



# **Teaching and Learning Conditions in Colorado Survey**

## **Summary Report**

Spring 2022



Cambridge Education  
101 Station Drive  
Suite 130  
Westwood MA 02090  
United States of America

T +1 (781) 915 0015  
F +1 (781) 915 0145  
<https://www.cambridge.com/americas>

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# Issue

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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, Colorado Rural Schools Alliance, and representatives from school districts, universities and researchers, worked with Cambridge Education in Spring 2022 on the third statewide administration of the Teaching and Learning Conditions in Colorado (TLCC) survey<sup>1</sup>.

This continuing effort to assess school teaching and learning conditions allows Colorado staff to have a better understanding of their challenges and opportunities in the classrooms and school communities, leaders to deepen improvement planning, and researchers and policymakers to strengthen research and policy practices across the state.

## 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 educators and school personnel (teachers, building leadership, and school personnel<sup>2</sup>). The survey instrument provides feedback from educators on indicators such as School and Staff Leadership, Instruction Practices and Support, Professional Development, Facilities and Resources, Managing Student Conduct, Time for Collaborative Instructional Planning, and Community Support and Involvement. For the 2022 administration, new questions related to student and staff wellbeing as well as the COVID-19 pandemic impacts have been added to the survey instrument. In addition, two new constructs, Roles & Responsibilities and Job Satisfaction, specifically for education support professionals have also been included.

See Table 1 for descriptions of each construct. (\* indicates new constructs)

Table 1. 2022 TLCC Survey- Description of Constructs <sup>3</sup>	
<b>New Staff Questions</b>	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).
<b>School Leadership</b>	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.
<b>Staff Leadership</b>	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.
<b>Managing Student Conduct</b>	This area centers on school safety and expectations for student behavior.

<sup>1</sup> It is also the Seventh statewide administration of the educator survey.

<sup>2</sup> Education support professionals - Paraprofessional who may not be licensed, but provides direct instruction, supports licensed staff in an educational capacity, or supports instruction and the learning environment, were invited.

<sup>3</sup> CDE and EDAC have carefully reviewed and made enhancements to the 2020 TLCC Survey before the Spring 2022 survey administration.

<b>Instructional Practices and Support</b>	This section is aimed at the instructional approach of the school and the intentional supports for various student groups.
<b>Professional Development</b>	This section summarizes the school's general approach to professional development, including alignment with other work, adequacy, and types of opportunities.
<b>Time</b>	This area focuses on the availability of and use of time.
<b>Facilities and Resources</b>	This section focuses on student class size, instructional resources, and safety.
<b>Community Support and Involvement</b>	This section summarizes the school's approach to family and community support and engagement.
<b>General Reflection</b>	This area gauges staff's overall impressions of the school, as well as future employment plans.
<b>District Supports</b>	Unique to building leaders, these questions ask about their impressions of the level of district support for the school.
<b>Roles &amp; Responsibilities*</b>	Unique to education support professionals, this section focuses on the clarity and appropriateness of their roles and responsibilities.
<b>Job Satisfaction*</b>	Unique to education support professionals, this section is aimed to understand their general satisfaction in their work.
<b>Student Challenges*</b>	This section focuses on concerns regarding pandemic impacts on students during the current school year.
<b>Support for Student Wellbeing*</b>	This section includes staff comfort level and preparedness to support student wellbeing.
<b>School Supports*</b>	This section is aimed at systems of student support of the school, including academics and socio-emotional supports.
<b>Pandemic Impact on Teaching /Job*</b>	This section focuses on pandemic impacts on staff during the current year.
<b>Support for Own Wellbeing*</b>	This section focuses on supports for staff wellbeing.

Item construction of the major questions follows a left positive 4-point Likert response, ranging from strongly agree to strongly disagree, with a 5<sup>th</sup> option for "I don't know". The summarized results in this report for the original 11 constructs are presented in the favorability rating format which is the percentage of the "Strongly Agree" and "Agree" responses. Percentage distribution of all options is demonstrated for each question from the new constructs.



# Summary of Key Findings

From January 19<sup>th</sup> to March 4<sup>th</sup>, the 2022 TLCC survey collected perception data from 46,088 educators and school personnel across Colorado on their attitudes toward the teaching and learning conditions in their school and district. This section is intended as an initial high-level summary of the key findings of the 2022 results, the perception differences between groups of survey respondents, and changes that occurred since the 2018 administration.

## Response Rate

During the Spring 2022 survey administration, surveys were sent to 91,413 Certified and Classified Colorado educators and school personnel, 46,088 have participated and provided valid responses, yielding an overall response rate of 50.4%. The number of survey respondents grew by 23% this year from the previous 2020 statewide administration (37,536) and 30% from the one in 2018 (35,475).

## Demographics and Retention

- 39,147 respondents are identified as Certified school staff (85%) and 6,941 are Classified (15%).
- Among the Certified school staff, 33,014 are teachers, making up 71.6% of the total, 2,016 are school leaders, making up 4.4% of the total, and 4,051 are special service providers (SSP), making up 8.8% of the total.
- 69% of the surveyed Colorado School Staff have at least 6 years of experience in their career in the current position.
- 53% of the surveyed Colorado education support professionals have worked at their present school for less than 3 years.
- School Leadership (31%), the School Staff (28%), and Salary (16%) are the top 3 factors that affect Colorado School Staff' decision most about whether to continue working at the current school, the same top 3 factors school staff selected during the previous survey administrations.
- Nearly 8 out of 10 (78.3%) the surveyed school staff would continue working in the current position after the end of this school year, while 6.8% would just leave the field of education, a 3-percentage point increase from 2020.

## TLCC 2022, 2020, and 2018 Construct Level Scores

Year	New Staff Questions	School Leadership	Staff Leadership	Managing Student Conduct	Instructional Practices and Support	Professional Development	Time	Facilities and Resources	Community Support and Involvement	General Reflection	District Supports
SP2018	69.8%	79.2%	79.0%	76.6%	84.8%	68.4%	57.8%	80.5%	83.1%	89.0%	81.4%
SP2020	73.1%	78.9%	79.0%	77.5%	83.8%	68.4%	58.3%	80.9%	82.1%	82.7%	82.7%
SP2022	73.3%	80.0%	77.1%	76.6%	83.4%	66.3%	57.2%	83.0%	81.1%	82.1%	78.6%

The summary of aggregated and disaggregated figures for different constructs and subgroups below will be presented and analyzed in more details in the chapters follow.

## Top Three Rated Constructs

### 1. Instructional Practices and Support – 83.4%

- Although the overall score of the construct has been declining since 2018, Instructional Practices and Support continues to be the most favorable construct among all.
- 83.4% of the surveyed school staff, compared with 83.8% in 2020 and 84.8% in 2018, reported positively to Instructional Practices and Support.
- “Teachers use formative assessment data to improve my students’ learning” is, again, the item that has the highest rate of agreement (97.6%) of the entire survey.

### 2. Facilities and Resources – 83%

- The performance of Facilities and Resources has been progressively improving. 83% of the surveyed school staff, compared with 80.9% in 2020 and 80.5% in 2018, rated positively.
- 9 out of 10 Colorado School Staff (92%) consistently agreed that their school is a safe place to work.

### 3. General Reflection – 82.1%

- 8 out of 10 Colorado Educators agreed that, overall, their school is a good place to work and for students to learn.
- The favorability score of General Reflection this year is 82.1%, compared with 82.7% in 2020, and 89% in 2018.
- 7 out 10 Colorado School Staff (72.9%) felt satisfied with the recognition they get for doing a good job.

## Bottom Three Rated Constructs

### 1. Time – 57.2%

- Time remains the lowest rated construct of the TLCC survey this year.
- Inadequate time to prepare for instructions and support students is still one of the biggest challenges for Colorado educators.
- “New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness” received the lowest score (49.6%) among the entire TLCC survey this year.
- 57.3% rated “Teachers and support personnel have adequate time to engage in professional learning” favorably, compared with 63.4% in 2020, yielding a 6-percentage point decrease. It is the item that regressed the most among the entire TLCC survey instrument.
- Improvement is seen in item “Teachers and support personnel have adequate time to support their students’ social and emotional learning support”. 57.3%, compared with 52.6% in 2020, rated favorably, yielding almost a 5-percentage point increase.

### 2. Professional Development – 66.3%

- Professional Development remains the second lowest rated construct this year and its rating decreased from 68.4% in 2020 to 66.3%.
- Nearly 45% educators perceived that the effectiveness of professional development might not be assessed regularly or should have been assessed more regularly.
- Teaching or working with students with trauma (12.7%), learning more about social-emotional learning of all students (12.6%), and teacher’s content areas/staff members’ best practices (7.9%) are the top 3 professional support areas educators considered would be most beneficial for them to learn more about this year.

### 3. New Teacher Supports – 73.3%

- 7 out of 10 new staff (70.5%) indicated that they have received various new staff supports at their current School.
- Nearly 5 out of 10 new staff (47.5%) have not been assigned a formal mentor this school year.

### Key findings in other constructs

#### 1. Managing Student Conduct – 76.6%

- Nearly five out of ten Colorado Educators perceived that rules for student behavior are not enforced in a consistent manner.

#### 2. District Supports – 78.6%

- The favorability score of District Supports declined from 82.7% in 2020 to 78.6% this year. Correspondingly, its ranking also declined from No.2 to No.6.
- No obvious improvement was identified from all the items in the construct. On the contrary, ratings of 7 out of the 9 survey items decreased by a 4-6 percentage point.

### Comparisons by Subgroup – Current Role

- School leaders viewed teaching conditions more positively than other surveyed staff, especially the aspects of Time.
- The greatest gap in perception between teachers and school leaders resides in Time, where 81.9% of the school leaders' responses, while 53.7% of the teachers' responses, are positive. School leaders rated all items in the Time construct 20 points higher than teachers.
- ESP rated Community Support and Involvement more positively (88.9%) than other surveyed school staff. They also viewed Time (72.4%), Facilities and Resources (86.7%), and School Leadership (82.7%) more positively than surveyed teachers and special service providers.
- 79.7% of the surveyed ESP, whereas 52.8% of the surveyed teachers and 64.7% of the surveyed SSP, perceived that they have adequate time to prepare for their primary duties.
- 80.4% of the surveyed school leaders and 83.3% of the combined district and school leaders, whereas 54.1% of the surveyed teachers, 59% of the surveyed SSP, and 65.5% of the surveyed ESP, considered teachers and support personnel have adequate time to engage in professional learning.
- 65% of the surveyed ESP agreed that they had leadership opportunities in their school, while 84% of the surveyed teachers, 82.6% of the surveyed SSP, 97.5% of the surveyed school leaders, and 93% of the surveyed combined district and school leaders considered the same.
- "Rules for student behavior are enforced in a consistent manner", same as the last two survey administrations, is the item with the greatest difference in rates between school leaders and teachers, with 85.1% of the school leaders, whereas 49% of the surveyed teachers, agree with this item.
- 3 quarters of the surveyed teachers agreed that school leadership worked to build trust among staff, while nearly all school leaders (96.5%) agreed.

### Comparisons by Subgroup – Staff Type

- The biggest gap in perception between Certified and Classified resides in Time, where 72.4% of the Classified group, while 55.7% of the Certified group, responded positively.
- 75.8% of the surveyed Classified staff, compared with 54.4% of the surveyed Certified educators, indicated that they have adequate time to support their students' social and emotional learning.

- 6 out of 10 surveyed Classified staff (65%), while 8 out of 10 surveyed Certified staff (84.6%), considered they have had leadership opportunities in their school.

### Comparisons by Subgroup – School Level

- In general, Elementary staff viewed teaching conditions more positively than their peers of other school levels.
- One of the largest gaps between staff from Elementary schools and staff from other school levels resides in the item “Rules for student behavior are enforced in a consistent manner” under Managing Student Conduct. Elementary school staff (63.9%) rated 23 points higher than High school staff (40%) and 22 points higher than Middle school staff. Similar patterns are seen in the previous two survey administrations.
- The favorability rating of Elementary school staff (87%) is 23 points higher than the rating of their peers from High schools (64.1%) and 19 points higher than the one of Middle School (68.2%) to “Students know how they are expected to act in the school.” under the Managing Student Conduct construct.

### Comparisons by Subgroup – Years of Experience in Current Position at the Present School

- Staff new to buildings perceived teaching and learning conditions at their present school more positively than the veteran staff in all constructs
- Staff with 6-10 years of experience at their present school perceived most surveyed areas less positively.
- All surveyed staff, regardless of experience level at their present school, have shown less satisfaction over District Supports but more satisfaction over Facilities and Resources this year compared with survey results of 2020.

### Comparisons by Subgroup – Years of Career Experience in Current Position

- School staff who were in the first year of their career in the current position perceived teaching and learning conditions more positively than the veteran staff, especially in the areas of Time, Professional Development, and Managing Student Conduct.
- 83.4% of the surveyed first-year staff agreed that the evaluation process in their school provides teachers and support personnel with actionable feedback for improvement, 7 percentage points higher than who have 4-5 years of career experience. The more the years of experience in the current position, the lower the rate of agreement.
- The favorability ratings of Professional Learning indicate that staff who were in the first year of their career possibly have received more professional learning supports than veteran staff.

## Wellbeing and Pandemic Impacts

### 1. Student Challenges

- Among the listed items, Increases in Learning Gaps (67.4%), Insufficient Home Learning Support (65.4%), and Decrease in Student Emotional Well-being (64.5%) are the pandemic impacts the surveyed school staff concerned the most about.
- Half of the surveyed school staff (51%) had no concerns (23.7%) or slightly concerned (27.3%) about students lacking access to technology/Internet.

### 2. Support for Student Wellbeing

- Almost 10 out of 10 surveyed school staff agreed (22.9%) or strongly agreed (75.8%) that they valued being a trusted adult for student in their school.
- 4 out of 10 surveyed school staff (40.5%) did not feel comfortable discussing suicide with students.

- 73.7% of the surveyed school staff felt adequately prepared to support students' social-emotional wellbeing.

### **3. School Supports**

- 68.3% of the surveyed school staff agreed (47.7%) or strongly agreed (20.6%) that their school has established an effective tiered system, while 25.5% disagreed.
- 5 out of 10 surveyed school staff (53.5%) agreed (41.9%) or strongly agreed (11.6%) that their school's system of support for students made their job easier, while nearly 4 out of 10 (36%) disagreed (26.9%) or strongly disagreed (8.9%).

### **4. Pandemic Impact on Teaching / Job**

- Nearly 9 out of 10 surveyed staff (86.8%) considered the pandemic have negatively affected the engagement with students (50.3% strongly agreed and 36.5% agreed).

### **5. Support for Own Wellbeing**

- 81.3% of the surveyed staff stated that they were comfortable working in their school given the safety and health protocols currently in place, while 16.9% disagreed (12.2%) or strongly disagreed (4.6%).
- 74.7% of the surveyed staff believed that they have been getting adequate support to do their job during this difficult time, while 22.7% disagreed (17%) or strongly disagreed (5.7%).
- 3 out of 10 surveyed staff (33.1%) stated that they were not getting adequate social emotional support during this difficult time, while 61.8% stated the opposite.
- 7 out of 10 surveyed staff (74.4%) agreed (50.8%) or strongly agreed (23.6%) that they would have access to the support they need if they were concerned about their mental health.

### **6. Job Satisfaction (ESP Only)**

- 8 out of 10 surveyed education support professionals felt respected by teachers, school leaders, and students in their school, with 86.4%, 83.6%, and 83.5% rate of agreement respectively.
- Rates of agreement and disagreement were almost equally divided to the item "My work is very stressful", where 48.4% of the surveyed education support professionals stated that their work was very stressful, while 48.4% stated the opposite.
- 40.8% of the surveyed education support professionals felt more stressful due to frequent changes in their work duties, while 55% disagreed.
- 6 out of 10 surveyed ESP (61.7%) considered that they were not adequately compensated for their work.

### **7. Roles & Responsibilities (ESP Only)**

- 9 out of 10 surveyed education support professionals felt comfortable with the tasks they were asked to perform (92.7%) and knew and understood their role (95.2%).
- Almost 5 out of 10 surveyed education support professionals (48.1%) reported that sometimes they were asked to take on the role of a licensed teacher.
- 76.6% of the surveyed education support professionals have received adequate guidance about their roles and responsibilities, while 19.2% disagreed (16.4%) or disagreed (2.8%).

# 1 Methodology

The surveys were hosted online and administered anonymously. 91,413 surveys for all school-based licensed and classified staff 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 1,984 schools in 186 districts electronically and physically for further distribution.

Cambridge Education closely monitored the survey response rate. A real-time response rate tracker<sup>4</sup> was developed for the stakeholders' convenience. Stakeholders can search and filter schools or districts throughout the entire state. During the survey window (Jan 19<sup>th</sup> to March 4<sup>th</sup>, 2022), the data was updated every 2 minutes, or immediately after refreshed.

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 388 online and tele-support tickets.

As in previous administrations, the online self-support portal was at service for participants who misplaced or never received an anonymous access code. Survey participants were able to receive a new code immediately after entering their school's name and email address.

A new online request form was introduced to the 2022 administration for school representatives who needed to request additional access codes or adding a missing school. All survey materials were then sent electronically within 1 business day once the request was received.

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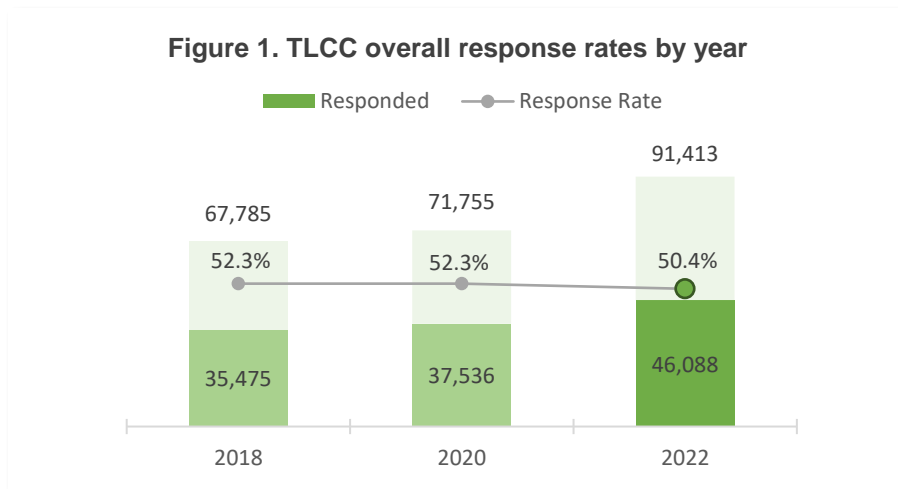
<sup>4</sup> TLCC Survey Real Time Response Rate Tracker: <https://tlcc-tracking.cedu.io/>

## 2 Response Rate and Demographics

In addition to all certified school-based staff, education support professionals were eligible to participate in the 2022 survey, adding approximately 20,000 more eligible respondents. During the Spring 2022 survey administration, surveys were sent to 91,413 Certified and Classified Colorado School Staff<sup>5</sup>, 46,088 have participated and provided valid responses<sup>6</sup>, yielding an overall response rate of 50.4%. Response rates vary by school type, job position, years of service, and other demographic categories.

### 2.1 School Level

As Table 2 demonstrates, 53.2% of Elementary school staff, 54.4% of Middle school staff, and 53.5% of High school staff responded. In addition, 39% of the staff from combined Elementary and Middle schools participated, while 43.9% from combined Middle and High schools, and 30.9% from combined Elementary, Middle, and High schools responded.



School Type	School Count '22	School Count '20	School Count '18	Responded '22	Responded '20	Responded '18	Headcount '22	Headcount '20	Headcount '18	Response Rate '22 (%)	Response Rate '20 (%)	Response Rate '18 (%)
Elementary	954	956	930	21,342	16,327	16,340	40,094	29,142	28,417	53.2	56.0	57.5
Middle	267	271	263	7,164	6,567	6,080	13,164	11,423	10,654	54.4	57.5	57.1
High	337	330	315	10,886	9,536	8,529	20,330	17,410	16,092	53.5	54.8	53.0
Elementary/ Middle	195	168	162	3,747	2,817	2,473	9,602	6,771	6,406	39.0	41.6	38.6
Middle/High	117	127	110	1,389	1,277	1,076	3,163	3,112	2,709	43.9	41.0	39.5
Elementary/ Middle/High	114	106	90	1,560	1,012	977	5,060	3,897	3,507	30.8	26.0	27.9
<b>Total</b>	<b>1,984</b>	<b>1,958</b>	<b>1,870</b>	<b>46,088</b>	<b>37,536</b>	<b>35,475</b>	<b>91,413</b>	<b>71,755</b>	<b>67,785</b>	<b>50.4</b>	<b>52.3</b>	<b>52.3</b>

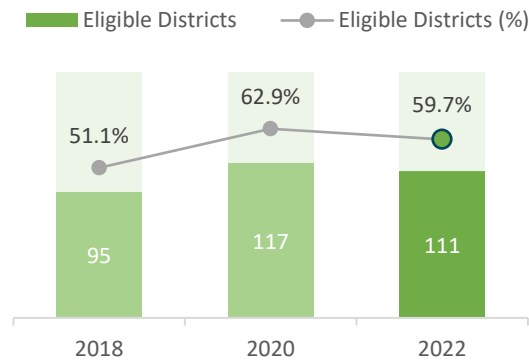
<sup>5</sup> Only certified educators were eligible to participate in the previous 2018 and 2020 administrations

<sup>6</sup> Blank responses and responses with only Background questions answered were removed from the response rate calculation

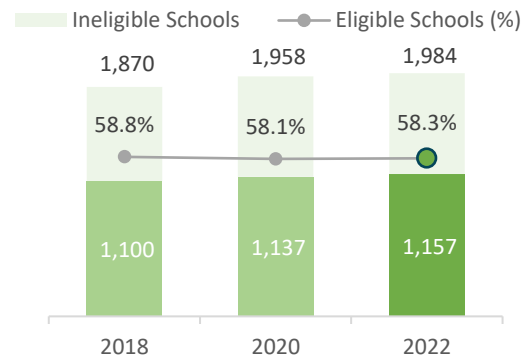
Among all 186 districts, approximately 59.7%, compared with 62.9% the previous administration and 51.1% the 2018 administration, 111 districts, compared with 117 districts the previous administration and 95 the 2018 administration, met or exceeded the minimum 40% response rate reporting threshold required to receive an individual district-level report<sup>7</sup>. There was no significant change in school eligibility percentages over the 3 survey administrations. As shown in Figure 3 and Table 3, among all 1,984 surveyed schools, approximately 58.3%, compared with 58.1% the previous administration and 58.8% in 2018, 1,157 schools, compared with 1,137 schools the previous administration and 1,100 in 2018, met or exceeded the basic 50% response rate reporting threshold required to receive an individual school-level report.<sup>8</sup>

All data results can be viewed online at <https://tlcc-reports.cedu.io>

**Figure 2. Number of Districts that met the minimum 40% response rate threshold**



**Figure 3. Number of Schools that met the minimum 50% response rate threshold**



**Table 3. 2022, 2020, and 2018 TLCC Survey- Number of Schools Met the 50% Response Rate Threshold**

School Type	School Count '22	School Count '20	School Count '18	Met or Exceeded 50% Threshold '22	Met or Exceeded 50% Threshold '20	Met or Exceeded 50% Threshold '18	Percentage '22 (%)	Percentage '20 (%)	Percentage '18 (%)
Elementary	954	956	930	594	594	611	62.3	62.1	65.7
Middle	267	271	263	160	169	162	59.9	62.4	61.6
High	337	330	315	210	202	178	62.3	61.2	56.5
Elementary/Middle	195	168	162	96	75	68	49.2	44.6	42.0
Middle/High	117	127	110	53	56	49	45.3	44.1	44.5
Elementary/Middle/High	114	106	90	44	41	32	38.6	38.7	35.6
<b>Total</b>	<b>1,984</b>	<b>1,958</b>	<b>1,870</b>	<b>1,157</b>	<b>1,137</b>	<b>1,100</b>	<b>58.3</b>	<b>58.1</b>	<b>58.8</b>

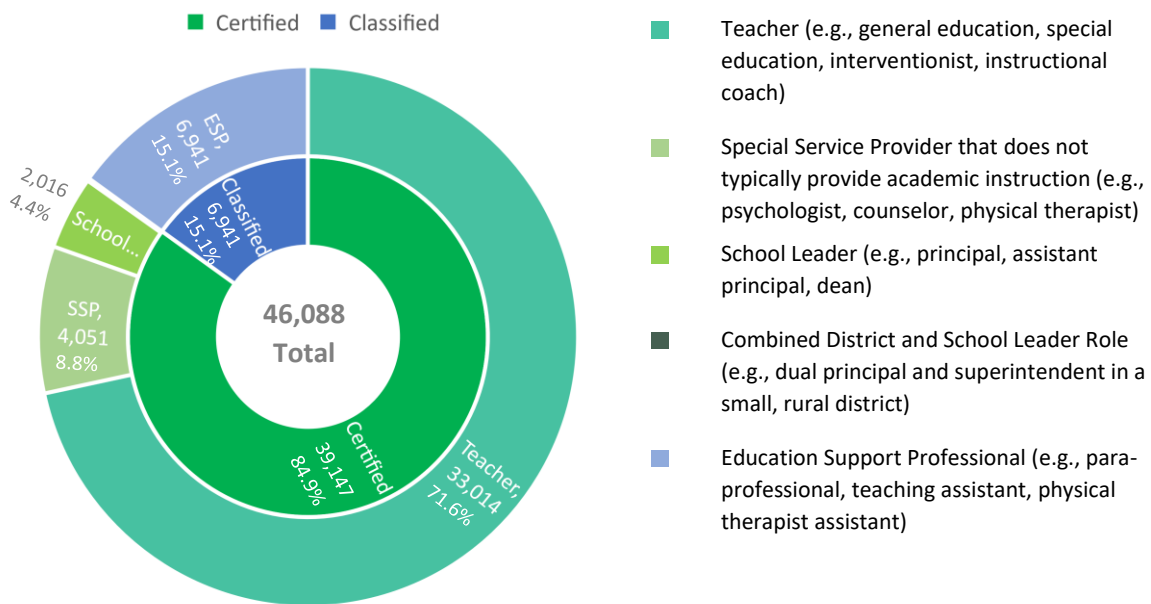
<sup>7</sup> Not all districts met or exceeded the 40% response rate threshold are subject to receive an individual district-level report, as there is a secondary reporting threshold where the number of construct or item level responses must equal to or greater than 10. See District Response Rate in Appendix A.

