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2. Do you consider yourself to be:

|  | Response <br> Percent | Response <br> Total |
| ---: | :---: | :---: |
| Caucasian | $\mathbf{8 3 . 8 \%}$ | $\mathbf{4 6 6 2}$ |
| African American | $4.9 \%$ | 272 |
| Native American | $0.8 \%$ | 42 |
| Asian | $1.9 \%$ | 105 |
| Hispanic/Latino | $5.6 \%$ | 310 |
| Other (please specify) | $3.1 \%$ | 172 |

Total Respondents 5563
(skipped this question) 47
3. How many years have you been a teacher?

| Total Respondents | 5492 |
| ---: | :---: |
| (skipped this question) | 116 |

4. What is your current teaching assignment? (Check all that apply)

|  | Response Percent | Response Total |
| :---: | :---: | :---: |
| Pre K | 2.7\% | 147 |
| K | 10.7\% | 590 |
| 1 | 12.7\% | 704 |

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| 2 | 13\% | 719 |  |
| :---: | :---: | :---: | :---: |
| 3 | 14.1\% | 781 |  |
| 4 | 13.3\% | 737 |  |
| 5 | 13.3\% | 737 |  |
| 6 | 11.9\% | 657 |  |
| 7 | 12.5\% | 691 |  |
| 8 | 12.5\% | 695 |  |
| 9 | 13.8\% | 766 |  |
| 10 | 14.6\% | 810 |  |
| 11 | 14.2\% | 789 |  |
| 12 | 13.7\% | 759 |  |
| Other (please specify) | . | 26.9\% | 1491 |
|  |  | Total Respondents | 5539 |
|  |  | (skipped this question) | 69 |


| 5. How many students do you teach? |  |  |
| ---: | ---: | :---: |
|  | $\square$ Total Respondents | 5341 |
|  | (skipped this question) | 267 |


| 6. If you teach at a secondary level, how many classes do you teach? |  |
| ---: | ---: |
| ■ Total Respondents | 2282 |
| (skipped this question) | 3326 |

7. The public school I teach in is in a community with a population of:

|  | Response <br> Percent | Response <br> Total |
| ---: | :---: | :---: |
| Less than 1,000 | $9.6 \%$ | 507 |
| Between 1,000 and 5,000 | $8.3 \%$ | 435 |
| Between 5,000 and 20,000 | $12 \%$ | 630 |
| Between 20,000 and 50,000 | $13.6 \%$ | 715 |
| Between 50,000 and 100,000 | $16.9 \%$ | 888 |

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| Between 100,000 and 500,000 | 18.9\% | 993 |  |
| :---: | :---: | :---: | :---: |
| Between 500,000 and $1,000,000$ | 8.1\% | 428 |  |
| Greater than 1,000,000 | 12.7\% | 669 |  |
|  |  | Total Respondents | 5265 |
| (skipped this question) |  |  | 345 |


| 8. What state do you teach in? |  |  |
| ---: | :---: | :---: |
| Alabama | $1 \%$ | 53 |
| Alaska | $0.2 \%$ | 10 |
| Arizona | $0.9 \%$ | 51 |
| Arkansas | $0.4 \%$ | 24 |
| California | $22.4 \%$ | $\mathbf{1 2 3 4}$ |
| Colorado | $11.9 \%$ | 655 |
| Connecticut | $0.8 \%$ | 42 |
| Delaware | $2.4 \%$ | 135 |
| Fistrict of Columbia | $0.2 \%$ | 9 |
| Florida | $6.1 \%$ | 336 |
| Georga | $1.8 \%$ | 100 |
| Hawaii | $0.2 \%$ | 11 |
| Idaho | $0.2 \%$ | 9 |
| Illinois | $4.7 \%$ | 260 |
| Indiana | $1.7 \%$ | 94 |
| Iowa | $2.7 \%$ | 148 |
| Kansas | $0.2 \%$ | 12 |
| Kentucky | $2.8 \%$ | 155 |
|  |  |  |

