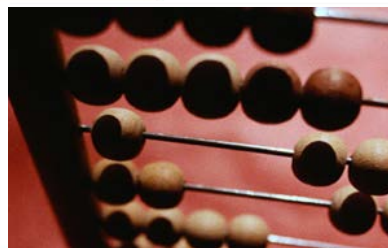




Charter School Leader ESE Satisfaction Survey Summary of Findings

Prepared for the Massachusetts Department of Elementary and
Secondary Education

February, 2012



Survey Frequency Distributions

The following tables present frequency distributions for each section of the Charter School Leader ESE Satisfaction Survey. Of the 65 charter school leaders surveyed¹, 40 responded, resulting in a response rate of 62%. The total number of valid responses varies throughout the survey for two reasons: (1) some respondents either intentionally or inadvertently did not respond to some of the survey questions, and (2) in all cases, “don’t know” and “doesn’t apply” responses were omitted prior to computing frequencies. For each question the response option which was chosen the most often has been highlighted.

I. Your Experience as an Administrator

I. Please indicate your years of experience as of the current school year

I have been...	N	Less than one year	One year	Between 2 and 4 years	More than 4 years
A <u>charter school administrator</u> for...	37	13.5%	0.0%	18.9%	67.6%
A charter school administrator in <u>the state of Massachusetts</u> for...	39	10.3%	2.6%	25.6%	61.5%

II. ESE Approach to Charter School Engagement

2. To what extent do you agree or disagree with each of the following statements relative to ESE engagement with your charter school? Base your responses on your charter school’s recent experience with ESE.

ESE ...	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Works proactively with my charter school to understand its needs	39	10.3%	43.6%	35.9%	10.3%
Engages my charter school in a collaborative manner	39	15.4%	48.7%	28.2%	7.7%
Provides effective support for educational improvement in my charter school	34	5.9%	38.2%	38.2%	17.6%

¹ The total number surveyed represents the total number of charter school leaders for whom we could establish communication. That is, charter school leaders with undeliverable email addresses and those who “opted out” of the web-based survey program were excluded. All efforts were made to remedy undeliverable addresses before exclusion.

ESE ...	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Is focused on enhancing my charter school's ability to support curriculum and instruction	36	5.6%	36.1%	41.7%	16.7%
Offers my charter school a chance to provide input regarding policy and program development	37	16.2%	40.5%	32.4%	10.8%
Facilitates engagement between districts and charter schools to ensure effective models and practices are shared	36	0.0%	2.8%	41.7%	55.6%

3. To what extent has ESE's contact with your charter school focused on ensuring compliance as opposed to providing assistance? Base your response on your charter school's recent experience with ESE.

N= 36									
Predominantly Compliance									
				Predominantly Assistance					
47.2%	16.7%	8.3%	16.7%	5.6%	2.8%	0.0%	0.0%	2.8%	

4. ESE strives to strike an appropriate balance between compliance and assistance responsibilities. To what extent do you believe the ESE has achieved an appropriate balance?

N	Far too focused on compliance	Too Focused on compliance	About right	Too focused on assistance	Far too focused on assistance
38	44.7%	39.5%	13.2%	0.0%	2.6%

III. ESE Performance

- 5. To what extent do you agree or disagree with each of the following statements regarding ESE performance relative to policies and programs? Base your responses on your charter school's recent experience with ESE.**

ESE ...	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Promotes high academic standards through the state curriculum frameworks	35	48.6%	48.6%	2.9%	0.0%
Has an effective system for charter school accountability	34	35.3%	47.1%	11.8%	5.9%
Provides effective support for charter school improvement	28	0.0%	35.7%	46.4%	17.9%
Has policies and programs that contribute to educator effectiveness	33	3.0%	48.5%	36.4%	12.1%
Provides effective support for programs for English language learners	30	3.3%	30.0%	36.7%	30.0%
Provide effective support for programs for students with disabilities	32	12.5%	46.9%	34.4%	6.3%
Provides services in a coherent, well coordinated fashion	34	5.9%	38.2%	35.3%	20.6%
Coordinates planning requirements to maximize benefits to charter schools	33	0.0%	36.4%	45.5%	18.2%
Coordinates grants and aid awards to maximize benefits to charter schools	34	2.9%	41.2%	32.4%	23.5%
Is effective in its efforts to improve the overall quality of public K-12 education	34	2.9%	58.8%	29.4%	8.8%

