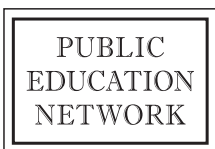


CALIFORNIA

Open to the Public

Speaking Out on "No Child Left Behind"

A Report from 2004 Public Hearings



Public involvement. Public education. Public benefit.

Sponsored by Linking Education and Economic Development (LEED)
And Public Education Network



Public Education Network

Public Education Network (PEN) is a national organization of local education funds (LEFs) and individuals working to improve public schools and build citizen support for quality public education in low-income communities across the nation. PEN believes an active, vocal constituency is the key to ensuring that every child, in every community, benefits from a quality public education. PEN and its members are building public demand and mobilizing resources for quality public education on behalf of 11.5 million children in more than 1600 school districts in 33 states and the District of Columbia. In 2004, PEN welcomed its first international member, which serves almost 300,000 children in the Philippines.

Our Vision

Every day, in every community, every child in America benefits from a quality public education.

Our Mission

To build public demand and mobilize resources for quality public education for all children through a national constituency of local education funds and individuals.



Hearing Held in Sacramento, CA

June 8, 2004
4:00–7:30 PM
West Sacramento Civic Center
West Sacramento, CA

Acknowledgements

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Witnesses:

Parents:

George Sheridan, parent, and member, California
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Patricia Sulpizio, parent

Marjorie Beazer, parent and chair, Hiram Johnson
High School Site Council/SCUSD/Parent
Involvement Task Force

Loretta Bonilla, parent and member of River
City High School Parent Club, school fundraiser,
and parent advocate for West Sacramento
Coordinating Council of Human Services

Students:

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member/Remember Me member

Lamonte Jones, graduate, Hiram Johnson West
Campus High School/SAC, 2003–2004 student
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Chris Bliss, Hiram Johnson West Campus
High School, Boys Senate/SAC treasurer/
Youth Congress

Educator:

Karen Benson, professor, CSU Sacramento

Business/Civic Leaders/Community Members:

Judy Goddess, president, California Association
of Compensatory Education (CACE), and
statewide parent advocate

Jerry Seid, SCUSD Collective Responsibility
Team/president, PTSA

Mary Lyn Kagan, principle, Kagan and Associates



Hearing Held in Los Angeles, CA

July 21, 2004

4:00–7:30 PM

WATTHealth Foundation, Inglewood, CA

Acknowledgements

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Mary Johnson, founder and president, Parent-U-Turn

Lena Lee, founder and president, Academy of Game Entertainment Technology

Maria Leon, parent, Families In Schools

Hilda Nuñez, parent

Emma Street, parent

Valerie Muñoz, parent

Marie Galvan, parent, Lynwood Unified School District

Maria Zamora, parent

Nahasi Ronald Lee, parent

Students:

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Jasmin Iraherta, Belmont High School, Los Angeles, CA (grad. 2004)

Dean Lee, Downtown Magnets High School, Los Angeles, CA (grad. 2004)

Cindy Rivera, Georgetown University, Washington, DC



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Association of Women Business Owners-Los
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COO, San Diego Urban League

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No Child Left Behind In California

In June 2004, Linking Education and Economic Development (LEED), in partnership with PEN, held a hearing in Sacramento to determine the impact of *No Child Left Behind* (NCLB) on schools and students in California. This was followed by a hearing in Los Angeles in July 2004, led by the Urban Education Partnership, and a coalition of 14 organizations.

California began working on comprehensive accountability strategies several years before NCLB took effect, but then had to modify use of its major strategy, the school quality index, because of the federal law. The tremendous challenges that California faces in meeting NCLB requirements formed the context for the PEN hearings. The hearings were designed to give parents, students, and community representatives from urban and rural areas across the state an opportunity to talk about how NCLB is touching the lives of students and shaping the future of public schools in the state of California.

