



EDUCATORS
FOR EXCELLENCE
BOSTON



2022

VOICES FROM THE CLASSROOM
A SURVEY OF BOSTON EDUCATORS

 **E4E.ORG**

f /Educators4Excellence

t @Ed4Excellence

i @Ed4Excellence

e4e.org/BOSTeacherSurvey

We want to thank our incredible group of Boston teachers who shaped this survey. Their insights into their classrooms were essential to ensure this report accurately represents the voices and experiences of teachers during this unparalleled time.



This Boston oversample is graciously supported by the Barr Foundation

VOICES FROM THE CLASSROOM

A SURVEY OF BOSTON EDUCATORS

Table of Contents

- 4 How We Got Here
- 6 The Pandemic's Lasting Impact on Schools and Students
- 8 The State of the Classroom in 2022
- 10 Elevating Educator Voice in the Curriculum Debate
- 12 Questionnaire and Topline Results
- 13 Methodology
- 31 Endnotes
- 32 About Educators for Excellence





How We Got Here

Educators for Excellence Boston (E4E-Boston) is thrilled to release *Voices from the Classroom - Boston 2022*.

We spoke with 110 Boston K-12 educators across all grade levels and public school types from January to February 2022, a time of evolution in the City of Boston's leadership. Two women of color have served as mayor of Boston since 2021, a position that had been held exclusively by white men since the city's founding. Boston Public Schools (BPS) has had to grapple with the lingering COVID-19 pandemic while also try-

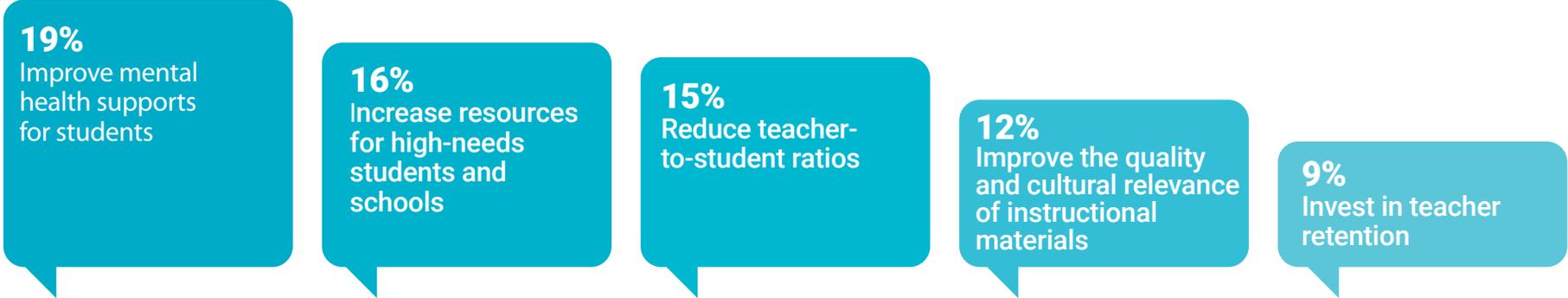
ing to address a [scathing district review released by the state](#).¹ In a November 2021 vote, the overwhelming majority (78.7%) of Boston voters called for an elected school board to replace the currently appointed one. BPS [enrollment has decreased significantly](#) over the last several years, which will have serious budget implications for schools across the city.² Additionally, former BPS Superintendent Brenda Cassellius announced her resignation in the spring of 2022 and her successor, Mary Skipper, took over this fall.

Given the combination of these challenging circumstances, our survey found educators who were ready to speak and eager to be heard. At E4E-Boston, we believe that far too often teachers are viewed as subjects of change rather than agents of change and that when crafting policies, decision-makers neglect to consult the educators who will be tasked with implementing them.

We hope that the educator perspectives found in this report will be acknowledged and incorporated by decision-makers at the state and local level as they seek to build a better school system that prioritizes what educators need to provide an excellent education for every student. As part of the survey, we asked teachers for open-ended feedback on their experiences – these anonymous quotes are included in this report to further elevate BPS teacher voices.

“Listen to teachers and students. They will tell you and show you what they need.”

“The primary focus should be on making all schools quality schools, providing the resources that schools require, and offering better education to all students.”



What do you think Mayor Wu should prioritize to improve education in Boston?

