# 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](#Demographics)
2. [State Curriculum Frameworks](#_State_Curriculum_Frameworks)
3. [Educator Growth and Development](#_Educator_Growth_and)
4. [Educator Evaluation](#_Educator_Evaluation)
5. [Social and Emotional Learning (SEL)](#_Social_and_Emotional)
6. [ESE Overall Support](#_ESE_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](#_Appendix_Tables).

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.

See the VISTA webpage ([http://www.doe.mass.edu/research/vista](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.

# 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.

# 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.

# 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.

# Educator Evaluation

Educator evaluation plays a key role in improving educator effectiveness 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).

# 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.

# 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.

# 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),
* Matrix\_Text: The introductory text for items grouped in a matrix or list (e.g., What grade levels does your district serve?),
* Item\_Text: The full text of the item (e.g., All),
* Response: Each response option for the item (e.g., No),
* 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 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 100 (approximately, as all estimate data have been rounded to the nearest integer). Because these percentages and means have been produced by applying survey weights to the survey responses, the resulting numbers are referred to as “estimates,” and each has an associated standard error and confidence interval (statistical measures of the reliability of this estimate). The confidence intervals can be used to approximate tests of statistical significance when comparing results between two items.

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 | 56 | 54-58 | 946 |
| i1\_g01 | What grade levels does your school serve? | Grade 1 | Yes | Percent | 55 | 53-58 | 946 |
| i1\_g02 | What grade levels does your school serve? | Grade 2 | Yes | Percent | 55 | 52-57 | 946 |
| i1\_g03 | What grade levels does your school serve? | Grade 3 | Yes | Percent | 54 | 52-57 | 946 |
| i1\_g04 | What grade levels does your school serve? | Grade 4 | Yes | Percent | 53 | 51-55 | 946 |
| i1\_g05 | What grade levels does your school serve? | Grade 5 | Yes | Percent | 49 | 47-51 | 946 |
| i1\_g06 | What grade levels does your school serve? | Grade 6 | Yes | Percent | 34 | 32-36 | 946 |
| i1\_g07 | What grade levels does your school serve? | Grade 7 | Yes | Percent | 29 | 27-31 | 946 |
| i1\_g08 | What grade levels does your school serve? | Grade 8 | Yes | Percent | 28 | 26-31 | 946 |
| i1\_g09 | What grade levels does your school serve? | Grade 9 | Yes | Percent | 20 | 18-21 | 946 |
| i1\_g10 | What grade levels does your school serve? | Grade 10 | Yes | Percent | 19 | 18-21 | 946 |
| i1\_g11 | What grade levels does your school serve? | Grade 11 | Yes | Percent | 20 | 18-22 | 946 |
| i1\_g12 | What grade levels does your school serve? | Grade 12 | Yes | Percent | 20 | 18-22 | 946 |
| i1\_g13 | What grade levels does your school serve? | Grade 13 (special education students aged 18-22) | Yes | Percent | 10 | 9-12 | 946 |
| 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 | 10 | 10-11 | 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 | 7 | 7-7 | 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 | 5-6 | 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 | 5 | 5-5 | N/A |

