

2017 VISTA Principal Survey: Boston Comprehensive Report – Overview

Overview: Survey Methodology, Design, and Report Structure

The Views on Instruction, State Standards, Teaching, and Assessment (VISTA) survey is an annual survey sponsored by the Massachusetts Department of Elementary and Secondary Education (ESE). VISTA gives educators a voice directly with the state on issues specific to education in Massachusetts. ESE will use educator feedback to improve statewide implementation, inform current and future policies, and better target state resources and supports.

In the 2017 administration, data collection began in mid-January and closed in mid-March. All Massachusetts principals were invited to participate. Principals from 52% (n = 963) of the state's schools participated in the survey, an increase from last year's response rate of 37% (n = 657) of schools. Superintendents also participated in the 2017 VISTA survey, and a separate report includes results from the superintendent survey. Survey findings are weighted to represent all Massachusetts districts and schools.

The 2017 VISTA Principal Survey included six sections.

1. [Demographic Questions](#)
2. [State Curriculum Frameworks](#)
3. [Educator Growth and Development](#)
4. [Educator Evaluation](#)
5. [Social and Emotional Learning \(SEL\)](#)
6. [ESE Overall Support](#)

This report is broken down by section and includes graphical representation of all selected-response (e.g., multiple choice) survey questions. Non-numeric open-ended text response questions are not included in this report. Data tables are provided in an [Appendix](#).

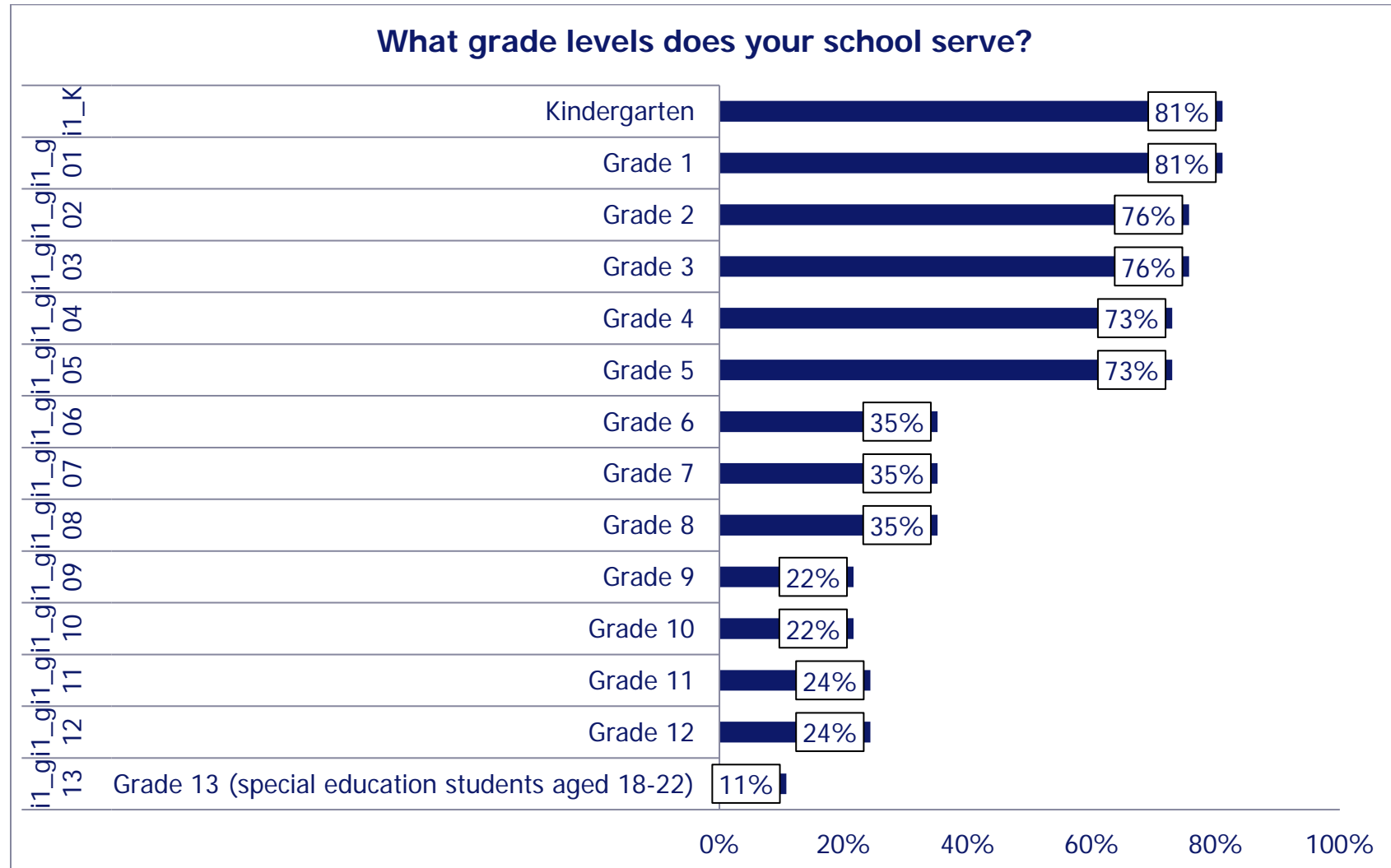
In order to protect respondent confidentiality, the report does not include response data if a survey question had fewer than six respondents and/or if all respondents or all but one respondent selected a single response option. These data are suppressed with no data shown for the item or sub-item. In bar charts and stacked bar charts, these items and sub-items will not have a visible bar.

See the VISTA webpage (<http://www.doe.mass.edu/research/vista>) for more information about the VISTA study. The VISTA webpage includes more details about the study, additional reports (including results from the principal survey and from prior years), and copies of the VISTA surveys.

2017 VISTA Principal Survey: Boston Comprehensive Report – Demographic Questions

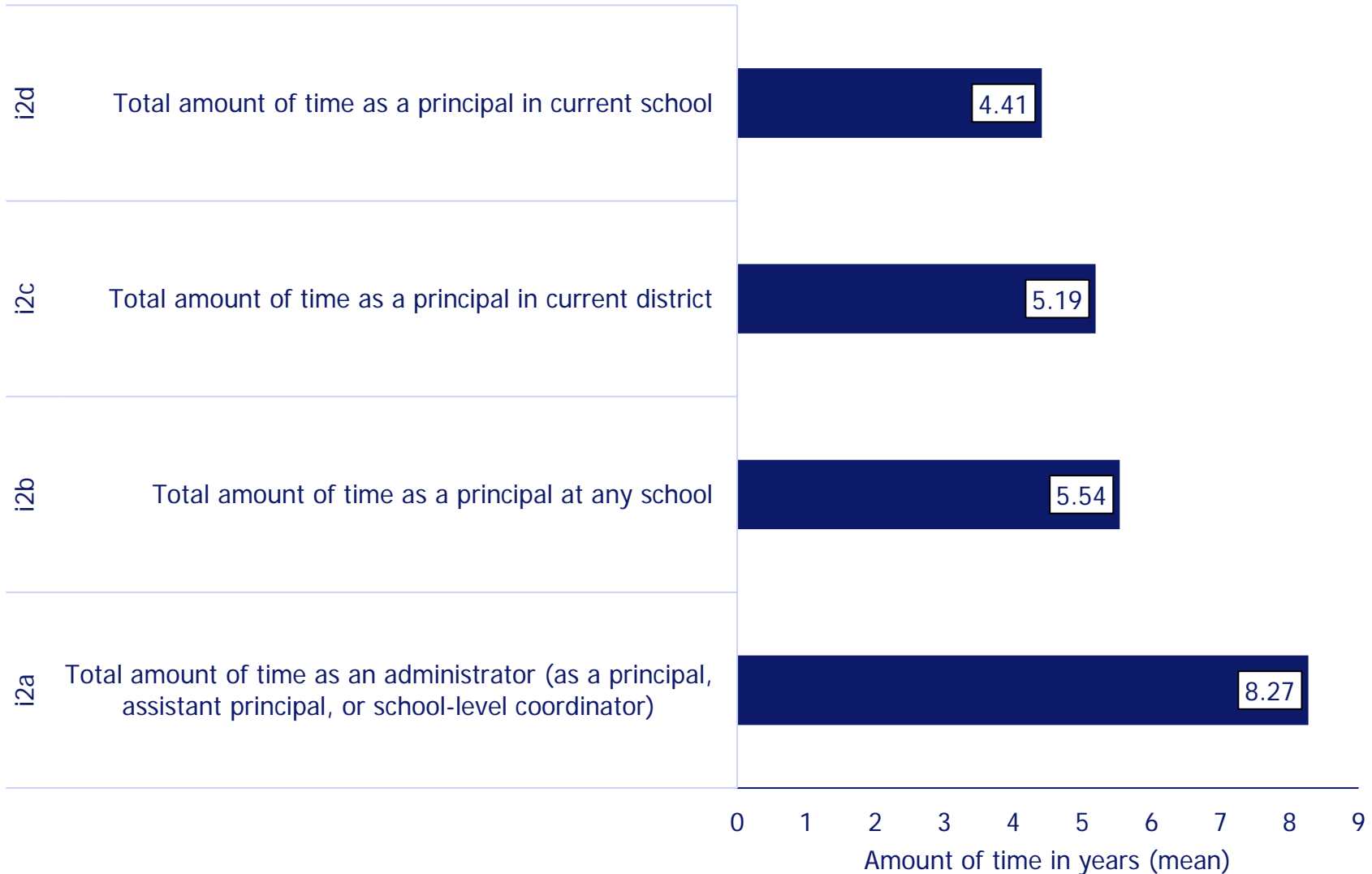
Demographic Questions

The first section of the survey includes questions about survey respondents' experience in an administrative role and about their schools. Response from this section may be used to understand how to target resources and supports based on school profile.



2017 VISTA Principal Survey:
Boston Comprehensive Report – Demographic Questions

Including the current school year (2016-17), how long have you worked as a school-level administrator?



2017 VISTA Principal Survey: Boston Comprehensive Report – State Curriculum Frameworks

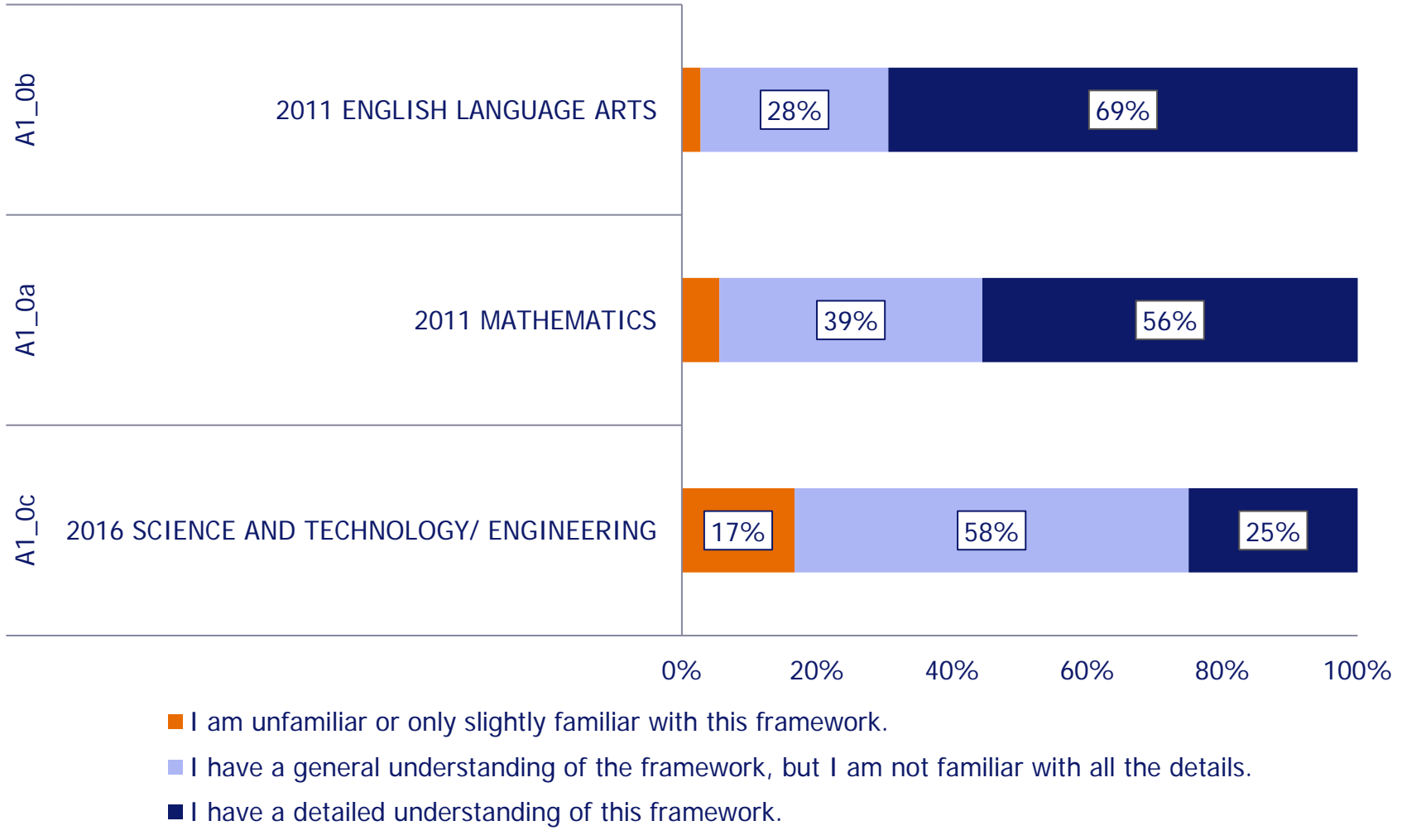
State Curriculum Frameworks

The Massachusetts Curriculum Frameworks are designed to increase academic aspirations and raise expectations for learning. By setting and measuring high expectations, deepening professional learning for educators, and supporting child-first instruction, ESE aims to support Massachusetts educators in implementing high quality instruction that is aligned to our state's strong standards. The Next Generation Massachusetts Comprehensive Assessment System (NextGen MCAS) is aligned to those high standards and designed to provide districts with feedback on student progress in attaining the standards.

Questions in this section of the survey address respondents' views on the alignment, support for, and implementation of the Massachusetts Curriculum Frameworks (English Language Arts, Mathematics, and Revised Science and Technology/Engineering) in their districts.

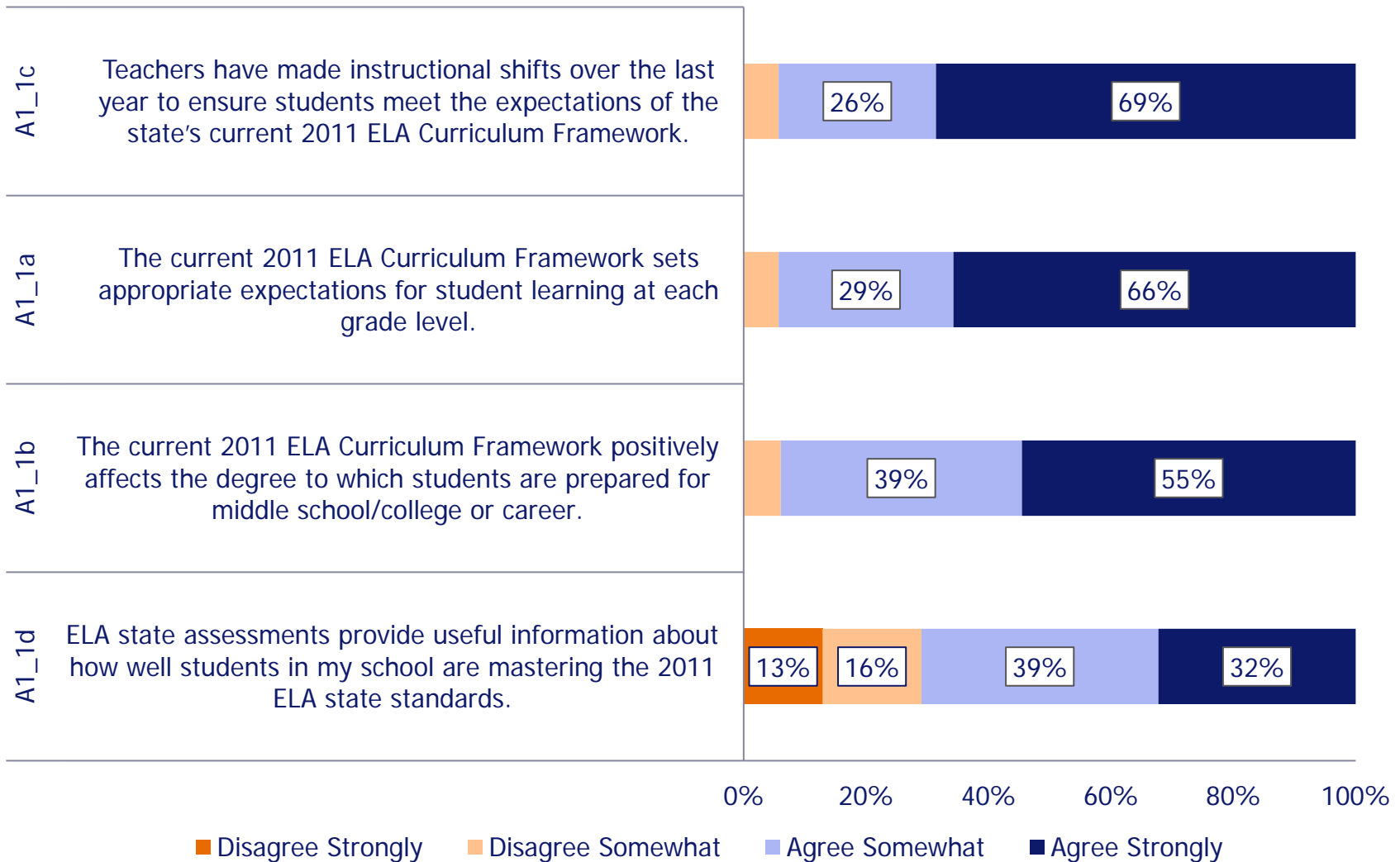
2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?



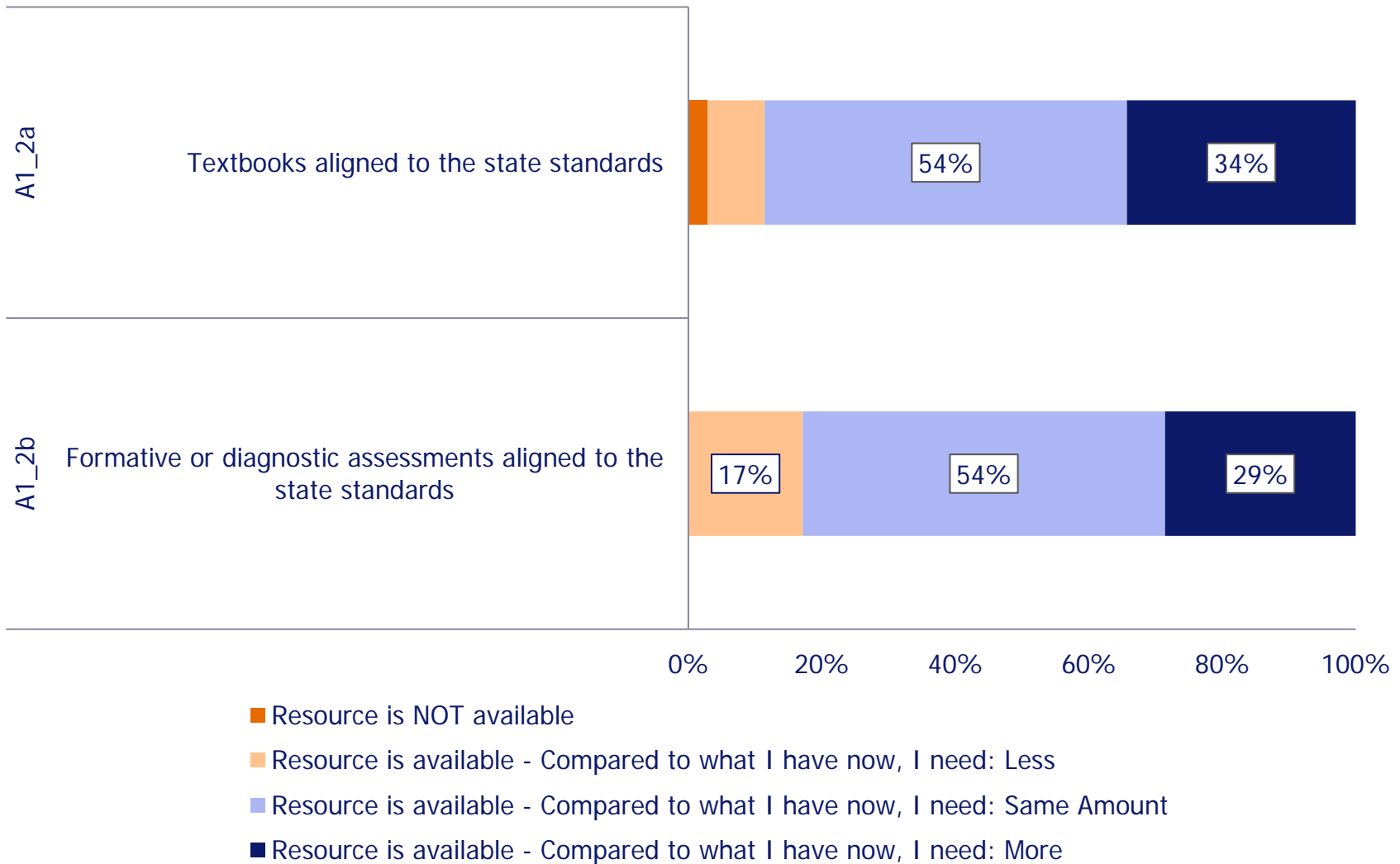
2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.

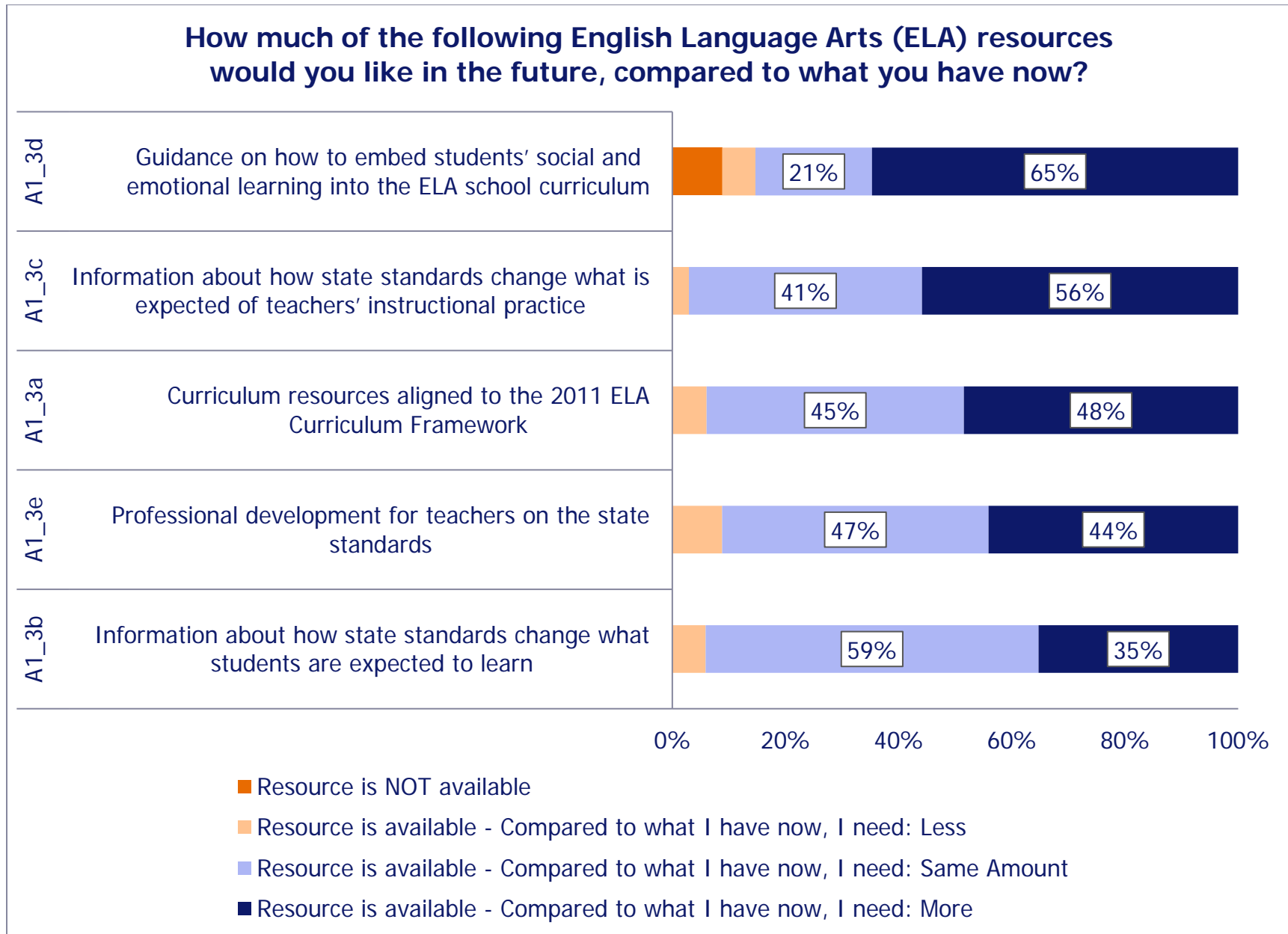


2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?

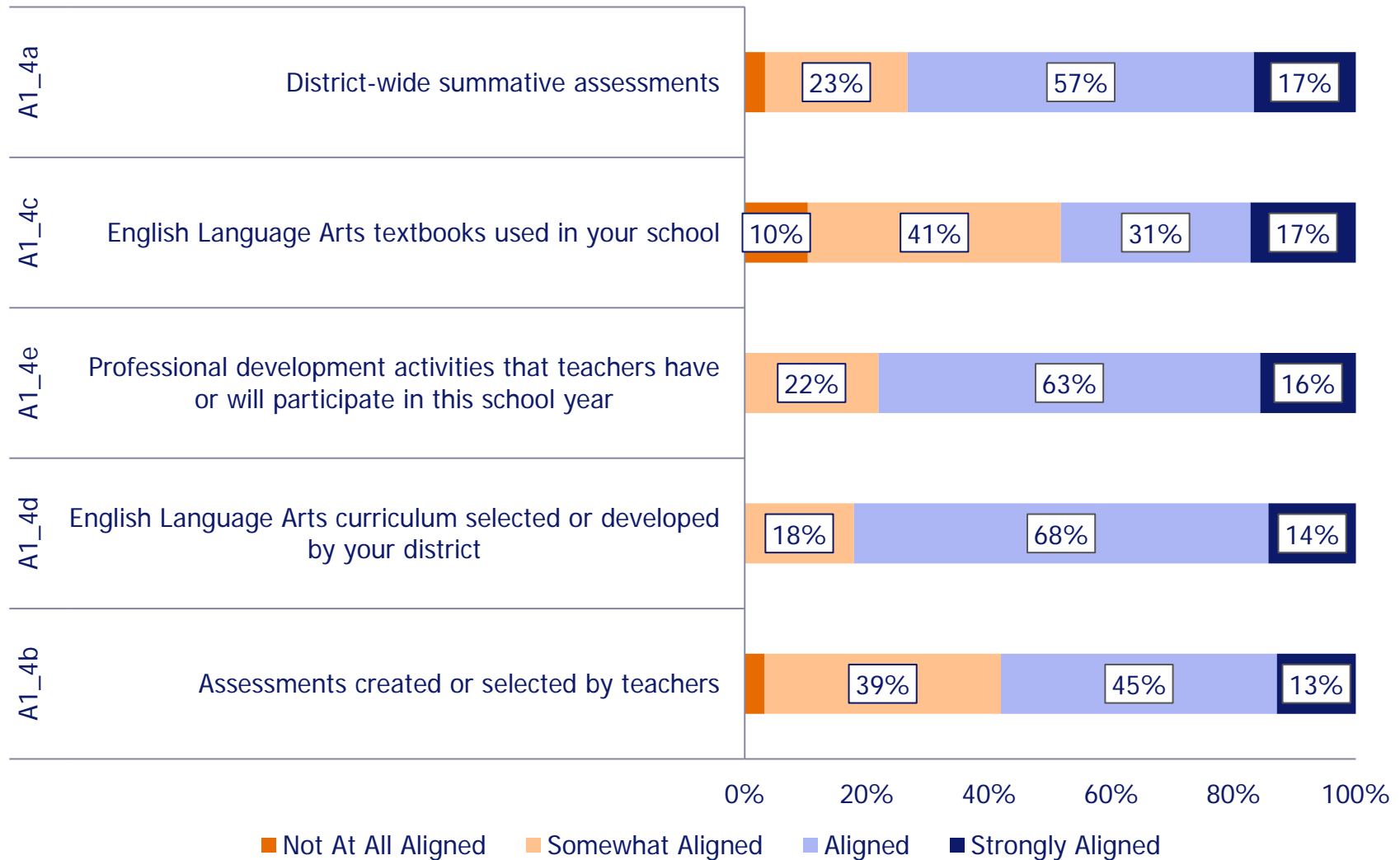


2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks



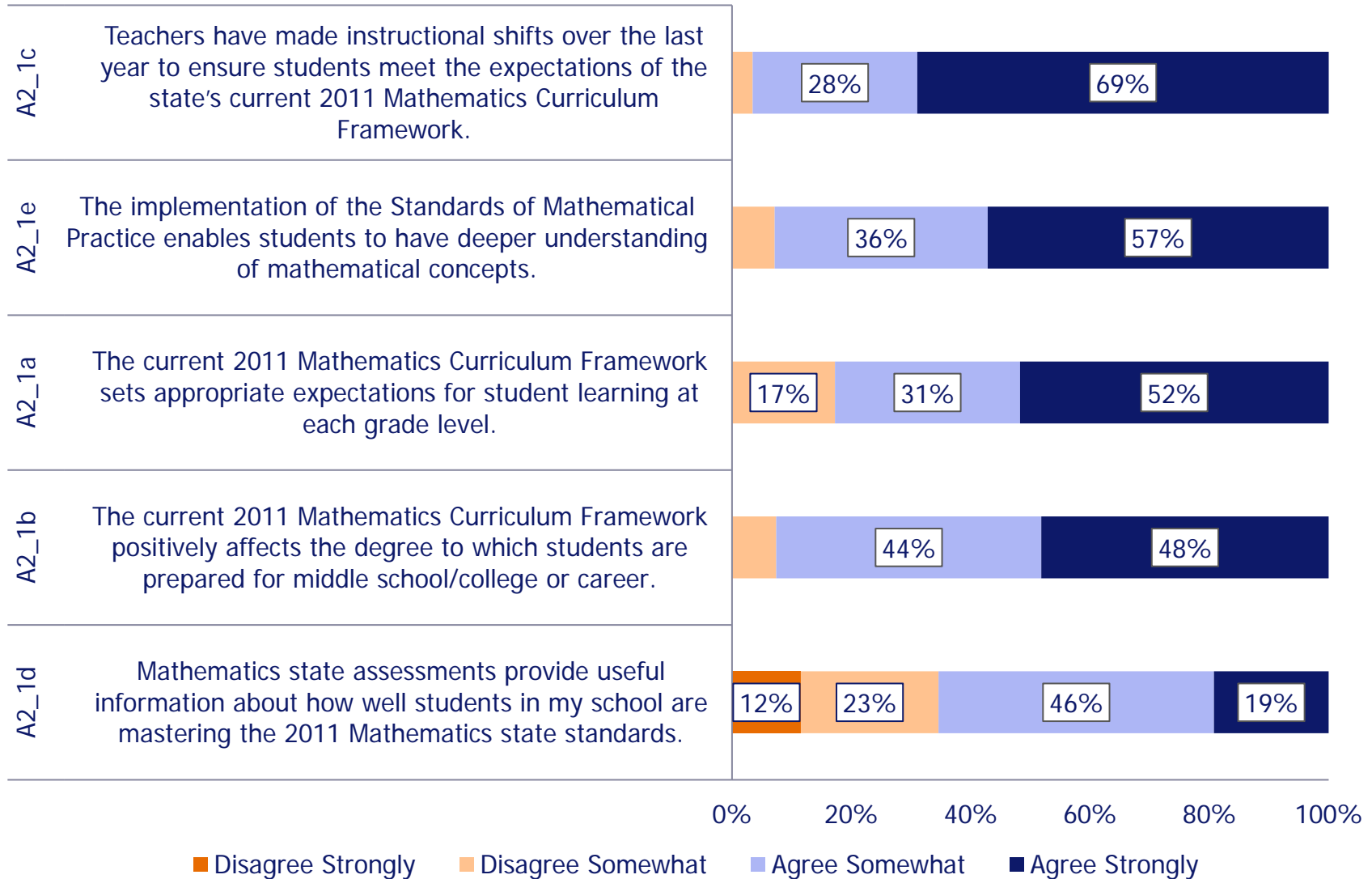
2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.