- 6. To what extent do you agree or disagree with each of the following statements regarding ESE performance relative to communication? Base your responses on your charter school's recent experience with ESE.**

ESE ...	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Provides information in a timely fashion	36	22.2%	58.3%	11.1%	8.3%
Provides relevant information	36	27.8%	63.9%	8.3%	0.0%
Provides accurate information in response to my questions	36	27.8%	50.0%	19.4%	2.8%
Responds to inquiries in a professional and courteous manner	36	41.7%	44.4%	8.3%	5.6%
Communicates proactively when there are important policy or regulatory changes	36	33.3%	41.7%	19.4%	5.6%
Identifies and shares best practices with charter schools	36	2.8%	25.0%	55.6%	16.7%
Communicates effectively with charter schools	36	13.9%	55.6%	25.0%	5.6%

IV. ESE Support for Educator Effectiveness

7. Please rate ESE support for charter school administrator effectiveness. Base your responses on your charter school's recent experience with ESE.

	N	Excellent	Good	Fair	Poor
Clarity of standards for the knowledge and skills that charter school <u>administrators</u> must possess, as defined by NCLB	27	3.7%	37.0%	44.4%	14.8%
Appropriateness of standards for the knowledge and skills that charter school <u>administrators</u> must possess, as defined by NCLB	27	7.4%	40.7%	29.6%	22.2%
Guidance and support for charter school <u>administrators</u> who choose to pursue state licensure	18	0.0%	22.2%	38.9%	38.9%
Quality of ESE-delivered professional development for charter school <u>administrators</u>	26	0.0%	19.2%	46.2%	34.6%
Overall support for charter school <u>administrator</u> effectiveness	32	0.0%	28.1%	43.8%	28.1%

8. Please rate ESE support for teacher effectiveness. Base your responses on your charter school's recent experience with ESE.

	N	Excellent	Good	Fair	Poor
Clarity of standards for the knowledge and skills that charter school <u>teachers</u> must possess, as defined by NCLB	34	2.9%	47.1%	38.2%	11.8%
Appropriateness of standards for the knowledge and skills that charter school <u>teachers</u> must possess, as defined by NCLB	34	5.9%	44.1%	32.4%	17.6%
Guidance and support for charter school <u>teachers</u> who choose to pursue state licensure	32	3.1%	21.9%	40.6%	34.4%
Quality of ESE-delivered professional development for charter school <u>teachers</u>	29	0.0%	20.7%	55.2%	24.1%
Overall support for charter school <u>teacher</u> effectiveness	33	0.0%	27.3%	48.5%	24.2%

V. Curriculum, Instruction, and Assessment

9. Please rate ESE support for curriculum, instruction, and assessment. Base your responses on your charter school's recent experience with ESE.

Quality of ESE services to support...	N	Excellent	Good	Fair	Poor
Students' readiness for college	24	4.2%	20.8%	66.7%	8.3%
Students' readiness for careers	22	0.0%	22.7%	68.2%	9.1%
Curriculum development in your charter school	27	0.0%	14.8%	51.9%	33.3%
Instructional improvement in your charter school	29	0.0%	10.3%	58.6%	31.0%
Use of assessments in your charter school	31	6.5%	16.1%	51.6%	25.8%
Use of data for charter school improvement	30	3.3%	16.7%	60.0%	20.0%

VI. Support for Charter School Improvement

10. Please rate ESE implementation of charter school accountability requirements. Base your responses on your charter school's recent experience with ESE.