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 | 2 | 1-2 | 931 |
| 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 | 43 | 40-45 | 931 |
| 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 | 53-58 | 931 |
| 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 | 1 | 1-2 | 931 |
| 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 | 39 | 37-41 | 931 |
| 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 | 60 | 58-63 | 931 |
| 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 | 10 | 8-12 | 931 |
| 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 | 67 | 65-70 | 931 |
| 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 | 23 | 21-25 | 931 |
| 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 | 0-1 | 897 |
| 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 | 3 | 2-4 | 897 |
| 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 | 44 | 42-47 | 897 |
| 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 | 52 | 50-55 | 897 |
| 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 | 1 | 0-1 | 851 |
| 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 | 3 | 2-4 | 851 |
| 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 | 51 | 48-53 | 851 |
| 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 | 46 | 43-49 | 851 |
| 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 | 0-1 | 897 |
| 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 | 3 | 3-4 | 897 |
| 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 | 30 | 28-32 | 897 |
| 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 | 66 | 64-69 | 897 |
| 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 | 5 | 4-6 | 879 |
| 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 | 18 | 16-20 | 879 |
| 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 | 54 | 52-57 | 879 |
| 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 | 22 | 20-25 | 879 |
| 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 | 14 | 13-16 | 896 |
| 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 | 7 | 6-8 | 896 |
| 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 | 52 | 50-54 | 896 |
| 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 | 27 | 24-29 | 896 |
| 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 | 5 | 4-6 | 897 |
| 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 | 8 | 6-9 | 897 |
| 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 | 50 | 47-52 | 897 |
| 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 | 38 | 36-40 | 897 |
| 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 | 2 | 1-2 | 860 |
| 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 | 3 | 2-4 | 860 |
| 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 | 51 | 49-54 | 860 |
| 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 | 44 | 42-47 | 860 |
| 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 | 1 | 1-1 | 861 |
| 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 | 3 | 2-4 | 861 |
| 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 | 57 | 55-59 | 861 |
| 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 | 39 | 37-42 | 861 |
| 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 | 1 | 1-2 | 861 |
| 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 | 2 | 2-3 | 861 |
| 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 | 45 | 43-47 | 861 |
| 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 | 51 | 49-54 | 861 |
| 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 | 4 | 3-5 | 861 |
| 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 | 2 | 2-3 | 861 |
| 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 | 24 | 22-25 | 861 |
| 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 | 70 | 68-72 | 861 |
| 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 | 1 | 1-2 | 861 |
| 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 | 4 | 3-5 | 861 |
| 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 | 45 | 43-48 | 861 |
| 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 | 49 | 47-52 | 861 |
| 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 | 4 | 3-5 | 811 |
| 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 | 25 | 23-28 | 811 |
| 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 | 52 | 49-54 | 811 |
| 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 | 19 | 18-21 | 811 |
| 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 | 2 | 1-2 | 829 |
| 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 | 31 | 28-33 | 829 |
| 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 | 50 | 47-52 | 829 |
| 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 | 18 | 16-20 | 829 |
| 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 | 6 | 5-8 | 769 |
| 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 | 28 | 26-31 | 769 |
| 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 | 50 | 47-53 | 769 |
| 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 | 16 | 14-18 | 769 |
| 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 | 2 | 1-3 | 829 |
| 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 | 16-20 | 829 |
| 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 | 55 | 52-58 | 829 |
| 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 | 25 | 22-27 | 829 |
| 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 | 1 | 1-2 | 831 |
| 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 | 20-24 | 831 |
| 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 | 55 | 52-57 | 831 |
| 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 | 22 | 20-24 | 831 |
| 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 | 0-1 | 830 |
| 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 | 7 | 6-8 | 830 |
| 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 | 48 | 46-50 | 830 |
| 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 | 45 | 42-47 | 830 |
| 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 | 0-1 | 778 |
| 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 | 5 | 4-6 | 778 |
| 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 | 53 | 50-55 | 778 |
| 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 | 42 | 40-44 | 778 |
| 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 | 0-1 | 836 |
| 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 | 5 | 4-6 | 836 |
| 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 | 38 | 36-41 | 836 |
| 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 | 57 | 54-59 | 836 |
| 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 | 4 | 4-5 | 813 |
| 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 | 14 | 12-16 | 813 |
| 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 | 55 | 52-58 | 813 |
| 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 | 27 | 24-29 | 813 |
| 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 | 1 | 0-1 | 818 |
| 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 | 6 | 5-8 | 818 |
| 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 | 44 | 41-47 | 818 |
| 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 | 49 | 47-52 | 818 |
| 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 | 8 | 7-9 | 840 |
| 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 | 4 | 3-5 | 840 |
| 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 | 61 | 59-64 | 840 |
| 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 | 27 | 25-29 | 840 |
| 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 | 2 | 2-3 | 840 |
| 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 | 4 | 3-5 | 840 |
| 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 | 53 | 50-56 | 840 |
| 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 | 41 | 39-43 | 840 |
| 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 | 1 | 1-2 | 837 |
| 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 | 1 | 0-1 | 837 |
| 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 | 59 | 56-61 | 837 |
| 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 | 39 | 37-42 | 837 |
| 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 | 1 | 0-1 | 837 |
| 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 | 2 | 1-2 | 837 |
| 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 | 55 | 53-58 | 837 |
| 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 | 42 | 40-44 | 837 |
| 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 | 1 | 1-2 | 837 |
| 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 | 2 | 1-2 | 837 |
| 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 | 46 | 44-48 | 837 |
| 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 | 51 | 49-53 | 837 |
| 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 | 4 | 3-5 | 837 |
| 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 | 2 | 1-3 | 837 |
| 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 | 29 | 27-31 | 837 |
| 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 | 65 | 63-67 | 837 |
