DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey





Prepared for

Number of respondents (#)

Rocky Ford R-2

39





REPORT CONTENTS

How to read your report	1
Demographics	2
Report Overview	3
Historical Results	6
Insights	10
Results	12
New Teacher Questions	12
School Leadership	15
Teacher Leadership	18
Managing Student Conduct	20
Instructional Practices and Support	22
Professional Development	25
Time	28





REPORT CONTENTS (CONTINUED)

Facilities and Resources	30
Community Support and Involvement	32
Overall Reflection	34
District Supports	36





HOW TO READ YOUR REPORT

How to get the most from your report

ABOUT YOUR REPORT

The Teaching and Learning Conditions in Colorado (TLCC) Survey – formerly TELL Colorado survey - is a statewide survey of school-based staff (teachers and building leadership) on their perceptions of the teaching and learning conditions in their schools. Questions were asked about instructional support, professional development, managing student conduct, use of time, leadership, facilities and resources, family and community support, and future plans. Demographic questions were limited to ensure participant anonymity.

The TLCC results give you a powerful tool for understanding teachers and leaders' experience in their classrooms and schools. These results may confirm some of what you already know about classrooms and schools, may surprise you with details that you didn't know, and most likely will open up new questions about areas you want to explore further.

SURVEY DESIGN

The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter Schools, Colorado Rural Alliance and representatives from school districts, universities and researchers. APA Consulting developed the TLCC survey by working closely with the partner organizations, districts and educators in the field. Cambridge Education administered the inaugural launch the survey in January 2018.

SCORING AND REFERENCE DATA

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

Items on the TLCC have varying levels of meaning by design, so it is not as easy as simply looking at the highest and lowest items to identify strengths and areas of improvement. When examining a school's results, you should think carefully about the priorities of your school(s) and departments, and then identify relative strengths and weaknesses across teachers and schools.

USE OF CHARTS & LEGENDS







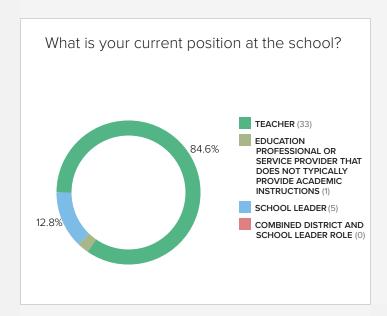


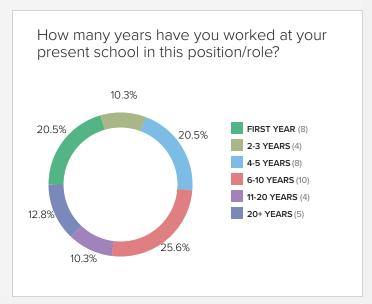
DEMOGRAPHICS

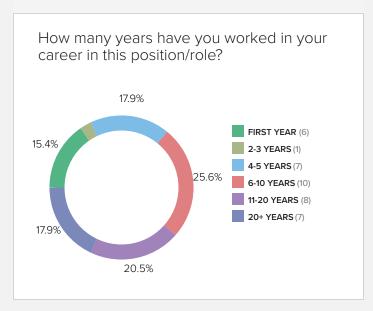
Who took the survey?

