



High Five PLT Survey Results, 2007-08 to 2012-13

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Introduction

The concept of Professional Learning Teams, or PLTs, was first introduced in the 1960s as an alternative to independent, disconnected teachers working in isolation. Within a PLT, teachers break with this tradition by actively collaborating, sharing expertise, improving their skills, examining and using various forms of data, and learning from each other—all for the purpose of improved student learning.

Over the years PLTs have become increasingly familiar to WCPSS education professionals as a “best practice” to foster professional growth and increase student achievement. The canon of educational research consistently supports the implementation of PLTs at all grade levels as a way to improve students’ academic outcomes, and WCPSS analyses suggest a positive correlation between PLT functioning and students’ academic achievement (Jackl & Lougee, 2012).

Since 2007-08, WCPSS has deployed the High Five PLT Survey to determine the status of PLTs operating within the district (Jackl, 2012). Since the survey has remained unchanged since its inception, it is possible to make direct comparisons over time. The survey data have been disaggregated by school and individual PLTs (if the PLT had at least three members), and the Data & Accountability department has provided those reports to each school. School-based staff are encouraged to compare their individual school’s results to the district results, as well as to the other elementary, middle, or high schools.

Under Attachment A, Tables A1 to A6 document the 2012-13 survey return rates, PLT participation, and other basic information. As shown in Table A2, nearly all respondents reported being in one or more PLTs; 95% reported membership in a school level PLT, while

Abstract

WCPSS PLT survey responses have been positive over time, remaining at high levels for the past six school years. Analyses of High Five PLT Survey data from 2007-08 to 2012-13 show:

- The percentage of positive agreement to each of the High Five PLT Survey themes increased between 4 and 11 percentage points since baseline data was first collected in the 2007-08 school year.
- When the survey data were disaggregated by the six PLT themes, only “*collaborative culture/team processes*” showed a decline (two percentage points).
- When the survey items are examined individually, the percentage of respondents marking that they “strongly agree” almost universally decreased from 2011-12, while the percentage marking “agree” showed a corresponding increase.

Administering the High Five PLT Survey at less frequent intervals is recommended, as well as standardized PLT training for all new staff.

5% reported being in a district-level PLT. Per table A3, teachers were most commonly in one PLT, although 40% were in two or more. As shown in Table A4, the frequency of PLT meetings during 2012-13 was most often weekly (84%). Overall, 89% of respondents indicated they spend an hour or more on PLT-related activities and training; 95% indicated at least three hours of their time on early-release days was spent on job-embedded professional development (Table A6). These findings reflect nearly complete compliance with WCPSS Board policy 3610 related to PLTs.

Table 1, below, presents the survey data disaggregated by each of the six PLT themes, as well as the cumulative change over the past six school years. The most recent data from 2012-13 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 77% (*support and resource allocation*) to a high of 92% (*focus on learning and teaching*). It is worth noting that this is the first year that the *focus on learning and teaching* theme has returned the highest level of positive agreement among the six themes; historically, the *collaborative culture and team processes* theme has shown the highest level of agreement. As in previous years, support and resource allocation returned the weakest levels of positive agreement, albeit it has shown an increase of 11 percentage points since 2007-08.

Overall, this represents an increase of 4 to 11 percentage points since 2007-08, depending on the theme. *Collaborative culture/team processes* was the only theme that showed a decline (two percentage points) in the level of positive agreement from the previous year. The other themes remained unchanged, or else increased between one and two percentage points.

Table 1
PLT Survey Results by Theme, 2007-08 to 2012-13

Theme	Percent Agree / Strongly Agree						Change from 07-08 to 12-13
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
Collaborative Culture/Team Processes	87%	89%	92%	91%	93%	91%	4%
Focus on Learning and Teaching	85%	87%	90%	91%	92%	92%	7%
Instructional Strategy/Intervention	80%	85%	87%	88%	90%	91%	11%
Common Formative Assessments	79%	81%	85%	85%	85%	86%	7%
Overall Impact	76%	79%	80%	80%	83%	84%	8%
Support and Resource Allocation	66%	71%	73%	73%	75%	77%	11%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,660; 2010-11 n = 7,507; 2011-12 n = 7,840, 2012-13 n = 7,846

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

Data Source: WCPSS data analysis of 2007-08 through 2012-13 High Five PLT Surveys.

