

Survey Results Report

2022 Educator Evaluation System Stakeholder Survey Results

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Executive Summary

Overview

The Louisiana Department of Education (LDOE) asked the Region 14 Comprehensive Center (CC) to administer surveys soliciting teacher and school leader feedback on the current evaluation systems.

Key Findings

Several key findings emerged out of the responses from both teachers and school leaders.

1. In general, teachers and school leaders differed in their perceptions of the existing system. Teachers did not have overly favorable opinions, while school leaders were much more positive of the existing system.

a. Teachers

- i. Most respondents understood the purpose of the system, but many disagreed that it represented their effectiveness as a teacher or helped them to select professional development growth opportunities.
- ii. Percentage of respondents who indicated the teacher evaluation system ensures that quality teachers are employed in instructional positions was 61.3 percent.
- iii. Percentage of respondents who believed the evaluation system enhances the quality of instruction was 47.3 percent.
- iv. Percentage of respondents who believed the evaluation system provides a process to retain effective teachers was 36.5 percent.
- v. Percentage of respondents who agreed that the evaluation system fosters continuous improvement of teaching and learning by providing opportunities for targeted professional development was 54.0 percent.
- vi. Percentage of respondents who suggested the system contributes to improved student achievement was 40.9 percent.

b. School leaders

- i. Respondents were largely positive about the value of the existing system. Respondents also held favorable opinions about the accuracy and usefulness of the evaluation system, as well as how the system is implemented at their school. The percentage of respondents who reported receiving feedback that was specific and actionable was 66.7 percent.
- ii. Percentage of respondents who believed the evaluation system contributes to student achievement was 72.6 percent.
- iii. The percentage of respondents who think it enhances the quality of instructional leadership was 71.3 percent.



- iv. However, only 45.6 percent identified its purpose as including a process to retain effective school leaders.
- 2.** Teachers with more years of experience found it less helpful for their growth than novice teachers.
- a.** Perceptions shifted across years of teaching experience.
 - » Sixty-eight percent of teachers with less than 1 year of experience indicated their evaluation rating helped them select professional development and learning, compared to just 28.2 percent of teachers with more than 16 years of experience.
 - » General satisfaction about evaluation implementation and belief that the feedback received is specific and actionable, also declined as years of service increased.
- 3.** Teachers and school leaders want an improved evaluation system that is focused on professional growth and includes more professional learning and observation cycles with specific feedback.
- b.** Both teachers and school leaders believe observation should have the most weight in a new evaluation system.
 - i. When asked what components should be given the most weight in an evaluation system, teachers selected observations of professional practice. Self-assessments, student learning targets (SLTs), and individualized professional learning plans were also highly ranked.
 - ii. School leaders largely agree with teachers about measures that should be given the most weight. Observation was the first choice, followed by self-assessments and SLTs. However, the school leaders indicated value-added measures should be included as the fourth option.
 - c.** In addition to more weight, teachers indicated in the open response questions that they want more informal observations and feedback to guide their evaluation progress.
 - d.** Teachers want opportunities for professional growth. A number of respondents mentioned support from administrators, one-on-one support from instructional coaches, and video libraries with resources so that they can improve from one observation to the next.
- 4.** Teachers and school leaders want the flexibility to include measures that are relevant to their local context.
- a.** The trends from the open response questions showed requests for measures that may be specific for different districts and schools, avoiding a “one size fits all” approach. Examples included social-emotional learning measures, parent surveys, and student surveys.
 - b.** While teachers mentioned this broadly, school leaders were more explicit in specific suggestions, which may reflect a more developed understanding of the existing system.
- 5.** There are a number of misconceptions about evaluation requirements, including what assessments can/should be used in setting SLTs, the difference between valued-added measures and growth-to-mastery. This finding was most evident in the open-ended responses.



Introduction

The Louisiana Department of Education (LDOE) is preparing to redesign the evaluation systems for teachers and school leaders. In preparation, LDOE asked the Region 14 Comprehensive Center (CC) to support the solicitation of stakeholder feedback through two surveys. LDOE wanted to know how teachers and school leaders felt about their current system, including what components are valuable to their professional growth and what components might benefit from refinement or improvement. Additionally, LDOE wanted ample opportunities for stakeholders to provide open-response feedback so that ideas not captured in closed-question formats (i.e., multiple choice) would still be reviewed and considered.

This report provides a summary of the survey methods, results for a survey customized for teacher feedback, and results for a survey customized for school leader feedback.

Survey

This section details the survey methods and results for both surveys.

Methods

Two surveys were created by experts from the Region 14 CC team and reviewed by representatives from LDOE. Both included multiple-choice and open-ended response questions and took approximately 10-15 minutes to complete. The surveys were built in Alchemer, and Region 14 provided links to LDOE for distribution. The surveys were open from August 18–October 25, 2022, and links were distributed through the weekly LDOE newsletter, monthly calls, emails to Compass Information System (CIS) administrators, and links in CIS.

Respondents were assured that all responses would remain anonymous and no personally identifiable information was collected. During the survey deployment, the Region 14 CC team provided ongoing completion updates to the department.

Once the surveys were closed, the Region 14 CC team began analysis. All closed answers were analyzed using Alchmer tools. The open responses were analyzed using a natural language processing program, which finds topics or clusters within text data. The open response data analysis yielded high-level themes, but did not include quantification or frequency analysis.

Teacher Results

One survey was marketed primarily to teachers, although other professional staff, such as instructional coaches and curriculum specialists, completed it. When asked to identify a grade band, 8 percent of respondents selected “other.” The majority of the “other” responses identified as special education teachers, but a small number of assorted “other” positions were included in the completed results. Thus, the results in this section will refer to teacher responses, as they encompass the vast majority. This section details high-level and notable information from the responses and does not provide results question-by-question. To see response summaries for individual questions, as well as responses



compared by criteria such as grade bands, years of services, teachers with value-add measures in their evaluation system, and teachers with students who take assessments compared to those who do not, please see Appendix 1.

Response Rate and Demographics

There were 8,594 teachers who started the survey, and 5,053 who completed the survey. The completed surveys represent more than 11 percent of classroom teachers in Louisiana, according to the [2020-2021 headcount](#). The survey had a 59 percent completion rate. This survey was longer than many other stakeholder surveys shared by LDOE, and included several opportunities for open responses. As a result, some potential respondents may have experienced fatigue and failed to complete and submit the survey. The appendix contains a breakdown of each question’s responses, including partial responses that were started but not submitted. However, the following analysis examines only the completed surveys, as the responses’ percentages closely mirror the partial-inclusive results. Table 1 shows participation by grade band. Table 2 shows responses by years of teaching experience.

Table 1. Responses by grade band

Grade band	Percentage
Early childhood	6.4
Kindergarten–2nd grade	21.8
3rd grade–5th grade	24.8
6th grade–8th grade	28.8
9th grade–12th grade	29.8
Other	8.0

Table 2. Responses by years of teaching experience

Years of experience	Percentage
Less than 1 year	3.5
1 year	2.9
2–3 years	7.7
4–5 years	9.2
6–10 years	19.2
11–15 years	16.8
Greater than 16 years	40.7



Table 3 shows the breakdown of responses by racial identity compared to the [demographics](#) of teachers in the statewide workforce. Of the respondents, 2.7 percent identified as Hispanic or Latino, while 5.4 percent chose not to respond to the question about their ethnicity.

Table 3. Responses by racial identity

Racial identity	Percentage of survey respondents	Percentage of Louisiana Teachers
American Indian or Alaska Native	1.6	0.3
Asian	0.9	0.9
Black or African American	13.3	23.5
Native Hawaiian or Other Pacific Islander	0.2	0.1
White	76.7	73.0
Other	1.0	N/A
Choose not to respond	8.6	N/A

Evaluation Purpose and Components

Of the respondents, 61.3 percent indicated that the teacher evaluation system ensures quality teachers are employed in instructional positions. However, 47.3 percent believed it enhances the quality of instruction, and only 36.5 percent noted it provides a process to retain effective teachers. While slightly more than half (54.0%) agreed that the evaluation system fosters continuous improvement of teaching and learning by providing opportunities for targeted professional development, only 40.9 percent suggested that the system contributes to improved student achievement.

The two most common components in respondents’ own teacher evaluations were professional practice (90.8%) and student learning targets (86.3%). Professional practice may include the Compass teacher rubric used for teacher observations, the CLASS rubric, the NIET rubric, or a different local-level rubric. Only 38.5 percent of respondents indicated the inclusion of a value-added model (VAM). Of the components required by LDOE, respondents overwhelmingly rated the observation rubric as the best component to assess teachers. Of respondents, 11.2 percent suggested that VAM was the best component to assess teacher performance.

Ninety-seven percent of respondents reported that the principal or assistant principal conducted their evaluation. However, when asked who the best person was to assess their classroom performance, 74.2 percent indicated that the principal or the assistant principal was the best person to evaluate classroom performance. Another 37.9 percent selected a mentor teacher, and 36.1 percent chose an instructional coach as the best observer option. When asked why they selected the person they did, responses centered around if the selected evaluator

- » understands the subjects and materials used in the classroom;
- » knows the students and the schools;
- » knows or is trained in the proper use of the rubric;



- » knows what it is like to be a classroom teacher, special education teacher, librarian, etc.; or
- » works with the respondent on a daily basis.

The quote below is a sample of the response themes to this question.

“[An instructional coach] knows the subject-area content that I teach and knows current, effective research-based teaching practices. Therefore, this person is better able to judge if I am teaching correct information and using teaching strategies appropriately. This person is also better able to recognize the invisible in-the-moment decisions and adaptations I make constantly throughout a lesson based on what my students are understanding and doing throughout a lesson.”

-Survey respondent

Respondents note that school leaders might not be the best evaluator because they are disconnected from the school culture or the teacher’s day-to-day performance. However, it is unclear why teachers might feel that way and what could be done to fully resolve the concern. These response trends suggest an area to target with future survey questions or additional investigation.

Respondents generally did not have overly favorable opinions about the existing system. Most respondents understood the purpose of the system, but a number of respondents disagreed that it represented their effectiveness as a teacher or helped them to select professional development growth opportunities. Perceptions shifted across years of teaching experience, however. For example, 68.0 percent of teachers with less than 1 year of experience indicated that their evaluation rating helped them to select professional development and learning, compared to just 30.1 percent of teachers with more than 16 years of experience. General satisfaction with evaluation implementation and belief that the feedback received is specific and actionable also declined as years of service increased.

Participants experienced a range regarding the number of formal and informal classroom observations. Table 4 shows the number of formal and informal observations respondents experienced in the last year. A formal observation is defined as an observation that is conducted and results in a professional practice score. An informal observation is an observation that does not result in a professional practice score. In the 2021–22 school year, a statewide policy waiver required only one teacher observation during the year.



Table 4. Number and percentage of observations in the last year

Number of times observed	Formal	Informal
0 times	16.5%	16.2%
1 time	47.3%	24%
2 times	31.8%	19.5%
3 times	2.7%	10.9%
4 times	0.7%	6%
More than 4 times	0.9%	23.3%

Of the respondents, 83.8 percent received feedback on formal observation visits within 15 days, and 75.7 percent received feedback on informal observation visits in the same time frame. On average, 61.0 percent reported the feedback on both formal and informal observations as helpful.

Only 39.8 percent of respondents received a value-added score as part of their evaluation. However, 41.4 percent of them did not understand how the score was calculated, and only 24.9 percent agreed that the VAM score accurately reflected their performance.

Student Learning Targets

When it comes to Student Learning Targets (SLTs), 83.6 percent of respondents indicated two SLTs are used to determine the score for student progress. The assessments used for SLTs varied, as shown in Table 5.

Table 5. Assessments used for the SLT score

Assessment	Percentage
State assessments	42.3
District assessments	45.2
School assessments	23.3
My own assessments	27.8

Table 6 shows how the selection of SLTs also varied.

Table 6. SLT selection method

Selection method	Percentage
I create my own SLTs	28.6
I create my SLTs in collaboration with my evaluator	38.5
I create my SLTs with other teachers in my building (by grade or subject)	22.0
My principal, grade head, department head, or other person in my school creates or determines my SLTs	28.3
My school system creates or determines my SLTs	23.5

Note: Beginning in the 2022-23 school year, Bulletin 130 was revised to require a meeting between evaluator and evaluatee to discuss all student learning targets.



In general, perceptions regarding the usefulness of SLTs was more positive than VAM perceptions. However, VAM perceptions were only recorded for respondents who receive a VAM score. Some 63.9 percent agreed that SLTs help set goals for students to achieve growth outcomes and track essential data for student improvement. Additionally, 50.4 percent believe SLTs allow for different and individualized student goals based on prior performance.

Respondents with VAM-inclusive evaluations indicated that state assessments are used more frequently (55.5%) to determine SLT progress than their non-VAM counterparts (33.4%). This is in addition to the state results already being used for VAM. However, LDOE guidance recommends using high-quality curriculum-embedded assessments or approved literacy screeners rather than state assessments. Of all responses, 34.1 percent felt the feedback received on SLT scores contributed to professional growth, and 35.5 percent thought it helped to improve their instructional practices. There were 24.5 percent who reported receiving feedback but did not find it useful. Of respondents, 77.1 percent indicated that all students were included in their SLTs. For the 22.9 percent who selected “all students were not included,” several reasons were identified, such as:

- » Not meeting attendance requirements,
- » Targeting a specific group of students,
- » Teaching students in multiple grade levels and selecting students in one grade level, and
- » Students in special education taking on special education teacher SLT.

The quote below is a sample of the response themes to this question.

“We have 2 SLTs, whole group and target group. Not only do I teach two different grades, I teach two different levels of math in 8th grade (regular and honors). My 7th grade students are my whole group and my 8th grade honors students are my target group. Therefore, my 8th grade regular students are not included in either of my SLTs.”

—Survey respondent

When teachers were asked about ways to improve the current SLT process to support their professional growth, they offered a wide range of ideas. The overarching idea is to make the SLT process more valuable by collecting useful data that teachers can use to gauge/monitor/adjust their students’ learning. Specifically, the following ideas are most prominent in their responses to this question.

- » Make better connections to teaching in the classroom;
- » Incorporate individualized SLT;
- » Create mechanisms to incorporate factors outside of teachers’ control;



- » Encourage better feedback, which is necessary because student scores are not reported in a manner to support classroom practice;
- » Set pre- and post-measures in a way that enables students' growth (or lack of) to be clearly gauged;
- » Create the ability to set a growth standard based on students' ability; and
- » Ensure that SLTs are used to monitor student growth instead of as an evaluation tool.

The quote below is a sample of the response themes to this question.

“The current SLT process gives me and my students a simple method for measuring progress. Students know their own individual goals, but they are also aware of class goals and the class's progress toward those goals. Both individual and class goals are displayed and referenced with some frequency.”

—Survey respondent

A number of teachers stated that SLTs do not help students to increase their academic outcomes because it causes additional stress on students and teachers in preparation for state testing. However, this response finding demonstrates a misconception among some teachers, as state testing should not be used as part of SLTs. Additionally, respondents felt SLTs do not take individual students into account. This is another area that might benefit from clarification or training, as current guidance encourages the use of individual student growth targets to set SLTs.

Some teachers talked about students requiring immediate feedback to increase their academic outcomes. As such, a year-end goal that is set at the beginning of the year and is months away from being achieved does not serve well to motivate students. Another common response is that teachers are incapable of setting more individualized/achievable goals, i.e., setting a grade-level SLT for those students who are far below grade level (e.g., 2 and 3 years behind). Teachers feel these non-individualized goals may discourage students more. However, this is another misconception that conflicts with the current guidance from LDOE about using individual student growth targets, which may result in inequitable SLTs. Setting such SLTs is considered bad practice, and current training practices are working on removing them.

Despite these “defects,” some teachers described ways in which SLTs can help their students increase their academic outcomes, such as setting SLTs to collect and track students' growth and identify areas for growth opportunities. Additionally, focus on developing SLTs that are more robust and inclusive of all parties involved in a child's education.



Evaluation System Changes

Several questions solicited feedback on how the respondents would like to see the evaluation system look. Table 7 shows what respondents believe should be factored into the system and how much weight each measure should be given.

Table 7. Weight measure percentage preferences

Measure	0%	1% to 25%	26% to 49%	50% or greater
Feedback surveys from families/caretakers	55.1	31.1	8.5	5.3
Feedback surveys from school staff	35.3	32.9	16.8	15.0
Feedback surveys from students	40.5	36.4	15.0	8.1
Individualized professional learning plan	22.6	41.1	24.9	11.5
Observations of professional practice	6.4	30.2	34.4	29.0
School-wide test scores	40.1	37.2	16.7	5.9
Self-assessment	17.9	43.5	24.8	13.8
Student learning targets	20.6	42.1	26.0	11.3
Value-added measures	46.9	33.8	14.2	5.1
Work portfolios/artifacts submitted	40.7	32.6	17.6	9.2
School-wide attendance metrics	45.1	28.8	15.4	10.7

Of the respondents, 55.6 percent also agreed that they would like to see a reduced number of evaluation components or metrics.

Recommendations for Improvement

At the end of the survey, respondents were asked several open-ended questions about what they would like to see in the evaluation system. This section lists the questions and themes that emerged from the responses.

Describe what changes, if any, you would like to see made to the current evaluation system.

1. Making a system a tool to support instead of a tool to punish

A number of teachers expressed that the current system (e.g., focusing too much on test scores and a few formal observations) works as a tool to punish. They want to see the system work as a tool to support.

Below is an example response addressing this theme.

“The current evaluation system is flawed if an administrator does not like you or if the administrator does not fully understand what your job duties entail. An administrator can complete your entire evaluation while sitting behind his/her desk and never step foot into your classroom to see what actually takes place. I would like for there to be a checks and balance system of if a low score is given, then another administrator can also evaluate and scores can be averaged. There is entirely too much power given to one person.”



2. Change the frequency of formal and informal observations

A number of teachers talked about their desire to make changes to the formal observation process. While there are some variances among teachers' suggestions, they all point out more fair/robust observations to capture more realistic experiences in the classroom.

Below is an example response addressing this theme.

"It would be wonderful if teachers could be observed 3 to 4 times a year, without any notice of the observation, to determine who is really teaching and to see what they are teaching. All of these components are ridiculous. I have always felt someone can recognize "good, better, and best" teaching in others. We just need a system where a mentor teacher, the AP, and the principal come observe at various times throughout the year for 30 to 40 minutes. Just pop in, on any given day, to see what is being taught and how it is being taught. That is an observation!"

3. More flexible (i.e., subject specific) rubric

A number of teachers raised concerns about the Compass rubric not being flexible enough, e.g., a math class is not conducted the same way as an English class. Some teachers would like to see more use of the NIET rubric (they think it is more comprehensive in evaluating teachers).

Below is an example response addressing this theme.

"As it is, the current rubric does not assess the effectiveness of a special education inclusion teacher. A special education teacher rubric should be added for teachers who support inclusion settings but whose minutes in the class are limited to those specified in student IEPs. The rubric must assess an inclusion sped [special education]teacher's specific responsibilities regarding lesson planning, instruction, and accommodating/modifying general curriculum to meet the specific needs of sped students."

4. Reflect more of "teaching" in the classroom, instead of focusing too heavy on student test scores

A number of teachers raised concerns about the current system focusing too heavily on test scores instead of the actual instructional activities in the classroom. They talked about many variables that can affect student academic successes, e.g., children's lives outside of classrooms and parental involvement at home and school. Teachers felt these are the factors that they have no control over, and they want the evaluation system to be more sensitive to what they have control over and are responsible for, i.e., teaching in the classroom.



Below is an example response addressing this theme.

“Statewide test scores should not be a part of the evaluation system, or should be a very small percentage as there are many factors a student faces that can effect the outcome of these scores and a teacher, no matter how good they are teaching the content, has no control over these factors. It is unfair to evaluate a teacher on a system where there are so many factors out of their control.”

5. Stop using the VAM in evaluations, or change the use of growth measure instead of predicted mastery score

It is important to note that this response theme shows a misconception about the difference between VAM and Growth to Mastery. Teachers may benefit from more information to correctly understand and distinguish the two.

Describe what resources, if any, you would like to see LDOE create to help support the current and any future evaluation system.

1. Need more professional development

Some teachers expressed that they need more professional development. Teachers desired to have a variety of PDs, e.g., providing instructional activities of a specific subject area to help identify and intervene in students’ socio-emotional health.

Below is an example response addressing this theme.

“Professional development for any school leader or district leader concerning exceptionalities. Breaking down the compass rubric so it is not objective. Teachers and school leaders/evaluators know exactly what they are being evaluated on and how.”

2. More resources (i.e., video) of what “exemplary” lessons look like

Some teachers wished to have resources (i.e., videos) showing how exemplary lessons look. It is important to note that they want to have a video on teachers really in the classroom, not a staged one.

Below is an example response addressing this theme.

“I would like to have access to videos of someone demonstrating what would earn someone a perfect score. I would also like more resources for examples that aren't too wordy/or take up too much time as teachers are already strapped for time. I also think there needs to be more PD around how to get a good score but during given PD days and not as after school meetings; not everyone is able to stay after school.”



3. Mechanisms in which teachers can provide inputs and be a part of the evaluation system

This theme may be different from what this survey question intended to capture. However, teachers mentioned that there should be mechanisms for teachers to provide input and be a part of the evaluation system.

Below is an example response addressing this theme.

“Give actual classroom teachers input into developing the evaluation system. My colleagues and I are reflective practitioners and know we can always improve. We have high, but realistic, expectations of ourselves, and we know our students and the challenges they face.”

4. Resources for children’s families

A number of teachers identified a need for better partnerships between schools and families, considering that children’s lives outside of classrooms and parental involvement at home and school have a big effect on academic outcomes.

Below is an example response addressing this theme.

“Focus on teacher support and ways to support teachers to help provide for their classroom/ students (financially, prep time, paperwork time, parent communication time, lesson plan time, committee meeting time, etc.). Something needs to be taken off our plates. Teachers are being drained by working all day at school, working in their classroom after school &/or before school AND STILL bringing work home every night and every weekend. It is time to hold parents accountable as well. Education cannot be a one way street. It must be teamwork.”

What do you believe is most important to ensure that an evaluation system supports your professional growth?

Many of the responses here echoed themes from similar questions (e.g., professional development, more flexible rubric, input from teachers), but the following themes also emerged.

1. More frequent feedback

Teachers talked about getting timely and more frequent feedback from evaluators, mentors, or administrators, which would be helpful in their growth, and in turn benefits students. Some teachers believe in more frequent visits/observations and more walkthroughs to facilitate this. Teachers also noted that getting feedback from someone with more recent or more frequent classroom experiences would be better (i.e., more relatable).



Below is an example response addressing this theme.

“A healthy evaluation system that supports professional growth should include regular walkthroughs by campus administrators and mentors. Walkthroughs can be very helpful when they offer concise, practical, feedback and professional development opportunities to target areas of needed improvement. If they are commonplace instead of the exception, the high-stake stress of performing could be replaced with authentic environments of collaboration and team building. Additionally, VAM scores and SLT's do not offer the same controls that observations do and it is my opinion that they should not be included in teacher ratings due to their "snapshot view" of performance. All in all, cooperative learning environments should never have the "burden of proof" resting on the shoulders of the few, but instead encourage growth and create opportunity for all.”

2. Diversity, Equity, and Fairness

A number of teachers talked about the importance of an evaluation system that works across diverse educator populations (related to content and students taught) with clear and realistic expectations.

Below is an example response addressing this theme.

“An evaluation system that grades all teachers fairly whether they teach a core subject or not, or whether they teach regular education students or not. It is very easy for a teacher of the arts to meet the standards of effectiveness as opposed to a special education teacher or core subject teacher, especially when the students do not like the core subjects.”

How do you believe an evaluation system could most effectively use evaluator feedback to provide coaching to educators?

1. Teachers expressed that an evaluation system closely related to their instructional activity is more effective. Teachers also mentioned that more detailed and frequent feedback would be ideal. Further, teachers need more time and resources to improve weak areas or implement the feedback received. Lastly, teachers want evaluators to provide model lessons showing how to improve instead of what they did wrong.

Below are some example responses addressing these themes.

“Evaluator feedback needs to be almost immediate. If there is a low score or negative feedback, the evaluator needs to provide the teacher with concrete help of how to correct the problem, not just.... do better on this next time. The evaluator needs to be able to step into the classroom and teach (show) how to best teach the standard.”



“Developing professional development opportunities that target each component of the rubric so that teachers can identify problem areas and plan accordingly without being overwhelmed by training on all components at once. Utilizing mentor teachers and instructional coaches within schools that work with teachers on specific rubric components would also be helpful.”

“The evaluator would need to go into the classroom and model or give suggestions to show the teacher how to improve. There could be a database of videos of teachers teaching that are strong in each component and the evaluator could send a video of a teacher successful, including that part of compass in their lesson. I'm not sure the right answer but if you tell a teacher to improve then there needs to be suggestions for improvement.”

School Leader Results

Response Rate and Demographics

There were 631 individual school leaders who completed the survey, which is roughly 20.0 percent of the workforce. Although it was targeted primarily to principals and assistant principals, some respondents represented other leadership roles such as superintendent, other central office staff, and instructional coach. The survey had a 44 percent completion rate. This survey was longer than many other stakeholder surveys that LDOE shared, and included even more opportunities for open responses than the teacher survey. As a result, some potential respondents may have experienced fatigue and failed to complete and submit the survey. The appendix contains a breakdown of each question’s response, including partial responses that were started, but not submitted. However, the following analysis examines only the completed surveys. Additionally, the survey asked questions about the assessment of school leaders, as well as thoughts on the assessments that school leaders conduct for educators. To see response summaries for individual questions, as well as responses compared by criteria such as grade bands and charter versus traditional school leaders, please see Appendix 2.

Of the respondents, 2.5 percent represent charter systems, and the remaining 97.5 percent work in traditional systems. No differential trends between charters and traditional systems were identified because of the low response rate from charter systems. The survey results include representation from 65 traditional systems and 12 charter schools. Table 8 shows responses by role. Table 9 shows the breakdown of responses by grades served by building respondents work in various grades, and Table 10 shows responses by years of experience.

Table 8. Survey participation by role

Role	Percentage
Principal	53.2
Assistant principal	31.2
Other	15.5



Table 9. Building respondents work in various grades

Grade bands	Percentage
Early childhood	37.4
Kindergarten–2nd grade	46.3
3rd grade–5th grade	51.3
6th grade–8th grade	44.4
9th grade–12th grade	31.9
Other	12.5

Table 10. Survey participation by years of experience

Years of experience	Percentage
Less than 1 year	7.8
1 year	4.8
2–3 years	16.3
4–5 years	14.7
6–10 years	29.2
11–15 years	15.4
Greater than 16 years	11.9

Table 11 shows responses by racial identity. Some 1.6 percent of respondents identified as Hispanic or Latino.

Table 11. Survey participation by racial identity

Racial identity	Percentage
American Indian or Alaska Native	0.5
Asian	0.5
Black or African American	20.0
White	71.5
Other	1.1
Choose not to respond	7.6

Evaluation Purpose and Components

Respondents largely held positive perceptions about the purpose of the school leader evaluation system. Some 72.6 percent believe it contributes to student achievement, and 71.3 percent think it enhances the quality of instructional leadership. However, only 45.6 percent identified its purpose, including a process to retain effective school leaders. Respondents also held favorable opinions about the accuracy and usefulness of the evaluation system, as well as how the system is implemented at their school. Some 66.7 percent reported receiving feedback that was specific and actionable.

When asked which evaluation component is the best to assess administrator performance, 88.3 percent selected the professional practice rubric compared to the 32.6 percent who chose SLTs. Respondents indicated high levels of comfort with the Compass Leader Rubric, with 76.8 percent agreeing that the rubric is understandable, and 68.6 percent agreeing it identifies effective leadership practices. Only



40.8 percent suggested they would revise or add additional domains/components to the Compass Leader Rubric.

Building principals are the common evaluators of assistant principals by a large margin. For the principals themselves, evaluations are mainly conducted by the superintendent, assistant superintendent, or other central office staff. These evaluators were also selected for who respondents thought was best equipped to assess their professional performance. Additionally, 22.2 percent suggested a peer principal as the best option.

Some 44.5 percent of administrators surveyed were formally observed once, and 33.8 percent were observed twice. There were 75.8 percent who received feedback within 15 days of the observation. Table 12 shows how often participants were observed informally. There were 64.8 percent who received feedback within 15 days of the informal observations. Table 12 shows the number of informal observations participants received in the last year.

Table 12. Number of informal observations in a year

Number of times observed	Percentage
0 times	26.9
1 time	17.9
2 times	13.0
3 times	5.7
More than 3 times	36.5

Overwhelmingly, respondents felt observation feedback contributed to professional growth and helped to improve leadership practices. Fifty-seven percent participated in professional development as a result of the feedback, and 49.4 percent received mentoring or coaching. Only 18.1 percent reported receiving feedback and found it helpful.

Student Learning Targets

Respondents largely agreed about the critical role of SLTs in providing a metric of school leader evaluations, helping to set goals for student achievement, and allowing administrators to track essential data for school improvement. The majority also indicated comfort with their knowledge of and ability to write and use SLTs. Additionally, respondents reported receiving professional development to support the use of SLTs in teacher evaluations.

Respondents also provided more detailed insights through open-ended questions in this section of the survey. One of the most common concerns among respondents is that the SLTs related to their own performance are unfair for all. Most of these can be explained by the “variety” that naturally exists in school communities, e.g., some schools have more high-achieving students (i.e., a large population of gifted students). As such, it is sometimes difficult for those students to grow (e.g., ceiling effect). Other factors (family-related) influence students’ behavior, taking data from different pre- and posttest, etc. Given such variances, a few suggested changes from responses included:



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- » The SLT process should focus more on growth rather than a fixed achievement,
- » Consistency is needed,
- » SLT should be defined based on the local needs, and
- » More weight should be placed on things other than test scores.

These trends are surprising because current guidance and best practices state the suggested changes above should already be integrated into the SLT process for school leaders.

Additionally, school leaders see the potential usefulness of SLTs as a tool for setting goals, but see flaws as a tool to improve student academic outcomes. Some of the problems raised by respondents are:

- » There are no systems in place that easily allow teachers to track and monitor progress,
- » SLTs place so much value on something that can be affected by outside factors that a teacher cannot control, and
- » The goal is selected by the district and not by the school.

Most opinions suggest that SLTs should be realistic, achievable, and flexible. Data should be used to assess strengths and weaknesses, which in turn are used to adjust the instructional practice to increase academic outcomes. Respondents also expressed their desire to receive more training on how to develop effective SLTs and implement them, as well as how to support teacher development of individual SLTs. Training should include general SLT development, SLT development for teachers outside of the regular classroom, and how to provide feedback best to support teachers.

Evaluation Systems Changes

When asked if Louisiana should have separate evaluation systems for different leader roles, responses were closely split, with 47.9 percent selecting Yes, and 52.1 percent selecting No.

In looking at school leaders who provided their reasons, we found that respondents talk about different roles and responsibilities between administrators, and that the rubric needs to be more specific to reflect better to evaluate their performance.

Below are sample answers that address this idea.

“Different districts structure their principals and APs differently. My assistant principal has expertise in classroom management and discipline, as well as building and facilities management, whereas, I have expertise in data tracking, team meetings, and developing teachers' professional growth. I don't think it's necessary to evaluate the assistant principals on their ability to develop a collaborative vision and goals if that is not something that their principal charges them with. They are supposed to support the vision and goals and other aspects of developing a strong culture at the school, but not be the sole person responsible.”



“The role of principal is more comprehensive, however, in general, my opinion is that each leader should be evaluated on the areas they are assigned rather than the current generic version.”

Table 13 shows the measures respondents indicated should be included in a school leader evaluation system, and Table 14 shows the same for the teacher evaluation system.

Table 13. Measures that should be included in a school leader evaluation system

Measure	Percentage
Observations of professional practice by my supervisor	84.0
Self-assessment	71.9
SLTs	57.0
Feedback surveys from school staff	55.9
Schoolwide test scores	50.2
Work portfolios/artifacts submitted	39.3
Feedback surveys from families/caretakers	38.8
Feedback surveys from students	36.6
Schoolwide attendance	27.7
Value-added measure(s)	26.6
Other	3.5

Table 14. Measures that should be included in a teacher evaluation system

Measure	Percentage
Observations of professional practice	93.0
Self-assessment	72.3
SLTs	62.3
Value-added measures	42.6
Work portfolios/artifacts submitted	42.2
Feedback surveys from families/caretakers	30.3
Feedback surveys from students	35.5
Other	4.1

At the end of the survey, respondents were asked several open-ended questions about what they would like to see in the evaluation system. This section lists the question and themes that emerged from the responses.

Describe what changes, if any, you would like to see made to the current principal evaluation system.

One of the most referenced opinions among school leaders is that school performance scores should not determine an administrator’s effectiveness. They see many great things happening in schools throughout the year. They see teachers and students making growth. Respondents felt that the current evaluation system/process is narrowly defined in such ways that many variables are not reflected in the evaluation processes. They would like to see an evaluation system that is aligned better with what



they do daily and collect data with a more holistic point of view. Their opinions can be categorized as follows:

- » Adjust the rubric to align it better, and
- » Collect data with a more holistic view.

Below are examples of responses addressing their points.

“Make it one that is fair for all and all are held to the same standard of impacting teacher growth, implement additional categories. (See the NIET TAP LEADER RUBRIC) The domains that are currently present do not represent all things needed to shift a school. The same holds true for the teacher evaluation rubric.”

“There needs to be a measure of the principal’s relationship building, communication and consistency. You never know who is coming into your office to say what, building trust and relationships with families, community members, staff and students is the most important and effective way for an administrator to lead. The fact that there is not a measurement of this that is truly applicable and collects data to support the achievement level is what makes me question the impact this rubric has.”

How do you think a principal evaluation system could assess measures of well-being for the whole-child and staff?

A number of school leaders felt that it is difficult for the current system to assess the well-being of a whole child and staff. They expressed that measuring a child’s well-being involves too many external variables beyond the principal’s control. Further, they believe that the entire faculty, staff, families, and community have to support the health and success of schools.

Despite the difficulties described above, school leaders offered a few approaches.

- » Use the school/classroom visits/observation to gauge the health of the child, staff, and school; and
- » Add the SEL component explicitly.

Below showcases examples of responses addressing this question.

“I think learning walks by teams of supervisors, principals, and teachers could help measure the well-being for the whole-child and staff. I also believe that teacher/staff/parent surveys could also contribute to this.”

“When I go into an observation, I am focused on what the students are doing. I usually speak to a few to determine if the objective is clear and how student-led the assignment is. District supervisors could do the same. Go into classrooms and talk to students about the leadership. Ask a few between classes and in different subjects. Also, speak to custodians, counselors, secretaries, and chefs in the cafeteria. Using a rubric, district personnel could then determine if the principal has the pulse of the school.”



“An SEL component could definitely be added (maybe surveys). We just conducted data digs with our schools and the amount of trauma to our current students that directly correlate to student performance is astounding. We can't fix it all, but when they are with us, they should be able to forget the world and feel safe. Staff members also have tragedy and need support during those times (spouse passing, aging parents that require much attention, etc.).”

Describe what resources, if any, you would like to see the LDOE create to help support the current and any future principal evaluation system.

Like teachers, many school leaders would like to receive professional development activities. The activities can range from understanding better about the evaluation system, to specific areas of the rubric. In addition, school leaders are looking for opportunities to collaborate. They see a range of benefits in collaboration from their growth and the development of effective evaluation systems. Similarly, some school leaders wished to have a mentor program. A few school leaders also talked about keeping the system simple (but effective).

Below showcases examples of responses addressing this question.

“Principal/Leadership training. Using the evaluation to determine the needs for PD. We all want the best for our schools and the students and faculty we serve. We ALL have areas to grow and need support for those areas.”

“We need the opportunity to collaborate with peers from other districts. I would love the opportunity to hear from other Middle School principals and what is happening on their campuses.”

“There should be modules that provide a model and/or examples of each component of the Rubric. Also, have a list of available effective leaders who are willing to collaborate and share with new and struggling principals.”

“Our LDOE has valuable resources available and our District provides exceptional leadership to guide us throughout the year. Please be considerate to recognize the evaluation system is not a ‘one size fits all.’ Let's focus on simplicity and being realistic to the domains—provide effective checklists, and examples of mandatory artifacts, to support and guide us as we use these resources. It is not necessary to ‘re-create the wheel.’ However, it is important and necessary to maintain a ‘well-oiled machine/system’ to support and guide the process.”

What do you believe is most important to ensure that an evaluation system supports your professional growth?

When respondents were asked about the most important aspect to ensure their evaluation system supports their professional growth, a number of school leaders talked about the importance of identifying their needs (school needs, professional needs), then figuring out the resources to meet



those needs. Some spoke about the importance of an evaluation system to be more flexible to meet local needs. The following five themes were the most prominent opinions among respondents:

- » Evaluation to be more focused on professional growth,
- » Having a mentor,
- » Opportunities to collaborate more with other administrators,
- » Professional development, and
- » Feedback, Feedback, Feedback.

Below showcases examples of responses.

“Whenever we tie a score to an evaluation it becomes the most important thing and professional growth takes a back seat to that.”

“Opportunities for mentoring, cohorts of assistant principals who can contact one another, a strong principal to guide and assist in professional growth would be beneficial in growing assistant principals.”

“I believe professional development needs to be an ongoing process with face-to-face interaction among administrators rather than from ‘experts’ who haven't been in the field for years. Today's schools are vastly different from those of just a few years ago.”

“I think providing professional developments on interventions for academics and social-emotional behaviors is very important. Also, data tracking or how to use the numbers to support students in growing academically.”

“True, actionable feedback that indicates an evaluator is knowledgeable and able to provide supports specific to areas in need of growth.”

How do you believe an evaluation system could most effectively use evaluator feedback to provide coaching to educators?

A number of school leaders questioned the usefulness and timing of feedback given by the current evaluation system. They believe that useful and actionable feedback can be used to identify the strengths and weaknesses of educators. Such identified strengths and weaknesses can be used to develop resources and strategies for facilitating growth. Some school leaders also questioned the timing and frequency of the feedback. The following are common themes addressing this question:

- » Timely feedback is necessary,
- » Needs to be shared throughout the year, and
- » Rubric needs to be aligned with specific domain and tied to feedback.



Below showcases examples of responses.

“I think that right now the SLT process is not timely, so feedback cannot be provided in any meaningful way. The current process for providing feedback following an observation is sufficient. As a complete evaluation, the slow SLT reporting means that the system is not functioning at all for meaningful coaching. Quality coaching happens via other school process outside of the evaluation process.”

“Coaching in the areas of evaluation refinements are very helpful; however, it's important to note that it's only a snapshot of what the teacher is doing because it's based off of one lesson. In order to provide effective coaching, there needs to be lots of informal evaluations done throughout the year.”

“Having a written plan with next steps and dates to follow up. This creates more of a communication than the "this is what I saw, your score, and you could try 'x'" and that be the totality of the evaluation. Some good administrators already do this, but unless required, not all will.”

“Let's start with the walk-through process, followed by ‘Look Fors’ before the formal evaluation. All evaluation systems should be designed to align directly to specific domains from our LDOE Teacher Rubric. In addition, ‘go to the source’ and allow teachers to partner with their colleagues and ask them what feedback would be effective to assist them as they teach.”

How do you most effectively support your teachers and other staff to grow professionally through the evaluation system?

When principals were asked how they support their teachers and other staff, many talked about the importance of frequent feedback. They conduct frequent in-formal or unannounced class visits, followed by meaningful/actionable feedback. Some of them spoke about using professional learning (in addition to more formal professional development opportunities) to support the growth of their teachers and other staff.

Below showcases examples of responses addressing this question.

“I try to visit their classrooms and observe them throughout school days. I can learn a lot just from watching them during class changes or at pep rallies. I also learn a lot about students as I see them throughout the day. I can, then, support a teacher with that particular student or connect staff members who have similar concerns. However, other duties often call me away from this focus and I lose this time and teachers end up guiding themselves. It's almost as if schools need one leader who does nothing but constantly observe and support teachers.”

“Our Leadership Team strives to meet our teachers at their point of need through Professional Learning Communities (PLCs). We have also identified Lead Content Teacher Leaders, and utilize Mentor/Mentee bimonthly one-on-one sessions. Our sessions align with our LDOE



Teacher's Rubric. In addition, our Instructional Coach is set to work closely with new teachers and include them in Jim Knight's Coaching Cycle.”

“When possible, I participate in PLCs and teachers and coaches hit the Effective and Highly Effective areas of the Compass rubric. We review what are the qualities of the teacher as what we expect students to be doing—which is the heavy lifting of the lesson. We want students minds to be stretched and we want to develop strong teachers to be able to do just that. I am willing to learn right alongside my teachers in this process.”

How do you think a teacher evaluation system could assess measures of student well-being?

A number of school leaders questioned if a teacher evaluation system can measure student well-being or if a teacher evaluation should include a measure of student well-being. They also strongly suggested strengthening the role of families in supporting student well-being. If the schools held the responsibilities, they desired to have more resources, e.g., full-time counselors, appropriate SEL training, time for all staff to build a relationship with students, and other resources. School leaders think that data can be collected via a series of surveys or apps but without proper “data utilization” strategies, such data results can be challenging to use.

Below showcases examples of responses addressing this question.

“Not sure how a teacher evaluation system can assess student well-being. Many factors outside of the school contribute to the well-being of students. Our teachers do what they can at school to address needs.”

“Our teachers are not prepared to assist students with students suffering with real life mental illness. Sometimes academics is not the problem. If teachers are to be at the forefront—then we need to train our teachers and/or provide on-site school outlets for counselors (who are trained to address mental concerns) to be available everyday...‘Maslow before Bloom.’”

“Add more about student well-being and take some away regarding student data. Also put something/curriculum in place that supports student well-being. Add time to the day to include time to focus on student well-being. We see this all the time, but as students move into the testing grades, things become all about test scores.”

Conclusion

The survey results provide a detailed look at stakeholder perceptions of the educator evaluation systems and offer many recommendations for improvement. In general, the school leader respondents held much more positive views of their own evaluation system compared to that of teachers. Additionally, respondents across both surveys provide a wide-range of valuable insight and recommendations for evaluation system improvement.



