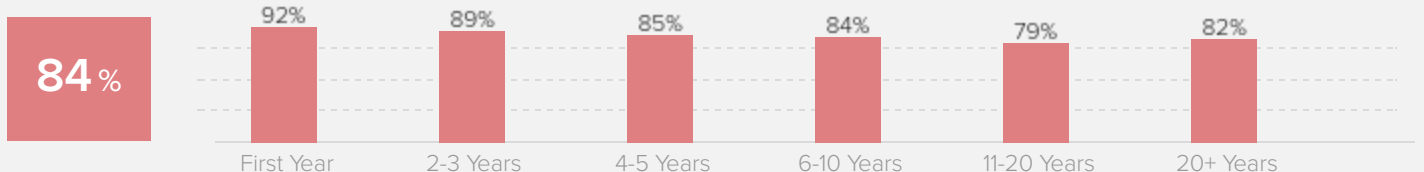
SL School Leadership



SL Staff Leadership



MC Managing Student Conduct

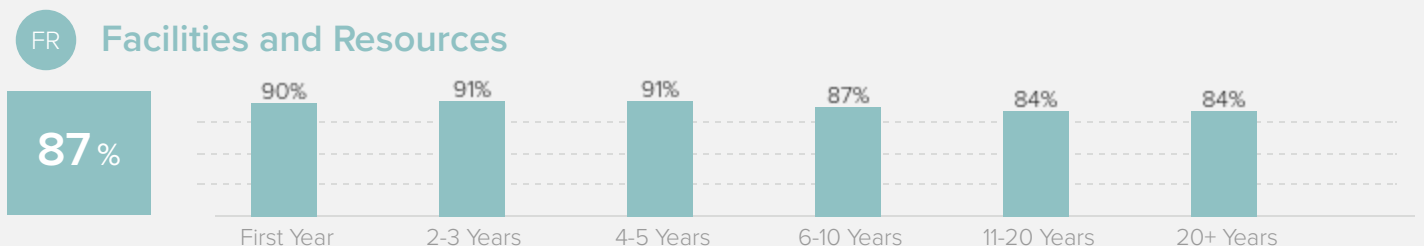
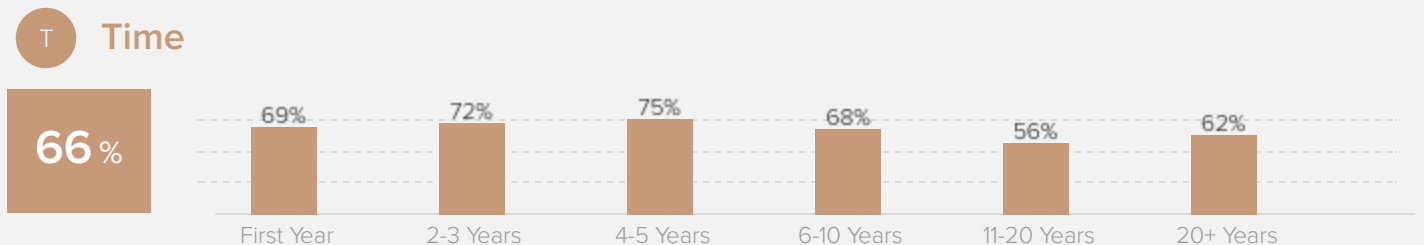
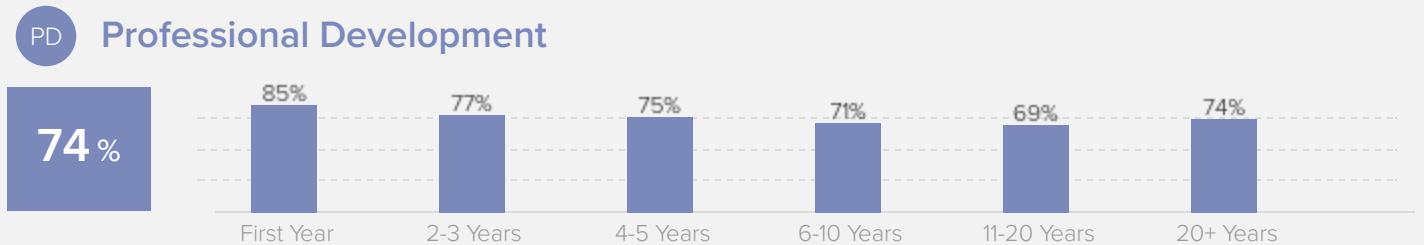
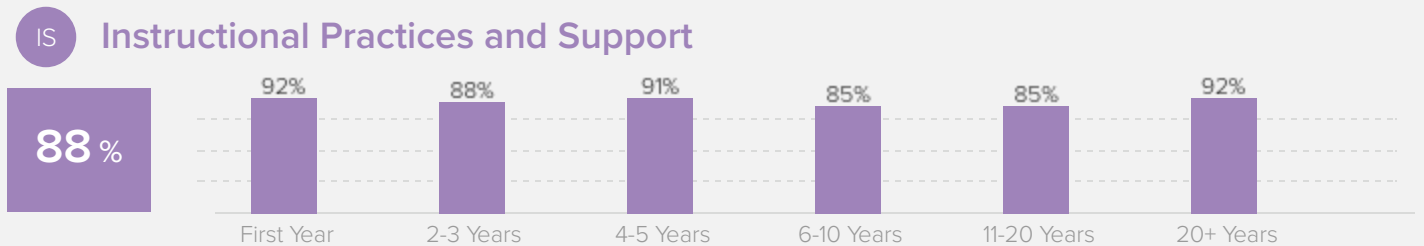


REPORT OVERVIEW - BREAKDOWN

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**



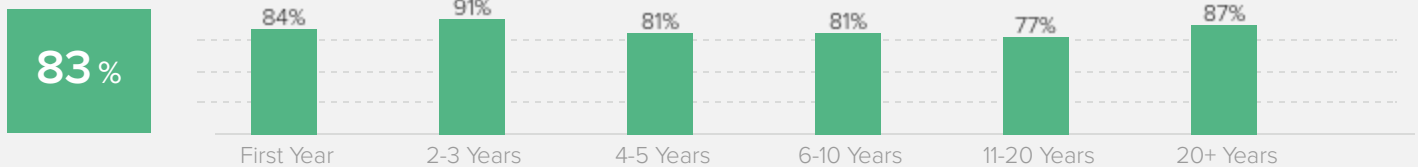
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

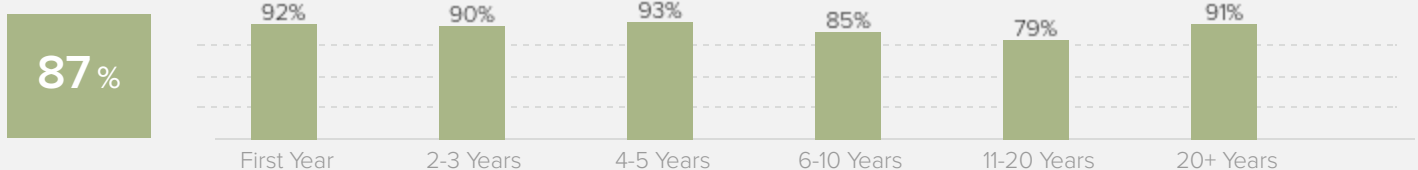
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Years of Experience**

CI Community Support and Involvement



GR General Reflection



DS District Supports



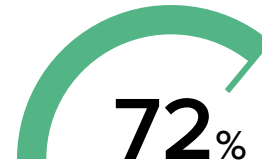
RESULTS

Item level results from your report



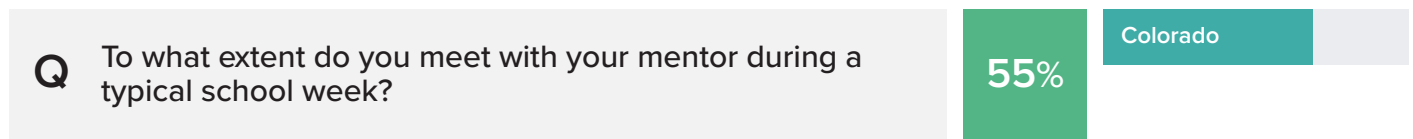
NQ New Staff Questions

OVERALL FAVORABILITY



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

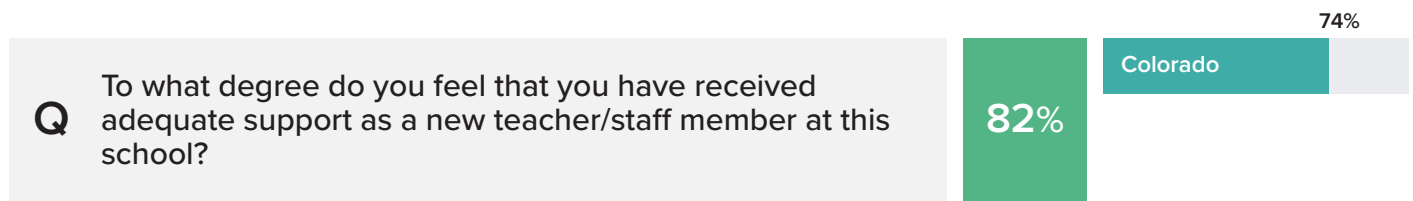
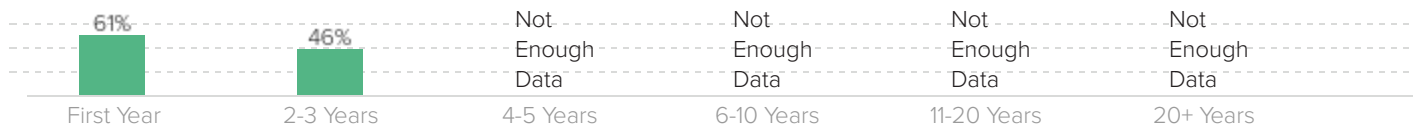
COMPARE RESULT



Distribution of responses



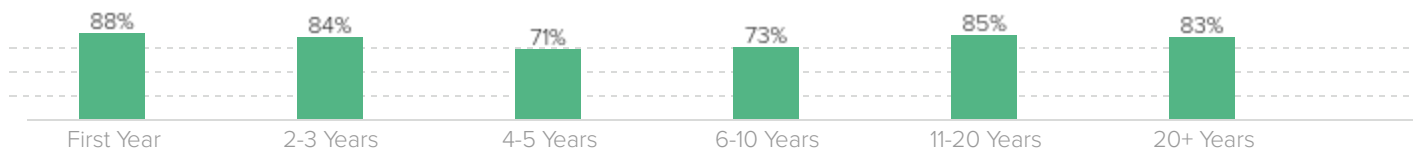
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



More New Staff Questions results on next page

NQ New Staff Questions (cont)

COMPARE RESULT

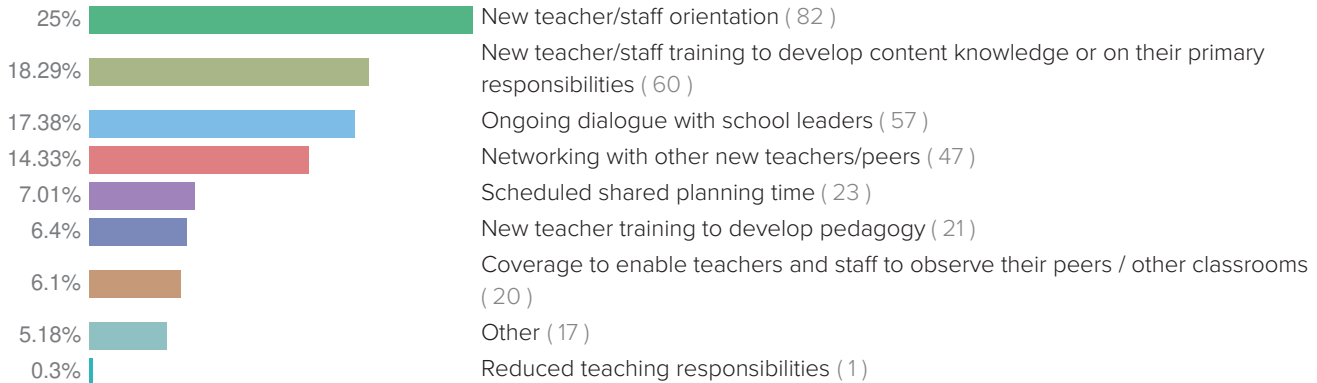
Q Have you received any new teacher supports, or training specifically for your role at this school?



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

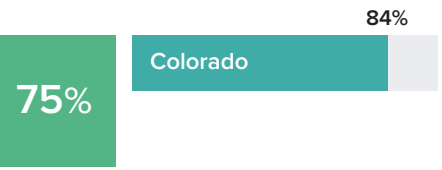


Q Which of the following new staff supports have you received at this school?

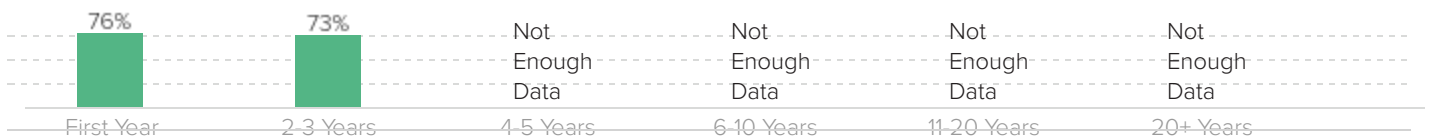


TO WHAT EXTENT DO YOU FOCUS ON THE FOLLOWING TYPES OF WORK WITH YOUR MENTOR?

