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

- **Lack of time necessary for adequate planning and/or implementation**: 10% (2004-05) vs. 6% (2005-06)
- **Lack of support from teachers and/or other staff**: 9% (2004-05) vs. 7% (2005-06)
- **Lack of training for teachers**: 2% (2004-05) vs. 1% (2005-06)
- **Lack of developed curriculum**: 1% (2004-05) vs. 1% (2005-06)
- **Lack of information for teachers about the reforms and/or what is expected for school improvement**: 1% (2004-05) vs. 1% (2005-06)

#### R.I. middle schools

- **Lack of time necessary for adequate planning and/or implementation**: 10% (2004-05) vs. 6% (2005-06)
- **Lack of support from teachers and/or other staff**: 9% (2004-05) vs. 7% (2005-06)
- **Lack of training for teachers**: 2% (2004-05) vs. 1% (2005-06)
- **Lack of developed curriculum**: 1% (2004-05) vs. 1% (2005-06)
- **Lack of information for teachers about the reforms and/or what is expected for school improvement**: 1% (2004-05) vs. 1% (2005-06)

*Too few responses to report
? Inadequate data submitted

### Teacher efficacy

#### This school

- **I am encouraged to make my own decisions**: 80% (2004-05) vs. 60% (2005-06)
- **My team or grade level shares professional material and information with each other**: 60% (2004-05) vs. 50% (2005-06)
- **Student discipline/behavioral management**: 90% (2004-05) vs. 80% (2005-06)
- **School-wide goals**: 0% (2004-05) vs. 0% (2005-06)
- **The opportunities they have to take part in decisions**: 9% (2004-05) vs. 7% (2005-06)
- **The extent to which teachers and staff support school improvement**: 9% (2004-05) vs. 9% (2005-06)

#### R.I. middle schools

- **I am encouraged to make my own decisions**: 80% (2004-05) vs. 60% (2005-06)
- **My team or grade level shares professional material and information with each other**: 60% (2004-05) vs. 50% (2005-06)
- **Student discipline/behavioral management**: 90% (2004-05) vs. 80% (2005-06)
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- **The opportunities they have to take part in decisions**: 9% (2004-05) vs. 7% (2005-06)
- **The extent to which teachers and staff support school improvement**: 9% (2004-05) vs. 9% (2005-06)

*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>10%</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>8%</td>
<td>8%</td>
<td>24%</td>
</tr>
<tr>
<td>Teacher attendance</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
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<tr>
<td>Time out of school for professional development</td>
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<td>1%</td>
</tr>
<tr>
<td>Time out of class for medical</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Time out of class for other</td>
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<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Total time out of class</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
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<tr>
<td>Teacher grievances*</td>
<td>0</td>
<td>0</td>
<td>297</td>
</tr>
</tbody>
</table>

*Inadequate data submitted

*Not all districts submitted data on grievances.