

Teacher Perceptions, Knowledge, and the Effects of the No Child Left Behind Act

by

Patricia A. Stang, M.S. Ed

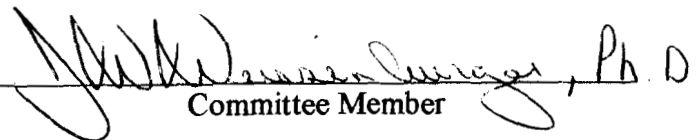
A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the
Educational Specialist Degree

in

School Psychology

Approved: 6 Semester Credits


Research Advisor


Committee Member


Committee Member

The Graduate School

University of Wisconsin-Stout

July, 2006

The Graduate School
University of Wisconsin Stout
Menomonie, WI 54751

ABSTRACT

Stang	Patricia	Ann	
(Writer) (Last Name)	(First Name)	(Middle Name)	
Teacher Perceptions, Knowledge, and the Effects of the No Child Left Behind Act			
(Title)			
School Psychology	Dr. Donald Platz	07/2006	52
(Graduate Program)	(Research Advisor)	(Month/Year)	(# of Pages)
American Psychological Association, 5 th edition			
(Name of Style Manual Used in this Study)			

Recent changes in legislation have influenced public education dramatically. New laws, such as the No Child Left Behind Act, are posed to have a striking influence on how children are taught and learning is assessed. How states have interpreted the tenets and implementation of the No Child Left Behind Act has been debated (Plank & Dunbar, Jr., 2004). Given this, much concern and confusion seems to encircle the No Child Left Behind Act.

This study looked at teacher perceptions, knowledge, and perceived effects of the No Child Left Behind Act of staff members in two Midwestern suburban school districts in the United States. Specifically, it examined the knowledge of teachers regarding the

No Child Left Behind Act (NCLB) in relation to the supplemental services, testing, and school choice components. It also studied teachers' perceptions of their school district performance in relation to their perceived benefits of the No Child Left Behind Act with regard to current curriculum, teacher instruction, and student work ethic and achievement. Finally, it examined teachers' perceptions of how the supplemental services, testing, and school choice components of the No Child Left Behind Act have changed their approach to instruction. Five hundred sixty participants from two school districts completed this survey.

Results revealed that a majority of respondents indicated familiarity with NCLB. Teachers were evenly split on whether they were aware of or did not know about the supplemental services provision of NCLB. A majority of teachers were acquainted with of the testing and school choice or transfer component. As a whole, teachers agreed that their schools' curriculum was demanding, achievable, and quantifiable. They were evenly split over strongly agreeing to believing that teachers provided high quality instruction. Most teachers believed that their students work hard and that their schools maintain high standards for student achievement. Overall, respondents indicated were neutral about NCLB changing instruction; specifically, teachers were neutral about whether supplemental services and school choice would change instruction. Responses were mixed about whether NCLB's testing component changed instruction. Differences for teaching setting and level for teacher knowledge, perceptions, and the effects of NCLB were also researched.

Acknowledgments

I would like to thank the faculty members at the University of Wisconsin-Stout, particularly Dr. Donald Platz for being my research advisor. I would also like to thank my friends and family for their support.

TABLE OF CONTENTS

Report Section.....	Page Number
ABSTRACT.....	ii
Chapter I: Introduction.....	1
<i>Statement of the Problem</i>	6
<i>Definition of Terms</i>	6
Chapter II: Literature Review.....	9
Chapter III: Methodology.....	20
<i>Subject Selection and Description</i>	20
<i>Instrumentation</i>	21
<i>Data Collection Procedures</i>	22
<i>Data Analysis</i>	22
<i>Limitations</i>	22
Chapter IV: Results.....	24
<i>Item Analysis</i>	24
Chapter V: Discussion.....	30
<i>Limitations</i>	30
<i>Conclusions</i>	31
<i>Recommendations</i>	36
References.....	39
Appendix A: Survey.....	42
Appendix B: Tables.....	46
<i>Table 1</i>	47

<i>Table 2</i>	48
<i>Table 3</i>	49
<i>Table 4</i>	50
<i>Table 5</i>	51
<i>Table 6</i>	52

CHAPTER I:

Introduction

Education has always been an important priority in the United States. Research about student performance conducted in schools across the United States has resulted in local, state, and federal mandates for improvement. This study looked at teacher perceptions, knowledge, and the effects of the No Child Left Behind Act. This chapter examined national standards in education, the laws meant to help improve student performance, and states' acceptance of these mandates.

In 1983, the National Commission on Excellence in Education produced *A Nation at Risk*, which found that 14% of 17-year-olds were functionally illiterate, 40% of minority children were functionally illiterate, 70% of high school students could not solve multi-step mathematics problems, and 80% of high schools could not write a persuasive essay. The Commission recommended that schools strengthen high school graduation standards, adopt measurable rigorous academic standards, increase learning time, and raise teacher qualifications.

In 2003, a follow up to *A Nation at Risk* was published and entitled *Our Schools and Our Future: Are We Still at Risk?* This report found that educational results have not improved. A specific finding was that achievement scores for disadvantaged students had improved. The report also concluded that standards-based reform was not working effectively, many teachers were not being judged on classroom effectiveness, many elementary and middle schools still needed reform, and timely, accurate information on student performance was needed. With these conclusions, the report recommended that

clear goals, accurate measures, and realistic consequences were essential for educational reform.

Our Schools and Our Future: Are We Still at Risk, furthermore, recommended that parents needed to be able to choose high performing schools over lower performing schools. The publication also suggested that this maybe achieved through charter schools, vouchers, full funding for at-risk students, and incentives for quality staff. Finally, the report suggested that people have easy access to information about schools or school districts' effectiveness (Wright, Darr-Wright, & Whitney-Heath, 2004).

Many laws have tried to incorporate the recommendations of the *Nation at Risk* and *Our Schools and Our Future: Are We Still at Risk* reports to improve classroom instruction. Other laws, such as Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), have been authorized to improve the ability of students to receive schooling that does not discriminate based on students' disabilities.

The predecessor to the No Child Left Behind Act was the Elementary and Secondary Education Act (ESEA). ESEA included funding for at-risk students in urban and rural communities to supplement existing Title I programs. In 1994, ESEA was reauthorized and became the Improving America's Schools Act. This act required Title I schools to develop a more difficult curriculum, use stronger proficiency standards, and utilize dynamic assessments. Title I schools were required to make Adequate Yearly Progress (AYP) towards these standards or face corrective action. Reauthorized again in 2001, the Improving America's Schools Act became the No Child Left Behind Act (NCLB). The major requirement of NCLB was ensuring that all students become proficient in mathematics and reading by the 2013-2014 school year. To facilitate this

goal, the act proposed to measure each student's level of mathematics and reading performance through proficiency testing. Each school needed to report students' progress by demographic subgroups, such as disability, low income, and ethnicity status.

Furthermore, all of students in each of these subgroups needed to make AYP to facilitate proficiency requirements by 2014. NCLB, like its previous editions, included a provision to provide corrective action to schools that failed to meet AYP (Wright, Darr-Wright, & Whitney-Heath, 2004).

The No Child Left Behind Act contained ten titles. Its titles could be summarized into four basic educational reform principles. First, NCLB entailed more accountability for student performance. It gave elementary, middle, and high schools performance standards for reading, mathematics, and science content knowledge that must be met through school testing; likewise, it gave consequences for failing to improve academic performance of all students in every demographic group. NCLB also gave states more flexibility in how their federal dollars were spent. States could now direct money into programs that they believed would most benefit students; likewise, NCLB combined and simplified programs so that states could access federal money without as much red tape. In addition, NCLB targeted funding into research-based programs, such as Reading First, and improving teacher instruction so that learning and instruction could be improved. Finally, No Child Left Behind offers many new ways to help students, schools, and teachers. It also gave parents options for helping their children if they are enrolled in low-performing schools.

This research paper concentrated on examining teacher knowledge, perceptions, and the effects of Title I. This title provided guidelines for improving student

achievement in Title I schools through establishing targeted assistance programs for low-income, migratory, neglected, delinquent, and at-risk students, adequate yearly progress, and research-based reading programs. This study also focused on Title V. The emphasis of Title V was encouraging parental choice and innovative programs by promoting educational reform, establishing research-based programs, educating at-risk students, and improving student, staff, and school performance.