Q Job/Instructional support and classroom support (e.g., ideas, resources, advice on doing my job well)



Results Disaggregated By: **Years of Experience**



NQ New Staff Questions (cont)

COMPARE RESULT

Q Personal support (e.g., social connections, help with stress)

57%



Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Reflective support (e.g., helping you think about your work and how it is impacting students)

75%



Distribution of responses

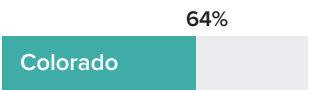


Results Disaggregated By: **Years of Experience**



Q Professional support (e.g., advice on career, professional networking)

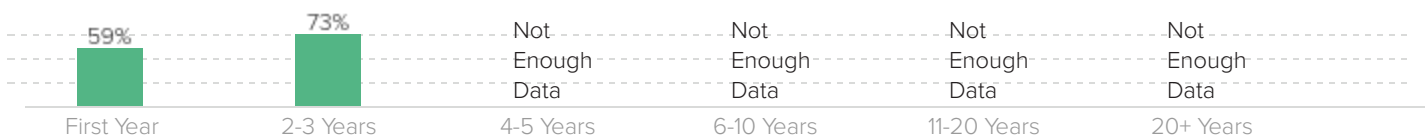
64%



Distribution of responses



Results Disaggregated By: **Years of Experience**



NG More New Staff Questions results on next page

NQ New Staff Questions (cont)

COMPARE RESULT

Q Evaluative support (e.g., formative evaluation feedback, advice related to evaluation expectations)

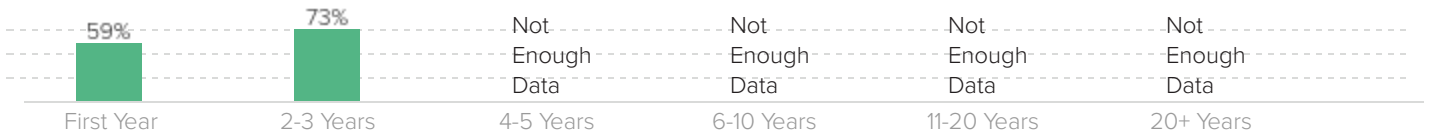
64%



Distribution of responses



Results Disaggregated By: **Years of Experience**



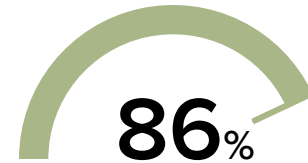
RESULTS

Item level results from your report



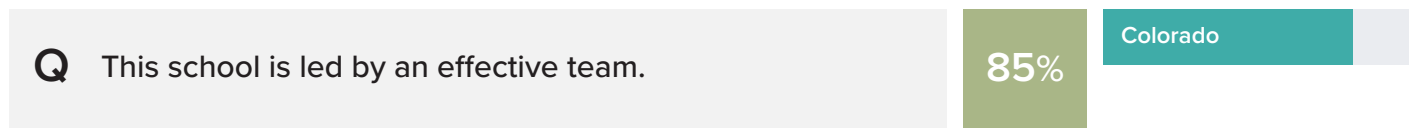
SL School Leadership

OVERALL FAVORABILITY



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.

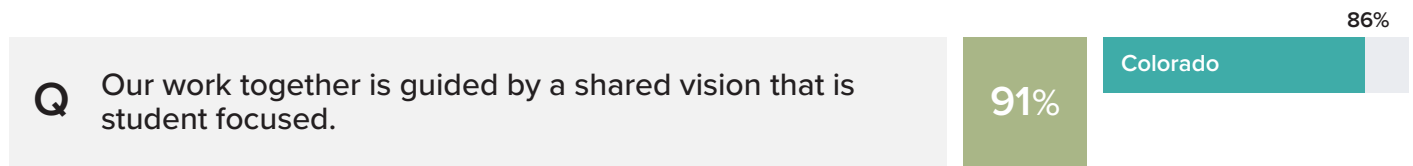
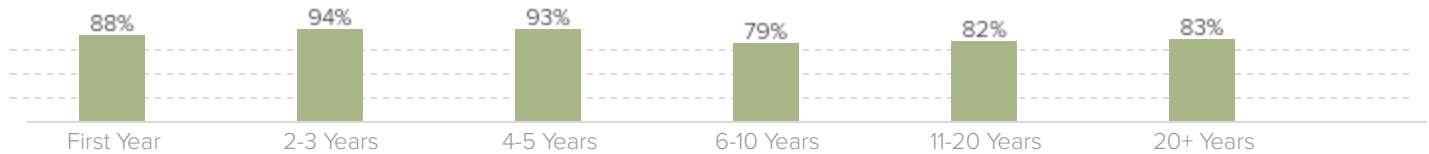
COMPARE RESULT



Distribution of responses



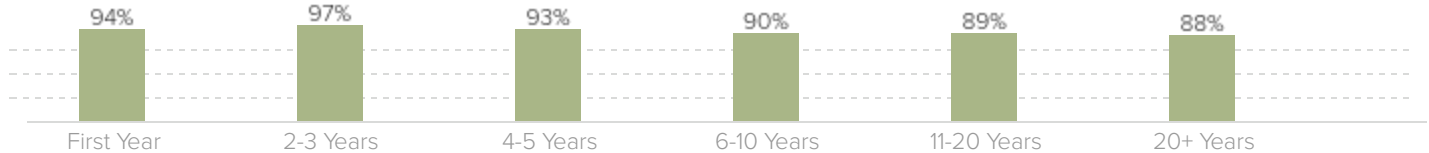
Results Disaggregated By: **Years of Experience**



Distribution of responses



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 school's improvement planning process (e.g., Unified Improvement Plan, school based improvement) in a meaningful way.

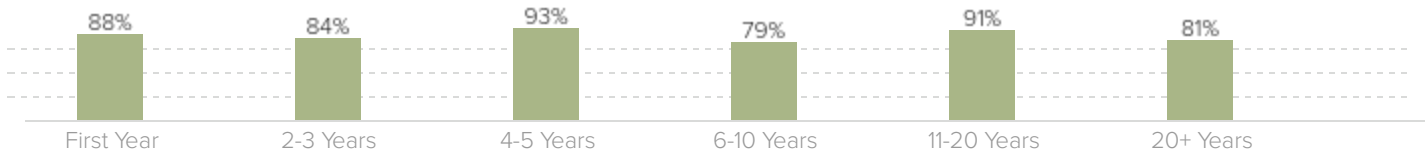
85%



Distribution of responses



Results Disaggregated By: Years of Experience



Q School staff show respect for each other.

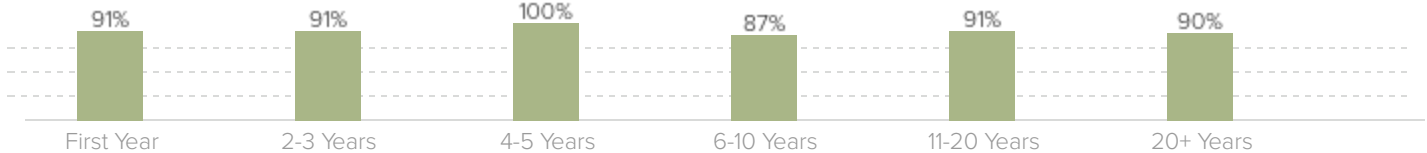
91%



Distribution of responses



Results Disaggregated By: Years of Experience



Q Staff feel comfortable raising important issues with school leaders.

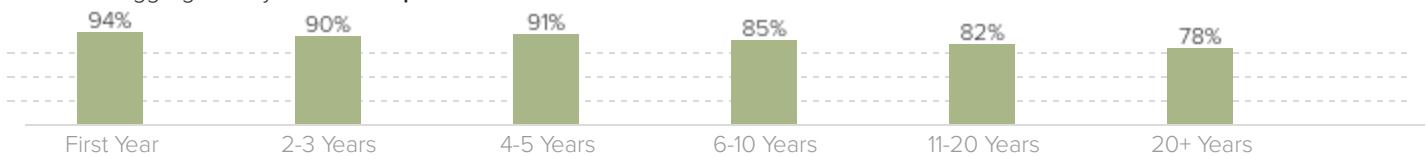
85%



Distribution of responses



Results Disaggregated By: Years of Experience



More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT

Q Teachers and support personnel are provided with informal feedback to improve their instruction/work performance.

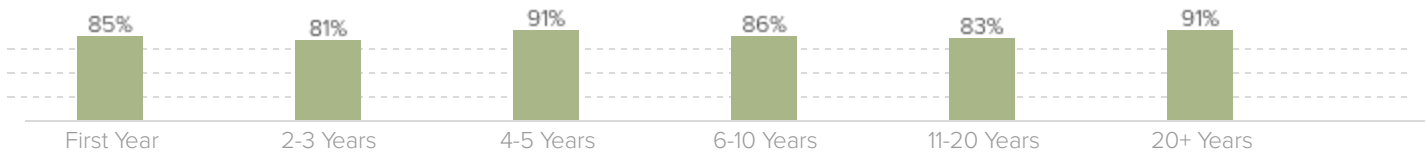
86%



Distribution of responses



Results Disaggregated By: Years of Experience



Q Teachers' and support personnels' effectiveness is accurately assessed through the school's evaluation process.

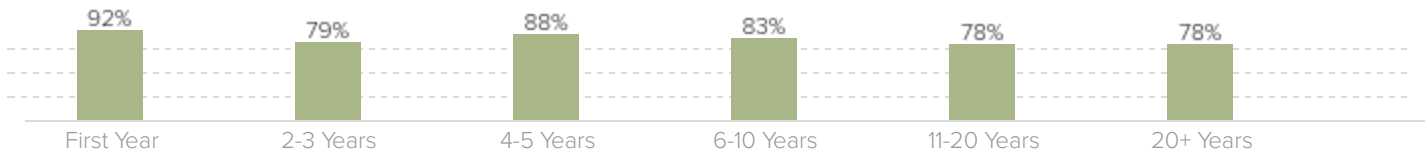
82%



Distribution of responses



Results Disaggregated By: Years of Experience



Q The evaluation process provides teachers and support personnel with actionable feedback for improvement.

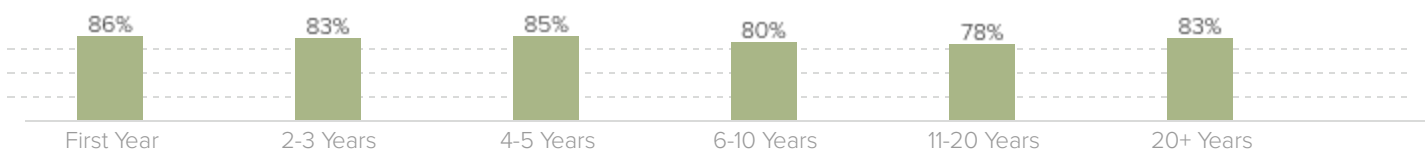
82%



Distribution of responses



Results Disaggregated By: Years of Experience



More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT

Q School leadership puts suggestions made by staff into operation.

83%

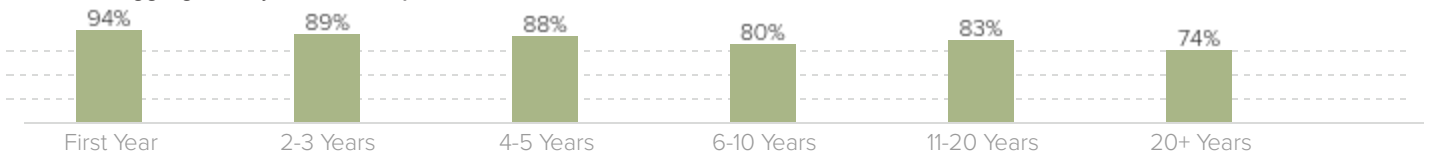
Colorado

77%

Distribution of responses



Results Disaggregated By: Years of Experience



Q School leadership works to build trust among staff.

85%

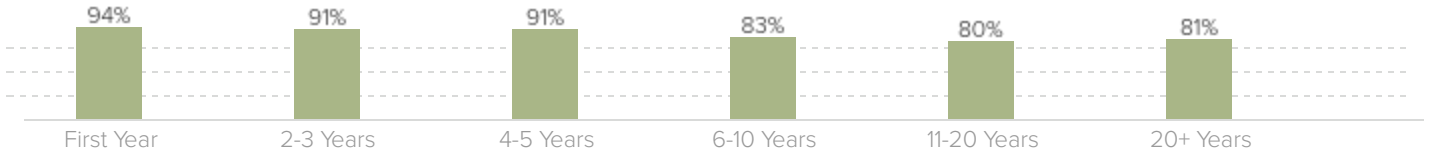
Colorado

77%

Distribution of responses



Results Disaggregated By: Years of Experience



Q Teachers are aware of what they are being evaluated on, including the evaluation rubric and measures of student learning/outcomes (MSL/Os) by the time they complete their self-assessment and individual goal setting for the school year.

