

# 2017 VISTA Superintendent 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 superintendents were invited to participate. Superintendents from 57% (n = 229) of the state's districts participated in the survey, an increase from last year's response rate of 21% (n = 84) of districts. Principals also participated in the 2017 VISTA survey, and a separate report includes results from the principal survey. Survey findings are weighted to represent all Massachusetts districts and schools.

The 2017 VISTA Superintendent Survey included seven 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](#)
7. [Charter School Leaders](#) (not given to non-charter school leaders)

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](#).

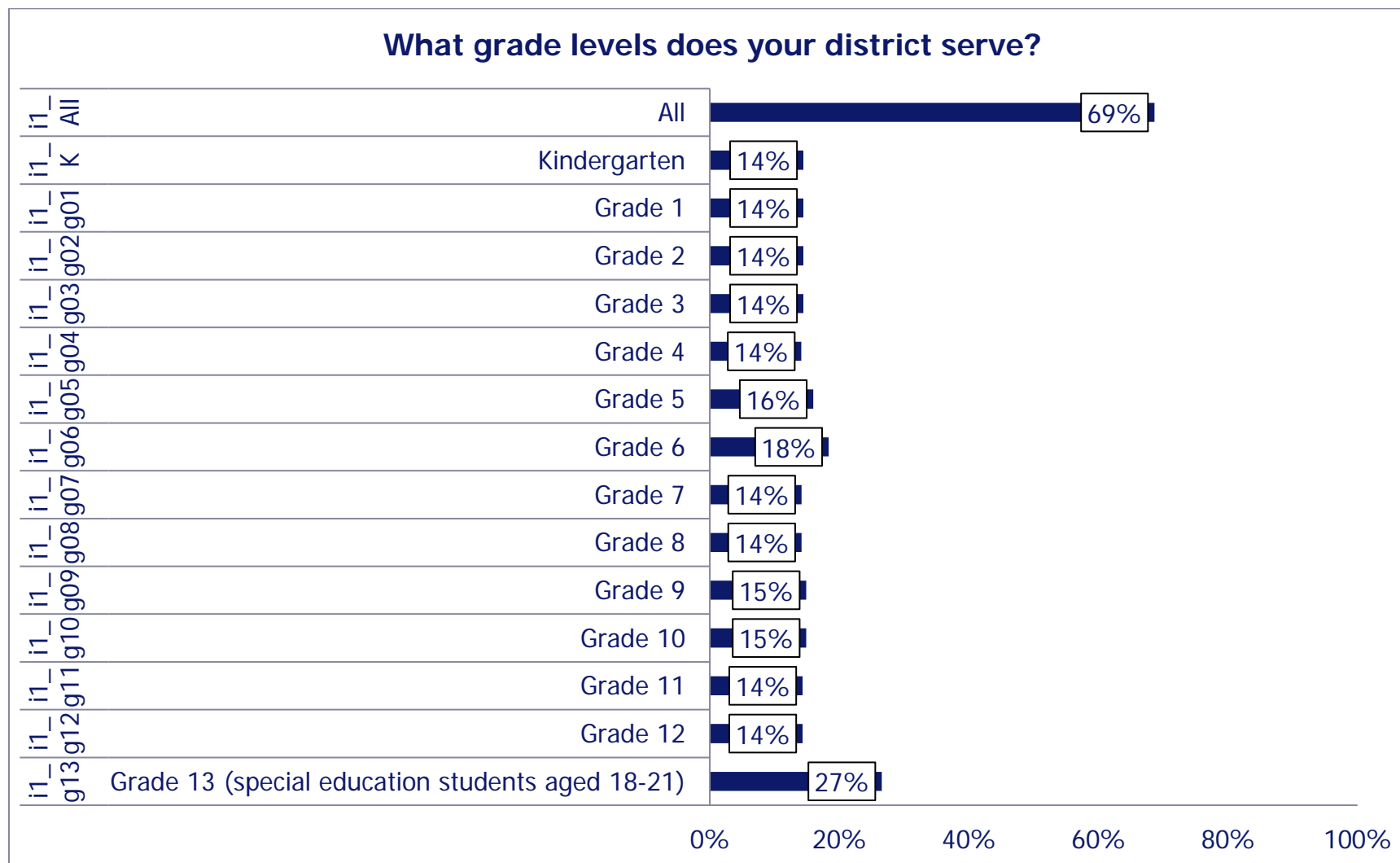
In order to protect respondent confidentiality, the report does not include response data if a survey question had fewer than six respondents and/or if all respondents or all but one respondent selected a single response option.

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.

## 2017 VISTA Superintendent Survey: Comprehensive Report – Demographic Questions

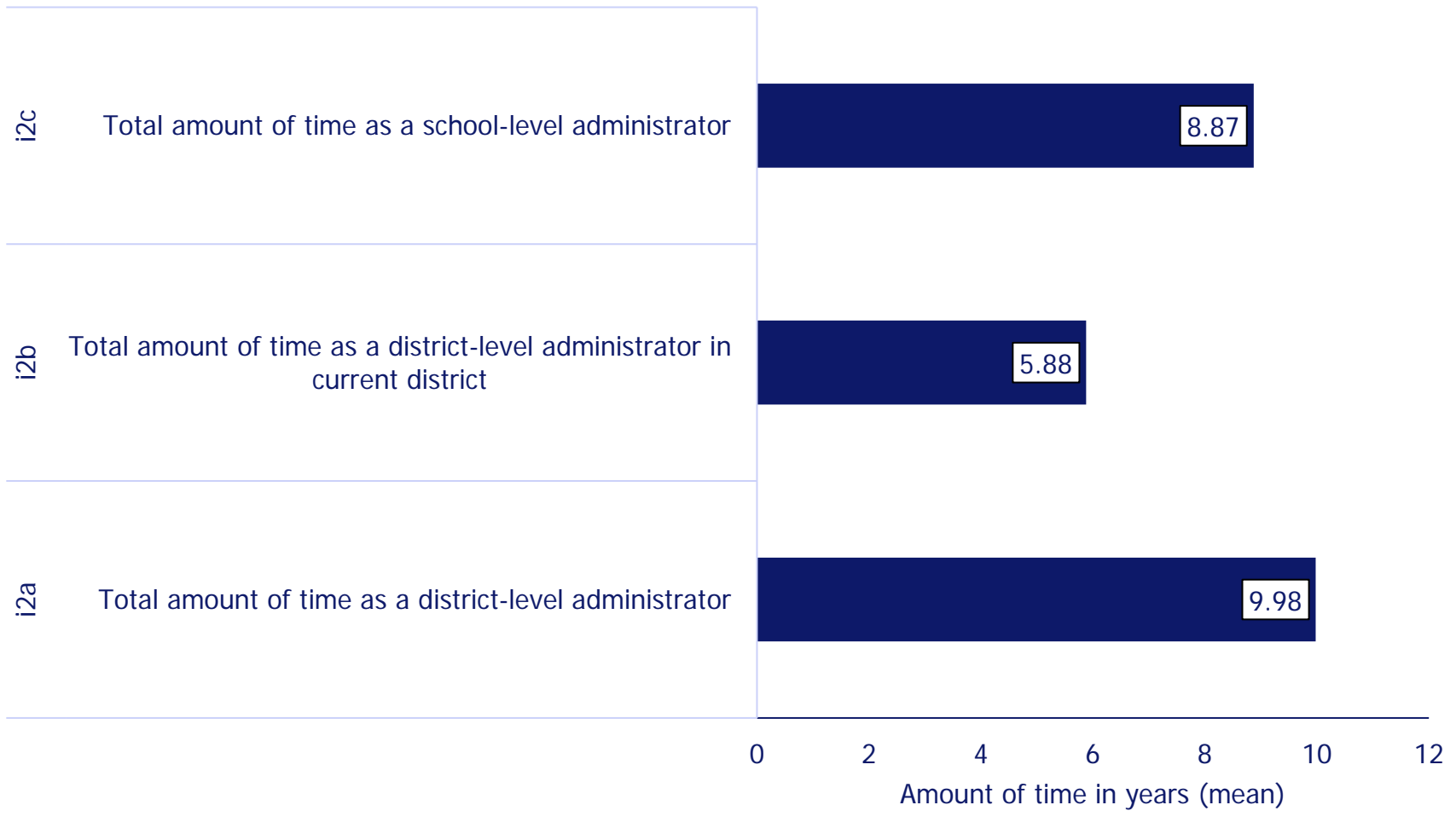
### Demographic Questions

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



2017 VISTA Superintendent Survey:  
Comprehensive Report – Demographic Questions

**Including the current school year (2016-17), how long have you worked as a district-level and/or school-level administrator? Please do not include student practicum.**

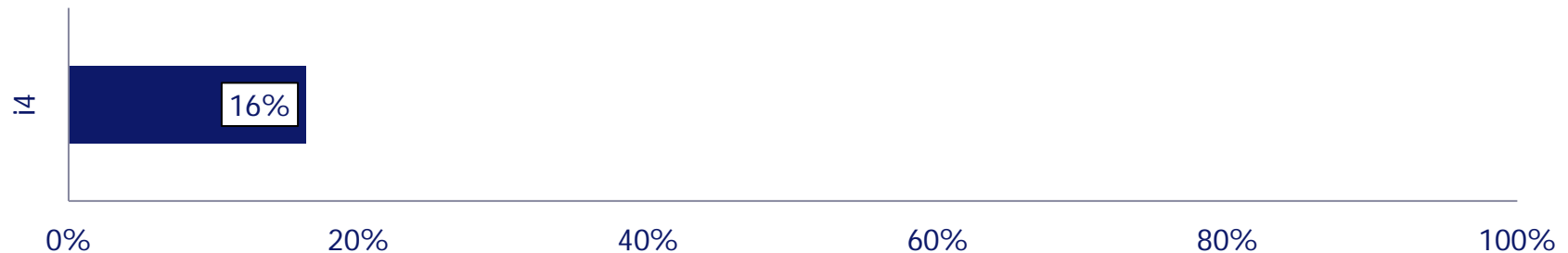


2017 VISTA Superintendent Survey:  
Comprehensive Report – Demographic Questions

**Since September 2011, how many different people have served as Superintendent (or acting/interim Superintendent) in your district?  
Please include the current superintendent.**



**Are you a leader of a Charter school/district?**



## 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

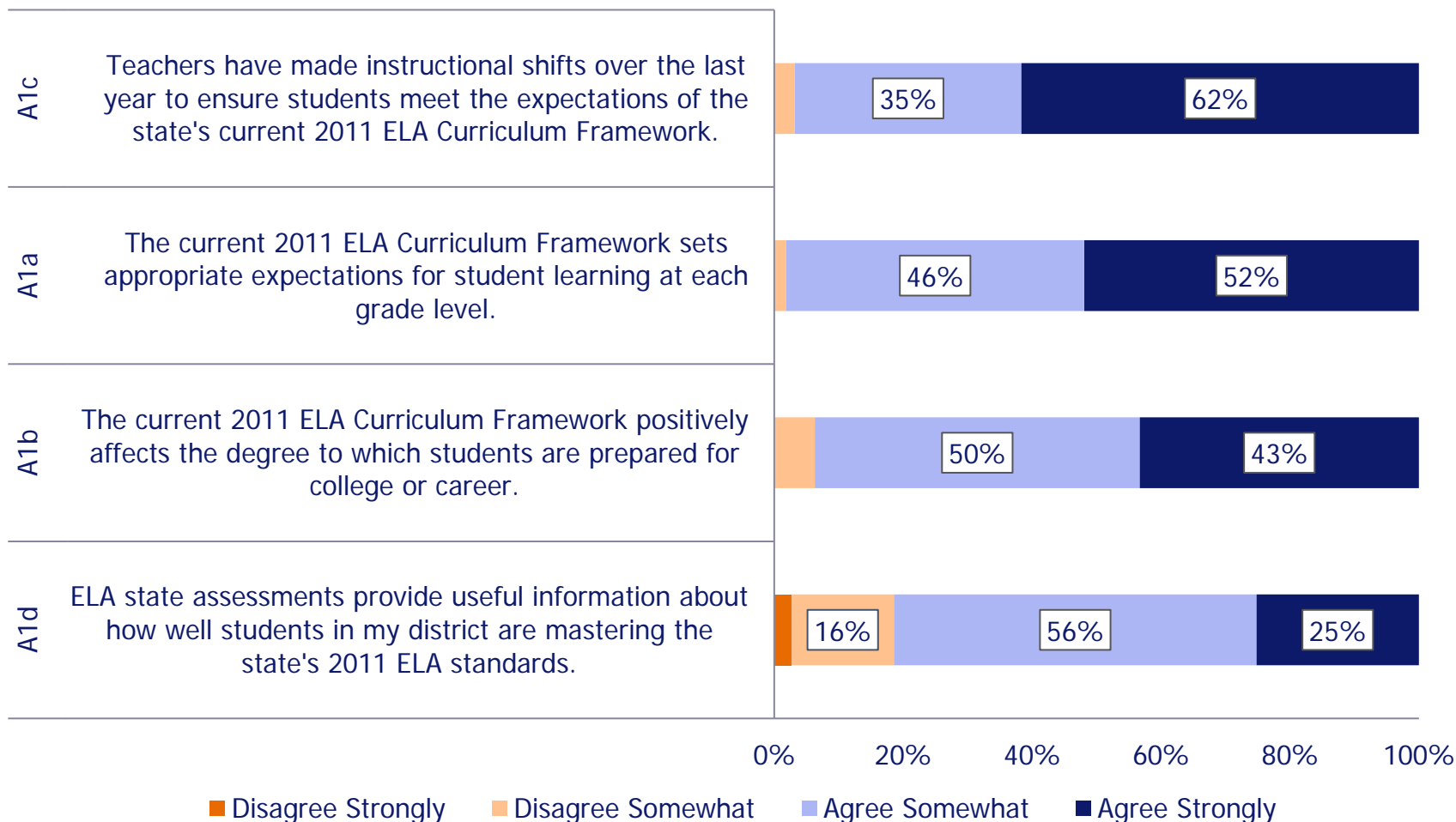
### State Curriculum Frameworks

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

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

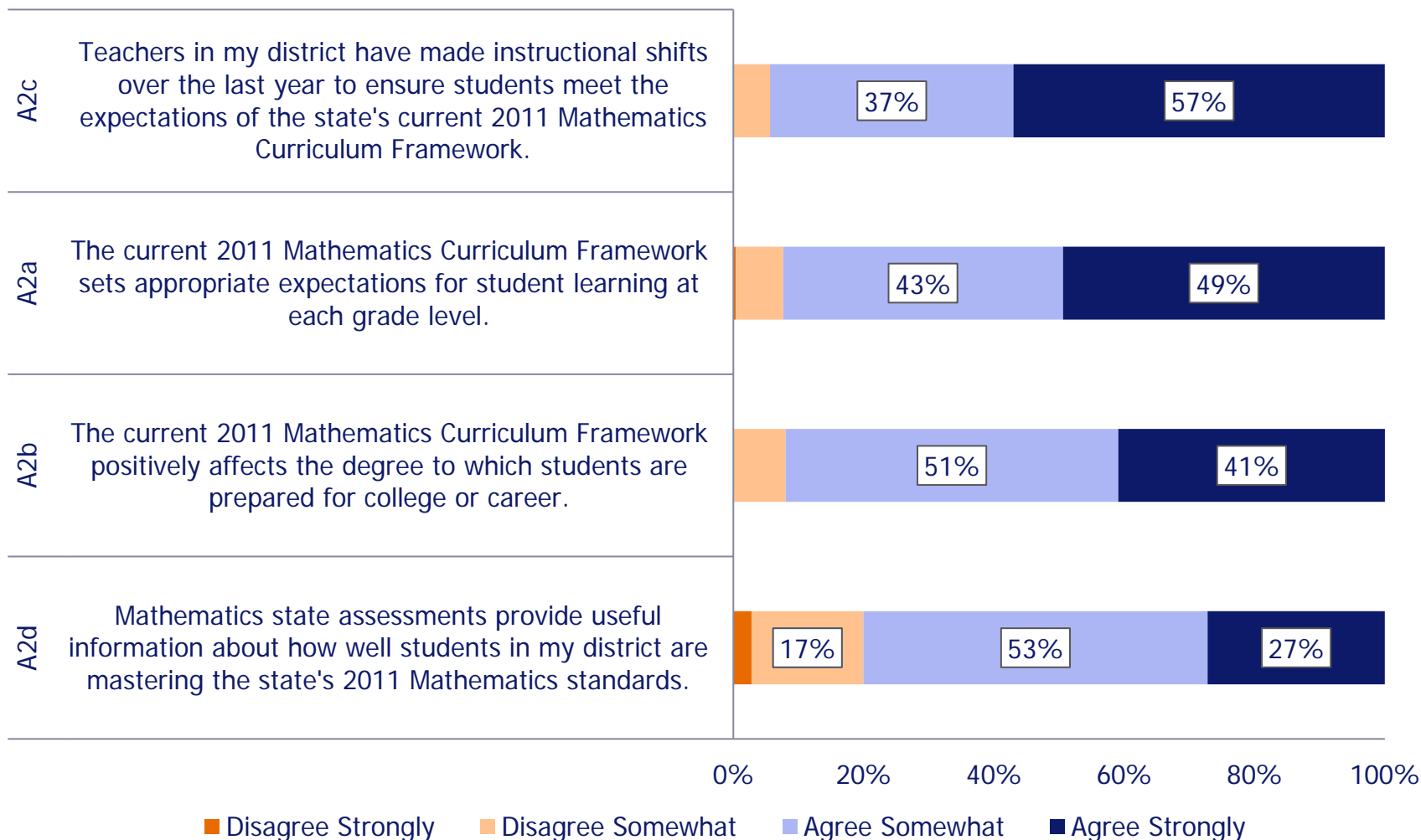
## 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

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



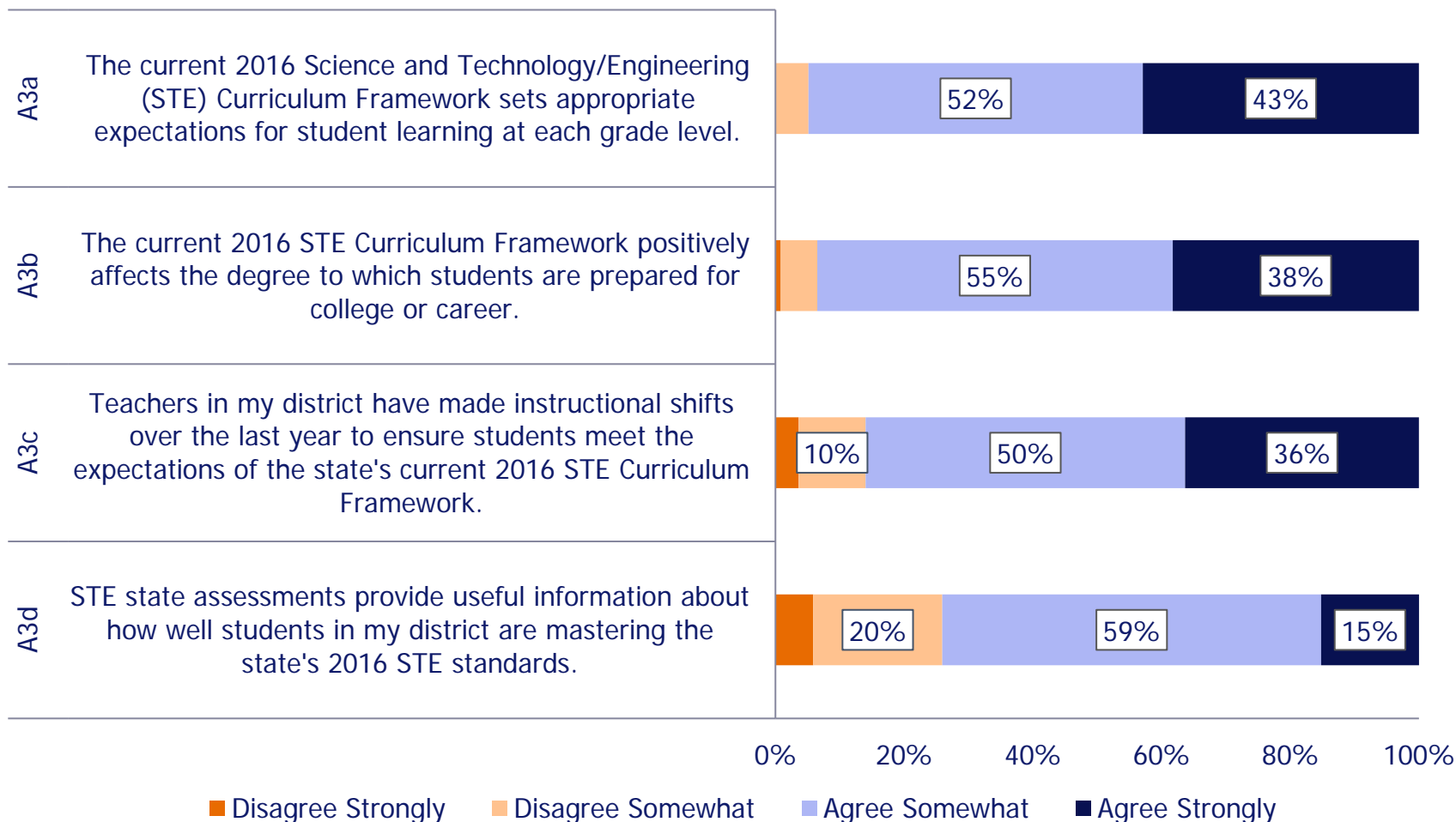
## 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

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



# 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

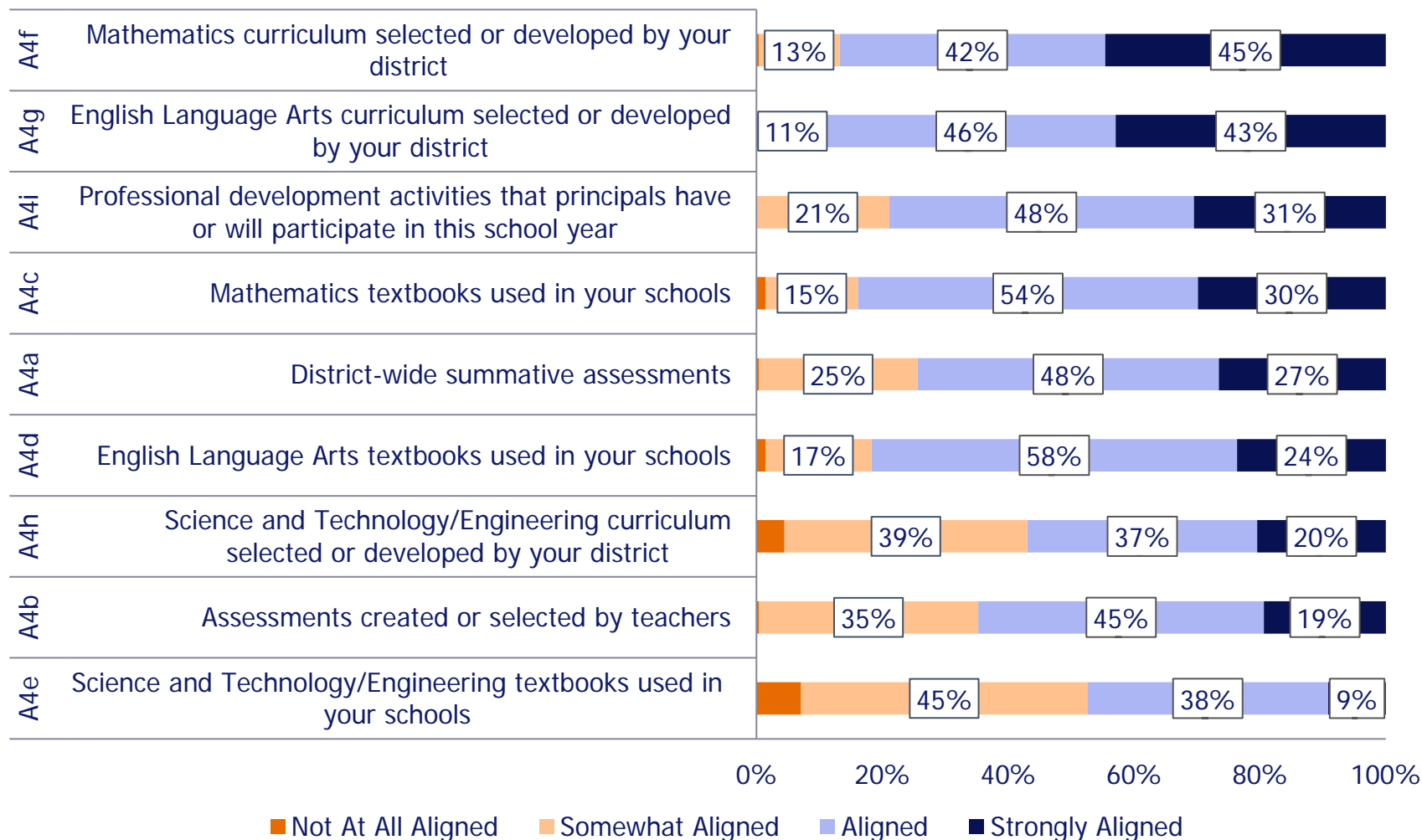
**Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework.**





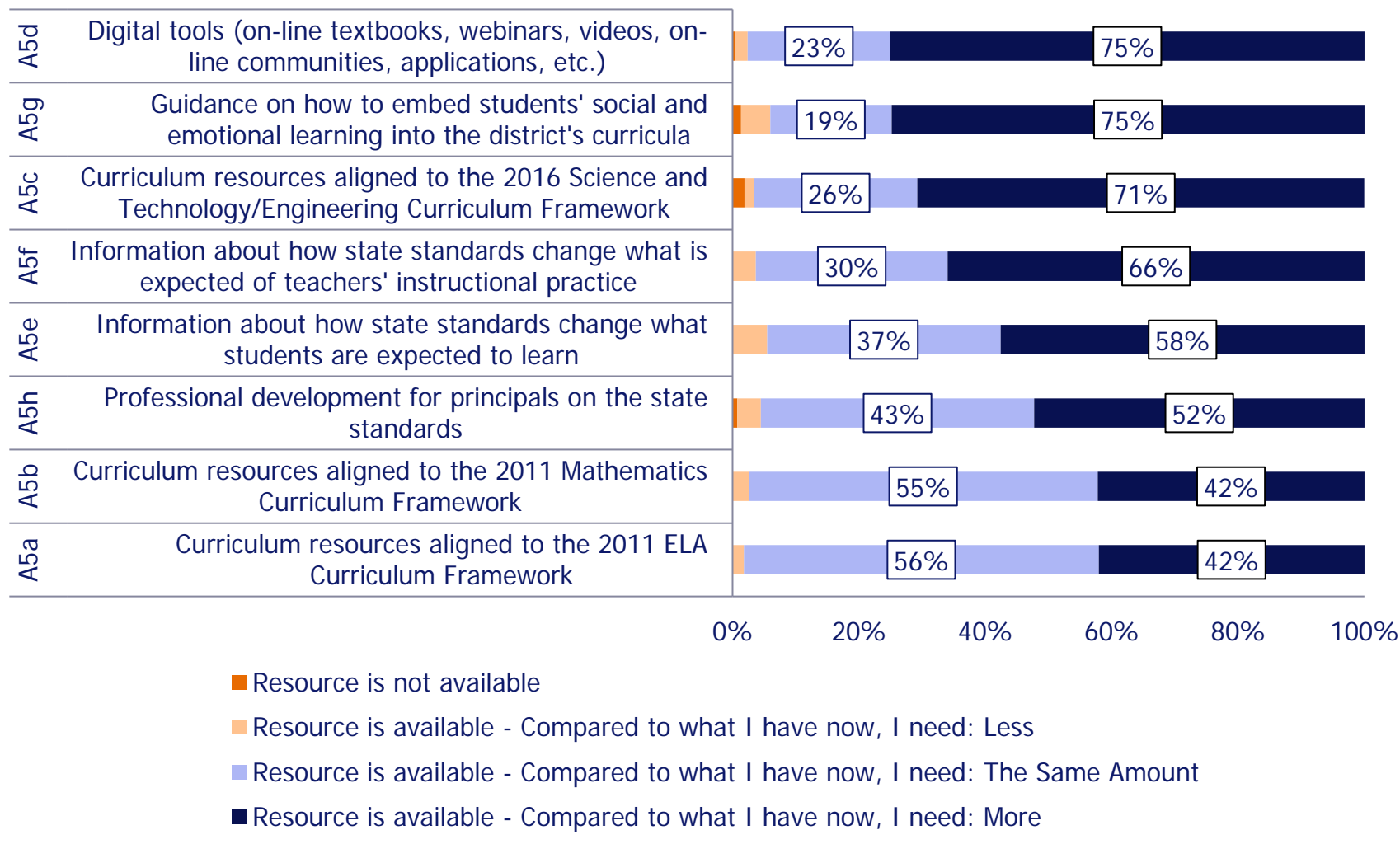
## 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

**Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks.**



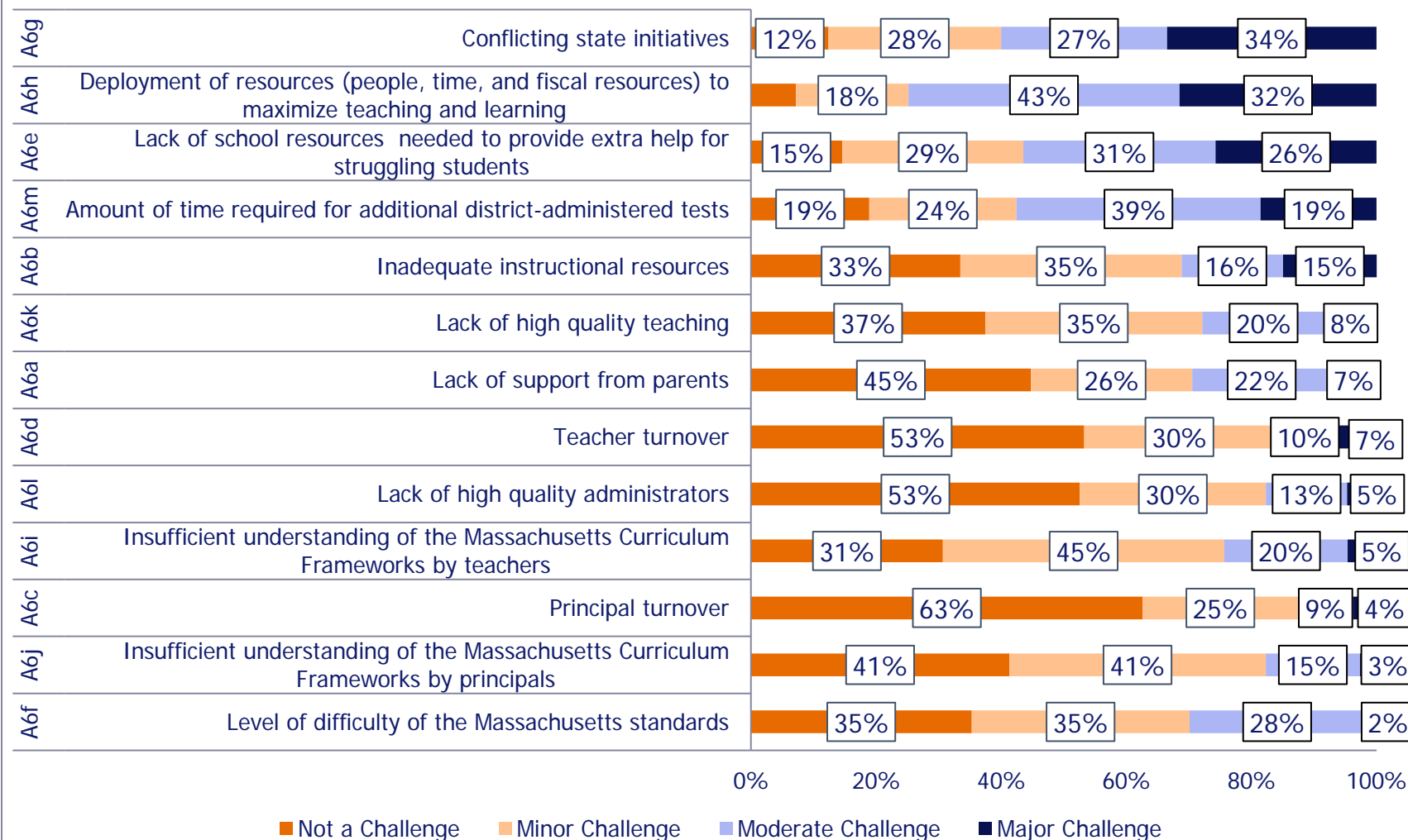
## 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

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



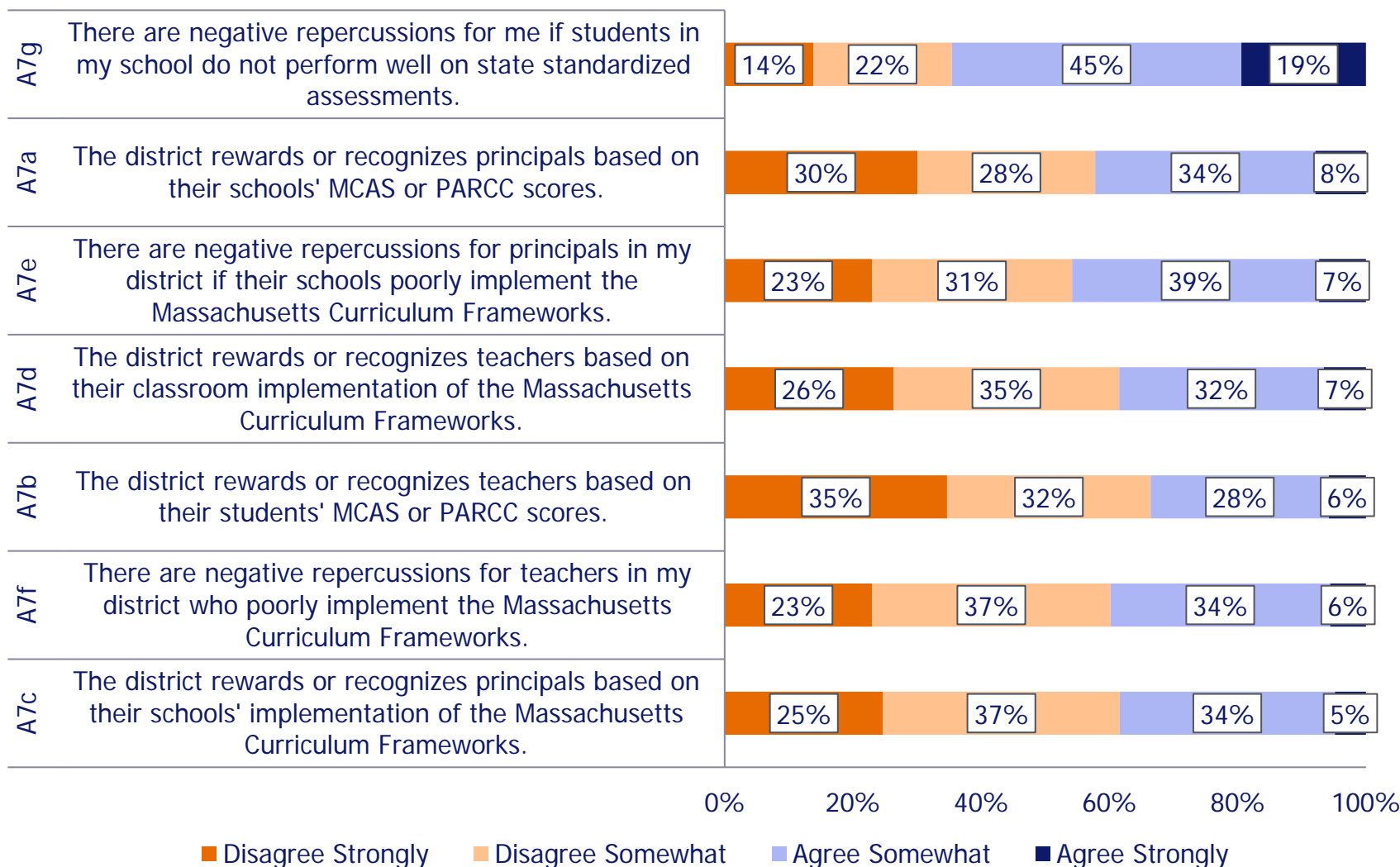
## 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

**To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district?**



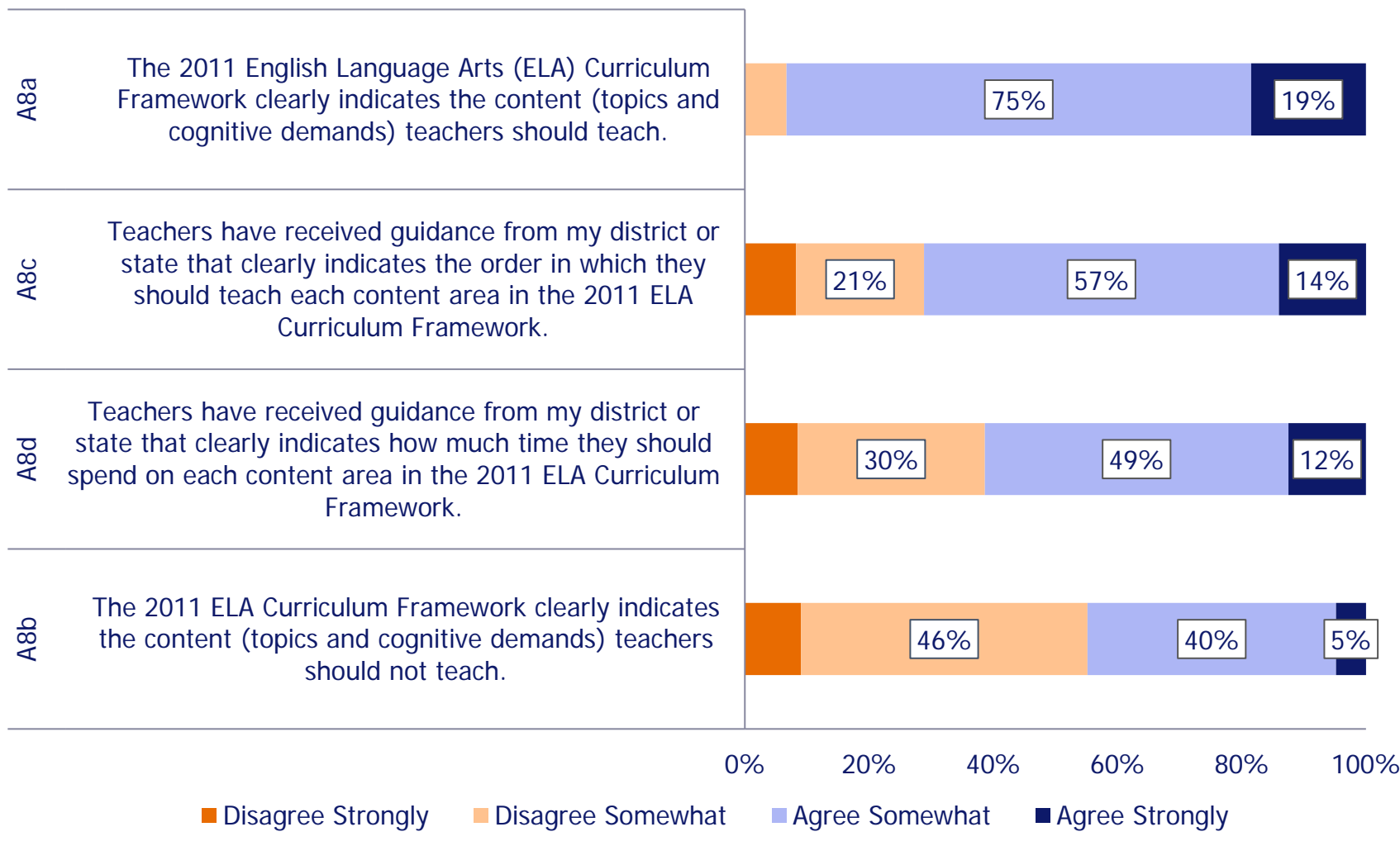
## 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

**Please indicate your agreement with the following statements.**



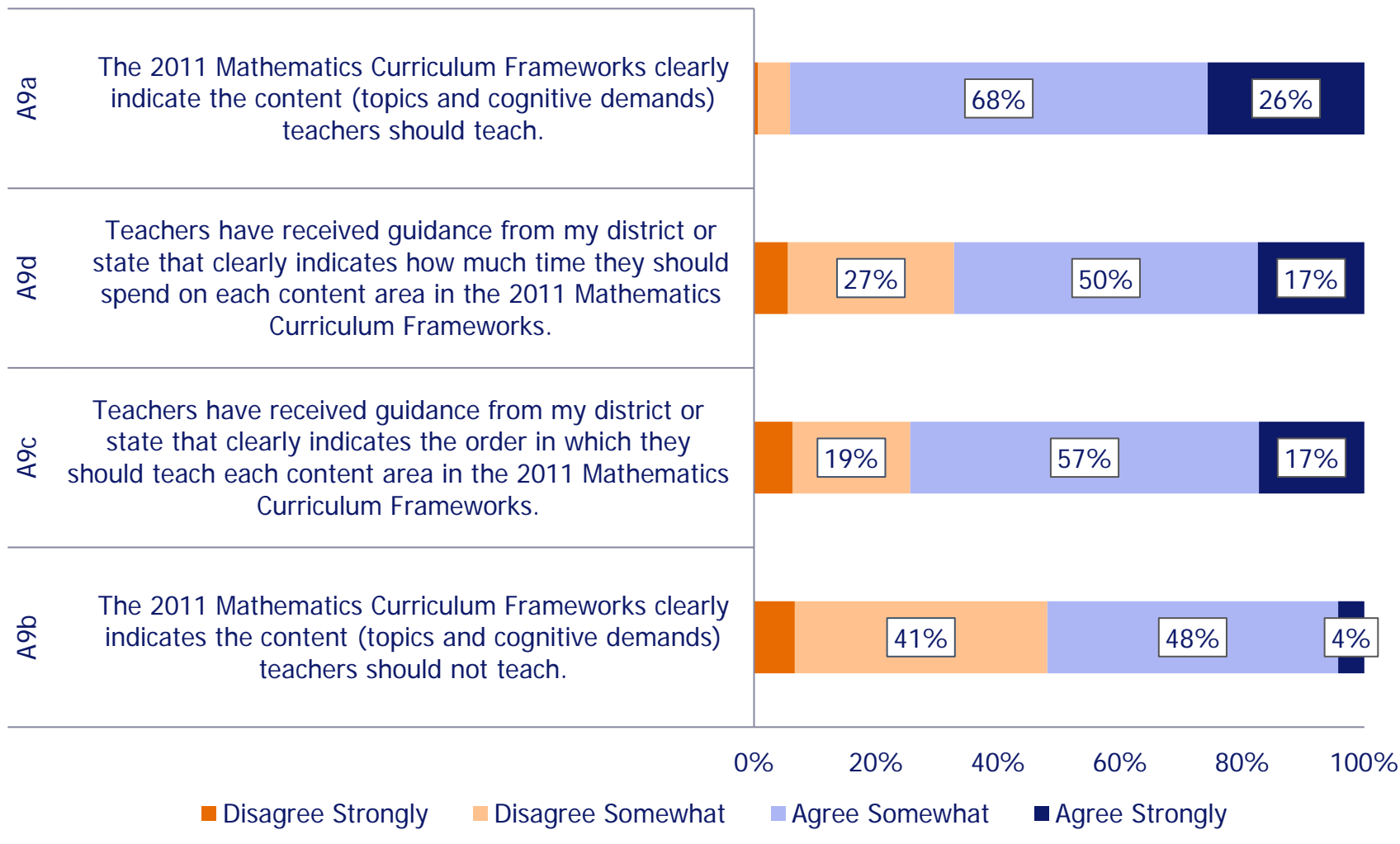
# 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

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



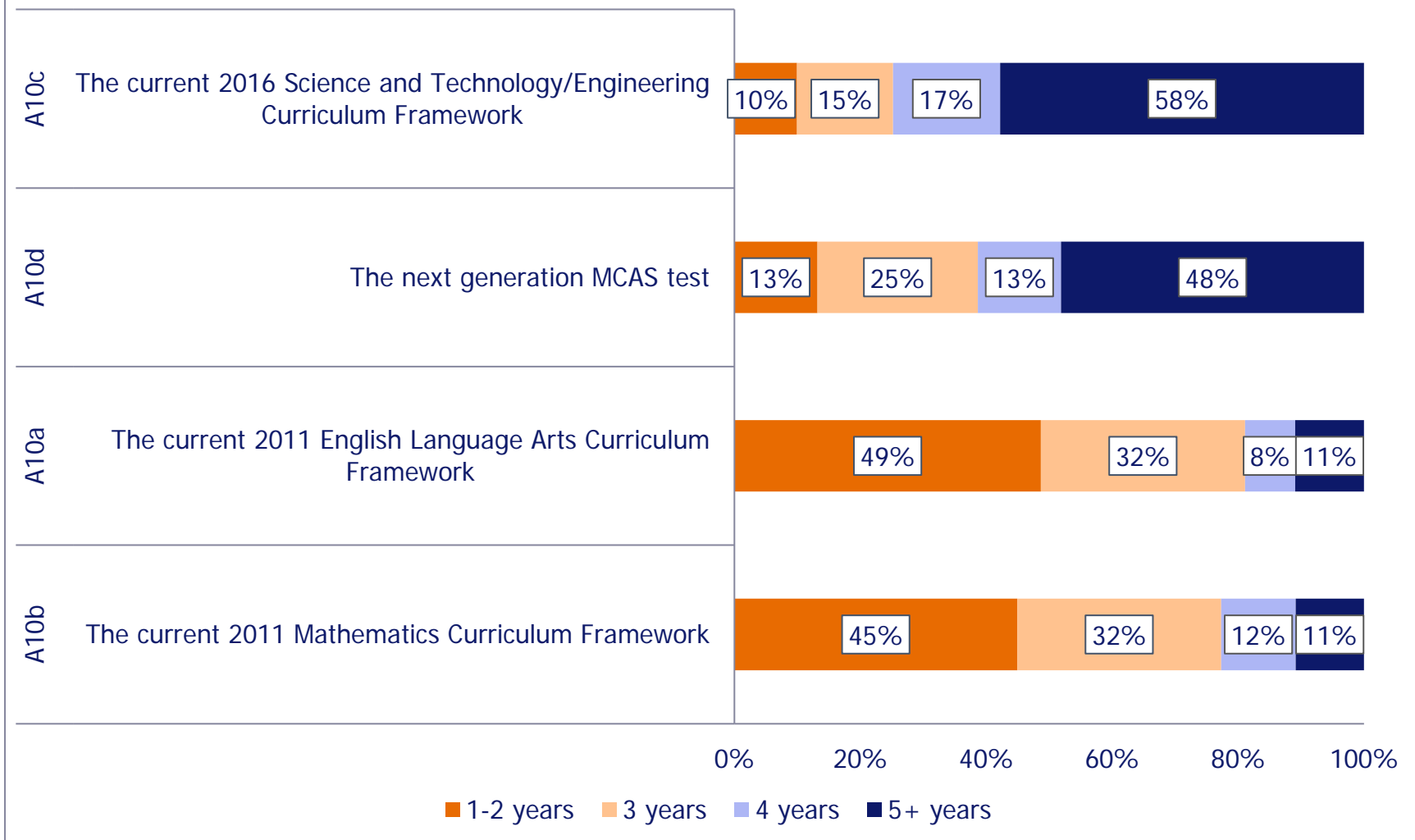
## 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

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



## 2017 VISTA Superintendent Survey: Comprehensive Report – State Curriculum Frameworks

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



## 2017 VISTA Superintendent Survey: Comprehensive Report – Educator Growth and Development

### Educator Growth and Development

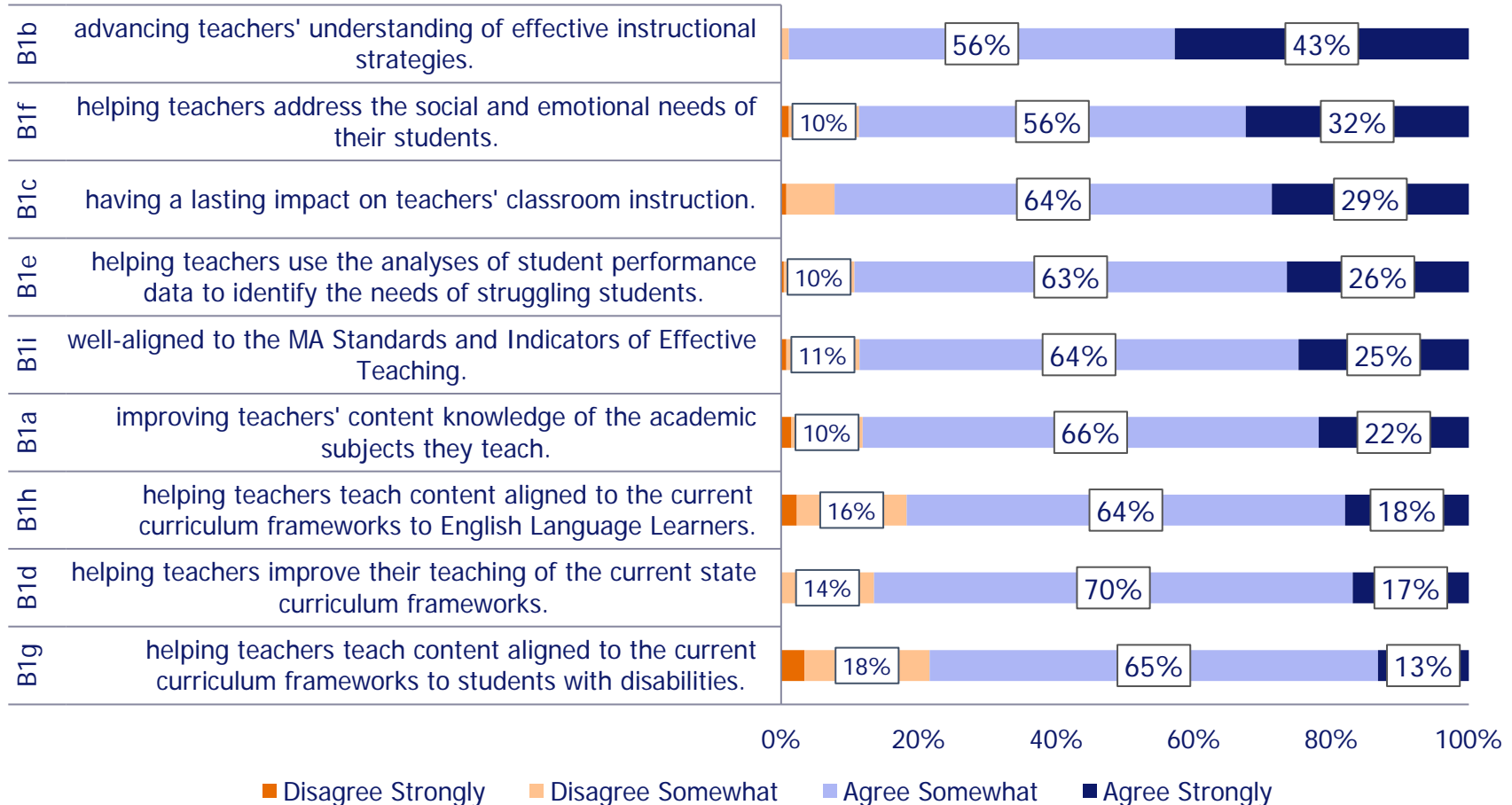
ESE aims to ensure that all students have access to highly skilled educators by supporting a cycle of continuous improvement and identifying opportunities to develop and retain highly effective educators. The Commonwealth's approach to educator development involves setting high standards for educators,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

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



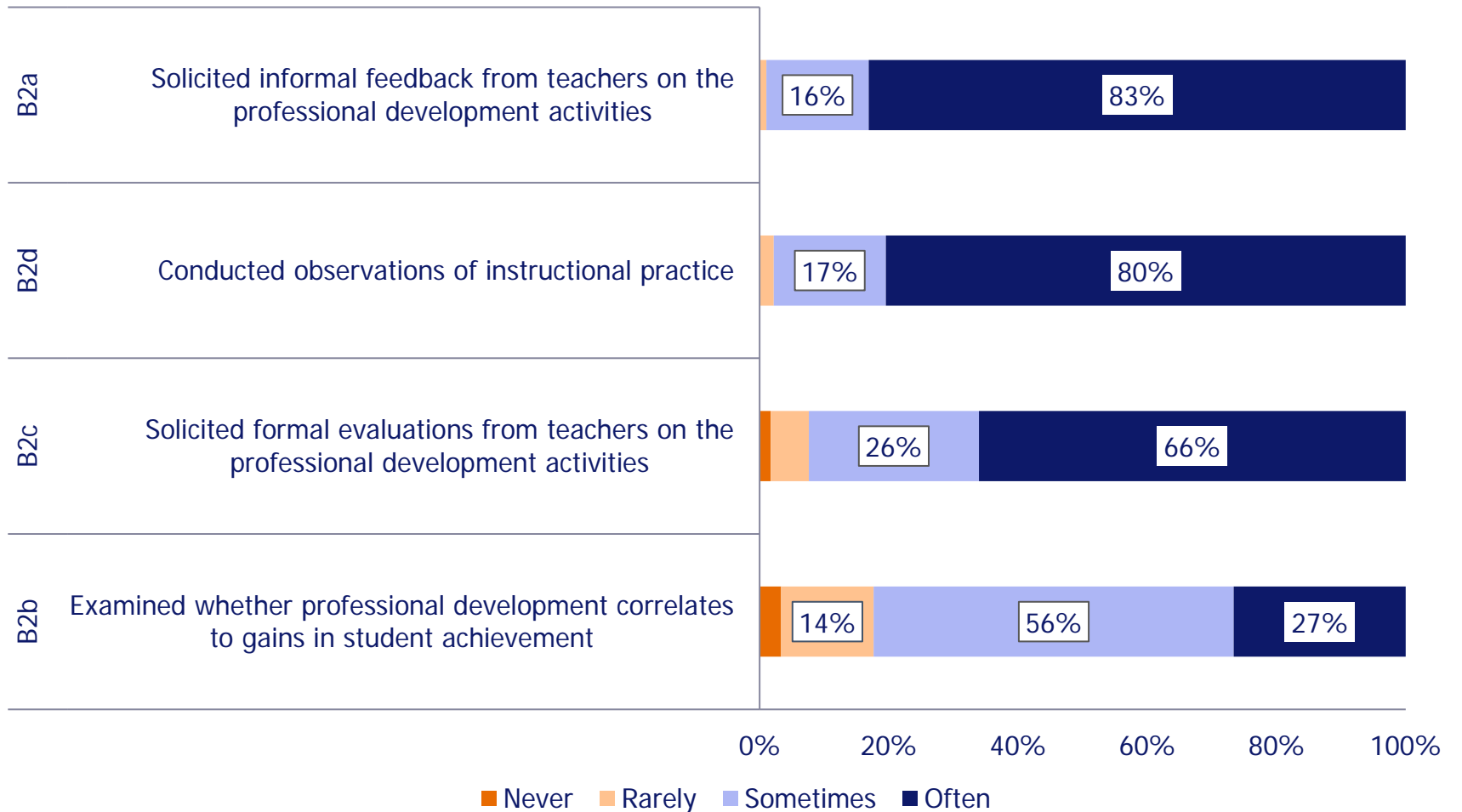
## 2017 VISTA Superintendent Survey: Comprehensive Report – Educator Growth and Development

**Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are...**



2017 VISTA Superintendent Survey:  
Comprehensive Report – Educator Growth and Development

**During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers?**



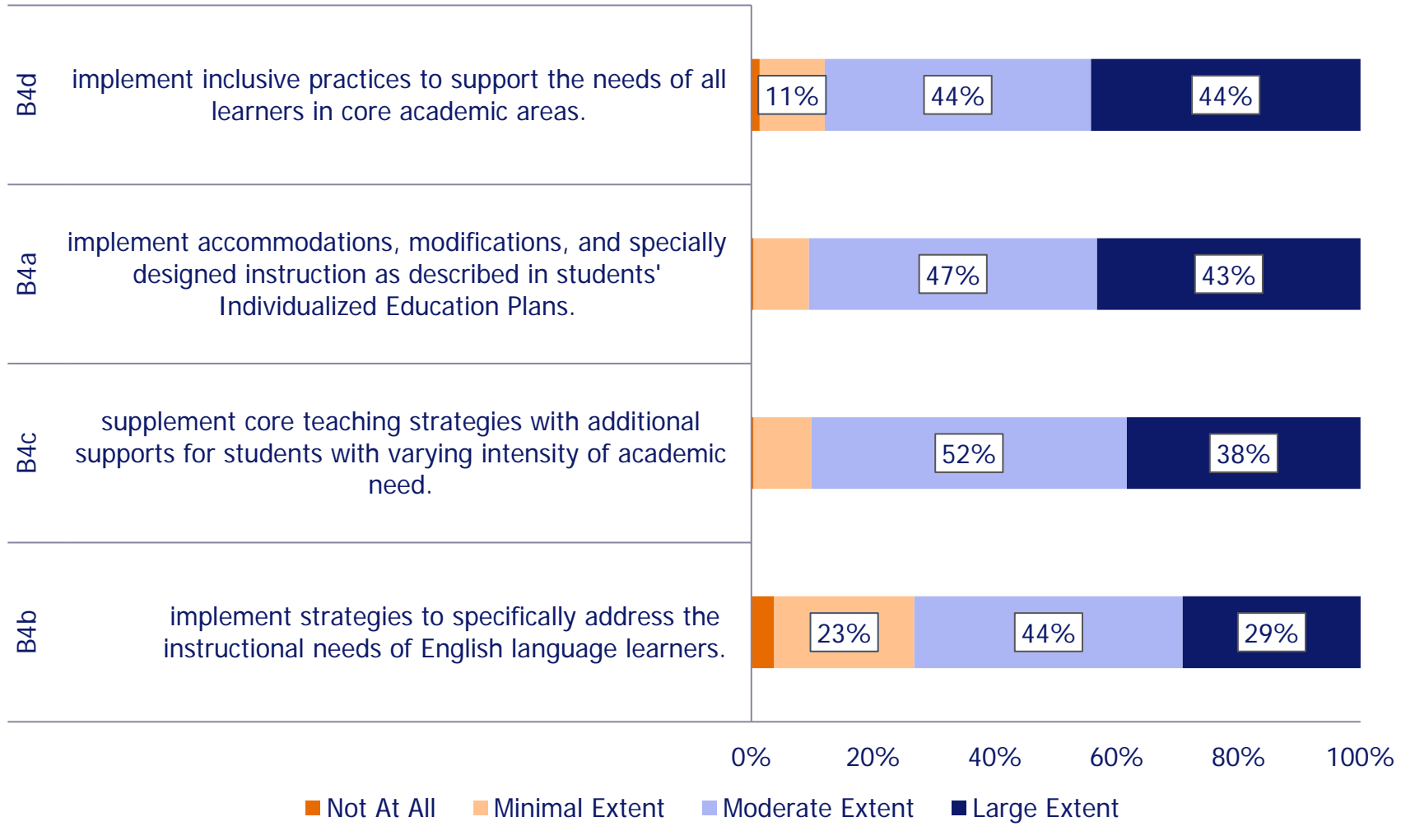
2017 VISTA Superintendent Survey:  
Comprehensive Report – Educator Growth and Development