| 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 | 1 | 1-2 | 835 |
| 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 | 2 | 2-3 | 835 |
| 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 | 43-48 | 835 |
| 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 | 51 | 49-53 | 835 |
| 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 | 3-5 | 806 |
| 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 | 17-22 | 806 |
| 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 | 53 | 51-56 | 806 |
| 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 | 23 | 21-25 | 806 |
| 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 | 1 | 1-2 | 822 |
| 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 | 23 | 21-25 | 822 |
| 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 | 55 | 53-57 | 822 |
| 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 | 21 | 19-23 | 822 |
| 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 | 4 | 3-5 | 804 |
| 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 | 23 | 21-25 | 804 |
| 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 | 48 | 46-50 | 804 |
| 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 | 26 | 24-28 | 804 |
| 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 | 1 | 1-2 | 821 |
| 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 | 17 | 15-19 | 821 |
| 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 | 52 | 49-55 | 821 |
| 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 | 30 | 28-32 | 821 |
| 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 | 2 | 1-3 | 810 |
| 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 | 23 | 21-25 | 810 |
| 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 | 53 | 50-56 | 810 |
| 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 | 23 | 21-25 | 810 |
| 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 | 1 | 0-1 | 736 |
| 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 | 5 | 4-7 | 736 |
| 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 | 60 | 58-63 | 736 |
| 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 | 34 | 31-36 | 736 |
| 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 | 1 | 0-1 | 655 |
| 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 | 5 | 4-7 | 655 |
| 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 | 61 | 58-64 | 655 |
| 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 | 33 | 31-36 | 655 |
| 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 | 5 | 4-6 | 795 |
| 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 | 16 | 14-18 | 795 |
| 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 | 51 | 48-54 | 795 |
| 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 | 28 | 26-30 | 795 |
| 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 | 11 | 10-13 | 675 |
| 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 | 22 | 20-25 | 675 |
| 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 | 50 | 47-52 | 675 |
| 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 | 17 | 15-19 | 675 |
| 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 | 21 | 19-24 | 831 |
| 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 | 3 | 2-4 | 831 |
| 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 | 28 | 26-30 | 831 |
| 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 | 48 | 45-50 | 831 |
| 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 | 16 | 14-18 | 832 |
| 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 | 3 | 2-4 | 832 |
| 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 | 25 | 23-27 | 832 |
| 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 | 56 | 53-59 | 832 |
| 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 | 7 | 6-9 | 829 |
| 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 | 1 | 1-2 | 829 |
| 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 | 27 | 25-29 | 829 |
| 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 | 64 | 62-67 | 829 |
| 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 | 4 | 3-5 | 830 |
| 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 | 1 | 1-2 | 830 |
| 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 | 30 | 28-32 | 830 |
| 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 | 63-68 | 830 |
| 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 | 4 | 3-5 | 830 |
| 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 | 1 | 1-2 | 830 |
| 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 | 27 | 25-29 | 830 |
| 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 | 68 | 66-70 | 830 |
| 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 | 6 | 5-7 | 830 |
| 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 | 1 | 1-2 | 830 |
| 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 | 21 | 19-23 | 830 |
| 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 | 72 | 69-74 | 830 |
| 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 | 4 | 3-5 | 830 |
| 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 | 1 | 1-2 | 830 |
| 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 | 27 | 25-29 | 830 |
| 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 | 69 | 66-71 | 830 |
| 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 | 21 | 19-23 | 697 |
| 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 | 34 | 31-37 | 697 |
| 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 | 37 | 34-39 | 697 |
| 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 | 9 | 7-10 | 697 |
| 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 | 9 | 8-11 | 773 |
| 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 | 40-45 | 773 |
| 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 | 38 | 35-40 | 773 |
| 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 | 10 | 9-12 | 773 |
| 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 | 22 | 19-24 | 740 |
| 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 | 37 | 35-40 | 740 |
| 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 | 35 | 32-37 | 740 |
| 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 | 7 | 6-8 | 740 |
| 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 | 9-12 | 773 |
| 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 | 33 | 31-35 | 773 |
| 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 | 45 | 42-48 | 773 |
| 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 | 12 | 10-13 | 773 |
| 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 | 9 | 8-11 | 759 |
| 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 | 30 | 28-33 | 759 |
| 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 | 48 | 45-50 | 759 |
| 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 | 13 | 11-15 | 759 |
| 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 | 21 | 19-22 | 825 |
| 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 | 30 | 27-32 | 825 |
| 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 | 41 | 39-44 | 825 |
| 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 | 9 | 7-10 | 825 |
| 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 | 16 | 15-18 | 825 |
| 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 | 23 | 21-25 | 825 |
| 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 | 44 | 41-46 | 825 |
| 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 | 17 | 15-19 | 825 |
| 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 | 22 | 20-24 | 821 |
| 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 | 30 | 28-32 | 821 |
| 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 | 34 | 31-36 | 821 |
| 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 | 14 | 12-16 | 821 |
| 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 | 36 | 33-38 | 825 |
| 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 | 34 | 32-36 | 825 |
| 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 | 12 | 11-14 | 825 |
| 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 | 19 | 17-20 | 825 |
| 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 | 33 | 31-35 | 825 |
| 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 | 34 | 32-36 | 825 |
| 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 | 13 | 12-14 | 825 |
| 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 | 20 | 19-22 | 825 |
| 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 | 8 | 7-10 | 825 |
| 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 | 16 | 14-17 | 825 |
| 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 | 16 | 14-18 | 825 |
| 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 | 60 | 58-63 | 825 |
| 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 | 26 | 24-28 | 824 |
| 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 | 25 | 23-27 | 824 |
| 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 | 12 | 11-14 | 824 |
| 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 | 37 | 35-39 | 824 |

