

Teaching and Learning Conditions Colorado Survey

Summary Report

Spring 2018

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Introduction

The Colorado Department of Education (CDE), in collaboration with the Colorado Education Association, Colorado Education Initiative, Colorado Association of School Boards, Colorado Association of School Executives, Colorado League of Charter Schools, and representatives from school districts, universities and researchers, worked with Cambridge Education in Spring 2018 on the fifth administration of the educator survey.

This continuing effort to assess school teaching and learning conditions allows Colorado educators to have a better understanding of their experience in the classrooms and schools, and leaders to deepen improvement planning and strengthen research and policy in the state and districts.

About the Survey

Developed by APA Consulting and partner organizations and districts, 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 reaching and learning conditions in their school. The survey instrument provide feedback from educations on indicators such as School and Teacher Leadership, Instruction Practices and Support, Professional Development, Facilities and Resources, Managing Student Conduct, Time for Collaborative Instructional Planning, Facilities and Resources, Community Support and Involvement, and other supports.

See Table 1 for descriptions of each construct.

Table 1. 2018 TLCC Survey- Description of Constructs	
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.
Professional Development	This section summarizes the school’s general approach to professional development, including alignment with other work, adequacy and types of opportunities.
District Supports	Unique to building leaders (excluding charter leaders), these questions ask about their impressions of the level of district support for the school.
Community Support and Involvement	This section summarizes the school’s approach to family and community support and engagement.
Overall Reflection	This area is gauges staff’s overall impressions of the school, as well as future employment plans.
Facilities and Resources	This section focuses on student class size, instructional resources, and safety.
Teacher Leadership	This area focuses on the role of teachers as leaders within the school and the level of influence that teachers hold.

Instructional Practices and Support	This section is aimed at the instructional approach of the school and the intentional supports for various student groups.
Time	This area focuses on the availability of and use of time.
Managing Student Conduct	This area centers on school safety and expectations for student behavior.
New Teacher Questions	Only delivered to new teachers (1-3 years at current school), these questions relate to specific supports for new teachers (e.g., training, mentoring)

Item construction of the core items follows a left positive 4-point Likert response, ranging from strongly agree to strongly disagree, with a 5th option for “I don’t know”. The summarized results in this report and other level of reports are presented in the favorability rating format which is the percentage of the strongly agree and agree responses.

1 Methodology

The surveys were hosted online and administered anonymously. 67,785 surveys for all school-based licensed educators in Colorado were generated based on the headcount provided by the districts and the Colorado Department of Education (CDE). Login information was delivered directly to each of the 1,870 schools in 184 districts for further distribution.

Cambridge Education closely monitored the survey response rate. A real-time response rate tracker¹ was developed for the stakeholders' convenience. Stakeholders can search and filter schools or districts through the entire state. During the survey window (Jan 22nd to March 5th, 2018), the data was updated every 5 minutes, or immediately after refreshing.

Live and online helpdesk information was also provided to all survey administrators and participants. During the survey period, the helpdesk service team received and resolved about 180 phone calls and 390 online support tickets.

A self-sign up portal was also created for those who misplaced or never received an anonymous access code. Survey participants were able to receive a new anonymous code immediately after entering their school and email address.

¹ TLCC Survey Real Time Response Rate Tracker: <https://tlcc-tracking.cedu.io/>

2 Response Rate

For the Spring 2018 survey administration, 35,475 out of 67,785 certified educators in the state have participated and provided valid responses² (Table 2), yielding an overall response rate of 52.3%.

2.1 School Type

As Table 2 demonstrates, 57.5% of elementary school educators participated, 57.1% of middle school educators, and 53.0% of high school educators responded. In addition, 38.6% of educators from combined elementary and middle schools participated, while 39.5% of educators from combined middle and high schools, and 27.9% of educators from combined elementary, middle, and high schools responded.

Among all 184 districts, approximately 51.6%, 95 districts, met or exceeded the basic 50% response rate reporting threshold required to receive an individual district-level report³. As Table 3 demonstrates, among all 1,870 surveyed schools, approximately 58.8%, 1,100 schools, met or exceeded the basic 50% response rate reporting threshold required to receive an individual school-level report.⁴ All data results can be viewed online at <https://tlcc-reports.cedu.io>.

Table 2. 2018 TLCC Survey- Response Rate by School Type				
School Type	School Count	Responded	Headcount	Response Rate (%)
Elementary	930	16,340	28,417	57.5
Middle	263	6,080	10,654	57.1
High	315	8,529	16,092	53.0
Elementary/Middle	162	2,473	6,406	38.6
Middle/High	110	1,076	2,709	39.5
Elementary/Middle/High	90	977	3,507	27.9
Total	1,870	35,475	67,785	52.3

² Blank responses and responses with only Background questions answered were removed from the response rate calculation

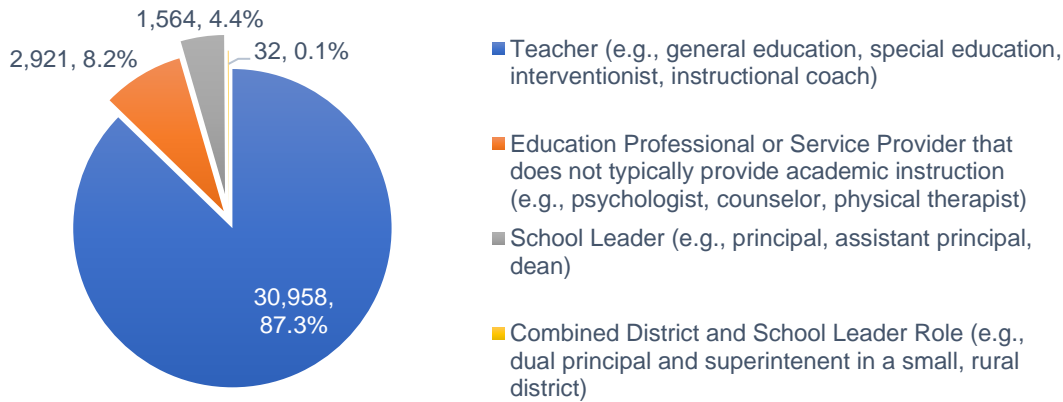
³ See District Response Rate in Appendix

⁴ Not all schools met or exceeded the 50% response rate threshold are subject to receive an individual school-level report, as there is a secondary reporting threshold where the number of construct or item level responses must equal to or greater than 5.

Table 3. 2018 TLCC Survey- Number of Schools Meeting the 50% Response Rate Threshold			
School Type	School Count	Met or Exceeded 50% Threshold	Percentage (%)
Elementary	930	611	65.7
Middle	263	162	61.6
High	315	178	56.5
Elementary/Middle	162	68	42.0
Middle/High	110	49	44.5
Elementary/Middle/High	90	32	35.6
Total	1,870	1,100	58.8

2.2 Educator Role and Years of Service

Figure 1. What is your current position at the school?



At the beginning of the survey, the participant was asked to select his/her school position, the years they have served in this position, and the years they have worked at the present school. As demonstrated in Figure 1 above, majority, 30,958, of the respondents were identified as teachers, making up 87.3% of the total. Education Professional or Service Provider came in second, with 2,921 respondents, making up 8.2% percent of the total. 1,596 were identified as School or District Leadership, which is 4.5% of the total.



65.8% OF ALL SURVEY PARTICIPANTS HAVE MORE THAN 6 YEARS OF EXPERIENCE IN THE CURRENT POSITION

The percentage of the years of service in the current position are broken out by First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years. As Figure 2 demonstrates below, more than half of the surveyed Colorado educators (65.8%) have more than six years of experience. 10,887 (30.7%) of the total number of educators have 11-20 years of experience, while 3,012 (8.5%) are new in their position. As in Figure 3, more than half of both the Teachers (68%) and Education Professionals or Service Providers (56.8%) have more than 6 years of experience in the current position. Similarly, 9,816 (31.7%) of the surveyed teachers have 11-20 years of experience in the current position. According to and Education Week analysis of new data from the U.S. Department of Education’s office for civil rights⁵, nationally, 12% of all public-

⁵ <https://www.edweek.org/ew/articles/2016/10/05/new-teachers-make-up-a-significant-segment.html>

school teachers are in their first or second year, whereas in Colorado, 7.8% of surveyed teachers, and 12% education professional or service providers are new in their first year.

As for school leader's years of work in the current position, majority reside in the groups of 2-3 Years, 4-5 Years, and 6-10 Years, respectively 24.5%, 19.2%, and 21.3% of all the school leaders.

Figure 2. How many years have you worked in this position?