Tables A4 to A19 report the results of the individual High Five PLT Survey items, grouped by theme, from the 2007-08 through 2012-13 school years. While the survey data had remained relatively stable in recent years, it is worth noting that only one survey item, “time spent with my PLT will save me time overall,” retained the same percentage of teachers indicating that they “strongly agree” with the statement; in every other instance the number of teachers indicating the

highest level of agreement (“strongly agree”) decreased between one and ten percentage points. However, this did not dramatically alter the overall level of positive agreement, since in all cases the number of teachers indicating that they “agree” with the survey statement showed a corresponding increase.

This phenomenon may warrant further study, but the most likely explanation is that PLT work has become institutionalized within WCPSS, and now that PLTs have become a routine part of teaching there is less excitement and enthusiasm for the concept than there was at its inception.

Recommendation

The High Five PLT Survey data has remained consistently positive since 2007-08, and the overall percentage of positive agreement has only fluctuated between one and four percentage points across each of the six themes over the past three years. This fact, combined with the consistent shift from “strongly agree” to “agree” on the individual survey items, may justify the conclusion that PLTs have become firmly institutionalized within the district.

While PLTs remain important, the Regulations and Procedures (R&P) outlining expectations for PLT work (Board Policy 3610) need to be updated. At the writing of this report, this updating is in process. Board Policy 3610 requires that the Superintendent report twice a year to the Board regarding PLT implementation. Given the data showing that PLTs have become well-established within WCPSS, less frequent monitoring of PLT status via the High Five survey and supporting policy studies may be warranted. Therefore, Data & Accountability department staff have recommended that the district deploy the High Five PLT Survey less often, perhaps every other year (instead of annually). In the interest of protecting teachers’ time, it was also suggested that the High Five PLT Survey alternate years with the NC Teacher Working Conditions Survey. With that schedule, teachers would only be asked to take one major survey during any given school year.

Finally, D&A staff recommend that PLT training for new staff be standardized. Teachers and principals who are new to the district may not be familiar with the PLT concept. This formalized PLT training could take many forms, including district-sponsored workshops, online learning modules via Blackboard, instructional DVDs, or supplemental reading materials. A process for supporting new staff through PLT leaders or mentor/buddies should also be determined. Steps should be taken to ensure that professional collaboration is ongoing and sustainable, regardless of any future staffing changes.

References

Jackl, A. (2012). *High Five PLT Survey results, 2007-12*. Raleigh, NC: Wake County Public School System, Data & Accountability Department.

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.

Attachment

**Table A1
2012-13 PLT Survey Response Rates**

School Level	Total Teachers	Number of Respondents	Survey Response Rate
Elementary	4,913	4,218	86%
Middle	2,162	1,637	76%
High	2,378	1,991	84%
All	9,453	7,846	83%

Data Sources: WCPSS Human Resources and analysis of High Five 2012-13 PLT Survey data

Notes: The “number of respondents” included all staff members who submitted a completed PLT survey.
All percentages were rounded to the nearest whole number.

**Table A2
2012-13 PLT Participation Rates by School Level**

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	4,218	4,068	96%	139	3%	100%
Middle	1,637	1,490	91%	123	8%	99%
High	1,991	1,877	94%	113	6%	100%
All	7,846	7,435	95%	375	5%	100%

Data Sources: WCPSS analysis of High Five 2012-13 PLT Survey data.

Notes: The “number of respondents” included all teaching staff who submitted a completed PLT survey.
All percentages were rounded to the nearest whole number.