Q.105-1 2022 NATIONAL TEACHER SURVEY BOSTON OVERSAMPLE

The Pandemic's Lasting Impact on Schools and Students

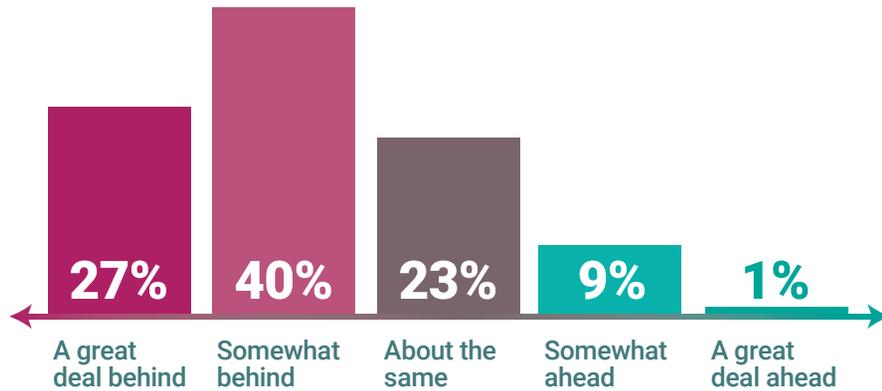
We begin our report with a topic that everyone in education is focused on: How are our students doing in the pandemic era of education? The COVID-19 pandemic has upended all aspects of society, but particularly hard-hit has been our education system. We asked educators about academic progress, student mental health, and funding.

Boston teachers are concerned about their students' academic progress, with 67 percent of teachers saying their students were further behind where they were before the pandemic. Additionally, 51 percent of teachers believed their students would ultimately finish the year on grade level, but 42 percent were still concerned their students would finish below grade level. Looking at the mental health of students, 77 percent of BPS teachers said that the mental health of their students was worse than before the pandemic.

Only 16 percent of Boston teachers said that BPS actively sought their input in developing plans for spending the federal funds from the three federal COVID relief bills (CARES, CRRSA, and ARP) meant to address these gaps. BPS teachers do have strong opinions about how the federal money should be spent to support their students: increasing the number of school psychologists and other health professionals (98%); providing students with free, universal, high-speed internet access (97%); ensuring schools serving high populations of vulnerable students don't see disproportionate budget cuts (97%); and renovating or building new schools (95%).

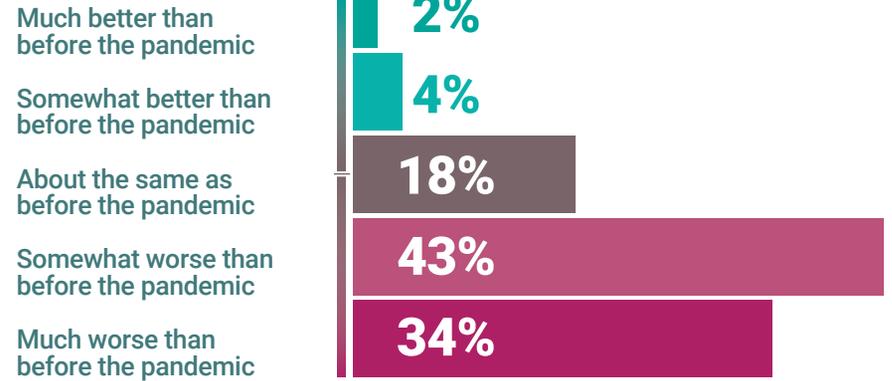
“The pandemic still has an impact on students' mental health, thus the mayor should focus more on developing such strategies so that students are protected and their learning is not hampered.”

On average, where do you think your students are academically today, as compared to a typical classroom of students before the pandemic?



Q.62 2022 NATIONAL TEACHER SURVEY BOSTON OVERSAMPLE

On average, how would you rate your students' mental health today, compared to before the pandemic?



Q.60 2022 NATIONAL TEACHER SURVEY BOSTON OVERSAMPLE

“I believe the mayor should address the mental health needs of children who have been affected by COVID and make specific strategies to keep them safe and assist them in completely recovering from the pandemic.”

“The pandemic has affected students' mental health; the mayor should establish measures to help their learning recovery and develop ways to ensure that all students can study in a healthy, safe environment.”

The State of the Classroom in 2022

At a time when we are seeing people across professions resign to pursue something new, our survey shows that Boston teachers are mostly planning to stay teaching. Seventy-three percent of teachers said that they are very or somewhat likely to spend their entire career as a classroom teacher. While this is a heartening number, it is noticeably lower when compared to our nationwide sample of educators, where 86 percent of respondents were likely to remain in the classroom.