97%

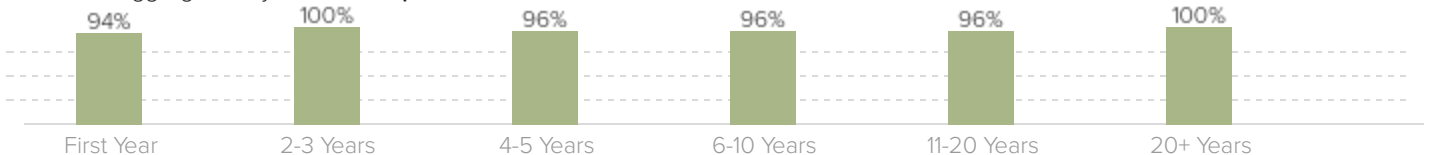
Colorado

91%

Distribution of responses



Results Disaggregated By: Years of Experience



RESULTS

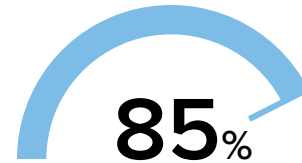
Item level results from your report



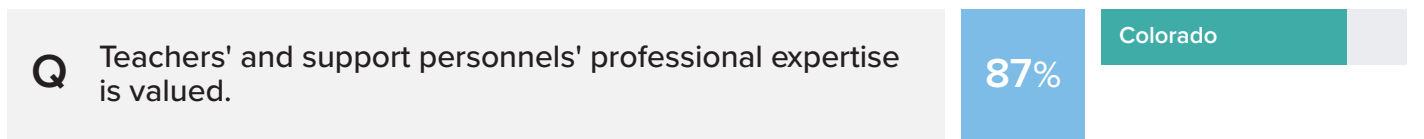
SL Staff Leadership

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

OVERALL FAVORABILITY



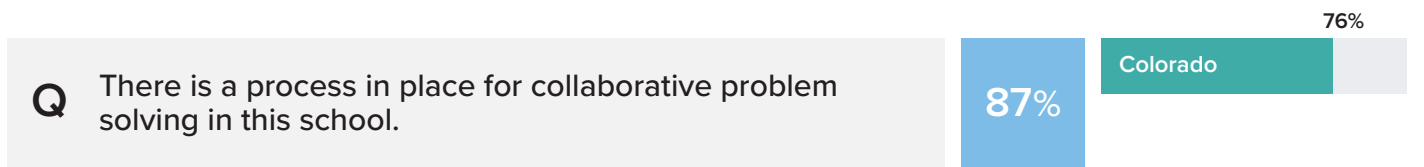
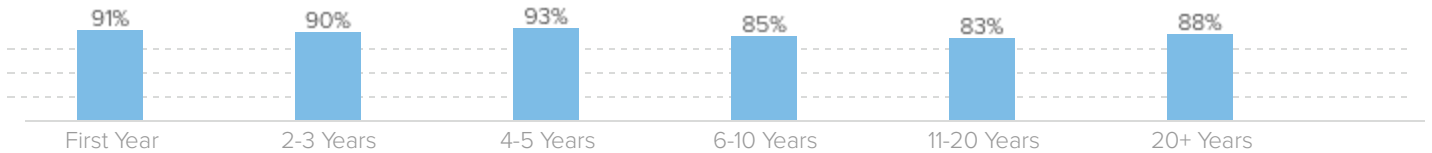
COMPARE RESULT



Distribution of responses



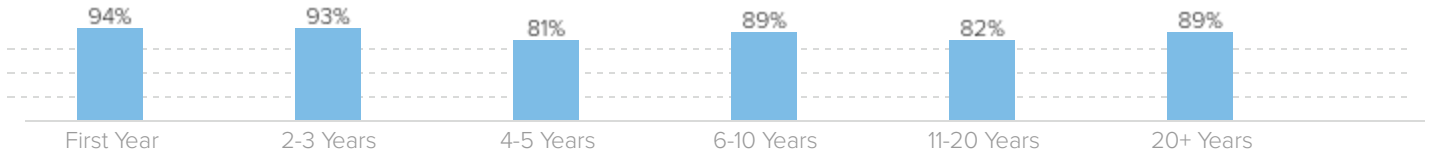
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



More Staff Leadership results on next page

SL Staff Leadership (cont)

COMPARE RESULT

Q Teachers and support personnel have leadership opportunities in this school.

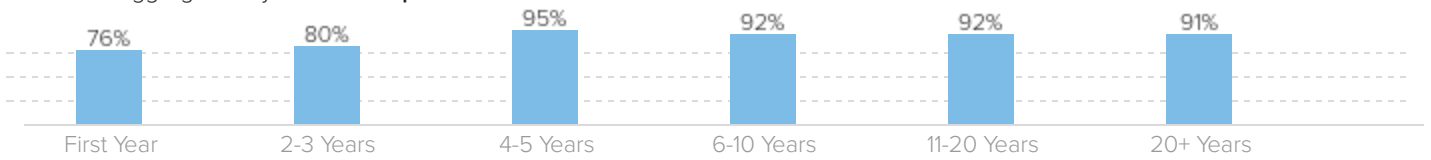
89%



Distribution of responses



Results Disaggregated By: Years of Experience



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

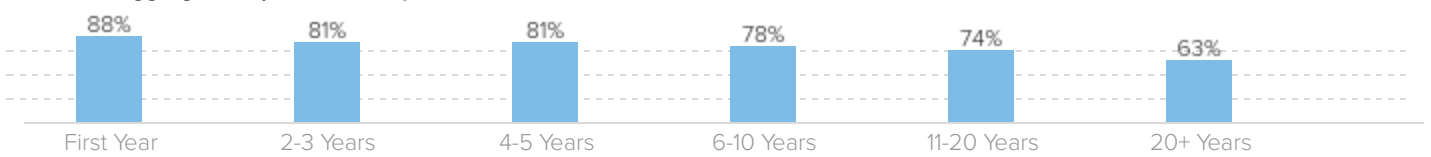
76%



Distribution of responses



Results Disaggregated By: Years of Experience



RESULTS

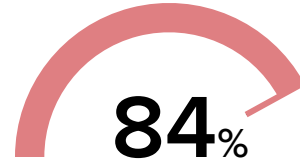
Item level results from your report



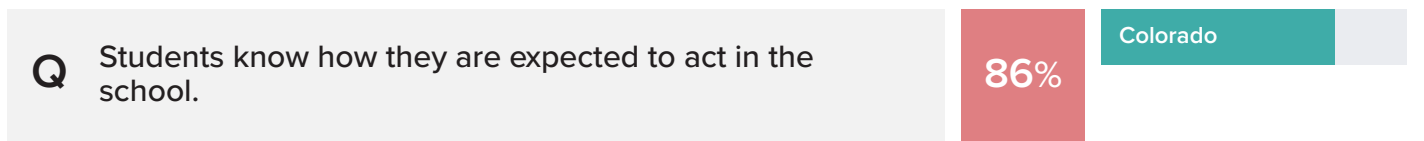
MC Managing Student Conduct

OVERALL FAVORABILITY

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



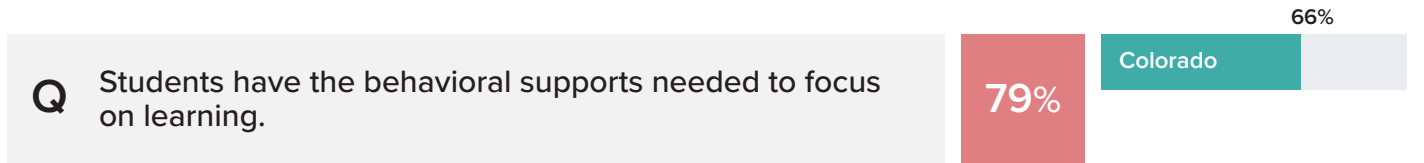
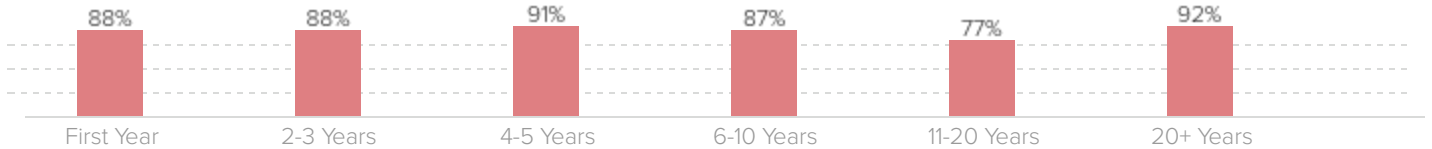
COMPARE RESULT



Distribution of responses



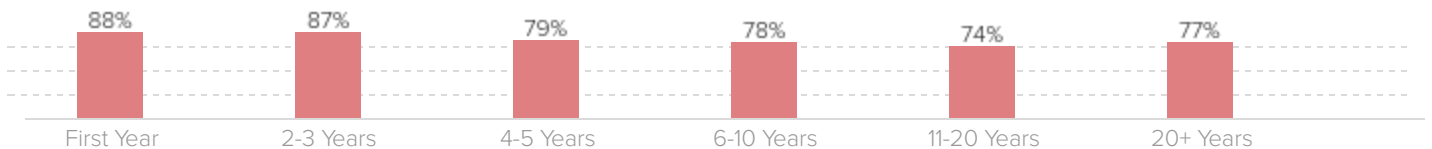
Results Disaggregated By: Years of Experience



Distribution of responses



Results Disaggregated By: Years of Experience



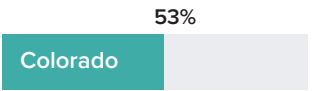
MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

COMPARE RESULT

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

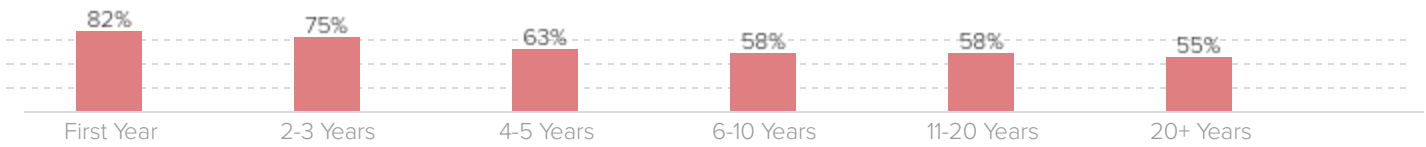
63%



Distribution of responses



Results Disaggregated By: Years of Experience



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

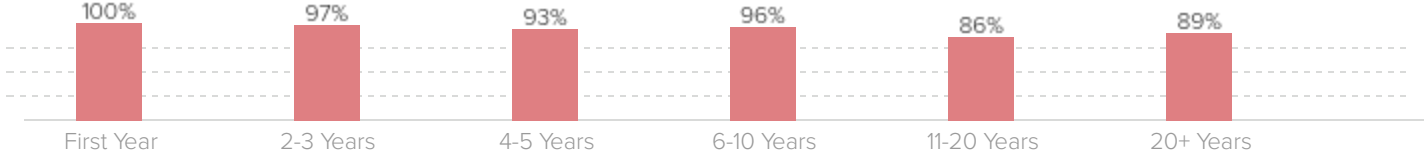
93%



Distribution of responses



Results Disaggregated By: Years of Experience



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

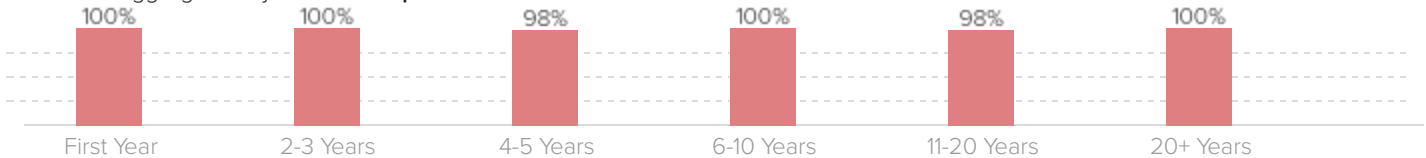
99%



Distribution of responses



Results Disaggregated By: Years of Experience



RESULTS

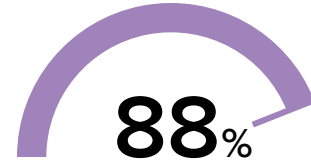
Item level results from your report



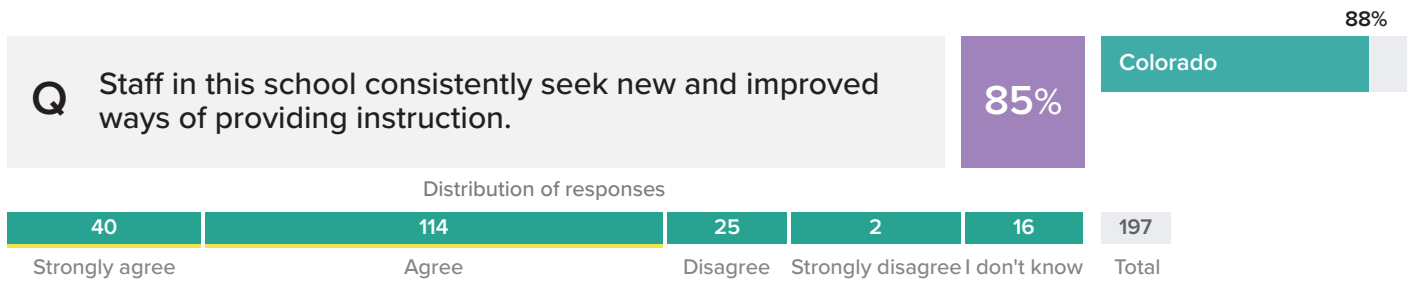
IS Instructional Practices and Support

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

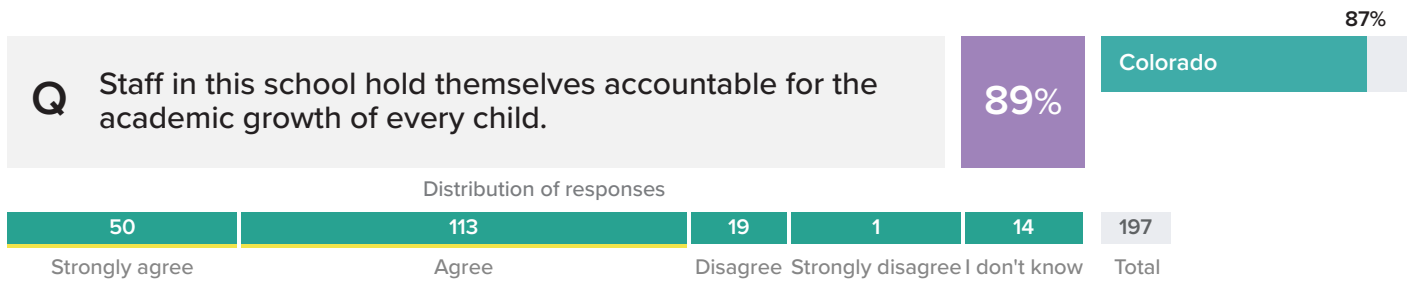
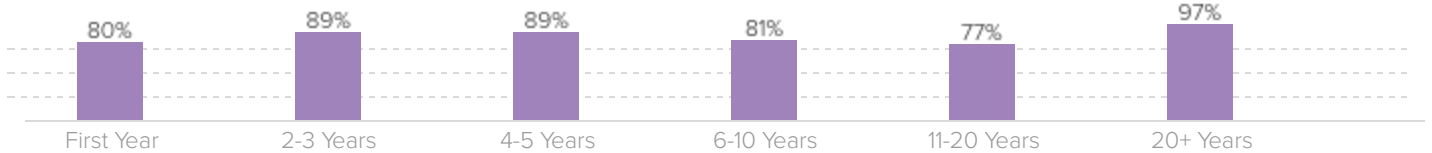
OVERALL FAVORABILITY