**Of all the professional development for teachers provided in your district, what percentage is developed in-house by your district?**

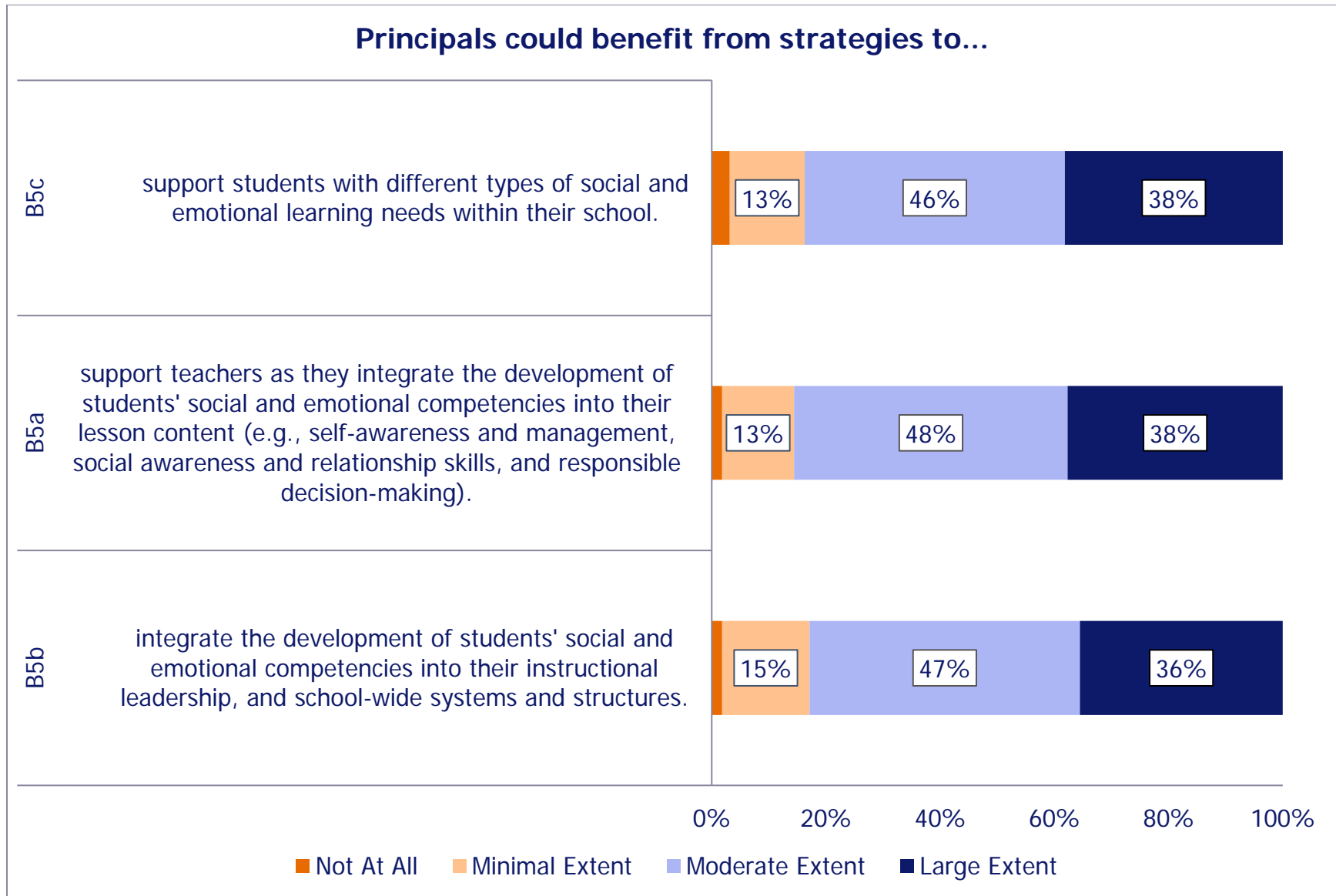


2017 VISTA Superintendent Survey:  
Comprehensive Report – Educator Growth and Development

**To help students master the Massachusetts' state standards, teachers need support to...**

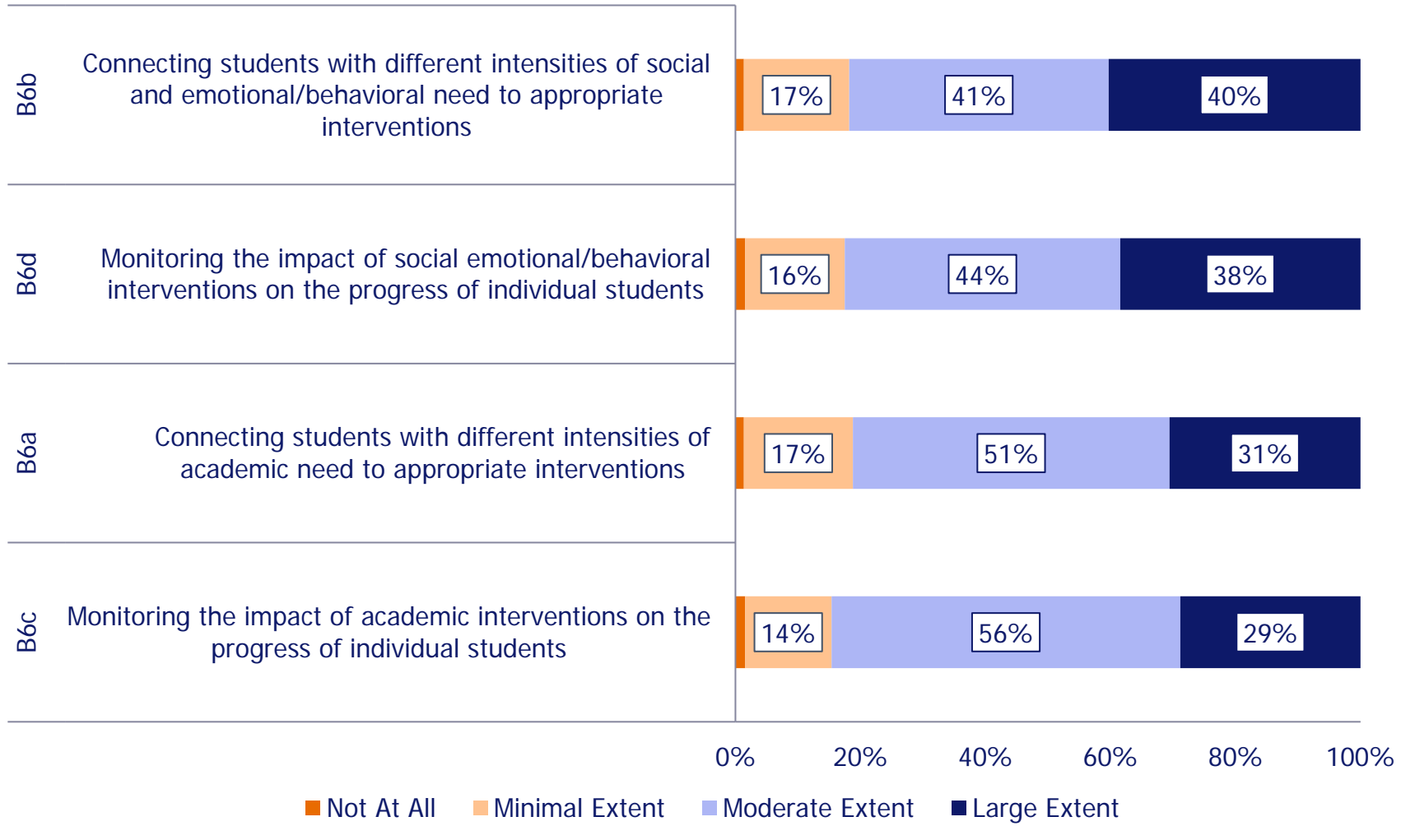


2017 VISTA Superintendent Survey:  
Comprehensive Report – Educator Growth and Development



2017 VISTA Superintendent Survey:  
Comprehensive Report – Educator Growth and Development

**Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas?**



## 2017 VISTA Superintendent Survey: Comprehensive Report – Educator Evaluation

### Educator Evaluation

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

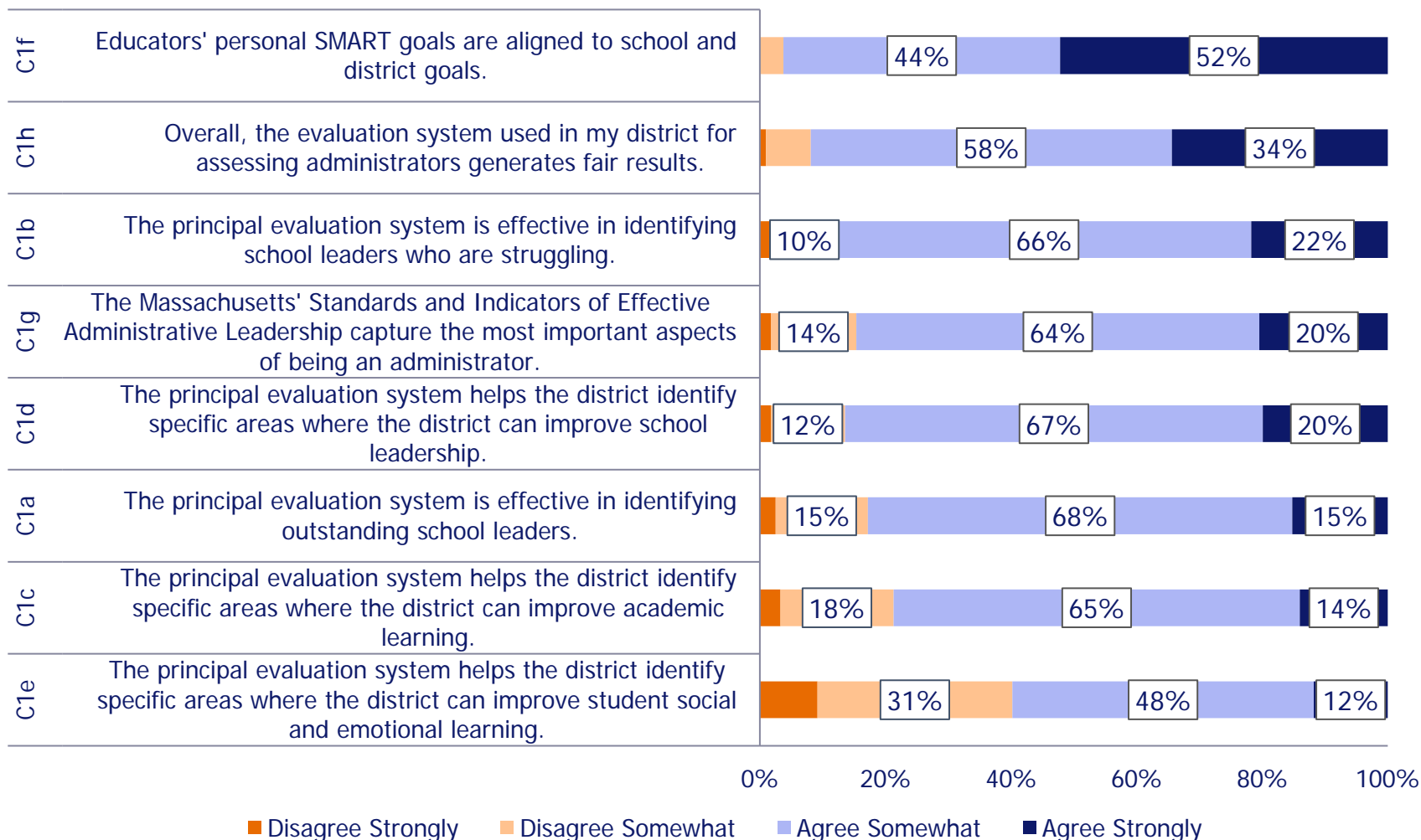
- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth, and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

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

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

## 2017 VISTA Superintendent Survey: Comprehensive Report – Educator Evaluation

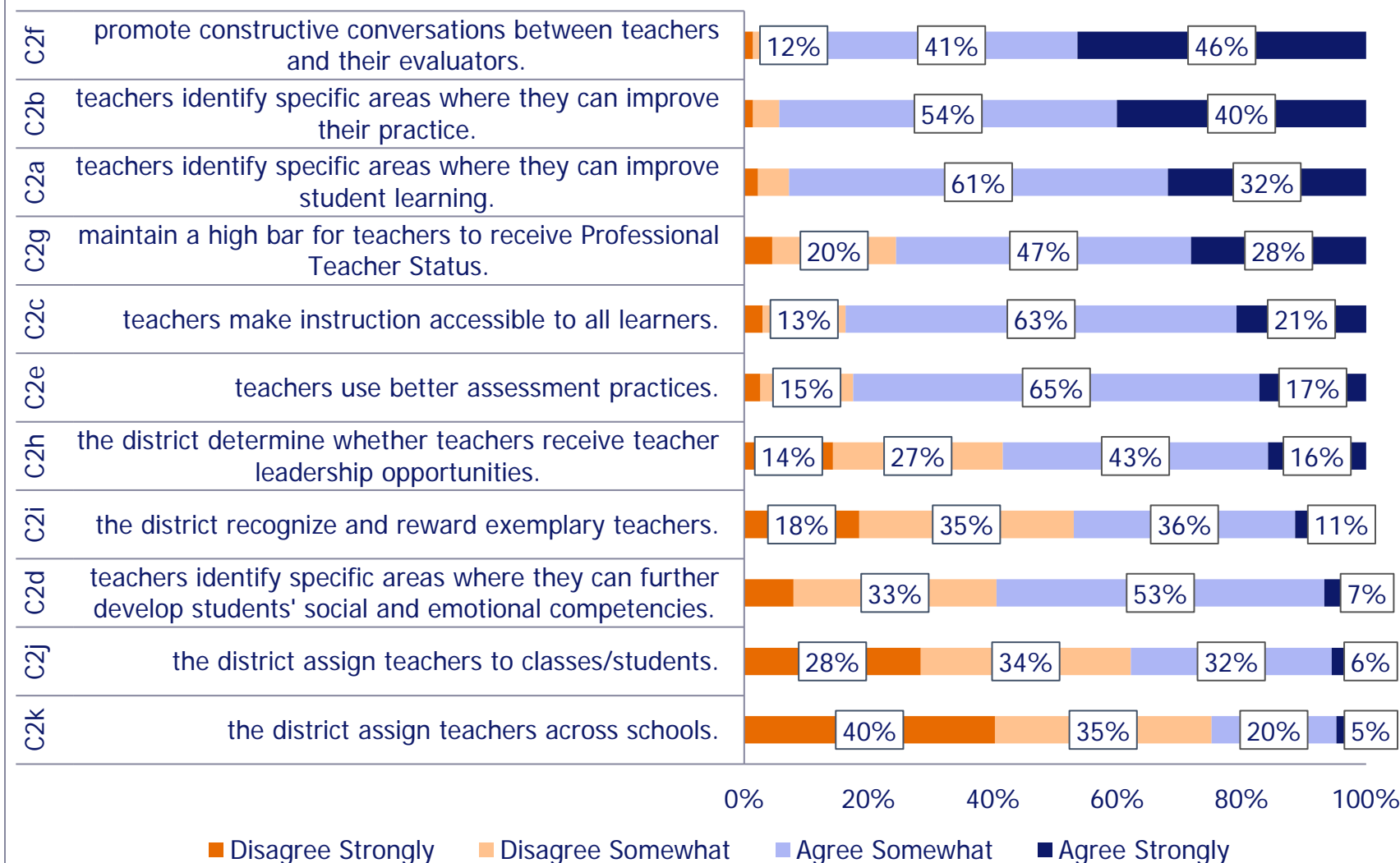
**Please indicate your agreement with the following statements about the principal evaluation system used in your district.**





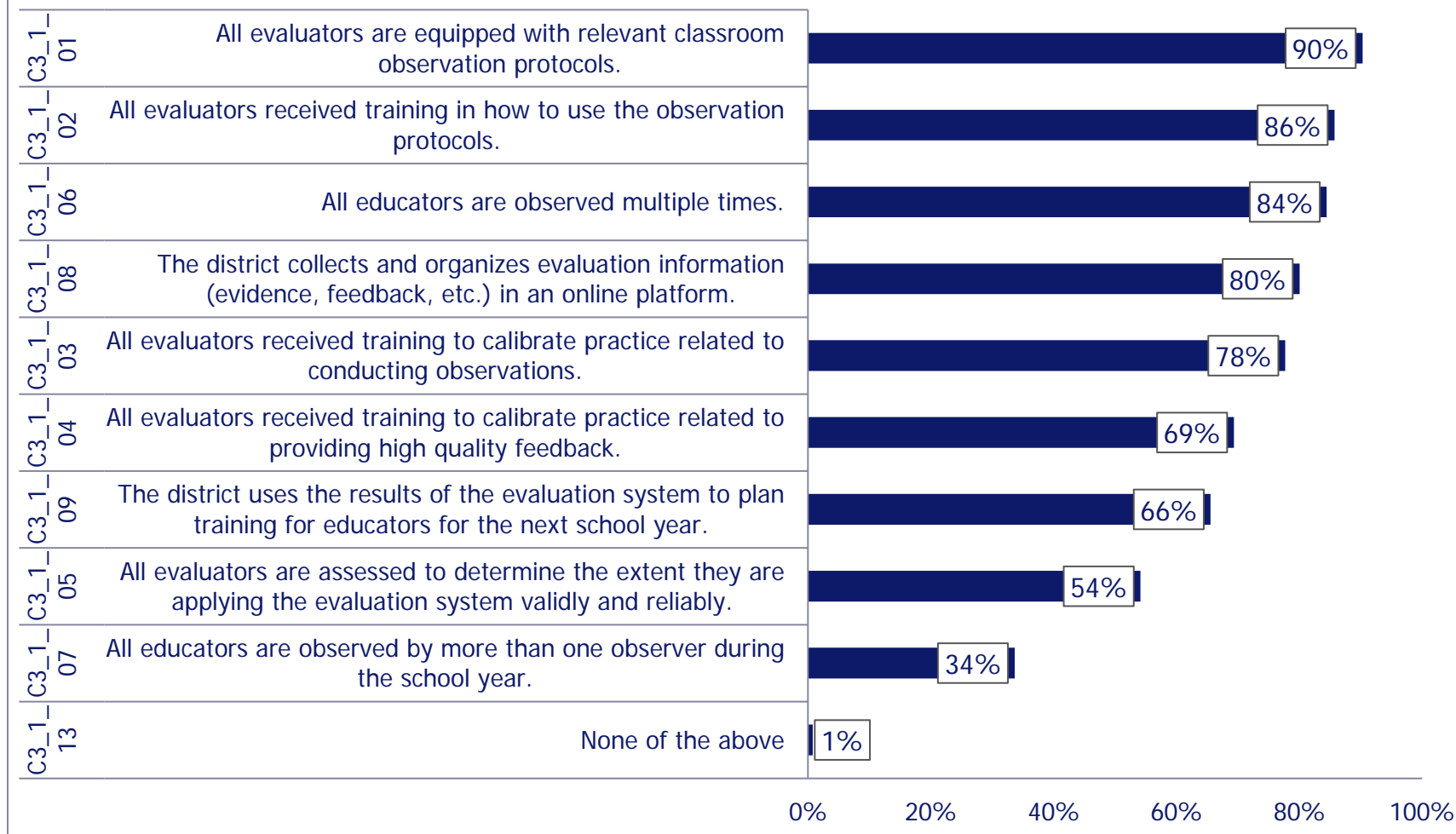
## 2017 VISTA Superintendent Survey: Comprehensive Report – Educator Evaluation

### The district's teacher evaluation system helps...



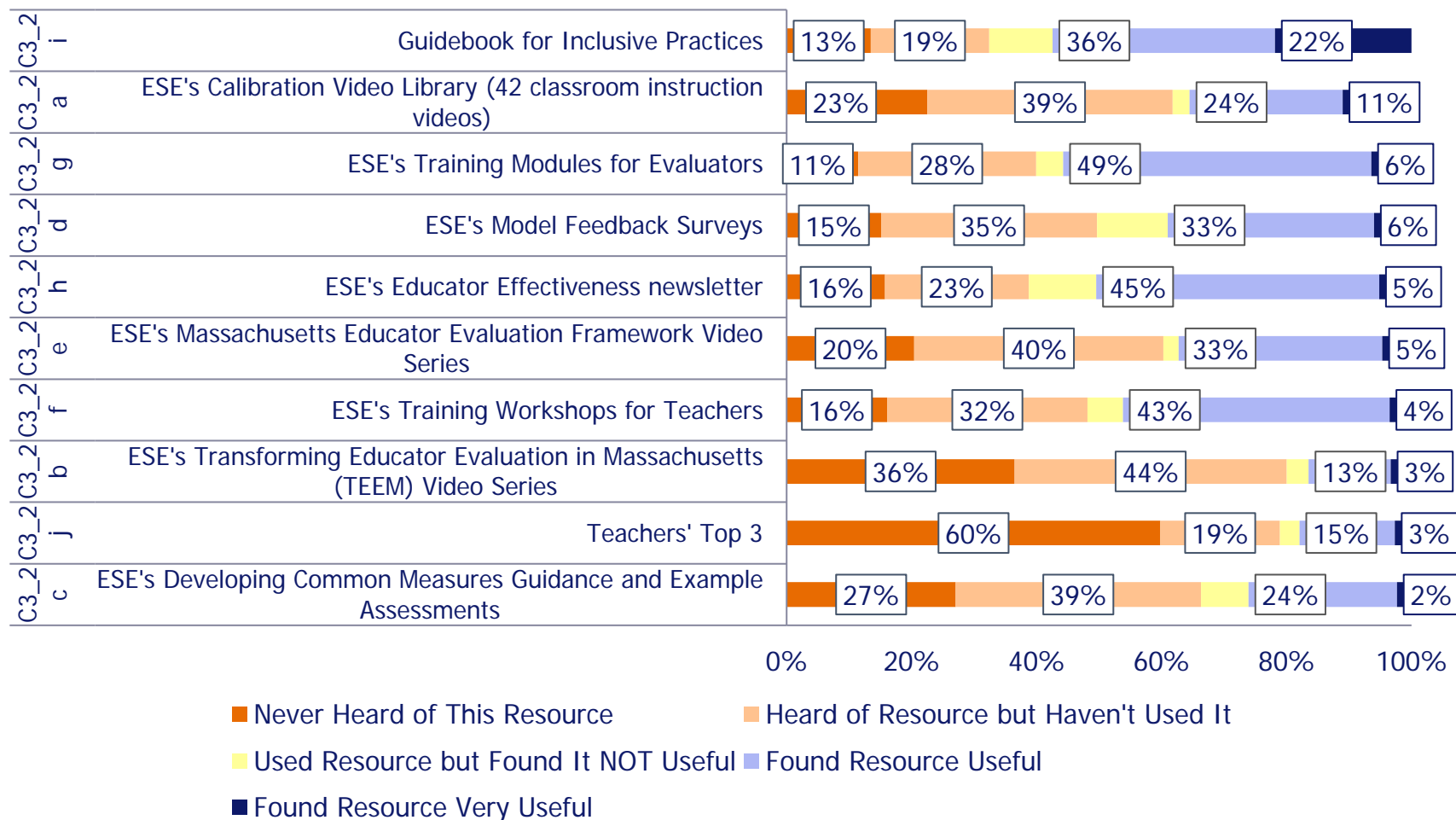
## 2017 VISTA Superintendent Survey: Comprehensive Report – Educator Evaluation

**When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ?**



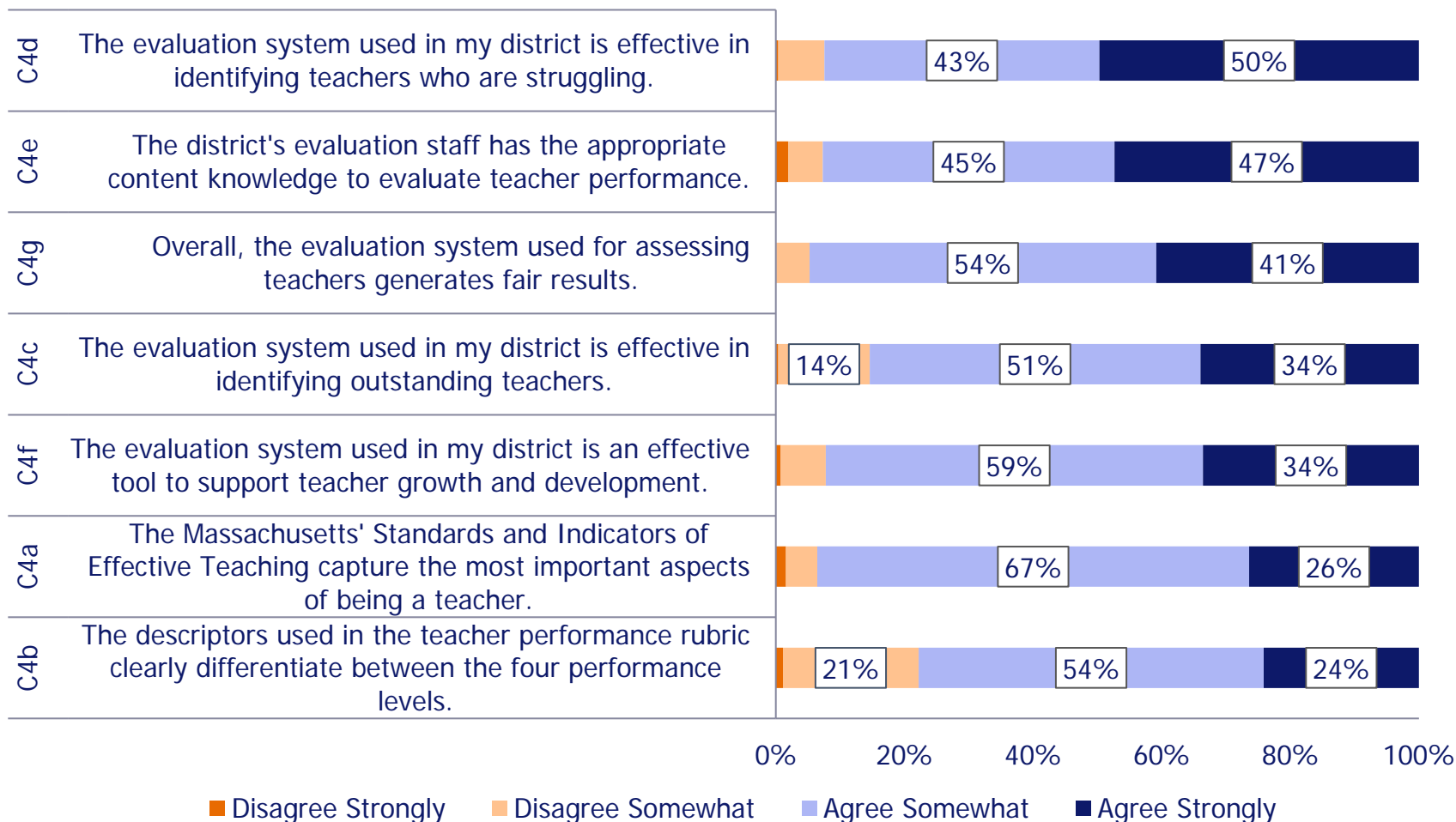
## 2017 VISTA Superintendent Survey: Comprehensive Report – Educator Evaluation

**Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year.**



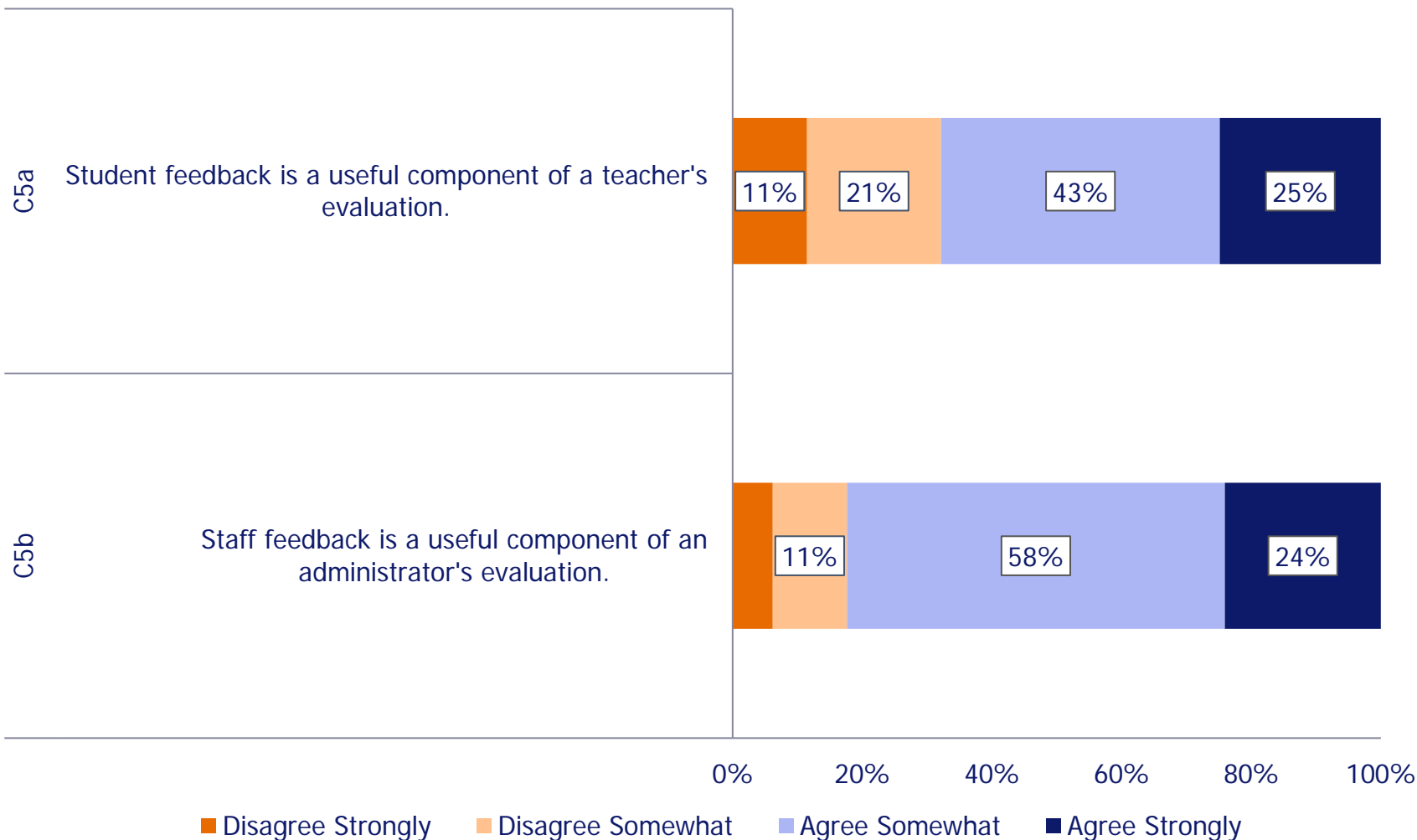
## 2017 VISTA Superintendent Survey: Comprehensive Report – Educator Evaluation

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



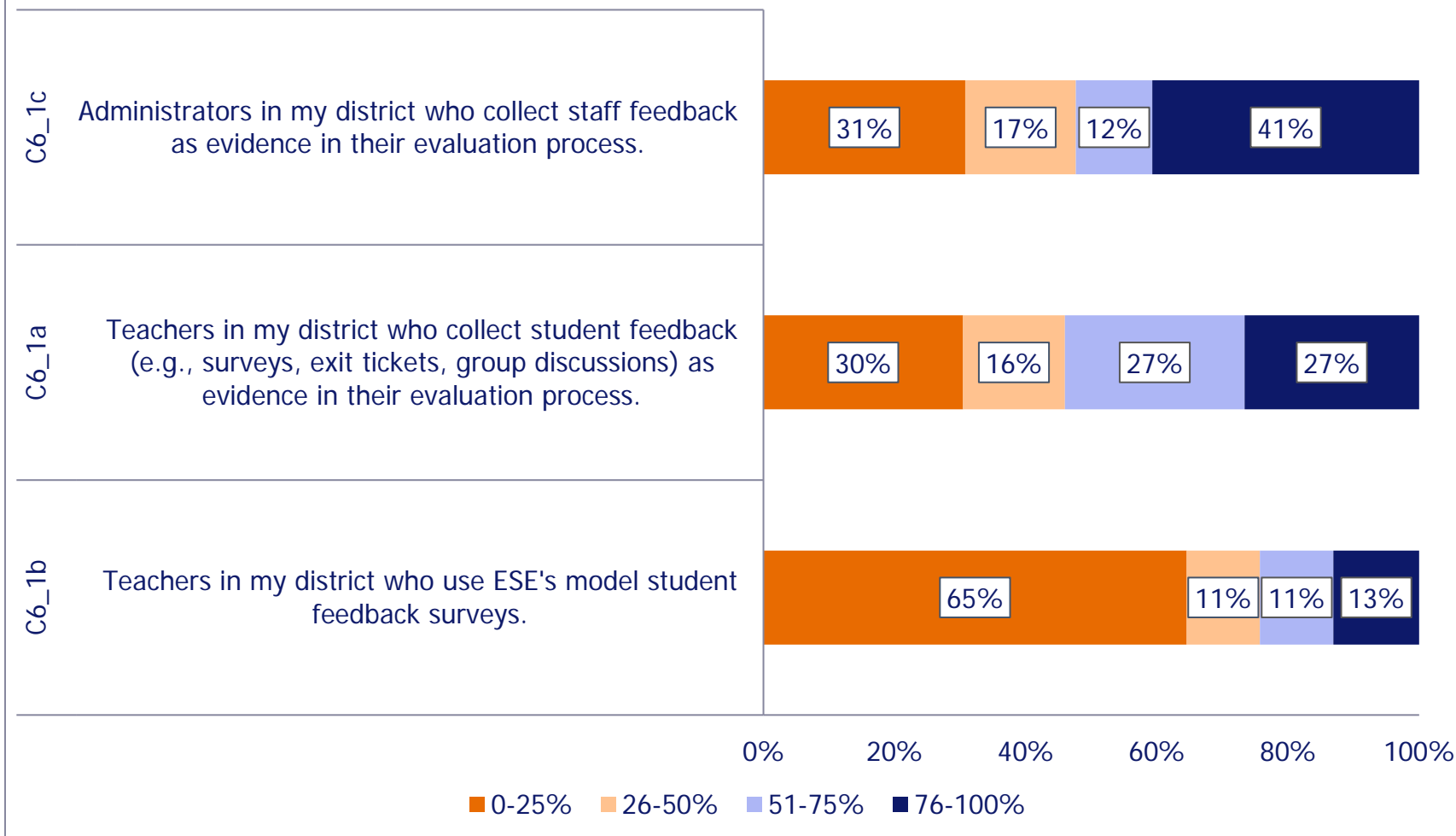
2017 VISTA Superintendent Survey:  
Comprehensive Report – Educator Evaluation

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

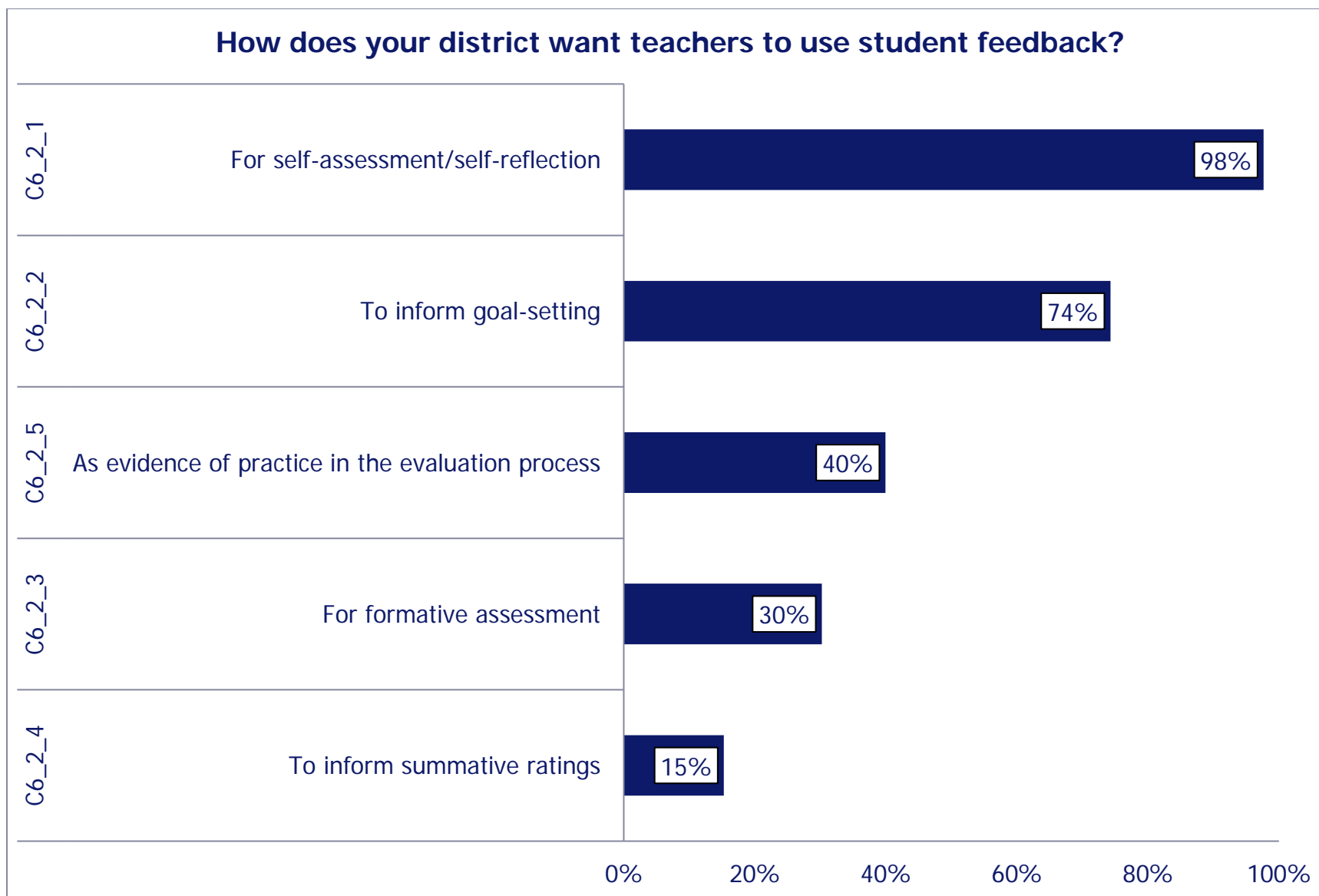


## 2017 VISTA Superintendent Survey: Comprehensive Report – Educator Evaluation

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

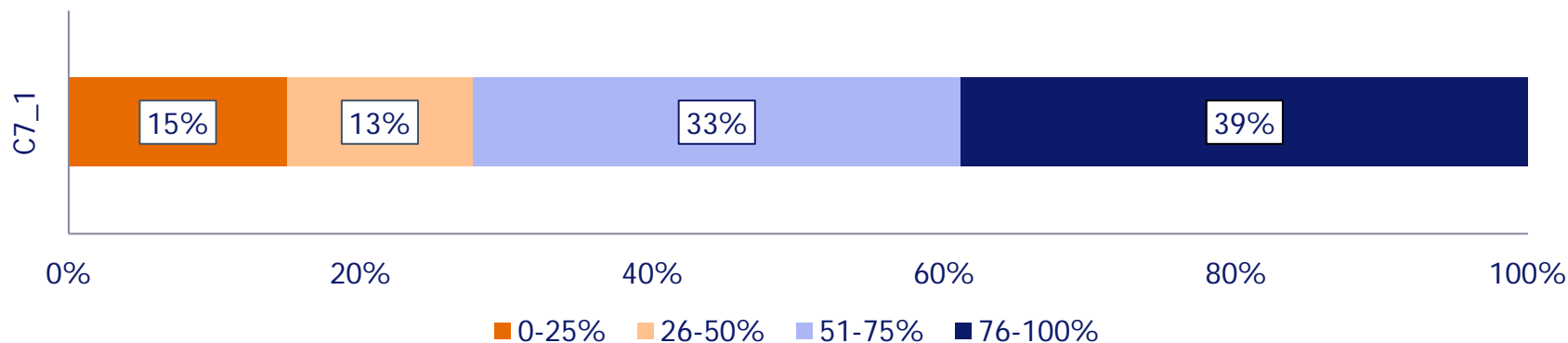


2017 VISTA Superintendent Survey:  
Comprehensive Report – Educator Evaluation



2017 VISTA Superintendent Survey:  
Comprehensive Report – Educator Evaluation

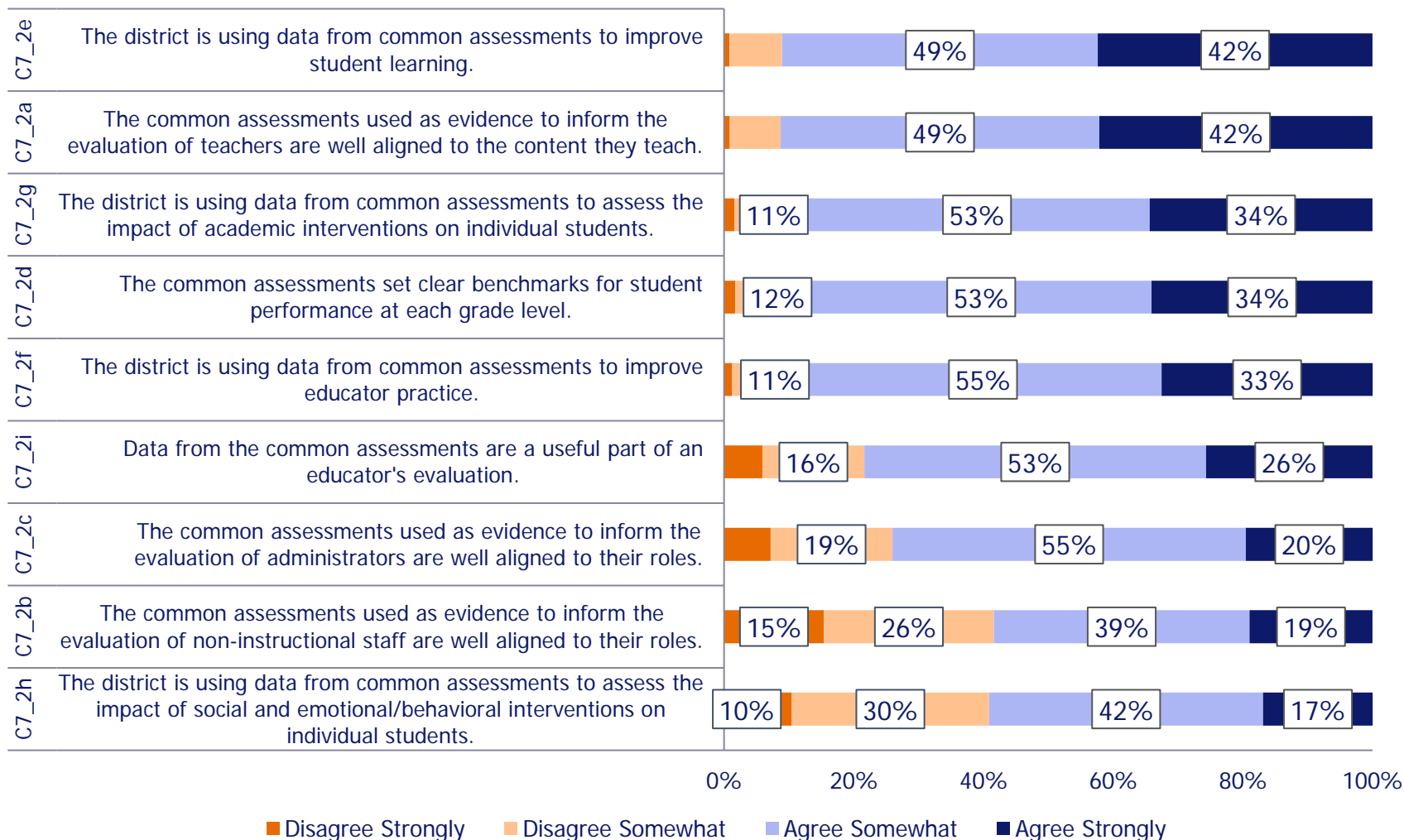
**Please indicate the percentage of educators within your district who have common assessments that are used as evidence in the district's educator evaluation system.**





## 2017 VISTA Superintendent Survey: Comprehensive Report – Educator Evaluation

**Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system.**



## 2017 VISTA Superintendent Survey: Comprehensive Report – Social and Emotional Learning

### Social and Emotional Learning

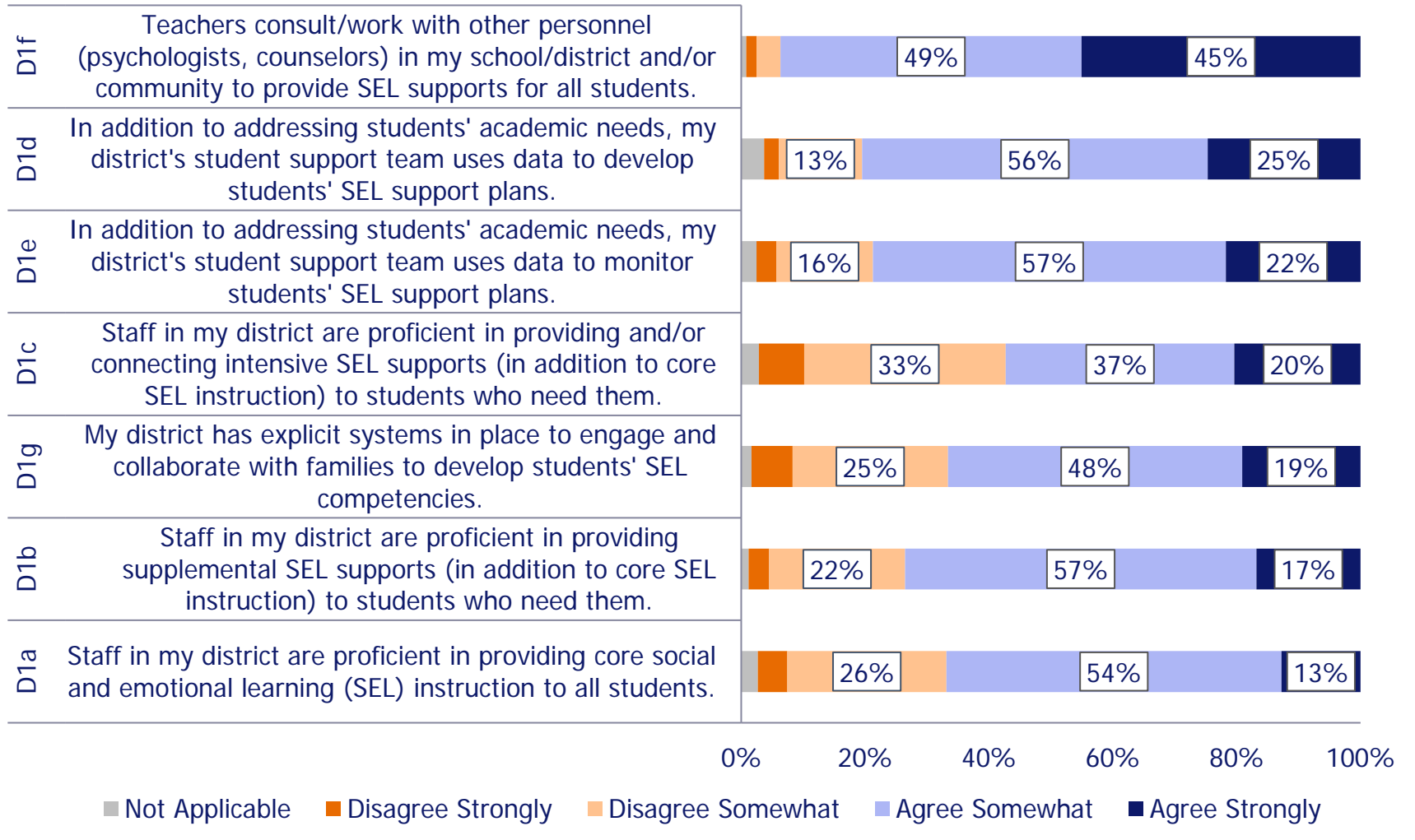
Research and experience demonstrate that preparing all students for success (in school, the workplace, civic life, and more) includes attending to their social-emotional and health development. Furthermore, academic and social-emotional competencies are mutually reinforcing. Key levers in this work also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

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

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

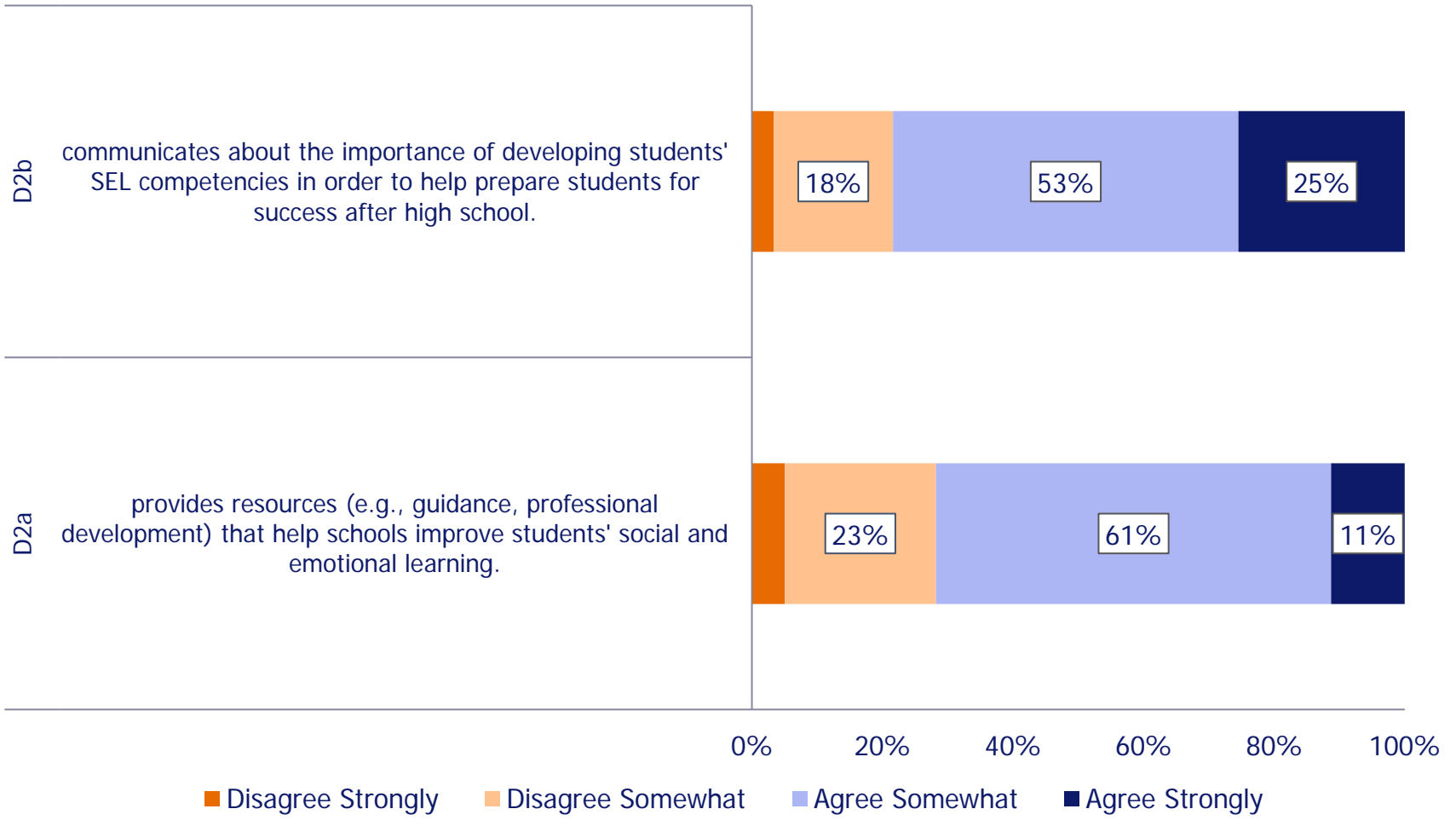
2017 VISTA Superintendent Survey:  
Comprehensive Report – Social and Emotional Learning

**Please rate your agreement with the following statements about social and emotional learning (SEL) across your district.**



