2017 VISTA Principal Survey:
Comprehensive Report – Overview

Overview: Survey Methodology, Design, and Report Structure

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

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

The 2017 VISTA Principal Survey included six sections.

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

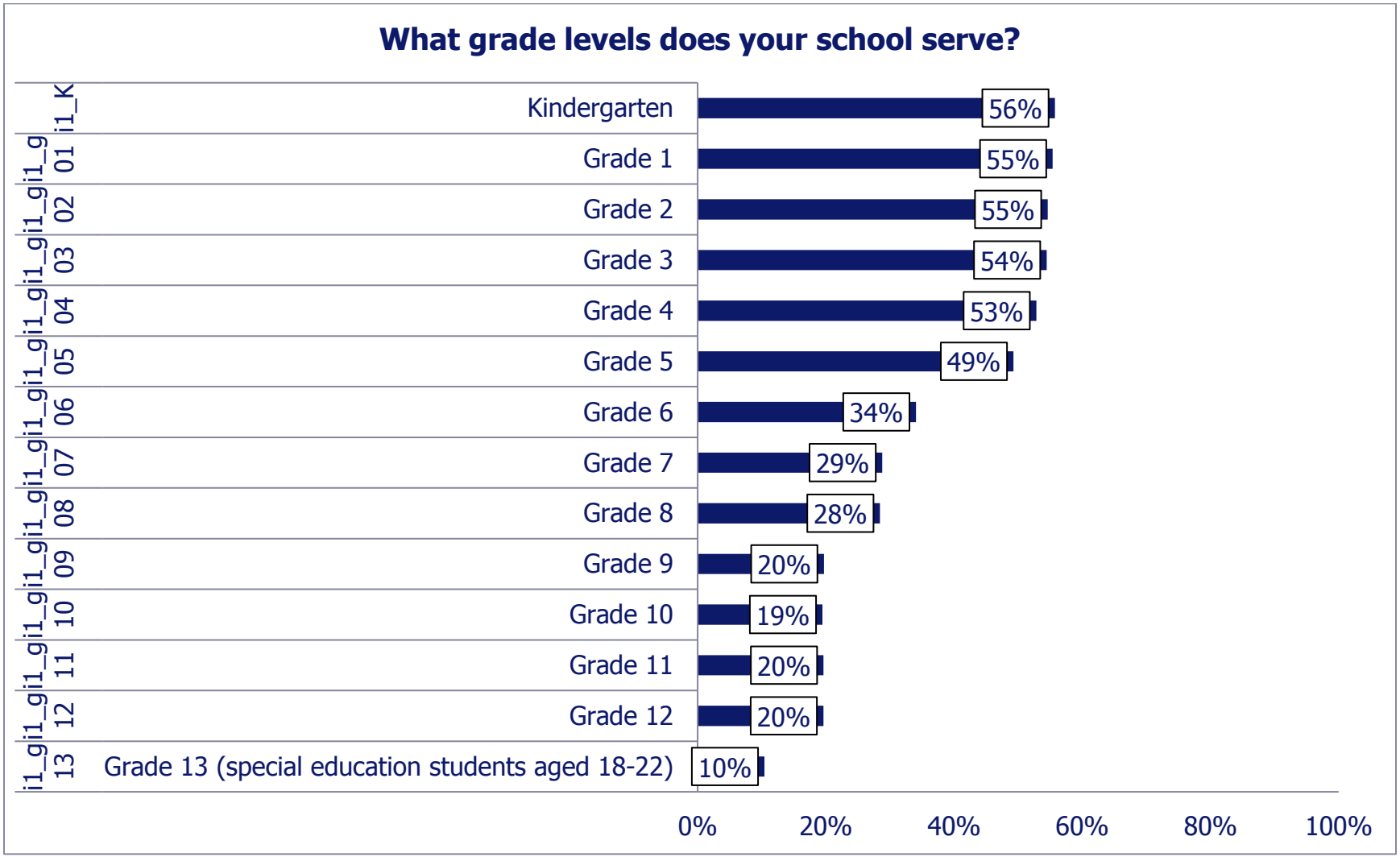
This report is broken down by section and includes graphical representation of all selected-response (e.g., multiple choice) survey questions. Non-numeric open-ended text response questions are not included in this report. Data tables are provided in an Appendix.

In order to protect respondent confidentiality, the report does not include response data if a survey question had fewer than six respondents and/or if all respondents or all but one respondent selected a single response option.

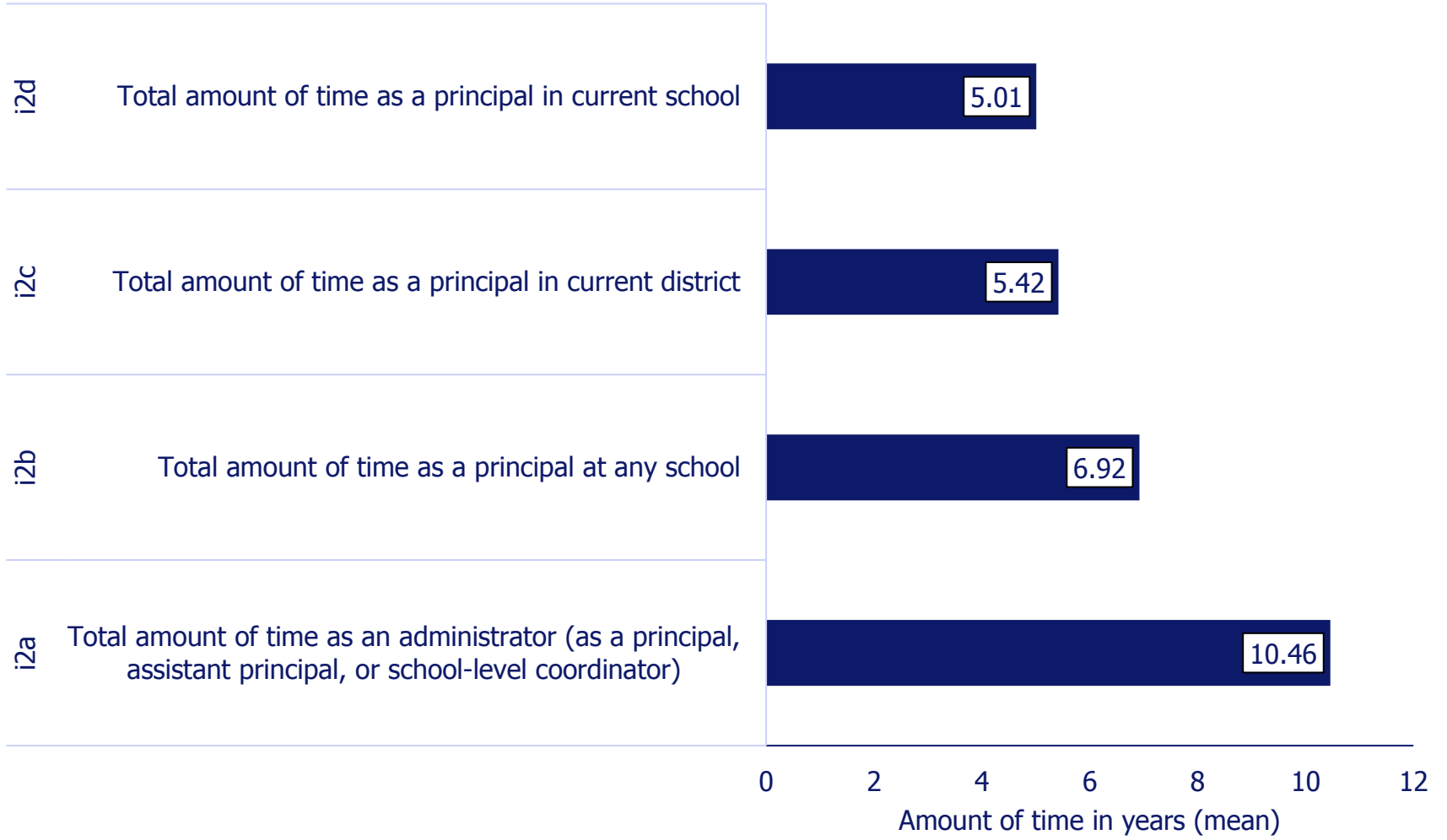
See the VISTA webpage (http://www.doe.mass.edu/research/vista) for more information about the VISTA study. The VISTA webpage includes more details about the study, additional reports (including results from the principal survey and from prior years), and copies of the VISTA surveys.

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.



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

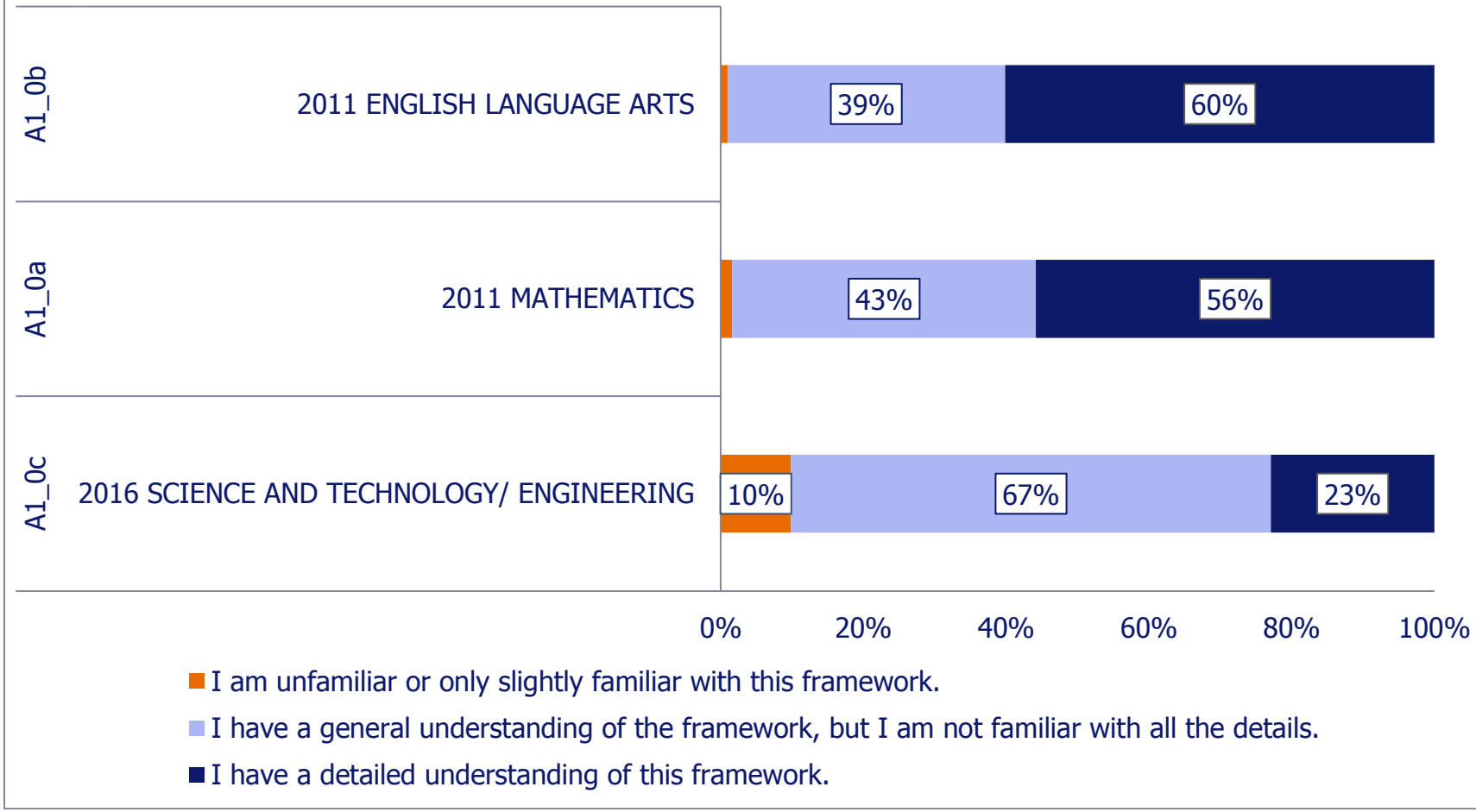


State Curriculum Frameworks

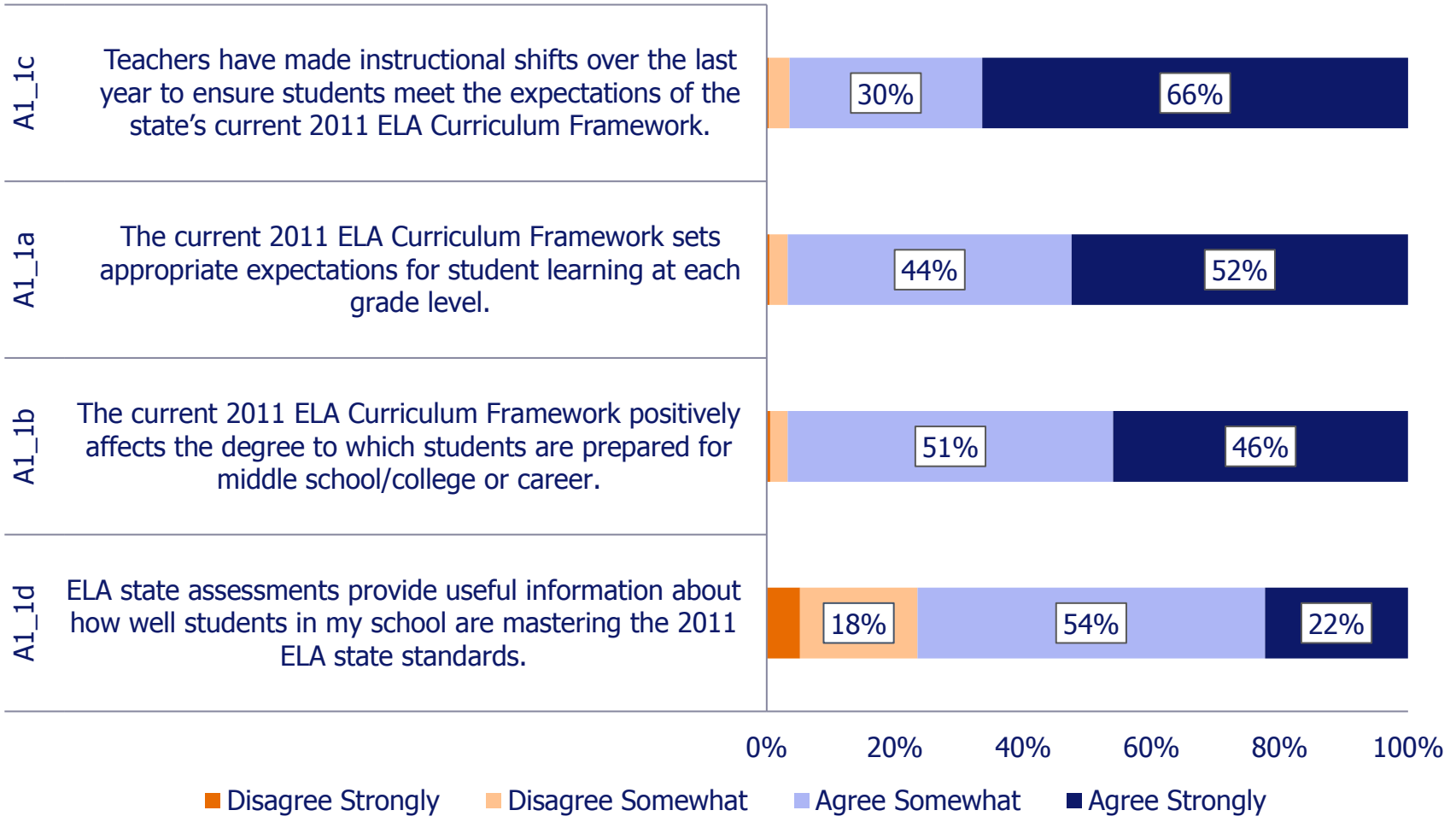
The Massachusetts Curriculum Frameworks are designed to increase academic aspirations and raise expectations for learning. By setting and measuring high expectations, deepening professional learning for educators, and supporting child-first instruction, ESE aims to support Massachusetts educators in 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.

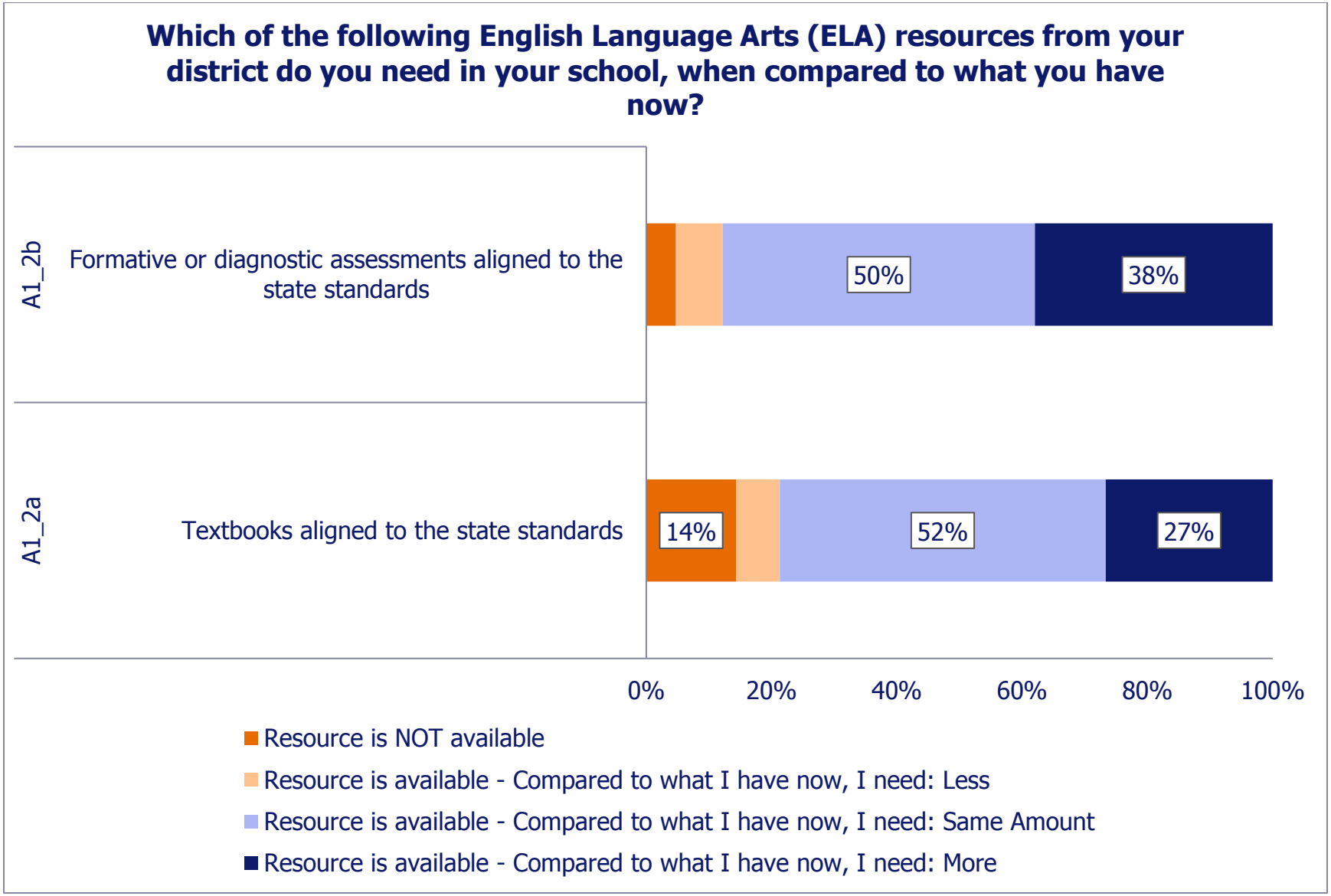
Questions in this section of the survey address respondents' views on the alignment, support for, and implementation of the Massachusetts Curriculum Frameworks (English Language Arts, Mathematics, and Revised Science and Technology/Engineering) in their districts.