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

39 total respondents









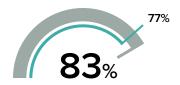


REPORT OVERVIEW

Your results at a glance



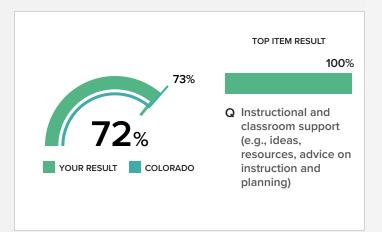




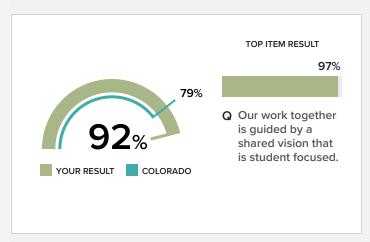
YOUR RESULTS



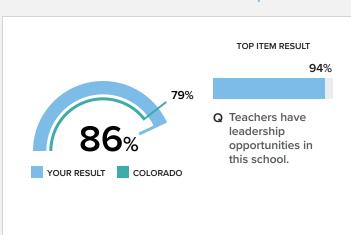
New Teacher Questions



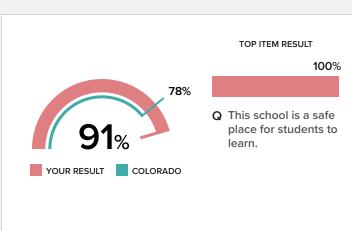




Teacher Leadership



Managing Student Conduct





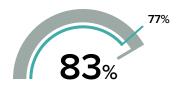


REPORT OVERVIEW

Your results at a glance



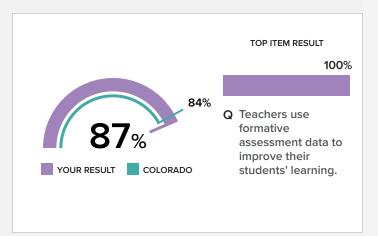
REPORT OVERALL FAVORABILITY



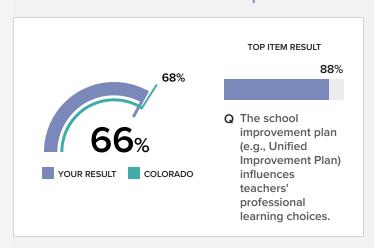
YOUR RESULTS



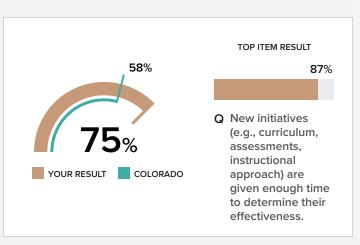
Instructional Practices and Support



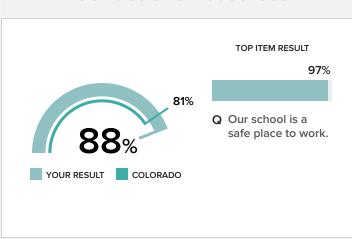








Facilities and Resources





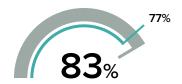


REPORT OVERVIEW

Your results at a glance



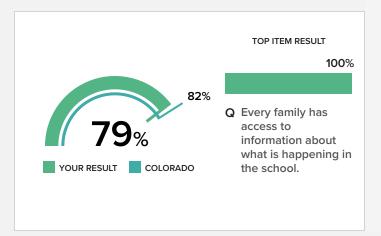
REPORT OVERALL FAVORABILITY



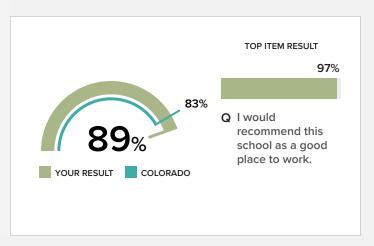
YOUR RESULTS



Community Support and Involvement







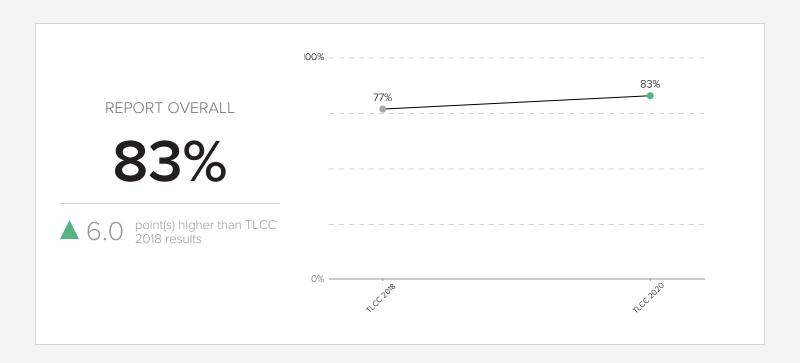


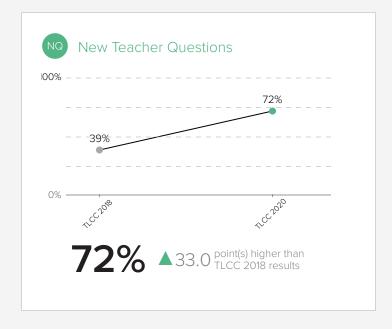
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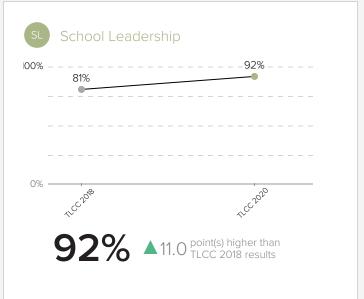