2017 VISTA Superintendent Survey:  
Comprehensive Report – Social and Emotional Learning

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

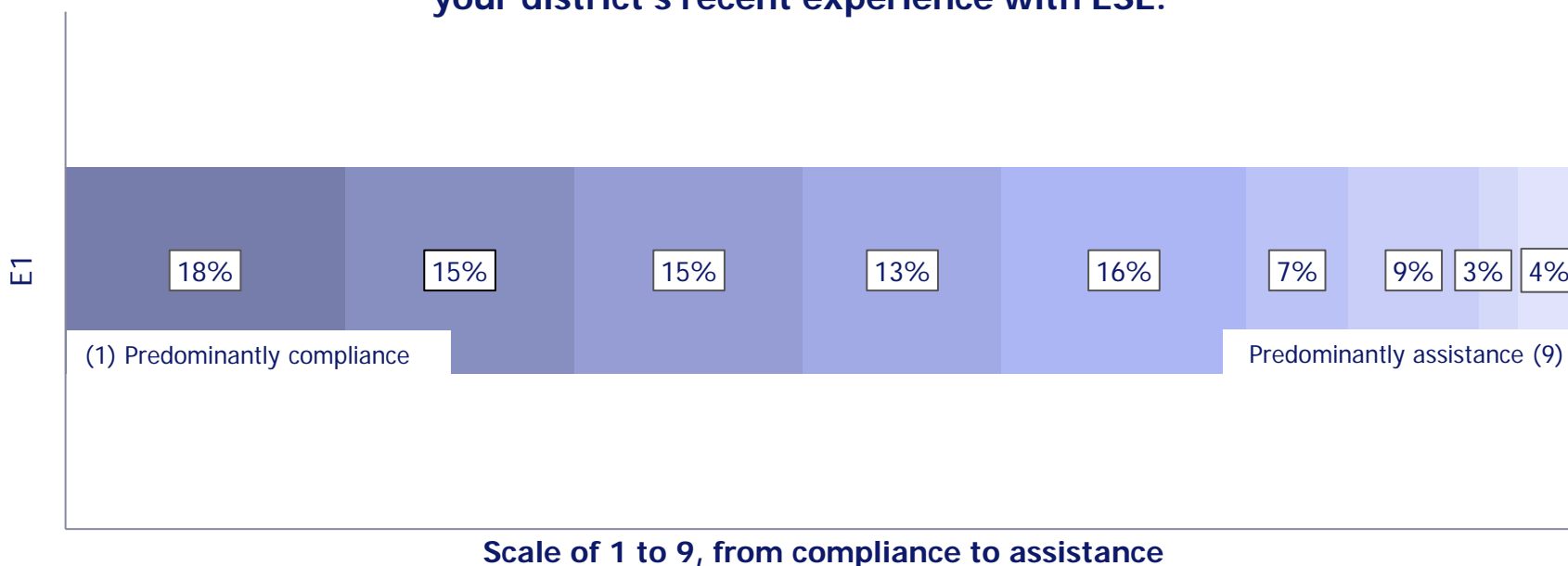


## 2017 VISTA Superintendent Survey: Comprehensive Report – ESE Support

### ESE Support

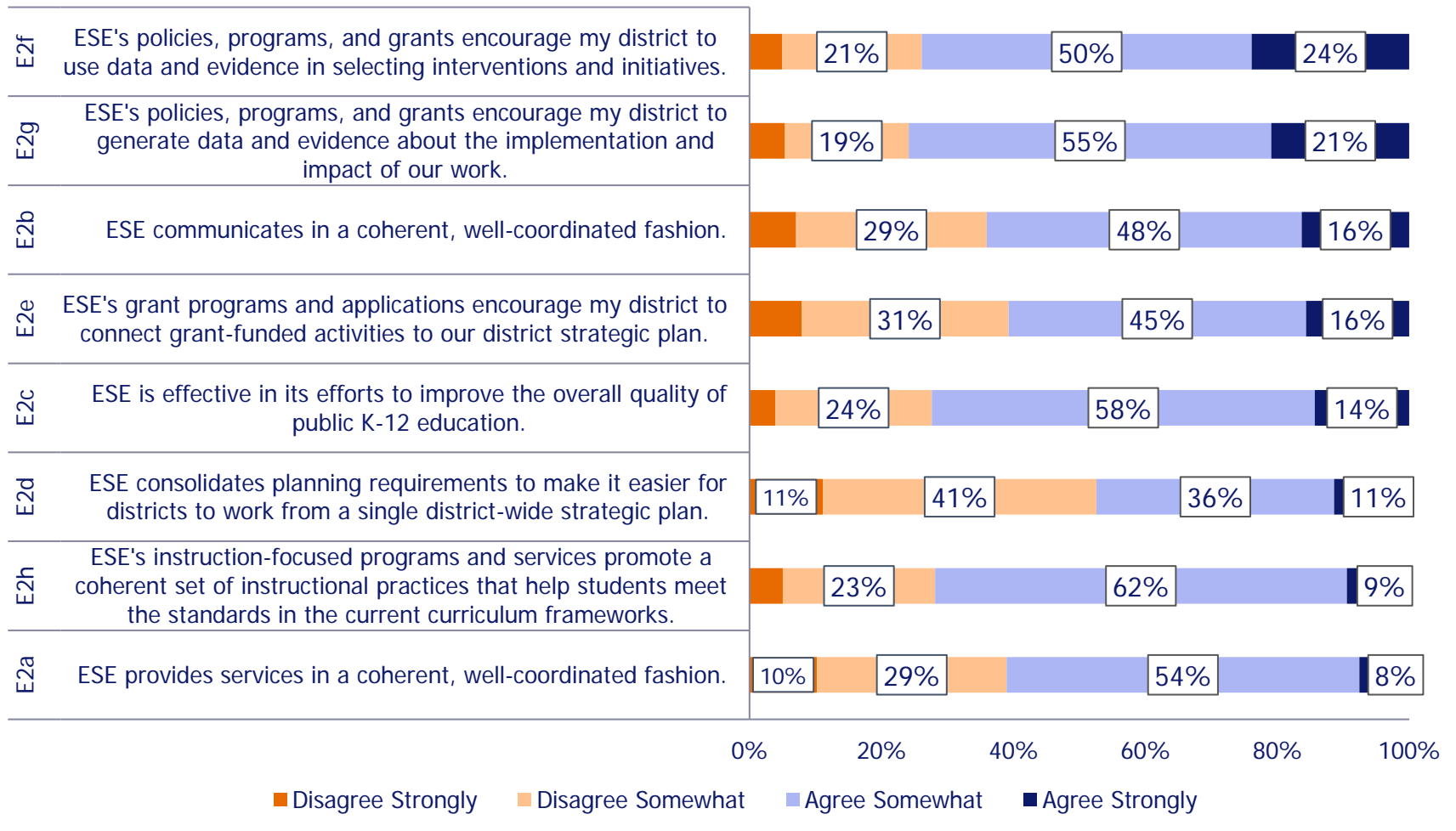
Massachusetts is a leader in K-12 education, yet great challenges and opportunities remain. As the administrative entity responsible for implementing and administering statewide education policies and reform efforts, ESE partners with districts to promote a culture of continuous improvement and to provide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

**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.**



## 2017 VISTA Superintendent Survey: Comprehensive Report – ESE Support

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

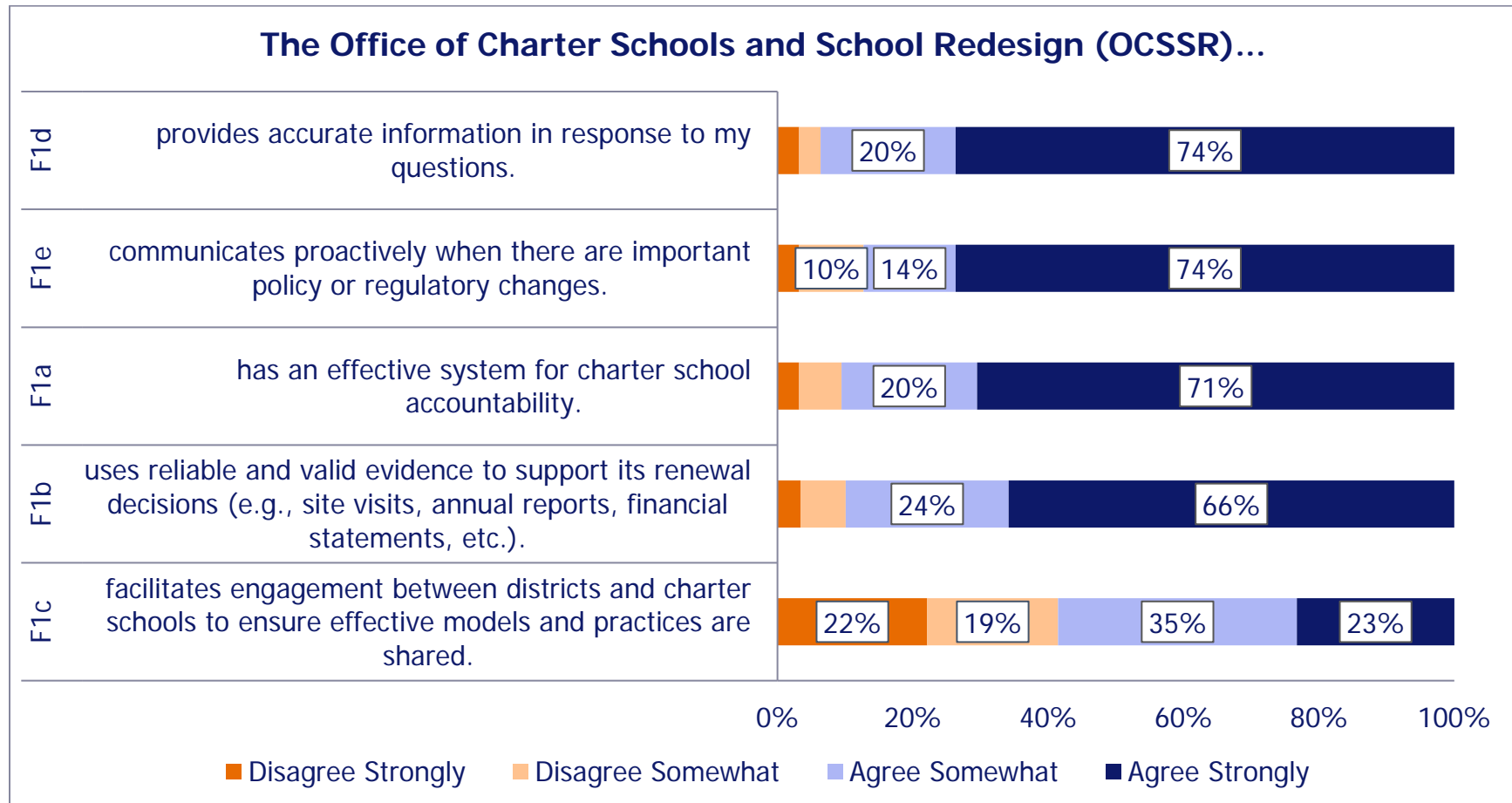


## 2017 VISTA Superintendent Survey: Comprehensive Report – Charter Leaders Only

### Charter Leaders

Authorized by the Commonwealth of Massachusetts' Education Reform Act of 1993, charter schools are independent public schools that operate under five-year charters granted by the Commonwealth's Board of Elementary and Secondary Education. The Office of Charter Schools and School Redesign (OCSSR) supports and oversees the creation and sustainability of a variety of high quality public school options to ensure that all students in the Commonwealth have equitable access to a pathway to success after high school.

This question was only asked of superintendents who identified as the leaders of charter schools or charter districts.



# 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

## Appendix Tables

This appendix presents detailed aggregated data for each survey question in the superintendent 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 A1a),
- 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., Yes 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, and
- 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, 43 percent of districts have superintendents who agree strongly that the current STE curriculum framework sets appropriate expectations for student learning at each grade level (item A3a), but 52 percent agree strongly that the current ELA framework sets appropriate expectations (item A1a). These percentages are different, but we know that both percentages are estimates. Can we conclude that fewer districts have superintendents 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 43 significantly different from 52? For STE, the confidence interval ranges from 38 to 47 percent. For ELA, the confidence interval ranges from 48 to 56 percent. These two ranges do not overlap, which indicates that 43 is significantly different from 52. In other words, there are significantly fewer districts with superintendents who strongly agree that the STE Framework sets appropriate expectations compared to those who agree that the ELA Framework does so.



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

Table 1. Demographic Questions

| #      | Matrix_Text   | Item_Text  | Response | EstType | Est. | CI    | N   |
|--------|---|--|----------|---------|------|-------|-----|
| i1_All | What grade levels does your district serve?   | All  | Yes      | Percent | 69   | 65-72 | 225 |
| i1_K   | What grade levels does your district serve?   | Kindergarten   | Yes      | Percent | 14   | 12-18 | 225 |
| i1_g01 | What grade levels does your district serve?   | Grade 1  | Yes      | Percent | 14   | 12-18 | 225 |
| i1_g02 | What grade levels does your district serve?   | Grade 2  | Yes      | Percent | 14   | 12-18 | 225 |
| i1_g03 | What grade levels does your district serve?   | Grade 3  | Yes      | Percent | 14   | 12-18 | 225 |
| i1_g04 | What grade levels does your district serve?   | Grade 4  | Yes      | Percent | 14   | 11-18 | 225 |
| i1_g05 | What grade levels does your district serve?   | Grade 5  | Yes      | Percent | 16   | 13-20 | 225 |
| i1_g06 | What grade levels does your district serve?   | Grade 6  | Yes      | Percent | 18   | 15-22 | 225 |
| i1_g07 | What grade levels does your district serve?   | Grade 7  | Yes      | Percent | 14   | 11-18 | 225 |
| i1_g08 | What grade levels does your district serve?   | Grade 8  | Yes      | Percent | 14   | 11-18 | 225 |
| i1_g09 | What grade levels does your district serve?   | Grade 9  | Yes      | Percent | 15   | 12-18 | 225 |
| i1_g10 | What grade levels does your district serve?   | Grade 10   | Yes      | Percent | 15   | 12-18 | 225 |
| i1_g11 | What grade levels does your district serve?   | Grade 11   | Yes      | Percent | 14   | 11-18 | 225 |
| i1_g12 | What grade levels does your district serve?   | Grade 12   | Yes      | Percent | 14   | 11-18 | 225 |
| i1_g13 | What grade levels does your district serve?   | Grade 13 (special education students aged 18-22)                           | Yes      | Percent | 27   | 23-31 | 225 |
| i2a    | Including the current school year (2016-17), how long have you worked as a district-level and/or school-level administrator? Please do not include student practicum. | Total amount of time as a district-level administrator                     | N/A      | Mean    | 10   | 9-11  | N/A |
| i2b    | Including the current school year (2016-17), how long have you worked as a district-level and/or school-level administrator? Please do not include student practicum. | Total amount of time as a district-level administrator in current district | N/A      | Mean    | 6    | 5-6   | N/A |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response | EstType | Est. | CI    | N   |
|-----|---|---|----------|---------|------|-------|-----|
| i2c | Including the current school year (2016-17), how long have you worked as a district-level and/or school-level administrator? Please do not include student practicum. | Total amount of time as a school-level administrator  | N/A      | Mean    | 9    | 8-10  | N/A |
| i3  | N/A   | Since September 2011, how many different people have served as Superintendent (or acting/interim Superintendent) in your district? Please include the current superintendent. | N/A      | Mean    | 2    | 2-2   | N/A |
| i4  | N/A   | Are you a leader of a Charter school/district?  | Yes      | Percent | 16   | 13-20 | 222 |
| i4  | N/A   | Are you a leader of a Charter school/district?  | No       | Percent | 84   | 80-87 | 222 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