Table A3
2012-13 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	48	1%	2,762	65%	985	23%	248	6%	209	5%
Middle	13	1%	793	49%	541	33%	184	11%	104	6%
High	17	1%	1,038	52%	775	39%	146	7%	31	2%
All	78	1%	4,593	58%	2,301	29%	578	7%	344	4%

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 2012-13 High Five PLT Survey data.

Table A4
2007-08 to 2012-13 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%
	2012-13	3%	84%	6%	1%	5%	0%	0%
Change from 07-08 to 12-13:		0%	31%	-14%	-3%	-15%	-1%	0%
Elementary	2012-13	2%	87%	6%	0%	4%	0%	0%
Middle	2012-13	6%	77%	9%	1%	7%	0%	0%
High	2012-13	4%	83%	5%	1%	8%	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 = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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

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Data Source: SAS Institute data analysis of 2007-08 through 2012-13 High Five PLT Surveys.

Table A5
PLT Meeting Length 2007-08 to 2012-13

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%
	2012-13	3%	69%	27%	0%
Change from 07-08 to 11-12:		-7%	5%	1%	0%
Elementary	2012-13	1%	68%	30%	0%
Middle	2012-13	6%	70%	24%	0%
High	2012-13	6%	70%	23%	0%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

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

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Data Source: SAS Institute data analysis of 2007-08 through 2012-13 High Five PLT Surveys.

Table A6
2012-13 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	29%	60%	9%	1%	0%	89%	10%
Elementary	28%	62%	8%	1%	0%	90%	9%
Middle	30%	58%	11%	1%	0%	88%	12%
High	32%	58%	9%	1%	1%	90%	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	40%	55%	4%	1%	1%	95%	6%
Elementary	43%	54%	2%	1%	1%	97%	4%
Middle	38%	56%	5%	1%	0%	94%	6%
High	35%	58%	5%	1%	1%	93%	7%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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

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Data Source: WCPSS analysis of 2012-13 High Five PLT Surveys.

Table A7
PLT Survey Responses to Focus-Area Questions, 2007-08 to 2012-13

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%
	2012-13	32%	62%	4%	1%	1%	94%	6%
Change from 2007-08 to 2012-13:		-3%	4%	-1%	0%	0%	1%	-1%
Elementary	2012-13	30%	63%	4%	1%	1%	93%	6%
Middle	2012-13	33%	60%	4%	1%	1%	93%	6%
High	2012-13	36%	60%	3%	1%	1%	96%	5%
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%
	2012-13	21%	62%	14%	1%	1%	83%	16%
Change from 2007-08 to 2012-13:		-3%	2%	0%	-1%	0%	-1%	-1%
Elementary	2012-13	21%	63%	14%	1%	1%	84%	16%
Middle	2012-13	22%	63%	12%	2%	1%	85%	15%
High	2012-13	20%	61%	16%	2%	1%	81%	19%
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%
	2012-13	31%	58%	8%	1%	1%	89%	10%
Change from 2007-08 to 2012-13:		-1%	4%	-4%	-1%	0%	3%	-5%
Elementary	2012-13	30%	59%	8%	1%	1%	89%	10%
Middle	2012-13	32%	57%	9%	2%	1%	89%	12%
High	2012-13	33%	57%	7%	1%	1%	90%	9%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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 through 2012-13 High Five PLT Surveys.

Table A8
PLT Survey Responses to Focus-Area Questions, 2007-08 to 2012-13

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%
	2012-13	32%	60%	6%	1%	1%	92%	8%
Change from 2007-08 to 2012-13:		3%	5%	-6%	-1%	-1%	8%	-8%
Elementary	2012-13	31%	61%	6%	1%	1%	92%	8%
Middle	2012-13	31%	61%	6%	1%	1%	92%	8%
High	2012-13	35%	59%	5%	0%	0%	94%	5%
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%
	2012-13	34%	59%	5%	1%	2%	93%	8%
Change from 2007-08 to 2012-13:		5%	7%	-6%	-1%	-4%	12%	-11%
Elementary	2012-13	33%	59%	5%	1%	2%	92%	8%
Middle	2012-13	32%	61%	5%	1%	2%	93%	8%
High	2012-13	38%	57%	4%	0%	1%	95%	5%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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

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Data Source: SAS Institute data analysis of 2007-08 through 2012-13 High Five PLT Surveys.