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| Louisiana | 0.3\% | 15 |
| :---: | :---: | :---: |
| Maine | 0.6\% | 34 |
| Maryland | 1.1\% | 62 |
| Massachusetts | 1\% | 53 |
| Michigan | 0.6\% | 35 |
| Minnesota | 0.2\% | 13 |
| Mississippi | 0.2\% | 11 |
| Missouri | 1.4\% | 78 |
| Montana | 0.1\% | 8 |
| Nebraska | 0.1\% | 5 |
| Nevada | 0.7\% | 36 |
| New Hampshire | 0.1\% | 7 |
| New Jersey | 1.3\% | 74 |
| New Mexico | 1.1\% | 58 |
| New York | 12\% | 662 |
| North Carolina | 2.6\% | 146 |
| North Dakota | 0.1\% | 4 |
| Ohio | 1.2\% | 65 |
| Oklahoma | 1.4\% | 77 |
| Oregon | 0.3\% | 17 |
| Pennsylvania | 1.3\% | 71 |
| Puerto Rico | 0.1\% | 3 |
| Rhode Island | 0.1\% | 6 |
| South Carolina | 0.3\% | 17 |
| South Dakota | 0.1\% | 3 |
| Tennessee | 0.6\% | 35 |
| Texas | 2.4\% | 131 |

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| Utah | $0.6 \%$ | 34 |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: |
| Vermont | $0.1 \%$ | 3 |  |  |  |
| Virginia | $5.1 \%$ | 283 |  |  |  |
| Washington | $0.8 \%$ | 45 |  |  |  |
| West Virginia | $0.2 \%$ | 11 |  |  |  |
| Wisconsin | $0.9 \%$ | 52 |  |  |  |
| Wyoming | $0.4 \%$ | 20 |  |  |  |
|  | Total Respondents |  |  |  | 5512 |
|  | (skipped this question) | 98 |  |  |  |

9. According to No Child Left Behind mandates, the school I teach in has or has not been identified as a school in need of improvement in any academic area and /or with any disaggregated population of students.

|  | Response Percent | Response Total |  |
| :---: | :---: | :---: | :---: |
| Has | 47.8\% | 2577 |  |
| Has Not | 52.2\% | 2819 |  |
| Total Respondents |  |  | 5396 |
| (skipped this question) |  |  | 214 |

10. On the following scale, please indicate how you feel about the standardized tests that are being used in your district/school. Are they:

|  | Not at all |  | Somewhat |  | Very | Response Average |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Effective | $\begin{array}{\|c\|} \hline 25 \% \\ (1288) \end{array}$ | $\begin{gathered} 28 \% \\ (1417) \end{gathered}$ | $\begin{gathered} 39 \% \\ (1979) \end{gathered}$ | $\begin{gathered} 7 \% \\ (371) \end{gathered}$ | $\begin{gathered} 1 \% \\ (45) \end{gathered}$ | 2.31 |
| Necessary。 | $\begin{array}{\|c\|} \hline 21 \% \\ (1057) \end{array}$ | $\begin{array}{\|c\|} \hline 27 \% \\ (1373) \end{array}$ | $\begin{gathered} 38 \% \\ (1918) \end{gathered}$ | $\begin{aligned} & 11 \% \\ & (583) \end{aligned}$ | $\begin{gathered} 3 \% \\ (165) \end{gathered}$ | 2.49 |
| Useful ${ }_{\text {。 }}$ | $\begin{array}{\|c\|} \hline 23 \% \\ (1156) \end{array}$ | $\begin{array}{\|c\|} \hline 30 \% \\ (1530) \end{array}$ | $\begin{gathered} 37 \% \\ (1865) \end{gathered}$ | $\begin{gathered} 9 \% \\ (478) \end{gathered}$ | $\begin{gathered} 1 \% \\ (70) \end{gathered}$ | 2.37 |
| Valid. | $\begin{array}{\|c\|} \hline 26 \% \\ (1311) \end{array}$ | $\begin{array}{\|c\|} \hline 35 \% \\ (1786) \end{array}$ | $\begin{gathered} 29 \% \\ (1464) \end{gathered}$ | $\begin{gathered} 9 \% \\ (464) \end{gathered}$ | $\begin{gathered} 1 \% \\ (62) \end{gathered}$ | 2.25 |
| Important. | 23\% | 30\% | 32\% | 11\% | 5\% | 2.45 |