<sup>8</sup> 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.



## 2.2 Role and Years of Service

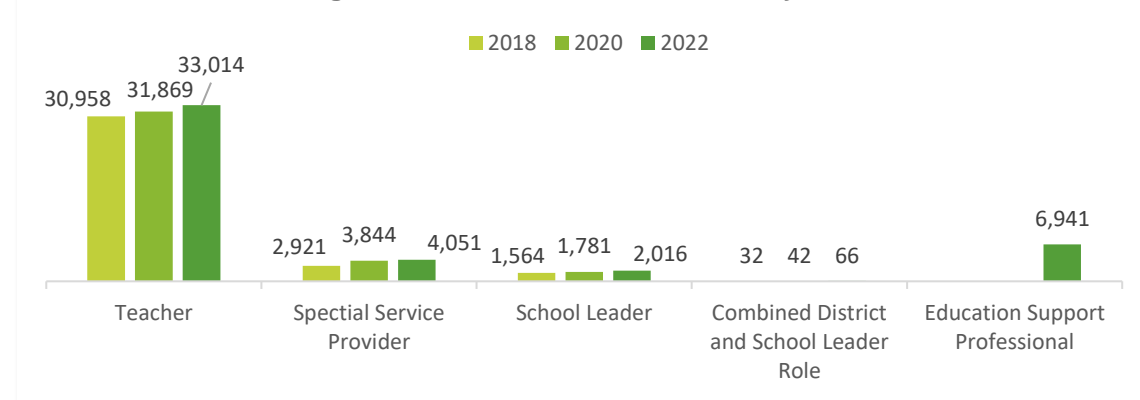
**Figure 4. Current Position at School**



At the beginning of the survey, the participants were asked to identify their current role at the school, the number of years they have worked at the present school in the position identified, and the number of years they have served in the current position in their career.<sup>9</sup>

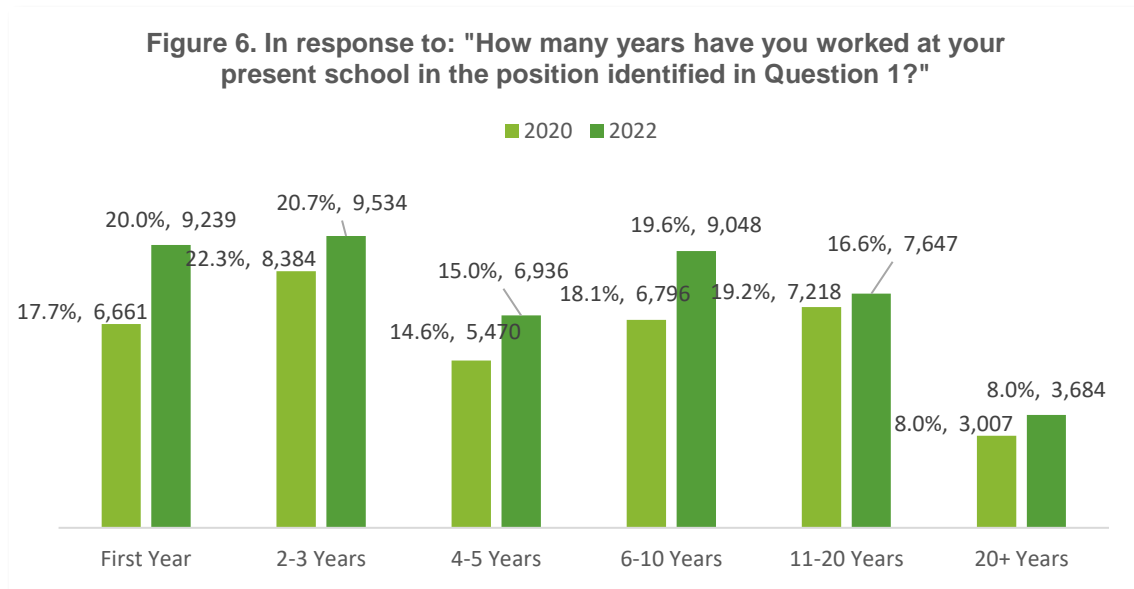
Among 46,088 respondents, as demonstrated in Figure 4 above, majority, 33,014, of the respondents are identified as teachers, making up 71.6% of the total. Education Support Professional comes in the second, with 6,491 respondents, making up 15.1% of the total. 4,051 are identified as Special Service Provider, making up 4.7% of the total. 2,016 are school leaders, yielding 4.4% of the total. Figure 5 below also shows that the numbers of respondents have grown consistently from 2018 across all roles.

**Figure 5. Current Position at School by Year**



<sup>9</sup> The second and third demographic questions were different in 2018. Only data of 2020 and 2022 is included in the corresponding comparison.

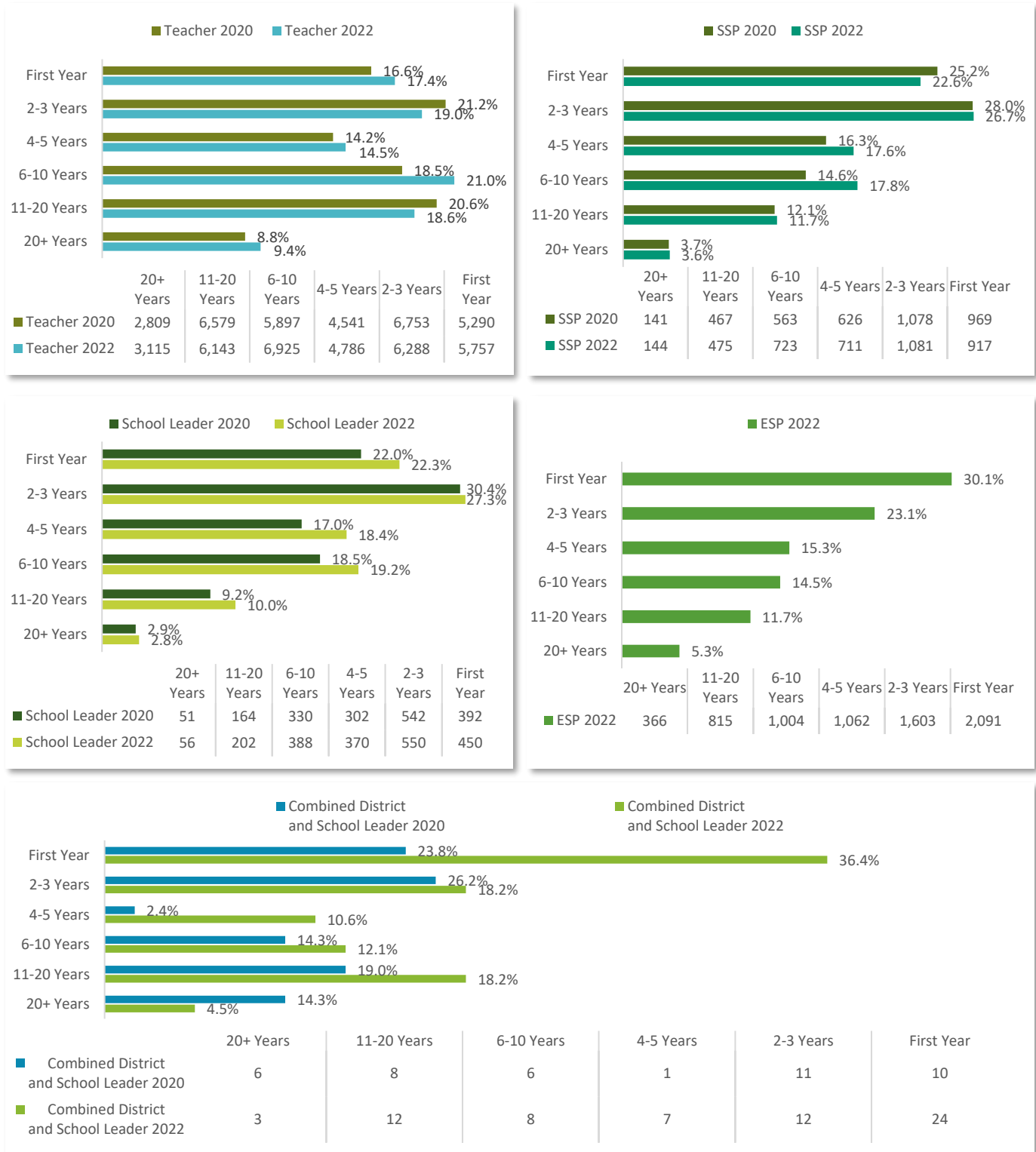
The range of years of service at the present school in the position identified is classified as First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years. As indicated in Figure 6, the majority falls in the first five groups. 2-3 Years amounts to 20.7% (9,534) of the surveyed total, making up the most-selected experience level. Compared with the previous administration, more first year staff participated, yielding 20% (9,239) of the surveyed total, a 2-percentage point increase from 2020.



Consistency exists in the disaggregated results by position, where 2-3 Years accounts for more than 20% of most of the subgroups. Among all surveyed teachers, 21% (6,925), compared with 18.5% (5,897) the 2020 administration, have worked 6-10 years at their present schools. As for the newly invited education support professionals, the most common range for years of service at the present school is First Year (30.1%, 2,091); in fact, 0-3 Years accounts for more than 50% of the group.

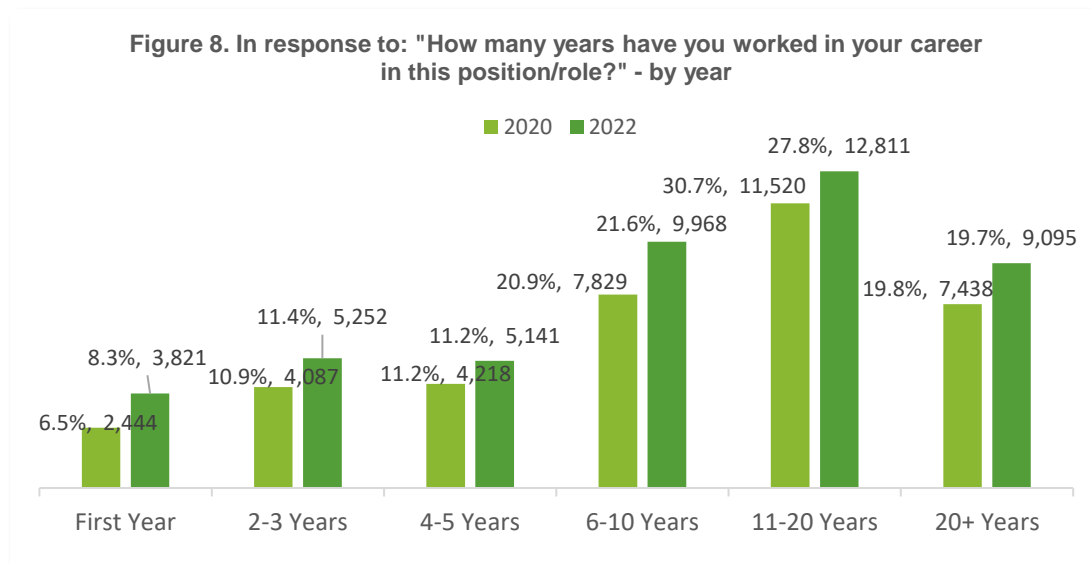
**53.2% OF THE SURVEYED COLORADO EDUCATION SUPPORT PROFESSIONALS HAVE WORKED AT THEIR PRESENT SCHOOL FOR LESS THAN 3 YEARS**

**Figure 7. In response to: “How many years have you worked at your present school in the position identified in Question 1?” - by position and year**



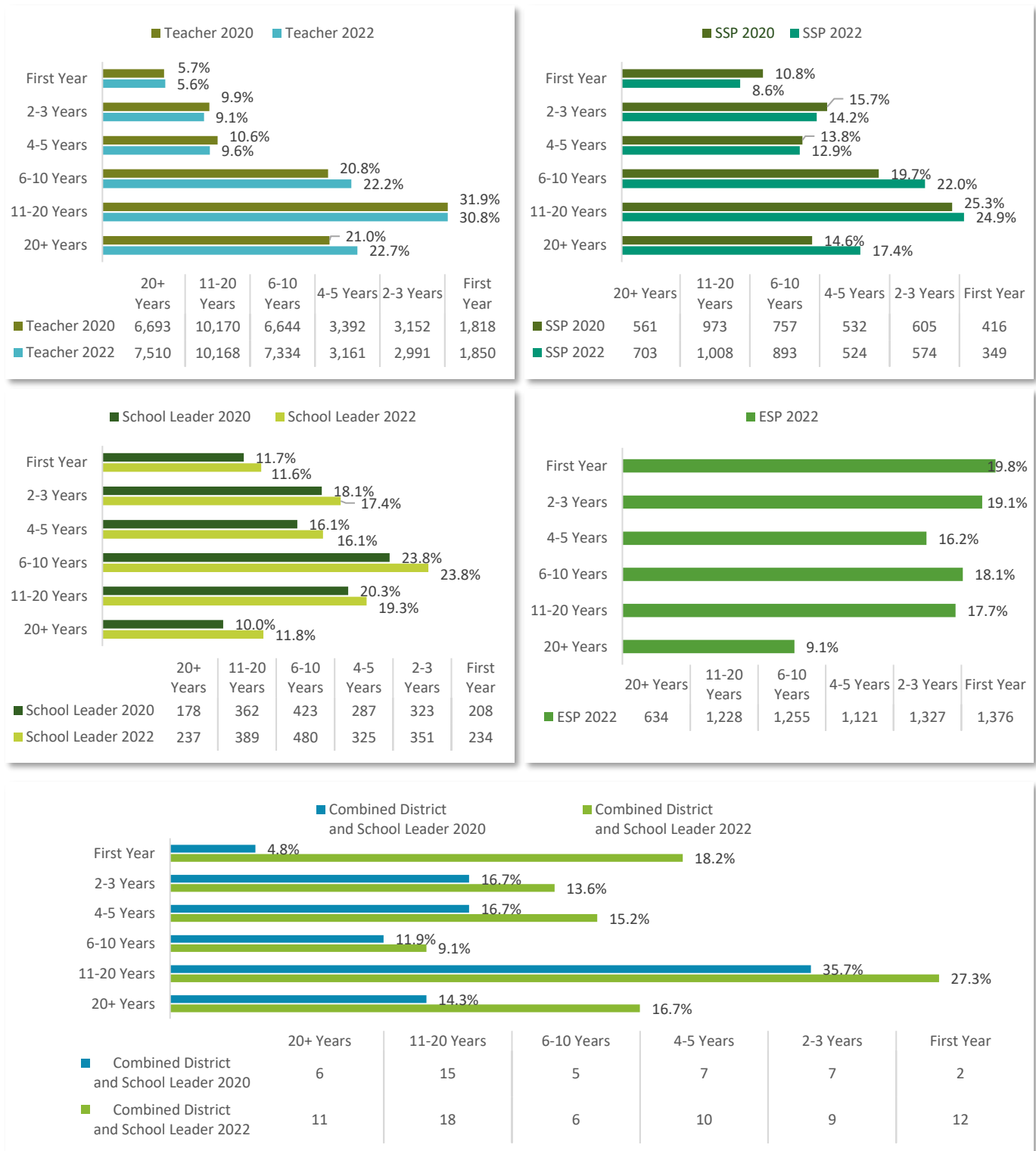
## 69.1% OF THE SURVEYED COLORADO SCHOOL STAFF HAVE AT LEAST 6 YEARS OF EXPERIENCE IN THEIR CAREER IN THE CURRENT POSITION

The range of years of service in the current position in their career is also classified as First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years. As Figure 8 demonstrates below, similar as the distribution in 2020, 69% of the surveyed Colorado school staff have six or more than six years of experience. The most-selected experience level, 11-20 Years, makes up 27.8% (12,811) of the total number of survey respondents. The least-selected experience level, First Year, makes up 8.3% (3,821) of the total number of respondents, approximately 2 percentage points more than the 2020 administration, while 20% (9,239) are new in their position at the present school, indicating that a considerable number of staff transferred from one school to another within the state during the past year.



As in Figure 9, consistency also exists in the disaggregated results by position. Similar to 2020, except for education support professionals, more than half of the 2022 surveyed school staff have at least 6 years of experience in their career in the current position. Correspondingly, 10,168 (31.9%) of the surveyed teachers and 1,008 (24.9%) of the surveyed special service providers have 11-20 years of experience in their career. Compared with 2020, 18.2% (12) professionals started off as a combined district and school leader in their career, a 13-percentage point increase from the previous administration. As for the 6,941 surveyed education support professionals, more than half (55.1%, 3,824) have fewer than 6 years of experience in their career.

**Figure 9. In response to: “How many years have you worked in your career in this position/role?” - by position and year**



## 2.3 Other Demographic Groups

See descriptive statistics for all demographic categories in Appendix B.

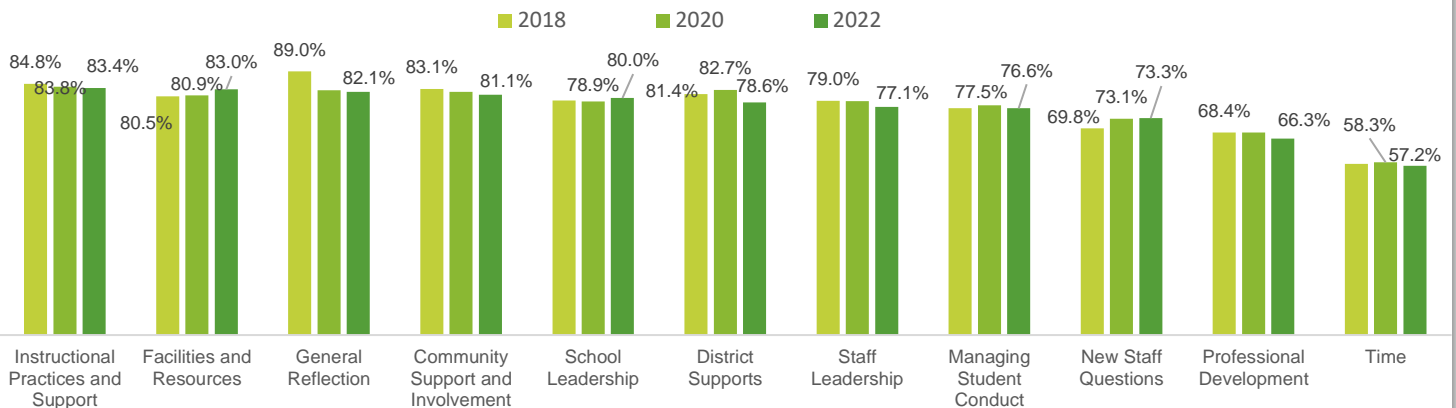
### 3 Preliminary Findings

Favorability results are calculated for the majority of the items of the original 11 constructs and each of the 11 constructs overall. Favorability scores in this report are percentages based on the proportion of staff who responded “Strongly Agree” or “Agree.” The preliminary findings below are based on data aggregated at the state level. Constructs and question items with relatively high or low scores are identified. Items with significant subgroup disagreements are also identified in the next section, suggesting alternative perspectives on the overall state results.

Furthermore, new question items related to student and staff wellbeing, systems of student support, as well as the COVID-19 pandemic impacts are discussed to better gauge and address raising concerns and challenges during this year.

As indicated in Figure 10, 5 out of the 11 constructs have a favorability percentage over 80%. The top three constructs are Instructional Practices and Support, Facilities and Resources, and General Reflection, with a favorability rating of 83.4%, 83%, and 82.1% respectively. The bottom three, same as in 2018 and 2020, are Time, Professional Development, and New Staff Support, with a rating of 57.3%, 66.3%, and 73.3% respectively.<sup>10</sup>

Figure 10. State Level Construct Scores by Year

























IMPROVEMENT HAS BEEN IDENTIFIED IN FACILITIES AND RESOURCES,  
A 2-POINT INCREASE FROM THE SPRING 2020 ADMINISTRATION.  
TIME HAS BEEN THE LOWEST RATED CONSTRUCT SINCE 2018.