How states interpret the tenets and implementation of NCLB has been debated. Some states, such as Utah, are arguing for greater flexibility in interpretation of NCLB and have signed into law a bill relaxing NCLB guidelines (Sack, Robelen, & Davis, 2005).

Yet, while some argue for greater freedom in the bill, research on NCLB has been mixed. According to Samuels (2005), it is still unclear how NCLB has improved student learning. However, Ysseldyke (2005, in Samuels, 2005) has argued, according to studies and surveys conducted in several states, the data on NCLB have been more positive than negative.

Studies on teacher perceptions of NCLB show mixed perceptions about the tenets and effectiveness of NCLB. For example, Manzo (2005) surveyed a national sample of 1,545 reading teachers' perceptions on how NCLB proposed to improve reading skills through basing reading instruction on scientific research findings and through teaching using evidence-based instruction. Of these respondents, only 37.3 % reported that the benefits of NCLB outweighed the sanctions of NCLB for all students. In regards to whether NCLB benefited the community, only 29% of teachers agreed. Forty-one percent of teachers believed that their instruction has not improved. About sixty percent

of respondents reported that the tenets of NCLB did not increase school performance. While teachers were mostly positive about NCLB's intentions, 37.3% believed that NCLB sanctions were too severe and did not increase student performance.

In a voice survey by Sunderman, Tracey, Kim, and Orfield (2004), teachers ($N = 1,500$) in two elementary and middle schools in California and Virginia expressed concern that NCLB may be negatively affecting what is taught, how the format of instruction is given, and how willing teachers are to instruct in low-performing schools. Teachers in the survey also stated that labeling schools as low-performing did not guarantee these schools would improve. Teachers also viewed the school transfer or choice negatively, asserting that it can cause difficulties in attracting and retaining high-quality teachers for schools that already have difficulty maintaining staff.

Furthermore, results from the Sunderman, et al. study (2004) found that teachers believed that the testing component of NCLB could lead to teaching to the test, causing instructors to leave out or de-emphasize untested curriculum. Teachers in California and Virginia believed that their schools had high standards and high quality instruction. Respondents also believed that the supplemental services provision could improve student achievement and help with instruction.

Purpose of the Study

The purpose of this study was to examine teacher perceptions, knowledge, and the perceived effects of the No Child Left Behind Act.

Three research questions guided this study:

1. What knowledge do teachers have regarding the No Child Left Behind Act as it relates to the supplemental services, testing, and school choice components?

2. How do teachers' perceptions of the performance of their school district relate to their perceived benefits of the No Child Left Behind Act with regard to current curriculum, teacher instruction, and student work ethic and achievement?
3. Do teachers believe supplemental services, testing, and school choice components of the No Child Left Behind Act have changed their approach to instruction?

Statement of the Problem

In a replication of a previous study by Sunderman, Tracey, Kim, and Orfield (2004) assessing how teachers viewed the mandates and their knowledge and the effects of the No Child Left Behind Act in Virginia and California, this study looked at the responses of staff members in relation to their knowledge, perceptions, and perceived benefits of NCLB in two Midwestern suburban school districts in the United States. The rationale for this study was to learn if the results of the Sunderman et al. were exclusive to the locations sampled, or were indicative of the American population as a whole. Likewise, the study introduced teaching level and years of experience as two variables that could influence responses.

Definition of Terms

Achievement Gap: A discrepancy in knowledge between high and low performing students, particularly with regard to minority and non-minority students and disadvantaged and non-disadvantaged students (Wright, Darr-Wright, & Whitney-Heath, 2004).

Adequate Yearly Progress: The annual improvement that school must make as measured by educational assessment (Wright, Darr-Wright, & Whitney-Heath, 2004).

Distinguished Schools: Schools that have closed their achievement gap or exceeded adequate yearly process and may serve as a role model for other schools (Wright, Darr-Wright, & Whitney-Heath, 2004).

Local Educational Agency: A local board of education that supervises and directs educational services and recognized as a managerial group for public education (Wright, Darr-Wright, & Whitney-Heath, 2004).

Low-Performing School: A school in need of improvement according to the No Child Behind Act guidelines (Wright, Darr-Wright, & Whitney-Heath, 2004).

Proficient: Competency in a subject matter (Wright, Darr-Wright, & Whitney-Heath, 2004).

Restructuring: This details the plan of action for a school termed low performing. If a school fails to meet adequate yearly progress after a full school year of corrective action, the local educational agency shall provide students the option to transfer to another public school, make supplemental educational services available to students, and carry out staff restructuring, (e.g., replace all or most of school staff, allow a private company to govern the school, or allow the state to govern the school) (Wright, Darr-Wright, & Whitney-Heath, 2004).

Supplemental Educational Services: Tutoring or other resources in addition to classroom instruction. Supplemental educational services are research-based in conception and used to increase student competency (Wright, Darr-Wright, & Whitney-Heath, 2004).

Title I: A program that ensures that all students have an opportunity to a high quality education and can achieve state competency standards (Wright, Darr-Wright, & Whitney-Heath, 2004).

CHAPTER II:

Literature Review

Difficulty in implementing NCLB provisions has been well documented (Betts & Danenberg, 2004; Casserly, 2004; Maranto & Gresham-Maranto, 2004). With these difficulties, it is understandable that people show mixed understanding and perceptions of the bill. For example, Howell (2004), in a survey of parents in Massachusetts' 10 largest school districts about NCLB, found that 69% of parents surveyed knew about NCLB. In a similar study, to Howell, Sunderman, Tracey, Kim, and Orfield (2004) collected the views on NCLB from 1,500 teachers from two elementary and middle schools in Virginia and California. These Virginia and California teachers agreed with many of the law's goals, but expressed concern that aspects of its implementation may be negatively affecting curriculum, instruction, and the ability of low-performing schools to attract and retain teachers.

Information about the Titles of the No Child Left Behind Act

The No Child Left Behind Act contains 10 titles. Title I looked at improving the achievement of students who come from low income households by improving the curriculum of schools servicing 40 or more percent of students with low-income families. Thus, Title I sought to provide services to at-risk and failing students through targeted assistance programs.

Part A of Title I included guidelines for Adequate Yearly Progress (AYP), accountability for student performance, academic assessments, state and school district report cards, public school choice, supplemental educational services, parent

empowerment, parental right to know, and teacher and paraprofessional qualification standards.

Part B looked at improving reading skills through Reading First, Early Reading First, Even Start Literacy programs, and school library expansion. Reading First involved using funds for screening and diagnosing reading difficulties as well as providing research-based classroom instruction for students in kindergarten to third grade. Schools with high percentages of non-readers and schools with high poverty were eligible for this program. Similar to Reading First, Early Reading First focused on the early identification of spoken language and early reading skills of preschoolers as well as having teachers use research-based instruction for language acquisition, reading, and spoken language. Even Start's goal was to help children and adults learn to read through scientifically based programs for adults, children, and parenting education, as well as interactive literacy activities. Improving literacy through school libraries focused on providing student access to libraries through the use of books, media, and internet networks.

Part C sought to improve the education of migratory children by providing quality education, lessening educational disruptions due to repeated moves, stopping schools from penalizing migratory children, and specializing education to meet the needs of migratory children. Part C also promoted the development of programs to help students with language barriers, social isolation, and health problems, and preparing students for postsecondary education and employment.

Similar to provisions for migratory students, Part D of Title I included provisions for students who were neglected, delinquent, or at-risk. These provisions included

improved educational services for neglected or delinquent students or students in institutions, transitional programs for attending school or securing employment, programs for students at-risk for dropping out of school, and supportive services for the education of students who drop out or return from correctional facilities.

Part E of Title I addressed the National Assessment of Title I. This section set up an independent review panel to look at effectiveness of the National Assessment of Title I and review the results of a longitudinal study of its effectiveness.