BPS staffing shortages stand out as a major concern, with 70 percent of teachers saying that substitute teacher shortages were a serious problem, 86 percent saying paraprofessional and other therapist shortages were a serious problem, and 85 percent saying that social-emotional support staff shortages were a serious problem. Due to these shortages of critical staff, 87 percent of teachers said that they give up prep time or have an additional coverage at least once or twice a month, and 37 percent said they give up this important time multiple times a week or every day.

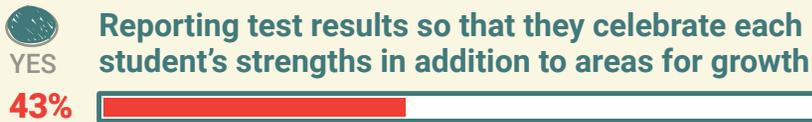
Luckily, Boston teachers had some thoughts on how to address these issues. Twenty-nine percent said more supportive administrators were needed, 23 percent wanted to see more societal respect for the profession, and equal numbers (19% for each) wanted to see more time for collaboration and planning and more autonomy in the classroom.

And despite Boston Public Schools having one of the highest teacher salaries in the U.S., 52 percent of teachers called for higher salaries. However, this could be in relation to Boston's high housing costs. [Currently, Boston ranks in the top tier of rental markets in the country with an average rent of \\$2,600.](#)³

Our survey also asked for educator perspectives on state assessments and their role in classroom instruction. [Research shows that assessing student progress](#) is crucial to supporting students effectively.⁴ Fifty-three percent of Boston teachers believed that MCAS accurately captures student mastery, and 58 percent believed results were reported in time to be useful in planning, evaluation, or informing instructional practice. When asked how the assessments could be improved, 43 percent of teachers reported wanting the state to report test results in a way that celebrates students' strengths. The data shows that opportunities exist to better integrate state summative testing into regular classroom instruction and support teachers in making assessments accurately measure state standards.

“One solution the mayor might consider is to concentrate on teacher retention by boosting teacher salaries, which would help to improve the teacher-to-student ratio.”

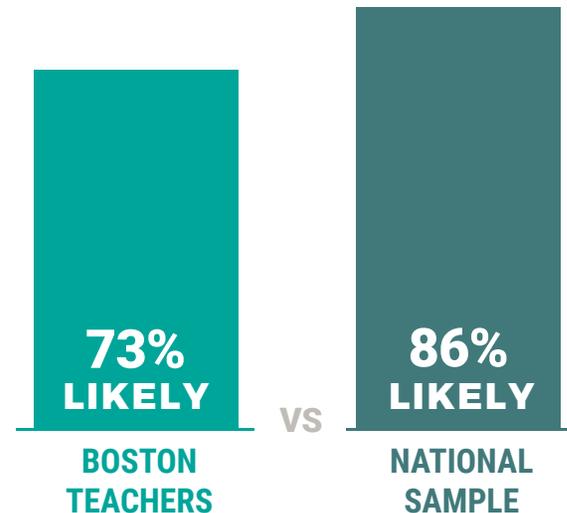
Which of the following changes do you think would make your state's required summative assessment most useful to you as an educator?



Q.104 2022 NATIONAL TEACHER SURVEY BOSTON OVERSAMPLE

"I believe [the mayor] should provide training and development opportunities for teachers, as well as funds and resources, to assist in the development of more equitable schools that can provide better learning opportunities for students."

How likely would you say you are to spend your entire career as a classroom teacher?



Q.11 2022 NATIONAL TEACHER SURVEY BOSTON OVERSAMPLE

Elevating Educator Voice in the Curriculum Debate

In 2020, there was hope of a moment of racial reckoning that would reach the classroom. However, with the increased attention on how to support students to learn and process this subject matter, there has also been significant backlash. To date, [42 states](#) have introduced “anti-CRT” legislation (or taken other state-level steps toward the same end), and 17 of these states have signed legislation into law or imposed restrictions through other avenues.⁵

In *Voices from the Classroom - Boston 2022*, teachers were asked how they feel about teaching different aspects of race and racism to their students; across the board teachers agree that they should be teaching these issues as part of the K-12 curriculum. Ninety-three percent of BPS teachers believe slavery should be taught as part of the K-12 curriculum, 96 percent the Civil War, 95 percent the history and experiences of Black Americans, and 85 percent racial inequality that exists in America today. Teachers also agree that parents should not play a role in curriculum decisions at the state (87%), district (87%), or school (82%) level.

