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.

Recruiting and Supporting Teachers

Highly qualified teachers

SALT Survey findings and barriers to reform

This school

The state

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

- The single most important aspect of a child’s education is having a good teacher.
- Student success as their principal motivator.
- Professional judgment is always vital to school improvement.
- School-wide decision-making.
- Anything that affects the welfare of students.

Teacher Participation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>This School</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002-03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What Teachers Say

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

- Lack of time necessary for adequate planning and/or implementation
- Lack of support from teachers and/or other staff
- Lack of training for teachers
- Lack of developed curriculum
- Lack of information for teachers about the reforms and/or what is expected for school improvement

Teacher efficacy

This school

The state

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

- I am encouraged to make my own decisions.
- My team or grade level shares professional material and information with each other.
- Student discipline/behavioral management
- School-wide goals
- The opportunities they have to take part in decisions
- The extent to which teachers and staff support school improvement

What Teachers Say

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

- I am encouraged to make my own decisions.
- My team or grade level shares professional material and information with each other.
- Student discipline/behavioral management
- School-wide goals
- The opportunities they have to take part in decisions
- The extent to which teachers and staff support school improvement

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>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>27%</td>
<td>30%</td>
<td>26%</td>
</tr>
<tr>
<td>Grievances</td>
<td>0</td>
<td>2</td>
<td>409</td>
</tr>
<tr>
<td>Teacher attendance (%)</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Time out of class for professional development (%)</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Time out of class for medical reasons (%)</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Time out of class for other reasons (%)</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Total time out of class (%)</td>
<td>6%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Information Works! School Year 2003-2004