As the hearings progressed, an overarching theme emerged: While NCLB could help students, parents, and communities in California struggling to improve schools for all, it is promoting some doubtful policies and those charged with implementing the Act are doing a poor job. In addition, though the hearing testimony reflected a wide range of viewpoints and experiences, there was general consensus on certain aspects of the law:



"I don't want No Child Left Behind to stay as a wonderful idea. I want it to really become as it should be and have it really serve to improve our children's education and that way, better our community as a whole."

—Maria Leon (speaking in Spanish), parent, Los Angeles

- People in California support accountability and many of NCLB's reporting requirements, such as the disaggregation of data, but they want better assessments. The current assessment system is leading to a narrowing of the curriculum.
- NCLB's definition of a highly qualified teacher, one properly certified in the subject area he/she is assigned, does not guarantee that children are being taught by competent teachers nor are parents given sufficient information about the quality of their children's teachers.
- Despite NCLB's strong emphasis on parent involvement, many schools and districts are only paying lip service to parent requirements and may often be in violation of the law.
- Parents and community leaders want good schools in their neighborhoods, not the choice to move to another school. Moreover, the choice option usually turns out to be empty because there are few if any vacancies in higher performing schools for students who want to move.



PEN's NCLB Hearings

Shortly after NCLB was passed in 2001, Public Education Network (PEN) began an intensive examination of the law to determine the rights and privileges it accords to parents and community members. Approximately 10,000 print copies of the resulting publication, *Using NCLB to Improve Student Achievement, An Action Guide for Community and Parent Leaders*, have been requested by organizations throughout the country, with a further 40,000 copies downloaded from the PEN website. In addition, a series of NCLB action briefs, developed by PEN in partnership with the National Coalition for Parent Involvement In Education, have been downloaded more than 25,000 times.

With this demand for information on NCLB as background, PEN held a series of state hearings to give the public a structured way to enter the debate on the pros and cons of NCLB and the effects, both positive and negative, the law is having on schools and students. Nine hearings took place in eight states over a five-month period. Each state hearing was conducted in partnership with a local organization and presided over by a panel of state and national hearing officers.

PEN hopes these forums will broaden the public debate about NCLB and will give policymakers information on how their work encourages or discourages quality education for children. The findings from PEN's NCLB hearings will be transmitted to decision makers at the national, state, and local levels to help them determine which aspects of NCLB the public supports, what are the primary concerns, and what mid-course corrections are needed to achieve the most beneficial results for all students.



The California Context

With 12 percent of the total K–12 public school enrollment in the United States, California plays a significant role in developing policies for an increasingly diverse student enrollment throughout the country.

California faces numerous challenges in its K–12 education system. These include a high number of English language learners (ELL), 80 percent of whom speak Spanish at home, and a pupil-teacher ratio of approximately 20.8:1, which is far above the national average of 15.9:1 and one of the highest in the country. California also has a troubling percentage of teachers who are deemed not highly qualified. In the 2002–03 baseline year, only 48 percent of classes were taught by teachers considered highly qualified; in high-poverty schools, only 35 percent of classes were led by highly qualified teachers. NCLB requires all teachers to be highly qualified by the 2005–06 school year.

NCLB further requires all students to be proficient in reading and math by 2014. But as data on third-grade students from the baseline year of 2002–03 reveals, California has a huge task ahead to meet that goal. While 60 percent of white students are proficient in math, and 52 percent proficient in reading, proficiency by subgroups paints a much bleaker picture: only 29 percent of black students, 33 percent of Hispanic students, and 23 percent of students with disabilities are proficient in math. In reading, 22.7 percent of black students, 18.7 percent of Hispanic students, and 14.7 percent of students with disabilities reached the proficient level. The gaps were just as large in both subjects at the high school level.



What the Hearings Told Us

Testimony presented at the hearings covered the struggles of California's schools to meet the demands of NCLB, especially from the viewpoint of students, parents, and community leaders. The hearing officers were particularly listening for evidence and opinions in the three areas that PEN has determined to be central to NCLB: accountability, teacher quality, and building a committed community.