Other sections of Title I included Part F, Part G, and Part H. Part F provided funds for curriculum reform and increased parental involvement. Part G addressed the statistic that many students who take Advanced Placement courses do not take Advanced Placement exams. Goals for Part G included increasing the number of students who take Advanced Placement classes, increasing the instructional competency of instructors, and increasing the number of students who take Advanced Placement exams. Finally, Part H provided financial resources to reduce school dropout rates by methods such as reducing student-to-teacher ratios, providing counseling and mentoring services, developing school reform models, and providing teacher training and professional development (Wright, Darr-Wright, & Whitney-Heath, 2004).

Title II focused on preparing, training, and recruiting highly trained teachers and principals through funding for teacher and principal training and recruiting. It also sought to provide mathematics and science partnerships and recruit military and mid-career professionals for teacher positions. In addition, this title provided funding for quality student writing and learning, improving government and civics education, providing staff liability protection, and increasing the use of technology in education.

Title III focused on improving language acquisition for English language learners (ELL) and immigrant students by providing quality language instruction in all English classes. Title III also provided funding to meet these purposes.

Title IV strived to make schools into 21st century schools by creating safe, orderly schools. Title IV intended to perform this by protecting staff and students, encouraging discipline and personal responsibility, and preventing student drug usage.

The emphasis of Title V was encouraging parental choice and innovative programs by promoting educational reform, establishing research-based programs, educating at-risk students, and improving student, staff, and school performance. The next title, Title VI, gave schools flexibility in using federal funds and encouraging accountability in figuring out local solutions for local problems particularly for small rural schools with a large student population of low-income students and helping administrators improve student performance.

Similar to Title VI's intent to improve instruction for students in rural schools, Title VII looked at the unique needs of native Indian, Hawaiian, and Alaskan students by recognizing their cultural and educational needs and supplementing current programs to improve education for these demographic groups. Like Title VI, Title VIII also contained a funding clause. Title VII concentrated on replacing funding lost due to parents working or living on federal property; this included construction funds and facilities maintenance. Title IX looked at general provisions including school prayer, school choice, and service delivery coordination. Title X focused on repeals, redesignations, and amendments to acts such as the Homeless Education Assistance Act,

the Native American Education Improvement Act of 2001, and a General Education Provisions Act (Wright, Darr-Wright, & Whitney-Heath, 2004).

Knowledge of NCLB

Many states had difficulty complying with the provisions of NCLB. According to Medler (2004), Colorado had difficulty aligning state standards with the NCLB provisions. Specifically, Medler (2004) noted that contradictions between Colorado's Colorado Student Assessment Program (CSAP) and NCLB lead to confusion in the identification of low-performing schools and undermined both accountability systems. Medler also stated that the United States Department of Education has not been flexible in adjusting NCLB regulations to state standards. Thus far, Medler further declared that as larger amounts of rural schools are labeled low-performing and large urban school districts continue to overlook NCLB provisions due to state resistance, Colorado will continue to have difficulty complying with NCLB regulations. According to Medler, this difficulty could possibly hinder student education rather than help improve student performance.

Similar to Colorado's difficulties in implementing NCLB, Michigan also faced challenges when it tried to enact the bill. When the United States Department of Education first published the list of low-performing schools, about 20% of these schools were found in Michigan (Plank & Dunbar, Jr., 2004). This percentage was thought to be due to Michigan's high standards for education, implemented in 1994 (Plank & Dunbar, Jr., 2004).

In Michigan, 75% of each school's students needed to pass or meet standards on the Michigan Education Assessment Program (MEAP) test to achieve a satisfactory

school rating (Plank & Dunbar, Jr., 2004). Soon after the list of low-performing schools was published in summer 2002, Michigan began negotiating to lower its standards thresholds. Thus, in November of 2002, Michigan adopted NCLB standards for education (Plank & Dunbar, Jr., 2004). These revised standards stated that 47% of students needed to meet or exceed state standards in math, and 38% of students needed to meet or exceed state standards in reading (Plank & Dunbar, Jr., 2004). Students' performance on the MEAP science and social student portions were no longer included in the state standards (Plank & Dunbar, Jr., 2004). Using these new standards, the percent of low-performing schools was reduced more than 80 percent, from 1,513 to 216 (Plank & Dunbar, Jr., 2004).

Due to Michigan already having state standards in place, schools were not allowed to receive the mild sanctions that occurred with the early phases of school correction but soon had to face all three levels of sanctions at once, with the school reconfiguration given most importance (Plank & Dunbar, Jr., 2004). This procedural rule did not allow the NCLB provisions enough time to try to work before the reconfiguration took place (Plank & Dunbar, Jr., 2004). Adding more difficulty to the NCLB alignment, Michigan first contracted with a private company to analyze their MEAP scores. This company finally returned the scores in October of 2003, which did not allow parents enough time to receive test results in a timely manner. This private company was also accused of misidentifying or losing test forms, which led to schools appealing the results, adding the delay in receiving scores (Plank & Dunbar, Jr., 2004). Complicating the implementation of NCLB further, the education department in Michigan was reorganized, and local school officials were forced to oversee the NCLB implementation. This

resulted in having diminished budgets due to having to enact the NCLB tenets (Plank & Dunbar, Jr., 2004).

San Diego, one of California's largest school districts, also encountered several problems when the NCLB regulations were enacted. One of their first difficulties was receiving the provisions of NCLB in July 2002 with a proposal for implementation in the 2002-2003 school year (Betts & Danenberg, 2004). Betts and Danenberg (2004) also noted that California's version of adequate yearly progress (AYP) was first available in 2003, leaving school districts unable to identify low-performing schools until the criteria were known. Betts and Danenberg (2004) also identified these as unintentional consequences of NCLB. For example, many school officials who received transfer students from low-performing schools complained that these students lowered test scores in the receiving schools. Thus, the enrollment of the transfer students could lead to the receiving schools being designated as low performing. Finally, a consequence was that many low-performing schools were already trying to improve their schools long before NCLB. For instance, in San Diego, the Blueprint for Student Success was enacted in 2000 to improve student achievement, several years before NCLB provisions were enacted (Betts & Danenberg, 2004).

The No Child Left Behind Act has also faced difficulty with how states label schools as low performing. Maranto and Gresham-Maranto (2004) suggested that some states, such as Kentucky and Washington, had used large confidence intervals to reduce the number of low-performing schools. Other states have argued that since many schools, such as in Nebraska, do not have an adequate number of students in some subgroups, low test scores may reflect students having trouble testing on a given day

rather than systemic problems in instruction or deficits in student learning (Maranto & Gresham-Maranto, 2004). Maranto and Gresham-Maranto (2004) also pointed that all states have the option to appeal test scores before releasing them to the public, delaying parents' ability to access school performance records, schools' ability to use the information to improve student achievement, and impeding parents' ability to take advantage of school choice options and supplemental services.

Perceptions of School District Performance

Casserly (2004) argued that it is too early to determine if NCLB is raising test scores or increasing student achievement. Casserly pointed out that it is not yet clear how school choice and supplemental services will affect student performance. Stating that large metropolitan school districts' test scores are already increasing, Casserly also found that more students were engaged in school choice and supplemental services in the 2003 to 2004 school year than the previous school year. This finding may be related to more schools offering school transfers, supplemental services, and better marketing of these options. Casserly pointed out that enacting NCLB in the large urban schools created special problems. These problems included the inflexibility of the NCLB provisions and state standards, the added expense of dollars for transportation and supplemental services, local frustrations with inadequate state technical assistance and poor approbation of local and federal funding for NCLB. Furthermore, according to Casserly, public confusion over NCLB seemed to be increasing. Some states under their own accountability systems recognized low-performing schools under NCLB provisions as making considerable gains in student performance.