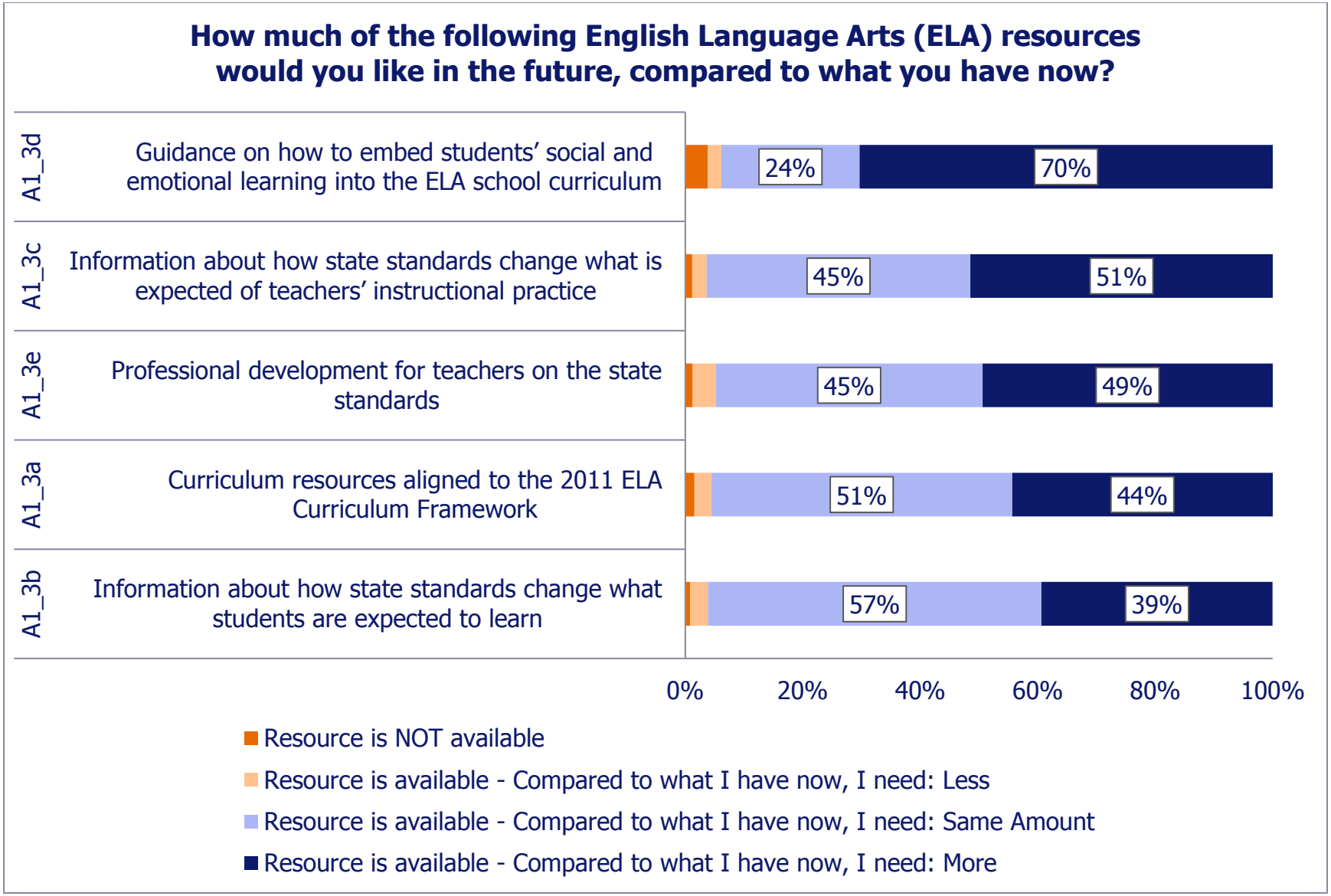
Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?



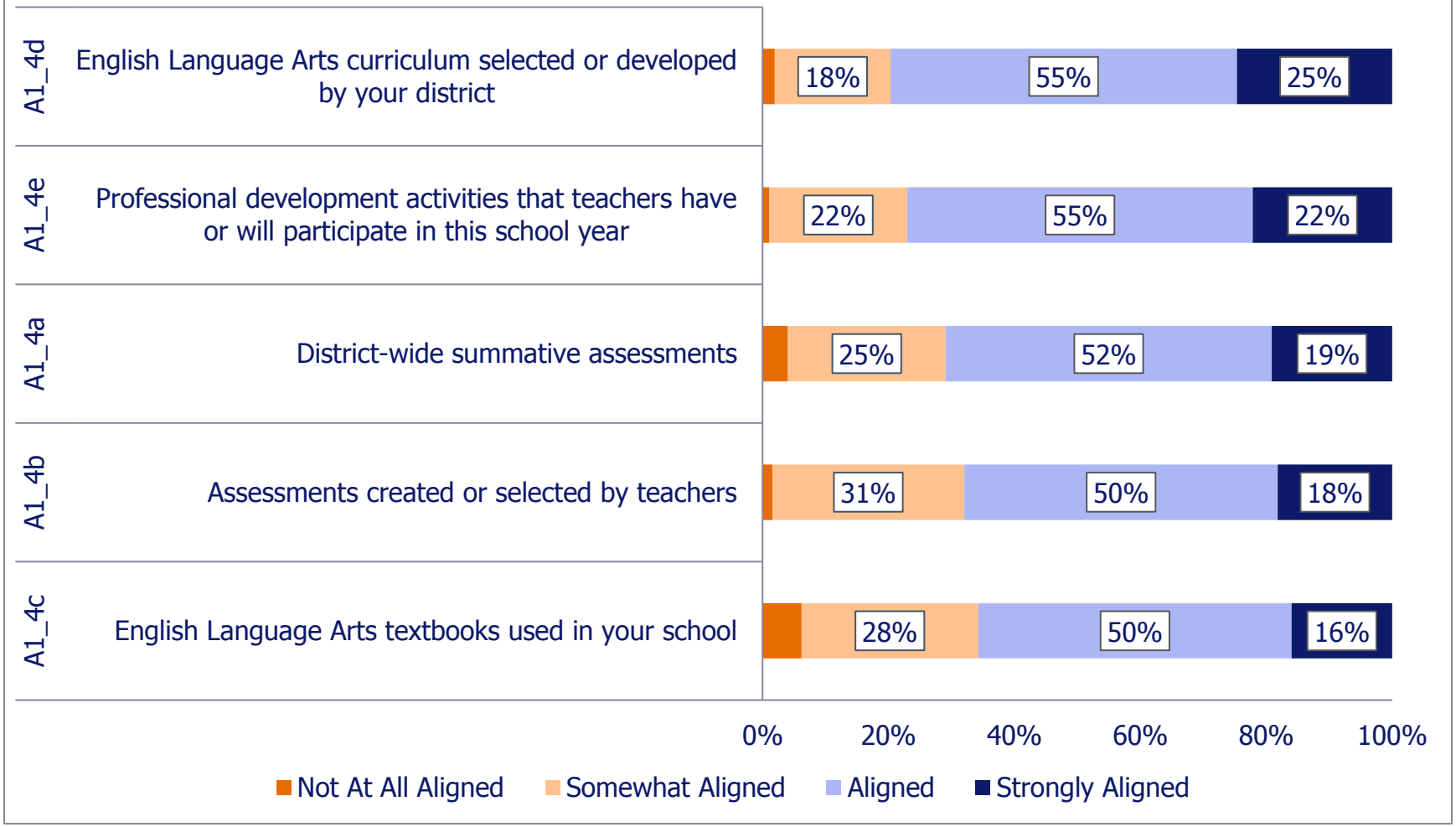
Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.



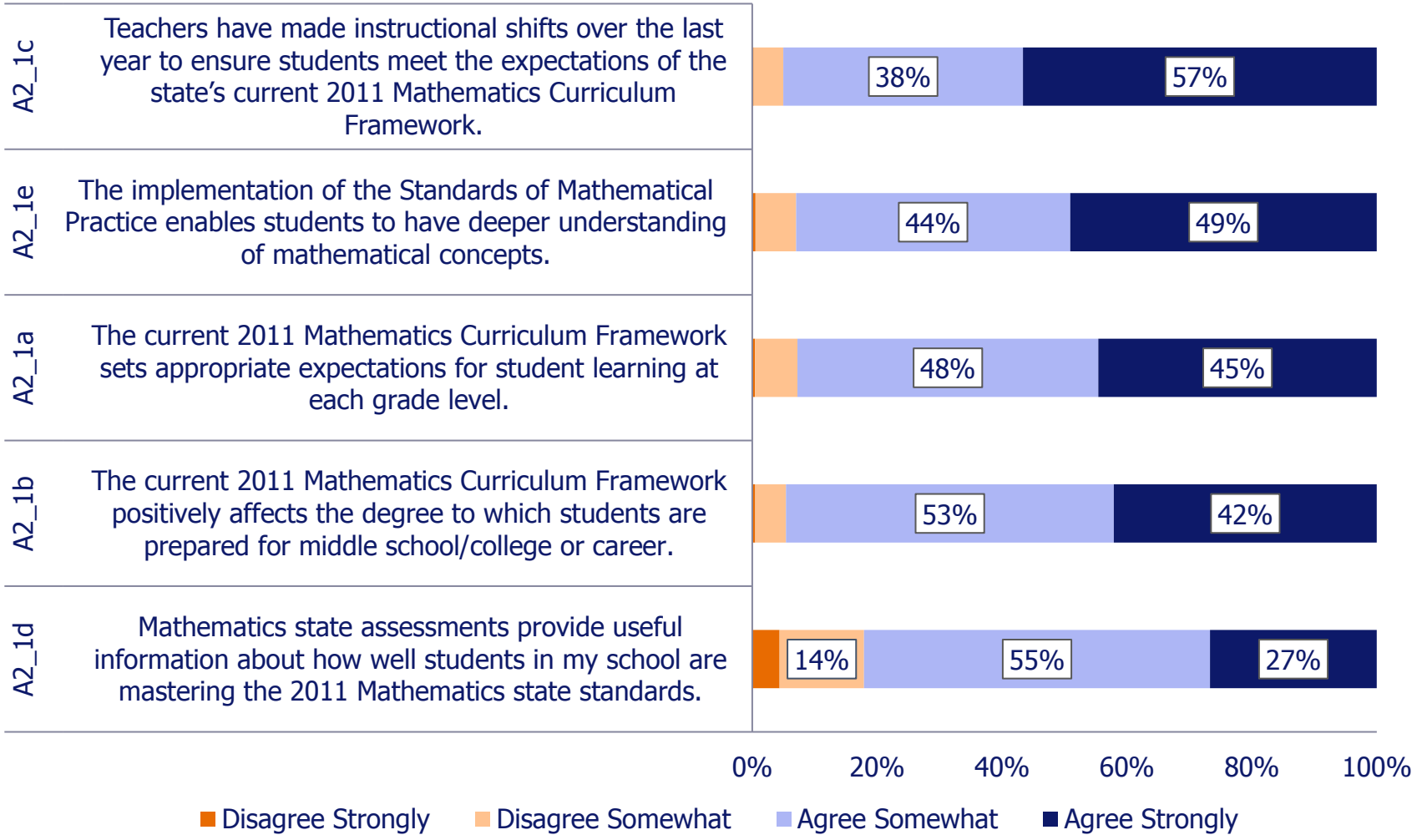

Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?
A1_2b
Formative or diagnostic assessments aligned to the state standards
50%
38%
A1_2a
Textbooks aligned to the state standards
14%
52%
27%
0%
20%
40%
60%
80%
100%
Resource is NOT available
Resource is available - Compared to what I have now, I need: Less
Resource is available - Compared to what I have now, I need: Same Amount
Resource is available - Compared to what I have now, I need: More

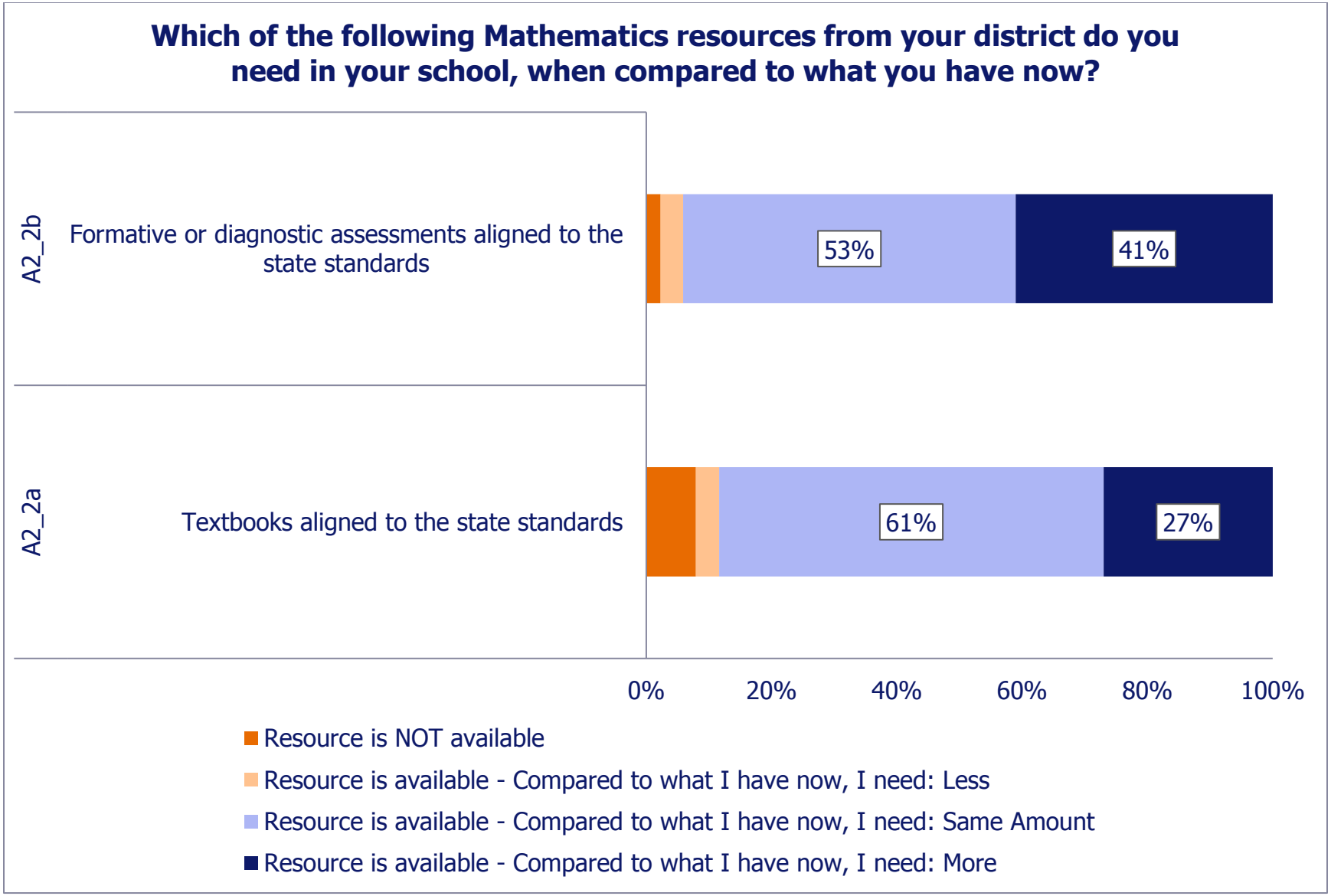

How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?
A1_3d
Guidance on how to embed students' social and emotional learning into the ELA school curriculum
24%
70%
A1_3c
Information about how state standards change what is expected of teachers' instructional practice
45%
51%
A1_3e
Professional development for teachers on the state standards
45%
49%
A1_3a
Curriculum resources aligned to the 2011 ELA Curriculum Framework
51%
44%
A1_3b
Information about how state standards change what students are expected to learn
57%
39%
0%
20%
40%
60%
80%
100%
Resource is NOT available
Resource is available - Compared to what I have now, I need: Less
Resource is available - Compared to what I have now, I need: Same Amount
Resource is available - Compared to what I have now, I need: More

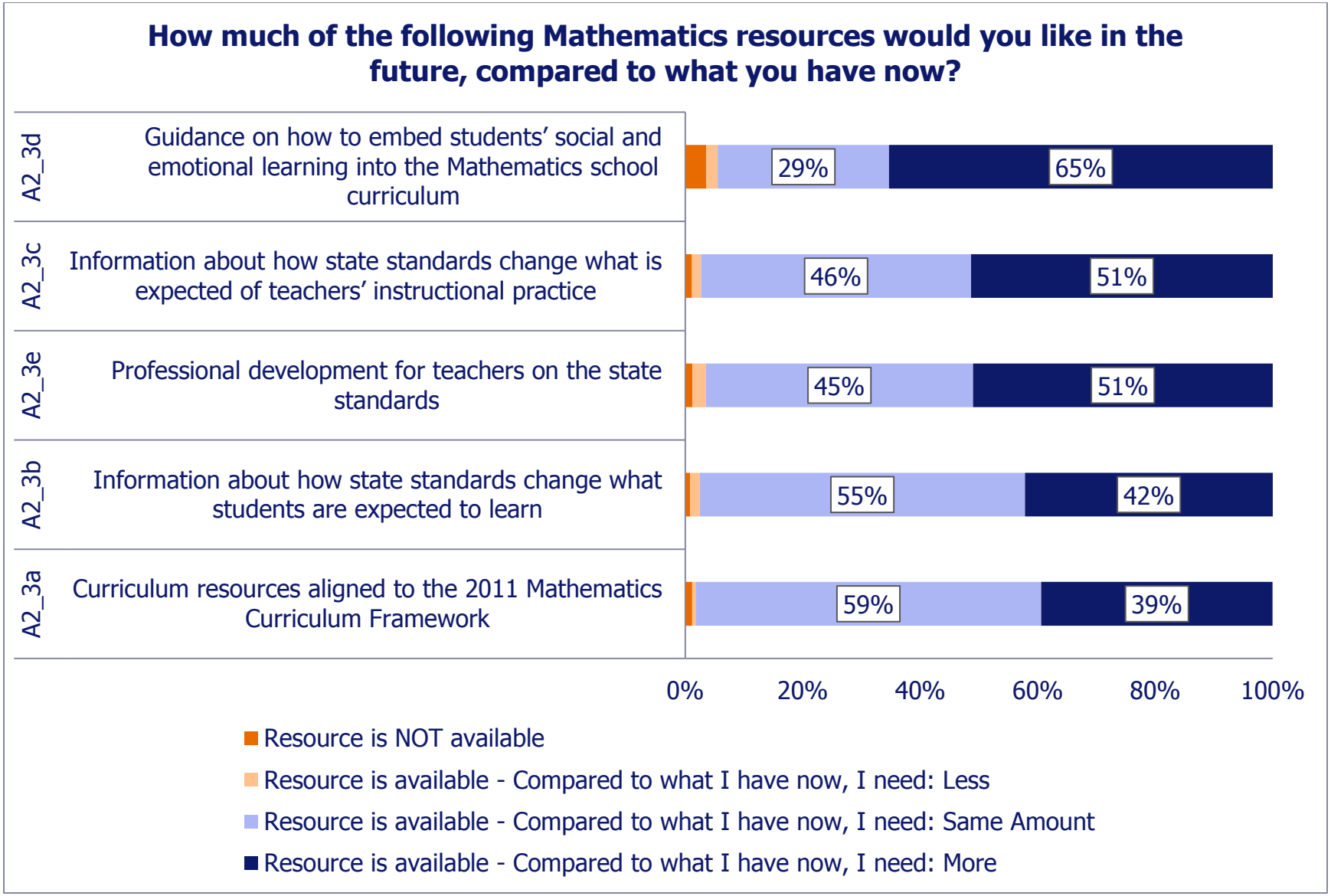
Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.



