

SURVEY RESPONSES OF CHARTER SCHOOL DIRECTORS

School district (or charter school) name: _____

School district (or charter school) number: «DISTRICT»

Survey completed by: _____

Instructions: On questions 1A through 18H below, please select one response per question. Many of these questions request you to express your opinion. Questions 19 through 21 request information related to your district's assessments, and you may wish to consult with other district staff to provide your answers.

Some questions mention student "subgroups," a reference to the subgroups identified in the NCLB Act. These subgroups include: (1) American Indian/Native Alaskan, (2) Asian/Pacific Islander, (3) Hispanic, (4) Black (not of Hispanic origin), (5) White (not of Hispanic origin), (6) limited-English proficiency students, (7) special education students, and (8) students eligible for free and reduced price meals.

Charter school directors: In cases where the survey asks about your "school district," please answer the question on behalf of the charter school you direct.

1. It is appropriate for schools and school districts to:

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%
A. Measure the academic performance of their students.	54	68.4%	24	30.4%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
B. Publicly report on the academic performance of their students, in aggregate.	22	27.8	46	58.2	6	7.6	5	6.3	0	0.0	0	0.0
C. Develop plans to improve the performance of student subgroups that are under-achieving academically.	46	58.2	27	34.2	3	3.8	0	0.0	2	2.5	1	1.3
D. Hold all racial/ethnic student subgroups to the same standards of academic "proficiency."	30	38.0	31	39.2	9	11.4	4	5.1	2	2.5	3	3.8
E. Hold special education students to the same standards of academic "proficiency" as other students.	3	3.8	14	17.7	17	21.5	35	44.3	7	8.9	3	3.8
F. Hold limited-English students to the same standards of academic "proficiency" as other students.	8	10.1	16	20.3	17	21.5	30	38.0	6	7.6	2	2.5
G. Hold free and reduced-price lunch students to the same standards of academic "proficiency" as other students.	23	29.1	38	48.1	13	16.5	2	2.5	2	2.5	1	1.3

2. It is appropriate for national policy to:

	<u>Strongly Agree</u> # %	<u>Agree</u> # %	<u>Neither Agree Nor Disagree</u> # %	<u>Disagree</u> # %	<u>Strongly Disagree</u> # %	<u>No Response</u> # %
A. Have a goal that all children will achieve “proficiency” on statewide reading, math, and science assessments by the 2013-14 school year.	13 16.5%	22 27.6%	16 20.3%	23 29.1%	5 6.3%	0 0.0%
B. Have a goal that all teachers will be “highly qualified” by the 2005-06 school year.	13 16.5	29 36.7	13 16.5	17 21.5	7 8.9	0 0.0
C. Specify key elements that must be included in states’ educational accountability systems.	9 11.4	32 40.5	21 26.6	10 12.7	7 8.9	0 0.0

3. Annual student reading and math assessments, which are required by the No Child Left Behind (NCLB) Act for grades 3 through 8, are a necessary component of an effective accountability system.

<u>Strongly Agree</u> # %	<u>Agree</u> # %	<u>Neither Agree Nor Disagree</u> # %	<u>Disagree</u> # %	<u>Strongly Disagree</u> # %	<u>No Response</u> # %
8 10.1%	25 31.6%	15 19.0%	24 30.4%	7 8.9%	0 0.0%

4. The Minnesota Department of Education has provided my district with sufficient guidance and information as we have started implementing the NCLB Act.