In a survey of parents in Massachusetts' 10 largest school districts about NCLB, Howell (2004) found that 69% of parents surveyed knew about NCLB. Fifty-two percent of parents knew that students from low-performing schools could switch schools, and 46% of parents knew that supplemental services were available to students in low-performing schools. Parents said that they received their information from the media (59%), the school district (24%), other parents (7%), friends and family (3%), and assorted sources. Of the respondents, only 6% knew that their schools failed to make Adequate Yearly Progress (AYP) when over 25% of schools in Massachusetts did not make AYP. Many of the respondents from low-performing schools expressed satisfaction with their children's school (12%), which does not illustrate the intended purpose of NCLB to increase parental demand for school improvement. Howell's research also asserted that many respondents were more interested in private school choice options than the options of other public schools under NCLB provisions when given a proposed list of school options. However, when given an option to choose, interested parents from low-performing schools consistently chose schools with more advantaged and higher-performing students. Consequently, Howell's research resulted in several recommendations improve NCLB. First, state and federal governments need to better inform parents when schools fail to make AYP. Secondly, parents should also be given information on school performance in a manner that allows all parents including non-English speakers the opportunity to reflect and make decisions. Finally, parents should be allowed more school choices in the district.

Similar to Howell's research, in a study conducted by Results for America in 2004, 699 parents reported mixed knowledge and perceptions of NCLB (Azzum, 2004).

Seventy-eight percent of parents responded that they had heard of NCLB. Of respondents, 68% supported the law. However, only 46% of parents believed that NCLB provisions improved student performance, and 25% reported that it impedes student learning with 34% of parents believed that NCLB emphasizes punishment for low performance rather than rewarding schools for improving student performance (Azzum, 2004).

Teachers' Perceptions of NCLB

Similar to Howell's findings about parent knowledge of NCLB, Sunderman, Tracey, Kim, and Orfield (2004) found similar results about teacher perceptions of NCLB. These researchers at the Civil Rights Project at Harvard University conducted a survey that looked at urban teachers' opinions regarding NCLB. Sunderman, Tracey, Kim, and Orfield (2004) collected the views on NCLB from 1,500 teachers from two elementary and middle schools in Virginia and California. They stated that teachers have a mixed view of NCLB reform. The respondents agreed with many of the law's goals but expressed concern that aspects of its implementation may negatively affect curriculum, instruction, and the ability of low-performing schools to attract and retain teachers. In particular, teachers believed that their schools had high standards and had high quality instruction. They also believed that identifying schools that failed to make AYP did not ensure that these schools would improve. Respondents indicated that they viewed the school transfer provision very negatively, but thought the supplemental services provision could be helpful to improving student performance. Moreover, many of the teachers in the low-performing schools asserted that they did not plan on staying in these schools five years in to the future, adding to the difficulty of obtaining instructors for

low-performing schools. Results also indicated that the testing component of NCLB has lead educators to teach to the test, leaving out untested or de-emphasize portions of the curriculum.

Teachers in the Sunderman et al. survey also declared that reform in the schools was already underway prior to NCLB and that NCLB has disrupted some of this reform. Indeed, Sunderman, Tracey, Kim, and Orfield (2004) collected evidence that supports the idea that high-poverty schools and exceptionally low-performing schools are constantly changing their educational programs to meet new pleas for educational reforms.

Teachers in the survey identified that they could use more resources. More funding for instructional materials, more professional collaboration with other teachers, smaller class sizes, more experienced administrators and staff, and more involvement with parents were recommendations. Respondents were not opposed to the removal of ineffective staff members, and they also thought that public recognition and rewards were more effective than public sanctions in improving schools.

Conclusion

This chapter summarized the titles in NCLB and some of the difficulties of the state and large metropolitan district implementation of NCLB. The chapter focused on knowledge of NCLB, perceptions of school district performance, and teacher perceptions of NCLB.

CHAPTER III:

Methodology

This chapter reviewed the research questions and outlined the methodology of the study relating to subject selection and instrumentation. The chapter also described data collection, data analysis, and study limitations.

Based on the difficulty involving state and city implementation of the No Child Left Behind Act (NCLB), the limited knowledge of parents and teachers, as well as mixed perceptions of NCLB implementation, more current findings of teacher perceptions and knowledge are warranted to help teachers understand the tenets of NCLB.

The following research questions were addressed in the study:

1. What knowledge do teachers have regarding the No Child Left Behind Act as it relates to the supplemental services, testing, and school choice components?
2. How do teachers' perceptions of their school district performance relate to their perceived benefits of the No Child Left Behind Act with regard to current curriculum, teacher instruction, and student work ethic and achievement?
3. Do teachers believe supplemental services, testing, and school choice components of the No Child Left Behind Act have changed their approach to instruction?

Subject Selection and Description

Two suburban school districts in Minnesota were selected to participate in the study. The first school district served over 1,000 students. About 30% of these students received free/reduced lunch. About 20% were students of color. About 1% of the student population were English language learners (ELL) students, and 15% of students

received special education services. Class sizes ranged from 20 to 25 students. The first school district did not have any schools that did not meet Adequate Yearly Progress (AYP) the past school year.

The second school district served over 4,000 students. About 20% of these students received free/reduced lunch. About 10% were students of color. About 10% were ELL students, and 15% of students received special education services. The second school district did not have any schools that did not meet AYP the past school year.

Both participating school districts followed the NCLB standards and Minnesota Basic Standards. In these two school districts, 360 early childhood education and elementary school teachers and 180 middle and high school teachers participated in the survey.

Instrumentation

To assess teacher perceptions, an instrument was adapted from a survey designed by Sunderman, Tracey, Kim, and Orfield (2004). The questionnaire consisted of items designed to measure teacher perceptions and knowledge and effects of the NCLB accountability system. A five-point Likert scale was used for all items on the survey, excluding teaching level, area, and experience for each respondent. Teachers were asked to choose an answer that most reflected their knowledge of supplemental services, testing, and school choice components. Respondents were also asked to rate their perceptions of their school district's performance relative to their perceived benefits of the No Child Left Behind Act with regard to current curriculum, teacher instruction, and student work ethic and achievement. Lastly, respondents were asked to rate their beliefs regarding the effects of the supplemental services, testing, and school choice components

of the No Child Left Behind Act on instruction. To field test the study, 50 teachers in two different school districts were asked to complete the survey and provide comments on the wording of items. After minor changes were made, the final survey was adopted (see Appendix A for the adopted survey).

Data Collection Procedures and Data Analysis

Administration of the survey was coordinated with district-level officials and school staff members. Teachers were asked to complete the survey at faculty meetings. To ensure the anonymity of respondents, the surveys were placed in sealed envelopes after completion.

After receipt of the surveys, the survey data were transferred to scannable forms and entered in an electronic database. Ten percent ($n = 54$) of the completed surveys were collected at random and reviewed to ensure the accuracy of the data entry process. This review found an 86% ($n = 464$) rate of accuracy. This rate should ensure that data entry errors had only a small effect on data analysis. For this study, simple frequencies and percentages were calculated based on response choices; these frequencies and percentages were calculated for the entire sample and with regard to teaching level and experience. Their responses were collapsed into two categories per grouping according to teaching level: elementary/early childhood ($n = 360$) and middle school/high school ($n = 180$). Teachers' responses were also organized into two demographic groups: 0 to 6 years ($n = 324$) and 7 to 12+ years ($n = 216$).

Limitations

One limitation to this study was its small sample size and restricted geographical region. Since only teachers in the two Minnesota school districts were sampled, the

findings may not be generalized to teachers in other cities, towns, or states. A second limitation to the survey is its form. While the original form was pilot tested across several states and used as part of a larger national study, this form, though some common questions were included, had no established reliability and validity.

CHAPTER IV:

Results

In Chapter IV, results of the survey with regard to the research questions were reviewed. The three research questions were as follows: 1) What knowledge do teachers have regarding the No Child Left Behind Act as it relates to the supplemental services, testing, and school choice components? 2) How do teachers' perceptions of their school district performance relate to their perceived benefits of the No Child Left Behind Act with regard to current curriculum, teacher instruction, and student work ethic and achievement? 3) Do teachers believe supplemental services, testing, and school choice components of the No Child Left Behind Act have changed their approach to instruction?

Item Analysis

Research question one asked what knowledge do teachers have regarding the No Child Left Behind Act as it relates to the supplemental services, testing, and school choice components. Table 1 cited total teacher responses (see Appendix B: Table 1).

Overall, 324 (60%) respondents indicated familiarity with NCLB. Teachers were evenly split (agree, $n = 216$; 40%; disagree, ($n = 216$; 40%) on whether they did or did not know about the supplemental services provision of NCLB. A majority of teachers ($n = 324$; 60%) did know of the testing and school choice or transfer component.

