

## Fulfilling the Promise of No Child Left Behind: A MetaAnalysis of Attitudes Toward Public Education

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## **Method**

The following meta-analysis of opinion research is based on a review of existing, publicly available data. The objective of this phase of research is to develop a strategic perspective of public beliefs that may influence policy support, with the ultimate goal of developing effective communications. This report is not intended to provide a catalogue of all public opinion research on this topic nor is it a review of policy evaluation efforts.

Since survey results can be skewed by the context of the survey (meaning a survey about balancing work and family will result in different assumptions about child care policy than a survey about welfare and poverty), the analysis relied almost completely on research for which the entire survey was available. More than 100 complete surveys were reviewed (totaling thousands of public opinion questions). All surveys were conducted within the past six years, except for specific long-term trends that could help to illustrate a point.

This report is not intended to represent a catalogue of all available data, so not all of the reviewed surveys were included. Rather, this analysis is designed to offer strategic insights that will prove useful to later stages of the research process, so only the most relevant and useful findings have been incorporated.

The interpretation offered in this review is the author's alone. Other analysts might provide a different interpretation of the data.

## Strategic Summary

Education is more than simply a transfer of knowledge. It is about the opportunity for a better future for children, and for the nation as a whole. Americans have deep reservations about the condition of public education in the nation, and are willing to support a variety of reforms. More than any other area, they want state budgets to prioritize education and protect it from cuts. However, they also believe that the cure for what is ailing education is not necessarily money.

While most Americans know little about the status of education reform, the broad principles of the No Child Left Behind (NCLB) legislation are in line with what Americans think needs to be done to improve schools: more quality teachers and more accountability. However, this research suggests that there is enormous opportunity to define the implementation of these principles in ways that lead to the right reform. Once beyond the broad principles, the public's approach to education reform is in fundamental disagreement with the current implementation of NCLB, but in line with progressive education advocates' approach to reform.

The public demonstrates high levels of support for testing, even though it is not the public's favorite reform. However, the public wants testing for very different reasons than the punitive approach outlined by the Bush Administration. The public assumes testing would be used to identify the students and schools that are in need of additional assistance. The Administration's approach of withholding funds for low-performing schools is the reverse of what the public thinks should be done. They want to invest in and improve public schools, not withhold funding and undermine them with vouchers. They do not want to penalize schools; they want to help them. Instead of putting energy into eliminating testing, advocates should work to re-define accountability to lead to the right reforms. For example, tests could be re-positioned as a tool to identify the schools that need *additional* targeted programs and funding.

Similarly, the public wants quality teachers. In fact, measures to attract and retain quality teachers consistently rank at the top of the public's priorities for education. However, the NCLB requirement for a qualified teacher in every classroom forces the public conversation toward licensing and certification. The public believes good teaching is not about certification, but about inspiring children to love learning. Instead of creating a controversy about whether or not schools are able to place a certified teacher in every classroom, advocates have an opportunity create a conversation about *quality teaching* that revolves around teaching methods, training, and adequate resources for teachers to do their jobs well.

Finally, there is an opportunity to use a conversation about arts education to reinforce the redefinition of NCLB implementation. The "drill and kill" mentality of testing is the opposite of what the public desires for education, and it undermines what makes American education strong, i.e., the ability teach creativity and critical thinking. The public wants interesting and inspirational approaches in the classroom, not high stress

and rote memorization. This approach requires more than standardized tests and teacher certification; it requires teachers who know how to inspire children. The arts, when integrated into the classroom, can be the impetus for a conversation about inspirational teaching.

# The Context

## The Political Context

**The weak economy and the terrorist attacks combined to create dramatic shifts in issue priority that continue to resonate today. In early 2000, prior to the drop in the economy and the terror attacks, the public most wanted the President and Congress to improve education. By early 2002, concerns about education were eclipsed by the public’s desire to handle terrorism and improve the economy. Terrorism, the economy and jobs continue to dominate the agenda, with education following in priority.**

In early 2001, the public was clear about its expectations for the newly elected President. Americans wanted the Bush Administration and Congress to prioritize the economy and education, and placed crime, Social Security, Medicare and prescription drugs just slightly lower in priority. Following the terrorist attacks, the war on terrorism became the top priority, which continued into early this year. Several issues, including education, declined in intensity as terrorism overtook the public agenda. (Table 1)

Americans are now looking for the President to turn his attention to the economy and other domestic issues. They believe that George Bush is spending the right amount of time (68%) dealing with the war on terrorism. Meanwhile, majorities feel the President is spending too little time on the economy (51%) and on other domestic issues such as Social Security, prescription drug benefits and education (57%).<sup>2</sup>

	2003	2002	2001	2000
Defending the country from future terrorist attacks	81	83	-	-
Strengthening the nation’s economy	73	71	81	70
Improving the job situation	62	67	60	41
<b>Improving the educational system</b>	<b>62</b>	<b>66</b>	<b>78</b>	<b>77</b>
Taking steps to make the Social Security system financially sound	59	62	74	69
Taking the steps to make the Medicare system financially sound	56	55	71	64
Adding prescription drug benefits to Medicare coverage	52	54	73	54
Strengthening the US military	48	52	48	-
Regulating health maintenance organizations (HMOs) and managed care plans	48	50	66	56
Dealing with the problems of poor and needy people	48	44	63	55
Reducing crime	47	53	76	69
Providing health insurance to the uninsured	45	43	61	55
Developing a national missile defense system to protect against missile attacks	42	39	41	-
Dealing with the nation’s energy problem	40	42	-	-
Reducing the budget deficit	40	35	-	-
Dealing with the moral breakdown in the country	39	45	51	48
Protecting the environment	39	44	63	54
Working to reduce racial tensions	33	-	52	46
Making the cuts in federal income taxes passed in 2001 permanent	30	-	-	-

**Americans are deeply concerned about the economy and they give the President low marks for the job he has done on this issue. The public’s ratings of economic conditions are the lowest they have been since the end of 1993 and beginning of 1994. Most know someone who has been laid off and most say the economy is in recession.**

Americans are pessimistic about the state of the nation’s economy, with 78% rating current economic conditions as “only fair” or “poor.”<sup>3</sup> The public’s assessment of the economy since the beginning of 2003 represents the worst ratings since the end of 1993 and beginning of 1994. A majority (56%) says the economy is in a recession<sup>4</sup> and 60% know someone who has been laid off or fired recently, the highest this measure has been since 1994.<sup>5</sup> As a result, the President’s job performance ratings on the economy are low. For most of 2003, George Bush’s economic job approval hovered in the mid-40s. As of the end of April, his rating improved slightly and now stands at 52% approval of the job he is doing on the economy.<sup>6</sup>

**The public continues to give President Bush high approval ratings overall and on several issues. After declining early in 2003, his overall approval rating rebounded with the war in Iraq. Bush receives his highest ratings for security issues.**

Fully 71% approve of the job George Bush is doing as President. Though this rating is significantly lower than it was after September 11<sup>th</sup>, it continues to be among the highest of presidential approval ratings in recent history. Furthermore, the President’s approval ratings have climbed in late March and April 2003, after dipping earlier in the year. Americans give President Bush the highest job approval ratings for security issues, including the campaign against terrorism (79% approve), Iraq (75%), and homeland security (74%). The domestic policy that receives the highest approval rating is education (59% approve). (Table 2) While education is his highest-rated domestic issue, George Bush’s current job performance rating on education is lower than it has been for most of his presidency.

The US campaign against terrorism	79
The situation in Iraq	75
Homeland security	74
The situation with North Korea	61
<b>Education</b>	<b>59</b>
The situation between Israel and the Palestinians	54
The economy	52
Taxes	50
Social Security	49
The environment	49
Prescription drug benefits for the elderly	44
The federal budget	43
The cost, availability and coverage of health insurance	34

**In addition to high approval ratings on security and defense issues, the public believes George Bush is better able than the Democrats to handle security and defense issues. Importantly, the President currently has a slim advantage over the Democrats in dealing with the economy. The traditionally Democratic issue of education now provides neither party with an advantage.**

The public believes George Bush is better able to handle security and defense issues than the Democrats. The President holds an advantage on Iraq (52 percentage point margin over the Democrats), terrorism (51 points), North Korea (34 points), homeland security (33 points) and defense and the military (31 points). George Bush also holds a slim 10-point advantage on the emerging priority, the economy. Other than the economy, the public does not give an advantage to the President on any other domestic issue.

	George Bush	Democrats	Margin Bush - Dem
The situation in Iraq	72	20	52
The U.S. campaign against terrorism	72	21	51
The situation with North Korea	62	28	34
Homeland security	63	30	33
Defense and the military budget	63	32	31
The economy	51	41	10
<b>Education</b>	<b>45</b>	<b>46</b>	<b>-1</b>
Taxes	46	49	-3
Social Security	43	50	-7
The cost of prescription drugs	39	52	-13
The cost, availability, and coverage of health insurance	35	56	-21
The environment	34	60	-26

However, only three issues show a strong Democratic advantage: prescription drugs, health insurance, and the environment. (Table 3)

**The President’s advantage on security issues, which emerged after the attacks of September 11<sup>th</sup>, translated to a Republican advantage prior to the November 2002 elections. Voters felt Republicans would do a better job dealing with terrorism, and neither party had a strong advantage on economic issues. The Democrats held advantages on several issues, including education, which did not get as much attention in the Congressional elections. Furthermore, just after the November elections, most believed the country would be better off with a Republican-controlled Congress, particularly in dealing with terrorism and education.**

Though focused on the economy and terrorism, likely voters prior to the 2002 elections felt many issues were important. The Republicans had, and continue to have, the advantage on terrorism, Iraq and foreign policy. The economy was an issue of primary importance prior to the election, but the marginal Democratic lead at that time became a draw by the beginning of this year. Education and health care were high priorities with a Democratic advantage prior to the election, and continued to hold a Democratic advantage earlier this year. The environmental issue also advantages Democrats, but it was a low priority prior to the election. (Table 4)

Table 4: Pre-Election Importance of Issue to Vote Decision, Party That Will Do a Better Job Then and Now

	% Extremely Important <sup>9</sup>	Democrat Minus Republican	
		Sept 02 <sup>10</sup>	Jan 03 <sup>11</sup>
Terrorism	47	-29	-28
The situation in the Middle East	44	-18	
The possibility of war with Iraq / The situation with Iraq	42	-19	-24
Economic conditions / The economy	37	5	-1
<b>Education</b>	<b>36</b>	<b>22</b>	<b>13</b>
Health care / Health care costs	35	35	15
Prescription drugs for older Americans	35	30	23
Social Security	34	24	14
Corporate corruption	33	8	NA
Unemployment	28	16	20
The environment	28	32	29
Foreign affairs	27	-16	-17
Taxes	27	12	-6
Gun policy	21	1	NA
Abortion	18	15	13

Despite the limited Republican advantage on most issues, most Americans after the November 2002 elections believed the country would be better off with a Republican-controlled Congress. By a slim margin, the public believed that the Republican control of Congress would make the country better off (33%) rather than worse off (28%). The public believed Republican control of Congress would make things better in dealing with the war against terrorism (67%), education (62%), the economy (57%), and in decisions by the court (53%). They were divided over whether it would make dealing with health care better (48%) or worse (42%). They saw two issues as worse off under a Republican-controlled Congress: the environment (47% worse, 41% better), and Medicare and Social Security (48% worse, 40% better).<sup>12</sup> (Table 5)

Table 5: The Effect of Republican Control of Congress on Issues<sup>13</sup>

	Will make things...			
	A Lot Better	A Little Better	A Little Worse	A Lot Worse
The war against terrorism	33	34	13	13
<b>Education</b>	<b>16</b>	<b>46</b>	<b>19</b>	<b>8</b>
The economy	14	43	24	13
The decisions made by the Supreme Court and other federal judges	14	39	19	13
Health care	9	39	26	16
The environment	9	32	26	21
Medicare and Social Security	9	31	27	21

**Americans expect and hope that there will be improvements in education. They believe that George Bush can make improvements in education, and give the President fairly strong ratings on a traditionally Democratic issue. Americans prioritize education because they see it as the best way to help youth and to improve the country's future.**

As noted earlier in this analysis, education is one of the country's top priorities, with 62% saying it should be a top priority for the President and Congress.<sup>14</sup> They expect that this President can accomplish changes in education. At the beginning of his presidency, a majority of Americans (58%) believed that George Bush would be able to make significant improvements in the nation's education system. This compares with just 47% who felt he would be able to strengthen Social Security and Medicare and 26% who felt he could provide affordable health care coverage for all Americans.<sup>15</sup> Similarly, one year into his term, the public was optimistic about Bush's ability to handle the education issue (58%).<sup>16</sup>

