

Data Trends

DATA AND ACCOUNTABILITY DEPARTMENT



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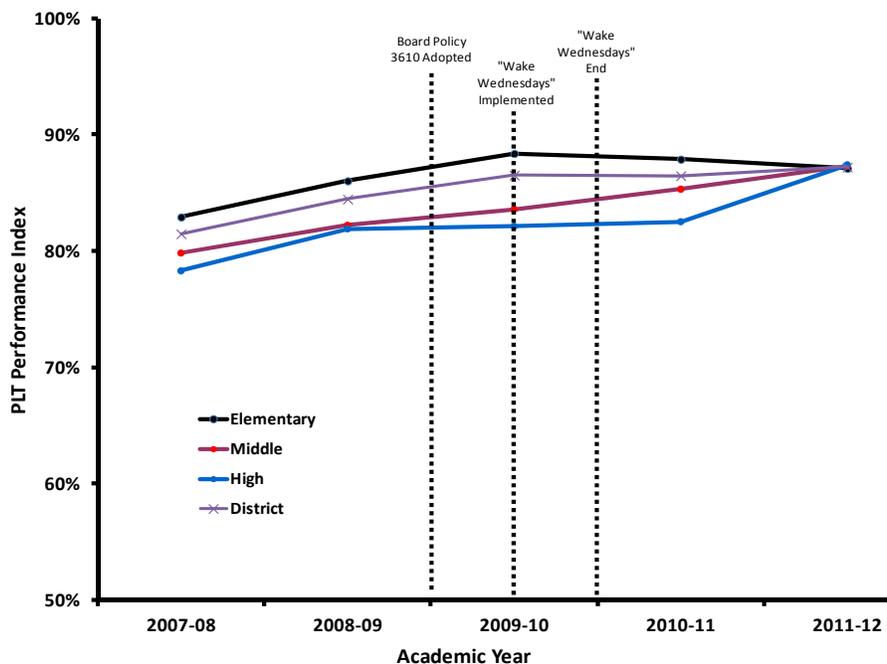
High Five PLT Survey Results, 2007-12

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Introduction

Over the years Professional Learning Teams (PLTs) have become increasingly familiar to WCPSS education professionals as a “best practice” to foster professional growth and increase student achievement. A substantial body of educational research supports the implementation of PLTs at all grade levels as a way to improve students’ academic outcomes.

Figure 1
PLT Performance Index Results in WCPSS



Respondents: 2007-08 n= 6,858; 2008-09 n= 7,306; 2009-10 n= 7,660; 2010-11 n= 7,507; 2011-12 n= 7,607

Note: The “zero” to “50” scale is not shown on the graph’s y axis.

Data Source: WCPSS data analysis of 2007-08 through 2011-12 High Five PLT Surveys.

Summary

WCPSS PLT survey responses have been positive over time, reaching a high plateau for the last three years. Analyses of High Five PLT Survey data from 2007-12 show:

- In 2011-12, high percentages (87.2%) of WCPSS teachers responding to the High Five PLT Survey provided positive responses to the items. Responses have been positive from 2007-08 to 2011-12, with small increases over time.
- Overall, WCPSS has shown an improvement in its PLT Performance Index of 5.7 percentage points over five years. The elementary, middle, and high schools have shown gains of 4.2, 7.5, and 9.1 percentage points, respectively.
- The implementation of dedicated time for PLT work (Wake Wednesdays) correlated to slight increases in PLT indices at the elementary and middle school levels; only the elementary level saw a slight decline when dedicated time was no longer provided.

Within WCPSS, the PLT concept first took root in 2003 when a group of six corporations (SAS, BlueCross-BlueShield of North Carolina, A.J. Fletcher Foundation, Capital Broadcasting, Progress Energy, and The News & Observer) formed a partnership with the five school districts of Chapel Hill-Carrboro, Durham, Johnston, Orange, and Wake counties. As of the writing of this report, five district-wide High Five PLT surveys of WCPSS teachers have been completed to help assess implementation and impact. The High Five PLT survey items have remained unchanged (beginning with the 2007-08 survey and continuing through the current 2011-12 school year), allowing more reliable comparisons over time.