Table 2. Curriculum Frameworks

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| A1a | 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 | 2    | 1-4   | 215 |
| A1a | 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 | 46   | 42-50 | 215 |
| A1a | 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   | 48-56 | 215 |
| A1b | 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 college or career.                             | Disagree Somewhat | Percent | 6    | 4-9   | 210 |
| A1b | 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 college or career.                             | Agree Somewhat    | Percent | 50   | 46-55 | 210 |
| A1b | 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 college or career.                             | Agree Strongly    | Percent | 43   | 39-48 | 210 |
| A1c | 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    | 2-5   | 216 |
| A1c | 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 | 35   | 31-40 | 216 |
| A1c | 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 | 62   | 57-66 | 216 |
| A1d | 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 district are mastering the state's 2011 ELA standards.                     | Disagree Strongly | Percent | 3    | 1-5   | 213 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| A1d | 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 district are mastering the state's 2011 ELA standards. | Disagree Somewhat | Percent | 16   | 13-20 | 213 |
| A1d | 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 district are mastering the state's 2011 ELA standards. | Agree Somewhat    | Percent | 56   | 51-61 | 213 |
| A1d | 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 district are mastering the state's 2011 ELA standards. | Agree Strongly    | Percent | 25   | 21-30 | 213 |
| A2a | Please indicate your agreement with the following statements about the 2011 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   | 215 |
| A2a | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                               | The current 2011 Mathematics Curriculum Framework sets appropriate expectations for student learning at each grade level.             | Disagree Somewhat | Percent | 7    | 5-10  | 215 |
| A2a | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                               | The current 2011 Mathematics Curriculum Framework sets appropriate expectations for student learning at each grade level.             | Agree Somewhat    | Percent | 43   | 39-47 | 215 |
| A2a | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                               | The current 2011 Mathematics Curriculum Framework sets appropriate expectations for student learning at each grade level.             | Agree Strongly    | Percent | 49   | 45-54 | 215 |
| A2b | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                               | The current 2011 Mathematics Curriculum Framework positively affects the degree to which students are prepared for college or career. | Disagree Somewhat | Percent | 8    | 6-11  | 211 |
| A2b | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                               | The current 2011 Mathematics Curriculum Framework positively affects the degree to which students are prepared for college or career. | Agree Somewhat    | Percent | 51   | 46-56 | 211 |
| A2b | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                               | The current 2011 Mathematics Curriculum Framework positively affects the degree to which students are prepared for college or career. | Agree Strongly    | Percent | 41   | 36-46 | 211 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-----|--|--|-------------------|---------|------|-------|-----|
| A2c | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                              | Teachers in my district 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 | 6    | 4-8   | 216 |
| A2c | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                              | Teachers in my district 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 | 37   | 33-42 | 216 |
| A2c | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                              | Teachers in my district 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   | 53-61 | 216 |
| A2d | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                              | Mathematics state assessments provide useful information about how well students in my district are mastering the state's 2011 Mathematics standards.                            | Disagree Strongly | Percent | 3    | 2-5   | 214 |
| A2d | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                              | Mathematics state assessments provide useful information about how well students in my district are mastering the state's 2011 Mathematics standards.                            | Disagree Somewhat | Percent | 17   | 15-20 | 214 |
| A2d | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                              | Mathematics state assessments provide useful information about how well students in my district are mastering the state's 2011 Mathematics standards.                            | Agree Somewhat    | Percent | 53   | 48-58 | 214 |
| A2d | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                              | Mathematics state assessments provide useful information about how well students in my district are mastering the state's 2011 Mathematics standards.                            | Agree Strongly    | Percent | 27   | 23-31 | 214 |
| A3a | Please indicate your agreement with the following statements about the 2016 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   | 195 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-----|--|--|-------------------|---------|------|-------|-----|
| A3a | Please indicate your agreement with the following statements about the 2016 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 | 52   | 47-56 | 195 |
| A3a | Please indicate your agreement with the following statements about the 2016 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 | 43   | 38-47 | 195 |
| A3b | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | The current 2016 STE Curriculum Framework positively affects the degree to which students are prepared for college or career.  | Disagree Strongly | Percent | 1    | 0-3   | 191 |
| A3b | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | The current 2016 STE Curriculum Framework positively affects the degree to which students are prepared for college or career.  | Disagree Somewhat | Percent | 6    | 4-8   | 191 |
| A3b | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | The current 2016 STE Curriculum Framework positively affects the degree to which students are prepared for college or career.  | Agree Somewhat    | Percent | 55   | 50-60 | 191 |
| A3b | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | The current 2016 STE Curriculum Framework positively affects the degree to which students are prepared for college or career.  | Agree Strongly    | Percent | 38   | 33-43 | 191 |
| A3c | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | Teachers in my district 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 | 4    | 2-6   | 212 |
| A3c | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | Teachers in my district have made instructional shifts over the last year to ensure students meet the expectations of the state's current 2016 STE Curriculum Framework. | Disagree Somewhat | Percent | 10   | 8-14  | 212 |
| A3c | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | Teachers in my district 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 | 50   | 45-55 | 212 |
| A3c | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | Teachers in my district 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 | 36   | 32-41 | 212 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text   | Response           | EstType | Est. | CI    | N   |
|-----|--|---|--------------------|---------|------|-------|-----|
| A3d | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | STE state assessments provide useful information about how well students in my district are mastering the state's 2016 STE standards. | Disagree Strongly  | Percent | 6    | 4-9   | 176 |
| A3d | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | STE state assessments provide useful information about how well students in my district are mastering the state's 2016 STE standards. | Disagree Somewhat  | Percent | 20   | 17-24 | 176 |
| A3d | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | STE state assessments provide useful information about how well students in my district are mastering the state's 2016 STE standards. | Agree Somewhat     | Percent | 59   | 54-64 | 176 |
| A3d | Please indicate your agreement with the following statements about the 2016 Science and Technology/Engineering (STE) Curriculum Framework. | STE state assessments provide useful information about how well students in my district are mastering the state's 2016 STE standards. | Agree Strongly     | Percent | 15   | 12-19 | 176 |
| A4a | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks.   | District-wide summative assessments   | Not At All Aligned | Percent | 0    | 0-1   | 213 |
| A4a | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks.   | District-wide summative assessments   | Somewhat Aligned   | Percent | 25   | 21-29 | 213 |
| A4a | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks.   | District-wide summative assessments   | Aligned            | Percent | 48   | 44-52 | 213 |
| A4a | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks.   | District-wide summative assessments   | Strongly Aligned   | Percent | 27   | 23-31 | 213 |
| A4b | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks.   | Assessments created or selected by teachers   | Not At All Aligned | Percent | 0    | 0-1   | 215 |
| A4b | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks.   | Assessments created or selected by teachers   | Somewhat Aligned   | Percent | 35   | 30-40 | 215 |
| A4b | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks.   | Assessments created or selected by teachers   | Aligned            | Percent | 45   | 41-50 | 215 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text   | Response           | EstType | Est. | CI    | N   |
|-----|--|---|--------------------|---------|------|-------|-----|
| A4b | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Assessments created or selected by teachers                       | Strongly Aligned   | Percent | 19   | 16-24 | 215 |
| A4c | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Mathematics textbooks used in your schools                        | Not At All Aligned | Percent | 1    | 1-3   | 212 |
| A4c | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Mathematics textbooks used in your schools                        | Somewhat Aligned   | Percent | 15   | 13-17 | 212 |
| A4c | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Mathematics textbooks used in your schools                        | Aligned            | Percent | 54   | 49-59 | 212 |
| A4c | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Mathematics textbooks used in your schools                        | Strongly Aligned   | Percent | 30   | 26-34 | 212 |
| A4d | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | English Language Arts textbooks used in your schools              | Not At All Aligned | Percent | 1    | 1-3   | 211 |
| A4d | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | English Language Arts textbooks used in your schools              | Somewhat Aligned   | Percent | 17   | 14-20 | 211 |
| A4d | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | English Language Arts textbooks used in your schools              | Aligned            | Percent | 58   | 54-62 | 211 |
| A4d | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | English Language Arts textbooks used in your schools              | Strongly Aligned   | Percent | 24   | 20-28 | 211 |
| A4e | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Science and Technology/Engineering textbooks used in your schools | Not At All Aligned | Percent | 7    | 5-10  | 207 |
| A4e | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Science and Technology/Engineering textbooks used in your schools | Somewhat Aligned   | Percent | 45   | 41-50 | 207 |
| A4e | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Science and Technology/Engineering textbooks used in your schools | Aligned            | Percent | 38   | 34-43 | 207 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text  | Response           | EstType | Est. | CI    | N   |
|-----|--|--|--------------------|---------|------|-------|-----|
| A4e | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Science and Technology/Engineering textbooks used in your schools                    | Strongly Aligned   | Percent | 9    | 7-12  | 207 |
| A4f | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Mathematics curriculum selected or developed by your district                        | Not At All Aligned | Percent | 0    | 0-1   | 213 |
| A4f | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Mathematics curriculum selected or developed by your district                        | Somewhat Aligned   | Percent | 13   | 11-16 | 213 |
| A4f | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Mathematics curriculum selected or developed by your district                        | Aligned            | Percent | 42   | 38-47 | 213 |
| A4f | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Mathematics curriculum selected or developed by your district                        | Strongly Aligned   | Percent | 45   | 40-49 | 213 |
| A4g | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | English Language Arts curriculum selected or developed by your district              | Not At All Aligned | Percent | 0    | 0-1   | 214 |
| A4g | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | English Language Arts curriculum selected or developed by your district              | Somewhat Aligned   | Percent | 11   | 8-14  | 214 |
| A4g | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | English Language Arts curriculum selected or developed by your district              | Aligned            | Percent | 46   | 42-51 | 214 |
| A4g | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | English Language Arts curriculum selected or developed by your district              | Strongly Aligned   | Percent | 43   | 38-48 | 214 |
| A4h | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Science and Technology/Engineering curriculum selected or developed by your district | Not At All Aligned | Percent | 4    | 3-7   | 208 |
| A4h | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Science and Technology/Engineering curriculum selected or developed by your district | Somewhat Aligned   | Percent | 39   | 34-43 | 208 |
| A4h | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Science and Technology/Engineering curriculum selected or developed by your district | Aligned            | Percent | 37   | 32-41 | 208 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text  | Response   | EstType | Est. | CI    | N   |
|-----|--|--|--|---------|------|-------|-----|
| A4h | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Science and Technology/Engineering curriculum selected or developed by your district             | Strongly Aligned   | Percent | 20   | 17-25 | 208 |
| A4i | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Professional development activities that principals have or will participate in this school year | Somewhat Aligned   | Percent | 21   | 17-25 | 210 |
| A4i | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Professional development activities that principals have or will participate in this school year | Aligned  | Percent | 48   | 43-53 | 210 |
| A4i | Please indicate the degree to which you think the following district or school resources are aligned to the state Curriculum Frameworks. | Professional development activities that principals have or will participate in this school year | Strongly Aligned   | Percent | 31   | 27-35 | 210 |
| A5a | How much of the following 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 | 2    | 1-3   | 211 |
| A5a | How much of the following 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: The Same Amount | Percent | 56   | 52-60 | 211 |
| A5a | How much of the following 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 | 42   | 38-46 | 211 |
| A5b | How much of the following 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 | 3    | 1-5   | 211 |
| A5b | How much of the following 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: The Same Amount | Percent | 55   | 51-59 | 211 |
| A5b | How much of the following 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 | 42   | 38-46 | 211 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text  | Response   | EstType | Est. | CI    | N   |
|-----|--|--|--|---------|------|-------|-----|
| A5c | How much of the following 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 | 2    | 1-4   | 211 |
| A5c | How much of the following 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 | 2    | 1-3   | 211 |
| A5c | How much of the following 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: The Same Amount | Percent | 26   | 22-30 | 211 |
| A5c | How much of the following 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 | 71   | 66-75 | 211 |
| A5d | How much of the following resources would you like in the future, compared to what you have now? | Digital tools (on-line textbooks, webinars, videos, on-line communities, applications, etc.)     | Resource is not available  | Percent | 0    | 0-1   | 211 |
| A5d | How much of the following resources would you like in the future, compared to what you have now? | Digital tools (on-line textbooks, webinars, videos, on-line communities, applications, etc.)     | Resource is available - Compared to what I have now, I need: Less            | Percent | 2    | 1-4   | 211 |
| A5d | How much of the following resources would you like in the future, compared to what you have now? | Digital tools (on-line textbooks, webinars, videos, on-line communities, applications, etc.)     | Resource is available - Compared to what I have now, I need: The Same Amount | Percent | 23   | 19-27 | 211 |
| A5d | How much of the following resources would you like in the future, compared to what you have now? | Digital tools (on-line textbooks, webinars, videos, on-line communities, applications, etc.)     | Resource is available - Compared to what I have now, I need: More            | Percent | 75   | 70-79 | 211 |
| A5e | How much of the following 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 | 5    | 3-9   | 211 |
| A5e | How much of the following 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: The Same Amount | Percent | 37   | 33-42 | 211 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text   | Response   | EstType | Est. | CI    | N   |
|-----|--|---|--|---------|------|-------|-----|
| A5e | How much of the following 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 | 58   | 53-62 | 211 |
| A5f | How much of the following 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 | 4    | 2-7   | 211 |
| A5f | How much of the following 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: The Same Amount | Percent | 30   | 26-35 | 211 |
| A5f | How much of the following 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 | 66   | 61-71 | 211 |
| A5g | How much of the following 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 district's curricula    | Resource is not available  | Percent | 1    | 1-3   | 211 |
| A5g | How much of the following 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 district's curricula    | Resource is available - Compared to what I have now, I need: Less            | Percent | 5    | 3-7   | 211 |
| A5g | How much of the following 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 district's curricula    | Resource is available - Compared to what I have now, I need: The Same Amount | Percent | 19   | 16-23 | 211 |
| A5g | How much of the following 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 district's curricula    | Resource is available - Compared to what I have now, I need: More            | Percent | 75   | 70-79 | 211 |
| A5h | How much of the following resources would you like in the future, compared to what you have now? | Professional development for principals on the state standards                                    | Resource is not available  | Percent | 1    | 0-2   | 210 |
| A5h | How much of the following resources would you like in the future, compared to what you have now? | Professional development for principals on the state standards                                    | Resource is available - Compared to what I have now, I need: Less            | Percent | 4    | 2-6   | 210 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text  | Response   | EstType | Est. | CI    | N   |
|-----|---|--|--|---------|------|-------|-----|
| A5h | How much of the following resources would you like in the future, compared to what you have now?  | Professional development for principals on the state standards | Resource is available - Compared to what I have now, I need: The Same Amount | Percent | 43   | 38-48 | 210 |
| A5h | How much of the following resources would you like in the future, compared to what you have now?  | Professional development for principals on the state standards | Resource is available - Compared to what I have now, I need: More            | Percent | 52   | 47-57 | 210 |
| A6a | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of support from parents                                   | Not a Challenge  | Percent | 45   | 40-50 | 211 |
| A6a | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of support from parents                                   | Minor Challenge  | Percent | 26   | 21-31 | 211 |
| A6a | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of support from parents                                   | Moderate Challenge   | Percent | 22   | 18-27 | 211 |
| A6a | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of support from parents                                   | Major Challenge  | Percent | 7    | 5-10  | 211 |
| A6b | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Inadequate instructional resources                             | Not a Challenge  | Percent | 33   | 30-37 | 211 |
| A6b | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Inadequate instructional resources                             | Minor Challenge  | Percent | 35   | 31-40 | 211 |
| A6b | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Inadequate instructional resources                             | Moderate Challenge   | Percent | 16   | 13-20 | 211 |
| A6b | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Inadequate instructional resources                             | Major Challenge  | Percent | 15   | 12-19 | 211 |
| A6c | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Principal turnover   | Not a Challenge  | Percent | 63   | 59-66 | 211 |
| A6c | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Principal turnover   | Minor Challenge  | Percent | 25   | 21-29 | 211 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response           | EstType | Est. | CI    | N   |
|-----|---|---|--------------------|---------|------|-------|-----|
| A6c | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Principal turnover  | Moderate Challenge | Percent | 9    | 6-12  | 211 |
| A6c | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Principal turnover  | Major Challenge    | Percent | 4    | 2-6   | 211 |
| A6d | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Teacher turnover  | Not a Challenge    | Percent | 53   | 49-57 | 211 |
| A6d | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Teacher turnover  | Minor Challenge    | Percent | 30   | 26-35 | 211 |
| A6d | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Teacher turnover  | Moderate Challenge | Percent | 10   | 7-13  | 211 |
| A6d | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Teacher turnover  | Major Challenge    | Percent | 7    | 4-10  | 211 |
| A6e | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of school resources needed to provide extra help for struggling students | Not a Challenge    | Percent | 15   | 12-18 | 211 |
| A6e | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of school resources needed to provide extra help for struggling students | Minor Challenge    | Percent | 29   | 25-34 | 211 |
| A6e | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of school resources needed to provide extra help for struggling students | Moderate Challenge | Percent | 31   | 26-35 | 211 |
| A6e | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of school resources needed to provide extra help for struggling students | Major Challenge    | Percent | 26   | 22-30 | 211 |
| A6f | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Level of difficulty of the Massachusetts standards                            | Not a Challenge    | Percent | 35   | 31-40 | 209 |
| A6f | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Level of difficulty of the Massachusetts standards                            | Minor Challenge    | Percent | 35   | 31-39 | 209 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text  | Response           | EstType | Est. | CI    | N   |
|-----|---|--|--------------------|---------|------|-------|-----|
| A6f | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Level of difficulty of the Massachusetts standards   | Moderate Challenge | Percent | 28   | 24-33 | 209 |
| A6f | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Level of difficulty of the Massachusetts standards   | Major Challenge    | Percent | 2    | 1-4   | 209 |
| A6g | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Conflicting state initiatives  | Not a Challenge    | Percent | 12   | 9-17  | 208 |
| A6g | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Conflicting state initiatives  | Minor Challenge    | Percent | 28   | 23-32 | 208 |
| A6g | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Conflicting state initiatives  | Moderate Challenge | Percent | 27   | 23-31 | 208 |
| A6g | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Conflicting state initiatives  | Major Challenge    | Percent | 34   | 30-37 | 208 |
| A6h | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Deployment of resources (people, time, and fiscal resources) to maximize teaching and learning | Not a Challenge    | Percent | 7    | 5-10  | 210 |
| A6h | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Deployment of resources (people, time, and fiscal resources) to maximize teaching and learning | Minor Challenge    | Percent | 18   | 15-21 | 210 |
| A6h | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Deployment of resources (people, time, and fiscal resources) to maximize teaching and learning | Moderate Challenge | Percent | 43   | 39-48 | 210 |
| A6h | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Deployment of resources (people, time, and fiscal resources) to maximize teaching and learning | Major Challenge    | Percent | 32   | 28-36 | 210 |
| A6i | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Insufficient understanding of the Massachusetts Curriculum Frameworks by teachers              | Not a Challenge    | Percent | 31   | 27-35 | 211 |
| A6i | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Insufficient understanding of the Massachusetts Curriculum Frameworks by teachers              | Minor Challenge    | Percent | 45   | 41-49 | 211 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response           | EstType | Est. | CI    | N   |
|-----|---|---|--------------------|---------|------|-------|-----|
| A6i | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Insufficient understanding of the Massachusetts Curriculum Frameworks by teachers   | Moderate Challenge | Percent | 20   | 16-24 | 211 |
| A6i | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Insufficient understanding of the Massachusetts Curriculum Frameworks by teachers   | Major Challenge    | Percent | 5    | 3-7   | 211 |
| A6j | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Insufficient understanding of the Massachusetts Curriculum Frameworks by principals | Not a Challenge    | Percent | 41   | 36-47 | 208 |
| A6j | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Insufficient understanding of the Massachusetts Curriculum Frameworks by principals | Minor Challenge    | Percent | 41   | 37-46 | 208 |
| A6j | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Insufficient understanding of the Massachusetts Curriculum Frameworks by principals | Moderate Challenge | Percent | 15   | 12-19 | 208 |
| A6j | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Insufficient understanding of the Massachusetts Curriculum Frameworks by principals | Major Challenge    | Percent | 3    | 2-5   | 208 |
| A6k | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of high quality teaching   | Not a Challenge    | Percent | 37   | 33-42 | 211 |
| A6k | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of high quality teaching   | Minor Challenge    | Percent | 35   | 30-40 | 211 |
| A6k | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of high quality teaching   | Moderate Challenge | Percent | 20   | 16-24 | 211 |
| A6k | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of high quality teaching   | Major Challenge    | Percent | 8    | 6-12  | 211 |
| A6l | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of high quality administrators   | Not a Challenge    | Percent | 53   | 47-58 | 211 |
| A6l | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of high quality administrators   | Minor Challenge    | Percent | 30   | 26-34 | 211 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response           | EstType | Est. | CI    | N   |
|-----|---|---|--------------------|---------|------|-------|-----|
| A6l | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of high quality administrators   | Moderate Challenge | Percent | 13   | 10-17 | 211 |
| A6l | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Lack of high quality administrators   | Major Challenge    | Percent | 5    | 3-8   | 211 |
| A6m | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Amount of time required for additional district-administered tests                          | Not a Challenge    | Percent | 19   | 16-23 | 209 |
| A6m | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Amount of time required for additional district-administered tests                          | Minor Challenge    | Percent | 24   | 20-28 | 209 |
| A6m | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Amount of time required for additional district-administered tests                          | Moderate Challenge | Percent | 39   | 34-44 | 209 |
| A6m | To what extent is each of the following a challenge to your district's efforts to implement the Massachusetts Curriculum Frameworks in your district? | Amount of time required for additional district-administered tests                          | Major Challenge    | Percent | 19   | 15-23 | 209 |
| A7a | Please indicate your agreement with the following statements.   | The district rewards or recognizes principals based on their schools' MCAS or PARCC scores. | Disagree Strongly  | Percent | 30   | 26-34 | 209 |
| A7a | Please indicate your agreement with the following statements.   | The district rewards or recognizes principals based on their schools' MCAS or PARCC scores. | Disagree Somewhat  | Percent | 28   | 23-33 | 209 |
| A7a | Please indicate your agreement with the following statements.   | The district rewards or recognizes principals based on their schools' MCAS or PARCC scores. | Agree Somewhat     | Percent | 34   | 29-40 | 209 |
| A7a | Please indicate your agreement with the following statements.   | The district rewards or recognizes principals based on their schools' MCAS or PARCC scores. | Agree Strongly     | Percent | 8    | 6-11  | 209 |
| A7b | Please indicate your agreement with the following statements.   | The district rewards or recognizes teachers based on their students' MCAS or PARCC scores.  | Disagree Strongly  | Percent | 35   | 31-39 | 209 |
| A7b | Please indicate your agreement with the following statements.   | The district rewards or recognizes teachers based on their students' MCAS or PARCC scores.  | Disagree Somewhat  | Percent | 32   | 27-37 | 209 |
| A7b | Please indicate your agreement with the following statements.   | The district rewards or recognizes teachers based on their students' MCAS or PARCC scores.  | Agree Somewhat     | Percent | 28   | 24-32 | 209 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| A7b | Please indicate your agreement with the following statements. | The district rewards or recognizes teachers based on their students' MCAS or PARCC scores.  | Agree Strongly    | Percent | 6    | 4-8   | 209 |
| A7c | Please indicate your agreement with the following statements. | The district rewards or recognizes principals based on their schools' implementation of the Massachusetts Curriculum Frameworks.          | Disagree Strongly | Percent | 25   | 21-29 | 209 |
| A7c | Please indicate your agreement with the following statements. | The district rewards or recognizes principals based on their schools' implementation of the Massachusetts Curriculum Frameworks.          | Disagree Somewhat | Percent | 37   | 32-42 | 209 |
| A7c | Please indicate your agreement with the following statements. | The district rewards or recognizes principals based on their schools' implementation of the Massachusetts Curriculum Frameworks.          | Agree Somewhat    | Percent | 34   | 29-39 | 209 |
| A7c | Please indicate your agreement with the following statements. | The district rewards or recognizes principals based on their schools' implementation of the Massachusetts Curriculum Frameworks.          | Agree Strongly    | Percent | 5    | 3-7   | 209 |
| A7d | Please indicate your agreement with the following statements. | The district rewards or recognizes teachers based on their classroom implementation of the Massachusetts Curriculum Frameworks.           | Disagree Strongly | Percent | 26   | 22-31 | 205 |
| A7d | Please indicate your agreement with the following statements. | The district rewards or recognizes teachers based on their classroom implementation of the Massachusetts Curriculum Frameworks.           | Disagree Somewhat | Percent | 35   | 30-40 | 205 |
| A7d | Please indicate your agreement with the following statements. | The district rewards or recognizes teachers based on their classroom implementation of the Massachusetts Curriculum Frameworks.           | Agree Somewhat    | Percent | 32   | 27-38 | 205 |
| A7d | Please indicate your agreement with the following statements. | The district rewards or recognizes teachers based on their classroom implementation of the Massachusetts Curriculum Frameworks.           | Agree Strongly    | Percent | 7    | 5-9   | 205 |
| A7e | Please indicate your agreement with the following statements. | There are negative repercussions for principals in my district if their schools poorly implement the Massachusetts Curriculum Frameworks. | Disagree Strongly | Percent | 23   | 19-27 | 205 |
| A7e | Please indicate your agreement with the following statements. | There are negative repercussions for principals in my district if their schools poorly implement the Massachusetts Curriculum Frameworks. | Disagree Somewhat | Percent | 31   | 27-36 | 205 |
| A7e | Please indicate your agreement with the following statements. | There are negative repercussions for principals in my district if their schools poorly implement the Massachusetts Curriculum Frameworks. | Agree Somewhat    | Percent | 39   | 34-43 | 205 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| A7e | Please indicate your agreement with the following statements.   | There are negative repercussions for principals in my district if their schools poorly implement the Massachusetts Curriculum Frameworks.     | Agree Strongly    | Percent | 7    | 5-11  | 205 |
| A7f | Please indicate your agreement with the following statements.   | There are negative repercussions for teachers in my district who poorly implement the Massachusetts Curriculum Frameworks.                    | Disagree Strongly | Percent | 23   | 20-27 | 205 |
| A7f | Please indicate your agreement with the following statements.   | There are negative repercussions for teachers in my district who poorly implement the Massachusetts Curriculum Frameworks.                    | Disagree Somewhat | Percent | 37   | 32-42 | 205 |
| A7f | Please indicate your agreement with the following statements.   | There are negative repercussions for teachers in my district who poorly implement the Massachusetts Curriculum Frameworks.                    | Agree Somewhat    | Percent | 34   | 30-39 | 205 |
| A7f | Please indicate your agreement with the following statements.   | There are negative repercussions for teachers in my district who poorly implement the Massachusetts Curriculum Frameworks.                    | Agree Strongly    | Percent | 6    | 4-8   | 205 |
| A7g | 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 | 14   | 11-18 | 208 |
| A7g | 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 | 22   | 18-25 | 208 |
| A7g | 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 | 45   | 41-49 | 208 |
| A7g | 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 | 19   | 16-24 | 208 |
| A8a | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | The 2011 English Language Arts (ELA) Curriculum Framework clearly indicates the content (topics and cognitive demands) teachers should teach. | Disagree Somewhat | Percent | 7    | 4-10  | 209 |
| A8a | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | The 2011 English Language Arts (ELA) Curriculum Framework clearly indicates the content (topics and cognitive demands) teachers should teach. | Agree Somewhat    | Percent | 75   | 70-79 | 209 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| A8a | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | The 2011 English Language Arts (ELA) Curriculum Framework clearly indicates the content (topics and cognitive demands) teachers should teach.                                 | Agree Strongly    | Percent | 19   | 15-23 | 209 |
| A8b | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | The 2011 ELA Curriculum Framework clearly indicates the content (topics and cognitive demands) teachers should not teach.   | Disagree Strongly | Percent | 9    | 7-12  | 208 |
| A8b | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | The 2011 ELA Curriculum Framework clearly indicates the content (topics and cognitive demands) teachers should not teach.   | Disagree Somewhat | Percent | 46   | 42-51 | 208 |
| A8b | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | The 2011 ELA Curriculum Framework clearly indicates the content (topics and cognitive demands) teachers should not teach.   | Agree Somewhat    | Percent | 40   | 35-45 | 208 |
| A8b | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | The 2011 ELA Curriculum Framework clearly indicates the content (topics and cognitive demands) teachers should not teach.   | Agree Strongly    | Percent | 5    | 3-7   | 208 |
| A8c | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates the order in which they should teach each content area in the 2011 ELA Curriculum Framework. | Disagree Strongly | Percent | 8    | 6-11  | 209 |
| A8c | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates the order in which they should teach each content area in the 2011 ELA Curriculum Framework. | Disagree Somewhat | Percent | 21   | 17-24 | 209 |
| A8c | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates the order in which they should teach each content area in the 2011 ELA Curriculum Framework. | Agree Somewhat    | Percent | 57   | 52-62 | 209 |
| A8c | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates the order in which they should teach each content area in the 2011 ELA Curriculum Framework. | Agree Strongly    | Percent | 14   | 11-18 | 209 |
| A8d | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates how much time they should spend on each content area in the 2011 ELA Curriculum Framework.   | Disagree Strongly | Percent | 8    | 6-12  | 209 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| A8d | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates how much time they should spend on each content area in the 2011 ELA Curriculum Framework. | Disagree Somewhat | Percent | 30   | 26-34 | 209 |
| A8d | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates how much time they should spend on each content area in the 2011 ELA Curriculum Framework. | Agree Somewhat    | Percent | 49   | 44-53 | 209 |
| A8d | Please indicate your agreement with the following statements about the 2011 English Language Arts (ELA) Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates how much time they should spend on each content area in the 2011 ELA Curriculum Framework. | Agree Strongly    | Percent | 12   | 10-16 | 209 |
| A9a | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                 | The 2011 Mathematics Curriculum Frameworks clearly indicate the content (topics and cognitive demands) teachers should teach.   | Disagree Strongly | Percent | 1    | 0-2   | 209 |
| A9a | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                 | The 2011 Mathematics Curriculum Frameworks clearly indicate the content (topics and cognitive demands) teachers should teach.   | Disagree Somewhat | Percent | 5    | 3-8   | 209 |
| A9a | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                 | The 2011 Mathematics Curriculum Frameworks clearly indicate the content (topics and cognitive demands) teachers should teach.   | Agree Somewhat    | Percent | 68   | 64-73 | 209 |
| A9a | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                 | The 2011 Mathematics Curriculum Frameworks clearly indicate the content (topics and cognitive demands) teachers should teach.   | Agree Strongly    | Percent | 26   | 21-30 | 209 |
| A9b | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                 | The 2011 Mathematics Curriculum Frameworks clearly indicates the content (topics and cognitive demands) teachers should not teach.  | Disagree Strongly | Percent | 7    | 5-9   | 208 |
| A9b | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.                 | The 2011 Mathematics Curriculum Frameworks clearly indicates the content (topics and cognitive demands) teachers should not teach.  | Disagree Somewhat | Percent | 41   | 37-46 | 208 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-----|---|--|-------------------|---------|------|-------|-----|
| A9b | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework. | The 2011 Mathematics Curriculum Frameworks clearly indicates the content (topics and cognitive demands) teachers should not teach.   | Agree Somewhat    | Percent | 48   | 43-52 | 208 |
| A9b | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework. | The 2011 Mathematics Curriculum Frameworks clearly indicates the content (topics and cognitive demands) teachers should not teach.   | Agree Strongly    | Percent | 4    | 3-7   | 208 |
| A9c | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates the order in which they should teach each content area in the 2011 Mathematics Curriculum Frameworks. | Disagree Strongly | Percent | 6    | 4-9   | 209 |
| A9c | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates the order in which they should teach each content area in the 2011 Mathematics Curriculum Frameworks. | Disagree Somewhat | Percent | 19   | 16-24 | 209 |
| A9c | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates the order in which they should teach each content area in the 2011 Mathematics Curriculum Frameworks. | Agree Somewhat    | Percent | 57   | 52-62 | 209 |
| A9c | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates the order in which they should teach each content area in the 2011 Mathematics Curriculum Frameworks. | Agree Strongly    | Percent | 17   | 14-21 | 209 |
| A9d | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates how much time they should spend on each content area in the 2011 Mathematics Curriculum Frameworks.   | Disagree Strongly | Percent | 6    | 4-8   | 209 |
| A9d | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework. | Teachers have received guidance from my district or state that clearly indicates how much time they should spend on each content area in the 2011 Mathematics Curriculum Frameworks.   | Disagree Somewhat | Percent | 27   | 24-31 | 209 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #    | Matrix_Text   | Item_Text  | Response       | EstType | Est. | CI    | N   |
|------|---|--|----------------|---------|------|-------|-----|
| A9d  | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.   | Teachers have received guidance from my district or state that clearly indicates how much time they should spend on each content area in the 2011 Mathematics Curriculum Frameworks. | Agree Somewhat | Percent | 50   | 45-54 | 209 |
| A9d  | Please indicate your agreement with the following statements about the 2011 Mathematics Curriculum Framework.   | Teachers have received guidance from my district or state that clearly indicates how much time they should spend on each content area in the 2011 Mathematics Curriculum Frameworks. | Agree Strongly | Percent | 17   | 14-21 | 209 |
| A10a | 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 | 49   | 45-53 | 208 |
| A10a | Including this current school year, how much longer do you believe each of the following will remain in effect? | The current 2011 English Language Arts Curriculum Framework  | 3 years        | Percent | 32   | 28-37 | 208 |
| A10a | 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 | 8    | 6-11  | 208 |
| A10a | 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 | 11   | 8-14  | 208 |
| A10b | 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 | 45   | 41-49 | 208 |
| A10b | 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 | 32   | 28-37 | 208 |
| A10b | 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 | 12   | 9-15  | 208 |
| A10b | 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 | 11   | 8-14  | 208 |
| A10c | 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 | 10   | 7-13  | 208 |
| A10c | 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 | 15   | 12-19 | 208 |
| A10c | 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 | 17   | 13-21 | 208 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #    | Matrix_Text   | Item_Text  | Response  | EstType | Est. | CI    | N   |
|------|---|--|-----------|---------|------|-------|-----|
| A10c | Including this current school year, how much longer do you believe each of the following will remain in effect? | The current 2016 Science and Technology/Engineering Curriculum Framework | 5+ years  | Percent | 58   | 53-63 | 208 |
| A10d | 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 | 13   | 11-16 | 207 |
| A10d | 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   | 22-30 | 207 |
| A10d | Including this current school year, how much longer do you believe each of the following will remain in effect? | The next generation MCAS test  | 4 years   | Percent | 13   | 10-17 | 207 |
| A10d | 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 | 48   | 44-53 | 207 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

Table 3. Educator Growth and Development

| #   | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-----|---|--|-------------------|---------|------|-------|-----|
| B1a | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | improving teachers' content knowledge of the academic subjects they teach. | Disagree Strongly | Percent | 2    | 1-3   | 208 |
| B1a | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | improving teachers' content knowledge of the academic subjects they teach. | Disagree Somewhat | Percent | 10   | 8-13  | 208 |
| B1a | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | improving teachers' content knowledge of the academic subjects they teach. | Agree Somewhat    | Percent | 66   | 61-71 | 208 |
| B1a | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | improving teachers' content knowledge of the academic subjects they teach. | Agree Strongly    | Percent | 22   | 18-26 | 208 |
| B1b | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | advancing teachers' understanding of effective instructional strategies.   | Disagree Somewhat | Percent | 1    | 1-2   | 208 |
| B1b | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | advancing teachers' understanding of effective instructional strategies.   | Agree Somewhat    | Percent | 56   | 51-61 | 208 |
| B1b | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | advancing teachers' understanding of effective instructional strategies.   | Agree Strongly    | Percent | 43   | 38-48 | 208 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| B1c | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | having a lasting impact on teachers' classroom instruction.                         | Disagree Strongly | Percent | 1    | 0-3   | 208 |
| B1c | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | having a lasting impact on teachers' classroom instruction.                         | Disagree Somewhat | Percent | 7    | 5-10  | 208 |
| B1c | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | having a lasting impact on teachers' classroom instruction.                         | Agree Somewhat    | Percent | 64   | 59-68 | 208 |
| B1c | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | having a lasting impact on teachers' classroom instruction.                         | Agree Strongly    | Percent | 29   | 25-33 | 208 |
| B1d | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers improve their teaching of the current state curriculum frameworks. | Disagree Somewhat | Percent | 14   | 11-17 | 208 |
| B1d | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers improve their teaching of the current state curriculum frameworks. | Agree Somewhat    | Percent | 70   | 65-74 | 208 |
| B1d | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers improve their teaching of the current state curriculum frameworks. | Agree Strongly    | Percent | 17   | 13-21 | 208 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| B1e | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers use the analyses of student performance data to identify the needs of struggling students. | Disagree Strongly | Percent | 0    | 0-1   | 208 |
| B1e | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers use the analyses of student performance data to identify the needs of struggling students. | Disagree Somewhat | Percent | 10   | 8-13  | 208 |
| B1e | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers use the analyses of student performance data to identify the needs of struggling students. | Agree Somewhat    | Percent | 63   | 58-68 | 208 |
| B1e | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers use the analyses of student performance data to identify the needs of struggling students. | Agree Strongly    | Percent | 26   | 22-31 | 208 |
| B1f | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers address the social and emotional needs of their students.                                  | Disagree Strongly | Percent | 1    | 0-3   | 208 |
| B1f | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers address the social and emotional needs of their students.                                  | Disagree Somewhat | Percent | 10   | 8-13  | 208 |
| B1f | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers address the social and emotional needs of their students.                                  | Agree Somewhat    | Percent | 56   | 52-61 | 208 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-----|---|--|-------------------|---------|------|-------|-----|
| B1f | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers address the social and emotional needs of their students.                                 | Agree Strongly    | Percent | 32   | 28-37 | 208 |
| B1g | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers teach content aligned to the current curriculum frameworks to students with disabilities. | Disagree Strongly | Percent | 3    | 2-5   | 208 |
| B1g | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers teach content aligned to the current curriculum frameworks to students with disabilities. | Disagree Somewhat | Percent | 18   | 15-22 | 208 |
| B1g | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers teach content aligned to the current curriculum frameworks to students with disabilities. | Agree Somewhat    | Percent | 65   | 60-70 | 208 |
| B1g | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers teach content aligned to the current curriculum frameworks to students with disabilities. | Agree Strongly    | Percent | 13   | 11-16 | 208 |
| B1h | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers teach content aligned to the current curriculum frameworks to English Language Learners.  | Disagree Strongly | Percent | 2    | 2-3   | 208 |
| B1h | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers teach content aligned to the current curriculum frameworks to English Language Learners.  | Disagree Somewhat | Percent | 16   | 12-21 | 208 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| B1h | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers teach content aligned to the current curriculum frameworks to English Language Learners. | Agree Somewhat    | Percent | 64   | 58-69 | 208 |
| B1h | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | helping teachers teach content aligned to the current curriculum frameworks to English Language Learners. | Agree Strongly    | Percent | 18   | 15-22 | 208 |
| B1i | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | well-aligned to the MA Standards and Indicators of Effective Teaching.                                    | Disagree Strongly | Percent | 1    | 0-2   | 208 |
| B1i | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | well-aligned to the MA Standards and Indicators of Effective Teaching.                                    | Disagree Somewhat | Percent | 11   | 8-14  | 208 |
| B1i | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | well-aligned to the MA Standards and Indicators of Effective Teaching.                                    | Agree Somewhat    | Percent | 64   | 59-68 | 208 |
| B1i | Indicate your agreement with the following statements about the impact of the professional development activities that were offered to teachers in your district during the 2016-17 school year. The professional development activities are... | well-aligned to the MA Standards and Indicators of Effective Teaching.                                    | Agree Strongly    | Percent | 25   | 21-29 | 208 |
| B2a | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers?  | Solicited informal feedback from teachers on the professional development activities                      | Rarely            | Percent | 1    | 0-3   | 208 |
| B2a | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers?  | Solicited informal feedback from teachers on the professional development activities                      | Sometimes         | Percent | 16   | 12-20 | 208 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text   | Response  | EstType | Est. | CI    | N   |
|-----|--|---|-----------|---------|------|-------|-----|
| B2a | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Solicited informal feedback from teachers on the professional development activities  | Often     | Percent | 83   | 79-86 | 208 |
| B2b | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Examined whether professional development correlates to gains in student achievement  | Never     | Percent | 3    | 2-5   | 207 |
| B2b | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Examined whether professional development correlates to gains in student achievement  | Rarely    | Percent | 14   | 11-18 | 207 |
| B2b | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Examined whether professional development correlates to gains in student achievement  | Sometimes | Percent | 56   | 51-61 | 207 |
| B2b | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Examined whether professional development correlates to gains in student achievement  | Often     | Percent | 27   | 23-31 | 207 |
| B2c | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Solicited formal evaluations from teachers on the professional development activities | Never     | Percent | 2    | 1-4   | 208 |
| B2c | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Solicited formal evaluations from teachers on the professional development activities | Rarely    | Percent | 6    | 4-9   | 208 |
| B2c | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Solicited formal evaluations from teachers on the professional development activities | Sometimes | Percent | 26   | 22-31 | 208 |
| B2c | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Solicited formal evaluations from teachers on the professional development activities | Often     | Percent | 66   | 61-71 | 208 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text   | Response        | EstType | Est. | CI    | N   |
|-----|--|---|-----------------|---------|------|-------|-----|
| B2d | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Conducted observations of instructional practice  | Rarely          | Percent | 2    | 1-4   | 207 |
| B2d | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Conducted observations of instructional practice  | Sometimes       | Percent | 17   | 14-21 | 207 |
| B2d | During the 2016-17 school year (including summer 2016), how often has your district engaged in the following activities to evaluate the quality of its professional development offerings to teachers? | Conducted observations of instructional practice  | Often           | Percent | 80   | 77-84 | 207 |
| B3  | N/A  | Of all the professional development for teachers provided in your district, what percentage is developed in-house by your district?   | N/A             | Mean    | 72   | 70-74 | N/A |
| B4a | To help students master the Massachusetts' state standards, teachers need support to...  | implement accommodations, modifications, and specially designed instruction as described in students' Individualized Education Plans. | Not At All      | Percent | 0    | 0-1   | 207 |
| B4a | To help students master the Massachusetts' state standards, teachers need support to...  | implement accommodations, modifications, and specially designed instruction as described in students' Individualized Education Plans. | Minimal Extent  | Percent | 9    | 7-12  | 207 |
| B4a | To help students master the Massachusetts' state standards, teachers need support to...  | implement accommodations, modifications, and specially designed instruction as described in students' Individualized Education Plans. | Moderate Extent | Percent | 47   | 42-52 | 207 |
| B4a | To help students master the Massachusetts' state standards, teachers need support to...  | implement accommodations, modifications, and specially designed instruction as described in students' Individualized Education Plans. | Large Extent    | Percent | 43   | 38-48 | 207 |
| B4b | To help students master the Massachusetts' state standards, teachers need support to...  | implement strategies to specifically address the instructional needs of English language learners.                                    | Not At All      | Percent | 4    | 2-6   | 207 |
| B4b | To help students master the Massachusetts' state standards, teachers need support to...  | implement strategies to specifically address the instructional needs of English language learners.                                    | Minimal Extent  | Percent | 23   | 20-27 | 207 |
| B4b | To help students master the Massachusetts' state standards, teachers need support to...  | implement strategies to specifically address the instructional needs of English language learners.                                    | Moderate Extent | Percent | 44   | 40-48 | 207 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response        | EstType | Est. | CI    | N   |
|-----|---|---|-----------------|---------|------|-------|-----|
| B4b | To help students master the Massachusetts' state standards, teachers need support to... | implement strategies to specifically address the instructional needs of English language learners.  | Large Extent    | Percent | 29   | 25-34 | 207 |
| B4c | To help students master the Massachusetts' state standards, teachers need support to... | supplement core teaching strategies with additional supports for students with varying intensity of academic need.  | Not At All      | Percent | 0    | 0-1   | 207 |
| B4c | To help students master the Massachusetts' state standards, teachers need support to... | supplement core teaching strategies with additional supports for students with varying intensity of academic need.  | Minimal Extent  | Percent | 9    | 7-12  | 207 |
| B4c | To help students master the Massachusetts' state standards, teachers need support to... | supplement core teaching strategies with additional supports for students with varying intensity of academic need.  | Moderate Extent | Percent | 52   | 47-57 | 207 |
| B4c | To help students master the Massachusetts' state standards, teachers need support to... | supplement core teaching strategies with additional supports for students with varying intensity of academic need.  | Large Extent    | Percent | 38   | 34-43 | 207 |
| B4d | To help students master the Massachusetts' state standards, teachers need support to... | implement inclusive practices to support the needs of all learners in core academic areas.  | Not At All      | Percent | 1    | 1-3   | 207 |
| B4d | To help students master the Massachusetts' state standards, teachers need support to... | implement inclusive practices to support the needs of all learners in core academic areas.  | Minimal Extent  | Percent | 11   | 8-14  | 207 |
| B4d | To help students master the Massachusetts' state standards, teachers need support to... | implement inclusive practices to support the needs of all learners in core academic areas.  | Moderate Extent | Percent | 44   | 39-48 | 207 |
| B4d | To help students master the Massachusetts' state standards, teachers need support to... | implement inclusive practices to support the needs of all learners in core academic areas.  | Large Extent    | Percent | 44   | 40-49 | 207 |
| B5a | Principals could benefit from strategies to...  | support teachers as they integrate the development of students' 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 | 2    | 1-4   | 207 |
| B5a | Principals could benefit from strategies to...  | support teachers as they integrate the development of students' 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 | 13   | 10-16 | 207 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text                                    | Item_Text   | Response        | EstType | Est. | CI    | N   |
|-----|--|---|-----------------|---------|------|-------|-----|
| B5a | Principals could benefit from strategies to... | support teachers as they integrate the development of students' 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 | 48   | 44-52 | 207 |
| B5a | Principals could benefit from strategies to... | support teachers as they integrate the development of students' 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 | 38   | 34-42 | 207 |
| B5b | Principals could benefit from strategies to... | integrate the development of students' social and emotional competencies into their instructional leadership, and school-wide systems and structures.   | Not At All      | Percent | 2    | 1-4   | 207 |
| B5b | Principals could benefit from strategies to... | integrate the development of students' social and emotional competencies into their instructional leadership, and school-wide systems and structures.   | Minimal Extent  | Percent | 15   | 12-19 | 207 |
| B5b | Principals could benefit from strategies to... | integrate the development of students' social and emotional competencies into their instructional leadership, and school-wide systems and structures.   | Moderate Extent | Percent | 47   | 42-52 | 207 |
| B5b | Principals could benefit from strategies to... | integrate the development of students' social and emotional competencies into their instructional leadership, and school-wide systems and structures.   | Large Extent    | Percent | 36   | 31-40 | 207 |
| B5c | Principals could benefit from strategies to... | support students with different types of social and emotional learning needs within their school.   | Not At All      | Percent | 3    | 2-6   | 207 |
| B5c | Principals could benefit from strategies to... | support students with different types of social and emotional learning needs within their school.   | Minimal Extent  | Percent | 13   | 10-16 | 207 |
| B5c | Principals could benefit from strategies to... | support students with different types of social and emotional learning needs within their school.   | Moderate Extent | Percent | 46   | 40-51 | 207 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text   | Response        | EstType | Est. | CI    | N   |
|-----|--|---|-----------------|---------|------|-------|-----|
| B5c | Principals could benefit from strategies to...   | support students with different types of social and emotional learning needs within their school.                   | Large Extent    | Percent | 38   | 34-43 | 207 |
| B6a | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Connecting students with different intensities of academic need to appropriate interventions                        | Not At All      | Percent | 1    | 1-3   | 206 |
| B6a | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Connecting students with different intensities of academic need to appropriate interventions                        | Minimal Extent  | Percent | 17   | 14-22 | 206 |
| B6a | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Connecting students with different intensities of academic need to appropriate interventions                        | Moderate Extent | Percent | 51   | 46-56 | 206 |
| B6a | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Connecting students with different intensities of academic need to appropriate interventions                        | Large Extent    | Percent | 31   | 26-36 | 206 |
| B6b | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Connecting students with different intensities of social and emotional/behavioral need to appropriate interventions | Not At All      | Percent | 1    | 1-3   | 206 |
| B6b | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Connecting students with different intensities of social and emotional/behavioral need to appropriate interventions | Minimal Extent  | Percent | 17   | 14-21 | 206 |
| B6b | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Connecting students with different intensities of social and emotional/behavioral need to appropriate interventions | Moderate Extent | Percent | 41   | 37-46 | 206 |
| B6b | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Connecting students with different intensities of social and emotional/behavioral need to appropriate interventions | Large Extent    | Percent | 40   | 36-45 | 206 |
| B6c | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Monitoring the impact of academic interventions on the progress of individual students                              | Not At All      | Percent | 2    | 1-3   | 206 |
| B6c | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Monitoring the impact of academic interventions on the progress of individual students                              | Minimal Extent  | Percent | 14   | 11-17 | 206 |
| B6c | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Monitoring the impact of academic interventions on the progress of individual students                              | Moderate Extent | Percent | 56   | 51-60 | 206 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text   | Response        | EstType | Est. | CI    | N   |
|-----|--|---|-----------------|---------|------|-------|-----|
| B6c | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Monitoring the impact of academic interventions on the progress of individual students                    | Large Extent    | Percent | 29   | 25-33 | 206 |
| B6d | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Monitoring the impact of social emotional/behavioral interventions on the progress of individual students | Not At All      | Percent | 2    | 1-3   | 206 |
| B6d | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Monitoring the impact of social emotional/behavioral interventions on the progress of individual students | Minimal Extent  | Percent | 16   | 13-20 | 206 |
| B6d | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Monitoring the impact of social emotional/behavioral interventions on the progress of individual students | Moderate Extent | Percent | 44   | 39-49 | 206 |
| B6d | Thinking of your district's student support system, to what extent could it benefit from district-wide support in the following areas? | Monitoring the impact of social emotional/behavioral interventions on the progress of individual students | Large Extent    | Percent | 38   | 34-43 | 206 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