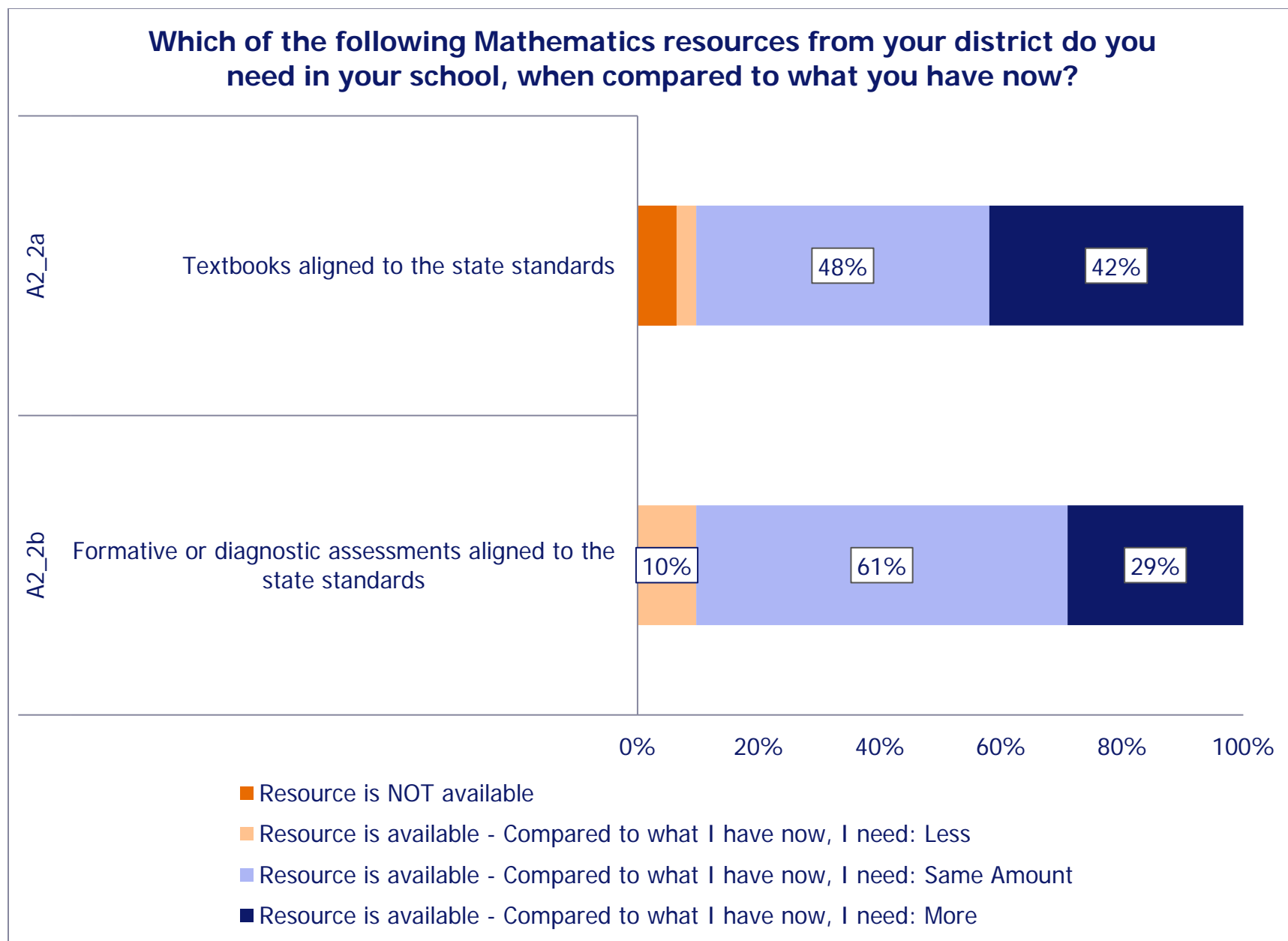


2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.

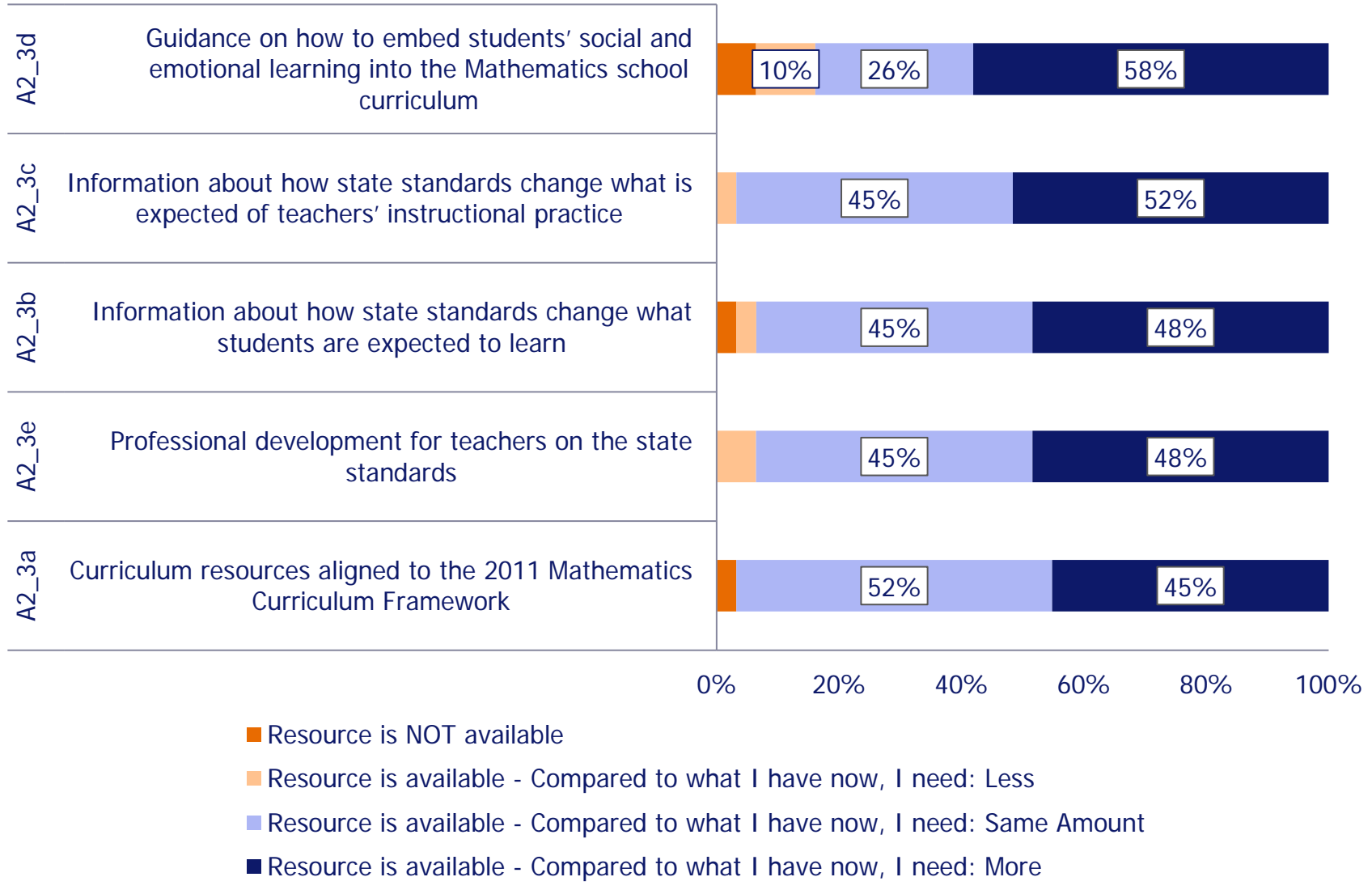


2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks



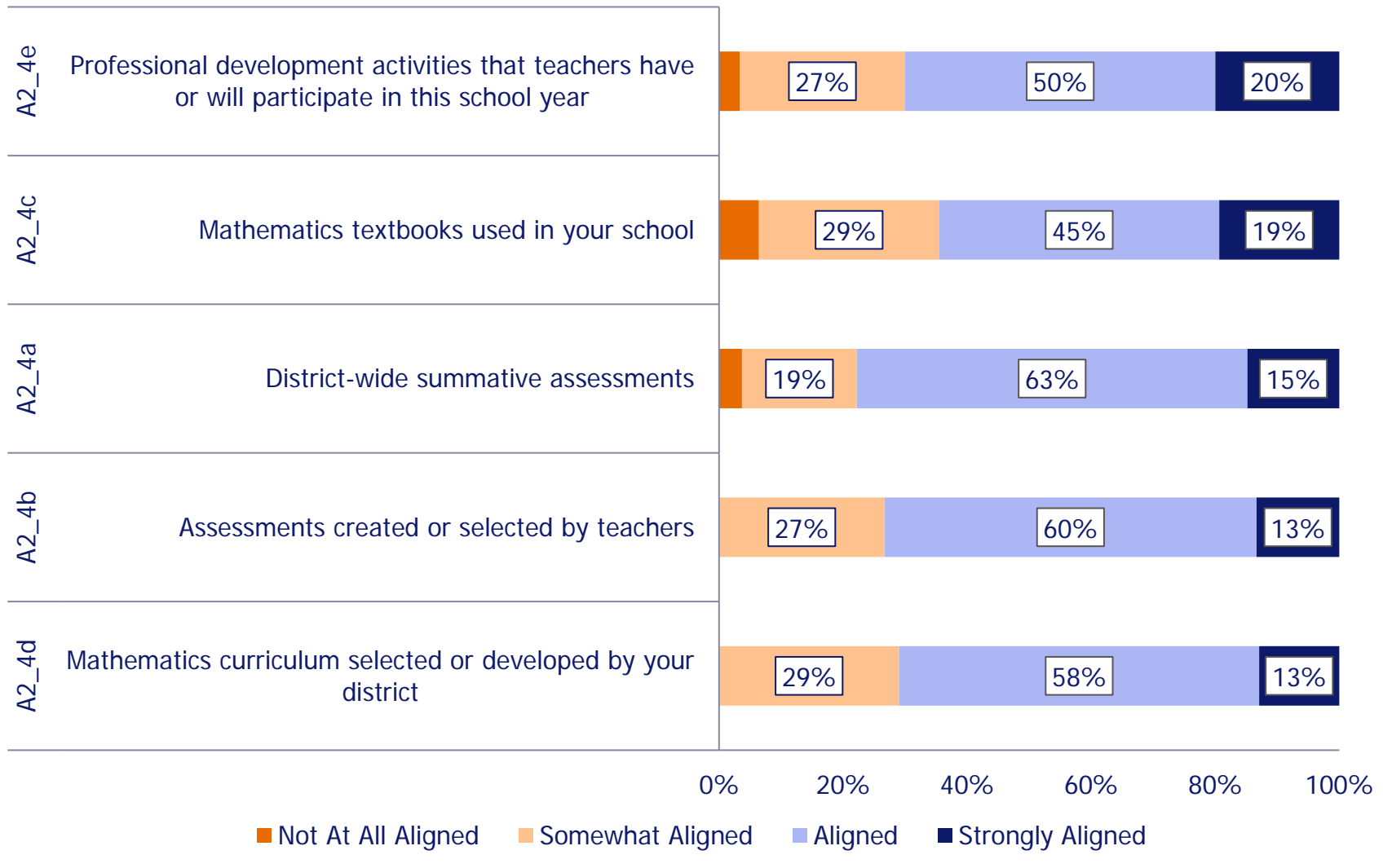
2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

How much of the following Mathematics resources would you like in the future, compared to what you have now?



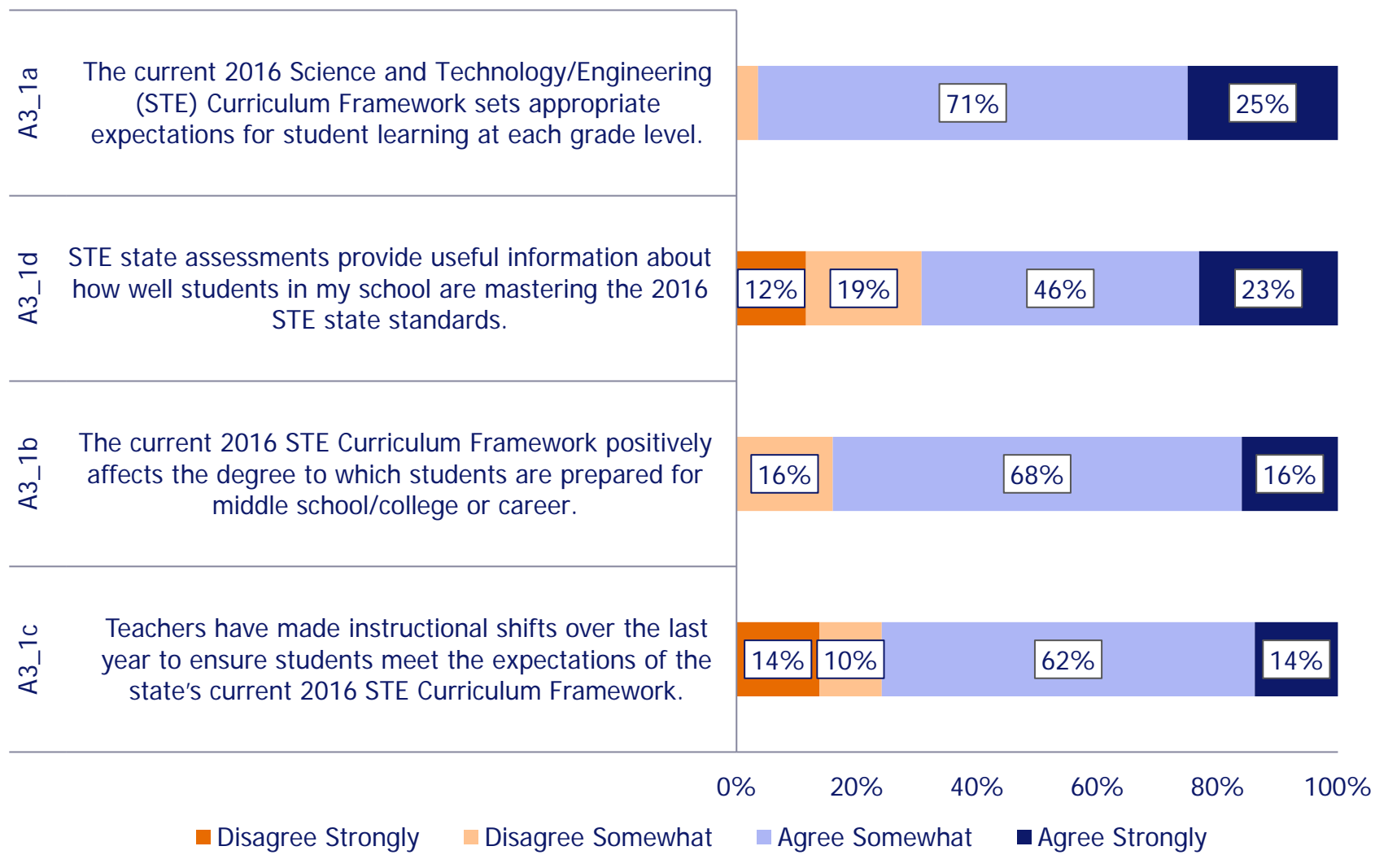
2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.



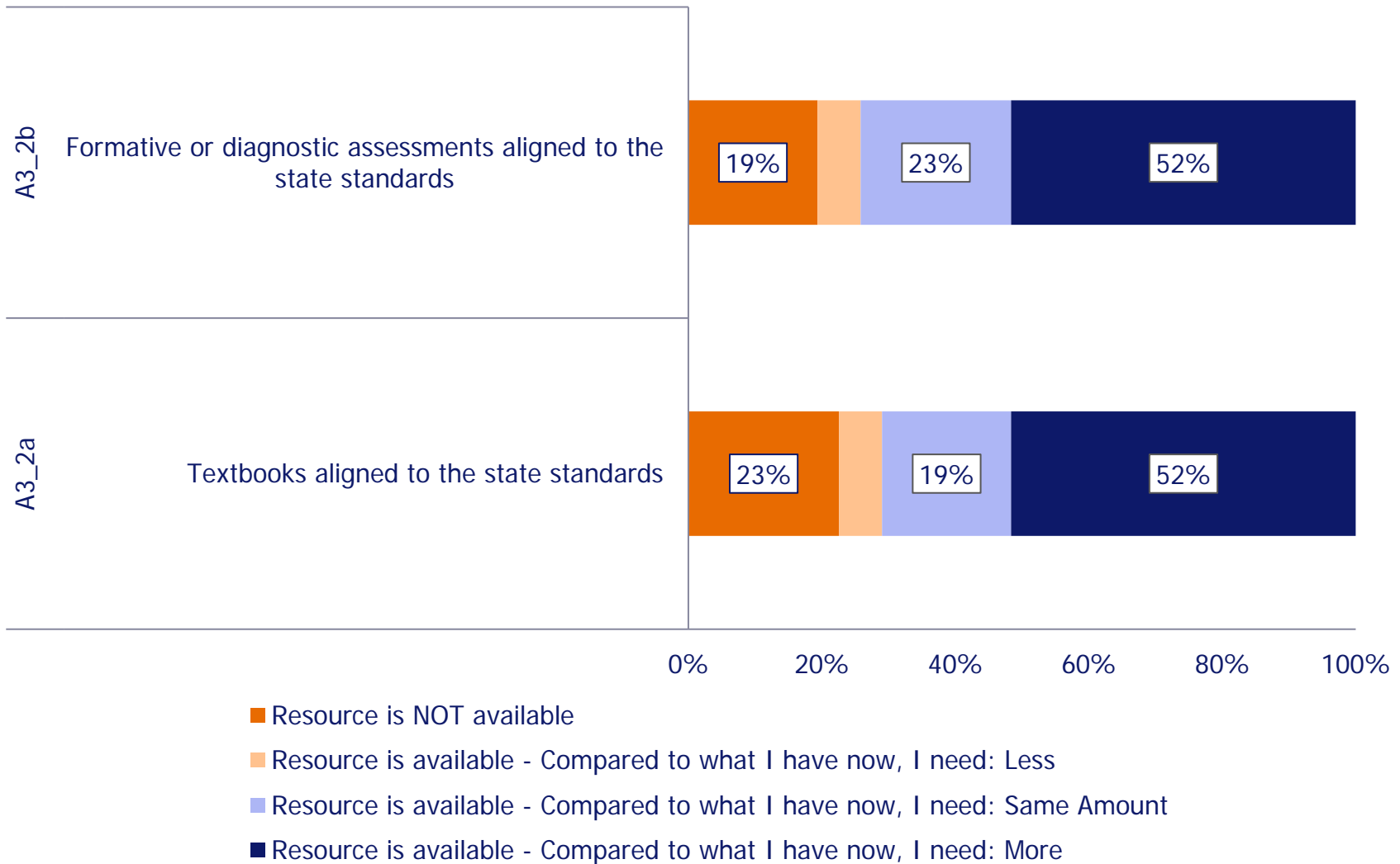
2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.



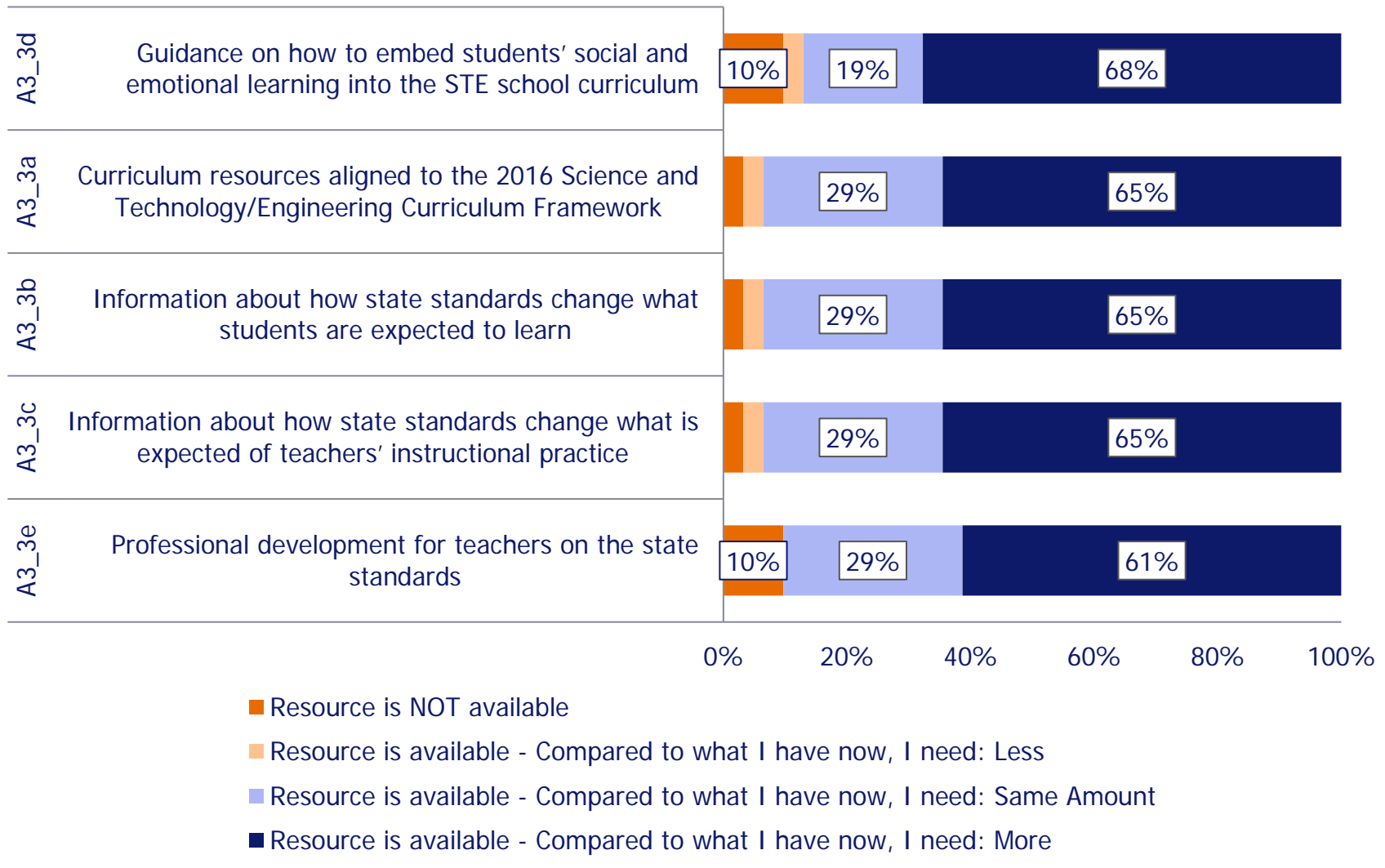
2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

Which of the following Science and Technology/Engineering resources from your district do you need in your school, when compared to what you have now?



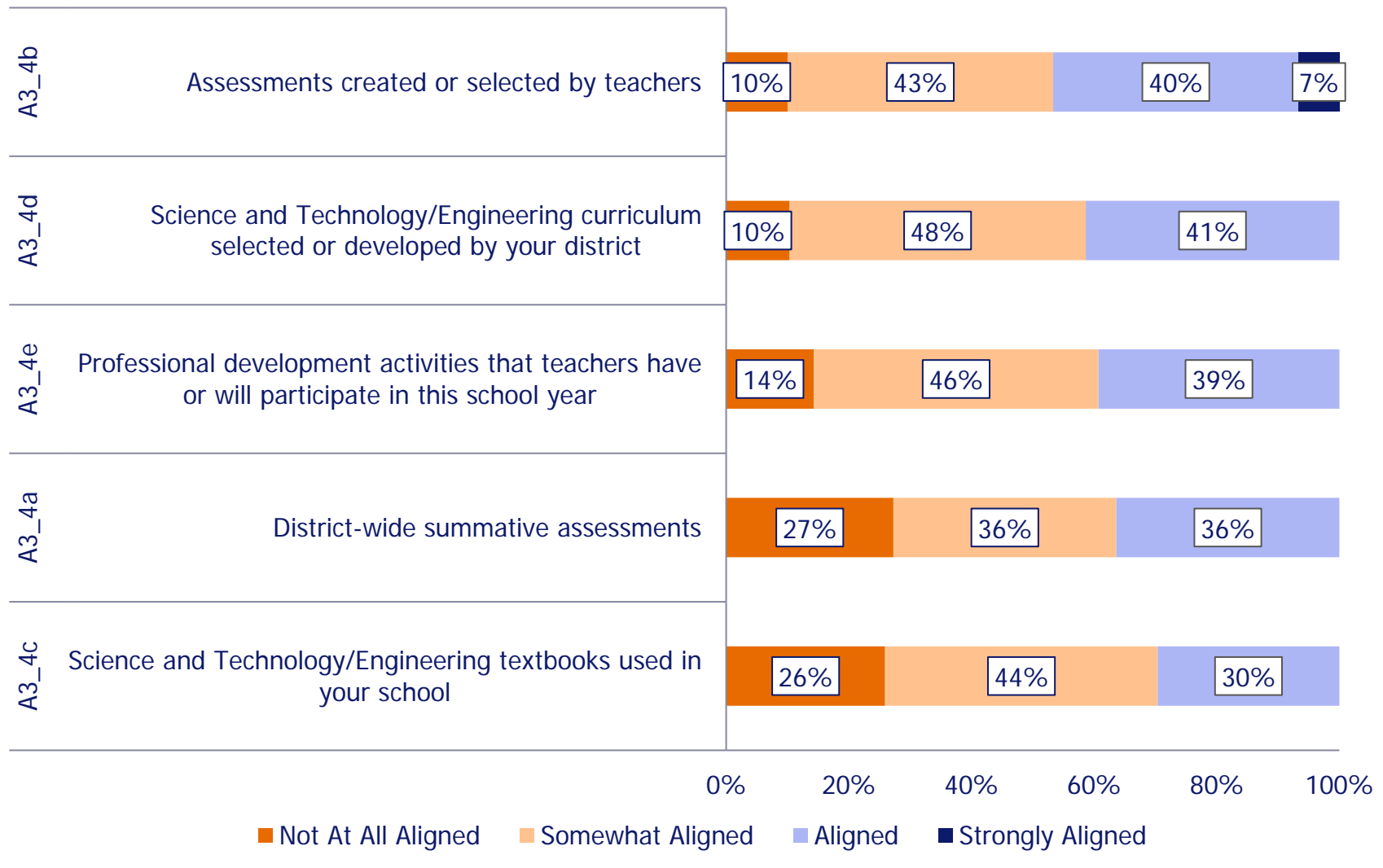
2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?