Furthermore, 59% of the public approves of the job George Bush is doing on education. Education is his highest-rated domestic issue, but the President's current job performance rating on education is lower than it has been for most of his presidency.<sup>17</sup> There is some indication that the traditional Democratic advantage on education may be disappearing. As of April 2003, the public was divided in its assessment of whether George Bush or the Democrats would do a better job on education (45% and 46% respectively).<sup>18</sup>

Americans' greatest hope for the future of the nation is that there will be improvements in education (36%), followed by declining crime and drug abuse (34%), better race relations (29%), economic prosperity (26%), a cleaner environment (18%), and more personal freedom (8%).<sup>19</sup> Furthermore, nearly half expects there will be big changes in education over the next 30 years (45%) – more than expects changes in work life (24%) or politics (24%).<sup>20</sup> People are twice as likely to believe the public education system will improve in the next 50 years (66%) than get worse (30%).<sup>21</sup>

People give schools significant responsibility for creating a better future. When asked how big a role various institutions will play in making life better in the future, schools and universities are near the top (79% major role) after science and technology (89%) and medical advances (85%). Schools are seen as having a larger role than government, business, the military, the media, or religion.<sup>22</sup>

## The State Budget Context

**Most voters understand that states are facing serious budget deficits, and that spending cuts will be necessary. In fact, two-thirds report that education programs in their state have already been affected by budget cuts. Voters are very clear that they want policymakers to prioritize education in the current economic climate: a majority wants to see education spending protected, a majority places education as a top priority for federal and state spending, and more worry about cuts in education than worry about tax increases. Most say they are willing to increase taxes for this priority, particularly if the tax increase is earmarked for education.**

A majority (58%) of registered voters reports that their state is likely to face an extremely serious (23%) or a very serious (35%) budget deficit. Of all the programs that could be cut, the one program that voters most want to protect is education (54%) followed by health care (32%). Furthermore, in rating a series of funding

Table 6: Priority for Federal and State Funds  
% Top Priority<sup>23</sup>

	Federal	State
Education	55	58
Health care	51	52
Creating jobs and economic development	37	40
Retirement and Social Security/pensions	36	30
Terrorism and security	28	32
Tax cuts	16	19
Transportation, roads and transit	10	11

priorities, the public rates education as the highest priority for federal and state funds. (Table) Nearly two-thirds (64%) say they are more worried that funds for education and health care will be cut, while only 31% say they are more worried that their taxes will increase. Voters express this level of worry, even though they divide in whether they personally would be more affected by cuts in education and health care (48% more affected), or by an increase in taxes (45% more affected). Two-thirds (68%) say education programs in their state *have been* affected by budget cuts (21% seriously), and even more (76%) *expect* education to be affected (27% seriously).<sup>24</sup>

The public is willing to have the federal government run a deficit for three priorities: to “increase spending for the war on terrorism and our nation’s military and defense” (78% would support a deficit to fund this priority); to “increase spending on education for students from kindergarten through college” (67%); and to “increase spending on steps to stimulate the economy” (62%). Far fewer would support deficit spending to “increase spending on prescription drugs” (46%) or to “make permanent the federal tax cuts implemented last year” (39%).<sup>25</sup>

While they prioritize education and want to protect it from budget cuts, most are not advocating for a tax increase for public education. While a majority (59%) is willing to increase taxes to improve public education, only 18% are “very willing” to do so. One reason is the public’s concern over wasted government dollars and poor priorities: more would be willing to increase their taxes if they knew the funds would be earmarked to improve education (67% willing, 23% very willing).<sup>26</sup>

**The existing economic climate will make it difficult to advance new policies within state legislatures unless the new policies are tied to existing priorities. State legislators see their state budgets as requiring spending cuts, and view education, the economy, jobs and a balanced budget as the highest priorities.**

More than two-thirds (68%) of state legislators report that their state’s economy has gotten worse over the past year. Policymakers are preparing to make tough choices: 54% of state legislators say they will be “looking at making spending cuts” in dealing with their state’s budget (20% say the cuts will be “substantial”).<sup>28</sup>

Fortunately for education advocates, their top priority is education, with 45% saying that improving public education is “one of the most important priorities.” Note that “public education” is rated as a high priority by many more legislators than related educational issues such as after school programs (33%) or affordable child care (28%), indicating that non-core educational spending is more vulnerable to cuts. The economy, creating jobs and balancing the state budget are the next highest priorities (40%, 39% and 39% respectively). (Table 7)

**Table 7: State Legislators’ Priorities**  
% “One of the Most Important Priorities”<sup>27</sup>

Improving public education	45%
Improving state economy	40%
Creating jobs	39%
Balancing state budget	39%
Reducing the number of people on welfare	36%
Providing after school programs	33%
Helping low-income families with children	30%
Provide affordable child care	28%
Reduce hunger and homeless	27%
Reducing child poverty	27%
Insure uninsured children	27%
Health insurance for child of working poor	26%
Affordable housing	26%
Help vulnerable families	24%
Hold down taxes	23%
Cut state spending	22%
Combat terrorism	21%
Increasing state minimum wage	18%
Cutting taxes	17%
Improve family values	16%
Protect patients in HMOs	15%
Protect environment	15%
Closing tax loopholes	13%
Fighting crime	12%

## The Cultural Context

**The public expresses serious concerns about the nation's children. Many believe that life has gotten worse for teens and children since the 1950s, and many see young people as rude, wild, and without a strong sense of right and wrong.**

People have deep concerns about the status of teens and children, because they fear their lives have become more difficult and troubled than past generations. As Americans look back on the century, they note that most people in the country are better off today than in the nostalgic 1950s. However, there are a few for whom life has worsened, with teenagers and children at the top of the list behind farmers. Americans believe life has worsened for farmers (65% worse, 20% better), teenagers (56% worse, 33% better), and divide in whether life is better or worse for children (44% worse, 46% better). Pluralities believe life has gotten better for every other group of Americans including various ethnic, class, and lifestyle groups.<sup>29</sup>

The public holds negative perceptions of teens and sees a lack of values as the top problem facing today's children. Ask the public for the words that come to mind when they think of teens, and three-quarters (71%) respond with negative descriptions, such as "rude," "wild," or "irresponsible."<sup>30</sup> Furthermore, more adults (45%) point to "children learning respect and rules" as a bigger problem than education (39%), health care (29%), crime (29%), drugs (26%) or income (17%).<sup>31</sup>

Of course "youth morality" has been an enduring complaint across generations. However, some public opinion findings indicate that there has been a significant shift in opinion. The proportion of Americans who believe that young people today do not have "as strong a sense of right and wrong as they did, say, fifty years ago" has shifted from a minority opinion in the 1950s, to an overwhelming majority in recent years. Today, fully 82% believe that young people do not have as strong a sense of right and wrong, while only 15% believe they do.<sup>32</sup> When asked in 1965, the public was divided with 46% saying they do not have as strong a sense of right and wrong, and 41% saying they do.<sup>33</sup> In the prior decade, 1952, a strong majority (57%) believed young people had a strong sense of right and wrong, while only 34% felt they did not.<sup>34</sup>

**The main problem, according to the public, is parents who do not know how to impart values to their children. Most think parents today are doing a worse job than their own parents did. At the same time, people overwhelmingly believe it is much more difficult to be a parent today than in past generations.**

When the public considers the problems that children face, they hold parents responsible. Topping the list of a series of problems facing families is "parents not paying enough attention to what's going on in their children's lives" (83% say it is a very serious problem). This is rated higher than peer pressure to use drugs (68%), the influence of sex and violence in the media (67%), divorce (63%), or inadequate schools (56%).<sup>35</sup>

Even parents of school-age children give today’s parents a poor rating for the job they are doing raising children: 36% say parents are doing an “excellent” or “good” job while 61% say they are doing a “fair” or “poor” job. Furthermore, a majority (53%) of parents states that today’s parents are doing a worse job than in the past, while 37% say they are doing about the same. When parents of school-age children compare themselves to their own parents, most (55%) say they are doing “about the same” job as their parents, while 37% say they are doing better. While they are critical of other parents, parents also recognize that the job of parenting is getting more difficult. Three-quarters (76%) of parents of school-age children say it is a lot harder to raise children today compared with when they were growing up.<sup>36</sup>

**Most Americans believe good parenting means raising children to be independent. Of a variety of characteristics, adults say being able to think independently is most important in preparing children for life.**

Adults see independence as the ultimate goal in raising children. What children need to be prepared for life, they assert, is to be able to think independently (49% choose it first among a list of five characteristics). The characteristics “work hard” and “help others” are closely rated as second and third in priority (67% chose hard work as second or third; 63% chose helping others). The ability to “obey” receives a mix of ratings, but a plurality (36%) rates it fourth in importance. Finally, three-quarters see being well liked or popular as the least important of the five characteristics in preparing children for life (75%). (Table 8)

Table 8: Which in this list is most important for a child to learn to prepare him or her for life? Second most important? Etc.<sup>37</sup>

Rank Order	Think for Him/Herself	Work Hard	Help Others	Obey	Well liked/ Popular
1 <sup>st</sup>	<b>49%</b>	17%	13%	19%	1%
2 <sup>nd</sup>	18%	<b>36%</b>	<b>30%</b>	12%	2%
3 <sup>rd</sup>	14%	<b>31%</b>	<b>33%</b>	17%	3%
4 <sup>th</sup>	13%	12%	20%	<b>36%</b>	17%
5 <sup>th</sup>	5%	1%	3%	15%	<b>75%</b>
No response	2%	2%	2%	2%	2%

## Public Education

### The Goal of Public Education

**Education is more than just a transfer of knowledge. Americans believe schools can help to create a better future for the country. Furthermore, the public wants to do what is best for children, and sees improving schools as the most effective way to help.**

As noted earlier in this analysis, people give schools significant responsibility for creating a better future. When asked how big a role various institutions will play in making life better in the future, schools and universities are near the top (79% major role) after science and technology (89%) and medical advances (85%). The public sees a larger role for schools than for government, business, the military, the media, or religion.<sup>38</sup>

Furthermore, when it comes to helping kids generally, two-thirds view improving schools as the most effective approach, higher than community centers or more flexible work schedules for parents, specifically: improving the quality of the public schools (68% very effective way to help kids); more programs and activities for kids to do after school in places like community centers (60%); employers giving parents more flexible work schedules so they can spend more time with their kids (59%); more involvement by volunteer organizations dedicated to kids, like the Boy Scouts and the YMCA (52%); and a nighttime curfew after which kids could not be on the street without their parents (51%).<sup>39</sup>

**The goal of schools, according to the public, is to prepare students for life. That means providing basic values and training students in how to think well. The public does not see these as the areas that schools currently prioritize.**

Schools have the wrong priorities. In the public's view, schools are giving priority to "preparing students for college" (38%) and "providing vocational skills that prepare students for employment" (28%). By contrast, people *want* schools to be "teaching students basic values, such as honesty and respect for others" (37%) and "teaching students how to reason and think well" (36%). Civic responsibility is at the bottom of what schools prioritize (9%) and what the public believes should be a priority (11%).<sup>40</sup>

Similarly, the public wants a high school education to provide the basic skills students need for success in life and fewer prioritize teaching specific skills for work. According to employees nationwide, the primary purpose of a high school education is to provide students with basic skills, followed by preparing them for college: provide students with basic skills (42%), prepare students for college (36%), for work in general (13%), or for specific careers (6%). A *college* education, they believe, is to prepare students for specific careers (64%), rather than just provide general knowledge (19%) or prepare students for work generally (16%).<sup>41</sup>

**The public absolutely believes that students are not fully achieving their potential. Furthermore, they expect public schools to set the same standards for disadvantaged children and kids from wealthy backgrounds. At the same time, they are divided about whether *all* students can achieve high academic learning. The public rejects that race or class can pre-determine a child's success, but recognize that influences such as home life and economic status have created an achievement gap. Messages to increase funding for lower-income schools are more effective when based on the value of opportunity than on disparities.**

Americans overwhelmingly believe that “most students achieve only a small part of their academic potential in school” (81%), while only 16% think “most students achieve their full potential.”<sup>42</sup> The public divides in whether or not all students have the ability to “reach a high level of learning,” a basic premise of the No Child Left Behind Act. A majority (52%) believes students can achieve this, while 46% think, “only some have the ability to reach a high level of learning.”<sup>43</sup>

The opinion research is not clear about why the public is divided on all students' ability to achieve, though it does seem clear that it is not driven by a belief that lower-income or minority students are unable to achieve. First, when asked if public schools should “expect inner-city kids to achieve academic standards that are as high as standards for kids from wealthy backgrounds or should they make some allowances because inner-city kids come from disadvantaged backgrounds” solid majorities believe the standards should be as high: 64% of teachers, 66% of white parents and 61% of African American parents want the same standards (though the sample size for African American parents is small, creating less confidence in the level of agreement of that subgroup).<sup>44</sup>

There are more indications that the public's ambivalence about whether all children can achieve is not based on race or class. While only 44% agree that “all children can achieve at the same levels of learning,” the percentage increases to 52% when the statement includes a race and class cue: “All children, including minorities, low-income children, disabled children and limited English proficiency children, can achieve at the same levels of learning.”<sup>45</sup> Americans may believe that children have different innate abilities, but reject that a child's success can be pre-determined by race or class.