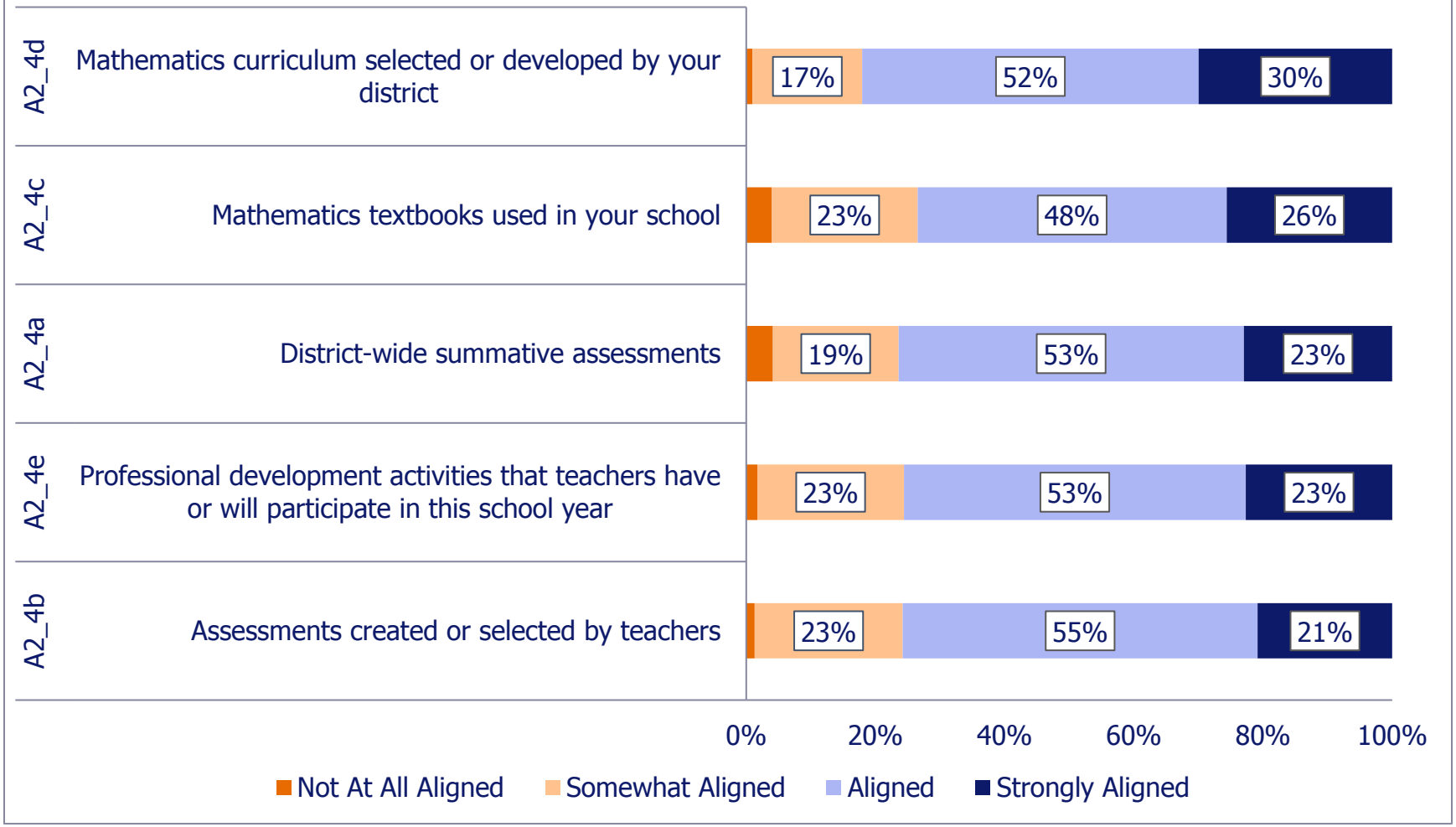
Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.



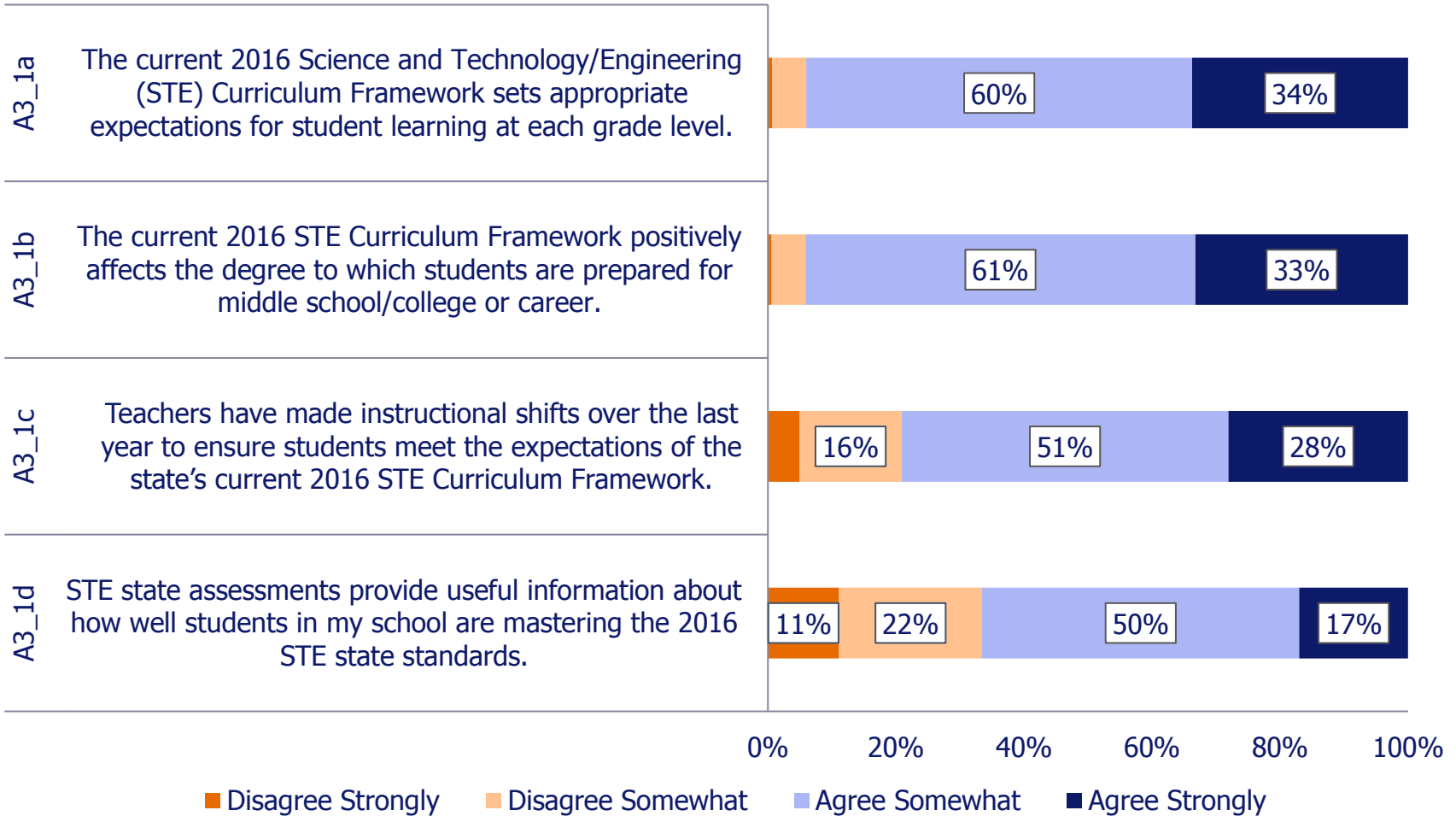

Which of the following Mathematics resources from your district do you need in your school, when compared to what you have now?
A2_2b
Formative or diagnostic assessments aligned to the state standards
53%
41%
A2_2a
Textbooks aligned to the state standards
61%
27%
0%
20%
40%
60%
80%
100%
Resource is NOT available
Resource is available - Compared to what I have now, I need: Less
Resource is available - Compared to what I have now, I need: Same Amount
Resource is available - Compared to what I have now, I need: More


How much of the following Mathematics resources would you like in the future, compared to what you have now?
A2_3d
Guidance on how to embed students' social and emotional learning into the Mathematics school curriculum
29%
65%
A2_3c
Information about how state standards change what is expected of teachers' instructional practice
46%
51%
A2_3e
Professional development for teachers on the state standards
45%
51%
A2_3b
Information about how state standards change what students are expected to learn
55%
42%
A2_3a
Curriculum resources aligned to the 2011 Mathematics Curriculum Framework
59%
39%
0%
20%
40%
60%
80%
100%
Resource is NOT available
Resource is available - Compared to what I have now, I need: Less
Resource is available - Compared to what I have now, I need: Same Amount
Resource is available - Compared to what I have now, I need: More

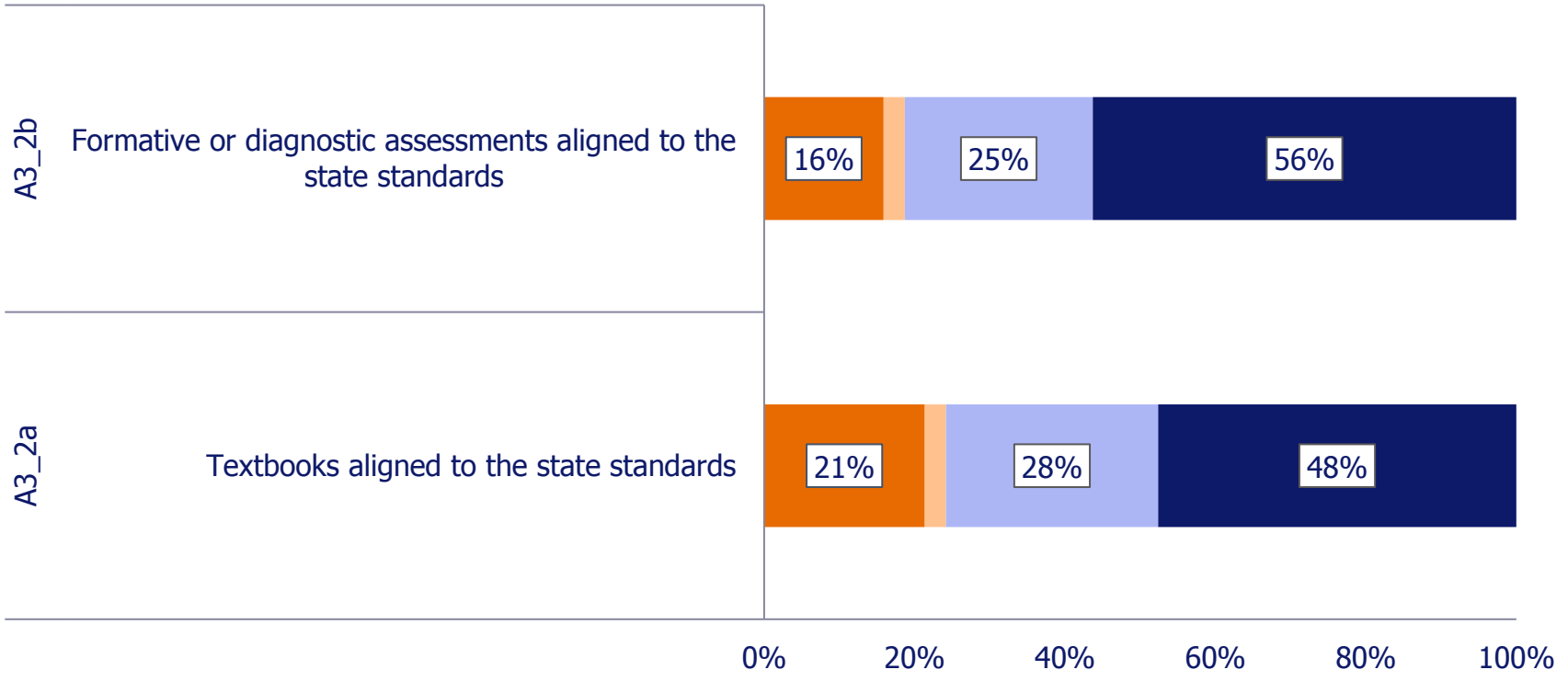
Please indicate the degree to which you think the following district or school resources are aligned to the 2011 Mathematics Curriculum Framework.

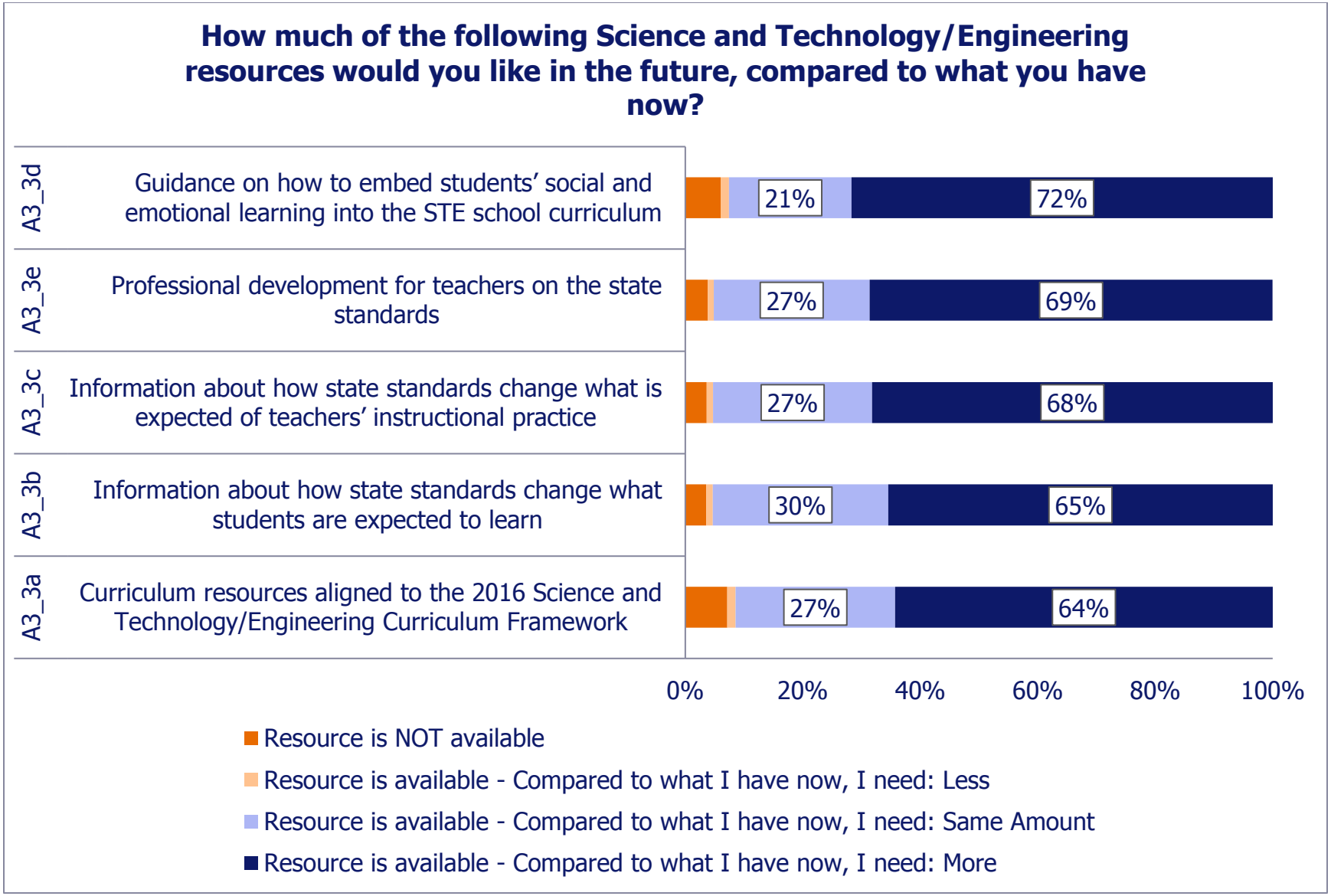


Please indicate your agreement with the following statements about the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework.

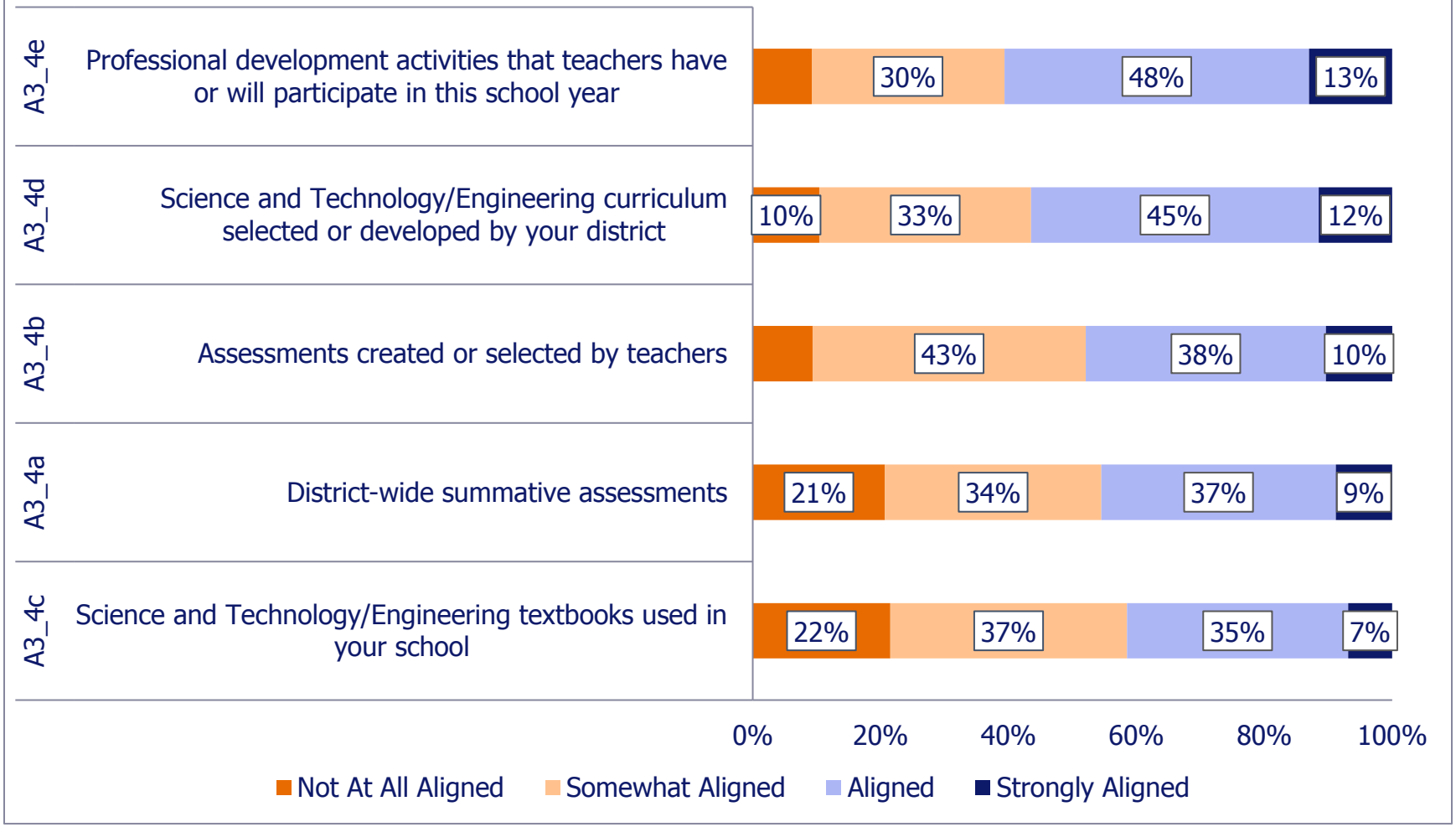


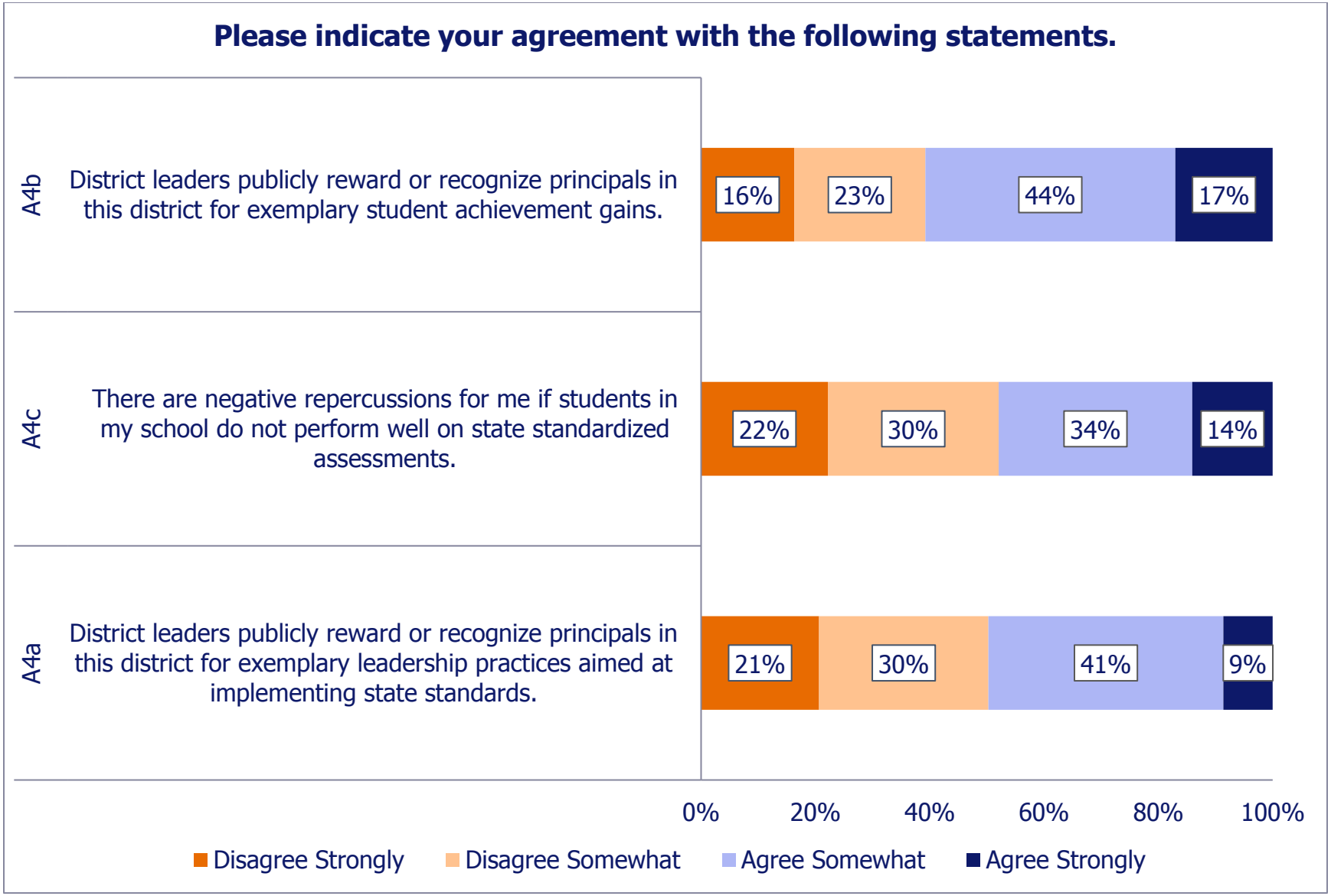
Which of the following Science and Technology/Engineering resources from your district do you need in your school, when compared to what you have now?



