



Arizona's Common Core Standards (ACCS) Implementation

Principal Survey Report

May-June 2013



Survey Overview

The Arizona Department of Education (ADE), in partnership with the Governor's Office of Education Innovation (GOEI) and Regional Centers, distributed a state-wide survey to 1,649 principals regarding awareness, understanding, training/resources, and implementation of Arizona's Common Core Standards (ACCS). This survey was conducted to provide broad information on progress to this collective group—the Collaborative Education Partners (CEP)—in order to identify where and how (together) we can provide resources and training to Arizona's education community to facilitate successful implementation of ACCS.

The ADE administered a total of three (3) surveys this school year, to gauge progress in training and implementation of ACCS. The first survey, administered in August 2012, was sent to 1,795 principals and had a 23% response rate (416 respondents). The second survey, administered in January 2013, was sent to 1,986 principals and had a 30% response rate (589 respondents). This survey yielded a 17% response rate (284 respondents). It was distributed in mid-May and remained open through mid-June 2013. While the intent was to ensure that all principals had an opportunity to respond prior to dismissing for summer break, the decreased response rate suggests the timing of this survey presented unforeseen challenges for the field. Moving forward, only two (2) Principal surveys will be administered each school year (late summer or early fall, and January).

This input is invaluable in helping us focus our efforts to improve our support for Arizona's schools and students. To encourage candid feedback, survey results were returned to ADE Organizational Development staff. IP addresses were neither collected nor stored. No specific information about school(s) was revealed to the three CEP agencies. This summary report of all responses has been developed for review by CEP.

Data Collection Process

The data collection process for the May-June 2013 Principal assessment entailed distribution of a confidential, online survey to all Arizona Principals (1,649 individuals). Based on feedback from respondents and CEP partners, the survey and process were amended to more effectively collect meaningful feedback. To that end, ACCS-related questions/items were included from guidelines provided by a collaborative effort that included Achieve, the U.S. Education Delivery Institute (EDI), and Education First. They were designed for voluntary use by state education agencies to create feedback loops for ACCS implementation efforts.

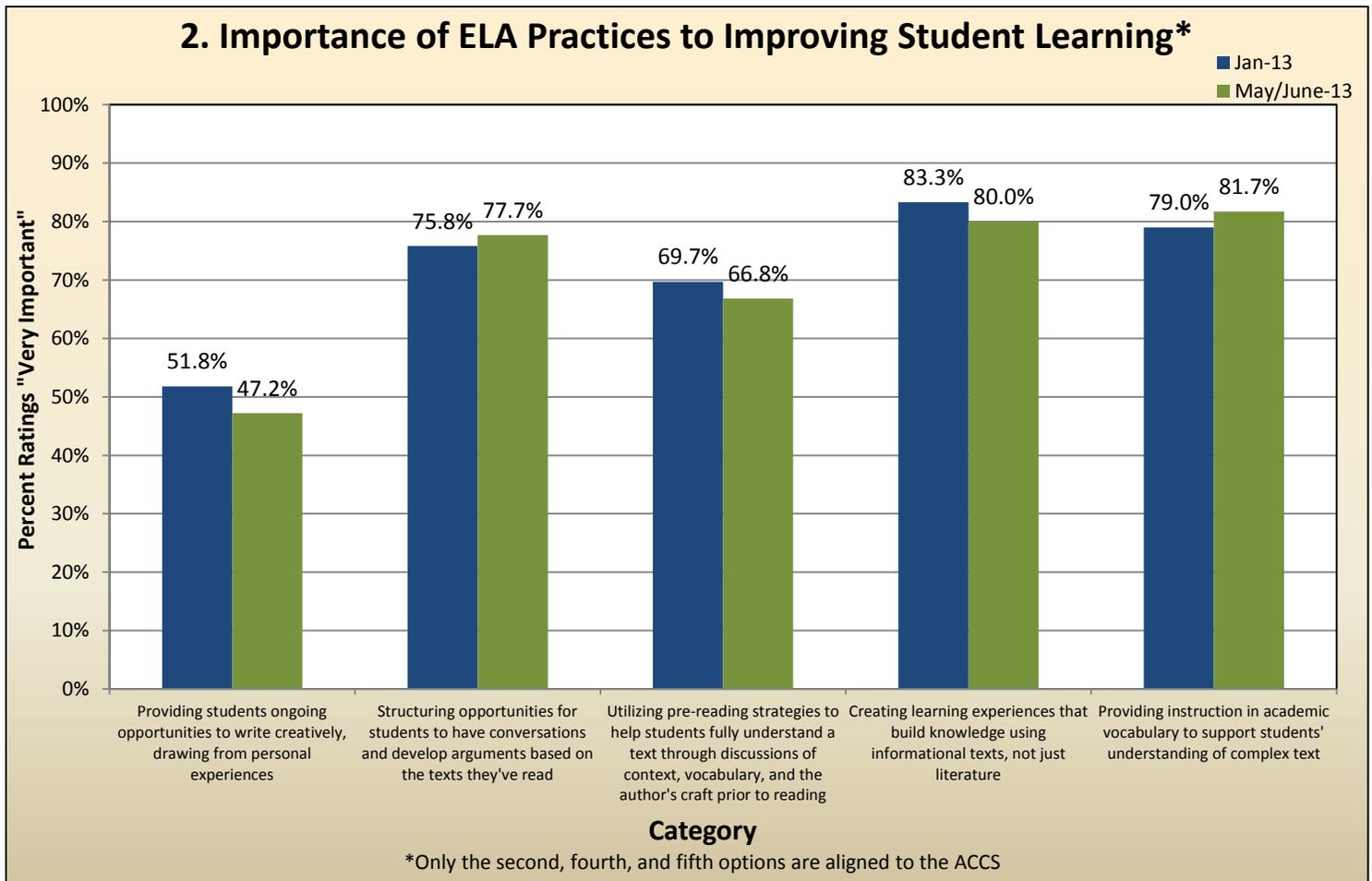
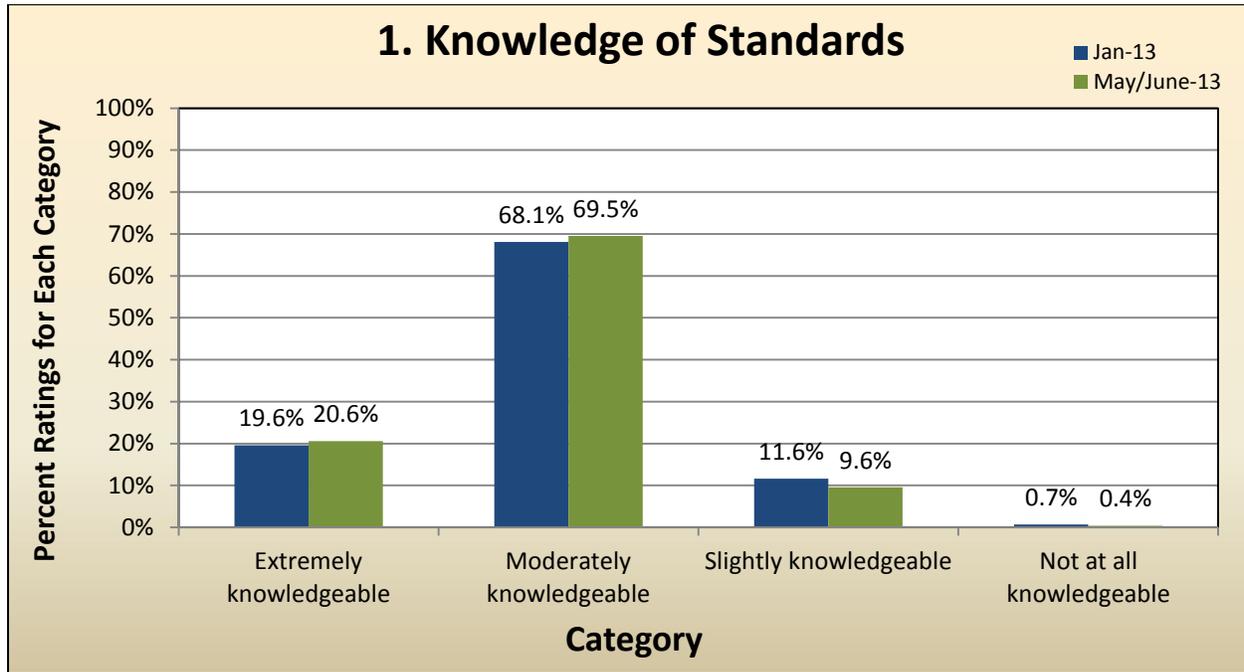
There were a total of sixteen (16) items/questions in the survey: five (5) questions related to understanding of the ACCS; four (4) questions/items addressed the reach/scope of resources/training provided; one (1) question referenced the challenges of implementing ACCS; one (1) item referenced the perception of leadership support for ACCS learning implementation; and five (5) items requested information on demographics (i.e. district or charter school, school size), to help target areas needing support.