Boston teachers were asked about different aspects of their curriculum, and overall did not have positive opinions about it. Only 36 percent of Boston teachers believe their curriculum is culturally relevant for students. Additionally, only 39 percent of teachers say they have the curricular materials they need for

instruction and just 44 percent say that curricula are high-quality and well aligned to learning standards. In terms of ensuring they have the curriculum they know will support student progress, only 27 percent of teachers say they have a role in curricula selection.

High-quality aligned curriculum is key to student success. As a result of not being provided high-quality materials, 85 percent of teachers say they regularly create their own lessons and 91 percent say they regularly download free lessons or resources, which research shows is likely to be [less aligned to standards and lead to less rigorous instruction for students](#).⁶

Teachers offered two suggestions for how to use federal funding to increase student outcomes: establishing high-dosage tutoring (95%) and ensuring curriculum is high-quality, aligned with learning standards, and culturally relevant for all students (81%). BPS leaders need to consider how they are using funds that support additional resources for students and high-quality curriculum.

This data reflects the dissatisfaction expressed by Boston educators that led to the launch of the [ABC Curriculum campaign](#) in Boston, which advocated that BPS establish an official process to vet and recommend high-quality K-12 curricula to campuses, and that the state establish equity and diversity criteria that all

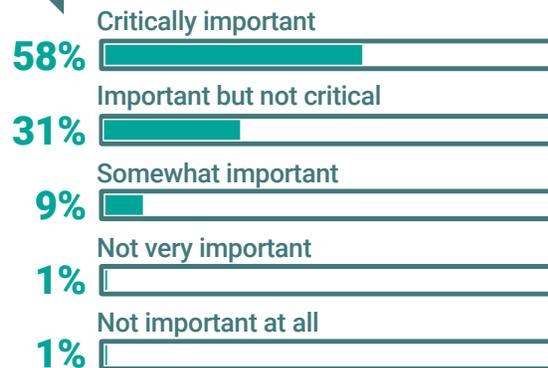
state-approved curricula must meet.⁷ Conversations with Boston educators during teacher-led focus groups, school visits, roundtable meetings, one-on-ones, and convenings that informed this campaign made clear that all teachers, but particularly BIPOC teachers, felt that their curricular materials were not sufficient and that they needed to spend additional time adapting their materials because they were not culturally relevant. While the state did not adopt these recommendations this year, E4E-Boston continues to advocate for district- and state-level requirements around Culturally Relevant Education (CRE).

“Since the growth of students is essential, the mayor should seek to improve the quality of instructional materials and ensure that the content taught to students will lead to their long-term progress.”



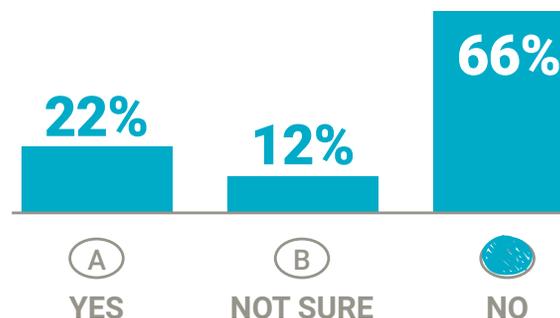
91% of teachers often or sometimes download free lessons and resources

How important would you say students learning about their classmates and other communities is in the classroom?



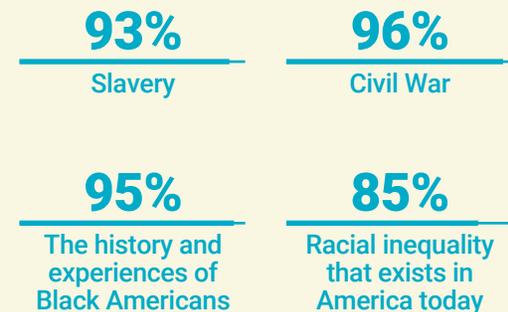
Q.44 2022 NATIONAL TEACHER SURVEY BOSTON OVERSAMPLE

Should legislation be passed to limit how teachers can discuss racism, sexism, and other controversial topics?



Q.42 2022 NATIONAL TEACHER SURVEY BOSTON OVERSAMPLE

Boston teachers believe issues of race and racism should be taught in schools



VOICES FROM THE CLASSROOM

A SURVEY OF BOSTON EDUCATORS

CONTENTS

- 13 Methodology
- 14 Commitment
- 14 Recruitment and Retention
- 16 Staffing Shortage
- 17 Curriculum
- 18 Content
- 25 Student Mental Health
- 26 Violence in School
- 26 Student Performance
- 27 Federal Relief Funds
- 28 Assessment
- 29 Boston Specific Questions

Questionnaire and Topline Results

All of the following are the topline results from the survey questionnaire. The questions and results are grouped by themes represented in the findings and do not necessarily appear in the order that they were asked.