The PLT Performance Index is calculated by dividing the total number of positive responses (teachers indicating that they either “strongly agree” or “agree”) to the survey items by the total number of responses to those survey items. Using this method, Data and Accountability department staff created a PLT Performance Index for each school, as well as the district, based on the overall levels of positive agreement to the survey items and for each theme area. When all High Five PLT Survey items are aggregated, the index improved from 81.5% in 2007-08 to 87.2% in 2011-12 (5.7 percentage points). From 2007-08 to 2011-12, the elementary, middle, and high schools showed index gains of 4.2, 7.5, and 9.1 percentage points, respectively. The middle and high schools have shown consistent improvements over time; the elementary school index increased until 2009-10 and then showed a modest decline (less than one percentage point) every year since 2009-10 (see Figure 1 and Table 1).

Table 1
PLT Performance Indices by School Level over Time: 07-08 to 11-12

Level	2007-08	2008-09	2009-10	2010-11	2011-12	Change from 07-08 to 11-12
Elementary School Teachers	82.9%	86.0%	88.4%	87.9%	87.1%	4.2%
Middle School Teachers	79.8%	82.2%	83.6%	85.3%	87.3%	7.5%
High School Teachers	78.3%	81.9%	82.1%	82.5%	87.4%	9.1%
All Teachers Combined	81.5%	84.5%	86.5%	86.5%	87.2%	5.7%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,660; 2010-11 n = 7,507; 2011-12 n = 7,607

Note: Only certified teaching staff were included in the analysis.

Data Source: WCPSS data analysis of 2007-08 through 2011-12 High Five PLT Surveys.

The most recent data from 2011-12 show positive responses for each of the six themes pertaining to different research-based aspects of PLT functioning; positive responses include those who “agreed” or “strongly agreed” with the survey statements. Theme responses range from a low of 75% (*support and resource allocation*) to a high of 93% (*collaborative culture and team processes*). The pattern has not changed over time. This represents an increase of 6 to 10 percentage points since 2007-08, depending on the theme. The overall level of positive agreement has stabilized over the past three years. The percentage of positive responses to *common formative assessments* remained unchanged from 2009-10 to 2011-12, while the other survey themes have only improved between one and three percentage points over the same three-year period (Table 2).

Table 2
Overall PLT Survey Results by Theme, 2007-08 to 2011-12

Theme	Percent Agree / Strongly Agree					
	2007-08	2008-09	2009-10	2010-11	2011-12	Change from 07-08 to 11-12
Collaborative Culture/Team Processes	87%	89%	92%	91%	93%	6%
Focus on Learning and Teaching	85%	87%	90%	91%	92%	7%
Instructional Strategy/Intervention	80%	85%	87%	88%	90%	10%
Common Formative Assessments	79%	81%	85%	85%	85%	6%
Overall Impact	76%	79%	80%	80%	83%	7%
Support and Resource Allocation	66%	71%	73%	73%	75%	9%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,660; 2010-11 n = 7,507, 2011-12 n = 7,607

Note: All percentages were rounded to the nearest whole number.

Data Source: WCPSS data analysis of 2007-08 through 2011-12 High Five PLT Surveys.

The responses to the individual High Five PLT Survey items from the past five years are documented in Appendix A, Tables A1-A13. This allows a review of trends over time. School staff may find it useful to compare these data to their own survey percentages from the same time period; doing so will show the school’s trends relative to the district as a whole.

As shown in Table A2, nearly all respondents reported being in one or more PLTs; 94% reported being in a school level PLT, and 4% reported being in a District-level PLT. Teachers were most commonly in one PLT, although 40% were in two or more (see Table A3). As shown in Table A4, the frequency of PLT meetings during 2011-12 was most often weekly (83%). Overall, 90% of respondents indicated they spend an hour or more on PLT-related activities and training; 94% indicated at least three hours of their time on early-release days was spent on job-embedded professional development. These findings reflect nearly complete compliance with WCPSS Board policy 3610 related to PLTs. Some principals indicated that the few teachers not in PLTs were either part-time or itinerant.

Additional information and more detailed analyses exploring the relationship between PLT implementation and its impact on teachers and students can be found in the Data & Accountability department’s most recent school-based PLT policy study (Jackl & Lougee, 2012) and also last year’s High Five PLT Survey report (Jackl, 2011).

Recommendation

Since the High Five PLT survey results have shown little change over the past five years, and the most recent data show attitudes toward PLT work have become relatively consistent across grade levels, it may be time to conclude that PLTs have become institutionalized within the district. While PLTs remain important, the Regulations and Procedures (R&P) for Board Policy 3610 should be updated. For example, the requirement that the Superintendent will report twice a year to the Board regarding PLT implementation and impact could be modified or dropped. Then the district could decide to participate in the High Five PLT Survey less often, perhaps every other year (instead of annually). This would free up teacher time and release Data and Accountability resources for other studies in the interim periods.