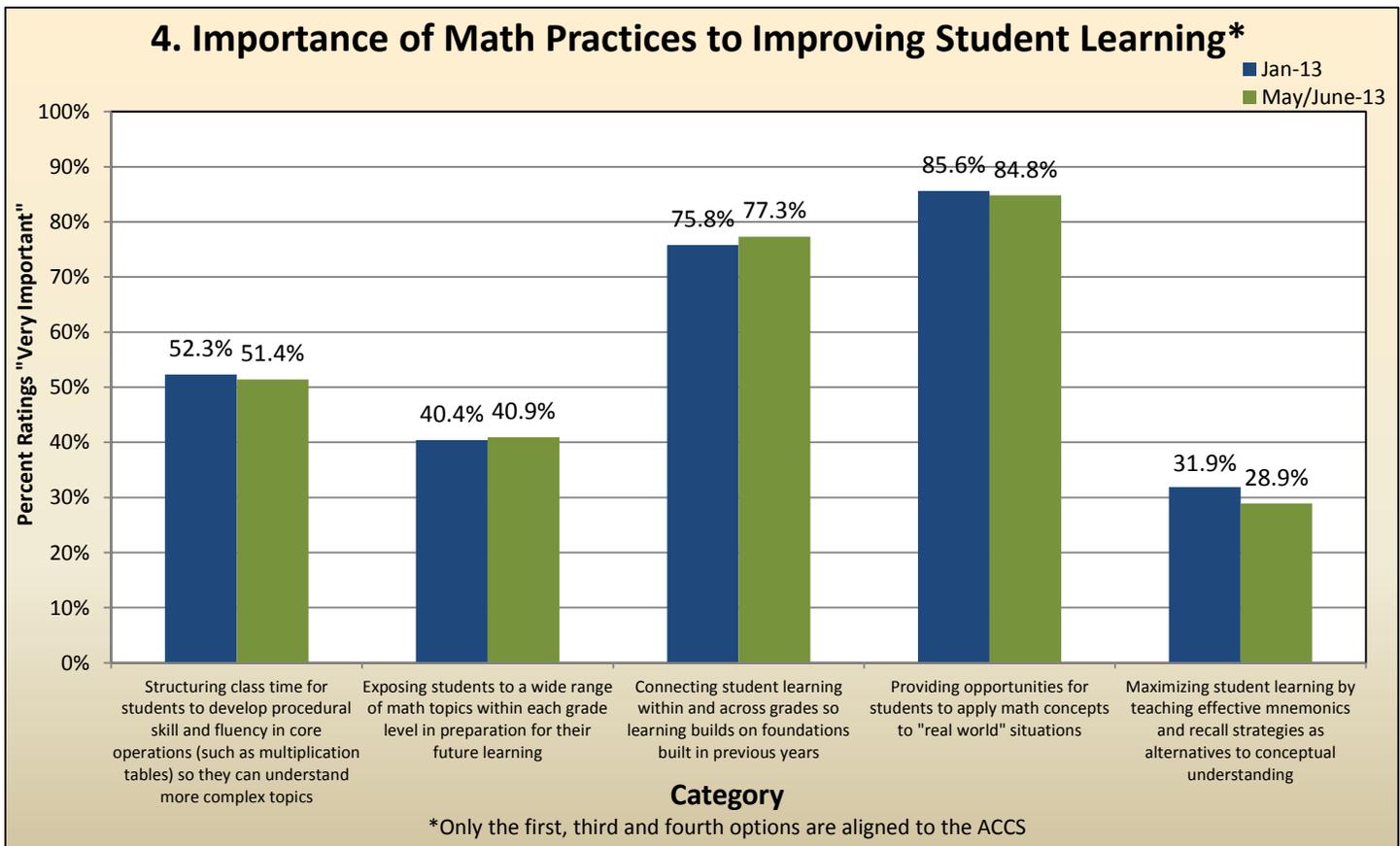
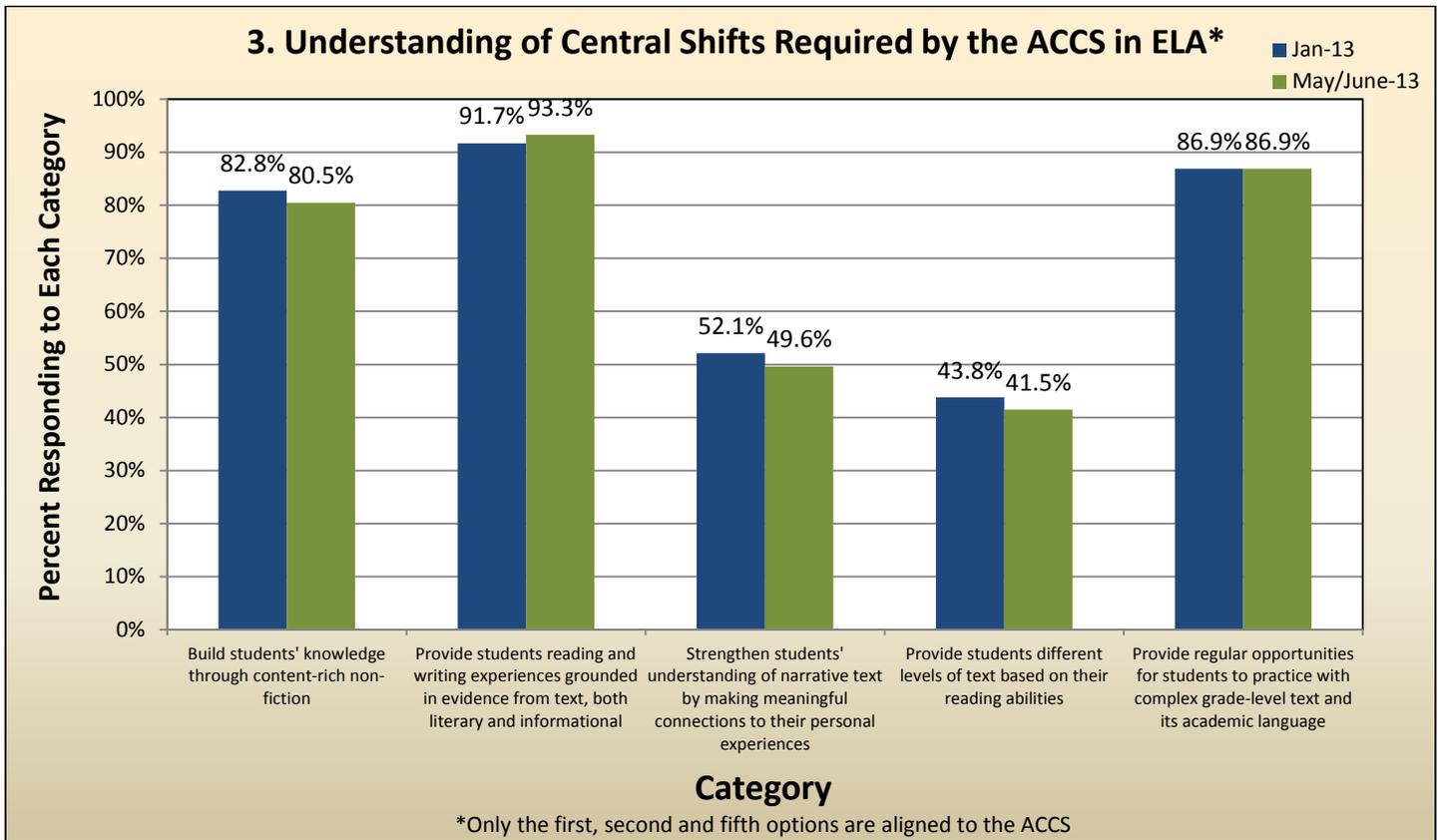
Data Presentation

Charts provide summary results for state-wide responses to all items/questions. Comparison data is provided for both January 2013 and May/June 2013 surveys. Where appropriate, August 2012 survey data is also provided for comparison. A table beginning on page 10 provides a breakdown of detailed May/June 2013 responses by County.



Response Summaries:

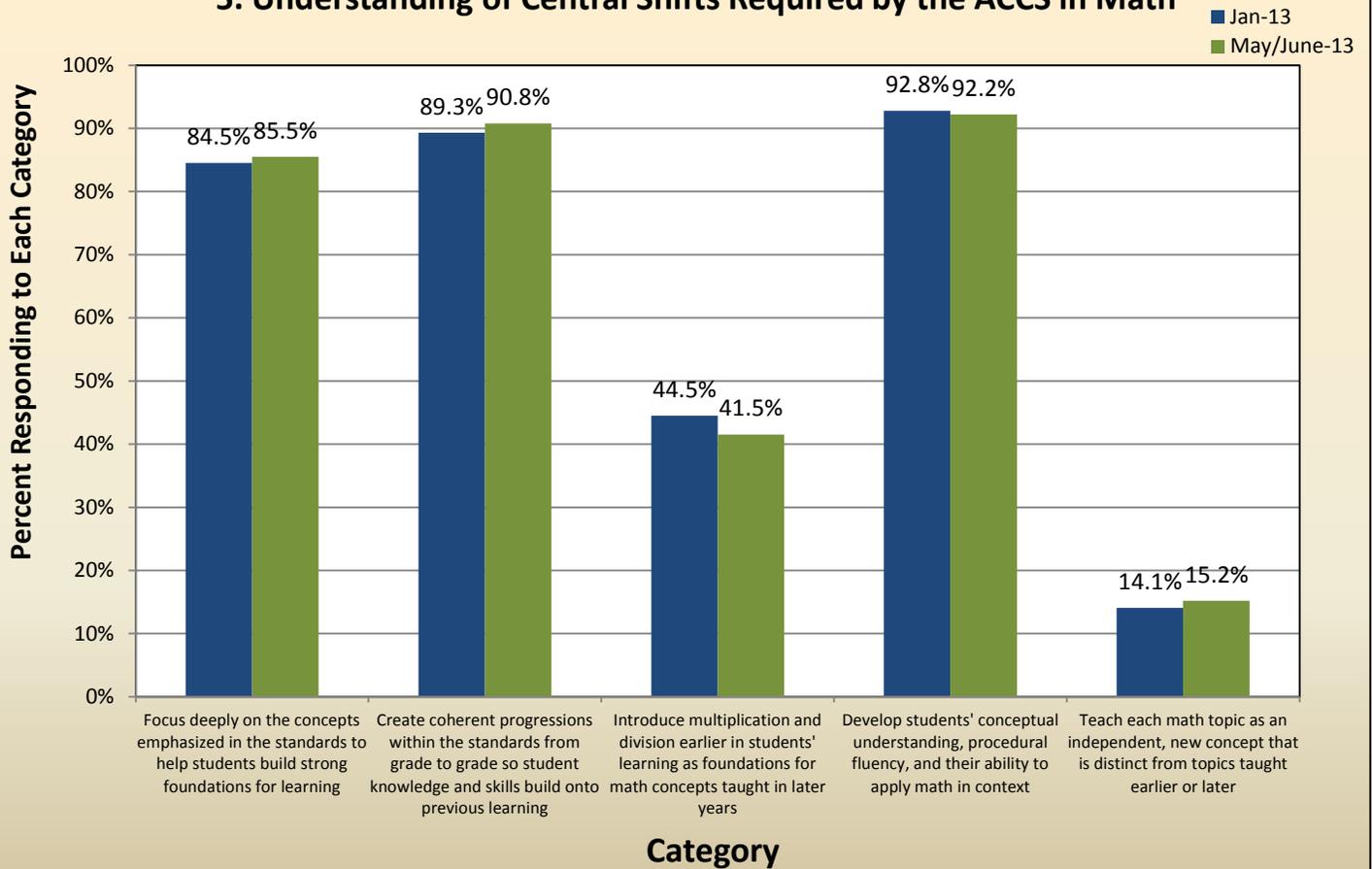






Arizona's Common Core Standards (ACCS) Principal Survey Report

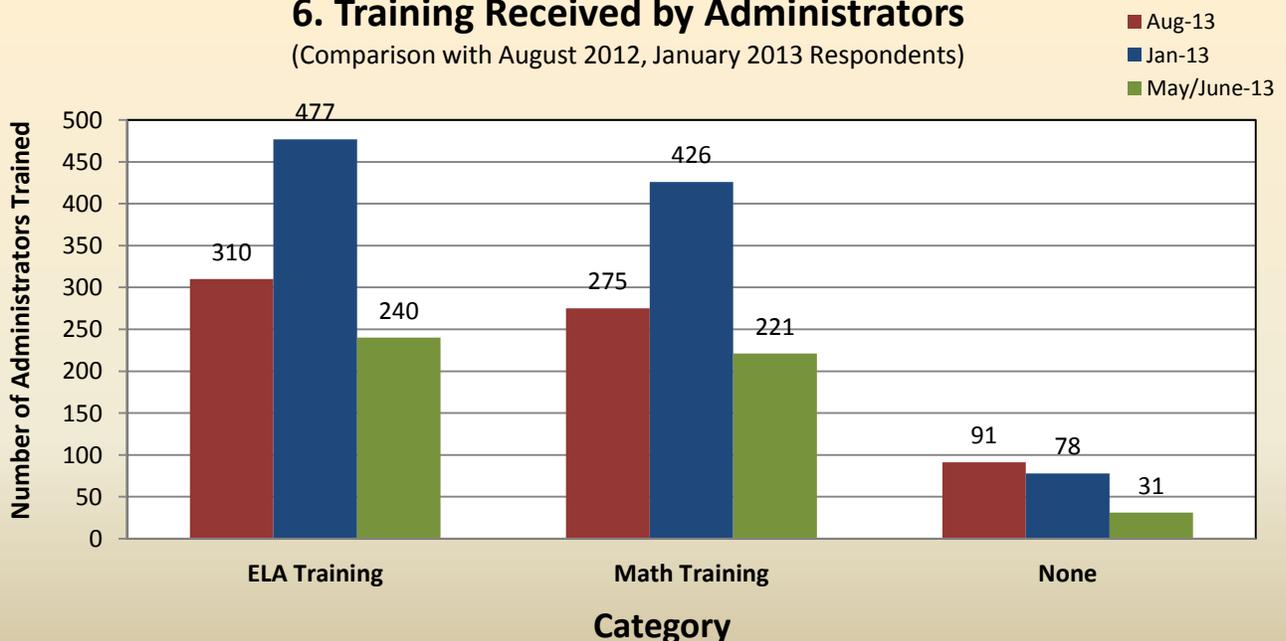
5. Understanding of Central Shifts Required by the ACCS in Math*

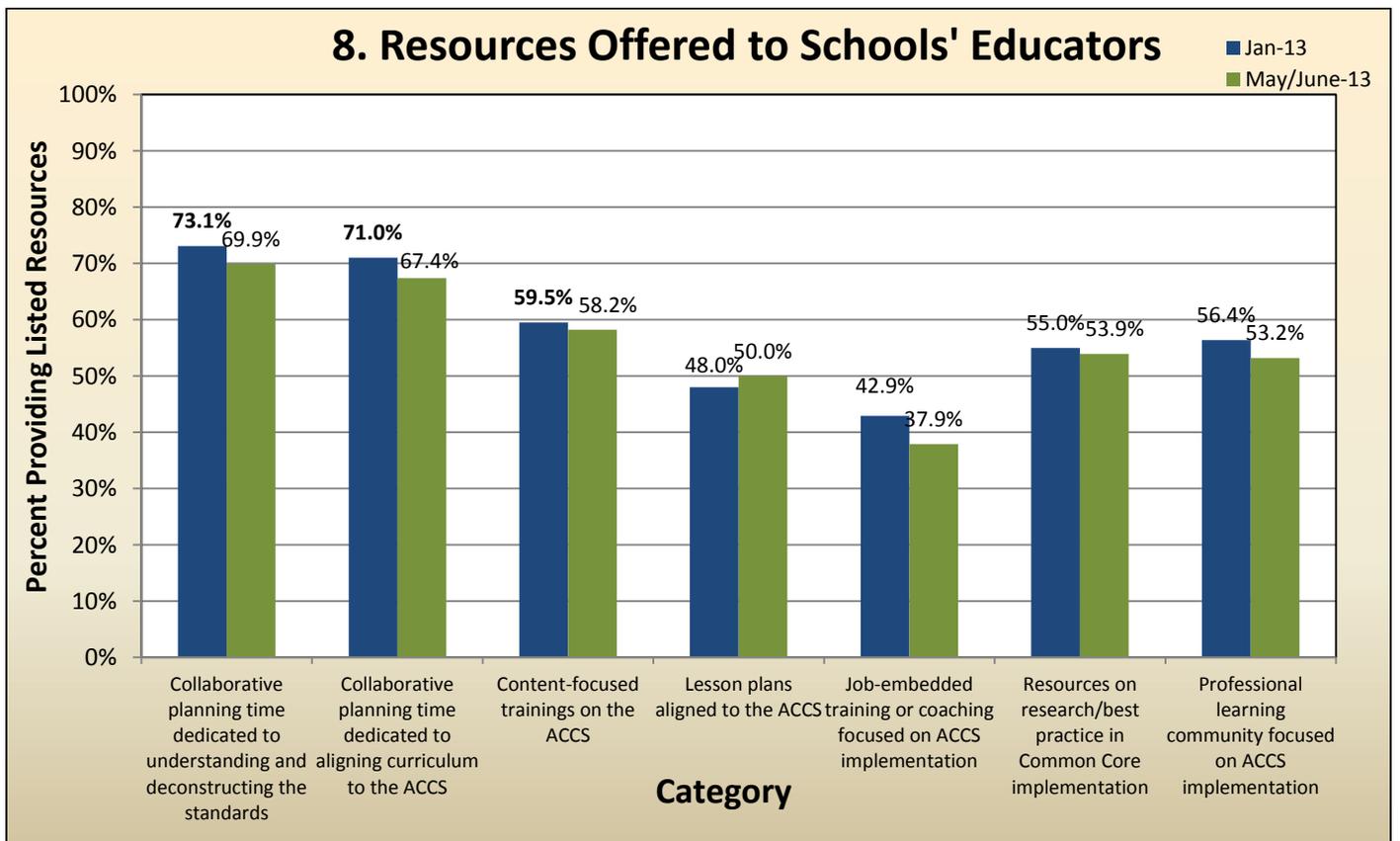
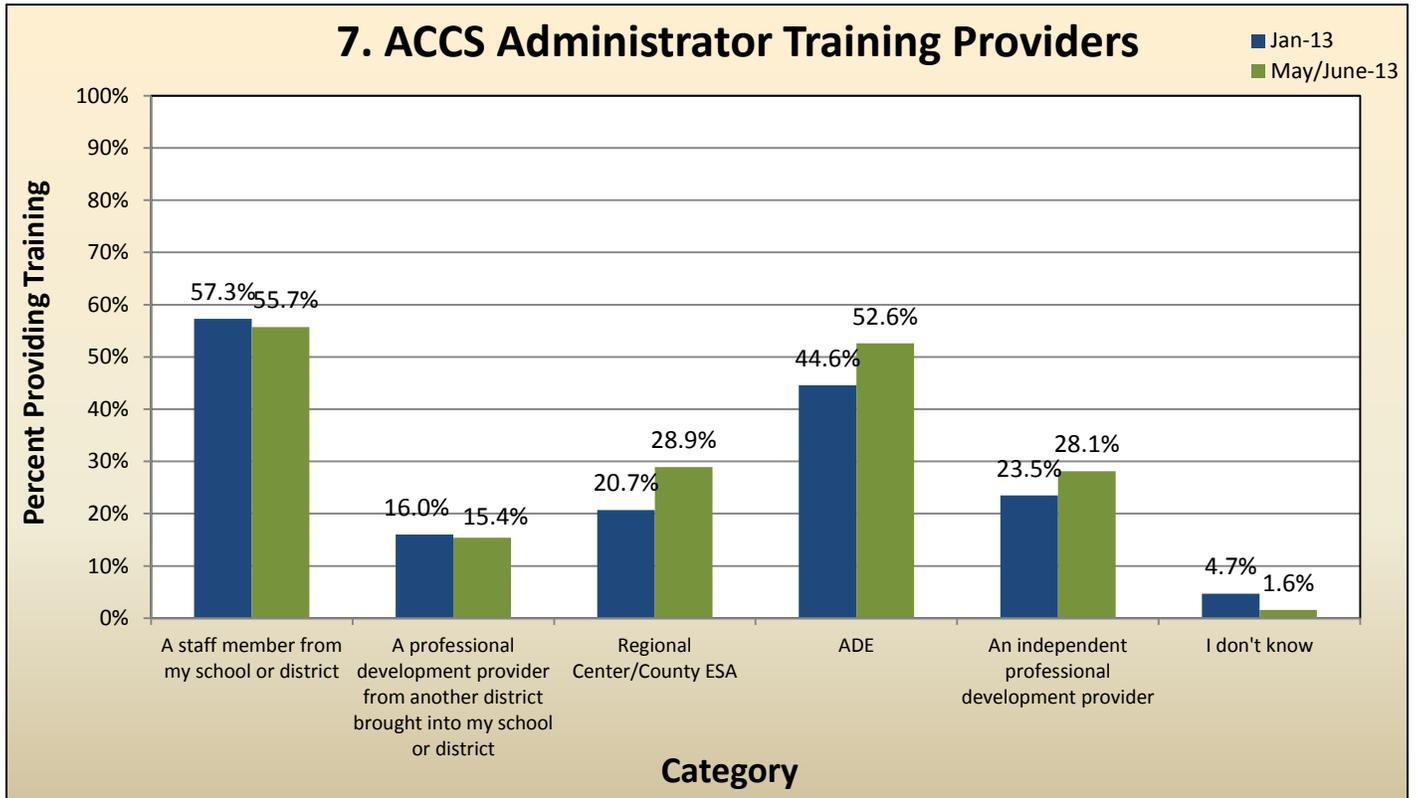