Appendix 1. Teacher Survey Closed Response Results, by Question and Selected Characteristics

All Responses (including partials)

Response Statistics

Status	Count	Percent
Complete	5,053	58.8%
Partial	3,541	41.2%
Disqualified	0	0.0%
Totals	8,594	

1. Do you teach in a charter or traditional system?

System	Percent	Count
Charter	2.4%	186
Traditional	97.6%	7,657
Total		7,843



2. What charter system do you teach in?

Charter system	Percent	Count
Advantage Charter Academy	0.5%	1
Belle Chasse Academy	23.8%	44
Community School for Apprenticeship Learning Inc.	1.6%	3
Delhi Charter School	0.5%	1
GEO Prep Academy of Greater Baton Rouge	4.3%	8
GEO Prep Mid-City of Greater Baton Rouge	3.2%	6
International School of Louisiana	0.5%	1
Kenilworth Science and Technology Charter School	0.5%	1
Lafayette Academy	0.5%	1
Lake Charles College Prep	4.3%	8
Lawrence D. Crocker College Prep	1.1%	2
Lincoln Preparatory School	1.1%	2
Louisiana Key Academy	16.8%	31
Lusher Charter School	0.5%	1
New Harmony High Institute	1.6%	3
Phillis Wheatley Community School	0.5%	1
Red River Charter Academy	1.1%	2
The MAX Charter School	0.5%	1
Thrive Academy	3.2%	6
University View Academy Inc. (FRM LA Connections)	15.1%	28
V. B. Glencoe Charter School	5.9%	11
Voices for International Business & Education	1.6%	3
Warren Easton Charter Foundation Inc.	8.6%	16
Willow Charter Academy	1.1%	2
Wilson Charter School	1.1%	2
Totals		185



3. What system do you teach in?

School system	Percent	Count
Acadia Parish	0.9%	68
Allen Parish	1.0%	75
Ascension Parish	1.7%	129
Assumption Parish	0.6%	46
Avoyelles Parish	0.0%	3
Beauregard Parish	2.0%	150
Bienville Parish	0.2%	17
Bossier Parish	10.9%	835
Caddo Parish	0.6%	49
Calcasieu Parish	6.3%	483
Caldwell Parish	0.7%	53
Cameron Parish	0.8%	58
Catahoula Parish	0.5%	41
Central Community School District	0.2%	15
City of Bogalusa School District	0.2%	16
City of Monroe School District	0.8%	62
Claiborne Parish	0.3%	24
Concordia Parish	0.6%	43
DeSoto Parish	1.4%	104
East Baton Rouge Parish	3.1%	234
East Carroll Parish	0.2%	13
East Feliciana Parish	0.0%	1
Evangeline Parish	1.1%	83
Franklin Parish	0.7%	54
Grant Parish	0.5%	35
Iberia Parish	3.6%	276
Iberville Parish	1.5%	111
Jackson Parish	0.7%	54
Jefferson Davis Parish	3.0%	229
Jefferson Parish	0.7%	56
LA Schools for the Deaf and Visually Impaired	0.1%	5
Lafayette Parish	1.3%	102
Lafourche Parish	0.3%	21
LaSalle Parish	0.3%	20
Lincoln Parish	0.2%	14
Livingston Parish	4.8%	369
LSU Laboratory School	0.0%	1
Morehouse Parish	0.2%	16
Natchitoches Parish	3.6%	277
Office of Juvenile Justice	0.1%	8
Orleans Parish	0.2%	16
Ouachita Parish	2.8%	211
Plaquemines Parish	0.8%	63
Pointe Coupee Parish	1.1%	82



3. What system do you teach in?—continued

School system	Percent	Count
Rapides Parish	8.8%	672
Red River Parish	0.0%	1
Richland Parish	0.2%	13
Sabine Parish	0.4%	30
Special School District	0.0%	1
St. Bernard Parish	0.2%	16
St. Charles Parish	2.8%	210
St. Helena Parish	0.0%	1
St. James Parish	0.1%	4
St. John the Baptist Parish	0.6%	42
St. Landry Parish	0.5%	36
St. Martin Parish	1.4%	110
St. Mary Parish	2.5%	192
St. Tammany Parish	12.7%	973
Tangipahoa Parish	1.0%	76
Tensas Parish	0.3%	21
Terrebonne Parish	1.9%	147
Union Parish	0.5%	37
Vermilion Parish	1.3%	103
Vernon Parish	0.0%	3
Washington Parish	0.6%	45
Webster Parish	0.7%	54
West Baton Rouge Parish	1.4%	107
West Carroll Parish	0.0%	3
Winn Parish	0.4%	34
Zachary Community School District	1.1%	81
Totals		7,634

4. What grade do you teach? (Check all that apply.)

Grade band	Percent	Count
Early childhood	6.6%	514
Kindergarten–2nd grade	22.4%	1,759
3rd grade–5th grade	25.5%	1,997
6th grade–8th grade	28.1%	2,199
9th grade–12th grade	29.1%	2,279
Other	8.1%	636

5. Do you teach a grade or subject that has a state-monitored assessment tied to it?

Response	Percent	Count
Yes	60.1%	4,707
No	39.9%	3,126
Totals		7,833



6. How long have you taught as a public-school teacher in Louisiana?

Length of time	Percent	Count
Less than 1 year	4.4%	337
1 year	3.1%	236
2–3 years	8.0%	612
4–5 years	9.2%	706
6–10 years	19.3%	1,480
11–15 years	16.8%	1,290
Greater than 16 years	39.3%	3,022
Totals		7,683

7. Do you currently teach in a school with any of the following designations? (Check all that apply.)

Designations	Percent	Count
Title I	64.1%	4,920
Comprehensive Intervention Required (CIR)	5.6%	429
Urgent Intervention Required (UIR)	10.1%	772
I don't know	19.5%	1,500
None	16.2%	1,240

8. Do you identify as Hispanic or Latino?

Response	Percent	Count
Yes	2.7%	208
No	91.9%	7,057
Choose not to respond	5.4%	415
Totals		7,680

9. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	Percent	Count
American Indian or Alaska Native	1.5%	115
Asian	0.9%	69
Black or African American	13.1%	1,010
Native Hawaiian or Other Pacific Islander	0.2%	17
White	76.4%	5,871
Other	0.9%	70
Choose not to respond	9.0%	692



10. What is the purpose of the teacher evaluation system? (Check all that apply.)

Purpose	Percent	Count
The teacher evaluation system ensures that quality teachers are employed in instructional positions.	61.6%	4,179
The teacher evaluation system enhances the quality of instruction in schools.	46.9%	3,186
The teacher evaluation system provides a process to retain effective teachers.	36.0%	2,443
The teacher evaluation system fosters continuous improvement of teaching and learning by providing opportunities for targeted professional development.	53.3%	3,616
The teacher evaluation system contributes to improved student achievement.	39.8%	2,704

11. What components are used to assess you in the teacher evaluation system? (Check all that apply.)

Component	Percent	Count
Professional practice (Compass teacher rubric used for teacher observations, CLASS rubric, district or school-rubric)	90.9%	6,167
Response-added model	38.2%	2,596
Student learning targets	85.5%	5,805

12. Of the major components used in the LDOE teacher evaluation system, what component or components do you believe best assesses teacher performance? (Check all that apply.)

Component	Percent	Count
Observation rubric (Compass, CLASS, district or school rubric)	72.9%	4,897
Student Learning Targets (SLTs)	44.5%	2,987
Response-Added Measure (VAM)	11.2%	753

13. Who conducts your teacher evaluation? (Check all that apply.)

Evaluator	Percent	Count
Principal or assistant principal	97.1%	6,530
Mentor teacher	8.5%	569
Instructional Coach	13.3%	893
Peer teacher	2.1%	138
Central office district administrator	8.9%	599
No one	0.1%	5
Other	4.4%	298



14. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
I understand the purpose of the teacher evaluation system.	4.3%	5.5%	13.8%	53.1%	23.3%	6,725
I understand how each component of the teacher evaluation system is combined to determine my overall rating.	5.0%	9.4%	13.3%	50.5%	21.7%	6,723
My teacher evaluation rating represents my effectiveness as a teacher.	19.4%	24.8%	23.0%	24.2%	8.6%	6,721
My teacher evaluation rating helps me select professional development and learning opportunities to grow as a teacher.	19.1%	22.7%	24.3%	25.8%	8.1%	6,720
I am satisfied with the implementation of the evaluation system at my school.	15.0%	16.1%	31.9%	27.9%	9.1%	6,722
The feedback I receive as part of my evaluation is specific and actionable.	7.6%	9.5%	23.5%	44.0%	15.4%	6,720

15. How often were you formally observed in your classroom this year? Formal observations are conducted and result in a professional practice score.

Number of observations	Percent	Count
0	16.7%	1,061
1	47.6%	3,018
2	31.4%	1,992
3	2.6%	167
4	0.7%	47
More than 4 times	0.9%	59
Totals		6,344



16. How often were you informally observed in your classroom this year? Informal observations are conducted but do not result in a professional practice score.

Number of observations	Percent	Count
0	17.1%	1,086
1	24.0%	1,525
2	19.0%	1,202
3	10.9%	691
4	6.2%	393
More than 4 times	22.8%	1,445
Totals		6,342

17. Please indicate the extent to which you agree with the following statements:

Statement	Neither agree nor disagree					Total
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
I would revise or add additional domains/component(s) to the Compass teacher rubric	11.6%	17.7%	33.9%	23.1%	13.8%	6,341
The Compass teacher rubric is understandable.	6.1%	13.2%	26.0%	47.8%	7.0%	6,340
The Compass teacher rubric identifies effective teaching practices.	9.7%	15.7%	30.1%	38.7%	5.8%	6,340
I can translate the Compass teacher rubric indicators into my classroom practices.	6.7%	12.9%	29.0%	44.6%	6.8%	6,340

18. Which of the following possible evaluators is best able to assess your classroom performance? (Check all that apply.)

Evaluators	Percent	Count
The principal or assistant principal	74.9%	4,747
Mentor teacher	37.3%	2,367
Instructional coach	35.6%	2,255
Central office staff member	6.0%	382
Other	9.6%	610



20. Did you receive feedback within 15 days after formal classroom observations?

Response	Percent	Count
Yes	83.4%	5,125
No	16.6%	1,023
Totals		6,148

21. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal classroom observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
The feedback contributed to my professional growth.	4.9%	8.8%	24.2%	48.3%	13.9%	5,123
The feedback helped to improve my instructional practices.	5.1%	9.7%	25.0%	46.5%	13.8%	5,123
I received coaching as a result of the feedback.	14.7%	25.1%	28.2%	24.5%	7.5%	5,119
I received feedback, but it was not helpful.	15.1%	35.2%	29.4%	14.5%	5.7%	5,122
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	4.7%	8.7%	30.8%	42.0%	13.8%	5,122

22. Did you receive feedback within 15 days after informal classroom observations?

Response	Percent	Count
Yes	75.2%	4,621
No	24.8%	1,523
Totals		6,144



23. Please indicate the extent to which you agree with the following statements about the feedback you receive after informal classroom observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
The feedback contributed to my professional growth.	5.0%	8.7%	25.6%	47.2%	13.5%	4,620
The feedback helped to improve my instructional practices.	5.1%	8.6%	26.0%	46.9%	13.4%	4,619
I received coaching as a result of the feedback.	12.1%	23.4%	31.9%	24.8%	7.9%	4,617
I received feedback, but it was not helpful.	15.0%	34.3%	31.7%	13.5%	5.5%	4,616
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	4.4%	8.7%	31.3%	42.5%	13.2%	4,616

24. Do you receive a value-added score as part of your evaluation?

Response	Percent	Count
Yes	39.4%	2,375
No	60.6%	3,659
Totals		6,034



25. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
I understand how my value-added score is calculated.	20.5%	20.9%	16.9%	32.2%	9.4%	2,373
I use the Curriculum Verifications and Roster portal to verify my roster.	4.6%	6.7%	16.2%	47.9%	24.6%	2,373
My value-added score reflects my performance.	28.1%	20.6%	26.3%	18.7%	6.4%	2,373
My value-added score helps me identify my professional development needs.	27.9%	21.5%	25.7%	19.4%	5.6%	2,372
My value-added score is calculated fairly.	27.3%	16.4%	33.4%	17.3%	5.6%	2,371
I have adjusted my instruction to improve my value-added score.	16.5%	11.3%	34.2%	29.2%	8.8%	2,372

26. Have you received information on the LDOE value-added scores from any of the following sources? (Check all that apply.)

Source	Percent	Count
LDOE	19.4%	459
School system	27.9%	662
School	42.0%	996
Other	2.4%	57
None of the above. I have not received instruction.	39.5%	938

27. How many SLTs are used to determine your overall SLT score for student progress?

Number of SLTs	Percent	Count
1	3.4%	205
2	83.9%	4,985
More than 2	6.0%	358
I don't know	5.8%	343
None	0.9%	54
Totals		5,945



28. What assessments are used to determine your SLT progress? (Check all that apply.)

Assessments	Percent	Count
State assessments	42.0%	2,474
District assessments	45.2%	2,663
School assessments	23.1%	1,359
My own assessments	27.4%	1,616
I don't know	4.4%	257
None	0.3%	18
Other	10.6%	623

29. Who selects your SLT(s)? (Check all that apply.)

Statement	Percent	Count
I create my own SLTs.	28.3%	1,666
I create my SLTs in collaboration with my evaluator.	37.8%	2,228
I create my SLTs with other teachers in my building (by grade or subject).	21.7%	1,276
My principal, grade head, department head, or other person in my school creates or determines my SLTs.	28.2%	1,658
My school system creates or determines my SLTs.	23.6%	1,392



30. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
SLTs set an expectation of growth in student achievement over a given period of time.	5.9%	6.1%	12.7%	58.8%	16.5%	5,889
SLTs provide a metric of teacher evaluation.	12.1%	16.1%	25.4%	38.1%	8.3%	5,889
SLTs help me set goals for my students to achieve growth outcomes.	8.8%	9.8%	18.1%	51.0%	12.3%	5,889
SLTs allow me to set different and individualized goals for students based on prior performance.	12.8%	16.5%	20.4%	40.3%	9.9%	5,889
SLTs allow me to track important data for student improvement.	10.2%	12.2%	20.9%	45.9%	10.8%	5,888
My students know the SLTs that I use in my classroom.	17.4%	24.9%	23.5%	26.9%	7.3%	5,889



31. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
I received professional development on the role of SLTs in the teacher evaluation system.	16.1%	24.7%	22.0%	30.9%	6.3%	5,734
I received professional development on how to write and monitor SLTs for my students	15.8%	23.1%	20.1%	34.4%	6.6%	5,737
My SLT score is used to help me select future professional development or learning opportunities to grow as a teacher.	18.6%	25.2%	27.0%	24.2%	5.1%	5,736
I received professional development on how to ensure that my SLTs help me to achieve higher student outcomes for all my students.	19.6%	28.0%	24.0%	23.3%	5.2%	5,737

32. Please indicate the extent to which you agree with the following statements about the feedback you received after you receive your SLT score:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
The feedback contributed to my professional growth.	16.0%	19.6%	30.8%	27.7%	5.9%	5,737
The feedback helped to improve my instructional practices.	15.5%	18.9%	30.5%	29.3%	5.8%	5,736
I received feedback, but it was not helpful.	10.9%	23.3%	41.6%	17.4%	6.8%	5,735

33. Are all students in your classroom or classes included in your SLTs?

Response	Percent	Count
Yes	77.2%	4,469
No	22.8%	1,318
Totals		5,787



37. Please indicate the percentage that you believe each of the following measures should be weighted in the teacher evaluation system:

Measure	0% Measure should not be included				5% or greater	Total
	1% to 25%	26% to 49%	50% to 75%	76% to 100%		
Feedback surveys from families/caretakers	55.4%	31.2%	8.2%	5.2%	5,528	
Feedback surveys from school staff	35.4%	33.0%	16.6%	15.0%	5,525	
Feedback surveys from students	41.1%	36.3%	14.7%	7.9%	5,528	
Individualized professional learning plan	22.5%	41.7%	24.5%	11.2%	5,523	
Observations of professional practice	6.4%	31.0%	34.3%	28.4%	5,529	
School-wide test scores	40.1%	37.3%	16.6%	5.9%	5,525	
Self-assessment	18.0%	43.7%	24.9%	13.5%	5,526	
Student learning targets (SLTs)	20.9%	42.3%	25.7%	11.2%	5,531	
Response-added measures (VAMs)	46.9%	34.2%	13.8%	5.1%	5,529	
Work portfolios/artifacts submitted	41.1%	32.4%	17.6%	8.9%	5,526	
School-wide attendance metrics	45.2%	28.9%	15.3%	10.6%	5,526	

38. Please indicate how strongly you agree that each of the following changes would improve the evaluation system:

Potential change	Neither agree nor disagree					Total
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
Inclusion of additional evaluation components or metrics	22.9%	18.2%	37.3%	16.5%	5.1%	5,523
Reduced number of evaluation components or metrics	3.5%	6.1%	34.4%	31.6%	24.4%	5,522



All Completed Responses

Response Statistics

Status	Percent	Count
Complete	100.0%	5,053
Partial	0.0%	0
Disqualified	0.0%	0
Totals		5,053

1. Do you teach in a charter or traditional system?

System	Percent	Count
Charter	2.1%	105
Traditional	97.9%	4,947
Totals	Totals	5,052

2. What charter system do you teach in?

Charter system	Percent	Count
Belle Chasse Academy	21.7%	23
Community School for Apprenticeship Learning Inc.	1.9%	2
GEO Prep Academy of Greater Baton Rouge	3.8%	4
GEO Prep Mid-City of Greater Baton Rouge	1.9%	2
Kenilworth Science and Technology Charter School	0.9%	1
Lafayette Academy	0.9%	1
Lake Charles College Prep	3.8%	4
Lincoln Preparatory School	0.9%	1
Louisiana Key Academy	23.6%	25
New Harmony High Institute	0.9%	1
Phillis Wheatley Community School	0.9%	1
Thrive Academy	3.8%	4
University View Academy Inc. (FRM LA Connections)	16.0%	17
V. B. Glencoe Charter School	7.5%	8
Voices for International Business & Education	1.9%	2
Warren Easton Charter Foundation Inc.	7.5%	8
Wilson Charter School	1.9%	2



3. What system do you teach in?

System	Percent	Count
Acadia Parish	0.9%	45
Allen Parish	0.9%	43
Ascension Parish	1.7%	84
Assumption Parish	0.6%	30
Avoyelles Parish	0.0%	1
Beauregard Parish	2.0%	101
Bienville Parish	0.2%	8
Bossier Parish	10.0%	494
Caddo Parish	0.6%	29
Calcasieu Parish	5.1%	253
Caldwell Parish	0.7%	36
Cameron Parish	0.9%	43
Catahoula Parish	0.6%	28
Central Community School District	0.1%	6
City of Bogalusa School District	0.3%	13
City of Monroe School District	0.8%	40
Claiborne Parish	0.2%	11
Concordia Parish	0.6%	30
DeSoto Parish	1.6%	80
East Baton Rouge Parish	3.3%	164
East Carroll Parish	0.2%	10
Evangeline Parish	1.2%	58
Franklin Parish	0.7%	35
Grant Parish	0.4%	22
Iberia Parish	2.8%	139
Iberville Parish	1.6%	80
Jackson Parish	0.7%	35
Jefferson Davis Parish	3.2%	160
Jefferson Parish	0.7%	34
LA Schools for the Deaf and Visually Impaired	0.0%	2
Lafayette Parish	1.2%	57
Lafourche Parish	0.3%	13
LaSalle Parish	0.3%	16
Lincoln Parish	0.2%	8
Livingston Parish	5.0%	246
Morehouse Parish	0.3%	14
Natchitoches Parish	4.8%	237
Office of Juvenile Justice	0.1%	6
Orleans Parish	0.2%	10
Ouachita Parish	2.7%	135
Plaquemines Parish	0.8%	38
Pointe Coupee Parish	1.1%	53
Rapides Parish	10.3%	510
Red River Parish	0.0%	1



3. What system do you teach in?—continued

System	Percent	Count
Richland Parish	0.2%	9
Sabine Parish	0.4%	20
Special School District	0.0%	1
St. Bernard Parish	0.1%	7
St. Charles Parish	2.6%	130
St. James Parish	0.0%	2
St. John the Baptist Parish	0.5%	26
St. Landry Parish	0.4%	20
St. Martin Parish	1.4%	70
St. Mary Parish	2.9%	142
St. Tammany Parish	12.3%	609
Tangipahoa Parish	1.0%	49
Tensas Parish	0.4%	18
Terrebonne Parish	1.7%	83
Union Parish	0.6%	30
Vermilion Parish	1.2%	57
Vernon Parish	0.0%	2
Washington Parish	0.5%	24
Webster Parish	0.8%	39
West Baton Rouge Parish	1.5%	73
Winn Parish	0.6%	28
Zachary Community School District	1.0%	50

4. What grade do you teach? (Check all that apply.)

Grade band	Percent	Count
Early childhood	6.4%	323
Kindergarten–2nd grade	21.8%	1,103
3rd grade–5th grade	24.8%	1,253
6th grade–8th grade	28.8%	1,455
9th grade–12th grade	29.8%	1,507
Other	8.0%	403

5. Do you teach a grade or subject that has a state-monitored assessment tied to it?

Response	Percent	Count
Yes	60.7%	3,069
No	39.3%	1,983



6. How long have you taught as a public-school teacher in Louisiana?

Length of time	Percent	Count
Less than 1 year	3.5%	175
1 year	2.9%	149
2–3 years	7.7%	387
4–5 years	9.2%	466
6–10 years	19.2%	970
11–15 years	16.8%	851
Greater than 16 years	40.7%	2,054

7. Do you currently teach in a school with any of the following designations? (Check all that apply.)

Designations	Percent	Count
Title I	65.2%	3,292
Comprehensive Intervention Required (CIR)	6.0%	302
Urgent Intervention Required (UIR)	10.3%	521
I don't know	19.2%	968
None	15.6%	787

8. Do you identify as Hispanic or Latino?

Response	Percent	Count
Yes	2.7%	135
No	91.9%	4,645
Choose not to respond	5.4%	272

9. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	Percent	Count
American Indian or Alaska Native	1.6%	81
Asian	0.9%	44
Black or African American	13.3%	672
Native Hawaiian or Other Pacific Islander	0.2%	11
White	76.7%	3,875
Other	1.0%	48
Choose not to respond	8.6%	436



10. What is the purpose of the teacher evaluation system? (Check all that apply.)

Purpose	Percent	Count
The teacher evaluation system ensures that quality teachers are employed in instructional positions.	61.3%	3,099
The teacher evaluation system enhances the quality of instruction in schools.	47.3%	2,391
The teacher evaluation system provides a process to retain effective teachers.	36.5%	1,844
The teacher evaluation system fosters continuous improvement of teaching and learning by providing opportunities for targeted professional development.	54.0%	2,727
The teacher evaluation system contributes to improved student achievement.	40.9%	2,065
Other	15.6%	789

11. What components are used to assess you in the teacher evaluation system? (Check all that apply.)

Component	Percent	Count
Professional practice (Compass teacher rubric used for teacher observations, CLASS rubric, district or school-rubric)	90.8%	4,586
Response-added model	38.5%	1,947
Student learning targets	86.3%	4,358

12. Of the major components used in the LDOE teacher evaluation system, what component or components do you believe best assesses teacher performance? (Check all that apply.)

Component	Percent	Count
Observation rubric (Compass, CLASS, district or school rubric)	72.6%	3,642
Student Learning Targets (SLTs)	44.2%	2,218
Response-Added Measure (VAM)	11.2%	564

13. Who conducts your teacher evaluation? (Check all that apply.)

Evaluator	Percent	Count
Principal or assistant principal	97.0%	4,862
Mentor teacher	8.8%	443
Instructional Coach	13.9%	695
Peer teacher	2.1%	107
Central office district administrator	8.9%	444
No one	0.1%	4
Other	4.5%	228



14. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I understand the purpose of the teacher evaluation system.	4.2%	5.2%	2,691	53.7%	23.7%
I understand how each component of the teacher evaluation system is combined to determine my overall rating.	5.1%	9.5%	2,527	50.4%	22.2%
My teacher evaluation rating represents my effectiveness as a teacher.	19.9%	24.4%	1,215	24.2%	8.4%
My teacher evaluation rating helps me select professional development and learning opportunities to grow as a teacher.	19.7%	22.4%	1,286	25.6%	8.3%
I am satisfied with the implementation of the evaluation system at my school.	15.5%	15.9%	1,408	28.1%	9.4%
The feedback I receive as part of my evaluation is specific and actionable.	8.1%	9.5%	2,221	44.3%	15.6%

15. How often were you formally observed in your classroom this year? Formal observations are conducted and result in a professional practice score.

Number of observations	Percent	Count
0	16.5%	828
1	47.3%	2,373
2	31.8%	1,593
3	2.7%	137
4	0.7%	37
More than 4 times	0.9%	46



16. How often were you informally observed in your classroom this year? Informal observations are conducted but do not result in a professional practice score.

Number of observations	Percent	Count
0	16.2%	814
1	24.0%	1,204
2	19.5%	980
3	10.9%	546
4	6.0%	302
More than 4 times	23.3%	1,168

17. Please indicate the extent to which you agree with the following statements:

Statement	Neither agree nor disagree				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would revise or add additional domains/component(s) to the Compass teacher rubric	11.7%	17.7%	33.6%	23.0%	14.0%
The Compass teacher rubric is understandable.	6.2%	13.4%	25.6%	47.8%	7.0%
The Compass teacher rubric identifies effective teaching practices.	9.9%	15.7%	29.7%	38.8%	6.0%
I can translate the Compass teacher rubric indicators into my classroom practices.	6.9%	12.7%	28.9%	44.6%	6.9%

18. Which of the following possible evaluators is best able to assess your classroom performance? (Check all that apply.)

Evaluator	Percent	Count
The principal or assistant principal	74.2%	3,718
Mentor teacher	37.9%	1,901
Instructional coach	36.1%	1,812
Central office staff member	6.1%	307
Other	10.1%	504

20. Did you receive feedback within 15 days after formal classroom observations?

Response	Percent	Count
Yes	83.8%	4,201
No	16.2%	813



21. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal classroom observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.	5.0%	8.5%	23.6%	48.7%	14.2%
The feedback helped to improve my instructional practices.	5.3%	9.2%	24.4%	46.9%	14.2%
I received coaching as a result of the feedback.	14.8%	24.9%	28.0%	24.6%	7.8%
I received feedback, but it was not helpful.	15.7%	35.2%	29.0%	14.2%	5.9%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	4.9%	8.4%	30.5%	42.2%	13.9%

22. Did you receive feedback within 15 days after informal classroom observations?

Response	Percent	Count
Yes	75.7%	3,794
No	24.3%	1,220

23. Please indicate the extent to which you agree with the following statements about the feedback you receive after informal classroom observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.	5.1%	8.3%	25.1%	47.5%	14.0%
The feedback helped to improve my instructional practices.	5.1%	8.3%	25.4%	47.2%	13.9%
I received coaching as a result of the feedback.	12.3%	23.2%	31.8%	24.7%	8.1%
I received feedback, but it was not helpful.	15.6%	34.3%	31.1%	13.2%	5.8%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	4.5%	8.5%	30.6%	42.9%	13.5%



24. Do you receive a value-added score as part of your evaluation?

Response	Percent	Count
Yes	39.8%	1,995
No	60.2%	3,019

25. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I understand how my value-added score is calculated.	20.8%	20.6%	17.0%	32.6%	9.0%
I use the Curriculum Verifications and Roster portal to verify my roster.	4.5%	6.6%	16.4%	47.9%	24.6%
My value-added score reflects my performance.	28.5%	19.9%	26.7%	18.8%	6.1%
My value-added score helps me identify my professional development needs.	28.7%	21.1%	25.3%	19.3%	5.7%
My value-added score is calculated fairly.	27.2%	16.0%	33.8%	17.4%	5.6%
I have adjusted my instruction to improve my value-added score.	16.7%	11.2%	33.9%	29.3%	8.9%

26. Have you received information on the LDOE value-added scores from any of the following sources? (Check all that apply.)

Source	Percent	Count
LDOE	19.5%	390
School system	28.5%	568
School	42.3%	845
Other	2.5%	50
None of the above. I have not received instruction.	39.2%	783

27. How many SLTs are used to determine your overall SLT score for student progress?

Number of SLTs	Percent	Count
1	3.5%	175
2	83.6%	4,192
More than 2	6.0%	303
I don't know	5.9%	298
None	0.9%	46



28. What assessments are used to determine your SLT progress? (Check all that apply.)

Assessments	Percent	Count
State assessments	42.3%	2,099
District assessments	45.2%	2,247
School assessments	23.3%	1,159
My own assessments	27.8%	1,381
I don't know	4.4%	219
None	0.3%	15
Other	10.7%	534

29. Who selects your SLT(s)? (Check all that apply.)

Statement	Percent	Count
I create my own SLTs.	28.6%	1,419
I create my SLTs in collaboration with my evaluator.	38.5%	1,912
I create my SLTs with other teachers in my building (by grade or subject).	22.0%	1,094
My principal, grade head, department head, or other person in my school creates or determines my SLTs.	28.3%	1,404
My school system creates or determines my SLTs.	23.5%	1,169
Other	3.6%	177



30. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
SLTs set an expectation of growth in student achievement over a given period of time.	5.8%	5.8%	12.4%	59.2%	16.7%
SLTs provide a metric of teacher evaluation.	12.2%	15.8%	25.3%	38.4%	8.2%
SLTs help me set goals for my students to achieve growth outcomes.	8.8%	9.8%	17.5%	51.5%	12.4%
SLTs allow me to set different and individualized goals for students based on prior performance.	12.9%	16.5%	20.2%	40.4%	10.0%
SLTs allow me to track important data for student improvement.	10.3%	12.1%	20.4%	46.4%	10.8%
My students know the SLTs that I use in my classroom.	17.3%	24.5%	23.5%	27.1%	7.5%

31. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received professional development on the role of SLTs in the teacher evaluation system.	16.1%	24.1%	22.0%	31.4%	6.5%
I received professional development on how to write and monitor SLTs for my students	15.6%	22.8%	20.2%	34.6%	6.7%
My SLT score is used to help me select future professional development or learning opportunities to grow as a teacher.	18.8%	24.9%	26.8%	24.4%	5.2%
I received professional development on how to ensure that my SLTs help me to achieve higher student outcomes for all my students.	19.6%	27.6%	23.8%	23.7%	5.4%



32. Please indicate the extent to which you agree with the following statements about the feedback you received after you receive your SLT score:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.	16.1%	19.3%	30.5%	28.0%	6.1%
The feedback helped to improve my instructional practices.	15.6%	18.6%	30.2%	29.5%	6.0%
I received feedback, but it was not helpful.	11.0%	23.3%	41.1%	17.4%	7.1%

33. Are all students in your classroom or classes included in your SLTs?

Response	Percent	Count
Yes	77.1%	3,866
No	22.9%	1,148



37. Please indicate the percentage that you believe each of the following measures should be weighted in the teacher evaluation system:

Measure	0% Measure should not be included			
	0% Measure should not be included	1% to 25%	26% to 49%	5% or greater
Feedback surveys from families/caretakers	55.1%	31.1%	8.5%	5.3%
Feedback surveys from school staff	35.3%	32.9%	16.8%	15.0%
Feedback surveys from students	40.5%	36.4%	15.0%	8.1%
Individualized professional learning plan	22.6%	41.1%	24.9%	11.5%
Observations of professional practice	6.4%	30.2%	34.4%	29.0%
School-wide test scores	40.1%	37.2%	16.7%	5.9%
Self-assessment	17.9%	43.5%	24.8%	13.8%
Student learning targets (SLTs)	20.6%	42.1%	26.0%	11.3%
Response-added measures (VAMs)	46.9%	33.8%	14.2%	5.1%
Work portfolios/artifacts submitted	40.7%	32.6%	17.6%	9.2%
School-wide attendance metrics	45.1%	28.8%	15.4%	10.7%

38. Please indicate how strongly you agree that each of the following changes would improve the evaluation system:

Potential changes	Neither agree nor disagree				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Inclusion of additional evaluation components or metrics	22.9%	18.0%	37.7%	16.3%	5.0%
Reduced number of evaluation components or metrics	3.5%	6.2%	34.8%	31.1%	24.5%



Traditional vs Charter

1. Do you teach in a charter or traditional system?

Response	Percent	Count
Charter	2.1%	105
Traditional	97.9%	4,947
Totals		5,052

2. What charter system do you teach in?

Charter system	Percent	Count
Belle Chasse Academy	21.9%	23
Community School for Apprenticeship Learning Inc.	1.9%	2
GEO Prep Academy of Greater Baton Rouge	3.8%	4
GEO Prep Mid-City of Greater Baton Rouge	1.9%	2
Kenilworth Science and Technology Charter School	1.0%	1
Lafayette Academy	1.0%	1
Lake Charles College Prep	3.8%	4
Lincoln Preparatory School	1.0%	1
Louisiana Key Academy	23.8%	25
New Harmony High Institute	1.0%	1
Phillis Wheatley Community School	0.0%	0
Thrive Academy	3.8%	4
University View Academy Inc. (FRM LA Connections)	16.2%	17
V. B. Glencoe Charter School	7.6%	8
Voices for International Business & Education	1.9%	2
Warren Easton Charter Foundation Inc.	7.6%	8
Wilson Charter School	1.9%	2

3. What system do you teach in?

System	Percent	Count
Acadia Parish	0.9%	45
Allen Parish	0.9%	43
Ascension Parish	1.7%	84
Assumption Parish	0.6%	30
Avoyelles Parish	0.0%	1
Beauregard Parish	2.0%	101
Bienville Parish	0.2%	8
Bossier Parish	10.0%	494
Caddo Parish	0.6%	29
Calcasieu Parish	5.1%	253
Caldwell Parish	0.7%	36
Cameron Parish	0.9%	43
Catahoula Parish	0.6%	28
Central Community School District	0.1%	6



3. What system do you teach in?—continued

System	Percent	Count
City of Bogalusa School District	0.3%	13
City of Monroe School District	0.8%	40
Claiborne Parish	0.2%	11
Concordia Parish	0.6%	30
DeSoto Parish	1.6%	80
East Baton Rouge Parish	3.3%	164
East Carroll Parish	0.2%	10
Evangeline Parish	1.2%	58
Franklin Parish	0.7%	35
Grant Parish	0.4%	22
Iberia Parish	2.8%	139
Iberville Parish	1.6%	80
Jackson Parish	0.7%	35
Jefferson Davis Parish	3.2%	160
Jefferson Parish	0.7%	34
LA Schools for the Deaf and Visually Impaired	0.0%	2
Lafayette Parish	1.2%	57
Lafourche Parish	0.3%	13
LaSalle Parish	0.3%	16
Lincoln Parish	0.2%	8
Livingston Parish	5.0%	246
Morehouse Parish	0.3%	14
Natchitoches Parish	4.8%	237
Office of Juvenile Justice	0.1%	6
Orleans Parish	0.2%	10
Ouachita Parish	2.7%	135
Plaquemines Parish	0.8%	38
Pointe Coupee Parish	1.1%	53
Rapides Parish	10.3%	510
Red River Parish	0.0%	1
Richland Parish	0.2%	9
Sabine Parish	0.4%	20
Special School District	0.0%	1
St. Bernard Parish	0.1%	7
St. Charles Parish	2.6%	130
St. James Parish	0.0%	2
St. John the Baptist Parish	0.5%	26
St. Landry Parish	0.4%	20
St. Martin Parish	1.4%	70
St. Mary Parish	2.9%	142
St. Tammany Parish	12.3%	609
Tangipahoa Parish	1.0%	49
Tensas Parish	0.4%	18
Terrebonne Parish	1.7%	83



3. What system do you teach in?—continued

System	Percent	Count
Union Parish	0.6%	30
Vermilion Parish	1.2%	57
Vernon Parish	0.0%	2
Washington Parish	0.5%	24
Webster Parish	0.8%	39
West Baton Rouge Parish	1.5%	73
Winn Parish	0.6%	28
Zachary Community School District	1.0%	50

4. What grade do you teach? (Check all that apply.)

Grade band	Charter	Traditional
Early childhood	1.0%	6.5%
Kindergarten–2nd grade	24.8%	21.8%
3rd grade–5th grade	28.6%	24.7%
6th grade–8th grade	30.5%	28.8%
9th grade–12th grade	30.5%	29.8%
Other	7.6%	8.0%

5. Do you teach a grade or subject that has a state-monitored assessment tied to it?

Response	Charter	Traditional
Yes	56.2%	60.8%
No	43.8%	39.2%

6. How long have you taught as a public-school teacher in Louisiana?

Length of time	Charter	Traditional
Less than 1 year	3.8%	3.5%
1 year	6.7%	2.9%
2–3 years	7.6%	7.7%
4–5 years	14.3%	9.1%
6–10 years	19.0%	19.2%
11–15 years	21.9%	16.7%
Greater than 16 years	26.7%	41.0%



7. Do you currently teach in a school with any of the following designations? (Check all that apply.)

Designation	Charter	Traditional
Title I	46.7%	65.6%
Comprehensive Intervention Required (CIR)	8.6%	5.9%
Urgent Intervention Required (UIR)	2.9%	10.5%
I don't know	43.8%	18.6%
None	8.6%	15.7%

8. Do you identify as Hispanic or Latino?

Response	Charter	Traditional
Yes	1.9%	2.7%
No	88.6%	92.0%
Choose not to respond	9.5%	5.3%

9. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	Charter	Traditional
American Indian or Alaska Native	0.0%	1.6%
Asian	1.0%	0.9%
Black or African American	33.3%	12.9%
Native Hawaiian or Other Pacific Islander	0.0%	0.2%
White	54.3%	77.2%
Other	1.0%	1.0%
Choose not to respond	13.3%	8.5%

10. What is the purpose of the teacher evaluation system? (Check all that apply.)

Purpose	Charter	Traditional
The teacher evaluation system ensures that quality teachers are employed in instructional positions.	59.0%	61.4%
The teacher evaluation system enhances the quality of instruction in schools.	56.2%	47.1%
The teacher evaluation system provides a process to retain effective teachers.	43.8%	36.3%
The teacher evaluation system fosters continuous improvement of teaching and learning by providing opportunities for targeted professional development.	71.4%	53.6%
The teacher evaluation system contributes to improved student achievement.	46.7%	40.8%
Other	9.5%	15.7%



11. What components are used to assess you in the teacher evaluation system? (Check all that apply.)

Component	Charter	Traditional
Professional practice (Compass teacher rubric used for teacher observations, CLASS rubric, district or school-rubric)	92.4%	90.7%
Response-added model	29.5%	38.7%
Student learning targets	75.2%	86.5%

12. Of the major components used in the LDOE teacher evaluation system, what component or components do you believe best assesses teacher performance? (Check all that apply.)

Component	Charter	Traditional
Observation rubric (Compass, CLASS, district or school rubric)	75.0%	72.6%
Student Learning Targets (SLTs)	41.3%	44.3%
Response-Added Measure (VAM)	13.5%	11.2%

13. Who conducts your teacher evaluation? (Check all that apply.)

Evaluator	Charter	Traditional
Principal or assistant principal	86.5%	97.2%
Mentor teacher	23.1%	8.5%
Instructional Coach	31.7%	13.5%
Peer teacher	2.9%	2.1%
Central office district administrator	4.8%	8.9%
No one	0.0%	0.1%
Other	9.6%	4.4%



14. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
I understand the purpose of the teacher evaluation system.	4.8%	4.2%	5.8%	5.2%	10.6%	13.3%	59.6%	53.5%	19.2%	23.8%
I understand how each component of the teacher evaluation system is combined to determine my overall rating.	3.8%	5.1%	13.5%	9.4%	11.5%	13.0%	54.8%	50.3%	16.3%	22.3%
My teacher evaluation rating represents my effectiveness as a teacher.	15.4%	20.0%	19.2%	24.5%	23.1%	23.1%	33.7%	24.0%	8.7%	8.4%
My teacher evaluation rating helps me select professional development and learning opportunities to grow as a teacher.	14.4%	19.8%	16.3%	22.5%	22.1%	24.0%	36.5%	25.4%	10.6%	8.2%
I am satisfied with the implementation of the evaluation system at my school.	10.6%	15.6%	8.7%	16.0%	32.7%	31.1%	39.4%	27.8%	8.7%	9.4%
The feedback I receive as part of my evaluation is specific and actionable.	6.7%	8.1%	2.9%	9.7%	24.0%	22.5%	49.0%	44.2%	17.3%	15.6%



15. How often were you formally observed in your classroom this year? Formal observations are conducted and result in a professional practice score.

Number of observations	Charter	Traditional
0	26.9%	16.3%
1	43.3%	47.4%
2	22.1%	32.0%
3	5.8%	2.7%
4	1.0%	0.7%
More than 4 times	1.0%	0.9%

16. How often were you informally observed in your classroom this year? Informal observations are conducted but do not result in a professional practice score.

Number of observations	Charter	Traditional
0	15.4%	16.3%
1	35.6%	23.8%
2	17.3%	19.6%
3	14.4%	10.8%
4	5.8%	6.0%
More than 4 times	11.5%	23.5%

17. Please indicate the extent to which you agree with the following statements:

Statements	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
	I would revise or add additional domains/ component(s) to the Compass teacher rubric	6.7%	11.9%	22.1%	17.6%	31.7%	33.6%	28.8%	22.9%	10.6%
The Compass teacher rubric is understandable.	4.8%	6.2%	13.5%	13.4%	25.0%	25.6%	51.0%	47.8%	5.8%	7.0%
The Compass teacher rubric identifies effective teaching practices.	7.7%	10.0%	12.5%	15.7%	31.7%	29.6%	41.3%	38.7%	6.7%	5.9%
I can translate the Compass teacher rubric indicators into my classroom practices.	4.8%	7.0%	6.7%	12.9%	33.7%	28.8%	50.0%	44.4%	4.8%	6.9%



18. Which of the following possible evaluators is best able to assess your classroom performance? (Check all that apply.)

Evaluator	Charter	Traditional
The principal or assistant principal	65.4%	74.3%
Mentor teacher	51.9%	37.6%
Instructional coach	51.0%	35.8%
Central office staff member	1.0%	6.2%
Other	10.6%	10.0%

20. Did you receive feedback within 15 days after formal classroom observations?

Response	Charter	Traditional
Yes	73.1%	84.0%
No	26.9%	16.0%

21. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal classroom observations:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
The feedback contributed to my professional growth.	2.6%	5.1%	9.2%	8.5%	17.1%	23.7%	57.9%	48.5%	13.2%	14.2%
The feedback helped to improve my instructional practices.	2.6%	5.4%	3.9%	9.3%	26.3%	24.4%	52.6%	46.8%	14.5%	14.2%
I received feedback, but it was not helpful.	15.8%	15.7%	39.5%	35.1%	23.7%	29.1%	15.8%	14.2%	5.3%	5.9%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	3.9%	4.9%	5.3%	8.5%	17.1%	30.8%	56.6%	42.0%	17.1%	13.8%



22. Did you receive feedback within 15 days after informal classroom observations?

Response	Charter	Traditional
Yes	70.2%	75.8%
No	29.8%	24.2%

23. Please indicate the extent to which you agree with the following statements about the feedback you receive after informal classroom observations:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
The feedback contributed to my professional growth.	1.4%	5.2%	5.5%	8.4%	11.0%	25.3%	63.0%	47.2%	19.2%	13.9%
The feedback helped to improve my instructional practices.	1.4%	5.2%	2.7%	8.4%	16.4%	25.6%	58.9%	47.0%	20.5%	13.7%
Traditional										
I received coaching as a result of the feedback.	6.8%	12.4%	20.5%	23.3%	24.7%	31.9%	34.2%	24.5%	13.7%	8.0%
I received feedback, but it was not helpful.	19.2%	15.5%	37.0%	34.3%	21.9%	31.3%	15.1%	13.2%	6.8%	5.8%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	2.7%	4.5%	2.7%	8.6%	17.8%	30.8%	58.9%	42.6%	17.8%	13.4%

24. Do you receive a value-added score as part of your evaluation?

Response	Charter	Traditional
Yes	28.8%	40.0%
No	71.2%	60.0%



25. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
I understand how my value-added score is calculated.	10.0%	21.0%	6.7%	20.8%	13.3%	17.1%	46.7%	32.3%	23.3%	8.8%
I use the Curriculum Verifications and Roster portal to verify my roster.	0.0%	4.5%	10.0%	6.5%	23.3%	16.3%	40.0%	48.1%	26.7%	24.6%
My value-added score reflects my performance.	13.3%	28.7%	10.0%	20.0%	20.0%	26.8%	36.7%	18.6%	20.0%	5.9%
My value-added score helps me identify my professional development needs.	13.3%	28.9%	10.0%	21.3%	23.3%	25.3%	36.7%	19.0%	16.7%	5.5%
My value-added score is calculated fairly.	6.7%	27.5%	10.0%	16.1%	30.0%	33.8%	30.0%	17.2%	23.3%	5.3%
I have adjusted my instruction to improve my value-added score.	3.3%	16.9%	10.0%	11.2%	23.3%	34.1%	36.7%	29.1%	26.7%	8.6%

26. Have you received information on the LDOE value-added scores from any of the following sources? (Check all that apply.)