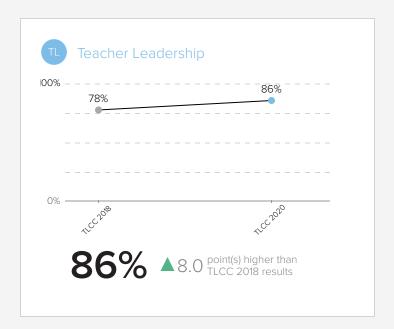
Measuring your growth

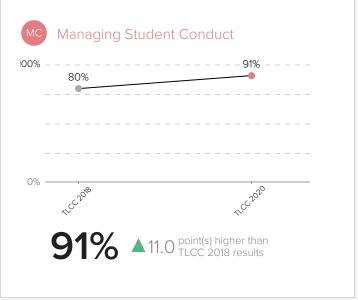


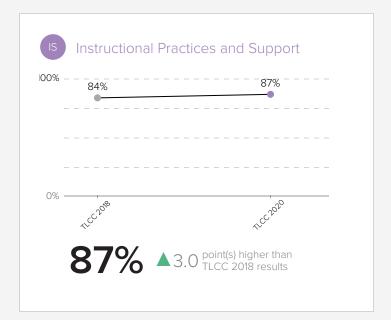


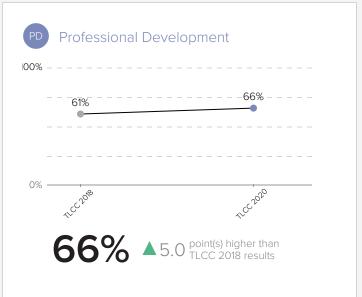


Measuring your growth

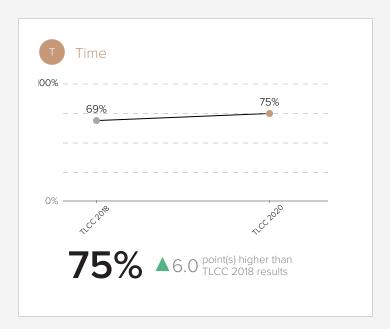


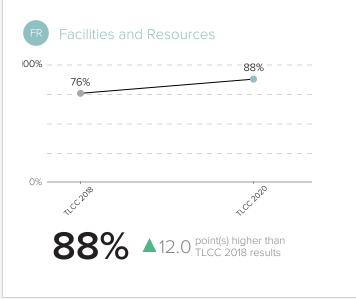


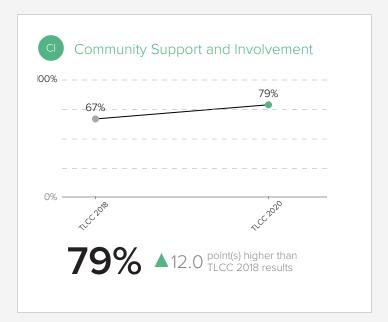


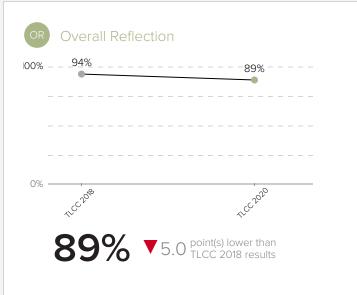


Measuring your growth

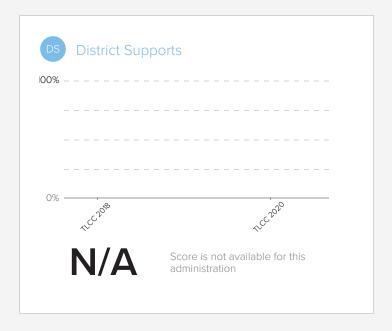








Measuring your growth



INSIGHTS

Discover important aspects of your report

HOW INSIGHTS WORK

This page helps you track performance across your district. Each row within the table below shows the construct-level and the overall results for each qualifying participating school. This list is arranged by Overall Results.