	N	Excellent	Good	Fair	Poor
Clarity of expectations for charter school performance	34	20.6%	47.1%	26.5%	5.9%
Guidance and other support for your charter school performance for you charter school as it seeks to meet standards and requirements for operation	34	11.8%	41.2%	38.2%	8.8%
Clarity of renewal guidelines for charter schools	32	21.9%	56.3%	21.9%	0.0%
Coordination of the charter school accountability system	34	14.7%	52.9%	23.5%	8.8%
Quality of information the Charter School Office (CSO) uses to support its renewal decisions (e.g., site visits, annual reports, financial statements, etc.)	33	27.3%	51.5%	18.2%	3.0%
Transparency of the process by which charter school renewal is determined	31	16.1%	54.8%	22.6%	6.5%

VII. Student Support Services

11. Please rate the quality of ESE's efforts related to student support services. Base your responses on your charter school's recent experience with ESE.

Quality of ESE support for...	N	Excellent	Good	Fair	Poor
MCAS preparation and remediation programs	27	3.7%	48.1%	29.6%	18.5%
Dropout prevention and recovery programs	14	0.0%	42.9%	50.0%	7.1%
Student health and safety programs	28	3.6%	46.4%	39.3%	10.7%
Bullying prevention programs	32	6.3%	46.9%	40.6%	6.3%

VIII. ESE Vision and Goals

12. To what extent do you agree or disagree with each of the following statements regarding ESE's vision? Base your responses on your charter school's recent experience with ESE.

	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
ESE has articulated a clear vision for educational improvement in Massachusetts	32	9.4%	59.4%	25.0%	6.3%
I believe ESE's vision will lead to educational improvement in Massachusetts	32	12.5%	62.5%	18.8%	6.3%

13. ESE has established the following six major goals: 1. Early grades literacy, 2. Middle Grades Numeracy, 3. College and Career Readiness, 4. Educator Effectiveness (in support of student learning), 5. Data Use (in support of district and school improvement), 6. District and School Turnaround

	N	Very Aware	Somewhat Aware	Not Aware at All
To what extent were you aware of the goals stated above?	33	27.3%	54.5%	18.2%

14. Based on your observation, what is ESE's apparent level of commitment to each of its six major goals?

	N	High	Moderate	Low	None
Increasing students' literacy in the early grades	30	13.3%	66.7%	20.0%	0.0%
Increasing students' numeracy achievement in the middle grades	30	10.0%	63.3%	23.3%	3.3%
Improving student preparation for college or career	29	10.3%	65.5%	13.8%	10.3%
Improving the effectiveness of educators in support of student learning	32	28.1%	50.0%	18.8%	3.1%
Increasing data use to support district and school improvement	31	48.4%	32.3%	16.1%	3.2%
Turning around the lowest performing schools and districts	30	50.0%	43.3%	6.7%	0.0%

15. Each of ESE's six major goals encompass a wide range of initiatives and accompanying tools and systems. Please rate the quality of ESE's implementation of the selected tools and systems below

	N	Excellent	Good	Fair	Poor
The 2011 ESE curriculum framework for English language arts	28	17.9%	53.6%	28.6%	0.0%
The 2011 ESE curriculum framework for mathematics	28	17.9%	50.0%	32.1%	0.0%
MassCore, ESE's recommended high school curriculum for college and career readiness	18	22.2%	33.3%	27.8%	16.7%
The educator evaluation framework	26	7.7%	34.6%	46.2%	11.5%
Massachusetts Tiered System of Support	17	17.6%	29.4%	41.2%	11.8%

Comparison of 2009 and 2011 Survey Results

The following tables present a comparison of frequency distributions from the 2009 and 2011 Charter School Leader ESE satisfaction survey for each question that appeared in both surveys. The total number of valid responses varies throughout the tables for two reasons: (1) some respondents either intentionally or inadvertently did not respond to some of the survey questions, and (2) in all cases, “don’t know” and “doesn’t apply” responses were omitted prior to computing frequencies. For each question the response option that was chosen the most often has been highlighted.