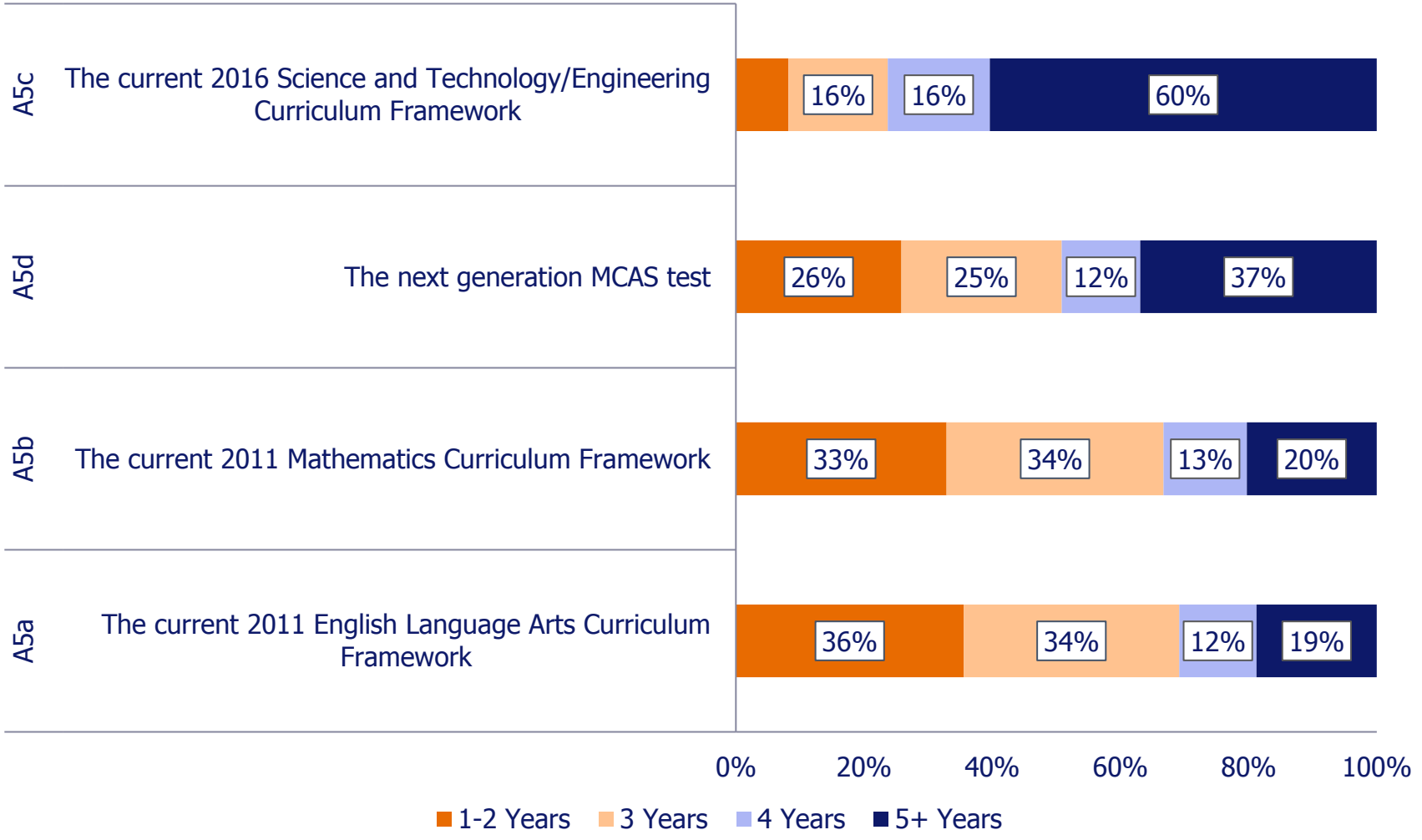

How much of the following Science and Technology/Engineering resources would you like in the future, compared to what you have now?
A3_3d
Guidance on how to embed students' social and emotional learning into the STE school curriculum
21%
72%
A3_3e
Professional development for teachers on the state standards
27%
69%
A3_3c
Information about how state standards change what is expected of teachers' instructional practice
27%
68%
A3_3b
Information about how state standards change what students are expected to learn
30%
65%
A3_3a
Curriculum resources aligned to the 2016 Science and Technology/Engineering Curriculum Framework
27%
64%
0%
20%
40%
60%
80%
100%
Resource is NOT available
Resource is available - Compared to what I have now, I need: Less
Resource is available - Compared to what I have now, I need: Same Amount
Resource is available - Compared to what I have now, I need: More

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.




Please indicate your agreement with the following statements.
A4b
District leaders publicly reward or recognize principals in this district for exemplary student achievement gains.
16%
23%
44%
17%
A4c
There are negative repercussions for me if students in my school do not perform well on state standardized assessments.
22%
30%
34%
14%
A4a
District leaders publicly reward or recognize principals in this district for exemplary leadership practices aimed at implementing state standards.
21%
30%
41%
9%
0%
20%
40%
60%
80%
100%
Disagree Strongly
Disagree Somewhat
Agree Somewhat
Agree Strongly

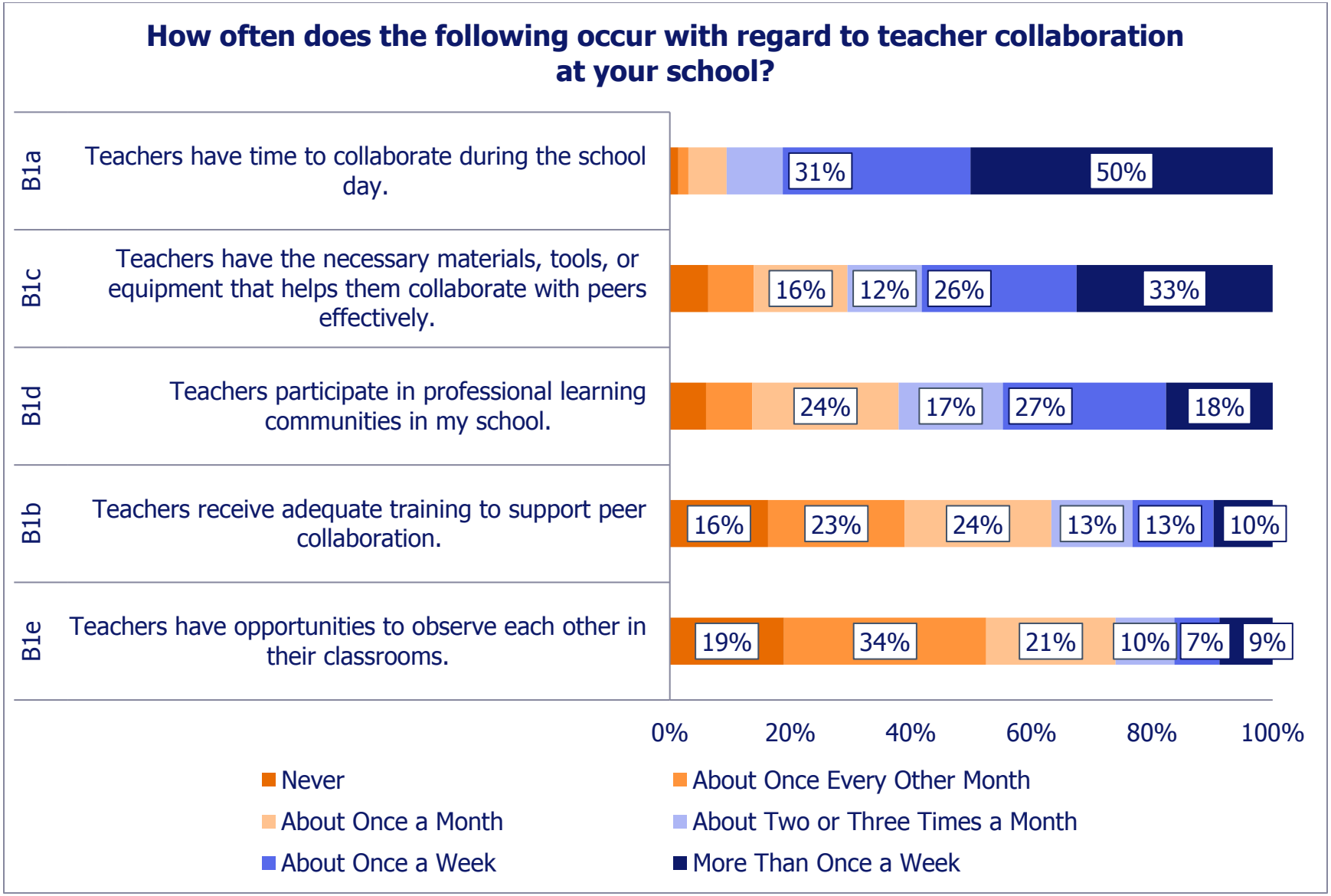
Including this current school year, how much longer do you believe each of the following will remain in effect?



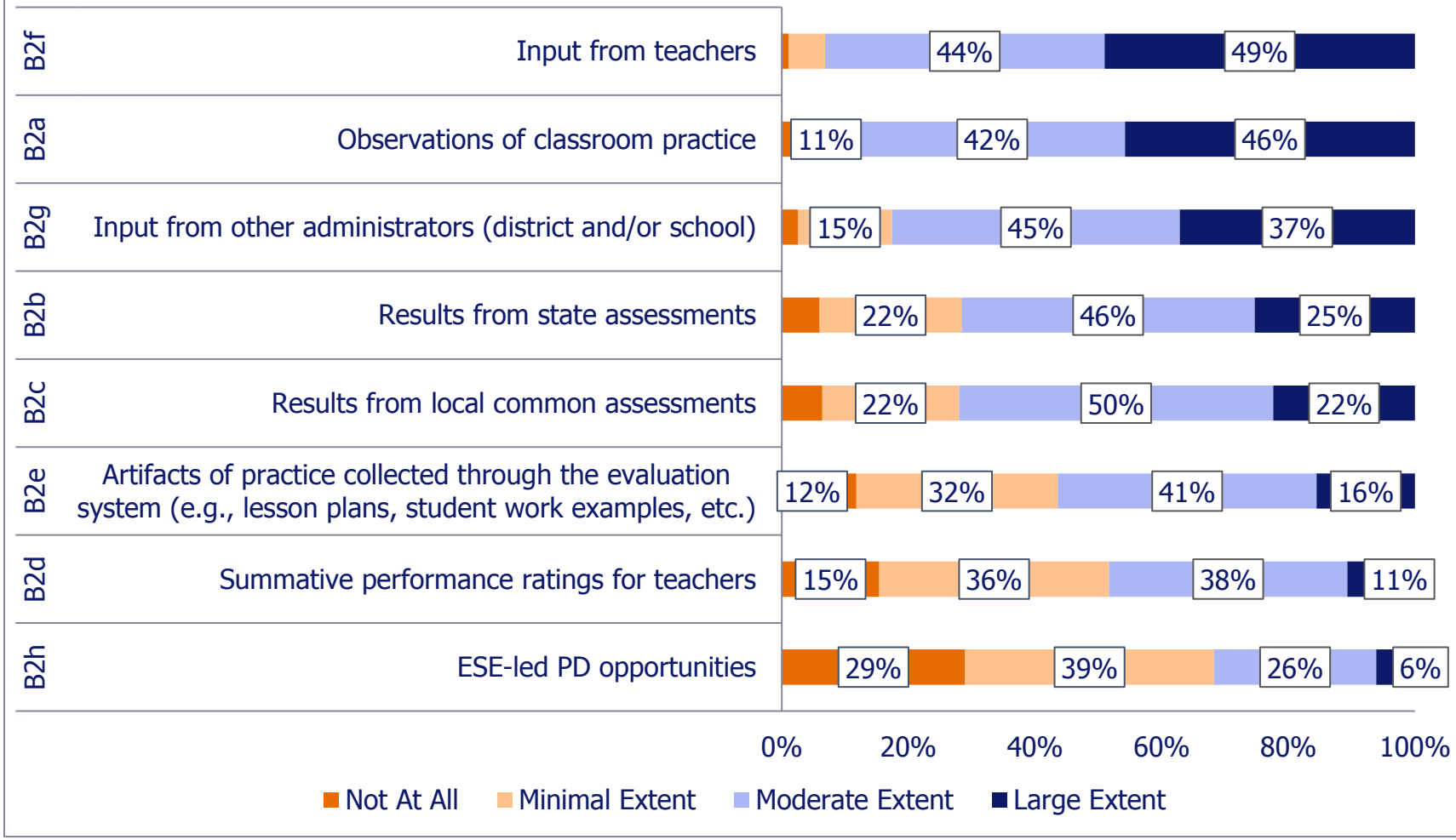
Educator Growth and Development

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.

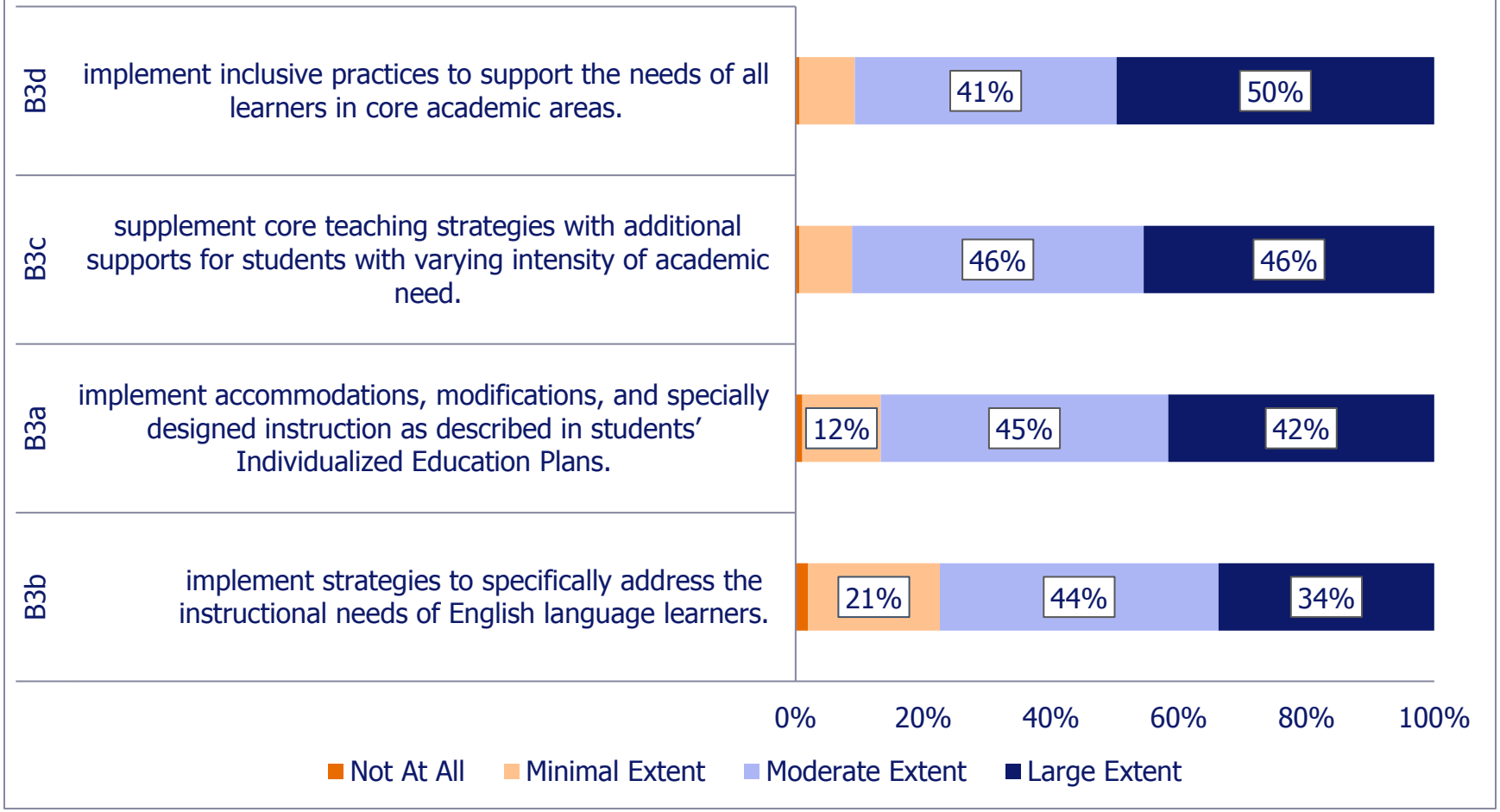
This section of the survey gathers feedback on respondents' views on opportunities for educator growth and development in their schools or districts.