<u>Strongly Agree</u> # %	<u>Agree</u> # %	<u>Neither Agree Nor Disagree</u> # %	<u>Disagree</u> # %	<u>Strongly Disagree</u> # %	<u>No Response</u> # %
5 6.3%	26 32.9%	23 29.1%	18 22.8%	7 8.9%	0 0.0%

5. Schools should face consequences such as mandatory school choice, supplemental services, corrective actions, or restructuring if there is persistent failure to make adequate yearly progress (as presently defined) by:

	<u>Strongly Agree</u> # %	<u>Agree</u> # %	<u>Neither Agree Nor Disagree</u> # %	<u>Disagree</u> # %	<u>Strongly Disagree</u> # %	<u>No Response</u> # %
A. At least one racial/ethnic subgroup.	7 8.9%	19 24.1%	17 21.5%	25 31.6%	10 12.7%	1 1.3%
B. The special education subgroup.	3 3.8	12 15.2	19 24.1	31 39.2	13 16.5	1 1.3
C. The limited-English proficiency subgroup.	3 3.8	17 21.5	18 22.8	28 35.4	12 15.2	1 1.3
D. The free/reduced price lunch subgroup.	7 8.9	20 25.3	16 20.3	25 31.6	10 12.7	1 1.3

6. The Minnesota Comprehensive Assessments (MCAs):

	<u>Strongly Agree</u> # %	<u>Agree</u> # %	<u>Neither Agree Nor Disagree</u> # %	<u>Disagree</u> # %	<u>Strongly Disagree</u> # %	<u>No Response</u> # %
A. Provide a sound basis for evaluating the academic performance of school districts and schools.	4 5.1%	14 17.7%	17 21.5%	32 40.5%	11 13.9%	1 1.3%
B. Help teachers understand the specific academic needs of individual students.	4 5.1	26 32.9	7 8.9	30 38.0	11 13.9	1 1.3

7. The educational benefits resulting from implementation of the NLCB Act will, on balance, outweigh any adverse impacts that the act will have on my district.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree Nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>No Response</u>
<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>
3 3.8%	6 7.6%	22 27.8%	30 38.0%	18 22.8%	0 0.0%

8. Minnesota should “opt out” of the NCLB Act’s requirements, thus foregoing the federal funds associated with this law.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree Nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>No Response</u>
<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>
8 10.1%	10 12.7%	36 45.6%	15 19.0%	10 12.7%	0 0.0%

9. New federal revenues that my district will receive under the No Child Left Behind Act will be sufficient to cover the cost of any new spending that the act will require my district to undertake.

<u>Very Likely</u>	<u>Likely</u>	<u>Unlikely</u>	<u>Very Unlikely</u>	<u>Don't Know</u>	<u>No Response</u>
<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>
1 1.3%	6 7.6%	18 22.8%	43 54.4%	9 11.4%	2 2.5%

10. At some time during the next five years,

	<u>Very Likely</u>	<u>Likely</u>	<u>Unlikely</u>	<u>Very Unlikely</u>	<u>Don't Know</u>	<u>Not Applicable –No Title I Schools</u>	<u>No Response</u>
	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>
A. At least one Title I school in my district will be determined to “need improvement” under the NCLB Act because of not making “adequate yearly progress” for at least two consecutive years.	7 8.9%	14 17.7%	11 13.9%	12 15.2%	18 22.8%	16 20.3%	1 1.3%
B. A majority of students in my district will attend schools (Title I or non-Title I) that have not made “adequate yearly progress” for at least one year.	7 8.9	17 21.5	13 16.5	14 17.7	18 22.8		10 12.7

11. To ensure that my district, its schools, and student subgroups make “adequate yearly progress” under the NCLB Act, my district will increase its overall spending level (beyond inflation-related increases):

	<u>Very Likely</u>	<u>Likely</u>	<u>Unlikely</u>	<u>Very Unlikely</u>	<u>Don't Know</u>	<u>No Response</u>
	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>	<u># %</u>
A. During the next two years	20 25.3%	18 22.8%	15 19.0%	8 10.1%	17 21.5%	1 1.3%
B. During the next five years	12 15.2	28 35.4	12 15.2	7 8.9	17 21.5	3 3.8
C. During the next ten years	14 17.7	26 32.9	11 13.9	8 10.1	17 21.5	3 3.8

12. By 2005-06, all teachers in my district will be “highly qualified,” as defined by the Minnesota Department of Education.