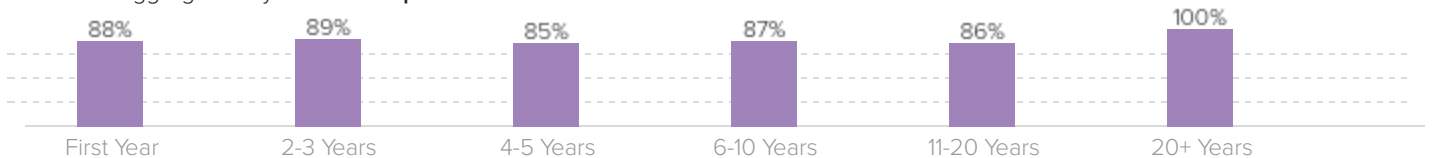
COMPARE RESULT



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 school provides opportunities for me to learn from other teachers.

74%

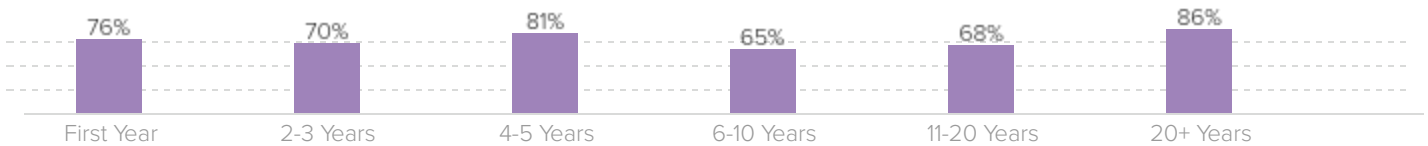
Colorado

73%

Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Students understand how class activities relate to learning objectives.

95%

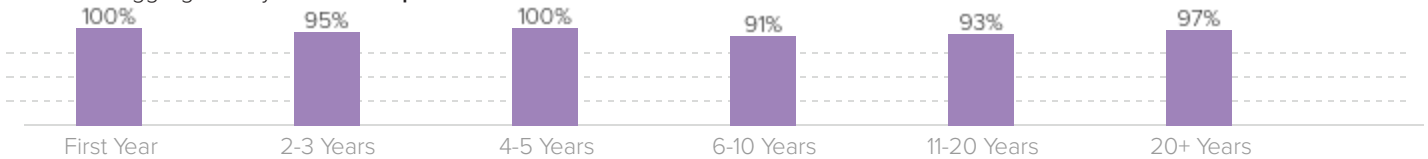
Colorado

91%

Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Instruction in this school encourages different cultural viewpoints.

80%

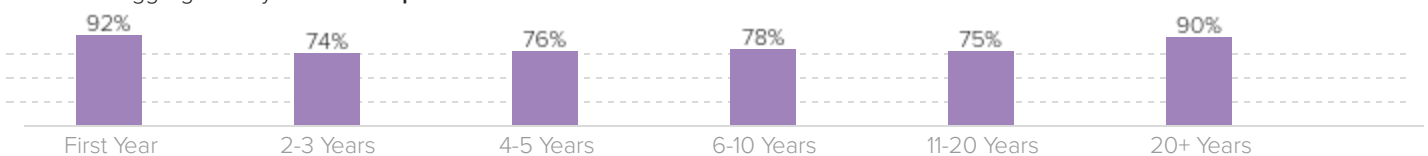
Colorado

85%

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

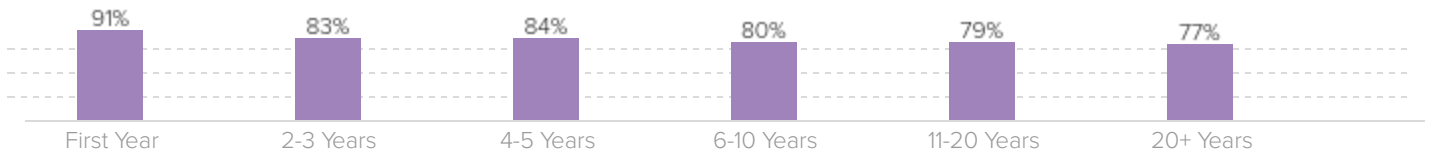
81%



Distribution of responses



Results Disaggregated By: **Years of Experience**



Q English Learners are adequately supported in this school.

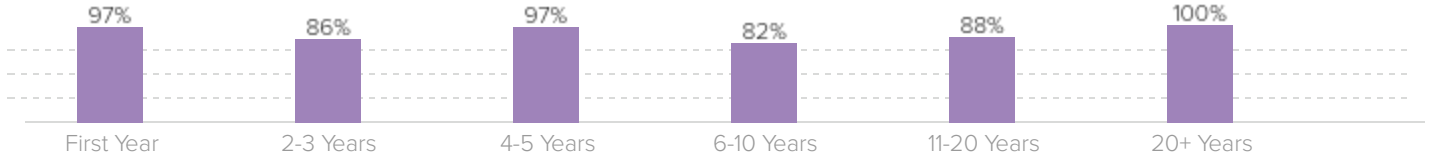
91%



Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Students with disabilities are adequately supported in this school.

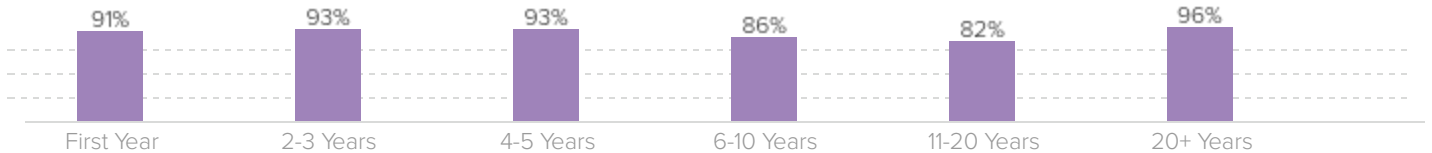
89%



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.

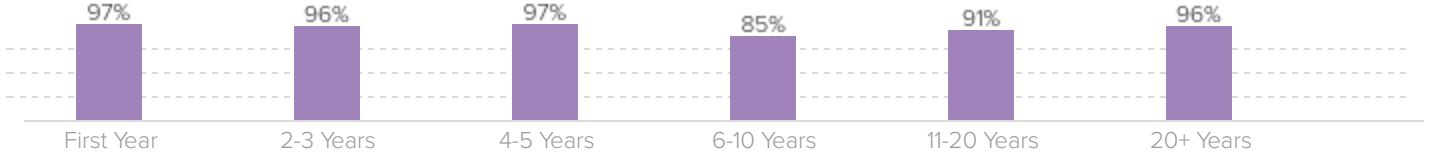
92%



Distribution of responses



Results Disaggregated By: **Years of Experience**



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

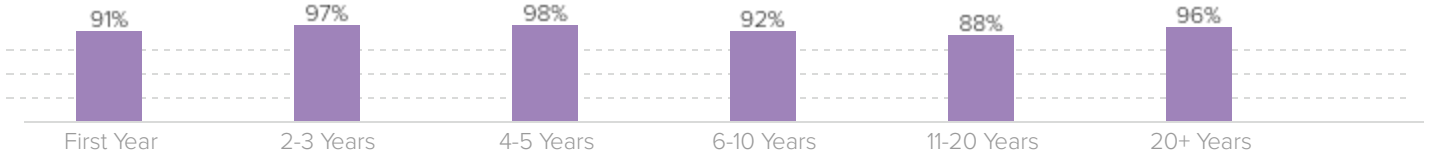
93%



Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Teachers and staff members have the autonomy to make important decisions in their classrooms or carry out their job responsibilities.

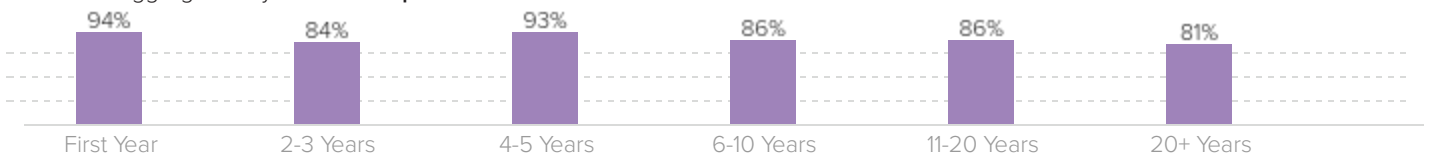
87%



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 Teachers feel supported in trying new instructional strategies.

93%

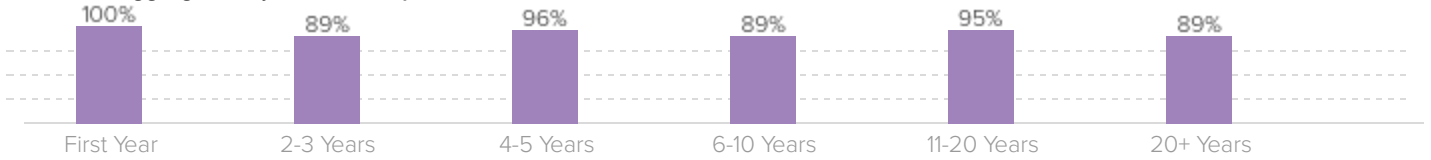
Colorado

92%

Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Teachers use formative assessment data to improve their students' learning.

98%

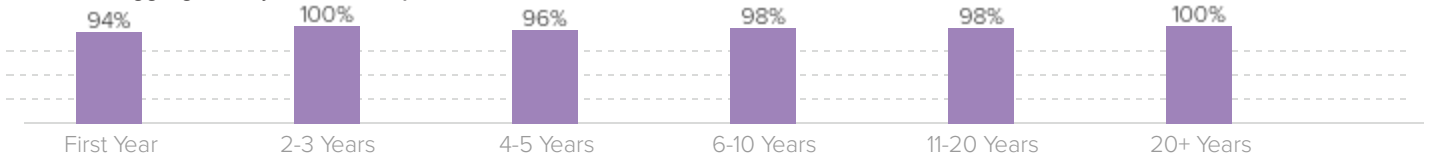
Colorado

98%

Distribution of responses



Results Disaggregated By: **Years of Experience**



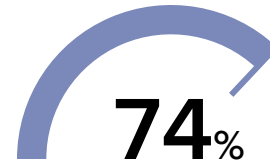
RESULTS

Item level results from your report



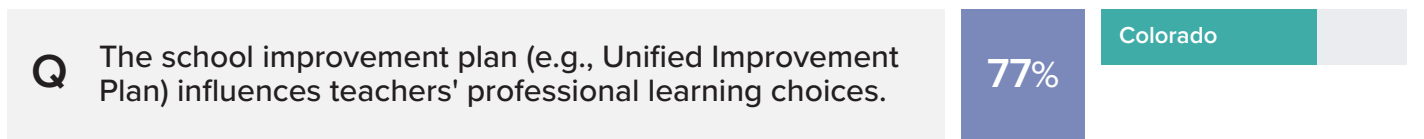
PD Professional Development

OVERALL FAVORABILITY

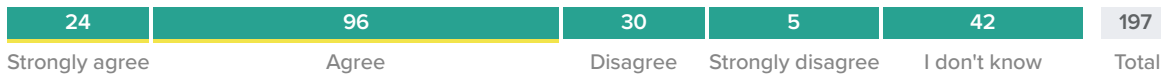


This section summarizes the school's general approach to professional development, including alignment with other work, adequacy and types of opportunities.