The 2009 and 2011 results were tested for significant differences using a chi square test. A finding of a significant difference between the two results indicates that changes in responses from 2009 to 2011 are not likely due to chance. In all cases, the significance level was set at .05. If a 2009-2011 comparison was significant the word “yes” will appear in the significant column, if the results are not significant the word “no” will appear.

1. To what extent do you agree or disagree with each of the following statements relative to ESE engagement with your charter school? Base your responses on your charter school’s recent experience with ESE.

ESE ...	Year	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Significant
ESE offers my charter school a chance to provide input regarding policy and program development	2009	44	9.1%	56.8%	20.5%	13.6%	No
	2011	37	16.2%	40.5%	32.4%	10.8%	
Facilitates engagement between districts and charter schools to ensure effective models and practices are disseminated	2009	44	2.3%	18.2%	27.3%	52.3%	No
	2011	36	0.0%	2.8%	41.7%	55.6%	

2. To what extent has ESE’s contact with your charter school focused on ensuring compliance as opposed to providing assistance? Base your response on your charter school’s recent experience with ESE.

Year	N	<div>Predominantly Compliance<div>←</div><div>→</div>Predominantly Assistance</div>								Significant	
2009	42	21.4%	28.6%	28.6%	7.1%	9.5%	2.4%	2.4%	0.0%	0.0%	No
2011	36	47.2%	16.7%	8.3%	16.7%	5.6%	2.8%	0.0	0.0	2.8%	

3. To what extent do you agree or disagree with each of the following statements regarding ESE performance relative to policies and programs? Base your responses on your charter school's recent experience with ESE.

ESE ...	Year	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Significant
Promotes high academic standards through the state curriculum frameworks	2009	44	34.1%	50.0%	11.4%	4.5%	No
	2011	35	48.6%	48.6%	2.9%	0.0%	
Has an effective system for charter school accountability	2009	46	39.1%	43.5%	13.0%	4.3%	No
	2011	34	35.3%	47.1%	11.8%	5.9%	
Provides effective support for programs for English Language Learners	2009	33	3.0%	24.2%	39.4%	33.3%	No
	2011	30	3.3%	30.0%	36.7%	30.0%	
Provides effective support for programs for students with disabilities	2009	43	9.3%	46.5%	34.9%	9.3%	No
	2011	32	12.5%	46.9%	34.4%	6.3%	
Provides services in a coherent, well-coordinated fashion	2009	45	11.1%	51.1%	26.7%	11.1%	No
	2011	34	5.9%	38.2%	35.3%	20.6%	
Is effective in its efforts to improve the overall quality of public K-12 education	2009	43	18.6%	48.8%	23.3%	9.3%	No
	2011	34	2.9%	58.8%	29.4%	8.8%	

4. To what extent do you agree or disagree with each of the following statements regarding ESE performance relative to communication? Base your responses on your charter school's recent experience with ESE.

ESE ...	Year	N	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Significant
Provides accurate information in response to my questions	2009	44	31.8%	34.1%	29.5%	4.5%	No
	2011	36	27.8%	50.0%	19.4%	2.8%	
Responds to inquiries in a professional and courteous manner	2009	44	36.4%	47.7%	13.6%	2.3%	No
	2011	36	41.7%	44.4%	8.3%	5.6%	

5. Please rate ESE support for charter school administrator effectiveness. Base your responses on your charter school's recent experience with ESE.

	Year	N	Excellent	Good	Fair	Poor	Significant
Quality of ESE-delivered professional development for charter school <u>administrators</u>	2009	40	7.5%	30.0%	40.0%	22.5%	No
	2011	26	0.0%	19.2%	46.2%	34.6%	

6. Please rate ESE support for teacher effectiveness. Base your responses on your charter school's recent experience with ESE.

