

**Appendix 2: Technical Appendix**  
***Listen to Us: Teacher Views and Voices***



## Confidence Intervals and Statistical Significance

Many of the tables, figures, and footnotes in the report provide information about whether the difference between estimated percentages is statistically significant. Statistical significance signals whether this difference is likely to be due to chance. If it appears that the difference in estimated percentages is due to chance (i.e., the difference is not statistically significant), then we cannot say that the percentage of teachers reporting one thing was higher than the percentage of teachers reporting doing another.

For example, we estimate that 53 percent of public school teachers believe that their opinions are factored into the decision making process at least most of the time at the school level while 45 percent believe that their opinions are not factored into decision making at the school level, and 3 percent do not know. The differences between 53 percent, 45 percent, and 3 percent are all statistically significant, which indicates that the differences are larger than is likely to be explained by chance alone. Therefore, we can say that a higher percentage of teachers believe that their opinions are factored into decision making at the school level than teachers who do not believe their opinions are factored into decision making at the school level or teachers who do not know whether their opinions are factored into decision making at the school level.

One method of determining the statistical significance of the difference between two percentages is to compare the confidence intervals of the two percentages. Confidence intervals provide information about the accuracy of the estimated percentages. If the confidence intervals for two percentages do not overlap, then the difference is statistically significant. Exhibit 1 illustrates how ranges of estimated percentages (the confidence intervals) of teachers who believe their opinions are factored into the decision making process at the school level versus those who do not believe this to be the case, or who do not know, are used to determine statistical significance.

## Exhibit 1-1: Confidence intervals for Figure 3, Chapter 1

Teachers' perceptions of whether their opinions are factored into decision making at various levels of governance.

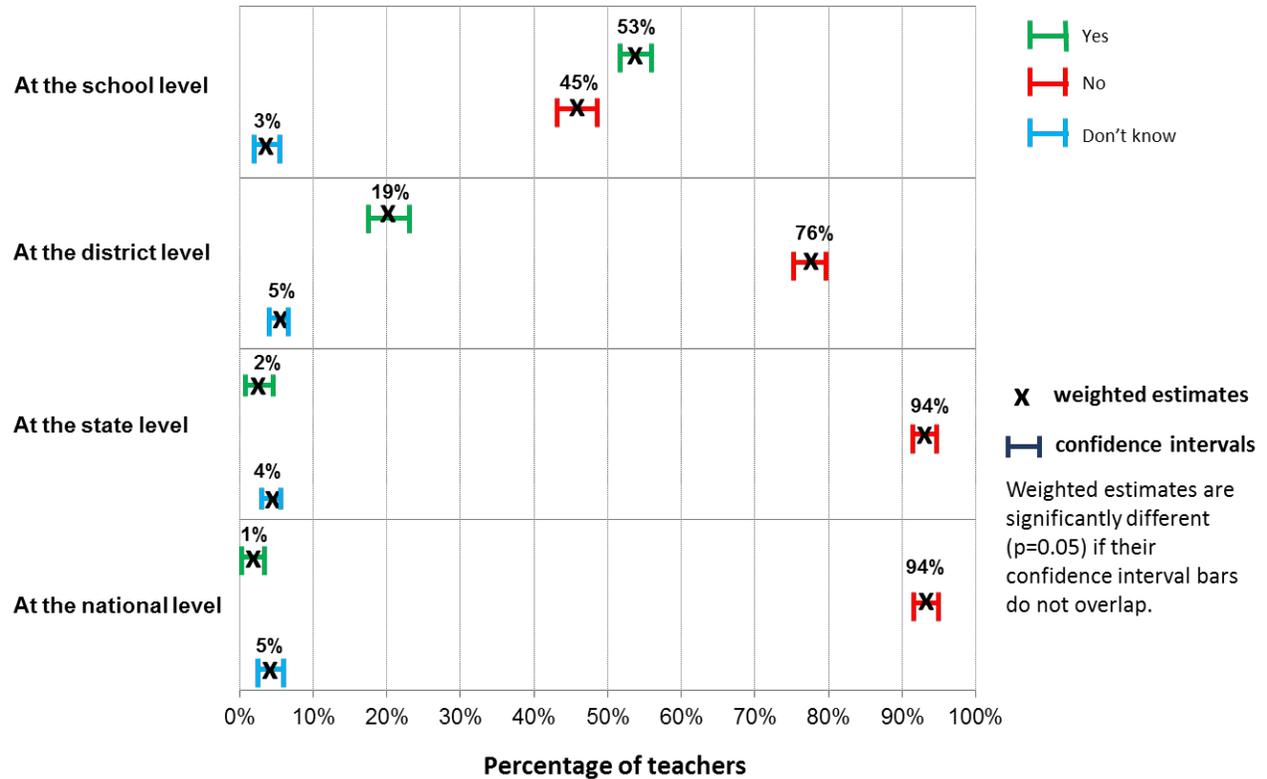


Exhibit reads: An estimated 53 percent of public school teachers reported that they believed that their voice was factored into the decision making at least most of the time at the school level, while 45 percent reported that they did not and an estimated 3 percent responded that did not know.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who believe that their opinions are factored into decision-making at the school level is between 51 and 54 percent.

In this case, the bars depicting the confidence intervals for the estimated percentage of teachers who (1) believe that their opinions are factored into decision making at the school level, (2) do not believe their decisions are factored into decision making at the school level, and (3) do not know whether their opinions are factored into decision making at the school level do not overlap, indicating that the differences between these three percentages are statistically significant.

What follows are the confidence intervals and standard errors for all the estimates, figures, and tables that are reported in the main body of the report.

## **Confidence Intervals and Standard Errors for Survey Responses**

# Chapter I. The Teaching Profession

**Confidence intervals for estimates presented in Section 1:  
“Reasons Why Teachers Enter the  
Teaching Profession” (p. 14)**

**Exhibit I-1: Confidence intervals for Figure 1-A**

**Most significant reasons why teachers joined the profession**

|  | <b>Percentage of Teachers Overall</b> |
|--|---------------------------------------|
| To make a difference in students' lives                                  | 68.3 (0.8)<br>[66.6, 70.0]            |
| To help students reach their full potential                              | 45.4 (0.9)<br>[43.5, 47.2]            |
| A teacher inspired me when I was young                                   | 36.5 (0.9)<br>[34.8, 38.3]            |
| To be a part of those “aha” moments when things just click for a student | 31.6 (0.9)<br>[29.9, 33.3]            |
| To share my enthusiasm for the subject I teach                           | 30.6 (0.9)<br>[28.9, 32.3]            |
| To make a difference in the larger community                             | 24.1 (0.8)<br>[22.6, 25.7]            |
| To have a good work/family balance                                       | 14.7 (0.6)<br>[13.5, 16.0]            |
| To have a non-traditional work schedule (e.g., summers off)              | 7.2 (0.5)<br>[6.4, 8.2]               |
| Because it was a profession where jobs were available                    | 4.6 (0.4)<br>[3.9, 5.4]               |
| To make a difference in my school  | 3.4 (0.3)<br>[2.8, 4.2]               |
| For the earning potential  | 1.1 (0.2)<br>[0.8, 1.5]               |
| Other  | 7.4 (0.5)<br>[6.5, 8.4]               |
| N/A: There is no particular reason why I became a teacher                | 1.1 (0.2)<br>[0.8, 1.5]               |

Exhibit reads: An estimated 68 percent of public school teachers reported that making a difference in students' lives was among the main reasons why they had become a teacher.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who count “making a difference in students' lives” among the main reasons why they became a teacher is between 67 percent and 70 percent.

**Confidence intervals for estimates presented in Section 2:  
“Most Rewarding Aspects of Teaching” (pp. 15)**

**Exhibit I-2: Estimates presented in Table 1-A**

**The most rewarding aspects of being a teacher**

|  | <b>Percentage of Teachers Overall</b> |
|--|---------------------------------------|
| To make a difference in students' lives  | 82.0 (0.7)<br>[80.6, 83.3]            |
| Seeing my students succeed academically  | 68.8 (0.9)<br>[67.2, 70.5]            |
| Never a boring day   | 29.3 (0.8)<br>[27.7, 31]              |
| Making a difference in my school community   | 26.4 (0.8)<br>[24.8, 28.1]            |
| Making a difference in the larger community  | 21.8 (0.8)<br>[20.4, 23.4]            |
| Collaborating with other teachers and administrators                                   | 17.2 (0.7)<br>[15.9, 18.7]            |
| Non-traditional work schedule  | 16.8 (0.7)<br>[15.5, 18.2]            |
| Competitive benefits (i.e. pension, health insurance, tuition subsidies) for my region | 4.3 (0.4)<br>[3.6, 5.1]               |
| Competitive salary for my region   | 1.7 (0.2)<br>[1.3, 2.2]               |
| Other  | 5.2 (0.4)<br>[4.4, 6.0]               |
| N/A: I do not find teaching to have any rewards  | 0.4 (0.1)<br>[0.2, 0.7]               |

Exhibit reads: An estimated 82 percent of public school teachers reported that making a difference in students' lives was among the most rewarding aspects of being a teacher.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who find that making a difference in students' lives is among the most rewarding aspects of teaching is between 81 percent and 83 percent.

**Confidence intervals for estimates presented in Section 3:  
“Greatest Challenges Teachers Face” (p. 16-17)**

**Exhibit I-3: Estimates presented in Table 1-B**

**The most significant challenges teachers face**

| <i><b>Systemic challenges</b></i>   | <b>Percent of Teachers Overall</b> |
|---|------------------------------------|
| State or district policies that get in the way of teaching  | 45.7 (0.9)<br>[43.8, 47.5]         |
| Constantly changing demands placed on teachers  | 37.7 (0.9)<br>[35.9, 39.6]         |
| Constantly changing demands placed on students  | 33.5 (0.9)<br>[31.7, 35.2]         |
| <i><b>Challenges within the school</b></i>  |                                    |
| Managing student behavior   | 25.5 (0.8)<br>[23.9, 27.1]         |
| Addressing the needs of economically disadvantaged students   | 24.0 (0.8)<br>[22.5, 25.6]         |
| Large class sizes   | 23.0 (0.8)<br>[21.6, 24.6]         |
| Lack of sufficient time for teachers to collaborate with each other   | 18.8 (0.7)<br>[17.4, 20.3]         |
| Lack of sufficient instructional time for students  | 17.6 (0.7)<br>[16.3, 19.1]         |
| Lack of supportive leadership in my school  | 12.1 (0.6)<br>[11.0, 13.3]         |
| Lack of supplemental academic support available (i.e., through the school or school district) for struggling students | 10.2 (0.6)<br>[9.2, 11.3]          |
| Need for more parent-teacher collaboration  | 6.8 (0.5)<br>[6.0, 7.8]            |
| Unsafe working conditions   | 0.9 (0.2)<br>[0.7, 1.3]            |
| <i><b>Challenges related to the profession</b></i>  |                                    |
| My limited earning potential  | 20.6 (0.7)<br>[19.1, 22.1]         |
| Lack of a career ladder/ opportunity for me to advance within the teaching profession                                 | 6.5 (0.5)<br>[5.7, 7.5]            |
| Lack of sufficient professional development available to ensure my growth as a teacher                                | 4.6 (0.4)<br>[3.9, 5.4]            |
| N/A: I don't face challenges as a teacher   | 0.4 (0.1)<br>[0.2, 0.7]            |

Exhibit reads: An estimated 46 percent of public school teachers reported that “state or district policies that get in the way of teaching” was among the most significant challenges they faced as a teacher.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who believe that one of the most significant challenges facing teachers is state and district policies that get in the way of teaching is between 44 percent and 48 percent.

**Confidence intervals for estimates presented in Section 4:  
 “Meeting the Needs of Economically  
 Disadvantaged Students” (p. 18)**

**Exhibit I-4: Estimates presented in Figure 1-B**

**Biggest challenges in educating economically disadvantaged children**

|  | Percent of Teachers        |                            |                            |
|--|----------------------------|----------------------------|----------------------------|
|  | Emotional needs            | Academic needs             | Social needs               |
| Biggest challenges in educating economically disadvantaged children, as reported by teachers who identified addressing the needs of economically disadvantaged children as one of the most significant challenges teachers face. | 42.1 (2.0)<br>[38.3, 46.0] | 40.0 (1.9)<br>[36.3, 43.8] | 17.9 (1.5)<br>[15.2, 20.9] |

Exhibit reads: Among the public school teachers who selected “addressing the needs of economically disadvantaged students” as a significant challenge, an estimated 42 percent identified emotional needs as the biggest challenge in educating economically disadvantaged students.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who identify “addressing the needs of economically disadvantaged students” as one of the most significant challenges facing teachers and who select emotional needs as the most challenging need for economically disadvantaged students is between 38 percent and 46 percent.

**Confidence intervals for estimates presented in Section 5: “Teachers’ Attitudes toward Their School, Job, and Colleagues” (pp. 18-19)**

**Exhibit I-5: Estimates presented in Figure 1-C**

**Teachers’ perceptions of their school, colleagues, and job**

|   | <b>Strongly or somewhat agree</b> | <b>Strongly or somewhat disagree</b> |
|---|-----------------------------------|--------------------------------------|
| The teachers at this school like being here, I would describe us as a satisfied group     | 64.2 (1.0)<br>[62.3, 66.0]        | 35.8 (1.0)<br>[34.0, 37.7]           |
| I like the way things are run at this school  | 59.8 (1.0)<br>[57.9, 61.7]        | 40.2 (1.0)<br>[38.3, 42.1]           |
|   |                                   |                                      |
| I don't seem to have as much enthusiasm now as I did when I began teaching                | 59.5 (1.0)<br>[57.6, 61.4]        | 40.5 (1.0)<br>[38.6, 42.4]           |
| The stress and disappointments involved in teaching at this school aren't really worth it | 49.1 (1.0)<br>[47.1, 51.0]        | 50.9 (1.0)<br>[49.0, 52.9]           |
| If I could get a higher paying job, I'd leave teaching as soon as possible                | 48.6 (1.0)<br>[46.6, 50.5]        | 51.4 (1.0)<br>[49.5, 53.4]           |
| I think about transferring to another school  | 43.5 (1.0)<br>[41.6, 45.5]        | 56.5 (1.0)<br>[54.5, 58.4]           |
| I think about staying home from school because I am just too tired to go                  | 41.6 (1.0)<br>[39.7, 43.5]        | 58.4 (1.0)<br>[56.5, 60.3]           |

Exhibit reads: An estimated 64 percent of public school teachers agree somewhat or strongly with the statement, “The teachers at this school like being there; I would describe us as a satisfied group.”

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who somewhat or strongly agree that “the teachers at this school like being here; I would describe us as a satisfied group” is between 62 percent and 66 percent.

**Confidence intervals for estimates presented in Section 6:  
“Actions That Would Improve Teaching” (p. 20)**

**Exhibit I-6: Estimates presented in Table 1-C**

**Actions/activities that would help teachers in their day-to-day teaching**

| Actions/activities  | Percent of Teachers<br>Overall |
|---|--------------------------------|
| More planning time during the school day  | 48.6 (0.9)<br>[46.8, 50.4]     |
| Smaller class sizes   | 46.9 (0.9)<br>[45.1, 48.7]     |
| More time to collaborate with other teachers in my school                                   | 33.5 (0.9)<br>[31.8, 35.3]     |
| More financial compensation (e.g., higher salary, cash bonus, etc.)                         | 27.6 (0.8)<br>[26, 29.2]       |
| More instructional time with my students  | 27.0 (0.8)<br>[25.4, 28.7]     |
| Greater access to classroom-based technology (e.g., smart boards, tablets, computers, etc.) | 16.7 (0.7)<br>[15.4, 18.1]     |
| More high-quality professional development  | 15.0 (0.7)<br>[13.8, 16.4]     |
| Curricula that is better aligned to my state’s standards                                    | 11.5 (0.6)<br>[10.4, 12.7]     |
| More parent-teacher collaboration   | 10.7 (0.5)<br>[9.6, 11.8]      |
| Better benefits (e.g., pension, health insurance, tuition subsidies)                        | 6.8 (0.5)<br>[6.0, 7.8]        |
| Greater access to mentor(s) to help me in addressing the areas where I need improvement     | 6.3 (0.5)<br>[5.5, 7.3]        |
| Greater access to digital content (e.g., curriculum) and resources                          | 5.5 (0.4)<br>[4.7, 6.3]        |
| Greater access to school-based instructional leaders  | 2.9 (0.3)<br>[2.3, 3.6]        |
| More education (e.g., an advanced degree)   | 2.3 (0.3)<br>[1.8, 2.9]        |
| Safer working conditions  | 2.4 (0.3)<br>[2.0, 3.0]        |
| Other   | 13.8 (0.6)<br>[12.6, 15.1]     |
| None of the above; I have adequate support for my day-to-day teaching                       | 1.1 (0.2)<br>[0.8, 1.5]        |

Exhibit reads: An estimated 49 percent of public school teachers reported that more planning time during the school day would help them in their day-to-day teaching.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who believe that more planning time during the school day would help them in their day-to-day teaching is between 47 percent and 50 percent.

**Confidence intervals for estimates presented in Section 7:  
“Teachers’ Views of Whether Their Opinions Are  
Factored into Decisions” (pp. 21-22)**

**Exhibit I-7: Estimates presented in Figure 1-D**

**Teacher perceptions about whether their opinions are factored into decision-making**

|                       | Yes                        | No                         | Don't Know              |
|-----------------------|----------------------------|----------------------------|-------------------------|
| At the school level   | 52.6 (0.9)<br>[50.8, 54.4] | 44.7 (0.9)<br>[42.9, 46.5] | 2.8 (0.3)<br>[2.2, 3.4] |
| At the district level | 19.2 (0.7)<br>[17.7, 20.7] | 76.3 (0.8)<br>[74.7, 77.8] | 4.6 (0.4)<br>[3.9, 5.4] |
| At the state level    | 2.4 (0.3)<br>[1.9, 3.0]    | 93.5 (0.5)<br>[92.5, 94.3] | 4.1 (0.4)<br>[3.5, 4.9] |
| At the national level | 1.3 (0.2)<br>[1.0, 1.8]    | 93.9 (0.4)<br>[93, 94.7]   | 4.8 (0.4)<br>[4.1, 5.6] |

Exhibit reads: An estimated 53 percent of public school teachers reported that they believed that their voice was factored into decision making at least most of the time at the school level.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who believe that their opinions are factored into decision making at the school level is between 51 and 54 percent.

### Exhibit I-8: Estimates presented in Table 1-D

**Teachers' perceptions of their school, colleagues, and job according to whether teachers feel their opinions are factored into school-level decisions**

|   | Percent of teachers who believe their voice is factored into the decision-making process at least most of the time at the school level | Percent of teachers who believe their voice is NOT factored into the decision-making process at least most of the time at the school level |
|---|--|--|
| Teachers at this school like being here, I would describe us as a satisfied group | 79.5 (1.1)<br>[77.2, 81.6]   | 46 (1.5)<br>[43.1, 48.9]   |
| I like the way things are run at this school                                      | 79.1 (1.1)<br>[76.8, 81.2]   | 37 (1.4)<br>[34.2, 39.8]   |
|   |  |  |
| I don't seem to have as much enthusiasm now as I did when I began teaching        | 51.4 (1.4)<br>[48.7, 54.1]   | 69.7 (1.4)<br>[66.9, 72.3]   |
| If I could get a higher paying job, I'd leave teaching as soon as possible        | 39.5 (1.3)<br>[36.9, 42.2]   | 59.4 (1.5)<br>[56.5, 62.3]   |
| I think about staying home from school because I'm too tired to go                | 35.1 (1.3)<br>[32.6, 37.7]   | 49.8 (1.5)<br>[46.9, 52.7]   |
| Stress and disappointments involved in teaching at this school aren't worth it    | 33.9 (1.3)<br>[31.4, 36.6]   | 66.9 (1.4)<br>[64.2, 69.6]   |
| I think about transferring to another school                                      | 31.6 (1.3)<br>[29.2, 34.2]   | 58.2 (1.5)<br>[55.3, 61.1]   |

Exhibit reads: An estimated 80 percent of public school teachers who believe they have a voice in the decision-making process at the school level reported that they somewhat or strongly agreed that teachers at their school like being there and are a satisfied group.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who believe that they have a voice in the decision-making process at the school level and who agree that teachers at their school like being there and are a satisfied group is between 77 percent and 82 percent.