Accountability

Until school officials come up with better tests and better explain the purposes of assessment, neither students nor parents were fully willing to buy into the assessment system used in California.

Objecting to what he considered an impossible goal of 100 percent proficiency on state assessments in 10 years, a father from a rural area, who also is a teacher, described the impact of the NCLB goal in his community. Prior to NCLB, the district leadership “felt pretty good about the progress of their schools and about our state accountability system,” he said. But under NCLB, “they could see that they would never be able to have a hundred percent. And, so, now they focus on short-term results. They want to make sure that this year things look a little better than they did last year.” Because both of his children have disabilities, he had always opted out of having them tested “because it is very traumatic for my children.” He can no longer do that under NCLB. As a teacher of disadvantaged children, he witnessed students who were successfully struggling against the odds, but then regressed under the pressure and stress of testing. After a week of testing, “children who had overcome behavior problems...are back where they were.” He recommended flexibility for districts to opt for greater use of performance tests with special education students.



Another criticism of the assessment process used to determine adequate yearly progress under NCLB is the failure to assess a broad range of skills that will be important to students in the future. "I absolutely believe in accountability," said a parent from the Sacramento school district, but "I don't feel that the testing we provide is targeting outcomes that are in some way indicative or predictive of future success for our students." Moreover, the emphasis on testing has detracted from students having experience with what were described as "soft skills" and developing useful social skills. The education coordinator for La Raza in California presented this view. One of the reasons NCLB is a positive step for Hispanic students, said Jacqueline Duvivier Castillo, is because of the testing, "but we also want to see a broad range of skills tested, or what we call authentic accountability."

"When it comes time to take the state test, it seems that the school wants you to do well so the school would look good. They don't really emphasize the importance of the student understanding what's on the test."

—Chris Bliss, student,
West Campus High
School, Los Angeles

Students were particularly critical of current testing practices and also noted that, because they had never been informed of the purposes and consequences of the state assessments, many students do not take them seriously. The students who testified did not object to being tested, but tests do not measure the totality of a student's worth and abilities, noted a student from the Manual Arts High School in Los Angeles. Another student, who graduated from Los Angeles schools and is now a Georgetown University student, agreed that test scores don't measure a person's aptitude. "They just measure how well you can take that particular test. Teachers have to prepare their students for these tests, and they don't have time to really teach them the things that we expect students to learn. Testing is getting in the way of true teaching."



Emphasizing test scores as the primary school measure without including the context the school works in disturbed Cynthia McClain-Hill, president of the National Association of Women Business Owners in Los Angeles, who explained why she thought NCLB's one-size-fits-all standard would have trouble in a district like Los Angeles:

"Should we be working very hard to make NCLB work? Absolutely. But the effort, the mechanisms and the realities of a big-city school district with a large number of under-performing schools, create a dynamic where...publishing information, designating schools as low performing, labeling children, labeling schools actually undermine a lot of what we choose to do."

"From January, it's testing, it's preparation for testing. Maybe at the beginning of the school year, you could do something creative, and maybe the last few weeks of school. Otherwise, it's just preparation for tests, and there's no room for anything else."

—Judy Goddess, parent, Sacramento



What We Heard About Teacher Quality

According to state data, not even half of teachers in California meet the teacher quality standards of NCLB. The law says teachers must have a bachelor's degree in the subjects they are teaching and proper state certification. In addition, teachers must show their ability to teach their subjects under whatever measures the state establishes. All newly hired teachers in Title I schools must now be highly qualified; all others must be deemed highly qualified by the 2005–06 school year. Classroom para-professionals also must obtain certification and/or an associate degree. According to testimony from a Los Angeles businesswoman, the teacher supply, notwithstanding the quality of teachers, is at a critical point in California. Because of retirements in the next few years, Jewett Walker said, "it will be impossible for the public school system to keep up based on the teacher candidates being graduated.... We are in a major crisis here."