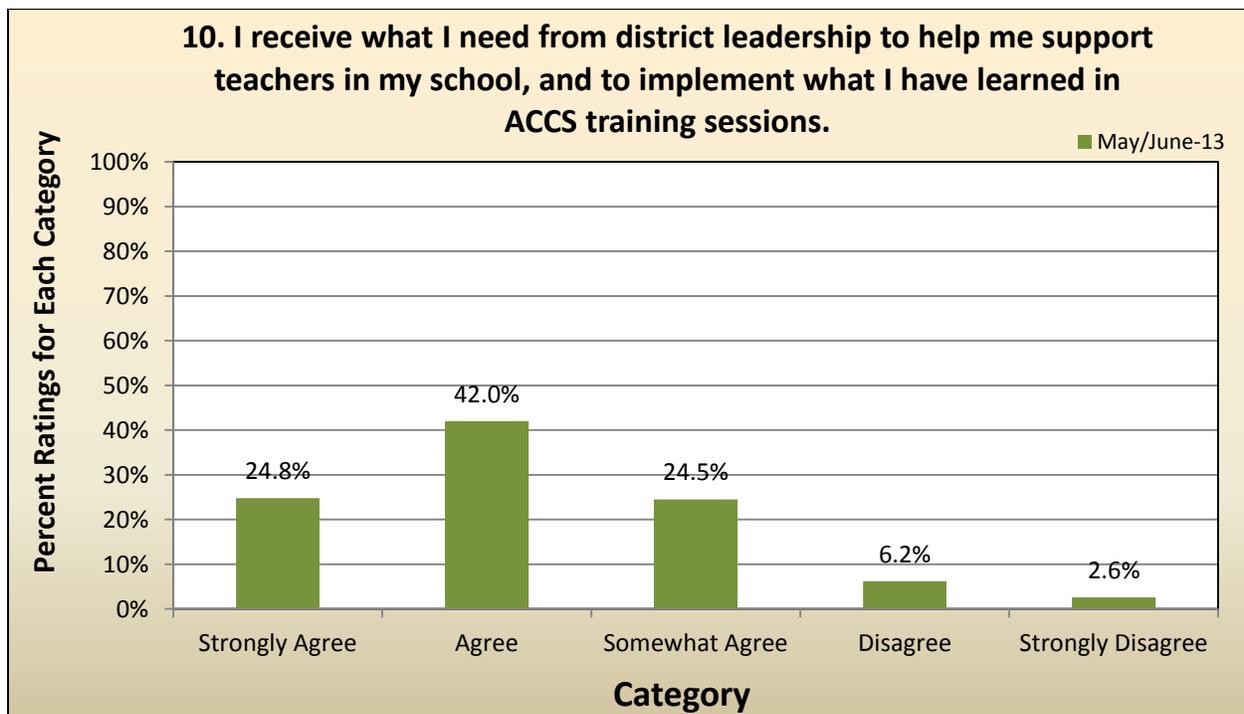
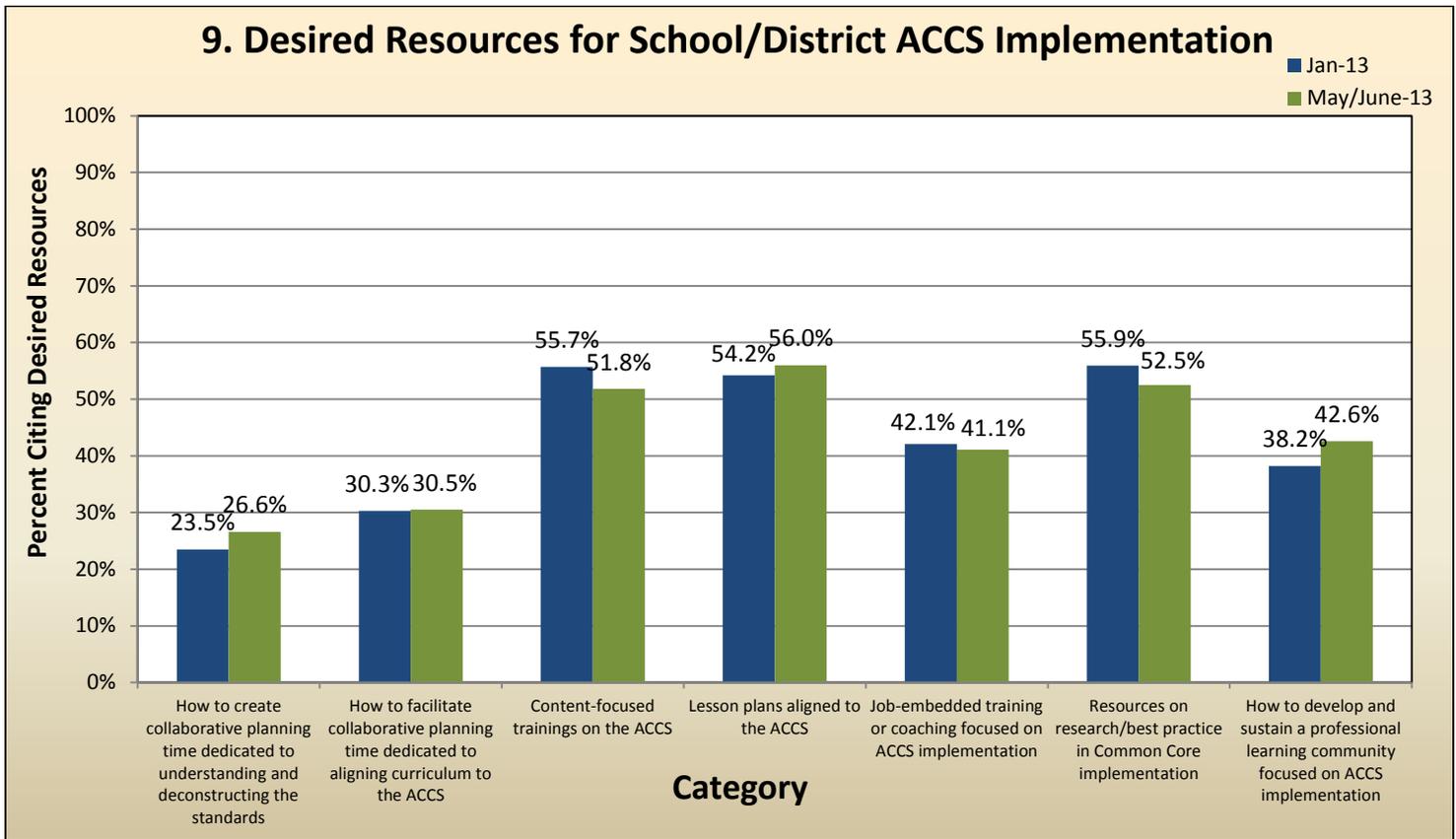
*Only the first, second and fourth options are aligned to the ACCS

6. Training Received by Administrators

(Comparison with August 2012, January 2013 Respondents)