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | (1148) | (1541) | (1602) | (559) | (232) |  |
| Appropriate | $\begin{gathered} 32 \% \\ (1651) \end{gathered}$ | $\begin{array}{\|c} \hline \mathbf{3 4 \%} \% \\ (1736) \end{array}$ | $\begin{gathered} 26 \% \\ (1303) \end{gathered}$ | $\begin{gathered} 7 \% \\ (342) \end{gathered}$ | $\begin{gathered} 1 \% \\ (59) \end{gathered}$ | 2.10 |
| Accurate. | $\begin{gathered} 26 \% \\ (1295) \end{gathered}$ | $\begin{array}{\|c} \hline 38 \% \\ (1913) \end{array}$ | $\begin{gathered} 28 \% \\ (1419) \end{gathered}$ | $\begin{gathered} 8 \% \\ (390) \end{gathered}$ | $\begin{gathered} 1 \% \\ (61) \end{gathered}$ | 2.21 |
| Informative ${ }_{\text {。 }}$ | $\begin{gathered} 21 \% \\ (1051) \end{gathered}$ | $\left\|\begin{array}{c} 31 \% \\ (1578) \end{array}\right\|$ | $\begin{gathered} 36 \% \\ (1855) \end{gathered}$ | $\begin{gathered} 10 \% \\ (511) \end{gathered}$ | $\begin{aligned} & 2 \% \\ & \text { (97) } \end{aligned}$ | 2.42 |
| Beneficial. | $\begin{gathered} 32 \% \\ (1629) \end{gathered}$ | $\begin{gathered} 33 \% \\ (1692) \end{gathered}$ | $\begin{gathered} 27 \% \\ (1365) \end{gathered}$ | $\begin{gathered} 7 \% \\ (344) \end{gathered}$ | $\begin{aligned} & 1 \% \\ & (58) \end{aligned}$ | 2.12 |
| Worthwhile。 | $\begin{array}{\|c\|} \hline 34 \% \\ (1741) \end{array}$ | $\begin{array}{\|c\|} \hline \mathbf{3 4 \%} \\ (1754) \end{array}$ | $\begin{gathered} 24 \% \\ (1206) \end{gathered}$ | $\begin{gathered} 7 \% \\ (336) \end{gathered}$ | $\begin{gathered} 1 \% \\ (53) \end{gathered}$ | 2.06 |
| Helpful to your teaching. | $\begin{aligned} & 42 \% \\ & (2120) \end{aligned}$ | $\begin{gathered} 27 \% \\ (1366) \end{gathered}$ | $\begin{gathered} 23 \% \\ (1195) \end{gathered}$ | $\begin{gathered} 7 \% \\ (340) \end{gathered}$ | $\begin{gathered} 1 \% \\ (66) \end{gathered}$ | 1.99 |
| Total Respondents |  |  |  |  |  | 5126 |
| (skipped this question) |  |  |  |  |  | 482 |

11. To what extent, if any, do you feel pressure from the following individuals or groups to improve students' test scores?