<u>Very Likely</u>	<u>Likely</u>	<u>Unlikely</u>	<u>Very Unlikely</u>	<u>Don't Know</u>	<u>No Response</u>
<u>#</u> <u>%</u>	<u>#</u> <u>%</u>	<u>#</u> <u>%</u>	<u>#</u> <u>%</u>	<u>#</u> <u>%</u>	<u>#</u> <u>%</u>
35 44.3%	27 34.2%	6 7.6%	5 6.3%	4 5.1%	2 2.5%

13. By 2013-14, all students in my district will achieve reading, math, and science “proficiency,” as defined by the Minnesota Department of Education.

<u>Very Likely</u>	<u>Likely</u>	<u>Unlikely</u>	<u>Very Unlikely</u>	<u>Don't Know</u>	<u>No Response</u>
<u>#</u> <u>%</u>	<u>#</u> <u>%</u>	<u>#</u> <u>%</u>	<u>#</u> <u>%</u>	<u>#</u> <u>%</u>	<u>#</u> <u>%</u>
12 15.2%	25 31.6%	16 20.3%	12 15.2%	13 16.5%	1 1.3%

14. So far, activities that my school district has undertaken to fulfill new requirements of the NCLB Act have been paid for primarily through: (Check one)

<u>#</u>	<u>%</u>	
41	51.9%	a. Spending reductions or reallocations
6	7.6	b. Increases in my district’s federal revenues
2	2.5	c. Increases in my district’s state revenues
0	0.0	d. Increases in my district’s local revenues
10	12.7	e. Other (Please specify): _____
18	22.8	f. Don’t know
2	2.5	No response

15. During the next two years, activities that my school district will undertake to fulfill new requirements of the NCLB Act will be paid for primarily through: (Check one)

<u>#</u>	<u>%</u>	
42	53.2%	a. Spending reductions or reallocations
5	6.3	b. Increases in my district’s federal revenues
5	6.3	c. Increases in my district’s state revenues
0	0.0	d. Increases in my district’s local revenues
7	8.9	e. Other (Please specify): _____
18	22.8	f. Don’t know
2	2.5	No response

16. In your judgment, which one of the following requirements of the NCLB Act will be the most costly for your district to implement? (Check one)

<u>#</u>	<u>%</u>	
24	30.4%	a. Implementing additional grade-level tests
26	32.9	b. Implementing sanctions and additional services for low-performing schools
18	22.8	c. Complying with new requirements for teacher qualifications
8	10.1	d. Complying with new requirements for paraprofessional qualifications
3	3.8	No response

17. For each of the following, please indicate whether your district has made this change during the past two years as a direct result of NCLB:

	Yes		No		Don't Know		Not Applicable		No Response	
	#	%	#	%	#	%	#	%	#	%
A. Hired additional administrative staff.	7	8.9%	51	64.6%	1	1.3%	19	24.1%	1	1.3%
B. Hired additional instructional staff.	30	38.0	31	39.2	1	1.3	16	20.3	1	1.3
C. Reassigned (or redefined the jobs of) existing administrative staff.	20	25.3	38	48.1	2	2.5	18	22.8	1	1.3
D. Reassigned (or redefined the jobs of) existing instructional staff.	35	44.3	27	34.2	0	0.0	16	20.3	1	1.3
E. Increased average compensation levels to attract or retain "highly qualified" teachers.	14	17.7	50	63.3	0	0.0	14	17.7	1	1.3
F. Increased average compensation levels to attract or retain paraprofessionals who meet NCLB qualifications.	11	13.9	49	62.0	0	0.0	17	21.5	2	2.5
G. Discontinued some standardized assessments that are not required by NCLB.	13	16.5	48	60.8	1	1.3	16	20.3	1	1.3
H. Revised classroom curricula.	39	49.4	23	29.1	1	1.3	15	19.0	1	1.3