<sup>10</sup> Results in the actual PDF reports might vary by one decimal place (0.1) due to floating point error

The construct with the highest improvement is Facilities and Resources, from 80.9%, rated No.5 in 2020, and 80.5%, also rated No.5 in 2018, to 83.4%, rated No.2 this year. The construct with the highest ranking and score decline is District Supports, from 82.7%, rated No.2 in 2020, to 78.6%, rated No.6 this year. Time, with the lowest score across the 3 survey administrations, remains the least favorably rated construct this year, and the score of which decreased from 58.3% in 2020 to 57.2% in 2022. No significant changes<sup>11</sup> were observed in Instructional Practices and Support, General Reflection, and New Staff Support.

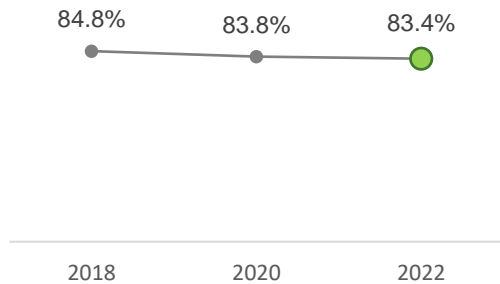
**Table 4. State Level Construction Scores and Rankings by Year**

Construct	2022	2022 Rankings	2022 Rank Changes	2020	2020 Rankings	2020 Rank Changes	2018	2018 Rankings
Instructional Practices and Support	83.4%	1 	0	83.8%	1 	1	84.8%	2
Facilities and Resources	83.0%	2 	3	80.9%	5 	0	80.5%	5
General Reflection	82.1%	3 	0	82.7%	3 	-2	89.0%	1
Community Support and Involvement	81.1%	4 	0	82.1%	4 	-1	83.1%	3
School Leadership	80.0%	5 	2	78.9%	7 	-1	79.2%	6
District Supports	78.6%	6 	-4	82.7%	2 	2	81.4%	4
Staff Leadership	77.1%	7 	-1	79.0%	6 	1	79.0%	7
Managing Student Conduct	76.6%	8 	0	77.5%	8 	0	76.6%	8
New Staff Questions	73.3%	9 	0	73.1%	9 	0	69.8%	9
Professional Development	66.3%	10 	0	68.4%	10 	0	68.4%	10
Time	57.2%	11 	0	58.3%	11 	0	57.8%	11

<sup>11</sup> <1% change in score



### 3.1 Instructional Practices and Support – 83.4%



The construct Instructional Practices and Support remains the most favorable, however, the overall score has been declining since 2018, from 84.8% in 2018, 83.8% in 2020, to 83.4% in 2022. “Teachers use formative assessment data to improve their students’ learning” is again the top one rated item (97.6%) of the entire survey.

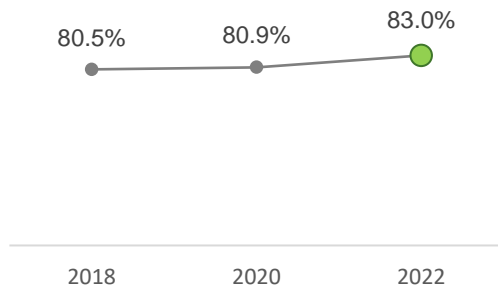
No significant changes were identified from half of the survey items under this construct. 89.4%, compared with 88% the previous administration and 91% in 2018, of the surveyed school staff reported that they have the autonomy to make important decision for their classroom. 72.5%, compared with 78.7% the previous administration and 80.4% in 2018, perceived that the school they worked in provided opportunities to learn from other teachers, a 6-percentage point decrease from 2020 and 8-percentage point from 2018. “The diverse academic needs of our students are met by this school’s current curriculum.” remains the lowest rated item in the construct, however, improvement was reported, the score increased from 68.9% in 2020 to 71.7% this year (Table 5).

Table 5. 2022, 2020, and 2018 TLCC Survey Results- Selected Items in Instructional Practices and Support

Survey Item	Score 2022	Num. of Responses 2022	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
Teachers use formative assessment data to improve their students’ learning. <sup>12</sup>	97.6%	34,530	97.5%	37,148	97.5%	35,168
Teachers feel supported in trying new instructional strategies.	91.5%	34,505	91.5%	37,111	91.8%	35,119
Students understand how class activities relate to learning objectives.	91.1%	34,508	91.7%	37,125	91.5%	35,139
Teachers and staff members have the autonomy to make important decisions in their classrooms or carry out their job responsibilities.	89.4%	45,258	88.0%	37,131	91.0%	35,130
Gifted students are adequately supported in this school.	75.5%	45,225	74.1%	37,125	75.2%	35,168
The school provides opportunities for me to learn from other teachers.	72.5%	34,503	78.7%	37,089	80.4%	35,152
The diverse academic needs of our students are met by this school’s current curriculum.	71.7%	45,236	68.9%	37,117	72.2%	35,140

<sup>12</sup> Item has the highest rating of the entire survey. Question text is “I use formative assessment data to improve my students’ learning.” For teachers.

### 3.2 Facilities and Resources – 83%



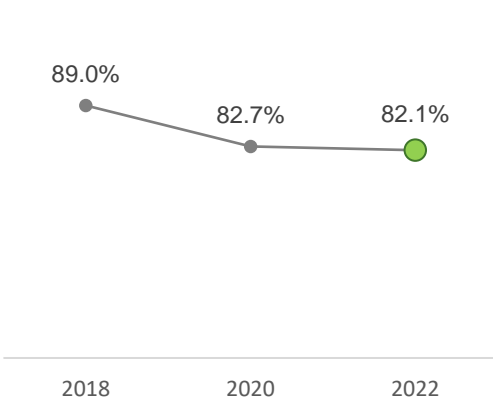
83% of the surveyed Colorado school staff, compared with 80.9% the previous administration and 80.5% in 2018, rated Facilities and Resources positively. 92% believed that their school is a safe place to work, which is consistent across all 3 survey administrations.

Particularly, “Class size(s)/the number of students served is reasonable.”, rated 77% this year, improves from 73% and 72.9% previously, yielding a 4-percentage point increase.

9 OUT OF 10 COLORADO SCHOOL STAFF CONSISTENTLY AGREED THAT THEIR SCHOOL IS A SAFE PLACE TO WORK.

Table 6. 2022, 2020, and 2018 TLCC Survey Results - Items in Facilities and Resources						
Survey Item	Score 2022	Num. of Responses 2022	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
Our school is a safe place to work.	92.0%	44,623	92.0%	36,947	92.7%	35,093
Teachers and support personnel have adequate physical space to work productively.	85.7%	44,588	83.4%	36,935	83.6%	35,064
Class size(s)/the number of students served is reasonable.	77.0%	44,579	73.0%	36,891	72.9%	35,033
Instructional resources are adequate to support student learning.	76.9%	44,514	75.0%	36,863	72.7%	35,022

### 3.3 Good Place to Work and for Students to Learn (General Reflection)– 82.1%



General Reflection is continuously the third top rated construct, with an 82.1% favorability rating, slightly declined from the previous 2020 administration (82.7%).

Particularly, the score of the item “I would recommend this school as a good place to work” decreased since 2018, from 87.4% and 86.2% in 2020 to 85.1% this year. The score of the item that gauges satisfaction with the recognition staff get for doing a good job has also decreased slightly since 2020, from 73.7% to 72.9%.



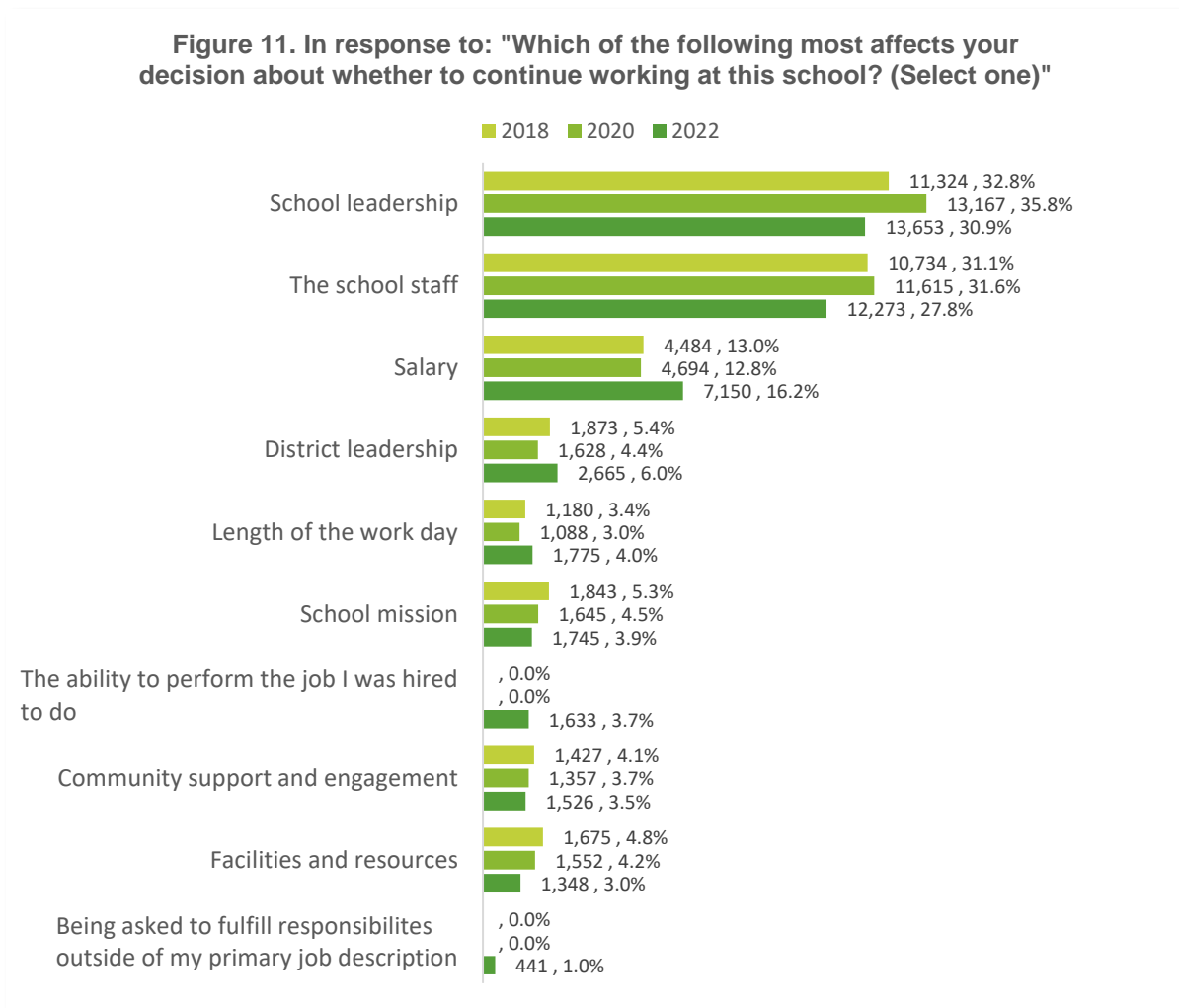
8 OUT OF 10 COLORADO SCHOOL STAFF AGREED THAT,  
OVERALL, THEIR SCHOOL IS A GOOD PLACE TO WORK AND  
FOR STUDENTS TO LEARN.

Table 7. 2022, 2020, and 2018 TLCC Survey Results - Items in General Reflection						
Survey Item	Score 2022	Num. of Responses 2022	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
I would recommend this school as a good place for students to learn.	88.6%	44,360	88.2%	36,870	90.7%	35,034
I would recommend this school as a good place to work.	85.1%	42,411	86.2%	36,874	87.4%	35,023
I feel satisfied with the recognition I get for doing a good job.	72.9%	44,413	73.7%	36,868	-	-

The construct General Reflection also includes two questions regarding staff's future employment plans. School staff were asked the key factors that impact retention and their plans after the end of this school year.

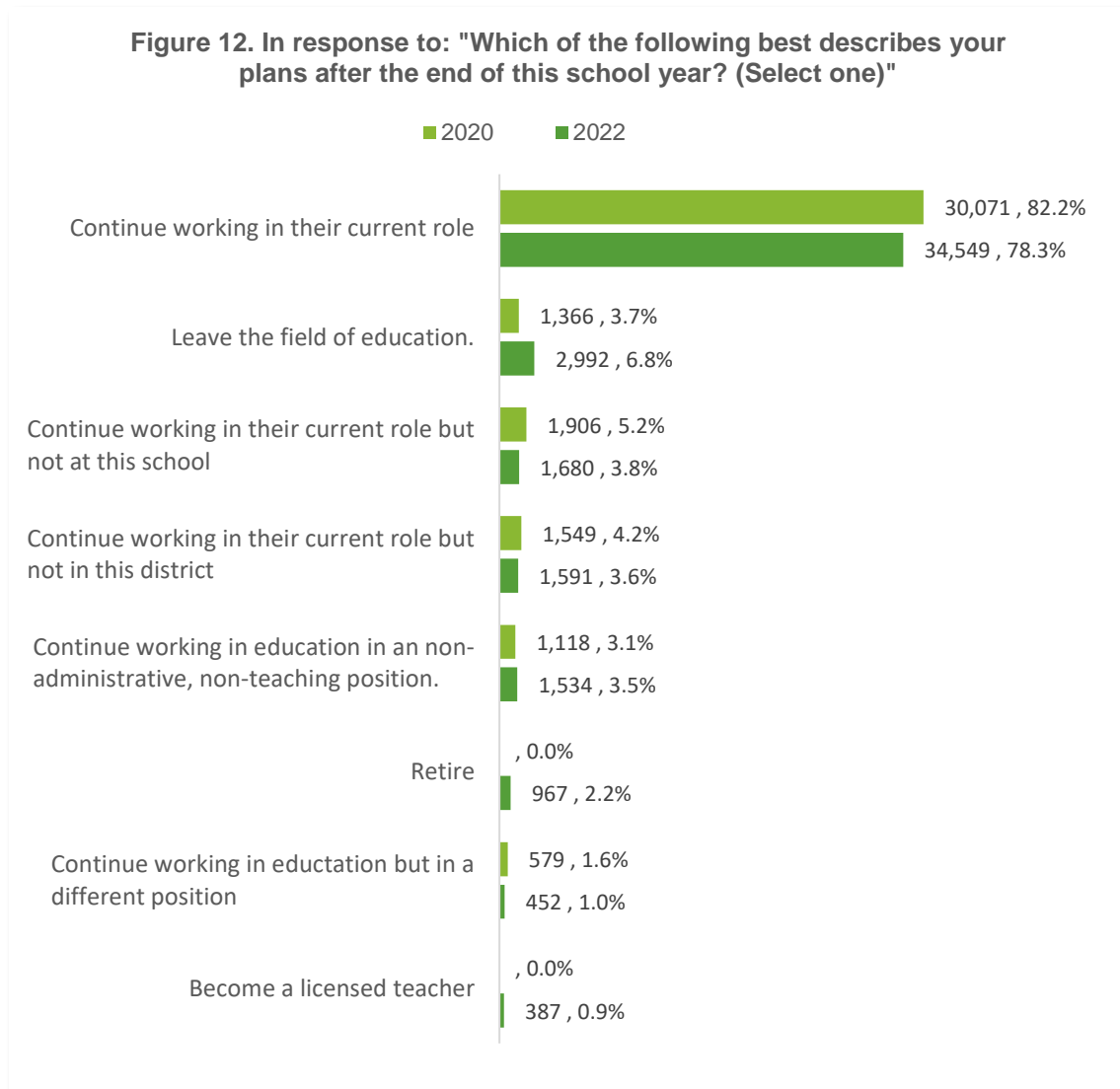
Among the factors that affect their decision about whether to continue working at their current school, School Leadership (30.9%), the School Staff (27.8%), and Salary (16.2%) are the most frequently cited, the same top 3 factors staff selected during the previous survey administrations. Among the top 3 factors, the percentage of Salary has increased by 3 points from 12.8% last year to 16.2%. (Figure 11)<sup>13</sup>

### SCHOOL LEADERSHIP, THE SCHOOL STAFF, AND SALARY ARE THE TOP 3 FACTORS THAT AFFECT SCHOOL STAFF'S DECISION MOST ABOUT WHETHER TO CONTINUE WORKING AT THE CURRENT SCHOOL.



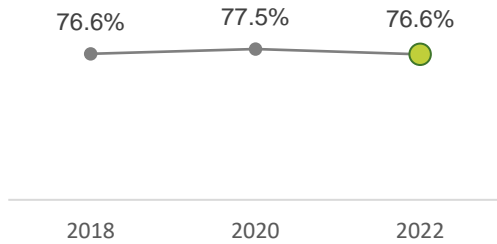
<sup>13</sup> "The ability to perform the job I was hired to do" and "Being asked to fulfill responsibilities outside of my primary job description" are two new options were added to this question this year and they were only available to ESP/SSP staff.

As for the plans after the end of this school year, nearly 8 out of 10 (78.3%) school staff would continue working in their current position, 3.8% surveyed staff would continue in their current role but at a different school, 3.6% would continue working in their current role but at a different district, and 6.8% would leave the field of education, a 3-percentage point increase from 2020. (Figure 12)<sup>14</sup>



<sup>14</sup> This question item has been updated this year. 2020 and 2022's results are incomparable with 2018's for this item.

### 3.4 Managing Student Conduct – 76.6%



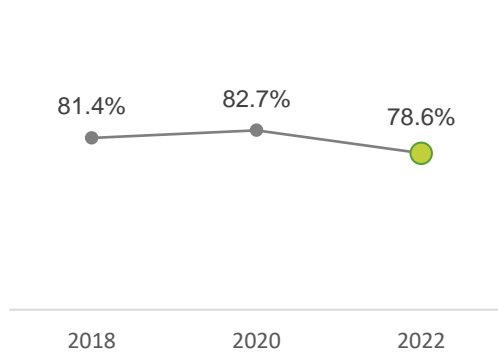
Although Managing Student Conduct is not a bottom rated construct, it includes two items that were rated oppositely extreme. While most surveyed school staff agreed that their students can trust at least one adult on staff at their school for social emotional or personal concerns support (96.7%) and their school is a safe place for students to learn (90%), only 53.1% reported that rules for student behavior are enforced consistently, dropping from 57.3% and 53.4%, 2018 and 2020 respectively.

NEARLY FIVE OUT OF TEN COLORADO SCHOOL STAFF PERCEIVED THAT RULES FOR STUDENT BEHAVIOR ARE NOT ENFORCED IN A CONSISTENT MANNER.

Table 8. 2022, 2020, and 2018 TLCC Survey Results - Items in Managing Student Conduct

Survey Item	Score 2022	Num. of Responses 2022	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
Students at this school have at least one adult on staff they can trust to support them with social, emotional, or personal concerns.	96.7%	45,353	96.7%	37,305	-	-
This school is a safe place for students to learn.	90.0%	45,549	90.0%	37,288	91.3%	35,310
Students know how they are expected to act in the school.	77.4%	45,570	80.1%	37,281	81.0%	35,309
Students have the behavioral supports needed to focus on learning.	65.9%	45,564	67.4%	37,285	76.6%	35,293
Rules for student behavior are enforced in a consistent manner.	53.1%	45,558	53.4%	37,279	57.3%	35,289

### 3.5 District Supports – 78.6%



District Supports question items are exclusive to school leaders (e.g., principal, assistant principal, dean). It is not a bottom rated construct but with the highest decline of score and ranking among all, from 82.7% to 78.6% and correspondingly No.2 to No.6.

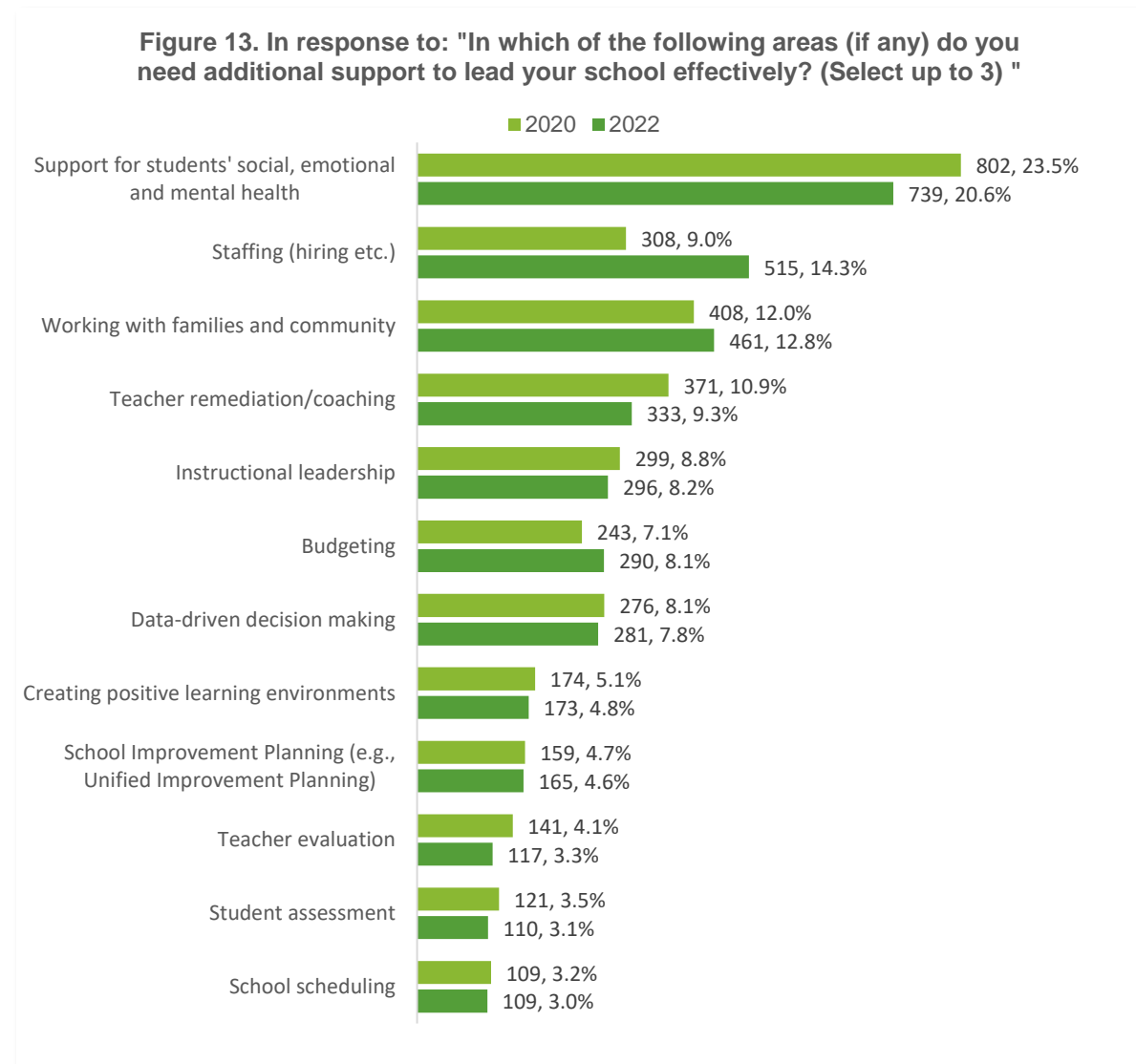
Favorability ratings of the 7 out of the 9 survey items decreased by 4-6 percentage points, and no obvious improvement was identified from the other 2 items.