Table A9
PLT Survey Responses to Collaboration-Area Questions, 2007-08 to 2012-13

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%
	2012-13	44%	52%	3%	1%	0%	96%	4%
Change from 2007-08 to 2012-13:		2%	2%	-4%	0%	0%	4%	-4%
Elementary	2012-13	44%	52%	2%	1%	0%	96%	3%
Middle	2012-13	45%	50%	4%	0%	0%	95%	4%
High	2012-13	43%	52%	4%	0%	1%	95%	5%
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%
	2012-13	35%	58%	5%	1%	1%	93%	7%
Change from 2007-08 to 2012-13:		3%	1%	-4%	0%	0%	4%	-4%
Elementary	2012-13	33%	60%	5%	1%	1%	93%	7%
Middle	2012-13	37%	56%	6%	0%	0%	93%	6%
High	2012-13	36%	57%	6%	0%	1%	93%	7%
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%
	2012-13	41%	55%	3%	1%	1%	96%	5%
Change from 2007-08 to 2012-13:		1%	1%	-2%	0%	1%	2%	-1%
Elementary	2012-13	39%	56%	3%	0%	1%	95%	4%
Middle	2012-13	42%	53%	3%	1%	1%	95%	5%
High	2012-13	42%	53%	4%	0%	1%	95%	5%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

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Data Source: SAS Institute data analysis of 2007-08 through 2012-13 High Five PLT Surveys.

Table A10
PLT Survey Responses to Collaboration-Area Questions, 2007-08 to 2012-13

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%
	2012-13	41%	51%	6%	1%	1%	92%	8%
Change from 2007-08 to 2012-13:		1%	1%	-2%	-1%	1%	2%	-2%
Elementary	2012-13	40%	53%	6%	1%	1%		
Middle	2012-13	43%	50%	5%	1%	1%		
High	2012-13	43%	49%	5%	2%	1%		
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%
	2012-13	28%	58%	11%	1%	1%	86%	13%
Change from 2007-08 to 2012-13:		2%	5%	-6%	-1%	0%	7%	-7%
Elementary	2012-13	25%	61%	12%	1%	1%	86%	14%
Middle	2012-13	32%	53%	12%	1%	1%	85%	14%
High	2012-13	30%	57%	10%	2%	1%	87%	13%
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%
	2012-13	29%	62%	6%	1%	2%	91%	9%
Change from 2007-08 to 2012-13:		-1%	4%	-4%	0%	2%	3%	-2%
Elementary	2012-13	28%	64%	5%	1%	2%	92%	8%
Middle	2012-13	30%	60%	8%	1%	1%	90%	10%
High	2012-13	30%	62%	6%	1%	1%	92%	8%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

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Data Source: SAS Institute data analysis of 2007-08 through 2012-13 High Five PLT Surveys.

Table A11
PLT Survey Responses to Collaboration-Area Questions, 2007-08 to 2012-13

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%
	2012-13	26%	62%	9%	1%	1%	88%	11%
Change from 2007-08 to 2012-13:		-1%	5%	-5%	-1%	0%	4%	-6%
Elementary	2012-13	27%	63%	8%	1%	1%	90%	10%
Middle	2012-13	26%	60%	12%	1%	1%	86%	14%
High	2012-13	24%	63%	11%	1%	1%	87%	13%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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 through 2012-13 High Five PLT Surveys.