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 | 1 | 1-2 | 821 |
| 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 | 2 | 1-2 | 821 |
| 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 | 6 | 5-8 | 821 |
| 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 | 9 | 8-11 | 821 |
| 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 | 31 | 29-33 | 821 |
| 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 | 50 | 48-53 | 821 |
| 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 | 16 | 15-18 | 819 |
| 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 | 23 | 21-25 | 819 |
| 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 | 24 | 22-27 | 819 |
| 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 | 12-15 | 819 |
| 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 | 13 | 12-15 | 819 |
| 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 | 10 | 8-11 | 819 |
| 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 | 6 | 5-8 | 813 |
| 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 | 8 | 6-9 | 813 |
| 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 | 16 | 14-17 | 813 |
| 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 | 12 | 11-14 | 813 |
| 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 | 26 | 23-28 | 813 |
| 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 | 33 | 31-35 | 813 |
| 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 | 6 | 5-7 | 818 |
| 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 | 8 | 7-9 | 818 |
| 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 | 24 | 23-26 | 818 |
| 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 | 17 | 16-19 | 818 |
| 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 | 27 | 25-29 | 818 |
| 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 | 18 | 16-20 | 818 |
| 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 | 19 | 17-21 | 817 |
| 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 | 34 | 31-36 | 817 |
| 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 | 21 | 20-24 | 817 |
| 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 | 10 | 9-11 | 817 |
| 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 | 7 | 6-9 | 817 |
| 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 | 9 | 8-10 | 817 |
| 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 | 2 | 1-2 | 818 |
| 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 | 11 | 9-12 | 818 |
| 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 | 42 | 39-45 | 818 |
| 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 | 46 | 43-49 | 818 |
| 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 | 5-7 | 818 |
| 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 | 22 | 21-24 | 818 |
| 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 | 46 | 44-49 | 818 |
| 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 | 25 | 23-28 | 818 |
| 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 | 6 | 5-8 | 818 |
| 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 | 22 | 20-24 | 818 |
| 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 | 50 | 47-52 | 818 |
| 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 | 22 | 20-25 | 818 |
| 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 | 15 | 14-17 | 818 |
| 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 | 36 | 34-38 | 818 |
| 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 | 38 | 35-40 | 818 |
| 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 | 11 | 9-12 | 818 |
| 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 | 12 | 10-13 | 819 |
| 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 | 32 | 30-34 | 819 |
| 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 | 41 | 39-43 | 819 |
| 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 | 16 | 14-18 | 819 |
| 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 | 1 | 1-2 | 819 |
| 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 | 6 | 5-7 | 819 |
| 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 | 44 | 42-47 | 819 |
| 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 | 49 | 46-52 | 819 |
| 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 | 3 | 2-4 | 819 |
| 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 | 15 | 13-17 | 819 |
| 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 | 43-48 | 819 |
| 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 | 37 | 35-40 | 819 |
| 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 | 29 | 27-31 | 817 |
| 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 | 39 | 37-42 | 817 |
| 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 | 26 | 24-28 | 817 |
| 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 | 5-7 | 817 |
| 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 | 1 | 1-2 | 817 |
| 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 | 12 | 11-14 | 817 |
| 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 | 45 | 43-47 | 817 |
| 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 | 42 | 39-44 | 817 |
| 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 | 2 | 1-3 | 817 |
| 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 | 21 | 19-23 | 817 |
| 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 | 44 | 41-46 | 817 |
| 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 | 34 | 31-36 | 817 |
| 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 | 1 | 0-1 | 817 |
| 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 | 8 | 7-10 | 817 |
| 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 | 46 | 43-48 | 817 |
| 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 | 46 | 43-48 | 817 |
| 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 | 1 | 0-1 | 817 |
| 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 | 9 | 8-10 | 817 |
| 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 | 41 | 38-44 | 817 |
| 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 | 50 | 47-52 | 817 |
| 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 | 1 | 0-1 | 814 |
| 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 | 10 | 9-12 | 814 |
| 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 | 40 | 38-42 | 814 |
| 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 | 49 | 47-51 | 814 |
| 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 | 1 | 0-1 | 814 |
| 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 | 9 | 8-10 | 814 |
| 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 | 41 | 39-44 | 814 |
| 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 | 49 | 47-52 | 814 |
| 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 | 0-1 | 814 |
| 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 | 6-9 | 814 |
| 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 | 38 | 35-40 | 814 |
| 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 | 55 | 53-57 | 814 |
| 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 | 1 | 1-1 | 812 |
| 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 | 15 | 14-17 | 812 |
| 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 | 51 | 48-54 | 812 |
| 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 | 33 | 30-36 | 812 |
| 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 | 812 |
| 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 | 11 | 10-13 | 812 |
| 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 | 40 | 37-42 | 812 |
| 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 | 49 | 47-52 | 812 |
| 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 | 1 | 1-2 | 812 |
| 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 | 18 | 16-20 | 812 |
| 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 | 48 | 46-50 | 812 |
| 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 | 33 | 31-35 | 812 |
| 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 | 0-1 | 812 |
| 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 | 10 | 9-12 | 812 |
| 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 | 44 | 41-46 | 812 |
| 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 | 46 | 44-48 | 812 |

