

**Aurora Public Schools**

**Division of Accountability and Research**



**Aurora Public Schools TELL Survey 2015  
Comparison Report**

Aurora Public Schools TELL Survey 2015  
Division of Accountability Research

**Q2.1 Use of Time in School**

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
a. Teachers have reasonable class sizes.	50.4%	47.2%	50.2%	59.7%	-9.5%	3.0%	-0.2%
b. Teachers have sufficient instructional time to meet the needs of all students.	43.8%	43.6%	47.5%	53.4%	-5.9%	3.9%	3.7%
c. Teachers have time available to collaborate with their colleagues.	51.1%	53.2%	63.9%	63.1%	0.8%	10.7%	12.8%
d. The non-instructional time provided for teachers in my school is sufficient.	35.3%	38.5%	47.3%	52.8%	-5.5%	8.8%	12.0%
e. Efforts are made to minimize the amount of routine administrative paperwork teachers are required to do.	46.3%	42.7%	45.9%	52.9%	-7.0%	3.2%	-0.4%
f. Teachers are protected from duties that interfere with their essential role of educating students.	47.1%	52.6%	63.1%	65.5%	-2.4%	10.5%	16.0%
g. Teachers are allowed to focus on educating students with minimal interruptions.	56.5%	58.8%	58.2%	64.3%	-6.1%	-0.6%	1.7%

**Q3.1 School Facilities and Resources**

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
a. Teachers have sufficient access to appropriate instructional materials and resources.	72.7%	69.0%	68.2%	71.1%	-2.9%	-0.8%	-4.5%
b. Teachers have sufficient access to instructional tech., including computers, printers, software and internet.	75.4%	68.6%	64.8%	66.4%	-1.6%	-3.8%	-10.6%
c. Teachers have sufficient training and support to fully utilize available instructional technology.	60.1%	54.6%	54.6%	57.8%	-3.2%	0.0%	-5.5%
d. Teachers have sufficient access to reliable communications technology including phones, faxes and email.	94.6%	94.1%	92.0%	90.5%	1.5%	-2.1%	-2.6%
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	77.1%	79.1%	75.0%	83.1%	-8.1%	-4.1%	-2.1%
f. Teachers have sufficient access to a broad range of professional personnel.	70.8%	69.7%	76.9%	77.7%	-0.8%	7.2%	6.1%

Aurora Public Schools TELL Survey 2015  
Division of Accountability Research

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
g. The physical environment of classrooms (e.g., lighting, temperature, air circulation) supports teaching and learning.	68.0%	72.8%	72.8%	71.6%	1.2%	0.0%	4.8%
h. Teachers receive appropriate training and guidance from school library staff to help students to become proficient in 21st century skills.	-	-	38.1%	56.8%	-18.7%	-	-
i. Teachers and students have access to current, diverse and ability-appropriate materials through the library.	-	-	58.8%	74.1%	-15.3%	-	-
j. Teachers have adequate professional space to work productively.	81.5%	83.9%	77.3%	82.6%	-5.3%	-6.6%	-4.2%
k. The school environment that is clean and well maintained.	88.5%	84.4%	80.1%	84.8%	-4.7%	-4.3%	-8.4%

**Q4.1 Community Support**

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
a. The community we serve is supportive of this school.	61.8%	66.9%	68.7%	82.2%	-13.5%	1.8%	6.9%
b. Parents/guardians are influential decision makers in this school.	35.6%	36.8%	41.2%	68.8%	-27.6%	4.4%	5.6%
c. The school works directly with parents/guardians to improve the educational climate in students' homes	56.1%	59.1%	64.3%	75.1%	-10.8%	5.2%	8.2%
d. This school maintains clear, two-way communication with the community.	68.5%	70.7%	72.2%	86.2%	-14.0%	1.5%	3.7%
e. This school does a good job of encouraging parent/guardian involvement.	66.8%	68.5%	76.0%	85.5%	-9.5%	7.5%	9.2%
f. Teachers provide parents/guardians with useful information about student learning.	86.4%	83.9%	85.6%	93.0%	-7.4%	1.7%	-0.8%
g. Parents/guardians support teachers, contributing to their success with students.	45.4%	48.3%	52.4%	72.1%	-19.7%	4.1%	7.0%
h. Community members support teachers, contributing to their success with students.	47.5%	52.0%	54.6%	73.1%	-18.5%	2.6%	7.1%
i. Parents/guardians know what is going on in this school.	52.9%	53.5%	58.5%	78.0%	-19.5%	5.0%	5.6%