**Confidence intervals for estimates presented in Section 8:  
“Teacher Participation and Compensation for  
Extra Activities” (pp. 23-24)**

**Exhibit I-9: Estimates presented in Figure 1-E**

**Teachers’ participation in and compensation for leadership and student support activities**

|  | <b>Percent of teachers reporting participating in this activity</b> | <b>Percent of teachers reporting that they receive additional financial compensation for participating in this activity</b> |
|--|---|---|
| Tutor students   | 44.5 (0.9)<br>[42.6, 46.3]  | 27.6 (1.3)<br>[25.2, 30.2]  |
| Mentor other teachers  | 42.8 (0.9)<br>[41, 44.6]  | 21.9 (1.2)<br>[19.6, 24.4]  |
| Lead an academic team or student club  | 29.6 (0.9)<br>[28.0, 31.3]  | 40.9 (1.7)<br>[37.7, 44.2]  |
| Develop curricula aligned with your state's current standards for subjects other than math and ELA                     | 21.6 (0.8)<br>[20.1, 23.2]  | 23.0 (1.7)<br>[19.8, 26.6]  |
| Provide instructional coaching for other teachers (e.g., as a master/lead teacher)                                     | 19.7 (0.8)<br>[18.3, 21.2]  | 18.1 (1.6)<br>[15.1, 21.6]  |
| Act as department chair or academic dean   | 18.6 (0.7)<br>[17.2, 20]  | 47.8 (2.2)<br>[43.6, 52.1]  |
| Lead professional development on the current standards and assessments for teachers in your school, district, or state | 18.4 (0.7)<br>[17, 19.8]  | 24.0 (1.9)<br>[20.5, 28]  |
| Develop curricula aligned with your state's current ELA standards for use in your school, district, or state           | 17.3 (0.7)<br>[15.9, 18.9]  | 21.1 (1.9)<br>[17.5, 25.1]  |
| Develop curricula aligned with your state's current math standards for use in your school, district, or state          | 14.7 (0.7)<br>[13.3, 16.1]  | 19.8 (2.1)<br>[16.1, 24.2]  |
| Coach a sport  | 12.8 (0.6)<br>[11.6, 14.1]  | 79.3 (2.1)<br>[74.8, 83.2]  |
| Other  | 15.6 (0.7)<br>[14.3, 17.0]  |   |
| None of the above  | 3.8 (0.4)<br>[3.1, 4.6]   |   |

Exhibit reads: An estimated 45 percent of teachers reported that, in addition to teaching, they also tutor students.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who tutor students, in addition to teaching, is between 43 percent and 46 percent.

**Exhibit I-10: Estimates presented in paragraph 1, p. 24**

**Number of additional leadership roles or activities teachers take on**

|   | <b>Percent of Teachers</b> |
|---|----------------------------|
| None selected                               | 3.8 (0.4)<br>[3.1, 4.6]    |
| One additional role or activity             | 29.7 (0.9)<br>[28, 31.5]   |
| Two additional roles or activities          | 22.6 (0.8)<br>[21.1, 24.2] |
| Three additional roles or activities        | 18.8 (0.7)<br>[17.4, 20.2] |
| Four or more additional roles or activities | 25.2 (0.8)<br>[23.6, 26.8] |

Exhibit reads: An estimated 4 percent of teachers reported that they do not take on leadership roles or activities in addition to teaching.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who do not take on leadership roles or activities in addition to teaching is between 3 percent and 5 percent.

**Confidence intervals for estimates presented in Section 9:  
“Adequacy of Preparation in Early Years of Teaching” (p. 24)**

**Exhibit I-11: Estimates presented in Table 1-E**

**Extent of teachers’ preparedness to teach**

|                     | <b>Novice teachers</b>     | <b>Veteran teachers</b>    |
|---------------------|----------------------------|----------------------------|
| Very well prepared  | 32.3 (3.2)<br>[26.3, 39.0] | 19.6 (0.8)<br>[18.2, 21.2] |
| Adequately prepared | 51.9 (3.4)<br>[45.2, 58.5] | 46.4 (1.0)<br>[44.5, 48.3] |
| Minimally prepared  | 14.9 (2.4)<br>[10.7, 20.3] | 27.8 (0.9)<br>[26.2, 29.5] |
| Not at all prepared | 1.0(0.6)<br>[0.3, 3.0]     | 5.9 (0.4)<br>[5.0, 6.8]    |
| Don't know          | 0.0 (0.0)<br>[0.0, 0.0]    | 0.3 (0.1)<br>[0.1, 0.6]    |

Exhibit reads: An estimated 32 percent of public school novice teachers (i.e., those teaching for three years or fewer) reported that they feel very well prepared to do their job as a teacher. An estimated 20 percent of veteran teachers (i.e., those teaching for more than three years) reported that in their early teaching career (i.e., the first three years), they had felt very well prepared to do their job as a teacher.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of novice teachers who feel very well prepared to do their job is between 26 percent and 39 percent.

**Confidence intervals for estimates presented in Section 10:  
“Extent of Techer Collaboration” (p. 25)**

**Exhibit I-12: Estimates presented in paragraph 2 (p. 25)**

**Teachers reporting collaboration with other teachers in their school**

|  | <b>Yes, I collaborate with other teachers</b> | <b>No, I do not collaborate with other teachers</b> |
|--|---|---|
| Do you collaborate with other teachers in your school? | 94.4 (0.4)<br>[93.4, 95.1]                    | 5.6 (0.4)<br>[4.9, 6.6]                             |

Exhibit reads: An estimated 94 percent of public school teachers reported that they collaborate with other teachers in their school.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who collaborate with other teachers in their school is between 93 percent and 95 percent.

### Exhibit I-13: Estimates presented in Table 1-F

#### The extent to which teachers collaborate with other teachers in their school

|   | To a great extent          | Somewhat                   | Minimally                  | Not at all                 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| I collaborate with teachers in <u>my subject area</u>   | 49.0 (1.0)<br>[47, 51]     | 32.1 (0.9)<br>[30.3, 33.9] | 12.8 (0.7)<br>[11.5, 14.2] | 6.1 (0.5)<br>[5.2, 7.2]    |
| I collaborate with teachers in <u>my grade level</u>    | 41.9 (1.0)<br>[40.0, 43.9] | 33.2 (0.9)<br>[31.4, 35.1] | 16.1 (0.7)<br>[14.7, 17.5] | 8.8 (0.6)<br>[7.8, 10.0]   |
| I collaborate with teachers <u>across grade levels</u>  | 14.1 (0.7)<br>[12.8, 15.6] | 35.7 (1.0)<br>[33.8, 37.6] | 34.5 (1.0)<br>[32.7, 36.4] | 15.7 (0.7)<br>[14.3, 17.1] |
| I collaborate with teachers <u>across subject areas</u> | 16.0 (0.7)<br>[14.6, 17.5] | 33.2 (1.0)<br>[31.3, 35.1] | 31.7 (0.9)<br>[29.9, 33.5] | 19.2 (0.8)<br>[17.7, 20.8] |

Exhibit reads: Of the public school teachers who collaborate with other teachers in their school, an estimated 49 percent reported that they collaborate with other teachers in their subject area “to a great extent.”

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that among the teachers who collaborate with other teachers in their school, the actual percentage of teachers who collaborate with other teachers in their subject area is between 47 percent and 51 percent.

### Exhibit I-14: Estimates presented in paragraph 3 (p. 25)

#### Reasons teachers do not collaborate with other teachers in their schools

|   | Percentage of Teachers Overall |
|---|--------------------------------|
| My position is unique and I don't have people in my school to collaborate with  | 53.3 (4.1)<br>[45.3, 61.2]     |
| My school does not provide time to collaborate with other teachers.   | 45.9 (4.1)<br>[38.1, 54]       |
| Past collaborations have not been useful or effective.  | 15.5 (2.9)<br>[10.6, 22]       |
| I choose not to collaborate with other teachers in my school because I need all my time for grading and other non-collaborative activities. | 13.0 (2.7)<br>[8.5, 19.3]      |
| I choose not to collaborate with other teachers in my school because we have different pedagogical views.                                   | 8.0 (2.2)<br>[4.6, 13.5]       |
| I choose not to collaborate with other teachers in my school because we have different personal views.                                      | 6.1 (1.9)<br>[3.2, 11.2]       |

Exhibit reads: Of the public school teachers who do not collaborate with other teachers in their school, an estimated 53 percent reported that they do not collaborate with other teachers because their position is unique and they do not have people in their school to collaborate with.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who do not collaborate with other teachers in their school because their position is unique and they do not have people in their school to collaborate with is between 45 percent and 61 percent.

**Confidence intervals for estimates presented in Section 11:  
“Reasons for Teacher Collaboration” (p. 26)**

**Exhibit I-15: Estimates presented in Table 1-G**

**Reasons for collaborating with other teachers in the school**

|   | <b>To a great extent</b>   | <b>Somewhat</b>            | <b>Minimally</b>           | <b>Not at all</b>          |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| I collaborate with teachers to exchange resources and lesson plans              | 37.9 (1.0)<br>[36.0, 39.8] | 35.6 (1.0)<br>[33.7, 37.5] | 19.3 (0.8)<br>[17.8, 20.9] | 7.2 (0.5)<br>[6.3, 8.3]    |
| I collaborate with teachers to learn from each other’s successes and challenges | 35.5 (1.0)<br>[33.6, 37.4] | 40.7 (1.0)<br>[38.7, 42.6] | 19.3 (0.8)<br>[17.8, 21.0] | 4.5 (0.4)<br>[3.8, 5.4]    |
| I collaborate with teachers to review student data                              | 30.7 (0.9)<br>[28.9, 32.6] | 37.0 (1.0)<br>[35.1, 38.9] | 23.9 (0.9)<br>[22.3, 25.6] | 8.4 (0.5)<br>[7.4, 9.5]    |
| I collaborate with teachers to address individual student learning needs        | 33.9 (1.0)<br>[32.0, 35.8] | 40.5 (1.0)<br>[38.5, 42.4] | 21.3 (0.8)<br>[19.7, 22.9] | 4.4 (0.4)<br>[3.7, 5.3]    |
| I collaborate with teachers to discuss classroom management skills              | 18.3 (0.8)<br>[16.8, 19.8] | 34.8 (1.0)<br>[33, 36.7]   | 33.1 (1.0)<br>[31.2, 34.9] | 13.9 (0.7)<br>[12.6, 15.3] |

Exhibit reads: An estimated 38 percent of public school teachers reported that they collaborate with other teachers in their school to exchange resources and lesson plans “to a great extent.”

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who collaborate with other teachers in their school to exchange resources and lesson plans to a great extent is between 36 percent and 40 percent.

**Confidence intervals for estimates presented in Section 12:  
“Times When Teachers Collaborate” (pp. 27)**

**Exhibit I-16: Estimates presented in Table 1-H**

**When teachers collaborate with their peers**

|   | <b>Percent of Teachers Overall</b> |
|---|------------------------------------|
| Informally during the regular school day (e.g. when passing a colleague in the hall)    | 79.7 (0.8)<br>[78.0, 81.2]         |
| During the time that my school schedules specifically for teacher collaboration         | 66.4 (1.0)<br>[64.5, 68.3]         |
| During teacher professional development sessions  | 65.8 (1.0)<br>[63.9, 67.6]         |
| Informally via email, online forums, or other informal networks                         | 65.4 (1.0)<br>[63.5, 67.2]         |
| During the time that my school has set aside for teacher preparation                    | 57.7 (1.0)<br>[55.7, 59.6]         |
| Informally, during non-work hour engagements (e.g. social gatherings outside of school) | 43.7 (1.0)<br>[41.8, 45.7]         |
| Other   | 10.8 (0.6)<br>[9.6, 12.2]          |

Exhibit reads: Among public school teachers who report collaborating with other teachers, an estimated 80 percent reported that they collaborate with other teachers informally during the regular school day (e.g., when passing a colleague in the hall).

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who collaborate with other teachers informally during the regular school day is between 78 percent and 81 percent.

**Exhibit I-17: Estimates presented in paragraph 2 (p. 27)**

**Time teachers spend collaborating with other teachers in their schools**

|  | <b>30 minutes or less per week</b> | <b>Approximately 31-60 minutes per week</b> | <b>Approximately 61-90 minutes per week</b> | <b>More than 90 minutes per week</b> |
|--|------------------------------------|---|---|--------------------------------------|
| Approximately how much time do you spend each week collaborating and planning with other teachers? | 24.1 (0.9)<br>[22.5, 25.9]         | 33.5 (1.0)<br>[31.6, 35.4]                  | 21.6 (0.8)<br>[20.0, 23.3]                  | 20.7 (0.8)<br>[19.2, 22.4]           |

Exhibit reads: An estimated 24 percent of public school teachers who collaborate with other teachers reported that they spend 30 minutes or less per week collaborating and planning with other teachers.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who spend 30 minutes or less per week collaborating and planning with other teachers is between 23 percent and 26 percent.

**Confidence intervals for estimates presented in Section 13:  
“Helpfulness of Teacher Collaboration” (p. 28)**

**Exhibit I-18: Estimates presented in Figure 1-F**

**Extent to which teachers view collaborating with other teachers in their school as helpful**

|   | To a great extent          | Somewhat                   | Minimally               | Not at all              | Not sure; too soon to tell |
|---|----------------------------|----------------------------|-------------------------|-------------------------|----------------------------|
| To what extent, if at all, do you believe that collaborating with other teachers in your school is helpful/a good use of your time? | 60.1 (1.0)<br>[58.2, 62.0] | 30.6 (0.9)<br>[28.8, 32.4] | 6.9 (0.5)<br>[6.0, 7.9] | 1.7 (0.3)<br>[1.2, 2.3] | 0.7 (0.2)<br>[0.5, 1.1]    |

Exhibit reads: An estimated 60 percent of public school teachers who collaborate with other teachers reported that they believe that collaborating with other teachers in their school was helpful/a good use of their time “to a great extent.”

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who collaborate with other teachers in their school who believe that the collaboration is helpful/a good use of their time to a great extent is between 58 percent and 62 percent.

**Exhibit I-19: Estimates presented in Text Box:  
“Differences in Collaboration by School Level”**

**Time teachers spend per week collaborating with other teachers in their school, by school level**

|            | 30 minutes or less per week | Approximately 31-60 minutes per week | Approximately 61-90 minutes per week | More than 90 minutes per week |
|------------|-----------------------------|--------------------------------------|--------------------------------------|-------------------------------|
| Elementary | 20.0 (1.3)<br>[17.7, 22.6]  | 35.2 (1.5)<br>[32.3, 38.2]           | 22.3 (1.3)<br>[19.8, 24.9]           | 22.5 (1.3)<br>[20.1, 25.2]    |
| Middle     | 23.0 (1.8)<br>[19.6, 26.8]  | 29.5 (2.0)<br>[25.8, 33.6]           | 23.5 (1.8)<br>[20.1, 27.3]           | 23.9 (1.8)<br>[20.5, 27.7]    |
| High       | 31.4 (1.5)<br>[28.4, 34.5]  | 33.4 (1.6)<br>[30.4, 36.5]           | 19.2 (1.3)<br>[16.8, 21.8]           | 16.0 (1.2)<br>[13.9, 18.5]    |
| Other/K-12 | 33.7 (4.4)<br>[25.6, 42.9]  | 30.4 (4.3)<br>[22.6, 39.5]           | 21.2 (4.0)<br>[14.4, 30.2]           | 14.7 (3.5)<br>[9.0, 23.0]     |

Exhibit reads: An estimated 20 percent of public elementary school teachers reported that they spend 30 minutes or less per week collaborating and planning with other teachers.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of elementary school teachers who collaborate with other teachers in their school for 30 minutes or less per week is between 18 percent and 23 percent.

**Exhibit I-20: Estimates presented in Text Box:  
“Differences in Collaboration by School-Level”**

**Extent to which teachers collaborated with other teachers in their school, by school level**

|   | School Level               |                            |                            |                            |                            |                            |                            |                          |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   | Elementary                 |                            |                            |                            | Middle                     |                            |                            |                          | High School                |                            |                            |                            |
|   | To a great extent          | Somewhat                   | Minimally                  | Not at all                 | To a great extent          | Somewhat                   | Minimally                  | Not at all               | To a great extent          | Somewhat                   | Minimally                  | Not at all                 |
| I collaborate with teachers in <u>my subject area</u>   | 48.5 (1.6)<br>[45.4, 51.6] | 29.9 (1.4)<br>[27.2, 32.8] | 13.6 (1.1)<br>[11.6, 15.9] | 7.9 (.8)<br>[6.4, 9.7]     | 49.2 (2.2)<br>[45, 53.5]   | 34 (2.1)<br>[30.1, 38.1]   | 11.6 (1.4)<br>[9.2, 14.7]  | 5.1 (1)<br>[3.5, 7.4]    | 50.9 (1.6)<br>[47.6, 54.1] | 34.8 (1.6)<br>[31.8, 37.9] | 11 (1)<br>[9.1, 13.2]      | 3.3 (.6)<br>[2.4, 4.7]     |
| I collaborate with teachers in <u>my grade level</u>    | 54 (1.6)<br>[50.9, 57]     | 29.9 (1.4)<br>[27.1, 32.8] | 9.3 (.9)<br>[7.6, 11.2]    | 6.9 (.8)<br>[5.4, 8.6]     | 37.3 (2.1)<br>[33.3, 41.5] | 38.6 (2.1)<br>[34.5, 42.8] | 19.6 (1.7)<br>[16.4, 23.2] | 4.6 (.9)<br>[3.1, 6.7]   | 24.7 (1.4)<br>[22, 27.5]   | 35.2 (1.6)<br>[32.2, 38.4] | 25.1 (1.4)<br>[22.4, 28]   | 15 (1.2) [12.8, 17.4]      |
| I collaborate with teachers <u>across grade levels</u>  | 15 (1.1)<br>[12.9, 17.3]   | 34.2 (1.5)<br>[31.3, 37.1] | 36.4 (1.5)<br>[33.4, 39.4] | 14.5 (1.1)<br>[12.5, 16.8] | 11.8 (1.4)<br>[9.3, 14.9]  | 39.2 (2.1)<br>[35.1, 43.4] | 35 (2.1)<br>[31.1, 39.2]   | 14 (1.5)<br>[11.3, 17.2] | 13.2 (1.1)<br>[11.2, 15.5] | 35.9 (1.6)<br>[32.9, 39]   | 31.6 (1.5)<br>[28.6, 34.6] | 19.4 (1.3) [17, 22.1]      |
| I collaborate with teachers <u>across subject areas</u> | 19.4 (1.2)<br>[17.1, 22]   | 33.6 (1.5)<br>[30.7, 36.5] | 28.7 (1.4)<br>[26, 31.5]   | 18.3 (1.2)<br>[16.1, 20.9] | 15.3 (1.6)<br>[12.5, 18.6] | 35.3 (2.1)<br>[31.3, 39.4] | 33.4 (2.1)<br>[29.5, 37.6] | 16 (1.6)<br>[13.1, 19.4] | 9.7 (.9)<br>[8, 11.7]      | 30.4 (1.5)<br>[27.5, 33.5] | 36.7 (1.6)<br>[33.6, 39.8] | 23.3 (1.4)<br>[20.6, 26.1] |
| I collaborate with teachers <u>in other ways</u>        | 18.7 (1.2)<br>[16.4, 21.2] | 30 (1.4)<br>[27.3, 32.9]   | 18.5 (1.2)<br>[16.2, 21]   | 32.9 (1.5)<br>[30.1, 35.9] | 15.6 (1.6)<br>[12.8, 19]   | 31.7 (2)<br>[27.8, 35.8]   | 19.3 (1.7)<br>[16.2, 22.9] | 33.4 (2)<br>[29.5, 37.5] | 10.4 (1)<br>[8.6, 12.5]    | 30.2 (1.5)<br>[27.4, 33.2] | 20.3 (1.3)<br>[17.8, 23]   | 39.2 (1.6)<br>[36.1, 42.3] |

Exhibit reads: An estimated 49 percent of public elementary school teachers who collaborate with other teachers reported that they collaborate with other teachers in their subject area “to a great extent.”

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of elementary school teachers who collaborate with teachers in their subject area to a great extent is between 45 percent and 52 percent.