Source	Charter	Traditional
LDOE	33.3%	19.3%
School system	13.3%	28.7%
School	50.0%	42.2%
Other	6.7%	2.4%
None of the above. I have not received instruction.	26.7%	39.4%

27. How many SLTs are used to determine your overall SLT score for student progress?

Number of SLTs	Charter	Traditional
1	1.0%	3.5%
2	63.5%	84.0%
More than 2	10.6%	5.9%
I don't know	17.3%	5.7%
None	7.7%	0.8%



28. What assessments are used to determine your SLT progress? (Check all that apply.)

Assessments	Charter	Traditional
State assessments	30.2%	42.5%
District assessments	26.0%	45.6%
School assessments	42.7%	22.9%
My own assessments	39.6%	27.6%
I don't know	12.5%	4.2%
None	0.0%	0.3%
Other	11.5%	10.7%

29. Who selects your SLT(s)? (Check all that apply.)

Statement	Charter	Traditional
I create my own SLTs.	26.0%	28.6%
I create my SLTs in collaboration with my evaluator.	35.4%	38.5%
I create my SLTs with other teachers in my building (by grade or subject).	25.0%	22.0%
My principal, grade head, department head, or other person in my school creates or determines my SLTs.	44.8%	27.9%
My school system creates or determines my SLTs.	15.6%	23.7%
Other	7.3%	3.5%



30. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
SLTs set an expectation of growth in student achievement over a given period of time.	3.1%	5.8%	5.2%	5.8%	13.5%	12.4%	58.3%	59.2%	19.8%	16.7%
SLTs provide a metric of teacher evaluation.	7.3%	12.3%	13.5%	15.9%	24.0%	25.4%	44.8%	38.3%	10.4%	8.1%
SLTs help me set goals for my students to achieve growth outcomes.	6.3%	8.8%	5.2%	9.9%	21.9%	17.4%	54.2%	51.4%	12.5%	12.4%
SLTs allow me to set different and individualized goals for students based on prior performance.	8.3%	13.0%	14.6%	16.5%	18.8%	20.2%	46.9%	40.3%	11.5%	10.0%
SLTs allow me to track important data for student improvement.	7.3%	10.4%	9.4%	12.1%	18.8%	20.4%	53.1%	46.3%	11.5%	10.8%
My students know the SLTs that I use in my classroom.	10.4%	17.5%	28.1%	24.4%	27.1%	23.5%	31.3%	27.0%	3.1%	7.6%



31. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
	I received professional development on the role of SLTs in the teacher evaluation system.	7.3%	16.3%	29.2%	24.0%	26.0%	21.9%	30.2%	31.4%	7.3%
I received professional development on how to write and monitor SLTs for my students	7.3%	15.8%	20.8%	22.8%	25.0%	20.1%	38.5%	34.5%	8.3%	6.7%
My SLT score is used to help me select future professional development or learning opportunities to grow as a teacher.	13.5%	18.9%	20.8%	25.0%	29.2%	26.7%	29.2%	24.3%	7.3%	5.1%
I received professional development on how to ensure that my SLTs help me to achieve higher student outcomes for all my students.	12.5%	19.7%	26.0%	27.6%	25.0%	23.8%	28.1%	23.6%	8.3%	5.3%



32. Please indicate the extent to which you agree with the following statements about the feedback you received after you receive your SLT score:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
	The feedback contributed to my professional growth.	10.4%	16.3%	17.7%	19.4%	27.1%	30.6%	37.5%	27.8%	7.3%
The feedback helped to improve my instructional practices.	10.4%	15.7%	17.7%	18.6%	22.9%	30.4%	41.7%	29.3%	7.3%	6.0%
I received feedback, but it was not helpful.	8.3%	11.1%	25.0%	23.3%	42.7%	41.1%	17.7%	17.4%	6.3%	7.1%

33. Are all students in your classroom or classes included in your SLTs?

Response	Charter	Traditional
Yes	77.9%	77.1%
No	22.1%	22.9%



37. Please indicate the percentage that you believe each of the following measures should be weighted in the teacher evaluation system:

Measure	0% Measure should not be included		1% to 25%		26% to 49%		50% or greater	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
Feedback surveys from families/caretakers	46.7%	55.3%	38.1%	30.9%	7.6%	8.5%	7.6%	5.2%
Feedback surveys from school staff	35.2%	35.3%	27.6%	33.1%	21.9%	16.7%	15.2%	15.0%
Feedback surveys from students	31.4%	40.7%	40.0%	36.4%	21.0%	14.8%	7.6%	8.1%
Individualized professional learning plan	13.3%	22.8%	51.4%	40.9%	21.9%	24.9%	13.3%	11.4%
Observations of professional practice	4.8%	6.4%	35.2%	30.1%	30.5%	34.5%	29.5%	29.0%
School-wide test scores	32.4%	40.3%	39.0%	37.2%	22.9%	16.6%	5.7%	5.9%
Self-assessment	13.3%	18.0%	47.6%	43.5%	23.8%	24.8%	15.2%	13.7%
Student learning targets (SLTs)	13.3%	20.8%	41.0%	42.1%	30.5%	25.9%	15.2%	11.2%
Response-added measures (VAMs)	39.0%	47.1%	34.3%	33.8%	19.0%	14.1%	7.6%	5.1%
Work portfolios/artifacts submitted	29.5%	40.9%	36.2%	32.5%	21.0%	17.5%	13.3%	9.1%
School-wide attendance metrics	39.0%	45.2%	27.6%	28.9%	21.9%	15.2%	11.4%	10.7%



38. Please indicate how strongly you agree that each of the following changes would improve the evaluation system:

Potential changes	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
	Inclusion of additional evaluation components or metrics	9.5%	23.2%	15.2%	18.1%	44.8%	37.6%	21.9%	16.2%	8.6%
Reduced number of evaluation components or metrics	3.8%	3.5%	7.6%	6.1%	41.0%	34.6%	28.6%	31.2%	19.0%	24.6%



Grade Bands

1. Do you teach in a charter or traditional system?

Grade band	Charter percent	Charter count	Traditional percent	Traditional count
Early childhood	0.3%	1	99.7%	322
Kindergarten–2nd grade	2.4%	26	97.6%	1,077
3rd grade–5th grade	2.4%	30	97.6%	1,223
6th grade–8th grade	2.2%	32	97.8%	1,423
9th grade–12th grade	2.1%	32	97.9%	1,475

2. What charter system do you teach in?

Grade band	System	Percent
Early childhood	V. B. Glencoe Charter School	100.0%
Kindergarten–2nd grade	Belle Chasse Academy	34.6%
	Community School for Apprenticeship Learning Inc.	7.7%
	GEO Prep Academy of Greater Baton Rouge	7.7%
	Lafayette Academy	3.8%
	Louisiana Key Academy	30.8%
	University View Academy Inc. (FRM LA Connections)	3.8%
	V. B. Glencoe Charter School	11.5%
3rd grade–5th grade	Belle Chasse Academy	26.7%
	GEO Prep Academy of Greater Baton Rouge	3.3%
	GEO Prep Mid-City of Greater Baton Rouge	3.3%
	Lafayette Academy	3.3%
	Lincoln Preparatory School	3.3%
	Louisiana Key Academy	46.7%
6th grade–8th grade	Belle Chasse Academy	46.9%
	GEO Prep Academy of Greater Baton Rouge	3.1%
	GEO Prep Mid-City of Greater Baton Rouge	3.1%
	Kenilworth Science and Technology Charter School	3.1%
	Louisiana Key Academy	15.6%
	University View Academy Inc. (FRM LA Connections)	15.6%
	V. B. Glencoe Charter School	9.4%
Wilson Charter School	3.1%	
9th grade–12th grade	Lake Charles College Prep	12.1%
	New Harmony High Institute	3.0%
	Phillis Wheatley Community School	3.0%
	Thrive Academy	12.1%
	University View Academy Inc. (FRM LA Connections)	36.4%
	V. B. Glencoe Charter School	3.0%
	Voices for International Business & Education	6.1%
Warren Easton Charter Foundation Inc.	24.2%	



3. What system do you teach in?

Grade band	System	Percent
Early childhood	Acadia Parish	1.9%
	Allen Parish	1.6%
	Ascension Parish	0.6%
	Assumption Parish	0.9%
	Beauregard Parish	0.6%
	Bossier Parish	7.1%
	Caddo Parish	0.6%
	Calcasieu Parish	5.3%
	Caldwell Parish	3.4%
	Cameron Parish	1.6%
	Catahoula Parish	0.3%
	City of Monroe School District	1.2%
	Claiborne Parish	0.3%
	Concordia Parish	0.3%
	DeSoto Parish	2.8%
	East Baton Rouge Parish	3.7%
	East Carroll Parish	0.3%
	Evangeline Parish	0.3%
	Franklin Parish	0.9%
	Grant Parish	0.3%
	Iberia Parish	2.2%
	Iberville Parish	0.6%
	Jackson Parish	0.6%
	Jefferson Davis Parish	4.0%
	Jefferson Parish	1.2%
	Lafayette Parish	0.3%
	Livingston Parish	5.0%
	Morehouse Parish	0.3%
	Natchitoches Parish	4.7%
	Orleans Parish	0.9%
	Plaquemines Parish	1.6%
	Pointe Coupee Parish	1.2%
	Rapides Parish	11.8%
	Richland Parish	0.6%
	Sabine Parish	0.3%
	St. Charles Parish	2.2%
	St. James Parish	0.6%
	St. John the Baptist Parish	0.6%
	St. Landry Parish	0.3%
	St. Martin Parish	1.2%
St. Mary Parish	2.8%	
St. Tammany Parish	11.5%	
Tangipahoa Parish	0.6%	
Tensas Parish	0.6%	
Terrebonne Parish	1.2%	



3. What system do you teach in?—continued

Grade band	System	Percent
Early childhood (cont.)	Vermilion Parish	1.9%
	Washington Parish	2.2%
	Webster Parish	0.9%
	West Baton Rouge Parish	1.6%
	Winn Parish	0.3%
	Zachary Community School District	1.9%
Kindergarten–2nd grade	Acadia Parish	0.6%
	Allen Parish	1.2%
	Ascension Parish	0.5%
	Assumption Parish	0.8%
	Beauregard Parish	1.4%
	Bienville Parish	0.4%
	Bossier Parish	7.9%
	Caddo Parish	0.6%
	Calcasieu Parish	4.6%
	Caldwell Parish	0.6%
	Cameron Parish	1.0%
	Catahoula Parish	0.8%
	City of Bogalusa School District	0.4%
	City of Monroe School District	0.9%
	Claiborne Parish	0.1%
	Concordia Parish	0.4%
	DeSoto Parish	1.4%
	East Baton Rouge Parish	2.9%
	East Carroll Parish	0.4%
	Evangeline Parish	1.2%
	Franklin Parish	0.8%
	Grant Parish	0.2%
	Iberia Parish	2.7%
	Iberville Parish	1.8%
	Jackson Parish	0.6%
	Jefferson Davis Parish	3.4%
	Jefferson Parish	1.3%
	Lafayette Parish	0.5%
	Lafourche Parish	0.6%
	Livingston Parish	5.8%
	Morehouse Parish	0.6%
	Natchitoches Parish	7.1%
	Orleans Parish	0.1%
	Ouachita Parish	0.7%
Plaquemines Parish	0.8%	
Pointe Coupee Parish	1.0%	
Rapides Parish	11.4%	
Richland Parish	0.4%	



3. What system do you teach in?—continued

Grade band	System	Percent
Kindergarten–2nd grade (cont.)	Sabine Parish	0.6%
	St. Charles Parish	2.9%
	St. James Parish	0.2%
	St. John the Baptist Parish	0.9%
	St. Landry Parish	0.1%
	St. Martin Parish	0.8%
	St. Mary Parish	3.2%
	St. Tammany Parish	13.5%
	Tangipahoa Parish	0.5%
	Tensas Parish	0.6%
	Terrebonne Parish	2.1%
	Vermilion Parish	1.5%
	Washington Parish	0.6%
	Webster Parish	1.8%
	West Baton Rouge Parish	1.6%
	Winn Parish	0.7%
	Zachary Community School District	0.6%
	3rd grade–5th grade	Acadia Parish
Allen Parish		1.3%
Ascension Parish		0.8%
Assumption Parish		0.7%
Beauregard Parish		2.6%
Bienville Parish		0.1%
Bossier Parish		9.2%
Caddo Parish		0.5%
Calcasieu Parish		4.9%
Caldwell Parish		0.3%
Cameron Parish		1.1%
Catahoula Parish		0.2%
Central Community School District		0.1%
City of Bogalusa School District		0.1%
City of Monroe School District		0.7%
Claiborne Parish		0.2%
Concordia Parish		0.5%
DeSoto Parish		2.2%
East Baton Rouge Parish		3.0%
East Carroll Parish		0.1%
Evangeline Parish		1.6%
Franklin Parish		0.4%
Grant Parish		0.4%
Iberia Parish		2.6%
Iberville Parish		2.5%
Jackson Parish		1.0%
Jefferson Davis Parish		2.6%



3. What system do you teach in?—continued

Grade band	System	Percent
3rd grade–5th grade (cont.)	Jefferson Parish	1.1%
	Lafayette Parish	0.4%
	Lafourche Parish	0.6%
	LaSalle Parish	0.3%
	Lincoln Parish	0.6%
	Livingston Parish	4.9%
	Morehouse Parish	0.4%
	Natchitoches Parish	5.1%
	Orleans Parish	0.2%
	Ouachita Parish	1.6%
	Plaquemines Parish	0.2%
	Pointe Coupee Parish	1.2%
	Rapides Parish	12.0%
	Red River Parish	0.0%
	Richland Parish	0.2%
	Sabine Parish	0.2%
	St. Charles Parish	1.6%
	St. James Parish	0.1%
	St. John the Baptist Parish	0.8%
	St. Landry Parish	0.6%
	St. Martin Parish	1.0%
	St. Mary Parish	2.9%
	St. Tammany Parish	14.4%
	Tangipahoa Parish	0.2%
	Tensas Parish	0.4%
	Terrebonne Parish	2.0%
	Vermilion Parish	1.1%
	Vernon Parish	0.1%
	Washington Parish	0.4%
	Webster Parish	0.7%
	West Baton Rouge Parish	2.5%
	Winn Parish	0.5%
	Zachary Community School District	1.3%
6th grade–8th grade	Acadia Parish	1.0%
	Allen Parish	0.8%
	Ascension Parish	4.1%
	Assumption Parish	0.5%
	Avoyelles Parish	0.1%
	Beauregard Parish	2.3%
	Bossier Parish	7.9%
	Caddo Parish	0.4%
	Calcasieu Parish	4.8%
	Caldwell Parish	0.1%
	Cameron Parish	1.0%
	Catahoula Parish	0.8%



3. What system do you teach in?—continued

Grade band	System	Percent
6th grade–8th grade (cont.)	Central Community School District	0.4%
	City of Bogalusa School District	0.2%
	City of Monroe School District	0.6%
	Claiborne Parish	0.1%
	Concordia Parish	0.8%
	DeSoto Parish	0.4%
	East Baton Rouge Parish	3.6%
	East Carroll Parish	0.4%
	Evangeline Parish	1.3%
	Franklin Parish	0.5%
	Grant Parish	0.5%
	Iberia Parish	3.0%
	Iberville Parish	1.3%
	Jackson Parish	0.6%
	Jefferson Davis Parish	3.7%
	Jefferson Parish	0.4%
	LA Schools for the Deaf and Visually Impaired	0.1%
	Lafayette Parish	1.0%
	Lafourche Parish	0.1%
	LaSalle Parish	1.0%
	Livingston Parish	3.5%
	Morehouse Parish	0.1%
	Natchitoches Parish	4.6%
	Office of Juvenile Justice	0.2%
	Orleans Parish	0.1%
	Ouachita Parish	4.5%
	Plaquemines Parish	0.8%
	Pointe Coupee Parish	1.6%
	Rapides Parish	9.7%
	Red River Parish	0.1%
	Richland Parish	0.1%
	Sabine Parish	0.3%
	St. Charles Parish	2.6%
	St. James Parish	0.1%
	St. John the Baptist Parish	1.0%
	St. Landry Parish	0.6%
	St. Martin Parish	1.9%
	St. Mary Parish	2.2%
	St. Tammany Parish	14.4%
	Tangipahoa Parish	0.4%
Tensas Parish	0.3%	
Terrebonne Parish	1.9%	
Union Parish	0.7%	
Vermilion Parish	1.3%	
Washington Parish	0.8%	



3. What system do you teach in?—continued

Grade band	System	Percent
6th grade–8th grade (cont.)	Webster Parish	0.2%
	West Baton Rouge Parish	0.8%
	Winn Parish	0.4%
	Zachary Community School District	1.0%
9th grade–12th grade	Acadia Parish	1.2%
	Allen Parish	0.9%
	Ascension Parish	0.7%
	Assumption Parish	0.5%
	Beauregard Parish	2.8%
	Bossier Parish	14.1%
	Caddo Parish	0.5%
	Calcasieu Parish	5.2%
	Caldwell Parish	0.9%
	Cameron Parish	1.4%
	Catahoula Parish	0.5%
	City of Bogalusa School District	0.3%
	City of Monroe School District	0.8%
	Claiborne Parish	0.5%
	Concordia Parish	0.7%
	DeSoto Parish	1.7%
	East Baton Rouge Parish	3.7%
	Evangeline Parish	1.3%
	Franklin Parish	1.2%
	Grant Parish	0.5%
	Iberia Parish	2.7%
	Iberville Parish	1.4%
	Jackson Parish	1.0%
	Jefferson Davis Parish	3.9%
	Jefferson Parish	0.6%
	LA Schools for the Deaf and Visually Impaired	0.0%
	Lafayette Parish	2.1%
	Lafourche Parish	0.1%
	LaSalle Parish	0.1%
	Lincoln Parish	0.1%
	Livingston Parish	4.3%
	Morehouse Parish	0.1%
	Natchitoches Parish	2.9%
	Office of Juvenile Justice	0.4%
	Orleans Parish	0.1%
	Ouachita Parish	3.1%
Plaquemines Parish	0.7%	
Pointe Coupee Parish	1.1%	
Rapides Parish	8.2%	
Richland Parish	0.1%	
Sabine Parish	0.3%	



3. What system do you teach in?—continued

Grade band	System	Percent
9th grade–12th grade (cont.)	Special School District	0.1%
	St. Bernard Parish	0.5%
	St. Charles Parish	2.8%
	St. Landry Parish	0.5%
	St. Martin Parish	1.4%
	St. Mary Parish	3.4%
	St. Tammany Parish	8.9%
	Tangipahoa Parish	2.4%
	Tensas Parish	0.2%
	Terrebonne Parish	1.4%
	Union Parish	1.2%
	Vermilion Parish	0.8%
	Vernon Parish	0.1%
	Washington Parish	0.8%
	Webster Parish	0.4%
	West Baton Rouge Parish	0.9%
	Winn Parish	0.7%
	Zachary Community School District	0.9%



4. What grade do you teach? (Check all that apply.)

Grade band	Grade	Percent	Count	Percent of total
Early childhood	Early childhood	100.0%	323	5.7%
	Kindergarten–2nd grade	39.6%	128	2.3%
	3rd grade–5th grade	28.5%	92	1.6%
	6th grade–8th grade	12.7%	41	0.7%
	9th grade–12th grade	5.3%	17	0.3%
	Other	7.7%	25	0.4%
Kindergarten–2nd grade	Early childhood	11.6%	128	2.3%
	Kindergarten–2nd grade	100.0%	1,103	19.6%
	3rd grade–5th grade	28.1%	310	5.5%
	6th grade–8th grade	10.3%	114	2.0%
	9th grade–12th grade	3.8%	42	0.7%
	Other	4.2%	46	0.8%
3rd grade–5th grade	Early childhood	7.3%	92	1.6%
	Kindergarten–2nd grade	24.7%	310	5.5%
	3rd grade–5th grade	100.0%	1,253	22.2%
	6th grade–8th grade	17.6%	220	3.9%
	9th grade–12th grade	4.6%	58	1.0%
	Other	4.5%	57	1.0%
6th grade–8th grade	Early childhood	2.8%	41	0.7%
	Kindergarten–2nd grade	7.8%	114	2.0%
	3rd grade–5th grade	15.1%	220	3.9%
	6th grade–8th grade	100.0%	1,455	25.8%
	9th grade–12th grade	12.7%	185	3.3%
	Other	2.4%	35	0.6%
9th grade–12th grade	Early childhood	1.1%	17	0.3%
	Kindergarten–2nd grade	2.8%	42	0.7%
	3rd grade–5th grade	3.8%	58	1.0%
	6th grade–8th grade	12.3%	185	3.3%
	9th grade–12th grade	100.0%	1,507	26.7%
	Other	2.4%	36	0.6%

5. Do you teach a grade or subject that has a state-monitored assessment tied to it?

Grade band	Yes	No
Early childhood	39.6%	60.4%
Kindergarten–2nd grade	30.2%	69.8%
3rd grade–5th grade	82.7%	17.3%
6th grade–8th grade	76.5%	23.5%
9th grade–12th grade	46.9%	53.1%



6. How long have you taught as a public-school teacher in Louisiana?

Years of experience	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
Less than 1 year	3.1%	2.6%	3.0%	3.8%	3.3%
1 year	2.2%	2.8%	3.0%	3.0%	2.9%
2–3 years	5.3%	8.3%	7.4%	7.4%	7.2%
4–5 years	9.3%	9.8%	10.2%	8.3%	9.0%
6–10 years	15.8%	19.6%	22.3%	18.1%	19.4%
11–15 years	17.6%	14.7%	15.9%	15.7%	18.2%
Greater than 16 years	46.7%	42.2%	38.2%	43.7%	40.0%

7. Do you currently teach in a school with any of the following designations? (Check all that apply.)

Designation	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
Title I	78.9%	77.6%	75.3%	60.4%	52.3%
Comprehensive Intervention Required (CIR)	6.5%	7.1%	5.8%	7.0%	3.8%
Urgent Intervention Required (UIR)	5.6%	8.5%	14.3%	13.0%	5.2%
I don't know	13.9%	13.7%	13.9%	20.3%	28.3%
None	8.7%	11.3%	11.6%	16.4%	20.5%

8. Do you identify as Hispanic or Latino?

Grade band	Yes	No	Choose not to respond
Early childhood	1.9%	92.9%	5.3%
Kindergarten–2nd grade	2.1%	93.1%	4.8%
3rd grade–5th grade	2.2%	92.7%	5.1%
6th grade–8th grade	3.2%	91.4%	5.4%
9th grade–12th grade	3.7%	89.9%	6.4%



9. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
American Indian or Alaska Native	2.8%	1.7%	1.6%	2.4%	1.4%
Asian	1.2%	0.7%	1.1%	0.7%	0.9%
Black or African American	9.3%	10.2%	13.5%	15.0%	12.4%
Native Hawaiian or Other Pacific Islander	0.3%	0.1%	0.0%	0.3%	0.2%
White	78.0%	80.8%	77.3%	75.1%	76.8%
Other	0.9%	0.8%	0.8%	0.8%	1.1%
Choose not to respond	9.9%	8.0%	8.1%	8.7%	9.9%



10. What is the purpose of the teacher evaluation system? (Check all that apply.)

Purpose	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
The teacher evaluation system ensures that quality teachers are employed in instructional positions.	65.6%	64.9%	63.4%	61.2%	56.3%
The teacher evaluation system enhances the quality of instruction in schools.	52.9%	50.7%	48.3%	45.8%	43.1%
The teacher evaluation system provides a process to retain effective teachers.	38.1%	35.6%	35.9%	37.1%	35.3%
The teacher evaluation system fosters continuous improvement of teaching and learning by providing opportunities for targeted professional development.	59.1%	58.5%	55.4%	50.6%	48.9%
The teacher evaluation system contributes to improved student achievement.	43.3%	41.9%	41.7%	39.1%	37.6%
Other	10.8%	10.2%	12.6%	18.6%	20.1%



11. What components are used to assess you in the teacher evaluation system? (Check all that apply.)

Component	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
Professional practice (Compass teacher rubric used for teacher observations, CLASS rubric, district or school-rubric)	93.2%	94.3%	92.6%	91.0%	87.1%
Response-added model	16.4%	15.8%	46.8%	53.3%	35.2%
Student learning targets	80.5%	82.9%	89.4%	88.9%	86.6%

12. Of the major components used in the LDOE teacher evaluation system, what component or components do you believe best assesses teacher performance? (Check all that apply.)

Component	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
Observation rubric (Compass, CLASS, district or school rubric)	68.7%	69.6%	75.6%	72.3%	72.0%
Student Learning Targets (SLTs)	48.9%	50.1%	41.8%	43.0%	44.1%
Response-Added Measure (VAM)	5.0%	6.2%	12.8%	15.0%	10.3%

13. Who conducts your teacher evaluation? (Check all that apply.)

Evaluator	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
Principal or assistant principal	89.5%	96.2%	96.6%	97.4%	97.6%
Mentor teacher	5.9%	7.9%	9.0%	9.9%	7.6%
Instructional Coach	13.3%	15.9%	14.8%	14.6%	8.2%
Peer teacher	0.6%	1.4%	1.0%	3.7%	1.7%
Central office district administrator	26.3%	9.1%	7.7%	7.8%	8.0%
No one	0.0%	0.0%	0.0%	0.1%	0.1%
Other	21.4%	5.1%	2.5%	3.9%	3.3%



14. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I understand the purpose of the teacher evaluation system.					
Early childhood	1.9%	4.6%	17.0%	52.3%	24.1%
Kindergarten–2nd grade	3.4%	5.9%	14.7%	56.1%	20.0%
3rd grade–5th grade	3.8%	5.0%	12.4%	54.9%	23.8%
6th grade–8th grade	4.5%	5.3%	13.5%	51.8%	24.9%
9th grade–12th grade	5.0%	5.8%	12.7%	52.9%	23.6%
I understand how each component of the teacher evaluation system is combined to determine my overall rating.					
Early childhood	2.2%	6.2%	17.3%	52.3%	22.0%
Kindergarten–2nd grade	4.0%	8.6%	12.5%	54.7%	20.1%
3rd grade–5th grade	5.5%	10.5%	12.4%	48.6%	23.0%
6th grade–8th grade	5.8%	10.5%	12.8%	49.6%	21.2%
9th grade–12th grade	5.2%	9.5%	13.8%	48.7%	22.7%
My teacher evaluation rating represents my effectiveness as a teacher.					
Early childhood	13.9%	22.0%	27.2%	26.3%	10.5%
Kindergarten–2nd grade	17.9%	23.0%	22.7%	27.5%	8.9%
3rd grade–5th grade	19.1%	25.8%	19.6%	26.1%	9.4%
6th grade–8th grade	23.2%	24.9%	22.7%	20.8%	8.3%
9th grade–12th grade	21.3%	24.1%	24.3%	23.2%	7.2%
My teacher evaluation rating helps me select professional development and learning opportunities to grow as a teacher.					
Early childhood	12.1%	20.1%	24.8%	31.3%	11.8%
Kindergarten–2nd grade	15.6%	23.0%	24.3%	29.2%	7.9%
3rd grade–5th grade	17.9%	21.7%	23.9%	27.8%	8.7%
6th grade–8th grade	22.3%	24.8%	23.8%	21.0%	8.0%
9th grade–12th grade	23.1%	23.3%	22.9%	23.9%	6.8%
I am satisfied with the implementation of the evaluation system at my school.					
Early childhood	9.6%	17.0%	33.1%	29.7%	10.5%
Kindergarten–2nd grade	14.0%	15.7%	30.7%	31.7%	8.0%
3rd grade–5th grade	14.9%	16.0%	31.0%	29.1%	8.9%
6th grade–8th grade	17.5%	16.1%	31.4%	25.3%	9.8%
9th grade–12th grade	16.6%	15.4%	31.0%	28.0%	9.1%



**14. Please indicate the extent to which you agree with the following statements:—
continued**

Statement	Strongly disagree	Disagree	Neither	Agree	Strongly agree
			agree nor disagree		
The feedback I receive as part of my evaluation is specific and actionable.					
Early childhood	3.4%	8.4%	23.5%	46.4%	18.3%
Kindergarten–2nd grade	6.4%	10.4%	19.4%	48.6%	15.2%
3rd grade–5th grade	6.7%	8.9%	20.8%	46.8%	16.9%
6th grade–8th grade	9.6%	10.6%	23.5%	40.2%	16.0%
9th grade–12th grade	9.6%	9.1%	25.1%	42.5%	13.7%

15. How often were you formally observed in your classroom this year? Formal observations are conducted and result in a professional practice score.

Number of observations	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
0	19.8%	16.1%	15.8%	15.3%	16.9%
1	32.2%	44.5%	48.5%	50.5%	49.2%
2	34.7%	34.8%	32.4%	30.3%	30.9%
3	9.6%	3.2%	1.8%	2.4%	1.9%
4	1.5%	0.8%	0.5%	0.8%	0.4%
More than 4 times	2.2%	0.7%	1.0%	0.8%	0.7%

16. How often were you informally observed in your classroom this year? Informal observations are conducted but do not result in a professional practice score.

Number of observations	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
0	23.5%	17.4%	16.6%	16.5%	16.8%
1	24.8%	23.4%	20.7%	23.7%	27.0%
2	21.4%	17.7%	17.2%	18.5%	21.7%
3	11.1%	10.0%	10.9%	11.5%	11.3%
4	6.5%	6.2%	7.0%	6.1%	5.1%
More than 4 times	12.7%	25.3%	27.7%	23.7%	18.0%



17. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would revise or add additional domains/component(s) to the Compass teacher rubric					
Early childhood	7.4%	18.6%	43.7%	19.5%	10.8%
Kindergarten–2nd grade	11.5%	18.7%	34.4%	22.0%	13.4%
3rd grade–5th grade	11.1%	18.4%	31.0%	25.3%	14.2%
6th grade–8th grade	12.9%	16.7%	32.9%	22.3%	15.2%
9th grade–12th grade	12.0%	16.8%	33.4%	23.7%	14.2%
The Compass teacher rubric is understandable.					
Early childhood	2.8%	9.9%	39.0%	42.4%	5.9%
Kindergarten–2nd grade	4.7%	12.3%	26.9%	49.0%	7.1%
3rd grade–5th grade	4.7%	14.8%	25.7%	47.4%	7.3%
6th grade–8th grade	6.3%	13.6%	25.3%	48.0%	6.8%
9th grade–12th grade	8.0%	13.9%	25.5%	45.8%	6.8%
The Compass teacher rubric identifies effective teaching practices.					
Early childhood	7.1%	11.1%	38.7%	37.8%	5.3%
Kindergarten–2nd grade	8.8%	14.5%	29.0%	41.7%	5.9%
3rd grade–5th grade	7.1%	16.3%	28.3%	41.8%	6.5%
6th grade–8th grade	10.7%	14.7%	30.0%	38.4%	6.2%
9th grade–12th grade	12.5%	18.1%	29.8%	34.2%	5.4%
I can translate the Compass teacher rubric indicators into my classroom practices.					
Early childhood	5.0%	12.7%	40.9%	35.9%	5.6%
Kindergarten–2nd grade	6.3%	13.8%	28.0%	45.2%	6.7%
3rd grade–5th grade	5.5%	12.5%	27.3%	47.6%	7.1%
6th grade–8th grade	7.8%	12.4%	28.5%	44.1%	7.2%
9th grade–12th grade	8.6%	14.0%	28.8%	42.3%	6.3%

18. Which of the following possible evaluators is best able to assess your classroom performance? (Check all that apply.)

Evaluator	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
The principal or assistant principal	73.7%	76.0%	76.7%	71.3%	71.8%
Mentor teacher	27.6%	33.8%	37.2%	37.5%	41.7%
Instructional coach	31.6%	38.8%	41.4%	36.2%	28.6%
Central office staff member	10.8%	5.9%	6.0%	6.2%	5.4%
Other	12.1%	9.8%	9.0%	10.7%	12.3%



20. Did you receive feedback within 15 days after formal classroom observations?

Grade band	Yes	No
Early childhood	85.4%	14.6%
Kindergarten–2nd grade	86.2%	13.8%
3rd grade–5th grade	85.6%	14.4%
6th grade–8th grade	82.7%	17.3%
9th grade–12th grade	82.2%	17.8%



21. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal classroom observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.					
Early childhood	3.3%	6.9%	25.4%	50.0%	14.5%
Kindergarten–2nd grade	5.2%	8.5%	21.7%	50.5%	14.1%
3rd grade–5th grade	4.4%	7.7%	21.6%	50.2%	16.0%
6th grade–8th grade	5.3%	9.0%	26.8%	44.8%	14.2%
9th grade–12th grade	6.1%	9.2%	26.8%	45.5%	12.3%
The feedback helped to improve my instructional practices.					
Early childhood	2.5%	8.0%	25.4%	49.6%	14.5%
Kindergarten–2nd grade	5.5%	8.6%	23.2%	48.4%	14.3%
3rd grade–5th grade	4.4%	7.2%	22.8%	50.3%	15.3%
6th grade–8th grade	5.2%	10.3%	26.0%	43.5%	15.0%
9th grade–12th grade	6.8%	10.5%	27.5%	43.2%	12.0%
I received coaching as a result of the feedback.					
Early childhood	13.8%	22.5%	26.4%	31.9%	5.4%
Kindergarten–2nd grade	14.0%	26.9%	28.7%	23.6%	6.7%
3rd grade–5th grade	14.7%	24.7%	28.5%	22.8%	9.3%
6th grade–8th grade	16.8%	25.7%	27.1%	22.7%	7.7%
9th grade–12th grade	15.3%	23.6%	27.7%	26.0%	7.4%
I received feedback, but it was not helpful.					
Early childhood	13.8%	31.9%	34.4%	15.6%	4.3%
Kindergarten–2nd grade	15.5%	37.3%	27.8%	13.7%	5.8%
3rd grade–5th grade	15.1%	39.4%	26.3%	13.5%	5.7%
6th grade–8th grade	16.7%	32.1%	31.4%	13.9%	5.9%
9th grade–12th grade	15.0%	33.4%	30.1%	15.3%	6.2%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.					
Early childhood	2.9%	8.3%	28.6%	45.7%	14.5%
Kindergarten–2nd grade	5.1%	8.6%	27.1%	46.2%	13.1%
3rd grade–5th grade	4.7%	8.7%	30.0%	41.7%	14.9%
6th grade–8th grade	4.3%	8.9%	33.1%	39.8%	13.9%
9th grade–12th grade	5.7%	7.4%	32.4%	41.4%	13.1%



22. Did you receive feedback within 15 days after informal classroom observations?

Grade band	Yes	No
Early childhood	73.7%	26.3%
Kindergarten–2nd grade	77.4%	22.6%
3rd grade–5th grade	77.3%	22.7%
6th grade–8th grade	74.6%	25.4%
9th grade–12th grade	74.0%	26.0%



23. Please indicate the extent to which you agree with the following statements about the feedback you receive after informal classroom observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.					
Early childhood	4.2%	5.5%	28.2%	47.9%	14.3%
Kindergarten–2nd grade	5.0%	8.0%	24.7%	48.9%	13.4%
3rd grade–5th grade	4.3%	6.4%	23.8%	50.2%	15.4%
6th grade–8th grade	6.0%	8.5%	26.1%	44.5%	14.9%
9th grade–12th grade	5.5%	10.2%	27.3%	44.4%	12.6%
The feedback helped to improve my instructional practices.					
Early childhood	3.4%	5.9%	28.6%	49.2%	13.0%
Kindergarten–2nd grade	4.8%	8.2%	24.6%	48.9%	13.5%
3rd grade–5th grade	4.0%	6.3%	24.3%	50.1%	15.2%
6th grade–8th grade	6.1%	8.6%	25.5%	44.8%	15.0%
9th grade–12th grade	5.9%	10.0%	29.1%	42.8%	12.3%
I received coaching as a result of the feedback.					
Early childhood	10.1%	18.9%	35.3%	29.8%	5.9%
Kindergarten–2nd grade	10.6%	24.4%	32.7%	25.6%	6.8%
3rd grade–5th grade	11.5%	24.1%	30.9%	23.7%	9.9%
6th grade–8th grade	14.5%	23.3%	30.9%	22.6%	8.7%
9th grade–12th grade	12.0%	23.0%	32.7%	24.5%	7.8%
I received feedback, but it was not helpful.					
Early childhood	15.1%	29.8%	38.7%	12.2%	4.2%
Kindergarten–2nd grade	15.9%	36.5%	29.5%	13.4%	4.7%
3rd grade–5th grade	15.6%	36.5%	29.7%	12.7%	5.6%
6th grade–8th grade	16.4%	32.6%	31.3%	13.4%	6.4%
9th grade–12th grade	13.3%	33.2%	33.4%	14.0%	6.1%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.					
Early childhood	2.9%	5.9%	29.0%	48.3%	13.9%
Kindergarten–2nd grade	4.2%	9.4%	29.8%	43.7%	12.9%
3rd grade–5th grade	3.8%	8.6%	29.6%	43.2%	14.8%
6th grade–8th grade	5.6%	8.0%	31.7%	40.7%	14.0%
9th grade–12th grade	4.4%	7.7%	33.5%	42.1%	12.2%



24. Do you receive a value-added score as part of your evaluation?

Grade band	Response	Percent
Early childhood	18.6%	81.4%
Kindergarten–2nd grade	18.7%	81.3%
3rd grade–5th grade	47.6%	52.4%
6th grade–8th grade	55.2%	44.8%
9th grade–12th grade	34.5%	65.5%



25. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I understand how my value-added score is calculated.					
Early childhood	1.7%	15.0%	21.7%	43.3%	18.3%
Kindergarten–2nd grade	6.3%	11.6%	27.5%	43.5%	11.1%
3rd grade–5th grade	19.5%	24.1%	17.2%	30.6%	8.6%
6th grade–8th grade	23.0%	22.4%	15.1%	30.8%	8.7%
9th grade–12th grade	22.3%	17.3%	16.9%	34.0%	9.5%
I use the Curriculum Verifications and Roster portal to verify my roster.					
Early childhood	10.0%	16.7%	33.3%	28.3%	11.7%
Kindergarten–2nd grade	8.2%	16.9%	32.9%	32.4%	9.7%
3rd grade–5th grade	4.7%	6.2%	15.8%	50.8%	22.4%
6th grade–8th grade	3.6%	4.8%	11.7%	50.2%	29.7%
9th grade–12th grade	5.0%	4.9%	19.0%	47.0%	24.1%
My value-added score reflects my performance.					
Early childhood	10.0%	11.7%	28.3%	33.3%	16.7%
Kindergarten–2nd grade	13.5%	14.0%	32.4%	31.9%	8.2%
3rd grade–5th grade	30.0%	22.1%	26.4%	16.0%	5.6%
6th grade–8th grade	31.8%	21.0%	26.4%	15.0%	5.8%
9th grade–12th grade	28.5%	18.1%	26.2%	21.4%	5.8%
My value-added score helps me identify my professional development needs.					
Early childhood	10.0%	15.0%	25.0%	38.3%	11.7%
Kindergarten–2nd grade	12.1%	15.5%	30.0%	35.3%	7.2%
3rd grade–5th grade	29.6%	23.9%	22.6%	18.9%	5.1%
6th grade–8th grade	33.2%	22.3%	25.5%	13.7%	5.3%
9th grade–12th grade	29.5%	18.6%	25.6%	20.4%	5.8%
My value-added score is calculated fairly.					
Early childhood	8.3%	5.0%	36.7%	38.3%	11.7%
Kindergarten–2nd grade	12.6%	10.1%	38.2%	31.9%	7.2%
3rd grade–5th grade	28.6%	17.7%	33.7%	15.2%	4.9%
6th grade–8th grade	31.9%	17.9%	33.5%	11.8%	4.9%
9th grade–12th grade	27.0%	13.2%	31.8%	21.7%	6.2%
I have adjusted my instruction to improve my value-added score.					
Early childhood	6.7%	10.0%	26.7%	40.0%	16.7%
Kindergarten–2nd grade	7.7%	6.3%	36.2%	39.6%	10.1%
3rd grade–5th grade	16.7%	11.8%	34.0%	28.6%	8.9%
6th grade–8th grade	18.4%	11.1%	35.8%	26.7%	8.1%
9th grade–12th grade	18.8%	12.4%	31.5%	28.5%	8.7%



26. Have you received information on the LDOE value-added scores from any of the following sources? (Check all that apply.)

Source	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
LDOE	18.3%	14.5%	16.8%	22.1%	18.6%
School system	26.7%	22.7%	28.5%	30.1%	28.2%
School	43.3%	43.5%	44.8%	42.6%	40.2%
Other	6.7%	1.4%	2.9%	3.0%	2.9%
None of the above. I have not received instruction.	35.0%	36.7%	38.7%	38.1%	41.6%

27. How many SLTs are used to determine your overall SLT score for student progress?

Number of SLTs	Neither agree nor disagree				
	Strongly agree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2.5%	3.7%	4.2%	2.7%	3.0%
2	82.0%	84.5%	82.6%	84.2%	85.1%
More than 2	6.8%	5.6%	6.4%	5.6%	5.8%
I don't know	7.4%	5.3%	6.0%	6.5%	4.8%
None	1.2%	0.9%	0.8%	1.0%	1.3%

28. What assessments are used to determine your SLT progress? (Check all that apply.)

Assessment	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
State assessments	27.3%	22.5%	47.8%	47.9%	45.2%
District assessments	42.9%	62.4%	46.6%	44.1%	31.0%
School assessments	18.8%	25.9%	22.7%	21.2%	23.3%
My own assessments	30.7%	20.7%	22.2%	29.6%	44.6%
I don't know	5.0%	3.7%	4.3%	3.9%	4.8%
None	0.9%	0.4%	0.3%	0.3%	0.3%
Other	16.6%	10.6%	8.1%	6.5%	13.9%



29. Who selects your SLT(s)? (Check all that apply.)

Statement	Early childhood	Kindergarten– 2nd grade	3rd grade– 5th grade	6th grade– 8th grade	9th grade– 12th grade
I create my own SLTs.	33.2%	22.7%	24.1%	30.7%	38.7%
I create my SLTs in collaboration with my evaluator.	30.7%	32.3%	40.2%	39.9%	42.3%
I create my SLTs with other teachers in my building (by grade or subject).	23.5%	20.8%	19.3%	23.5%	20.4%
My principal, grade head, department head, or other person in my school creates or determines my SLTs.	25.4%	28.7%	27.6%	25.6%	27.7%
My school system creates or determines my SLTs.	23.5%	30.8%	27.0%	21.7%	15.6%
Other	5.0%	2.7%	3.6%	3.6%	3.7%



30. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Strongly disagree	Agree
SLTs set an expectation of growth in student achievement over a given period of time.					
Early childhood	2.5%	3.1%	8.2%	67.4%	18.8%
Kindergarten–2nd grade	5.2%	5.7%	10.6%	62.0%	16.5%
3rd grade–5th grade	7.0%	4.7%	11.0%	59.8%	17.5%
6th grade–8th grade	5.9%	6.7%	11.6%	57.4%	18.4%
9th grade–12th grade	6.0%	6.5%	14.8%	57.7%	15.0%
SLTs provide a metric of teacher evaluation.					
Early childhood	5.3%	16.6%	28.8%	41.1%	8.2%
Kindergarten–2nd grade	10.8%	15.8%	25.8%	40.1%	7.5%
3rd grade–5th grade	12.4%	16.2%	24.6%	38.2%	8.6%
6th grade–8th grade	12.8%	14.9%	26.1%	37.4%	8.9%
9th grade–12th grade	13.7%	16.5%	24.1%	37.8%	7.9%
SLTs help me set goals for my students to achieve growth outcomes.					
Early childhood	4.4%	8.5%	14.4%	60.5%	12.2%
Kindergarten–2nd grade	8.0%	9.2%	16.5%	53.8%	12.5%
3rd grade–5th grade	9.3%	9.3%	17.9%	50.3%	13.2%
6th grade–8th grade	9.0%	9.3%	18.2%	49.8%	13.7%
9th grade–12th grade	9.8%	10.9%	18.4%	49.4%	11.5%
SLTs allow me to set different and individualized goals for students based on prior performance.					
Early childhood	6.9%	14.1%	21.6%	45.8%	11.6%
Kindergarten–2nd grade	12.6%	18.2%	17.4%	42.9%	8.8%
3rd grade–5th grade	13.2%	17.1%	19.7%	39.4%	10.7%
6th grade–8th grade	12.4%	15.1%	20.6%	41.0%	10.9%
9th grade–12th grade	14.6%	16.9%	21.8%	38.0%	8.7%
SLTs allow me to track important data for student improvement.					
Early childhood	4.4%	8.2%	19.4%	57.4%	10.7%
Kindergarten–2nd grade	8.5%	11.9%	18.5%	50.9%	10.2%
3rd grade–5th grade	11.0%	11.7%	19.7%	46.0%	11.6%
6th grade–8th grade	11.1%	12.6%	19.7%	44.6%	12.0%
9th grade–12th grade	11.8%	13.5%	22.6%	42.9%	9.2%
My students know the SLTs that I use in my classroom.					
Early childhood	22.9%	24.8%	27.0%	20.7%	4.7%
Kindergarten–2nd grade	18.8%	27.8%	24.7%	24.0%	4.7%
3rd grade–5th grade	16.9%	25.4%	21.5%	29.1%	7.1%
6th grade–8th grade	15.9%	20.5%	23.1%	30.5%	10.0%
9th grade–12th grade	16.5%	22.7%	23.5%	29.4%	7.9%



31. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree
I received professional development on the role of SLTs in the teacher evaluation system.					
Early childhood	11.0%	26.3%	31.7%	24.8%	6.3%
Kindergarten–2nd grade	17.2%	27.5%	24.1%	26.2%	5.0%
3rd grade–5th grade	18.4%	26.8%	20.8%	27.8%	6.3%
6th grade–8th grade	15.8%	24.0%	20.4%	32.9%	7.0%
9th grade–12th grade	14.8%	20.8%	20.5%	36.1%	7.7%
I received professional development on how to write and monitor SLTs for my students					
Early childhood	11.9%	26.3%	24.8%	30.1%	6.9%
Kindergarten–2nd grade	17.6%	26.3%	21.5%	29.7%	4.9%
3rd grade–5th grade	18.0%	25.1%	18.3%	32.3%	6.4%
6th grade–8th grade	14.7%	22.0%	19.9%	35.7%	7.6%
9th grade–12th grade	14.1%	19.2%	20.0%	39.0%	7.7%
My SLT score is used to help me select future professional development or learning opportunities to grow as a teacher.					
Early childhood	12.9%	21.3%	29.8%	31.0%	5.0%
Kindergarten–2nd grade	18.4%	25.2%	27.2%	25.3%	3.9%
3rd grade–5th grade	19.6%	25.3%	26.6%	24.1%	4.4%
6th grade–8th grade	19.6%	24.7%	27.8%	22.8%	5.1%
9th grade–12th grade	19.0%	24.5%	26.6%	23.5%	6.3%
I received professional development on how to ensure that my SLTs help me to achieve higher student outcomes for all my students.					
Early childhood	12.2%	29.2%	31.3%	22.3%	5.0%
Kindergarten–2nd grade	20.2%	30.0%	24.9%	20.5%	4.3%
3rd grade–5th grade	21.7%	29.5%	22.7%	21.5%	4.6%
6th grade–8th grade	19.3%	27.1%	23.5%	24.1%	6.0%
9th grade–12th grade	18.9%	25.7%	23.0%	25.7%	6.7%



32. Please indicate the extent to which you agree with the following statements about the feedback you received after you receive your SLT score:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree
The feedback contributed to my professional growth.					
Early childhood	9.1%	14.1%	38.9%	32.0%	6.0%
Kindergarten–2nd grade	15.3%	18.2%	32.1%	29.0%	5.4%
3rd grade–5th grade	17.8%	19.2%	29.6%	27.9%	5.6%
6th grade–8th grade	17.1%	18.8%	30.3%	27.3%	6.5%
9th grade–12th grade	16.2%	20.6%	30.4%	27.0%	5.9%
The feedback helped to improve my instructional practices.					
Early childhood	8.8%	12.9%	42.3%	30.4%	5.6%
Kindergarten–2nd grade	15.0%	15.8%	31.1%	32.7%	5.3%
3rd grade–5th grade	17.1%	18.3%	29.3%	29.7%	5.7%
6th grade–8th grade	16.3%	19.3%	29.7%	28.0%	6.6%
9th grade–12th grade	15.8%	19.8%	30.5%	28.1%	5.8%
I received feedback, but it was not helpful.					
Early childhood	11.3%	23.8%	47.6%	12.2%	5.0%
Kindergarten–2nd grade	11.8%	26.1%	41.6%	13.9%	6.6%
3rd grade–5th grade	11.0%	25.7%	38.2%	18.3%	6.8%
6th grade–8th grade	12.3%	21.9%	40.6%	18.1%	7.0%
9th grade–12th grade	9.6%	21.8%	42.1%	18.4%	8.0%

33. Are all students in your classroom or classes included in your SLTs?

Grade band	Yes	No
Early childhood	74.0%	26.0%
Kindergarten–2nd grade	74.4%	25.6%
3rd grade–5th grade	76.3%	23.7%
6th grade–8th grade	75.9%	24.1%
9th grade–12th grade	74.4%	25.6%