How often does the following occur with regard to teacher collaboration at your school?
B1a
Teachers have time to collaborate during the school day.
31%
50%
B1c
Teachers have the necessary materials, tools, or equipment that helps them collaborate with peers effectively.
16%
12%
26%
33%
B1d
Teachers participate in professional learning communities in my school.
24%
17%
27%
18%
B1b
Teachers receive adequate training to support peer collaboration.
16%
23%
24%
13%
13%
10%
B1e
Teachers have opportunities to observe each other in their classrooms.
19%
34%
21%
10%
7%
9%
0%
20%
40%
60%
80%
100%
Never
About Once Every Other Month
About Once a Month
About Two or Three Times a Month
About Once a Week
More Than Once a Week

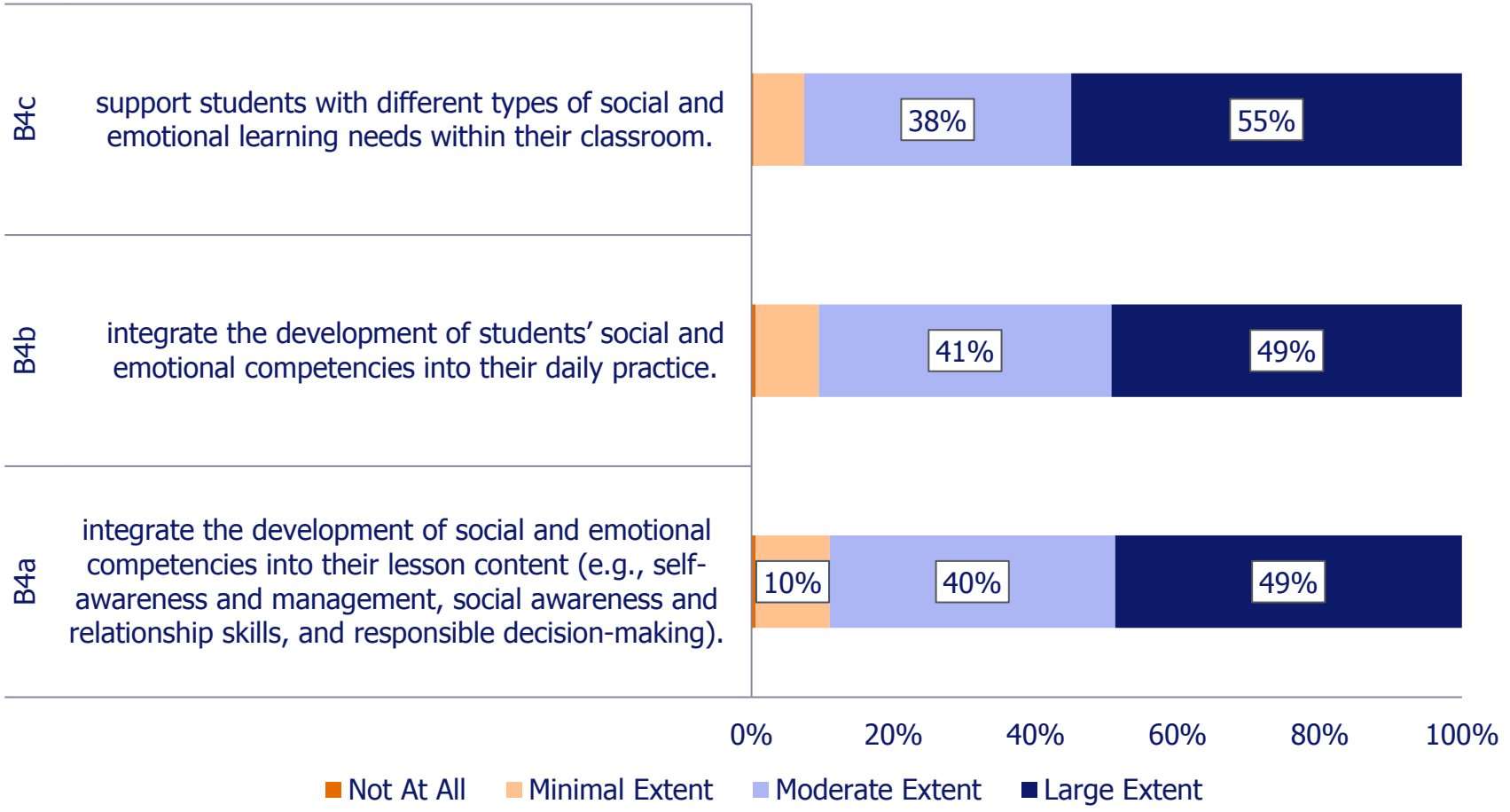
To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?

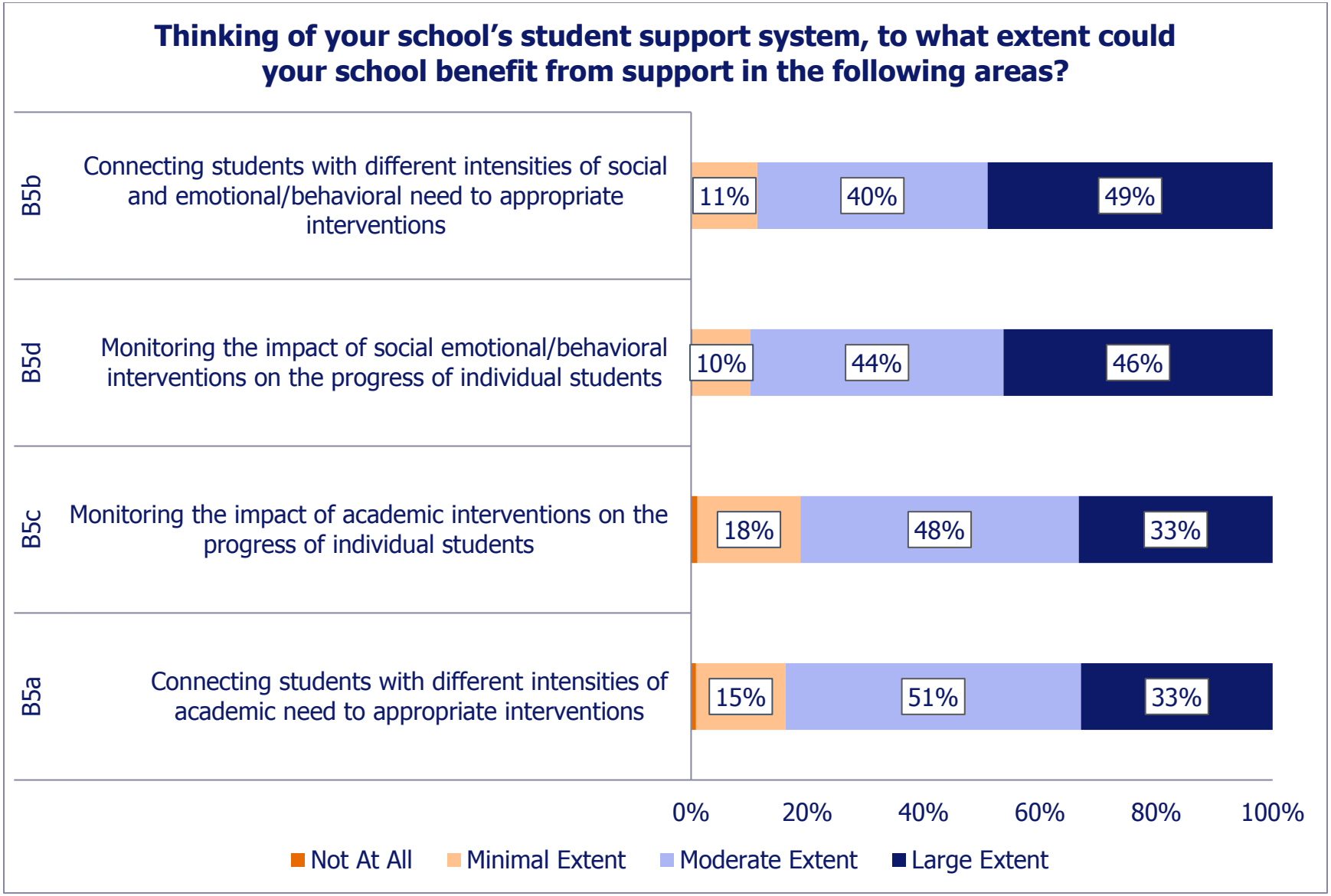


To help students master the Massachusetts state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.



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.




Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?
B5b
Connecting students with different intensities of social and emotional/behavioral need to appropriate interventions
11%
40%
49%
B5d
Monitoring the impact of social emotional/behavioral interventions on the progress of individual students
10%
44%
46%
B5c
Monitoring the impact of academic interventions on the progress of individual students
18%
48%
33%
B5a
Connecting students with different intensities of academic need to appropriate interventions
15%
51%
33%
0%
20%
40%
60%
80%
100%
Not At All
Minimal Extent
Moderate Extent
Large Extent

Educator Evaluation

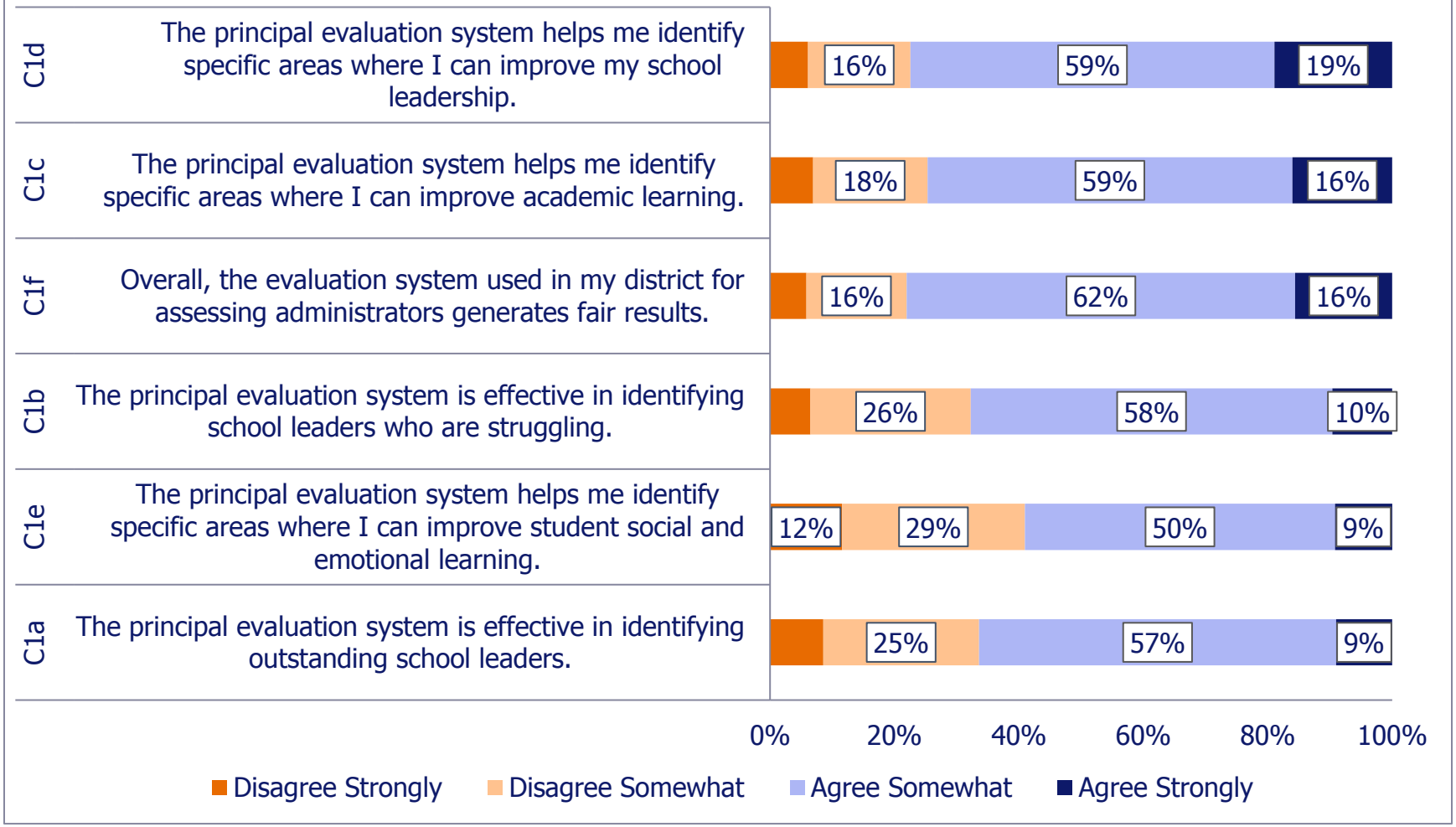
Educator evaluation plays a key role in promoting educator growth and development by providing useful and timely feedback through evaluations and opportunities for growth. The Massachusetts Framework for Educator Evaluation, which applies to both administrators and teachers throughout the state, is designed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

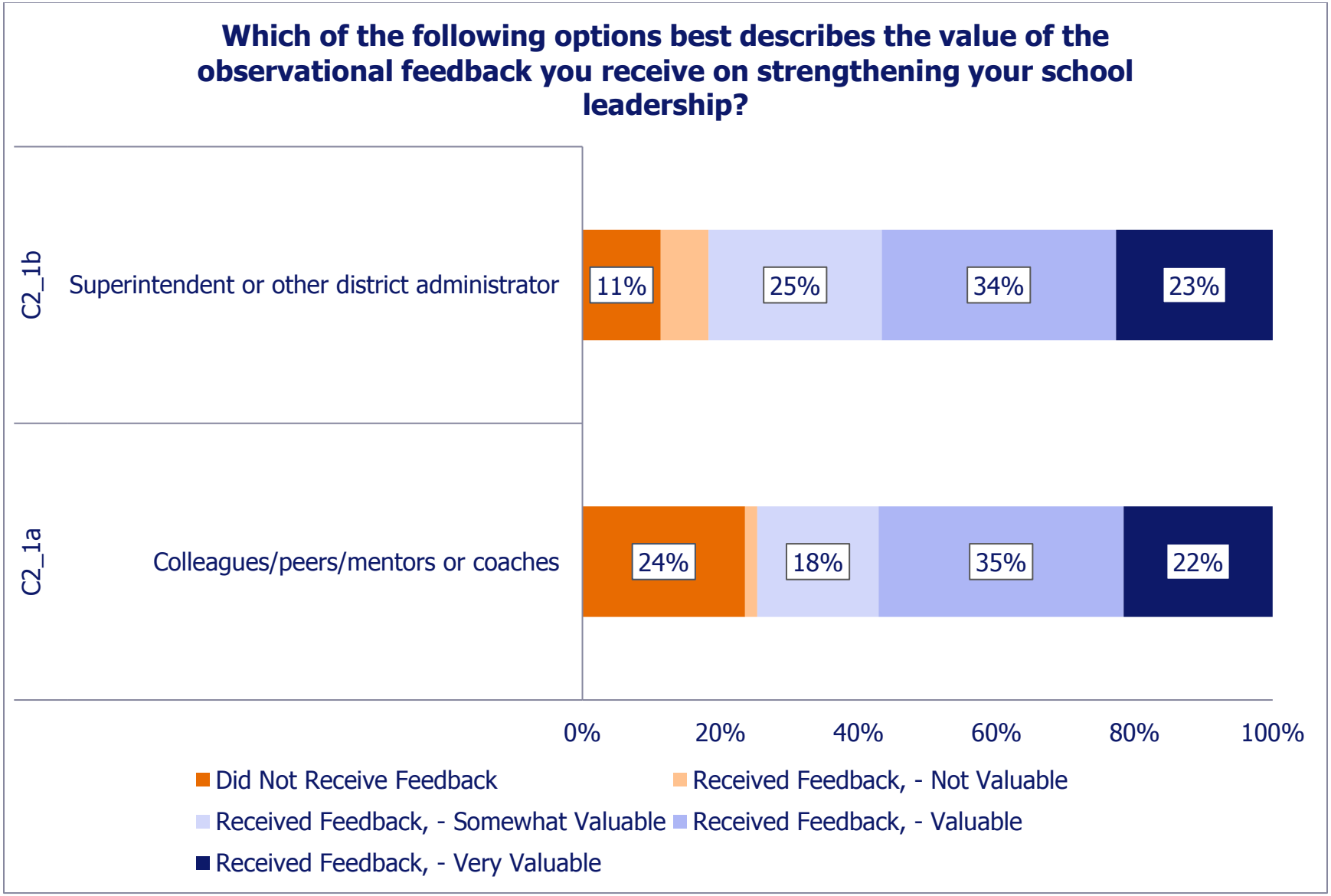
- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth, and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

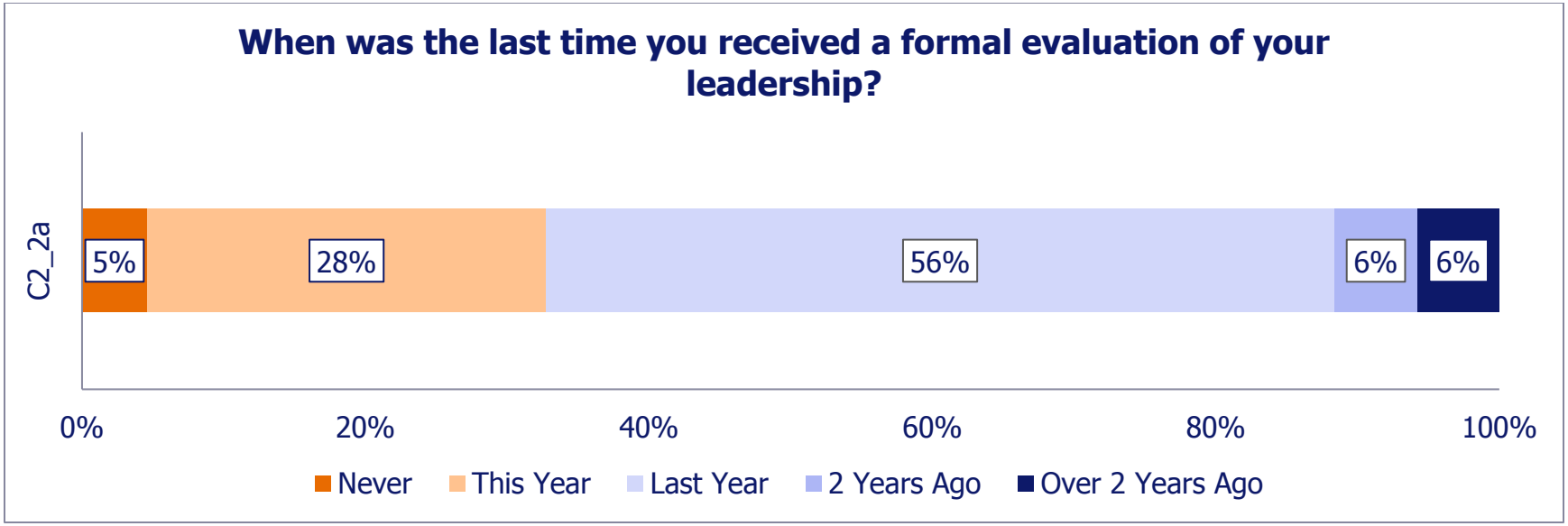
ESE supports the success of the statewide educator evaluation framework by providing educators with training materials and resources, meaningful guidance, and timely communications. ESE seeks to actively engage educators in the ongoing refinement of the educator evaluation framework and its implementation.

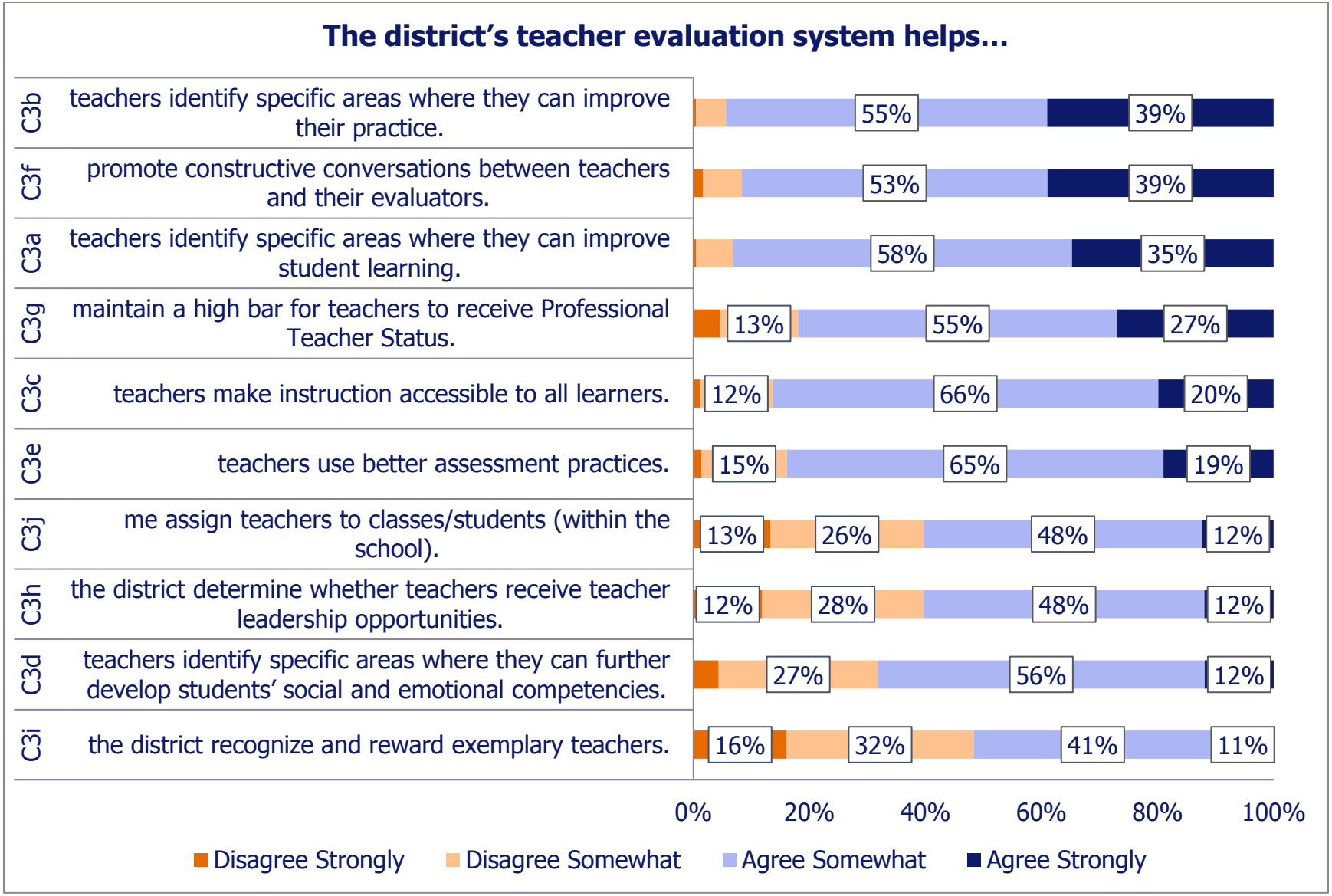
The questions in this section of the survey address respondents' views on the role of evaluation in supporting educator growth and development during the 2016-2017 school year (including summer 2016).