**Confidence intervals for estimates presented in Section 14:  
“Views of Middle and High School Teachers about Other College-  
and Career Ready Skills” (pp. 29-30)**

**Exhibit I-21: Estimates presented in Table 1-1**

**Most important skills for college and careers**

|  | Percent of All Teachers    | Emphasis schools place on giving students opportunity to acquire skills |                            |                            |                          |
|--|----------------------------|---|----------------------------|----------------------------|--------------------------|
|  |                            | A lot   | Some                       | Very Little                | Don't know/not sure      |
| Critical thinking and problem-solving skills   | 63.9 (1.2)<br>[61.4, 66.3] | 28.4 (1.5)<br>[25.6, 31.4]  | 53.5 (1.6)<br>[50.3, 56.7] | 16.9 (1.2)<br>[14.6, 19.5] | 1.2 (0.3)<br>[0.6, 2.1]  |
| Life and career skills (e.g., flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; leadership and responsibility; collaboration; creativity and innovation) | 57.7 (1.3)<br>[55.2, 60.1] | 11.5 (1.1)<br>[9.5, 13.9]   | 44.9 (1.7)<br>[41.5, 48.3] | 42.5 (1.7)<br>[39.2, 45.9] | 1.1 (0.3)<br>[0.6, 2]    |
| Social-emotional skills (e.g., self-awareness, self-management, relationship skills, and responsible decision-making)  | 57.2 (1.3)<br>[54.7, 59.6] | 13.8 (1.2)<br>[11.6, 16.4]  | 43.7 (1.7)<br>[40.3, 47.1] | 41.3 (1.7)<br>[38, 44.8]   | 1.2 (0.4)<br>[0.6, 2.2]  |
| Communication skills (e.g., oral written, non-verbal)  | 32.4 (1.2)<br>[30.1, 34.8] | 32.1 (2.2)<br>[28.0, 36.5]  | 51.6 (2.3)<br>[47, 56.1]   | 16.1 (1.7)<br>[13.1, 19.8] | 0.2 (0.2)<br>[0.0, 1.1]  |
| Professionalism/work ethic   | 30.0 (1.2)<br>[27.7, 32.3] | 11.8 (1.6)<br>[9.0, 15.3]   | 36.2 (2.3)<br>[31.8, 40.9] | 49.8 (2.4)<br>[45.1, 54.5] | 2.1 (0.6)<br>[1.2, 3.9]  |
| Financial management skills (e.g., paying bills on time, balancing a checkbook, saving, investing, etc.)   | 17.3 (1.0)<br>[15.5, 19.3] | 4.9 (1.3)<br>[2.8, 8.4]   | 26.4 (2.8)<br>[21.2, 32.3] | 64.4 (3)<br>[58.2, 70.1]   | 4.3 (1.2)<br>[2.5, 7.4]  |
| Executive function skills (e.g., organization, preparation, planning)  | 17.3 (1.0)<br>[15.5, 19.3] | 15.1 (2.3)<br>[11.0, 20.3]  | 44.1 (3.1)<br>[38.1, 50.3] | 39.6 (3.1)<br>[33.7, 45.7] | 1.2 (0.6)<br>[0.4, 3.2]  |
| Information, media, and technology skills  | 13 (0.9)<br>[11.4, 14.9]   | 32.4 (3.5)<br>[25.8, 39.7]  | 51.8 (3.7)<br>[44.5, 59.1] | 14.7 (2.6)<br>[10.3, 20.5] | 1.1 (0.6)<br>[0.3, 3.4]  |
| Knowledge of non-core academic subjects (e.g., art, gym, music, foreign language)  | 5.3 (0.6)<br>[4.3, 6.5]    | 31.9 (5.2)<br>[22.7, 42.9]  | 49 (5.6)<br>[38.1, 59.9]   | 17.5 (4.1)<br>[10.8, 27.2] | 1.6 (1.6)<br>[0.2, 10.7] |

Exhibit reads: An estimated 64 percent of public secondary school teachers reported that critical thinking and problem solving skills were among the three most important skills for students to develop in order to be college- and career-ready. Of these teachers, an estimated 28 percent reported that their school places “a lot” of emphasis on giving students the opportunity to acquire critical thinking and problem-solving skills.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who believe that critical thinking and problem-solving skills were among the three most important skills for students to develop in order to be college- and career-ready is between 61 percent and 66 percent and of these teachers, the actual percentage who believe that their school places “a lot” of emphasis on giving students the opportunity to acquire these skills is between 26 percent and 31 percent.

## Chapter II

### Standards and Assessments: Teachers of Math and ELA

**Confidence intervals for estimates presented in  
Section 1: (p. 32)**

**Exhibit II-1: Estimates presented in paragraph 4, page 32**

Teachers of current state math and/or ELA standards in 2015-16

|                                 | Yes, I teach the<br>math standards | Yes, I teach the<br>ELA standards |
|---------------------------------|------------------------------------|-----------------------------------|
| All teachers                    | 49.8 (0.9)<br>[48.0, 51.6]         | 56.6 (0.9)<br>[54.9, 58.4]        |
| <b>Teachers by school level</b> |                                    |                                   |
| Elementary                      | 74.4 (1.3)<br>[71.8, 76.8]         | 75.6 (1.2)<br>[73.1, 78]          |
| Middle                          | 28.2 (1.8)<br>[24.9, 31.8]         | 42.1 (2.0)<br>[38.4, 46]          |
| High                            | 21.3 (1.2)<br>[19, 23.8]           | 33.2 (1.4)<br>[30.5, 36]          |

Exhibit reads: An estimated 50 percent of public school teachers reported that they teach the state math standards and an estimated 57 percent of public school teachers reported that they teach the state ELA standards.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach their state’s math standards is between 48 percent and 52 percent.

**Confidence intervals for estimates presented in Section 2:  
“Teacher Autonomy Under More Rigorous Standards” (p. 34)**

**Exhibit II-2: Estimates presented in Figure 2-A**

**Teacher autonomy under current state standards compared with previous standards**

| Area of professional practice        | Autonomy increased<br>or stayed the same | Autonomy<br>decreased      | Don't know              |
|--------------------------------------|--|----------------------------|-------------------------|
| <b>Math standards</b>                |  |                            |                         |
| Collaborating with other teachers    | 73.3 (1.4)<br>[70.5, 75.9]               | 24.9 (1.3)<br>[22.3, 27.6] | 1.9 (0.4)<br>[1.2, 2.9] |
| Determining instructional strategies | 62.4 (1.5)<br>[59.4, 65.3]               | 35.6 (1.5)<br>[32.8, 38.6] | 2.0 (0.4)<br>[1.3, 3.0] |
| Developing curriculum                | 57.9 (1.5)<br>[54.8, 60.8]               | 39.9 (1.5)<br>[37.0, 42.9] | 2.3 (0.5)<br>[1.5, 3.3] |
| <b>ELA standards</b>                 |  |                            |                         |
| Collaborating with other teachers    | 71.7 (1.3)<br>[69.1, 74.1]               | 26.1 (1.3)<br>[23.7, 28.6] | 2.3 (0.4)<br>[1.5, 3.3] |
| Determining instructional strategies | 62.0 (1.4)<br>[59.3, 64.7]               | 35.7 (1.4)<br>[33.1, 38.4] | 2.3 (0.4)<br>[1.5, 3.3] |
| Developing curriculum                | 56.9 (1.4)<br>[54.1, 59.7]               | 40.4 (1.4)<br>[37.7, 43.2] | 2.7 (0.5)<br>[1.9, 3.8] |

Exhibit reads: An estimated 62 percent of public school teachers who taught the math standards that were in place in their state prior to when the state adopted the current standards—and who teach the current math standards—reported that the level of autonomy they have over their instructional strategies has increased or stayed the same since their state adopted its current math standards.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who taught the math standards that were in place in their state prior to when the state adopted the current standards, who teach the current math standards, and who believe the level of autonomy they have over their instructional strategies has increased or stayed the same since their state adopted its current math standards is between 59 percent and 65 percent.

**Confidence intervals for estimates presented in Section 3:  
“Sources of Curricula for New Math and ELA Standards” (pp. 35-36)**

**Exhibit II-3: Estimates presented in Table 2-A**

**Curricular resources for teaching state math and ELA standards in 2015-16**

|   | <b>Teach Math standards</b> | <b>Teach ELA standards</b> |
|---|-----------------------------|----------------------------|
| My state provided me with curricula/curriculum frameworks                       | 37.7 (1.3)<br>[35.1, 40.4]  | 37.6 (1.3)<br>[35.2, 40.1] |
| My district provided me with curricula/curriculum frameworks                    | 71.7 (1.2)<br>[69.2, 74.1]  | 67.6 (1.2)<br>65.2, 69.9]  |
| My school provided me with curricula/curriculum frameworks                      | 29.9 (1.3)<br>[27.4, 32.4]  | 29.3 (1.2)<br>[27.0, 31.6] |
| I developed my own curricula  | 18.2 (1.1)<br>f[16.2, 20.3] | 25.0 (1.1)<br>[22.9, 27.2] |
| I revised my own curricula  | 19.8 (1.1)<br>[17.7, 22.0]  | 24.9 (1.1)<br>[22.8, 27.1] |
| I worked with other teachers to develop curricula                               | 24.4 (1.2)<br>[22.1, 26.7]  | 28.3 (1.2)<br>[26.0, 30.6] |
| I worked with other teachers to revise curricula                                | 25.0 (1.2)<br>[22.7, 27.4]  | 26.7 (1.1)<br>[24.5, 29.0] |
| I drew my curricula from online resources                                       | 30.6 (1.3)<br>[28.2, 33.2]  | 31.3 (1.2)<br>[29.0, 33.7] |
| I drew my curricula from other existing texts and materials that are not online | 20.8 (1.1)<br>[18.7, 23.1]  | 23.8 (1.1)<br>[21.7, 26.0] |
| Other   | 0.6 (0.2)<br>[0.3, 1.2]     | 0.3 (0.1)<br>[0.1, 0.6]    |

Exhibit reads: An estimated 38 percent of public school teachers who reported that they teach the math standards reported that their state had provided them with curricula/curriculum frameworks as a resource for teaching the current math standards in 2015-16.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards and who were provided with curricula/curriculum frameworks by their state as a resource for teaching the math standards in the 2015-16 school year is between 35 percent and 40 percent.

### Exhibit II-4: Estimates presented in paragraph 1 (p. 36)

#### Curricular resources for teaching the current math or ELA standards during the 2015-16 school year

|  | Teach Math standards     | Teach ELA standards        |
|--|--------------------------|----------------------------|
| Developed, revised, or adopted curricula/um alone and/or with other teachers | 55 (1.4)<br>[52.3, 57.8] | 61.2 (1.3)<br>[58.7, 63.7] |

Exhibit reads: Of the public school teachers teaching the current math standards, 55 percent developed, revised, or adopted curricula/ curriculum frameworks alone and/or with other teachers to use as a resource for teaching the current math standards.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards and who developed, revised, or adopted curricula/um alone or with other teachers to use as a resource for teaching the current math standards is between 52 percent and 58 percent.

### Confidence intervals for estimates presented in Section 4: “Sharing of Teacher-Developed Math and ELA Curricula” (pp. 36-37)

### Exhibit II-5: Estimates presented in Figure 2-B

#### Sharing of math and ELA curricula developed, revised, or adapted by teachers

|                                  | Teach Math standards       | Teach ELA standards        |
|----------------------------------|----------------------------|----------------------------|
| Yes, I shared my curricula       | 81.4 (1.5)<br>[78.3, 84.1] | 78.6 (1.4)<br>[75.8, 81.1] |
| No, I did not share my curricula | 14.9 (1.3)<br>[12.5, 17.7] | 16.5 (1.2)<br>[14.2, 19.0] |
| Don't know/can't remember        | 3.7 (0.7)<br>[2.5, 5.4]    | 5.0 (0.7)<br>[3.7, 6.7]    |

Exhibit reads: An estimated 81 percent of public school teachers who reported that they teach the math standards and had developed, revised, or adapted curricula—either alone or with other teachers—as a resource for teaching the current math standards reported that they shared the curricula they developed with other teachers who did not participate in the development process.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards, who developed, revised, or adapted curricula—either alone or with other teachers—as a resource for teaching the math standards, and who subsequently shared that curricula with teachers who did not participate in the development process is between 78 and 84 percent.

**Exhibit II-6: Estimates presented in Text Box:  
“Curriculum Development and Sharing by Poverty  
and Type of Community” bullet 1**

**Curricular resources used to teach current math and ELA standards during the 2015-16 school year**

|   | High poverty               |                            | Medium Poverty             |                            | Low Poverty                |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   | Teach Math standards       | Teach ELA standards        | Teach Math standards       | Teach ELA standards        | Teach Math standards       | Teach ELA standards        |
| My state provided me with curricula/curriculum frameworks                       | 46.8 (3.7)<br>[39.6, 54.2] | 44.8 (3.6)<br>[37.8, 52]   | 39.6 (1.9)<br>[35.9, 43.4] | 39.9 (1.8)<br>[36.4, 43.4] | 32.5 (2.2)<br>[28.4, 37]   | 33.3 (2.0)<br>[29.5, 37.3] |
| My district provided me with curricula/curriculum frameworks                    | 74.1 (3.3)<br>[67.1, 80.0] | 72.4 (3.2)<br>[65.6, 78.4] | 68.7 (1.8)<br>[65.1, 72.1] | 64.7 (1.7)<br>[61.2, 68]   | 74.4 (2)<br>[70.2, 78.2]   | 69.3 (1.9)<br>[65.4, 72.9] |
| My school provided me with curricula/curriculum frameworks                      | 30.8 (3.5)<br>[24.4, 38.1] | 35.7 (3.5)<br>[29.2, 42.9] | 31.7 (1.8)<br>[28.2, 35.3] | 30.1 (1.7)<br>[26.9, 33.5] | 27.5 (2.1)<br>[23.6, 31.8] | 26.6 (1.8)<br>[23.1, 30.4] |
| I developed my own curricula  | 9.9 (2.1)<br>[6.4, 14.9]   | 19.9 (2.9)<br>[14.9, 26.2] | 18.8 (1.5)<br>[16.1, 21.9] | 22.5 (1.5)<br>[19.8, 25.6] | 20.1 (1.8)<br>[16.8, 23.9] | 28.9 (1.9)<br>[25.4, 32.7] |
| I revised my own curricula  | 16.1 (2.6)<br>[11.6, 22]   | 18 (2.8)<br>[13.1, 24.1]   | 21.4 (1.6)<br>[18.5, 24.7] | 25.9 (1.6)<br>[23, 29.1]   | 19.2 (1.8)<br>[15.8, 23]   | 25.9 (1.8)<br>[22.5, 29.5] |
| I worked with other teachers to develop curricula                               | 19.1 (2.9)<br>[14, 25.5]   | 19.3 (2.8)<br>[14.4, 25.5] | 23.9 (1.6)<br>[20.9, 27.3] | 26.7 (1.6)<br>[23.7, 30]   | 26.6 (2)<br>[22.8, 30.8]   | 32.4 (1.9)<br>[28.7, 36.3] |
| I worked with other teachers to revise curricula                                | 19.3 (2.9)<br>[14.2, 25.8] | 22.4 (3)<br>[17, 28.9]     | 23.2 (1.6)<br>[20.1, 26.5] | 23.4 (1.5)<br>[20.5, 26.5] | 28.9 (2.1)<br>[24.9, 33.2] | 31.4 (2.0)<br>[27.7, 35.3] |
| I drew my curricula from online resources                                       | 19.9 (2.9)<br>[14.8, 26.3] | 23.2 (3)<br>[17.8, 29.7]   | 33.5 (1.8)<br>[30.1, 37.2] | 32.2 (1.7)<br>[29, 35.6]   | 30.9 (2.1)<br>[26.9, 35.3] | 32.6 (2.0)<br>[28.9, 36.6] |
| I drew my curricula from other existing texts and materials that are not online | 14.9 (2.6)<br>[10.5, 20.7] | 17.4 (2.7)<br>[12.7, 23.4] | 21.1 (1.6)<br>[18.2, 24.3] | 24.8 (1.6)<br>[21.8, 27.9] | 22.5 (2.0)<br>[18.9, 26.6] | 24.6 (1.8)<br>[21.2, 28.3] |

Exhibit reads: An estimated 47 percent of public school teachers in high-poverty schools who reported that they teach the math standards reported that their state had provided them with curricula/curriculum frameworks as a resource for teaching the current math standards in 2015-16.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers in high poverty schools who reported that they teach the math standards and that their state provided them with curricula/curriculum frameworks as a resource for teaching the math standards in 2015-16 is between 40 percent and 54 percent.

**Exhibit II-7: Estimates presented in Text Box  
 “Curriculum Development and Sharing by Poverty  
 and Type of Community” bullet 2**

**Ways in which teachers shared their teacher-developed curricula, by school poverty**

|   | Percent of Teachers, by Poverty |                            |                            |                            |                            |                            |
|---|---------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   | High poverty                    |                            | Medium-high poverty        |                            | Medium-low to low poverty  |                            |
|   | Math                            | ELA                        | Math                       | ELA                        | Math                       | ELA                        |
| Through informal discussions with teachers in my school   | 74.3 (5.6)<br>[61.6, 83.9]      | 68.9 (5.3)<br>[57.6, 78.4] | 79.8 (2.3)<br>[75, 83.9]   | 76.5 (2.3)<br>[71.7, 80.6] | 74.9 (3)<br>[68.5, 80.3]   | 78.3 (2.4)<br>[73.2, 82.6] |
| Through professional learning community meetings and/or academic department/subject area meetings | 57.5 (6.2)<br>[44.8, 69.2]      | 63.7 (5.5)<br>[52.3, 73.8] | 53.7 (2.8)<br>[48.2, 59.1] | 58.9 (2.6)<br>[53.6, 64]   | 54.1 (3.4)<br>[47.4, 60.7] | 56.7 (2.9)<br>[51.1, 62.2] |
| Through online postings   | 7.9 (3.3)<br>[3.4, 17.6]        | 12.9 (3.9)<br>[6.9, 22.9]  | 20.8 (2.2)<br>[16.8, 25.4] | 20.2 (2)<br>[16.5, 24.5]   | 23.9 (2.9)<br>[18.7, 30]   | 25.4 (2.4)<br>[20.9, 30.5] |
| Through OTHER means   | 6.1 (3)<br>[2.2, 15.8]          | 2.5 (1.8)<br>[0.6, 10.1]   | 6.5 (1.3)<br>[4.4, 9.5]    | 5 (1.1)<br>[3.2, 7.8]      | 6 (1.5)<br>[3.7, 9.6]      | 5.5 (1.3)<br>[3.5, 8.6]    |

Exhibit reads: An estimated 74 percent of public school teachers in high-poverty schools who reported that they teach the math standards, had developed or revised curricula for teaching the current math standards (alone or with other teachers), and had shared the curricula they developed with other teachers, reported that they shared the curricula with other teachers through informal discussions with teachers in their school.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers in high poverty schools who reported that they teach the math standards, that they had developed, revised, or adapted curricula for teaching the current math standards (alone or with other teachers), and that they shared the curricula with other teachers through informal discussions with teachers in their school is between 62 percent and 84 percent.

**Exhibit II-8: Estimates presented in Text Box  
 “Curriculum Development and Sharing by Poverty  
 and Type of Community” bullet 3**

**Curricular resources used to teach current math and ELA standards during the 2015-16 school year**

|   | Urban                      |                            | Suburban                   |                            | Rural/Town                 |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   | Teach Math standards       | Teach ELA standards        | Teach Math standards       | Teach ELA standards        | Teach Math standards       | Teach ELA standards        |
| My state provided me with curricula/curriculum frameworks                       | 37.0 (2.2)<br>[32.8, 41.4] | 37.1 (2.1)<br>[33.1, 41.3] | 37.0 (2.0)<br>[33.2, 41]   | 37.9 (1.8)<br>[34.4, 41.5] | 39.4 (2.9)<br>[33.8, 45.3] | 37.8 (2.7)<br>[32.6, 43.2] |
| My district provided me with curricula/curriculum frameworks                    | 76.8 (1.9)<br>[72.8, 80.3] | 71.8 (1.9)<br>[67.9, 75.5] | 77.1 (1.7)<br>[73.6, 80.2] | 73 (1.6)<br>[69.7, 76.1]   | 58.8 (2.9)<br>[53, 64.4]   | 55.5 (2.7)<br>[50.1, 60.8] |
| My school provided me with curricula/curriculum frameworks                      | 28.3 (2.1)<br>[24.5, 32.5] | 27.9 (1.9)<br>[24.3, 31.9] | 28.6 (1.8)<br>[25.1, 32.4] | 29.2 (1.7)<br>[26, 32.7]   | 33.3 (2.8)<br>[27.9, 39.1] | 30.7 (2.5)<br>[25.9, 35.9] |
| I developed my own curricula  | 19.5 (1.8)<br>[16.2, 23.3] | 28.2 (1.9)<br>[24.5, 32.2] | 17.6 (1.5)<br>[14.7, 20.8] | 23.1 (1.6)<br>[20.1, 26.4] | 17.8 (2.2)<br>[13.8, 22.5] | 24.7 (2.3)<br>[20.4, 29.5] |
| I revised my own curricula  | 20.5 (1.8)<br>[17.1, 24.3] | 26.8 (1.9)<br>[23.2, 30.7] | 19.9 (1.6)<br>[16.9, 23.4] | 24.1 (1.6)<br>[21.1, 27.4] | 18.9 (2.3)<br>[14.7, 23.9] | 24.4 (2.3)<br>[20.2, 29.2] |
| I worked with other teachers to develop curricula                               | 23.9 (1.9)<br>[20.4, 27.9] | 30.7 (2)<br>[27, 34.8]     | 24 (1.7)<br>[20.7, 27.5]   | 27.6 (1.7)<br>[24.4, 31]   | 25.3 (2.6)<br>[20.6, 30.7] | 26.9 (2.4)<br>[22.4, 31.9] |
| I worked with other teachers to revise curricula                                | 26.8 (2.0)<br>[23, 31]     | 28.6 (2)<br>[24.9, 32.6]   | 24.3 (1.8)<br>[21, 27.9]   | 25.7 (1.7)<br>[22.6, 29.1] | 24.2 (2.6)<br>[19.6, 29.6] | 26.3 (2.4)<br>[21.8, 31.3] |
| I drew my curricula from online resources                                       | 33.3 (2.1)<br>[29.2, 37.6] | 33 (2)<br>[29.1, 37.1]     | 30.7 (1.9)<br>[27.1, 34.5] | 30.8 (1.7)<br>[27.5, 34.4] | 28 (2.7)<br>[23.1, 33.5]   | 30.3 (2.5)<br>[25.6, 35.4] |
| I drew my curricula from other existing texts and materials that are not online | 21.9 (1.9)<br>[18.4, 25.8] | 25 (1.9)<br>[21.6, 28.9]   | 21.8 (1.7)<br>[18.6, 25.4] | 22.5 (1.6)<br>[19.5, 25.8] | 18.3 (2.3)<br>[14.2, 23.3] | 24.5 (2.3)<br>[20.2, 29.4] |

Exhibit reads: An estimated 37 percent of public school teachers in urban districts who reported that they teach the math standards reported that their state had provided them with curricula/curriculum frameworks as a resource for teaching the current math standards in 2015-16.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers in urban districts who teach the math standards and were provided with curricula/curriculum frameworks by their state as a resource for teaching the math standards in the 2015-16 school year is between 33 percent and 41 percent.