Table A12
PLT Survey Responses to Strategies-and-Interventions-Area Questions, 2007-08 to 2012-13

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%
	2012-13	39%	57%	3%	1%	1%	96%	5%
Change from 2007-08 to 2012-13:		1%	2%	-2%	0%	1%	3%	-1%
Elementary	2012-13	38%	57%	3%	0%	1%	95%	4%
Middle	2012-13	40%	55%	3%	1%	1%	95%	5%
High	2012-13	39%	57%	3%	1%	1%	96%	5%
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%
	2012-13	33%	61%	5%	0%	1%	94%	6%
Change from 2007-08 to 2012-13:		0%	4%	-3%	-1%	1%	4%	-3%
Elementary	2012-13	32%	62%	5%	0%	1%	94%	6%
Middle	2012-13	35%	59%	5%	1%	1%	94%	7%
High	2012-13	34%	59%	5%	1%	1%	93%	7%
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%
	2012-13	30%	63%	6%	1%	1%	93%	8%
Change from 2007-08 to 2012-13:		1%	4%	-4%	0%	0%	5%	-4%
Elementary	2012-13	29%	64%	5%	0%	1%	93%	6%
Middle	2012-13	31%	61%	6%	1%	2%	92%	9%
High	2012-13	30%	62%	6%	1%	2%	92%	9%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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 through 2012-13 High Five PLT Surveys.

Table A13

PLT Survey Responses to Strategies-and-Interventions-Area Questions, 2007-08 to 2012-13

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%
	2012-13	25%	63%	8%	1%	3%	88%	12%
Change from 2007-08 to 2012-13:		6%	12%	-10%	-2%	-7%	18%	-19%
Elementary	2012-13	28%	63%	5%	1%	3%	91%	9%
Middle	2012-13	21%	61%	12%	1%	5%	82%	18%
High	2012-13	26%	65%	9%	1%	3%	91%	13%
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%
	2012-13	21%	57%	17%	1%	3%	78%	21%
Change from 2007-08 to 2012-13:		2%	11%	-11%	-3%	1%	13%	-13%
Elementary	2012-13	23%	59%	14%	1%	3%	82%	18%
Middle	2012-13	19%	54%	22%	2%	3%	73%	27%
High	2012-13	19%	56%	21%	1%	2%	75%	24%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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 through 2012-13 High Five PLT Surveys.

Table A14
PLT Survey Responses to Assessment-Area Questions, 2007-08 to 2012-13

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%
	2012-13	54%	14%	18%	3%	10%	1%
Change from 07-08 to 12-13:		16%	-2%	-2%	-2%	-7%	-4%
Elementary	2012-13	56%	14%	18%	2%	8%	2%
Middle	2012-13	48%	15%	21%	4%	11%	1%
High	2012-13	54%	14%	15%	6%	10%	1%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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 through 2012-13 High Five PLT Surveys.

Table A15
PLT Survey Responses to Assessment-Area Questions, 2007-08 to 2012-13

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%
	2012-13	30%	56%	10%	1%	2%	86%	13%
Change from 2007-08 to 2012-13:		2%	3%	-6%	-1%	1%	5%	-6%
Elementary	2012-13	29%	58%	11%	1%	2%	87%	14%
Middle	2012-13	32%	55%	10%	1%	2%	87%	13%
High	2012-13	32%	55%	10%	1%	2%	87%	13%
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%
	2012-13	32%	57%	8%	1%	2%	89%	11%
Change from 2007-08 to 2012-13:		2%	2%	-5%	0%	1%	4%	-4%
Elementary	2012-13	31%	57%	8%	1%	2%	88%	11%
Middle	2012-13	32%	57%	8%	1%	2%	89%	11%
High	2012-13	34%	56%	7%	1%	2%	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 = 7,607
 2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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 through 2012-13 High Five PLT Surveys.