Specifically, “The district makes principal professional development a priority” was rated 71.7% in 2022 and 77.7% in 2020, “District leadership takes steps to solve problems” was rated 84% this year and 89.8% in 2020, and “The district involves principals in decisions that directly impact the operations of their school” was rated 78.8% in 2022 and 84.7% in 2020, each yields a 6-percentage point decrease. (Table 9)

Table 9. 2022, 2020, and 2018 TLCC Survey Results - Items in District Support						
Survey Item	Score 2022	Num. of Responses 2022	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
District leadership takes steps to solve problems.	84.0%	1,713	89.8%	1,599	86.8%	1,398
My school receives instructional resources on par with other schools in the district.	81.9%	1,717	81.7%	1,605	77.0%	1,401
There is an atmosphere of trust and mutual respect between district and school administrators.	80.4%	1,724	84.6%	1,611	85.2%	1,403
The district provides principals with support when they need it.	80.1%	1,723	84.5%	1,611	85.9%	1,403
The district involves principals in decisions that directly impact the operations of their school.	78.8%	1,721	84.7%	1,612	84.2%	1,397
The district clearly describes expectations for schools.	77.6%	1,721	83.0%	1,613	78.6%	1,400
School leaderships' effectiveness is accurately assessed through the district's evaluation process.	76.8%	1,717	78.2%	1,610	79.0%	1,398

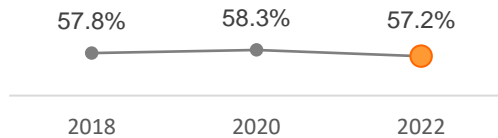
The district provides constructive feedback to school leadership to improve performance.	75.2%	1,722	79.7%	1,609	79.1%	1,399
The district makes principal professional development a priority.	71.7%	1,722	77.7%	1,605	75.8%	1,402

School leaders were also asked about the areas that they needed additional support to lead their school effectively. The top three areas reported are Support for students' social, emotional, and mental health (20.6%), Staffing (hiring etc.) (14.3%), and Working with families and community (12.8%). Supports for School scheduling and Student assessment are the least concerned, with 3.0% and 3.1% of the responses respectively.





### 3.6 Time – 57.2%



Colorado school staff viewed teaching conditions regarding time management the least positive (57.2%) among all constructs, with the highest item scored 62%, and the lowest 49.6%. It has been challenging for many school staff across the state in almost all aspects that were assessed in the Time construct (Table 10).

50% of the surveyed school staff reported they were not given adequate time to determine the effectiveness of the “New initiatives (e.g., curriculum, assessments, instructional approach), nor did they have adequate time to analyze and respond to student assessment data. The former is also the worst performing item among the entire TLCC survey questions. 57.3% rated “Teachers and support personnel have adequate time to engage in professional learning” favorably, compared with 63.4% in 2020, yielding a 6-percentage point decrease. It is the item that regressed the most among the entire TLCC survey instrument. Improvement is seen in item “Teachers and support personnel have adequate time to support their students’ social and emotional learning support”. 57.3%, compared with 52.6% in 2020, rated favorably, yielding almost a 5-percentage point increase.

TIME IS, AGAIN, THE LOWEST RATED CONSTRUCT OF THE TLCC SURVEY.  
INADEQUATE TIME TO PREPARE FOR INSTRUCTIONS AND SUPPORT STUDENTS IS  
ONE OF THE BIGGEST CHALLENGES FOR COLORADO SCHOOL STAFF.

Table 10. 2022, 2020, and 2018 TLCC Survey Results - Items in Time

Survey Item	Score 2022	Num. of Responses 2022	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
Teachers' and support personnel's time is protected from duties that take time away from teaching/their primary duties.	62.0%	44,726	62.8%	36,919	63.8%	35,062
Teachers have adequate time to communicate with their students' families. <sup>15</sup>	59.9%	34,108	63.7%	36,917	64.8%	35,032
Teachers and support personnel have adequate time to prepare for their primary duties.	59.1%	44,737	57.2%	36,954	57.9%	35,063

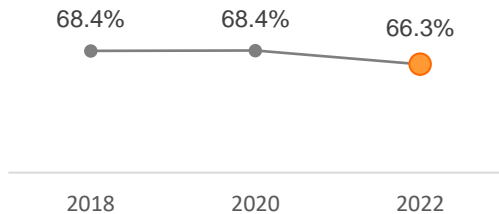
<sup>15</sup> Not available to ESP/SSP

Teachers and support personnel have adequate time to support their students' social and emotional learning.	57.3%	44,636	52.6%	36,887	53.1%	35,030
Teachers and support personnel have adequate time to engage in professional learning.	57.3%	44,676	63.4%	36,879	-	-
Teachers have adequate time to analyze and respond to student assessment data. <sup>16</sup>	52.0%	34,120	54.6%	36,867	54.2%	35,016
New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness. <sup>17</sup>	49.6%	34,135	53.1%	36,893	52.0%	35,046

<sup>16</sup> Not available to ESP/SSP

<sup>17</sup> Item has lowest rating in the survey; Not available to ESP/SSP

### 3.7 Professional Development – 66.3%



Professional Development remains the second lowest rated construct this year and its rating decreased from 68.4% in 2020 to 66.3%. Nearly 45% of the surveyed school staff perceived that the effectiveness of professional development might not be assessed regularly or should have been assessed more regularly. 41.3% reported that the professional learning opportunities were not personalized and aligned to their needs and strengths.

Improvement is continuously seen in “Teachers and support personnel receive adequate professional development to support their students' social and emotional learning”, with a 67.5% favorability score this year, compared with 66.7% in 2020 and 63.4% in 2018 (Table 11).

4 new items were added specifically for support staff. 8 out of 10 surveyed support staff were able to participate in the professional development that is offered (84.1% favorable), while nearly 4 out of 10 reported that they were not appropriately compensated for professional development (61.1% favorable).

Table 11. 2022, 2020, and 2018 TLCC Survey Results - Items in Professional Development

Survey Item	Score 2022	Num. of Responses 2022	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
Support personnel are able to participate in the professional development that is offered. <sup>18</sup>	84.1%	10,589	-	-	-	-
Support personnel receive adequate professional development to carry out their job responsibilities. <sup>19</sup>	77.0%	10,628	-	-	-	-
Professional learning opportunities (e.g., instructional coaching, PLCs, training) improve instruction in this school. <sup>20</sup>	72.0%	34,172	76.8%	36,965	76.8%	35,060
The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices. <sup>21</sup>	71.3%	34,227	73.8%	37,005	73.4%	35,075
Teachers receive adequate professional development to	70.5%	34,134	72.7%	36,907	71.7%	35,011

<sup>18</sup> New item and is only available to ESP/SSP.

<sup>19</sup> New item and is only available to ESP/SSP.

<sup>20</sup> Not available to ESP/SSP.

<sup>21</sup> Not available to ESP/SSP.

effectively use student data (e.g., assessments, surveys). <sup>22</sup>						
Teachers and support personnel receive ongoing support and coaching to improve their practice.	67.5%	44,784	69.2%	36,947	70.5%	35,026
Teachers and support personnel receive adequate professional development to support their students' social and emotional learning.	67.5%	44,731	66.7%	36,915	63.4%	35,013
Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time). <sup>23</sup>	63.6%	34,158	67.7%	36,917	-	-
Support personnel feel that their employer invests in their career. <sup>24</sup>	62.9%	10,585	-	-	-	-
Support personnel are appropriately compensated for professional development. <sup>25</sup>	61.1%	10,577	-	-	-	-
Professional learning opportunities are personalized and aligned to teachers' needs and strengths. <sup>26</sup>	58.7%	34,233	63.9%	37,000	65.0%	35,076
The effectiveness of professional development is assessed regularly.	55.1%	44,840	56.5%	36,988	57.8%	35,059

<sup>22</sup> Not available to ESP/SSP.

<sup>23</sup> Not available to ESP/SSP.

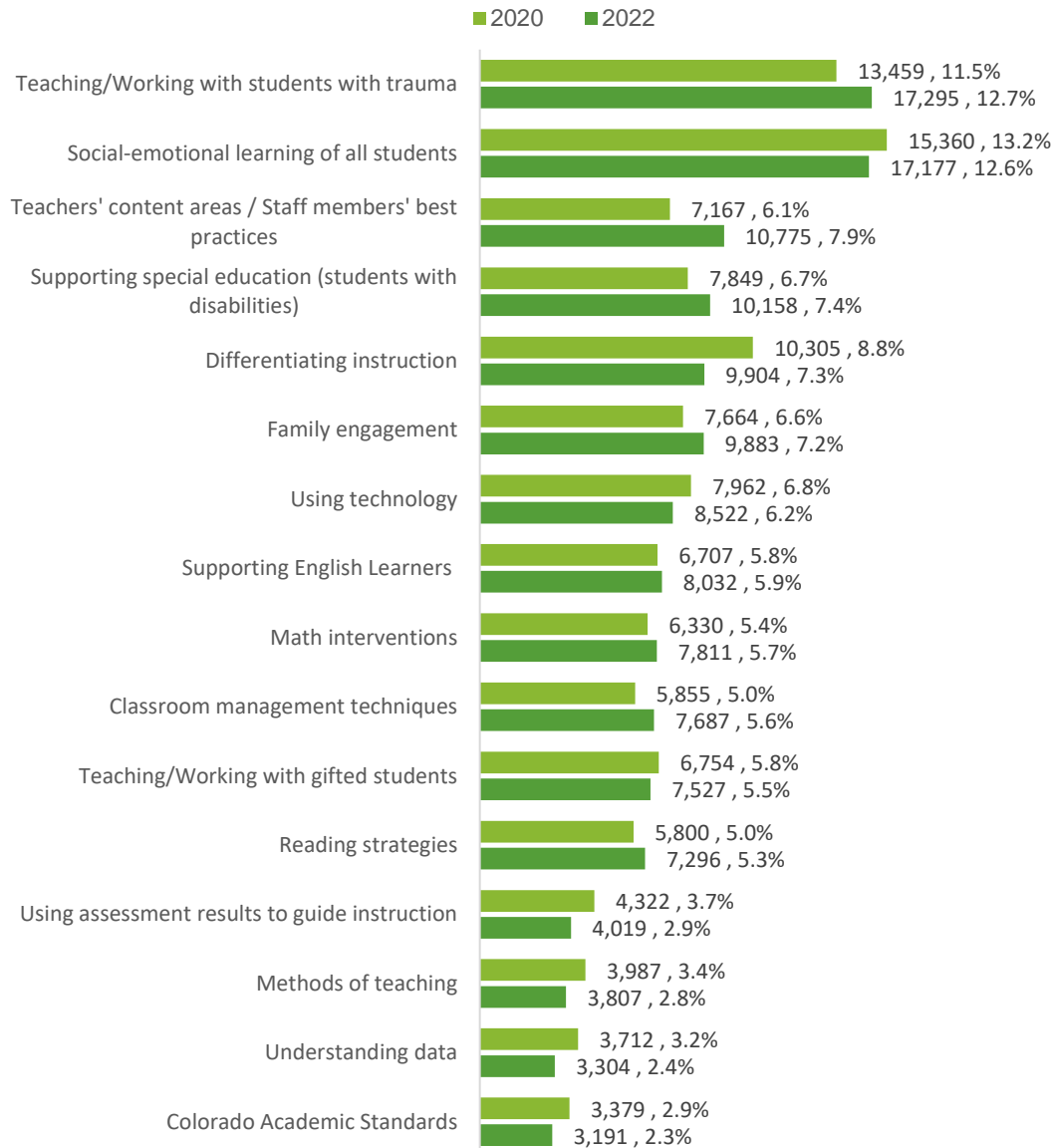
<sup>24</sup> New item and is only available to ESP/SSP.

<sup>25</sup> New item and is only available to ESP/SSP.

<sup>26</sup> Not available to ESP/SSP.

A question about the type of professional support staff would benefit the most from was also asked. Teaching or working with students with trauma, accounted for 12.7%, learning more about social-emotional learning of all students, accounted for 12.6%, and teacher's content areas/staff members' best practices, accounted for 7.9%, supporting special education, accounted for 7.4%, and differentiating instruction, accounted for 7.3% are the top 5 areas school staff think would be most beneficial for them to learn more about this year.

**Figure 14. In response to: "Which of the following would be most beneficial for you to learn more about? (Select up to 4)"**

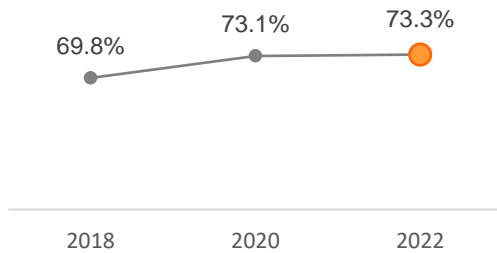


### 3.8 New Staff Supports – 73.3%<sup>27</sup>

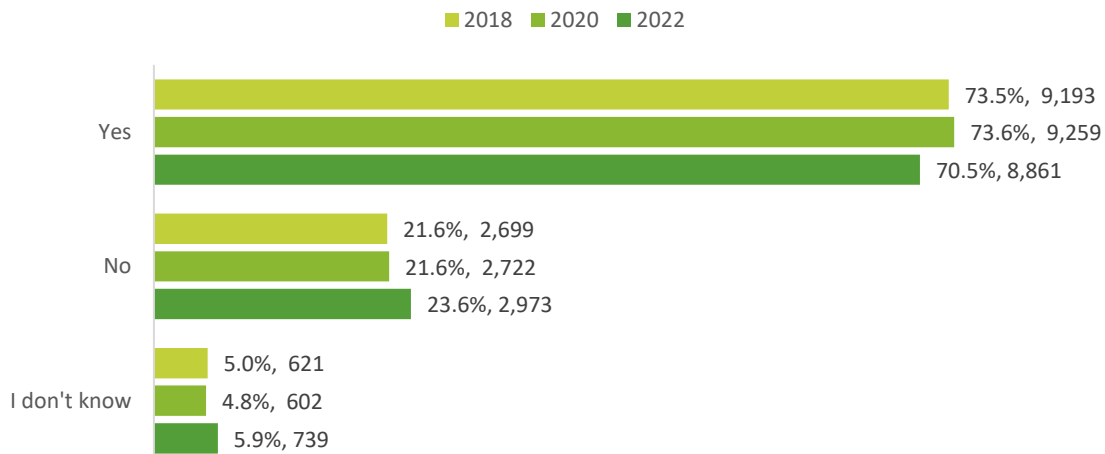
There has been no significant change in this construct since the last survey administration.

12,045 teachers, 1,998 SSP, and 3,694 ESP indicated that they have worked at their present school for less than 4 years, while 4,841 teachers, 923 SSP, and 2,703 ESP have worked less than 4 years in their career this year.

7 out of the 10 new staff received various support at their present school (70.5%, Figure 15), and the support they received were adequate, (74%, compared with 73.5% in 2020 and 70.8% in 2018, Table 12).

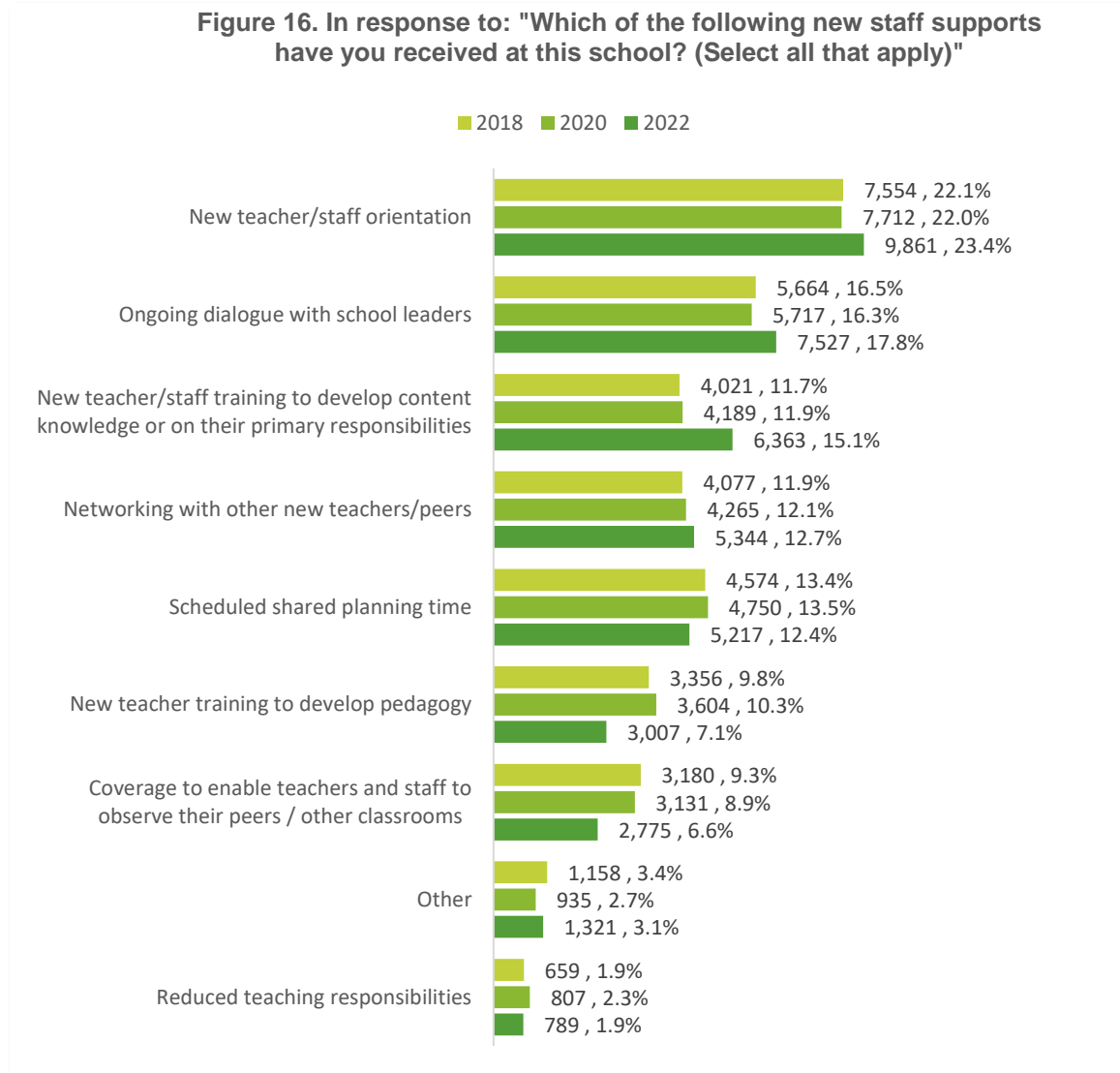


**Figure 15. In response to: "Have you received any new teacher supports, or training specifically for your role at this school?"**



<sup>27</sup> Favorability ratings are calculated from the items that have Likert scale responses.

Figure 16 demonstrates the types of support new staff have received. New teacher/staff orientation (23.4%), ongoing dialogue with school leaders (17.8%), new teacher/staff training to develop content knowledge or on their primary responsibilities (15.1%), networking with other new teachers/peers (12.7%), and scheduled shared planning time (12.4%) are the top 5 supports new staff reported they have received at this school this year.



**7 OUT OF 10 NEW STAFF INDICATED THAT THEY HAVE RECEIVED  
NEW STAFF SUPPORTS AT THEIR CURRENT SCHOOL.**

**NEARLY 5 OUT OF 10 NEW STAFF HAVE NOT BEEN ASSIGNED A  
FORMAL MENTOR THIS SCHOOL YEAR.**

Many surveyed new staff still have not received any or consistent formal mentor supports. 47.1% of the responded new staff who have worked fewer than 4 years in their career have never been assigned a formal mentor this school year (Figure 17<sup>28</sup>). Among those who have, 69.3%, compared with 70.7% the 2020 administration and 66.3% the 2018, reported that they have spent adequate time with their mentor in a typical school week (Table 12). Particularly, with their mentor, 84.4% focused working on instruction and classroom planning, 78.9% on reflective thinking, 69.4% on evaluation feedback, 68.5% on coping with stress and developing social connections, and 64.5% on professional career development.

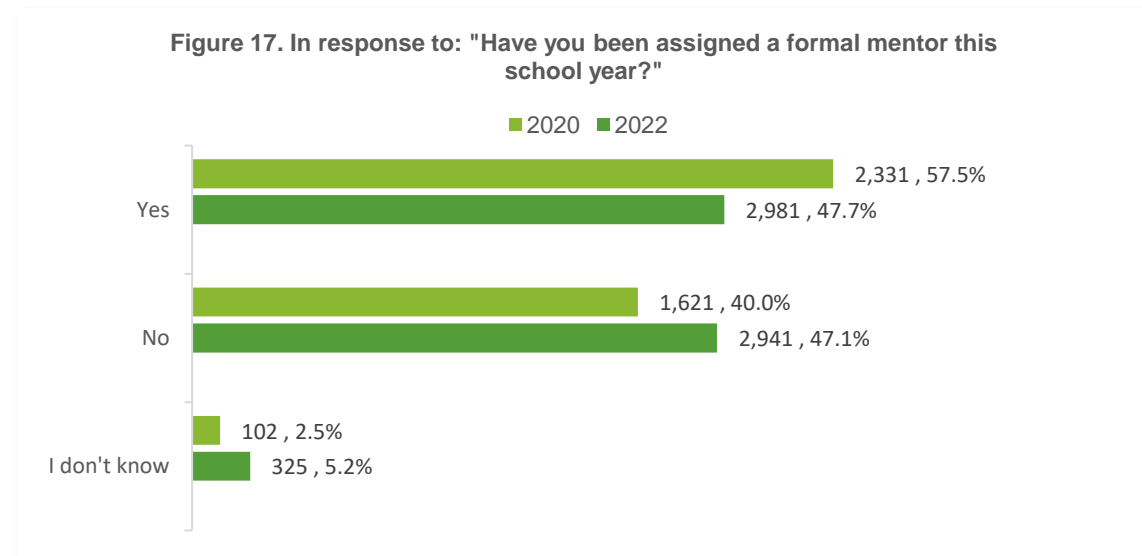


Table 12. 2022, 2020, and 2018 TLCC Survey Results - Items in New Teacher Questions						
Survey Item	Score 2022	Num. of Response 2022	Score 2020	Num. of Response 2020	Score 2018	Num. of Responses 2018
To what extent do you meet with your mentor during a typical school week?	69.3%	2,975	70.7%	2,324	66.3%	3,538
<b>To what extent do you focus on the following types of work with your mentor?</b>						
Job/Instructional support and classroom support (e.g., ideas, resources, advice on doing my job well)	84.4%	2,748	84.6%	2,176	-	-
Reflective support (e.g., helping you think about your work and how it is impacting students)	78.9%	2,746	77.8%	2,162	-	-
Evaluative support (e.g., formative evaluation feedback, advice related to evaluation expectations)	69.4%	2,743	71.6%	2,168	-	-

<sup>28</sup> Survey skip logic has been updated since 2020. 2020 and 2022's results are incomparable with 2018's for this item.