**Exhibit II-9: Estimates presented in Text Box  
 “Curriculum Development and Sharing by Poverty  
 and Type of Community” bullet 4**

**Ways in which teachers shared their teacher-developed curricula, by community type**

|   | Urbanicity                 |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   | Urban                      |                            | Suburban                   |                            | Rural/Town                 |                            |
|   | Math                       | ELA                        | Math                       | ELA                        | Math                       | ELA                        |
| Through informal discussions with teachers in my school   | 83.7 (2.6)<br>[78, 88.1]   | 83.5 (2.2)<br>[78.8, 87.4] | 78.7 (2.5)<br>[73.4, 83.2] | 74.9 (2.3)<br>[70, 79.2]   | 68.7 (4.1)<br>[60, 76.2]   | 72 (3.6)<br>[64.3, 78.6]   |
| Through professional learning community meetings and/or academic department/subject area meetings | 57.7 (3.4)<br>[50.8, 64.3] | 58.1 (3.1)<br>[52, 63.9]   | 51.3 (3)<br>[45.4, 57.2]   | 59.2 (2.7)<br>[53.8, 64.3] | 55.5 (4.4)<br>[46.6, 63.9] | 57.5 (4)<br>[49.4, 65.1]   |
| Through online postings   | 20.4 (2.8)<br>[15.5, 26.4] | 23.1 (2.6)<br>[18.4, 28.5] | 23 (2.5)<br>[18.4, 28.3]   | 24.1 (2.3)<br>[19.8, 29]   | 17.8 (3.3)<br>[12.2, 25.3] | 17.1 (2.9)<br>[12.2, 23.6] |
| Through OTHER means   | 6.9 (1.7)<br>[4.3, 11.1]   | 5 (1.4)<br>[2.9, 8.4]      | 7.4 (1.5)<br>[4.8, 11]     | 5.5 (1.3)<br>[3.4, 8.6]    | 3.8 (1.5)<br>[1.8, 8.1]    | 4.3 (1.5)<br>[2.1, 8.4]    |

Exhibit reads: An estimated 84 percent of public school teachers in urban districts who reported that they teach the math standards, had developed or revised curricula for teaching the current math standards (alone or with other teachers), and had shared the curricula they developed with other teachers, reported that they shared the curricula with other teachers through informal discussions with teachers in their school.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers in urban districts who reported that they teach the math standards, that they had developed, revised, or adapted curricula for teaching the current math standards (alone or with other teachers), and that they shared the curricula with other teachers through informal discussions with teachers in their school is between 78 percent and 88 percent.

**Confidence intervals for estimates presented in Section 5:  
“Understanding Student Test Data from  
New Assessments” (pp. 37-38)**

**Exhibit II-10: Estimates presented in paragraph 1 (p. 37)**

**Has your state administered new assessments in recent years (i.e., sometime between 2010-11 and 2014-15) to measure student mastery of its new math and/or ELA standards?**

|   | <b>Teach Math standards</b> | <b>Teach ELA standards</b> |
|---|-----------------------------|----------------------------|
| Yes, my state has administered new assessments    | 86.3 (1.0)<br>[84.2, 88.1]  | 85.4 (0.9)<br>[83.5, 87.1] |
| No, my state has not administered new assessments | 6.8 (0.7)<br>[5.5, 8.4]     | 6.0 (0.6)<br>[4.9, 7.4]    |
| Don't know/can't remember                         | 6.9 (0.7)<br>[5.6, 8.5]     | 8.6 (0.7)<br>[7.3, 10.1]   |

Exhibit reads: An estimated 86 percent of public school teachers who reported that they teach the math standards reported that their state had administered new math assessments in recent years (i.e., between 2010-11 and 2014-15) to measure student mastery of its new math standards.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards and whose state administered new assessments between the 2010-11 and 2014-15 school years to measure student mastery of its new math standards is between 84 percent and 88 percent.

**Exhibit II-11: Estimates presented in paragraph 1 (p. 37)**

**Have you received student performance data from the spring 2015 administration of your state's new math and/or ELA assessments?** [For respondents whose states had administered new assessments].

|  | <b>Teach Math standards</b> | <b>Teach ELA standards</b> |
|--|-----------------------------|----------------------------|
| Yes, I received student performance data         | 69.0 (1.4)<br>[66.2, 71.7]  | 69.1 (1.3)<br>[66.5, 71.6] |
| No, I have not received student performance data | 26.3 (1.3)<br>[23.7, 28.9]  | 26.3 (1.2)<br>[23.9, 28.8] |
| Don't know/can't remember                        | 4.7 (0.7)<br>[3.6, 6.2]     | 4.6 (0.6)<br>[3.6, 5.9]    |

Exhibit reads: An estimated 69 percent of public school teachers who reported that they teach the math standards and that their state had administered new math assessments to measure student mastery of its new math standards reported that they had received student data from the spring 2015 administration of their state's new math assessment.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards in a state that had administered new math assessments to measure student mastery of its new math standards, and who had received student data from the spring 2015 administration of their state's math assessment, is between 66 percent and 72 percent.

## Exhibit II-12: Estimates presented in Figure 2-C

### Resources being used by teachers to understand student assessment data

|  | Teach Math standards       | Teach ELA standards        |
|--|----------------------------|----------------------------|
| Working with other teachers in my school   | 83.0 (1.4)<br>[80.1, 85.6] | 83.3 (1.3)<br>[80.6, 85.7] |
| Self-study   | 73.4 (1.7)<br>[69.9, 76.6] | 77.9 (1.5)<br>[74.8, 80.6] |
| School- or district-sponsored professional development                           | 69.5 (1.8)<br>[65.9, 72.9] | 70.1 (1.6)<br>[66.8, 73.2] |
| Working with my principal  | 58.3 (1.9)<br>[54.5, 62]   | 60.2 (1.7)<br>[56.7, 63.5] |
| Online resources   | 60.5 (1.9)<br>[56.8, 64.2] | 58.6 (1.8)<br>[55.1, 62.1] |
| Working with other teachers in my district                                       | 45.6 (1.9)<br>[41.9, 49.4] | 48.8 (1.8)<br>[45.2, 52.3] |
| Coach/instructional facilitator  | 41.7 (1.9)<br>[38.0, 45.5] | 40.1 (1.8)<br>[36.6, 43.6] |
| Online professional networks that are not affiliated with a teachers' union      | 23.6 (1.7)<br>[20.5, 27.0] | 23.9 (1.5)<br>[21.1, 27.1] |
| State-sponsored professional development   | 17.3 (1.5)<br>[14.5, 20.4] | 17.7 (1.4)<br>[15.2, 20.7] |
| Teacher mentor   | 17.0 (1.5)<br>[14.3, 20.2] | 18.3 (1.4)<br>[15.7, 21.3] |
| Professional development sponsored by another entity such as the teachers' union | 17.8 (1.5)<br>[15.0, 20.9] | 16.5 (1.4)<br>[14.0, 19.3] |
| Other  | 3.8 (0.9)<br>[2.4, 6.0]    | 4.5 (0.8)<br>[3.1, 6.4]    |

Exhibit reads: An estimated 83 percent of public school teachers who reported that they teach the math standards and that they had received student data from the spring 2015 math assessment reported that among the resources that are available to them, they had or were working with other teachers in their school to understand how to use the student performance data in math to inform their classroom instruction.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards, who had received students' math data for the 2015 administration of the state math assessment, and who are working with other teachers in their school as a resource to understand how to use the student performance data in math to inform their classroom instruction is between 80 and 86 percent.

**Confidence intervals for estimates presented in Section 5:  
“Using Student Test Data to Modify Teaching Practice” (pp. 39-41)**

**Exhibit II-13: Estimates presented in Figure 2-D**

**Extent to which spring 2015 assessment data caused teachers to modify their practice**

|                   | <b>Math</b>                | <b>ELA</b>                 |
|-------------------|----------------------------|----------------------------|
| To a great extent | 26.2 (1.7)<br>[23, 29.7]   | 23.6 (1.5)<br>[20.7, 26.7] |
| Somewhat          | 42.3 (1.9)<br>[38.6, 46.2] | 46.7 (1.8)<br>[43.1, 50.2] |
| Minimally         | 19.2 (1.5)<br>[16.3, 22.4] | 19.5 (1.4)<br>[16.9, 22.4] |
| Not at all        | 12.3 (1.2)<br>[10, 15]     | 10.3 (1.1)<br>[8.3, 12.6]  |

Exhibit reads: Among the public school teachers who reported that they teach the math standards, that they had received student data from the spring 2015 math assessment, that they use student performance data from the state assessment to inform their professional practice, and that the student data caused them to change or modify their practice, 26 percent reported that the student data caused them to change or modify their practice to a great extent.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards, had received student data from the 2015 math assessment, had used those data to inform their professional practice, believed that those data had caused them to change or modify their practice, and who believed that the data caused them to modify their practice to a great extent is between 23 percent and 30 percent.

## Exhibit II-14: Estimates presented in Figure 2-E

### How teachers are using spring 2015 state test data to modify their practice

|  | Teach Math standards       | Teach ELA standards        |
|--|----------------------------|----------------------------|
| To differentiate instruction based on student needs    | 74.1 (1.8)<br>[70.4, 77.5] | 72.0 (1.7)<br>[68.5, 75.2] |
| To improve whole class instruction                     | 63.6 (2.0)<br>[59.6, 67.5] | 63.5 (1.9)<br>[59.8, 67.1] |
| To revise the curriculum I use for the subject I teach | 44.2 (2.1)<br>[40.2, 48.3] | 51.5 (1.9)<br>[47.7, 55.3] |
| To build supportive relationships with parents         | 12.4 (1.3)<br>[10.0, 15.2] | 12.3 (1.2)<br>[10.0, 14.9] |
| To improve classroom management                        | 10.4 (1.2)<br>[8.2, 13.0]  | 9.5 (1.1)<br>[7.6, 11.9]   |
| Other  | 4.2 (0.8)<br>[2.9, 6.2]    | 3.9 (0.7)<br>[2.7, 5.6]    |

Exhibit reads: An estimated 74 percent of public school teachers who reported that they teach the math standards and that the student data from the spring 2015 assessment caused them to change or modify their practice (to a great extent, somewhat, or minimally) reported that they are using the 2015 state math assessment data to differentiate instruction based on student needs.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards, have received student data from the 2015 administration of the state math assessment, who believe those data have caused them to change or modify their practice, and who are using those data to differentiate instruction based on student needs is between 70 percent and 78 percent.

**Exhibit II-15: Estimates presented in Text Box:  
“Differences in Use of State Test Data by Poverty and School Level” bullet 1 (math)**

**Resources used/using to understand how to use student math performance data to inform classroom instruction**

| Math assessment data   | High poverty                            |  |   | Medium poverty                          |  |   | Low poverty                             |  |   |
|--|---|--|---|---|--|---|---|--|---|
|  | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me |
| Self-study   | 72.3 (4.5)<br>[62.6, 80.2]              | 15.6 (3.6)<br>[9.8, 24.1]                        | 12.1 (3.4)<br>[6.8, 20.6]                 | 74.4 (2.4)<br>[69.5, 78.8]              | 15.4 (2)<br>[11.9, 19.7]                         | 10.2 (1.6)<br>[7.5, 13.8]                 | 72.7 (2.9)<br>[66.7, 78]                | 17.0 (2.4)<br>[12.8, 22.2]                       | 10.3 (2.0)<br>[7.0, 15]                   |
| Working with other teachers in my school   | 87.9 (3.1)<br>[80.4, 92.8]              | 10.3 (2.9)<br>[5.9, 17.5]                        | 1.7 (1.2)<br>[0.4, 7.0]                   | 80.0 (2.1)<br>[75.5, 83.9]              | 12.4 (1.8)<br>[9.3, 16.3]                        | 7.6 (1.4)<br>[5.3, 10.8]                  | 84.6 (2.3)<br>[79.6, 88.5]              | 7.7 (1.6)<br>[5.0, 11.6]                         | 7.7 (1.7)<br>[5.0, 11.7]                  |
| Working with my principal  | 68.9 (4.4)<br>[59.5, 76.9]              | 27.6 (4.2)<br>[20.1, 36.7]                       | 3.5 (2.1)<br>[1.1, 10.8]                  | 54.6 (2.7)<br>[49.2, 60]                | 33.2 (2.6)<br>[28.3, 38.5]                       | 12.2 (1.7)<br>[9.2, 15.9]                 | 58.2 (3.2)<br>[51.8, 64.3]              | 29.7 (2.9)<br>[24.3, 35.8]                       | 12.1 (2.1)<br>[8.5, 16.8]                 |
| Working with other teachers in my district                                       | 49.5 (4.8)<br>[40.1, 58.9]              | 40.4 (4.7)<br>[31.6, 49.9]                       | 10.1 (3.0)<br>[5.5, 17.7]                 | 42.1 (2.7)<br>[36.8, 47.5]              | 37.9 (2.7)<br>[32.8, 43.3]                       | 20.0 (2.2)<br>[16.1, 24.7]                | 48.0 (3.2)<br>[41.7, 54.4]              | 39.0 (3.2)<br>[33.0, 45.4]                       | 13.0 (2.1)<br>[9.3, 17.8]                 |
| School- or district-sponsored professional development                           | 80.3 (3.6)<br>[72.2, 86.5]              | 15.3 (3.2)<br>[9.9, 22.8]                        | 4.4 (1.8)<br>[1.9, 9.8]                   | 66.7 (2.6)<br>[61.5, 71.6]              | 19.7 (2.2)<br>[15.7, 24.3]                       | 13.6 (1.9)<br>[10.3, 17.7]                | 68.4 (3)<br>[62.2, 74]                  | 18.4 (2.6)<br>[13.8, 24.0]                       | 13.2 (2.1)<br>[9.5, 18.1]                 |
| State-sponsored professional development   | 32.2 (4.7)<br>[23.7, 42]                | 43.9 (4.9)<br>[34.5, 53.7]                       | 24.0 (4.4)<br>[16.4, 33.6]                | 14 (1.8)<br>[10.8, 18.0]                | 53.4 (2.8)<br>[47.9, 58.8]                       | 32.6 (2.6)<br>[27.6, 38]                  | 15.2 (2.5)<br>[11, 20.8]                | 54.6 (3.3)<br>[48.1, 60.9]                       | 30.2 (3.0)<br>[24.7, 36.3]                |
| Teacher mentor   | 21.2 (4.0)<br>[14.3, 30.2]              | 51.3 (5.0)<br>[41.5, 60.9]                       | 27.6 (4.5)<br>[19.6, 37.3]                | 17.3 (2.2)<br>[13.4, 22.0]              | 51.8 (2.8)<br>[46.3, 57.2]                       | 30.9 (2.6)<br>[26.1, 36.2]                | 15.1 (2.4)<br>[11, 20.5]                | 50.5 (3.3)<br>[44.1, 57.0]                       | 34.3 (3.1)<br>[28.5, 40.7]                |
| Coach/instructional facilitator  | 51.7 (4.9)<br>[42.0, 61.2]              | 33.4 (4.6)<br>[25.0, 43.1]                       | 14.9 (3.6)<br>[9.1, 23.5]                 | 39.7 (2.7)<br>[34.5, 45.1]              | 39.3 (2.7)<br>[34.1, 44.7]                       | 21.0 (2.2)<br>[16.9, 25.8]                | 40.2 (3.2)<br>[34.1, 46.6]              | 35.3 (3.1)<br>[29.5, 41.6]                       | 24.5 (2.8)<br>[19.4, 30.5]                |
| Professional development sponsored by another entity such as the teachers' union | 30.3 (4.5)<br>[22.2, 39.9]              | 42.1 (4.8)<br>[33.0, 51.7]                       | 27.6 (4.5)<br>[19.5, 37.4]                | 14.4 (1.9)<br>[11.0, 18.5]              | 55.1 (2.8)<br>[49.6, 60.5]                       | 30.5 (2.6)<br>[25.7, 35.8]                | 16.6 (2.5)<br>[12.3, 22.2]              | 51.6 (3.3)<br>[45.1, 58.0]                       | 31.8 (3.0)<br>[26.1, 38.1]                |
| Online professional networks that are not affiliated with a teachers' union      | 26.2 (4.2)<br>[18.8, 35.4]              | 49.0 (4.9)<br>[39.5, 58.7]                       | 24.7 (4.4)<br>[17.1, 34.3]                | 25.2 (2.4)<br>[20.7, 30.2]              | 51.5 (2.8)<br>[46.1, 57.0]                       | 23.3 (2.3)<br>[19.0, 28.1]                | 20.9 (2.7)<br>[16.1, 26.7]              | 54.3 (3.3)<br>[47.8, 60.6]                       | 24.8 (2.8)<br>[19.7, 30.8]                |
| Online resources   | 64.7 (4.6)<br>[55.1, 73.2]              | 24.6 (4.1)<br>[17.4, 33.5]                       | 10.8 (3.1)<br>[6.0, 18.6]                 | 60.8 (2.7)<br>[55.4, 65.9]              | 25.8 (2.4)<br>[21.4, 30.9]                       | 13.4 (1.8)<br>[10.2, 17.3]                | 58.7 (3.2)<br>[52.3, 64.8]              | 28.5 (2.9)<br>[23.2, 34.5]                       | 12.9 (2.3)<br>[9.0, 18.0]                 |

Exhibit reads: An estimated 72 percent of public school teachers in high-poverty schools who reported that they teach the math standards and that they had received student data from the spring 2015 math assessment reported that among the resources that are available to them, they had used or were using self-study to understand how to use the student performance data in math to inform their classroom instruction.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards in high-poverty schools who had received student data from the 2015 administration of the state math assessment, and who are using self-study as a resource to understand how to use math assessment data as a resource to inform classroom instruction is between 63 percent and 80 percent.