For research question one, teacher responses were also tabulated based on teaching level and years of teaching experience (see Appendix B: Table 2). A majority ($n = 288$; 80%) of teachers in the early childhood education and elementary school settings indicated familiarity with NCLB. Likewise, a majority ($n = 144$; 80%) of teachers in the middle school and high school settings reported familiarity with NCLB. Most teachers (n

= 288; 80%) in early childhood and elementary schools reported that they did not have a familiarity with the supplemental services component of NCLB. Teachers in middle school and high school settings were evenly split (agree, $n = 72$; 40%; disagree, $n = 72$; 40%) over whether they had some agreement or were neutral about knowledge of NCLB tutoring or supplemental services. Teachers in early childhood and elementary school settings were evenly split (agree, $n = 144$; 40%; neutral, $n = 144$; 40%) over whether they had some agreement or were neutral about knowledge of NCLB testing requirements. A majority ($n = 144$; 80%) of teachers in middle school and high school settings reported an awareness of the testing component of NCLB. Early childhood and elementary school teachers stated that many did not know about the school choice or transfer component of NCLB ($n = 288$; 80%). Conversely, many teachers in the middle school and high school settings did know about the school transfer component of NCLB ($n = 108$; 60%).

In relation to years of teaching experience, a majority ($n = 214$; 66%) of teachers who had 0 to 6 years of experience indicated some familiarity with NCLB, and many teachers ($n = 108$; 50%) with 7 to 12 plus years of teaching experience indicated a strong familiarity with NCLB. A majority ($n = 214$; 66%) and ($n = 173$; 80%) of teachers in both groups reported that they did not have familiarity with the supplemental services component. In reference to familiarity with the testing component of NCLB, most teachers with 0 to 6 years of teaching experience were evenly split between being neutral or having an awareness (neutral, $n = 107$; 33%; disagree, $n = 107$; 33%). Teachers with more experience were also split in their responses; with 29% ($n = 63$) of teachers agreeing and disagreeing with being familiar with the testing component. Teachers with less experience were even split in their familiarity with the school choice or transfer

component, agreeing and disagreeing in 40% ($n = 130$) of the responses. More experienced teachers showed more familiarity with the component ($n = 173$; 80%).

Research question two posed how teachers' perceptions of their school district's performance related to their perceived benefits of The No Child Left Behind Act with regard to current curriculum, teacher instruction, and student work ethic and achievement. Table 3 presented total teacher responses (see Appendix B: Table 3).

As a whole, teachers agreed that their school's curriculum was demanding, achievable, and quantifiable ($n = 324$; 60%). They were evenly split between strongly agreeing to agreeing that teachers provided high quality instruction (strongly agree, $n = 270$; 50%; agree, $n = 270$; 50%). Most teachers believed that their students work hard ($n = 486$; 90%). Finally, teachers strongly agreed to agreed that their schools have high standards for student achievement (strongly agree, $n = 270$; 50%; agree, $n = 270$; 50%).

For research question two, teacher responses were also tabulated based on teaching level and years of teaching experience. This information is presented in Table 4 (see Appendix B: Table 4). In regards to current curriculum, a majority of teachers in both groups indicated that they perceived that their schools provided curriculum that was challenging, attainable, and measurable ($n = 216$; 60%) and ($n = 108$; 60%). Both groups also stated that they strongly believed that teachers in their schools provided high-quality instruction to students ($n = 216$; 60%) and ($n = 108$; 60%). Teachers in all settings also thought that students work hard in their schools ($n = 288$; 80%) and ($n = 180$; 100%). With respect to student achievement, both respondent groups indicated strongly agreed that their schools have high standards for student achievement ($n = 216$; 60%) and ($n = 144$; 80%).

In regards to current curriculum, a majority of educators with 0 to 6 years of teaching experience and 7 to 12 plus years of teaching experience indicated that they perceived their schools provided curriculum standards that were challenging, attainable, and measurable ($n = 217$; 67%) and ($n = 173$; 80%). Teachers with less experience were evenly split between strongly agreeing and agreeing that teachers in their schools provided high-quality instruction to students (strongly agree, $n = 162$; 50%; agree, $n = 162$; 50%). Teachers with more experience agreed with that educators provided a high-quality education to students ($n = 173$; 80%). Teachers with 0 to 6 years of teaching experience thought that students work hard in their schools ($n = 162$; 50%). Teachers with 7 to 12 plus years of teaching experience were evenly split with agreeing and disagreeing about student work ethic (agree, $n = 86$; 40%; disagree, $n = 86$; 40%). With respect to student achievement, teachers with less experience indicated that they strongly agreed that their schools have high standards for student achievement ($n = 227$; 70%). Teachers with more experience also agreed that their schools had high standards for achievement ($n = 130$; 60%).

Research question three asked whether teachers believed supplemental services, testing, and school choice components of the No Child Left Behind Act have changed their approach to instruction. Table 5 reported total teacher responses (see Appendix B: Table 5).

Overall, 60% of respondents ($n = 324$) indicated neutrality with the effects of NCLB changing instruction. Teachers also reported neutrality with whether supplemental services would change instruction ($n = 324$; 60%). Respondents were equally split with agreeing or maintaining neutrality that NCLB's testing component

changed instruction (agree, $n = 216$; 40%; neutral, $n = 216$; 40%). Teachers were neutral over if school choice or school transfer would change their delivery of education ($n = 324$; 60%).

For research question three teacher responses were also tabulated based on teaching level and years of teaching experience. These responses are cited in Table 6 (see Appendix B: Table 6). In reference to whether NCLB has changed instruction, most teachers in all settings were split over whether it has strongly changed teaching or had no effect on instruction (strongly agree, $n = 144$; 40%; neutral, $n = 144$; 40%) and (strongly agree, $n = 72$; 40%; neutral, $n = 72$; 40%). Both groups disagreed that the supplemental services component changed instruction ($n = 216$; 60%) and ($n = 108$; 60%). Most early childhood education and elementary school teachers believed that the testing component of NCLB had no impact on their instruction ($n = 216$; 60%). Middle and high school teachers were evenly split about whether the testing component changed their instruction or had no impact on delivery (agree, $n = 72$; 40%; neutral, $n = 72$; 40%). Teachers in early childhood education and elementary schools believed that the school choice or transfer component had no effect on instruction ($n = 216$; 60%). Teachers in middle schools and high schools believed that the school choice or transfer component did not change instruction ($n = 108$; 60%).

In reference to whether NCLB has changed instruction, most teachers with 0 to 6 years of teaching experience reported that NCLB has not changed instruction ($n = 234$; 72%). Most teachers with 7 to 12 plus years of teaching experience were split over whether it has not changed teaching or had no effect on instruction (neutral, $n = 86$; 40%; disagree, $n = 86$; 40%). Teachers with 0 to 6 years of experience believed that the

supplemental services component did not have an effect on the delivery of instruction or change their instruction ($n = 230$; 71%). Teachers with more experience believed that this provision did not affect nor had any impact on instruction. Teachers with both levels of experience believed the testing component did not change their instruction ($n = 185$; 57%) and ($n = 173$; 80%). Teachers with 0 to 6 years of experience believed that the school choice component had no impact on their instruction ($n = 227$; 70%). Teachers with more experience thought that this provision did not alter their delivery of instruction ($n = 130$; 60%).

CHAPTER V:

Discussion

The purpose of this investigation was to look at teacher perceptions, knowledge, and the effects of the No Child Left Behind Act. Three hundred sixty teachers in early childhood education or elementary schools and 186 teachers in middle or high schools responded to a survey that sought to extract information aligned with these research questions:

- 1) What knowledge do teachers have regarding the No Child Left Behind Act as it relates to the supplemental services, testing, and school choice components?
- 2) How do teachers' perceptions of their school district performance relate to their perceived benefits of the No Child Left Behind Act with regard to current curriculum, teacher instruction, and student work ethic and achievement?
- 3) Do teachers believe supplemental services, testing, and school choice components of the No Child Left Behind Act have changed their approach to instruction?

For this study, simple frequencies and percentages were calculated based on response choices. These frequencies and percentages were calculated for the entire sample and with regard to teaching level and experience.

