Highly qualified teachers

The single most important aspect of a child’s education is having a good teacher. And teachers overwhelmingly cite student success as their principal motivator. To be maximally effective, teachers need to feel sure that their professional judgment is always vital to school improvement, to school-wide decision-making, and to anything that affects the welfare of their students.

### SALT Survey findings and barriers to reform

<table>
<thead>
<tr>
<th>Year</th>
<th>This School</th>
<th>The State</th>
<th>NA: Too few responses to report</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002-03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-04</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of teachers who responded to the SALT Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02: 80%</td>
</tr>
</tbody>
</table>

### What Teachers Say

#### Percent of teachers who report that the following are a moderate to major problem:

<table>
<thead>
<tr>
<th>Issue</th>
<th>This School</th>
<th>The State</th>
<th>NA: Too few responses to report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of time necessary for adequate planning and/or implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of support from teachers and/or other staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of training for teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of developed curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of information for teachers about the reforms and/or what is expected for school improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Percent of teachers who say they agree or strongly agree that:

<table>
<thead>
<tr>
<th>Statement</th>
<th>This School</th>
<th>The State</th>
<th>NA: Too few responses to report</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am encouraged to make my own decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My team or grade level shares professional material and information with each other.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student discipline/behavioral management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-wide goals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Percent of teachers who say that their team or grade level has much or very much decision-making authority regarding:

<table>
<thead>
<tr>
<th>Issue</th>
<th>This School</th>
<th>The State</th>
<th>NA: Too few responses to report</th>
</tr>
</thead>
<tbody>
<tr>
<td>The opportunities they have to take part in decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The extent to which teachers and staff support school improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional teacher-quality indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with emergency certification (%)</td>
<td>7%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>8%</td>
<td>22%</td>
<td>26%</td>
</tr>
<tr>
<td>Grievances</td>
<td>2</td>
<td>7</td>
<td>409</td>
</tr>
<tr>
<td>Teacher attendance (%)</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Time out of class for professional development (%)</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Time out of class for medical reasons (%)</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Time out of class for other reasons (%)</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Total time out of class (%)</td>
<td>9%</td>
<td>7%</td>
<td>6%</td>
</tr>
</tbody>
</table>

? Indicates school did not supply this information.