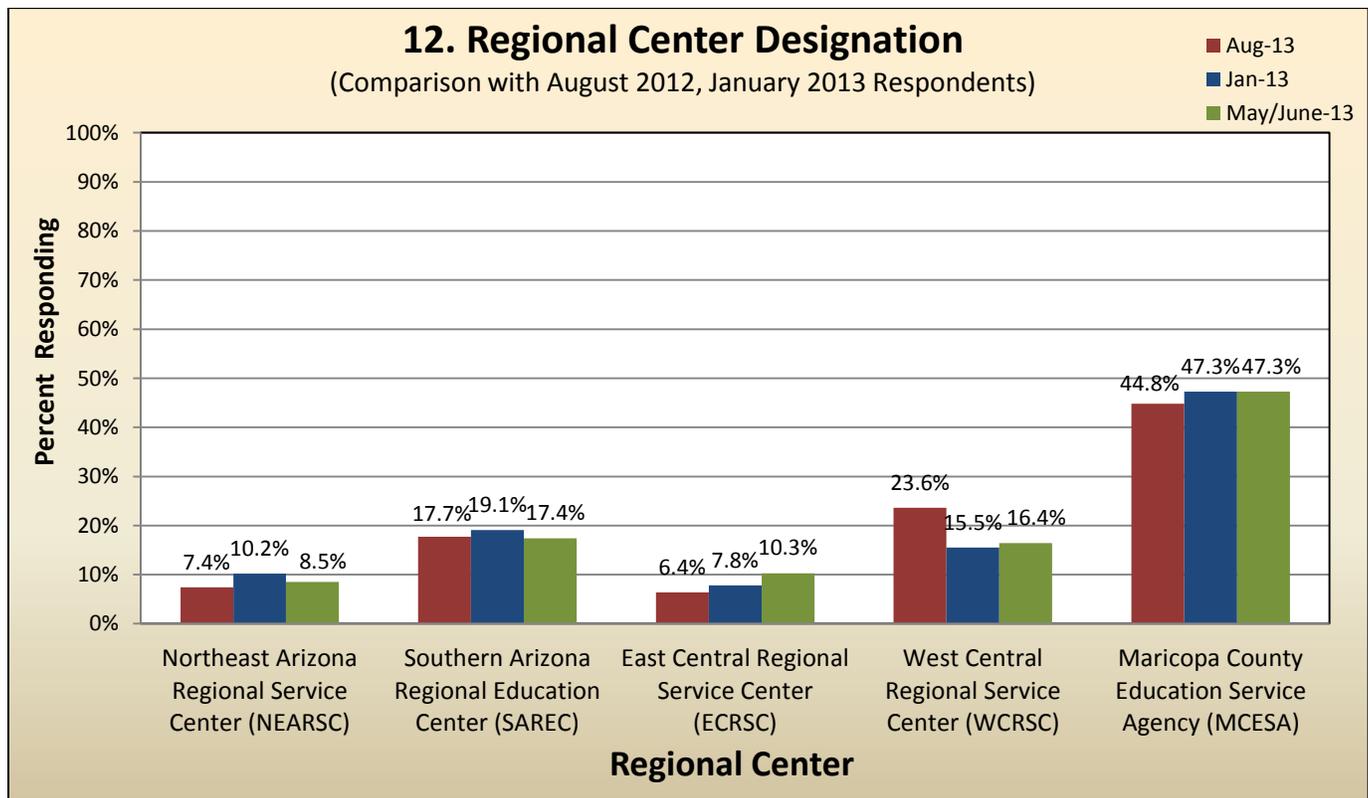
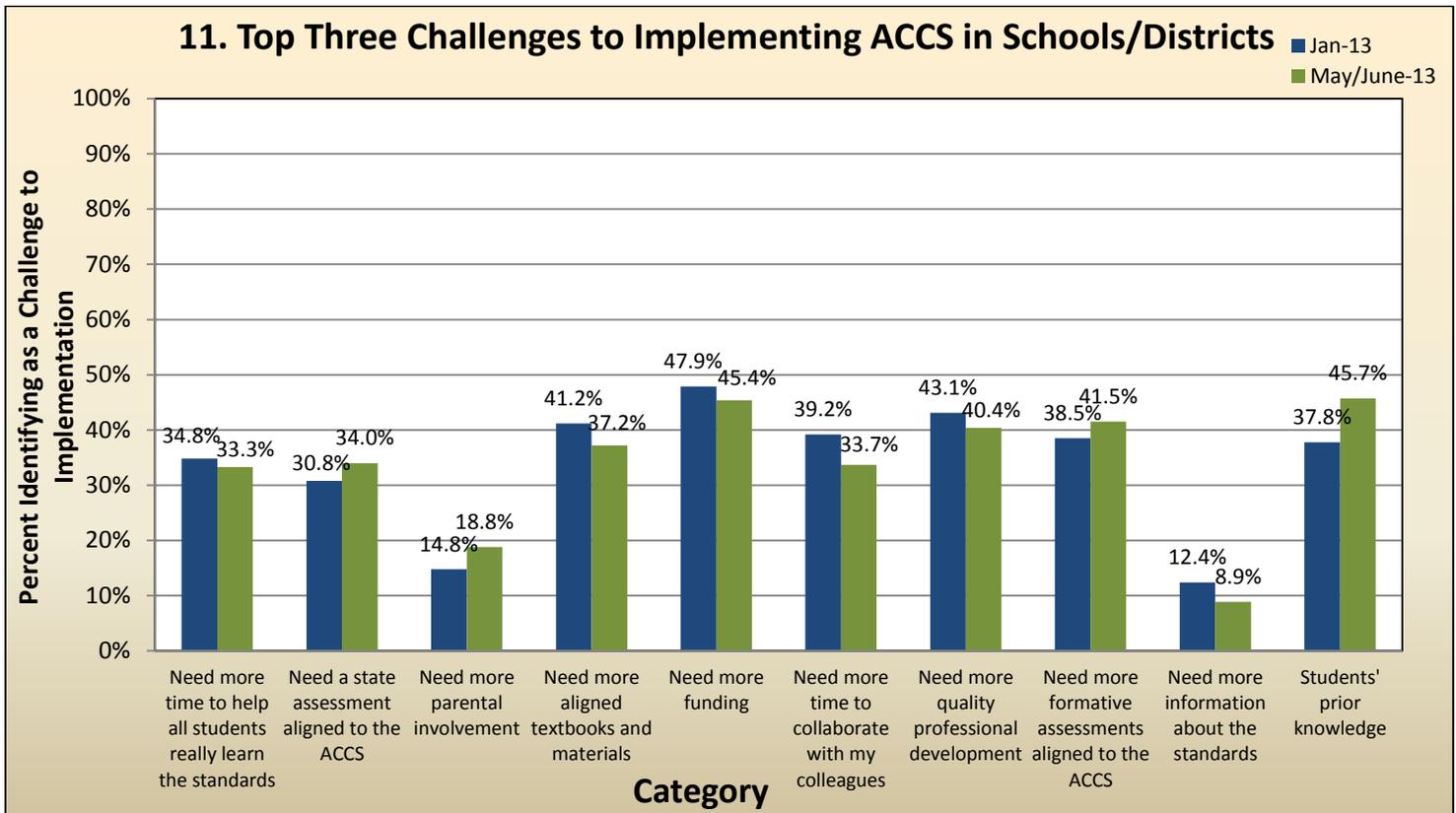








Arizona's Common Core Standards (ACCS) Principal Survey Report



NEARSC: Apache, Coconino, Navajo

SAREC: Cochise, Pima, Santa Cruz

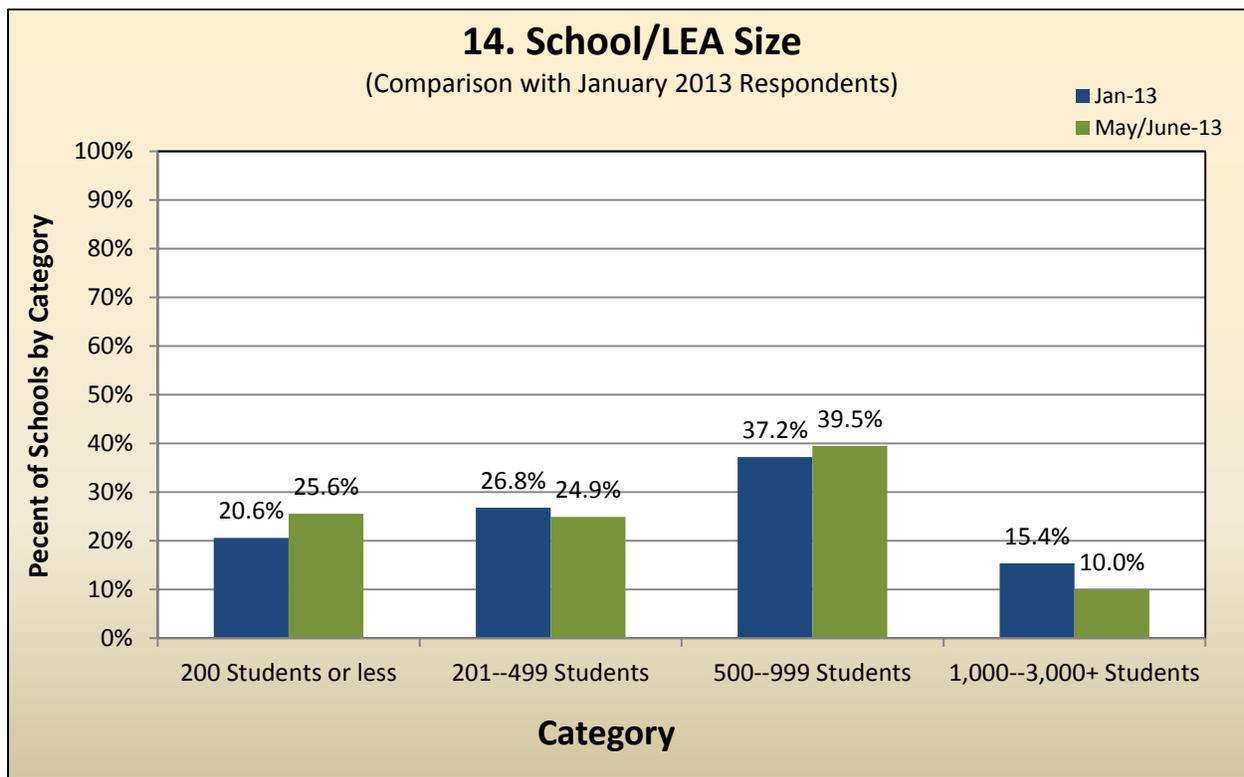
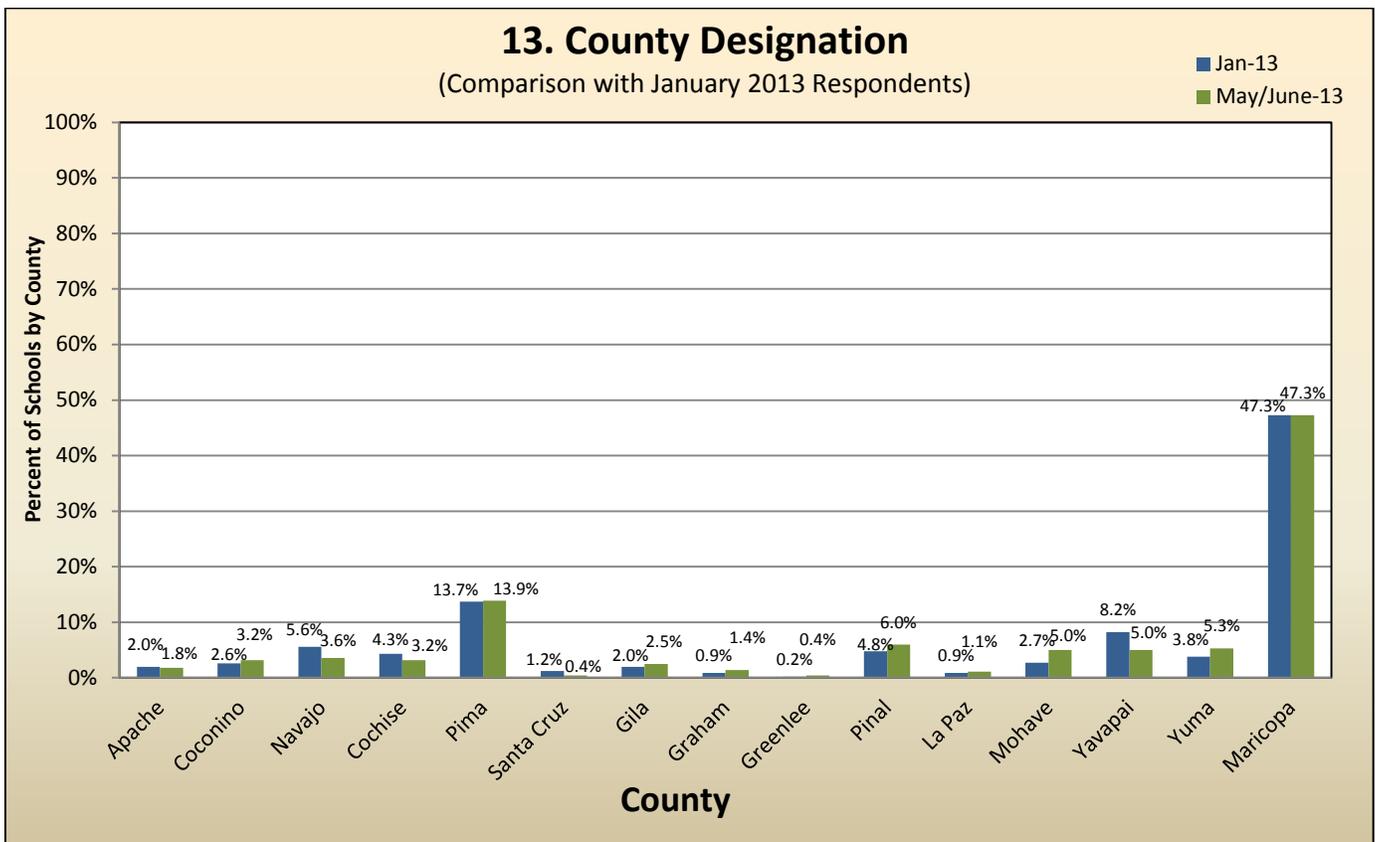
ECRSC: Gila, Graham, Greenlee, Pinal