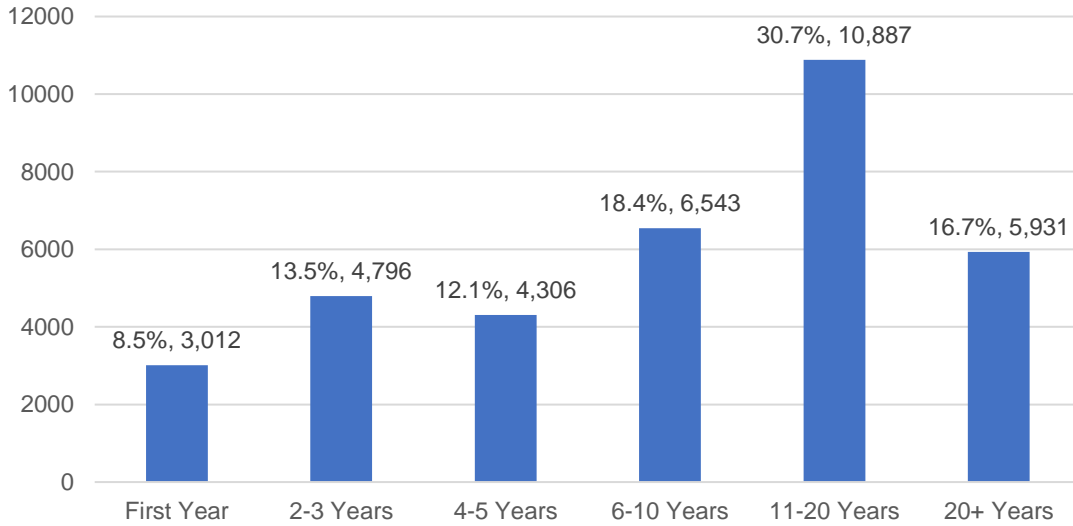
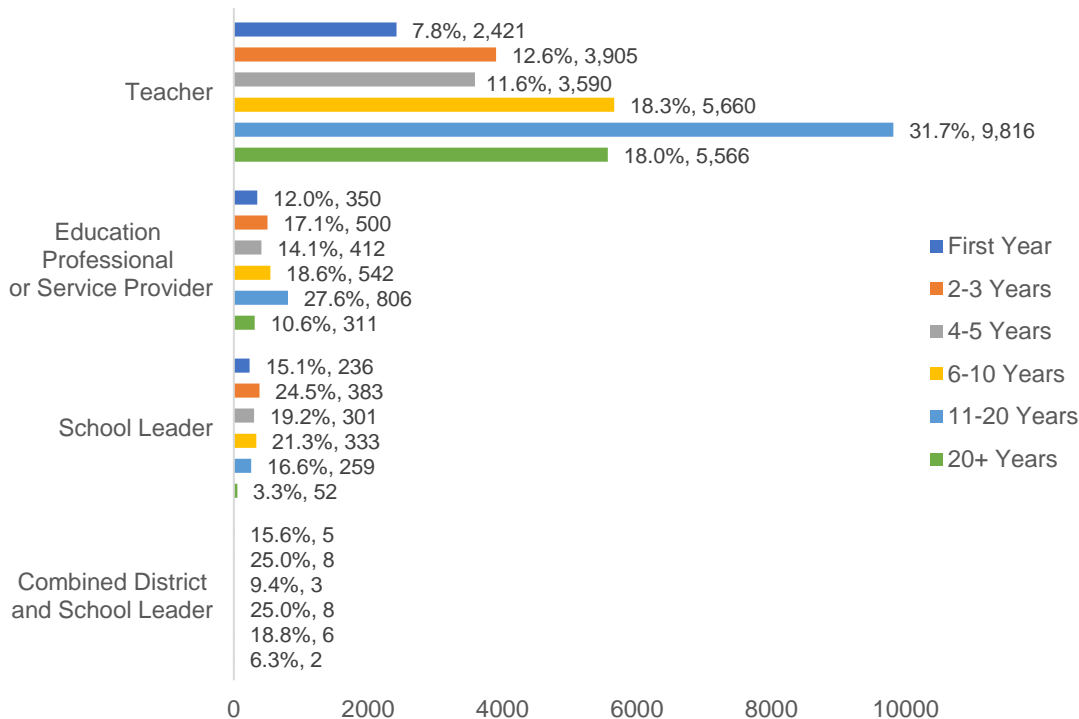


Figure 3. How many years have you worked in this position? by Role



The percentage of the years of service in the present school are also broken out by First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years. As indicated in Figure 4, a majority fall in the first five groups. 2-3 Years amounts to 23% of the surveyed total, making up the most-selected experience level. 16.6% (5,859) of the surveyed total are in their first year in the present school, compared with 8.5% (3,012) are in their first year in general, indicating a certain number of educators have just changed location within the State.

Consistency exists in the disaggregated results by position, where 2-3 Years accounts for more than 20% of all the subgroups.

Figure 4. How many years have you worked at your present school?

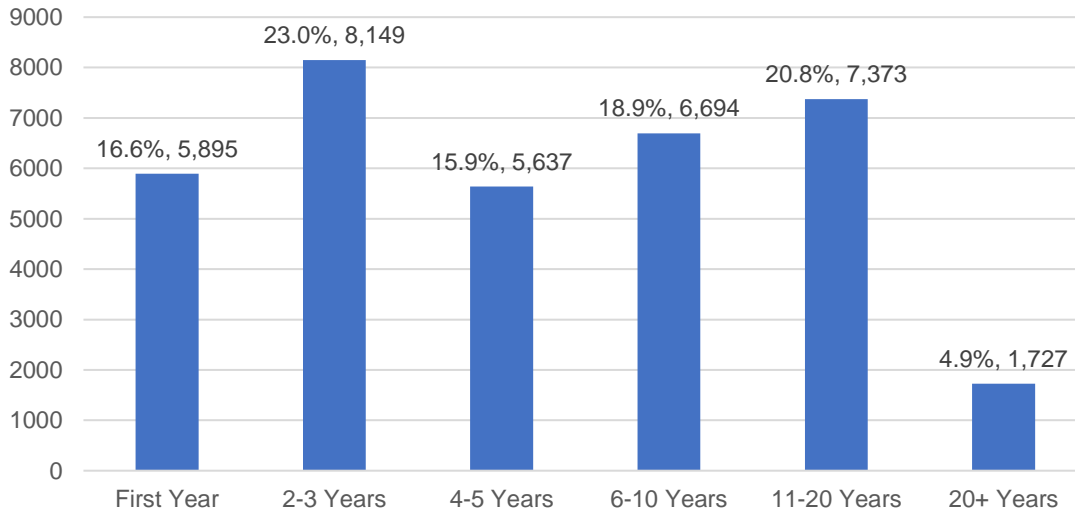
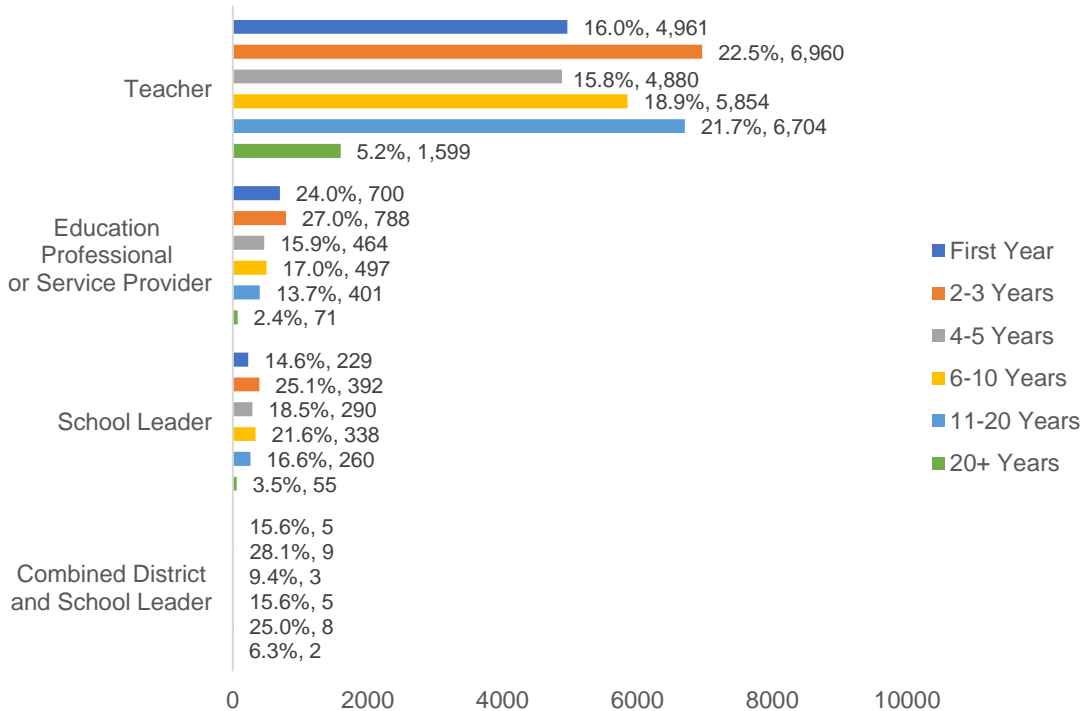


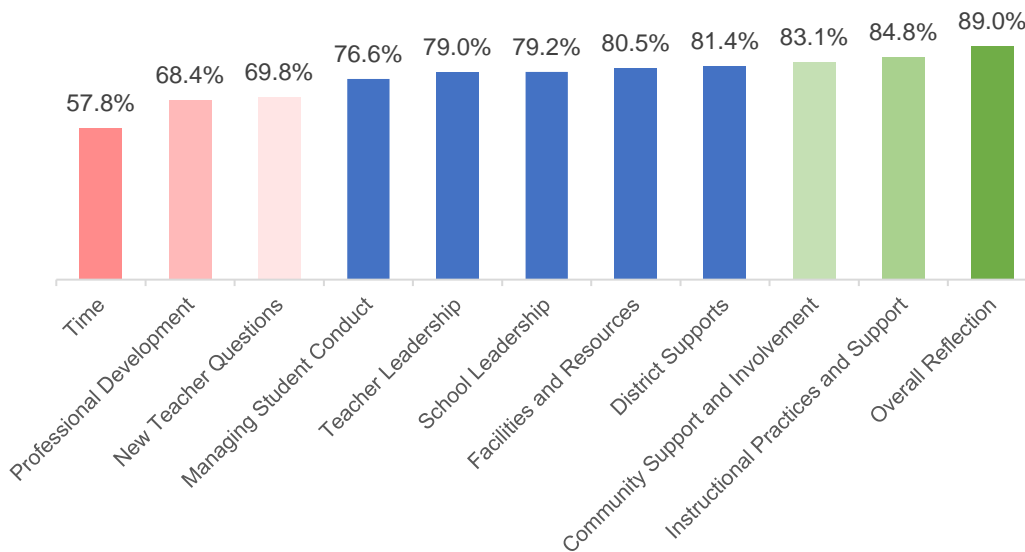
Figure 5. How many years have you worked at your present school? by Role



3 Preliminary Findings

Favorability percentages are calculated by dividing the number of favorable responses (e.g., “Strongly Agree” and “Agree”) by the number of all Likert responses. Favorability results are calculated for all items and constructs. The preliminary findings below are based on data aggregated at the state level. Constructs or items within or across constructs with relatively high or low scores are identified. Items where there was significant subgroup disagreement are also identified, presenting alternative ways to view and think about the overall state results.

