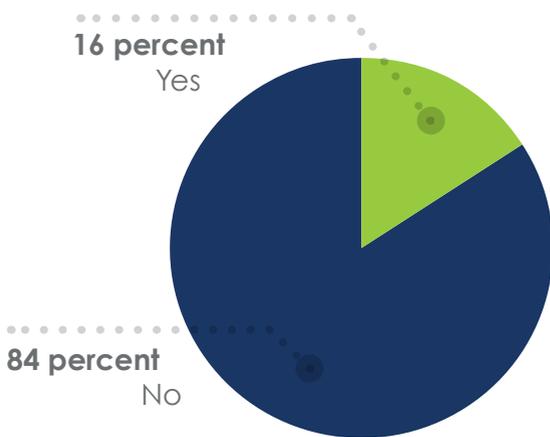


Teach Plus polled over 1,000 teachers in 40 states and the District of Columbia about ESSA in July 2016. Highlights from their responses are below.¹

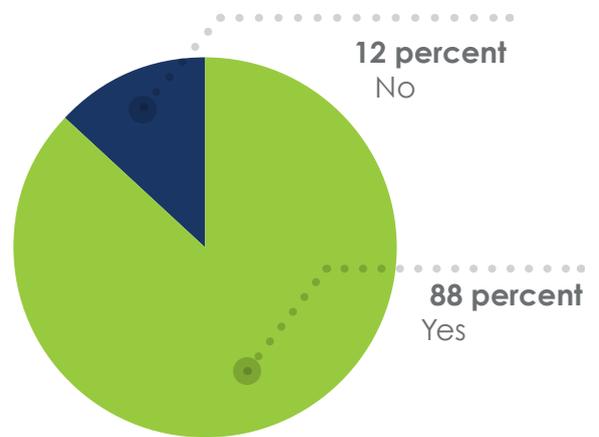
FINDING #1:

While the majority of teachers are interested in providing input to their state about ESSA, only a small percentage have had an opportunity to do so.

Have you had an opportunity to provide input to your state about ESSA?

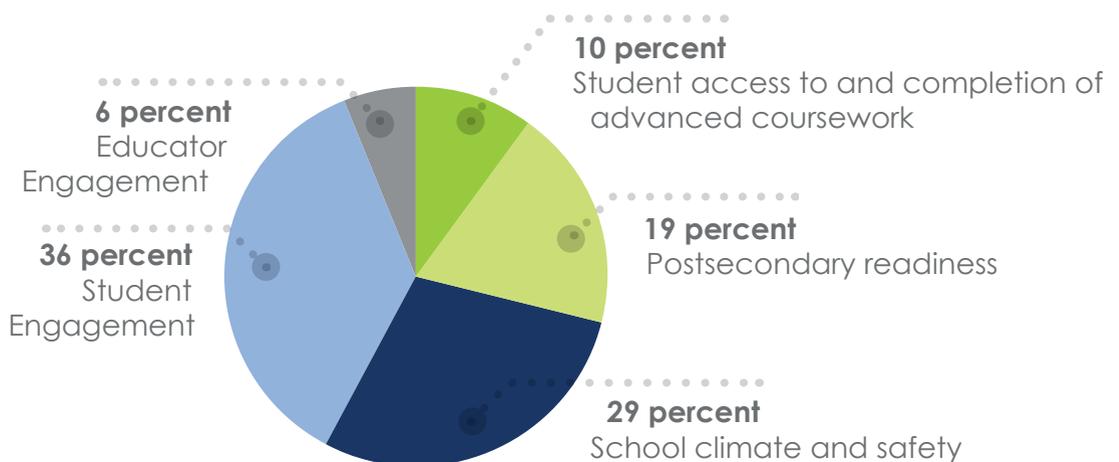


Would you like to provide input to your state about ESSA?



TEACHERS RATE STUDENT ENGAGEMENT AS THE MOST ESSENTIAL INDICATOR OF SCHOOL QUALITY.

If your state were to choose only one of these potential indicators of School Quality or Student Success to be included in your state's accountability plan, which do you think would be most important to include?



THE MAJORITY OF TEACHERS SUPPORT ALL OF THE PROPOSED INDICATORS.