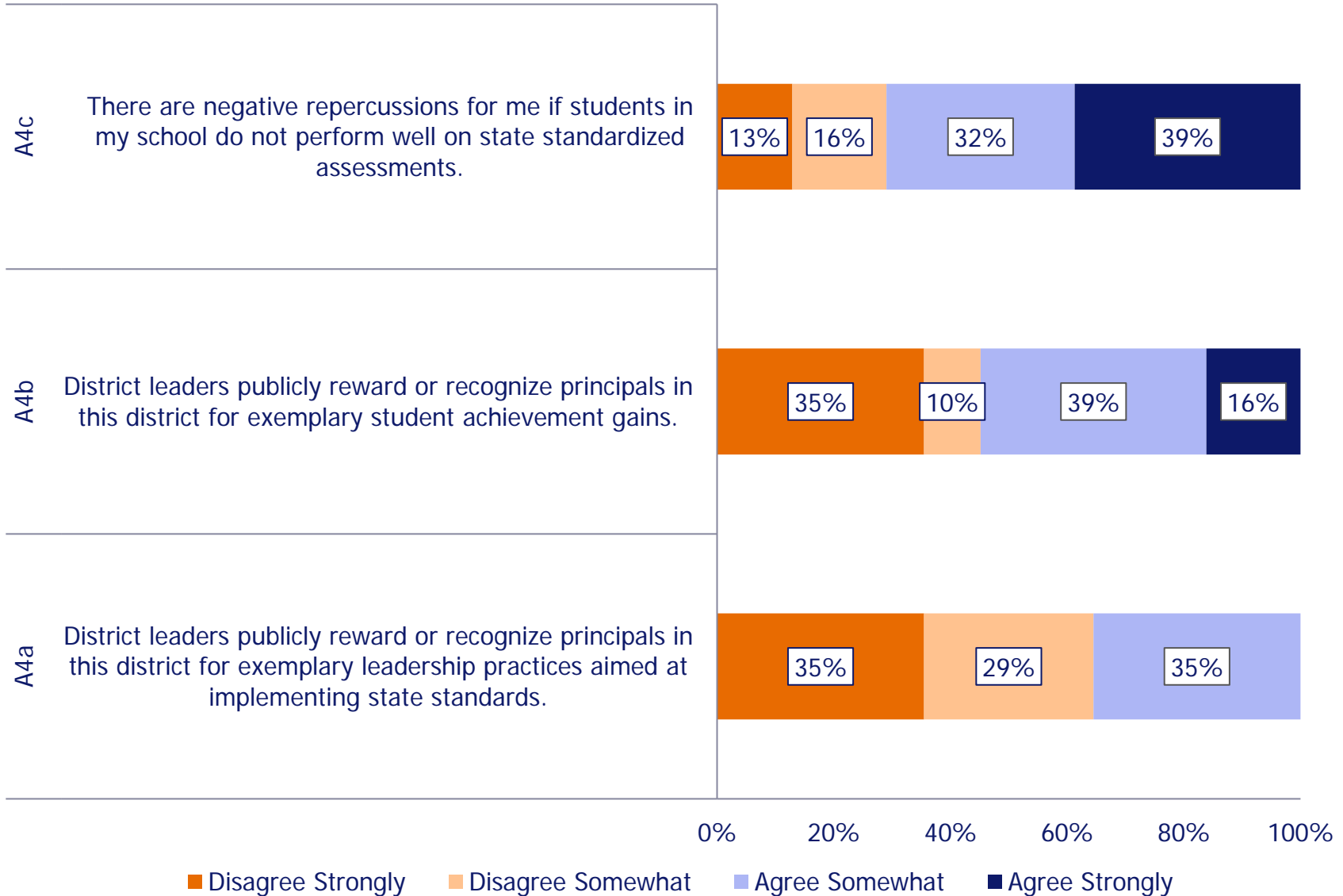
2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.



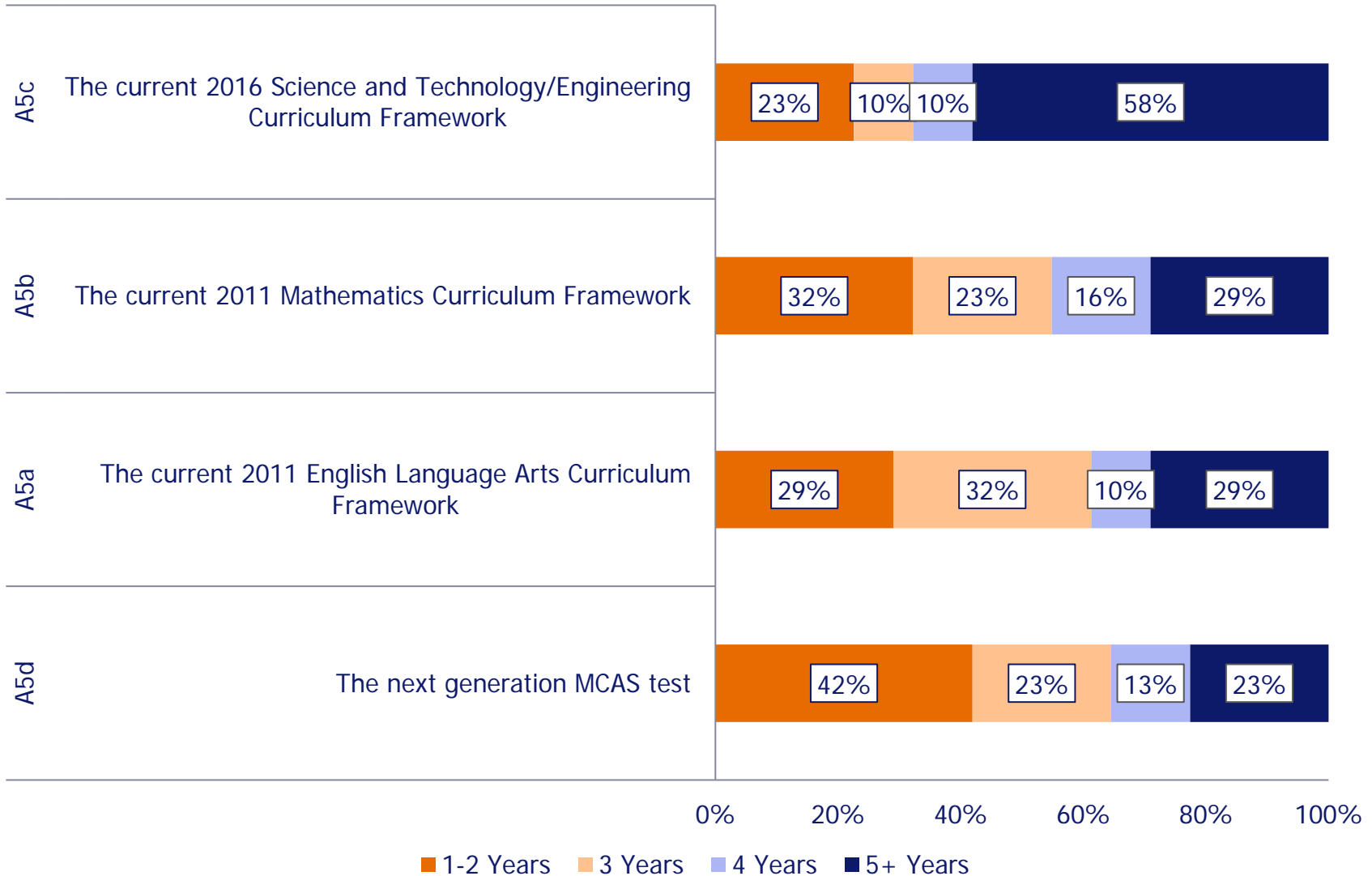
2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

Please indicate your agreement with the following statements.



2017 VISTA Principal Survey:
Boston Comprehensive Report – State Curriculum Frameworks

**Including this current school year, how much longer do you believe
each of the following will remain in effect?**



2017 VISTA Principal Survey: Boston Comprehensive Report – Educator Growth and Development

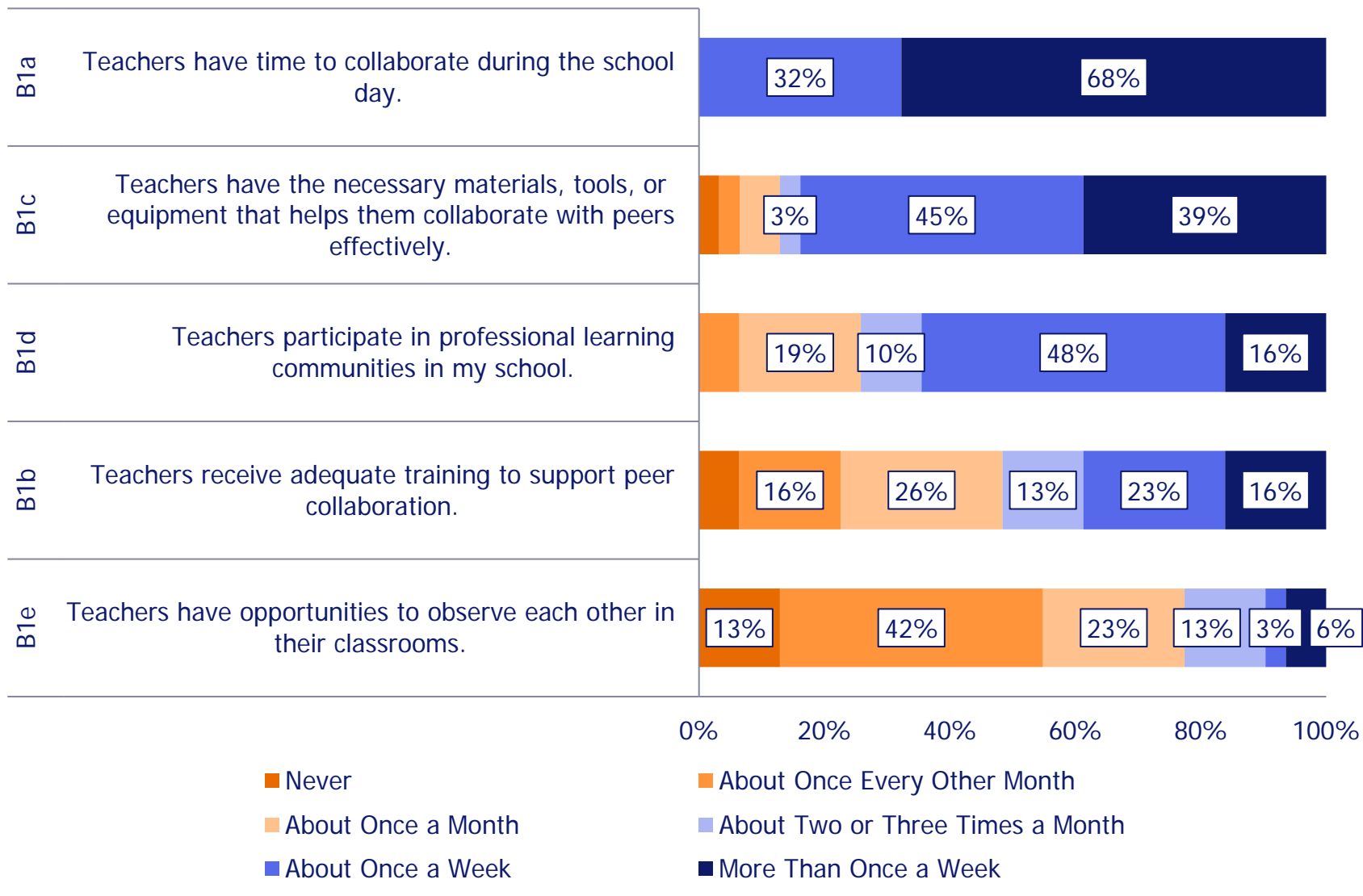
Educator Growth and Development

ESE aims to ensure that all students have access to highly skilled educators by supporting a cycle of continuous improvement and identifying opportunities to develop and retain highly effective educators. The Commonwealth’s approach to educator development involves setting high standards for educators, evaluating educators based on those standards, and providing targeted professional development. ESE is also deeply engaged in strengthening the educator workforce by implementing more rigorous educator preparation program review standards, implementing performance assessments at the pre-service stage for administrators and teachers, and facilitating continuous improvement with educator preparation programs and the districts they serve.

This section of the survey gathers feedback on respondents’ views on opportunities for educator growth and development in their schools or districts.

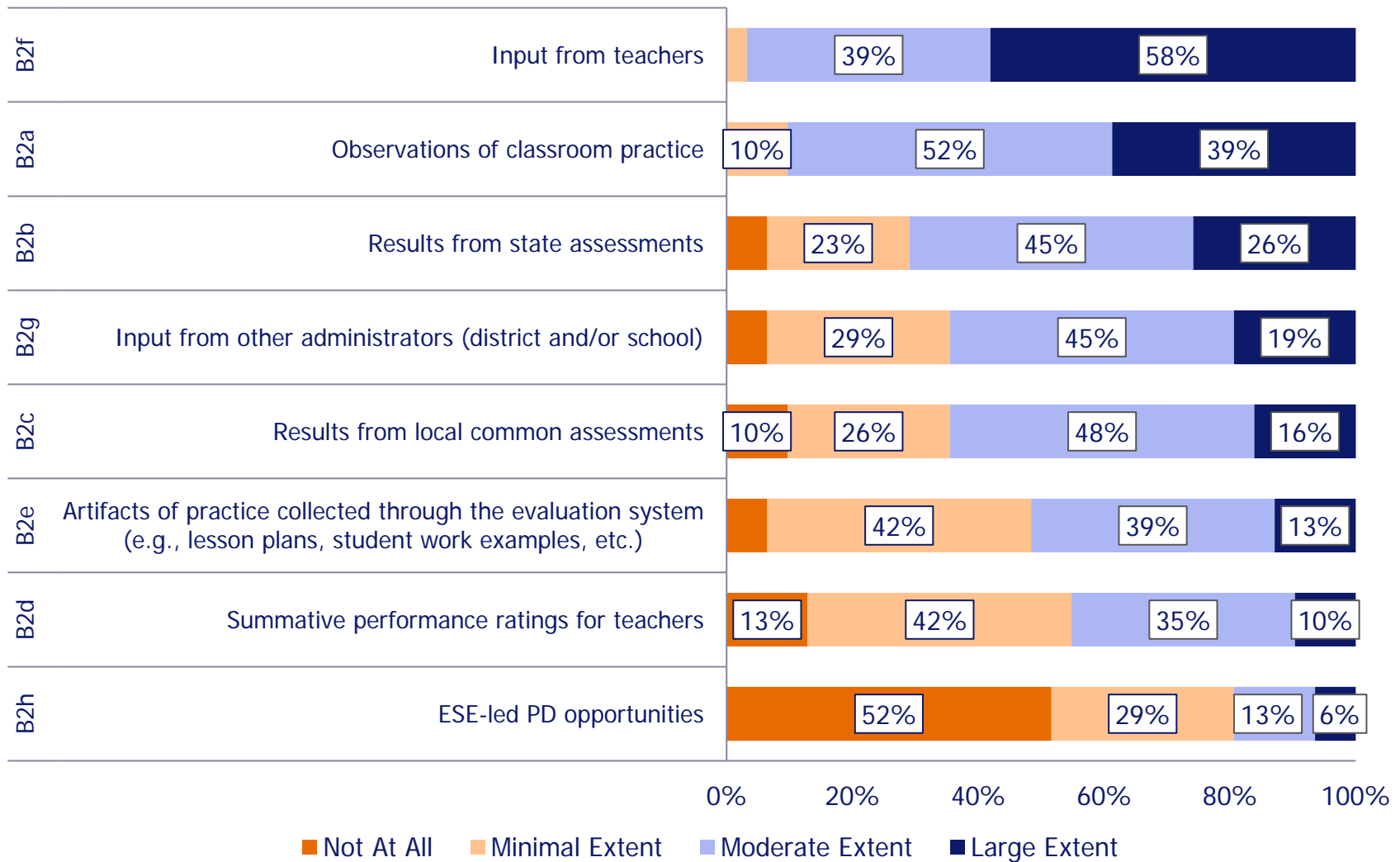
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Growth and Development

How often does the following occur with regard to teacher collaboration at your school?



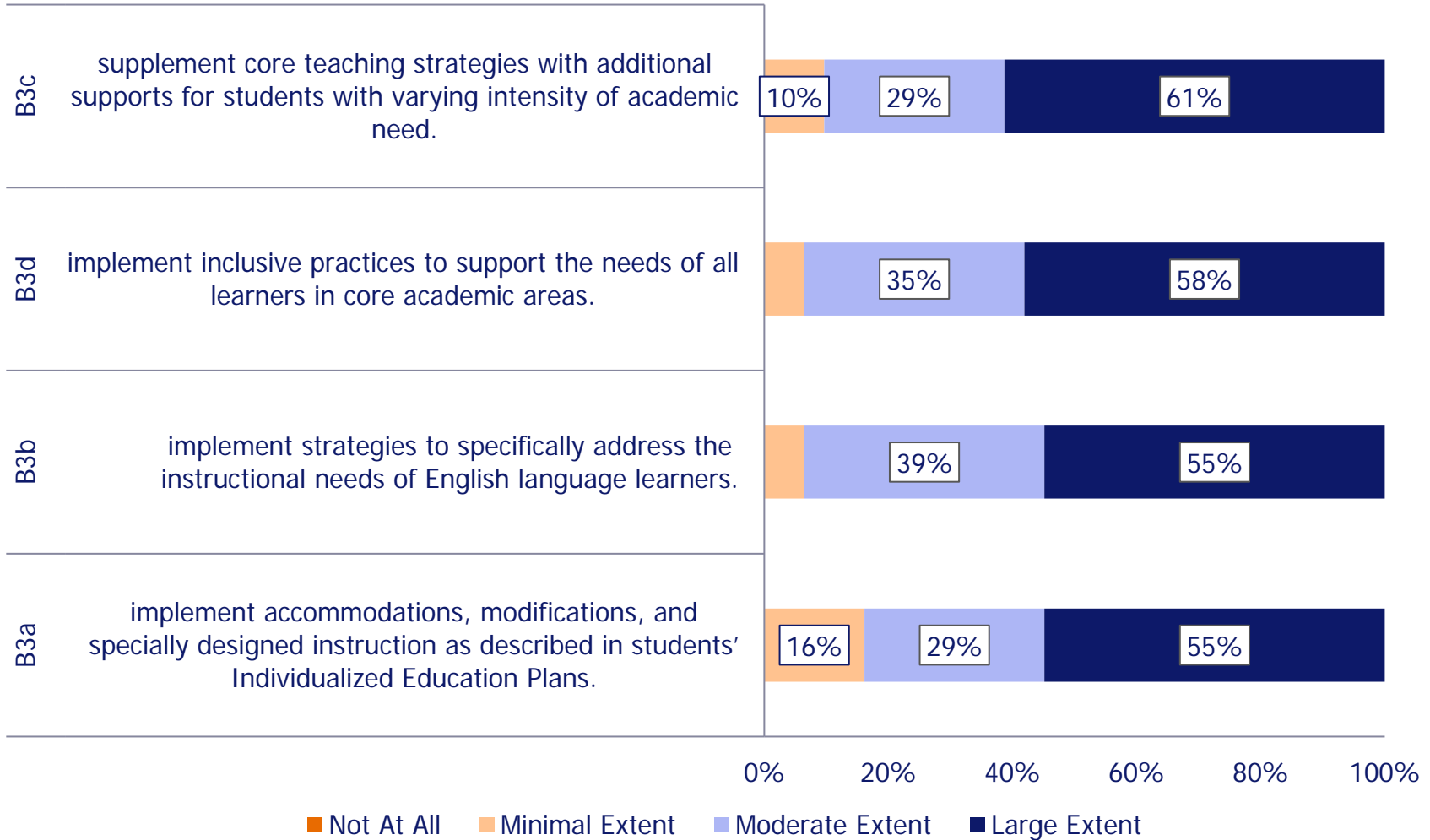
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Growth and Development

To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?



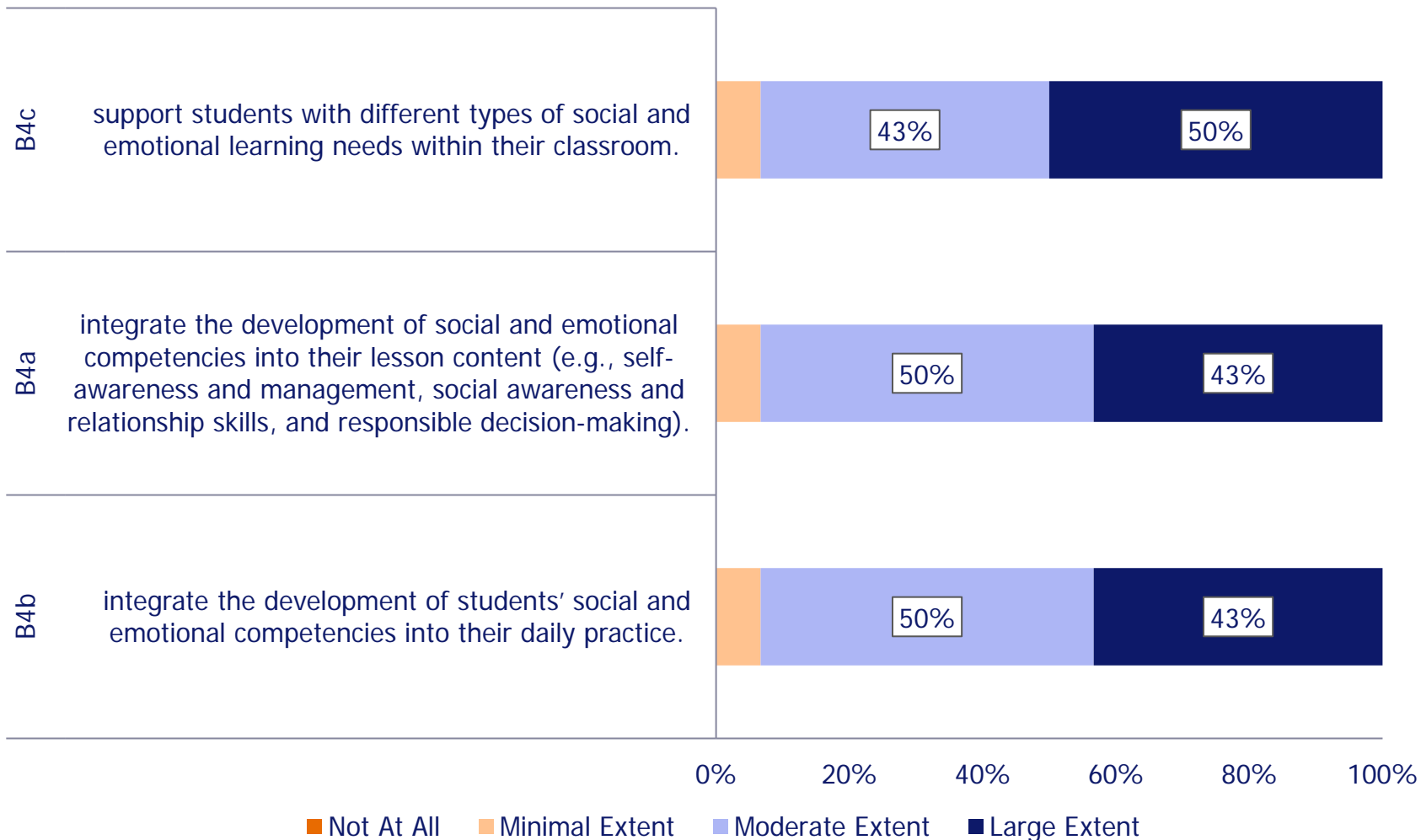
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Growth and Development

To help students master the Massachusetts state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.



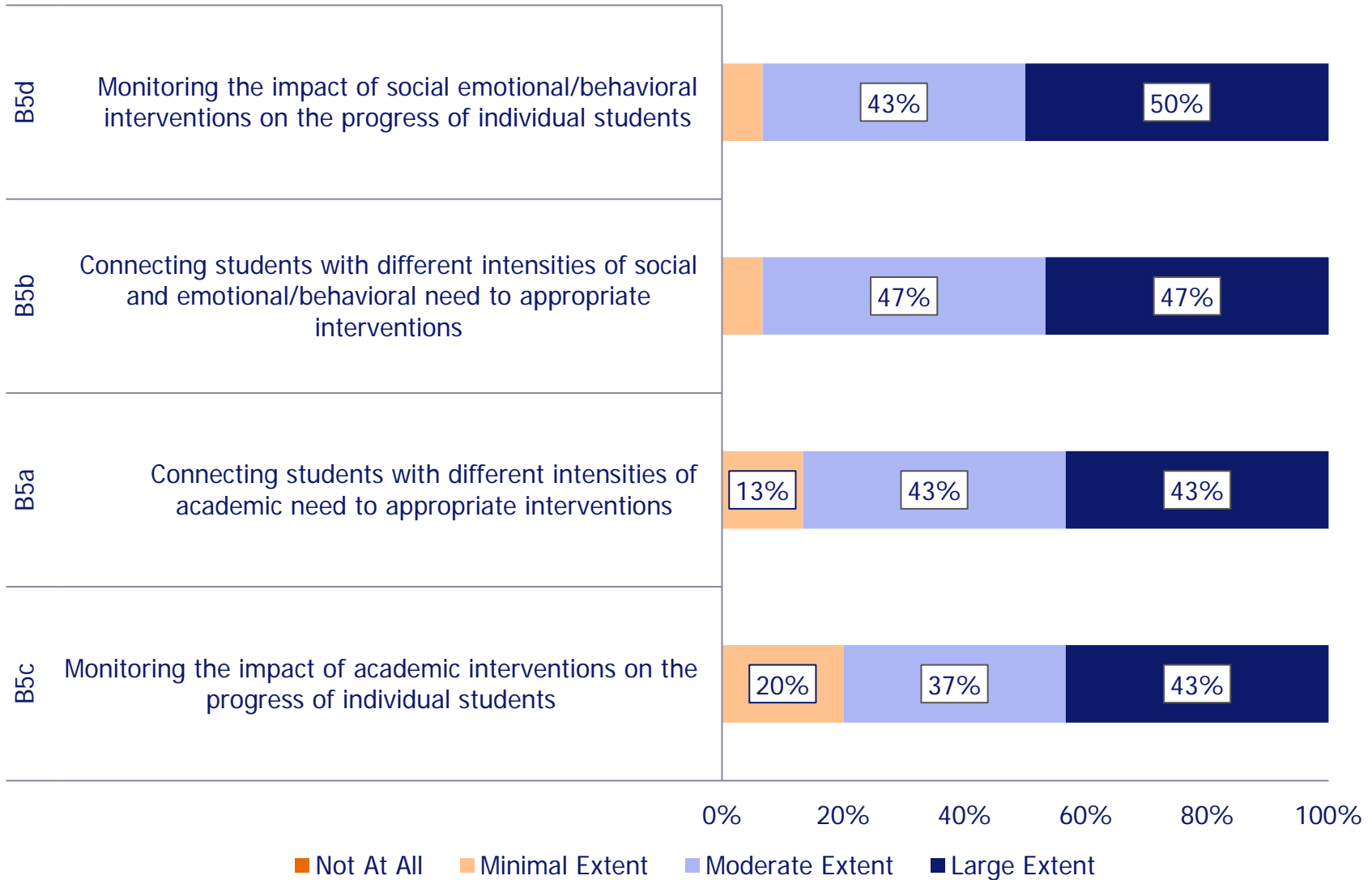
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Growth and Development

To help students master the Massachusetts state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.



2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Growth and Development

Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?



2017 VISTA Principal Survey: Boston Comprehensive Report – Educator Evaluation

Educator Evaluation

Educator evaluation plays a key role in promoting educator growth and development by providing useful and timely feedback through evaluations and opportunities for growth. The Massachusetts Framework for Educator Evaluation, which applies to both administrators and teachers throughout the state, is designed to:

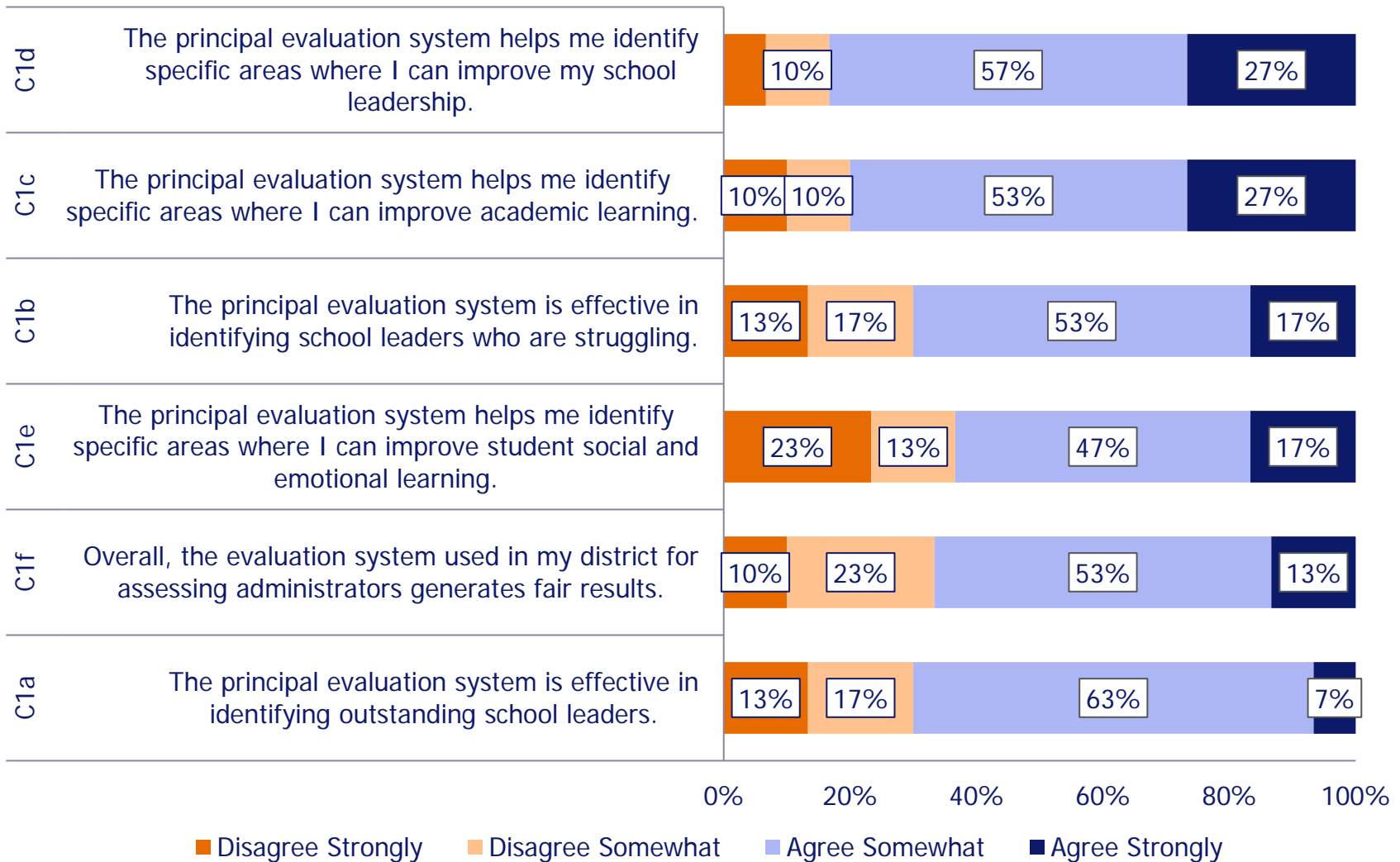
- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth, and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

ESE supports the success of the statewide educator evaluation framework by providing educators with training materials and resources, meaningful guidance, and timely communications. ESE seeks to actively engage educators in the ongoing refinement of the educator evaluation framework and its implementation.