Item level results from your report

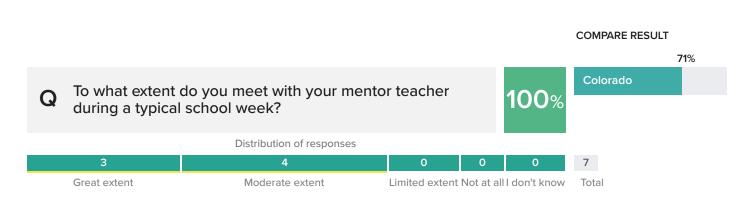




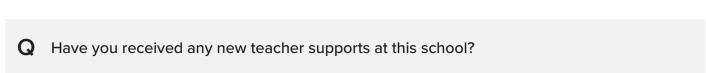
New Teacher Questions

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















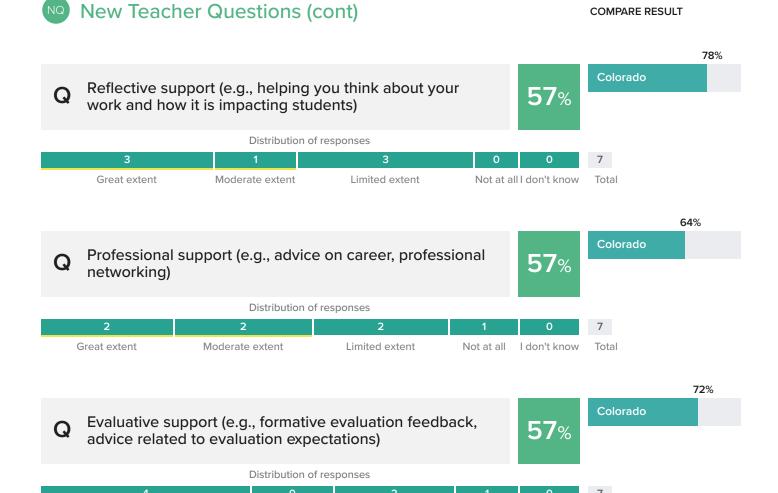


COMPARE RESULT









Limited extent

Not at all

I don't know

Total

Great extent

Moderate extent





Item level results from your report

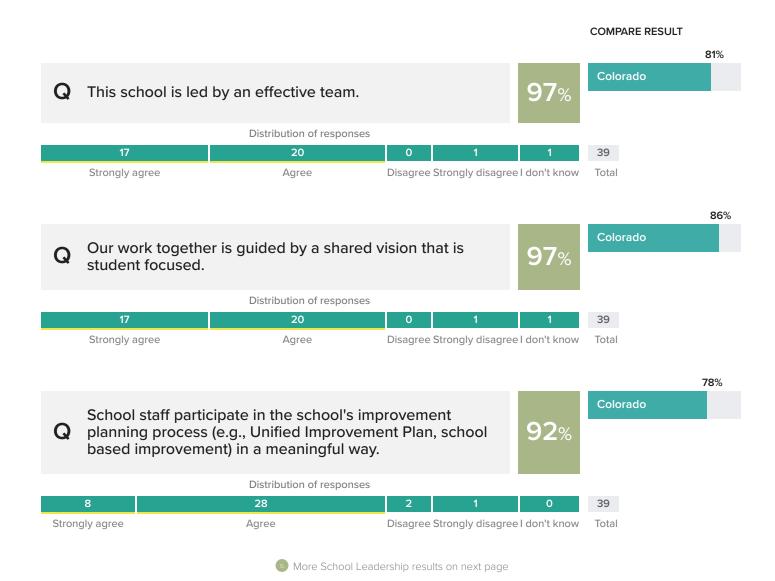




School Leadership

This area is aimed at the school leadership's role within the school, the vision provided and the culture of the building. These items refer to the team that leads the school; they are not limited to the principal.









