

No Child Left Behind (NCLB) Survey to Hawaii School Principals-
Administered by the Senate Committee on Education and Military Affairs

**Total
Surveys: 50**

Adequate Yearly Progress (AYP) Reform & Flexibility

The 2013-2014 Goals of all students meeting or exceeding high state academic standards are:	
A. Achievable and we should stop questioning the NCLB Act and press ahead.	4%
B. Not achievable and we need to modify Hawaii's plan by:	81%
1. Changing the subgroup requirement to ____ students to allow for realistic goals.	39%
2. Changing the attendance requirement to ____%.	24%
3. Allowing for more assessment/testing time.	10%
4. Decreasing the amount of assessment/testing time.	12%
5. Other:	15%
C. Other	15%

Many educators have expressed their support for NCLB's goals of student achievement. However, meeting NCLB's standards remains a challenge. Hawaii should:	
A. Allow for the use of alternative assessments in addition to standardized tests	55%
B. Allow schools to track the progress of the same cohorts of students over time.	28%
C. Identify schools only after the AYP targets in the same subjects and subgroup are missed for two consecutive years.	2%
D. Other	15%

AYP requires high schools to meet a state-defined minimum graduation rate. Hawaii's graduation rate should:	
A. Include students who obtain a GED in their AYP graduation rates.	32%
B. Include students who are successfully pursuing alternative paths that prepare them for the workforce in their AYP rates.	18%
C. Accommodate students with disabilities whose IEP's recognize that additional time is needed for these students to complete their education.	23%
D. Other	27%

NCLB require schools to provide school choice and supplemental services. In response to this, the State should:	
A. Allow schools to decide the order of interventions provided when a school is identified as being "in need of improvement".	40%
B. Grant schools more flexibility when counting transfer students in the receiving schools AYP calculations.	21%
C. Allow schools to use NCLB money to provide supplemental education services only in the academic subject area that causes schools to miss AYP.	28%
D. Other	11%

In response to Secretary of Education Spellings' indication that more flexibility will be allowed to states, Hawaii should:	
A. Stick with our plan. No changes are needed.	0%
B. Should aggressively seek to amend our plan.	63%
C. Should look for a few ways to modify our plan.	27%
D. Other	10%

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Testing

The Federal government has allowed states to determine the different proficiency and levels of standards, which largely depend on where they set their cut scores on tests and the rigor of the test questions. Concerns have been raised regarding the degree of difficulty of the Hawaii State Assessment. Hawaii's performance targets set for all students:	
A. Are set at the appropriate level.	10%
B. Are set too high.	75%
C. Are set too low.	0%
D. Other	15%

Funding

The Federal government has provided more flexibility in the use of federal funds, but has not provided the additional funds to pay for the added costs and to provide additional staff and services to fulfill our plan. What should the State do?	
A. The state needs to increase its funding to match the amount of Federal funds provided.	20%
B. The state needs to increase the funding by	50%
1. Reallocating expenses within the DOE.	18%
2. Reallocating expenses within the State government.	42%
3. Raising taxes.	39%
C. Other	30%

Based on the current operation of my school, more funding would increase the performance of our students. We would use:
Principals indicated the amount of money they would spend on a specific expense.

Students With Disabilities

Currently, schools can only exempt up to 1 percent of their most severely disabled students. What % of all students should be exempted?	
A. 2%	4%
B. 4%	9%
C. All students with Individualized Education Plans (IEP).	41%
D. Other	46%

Students With Limited English Proficiency

Including students with limited English proficiency in the testing requirements presents schools with considerable challenges. The State should:	
A. Allow for the use of native-language tests.	8%
B. Allow newly arrived immigrants to be exempt from taking the reading and math assessments. They should be exempt for _____ years.	50%
C. Determined the appropriate time to transition the student from native-language tests to English-only tests.	31%
D. Other	10%

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Rank the importance of each issue is to you in addressing the problem areas; 1 being the most important and 5 being the least important.		
	Weight	Rank
AYP Reform and Flexibility	216	1
Testing	144	4
Funding	156	2
Students With Disabilities	145	3
Students with Limited English Proficiency	90	5

School Level	# of respondents	%	Type
K-12	6	12%	Elem-High
K-5	10	20%	Elem
K-6	19	38%	Elem
K-8	2	4%	Elem-Inter
K-10	1	2%	Elem-High
6-8	1	2%	Middle
6-12	1	2%	Middle-High
7-8	2	4%	Inter/Middle
7-12	1	2%	Inter-High
9-12	7	14%	High

**2003-04
NCLB Status**

In Good Standing, Unconditional	21
In Good Standing, Pending	1
Planning for Restructuring	7
Restructuring School	4
Improvement Year 1	16
Corrective Action Year 1	1

****SEE ACCOMPANYING PIE CHARTS AND COMMENTS****

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2004-05

NCLB Status

In Good Standing, Unconditional	12
In Good Standing, Pending	10
Planning for Restructuring	4
Restructuring Year 1	5
Restructuring Year 2	2
School Improvement Year 1	2
School Improvement Year 2	15