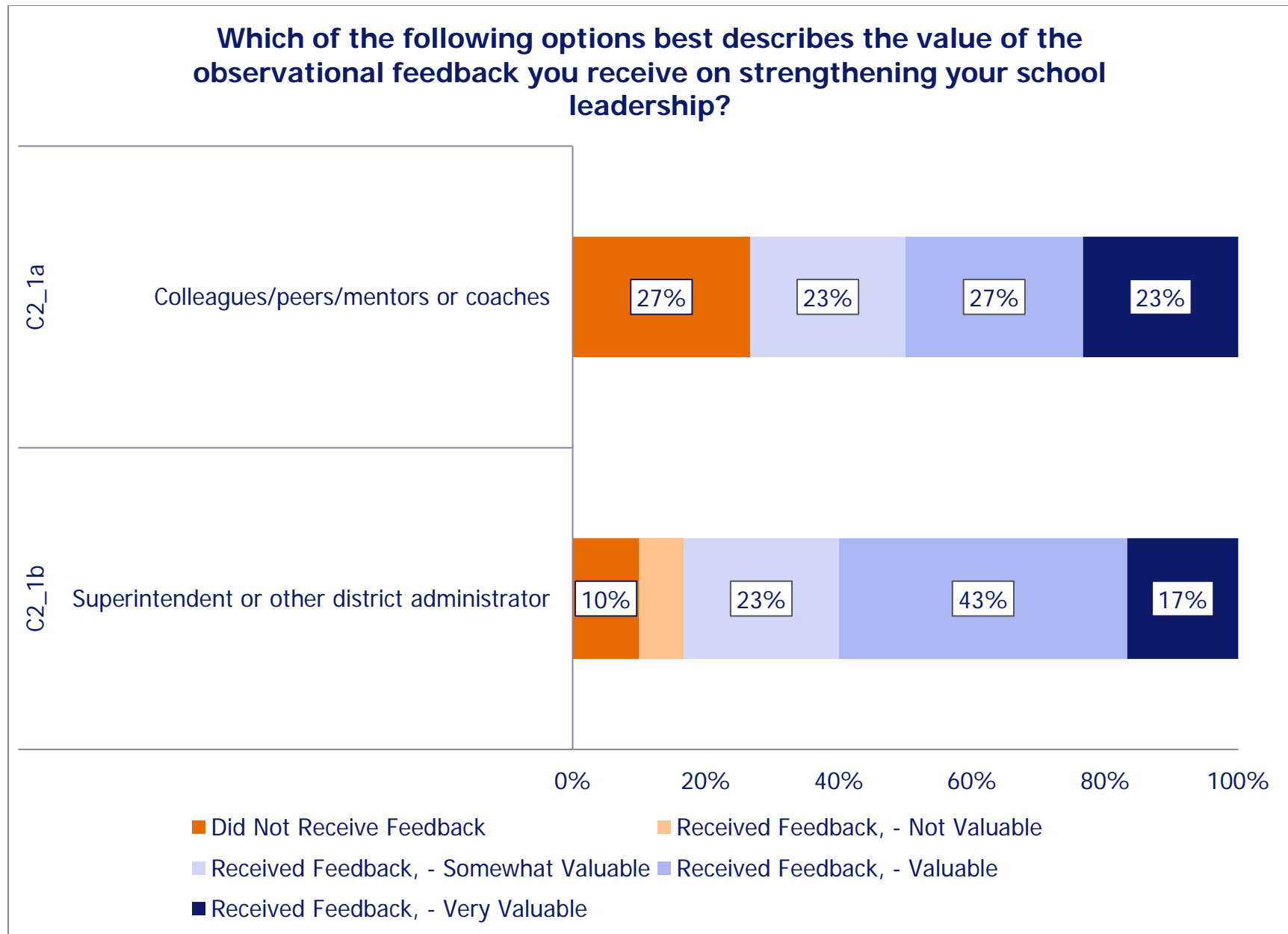
The questions in this section of the survey address respondents' views on the role of evaluation in supporting educator growth and development during the 2016-2017 school year (including summer 2016).

2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

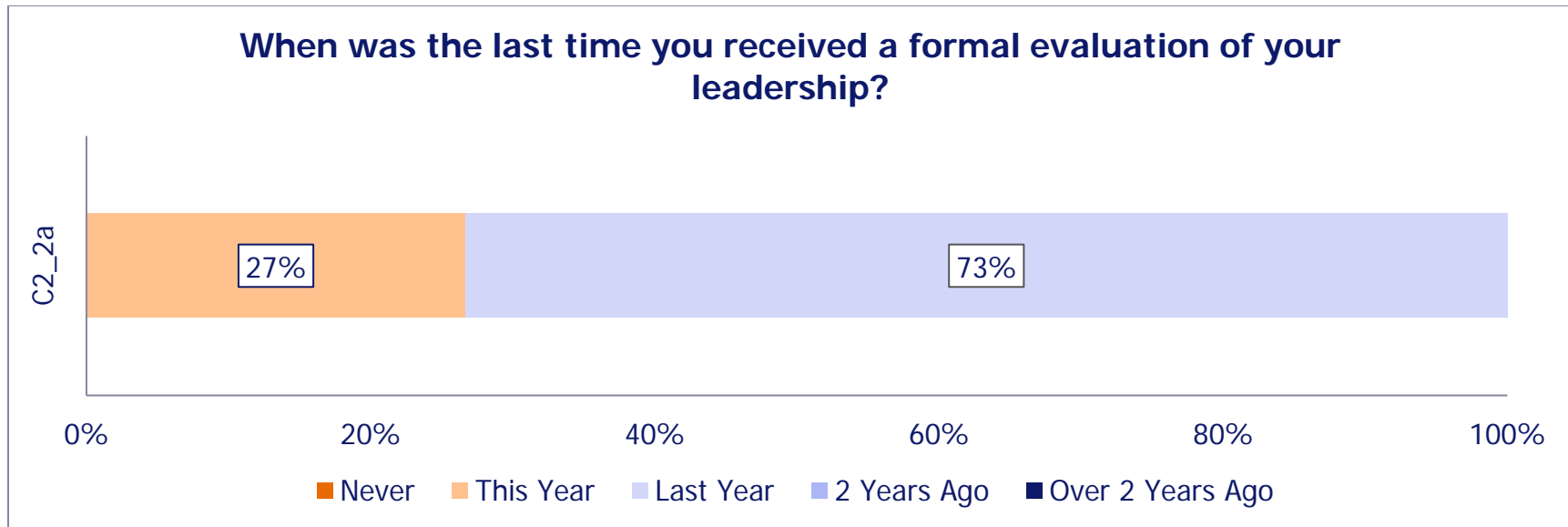
**With regard to your own experience with your own evaluation process,
please indicate your agreement with the following statements about
the principal evaluation system used in your school/district.**



2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

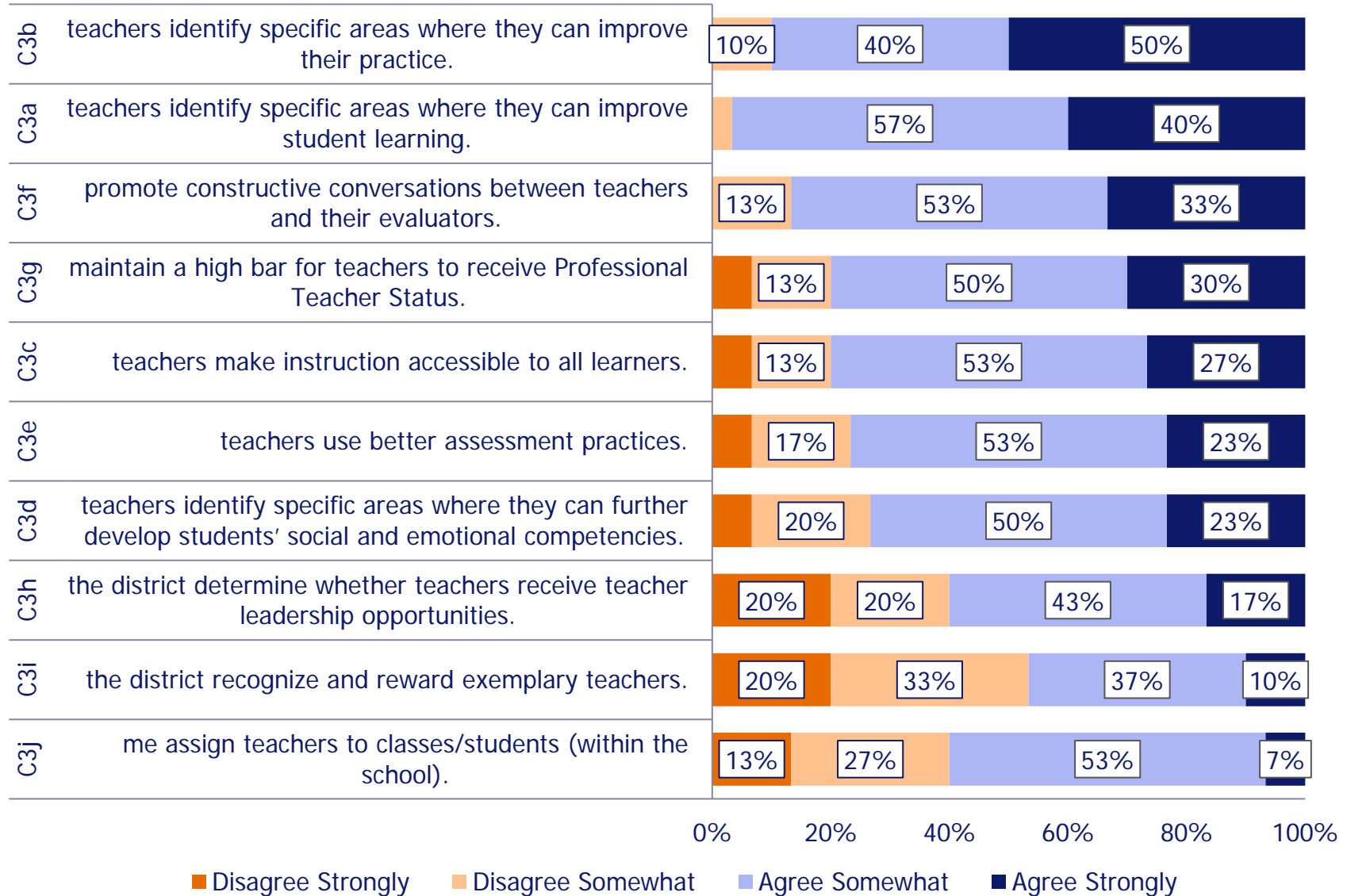


2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation



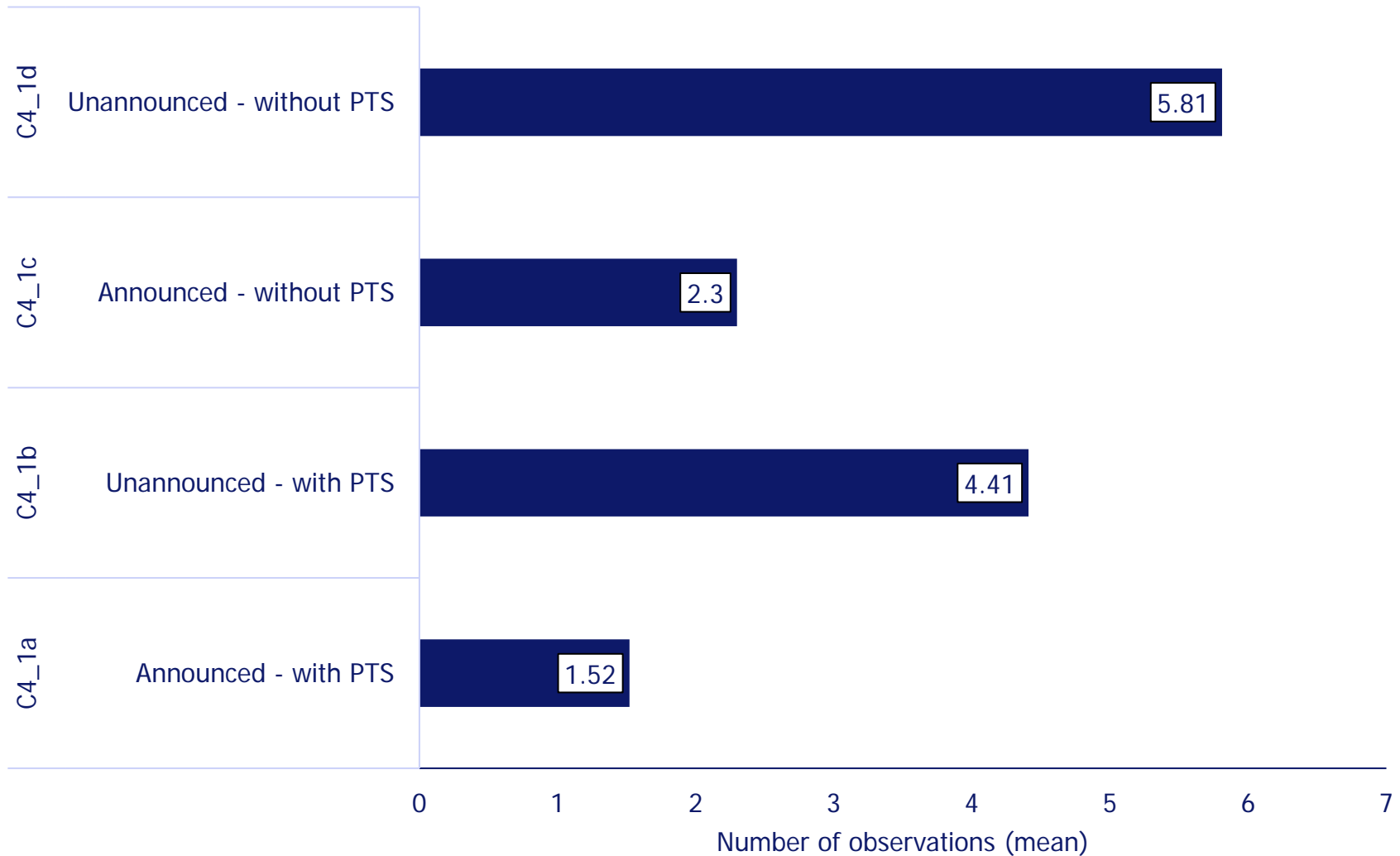
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

The district's teacher evaluation system helps...



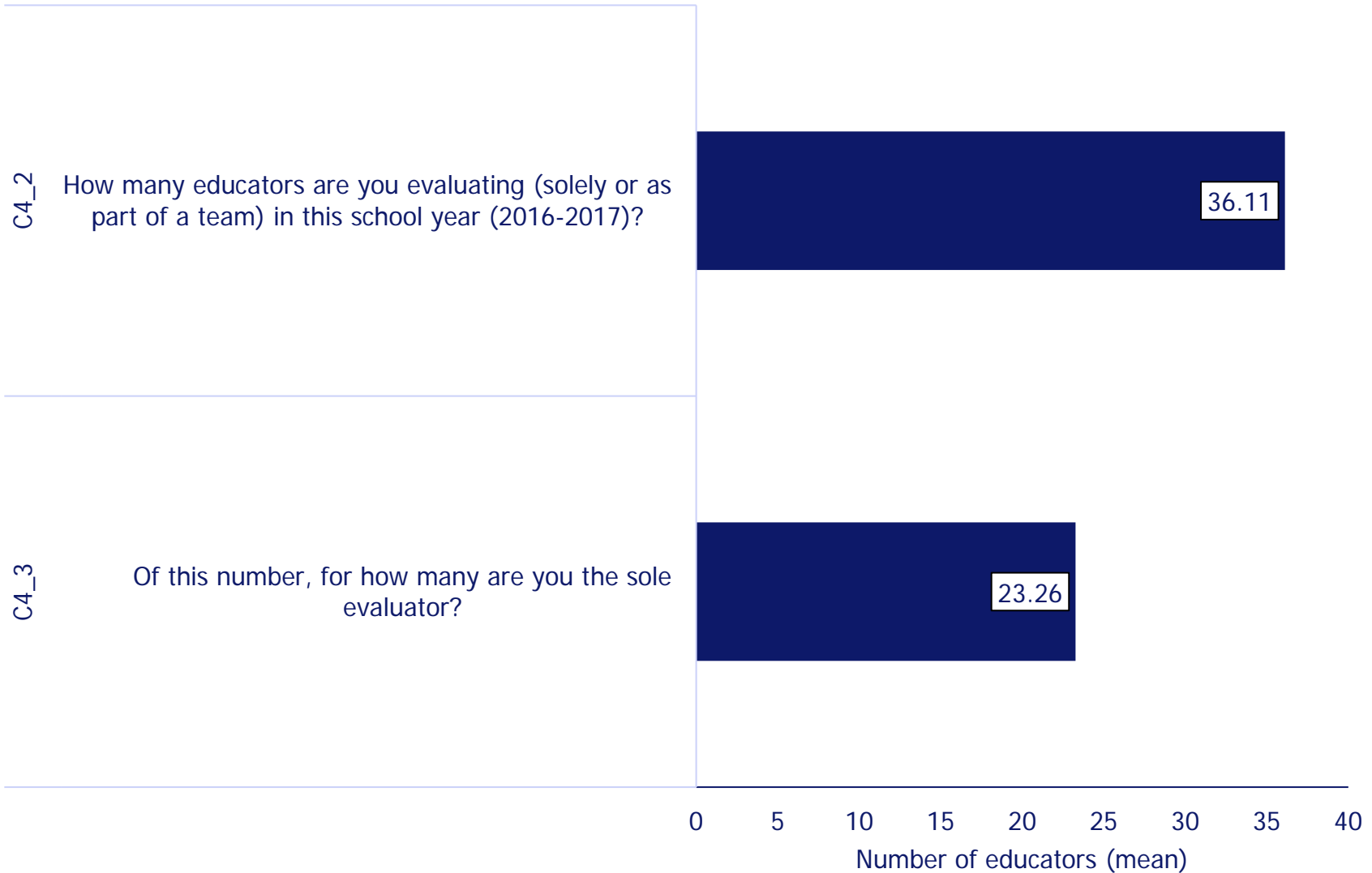
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

During the school year, how many announced/unannounced observations do educators with/without Professional Teacher Status (PTS) receive?



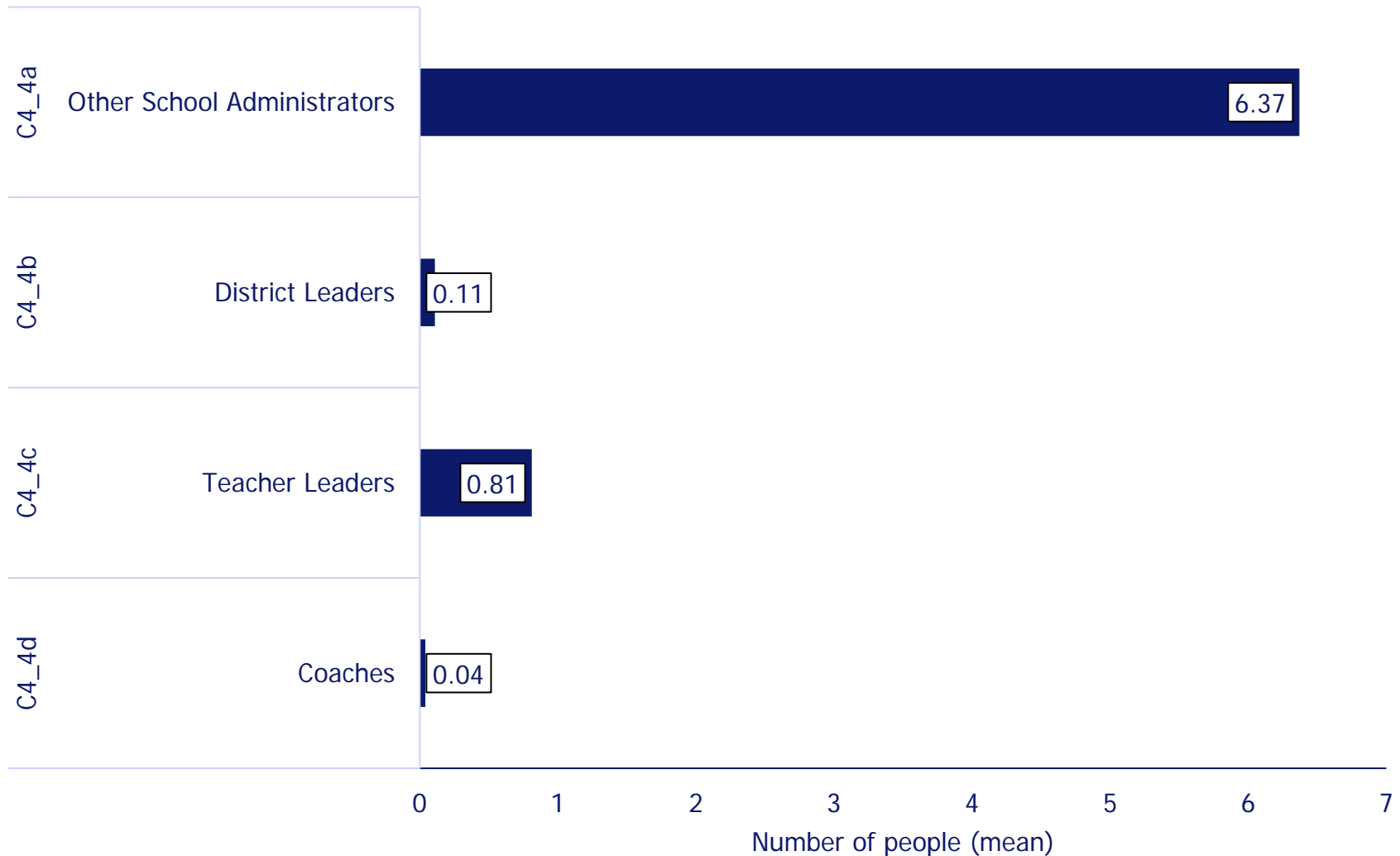
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

How many educators are you evaluating, and for how many are you the sole evaluator?

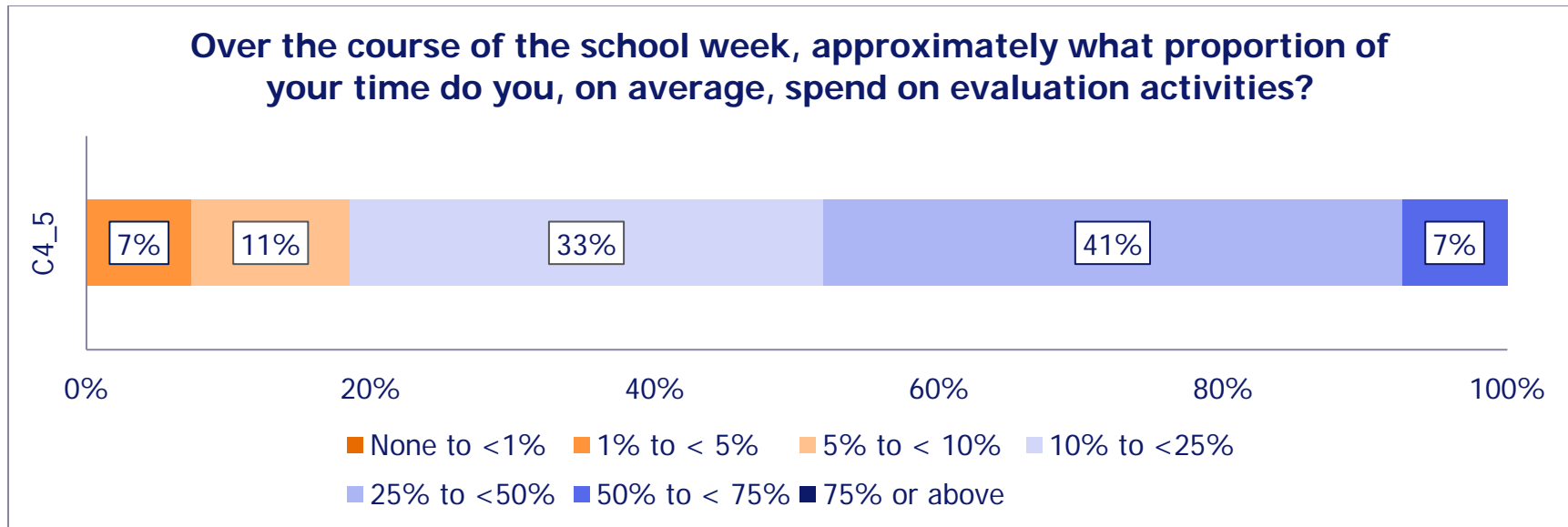


2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

For each of the roles below, indicate the number of people that have assumed some evaluation responsibilities for educators in your school (e.g., conducting observations, supporting goal setting etc.)