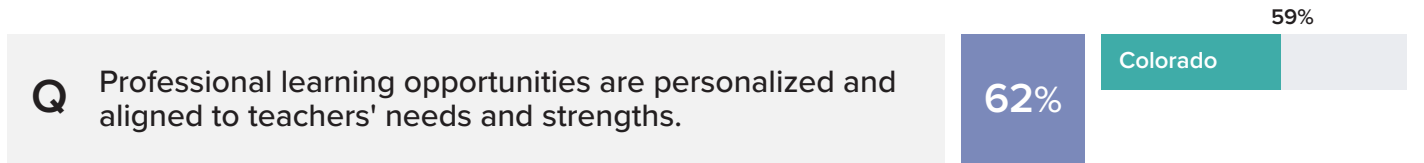
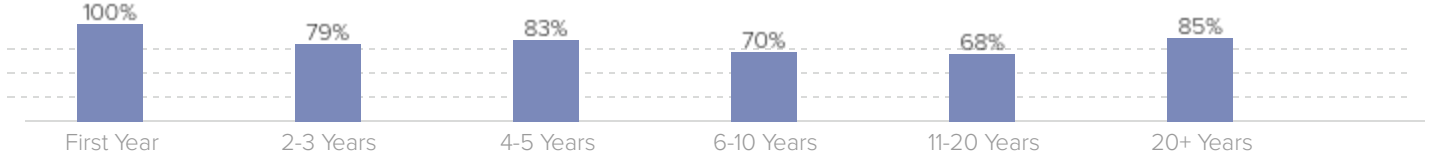
COMPARE RESULT



Distribution of responses



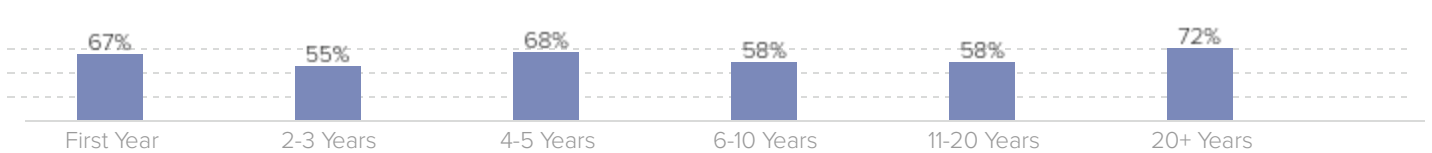
Results Disaggregated By: Years of Experience



Distribution of responses



Results Disaggregated By: Years of Experience



More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

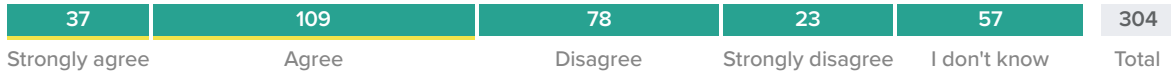
Q The effectiveness of professional development is assessed regularly.

59%

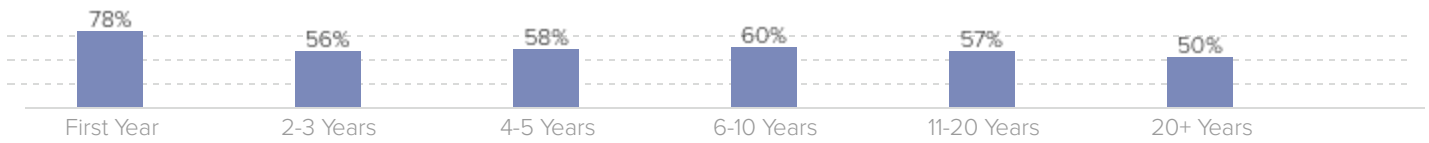
55%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

76%

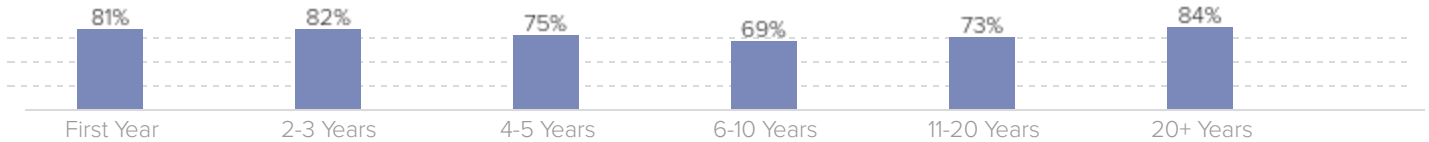
72%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Teachers and support personnel receive ongoing support and coaching to improve their practice.

77%

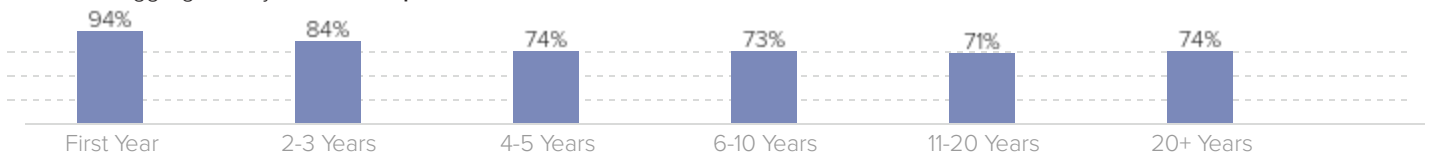
67%

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 (e.g., assessments, surveys).

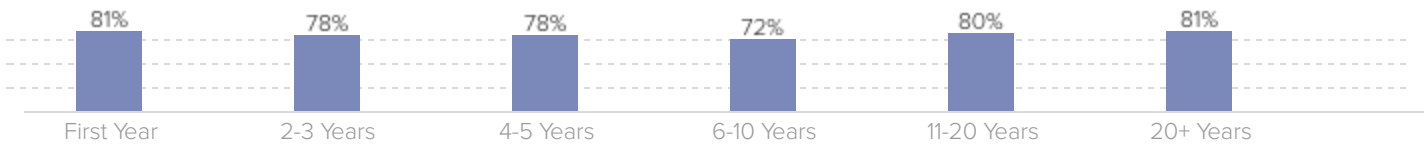
78%



Distribution of responses



Results Disaggregated By: **Years of Experience**



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

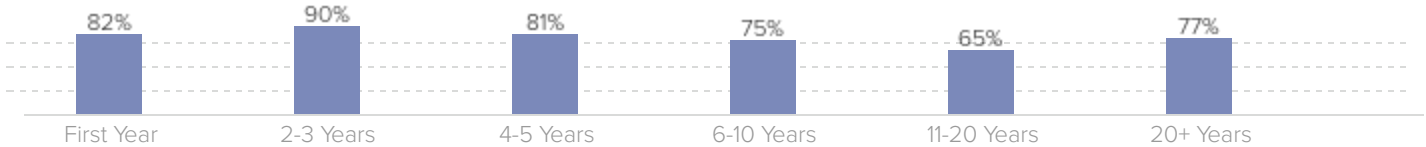
76%



Distribution of responses



Results Disaggregated By: **Years of Experience**



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

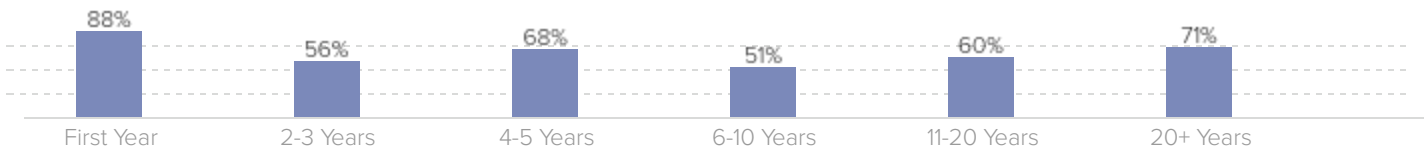
63%



Distribution of responses



Results Disaggregated By: **Years of Experience**



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

PD Professional Development (cont)

COMPARE RESULT

Q Support personnel are able to participate in the professional development that is offered.

93%

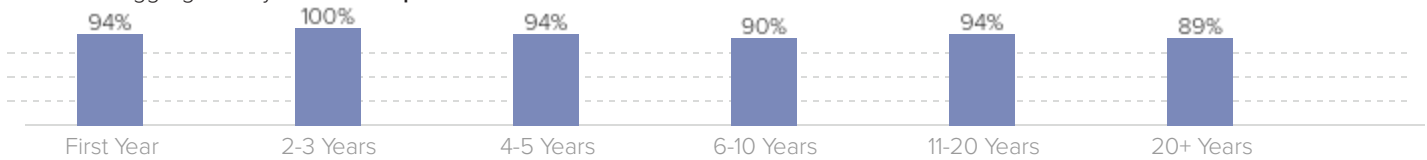
Colorado

84%

Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Support personnel are appropriately compensated for professional development.

75%

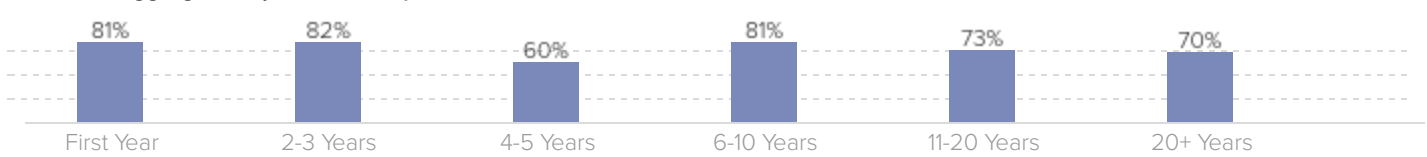
Colorado

61%

Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Support personnel feel that their employer invests in their career.

77%

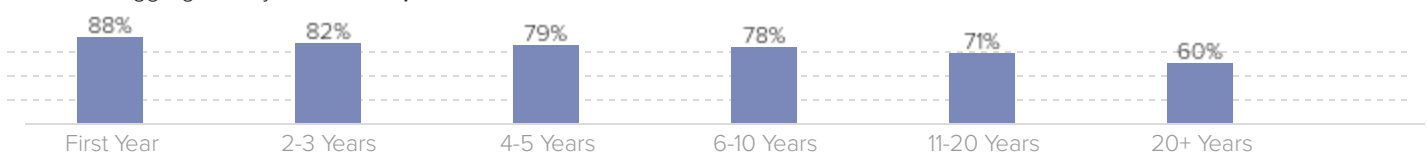
Colorado

63%

Distribution of responses



Results Disaggregated By: **Years of Experience**



PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

Q Support personnel receive adequate professional development to carry out their job responsibilities.

88%

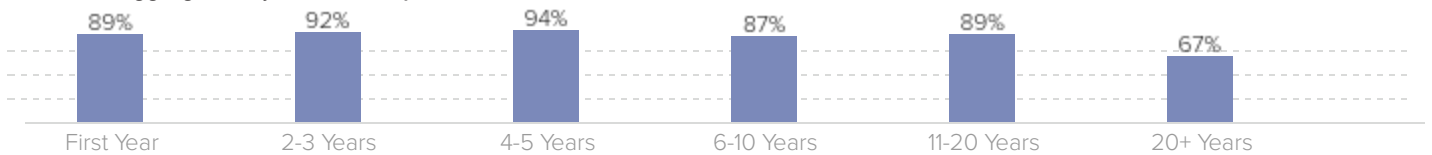
Colorado

77%

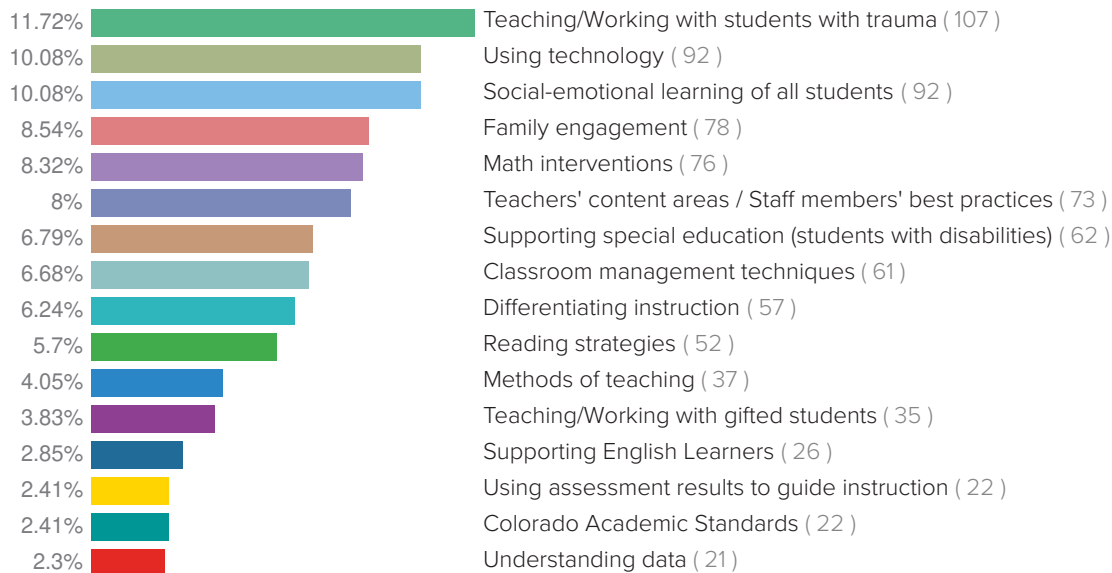
Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Which of the following would be most beneficial for you to learn more about?



RESULTS

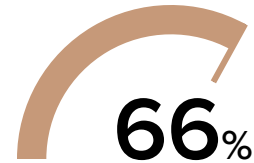
Item level results from your report



T Time

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

OVERALL FAVORABILITY



COMPARE RESULT

59%

Colorado

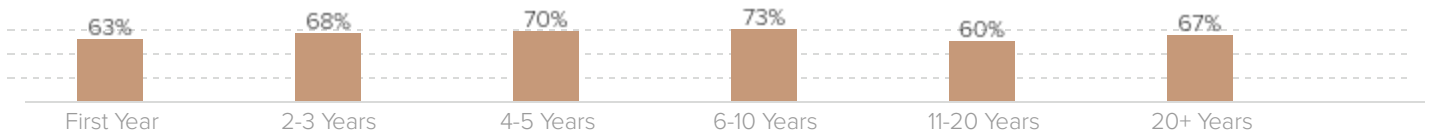
67%

Q Teachers and support personnel have adequate time to prepare for their primary duties.