Figure 6. State Level Construct Results



As indicated in Figure 6, 5 out of the 11 constructs have a favorability percentage above 80%. The top three constructs are Overall Reflection, Instructional Practices and Support, and Community Support and Involvement, with a favorability rating of 89%, 84.8%, and 83.1% respectively, whereas the bottom three are Time, Professional Development, and New Teacher Support, with results of 57.8%, 68.4%, and 69.8% respectively. ⁶

⁶ Results in the actual PDF reports might vary by one decimal place (0.1) due to floating point error

3.1 Good Place to Work and for Students to Learn - 89%

Overall, majority of the surveyed educators agree that their school is a good place to work and for students to learn. This is indicated from the two items in construct Overall Reflection (Table 4), which is the top one rated construct, with an 89% favorability rating at the state level.

Survey Item	Score	Num. of Responses
I would recommend this school as a good place to work.	87.4%	35,023
I would recommend this school as a good place for students to learn.	90.7%	35,034



COLORADO EDUCATORS AGREE THAT, OVERALL, THEIR SCHOOL IS A GOOD PLACE TO WORK AND FOR STUDENT TO LEARN.

3.2 Instructional Practices and Support – 84.8%

84.8% of all the responses to the questions in construct Instructional Practices and Support are positive. While nearly all the surveyed educators (97.5%) report that they are using formative assessments to improve students’ learning, and more than 9 out of 10 (91.8%) educators feel supported in trying new instructional strategies, 72.2% perceive that the current curriculum they have at the school level is meeting the diverse academic needs of their students (Table 5).

Survey Item	Score	Num. of Responses
I use formative assessment data to improve my students' learning. ⁷	97.5%	35,168
I feel supported in trying new instructional strategies.	91.8%	35,119
Students understand how class activities relate to learning objectives.	91.5%	35,139
Students' social and emotional learning is adequately supported in this school.	76.1%	35,143
Gifted students are adequately supported in this school.	75.2%	35,168
The diverse academic needs of our students are met by this school's current curriculum.	72.2%	35,140

⁷ Item has highest rating in the survey

3.3 Community Support and Involvement – 83.1%

Surveyed Colorado educators report that school conditions associated with Community Support and Involvement are largely positive, scoring 83.1% on the construct level. A majority of the surveyed educators believe that information schools provide to engage parents and community (91.3%) as well as the support schools received from the community (85.7%) are positive. There is still space to grow for schools to engage families more effectively and provide practical strategies for families to use at home to support their children’s learning. (See Table 6)

Table 6. 2018 TLCC Survey- Items in Community Support and Involvement		
Survey Item	Score	Num. of Responses
All families have access to information about what is happening in the school.	91.3%	35,078
The community is supportive of the school.	85.7%	35,054
The school's efforts to engage families are effective.	78.2%	35,050
The school provides strategies that families can use at home to support their children's learning.	76.3%	35,031

3.4 Managing Student Conduct – 76.6%

Although Managing Student Conduct is not a bottom rated construct, one item in this construct is among the lowest rated items. Only 57.3% of educators report that rules for student behavior are enforced consistently (Table 7).

Table 7. 2018 TLCC Survey- Items in Managing Student Conduct		
Survey Item	Score	Num. of Responses
This school is a safe place for students to learn.	91.3%	35,310
Students know how they are expected to act in the school.	81.0%	35,309
Students have the knowledge, skills and supports needed to focus on learning.	76.6%	35,293
Rules for student behavior are enforced in a consistent manner.	57.3%	35,289

MORE THAN FOUR OUT OF TEN COLORADO EDUCATORS PERCEIVE THAT RULES FOR STUDENT BEHAVIOR ARE NOT ENFORCED IN A CONSISTENT MANNER.

3.5 Time – 57.8%

Colorado educators view teaching conditions related to time the least positive (57.8%) among all constructs assessed in the survey. With the highest item score rating 64.8%, and the lowest 52%, it is challenging for a number of educators across the state in almost all aspects that are listed in the Time construct (See Table 8). Almost 50% of surveyed educators disagree that “New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.” This is also the item with the lowest rating in the whole survey.

Table 8. 2018 TLCC Survey- Items in Time		
Survey Item	Score	Num. of Responses
I have adequate time to communicate with my students' families.	64.8%	35,032
My time is protected from duties that take time away from teaching.	63.8%	35,062
I have adequate time to prepare for instruction.	57.9%	35,063
I have adequate time to analyze and respond to student assessment data.	54.2%	35,016
I have adequate time to support my students' social and emotional learning.	53.1%	35,030
New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness. ⁸	52.0%	35,046



TIME IS THE LOWEST RATED CONSTRUCT IN THE SURVEY. ISSUES RELATED TO TIME ARE CHALLENGING TO COLORADO EDUCATORS.

⁸ Item has lowest rating in the survey

3.6 Professional Development – 68.4%

Survey data also indicate educators' concerns related to Professional Development. About 42.2% educators perceive that the effectiveness of professional development might not be assessed regularly, or should have been assessed more regularly. 36.6% report that they have not received adequate professional development to support their students' social and emotional learning. No more than two-thirds (65%) of respondents agree that professional learning opportunities are personalized and aligned to their needs and strengths (see Table 9).

Survey Item	Score	Num. of Responses
Professional learning (e.g., instructional coaching, PLCs, training) has a positive impact on teaching and learning in our classrooms.	76.8%	35,060
The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.	73.4%	35,075
I receive adequate professional development to effectively use student data.	71.7%	35,011
I receive ongoing support and coaching to improve my practice.	70.5%	35,026
Professional learning opportunities are personalized and aligned to teachers' needs and strengths.	65.0%	35,076
I receive adequate professional development to support my students' social and emotional learning.	63.4%	35,013
The effectiveness of professional development is assessed regularly.	57.8%	35,059

3.7 New teacher support – 69.8%⁹

12,525 teachers indicated that they have worked as a teacher for fewer than three years or have worked at the present school for fewer than 3 years. Most new teachers indicate receiving various supports at the present school (73.4%, Figure 7), and the supports are adequate, (70.8%, Table 10), however, many have received zero or inconsistent mentor support.

Among this group of beginning teachers, 73.4% report they have received supports at the current school, while 21.5% have not (Figure 7). Figure 8 demonstrates the types of support new teachers have received. More than 8 out of 10 (82.2%) teachers have an orientation to their role, 6 out of 10 (61.6%) have ongoing communication with school leaders, and about 5 out of 10 (49.8%) have a shared planning time. Fewer new teachers report they have support in networking with other new teachers (44.3%), training to develop content knowledge (43.7%), training to develop pedagogy (36.5%), scheduling time with mentor teacher (35.8%), observing other classrooms (34.6%), and a reduced workload (7.2%).

⁹ Favorability ratings are calculated from the items that have Likert scale responses.

Figure 7. Have you received any new teacher supports at this school?

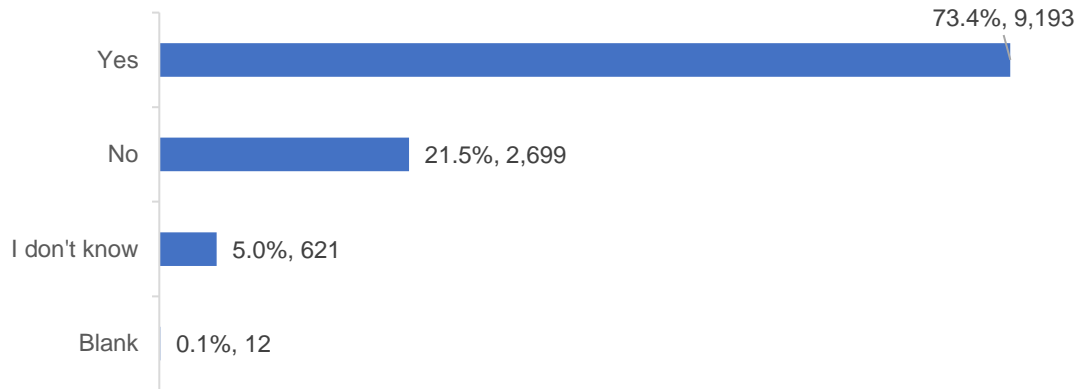
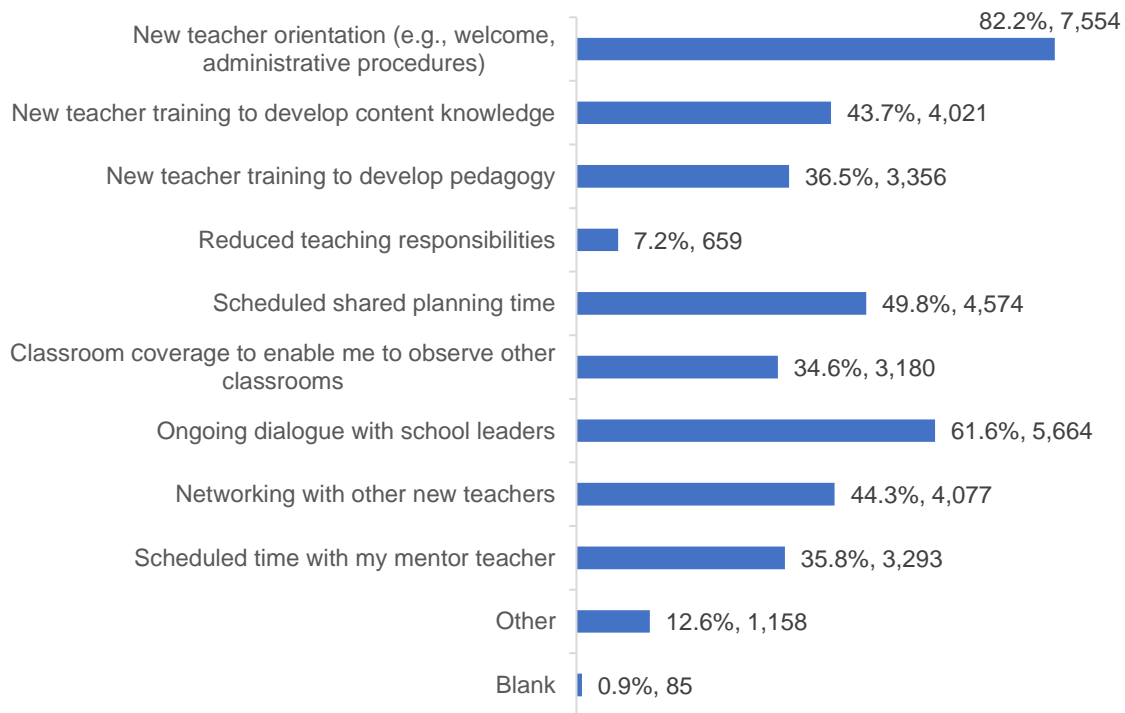