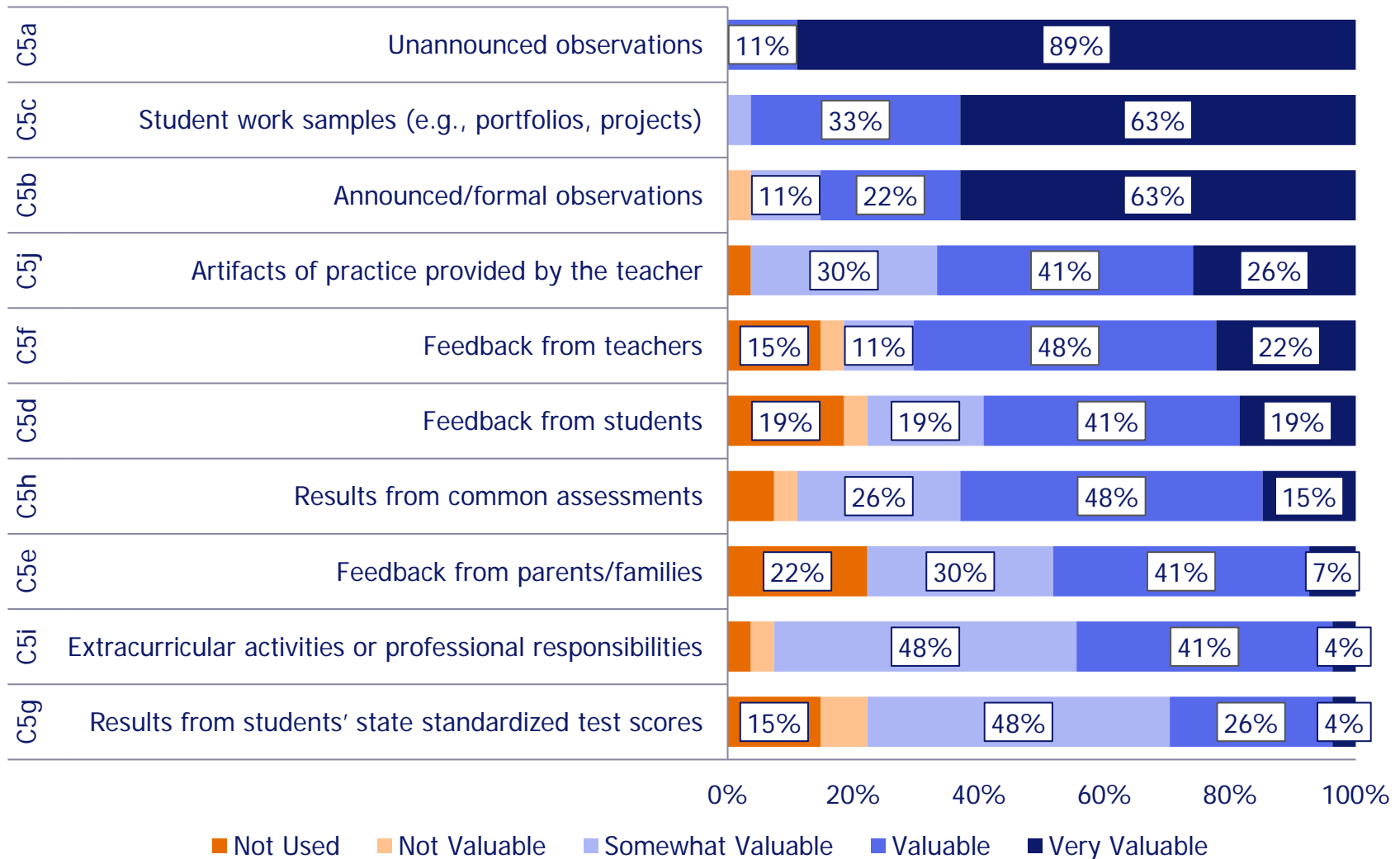


2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation



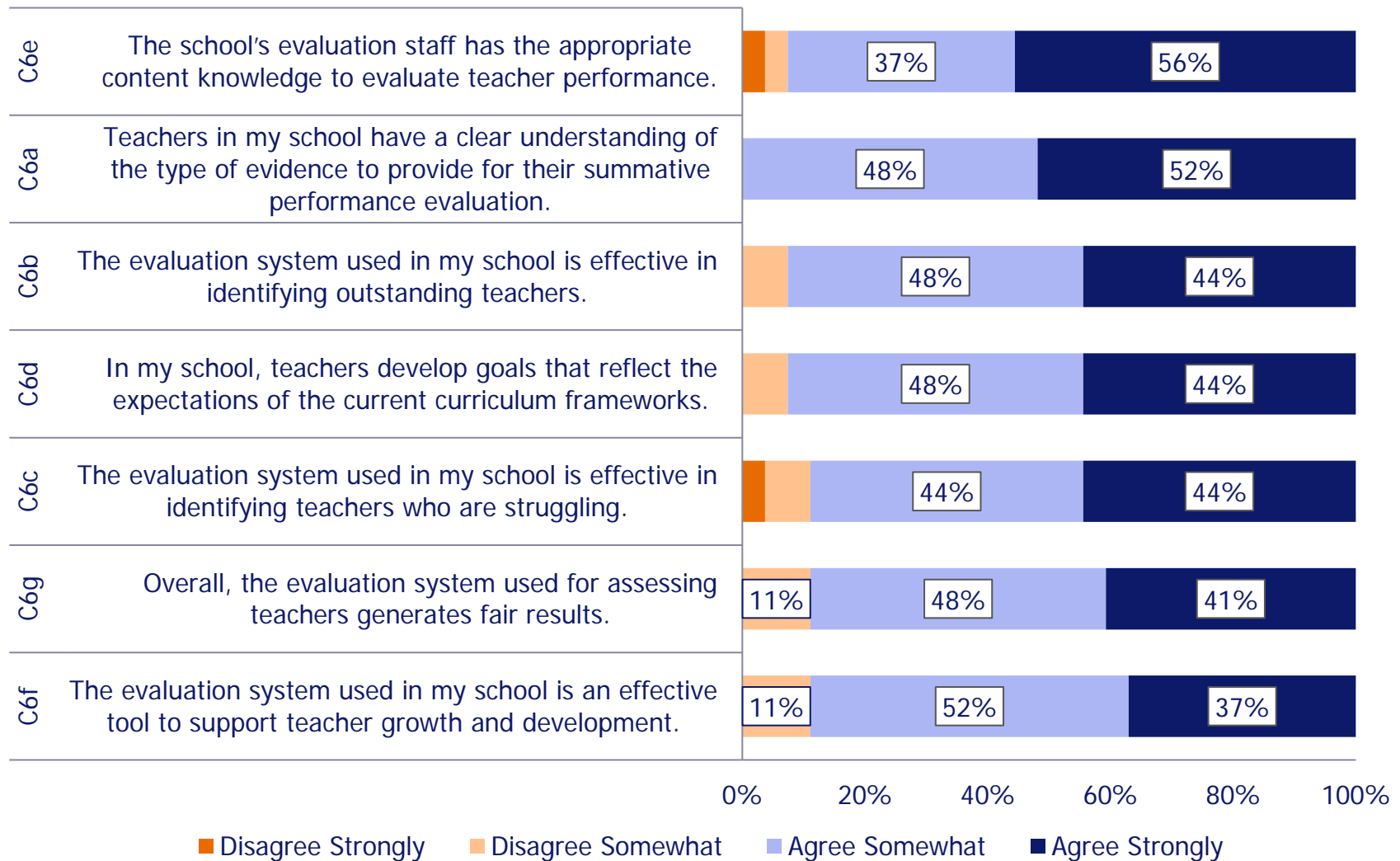
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?



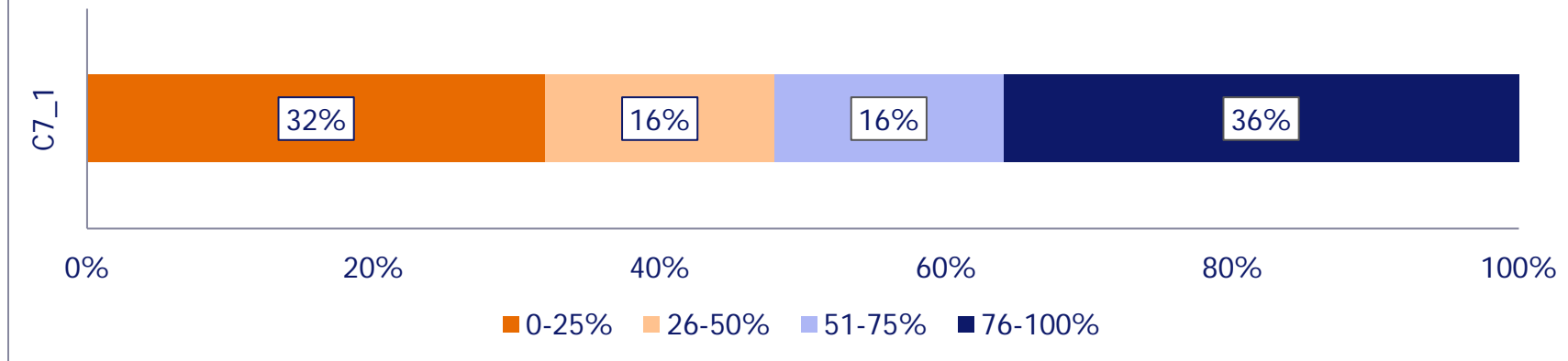
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?



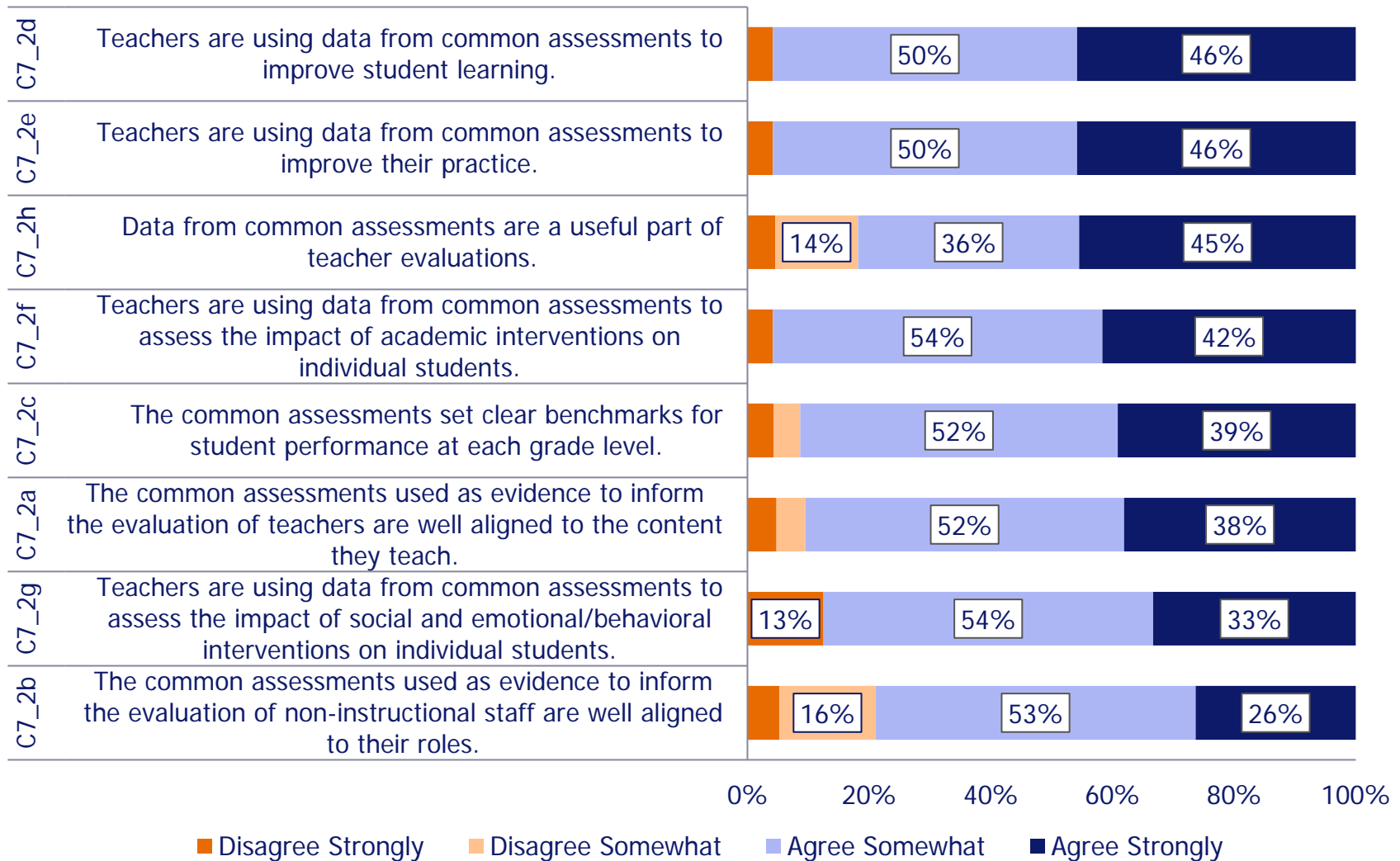
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

Please indicate the percentage of teachers within your school who have common assessments that are used as evidence in the district's educator evaluation system.



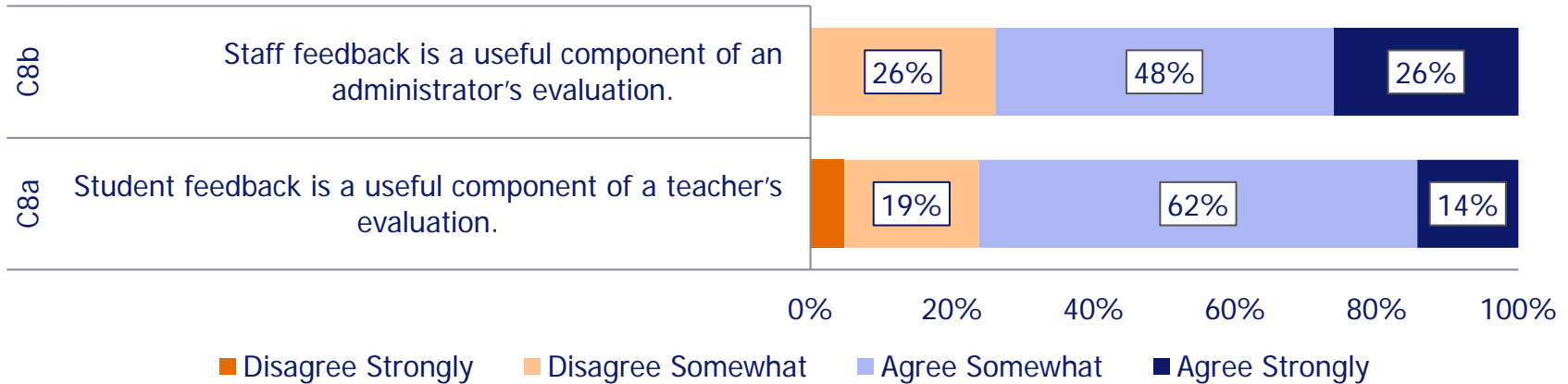
2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.

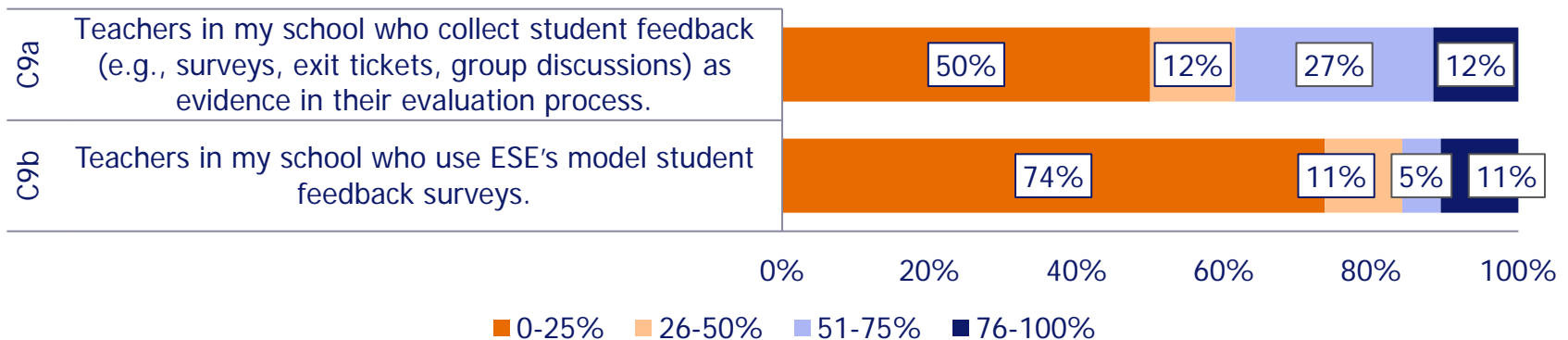


2017 VISTA Principal Survey:
Boston Comprehensive Report – Educator Evaluation

Please indicate your agreement with the following statements about the use of student and staff feedback in an educator evaluation system.



These statements relate to student and staff feedback that is used in your school/district's evaluation system. Please indicate the percentage of teachers within your school who do the following.



2017 VISTA Principal Survey: Boston Comprehensive Report – Social and Emotional Learning

Social and Emotional Learning

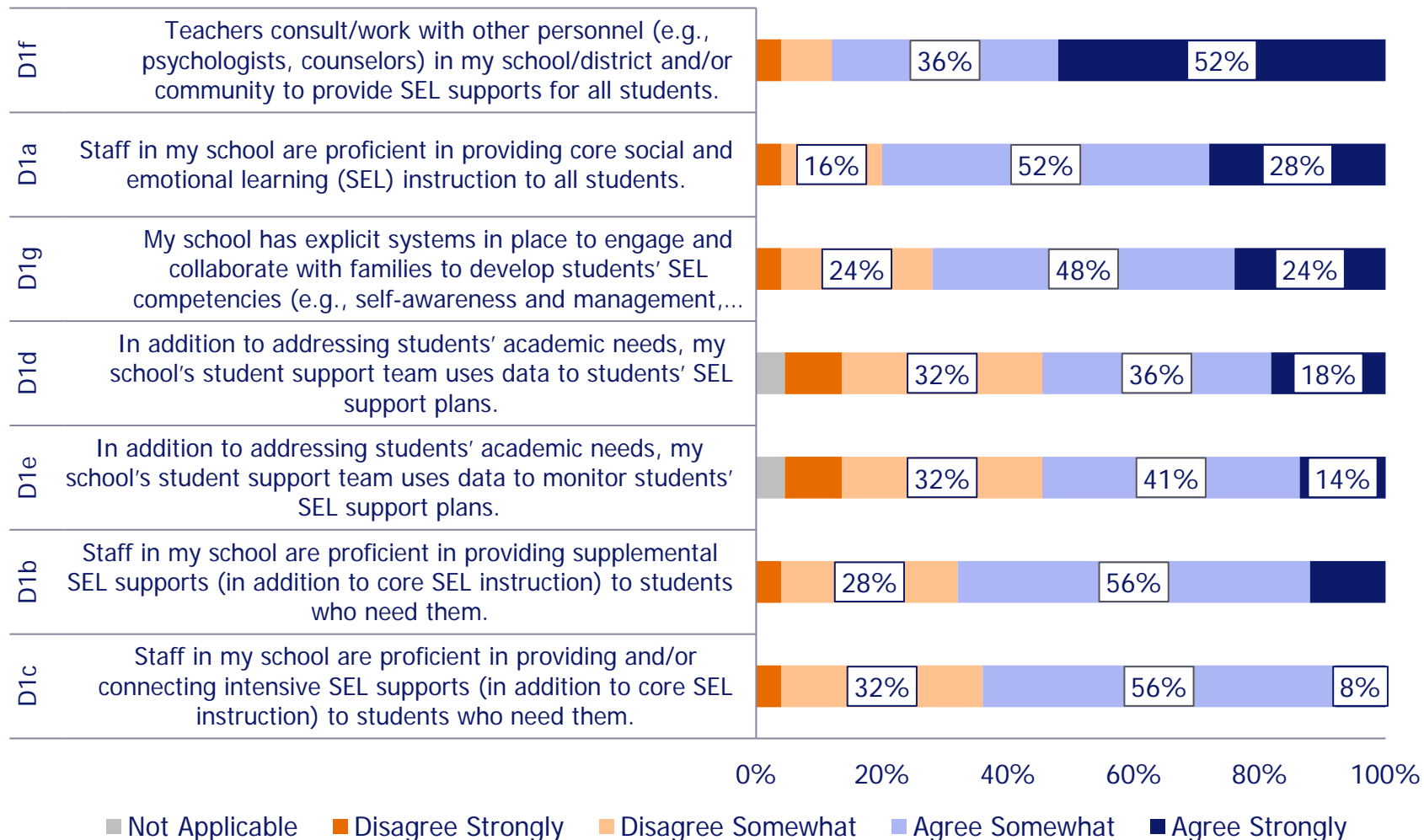
Research and experience demonstrate that preparing all students for success (in school, the workplace, civic life, and more) includes attending to their social-emotional and health development. Furthermore, academic and social-emotional competencies are mutually reinforcing. Key levers in this work also include safe and supportive school climate and culture, and effective family engagement.

ESE is committed to building out supports and policies in partnership with practitioners in the field and other state agencies to advance this work in the Commonwealth, both in and out of school. It is our goal to promote systems and strategies that foster safe, positive, healthy, culturally competent, and inclusive learning environments that address students' varied needs and improve educational outcomes for all.

This section of the survey includes questions about respondents' views on the social and emotional learning supports and resources in their districts.

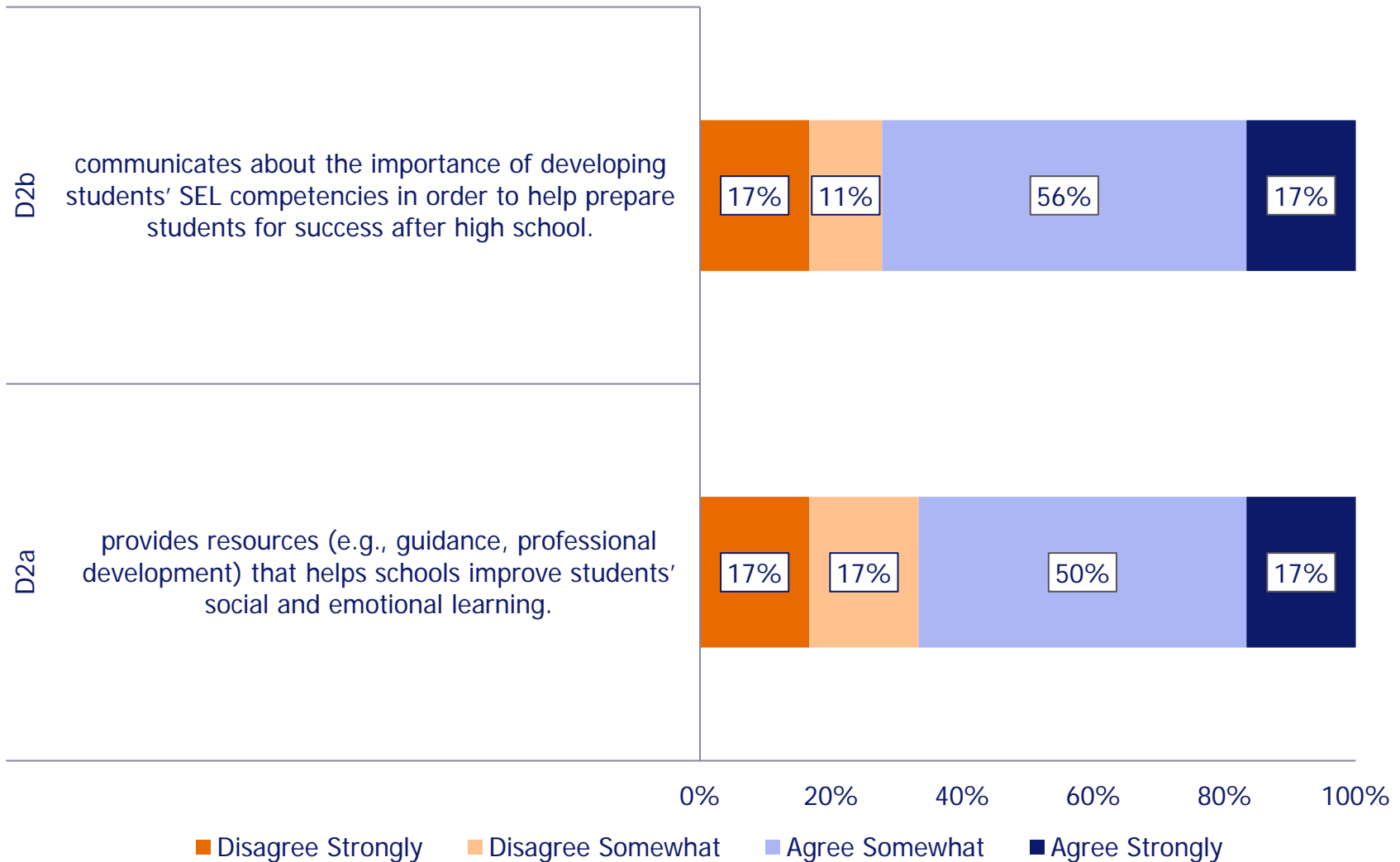
2017 VISTA Principal Survey:
Boston Comprehensive Report – Social and Emotional Learning

Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.



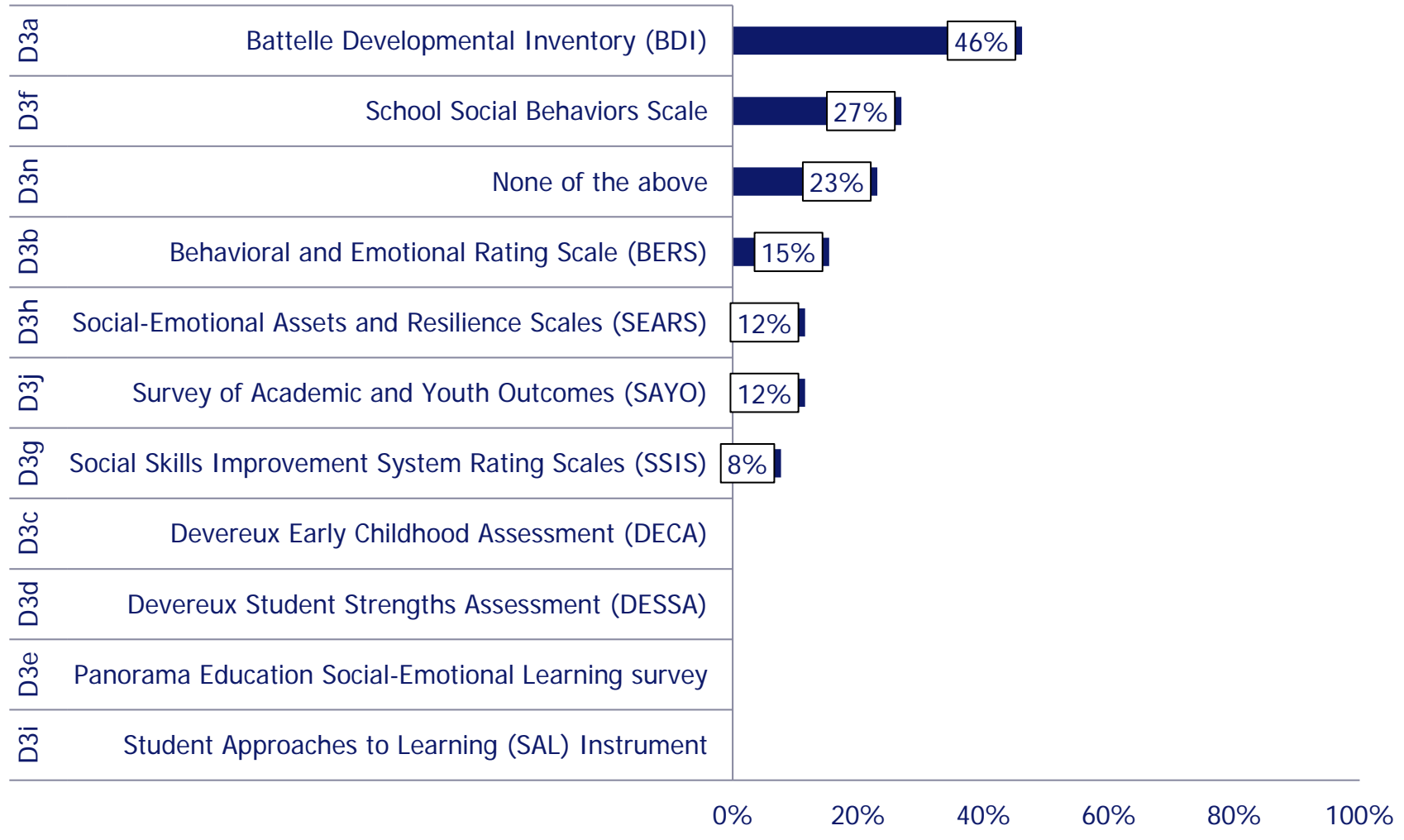
2017 VISTA Principal Survey:
Boston Comprehensive Report – Social and Emotional Learning

To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to SEL policies and programs?



2017 VISTA Principal Survey:
Boston Comprehensive Report – Social and Emotional Learning

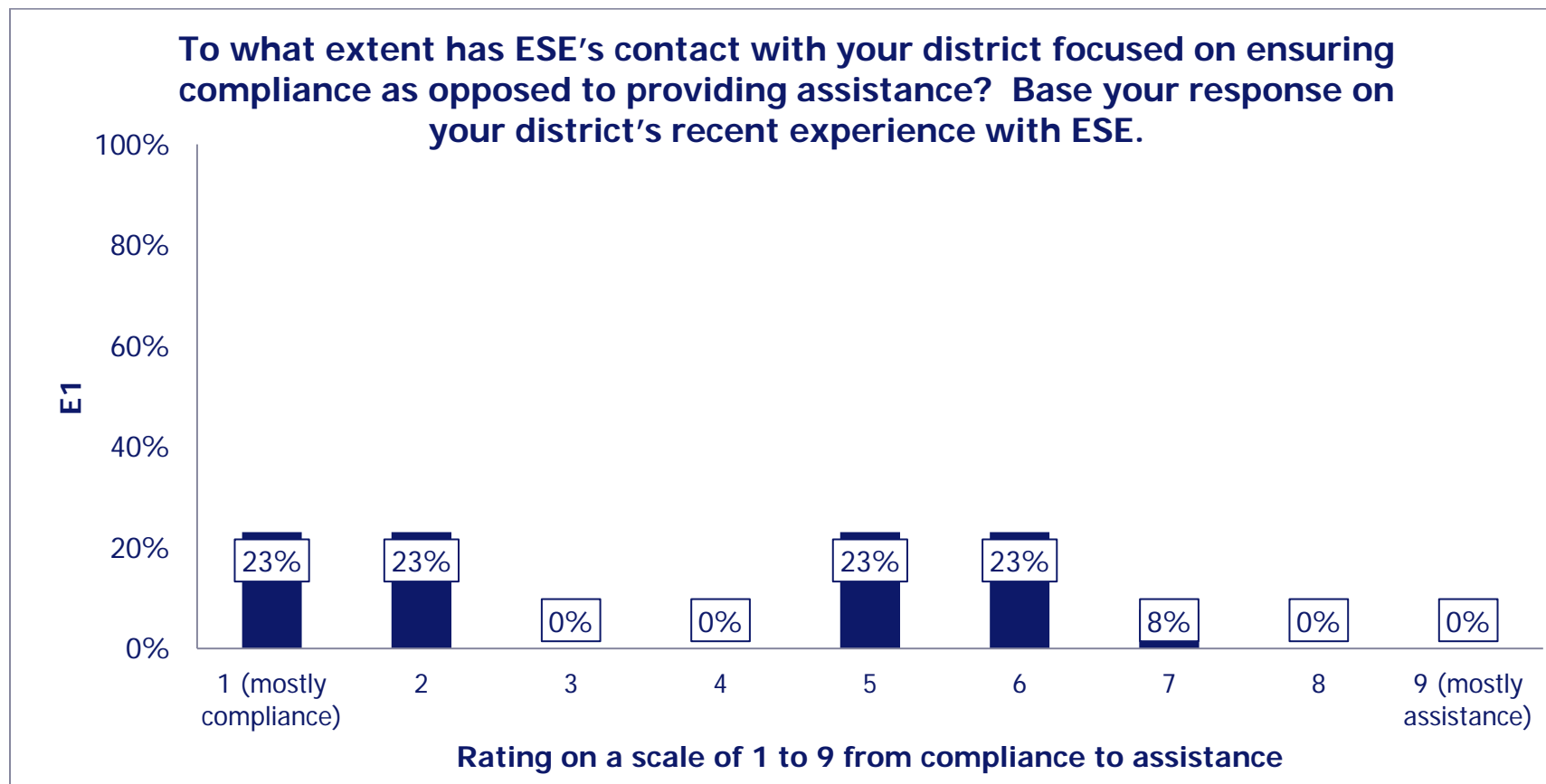
Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.