Stating that there is a racial disparity in educational achievement will not create urgency among white Americans. Even if they hear that many African American children are not doing well in school, only one-third (33%) of white parents would view it as a crisis that needs to be addressed quickly. A majority (52%) would see it as “a serious problem, but not a crisis.” In comparison, African American parents would take that news far more seriously. A majority (54%) would treat it as a crisis that needs to be quickly addressed, while only 28% would see it as a serious problem, not a crisis.<sup>46</sup>

Many understand that white students are achieving at higher levels, and Americans insist that it is important to close the gap. Nearly half (49%) state that the academic achievement of white students is higher than black and Hispanic students, while 38% say it is about the same. Fully 80% respond that it is very important to close the gap. Few

(29%) believe the achievement gap is related to the quality of schooling received. Instead, 66% point to other factors, such as home life (37%), economic advantages or disadvantages (24%), among others.<sup>47</sup> When the public looks just at their own community, three-quarters see racial disparity as a non-issue. Seventy-two percent of adults think “African-American, Latino and other minority children get as good an education as white children” in their community.<sup>48</sup>

While Americans reject that race or class can dictate educational success, the public recognizes that schools differ based on their community’s level of prosperity. Schools in high-income areas are viewed the most positively (69% say they are excellent or good). This compares with 42% giving a positive rating to schools in middle-income areas, and just 12% to schools in low-income areas.<sup>49</sup>

Education is largely about opportunity and messages that advocate improving education for poor students are more effective when linked to the value of opportunity rather than disparities. For example, fully 60% say a very good reason to increase federal spending on education is “so that students from low-income families can have equal access to the opportunities that education provides.”<sup>50</sup> A majority (55%) says a very good reason is “to ensure that all students have the same access to the opportunities that education provides as students in well-funded school districts.”<sup>51</sup> In comparison, a message about disparities proves far weaker in galvanizing support. Forty-two percent say a very good reason to support more funding is “to minimize disparities in the quality of education across the nation.”<sup>52</sup>

## **Rating Public Schools**

**The public has serious reservations about the public school system in the United States. Most give their community schools solid marks, and public school parents are enthusiastic about their child’s education. Also, several ratings of the public schools have improved in recent years. However, the public gives failing marks to schools nationally and many worry that American schools are falling behind the rest of the world. The school system requires major change, but the public would rather reform the existing system than create a new one.**

Ratings of local public schools have increased since the early 1980s. In 1983, just 31% rated local schools an “A” or “B” and now that figure stands at 47%, a rating that has been fairly stable in recent years. At the same time, ratings of the nation’s schools have remained low. When thinking of schools nationally, only 24% of adults give schools a grade of “A” or “B,” a rating that has remained fairly constant since the early 1980s.<sup>53</sup>

It seems clear that the harsh assessment of schools nationally is based upon negative perceptions of low-income, inner city schools, rather than schools generally. The public recognizes that schools differ based on their community’s income. Schools in high-income areas are viewed the most positively (69% say they are excellent or good). This compares with 42% giving a positive rating to schools in middle-income areas, and just 12% to schools in low-income areas.<sup>54</sup>

People have lost respect and confidence in public schools since the 1970s. In 1973, 58% said they had “a great deal” or “quite a lot” of confidence in public schools. That figure has eroded over time and now stands at 38%.<sup>55</sup> Americans conclude that the United States leads the world in just about every area, but American schools are “average” (37%), “below average” (31%) or “among the worst” (7%) compared to other industrialized countries.<sup>56</sup>

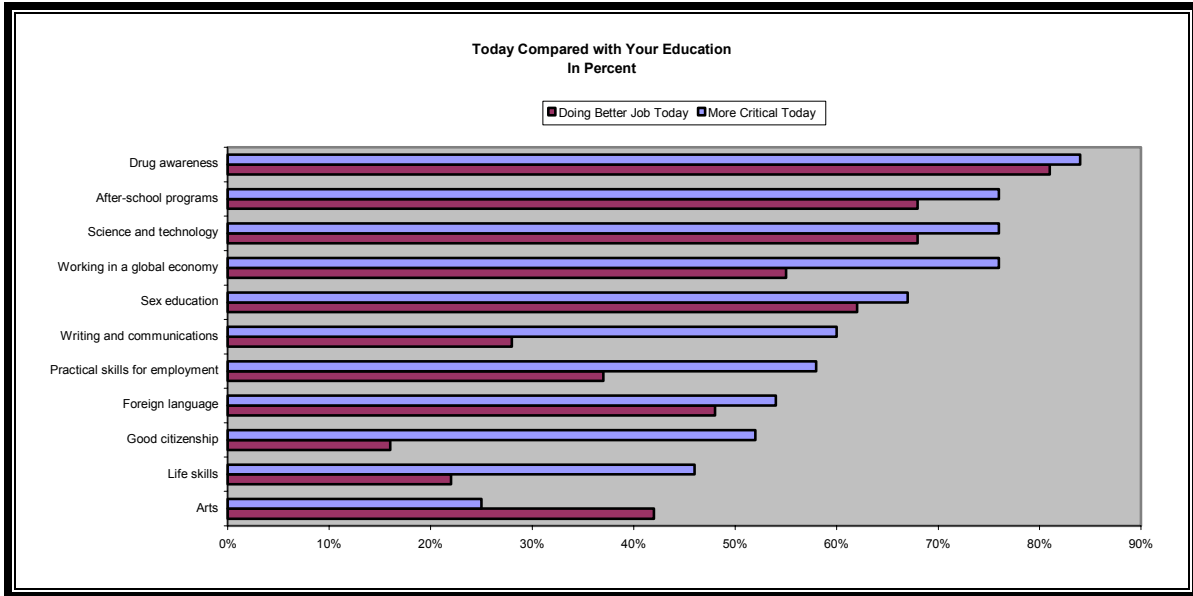
Americans increasingly believe the nation’s education system needs significant change. Nearly two-thirds (63%) say “there are good things, but the public school system in this country requires major changes,” rather than “it’s basically okay, but does require some minor changes (39%).”<sup>57</sup> Currently, only 6% believe that “schools work pretty well as they are now,” and 39% say, “some changes are needed, but basically they should be kept the same.” A majority wants more significant change, with 30% advocating “major changes” and 22% looking for “a complete overhaul.”<sup>58</sup>

However, they do not want to give up on public schools. To fix the nation’s schools, the public would rather reform the existing public school system (69%) than find an alternative (27%). They would rather improve and strengthen existing public schools (69%) than provide vouchers for parents to use for private schools (29%).<sup>59</sup>

**When thinking broadly about public education, people have harsh and negative assessments. However, when they think more narrowly, either looking at their neighborhood schools, or rating specific subject areas, they have more favorable views.**

Overall, a majority (54%) asserts that children today get a worse education than they did, and only 28% think children are getting a better education. Even parents of children in K-12 schools, who tend to be more optimistic about education, think children are getting a worse education (52%).<sup>60</sup> This is a reverse from the early 1970s when a firm majority (60%) felt children were getting a *better* education compared to their own.<sup>61</sup>

However, when asked to rate very specific areas of education, majorities report that schools are doing a better job in the top five areas they rate as being more critical today: drug education (81% say schools are doing a better job today), after school programs (68%), science and technology (68%), sex education (62%), and preparation for working in a global economy (55%). The two areas with large percentages reporting that their own education was better are “educating students on good citizenship” (53% say their own education was better), and “teaching writing and communications skills” (45%).<sup>62</sup>



**There is a great divide in perceptions of the public schools and of the worth of a high school diploma. Parents and teachers stand on one side of the divide, and professors and employers stand on the other.**

Most parents and teachers see a high school diploma as evidence that a student has learned the basics, while professors and employers disagree. Furthermore, parents and teachers are enthusiastic about their community schools, while employers and professors have more moderate assessments of public schools. (Tables 9 and 10) Importantly, ratings of public schools have increased in recent years among employers and college professors. In 1998, 31% of employers and professors each rated the public schools excellent or good, a rating that increased by 2002 to 42% of employers and 39% of professors.

Table 9: Rating of Community Public Schools  
% Excellent/Good<sup>63</sup>

Parents	Teachers	Employers	Professors
73	93	42	39

Table 10: Value of a High School Diploma<sup>64</sup>  
In Percent

	Parents	Teachers	Employers	Professors
A high school diploma means the typical student has at least learned the basics	67	77	39	31

Additionally, few professors or employers rate their recent students or job applicants as having good basic skills. They are harshest in their assessment of high school graduates' ability to write, and have the fewest critiques of their ability to use computers. (Table 11)

**Table 11: Rate Recent Job Applicants/Students<sup>65</sup>**  
(% Fair/Poor)

	Employers	Professors
Writing clearly	73	75
Grammar and spelling	73	73
Work habits: being organized and on time	70	74
Being motivated and conscientious	72	59
Basic math skills	63	64
Being curious, interested in learning	53	51
Ability to use computers	25	17

## Problems and Solutions

**The public sees a variety of problems facing both their own schools as well as the nation's schools. A lack of parental involvement is consistently rated as the biggest problem, and increasing parental involvement is consistently rated the most important solution.**

A majority sees “lack of parental involvement,” drugs, and discipline as major problems facing their community's schools. As Table 12 demonstrates, on every measure, more deem the nation's schools in worse shape than schools in their own community. The nation's schools fare particularly poorly on discipline (ranked third for community schools, second for national schools) and violence (ranked fifth for community schools, fourth for national schools).

**Table 12: Public Schools in the Community and the Nation**  
% Major Problem<sup>66</sup>

	Community's Schools	Nation's Schools
Lack of parental involvement	55	78
Student use of alcohol or illegal drugs	51	69
Students who are undisciplined and disruptive	50	73
Overcrowded classrooms	47	61
Violence and lack of school safety	35	64
Inequality in funding among school districts	34	51
Lack of adequate academic standards	32	50
Poor school administration	27	42
Poor quality teachers	26	34
Lack of computers and technology	24	30
Public school facilities that are unsafe or unhealthy	21	37
Discrimination against children because of race or gender	18	33

When asked to choose just one cause for the problems facing the nation’s schools, a plurality chooses a lack of parental involvement:

Table 13: School Problems and Solutions<sup>67</sup>  
(In Percent)

	Cause of Problems	Would Solve Problems
Lack of/increasing parental involvement	44	34
Lack of/increasing discipline in the classroom	27	25
Class sizes that are too large/Reducing class size	19	21
Lack of/increasing funding	18	11
Curriculums that are not challenging or interesting/making curriculums more challenging and interesting	11	17
Unmotivated teachers/incentives to motivate teachers	10	9
Too few qualified teachers/Hiring more teachers with good qualifications	9	18
Ineffective/improving school administrations	8	7
Increasing the use of testing to measure student learning	na	3

**The public strongly supports a variety of specific policies to improve education. Generally, they are most supportive of policies that improve teaching, and are least enthusiastic about vouchers and testing. Any specific mention of taxes causes policy support to drop.**

The public strongly supports a variety of measures to improve education. As noted in Table 14, people most want students to get the tutoring they need. Many of the most popular policies revolve around improving teaching quality: testing teachers on their knowledge and skills, providing training programs to teachers, making it easier to fire incompetent teachers, hiring more teachers to reduce class size, and increasing teachers’ salaries to hire and retain more well-qualified teachers. Policies to improve the school environment, such as more computers, newer books, and building and repairing schools are also strongly favored by close to two-thirds. Fewer strongly favor vouchers for private schools or testing students to hold teachers accountable.

Importantly, support for these reforms is tied to taxes. Whenever the question language includes references to taxes, support drops. The most dramatic difference in response occurs in support for providing tutoring to students who need it. It is the top-rated reform (77%), until “taxpayer funds” is added to the question wording (38%). Tax language makes the least difference in support for increasing teachers’ salaries (58% without tax language, 50% with tax language). It may be that in the former example, people expect that schools should already provide this service in the classroom, while in the second example people understand that increasing teacher’s salaries will require more taxes, even without specific language to remind them.

