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

This school

R.I. elementary schools

* Too few responses to report
? Inadequate data submitted

Teacher Participation Rates

2004-05 2005-06

The percent of teachers who responded to the SALT Survey

What Teachers Say

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

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

Percent of teachers who say they are satisfied or very satisfied with:

Teacher efficacy

This school

R.I. elementary schools

* Too few responses to report
? Inadequate data submitted

What Teachers Say

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

Percent of teachers who say that their team or grade level shares professional material and information with each other.

What Teachers Say

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

What Teachers Say

Percent of teachers who say the opportunities they have to take part in decisions:

What Teachers Say

Percent of teachers who say the extent to which teachers and staff support school improvement:

Additional teacher-quality indicators

? Inadequate data submitted

<table>
<thead>
<tr>
<th></th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with emergency certification (%)</td>
<td>24%</td>
<td>NA</td>
<td>1%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>100%</td>
<td>NA</td>
<td>25%</td>
</tr>
<tr>
<td>Teacher attendance</td>
<td>99%</td>
<td>NA</td>
<td>97%</td>
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<tr>
<td>Time out of school for professional development</td>
<td>1%</td>
<td>NA</td>
<td>1%</td>
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<tr>
<td>Time out of class for medical</td>
<td>1%</td>
<td>NA</td>
<td>3%</td>
</tr>
<tr>
<td>Time out of class for other</td>
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<td>NA</td>
<td>1%</td>
</tr>
<tr>
<td>Total time out of class</td>
<td>3%</td>
<td>NA</td>
<td>5%</td>
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<tr>
<td>Teacher grievances*</td>
<td>0</td>
<td>NA</td>
<td>297</td>
</tr>
</tbody>
</table>

* Not all districts submitted data on grievances.