2017 VISTA Principal Survey: Boston Comprehensive Report – ESE Support

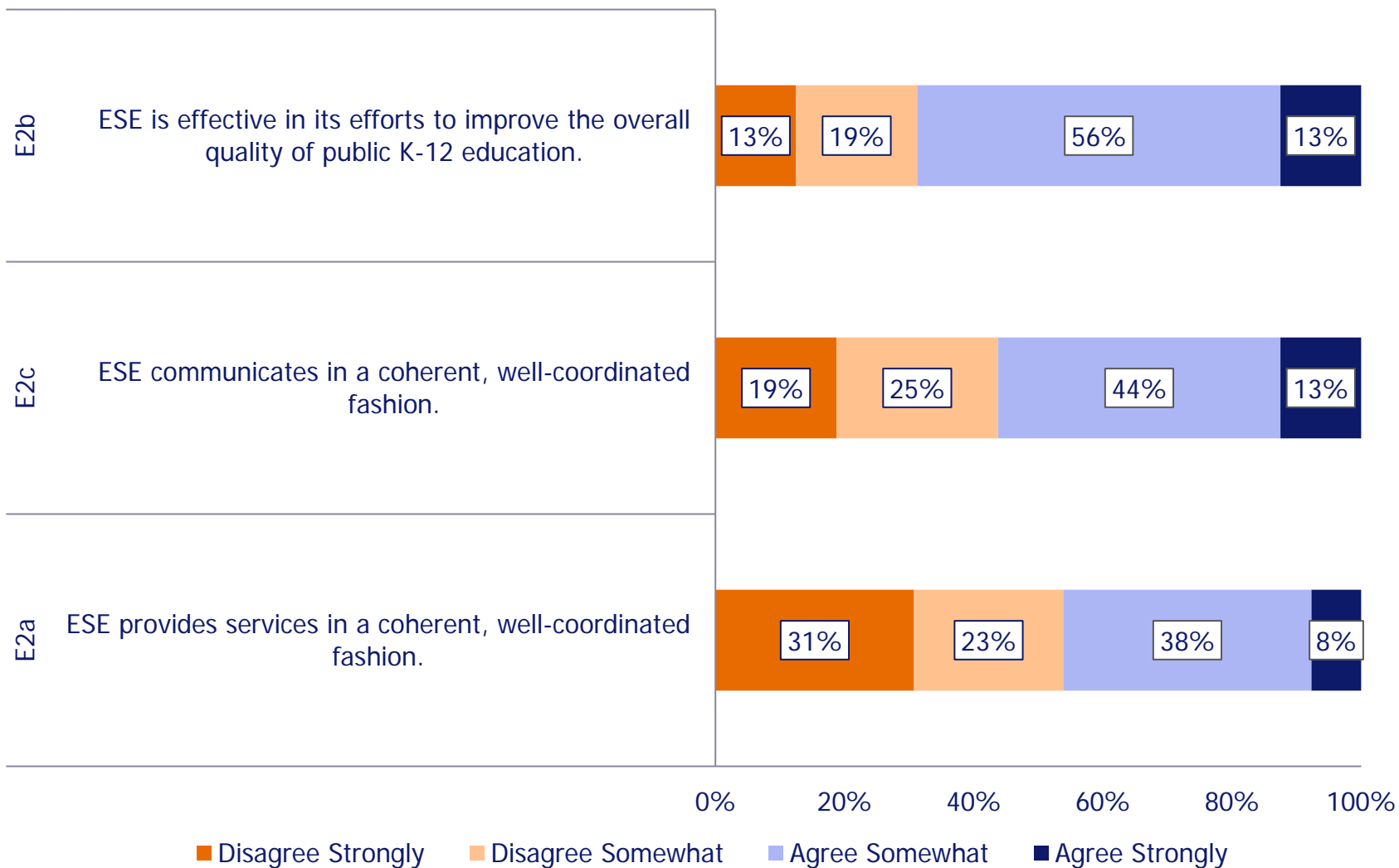
ESE Support

Massachusetts is a leader in K-12 education, yet great challenges and opportunities remain. As the administrative entity responsible for implementing and administering statewide education policies and reform efforts, ESE partners with districts to promote a culture of continuous improvement and to provide districts with the tools and skills to put improvement into practice. To serve that role more effectively, ESE has been working to align and organize itself to deliver innovative and effective supports to local schools and districts.



2017 VISTA Principal Survey:
Boston Comprehensive Report – ESE Support

To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?



2017 VISTA Principal Survey: Boston Comprehensive Report – Appendix

Appendix Tables

This appendix presents detailed aggregated data for each survey question in the principal survey, grouped by section. There are multiple rows for each survey item, with a separate row for each possible response to that item; each row in the table is a unique item-response combination. Each table displays:

- #: Survey question number, which includes a suffix referring to sub-item (e.g., i1_All or A1_1a),
- Matrix_Text: The introductory text for items grouped in a matrix or list (e.g., What grade levels does your district serve? or Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.),
- Item_Text: The full text of the item (e.g., All or The current 2011 ELA Curriculum Framework sets appropriate expectations for student learning at each grade level.),
- Response: Each response option for the item (e.g., No or Agree Strongly),
- EstType: Estimate type (for categorical and ordinal items, the estimate is the weighted percent; for continuous items, the estimate is the weighted mean),
- Est.: The weighted estimate,
- CI: The 95% confidence interval around the estimate,
- N: The total number of participants who responded to the item.

The sum of weighted percentages across all response options within each item sum to approximately 100, with some exceptions due to rounding. These percentages and means have been produced by applying survey weights to the survey responses, and are referred to as “estimates” because they reflect the estimated percentage or mean from the full population (i.e., all districts or schools) even though only a subset of the population completed the survey. Each estimate has associated standard error and confidence interval, which are statistical measures of the reliability of this estimate.

95% confidence intervals can be used to approximate tests of statistical significance when comparing results between two items. For example, 34 percent of schools have principals who agree strongly that the current STE curriculum framework sets appropriate expectations for student learning at each grade level (item A3_1a), but 52 percent agree strongly that the current ELA framework sets appropriate expectations (item A1_1a). These percentages are different, but we know that both percentages are estimates. Can we conclude that fewer schools have principals who agree strongly that the current STE curriculum framework sets appropriate expectations for student learning at each grade level than agree strongly this is true of the ELA curriculum frameworks? In other words, is 34 significantly different from 52? For STE, the confidence interval ranges from 31 to 36 percent. For ELA, the confidence interval ranges from 50 to 55 percent. These two ranges do not overlap, which indicates that 34 is significantly different from 52. In other words, there are significantly fewer schools with principals who strongly agree that the STE Framework sets appropriate expectations compared to those who agree that the ELA Framework does so.

In order to protect respondent confidentiality, these tables do not include response data if a survey question had fewer than six respondents or if all respondents or all but one respondent selected a single response option. Suppressed data are indicated with an asterisk (*).

2017 VISTA Principal Survey: Boston Comprehensive Report – Appendix

Table 1. Demographic Questions

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
i1_K	What grade levels does your school serve?	Kindergarten	Yes	Percent	81	69-89	37
i1_g01	What grade levels does your school serve?	Grade 1	Yes	Percent	81	69-89	37
i1_g02	What grade levels does your school serve?	Grade 2	Yes	Percent	76	62-85	37
i1_g03	What grade levels does your school serve?	Grade 3	Yes	Percent	76	62-85	37
i1_g04	What grade levels does your school serve?	Grade 4	Yes	Percent	73	59-83	37
i1_g05	What grade levels does your school serve?	Grade 5	Yes	Percent	73	59-83	37
i1_g06	What grade levels does your school serve?	Grade 6	Yes	Percent	35	25-47	37
i1_g07	What grade levels does your school serve?	Grade 7	Yes	Percent	35	25-47	37
i1_g08	What grade levels does your school serve?	Grade 8	Yes	Percent	35	25-47	37
i1_g09	What grade levels does your school serve?	Grade 9	Yes	Percent	22	13-34	37
i1_g10	What grade levels does your school serve?	Grade 10	Yes	Percent	22	13-34	37
i1_g11	What grade levels does your school serve?	Grade 11	Yes	Percent	24	15-37	37
i1_g12	What grade levels does your school serve?	Grade 12	Yes	Percent	24	15-37	37
i1_g13	What grade levels does your school serve?	Grade 13 (special education students aged 18-22)	Yes	Percent	11	5-21	37
i2a	Including the current school year (2016-17), how long have you worked as a school-level administrator?	Total amount of time as an administrator (as a principal, assistant principal, or school-level coordinator)	N/A	Mean	8	7-10	N/A
i2b	Including the current school year (2016-17), how long have you worked as a school-level administrator?	Total amount of time as a principal at any school	N/A	Mean	6	5-6	N/A
i2c	Including the current school year (2016-17), how long have you worked as a school-level administrator?	Total amount of time as a principal in current district	N/A	Mean	5	4-6	N/A
i2d	Including the current school year (2016-17), how long have you worked as a school-level administrator?	Total amount of time as a principal in current school	N/A	Mean	4	4-5	N/A

2017 VISTA Principal Survey: Boston Comprehensive Report – Appendix

Table 2. Curriculum Frameworks

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_0a	Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?	2011 MATHEMATICS	I am unfamiliar or only slightly familiar with this framework.	Percent	6	2-15	36
A1_0a	Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?	2011 MATHEMATICS	I have a general understanding of the framework, but I am not familiar with all the details.	Percent	39	28-51	36
A1_0a	Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?	2011 MATHEMATICS	I have a detailed understanding of this framework.	Percent	56	43-67	36
A1_0b	Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?	2011 ENGLISH LANGUAGE ARTS	I am unfamiliar or only slightly familiar with this framework.	Percent	3	1-11	36
A1_0b	Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?	2011 ENGLISH LANGUAGE ARTS	I have a general understanding of the framework, but I am not familiar with all the details.	Percent	28	19-39	36
A1_0b	Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?	2011 ENGLISH LANGUAGE ARTS	I have a detailed understanding of this framework.	Percent	69	58-79	36
A1_0c	Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?	2016 SCIENCE AND TECHNOLOGY/ENGINEERING	I am unfamiliar or only slightly familiar with this framework.	Percent	17	9-29	36
A1_0c	Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?	2016 SCIENCE AND TECHNOLOGY/ENGINEERING	I have a general understanding of the framework, but I am not familiar with all the details.	Percent	58	46-70	36

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_0c	Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?	2016 SCIENCE AND TECHNOLOGY/ ENGINEERING	I have a detailed understanding of this framework.	Percent	25	16-37	36
A1_1a	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	The current 2011 ELA Curriculum Framework sets appropriate expectations for student learning at each grade level.	Disagree Strongly	Percent	0	0-0	35
A1_1a	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	The current 2011 ELA Curriculum Framework sets appropriate expectations for student learning at each grade level.	Disagree Somewhat	Percent	6	2-16	35
A1_1a	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	The current 2011 ELA Curriculum Framework sets appropriate expectations for student learning at each grade level.	Agree Somewhat	Percent	29	18-43	35
A1_1a	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	The current 2011 ELA Curriculum Framework sets appropriate expectations for student learning at each grade level.	Agree Strongly	Percent	66	53-77	35
A1_1b	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	The current 2011 ELA Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Disagree Strongly	Percent	0	0-0	33
A1_1b	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	The current 2011 ELA Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Disagree Somewhat	Percent	6	2-17	33
A1_1b	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	The current 2011 ELA Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Agree Somewhat	Percent	39	26-55	33
A1_1b	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	The current 2011 ELA Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Agree Strongly	Percent	55	40-68	33
A1_1c	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2011 ELA Curriculum Framework.	Disagree Strongly	Percent	0	0-0	35

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_1c	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2011 ELA Curriculum Framework.	Disagree Somewhat	Percent	6	2-16	35
A1_1c	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2011 ELA Curriculum Framework.	Agree Somewhat	Percent	26	16-38	35
A1_1c	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2011 ELA Curriculum Framework.	Agree Strongly	Percent	69	56-79	35
A1_1d	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	ELA state assessments provide useful information about how well students in my school are mastering the 2011 ELA state standards.	Disagree Strongly	Percent	13	6-26	31
A1_1d	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	ELA state assessments provide useful information about how well students in my school are mastering the 2011 ELA state standards.	Disagree Somewhat	Percent	16	8-29	31
A1_1d	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	ELA state assessments provide useful information about how well students in my school are mastering the 2011 ELA state standards.	Agree Somewhat	Percent	39	26-53	31
A1_1d	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	ELA state assessments provide useful information about how well students in my school are mastering the 2011 ELA state standards.	Agree Strongly	Percent	32	22-45	31
A1_2a	Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is NOT available	Percent	3	1-12	35
A1_2a	Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is available - Compared to what I have now, I need: Less	Percent	9	3-20	35
A1_2a	Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is available - Compared to what I have now, I need: Same Amount	Percent	54	41-67	35

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_2a	Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is available - Compared to what I have now, I need: More	Percent	34	24-46	35
A1_2b	Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is NOT available	Percent	0	0-0	35
A1_2b	Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is available - Compared to what I have now, I need: Less	Percent	17	9-30	35
A1_2b	Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is available - Compared to what I have now, I need: Same Amount	Percent	54	40-68	35
A1_2b	Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is available - Compared to what I have now, I need: More	Percent	29	19-41	35
A1_3a	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2011 ELA Curriculum Framework	Resource is NOT available	Percent	0	0-0	33
A1_3a	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2011 ELA Curriculum Framework	Resource is available - Compared to what I have now, I need: Less	Percent	6	2-16	33
A1_3a	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2011 ELA Curriculum Framework	Resource is available - Compared to what I have now, I need: Same Amount	Percent	45	33-59	33
A1_3a	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2011 ELA Curriculum Framework	Resource is available - Compared to what I have now, I need: More	Percent	48	35-62	33
A1_3b	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is NOT available	Percent	0	0-0	34
A1_3b	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is available - Compared to what I have now, I need: Less	Percent	6	2-16	34

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_3b	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is available - Compared to what I have now, I need: Same Amount	Percent	59	44-72	34
A1_3b	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is available - Compared to what I have now, I need: More	Percent	35	23-50	34
A1_3c	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is NOT available	Percent	0	0-0	34
A1_3c	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is available - Compared to what I have now, I need: Less	Percent	3	1-12	34
A1_3c	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is available - Compared to what I have now, I need: Same Amount	Percent	41	30-54	34
A1_3c	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is available - Compared to what I have now, I need: More	Percent	56	43-68	34
A1_3d	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the ELA school curriculum	Resource is NOT available	Percent	9	4-20	34
A1_3d	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the ELA school curriculum	Resource is available - Compared to what I have now, I need: Less	Percent	6	2-16	34
A1_3d	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the ELA school curriculum	Resource is available - Compared to what I have now, I need: Same Amount	Percent	21	12-32	34
A1_3d	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the ELA school curriculum	Resource is available - Compared to what I have now, I need: More	Percent	65	51-76	34

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_3e	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is NOT available	Percent	0	0-0	34
A1_3e	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is available - Compared to what I have now, I need: Less	Percent	9	5-15	34
A1_3e	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is available - Compared to what I have now, I need: Same Amount	Percent	47	34-60	34
A1_3e	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is available - Compared to what I have now, I need: More	Percent	44	31-58	34
A1_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	District-wide summative assessments	Not At All Aligned	Percent	3	1-14	30
A1_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	District-wide summative assessments	Somewhat Aligned	Percent	23	13-38	30
A1_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	District-wide summative assessments	Aligned	Percent	57	41-71	30
A1_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	District-wide summative assessments	Strongly Aligned	Percent	17	9-30	30
A1_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	Assessments created or selected by teachers	Not At All Aligned	Percent	3	1-13	31
A1_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	Assessments created or selected by teachers	Somewhat Aligned	Percent	39	27-51	31
A1_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	Assessments created or selected by teachers	Aligned	Percent	45	33-58	31
A1_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	Assessments created or selected by teachers	Strongly Aligned	Percent	13	6-26	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	English Language Arts textbooks used in your school	Not At All Aligned	Percent	10	4-24	29
A1_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	English Language Arts textbooks used in your school	Somewhat Aligned	Percent	41	28-56	29
A1_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	English Language Arts textbooks used in your school	Aligned	Percent	31	20-45	29
A1_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	English Language Arts textbooks used in your school	Strongly Aligned	Percent	17	9-32	29
A1_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	English Language Arts curriculum selected or developed by your district	Not At All Aligned	Percent	0	0-0	28
A1_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	English Language Arts curriculum selected or developed by your district	Somewhat Aligned	Percent	18	9-33	28
A1_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	English Language Arts curriculum selected or developed by your district	Aligned	Percent	68	51-81	28
A1_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	English Language Arts curriculum selected or developed by your district	Strongly Aligned	Percent	14	7-28	28
A1_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Not At All Aligned	Percent	0	0-0	32
A1_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Somewhat Aligned	Percent	22	13-35	32
A1_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Aligned	Percent	63	51-73	32
A1_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Strongly Aligned	Percent	16	9-26	32

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A2_1a	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The current 2011 Mathematics Curriculum Framework sets appropriate expectations for student learning at each grade level.	Disagree Strongly	Percent	0	0-0	29
A2_1a	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The current 2011 Mathematics Curriculum Framework sets appropriate expectations for student learning at each grade level.	Disagree Somewhat	Percent	17	9-32	29
A2_1a	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The current 2011 Mathematics Curriculum Framework sets appropriate expectations for student learning at each grade level.	Agree Somewhat	Percent	31	20-45	29
A2_1a	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The current 2011 Mathematics Curriculum Framework sets appropriate expectations for student learning at each grade level.	Agree Strongly	Percent	52	38-65	29
A2_1b	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The current 2011 Mathematics Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Disagree Strongly	Percent	0	0-0	27
A2_1b	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The current 2011 Mathematics Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Disagree Somewhat	Percent	7	3-20	27
A2_1b	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The current 2011 Mathematics Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Agree Somewhat	Percent	44	29-61	27
A2_1b	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The current 2011 Mathematics Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Agree Strongly	Percent	48	33-63	27
A2_1c	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2011 Mathematics Curriculum Framework.	Disagree Strongly	Percent	0	0-0	29
A2_1c	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2011 Mathematics Curriculum Framework.	Disagree Somewhat	Percent	3	1-14	29

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A2_1c	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2011 Mathematics Curriculum Framework.	Agree Somewhat	Percent	28	17-42	29
A2_1c	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2011 Mathematics Curriculum Framework.	Agree Strongly	Percent	69	54-81	29
A2_1d	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	Mathematics state assessments provide useful information about how well students in my school are mastering the 2011 Mathematics state standards.	Disagree Strongly	Percent	12	5-26	26
A2_1d	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	Mathematics state assessments provide useful information about how well students in my school are mastering the 2011 Mathematics state standards.	Disagree Somewhat	Percent	23	13-38	26
A2_1d	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	Mathematics state assessments provide useful information about how well students in my school are mastering the 2011 Mathematics state standards.	Agree Somewhat	Percent	46	32-61	26
A2_1d	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	Mathematics state assessments provide useful information about how well students in my school are mastering the 2011 Mathematics state standards.	Agree Strongly	Percent	19	11-30	26
A2_1e	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The implementation of the Standards of Mathematical Practice enables students to have deeper understanding of mathematical concepts.	Disagree Strongly	Percent	0	0-0	28
A2_1e	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The implementation of the Standards of Mathematical Practice enables students to have deeper understanding of mathematical concepts.	Disagree Somewhat	Percent	7	2-20	28
A2_1e	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The implementation of the Standards of Mathematical Practice enables students to have deeper understanding of mathematical concepts.	Agree Somewhat	Percent	36	22-52	28

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A2_1e	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The implementation of the Standards of Mathematical Practice enables students to have deeper understanding of mathematical concepts.	Agree Strongly	Percent	57	42-71	28
A2_2a	Which of the following Mathematics resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is NOT available	Percent	6	2-18	31
A2_2a	Which of the following Mathematics resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is available - Compared to what I have now, I need: Less	Percent	3	1-13	31
A2_2a	Which of the following Mathematics resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is available - Compared to what I have now, I need: Same Amount	Percent	48	34-63	31
A2_2a	Which of the following Mathematics resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is available - Compared to what I have now, I need: More	Percent	42	31-54	31
A2_2b	Which of the following Mathematics resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is NOT available	Percent	0	0-0	31
A2_2b	Which of the following Mathematics resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is available - Compared to what I have now, I need: Less	Percent	10	4-22	31
A2_2b	Which of the following Mathematics resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is available - Compared to what I have now, I need: Same Amount	Percent	61	48-73	31
A2_2b	Which of the following Mathematics resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is available - Compared to what I have now, I need: More	Percent	29	19-42	31
A2_3a	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2011 Mathematics Curriculum Framework	Resource is NOT available	Percent	3	1-13	31
A2_3a	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2011 Mathematics Curriculum Framework	Resource is available - Compared to what I have now, I need: Less	Percent	0	0-0	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A2_3a	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2011 Mathematics Curriculum Framework	Resource is available - Compared to what I have now, I need: Same Amount	Percent	52	38-65	31
A2_3a	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2011 Mathematics Curriculum Framework	Resource is available - Compared to what I have now, I need: More	Percent	45	33-58	31
A2_3b	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is NOT available	Percent	3	1-13	31
A2_3b	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is available - Compared to what I have now, I need: Less	Percent	3	1-13	31
A2_3b	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is available - Compared to what I have now, I need: Same Amount	Percent	45	32-59	31
A2_3b	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is available - Compared to what I have now, I need: More	Percent	48	35-62	31
A2_3c	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is NOT available	Percent	0	0-0	31
A2_3c	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is available - Compared to what I have now, I need: Less	Percent	3	1-13	31
A2_3c	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is available - Compared to what I have now, I need: Same Amount	Percent	45	32-59	31
A2_3c	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is available - Compared to what I have now, I need: More	Percent	52	39-64	31
A2_3d	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the Mathematics school curriculum	Resource is NOT available	Percent	6	2-17	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A2_3d	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the Mathematics school curriculum	Resource is available - Compared to what I have now, I need: Less	Percent	10	4-22	31
A2_3d	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the Mathematics school curriculum	Resource is available - Compared to what I have now, I need: Same Amount	Percent	26	16-38	31
A2_3d	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the Mathematics school curriculum	Resource is available - Compared to what I have now, I need: More	Percent	58	44-71	31
A2_3e	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is NOT available	Percent	0	0-0	31
A2_3e	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is available - Compared to what I have now, I need: Less	Percent	6	2-18	31
A2_3e	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is available - Compared to what I have now, I need: Same Amount	Percent	45	33-58	31
A2_3e	How much of the following Mathematics resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is available - Compared to what I have now, I need: More	Percent	48	35-62	31
A2_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	District-wide summative assessments	Not At All Aligned	Percent	4	1-15	27
A2_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	District-wide summative assessments	Somewhat Aligned	Percent	19	10-33	27
A2_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	District-wide summative assessments	Aligned	Percent	63	49-75	27
A2_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	District-wide summative assessments	Strongly Aligned	Percent	15	7-29	27

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A2_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Assessments created or selected by teachers	Not At All Aligned	Percent	0	0-0	30
A2_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Assessments created or selected by teachers	Somewhat Aligned	Percent	27	17-39	30
A2_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Assessments created or selected by teachers	Aligned	Percent	60	45-73	30
A2_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Assessments created or selected by teachers	Strongly Aligned	Percent	13	6-27	30
A2_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Mathematics textbooks used in your school	Not At All Aligned	Percent	6	2-18	31
A2_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Mathematics textbooks used in your school	Somewhat Aligned	Percent	29	18-43	31
A2_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Mathematics textbooks used in your school	Aligned	Percent	45	30-61	31
A2_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Mathematics textbooks used in your school	Strongly Aligned	Percent	19	10-33	31
A2_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Mathematics curriculum selected or developed by your district	Not At All Aligned	Percent	0	0-0	31
A2_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Mathematics curriculum selected or developed by your district	Somewhat Aligned	Percent	29	17-44	31
A2_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Mathematics curriculum selected or developed by your district	Aligned	Percent	58	43-72	31
A2_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Mathematics curriculum selected or developed by your district	Strongly Aligned	Percent	13	6-25	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A2_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Not At All Aligned	Percent	3	1-14	30
A2_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Somewhat Aligned	Percent	27	16-41	30
A2_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Aligned	Percent	50	35-65	30
A2_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Strongly Aligned	Percent	20	11-34	30
A3_1a	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	The current 2016 Science and Technology/Engineering (STE) Curriculum Framework sets appropriate expectations for student learning at each grade level.	Disagree Strongly	Percent	0	0-0	28
A3_1a	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	The current 2016 Science and Technology/Engineering (STE) Curriculum Framework sets appropriate expectations for student learning at each grade level.	Disagree Somewhat	Percent	4	1-14	28
A3_1a	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	The current 2016 Science and Technology/Engineering (STE) Curriculum Framework sets appropriate expectations for student learning at each grade level.	Agree Somewhat	Percent	71	57-83	28
A3_1a	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	The current 2016 Science and Technology/Engineering (STE) Curriculum Framework sets appropriate expectations for student learning at each grade level.	Agree Strongly	Percent	25	15-39	28
A3_1b	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	The current 2016 STE Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Disagree Strongly	Percent	0	0-0	25
A3_1b	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	The current 2016 STE Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Disagree Somewhat	Percent	16	8-31	25

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A3_1b	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	The current 2016 STE Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Agree Somewhat	Percent	68	51-81	25
A3_1b	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	The current 2016 STE Curriculum Framework positively affects the degree to which students are prepared for middle school/college or career.	Agree Strongly	Percent	16	7-32	25
A3_1c	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2016 STE Curriculum Framework.	Disagree Strongly	Percent	14	7-26	29
A3_1c	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2016 STE Curriculum Framework.	Disagree Somewhat	Percent	10	4-24	29
A3_1c	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2016 STE Curriculum Framework.	Agree Somewhat	Percent	62	46-76	29
A3_1c	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2016 STE Curriculum Framework.	Agree Strongly	Percent	14	6-28	29
A3_1d	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	STE state assessments provide useful information about how well students in my school are mastering the 2016 STE state standards.	Disagree Strongly	Percent	12	5-26	26
A3_1d	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	STE state assessments provide useful information about how well students in my school are mastering the 2016 STE state standards.	Disagree Somewhat	Percent	19	9-35	26
A3_1d	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	STE state assessments provide useful information about how well students in my school are mastering the 2016 STE state standards.	Agree Somewhat	Percent	46	32-61	26

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A3_1d	Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.	STE state assessments provide useful information about how well students in my school are mastering the 2016 STE state standards.	Agree Strongly	Percent	23	13-38	26
A3_2a	Which of the following Science and Technology/Engineering resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is NOT available	Percent	23	13-37	31
A3_2a	Which of the following Science and Technology/Engineering resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is available - Compared to what I have now, I need: Less	Percent	6	2-17	31
A3_2a	Which of the following Science and Technology/Engineering resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is available - Compared to what I have now, I need: Same Amount	Percent	19	10-34	31
A3_2a	Which of the following Science and Technology/Engineering resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is available - Compared to what I have now, I need: More	Percent	52	38-65	31
A3_2b	Which of the following Science and Technology/Engineering resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is NOT available	Percent	19	10-33	31
A3_2b	Which of the following Science and Technology/Engineering resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is available - Compared to what I have now, I need: Less	Percent	6	2-17	31
A3_2b	Which of the following Science and Technology/Engineering resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is available - Compared to what I have now, I need: Same Amount	Percent	23	15-33	31
A3_2b	Which of the following Science and Technology/Engineering resources from your district do you need in your school, when compared to what you have now?	Formative or diagnostic assessments aligned to the state standards	Resource is available - Compared to what I have now, I need: More	Percent	52	39-64	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A3_3a	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2016 Science and Technology/Engineering Curriculum Framework	Resource is NOT available	Percent	3	1-12	31
A3_3a	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2016 Science and Technology/Engineering Curriculum Framework	Resource is available - Compared to what I have now, I need: Less	Percent	3	1-13	31
A3_3a	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2016 Science and Technology/Engineering Curriculum Framework	Resource is available - Compared to what I have now, I need: Same Amount	Percent	29	18-43	31
A3_3a	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Curriculum resources aligned to the 2016 Science and Technology/Engineering Curriculum Framework	Resource is available - Compared to what I have now, I need: More	Percent	65	50-77	31
A3_3b	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is NOT available	Percent	3	1-12	31
A3_3b	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is available - Compared to what I have now, I need: Less	Percent	3	1-13	31
A3_3b	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is available - Compared to what I have now, I need: Same Amount	Percent	29	18-43	31
A3_3b	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is available - Compared to what I have now, I need: More	Percent	65	50-77	31
A3_3c	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is NOT available	Percent	3	1-12	31
A3_3c	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is available - Compared to what I have now, I need: Less	Percent	3	1-13	31
A3_3c	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is available - Compared to what I have now, I need: Same Amount	Percent	29	18-43	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A3_3c	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Information about how state standards change what is expected of teachers' instructional practice	Resource is available - Compared to what I have now, I need: More	Percent	65	50-77	31
A3_3d	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the STE school curriculum	Resource is NOT available	Percent	10	4-22	31
A3_3d	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the STE school curriculum	Resource is available - Compared to what I have now, I need: Less	Percent	3	1-13	31
A3_3d	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the STE school curriculum	Resource is available - Compared to what I have now, I need: Same Amount	Percent	19	12-30	31
A3_3d	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Guidance on how to embed students' social and emotional learning into the STE school curriculum	Resource is available - Compared to what I have now, I need: More	Percent	68	54-79	31
A3_3e	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is NOT available	Percent	10	4-22	31
A3_3e	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is available - Compared to what I have now, I need: Less	Percent	0	0-0	31
A3_3e	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is available - Compared to what I have now, I need: Same Amount	Percent	29	19-42	31
A3_3e	How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is available - Compared to what I have now, I need: More	Percent	61	47-74	31
A3_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	District-wide summative assessments	Not At All Aligned	Percent	27	15-45	22
A3_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	District-wide summative assessments	Somewhat Aligned	Percent	36	21-55	22