School Leadership (cont)

COMPARE RESULT



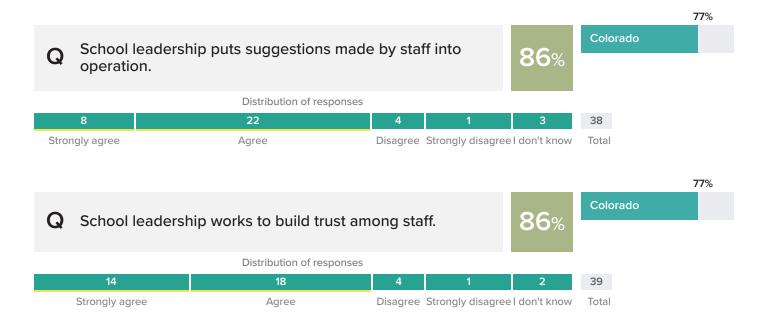
More School Leadership results on next page







COMPARE RESULT







Item level results from your report

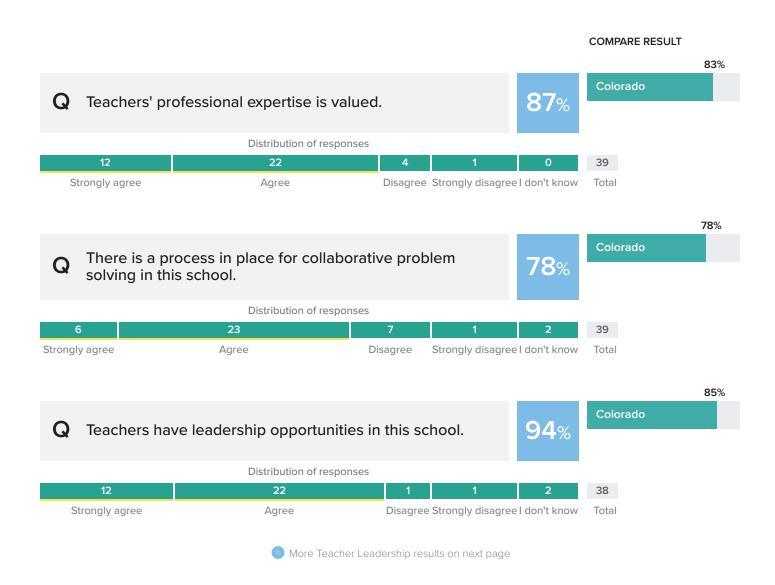




Teacher Leadership

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











COMPARE RESULT







Item level results from your report

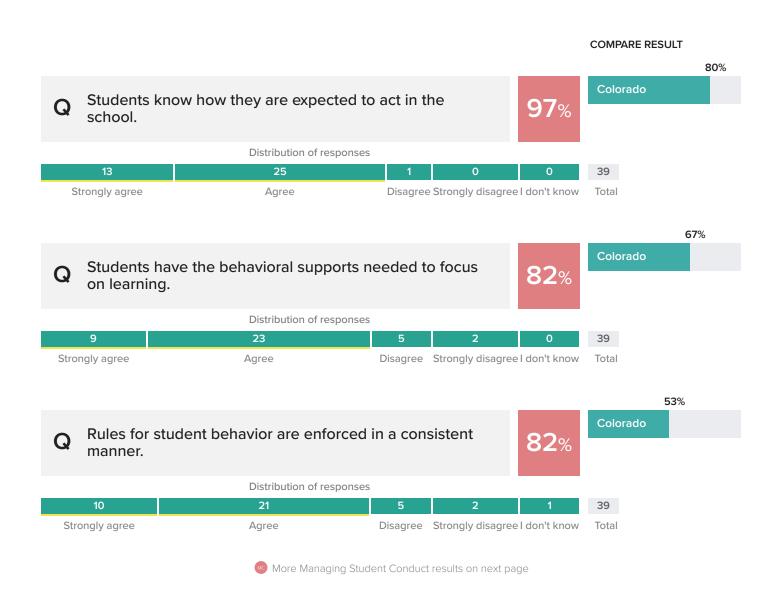




Managing Student Conduct

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





39

Total

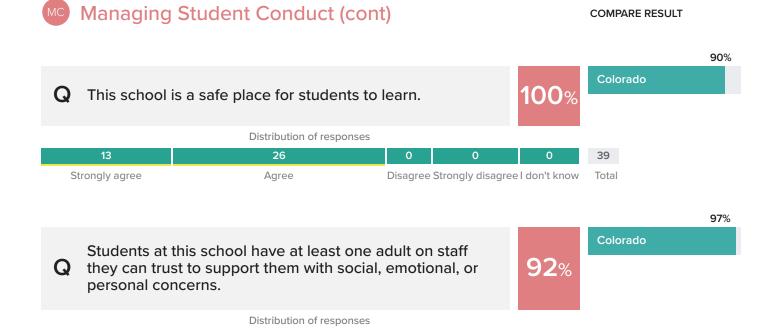
Disagree Strongly disagree I don't know



