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
- Teachers who responded to the SALT Survey: 40%
- Teachers who responded to the SALT Survey: 60%

#### R.I. middle schools
- Teachers who responded to the SALT Survey: 20%
- Teachers who responded to the SALT Survey: 40%

* Too few responses to report
? Inadequate data submitted

### Teacher efficacy

#### This school
- Teachers who say they are encouraged to make their own decisions: 80%
- Teachers who say their team or grade level shares professional material and information with each other: 70%
- Teachers who say their team or grade level has much or very much decision-making authority: 90%
- Teachers who say they are satisfied or very satisfied with the opportunities to take part in decisions: 80%
- Teachers who say the extent to which teachers and staff support school improvement: 70%

#### R.I. middle schools
- Teachers who say they are encouraged to make their own decisions: 40%
- Teachers who say their team or grade level shares professional material and information with each other: 40%
- Teachers who say their team or grade level has much or very much decision-making authority: 30%
- Teachers who say they are satisfied or very satisfied with the opportunities to take part in decisions: 30%
- Teachers who say the extent to which teachers and staff support school improvement: 30%

* Too few responses to report
? Inadequate data submitted

### 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>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>15%</td>
<td>18%</td>
<td>24%</td>
</tr>
<tr>
<td>Teacher attendance</td>
<td>96%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>Time out of school for professional development</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Time out of class for medical</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Time out of class for other</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Total time out of class</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Teacher grievances *</td>
<td>7</td>
<td>208</td>
<td>297</td>
</tr>
</tbody>
</table>

* Not all districts submitted data on grievances.