Table 14: Education Proposals  
% Strongly Favor<sup>68</sup>

Provide tutoring and remedial work for students who need it	77
Test teachers on their knowledge of their subject areas and teaching skills	70
Offer more training programs so teachers can continue to learn more and become better teachers	70
Provide more computers, newer books, and other materials for teachers and students	66
Make it easier to fire teachers who are not competent	65
Increase funds dedicated to building new schools and repairing aging schools	63
Hire more teachers to reduce class sizes	62
Increase teachers' salaries to hire and retain more well-qualified teachers	58
Increase teachers' salaries to hire and retain more well-qualified teachers, even if it means an increase in the taxes you pay	50
Encourage professionals from other fields to become teachers as a second career	47
Hire more teachers to reduce class sizes even if it means increasing taxes	45
Test student achievement and hold teachers and school administrators responsible for student learning	45
Increase taxpayer funds to provide tutoring and remedial work for students who need it	38
Increase taxpayer funds to provide more computers, newer books, and other materials for teachers and students	37
Increase taxpayer funds dedicated to building new schools and repairing aging schools	36
Provide tax-funded vouchers or tax credits to parents who send their children to private or religious schools	31

## No Child Left Behind

The No Child Left Behind Act signed into law by President Bush in January 2002 is driving public education reform nationwide. As policymakers determine how to comply with the legislation, education advocates have an opportunity to define how the Act will be implemented. Even though most members of the public are unaware of the status of public education reform, they overwhelmingly agree with the broad principles underlying No Child Left Behind (NCLB). The opportunity for advocates is to develop the details of implementation. The public wants standards and accountability, but does not want to use test scores to punish schools or withhold funding. Instead, they want to use tests to target the schools that need *more* help. Similarly, while they want qualified teachers, they are more interested in inspirational teaching than in certification.

The rest of this section of the report is organized around the pillars of NCLB. It explores the public's current awareness of federal education reform and support for additional funding. The analysis reports on the public's desire for certified teachers but also explores how the public defines "quality teaching." Finally, this section of the report discusses the public's view of standards and testing, as well as the punitive side of accountability – withholding funds, public school choice and vouchers.

### Awareness of Federal Education Reform

**The public is largely unaware of the state of education reform. Most believe that little is being done to improve education, and very few know that an education reform bill has been signed into law. While a majority says they have seen or heard something about the No Child Left Behind Act, half have no opinion of it. With or without a description, many more favor than oppose the legislation.**

The public has little awareness of the status of education reform. Only 11% have heard "a great deal" about the Bush administration's policy on education reform, and an additional 28% have heard "a fair amount." Most (56%) believe that little is being done to improve education, while 33% say good progress is being made. Very few (12%) believe that an education reform bill has been signed into law, instead, a plurality (47%) say "there has been a lot of talk but so far there has been no action," and 24% report "the President and Congress each have put together proposals but so far no compromise has been reached."<sup>69</sup>

When asked specifically about the No Child Left Behind Act, a majority (56%) states that they have seen, heard or read something about it. Given no further information, people tend to favor it (40%) rather than oppose it (8%), but half (49%) are not sure.<sup>70</sup> When people hear more information, they tend to favor the Act. Note the following descriptions and the high level of favorable response:

George W. Bush proposed an education package that includes a \$5 billion budget over five years for elementary education. He wants part of the money to help retrain teachers in reading instruction for students in kindergarten through third

grade. He also wants students in the third to eighth grades to be tested annually in math and science, and to also hold the schools accountable for the progress their students achieve. 80% approve<sup>71</sup>

On January 8, 2002, President George W. Bush signed into law the No Child Left Behind Act, changing the government's role in kindergarten through grade 12 education by requiring states to develop annual testing in grades 3 through 8 in key academic subjects, requiring that all teachers in core subjects be highly qualified, testing to ensure that all students from all groups are making progress, taking steps to intervene in schools that are chronically failing, and requiring that within 12 years every student perform at their state's standards.

71% favor, 44% strongly favor<sup>72</sup>

At the same time, the public is not convinced that this law will result in dramatic improvements in education. When the law was described as follows, just 14% said it would create a “big improvement” in the quality of education, and an additional 63% thought it would result in “some improvement.” Congress passed an education reform bill last year that President George W. Bush signed into law. The new law provides federal funds for school districts in poor areas, and requires states to set standards for educational attainment at each grade level and test students in reading and math skills each year to determine whether the standards are being met.”<sup>73</sup>

## **Funding for Public Education**

**Education needs more funding, and the public is willing to pay more taxes to provide that funding. However, a message based solely on funding is likely to fail because the public sees many of the problems facing public schools as problems money cannot fix, such as a lack of parental involvement.**

As noted in the earlier section on state budgets, Americans want public education protected from budget cuts more than any other policy area. Similarly, a majority of Americans are willing to increase the federal budget deficit for three priorities: the war on terrorism and defense (78%); education (67%); and stimulating the economy (62%). Fewer are willing to increase the deficit for spending on prescription drugs (46%) or making permanent the federal tax cuts implemented last year (39%).<sup>74</sup>

A majority is willing to increase taxes, but they would prefer cutting government spending in other areas to maintain education funding. In rating four options, people show the most enthusiasm for cutting other parts of the budget to maintain spending for education at its current level (78% favor “a great deal” or “a fair amount”), followed by increasing state taxes to avoid education cuts (58%), or a combination of increased state taxes and education cuts (53%). Few would support reducing state spending for education (26%).<sup>75</sup>

While they prioritize education and want to protect it from budget cuts, most are not advocating for a tax increase for public education. A majority (59%) is willing to

increase taxes to improve public education, but only 18% are “very willing” to do so. One reason is the public’s concern over wasted government dollars and poor priorities: more would be willing to increase their taxes if they knew the funds would be earmarked to improve education (67% willing, 23% very willing).<sup>76</sup>

**When communicating the need for education funding, it is critical to remind people of how the funding will be used. The public demonstrates higher levels of support for increased funding when they understand what the money will accomplish.**

Support for spending increases when tied to specific measures. Note in the following table, that 70% favor, 27% strongly favor “increasing taxpayer funding to dramatically increase spending on education.” Support for several more specific measures is higher. People are particularly enthusiastic about measures that focus on teachers. (Table 15)

Table 15: Support for Education-Spending Measures<sup>77</sup>  
In Percent

	Strongly/Somewhat Favor	Strongly Favor
Hiring more teachers to reduce class sizes	89	60
Increasing teachers’ salaries in order to hire and retain well-qualified teachers	89	59
Increasing the pay for most teachers, including doubling the pay for the top twenty percent of teachers, based on their performance and qualifications	81	36
Increasing taxpayer funds dedicated to building new schools and repairing aging schools	78	37
Increasing taxpayer funding to dramatically increase spending on education	70	27
Providing states with money to help fund charter or magnet schools	59	19

**However, the debate over fixing public schools cannot rest on funding, since many of the problems people see are believed to be problems money cannot solve. According to the public, the problem in education is a lack of parental involvement, and “fixing” parents is the best solution. People believe a child’s ability to succeed is more a function of parents than of schools, and they worry that schools are being asked to do a parent’s job. However, parents report that they are actually more involved in their child’s education than their own parents were.**

Most do not believe that money is the solution for ailing schools. While 33% state that increasing funding for public schools is the most important thing that the federal government can do to improve education, 64% believe there are more important things that need to be done.<sup>78</sup> Only by a slim 8-point margin do people think the quality of schools is related to the amount of money spent (50% say “yes,” 42% “no”).<sup>79</sup>

More people rate “lack of parental involvement” as a “major problem facing schools” than any other cause, including drugs, discipline, crowding and violence. Three-quarters (78%) see lack of parental involvement as a major problem for the nation’s schools; 55%

say it is a major problem in their own community schools. Discipline and drugs follow, at 73% and 69% respectively for the nation’s schools, 50% and 51% for community schools.<sup>80</sup> Furthermore, when asked to choose just one or two causes for the problems facing schools, parents and educators both point to a lack of parental involvement as their top choice (45% and 69% respectively).<sup>81</sup> (Table 16)

Table 16: Causes of Problems in America’s Schools<sup>82</sup>

In Percent

	All Adults	Parents	Educators
Lack of parental involvement	47	45	69
Lack of discipline in the classroom	28	23	17
Lack of funding	22	23	41
Class sizes that are too large	19	25	24
Too few qualified teachers	19	19	5
Unmotivated teachers	13	13	2
Curriculums that are not challenging or interesting	11	12	10
Ineffective school administrators	10	9	8
None/all	7	8	5

Most people agree that schools are being asked to compensate for parental failures. Two-thirds (66%) believe “we are asking our schools to do too many things that really should be handled by parents at home” while only 24% think “with families and children under so many pressures today, it’s important for schools to take on more responsibilities concerning students.”<sup>83</sup>

Furthermore, parents are perceived to be more important than teachers in achieving educational success. Twice as many (42%) think “the involvement and attention of the parents” matters more in determining the quality of a child’s education than the “quality of the teachers and the school” (21%).<sup>84</sup>

Though the public is critical of the level of parental involvement in schools, parents report that they are more involved in their children’s education than their parents were (74%). Even so, 71% wish they could be doing more.<sup>85</sup> Parents universally (91%) state it is extremely important to be involved in school. Most cite time and being unavailable during school hours as their reasons for not being more involved (52% choose one of these reasons).<sup>86</sup>

**In addition to parental involvement, the public is concerned about discipline and peer pressure, two areas that are also less obviously tied to school funding. Discipline consistently ranks near the top of concerns about schools, and some polls show peer pressure creating more concern than low standards or poor quality teachers.**

Parents and students agree that social pressures are among the most challenging problems children face. “Peer pressure about drinking, drugs, and sex” is a very serious concern according to 65% of adults, higher than “low academic standards” (59%), “poor quality of teaching” (47%), or “lack of adequate equipment and supplies” (36%).<sup>87</sup> Even when

thinking of their own child's school, parents most frequently point to "social pressures to be popular" as a serious problem (64% serious problem, 25% very serious).<sup>88</sup> This is not just a problem for teens. Twenty percent of elementary school parents point to peer pressure as their top concern.<sup>89</sup>

Even before Columbine, the public was very concerned about discipline and violence in schools. In summer 1998, one year before Columbine, 75% of adults reported that violence and school shootings were a "very serious concern."<sup>90</sup> Columbine made the issue top-of-mind. Right after the incident, discipline, violence and guns moved to the top of the list (47%) of problems in schools, ahead of lack parental involvement (12%).<sup>91</sup>

Though they do not see serious problems with violence in their own schools, parents still fear for their children's safety. Forty-five percent of parents with children in K-12 fear for their child's physical safety when at school.<sup>92</sup> This figure reached its highest point (55%) after Columbine, but has still not reverted to its pre-Columbine 1998 level of 37%.<sup>93</sup> Parents are afraid, even though few of them (13%) think it is very likely that a serious violent incident will occur at their child's school.<sup>94</sup>

**The No Child Left Behind Act offers an opportunity to talk about education funding. People assume schools will need more funding to fulfill the requirements of the Act. However, they continue to favor the Act even when told that full funding has not been provided.**

Three-quarters assume that schools will need more money to meet the requirements of the No Child Left Behind Act (75% say more money), and a plurality (42%) look to the federal government to supply the additional funds, followed by state government (24%).<sup>95</sup> However, lack of funding for the Act's requirements may not be enough to shift opinion. A majority (58%, 28% strongly) continues to favor the Act when told that the federal government did not provide **full** funding to the states for the law's requirements. When the language is **adequate** funding, a majority continues to favor it (56% favor, 34% strongly).<sup>96</sup>

The following table (Table 17) lists responses to a series of reasons to increase federal funding for education. The weakest argument attacked the new legislation by saying it did not provide funding to meet achievement standards. It may be that people do not believe setting standards requires more money. The strongest message provides a specific example of how the money would be used – to recruit and retain good teachers. The next two strongest arguments speak to the value of opportunity and fairness. Since Americans nearly universally agree (88%) that the amount of money allocated to public education in their state from all sources should be the same for all students whether they live in a wealthy or poor district, there may be an opportunity to emphasize a fairness and opportunity message, that if all districts have to meet the same requirements, then all public schools should have the same resources.<sup>97</sup>

Table 17: Reason to Increase Federal Funding of Education  
% Very Good Reason<sup>98</sup>