References

- Jackl, A & Lougee, A. (2012). *Wake County Public School System (WCPSS) professional learning teams (PLTs): 2010-11 to 2011-12 school-based policy study*. Raleigh, NC: Wake County Public School System, Data & Accountability Department.
- Jackl, A. (2011). *WCPSS 2010-11 High Five professional learning teams (PLT) survey results: Implementation over time*. Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

Appendix 1 High Five PLT Survey Results 2011-12

**Table A1
2011-12 PLT Survey Response Rates**

School Level	Total Teachers	Number of Respondents	Survey Response Rate
Elementary	4,844	3,997	83%
Middle	2,105	1,606	76%
High	2,348	2,004	85%
All	9,297	7,607	82%

Data Sources: WCPSS Human Resources and analysis of High Five 2011-12 PLT Survey data
 Notes: The “number of respondents” only includes certified teachers who submitted a completed PLT survey.
 All percentages were rounded to the nearest whole number.

**Table A2
2011-12 PLT Participation Rates by Grade**

School Level	Number of Respondents	# in a School-Level PLT	% in a School-Level PLT	# in a District-Level PLT	% in a District-Level PLT	Total PLT Participation %
Elementary	3,938	3,750	95%	147	4%	99%
Middle	1,572	1,455	93%	91	6%	98%
High	1,926	1,816	94%	86	4%	99%
All	7,436	7,021	94%	324	4%	99%

Data Sources: WCPSS analysis of High Five 2011-12 PLT Survey data.
 Notes: The “number of respondents” included all teachers who submitted a completed PLT survey.
 Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.
 All percentages were rounded to the nearest whole number.

Table A3
2011-12 Number of PLT Memberships by School Level

School Level	Number of Reported PLT Memberships									
	Zero		One		Two		Three		More than Three	
	n	%	n	%	n	%	n	%	n	%
Elementary	27	1%	2,612	67%	865	22%	215	5%	201	5%
Middle	19	1%	747	48%	476	30%	192	12%	133	8%
High	15	1%	998	52%	723	38%	136	7%	48	3%
All	61	1%	4,357	59%	2,064	28%	543	7%	382	5%

Note: All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.
Data Source: WCPSS analysis of 2011-12 High Five PLT Survey data.

Table A4
2007-08 to 2011-12 PLT Meeting Frequency

Statement	School Year	Daily	Weekly	Monthly	Quarterly	Twice a Month	None	No Response
My PLC typically meets:	2007-08	3%	53%	20%	4%	20%	1%	0%
	2008-09	2%	53%	20%	3%	20%	0%	2%
	2009-10	2%	87%	4%	0%	6%	0%	0%
	2010-11	2%	84%	6%	0%	7%	0%	0%
	2011-12	2%	83%	6%	1%	7%	0%	0%
Change from 07-08 to 11-12:		-1%	30%	-14%	-3%	-13%	-1%	0%
Elementary	2011-12	1%	86%	6%	1%	6%	0%	0%
Middle	2011-12	3%	77%	8%	1%	10%	0%	0%
High	2011-12	3%	81%	5%	0%	9%	0%	0%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A5
PLT Meeting Length 2007-08 to 2011-12

Statement	School Year	Less than 30 Minutes	Thirty Minutes to One Hour	More than One Hour	No Response
The length of a typical PLT meeting is:	2007-08	10%	64%	26%	0%
	2008-09	8%	63%	28%	1%
	2009-10	1%	47%	52%	1%
	2010-11	2%	68%	29%	0%
	2011-12	3%	68%	29%	1%
Change from 07-08 to 11-12:		-7%	4%	3%	1%
Elementary	2011-12	1%	64%	35%	0%
Middle	2011-12	5%	73%	23%	0%
High	2011-12	5%	71%	24%	0%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403
2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A6
2011-12 Board Policy 3610 Compliance (Self-Report)

I spend at least one hour per week on PLT-related activities and training.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
All	36%	54%	8%	1%	1%	90%	10%
Elementary	35%	55%	8%	1%	1%	90%	10%
Middle	36%	52%	9%	2%	1%	88%	12%
High	39%	50%	9%	1%	1%	89%	11%
On early release days, I spend at least three hours on job-embedded professional development.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
All	43%	51%	4%	1%	1%	94%	6%
Elementary	45%	50%	4%	1%	0%	95%	5%
Middle	42%	53%	4%	1%	1%	95%	6%
High	42%	51%	5%	1%	1%	93%	7%

2011-12 n = Elementary: 3,904; Middle: 1,566; High: 1,916; Total: 7,386

Note: All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: WCPSS analysis of 2011-12 High Five PLT Survey data.