NOTES

All numbers are percentages. Due to rounding, not all percentages add up to 100%. Asterisks (*) indicate small base sizes ($n < 80$), and results should be considered directional only. Dashes (–) indicate that none of the respondents provided the particular response.

To view the entire data set, go to e4e.org/teachersurvey2022/data

Methodology

The *Voices from the Classroom 2022* survey questionnaire was developed by 15 Educators for Excellence teacher members from across the United States. The instrument was written and administered by Gotham Research Group, an independent research firm, and conducted online from January 11 through February 14, 2022, among a sample of 110 full-time public school teachers in Boston. Note that all survey results are presented as percentages and, due to rounding, may not always add up to 100 percent.

Sample Representation

The sample reflects Boston district and charter public school teachers and aligns with key demographic variables of gender, race/ethnicity, age, and years of teaching experience. Any E4E member participation in the survey is entirely coincidental.

Participation and Response Rate

Potential respondents were invited via email to participate in the survey. Respondents were screened to ensure they were adults over 18 years of age and currently employed full time as pre-K through grade 12 public school classroom teachers in district or charter schools in Boston. The margin of error is ± 9.3 percentage points for the full survey sample of 110 and higher among subgroups or questions not asked of the full sample.

Boston Teacher Leaders

Boston teachers Genelle Faulkner and Shirley Jones-Luke helped design and refine this survey to ensure that it was accessible to educators and provided useful and actionable data.



Genelle Faulkner



Shirley Jones-Luke

About Gotham Research Group

Gotham Research Group is a full-service custom research and consulting firm advising nonprofit organizations, corporations, and electoral campaigns on issues of communication, reputation, and strategy. Gotham's academic research on public opinion and survey research methodology has been published in top-tier academic journals, including *Public Opinion Quarterly*, *American Political Science Review*, and *American Journal of Political Science*.

Commitment

Q.11

As of now, how likely would you say you are to spend your entire career as a classroom teacher?

	National	Boston
Very likely	56%	38%
Somewhat likely	30%	35%
Not very likely	9%	20%
Not likely at all	4%	5%
Not sure	1%	1%

Recruitment and Retention

Q.12 (1 and 2 combined)

Which of the following do you think would be most likely to attract talented and diverse candidates to the teaching profession?

	National	Boston
Streamlined certification / reciprocity (e.g., easier to obtain credentials when moving states, changing careers)	37%	35%
Raising the bar for entry into the profession (e.g., minimum SAT scores or GPA to become a teacher)	6%	8%
Residency programs for hands-on experience	16%	19%
Alternative certification pathways	23%	25%
Pathways for school aides and paraprofessionals to become teachers (e.g., grow-your-own models)	35%	40%
Leadership pathways in your school or district that allow you to increase your responsibilities and your salary	43%	38%
Making it easier to leave and return to teaching without losing retirement benefits, seniority, or other non-retirement benefits	40%	35%

Recruitment and Retention

Q.13 (1 and 2 combined)

Which of the following do you think would be most likely to keep teachers in the profession?

	National	Boston
Higher salary	78%	52%
More time for collaboration and planning	19%	19%
More support staff (paraprofessionals, counselors, etc.)	17%	13%
More mental health supports for educators	10%	16%
More professional development and support	7%	15%
More autonomy in the classroom	15%	19%
More leadership opportunities while continuing to teach in the classroom	8%	14%
More supportive administrators	21%	29%
More societal respect for the profession	26%	23%

Recruitment and Retention

Q.14 (1–3 combined)

Which of the following financial incentives do you think would be most effective in recruiting and retaining teachers?

	National	Boston
Student loan forgiveness	58%	45%
Housing support (e.g., housing stipends, low-interest loans, and/or affordable housing for teachers)	32%	36%
Better or more affordable health care options	33%	54%
Improved family support (e.g., discounted daycare, maternity leave, etc.)	37%	51%
Higher starting salaries	84%	73%
Cash bonuses (e.g., for taking on additional responsibilities)	56%	41%

Staffing Shortage

Q.15

This school year, on average, how often have you had to give up a prep period or have an additional coverage?

	National	Boston
Every day	8%	10%
Several times a week	36%	27%
Once a week	20%	26%
Once or twice a month	23%	24%
Less often	13%	13%

Staffing Shortage

Q.16

On average, how much of a problem would you say that staffing shortages for teachers have been at your school/district this school year?