In schools most affected by NCLB—those most likely to fail to meet adequate yearly progress goals—just over one-third (35 percent) of classrooms are taught by teachers considered highly qualified. Many parents, however, were unaware of the teacher quality at their children's schools.

Those who testified at the California hearings about teacher quality, however, were much more critical about the lack of teacher qualities *not part of the federal definition*. Students see this anomaly best of all. "Students don't know if the teachers are highly qualified or not," said a Sacramento high school student. "All they know is if they're learning the material or not." He and other



high school students from Sacramento commented that some teachers considered qualified are less effective in the classroom than teachers with provisional certificates.

A former student member of the Sacramento school board blamed NCLB requirements and the bureaucratic barriers it fosters for the loss of good teachers and said further: *“When we talk about the highly qualified teacher who has a doctorate in a certain subject and a teacher who understands their students, the teacher who understands their students is the one who is going to get through.... The teacher with the doctorate is going to teach the subject and not the student.”*

A Sacramento student who had attended both a charter high school and a traditional high school keenly recorded strong differences between teachers at the two schools. Teachers at the charter school, said Chris Bliss, “seem like they care about you and your education, and they want to do more than just teach you. They want to see that you are going to be successful, not only in school but in life...At the traditional school, the teachers were there because they didn’t want to teach anymore...They were just there to do what they had to do and go home. And it didn’t really seem to me that they cared about the students’ education.”

“I feel that NCLB does not address what a high quality teacher is because a quality teacher in an urban classroom is different (from other kinds of classrooms). It should be someone who has passion, who cares, who knows their content, a teacher who can teach many kids with different learning styles.”

—Marie Johnson
parent, Southgate
school district

While adults also did not comment on the details of the official definition of a qualified teacher, they often knew the effects. One San Fernando Valley parent admitted she does not speak English well, “but I know bad grammar when I see it on a bulletin board,” she said. A Southgate school district parent who had gone to the website to find out about the percentage of highly qualified teachers at her child’s school learned that many were uncertified. “That confirmed for me why he was getting photocopies and dittos in his classroom,” she said. A Sacramento mother of seven children acknowledged she was “no psychologist,” but she knew enough to believe teachers need to adjust their instruction to fit individual children’s needs and styles. “Learning takes place in a variety of ways, and no one approach best fits all,” she said. She did not see those skills in her children’s teachers.

Primarily, however, the parents who testified faulted the training of teachers and principals for urban, diverse classrooms. Many wanted teachers who truly cared more about their children and implied through their testimony that if educators understood their communities and cultures better, they would feel more personal responsibility toward students.



A highly qualified teacher for Hilda Nunez of San Fernando Valley is one with more than just the necessary education requirements. She described a teacher at her daughter's middle school, who teaches students from Guatemala, Mexico, and El Salvador. During his vacations, said Nunez, "he takes his family to these different countries so they will know where his students come from and understand more about them. That is what I call a high-quality teacher, someone who is really interested in his students."

Representing the Families and Schools organization in the Los Angeles school district, Maria Leon suggested that the curriculum for preparing teachers be changed so that new teachers have the skills to teach children with difficult problems. "They have to be like counselors," she said, "and know about the community, how they can inspire kids to be leaders and make a difference in their communities." These would be good skills for teachers everywhere, she added.

A Sacramento businesswoman, active in school reform for 15 years, wanted teachers to have better skills working with parents and communities. The community can produce wonderful reforms, but teachers must be receptive to them, according to Mary Lynn Kagan. She explained: "*Somehow we have to educate teachers and help them relax with partnerships and collaboration with the community and parents. Teachers work so independently in their classrooms. They do what they're going to do with their students. And if a parent comes in to assist in the classroom, it really is threatening. We need to get past that.*"

Some who testified, however, were sympathetic to teachers and recognized pressures on them that prevented them from acting professionally. Kagan told of many instances of teachers being silenced if they objected to the overemphasis on testing. Parents talked about teachers' fears of losing their jobs if their students' test scores did not improve.