The success or failure of our schools depends in large part on the quality of our teachers. We must increase federal spending on education to improve the recruitment and retention of quality teachers.	65
Federal spending on higher education must be increased so that students from low-income families can have equal access to the opportunities that education provides.	60
Schools in low-income areas must receive more federal funding to ensure that all students have the same access to the opportunities that education provides as students in well-funded school districts.	55
Our national security depends on our ability to successfully equip our children with the skills and knowledge they will need to function in today's increasingly complex world. Now is the time to significantly increase federal spending on education for students from kindergarten through college.	53
State budget cuts are prompting increases in college tuition across the country. Federal spending on higher education must be increased to provide enough financial student aid for low-income students to enter and complete college.	49
Federal spending on education must be increased to minimize disparities in the quality of education across the nation.	42
In order to make it possible for more people to enter and complete college, federal spending on higher education must be increased.	40
President Bush and Congress passed an education reform law earlier this year that includes new achievement standards for schools and students, but did not provide enough money in next year's budget to pay for the resources necessary to meet these requirements. Now is the time to make sure that Congress provides enough federal dollars to pay for these new federal requirements.	39

## Qualified Teachers and Quality Teaching

**The public regards teaching quality as a problem, though they like and respect teachers and feel that most have student's best interests at heart. The public wants teachers to be licensed, but in the current shortage would rather hire the best teachers possible than cut class offerings or increase class size to meet the requirements of the education legislation.**

A solid majority (60%) believes teacher quality is a problem in the public schools.<sup>99</sup> Roughly half (53% of parents and employers, 47% of college professors) evaluate the people who choose teaching as simply "average" while most teachers think those who choose teaching are "cream of the crop" or "better than average" (64%).<sup>100</sup>

Still, the public feels teachers have their students' best interests at heart. Two-thirds (66%) say "teachers can be trusted to do what's right for their students" all or most of the time.<sup>101</sup> And they view teachers as "part of the solution in helping to improve public education" (62%) not "part of the problem with the things that are wrong with public education" (20%).<sup>102</sup>

Public support for teacher licensing and competency tests is near universal. Ninety-six percent say it is important (80% very important) that public school teachers in their community be licensed by the state in the subject areas in which they teach. Just as many (96%) think teachers should be required to take a statewide competency test before being licensed.<sup>103</sup>

When given a series of alternatives to meet the national education legislation requirements to have a highly qualified teacher in every classroom in the current environment of teacher shortages, people would rather use the most qualified teachers available (93% favor) than reduce the number of courses offered (37%) or increase class size (21%).<sup>104</sup>

**Parents and teachers agree on most solutions for attracting and retaining good teachers, but they differ on the effectiveness of merit pay.**

To address the problems they see in teacher quality, the public strongly supports periodic testing for all teachers (83% strongly support), rewarding teachers based on student performance (66%), and empowering schools to remove low-performing teachers (65%). There are lower, but still significant levels of support for offering alternative teacher certification (47%), and establishing a national teacher corps (39%).<sup>105</sup>

Teachers and parents agree on the importance of professional development opportunities and scholarships for new teachers. While both favor increased pay for all teachers, more teachers than parents place importance on that solution. Parents prefer increasing the pay for those teachers who have performed to increasing salaries for all. Teachers view performance-based pay as one of the least desirable solutions. (Table 18)

Table 18: Solutions to Attract and Retain Good Public School Teachers<sup>106</sup>

	% Favor	
	Teachers	Parents
School-financed professional development opportunities	91	85
Increased pay for all teachers	89	62
Loans and scholarships for prospective teachers	85	86
Increased pay for teachers who demonstrate high performance	53	90
Tax credits for teachers who demonstrate high performance	39	63

Tying student performance to teacher remuneration is divisive, and question wording shifts support. Parents and employers think it is a good idea to tie financial incentives to student academic performance (59% and 66% respectively), but few teachers (22%), principals (34%) or professors (42%) agree.<sup>107</sup> When the issue is salaries, however, public support drops. A majority (54%) of the public disapproves, and 43% approves, of a proposed plan to “base the salaries of public school classroom teachers on how well their students perform on the standardized test adopted by the state to track student progress.”<sup>108</sup>

**The NCLB requirement for a qualified teacher in every classroom directs the conversation toward licensing and certification. Instead, there is an opportunity to have a conversation about *quality teaching* that revolves around teaching methods, training, and adequate resources for teachers to do their jobs well. The public sees a quality teacher as one who knows how to inspire children, not necessarily one who has an advanced degree in education.**

Though people show strong support for testing, standards, and more parental involvement, the proof of a quality school is very simple – children who like school (61% say it is one of the most important signs of a quality school).<sup>110</sup> (Table 19)

The public’s definition of a quality teacher is a teacher who helps children love to learn. A good teacher is one who has “the skills to design learning experiences that inspire and interest children” (42%), who has “a lot of enthusiasm for the job” (31%), or who has “a caring attitude toward students” (26%). Fewer say the most important attribute of a good teacher is one who has “a thorough understanding of the subjects they teach” (19%), one who has “a lot of involvement with parents (16%), one who has “several years of experience as a classroom teacher” (6%), or one who has “an advanced degree from a good school of education” (4%).<sup>111</sup>

Finally, two-thirds (67%) say that in training teachers, it is a bigger problem that “teachers are not developing proper skills in the art of making information interesting and understandable to children” while 14% say it is a bigger problem “that teachers are not developing adequate knowledge of the subjects they are supposed to teach, such as math or history.”<sup>112</sup>

## Testing and Accountability

**The public strongly favors standards and testing, but few point to a *lack* of testing as a problem.**

When the No Child Left Behind Act is described as “the new national education legislation that requires the tracking of student progress in grades 3 through 8 based on an annual test,” 67% favor it. Two-thirds (68%) would prefer requiring all 50 states to use a nationally standardized test, rather than letting each state use its own test (30%). In fact, 66% would favor requiring the schools in their community to use a standardized national curriculum. The public is optimistic that their local schools would do well: 80% think it is likely (31% very likely) that the schools in their community could have every student in the school pass the state proficiency test by the school year 2013-2014.<sup>113</sup>

At the same time, few point to a *lack* of achievement testing as a problem in public schools. A plurality (47%) think there is just the right emphasis on achievement testing in public schools in their community, and more (31%) say there is too much emphasis, than not enough (19%).<sup>114</sup> As noted earlier, of 16 policies, testing student achievement and holding teachers and administrators responsible for student learning is strongly

% One of Most Important	
Happy children who like school	61
High graduation rates	42
High attendance rates	40
High parental involvement	40
Small class size	37
High college attendance rates	36
Strong principals	36
Availability of technology	35
Small school size	29
Extra curricular activities	25
Low teacher turnover	22
High test scores	17
The way a school looks	17
Teacher awards	17
Awards in math and science	16

avored by 45%, but it rates as the 11<sup>th</sup> most popular reform. The public supports testing, but it is not the public’s favorite reform.

**The opportunity for education advocates is to define how standardized tests are used. The public is very clear that they want tests to identify and help struggling students and to demonstrate that children are learning what they need to before passing on to higher levels of education. They do not want the tests used in punitive ways and do not believe that just one test should determine whether or not a child is promoted or graduates.**

Parents assume that when young children are tested, it is to identify and help struggling students. They overwhelmingly side with the statement “testing students at a young age is good because struggling students can be identified and helped” (78%), over the alternative “testing students at a young age is wrong because it puts too much pressure on them” (20%).<sup>115</sup>

All audiences, parents, teachers, employers and professors favor requiring “students to pass a standardized test in order to be promoted. Students who fail the test must either go to summer school or repeat the grade.” Even three-quarters of students favor requiring “students to meet higher standards in order to be promoted or to graduate. If they can’t meet the higher standards, they have to go to summer school to catch up.” (Table 20)

	% Favor	
	Favor	Strongly Favor
Parents	92	75
Employers	87	66
Teachers	87	52
Professors	79	49
Students	74	36

Majorities also favor requiring students to pass a test before receiving a high school diploma. Importantly, the test they prefer is a basic skills test, not a challenging test demonstrating higher-level achievement. (Table 21)

	Parents	Teachers	Employers	Professors
Pass a basic skills test in reading, writing and math	54	58	61	53
Pass a more challenging test showing they have learned at higher levels	32	21	28	32
Requiring kids to pass a test is a bad idea	12	20	9	12

At the same time, all audiences also agree that it is wrong to use the results of one test as the sole determination of whether or not a student graduates or gets promoted. (Table 22) Instead, a majority (53%) of the public and 61% of parents believe that classroom work and homework is a better indicator of student achievement. Only one-quarter (26%) of the public and 22% of parents believe that test scores are the best way to measure achievement.<sup>118</sup>

Table 22: “It’s wrong to use the results of just one test to decide whether a student gets promoted or graduates.”

	% Agree <sup>119</sup>				
	Parents	Teachers	Employers	Professors	Students
Agree	75	89	81	83	62
Strongly Agree	55	78	64	69	45
Somewhat Agree	21	11	16	14	17

Most audiences express concern that teachers would end up teaching to the test. (Table 23) This “drill and kill” mentality is the opposite of what the public desires for education. They want interesting and inspirational approaches in the classroom, not high stress and rote memorization.

Table 23: “Teachers will end up teaching to the test instead of making sure real learning takes place.”

	% Agree <sup>120</sup>			
	Parents	Teachers	Employers	Professors
Agree	66	79	64	79
Strongly Agree	37	50	40	50
Somewhat Agree	29	30	24	29

The public is in line with educators concerning the ways tests should, and should not, be used. The greatest benefits of testing, according to the public, are that tests can identify low-performing schools (46% say this aspect of testing is very valuable), guarantee that basics are mastered (45%), and identify low-performing students (40%). The greatest concerns about testing are that standardized test scores would be overemphasized and used to replace broader methods of assessment (38% very concerned), that tests could be biased against the poor, minorities, or students who are not proficient in English (38%), and that teachers would teach to the test (37%).<sup>121</sup>

**Just as they want to use tests to identify and help struggling students, the public wants school standards to be used to identify and help struggling schools. They are, however, willing to take some punitive actions to address problem schools. Accountability implies withholding funding from struggling schools, but this is the action the public most opposes.**

If a community public school does not show progress toward meeting the state-approved standards for student learning, the public wants to offer “after-school tutoring by state-approved private providers” (90%) and to obtain “additional money from the local district to address the school’s problems” (77%). An overwhelming percentage (86%) would favor “offering students the opportunity to transfer to another school in the district.” Slim majorities are willing to take punitive action against the principal and teachers by not renewing their contracts (56% each). Very few (21%) would favor the most punitive action of “closing the school.”<sup>122</sup>

The public and educators agree on a variety of actions to hold schools accountable. They favor making it easier to fire incompetent teachers (89% of adults and 80% of educators),

and creating standards for student achievement (83% of adults and 75% of educators). The public favors the broad principle of holding teachers and administrators responsible for student learning (77%), but fewer educators favor that statement (47%).<sup>123</sup>

Americans understand that struggling schools need more support, not less. The public supports testing children (87%) and making principals and teachers more accountable for students' performance on tests (78%). However, they are only willing to reward states that show progress (61% favor), not withhold money from states where schools are not improving (59% oppose). (Table 24)

	Favor	Oppose
Having schools test children in grades 3 through 8 in reading and math each year	87	11
Making principals and teachers more accountable to how well or badly their schools do in these tests	78	18
Using federal government money to reward states where test results improve	61	34
Giving less federal government money to states where schools fail to improve	35	59

Most importantly, the public clearly wants to invest in struggling schools, not abandon them. When asked which should be done if a school consistently under performs, a plurality (44%) want the school to be restructured with new administration, while 24% want to provide more funding to hire better teachers and improve classroom conditions. Very few think the best course of action would be public school choice (10%), vouchers for private school (7%), or tutoring grants (6%).<sup>125</sup>

**The public supports giving parents a choice in *public* schools, but demonstrates far less support for government-funded choice in *private* schools. Vouchers are among the public's least favorite reforms for education. Surveys typically demonstrate that about half the public favors vouchers, but question wording sways response dramatically. People are not sure what vouchers are, and they are torn between wanting to give parents educational choices and wanting to strengthen existing schools. The strongest argument against private school vouchers is that they will pull funding away from public schools.**

The public wants parents to be able to have some control over the quality of their child's education. If a community public school does not show progress toward meeting the state-approved standards for student learning, the public favors "offering students the opportunity to transfer to another school in the district" (86%).<sup>126</sup> However, among a series of reforms, few favor public school choice as their top reform. As noted above,

when asked which should be done if a school consistently under performs, a plurality (44%) want the school to be restructured with new administration, while 24% want to provide more funding to hire better teachers and improve classroom conditions. Very few think the best course of action would be public school choice (10%), vouchers for private school (7%), or tutoring grants (6%).<sup>127</sup>

There clearly needs to be more investigation concerning the strongest message against public school choice. Since, as noted earlier, the public wants to see failing schools improved, not closed, it may be possible to position public school choice as leading to the closure of neighborhood schools.