37. Please indicate the percentage that you believe each of the following measures should be weighted in the teacher evaluation system:

Measure	0% Measure should not be included				5% or greater
	1% to 25%	26% to 49%	50% to 75%	76% to 100%	
Feedback surveys from families/caretakers					
Early childhood	48.6%	35.0%	9.0%	7.4%	
Kindergarten–2nd grade	54.8%	31.6%	7.6%	6.0%	
3rd grade–5th grade	55.8%	31.5%	7.7%	5.0%	
6th grade–8th grade	56.4%	30.4%	8.5%	4.8%	
9th grade–12th grade	55.9%	30.0%	9.3%	4.8%	
Feedback surveys from school staff					
Early childhood	34.7%	33.1%	16.1%	16.1%	
Kindergarten–2nd grade	37.2%	31.6%	17.0%	14.2%	
3rd grade–5th grade	36.1%	33.9%	15.4%	14.6%	
6th grade–8th grade	35.9%	32.2%	16.2%	15.7%	
9th grade–12th grade	33.7%	34.4%	18.1%	13.8%	
Feedback surveys from students					
Early childhood	42.7%	37.2%	10.5%	9.6%	
Kindergarten–2nd grade	45.1%	34.6%	12.7%	7.5%	
3rd grade–5th grade	40.1%	37.2%	15.4%	7.3%	
6th grade–8th grade	40.5%	35.7%	15.1%	8.7%	
9th grade–12th grade	35.3%	39.6%	16.4%	8.7%	
Individualized professional learning plan					
Early childhood	18.6%	45.2%	22.6%	13.6%	
Kindergarten–2nd grade	20.9%	39.4%	27.2%	12.5%	
3rd grade–5th grade	20.8%	41.5%	25.7%	12.1%	
6th grade–8th grade	23.6%	41.4%	23.5%	11.4%	
9th grade–12th grade	26.5%	41.8%	21.9%	9.8%	
Observations of professional practice					
Early childhood	7.1%	30.3%	33.7%	28.8%	
Kindergarten–2nd grade	5.7%	30.3%	35.3%	28.7%	
3rd grade–5th grade	4.5%	27.5%	33.8%	34.2%	
6th grade–8th grade	6.7%	30.9%	32.8%	29.6%	
9th grade–12th grade	7.2%	32.1%	34.7%	25.9%	
School-wide test scores					
Early childhood	44.0%	37.5%	12.4%	6.2%	
Kindergarten–2nd grade	42.6%	35.2%	16.5%	5.7%	
3rd grade–5th grade	38.1%	36.6%	19.0%	6.2%	
6th grade–8th grade	39.1%	38.2%	16.7%	6.0%	
9th grade–12th grade	42.4%	37.0%	15.0%	5.6%	



37. Please indicate the percentage that you believe each of the following measures should be weighted in the teacher evaluation system:—continued

Measure	0% Measure should not be included	1% to 25%	26% to 49%	5% or greater
Self-assessment				
Early childhood	18.3%	44.3%	24.8%	12.7%
Kindergarten–2nd grade	17.9%	42.3%	26.7%	13.1%
3rd grade–5th grade	17.0%	44.2%	24.0%	14.8%
6th grade–8th grade	16.7%	43.7%	25.0%	14.6%
9th grade–12th grade	19.3%	43.2%	24.8%	12.7%
Student learning targets (SLTs)				
Early childhood	13.3%	46.1%	25.4%	15.2%
Kindergarten–2nd grade	15.8%	42.0%	30.1%	12.1%
3rd grade–5th grade	20.9%	42.6%	25.6%	10.9%
6th grade–8th grade	22.1%	42.7%	24.3%	10.9%
9th grade–12th grade	24.6%	42.4%	23.2%	9.8%
Response-added measures (VAMs)				
Early childhood	48.3%	30.7%	15.8%	5.3%
Kindergarten–2nd grade	46.1%	35.0%	14.4%	4.5%
3rd grade–5th grade	45.7%	34.2%	14.8%	5.2%
6th grade–8th grade	47.0%	33.9%	14.2%	4.9%
9th grade–12th grade	48.9%	33.2%	12.9%	5.0%
Work portfolios/artifacts submitted				
Early childhood	41.2%	29.7%	20.1%	9.0%
Kindergarten–2nd grade	41.7%	32.6%	17.5%	8.2%
3rd grade–5th grade	41.7%	32.3%	16.8%	9.3%
6th grade–8th grade	39.5%	31.8%	19.0%	9.8%
9th grade–12th grade	39.9%	33.4%	17.7%	9.0%
School-wide attendance metrics				
Early childhood	48.6%	28.5%	13.6%	9.3%
Kindergarten–2nd grade	48.9%	27.7%	13.4%	10.0%
3rd grade–5th grade	45.2%	29.1%	15.0%	10.8%
6th grade–8th grade	43.6%	28.5%	15.9%	12.0%
9th grade–12th grade	46.4%	29.2%	15.1%	9.3%



38. Please indicate how strongly you agree that each of the following changes would improve the evaluation system:

Statement	Strongly disagree	disagree	Neither agree nor disagree	Agree	Strongly agree
Inclusion of additional evaluation components or metrics					
Early childhood	22.6%	19.8%	40.6%	13.6%	3.4%
Kindergarten–2nd grade	21.1%	20.5%	38.6%	14.7%	5.1%
3rd grade–5th grade	22.9%	16.0%	39.6%	16.2%	5.3%
6th grade–8th grade	24.4%	17.1%	35.9%	17.7%	4.9%
9th grade–12th grade	24.8%	17.9%	35.9%	15.7%	5.7%
Reduced number of evaluation components or metrics					
Early childhood	4.0%	6.2%	39.0%	29.4%	21.4%
Kindergarten–2nd grade	2.8%	6.3%	35.3%	31.4%	24.2%
3rd grade–5th grade	3.9%	4.5%	35.4%	31.5%	24.7%
6th grade–8th grade	3.7%	7.0%	34.8%	29.0%	25.4%
9th grade–12th grade	3.5%	6.0%	33.2%	32.1%	25.3%



Years of Experience

1. Do you teach in a charter or traditional system?

Years of experience	Charter percent	Charter count	Traditional percent	Traditional count
Less than 1 year	2.3%	4	97.7%	171
1 year	4.7%	7	95.3%	142
2–3 years	2.1%	8	97.9%	379
4–5 years	3.2%	15	96.8%	451
6–10 years	2.1%	20	97.9%	950
11–15 years	2.7%	23	97.3%	828
Greater than 16 years	1.4%	28	98.6%	2,026



2. What charter system do you teach in?

Years of experience	System	Percent
Less than 1 year	Kenilworth Science and Technology Charter School	25.0%
	Louisiana Key Academy	75.0%
1 year	Belle Chasse Academy	28.6%
	GEO Prep Academy of Greater Baton Rouge	14.3%
	GEO Prep Mid-City of Greater Baton Rouge	14.3%
	Louisiana Key Academy	28.6%
	Warren Easton Charter Foundation Inc.	14.3%
2–3 years	Belle Chasse Academy	37.5%
	Louisiana Key Academy	37.5%
	New Harmony High Institute	12.5%
	Warren Easton Charter Foundation Inc.	12.5%
4–5 years	Belle Chasse Academy	20.0%
	GEO Prep Academy of Greater Baton Rouge	6.7%
	Lincoln Preparatory School	6.7%
	Louisiana Key Academy	46.7%
	V. B. Glencoe Charter School	6.7%
	Voices for International Business & Education	6.7%
	Warren Easton Charter Foundation Inc.	6.7%
6–10 years	Belle Chasse Academy	15.0%
	GEO Prep Academy of Greater Baton Rouge	5.0%
	Lake Charles College Prep	5.0%
	Louisiana Key Academy	20.0%
	Thrive Academy	5.0%
	University View Academy Inc. (FRM LA Connections)	30.0%
	V. B. Glencoe Charter School	5.0%
	Voices for International Business & Education	5.0%
	Warren Easton Charter Foundation Inc.	10.0%
11–15 years	Belle Chasse Academy	21.7%
	Community School for Apprenticeship Learning Inc.	4.3%
	GEO Prep Mid-City of Greater Baton Rouge	4.3%
	Lafayette Academy	4.3%
	Louisiana Key Academy	4.3%
	Thrive Academy	8.7%
	University View Academy Inc. (FRM LA Connections)	39.1%
	V. B. Glencoe Charter School	4.3%
	Wilson Charter School	8.7%
Greater than 16 years	Belle Chasse Academy	24.1%
	Community School for Apprenticeship Learning Inc.	3.4%
	GEO Prep Academy of Greater Baton Rouge	3.4%
	Lake Charles College Prep	10.3%
	Louisiana Key Academy	17.2%
	Phillis Wheatley Community School	3.4%
	Thrive Academy	3.4%
	University View Academy Inc. (FRM LA Connections)	6.9%
	V. B. Glencoe Charter School	17.2%
	Warren Easton Charter Foundation Inc.	10.3%



3. What system do you teach in?

Years of experience	System	Percent
Less than 1 year	Ascension Parish	1.8%
	Beauregard Parish	1.8%
	Bienville Parish	0.6%
	Bossier Parish	9.9%
	Calcasieu Parish	0.6%
	Caldwell Parish	2.3%
	Cameron Parish	0.6%
	Claiborne Parish	0.6%
	Concordia Parish	0.6%
	DeSoto Parish	1.8%
	East Baton Rouge Parish	2.9%
	Franklin Parish	1.8%
	Iberia Parish	1.2%
	Iberville Parish	3.5%
	Jefferson Davis Parish	2.3%
	Lafayette Parish	0.6%
	Livingston Parish	2.9%
	Morehouse Parish	0.6%
	Natchitoches Parish	8.8%
	Ouachita Parish	1.2%
	Pointe Coupee Parish	1.8%
	Rapides Parish	28.1%
	Sabine Parish	0.6%
	St. Charles Parish	0.6%
	St. John the Baptist Parish	0.6%
	St. Martin Parish	0.6%
	St. Mary Parish	5.8%
	St. Tammany Parish	5.8%
	Tensas Parish	1.2%
	Terrebonne Parish	1.2%
	Union Parish	2.3%
	Webster Parish	1.8%
	West Baton Rouge Parish	2.3%
Winn Parish	1.2%	
1 year	Allen Parish	0.7%
	Ascension Parish	0.7%
	Assumption Parish	0.7%
	Beauregard Parish	2.1%
	Bossier Parish	12.0%
	Caddo Parish	0.7%
	Calcasieu Parish	2.8%
	Caldwell Parish	2.1%
	Cameron Parish	0.7%
	City of Monroe School District	2.1%
	Claiborne Parish	0.7%
	DeSoto Parish	3.5%



3. What system do you teach in?—continued

Years of experience	System	Percent
1 year (cont.)	East Baton Rouge Parish	4.2%
	Evangeline Parish	1.4%
	Franklin Parish	0.7%
	Grant Parish	0.7%
	Iberia Parish	1.4%
	Iberville Parish	1.4%
	Jefferson Davis Parish	3.5%
	Jefferson Parish	1.4%
	Lafayette Parish	0.7%
	Lincoln Parish	0.7%
	Livingston Parish	3.5%
	Morehouse Parish	1.4%
	Natchitoches Parish	4.9%
	Ouachita Parish	3.5%
	Plaquemines Parish	0.7%
	Pointe Coupee Parish	1.4%
	Rapides Parish	12.0%
	St. Charles Parish	4.9%
	St. John the Baptist Parish	1.4%
	St. Martin Parish	2.1%
	St. Mary Parish	2.1%
	St. Tammany Parish	9.2%
	Tensas Parish	0.7%
	Union Parish	2.1%
	Vermilion Parish	1.4%
	Vernon Parish	0.7%
	Webster Parish	0.7%
	West Baton Rouge Parish	2.1%
2–3 years	Allen Parish	1.1%
	Ascension Parish	2.1%
	Assumption Parish	0.3%
	Beauregard Parish	1.6%
	Bossier Parish	9.0%
	Caddo Parish	0.3%
	Calcasieu Parish	3.2%
	Caldwell Parish	0.3%
	Cameron Parish	0.5%
	Catahoula Parish	1.3%
	Central Community School District	0.3%
	City of Bogalusa School District	0.5%
	City of Monroe School District	0.3%
	Concordia Parish	0.8%
	DeSoto Parish	1.3%
	East Baton Rouge Parish	4.7%
	Evangeline Parish	0.8%
	Franklin Parish	1.1%



3. What system do you teach in?—continued

Years of experience	System	Percent
2–3 years (cont.)	Grant Parish	0.5%
	Iberia Parish	1.8%
	Iberville Parish	2.1%
	Jackson Parish	1.3%
	Jefferson Davis Parish	4.2%
	Lafayette Parish	0.3%
	LaSalle Parish	0.5%
	Livingston Parish	5.3%
	Morehouse Parish	0.5%
	Natchitoches Parish	6.3%
	Orleans Parish	0.8%
	Ouachita Parish	1.3%
	Plaquemines Parish	0.5%
	Pointe Coupee Parish	1.1%
	Rapides Parish	14.8%
	Richland Parish	0.3%
	Sabine Parish	0.3%
	St. Bernard Parish	0.5%
	St. Charles Parish	0.8%
	St. John the Baptist Parish	0.8%
	St. Martin Parish	1.1%
	St. Mary Parish	3.7%
	St. Tammany Parish	11.3%
	Tangipahoa Parish	1.3%
	Tensas Parish	0.5%
	Terrebonne Parish	1.3%
	Union Parish	0.5%
	Vermilion Parish	0.5%
	Washington Parish	0.5%
	Webster Parish	2.1%
	West Baton Rouge Parish	2.4%
	Winn Parish	0.5%
Zachary Community School District	0.8%	
4–5 years	Acadia Parish	1.1%
	Allen Parish	0.4%
	Ascension Parish	0.7%
	Assumption Parish	0.4%
	Beauregard Parish	2.0%
	Bienville Parish	0.2%
	Bossier Parish	11.1%
	Caddo Parish	0.4%
	Calcasieu Parish	6.7%
	Caldwell Parish	1.3%
	Cameron Parish	0.7%
	Catahoula Parish	0.2%
	City of Monroe School District	0.7%



3. What system do you teach in?—continued

Years of experience	System	Percent
4–5 years (cont.)	Claiborne Parish	0.4%
	Concordia Parish	0.4%
	DeSoto Parish	0.9%
	East Baton Rouge Parish	3.3%
	East Carroll Parish	0.9%
	Evangeline Parish	0.7%
	Franklin Parish	0.9%
	Grant Parish	0.2%
	Iberia Parish	1.8%
	Iberville Parish	2.7%
	Jackson Parish	0.9%
	Jefferson Davis Parish	1.8%
	Jefferson Parish	0.9%
	Lafayette Parish	0.7%
	Lafourche Parish	0.4%
	LaSalle Parish	0.2%
	Lincoln Parish	0.2%
	Livingston Parish	5.8%
	Morehouse Parish	0.4%
	Natchitoches Parish	4.7%
	Office of Juvenile Justice	0.2%
	Ouachita Parish	2.0%
	Plaquemines Parish	0.4%
	Pointe Coupee Parish	2.2%
	Rapides Parish	9.1%
	Richland Parish	0.2%
	Sabine Parish	0.4%
	St. Bernard Parish	0.2%
	St. Charles Parish	2.4%
	St. John the Baptist Parish	0.7%
	St. Landry Parish	0.2%
	St. Martin Parish	2.0%
	St. Mary Parish	4.0%
	St. Tammany Parish	11.1%
	Tangipahoa Parish	0.7%
	Tensas Parish	1.1%
	Terrebonne Parish	0.7%
	Union Parish	0.4%
	Vermilion Parish	2.0%
	Washington Parish	0.7%
	Webster Parish	0.4%
	West Baton Rouge Parish	2.2%
	Winn Parish	1.6%
	Zachary Community School District	0.9%



3. What system do you teach in?—continued

Years of experience	System	Percent
6–10 years	Acadia Parish	0.6%
	Allen Parish	0.5%
	Ascension Parish	2.1%
	Assumption Parish	0.5%
	Beauregard Parish	1.7%
	Bienville Parish	0.1%
	Bossier Parish	10.5%
	Caddo Parish	0.9%
	Calcasieu Parish	5.9%
	Caldwell Parish	0.2%
	Cameron Parish	0.5%
	Catahoula Parish	0.5%
	Central Community School District	0.1%
	City of Bogalusa School District	0.2%
	City of Monroe School District	1.1%
	Concordia Parish	0.5%
	DeSoto Parish	1.4%
	East Baton Rouge Parish	2.4%
	Evangeline Parish	0.9%
	Franklin Parish	0.9%
	Grant Parish	0.6%
	Iberia Parish	3.8%
	Iberville Parish	2.3%
	Jackson Parish	0.8%
	Jefferson Davis Parish	3.1%
	Jefferson Parish	0.2%
	Lafayette Parish	1.7%
	Lafourche Parish	0.2%
	LaSalle Parish	0.2%
	Lincoln Parish	0.1%
	Livingston Parish	5.8%
	Morehouse Parish	0.1%
	Natchitoches Parish	4.4%
	Orleans Parish	0.3%
	Ouachita Parish	2.6%
	Plaquemines Parish	0.7%
	Pointe Coupee Parish	1.1%
	Rapides Parish	9.4%
	Sabine Parish	0.5%
	St. Bernard Parish	0.3%
	St. Charles Parish	2.9%
St. James Parish	0.2%	
St. John the Baptist Parish	0.3%	
St. Landry Parish	0.5%	
St. Martin Parish	1.1%	
St. Mary Parish	1.7%	



3. What system do you teach in?—continued

Years of experience	System	Percent
6–10 years (cont.)	St. Tammany Parish	15.2%
	Tangipahoa Parish	1.2%
	Tensas Parish	0.4%
	Terrebonne Parish	1.8%
	Union Parish	0.2%
	Vermilion Parish	1.1%
	Washington Parish	0.4%
	Webster Parish	0.6%
	West Baton Rouge Parish	0.6%
	Winn Parish	0.4%
	Zachary Community School District	1.3%
11–15 years	Acadia Parish	1.3%
	Allen Parish	0.5%
	Ascension Parish	2.3%
	Assumption Parish	0.2%
	Avoyelles Parish	0.1%
	Beauregard Parish	2.2%
	Bienville Parish	0.1%
	Bossier Parish	11.0%
	Caddo Parish	0.8%
	Calcasieu Parish	5.8%
	Caldwell Parish	0.7%
	Cameron Parish	1.2%
	Catahoula Parish	0.5%
	Central Community School District	0.1%
	City of Bogalusa School District	0.2%
	City of Monroe School District	0.7%
	Claiborne Parish	0.1%
	Concordia Parish	0.1%
	DeSoto Parish	1.8%
	East Baton Rouge Parish	3.5%
	Evangeline Parish	1.3%
	Franklin Parish	0.8%
	Grant Parish	0.5%
	Iberia Parish	2.2%
	Iberville Parish	1.4%
	Jackson Parish	0.7%
	Jefferson Davis Parish	3.3%
	Jefferson Parish	0.7%
	Lafayette Parish	1.2%
	Lafourche Parish	0.2%
	LaSalle Parish	0.4%
Lincoln Parish	0.4%	
Livingston Parish	4.8%	
Natchitoches Parish	4.6%	
Orleans Parish	0.1%	



3. What system do you teach in?—continued

Years of experience	System	Percent
11–15 years (cont.)	Ouachita Parish	2.9%
	Plaquemines Parish	1.2%
	Pointe Coupee Parish	0.2%
	Rapides Parish	9.5%
	Richland Parish	0.2%
	Sabine Parish	0.4%
	St. Charles Parish	2.4%
	St. John the Baptist Parish	0.1%
	St. Landry Parish	0.6%
	St. Martin Parish	1.0%
	St. Mary Parish	2.7%
	St. Tammany Parish	13.5%
	Tangipahoa Parish	1.3%
	Tensas Parish	0.1%
	Terrebonne Parish	1.3%
	Union Parish	0.5%
	Vermilion Parish	1.4%
	Washington Parish	0.5%
	Webster Parish	0.6%
	West Baton Rouge Parish	1.7%
Winn Parish	0.1%	
Zachary Community School District	1.4%	
Greater than 16 years	Acadia Parish	1.1%
	Allen Parish	1.3%
	Ascension Parish	1.5%
	Assumption Parish	0.9%
	Beauregard Parish	2.3%
	Bienville Parish	0.2%
	Bossier Parish	9.1%
	Caddo Parish	0.4%
	Calcasieu Parish	5.0%
	Caldwell Parish	0.7%
	Cameron Parish	1.0%
	Catahoula Parish	0.6%
	Central Community School District	0.1%
	City of Bogalusa School District	0.3%
	City of Monroe School District	0.8%
	Claiborne Parish	0.3%
	Concordia Parish	0.9%
	DeSoto Parish	1.7%
	East Baton Rouge Parish	3.4%
	East Carroll Parish	0.3%
	Evangeline Parish	1.5%
	Franklin Parish	0.3%
	Grant Parish	0.4%
	Iberia Parish	3.3%



3. What system do you teach in?—continued

Years of experience	System	Percent
Greater than 16 years (cont.)	Iberville Parish	0.9%
	Jackson Parish	0.6%
	Jefferson Davis Parish	3.5%
	Jefferson Parish	1.0%
	LA Schools for the Deaf and Visually Impaired	0.1%
	Lafayette Parish	1.2%
	Lafourche Parish	0.3%
	LaSalle Parish	0.4%
	Lincoln Parish	0.1%
	Livingston Parish	4.7%
	Morehouse Parish	0.3%
	Natchitoches Parish	4.4%
	Office of Juvenile Justice	0.2%
	Orleans Parish	0.1%
	Ouachita Parish	3.2%
	Plaquemines Parish	0.8%
	Pointe Coupee Parish	1.1%
	Rapides Parish	8.9%
	Red River Parish	0.0%
	Richland Parish	0.2%
	Sabine Parish	0.4%
	Special School District	0.0%
	St. Bernard Parish	0.0%
	St. Charles Parish	3.0%
	St. John the Baptist Parish	0.6%
	St. Landry Parish	0.4%
	St. Martin Parish	1.7%
	St. Mary Parish	2.9%
	St. Tammany Parish	11.7%
	Tangipahoa Parish	0.9%
	Tensas Parish	0.1%
	Terrebonne Parish	2.2%
	Union Parish	0.6%
	Vermilion Parish	1.1%
	Vernon Parish	0.0%
	Washington Parish	0.5%
	Webster Parish	0.7%
	West Baton Rouge Parish	1.3%
	Winn Parish	0.6%
	Zachary Community School District	0.9%



4. What grade do you teach? (Check all that apply.)

Grade band	Less than 1 year		2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
	1 year	1 year					
Early childhood	5.7%	4.7%	4.4%	6.4%	5.3%	6.7%	7.4%
Kindergarten–2nd grade	16.6%	20.8%	23.5%	23.2%	22.3%	19.0%	22.7%
3rd grade–5th grade	21.1%	25.5%	24.0%	27.5%	28.8%	23.4%	23.3%
6th grade–8th grade	32.0%	29.5%	27.6%	26.0%	27.1%	26.8%	31.0%
9th grade–12th grade	28.6%	28.9%	28.2%	29.2%	30.1%	32.2%	29.4%
Other	9.1%	7.4%	7.0%	4.1%	5.8%	9.0%	9.6%

5. Do you teach a grade or subject that has a state-monitored assessment tied to it?

Years of experience	Yes	No
Less than 1 year	68.6%	31.4%
2–3 years	61.0%	39.0%
4–5 years	62.9%	37.1%
6–10 years	63.2%	36.8%
11–15 years	61.5%	38.5%
Greater than 16 years	57.5%	42.5%

6. How long have you taught as a public-school teacher in Louisiana?

Years of experience	Percent	Count
Less than 1 year	3.5%	175
1 year	2.9%	149
2–3 years	7.7%	387
4–5 years	9.2%	466
6–10 years	19.2%	970
11–15 years	16.8%	851
Greater than 16 years	40.7%	2,054
Totals		5,052

7. Do you currently teach in a school with any of the following designations? (Check all that apply.)

Designation	Less than 1 year		2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
	1 year	1 year					
Title I Comprehensive	52.6%	45.0%	66.4%	66.7%	66.3%	64.6%	66.8%
Intervention Required (CIR)	5.7%	5.4%	4.7%	4.3%	5.5%	6.3%	6.8%
Urgent Intervention Required (UIR)	4.0%	6.0%	7.0%	10.1%	13.4%	10.3%	10.4%
I don't know	42.3%	47.7%	29.5%	21.0%	18.2%	16.9%	14.1%
None	8.0%	10.1%	8.8%	11.6%	15.1%	18.0%	18.1%



8. Do you identify as Hispanic or Latino?

Years of experience	Yes	No	Choose not to respond
Less than 1 year	5.1%	92.0%	2.9%
1 year	4.7%	92.6%	2.7%
2–3 years	4.9%	91.0%	4.1%
4–5 years	3.4%	91.6%	4.9%
6–10 years	2.9%	92.3%	4.8%
11–15 years	2.4%	91.5%	6.1%
Greater than 16 years	1.8%	92.2%	6.1%

9. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	Less than 1 year		2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
	Less than 1 year	1 year					
American Indian or Alaska Native	4.6%	1.3%	2.6%	2.1%	1.6%	1.6%	1.0%
Asian	0.6%	2.0%	1.6%	1.3%	0.7%	1.5%	0.4%
Black or African American	31.4%	22.1%	19.4%	18.5%	11.8%	8.7%	11.4%
Native Hawaiian or Other Pacific Islander	0.6%	0.7%	0.0%	0.2%	0.1%	0.2%	0.2%
White	62.9%	69.8%	71.6%	71.9%	79.9%	80.6%	77.3%
Other	1.1%	1.3%	1.3%	1.1%	0.8%	1.1%	0.8%
Choose not to respond	5.7%	5.4%	6.2%	7.3%	7.8%	8.3%	10.4%



10. What is the purpose of the teacher evaluation system? (Check all that apply.)

Purpose	Less						Greater
	than 1 year	1 year	2–3 years	4–5 years	6–10 years	11–15 years	than 16 years
The teacher evaluation system ensures that quality teachers are employed in instructional positions.	70.9%	72.5%	61.8%	61.2%	63.7%	59.0%	59.5%
The teacher evaluation system enhances the quality of instruction in schools.	74.3%	63.8%	50.9%	50.6%	45.4%	44.2%	44.6%
The teacher evaluation system provides a process to retain effective teachers.	57.7%	48.3%	40.1%	34.8%	33.7%	34.3%	35.8%
The teacher evaluation system fosters continuous improvement of teaching and learning by providing opportunities for targeted professional development.	84.0%	79.9%	64.3%	59.0%	53.5%	48.3%	49.0%
The teacher evaluation system contributes to improved student achievement.	73.1%	49.7%	43.2%	39.7%	40.7%	37.5%	38.8%
Other	1.7%	4.0%	10.3%	13.3%	13.7%	18.8%	18.7%



11. What components are used to assess you in the teacher evaluation system? (Check all that apply.)

Component	Less than 1 year	1 year	2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
	Professional practice (Compass teacher rubric used for teacher observations, CLASS rubric, district or school-rubric)	89.1%	93.3%	89.4%	92.7%	93.7%	91.2%
Response-added model	32.6%	32.2%	25.1%	30.7%	39.4%	44.1%	41.1%
Student learning targets	70.3%	75.8%	80.6%	83.9%	87.0%	89.8%	88.2%

12. Of the major components used in the LDOE teacher evaluation system, what component or components do you believe best assesses teacher performance? (Check all that apply.)

Component	Less than 1 year	1 year	2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
	Observation rubric (Compass, CLASS, district or school rubric)	74.6%	70.9%	73.2%	71.3%	73.2%	73.3%
Student Learning Targets (SLTs)	60.9%	59.5%	51.7%	46.8%	41.0%	40.6%	42.8%
Response-Added Measure (VAM)	14.8%	10.8%	11.2%	10.1%	14.1%	9.2%	10.7%

13. Who conducts your teacher evaluation? (Check all that apply.)

Evaluator	Less than 1 year	1 year	2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
	Principal or assistant principal	88.8%	95.3%	97.7%	97.8%	97.7%	97.4%
Mentor teacher	36.7%	23.0%	16.9%	11.6%	7.5%	5.9%	5.2%
Instructional Coach	31.4%	25.0%	19.7%	15.1%	13.0%	13.6%	10.7%
Peer teacher	6.5%	5.4%	3.1%	1.5%	2.2%	1.9%	1.6%
Central office district administrator	25.4%	17.6%	9.9%	6.7%	6.4%	8.3%	8.6%
No one	0.0%	0.0%	0.0%	0.2%	0.0%	0.1%	0.1%
Other	5.3%	7.4%	1.6%	3.0%	4.0%	5.7%	5.0%



14. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I understand the purpose of the teacher evaluation system.					
Less than 1 year	1.8%	8.9%	13.0%	52.7%	23.7%
1 year	2.7%	2.0%	9.5%	62.2%	23.6%
2–3 years	5.2%	4.7%	9.6%	56.9%	23.6%
4–5 years	4.5%	6.7%	11.9%	53.7%	23.3%
6–10 years	3.0%	5.3%	13.6%	54.2%	23.9%
11–15 years	4.6%	5.0%	13.6%	55.0%	21.8%
Greater than 16 years	4.6%	5.0%	14.2%	51.7%	24.6%
I understand how each component of the teacher evaluation system is combined to determine my overall rating.					
Less than 1 year	3.0%	11.8%	25.4%	43.2%	16.6%
1 year	3.4%	10.1%	16.9%	48.6%	20.9%
2–3 years	4.7%	13.2%	12.2%	48.6%	21.3%
4–5 years	7.1%	10.3%	14.2%	47.2%	21.1%
6–10 years	4.0%	9.7%	13.0%	51.5%	21.8%
11–15 years	5.5%	9.2%	11.8%	52.8%	20.6%
Greater than 16 years	5.3%	8.3%	11.8%	50.7%	23.9%
My teacher evaluation rating represents my effectiveness as a teacher.					
Less than 1 year	4.7%	13.0%	37.3%	34.9%	10.1%
1 year	12.2%	16.9%	22.3%	38.5%	10.1%
2–3 years	14.0%	22.3%	21.8%	29.9%	11.9%
4–5 years	20.9%	25.9%	23.1%	22.0%	8.2%
6–10 years	19.5%	28.3%	22.6%	22.3%	7.3%
11–15 years	20.6%	25.1%	22.6%	25.0%	6.6%
Greater than 16 years	22.6%	23.7%	22.6%	22.4%	8.7%
My teacher evaluation rating helps me select professional development and learning opportunities to grow as a teacher.					
Less than 1 year	3.0%	5.3%	23.7%	49.7%	18.3%
1 year	5.4%	10.8%	22.3%	45.9%	15.5%
2–3 years	13.0%	16.4%	20.5%	35.6%	14.5%
4–5 years	17.0%	25.4%	23.1%	24.6%	9.9%
6–10 years	19.9%	26.6%	23.5%	21.9%	8.0%
11–15 years	24.4%	23.5%	23.9%	23.9%	4.3%
Greater than 16 years	21.9%	22.7%	25.3%	23.0%	7.1%



**14. Please indicate the extent to which you agree with the following statements:—
continued**

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am satisfied with the implementation of the evaluation system at my school.					
Less than 1 year	1.2%	5.3%	42.0%	36.1%	15.4%
1 year	4.7%	7.4%	27.7%	48.6%	11.5%
2–3 years	10.6%	10.9%	32.5%	34.0%	11.9%
4–5 years	17.5%	15.9%	31.3%	25.6%	9.7%
6–10 years	13.3%	19.1%	32.5%	25.6%	9.5%
11–15 years	16.7%	17.7%	31.5%	27.5%	6.6%
Greater than 16 years	18.5%	16.0%	29.5%	26.8%	9.3%
The feedback I receive as part of my evaluation is specific and actionable.					
Less than 1 year	1.2%	3.0%	34.9%	41.4%	19.5%
1 year	2.7%	2.7%	15.5%	59.5%	19.6%
2–3 years	7.0%	6.8%	20.8%	48.3%	17.1%
4–5 years	9.3%	8.8%	21.6%	45.0%	15.3%
6–10 years	6.9%	10.8%	22.3%	44.9%	15.1%
11–15 years	9.0%	10.4%	24.4%	42.3%	13.9%
Greater than 16 years	9.1%	10.3%	21.9%	43.0%	15.7%

15. How often were you formally observed in your classroom this year? Formal observations are conducted and result in a professional practice score.

Number of observations	Less than 1 year		2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
	1 year	1 year					years
0	50.3%	26.4%	19.7%	19.8%	14.9%	14.1%	13.4%
1	24.9%	41.2%	41.6%	43.5%	51.1%	50.8%	48.4%
2	14.8%	26.4%	31.9%	32.8%	30.0%	32.0%	34.1%
3	6.5%	4.7%	3.1%	2.6%	2.5%	2.0%	2.7%
4	1.2%	1.4%	1.0%	0.9%	0.6%	0.6%	0.7%
More than 4 times	2.4%	0.0%	2.6%	0.4%	0.9%	0.5%	0.8%



16. How often were you informally observed in your classroom this year? Informal observations are conducted but do not result in a professional practice score.

Number of observations	Less than 1 year		2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
	1 year						
0	21.3%	12.8%	14.8%	17.7%	16.8%	17.1%	15.4%
1	27.2%	19.6%	22.1%	25.4%	25.8%	23.5%	23.5%
2	16.0%	18.9%	22.3%	21.6%	18.7%	17.1%	20.3%
3	13.6%	10.8%	10.4%	9.3%	9.6%	12.6%	11.1%
4	4.1%	5.4%	6.2%	5.0%	5.7%	7.5%	6.0%
More than 4 times	17.8%	32.4%	24.2%	21.1%	23.4%	22.4%	23.7%



17. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would revise or add additional domains/component(s) to the Compass teacher rubric					
Less than 1 year	3.6%	13.6%	60.4%	18.9%	3.6%
1 year	8.8%	21.6%	41.2%	23.0%	5.4%
2–3 years	7.8%	17.4%	42.6%	20.5%	11.7%
4–5 years	6.5%	14.9%	37.7%	24.1%	16.8%
6–10 years	9.5%	19.8%	29.4%	25.5%	15.8%
11–15 years	11.7%	16.5%	32.2%	25.4%	14.2%
Greater than 16 years	15.7%	17.9%	30.7%	21.4%	14.3%
The Compass teacher rubric is understandable.					
Less than 1 year	0.6%	2.4%	52.1%	39.6%	5.3%
1 year	1.4%	10.1%	27.7%	54.1%	6.8%
2–3 years	4.4%	13.0%	25.5%	49.6%	7.5%
4–5 years	7.1%	12.1%	21.8%	52.2%	6.9%
6–10 years	6.1%	14.2%	25.0%	46.7%	7.9%
11–15 years	6.4%	17.4%	24.5%	46.2%	5.5%
Greater than 16 years	7.1%	12.9%	24.9%	47.9%	7.2%
The Compass teacher rubric identifies effective teaching practices.					
Less than 1 year	1.2%	2.4%	50.9%	39.6%	5.9%
1 year	0.7%	8.8%	26.4%	56.8%	7.4%
2–3 years	7.0%	10.4%	32.7%	42.1%	7.8%
4–5 years	10.6%	11.4%	29.7%	42.2%	6.0%
6–10 years	8.9%	19.2%	28.0%	37.0%	6.9%
11–15 years	10.9%	19.1%	30.0%	36.5%	3.6%
Greater than 16 years	11.8%	16.1%	28.3%	37.7%	6.0%
I can translate the Compass teacher rubric indicators into my classroom practices.					
Less than 1 year	0.6%	2.4%	53.3%	37.3%	6.5%
1 year	0.7%	4.7%	28.4%	57.4%	8.8%
2–3 years	5.7%	9.9%	31.2%	45.7%	7.5%
4–5 years	6.9%	12.3%	25.4%	48.5%	6.9%
6–10 years	7.0%	15.5%	27.3%	42.5%	7.6%
11–15 years	6.5%	14.8%	28.0%	45.7%	5.0%
Greater than 16 years	8.3%	12.6%	28.5%	43.6%	7.1%



18. Which of the following possible evaluators is best able to assess your classroom performance? (Check all that apply.)

Evaluator	Less than 1 year		2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
	1 year						
The principal or assistant principal	69.2%	69.6%	71.7%	70.5%	71.4%	75.1%	77.1%
Mentor teacher	66.3%	49.3%	47.5%	44.8%	42.8%	35.9%	29.8%
Instructional coach	50.3%	42.6%	41.6%	41.6%	42.2%	37.8%	28.6%
Central office staff member	10.7%	6.8%	5.2%	4.1%	6.2%	5.3%	6.6%
Other	4.1%	7.4%	5.5%	9.7%	9.5%	11.5%	11.4%

20. Did you receive feedback within 15 days after formal classroom observations?

Years of experience	Yes	No
Less than 1 year	55.0%	45.0%
1 year	81.1%	18.9%
2–3 years	83.4%	16.6%
4–5 years	82.8%	17.2%
6–10 years	83.4%	16.6%
11–15 years	85.7%	14.3%
Greater than 16 years	86.1%	13.9%

21. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal classroom observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	The feedback contributed to my professional growth.				
Less than 1 year	%	%	17.2%	59.1%	23.7%
1 year	1.7%	1.7%	11.7%	60.0%	25.0%
2–3 years	3.4%	5.0%	16.2%	57.0%	18.4%
4–5 years	5.5%	6.5%	18.5%	51.8%	17.7%
6–10 years	4.4%	9.8%	22.2%	48.5%	15.1%
11–15 years	6.2%	10.9%	23.0%	48.4%	11.5%
Greater than 16 years	5.5%	8.9%	28.0%	45.4%	12.2%
The feedback helped to improve my instructional practices.					
Less than 1 year	%	2.2%	16.1%	59.1%	22.6%
1 year	0.8%	2.5%	14.2%	55.8%	26.7%
2–3 years	2.8%	5.0%	20.2%	52.6%	19.3%
4–5 years	6.3%	7.8%	20.6%	48.4%	16.9%
6–10 years	4.4%	11.2%	22.1%	48.0%	14.2%
11–15 years	6.9%	10.9%	25.2%	45.6%	11.3%
Greater than 16 years	5.9%	9.4%	28.0%	44.2%	12.6%



21. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal classroom observations:—continued

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received coaching as a result of the feedback.					
Less than 1 year	3.2%	8.6%	22.6%	50.5%	15.1%
1 year	5.0%	18.3%	22.5%	38.3%	15.8%
2–3 years	8.4%	20.9%	28.7%	29.9%	12.1%
4–5 years	14.8%	24.7%	18.5%	30.7%	11.2%
6–10 years	12.1%	29.3%	27.1%	23.5%	8.0%
11–15 years	16.0%	28.6%	28.2%	20.3%	6.8%
Greater than 16 years	17.9%	23.4%	30.9%	22.3%	5.5%
I received feedback, but it was not helpful.					
Less than 1 year	19.4%	40.9%	21.5%	15.1%	3.2%
1 year	25.8%	40.8%	19.2%	12.5%	1.7%
2–3 years	17.4%	36.8%	23.4%	15.3%	7.2%
4–5 years	15.6%	36.7%	24.5%	15.6%	7.6%
6–10 years	13.1%	37.8%	27.3%	15.9%	5.8%
11–15 years	14.4%	34.9%	29.6%	14.8%	6.4%
Greater than 16 years	16.3%	32.8%	32.6%	12.8%	5.5%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.					
Less than 1 year	%	3.2%	23.7%	53.8%	19.4%
1 year	2.5%	5.8%	23.3%	44.2%	24.2%
2–3 years	3.7%	9.0%	24.6%	47.0%	15.6%
4–5 years	5.7%	10.2%	26.0%	43.2%	14.8%
6–10 years	5.3%	11.4%	30.8%	40.2%	12.4%
11–15 years	6.4%	8.6%	33.1%	39.4%	12.6%
Greater than 16 years	4.6%	7.0%	32.2%	42.5%	13.6%

22. Did you receive feedback within 15 days after informal classroom observations?

Years of experience	Yes	No
Less than 1 year	67.5%	32.5%
1 year	77.7%	22.3%
2–3 years	72.7%	27.3%
4–5 years	71.8%	28.2%
6–10 years	73.9%	26.1%
11–15 years	76.8%	23.2%
Greater than 16 years	78.0%	22.0%



23. Please indicate the extent to which you agree with the following statements about the feedback you receive after informal classroom observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.					
Less than 1 year	0.9%	3.5%	13.2%	55.3%	27.2%
1 year	1.7%	2.6%	9.6%	52.2%	33.9%
2–3 years	3.9%	4.3%	18.9%	55.0%	17.9%
4–5 years	3.6%	8.1%	23.1%	47.4%	17.7%
6–10 years	5.3%	8.5%	23.0%	48.9%	14.2%
11–15 years	6.5%	10.0%	26.2%	47.8%	9.4%
Greater than 16 years	5.6%	9.1%	29.0%	44.5%	11.8%
The feedback helped to improve my instructional practices.					
Less than 1 year	0.9%	3.5%	10.5%	57.0%	28.1%
1 year	1.7%	1.7%	13.9%	49.6%	33.0%
2–3 years	3.6%	2.1%	20.4%	56.4%	17.5%
4–5 years	3.9%	8.7%	22.5%	47.7%	17.1%
6–10 years	5.2%	8.8%	24.2%	47.9%	14.0%
11–15 years	6.9%	9.6%	27.3%	46.3%	9.9%
Greater than 16 years	5.5%	9.4%	28.7%	44.7%	11.7%
I received coaching as a result of the feedback.					
Less than 1 year	2.6%	7.9%	22.8%	45.6%	21.1%
1 year	5.2%	20.0%	21.7%	36.5%	16.5%
2–3 years	6.8%	15.4%	28.6%	37.1%	12.1%
4–5 years	9.0%	25.2%	25.2%	29.4%	11.1%
6–10 years	10.8%	27.7%	27.2%	26.0%	8.4%
11–15 years	12.5%	26.2%	33.2%	22.4%	5.7%
Greater than 16 years	15.7%	22.3%	36.5%	19.5%	6.0%
I received feedback, but it was not helpful.					
Less than 1 year	21.9%	40.4%	21.1%	11.4%	5.3%
1 year	31.3%	36.5%	16.5%	13.9%	1.7%
2–3 years	18.6%	31.1%	25.7%	18.2%	6.4%
4–5 years	15.9%	36.9%	25.8%	14.4%	6.9%
6–10 years	14.0%	36.9%	29.2%	13.7%	6.3%
11–15 years	14.2%	34.6%	33.6%	12.5%	5.1%
Greater than 16 years	14.7%	32.6%	34.8%	12.2%	5.8%



23. Please indicate the extent to which you agree with the following statements about the feedback you receive after informal classroom observations:—continued

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.					
Less than 1 year	3.5%	6.1%	20.2%	49.1%	21.1%
1 year	1.7%	6.1%	18.3%	47.0%	27.0%
2–3 years	3.6%	5.7%	25.0%	47.9%	17.9%
4–5 years	3.6%	10.5%	26.7%	43.5%	15.6%
6–10 years	5.2%	10.2%	30.3%	41.5%	12.8%
11–15 years	5.2%	9.6%	34.9%	40.0%	10.3%
Greater than 16 years	4.5%	7.7%	32.4%	43.0%	12.3%

24. Do you receive a value-added score as part of your evaluation?

Years of experience	Yes	No
Less than 1 year	25.4%	74.6%
1 year	39.9%	60.1%
2–3 years	42.9%	57.1%
4–5 years	42.2%	57.8%
6–10 years	42.5%	57.5%
11–15 years	40.5%	59.5%
Greater than 16 years	38.2%	61.8%



25. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I understand how my value-added score is calculated.					
Less than 1 year	2.3%	11.6%	34.9%	37.2%	14.0%
1 year	13.6%	16.9%	15.3%	35.6%	18.6%
2–3 years	16.4%	20.6%	16.4%	34.5%	12.1%
4–5 years	18.4%	18.9%	17.9%	34.7%	10.2%
6–10 years	25.7%	22.3%	12.4%	31.6%	8.0%
11–15 years	24.0%	23.4%	16.1%	31.6%	5.0%
Greater than 16 years	19.9%	19.6%	19.0%	32.1%	9.4%
I use the Curriculum Verifications and Roster portal to verify my roster.					
Less than 1 year	%	4.7%	44.2%	41.9%	9.3%
1 year	1.7%	6.8%	28.8%	39.0%	23.7%
2–3 years	5.5%	10.9%	23.0%	45.5%	15.2%
4–5 years	5.1%	10.7%	17.3%	48.5%	18.4%
6–10 years	5.1%	6.8%	16.0%	48.1%	24.0%
11–15 years	4.1%	6.7%	13.7%	49.1%	26.3%
Greater than 16 years	4.4%	4.5%	13.7%	48.8%	28.6%
My value-added score reflects my performance.					
Less than 1 year	%	9.3%	44.2%	32.6%	14.0%
1 year	13.6%	10.2%	37.3%	25.4%	13.6%
2–3 years	14.5%	17.6%	34.5%	24.2%	9.1%
4–5 years	23.0%	21.4%	28.6%	19.9%	7.1%
6–10 years	28.9%	20.6%	23.8%	19.7%	7.0%
11–15 years	38.3%	20.8%	24.3%	14.0%	2.6%
Greater than 16 years	30.9%	20.5%	25.4%	17.8%	5.3%
My value-added score helps me identify my professional development needs.					
Less than 1 year	%	9.3%	32.6%	41.9%	16.3%
1 year	8.5%	5.1%	33.9%	37.3%	15.3%
2–3 years	15.2%	17.6%	29.1%	27.9%	10.3%
4–5 years	21.4%	23.0%	24.5%	24.0%	7.1%
6–10 years	31.1%	23.1%	20.9%	18.7%	6.3%
11–15 years	37.7%	24.3%	23.4%	12.9%	1.8%
Greater than 16 years	31.2%	20.8%	26.7%	16.8%	4.5%



**25. Please indicate the extent to which you agree with the following statements:—
continued**

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My value-added score is calculated fairly.					
Less than 1 year	2.3%	4.7%	39.5%	37.2%	16.3%
1 year	10.2%	8.5%	45.8%	20.3%	15.3%
2–3 years	12.1%	12.1%	36.4%	30.3%	9.1%
4–5 years	23.0%	15.8%	33.2%	20.4%	7.7%
6–10 years	27.2%	17.7%	32.5%	16.7%	5.8%
11–15 years	40.1%	16.7%	29.5%	12.3%	1.5%
Greater than 16 years	28.5%	16.8%	34.7%	15.3%	4.7%
I have adjusted my instruction to improve my value-added score.					
Less than 1 year	%	%	44.2%	44.2%	11.6%
1 year	6.8%	6.8%	37.3%	30.5%	18.6%
2–3 years	9.7%	11.5%	29.7%	38.2%	10.9%
4–5 years	11.7%	10.2%	32.7%	32.1%	13.3%
6–10 years	17.5%	15.0%	31.3%	27.2%	9.0%
11–15 years	21.6%	9.9%	34.5%	27.8%	6.1%
Greater than 16 years	18.6%	10.9%	35.4%	27.5%	7.6%

26. Have you received information on the LDOE value-added scores from any of the following sources? (Check all that apply.)