Limitations

One limitation to this study was its small sample size and restricted geographical region. Since only teachers in the two Minnesota school districts were sampled, the findings may not be generalizable to teachers in other cities, towns, or states. A second limitation to the survey is its form. While the original form was pilot tested across several

states and used as part of a larger national study, this form was not a standardized questionnaire with established reliability and validity.

Conclusions

With regard to research question one, results from this study indicated that a majority of teachers indicated familiarity with NCLB. In this study, responses were also analyzed by educational setting and years of teaching experience. A majority of teachers in the early childhood education and elementary school settings indicated familiarity with NCLB. Likewise, a majority of teachers in the middle school and high school settings reported familiarity with NCLB. In relation to years of teaching experience, a majority of teachers who had zero to six years of experience and 7 to 12 plus years indicated familiarity with NCLB. Similarly, a majority of teachers with 7 to 12 years of experience strongly affirmed their knowledge with NCLB.

Most teachers in early childhood and elementary schools reported that they did not have a familiarity with the supplemental services component of NCLB. Teachers in middle school and high school settings were evenly split over whether they had some agreement or were neutral about their knowledge of the NCLB tutoring or supplemental services component. A majority of teachers in both groups reported that they did not have familiarity with the supplemental services component.

Teachers in early childhood and elementary school settings were evenly split over whether they had some agreement or were neutral about their knowledge of the NCLB testing requirements. A majority of teachers in middle school and high school settings reported an awareness of the testing component of NCLB. In reference to rate of agreement with familiarity with the testing component of NCLB, most teachers with zero

to six years of teaching experience were evenly split over they were neutral with their familiarity or did not have an awareness. Teachers with more experience were also split in their responses; with 29% of teachers agreeing and 29% of teachers disagreeing with their familiarity with the testing component.

Early childhood and elementary school teachers stated that many did not know about the school choice or transfer component of NCLB. Conversely, many teachers in the middle school and high school settings did know about the school transfer component of NCLB. Teachers with less experience were evenly split in their familiarity with the school choice or transfer component, agreeing and disagreeing in 40% of the responses. More experienced teachers showed more familiarity with the component.

These results were similar to research conducted by Howell (2004) and Azzum (2004), where teachers in those studies also reported limited knowledge of some components of the law. However, teachers in those studies reported limited knowledge of the school choice or transfer component. In contrast, the present study reveals a different result, with teachers in middle and high settings and teachers with seven plus years of teaching experience indicating awareness of the transfer provision. This may be due to greater networking due to longevity, a greater exposure to workshops and conferences, or increased parental and district emphasis on placing students in small class sizes in middle and high school settings to meet the demands of NCLB.

With regard to research question two, teachers responded similarly to the previous research into teachers' perceptions of the quality of their school's education (Sunderman, Tracey, Kim & Orfield, 2004). Teachers' perceptions of the quality of the instruction at their schools gave an insight into how well they believe their schools are effectively

educating students apart from their position towards NCLB (Sunderman, Tracey, Kim & Orfield, 2004). Teachers' perceptions of their schools' instruction also gave an idea of how well they believe instruction is taught in their schools (Sunderman, Tracey, Kim & Orfield, 2004). Teachers' perceptions of the performance of their school district in reference to current curriculum, with teaching setting and teaching experience as variables, produced similar results. As a whole, teachers agreed that their schools' curriculum was demanding, achievable, and quantifiable. In regards to their curriculum, a majority of teachers in both groups indicated that they perceived that their schools provided curriculum that was challenging, attainable, and measurable. In regards to current curriculum, a majority of educators with zero to six years of teaching experience and seven to twelve plus years of teaching experience indicated they believed their schools provided curriculum standards for student achievement that were challenging, attainable, and measurable.

In general, teachers were evenly split over strongly agreeing to agreeing that teachers provided high quality instruction. Teachers in both demographic levels also stated that they strongly believed that teachers in their schools provided high-quality instruction to students. Teachers with less experience were evenly split between strongly agreeing and agreeing that teachers in their schools provided high-quality instruction to students. Teachers with more experience agreed with that educators provided a high-quality education to students.

All respondents believed that their students work hard. Across both settings, teachers confirmed that students work hard in their schools. Teachers with zero to six years of teaching experience thought that students work hard in their schools. However,

teachers with seven to 12 plus years of teaching experience were evenly split with agreeing and disagreeing about student work ethic.

Finally, all teachers strongly perceived to agreed that their schools high standards for student achievement. Respondents in all educational settings indicated they strongly agreed that their schools have high standards for student achievement. With respect to student achievement, teachers with less experience indicated that they strongly agreed that their schools have high standards for student achievement. Teachers with more experience agreed with that their schools had high standards for achievement.

In general, respondents in the present study, similar to respondents in Sunderman, Tracey, Kim, and Orfield's (2004) research, thought that their curriculum and instruction was attempting to help student achieve. Likewise, teachers believed that their students work hard at school. These findings may be due to attitudes towards the profession and students in general, and teachers' beliefs in their ability to make choices in instruction delivery and homework content and amount.

Findings relating to research question three showed mixed perceptions of how NCLB has changed the delivery of instruction. This result confirms research conducted by Howell (2004), Azzum (2004), and Sunderman, Tracey, Kim, & Orfield (2004). Overall, 60% of respondents indicated neutrality with NCLB changing instruction. In reference to whether NCLB has changed instruction, most teachers in all settings were split over whether it has strongly changed teaching or had no effect on instruction. In reference to whether NCLB has changed instruction, most teachers with zero to six years of teaching experience reported that NCLB has not changed instruction. Most teachers

with seven to 12 plus years of teaching experience believed it has not changed teaching or had no effect on the delivery of instruction.

Overall, teachers also reported neutrality with whether supplemental services would change instruction. All teachers in early childhood, elementary, middle, and high school settings disagreed that the supplemental services component of NCLB changed instruction. Teachers with zero to six years of experience believed that the supplemental services component did not have an effect on the delivery of instruction or change their instruction. Teachers with more experience believed that this provision did not affect their instruction.

Most respondents were equally split with agreeing or maintaining neutrality that NCLB's testing component changed instruction. Most early childhood education and elementary school teachers believed that the testing component of NCLB had no impact on their instruction. Middle and high school teachers were evenly split about whether the testing component changed their instruction or had no impact on delivery. Teachers with both levels of experience believed the testing component did not change their instruction.

A majority of teachers were neutral over if school choice or school transfer would change their delivery of education. Teachers in early childhood education and elementary schools believed that the school choice or transfer component had no effect on instruction. Inversely, teachers in middle schools and high schools believed that the school choice or transfer component did not change instruction. Teachers with zero to six years of experience believed that the school choice component had no impact on their instruction. Teachers with more experience thought that this provision did not alter their delivery of instruction.

The finding of this study may be due to limited exposure to all components of the law, teacher variance with teaching test topics, and insufficient knowledge of and restricted availability of supplemental services in all states. Likewise, in both the districts surveyed, no school failed to make AYP the previous years, and consequently, no teachers would feel the effects of the school choice provision in their schools.

Recommendations

The following recommendations can be made to help improve teacher knowledge, perceptions, and the effects of NCLB. First, it is recommended that research needs to be conducted with regard to more variables, such as socioeconomic status and school location (e.g., urban, suburban, or rural), to help understand more about teachers' knowledge in these settings. Secondly, research needs to be conducted to find out how teachers' overall state of mood (optimism/pessimism), self-concept, self-esteem, understanding of locus of control, and relations with others influences their perceptions of their curriculum, instruction, student work ethic, and student achievement. Thirdly, it is recommended that research be conducted to understand how NCLB may change instruction delivery in districts with a majority of failing schools.

Implications for Practice

Results from this study showed that there is a need for greater exposure to all of the tenets of NCLB. Likewise, teachers need to learn and understand how schools will address the components of NCLB. Therefore, in-services and workshops that delineate the testing, school choice, and supplemental services components of NCLB and share how these component can affect teaching is important for teacher education.

Furthermore, specific information on how the supplemental services component can be used in conjunction with teaching is warranted.