Strongly agree



Agree







Item level results from your report



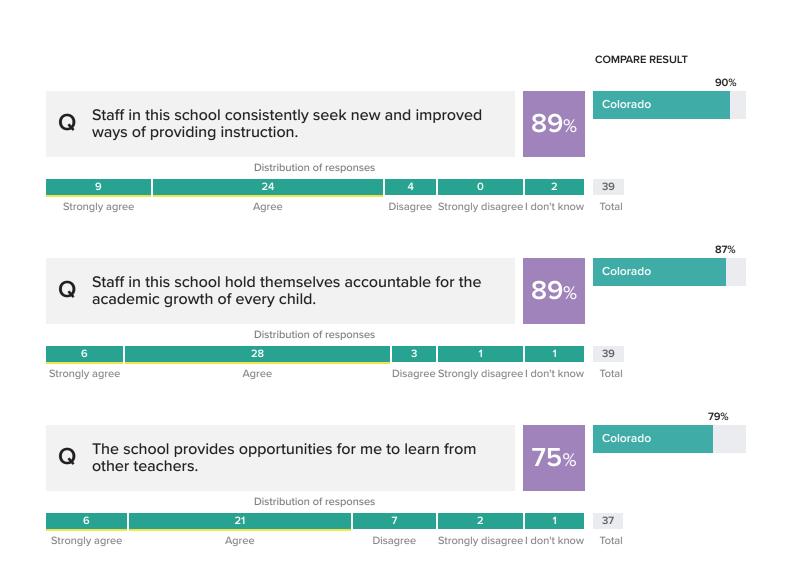


Instructional Practices and Support

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



OVERALL FAVORABILITY



More Instructional Practices and Support results on next page

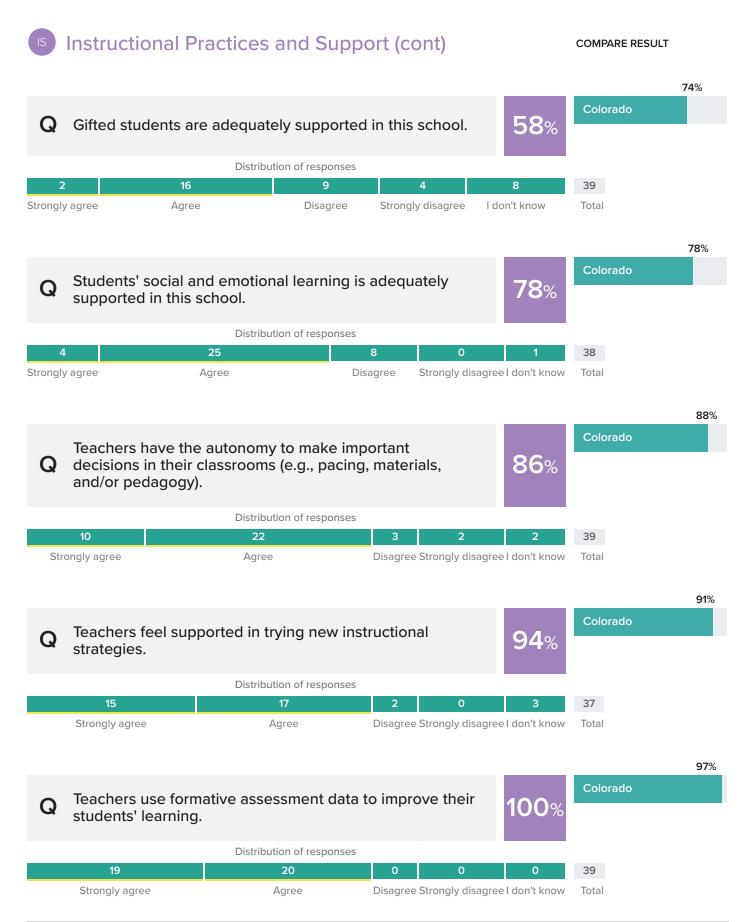
















Item level results from your report

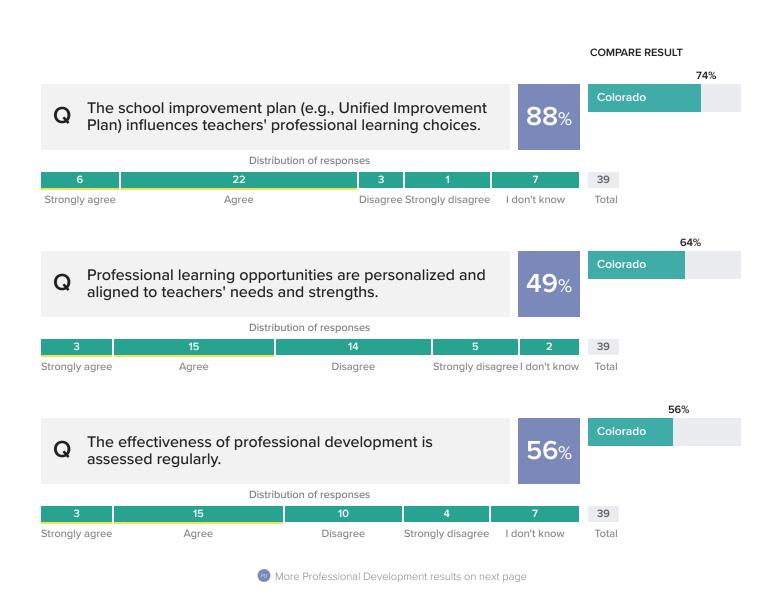




Professional Development

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













Teaching students with trauma



Social-emotional learning of all students Family engagement Math interventions



COMPARE RESULT

Which of the following would be most beneficial for teachers in this school to learn more about?

Distribution of responses

B 2 4 4 12 5 6 7 8 8 16 6 18 9 4 15 132

Teachers' content areas Colorado Academic Standards Using assessment results to guide instruction
Understanding data Differentiating instruction Supporting English Learners
Supporting special education (students with disabilities) Teaching gifted students Methods of teaching
Reading strategies Using technology in classroom instruction Classroom management techniques