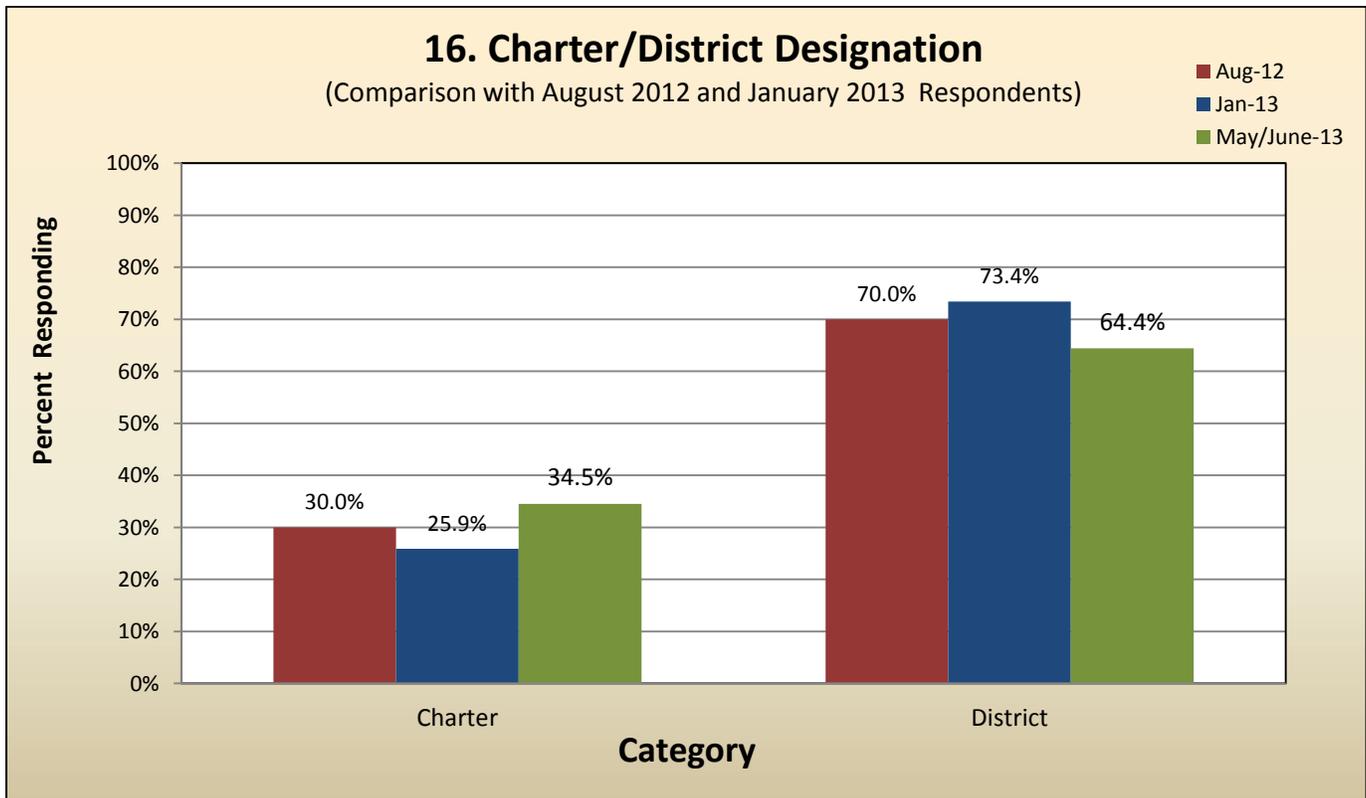
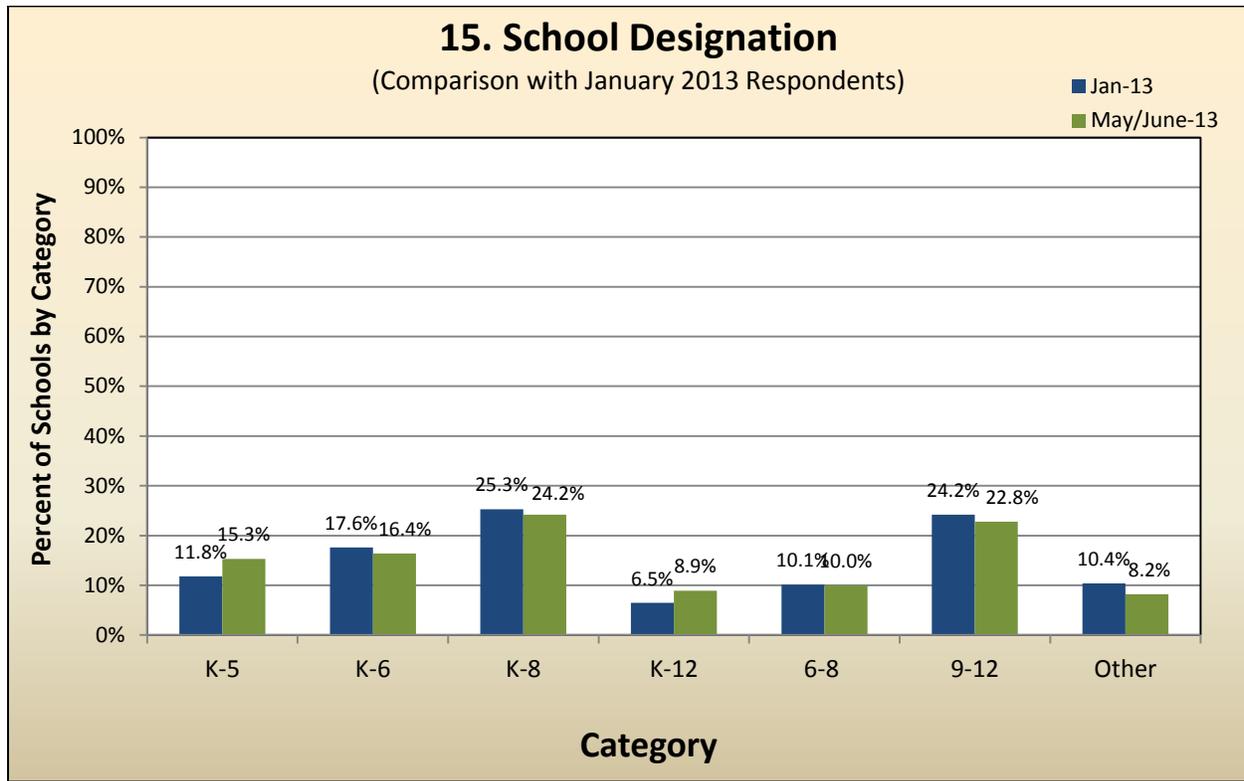
WCRSC: La Paz, Mohave, Yavapai, Yuma

MCESA: Maricopa



Arizona's Common Core Standards (ACCS) Principal Survey Report







Responses by County

Responses for **Gila; Graham; Greenlee; Pinal; La Paz; Mohave; Yavapai; Yuma** Counties begin on page 13.