Summary

Results of the study revealed that a majority of respondents indicated familiarity with NCLB. Teachers were evenly split on whether they did or did not know about the supplemental services provision of NCLB. A majority of teachers did know of the testing and school choice or transfer component. Teachers as a whole agreed that their schools' curriculum was demanding, achievable, and quantifiable. They were evenly split over strongly agreeing to agreeing that teachers provided high quality instruction. Teachers believed that their students work hard. Finally, teachers strongly perceived to agreed that their schools high standards for student achievement. Overall, 60% of respondents were neutral as to whether with NCLB changed instruction. Teachers also reported neutrality with whether supplemental services would change instruction. Respondents were equally split with agreeing or maintaining neutrality that NCLB's testing component changed instruction. Teachers were neutral over if school choice or school transfer would change their delivery of education. Some differences were noted for teaching setting and level for teacher knowledge, perceptions, and the effects of NCLB.

Finally, recommendations were made for further study. First, it was recommended that research should be conducted with regard to more variables. Secondly, research should be conducted to find out how teachers' overall state of mood (optimism/pessimism), self-concept, self-esteem, understanding of locus of control, and relations with others, influences their teaching perceptions. Thirdly, it was recommended

that research should be conducted to understand how NCLB might change instruction delivery in districts with a majority of failing schools.

References

- Azzum, A. (2004). NCLB: Up close and personal. *Educational Leadership*, 64(2), 88-89.
- Betts, J. R. & Danenberg, A. (2004). San Diego: Do too many cooks spoil the broth? In F. M. Hess and C. Finn, Jr. (Ed.) *Leaving no child left behind? Options for kids in failing schools*. New York City, NY: Palgrave MacMillian.
- Bovard, J. (1997). The ADA defines disability too broadly. In B. Stalcup (Ed.). *The disabled* (pp. 54-62). San Diego, CA: Greenhaven Press.
- Casserly, M. (2004). Choice and supplemental services in America's great city schools. In F. M. Hess and C. Finn, Jr. (Ed.) *Leaving no child left behind? Options for kids in failing schools*. New York City, NY: Palgrave MacMillian.
- Coelho, T. (1997). The ADA safeguards civil rights. In B. Stalcup (Ed.). *The disabled* (pp. 18-22). San Diego, CA: Greenhaven Press.
- Haas, D. (1997). Mainstreaming benefits all students. In B. Stalcup (Ed.). *The disabled* (pp. 99-101). San Diego, CA: Greenhaven Press.
- Hess, F. M. & Finn Jr, C. (2004). Conclusion. In F. M. Hess and C. Finn, Jr. (Ed.) *Leaving no child left behind? Options for kids in failing schools*. New York City, NY: Palgrave MacMillian.
- Howell, W. (2004). Fumbling for an exit key: Parents, choice, and the future of NCLB. In F. M. Hess and C. Finn, Jr. (Ed.) *Leaving no child left behind? Options for kids in failing schools*. New York City, NY: Palgrave MacMillian.
- Popham, W. J. (2004). *America's "failing" schools: How parents and teachers can cope with no child left behind*. New York City, NY: RoutledgeFalmer.

- Plank, D. N., & Dunbar, Jr., C (2004). Michigan: False start. In F. M. Hess and C. Finn, Jr. (Ed.) *Leaving no child left behind? Options for kids in failing schools*. New York City, NY: Palgrave MacMillian.
- Maranto, R., & Gresham-Maranto, A. (2004). Options for low-income students: Evidence from the states. In F. M. Hess and C. Finn, Jr. (Ed.) *Leaving no child left behind? Options for kids in failing schools*. New York City, NY: Palgrave MacMillian.
- Manzo, K. K. (2005). Reading teachers see few changes under NCLB law. *Education Week*, 24(23), 14.
- Melder, A. (2004). Colorado: Layered reforms and challenges of scale. In F. M. Hess and C. Finn, Jr. (Ed.) *Leaving no child left behind? Options for kids in failing schools*. New York City, NY: Palgrave MacMillian.
- Sack, J., Robelen, E., & Davis, M. (2005). Utah passes bill to trump 'no child' law. *Education Week*, 24(33), 22-24.
- Samuels, C. (2005). Special educators discuss NCLB effect at national meeting. *Education Week*, 24(33), 12.
- Sunderman, G., Tracey, C., Kim, J., & Orfield, G. (2004). *Listening to teachers: classroom realities and No Child Left Behind*. Cambridge, MA: The Civil Rights Project at Harvard University.
- United States Department of Education. (2001a). The No Child Left Behind Act. Retrieved May 24, 2005, from <http://www.ed.gov/policy/elscc/lcg/esca02/107-110.pdf>

United States Department of Education. (2001b). Individuals with disabilities education improvement act of 2004. Retrieved May 24, 2005, from <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

Wright, P., Darr-Wright, P, & Whitney-Heath, S. (2004). *The No Child Left Behind Act*. Hartfield, VA: Harbor House Law Press, Inc.

Appendix A:

Survey of Teacher Knowledge, Perceptions and the Effects of the No Child Left Behind Act

Appendix A:

Survey

Survey of Teacher Knowledge, Perceptions, and the Effects of the No Child Left Behind Act

This project has been reviewed by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46

This questionnaire addresses teacher perceptions of the No Child Left Behind Act (NCLB). I am researching this topic as part of my educational specialist's thesis. Please answer the following questions based on your own opinion of NCLB. Select only one answer for each question. Choose among three to five responses as the question permits. Be as open and honest as you can. Your responses will be destroyed after being analyzed statistically.

Part One

Teaching Level __ Elementary School __ Middle School __ High School

Please check the one that most reflects your teaching area:

__ All Areas __ Science __ Reading __ ESL __ Special Education

Years of Teaching (not including student teaching) __ 0-3 __ 4-6 __ 7-9 __ 10-12 __ 12

Part Two

I am familiar with the No Child Left Behind Act:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you strongly disagree, please skip to the end of the survey. Thank you for your time.

I am familiar with the testing component of NCLB:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am familiar with the supplemental services component of NCLB:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am familiar with the school choice or transfer component of NCLB:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where do you gain most of your knowledge of NCLB?

School District In-service	Media, e.g., newspapers, journals	Colleagues	Other workshops	Other, please specify
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part Three

Please indicate your level of agreement about the curriculum in your school: Standards for student achievement is challenging, attainable, and measurable.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of agreement about the instruction in your school: Teachers provide high-quality instruction.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of agreement about the instruction in your school: Teachers are committed to improving student achievement.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of agreement about the instruction in your school: Students work hard in this school.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of agreement about the curriculum in your school: My school has high standards for student achievement.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of agreement about the curriculum in your school: My school's curriculum is aligned with established academic measures (e.g., rubrics, standardized tests).

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part Four

NCLB has changed my instruction:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The testing component of NCLB is helpful to my instruction:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I find the testing component of NCLB changes my instruction:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I find the supplemental services (tutoring) component of NCLB helpful to my instruction:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I find the supplemental services (tutoring) component of NCLB changes my instruction:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I find the school choice or transfer component of NCLB helpful to my instruction:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I find the school choice or transfer component of NCLB changes my instruction:

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the responses that most reflects your opinion. In my school, the major effect of NCLB to date is that teachers are...

Carrying on their work as before NCLB was enacted

Beginning to think, talk, and/or act in ways that may result in higher student achievement

Diverting their attention from issues that could improve teaching and learning

Experiencing implement pressures that are negatively affecting their morale or performance

Other... _____

I understand that by submitting this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice. NOTE: Questions or concerns about the research study should be addressed to Patricia Stang, MS. Ed the researcher, at 952-830-XXXX or Dr. Donald Platz, the research advisor, at 715-232-1224. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 152 Voc Rehab, Menomonie, WI, 54751, (715) 232-1126.