Table A7 (page 1 of 2)
PLT Survey Responses to Focus-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We have identified essential learning outcomes.	2007-08	35%	58%	5%	1%	1%	93%	7%
	2008-09	41%	52%	4%	1%	1%	93%	6%
	2009-10	41%	52%	4%	2%	1%	93%	7%
	2010-11	39%	55%	4%	1%	1%	94%	6%
	2011-12	40%	54%	3%	1%	1%	94%	5%
Change from 2007-08 to 2011-12:		5%	-4%	-2%	0%	0%	1%	-2%
Elementary	2011-12	39%	55%	3%	1%	1%	94%	5%
Middle	2011-12	39%	54%	4%	1%	1%	93%	6%
High	2011-12	42%	52%	4%	2%	1%	94%	7%
We believe our students can master these outcomes.	2007-08	24%	60%	14%	2%	1%	84%	17%
	2008-09	28%	58%	12%	2%	1%	86%	15%
	2009-10	26%	58%	13%	2%	1%	84%	16%
	2010-11	25%	61%	12%	1%	1%	86%	14%
	2011-12	27%	60%	11%	1%	1%	87%	13%
Change from 2007-08 to 2011-12:		3%	0%	-3%	-1%	0%	3%	-4%
Elementary	2011-12	28%	60%	9%	1%	1%	88%	11%
Middle	2011-12	26%	59%	13%	1%	1%	85%	15%
High	2011-12	25%	59%	14%	2%	1%	84%	17%
We use team-adopted standards to assess learning.	2007-08	32%	54%	12%	2%	1%	86%	15%
	2008-09	36%	50%	10%	2%	2%	86%	14%
	2009-10	35%	53%	9%	2%	2%	88%	13%
	2010-11	34%	54%	9%	1%	2%	88%	12%
	2011-12	36%	53%	8%	1%	2%	89%	11%
Change from 2007-08 to 2011-12:		4%	-1%	-4%	-1%	1%	3%	-4%
Elementary	2011-12	35%	55%	7%	1%	2%	90%	10%
Middle	2011-12	36%	53%	8%	1%	2%	89%	11%
High	2011-12	40%	50%	8%	1%	1%	90%	10%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A7 (page 2 of 2)
PLT Survey Responses to Focus-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We have adopted SMART goals that we are working to achieve.	2007-08	29%	55%	12%	2%	2%	84%	16%
	2008-09	35%	51%	10%	1%	3%	86%	14%
	2009-10	39%	52%	6%	1%	1%	91%	8%
	2010-11	39%	54%	5%	1%	1%	93%	7%
	2011-12	42%	52%	4%	1%	1%	94%	6%
Change from 2007-08 to 2011-12:		13%	-3%	-8%	-1%	-1%	10%	-10%
Elementary	2011-12	44%	51%	4%	1%	1%	95%	6%
Middle	2011-12	42%	52%	4%	1%	1%	94%	6%
High	2011-12	42%	52%	4%	1%	1%	94%	6%
Our SMART goals are aligned to our school's SMART goals.	2007-08	29%	52%	11%	2%	6%	81%	19%
	2008-09	35%	49%	9%	1%	7%	84%	17%
	2009-10	40%	51%	5%	1%	3%	91%	9%
	2010-11	40%	53%	4%	1%	2%	93%	7%
	2011-12	43%	51%	3%	1%	2%	94%	6%
Change from 2007-08 to 2011-12:		14%	-1%	-8%	-1%	-4%	13%	-13%
Elementary	2011-12	44%	51%	3%	1%	2%	95%	6%
Middle	2011-12	42%	52%	4%	1%	2%	94%	7%
High	2011-12	42%	52%	3%	1%	2%	94%	6%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