Source	Less than 1 year	1 year	2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
LDOE	20.9%	11.9%	18.8%	20.9%	18.4%	19.9%	20.3%
School system	18.6%	23.7%	23.6%	24.5%	22.8%	29.8%	33.8%
School	39.5%	49.2%	32.7%	37.8%	39.3%	42.4%	46.7%
Other	0.0%	11.9%	1.8%	2.6%	1.9%	2.3%	2.4%
None of the above. I have not received instruction.	51.2%	32.2%	44.2%	41.3%	44.7%	38.3%	35.0%



27. How many SLTs are used to determine your overall SLT score for student progress?

Number of SLTs	Less than 1 year						Greater than 16 years
	Less than 1 year	1 year	2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
1	5.3%	8.1%	6.5%	5.6%	3.2%	2.7%	2.4%
2	15.4%	58.1%	70.1%	80.4%	86.5%	89.9%	90.4%
More than 2	11.2%	12.2%	9.4%	8.0%	6.5%	4.3%	4.6%
I don't know	60.9%	20.3%	13.2%	5.2%	3.4%	2.1%	1.9%
None	7.1%	1.4%	0.8%	0.9%	0.4%	0.9%	0.6%

28. What assessments are used to determine your SLT progress? (Check all that apply.)

Assessments	Less than 1 year						Greater than 16 years
	Less than 1 year	1 year	2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
State assessments	38.2%	50.7%	46.1%	43.7%	44.7%	43.3%	39.3%
District assessments	29.9%	41.8%	41.9%	43.3%	45.1%	46.2%	47.4%
School assessments	30.6%	43.8%	31.9%	26.7%	21.5%	20.2%	21.1%
My own assessments	21.0%	27.4%	30.6%	28.7%	27.8%	27.2%	27.9%
I don't know	42.7%	11.0%	9.4%	4.3%	2.7%	1.2%	2.2%
None	0.6%	0.7%	0.0%	0.0%	0.3%	0.2%	0.4%
Other	2.5%	5.5%	6.8%	9.3%	9.6%	13.3%	12.3%

29. Who selects your SLT(s)? (Check all that apply.)

Statement	Less than 1 year						Greater than 16 years
	Less than 1 year	1 year	2–3 years	4–5 years	6–10 years	11–15 years	Greater than 16 years
I create my own SLTs.	24.2%	37.0%	32.7%	32.8%	25.5%	27.4%	28.5%
I create my SLTs in collaboration with my evaluator.	21.7%	41.8%	36.9%	39.3%	39.9%	40.9%	38.0%
I create my SLTs with other teachers in my building (by grade or subject).	27.4%	40.4%	29.8%	22.4%	23.2%	21.8%	18.2%
My principal, grade head, department head, or other person in my school creates or determines my SLTs.	38.9%	32.2%	35.3%	30.0%	29.4%	29.5%	24.3%
My school system creates or determines my SLTs.	15.3%	16.4%	17.8%	25.0%	26.0%	24.3%	23.9%
Other	16.6%	2.1%	2.6%	4.1%	2.5%	2.9%	3.5%



30. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
SLTs set an expectation of growth in student achievement over a given period of time.					
Less than 1 year	%	1.9%	26.1%	57.3%	14.6%
1 year	2.1%	5.5%	6.8%	62.3%	23.3%
2–3 years	6.3%	5.2%	11.0%	59.9%	17.5%
4–5 years	6.3%	6.1%	14.1%	57.2%	16.3%
6–10 years	4.8%	6.9%	10.4%	60.2%	17.7%
11–15 years	6.2%	6.9%	12.2%	60.6%	14.0%
Greater than 16 years	6.6%	5.1%	12.8%	58.4%	17.1%
SLTs provide a metric of teacher evaluation.					
Less than 1 year	1.9%	5.7%	40.8%	42.7%	8.9%
1 year	5.5%	10.3%	24.7%	47.3%	12.3%
2–3 years	9.9%	14.1%	23.6%	43.5%	8.9%
4–5 years	12.0%	18.0%	22.8%	37.8%	9.3%
6–10 years	12.5%	16.9%	22.0%	40.5%	8.1%
11–15 years	13.6%	17.7%	24.8%	37.4%	6.5%
Greater than 16 years	13.3%	15.6%	27.0%	36.1%	8.2%
SLTs help me set goals for my students to achieve growth outcomes.					
Less than 1 year	1.3%	1.3%	29.9%	52.9%	14.6%
1 year	2.7%	4.8%	14.4%	56.2%	21.9%
2–3 years	8.4%	7.9%	14.9%	55.0%	13.9%
4–5 years	9.1%	9.1%	18.7%	49.6%	13.5%
6–10 years	8.5%	11.0%	16.5%	51.7%	12.3%
11–15 years	9.3%	11.8%	17.2%	51.2%	10.4%
Greater than 16 years	9.7%	9.9%	17.6%	50.8%	11.9%
SLTs allow me to set different and individualized goals for students based on prior performance.					
Less than 1 year	1.3%	5.1%	34.4%	47.1%	12.1%
1 year	5.5%	11.6%	15.1%	48.6%	19.2%
2–3 years	9.4%	15.4%	16.8%	46.1%	12.3%
4–5 years	12.4%	15.9%	20.7%	37.4%	13.7%
6–10 years	14.4%	18.1%	20.6%	38.1%	8.7%
11–15 years	14.7%	21.7%	18.2%	38.0%	7.4%
Greater than 16 years	13.6%	15.2%	20.7%	40.9%	9.6%



**30. Please indicate the extent to which you agree with the following statements:—
continued**

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
SLTs allow me to track important data for student improvement.					
Less than 1 year	1.3%	1.9%	29.9%	52.2%	14.6%
1 year	4.8%	8.2%	15.1%	51.4%	20.5%
2–3 years	8.6%	8.4%	19.4%	51.0%	12.6%
4–5 years	10.4%	11.1%	19.6%	45.0%	13.9%
6–10 years	10.9%	12.3%	18.9%	47.9%	10.1%
11–15 years	10.9%	16.1%	21.2%	43.7%	8.1%
Greater than 16 years	11.2%	12.2%	20.9%	45.5%	10.2%
My students know the SLTs that I use in my classroom.					
Less than 1 year	4.5%	15.3%	45.2%	27.4%	7.6%
1 year	11.0%	22.6%	28.8%	28.1%	9.6%
2–3 years	18.8%	22.8%	23.8%	26.4%	8.1%
4–5 years	16.7%	27.2%	20.9%	27.8%	7.4%
6–10 years	18.5%	28.6%	19.4%	26.6%	6.8%
11–15 years	18.5%	25.7%	24.3%	25.4%	6.1%
Greater than 16 years	17.6%	22.7%	23.7%	27.9%	8.2%



31. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received professional development on the role of SLTs in the teacher evaluation system.					
Less than 1 year	8.9%	15.3%	44.6%	22.9%	8.3%
1 year	13.0%	21.9%	28.1%	28.1%	8.9%
2–3 years	18.6%	26.7%	18.6%	29.6%	6.5%
4–5 years	22.8%	29.1%	18.5%	23.7%	5.9%
6–10 years	19.4%	30.6%	18.5%	26.2%	5.3%
11–15 years	15.4%	25.0%	21.2%	32.7%	5.7%
Greater than 16 years	13.7%	19.8%	23.1%	36.3%	7.1%
I received professional development on how to write and monitor SLTs for my students					
Less than 1 year	8.9%	15.3%	42.7%	26.8%	6.4%
1 year	12.3%	22.6%	26.0%	28.8%	10.3%
2–3 years	19.1%	23.0%	20.9%	29.8%	7.1%
4–5 years	21.7%	29.6%	16.5%	26.7%	5.4%
6–10 years	18.7%	28.0%	16.8%	30.9%	5.7%
11–15 years	14.7%	23.2%	19.7%	36.4%	6.0%
Greater than 16 years	13.3%	19.1%	20.6%	39.4%	7.6%
My SLT score is used to help me select future professional development or learning opportunities to grow as a teacher.					
Less than 1 year	5.1%	5.7%	51.6%	31.2%	6.4%
1 year	11.0%	11.0%	36.3%	32.9%	8.9%
2–3 years	15.4%	23.0%	23.0%	30.9%	7.6%
4–5 years	18.5%	29.3%	22.2%	25.0%	5.0%
6–10 years	23.0%	29.0%	22.5%	20.6%	4.9%
11–15 years	21.2%	28.2%	25.2%	21.8%	3.6%
Greater than 16 years	18.1%	23.3%	28.5%	24.9%	5.1%
I received professional development on how to ensure that my SLTs help me to achieve higher student outcomes for all my students.					
Less than 1 year	8.3%	14.0%	44.6%	25.5%	7.6%
1 year	15.1%	18.5%	27.4%	29.5%	9.6%
2–3 years	21.7%	24.3%	22.3%	24.9%	6.8%
4–5 years	22.4%	33.5%	18.7%	20.2%	5.2%
6–10 years	24.0%	31.5%	19.6%	19.9%	5.0%
11–15 years	20.5%	30.3%	22.4%	23.0%	3.9%
Greater than 16 years	17.3%	25.6%	26.0%	25.7%	5.4%



32. Please indicate the extent to which you agree with the following statements about the feedback you received after you receive your SLT score:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.					
Less than 1 year	2.5%	5.1%	55.4%	28.0%	8.9%
1 year	6.8%	13.0%	28.8%	40.4%	11.0%
2–3 years	12.3%	13.1%	29.6%	37.2%	7.9%
4–5 years	15.2%	20.4%	27.8%	29.6%	7.0%
6–10 years	17.5%	22.9%	28.9%	24.8%	5.9%
11–15 years	18.5%	23.4%	29.7%	23.7%	4.7%
Greater than 16 years	17.2%	18.4%	30.6%	28.2%	5.6%
The feedback helped to improve my instructional practices.					
Less than 1 year	3.2%	3.8%	58.0%	28.0%	7.0%
1 year	5.5%	14.4%	28.1%	39.0%	13.0%
2–3 years	12.8%	11.3%	30.6%	36.6%	8.6%
4–5 years	15.0%	18.9%	26.1%	32.8%	7.2%
6–10 years	17.3%	22.1%	28.9%	26.0%	5.7%
11–15 years	17.5%	23.9%	28.0%	26.1%	4.5%
Greater than 16 years	16.5%	17.5%	30.7%	30.0%	5.4%
I received feedback, but it was not helpful.					
Less than 1 year	7.0%	14.6%	61.8%	12.7%	3.8%
1 year	12.3%	28.8%	39.7%	15.1%	4.1%
2–3 years	11.0%	23.3%	39.5%	18.6%	7.6%
4–5 years	12.8%	25.2%	36.7%	16.7%	8.5%
6–10 years	11.7%	24.4%	38.5%	17.8%	7.6%
11–15 years	10.4%	21.5%	42.5%	18.9%	6.7%
Greater than 16 years	10.7%	23.4%	41.6%	17.1%	7.1%

33. Are all students in your classroom or classes included in your SLTs?

Years of experience	Yes	No
Less than 1 year	80.5%	19.5%
1 year	82.4%	17.6%
2–3 years	76.9%	23.1%
4–5 years	74.4%	25.6%
6–10 years	77.6%	22.4%
11–15 years	78.1%	21.9%
Greater than 16 years	76.5%	23.5%



37. Please indicate the percentage that you believe each of the following measures should be weighted in the teacher evaluation system:

Measure	0% Measure should not be included	1% to 25%	26% to 49%	5% or greater
Feedback surveys from families/caretakers				
Less than 1 year	24.6%	42.9%	21.1%	11.4%
1 year	39.6%	36.9%	14.8%	8.7%
2–3 years	44.7%	35.1%	11.6%	8.5%
4–5 years	50.6%	32.0%	10.5%	6.9%
6–10 years	55.9%	30.3%	8.1%	5.7%
11–15 years	59.0%	31.3%	6.7%	3.1%
Greater than 16 years	59.9%	29.0%	6.9%	4.3%
Feedback surveys from school staff				
Less than 1 year	11.4%	31.4%	36.0%	21.1%
1 year	20.1%	35.6%	22.1%	22.1%
2–3 years	27.9%	31.3%	22.5%	18.3%
4–5 years	27.0%	35.4%	21.5%	16.1%
6–10 years	35.8%	34.0%	16.0%	14.2%
11–15 years	37.6%	35.1%	14.0%	13.3%
Greater than 16 years	40.5%	31.2%	14.2%	14.1%
Feedback surveys from students				
Less than 1 year	17.7%	30.9%	32.0%	19.4%
1 year	19.5%	43.6%	18.1%	18.8%
2–3 years	27.9%	38.2%	20.9%	12.9%
4–5 years	29.6%	39.3%	20.2%	10.9%
6–10 years	41.4%	36.5%	14.4%	7.6%
11–15 years	45.0%	36.7%	13.4%	4.9%
Greater than 16 years	46.6%	35.3%	11.9%	6.2%
Individualized professional learning plan				
Less than 1 year	5.7%	37.1%	35.4%	21.7%
1 year	12.1%	40.3%	28.2%	19.5%
2–3 years	13.7%	35.1%	35.4%	15.8%
4–5 years	17.8%	39.7%	28.8%	13.7%
6–10 years	22.8%	43.3%	23.7%	10.2%
11–15 years	27.3%	43.0%	21.5%	8.2%
Greater than 16 years	25.5%	41.0%	22.8%	10.7%
Observations of professional practice				
Less than 1 year	4.0%	27.4%	36.6%	32.0%
1 year	2.7%	26.8%	38.9%	31.5%
2–3 years	5.4%	25.8%	42.4%	26.4%
4–5 years	5.4%	29.4%	36.9%	28.3%
6–10 years	6.5%	30.3%	34.5%	28.7%
11–15 years	5.8%	34.5%	33.5%	26.2%
Greater than 16 years	7.5%	29.9%	32.1%	30.5%



37. Please indicate the percentage that you believe each of the following measures should be weighted in the teacher evaluation system:—continued

Measure	0% Measure should not be included			
	1% to 25%	26% to 49%	50% to 75%	76% to 100%
School-wide test scores				
Less than 1 year	20.6%	40.6%	23.4%	15.4%
1 year	28.9%	31.5%	28.2%	11.4%
2–3 years	34.9%	33.1%	24.0%	8.0%
4–5 years	37.6%	39.5%	16.5%	6.4%
6–10 years	41.6%	38.4%	14.6%	5.4%
11–15 years	44.1%	38.7%	14.7%	2.6%
Greater than 16 years	41.8%	36.5%	15.8%	5.9%
Self-assessment				
Less than 1 year	10.9%	35.4%	37.1%	16.6%
1 year	11.4%	36.9%	33.6%	18.1%
2–3 years	16.5%	39.8%	29.7%	14.0%
4–5 years	17.2%	42.3%	25.8%	14.8%
6–10 years	17.1%	44.0%	25.3%	13.6%
11–15 years	19.5%	48.5%	22.3%	9.6%
Greater than 16 years	19.0%	43.4%	22.8%	14.7%
Student learning targets (SLTs)				
Less than 1 year	8.0%	34.9%	35.4%	21.7%
1 year	10.1%	32.2%	34.9%	22.8%
2–3 years	17.1%	34.4%	34.1%	14.5%
4–5 years	18.5%	42.1%	26.4%	13.1%
6–10 years	19.5%	45.1%	25.6%	9.9%
11–15 years	22.3%	44.5%	25.5%	7.6%
Greater than 16 years	23.5%	42.5%	23.3%	10.7%
Response-added measures (VAMs)				
Less than 1 year	18.9%	36.0%	35.4%	9.7%
1 year	28.2%	36.9%	22.8%	12.1%
2–3 years	34.6%	38.0%	19.4%	8.0%
4–5 years	37.1%	41.6%	16.3%	4.9%
6–10 years	48.6%	33.0%	13.0%	5.5%
11–15 years	53.7%	32.5%	10.8%	2.9%
Greater than 16 years	51.7%	31.6%	12.2%	4.5%
Work portfolios/artifacts submitted				
Less than 1 year	15.4%	38.9%	30.9%	14.9%
1 year	26.8%	28.9%	27.5%	16.8%
2–3 years	37.0%	32.6%	20.2%	10.3%
4–5 years	35.8%	31.5%	21.5%	11.2%
6–10 years	37.9%	33.0%	18.5%	10.6%
11–15 years	43.0%	34.4%	15.0%	7.5%
Greater than 16 years	46.0%	31.5%	14.9%	7.5%



37. Please indicate the percentage that you believe each of the following measures should be weighted in the teacher evaluation system:—continued

Measure	0% Measure should not be included			5% or greater
	1% to 25%	26% to 49%		
School-wide attendance metrics				
Less than 1 year	22.9%	30.9%	30.3%	16.0%
1 year	31.5%	33.6%	14.8%	20.1%
2–3 years	39.3%	30.2%	17.8%	12.7%
4–5 years	40.6%	30.9%	16.5%	12.0%
6–10 years	44.8%	29.7%	13.6%	11.9%
11–15 years	49.8%	27.0%	14.5%	8.7%
Greater than 16 years	48.1%	27.9%	14.7%	9.3%

38. Please indicate how strongly you agree that each of the following changes would improve the evaluation system:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Inclusion of additional evaluation components or metrics					
Less than 1 year	4.0%	9.1%	58.9%	23.4%	4.6%
1 year	11.4%	10.7%	44.3%	25.5%	8.1%
2–3 years	15.5%	12.1%	45.2%	19.6%	7.5%
4–5 years	18.0%	18.0%	39.1%	18.7%	6.2%
6–10 years	24.1%	18.4%	34.3%	18.2%	4.9%
11–15 years	23.3%	16.6%	37.8%	17.0%	5.3%
Greater than 16 years	27.1%	20.8%	35.2%	12.8%	4.1%
Reduced number of evaluation components or metrics					
Less than 1 year	2.3%	5.7%	58.3%	27.4%	6.3%
1 year	2.0%	4.0%	45.0%	30.9%	18.1%
2–3 years	3.1%	5.4%	41.9%	26.9%	22.7%
4–5 years	4.3%	6.9%	34.3%	32.8%	21.7%
6–10 years	3.5%	6.6%	32.7%	32.6%	24.6%
11–15 years	2.8%	5.5%	36.3%	29.8%	25.5%
Greater than 16 years	3.8%	6.4%	31.1%	31.7%	27.0%



VAM vs No VAM

1. Do you teach in a charter or traditional system?

System	VAM	No VAM
Charter	1.5%	2.5%
Traditional	98.5%	97.5%

2. What charter system do you teach in?

VAM inclusion	System	Percent
VAM	Belle Chasse Academy	29.0%
	GEO Prep Academy of Greater Baton Rouge	6.5%
	GEO Prep Mid-City of Greater Baton Rouge	6.5%
	Lafayette Academy	3.2%
	Lake Charles College Prep	3.2%
	Louisiana Key Academy	9.7%
	Phillis Wheatley Community School	3.2%
	Thrive Academy	6.5%
	University View Academy Inc. (FRM LA Connections)	16.1%
	V. B. Glencoe Charter School	3.2%
	Warren Easton Charter Foundation Inc.	9.7%
	Wilson Charter School	3.2%
	No VAM	Belle Chasse Academy
Community School for Apprenticeship Learning Inc.		2.7%
GEO Prep Academy of Greater Baton Rouge		2.7%
Kenilworth Science and Technology Charter School		1.4%
Lake Charles College Prep		4.1%
Lincoln Preparatory School		1.4%
Louisiana Key Academy		29.7%
New Harmony High Institute		1.4%
Thrive Academy		2.7%
University View Academy Inc. (FRM LA Connections)		14.9%
V. B. Glencoe Charter School		9.5%
Voices for International Business & Education		2.7%
Warren Easton Charter Foundation Inc.		6.8%
Wilson Charter School	1.4%	



3. What system do you teach in?

VAM inclusion	System	Percent
VAM	Acadia Parish	1.2%
	Allen Parish	0.8%
	Ascension Parish	2.1%
	Assumption Parish	0.6%
	Avoyelles Parish	0.1%
	Beauregard Parish	2.3%
	Bienville Parish	0.0%
	Bossier Parish	10.2%
	Caddo Parish	0.5%
	Calcasieu Parish	5.3%
	Caldwell Parish	0.6%
	Cameron Parish	0.6%
	Catahoula Parish	0.6%
	Central Community School District	0.2%
	City of Bogalusa School District	0.3%
	City of Monroe School District	0.4%
	Claiborne Parish	0.1%
	Concordia Parish	0.9%
	DeSoto Parish	1.9%
	East Baton Rouge Parish	3.2%
	East Carroll Parish	0.2%
	Evangeline Parish	1.1%
	Franklin Parish	0.5%
	Grant Parish	0.6%
	Iberia Parish	3.0%
	Iberville Parish	1.4%
	Jackson Parish	0.7%
	Jefferson Davis Parish	2.9%
	Jefferson Parish	0.5%
	LA Schools for the Deaf and Visually Impaired	0.1%
	Lafayette Parish	1.3%
	Lafourche Parish	0.2%
	LaSalle Parish	0.5%
	Lincoln Parish	0.3%
	Livingston Parish	5.0%
	Morehouse Parish	0.2%
	Natchitoches Parish	4.4%
	Office of Juvenile Justice	0.0%
	Orleans Parish	0.1%
	Ouachita Parish	3.5%
Plaquemines Parish	0.8%	
Pointe Coupee Parish	1.3%	
Rapides Parish	10.0%	
Red River Parish	0.0%	
Richland Parish	0.1%	



3. What system do you teach in?—continued

VAM inclusion	System	Percent
VAM (cont.)	Sabine Parish	0.3%
	Special School District	0.0%
	St. Bernard Parish	0.2%
	St. Charles Parish	1.7%
	St. James Parish	0.0%
	St. John the Baptist Parish	0.7%
	St. Landry Parish	0.6%
	St. Martin Parish	1.8%
	St. Mary Parish	2.8%
	St. Tammany Parish	14.0%
	Tangipahoa Parish	0.8%
	Tensas Parish	0.3%
	Terrebonne Parish	1.1%
	Union Parish	0.6%
	Vermilion Parish	1.1%
	Vernon Parish	0.1%
	Washington Parish	0.5%
	Webster Parish	0.6%
	West Baton Rouge Parish	1.3%
	Winn Parish	0.5%
Zachary Community School District	1.1%	
No VAM	Acadia Parish	0.7%
	Allen Parish	0.9%
	Ascension Parish	1.4%
	Assumption Parish	0.6%
	Avoyelles Parish	0.0%
	Beauregard Parish	1.9%
	Bienville Parish	0.3%
	Bossier Parish	9.8%
	Caddo Parish	0.7%
	Calcasieu Parish	4.9%
	Caldwell Parish	0.8%
	Cameron Parish	1.0%
	Catahoula Parish	0.6%
	Central Community School District	0.1%
	City of Bogalusa School District	0.3%
	City of Monroe School District	1.1%
	Claiborne Parish	0.3%
	Concordia Parish	0.4%
	DeSoto Parish	1.3%
	East Baton Rouge Parish	3.4%
	East Carroll Parish	0.2%
	Evangeline Parish	1.2%
	Franklin Parish	0.8%
	Grant Parish	0.3%



3. What system do you teach in?—continued

VAM inclusion	System	Percent
No VAM (cont.)	Iberia Parish	2.7%
	Iberville Parish	1.8%
	Jackson Parish	0.7%
	Jefferson Davis Parish	3.5%
	Jefferson Parish	0.8%
	LA Schools for the Deaf and Visually Impaired	0.0%
	Lafayette Parish	1.1%
	Lafourche Parish	0.3%
	LaSalle Parish	0.2%
	Lincoln Parish	0.1%
	Livingston Parish	4.9%
	Morehouse Parish	0.4%
	Natchitoches Parish	5.1%
	Office of Juvenile Justice	0.2%
	Orleans Parish	0.3%
	Ouachita Parish	2.2%
	Plaquemines Parish	0.8%
	Pointe Coupee Parish	1.0%
	Rapides Parish	10.4%
	Red River Parish	0.0%
	Richland Parish	0.2%
	Sabine Parish	0.5%
	Special School District	0.0%
	St. Bernard Parish	0.1%
	St. Charles Parish	3.3%
	St. James Parish	0.1%
	St. John the Baptist Parish	0.4%
	St. Landry Parish	0.3%
	St. Martin Parish	1.2%
	St. Mary Parish	2.9%
	St. Tammany Parish	11.3%
	Tangipahoa Parish	1.1%
	Tensas Parish	0.4%
	Terrebonne Parish	2.1%
	Union Parish	0.6%
	Vermilion Parish	1.2%
	Vernon Parish	0.0%
	Washington Parish	0.5%
	Webster Parish	0.9%
	West Baton Rouge Parish	1.6%
	Winn Parish	0.6%
	Zachary Community School District	1.0%



4. What grade do you teach? (Check all that apply.)

Grade band	VAM	No VAM
Early childhood	3.0%	8.7%
Kindergarten–2nd grade	10.3%	29.7%
3rd grade–5th grade	29.8%	21.6%
6th grade–8th grade	39.8%	21.4%
9th grade–12th grade	25.8%	32.3%
Other	5.5%	9.5%

5. Do you teach a grade or subject that has a state-monitored assessment tied to it?

Response	VAM	No VAM
Yes	82.5%	46.3%
No	17.5%	53.7%

6. How long have you taught as a public-school teacher in Louisiana?

Years of experience	VAM	No VAM
Less than 1 year	2.2%	4.2%
1 year	3.0%	2.9%
2–3 years	8.3%	7.3%
4–5 years	9.8%	8.9%
6–10 years	20.7%	18.4%
11–15 years	17.1%	16.6%
Greater than 16 years	39.0%	41.6%

7. Do you currently teach in a school with any of the following designations? (Check all that apply.)

Designation	VAM	No VAM
Title I	64.4%	65.9%
Comprehensive Intervention Required (CIR)	6.8%	5.5%
Urgent Intervention Required (UIR)	11.8%	9.3%
I don't know	18.3%	19.6%
Other	15.7%	15.4%

8. Do you identify as Hispanic or Latino?

Response	VAM	No VAM
Yes	2.5%	2.7%
No	92.0%	92.0%
Choose not to respond	5.5%	5.3%



9. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	VAM	No VAM
American Indian or Alaska Native	1.5%	1.7%
Asian	0.8%	1.0%
Black or African American	12.9%	13.5%
Native Hawaiian or Other Pacific Islander	0.3%	0.2%
White	76.9%	76.5%
Other	1.0%	1.0%
Choose not to respond	8.7%	8.6%

10. What is the purpose of the teacher evaluation system? (Check all that apply.)

Purpose	VAM	No VAM
The teacher evaluation system ensures that quality teachers are employed in instructional positions.	61.2%	61.6%
The teacher evaluation system enhances the quality of instruction in schools.	47.6%	47.3%
The teacher evaluation system provides a process to retain effective teachers.	38.0%	35.4%
The teacher evaluation system fosters continuous improvement of teaching and learning by providing opportunities for targeted professional development.	53.0%	54.8%
The teacher evaluation system contributes to improved student achievement.	41.0%	41.0%
Other	17.4%	14.3%

11. What components are used to assess you in the teacher evaluation system? (Check all that apply.)

Component	VAM	No VAM
Professional practice (Compass teacher rubric used for teacher observations, CLASS rubric, district or school-rubric)	93.7%	90.0%
Response-added model	67.9%	18.4%
Student learning targets	88.1%	86.1%

12. Of the major components used in the LDOE teacher evaluation system, what component or components do you believe best assesses teacher performance? (Check all that apply.)

Component	VAM	No VAM
Observation rubric (Compass, CLASS, district or school rubric)	75.0%	71.1%
Student Learning Targets (SLTs)	39.9%	47.1%
Response-Added Measure (VAM)	15.9%	8.2%



13. Who conducts your teacher evaluation? (Check all that apply.)

Evaluator	VAM	No VAM
Principal or assistant principal	97.9%	96.3%
Mentor teacher	8.9%	8.8%
Instructional Coach	13.4%	14.2%
Peer teacher	2.6%	1.9%
Central office district administrator	7.2%	9.9%
No one	0.1%	0.1%
Other	3.2%	5.4%

14. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM
I understand the purpose of the teacher evaluation system.	4.6%	3.9%	4.8%	5.5%	12.7%	13.6%	52.4%	54.5%	25.5%	22.6%
I understand how each component of the teacher evaluation system is combined to determine my overall rating.	6.5%	4.1%	10.7%	8.6%	12.2%	13.4%	47.5%	52.3%	23.1%	21.5%
My teacher evaluation rating represents my effectiveness as a teacher.	22.6%	18.2%	24.1%	24.5%	20.8%	24.6%	22.7%	25.2%	9.8%	7.5%
My teacher evaluation rating helps me select professional development and learning opportunities to grow as a teacher.	22.2%	18.1%	21.9%	22.8%	23.0%	24.6%	23.4%	27.1%	9.5%	7.4%
I am satisfied with the implementation of the evaluation system at my school.	18.3%	13.6%	16.0%	15.8%	28.4%	33.0%	26.2%	29.3%	11.1%	8.3%
The feedback I receive as part of my evaluation is specific and actionable.	9.2%	7.3%	9.1%	9.8%	22.8%	22.4%	41.8%	45.9%	17.1%	14.6%



15. How often were you formally observed in your classroom this year? Formal observations are conducted and result in a professional practice score.

Number of observations	VAM	No VAM
0	13.0%	18.8%
1	48.8%	46.3%
2	34.3%	30.1%
3	2.0%	3.2%
4	0.9%	0.6%
More than 4 times	1.0%	0.9%

16. How often were you informally observed in your classroom this year? Informal observations are conducted but do not result in a professional practice score.

Number of observations	VAM	No VAM
0	13.1%	18.3%
1	23.8%	24.1%
2	19.3%	19.7%
3	10.4%	11.2%
4	6.3%	5.8%
More than 4 times	27.0%	20.8%

17. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM
I would revise or add additional domains/component(s) to the Compass teacher rubric	12.4%	11.3%	17.2%	18.0%	31.6%	34.9%	23.1%	23.0%	15.7%	12.9%
The Compass teacher rubric is understandable.	6.8%	5.8%	14.2%	12.9%	22.9%	27.4%	47.7%	47.9%	8.4%	6.0%
The Compass teacher rubric identifies effective teaching practices.	10.2%	9.7%	15.4%	15.8%	27.3%	31.2%	39.4%	38.3%	7.6%	4.9%
I can translate the Compass teacher rubric indicators into my classroom practices.	6.9%	6.9%	12.3%	13.0%	25.2%	31.4%	47.4%	42.7%	8.2%	6.0%



18. Which of the following possible evaluators is best able to assess your classroom performance? (Check all that apply.)

Evaluator	VAM	No VAM
The principal or assistant principal	75.5%	73.2%
Mentor teacher	38.2%	37.7%
Instructional coach	38.5%	34.6%
Central office staff member	6.6%	5.8%
Other	8.0%	11.4%

20. Did you receive feedback within 15 days after formal classroom observations?

Response	VAM	No VAM
Yes	86.2%	82.2%
No	13.8%	17.8%

21. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal classroom observations:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM
The feedback contributed to my professional growth.	4.9%	5.1%	7.9%	8.9%	23.4%	23.7%	47.6%	49.4%	16.1%	12.9%
The feedback helped to improve my instructional practices.	5.1%	5.4%	8.7%	9.5%	24.1%	24.7%	46.4%	47.2%	15.7%	13.2%
I received coaching as a result of the feedback.	15.0%	14.6%	24.4%	25.3%	26.5%	29.0%	24.5%	24.7%	9.7%	6.4%
I received feedback, but it was not helpful.	16.6%	15.1%	34.4%	35.7%	28.5%	29.4%	13.7%	14.6%	6.7%	5.3%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	4.7%	5.1%	8.4%	8.5%	30.9%	30.3%	40.4%	43.5%	15.7%	12.7%



22. Did you receive feedback within 15 days after informal classroom observations?

Response	VAM	No VAM
Yes	78.1%	74.0%
No	21.9%	26.0%

23. Please indicate the extent to which you agree with the following statements about the feedback you receive after informal classroom observations:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM
The feedback contributed to my professional growth.	5.1%	5.1%	7.3%	9.0%	25.7%	24.6%	46.6%	48.1%	15.2%	13.1%
The feedback helped to improve my instructional practices.	5.3%	5.1%	7.6%	8.8%	25.1%	25.6%	47.0%	47.4%	15.0%	13.1%
I received coaching as a result of the feedback.	12.1%	12.4%	23.2%	23.2%	30.6%	32.6%	24.6%	24.8%	9.6%	7.0%
I received feedback, but it was not helpful.	16.1%	15.2%	34.1%	34.5%	30.6%	31.5%	12.5%	13.7%	6.7%	5.1%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	5.0%	4.2%	8.5%	8.5%	30.2%	30.8%	42.1%	43.4%	14.1%	13.1%

24. Do you receive a value-added score as part of your evaluation?

Response	Percent	Count
Yes	39.8%	1,995
No	60.2%	3,019
Totals		5,014



25. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM
	I understand how my value-added score is calculated.	20.8%	0.0%	20.6%	0.0%	17.0%	0.0%	32.6%	0.0%	9.0%
I use the Curriculum Verifications and Roster portal to verify my roster.	4.5%	0.0%	6.6%	0.0%	16.4%	0.0%	48.0%	0.0%	24.6%	0.0%
My value-added score reflects my performance.	28.5%	0.0%	19.9%	0.0%	26.7%	0.0%	18.8%	0.0%	6.1%	0.0%
My value-added score helps me identify my professional development needs.	28.7%	0.0%	21.1%	0.0%	25.2%	0.0%	19.3%	0.0%	5.7%	0.0%
My value-added score is calculated fairly.	27.2%	0.0%	16.0%	0.0%	33.7%	0.0%	17.4%	0.0%	5.6%	0.0%
I have adjusted my instruction to improve my value-added score.	16.7%	0.0%	11.2%	0.0%	33.9%	0.0%	29.3%	0.0%	8.9%	0.0%

26. Have you received information on the LDOE value-added scores from any of the following sources? (Check all that apply.)

Source	VAM	No VAM
LDOE	19.5%	0.0%
School system	28.5%	0.0%
School	42.4%	0.0%
Other	2.5%	0.0%
None of the above. I have not received instruction.	39.2%	100.0%

27. How many SLTs are used to determine your overall SLT score for student progress?

Number of SLTs	VAM	No VAM
1	3.9%	3.2%
2	85.4%	82.4%
More than 2	6.6%	5.7%
I don't know	3.8%	7.4%
None	0.4%	1.3%



28. What assessments are used to determine your SLT progress? (Check all that apply.)

Assessments	VAM	No VAM
State assessments	55.5%	33.4%
District assessments	45.1%	45.3%
School assessments	24.3%	22.7%
My own assessments	24.3%	30.1%
I don't know	3.0%	5.3%
None	0.2%	0.4%
Other	6.6%	13.5%

29. Who selects your SLT(s)? (Check all that apply.)

Statement	VAM	No VAM
I create my own SLTs.	27.2%	29.5%
I create my SLTs in collaboration with my evaluator.	42.2%	36.0%
I create my SLTs with other teachers in my building (by grade or subject).	24.9%	20.1%
My principal, grade head, department head, or other person in my school creates or determines my SLTs.	28.6%	28.1%
My school system creates or determines my SLTs.	24.5%	22.9%
Other	2.6%	4.2%



30. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM
SLTs set an expectation of growth in student achievement over a given period of time.	6.5%	5.3%	5.9%	5.7%	12.4%	12.5%	57.6%	60.3%	17.7%	16.1%
SLTs provide a metric of teacher evaluation.	13.1%	11.6%	15.0%	16.4%	24.6%	25.8%	37.7%	38.9%	9.6%	7.2%
SLTs help me set goals for my students to achieve growth outcomes.	9.3%	8.5%	9.9%	9.7%	17.4%	17.6%	50.3%	52.3%	13.2%	11.9%
SLTs allow me to set different and individualized goals for students based on prior performance.	13.2%	12.7%	16.3%	16.6%	19.2%	20.9%	40.0%	40.6%	11.3%	9.2%
SLTs allow me to track important data for student improvement.	11.6%	9.5%	12.1%	12.0%	19.7%	20.9%	44.8%	47.6%	11.8%	10.1%
My students know the SLTs that I use in my classroom.	17.2%	17.4%	23.8%	25.0%	21.5%	24.9%	28.3%	26.3%	9.1%	6.4%



31. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM
	I received professional development on the role of SLTs in the teacher evaluation system.	17.0%	15.6%	22.0%	25.5%	20.2%	23.2%	33.0%	30.2%	7.8%
I received professional development on how to write and monitor SLTs for my students	16.1%	15.3%	20.7%	24.2%	19.6%	20.6%	35.3%	34.1%	8.3%	5.7%
My SLT score is used to help me select future professional development or learning opportunities to grow as a teacher.	20.2%	17.8%	24.2%	25.3%	24.3%	28.4%	25.0%	24.1%	6.2%	4.4%
I received professional development on how to ensure that my SLTs help me to achieve higher student outcomes for all my students.	20.9%	18.8%	25.3%	29.1%	22.8%	24.5%	24.4%	23.1%	6.5%	4.6%



32. Please indicate the extent to which you agree with the following statements about the feedback you received after you receive your SLT score:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM
The feedback contributed to my professional growth.	17.7%	15.1%	20.3%	18.7%	27.1%	32.8%	27.3%	28.4%	7.6%	5.0%
The feedback helped to improve my instructional practices.	17.1%	14.7%	20.0%	17.7%	26.4%	32.8%	29.0%	29.9%	7.5%	5.0%
I received feedback, but it was not helpful.	11.3%	10.8%	22.1%	24.1%	38.2%	43.1%	20.1%	15.6%	8.4%	6.3%

33. Are all students in your classroom or classes included in your SLTs?

Response	VAM	No VAM
Yes	79.1%	75.8%
No	20.9%	24.2%



37. Please indicate the percentage that you believe each of the following measures should be weighted in the teacher evaluation system:

Measure	0% Measure should not be included		1% to 25%		26% to 49%		5% or greater	
	VAM	No VAM	VAM	No VAM	VAM	No VAM	VAM	No VAM
Feedback surveys from families/caretakers	55.0%	55.3%	30.5%	31.4%	8.7%	8.5%	5.8%	4.8%
Feedback surveys from school staff	35.7%	35.0%	32.5%	33.2%	15.9%	17.5%	15.9%	14.3%
Feedback surveys from students	40.7%	40.4%	36.2%	36.7%	14.9%	15.0%	8.1%	7.9%
Individualized professional learning plan	23.0%	22.3%	41.9%	40.5%	23.5%	26.0%	11.7%	11.2%
Observations of professional practice	6.1%	6.5%	28.7%	31.1%	33.2%	35.3%	32.0%	27.1%
School-wide test scores	37.1%	41.9%	37.6%	37.1%	18.8%	15.5%	6.5%	5.5%
Self-assessment	18.1%	17.6%	42.6%	44.3%	24.7%	25.1%	14.6%	13.1%
Student learning targets (SLTs)	21.4%	19.9%	42.0%	42.2%	25.5%	26.6%	11.1%	11.3%
Response-added measures (VAMs)	43.9%	49.1%	33.5%	33.9%	15.9%	13.2%	6.8%	3.8%
Work portfolios/artifacts submitted	40.0%	41.1%	31.8%	33.1%	17.9%	17.5%	10.3%	8.3%
School-wide attendance metrics	42.9%	46.6%	27.7%	29.5%	16.9%	14.5%	12.5%	9.4%



State Test vs None

1. Do you teach in a charter or traditional system?

System	Test	No Test
Charter	1.9%	2.3%
Traditional	98.1%	97.7%

2. What charter system do you teach in?

Response System	Percent	Count	Percent of total	
Test	Belle Chasse Academy	26.7%	16	15.1%
	Community School for Apprenticeship Learning Inc.	1.7%	1	0.9%
	GEO Prep Academy of Greater Baton Rouge	3.3%	2	1.9%
	GEO Prep Mid-City of Greater Baton Rouge	3.3%	2	1.9%
	Kenilworth Science and Technology Charter School	1.7%	1	0.9%
	Lake Charles College Prep	1.7%	1	0.9%
	Lincoln Preparatory School	1.7%	1	0.9%
	Louisiana Key Academy	26.7%	16	15.1%
	Phillis Wheatley Community School	1.7%	1	0.9%
	Thrive Academy	3.3%	2	1.9%
	University View Academy Inc. (FRM LA Connections)	16.7%	10	9.4%
	V. B. Glencoe Charter School	6.7%	4	3.8%
	Warren Easton Charter Foundation Inc.	3.3%	2	1.9%
	Wilson Charter School	1.7%	1	0.9%
	Belle Chasse Academy	15.2%	7	6.6%
	Community School for Apprenticeship Learning Inc.	2.2%	1	0.9%
	GEO Prep Academy of Greater Baton Rouge	4.3%	2	1.9%
No test	Lafayette Academy	2.2%	1	0.9%
	Lake Charles College Prep	6.5%	3	2.8%
	Louisiana Key Academy	19.6%	9	8.5%
	New Harmony High Institute	2.2%	1	0.9%
	Thrive Academy	4.3%	2	1.9%
	University View Academy Inc. (FRM LA Connections)	15.2%	7	6.6%
	V. B. Glencoe Charter School	8.7%	4	3.8%
	Voices for International Business & Education	4.3%	2	1.9%
	Warren Easton Charter Foundation Inc.	13.0%	6	5.7%
	Wilson Charter School	2.2%	1	0.9%



3. What system do you teach in?

Response System	Percent	Count	Percent of total	
Test	Acadia Parish	0.8%	25	0.5%
	Allen Parish	0.7%	20	0.4%
	Ascension Parish	2.1%	62	1.3%
	Assumption Parish	0.5%	16	0.3%
	Avoyelles Parish	0.0%	1	0.0%
	Beauregard Parish	2.1%	64	1.3%
	Bienville Parish	0.2%	6	0.1%
	Bossier Parish	8.9%	268	5.4%
	Caddo Parish	0.5%	15	0.3%
	Calcasieu Parish	5.4%	163	3.3%
	Caldwell Parish	0.5%	16	0.3%
	Cameron Parish	0.8%	24	0.5%
	Catahoula Parish	0.5%	16	0.3%
	Central Community School District	0.1%	4	0.1%
	City of Bogalusa School District	0.2%	7	0.1%
	City of Monroe School District	0.7%	20	0.4%
	Claiborne Parish	0.2%	6	0.1%
	Concordia Parish	0.7%	21	0.4%
	DeSoto Parish	1.4%	43	0.9%
	East Baton Rouge Parish	3.3%	98	2.0%
	East Carroll Parish	0.3%	8	0.2%
	Evangeline Parish	1.3%	40	0.8%
	Franklin Parish	0.6%	17	0.3%
	Grant Parish	0.5%	15	0.3%
	Iberia Parish	3.1%	92	1.9%
	Iberville Parish	1.5%	45	0.9%
	Jackson Parish	0.8%	24	0.5%
	Jefferson Davis Parish	3.3%	98	2.0%
	Jefferson Parish	0.6%	17	0.3%
	LA Schools for the Deaf and Visually Impaired	0.0%	1	0.0%
	Lafayette Parish	1.1%	34	0.7%
	Lafourche Parish	0.2%	7	0.1%
	LaSalle Parish	0.4%	11	0.2%
	Lincoln Parish	0.3%	8	0.2%
	Livingston Parish	5.0%	149	3.0%
	Morehouse Parish	0.3%	10	0.2%
	Natchitoches Parish	4.5%	134	2.7%
	Office of Juvenile Justice	0.2%	5	0.1%
	Orleans Parish	0.2%	6	0.1%
	Ouachita Parish	2.9%	86	1.7%
Plaquemines Parish	0.8%	23	0.5%	
Pointe Coupee Parish	1.2%	35	0.7%	