Distribution of responses



Results Disaggregated By: **Years of Experience**



62%

Colorado

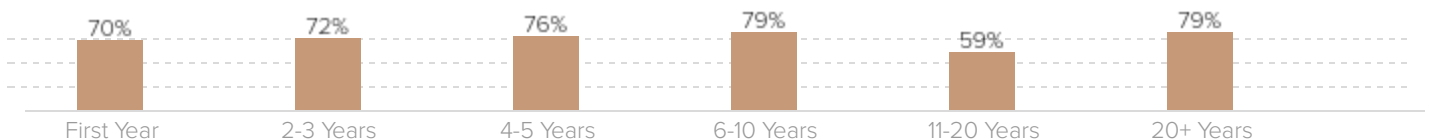
73%

Q Teachers' and support personnels' time is protected from duties that take time away from teaching/their primary duties.

Distribution of responses



Results Disaggregated By: **Years of Experience**



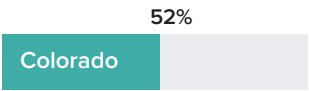
[More Time results on next page](#)

T Time (cont)

COMPARE RESULT

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

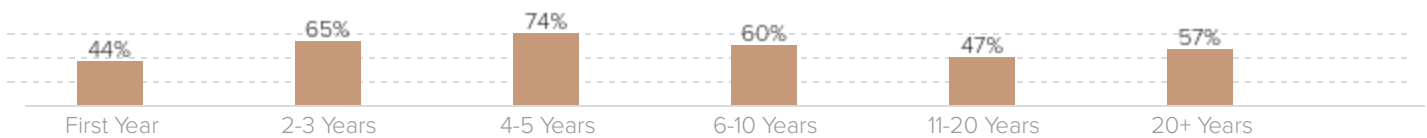
58%



Distribution of responses

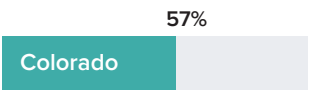


Results Disaggregated By: Years of Experience



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

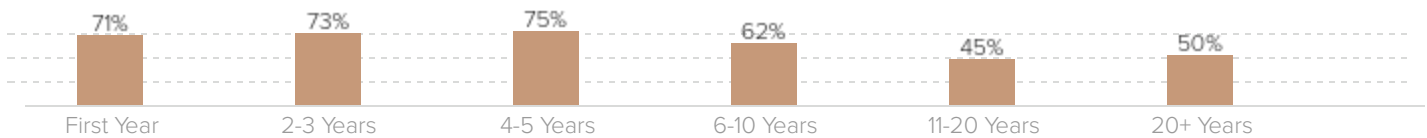
61%



Distribution of responses

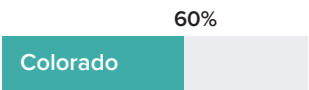


Results Disaggregated By: Years of Experience



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

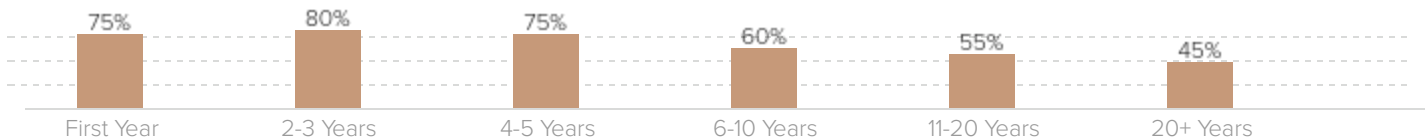
61%



Distribution of responses



Results Disaggregated By: Years of Experience



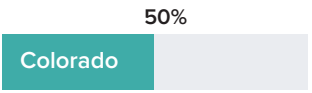
T More Time results on next page

T Time (cont)

COMPARE RESULT

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

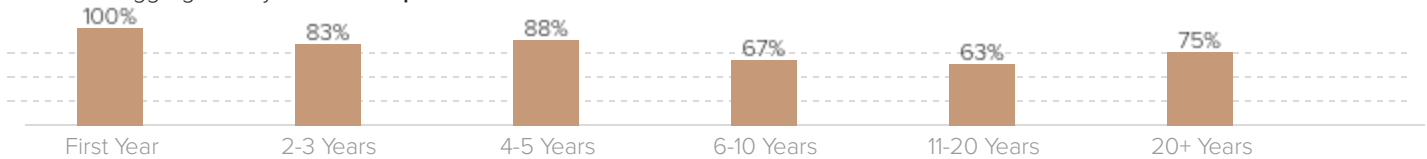
75%



Distribution of responses

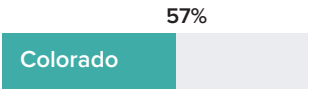


Results Disaggregated By: **Years of Experience**



Q Teachers and support personnel have adequate time to engage in professional learning.

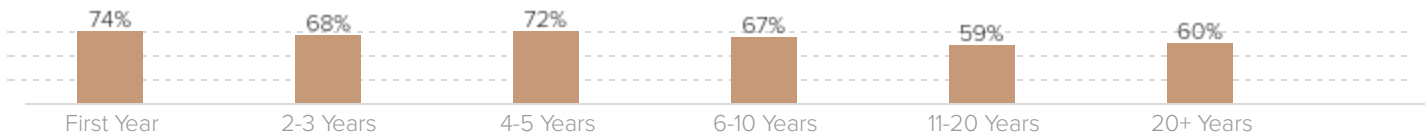
66%



Distribution of responses



Results Disaggregated By: **Years of Experience**



RESULTS

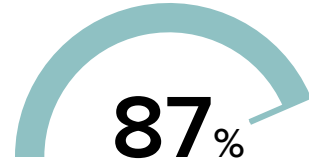
Item level results from your report



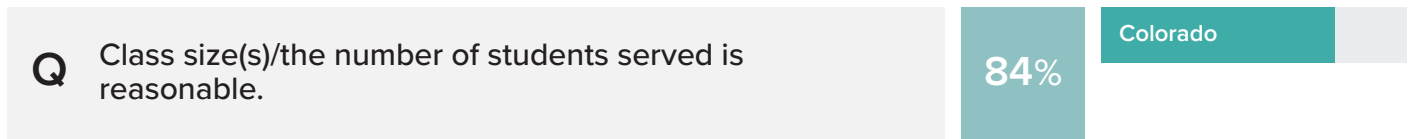
FR Facilities and Resources

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

OVERALL FAVORABILITY



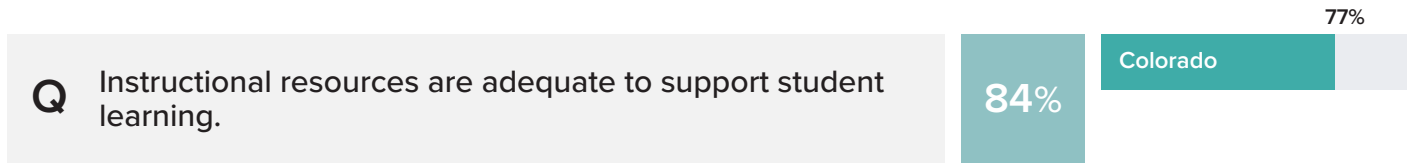
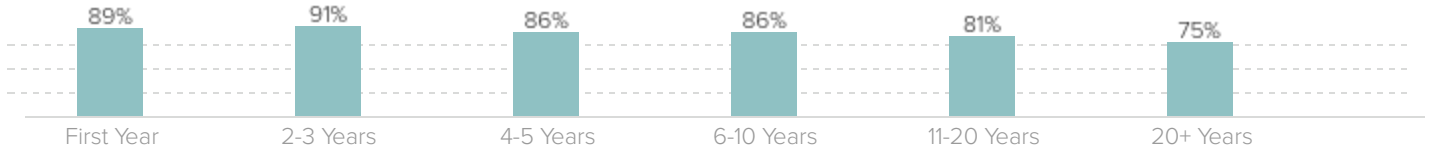
COMPARE RESULT



Distribution of responses



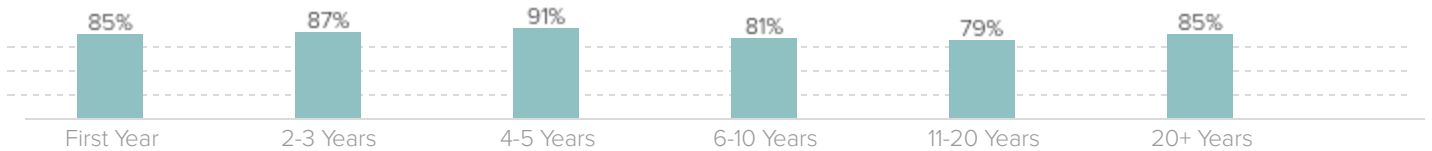
Results Disaggregated By: Years of Experience



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

Q Teachers and support personnel have adequate physical space to work productively.

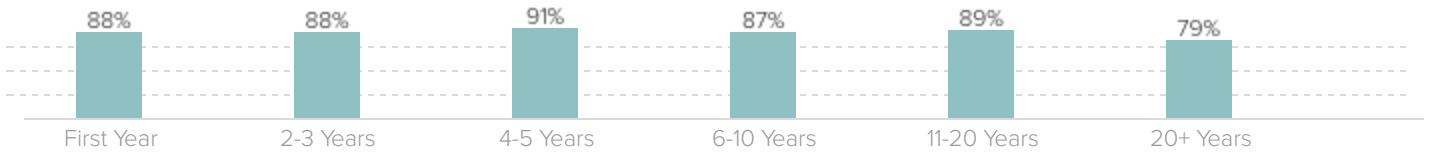
87%



Distribution of responses



Results Disaggregated By: Years of Experience



Q Our school is a safe place to work.

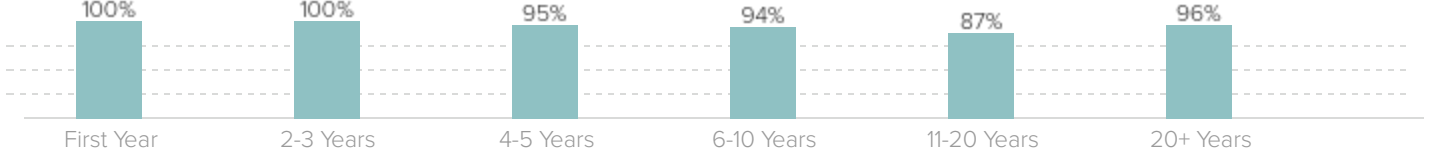
94%



Distribution of responses



Results Disaggregated By: Years of Experience



RESULTS

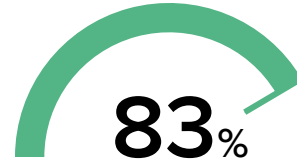
Item level results from your report



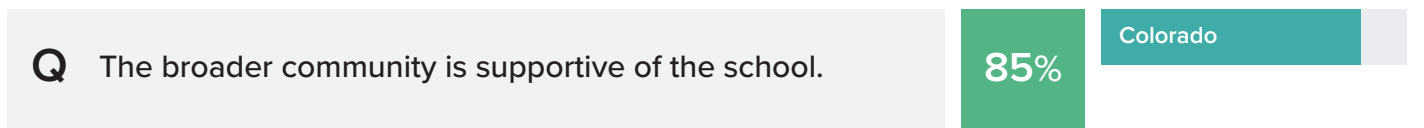
CI Community Support and Involvement

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

OVERALL FAVORABILITY



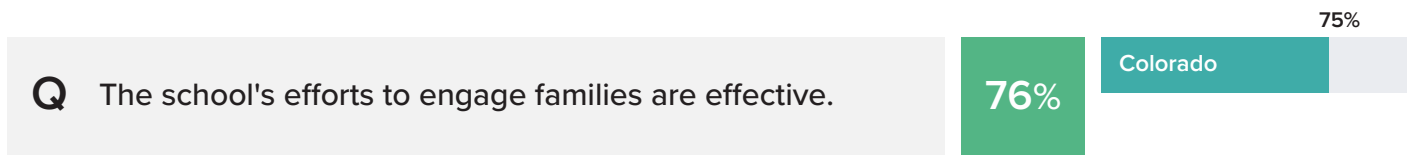
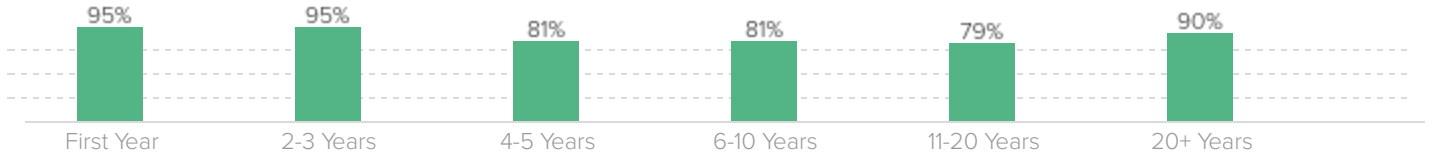
COMPARE RESULT



Distribution of responses



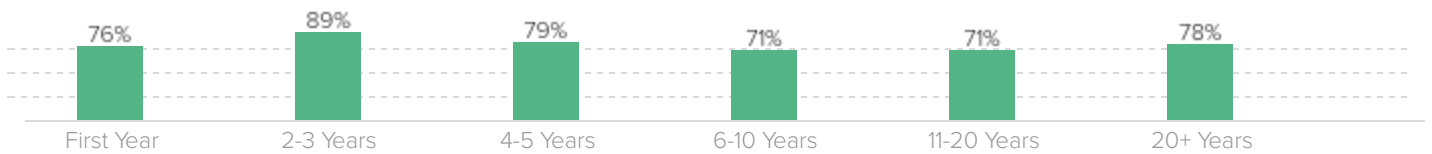
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

COMPARE RESULT

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

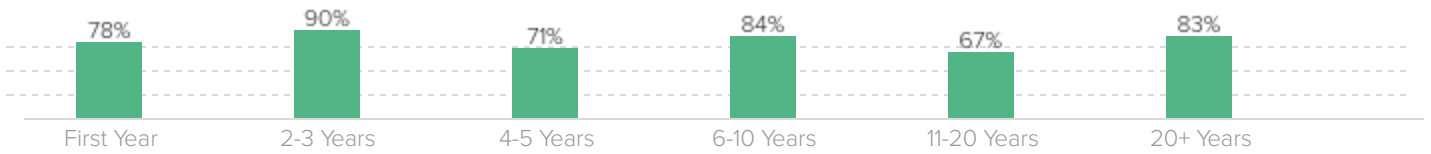
79%



Distribution of responses



Results Disaggregated By: **Years of Experience**



Q Every family has access to information about what is happening in the school.