Table A16
PLT Survey Responses to Assessment-Area Questions, 2007-08 to 2012-13

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%
	2012-13	26%	58%	13%	1%	2%	84%	16%
Change from 2007-08 to 2012-13:		1%	4%	-6%	-1%	1%	5%	-6%
Elementary	2012-13	28%	58%	12%	1%	2%	86%	15%
Middle	2012-13	24%	56%	16%	1%	3%	80%	20%
High	2012-13	24%	59%	14%	1%	2%	83%	17%
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%
	2012-13	23%	59%	15%	1%	2%	82%	18%
Change from 2007-08 to 2012-13:		0%	6%	-6%	-1%	1%	6%	-6%
Elementary	2012-13	24%	60%	13%	1%	2%	84%	16%
Middle	2012-13	22%	58%	16%	1%	3%	80%	20%
High	2012-13	22%	59%	15%	1%	2%	81%	18%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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 through 2012-13 High Five PLT Surveys.

Table A17
PLT Survey Responses to Impact-Area Questions, 2007-08 to 2012-13

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%
	2012-13	28%	57%	12%	2%	1%	85%	15%
Change from 2007-08 to 2012-13:		6%	2%	-5%	-3%	0%	8%	-8%
Elementary	2012-13	26%	60%	12%	2%	0%	86%	14%
Middle	2012-13	32%	55%	10%	3%	1%	87%	14%
High	2012-13	29%	55%	13%	3%	1%	84%	17%
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%
	2012-13	25%	58%	14%	2%	1%	83%	17%
Change from 2007-08 to 2012-13:		5%	3%	-6%	-2%	0%	8%	-8%
Elementary	2012-13	23%	61%	13%	2%	1%	84%	16%
Middle	2012-13	29%	56%	12%	3%	1%	85%	16%
High	2012-13	26%	55%	16%	3%	1%	81%	20%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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 through 2012-13 High Five PLT Surveys.

Table A18
PLT Survey Responses to Impact-Area Questions, 2007-08 to 2012-13

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%
	2012-13	33%	61%	4%	1%	1%	94%	6%
Change from 2007-08 to 2012-13:		-1%	3%	-2%	-1%	1%	2%	-2%
Elementary	2012-13	30%	64%	5%	1%	1%	94%	7%
Middle	2012-13	38%	56%	4%	1%	1%	94%	6%
High	2012-13	35%	58%	4%	2%	1%	93%	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%
	2012-13	23%	51%	20%	5%	1%	74%	26%
Change from 2007-08 to 2012-13:		2%	4%	-4%	-3%	0%	6%	-7%
Elementary	2012-13	20%	54%	20%	5%	1%	74%	26%
Middle	2012-13	29%	51%	16%	4%	1%	80%	21%
High	2012-13	25%	46%	22%	5%	1%	71%	28%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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 through 2012-13 High Five PLT Surveys.

Table A19
PLT Survey Responses to Support-Area Questions, 2007-08 to 2012-13

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%
	2012-13	17%	63%	16%	3%	2%	80%	21%
Change from 2007-08 to 2012-13:		-1%	9%	-5%	-2%	1%	8%	-6%
Elementary	2012-13	17%	64%	15%	2%	2%	81%	19%
Middle	2012-13	18%	60%	16%	3%	2%	78%	21%
High	2012-13	16%	61%	17%	3%	2%	77%	22%
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%
	2012-13	15%	58%	21%	3%	3%	73%	27%
Change from 2007-08 to 2012-13:		-2%	7%	-3%	-2%	1%	5%	-4%
Elementary	2012-13	15%	60%	21%	2%	3%	75%	26%
Middle	2012-13	16%	54%	23%	4%	4%	70%	31%
High	2012-13	17%	59%	18%	3%	3%	76%	24%
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%
	2012-13	15%	59%	19%	2%	4%	74%	25%
Change from 2007-08 to 2012-13:		0%	11%	-7%	-3%	-2%	11%	-12%
Elementary	2012-13	15%	60%	20%	2%	3%	75%	25%
Middle	2012-13	15%	57%	21%	3%	5%	72%	29%
High	2012-13	17%	60%	17%	3%	3%	77%	23%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,426; 2010-11 n = 7,403; 2011-12 n = 7,607

2012-13 n = Elementary: 4,218; Middle: 1,637; High: 1,991; Total: 7,846

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 through 2012-13 High Five PLT Surveys.