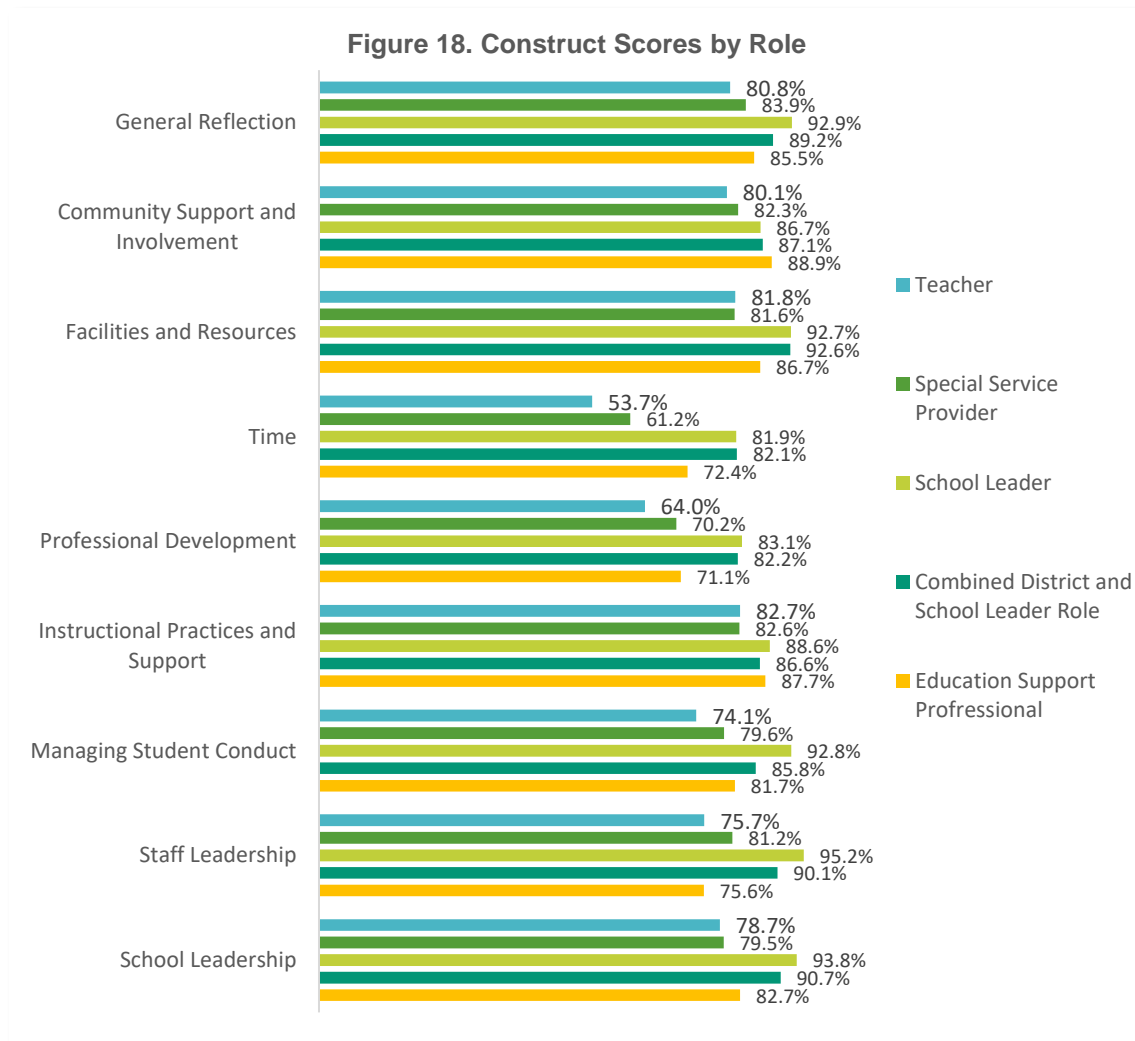
Personal support (e.g., social connections, help with stress)	68.5%	2,750	67.7%	2,165	-	-
Professional support (e.g., advice on career, professional networking)	64.5%	2,736	63.5%	2,163	-	-
To what degree do you feel that you have received adequate support as a new teacher/staff member at this school?	74.0%	18,213	73.4%	12,426	70.8%	12,475

## 4 Comparisons by Subgroup

### 4.1 Comparisons by Current Role

School staff's rates of agreement vary by position. Significant gaps, especially between school leaders and other roles, were found in areas such as Time, Professional Development, Managing Student Conduct, Staff leadership, School Leadership, and Facilities and Resources. (Figure 18 and Table 13).

- School Leaders reported higher rates of agreement across all survey constructs compared with other surveyed school staff.
- The greatest gap in perception between teachers and school leaders resides in Time, where 81.9% of the school leaders' responses are positive, while 53.7% of the teachers' responses are positive.
- ESP rated Community Support and Involvement more positively (88.9%) than other surveyed school staff. They also viewed Time (72.4%), Facilities and Resources (86.7%), and School Leadership (82.7%) more positively than surveyed teachers and special service providers.
- Compared TLCC 2022 results with TLCC 2020 and 2018, there is no significant fluctuation in most ratings across different participant roles, except General Reflection, over which teachers' rating decreased from 88.4% in 2018 and 81.6% in 2020 to 80.8% this year and SSP's rating decreased from 91.1% in 2018 and 86.2% in 2020 to 83.9%.



SCHOOL LEADERS VIEWED TEACHING CONDITIONS MORE POSITIVELY  
THAN OTHER STAFF, ESPECIALLY THE ASPECTS OF TIME.

Table 13. 2022, 2020, and 2018 TLCC Survey Results - Common Construct Results by Role

Construct <sup>29</sup>	Teacher 2022	Teacher 2020	Teacher 2018	SSP 2022	SSP 2020	SSP 2018	School Leader 2022	School leader 2020	School Leader 2018	Combined District & School Leader 2022	Combined District & School Leader 2020	Combined District & School Leader 2018	ESP 2022
<b>School Leadership</b>	78.7%	77.8%	78.3%	79.5%	81.1%	80.9%	93.8%	94.0%	93.2%	90.7%	88.3%	84.2%	82.7%
<b>Staff Leadership</b>	75.7%	77.4%	77.7%	81.2%	83.5%	84.0%	95.2%	96.5%	95.8%	90.1%	84.2%	87.5%	75.6%
<b>Managing Student Conduct</b>	74.1%	76.0%	75.4%	79.6%	82.4%	80.6%	92.8%	93.6%	93.0%	85.8%	91.8%	82.4%	81.7%
<b>Instructional Practices and Support</b>	82.7%	83.4%	84.4%	82.6%	85.4%	86.4%	88.6%	88.3%	89.1%	86.6%	86.1%	82.2%	87.7%
<b>Professional Development</b>	64.0%	66.7%	67.0%	70.2%	76.6%	75.6%	83.1%	83.6%	82.5%	82.2%	73.3%	73.7%	71.1%
<b>Time</b>	53.7%	55.9%	55.7%	61.2%	66.6%	67.4%	81.9%	85.4%	84.0%	82.1%	70.8%	78.1%	72.4%
<b>Facilities and Resources</b>	81.8%	80.2%	80.0%	81.6%	82.7%	82.0%	92.7%	90.9%	89.9%	92.6%	88.1%	83.7%	86.7%
<b>Community Support and Involvement</b>	80.1%	81.6%	82.6%	82.3%	84.1%	85.1%	86.7%	86.9%	87.5%	87.1%	88.9%	77.1%	88.9%
<b>General Reflection</b>	80.8%	81.6%	88.4%	83.9%	86.2%	91.1%	92.9%	95.0%	97.6%	89.2%	87.2%	88.1%	85.5%

<sup>29</sup> New Teacher Questions and District Supports are not common constructs for all roles, hence are not included in the comparison table.

Table 14 highlights the items with the greatest differences in perception across different roles.

- 79.7% of the surveyed ESP, whereas 52.8% of the surveyed teachers and 64.7% of the surveyed SSP, perceived that they have adequate time to prepare for their primary duties.
- 75.8% of the surveyed ESP, whereas 51.6% of the surveyed teachers and 67.5% of the surveyed SSP, perceived that they have adequate time to support their students' social and emotional learning.
- 80.4% of the surveyed school leaders and 83.3% of the combined district and school leaders, whereas 54.1% of the surveyed teachers, 59% of the surveyed SSP, and 65.5% of the surveyed ESP, considered teachers and support personnel have adequate time to engage in professional learning.
- 65% of the surveyed ESP agreed that they had leadership opportunities in their school, while 84% of the surveyed teachers, 82.6% of the surveyed SSP, 97.5% of the surveyed school leaders, and 93% of the surveyed combined district and school leaders considered the same.

Table 14. 2022 TLCC Survey Results - Items with Greatest Subgroup Disagreement by Role ( $\geq 10\%$ )						
Construct	Survey Items	Teacher	SSP	School Leader	Combined District & School Leader	ESP
Time	Teachers and support personnel have adequate time to prepare for their primary duties.	52.8%	64.7%	82.7%	81.1%	79.7%
Time	Teachers and support personnel have adequate time to support their students' social and emotional learning.	51.6%	67.5%	76.3%	78.4%	75.8%
Professional Development	The effectiveness of professional development is assessed regularly.	50.7%	60.3%	75.8%	79.8%	67.8%
Community Support and Involvement	The school provides strategies that families can use at home to support their children's learning.	69.9%	76.6%	77.2%	82.5%	86.6%
Instructional Practices and Support	The diverse academic needs of our students are met by this school's current curriculum.	68.1%	76.0%	80.2%	84.9%	84.4%
Managing Student Conduct	Students have the behavioral supports needed to focus on learning.	62.1%	69.9%	87.9%	83.6%	75.6%
Instructional Practices and Support	English Learners are adequately supported in this school.	75.7%	80.2%	86.9%	84.6%	89.1%
Community Support and Involvement	The school's efforts to engage families are effective.	74.2%	76.7%	80.9%	85.0%	85.8%
Time	Teachers and support personnel have adequate time to engage in professional learning.	54.1%	59.0%	80.4%	83.3%	65.5%
Managing Student Conduct	Rules for student behavior are enforced in a consistent manner.	49.0%	58.4%	85.1%	68.5%	60.3%

<b>Facilities and Resources</b>	Class size(s)/the number of students served is reasonable.	75.6%	69.0%	89.2%	90.9%	84.9%
<b>Time</b>	Teachers' and support personnel's time is protected from duties that take time away from teaching/their primary duties.	60.1%	53.7%	89.1%	75.5%	68.2%
<b>School Leadership</b>	The evaluation process provides teachers and support personnel with actionable feedback for improvement.	70.7%	69.0%	90.4%	85.2%	78.1%
<b>School Leadership</b>	This school is led by an effective team.	79.6%	82.7%	96.6%	93.7%	86.4%
<b>Staff Leadership</b>	Teachers and support personnel have an adequate level of influence on important school decisions.	65.7%	74.8%	93.4%	87.9%	72.4%
<b>Professional Development</b>	Teachers and support personnel receive ongoing support and coaching to improve their practice.	65.7%	68.0%	85.0%	81.8%	70.8%
<b>School Leadership</b>	Teachers' and support personnel's effectiveness is accurately assessed through the school's evaluation process.	73.7%	70.3%	88.6%	86.4%	78.1%
<b>Staff Leadership</b>	Teachers' and support personnel's professional expertise is valued.	78.7%	86.9%	97.1%	91.9%	82.9%
<b>School Leadership</b>	Staff feel comfortable raising important issues with school leaders.	76.0%	80.1%	93.8%	88.5%	79.4%
<b>School Leadership</b>	Teachers and support personnel are provided with informal feedback to improve their instruction/work performance.	76.6%	77.5%	96.0%	93.6%	79.0%
<b>Staff Leadership</b>	Teachers and support personnel have leadership opportunities in this school.	84.0%	82.6%	97.5%	93.0%	65.0%

Table 15 highlights the items with the greatest differences in perception between school leaders and teachers. It is important for school and district leaders to acknowledge and understand these differences between leadership and teachers in perceiving the teaching and learning conditions as well as pressing needs and concerns.

- Same patterns of differences in perception between the two groups in Time, Professional Development, and School Leadership have been identified since 2018.
- “Rules for student behavior are enforced in a consistent manner”, same as the previous survey administrations, is the item with the greatest difference in rates between school leaders and teachers, with 85.1% of the surveyed school leaders, while 49% of the surveyed teachers, agreed.
- School leaders rated all items in the Time construct 20 points higher than teachers.
- 93.4% of the surveyed school leaders perceived that teachers and support staff had an adequate level of influence on important school decisions, whereas 65.7% of the surveyed teachers agreed with the same item.
- 83.9% of the school leaders indicated that the professional learning opportunities were personalized and aligned to teachers’ needs and strength, while 57.1% of teachers agreed.
- Big gaps are also seen in two items under School Leadership regarding trust building and effective execution. Approximately 3 quarters of the surveyed teachers (74%-75%) agreed that school leadership puts suggestions made by staff into operation and that school leadership worked to build trust among staff, while almost all school leaders (96.4% and 96.5%) agree with both items.
- 9 out of 10 school leaders (91.8%), while 7 out of 10 (70.7%) teachers believed that professional learning opportunities improved instruction in this school.

Construct	Survey Items	Teacher 2022	School Leader 2022	Diff. 2022	Teacher 2020	School Leader 2020	Diff. 2020	Teacher 2018	School Leader 2018	Diff. 2018
<b>Managing Student Conduct</b>	Rules for student behavior are enforced in a consistent manner.	49.0%	85.1%	36%	50.6%	86.3%	36%	55.2%	88.1%	33%
<b>Time</b>	Teachers have adequate time to analyze and respond to student assessment data.	50.2%	81.0%	31%	52.0%	84.5%	32%	51.8%	82.9%	31%
<b>Time</b>	New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.	47.7%	78.0%	30%	50.4%	82.0%	32%	49.7%	81.5%	32%
<b>Time</b>	Teachers and support personnel have adequate time to prepare for their primary duties.	52.8%	82.7%	30%	54.5%	86.7%	32%	55.7%	85.3%	30%
<b>Time</b>	Teachers' and support personnels' time is protected	60.1%	89.1%	29%	61.2%	93.3%	32%	62.2%	92.7%	30%

	from duties that take time away from teaching/their primary duties.									
<b>Staff Leadership</b>	Teachers and support personnel have an adequate level of influence on important school decisions.	65.7%	93.4%	28%	68.0%	95.4%	27%	69.0%	95.0%	26%
<b>Time</b>	Teachers have adequate time to communicate with their students' families.	58.3%	85.6%	27%	61.5%	88.9%	27%	62.9%	87.2%	24%
<b>Professional Development</b>	Professional learning opportunities are personalized and aligned to teachers' needs and strengths.	57.1%	83.9%	27%	61.5%	85.7%	24%	63.0%	86.5%	24%
<b>Time</b>	Teachers and support personnel have adequate time to engage in professional learning.	54.1%	80.4%	26%	61.5%	86.4%	25%			
<b>Managing Student Conduct</b>	Students have the behavioral supports needed to focus on learning.	62.1%	87.9%	26%	65.3%	90.1%	25%			
<b>Professional Development</b>	The effectiveness of professional development is assessed regularly.	50.7%	75.8%	25%	54.1%	75.9%	22%	56.0%	74.4%	18%
<b>Time</b>	Teachers and support personnel have adequate time to support their students' social and emotional learning.	51.6%	76.3%	25%	49.7%	75.5%	26%	50.8%	74.0%	23%
<b>Professional Development</b>	Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).	62.1%	86.6%	25%	65.4%	88.0%	23%			
<b>School Leadership</b>	School leadership puts suggestions made by staff into operation.	74.3%	96.5%	22%	75.0%	97.1%	22%			
<b>School Leadership</b>	School leadership works to build trust among staff.	75.3%	96.4%	21%	75.3%	96.2%	21%			
<b>Professional Development</b>	Professional learning opportunities (e.g., instructional coaching, PLCs, training) improve instruction in this school.	70.7%	91.8%	21%	74.9%	93.0%	18%	75.4%	94.0%	19%

## 4.2 Comparisons by Staff Type

Education support professionals, the Classified staff group, were invited to participate in the 2022 TLCC survey. Certified staff and classified staff perceived the teaching and learning conditions differently mainly in Time, Community Support and Involvement, Managing Student Conduct, and Professional Development. (Figure 19 and Table 16)

- The biggest gap in perception between Certified and Classified resides in Time, where 72.4% of the Classified group, while 55.7% of the Certified group, responded positively.
- Classified staff rated Community Support and Involvement 8 percentage points (88.9%) more positively than Certified Staff (80.7%).
- The same positive pattern can be found in Managing Student Conduct, which Classified staff rated 81.7% while Certified staff rated 75.7%.
- Staff Leadership is the only construct that Certified staff (77.3%) rated more positively than Classified staff (75.6%).

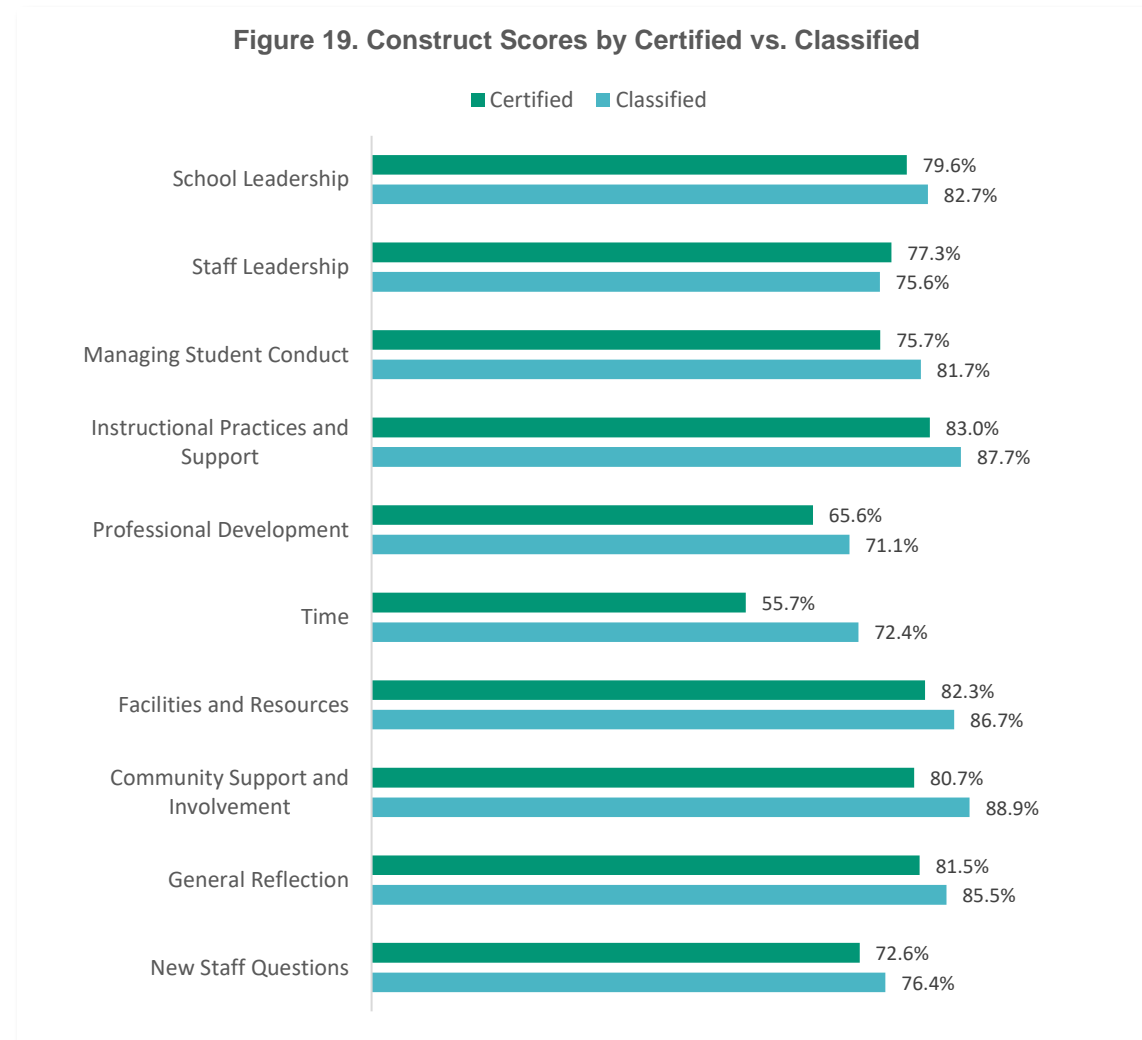




Table 16. 2022 TLCC Survey Results - Common Construct Results by Role		
Construct	Certified Staff 2022	Classified Staff 2022
School Leadership	79.6%	82.7%
Staff Leadership	77.3%	75.6%
Managing Student Conduct	75.7%	81.7%
Instructional Practices and Support	83.0%	87.7%
Professional Development	65.6%	71.1%
Time	55.7%	72.4%
Facilities and Resources	82.3%	86.7%
Community Support and Involvement	80.7%	88.9%
General Reflection	81.5%	85.5%
New Staff Questions	72.6%	76.4%

Table 17 highlights the items with the greatest differences in perceptions between Certified staff and Classified staff.

- 79.7% of the surveyed Classified staff perceived that they had adequate time to prepare for their primary duties, while 55.6% Certified staff agreed with the same item.
- 75.8% of the surveyed Classified staff, compared with 54.4% of the surveyed Certified staff, indicated that they have adequate time to support their students' social and emotional learning.
- 6 out of 10 surveyed Classified staff (65%), while 8 out of 10 surveyed Certified staff (84.6%), considered they have had leadership opportunities in their school.

Table 17. 2022 TLCC Survey Results - Items with Greatest Subgroup Disagreement by Staff Type (>=20%)				
Construct	Survey Items	Certified Staff 2022	Classified Staff 2022	Diff. 2022
Time	Teachers and support personnel have adequate time to prepare for their primary duties.	55.6%	79.7%	24%
Time	Teachers and support personnel have adequate time to support their students' social and emotional learning.	54.4%	75.8%	21%
Staff Leadership	Teachers and support personnel have leadership opportunities in this school.	84.6%	65.0%	20%

### 4.3 Comparisons by School Level

A comparison of different levels of school, Elementary (E), Middle (M), High (H), 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. Obvious gaps are seen between Elementary and other school levels in almost all constructs but Instructional Practices and Support. The distribution of school staff's favorability by construct and school level is similar to the previous survey administrations. (Figure 20 and Table 18)

- School staff from Elementary schools and Combined Elementary, Middle, and High schools viewed teaching conditions more positively in almost all constructs.
- Large variations in rate of agreement across school levels were identified in Managing Student Conduct, Community Support and Involvement, Professional Development, and Time.
- The least variations in rate of agreement across school levels were reported in Instructional Practices and Support.
- Favorability ratings of General Reflection have regressed 5-10 points across all school levels except for Elementary and Middle since 2018.



