

SURVEY RESPONSES OF SCHOOL DISTRICT SUPERINTENDENTS

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.	261	80.1%	62	19.0%	1	0.3%	0	0.0%	1	0.3%	1	0.3%
B. Publicly report on the academic performance of their students, in aggregate.	144	44.2	133	40.8	23	7.1	20	6.1	4	1.2	2	0.6
C. Develop plans to improve the performance of student subgroups that are under-achieving academically.	184	56.4	122	37.4	12	3.7	4	1.2	5	0.6	2	0.6
D. Hold all racial/ethnic student subgroups to the same standards of academic "proficiency."	107	32.8	128	39.3	45	13.8	33	10.1	9	2.8	4	1.2
E. Hold special education students to the same standards of academic "proficiency" as other students.	5	1.5	11	3.4	48	14.7	147	45.1	112	34.4	3	0.9
F. Hold limited-English students to the same standards of academic "proficiency" as other students.	17	5.2	38	11.7	65	19.9	142	43.6	61	18.7	3	0.9
G. Hold free and reduced-price lunch students to the same standards of academic "proficiency" as other students.	96	29.4	142	43.6	47	14.4	28	8.6	10	3.1	3	0.9

2. It is appropriate for national policy to:

	Strongly Agree # %	Agree # %	Neither Agree Nor Disagree # %	Disagree # %	Strongly Disagree # %	No Response # %
A. Have a goal that all children will achieve “proficiency” on statewide reading, math, and science assessments by the 2013-14 school year.	16 4.9%	90 27.6%	36 11.0%	103 31.6%	79 24.2%	2 0.6%
B. Have a goal that all teachers will be “highly qualified” by the 2005-06 school year.	47 14.4	135 41.4	40 12.3	71 21.8	31 9.5	2 0.6
C. Specify key elements that must be included in states’ educational accountability systems.	32 9.8	132 40.5	48 14.7	68 20.9	44 13.5	2 0.6

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.

Strongly Agree # %	Agree # %	Neither Agree Nor Disagree # %	Disagree # %	Strongly Disagree # %	No Response # %
33 10.1%	127 39.0%	39 12.0%	98 30.1%	28 8.6%	1 0.3%

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

Strongly Agree # %	Agree # %	Neither Agree Nor Disagree # %	Disagree # %	Strongly Disagree # %	No Response # %
5 1.5%	97 29.8%	92 28.2%	90 27.6%	42 12.9%	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:

	Strongly Agree # %	Agree # %	Neither Agree Nor Disagree # %	Disagree # %	Strongly Disagree # %	No Response # %
A. At least one racial/ethnic subgroup.	6 1.8%	38 11.7%	39 12.0%	129 39.6%	111 34.0%	3 0.9%
B. The special education subgroup.	3 0.9	6 1.8	27 8.3	120 36.8	167 51.2	3 0.9
C. The limited-English proficiency subgroup.	5 1.5	12 3.7	30 9.2	141 43.3	135 41.4	3 0.9
D. The free/reduced price lunch subgroup.	11 3.4	62 19.0	53 16.3	100 30.7	96 29.4	4 1.2

6. The Minnesota Comprehensive Assessments (MCAs):

	Strongly Agree # %	Agree # %	Neither Agree Nor Disagree # %	Disagree # %	Strongly Disagree # %	No Response # %
A. Provide a sound basis for evaluating the academic performance of school districts and schools.	12 3.7%	105 32.2%	68 20.9%	105 32.2%	35 10.7%	1 0.3%
B. Help teachers understand the specific academic needs of individual students.	12 3.7	101 31.0	50 15.3	112 34.4	51 15.6	0 0.0

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.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
# %	# %	# %	# %	# %	# %
2 0.6%	20 6.1%	81 24.8%	130 39.9%	91 27.9%	2 0.6%

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

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
# %	# %	# %	# %	# %	# %
15 4.6%	42 12.9%	102 31.3%	140 42.9%	27 8.3%	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.

Very Likely	Likely	Unlikely	Very Unlikely	Don't Know	No Response
# %	# %	# %	# %	# %	# %
3 0.9%	5 1.5%	46 14.1%	254 77.9%	18 5.5%	0 0.0%

10. At some time during the next five years,

	Very Likely	Likely	Unlikely	Very Unlikely	Don't Know	Not Applicable –No Title I Schools	No Response
	# %	# %	# %	# %	# %	# %	# %
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.	64 19.6%	115 33.3%	65 19.9%	43 13.2%	32 9.8%	7 2.1%	0 0.0%
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.	43 13.2	64 19.6	92 28.2	79 24.2	24 7.4		24 7.4

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):

	Very Likely	Likely	Unlikely	Very Unlikely	Don't Know	No Response
	# %	# %	# %	# %	# %	# %
A. During the next two years	74 22.7%	89 27.3%	82 25.2%	59 18.1%	17 5.2%	5 1.5%
B. During the next five years	95 29.1	85 26.1	70 21.5	41 12.6	32 9.8	3 0.9
C. During the next ten years	99 30.4	77 23.6	64 19.6	33 10.1	48 14.7	5 1.5