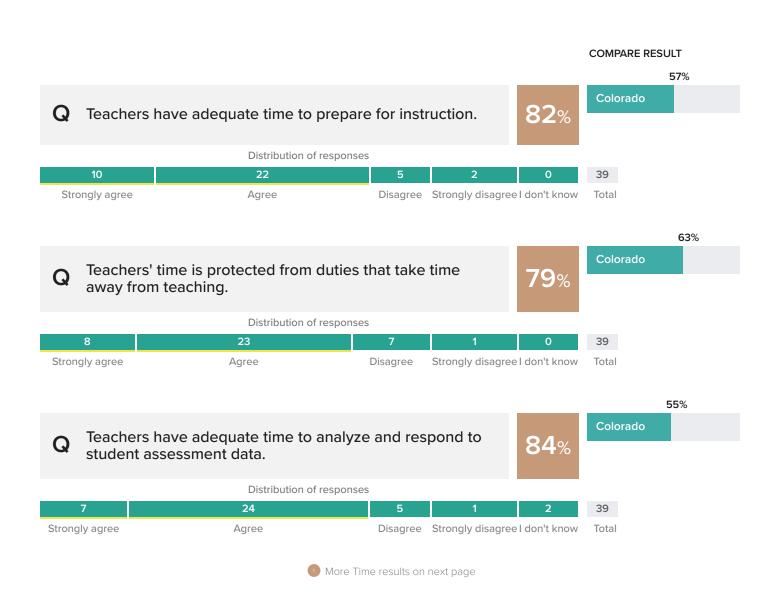
Item level results from your report





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















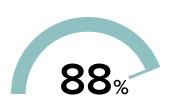
Item level results from your report

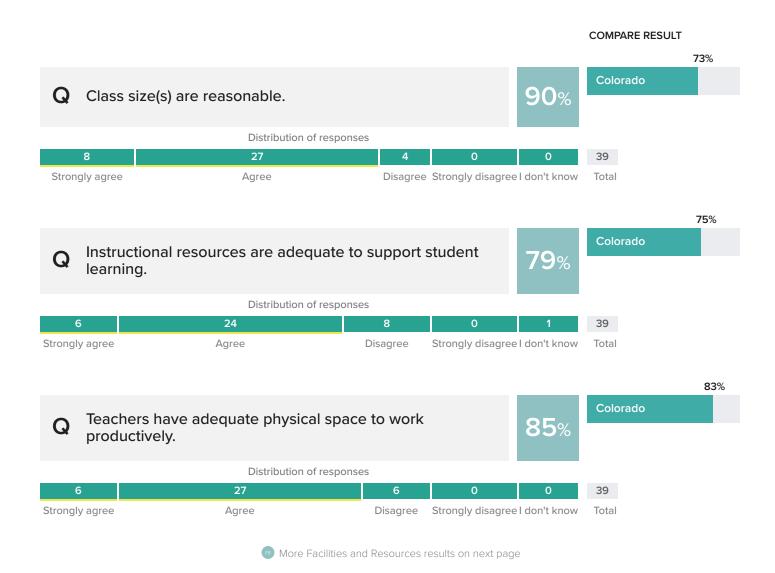




Facilities and Resources

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









Facilities and Resources (cont)

COMPARE RESULT







Item level results from your report





Community Support and Involvement

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













COMPARE RESULT







Item level results from your report



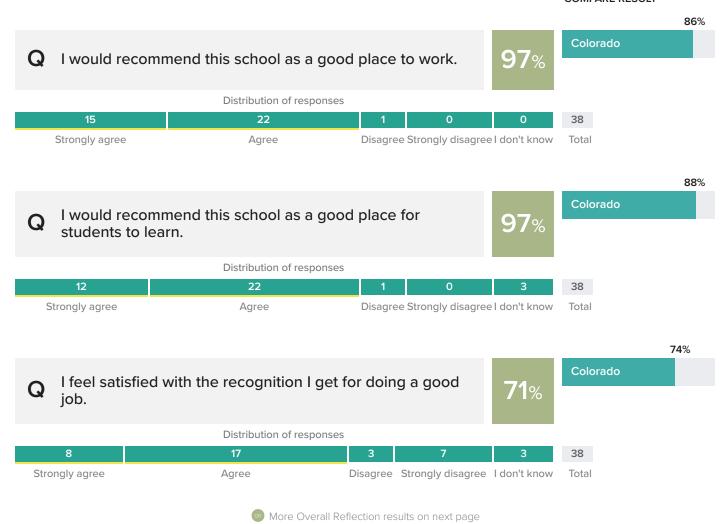


Overall Reflection

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





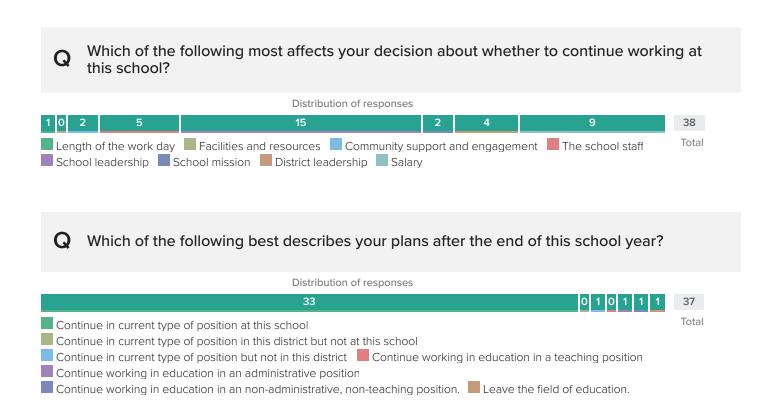








COMPARE RESULT







Item level results from your report





District Supports

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

COMPARE RESULT

There is an atmosphere of trust and mutual respect between district and school administrators.

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

The district provides principals with support when they need it.

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

The district clearly describes expectations for schools.

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

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

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

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

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







COMPARE RESULT

Q The district makes principal professional development a priority.

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

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

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

Q The district involves principals in decisions that directly impact the operations of their school.

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

Q District leadership takes steps to solve problems.

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

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

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