What We Learned About Building Community

By requiring education officials at state and local levels to provide information on schools and giving parents opportunities to choose options based on that information, NCLB ideally purports to be building well-informed communities.

It is not happening that way, according to the testimony in Sacramento and in Los Angeles. The options available to parents—to transfer to higher achieving schools or to choose providers of supplementary education services—have proven hollow. They were not available or badly organized. Moreover, parents are having difficulty accessing information. Finally, they and community leaders are more interested in making neighborhood schools excellent than in transferring children to other schools.

In California, with its great language and cultural diversity, parents struggle to get recognition that “they matter.” More than at any of the other hearings, those in California revealed the great passion poor parents have for a good education for their children and the disillusionment from feeling they are lost in a system that does not care. Most of those who testified felt they were doing their part. They had served on school site councils, or worked on committees, or tried to organize parents in order to keep them informed. One such parent from the Sacramento schools said that even with all the guarantees in NCLB on parent involvement, parents are still not at the table: *We need to be vital members of a task force. It should not be that they can simply say: ‘Okay, good, we have the requisite parent here.’ We’re told how it’s going to be. ‘This is what you’re going to do, when you’re going to do it.... Here is how it’s going to happen. Do it or else.’* –Marjorie Beazer, parent, Sacramento



A parent from the Washington Unified School District near Sacramento chaired her school site council and refused to sign off on the school improvement plan because she did not have budget information. She required the help of a mediator to get the information. A Los Angeles community representative told of restraining orders filed against parents. In Sacramento schools, a parent who wanted to organize training for other parents asked for mailing lists but was told that would violate privacy policies. When she asked the school system to send out a letter she drafted, she was turned down, also. Her group is using phone trees and bulletins to reach parents, but she wished the school would help out. A Sacramento Site Council chair had to have written permission from the principal to visit in her children's school.

Despite NCLB's guarantee that parents are to be included in decisionmaking, schools are not complying with the regulations, according to Southgate parent Marie Johnson. "Parents are still only being used to rubber stamp with no input on even the training mandated under Title I," she said. Schools lack parent involvement policies and are failing to give notices on meetings, to provide information in languages parents understand, and to offer training on the understanding of school procedures and decisionmaking committees, according to testimony in both Sacramento and Los Angeles. Johnson's observation: "Parents are being left behind."

The most obvious indicator of being left powerless despite assurances under NCLB is the difficulty parents have in getting information. Traditional means of communication for schools—notices sent home in backpacks, newsletters, or now, electronic postings—do not reach many parents or are presented in such jargon that they are inaccessible to them. Parents stumble onto information at school fairs or, for those brave enough, by asking for it directly. Maria Leon of Families and Schools

in Los Angeles complained that information about NCLB is known "only by those organizing and working around the law. The principal and the administration are well aware of it, but unfortunately this information does not disseminate down to the parents." If parents were informed, she added, "We could help support our children and help them improve their quality of living."

One issue is that parents do not know what information to ask for. "Information doesn't trickle down," said parent Marjorie Beazer of Sacramento. "I can't ask a question that I don't know is there to be asked. If I'm told the law says this is available to me, you have a right to it, I answer what is it? I have no idea what its relationship is to me. API scores. What does that mean?"

Not only did the testimony indicate some schools were out of compliance with NCLB parent involvement and reporting requirements, many parents felt stonewalled by school administrators when they asked for information. Said Patricia Sulpizio, a parent at River City High School: "*Districts should be somehow—I'm not sure 'force' is the right word—to be encouraged to have parent liaisons on campus and (to understand) that it is mandatory that site council members have training.... We had to beg for it. And then we were asked: 'You guys really want to do training?' Like we were sort of foreign, that it was sort of odd that we would even want to get this information or get the training.*"

Choice

The information on school performance presumably lays the foundation for parents to seek transfers to higher performing schools, if their current school fails to improve. The other alternative is to enroll their children in Supplemental Educational Services (SES), primarily school tutoring services.