IN GENERAL, ELEMENTARY STAFF VIEWED TEACHING CONDITIONS MORE  
POSITIVELY THAN THEIR PEERS OF OTHER SCHOOL LEVELS.

**Figure 20. Construct Results by School Level**

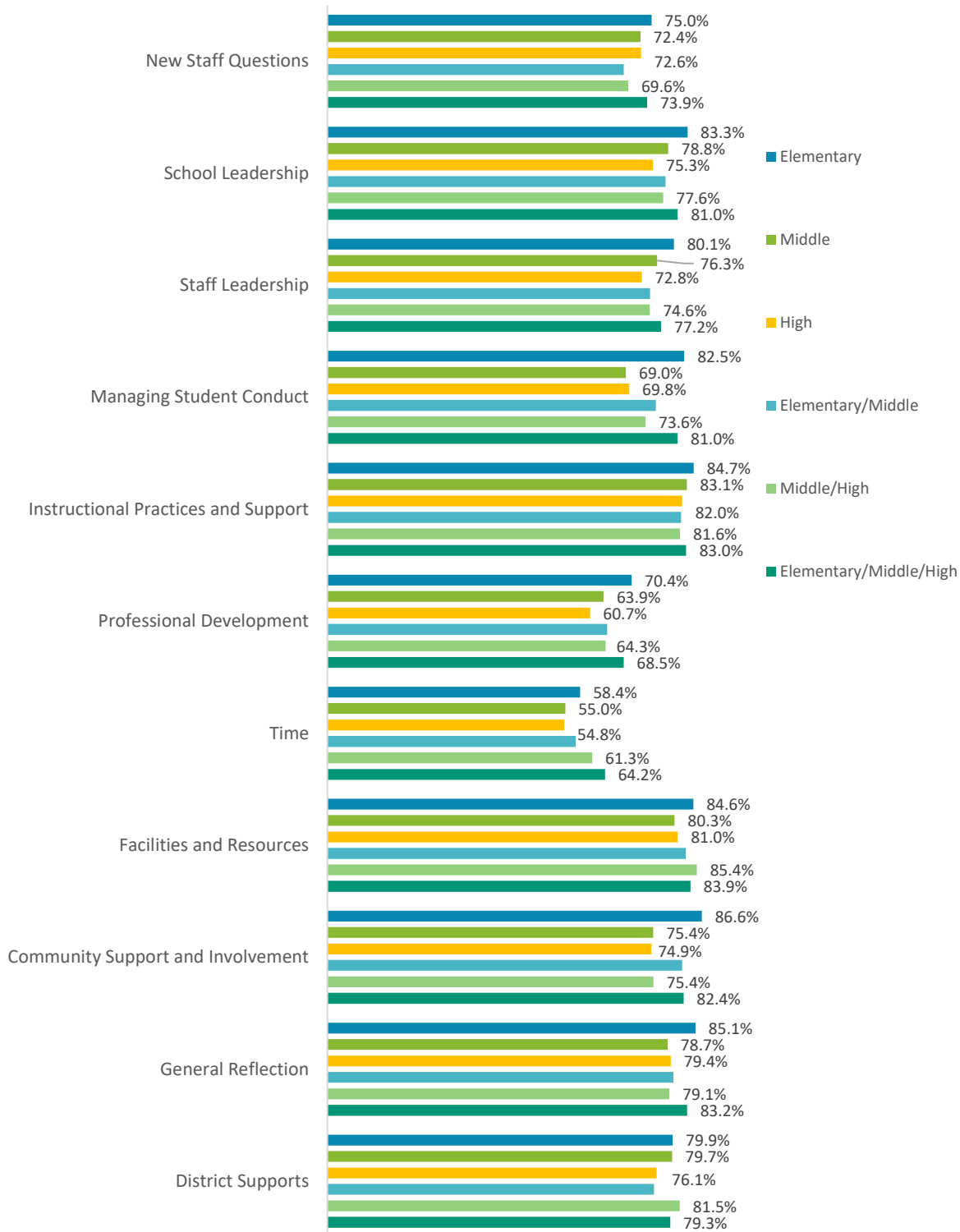


Table 18. 2022, 2020, and 2018 TLCC Survey Results - Construct Results by School Level

Construct	E 2022	E 2020	E 2018	M 2022	M 2020	M 2018	H 2022	H 2020	H 2018	EM 2022	EM 2020	EM 2018	MH 2022	MH 2020	MH 2018	EMH 2022	EMH 2020	EMH 2018
New Staff Questions	75.0%	75.3%	71.0%	72.4%	72.6%	68.2%	72.6%	72.0%	70.5%	68.5%	69.0%	67.2%	69.6%	68.0%	66.3%	73.9%	70.8%	66.6%
School Leadership	83.3%	82.1%	81.7%	78.8%	77.3%	77.5%	75.3%	75.1%	75.6%	78.2%	76.3%	79.9%	77.6%	77.4%	78.5%	81.0%	81.5%	77.9%
Staff Leadership	80.1%	82.1%	81.6%	76.3%	77.6%	78.4%	72.8%	75.7%	75.6%	74.6%	75.9%	77.8%	74.6%	75.8%	76.2%	77.2%	80.7%	76.6%
Managing Student Conduct	82.5%	81.7%	81.2%	69.0%	71.3%	70.9%	69.8%	75.2%	72.3%	76.0%	75.3%	74.9%	73.6%	74.2%	73.7%	81.0%	81.2%	81.4%
Instructional Practices and Support	84.7%	84.8%	85.3%	83.1%	82.9%	84.8%	82.0%	83.2%	84.4%	81.8%	82.1%	84.1%	81.6%	81.5%	82.6%	83.0%	84.3%	84.3%
Professional Development	70.4%	73.0%	71.8%	63.9%	65.8%	65.5%	60.7%	63.5%	64.2%	64.7%	64.1%	67.8%	64.3%	67.1%	66.4%	68.5%	70.6%	67.7%
Time	58.4%	59.0%	57.7%	55.0%	56.0%	57.0%	54.8%	58.4%	56.9%	57.4%	57.0%	60.2%	61.3%	59.0%	60.3%	64.2%	64.6%	63.4%
Facilities and Resources	84.6%	83.3%	82.2%	80.3%	76.6%	77.9%	81.0%	79.9%	77.8%	82.9%	79.4%	82.4%	85.4%	82.2%	84.5%	83.9%	82.7%	83.9%
Community Support and Involvement	86.6%	87.3%	87.7%	75.4%	76.8%	77.8%	74.9%	77.2%	78.1%	82.1%	81.4%	83.7%	75.4%	74.2%	75.8%	82.4%	83.5%	82.5%
General Reflection	85.1%	85.1%	90.3%	78.7%	79.2%	85.9%	79.4%	82.1%	89.6%	80.0%	78.7%	87.2%	79.1%	79.9%	86.3%	83.2%	85.4%	90.3%
District Supports	79.9%	85.7%	82.8%	79.7%	78.7%	81.0%	76.1%	80.3%	79.3%	75.5%	84.4%	76.4%	81.5%	84.6%	82.4%	79.3%	86.4%	86.0%

Table 19 highlights the items with the greatest differences in perceptions across different school levels.

- One of the largest gaps between staff from Elementary schools and staff from other school levels resides in the item “Rules for student behavior are enforced in a consistent manner” under Managing Student Conduct. Elementary school staff (63.9%) rated 23 points higher than High school staff (40%) and 22 points higher than Middle school staff. Similar patterns are seen in the previous two survey administrations.
- The favorability rating of Elementary school staff (87%) is 23 points higher than the rating of their peers from High schools (64.1%) and 19 points higher than the one of Middle School (68.2%) to “Students know how they are expected to act in the school.” under the Managing Student Conduct construct.
- Time was perceived to be more adequate to determine the effectiveness of new initiatives regarding curriculum, assessments, and instructional approach by Combined Elementary, Middle, and High school staff (65.4%) than their peers from other school levels, with 8-22 points of difference.
- 8 out of 10 Elementary staff (80%) considered that their school had provided strategies that families could use at home to support their children’s learning, while 6 out of 10 High school staff (60.4%), Middle school staff (63.5%), and Combined Middle and High school staff (65.3%) agreed with the same item.

Construct	Survey Items	E 2022	E 2020	E 2018	M 2022	M 2020	M 2018	H 2022	H 2020	H 2018	EM 2022	EM 2020	EM 2018	MH 2022	MH 2020	MH 2018	EMH 2022	EMH 2020	EMH 2018
Managing Student Conduct	Rules for student behavior are enforced in a consistent manner.	63.9%	62.4%	65.2%	41.0%	44.1%	49.2%	40.1%	45.1%	48.0%	51.2%	51.0%	55.5%	48.7%	47.3%	55.3%	62.8%	59.2%	63.9%
Managing Student Conduct	Students know how they are expected to act in the school.	87.0%	87.1%	87.3%	68.2%	73.0%	74.0%	64.1%	73.8%	74.5%	78.6%	78.1%	78.0%	73.9%	75.1%	79.0%	80.8%	83.5%	86.4%
Time	New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.	51.2%	56.0%	54.6%	48.2%	50.2%	49.7%	43.4%	48.2%	46.4%	53.9%	54.1%	56.7%	57.1%	55.1%	54.7%	65.4%	65.1%	59.3%
Community support and involvement	The school provides strategies that families can use at home to support their children's learning.	80.0%	81.3%	84.5%	63.5%	64.3%	69.0%	60.4%	61.5%	64.2%	72.7%	72.6%	76.9%	65.3%	60.5%	63.8%	76.7%	75.7%	78.0%

#### 4.4 Comparisons by Years of Experience in Current Position at the Present School<sup>30</sup>

School staff's rates of agreement by construct and item also vary by years of experience at their present school. Years of experience in the current position are categorized as First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years.

- First-year staff perceived teaching and learning conditions at their present school more positively than the veteran staff in all constructs. <sup>31</sup> Particularly, First-year staff rated 7-11 points higher in Time. Moreover, surveyed veteran staff showed less favorability over Time this year compared with the previous survey administration.
- Staff who have 6-10 Years of experience at the present school perceived teaching and learning conditions less positively compared with peers of other experience levels in all constructs but School Leadership.
- All surveyed staff, regardless of experience levels, have shown less satisfaction over District Supports but more satisfaction over Facilities and Resources compared with survey results of 2020. (Table 20 and Figure 21)

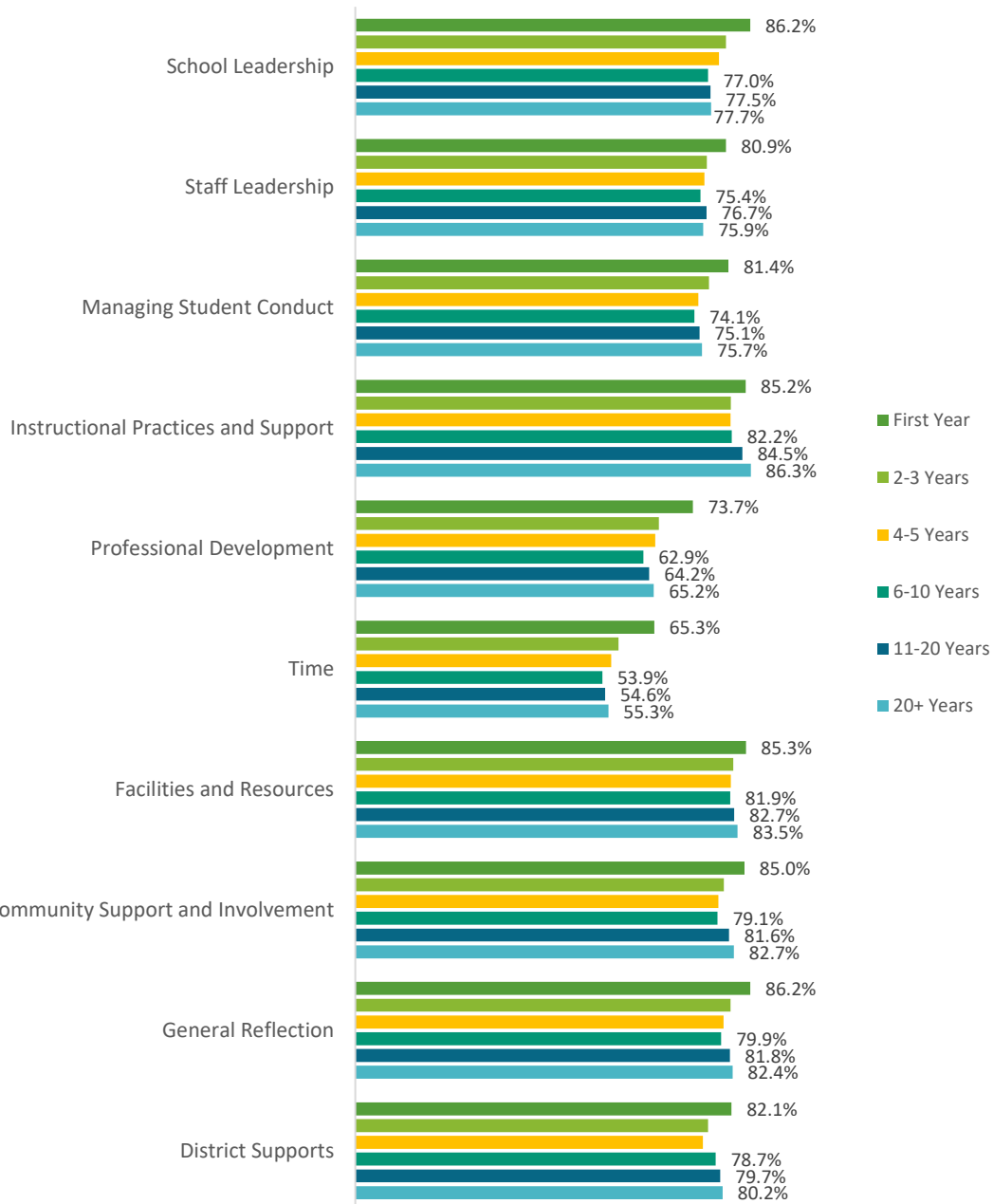
Table 20. 2022 and 2020 TLCC Survey Results - Construct Results by Years of Experience in Current Position at the Present School

Construct	First Year 2022	First Year 2020	2-3 Years 2022	2-3 Years 2020	4-5 Years 2022	4-5 Years 2020	6-10 Years 2022	6-10 Years 2020	11-20 Years 2022	11-20 Years 2020	20+ Years 2022	20+ Years 2020
School Leadership	86.2%	85.4%	80.9%	79.8%	79.4%	77.5%	77.0%	76.8%	77.5%	76.1%	77.7%	77.2%
Staff Leadership	80.9%	82.0%	76.8%	78.8%	76.2%	78.1%	75.4%	78.3%	76.7%	78.0%	75.9%	78.6%
Managing Student Conduct	81.4%	80.5%	77.2%	76.9%	74.9%	76.7%	74.1%	76.2%	75.1%	77.1%	75.7%	78.6%
Instructional Practices and Support	85.2%	84.7%	82.0%	81.9%	81.9%	82.4%	82.2%	83.6%	84.5%	85.0%	86.3%	86.6%
Professional Development	73.7%	75.1%	66.3%	68.4%	65.5%	66.6%	62.9%	66.4%	64.2%	66.1%	65.2%	68.5%
Time	65.3%	65.2%	57.5%	58.6%	55.8%	57.1%	53.9%	56.9%	54.6%	55.2%	55.3%	56.3%
Facilities and Resources	85.3%	81.9%	82.5%	80.4%	82.0%	80.5%	81.9%	80.9%	82.7%	81.0%	83.5%	80.7%
Community Support and Involvement	85.0%	85.3%	80.5%	80.5%	79.3%	79.8%	79.1%	81.5%	81.6%	82.8%	82.7%	84.1%
General Reflection	86.2%	85.0%	81.9%	81.9%	80.4%	81.6%	79.9%	82.2%	81.8%	82.5%	82.4%	83.5%
District Supports	82.1%	84.2%	77.0%	82.3%	75.9%	82.3%	78.7%	82.0%	79.7%	83.2%	80.2%	81.4%

<sup>30</sup> This demographic question was updated in 2020. 2022 and 2020's results are incomparable with 2018's for this disaggregation.

<sup>31</sup> New Teacher Supports questions were not available to veteran school staff.

**Figure 21. Construct Results by Years of Experience in the Current Position at the Present School**



STAFF WHO ARE IN THEIR FIRST YEAR AT THEIR PRESENT SCHOOL PERCEIVED TEACHING AND LEARNING CONDITIONS MORE POSITIVELY, WHILE STAFF WITH 6-10 YEARS OF EXPERIENCE AT THEIR PRESENT SCHOOL PERCEIVED MOST SURVEYED AREAS LESS POSITIVELY.

Table 21 highlights some of the items with the greatest differences in perceptions between first year and veteran staff.

- Although Time is the lowest rated construct, beginning school staff reported higher rates (62.4%) of agreement to the item that they are given enough time to determine the effectiveness of new initiatives effectiveness, 8 – 19 percentage points more than the surveyed veteran staff. In fact, for this item, the longer the year they have worked at the current school, the lower the favorability rating.
- Compared with veteran staff, fewer first year staff (74%) reported that they have had leadership opportunities in their current school.

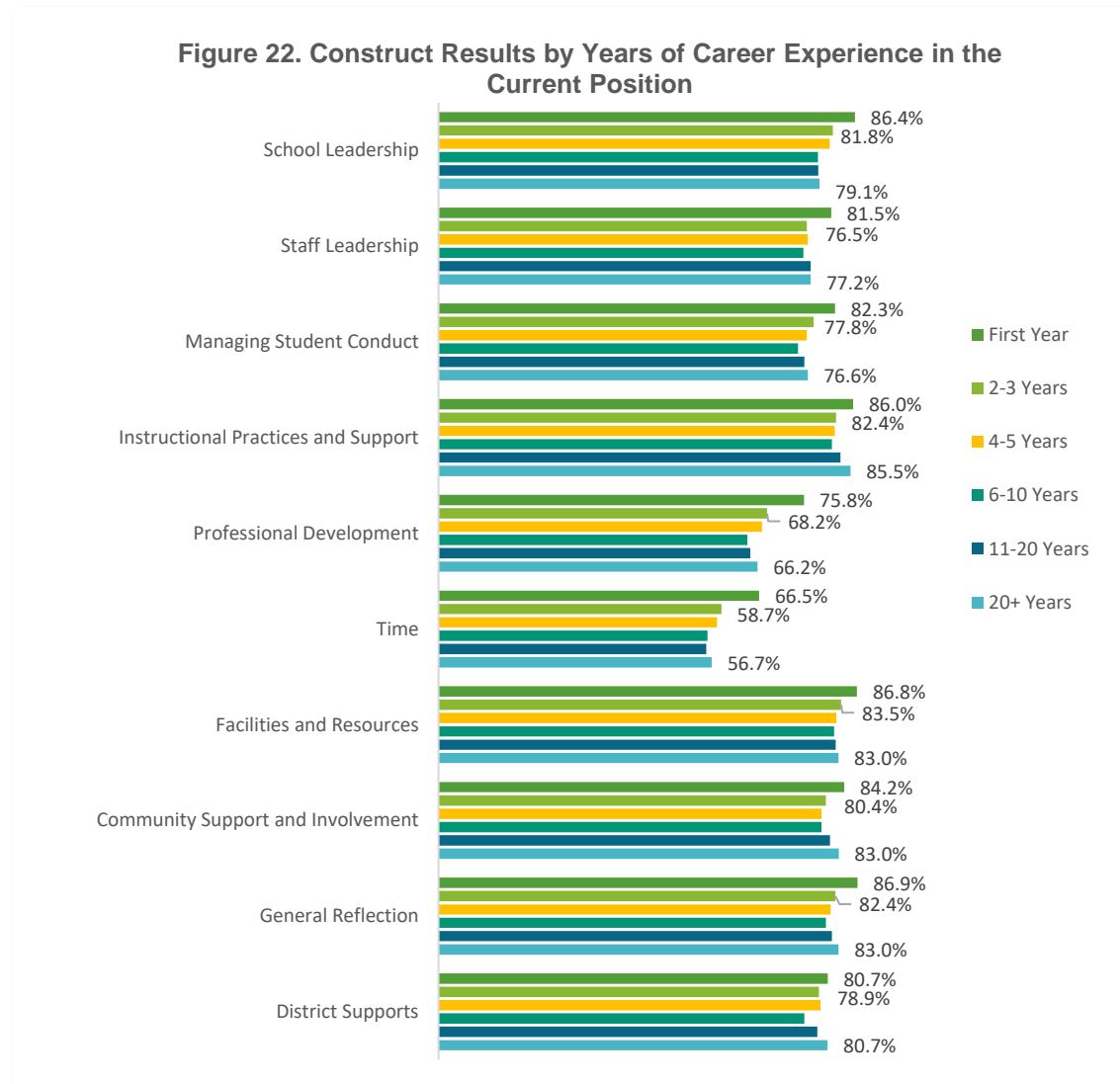
Table 21. 2022 and 2020 TLCC Survey Results - Selected Items with Greatest Subgroup Disagreement by Years of Experience in the Current Position at the Present School (Max-Min>=14%)													
Construct	Survey Items	First Year 2022	First Year 2020	2-3 Years 2022	2-3 Years 2020	4-5 Years 2022	4-5 Years 2020	6-10 Years 2022	6-10 Years 2020	11-20 Years 2022	11-20 Years 2020	20+ years 2022	20+ years 2020
<b>Time</b>	New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.	62.4%	67.0%	53.9%	56.0%	48.4%	51.2%	46.0%	51.2%	44.5%	45.9%	43.1%	46.7%
<b>Managing Student Conduct</b>	Rules for student behavior are enforced in a consistent manner.	63.4%	60.8%	54.2%	52.3%	50.3%	50.8%	48.2%	50.6%	49.9%	51.7%	50.3%	55.7%
<b>School Leadership</b>	The evaluation process provides teachers and support personnel with actionable feedback for improvement.	82.0%	81.1%	75.3%	74.3%	72.8%	69.0%	67.6%	67.1%	67.4%	65.3%	68.0%	65.8%
<b>Time</b>	Teachers and support personnel have adequate time to support their students' social and emotional learning.	66.6%	59.8%	58.5%	53.9%	56.7%	51.8%	53.2%	50.6%	52.2%	48.6%	54.1%	49.7%
<b>Professional Development</b>	Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).	73.9%	77.1%	64.7%	68.5%	61.6%	64.8%	60.3%	64.5%	60.0%	64.4%	61.4%	66.8%
<b>Professional Development</b>	The effectiveness of professional development is assessed regularly.	65.0%	65.7%	54.6%	56.2%	54.1%	54.0%	51.1%	53.7%	52.1%	53.8%	53.9%	56.9%
<b>Staff Leadership</b>	Teachers and support personnel have leadership opportunities in this school.	74.0%	76.3%	78.4%	82.2%	82.6%	86.6%	85.2%	88.0%	86.7%	88.5%	87.6%	90.4%



#### 4.5 Comparisons by Years of Career Experience in Current Position<sup>32</sup>

Staff's perceptions also vary by their years of career. Years of experience are categorized as First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years.