|  | $\begin{array}{\|c\|} \hline \text { Almost } \\ \text { No } \\ \text { Pressure } \end{array}$ | Some Pressure | Quite a Bit of Pressure | A Great Deal of Pressure | Response Average |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Your Principal. | $\begin{gathered} 6 \% \\ (307) \end{gathered}$ | $\begin{gathered} 26 \% \\ (1342) \end{gathered}$ | $\begin{gathered} 29 \% \\ (1453) \end{gathered}$ | $\begin{gathered} 39 \% \\ (1971) \end{gathered}$ | 3.00 |
| Other Teachers | $\begin{gathered} 30 \% \\ (1513) \end{gathered}$ | $\begin{gathered} 45 \% \\ (2270) \end{gathered}$ | $\begin{gathered} 18 \% \\ (909) \end{gathered}$ | $\begin{gathered} 7 \% \\ (373) \end{gathered}$ | 2.03 |
| District Administration. | $\begin{gathered} 4 \% \\ (225) \end{gathered}$ | $\begin{gathered} 14 \% \\ (705) \end{gathered}$ | $\begin{gathered} 25 \% \\ (1263) \end{gathered}$ | $\begin{gathered} 57 \% \\ (2895) \end{gathered}$ | 3.34 |
| Local School Board ${ }_{\text {d }}$ | $\begin{gathered} 11 \% \\ (553) \end{gathered}$ | $\begin{gathered} 21 \% \\ (1060) \end{gathered}$ | $\begin{gathered} 26 \% \\ (1293) \end{gathered}$ | $\begin{gathered} 42 \% \\ (2118) \end{gathered}$ | 2.99 |
| Parents. | $\begin{gathered} 33 \% \\ (1697) \end{gathered}$ | $\begin{gathered} 38 \% \\ (1911) \end{gathered}$ | $\begin{gathered} 18 \% \\ (938) \end{gathered}$ | $\begin{gathered} 10 \% \\ (529) \end{gathered}$ | 2.06 |
| Students. | $\begin{gathered} 70 \% \\ \text { (3545) } \end{gathered}$ | $\begin{gathered} 22 \% \\ (1139) \end{gathered}$ | $\begin{gathered} 5 \% \\ (248) \end{gathered}$ | $\begin{gathered} 3 \% \\ (135) \end{gathered}$ | 1.40 |
| Yourself. | $\begin{gathered} 10 \% \\ (492) \end{gathered}$ | $\begin{gathered} 26 \% \\ (1328) \end{gathered}$ | $\begin{gathered} 35 \% \\ (1780) \end{gathered}$ | $\begin{gathered} 29 \% \\ (1474) \end{gathered}$ | 2.83 |
| Newspaper/Media ${ }_{\text {® }}$ | $\begin{gathered} 10 \% \\ (503) \end{gathered}$ | $\begin{aligned} & 18 \% \\ & (928) \end{aligned}$ | $\begin{gathered} 29 \% \\ (1469) \end{gathered}$ | $\begin{gathered} 43 \% \\ (2174) \end{gathered}$ | 3.05 |

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| State Dept. of Education | $\begin{gathered} 5 \% \\ (279) \end{gathered}$ | $\begin{gathered} 11 \% \\ (561) \end{gathered}$ | $\begin{gathered} 23 \% \\ (1190) \end{gathered}$ | $\begin{gathered} 60 \% \\ (3048) \end{gathered}$ | 3.38 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| U.S. Dept. of Education | $\begin{gathered} 6 \% \\ (323) \end{gathered}$ | $\begin{aligned} & 11 \% \\ & \text { (559) } \end{aligned}$ | $\begin{gathered} 20 \% \\ (1007) \end{gathered}$ | $\begin{gathered} 63 \% \\ (3179) \end{gathered}$ | 3.39 |
| No Child Left Behind. | $\begin{gathered} 5 \% \\ (238) \end{gathered}$ | $\begin{gathered} 7 \% \\ (367) \end{gathered}$ | $\begin{gathered} 14 \% \\ (716) \end{gathered}$ | $\begin{gathered} 74 \% \\ \text { (3745) } \end{gathered}$ | 3.57 |
| Total Respondents |  |  |  |  | 5106 |
| (skipped this question) |  |  |  |  | 502 |

12. The following items focus on how your state and district's standardized tests affect your instructional practices, if at all. Please read each item and check the box that best represents how you feel.