In smaller districts, there are no alternative schools parents can transfer to, and even in larger districts the choices are limited and require transportation. Again, parents received information about eligibility for transfers late; some were unaware of the supplemental services. Testifying in Los Angeles, Valerie Munez said that once parents apply for supplemental services, “they take forever to actually let your child receive these services. Until this date, children have applied sometime in the middle of last year and still haven't received the supplemental services.”

A more basic frustration with the transfer option, however, is that it undermines people’s hopes for their neighborhood or assigned schools and hinders building community cohesion. Cynthia Hill, a business leader who testified on behalf of La Raza in Los Angeles, said that as a business owner, “it is counter intuitive to penalize, sanction, or withdraw resources from an under-performing entity or department.” It makes far more sense to use accountability policies to target assistance to actually improve the school. Moreover, she said, “we have serious concerns and reservations about the prospect of simply moving children from one place to another as if it is a magic wand. That doesn’t solve the problem. We believe that children should be educated in their community.”

While acknowledging that parents who don’t like what’s happening to their child at a school might want to transfer to another, Mary Lynn Kagan of Sacramento said this goes against a collective response to improving schools. “You break down the student’s community in the school,” she said. “You break down the sense of community in the neighborhood if you just say, ‘Okay, let’s send them someplace else.’ My children are always going to be in relation to every other child in this community as they grow up.... Of course, we all care about what happens to our children. But we have to see it in this bigger picture.”

“Having this type of hearing, discussion, and dialogue is the only vehicle we have under this particular law to really begin to engage people to say how can we make it work, what isn’t working...and to make sure all the components are there to truly make it a success.”

—Beth Osthemer,
state director of the
Children's Defense Fund



Public Education Network Online Survey Results

From August 10 through November 17, 2004, Public Education Network, through its GiveKidsGoodSchools.org advocacy website, conducted a survey on various aspects of *No Child Left Behind*. The online survey garnered 12,000 responses from people around the country who joined in this vibrant and vital national debate on public education.

PEN analyzed the data, which was disaggregated by state, to provide a snapshot of knowledge and attitudes about *No Child Left Behind*. The results for California are on the following pages.



Demographics (1466 respondents)

Age

Under 18	0.5%
18-24	2.5%
25-34	15%
35-50	39%
50-65	38%
Over 65	5%

Race/Ethnicity

African-American	2.5%
Asian or Pacific Islander	3.5%
Hispanic/Latino/Mexican	9%
Native American or Alaskan Native	1%
White	75%
Other	9%

Gender

Female	80%
Male	20%

Education

Less Than High School	1%
High School Grad or GED	2%
Some College	15%
Four-year College Degree or More	82%



Please identify yourself
(check all that apply)

Educator	63%
Elected Official	1%
Parent/Guardian of Current Public School Student	33%
Parent/Guardian of Former Public School Student	23%
Community Activist	16%
Concerned Community Member	45%
Business Person	10%

Did you vote in the last election?
(check all that apply)

School board election	78%
Mayor	71%
State legislator	83%
Governor	90%
US Congress	84%
US President	89%
None of the above	3%

Please identify the type of school(s) your child(ren) attend. (check all that apply)

Public school	63%
Private school (non-religious)	5%
Parochial or religious school	5%
Home school	2%
Too young to attend school	5%
I do not have children	22%



How They Responded to the Survey Questions

Have you heard of the NCLB Act?

Yes	98%
No	2%

What do you know about NCLB?

Have heard of the law, but know little about its provisions	15%
Know about some provisions of the law	51%
Have an in-depth knowledge of the law	34%

Where have you received most of your information about NCLB? (check all that apply)

Parents	10%
Teachers	40%
Administrators	51%
Other school personnel	29%
Community organizations	13%
Local newspapers	37%
Local television	18%
Radio	14%
National media	34%

Do you believe NCLB is:

A good law and should be continued without change	9%
A law that needs changing	55%
A law that should be repealed	36%

Does NCLB require too much testing, too little, just right?