- Similar as the previous disaggregation group, First-Year staff perceived teaching and learning conditions more positively than the veteran staff, especially in the areas of Time, Professional Development, and Managing Student Conduct.<sup>33</sup>
- Among all years of experience groups, staff who have 6-10 Years of experience in their career rated all constructs least favorably.
- Surveyed staff, regardless of their years of experience, have similar rates of agreement for Facilities and Resources.
- Ratings of District Support decreased by 2-6 points across all experience groups from the previous survey administration.
- Ratings of Professional Development decreased by 1-3 points across all experience groups from the previous survey administration. (Figure 22 and Table 22)



<sup>32</sup> This demographic question was updated in 2020. 2022 and 2020's results are incomparable with 2018's for this disaggregation.

<sup>33</sup> New Teacher Supports questions were not available to veteran school staff.

Table 22. 2022 and 2020 TLCC Survey Results - Construct Results by Years of Career Experience

Construct	First Year 2022	First Year 2020	2-3 Years 2022	2-3 Years 2020	4-5 Years 2022	4-5 Years 2020	6-10 Years 2022	6-10 Years 2020	11-20 Years 2022	11-20 Years 2020	20+ Years 2022	20+ Years 2020
School Leadership	86.4%	86.6%	81.8%	81.1%	81.2%	79.1%	78.7%	79.0%	78.8%	77.2%	79.1%	77.8%
Staff Leadership	81.5%	82.9%	76.5%	79.8%	76.6%	78.7%	75.7%	79.0%	77.2%	78.3%	77.2%	78.7%
Managing Student Conduct	82.3%	80.9%	77.8%	78.2%	76.4%	76.8%	74.6%	76.9%	75.9%	76.7%	76.6%	78.4%
Instructional Practices and Support	86.0%	85.1%	82.4%	82.8%	82.2%	81.8%	81.6%	82.8%	83.4%	83.9%	85.5%	85.8%
Professional Development	75.8%	77.4%	68.2%	71.1%	67.1%	67.8%	64.1%	67.6%	64.7%	66.5%	66.2%	68.5%
Time	66.5%	65.8%	58.7%	60.7%	57.8%	58.2%	55.8%	58.4%	55.6%	56.9%	56.7%	56.9%
Facilities and Resources	86.8%	83.7%	83.5%	81.6%	82.5%	80.7%	82.1%	80.8%	82.4%	80.5%	83.0%	80.5%
Community Support and Involvement	84.2%	84.3%	80.4%	80.5%	79.5%	79.8%	79.5%	81.2%	81.2%	82.2%	83.0%	84.4%
General Reflection	86.9%	86.6%	82.4%	82.3%	81.4%	81.4%	80.4%	82.7%	81.6%	82.4%	83.0%	82.9%
District Supports	80.7%	85.6%	78.9%	82.9%	79.2%	83.2%	75.9%	82.3%	78.6%	80.6%	80.7%	83.80%

Table 23 highlights selected items with the greatest differences in perceptions between beginning staff and veteran staff.

- 6 out of 10 First-year staff (65.7%), whereas 4 out of 10 staff who have 11 or more years of experience (46.6% of 11-20 years and 45% of 20+ years), believed that they were given enough time to evaluate the effectiveness of new initiatives.
- 83.4% of the surveyed First-year staff agreed that the evaluation process in their school provides teachers and support personnel with actionable feedback for improvement, 7 percentage points higher than who have 4-5 years of experience. The more the years of experience, the lower the rate of agreement.
- The favorability ratings of Professional Learning indicate that First-Year staff possibly have received more professional learning supports than veteran staff.
- All years of experience groups rated items related to professional learning opportunities less favorably than what they had in the previous survey administration.

Construct	Survey Items	First Year 2022	First Year 2020	2-3 Years 2022	2-3 Years 2020	4-5 Years 2022	4-5 Years 2020	6-10 Years 2022	6-10 Years 2020	11-20 Years 2022	11-20 Years 2020	20+ Years 2022	20+ Years 2020
Time	New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.	65.7%	69.6%	57.9%	61.2%	52.8%	55.7%	50.3%	54.1%	46.6%	49.4%	45.0%	47.8%
Professional Development	Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).	77.5%	79.9%	67.4%	71.4%	65.0%	66.7%	61.7%	66.6%	61.0%	65.2%	63.4%	67.5%
Professional Development	The effectiveness of professional development is assessed regularly.	67.9%	67.2%	56.6%	58.6%	57.2%	55.5%	52.5%	55.4%	52.8%	54.0%	54.7%	57.6%
Professional Development	Professional learning opportunities are personalized and aligned to teachers' needs and strengths.	72.2%	74.8%	59.3%	67.2%	60.0%	63.6%	57.1%	62.2%	57.2%	62.3%	58.2%	63.3%
Managing Student Conduct	Rules for student behavior are enforced in a consistent manner.	64.4%	60.9%	55.7%	54.5%	53.3%	52.1%	49.7%	52.3%	51.8%	51.9%	52.6%	54.7%
Time	Teachers and support personnel have adequate time to support their students' social and emotional learning.	68.3%	61.5%	61.1%	56.5%	59.5%	53.3%	55.6%	52.6%	54.1%	50.6%	55.9%	50.6%
School Leadership	The evaluation process provides teachers and	83.3%	84.3%	78.2%	77.3%	76.1%	72.6%	71.4%	71.1%	69.4%	67.5%	69.1%	67.1%

	support personnel with actionable feedback for improvement.												
Professional Development	Teachers and support personnel receive ongoing support and coaching to improve their practice.	78.6%	81.9%	71.6%	73.8%	68.9%	68.8%	64.8%	68.7%	64.8%	65.9%	66.7%	68.3%
Professional Development	The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.	83.4%	83.3%	74.7%	78.0%	73.3%	75.1%	70.1%	72.3%	69.8%	71.9%	69.9%	73.0%

## 5 Wellbeing Overview

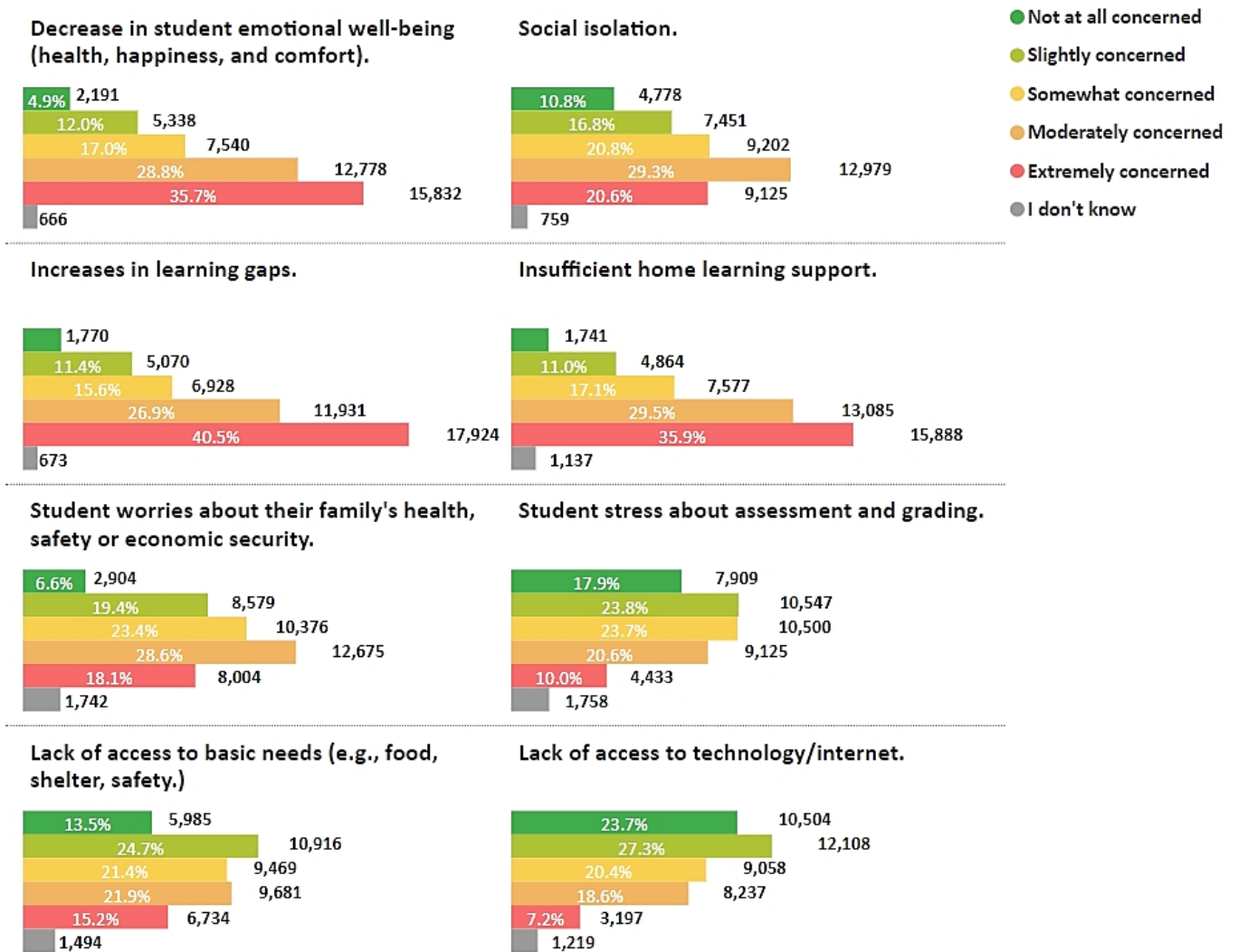
Two years into the pandemic that has upended almost every aspect of school, the 2020-2022 school years were unlike any other. School staff had to adapt to unexpected conditions, abruptly learn new technology, adjust curriculum, while continue being challenged to implement effective engagement strategies with students, families, and colleagues. The health and safety of all students, staff and communities has been CDE's top priority, therefore, to better gauge and address raising concerns and challenges, questions items related to student and staff wellbeing, systems of student support, as well as the pandemic impacts have been added to the TLCC survey instrument this year.

### 5.1 Student Challenges

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

- Among the listed items, Increases in Learning Gaps (67.4%), Insufficient Home Learning Support (65.4%), and Decrease in Student Emotional Well-being (64.5%) are the pandemic impacts the surveyed school staff concerned the most about.
- 87.5% surveyed school staff expressed concerns over the social isolation impact on their students this school year; Approximately half of which were moderately to extremely concerned (29.3% and 20.6% respectively).
- Half of the surveyed school staff (51%) had no concerns (23.7%) or slightly concerned (27.3%) about students lacking access to technology/Internet.

**Figure 22.** In response to: “Please indicate your level of concern for each of the following pandemic impacts on your students during the current school year”

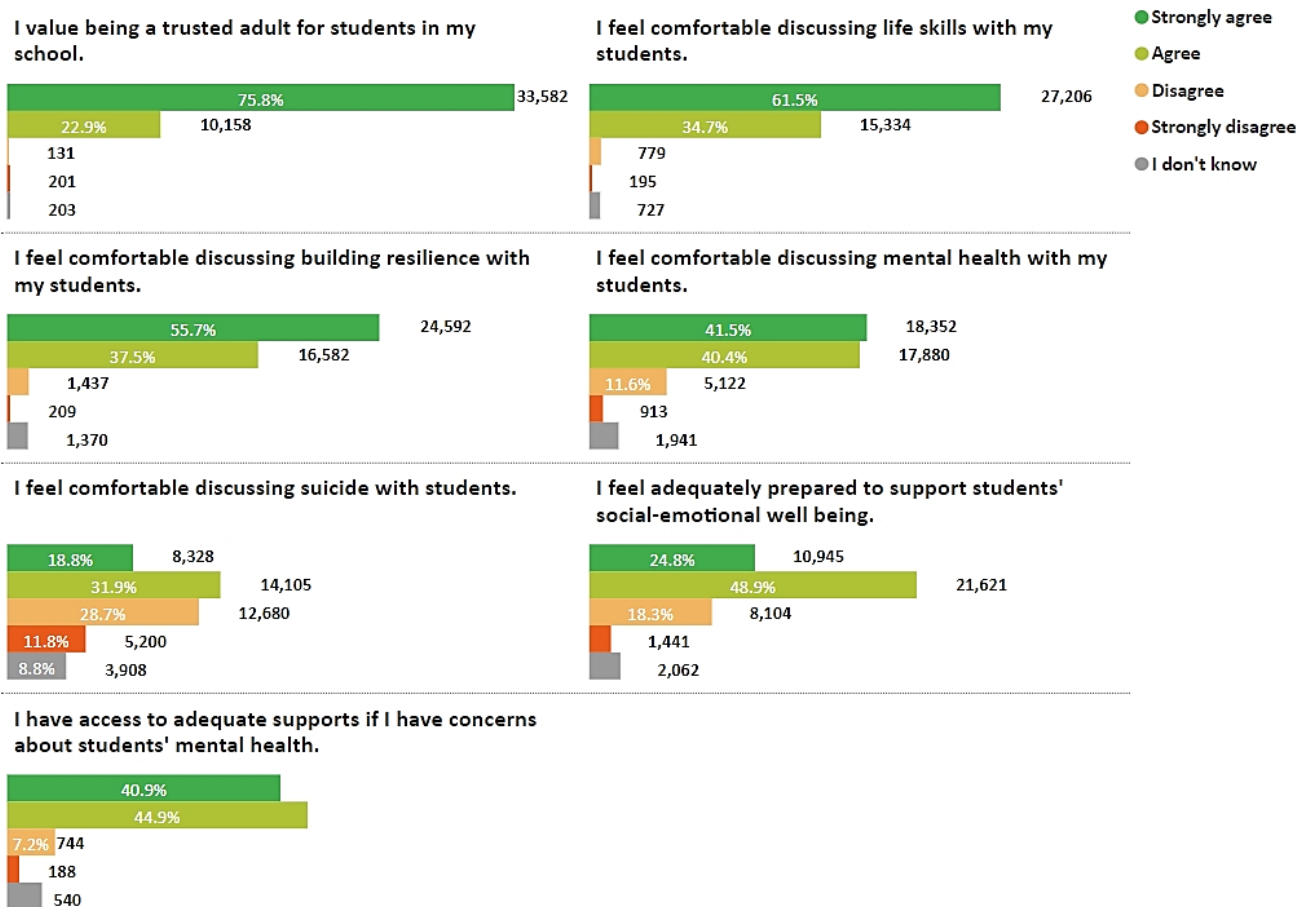


## 5.2 Support for Student Wellbeing

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

- Almost 10 out of 10 surveyed school staff agreed (22.9%) or strongly agreed (75.8%) that they valued being a trusted adult for student in their school.
- 93.2% of the surveyed school staff felt comfortable discussing building resilience with their students, and 82% felt comfortable discussing mental health with their students.
- 4 out of 10 surveyed school staff (40.5%) did not feel comfortable discussing suicide with students.
- 73.7% of the surveyed school staff felt adequately prepared to support students' social-emotional wellbeing.
- 85.8% of the surveyed ESP and SSP stated that they had access to adequate supports if they had concerns about student's mental health.<sup>34</sup>

Figure 23. 2022 TLCC Survey Results – Support for Student Wellbeing



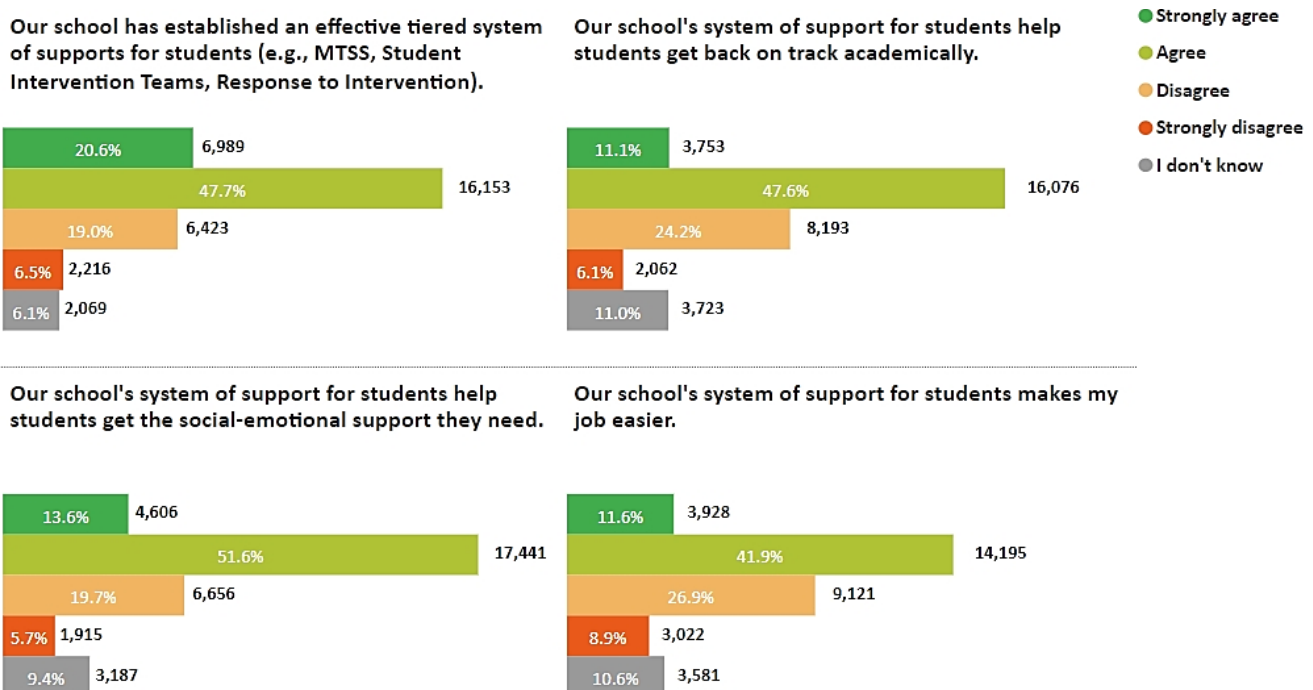
<sup>34</sup> This item was only available to ESP or SSP.

### 5.3 School Supports<sup>35</sup>

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

- 68.3% of the surveyed school staff agreed (47.7%) or strongly agreed (20.6%) that their school has established an effective tiered system, while 25.5% disagreed. Similar rates of agreement (65.2%) and disagreement (25.4%) can be found in the item regarding whether the system is providing social-emotional supports.
- 58.7% of the surveyed school staff considered the system of student support of their school help students get back on track academically, while 30% disagreed.
- 5 out of 10 surveyed school staff (53.5%) agreed (41.9%) or strongly agreed (11.6%) that their school's system of support for students made their job easier, while nearly 4 out of 10 (36%) disagreed (26.9%) or strongly disagreed (8.9%).

Figure 24. 2022 TLCC Survey Results – School Supports



<sup>35</sup> Questions in this section were not available to ESP/SSP.

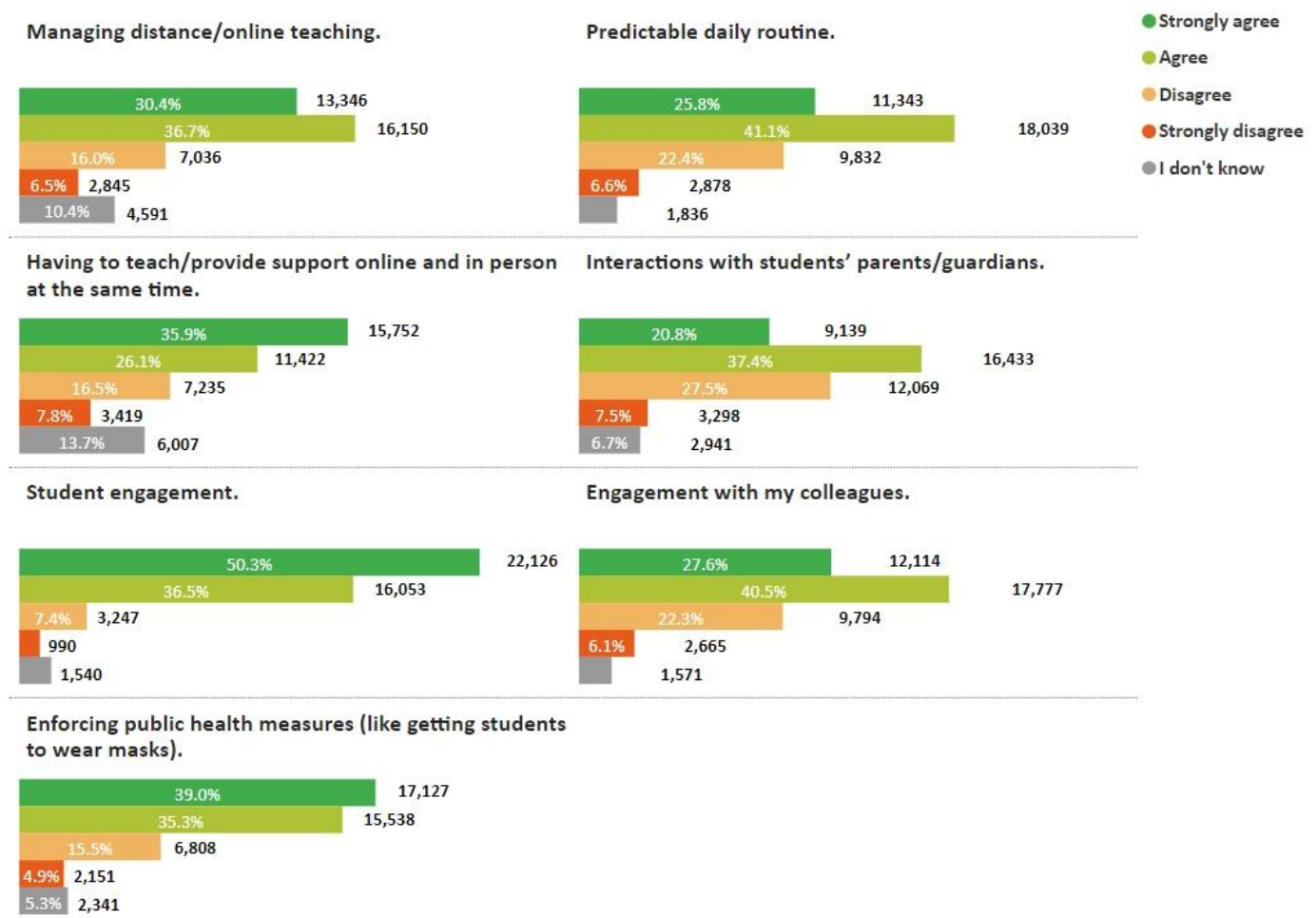


## 5.4 Pandemic Impact on Teaching / Job

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

- Nearly 9 out of 10 surveyed staff (86.8%) considered the pandemic have negatively affected the engagement with students (50.3% strongly agreed and 36.5% agreed).
- 74.3% of surveyed staff considered it was more difficult to enforce public health measures during pandemic.
- Surveyed staff reported similar rates of agreement towards the negative impact on managing distance/online teaching, predictable daily routine, and engaging with their colleagues, with 67%-68% who agreed (36.7%, 41.1%, and 40.5% respectively) or strongly agreed (30.4%, 25.8%, and 27.6% respectively).
- Among the listed aspects, surveyed staff considered that Interactions with Student's Parents or Guardians was not as negatively impacted by the pandemic, where 58.3% agreed (37.4%) or strongly agreed (20.8%) and 35% disagreed (22.3%) or strongly disagreed (6.1%) with the negative impact on this aspect.