**Exhibit II-16: Estimates presented in Text Box:  
“Differences in Use of State Test Data by Poverty and School Level” bullet 1 (ELA)**

**Resources used/using to understand how to use student ELA performance data to inform classroom instruction**

|  | High poverty                            |  |   | Medium poverty                          |  |   | Low poverty                             |  |   |
|--|---|--|---|---|--|---|---|--|---|
|  | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me |
| Self-study   | 79.9 (3.9)<br>[71.0, 86.5]              | 12.9 (3.3)<br>[7.7, 20.8]                        | 7.3 (2.6)<br>[3.6, 14.3]                  | 79.0 (2.0)<br>[74.7, 82.7]              | 13.3 (1.7)<br>[10.3, 17.1]                       | 7.7 (1.3)<br>[5.5, 10.6]                  | 76.0 (2.5)<br>[70.8, 80.6]              | 15.4 (2.1)<br>[11.7, 20.0]                       | 8.6 (1.7)<br>[5.8, 12.5]                  |
| Working with other teachers in my school   | 85.0 (3.3)<br>[77.2, 90.5]              | 10.2 (2.8)<br>[5.8, 17.1]                        | 4.8 (2.0)<br>[2.1, 10.7]                  | 82.8 (1.9)<br>[78.7, 86.2]              | 11.5 (1.6)<br>[8.7, 15.1]                        | 5.8 (1.1)<br>[3.9, 8.4]                   | 83.3 (2.1)<br>[78.7, 87.1]              | 9.0 (1.6)<br>[6.3, 12.8]                         | 7.7 (1.5)<br>[5.2, 11.2]                  |
| Working with my principal  | 68.8 (4.4)<br>[59.4, 76.8]              | 20.7 (3.7)<br>[14.3, 29]                         | 10.5 (3.1)<br>[5.7, 18.4]                 | 57.2 (2.5)<br>[52.3, 62.1]              | 30.9 (2.3)<br>[26.5, 35.7]                       | 11.9 (1.5)<br>[9.2, 15.3]                 | 60.6 (2.8)<br>[54.9, 66]                | 27.5 (2.6)<br>[22.7, 32.9]                       | 12.0 (1.8)<br>[8.8, 16.1]                 |
| Working with other teachers in my district                                       | 57.6 (4.8)<br>[47.9, 66.7]              | 30.6 (4.4)<br>[22.6, 39.9]                       | 11.9 (3.2)<br>[6.8, 19.9]                 | 45.6 (2.5)<br>[40.7, 50.6]              | 36.8 (2.5)<br>[32.1, 41.7]                       | 17.6 (1.9)<br>[14.2, 21.7]                | 49.3 (2.9)<br>[43.6, 55]                | 36.3 (2.8)<br>[30.9, 42]                         | 14.4 (2.0)<br>[10.9, 18.8]                |
| School- or district-sponsored professional development                           | 83.8 (3.4)<br>[75.9, 89.5]              | 10.2 (2.8)<br>[5.9, 17.1]                        | 6.0 (2.2)<br>[2.9, 12.1]                  | 67.6 (2.4)<br>[62.7, 72.1]              | 21.0 (2.1)<br>[17.2, 25.4]                       | 11.4 (1.6)<br>[8.7, 15.0]                 | 68.5 (2.7)<br>[62.9, 73.6]              | 19.6 (2.4)<br>[15.3, 24.7]                       | 11.9 (1.8)<br>[8.8, 16.0]                 |
| State-sponsored professional development   | 33.7 (4.8)<br>[24.9, 43.8]              | 41.2 (4.9)<br>[31.9, 51.1]                       | 25.1 (4.4)<br>[17.3, 34.9]                | 17.3 (1.9)<br>[13.9, 21.4]              | 54.5 (2.6)<br>[49.5, 59.5]                       | 28.2 (2.3)<br>[23.8, 33]                  | 13.4 (2.1)<br>[9.8, 18.1]               | 57.4 (2.9)<br>[51.5, 63.1]                       | 29.2 (2.7)<br>[24.2, 34.7]                |
| Teacher mentor   | 26.0 (4.5)<br>[18.0, 35.9]              | 45.5 (5.0)<br>[35.8, 55.5]                       | 28.6 (4.6)<br>[20.4, 38.5]                | 19.2 (2.1)<br>[15.4, 23.6]              | 50.2 (2.6)<br>[45.2, 55.3]                       | 30.6 (2.4)<br>[26.1, 35.4]                | 15.2 (2.1)<br>[11.4, 19.8]              | 53.2 (3)<br>[47.4, 59]                           | 31.6 (2.7)<br>[26.5, 37.3]                |
| Coach/instructional facilitator  | 53.6 (4.9)<br>[43.7, 63.1]              | 31.9 (4.6)<br>[23.5, 41.6]                       | 14.6 (3.6)<br>[8.8, 23.2]                 | 40.3 (2.5)<br>[35.5, 45.4]              | 40.1 (2.5)<br>[35.3, 45.1]                       | 19.6 (2.1)<br>[15.8, 23.9]                | 35.6 (2.9)<br>[30.2, 41.4]              | 40.1 (2.9)<br>[34.5, 45.8]                       | 24.3 (2.5)<br>[19.7, 29.6]                |
| Professional development sponsored by another entity such as the teachers' union | 28.8 (4.5)<br>[20.7, 38.5]              | 39.3 (4.8)<br>[30.3, 49.1]                       | 31.9 (4.9)<br>[23.1, 42.2]                | 15.3 (1.8)<br>[12.0, 19.3]              | 57.6 (2.5)<br>[52.5, 62.5]                       | 27.1 (2.3)<br>[22.8, 31.8]                | 14.1 (2.1)<br>[10.4, 18.7]              | 56.4 (3)<br>[50.5, 62.1]                         | 29.6 (2.7)<br>[24.5, 35.1]                |
| Online professional networks that are not affiliated with a teachers' union      | 26.4 (4.3)<br>[18.8, 35.7]              | 44.1 (5.0)<br>[34.6, 54.1]                       | 29.5 (4.8)<br>[20.9, 39.9]                | 26.3 (2.3)<br>[22.1, 31.0]              | 52.5 (2.6)<br>[47.4, 57.5]                       | 21.2 (2.1)<br>[17.4, 25.6]                | 20.7 (2.4)<br>[16.4, 25.8]              | 56.1 (2.9)<br>[50.2, 61.8]                       | 23.2 (2.5)<br>[18.6, 28.5]                |
| Online resources   | 62.2 (4.8)<br>[52.4, 71.1]              | 28.8 (4.5)<br>[20.8, 38.3]                       | 9.0 (2.9)<br>[4.7, 16.6]                  | 59.6 (2.5)<br>[54.6, 64.4]              | 30.5 (2.4)<br>[26.0, 35.3]                       | 10.0 (1.5)<br>[7.4, 13.3]                 | 56.5 (2.9)<br>[50.7, 62.1]              | 31.5 (2.7)<br>[26.4, 37.1]                       | 12.0 (2.0)<br>[8.6, 16.4]                 |

Exhibit reads: An estimated 80 percent of public school teachers in high-poverty schools who reported that they teach the ELA standards and that they had received student data from the spring 2015 ELA assessment reported that among the resources that are available to them, they had used or were using self-study to understand how to use the student performance data in ELA to inform their classroom instruction.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the ELA standards in high poverty schools who had received student data from the 2015 administration of the state ELA assessment and who are using self-study as a resource to understand how to use ELA assessment data as a resource to inform classroom instruction is between 71 percent and 87 percent.

**Exhibit II-17: Estimates presented in Text Box:  
“Differences in Use of State Test Data by Poverty and School Level” bullet 2**

**Extent student performance data from the 2015 state assessment caused teachers to change/modify practice**

|                   | Poverty                    |                            |                            |                            |                            |                            |
|-------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                   | High poverty               |                            | Medium-high poverty        |                            | Medium-low to low poverty  |                            |
|                   | Math                       | ELA                        | Math                       | ELA                        | Math                       | ELA                        |
| To a great extent | 39.1 (4.8)<br>[30.1, 48.9] | 39.8 (4.9)<br>[30.6, 49.8] | 26.8 (2.4)<br>[22.3, 31.9] | 24 (2.2)<br>[19.8, 28.7]   | 20.6 (2.6)<br>[15.9, 26.3] | 18.1 (2.3)<br>[14.1, 23]   |
| Somewhat          | 40 (4.8)<br>[30.9, 49.9]   | 38.8 (4.9)<br>[29.6, 48.8] | 39.5 (2.7)<br>[34.3, 45]   | 44.6 (2.6)<br>[39.7, 49.7] | 46.3 (3.3)<br>[40, 52.8]   | 51.2 (3)<br>[45.4, 57]     |
| Minimally         | 12.2 (3.1)<br>[7.3, 19.6]  | 14.7 (3.2)<br>[9.4, 22.4]  | 21.2 (2.3)<br>[17, 26]     | 21.5 (2.1)<br>[17.6, 26]   | 19.6 (2.6)<br>[15, 25.3]   | 18.8 (2.3)<br>[14.7, 23.7] |
| Not at all        | 8.7 (2.7)<br>[4.6, 15.7]   | 6.7 (2.6)<br>[3.1, 13.9]   | 12.5 (1.7)<br>[9.5, 16.4]  | 9.8 (1.5)<br>[7.3, 13.1]   | 13.4 (2.2)<br>[9.6, 18.4]  | 11.8 (1.9)<br>[8.5, 16.2]  |

Exhibit reads: Of the public school teachers in high-poverty schools who reported that they teach the math standards, had received and used student data from the spring 2015 math assessment to inform their professional practice, and that the student data caused them to change or modify their practice, an estimated 39 percent reported that the student data caused them to change or modify their practice to a great extent.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers in high-poverty schools who teach the math standards, had received and used student data from the 2015 math assessment to inform their professional practice, and who believed that those data had caused them to change or modify their practice to a great extent is between 30 percent and 49 percent.

**Exhibit II-18: Estimates presented in Text Box Differences in Use of  
State Test Data by Poverty and School Level, bullets 3 and 4**

**Ways teachers are using data from the 2015 spring assessment to change or modify their practice**

|  | High poverty               |                            | Medium poverty             |                            | Low poverty                |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|  | Teach Math standards       | Teach ELA standards        | Teach Math standards       | Teach ELA standards        | Teach Math standards       | Teach ELA standards        |
| To improve whole class instruction                     | 79.5 (4.1)<br>[70.1, 86.5] | 74.1 (4.5)<br>[64.2, 82.1] | 60.9 (2.9)<br>[55.0, 66.4] | 62.8 (2.7)<br>[57.5, 67.8] | 60.3 (3.4)<br>[53.4, 66.9] | 60.9 (3.1)<br>[54.6, 66.8] |
| To differentiate instruction based on student needs    | 79.3 (4.1)<br>[70.0, 86.2] | 76.7 (4.3)<br>[67.1, 84.2] | 71.0 (2.7)<br>[65.4, 76]   | 71.4 (2.5)<br>[66.3, 76.0] | 75.5 (2.9)<br>[69.3, 80.8] | 71.0 (2.8)<br>[65.2, 76.3] |
| To revise the curriculum I use for the subject I teach | 41.1 (5.0)<br>[31.6, 51.3] | 43.3 (5.1)<br>[33.6, 53.5] | 44.7 (3.0)<br>[39, 50.6]   | 51.9 (2.7)<br>[46.5, 57.2] | 44.9 (3.5)<br>[38.2, 51.8] | 53.8 (3.2)<br>[47.5, 59.9] |
| To improve classroom management                        | 19.3 (4.1)<br>[12.5, 28.6] | 17.7 (4.0)<br>[11.1, 27.0] | 11.2 (1.8)<br>[8.1, 15.2]  | 9.7 (1.6)<br>[7.0, 13.3]   | 5.9 (1.6)<br>[3.4, 10.0]   | 6.7 (1.5)<br>[4.3, 10.2]   |
| To build supportive relationships with parents         | 19.6 (4.1)<br>[12.8, 28.9] | 25.4 (4.5)<br>[17.5, 35.3] | 12.9 (1.9)<br>[9.5, 17.2]  | 12.1 (1.8)<br>[9.0, 16.2]  | 8.9 (1.9)<br>[5.9, 13.4]   | 8.1 (1.6)<br>[5.4, 11.9]   |

Exhibit reads: An estimated 80 percent of public school teachers in high-poverty schools who reported that they teach the math standards and that the student data from the spring 2015 math assessment had caused them to change or modify their practice reported that they are using the 2015 state math assessment data to improve whole class instruction.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers in high-poverty schools who teach the math standards, have received student data from the 2015 administration of the state math assessment, believe those data have caused them to change or modify their practice, and who are using those data to improve whole class instruction is between 70 percent and 87 percent.

**Exhibit II-19: Estimates presented in Text Box:  
“Differences in Use of State Test Data by Poverty and School Level” bullet 5 (math)**

**Resources used/using to understand how to use student math performance data to inform classroom instruction**

| Resources used/using to understand how to use student performance data to inform classroom instruction | Elementary                              |  |   | Middle                                  |  |   | High School                             |  |   |
|--|---|--|---|---|--|---|---|--|---|
|  | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me |
| Self-study   | 73.6 (2.0)<br>[69.4, 77.4]              | 15.9 (1.7)<br>[12.9, 19.5]                       | 10.5 (1.4)<br>[8.0, 13.7]                 | 71.6 (4.4)<br>[62.2, 79.4]              | 17.4 (3.7)<br>[11.3, 26]                         | 10.9 (3.0)<br>[6.2, 18.5]                 | 75.9 (4.5)<br>[66.0, 83.6]              | 15.6 (3.9)<br>[9.3, 25]                          | 8.5 (2.8)<br>[4.4, 15.9]                  |
| Working with other teachers in my school   | 83.9 (1.6)<br>[80.4, 86.9]              | 9.5 (1.3)<br>[7.2, 12.3]                         | 6.6 (1.1)<br>[4.8, 9.2]                   | 80.6 (3.9)<br>[71.8, 87.1]              | 12.7 (3.2)<br>[7.6, 20.6]                        | 6.7 (2.5)<br>[3.2, 13.6]                  | 81.2 (3.9)<br>[72.3, 87.8]              | 13.5 (3.5) [8,<br>21.9]                          | 5.3 (2.1)<br>[2.4, 11.5]                  |
| Working with my principal  | 62.6 (2.2)<br>[58.1, 66.9]              | 27.3 (2.1)<br>[23.4, 31.5]                       | 10.1 (1.4)<br>[7.7, 13.1]                 | 45.9 (4.9)<br>[36.4, 55.7]              | 43.3 (4.9)<br>[33.9, 53.1]                       | 10.8 (3.1)<br>[6.0, 18.7]                 | 43.0 (5.0)<br>[33.4, 53.1]              | 44 (5.0)<br>[34.4, 54]                           | 13.0 (3.3)<br>[7.7, 21.1]                 |
| Working with other teachers in my district   | 44.2 (2.3)<br>[39.8, 48.8]              | 39.4 (2.2)<br>[35.1, 43.9]                       | 16.3 (1.7)<br>[13.3, 19.9]                | 51.8 (4.9)<br>[42.3, 61.3]              | 35.4 (4.6)<br>[26.8, 45]                         | 12.8 (3.3)<br>[7.6, 20.7]                 | 47.9 (5.0)<br>[38.1, 57.8]              | 37.8 (4.9)<br>[28.7, 47.9]                       | 14.3 (3.6)<br>[8.5, 23]                   |
| School- or district-sponsored professional development   | 70.4 (2.1)<br>[66.1, 74.3]              | 17.6 (1.8)<br>[14.4, 21.4]                       | 12.0 (1.5)<br>[9.4, 15.1]                 | 69.2 (4.5)<br>[59.7, 77.4]              | 17.9 (3.7)<br>[11.7, 26.5]                       | 12.8 (3.3)<br>[7.6, 20.8]                 | 65.3 (4.8)<br>[55.3, 74.1]              | 24.6 (4.3)<br>[17.1, 34]                         | 10.1 (3.1)<br>[5.4, 18.2]                 |
| State-sponsored professional development   | 17.3 (1.8)<br>[14, 21.1]                | 51.9 (2.4)<br>[47.3, 56.5]                       | 30.8 (2.2)<br>[26.7, 35.2]                | 18.2 (3.7)<br>[11.9, 26.8]              | 52.2 (4.9)<br>[42.5, 61.7]                       | 29.6 (4.5)<br>[21.5, 39.3]                | 13.7 (3.6)<br>[7.9, 22.6]               | 58.1 (5.0)<br>[47.9, 67.6]                       | 28.2 (4.6)<br>[20.1, 38.1]                |
| Teacher mentor   | 17.4 (1.8)<br>[14.1, 21.2]              | 51.2 (2.4)<br>[46.6, 55.8]                       | 31.4 (2.2)<br>[27.3, 35.9]                | 15.0 (3.3)<br>[9.6, 22.7]               | 48.3 (4.9)<br>[38.8, 57.9]                       | 36.7 (4.8)<br>[27.8, 46.6]                | 18.3 (3.9)<br>[11.8, 27.2]              | 53.5 (5.1)<br>[43.4, 63.2]                       | 28.3 (4.6)<br>[20.1, 38.2]                |
| Coach/instructional facilitator  | 44.4 (2.3)<br>[39.9, 48.9]              | 34.3 (2.2)<br>[30.1, 38.7]                       | 21.4 (1.9)<br>[17.8, 25.4]                | 33.9 (4.5)<br>[25.7, 43.2]              | 40.5 (4.8)<br>[31.5, 50.2]                       | 25.6 (4.4)<br>[17.9, 35.2]                | 33.4 (4.7)<br>[24.8, 43.2]              | 49.6 (5.1)<br>[39.7, 59.5]                       | 17.0 (3.9)<br>[10.6, 26.1]                |
| Professional development sponsored by another entity such as the teachers' union                       | 18.3 (1.8)<br>[15.0, 22.1]              | 51.3 (2.3)<br>[46.7, 55.9]                       | 30.4 (2.2)<br>[26.4, 34.8]                | 15.0 (3.4)<br>[9.4, 22.9]               | 52.8 (4.9)<br>[43.2, 62.2]                       | 32.2 (4.6)<br>[23.8, 42.0]                | 17.8 (3.7)<br>[11.6, 26.5]              | 53.2 (5.0)<br>[43.2, 62.9]                       | 28.9 (4.6)<br>[20.7, 38.8]                |
| Online professional networks that are not affiliated with a teachers' union                            | 23.0 (2.0)<br>[19.3, 27.1]              | 52.9 (2.3)<br>[48.3, 57.5]                       | 24.1 (2.0)<br>[20.4, 28.3]                | 26.0 (4.3)<br>[18.4, 35.5]              | 50.1 (4.9)<br>[40.5, 59.7]                       | 23.9 (4.2)<br>[16.5, 33.2]                | 23.4 (4.1)<br>[16.3, 32.6]              | 51.5 (5.0)<br>[41.7, 61.2]                       | 25.0 (4.4)<br>[17.4, 34.6]                |
| Online resources   | 59.9 (2.3)<br>[55.3, 64.3]              | 27.6 (2.1)<br>[23.8, 31.8]                       | 12.5 (1.5)<br>[9.8, 15.9]                 | 65.6 (4.6)<br>[56.0, 74.0]              | 22.3 (4.0)<br>[15.4, 31.1]                       | 12.2 (3.2)<br>[7.1, 20.1]                 | 56.5 (5.0)<br>[46.5, 66]                | 27.7 (4.5)<br>[19.7, 37.4]                       | 15.8 (3.7)<br>[9.7, 24.6]                 |

Exhibit reads: An estimated 74 percent of public elementary school teachers who reported that they teach the math standards and that they had received student data from the spring 2015 math assessment, reported that among the resources that are available to them, they had used or were using self-study to understand how to use the student performance data in math to inform their classroom instruction.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of elementary school teachers who teach the math standards who had received student data from the 2015 administration of the state math assessment who are using self-study as a resource to understand how to use math assessment data to inform classroom instruction is between 69 percent and 77 percent.