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.

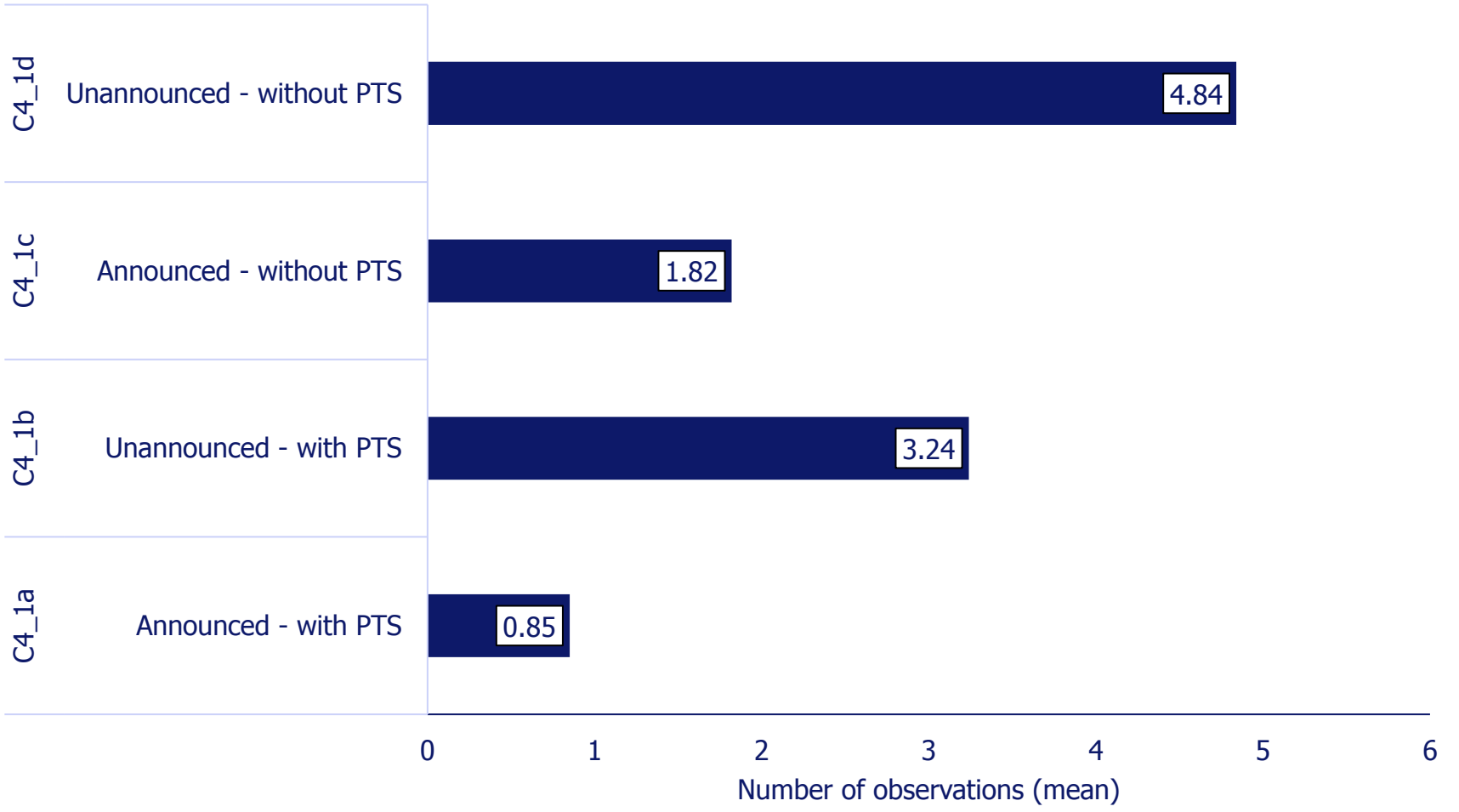


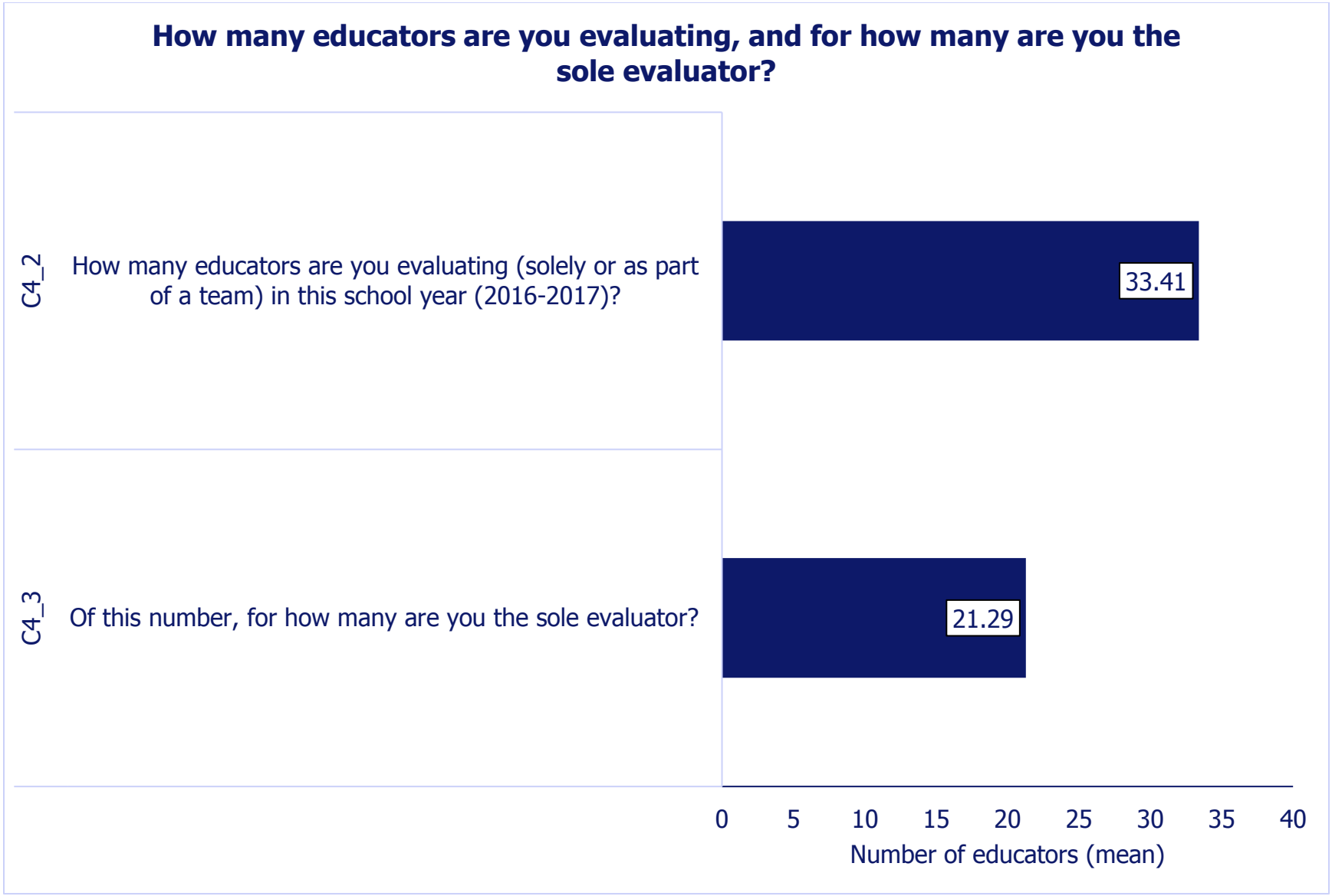

Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?
C2_1b
Superintendent or other district administrator
11%
25%
34%
23%
C2_1a
Colleagues/peers/mentors or coaches
24%
18%
35%
22%
0%
20%
40%
60%
80%
100%
Did Not Receive Feedback
Received Feedback, - Not Valuable
Received Feedback, - Somewhat Valuable
Received Feedback, - Valuable
Received Feedback, - Very Valuable


When was the last time you received a formal evaluation of your leadership?
C2_2a
5%
28%
56%
6%
6%
0%
20%
40%
60%
80%
100%
Never
This Year
Last Year
2 Years Ago
Over 2 Years Ago

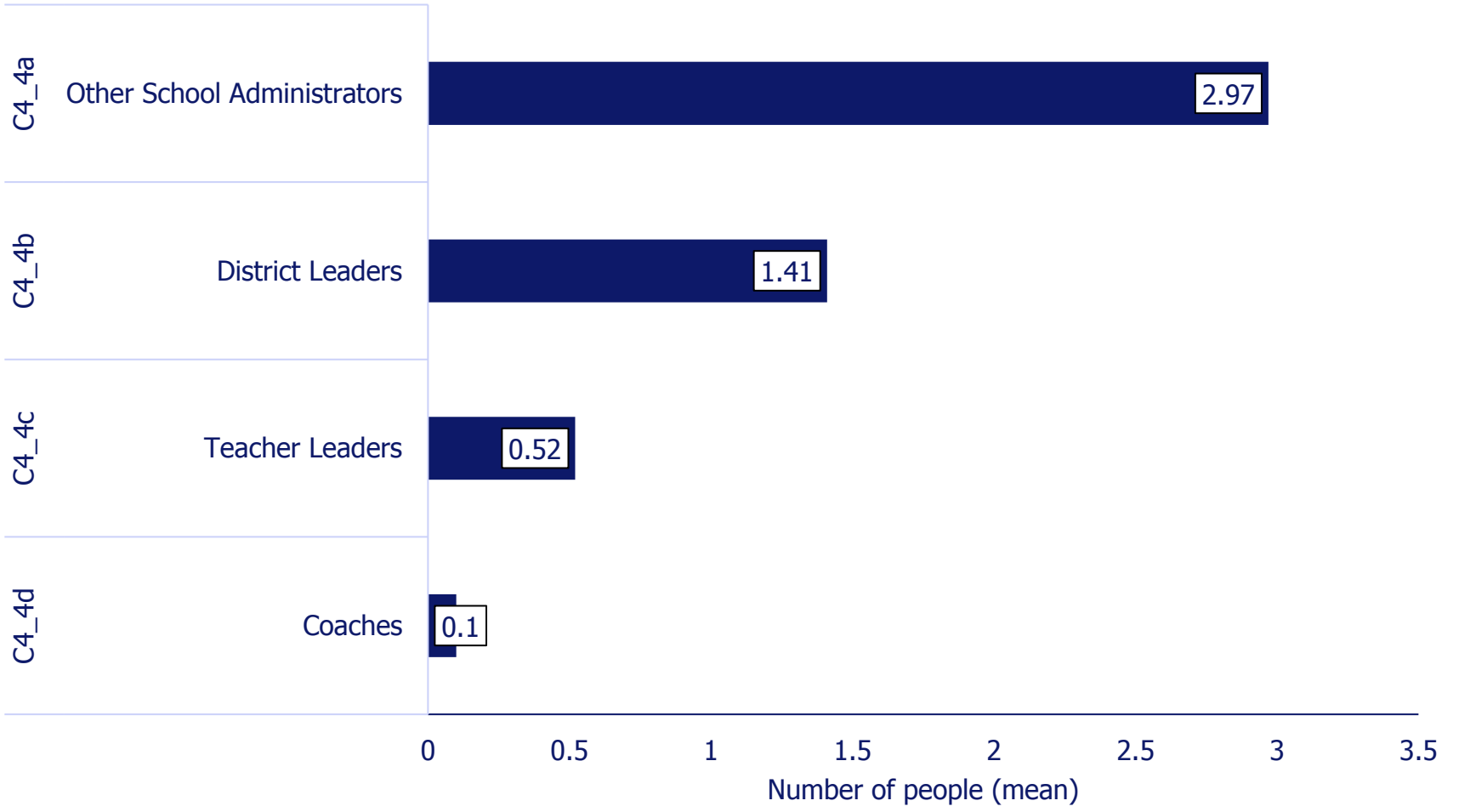

The district's teacher evaluation system helps...
C3b
teachers identify specific areas where they can improve their practice.
55%
39%
C3f
promote constructive conversations between teachers and their evaluators.
53%
39%
C3a
teachers identify specific areas where they can improve student learning.
58%
35%
C3g
maintain a high bar for teachers to receive Professional Teacher Status.
13%
55%
27%
C3c
teachers make instruction accessible to all learners.
12%
66%
20%
C3e
teachers use better assessment practices.
15%
65%
19%
C3j
me assign teachers to classes/students (within the school).
13%
26%
48%
12%
C3h
the district determine whether teachers receive teacher leadership opportunities.
12%
28%
48%
12%
C3d
teachers identify specific areas where they can further develop students' social and emotional competencies.
27%
56%
12%
C3i
the district recognize and reward exemplary teachers.
16%
32%
41%
11%
0%
20%
40%
60%
80%
100%
Disagree Strongly
Disagree Somewhat
Agree Somewhat
Agree Strongly

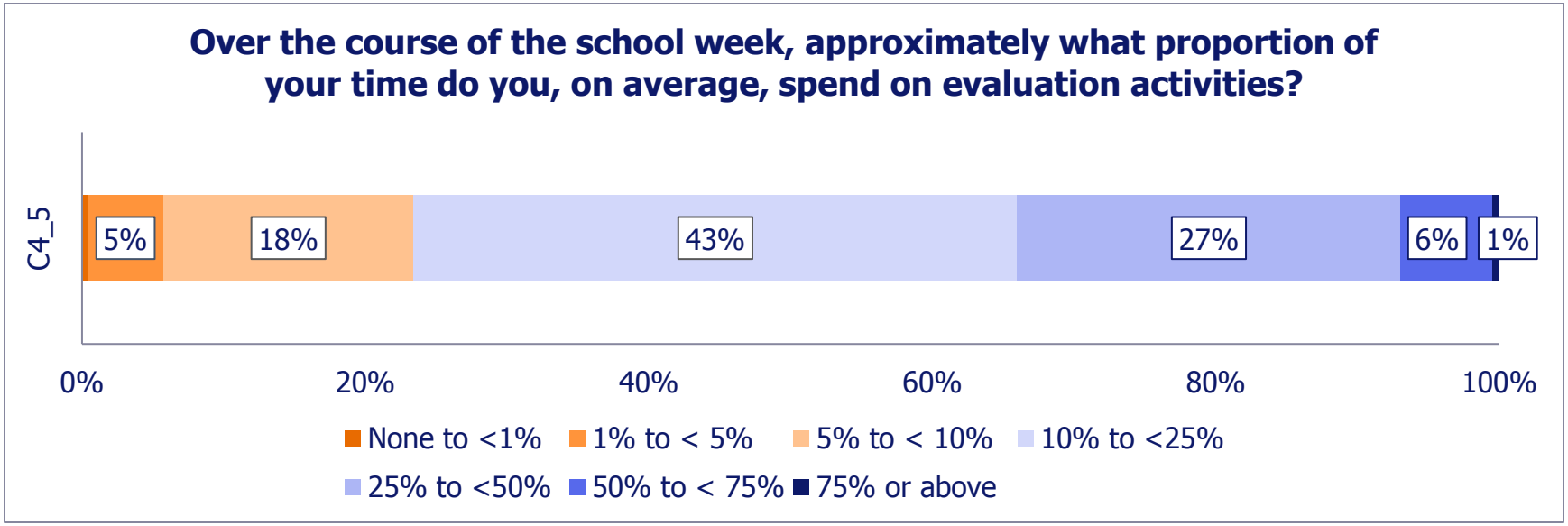
During the school year, how many announced/unannounced observations do educators with/without Professional Teacher Status (PTS) receive?



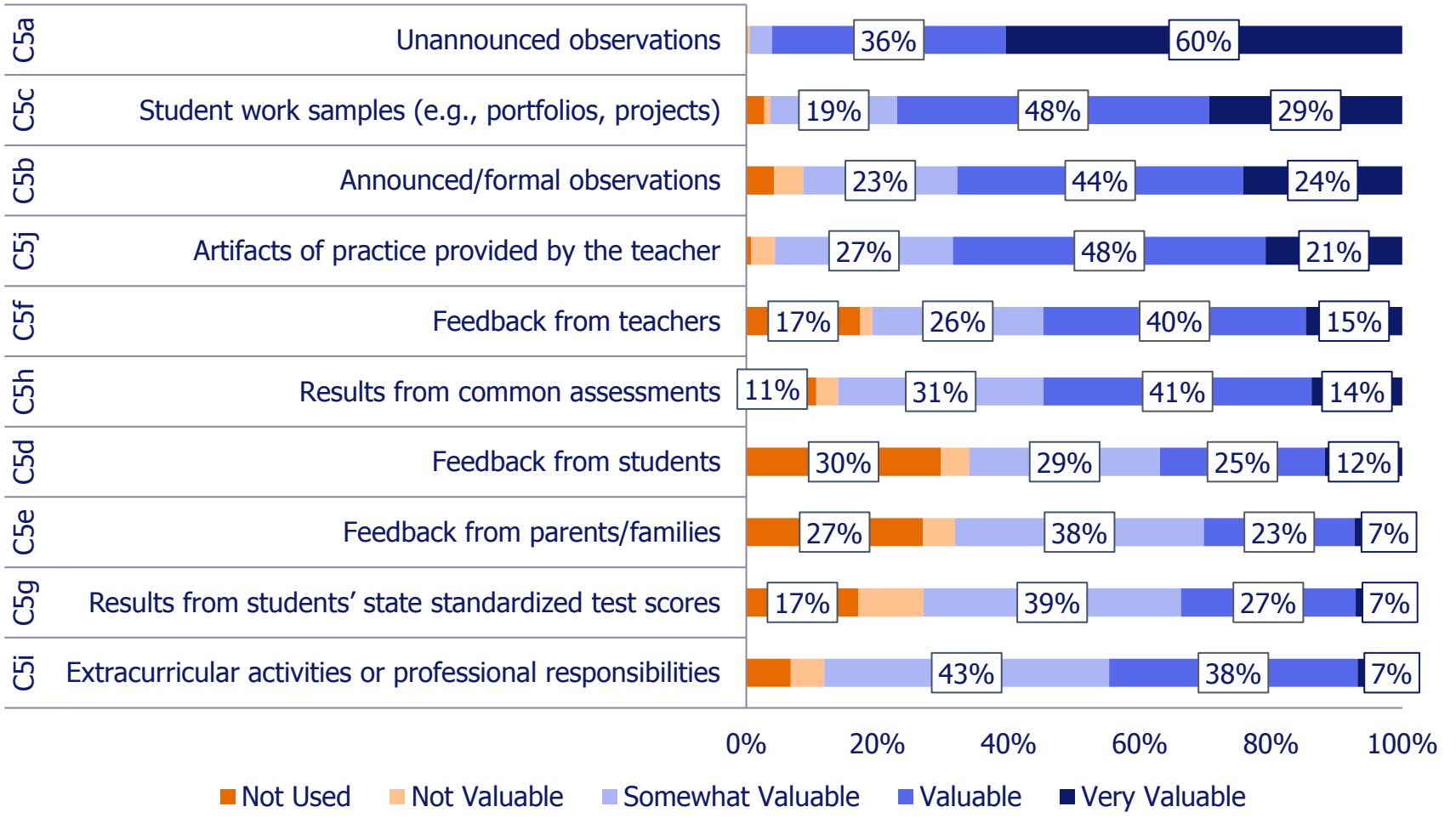

How many educators are you evaluating, and for how many are you the sole evaluator?
C4_2
How many educators are you evaluating (solely or as part of a team) in this school year (2016-2017)?
33.41
C4_3
Of this number, for how many are you the sole evaluator?
21.29
0
5
10
15
20
25
30
35
40
Number of educators (mean)

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.)