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

<u>Very</u> <u>Likely</u> <u>#</u> <u>%</u>	<u>Likely</u> <u>#</u> <u>%</u>	<u>Unlikely</u> <u>#</u> <u>%</u>	<u>Very</u> <u>Unlikely</u> <u>#</u> <u>%</u>	<u>Don't</u> <u>Know</u> <u>#</u> <u>%</u>	<u>No</u> <u>Response</u> <u>#</u> <u>%</u>
78 23.9%	132 40.5%	69 21.2%	29 8.9%	16 4.9%	2 0.6%

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</u> <u>Likely</u> <u>#</u> <u>%</u>	<u>Likely</u> <u>#</u> <u>%</u>	<u>Unlikely</u> <u>#</u> <u>%</u>	<u>Very</u> <u>Unlikely</u> <u>#</u> <u>%</u>	<u>Don't</u> <u>Know</u> <u>#</u> <u>%</u>	<u>No</u> <u>Response</u> <u>#</u> <u>%</u>
15 4.6%	40 12.3%	105 32.2%	132 40.5%	30 9.2%	4 1.2%

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>	
234	71.8%	a. Spending reductions or reallocations
22	6.7	b. Increases in my district’s federal revenues
2	0.6	c. Increases in my district’s state revenues
19	5.8	d. Increases in my district’s local revenues
29	8.9	e. Other (Please specify): _____
16	4.9	f. Don’t know
4	1.2	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>	
237	72.7%	a. Spending reductions or reallocations
14	4.3	b. Increases in my district’s federal revenues
3	0.9	c. Increases in my district’s state revenues
20	6.1	d. Increases in my district’s local revenues
19	5.8	e. Other (Please specify): _____
30	9.2	f. Don’t know
3	0.9	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>	
85	26.1%	a. Implementing additional grade-level tests
109	33.4	b. Implementing sanctions and additional services for low-performing schools
36	11.0	c. Complying with new requirements for teacher qualifications
84	25.8	d. Complying with new requirements for paraprofessional qualifications
12	3.7	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:

	<u>Yes</u>		<u>No</u>		<u>Don't Know</u>		<u>Not Applicable</u>		<u>No Response</u>	
	#	%	#	%	#	%	#	%	#	%
A. Hired additional administrative staff.	21	6.4%	296	90.8%	4	1.2%	3	0.9%	2	0.6%
B. Hired additional instructional staff.	95	29.1	223	68.4	3	0.9	4	1.2	1	0.3
C. Reassigned (or redefined the jobs of) existing administrative staff.	200	61.3	118	36.2	3	.09	5	1.5	0	0.0
D. Reassigned (or redefined the jobs of) existing instructional staff.	211	64.7	109	33.4	4	1.2	2	0.6	0	0.0
E. Increased average compensation levels to attract or retain "highly qualified" teachers.	29	8.9	285	87.4	5	1.5	6	1.8	1	0.3
F. Increased average compensation levels to attract or retain paraprofessionals who meet NCLB qualifications.	54	16.6	262	80.4	4	1.2	5	1.5	1	0.3
G. Discontinued some standardized assessments that are not required by NCLB.	144	44.2	168	51.5	8	2.5	5	1.5	1	0.3
H. Revised classroom curricula.	259	79.4	61	18.7	5	1.5	1	0.3	0	0.0

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:

	<u>Yes</u>		<u>No</u>		<u>Don't Know</u>		<u>Not Applicable</u>		<u>No Response</u>	
	#	%	#	%	#	%	#	%	#	%
A. Hire additional administrative staff.	25	7.7%	278	85.3%	22	6.7%	0	0.0%	1	0.3%
B. Hire additional instructional staff.	94	28.8	190	58.3	41	12.6	1	0.3	0	0.0
C. Reassign (or redefine the jobs of) existing administrative staff.	181	55.5	110	33.7	34	10.4	1	0.3	0	0.0
D. Reassign (or redefine the jobs of) existing instructional staff.	229	70.2	52	16.0	45	13.8	0	0.0	0	0.0
E. Increase average compensation levels to attract or retain "highly qualified" teachers.	53	16.3	229	70.2	40	12.3	2	0.6	2	0.6
F. Increase average compensation levels to attract or retain paraprofessionals who meet NCLB qualifications.	117	35.9	157	48.2	46	14.1	4	1.2	2	0.6
G. Discontinue some standardized assessments not required by NCLB.	161	49.4	98	30.1	55	16.9	11	33.4	1	0.3
H. Revise classroom curricula.	284	87.1	17	5.2	25	7.7	0	0.0	0	0.0

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

	<u>Yes</u>		<u>No</u>		<u>Don't Know</u>		<u>No Response</u>	
	#	%	#	%	#	%	#	%
A. Northwest Achievement assessment	52	16.0%	222	68.1%	6	1.8%	46	14.1%
B. Iowa Test of Basic Skills	226	69.3	76	23.3	2	0.6	22	6.7
C. Metropolitan Achievement Test	15	4.6	242	74.2	9	2.8	60	18.4
D. Stanford Achievement Test	31	9.5	231	70.9	8	2.5	56	17.2
E. Terra Nova Assessment	9	2.8	248	76.1	10	3.1	59	18.1
F. Degree of Reading Power	15	4.6	240	73.6	10	3.1	61	18.7
G. Other (<i>Specify</i> :)	38	11.7	81	24.8	15	4.6	192	58.9

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 = 171 – 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 = 281 – 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 = 1	
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.