Table 4. Educator Evaluation

| #     | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-------|---|--|-------------------|---------|------|-------|-----|
| C 1 a | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system is effective in identifying outstanding school leaders.                                      | Disagree Strongly | Percent | 3    | 1-4   | 206 |
| C 1 a | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system is effective in identifying outstanding school leaders.                                      | Disagree Somewhat | Percent | 15   | 12-18 | 206 |
| C 1 a | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system is effective in identifying outstanding school leaders.                                      | Agree Somewhat    | Percent | 68   | 63-72 | 206 |
| C 1 a | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system is effective in identifying outstanding school leaders.                                      | Agree Strongly    | Percent | 15   | 12-19 | 206 |
| C 1 b | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system is effective in identifying school leaders who are struggling.                               | Disagree Strongly | Percent | 2    | 1-4   | 206 |
| C 1 b | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system is effective in identifying school leaders who are struggling.                               | Disagree Somewhat | Percent | 10   | 8-13  | 206 |
| C 1 b | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system is effective in identifying school leaders who are struggling.                               | Agree Somewhat    | Percent | 66   | 61-71 | 206 |
| C 1 b | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system is effective in identifying school leaders who are struggling.                               | Agree Strongly    | Percent | 22   | 18-26 | 206 |
| C 1 c | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve academic learning. | Disagree Strongly | Percent | 3    | 2-5   | 206 |
| C 1 c | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve academic learning. | Disagree Somewhat | Percent | 18   | 15-21 | 206 |
| C 1 c | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve academic learning. | Agree Somewhat    | Percent | 65   | 60-69 | 206 |
| C 1 c | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve academic learning. | Agree Strongly    | Percent | 14   | 12-17 | 206 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-------|---|--|-------------------|---------|------|-------|-----|
| C 1 d | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve school leadership.                     | Disagree Strongly | Percent | 2    | 1-4   | 206 |
| C 1 d | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve school leadership.                     | Disagree Somewhat | Percent | 12   | 9-15  | 206 |
| C 1 d | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve school leadership.                     | Agree Somewhat    | Percent | 67   | 62-71 | 206 |
| C 1 d | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve school leadership.                     | Agree Strongly    | Percent | 20   | 17-24 | 206 |
| C 1 e | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve student social and emotional learning. | Disagree Strongly | Percent | 9    | 7-13  | 206 |
| C 1 e | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve student social and emotional learning. | Disagree Somewhat | Percent | 31   | 27-35 | 206 |
| C 1 e | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve student social and emotional learning. | Agree Somewhat    | Percent | 48   | 44-52 | 206 |
| C 1 e | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The principal evaluation system helps the district identify specific areas where the district can improve student social and emotional learning. | Agree Strongly    | Percent | 12   | 9-15  | 206 |
| C 1 f | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | Educators' personal SMART goals are aligned to school and district goals.  | Disagree Somewhat | Percent | 4    | 2-6   | 206 |
| C 1 f | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | Educators' personal SMART goals are aligned to school and district goals.  | Agree Somewhat    | Percent | 44   | 39-49 | 206 |
| C 1 f | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | Educators' personal SMART goals are aligned to school and district goals.  | Agree Strongly    | Percent | 52   | 47-57 | 206 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-------|---|--|-------------------|---------|------|-------|-----|
| C 1 g | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The Massachusetts' Standards and Indicators of Effective Administrative Leadership capture the most important aspects of being an administrator. | Disagree Strongly | Percent | 2    | 1-4   | 206 |
| C 1 g | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The Massachusetts' Standards and Indicators of Effective Administrative Leadership capture the most important aspects of being an administrator. | Disagree Somewhat | Percent | 14   | 11-17 | 206 |
| C 1 g | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The Massachusetts' Standards and Indicators of Effective Administrative Leadership capture the most important aspects of being an administrator. | Agree Somewhat    | Percent | 64   | 59-69 | 206 |
| C 1 g | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | The Massachusetts' Standards and Indicators of Effective Administrative Leadership capture the most important aspects of being an administrator. | Agree Strongly    | Percent | 20   | 16-25 | 206 |
| C 1 h | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | Overall, the evaluation system used in my district for assessing administrators generates fair results.  | Disagree Strongly | Percent | 1    | 0-2   | 206 |
| C 1 h | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | Overall, the evaluation system used in my district for assessing administrators generates fair results.  | Disagree Somewhat | Percent | 7    | 5-10  | 206 |
| C 1 h | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | Overall, the evaluation system used in my district for assessing administrators generates fair results.  | Agree Somewhat    | Percent | 58   | 53-62 | 206 |
| C 1 h | Please indicate your agreement with the following statements about the principal evaluation system used in your district. | Overall, the evaluation system used in my district for assessing administrators generates fair results.  | Agree Strongly    | Percent | 34   | 30-39 | 206 |
| C 2 a | The district's teacher evaluation system helps...   | teachers identify specific areas where they can improve student learning.  | Disagree Strongly | Percent | 2    | 1-4   | 206 |
| C 2 a | The district's teacher evaluation system helps...   | teachers identify specific areas where they can improve student learning.  | Disagree Somewhat | Percent | 5    | 4-7   | 206 |
| C 2 a | The district's teacher evaluation system helps...   | teachers identify specific areas where they can improve student learning.  | Agree Somewhat    | Percent | 61   | 57-65 | 206 |
| C 2 a | The district's teacher evaluation system helps...   | teachers identify specific areas where they can improve student learning.  | Agree Strongly    | Percent | 32   | 28-36 | 206 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text                                       | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-------|---|---|-------------------|---------|------|-------|-----|
| C 2 b | The district's teacher evaluation system helps... | teachers identify specific areas where they can improve their practice.   | Disagree Strongly | Percent | 1    | 1-3   | 206 |
| C 2 b | The district's teacher evaluation system helps... | teachers identify specific areas where they can improve their practice.   | Disagree Somewhat | Percent | 4    | 3-7   | 206 |
| C 2 b | The district's teacher evaluation system helps... | teachers identify specific areas where they can improve their practice.   | Agree Somewhat    | Percent | 54   | 50-59 | 206 |
| C 2 b | The district's teacher evaluation system helps... | teachers identify specific areas where they can improve their practice.   | Agree Strongly    | Percent | 40   | 36-44 | 206 |
| C 2 c | The district's teacher evaluation system helps... | teachers make instruction accessible to all learners.   | Disagree Strongly | Percent | 3    | 2-5   | 206 |
| C 2 c | The district's teacher evaluation system helps... | teachers make instruction accessible to all learners.   | Disagree Somewhat | Percent | 13   | 11-16 | 206 |
| C 2 c | The district's teacher evaluation system helps... | teachers make instruction accessible to all learners.   | Agree Somewhat    | Percent | 63   | 58-68 | 206 |
| C 2 c | The district's teacher evaluation system helps... | teachers make instruction accessible to all learners.   | Agree Strongly    | Percent | 21   | 18-25 | 206 |
| C 2 d | 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 | 8    | 6-11  | 206 |
| C 2 d | 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 | 33   | 28-37 | 206 |
| C 2 d | 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 | 53   | 48-58 | 206 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text                                       | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-------|---|---|-------------------|---------|------|-------|-----|
| C 2 d | 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 | 7    | 5-9   | 206 |
| C 2 e | The district's teacher evaluation system helps... | teachers use better assessment practices (such as getting better at setting student learning goals, monitoring progress, and providing students with feedback).   | Disagree Strongly | Percent | 3    | 1-5   | 206 |
| C 2 e | The district's teacher evaluation system helps... | teachers use better assessment practices (such as getting better at setting student learning goals, monitoring progress, and providing students with feedback).   | Disagree Somewhat | Percent | 15   | 12-18 | 206 |
| C 2 e | The district's teacher evaluation system helps... | teachers use better assessment practices (such as getting better at setting student learning goals, monitoring progress, and providing students with feedback).   | Agree Somewhat    | Percent | 65   | 61-69 | 206 |
| C 2 e | The district's teacher evaluation system helps... | teachers use better assessment practices (such as getting better at setting student learning goals, monitoring progress, and providing students with feedback).   | Agree Strongly    | Percent | 17   | 14-21 | 206 |
| C 2 f | The district's teacher evaluation system helps... | promote constructive conversations between teachers and their evaluators.   | Disagree Strongly | Percent | 1    | 1-3   | 206 |
| C 2 f | The district's teacher evaluation system helps... | promote constructive conversations between teachers and their evaluators.   | Disagree Somewhat | Percent | 12   | 9-15  | 206 |
| C 2 f | The district's teacher evaluation system helps... | promote constructive conversations between teachers and their evaluators.   | Agree Somewhat    | Percent | 41   | 36-45 | 206 |
| C 2 f | The district's teacher evaluation system helps... | promote constructive conversations between teachers and their evaluators.   | Agree Strongly    | Percent | 46   | 42-51 | 206 |
| C 2 g | The district's teacher evaluation system helps... | maintain a high bar for teachers to receive Professional Teacher Status.  | Disagree Strongly | Percent | 5    | 3-6   | 205 |
| C 2 g | The district's teacher evaluation system helps... | maintain a high bar for teachers to receive Professional Teacher Status.  | Disagree Somewhat | Percent | 20   | 16-24 | 205 |
| C 2 g | The district's teacher evaluation system helps... | maintain a high bar for teachers to receive Professional Teacher Status.  | Agree Somewhat    | Percent | 47   | 43-52 | 205 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #       | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|---------|---|---|-------------------|---------|------|-------|-----|
| C 2 g   | The district's teacher evaluation system helps...   | maintain a high bar for teachers to receive Professional Teacher Status.          | Agree Strongly    | Percent | 28   | 25-32 | 205 |
| C 2 h   | The district's teacher evaluation system helps...   | the district determine whether teachers receive teacher leadership opportunities. | Disagree Strongly | Percent | 14   | 12-18 | 206 |
| C 2 h   | The district's teacher evaluation system helps...   | the district determine whether teachers receive teacher leadership opportunities. | Disagree Somewhat | Percent | 27   | 23-32 | 206 |
| C 2 h   | The district's teacher evaluation system helps...   | the district determine whether teachers receive teacher leadership opportunities. | Agree Somewhat    | Percent | 43   | 38-47 | 206 |
| C 2 h   | The district's teacher evaluation system helps...   | the district determine whether teachers receive teacher leadership opportunities. | Agree Strongly    | Percent | 16   | 13-19 | 206 |
| C 2 i   | The district's teacher evaluation system helps...   | the district recognize and reward exemplary teachers.                             | Disagree Strongly | Percent | 18   | 15-22 | 206 |
| C 2 i   | The district's teacher evaluation system helps...   | the district recognize and reward exemplary teachers.                             | Disagree Somewhat | Percent | 35   | 30-39 | 206 |
| C 2 i   | The district's teacher evaluation system helps...   | the district recognize and reward exemplary teachers.                             | Agree Somewhat    | Percent | 36   | 32-40 | 206 |
| C 2 i   | The district's teacher evaluation system helps...   | the district recognize and reward exemplary teachers.                             | Agree Strongly    | Percent | 11   | 9-15  | 206 |
| C 2 j   | The district's teacher evaluation system helps...   | the district assign teachers to classes/students.                                 | Disagree Strongly | Percent | 28   | 24-33 | 206 |
| C 2 j   | The district's teacher evaluation system helps...   | the district assign teachers to classes/students.                                 | Disagree Somewhat | Percent | 34   | 30-38 | 206 |
| C 2 j   | The district's teacher evaluation system helps...   | the district assign teachers to classes/students.                                 | Agree Somewhat    | Percent | 32   | 29-36 | 206 |
| C 2 j   | The district's teacher evaluation system helps...   | the district assign teachers to classes/students.                                 | Agree Strongly    | Percent | 6    | 4-8   | 206 |
| C 2 k   | The district's teacher evaluation system helps...   | the district assign teachers across schools.                                      | Disagree Strongly | Percent | 40   | 36-45 | 205 |
| C 2 k   | The district's teacher evaluation system helps...   | the district assign teachers across schools.                                      | Disagree Somewhat | Percent | 35   | 30-40 | 205 |
| C 2 k   | The district's teacher evaluation system helps...   | the district assign teachers across schools.                                      | Agree Somewhat    | Percent | 20   | 17-24 | 205 |
| C 2 k   | The district's teacher evaluation system helps...   | the district assign teachers across schools.                                      | Agree Strongly    | Percent | 5    | 4-6   | 205 |
| C3_1_01 | When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ? | All evaluators are equipped with relevant classroom observation protocols.        | Yes               | Percent | 90   | 87-93 | 206 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #       | Matrix_Text   | Item_Text   | Response                              | EstType | Est. | CI    | N   |
|---------|---|---|---------------------------------------|---------|------|-------|-----|
| C3_1_02 | When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ?                       | All evaluators received training in how to use the observation protocols.   | Yes                                   | Percent | 86   | 82-89 | 206 |
| C3_1_03 | When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ?                       | All evaluators received training to calibrate practice related to conducting observations.                        | Yes                                   | Percent | 78   | 74-81 | 206 |
| C3_1_04 | When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ?                       | All evaluators received training to calibrate practice related to providing high quality feedback.                | Yes                                   | Percent | 69   | 65-73 | 206 |
| C3_1_05 | When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ?                       | All evaluators are assessed to determine the extent they are applying the evaluation system validly and reliably. | Yes                                   | Percent | 54   | 49-59 | 206 |
| C3_1_06 | When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ?                       | All educators are observed multiple times.  | Yes                                   | Percent | 84   | 81-87 | 206 |
| C3_1_07 | When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ?                       | All educators are observed by more than one observer during the school year.                                      | Yes                                   | Percent | 34   | 30-38 | 206 |
| C3_1_08 | When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ?                       | The district collects and organizes evaluation information (evidence, feedback, etc.) in an online platform.      | Yes                                   | Percent | 80   | 76-84 | 206 |
| C3_1_09 | When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ?                       | The district uses the results of the evaluation system to plan training for educators for the next school year.   | Yes                                   | Percent | 66   | 61-70 | 206 |
| C3_1_13 | When implementing your district's educator evaluation system this school year, which of the following procedures does your district employ?                       | None of the above   | Yes                                   | Percent | 1    | 0-2   | 206 |
| C3_2a   | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Calibration Video Library (42 classroom instruction videos)   | Never Heard of This Resource          | Percent | 23   | 19-27 | 204 |
| C3_2a   | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Calibration Video Library (42 classroom instruction videos)   | Heard of Resource but Haven't Used It | Percent | 39   | 35-44 | 204 |
| C3_2a   | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Calibration Video Library (42 classroom instruction videos)   | Used Resource but Found It NOT Useful | Percent | 3    | 2-5   | 204 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text   | Item_Text   | Response                              | EstType | Est. | CI    | N   |
|-------|---|---|---------------------------------------|---------|------|-------|-----|
| C3_2a | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Calibration Video Library (42 classroom instruction videos)           | Found Resource Useful                 | Percent | 24   | 21-29 | 204 |
| C3_2a | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Calibration Video Library (42 classroom instruction videos)           | Found Resource Very Useful            | Percent | 11   | 9-14  | 204 |
| C3_2b | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Transforming Educator Evaluation in Massachusetts (TEEM) Video Series | Never Heard of This Resource          | Percent | 36   | 33-41 | 204 |
| C3_2b | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Transforming Educator Evaluation in Massachusetts (TEEM) Video Series | Heard of Resource but Haven't Used It | Percent | 44   | 39-48 | 204 |
| C3_2b | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Transforming Educator Evaluation in Massachusetts (TEEM) Video Series | Used Resource but Found It NOT Useful | Percent | 4    | 2-6   | 204 |
| C3_2b | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Transforming Educator Evaluation in Massachusetts (TEEM) Video Series | Found Resource Useful                 | Percent | 13   | 11-16 | 204 |
| C3_2b | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Transforming Educator Evaluation in Massachusetts (TEEM) Video Series | Found Resource Very Useful            | Percent | 3    | 2-6   | 204 |
| C3_2c | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Developing Common Measures Guidance and Example Assessments           | Never Heard of This Resource          | Percent | 27   | 23-31 | 204 |
| C3_2c | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Developing Common Measures Guidance and Example Assessments           | Heard of Resource but Haven't Used It | Percent | 39   | 35-44 | 204 |
| C3_2c | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Developing Common Measures Guidance and Example Assessments           | Used Resource but Found It NOT Useful | Percent | 8    | 5-11  | 204 |
| C3_2c | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Developing Common Measures Guidance and Example Assessments           | Found Resource Useful                 | Percent | 24   | 20-28 | 204 |
| C3_2c | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Developing Common Measures Guidance and Example Assessments           | Found Resource Very Useful            | Percent | 2    | 1-4   | 204 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text   | Item_Text  | Response                              | EstType | Est. | CI    | N   |
|-------|---|--|---------------------------------------|---------|------|-------|-----|
| C3_2d | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Model Feedback Surveys                                   | Never Heard of This Resource          | Percent | 15   | 12-19 | 205 |
| C3_2d | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Model Feedback Surveys                                   | Heard of Resource but Haven't Used It | Percent | 35   | 31-39 | 205 |
| C3_2d | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Model Feedback Surveys                                   | Used Resource but Found It NOT Useful | Percent | 11   | 9-15  | 205 |
| C3_2d | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Model Feedback Surveys                                   | Found Resource Useful                 | Percent | 33   | 29-38 | 205 |
| C3_2d | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Model Feedback Surveys                                   | Found Resource Very Useful            | Percent | 6    | 4-9   | 205 |
| C3_2e | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Massachusetts Educator Evaluation Framework Video Series | Never Heard of This Resource          | Percent | 20   | 17-24 | 205 |
| C3_2e | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Massachusetts Educator Evaluation Framework Video Series | Heard of Resource but Haven't Used It | Percent | 40   | 36-44 | 205 |
| C3_2e | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Massachusetts Educator Evaluation Framework Video Series | Used Resource but Found It NOT Useful | Percent | 2    | 1-5   | 205 |
| C3_2e | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Massachusetts Educator Evaluation Framework Video Series | Found Resource Useful                 | Percent | 33   | 29-37 | 205 |
| C3_2e | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Massachusetts Educator Evaluation Framework Video Series | Found Resource Very Useful            | Percent | 5    | 3-7   | 205 |
| C3_2f | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Training Workshops for Teachers                          | Never Heard of This Resource          | Percent | 16   | 13-20 | 204 |
| C3_2f | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Training Workshops for Teachers                          | Heard of Resource but Haven't Used It | Percent | 32   | 28-37 | 204 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text   | Item_Text                               | Response                              | EstType | Est. | CI    | N   |
|-------|---|---|---------------------------------------|---------|------|-------|-----|
| C3_2f | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Training Workshops for Teachers   | Used Resource but Found It NOT Useful | Percent | 6    | 4-8   | 204 |
| C3_2f | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Training Workshops for Teachers   | Found Resource Useful                 | Percent | 43   | 38-47 | 204 |
| C3_2f | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Training Workshops for Teachers   | Found Resource Very Useful            | Percent | 4    | 2-6   | 204 |
| C3_2g | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Training Modules for Evaluators   | Never Heard of This Resource          | Percent | 11   | 9-14  | 203 |
| C3_2g | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Training Modules for Evaluators   | Heard of Resource but Haven't Used It | Percent | 28   | 25-32 | 203 |
| C3_2g | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Training Modules for Evaluators   | Used Resource but Found It NOT Useful | Percent | 4    | 3-7   | 203 |
| C3_2g | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Training Modules for Evaluators   | Found Resource Useful                 | Percent | 49   | 45-54 | 203 |
| C3_2g | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Training Modules for Evaluators   | Found Resource Very Useful            | Percent | 6    | 5-9   | 203 |
| C3_2h | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Educator Effectiveness newsletter | Never Heard of This Resource          | Percent | 16   | 13-19 | 204 |
| C3_2h | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Educator Effectiveness newsletter | Heard of Resource but Haven't Used It | Percent | 23   | 19-27 | 204 |
| C3_2h | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Educator Effectiveness newsletter | Used Resource but Found It NOT Useful | Percent | 11   | 8-14  | 204 |
| C3_2h | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Educator Effectiveness newsletter | Found Resource Useful                 | Percent | 45   | 41-50 | 204 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text   | Item_Text  | Response                              | EstType | Est. | CI    | N   |
|-------|---|--|---------------------------------------|---------|------|-------|-----|
| C3_2h | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | ESE's Educator Effectiveness newsletter  | Found Resource Very Useful            | Percent | 5    | 4-7   | 204 |
| C3_2i | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | Guidebook for Inclusive Practices  | Never Heard of This Resource          | Percent | 13   | 10-17 | 205 |
| C3_2i | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | Guidebook for Inclusive Practices  | Heard of Resource but Haven't Used It | Percent | 19   | 16-22 | 205 |
| C3_2i | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | Guidebook for Inclusive Practices  | Used Resource but Found It NOT Useful | Percent | 10   | 8-14  | 205 |
| C3_2i | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | Guidebook for Inclusive Practices  | Found Resource Useful                 | Percent | 36   | 32-40 | 205 |
| C3_2i | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | Guidebook for Inclusive Practices  | Found Resource Very Useful            | Percent | 22   | 18-27 | 205 |
| C3_2j | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | Teachers' Top 3  | Never Heard of This Resource          | Percent | 60   | 55-64 | 202 |
| C3_2j | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | Teachers' Top 3  | Heard of Resource but Haven't Used It | Percent | 19   | 16-23 | 202 |
| C3_2j | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | Teachers' Top 3  | Used Resource but Found It NOT Useful | Percent | 3    | 2-5   | 202 |
| C3_2j | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | Teachers' Top 3  | Found Resource Useful                 | Percent | 15   | 12-19 | 202 |
| C3_2j | Please evaluate the usefulness of the following ESE resources in supporting implementation of your district's educator evaluation system during this school year. | Teachers' Top 3  | Found Resource Very Useful            | Percent | 3    | 2-5   | 202 |
| C 4 a | 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 Massachusetts' Standards and Indicators of Effective Teaching capture the most important aspects of being a teacher. | Disagree Strongly                     | Percent | 2    | 1-3   | 203 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-------|---|--|-------------------|---------|------|-------|-----|
| C 4 a | 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 Massachusetts' Standards and Indicators of Effective Teaching capture the most important aspects of being a teacher. | Disagree Somewhat | Percent | 5    | 3-7   | 203 |
| C 4 a | 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 Massachusetts' Standards and Indicators of Effective Teaching capture the most important aspects of being a teacher. | Agree Somewhat    | Percent | 67   | 63-71 | 203 |
| C 4 a | 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 Massachusetts' Standards and Indicators of Effective Teaching capture the most important aspects of being a teacher. | Agree Strongly    | Percent | 26   | 22-31 | 203 |
| C 4 b | 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 descriptors used in the teacher performance rubric clearly differentiate between the four performance levels.        | Disagree Strongly | Percent | 1    | 0-3   | 203 |
| C 4 b | 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 descriptors used in the teacher performance rubric clearly differentiate between the four performance levels.        | Disagree Somewhat | Percent | 21   | 18-25 | 203 |
| C 4 b | 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 descriptors used in the teacher performance rubric clearly differentiate between the four performance levels.        | Agree Somewhat    | Percent | 54   | 49-58 | 203 |
| C 4 b | 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 descriptors used in the teacher performance rubric clearly differentiate between the four performance levels.        | Agree Strongly    | Percent | 24   | 20-28 | 203 |
| C 4 c | 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 district is effective in identifying outstanding teachers.                              | Disagree Strongly | Percent | 0    | 0-1   | 204 |
| C 4 c | 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 district is effective in identifying outstanding teachers.                              | Disagree Somewhat | Percent | 14   | 11-18 | 204 |
| C 4 c | 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 district is effective in identifying outstanding teachers.                              | Agree Somewhat    | Percent | 51   | 47-56 | 204 |
| C 4 c | 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 district is effective in identifying outstanding teachers.                              | Agree Strongly    | Percent | 34   | 31-38 | 204 |
| C 4 d | 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 district is effective in identifying teachers who are struggling.                       | Disagree Strongly | Percent | 0    | 0-1   | 204 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-------|---|---|-------------------|---------|------|-------|-----|
| C 4 d | 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 district is effective in identifying teachers who are struggling.        | Disagree Somewhat | Percent | 7    | 5-10  | 204 |
| C 4 d | 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 district is effective in identifying teachers who are struggling.        | Agree Somewhat    | Percent | 43   | 39-47 | 204 |
| C 4 d | 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 district is effective in identifying teachers who are struggling.        | Agree Strongly    | Percent | 50   | 45-54 | 204 |
| C 4 e | 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 district's evaluation staff has the appropriate content knowledge to evaluate teacher performance.    | Disagree Strongly | Percent | 2    | 1-4   | 203 |
| C 4 e | 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 district's evaluation staff has the appropriate content knowledge to evaluate teacher performance.    | Disagree Somewhat | Percent | 5    | 4-8   | 203 |
| C 4 e | 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 district's evaluation staff has the appropriate content knowledge to evaluate teacher performance.    | Agree Somewhat    | Percent | 45   | 41-50 | 203 |
| C 4 e | 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 district's evaluation staff has the appropriate content knowledge to evaluate teacher performance.    | Agree Strongly    | Percent | 47   | 43-52 | 203 |
| C 4 f | 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 district is an effective tool to support teacher growth and development. | Disagree Strongly | Percent | 1    | 0-2   | 204 |
| C 4 f | 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 district is an effective tool to support teacher growth and development. | Disagree Somewhat | Percent | 7    | 5-10  | 204 |
| C 4 f | 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 district is an effective tool to support teacher growth and development. | Agree Somewhat    | Percent | 59   | 54-63 | 204 |
| C 4 f | 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 district is an effective tool to support teacher growth and development. | Agree Strongly    | Percent | 34   | 30-38 | 204 |
| C 4 g | 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   | 204 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-------|---|--|-------------------|---------|------|-------|-----|
| C 4 g | 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 | 54   | 49-59 | 204 |
| C 4 g | Below is a series of statements about the teacher evaluation system used in your district. To what extent do you agree with the following statements?   | Overall, the evaluation system used for assessing teachers generates fair results.   | Agree Strongly    | Percent | 41   | 37-45 | 204 |
| C 5 a | 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 | 11   | 9-15  | 185 |
| C 5 a | 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 | 21   | 17-25 | 185 |
| C 5 a | 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 | 43   | 38-48 | 185 |
| C 5 a | 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 | 25   | 21-29 | 185 |
| C 5 b | 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    | 4-9   | 193 |
| C 5 b | 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 | 11   | 9-15  | 193 |
| C 5 b | 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 | 58   | 54-63 | 193 |
| C 5 b | 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 | 24   | 20-28 | 193 |
| C6_1a | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Teachers in my district who collect student feedback (e.g., surveys, exit tickets, group discussions) as evidence in their evaluation process. | 0-25%             | Percent | 30   | 27-34 | 174 |
| C6_1a | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Teachers in my district who collect student feedback (e.g., surveys, exit tickets, group discussions) as evidence in their evaluation process. | 26-50%            | Percent | 16   | 13-19 | 174 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text   | Item_Text  | Response | EstType | Est. | CI    | N   |
|-------|---|--|----------|---------|------|-------|-----|
| C6_1a | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Teachers in my district who collect student feedback (e.g., surveys, exit tickets, group discussions) as evidence in their evaluation process. | 51-75%   | Percent | 27   | 23-32 | 174 |
| C6_1a | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Teachers in my district who collect student feedback (e.g., surveys, exit tickets, group discussions) as evidence in their evaluation process. | 76-100%  | Percent | 27   | 23-31 | 174 |
| C6_1b | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Teachers in my district who use ESE's model student feedback surveys.  | 0-25%    | Percent | 65   | 60-69 | 163 |
| C6_1b | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Teachers in my district who use ESE's model student feedback surveys.  | 26-50%   | Percent | 11   | 9-15  | 163 |
| C6_1b | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Teachers in my district who use ESE's model student feedback surveys.  | 51-75%   | Percent | 11   | 8-15  | 163 |
| C6_1b | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Teachers in my district who use ESE's model student feedback surveys.  | 76-100%  | Percent | 13   | 10-17 | 163 |
| C6_1c | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Administrators in my district who collect staff feedback as evidence in their evaluation process.  | 0-25%    | Percent | 31   | 26-36 | 177 |
| C6_1c | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Administrators in my district who collect staff feedback as evidence in their evaluation process.  | 26-50%   | Percent | 17   | 13-22 | 177 |
| C6_1c | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Administrators in my district who collect staff feedback as evidence in their evaluation process.  | 51-75%   | Percent | 12   | 9-15  | 177 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #      | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|--------|---|--|-------------------|---------|------|-------|-----|
| C6_1c  | These statements relate to student and staff feedback that is used in your district's evaluation system. Please indicate the percentage of educators within your district who do the following. | Administrators in my district who collect staff feedback as evidence in their evaluation process.                        | 76-100%           | Percent | 41   | 35-46 | 177 |
| C6_2_1 | How does your district want teachers to use student feedback?   | For self-assessment/self-reflection  | Yes               | Percent | 98   | 95-99 | 204 |
| C6_2_2 | How does your district want teachers to use student feedback?   | To inform goal-setting   | Yes               | Percent | 74   | 70-78 | 204 |
| C6_2_3 | How does your district want teachers to use student feedback?   | For formative assessment   | Yes               | Percent | 30   | 26-35 | 204 |
| C6_2_4 | How does your district want teachers to use student feedback?   | To inform summative ratings  | Yes               | Percent | 15   | 12-19 | 204 |
| C6_2_5 | How does your district want teachers to use student feedback?   | As evidence of practice in the evaluation process  | Yes               | Percent | 40   | 36-44 | 204 |
| C7_1   | Please indicate the percentage of educators within your district who have common assessments that are used as evidence in the district's educator evaluation system.                            | Percent of Educators   | 0-25%             | Percent | 15   | 11-20 | 183 |
| C7_1   | Please indicate the percentage of educators within your district who have common assessments that are used as evidence in the district's educator evaluation system.                            | Percent of Educators   | 26-50%            | Percent | 13   | 10-17 | 183 |
| C7_1   | Please indicate the percentage of educators within your district who have common assessments that are used as evidence in the district's educator evaluation system.                            | Percent of Educators   | 51-75%            | Percent | 33   | 29-39 | 183 |
| C7_1   | Please indicate the percentage of educators within your district who have common assessments that are used as evidence in the district's educator evaluation system.                            | Percent of Educators   | 76-100%           | Percent | 39   | 34-44 | 183 |
| C7_2a  | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system.  | The common assessments used as evidence to inform the evaluation of teachers are well aligned to the content they teach. | Disagree Strongly | Percent | 1    | 0-2   | 176 |
| C7_2a  | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system.  | The common assessments used as evidence to inform the evaluation of teachers are well aligned to the content they teach. | Disagree Somewhat | Percent | 8    | 5-11  | 176 |
| C7_2a  | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system.  | The common assessments used as evidence to inform the evaluation of teachers are well aligned to the content they teach. | Agree Somewhat    | Percent | 49   | 43-55 | 176 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text  | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-------|--|--|-------------------|---------|------|-------|-----|
| C7_2a | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments used as evidence to inform the evaluation of teachers are well aligned to the content they teach.     | Agree Strongly    | Percent | 42   | 37-48 | 176 |
| C7_2b | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments used as evidence to inform the evaluation of non-instructional staff are well aligned to their roles. | Disagree Strongly | Percent | 15   | 12-20 | 151 |
| C7_2b | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments used as evidence to inform the evaluation of non-instructional staff are well aligned to their roles. | Disagree Somewhat | Percent | 26   | 22-32 | 151 |
| C7_2b | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments used as evidence to inform the evaluation of non-instructional staff are well aligned to their roles. | Agree Somewhat    | Percent | 39   | 34-45 | 151 |
| C7_2b | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments used as evidence to inform the evaluation of non-instructional staff are well aligned to their roles. | Agree Strongly    | Percent | 19   | 15-23 | 151 |
| C7_2c | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments used as evidence to inform the evaluation of administrators are well aligned to their roles.          | Disagree Strongly | Percent | 7    | 5-10  | 160 |
| C7_2c | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments used as evidence to inform the evaluation of administrators are well aligned to their roles.          | Disagree Somewhat | Percent | 19   | 14-24 | 160 |
| C7_2c | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments used as evidence to inform the evaluation of administrators are well aligned to their roles.          | Agree Somewhat    | Percent | 55   | 49-60 | 160 |
| C7_2c | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments used as evidence to inform the evaluation of administrators are well aligned to their roles.          | Agree Strongly    | Percent | 20   | 16-24 | 160 |
| C7_2d | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments set clear benchmarks for student performance at each grade level.                                     | Disagree Strongly | Percent | 2    | 1-4   | 180 |
| C7_2d | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments set clear benchmarks for student performance at each grade level.                                     | Disagree Somewhat | Percent | 12   | 9-15  | 180 |
| C7_2d | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments set clear benchmarks for student performance at each grade level.                                     | Agree Somewhat    | Percent | 53   | 46-59 | 180 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text  | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-------|--|---|-------------------|---------|------|-------|-----|
| C7_2d | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The common assessments set clear benchmarks for student performance at each grade level.                                  | Agree Strongly    | Percent | 34   | 29-40 | 180 |
| C7_2e | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to improve student learning.   | Disagree Strongly | Percent | 1    | 0-2   | 187 |
| C7_2e | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to improve student learning.   | Disagree Somewhat | Percent | 8    | 6-11  | 187 |
| C7_2e | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to improve student learning.   | Agree Somewhat    | Percent | 49   | 44-54 | 187 |
| C7_2e | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to improve student learning.   | Agree Strongly    | Percent | 42   | 38-47 | 187 |
| C7_2f | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to improve educator practice.  | Disagree Strongly | Percent | 1    | 1-3   | 186 |
| C7_2f | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to improve educator practice.  | Disagree Somewhat | Percent | 11   | 9-14  | 186 |
| C7_2f | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to improve educator practice.  | Agree Somewhat    | Percent | 55   | 50-60 | 186 |
| C7_2f | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to improve educator practice.  | Agree Strongly    | Percent | 33   | 28-37 | 186 |
| C7_2g | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to assess the impact of academic interventions on individual students. | Disagree Strongly | Percent | 2    | 1-3   | 184 |
| C7_2g | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to assess the impact of academic interventions on individual students. | Disagree Somewhat | Percent | 11   | 8-14  | 184 |
| C7_2g | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to assess the impact of academic interventions on individual students. | Agree Somewhat    | Percent | 53   | 48-59 | 184 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #     | Matrix_Text  | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-------|--|--|-------------------|---------|------|-------|-----|
| C7_2g | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to assess the impact of academic interventions on individual students.                        | Agree Strongly    | Percent | 34   | 30-39 | 184 |
| C7_2h | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to assess the impact of social and emotional/behavioral interventions on individual students. | Disagree Strongly | Percent | 10   | 8-13  | 181 |
| C7_2h | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to assess the impact of social and emotional/behavioral interventions on individual students. | Disagree Somewhat | Percent | 30   | 26-35 | 181 |
| C7_2h | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to assess the impact of social and emotional/behavioral interventions on individual students. | Agree Somewhat    | Percent | 42   | 38-47 | 181 |
| C7_2h | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | The district is using data from common assessments to assess the impact of social and emotional/behavioral interventions on individual students. | Agree Strongly    | Percent | 17   | 14-21 | 181 |
| C7_2i | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | Data from the common assessments are a useful part of an educator's evaluation.  | Disagree Strongly | Percent | 6    | 4-9   | 176 |
| C7_2i | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | Data from the common assessments are a useful part of an educator's evaluation.  | Disagree Somewhat | Percent | 16   | 13-19 | 176 |
| C7_2i | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | Data from the common assessments are a useful part of an educator's evaluation.  | Agree Somewhat    | Percent | 53   | 47-58 | 176 |
| C7_2i | Indicate your agreement with the following statements about the common assessments used as evidence in your district's educator evaluation system. | Data from the common assessments are a useful part of an educator's evaluation.  | Agree Strongly    | Percent | 26   | 22-30 | 176 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