|  | Strongly Disagree | Disagree | Agree | Strongly Agree | Response Average |
| :---: | :---: | :---: | :---: | :---: | :---: |
| State/district testing encourages me to use rote drill. in my teaching. | $\begin{gathered} 10 \% \\ (472) \end{gathered}$ | $\begin{gathered} 25 \% \\ (1154) \end{gathered}$ | $\left\|\begin{array}{c} 41 \% \\ (1913) \end{array}\right\|$ | $\begin{gathered} 24 \% \\ (1126) \end{gathered}$ | 2.79 |
| State/district testing encourages me to eliminate curriculum material that is not ${ }^{\circ}$ tested. | $\begin{gathered} 4 \% \\ (192) \end{gathered}$ | $\begin{aligned} & 13 \% \\ & (611) \end{aligned}$ | $\left\|\begin{array}{c} 38 \% \\ (1783) \end{array}\right\|$ | $\begin{aligned} & 44 \% \\ & (2071) \end{aligned}$ | 3.23 |
| State/district testing encourages me to use student inquiry in my teaching. | $\begin{gathered} 23 \% \\ (1078) \end{gathered}$ | $\begin{gathered} 43 \% \\ (2010) \end{gathered}$ | $\left\|\begin{array}{c} 28 \% \\ (1292) \end{array}\right\|$ | $\begin{gathered} 5 \% \\ (244) \end{gathered}$ | 2.15 |
| State/district testing has changed my instructional. practices for the better. | $\begin{gathered} 38 \% \\ (1747) \end{gathered}$ | $\begin{gathered} 45 \% \\ (2077) \end{gathered}$ | $\begin{gathered} 15 \% \\ (700) \end{gathered}$ | $\begin{gathered} 2 \% \\ (111) \end{gathered}$ | 1.82 |
| State/district testing has helped me clarify which learning goals are most ${ }^{\circ}$ important. | $\begin{gathered} 23 \% \\ (1071) \end{gathered}$ | $\begin{gathered} 38 \% \\ (1742) \end{gathered}$ | $\left.\left\lvert\, \begin{array}{c} 34 \% \\ (1580) \end{array}\right.\right)$ | $\begin{gathered} 5 \% \\ (231) \end{gathered}$ | 2.21 |
| State/district testing encourages me to emphasize the teaching of factual recall ${ }^{\circ}$ knowledge. | $\begin{gathered} 7 \% \\ (344) \end{gathered}$ | $\begin{gathered} 24 \% \\ (1126) \end{gathered}$ | $\left\|\begin{array}{c} 48 \% \\ (2227) \end{array}\right\|$ | $\begin{gathered} 20 \% \\ (926) \end{gathered}$ | 2.81 |
| State/district testing encourages me to emphasize deep-level understanding in ${ }^{\circ}$ my teaching. | $\begin{gathered} 35 \% \\ (1614) \end{gathered}$ | $\begin{gathered} 40 \% \\ (1867) \end{gathered}$ | $\begin{gathered} 20 \% \\ (944) \end{gathered}$ | $\begin{gathered} 4 \% \\ (204) \end{gathered}$ | 1.94 |