Too much	74%
Too little	3%
Just right	8%
Don't know	15%

Do you believe that EVERY child in the country will score at grade level or above by the end of the 2013 school year, as required by NCLB?

Yes	2%
No	90%
Unsure	8%



Should states and school districts be required to report test scores on the basis of disability, income, English language proficiency, race/ethnicity?

Yes	55%
No	25%
Unsure	20%

Do you believe that a single test can tell if the entire student body needs academic improvement?

Yes	6%
No	92%
Unsure	2%

Do you believe that a single test can tell if the individual students are performing satisfactorily?

Yes	8%
No	90%
Unsure	2%

Do you believe that every child should have a qualified teacher?

Yes	96%
No	2%
Unsure	2%

Do you believe that, by 2005, every school will meet the NCLB requirement that all teachers must be qualified in the core subjects that they teach?

Yes	16%
No	72%
Unsure	12%

Have you received information from your school district about the qualifications of teachers in your schools?

Yes	47%
No	53%



How would you rate the teachers in your local schools?

No qualified teachers	0%
Some qualified teachers	13%
Many qualified teachers	58%
All qualified teachers	18%
I have no way of judging	11%

Have schools in your community been labeled as “needing improvement” or “failing” because of NCLB?

Yes	60%
No	19%
Unsure	21%

Are you getting enough information about the performance of the schools in your community?

Yes	57%
No	43%

Has NCLB made a difference in any of the following areas? (check all that apply)

Access to information about schools	28%
Student performance	18%
Parental involvement	7%
Teacher quality	14%
None of the above	59%



Have you been asked to become involved in any of the following educational activities related to NCLB? (check all that apply)

Developing state standards	5%
Developing the state test required by NCLB	2%
Developing the state and/or local report cards required by NCLB	6%
Developing the district Title I parent involvement policy	6%
Giving input into the district annual Title I program	10%
Making recommendations for what constitutes a “highly qualified teacher” under NCLB	6%
Participating in the improvement team for schools that were identified as needing improvement under NCLB	13%
None of the above	74%

NLCB gives parents and students attending low-performing schools a choice option (transferring to another public school within the school district).

Do you think this option will help students perform better academically?

Yes	26%
No	74%

NLCB gives parents and students attending low-performing schools a supplemental educational services option (providing tutoring beyond the regular school day to help students meet the standards).

Do you think this option will help students perform better academically?

Yes	76%
No	24%



For More Information . . .

Public Education Network

601 13th Street, NW
Suite 710 South
Washington, DC 20005
Phone: 202-628-7460
Fax: 202-628-1893
www.publiceducation.org

PEN's advocacy website,
GiveKidsGoodSchools.org:

www.givekidsgoodschools.org

Education Commission of the States

700 Broadway, #1200
Denver, CO 80203-3460
Phone: 303-299-3600
Fax: 303-296-8332
<http://www.ecs.org>

California Department of Education

<http://www.cde.ca.gov/index.asp>

California Governor's Office

http://www.governor.ca.gov/state/govsite/gov_homepage.jsp

California General Assembly

<http://www.electgop.net/ca/ga/>

California State Government and Services

http://www.ca.gov/state/portal/myca_homepage.jsp

National Conference of State Legislatures

<http://www.ncsl.org>

Denver Office:
7700 East First Place
Denver, CO 80230
Phone: 303-364-7700
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444 North Capitol Street, N.W.
Suite 515
Washington, DC 20001
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Council of Chief State School Officers (CCSSO)

One Massachusetts Avenue, NW
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Washington, DC 20001-1431
Phone: 202-336-7000
Fax: 202-408-8072
<http://www.ccsso.org/>

U.S. Department of Education

400 Maryland Avenue, SW
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