Figure 8. Which of the following new teacher supports have you received at this school?



MOST BEGINNING TEACHERS REPORT RECEIVING NEW TEACHER SUPPORT. HOWEVER, MORE THAN HALF OF THOSE HAVE NEVER BEEN ASSIGNED A MENTOR TEACHER.

More than half (54%) of the 9,193 responding new teachers who have received additional supports have never been assigned a mentor teacher in the current school (Figure 9). Even for those who have one, 66.3% have spent enough time with their mentor in a typical school week (Table 9).

Figure 9. Have you been assigned a mentor teacher this school year?

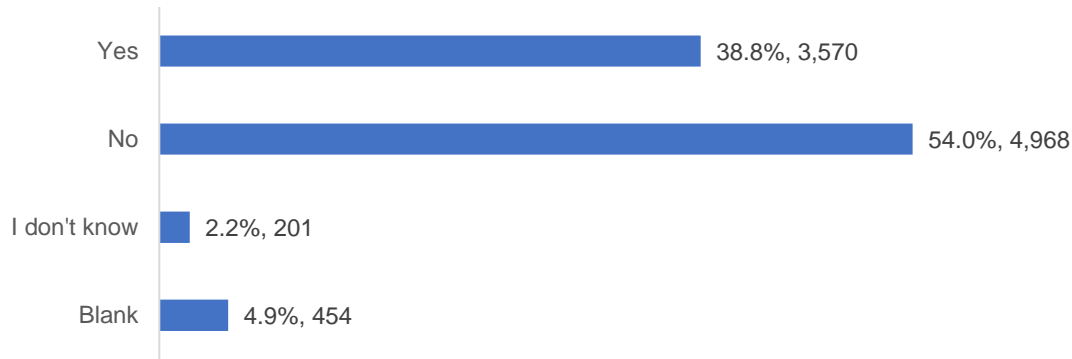


Table 10. 2018 TLCC Survey- Selected Items in New Teacher Support		
Survey Item	Score	Num. of Responses
To what extent do you meet with your mentor teacher during a typical school week?	66.3%	3,538
To what degree do you feel that you have received adequate support as a new teacher?	70.8%	12,475

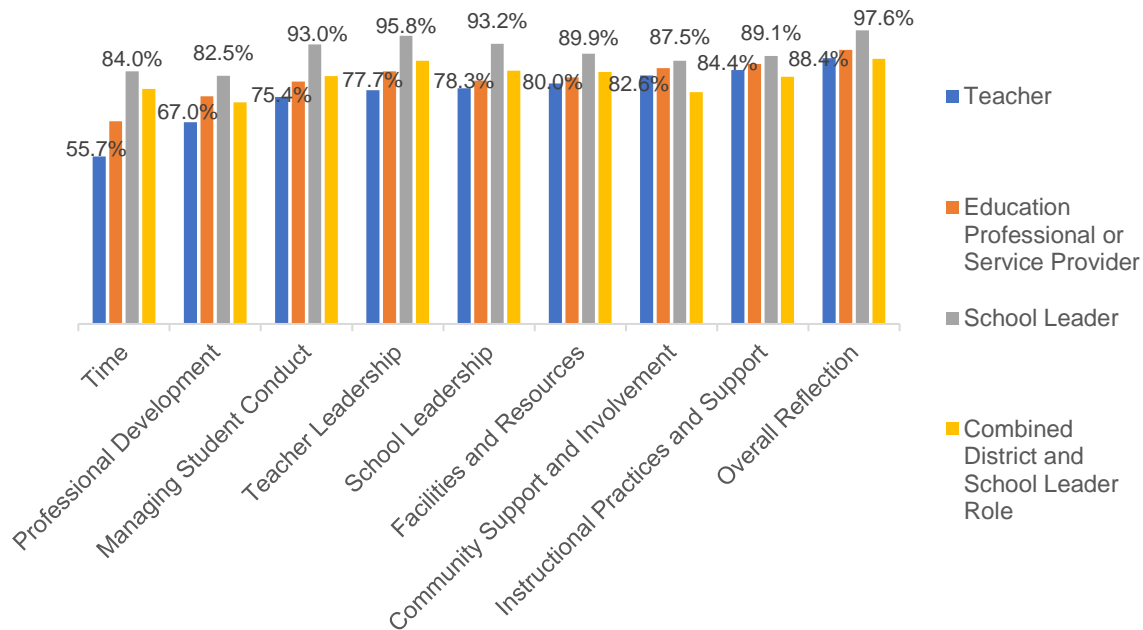
4 Comparisons by Subgroup

4.1 Comparisons by Role

Educators' rates of agreement by construct and item vary by their role. Large gaps among roles, especially between teachers and school leaders, can be found in areas such as Time, Professional Development, Managing Student Conduct, Teacher leadership, and School Leadership (Table 11).

- School Leaders view all common teaching condition constructs more positively than other educators.
- The greatest gap resides in Time, where 84% of the school leaders' responses are positive, while 55.7% of the teachers' responses are positive.

Figure 10. Construct Scores by Role



Construct ¹⁰	Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader
School Leadership	78.3%	80.9%	93.2%	84.2%
Teacher Leadership	77.7%	84.0%	95.8%	87.5%
Managing Student Conduct	75.4%	80.6%	93.0%	82.4%
Instructional Practices and Support	84.4%	86.4%	89.1%	82.2%
Professional Development	67.0%	75.6%	82.5%	73.7%
Time	55.7%	67.4%	84.0%	78.1%
Facilities and Resources	80.0%	82.0%	89.9%	83.7%
Community Support and Involvement	82.6%	85.1%	87.5%	77.1%
Overall Reflection	88.4%	91.1%	97.6%	88.1%

SCHOOL LEADERS VIEW ALL COMMON TEACHING CONDITION CONSTRUCTS MORE POSITIVELY THAN OTHER EDUCATORS, ESPECIALLY IN THE AREA OF TIME.

Table 12 highlights the items with the greatest differences in perceptions across roles. It is important for school and district leaders to acknowledge and understand the differences between leadership and teachers in perceiving the teaching and learning conditions as well as pressing needs and concerns.

- “Rules for student behavior are enforced in a consistent manner”, in construct Managing Student Conduct, is the item with the greatest difference between school leaders and teachers. 88.1% of the school leaders agree with this item compared with 55.2% of the teachers agree.
- School leaders and teachers have more than 20% of rating difference for all the items in the construct Time. Combined district and school leaders reported relatively lower rates of agreement than school leaders to these items.
- 95% of the school leaders perceive that teacher have an adequate level of influence on important school decisions, whereas 69% of teachers agree with this item.
- 86.5% of the school leaders report that the professional learning opportunities are personalized and aligned to teachers’ needs and strength, while 63% of teachers agree.

¹⁰ New Teacher Questions and District Supports are not common constructs for all roles, and not showing in the comparison table.

- Nine out of ten school leaders (90.8%) indicate that teacher evaluation process provides teachers with actionable feedback for improvement compared to almost seven out of ten (69.8%) teachers who agree.
- Compared with teachers, education professionals or service providers are slightly more positive towards almost all survey items.