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| State/district testing encourages me to effectively teach students who perform at ${ }^{\circ}$ a high level academically. | $\begin{gathered} 30 \% \\ (1377) \end{gathered}$ | $\begin{gathered} 42 \% \\ (1928) \end{gathered}$ | $\begin{array}{\|c} 23 \% \\ (1056) \end{array}$ | $\begin{gathered} 5 \% \\ (244) \end{gathered}$ | 2.04 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| State/district testing encourages me to use explicit. instruction. | $\begin{gathered} 6 \% \\ (261) \end{gathered}$ | $\begin{aligned} & 19 \% \\ & (864) \end{aligned}$ | $\begin{gathered} 59 \% \\ (2688) \end{gathered}$ | $\begin{gathered} 17 \% \\ (780) \end{gathered}$ | 2.87 |
| State/district testing encourages me to collaborate with other teachers. | $\begin{gathered} 18 \% \\ (849) \end{gathered}$ | $\begin{gathered} 35 \% \\ (1624) \end{gathered}$ | $\begin{array}{\|c\|} \hline \mathbf{3 7 \%} \\ \mathbf{( 1 7 1 4 )} \end{array}$ | $\begin{gathered} 9 \% \\ (428) \end{gathered}$ | 2.37 |
| To prepare for state/district testing, I spend a lot of time teaching my students test-* taking skills. | $\begin{gathered} 5 \% \\ (214) \end{gathered}$ | $\begin{gathered} 18 \% \\ (818) \end{gathered}$ | $\begin{array}{\|l\|} \hline 44 \% \\ (2024) \end{array}$ | $\begin{gathered} 34 \% \\ (1569) \end{gathered}$ | 3.07 |
| State/district testing encourages me to teach in. student-centered ways. | $\begin{gathered} 36 \% \\ (1641) \end{gathered}$ | $\begin{gathered} 43 \% \\ (1983) \end{gathered}$ | $\begin{gathered} 18 \% \\ (832) \end{gathered}$ | $\begin{gathered} 3 \% \\ (160) \end{gathered}$ | 1.89 |
| State/district testing encourages me to effectively teach students who struggle ${ }^{\circ}$ academically. | $\begin{gathered} 32 \% \\ (1458) \end{gathered}$ | $\begin{gathered} 34 \% \\ (1590) \end{gathered}$ | $\begin{array}{\|c} 26 \% \\ (1197) \end{array}$ | $\begin{gathered} 8 \% \\ (381) \end{gathered}$ | 2.11 |
| State/district testing encourages me to teach. critical thinking. | $\begin{gathered} 34 \% \\ (1575) \end{gathered}$ | $\begin{gathered} 35 \% \\ (1627) \end{gathered}$ | $\begin{array}{\|c} 25 \% \\ (1171) \end{array}$ | $\begin{gathered} 6 \% \\ (257) \end{gathered}$ | 2.02 |
| State/district testing encourages me to teach to standards. | $\begin{gathered} 5 \% \\ (226) \end{gathered}$ | $\begin{gathered} 11 \% \\ (495) \end{gathered}$ | $\begin{array}{\|l} \hline 46 \% \\ (2126) \end{array}$ | $\begin{gathered} 39 \% \\ (1793) \end{gathered}$ | 3.18 |
| I spend a lot of time teaching my students content that I know will be on the ${ }^{\circ}$ state/district test. | $\begin{gathered} 4 \% \\ (170) \end{gathered}$ | $\begin{aligned} & 11 \% \\ & (530) \end{aligned}$ | $\begin{array}{\|c} 42 \% \\ (1941) \end{array}$ | $\begin{gathered} 43 \% \\ (1970) \end{gathered}$ | 3.24 |
| Total Respondents |  |  |  |  | 4684 |
| (skipped this question) |  |  |  |  | 924 |

13. The following items focus on your opinion/perception of No Child Left Behind (NCLB) and its Adequate Yearly Progress (AYP) goals. Please select the choice that most closely reflects your opinion/perception.

|  | Strongly <br> Disagree | Disagree | Agree | Strongly <br> Agree | Response <br> Average |
| :---: | :---: | :---: | :---: | :---: | :---: |
| The NCLB Act with its AYP。 | $33 \%$ | $\mathbf{4 3 \%}$ | $22 \%$ | $3 \%$ | $\mathbf{1 . 9 5}$ |