Aurora Public Schools TELL Survey 2015  
Division of Accountability Research

**Q5.1 Managing Student Conduct**

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
a. Students at this school understand expectations for their conduct.	76.1%	72.5%	66.5%	84.6%	-18.1%	-6.0%	-9.6%
b. Students at this school follow rules of conduct.	55.3%	50.5%	48.0%	72.9%	-24.9%	-2.5%	-7.3%
c. Policies and procedures about student conduct are clearly understood by the faculty.	68.0%	62.9%	57.2%	76.2%	-19.0%	-5.7%	-10.8%
d. Administration consistently enforces rules for student conduct.	48.9%	50.2%	46.1%	66.9%	-20.8%	-4.1%	-2.8%
e. Administration supports teachers' efforts to maintain discipline in the classroom	57.6%	61.6%	60.3%	78.0%	-17.7%	-1.3%	2.7%
f. Teachers consistently enforce rules for student conduct.	64.6%	64.0%	61.7%	76.9%	-15.2%	-2.3%	-2.9%
g. The faculty work in a school environment that is safe.	81.1%	77.1%	77.3%	91.7%	-14.4%	0.2%	-3.8%

**Q6.1 Teacher Leadership**

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
a. Teachers are recognized as educational experts.	58.6%	64.2%	67.8%	79.9%	-12.1%	3.6%	9.2%
b. Teachers are relied upon to make decisions about educational issues.	55.1%	60.1%	65.7%	76.6%	-10.9%	5.6%	10.6%
c. Teachers are trusted to make sound professional decisions about instruction.	54.4%	63.1%	66.7%	79.1%	-12.4%	3.6%	12.3%
d. In this school we take steps to solve problems.	63.1%	68.6%	70.0%	82.1%	-12.1%	1.4%	6.9%
e. The faculty has an effective process for making group decisions to solve problems.	46.3%	52.3%	52.9%	67.2%	-14.3%	0.6%	6.6%
f. Teachers in this school trust each other.	68.1%	66.6%	69.8%	77.0%	-7.2%	3.2%	1.7%

Aurora Public Schools TELL Survey 2015  
Division of Accountability Research

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
g. Teachers are provided opportunities to take on formal leadership roles in the school (i.e., mentor, IC, etc.).	76.3%	72.7%	78.2%	81.8%	-3.6%	5.5%	1.9%
h. Teachers are effective leaders in this school.	67.6%	70.5%	72.3%	83.2%	-10.9%	1.8%	4.7%
Q.6.5 Teachers have an appropriate level of influence on decision making in this school.	44.8%	47.2%	50.0%	64.1%	-14.1%	2.4%	5.2%