3. What system do you teach in?—continued

Response System		Percent	Count	Percent of total
Test (cont.)	Rapides Parish	10.0%	300	6.1%
	Red River Parish	0.0%	0	0.0%
	Richland Parish	0.1%	3	0.1%
	Sabine Parish	0.5%	15	0.3%
	Special School District	0.0%	1	0.0%
	St. Bernard Parish	0.1%	4	0.1%
	St. Charles Parish	2.6%	78	1.6%
	St. James Parish	0.0%	0	0.0%
	St. John the Baptist Parish	0.7%	20	0.4%
	St. Landry Parish	0.4%	13	0.3%
	St. Martin Parish	1.5%	46	0.9%
	St. Mary Parish	2.8%	84	1.7%
	St. Tammany Parish	14.0%	420	8.5%
	Tangipahoa Parish	0.9%	27	0.5%
	Tensas Parish	0.3%	9	0.2%
	Terrebonne Parish	1.6%	49	1.0%
	Union Parish	0.7%	21	0.4%
	Vermilion Parish	1.1%	32	0.6%
	Vernon Parish	0.1%	2	0.0%
	Washington Parish	0.4%	11	0.2%
Webster Parish	0.7%	21	0.4%	
West Baton Rouge Parish	1.4%	43	0.9%	
Winn Parish	0.5%	16	0.3%	
Zachary Community School District	1.2%	35	0.7%	
No test	Acadia Parish	1.0%	20	0.4%
	Allen Parish	1.2%	23	0.5%
	Ascension Parish	1.1%	22	0.4%
	Assumption Parish	0.7%	14	0.3%
	Avoyelles Parish	0.0%	0	0.0%
	Beauregard Parish	1.9%	37	0.7%
	Bienville Parish	0.1%	2	0.0%
	Bossier Parish	11.7%	226	4.6%
	Caddo Parish	0.7%	14	0.3%
	Calcasieu Parish	4.6%	90	1.8%
	Caldwell Parish	1.0%	20	0.4%
	Cameron Parish	1.0%	19	0.4%
	Catahoula Parish	0.6%	12	0.2%
	Central Community School District	0.1%	2	0.0%
	City of Bogalusa School District	0.3%	6	0.1%
	City of Monroe School District	1.0%	20	0.4%
	Claiborne Parish	0.3%	5	0.1%
	Concordia Parish	0.5%	9	0.2%
DeSoto Parish	1.9%	37	0.7%	



3. What system do you teach in?—continued

Response System	Percent	Count	Percent of total
East Baton Rouge Parish	3.4%	66	1.3%
East Carroll Parish	0.1%	2	0.0%
Evangeline Parish	0.9%	18	0.4%
Franklin Parish	0.9%	18	0.4%
Grant Parish	0.4%	7	0.1%
Iberia Parish	2.4%	47	1.0%
Iberville Parish	1.8%	35	0.7%
Jackson Parish	0.6%	11	0.2%
Jefferson Davis Parish	3.2%	62	1.3%
Jefferson Parish	0.9%	17	0.3%
LA Schools for the Deaf and Visually Impaired	0.1%	1	0.0%
Lafayette Parish	1.2%	23	0.5%
Lafourche Parish	0.3%	6	0.1%
LaSalle Parish	0.3%	5	0.1%
Lincoln Parish	0.0%	0	0.0%
Livingston Parish	5.0%	97	2.0%
Morehouse Parish	0.2%	4	0.1%
Natchitoches Parish	5.3%	103	2.1%
Office of Juvenile Justice	0.1%	1	0.0%
Orleans Parish	0.2%	4	0.1%
Ouachita Parish	2.5%	49	1.0%
Plaquemines Parish	0.8%	15	0.3%
Pointe Coupee Parish	0.9%	18	0.4%
Rapides Parish	10.8%	210	4.2%
Red River Parish	0.1%	1	0.0%
Richland Parish	0.3%	6	0.1%
Sabine Parish	0.3%	5	0.1%
Special School District	0.0%	0	0.0%
St. Bernard Parish	0.2%	3	0.1%
St. Charles Parish	2.7%	52	1.1%
St. James Parish	0.1%	2	0.0%
St. John the Baptist Parish	0.3%	6	0.1%
St. Landry Parish	0.4%	7	0.1%
St. Martin Parish	1.2%	24	0.5%
St. Mary Parish	3.0%	58	1.2%
St. Tammany Parish	9.8%	189	3.8%
Tangipahoa Parish	1.1%	22	0.4%
Tensas Parish	0.5%	9	0.2%
Terrebonne Parish	1.8%	34	0.7%
Union Parish	0.5%	9	0.2%
Vermilion Parish	1.3%	25	0.5%
Vernon Parish	0.0%	0	0.0%



3. What system do you teach in?—continued

Response System		Percent	Count	Percent of total
No Test (cont.)	Washington Parish	0.7%	13	0.3%
	Webster Parish	0.9%	18	0.4%
	West Baton Rouge Parish	1.5%	30	0.6%
	Winn Parish	0.6%	12	0.2%
	Zachary Community School District	0.8%	15	0.3%

4. What grade do you teach? (Check all that apply.)

Grade band	Test	No Test
Early childhood	4.2%	9.8%
Kindergarten–2nd grade	10.9%	38.8%
3rd grade–5th grade	33.8%	10.9%
6th grade–8th grade	36.3%	17.2%
9th grade–12th grade	23.0%	40.3%
Other	6.7%	9.9%

5. Do you teach a grade or subject that has a state-monitored assessment tied to it?

Response	Percent	Count
Yes	60.7%	3,069
No	39.3%	1,983
Totals		5,052

6. How long have you taught as a public-school teacher in Louisiana?

Years of experience	Test	No Test
Less than 1 year	3.9%	2.8%
1 year	3.3%	2.4%
2–3 years	7.7%	7.6%
4–5 years	9.5%	8.7%
6–10 years	20.0%	18.0%
11–15 years	17.0%	16.5%
Greater than 16 years	38.5%	44.0%

7. Do you currently teach in a school with any of the following designations? (Check all that apply.)

Designation	Test	No Test
Title I	66.4%	63.2%
Comprehensive Intervention Required (CIR)	6.7%	4.8%
Urgent Intervention Required (UIR)	12.6%	6.7%
I don't know	17.3%	22.0%
None	15.1%	16.3%



8. Do you identify as Hispanic or Latino?

Response	Test	No Test
Yes	2.4%	3.1%
No	92.2%	91.5%
Choose not to respond	5.4%	5.3%

9. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	Test	No Test
American Indian or Alaska Native	1.7%	1.5%
Asian	1.0%	0.7%
Black or African American	14.3%	11.7%
Native Hawaiian or Other Pacific Islander	0.2%	0.3%
White	75.5%	78.5%
Other	1.0%	0.9%
Choose not to respond	8.8%	8.4%

10. What is the purpose of the teacher evaluation system? (Check all that apply.)

Purpose	Test	No Test
The teacher evaluation system ensures that quality teachers are employed in instructional positions.	60.8%	62.2%
The teacher evaluation system enhances the quality of instruction in schools.	47.1%	47.7%
The teacher evaluation system provides a process to retain effective teachers.	36.0%	37.3%
The teacher evaluation system fosters continuous improvement of teaching and learning by providing opportunities for targeted professional development.	53.2%	55.2%
The teacher evaluation system contributes to improved student achievement.	40.4%	41.6%
Other	16.7%	14.0%

11. What components are used to assess you in the teacher evaluation system? (Check all that apply.)

Component	Test	No Test
Professional practice (Compass teacher rubric used for teacher observations, CLASS rubric, district or school-rubric)	92.3%	88.4%
Response-added model	51.7%	18.2%
Student learning targets	87.4%	84.6%



12. Of the major components used in the LDOE teacher evaluation system, what component or components do you believe best assesses teacher performance? (Check all that apply.)

Component	Test	No Test
Observation rubric (Compass, CLASS, district or school rubric)	74.5%	69.7%
Student Learning Targets (SLTs)	41.5%	48.5%
Response-Added Measure (VAM)	13.7%	7.5%

13. Who conducts your teacher evaluation? (Check all that apply.)

Evaluator	Test	No Test
Principal or assistant principal	97.5%	96.1%
Mentor teacher	9.3%	8.2%
Instructional Coach	15.4%	11.5%
Peer teacher	2.7%	1.3%
Central office district administrator	8.7%	9.1%
No one	0.1%	0.1%
Other	4.0%	5.4%



14. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Test	No Test	Test	No Test	Test	No Test	Test	No Test	Test	No Test
I understand the purpose of the teacher evaluation system.	4.2%	4.2%	5.3%	5.1%	12.5%	14.3%	53.0%	54.7%	25.0%	21.7%
I understand how each component of the teacher evaluation system is combined to determine my overall rating.	5.7%	4.0%	10.0%	8.7%	12.4%	13.7%	49.2%	52.2%	22.7%	21.4%
My teacher evaluation rating represents my effectiveness as a teacher.	21.2%	18.0%	25.2%	23.1%	22.1%	24.6%	23.6%	25.2%	8.0%	9.1%
My teacher evaluation rating helps me select professional development and learning opportunities to grow as a teacher.	20.7%	18.1%	22.3%	22.6%	23.9%	24.1%	25.0%	26.7%	8.0%	8.6%
I am satisfied with the implementation of the evaluation system at my school.	16.7%	13.7%	17.1%	14.0%	30.4%	32.3%	26.7%	30.2%	9.1%	9.8%
The feedback I receive as part of my evaluation is specific and actionable.	8.6%	7.3%	10.0%	8.8%	22.9%	22.0%	43.1%	46.2%	15.5%	15.8%

15. How often were you formally observed in your classroom this year? Formal observations are conducted and result in a professional practice score.

Number of observations	Test	No Test
0	16.8%	16.1%
1	47.9%	46.4%
2	31.0%	33.0%
3	2.6%	2.9%
4	0.7%	0.8%
More than 4 times	1.0%	0.8%



16. How often were you informally observed in your classroom this year? Informal observations are conducted but do not result in a professional practice score.

Number of observations	Test	No Test
0	14.9%	18.3%
1	22.5%	26.4%
2	18.9%	20.5%
3	11.4%	10.1%
4	6.6%	5.2%
More than 4 times	25.7%	19.6%

17. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Test	No Test	Test	No Test	Test	No Test	Test	No Test	Test	No Test
	I would revise or add additional domains/component(s) to the Compass teacher rubric	11.6%	12.0%	17.0%	18.7%	32.3%	35.5%	23.8%	21.8%	15.2%
The Compass teacher rubric is understandable.	6.5%	5.7%	13.7%	13.0%	24.3%	27.6%	48.1%	47.4%	7.4%	6.3%
The Compass teacher rubric identifies effective teaching practices.	9.9%	10.1%	15.7%	15.6%	28.8%	31.1%	39.2%	38.1%	6.4%	5.2%
I can translate the Compass teacher rubric indicators into my classroom practices.	6.9%	7.0%	12.0%	13.9%	27.7%	30.8%	46.0%	42.4%	7.5%	6.0%

18. Which of the following possible evaluators is best able to assess your classroom performance? (Check all that apply.)

Evaluator	Test	No Test
The principal or assistant principal	73.8%	74.7%
Mentor teacher	38.2%	37.5%
Instructional coach	39.5%	31.0%
Central office staff member	6.4%	5.7%
Other	9.1%	11.5%



20. Did you receive feedback within 15 days after formal classroom observations?

Response	Test	No Test
Yes	82.9%	85.1%
No	17.1%	14.9%

21. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal classroom observations:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Test	No Test	Test	No Test	Test	No Test	Test	No Test	Test	No Test
The feedback contributed to my professional growth.	4.6%	5.7%	8.4%	8.6%	23.7%	23.3%	48.3%	49.3%	14.9%	13.1%
The feedback helped to improve my instructional practices.	4.7%	6.2%	9.1%	9.2%	24.4%	24.5%	46.8%	47.0%	15.0%	13.1%
I received coaching as a result of the feedback.	15.3%	14.0%	25.3%	24.3%	27.1%	29.3%	23.7%	26.0%	8.6%	6.4%
I received feedback, but it was not helpful.	15.8%	15.6%	35.2%	35.2%	28.5%	29.7%	14.5%	13.9%	6.1%	5.6%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	5.0%	4.8%	9.0%	7.7%	31.5%	29.1%	40.6%	44.8%	14.1%	13.6%

22. Did you receive feedback within 15 days after informal classroom observations?

Response	Test	No Test
Yes	75.1%	76.6%
No	24.9%	23.4%



23. Please indicate the extent to which you agree with the following statements about the feedback you receive after informal classroom observations:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Test	No Test	Test	No Test	Test	No Test	Test	No Test	Test	No Test
The feedback contributed to my professional growth.	4.8%	5.6%	8.3%	8.4%	24.4%	26.1%	48.2%	46.5%	14.4%	13.4%
The feedback helped to improve my instructional practices.	4.8%	5.7%	8.2%	8.5%	24.8%	26.4%	47.8%	46.3%	14.4%	13.1%
I received coaching as a result of the feedback.	12.4%	12.0%	23.6%	22.7%	30.9%	33.0%	24.1%	25.6%	8.9%	6.8%
I received feedback, but it was not helpful.	16.1%	14.8%	34.0%	34.9%	30.6%	31.9%	13.2%	13.2%	6.1%	5.3%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	4.7%	4.2%	8.9%	7.9%	30.5%	30.7%	42.2%	44.0%	13.7%	13.2%

24. Do you receive a value-added score as part of your evaluation?

Response	Test	No Test
Yes	54.1%	17.7%
No	45.9%	82.3%



25. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Test	No Test	Test	No Test	Test	No Test	Test	No Test	Test	No Test
I understand how my value-added score is calculated.	23.6%	7.7%	22.7%	10.6%	15.3%	25.1%	30.4%	42.9%	8.0%	13.7%
I use the Curriculum Verifications and Roster portal to verify my roster.	3.6%	8.6%	5.2%	13.1%	14.0%	28.0%	50.2%	37.1%	27.0%	13.1%
My value-added score reflects my performance.	31.8%	12.6%	21.5%	12.3%	25.9%	30.6%	15.6%	34.0%	5.2%	10.6%
My value-added score helps me identify my professional development needs.	32.1%	12.3%	22.7%	13.7%	24.2%	30.0%	16.2%	33.7%	4.7%	10.3%
My value-added score is calculated fairly.	30.5%	11.7%	17.9%	7.1%	33.3%	36.0%	13.7%	34.9%	4.6%	10.3%
I have adjusted my instruction to improve my value-added score.	18.1%	10.3%	12.1%	7.1%	34.1%	33.1%	27.6%	37.1%	8.1%	12.3%

26. Have you received information on the LDOE value-added scores from any of the following sources? (Check all that apply.)

Source	Test	No Test
LDOE	19.6%	19.4%
School system	28.3%	29.1%
School	42.3%	42.6%
Other	2.6%	2.0%
None of the above. I have not received instruction.	39.7%	37.1%

27. How many SLTs are used to determine your overall SLT score for student progress?

Number of SLTs	Test	No Test
1	3.8%	3.0%
2	82.7%	85.0%
More than 2	6.4%	5.5%
I don't know	6.3%	5.4%
None	0.8%	1.1%



28. What assessments are used to determine your SLT progress? (Check all that apply.)

Assessments	Test	No Test
State assessments	57.1%	19.2%
District assessments	46.2%	43.7%
School assessments	23.2%	23.5%
My own assessments	21.8%	37.1%
I don't know	4.1%	4.9%
None	0.2%	0.5%
Other	7.6%	15.7%

29. Who selects your SLT(s)? (Check all that apply.)

Statement	Test	No Test
I create my own SLTs.	24.3%	35.1%
I create my SLTs in collaboration with my evaluator.	39.6%	36.8%
I create my SLTs with other teachers in my building (by grade or subject).	23.1%	20.3%
My principal, grade head, department head, or other person in my school creates or determines my SLTs.	30.6%	24.6%
My school system creates or determines my SLTs.	25.9%	19.9%
Other	3.6%	3.5%

30. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Test	No Test	Test	No Test	Test	No Test	Test	No Test	Test	No Test
	SLTs set an expectation of growth in student achievement over a given period of time.	6.4%	4.8%	6.2%	5.2%	12.3%	12.7%	58.3%	60.6%	16.8%
SLTs provide a metric of teacher evaluation.	13.2%	10.7%	16.6%	14.7%	24.2%	27.2%	37.5%	39.8%	8.5%	7.6%
SLTs help me set goals for my students to achieve growth outcomes.	9.5%	7.8%	10.5%	8.7%	17.5%	17.6%	50.3%	53.4%	12.3%	12.6%
SLTs allow me to set different and individualized goals for students based on prior performance.	13.6%	11.7%	17.1%	15.6%	19.9%	20.7%	39.1%	42.4%	10.2%	9.7%
SLTs allow me to track important data for student improvement.	11.4%	8.7%	12.6%	11.2%	20.2%	20.8%	45.2%	48.3%	10.7%	11.0%
My students know the SLTs that I use in my classroom.	18.6%	15.3%	25.3%	23.3%	22.2%	25.6%	26.6%	27.9%	7.3%	7.9%



31. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Test	No Test	Test	No Test	Test	No Test	Test	No Test	Test	No Test
	I received professional development on the role of SLTs in the teacher evaluation system.	17.5%	14.0%	24.6%	23.3%	20.8%	23.8%	30.9%	32.1%	6.2%
I received professional development on how to write and monitor SLTs for my students	16.6%	14.2%	23.4%	21.9%	20.2%	20.3%	32.9%	37.3%	7.0%	6.4%
My SLT score is used to help me select future professional development or learning opportunities to grow as a teacher.	20.1%	16.8%	25.9%	23.3%	26.0%	27.9%	23.3%	26.2%	4.7%	5.9%
I received professional development on how to ensure that my SLTs help me to achieve higher student outcomes for all my students.	20.9%	17.6%	28.6%	26.0%	22.8%	25.3%	22.6%	25.2%	5.0%	5.9%



32. Please indicate the extent to which you agree with the following statements about the feedback you received after you receive your SLT score:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Test	No Test	Test	No Test	Test	No Test	Test	No Test	Test	No Test
	The feedback contributed to my professional growth.	17.5%	14.1%	20.4%	17.6%	29.2%	32.5%	27.0%	29.4%	5.9%
The feedback helped to improve my instructional practices.	16.8%	13.8%	20.2%	16.1%	29.0%	32.1%	28.0%	31.9%	6.0%	6.1%
I received feedback, but it was not helpful.	10.8%	11.4%	23.3%	23.3%	40.6%	42.0%	17.6%	17.1%	7.7%	6.2%

33. Are all students in your classroom or classes included in your SLTs?

Response	Test	No Test
Yes	79.0%	21.0%
No	74.2%	25.8%

37. Please indicate the percentage that you believe each of the following measures should be weighted in the teacher evaluation system:

Measure	0% Measure should not be included		1% to 25%		26% to 49%		5% or greater	
	Test	No Test	Test	No Test	Test	No Test	Test	No Test
Feedback surveys from families/caretakers	55.5%	54.6%	31.3%	30.7%	8.1%	9.2%	5.1%	5.5%
Feedback surveys from school staff	35.4%	35.1%	33.2%	32.6%	16.4%	17.4%	15.0%	14.9%
Feedback surveys from students	40.3%	40.9%	36.5%	36.4%	15.1%	14.8%	8.1%	8.0%
Individualized professional learning plan	22.5%	22.7%	41.8%	39.9%	24.3%	25.8%	11.4%	11.6%
Observations of professional practice	5.7%	7.4%	30.4%	30.0%	34.0%	35.0%	29.9%	27.5%
School-wide test scores	37.8%	43.7%	38.6%	35.0%	17.9%	14.9%	5.6%	6.4%
Self-assessment	18.3%	17.2%	44.3%	42.4%	24.2%	25.8%	13.2%	14.6%
Student learning targets (SLTs)	21.6%	19.2%	43.2%	40.4%	24.7%	28.0%	10.6%	12.4%
Response-added measures (VAMs)	46.5%	47.7%	34.1%	33.2%	14.4%	13.8%	5.0%	5.3%
Work portfolios/artifacts submitted	41.0%	40.2%	33.0%	31.8%	16.7%	18.8%	9.2%	9.1%
School-wide attendance metrics	43.8%	46.9%	29.3%	28.2%	15.9%	14.6%	11.0%	10.2%



38. Please indicate how strongly you agree that each of the following changes would improve the evaluation system:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Test	No Test	Test	No Test	Test	No Test	Test	No Test	Test	No Test
	Inclusion of additional evaluation components or metrics	23.6%	21.8%	16.8%	19.8%	36.9%	39.0%	17.6%	14.4%	5.1%
Reduced number of evaluation components or metrics	3.7%	3.1%	6.5%	5.6%	34.3%	35.4%	30.2%	32.6%	25.3%	23.3%



Appendix 2. School Leader Closed Response Results, by Question and Selected Characteristics

All Responses (including partials)

Response Statistics

Status	Percent	Count
Complete	44.0%	631
Partial	56.0%	803
Disqualified	0.0%	0
Totals		1,434

1. What is your position in your building?

Position	Percent	Count
Principal	42.3%	504
Assistant principal	26.3%	313
Other	31.5%	375
Totals		1,192

2. Do you work in a charter or traditional system?

System	Percent	Count
Charter	3.1%	37
Traditional	96.9%	1,155
Totals		1,192



3. Which charter system?

System	Percent	Count
Belle Chasse Academy	5.9%	2
Bricolage Academy	2.9%	1
Community School for Apprenticeship Learning Inc.	2.9%	1
D'Arbonne Woods Charter School	2.9%	1
Delhi Charter School	8.8%	3
Delta Charter Group	2.9%	1
GEO Prep Academy of Greater Baton Rouge	2.9%	1
International School of Louisiana	2.9%	1
Lafayette Charter Foundation	5.9%	2
Louisiana Key Academy	5.9%	2
Louisiana Virtual Charter Academy	2.9%	1
Lusher Charter School	8.8%	3
Martin Behrman Charter Acad of Creative Arts & Sci	2.9%	1
New Orleans Charter Science and Mathematics HS	2.9%	1
New Orleans Military & Maritime Academy	2.9%	1
Northeast Claiborne Charter	2.9%	1
Red River Charter Academy	5.9%	2
Sophie B. Wright Institute of Academic Excellence	2.9%	1
The MAX Charter School	2.9%	1
University View Academy Inc. (FRM LA Connections)	8.8%	3
Voices for International Business & Education	2.9%	1
Warren Easton Charter Foundation Inc.	5.9%	2
Wilson Charter School	2.9%	1
Totals		34



4. Which system?

System	Percent	Count
Acadia Parish	1.8%	21
Allen Parish	1.7%	20
Ascension Parish	1.6%	18
Assumption Parish	1.0%	11
Avoyelles Parish	0.2%	2
Beauregard Parish	1.9%	22
Bienville Parish	0.2%	2
Bossier Parish	8.5%	98
Caddo Parish	0.7%	8
Calcasieu Parish	4.2%	48
Caldwell Parish	0.6%	7
Cameron Parish	0.5%	6
Catahoula Parish	0.7%	8
Central Community School District	0.3%	3
City of Baker School District	0.2%	2
City of Bogalusa School District	0.3%	3
City of Monroe School District	1.3%	15
Claiborne Parish	0.9%	10
Concordia Parish	0.5%	6
DeSoto Parish	2.1%	24
East Baton Rouge Parish	4.5%	52
East Carroll Parish	0.5%	6
East Feliciana Parish	0.2%	2
Evangeline Parish	1.2%	14
Franklin Parish	0.3%	3
Grant Parish	0.8%	9
Iberia Parish	4.2%	48
Iberville Parish	2.8%	32
Jackson Parish	0.9%	10
Jefferson Davis Parish	2.1%	24
Jefferson Parish	0.8%	9
LA Schools for the Deaf and Visually Impaired	0.1%	1
Lafayette Parish	2.8%	32
Lafourche Parish	0.3%	4
LaSalle Parish	0.7%	8
Lincoln Parish	0.1%	1
Livingston Parish	4.2%	48
Madison Parish	0.1%	1
Morehouse Parish	0.3%	4
Natchitoches Parish	2.6%	30
Office of Juvenile Justice	0.3%	3
Orleans Parish	0.1%	1
Ouachita Parish	4.9%	56
Plaquemines Parish	1.5%	17
Pointe Coupee Parish	1.7%	19



4. Which system?—continued

System	Percent	Count
Rapides Parish	5.0%	57
Red River Parish	0.3%	3
Richland Parish	0.8%	9
Sabine Parish	0.9%	10
St. Bernard Parish	0.1%	1
St. Charles Parish	1.3%	15
St. Helena Parish	0.1%	1
St. James Parish	0.1%	1
St. John the Baptist Parish	0.7%	8
St. Landry Parish	1.7%	20
St. Martin Parish	2.1%	24
St. Mary Parish	2.7%	31
St. Tammany Parish	6.7%	77
Tangipahoa Parish	1.2%	14
Tensas Parish	0.3%	4
Terrebonne Parish	1.7%	20
Union Parish	0.3%	3
Vermilion Parish	1.2%	14
Vernon Parish	0.4%	5
Washington Parish	1.4%	16
Webster Parish	0.5%	6
West Baton Rouge Parish	1.7%	19
West Carroll Parish	0.5%	6
West Feliciana Parish	0.2%	2
Winn Parish	0.8%	9
Zachary Community School District	0.6%	7
Totals		1,150

5. Which grades does your building serve? (Check all that apply.)

Grade bands	Percent	Count
Early childhood	35.0%	417
Kindergarten–2nd grade	44.4%	529
3rd grade–5th grade	47.7%	568
6th grade–8th grade	41.8%	498
9th grade–12th grade	33.6%	401
Other	14.1%	168



6. How long have you served as a public school principal/assistant principal in Louisiana?

Years of experience	Percent	Count
Less than 1 year	9.3%	79
1 year	5.1%	43
2–3 years	15.9%	135
4–5 years	14.6%	124
6–10 years	27.8%	236
11–15 years	15.1%	128
Greater than 16 years	12.1%	103
Totals		848

7. Does your building have any of the following designations? (Check all that apply.)

Designation	Percent	Count
Title I	72.2%	611
Comprehensive Intervention Required (CIR)	17.0%	144
Urgent Intervention Required (UIR)	27.0%	228
I don't know	5.9%	50
None	17.3%	146

8. What is your gender?

Gender	Percent	Count
Male	24.9%	210
Female	71.2%	602
Choose not to respond	3.9%	33
Totals		845

9. Do you identify as Hispanic or Latino?

Response	Percent	Count
Yes	1.4%	12
No	91.7%	775
Choose not to respond	6.9%	58
Totals		845

10. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	Percent	Count
American Indian or Alaska Native	0.5%	4
Asian	0.5%	4
Black or African American	21.3%	180
Native Hawaiian or Other Pacific Islander	0.1%	1
White	69.7%	589
Other	0.8%	7
Choose not to respond	8.2%	69



11. What is the purpose of the principal evaluation system? (Check all that apply.)

Purpose	Percent	Count
The principal evaluation system contributes to improved student achievement.	70.5%	594
The principal evaluation system ensures that quality principals/assistant principals are employed in building administrator positions.	56.5%	476
The principal evaluation system enhances the quality of instructional leadership.	70.3%	592
The principal evaluation system enhances the quality of building administration, including creating a quality school culture and climate.	67.0%	564
The principal evaluation system provides a process to retain effective principals/assistant principals.	43.5%	366
The principal evaluation system fosters continuous improvement of building administration and instructional leadership by providing opportunities for targeted professional development.	61.9%	521
Other	6.4%	54

12. Of the major components used in the LDOE principal evaluation system, what component or components do you believe best assesses principal/assistant principal performance? (Check all that apply.)

Components	Percent	Count
Professional practice rubric	87.0%	733
Student Learning Targets (SLTs)	32.9%	277

13. Who conducts your evaluation? (Check all that apply.)

Evaluator for assistant principals	Percent	Count
My building principal	81.1%	335
My superintendent or assistant superintendent	15.0%	62
Another central office staff member	7.7%	32
No one	1.2%	5
Other	6.1%	25

14. Who conducts your evaluation? (Check all that apply.)

Evaluator for other school leaders	Percent	Count
My superintendent or assistant superintendent	47.1%	203
Another central office staff member	53.6%	231
No one	0.2%	1
Other	30.4%	131



15. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I understand the purpose of the principal evaluation system.	2.4%	2.0%	9.2%	52.8%	33.5%
I understand how each component of the principal evaluation system is combined to determine my overall rating.	1.7%	3.9%	10.2%	49.2%	35.1%
My principal evaluation rating represents my effectiveness as a building administrator.	5.2%	14.5%	24.8%	37.1%	18.5%
My principal evaluation rating helps me select professional development and learning opportunities to grow as a building administrator.	5.1%	16.4%	23.6%	37.6%	17.4%
I am satisfied with the implementation of the principal evaluation system at my school.	5.1%	10.9%	28.7%	38.5%	16.8%
The feedback I receive as part of my evaluation is specific and actionable.	4.5%	9.4%	20.4%	44.7%	21.1%

16. How often were you formally observed in your school last year? Formal observations are conducted and result in a professional practice score.

Number of observations	Percent	Count
0	14.0%	108
1	43.7%	337
2	34.6%	267
3	2.6%	20
More than 3 times	5.1%	39



17. How often were you informally observed in your school this year? Informal observations are conducted but do not result in a professional practice score.

Number of observations	Percent	Count
0	27.2%	210
1	18.2%	140
2	12.7%	98
3	5.6%	43
More than 3 times	36.3%	280

18. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would revise or add additional domains/component(s) to the Compass leader rubric.	6.9%	16.9%	35.4%	28.3%	12.5%
The Compass leader rubric is understandable.	1.7%	4.7%	18.2%	59.9%	15.5%
The Compass leader rubric identifies effective leadership practices.	1.7%	8.5%	22.5%	54.0%	13.3%
I can translate the Compass leader rubric indicators into my leadership practices.	1.4%	6.0%	21.6%	57.6%	13.4%

19. Which of the following possible evaluators is best able to assess your professional practice performance? (Check all that apply.)

Evaluator	Percent	Count
The superintendent or assistant superintendent	36.2%	279
Peer principals	22.4%	173
My building principal (for assistant principals)	44.9%	346
Central office staff member	32.8%	253
Designee appointed by the school board	7.9%	61
Other	9.2%	71

21. Do you receive feedback within 15 days after formal school observations?

Response	Percent	Count
Yes	75.9%	545
No	24.1%	173
Totals		718



22. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.	1.7%	3.3%	14.7%	57.2%	23.2%
The feedback helped to improve my school leadership.	1.5%	3.7%	14.5%	56.3%	24.1%
I participated in professional development opportunities as a result of the feedback.	3.5%	14.9%	23.6%	42.5%	15.5%
I received mentoring or coaching as a result of the feedback.	6.1%	18.4%	28.2%	33.0%	14.4%
I participated in peer collaboration opportunities as a result of the feedback.	5.9%	16.2%	26.9%	37.6%	13.4%
I received feedback, but it was not helpful.	19.9%	40.7%	20.4%	13.6%	5.3%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	1.7%	5.0%	21.0%	51.6%	20.8%

23. Did you receive feedback within 15 days after informal school observations?

Response	Percent	Count
Yes	64.9%	465
No	35.1%	252
Totals		717



24. Please indicate the extent to which you agree with the following statements about the feedback you received after informal school observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.	1.1%	2.4%	15.3%	55.7%	25.6%
The feedback helped to improve my leadership practices.	1.1%	2.6%	13.5%	57.8%	24.9%
I participated in professional development opportunities as a result of the feedback.	2.4%	11.4%	29.2%	39.8%	17.2%
I received mentoring or coaching as a result of the feedback.	4.3%	15.5%	29.9%	34.2%	16.1%
I participated in peer collaboration opportunities as a result of the feedback.	3.2%	13.5%	29.7%	38.1%	15.5%
I received feedback, but it was not helpful.	22.2%	37.0%	22.6%	13.1%	5.2%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	0.9%	3.4%	21.6%	50.0%	24.1%



25. Please consider your role as an evaluator and indicate the extent to which you agree with the following statements about the evaluations you conduct:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
I understand the rubric I use to evaluate teachers and other staff.	1.4%	1.1%	5.3%	32.3%	57.5%	2.4%
I believe that the interrater reliability training that I received to conduct observations helped me to score more consistently.	3.8%	9.2%	18.3%	38.5%	27.3%	2.9%
I would revise or add additional domains/ component(s) to the Compass teacher and other staff rubrics.	4.8%	15.2%	27.1%	26.3%	23.2%	3.4%
I think there should be separate Compass rubrics for each type of teacher or staff position.	4.1%	9.0%	19.6%	31.0%	32.3%	4.1%
I believe the observation feedback leads to continuous improvement for my staff.	2.4%	4.5%	12.6%	44.5%	33.4%	2.7%
I believe the observations provide an opportunity to build relationships and trust with my staff.	2.9%	7.0%	14.5%	42.8%	30.2%	2.5%



26. Who selects your SLT(s)? (Check all that apply.)

Statement	Percent	Count
I create my own SLTs.	31.3%	215
I create my SLTs in collaboration with my evaluator.	50.4%	347
My school system creates or determines my SLTs.	28.3%	195
Other	6.0%	41

27. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
SLTs set an expectation of growth in school achievement over a given period.	2.5%	5.4%	8.3%	64.0%	19.9%
SLTs provide a metric of principal evaluation.	5.5%	11.6%	21.9%	50.7%	10.2%
SLTs help me set goals for my school to achieve growth outcomes.	2.9%	8.1%	14.1%	59.0%	15.8%
SLTs allow me to track important data for school improvement.	2.8%	9.0%	14.7%	56.8%	16.7%
The staff know the SLTs that are used to measure school progress.	1.6%	6.8%	13.1%	59.0%	19.5%
The students know the SLTs that are used to measure school	11.8%	26.3%	25.0%	29.7%	7.3%



28. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received professional development on the role of SLTs in the principal evaluation system.	6.0%	18.5%	21.4%	44.3%	9.9%
I received professional development on how to write and monitor SLTs for my school.	6.7%	19.0%	19.2%	44.8%	10.3%
My SLT score is used to help me select future professional development or learning opportunities to grow as a principal.	6.0%	21.5%	26.2%	38.4%	8.0%

29. Please indicate the extent to which you agree with the following statements about the feedback you received regarding your SLT score:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
The feedback contributed to my professional growth.	6.4%	18.6%	25.1%	30.4%	17.6%	1.9%
The feedback helped to improve my instructional leadership.	7.0%	17.6%	24.0%	32.8%	16.7%	1.9%
I received feedback, but it was not helpful.	9.4%	29.9%	35.9%	12.8%	7.3%	4.7%



32. Please indicate the extent to which you agree with the following statements about your role as an evaluator of teachers:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received professional development on how to support teachers in developing their SLTs.	5.0%	16.2%	19.5%	49.4%	9.8%
I received professional development on how to support teachers in tracking and monitoring their SLTs.	5.2%	17.0%	21.7%	47.1%	9.1%
I received professional development on how to provide feedback to teachers on their SLT score to help them grow professionally.	5.5%	18.5%	22.9%	44.4%	8.8%
I supported all teachers in the development of their SLTs.	2.0%	7.4%	13.5%	56.5%	20.6%
I provided ongoing professional development to all teachers on how to track and monitor their SLTs.	2.6%	15.0%	24.1%	46.5%	11.8%
I provided feedback to teachers on their SLT score to help them grow professionally.	1.5%	8.3%	18.2%	57.3%	14.7%

34. Do you believe that Louisiana should have separate evaluation systems for different leader roles, i.e., principals and assistant principals?

Response	Percent	Count
Yes	47.5%	310
No	52.5%	342
Totals		652



**36. Which of the following measures should be included in a principal evaluation system?
(Check all that apply.)**

Measure	Percent	Count
Self-assessment	72.2%	471
Observations of professional practice by my supervisor	84.2%	549
SLTs	56.6%	369
Value-added Measure(s)	26.2%	171
Schoolwide test scores	50.2%	327
Schoolwide attendance	27.5%	179
Feedback surveys from school staff	55.4%	361
Feedback surveys from families/caretakers	38.3%	250
Feedback surveys from students	36.0%	235
Work portfolios/artifacts submitted	39.6%	258
Other	3.5%	23

**37. Which of the following measures should be included in a teacher evaluation system?
(Check all that apply.)**

Measure	Percent	Count
Self-assessment	72.4%	472
Observations of professional practice	93.3%	608
Value-added Measures	42.3%	276
SLTs	61.5%	401
Feedback surveys from families/caretakers	30.1%	196
Feedback surveys from students	35.1%	229
Work portfolios/artifacts submitted	42.5%	277
Other	4.1%	27



All Completed Responses

1. What is your position in your building?

Position	Percent	Count
Principal	53.2%	336
Assistant principal	31.2%	197
Other	15.5%	98
Totals		631

2. Do you work in a charter or traditional system?

System	Percent	Count
Charter	2.5%	16
Traditional	97.5%	615
Totals		631

3. Which charter system?

System	Percent	Count
Belle Chasse Academy	6.3%	1
Delhi Charter School	12.5%	2
Delta Charter Group	6.3%	1
International School of Louisiana	6.3%	1
Lafayette Charter Foundation	6.3%	1
Louisiana Key Academy	12.5%	2
Lusher Charter School	18.8%	3
New Orleans Charter Science and Mathematics HS	6.3%	1
Red River Charter Academy	6.3%	1
Sophie B. Wright Institute of Academic Excellence	6.3%	1
The MAX Charter School	6.3%	1
Warren Easton Charter Foundation Inc.	6.3%	1
Totals		16



4. Which system?

System	Percent	Count
Acadia Parish	1.8%	11
Allen Parish	1.5%	9
Ascension Parish	1.6%	10
Assumption Parish	0.8%	5
Avoyelles Parish	0.2%	1
Beauregard Parish	1.8%	11
Bienville Parish	0.3%	2
Bossier Parish	8.1%	50
Caddo Parish	1.0%	6
Calcasieu Parish	4.9%	30
Caldwell Parish	0.5%	3
Cameron Parish	0.5%	3
Catahoula Parish	0.8%	5
Central Community School District	0.2%	1
City of Bogalusa School District	0.3%	2
City of Monroe School District	1.1%	7
Claiborne Parish	0.7%	4
Concordia Parish	0.5%	3
DeSoto Parish	1.5%	9
East Baton Rouge Parish	4.1%	25
East Carroll Parish	0.5%	3
East Feliciana Parish	0.2%	1
Evangeline Parish	2.0%	12
Franklin Parish	0.3%	2
Grant Parish	1.0%	6
Iberia Parish	2.9%	18
Iberville Parish	3.3%	20
Jackson Parish	1.1%	7
Jefferson Davis Parish	1.3%	8
Jefferson Parish	0.7%	4
LA Schools for the Deaf and Visually Impaired	0.2%	1
Lafayette Parish	3.4%	21
Lafourche Parish	0.5%	3
LaSalle Parish	1.0%	6
Livingston Parish	3.6%	22
Madison Parish	0.2%	1
Morehouse Parish	0.3%	2
Natchitoches Parish	3.3%	20
Office of Juvenile Justice	0.3%	2
Ouachita Parish	4.9%	30
Plaquemines Parish	1.6%	10
Pointe Coupee Parish	1.3%	8
Rapides Parish	7.5%	46
Red River Parish	0.2%	1
Richland Parish	0.8%	5



4. Which system?—continued

System	Percent	Count
Sabine Parish	1.0%	6
St. Charles Parish	1.5%	9
St. James Parish	0.2%	1
St. John the Baptist Parish	0.3%	2
St. Landry Parish	2.0%	12
St. Martin Parish	0.8%	5
St. Mary Parish	1.8%	11
St. Tammany Parish	7.3%	45
Tangipahoa Parish	1.0%	6
Tensas Parish	0.3%	2
Terrebonne Parish	1.8%	11
Union Parish	0.2%	1
Vermilion Parish	1.0%	6
Vernon Parish	0.3%	2
Washington Parish	1.5%	9
Webster Parish	0.7%	4
West Baton Rouge Parish	2.0%	12
West Carroll Parish	0.2%	1
West Feliciana Parish	0.3%	2
Winn Parish	1.3%	8
Zachary Community School District	0.7%	4
Totals		615

5. Which grades does your building serve? (Check all that apply.)

Grade band	Percent	Count
Early childhood	37.4%	236
Kindergarten–2nd grade	46.3%	292
3rd grade–5th grade	51.3%	324
6th grade–8th grade	44.4%	280
9th grade–12th grade	31.9%	201
Other	12.5%	79

6. How long have you served as a public school principal/assistant principal in Louisiana?

Years of experience	Percent	Count
Less than 1 year	7.8%	49
1 year	4.8%	30
2–3 years	16.3%	103
4–5 years	14.7%	93
6–10 years	29.2%	184
11–15 years	15.4%	97
Greater than 16 years	11.9%	75
Totals		631



7. Does your building have any of the following designations? (Check all that apply.)

Designation	Percent	Count
Title I	73.9%	466
Comprehensive Intervention Required (CIR)	16.0%	101
Urgent Intervention Required (UIR)	26.9%	170
I don't know	5.7%	36
None	16.2%	102

8. What is your gender?

Gender	Percent	Count
Male	25.7%	162
Female	71.0%	448
Choose not to respond	3.3%	21
Totals		631

9. Do you identify as Hispanic or Latino?

Response	Percent	Count
Yes	1.6%	10
No	91.8%	579
Choose not to respond	6.7%	42
Totals		631

10. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	Percent	Count
American Indian or Alaska Native	0.5%	3
Asian	0.5%	3
Black or African American	20.0%	126
White	71.5%	451
Other	1.1%	7
Choose not to respond	7.6%	48



11. What is the purpose of the principal evaluation system? (Check all that apply.)

Purpose	Percent	Count
The principal evaluation system contributes to improved student achievement.	72.6%	458
The principal evaluation system ensures that quality principals/assistant principals are employed in building administrator positions.	57.5%	363
The principal evaluation system enhances the quality of instructional leadership.	71.3%	450
The principal evaluation system enhances the quality of building administration, including creating a quality school culture and climate.	68.6%	433
The principal evaluation system provides a process to retain effective principals/assistant principals.	45.6%	288
The principal evaluation system fosters continuous improvement of building administration and instructional leadership by providing opportunities for targeted professional development.	63.4%	400
Other	6.0%	38

12. Of the major components used in the LDOE principal evaluation system, what component or components do you believe best assesses principal/assistant principal performance? (Check all that apply.)

Component	Percent	Count
Professional practice rubric	88.3%	557
Student Learning Targets (SLTs)	32.6%	206

13. Who conducts your evaluation? (Check all that apply.)

Evaluator	Percent	Count
My building principal	83.1%	245
My superintendent or assistant superintendent	13.9%	41
Another central office staff member	8.5%	25
No one	1.0%	3
Other	6.1%	18

14. Who conducts your evaluation? (Check all that apply.)

Evaluator	Percent	Count
My superintendent or assistant superintendent	47.3%	159
Another central office staff member	52.1%	175
No one	0.3%	1
Other	31.8%	107



15. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I understand the purpose of the principal evaluation system.	1.6%	1.7%	7.6%	55.5%	33.6%
I understand how each component of the principal evaluation system is combined to determine my overall rating.	1.0%	4.1%	8.2%	50.6%	36.1%
My principal evaluation rating represents my effectiveness as a building administrator.	4.4%	14.6%	23.5%	39.1%	18.4%
My principal evaluation rating helps me select professional development and learning opportunities to grow as a building administrator.	4.3%	16.6%	22.7%	38.8%	17.6%
I am satisfied with the implementation of the principal evaluation system at my school.	4.1%	11.7%	26.6%	40.3%	17.3%
The feedback I receive as part of my evaluation is specific and actionable.	4.1%	9.7%	19.5%	45.5%	21.2%

16. How often were you formally observed in your school last year? Formal observations are conducted and result in a professional practice score.

Number of observations	Percent	Count
0	14.3%	90
1	44.5%	281
2	33.8%	213
3	2.4%	15
More than 3 times	5.1%	32
Totals		631



17. How often were you informally observed in your school this year? Informal observations are conducted but do not result in a professional practice score.

Number of observations	Percent	Count
0	26.9%	170
1	17.9%	113
2	13.0%	82
3	5.7%	36
More than 3 times	36.5%	230
Totals		631

18. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would revise or add additional domains/component(s) to the Compass leader rubric.	5.9%	17.6%	35.8%	28.1%	12.7%
The Compass leader rubric is understandable.	1.6%	4.8%	16.8%	62.1%	14.7%
The Compass leader rubric identifies effective leadership practices.	1.0%	8.6%	21.9%	55.9%	12.7%
I can translate the Compass leader rubric indicators into my leadership practices.	1.1%	5.7%	20.8%	59.6%	12.8%

19. Which of the following possible evaluators is best able to assess your professional practice performance? (Check all that apply.)