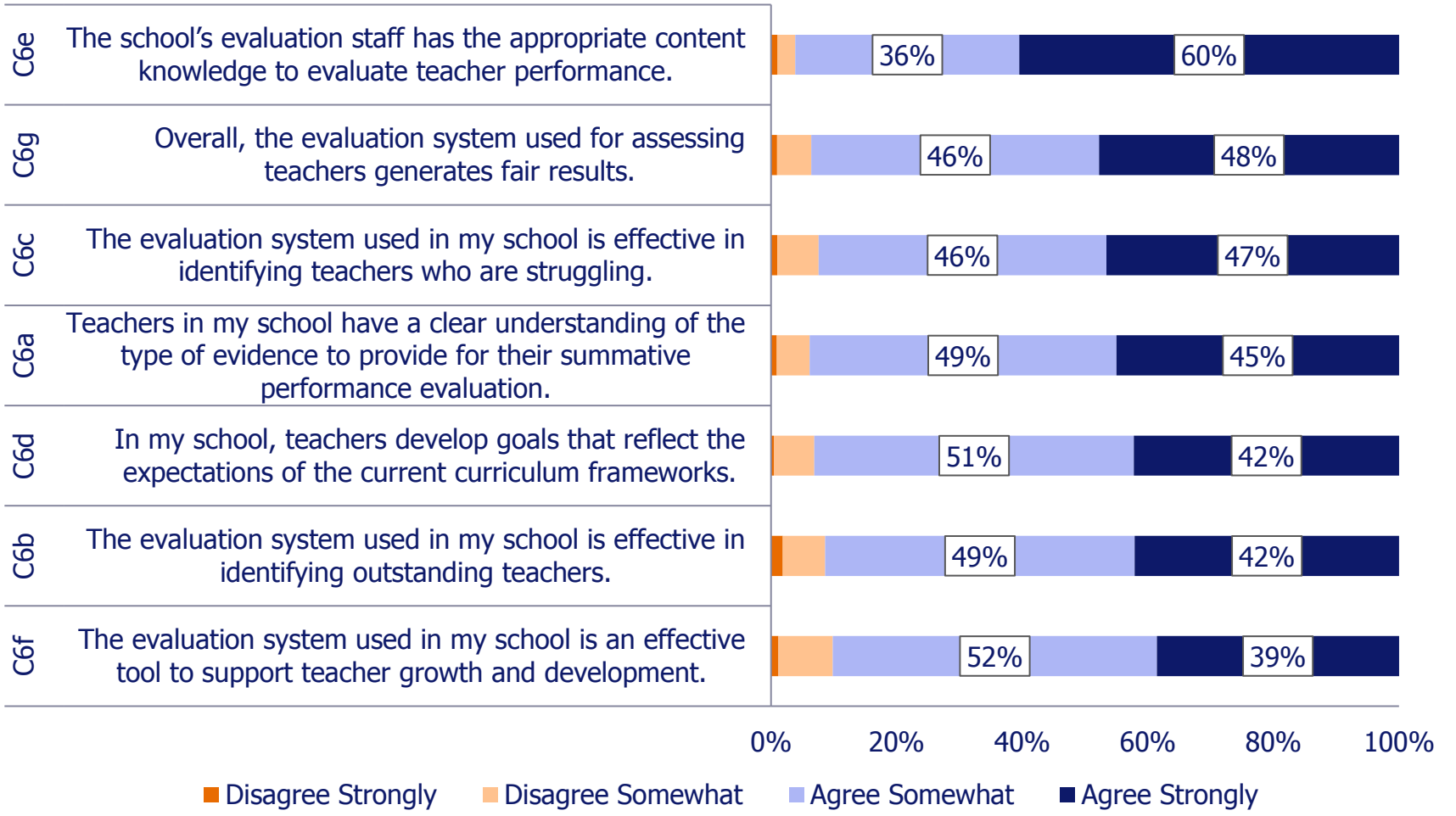



Over the course of the school week, approximately what proportion of your time do you, on average, spend on evaluation activities?
C4_5
5%
18%
43%
27%
6%
1%
0%
20%
40%
60%
80%
100%
None to <1%
1% to < 5%
5% to < 10%
10% to <25%
25% to <50%
50% to < 75%
75% or above

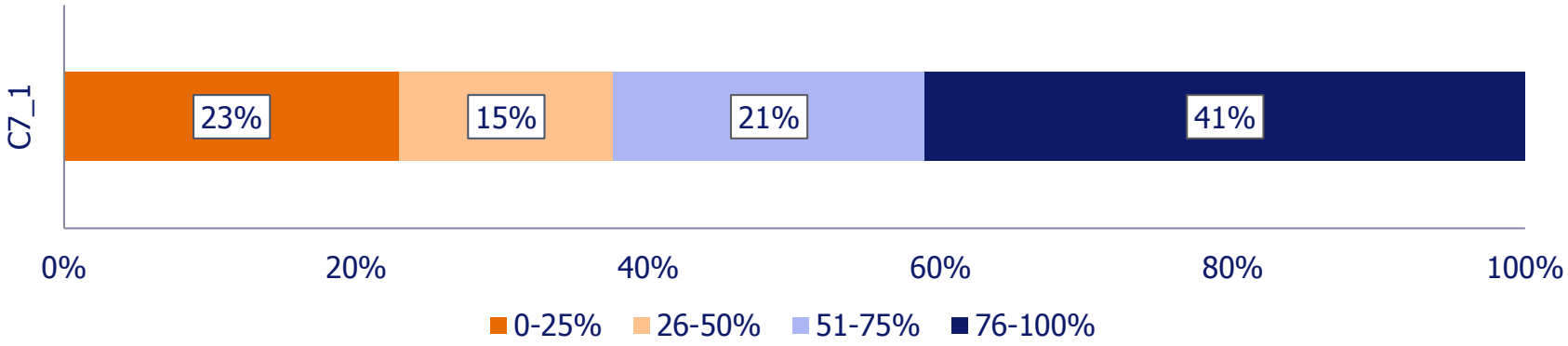
Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?



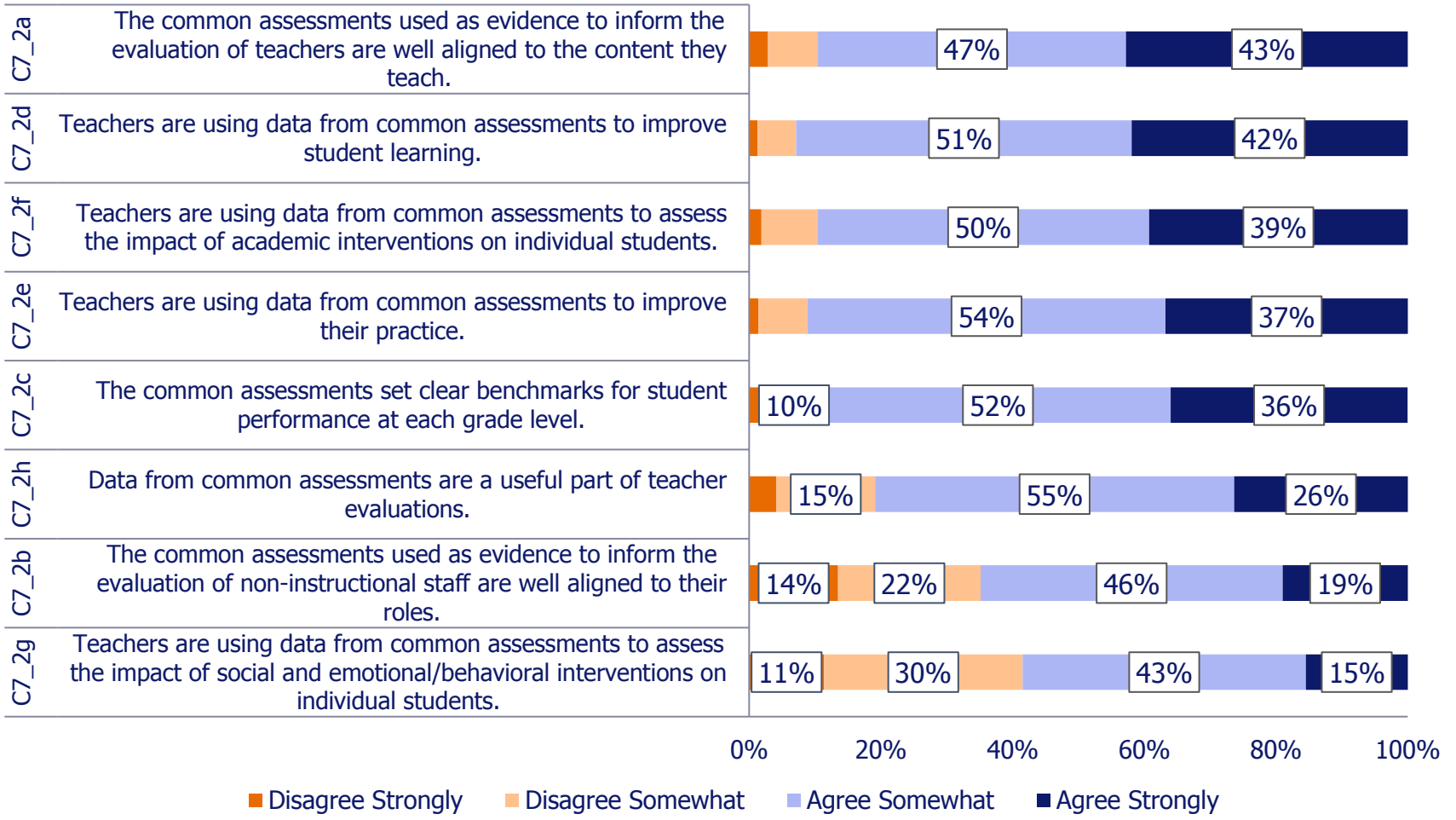
Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?



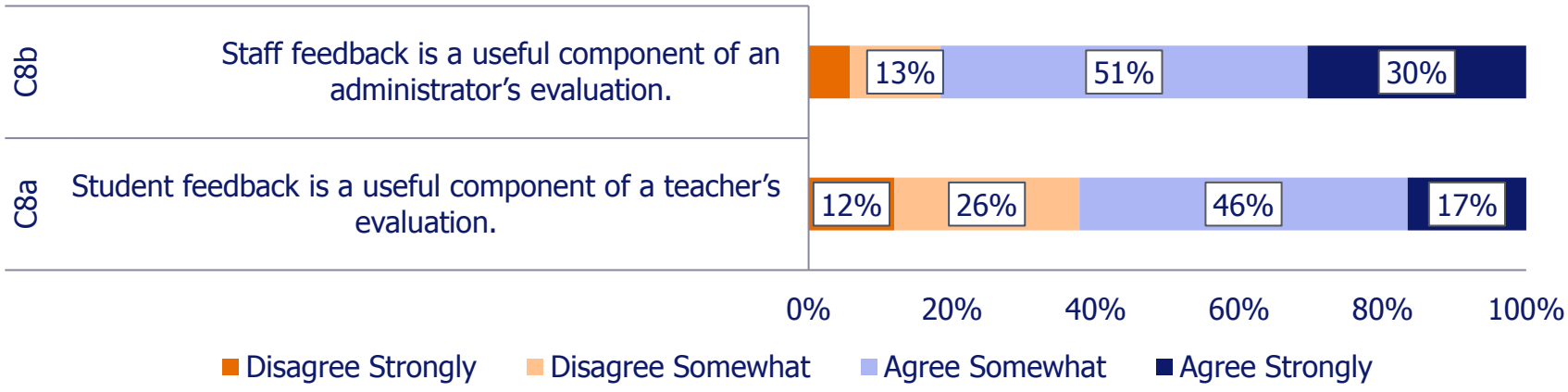
Please indicate the percentage of teachers within your school who have common assessments that are used as evidence in the district's educator evaluation system.



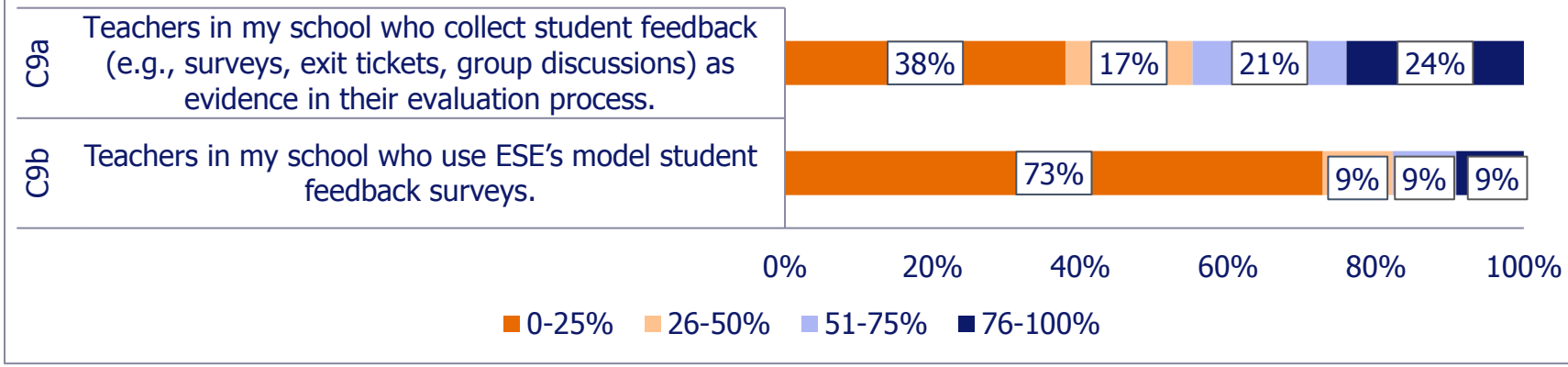
Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.



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



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



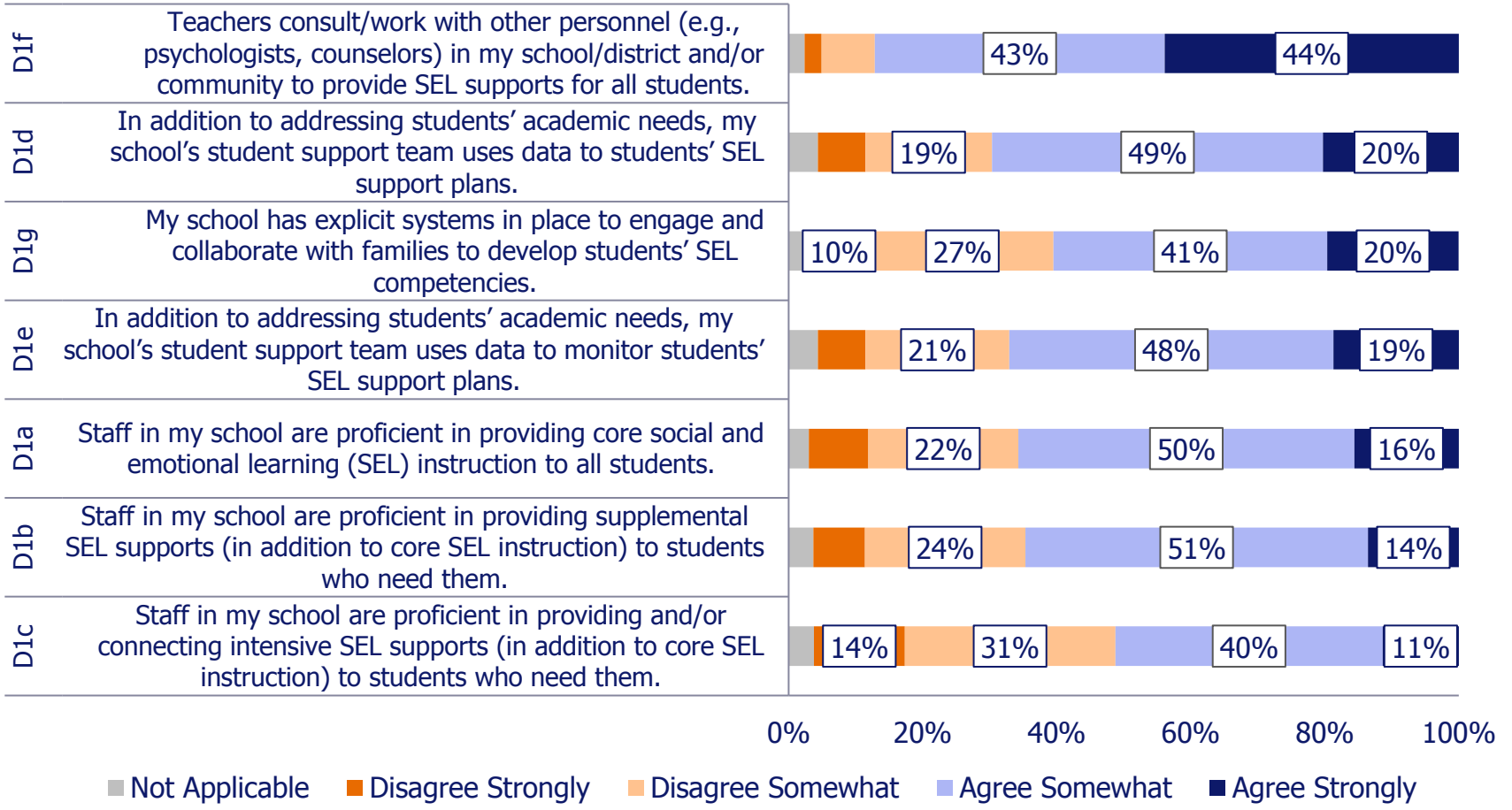
Social and Emotional Learning

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.