Appendix B:

Tables

Table 1

Total Teacher Responses to Knowledge of Supplemental Services, Testing, and School Choice

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Supplemental Services	<i>N</i> = 0 0%	<i>N</i> = 216 40%	<i>N</i> = 108 20%	<i>N</i> = 216 40%	<i>N</i> = 0 0%
Testing	<i>N</i> = 0 0%	<i>N</i> = 324 60%	<i>N</i> = 54 10%	<i>N</i> = 162 30%	<i>N</i> = 0 0%
School Choice	<i>N</i> = 0 0%	<i>N</i> = 324 60%	<i>N</i> = 0 0%	<i>N</i> = 162 30%	<i>N</i> = 54 10%

Table 2

Teacher Responses to Knowledge of Supplemental Services, Testing, and School Choice by Teaching Level and Years of Teaching Experience

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Supplemental Services					
Elementary/Early Childhood	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 72 20%	<i>N</i> = 288 80%	<i>N</i> = 0 0%
Middle/High School	<i>N</i> = 0 0%	<i>N</i> = 72 40%	<i>N</i> = 36 20%	<i>N</i> = 72 40%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 0 0%	<i>N</i> = 55 17%	<i>N</i> = 0 0%	<i>N</i> = 214 66%	<i>N</i> = 55 17%
7 to 12+ years	<i>N</i> = 0 0%	<i>N</i> = 43 20%	<i>N</i> = 0 0%	<i>N</i> = 173 80%	<i>N</i> = 0 0%
Testing					
Elementary/Early Childhood	<i>N</i> = 0 0%	<i>N</i> = 144 40%	<i>N</i> = 144 40%	<i>N</i> = 72 20%	<i>N</i> = 0 0%
Middle/High School	<i>N</i> = 0 0%	<i>N</i> = 144 80%	<i>N</i> = 0 0%	<i>N</i> = 36 20%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 52 16%	<i>N</i> = 39 12%	<i>N</i> = 107 33%	<i>N</i> = 107 33%	<i>N</i> = 19 6%
7 to 12+ years	<i>N</i> = 30 14%	<i>N</i> = 63 29%	<i>N</i> = 30 14%	<i>N</i> = 63 29%	<i>N</i> = 30 14%
School Choice					
Elementary/Early Childhood	<i>N</i> = 0 0%	<i>N</i> = 72 20%	<i>N</i> = 0 0%	<i>N</i> = 288 80%	<i>N</i> = 0 0%
Middle/High School	<i>N</i> = 0 0%	<i>N</i> = 108 60%	<i>N</i> = 0 0%	<i>N</i> = 54 30%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 0 0%	<i>N</i> = 130 40%	<i>N</i> = 0 0%	<i>N</i> = 130 40%	<i>N</i> = 64 20%
7 to 12+ years	<i>N</i> = 0 0%	<i>N</i> = 173 80%	<i>N</i> = 0 0%	<i>N</i> = 43 20%	<i>N</i> = 0 0%

Table 3

Total Teacher Responses to Perceptions of their School District Performance in Relation to Curriculum, Instruction, Student Work Ethic, and Student Achievement

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Curriculum	<i>N</i> = 108 20%	<i>N</i> = 324 60%	<i>N</i> = 54 10%	<i>N</i> = 0 0%	<i>N</i> = 54 10%
Instruction	<i>N</i> = 270 50%	<i>N</i> = 270 50%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
Student Work Ethic	<i>N</i> = 0 0%	<i>N</i> = 486 90%	<i>N</i> = 54 10%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
Student Achievement	<i>N</i> = 270 50%	<i>N</i> = 270 50%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%

Table 4

Teacher Responses to Perceptions of their School District Performance in Relation to Curriculum, Instruction, Student Work Ethic, and Student Achievement by Teaching Level and Years of Teaching Experience

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Curriculum					
Elementary/Early Childhood	<i>N</i> = 0 0%	<i>N</i> = 216 60%	<i>N</i> = 72 20%	<i>N</i> = 0 0%	<i>N</i> = 72 20%
Middle/High School	<i>N</i> = 72 40%	<i>N</i> = 108 60%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 107 33%	<i>N</i> = 217 67%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
7 to 12+ years	<i>N</i> = 0 0%	<i>N</i> = 173 80%	<i>N</i> = 0 0%	<i>N</i> = 43 20%	<i>N</i> = 0 0%
Instruction					
Elementary/Early Childhood	<i>N</i> = 216 60%	<i>N</i> = 144 40%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
Middle/High School	<i>N</i> = 108 60%	<i>N</i> = 72 40%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 162 50%	<i>N</i> = 162 50%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
7 to 12+ years	<i>N</i> = 0 0%	<i>N</i> = 173 80%	<i>N</i> = 43 20%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
Student Work Ethic					
Elementary/Early Childhood	<i>N</i> = 0 0%	<i>N</i> = 288 80%	<i>N</i> = 72 20%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
Middle/High School	<i>N</i> = 0 0%	<i>N</i> = 180 100%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 107 33%	<i>N</i> = 162 50%	<i>N</i> = 55 17%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
7 to 12+ years	<i>N</i> = 0 0%	<i>N</i> = 86 40%	<i>N</i> = 44 20%	<i>N</i> = 86 40%	<i>N</i> = 0 0%
Student Achievement					
Elementary/Early Childhood	<i>N</i> = 216 60%	<i>N</i> = 144 40%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
Middle/High School	<i>N</i> = 144 80%	<i>N</i> = 36 20%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 227 70%	<i>N</i> = 97 30%	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 0 0%
7 to 12+ years	<i>N</i> = 0 0%	<i>N</i> = 130 60%	<i>N</i> = 86 40%	<i>N</i> = 0 0%	<i>N</i> = 0 0%

Table 5

Total Teacher Responses to how Supplemental Services, Testing, and School Choice Changes Instruction

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Supplemental Services	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 324 60%	<i>N</i> = 216 40%	<i>N</i> = 0 0%
Testing	<i>N</i> = 54 10%	<i>N</i> = 216 40%	<i>N</i> = 216 40%	<i>N</i> = 54 10%	<i>N</i> = 0 0%
School Choice	<i>N</i> = 54 10%	<i>N</i> = 162 30%	<i>N</i> = 324 60%	<i>N</i> = 0 0%	<i>N</i> = 0 0%

Table 6

Teacher Responses to if Supplemental Services, Testing, and School Choice Changes Instruction by Teaching Level and Years of Teaching Experience

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Supplemental Services					
Elementary/Early Childhood	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 144 40%	<i>N</i> = 216 60%	<i>N</i> = 0 0%
Middle/High School	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 72 40%	<i>N</i> = 108 60%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 45 14%	<i>N</i> = 0 0%	<i>N</i> = 230 71%	<i>N</i> = 49 15%	<i>N</i> = 0 0%
7 to 12+ years	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 43 20%	<i>N</i> = 130 60%	<i>N</i> = 43 20%
Testing					
Elementary/Early Childhood	<i>N</i> = 0 0%	<i>N</i> = 72 20%	<i>N</i> = 72 20%	<i>N</i> = 216 60%	<i>N</i> = 0 0%
Middle/High School	<i>N</i> = 0 0%	<i>N</i> = 72 40%	<i>N</i> = 72 40%	<i>N</i> = 36 20%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 0 0%	<i>N</i> = 42 13%	<i>N</i> = 185 57%	<i>N</i> = 97 30%	<i>N</i> = 0 0%
7 to 12+ years	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 173 80%	<i>N</i> = 43 20%	<i>N</i> = 0 0%
School Choice					
Elementary/Early Childhood	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 216 60%	<i>N</i> = 144 40%	<i>N</i> = 0 0%
Middle/High School	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 72 40%	<i>N</i> = 108 60%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 227 70%	<i>N</i> = 97 30%	<i>N</i> = 0 0%
7 to 12+ years	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 86 40%	<i>N</i> = 130 60%	<i>N</i> = 0 0%
Supplemental Services					
Elementary/Early Childhood	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 144 40%	<i>N</i> = 216 60%	<i>N</i> = 0 0%
Middle/High School	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 72 40%	<i>N</i> = 108 60%	<i>N</i> = 0 0%
0 to 6 years	<i>N</i> = 45 14%	<i>N</i> = 0 0%	<i>N</i> = 230 71%	<i>N</i> = 49 15%	<i>N</i> = 0 0%
7 to 12+ years	<i>N</i> = 0 0%	<i>N</i> = 0 0%	<i>N</i> = 43 20%	<i>N</i> = 130 60%	<i>N</i> = 43 20%