**Exhibit II-20: Estimates presented in Text Box:  
“Differences in Use of State Test Data by Poverty and School Level” bullet 5 (ELA)**

**Resources used/using to understand how to use student ELA performance data to inform classroom instruction**

| Resources used/using to understand how to use student performance data to inform classroom instruction | Elementary                              |  |   | Middle                                  |  |   | High School                             |  |   |
|--|---|--|---|---|--|---|---|--|---|
|  | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me | Yes, I have used/am using this resource | No, I have not used nor am I using this resource | N/A: This resource is not available to me |
| Self-study   | 78.6 (1.9)<br>[74.8, 82.1]              | 13.2 (1.5)<br>[10.5, 16.5]                       | 8.2 (1.2)<br>[6.0, 11.0]                  | 73.1 (3.8)<br>[65.0, 79.8]              | 15.7 (3.2)<br>[10.3, 23.1]                       | 11.2 (2.6)<br>[7.1, 17.4]                 | 79.9 (3.1)<br>[73.0, 85.3]              | 15.9 (2.8)<br>[11.1, 22.3]                       | 4.2 (1.6)<br>[2.0, 8.8]                   |
| Working with other teachers in my school   | 85 (1.6)<br>[81.5, 87.9]                | 9.3 (1.3)<br>[7.0, 12.3]                         | 5.7 (1.0)<br>[4.0, 8.1]                   | 76.7 (3.5)<br>[69.2, 82.9]              | 13.2 (2.7)<br>[8.7, 19.5]                        | 10.1 (2.5)<br>[6.1, 16.3]                 | 84.4 (2.7)<br>[78.2, 89.1]              | 11.9 (2.4)<br>[7.8, 17.6]                        | 3.7 (1.4)<br>[1.7, 7.8]                   |
| Working with my principal  | 64.9 (2.2)<br>[60.6, 69.1]              | 24.4 (2.0)<br>[20.7, 28.4]                       | 10.7 (1.4)<br>[8.3, 13.7]                 | 54.9 (4.2)<br>[46.6, 62.9]              | 32.0 (3.9)<br>[24.8, 40.1]                       | 13.1 (2.8)<br>[8.5, 19.7]                 | 44.9 (3.9)<br>[37.3, 52.6]              | 43.7 (3.9)<br>[36.3, 51.5]                       | 11.4 (2.5)<br>[7.4, 17.3]                 |
| Working with other teachers in my district   | 47.3 (2.3)<br>[42.8, 51.8]              | 36.9 (2.2)<br>[32.7, 41.4]                       | 15.8 (1.6)<br>[12.8, 19.3]                | 53.2 (4.2)<br>[44.9, 61.3]              | 29.6 (3.8)<br>[22.7, 37.5]                       | 17.2 (3.1)<br>[11.9, 24.2]                | 50.4 (3.9)<br>[42.7, 58.0]              | 37.9 (3.8)<br>[30.8, 45.7]                       | 11.6 (2.5)<br>[7.5, 17.6]                 |
| School- or district-sponsored professional development   | 70.1 (2.1)<br>[65.8, 74]                | 19.5 (1.8)<br>[16.1, 23.4]                       | 10.4 (1.4)<br>[8.0, 13.4]                 | 67.9 (3.9)<br>[59.8, 75]                | 15.4 (2.9)<br>[10.5, 22.1]                       | 16.7 (3.1)<br>[11.4, 23.7]                | 74.5 (3.4)<br>[67.2, 80.6]              | 18.5 (3.0)<br>[13.2, 25.2]                       | 7.0 (1.9)<br>[4.1, 12]                    |
| State-sponsored professional development   | 17.1 (1.8)<br>[13.9, 20.9]              | 53.7 (2.3)<br>[49.1, 58.3]                       | 29.2 (2.1)<br>[25.2, 33.5]                | 19.7 (3.4)<br>[13.9, 27.3]              | 50.3 (4.2)<br>[42.0, 58.6]                       | 29.9 (3.9)<br>[22.9, 38.1]                | 18.6 (3.1)<br>[13.2, 25.7]              | 59.6 (3.9)<br>[51.8, 66.9]                       | 21.8 (3.2)<br>[16.1, 28.7]                |
| Teacher mentor   | 18.6 (1.9)<br>[15.2, 22.6]              | 50.6 (2.4)<br>[46.0, 55.3]                       | 30.7 (2.2)<br>[26.7, 35.1]                | 16.0 (3.0)<br>[10.9, 22.8]              | 50.3 (4.2)<br>[42.0, 58.5]                       | 33.8 (4.0)<br>[26.3, 42.1]                | 21.0 (3.2)<br>[15.4, 27.9]              | 54.1 (3.9)<br>[46.3, 61.7]                       | 24.9 (3.4)<br>[18.8, 32.2]                |
| Coach/instructional facilitator  | 42.3 (2.3)<br>[37.9, 46.9]              | 36.8 (2.2)<br>[32.5, 41.3]                       | 20.9 (1.9)<br>[17.4, 24.9]                | 36.8 (4.0)<br>[29.2, 45.0]              | 40.8 (4.1)<br>[32.9, 49.1]                       | 22.5 (3.6)<br>[16.1, 30.4]                | 34.6 (3.7)<br>[27.7, 42.3]              | 48.8 (3.9)<br>[41.1, 56.5]                       | 16.6 (2.9)<br>[11.6, 23.2]                |
| Professional development sponsored by another entity such as the teachers' union                       | 16.4 (1.7)<br>[13.3, 20.1]              | 53.5 (2.3)<br>[48.9, 58.1]                       | 30.1 (2.2)<br>[26.0, 34.5]                | 13.8 (3.0)<br>[8.9, 20.9]               | 57.9 (4.2)<br>[49.5, 65.8]                       | 28.3 (3.8)<br>[21.5, 36.3]                | 20.6 (3.2)<br>[14.9, 27.8]              | 56.6 (3.9)<br>[48.8, 64.1]                       | 22.7 (3.3)<br>[17.0, 29.8]                |
| Online professional networks that are not affiliated with a teachers' union                            | 22.4 (2.0)<br>[18.8, 26.5]              | 53.2 (2.3)<br>[48.5, 57.8]                       | 24.4 (2.0)<br>[20.6, 28.6]                | 23.4 (3.5)<br>[17.1, 31.1]              | 51.4 (4.2)<br>[43.1, 59.6]                       | 25.2 (3.6)<br>[18.7, 33.1]                | 31.4 (3.6)<br>[24.7, 39.0]              | 53.3 (3.9)<br>[45.6, 60.9]                       | 15.3 (2.8)<br>[10.5, 21.6]                |
| Online resources   | 57.3 (2.3)<br>[52.7, 61.8]              | 31.2 (2.1)<br>[27.1, 35.6]                       | 11.5 (1.5)<br>[8.9, 14.8]                 | 61.0 (4.1)<br>[52.8, 68.7]              | 28.1 (3.7)<br>[21.4, 36.1]                       | 10.8 (2.5)<br>[6.7, 17.0]                 | 61.8 (3.8)<br>[54.1, 69.0]              | 31.6 (3.6)<br>[24.9, 39.2]                       | 6.5 (1.9)<br>[3.7, 11.3]                  |

Exhibit reads: An estimated 79 percent of public elementary school teachers who reported that they teach the ELA standards and that they had received student data from the spring 2015 ELA assessment reported that among the resources that are available to them, they had used or were using self-study to understand how to use the student performance data in ELA to inform their classroom instruction.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of elementary school teachers who teach the ELA standards, who had received student data from the 2015 administration of the state ELA assessment, and who are using self-study as a resource to understand how to use ELA assessment data as a resource to inform classroom instruction is between 75 percent and 82 percent.

**Exhibit II-21: Estimates presented in Text Box:  
 “Differences in Use of State Test Data by Poverty and School Level” bullet 6 (ELA)**

**Ways teachers are using data from the 2015 spring ELA assessment to change or modify their practice, by school level**

|  | <b>Elementary</b>          | <b>Middle</b>              | <b>High School</b>         |
|--|----------------------------|----------------------------|----------------------------|
| To improve whole class instruction                     | 64.5 (2.4)<br>[59.7, 69.0] | 59.9 (4.5)<br>[50.7, 68.5] | 62.8 (4.1)<br>[54.5, 70.4] |
| To differentiate instruction based on student needs    | 74.4 (2.1)<br>[70.0, 78.4] | 68.3 (4.3)<br>[59.2, 76.1] | 62.6 (4.1)<br>[54.3, 70.3] |
| To revise the curriculum I use for the subject I teach | 46.1 (2.4)<br>[41.3, 50.9] | 66.4 (4.2)<br>[57.6, 74.2] | 62.4 (4.1)<br>[54.1, 70.1] |
| To improve classroom management                        | 9.3 (1.4)<br>[7.0, 12.4]   | 3.6 (1.6)<br>[1.4, 8.6]    | 14.6 (2.9)<br>[9.7, 21.3]  |
| To build supportive relationships with parents         | 13.1 (1.6)<br>[10.3, 16.6] | 7.6 (2.4)<br>[4.0, 14.0]   | 12.0 (2.6)<br>[7.7, 18.2]  |
| Other  | 4.2 (0.9)<br>[2.7, 6.5]    | 1.6 (1.1)<br>[0.4, 6.2]    | 4.9 (1.9)<br>[2.2, 10.2]   |

Exhibit reads: An estimated 65 percent of public elementary school teachers who reported that they teach the ELA standards and that the student data from the spring 2015 ELA assessment caused them to change or modify their practice reported that they are using the 2015 state math assessment data to improve whole class instruction.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of public elementary school teachers who teach the ELA standards, have received student data from the 2015 administration of the state ELA assessment, believe those data have caused them to change or modify their practice, and who are using those data to improve whole class instruction is between 60 percent and 69 percent.

**Confidence intervals for estimates presented in Section 5:  
“Alignment between New State Tests  
and New Standards” (p. 42)**

**Exhibit II-22: Estimates presented in Figure 2-F**

**Teachers’ assessment of the alignment of their state’s spring 2015 assessments to their state’s current standards**

|   | Teach Math standards       |                            |                            | Teach ELA standards        |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   | Agree                      | Disagree                   | Don't Know                 | Agree                      | Disagree                   | Don't Know                 |
| The state assessments cover the same knowledge and skills as the current standards            | 52.7 (2.0)<br>[48.9, 56.5] | 33.2 (1.8)<br>[29.7, 36.9] | 14.1 (1.4)<br>[11.6, 17.0] | 51.8 (1.8)<br>[48.2, 55.4] | 32.1 (1.7)<br>[28.9, 35.6] | 16.0 (1.4)<br>[13.6, 18.9] |
| The state assessments require the same cognitive demands of students as the current standards | 42.5 (1.9)<br>[38.8, 46.4] | 43.6 (1.9)<br>[39.8, 47.4] | 13.9 (1.4)<br>[11.4, 16.8] | 40.9 (1.8)<br>[37.4, 44.5] | 44.1 (1.8)<br>[40.6, 47.7] | 15.0 (1.3)<br>[12.6, 17.8] |
| The state assessments cover the same depth and breadth of content as the current standards    | 40.1 (1.9)<br>[36.4, 43.9] | 42.6 (1.9)<br>[38.9, 46.4] | 17.3 (1.5)<br>[14.6, 20.5] | 40.2 (1.8)<br>[36.8, 43.8] | 42.3 (1.8)<br>[38.8, 45.9] | 17.5 (1.4)<br>[14.9, 20.4] |

Exhibit reads: An estimated 53 percent of public school teachers who reported that they teach the math standards and that the student data from the spring 2015 assessment caused them to change or modify their practice agreed that their state's spring 2015 assessments cover the same knowledge and skills as the current math standards.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards, have received data from their state's spring 2015 math assessment, have changed or modified their practice in response to those data, and believe that the state math assessments cover the same knowledge and skills as the current standards is between 49 percent and 57 percent.

**Confidence intervals for estimates presented in Section 5:  
“Uncertainty about the Future of State Standards  
and Assessments” (pp. 43-44)**

**Exhibit II-23: Estimates presented in paragraph 1 (p. 43)**

**Extent teachers believe their states will continue to use the current standards and aligned assessments**

|   | <b>I am certain that my state plans to continue using this</b> | <b>I am SOMEWHAT or NOT certain that my state plans to continue using this</b> |
|---|--|--|
| ELA standards                               | 50.8 (1.4)<br>[48.0, 53.6]                                     | 49.2 (1.4)<br>[46.4, 52.0]   |
| Math standards                              | 51.1 (1.5)<br>[48.0, 54.1]                                     | 48.9 (1.5)<br>[45.9, 52.0]   |
| Assessments aligned with the ELA standards  | 47.1 (1.4)<br>[44.2, 49.9]                                     | 52.9 (1.4)<br>[50.1, 55.8]   |
| Assessments aligned with the Math standards | 47.5 (1.6)<br>[44.5, 50.6]                                     | 52.5 (1.6)<br>[49.4, 55.5]   |

Exhibit reads: An estimated 51 percent of public school teachers who teach ELA standards reported that they were certain about their state’s plans to continue using its current ELA standards, after excluding teachers who reported that they were certain their state did not plan to continue using its current ELA standards or did not know.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the ELA standards who are certain that their state plans to continue using the current standards is between 48 percent and 54 percent.

**Exhibit II-24: Estimates presented in Figure 2-G**

**Extent to which uncertainty about state standards and assessments impacts teaching**

|   | <b>Percentage of Teachers Overall</b> |
|---|---------------------------------------|
| The lack of certainty significantly challenges my efforts to teach to the standards | 43.9 (1.7)<br>[40.6, 47.2]            |
| The lack of certainty somewhat challenges my efforts to teach to the standards      | 36.4 (1.6)<br>[33.2, 39.6]            |
| The lack of certainty minimally challenges my efforts to teach to the standards     | 11.3 (1.1)<br>[9.3, 13.5]             |
| The lack of certainty does not challenge my efforts to teach to the standards       | 8.5 (0.9)<br>[6.9, 10.5]              |

Exhibit reads: An estimated 44 percent of public school teachers who reported that they were not certain about their state’s plans to continue using its current math and/or ELA standards and aligned assessments reported that the lack of certainty significantly challenges their efforts to teach to the standards.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who were not certain about their state’s plans to continue using its current math and/or ELA standards and aligned assessments and for whom the lack of certainty significantly challenges their efforts to teach to the standards is between 41 percent and 47 percent.

## Exhibit II-25: Estimates presented in Text Box: “Differences in teacher views in Common Core and non-Common Core states” bullets 1 and 2

**Curricular resources used to teach current math and ELA standards during the 2015-16 school year, by teacher in CCSS-adopting states and teachers not in CCSS-adopting states**

|   | Teachers in CCSS-Adopting States |                            | Teachers in non-CCSS Adopting States |                            |
|---|----------------------------------|----------------------------|--------------------------------------|----------------------------|
|   | Teach Math standards             | Teach ELA standards        | Teach Math standards                 | Teach ELA standards        |
| My state provided me with curricula/curriculum frameworks                       | 36.3 (1.5)<br>[33.4, 39.2]       | 36.0 (1.4)<br>[33.3, 38.7] | 43.5 (3.1)<br>[37.5, 49.7]           | 45.0 (3.0)<br>[39.2, 51]   |
| My district provided me with curricula/curriculum frameworks                    | 69.7 (1.4)<br>[66.8, 72.4]       | 65.9 (1.3)<br>[63.2, 68.5] | 80.2 (2.5)<br>[74.9, 84.6]           | 75.3 (2.6)<br>[69.7, 80.0] |
| My school provided me with curricula/curriculum frameworks                      | 30.0 (1.4)<br>[27.2, 32.8]       | 29.0 (1.3)<br>[26.5, 31.6] | 29.5 (2.9)<br>[24.1, 35.5]           | 30.6 (2.8)<br>[25.4, 36.3] |
| I developed my own curricula  | 18.9 (1.2)<br>[16.6, 21.3]       | 25.8 (1.2)<br>[23.5, 28.3] | 15.3 (2.2)<br>[11.5, 20.1]           | 21.2 (2.4)<br>[16.8, 26.4] |
| I revised my own curricula  | 20.1 (1.2)<br>[17.8, 22.6]       | 26.5 (1.2)<br>[24.2, 29.0] | 18.6 (2.4)<br>[14.3, 23.8]           | 17.8 (2.2)<br>[13.8, 22.6] |
| I worked with other teachers to develop curricula                               | 24.7 (1.3)<br>[22.2, 27.4]       | 29.4 (1.3)<br>[26.9, 32.0] | 22.9 (2.6)<br>[18.3, 28.3]           | 23.2 (2.5)<br>[18.6, 28.4] |
| I worked with other teachers to revise curricula                                | 25.0 (1.3)<br>[22.5, 27.7]       | 26.9 (1.3)<br>[24.5, 29.5] | 24.8 (2.8)<br>[19.8, 30.6]           | 25.7 (2.6)<br>[20.9, 31.2] |
| I drew my curricula from online resources                                       | 30.8 (1.4)<br>[28.1, 33.6]       | 32.8 (1.3)<br>[30.2, 35.5] | 30.1 (2.8)<br>[24.8, 35.9]           | 24.5 (2.6)<br>[19.8, 30.0] |
| I drew my curricula from other existing texts and materials that are not online | 20.9 (1.3)<br>[18.5, 23.4]       | 24.8 (1.2)<br>[22.5, 27.3] | 20.7 (2.5)<br>[16.2, 26.0]           | 19.3 (2.4)<br>[15.0, 24.5] |

Exhibit reads: An estimated 36 percent of public school teachers in CCSS-adopting states who reported that they teach the math standards reported that their state had provided them with curricula/curriculum frameworks as a resource for teaching the current math standards during the 2015-16 school year.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards in CCSS-adopting states and whose state provided them with curricula/curriculum frameworks as a resource for teaching the math standards in the 2015-16 school year is between 33 percent and 39 percent.

**Exhibit II-26: Estimates presented in Text Box: “Differences in teacher views in Common Core and non-Common Core states” bullet 3**

Teachers who received student performance data from the spring 2015 administration of their state’s new math and/or ELA assessments, by teachers in consortia-member states and teachers in non-consortia-member states

|                           | Teachers who are in CONSORTIA-MEMBER STATES |                            | Teachers who are NOT in CONSORTIA MEMBER STATES |                            |
|---------------------------|---|----------------------------|---|----------------------------|
|                           | Teach Math standards                        | Teach ELA standards        | Teach Math standards                            | Teach ELA standards        |
| Yes                       | 61.8 (2.3)<br>[57.3, 66.1]                  | 61.1 (2.1)<br>[57, 65.1]   | 74.9 (1.7)<br>[71.4, 78.2]                      | 76.4 (1.6)<br>[73.1, 79.4] |
| No                        | 33.6 (2.2)<br>[29.5, 38.1]                  | 34.4 (2.0)<br>[30.5, 38.6] | 20.1 (1.6)<br>[17.2, 23.3]                      | 18.7 (1.5)<br>[16, 21.8]   |
| Don’t know/can’t remember | 4.6 (0.9)<br>[3.0, 6.8]                     | 4.4 (0.8)<br>[3.1, 6.4]    | 5.0 (0.9)<br>[3.5, 7.2]                         | 4.8 (0.9)<br>[3.4, 6.8]    |

Exhibit reads: An estimated 62 percent of public school teachers in consortia-member states who reported that they teach the math standards and that their state had administered new math assessments to measure student mastery of its new math standards reported that they had received student data from the spring 2015 administration of their state’s new math assessment.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of public school teachers teaching the math standards in consortia-member states who had received student performance data from the spring 2015 administration of their state’s new math assessment is between 57 percent and 66 percent.

**Exhibit II-27: Estimates presented in Text Box: “Differences in teacher views in Common Core and non-Common Core states” bullet 4**

**Extent student performance data from the 2015 state assessment caused teachers to change or modify their practice, by teachers in consortia-member states and teachers in non-consortia-member states**

|   | Teachers who are in<br>CONSORTIA-MEMBER<br>STATES |                            | Teachers who are NOT in<br>CONSORTIA-MEMBER<br>STATES |                            |
|---|---|----------------------------|---|----------------------------|
|   | Teach Math<br>standards                           | Teach ELA<br>standards     | Teach Math<br>standards                               | Teach ELA<br>standards     |
| To a great extent   | 19.6 (2.4)<br>[15.3, 24.9]                        | 18.3 (2.3)<br>[14.3, 23.2] | 29.1 (2.2)<br>[25.0, 33.6]                            | 25.6 (2.0)<br>[21.8, 29.6] |
| Somewhat  | 41.4 (3.1)<br>[35.5, 47.5]                        | 41.7 (2.8)<br>[36.2, 47.3] | 39.4 (2.4)<br>[34.8, 44.1]                            | 46 (2.3)<br>[41.6, 50.5]   |
| Minimally   | 18.6 (2.4)<br>[14.3, 23.9]                        | 19.3 (2.2)<br>[15.3, 24.0] | 18.1 (1.9)<br>[14.7, 22.1]                            | 17.9 (1.7)<br>[14.8, 21.6] |
| Not at all  | 14.3 (2.2)<br>[10.5, 19.1]                        | 14.5 (2.0)<br>[10.9, 19.0] | 10.0 (1.4)<br>[7.6, 13.1]                             | 6.7 (1.1)<br>[4.9, 9.2]    |
| N/A: I do not use student performance data from the state assessment to inform my professional practice | 6.1 (1.5)<br>[3.7, 9.7]                           | 6.2 (1.4)<br>[4.0, 9.5]    | 3.3 (0.9)<br>[2.0, 5.5]                               | 3.8 (0.8)<br>[2.4, 5.8]    |

Exhibit reads: An estimated 20 percent of public school teachers in consortia-member states who reported that they teach the math standards and that they had received and used student data from the spring 2015 math assessment to inform their classroom instruction reported that the student data caused them to change or modify their practice to a great extent.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who teach the math standards in consortia-member states who had received and used student data from the 2015 administration of the math assessment to inform their classroom instruction and believe those data have caused them to change or modify their professional practice to a great extent is between 15 percent and 25 percent.

## Exhibit II-28: Estimates presented in Text Box: “Differences in teacher views in Common Core and non-Common Core states” bullet 5

**Teachers’ assessment of the alignment of their state’s spring 2015 assessments to their state’s current standards, by teachers in consortia-member states and teachers in non-consortia-member states**

|   | Teach Math standards       |                            |                            | Teach ELA standards        |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>Teachers who are in CONSORTIA-MEMBER STATES</b>  | <b>Agree</b>               | <b>Disagree</b>            | <b>Don’t Know</b>          | <b>Agree</b>               | <b>Disagree</b>            | <b>Don’t Know</b>          |
| The state assessments cover the same knowledge and skills as the current standards            | 43.6 (3.2)<br>[37.5, 50.0] | 40.7 (3.2)<br>[34.6, 47.1] | 15.7 (2.4)<br>[11.5, 21.1] | 42.8 (2.9)<br>[37.2, 48.6] | 37.5 (2.9)<br>[32.1, 43.3] | 19.7 (2.4)<br>[15.4, 24.8] |
| The state assessments require the same cognitive demands of students as the current standards | 37.9 (3.1)<br>[32.0, 44.3] | 46.1 (3.2)<br>[39.9, 52.4] | 16.0 (2.4)<br>[11.7, 21.3] | 34.6 (2.8)<br>[29.2, 40.4] | 47.2 (2.9)<br>[41.5, 53.1] | 18.1 (2.3)<br>[14.0, 23.2] |
| The state assessments cover the same depth and breadth of content as the current standards    | 35.8 (3.1)<br>[30.0, 42.1] | 43.9 (3.2)<br>[37.8, 50.2] | 20.3 (2.7)<br>[15.5, 26.0] | 35 (2.9)<br>[29.6, 40.8]   | 43.3 (2.9)<br>[37.7, 49.1] | 21.7 (2.5)<br>[17.3, 27]   |
| <b>Teachers who are in NON-CONSORTIA MEMBER STATES</b>  | <b>Agree</b>               | <b>Disagree</b>            | <b>Don’t Know</b>          | <b>Agree</b>               | <b>Disagree</b>            | <b>Don’t Know</b>          |
| The state assessments cover the same knowledge and skills as the current standards            | 58.7 (2.4)<br>[53.9, 63.4] | 28.7 (2.3)<br>[24.5, 33.4] | 12.5 (1.6)<br>[9.7, 16.0]  | 58.2 (2.3)<br>[53.6, 62.6] | 28.8 (2.1)<br>[24.8, 33.1] | 13.1 (1.6)<br>[10.3, 16.5] |
| The state assessments require the same cognitive demands of students as the current standards | 46.0 (2.5)<br>[41.2, 50.9] | 42.1 (2.4)<br>[37.3, 46.9] | 11.9 (1.6)<br>[9.1, 15.4]  | 45.4 (2.3)<br>[40.8, 50.0] | 42.3 (2.3)<br>[37.8, 46.9] | 12.3 (1.5)<br>[9.6, 15.6]  |
| The state assessments cover the same depth and breadth of content as the current standards    | 43.5 (2.5)<br>[38.7, 48.4] | 41.8 (2.4)<br>[37.1, 46.7] | 14.7 (1.7)<br>[11.6, 18.4] | 44.3 (2.3)<br>[39.8, 48.9] | 41.6 (2.3)<br>[37.1, 46.2] | 14.1 (1.6)<br>[11.2, 17.6] |

Exhibit reads: An estimated 44 percent of public school teachers in consortia-member states who reported that they teach the math standards and that the student data from the spring 2015 assessment caused them to change or modify their practice agreed that their state’s spring 2015 assessments cover the same knowledge and skills as the current math standards.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who taught the math standards and were provided with curricula/curriculum frameworks by their state as a resource for teaching the math standards in the 2015-16 school year is between 38 percent and 50 percent.