**Q7.1 School Leadership**

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
a. There is an atmosphere of trust and mutual respect within the school.	50.7%	53.3%	55.7%	71.0%	-15.3%	2.4%	5.0%
b. The school leadership consistently enforces rules for student conduct.	48.9%	50.8%	49.1%	67.8%	-18.7%	-1.7%	0.2%
c. The school leadership communicates clear expectations to students and parents.	61.6%	61.1%	60.5%	77.3%	-16.8%	-0.6%	-1.1%
d. The school leadership communicates with the faculty adequately.	60.5%	59.1%	62.2%	73.1%	-10.9%	3.1%	1.7%
e. The faculty and leadership have a shared vision	54.0%	57.7%	59.2%	72.1%	-12.9%	1.5%	5.2%
f. Teachers feel comfortable raising issues and concerns that are important to them.	42.2%	48.3%	49.4%	66.4%	-17.0%	1.1%	7.2%
g. The teacher evaluation process improves teachers' instructional strategies.	-	54.7%	42.1%	51.7%	-9.6%	-12.6%	-
h. The components of the teacher evaluation process accurately identify effectiveness.	-	55.9%	36.2%	44.3%	-8.1%	-19.7%	-
i. Teacher evaluations are fair in my school.	66.1%	69.7%	64.4%	73.7%	-9.3%	-5.3%	-1.7%
j. Teachers in this school receive informal feedback about their teaching on an ongoing basis.	-	-	67.8%	73.7%	-5.9%	-	-
k. The school leadership works to minimize disruptions for teachers, allowing teachers to focus on students.	64.8%	65.4%	66.5%	77.5%	-11.0%	1.1%	1.7%

Aurora Public Schools TELL Survey 2015  
Division of Accountability Research

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
l. The school leadership consistently supports teachers.	-	-	61.9%	77.2%	-15.3%	-	-
m. Teachers are held to high professional standards for delivering instruction.	85.3%	84.5%	87.0%	91.1%	-4.1%	2.5%	1.7%
n. The school leadership facilitates using data to improve student learning.	84.0%	85.7%	79.5%	87.2%	-7.7%	-6.2%	-4.5%
o. The faculty are recognized for accomplishments.	64.7%	64.8%	67.4%	76.5%	-9.1%	2.6%	2.7%
p. The school leadership focuses on the professional growth of staff.	-	-	76.1%	79.0%	-2.9%	-	-

**Q7.3 The school leadership makes a sustained effort to address teacher concerns about:**

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
a. Leadership issues	52.4%	53.5%	58.4%	70.3%	-11.9%	4.9%	6.0%
b. Facilities and resources	71.7%	71.7%	72.1%	80.5%	-8.4%	0.4%	0.4%
c. The use of time in my school	51.8%	56.4%	60.6%	72.2%	-11.6%	4.2%	8.8%
d. Professional development	57.4%	61.6%	69.5%	75.1%	-5.6%	7.9%	12.1%
e. Empowering teachers	52.1%	54.5%	59.2%	72.3%	-13.1%	4.7%	7.1%
f. Community engagement	56.6%	59.8%	66.9%	79.4%	-12.5%	7.1%	10.3%
g. Student learning	75.4%	79.5%	79.7%	89.0%	-9.3%	0.2%	4.3%
h. New teacher support	62.9%	58.1%	60.2%	72.6%	-12.4%	2.1%	-2.7%
i. Managing student conduct	53.9%	54.9%	53.3%	72.5%	-19.2%	-1.6%	-0.6%
Q7.4 Overall, the school leadership in my school is effective.	54.5%	56.6%	61.0%	73.9%	-12.9%	2.1%	6.5%