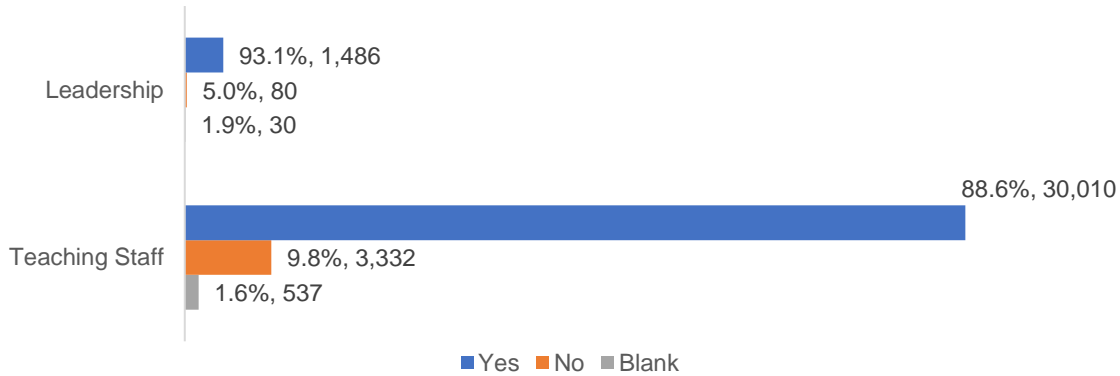
Table 12. 2018 TLCC Survey- Items with Greatest Subgroup Disagreement by Role

Construct	Survey Items	Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader	Teacher vs School Leader Difference
Managing Student Conduct	Rules for student behavior are enforced in a consistent manner.	55.2%	63.0%	88.1%	73.3%	32.9%
Time	New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.	49.7%	61.5%	81.5%	76.7%	31.8%
Time	Teachers have adequate time to analyze and respond to student assessment data.	51.8%	65.5%	82.9%	71.0%	31.1%
Time	Teachers' time is protected from duties that take time away from teaching.	62.2%	65.4%	92.7%	77.4%	30.4%
Time	Teacher have adequate time to prepare for instruction.	55.7%	68.7%	85.3%	80.7%	29.7%
Teacher leadership	Teachers have an adequate level of influence on important school decisions.	69.0%	78.7%	95.0%	87.5%	26.0%
Time	Teacher have adequate time to communicate with my students' families.	62.9%	73.5%	87.2%	82.8%	24.2%
Professional development	Professional learning opportunities are personalized and aligned to teachers' needs and strengths.	63.0%	75.7%	86.5%	83.3%	23.5%
Time	Teacher have adequate time to support my students' social and emotional learning.	50.8%	67.7%	74.0%	80.7%	23.2%
School leadership	The teacher evaluation process provides teachers with actionable feedback for improvement.	69.8%	67.2%	90.8%	85.7%	21.0%
Professional development	I receive ongoing support and coaching to improve my practice.	69.4%	71.7%	89.6%	70.0%	20.2%

4.2 Comparisons by Future Employment Plans

The construct Overall Reflection also includes four questions that ask teaching staff and leadership regarding their future employment plans. Educators were asked if they intend to remain in their current position in the same school next school year. 88.6% (30,010) of the teaching staff intend to remain teaching in their current schools, and 93.1% of leadership intend to remain in leadership position in their current schools.

Figure 11. Are you hoping to continue your position in the same school next school year?



For those who intend to either change their current position, or change their working location, continue in district but different school (leadership 31.3%, teaching staff :30%), move to another district (leadership:25%, teaching staff: 31.9%), and leave the field of education (leadership 23.8%, teaching staff 23%) are the most popular future location. For teaching staff, continue in current type of position, move to a new teaching position, and other are the most popular future position.

Figure 12. Location of Future Position

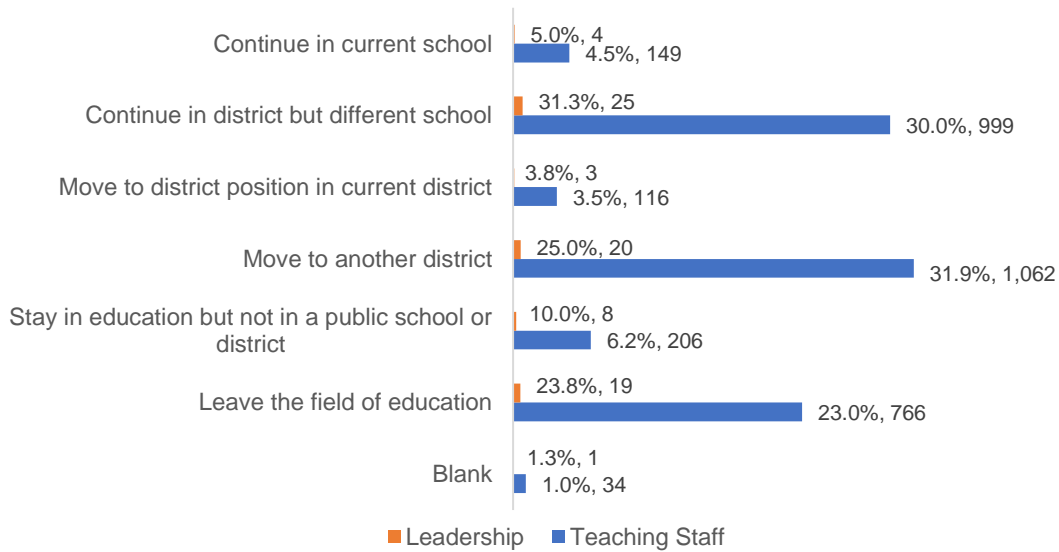


Figure 13. Type of Future Position

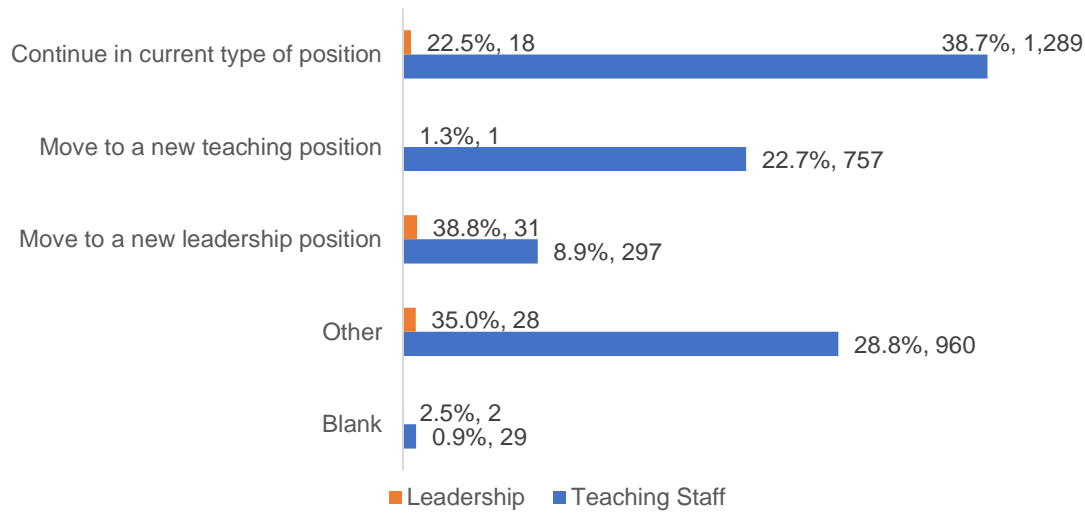
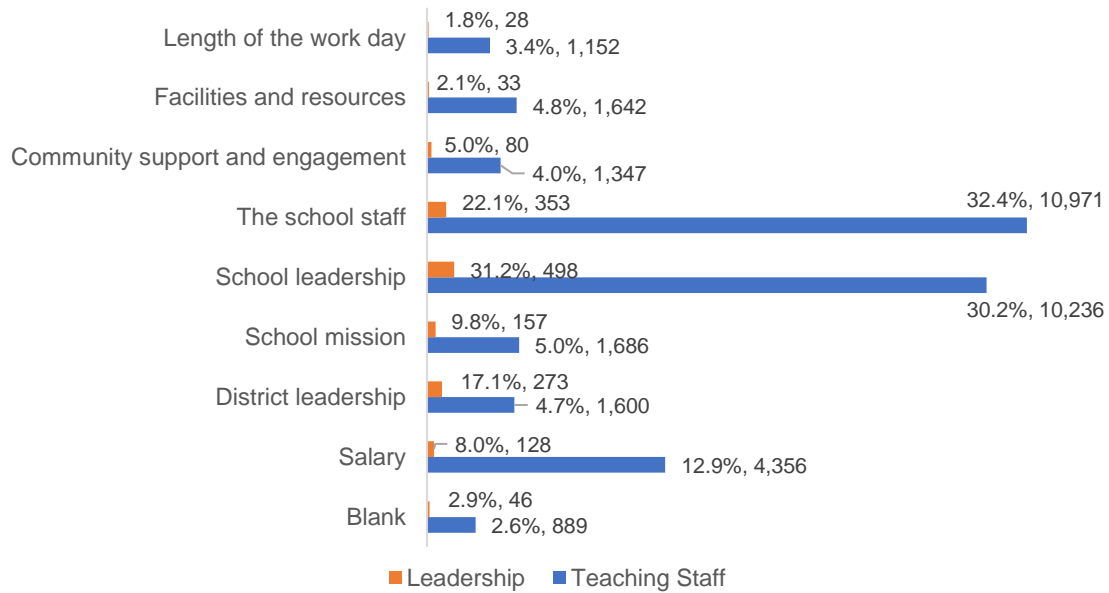


Figure 14. Which of the following most affects your decision about whether to continue teaching at this school?



SCHOOL STAFF AND SCHOOL LEADERSHIP AFFECT EDUCATORS' DECISION MOST IN CONTINUING TEACHING AT THE CURRENT SCHOOL. STAYERS REPORT HIGHER RATES OF AGREEMENT ON EVERY CONSTRUCT AND EVERY ITEM.

A comparison was conducted for those who were asked if they intend to remain in their current position in the same school next school year. “Yes” suggests staying, and “No” suggests moving. These two groups of educators view their teaching and learning conditions quite differently. Those who intend to stay report higher rates of agreement on every construct and every question item of the survey than their colleagues who intend to move.

- The greatest percentage-point differences between the “Yes” and “No” group resides in construct Overall Reflection. 9 out of 10 who intend to stay, agree that overall their school is a good place to work and learn compared to 5 out of 10 who intend to move.
- Large gap also resides in New Teacher Questions (31.8% difference), School Leadership (29.3% difference), Teacher Leadership (29.3% difference) and other constructs, indicating a certain level of disagreement and dissatisfaction in those areas.