Evaluator	Percent	Count
The superintendent or assistant superintendent	38.2%	241
Peer principals	22.2%	140
My building principal (for assistant principals)	43.9%	277
Central office staff member	32.2%	203
Designee appointed by the school board	6.8%	43
Other	9.0%	57

21. Do you receive feedback within 15 days after formal school observations?

Response	Percent	Count
Yes	75.8%	478
No	24.2%	153
Totals		631



22. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.	1.7%	3.6%	14.2%	57.7%	22.8%
The feedback helped to improve my school leadership.	1.5%	3.6%	14.2%	56.7%	24.1%
I participated in professional development opportunities as a result of the feedback.	3.3%	14.9%	23.6%	42.7%	15.5%
I received mentoring or coaching as a result of the feedback.	6.3%	18.6%	28.0%	32.8%	14.2%
I participated in peer collaboration opportunities as a result of the feedback.	6.1%	16.1%	26.6%	37.7%	13.6%
I received feedback, but it was not helpful.	19.7%	42.1%	20.3%	12.8%	5.2%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	1.9%	5.2%	21.8%	50.8%	20.3%

23. Did you receive feedback within 15 days after informal school observations?

Response	Percent	Count
Yes	64.8%	409
No	35.2%	222
Totals		631



24. Please indicate the extent to which you agree with the following statements about the feedback you received after informal school observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.	1.0%	2.4%	14.7%	56.5%	25.4%
The feedback helped to improve my leadership practices.	1.0%	2.7%	13.2%	58.9%	24.2%
I participated in professional development opportunities as a result of the feedback.	2.2%	11.7%	29.1%	39.6%	17.4%
I received mentoring or coaching as a result of the feedback.	4.4%	16.6%	29.6%	33.3%	16.1%
I participated in peer collaboration opportunities as a result of the feedback.	3.4%	13.9%	29.1%	37.4%	16.1%
I received feedback, but it was not helpful.	21.3%	37.7%	23.0%	12.7%	5.4%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	1.0%	3.2%	22.2%	49.1%	24.4%



25. Please consider your role as an evaluator and indicate the extent to which you agree with the following statements about the evaluations you conduct:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
I understand the rubric I use to evaluate teachers and other staff.	1.3%	1.0%	4.8%	32.0%	58.8%	2.2%
I believe that the interrater reliability training that I received to conduct observations helped me to score more consistently.	3.5%	9.5%	17.0%	39.5%	27.9%	2.7%
I would revise or add additional domains/component(s) to the Compass teacher and other staff rubrics.	4.0%	16.2%	27.3%	26.3%	23.3%	3.0%
I think there should be separate Compass rubrics for each type of teacher or staff position.	4.0%	9.2%	19.5%	31.4%	32.5%	3.5%
I believe the observation feedback leads to continuous improvement for my staff.	2.1%	4.8%	12.5%	44.2%	33.9%	2.5%
I believe the observations provide an opportunity to build relationships and trust with my staff.	2.7%	7.6%	13.8%	42.0%	31.5%	2.4%



26. Who selects your SLT(s)? (Check all that apply.)

Statement	Percent	Count
I create my own SLTs.	31.5%	199
I create my SLTs in collaboration with my evaluator.	51.2%	323
My school system creates or determines my SLTs.	27.4%	173
Other	6.0%	38

27. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
SLTs set an expectation of growth in school achievement over a given period.	2.7%	5.4%	8.2%	63.50%	20.1%
SLTs provide a metric of principal evaluation.	5.5%	11.6%	22.2%	50.20%	10.5%
SLTs help me set goals for my school to achieve growth outcomes.	2.9%	8.2%	14.1%	58.60%	16.2%
SLTs allow me to track important data for school improvement.	2.7%	9.0%	14.4%	57.10%	16.8%
The staff know the SLTs that are used to measure school progress.	1.4%	6.3%	13.2%	59.40%	19.7%
The students know the SLTs that are used to measure school	11.6%	26.3%	25.7%	29.30%	7.1%



28. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received professional development on the role of SLTs in the principal evaluation system.	5.2%	19.0%	21.4%	44.7%	9.7%
I received professional development on how to write and monitor SLTs for my school.	5.9%	19.7%	19.5%	44.7%	10.3%
My SLT score is used to help me select future professional development or learning opportunities to grow as a principal.	5.9%	22.2%	25.7%	38.5%	7.8%

29. Please indicate the extent to which you agree with the following statements about the feedback you received regarding your SLT score:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
The feedback contributed to my professional growth.	6.5%	19.2%	24.2%	30.4%	17.6%	2.1%
The feedback helped to improve my instructional leadership.	7.1%	17.9%	23.5%	32.8%	16.6%	2.1%
I received feedback, but it was not helpful.	9.0%	30.6%	35.3%	13.0%	7.0%	5.1%



32. Please indicate the extent to which you agree with the following statements about your role as an evaluator of teachers:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received professional development on how to support teachers in developing their SLTs.	5.1%	16.0%	19.8%	49.0%	10.1%
I received professional development on how to support teachers in tracking and monitoring their SLTs.	4.9%	17.3%	21.7%	46.6%	9.5%
I received professional development on how to provide feedback to teachers on their SLT score to help them grow professionally.	5.2%	18.9%	23.0%	43.7%	9.2%
I supported all teachers in the development of their SLTs.	1.7%	7.3%	13.8%	56.6%	20.6%
I provided ongoing professional development to all teachers on how to track and monitor their SLTs.	2.4%	15.1%	24.6%	46.1%	11.9%
I provided feedback to teachers on their SLT score to help them grow professionally.	1.1%	8.2%	18.7%	57.4%	14.6%

34. Do you believe that Louisiana should have separate evaluation systems for different leader roles, i.e., principals and assistant principals?

Response	Percent	Count
Yes	47.90%	302
No	52.10%	329
Totals		631



**36. Which of the following measures should be included in a principal evaluation system?
(Check all that apply.)**

Measure	Percent	Count
Self-assessment	71.9%	454
Observations of professional practice by my supervisor	84.0%	530
SLTs	57.2%	361
Value-added Measure(s)	26.6%	168
Schoolwide test scores	50.2%	317
Schoolwide attendance	27.7%	175
Feedback surveys from school staff	55.9%	353
Feedback surveys from families/caretakers	38.8%	245
Feedback surveys from students	36.6%	231
Work portfolios/artifacts submitted	39.3%	248
Other	3.5%	22

**37. Which of the following measures should be included in a teacher evaluation system?
(Check all that apply.)**

Measure	Percent	Count
Self-assessment	72.3%	456
Observations of professional practice	93.0%	587
Value-added Measures	42.6%	269
SLTs	62.3%	393
Feedback surveys from families/caretakers	30.3%	191
Feedback surveys from students	35.5%	224
Work portfolios/artifacts submitted	42.2%	266
Other	4.1%	26



Traditional vs Charter

1. What is your position in your building?

Position	Charter	Traditional
Principal	50.0%	53.3%
Assistant principal	37.5%	31.1%
Other	12.5%	15.6%

2. Do you work in a charter or traditional system?

System	Percent	Count
Charter	2.5%	16
Traditional	97.5%	615
Totals		631

3. Which charter system?

Charter system	Percent	Count	Percent of total
Belle Chasse Academy	6.3%	1	6.3%
Delhi Charter School	12.5%	2	12.5%
Delta Charter Group	6.3%	1	6.3%
International School of Louisiana	6.3%	1	6.3%
Lafayette Charter Foundation	6.3%	1	6.3%
Louisiana Key Academy	12.5%	2	12.5%
Lusher Charter School	18.8%	3	18.8%
New Orleans Charter Science and Mathematics HS	6.3%	1	6.3%
Red River Charter Academy	6.3%	1	6.3%
Sophie B. Wright Institute of Academic Excellence	6.3%	1	6.3%
The MAX Charter School	6.3%	1	6.3%
Warren Easton Charter Foundation Inc.	6.3%	1	6.3%



4. Which system?

Traditional system	Percent	Count	Percent of total
Acadia Parish	1.8%	11	1.8%
Allen Parish	1.5%	9	1.5%
Ascension Parish	1.6%	10	1.6%
Assumption Parish	0.8%	5	0.8%
Avoyelles Parish	0.2%	1	0.2%
Beauregard Parish	1.8%	11	1.8%
Bienville Parish	0.3%	2	0.3%
Bossier Parish	8.1%	50	8.1%
Caddo Parish	1.0%	6	1.0%
Calcasieu Parish	4.9%	30	4.9%
Caldwell Parish	0.5%	3	0.5%
Cameron Parish	0.5%	3	0.5%
Catahoula Parish	0.8%	5	0.8%
Central Community School District	0.2%	1	0.2%
City of Bogalusa School District	0.3%	2	0.3%
City of Monroe School District	1.1%	7	1.1%
Claiborne Parish	0.7%	4	0.7%
Concordia Parish	0.5%	3	0.5%
DeSoto Parish	1.5%	9	1.5%
East Baton Rouge Parish	4.1%	25	4.1%
East Carroll Parish	0.5%	3	0.5%
East Feliciana Parish	0.2%	1	0.2%
Evangeline Parish	2.0%	12	2.0%
Franklin Parish	0.3%	2	0.3%
Grant Parish	1.0%	6	1.0%
Iberia Parish	2.9%	18	2.9%
Iberville Parish	3.3%	20	3.3%
Jackson Parish	1.1%	7	1.1%
Jefferson Davis Parish	1.3%	8	1.3%
Jefferson Parish	0.7%	4	0.7%
LA Schools for the Deaf and Visually Impaired	0.2%	1	0.2%
Lafayette Parish	3.4%	21	3.4%
Lafourche Parish	0.5%	3	0.5%
LaSalle Parish	1.0%	6	1.0%
Livingston Parish	3.6%	22	3.6%
Madison Parish	0.2%	1	0.2%
Morehouse Parish	0.3%	2	0.3%
Natchitoches Parish	3.3%	20	3.3%
Office of Juvenile Justice	0.3%	2	0.3%
Ouachita Parish	4.9%	30	4.9%
Plaquemines Parish	1.6%	10	1.6%
Pointe Coupee Parish	1.3%	8	1.3%



4. Which system?—continued

Traditional system	Percent	Count	Percent of total
Rapides Parish	7.5%	46	7.5%
Red River Parish	0.2%	1	0.2%
Richland Parish	0.8%	5	0.8%
Sabine Parish	1.0%	6	1.0%
St. Charles Parish	1.5%	9	1.5%
St. James Parish	0.2%	1	0.2%
St. John the Baptist Parish	0.3%	2	0.3%
St. Landry Parish	2.0%	12	2.0%
St. Martin Parish	0.8%	5	0.8%
St. Mary Parish	1.8%	11	1.8%
St. Tammany Parish	7.3%	45	7.3%
Tangipahoa Parish	1.0%	6	1.0%
Tensas Parish	0.3%	2	0.3%
Terrebonne Parish	1.8%	11	1.8%
Union Parish	0.2%	1	0.2%
Vermilion Parish	1.0%	6	1.0%
Vernon Parish	0.3%	2	0.3%
Washington Parish	1.5%	9	1.5%
Webster Parish	0.7%	4	0.7%
West Baton Rouge Parish	2.0%	12	2.0%
West Carroll Parish	0.2%	1	0.2%
West Feliciana Parish	0.3%	2	0.3%
Winn Parish	1.3%	8	1.3%
Zachary Community School District	0.7%	4	0.7%

5. Which grades does your building serve? (Check all that apply.)

Grade band	Charter	Traditional
Early childhood	6.3%	38.2%
Kindergarten–2nd grade	56.3%	46.0%
3rd grade–5th grade	50.0%	51.4%
6th grade–8th grade	56.3%	44.1%
9th grade–12th grade	50.0%	31.4%
Other	6.3%	12.7%



6. How long have you served as a public school principal/assistant principal in Louisiana?

Years of experience	Charter	Traditional
Less than 1 year	6.3%	7.8%
1 year	12.5%	4.6%
2–3 years	6.3%	16.6%
4–5 years	6.3%	15.0%
6–10 years	31.3%	29.1%
11–15 years	25.0%	15.1%
Greater than 16 years	12.5%	11.9%

7. Does your building have any of the following designations? (Check all that apply.)

Designation	Charter	Traditional
Title I	81.3%	73.7%
Comprehensive Intervention Required (CIR)	6.3%	16.3%
Urgent Intervention Required (UIR)	12.5%	27.3%
I don't know	18.8%	5.4%
None	6.3%	16.4%

8. What is your gender?

Gender	Charter	Traditional
Male	12.5%	26.0%
Female	87.5%	70.6%
Choose not to respond	0.0%	3.4%

9. Do you identify as Hispanic or Latino?

Response	Charter	Traditional
Yes	6.3%	1.5%
No	87.5%	91.9%
Choose not to respond	6.3%	6.7%

10. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	Charter	Traditional
American Indian or Alaska Native	0.0%	0.5%
Asian	0.0%	0.5%
Black or African American	18.8%	20.0%
White	68.8%	71.5%
Other	6.3%	1.0%
Choose not to respond	6.3%	7.6%



11. What is the purpose of the principal evaluation system? (Check all that apply.)

Statement	Charter	Traditional
The principal evaluation system contributes to improved student achievement.	87.5%	72.2%
The principal evaluation system ensures that quality principals/assistant principals are employed in building administrator positions.	56.3%	57.6%
The principal evaluation system enhances the quality of instructional leadership.	75.0%	71.2%
The principal evaluation system enhances the quality of building administration, including creating a quality school culture and climate.	56.3%	68.9%
The principal evaluation system provides a process to retain effective principals/assistant principals.	50.0%	45.5%
The principal evaluation system fosters continuous improvement of building administration and instructional leadership by providing opportunities for targeted professional development.	62.5%	63.4%
Other	0.0%	6.2%

12. Of the major components used in the LDOE principal evaluation system, what component or components do you believe best assesses principal/assistant principal performance? (Check all that apply.)

Component	Charter	Traditional
Professional practice rubric	87.5%	88.3%
Student Learning Targets (SLTs)	31.3%	32.7%

13. Who conducts your evaluation? (Check all that apply.)

Evaluator	Charter	Traditional
My building principal	87.5%	82.9%
My superintendent or assistant superintendent	12.5%	13.9%
Another central office staff member	12.5%	8.4%
No one	0.0%	1.0%
Other	0.0%	6.3%

14. Who conducts your evaluation? (Check all that apply.)

Evaluator	Charter	Traditional
My superintendent or assistant superintendent	87.5%	46.3%
Another central office staff member	0.0%	53.4%
No one	0.0%	0.3%
Other	12.5%	32.3%



15. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
	I understand the purpose of the principal evaluation system.	0.0%	1.6%	6.3%	1.6%	18.8%	7.3%	50.0%	55.6%	25.0%
I understand how each component of the principal evaluation system is combined to determine my overall rating.	0.0%	1.0%	6.3%	4.1%	6.3%	8.3%	50.0%	50.6%	37.5%	36.1%
My principal evaluation rating represents my effectiveness as a building administrator.	6.3%	4.4%	6.3%	14.8%	31.3%	23.3%	37.5%	39.2%	18.8%	18.4%
My principal evaluation rating helps me select professional development and learning opportunities to grow as a building administrator.	6.3%	4.2%	0.00%	17.1%	31.3%	22.4%	43.8%	38.7%	18.8%	17.6%
I am satisfied with the implementation of the principal evaluation system at my school.	6.3%	4.1%	0%	12.0%	37.5%	26.3%	31.3%	40.5%	25.0%	17.1%
The feedback I receive as part of my evaluation is specific and actionable.	6.3%	4.1%	0%	9.9%	18.8%	19.5%	56.3%	45.2%	18.8%	21.3%



16. How often were you formally observed in your school last year? Formal observations are conducted and result in a professional practice score.

Number of observations	Charter	Traditional
0	18.8%	14.1%
1	25.0%	45.0%
2	25.0%	34.0%
3	0.0%	2.4%
More than 3 times	31.3%	4.4%

17. How often were you informally observed in your school this year? Informal observations are conducted but do not result in a professional practice score.

Number of observations	Charter	Traditional
0	18.8%	27.2%
1	0.0%	18.4%
2	0.0%	13.3%
3	12.5%	5.5%
More than 3 times	68.8%	35.6%

18. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
I would revise or add additional domains/ component(s) to the Compass leader rubric.	0.0%	6.0%	18.8%	17.6%	43.8%	35.6%	31.3%	28.0%	6.3%	12.8%
The Compass leader rubric is understandable.	0.0%	1.6%	6.3%	4.7%	25.0%	16.6%	50.0%	62.4%	18.8%	14.6%
The Compass leader rubric identifies effective leadership practices.	0.0%	1.0%	6.3%	8.6%	31.3%	21.6%	43.8%	56.3%	18.8%	12.5%
I can translate the Compass leader rubric indicators into my leadership practices.	0.0%	1.1%	6.3%	5.7%	25.0%	20.7%	50.0%	59.8%	18.8%	12.7%



19. Which of the following possible evaluators is best able to assess your professional practice performance? (Check all that apply.)

Evaluator	Charter	Traditional
The superintendent or assistant superintendent	43.8%	38.0%
Peer principals	37.5%	21.8%
My building principal (for assistant principals)	37.5%	44.1%
Central office staff member	6.3%	32.8%
Designee appointed by the school board	12.5%	6.7%
Other	6.3%	9.1%

21. Do you receive feedback within 15 days after formal school observations?

Response	Charter	Traditional
Yes	68.8%	75.9%
No	31.3%	24.1%



22. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal observations:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
	The feedback contributed to my professional growth.	0.0%	1.7%	0.0%	3.6%	18.2%	14.1%	63.6%	57.6%	18.2%
The feedback helped to improve my school leadership.	0.0%	1.5%	0.0%	3.6%	18.2%	14.1%	63.6%	56.5%	18.2%	24.2%
I participated in professional development opportunities as a result of the feedback.	9.1%	3.2%	9.1%	15.0%	27.3%	23.6%	45.5%	42.6%	9.1%	15.6%
I received mentoring or coaching as a result of the feedback.	9.1%	6.2%	18.2%	18.6%	27.3%	28.1%	27.3%	33.0%	18.2%	14.1%
I participated in peer collaboration opportunities as a result of the feedback.	9.1%	6.0%	18.2%	16.1%	27.3%	26.6%	36.4%	37.7%	9.1%	13.7%
I received feedback, but it was not helpful.	18.2%	19.7%	63.6%	41.5%	18.2%	20.3%	0.0%	13.1%	0.0%	5.4%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	0.0%	1.9%	0.0%	5.4%	18.2%	21.8%	54.5%	50.7%	27.3%	20.1%



23. Did you receive feedback within 15 days after informal school observations?

Response	Charter	Traditional
Yes	75.0%	64.6%
No	25.0%	35.4%

24. Please indicate the extent to which you agree with the following statements about the feedback you received after informal school observations:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
The feedback contributed to my professional growth.	0.0%	1.0%	0.0%	2.5%	8.3%	14.9%	58.3%	56.4%	33.3%	25.2%
The feedback helped to improve my leadership practices.	0.0%	1.0%	0.0%	2.8%	25.0%	12.8%	50.0%	59.2%	25.0%	24.2%
I participated in professional development opportunities as a result of the feedback.	8.3%	2.0%	16.7%	11.6%	25.0%	29.2%	33.3%	39.8%	16.7%	17.4%
I received mentoring or coaching as a result of the feedback.	8.3%	4.3%	33.3%	16.1%	33.3%	29.5%	16.7%	33.8%	8.3%	16.4%
I participated in peer collaboration opportunities as a result of the feedback.	8.3%	3.3%	16.7%	13.9%	25.0%	29.2%	41.7%	37.3%	8.3%	16.4%
I received feedback, but it was not helpful.	33.3%	20.9%	41.7%	37.5%	25.0%	22.9%	0.0%	13.1%	0.0%	5.5%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.	0.0%	1.0%	0.0%	3.3%	25.0%	22.2%	58.3%	48.9%	16.7%	24.7%



25. Please consider your role as an evaluator and indicate the extent to which you agree with the following statements about the evaluations you conduct:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Not applicable	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
	I understand the rubric I use to evaluate teachers and other staff.	0.0%	1.3%	0.0%	1.0%	12.5%	4.6%	18.8%	32.4%	68.8%	58.5%	0.0%
I believe that the interrater reliability training that I received to conduct observations helped me to score more consistently.	0.0%	3.6%	12.5%	9.4%	25.0%	16.7%	25.0%	39.8%	37.5%	27.6%	0.0%	2.8%
I would revise or add additional domains/component(s) to the Compass teacher and other staff rubrics.	0.0%	4.1%	12.5%	16.3%	43.8%	26.8%	18.8%	26.5%	25.0%	23.3%	0.0%	3.1%
I think there should be separate Compass rubrics for each type of teacher or staff position.	6.3%	3.9%	6.3%	9.3%	43.8%	18.9%	25.0%	31.5%	18.8%	32.8%	0.0%	3.6%
I believe the observation feedback leads to continuous improvement for my staff.	0.0%	2.1%	0.0%	4.9%	25.0%	12.2%	31.3%	44.6%	43.8%	33.7%	0.0%	2.6%
I believe the observations provide an opportunity to build relationships and trust with my staff.	0.0%	2.8%	6.3%	7.6%	25.0%	13.5%	12.5%	42.8%	56.3%	30.9%	0.0%	2.4%



26. Who selects your SLT(s)? (Check all that apply.)

Statement	Charter	Traditional
I create my own SLTs.	31.3%	31.5%
I create my SLTs in collaboration with my evaluator.	68.8%	50.7%
My school system creates or determines my SLTs.	12.5%	27.8%
Other	0.0%	6.2%

27. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
SLTs set an expectation of growth in school achievement over a given period.	0.0%	2.8%	0.0%	5.5%	18.8%	8.0%	56.3%	63.7%	25.0%	20.0%
SLTs provide a metric of principal evaluation.	0.0%	5.7%	6.3%	11.7%	31.3%	22.0%	56.3%	50.1%	6.3%	10.6%
SLTs help me set goals for my school to achieve growth outcomes.	0.0%	2.9%	6.3%	8.3%	18.8%	14.0%	62.5%	58.5%	12.5%	16.3%
SLTs allow me to track important data for school improvement.	0.0%	2.8%	6.3%	9.1%	18.8%	14.3%	62.5%	56.9%	12.5%	16.9%
The staff know the SLTs that are used to measure school progress.	0.0%	1.5%	6.3%	6.3%	37.5%	12.5%	43.8%	59.8%	12.5%	19.8%
The students know the SLTs that are used to measure school	18.8%	11.4%	12.5%	26.7%	50.0%	25.0%	12.5%	29.8%	6.3%	7.2%



28. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
	I received professional development on the role of SLTs in the principal evaluation system.	12.5%	5.0%	12.5%	19.2%	18.8%	21.5%	43.8%	44.7%	12.5%
I received professional development on how to write and monitor SLTs for my school.	12.5%	5.7%	6.3%	20.0%	25.0%	19.3%	37.5%	44.9%	18.8%	10.1%
My SLT score is used to help me select future professional development or learning opportunities to grow as a principal.	0.00%	6.0%	12.5%	22.4%	18.8%	25.9%	62.5%	37.9%	6.3%	7.8%

29. Please indicate the extent to which you agree with the following statements about the feedback you received regarding your SLT score:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Not applicable	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
	The feedback contributed to my professional growth.	12.5%	6.3%	6.3%	19.5%	18.8%	24.4%	31.3%	30.4%	31.3%	17.2%	0.00%
The feedback helped to improve my instructional leadership.	6.3%	7.2%	6.3%	18.2%	25.0%	23.4%	31.3%	32.8%	31.3%	16.3%	0.00%	2.1%
I received feedback, but it was not helpful.	12.5%	8.9%	37.5%	30.4%	50.0%	35.0%	0.00%	13.3%	0.00%	7.2%	0.00%	5.2%



32. Please indicate the extent to which you agree with the following statements about your role as an evaluator of teachers:

Statement	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
	I received professional development on how to support teachers in developing their SLTs.	6.3%	5.0%	18.8%	15.9%	18.8%	19.8%	37.5%	49.3%	18.8%
I received professional development on how to support teachers in tracking and monitoring their SLTs.	6.3%	4.9%	12.5%	17.4%	31.3%	21.5%	37.5%	46.8%	12.5%	9.4%
I received professional development on how to provide feedback to teachers on their SLT score to help them grow professionally.	6.3%	5.2%	12.5%	19.0%	25.0%	22.9%	56.3%	43.4%	0.00%	9.4%
I supported all teachers in the development of their SLTs.	0.00%	1.8%	6.3%	7.3%	12.5%	13.8%	50.0%	56.7%	31.3%	20.3%
I provided ongoing professional development to all teachers on how to track and monitor their SLTs.	6.3%	2.3%	12.5%	15.1%	18.8%	24.7%	37.5%	46.3%	25.0%	11.5%
I provided feedback to teachers on their SLT score to help them grow professionally.	0.00%	1.1%	0.00%	8.5%	31.3%	18.4%	31.3%	58.0%	37.5%	14.0%



34. Do you believe that Louisiana should have separate evaluation systems for different leader roles, i.e., principals and assistant principals?

Response	Charter	Traditional
Yes	37.5%	48.1%
No	62.5%	51.9%

36. Which of the following measures should be included in a principal evaluation system? (Check all that apply.)

Measure	Charter	Traditional
Self-assessment	50.0%	72.5%
Observations of professional practice by my supervisor	93.8%	83.7%
SLTs	68.8%	56.9%
Value-added Measure(s)	18.8%	26.8%
Schoolwide test scores	43.8%	50.4%
Schoolwide attendance	56.3%	27.0%
Feedback surveys from school staff	43.8%	56.3%
Feedback surveys from families/caretakers	31.3%	39.0%
Feedback surveys from students	31.3%	36.7%
Work portfolios/artifacts submitted	37.5%	39.3%
Other	0.0%	3.6%

37. Which of the following measures should be included in a teacher evaluation system? (Check all that apply.)

Measure	Charter	Traditional
Self-assessment	56.3%	72.7%
Observations of professional practice	100.0%	92.8%
Value-added Measures	31.3%	42.9%
SLTs	81.3%	61.8%
Feedback surveys from families/caretakers	31.3%	30.2%
Feedback surveys from students	37.5%	35.4%
Work portfolios/artifacts submitted	43.8%	42.1%
Other	0.0%	4.2%



Grade Bands

1. What is your position in your building?

Grade band	Principal	Assistant principal	Other
Early childhood	60.2%	28.0%	11.9%
Kindergarten–2nd grade	60.3%	26.0%	13.7%
3rd grade–5th grade	59.0%	27.2%	13.9%
6th grade–8th grade	54.6%	28.6%	16.8%
9th grade–12th grade	47.8%	31.3%	20.9%
Other	45.6%	25.3%	29.1%

2. Do you work in a charter or traditional system?

Grade band	Charter	Traditional
Early childhood	0.4%	99.6%
Kindergarten–2nd grade	3.1%	96.9%
3rd grade–5th grade	2.5%	97.5%
6th grade–8th grade	3.2%	96.8%
9th grade–12th grade	4.0%	96.0%
Other	1.3%	98.7%



3. Which charter system?

Grade band	System	Percent	Count	Percent of total
Early childhood	Belle Chasse Academy	100.0%	1	2.8%
Kindergarten– 2nd grade	Belle Chasse Academy	11.1%	1	2.8%
	Delhi Charter School	22.2%	2	5.6%
	Delta Charter Group	11.1%	1	2.8%
	International School of Louisiana	11.1%	1	2.8%
	Louisiana Key Academy	22.2%	2	5.6%
	Lusher Charter School	11.1%	1	2.8%
	The MAX Charter School	11.1%	1	2.8%
3rd grade–5th grade	Belle Chasse Academy	12.5%	1	2.8%
	Delhi Charter School	25.0%	2	5.6%
	Delta Charter Group	12.5%	1	2.8%
	Louisiana Key Academy	25.0%	2	5.6%
	Lusher Charter School	12.5%	1	2.8%
	The MAX Charter School	12.5%	1	2.8%
6th grade–8th grade	Belle Chasse Academy	11.1%	1	2.8%
	Delhi Charter School	22.2%	2	5.6%
	Delta Charter Group	11.1%	1	2.8%
	Louisiana Key Academy	22.2%	2	5.6%
	Lusher Charter School	11.1%	1	2.8%
	Red River Charter Academy	11.1%	1	2.8%
	The MAX Charter School	11.1%	1	2.8%
9th grade–12th grade	Belle Chasse Academy	0.0%	0	0.0%
	Delhi Charter School	12.5%	1	2.8%
	Delta Charter Group	12.5%	1	2.8%
	Lafayette Charter Foundation	12.5%	1	2.8%
	Lusher Charter School	12.5%	1	2.8%
	New Orleans Charter Science and Mathematics HS	12.5%	1	2.8%
	Red River Charter Academy	12.5%	1	2.8%
	Sophie B. Wright Institute of Academic Excellence	12.5%	1	2.8%
	Warren Easton Charter Foundation Inc.	12.5%	1	2.8%
Other	Belle Chasse Academy	0.0%	0	0.0%
	Lusher Charter School	100.0%	1	2.8%



4. Which system?

Grade band	System	Percent	Count	Percent of total
Early childhood	Acadia Parish	2.1%	5	0.4%
	Allen Parish	2.1%	5	0.4%
	Ascension Parish	3.4%	8	0.6%
	Assumption Parish	0.9%	2	0.1%
	Avoyelles Parish	0.4%	1	0.1%
	Beauregard Parish	0.9%	2	0.1%
	Bienville Parish	0.9%	2	0.1%
	Bossier Parish	7.2%	17	1.2%
	Caddo Parish	1.3%	3	0.2%
	Calcasieu Parish	6.0%	14	1.0%
	Caldwell Parish	0.4%	1	0.1%
	Cameron Parish	1.3%	3	0.2%
	Catahoula Parish	0.4%	1	0.1%
	Central Community School District	0.4%	1	0.1%
	City of Bogalusa School District	0.0%	0	0.0%
	City of Monroe School District	0.9%	2	0.1%
	Claiborne Parish	0.4%	1	0.1%
	Concordia Parish	1.3%	3	0.2%
	DeSoto Parish	0.9%	2	0.1%
	East Baton Rouge Parish	3.4%	8	0.6%
	East Carroll Parish	0.0%	0	0.0%
	East Feliciana Parish	0.0%	0	0.0%
	Evangeline Parish	2.6%	6	0.4%
	Franklin Parish	0.4%	1	0.1%
	Grant Parish	0.9%	2	0.1%
	Iberia Parish	3.4%	8	0.6%
	Iberville Parish	3.8%	9	0.7%
	Jackson Parish	1.7%	4	0.3%
	Jefferson Davis Parish	0.4%	1	0.1%
	Jefferson Parish	1.3%	3	0.2%
	LA Schools for the Deaf and Visually Impaired	0.0%	0	0.0%
	Lafayette Parish	2.6%	6	0.4%
	Lafourche Parish	0.4%	1	0.1%
	LaSalle Parish	0.4%	1	0.1%
	Livingston Parish	3.4%	8	0.6%
	Madison Parish	0.4%	1	0.1%
	Morehouse Parish	0.0%	0	0.0%
	Natchitoches Parish	4.3%	10	0.7%
	Office of Juvenile Justice	0.0%	0	0.0%
	Ouachita Parish	2.6%	6	0.4%
	Plaquemines Parish	0.9%	2	0.1%
Pointe Coupee Parish	1.3%	3	0.2%	
Rapides Parish	8.9%	21	1.5%	
Red River Parish	0.0%	0	0.0%	
Richland Parish	0.4%	1	0.1%	



4. Which system?—continued

Grade band	System	Percent	Count	Percent of total
Early childhood (cont.)	Sabine Parish	2.1%	5	0.4%
	St. Charles Parish	1.7%	4	0.3%
	St. James Parish	0.0%	0	0.0%
	St. John the Baptist Parish	0.4%	1	0.1%
	St. Landry Parish	1.3%	3	0.2%
	St. Martin Parish	1.3%	3	0.2%
	St. Mary Parish	1.7%	4	0.3%
	St. Tammany Parish	5.1%	12	0.9%
	Tangipahoa Parish	0.9%	2	0.1%
	Tensas Parish	0.4%	1	0.1%
	Terrebonne Parish	1.3%	3	0.2%
	Union Parish	0.0%	0	0.0%
	Vermilion Parish	1.7%	4	0.3%
	Vernon Parish	0.9%	2	0.1%
	Washington Parish	1.3%	3	0.2%
	Webster Parish	0.9%	2	0.1%
	West Baton Rouge Parish	1.3%	3	0.2%
	West Carroll Parish	0.0%	0	0.0%
	West Feliciana Parish	0.4%	1	0.1%
	Winn Parish	2.1%	5	0.4%
Zachary Community School District	0.9%	2	0.1%	
Kindergarten– 2nd grade	Acadia Parish	2.1%	6	0.4%
	Allen Parish	1.8%	5	0.4%
	Ascension Parish	2.8%	8	0.6%
	Assumption Parish	0.7%	2	0.1%
	Avoyelles Parish	0.4%	1	0.1%
	Beauregard Parish	1.4%	4	0.3%
	Bienville Parish	0.7%	2	0.1%
	Bossier Parish	8.5%	24	1.7%
	Caddo Parish	1.4%	4	0.3%
	Calcasieu Parish	6.4%	18	1.3%
	Caldwell Parish	0.4%	1	0.1%
	Cameron Parish	1.1%	3	0.2%
	Catahoula Parish	1.4%	4	0.3%
	Central Community School District	0.4%	1	0.1%
	City of Bogalusa School District	0.0%	0	0.0%
	City of Monroe School District	1.1%	3	0.2%
	Claiborne Parish	0.7%	2	0.1%
	Concordia Parish	1.1%	3	0.2%
	DeSoto Parish	0.7%	2	0.1%
	East Baton Rouge Parish	3.9%	11	0.8%
	East Carroll Parish	0.4%	1	0.1%
	East Feliciana Parish	0.0%	0	0.0%
	Evangeline Parish	2.1%	6	0.4%



4. Which system?—continued

Grade band	System	Percent	Count	Percent of total
Kindergarten– 2nd grade (cont.)	Franklin Parish	0.7%	2	0.1%
	Grant Parish	1.1%	3	0.2%
	Iberia Parish	3.9%	11	0.8%
	Iberville Parish	3.2%	9	0.7%
	Jackson Parish	1.4%	4	0.3%
	Jefferson Davis Parish	1.4%	4	0.3%
	Jefferson Parish	1.1%	3	0.2%
	LA Schools for the Deaf and Visually Impaired	0.0%	0	0.0%
	Lafayette Parish	2.5%	7	0.5%
	Lafourche Parish	0.7%	2	0.1%
	LaSalle Parish	0.4%	1	0.1%
	Livingston Parish	3.5%	10	0.7%
	Madison Parish	0.0%	0	0.0%
	Morehouse Parish	0.7%	2	0.1%
	Natchitoches Parish	3.9%	11	0.8%
	Office of Juvenile Justice	0.0%	0	0.0%
	Ouachita Parish	2.5%	7	0.5%
	Plaquemines Parish	1.1%	3	0.2%
	Pointe Coupee Parish	1.1%	3	0.2%
	Rapides Parish	8.1%	23	1.7%
	Red River Parish	0.0%	0	0.0%
	Richland Parish	0.4%	1	0.1%
	Sabine Parish	1.8%	5	0.4%
	St. Charles Parish	1.8%	5	0.4%
	St. James Parish	0.0%	0	0.0%
	St. John the Baptist Parish	0.4%	1	0.1%
	St. Landry Parish	1.4%	4	0.3%
	St. Martin Parish	1.1%	3	0.2%
	St. Mary Parish	1.4%	4	0.3%
	St. Tammany Parish	4.9%	14	1.0%
	Tangipahoa Parish	1.1%	3	0.2%
	Tensas Parish	0.4%	1	0.1%
	Terrebonne Parish	1.8%	5	0.4%
	Union Parish	0.0%	0	0.0%
	Vermilion Parish	1.4%	4	0.3%
	Vernon Parish	0.7%	2	0.1%
	Washington Parish	1.4%	4	0.3%
	Webster Parish	0.7%	2	0.1%
	West Baton Rouge Parish	1.1%	3	0.2%
	West Carroll Parish	0.0%	0	0.0%
West Feliciana Parish	0.4%	1	0.1%	
Winn Parish	1.8%	5	0.4%	
Zachary Community School District	0.0%	0	0.0%	



4. Which system?—continued

Grade band	System	Percent	Count	Percent of total
3rd grade–5th grade	Acadia Parish	2.2%	7	0.5%
	Allen Parish	1.9%	6	0.4%
	Ascension Parish	2.8%	9	0.7%
	Assumption Parish	0.6%	2	0.1%
	Avoyelles Parish	0.3%	1	0.1%
	Beauregard Parish	1.9%	6	0.4%
	Bienville Parish	0.6%	2	0.1%
	Bossier Parish	8.9%	28	2.0%
	Caddo Parish	1.3%	4	0.3%
	Calcasieu Parish	5.4%	17	1.2%
	Caldwell Parish	0.3%	1	0.1%
	Cameron Parish	0.9%	3	0.2%
	Catahoula Parish	1.3%	4	0.3%
	Central Community School District	0.3%	1	0.1%
	City of Bogalusa School District	0.0%	0	0.0%
	City of Monroe School District	0.6%	2	0.1%
	Claiborne Parish	1.3%	4	0.3%
	Concordia Parish	0.6%	2	0.1%
	DeSoto Parish	0.3%	1	0.1%
	East Baton Rouge Parish	3.8%	12	0.9%
	East Carroll Parish	0.3%	1	0.1%
	East Feliciana Parish	0.0%	0	0.0%
	Evangeline Parish	2.2%	7	0.5%
	Franklin Parish	0.6%	2	0.1%
	Grant Parish	0.9%	3	0.2%
	Iberia Parish	3.5%	11	0.8%
	Iberville Parish	2.8%	9	0.7%
	Jackson Parish	1.3%	4	0.3%
	Jefferson Davis Parish	1.3%	4	0.3%
	Jefferson Parish	0.9%	3	0.2%
	LA Schools for the Deaf and Visually Impaired	0.0%	0	0.0%
	Lafayette Parish	2.2%	7	0.5%
	Lafourche Parish	0.6%	2	0.1%
	LaSalle Parish	0.6%	2	0.1%
	Livingston Parish	3.5%	11	0.8%
	Madison Parish	0.0%	0	0.0%
	Morehouse Parish	0.6%	2	0.1%
	Natchitoches Parish	4.1%	13	0.9%
	Office of Juvenile Justice	0.0%	0	0.0%
	Ouachita Parish	2.2%	7	0.5%
	Plaquemines Parish	0.9%	3	0.2%
Pointe Coupee Parish	1.6%	5	0.4%	
Rapides Parish	8.2%	26	1.9%	
Red River Parish	0.0%	0	0.0%	
Richland Parish	0.3%	1	0.1%	



4. Which system?—continued

Grade band	System	Percent	Count	Percent of total
3rd grade–5th grade (cont.)	Sabine Parish	1.6%	5	0.4%
	St. Charles Parish	0.9%	3	0.2%
	St. James Parish	0.0%	0	0.0%
	St. John the Baptist Parish	0.3%	1	0.1%
	St. Landry Parish	2.2%	7	0.5%
	St. Martin Parish	0.3%	1	0.1%
	St. Mary Parish	1.6%	5	0.4%
	St. Tammany Parish	7.3%	23	1.7%
	Tangipahoa Parish	0.6%	2	0.1%
	Tensas Parish	0.3%	1	0.1%
	Terrebonne Parish	3.5%	11	0.8%
	Union Parish	0.0%	0	0.0%
	Vermilion Parish	1.3%	4	0.3%
	Vernon Parish	0.6%	2	0.1%
	Washington Parish	1.6%	5	0.4%
	Webster Parish	0.3%	1	0.1%
	West Baton Rouge Parish	0.9%	3	0.2%
	West Carroll Parish	0.0%	0	0.0%
	West Feliciana Parish	0.0%	0	0.0%
	Winn Parish	1.9%	6	0.4%
Zachary Community School District	0.3%	1	0.1%	
6th grade–8th grade	Acadia Parish	2.6%	7	0.5%
	Allen Parish	1.5%	4	0.3%
	Ascension Parish	0.0%	0	0.0%
	Assumption Parish	0.4%	1	0.1%
	Avoyelles Parish	0.4%	1	0.1%
	Beauregard Parish	0.7%	2	0.1%
	Bienville Parish	0.0%	0	0.0%
	Bossier Parish	4.8%	13	0.9%
	Caddo Parish	1.1%	3	0.2%
	Calcasieu Parish	4.4%	12	0.9%
	Caldwell Parish	0.0%	0	0.0%
	Cameron Parish	1.1%	3	0.2%
	Catahoula Parish	1.1%	3	0.2%
	Central Community School District	0.4%	1	0.1%
	City of Bogalusa School District	0.4%	1	0.1%
	City of Monroe School District	0.4%	1	0.1%
	Claiborne Parish	1.1%	3	0.2%
	Concordia Parish	0.7%	2	0.1%
	DeSoto Parish	0.4%	1	0.1%
	East Baton Rouge Parish	3.3%	9	0.7%
	East Carroll Parish	0.4%	1	0.1%
	East Feliciana Parish	0.0%	0	0.0%
	Evangeline Parish	2.6%	7	0.5%
	Franklin Parish	0.4%	1	0.1%



4. Which system?—continued

Grade band	System	Percent	Count	Percent of total
6th grade–8th grade (cont.)	Grant Parish	1.5%	4	0.3%
	Iberia Parish	3.0%	8	0.6%
	Iberville Parish	4.1%	11	0.8%
	Jackson Parish	2.2%	6	0.4%
	Jefferson Davis Parish	3.0%	8	0.6%
	Jefferson Parish	0.4%	1	0.1%
	LA Schools for the Deaf and Visually Impaired	0.4%	1	0.1%
	Lafayette Parish	3.0%	8	0.6%
	Lafourche Parish	0.4%	1	0.1%
	LaSalle Parish	1.5%	4	0.3%
	Livingston Parish	1.5%	4	0.3%
	Madison Parish	0.0%	0	0.0%
	Morehouse Parish	0.7%	2	0.1%
	Natchitoches Parish	5.2%	14	1.0%
	Office of Juvenile Justice	0.7%	2	0.1%
	Ouachita Parish	6.3%	17	1.2%
	Plaquemines Parish	0.7%	2	0.1%
	Pointe Coupee Parish	2.6%	7	0.5%
	Rapides Parish	7.7%	21	1.5%
	Red River Parish	0.4%	1	0.1%
	Richland Parish	1.1%	3	0.2%
	Sabine Parish	1.5%	4	0.3%
	St. Charles Parish	0.0%	0	0.0%
	St. James Parish	0.0%	0	0.0%
	St. John the Baptist Parish	0.4%	1	0.1%
	St. Landry Parish	1.8%	5	0.4%
	St. Martin Parish	0.4%	1	0.1%
	St. Mary Parish	0.7%	2	0.1%
	St. Tammany Parish	8.1%	22	1.6%
	Tangipahoa Parish	1.1%	3	0.2%
	Tensas Parish	0.4%	1	0.1%
	Terrebonne Parish	3.0%	8	0.6%
	Union Parish	0.0%	0	0.0%
	Vermilion Parish	0.7%	2	0.1%
	Vernon Parish	0.7%	2	0.1%
	Washington Parish	2.6%	7	0.5%
	Webster Parish	0.4%	1	0.1%
	West Baton Rouge Parish	1.8%	5	0.4%
	West Carroll Parish	0.0%	0	0.0%
	West Feliciana Parish	0.4%	1	0.1%
Winn Parish	1.8%	5	0.4%	
Zachary Community School District	0.0%	0	0.0%	



4. Which system?—continued

Grade band	System	Percent	Count	Percent of total
9th grade–12th grade	Acadia Parish	1.0%	2	0.1%
	Allen Parish	1.0%	2	0.1%
	Ascension Parish	0.5%	1	0.1%
	Assumption Parish	0.5%	1	0.1%
	Avoyelles Parish	0.5%	1	0.1%
	Beauregard Parish	2.1%	4	0.3%
	Bienville Parish	0.0%	0	0.0%
	Bossier Parish	6.2%	12	0.9%
	Caddo Parish	0.5%	1	0.1%
	Calcasieu Parish	3.1%	6	0.4%
	Caldwell Parish	0.5%	1	0.1%
	Cameron Parish	1.6%	3	0.2%
	Catahoula Parish	1.6%	3	0.2%
	Central Community School District	0.5%	1	0.1%
	City of Bogalusa School District	0.5%	1	0.1%
	City of Monroe School District	1.6%	3	0.2%
	Claiborne Parish	1.6%	3	0.2%
	Concordia Parish	1.0%	2	0.1%
	DeSoto Parish	3.1%	6	0.4%
	East Baton Rouge Parish	3.6%	7	0.5%
	East Carroll Parish	0.5%	1	0.1%
	East Feliciana Parish	0.0%	0	0.0%
	Evangeline Parish	1.6%	3	0.2%
	Franklin Parish	0.0%	0	0.0%
	Grant Parish	1.0%	2	0.1%
	Iberia Parish	1.6%	3	0.2%
	Iberville Parish	4.7%	9	0.7%
	Jackson Parish	2.6%	5	0.4%
	Jefferson Davis Parish	2.1%	4	0.3%
	Jefferson Parish	0.5%	1	0.1%
	LA Schools for the Deaf and Visually Impaired	0.5%	1	0.1%
	Lafayette Parish	4.7%	9	0.7%
	Lafourche Parish	0.0%	0	0.0%
	LaSalle Parish	0.5%	1	0.1%
	Livingston Parish	2.1%	4	0.3%
	Madison Parish	0.0%	0	0.0%
	Morehouse Parish	0.0%	0	0.0%
	Natchitoches Parish	2.6%	5	0.4%
	Office of Juvenile Justice	1.0%	2	0.1%
	Ouachita Parish	4.1%	8	0.6%
	Plaquemines Parish	1.0%	2	0.1%
Pointe Coupee Parish	3.1%	6	0.4%	
Rapides Parish	8.8%	17	1.2%	
Red River Parish	0.0%	0	0.0%	
Richland Parish	1.0%	2	0.1%	