Responses by County							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
1. How much do you know about the standards your school must teach?							
Extremely knowledgeable	20%	11.1%	20%	22.2%	20.5%	0%	21.8%
Moderately knowledgeable	80%	77.8%	60%	66.7%	74.4%	100%	72.2%
Slightly knowledgeable	0%	11.1%	20%	11.1%	5.1%	0%	6%
Not at all knowledgeable	0%	0%	0%	0%	0%	0%	0%
2. Percent rating the following ELA practices “Very Important” to improving student learning:							
Providing students ongoing opportunities to write creatively, drawing from personal experiences	40%	44.4%	40%	44.4%	53.8%	0%	46.6%
Structuring opportunities for students to have conversations and develop arguments based on the texts they’ve read	80%	88.9%	60%	88.9%	82.1%	100%	78.9%
Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary, and the author’s craft prior to reading	80%	66.7%	40%	66.7%	74.4%	100%	61.8%
Creating learning experiences that build knowledge using informational texts, not just literature	80%	88.9%	50%	77.8%	84.6%	100%	77.3%
Providing instruction in academic vocabulary to support students’ understanding of complex text	75%	88.9%	50%	100%	89.7%	100%	81.1%
3. Which of the following are the central shifts required by the ACCS in ELA?							
Build students’ knowledge through content-rich non-fiction	80%	66.7%	90%	66.7%	74.4%	100%	82.7%
Provide students reading and writing experiences grounded in evidence from text, both literary and informational	100%	88.9%	90%	77.8%	92.3%	100%	96.2%
Strengthen students’ understanding of narrative text by making meaningful connections to their personal experiences	40%	44.4%	60%	22.2%	35.9%	0%	51.9%
Provide students different levels of text based on their reading abilities	20%	22.2%	50%	55.6%	33.3%	100%	43.6%
Provide regular opportunities for students to practice with complex grade-level text and its academic language	80%	66.7%	100%	88.9%	89.7%	100%	90.2%
4. Percent rating the following Math practices “Very Important” to improving student learning:							
Structuring class time for students to develop procedural skill and fluency in core operations (such as multiplication tables) so they can understand more complex topics	80%	55.6%	10%	55.6%	56.4%	0%	50.4%
Exposing students to a wide range of math topics within each grade level in preparation for their future learning	50%	22.2%	40%	22.2%	30.8%	100%	45.1%
Connecting student learning within and across grades so learning builds on foundations built in previous years	80%	77.8%	60%	77.8%	84.6%	100%	75.2%



Arizona's Common Core Standards (ACCS) Principal Survey Report

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
Providing opportunities for students to apply math concepts to "real world" situations	100%	77.8%	80%	88.9%	87.2%	100%	84.2%
Maximizing student learning by teaching effective mnemonics and recall strategies as alternatives to conceptual understanding	20%	33.3%	20%	33.3%	20.5%	0%	29%
5. Which of the following are the central shifts required by the ACCS in Math?							
Focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning	100%	77.8%	80%	66.7%	92.3%	100%	85%
Create coherent progressions within the standards from grade to grade so student knowledge and skills build onto previous learning	80%	88.9%	100%	88.9%	87.2%	100%	93.2%
Introduce multiplication and division earlier in students' learning as foundations for math concepts taught in later years	60%	33.3%	50%	22.2%	46.2%	0%	38.3%
Develop students' conceptual understanding, procedural fluency, and their ability to apply math in context	100%	88.9%	100%	88.9%	84.6%	100%	93.2%
Teach each math topic as an independent, new concept that is distinct from topics taught earlier or later	0%	0%	50%	11.1%	12.8%	0%	15.8%
6. Number of Administrators receiving ACCS content training (with January 2013/May-June 2013 comparison):							
English Language Literacy (ELA)	9/5	12/8	26/9	19/8	63/31	6/0	234/116
Mathematics	7/5	11/6	18/6	19/7	62/28	4/0	203/109
None	2/0	2/1	6/1	2/1	8/7	1/1	37/15
7. ACCS Training Providers:							
A staff member from my school or district	20%	12.5%	50%	37.5%	50%	0%	68.9%
A professional development provider from another district brought into my school or district	0%	0%	10%	25%	18.8%	0%	16%
Regional Center/County ESA	40%	37.5%	40%	75%	43.8%	0%	14.3%
ADE	80%	50%	50%	75%	65.6%	0%	42%
An independent professional development provider	60%	12.5%	0%	12.5%	37.5%	0%	23.5%
I don't know	0%	0%	10%	12.5%	0%	0%	0%
8. ACCS Resources offered to educators:							
Collaborative planning time dedicated to understanding and deconstructing the standards	60%	66.7%	80%	55.6%	69.2%	100%	75.2%
Collaborative planning time dedicated to aligning curriculum to the ACCS	60%	66.7%	60%	66.7%	69.2%	0%	73.7%
Content-focused trainings on the ACCS	60%	44.4%	40%	33.3%	64.1%	0%	59.4%
Lesson plans aligned to the ACCS	80%	33.3%	50%	77.8%	41%	0%	47.4%
Job-embedded training or coaching focused on ACCS implementation	60%	22.2%	20%	44.4%	38.5%	100%	37.6%
Resources on research/best practice in Common Core implementation	40%	33.3%	10%	44.4%	53.8%	0%	57.1%
Professional learning community focused on ACCS implementation	60%	55.6%	20%	44.4%	51.3%	0%	64.7%



Arizona's Common Core Standards (ACCS) Principal Survey Report

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
9. Additional resources/training desired to provide support for ACCS learning and implementation:							
How to create collaborative planning time dedicated to understanding and deconstructing the standards	0%	11.1%	50%	22.2%	30.8%	0%	27.8%
How to facilitate collaborative planning time dedicated to aligning curriculum to the ACCS	20%	33.3%	20%	55.6%	30.8%	0%	31.6%
Content-focused trainings on the ACCS	40%	88.9%	60%	22.2%	53.8%	0%	49.6%
Lessons plans aligned to the ACCS	60%	55.6%	60%	22.2%	61.5%	100%	59.4%
Job-embedded training or coaching focused on ACCS implementation	60%	66.7%	50%	55.6%	43.6%	0%	36.8%
Resources on research/best practice in Common Core implementation	80%	66.7%	80%	33.3%	59%	0%	48.1%
How to develop and sustain a professional learning community focused on ACCS implementation	20%	44.4%	50%	22.2%	41%	0%	45.9%
10. Percent rating "Strongly Agree" regarding the following statement:							
I receive what I need from district leadership to help me support teachers in my school, and to implement what I have learned in ACCS training sessions.	0%	11.1%	30%	22.2%	42.1%	0%	23.4%
11. Top challenges in implementing the ACCS in schools/districts:							
Students' prior knowledge	40%	44.4%	80%	22.2%	35.9%	100%	43.6%
Need more information about the standards	0%	11.1%	10%	0%	15.4%	0%	7.5%
Need more formative assessments aligned to the ACCS	20%	66.7%	40%	33.3%	35.9%	100%	40.6%
Need more quality professional development	80%	55.6%	30%	55.6%	35.9%	0%	45.1%
Need more time to collaborate with my colleagues	20%	44.4%	30%	33.3%	41%	0%	37.6%
Need more funding	40%	33.3%	50%	77.8%	48.7%	0%	44.4%
Need more aligned textbooks and materials	20%	55.6%	40%	33.3%	25.6%	0%	42.1%
Need more parental involvement	40%	22.2%	0%	33.3%	17.9%	0%	14.3%
Need a state assessment aligned to the ACCS	20%	44.4%	10%	11.1%	35.9%	0%	38.3%
Need more time to help all students really learn the standards	60%	33.3%	10%	33.3%	25.6%	0%	36.1%
12. Please indicate the Regional Center in which the educational institution(s) you represent are located (with August 2012/January 2013 comparisons):							
NEARSC	12/5	15/9	33/10	0/0	0/0	0/0	0/0
SAREC	0/0	0/0	0/0	25/9	80/39	7/1	0/0
ECRSC	0/0	0/0	0/0	0/0	0/0	0/0	0/0
WCRSC	0/0	0/0	0/0	0/0	0/0	0/0	0/0
MCESA	0/0	0/0	0/0	0/0	0/0	0/0	277/133
13. Please indicate your County:	12/5	15/9	33/10	25/9	80/39	7/1	277/133



Arizona's Common Core Standards (ACCS) Principal Survey Report

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
14. Please indicate the size of the School/LEA you represent:							
200 students or less	20%	11.1%	10%	11.1%	33.3%	0%	24.1%
201-499 students	40%	22.2%	60%	66.7%	30.8%	0%	15.8%
500-999 students	40%	44.4%	30%	0%	28.2%	0%	47.4%
1,000-3,000+ students	0%	22.2%	0%	22.2%	7.7%	100%	12.8%
15. Please indicate your school designation:							
K-5	40%	22.2%	20%	0%	25.6%	0%	13.5%
K-6	0%	0%	0%	22.2%	0%	0%	24.1%
K-8	20%	11.1%	0%	22.2%	25.6%	0%	25.6%
K-12	0%	22.2%	0%	22.2%	2.6%	0%	9%
6-8	0%	22.2%	10%	11.1%	17.9%	0%	6%
9-12	20%	33.3%	30%	22.2%	20.5%	100%	21.8%
Other	20%	0%	40%	11.1%	15.4%	0%	5.3%
16. Please indicate whether your school is a Charter or a District (with January 2013 comparison):							
Charter	0/0	3/2	5/1	2/0	28/23	1/0	82/50
District	12/5	12/7	28/9	23/9	51/15	6/1	194/82
Other	0/0	0/0	0/0	0/0	1/1	0/0	1/1

Responses for Gila; Graham; Greenlee; Pinal; La Paz; Mohave; Yavapai; Yuma Counties:

Responses by County								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
1. How much do you know about the standards your school must teach?								
Extremely knowledgeable	14.3%	0%	0%	41.2%	0%	14.3%	7.1%	26.7%
Moderately knowledgeable	71.4%	75%	0%	29.4%	100%	64.3%	85.7%	60%
Slightly knowledgeable	0%	25%	100%	29.4%	0%	21.4%	7.1%	13.3%
Not at all knowledgeable	14.3%	0%	0%	0%	0%	0%	0%	0%
2. Percent rating the following ELA practices "Very Important" to improving student learning:								
Providing students ongoing opportunities to write creatively, drawing from personal experiences	28.6%	25%	0%	76.5%	0%	57.1%	42.9%	33.3%
Structuring opportunities for students to have conversations and develop arguments based on the texts they've read	57.1%	75%	0%	82.4%	0%	78.6%	71.4%	80%
Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary, and the author's craft prior to reading	57.1%	50%	0%	88.2%	66.7%	71.4%	85.7%	66.7%
Creating learning experiences that build knowledge using informational texts, not just literature	71.4%	75%	0%	94.1%	66.7%	85.7%	100%	80%
Providing instruction in academic vocabulary to support students' understanding of complex text	57.1%	75%	0%	88.2%	100%	78.6%	92.3%	73.3%



Arizona's Common Core Standards (ACCS) Principal Survey Report

Responses by County (continued)								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
3. Which of the following are the central shifts required by the ACCS in ELA?								
Build students' knowledge through content-rich non-fiction	57.1%	100%	0%	88.2%	100%	85.7%	92.9%	66.7%
Provide students reading and writing experiences grounded in evidence from text, both literary and informational	85.7%	75%	100%	94.1%	100%	85.7%	100%	86.7%
Strengthen students' understanding of narrative text by making meaningful connections to their personal experiences	71.4%	50%	100%	64.7%	33.3%	64.3%	50%	40%
Provide students different levels of text based on their reading abilities	14.3%	25%	0%	58.8%	0%	50%	42.9%	40%
Provide regular opportunities for students to practice with complex grade-level text and its academic language	71.4%	50%	0%	82.4%	100%	85.7%	100%	66.7%
4. Percent rating the following Math practices "Very Important" to improving student learning:								
Structuring class time for students to develop procedural skill and fluency in core operations (such as multiplication tables) so they can understand more complex topics	57.1%	50%	0%	76.5%	33.3%	64.3%	50%	33.3%
Exposing students to a wide range of math topics within each grade level in preparation for their future learning	57.1%	25%	0%	58.8%	0%	50%	35.7%	33.3%
Connecting student learning within and across grades so learning builds on foundations built in previous years	57.1%	25%	0%	88.2%	66.7%	71.4%	100%	86.7%
Providing opportunities for students to apply math concepts to "real world" situations	71.4%	50%	100%	88.2%	100%	85.7%	85.7%	86.7%
Maximizing student learning by teaching effective mnemonics and recall strategies as alternatives to conceptual understanding	14.3%	25%	0%	52.9%	0%	50%	35.7%	20%
5. Which of the following are the central shifts required by the ACCS in Math?								
Focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning	71.4%	75%	100%	82.4%	100%	85.7%	100%	80%
Create coherent progressions within the standards from grade to grade so student knowledge and skills build onto previous learning	100%	75%	100%	82.4%	100%	85.7%	100%	80%
Introduce multiplication and division earlier in students' learning as foundations for math concepts taught in later years	28.6%	50%	0%	64.7%	33.3%	50%	57.1%	26.7%
Develop students' conceptual understanding, procedural fluency, and their ability to apply math in context	85.7%	100%	100%	100%	100%	85.7%	92.9%	93.3%
Teach each math topic as an independent, new concept that is distinct from topics taught earlier or later	0%	0%	0%	23.5%	0%	42.9%	0%	6.7%



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Responses by County (continued)								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
6. Number of Administrators receiving ACCS content training (with January 2013 comparison):								
English Language Literacy (ELA)	7/6	3/3	0/1	20/13	4/2	9/12	43/14	21/11
Mathematics	7/4	4/4	0/1	22/13	3/1	11/11	35/12	19/13
None	3/0	1/0	1/0	5/2	1/1	5/1	3/0	1/1
7. ACCS Training Providers:								
A staff member from my school or district	28.6%	0%	0%	71.4%	66.7%	46.2%	42.9%	42.9%
A professional development provider from another district brought into my school or district	14.3%	50%	0%	7.1%	0%	7.7%	28.6%	7.1%
Regional Center/County ESA	57.1%	75%	100%	35.7%	66.7%	15.4%	57.1%	14.3%
ADE	42.9%	50%	100%	50%	33.3%	61.5%	78.6%	64.3%
An independent professional development provider	14.3%	0%	0%	35.7%	66.7%	46.2%	14.3%	71.4%
I don't know	14.3%	25%	0%	0%	0%	0%	0%	0%
8. ACCS Resources offered to educators:								
Collaborative planning time dedicated to understanding and deconstructing the standards	57.1%	75%	0%	70.6%	0%	57.1%	64.3%	66.7%
Collaborative planning time dedicated to aligning curriculum to the ACCS	51.7%	50%	0%	64.7%	0%	50%	71.4%	60%
Content-focused trainings on the ACCS	71.4%	75%	100%	41.2%	33.3%	64.3%	50%	80%
Lesson plans aligned to the ACCS	57.1%	75%	0%	70.6%	66.7%	42.9%	57.1%	53.3%
Job-embedded training or coaching focused on ACCS implementation	14.3%	75%	100%	47.1%	33.3%	42.9%	21.4%	46.7%
Resources on research/best practice in Common Core implementation	57.1%	50%	100%	58.8%	100%	35.7%	57.1%	73.3%
Professional learning community focused on ACCS implementation	42.9%	25%	0%	35.3%	66.7%	28.6%	50%	40%
9. Additional resources/training desired to provide support for ACCS learning and implementation:								
How to create collaborative planning time dedicated to understanding and deconstructing the standards	57.1%	0%	0%	29.4%	33.3%	28.6%	21.4%	6.7%
How to facilitate collaborative planning time dedicated to aligning curriculum to the ACCS	42.9%	0%	0%	35.3%	66.7%	35.7%	21.4%	6.7%
Content-focused trainings on the ACCS	71.4%	25%	100%	47.1%	100%	42.9%	50%	60%
Lesson plans aligned to the ACCS	42.9%	25%	100%	58.8%	33.3%	71.4%	50%	26.7%
Job-embedded training or coaching focused on ACCS implementation	42.9%	25%	100%	35.3%	66.7%	35.7%	57.1%	26.7%
Resources on research/best practice in Common Core implementation	42.9%	50%	100%	58.8%	33.3%	85.7%	42.9%	33.3%
How to develop and sustain a professional learning community focused on ACCS implementation	28.6%	50%	0%	41.2%	33.3%	42.9%	35.7%	40%



Arizona's Common Core Standards (ACCS) Principal Survey Report

Responses by County (continued)								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
10. Percent rating "Strongly Agree" regarding the following statement:								
I receive what I need from district leadership to help me support teachers in my school, and to implement what I have learned in ACCS training sessions.	14.3%	0%	0%	35.3%	0%	14.3%	25%	26.7%
11. Top challenges in implementing the ACCS in schools/districts:								
Students' prior knowledge	71.4%	50%	0%	52.9%	66.7%	42.9%	64.3%	46.7%
Need more information about the standards	28.6%	0%	0%	5.9%	0%	21.4%	0%	6.7%
Need more formative assessments aligned to the ACCS	28.6%	25%	0%	29.4%	66.7%	42.9%	50%	66.7%
Need more quality professional development	28.6%	0%	0%	23.5%	0%	42.9%	28.6%	40%
Need more time to collaborate with my colleagues	14.3%	50%	0%	41.2%	33.3%	14.3%	28.6%	6.7%
Need more funding	14.3%	0%	100%	52.9%	33.3%	42.9%	64.3%	40%
Need more aligned textbooks and materials	42.9%	25%	100%	29.4%	66.7%	35.7%	28.6%	26.7%
Need more parental involvement	42.9%	75%	0%	35.3%	0%	28.6%	21.4%	6.7%
Need a state assessment aligned to the ACCS	14.3%	25%	100%	41.2%	0%	14.3%	28.6%	46.7%
Need more time to help all students really learn the standards	14.3%	75%	0%	35.3%	33.3%	35.7%	35.7%	26.7%
12. Please indicate the Regional Center in which the educational institution(s) you represent are located (with January 2013 comparison):								
NEARSC	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
SAREC	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
ECRSC	12/7	5/4	1/1	28/17	0/0	0/0	0/0	0/0
WCRSC	0/0	0/0	0/0	0/0	5/3	16/14	48/14	22/15
MCESA	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
13. Please indicate your County:	12/7	5/4	1/1	28/17	5/3	16/14	48/14	22/15
14. Please indicate the size of the School/LEA you represent:								
200 students or less	57.1%	50%	100%	23.5%	33.3%	14.3%	50%	13.3%
201-499 students	0%	50%	0%	35.3%	66.7%	28.6%	14.3%	33.3%
500-999 students	28.6%	0%	0%	35.3%	0%	57.1%	35.7%	46.7%
1,000-3,000+ students	14.3%	0%	0%	5.9%	0%	0%	0%	6.7%
15. Please indicate your school designation:								
K-5	0%	0%	0%	17.6%	0%	14.3%	7.1%	20%
K-6	0%	25%	0%	23.5%	0%	14.3%	7.1%	26.7%
K-8	28.6%	25%	0%	23.5%	100%	14.3%	50%	6.7%
K-12	14.3%	0%	0%	5.9%	0%	21.4%	21.4%	0%
6-8	0%	0%	0%	5.9%	0%	21.4%	14.3%	20%
9-12	42.9%	25%	100%	29.4%	0%	21.4%	0%	26.7%
Other	14.3%	25%	0%	5.9%	0%	0%	0%	6.7%
16. Please indicate whether your school is a Charter or a District (with January 2013 comparison):								
Charter	2/2	1/2	0/0	7/7	0/0	5/4	13/4	3/2
District	9/4	4/2	1/1	21/10	5/3	11/10	25/10	18/13
Other	1/1	0/0	0/0	0/0	0/0	0/0	0/0	1/0