Compared to other reforms, the public consistently ranks vouchers, particularly private school vouchers, as among their least favored policies. As noted above, few would turn to vouchers as the solution for low-performing schools. Similarly, of a series of reforms, the public thinks paying teachers better would make “a great deal” of improvement in the public schools (52%), followed by providing more federal money for local school districts to use as they see fit (40%), and using standardized tests to measure student achievement (38%). Fewer think providing more federal money for programs specified by the federal government would make a great deal of improvement (29%), or providing school vouchers (21%), or charter schools (17%).<sup>128</sup> Two-thirds would rather improve and strengthen existing public schools (69%) than provide vouchers for parents to use for private schools (29%).<sup>129</sup>

At the same time, surveys consistently demonstrate that about half the public favors school vouchers, with support fluctuating dramatically depending on question wording. The problem is language. While 40% say they know what the term “school voucher” means, 51% say they do not know or are not sure.<sup>130</sup>

Advocates for school vouchers will continue to position this issue as being about a parent’s ability to help their child get a better education than the one provided by failing public schools. The public can be influenced by this approach. Two-thirds (68%) believe that private schools provide a better education while only 25% believe public schools provide a better education. Furthermore, 43% of public school parents would move their child to a private school if they could afford to.<sup>131</sup>

The strongest argument against private school vouchers continues to be that vouchers pull funding away from schools. Of a series of statements about vouchers, majorities agree that they “would rather see more money go toward the public schools than go to a voucher program” (58% agree) and that they “believe a school voucher program will reduce the money available to local public schools” (56%). Smaller, though significant, percentages “support the creation of a national tax credit to give to parents to use toward sending a child to a private school” (36%) and “support the creation of a national school voucher program to give parents money to use toward sending a child to a private school” (35%). Some are willing to put “an income requirement or ‘needs test’ for a family to qualify” (35%), but few would limit a voucher program to just private schools over religious schools (17%) or limit it to special education students only (16%).<sup>132</sup>

**Like the public, teachers also support using standardized tests for promotion, graduation, and to spot struggling students. They believe that students will study harder if they know they have to pass a test to graduate. While a majority of teachers favor using standardized tests, compared to other audiences fewer teachers enthusiastically support tests. Principals believe standardized tests are important, but they worry the tests are not being used correctly.**

Teachers favor requiring students to pass standardized tests in order to be promoted (87% favor, 52% strongly).<sup>133</sup> They believe that “students pay more attention and study harder if they know they must pass a test to get promoted or to graduate” (75% agree, 40% strongly). A majority agrees, but few strongly agree, “standardized test scores are a good way to spot struggling students who need tutoring or summer school” (62% agree, 25% strongly). A majority (59%) of teachers also believe that “testing students at a young age is good because struggling students can be identified and helped” rather than “testing students at a young age is wrong because it puts too much pressure on them” (39%). Few teachers say they spend so much time preparing students for standardized tests that real learning is neglected (26%).<sup>134</sup>

Most principals believe that standardized tests are important, but most are also dissatisfied with how standardized testing is used in their district. A plurality (41%) state that tests are important and their district is using them well, while 25% say standardized tests are important, but there are serious problems in how they are currently used in their district. Finally, 30% believe that standardized tests are a seriously flawed measure and they use them because there is no choice.<sup>135</sup>

## Arts Education

**The arts have been tightly tied to educational benefits in the public mind. Children are the top-rated reason the arts are important, over quality of life or civic pride.**

According to a survey of Californians, the arts are important because of children. Of a series of statements about the benefits of the arts, the most people agreed with the statements “the arts improve the academic performance of children” (75% say 8, 9, or 10 on a 10-point agreement scale), and “the arts are an investment in the future of our children” (75%). Two-thirds also agree with the importance of the arts to the state’s entertainment industry (69%) and to tourism (63%). Finally, most also agree that the arts improve quality of life (66%), and are a source of civic pride (65%).<sup>136</sup> (Table 25)

Table 25: Agreement with Statements About the Arts<sup>137</sup>  
 Percent giving a rating of 8,9,or 10 from a 10 pt scale  
 10 =strongly agree and 1 =strongly disagree

The arts improve the academic performance of children	75
The arts are an investment in the future of our children	75
The arts are important to the health of California’s entertainment industries	69
The arts improve the quality of life in the community	66
The arts are a source of civic pride	65
The arts are important to tourism in California	63
The arts are a source of jobs for California’s citizens	40
The arts contribute to higher property values in my community	37
The arts are important to the health of California’s high-tech industries	34
The arts help attract corporations and businesses to locate in the community	33
The arts contribute to California’s tax revenue	32
The arts help attract the best employees to the community	31

**The public sees a series of benefits of arts education. The arts assist in intellectual development, improve students’ attitudes toward school, and convey a variety of positive values such as cultural understanding, teamwork and discipline.**

Americans believe that students who study the arts are smarter and have better grades: 92% agree (46% strongly agree) that an arts education “assists in the overall academic achievement and intellectual development of children;” 89% agree (46% strongly) that an arts education “encourages and assists in the improvement of children’s attitudes toward school.”<sup>138</sup> When considering music education, 85% believe participating in a school music program corresponds with better grades (up from 81% in 2000 and 69% in 1997); 80% believe that playing an instrument makes one smarter; and 78% say learning a musical instrument helps one do better in other subjects.<sup>139</sup>

Furthermore, the public sees arts education resulting in a variety of other good values, such as cultural understanding, teamwork, discipline and friendship. Fully 92% agree (57% strongly agree) that an arts education “helps children

foster an appreciation for cultural and ethnic diversity” and 85% agree (37% strongly) that an arts education “teaches children to communicate effectively with adults and peers.”<sup>140</sup> When considering music education specifically, 96% say that school band is a good way to develop teamwork skills; 93% say playing an instrument helps children make friends; 88% say playing an instrument teaches children discipline; and 71% believe that teenagers who play an instrument are less likely to have discipline problems.<sup>141</sup> There is near-universal agreement that playing a musical instrument provides a sense of accomplishment and is a good means of expression (97%) and that playing an instrument helps a child appreciate arts and culture (97%).<sup>142</sup>

**According to the public, the arts are important to children’s development. While less important than reading or religion, the arts serve several purposes. The arts help children think creatively, gain a sense of accomplishment and improve learning.**

The public understands that the arts have a role in helping children develop. Of a variety of activities, the arts are of mid-level importance. The arts are rated lower than reading, educational computer activities and religious activities, but ahead of the scouts and sports. (Table 26)

Reading for pleasure	9.1
Using computers for educational enrichment	8.5
Religious activities like attending church or synagogue	8.3
<b><i>Learning about and experiencing the arts</i></b>	<b>8.1</b>
Joining peer groups such as the boy or girl scouts	7.7
Participating in competitive sports	7.6
Participating in individual hobbies such as stamp collecting	6.9
Surfing the Internet for fun	4.6

Those closely involved with children under 18, such as parents and grandparents, see several benefits to an arts education: children better realize their talents, know how to think creatively, become more open-minded, gain a sense of accomplishment, and enjoy the learning process more, among others. (Table 27)

Better realize their talents	8.3
Better know how to think creatively	8.3
Become more open-minded	8.2
Gain a greater sense of accomplishment	8.1
Enjoy the learning process much more	8.0
Have a greater sense of self-esteem	7.9
Develop a certain wisdom and understanding about life	7.7
Apply their learning later in life	7.7
Be better equipped for success in the future	7.6

A survey of Californians suggests similar benefits. Californians believe the arts help children develop creative skills, improve the quality of education, help children work as a team and develop strong social skills. (Table 28)

<i>The arts...</i>	
Help children develop their creative skills	89
Improve the quality of children's overall education	74
Help children develop skills working with others as a team	72
Help children develop strong social skills	71
Help to make children better citizens	64
Help to prepare children for college	63
Help to prepare children for the information age	51

**The public expresses near universal agreement for the importance of the arts in providing a well rounded education and helping children learn. They overwhelmingly voice support for funding arts education in schools.**

The public believes that the arts are “vital to providing a well-rounded education for our children” (91%) and that they are “an integral tool for helping children learn more effectively” (89%). They believe the arts are important enough “that schools should find money to ensure inclusion in the curriculum” (89%) and important enough “to get personally involved in arts education in school” (76%). Three-quarters (75%) believe that “incorporating the arts into education is the first step in adding back what is missing in public education today.”<sup>146</sup> Music is a part of a well-rounded education, they say (97%), and schools should offer musical instrument instruction as part of regular curriculum (93%). Nearly two-thirds (64%) say it is important for children to engage in musical activities in daycare and preschool.<sup>147</sup>

**However, support for arts education is easily undermined. When arts education is treated as a separate and distinct part of education, it is at risk of being perceived as less important than “core” courses. The public sees the arts as less essential than other priorities and many believe shifting emphasis from other subjects to math and**

**reading would be a positive move. Finally, more than two-thirds are satisfied with the current arts program provided by their local school and community.**

When compared to other priorities, the public sees the arts as less important. When parents rate what is important to teach their children, they see several values as absolutely essential: to be honest (91% absolutely essential), to be polite (84%), to have self-control (83%), and to do their best in school (82%). Of eleven areas, art and literature is rated “absolutely essential” by the fewest parents (33%).<sup>149</sup> (Table 29)

To be honest and truthful	91
To be courteous and polite	84
To have self-control and self-discipline	83
To always do their very best in school	82
To be independent and to do for themselves	74
To save money and spend it carefully	70
To have good nutrition and eating habits	68
To help those who are less fortunate	62
To have strong religious faith	61
To exercise and to be physically fit	51
<b>To enjoy art and literature</b>	<b>33</b>

Furthermore, when people consider what they most want from after school activities, they feel most favorably toward core academic activities, and rate performance arts far lower. Majorities feel “much more favorable” toward an after school program that includes tutoring and homework help (55%), that teaches computer skills (53%), or that reinforces basic skills (51%). Comparatively, only 35% feel much more favorable toward an after school program that teaches theater, art, music and dance.<sup>151</sup> (Table 30)

Tutoring and homework help	55
Teaches computer skills	53
Reinforces basic skills	51
Preparing kids for careers/college	48
Creates excitement about academics	45
Family counseling opportunities	42
Athletic activities	40
Provides opportunities for community service	37
Provides opportunities for competition other than in sports	36
Teaches theater, art, music, and dance	35
Offers a chance to learn games of skill, like chess	34

When those who are seeking to improve education emphasize the importance of math and reading, it creates an expectation that schools should emphasize “the basics” at the expense of other subjects. While a majority (57%) prefers that public high schools offer a wide variety of courses, a significant percentage (41%) prefer they concentrate on fewer basic courses. In fact, if an increased emphasis on reading and math resulted in reduced emphasis on other subjects, most (56%) think that would be a good thing, while 40% think it would be a bad thing.<sup>152</sup>

Furthermore, a survey of Californians found that a majority says the arts and general academics are equally important (57%). However, one-third (32%) thinks the arts are less important than general academics while only 11% think they are more important. To put this finding in context, a majority also believes the arts and sports are equally important (58%), while one-third (33%) thinks the arts are more important, and only 9% think the arts are less important.<sup>153</sup>

Finally, most do not see a lack of arts in children's lives; they are satisfied with what they see. Among those involved in children's lives, 68% are satisfied with the arts program provided by local schools, and 70% are satisfied with the arts programs provided by community arts organizations.<sup>154</sup>

**While existing public opinion polls provide little insight about the public's view of integrating arts into the education curriculum, some existing data suggests that the opportunity to bolster the importance of arts education is by tying the arts to inspirational learning experiences. Parents want their children to love to learn, and when they do, parents define the school as being of high quality. Furthermore, the public sees quality teaching as a priority for education reform, and defines quality teachers as those who inspire and interest children.**

Though people show strong support for testing, standards, and more parental involvement, the proof of a quality school is very simple – children who like school (61% say it is one of the most important signs of a quality school).<sup>155</sup> But few parents receive any guidance from their school about how to get their children excited and interested in learning. Only 20% of parents say their school does an excellent job in that area.<sup>156</sup> Only 36% of students give their school an “A” in “challenging students to do the best they can” compared to 61% who give an “A” for teaching basic academics. Only 11% of kids say they love school and an additional 28% “like school a lot.”<sup>157</sup>

As noted earlier, the public's definition of a quality teacher is a teacher who inspires children to learn. A good teacher has “the skills to design learning experiences that inspire and interest children” (42%), who has “a lot of enthusiasm for the job” (31%), or who has “a caring attitude toward students” (26%).<sup>158</sup> Furthermore, 67% point to teachers “not developing proper skills in the art of making information interesting and understandable to children” as a bigger problem than teachers “not developing adequate knowledge of the subjects they are supposed to teach, such as math or history” (14%).<sup>159</sup>

The definition of “inspiring and interesting teaching” can be an education curriculum that integrates the arts. This fits with people's thinking about the arts. The public agrees that an arts education “encourages and assists in the improvement of children's attitudes toward school” (89% agree, 46% strongly). On a scale of 1-10, that the arts help children “enjoy the learning process much more” rates an average score of 8. Finally, 89% see the arts as “an integral tool for helping children learn more effectively.”<sup>160</sup>

## Conclusions

- Americans are deeply concerned about the condition of the nation's public schools, and strongly support action to improve them. They support additional funding for education, but also believe that many of the solutions for ailing schools do not require money. Therefore, a reform message cannot rely solely on a request for funding, and when funding is requested, it needs to tie to a specific use for the funding that the public believes will improve education.