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 | 9 | 7-10 | 806 |
| 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 | 25 | 23-27 | 806 |
| 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 | 57 | 55-60 | 806 |
| 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 | 9 | 7-11 | 806 |
| 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 | 6 | 5-8 | 806 |
| 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 | 26 | 24-28 | 806 |
| 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 | 58 | 55-61 | 806 |
| 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 | 10 | 8-12 | 806 |
| 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 | 7 | 6-8 | 806 |
| 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 | 18 | 16-21 | 806 |
| 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 | 59 | 56-61 | 806 |
| 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 | 16 | 14-18 | 806 |
| 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 | 6 | 5-7 | 806 |
| 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 | 16 | 15-18 | 806 |
| 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 | 59 | 56-61 | 806 |
| 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 | 19 | 17-21 | 806 |
| 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 | 12 | 10-13 | 806 |
| 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 | 29 | 27-32 | 806 |
| 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 | 50 | 47-53 | 806 |
| 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 | 9 | 8-11 | 806 |
| 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 | 6 | 5-7 | 806 |
| 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 | 16 | 14-18 | 806 |
| 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 | 62 | 60-65 | 806 |
| 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 | 16 | 14-17 | 806 |
| 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 | 24 | 21-26 | 806 |
| 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 | 2 | 1-3 | 806 |
| 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 | 18 | 16-20 | 806 |
| 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 | 35 | 33-38 | 806 |
| 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 | 22 | 20-24 | 806 |
| 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 | 11 | 10-13 | 806 |
| 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 | 6-8 | 806 |
| 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 | 25 | 23-28 | 806 |
| 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 | 34 | 31-37 | 806 |
| 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 | 23 | 20-25 | 806 |
| 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 | 5 | 4-6 | 806 |
| 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 | 28 | 26-31 | 806 |
| 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 | 56 | 53-58 | 806 |
| 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 | 6 | 5-7 | 806 |
| 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 | 6 | 5-7 | 806 |
| C3a | The district’s teacher evaluation system helps… | teachers identify specific areas where they can improve student learning. | Disagree Strongly | Percent | 0 | 0-1 | 804 |
| C3a | The district’s teacher evaluation system helps… | teachers identify specific areas where they can improve student learning. | Disagree Somewhat | Percent | 6 | 5-7 | 804 |
| C3a | The district’s teacher evaluation system helps… | teachers identify specific areas where they can improve student learning. | Agree Somewhat | Percent | 58 | 56-61 | 804 |
| C3a | The district’s teacher evaluation system helps… | teachers identify specific areas where they can improve student learning. | Agree Strongly | Percent | 35 | 33-37 | 804 |
| C3b | The district’s teacher evaluation system helps… | teachers identify specific areas where they can improve their practice. | Disagree Strongly | Percent | 0 | 0-1 | 804 |
| C3b | The district’s teacher evaluation system helps… | teachers identify specific areas where they can improve their practice. | Disagree Somewhat | Percent | 5 | 4-6 | 804 |
| C3b | The district’s teacher evaluation system helps… | teachers identify specific areas where they can improve their practice. | Agree Somewhat | Percent | 55 | 53-58 | 804 |
| C3b | The district’s teacher evaluation system helps… | teachers identify specific areas where they can improve their practice. | Agree Strongly | Percent | 39 | 37-41 | 804 |
| C3c | The district’s teacher evaluation system helps… | teachers make instruction accessible to all learners. | Disagree Strongly | Percent | 1 | 1-2 | 803 |
| C3c | The district’s teacher evaluation system helps… | teachers make instruction accessible to all learners. | Disagree Somewhat | Percent | 12 | 11-14 | 803 |
| C3c | The district’s teacher evaluation system helps… | teachers make instruction accessible to all learners. | Agree Somewhat | Percent | 66 | 64-69 | 803 |
| C3c | The district’s teacher evaluation system helps… | teachers make instruction accessible to all learners. | Agree Strongly | Percent | 20 | 18-22 | 803 |
| 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 | 4 | 4-5 | 804 |
| 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 | 27 | 25-30 | 804 |
| 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 | 56 | 54-59 | 804 |
| 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 | 12 | 10-14 | 804 |
| 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 | 1 | 1-2 | 804 |
| 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 | 15 | 13-16 | 804 |
| 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 | 65 | 62-67 | 804 |
| 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 | 19 | 17-21 | 804 |
| C3f | The district’s teacher evaluation system helps… | promote constructive conversations between teachers and their evaluators. | Disagree Strongly | Percent | 2 | 1-2 | 804 |
| C3f | The district’s teacher evaluation system helps… | promote constructive conversations between teachers and their evaluators. | Disagree Somewhat | Percent | 7 | 6-8 | 804 |
| C3f | The district’s teacher evaluation system helps… | promote constructive conversations between teachers and their evaluators. | Agree Somewhat | Percent | 53 | 50-55 | 804 |
| C3f | The district’s teacher evaluation system helps… | promote constructive conversations between teachers and their evaluators. | Agree Strongly | Percent | 39 | 37-41 | 804 |
| C3g | The district’s teacher evaluation system helps… | maintain a high bar for teachers to receive Professional Teacher Status. | Disagree Strongly | Percent | 5 | 4-6 | 804 |
| C3g | The district’s teacher evaluation system helps… | maintain a high bar for teachers to receive Professional Teacher Status. | Disagree Somewhat | Percent | 13 | 12-15 | 804 |