	National	Boston
Extremely serious problem	35%	24%
Very serious problem	30%	15%
Somewhat serious problem	22%	21%
Not very serious problem	8%	29%
Not at all serious problem	3%	9%
Not applicable—my school does not have staffing shortages for this group	2%	3%

Curriculum

Q.24

Which of the following statements about the curricula used in your school are accurate?

	National	Boston
Our curricula are high-quality and well aligned to learning standards	43%	44%
Our curricula are accessible, appropriate, and engaging for all learners	37%	41%
Our curricula are culturally relevant for our student population	31%	36%
Our curricula include high-quality formative assessments to measure student learning	35%	31%
We have received the trainings that enable us to implement our curricula effectively	39%	25%
Our curricula are easy to adapt for hybrid or distance learning	29%	27%
I have a role in selecting the curricula we use in my school	30%	27%
I have the curricular materials I need for effective instruction	45%	39%
I am encouraged to incorporate SEL lessons into my curricula	36%	40%
None of the above	6%	8%

Curriculum

Q.25

How often do you create your own lessons to replace or supplement your curriculum?

	National	Boston
Often	63%	57%
Sometimes	30%	28%
Rarely	7%	13%
Never	1%	2%

Content

Q.28

At which grade levels, if any, do you think students in K-12 schools should be taught about **slavery**?

	National	Boston
Elementary school (K-5 grades)	49%	67%
Middle school (6-8 grades)	76%	64%
High school (9-12 grades)	74%	52%
Should not be taught in any grade	2%	7%

Content

Q.29

At which grade levels, if any, do you think students in K-12 schools should be taught about **the Civil War**?

	National	Boston
Elementary school (K-5 grades)	43%	53%
Middle school (6-8 grades)	80%	77%
High school (9-12 grades)	73%	52%
Should not be taught in any grade	1%	4%

Content

Q.30

At which grade levels, if any, do you think students in K-12 schools should be taught about **the civil rights movement**?

	National	Boston
Elementary school (K-5 grades)	54%	67%
Middle school (6-8 grades)	76%	79%
High school (9-12 grades)	74%	59%
Should not be taught in any grade	2%	6%

Content

Q.31

At which grade levels, if any, do you think students in K-12 schools should be taught about **the history and experiences of Black Americans**?

	National	Boston
Elementary school (K-5 grades)	61%	56%
Middle school (6-8 grades)	75%	72%
High school (9-12 grades)	74%	73%
Should not be taught in any grade	3%	5%

Content

Q.34

At which grade levels, if any, do you think students in K-12 schools should be taught about **the history and experiences of Hispanic and Latinx Americans?**

	National	Boston
Elementary school (K-5 grades)	50%	50%
Middle school (6-8 grades)	73%	77%
High school (9-12 grades)	75%	69%
Should not be taught in any grade	4%	3%

Content

Q.35

At which grade levels, if any, do you think students in K-12 schools should be taught about **racial inequality in America's past?**

	National	Boston
Elementary school (K-5 grades)	44%	47%
Middle school (6-8 grades)	70%	58%
High school (9-12 grades)	73%	69%
Should not be taught in any grade	7%	14%

Content

Q.36

At which grade levels, if any, do you think students in K-12 schools should be taught about **racial inequality that exists today in America?**

	National	Boston
Elementary school (K-5 grades)	35%	42%
Middle school (6-8 grades)	59%	59%
High school (9-12 grades)	69%	67%
Should not be taught in any grade	15%	15%

Content

Q.37

At which grade levels, if any, do you think students in K-12 schools should be taught about **personal experiences students have had with inequality and racism?**

	National	Boston
Elementary school (K-5 grades)	36%	46%
Middle school (6-8 grades)	61%	58%
High school (9-12 grades)	69%	70%
Should not be taught in any grade	13%	11%

Content

Q.38

At which grade levels, if any, do you think students in K-12 schools should be taught about **systemic racism in America's institutions and society?**

	National	Boston
Elementary school (K-5 grades)	23%	40%
Middle school (6-8 grades)	50%	53%
High school (9-12 grades)	65%	71%
Should not be taught in any grade	22%	12%

Content

Q.39

At which grade levels, if any, do you think students in K-12 schools should be taught about **the history and experiences of lesbian, gay, bisexual, and transgender people?**

	National	Boston
Elementary school (K-5 grades)	18%	26%
Middle school (6-8 grades)	42%	69%
High school (9-12 grades)	60%	79%
Should not be taught in any grade	29%	7%

Content

Q.40

At which grade levels, if any, do you think students in K-12 schools should be taught about **social emotional learning**?