- While most are not very familiar with the No Child Left Behind legislation, the broad principles of the legislation are likely to be appealing to the public. They want quality teachers in the classroom and more accountability in education.
- However, once beyond the broad principles, the public is in fundamental disagreement with how the legislation would be implemented. The public wants quality teachers, but believes quality teaching is more about the ability to inspire than about certification. They want testing to spot struggling students and schools so further assistance can be targeted, not to punish schools by withholding funds. They want to invest in and improve public schools, not undermine them with private school vouchers.
- While further message testing is needed, this review indicates that there is an opportunity to use NCLB to push for additional funds and the right reforms. Education advocates may waste critical time and message opportunities by trying to position accountability as a mistake. Instead, this review indicates that there is an opportunity to re-define accountability to support the right reforms. For example, positioning tests as a tool to identify the schools that need *additional* targeted programs and funding. Or, positioning accountability as a fairness issue, i.e., that students from poor districts should have the same funding if they are going to be held to the same requirements (for those districts that have less funding per student than wealthier areas).
- Similarly, the public wants quality teachers, but the NCLB requirement for a qualified teacher in every classroom directs the public conversation toward licensing and certification. Instead, there is an opportunity to have a conversation about *quality teaching* that revolves around teaching methods, training, and adequate resources for teachers to do their jobs well.
- Finally, a conversation about arts education can help to redefine testing and quality teaching, to remind people of the inspirational, interesting educational experiences they want for the nation’s children. The “drill and kill” mentality of testing is the opposite of what the public desires for education. They want interesting and inspirational approaches in the classroom, not high stress and rote memorization. That requires more than teacher certification, it requires teachers who know how to inspire children.

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<sup>1</sup> Conducted by Pew Research Center for the People and the Press, 1,218 adults nationally, January 8-12, 2003.

<sup>2</sup> Washington Post/ABC News Poll, conducted by TNS Intersearch, 1105 adults nationally, April 27-30, 2003.

<sup>3</sup> The Gallup Organization, 1,003 adults nationally, March 3-5, 2003.

<sup>4</sup> The Gallup Organization, 1,001 adults nationally, April 22-23, 2003.

<sup>5</sup> The Gallup Organization, 1,018 adults nationally, April 7-9, 2003.

<sup>6</sup> Washington Post/ABC News Poll, conducted by TNS Intersearch, 1105 adults nationally, April 27-30, 2003.

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- <sup>7</sup> Washington Post/ABC News Poll, conducted by TNS Intersearch, 1105 adults nationally, April 27-30, 2003.
- <sup>8</sup> Washington Post/ABC News Poll, conducted by TNS Intersearch, 1105 adults nationally, April 27-30, 2003.
- <sup>9</sup> Sponsored by CNN/USA Today, conducted by the Gallup Organization, 1010 adults nationally, September 20-22, 2002.
- <sup>10</sup> Sponsored by CNN/USA Today, conducted by the Gallup Organization, 1010 adults nationally, September 20-22, 2002.
- <sup>11</sup> The Gallup Organization, 1,000 adults nationally, conducted Jan. 3-5, 2003.
- <sup>12</sup> CNN/USA Today poll, conducted by the Gallup Organization, 1017 adults nationally, November 22-24, 2002. Data provided by The Roper Center, University of Connecticut.
- <sup>13</sup> CNN/USA Today poll, conducted by the Gallup Organization, 1017 adults nationally, November 22-24, 2002. Data provided by The Roper Center, University of Connecticut.
- <sup>14</sup> Conducted by Pew Research Center for the People and the Press, 1,218 adults nationally, January 8-12, 2003.
- <sup>15</sup> Conducted by Los Angeles Times, 1,449 adults nationally, March 3-March 5, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>16</sup> The Harris Poll, 1010 adults nationally, June 14-17, 2002.
- <sup>17</sup> Washington Post/ABC News Poll, conducted by TNS Intersearch, 1105 adults nationally, April 27-30, 2003.
- <sup>18</sup> Washington Post/ABC News Poll, conducted by TNS Intersearch, 1105 adults nationally, April 27-30, 2003.
- <sup>19</sup> The Shell Poll, conducted by Peter Hart Research, 1264 adults nationally, November 5-8, 1998.
- <sup>20</sup> The Shell Poll, conducted by Peter Hart Research, 1264 adults nationally, November 5-8, 1998.
- <sup>21</sup> 1999 Millennium Survey, sponsored by the Pew Research Center, conducted by Princeton Survey Research Associates, 1546 adults nationally, April 6 – May 6, 1999.
- <sup>22</sup> 1999 Millennium Survey, sponsored by the Pew Research Center, conducted by Princeton Survey Research Associates, 1546 adults nationally, April 6 – May 6, 1999.
- <sup>23</sup> “Demanding Quality Education In Tough Economic Times,” sponsored by Public Education Network and Education Week, conducted by Lake Snell Perry & Associates, 1050 registered voters nationally, including oversamples of 125 African Americans and 125 Latinos, January 22-January 28, 2003. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>24</sup> “Demanding Quality Education In Tough Economic Times,” sponsored by Public Education Network and Education Week, conducted by Lake Snell Perry & Associates, 1050 registered voters nationally, including oversamples of 125 African Americans and 125 Latinos, January 22-January 28, 2003. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>25</sup> Sponsored by the Committee for Education Funding, conducted by Ipsos Reid, 1000 adults, Feb. 1-3, 2002.
- <sup>26</sup> “Demanding Quality Education In Tough Economic Times,” sponsored by Public Education Network and Education Week, conducted by Lake Snell Perry & Associates, 1050 registered voters nationally, including oversamples of 125 African Americans and 125 Latinos, January 22-January 28, 2003. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>27</sup> Sponsored by the National Center for Children in Poverty, conducted by the Mellman Group, 553 state legislators, February 15 – March 15, 2002.
- <sup>28</sup> Sponsored by the National Center for Children in Poverty, conducted by the Mellman Group, 553 state legislators, February 15 – March 15, 2002.
- <sup>29</sup> Pew Research Center for the People and the Press, conducted by Princeton Survey Research Assoc., 1546 adults nationwide, April 6 - May 6, 1999.
- <sup>30</sup> “Kids These Days ’99,” sponsored by Ronald McDonald House Charities and the Ad Council, conducted by Public Agenda, 1005 adults nationally (including 384 parents of children under 18), and 328 teens, December 1-8, 1998.
- <sup>31</sup> Greenberg/Quinlan Democracy Corps, 12/99.
- <sup>32</sup> The Shell Poll, sponsored by Shell Oil, conducted by Hart Research, 1277 adults nationally, March 16-20, 1999.

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- <sup>33</sup> Sponsored by the Catholic Digest, conducted by the Gallup Organization, 2783 adults nationally, Nov. 1965.
- <sup>34</sup> Conducted by Ben Gaffin and Associates, 2987 personal interviews with adults nationally, June – July 1952.
- <sup>35</sup> Hart and Teeter/NBC/Wall Street Journal, 6/99.
- <sup>36</sup> “A Lot Easier Said Than Done,” by Public Agenda, 1607 parents or guardians of children age 5-17, July 31 – August 15, 2002.
- <sup>37</sup> NORC General Social Survey, 1998.
- <sup>38</sup> 1999 Millennium Survey, sponsored by the Pew Research Center, conducted by Princeton Survey Research Associates, 1546 adults nationally, April 6 – May 6, 1999.
- <sup>39</sup> Sponsored by the Advertising Council and Ronald McDonald House Charities, conducted by Public Agenda, 1005 adults nationally, December 1-8, 1998.
- <sup>40</sup> Shell Oil Company Poll, by Hart Research, 1123 adults nationally, July 1998.
- <sup>41</sup> The survey was a joint project of the Center for Survey Research and Analysis at the University of Connecticut, and the John J. Heldrich Center for Workforce Development at Rutgers University, May 10-May 29, 2000 and based on telephone interviews with a national sample of 1014 employed adults (employed full or part time and those unemployed looking for work). Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>42</sup> Sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1,108 adults nationally, conducted May 23-Jun. 6, 2001.
- <sup>43</sup> Sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1,108 adults nationally, conducted May 23-Jun. 6, 2001.
- <sup>44</sup> Reality Check 2000, by Public Agenda, teachers=590, white parents=458, African American parents=69.
- <sup>45</sup> “Demanding Quality Education In Tough Economic Times,” sponsored by Public Education Network and Education Week, conducted by Lake Snell Perry & Associates, 1050 registered voters nationally, including oversamples of 125 African Americans and 125 Latinos, January 22-January 28, 2003. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>46</sup> Sponsored by the W.K. Kellogg Foundation, the Surdna Foundation, Inc., and the Rockefeller Foundation, conducted by Public Agenda, 800 African American parents and 800 white parents with children in K-12, March 26 – April 17, 1998.
- <sup>47</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>48</sup> NPR/Kaiser/Kennedy School Education Survey, conducted by ICR, 1422 adults nationally, June 25 – July 19, 1999.
- <sup>49</sup> “A Measured Response: Americans Speak on Education Reform,” sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1054 adults nationally, April 25 – May 9, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>50</sup> Sponsored by the Committee For Education Funding, conducted by Ipsos Reid, 1,000 adults, March 8-10, 2002.
- <sup>51</sup> Sponsored by the Committee For Education Funding, conducted by Ipsos Reid, 1,000 adults, March 8-10, 2002.
- <sup>52</sup> Sponsored by the Committee For Education Funding, conducted by Ipsos Reid, 1,000 adults, March 8-10, 2002.
- <sup>53</sup> Sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1,000 adults nationally, conducted June 5-26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>54</sup> “A Measured Response: Americans Speak on Education Reform,” sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1054 adults nationally, April 25 – May 9, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>55</sup> Gallup Organization trend, the most recent 1,020 adults nationally, June 21-June 23, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>56</sup> The Shell Poll, conducted by Peter Hart Research, 1123 adults nationally, July 17-20, 1998.
- <sup>57</sup> Sponsored by the Washington Post/Kaiser Family Foundation/Harvard University, conducted by ICR, 1225 registered voters nationally, May 11-22, 2000.