## Chapter III

### Standards and Assessments: Teachers of Other Subjects

**Confidence intervals for estimates presented in Section 1:  
 “Teaching of CCR Skills by Teachers of Subjects  
 Other Than Math and ELA” (pp. 47-48)**

#### Exhibit III-1: Estimates presented in Figure 3-A

**Percentage of teachers of other subjects teaching CCR skills**

|  | Yes                        | No                         |
|--|----------------------------|----------------------------|
| OVERALL percentage of all non-ELA and non-math teachers who report teaching one or more of the college- and career-ready (CCR) skills (e.g., non-fiction reading, non-fiction writing, making sense of problems and persevering in solving them, or constructing viable arguments and criticizing the reasoning of others) | 55.8 (1.5)<br>[52.7, 58.7] | 44.2 (1.5)<br>[41.3, 47.3] |

Exhibit reads: An estimated 56 percent of all non-ELA and non-math public school teachers report teaching one or more of the CCR skills.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers who teach one or more of the various college- and career-ready skills is between 53 percent and 59 percent.

#### Exhibit III-2: Estimates presented in Paragraph 2 (p. 47)

**Teachers of other subjects who use current state standards to teach CCR skills**

|  | Yes                | No                 |
|--|--------------------|--------------------|
| OVERALL percentage of all non-ELA and non-math teachers who do and do not teach various CCR skills using the current math and/or ELA standards | 52 (2)<br>[48, 56] | 48 (2)<br>[44, 52] |

Exhibit reads: Of the public school teachers who do not teach ELA or math but who reported teaching college- and career-ready skills (CCR), an estimated 52 percent of public school teachers reported that they teach these CCR skills using the current state math and/or ELA standards whereas 48 percent of these teachers do not use the current state standards to teach these skills.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers who do teach various CCR skills using the current math and/or ELA standards is between 48 percent and 56 percent.

**Exhibit III-3: Estimates presented in paragraph 3, p. 47**

**Teachers of other subjects who were teachers before implementation of current math and/or ELA standards**

|   | <b>Yes</b>                 | <b>No and Don't know</b> |
|---|----------------------------|--------------------------|
| OVERALL percentage of all non-ELA and non-math teachers who were and were not teachers before implementation of the current math and/or ELA standards | 90.6 (1.2)<br>[87.9, 92.7] | 9.4 (1.2)<br>[7.3, 12.1] |

Exhibit reads: An estimated 91 percent of public school teachers who do not teach ELA or math but who teach various skills using the current math or ELA standards reported that they were teachers before implementation of the current math and ELA standards whereas 9 percent of these public school teachers were not.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers who were teachers before implementation of the current math and/or ELA standards is between 88 percent and 93 percent.

**Exhibit III-4: Estimates presented in Figure 3-B**

**Degree to which teachers of other subjects taught CCR skills under previous state standards**

|   | <b>Percent of Teachers Overall</b> |
|---|------------------------------------|
| Yes, I taught these skills before to about the same degree as I teach them now                                  | 65.5 (2)<br>[61.5, 69.4]           |
| Yes, I taught these skills before, but to a lesser degree than I teach them now                                 | 21 (1.7)<br>[17.9, 24.5]           |
| Yes, I taught these skills before, but to greater degree than I teach them now                                  | 9.6 (1.3)<br>[7.4, 12.3]           |
| No, I did not teach these skills before the implementation of the current standards, but I do now               | 2.6 (.7)<br>[1.5, 4.2]             |
| No, I did not teach these skills before the implementation of the current standards and I do not teach them now | 1.3 (.5)<br>[.7, 2.6]              |

Exhibit reads: Of the public school teachers who do not teacher ELA or math but who reported teaching skills using the current math and/or ELA standards, an estimated 66 percent reported that they taught these skills before the implementation of the current math and/or ELA standards to about the same degree as they teach them now.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers who do teach various CCR skills using the current math and/or ELA standards and who taught these skills before implementation of the current math and/or ELA standards to about the same degree as they teach them now is between 62 percent and 69 percent.

### Exhibit III-5: Estimates presented in Table 3-A

#### Why teachers changed the degree to which they teach CCR skills under current standards

|  | Percent of Teachers Overall |
|--|-----------------------------|
| Required to by my state, district, or school                       | 54.5 (3.9)<br>[46.8, 61.9]  |
| To improve cross-disciplinary instruction                          | 43.7 (3.8)<br>[36.3, 51.4]  |
| To prepare my students for college and careers                     | 37.3 (3.7)<br>[30.3, 44.8]  |
| To make my subject as rigorous as possible                         | 34.4 (3.6)<br>[27.6, 41.9]  |
| Because the current standards were a natural fit for my curriculum | 23.9 (3.3)<br>[18, 30.9]    |
| I don't remember   | 3.1 (1.4)<br>[1.2, 7.5]     |
| Other  | 11.6 (2.4)<br>[7.7, 17.1]   |

Exhibit reads: An estimated 55 percent of public school teachers who do not teach ELA or math but who changed their practice after implementation of new math and/or ELA standards reported that they were required to change their practice by their state, district, or school.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers who changed their practice after implementation of new math and/or ELA standards and who were required to change their practice by their state, district, or school is between 47 percent and 62 percent.

### Exhibit III-6: Estimates presented in paragraph 3 (p. 48)

#### CCR skills that teachers of other subjects believe should be taught schoolwide

|   | Percent of Teachers Overall            |   |                         |
|---|--|---|-------------------------|
|   | Yes, skill should be taught schoolwide | No, skill should not be taught schoolwide | Don't Know              |
| Making sense of problems and persevering in solving them              | 87 (1.4)<br>[84, 89.5]                 | 7.4 (1.1) [5.6, 9.8]                      | 5.6 (1)<br>[4, 7.8]     |
| Constructing viable arguments and criticizing the reasoning of others | 79.5 (1.7)<br>[76, 82.6]               | 13.4 (1.4)<br>[10.8, 16.5]                | 7.1 (1.1)<br>[5.3, 9.5] |
| Non-fiction reading   | 76.5 (1.8)<br>[72.9, 79.8]             | 16.5 (1.5)<br>[13.7, 19.8]                | 7 (1.1)<br>[5.2, 9.4]   |
| Non-fiction writing (e.g., expository writing)                        | 77.1 (1.8)<br>[73.4, 80.4]             | 16.5 (1.6)<br>[13.6, 19.8]                | 6.4 (1)<br>[4.7, 8.8]   |

Exhibit reads: An estimated 87 percent of public school teachers who do not teach ELA or math reported that they believe that making sense of problems and persevering in solving them should be a school-wide subject.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers who believe that making sense of problems and persevering in solving them should be a school-wide subject is between 84 percent and 90 percent.

### Confidence intervals for estimates presented in Section 2: “Curricula Used by Teachers of Other Subjects to Teach CCR Skills” (p. 49)

#### Exhibit III-7: Estimates presented in Figure 3-C

##### Main sources of curricula

|   | Percent of Teachers  |                                  |   |                                 |
|---|--|----------------------------------|---|---------------------------------|
|   | Teachers of other subjects teaching CCR skills in math standards | Teachers of state math standards | Teachers of other subjects teaching CCR skills in ELA standards | Teachers of state ELA standards |
| Used ONLY curricula I developed or revised alone or with other teachers   | 51.2 (2.4)<br>[46.5, 55.9]                                       | 10.8 (0.8)<br>[9.2, 12.5]        | 49.4 (2.3)<br>[44.9, 53.8]                                      | 13.6 (0.9)<br>[11.9, 15.4]      |
| Used ONLY curricula provided by the state, district, or school  | 24.5 (2)<br>[20.8, 28.8]   | 45 (1.4)<br>[42.2, 47.7]         | 30 (2.1)<br>[26.1, 34.2]  | 38.8 (1.3)<br>[36.3, 41.3]      |
| Used curricula provided by the state, district, and/or school AND curricula I developed or revised alone or with other teachers | 24.2 (2.1)<br>[20.4, 28.5]                                       | 44.3 (1.4)<br>[41.5, 47]         | 20.7 (1.8)<br>[17.3, 24.4]                                      | 47.6 (1.3)<br>[45.1, 50.2]      |

Exhibit reads: An estimated 51 percent of public school teachers who do not teach ELA or math but who are teaching CCR skills associated with the math standards reported that they used only curricula they developed or revised alone or with other teachers to teach these CCR skills.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers who teach CCR skills included in the current math standards and who used ONLY curricula they developed or revised alone or with other teachers to teach these skills is between 47 percent and 56 percent.

**Confidence intervals for estimates presented in Section 3: “Math and ELA Test Data Used by Teachers of Other Subjects” (p. 50)**

**Exhibit III-8: Estimates presented in paragraph 2 (p. 50)**

**Reports of teachers of other subjects about whether their state has administered new assessments in recent years to measure student mastery of its new math standards**

|                           | <b>State math assessment measuring mastery of new math standards</b> | <b>State ELA assessment measuring mastery of new ELA standards</b> |
|---------------------------|--|--|
| Yes                       | 65.4 (1.5)<br>[62.4, 68.3]   | 59.5 (1.5)<br>[56.5, 62.5]   |
| No                        | 4 (.6)<br>[2.9, 5.3]   | 4.7 (.7)<br>[3.5, 6.2]   |
| Don't know/can't remember | 30.6 (1.5)<br>[27.8, 33.5]   | 35.8 (1.5)<br>[32.9, 38.8]   |

Exhibit reads: An estimated 65 percent of public school teachers who do not teach ELA or math reported that their state has administered new assessments in recent years to measure student mastery of its new math standards.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers whose state has administered new assessments in recent years to measure student mastery of its new math standards is between 65 percent and 68 percent.

**Exhibit III-9: Estimates presented in paragraph 3 (p. 50)**

**Whether teachers of other subjects received student performance data from spring 2015 administration of their state's new math assessments.**

|                           | <b>Math state test data</b> | <b>ELA state test data</b> |
|---------------------------|-----------------------------|----------------------------|
| Yes                       | 55.8 (1.9)<br>[52, 59.6]    | 57.8 (2)<br>[53.8, 61.7]   |
| No                        | 30.5 (1.8)<br>[27.1, 34.1]  | 29.3 (1.8)<br>[25.8, 33]   |
| Don't know/can't remember | 13.7 (1.4)<br>[11.3, 16.6]  | 12.9 (1.4)<br>[10.4, 15.9] |

Exhibit reads: Among public school teachers who do not teach ELA or math but who reported that their state has administered new assessments in recent years to measure student mastery of its new math standards, 56 percent reported that they have received student performance data from the spring 2015 administration of their state's new math assessments.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers whose state has administered new assessments in recent years to measure student mastery of its new math standards and that have received student performance data from the spring 2015 administration of their state's new math assessments is between 52 percent and 60 percent.

**Confidence intervals for estimates presented in Section 4: “Using Student Test Data to Modify Teaching in Other Subjects” (pp. 50-51)**

**Exhibit III-10: Estimates presented in Table 3-B**

**Extent to which spring 2015 test data caused teachers of other subjects to modify their practice**

|                   | <b>Math state test data</b> | <b>ELA state test data</b> |
|-------------------|-----------------------------|----------------------------|
| To a great extent | 10.9 (2)<br>[7.6, 15.4]     | 10.2 (1.8)<br>[7.1, 14.5]  |
| Somewhat          | 27.3 (2.6)<br>[22.4, 32.7]  | 34.7 (2.8)<br>[29.5, 40.3] |
| Minimally         | 24.9 (2.5)<br>[20.3, 30.1]  | 25.3 (2.5)<br>[20.6, 30.7] |
| Not at all        | 37 (2.8)<br>[31.6, 42.7]    | 29.7 (2.7)<br>[24.7, 35.3] |

Exhibit reads: Among public school teachers who do not teach ELA or math but who reported that they have received student performance data from the spring 2015 administration of their state's new math assessments—and who reported using the assessment data to inform their professional practice—11 percent reported that the 2015 state math assessment data caused them to modify their professional practice (e.g., curriculum, instruction, classroom management, and/or parent relationships) to a great extent.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers who have received student performance data from the spring 2015 administration of their state's new math assessments, who use data from the state assessment to inform their professional practice, and for whom the 2015 state math assessment data caused them to modify their professional practice to a great extent is between 8 percent and 15 percent.

### Exhibit III-11: Estimates presented in Figure 3-D

#### How teachers of other subjects are using data from math and ELA tests to modify their practice

|  | Math state test data       | ELA state test data        |
|--|----------------------------|----------------------------|
| To differentiate instruction based on student needs    | 61.2 (4)<br>[53.1, 68.7]   | 60 (3.7)<br>[52.6, 66.9]   |
| To improve whole class instruction                     | 47.6 (4.1)<br>[39.6, 55.8] | 53.1 (3.7)<br>[45.7, 60.4] |
| To revise the curriculum I use for the subject I teach | 33.9 (3.9)<br>[26.7, 41.9] | 38.8 (3.6)<br>[31.9, 46.1] |
| To improve classroom management                        | 10.4 (2.5)<br>[6.5, 16.4]  | 10.9 (2.2)<br>[7.2, 16]    |
| To build supportive relationships with parents         | 9.1 (2.3)<br>[5.5, 14.9]   | 8.5 (2)<br>[5.3, 13.5]     |
| Other  | 2.5 (1.3)<br>[.9, 6.6]     | 3.3 (1.3)<br>[1.4, 7.3]    |

Exhibit reads: Among public school teachers who do not teach ELA or math but who reported that they have received student performance data from the spring 2015 administration of their state's new math assessments—and who reported using the assessment data to inform their professional practice—61 percent reported that they used the 2015 state math assessment data to differentiate instruction based on student needs.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of all non-ELA and non-math teachers who have received student performance data from the spring 2015 administration of their state's new math assessments, who use data from the state assessment to inform their professional practice, and who used the 2015 state math assessment data to differentiate instruction based on student needs is between 53 percent and 69 percent.

## Chapter IV Testing Time

**Confidence intervals for estimates presented in Section 1:  
“Time Spent on Test Preparation” (pp. 53-56)**

### Exhibit IV-1: Estimates presented in paragraph 1 (p. 53)

**Teacher-estimated average number of days per year spent preparing students for district- and state-mandated tests**

|                         | Average number of days teachers estimate preparing students for district- and state-mandated tests |
|-------------------------|--|
| District-mandated tests | 12.4 days (0.2)<br>[12, 12.8]  |
| State-mandated tests    | 13.6 days (0.2)<br>[13.2, 13.9]  |

Exhibit reads: On average, teachers reported spending an estimated 12 days over the course of the school year preparing their class to take district-mandated tests.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual average number of days teachers spent preparing their students for district- mandated tests was between 12 days and 13 days.

### Exhibit IV-2: Estimates presented in Figure 4-A

**Teacher-estimated time per year spent preparing students for mandated tests**

|   | Percent of Teachers Overall                                      |   |
|---|--|---|
|   | Percent of teachers preparing for <u>district-mandated tests</u> | Percent of teachers preparing for <u>state-mandated tests</u> |
| One week or less                                | 36.5 (1.1)<br>[34.4, 38.7]                                       | 30.1 (1)<br>[28.2, 32.2]                                      |
| More than one week but less than 2 weeks a year | 12.6 (0.8)<br>[11.2, 14.1]                                       | 12.7 (0.8)<br>[11.3, 14.2]                                    |
| More than 2 weeks but less than a month a year  | 13.6 (0.8)<br>[12.1, 15.2]                                       | 14.7 (0.8)<br>[13.2, 16.3]                                    |
| About a month out of the school year            | 11 (0.7)<br>[9.7, 12.6]  | 13.2 (0.8)<br>[11.7, 14.8]                                    |
| More than a month out of the school year        | 26.3 (1)<br>[24.4, 28.3]   | 29.3 (1)<br>[27.3, 31.4]                                      |

Exhibit reads: An estimated 37 percent of public school teachers who reported that they had spent some time preparing their class for district-mandated tests reported that they spend one week or less a year preparing their class to take these tests.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who spent one week or less preparing their students for district-mandated tests was between 34 percent and 39 percent.

**Exhibit IV-3: Estimates presented in Textbox:  
“Differences in Test-Prep Time by Poverty and School Level,” Figure 4-B**

**Time spent per year preparing students for district- or state-mandated tests, by poverty**

|   | Percent of Teachers, by <u>School Poverty</u> |                            |                            |                            |                            |                            |
|---|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   | High poverty                                  |                            | Medium poverty             |                            | Low poverty                |                            |
|   | District-mandated tests                       | State-mandated tests       | District-mandated tests    | State-mandated tests       | District-mandated tests    | State-mandated tests       |
| One week or less                                | 25.6 (2.8)<br>[20.5, 31.4]                    | 24.4 (2.7)<br>[19.5, 30]   | 32.5 (1.5)<br>[29.6, 35.5] | 26.3 (1.4)<br>[23.7, 29.1] | 43.9 (1.8)<br>[40.3, 47.5] | 35.9 (1.8)<br>[32.6, 39.5] |
| More than one week but less than 2 weeks a year | 13.9 (2.2)<br>[10.1, 18.8]                    | 10.2 (1.8)<br>[7.1, 14.3]  | 12.3 (1.1)<br>[10.4, 14.5] | 12.3 (1)<br>[10.5, 14.5]   | 12.5 (1.2)<br>[10.3, 15.1] | 13.8 (1.3)<br>[11.4, 16.5] |
| More than 2 weeks but less than a month a year  | 15.6 (2.2)<br>[11.7, 20.5]                    | 16.9 (2.4)<br>[12.7, 22.1] | 14.4 (1.1)<br>[12.4, 16.7] | 14.6 (1.1)<br>[12.5, 16.9] | 12.1 (1.2)<br>[9.9, 14.7]  | 14.2 (1.3)<br>[11.8, 16.8] |
| About a month out of the school year            | 11.1 (2.1)<br>[7.6, 16.1]                     | 12.2 (2.1)<br>[8.7, 16.8]  | 11.4 (1)<br>[9.5, 13.5]    | 13.4 (1.1)<br>[11.3, 15.7] | 10.7 (1.2)<br>[8.5, 13.3]  | 13.3 (1.3)<br>[11, 16]     |
| More than a month out of the school year        | 33.8 (3)<br>[28.1, 40]                        | 36.4 (3)<br>[30.7, 42.6]   | 29.5 (1.5)<br>[26.7, 32.4] | 33.4 (1.5)<br>[30.5, 36.5] | 20.8 (1.5)<br>[17.9, 24]   | 22.8 (1.6)<br>[19.8, 26.1] |

Exhibit reads: An estimated 26 percent of public school teachers in high poverty schools who reported that they had spent some time preparing their class for district-mandated tests reported that they spend one week or less a year preparing their class to take these tests.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers in high-poverty schools who spent one week or less preparing their students for district- mandated tests was between 21 percent and 31 percent.