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) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing core social and emotional learning (SEL) instruction to all students.                      | Not Applicable    | Percent | 3    | 2-5   | 192 |
| D1a | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing core social and emotional learning (SEL) instruction to all students.                      | Disagree Strongly | Percent | 5    | 3-7   | 192 |
| D1a | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing core social and emotional learning (SEL) instruction to all students.                      | Disagree Somewhat | Percent | 26   | 22-30 | 192 |
| D1a | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing core social and emotional learning (SEL) instruction to all students.                      | Agree Somewhat    | Percent | 54   | 50-59 | 192 |
| D1a | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing core social and emotional learning (SEL) instruction to all students.                      | Agree Strongly    | Percent | 13   | 10-17 | 192 |
| D1b | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them. | Not Applicable    | Percent | 1    | 1-3   | 193 |
| D1b | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them. | Disagree Strongly | Percent | 3    | 2-6   | 193 |
| D1b | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them. | Disagree Somewhat | Percent | 22   | 18-26 | 193 |
| D1b | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them. | Agree Somewhat    | Percent | 57   | 52-62 | 193 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-----|---|--|-------------------|---------|------|-------|-----|
| D1b | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them.                | Agree Strongly    | Percent | 17   | 13-21 | 193 |
| D1c | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them. | Not Applicable    | Percent | 3    | 2-5   | 192 |
| D1c | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them. | Disagree Strongly | Percent | 7    | 5-10  | 192 |
| D1c | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them. | Disagree Somewhat | Percent | 33   | 27-38 | 192 |
| D1c | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them. | Agree Somewhat    | Percent | 37   | 32-42 | 192 |
| D1c | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Staff in my district are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them. | Agree Strongly    | Percent | 20   | 16-25 | 192 |
| D1d | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. 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 district's student support team uses data to develop students' SEL support plans.                   | Not Applicable    | Percent | 4    | 2-6   | 193 |
| D1d | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. 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 district's student support team uses data to develop students' SEL support plans.                   | Disagree Strongly | Percent | 2    | 1-5   | 193 |
| D1d | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. 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 district's student support team uses data to develop students' SEL support plans.                   | Disagree Somewhat | Percent | 13   | 10-17 | 193 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| D1d | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. 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 district's student support team uses data to develop students' SEL support plans.                | Agree Somewhat    | Percent | 56   | 50-61 | 193 |
| D1d | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. 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 district's student support team uses data to develop students' SEL support plans.                | Agree Strongly    | Percent | 25   | 20-30 | 193 |
| D1e | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. 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 district's student support team uses data to monitor students' SEL support plans.                | Not Applicable    | Percent | 2    | 1-4   | 192 |
| D1e | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. 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 district's student support team uses data to monitor students' SEL support plans.                | Disagree Strongly | Percent | 3    | 2-6   | 192 |
| D1e | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. 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 district's student support team uses data to monitor students' SEL support plans.                | Disagree Somewhat | Percent | 16   | 11-21 | 192 |
| D1e | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. 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 district's student support team uses data to monitor students' SEL support plans.                | Agree Somewhat    | Percent | 57   | 52-62 | 192 |
| D1e | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. 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 district's student support team uses data to monitor students' SEL support plans.                | Agree Strongly    | Percent | 22   | 18-26 | 192 |
| D1f | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Teachers consult/work with other personnel (psychologists, counselors) in my school/district and/or community to provide SEL supports for all students. | Not Applicable    | Percent | 1    | 0-2   | 193 |
| D1f | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Teachers consult/work with other personnel (psychologists, counselors) in my school/district and/or community to provide SEL supports for all students. | Disagree Strongly | Percent | 2    | 1-4   | 193 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| D1f | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Teachers consult/work with other personnel (psychologists, counselors) in my school/district and/or community to provide SEL supports for all students.   | Disagree Somewhat | Percent | 4    | 2-6   | 193 |
| D1f | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Teachers consult/work with other personnel (psychologists, counselors) in my school/district and/or community to provide SEL supports for all students.   | Agree Somewhat    | Percent | 49   | 43-54 | 193 |
| D1f | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | Teachers consult/work with other personnel (psychologists, counselors) in my school/district and/or community to provide SEL supports for all students.   | Agree Strongly    | Percent | 45   | 40-50 | 193 |
| D1g | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | My district 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 | 2    | 1-4   | 192 |
| D1g | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | My district 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 | 7    | 4-10  | 192 |
| D1g | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | My district 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 | 25   | 21-30 | 192 |
| D1g | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | My district has explicit systems in place to engage and collaborate with families to develop students' SEL competencies (e.g., self-awareness and management, social awareness and relationship skills, and responsible decision-making). | Agree Somewhat    | Percent | 48   | 42-53 | 192 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text   | Response          | EstType | Est. | CI    | N   |
|-----|---|---|-------------------|---------|------|-------|-----|
| D1g | Please rate your agreement with the following statements about social and emotional learning (SEL) across your district. If you do not have the resource available in your district/school, please use “Not Applicable” to respond. | My district 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 | 19   | 15-24 | 192 |
| 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? ESE...  | provides resources (e.g., guidance, professional development) that help schools improve students' social and emotional learning.  | Disagree Strongly | Percent | 5    | 3-8   | 188 |
| 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? ESE...  | provides resources (e.g., guidance, professional development) that help schools improve students' social and emotional learning.  | Disagree Somewhat | Percent | 23   | 19-28 | 188 |
| 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? ESE...  | provides resources (e.g., guidance, professional development) that help schools improve students' social and emotional learning.  | Agree Somewhat    | Percent | 61   | 55-66 | 188 |
| 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? ESE...  | provides resources (e.g., guidance, professional development) that help schools improve students' social and emotional learning.  | Agree Strongly    | Percent | 11   | 9-15  | 188 |
| 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? ESE...  | communicates about the importance of developing students' SEL competencies in order to help prepare students for success after high school.   | Disagree Strongly | Percent | 3    | 2-6   | 188 |
| 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? ESE...  | communicates about the importance of developing students' SEL competencies in order to help prepare students for success after high school.   | Disagree Somewhat | Percent | 18   | 15-23 | 188 |
| 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? ESE...  | communicates about the importance of developing students' SEL competencies in order to help prepare students for success after high school.   | Agree Somewhat    | Percent | 53   | 48-57 | 188 |
| 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? ESE...  | communicates about the importance of developing students' SEL competencies in order to help prepare students for success after high school.   | Agree Strongly    | Percent | 25   | 21-30 | 188 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

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 | 18   | 15-22 | 182 |
| 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 | 15   | 11-20 | 182 |
| 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 | 15   | 12-19 | 182 |
| 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 | 13   | 10-17 | 182 |
| 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 | 16   | 13-20 | 182 |
| 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 | 7    | 5-9   | 182 |
| 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 | 9    | 6-12  | 182 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | 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    | 1-5   | 182 |
| 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    | 3-7   | 182 |
| E2a | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE provides services in a coherent, well-coordinated fashion.   | Disagree Strongly                               | Percent | 10   | 7-14  | 181 |
| E2a | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE provides services in a coherent, well-coordinated fashion.   | Disagree Somewhat                               | Percent | 29   | 25-33 | 181 |
| E2a | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE provides services in a coherent, well-coordinated fashion.   | Agree Somewhat                                  | Percent | 54   | 49-58 | 181 |
| E2a | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE provides services in a coherent, well-coordinated fashion.   | Agree Strongly                                  | Percent | 8    | 5-11  | 181 |
| E2b | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE communicates in a coherent, well-coordinated fashion.  | Disagree Strongly                               | Percent | 7    | 5-11  | 188 |
| E2b | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE communicates in a coherent, well-coordinated fashion.  | Disagree Somewhat                               | Percent | 29   | 25-33 | 188 |
| E2b | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE communicates in a coherent, well-coordinated fashion.  | Agree Somewhat                                  | Percent | 48   | 42-53 | 188 |
| E2b | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE communicates in a coherent, well-coordinated fashion.  | Agree Strongly                                  | Percent | 16   | 12-21 | 188 |
| E2c | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE is effective in its efforts to improve the overall quality of public K-12 education.   | Disagree Strongly                               | Percent | 4    | 2-6   | 187 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | 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 during the 2016-2017 school year relative to policies and programs? | ESE is effective in its efforts to improve the overall quality of public K-12 education.  | Disagree Somewhat | Percent | 24   | 20-28 | 187 |
| E2c | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE is effective in its efforts to improve the overall quality of public K-12 education.  | Agree Somewhat    | Percent | 58   | 53-63 | 187 |
| E2c | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE is effective in its efforts to improve the overall quality of public K-12 education.  | Agree Strongly    | Percent | 14   | 12-18 | 187 |
| E2d | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE consolidates planning requirements to make it easier for districts to work from a single district-wide strategic plan.      | Disagree Strongly | Percent | 11   | 8-15  | 171 |
| E2d | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE consolidates planning requirements to make it easier for districts to work from a single district-wide strategic plan.      | Disagree Somewhat | Percent | 41   | 37-46 | 171 |
| E2d | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE consolidates planning requirements to make it easier for districts to work from a single district-wide strategic plan.      | Agree Somewhat    | Percent | 36   | 31-41 | 171 |
| E2d | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE consolidates planning requirements to make it easier for districts to work from a single district-wide strategic plan.      | Agree Strongly    | Percent | 11   | 9-15  | 171 |
| E2e | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's grant programs and applications encourage my district to connect grant-funded activities to our district strategic plan.  | Disagree Strongly | Percent | 8    | 5-11  | 175 |
| E2e | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's grant programs and applications encourage my district to connect grant-funded activities to our district strategic plan.  | Disagree Somewhat | Percent | 31   | 27-37 | 175 |
| E2e | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's grant programs and applications encourage my district to connect grant-funded activities to our district strategic plan.  | Agree Somewhat    | Percent | 45   | 40-50 | 175 |
| E2e | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's grant programs and applications encourage my district to connect grant-funded activities to our district strategic plan.  | Agree Strongly    | Percent | 16   | 13-19 | 175 |
| E2f | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's policies, programs, and grants encourage my district to use data and evidence in selecting interventions and initiatives. | Disagree Strongly | Percent | 5    | 3-8   | 186 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text  | Response          | EstType | Est. | CI    | N   |
|-----|---|--|-------------------|---------|------|-------|-----|
| E2f | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's policies, programs, and grants encourage my district to use data and evidence in selecting interventions and initiatives.  | Disagree Somewhat | Percent | 21   | 17-26 | 186 |
| E2f | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's policies, programs, and grants encourage my district to use data and evidence in selecting interventions and initiatives.  | Agree Somewhat    | Percent | 50   | 45-55 | 186 |
| E2f | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's policies, programs, and grants encourage my district to use data and evidence in selecting interventions and initiatives.  | Agree Strongly    | Percent | 24   | 20-28 | 186 |
| E2g | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's policies, programs, and grants encourage my district to generate data and evidence about the implementation and impact of our work.  | Disagree Strongly | Percent | 5    | 3-8   | 186 |
| E2g | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's policies, programs, and grants encourage my district to generate data and evidence about the implementation and impact of our work.  | Disagree Somewhat | Percent | 19   | 15-23 | 186 |
| E2g | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's policies, programs, and grants encourage my district to generate data and evidence about the implementation and impact of our work.  | Agree Somewhat    | Percent | 55   | 50-60 | 186 |
| E2g | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's policies, programs, and grants encourage my district to generate data and evidence about the implementation and impact of our work.  | Agree Strongly    | Percent | 21   | 17-25 | 186 |
| E2h | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's instruction-focused programs and services promote a coherent set of instructional practices that help students meet the standards included in the current Massachusetts curriculum frameworks. | Disagree Strongly | Percent | 5    | 3-9   | 173 |
| E2h | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's instruction-focused programs and services promote a coherent set of instructional practices that help students meet the standards included in the current Massachusetts curriculum frameworks. | Disagree Somewhat | Percent | 23   | 20-27 | 173 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text   | Item_Text  | Response       | EstType | Est. | CI    | N   |
|-----|---|--|----------------|---------|------|-------|-----|
| E2h | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's instruction-focused programs and services promote a coherent set of instructional practices that help students meet the standards included in the current Massachusetts curriculum frameworks. | Agree Somewhat | Percent | 62   | 57-67 | 173 |
| E2h | To what extent do you agree with each of the following statements regarding ESE's performance during the 2016-2017 school year relative to policies and programs? | ESE's instruction-focused programs and services promote a coherent set of instructional practices that help students meet the standards included in the current Massachusetts curriculum frameworks. | Agree Strongly | Percent | 9    | 7-13  | 173 |



## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

Table 7. Charter School Leaders

| #   | Matrix_Text  | Item_Text  | Response          | EstType | Est. | CI    | N  |
|-----|--|--|-------------------|---------|------|-------|----|
| F1a | The Office of Charter Schools and School Redesign (OCSSR)... | has an effective system for charter school accountability.   | Disagree Strongly | Percent | 3    | 1-10  | 20 |
| F1a | The Office of Charter Schools and School Redesign (OCSSR)... | has an effective system for charter school accountability.   | Disagree Somewhat | Percent | 6    | 3-14  | 20 |
| F1a | The Office of Charter Schools and School Redesign (OCSSR)... | has an effective system for charter school accountability.   | Agree Somewhat    | Percent | 20   | 10-36 | 20 |
| F1a | The Office of Charter Schools and School Redesign (OCSSR)... | has an effective system for charter school accountability.   | Agree Strongly    | Percent | 71   | 56-82 | 20 |
| F1b | The Office of Charter Schools and School Redesign (OCSSR)... | uses reliable and valid evidence to support its renewal decisions (e.g., site visits, annual reports, financial statements, etc.). | Disagree Strongly | Percent | 3    | 1-11  | 19 |
| F1b | The Office of Charter Schools and School Redesign (OCSSR)... | uses reliable and valid evidence to support its renewal decisions (e.g., site visits, annual reports, financial statements, etc.). | Disagree Somewhat | Percent | 7    | 3-15  | 19 |
| F1b | The Office of Charter Schools and School Redesign (OCSSR)... | uses reliable and valid evidence to support its renewal decisions (e.g., site visits, annual reports, financial statements, etc.). | Agree Somewhat    | Percent | 24   | 12-41 | 19 |
| F1b | The Office of Charter Schools and School Redesign (OCSSR)... | uses reliable and valid evidence to support its renewal decisions (e.g., site visits, annual reports, financial statements, etc.). | Agree Strongly    | Percent | 66   | 50-79 | 19 |
| F1c | The Office of Charter Schools and School Redesign (OCSSR)... | facilitates engagement between districts and charter schools to ensure effective models and practices are shared.                  | Disagree Strongly | Percent | 22   | 11-39 | 20 |
| F1c | The Office of Charter Schools and School Redesign (OCSSR)... | facilitates engagement between districts and charter schools to ensure effective models and practices are shared.                  | Disagree Somewhat | Percent | 19   | 10-33 | 20 |
| F1c | The Office of Charter Schools and School Redesign (OCSSR)... | facilitates engagement between districts and charter schools to ensure effective models and practices are shared.                  | Agree Somewhat    | Percent | 35   | 24-49 | 20 |
| F1c | The Office of Charter Schools and School Redesign (OCSSR)... | facilitates engagement between districts and charter schools to ensure effective models and practices are shared.                  | Agree Strongly    | Percent | 23   | 12-41 | 20 |
| F1d | The Office of Charter Schools and School Redesign (OCSSR)... | provides accurate information in response to my questions.   | Disagree Strongly | Percent | 3    | 1-10  | 20 |
| F1d | The Office of Charter Schools and School Redesign (OCSSR)... | provides accurate information in response to my questions.   | Disagree Somewhat | Percent | 3    | 1-10  | 20 |

## 2017 VISTA Superintendent Survey: Comprehensive Report – Appendix

| #   | Matrix_Text  | Item_Text   | Response          | EstType | Est. | CI    | N  |
|-----|--|---|-------------------|---------|------|-------|----|
| F1d | The Office of Charter Schools and School Redesign (OCSSR)... | provides accurate information in response to my questions.                      | Agree Somewhat    | Percent | 20   | 11-34 | 20 |
| F1d | The Office of Charter Schools and School Redesign (OCSSR)... | provides accurate information in response to my questions.                      | Agree Strongly    | Percent | 74   | 61-83 | 20 |
| F1e | The Office of Charter Schools and School Redesign (OCSSR)... | communicates proactively when there are important policy or regulatory changes. | Disagree Strongly | Percent | 3    | 1-10  | 20 |
| F1e | The Office of Charter Schools and School Redesign (OCSSR)... | communicates proactively when there are important policy or regulatory changes. | Disagree Somewhat | Percent | 10   | 4-22  | 20 |
| F1e | The Office of Charter Schools and School Redesign (OCSSR)... | communicates proactively when there are important policy or regulatory changes. | Agree Somewhat    | Percent | 14   | 6-26  | 20 |
| F1e | The Office of Charter Schools and School Redesign (OCSSR)... | communicates proactively when there are important policy or regulatory changes. | Agree Strongly    | Percent | 74   | 59-84 | 20 |