4. Which system?—continued

Grade band	System	Percent	Count	Percent of total
9th grade–12th grade (cont.)	Sabine Parish	2.6%	5	0.4%
	St. Charles Parish	1.6%	3	0.2%
	St. James Parish	0.0%	0	0.0%
	St. John the Baptist Parish	0.5%	1	0.1%
	St. Landry Parish	1.6%	3	0.2%
	St. Martin Parish	0.5%	1	0.1%
	St. Mary Parish	1.6%	3	0.2%
	St. Tammany Parish	4.1%	8	0.6%
	Tangipahoa Parish	2.1%	4	0.3%
	Tensas Parish	0.5%	1	0.1%
	Terrebonne Parish	0.5%	1	0.1%
	Union Parish	0.5%	1	0.1%
	Vermilion Parish	0.0%	0	0.0%
	Vernon Parish	1.0%	2	0.1%
	Washington Parish	2.6%	5	0.4%
	Webster Parish	0.5%	1	0.1%
	West Baton Rouge Parish	1.6%	3	0.2%
	West Carroll Parish	0.0%	0	0.0%
	West Feliciana Parish	0.0%	0	0.0%
	Winn Parish	3.1%	6	0.4%
Zachary Community School District	0.0%	0	0.0%	
Other	Acadia Parish	3.8%	3	0.2%
	Allen Parish	3.8%	3	0.2%
	Ascension Parish	0.0%	0	0.0%
	Assumption Parish	2.6%	2	0.1%
	Avoyelles Parish	0.0%	0	0.0%
	Beauregard Parish	3.8%	3	0.2%
	Bienville Parish	0.0%	0	0.0%
	Bossier Parish	3.8%	3	0.2%
	Caddo Parish	1.3%	1	0.1%
	Calcasieu Parish	0.0%	0	0.0%
	Caldwell Parish	0.0%	0	0.0%
	Cameron Parish	0.0%	0	0.0%
	Catahoula Parish	1.3%	1	0.1%
	Central Community School District	0.0%	0	0.0%
	City of Bogalusa School District	1.3%	1	0.1%
	City of Monroe School District	1.3%	1	0.1%
	Claiborne Parish	0.0%	0	0.0%
	Concordia Parish	0.0%	0	0.0%
	DeSoto Parish	3.8%	3	0.2%
	East Baton Rouge Parish	2.6%	2	0.1%
	East Carroll Parish	0.0%	0	0.0%
	East Feliciana Parish	1.3%	1	0.1%
	Evangeline Parish	5.1%	4	0.3%
	Franklin Parish	0.0%	0	0.0%



4. Which system?—continued

Grade band	System	Percent	Count	Percent of total
Other (cont.)	Grant Parish	0.0%	0	0.0%
	Iberia Parish	7.7%	6	0.4%
	Iberville Parish	10.3%	8	0.6%
	Jackson Parish	0.0%	0	0.0%
	Jefferson Davis Parish	0.0%	0	0.0%
	Jefferson Parish	0.0%	0	0.0%
	LA Schools for the Deaf and Visually Impaired	0.0%	0	0.0%
	Lafayette Parish	1.3%	1	0.1%
	Lafourche Parish	0.0%	0	0.0%
	LaSalle Parish	0.0%	0	0.0%
	Livingston Parish	9.0%	7	0.5%
	Madison Parish	1.3%	1	0.1%
	Morehouse Parish	0.0%	0	0.0%
	Natchitoches Parish	1.3%	1	0.1%
	Office of Juvenile Justice	0.0%	0	0.0%
	Ouachita Parish	2.6%	2	0.1%
	Plaquemines Parish	3.8%	3	0.2%
	Pointe Coupee Parish	1.3%	1	0.1%
	Rapides Parish	7.7%	6	0.4%
	Red River Parish	0.0%	0	0.0%
	Richland Parish	0.0%	0	0.0%
	Sabine Parish	0.0%	0	0.0%
	St. Charles Parish	0.0%	0	0.0%
	St. James Parish	1.3%	1	0.1%
	St. John the Baptist Parish	0.0%	0	0.0%
	St. Landry Parish	2.6%	2	0.1%
	St. Martin Parish	0.0%	0	0.0%
	St. Mary Parish	2.6%	2	0.1%
	St. Tammany Parish	3.8%	3	0.2%
	Tangipahoa Parish	0.0%	0	0.0%
	Tensas Parish	0.0%	0	0.0%
	Terrebonne Parish	0.0%	0	0.0%
	Union Parish	0.0%	0	0.0%
	Vermilion Parish	0.0%	0	0.0%
	Vernon Parish	0.0%	0	0.0%
	Washington Parish	1.3%	1	0.1%
	Webster Parish	2.6%	2	0.1%
	West Baton Rouge Parish	0.0%	0	0.0%
	West Carroll Parish	1.3%	1	0.1%
	West Feliciana Parish	0.0%	0	0.0%
	Winn Parish	1.3%	1	0.1%
Zachary Community School District	1.3%	1	0.1%	



5. Which grades does your building serve? (Check all that apply.)

Grade band	Percent	Count
Early childhood	37.4%	236
Kindergarten–2nd grade	46.3%	292
3rd grade–5th grade	51.3%	324
6th grade–8th grade	44.4%	280
9th grade–12th grade	31.9%	201
Other	12.5%	79



6. How long have you served as a public school principal/assistant principal in Louisiana?

Grade band	Years of experience	Percent	Count	Percent of total
Early childhood	Less than 1 year	7.6%	18	1.3%
	1 year	3.0%	7	0.5%
	2–3 years	18.6%	44	3.1%
	4–5 years	18.2%	43	3.0%
	6–10 years	31.4%	74	5.2%
	11–15 years	14.4%	34	2.4%
	Greater than 16 years	6.8%	16	1.1%
Kindergarten–2nd grade	Less than 1 year	7.5%	22	1.6%
	1 year	4.1%	12	0.8%
	2–3 years	17.8%	52	3.7%
	4–5 years	17.5%	51	3.6%
	6–10 years	29.8%	87	6.2%
	11–15 years	15.1%	44	3.1%
	Greater than 16 years	8.2%	24	1.7%
3rd grade–5th grade	Less than 1 year	6.8%	22	1.6%
	1 year	4.0%	13	0.9%
	2–3 years	17.9%	58	4.1%
	4–5 years	17.0%	55	3.9%
	6–10 years	31.2%	101	7.2%
	11–15 years	14.8%	48	3.4%
	Greater than 16 years	8.3%	27	1.9%
6th grade–8th grade	Less than 1 year	7.9%	22	1.6%
	1 year	6.8%	19	1.3%
	2–3 years	17.5%	49	3.5%
	4–5 years	14.3%	40	2.8%
	6–10 years	31.8%	89	6.3%
	11–15 years	11.1%	31	2.2%
	Greater than 16 years	10.7%	30	2.1%
9th grade–12th grade	Less than 1 year	7.0%	14	1.0%
	1 year	6.0%	12	0.8%
	2–3 years	15.9%	32	2.3%
	4–5 years	16.4%	33	2.3%
	6–10 years	28.4%	57	4.0%
	11–15 years	14.4%	29	2.1%
	Greater than 16 years	11.9%	24	1.7%
Other	Less than 1 year	3.8%	3	0.2%
	1 year	5.1%	4	0.3%
	2–3 years	10.1%	8	0.6%
	4–5 years	8.9%	7	0.5%
	6–10 years	20.3%	16	1.1%
	11–15 years	22.8%	18	1.3%
	Greater than 16 years	29.1%	23	1.6%



7. Does your building have any of the following designations? (Check all that apply.)

Designation	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade	Other
Title I	87.7%	83.2%	81.2%	73.6%	68.2%	74.7%
Comprehensive Intervention Required (CIR)	17.4%	17.8%	17.9%	17.1%	12.4%	16.5%
Urgent Intervention Required (UIR)	24.2%	23.6%	28.4%	31.8%	16.9%	21.5%
I don't know	4.7%	5.1%	4.3%	5.4%	6.5%	5.1%
None	8.5%	12.3%	13.6%	15.7%	20.4%	17.7%

8. What is your gender?

Grade band	Male	Female	Choose not to respond
Early childhood	13.6%	82.6%	3.8%
Kindergarten–2nd grade	14.7%	81.2%	4.1%
3rd grade–5th grade	16.4%	79.6%	4.0%
6th grade–8th grade	29.3%	66.8%	3.9%
9th grade–12th grade	36.3%	60.2%	3.5%
Other	32.9%	62.0%	5.1%

9. Do you identify as Hispanic or Latino?

Response	Yes	No	Choose not to respond
Early childhood	1.3%	91.9%	6.8%
Kindergarten–2nd grade	2.1%	91.1%	6.8%
3rd grade–5th grade	1.5%	91.4%	7.1%
6th grade–8th grade	2.5%	90.0%	7.5%
9th grade–12th grade	2.0%	91.5%	6.5%
Other	0.0%	88.6%	11.4%



10. Which racial category best represents how you identify? (Check all that apply.)

Racial identify	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade	Other
American Indian or Alaska Native	0.8%	0.7%	0.6%	1.1%	0.5%	0.0%
Asian	0.4%	0.3%	0.3%	0.4%	1.0%	0.0%
Black or African American	17.8%	16.4%	17.0%	17.1%	22.9%	21.5%
White	72.5%	72.9%	72.8%	72.1%	69.2%	72.2%
Other	0.4%	1.0%	0.6%	2.1%	1.5%	0.0%
Choose not to respond	9.3%	9.6%	9.6%	8.6%	7.0%	7.6%

11. What is the purpose of the principal evaluation system? (Check all that apply.)

Statement	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade	Other
The principal evaluation system contributes to improved student achievement.	73.7%	74.7%	74.4%	74.6%	75.1%	74.7%
The principal evaluation system ensures that quality principals/assistant principals are employed in building administrator positions.	55.5%	56.8%	57.7%	55.7%	56.7%	60.8%
The principal evaluation system enhances the quality of instructional leadership.	71.2%	71.6%	71.0%	68.2%	71.6%	74.7%



**11. What is the purpose of the principal evaluation system? (Check all that apply.)—
continued**

Statement	Early childhood	Kindergarten– 2nd grade	3rd grade– 5th grade	6th grade– 8th grade	9th grade– 12th grade	Other
The principal evaluation system enhances the quality of building administration, including creating a quality school culture and climate.	69.9%	68.5%	68.2%	67.5%	69.7%	69.6%
The principal evaluation system provides a process to retain effective principals/assistant principals.	42.4%	43.5%	44.8%	46.1%	49.3%	51.9%
The principal evaluation system fosters continuous improvement of building administration and instructional leadership by providing opportunities for targeted professional development.	60.6%	61.0%	63.0%	62.5%	65.2%	63.3%
Other	5.5%	5.5%	4.9%	5.0%	6.5%	10.1%



12. Of the major components used in the LDOE principal evaluation system, what component or components do you believe best assesses principal/assistant principal performance? (Check all that apply.)

Component	Professional practice rubric	Student Learning Targets (SLTs)
Early childhood	88.6%	32.2%
Kindergarten–2nd grade	88.4%	33.9%
3rd grade–5th grade	88.6%	31.2%
6th grade–8th grade	89.3%	34.6%
9th grade–12th grade	85.6%	39.3%
Other	89.9%	35.4%

13. Who conducts your evaluation? (Check all that apply.)

Evaluator	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade	Other
My building principal	81.9%	81.0%	80.5%	79.5%	77.1%	62.8%
My superintendent or assistant superintendent	13.8%	14.7%	13.5%	17.3%	17.1%	23.3%
Another central office staff member	8.5%	10.3%	9.8%	11.0%	10.5%	11.6%
No one	0.0%	0.0%	0.8%	0.8%	0.0%	2.3%
Other	7.4%	6.9%	7.5%	4.7%	3.8%	7.0%

14. Who conducts your evaluation? (Check all that apply.)

Evaluator	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade	Other
My superintendent or assistant superintendent	44.4%	47.7%	49.7%	49.0%	61.5%	52.8%
Another central office staff member	56.3%	53.4%	51.3%	51.6%	42.7%	47.2%
No one	0.7%	0.6%	0.5%	0.0%	0.0%	0.0%
Other	34.5%	31.3%	28.3%	29.4%	22.9%	30.6%



15. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I understand the purpose of the principal evaluation system.					
Early childhood	1.3%	2.1%	6.8%	55.5%	34.3%
Kindergarten–2nd grade	1.0%	1.7%	6.5%	55.5%	35.3%
3rd grade–5th grade	1.5%	1.5%	7.4%	55.2%	34.3%
6th grade–8th grade	1.8%	2.5%	8.2%	54.6%	32.9%
9th grade–12th grade	2.0%	1.0%	8.5%	56.2%	32.3%
Other	1.3%	%	10.1%	45.6%	43.0%
I understand how each component of the principal evaluation system is combined to determine my overall rating.					
Early childhood	1.7%	4.7%	7.6%	49.6%	36.4%
Kindergarten–2nd grade	1.4%	4.5%	7.2%	49.0%	38.0%
3rd grade–5th grade	1.5%	4.0%	7.7%	49.1%	37.7%
6th grade–8th grade	1.1%	5.4%	10.4%	48.2%	35.0%
9th grade–12th grade	%	3.5%	11.9%	50.2%	34.3%
Other	%	5.1%	6.3%	44.3%	44.3%
My principal evaluation rating represents my effectiveness as a building administrator.					
Early childhood	3.4%	14.8%	21.6%	39.8%	20.3%
Kindergarten–2nd grade	3.1%	15.1%	22.6%	39.4%	19.9%
3rd grade–5th grade	3.7%	13.9%	25.9%	38.9%	17.6%
6th grade–8th grade	5.0%	14.6%	28.9%	34.6%	16.8%
9th grade–12th grade	4.0%	18.9%	24.9%	32.8%	19.4%
Other	6.3%	11.4%	16.5%	43.0%	22.8%
My principal evaluation rating helps me select professional development and learning opportunities to grow as a building administrator.					
Early childhood	4.7%	16.5%	21.2%	38.1%	19.5%
Kindergarten–2nd grade	4.5%	16.4%	22.3%	37.7%	19.2%
3rd grade–5th grade	4.0%	15.4%	25.0%	38.9%	16.7%
6th grade–8th grade	4.6%	13.9%	28.2%	38.6%	14.6%
9th grade–12th grade	4.0%	18.4%	23.9%	36.3%	17.4%
Other	5.1%	12.7%	11.4%	46.8%	24.1%



**15. Please indicate the extent to which you agree with the following statements:—
continued**

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am satisfied with the implementation of the principal evaluation system at my school.					
Early childhood	3.0%	13.6%	25.4%	39.0%	19.1%
Kindergarten–2nd grade	3.4%	12.0%	27.1%	38.4%	19.2%
3rd grade–5th grade	3.7%	10.2%	29.3%	40.1%	16.7%
6th grade–8th grade	4.6%	10.0%	30.0%	38.9%	16.4%
9th grade–12th grade	4.0%	10.9%	29.9%	37.8%	17.4%
Other	5.1%	11.4%	16.5%	49.4%	17.7%
The feedback I receive as part of my evaluation is specific and actionable.					
Early childhood	4.7%	7.6%	21.6%	43.6%	22.5%
Kindergarten–2nd grade	4.5%	7.5%	20.9%	44.2%	22.9%
3rd grade–5th grade	5.2%	7.7%	20.7%	45.4%	21.0%
6th grade–8th grade	5.0%	9.6%	21.8%	42.5%	21.1%
9th grade–12th grade	4.5%	11.9%	21.4%	41.3%	20.9%
Other	2.5%	7.6%	17.7%	50.6%	21.5%

16. How often were you formally observed in your school last year? Formal observations are conducted and result in a professional practice score.

Grade band	0 times	1 time	2 times	3 times	More than 3 times
Early childhood	13.1%	46.2%	35.6%	2.1%	3.0%
Kindergarten–2nd grade	13.0%	46.2%	34.2%	1.7%	4.8%
3rd grade–5th grade	13.9%	45.7%	35.2%	1.2%	4.0%
6th grade–8th grade	15.4%	42.5%	34.3%	2.9%	5.0%
9th grade–12th grade	17.9%	41.3%	34.3%	2.0%	4.5%
Other	13.9%	39.2%	39.2%	3.8%	3.8%



17. How often were you informally observed in your school this year? Informal observations are conducted but do not result in a professional practice score.

Grade band	More than				
	0 times	1 time	2 times	3 times	3 times
Early childhood	31.4%	18.2%	13.6%	5.9%	30.9%
Kindergarten–2nd grade	28.8%	19.5%	15.1%	4.8%	31.8%
3rd grade–5th grade	27.8%	19.8%	13.6%	4.6%	34.3%
6th grade–8th grade	28.6%	17.5%	12.5%	4.6%	36.8%
9th grade–12th grade	23.9%	16.4%	12.9%	8.0%	38.8%
Other	26.6%	13.9%	15.2%	7.6%	36.7%

18. Please indicate the extent to which you agree with the following statements:

Statement	Neither agree nor disagree				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would revise or add additional domains/ component(s) to the Compass leader rubric.					
Early childhood	5.5%	15.3%	42.8%	25.8%	10.6%
Kindergarten–2nd grade	5.5%	14.7%	40.8%	27.4%	11.6%
3rd grade–5th grade	4.6%	14.2%	40.1%	27.8%	13.3%
6th grade–8th grade	6.1%	18.2%	32.5%	28.9%	14.3%
9th grade–12th grade	6.5%	21.4%	33.8%	24.4%	13.9%
Other	6.3%	17.7%	32.9%	27.8%	15.2%
The Compass leader rubric is understandable.					
Early childhood	1.3%	4.7%	19.5%	61.4%	13.1%
Kindergarten–2nd grade	1.7%	4.5%	17.8%	61.6%	14.4%
3rd grade–5th grade	1.5%	3.7%	15.1%	65.7%	13.9%
6th grade–8th grade	2.1%	5.0%	14.6%	63.9%	14.3%
9th grade–12th grade	1.5%	4.0%	20.4%	59.7%	14.4%
Other	2.5%	5.1%	15.2%	55.7%	21.5%
The Compass leader rubric identifies effective leadership practices.					
Early childhood	1.3%	6.8%	22.5%	57.6%	11.9%
Kindergarten–2nd grade	1.0%	7.5%	21.2%	57.5%	12.7%
3rd grade–5th grade	0.9%	7.1%	20.1%	59.6%	12.3%
6th grade–8th grade	0.4%	10.0%	20.7%	56.1%	12.9%
9th grade–12th grade	1.0%	10.0%	27.4%	49.3%	12.4%
Other	2.5%	6.3%	21.5%	54.4%	15.2%



**18. Please indicate the extent to which you agree with the following statements:—
continued**

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I can translate the Compass leader rubric indicators into my leadership practices.					
Early childhood	1.3%	3.8%	20.3%	61.4%	13.1%
Kindergarten–2nd grade	1.0%	4.5%	21.2%	59.9%	13.4%
3rd grade–5th grade	1.2%	4.3%	20.1%	61.7%	12.7%
6th grade–8th grade	0.7%	5.7%	18.9%	62.9%	11.8%
9th grade–12th grade	1.0%	7.0%	28.9%	50.7%	12.4%
Other	2.5%	6.3%	17.7%	54.4%	19.0%

19. Which of the following possible evaluators is best able to assess your professional practice performance? (Check all that apply.)

Evaluator	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade	Other
The superintendent or assistant superintendent	41.5%	42.5%	41.4%	40.7%	39.3%	48.1%
Peer principals	18.6%	20.5%	21.9%	25.0%	25.9%	30.4%
My building principal (for assistant principals)	36.4%	35.6%	39.8%	43.6%	45.3%	44.3%
Central office staff member	32.6%	32.2%	30.2%	31.8%	31.3%	32.9%
Designee appointed by the school board	6.8%	7.2%	7.1%	8.2%	4.0%	7.6%
Other	11.0%	11.3%	9.6%	6.4%	7.0%	8.9%

21. Do you receive feedback within 15 days after formal school observations?

Grade band	Yes	No
Early childhood	74.60%	25.40%
Kindergarten–2nd grade	75.30%	24.70%
3rd grade–5th grade	74.40%	25.60%
6th grade–8th grade	73.90%	26.10%
9th grade–12th grade	73.60%	26.40%
Other	77.20%	22.80%



22. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.					
Early childhood	1.1%	2.8%	12.5%	58.5%	25.0%
Kindergarten–2nd grade	1.4%	3.6%	13.2%	58.6%	23.2%
3rd grade–5th grade	1.2%	3.7%	13.3%	58.5%	23.2%
6th grade–8th grade	1.0%	3.4%	15.9%	58.9%	20.8%
9th grade–12th grade	2.0%	3.4%	22.3%	54.1%	18.2%
Other	4.9%	%	9.8%	54.1%	31.1%
The feedback helped to improve my school leadership.					
Early childhood	1.1%	4.0%	13.1%	54.0%	27.8%
Kindergarten–2nd grade	1.4%	4.1%	14.1%	55.0%	25.5%
3rd grade–5th grade	1.2%	4.1%	12.9%	56.8%	24.9%
6th grade–8th grade	0.5%	3.4%	14.0%	59.9%	22.2%
9th grade–12th grade	2.0%	2.7%	21.6%	54.7%	18.9%
Other	4.9%	%	11.5%	54.1%	29.5%
I participated in professional development opportunities as a result of the feedback.					
Early childhood	4.0%	21.6%	22.2%	34.1%	18.2%
Kindergarten–2nd grade	3.6%	20.5%	21.8%	36.4%	17.7%
3rd grade–5th grade	4.6%	18.3%	22.8%	38.2%	16.2%
6th grade–8th grade	4.3%	12.1%	25.1%	45.4%	13.0%
9th grade–12th grade	4.7%	12.8%	27.0%	41.2%	14.2%
Other	4.9%	8.2%	26.2%	45.9%	14.8%
I received mentoring or coaching as a result of the feedback.					
Early childhood	5.7%	21.6%	26.1%	30.1%	16.5%
Kindergarten–2nd grade	5.5%	22.3%	25.9%	31.4%	15.0%
3rd grade–5th grade	5.8%	20.7%	27.8%	32.0%	13.7%
6th grade–8th grade	8.7%	18.4%	30.9%	30.4%	11.6%
9th grade–12th grade	6.1%	14.9%	31.1%	35.1%	12.8%
Other	11.5%	18.0%	23.0%	29.5%	18.0%



22. Please indicate the extent to which you agree with the following statements about the feedback you receive after formal observations:—continued

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I participated in peer collaboration opportunities as a result of the feedback.					
Early childhood	7.4%	18.2%	23.9%	35.2%	15.3%
Kindergarten–2nd grade	6.4%	18.2%	24.1%	36.4%	15.0%
3rd grade–5th grade	6.2%	17.4%	25.7%	35.3%	15.4%
6th grade–8th grade	6.3%	15.0%	26.1%	41.1%	11.6%
9th grade–12th grade	6.1%	12.8%	29.7%	38.5%	12.8%
Other	11.5%	16.4%	23.0%	34.4%	14.8%
I received feedback, but it was not helpful.					
Early childhood	22.2%	39.8%	21.0%	11.4%	5.7%
Kindergarten–2nd grade	20.9%	42.3%	18.6%	12.3%	5.9%
3rd grade–5th grade	22.0%	41.5%	19.5%	11.6%	5.4%
6th grade–8th grade	18.8%	39.6%	24.6%	11.6%	5.3%
9th grade–12th grade	13.5%	44.6%	25.0%	14.2%	2.7%
Other	29.5%	37.7%	18.0%	9.8%	4.9%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.					
Early childhood	2.3%	5.7%	21.6%	49.4%	21.0%
Kindergarten–2nd grade	1.8%	5.9%	20.0%	52.3%	20.0%
3rd grade–5th grade	2.1%	4.6%	21.6%	51.9%	19.9%
6th grade–8th grade	1.4%	3.4%	26.1%	49.8%	19.3%
9th grade–12th grade	0.7%	4.1%	23.6%	54.1%	17.6%
Other	3.3%	4.9%	19.7%	45.9%	26.2%

23. Did you receive feedback within 15 days after informal school observations?

Grade band	Yes	No
Early childhood	61.9%	38.1%
Kindergarten–2nd grade	64.0%	36.0%
3rd grade–5th grade	63.3%	36.7%
6th grade–8th grade	64.6%	35.4%
9th grade–12th grade	61.7%	38.3%
Other	67.1%	32.9%



24. Please indicate the extent to which you agree with the following statements about the feedback you received after informal school observations:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback contributed to my professional growth.					
Early childhood	0.7%	2.7%	14.4%	54.1%	28.1%
Kindergarten–2nd grade	1.1%	3.2%	13.4%	56.1%	26.2%
3rd grade–5th grade	1.0%	2.9%	15.1%	55.1%	25.9%
6th grade–8th grade	%	2.8%	17.1%	56.9%	23.2%
9th grade–12th grade	%	3.2%	19.4%	53.2%	24.2%
Other	3.8%	%	11.3%	56.6%	28.3%
The feedback helped to improve my leadership practices.					
Early childhood	0.7%	4.1%	11.0%	56.2%	28.1%
Kindergarten–2nd grade	1.1%	3.7%	10.7%	58.3%	26.2%
3rd grade–5th grade	1.0%	3.4%	13.2%	57.1%	25.4%
6th grade–8th grade	%	2.8%	16.0%	59.1%	22.1%
9th grade–12th grade	%	2.4%	19.4%	55.6%	22.6%
Other	3.8%	1.9%	5.7%	62.3%	26.4%
I participated in professional development opportunities as a result of the feedback.					
Early childhood	2.7%	14.4%	28.8%	33.6%	20.5%
Kindergarten–2nd grade	2.7%	14.4%	28.3%	35.3%	19.3%
3rd grade–5th grade	2.9%	13.7%	29.8%	36.1%	17.6%
6th grade–8th grade	2.8%	12.2%	29.8%	39.8%	15.5%
9th grade–12th grade	2.4%	7.3%	34.7%	36.3%	19.4%
Other	3.8%	9.4%	30.2%	39.6%	17.0%
I received mentoring or coaching as a result of the feedback.					
Early childhood	3.4%	17.1%	29.5%	30.8%	19.2%
Kindergarten–2nd grade	3.7%	18.2%	28.3%	31.6%	18.2%
3rd grade–5th grade	4.4%	18.5%	28.8%	32.2%	16.1%
6th grade–8th grade	6.1%	17.1%	30.9%	32.6%	13.3%
9th grade–12th grade	2.4%	16.9%	32.3%	31.5%	16.9%
Other	9.4%	22.6%	15.1%	37.7%	15.1%



24. Please indicate the extent to which you agree with the following statements about the feedback you received after informal school observations:—continued

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I participated in peer collaboration opportunities as a result of the feedback.					
Early childhood	4.1%	15.8%	28.8%	32.2%	19.2%
Kindergarten–2nd grade	3.7%	15.5%	26.2%	35.8%	18.7%
3rd grade–5th grade	3.4%	15.1%	27.3%	36.1%	18.0%
6th grade–8th grade	3.3%	13.3%	29.8%	39.8%	13.8%
9th grade–12th grade	2.4%	12.1%	29.8%	38.7%	16.9%
Other	9.4%	20.8%	22.6%	30.2%	17.0%
I received feedback, but it was not helpful.					
Early childhood	23.3%	37.7%	20.5%	11.6%	6.8%
Kindergarten–2nd grade	22.5%	39.0%	20.9%	11.2%	6.4%
3rd grade–5th grade	23.9%	35.6%	25.4%	9.8%	5.4%
6th grade–8th grade	18.8%	35.9%	30.4%	10.5%	4.4%
9th grade–12th grade	13.7%	38.7%	26.6%	16.9%	4.0%
Other	30.2%	37.7%	15.1%	11.3%	5.7%
My evaluator provided the support necessary for me to carry out recommendations and/or expectations identified in my evaluation.					
Early childhood	1.4%	4.1%	21.9%	46.6%	26.0%
Kindergarten–2nd grade	1.1%	4.3%	19.8%	50.8%	24.1%
3rd grade–5th grade	1.0%	3.4%	21.5%	50.2%	23.9%
6th grade–8th grade	0.6%	1.7%	24.9%	51.4%	21.5%
9th grade–12th grade	0.8%	1.6%	29.0%	44.4%	24.2%
Other	3.8%	5.7%	15.1%	49.1%	26.4%



25. Please consider your role as an evaluator and indicate the extent to which you agree with the following statements about the evaluations you conduct:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
I understand the rubric I use to evaluate teachers and other staff.						
Early childhood	1.3%	0.4%	5.1%	33.1%	57.2%	3.0%
Kindergarten– 2nd grade	1.4%	0.7%	4.1%	32.5%	58.2%	3.1%
3rd grade–5th grade	1.5%	1.2%	4.0%	31.2%	59.6%	2.5%
6th grade–8th grade	1.8%	1.4%	4.3%	31.4%	58.2%	2.9%
9th grade–12th grade	1.5%	0.5%	5.0%	34.3%	54.7%	4.0%
Other	1.3%	%	6.3%	31.6%	59.5%	1.3%
I believe that the interrater reliability training that I received to conduct observations helped me to score more consistently.						
Early childhood	3.8%	9.3%	15.3%	40.7%	27.1%	3.8%
Kindergarten– 2nd grade	4.1%	10.3%	14.0%	41.1%	26.7%	3.8%
3rd grade–5th grade	4.3%	8.0%	14.8%	42.3%	27.2%	3.4%
6th grade–8th grade	3.6%	7.9%	16.8%	41.1%	27.1%	3.6%
9th grade–12th grade	3.5%	10.9%	15.4%	41.3%	24.4%	4.5%
Other	1.3%	8.9%	19.0%	35.4%	34.2%	1.3%
I would revise or add additional domains/ component(s) to the Compass teacher and other staff rubrics.						
Early childhood	3.0%	19.1%	25.8%	28.0%	20.8%	3.4%
Kindergarten– 2nd grade	3.4%	18.8%	24.3%	27.7%	22.6%	3.1%
3rd grade–5th grade	3.1%	16.7%	26.9%	28.4%	22.2%	2.8%
6th grade–8th grade	4.6%	14.6%	27.5%	27.1%	23.6%	2.5%
9th grade–12th grade	5.5%	13.4%	24.9%	28.4%	22.4%	5.5%
Other	2.5%	17.7%	32.9%	27.8%	17.7%	1.3%



25. Please consider your role as an evaluator and indicate the extent to which you agree with the following statements about the evaluations you conduct:—continued

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
I think there should be separate Compass rubrics for each type of teacher or staff position.						
Early childhood	5.1%	6.8%	22.9%	30.1%	32.2%	3.0%
Kindergarten–2nd grade	4.8%	6.8%	21.6%	28.4%	34.9%	3.4%
3rd grade–5th grade	4.6%	6.2%	21.0%	28.1%	37.0%	3.1%
6th grade–8th grade	4.3%	8.2%	20.0%	29.3%	35.4%	2.9%
9th grade–12th grade	2.5%	15.9%	17.4%	29.9%	27.9%	6.5%
Other	2.5%	7.6%	16.5%	36.7%	31.6%	5.1%
I believe the observation feedback leads to continuous improvement for my staff.						
Early childhood	2.5%	3.4%	13.1%	42.4%	34.7%	3.8%
Kindergarten–2nd grade	2.7%	3.4%	11.6%	42.5%	36.3%	3.4%
3rd grade–5th grade	2.8%	3.4%	12.3%	44.8%	34.3%	2.5%
6th grade–8th grade	2.1%	3.6%	16.1%	42.9%	31.8%	3.6%
9th grade–12th grade	2.5%	7.5%	13.4%	42.8%	28.9%	5.0%
Other	1.3%	5.1%	6.3%	49.4%	38.0%	%
I believe the observations provide an opportunity to build relationships and trust with my staff.						
Early childhood	1.7%	6.8%	15.3%	40.7%	32.2%	3.4%
Kindergarten–2nd grade	2.7%	6.8%	13.7%	40.4%	32.9%	3.4%
3rd grade–5th grade	3.4%	5.6%	15.4%	42.9%	29.9%	2.8%
6th grade–8th grade	3.6%	5.7%	15.4%	40.4%	31.8%	3.2%
9th grade–12th grade	2.0%	9.0%	13.9%	44.3%	26.4%	4.5%
Other	1.3%	5.1%	16.5%	40.5%	35.4%	1.3%



26. Who selects your SLT(s)? (Check all that apply.)

Statement	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade
I create my own SLTs.	28.4%	28.1%	33.6%	35.8%	38.0%
I create my SLTs in collaboration with my evaluator.	51.7%	50.0%	50.4%	56.2%	51.9%
My school system creates or determines my SLTs.	32.6%	33.6%	26.4%	17.4%	21.5%
Other	5.9%	5.5%	5.0%	4.5%	11.4%

27. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
SLTs set an expectation of growth in school achievement over a given period.					
Early childhood	4.2%	5.1%	7.2%	64.0%	19.5%
Kindergarten–2nd grade	4.1%	5.1%	7.5%	62.7%	20.5%
3rd grade–5th grade	3.4%	5.6%	7.7%	63.3%	20.1%
6th grade–8th grade	1.4%	7.5%	8.2%	61.8%	21.1%
9th grade–12th grade	1.5%	5.0%	9.0%	65.7%	18.9%
Other	1.3%	2.5%	5.1%	62.0%	29.1%
SLTs provide a metric of principal evaluation.					
Early childhood	5.9%	10.2%	20.8%	51.3%	11.9%
Kindergarten–2nd grade	6.5%	11.3%	20.5%	50.7%	11.0%
3rd grade–5th grade	5.6%	12.3%	22.2%	49.4%	10.5%
6th grade–8th grade	6.1%	11.8%	21.1%	50.4%	10.7%
9th grade–12th grade	2.5%	11.9%	19.9%	54.2%	11.4%
Other	2.5%	11.4%	17.7%	55.7%	12.7%
SLTs help me set goals for my school to achieve growth outcomes.					
Early childhood	3.8%	7.6%	14.4%	55.1%	19.1%
Kindergarten–2nd grade	3.8%	7.5%	14.7%	55.8%	18.2%
3rd grade–5th grade	3.7%	8.3%	15.4%	55.6%	17.0%
6th grade–8th grade	3.2%	10.0%	13.2%	57.5%	16.1%
9th grade–12th grade	1.0%	8.0%	13.9%	60.7%	16.4%
Other	1.3%	6.3%	12.7%	60.8%	19.0%



**27. Please indicate the extent to which you agree with the following statements:—
continued**

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
SLTs allow me to track important data for school improvement.					
Early childhood	3.0%	7.6%	15.7%	55.9%	17.8%
Kindergarten–2nd grade	3.1%	7.5%	15.8%	56.2%	17.5%
3rd grade–5th grade	2.5%	9.6%	16.0%	55.9%	16.0%
6th grade–8th grade	2.1%	9.6%	16.1%	55.4%	16.8%
9th grade–12th grade	2.5%	8.0%	13.4%	58.2%	17.9%
Other	1.3%	12.7%	11.4%	57.0%	17.7%
The staff know the SLTs that are used to measure school progress.					
Early childhood	1.3%	7.2%	11.0%	60.6%	19.9%
Kindergarten–2nd grade	1.7%	6.5%	11.3%	60.6%	19.9%
3rd grade–5th grade	1.5%	6.5%	11.1%	60.5%	20.4%
6th grade–8th grade	1.8%	6.4%	13.9%	58.2%	19.6%
9th grade–12th grade	1.0%	6.5%	12.4%	59.7%	20.4%
Other	%	7.6%	13.9%	58.2%	20.3%
The students know the SLTs that are used to measure school					
Early childhood	9.7%	30.9%	24.6%	25.4%	9.3%
Kindergarten–2nd grade	11.0%	28.8%	25.3%	26.0%	8.9%
3rd grade–5th grade	10.2%	27.8%	25.9%	28.4%	7.7%
6th grade–8th grade	12.1%	23.6%	26.1%	30.4%	7.9%
9th grade–12th grade	12.4%	21.4%	23.4%	35.8%	7.0%
Other	8.9%	27.8%	22.8%	34.2%	6.3%



28. Please indicate the extent to which you agree with the following statements:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received professional development on the role of SLTs in the principal evaluation system.					
Early childhood	5.5%	22.9%	23.7%	37.7%	10.2%
Kindergarten–2nd grade	6.2%	21.2%	22.6%	39.7%	10.3%
3rd grade–5th grade	6.2%	18.5%	22.5%	42.3%	10.5%
6th grade–8th grade	6.1%	17.1%	25.4%	42.1%	9.3%
9th grade–12th grade	4.0%	13.4%	24.9%	47.3%	10.4%
Other	5.1%	19.0%	11.4%	53.2%	11.4%
I received professional development on how to write and monitor SLTs for my school.					
Early childhood	7.2%	22.5%	19.5%	40.3%	10.6%
Kindergarten–2nd grade	7.5%	20.5%	18.8%	42.1%	11.0%
3rd grade–5th grade	6.8%	17.9%	19.8%	44.1%	11.4%
6th grade–8th grade	5.7%	18.9%	22.5%	42.5%	10.4%
9th grade–12th grade	4.0%	14.9%	21.9%	47.8%	11.4%
Other	5.1%	15.2%	13.9%	55.7%	10.1%
My SLT score is used to help me select future professional development or learning opportunities to grow as a principal.					
Early childhood	5.5%	19.1%	30.5%	35.6%	9.3%
Kindergarten–2nd grade	6.2%	19.2%	28.1%	37.3%	9.2%
3rd grade–5th grade	6.2%	18.8%	27.2%	38.9%	9.0%
6th grade–8th grade	6.8%	21.1%	28.2%	36.1%	7.9%
9th grade–12th grade	4.0%	21.9%	24.9%	41.3%	8.0%
Other	3.8%	26.6%	22.8%	40.5%	6.3%



29. Please indicate the extent to which you agree with the following statements about the feedback you received regarding your SLT score:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
The feedback contributed to my professional growth.						
Early childhood	5.5%	21.2%	25.8%	28.8%	16.1%	2.5%
Kindergarten– 2nd grade	7.5%	20.5%	22.6%	29.5%	17.1%	2.7%
3rd grade–5th grade	7.1%	21.3%	21.6%	29.6%	17.6%	2.8%
6th grade–8th grade	6.1%	19.3%	27.5%	27.9%	16.4%	2.9%
9th grade–12th grade	6.0%	17.9%	25.9%	30.3%	17.4%	2.5%
Other	7.6%	20.3%	20.3%	30.4%	20.3%	1.3%
The feedback helped to improve my instructional leadership.						
Early childhood	5.9%	18.6%	25.8%	31.8%	15.3%	2.5%
Kindergarten– 2nd grade	7.9%	18.2%	22.9%	31.8%	16.4%	2.7%
3rd grade–5th grade	7.7%	18.2%	21.0%	33.3%	17.0%	2.8%
6th grade–8th grade	6.8%	16.8%	26.4%	31.8%	15.4%	2.9%
9th grade–12th grade	7.0%	17.4%	23.9%	33.8%	15.4%	2.5%
Other	7.6%	19.0%	17.7%	32.9%	21.5%	1.3%
I received feedback, but it was not helpful.						
Early childhood	9.3%	28.4%	37.3%	11.9%	6.4%	6.8%
Kindergarten– 2nd grade	8.6%	30.5%	36.3%	11.6%	6.5%	6.5%
3rd grade–5th grade	8.6%	32.4%	33.3%	13.6%	6.2%	5.9%
6th grade–8th grade	8.2%	27.9%	39.3%	14.3%	4.6%	5.7%
9th grade–12th grade	7.0%	29.9%	34.3%	13.9%	9.5%	5.5%
Other	12.7%	34.2%	31.6%	11.4%	7.6%	2.5%



32. Please indicate the extent to which you agree with the following statements about your role as an evaluator of teachers:

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received professional development on how to support teachers in developing their SLTs.					
Early childhood	5.1%	19.1%	20.3%	44.1%	11.4%
Kindergarten–2nd grade	5.1%	19.2%	18.8%	45.9%	11.0%
3rd grade–5th grade	4.0%	18.2%	18.2%	48.1%	11.4%
6th grade–8th grade	5.0%	18.2%	20.0%	45.7%	11.1%
9th grade–12th grade	3.5%	14.9%	21.9%	48.8%	10.9%
Other	6.3%	11.4%	8.9%	59.5%	13.9%
I received professional development on how to support teachers in tracking and monitoring their SLTs.					
Early childhood	4.2%	21.6%	19.5%	43.2%	11.4%
Kindergarten–2nd grade	4.5%	20.9%	19.9%	43.8%	11.0%
3rd grade–5th grade	3.4%	18.5%	19.4%	47.5%	11.1%
6th grade–8th grade	3.9%	18.2%	21.8%	46.1%	10.0%
9th grade–12th grade	4.5%	14.4%	25.9%	46.3%	9.0%
Other	6.3%	15.2%	12.7%	54.4%	11.4%
I received professional development on how to provide feedback to teachers on their SLT score to help them grow professionally.					
Early childhood	4.7%	22.0%	23.7%	38.6%	11.0%
Kindergarten–2nd grade	4.8%	21.6%	23.3%	39.7%	10.6%
3rd grade–5th grade	4.0%	20.4%	21.9%	42.6%	11.1%
6th grade–8th grade	4.6%	19.3%	22.5%	43.6%	10.0%
9th grade–12th grade	4.5%	16.4%	26.9%	41.8%	10.4%
Other	6.3%	17.7%	13.9%	51.9%	10.1%
I supported all teachers in the development of their SLTs.					
Early childhood	3.0%	7.2%	11.9%	56.4%	21.6%
Kindergarten–2nd grade	2.7%	7.9%	13.0%	53.8%	22.6%
3rd grade–5th grade	1.9%	7.1%	11.7%	57.7%	21.6%
6th grade–8th grade	1.1%	6.8%	12.9%	59.3%	20.0%
9th grade–12th grade	1.5%	6.0%	16.4%	55.2%	20.9%
Other	%	3.8%	7.6%	64.6%	24.1%



32. Please indicate the extent to which you agree with the following statements about your role as an evaluator of teachers:—continued

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I provided ongoing professional development to all teachers on how to track and monitor their SLTs.					
Early childhood	2.5%	16.5%	25.4%	43.2%	12.3%
Kindergarten–2nd grade	2.4%	16.1%	24.0%	44.2%	13.4%
3rd grade–5th grade	1.9%	15.4%	23.5%	46.9%	12.3%
6th grade–8th grade	2.5%	14.3%	26.1%	46.4%	10.7%
9th grade–12th grade	2.0%	14.4%	29.4%	42.8%	11.4%
Other	1.3%	19.0%	19.0%	46.8%	13.9%
I provided feedback to teachers on their SLT score to help them grow professionally.					
Early childhood	0.8%	8.9%	19.5%	55.5%	15.3%
Kindergarten–2nd grade	1.0%	8.2%	19.2%	56.2%	15.4%
3rd grade–5th grade	0.9%	9.0%	17.0%	58.0%	15.1%
6th grade–8th grade	1.4%	8.6%	17.9%	57.9%	14.3%
9th grade–12th grade	1.0%	5.0%	20.9%	57.7%	15.4%
Other	1.3%	11.4%	8.9%	59.5%	19.0%

34. Do you believe that Louisiana should have separate evaluation systems for different leader roles, i.e., principals and assistant principals?

Grade band	Yes	No
Early childhood	44.5%	55.5%
Kindergarten–2nd grade	46.6%	53.4%
3rd grade–5th grade	47.5%	52.5%
6th grade–8th grade	52.1%	47.9%
Other	48.1%	51.9%



**36. Which of the following measures should be included in a principal evaluation system?
(Check all that apply.)**

Measure	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade	Other
Self-assessment	69.1%	69.5%	67.9%	74.6%	74.1%	65.8%
Observations of professional practice by my supervisor	86.0%	84.6%	84.0%	83.2%	81.1%	79.7%
SLTs	55.1%	54.8%	54.0%	56.8%	61.7%	58.2%
Value-added Measure(s)	23.7%	24.3%	25.9%	26.4%	28.4%	38.0%
Schoolwide test scores	50.4%	49.3%	49.7%	52.9%	54.7%	57.0%
Schoolwide attendance	22.5%	22.9%	23.5%	28.2%	32.8%	34.2%
Feedback surveys from school staff	51.3%	53.1%	53.4%	55.4%	53.7%	62.0%
Feedback surveys from families/caretakers	34.7%	37.0%	37.0%	40.4%	38.3%	43.0%
Feedback surveys from students	28.0%	31.8%	34.3%	38.6%	40.3%	46.8%
Work portfolios/artifacts submitted	36.9%	36.0%	37.0%	39.6%	38.3%	39.2%
Other	2.5%	3.1%	2.8%	2.9%	4.0%	10.1%



**37. Which of the following measures should be included in a teacher evaluation system?
(Check all that apply.)**

Measure	Early childhood	Kindergarten–2nd grade	3rd grade–5th grade	6th grade–8th grade	9th grade–12th grade	Other
Self-assessment	66.1%	65.4%	66.7%	75.0%	75.6%	70.9%
Observations of professional practice	93.6%	92.8%	92.9%	91.4%	93.0%	89.9%
Value-added Measures	40.7%	40.1%	41.7%	43.6%	45.3%	49.4%
SLTs	62.7%	61.3%	59.6%	59.6%	65.2%	65.8%
Feedback surveys from families/caretakers	31.4%	32.9%	31.5%	29.6%	28.9%	38.0%
Feedback surveys from students	28.4%	31.2%	33.3%	37.9%	39.8%	49.4%
Work portfolios/artifacts submitted	40.3%	41.1%	42.0%	43.9%	41.3%	46.8%
Other	4.7%	5.1%	4.9%	3.6%	4.0%	8.9%