| C3g | The district’s teacher evaluation system helps… | maintain a high bar for teachers to receive Professional Teacher Status. | Agree Somewhat | Percent | 55 | 53-57 | 804 |
| C3g | The district’s teacher evaluation system helps… | maintain a high bar for teachers to receive Professional Teacher Status. | Agree Strongly | Percent | 27 | 25-29 | 804 |
| C3h | The district’s teacher evaluation system helps… | the district determine whether teachers receive teacher leadership opportunities. | Disagree Strongly | Percent | 12 | 10-13 | 803 |
| C3h | The district’s teacher evaluation system helps… | the district determine whether teachers receive teacher leadership opportunities. | Disagree Somewhat | Percent | 28 | 26-30 | 803 |
| C3h | The district’s teacher evaluation system helps… | the district determine whether teachers receive teacher leadership opportunities. | Agree Somewhat | Percent | 48 | 46-51 | 803 |
| C3h | The district’s teacher evaluation system helps… | the district determine whether teachers receive teacher leadership opportunities. | Agree Strongly | Percent | 12 | 10-14 | 803 |
| C3i | The district’s teacher evaluation system helps… | the district recognize and reward exemplary teachers. | Disagree Strongly | Percent | 16 | 14-18 | 803 |
| C3i | The district’s teacher evaluation system helps… | the district recognize and reward exemplary teachers. | Disagree Somewhat | Percent | 32 | 30-35 | 803 |
| C3i | The district’s teacher evaluation system helps… | the district recognize and reward exemplary teachers. | Agree Somewhat | Percent | 41 | 39-44 | 803 |
| C3i | The district’s teacher evaluation system helps… | the district recognize and reward exemplary teachers. | Agree Strongly | Percent | 11 | 9-12 | 803 |
| C3j | The district’s teacher evaluation system helps… | me assign teachers to classes/students (within the school). | Disagree Strongly | Percent | 13 | 12-15 | 803 |
| C3j | The district’s teacher evaluation system helps… | me assign teachers to classes/students (within the school). | Disagree Somewhat | Percent | 26 | 24-29 | 803 |
| C3j | The district’s teacher evaluation system helps… | me assign teachers to classes/students (within the school). | Agree Somewhat | Percent | 48 | 46-50 | 803 |
| C3j | The district’s teacher evaluation system helps… | me assign teachers to classes/students (within the school). | Agree Strongly | Percent | 12 | 11-14 | 803 |
| C4\_1a | N/A | During the school year, how many announced observations does an educator with Professional Teacher Status (PTS) receive? | N/A | Mean | 1 | 1-1 | 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 | 3 | 3-3 | 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 | 2-2 | N/A |
| C4\_1d | N/A | During the school year, how many unannounced observations does an educator WITHOUT Professional Teacher Status (PTS) receive? | N/A | Mean | 5 | 5-5 | 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 | 33 | 32-34 | N/A |
| C4\_3 | N/A | Of this number, for how many are you the sole evaluator? | N/A | Mean | 21 | 21-22 | 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 | 3 | 3-3 | 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 | 1 | 1-2 | 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 | 0-1 | 793 |
| 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 | 5 | 4-7 | 793 |
| 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 | 18 | 16-20 | 793 |
| 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 | 43 | 40-45 | 793 |
| 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 | 27 | 25-29 | 793 |
| 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 | 6 | 5-8 | 793 |
| 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 | 1 | 0-1 | 793 |
| 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 | 0-1 | 793 |
| 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 | 0-1 | 793 |
| 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 | 3 | 3-4 | 793 |
| 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 | 36 | 33-38 | 793 |
| 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 | 60 | 58-63 | 793 |
| 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 | 4 | 3-6 | 793 |
| 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 | 4-6 | 793 |
| 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 | 23 | 22-26 | 793 |
| 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 | 44 | 41-46 | 793 |
| 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 | 24 | 22-26 | 793 |
| 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 | 3 | 2-4 | 792 |
| 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 | 1 | 1-2 | 792 |
| 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 | 19 | 18-21 | 792 |
| 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 | 48 | 45-50 | 792 |
| 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 | 29 | 27-32 | 792 |
| 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 | 30 | 27-32 | 793 |
| 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 | 4-5 | 793 |
| 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 | 29 | 26-32 | 793 |
| 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 | 25 | 23-28 | 793 |
| 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 | 12 | 10-14 | 793 |
| 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 | 27 | 25-29 | 793 |
| 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 | 5 | 4-6 | 793 |
| 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 | 38 | 36-40 | 793 |
| 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 | 23 | 21-25 | 793 |
| 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 | 6-9 | 793 |
| 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 | 17 | 15-19 | 792 |
| 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 | 2 | 1-3 | 792 |
| 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 | 26 | 24-29 | 792 |
| 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 | 40 | 38-43 | 792 |
| 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 | 15 | 13-17 | 792 |
| 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 | 17 | 15-19 | 793 |
| 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 | 10 | 8-12 | 793 |
| 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 | 39 | 37-42 | 793 |
| 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 | 27 | 24-29 | 793 |
| 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 | 7 | 6-9 | 793 |
| 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 | 11 | 9-12 | 793 |
| 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 | 3 | 2-4 | 793 |
| 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 | 31 | 29-34 | 793 |
| 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 | 41 | 39-43 | 793 |
| 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 | 14 | 12-15 | 793 |
| 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 | 7 | 6-8 | 793 |