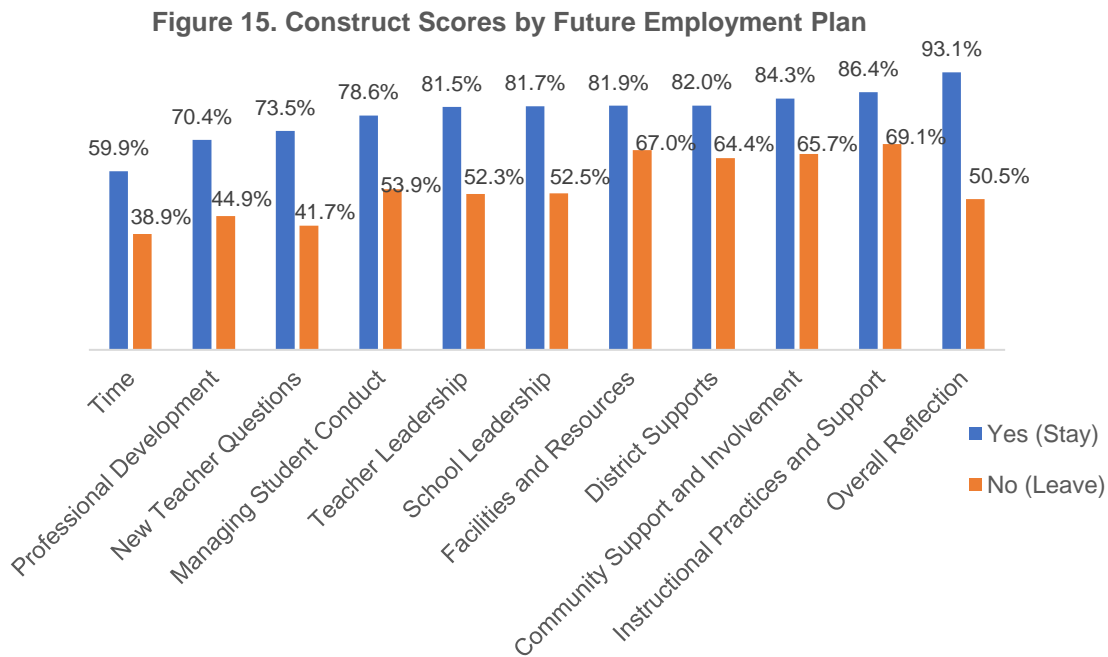


Table 13. 2018 TLCC Survey- Construct Results by Future Employment Plan

Construct	Yes (Stay)	No (Leave)	Difference
New Teacher Questions	73.5%	41.7%	31.8%
School Leadership	81.7%	52.5%	29.3%
Teacher Leadership	81.5%	52.3%	29.3%
Managing Student Conduct	78.6%	53.9%	24.7%
Instructional Practices and Support	86.4%	69.1%	17.3%
Professional Development	70.4%	44.9%	25.6%
Time	59.9%	38.9%	21.0%

Facilities and Resources	81.9%	67.0%	14.9%
Community Support and Involvement	84.3%	65.7%	18.6%
Overall Reflection	93.1%	50.5%	42.6%
District Supports	82.0%	64.4%	17.6%

Table 14 highlights the items with the greatest differences in perceptions across different future employment plan.

- 9 out of 10 (92.2%) who intend to stay would recommend their school as a good place to work, whereas 4 out of 10 (41.3%) who intend to move would do the same
- Many of the questions with the greatest differences between who intend to stay and move reside in construct School leadership (4 in the top 10 items), and Teacher Leadership (3 in the top10 items), concerning the effectiveness of the school leadership, the comfortability of raising important issues with school leadership, the appreciation of their professional expertise from school, the level of influence on important school decision making, the participation in school improvement planning, the process for collaborative problem solving, and the feedback that helps teachers to improve their instruction.
- Not receiving adequate new teacher support might be an important factor in deciding to discontinue teaching at the current school for new teachers. Only 39.8% of new teachers agree with receiving adequate support.

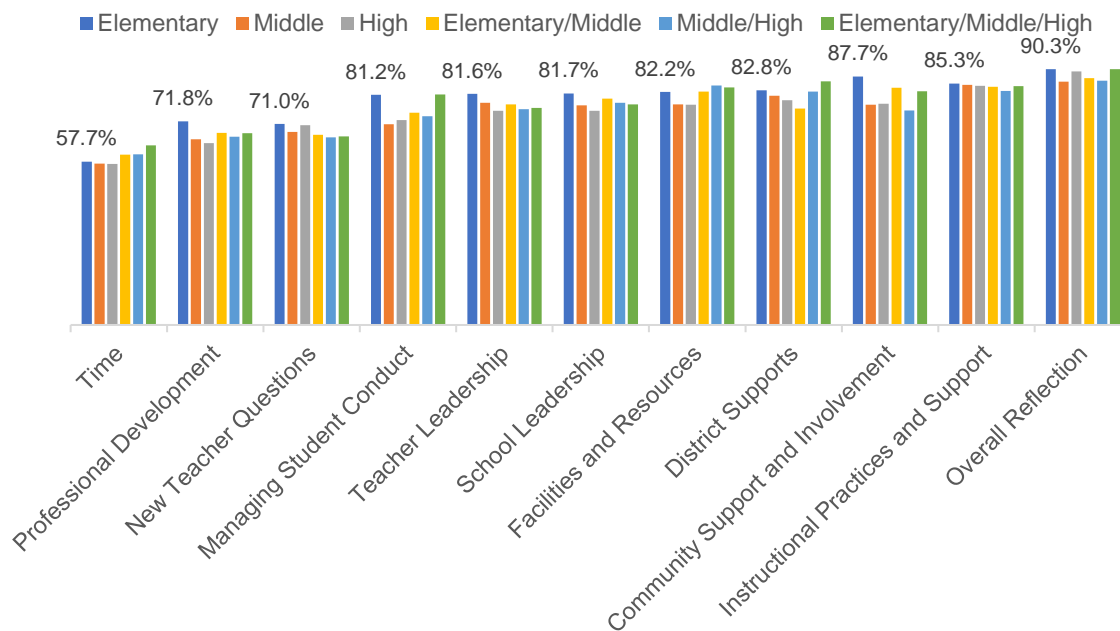
Construct	Survey Items	Yes	No	Difference
Overall Reflection	I would recommend this school as a good place to work.	92.2%	41.3%	51.0%
School leadership	This school is led by an effective team.	85.2%	47.8%	37.4%
School leadership	I feel comfortable raising important issues with school leadership.	80.5%	44.8%	35.7%
New Teacher	To what degree do you feel that you have received adequate support as a new teacher?	75.1%	39.8%	35.3%
Overall Reflection	I would recommend this school as a good place for students to learn.	94.0%	59.6%	34.4%
Teacher leadership	Teachers' professional expertise is valued.	85.2%	51.4%	33.8%
Teacher leadership	Teachers have an adequate level of influence on important school decisions.	73.5%	40.4%	33.1%
School leadership	School staff participate in the improvement planning process (e.g., Unified Improvement Plan) in a meaningful way.	78.9%	48.6%	30.3%
Teacher leadership	There is a process in place for collaborative problem solving in this school.	80.2%	50.6%	29.6%
School leadership	I receive informal feedback that helps me to improve my instruction.	82.3%	52.7%	29.5%

4.3 Comparisons by School Level

A comparison of different level of schools, elementary, middle, high, combined elementary and middle (EM), combined middle and high (MH), and combined elementary, middle, and high school (EMH), was also conducted on the survey results. Educators' rates of agreement by construct do not vary a lot by school level. (Figure 16 and Table 13)

- Elementary educators rate more positively in most of the areas but Time, Facilities and Resources, and District Supports.
- The large variations in rates of agreement across school level are reported for the construct of Managing Student Conduct and Community Support and Involvement.
- The least variation in rate on agreement across school levels is reported for the construct of Instructional Practices and Support.

Figure 16. Construct Results by School Level



Construct	E	M	H	EM	MH	EMH
New Teacher Questions	71.0%	68.2%	70.5%	67.2%	66.3%	66.6%
School Leadership	81.7%	77.5%	75.6%	79.9%	78.5%	77.9%
Teacher Leadership	81.6%	78.4%	75.6%	77.8%	76.2%	76.6%
Managing Student Conduct	81.2%	70.9%	72.3%	74.9%	73.7%	81.4%

Instructional Practices and Support	85.3%	84.8%	84.4%	84.1%	82.6%	84.3%
Professional Development	71.8%	65.5%	64.2%	67.8%	66.4%	67.7%
Time	57.7%	57.0%	56.9%	60.2%	60.3%	63.4%
Facilities and Resources	82.2%	77.9%	77.8%	82.4%	84.5%	83.9%
Community Support and Involvement	87.7%	77.8%	78.1%	83.7%	75.8%	82.5%
Overall Reflection	90.3%	85.9%	89.6%	87.2%	86.3%	90.3%
District Supports	82.8%	81.0%	79.3%	76.4%	82.4%	86.0%

EDUCATORS' RATES OF AGREEMENT BY CONSTRUCT DO NOT VARY A LOT BY SCHOOL LEVEL, HOWEVER, ELEMENTARY EDUCATORS TEND TO RATE MORE POSITIVELY IN MOST OF THE AREAS.

Table 16 highlights some of the items with the greatest differences in perceptions across different school levels.