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Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A8 (page 1 of 3)
PLT Survey Responses to Collaboration-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We have established norms to clarify how we will work as a team.	2007-08	42%	50%	7%	1%	0%	92%	8%
	2008-09	48%	46%	4%	1%	1%	94%	6%
	2009-10	54%	42%	3%	1%	1%	96%	5%
	2010-11	48%	47%	3%	1%	1%	95%	5%
	2011-12	50%	46%	3%	1%	1%	96%	5%
Change from 2007-08 to 2011-12:		8%	-4%	-4%	0%	1%	4%	-3%
Elementary	2011-12	51%	46%	2%	0%	1%	97%	3%
Middle	2011-12	49%	47%	3%	0%	1%	96%	4%
High	2011-12	50%	45%	4%	1%	1%	95%	6%
We abide by the explicit team norms we developed.	2007-08	32%	57%	9%	1%	1%	89%	11%
	2008-09	38%	53%	7%	1%	2%	91%	10%
	2009-10	43%	50%	5%	1%	1%	93%	7%
	2010-11	38%	54%	6%	1%	1%	92%	8%
	2011-12	39%	53%	6%	1%	1%	92%	8%
Change from 2007-08 to 2011-12:		7%	-4%	-3%	0%	0%	3%	-3%
Elementary	2011-12	38%	55%	6%	1%	1%	93%	8%
Middle	2011-12	41%	52%	5%	1%	1%	93%	7%
High	2011-12	40%	51%	6%	1%	1%	91%	8%
We use sound, structured decision-making processes.	2007-08	40%	54%	5%	1%	0%	94%	6%
	2008-09	45%	48%	5%	1%	2%	93%	8%
	2009-10	47%	47%	3%	1%	1%	94%	5%
	2010-11	45%	50%	4%	1%	1%	95%	6%
	2011-12	45%	50%	4%	1%	1%	95%	6%
Change from 2007-08 to 2011-12:		5%	-4%	-1%	0%	1%	1%	0%
Elementary	2011-12	44%	51%	3%	1%	1%	95%	5%
Middle	2011-12	45%	49%	4%	1%	1%	94%	6%
High	2011-12	47%	48%	4%	1%	1%	95%	6%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

