



Public involvement. Public education. Public benefit.

**Online No Child Left Behind Survey
Responses from Idaho vs. the National Average**

From what you have heard about NCLB, do you believe that you:

| | Idaho | National |
|--|--------------|-----------------|
| Know Nothing or Little About the Law | 3% | 7% |
| Know About Some of the Provisions of the Law | 64% | 59% |
| Have An In-Depth Knowledge of the Law | 33% | 35% |

From what you know about NCLB, what is your opinion of the law?

| | Idaho | National |
|---|--------------|-----------------|
| I Support the Law As It Is Without Changes: Stay the Course | 0% | 2% |
| I Support the Purposes of the Law, But Believe That It Requires Changes | 58% | 65% |
| I Do Not Support the Law At All | 39% | 31% |
| I Have No Opinion | 3% | 2% |

One of the major goals of NCLB is to close the academic achievement gap among children of different racial, ethnic, or economic groups. Select those provisions of the law that are essential in closing the gap.

| | Idaho | National |
|---|--------------|-----------------|
| Highly Qualified Teachers | 70% | 80% |
| Rigorous academic standards | 36% | 51% |
| Tests aligned with standards | 27% | 44% |
| Testing of students in grades 3-8, and once in high school | 24% | 27% |
| Reporting of test scores for groups of students based on race and ethnicity, income, English language proficiency, and disability | 9% | 31% |
| Publication of test scores and other data about district and school performance | 24% | 26% |
| Strong parental involvement | 79% | 88% |
| Adequate funding and resources | 94% | 92% |
| Ability of a child to transfer to another public school if their school does not meet state academic expectations | 21% | 29% |
| Tutoring for students in schools that do not meet state academic standards | 61% | 69% |

NCLB currently requires that all children in grades 3 through 8, plus one grade level in high school, be tested in reading and math. Does NCLB require too much testing, too little, just right?

| | Idaho | National |
|------------|--------------|-----------------|
| Too much | 79% | 65% |
| Too little | 3% | 9% |
| Just right | 12% | 16% |
| Don't know | 6% | 10% |

Do you believe that these testing and reporting requirements... (Select all that apply)

| | Idaho | National |
|---|--------------|-----------------|
| Have raised awareness in your community about how your schools are doing? | 46% | 54% |
| Have provided more and better information about the academic performance in your school district? | 27% | 32% |
| Have motivated your community and parents to demand that schools that are low-performing be improved? | 12% | 20% |
| Have motivated you personally to become involved in your community? | 12% | 23% |
| Not sure | 27% | 29% |

Do you agree that states and school districts should be required to report test scores for students by certain characteristics, including disability, income, English language proficiency, and race/ethnicity?

| | Idaho | National |
|-------------------|--------------|-----------------|
| Strongly agree | 3% | 20% |
| Agree | 28% | 34% |
| Disagree | 16% | 17% |
| Strongly disagree | 41% | 18% |
| Not sure | 13% | 10% |

Do you believe that a single test can tell if the entire student body needs academic improvement?

| | Idaho | National |
|-------------------|--------------|-----------------|
| Strongly agree | 0% | 1% |
| Agree | 3% | 4% |
| Disagree | 9% | 21% |
| Strongly disagree | 88% | 71% |
| Not sure | 0% | 2% |

Do you believe that a single test can tell if individual students are performing satisfactorily?

| | Idaho | National |
|-------------------|--------------|-----------------|
| Strongly agree | 0% | 2% |
| Agree | 18% | 7% |
| Disagree | 12% | 28% |
| Strongly disagree | 70% | 61% |
| Not sure | 0% | 2% |

Currently, NCLB requires testing at only one grade level in high school. There are proposals to have NCLB testing in high school in reading, science and math, and at every grade level. Do you agree that there should be additional NCLB testing in high school?

| | Idaho | National |
|-------------------|--------------|-----------------|
| Strongly agree | 6% | 10% |
| Agree | 9% | 21% |
| Disagree | 15% | 23% |
| Strongly disagree | 61% | 37% |
| Not sure | 9% | 9% |

How would you rate the teachers in your local schools? Do your local schools have:

| | Idaho | National |
|--------------------------|--------------|-----------------|
| No qualified teachers | 0% | 0% |
| Some qualified teachers | 21% | 15% |
| Many qualified teachers | 64% | 55% |
| All qualified teachers | 12% | 23% |
| I have no way of judging | 3% | 7% |

Do you believe that, by the end of this school year, every school will meet the NCLB requirement that all teachers must be qualified in the core subjects that they teach?

| | Idaho | National |
|---------------------|--------------|-----------------|
| Strongly believe | 3% | 7% |
| Believe | 12% | 19% |
| Disbelieve | 24% | 38% |
| Strongly disbelieve | 46% | 26% |
| Not sure | 15% | 10% |

Currently, states have different definitions of what it means to be a “highly qualified teacher.” In judging whether a teacher is highly qualified, which of the following qualities do you believe to be most important? (For each, indicate a number between 1 and 5, with 1 for least important and 5 for most important.)

| | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Knows the subject matter | 3% (2) | 3% (1) | 3% (4) | 21% (20) | 70% |
| Knows how to communicate and relate to students | 3% (2) | 0% (0) | 3% (1) | 3% (9) | 91% |
| Establishes a relationship between the family and the school, and keeps channels of communication open | 3% (1) | 0% (2) | 12% (10) | 21% (28) | 64% (58) |
| Sensitive to and respects students' diverse cultural backgrounds | 3% (2) | 3% (3) | 6% (11) | 21% (26) | 67% (58) |
| Has passed license requirements mandated by the state | 6% (4) | 12% (5) | 15% (19) | 36% (25) | 30% (47) |
| Knows how to keep discipline and order in the classroom | 3% (1) | 0% (2) | 12% (8) | 42% (29) | 42% |
| Knows how to meet the individualized learning needs of students | 3% (2) | 0% (1) | 3% (5) | 18% (20) | 76% (72) |

| How important is it to have a highly qualified teacher in every classroom? | | |
|---|--------------|-----------------|
| | Idaho | National |
| Very important | 46% | 68% |
| Important | 52% | 29% |
| Unimportant | 3% | 2% |
| Very unimportant | 0% | 1% |
| No opinion | 0% | 1% |

| Would you support programs to help existing teachers become "highly qualified"? | | |
|--|--------------|-----------------|
| | Idaho | National |
| Strongly support | 63% | 60% |
| Support | 31% | 33% |
| Oppose | 0% | 3% |
| Strongly oppose | 0% | 1% |
| No opinion | 6% | 3% |

| What kind of information have you received about your school and districts' performance? (Please check all that apply) | | |
|---|--------------|-----------------|
| | Idaho | National |
| Information about the qualifications of teachers in my school | 19% | 28% |
| Information about the performance of my school | 81% | 74% |
| Information about the performance of my school as compared with other school districts in my district | 78% | 66% |
| Information about the performance of my school as compared with other school districts in my state | 75% | 64% |
| Information about opportunities for me as a parent or community member to become involved in improving the schools | 38% | 39% |
| Information about options for my child to transfer to another school | 22% | 18% |
| Information about tutoring services available to my child | 13% | 25% |
| None of the above | 9% | 14% |

| How do you receive information about the performance of your school or school district? (Please check all that apply) | | |
|--|--------------|-----------------|
| | Idaho | National |
| From my school or school district | 63% | 65% |
| From a community-based organization or advocacy group | 6% | 10% |
| From the media | 66% | 53% |
| By mail | 34% | 26% |
| By e-mail | 3% | 13% |
| By phone | 0% | 3% |
| Sent home with my child | 22% | 32% |
| On the school or school district website | 41% | 39% |
| In local newspapers | 50% | 62% |
| On local broadcast news (radio/TV) | 28% | 22% |
| Other | 13% | 13% |

| Are you getting enough information about the performance of the schools in your community? | | |
|---|--------------|-----------------|
| | Idaho | National |
| Too much | 18% | 13% |
| Just enough | 46% | 42% |
| Not enough | 21% | 31% |
| I am not getting information | 9% | 8% |
| Don't know | 6% | 6% |

| Do you agree that the information that you receive about the performance of schools in your district is presented in a language and format that you can understand and easily use? | | |
|---|--------------|-----------------|
| | Idaho | National |
| Strongly agree | 12% | 18% |
| Agree | 67% | 50% |
| Disagree | 6% | 17% |
| Strongly disagree | 9% | 6% |
| Not sure | 6% | 9% |

| How strongly do you believe that the assessment data from test scores will lead to school improvement? | | |
|---|--------------|-----------------|
| | Idaho | National |
| Strongly agree | 0% | 4% |
| Agree | 18% | 28% |
| Disagree | 46% | 39% |
| Strongly disagree | 27% | 23% |
| Not sure | 9% | 6% |

| Have schools in your community been labeled as “in need of improvement” or “failing” because of NCLB? | | |
|--|--------------|-----------------|
| | Idaho | National |
| None | 9% | 20% |
| A few | 55% | 45% |
| Many | 18% | 19% |
| Not sure | 18% | 16% |

| Have you been asked to become involved in any of the following activities related to NCLB? (Please check all that apply) | | |
|---|--------------|-----------------|
| | Idaho | National |
| Developing state standards | 9% | 5% |
| Developing the state test required by NCLB | 3% | 3% |
| Developing the state and/or local report cards required by NCLB | 6% | 3% |
| Developing the district Title I parent involvement policy | 3% | 4% |
| Giving input into the district annual Title I program | 3% | 6% |
| Making recommendations for what constitutes a "highly qualified teacher" under NCLB | 3% | 3% |
| Participating in the improvement teams for schools that were identified as needing improvement | 15% | 11% |
| None of the above | 82% | 81% |

| How satisfied are you with your school/district's efforts to engage you and/or your community? | | |
|---|--------------|-----------------|
| | Idaho | National |
| Very satisfied | 19% | 17% |
| Satisfied | 44% | 35% |
| Dissatisfied | 19% | 21% |
| Very dissatisfied | 16% | 13% |
| No opinion | 3% | 15% |

| NCLB gives students that attend low-performing schools the choice to transfer to another public school within the school district. How much do you think this option will help students perform better academically? | | |
|---|--------------|-----------------|
| | Idaho | National |
| It will help a great deal | 6% | 8% |
| It will help a little | 18% | 25% |
| It will have no effect | 18% | 28% |
| It will have a detrimental effect | 42% | 28% |
| Not sure | 15% | 10% |

| NCLB gives students attending low-performing schools the chance to receive tutoring after school to help them meet academic standards. How much do you think this will help students perform better academically? | | |
|--|--------------|-----------------|
| | Idaho | National |
| It will help a great deal | 33% | 41% |
| It will help a little | 55% | 48% |
| It will have no effect | 9% | 6% |
| It will have a detrimental effect | 0% | 1% |
| Not sure | 3% | 3% |

| During the 2006 elections, is it important to you that candidates for office: | | |
|--|--------------|-----------------|
| | Idaho | National |
| Support the current NCLB law and seek its renewal | 3% | 4% |
| Support the current NCLB law, but with changes and amendments | 52% | 57% |
| Oppose the NCLB law | 46% | 37% |
| Makes no difference to me | 0% | 3% |