- The largest difference gap between elementary school educators (65.2%) and middle school educators (49.2%) is 16% and resides in the item “The school provides strategies that families can use at home to support their children’s learning” in construct Managing Student Conduct. High school educators have a similar rating to this item, while EM educators, MH educators, and EMH educators rate slightly higher compared to middle school and high school educators.
- “The school provides strategies that families can use at home to support their children’s learning”, in construct Community Support and Involvement, is the item with the largest difference (20.4%) between elementary school educators (84.5%) and high school educators (62.4%). Middle school and MH educators rate similarly as high school teachers, and EM and EMH teachers rate 12-14% higher than high school teachers.
- Class size is perceived to be less reasonable to middle (66%) or high school (68.7%) teachers than to peers at other level of schools, with differences from 9-20 percentage points.

Construct	Survey Items	E	M	H	EM	MH	EMH
Managing Student Conduct	Rules for student behavior are enforced in a consistent manner.	65.2%	49.2%	48.0%	55.5%	55.3%	63.9%
Community support and involvement	The school provides strategies that families can use at home to support their children's learning.	84.5%	69.0%	64.2%	76.9%	63.8%	78.0%
Managing Student Conduct	Students know how they are expected to act in the school.	87.3%	74.0%	74.5%	78.0%	79.0%	86.4%
Community support and involvement	The school's efforts to engage families are effective.	83.4%	71.1%	73.2%	79.9%	69.4%	77.8%
Facilities and Resources	My class size(s) is reasonable.	75.3%	66.0%	68.7%	78.0%	86.1%	85.1%

4.4 Comparisons by Years of Experience

Educators' rates of agreement by construct and item also vary by years of experience. Years of experience are categorized as First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years.

- New educators perceive teaching and learning conditions more positively compared to veteran educators particularly in New Teacher Support, School Leadership, Professional Development, Time, and District Supports.
- Educators who have 4-10 Years of experience perceive teaching and learning conditions less positively compared to peers in other experience levels.
- Educators, regardless of experience levels, have similar rates of agreement for Facilities and Resources, Overall Reflection, and Managing Student Conduct.



NEW EDUCATORS PERCEIVE TEACHING AND LEARNING CONDITIONS MORE POSITIVELY, WHILE EDUCATORS WITH 4-10 YEARS OF EXPERIENCE PERCEIVE LESS POSITIVELY IN MOST OF THE AREAS.

Figure 17. Construct Results by Years of Experience

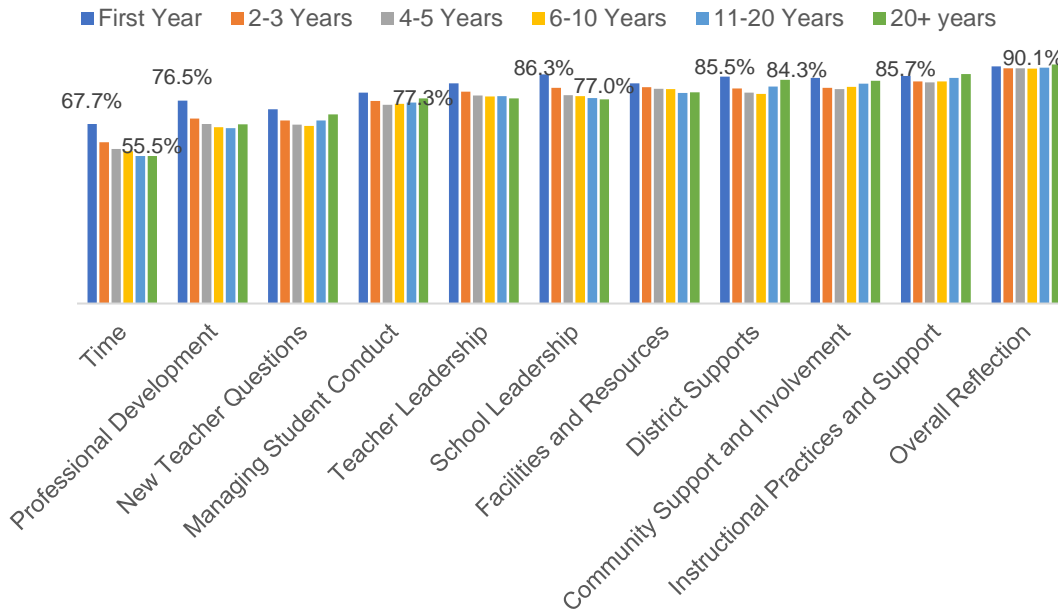


Table 17. 2018 TLCC Survey- Construct Results by Years of Experience

Construct	First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years
New Teacher Questions	73.2%	69.0%	67.4%	67.0%	68.9%	71.3%
School Leadership	86.3%	81.2%	78.5%	78.1%	77.5%	77.0%
Teacher Leadership	82.9%	79.9%	78.4%	78.0%	78.1%	77.2%
Managing Student Conduct	79.4%	76.3%	74.9%	75.3%	75.7%	77.3%
Instructional Practices and Support	85.7%	83.6%	83.4%	83.7%	85.0%	86.5%
Professional Development	76.5%	69.7%	67.6%	66.5%	66.1%	67.5%
Time	67.7%	60.7%	58.3%	57.4%	55.5%	55.5%
Facilities and Resources	82.9%	81.5%	80.9%	80.8%	79.4%	79.5%
Community Support and Involvement	85.1%	81.3%	80.8%	81.6%	82.8%	84.0%
Overall Reflection	89.4%	88.6%	88.7%	88.5%	88.9%	90.1%
District Supports	85.5%	81.1%	79.5%	78.9%	81.8%	84.3%

Table 18 highlights some of the items with the greatest differences in perceptions between new and veteran educators.

- Although Time is the lowest rated construct, beginning educators report higher rates of agreement to the item that they are given enough time to determine new initiatives effectiveness, compared to educators who have more than 4 years of experience, where there is more than 14 percentage point of difference.
- Educators in their first-year report rates of agreement 15 percentage points higher than educators with 11 to 20 years of experience, and almost 18 percentage points higher than educators with more than 20 years of experience to the item regarding the teacher evaluation process.

Construct	Survey Items	First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years
Time	New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.	69.1%	60.0%	54.4%	51.7%	47.1%	44.9%
Professional development	The effectiveness of professional development is assessed regularly.	68.9%	58.3%	55.7%	55.8%	55.8%	57.6%
New Teacher	To what extent do you meet with your mentor teacher during a typical school week?	72.5%	66.8%	61.0%	53.8%	60.2%	65.5%
School leadership	The teacher evaluation process provides me with actionable feedback for improvement.	83.1%	75.5%	70.7%	69.2%	67.4%	65.2%
Professional development	The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.	83.3%	75.4%	72.2%	70.1%	70.8%	72.4%
Managing Student Conduct	Rules for student behavior are enforced in a consistent manner.	65.3%	56.4%	54.3%	55.3%	55.3%	56.7%
Time	I have adequate time to support my students' social and emotional learning.	64.7%	56.9%	54.5%	52.9%	50.7%	51.0%
Professional development	Professional learning opportunities are personalized and aligned to teachers' needs and strengths.	74.2%	66.2%	64.2%	63.6%	62.9%	63.0%
District Supports(p)	The district makes principal professional development a priority.	84.0%	77.4%	72.9%	73.2%	73.8%	75.0%
Professional development	I receive ongoing support and coaching to improve my practice.	80.2%	73.9%	70.0%	69.0%	67.1%	68.9%

About Cambridge Education

Cambridge Education is a subsidiary of the Mott MacDonald Group, a global independent multi-sector consulting company. The Group's diversity and \$2.2 billion in annual revenues makes it a unique employee-owned firm, with values centered on a commitment to serving the public interest.

Since 2002, Cambridge Education has been supporting the evaluation, analysis and design of large and technically complex projects that is also working at the school and classroom level: training, coaching and mentoring teams and individual educators in best teaching and learning practices.

Cambridge Education has conducted types of stakeholder surveys in many other states and provides professional development for teachers and principals across the country. Since 2007, Cambridge has collected millions of surveys, providing critical information about issues such as planning time, facilities and resources, professional development, school and teacher leadership, student engagement, social emotional learning, parent and community involvement and other aspects of the school environment that can influence teaching and learning conditions.



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Appendix- District Response Rate

District ID	District	Responded	Headcount	Response Rate
0010	MAPLETON 1	382	503	75.9%
0020	ADAMS 12 FIVE STAR SCHOOLS	1440	2612	55.1%
0030	ADAMS COUNTY 14	417	508	82.1%
0040	SCHOOL DISTRICT 27J	783	1016	77.1%
0050	BENNETT 29J	40	74	54.1%
0060	STRASBURG 31J	4	69	5.8%
0070	WESTMINSTER PUBLIC SCHOOLS	374	621	60.2%
0100	ALAMOSA RE-11J	89	189	47.1%
0110	SANGRE DE CRISTO RE-22J	13	37	35.1%
0120	ENGLEWOOD 1	205	227	90.3%
0123	SHERIDAN 2	104	116	89.7%
0130	CHERRY CREEK 5	1358	3913	34.7%
0140	LITTLETON 6	726	1068	68.0%
0170	DEER TRAIL 26J	0	23	0.0%
0180	ADAMS-ARAPAHOE 28J	2127	2746	77.5%
0190	BYERS 32J	6	172	3.5%
0220	ARCHULETA COUNTY 50 JT	40	113	35.4%
0230	WALSH RE-1	26	26	100.0%
0240	PRITCHETT RE-3	0	22	0.0%
0250	SPRINGFIELD RE-4	0	33	0.0%
0260	VILAS RE-5	13	13	100.0%
0270	CAMPO RE-6	9	20	45.0%
0290	LAS ANIMAS RE-1	36	53	67.9%
0310	MC CLAVE RE-2	17	34	50.0%
0470	ST VRAIN VALLEY RE 1J	1144	2108	54.3%
0480	BOULDER VALLEY RE 2	1686	2440	69.1%
0490	BUENA VISTA R-31	58	105	55.2%
0500	SALIDA R-32	52	116	44.8%
0510	KIT CARSON R-1	2	20	10.0%
0520	CHEYENNE COUNTY RE-5	3	25	12.0%
0540	CLEAR CREEK RE-1	10	78	12.8%
0550	NORTH CONEJOS RE-1J	23	71	32.4%
0560	SANFORD 6J	7	24	29.2%
0580	SOUTH CONEJOS RE-10	23	30	76.7%
0640	CENTENNIAL R-1	42	45	93.3%