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Table A8 (page 2 of 3)
PLT Survey Responses to Collaboration-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We are open and honest about strengths and weaknesses.	2007-08	40%	50%	8%	2%	0%	90%	10%
	2008-09	44%	46%	6%	2%	1%	90%	9%
	2009-10	45%	45%	7%	2%	1%	90%	10%
	2010-11	43%	47%	7%	1%	1%	90%	9%
	2011-12	44%	46%	7%	2%	1%	90%	10%
Change from 2007-08 to 2011-12:		4%	-4%	-1%	0%	1%	0%	0%
Elementary	2011-12	43%	48%	8%	1%	1%	91%	10%
Middle	2011-12	46%	44%	7%	2%	1%	90%	10%
High	2011-12	47%	43%	6%	2%	1%	90%	9%
We have a process to effectively resolve conflict.	2007-08	26%	53%	17%	2%	1%	79%	20%
	2008-09	30%	51%	15%	2%	2%	81%	19%
	2009-10	28%	54%	14%	2%	2%	82%	18%
	2010-11	29%	55%	13%	1%	2%	84%	16%
	2011-12	29%	54%	13%	2%	2%	83%	17%
Change from 2007-08 to 2011-12:		3%	1%	-4%	0%	1%	4%	-3%
Elementary	2011-12	27%	57%	14%	1%	2%	84%	17%
Middle	2011-12	33%	51%	12%	2%	3%	84%	17%
High	2011-12	32%	52%	12%	2%	2%	84%	16%
We document and monitor our processes so that we can improve.	2007-08	30%	58%	10%	1%	0%	88%	11%
	2008-09	36%	52%	8%	1%	2%	88%	11%
	2009-10	38%	54%	6%	1%	1%	92%	8%
	2010-11	34%	58%	6%	1%	2%	92%	9%
	2011-12	35%	57%	6%	1%	2%	92%	9%
Change from 2007-08 to 2011-12:		5%	-1%	-4%	0%	2%	4%	-2%
Elementary	2011-12	35%	58%	6%	1%	1%	93%	8%
Middle	2011-12	34%	56%	7%	1%	2%	90%	10%
High	2011-12	36%	55%	6%	1%	2%	91%	9%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403
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Table A8 (page 3 of 3)
PLT Survey Responses to Collaboration-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We systematically gather evidence concerning instructional strategies.	2007-08	27%	57%	14%	2%	1%	84%	17%
	2008-09	32%	52%	12%	1%	2%	84%	15%
	2009-10	31%	56%	10%	1%	1%	87%	12%
	2010-11	30%	58%	9%	1%	1%	88%	11%
	2011-12	30%	58%	10%	1%	1%	88%	12%
Change from 2007-08 to 2011-12:		3%	1%	-4%	-1%	0%	4%	-5%
Elementary	2011-12	33%	58%	8%	1%	1%	91%	10%
Middle	2011-12	27%	60%	11%	1%	1%	87%	13%
High	2011-12	29%	57%	12%	1%	1%	86%	14%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A9 (page 1 of 2)
PLT Survey Responses to Strategies-and-Interventions-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We have worked to align our instruction with learning outcomes.	2007-08	38%	55%	5%	1%	0%	93%	6%
	2008-09	43%	50%	4%	1%	2%	93%	7%
	2009-10	43%	51%	4%	1%	1%	94%	6%
	2010-11	42%	53%	3%	1%	1%	95%	5%
	2011-12	43%	52%	3%	1%	2%	95%	6%
Change from 2007-08 to 2011-12:		5%	-3%	-2%	0%	2%	2%	0%
Elementary	2011-12	43%	52%	3%	1%	1%	95%	5%
Middle	2011-12	43%	52%	4%	0%	1%	95%	5%
High	2011-12	42%	52%	4%	1%	2%	94%	7%
We are identifying more effective instructional strategies.	2007-08	33%	57%	8%	1%	0%	90%	9%
	2008-09	38%	53%	6%	1%	2%	91%	9%
	2009-10	38%	54%	6%	1%	1%	92%	8%
	2010-11	37%	55%	6%	1%	1%	92%	8%
	2011-12	36%	57%	5%	1%	1%	93%	7%
Change from 2007-08 to 2011-12:		3%	0%	-3%	0%	1%	3%	-2%
Elementary	2011-12	37%	57%	5%	0%	1%	94%	6%
Middle	2011-12	36%	58%	4%	1%	1%	94%	6%
High	2011-12	37%	55%	6%	1%	1%	92%	8%
We utilize increasingly more effective instructional strategies.	2007-08	29%	59%	10%	1%	1%	88%	12%
	2008-09	34%	55%	7%	1%	3%	89%	11%
	2009-10	33%	57%	7%	1%	2%	90%	10%
	2010-11	33%	58%	6%	1%	2%	91%	9%
	2011-12	32%	59%	6%	1%	2%	91%	9%
Change from 2007-08 to 2011-12:		3%	0%	-4%	0%	1%	3%	-3%
Elementary	2011-12	33%	60%	5%	1%	2%	93%	8%
Middle	2011-12	32%	60%	6%	0%	2%	92%	8%
High	2011-12	31%	58%	7%	1%	2%	89%	10%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A9 (page 2 of 2)
PLT Survey Responses to Strategies-and-Interventions-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We utilize the schoolwide pyramid of interventions.	2007-08	19%	51%	18%	3%	10%	70%	31%
	2008-09	26%	53%	12%	2%	7%	79%	21%
	2009-10	25%	56%	11%	2%	6%	81%	19%
	2010-11	25%	60%	10%	1%	5%	85%	16%
	2011-12	26%	60%	9%	1%	4%	86%	14%
Change from 2007-08 to 2011-12:		7%	9%	-9%	-2%	-6%	16%	-17%
Elementary	2011-12	29%	60%	7%	1%	4%	89%	12%
Middle	2011-12	22%	59%	13%	1%	5%	81%	19%
High	2011-12	26%	59%	10%	2%	3%	85%	15%
We require students in need to participate in other learning opportunities.	2007-08	19%	46%	28%	4%	2%	65%	34%
	2008-09	25%	47%	21%	3%	4%	72%	28%
	2009-10	24%	49%	21%	3%	3%	73%	27%
	2010-11	23%	53%	19%	2%	3%	76%	24%
	2011-12	25%	54%	17%	2%	3%	79%	22%
Change from 2007-08 to 2011-12:		6%	8%	-11%	-2%	1%	14%	-12%
Elementary	2011-12	29%	55%	13%	1%	3%	84%	17%
Middle	2011-12	20%	55%	21%	2%	2%	75%	25%
High	2011-12	22%	51%	22%	3%	2%	73%	27%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A10
Frequency of Common Formative Assessments, 2007-08 to 2011-12