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| goals has encouraged teachers to improve their teaching effectiveness with all students. | (1473) | (1932) | (995) | (121) |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Publicly publishing test scores and/or schools' progress toward the AYP goals has encouraged teachers to ${ }^{\circ}$ improve their teaching effectiveness. | $\begin{gathered} 34 \% \\ (1542) \end{gathered}$ | $\begin{gathered} 45 \% \\ (2028) \end{gathered}$ | $\begin{gathered} 19 \% \\ (848) \end{gathered}$ | 2\% (97) | 1.89 |
| The NCLB Act with its AYP goals has encouraged the elimination of non-tested curriculum. | $\begin{gathered} 5 \% \\ (215) \end{gathered}$ | $\begin{gathered} 10 \% \\ (449) \end{gathered}$ | $\begin{gathered} 39 \% \\ (1766) \end{gathered}$ | $\begin{gathered} 46 \% \\ (2082) \end{gathered}$ | 3.27 |
| The NCLB Act with its AYP goals is helping to reduce the achievement gap in education. | $\begin{gathered} 50 \% \\ (2236) \end{gathered}$ | $\begin{gathered} 40 \% \\ (1786) \end{gathered}$ | $\begin{gathered} 9 \% \\ (421) \end{gathered}$ | 2\% (70) | 1.63 |
| The NCLB Act with its AYP goals encourages teachers to "teach to the test". | 1\% (51) | $\begin{gathered} 4 \% \\ (194) \end{gathered}$ | $\begin{array}{\|c} 32 \% \\ (1451) \end{array}$ | $\begin{gathered} 62 \% \\ (2817) \end{gathered}$ | 3.56 |
| The NCLB Act with its AYP goals has contributed to "teacher burnout". | 2\% (74) | $\begin{gathered} 4 \% \\ (201) \end{gathered}$ | $\begin{gathered} 25 \% \\ (1133) \end{gathered}$ | $\begin{gathered} 69 \% \\ (3082) \end{gathered}$ | 3.61 |
| The NCLB Act with its AYP goals is helpful in making sure all students receive a high ${ }^{\circ}$ quality education. | $\begin{gathered} 48 \% \\ (2167) \end{gathered}$ | $\begin{gathered} 40 \% \\ (1781) \end{gathered}$ | $\begin{gathered} 11 \% \\ (482) \end{gathered}$ | 2\% (78) | 1.66 |
| The NCLB Act with its AYP goals empowers teachers to make instructional decisions ${ }^{\circ}$ that are best for their students. | $\begin{gathered} 55 \% \\ (2465) \end{gathered}$ | $\begin{gathered} 36 \% \\ (1614) \end{gathered}$ | $\begin{gathered} 8 \% \\ (354) \end{gathered}$ | 2\% (82) | 1.57 |
| The NCLB Act with its AYP goals encourages teachers to use "best practices" when teaching their students. | $\begin{gathered} 40 \% \\ (1795) \end{gathered}$ | $\begin{gathered} 38 \% \\ (1709) \end{gathered}$ | $\begin{gathered} 20 \% \\ (895) \end{gathered}$ | $\begin{gathered} 2 \% \\ (106) \end{gathered}$ | 1.85 |
| The NCLB Act with its AYP goals is an effective way to assess the quality of schools. | $\begin{gathered} 63 \% \\ (2845) \end{gathered}$ | $\begin{gathered} 30 \% \\ (1372) \end{gathered}$ | $\begin{gathered} 6 \% \\ (253) \end{gathered}$ | 1\% (48) | 1.45 |
| Total Respondents |  |  |  |  | 4534 |
| (skipped this question) |  |  |  |  | 1074 |

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14. Please tell us more about your opinion of the No Child Left Behind Act and its AYP goals.

| $\square$ Total Respondents | 2946 |
| ---: | ---: |
| (skipped this question) | 2662 |

15. Please tell us more about your opinions and perceptions of state/district testing.

| $\square$ Total Respondents | 2809 |
| ---: | :--- |
| (skipped this question) | 2799 |

16. Please tell us more about how NCLB and state/district testing has had an effect, if any, on your instructional practices.

| $\square$ Total Respondents | 2725 |
| ---: | ---: |
| (skipped this question) | 2883 |

17. What changes would you like to see made to NCLB during its reauthorization?

| $\square$ Total Respondents | 2876 |
| ---: | :---: |
| (skipped this question) | 2732 |