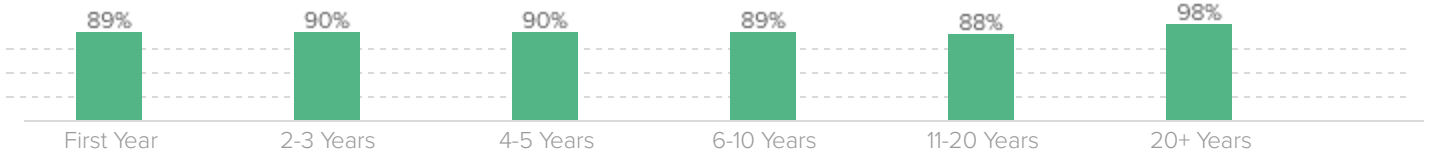
91%



Distribution of responses



Results Disaggregated By: **Years of Experience**



RESULTS

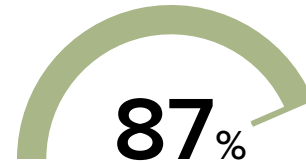
Item level results from your report



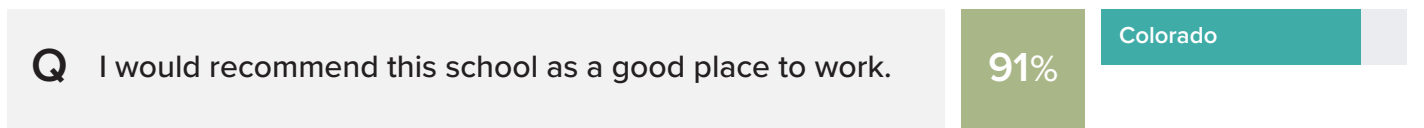
GR General Reflection

OVERALL FAVORABILITY

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



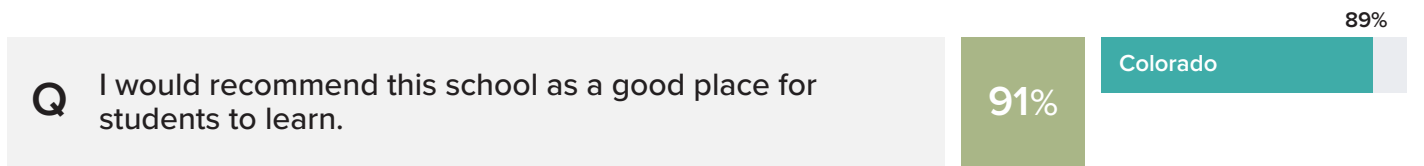
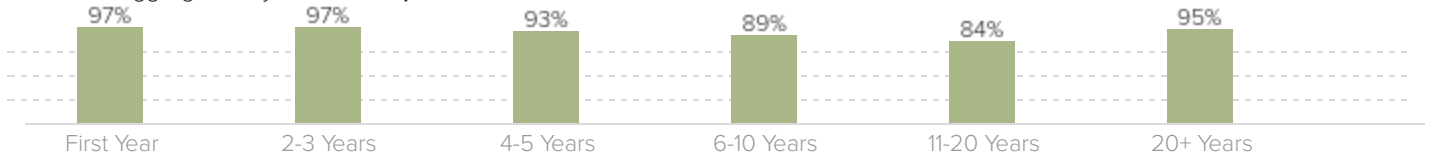
COMPARE RESULT



Distribution of responses



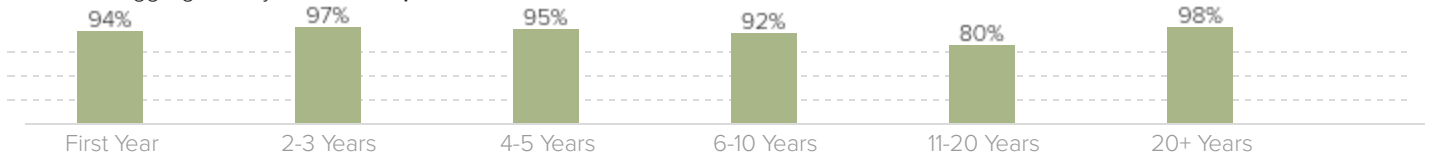
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



GR More General Reflection results on next page

GR **General Reflection (cont)**

COMPARE RESULT

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

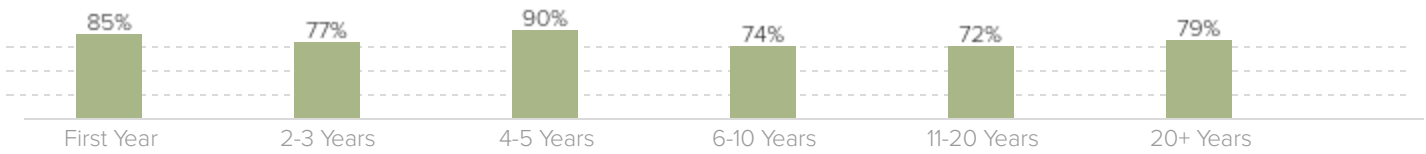
78%



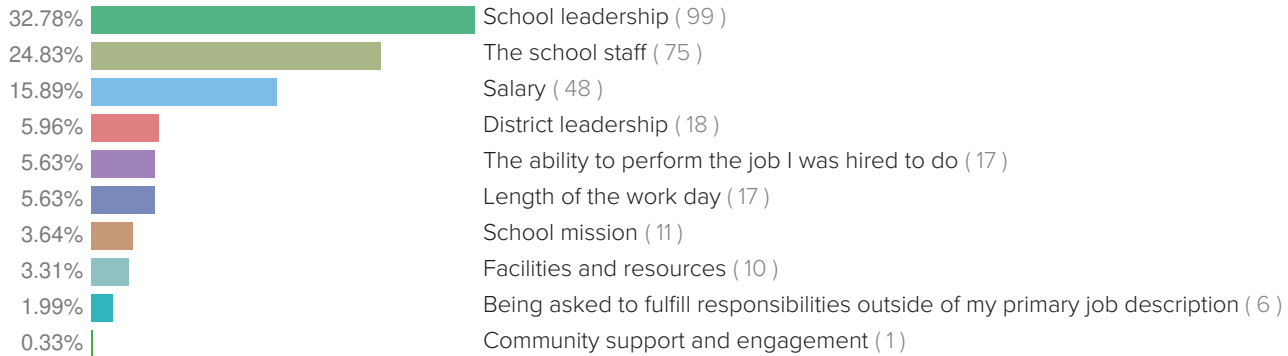
Distribution of responses



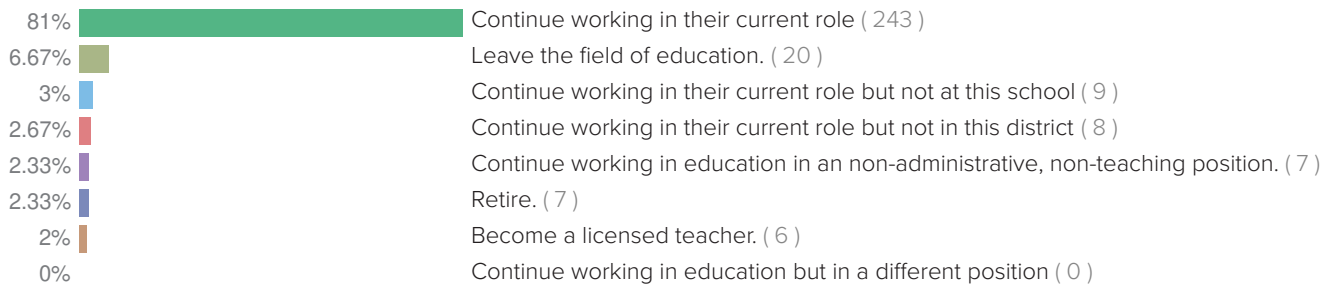
Results Disaggregated By: **Years of Experience**



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



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



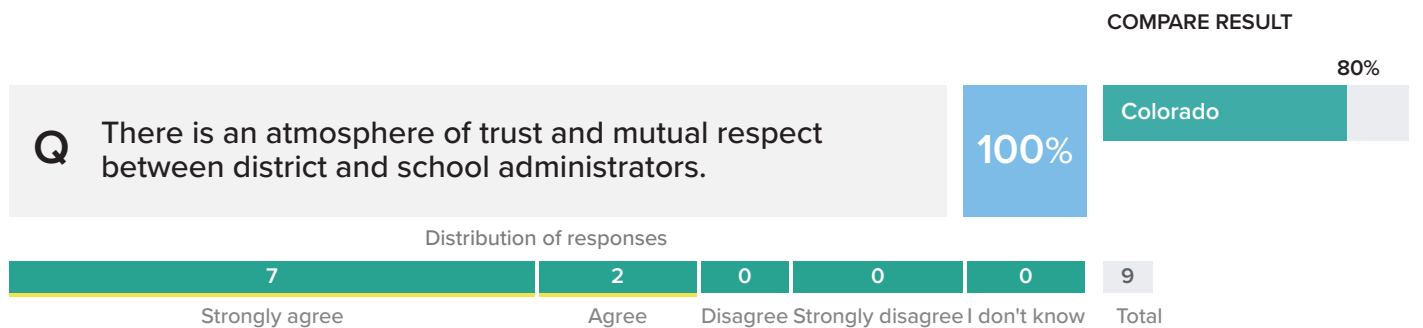
RESULTS

Item level results from your report



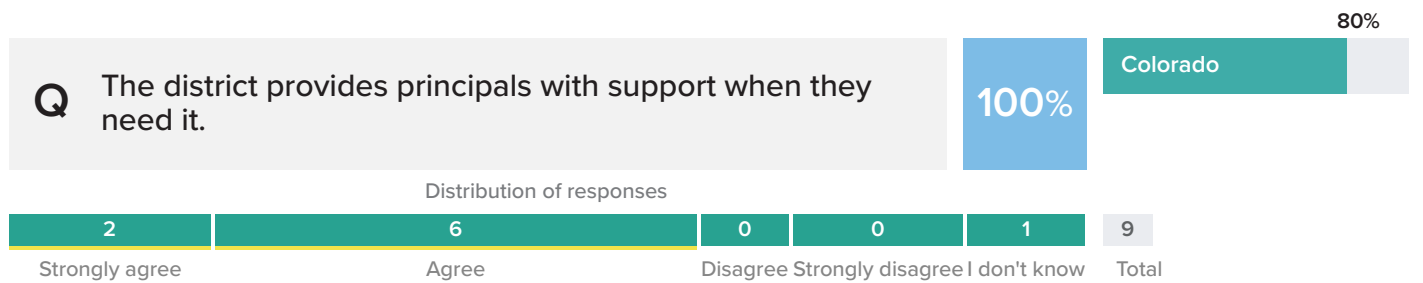
DS District Supports

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



Results Disaggregated By: **Years 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



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

[More District Supports results on next page](#)

DS District Supports (cont)

COMPARE RESULT

78%

Q The district clearly describes expectations for schools.

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

75%

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

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

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

72%

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

82%

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

88%

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

79%

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

[More District Supports results on next page](#)

DS District Supports (cont)

COMPARE RESULT

84%

Q District leadership takes steps to solve problems.

100%

Colorado

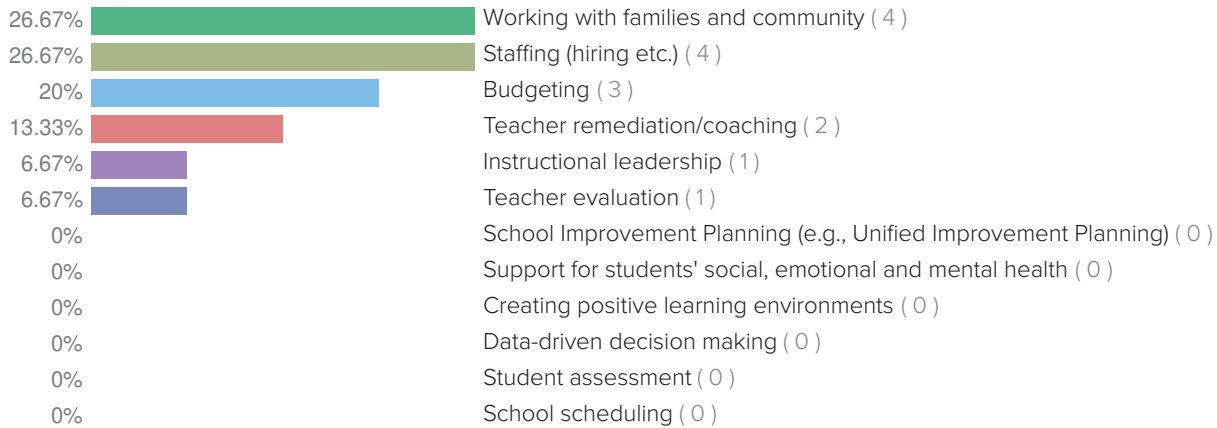
Distribution of responses



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

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



RESULTS

Item level results from your report

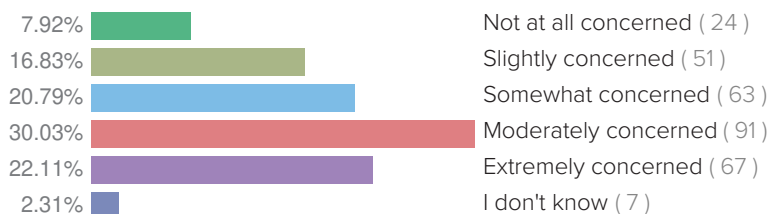


SC Student Challenges

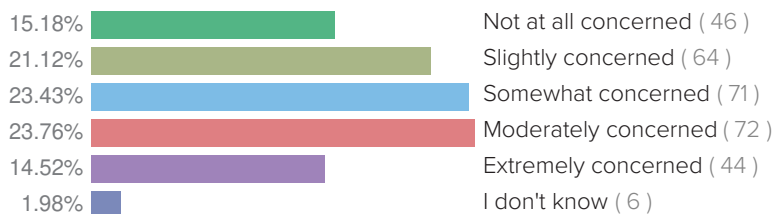
This section focuses on concerns regarding pandemic impacts on students during the current school year.