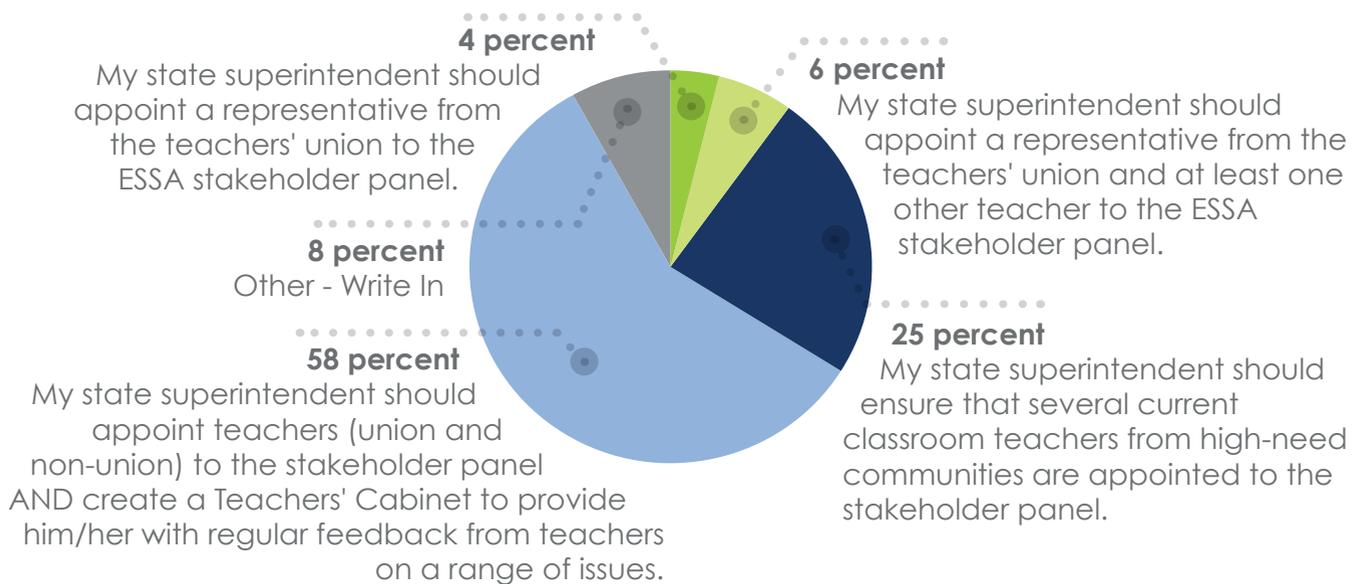
If your state were to choose more than one of these five potential indicators of School Quality or Student Success, please indicate which you would support or oppose.

- + 91% of teachers support using school climate and safety as an indicator of School Quality and Student Success
- + 85% of teachers support using student engagement as an indicator of School Quality and Student Success
- + 80% of teachers support using educator engagement as an indicator of School Quality and Student Success
- + 76% of teachers support using postsecondary readiness as an indicator of School Quality and Student Success
- + 66% of teachers support using student access to and completion of advanced coursework as an indicator of School Quality and Student Success

FINDING #2:

Most teachers want multiple teachers' voices at the ESSA stakeholder table. There is significant support for representation from teachers involved with their union, teachers not involved with their union, and teachers in high-poverty schools.

What is the best way for states to engage teachers and demonstrate that they have fully met the requirement for meaningful teacher engagement?



“All stakeholders need to be involved in these conversations, from teachers to students to administrators to parents to community members.”

“Listen to the teachers AND the parents AND the students. Teachers know what our students need, parents know what their children and their communities need and students know what they need and communicate that if they feel heard.”

“Attendance is its own important data point. When students aren't in school, they aren't learning. Schools need pressure to create an environment where students want to and will make an effort to show up.”

1. In this sample of 1,007 public school teachers, 90.0 percent teach in traditional public schools and 10.0 teach in public charter schools; 13.2 percent have 5 or fewer years of full-time teaching experience, 19.4 percent have 6 to 10 years, 42.9 percent have 11 to 20 years, 16.0 percent have 21 to 30 years, and 8.5 percent have 31 or more years. Respondents teach in 40 states and the District of Columbia.