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A3_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	District-wide summative assessments	Aligned	Percent	36	21-55	22
A3_4a	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	District-wide summative assessments	Strongly Aligned	Percent	0	0-0	22
A3_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Assessments created or selected by teachers	Not At All Aligned	Percent	10	4-22	30
A3_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Assessments created or selected by teachers	Somewhat Aligned	Percent	43	30-58	30
A3_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Assessments created or selected by teachers	Aligned	Percent	40	28-53	30
A3_4b	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Assessments created or selected by teachers	Strongly Aligned	Percent	7	5-8	30
A3_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Science and Technology/Engineering textbooks used in your school	Not At All Aligned	Percent	26	15-42	27
A3_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Science and Technology/Engineering textbooks used in your school	Somewhat Aligned	Percent	44	30-60	27
A3_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Science and Technology/Engineering textbooks used in your school	Aligned	Percent	30	19-43	27
A3_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Science and Technology/Engineering textbooks used in your school	Strongly Aligned	Percent	0	0-0	27
A3_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Science and Technology/Engineering curriculum selected or developed by your district	Not At All Aligned	Percent	10	4-23	29
A3_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Science and Technology/Engineering curriculum selected or developed by your district	Somewhat Aligned	Percent	48	33-64	29

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A3_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Science and Technology/Engineering curriculum selected or developed by your district	Aligned	Percent	41	26-58	29
A3_4d	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Science and Technology/Engineering curriculum selected or developed by your district	Strongly Aligned	Percent	0	0-0	29
A3_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Not At All Aligned	Percent	14	8-24	28
A3_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Somewhat Aligned	Percent	46	33-60	28
A3_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Aligned	Percent	39	26-54	28
A3_4e	Please indicate the degree to which you think the following district or school resources are aligned to the 2016 Science and Technology/Engineering Curriculum Framework.	Professional development activities that teachers have or will participate in this school year	Strongly Aligned	Percent	0	0-0	28
A4a	Please indicate your agreement with the following statements.	District leaders publicly reward or recognize principals in this district for exemplary leadership practices aimed at implementing state standards.	Disagree Strongly	Percent	35	23-51	31
A4a	Please indicate your agreement with the following statements.	District leaders publicly reward or recognize principals in this district for exemplary leadership practices aimed at implementing state standards.	Disagree Somewhat	Percent	29	18-44	31
A4a	Please indicate your agreement with the following statements.	District leaders publicly reward or recognize principals in this district for exemplary leadership practices aimed at implementing state standards.	Agree Somewhat	Percent	35	23-50	31
A4a	Please indicate your agreement with the following statements.	District leaders publicly reward or recognize principals in this district for exemplary leadership practices aimed at implementing state standards.	Agree Strongly	Percent	0	0-0	31
A4b	Please indicate your agreement with the following statements.	District leaders publicly reward or recognize principals in this district for exemplary student achievement gains.	Disagree Strongly	Percent	35	24-49	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A4b	Please indicate your agreement with the following statements.	District leaders publicly reward or recognize principals in this district for exemplary student achievement gains.	Disagree Somewhat	Percent	10	4-22	31
A4b	Please indicate your agreement with the following statements.	District leaders publicly reward or recognize principals in this district for exemplary student achievement gains.	Agree Somewhat	Percent	39	26-53	31
A4b	Please indicate your agreement with the following statements.	District leaders publicly reward or recognize principals in this district for exemplary student achievement gains.	Agree Strongly	Percent	16	9-27	31
A4c	Please indicate your agreement with the following statements.	There are negative repercussions for me if students in my school do not perform well on state standardized assessments.	Disagree Strongly	Percent	13	7-21	31
A4c	Please indicate your agreement with the following statements.	There are negative repercussions for me if students in my school do not perform well on state standardized assessments.	Disagree Somewhat	Percent	16	8-29	31
A4c	Please indicate your agreement with the following statements.	There are negative repercussions for me if students in my school do not perform well on state standardized assessments.	Agree Somewhat	Percent	32	21-46	31
A4c	Please indicate your agreement with the following statements.	There are negative repercussions for me if students in my school do not perform well on state standardized assessments.	Agree Strongly	Percent	39	26-54	31
A5a	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2011 English Language Arts Curriculum Framework	1-2 Years	Percent	29	18-43	31
A5a	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2011 English Language Arts Curriculum Framework	3 Years	Percent	32	21-45	31
A5a	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2011 English Language Arts Curriculum Framework	4 Years	Percent	10	4-22	31
A5a	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2011 English Language Arts Curriculum Framework	5+ Years	Percent	29	18-43	31
A5b	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2011 Mathematics Curriculum Framework	1-2 Years	Percent	32	21-46	31
A5b	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2011 Mathematics Curriculum Framework	3 Years	Percent	23	13-36	31
A5b	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2011 Mathematics Curriculum Framework	4 Years	Percent	16	9-27	31
A5b	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2011 Mathematics Curriculum Framework	5+ Years	Percent	29	18-43	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A5c	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2016 Science and Technology/Engineering Curriculum Framework	1-2 Years	Percent	23	13-37	31
A5c	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2016 Science and Technology/Engineering Curriculum Framework	3 Years	Percent	10	4-22	31
A5c	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2016 Science and Technology/Engineering Curriculum Framework	4 Years	Percent	10	4-22	31
A5c	Including this current school year, how much longer do you believe each of the following will remain in effect?	The current 2016 Science and Technology/Engineering Curriculum Framework	5+ Years	Percent	58	43-71	31
A5d	Including this current school year, how much longer do you believe each of the following will remain in effect?	The next generation MCAS test	1-2 Years	Percent	42	29-57	31
A5d	Including this current school year, how much longer do you believe each of the following will remain in effect?	The next generation MCAS test	3 Years	Percent	23	14-34	31
A5d	Including this current school year, how much longer do you believe each of the following will remain in effect?	The next generation MCAS test	4 Years	Percent	13	6-25	31
A5d	Including this current school year, how much longer do you believe each of the following will remain in effect?	The next generation MCAS test	5+ Years	Percent	23	13-37	31

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Table 3. Educator Growth and Development

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B1a	How often does the following occur with regard to teacher collaboration at your school?	Teachers have time to collaborate during the school day.	Never	Percent	0	0-0	31
B1a	How often does the following occur with regard to teacher collaboration at your school?	Teachers have time to collaborate during the school day.	About Once Every Other Month	Percent	0	0-0	31
B1a	How often does the following occur with regard to teacher collaboration at your school?	Teachers have time to collaborate during the school day.	About Once a Month	Percent	0	0-0	31
B1a	How often does the following occur with regard to teacher collaboration at your school?	Teachers have time to collaborate during the school day.	About Two or Three Times a Month	Percent	0	0-0	31
B1a	How often does the following occur with regard to teacher collaboration at your school?	Teachers have time to collaborate during the school day.	About Once a Week	Percent	32	22-45	31
B1a	How often does the following occur with regard to teacher collaboration at your school?	Teachers have time to collaborate during the school day.	More Than Once a Week	Percent	68	55-79	31
B1b	How often does the following occur with regard to teacher collaboration at your school?	Teachers receive adequate training to support peer collaboration.	Never	Percent	6	2-18	31
B1b	How often does the following occur with regard to teacher collaboration at your school?	Teachers receive adequate training to support peer collaboration.	About Once Every Other Month	Percent	16	8-30	31
B1b	How often does the following occur with regard to teacher collaboration at your school?	Teachers receive adequate training to support peer collaboration.	About Once a Month	Percent	26	15-40	31
B1b	How often does the following occur with regard to teacher collaboration at your school?	Teachers receive adequate training to support peer collaboration.	About Two or Three Times a Month	Percent	13	6-25	31
B1b	How often does the following occur with regard to teacher collaboration at your school?	Teachers receive adequate training to support peer collaboration.	About Once a Week	Percent	23	12-37	31
B1b	How often does the following occur with regard to teacher collaboration at your school?	Teachers receive adequate training to support peer collaboration.	More Than Once a Week	Percent	16	8-29	31
B1c	How often does the following occur with regard to teacher collaboration at your school?	Teachers have the necessary materials, tools, or equipment that helps them collaborate with peers effectively.	Never	Percent	3	1-13	31
B1c	How often does the following occur with regard to teacher collaboration at your school?	Teachers have the necessary materials, tools, or equipment that helps them collaborate with peers effectively.	About Once Every Other Month	Percent	3	1-13	31
B1c	How often does the following occur with regard to teacher collaboration at your school?	Teachers have the necessary materials, tools, or equipment that helps them collaborate with peers effectively.	About Once a Month	Percent	6	2-17	31
B1c	How often does the following occur with regard to teacher collaboration at your school?	Teachers have the necessary materials, tools, or equipment that helps them collaborate with peers effectively.	About Two or Three Times a Month	Percent	3	1-13	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B1c	How often does the following occur with regard to teacher collaboration at your school?	Teachers have the necessary materials, tools, or equipment that helps them collaborate with peers effectively.	About Once a Week	Percent	45	32-59	31
B1c	How often does the following occur with regard to teacher collaboration at your school?	Teachers have the necessary materials, tools, or equipment that helps them collaborate with peers effectively.	More Than Once a Week	Percent	39	27-52	31
B1d	How often does the following occur with regard to teacher collaboration at your school?	Teachers participate in professional learning communities in my school.	Never	Percent	0	0-0	31
B1d	How often does the following occur with regard to teacher collaboration at your school?	Teachers participate in professional learning communities in my school.	About Once Every Other Month	Percent	6	2-17	31
B1d	How often does the following occur with regard to teacher collaboration at your school?	Teachers participate in professional learning communities in my school.	About Once a Month	Percent	19	11-33	31
B1d	How often does the following occur with regard to teacher collaboration at your school?	Teachers participate in professional learning communities in my school.	About Two or Three Times a Month	Percent	10	4-22	31
B1d	How often does the following occur with regard to teacher collaboration at your school?	Teachers participate in professional learning communities in my school.	About Once a Week	Percent	48	33-64	31
B1d	How often does the following occur with regard to teacher collaboration at your school?	Teachers participate in professional learning communities in my school.	More Than Once a Week	Percent	16	8-30	31
B1e	How often does the following occur with regard to teacher collaboration at your school?	Teachers have opportunities to observe each other in their classrooms.	Never	Percent	13	6-25	31
B1e	How often does the following occur with regard to teacher collaboration at your school?	Teachers have opportunities to observe each other in their classrooms.	About Once Every Other Month	Percent	42	28-57	31
B1e	How often does the following occur with regard to teacher collaboration at your school?	Teachers have opportunities to observe each other in their classrooms.	About Once a Month	Percent	23	12-37	31
B1e	How often does the following occur with regard to teacher collaboration at your school?	Teachers have opportunities to observe each other in their classrooms.	About Two or Three Times a Month	Percent	13	6-26	31
B1e	How often does the following occur with regard to teacher collaboration at your school?	Teachers have opportunities to observe each other in their classrooms.	About Once a Week	Percent	3	1-13	31
B1e	How often does the following occur with regard to teacher collaboration at your school?	Teachers have opportunities to observe each other in their classrooms.	More Than Once a Week	Percent	6	2-18	31
B2a	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Observations of classroom practice	Not At All	Percent	0	0-0	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B2a	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Observations of classroom practice	Minimal Extent	Percent	10	4-21	31
B2a	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Observations of classroom practice	Moderate Extent	Percent	52	39-64	31
B2a	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Observations of classroom practice	Large Extent	Percent	39	26-53	31
B2b	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Results from state assessments	Not At All	Percent	6	2-17	31
B2b	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Results from state assessments	Minimal Extent	Percent	23	12-38	31
B2b	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Results from state assessments	Moderate Extent	Percent	45	32-59	31
B2b	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Results from state assessments	Large Extent	Percent	26	16-40	31
B2c	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Results from local common assessments	Not At All	Percent	10	4-22	31
B2c	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Results from local common assessments	Minimal Extent	Percent	26	16-39	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B2c	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Results from local common assessments	Moderate Extent	Percent	48	37-60	31
B2c	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Results from local common assessments	Large Extent	Percent	16	8-29	31
B2d	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Summative performance ratings for teachers	Not At All	Percent	13	6-25	31
B2d	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Summative performance ratings for teachers	Minimal Extent	Percent	42	29-56	31
B2d	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Summative performance ratings for teachers	Moderate Extent	Percent	35	23-50	31
B2d	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Summative performance ratings for teachers	Large Extent	Percent	10	4-22	31
B2e	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Artifacts of practice collected through the evaluation system (e.g., lesson plans, student work examples, etc.)	Not At All	Percent	6	2-17	31
B2e	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Artifacts of practice collected through the evaluation system (e.g., lesson plans, student work examples, etc.)	Minimal Extent	Percent	42	30-55	31
B2e	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Artifacts of practice collected through the evaluation system (e.g., lesson plans, student work examples, etc.)	Moderate Extent	Percent	39	27-52	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B2e	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Artifacts of practice collected through the evaluation system (e.g., lesson plans, student work examples, etc.)	Large Extent	Percent	13	6-27	31
B2f	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Input from teachers	Not At All	Percent	0	0-0	31
B2f	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Input from teachers	Minimal Extent	Percent	3	1-13	31
B2f	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Input from teachers	Moderate Extent	Percent	39	26-54	31
B2f	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Input from teachers	Large Extent	Percent	58	43-72	31
B2g	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Input from other administrators (district and/or school)	Not At All	Percent	6	2-18	31
B2g	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Input from other administrators (district and/or school)	Minimal Extent	Percent	29	17-45	31
B2g	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Input from other administrators (district and/or school)	Moderate Extent	Percent	45	32-59	31
B2g	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Input from other administrators (district and/or school)	Large Extent	Percent	19	10-34	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B2h	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	ESE-led PD opportunities	Not At All	Percent	52	37-66	31
B2h	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	ESE-led PD opportunities	Minimal Extent	Percent	29	17-44	31
B2h	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	ESE-led PD opportunities	Moderate Extent	Percent	13	6-26	31
B2h	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	ESE-led PD opportunities	Large Extent	Percent	6	2-17	31
B3a	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement accommodations, modifications, and specially designed instruction as described in students' Individualized Education Plans.	Not At All	Percent	0	0-0	31
B3a	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement accommodations, modifications, and specially designed instruction as described in students' Individualized Education Plans.	Minimal Extent	Percent	16	9-27	31
B3a	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement accommodations, modifications, and specially designed instruction as described in students' Individualized Education Plans.	Moderate Extent	Percent	29	17-45	31
B3a	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement accommodations, modifications, and specially designed instruction as described in students' Individualized Education Plans.	Large Extent	Percent	55	41-68	31
B3b	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement strategies to specifically address the instructional needs of English language learners.	Not At All	Percent	0	0-0	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B3b	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement strategies to specifically address the instructional needs of English language learners.	Minimal Extent	Percent	6	2-17	31
B3b	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement strategies to specifically address the instructional needs of English language learners.	Moderate Extent	Percent	39	25-54	31
B3b	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement strategies to specifically address the instructional needs of English language learners.	Large Extent	Percent	55	41-68	31
B3c	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	supplement core teaching strategies with additional supports for students with varying intensity of academic need.	Not At All	Percent	0	0-0	31
B3c	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	supplement core teaching strategies with additional supports for students with varying intensity of academic need.	Minimal Extent	Percent	10	6-16	31
B3c	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	supplement core teaching strategies with additional supports for students with varying intensity of academic need.	Moderate Extent	Percent	29	18-43	31
B3c	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	supplement core teaching strategies with additional supports for students with varying intensity of academic need.	Large Extent	Percent	61	48-73	31
B3d	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement inclusive practices to support the needs of all learners in core academic areas.	Not At All	Percent	0	0-0	31
B3d	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement inclusive practices to support the needs of all learners in core academic areas.	Minimal Extent	Percent	6	2-17	31

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B3d	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement inclusive practices to support the needs of all learners in core academic areas.	Moderate Extent	Percent	35	24-49	31
B3d	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement inclusive practices to support the needs of all learners in core academic areas.	Large Extent	Percent	58	44-71	31
B4a	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	integrate the development of social and emotional competencies into their lesson content (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Not At All	Percent	0	0-0	30
B4a	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	integrate the development of social and emotional competencies into their lesson content (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Minimal Extent	Percent	7	2-18	30
B4a	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	integrate the development of social and emotional competencies into their lesson content (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Moderate Extent	Percent	50	34-66	30
B4a	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	integrate the development of social and emotional competencies into their lesson content (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Large Extent	Percent	43	29-59	30
B4b	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	integrate the development of students' social and emotional competencies into their daily practice.	Not At All	Percent	0	0-0	30

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B4b	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	integrate the development of students' social and emotional competencies into their daily practice.	Minimal Extent	Percent	7	2-18	30
B4b	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	integrate the development of students' social and emotional competencies into their daily practice.	Moderate Extent	Percent	50	36-64	30
B4b	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	integrate the development of students' social and emotional competencies into their daily practice.	Large Extent	Percent	43	30-57	30
B4c	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	support students with different types of social and emotional learning needs within their classroom.	Not At All	Percent	0	0-0	30
B4c	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	support students with different types of social and emotional learning needs within their classroom.	Minimal Extent	Percent	7	2-18	30
B4c	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	support students with different types of social and emotional learning needs within their classroom.	Moderate Extent	Percent	43	31-56	30
B4c	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	support students with different types of social and emotional learning needs within their classroom.	Large Extent	Percent	50	37-63	30
B5a	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Connecting students with different intensities of academic need to appropriate interventions	Not At All	Percent	0	0-0	30

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B5a	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Connecting students with different intensities of academic need to appropriate interventions	Minimal Extent	Percent	13	8-22	30
B5a	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Connecting students with different intensities of academic need to appropriate interventions	Moderate Extent	Percent	43	30-57	30
B5a	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Connecting students with different intensities of academic need to appropriate interventions	Large Extent	Percent	43	30-57	30
B5b	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Connecting students with different intensities of social and emotional/behavioral need to appropriate interventions	Not At All	Percent	0	0-0	30
B5b	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Connecting students with different intensities of social and emotional/behavioral need to appropriate interventions	Minimal Extent	Percent	7	2-19	30
B5b	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Connecting students with different intensities of social and emotional/behavioral need to appropriate interventions	Moderate Extent	Percent	47	33-61	30
B5b	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Connecting students with different intensities of social and emotional/behavioral need to appropriate interventions	Large Extent	Percent	47	33-61	30
B5c	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Monitoring the impact of academic interventions on the progress of individual students	Not At All	Percent	0	0-0	30
B5c	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Monitoring the impact of academic interventions on the progress of individual students	Minimal Extent	Percent	20	11-33	30
B5c	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Monitoring the impact of academic interventions on the progress of individual students	Moderate Extent	Percent	37	25-50	30
B5c	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Monitoring the impact of academic interventions on the progress of individual students	Large Extent	Percent	43	31-56	30
B5d	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Monitoring the impact of social emotional/behavioral interventions on the progress of individual students	Not At All	Percent	0	0-0	30

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B5d	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Monitoring the impact of social emotional/behavioral interventions on the progress of individual students	Minimal Extent	Percent	7	2-19	30
B5d	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Monitoring the impact of social emotional/behavioral interventions on the progress of individual students	Moderate Extent	Percent	43	30-58	30
B5d	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Monitoring the impact of social emotional/behavioral interventions on the progress of individual students	Large Extent	Percent	50	37-64	30

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Table 4. Educator Evaluation

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C1a	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system is effective in identifying outstanding school leaders.	Disagree Strongly	Percent	13	6-27	30
C1a	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system is effective in identifying outstanding school leaders.	Disagree Somewhat	Percent	17	10-27	30
C1a	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system is effective in identifying outstanding school leaders.	Agree Somewhat	Percent	63	49-76	30
C1a	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system is effective in identifying outstanding school leaders.	Agree Strongly	Percent	7	2-17	30
C1b	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system is effective in identifying school leaders who are struggling.	Disagree Strongly	Percent	13	6-27	30
C1b	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system is effective in identifying school leaders who are struggling.	Disagree Somewhat	Percent	17	10-28	30
C1b	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system is effective in identifying school leaders who are struggling.	Agree Somewhat	Percent	53	39-67	30
C1b	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system is effective in identifying school leaders who are struggling.	Agree Strongly	Percent	17	9-29	30
C1c	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve academic learning.	Disagree Strongly	Percent	10	6-16	30

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C1c	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve academic learning.	Disagree Somewhat	Percent	10	4-23	30
C1c	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve academic learning.	Agree Somewhat	Percent	53	39-67	30
C1c	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve academic learning.	Agree Strongly	Percent	27	16-41	30
C1d	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve my school leadership.	Disagree Strongly	Percent	7	5-8	30
C1d	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve my school leadership.	Disagree Somewhat	Percent	10	4-23	30
C1d	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve my school leadership.	Agree Somewhat	Percent	57	43-69	30
C1d	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve my school leadership.	Agree Strongly	Percent	27	16-41	30
C1e	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve student social and emotional learning.	Disagree Strongly	Percent	23	14-36	30
C1e	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve student social and emotional learning.	Disagree Somewhat	Percent	13	6-26	30

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C1e	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve student social and emotional learning.	Agree Somewhat	Percent	47	33-61	30
C1e	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve student social and emotional learning.	Agree Strongly	Percent	17	8-31	30
C1f	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	Overall, the evaluation system used in my district for assessing administrators generates fair results.	Disagree Strongly	Percent	10	4-22	30
C1f	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	Overall, the evaluation system used in my district for assessing administrators generates fair results.	Disagree Somewhat	Percent	23	13-39	30
C1f	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	Overall, the evaluation system used in my district for assessing administrators generates fair results.	Agree Somewhat	Percent	53	39-67	30
C1f	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	Overall, the evaluation system used in my district for assessing administrators generates fair results.	Agree Strongly	Percent	13	6-26	30
C2_1a	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Colleagues/peers/mentors or coaches	Did Not Receive Feedback	Percent	27	15-43	30
C2_1a	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Colleagues/peers/mentors or coaches	Received Feedback, - Not Valuable	Percent	0	0-0	30
C2_1a	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Colleagues/peers/mentors or coaches	Received Feedback, - Somewhat Valuable	Percent	23	13-38	30
C2_1a	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Colleagues/peers/mentors or coaches	Received Feedback, - Valuable	Percent	27	15-42	30

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C2_1a	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Colleagues/peers/mentors or coaches	Received Feedback, - Very Valuable	Percent	23	14-37	30
C2_1b	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Superintendent or other district administrator	Did Not Receive Feedback	Percent	10	4-23	30
C2_1b	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Superintendent or other district administrator	Received Feedback, - Not Valuable	Percent	7	2-19	30
C2_1b	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Superintendent or other district administrator	Received Feedback, - Somewhat Valuable	Percent	23	13-38	30
C2_1b	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Superintendent or other district administrator	Received Feedback, - Valuable	Percent	43	30-58	30
C2_1b	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Superintendent or other district administrator	Received Feedback, - Very Valuable	Percent	17	8-30	30
C2_2a	When was the last time you received a formal evaluation of your leadership?	The last time I received a formal evaluation was....	Never	Percent	0	0-0	30
C2_2a	When was the last time you received a formal evaluation of your leadership?	The last time I received a formal evaluation was....	This Year	Percent	27	16-41	30
C2_2a	When was the last time you received a formal evaluation of your leadership?	The last time I received a formal evaluation was....	Last Year	Percent	73	59-84	30
C2_2a	When was the last time you received a formal evaluation of your leadership?	The last time I received a formal evaluation was....	2 Years Ago	Percent	0	0-0	30
C2_2a	When was the last time you received a formal evaluation of your leadership?	The last time I received a formal evaluation was....	Over 2 Years Ago	Percent	0	0-0	30
C3a	The district's teacher evaluation system helps...	teachers identify specific areas where they can improve student learning.	Disagree Strongly	Percent	0	0-0	30
C3a	The district's teacher evaluation system helps...	teachers identify specific areas where they can improve student learning.	Disagree Somewhat	Percent	3	1-14	30
C3a	The district's teacher evaluation system helps...	teachers identify specific areas where they can improve student learning.	Agree Somewhat	Percent	57	42-71	30
C3a	The district's teacher evaluation system helps...	teachers identify specific areas where they can improve student learning.	Agree Strongly	Percent	40	27-54	30

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C3b	The district's teacher evaluation system helps...	teachers identify specific areas where they can improve their practice.	Disagree Strongly	Percent	0	0-0	30
C3b	The district's teacher evaluation system helps...	teachers identify specific areas where they can improve their practice.	Disagree Somewhat	Percent	10	4-22	30
C3b	The district's teacher evaluation system helps...	teachers identify specific areas where they can improve their practice.	Agree Somewhat	Percent	40	26-56	30
C3b	The district's teacher evaluation system helps...	teachers identify specific areas where they can improve their practice.	Agree Strongly	Percent	50	36-64	30
C3c	The district's teacher evaluation system helps...	teachers make instruction accessible to all learners.	Disagree Strongly	Percent	7	2-18	30
C3c	The district's teacher evaluation system helps...	teachers make instruction accessible to all learners.	Disagree Somewhat	Percent	13	6-26	30
C3c	The district's teacher evaluation system helps...	teachers make instruction accessible to all learners.	Agree Somewhat	Percent	53	38-68	30
C3c	The district's teacher evaluation system helps...	teachers make instruction accessible to all learners.	Agree Strongly	Percent	27	15-42	30
C3d	The district's teacher evaluation system helps...	teachers identify specific areas where they can further develop students' social and emotional competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Disagree Strongly	Percent	7	2-18	30
C3d	The district's teacher evaluation system helps...	teachers identify specific areas where they can further develop students' social and emotional competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Disagree Somewhat	Percent	20	11-34	30
C3d	The district's teacher evaluation system helps...	teachers identify specific areas where they can further develop students' social and emotional competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Agree Somewhat	Percent	50	36-64	30

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C3d	The district's teacher evaluation system helps...	teachers identify specific areas where they can further develop students' social and emotional competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Agree Strongly	Percent	23	13-38	30
C3e	The district's teacher evaluation system helps...	teachers use better assessment practices (such as getting better at setting student growth goals, monitoring progress, and providing students with feedback).	Disagree Strongly	Percent	7	2-18	30
C3e	The district's teacher evaluation system helps...	teachers use better assessment practices (such as getting better at setting student growth goals, monitoring progress, and providing students with feedback).	Disagree Somewhat	Percent	17	8-31	30
C3e	The district's teacher evaluation system helps...	teachers use better assessment practices (such as getting better at setting student growth goals, monitoring progress, and providing students with feedback).	Agree Somewhat	Percent	53	40-67	30
C3e	The district's teacher evaluation system helps...	teachers use better assessment practices (such as getting better at setting student growth goals, monitoring progress, and providing students with feedback).	Agree Strongly	Percent	23	13-38	30
C3f	The district's teacher evaluation system helps...	promote constructive conversations between teachers and their evaluators.	Disagree Strongly	Percent	0	0-0	30
C3f	The district's teacher evaluation system helps...	promote constructive conversations between teachers and their evaluators.	Disagree Somewhat	Percent	13	6-27	30
C3f	The district's teacher evaluation system helps...	promote constructive conversations between teachers and their evaluators.	Agree Somewhat	Percent	53	39-67	30
C3f	The district's teacher evaluation system helps...	promote constructive conversations between teachers and their evaluators.	Agree Strongly	Percent	33	21-49	30
C3g	The district's teacher evaluation system helps...	maintain a high bar for teachers to receive Professional Teacher Status.	Disagree Strongly	Percent	7	2-18	30
C3g	The district's teacher evaluation system helps...	maintain a high bar for teachers to receive Professional Teacher Status.	Disagree Somewhat	Percent	13	6-27	30
C3g	The district's teacher evaluation system helps...	maintain a high bar for teachers to receive Professional Teacher Status.	Agree Somewhat	Percent	50	36-64	30

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C3g	The district's teacher evaluation system helps...	maintain a high bar for teachers to receive Professional Teacher Status.	Agree Strongly	Percent	30	18-45	30
C3h	The district's teacher evaluation system helps...	the district determine whether teachers receive teacher leadership opportunities.	Disagree Strongly	Percent	20	11-34	30
C3h	The district's teacher evaluation system helps...	the district determine whether teachers receive teacher leadership opportunities.	Disagree Somewhat	Percent	20	11-34	30
C3h	The district's teacher evaluation system helps...	the district determine whether teachers receive teacher leadership opportunities.	Agree Somewhat	Percent	43	31-56	30
C3h	The district's teacher evaluation system helps...	the district determine whether teachers receive teacher leadership opportunities.	Agree Strongly	Percent	17	9-30	30
C3i	The district's teacher evaluation system helps...	the district recognize and reward exemplary teachers.	Disagree Strongly	Percent	20	10-35	30
C3i	The district's teacher evaluation system helps...	the district recognize and reward exemplary teachers.	Disagree Somewhat	Percent	33	21-49	30
C3i	The district's teacher evaluation system helps...	the district recognize and reward exemplary teachers.	Agree Somewhat	Percent	37	25-50	30
C3i	The district's teacher evaluation system helps...	the district recognize and reward exemplary teachers.	Agree Strongly	Percent	10	4-22	30
C3j	The district's teacher evaluation system helps...	me assign teachers to classes/students (within the school).	Disagree Strongly	Percent	13	6-26	30
C3j	The district's teacher evaluation system helps...	me assign teachers to classes/students (within the school).	Disagree Somewhat	Percent	27	17-39	30
C3j	The district's teacher evaluation system helps...	me assign teachers to classes/students (within the school).	Agree Somewhat	Percent	53	42-65	30
C3j	The district's teacher evaluation system helps...	me assign teachers to classes/students (within the school).	Agree Strongly	Percent	7	2-18	30
C4_1a	N/A	During the school year, how many announced observations does an educator with Professional Teacher Status (PTS) receive?	N/A	Mean	2	1-2	N/A
C4_1b	N/A	During the school year, how many unannounced observations does an educator with Professional Teacher Status (PTS) receive?	N/A	Mean	4	4-5	N/A
C4_1c	N/A	During the school year, how many announced observations does an educator WITHOUT Professional Teacher Status (PTS) receive?	N/A	Mean	2	2-3	N/A