	Year	N	Excellent	Good	Fair	Poor	Significant
Clarity of standards for the knowledge and skills that charter school <u>teachers</u> must possess, as defined by NCLB	2009	44	6.8%	43.2%	34.1%	15.9%	No
	2011	34	2.9%	47.1%	38.2%	11.8%	
Appropriateness of standards for the knowledge and skills that charter school <u>teachers</u> must possess, as defined by NCLB	2009	43	9.3%	51.2%	25.6%	14.0%	No
	2011	34	5.9%	44.1%	32.4%	17.6%	
Quality of ESE-delivered professional development for charter school <u>teachers</u>	2009	39	10.3%	20.5%	48.7%	20.5%	No
	2011	29	0.0%	20.7%	55.2%	24.1%	

7. Please rate ESE support for curriculum, instruction, and assessment. Base your responses on your charter school's recent experience with ESE.

Quality of ESE services to support...	Year	N	Excellent	Good	Fair	Poor	Significant
Students' readiness for college	2009	40	12.5%	55.0%	22.5%	10.0%	Yes
	2011	24	4.2%	20.8%	66.7%	8.3%	
Students' readiness for career	2009	37	16.2%	32.4%	37.8%	13.5%	No
	2011	22	0.0%	22.7%	68.2%	9.1%	
Curriculum development in your charter school	2009	34	2.9%	29.4%	35.3%	32.4%	No
	2011	27	0.0%	14.8%	51.9%	33.3%	
Instructional improvement in your charter school	2009	35	5.7%	11.4%	31.4%	51.4%	No
	2011	29	0.0%	10.3%	58.6%	31.0%	
Use of assessments in your charter school	2009	38	5.3%	21.1%	36.8%	36.8%	No
	2011	31	6.5%	16.1%	51.6%	25.8%	

8. Please rate ESE implementation of charter school accountability requirements. Base your responses on your charter school's recent experience with ESE.

	Year	N	Excellent	Good	Fair	Poor	Significant
Clarity of expectations for charter school performance	2009	42	33.3%	52.4%	9.5%	4.8%	No
	2011	34	20.6%	47.1%	26.5%	5.9%	
Guidance and other support for your charter school as it seeks to meet standards and requirements for operation	2009	43	14.0%	58.1%	20.9%	7.0%	No
	2011	34	11.8%	41.2%	38.2%	8.8%	
Clarity of renewal guidelines for charter schools	2009	42	28.6%	59.5%	7.1%	4.8%	No
	2011	32	21.9%	56.3%	21.9%	0.0%	
Coordination of the charter school accountability system	2009	39	12.8%	56.4%	12.8%	17.9%	No
	2011	34	14.7%	52.9%	23.5%	8.8%	
Quality of information the Charter School Office (CSO) uses to support its renewal decisions (e.g., site visits, annual reports, financial statements, etc.)	2009	41	29.3%	43.9%	19.5%	7.3%	No
	2011	33	27.3%	51.5%	18.2%	3.0%	

	Year	N	Excellent	Good	Fair	Poor	Significant
Transparency of the process by which charter school renewal is determined	2009	38	31.6%	50.0%	10.5%	7.9%	No
	2011	31	16.1%	54.8%	22.6%	6.5%	

9. Please rate the quality of ESE's efforts related to student support services. Base your responses on your charter school's recent experience with ESE.

Quality of ESE support for...	Year	N	Excellent	Good	Fair	Poor	Significant
MCAS preparation and remediation programs	2009	35	8.6%	34.3%	34.3%	22.9%	No
	2011	27	3.7%	48.1%	29.6%	18.5%	
Dropout prevention and recovery programs	2009	24	12.5%	16.7%	50.0%	20.8%	No
	2011	14	0.0%	42.9%	50.0%	7.1%	
Student health and safety programs	2009	34	2.9%	41.2%	29.4%	26.5%	No
	2011	28	3.6%	46.4%	39.3%	10.7%	