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- <sup>58</sup> Sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1003 adults nationally, May 17 – 21, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>59</sup> Sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1,000 adults nationally, conducted June 5-26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>60</sup> Conducted by the Gallup Organization, April 7-9, 2000.
- <sup>61</sup> Conducted by the Gallup Organization, 1973.
- <sup>62</sup> The Shell Poll, conducted by Peter Hart Research, 1123 adults nationally, July 17-20, 1998.
- <sup>63</sup> Reality Check 2002, conducted by Public Agenda, parents = 610, teachers = 600, employers = 251, professors = 251, November 9 – December 9, 2001.
- <sup>64</sup> Reality Check 2002, conducted by Public Agenda, 593 parents of children in public school, 595 public school teachers, 251 employers of recently graduated students, 251 college professors who teach freshmen and sophomores, November 9 – December 9, 2001.
- <sup>65</sup> Reality Check 2002, conducted by Public Agenda, 251 employers of recently graduated students, 252 college professors who teach freshmen and sophomores, November 9 – December 9, 2001.
- <sup>66</sup> NPR/Kaiser/Kennedy School Education Survey, conducted by ICR, 1422 adults nationally, June 25 – July 19, 1999.
- <sup>67</sup> Sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1003 adults nationally, May 17 – 21, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>68</sup> Sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1003 adults nationally, May 17 – 21, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>69</sup> Sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1003 adults nationally, May 17 – 21, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>70</sup> “Demanding Quality Education In Tough Economic Times,” sponsored by Public Education Network and Education Week, conducted by Lake Snell Perry & Associates, 1050 registered voters nationally, including oversamples of 125 African Americans and 125 Latinos, January 22-January 28, 2003. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>71</sup> Conducted by Los Angeles Times, 1,449 adults nationally, March 3-March 5, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>72</sup> “Demanding Quality Education In Tough Economic Times,” sponsored by Public Education Network and Education Week, conducted by Lake Snell Perry & Associates, 1050 registered voters nationally, including oversamples of 125 African Americans and 125 Latinos, January 22-January 28, 2003. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>73</sup> Sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1003 adults nationally, May 17 – 21, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>74</sup> Sponsored by the Committee for Education Funding, conducted by Ipsos Reid, 1000 adults nationally, February 1-3, 2002.
- <sup>75</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>76</sup> “Demanding Quality Education In Tough Economic Times,” sponsored by Public Education Network and Education Week, conducted by Lake Snell Perry & Associates, 1050 registered voters nationally, including oversamples of 125 African Americans and 125 Latinos, January 22-January 28, 2003. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>77</sup> “A Measured Response: Americans Speak on Education Reform,” sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1054 adults nationally, April 25 – May 9, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>78</sup> Sponsored by the Washington Post/Kaiser Family Foundation/Harvard university, conducted by ICR, 1225 registered voters nationally, May 11-22, 2000.

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- <sup>79</sup> “Attitudes Toward the Public Schools 1998 Survey” sponsored by Phi Delta Kapa, by Gallup, 1151 adults nationally, June 1998.
- <sup>80</sup> NPR/Kaiser/Kennedy School Education Survey, conducted by ICR, 1422 adults nationally, June 25 – July 19, 1999.
- <sup>81</sup> “A Measured Response: Americans Speak on Education Reform,” sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1054 adults nationally, April 25 – May 9, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>82</sup> “A Measured Response: Americans Speak on Education Reform,” sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1054 adults nationally, April 25 – May 9, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>83</sup> The Shell Poll, conducted by Peter Hart Research, 1123 adults nationally, July 17-20, 1998.
- <sup>84</sup> The Shell Poll, conducted by Peter Hart Research, 1123 adults nationally, July 17-20, 1998.
- <sup>85</sup> Public Agenda, 1220 parents nationally, December 1998.
- <sup>86</sup> PTA survey, by Bennett, Petts, and Blumenthal, 800 parents of public school children nationally, December 1998.
- <sup>87</sup> Shell Oil Company Poll, by Hart Research, 1123 adults nationally, July 1998.
- <sup>88</sup> Conducted by the Gallup Organization, 338 K-12 parents, August 24-26, 1999.
- <sup>89</sup> Newsweek/Kaplan Education Center Poll, by Princeton Survey Research Associates, 407 parents of children in grades K-8 nationally, March 1998.
- <sup>90</sup> Shell Oil Company Poll, by Hart Research, 1123 adults nationally, July 1998.
- <sup>91</sup> CBS News Poll, 450 adults nationwide, April 22, 1999.
- <sup>92</sup> Conducted by the Gallup Organization, subset of K-12 parents, based on a national adult sample of 1015 March 9-11 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>93</sup> Gallup trend.
- <sup>94</sup> “Sizing Things Up: What Parents, Teachers, and Students Think About Large and Small High Schools,” 801 parents of high school students, May 17 – June 11, 2001.
- <sup>95</sup> “Demanding Quality Education In Tough Economic Times,” sponsored by Public Education Network and Education Week, conducted by Lake Snell Perry & Associates, 1050 registered voters nationally, including oversamples of 125 African Americans and 125 Latinos, January 22-January 28, 2003. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>96</sup> “Demanding Quality Education In Tough Economic Times,” sponsored by Public Education Network and Education Week, conducted by Lake Snell Perry & Associates, 1050 registered voters nationally, including oversamples of 125 African Americans and 125 Latinos, January 22-January 28, 2003. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>97</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>98</sup> Sponsored by the Committee for Education Funding, conducted by Ipsos Reid, 1000 adults nationally, March 8-10, 2002.
- <sup>99</sup> The Democratic Leadership Council Blueprint Poll, conducted by Penn Schoen and Berland Associates, 502 adults nationwide, June 17-20, 1999.
- <sup>100</sup> Reality Check 2000, conducted by Public Agenda, 615 parents of children in public school, 604 public school teachers, 260 employers of recently graduated students, 251 college professors who teach freshmen and sophomores, October-November, 1999.
- <sup>101</sup> The Shell Poll, conducted by Peter Hart Research, 1277 adults, March 16-20, 1999.
- <sup>102</sup> Sponsored by NBC News and the Wall Street Journal, conducted by the Hart and Teeter Research Organizations, 2006 adults nationally, June 18-21, 1998.
- <sup>103</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>104</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.

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- <sup>105</sup> The Democratic Leadership Council Blueprint Poll, conducted by Penn Schoen and Berland Associates, 502 adults nationwide, June 17-20, 1999.
- <sup>106</sup> Sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1103 adults nationwide, May 18 – June 11, 1999, and 361 teachers via a mailed survey, October-November, 1999.
- <sup>107</sup> Reality Check 2000 (teachers = 604), Reality Check 2002 (parents = 607, employers = 250, professors = 252), “Trying to Stay Ahead of the Game: Superintendents and Principals Talk about School Leadership,” conducted by Public Agenda, 901 principals, 2001.
- <sup>108</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>109</sup> Sponsored by the American Association of School Administrators, conducted by Lake Snell Perry & Associates, 750 K-12 public school parents, October 14-19, 1999.
- <sup>110</sup> Sponsored by the American Association of School Administrators, conducted by Lake Snell Perry & Associates, 750 K-12 public school parents, October 14-19, 1999.
- <sup>111</sup> Sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1003 adults nationally, May 17 – 21, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>112</sup> Sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1003 adults nationally, May 17 – 21, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>113</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>114</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>115</sup> Reality Check 2002, Public Agenda, parents = 604, teachers = 588, November 9 – December 9, 2001.
- <sup>116</sup> Public Agenda, Reality Check 2000 for employers (n=259) and professors (n=249). Reality Check 2001 for parents (n=601), teachers (n=590), and students (n=598).
- <sup>117</sup> Reality Check 2002, Public Agenda, parents = 608, teachers = 595, employers = 250, professors = 251, November 9 – December 9, 2001.
- <sup>118</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>119</sup> Reality Check 2002, Public Agenda, parents = 610, teachers = 600, employers = 250, professors = 252, students = 600, November 9 – December 9, 2001.
- <sup>120</sup> Reality Check 2002, Public Agenda, parents = 608, teachers = 599, employers = 251, professors = 252, November 9 – December 9, 2001.
- <sup>121</sup> “A Measured Response: Americans Speak on Education Reform,” sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1054 adults nationally, April 25 – May 9, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>122</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>123</sup> “A Measured Response: Americans Speak on Education Reform,” sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1054 adults nationally, April 25 – May 9, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>124</sup> The Harris Poll, 1008 adults nationally, February 22 – March 3, 2001.
- <sup>125</sup> “A Measured Response: Americans Speak on Education Reform,” sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1054 adults nationally, April 25 – May 9, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>126</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.

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- <sup>127</sup> “A Measured Response: Americans Speak on Education Reform,” sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1054 adults nationally, April 25 – May 9, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>128</sup> Sponsored by Cable News Network and USA Today, conducted by the Gallup Organization, 1018 adults nationally, January 5-January 7, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>129</sup> Sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1,000 adults nationally, June 5-26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>130</sup> Sponsored by Washington Post, Henry J. Kaiser Family Foundation, Harvard University, 1225 registered voters nationally, May 11-May 22, 2000. Fieldwork by I.C.R.--International Communications Research. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>131</sup> Sponsored by Washington Post, Henry J. Kaiser Family Foundation, Harvard University, 1225 registered voters nationally, May 11-May 22, 2000. Fieldwork by I.C.R.--International Communications Research. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>132</sup> Sponsored by Teachers Insurance Plan, conducted by Opinion Research Corporation, 1046 adults nationally, May 3-May 6, 2001. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.
- <sup>133</sup> Reality Check 2001, Public Agenda, 601 teachers; 602 parents; 600 public school students; 251 employers; and 254 college professors, November – December 2000.
- <sup>134</sup> Reality Check 2002, Public Agenda, parents = 604, teachers = 540-599, November 9 – December 9, 2001.
- <sup>135</sup> “Trying to Stay Ahead of the Game: Superintendents and Principals Talk about School Leadership,” conducted by Public Agenda, 909 principals interviewed via mail, July 27 – August 27, 2001.
- <sup>136</sup> Public Opinion Survey 2001, sponsored by the California Arts Initiative, conducted by The BRS Group, 1200 Californians age 18-69 years old.
- <sup>137</sup> Public Opinion Survey 2001, sponsored by the California Arts Initiative, conducted by The BRS Group, 1200 Californians age 18-69 years old.
- <sup>138</sup> Sponsored by Americans for the Arts, conducted by Wirthlin Worldwide, 1008 adults nationally, February 16-19, 2001.
- <sup>139</sup> The NAMM/Gallup Survey, 1005 interviews with consumers age 12 and up, February 4 – March 8, 2003.
- <sup>140</sup> Sponsored by Americans for the Arts, conducted by Wirthlin Worldwide, 1008 adults nationally, February 16-19, 2001.
- <sup>141</sup> The NAMM/Gallup Survey, 1005 interviews with consumers age 12 and up, February 4 – March 8, 2003.
- <sup>142</sup> The NAMM/Gallup Survey, 1005 interviews with consumers age 12 and up, February 4 – March 8, 2003.
- <sup>143</sup> Sponsored by Americans for the Arts, conducted by Wirthlin Worldwide, 1008 adults nationally, February 16-19, 2001.
- <sup>144</sup> Sponsored by Americans for the Arts, conducted by Wirthlin Worldwide, 1008 adults nationally, February 16-19, 2001. These results reflect the responses of the subset saying they are involved in children’s lives in some way.
- <sup>145</sup> Public Opinion Survey 2001, sponsored by the California Arts Initiative, conducted by The BRS Group, 1200 Californians age 18-69 years old.
- <sup>146</sup> Sponsored by Americans for the Arts, conducted by Wirthlin Worldwide, 1008 adults nationally, February 16-19, 2001.
- <sup>147</sup> The NAMM/Gallup Survey, 1005 interviews with consumers age 12 and up, February 4 – March 8, 2003.
- <sup>148</sup> “A Lot Easier Said Than Done,” by Public Agenda, 1607 parents or guardians of children age 5 to 17, July 31 – August 15, 2002.
- <sup>149</sup> “A Lot Easier Said Than Done,” by Public Agenda, 1607 parents or guardians of children age 5 to 17, July 31 – August 15, 2002.
- <sup>150</sup> Sponsored by the Mott Foundation, conducted by Lake Snell Perry & Associates, August 17-20, 1998.
- <sup>151</sup> Sponsored by the Mott Foundation, conducted by Lake Snell Perry & Associates, August 17-20, 1998.

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<sup>152</sup> “Attitudes Toward the Public Schools Survey, 2002,” sponsored by Phi Delta Kappa, conducted by the Gallup Organization, 1000 adults nationally, June 5 – 26, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.

<sup>153</sup> Public Opinion Survey 2001, sponsored by the California Arts Initiative, conducted by The BRS Group, 1200 Californians age 18-69 years old.

<sup>154</sup> Sponsored by Americans for the Arts, conducted by Wirthlin Worldwide, 1008 adults nationally, February 16-19, 2001. These results reflect the responses of the subset saying they are involved in children’s lives in some way.

<sup>155</sup> Sponsored by the American Association of School Administrators, conducted by Lake Snell Perry & Associates, 750 K-12 public school parents, October 14-19, 1999.

<sup>156</sup> Conducted by Public Agenda, 708 parents of public school children, October - November 1998.

<sup>157</sup> Shell Poll, conducted by Peter Hart Research, 1015 public and nonpublic school students nationwide who had just completed grades 9-12, June 8-29, 1999.

<sup>158</sup> Sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1003 adults nationally, May 17 – 21, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.

<sup>159</sup> Sponsored by Educational Testing Service, conducted by Hart and Teeter Research Companies, 1003 adults nationally, May 17 – 21, 2002. Data provided by The Roper Center for Public Opinion Research, University of Connecticut.

<sup>160</sup> Sponsored by Americans for the Arts, conducted by Wirthlin Worldwide, 1008 adults nationally, February 16-19, 2001.