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

**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.
- 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.

**I am encouraged to make my own decisions.**
- **This school:** 0%
- **This District:** 22%
- **The State:** 95%

**My team or grade level shares professional material and information with each other.**
- **This school:** 0%
- **This District:** 17%
- **The State:** 4%

**Lack of time necessary for adequate planning and/or implementation**
- **This school:** 0%
- **This District:** 6%
- **The State:** 8%

**Lack of support from teachers and/or other staff**
- **This school:** 0%
- **This District:** 4%
- **The State:** 1%

**Lack of training for teachers**
- **This school:** 0%
- **This District:** 25%
- **The State:** 297%

**Lack of developed curriculum**
- **This school:** 0%
- **This District:** 1%
- **The State:** 1%

**Lack of information for teachers about the reforms and/or what is expected for school improvement**
- **This school:** 0%
- **This District:** 1%
- **The State:** 5%

### 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:
  - **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**

**What Teachers Say**
- Percent of teachers who say their team or grade level has much or very much decision-making authority regarding:
  - **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>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>22%</td>
<td>17%</td>
<td>25%</td>
</tr>
<tr>
<td>Teacher attendance</td>
<td>95%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>Time out of school for professional development</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Time out of class for medical</td>
<td>5%</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>8</td>
<td>208</td>
<td>297</td>
</tr>
</tbody>
</table>

* Inadequate data submitted
* Not all districts submitted data on grievances.