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C4_1d	N/A	During the school year, how many unannounced observations does an educator WITHOUT Professional Teacher Status (PTS) receive?	N/A	Mean	6	5-7	N/A
C4_2	N/A	How many educators are you evaluating (solely or as part of a team) in this school year (2016-2017)?	N/A	Mean	36	29-43	N/A
C4_3	N/A	Of this number, for how many are you the sole evaluator?	N/A	Mean	23	21-26	N/A
C4_4a	For each of the roles below, indicate the number of people that have assumed some evaluation responsibilities for educators in your school (e.g., conducting observations, supporting goal setting etc.)	Other School Administrators	N/A	Mean	6	1-11	N/A
C4_4b	For each of the roles below, indicate the number of people that have assumed some evaluation responsibilities for educators in your school (e.g., conducting observations, supporting goal setting etc.)	District Leaders	N/A	Mean	0	0-0	N/A
C4_4c	For each of the roles below, indicate the number of people that have assumed some evaluation responsibilities for educators in your school (e.g., conducting observations, supporting goal setting etc.)	Teacher Leaders	N/A	Mean	1	0-1	N/A
C4_4d	For each of the roles below, indicate the number of people that have assumed some evaluation responsibilities for educators in your school (e.g., conducting observations, supporting goal setting etc.)	Coaches	N/A	Mean	0	0-0	N/A
C4_5	Over the course of the school week, approximately what proportion of your time do you, on average, spend on evaluation activities?	Time Spent	None to <1%	Percent	0	0-0	27
C4_5	Over the course of the school week, approximately what proportion of your time do you, on average, spend on evaluation activities?	Time Spent	1% to < 5%	Percent	7	2-21	27
C4_5	Over the course of the school week, approximately what proportion of your time do you, on average, spend on evaluation activities?	Time Spent	5% to < 10%	Percent	11	5-25	27
C4_5	Over the course of the school week, approximately what proportion of your time do you, on average, spend on evaluation activities?	Time Spent	10% to <25%	Percent	33	22-46	27

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C4_5	Over the course of the school week, approximately what proportion of your time do you, on average, spend on evaluation activities?	Time Spent	25% to <50%	Percent	41	26-57	27
C4_5	Over the course of the school week, approximately what proportion of your time do you, on average, spend on evaluation activities?	Time Spent	50% to < 75%	Percent	7	3-19	27
C4_5	Over the course of the school week, approximately what proportion of your time do you, on average, spend on evaluation activities?	Time Spent	75% or above	Percent	0	0-0	27
C5a	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Unannounced observations	Not Used	Percent	0	0-0	27
C5a	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Unannounced observations	Not Valuable	Percent	0	0-0	27
C5a	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Unannounced observations	Somewhat Valuable	Percent	0	0-0	27
C5a	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Unannounced observations	Valuable	Percent	11	5-25	27
C5a	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Unannounced observations	Very Valuable	Percent	89	75-95	27
C5b	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Announced/formal observations	Not Used	Percent	0	0-0	27
C5b	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Announced/formal observations	Not Valuable	Percent	4	1-15	27
C5b	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Announced/formal observations	Somewhat Valuable	Percent	11	5-24	27
C5b	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Announced/formal observations	Valuable	Percent	22	13-35	27

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C5b	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Announced/formal observations	Very Valuable	Percent	63	49-75	27
C5c	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Student work samples (e.g., portfolios, projects)	Not Used	Percent	0	0-0	27
C5c	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Student work samples (e.g., portfolios, projects)	Not Valuable	Percent	0	0-0	27
C5c	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Student work samples (e.g., portfolios, projects)	Somewhat Valuable	Percent	4	1-15	27
C5c	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Student work samples (e.g., portfolios, projects)	Valuable	Percent	33	22-47	27
C5c	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Student work samples (e.g., portfolios, projects)	Very Valuable	Percent	63	51-73	27
C5d	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from students	Not Used	Percent	19	9-34	27
C5d	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from students	Not Valuable	Percent	4	1-14	27
C5d	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from students	Somewhat Valuable	Percent	19	9-34	27
C5d	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from students	Valuable	Percent	41	28-55	27
C5d	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from students	Very Valuable	Percent	19	10-33	27
C5e	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from parents/families	Not Used	Percent	22	12-38	27

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C5e	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from parents/families	Not Valuable	Percent	0	0-0	27
C5e	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from parents/families	Somewhat Valuable	Percent	30	18-44	27
C5e	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from parents/families	Valuable	Percent	41	28-55	27
C5e	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from parents/families	Very Valuable	Percent	7	3-20	27
C5f	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from teachers	Not Used	Percent	15	7-30	27
C5f	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from teachers	Not Valuable	Percent	4	1-15	27
C5f	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from teachers	Somewhat Valuable	Percent	11	5-24	27
C5f	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from teachers	Valuable	Percent	48	34-63	27
C5f	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from teachers	Very Valuable	Percent	22	12-38	27
C5g	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from students' state standardized test scores	Not Used	Percent	15	7-30	27
C5g	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from students' state standardized test scores	Not Valuable	Percent	7	2-20	27
C5g	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from students' state standardized test scores	Somewhat Valuable	Percent	48	34-63	27

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C5g	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from students' state standardized test scores	Valuable	Percent	26	15-41	27
C5g	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from students' state standardized test scores	Very Valuable	Percent	4	1-14	27
C5h	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from common assessments	Not Used	Percent	7	2-20	27
C5h	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from common assessments	Not Valuable	Percent	4	1-15	27
C5h	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from common assessments	Somewhat Valuable	Percent	26	15-42	27
C5h	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from common assessments	Valuable	Percent	48	33-64	27
C5h	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from common assessments	Very Valuable	Percent	15	7-29	27
C5i	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Extracurricular activities or professional responsibilities	Not Used	Percent	4	1-15	27
C5i	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Extracurricular activities or professional responsibilities	Not Valuable	Percent	4	1-15	27
C5i	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Extracurricular activities or professional responsibilities	Somewhat Valuable	Percent	48	33-64	27
C5i	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Extracurricular activities or professional responsibilities	Valuable	Percent	41	27-56	27
C5i	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Extracurricular activities or professional responsibilities	Very Valuable	Percent	4	1-15	27

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C5j	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Artifacts of practice provided by the teacher	Not Used	Percent	4	1-15	27
C5j	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Artifacts of practice provided by the teacher	Not Valuable	Percent	0	0-0	27
C5j	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Artifacts of practice provided by the teacher	Somewhat Valuable	Percent	30	18-46	27
C5j	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Artifacts of practice provided by the teacher	Valuable	Percent	41	28-55	27
C5j	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Artifacts of practice provided by the teacher	Very Valuable	Percent	26	15-42	27
C6a	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	Teachers in my school have a clear understanding of the type of evidence to provide for their summative performance evaluation.	Disagree Strongly	Percent	0	0-0	27
C6a	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	Teachers in my school have a clear understanding of the type of evidence to provide for their summative performance evaluation.	Disagree Somewhat	Percent	0	0-0	27
C6a	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	Teachers in my school have a clear understanding of the type of evidence to provide for their summative performance evaluation.	Agree Somewhat	Percent	48	34-63	27
C6a	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	Teachers in my school have a clear understanding of the type of evidence to provide for their summative performance evaluation.	Agree Strongly	Percent	52	37-66	27
C6b	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is effective in identifying outstanding teachers.	Disagree Strongly	Percent	0	0-0	27
C6b	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is effective in identifying outstanding teachers.	Disagree Somewhat	Percent	7	2-20	27

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C6b	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is effective in identifying outstanding teachers.	Agree Somewhat	Percent	48	33-64	27
C6b	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is effective in identifying outstanding teachers.	Agree Strongly	Percent	44	30-60	27
C6c	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is effective in identifying teachers who are struggling.	Disagree Strongly	Percent	4	1-15	27
C6c	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is effective in identifying teachers who are struggling.	Disagree Somewhat	Percent	7	3-20	27
C6c	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is effective in identifying teachers who are struggling.	Agree Somewhat	Percent	44	30-60	27
C6c	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is effective in identifying teachers who are struggling.	Agree Strongly	Percent	44	30-60	27
C6d	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	In my school, teachers develop goals that reflect the expectations of the current curriculum frameworks.	Disagree Strongly	Percent	0	0-0	27
C6d	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	In my school, teachers develop goals that reflect the expectations of the current curriculum frameworks.	Disagree Somewhat	Percent	7	3-20	27
C6d	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	In my school, teachers develop goals that reflect the expectations of the current curriculum frameworks.	Agree Somewhat	Percent	48	34-63	27
C6d	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	In my school, teachers develop goals that reflect the expectations of the current curriculum frameworks.	Agree Strongly	Percent	44	31-58	27
C6e	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The school's evaluation staff has the appropriate content knowledge to evaluate teacher performance.	Disagree Strongly	Percent	4	1-15	27
C6e	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The school's evaluation staff has the appropriate content knowledge to evaluate teacher performance.	Disagree Somewhat	Percent	4	1-15	27

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C6e	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The school's evaluation staff has the appropriate content knowledge to evaluate teacher performance.	Agree Somewhat	Percent	37	25-51	27
C6e	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The school's evaluation staff has the appropriate content knowledge to evaluate teacher performance.	Agree Strongly	Percent	56	43-68	27
C6f	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is an effective tool to support teacher growth and development.	Disagree Strongly	Percent	0	0-0	27
C6f	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is an effective tool to support teacher growth and development.	Disagree Somewhat	Percent	11	4-25	27
C6f	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is an effective tool to support teacher growth and development.	Agree Somewhat	Percent	52	37-66	27
C6f	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is an effective tool to support teacher growth and development.	Agree Strongly	Percent	37	24-53	27
C6g	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	Overall, the evaluation system used for assessing teachers generates fair results.	Disagree Strongly	Percent	0	0-0	27
C6g	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	Overall, the evaluation system used for assessing teachers generates fair results.	Disagree Somewhat	Percent	11	5-25	27
C6g	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	Overall, the evaluation system used for assessing teachers generates fair results.	Agree Somewhat	Percent	48	33-64	27
C6g	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	Overall, the evaluation system used for assessing teachers generates fair results.	Agree Strongly	Percent	41	27-56	27
C7_1	N/A	Please indicate the percentage of teachers within your school who have common assessments that are used as evidence in the district's educator evaluation system.	0-25%	Percent	32	19-49	25
C7_1	N/A	Please indicate the percentage of teachers within your school who have common assessments that are used as evidence in the district's educator evaluation system.	26-50%	Percent	16	8-30	25

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C7_1	N/A	Please indicate the percentage of teachers within your school who have common assessments that are used as evidence in the district's educator evaluation system.	51-75%	Percent	16	7-32	25
C7_1	N/A	Please indicate the percentage of teachers within your school who have common assessments that are used as evidence in the district's educator evaluation system.	76-100%	Percent	36	24-50	25
C7_2a	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments used as evidence to inform the evaluation of teachers are well aligned to the content they teach.	Disagree Strongly	Percent	5	1-19	21
C7_2a	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments used as evidence to inform the evaluation of teachers are well aligned to the content they teach.	Disagree Somewhat	Percent	5	1-19	21
C7_2a	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments used as evidence to inform the evaluation of teachers are well aligned to the content they teach.	Agree Somewhat	Percent	52	38-66	21
C7_2a	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments used as evidence to inform the evaluation of teachers are well aligned to the content they teach.	Agree Strongly	Percent	38	25-53	21
C7_2b	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments used as evidence to inform the evaluation of non-instructional staff are well aligned to their roles.	Disagree Strongly	Percent	5	1-21	19
C7_2b	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments used as evidence to inform the evaluation of non-instructional staff are well aligned to their roles.	Disagree Somewhat	Percent	16	7-33	19
C7_2b	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments used as evidence to inform the evaluation of non-instructional staff are well aligned to their roles.	Agree Somewhat	Percent	53	37-68	19
C7_2b	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments used as evidence to inform the evaluation of non-instructional staff are well aligned to their roles.	Agree Strongly	Percent	26	14-44	19
C7_2c	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments set clear benchmarks for student performance at each grade level.	Disagree Strongly	Percent	4	1-17	23
C7_2c	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments set clear benchmarks for student performance at each grade level.	Disagree Somewhat	Percent	4	1-17	23

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C7_2c	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments set clear benchmarks for student performance at each grade level.	Agree Somewhat	Percent	52	38-66	23
C7_2c	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments set clear benchmarks for student performance at each grade level.	Agree Strongly	Percent	39	26-53	23
C7_2d	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to improve student learning.	Disagree Strongly	Percent	4	1-17	24
C7_2d	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to improve student learning.	Disagree Somewhat	Percent	0	0-0	24
C7_2d	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to improve student learning.	Agree Somewhat	Percent	50	36-64	24
C7_2d	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to improve student learning.	Agree Strongly	Percent	46	33-60	24
C7_2e	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to improve their practice.	Disagree Strongly	Percent	4	1-17	24
C7_2e	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to improve their practice.	Disagree Somewhat	Percent	0	0-0	24
C7_2e	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to improve their practice.	Agree Somewhat	Percent	50	36-64	24
C7_2e	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to improve their practice.	Agree Strongly	Percent	46	33-60	24
C7_2f	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to assess the impact of academic interventions on individual students.	Disagree Strongly	Percent	4	1-17	24
C7_2f	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to assess the impact of academic interventions on individual students.	Disagree Somewhat	Percent	0	0-0	24

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C7_2f	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to assess the impact of academic interventions on individual students.	Agree Somewhat	Percent	54	40-67	24
C7_2f	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to assess the impact of academic interventions on individual students.	Agree Strongly	Percent	42	29-56	24
C7_2g	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to assess the impact of social and emotional/behavioral interventions on individual students.	Disagree Strongly	Percent	13	5-27	24
C7_2g	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to assess the impact of social and emotional/behavioral interventions on individual students.	Disagree Somewhat	Percent	0	0-0	24
C7_2g	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to assess the impact of social and emotional/behavioral interventions on individual students.	Agree Somewhat	Percent	54	40-67	24
C7_2g	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to assess the impact of social and emotional/behavioral interventions on individual students.	Agree Strongly	Percent	33	22-47	24
C7_2h	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Data from common assessments are a useful part of teacher evaluations.	Disagree Strongly	Percent	5	1-18	22
C7_2h	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Data from common assessments are a useful part of teacher evaluations.	Disagree Somewhat	Percent	14	6-30	22
C7_2h	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Data from common assessments are a useful part of teacher evaluations.	Agree Somewhat	Percent	36	23-52	22
C7_2h	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Data from common assessments are a useful part of teacher evaluations.	Agree Strongly	Percent	45	32-60	22
C8a	Please indicate your agreement with the following statements about the use of student and staff feedback in an educator evaluation system.	Student feedback is a useful component of a teacher's evaluation.	Disagree Strongly	Percent	5	1-17	21

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C8a	Please indicate your agreement with the following statements about the use of student and staff feedback in an educator evaluation system.	Student feedback is a useful component of a teacher's evaluation.	Disagree Somewhat	Percent	19	9-36	21
C8a	Please indicate your agreement with the following statements about the use of student and staff feedback in an educator evaluation system.	Student feedback is a useful component of a teacher's evaluation.	Agree Somewhat	Percent	62	44-77	21
C8a	Please indicate your agreement with the following statements about the use of student and staff feedback in an educator evaluation system.	Student feedback is a useful component of a teacher's evaluation.	Agree Strongly	Percent	14	6-31	21
C8b	Please indicate your agreement with the following statements about the use of student and staff feedback in an educator evaluation system.	Staff feedback is a useful component of an administrator's evaluation.	Disagree Strongly	Percent	0	0-0	23
C8b	Please indicate your agreement with the following statements about the use of student and staff feedback in an educator evaluation system.	Staff feedback is a useful component of an administrator's evaluation.	Disagree Somewhat	Percent	26	15-42	23
C8b	Please indicate your agreement with the following statements about the use of student and staff feedback in an educator evaluation system.	Staff feedback is a useful component of an administrator's evaluation.	Agree Somewhat	Percent	48	33-63	23
C8b	Please indicate your agreement with the following statements about the use of student and staff feedback in an educator evaluation system.	Staff feedback is a useful component of an administrator's evaluation.	Agree Strongly	Percent	26	14-43	23
C9a	These statements relate to student and staff feedback that is used in your school/district's evaluation system. Please indicate the percentage of teachers within your school who do the following.	Teachers in my school who collect student feedback (e.g., surveys, exit tickets, group discussions) as evidence in their evaluation process.	0-25%	Percent	50	35-65	26
C9a	These statements relate to student and staff feedback that is used in your school/district's evaluation system. Please indicate the percentage of teachers within your school who do the following.	Teachers in my school who collect student feedback (e.g., surveys, exit tickets, group discussions) as evidence in their evaluation process.	26-50%	Percent	12	5-26	26
C9a	These statements relate to student and staff feedback that is used in your school/district's evaluation system. Please indicate the percentage of teachers within your school who do the following.	Teachers in my school who collect student feedback (e.g., surveys, exit tickets, group discussions) as evidence in their evaluation process.	51-75%	Percent	27	16-41	26
C9a	These statements relate to student and staff feedback that is used in your school/district's evaluation system. Please indicate the percentage of teachers within your school who do the following.	Teachers in my school who collect student feedback (e.g., surveys, exit tickets, group discussions) as evidence in their evaluation process.	76-100%	Percent	12	7-19	26

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C9b	These statements relate to student and staff feedback that is used in your school/district's evaluation system. Please indicate the percentage of teachers within your school who do the following.	Teachers in my school who use ESE's model student feedback surveys.	0-25%	Percent	74	55-87	19
C9b	These statements relate to student and staff feedback that is used in your school/district's evaluation system. Please indicate the percentage of teachers within your school who do the following.	Teachers in my school who use ESE's model student feedback surveys.	26-50%	Percent	11	4-27	19
C9b	These statements relate to student and staff feedback that is used in your school/district's evaluation system. Please indicate the percentage of teachers within your school who do the following.	Teachers in my school who use ESE's model student feedback surveys.	51-75%	Percent	5	1-19	19
C9b	These statements relate to student and staff feedback that is used in your school/district's evaluation system. Please indicate the percentage of teachers within your school who do the following.	Teachers in my school who use ESE's model student feedback surveys.	76-100%	Percent	11	4-27	19

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Table 5. Social and Emotional Learning (SEL)

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D1a	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing core social and emotional learning (SEL) instruction to all students.	Not Applicable	Percent	0	0-0	25
D1a	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing core social and emotional learning (SEL) instruction to all students.	Disagree Strongly	Percent	4	1-16	25
D1a	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing core social and emotional learning (SEL) instruction to all students.	Disagree Somewhat	Percent	16	7-31	25
D1a	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing core social and emotional learning (SEL) instruction to all students.	Agree Somewhat	Percent	52	37-66	25
D1a	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing core social and emotional learning (SEL) instruction to all students.	Agree Strongly	Percent	28	17-43	25
D1b	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them.	Not Applicable	Percent	0	0-0	25
D1b	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them.	Disagree Strongly	Percent	4	1-16	25
D1b	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them.	Disagree Somewhat	Percent	28	16-45	25
D1b	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them.	Agree Somewhat	Percent	56	39-72	25

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D1b	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them.	Agree Strongly	Percent	12	5-26	25
D1c	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them.	Not Applicable	Percent	0	0-0	25
D1c	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them.	Disagree Strongly	Percent	4	1-16	25
D1c	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them.	Disagree Somewhat	Percent	32	19-48	25
D1c	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them.	Agree Somewhat	Percent	56	40-71	25
D1c	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Staff in my school are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them.	Agree Strongly	Percent	8	3-21	25
D1d	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	In addition to addressing students’ academic needs, my school’s student support team uses data to students’ SEL support plans.	Not Applicable	Percent	5	1-18	22
D1d	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	In addition to addressing students’ academic needs, my school’s student support team uses data to students’ SEL support plans.	Disagree Strongly	Percent	9	3-24	22
D1d	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	In addition to addressing students’ academic needs, my school’s student support team uses data to students’ SEL support plans.	Disagree Somewhat	Percent	32	18-49	22

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D1d	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	In addition to addressing students’ academic needs, my school’s student support team uses data to students’ SEL support plans.	Agree Somewhat	Percent	36	21-55	22
D1d	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	In addition to addressing students’ academic needs, my school’s student support team uses data to students’ SEL support plans.	Agree Strongly	Percent	18	8-35	22
D1e	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	In addition to addressing students’ academic needs, my school’s student support team uses data to monitor students’ SEL support plans.	Not Applicable	Percent	5	1-18	22
D1e	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	In addition to addressing students’ academic needs, my school’s student support team uses data to monitor students’ SEL support plans.	Disagree Strongly	Percent	9	3-24	22
D1e	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	In addition to addressing students’ academic needs, my school’s student support team uses data to monitor students’ SEL support plans.	Disagree Somewhat	Percent	32	18-49	22
D1e	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	In addition to addressing students’ academic needs, my school’s student support team uses data to monitor students’ SEL support plans.	Agree Somewhat	Percent	41	25-59	22
D1e	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	In addition to addressing students’ academic needs, my school’s student support team uses data to monitor students’ SEL support plans.	Agree Strongly	Percent	14	6-29	22
D1f	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Teachers consult/work with other personnel (e.g., psychologists, counselors) in my school/district and/or community to provide SEL supports for all students.	Not Applicable	Percent	0	0-0	25
D1f	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Teachers consult/work with other personnel (e.g., psychologists, counselors) in my school/district and/or community to provide SEL supports for all students.	Disagree Strongly	Percent	4	1-16	25

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D1f	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Teachers consult/work with other personnel (e.g., psychologists, counselors) in my school/district and/or community to provide SEL supports for all students.	Disagree Somewhat	Percent	8	3-22	25
D1f	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Teachers consult/work with other personnel (e.g., psychologists, counselors) in my school/district and/or community to provide SEL supports for all students.	Agree Somewhat	Percent	36	23-52	25
D1f	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	Teachers consult/work with other personnel (e.g., psychologists, counselors) in my school/district and/or community to provide SEL supports for all students.	Agree Strongly	Percent	52	36-68	25
D1g	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	My school has explicit systems in place to engage and collaborate with families to develop students’ SEL competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Not Applicable	Percent	0	0-0	25
D1g	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	My school has explicit systems in place to engage and collaborate with families to develop students’ SEL competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Disagree Strongly	Percent	4	1-16	25
D1g	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	My school has explicit systems in place to engage and collaborate with families to develop students’ SEL competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Disagree Somewhat	Percent	24	13-40	25
D1g	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	My school has explicit systems in place to engage and collaborate with families to develop students’ SEL competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Agree Somewhat	Percent	48	33-64	25

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D1g	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use “Not Applicable” to respond.	My school has explicit systems in place to engage and collaborate with families to develop students’ SEL competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Agree Strongly	Percent	24	13-40	25
D2a	To what extent do you agree with each of the following statements regarding ESE’s performance during the 2016-2017 school year relative to SEL policies and programs?	provides resources (e.g., guidance, professional development) that helps schools improve students’ social and emotional learning.	Disagree Strongly	Percent	17	7-36	18
D2a	To what extent do you agree with each of the following statements regarding ESE’s performance during the 2016-2017 school year relative to SEL policies and programs?	provides resources (e.g., guidance, professional development) that helps schools improve students’ social and emotional learning.	Disagree Somewhat	Percent	17	6-37	18
D2a	To what extent do you agree with each of the following statements regarding ESE’s performance during the 2016-2017 school year relative to SEL policies and programs?	provides resources (e.g., guidance, professional development) that helps schools improve students’ social and emotional learning.	Agree Somewhat	Percent	50	32-68	18
D2a	To what extent do you agree with each of the following statements regarding ESE’s performance during the 2016-2017 school year relative to SEL policies and programs?	provides resources (e.g., guidance, professional development) that helps schools improve students’ social and emotional learning.	Agree Strongly	Percent	17	7-35	18
D2b	To what extent do you agree with each of the following statements regarding ESE’s performance during the 2016-2017 school year relative to SEL policies and programs?	communicates about the importance of developing students’ SEL competencies in order to help prepare students for success after high school.	Disagree Strongly	Percent	17	7-36	18
D2b	To what extent do you agree with each of the following statements regarding ESE’s performance during the 2016-2017 school year relative to SEL policies and programs?	communicates about the importance of developing students’ SEL competencies in order to help prepare students for success after high school.	Disagree Somewhat	Percent	11	4-30	18
D2b	To what extent do you agree with each of the following statements regarding ESE’s performance during the 2016-2017 school year relative to SEL policies and programs?	communicates about the importance of developing students’ SEL competencies in order to help prepare students for success after high school.	Agree Somewhat	Percent	56	37-73	18
D2b	To what extent do you agree with each of the following statements regarding ESE’s performance during the 2016-2017 school year relative to SEL policies and programs?	communicates about the importance of developing students’ SEL competencies in order to help prepare students for success after high school.	Agree Strongly	Percent	17	7-35	18

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D3a	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Battelle Developmental Inventory (BDI)	Yes	Percent	46	30-63	26
D3b	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Behavioral and Emotional Rating Scale (BERS)	Yes	Percent	15	7-30	26
D3c	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Devereux Early Childhood Assessment (DECA)	Yes	Percent	*	*	*
D3d	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Devereux Student Strengths Assessment (DESSA)	Yes	Percent	*	*	*
D3e	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Panorama Education Social-Emotional Learning survey	Yes	Percent	*	*	*
D3f	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	School Social Behaviors Scale	Yes	Percent	27	15-44	26
D3g	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Social Skills Improvement System Rating Scales (SSIS)	Yes	Percent	8	3-21	26

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D3h	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Social-Emotional Assets and Resilience Scales (SEARS)	Yes	Percent	12	5-26	26
D3i	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Student Approaches to Learning (SAL) Instrument	Yes	Percent	*	*	*
D3j	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Survey of Academic and Youth Outcomes (SAYO)	Yes	Percent	12	5-25	26
D3n	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	None of the above	Yes	Percent	23	12-40	26

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Table 6. ESE Overall Support

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
E1	N/A	To what extent has ESE's contact with your district focused on ensuring compliance as opposed to providing assistance? Base your response on your district's recent experience with ESE.	1 on scale of 1 to 9 (compliance<-> assistance)	Percent	23	10-45	13
E1	N/A	To what extent has ESE's contact with your district focused on ensuring compliance as opposed to providing assistance? Base your response on your district's recent experience with ESE.	2 on scale of 1 to 9 (compliance<-> assistance)	Percent	23	10-45	13
E1	N/A	To what extent has ESE's contact with your district focused on ensuring compliance as opposed to providing assistance? Base your response on your district's recent experience with ESE.	3 on scale of 1 to 9 (compliance<-> assistance)	Percent	0	0-0	13
E1	N/A	To what extent has ESE's contact with your district focused on ensuring compliance as opposed to providing assistance? Base your response on your district's recent experience with ESE.	4 on scale of 1 to 9 (compliance<-> assistance)	Percent	0	0-0	13
E1	N/A	To what extent has ESE's contact with your district focused on ensuring compliance as opposed to providing assistance? Base your response on your district's recent experience with ESE.	5 on scale of 1 to 9 (compliance<-> assistance)	Percent	23	10-45	13
E1	N/A	To what extent has ESE's contact with your district focused on ensuring compliance as opposed to providing assistance? Base your response on your district's recent experience with ESE.	6 on scale of 1 to 9 (compliance<-> assistance)	Percent	23	10-45	13
E1	N/A	To what extent has ESE's contact with your district focused on ensuring compliance as opposed to providing assistance? Base your response on your district's recent experience with ESE.	7 on scale of 1 to 9 (compliance<-> assistance)	Percent	8	2-26	13

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
E1	N/A	To what extent has ESE's contact with your district focused on ensuring compliance as opposed to providing assistance? Base your response on your district's recent experience with ESE.	8 on scale of 1 to 9 (compliance<-> assistance)	Percent	0	0-0	13
E1	N/A	To what extent has ESE's contact with your district focused on ensuring compliance as opposed to providing assistance? Base your response on your district's recent experience with ESE.	9 on scale of 1 to 9 (compliance<-> assistance)	Percent	0	0-0	13
E2a	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE provides services in a coherent, well-coordinated fashion.	Disagree Strongly	Percent	31	17-49	13
E2a	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE provides services in a coherent, well-coordinated fashion.	Disagree Somewhat	Percent	23	10-45	13
E2a	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE provides services in a coherent, well-coordinated fashion.	Agree Somewhat	Percent	38	21-59	13
E2a	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE provides services in a coherent, well-coordinated fashion.	Agree Strongly	Percent	8	2-26	13
E2b	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE is effective in its efforts to improve the overall quality of public K-12 education.	Disagree Strongly	Percent	13	4-33	16
E2b	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE is effective in its efforts to improve the overall quality of public K-12 education.	Disagree Somewhat	Percent	19	7-40	16
E2b	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE is effective in its efforts to improve the overall quality of public K-12 education.	Agree Somewhat	Percent	56	38-73	16
E2b	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE is effective in its efforts to improve the overall quality of public K-12 education.	Agree Strongly	Percent	13	5-30	16
E2c	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE communicates in a coherent, well-coordinated fashion.	Disagree Strongly	Percent	19	10-32	16

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#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
E2c	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE communicates in a coherent, well-coordinated fashion.	Disagree Somewhat	Percent	25	12-45	16
E2c	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE communicates in a coherent, well-coordinated fashion.	Agree Somewhat	Percent	44	27-62	16
E2c	To what extent do you agree with each of the following statements regarding ESE's performance relative to policies and programs during the 2016-2017 school year?	ESE communicates in a coherent, well-coordinated fashion.	Agree Strongly	Percent	13	5-30	16