Aurora Public Schools TELL Survey 2015  
Division of Accountability Research

**Q8.1 School Professional Development**

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
a. Sufficient resources are available for professional development in my school.	70.4%	69.5%	72.3%	70.6%	1.7%	2.8%	1.9%
b. Professional development provides teachers with the knowledge/skills most needed to teach effectively.	55.3%	58.4%	62.0%	68.2%	-6.2%	3.6%	6.7%
c. PD provides ongoing opportunities for teachers to work with colleagues.	65.6%	64.7%	72.0%	70.3%	1.7%	7.3%	6.4%
d. An appropriate amount of time is provided for professional development.	73.5%	72.2%	76.7%	66.2%	10.5%	4.5%	3.2%
e. Professional development offerings are data-driven.	69.1%	71.3%	67.7%	71.6%	-3.9%	-3.6%	-1.4%
f. Professional development is differentiated to meet the needs of individual teachers	34.2%	36.0%	45.2%	48.5%	-3.3%	9.2%	11.0%
g. PD enhances teachers' ability to implement inst. strategies that meet diverse student learning needs.	56.8%	60.4%	64.2%	68.5%	-4.3%	3.8%	7.4%
h. Professional learning opportunities are aligned with the school's improvement plan.	83.2%	81.3%	85.3%	83.9%	1.4%	4.0%	2.1%
i. Professional development enhances teachers' abilities to improve student learning.	64.6%	67.8%	69.6%	75.7%	-6.1%	1.8%	5.0%
j. Teachers are encouraged to reflect on their own practice.	83.3%	83.7%	89.2%	89.3%	-0.1%	5.5%	5.9%
k. Professional development deepens teachers' content knowledge	51.3%	54.6%	56.7%	60.8%	-4.1%	2.1%	5.4%
l. Follow-up is provided from professional development in this school	54.9%	53.9%	56.6%	57.2%	-0.6%	2.7%	1.7%
m. Professional development is evaluated and results are communicated to teachers.	42.2%	41.3%	46.0%	46.6%	-0.6%	4.7%	3.8%
Q8.6 School leadership participates in professional development opportunities with teachers.	76.0%	78.2%	79.1%	78.8%	0.3%	0.9%	3.1%

Aurora Public Schools TELL Survey 2015  
Division of Accountability Research

**Q9.1 Instructional Practices and Support in your School.**

Question	%Ag/SA						
	APS11	APS13	APS15	State15	APS-State Diff	2 Yr Change	4 Yr Change
a. State assessment data are available in time to impact instructional practices.	44.8%	45.4%	32.2%	32.1%	0.1%	-13.2%	-12.6%
b. State and local assessment data are used to improve student learning.	65.3%	71.8%	49.9%	58.9%	-9.0%	-21.9%	-15.4%
c. State and local assessment data are useful to me in my efforts to improve student learning.	55.4%	59.5%	41.0%	48.7%	-7.7%	-18.5%	-14.4%
d. Teachers use formative assessments in their classroom to make appropriate adjustments to instruction.	92.9%	91.4%	92.5%	94.1%	-1.6%	1.1%	-0.4%
e. The curriculum taught in this school is aligned with Colorado Academic Standards.	-	81.7%	86.5%	93.1%	-6.6%	4.8%	-
f. The curriculum taught meets the needs of the students	54.0%	58.1%	60.6%	77.5%	-16.9%	2.5%	6.6%
g. This school has an effective approach in place to meet the needs of students in special education.	-	-	60.2%	75.4%	-15.2%	-	-
h. This school has an effective approach in place to meet the needs of English language learners.	-	-	78.4%	78.0%	0.4%	-	-
i. This school has an effective approach in place to meet the needs of Gifted and Talented students.	-	-	51.6%	68.8%	-17.2%	-	-
j. Teachers work in professional learning communities to develop and align instructional practices	73.9%	72.1%	80.8%	79.5%	1.3%	8.7%	6.9%
k. Provided supports (e.g., IC's, PLC's) translate to improvements in instructional practices by teachers.	64.3%	71.5%	74.3%	76.2%	-1.9%	2.8%	10.0%
l. Teachers are encouraged to try new things to improve instruction.	68.1%	77.0%	82.8%	89.2%	-6.4%	5.8%	14.7%
m. Teachers are assigned classes that maximize their likelihood of success with students.	47.2%	48.8%	50.3%	65.9%	-15.6%	1.5%	3.1%
n. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	42.2%	54.1%	65.1%	77.5%	-12.4%	11.0%	22.9%
o. Teachers in this school have the support needed to provide culturally- and developmentally-responsive instruction to support the academic and behavioral needs of every student.	-	-	60.9%	72.7%	-11.8%	-	-
<b>Q10.7 Overall, my school is a good place to work and learn.</b>	69.3%	66.4%	73.3%	84.8%	-11.5%	6.9%	4.0%

**Note.** All survey items are presented in the aforementioned tables except for: average week activities both during and outside of the school day, areas requiring more professional development, and beginning teacher support/mentoring items. Total number of APS respondents was n=1938 representing a 71.8% response rate.