| 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 | 5 | 4-6 | 793 |
| 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 | 43 | 41-46 | 793 |
| 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 | 38 | 36-40 | 793 |
| 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 | 7 | 6-8 | 793 |
| 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 | 1 | 0-1 | 792 |
| 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 | 4 | 3-5 | 792 |
| 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 | 27 | 25-29 | 792 |
| 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 | 48 | 45-50 | 792 |
| 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 | 21 | 19-23 | 792 |
| 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 | 1 | 1-1 | 787 |
| 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 | 5 | 4-6 | 787 |
| 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 | 49 | 46-51 | 787 |
| 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 | 45 | 42-48 | 787 |
| 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 | 2 | 1-3 | 788 |
| 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 | 6-8 | 788 |
| 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 | 49 | 46-52 | 788 |
| 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 | 42 | 39-45 | 788 |
| 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 | 1 | 1-2 | 789 |
| 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 | 6-8 | 789 |
| 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 | 46 | 43-48 | 789 |
| 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 | 47 | 44-49 | 789 |
| 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 | 0-1 | 788 |
| 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 | 6 | 5-8 | 788 |
| 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 | 51 | 48-54 | 788 |
| 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 | 42 | 40-45 | 788 |
| 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 | 1 | 1-2 | 787 |
| 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 | 3 | 2-4 | 787 |
| 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 | 36 | 33-38 | 787 |
| 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 | 60 | 58-63 | 787 |
| 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 | 1 | 1-2 | 789 |
| 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 | 9 | 7-10 | 789 |
| 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 | 49-54 | 789 |
| 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 | 39 | 36-41 | 789 |
| 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 | 1 | 1-1 | 788 |
| 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 | 5 | 4-7 | 788 |
| 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 | 46 | 43-49 | 788 |
| 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 | 48 | 45-50 | 788 |
| 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 | 23 | 21-25 | 732 |
| 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 | 15 | 13-16 | 732 |
| 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 | 21 | 19-24 | 732 |
| 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 | 41 | 38-44 | 732 |
| 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 | 3 | 2-4 | 723 |
| 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 | 8 | 6-9 | 723 |
| 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 | 47 | 44-50 | 723 |
| 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 | 43 | 40-46 | 723 |
| 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 | 14 | 12-16 | 626 |
| 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 | 22 | 19-24 | 626 |
| 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 | 46 | 43-49 | 626 |
| 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 | 19 | 16-22 | 626 |
| 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 | 2 | 1-3 | 736 |
| 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 | 10 | 8-11 | 736 |
| 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 | 49-55 | 736 |
| 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 | 36 | 33-39 | 736 |
| 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 | 1 | 1-2 | 755 |
| 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 | 6 | 5-7 | 755 |
| 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 | 51 | 48-54 | 755 |
| 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 | 42 | 39-45 | 755 |
| 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 | 1 | 1-2 | 756 |
| 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 | 7 | 6-9 | 756 |
| 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 | 54 | 52-57 | 756 |
| 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 | 37 | 34-40 | 756 |
| 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 | 2 | 1-3 | 754 |
| 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 | 8 | 7-10 | 754 |
| 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 | 50 | 48-53 | 754 |
| 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 | 39 | 37-42 | 754 |
| 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 | 11 | 10-13 | 741 |
| 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 | 30 | 28-33 | 741 |
| 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 | 43 | 41-46 | 741 |
| 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 | 15 | 14-17 | 741 |
| 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 | 4 | 3-5 | 750 |
| 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 | 15 | 13-17 | 750 |
| 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 | 55 | 52-57 | 750 |
| 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 | 26 | 24-28 | 750 |
| 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 | 12 | 10-14 | 691 |
| 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 | 26 | 23-29 | 691 |
| 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 | 46 | 43-49 | 691 |
| 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 | 17 | 14-19 | 691 |
| 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 | 6 | 5-7 | 724 |
| 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 | 13 | 11-15 | 724 |
| 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 | 51 | 48-54 | 724 |
| 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 | 30 | 28-33 | 724 |
| 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 | 38 | 35-41 | 733 |
| 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 | 17 | 15-19 | 733 |
| 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 | 21 | 19-23 | 733 |
| 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 | 24 | 22-27 | 733 |
| 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 | 73 | 70-76 | 615 |
| 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 | 9 | 8-12 | 615 |
| 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 | 9 | 7-11 | 615 |
| 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 | 9 | 8-10 | 615 |

