

2017 Survey

METHODOLOGY QUESTIONS + RESPONSES

the PEOPLE'S  
PERSPECTIVE

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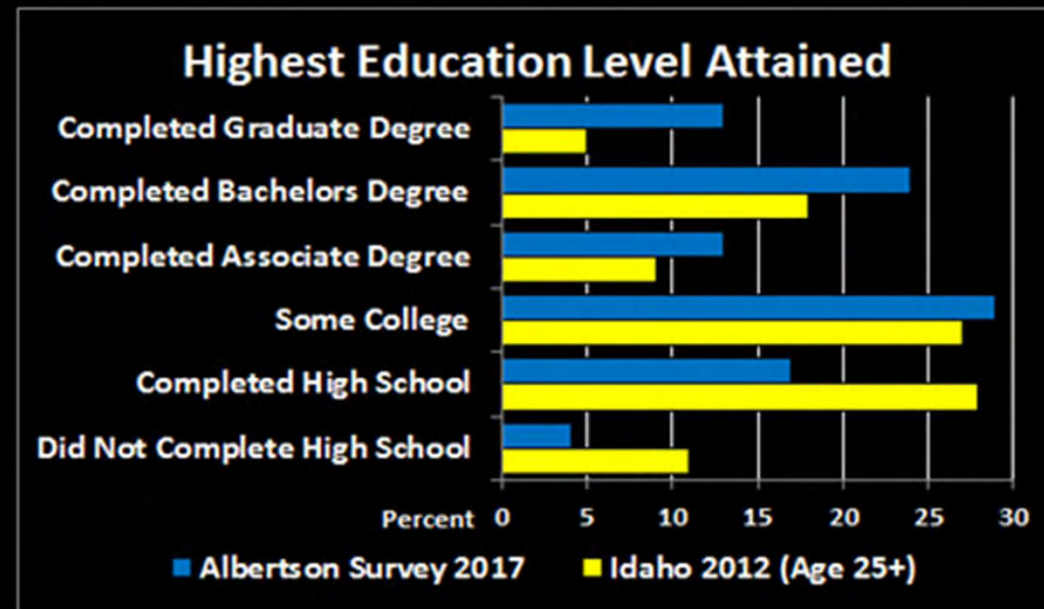
WHAT WE LEARNED

# Idahoans Want More **QUALITY** and **EQUITY**

<http://peoplesperspective.idahoednews.org/>

**Critical Response  
to survey funded by the Albertson Foundation**

The difference in education attainment between the Albertson Foundation survey sample and the Idaho population suggests a scientific (probability) sampling process was not used for the survey.



Thus, claims about survey results should be attributed only to the survey respondents, not attributed to Idahoans in general.

**Most “Idahoans” give satisfactory grades to the public schools in their communities in Albertson Foundation survey (80%).**

Question 14 asked, “What grade would you give the public schools in your community?” The responses were A = 9%, B = 35%, C = 36%, D = 13%, F = 4%, and Don’t Know = 3%.

Buoying the foundation’s theme that Idaho’s public schools are failing, C was declared to be unsatisfactory, leading to, “Most Idahoans still give unsatisfactory grades to the public schools in their communities.” (2017) βΣ

**"Idahoans" prefer the regular public schools over charter schools 35% to 20% in Albertson Foundation survey.**

Question 53 asked, "If money were not an issue and you could choose from all the following options, which would you prefer that your child attend?" The responses were regular public school 35%, private religious school 23%, private non-religious school 20%, and charter school 20%. (2017)

βΣ

## Other views of Question 53:

Some have suggested that 65% of the survey participants preferred an education setting for children other than a regular public school.

Others have suggested that 80% of the survey participants preferred an educational setting for children other than a public charter school.

**"Idahoans" think 58% to 38% that using student standardized test scores to evaluate teacher performance is generally a bad idea, according to the Albertson Foundaton survey.**

Ignoring that 58% of the respondents doubted the value of using student data to evaluate teachers, the report continued, "Value-added assessment [VAM] seems to be the sweet spot in terms of public support: by an overwhelming 83% to 15% margin...." Unfortunately, it is unlikely that even 1% of the respondents knew enough about VAM to make reasoned response.

The American Statistical Association notes that VAM is for program, not personnel evaluation.

ASA Statement on Using Value-Added Models  
for Educational Assessment -- April 8, 2014

... VAMs should be viewed within the context of quality improvement, which distinguishes aspects of quality that can be attributed to the system from those that can be attributed to individual teachers, teacher preparation programs, or schools.

... Most VAM studies find that teachers account for about 1% to 14% of the variability in test scores, and that the majority of opportunities for quality improvement are found in the system-level conditions.

... VAMs are complex statistical models, and high-level statistical expertise is needed to develop the models and interpret their results.

... Ranking teachers by their VAM scores can have unintended consequences that reduce quality.

<https://www.amstat.org/asa/files/pdfs/POL-ASAVAM-Statement.pdf>

**Idahoans Want More QUALITY and EQUITY:  
A Statewide Survey Reveals Opinions of Idahoans  
About Their Public Education System  
April 2017**

The Albertson Foundation report is posted on the web at  
<http://peoplesperspective.idahoednews.org/>

A PDF copy of the report can be downloaded from  
<http://peoplesperspective.idahoednews.org/library/downloads/2017-Peoples-Perspective.pdf>

The survey questions and response tallies are on the web at  
<http://peoplesperspective.idahoednews.org/questions-and-responses/>





# K-12 Research Idaho

A Personal Public Service Project  
(funded from retirement benefits)

<http://k12researchidaho.com>