Statement	School Year	Once Every 3 Weeks	Once Every 6 Weeks	Once a Quarter	Once a Semester	Not at All	No Response
As a PLT, we administered Common Formative Assessments:	2007-08	38%	16%	20%	5%	17%	5%
	2008-09	45%	17%	22%	4%	10%	4%
	2009-10	21%	4%	49%	16%	9%	2%
	2010-11	48%	16%	22%	4%	9%	2%
	2011-12	47%	15%	22%	4%	10%	2%
Change from 07-08 to 11-12:		9%	-1%	2%	-1%	-7%	-3%
Elementary	2011-12	45%	17%	24%	3%	9%	2%
Middle	2011-12	46%	13%	25%	4%	10%	2%
High	2011-12	52%	14%	15%	6%	12%	1%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A11 (page 1 of 2)
PLT Survey Responses to Assessment-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We have developed common formative assessments using different approaches.	2007-08	28%	53%	16%	2%	1%	81%	19%
	2008-09	32%	49%	14%	2%	3%	81%	19%
	2009-10	32%	52%	12%	2%	2%	84%	16%
	2010-11	32%	53%	12%	1%	2%	85%	15%
	2011-12	32%	52%	12%	1%	3%	84%	16%
Change from 2007-08 to 2011-12:		4%	-1%	-4%	-1%	2%	3%	-3%
Elementary	2011-12	29%	55%	12%	1%	3%	84%	16%
Middle	2011-12	34%	50%	11%	2%	2%	84%	15%
High	2011-12	37%	47%	12%	1%	2%	84%	15%
We aligned our common formative assessments to learning outcomes.	2007-08	30%	55%	13%	1%	1%	85%	15%
	2008-09	34%	51%	11%	1%	4%	85%	16%
	2009-10	34%	54%	9%	1%	2%	88%	12%
	2010-11	33%	54%	9%	1%	2%	87%	12%
	2011-12	35%	52%	9%	1%	3%	87%	13%
Change from 2007-08 to 2011-12:		5%	-3%	-4%	0%	2%	2%	-2%
Elementary	2011-12	33%	55%	9%	1%	3%	88%	13%
Middle	2011-12	37%	51%	9%	1%	3%	88%	13%
High	2011-12	38%	48%	10%	1%	2%	86%	13%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A11 (page 2 of 2)
PLT Survey Responses to Assessment-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We examine results to identify students who need additional support.	2007-08	25%	54%	19%	2%	1%	79%	22%
	2008-09	30%	50%	15%	2%	4%	80%	21%
	2009-10	30%	53%	13%	2%	2%	83%	17%
	2010-11	29%	56%	12%	1%	2%	85%	15%
	2011-12	30%	54%	13%	1%	2%	84%	16%
Change from 2007-08 to 2011-12:		5%	0%	-6%	-1%	1%	5%	-6%
Elementary	2011-12	33%	54%	10%	1%	2%	87%	13%
Middle	2011-12	27%	55%	14%	2%	2%	82%	18%
High	2011-12	27%	52%	17%	2%	2%	79%	21%
We examine results to evaluate our instructional practices.	2007-08	23%	53%	21%	2%	1%	76%	24%
	2008-09	27%	50%	17%	2%	4%	77%	23%
	2009-10	26%	55%	15%	2%	2%	81%	19%
	2010-11	25%	57%	14%	1%	2%	82%	17%
	2011-12	26%	55%	15%	2%	3%	81%	20%
Change from 2007-08 to 2011-12:		3%	2%	-6%	0%	2%	5%	-4%
Elementary	2011-12	26%	56%	14%	1%	2%	82%	17%
Middle	2011-12	24%	56%	16%	2%	3%	80%	21%
High	2011-12	26%	53%	17%	2%	2%	79%	21%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A12 (page 1 of 2)
PLT Survey Responses to Impact-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
I am a better teacher because of my work with my PLT.	2007-08	22%	55%	17%	5%	1%	77%	23%
	2008-09	27%	52%	14%	4%	2%	79%	20%
	2009-10	29%	51%	15%	4%	2%	80%	21%
	2010-11	27%	55%	13%	3%	1%	82%	17%
	2011-12	29%	54%	13%	3%	1%	83%	17%
Change from 2007-08 to 2011-12:		7%	-1%	-4%	-2%	0%	6%	-6%
Elementary	2011-12	27%	57%	13%	2%	1%	84%	16%
Middle	2011-12	32%	54%	11%	2%	1%	86%	14%
High	2011-12	31%	51%	13%	4%	1%	82%	18%
My students are learning more because of my work with my PLT.	2007-08	20%	55%	20%	4%	1%	75%	25%
	2008-09	25%	51%	18%	3%	3%	76%	24%
	2009-10	27%	51%	17%	4%	2%	78%	23%
	2010-11	24%	56%	16%	3%	1%	80%	20%
	2011-12	26%	55%	15%	3%	2%	81%	20%
Change from 2007-08 to 2011-12:		6%	0%	-5%	-1%	1%	6%	-5%
Elementary	2011-12	25%	57%	14%	2%	1%	82%	17%
Middle	2011-12	27%	56%	13%	2%	1%	83%	16%
High	2011-12	28%	50%	16%	4%	2%	78%	22%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A12 (page 2 of 2)
PLT Survey Responses to Impact-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
PLTs can provide a more supportive environment for teachers.	2007-08	34%	58%	6%	2%	0%	92%	8%
	2008-09	39%	53%	5%	2%	2%	92%	9%
	2009-10	40%	52%	5%	2%	1%	92%	8%
	2010-11	35%	57%	5%	2%	1%	92%	8%
	2011-12	38%	56%	4%	1%	1%	94%	6%
Change from 2007-08 to 2011-12:		4%	-2%	-2%	-1%	1%	2%	-2%
Elementary	2011-12	36%	58%	4%	1%	1%	94%	6%
Middle	2011-12	40%	55%	4%	1%	1%	95%	6%
High	2011-12	42%	52%	4%	2%	1%	94%	7%
Time spent with my PLT will save me time overall.	2007-08	21%	47%	24%	8%	1%	68%	33%
	2008-09	25%	44%	22%	7%	3%	69%	32%
	2009-10	27%	41%	22%	8%	2%	68%	32%
	2010-11	21%	46%	24%	8%	1%	67%	33%
	2011-12	23%	48%	22%	6%	1%	71%	29%
Change from 2007-08 to 2011-12:		2%	1%	-2%	-2%	0%	3%	-4%
Elementary	2011-12	20%	50%	23%	6%	1%	70%	30%
Middle	2011-12	27%	48%	19%	5%	1%	75%	25%
High	2011-12	26%	43%	22%	8%	1%	69%	31%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.