18. For each of the following, please indicate whether your district will likely make this change during the next two years as a direct result of NCLB:

	Yes		No		Don't Know		Not Applicable		No Response	
	#	%	#	%	#	%	#	%	#	%
A. Hire additional administrative staff.	13	16.5%	46	58.2%	17	21.5%	1	1.3%	2	2.5%
B. Hire additional instructional staff.	36	45.6	25	31.6	16	20.3	1	1.3	1	1.3
C. Reassign (or redefine the jobs of) existing administrative staff.	28	35.4	33	41.8	14	17.7	3	3.8	1	1.3
D. Reassign (or redefine the jobs of) existing instructional staff.	43	54.4	18	22.8	17	21.5	0	0.0	1	1.3
E. Increase average compensation levels to attract or retain "highly qualified" teachers.	25	31.6	26	32.9	24	30.4	3	3.8	1	1.3
F. Increase average compensation levels to attract or retain paraprofessionals who meet NCLB qualifications.	22	27.8	30	38.0	22	27.8	4	5.1	1	1.3
G. Discontinue some standardized assessments not required by NCLB.	18	22.8	36	45.6	23	29.1	1	1.3	1	1.3
H. Revise classroom curricula.	48	60.8	12	15.2	17	21.5	1	1.3	1	1.3

19. Which, if any, of the following standardized tests not mandated by NCLB did your district administer as of January 2002?

	Yes		No		Don't Know		No Response	
	#	%	#	%	#	%	#	%
A. Northwest Achievement assessment	20	25.3%	42	53.2%	1	1.3%	16	20.3%
B. Iowa Test of Basic Skills	17	21.5	42	53.2	2	2.5	18	22.8
C. Metropolitan Achievement Test	6	7.6	53	67.1	1	1.3	19	24.1
D. Stanford Achievement Test	14	17.7	47	59.5	1	1.3	17	21.5
E. Terra Nova Assessment	1	1.3	55	69.6	1	1.3	22	27.8
F. Degree of Reading Power	3	3.8	52	65.8	1	1.3	23	29.1
G. Other (<i>Specify</i>):	19	24.1	22	27.8	2	2.5	36	45.6

20. In compliance with NCLB, school districts now administer Minnesota Comprehensive Assessments to all students in 3rd, 5th, 10th, and 11th grades. There are varying practices among Minnesota districts regarding which types of staff administer these tests in classrooms. Please estimate the percentage of your MCA test-takers whose 2002-03 MCAs were administered by:

	<u>Percent</u>	<i>[Round to Nearest Whole Number]</i>
A. Teachers	Median = 100	
B. Paraprofessionals	Median = 0	(N = 51; includes only cases where the percentages in A through E added to 100 percent)
C. Administrators	Median = 0	
D. Counselors	Median = 0	
E. Other staff	Median = 0	

21. Of your district’s students who took the MCAs last year, please estimate the percentage that received the following special accommodations from the district during the assessment process:

	<u>Percent</u>	<i>[Round to Nearest Whole Number]</i>
A. Math assessment translated into a language other than Spanish, Hmong, Vietnamese, or Somali	Median = 0	
B. Took the MCA in a special setting, apart from most classmates	Median = 5	(N = 48; includes only cases where the percentages in A through D added to a percent greater than 0)
C. Used district-provided equipment, such as a tape recorder or CD player	Median = 0	
D. Other district-provided special accommodations <i>(Please specify, if 1 percent or greater:</i> _____)	Median = 0	

22. In the space below, we invite you to offer comments on the No Child Left Behind Act and its impact on your school district. Feel free to (1) describe specific changes that your district has made (or plans to make) in response to NCLB, or (2) comment on things you like about NCLB or concerns you have about NCLB.

Thanks for your participation. Whether you respond via our web-based survey form or by returning your completed paper form in the mail, we would like to receive your response as soon as possible.