**Exhibit IV-4: Estimates presented in Textbox:  
“Differences in Test-Prep Time by Poverty and School Level”**

**Time spent per year preparing students for district- or state-mandated tests, by school level**

|   | Percent of Teachers, by <u>School Level</u> |                            |                            |                            |                            |                            |
|---|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   | Elementary                                  |                            | Middle                     |                            | High                       |                            |
|   | District-mandated tests                     | State-mandated tests       | District-mandated tests    | State-mandated tests       | District-mandated tests    | State-mandated tests       |
| One week or less                                | 30.1 (1.6)<br>[27, 33.4]                    | 24.3 (1.6)<br>[21.3, 27.5] | 37.2 (2.3)<br>[32.8, 41.9] | 29.6 (2.1)<br>[25.6, 33.9] | 48 (1.9)<br>[44.3, 51.8]   | 40.2 (1.8)<br>[36.8, 43.8] |
| More than one week but less than 2 weeks a year | 12.1 (1.2)<br>[10, 14.6]                    | 12.2 (1.2)<br>[10.1, 14.8] | 12.7 (1.5)<br>[10, 16]     | 13.7 (1.6)<br>[10.9, 17]   | 14.3 (1.3)<br>[11.9, 17.1] | 13.1 (1.2)<br>[10.9, 15.8] |
| More than 2 weeks but less than a month a year  | 14 (1.2)<br>[11.8, 16.4]                    | 14.8 (1.3)<br>[12.5, 17.4] | 14.8 (1.6)<br>[11.9, 18.4] | 16.6 (1.7)<br>[13.5, 20.2] | 11.3 (1.2)<br>[9.1, 13.9]  | 13.1 (1.2)<br>[10.9, 15.7] |
| About a month out of the school year            | 13.3 (1.2)<br>[11.1, 15.9]                  | 14.2 (1.3)<br>[11.9, 16.9] | 9.6 (1.4)<br>[7.2, 12.6]   | 12.4 (1.6)<br>[9.6, 15.8]  | 7.9 (1)<br>[6.1, 10.2]     | 12.1 (1.2)<br>[10, 14.7]   |
| More than a month out of the school year        | 30.5 (1.6)<br>[27.4, 33.7]                  | 34.5 (1.7)<br>[31.2, 38]   | 25.7 (2)<br>[21.9, 29.8]   | 27.8 (2)<br>[24, 31.9]     | 18.5 (1.5)<br>[15.8, 21.5] | 21.4 (1.5)<br>[18.6, 24.5] |

Exhibit reads: An estimated 30 percent of public elementary school teachers who reported that they had spent some time preparing their class for district-mandated tests reported that they spend one week or less a year preparing their class to take these tests.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers in public elementary schools who spent one week or less preparing their students for district- mandated tests was between 27 percent and 33 percent.

### Exhibit IV-5: Estimates presented in Figure 4-C

#### Teacher views on whether the time spent preparing students for tests is appropriate

|                        | Percent of Teachers Overall |                            |
|------------------------|-----------------------------|----------------------------|
|                        | District-mandated tests     | State-mandated tests       |
| Too much               | 51.0 (1.2)<br>[48.8, 53.3]  | 61.7 (1.1)<br>[59.5, 63.9] |
| About the right amount | 38.7 (1.1)<br>[36.5, 40.9]  | 27.2 (1.0)<br>[25.2, 29.2] |
| Too little             | 4.4 (0.5)<br>[3.6, 5.4]     | 5.3 (0.5)<br>[4.3, 6.3]    |
| Don't know             | 5.8 (0.5)<br>[4.9, 7.0]     | 5.8 (0.5)<br>[4.9, 7.0]    |

Exhibit reads: An estimated 51 percent of public school teachers who reported that they had spent some time preparing their class for district-mandated tests reported that they spend too much time preparing their students for these tests.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who believe that too much time is spent preparing students for district-mandated tests is between 49 percent and 53 percent.

### Exhibit IV-6: Estimates presented in Textbox: “Differences in Views about Amount of Time Spent on Test Prep by Poverty and School Level”

#### Teacher views about amount of time spent on test prep, by school poverty

|                        | Percent of Teachers, by <u>School Poverty</u> |                            |                            |                            |                            |                            |
|------------------------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                        | High poverty                                  |                            | Medium poverty             |                            | Low poverty                |                            |
|                        | District-mandated tests                       | State-mandated tests       | District-mandated tests    | State-mandated tests       | District-mandated tests    | State-mandated tests       |
| Too much               | 58.8 (3.2)<br>[52.4, 65.0]                    | 63.1 (3.1)<br>[56.9, 69.0] | 55.2 (1.6)<br>[52.0, 58.4] | 63.5 (1.6)<br>[60.4, 66.5] | 44.5 (1.9)<br>[40.8, 48.2] | 59.5 (1.8)<br>[55.9, 63.0] |
| About the right amount | 29.1 (2.9)<br>[23.7, 35.2]                    | 24.9 (2.7)<br>[19.9, 30.7] | 35.6 (1.6)<br>[32.6, 38.7] | 26 (1.4)<br>[23.3, 28.9]   | 44.7 (1.9)<br>[41.0, 48.4] | 29.0 (1.7)<br>[25.9, 32.4] |
| Too little             | 6.9 (1.7)<br>[4.2, 11.2]                      | 7.7 (1.9)<br>[4.8, 12.3]   | 4.2 (0.6)<br>[3.1, 5.6]    | 5.5 (0.7)<br>[4.2, 7.1]    | 4.0 (0.7)<br>[2.8, 5.6]    | 4.3 (0.7)<br>[3.0, 5.9]    |
| Don't know             | 5.1 (1.4)<br>[2.9, 8.8]                       | 4.2 (1.3)<br>[2.3, 7.6]    | 5.1 (0.7)<br>[3.8, 6.6]    | 5.0 (0.7)<br>[3.8, 6.5]    | 6.8 (0.9)<br>[5.3, 8.8]    | 7.2 (0.9)<br>[5.6, 9.2]    |

Exhibit reads: An estimated 59 percent of public school teachers in high-poverty schools who reported that they had spent some time preparing their class for district-mandated tests reported that they spend too much time preparing their class to these tests.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers in high-poverty schools who believe that too much time is spent preparing students for district-mandated tests is between 52 percent and 65 percent.

**Exhibit IV-7: Estimates presented in Textbox:  
“Differences in Views about Amount of Time Spent on  
Test Prep by Poverty and School Level”**

**Teacher views about amount of time spent on test prep, by school level**

|                        | Percent of Teachers, by <u>School Level</u> |                            |                            |                            |                          |                            |
|------------------------|---|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|
|                        | Elementary                                  |                            | Middle                     |                            | High School              |                            |
|                        | District-mandated tests                     | State-mandated tests       | District-mandated tests    | State-mandated tests       | District-mandated tests  | State-mandated tests       |
| Too much               | 54.0 (1.8)<br>[50.5, 57.5]                  | 66.3 (1.8)<br>[62.8, 69.7] | 51.2 (2.4)<br>[46.6, 55.9] | 64.5 (2.2)<br>[60.1, 68.8] | 44.7 (1.9)<br>[41, 48.5] | 52.0 (1.9)<br>[48.3, 55.6] |
| About the right amount | 37.0 (1.7)<br>[33.6, 40.5]                  | 23.9 (1.6)<br>[20.9, 27.1] | 39.3 (2.3)<br>[34.8, 44]   | 26.4 (2.0)<br>[22.6, 30.6] | 42.2 (1.9)<br>[38.5, 46] | 33.9 (1.8)<br>[30.5, 37.4] |
| Too little             | 4.6 (0.7)<br>[3.3, 6.2]                     | 5.2 (0.8)<br>[3.8, 7.0]    | 3.5 (0.9)<br>[2.1, 5.7]    | 4.8 (1.0)<br>[3.2, 7.2]    | 4.5 (0.8)<br>[3.2, 6.4]  | 5.4 (0.8)<br>[4.0, 7.2]    |
| Don't know             | 4.4 (0.7)<br>[3.2, 6.1]                     | 4.6 (.08)<br>[3.3, 6.4]    | 5.9 (1.1)<br>[4.1, 8.6]    | 4.3 (0.9)<br>[2.8, 6.5]    | 8.6 (1.1)<br>[6.6, 11]   | 8.8 (1.1)<br>[6.9, 11.2]   |

Exhibit reads: An estimated 54 percent of public elementary school teachers who reported that they had spent some time preparing their class for district-mandated tests reported that they spend too much time preparing their class for these tests.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of elementary teachers who believe that too much time is spent preparing students for district-mandated tests is between 51 percent and 58 percent.

**Confidence intervals for estimates presented in Section 2:  
“Time Students Spend Taking Tests” (pp. 57-58)**

**Exhibit IV-8: Estimates presented in paragraph 1 (p. 57)**

**Teacher-estimated average number of days per year their students spend taking district- and state-mandated tests**

|                         | Average number of days teachers estimate students spend taking tests |
|-------------------------|--|
| District-mandated tests | 9.9 Days (0.2)<br>[9.6, 10.2]  |
| State-mandated tests    | 9 Days (0.1)<br>[8.7, 9.2]   |

Exhibit reads: On average, teachers estimate that their students approximately 10 days over the course of the school year taking district-mandated tests.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual average number of days teachers estimate that their students spend taking district-mandated tests is between 9.6 days and 10.2 days.

### Exhibit IV-9: Estimates presented in Figure 4-D

#### Teacher-estimated time per year that students spend taking mandated tests

|   | Percent of Teachers Overall |                            |
|---|-----------------------------|----------------------------|
|   | District-mandated tests     | State-mandated tests       |
| One week or less                                | 40.1 (1.1)<br>[38, 42.3]    | 44.8 (1.1)<br>[42.7, 47]   |
| More than one week but less than 2 weeks a year | 21.8 (0.9)<br>[20.1, 23.6]  | 24.2 (0.9)<br>[22.4, 26.1] |
| More than 2 weeks but less than a month a year  | 20.3 (0.9)<br>[18.7, 22.1]  | 17.8 (0.8)<br>[16.2, 19.5] |
| About a month out of the school year            | 9.4 (0.7)<br>[8.2, 10.7]    | 7.3 (0.6)<br>[6.2, 8.5]    |
| More than a month out of the school year        | 8.4 (0.6)<br>[7.3, 9.7]     | 5.9 (0.5)<br>[5, 7]        |

Exhibit reads: An estimated 40 percent of public school teachers who reported that the average student in their class spent some time taking district-mandated tests reported that the average student spent one week or less a year taking these tests.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who estimate that their students spend one week or less taking district-mandated tests was between 38 percent and 42 percent.

### Exhibit IV-10: Estimates presented in Figure 4-E

#### Teacher views on whether the time students spend taking tests is appropriate

|                        | Percent of Teachers Overall |
|------------------------|-----------------------------|
| Too much               | 81.3 (0.9)<br>[79.5, 82.9]  |
| About the right amount | 16.4 (0.8)<br>[14.9, 18.1]  |
| Too little             | 0.7 (0.2)<br>[0.5, 1.2]     |
| Don't know             | 1.6 (0.3)<br>[1.1, 2.2]     |

Exhibit reads: An estimated 81percent of public school teachers who reported that the average student in their class spent some time taking district and/or state-mandated assessments reported that they spend too much taking assessments.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who believe that students spend too much time taking district- and/or state-mandated tests was between 80 percent and 83 percent.

**Confidence intervals for estimates presented in Section 3: “Teacher Views on Which Tests to Keep, Reduce, or Eliminate?” (p. 59)**

**Exhibit IV-11: Estimates presented in Figure 4-F**

**Teacher views about which tests to keep, reduce, or eliminate**

|   | Percent of Teachers Overall |                            |                            |                            |
|---|-----------------------------|----------------------------|----------------------------|----------------------------|
|   | Keep                        | Reduce                     | Eliminate                  | Don't know                 |
| Teacher-created quizzes   | 87.6 (0.9)<br>[85.8, 89.2]  | 8.5 (0.7)<br>[7.1, 10.0]   | 1.5 (0.3)<br>[1.0, 2.3]    | 2.4 (0.4)<br>[1.7, 3.4]    |
| Teacher-created tests   | 85.5 (0.9)<br>[83.7, 87.2]  | 10.6 (0.8)<br>[9.1, 12.2]  | 1.7 (0.3)<br>[1.1, 2.5]    | 2.2 (0.4)<br>[1.5, 3.1]    |
| Other exams, such as language proficiency tests or college entrance exams | 36.4 (1.2)<br>[34.0, 38.8]  | 33.8 (1.2)<br>[31.5, 36.2] | 7.5 (0.7)<br>[6.3, 9.0]    | 22.3 (1.1)<br>[20.2, 24.6] |
| District-mandated tests   | 12.7 (0.9)<br>[11.1, 14.6]  | 63.2 (1.3)<br>[60.7, 65.6] | 21.8 (1.0)<br>[19.9, 23.9] | 2.3 (0.4)<br>[1.6, 3.2]    |
| State-mandated tests  | 7.0 (0.6)<br>[5.9, 8.4]     | 60.1 (1.3)<br>[57.6, 62.6] | 30.7 (1.2)<br>[28.4, 33.1] | 2.1 (0.4)<br>[1.5, 3.0]    |

Exhibit reads: An estimated 88 percent of public school teachers who reported that the average student in their class spent too much time taking district and/or state-mandated tests reported that they would keep their own teacher-created quizzes.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who would keep teacher-created quizzes was between 86 percent and 89 percent.

Note: Only teachers who reported that the average student in their class spent some time taking district-mandated assessments reported on “district-mandated tests” and only teachers who reported that the average student in their class spent some time taking state-mandated assessments reported on “state-mandated tests.” This excluded any teacher who reported “don’t know” or “other” regarding how much time the average student in their class spent on district- and/or state-assessments.

# Chapter V Teacher Evaluation

**Confidence intervals for estimates presented in Section 1: “Percentage of Teachers Evaluated Based on Student Test Scores” (p. 62)**

**Exhibit V-1: Estimates presented in paragraph 1 (p. 62)**

**Percentage of teachers who received a summative evaluation of their performance in 2014-15**

|     | Percent of Teachers Overall |
|-----|-----------------------------|
| Yes | 81.5 (.7)<br>[80, 82.8]     |
| No  | 18.5 (.7)<br>[17.2, 20]     |

Exhibit reads: An estimated 82 percent of public school teachers reported that they had received a summative evaluation of their performance in 2014-15.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who received a summative evaluation of their performance in 2014-15 was between 80 percent and 83 percent.

**Exhibit V-2: Estimates presented in Figure 5-A**

**Percentage of teachers whose evaluations included student test scores**

|            | Percent of Teachers Overall |
|------------|-----------------------------|
| Yes        | 53.6 (1)<br>[51.6, 55.7]    |
| No         | 38.5 (1)<br>[36.6, 40.5]    |
| Don't know | 7.9 (.5)<br>[6.9, 9]        |

Exhibit reads: Of the respondents who received a summative evaluation, an estimated 54 percent of public school teachers reported that student test scores were included as an evaluation criterion for their summative evaluation.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers whose evaluations included student test scores was between 52 percent and 56 percent.

**Confidence intervals for estimates presented in Section 2:  
“Feedback for Performance Evaluations” (p. 63)**

**Exhibit V-3: Estimates presented in paragraph 1 (p. 63)**

**Percentage of teachers who received feedback based on their 2014-15 summative evaluation**

|   | <b>Percent of Teachers</b> |
|---|----------------------------|
| Yes, I received feedback based on my 2014-15 summative evaluation       | 89.4 (.6)<br>[88, 90.5]    |
| No, I did not receive feedback based on my 2014-15 summative evaluation | 10.6 (0.6)<br>[9.5, 12]    |

Exhibit reads: An estimated 89 percent of public school teachers reported that they received feedback based on their 2014-15 summative evaluation.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who received feedback based on their 2014-15 summative evaluation was between 88 percent and 91 percent.

**Exhibit V-4: Estimates presented in Figure 5-B**

**Helpfulness of feedback from teachers’ evaluation for refining or improving their practice**

|   | <b>Feedback was somewhat or very helpful</b> | <b>Feedback was minimally or not at all helpful</b> |
|---|--|---|
| Maximizing student engagement                                       | 51.3 (1.1)<br>[49, 53.5]                     | 48.7 (1.1)<br>[46.5, 51]                            |
| Maintaining high standards and expectations for student achievement | 51.3 (1.1)<br>[49, 53.5]                     | 48.7 (1.1)<br>[46.5, 51]                            |
| Improving instruction   | 49.1 (1.1)<br>[46.9, 51.4]                   | 50.9 (1.1)<br>[48.6, 53.1]                          |
| Creating a positive classroom environment                           | 49.3 (1.2)<br>[47, 51.6]                     | 50.7 (1.2)<br>[48.4, 53]                            |
| Addressing student learning needs                                   | 48.6 (1.1)<br>[46.4, 50.8]                   | 51.4 (1.1)<br>[49.2, 53.6]                          |
| Improving the quality of lesson planning and preparation            | 43.9 (1.2)<br>[41.7, 46.2]                   | 56.1 (1.2)<br>[53.8, 58.3]                          |
| Managing student behavior   | 40.1 (1.2)<br>[37.8, 42.4]                   | 59.9 (1.2)<br>[57.6, 62.2]                          |

Exhibit reads: Of the public school teachers who reported having received feedback on their 2014-15 summative evaluation, an estimated 51 percent reported that the feedback was somewhat or very helpful for maintaining high standards and expectations for student achievement.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers who received feedback that was somewhat or very helpful to them in their efforts to maintain high standards and expectations for student achievement was between 49 percent and 54 percent.

**Confidence intervals for estimates presented in Section 3:  
“Helpfulness of Feedback When Student Test Scores Are and  
Are Not Included” (pp. 64-65)**

**Exhibit V-5: Estimates presented in Figure 5-C**

**Percentages of teachers who rated evaluation feedback as somewhat or very helpful, by whether their evaluations included student test scores**

|   | <b>Teachers whose evaluations did NOT include student test scores</b> | <b>Teachers whose evaluations included student test scores</b> |
|---|---|--|
| Maximizing student engagement                                       | 57.6 (1.8)<br>[54, 61.1]  | 44.6 (1.6)<br>[41.6, 47.7]                                     |
| Maintaining high standards and expectations for student achievement | 55.4 (1.8)<br>[51.8, 58.9]  | 46.3 (1.6)<br>[43.3, 49.4]                                     |
| Improving instruction   | 54.2 (1.8)<br>[50.6, 57.8]  | 43.9 (1.5)<br>[40.9, 47]                                       |
| Creating a positive classroom environment                           | 53.8 (1.8)<br>[50.2, 57.4]  | 44 (1.6)<br>[40.9, 47.1]                                       |
| Addressing student learning needs                                   | 53.6 (1.8)<br>[50, 57.2]  | 43.2 (1.6)<br>[40.2, 46.3]                                     |
| Improving the quality of lesson planning and preparation            | 48.3 (1.9)<br>[44.6, 52]  | 39.4 (1.6)<br>[36.4, 42.5]                                     |
| Managing student behavior   | 44.7 (1.9)<br>[41, 48.4]  | 34.6 (1.5)<br>[31.7, 37.7]                                     |

Exhibit reads: Of the public school teachers who reported having received feedback on their 2014-15 summative evaluation and whose evaluations did not include student test scores, an estimated 58 percent reported that the feedback was somewhat or very helpful in improving or refining their ability to maximize student engagement.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of teachers whose evaluations did not include student test scores and who received feedback that was somewhat or very helpful to them in their efforts to maximize student engagement was between 54 percent and 61 percent.

### Exhibit V-6: Confidence intervals for Figure 5-D

**Percentages of elementary and high school teachers who rated evaluation feedback as somewhat or very helpful**

|   | Elementary School Teachers | High School Teachers       |
|---|----------------------------|----------------------------|
| Maintaining high standards and expectations for student achievement | 54.7 (1.8)<br>[51.2, 58.1] | 43 (1.9)<br>[39.4, 46.7]   |
| Creating a positive classroom environment                           | 53.7 (1.8)<br>[50.2, 57.2] | 41.9 (1.9)<br>[38.3, 45.7] |
| Maximizing student engagement                                       | 54 (1.8)<br>[50.5, 57.4]   | 44.6 (1.9)<br>[41, 48.3]   |
| Improving instruction   | 52.4 (1.8)<br>[48.9, 55.9] | 42.1 (1.8)<br>[38.5, 45.8] |
| Addressing student learning needs                                   | 51.4 (1.8)<br>[47.9, 54.8] | 42.8 (1.9)<br>[39.2, 46.5] |
| Improving the quality of lesson planning and preparation            | 47 (1.8)<br>[43.5, 50.5]   | 38.3 (1.9)<br>[34.7, 42]   |
| Managing student behavior   | 43.6 (1.8)<br>[40.1, 47.1] | 33.2 (1.8)<br>[29.7, 36.8] |

Exhibit reads: Of the public school elementary teachers who reported having received feedback on their 2014-15 summative evaluation, an estimated 55 percent reported that the feedback was somewhat or very helpful in improving or refining their ability to maintain high standards and expectations for student achievement.

Note: The 95 percent confidence intervals for the estimates in the exhibit mean that, for example, we are 95 percent certain that the actual percentage of public school elementary teachers who received feedback that was somewhat or very helpful to them in their efforts to maintain high standards and expectations for student achievement was between 51 percent and 58 percent.