0740	SIERRA GRANDE R-30	17	35	48.6%
0770	CROWLEY COUNTY RE-1-J	9	36	25.0%
0860	CUSTER COUNTY SCHOOL DISTRICT C-1	20	48	41.7%
0870	DELTA COUNTY 50(J)	296	310	95.5%
0880	DENVER COUNTY 1	978	8040	12.2%
0890	DOLORES COUNTY RE NO.2	8	26	30.8%
0900	DOUGLAS COUNTY RE 1	2700	4684	57.6%
0910	EAGLE COUNTY RE 50	328	517	63.4%
0920	ELIZABETH C-1	32	172	18.6%
0930	KIOWA C-2	19	29	65.5%
0940	BIG SANDY 100J	0	48	0.0%
0950	ELBERT 200	6	23	26.1%
0970	CALHAN RJ-1	15	42	35.7%
0980	HARRISON 2	132	898	14.7%
0990	WIDEFIELD 3	425	630	67.5%
1000	FOUNTAIN 8	416	653	63.7%
1010	COLORADO SPRINGS 11	1750	2096	83.5%
1020	CHEYENNE MOUNTAIN 12	137	410	33.4%
1030	MANITOU SPRINGS 14	22	123	17.9%
1040	ACADEMY 20	359	1900	18.9%
1050	ELLICOTT 22	78	85	91.8%
1060	PEYTON 23 JT	42	59	71.2%
1070	HANOVER 28	2	24	8.3%
1080	LEWIS-PALMER 38	320	476	67.2%
1110	FALCON 49	289	1260	22.9%
1120	EDISON 54 JT	0	17	0.0%
1130	MIAMI/YODER 60 JT	30	32	93.8%
1140	CANON CITY RE-1	214	281	76.2%
1150	FREMONT RE-2	15	102	14.7%
1160	COTOPAXI RE-3	7	27	25.9%
1180	ROARING FORK RE-1	400	510	78.4%
1195	GARFIELD RE-2	148	363	40.8%
1220	GARFIELD 16	2	90	2.2%
1330	GILPIN COUNTY RE-1	5	44	11.4%
1340	WEST GRAND 1-JT	29	45	64.4%
1350	EAST GRAND 2	110	114	96.5%
1360	GUNNISON WATERSHED RE1J	79	183	43.2%
1380	HINSDALE COUNTY RE 1	18	18	100.0%
1390	HUERFANO RE-1	34	56	60.7%
1400	LA VETA RE-2	28	31	90.3%
1410	NORTH PARK R-1	12	22	54.5%

1420	JEFFERSON COUNTY R-1	4050	6334	63.9%
1430	EADS RE-1	17	28	60.7%
1440	PLAINVIEW RE-2	12	12	100.0%
1450	ARRIBA-FLAGLER C-20	11	19	57.9%
1460	HI-PLAINS R-23	11	18	61.1%
1480	STRATTON R-4	14	35	40.0%
1490	BETHUNE R-5	2	17	11.8%
1500	BURLINGTON RE-6J	14	56	25.0%
1510	LAKE COUNTY R-1	48	93	51.6%
1520	DURANGO 9-R	327	542	60.3%
1530	BAYFIELD 10 JT-R	65	112	58.0%
1540	IGNACIO 11 JT	59	86	68.6%
1550	POUDRE R-1	1765	2125	83.1%
1560	THOMPSON R2-J	1039	1349	77.0%
1570	ESTES PARK R-3	73	115	63.5%
1580	TRINIDAD 1	30	77	39.0%
1590	PRIMERO REORGANIZED 2	10	30	33.3%
1600	HOEHNE REORGANIZED 3	22	23	95.7%
1620	AGUILAR REORGANIZED 6	13	14	92.9%
1750	BRANSON REORGANIZED 82	5	36	13.9%
1760	KIM REORGANIZED 88	12	12	100.0%
1780	GENOA-HUGO C113	12	18	66.7%
1790	LIMON RE-4J	15	44	34.1%
1810	KARVAL RE-23	1	13	7.7%
1828	VALLEY RE-1	133	199	66.8%
1850	FRENCHMAN RE-3	2	23	8.7%
1860	BUFFALO RE-4J	24	28	85.7%
1870	PLATEAU RE-5	18	21	85.7%
1980	DE BEQUE 49JT	22	22	100.0%
1990	PLATEAU VALLEY 50	14	50	28.0%
2000	MESA COUNTY VALLEY 51	1278	1606	79.6%
2010	CREEDE SCHOOL DISTRICT	0	13	0.0%
2020	MOFFAT COUNTY RE:NO 1	133	162	82.1%
2035	MONTEZUMA-CORTEZ RE-1	174	197	88.3%
2055	DOLORES RE-4A	28	62	45.2%
2070	MANCOS RE-6	5	50	10.0%
2180	MONTROSE COUNTY RE-1J	388	420	92.4%
2190	WEST END RE-2	5	87	5.7%
2395	BRUSH RE-2(J)	108	118	91.5%
2405	FORT MORGAN RE-3	166	248	66.9%
2505	WELDON VALLEY RE-20(J)	3	25	12.0%

2515	WIGGINS RE-50(J)	5	50	10.0%
2520	EAST OTERO R-1	88	105	83.8%
2530	ROCKY FORD R-2	42	65	64.6%
2535	MANZANOLA 3J	12	22	54.5%
2540	FOWLER R-4J	15	39	38.5%
2560	CHERAW 31	6	20	30.0%
2570	SWINK 33	31	39	79.5%
2580	OURAY R-1	35	50	70.0%
2590	RIDGWAY R-2	16	55	29.1%
2600	PLATTE CANYON 1	64	70	91.4%
2610	PARK COUNTY RE-2	24	73	32.9%
2620	HOLYOKE RE-1J	5	53	9.4%
2630	HAXTUN RE-2J	23	34	67.6%
2640	ASPEN 1	167	187	89.3%
2650	GRANADA RE-1	0	24	0.0%
2660	LAMAR RE-2	90	118	76.3%
2670	HOLLY RE-3	14	30	46.7%
2680	WILEY RE-13 JT	17	35	48.6%
2690	PUEBLO CITY 60	964	1118	86.2%
2700	PUEBLO COUNTY 70	197	680	29.0%
2710	MEEKER RE1	26	46	56.5%
2720	RANGELY RE-4	0	37	0.0%
2730	DEL NORTE C-7	12	43	27.9%
2740	MONTE VISTA C-8	89	113	78.8%
2750	SARGENT RE-33J	10	34	29.4%
2760	HAYDEN RE-1	33	41	80.5%
2770	STEAMBOAT SPRINGS RE-2	165	210	78.6%
2780	SOUTH ROUTT RE 3	14	42	33.3%
2790	MOUNTAIN VALLEY RE 1	16	19	84.2%
2800	MOFFAT 2	33	33	100.0%
2810	CENTER 26 JT	57	70	81.4%
2820	SILVERTON 1	0	16	0.0%
2830	TELLURIDE R-1	11	123	8.9%
2840	NORWOOD R-2J	21	28	75.0%
2862	JULESBURG RE-1	3	48	6.3%
2865	REVERE SCHOOL DISTRICT	4	22	18.2%
3000	SUMMIT RE-1	247	317	77.9%
3010	CRIPPLE CREEK-VICTOR RE-1	13	40	32.5%
3020	WOODLAND PARK RE-2	14	250	5.6%
3030	AKRON R-1	20	43	46.5%
3040	ARICKAREE R-2	1	22	4.5%

3050	OTIS R-3	23	24	95.8%
3060	LONE STAR 101	3	16	18.8%
3070	WOODLIN R-104	11	18	61.1%
3080	WELD COUNTY RE-1	127	182	69.8%
3085	EATON RE-2	63	138	45.7%
3090	WELD COUNTY SCHOOL DISTRICT RE-3J	138	176	78.4%
3100	WINDSOR RE-4	279	400	69.8%
3110	JOHNSTOWN-MILLIKEN RE-5J	105	213	49.3%
3120	GREELEY 6	526	1378	38.2%
3130	PLATTE VALLEY RE-7	74	91	81.3%
3140	WELD COUNTY S/D RE-8	166	194	85.6%
3145	AULT-HIGHLAND RE-9	5	70	7.1%
3146	BRIGGSDALE RE-10	2	21	9.5%
3147	PRAIRIE RE-11	0	28	0.0%
3148	PAWNEE RE-12	2	14	14.3%
3200	YUMA 1	59	71	83.1%
3210	WRAY RD-2	49	61	80.3%
3220	IDALIA RJ-3	7	25	28.0%
3230	LIBERTY J-4	1	10	10.0%
8001	CHARTER SCHOOL INSTITUTE	227	1621	14.0%
9000	COLORADO SCHOOL FOR THE DEAF AND BLIND	0	66	0.0%
9035	CENTENNIAL BOCES	9	13	69.2%
9050	SAN JUAN BOCES	2	5	40.0%
9130	EXPEDITIONARY BOCES	29	33	87.9%
9170	COLORADO DIGITAL BOCES	46	80	57.5%
9175	COLORADO RIVER BOCES	0	5	0.0%