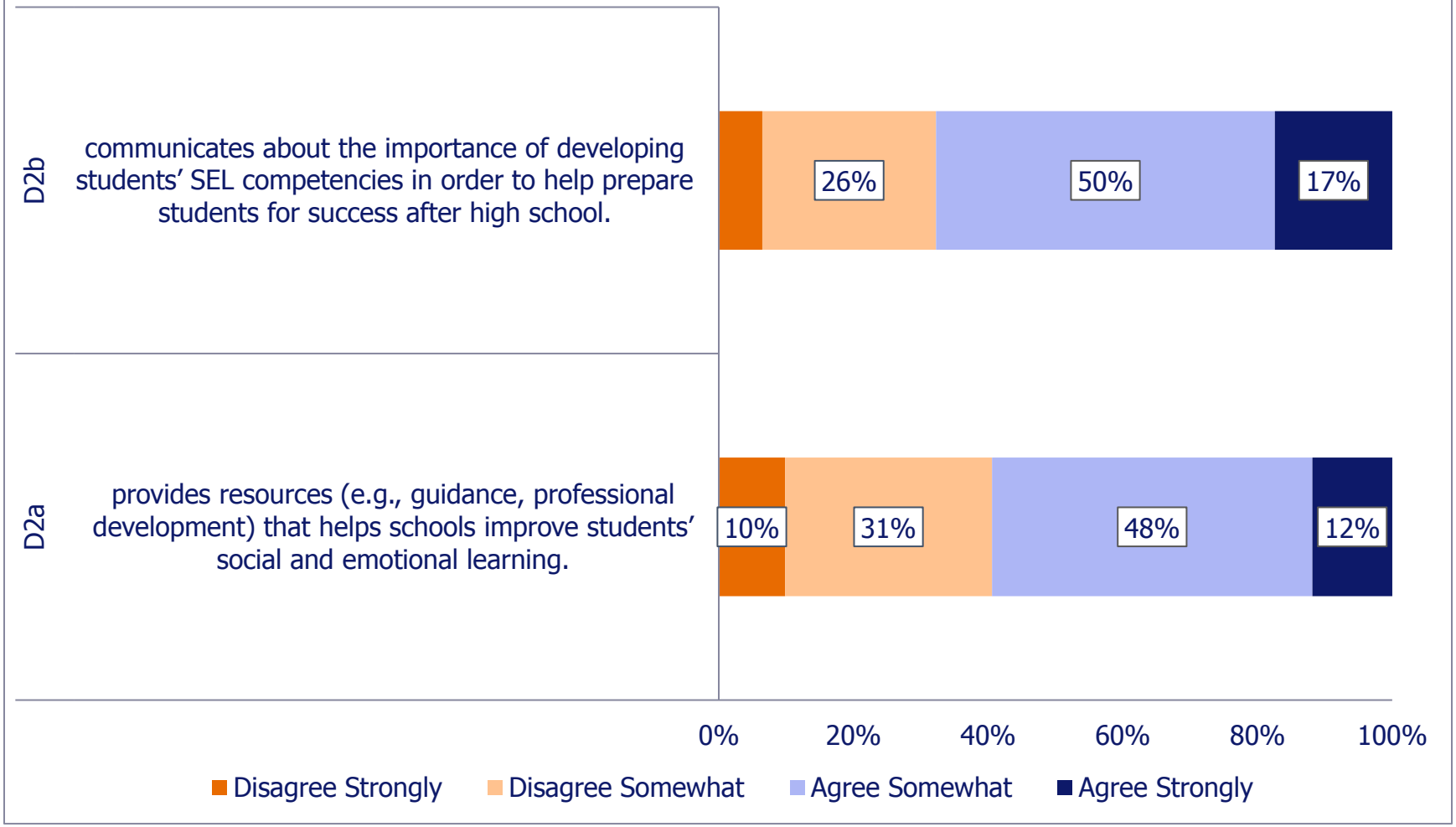
ESE is committed to building out supports and policies in partnership with practitioners in the field and other state agencies to advance this work in the Commonwealth, both in and out of school. It is our goal to promote systems and strategies that foster safe, positive, healthy, culturally competent, 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.

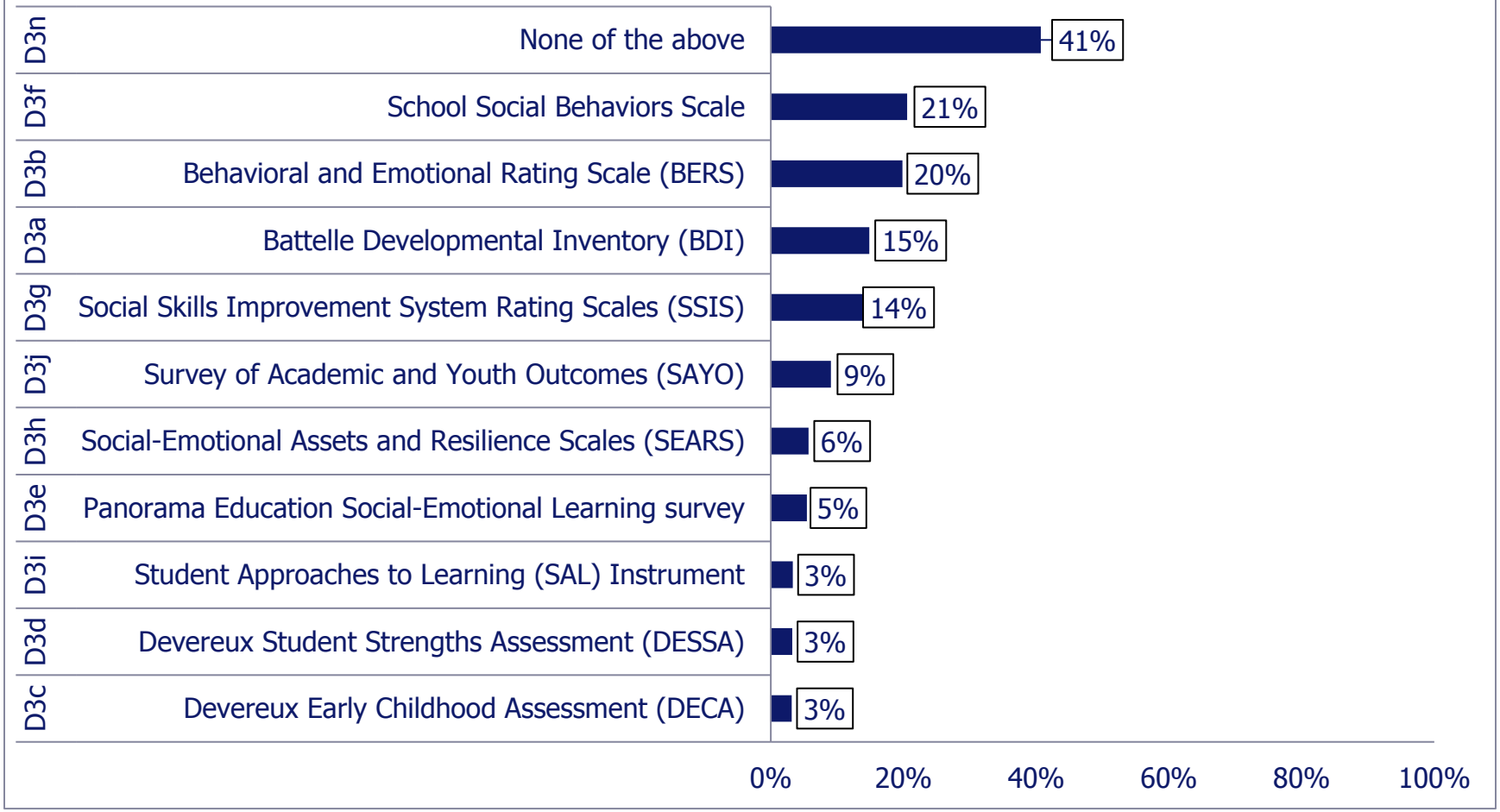
Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use "Not Applicable" to respond.



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?

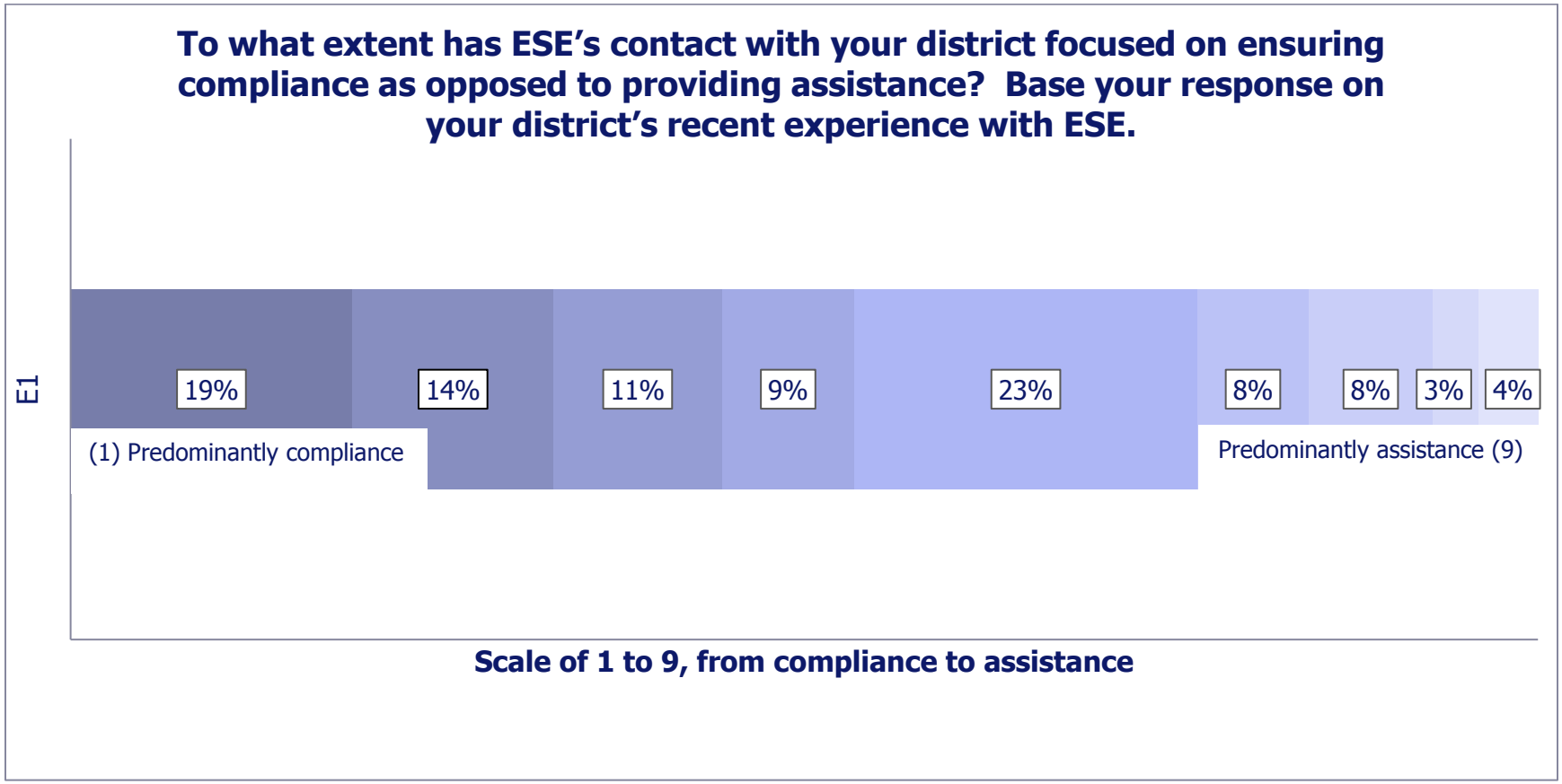


Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.

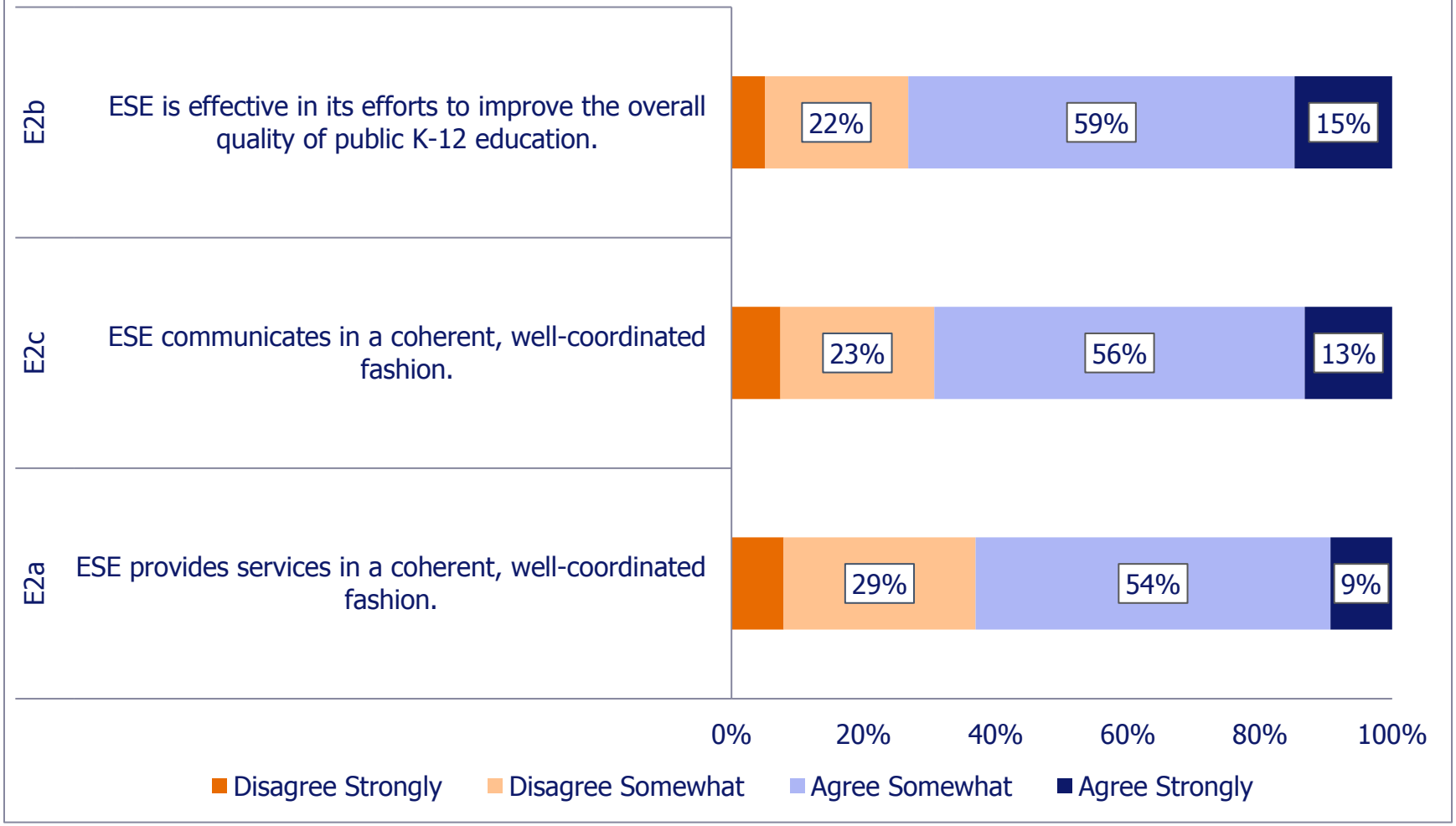


ESE Support

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.



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?



Appendix Tables

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

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

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

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

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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_0c	Which statement best describes your familiarity with the 2011 Mathematics, 2011 English Language Arts and 2016 Science and Technology/Engineering framework for the grades taught in your school?	2016 SCIENCE AND TECHNOLOGY/ ENGINEERING	I have a detailed understanding of this framework.	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_1c	Please indicate your agreement with the following statements about the 2011 Massachusetts English Language Arts (ELA) Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2011 ELA Curriculum Framework.	Disagree Somewhat	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_2a	Which of the following English Language Arts (ELA) resources from your district do you need in your school, when compared to what you have now?	Textbooks aligned to the state standards	Resource is available - Compared to what I have now, I need: More	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_3b	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Information about how state standards change what students are expected to learn	Resource is available - Compared to what I have now, I need: Same Amount	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_3e	How much of the following English Language Arts (ELA) resources would you like in the future, compared to what you have now?	Professional development for teachers on the state standards	Resource is 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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A1_4c	Please indicate the degree to which you think the following district or school resources are aligned to the 2011 English Language Arts Curriculum Framework.	English Language Arts textbooks used in your school	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A2_1a	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	The current 2011 Mathematics Curriculum Framework sets appropriate expectations for student learning at each grade level.	Disagree 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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
A2_1c	Please indicate your agreement with the following statements about the 2011 Massachusetts Mathematics Curriculum Framework.	Teachers have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2011 Mathematics Curriculum Framework.	Agree 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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B1c	How often does the following occur with regard to teacher collaboration at your school?	Teachers have the necessary materials, tools, or equipment that helps them collaborate with peers effectively.	About Once a Week	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B2a	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Observations of classroom practice	Minimal Extent	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B2c	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Results from local common assessments	Moderate Extent	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B2e	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	Artifacts of practice collected through the evaluation system (e.g., lesson plans, student work examples, etc.)	Large Extent	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B2h	To what extent did each of the following factors influence your thinking and decisions about types of professional development (PD) to offer teachers during the 2016-17 school year (including summer 2016)?	ESE-led PD opportunities	Not At All	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B3b	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement strategies to specifically address the instructional needs of English language learners.	Minimal Extent	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B3d	To help students master the Massachusetts' state standards, to what extent could teachers in your district benefit from support in the following areas? Please think of your teacher observations to form your opinion.	implement inclusive practices to support the needs of all learners in core academic areas.	Moderate Extent	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B4b	To help students master the Massachusetts' state standards, to what extent could teachers in your school benefit from support in the following instructional strategies? Please think back on your teacher observations to form your opinion.	integrate the development of students' social and emotional competencies into their daily practice.	Minimal Extent	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B5a	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Connecting students with different intensities of academic need to appropriate interventions	Minimal Extent	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
B5d	Thinking of your school's student support system, to what extent could your school benefit from support in the following areas?	Monitoring the impact of social emotional/behavioral interventions on the progress of individual students	Minimal Extent	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C1c	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve academic learning.	Disagree Somewhat	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C1e	With regard to your own experience with your own evaluation process, please indicate your agreement with the following statements about the principal evaluation system used in your school/district.	The principal evaluation system helps me identify specific areas where I can improve student social and emotional learning.	Agree Somewhat	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C2_1a	Which of the following options best describes the value of the observational feedback you receive on strengthening your school leadership?	Colleagues/peers/mentors or coaches	Received Feedback, - Very Valuable	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C3b	The district's teacher evaluation system helps…	teachers identify specific areas where they can improve their practice.	Disagree Strongly	Percent	0	0-1	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C3d	The district's teacher evaluation system helps…	teachers identify specific areas where they can further develop students' social and emotional competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Agree Strongly	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C3g	The district's teacher evaluation system helps…	maintain a high bar for teachers to receive Professional Teacher Status.	Agree Strongly	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C4_1d	N/A	During the school year, how many unannounced observations does an educator WITHOUT Professional Teacher Status (PTS) receive?	N/A	Mean	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C4_5	Over the course of the school week, approximately what proportion of your time do you, on average, spend on evaluation activities?	Time Spent	25% to <50%	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C5b	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Announced/formal observations	Very Valuable	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C5e	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Feedback from parents/families	Not Valuable	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C5g	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Results from students' state standardized test scores	Valuable	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C5j	Which of the following types of evidence do you use to determine a Summative Performance Rating for teachers and is the type of evidence valuable?	Artifacts of practice provided by the teacher	Not Used	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C6b	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The evaluation system used in my school is effective in identifying outstanding teachers.	Agree Somewhat	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C6e	Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?	The school's evaluation staff has the appropriate content knowledge to evaluate teacher performance.	Agree Somewhat	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C7_1	N/A	Please indicate the percentage of teachers within your school who have common assessments that are used as evidence in the district's educator evaluation system.	51-75%	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C7_2c	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	The common assessments set clear benchmarks for student performance at each grade level.	Agree Somewhat	Percent	52	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C7_2f	Indicate your agreement with the following statements about common assessments used as evidence in the teacher evaluation system in your school.	Teachers are using data from common assessments to assess the impact of academic interventions on individual students.	Agree Somewhat	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C8a	Please indicate your agreement with the following statements about the use of student and staff feedback in an educator evaluation system.	Student feedback is a useful component of a teacher's evaluation.	Disagree Somewhat	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
C9b	These statements relate to student and staff feedback that is used in your school/district's evaluation system. Please indicate the percentage of teachers within your school who do the following.	Teachers in my school who use ESE's model student feedback surveys.	0-25%	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D1b	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use "Not Applicable" to respond.	Staff in my school are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them.	Agree Strongly	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D1d	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use "Not Applicable" to respond.	In addition to addressing students' academic needs, my school's student support team uses data to students' SEL support plans.	Agree Somewhat	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D1f	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use "Not Applicable" to respond.	Teachers consult/work with other personnel (e.g., psychologists, counselors) in my school/district and/or community to provide SEL supports for all students.	Disagree Somewhat	Percent	8	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D1g	Please rate your agreement with the following statements about social and emotional learning (SEL) in your school. If you do not have the resource available in your district/school, please use "Not Applicable" to respond.	My school has explicit systems in place to engage and collaborate with families to develop students' SEL competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making).	Agree Strongly	Percent	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	31	29-33	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 Somewhat	Percent	48	45-50	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	26	23-28	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 Somewhat	Percent	50	48-53	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D3a	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Battelle Developmental Inventory (BDI)	Yes	Percent	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

#	Matrix_Text	Item_Text	Response	EstType	Est.	CI	N
D3h	Have you used or do you plan to use any of the following instruments to measure students' social and emotional competencies during the 2016-2017 school year? Please use "Other" to specify/add all other instrument(s) you use in your school.	Social-Emotional Assets and Resilience Scales (SEARS)	Yes	Percent	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

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

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