PLEASE INDICATE YOUR LEVEL OF CONCERN FOR EACH OF THE FOLLOWING PANDEMIC IMPACTS ON YOUR STUDENTS DURING THE CURRENT SCHOOL YEAR:

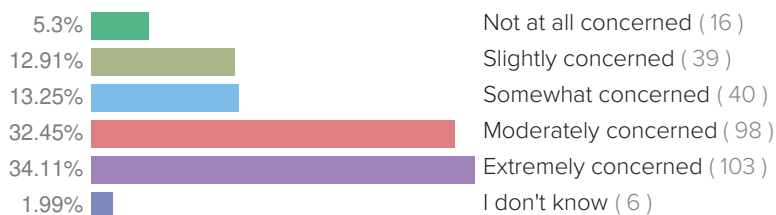
Q Decrease in student emotional well-being (health, happiness, and comfort).



Q Social isolation.



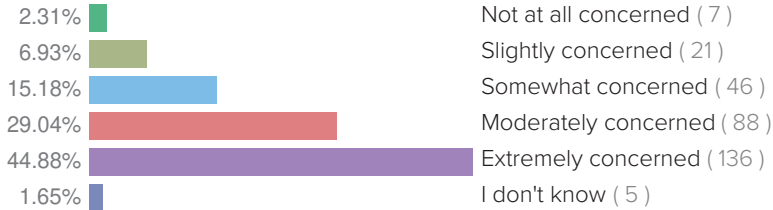
Q Increases in learning gaps.



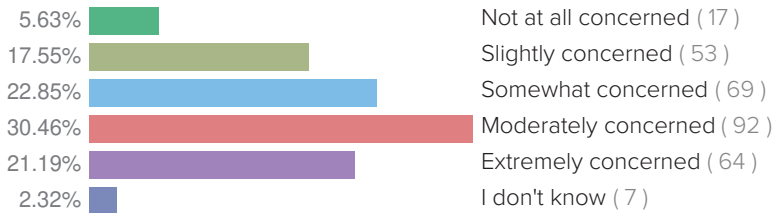
SC More Student Challenges results on next page

SC Student Challenges (cont)

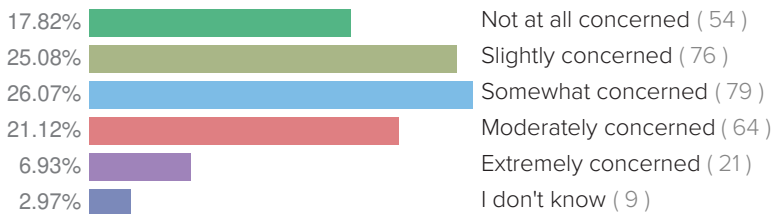
Q Insufficient home learning support.



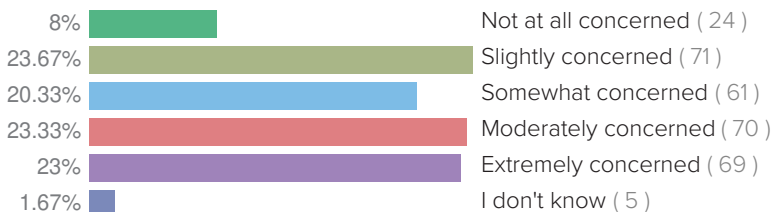
Q Student worries about their family's health, safety or economic security.



Q Student stress about assessment and grading.



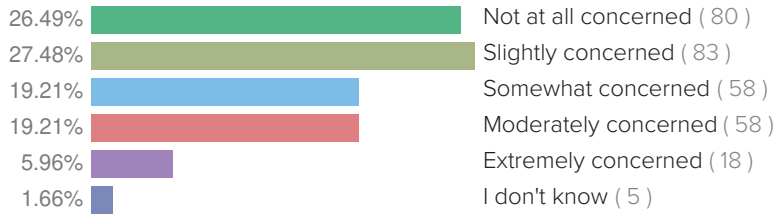
Q Lack of access to basic needs (e.g., food, shelter, safety).



More Student Challenges results on next page

SC Student Challenges (cont)

Q Lack of access to technology/internet.



RESULTS

Item level results from your report



SW Support for Student Wellbeing

This section includes staff comfort level and preparedness to support student wellbeing.

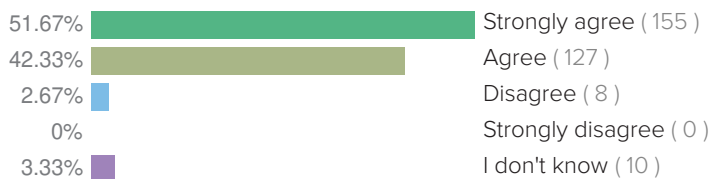
Q I value being a trusted adult for students in my school.



Q I feel comfortable discussing life skills with my students.



Q I feel comfortable discussing resilience strategies with my students.



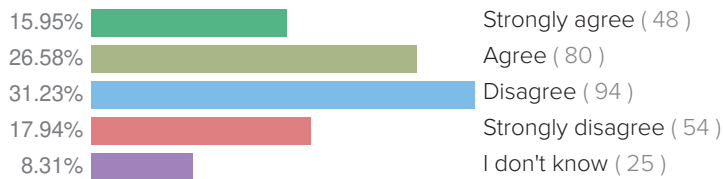
More Support for Student Wellbeing results on next page

SW Support for Student Wellbeing (cont)

Q I feel comfortable discussing mental health with my students.



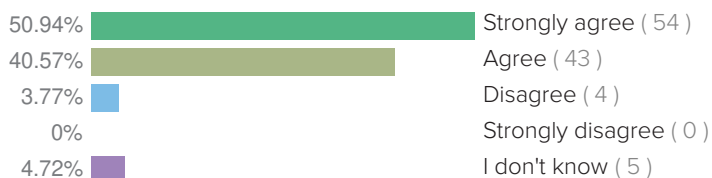
Q I feel comfortable discussing suicide with students.



Q I feel adequately prepared to support students' social-emotional wellbeing.



Q I have access to adequate supports if I have concerns about students' mental health.



RESULTS

Item level results from your report



SS School Supports

This section is aimed at systems of student support of the school, including academics and socio-emotional supports.

Q Our school has established an effective tiered system of supports for students (e.g., MTSS, Student Intervention Teams, Response to Intervention).



Q Our school's system of support for students help students get back on track academically.



Q Our school's system of support for students help students get the social-emotional support they need.



SS More School Supports results on next page

SS School Supports (cont)

Q Our school's system of support for students makes my job easier.



RESULTS

Item level results from your report

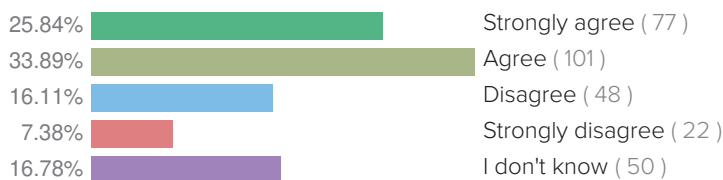


PJ Pandemic Impact on Teaching / Job

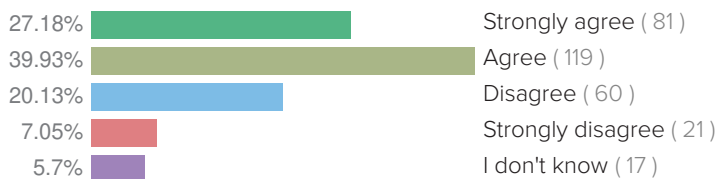
This section focuses on pandemic impacts on staff during the current year.

THE PANDEMIC NEGATIVELY AFFECTED THE FOLLOWING ASPECTS OF MY JOB:

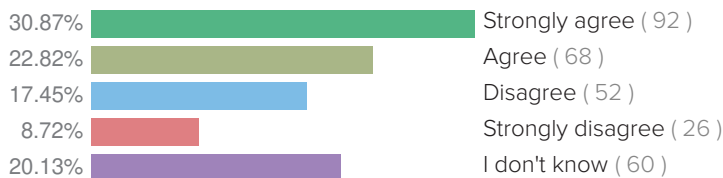
Q Managing distance/online teaching.



Q Predictable daily routine.



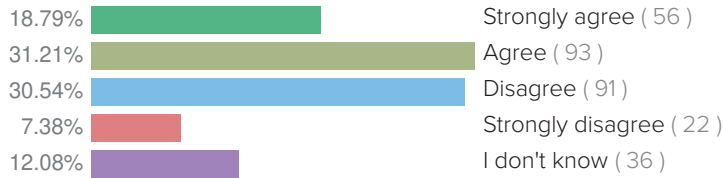
Q Having to teach/provide support online and in person at the same time.



More Pandemic Impact on Teaching / Job results on next page

PJ Pandemic Impact on Teaching / Job (cont)

Q Interactions with students' parents/guardians.



Q Student engagement.



Q Engagement with my colleagues.



Q Enforcing public health measures (like getting students to wear masks).



RESULTS

Item level results from your report



SW Support for Own Wellbeing

This section focuses on supports for staff wellbeing.

Q I am comfortable working in my school given the safety and health protocols currently in place.



Q I am getting adequate support to do my job during this time.



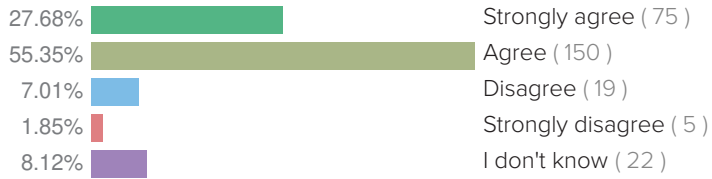
Q I am getting adequate social emotional support for myself during this time.



More Support for Own Wellbeing results on next page

SW Support for Own Wellbeing (cont)

Q Sometimes people struggle with their mental health. If I was concerned about my mental health, I would have access to the support I need.



RESULTS

Item level results from your report



ES [ESP] Job Satisfaction

Unique to education support professionals, this section is aimed to understand their general satisfaction in their work.

Q I feel respected by teachers in my school.



Q I feel respected by school leaders in my school.



Q I feel respected by students in my school.



ES More [ESP] Job Satisfaction results on next page

ES [ESP] Job Satisfaction (cont)

Q My work schedule fits my personal needs.



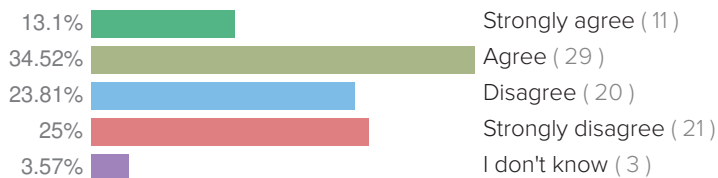
Q My work is very stressful.



Q I feel I am part of a team working towards the same goal.



Q I feel adequately compensated for my work.



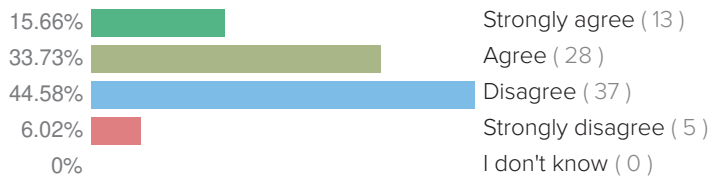
ES More [ESP] Job Satisfaction results on next page

ES [ESP] Job Satisfaction (cont)

Q My work duties reflect my initial expectations of the role.



Q Frequent changes in my work duties make my job more stressful.



Q I have ways to advance my career in education.



RESULTS

Item level results from your report



ER [ESP] Roles & Responsibilities

Unique to education support professionals, this section focuses on the clarity and appropriateness of their roles and responsibilities.

Q I am comfortable with the tasks I am asked to perform.



Q I am not asked to work more hours than I am compensated for.



Q I know and understand my role.



ER More [ESP] Roles & Responsibilities results on next page

ER [ESP] Roles & Responsibilities (cont)

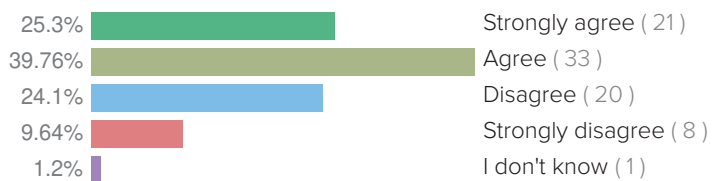
Q I was properly trained for my job.



Q My role is to support student independence.



Q I am sometimes asked to take on the role of a licensed teacher.



Q I receive adequate guidance about my role.