Figure 25. In response to: "The Pandemic Negatively Affected the following aspects of my job:"

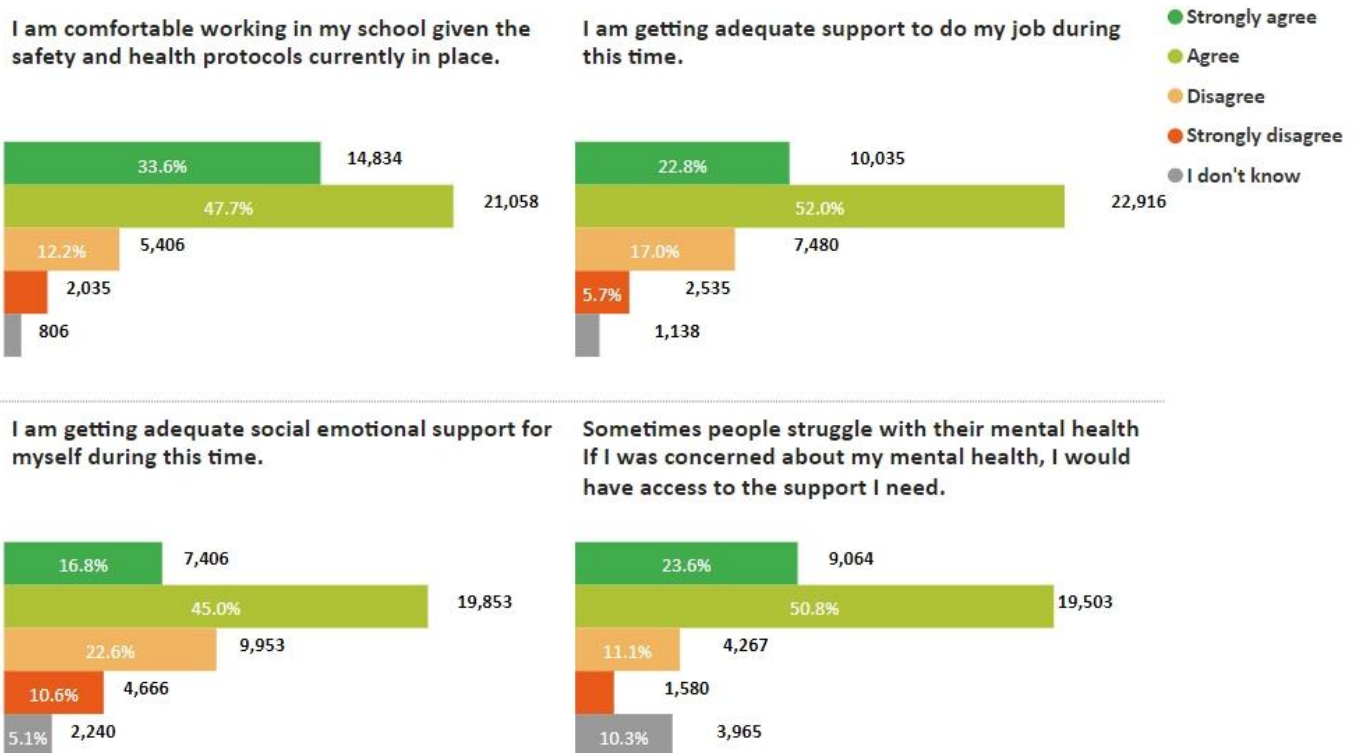


## 5.5 Support for Own Wellbeing

This section focuses on the supports staff have received for their wellbeing.

- 81.3% of the surveyed staff stated that they were comfortable working in their school given the safety and health protocols currently in place, while 16.9% disagreed (12.2%) or strongly disagreed (4.6%).
- 74.7% of the surveyed staff believed that they have been getting adequate support to do their job during this difficult time, while 22.7% disagreed (17%) or strongly disagreed (5.7%).
- 3 out of 10 surveyed staff (33.1%) stated that they were not getting adequate social emotional support during this difficult time, while 61.8% stated the opposite.
- 7 out of 10 surveyed staff (74.4%) agreed (50.8%) or strongly agreed (23.6%) that they would have access to the support they need if they were concerned about their mental health.

Figure 26. 2022 TLCC Survey Results – Support for Own Wellbeing



## 5.6 Job Satisfaction (ESP Only)

This section is unique to education support professionals (ESP) and aimed to understand their general satisfaction in their work.

- 8 out of 10 surveyed ESP felt respected by teachers, school leaders, and students in their school, with 86.4%, 83.6%, and 83.5% rate of agreement respectively.
- 93.1% of the surveyed ESP agreed (50.5%) or strongly agreed (42.6%) that their work schedule fits their personal needs.
- Rates of agreement and disagreement were almost equally divided to the item “My work is very stressful”, where 48.4% of the surveyed ESP stated that their work was very stressful, while 48.4% stated the opposite.
- 40.8% of the surveyed ESP felt more stressful due to frequent changes in their work duties, while 55% disagreed.
- 6 out of 10 surveyed ESP (61.7%) considered that they were not adequately compensated for their work.
- 55.4% of the surveyed believed that they had ways to advance their career in education, while 19.4% disagreed, 7% strongly disagreed, and 18.2% didn’t know the answer to this question.

Figure 27. 2022 TLCC Survey Results – Job Satisfaction (ESP)



## 5.7 Roles & Responsibilities (ESP Only)

This section is unique to education support professionals (ESP) and focuses on the clarity and appropriateness of ESP's roles and responsibilities.

- 9 out of 10 surveyed education support professionals felt comfortable with the tasks they were asked to perform (92.7%) and knew and understood their role (95.2%).
- 71.1% of the surveyed EPS believed that they were properly trained for their job, while 25.1% believed the opposite.
- 84.2% of the surveyed EPS's role was to support student independence.
- Almost 5 out of 10 surveyed education support professionals (48.1%) reported that sometimes they were asked to take on the role of a licensed teacher.
- 76.6% of the surveyed ESP have received adequate guidance about their roles and responsibilities, while 19.2% disagreed (16.4%) or disagreed (2.8%).

Figure 28. 2022 TLCC Survey Results – Roles & Responsibilities (ESP)



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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.



101 Station Drive Suite 130 Westwood, MA 02090

T: 781-915-0015 | F: 781-636-4026 | [support@cedu.io](mailto:support@cedu.io)

[www.cedu.io](http://www.cedu.io)

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## Appendix A - District Response Rate

District ID	District	Responded	Headcount	Response Rate
0010	Mapleton 1	546	641	85.2%
0020	Adams 12 Five Star Schools	1569	3585	43.8%
0030	Adams County 14	443	594	74.6%
0040	School District 27J	1124	1483	75.8%
0050	Bennett 29J	45	107	42.1%
0060	Strasburg 31J	41	78	52.6%
0070	Westminster Public Schools	325	783	41.5%
0100	Alamosa RE-11J	109	167	65.3%
0110	Sangre De Cristo Re-22J	17	30	56.7%
0120	Englewood 1	260	363	71.6%
0123	Sheridan 2	123	161	76.4%
0130	Cherry Creek 5	3002	5528	54.3%
0140	Littleton 6	914	1384	66.0%
0170	Deer Trail 26J	6	25	24.0%
0180	Adams-Arapahoe 28J	2694	3464	77.8%
0190	Byers 32J	1	415	0.2%
0220	Archuleta County 50 Jt	87	177	49.2%
0230	Walsh RE-1	8	27	29.6%
0240	Pritchett RE-3	0	21	0.0%
0250	Springfield RE-4	5	35	14.3%
0260	Vilas RE-5	0	18	0.0%
0270	Campo RE-6	11	15	73.3%
0290	Las Animas RE-1	95	131	72.5%
0310	McClave Re-2	5	19	26.3%
0470	St Vrain Valley RE1J	1384	2862	48.4%
0480	Boulder Valley Re 2	2091	3471	60.2%
0490	Buena Vista R-31	101	149	67.8%
0500	Salida R-32	115	176	65.3%
0510	Kit Carson R-1	9	19	47.4%
0520	Cheyenne County Re-5	24	24	100.0%
0540	Clear Creek RE-1	51	96	53.1%
0550	North Conejos RE-1J	24	99	24.2%
0560	Sanford 6J	35	37	94.6%
0580	South Conejos RE-10	24	36	66.7%
0640	Centennial R-1	24	27	88.9%
0740	Sierra Grande R-30	24	28	85.7%
0770	Crowley County RE-1-J	15	49	30.6%
0860	Custer County School District C-1	7	55	12.7%

<b>0870</b>	Delta County 50(J)	380	529	71.8%
<b>0880</b>	Denver County 1	2185	10367	21.1%
<b>0890</b>	Dolores County RE No.2	16	30	53.3%
<b>0900</b>	Douglas County Re 1	3596	6327	56.8%
<b>0910</b>	Eagle County RE 50	461	726	63.5%
<b>0920</b>	Elizabeth School District	41	267	15.4%
<b>0930</b>	Kiowa C-2	3	45	6.7%
<b>0940</b>	Big Sandy 100J	4	56	7.1%
<b>0950</b>	Elbert 200	0	40	0.0%
<b>0960</b>	Agate 300	0	16	0.0%
<b>0970</b>	Calhan RJ-1	16	56	28.6%
<b>0980</b>	Harrison 2	285	1362	20.9%
<b>0990</b>	Widefield 3	382	953	40.1%
<b>1000</b>	Fountain 8	272	761	35.7%
<b>1010</b>	Colorado Springs 11	1165	2882	40.4%
<b>1020</b>	Cheyenne Mountain 12	18	362	5.0%
<b>1030</b>	Manitou Springs 14	47	158	29.7%
<b>1040</b>	Academy 20	434	2477	17.5%
<b>1050</b>	Ellicott 22	55	126	43.7%
<b>1060</b>	Peyton 23 Jt	45	84	53.6%
<b>1070</b>	Hanover 28	34	42	81.0%
<b>1080</b>	Lewis-Palmer 38	338	687	49.2%
<b>1110</b>	District 49	388	2116	18.3%
<b>1120</b>	Edison 54 JT	0	23	0.0%
<b>1130</b>	Miami/Yoder 60 JT	31	42	73.8%
<b>1140</b>	Canon City RE-1	305	365	83.6%
<b>1150</b>	Fremont RE-2	107	139	77.0%
<b>1160</b>	Cotopaxi RE-3	13	35	37.1%
<b>1180</b>	Roaring Fork RE-1	452	498	90.8%
<b>1195</b>	Garfield Re-2	369	554	66.6%
<b>1220</b>	Garfield 16	10	113	8.8%
<b>1330</b>	Gilpin County RE-1	30	46	65.2%
<b>1340</b>	West Grand 1-JT	42	48	87.5%
<b>1350</b>	East Grand 2	134	177	75.7%
<b>1360</b>	Gunnison Watershed RE1J	221	234	94.4%
<b>1380</b>	Hinsdale County RE 1	16	18	88.9%
<b>1390</b>	Huerfano Re-1	30	39	76.9%
<b>1400</b>	La Veta Re-2	24	36	66.7%
<b>1410</b>	North Park R-1	25	31	80.6%
<b>1420</b>	Jefferson County R-1	4923	8180	60.2%
<b>1430</b>	Eads RE-1	0	38	0.0%
<b>1440</b>	Plainview RE-2	2	11	18.2%
<b>1450</b>	Arriba-Flagler C-20	21	26	80.8%

<b>1460</b>	Hi-Plains R-23	0	22	0.0%
<b>1480</b>	Stratton R-4	11	45	24.4%
<b>1490</b>	Bethune R-5	0	22	0.0%
<b>1500</b>	Burlington RE-6J	1	72	1.4%
<b>1510</b>	Lake County R-1	75	107	70.1%
<b>1520</b>	Durango 9-R	411	569	72.2%
<b>1530</b>	Bayfield 10 Jt-R	144	150	96.0%
<b>1540</b>	Ignacio 11 JT	47	94	50.0%
<b>1550</b>	Poudre R-1	2230	3017	73.9%
<b>1560</b>	Thompson R2-J	1419	1691	83.9%
<b>1570</b>	Estes Park R-3	84	134	62.7%
<b>1580</b>	Trinidad 1	9	73	12.3%
<b>1590</b>	Primero Reorganized 2	6	34	17.6%
<b>1600</b>	Hoehne Reorganized 3	22	23	95.7%
<b>1620</b>	Aguilar Reorganized 6	16	19	84.2%
<b>1750</b>	Branson Reorganized 82	2	39	5.1%
<b>1760</b>	Kim Reorganized 88	0	10	0.0%
<b>1780</b>	Genoa-Hugo C113	11	21	52.4%
<b>1790</b>	Limon RE-4J	0	59	0.0%
<b>1810</b>	Karval RE-23	1	12	8.3%
<b>1828</b>	Valley RE-1	107	192	55.7%
<b>1850</b>	Frenchman RE-3	0	36	0.0%
<b>1860</b>	Buffalo RE-4J	13	36	36.1%
<b>1870</b>	Plateau RE-5	21	32	65.6%
<b>1980</b>	De Beque 49JT	1	21	4.8%
<b>1990</b>	Plateau Valley 50	21	36	58.3%
<b>2000</b>	Mesa County Valley 51	1335	2241	59.6%
<b>2010</b>	Creede School District	13	16	81.3%
<b>2020</b>	Moffat County RE: No 1	163	232	70.3%
<b>2035</b>	Montezuma-Cortez RE-1	217	306	70.9%
<b>2055</b>	Dolores RE-4A	76	114	66.7%
<b>2070</b>	Mancos Re-6	13	50	26.0%
<b>2180</b>	Montrose County RE-1J	473	569	83.1%
<b>2190</b>	West End RE-2	10	41	24.4%
<b>2395</b>	Brush RE-2(J)	119	186	64.0%
<b>2405</b>	Fort Morgan Re-3	196	436	45.0%
<b>2505</b>	Weldon Valley RE-20(J)	0	35	0.0%
<b>2515</b>	Wiggins RE-50(J)	3	71	4.2%
<b>2520</b>	East Otero R-1	28	155	18.1%
<b>2530</b>	Rocky Ford R-2	53	89	59.6%
<b>2535</b>	Manzanola 3J	9	31	29.0%
<b>2540</b>	Fowler R-4J	18	35	51.4%
<b>2560</b>	Cheraw 31	1	31	3.2%



<b>2570</b>	Swink 33	25	47	53.2%
<b>2580</b>	Ouray R-1	16	30	53.3%
<b>2590</b>	Ridgway R-2	37	53	69.8%
<b>2600</b>	Platte Canyon 1	48	112	42.9%
<b>2610</b>	Park County RE-2	49	103	47.6%
<b>2620</b>	Holyoke Re-1J	22	68	32.4%
<b>2630</b>	Haxtun RE-2J	31	42	73.8%
<b>2640</b>	Aspen 1	149	207	72.0%
<b>2650</b>	Granada RE-1	0	28	0.0%
<b>2660</b>	Lamar Re-2	106	163	65.0%
<b>2670</b>	Holly RE-3	0	22	0.0%
<b>2680</b>	Wiley RE-13 Jt	0	39	0.0%
<b>2690</b>	Pueblo City 60	1136	1558	72.9%
<b>2700</b>	Pueblo County 70	317	790	40.1%
<b>2710</b>	Meeker RE-1	43	79	54.4%
<b>2720</b>	Rangely RE-4	58	63	92.1%
<b>2730</b>	Upper Rio Grande School District C-7	19	43	44.2%
<b>2740</b>	Monte Vista C-8	84	126	66.7%
<b>2750</b>	Sargent RE-33J	27	38	71.1%
<b>2760</b>	Hayden RE-1	29	35	82.9%
<b>2770</b>	Steamboat Springs RE-2	271	315	86.0%
<b>2780</b>	South Routt RE 3	4	36	11.1%
<b>2790</b>	Mountain Valley RE 1	15	23	65.2%
<b>2800</b>	Moffat 2	26	34	76.5%
<b>2810</b>	Center 26 JT	61	66	92.4%
<b>2820</b>	Silverton 1	0	20	0.0%
<b>2830</b>	Telluride R-1	45	154	29.2%
<b>2840</b>	Norwood R-2J	22	34	64.7%
<b>2862</b>	Julesburg Re-1	13	69	18.8%
<b>2865</b>	Revere School District	21	23	91.3%
<b>3000</b>	Summit RE-1	313	375	83.5%
<b>3010</b>	Cripple Creek-Victor RE-1	2	57	3.5%
<b>3020</b>	Woodland Park Re-2	44	270	16.3%
<b>3030</b>	Akron R-1	46	65	70.8%
<b>3040</b>	Arickaree R-2	1	16	6.3%
<b>3050</b>	Otis R-3	4	40	10.0%
<b>3060</b>	Lone Star 101	0	24	0.0%
<b>3070</b>	Woodlin R-104	7	23	30.4%
<b>3080</b>	Weld County RE-1	187	257	72.8%
<b>3085</b>	Eaton RE-2	140	197	71.1%
<b>3090</b>	Weld County School District RE-3J	169	317	53.3%
<b>3100</b>	Windsor RE-4	425	699	60.8%
<b>3110</b>	Johnstown-Milliken RE-5J	250	336	74.4%

<b>3120</b>	Greeley 6	701	2014	34.8%
<b>3130</b>	Platte Valley RE-7	103	140	73.6%
<b>3140</b>	Weld Re-8 Schools	167	239	69.9%
<b>3145</b>	Ault-Highland RE-9	55	95	57.9%
<b>3146</b>	Briggsdale RE-10	7	25	28.0%
<b>3147</b>	Prairie RE-11	30	30	100.0%
<b>3148</b>	Pawnee RE-12	4	15	26.7%
<b>3200</b>	Yuma 1	31	96	32.3%
<b>3210</b>	Wray RD-2	63	85	74.1%
<b>3220</b>	Idalia RJ-3	4	27	14.8%
<b>3230</b>	Liberty J-4	0	14	0.0%
<b>8001</b>	Charter School Institute Colorado School for the Deaf and Blind	587	2047	28.7%
<b>9000</b>		4	62	6.5%
<b>9035</b>	Centennial BOCES	7	11	63.6%
<b>9050</b>	San Juan BOCES	0	4	0.0%
<b>9130</b>	Expeditionary BOCES	17	27	63.0%
<b>9170</b>	Education reEnvisioned BOCES	297	365	81.4%
<b>9175</b>	Colorado River BOCES	0	26	0.0%
<b>FFFF</b>	Facility Schools	92	290	31.7%

## Appendix B – Respondent Demographics

School Level	2018		2020		2022	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary	16,340	46.1	16,327	43.5	21,342	46.3
Middle	6,080	17.1	6,567	17.5	7,164	15.5
High	8,529	24.0	9,536	25.4	10,886	23.6
Elementary/Middle	2,473	7.0	2,817	7.5	3,747	8.1
Middle/High	1,076	3.0	1,277	3.4	1,389	3.0
Elementary/Middle/High	977	2.8	1,012	2.7	1,560	3.4

Current Position	2018		2020		2022	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Teacher (e.g., general education, special education, interventionist, instructional coach)	30,958	87.3	31,869	84.9	33,014	71.6
Special Service Provider that does not typically provide academic instruction (e.g., psychologist, counselor, physical therapist)	2,921	8.2	3,844	10.2	4,051	8.8
School Leader (e.g., principal, assistant principal, dean)	1,564	4.4	1,781	4.7	2,016	4.4
Combined District and School Leader Role (e.g., dual principal and superintendent in a small, rural district)	32	0.1	42	0.1	66	0.1
Education Support Professional (e.g., para-professional, teaching assistant, physical therapist assistant)	-	-	-	-	6,941	15.1

Charter School	2020		2022	
	<i>n</i>	%	<i>n</i>	%
Charter Schools	1,517	4.0	2,370	5.1
Non-Charter Schools	36,019	96.0	43,718	94.9

Accountability Clock	2020		2022	
	<i>n</i>	%	<i>n</i>	%
On Accountability Clock	3,685	9.8	4,224	9.2
Not On Accountability Clock	33,851	90.2	41,864	90.8

	2020		2022	
AEC School	<i>n</i>	%	<i>n</i>	%
AEC Schools	920	2.5	1,074	2.3
All Other Schools	36,616	97.5	45,014	97.7

	2020		2022	
Rural Designation	<i>n</i>	%	<i>n</i>	%
Not Rural	29,899	79.7	36,082	78.3
Rural	5,755	15.3	6,882	14.9
Small Rural	1,882	5.0	2,131	4.6
N/A	0	0.0	993	2.2

	2020		2022	
Magnet School	<i>n</i>	%	<i>n</i>	%
Magnet Schools	587	1.6	617	1.3
All Other Schools	36,949	98.4	45,471	98.7

	2020		2022	
Innovation School	<i>n</i>	%	<i>n</i>	%
Innovation Schools	1,385	3.7	1,491	3.2
All Other Schools	36,151	96.3	44,597	96.8

	2020		2022	
Online School	<i>n</i>	%	<i>n</i>	%
All Other Schools	37,276	99.3	45,211	98.1
Online Schools	260	0.7	877	1.9

	2020		2022	
Congressional District	<i>n</i>	%	<i>n</i>	%
1	2,662	7.1	2,276	4.9
2	6,047	16.1	6,555	14.2
3	6,245	16.6	7,575	16.4
4	6,791	18.1	7,337	15.9
5	3,318	8.8	3,483	7.6
6	7,061	18.8	7,154	15.5
7	5,412	14.4	5,940	12.9
8	-	0.0	5676	12.3
N/A	-	0.0	92	0.2

	2020		2022	
Region	<i>n</i>	%	<i>n</i>	%
<b>Metro Region</b>	19,467	51.9	23,982	52.0
<b>North Central Region</b>	6,760	18.0	7,680	16.7
<b>Northeast Region</b>	568	1.5	555	1.2
<b>Northwest Region</b>	2,261	6.0	2,863	6.2
<b>Pikes Peak Region</b>	4,204	11.2	5,749	12.5
<b>Southeast Region</b>	507	1.4	490	1.1
<b>Southwest Region</b>	1,239	3.3	1,513	3.3
<b>West Central Region</b>	2,267	6.0	2,577	5.6
<b>Charter School Institute</b>	263	0.7	-	0.0
<b>N/A</b>	-	0.0	679	1.5

	2020		2022	
District Setting	<i>n</i>	%	<i>n</i>	%
<b>Denver Metro</b>	20,577	54.8	25,179	54.6
<b>Urban-Suburban</b>	8,639	23.0	11,058	24.0
<b>Outlying Town</b>	4,171	11.1	5,127	11.1
<b>Outlying City</b>	2,564	6.8	2,847	6.2
<b>Remote</b>	1,487	4.0	1,464	3.2
<b>Colorado BOCES</b>	98	0.3	-	0.0
<b>N/A</b>	-	0.0	413	0.9