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 | 3 | 2-4 | 766 |
| 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 | 9 | 8-10 | 766 |
| 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 | 22 | 20-25 | 766 |
| 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 | 50 | 48-53 | 766 |
| 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 | 16 | 14-18 | 766 |
| 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 | 4 | 3-5 | 769 |
| 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 | 8 | 6-9 | 769 |
| 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 | 24 | 22-26 | 769 |
| 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 | 51 | 48-54 | 769 |
| 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 | 14 | 12-15 | 769 |
| 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 | 4 | 3-5 | 767 |
| 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 | 14 | 12-15 | 767 |
| 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 | 31 | 29-34 | 767 |
| 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 | 40 | 37-43 | 767 |
| 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 | 11 | 10-13 | 767 |
| 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 | 4 | 3-6 | 761 |
| 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 | 7 | 6-9 | 761 |
| 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 | 19 | 17-21 | 761 |
| 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 | 49 | 47-52 | 761 |
| 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 | 20 | 18-23 | 761 |
| 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 | 4 | 3-6 | 759 |
| 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 | 7 | 6-9 | 759 |
| 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 | 21 | 19-24 | 759 |
| 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 | 48 | 46-51 | 759 |
| 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 | 19 | 17-21 | 759 |
| 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 | 2 | 2-3 | 769 |
| 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 | 3 | 2-4 | 769 |
| 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 | 6-10 | 769 |
| 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 | 43 | 41-45 | 769 |
| 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 | 44 | 42-46 | 769 |
| 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 | 3 | 2-3 | 769 |
| 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 | 10 | 8-11 | 769 |
| 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 | 27 | 25-29 | 769 |
| 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 | 41 | 39-43 | 769 |
| 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 | 20 | 18-22 | 769 |
| 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 | 10 | 9-11 | 719 |
| 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 | 78 | 76-80 | 719 |
| 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 | 12 | 10-14 | 719 |
| 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 | 6 | 5-8 | 712 |
| 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 | 76 | 74-78 | 712 |
| 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 | 16-19 | 712 |
| 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 | 15 | 13-17 | 716 |
| 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 | 20 | 18-22 | 716 |
| 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 | 3 | 2-4 | 716 |
| 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 | 3 | 2-4 | 716 |
| 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 | 5 | 4-7 | 716 |
| 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 | 21 | 19-23 | 716 |
| 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 | 14 | 12-16 | 716 |
| 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 | 6 | 4-7 | 716 |
| 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 | 3 | 3-4 | 716 |
| 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 | 9 | 8-11 | 716 |
| 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 | 41 | 38-43 | 716 |

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 | 19 | 17-22 | 495 |
| 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 | 14 | 12-16 | 495 |
| 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 | 11 | 10-13 | 495 |
| 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 | 9 | 7-11 | 495 |
| 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 | 21-26 | 495 |
| 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 | 8 | 6-9 | 495 |
| 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 | 7-10 | 495 |
| 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 | 3 | 2-4 | 495 |
| 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 | 4 | 3-5 | 495 |
| 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 | 8 | 7-9 | 649 |
| 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 | 29 | 26-32 | 649 |
| 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 | 54 | 50-57 | 649 |
| 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 | 9 | 8-11 | 649 |
| 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 | 5 | 4-6 | 689 |
| 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 | 22 | 19-24 | 689 |
| 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 | 59 | 56-61 | 689 |
| 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 | 15 | 13-17 | 689 |
| 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 | 7 | 6-9 | 696 |
| 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 | 23 | 21-26 | 696 |
| 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 | 56 | 53-59 | 696 |
| 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 | 11-15 | 696 |