	National	Boston
Elementary school (K-5 grades)	79%	81%
Middle school (6-8 grades)	71%	71%
High school (9-12 grades)	69%	58%
Should not be taught in any grade	6%	6%

Content

Q.41

At which grade levels, if any, do you think students in K-12 schools should be taught about **racial and cultural differences in America**?

	National	Boston
Elementary school (K-5 grades)	51%	51%
Middle school (6-8 grades)	68%	60%
High school (9-12 grades)	73%	64%
Should not be taught in any grade	7%	15%

Content

Q.42

As you may know, a handful of states have passed legislation that limits how teachers discuss racism, sexism, and other controversial issues in the classroom with students. Do you think there should be legal limits on those kinds of classroom conversations?

	National	Boston
Yes, there should be limits	43%	22%
No, there should not be limits	41%	66%
Not sure	17%	12%

Content

Q.44

How important would you say students learning about their classmates and other communities is for student learning in your classroom?

	National	Boston
Critically important	55%	58%
Important, but not critical	33%	31%
Somewhat important	10%	9%
Not very important	2%	1%
Not important at all	0%	1%

Content

Q.49

As you may know, there is currently a debate about the role parents should have in determining the curriculum that their children are taught. Which of the following best describes the role that you think parents should have in curriculum decisions?

	National	Boston
Parents should have a say in determining state standards	24%	13%
Parents should have a say in curriculum purchasing decisions at the district level	21%	13%
Parents should have a say in curriculum purchasing decisions at the school level	16%	18%
Parents should have a say in teachers' instructional practices and how they implement the curriculum in their classrooms	13%	11%
Parents should not have a say in curriculum decisions	56%	68%

Student Mental Health

Q.60

On average, how would you rate your students' mental health today, compared to before the pandemic? Would you say your students' mental health today is:

	National	Boston
Much worse than before the pandemic	30%	34%
Somewhat worse than before the pandemic	49%	43%
About the same as before the pandemic	18%	18%
Somewhat better than before the pandemic	2%	4%
Much better than before the pandemic	1%	2%

Violence in School

Q.61

How, if at all, have incidents of violence (fights, verbal abuse, bullying, etc.) in your school changed since students have returned from the pandemic? Would you say that incidents of violence are:

	National	Boston
Much worse than before the pandemic	18%	18%
Somewhat worse than before the pandemic	28%	35%
About the same as before the pandemic	43%	37%
Somewhat better than before the pandemic	9%	8%
Much better than before the pandemic	2%	2%

Student Performance

Q.62

On average, where do you think your students are academically today, compared to a typical classroom of students before the pandemic?

	National	Boston
A great deal ahead of where they were before the pandemic	3%	1%
Somewhat ahead of where they were before the pandemic	6%	9%
About the same as where they were before the pandemic	14%	23%
Somewhat behind where they were before the pandemic	48%	40%
A great deal behind where they were before the pandemic	30%	27%

Student Performance

Q.63

On average, where do you expect your students to finish at the end of the current school year academically?

	National	Boston
Above grade level	6%	7%
On grade level	49%	51%
Below grade level	45%	42%

Federal Relief Funds

Q.93

How familiar are you with your district's plans to use these federal funds?

	National	Boston
Very familiar	8%	10%
Somewhat familiar	40%	42%
Not very familiar	34%	30%
Not familiar at all	18%	18%

Federal Relief Funds

Q.94

Which of the following statements, if any, are true when it comes to state and district plan development for spending these federal funds?

	National	Boston
They have actively sought my input in developing plans to use these funds	11%	16%
They have effectively balanced what is best for teachers and students	18%	22%
These funds have had a positive impact on student academic progress	23%	35%
These funds have had a positive impact on student social emotional learning	21%	28%
These funds are being invested in making education more equitable	24%	39%
These funds have been used to address learning loss	36%	32%
None of the above	33%	32%

Assessment

Q.95

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading? **The assessment measures accurately student mastery of state content standards.**

	National	Boston
Strongly agree	12%	21%
Somewhat agree	37%	32%
Somewhat disagree	32%	34%
Strongly disagree	18%	14%

Boston Specific Questions

Q.105

This year, as you may know, Boston will have a new mayor. What do you think Mayor Michelle Wu should prioritize to improve education in Boston? Please select what you think should be her top priority.