Table A13
PLT Survey Responses to Support-Area Questions, 2007-08 to 2011-12

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We receive feedback and support from our leadership.	2007-08	18%	54%	21%	5%	1%	72%	27%
	2008-09	23%	53%	18%	3%	3%	76%	24%
	2009-10	21%	55%	17%	4%	2%	76%	23%
	2010-11	18%	59%	17%	3%	2%	77%	22%
	2011-12	18%	59%	17%	3%	2%	77%	22%
Change from 2007-08 to 2011-12:		0%	5%	-4%	-2%	1%	5%	-5%
Elementary	2011-12	19%	61%	16%	2%	2%	80%	20%
Middle	2011-12	18%	59%	18%	4%	1%	77%	23%
High	2011-12	16%	58%	20%	5%	2%	74%	27%
My school celebrates team progress toward implementing our PLTs.	2007-08	17%	51%	24%	5%	2%	68%	31%
	2008-09	21%	50%	22%	4%	4%	71%	30%
	2009-10	19%	52%	21%	4%	4%	71%	29%
	2010-11	16%	55%	23%	4%	3%	71%	30%
	2011-12	16%	55%	22%	3%	3%	71%	28%
Change from 2007-08 to 2011-12:		-1%	4%	-2%	-2%	1%	3%	-3%
Elementary	2011-12	16%	57%	21%	3%	3%	73%	27%
Middle	2011-12	14%	54%	25%	4%	3%	68%	32%
High	2011-12	17%	55%	21%	4%	2%	72%	27%
My school celebrates team progress toward SMART goals.	2007-08	15%	48%	26%	5%	6%	63%	37%
	2008-09	19%	48%	22%	3%	7%	67%	32%
	2009-10	17%	52%	22%	4%	5%	69%	31%
	2010-11	16%	56%	22%	3%	4%	72%	29%
	2011-12	16%	57%	21%	3%	3%	73%	27%
Change from 2007-08 to 2011-12:		1%	9%	-5%	-2%	-3%	10%	-10%
Elementary	2011-12	17%	58%	20%	2%	3%	75%	25%
Middle	2011-12	13%	56%	23%	3%	4%	69%	30%
High	2011-12	17%	56%	21%	4%	3%	73%	28%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403

2011-12 n = Elementary: 3,997; Middle: 1,606; High: 2,004; Total: 7,607

Notes: Non-teaching and/or non-professional support staff members responding to the survey were not included in these totals.

All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: SAS Institute data analysis of 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 High Five PLT Surveys.