	Boston
Increasing resources for high-needs students and schools	45%
Improving mental health supports for students	40%
Improving the quality and cultural relevance of instructional materials	28%
Investing in teacher retention	28%
Reducing teacher-to-student ratios	33%
Increasing the diversity of the teaching workforce	16%
Creating more opportunities for teachers to inform district decisions	14%
Investing in strategies to support student learning recovery after the pandemic	35%
Reducing violence and bullying in schools	14%
Implementing COVID mitigation efforts to make school as safe as possible	22%
Building new and repairing old school buildings	15%
Regularly communicating and meeting with all stakeholders (teachers, families, students, etc.)	12%

Boston Specific Questions

Q.106

More generally, what is the one thing that you think Mayor Michelle Wu should know as she takes on her new role this year?

	Boston
Better resources and management	9%
Provide good mental health and support for teachers and students	7%
New technologies and quality in education	6%
Increase teacher salary/support teachers	13%
Reducing teacher-to-student ratios	5%
Improved method of teaching	8%
Local govt officer/teacher maintain education system	9%
New health policy after pandemic	5%
Violence decrease and no push around	2%
Better construction/modify of school infrastructure	3%
Better communication with teachers/students/families	14%
Social emotional support	2%
Other	7%
Don't know	10%

Boston Specific Questions

Q.107

How would you rate the performance of the union leader in your city over the course of the pandemic?

	Boston
Excellent	13%
Good	33%
Fair	20%
Poor	2%
Not sure	33%

Boston Specific Questions

Q.108

In total, how many students attend your school?

	Boston
Less than 100	2%
100 – 299	15%
300 – 499	24%
500 – 699	21%
700 – 899	8%
900 – 999	2%
1,000 – 1,299	14%
1,300 – 1,499	4%
1,500 – 1,799	3%
1,800 – 1,999	1%
2,000 or more	7%
Not sure	1%

Endnotes

- 1 Russell, J. and Watson, A. (2022, May 24). Key takeaways from the state’s scathing review of Boston Public Schools. Chalkbeat. <https://www.bostonglobe.com/2022/05/24/metro/key-takeaways-states-review-boston-public-schools/>
- 2 Boston Schools Fund. (n.d.) BPS 2021-22 Enrollment Analysis. <https://www.boston-schoolsfund.org/enrollment>
- 3 Zumper. (2022, August 29). Zumper National Rent Report. <https://www.zumper.com/blog/rental-price-data/>
- 4 Edutopia. (2008, July 15). Why Is Assessment Important? <https://www.edutopia.org/assessment-guide-importance>
- 5 Schwartz, S. (2022, July 15). Map: Where Critical Race Theory Is Under Attack. Education Week. <https://www.edweek.org/policy-politics/map-where-critical-race-theory-is-under-attack/2021/06>
- 6 Allen, C. (2018). “The Opportunity Myth.” TNTP. https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf
- 7 Educators for Excellence. (2020). A Better Curriculum. <https://e4e.org/what-we-do/policy-solutions/better-curriculum>



About Educators for Excellence

Our nation's education system is leaving millions of students – including an overwhelming number of students of color and students from low-income families – unprepared for college, career, and life. Only one in 10 students from low-income households in the United States attains a bachelor's degree by the age of 25. Moreover, just 14 percent of Black adults and 11 percent of Hispanic adults hold bachelor's degrees, compared with 24 percent of white adults. The result is an opportunity gap and divide along racial and class lines that threatens the future of our communities, economy, and democracy.

While research shows that classroom teachers are the single most important in-school factor in improving student achievement, their diverse voices are consistently left out of education policy decisions. Even though policymakers at every level of the system are talking about teachers, they rarely are talking with teachers.

Founded by public school teachers in 2010, Educators for Excellence is a growing movement of more than 33,000 educators, united around a common set of values and principles for improving student learning and elevating the teaching profession. With chapters in Boston, Chicago, Connecticut, Los Angeles, Minnesota, and New York, we work together to identify issues that impact our schools, create solutions to these challenges, and advocate for policies and programs that give all students access to a quality education.

Educators for Excellence is a nonprofit and is proud to receive financial support from a diverse base of nonprofit, corporate, and family foundations, as well as individual donors, including teachers and community members, who believe in the power of teacher-led change.

Our Vision

Educators for Excellence envisions an equitable and excellent education system that provides all students the opportunity to succeed and elevates the teaching profession.

Our Mission

Educators for Excellence ensures that teachers have a leading voice in the policies that impact their students and profession.



Boston
Chicago
Connecticut
Los Angeles
Minnesota
New York



f /Educators4Excellence

t @Ed4Excellence

@ @ed4excellence

e4e.org/BOSTeacherSurvey