

Approved: 3/15/93
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on March 11, 1993 in Room 123-S of the Capitol.

All members were present except: Senator Sheila Frahm (Excused) and Senator Anthony Hensley (Excused)

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
LaVonne Mumert, Committee Secretary

Conferees appearing before the committee:
Gerald Henderson, United School Administrators of Kansas
Dr. Merle Hill, Kansas Association of Community Colleges
Craig Grant, Kansas National Education Association
Richard Whitmer, USD #328
David Roos, Allen County Community College

Others attending: See attached list

Senator Corbin made a motion to approve the minutes of the March 9, 1993 meeting. Senator Emert seconded the motion, and the motion carried.

SB 75 - Teachers, nonrenewal or termination of contracts, professional improvement policies

Gerald Henderson, United School Administrator of Kansas, testified in support of SB 75 (Attachment 1). He talked about the parallels of school accreditation and the achievement of career teacher status as contained in SB 75. Mr. Henderson said that the bill provides enhanced opportunity for administrators to help teachers to grow. He mentioned some concerns about the bill: additional responsibility for principals, the time factor for very small schools and the availability of a sufficient number of consulting teachers.

The Committee received written testimony in support of SB 75 from Dr. William Wojciechowski, Pratt Community College/Area Vocational School (Attachment 2).

Dr. Merle Hill, Kansas Association of Community Colleges, presented testimony on SB 75 (Attachment 3). He said that the 19 community college presidents voted 19-0 to support SB 75 but would prefer to have their faculty removed from the continuing contract provisions of Kansas law and instead have a tenure policy like that at most higher ed institutions. Dr. Hill explained that the faculty members are not specifically opposed to changes in the tenure law but feel there should be provision to grandfather faculty who are already tenured. In addition, they are concerned about due process provisions for someone denied career teacher status. Dr. Hill supplied written testimony from Dr. Leon Hazen, Neosho County Community College (Attachment 4) and from Dr. Clark Coker, Dodge City Community College (Attachment 5), both in opposition to SB 75.

Craig Grant, Kansas National Education Association, testified in opposition to SB 75 (Attachment 6). Mr. Grant said that SB 75 would take away job protection and true due process for many teachers. He stated that boards of education would make an economic decision under SB 75. He advised that his organization is in support of formative and summative evaluation but that these issues should not be placed in the due process law.

Richard Whitmer, USD #328, expressed opposition to SB 75 (Attachment 7). He described his termination by the USD #328 Board of Education, subsequent hearing and reinstatement. Mr. Whitmer said that SB 75 would remove the opportunity for teachers to challenge allegations made against them in an independent fact-finding process.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on March 11, 1993.

David Roos, Allen County Community College, spoke in opposition to SB 75 (Attachment 8). He expressed concern that the bill does not grandfather in currently tenured community college faculty. He also said that the six-year process is too long. Mr. Roos stated that the board can choose whether or not to grant tenure and questioned what recourse would be available if career status is not granted. He added that the pay differential in the bill is another mandate without funding.

The Committee was also provided with a survey on Kansans' Attitudes Toward Education, from Emporia State University (Attachment 9) and a Gallup/Phi Delta Kappa Poll of the Public's Attitudes Toward the Public Schools (Attachment 10).

The meeting was adjourned at 2:30 p.m. The next meeting of the Committee is scheduled for Monday, March 15, 1993.

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 3/11/93

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
GERALD HENDERSON	TOPEKA	USAID-KS
Rod Bieker	Topeka	KUDE
Dave Perry	Jola	KACC - Faculty
Melvin Hye	Topeka	KACC
Jay Cole	Topeka	KNEA
Chas. C. Burnett	Topeka	USD 301#
Harold Pitts	Topeka	HAARP-CCTF
Robin Nichols	Nichols	Wichita Public Schools
Mark Tallman	Topeka	KASB
Jacqueline Dases	"	SQE
Dan Hermes	"	DOB
Rosa Lee Whitmer	Wilson	KNEA
Richard L. Whitmer	"	"
DAVID Chauner	Topeka	✓
Tom Heenan	Hill City	USD 281
Wayne Stewart	Oberlin	USD 294
Nancy Ramsey	Lindsborg	Leadership Lindsborg
Robert L. Pabm	"	"
St. Charles	Lindsborg	Bellevue College
Herchel Rose	Wellsville	CT
Curtis L. Gray	Junction City	Teacher member KNEA
Cleta Remyer	Salatha	Right to Life of KS
Kenda Butlett	Leavenworth	CWA of KS
Don Bruner	Topeka	KDHR

SENATE EDUCATION COMMITTEE

TIME: _____ PLACE: _____ DATE: _____

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Craig Grant	Topeka	KNEA
Sammy Becker	Lindsborg	Leadership Lindsborg
Carol McKean	Lindsborg	" "
Kaye Leaton	"	" "
Bruce Goeden	Topeka	Kansas NEA
Chuck T. Iman	Topeka	KNEA
Margie Blaufuse	Lindsborg	KNEA
Barbara Cole	Topeka	KNEA
SHELBY SMITH	Wichita	KACC
Carolyn Imperian	Overbrook	Interest College
Jennifer Anderson	Emporia	intern for Rep. L. Andy Ruff
Denise Apt	Topeka	KACC / USA
Connie Theeisel	Topeka	State Bd of Education
Bill Munk	M. W. W. A. Park	St. Bd. of Ed.
Minta Rumsey	Topeka	
James L. Marchello	TOPEKA	KNEA ^{CAPITAL} UNISERV



SB 75

Testimony presented before the Senate Committee on Education
by Gerald W. Henderson, Executive Director
United School Administrators of Kansas
March 10, 1993

Mister Chairman and Members of the Committee:

United School Administrators of Kansas (USA) appreciates this opportunity to rise in support of **SB 75**. I will not spend time reviewing the provisions of the bill, since you have been provided a complete outline by Cindy Kelly of KASB. I will rather spend my few moments with you discussing why we support **SB 75**, and secondly I will speak about our concerns for a few minor problems with the bill which we believe warrant further discussion. USA supports **SB 75** because we believe that the provisions of the bill fall readily in line with the school improvement philosophy which is the basis for Quality Performance Accreditation. Schools embarking on the road to demonstrated improvement must develop a plan which serves as a guide throughout the process. Quality Performance Accreditation allows no options in this matter. Schools **must** profile where they are, identify where the state and local patrons want them to go, and develop a plan to get them to the agreed upon level of performance. Schools which do not follow this process are not accredited.

SB 75 requires that teachers who wish to be fully recognized as "career teachers" must follow a similar course. A teacher must, along with her/his supervisor, profile where he/she is regarding demonstrated teacher skill and competency. The teacher and supervisor must identify where they want to go, and must develop an improvement plan to get the teacher to the agreed upon performance level.

The parallels in the process of school accreditation and the achievement of "career teacher" status do not stop here. Just as the elected state board of education has the final authority to grant or deny accreditation, so the elected local board of education has the final authority to grant or deny achievement of "career teacher" status. And both decisions must be

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grounded in the demonstration of agreed upon performance levels.

A second reason for supporting **SB 75** lies in what we believe to be enhanced opportunity provided in the bill for administrators to help teachers to grow rather than deciding to recommend nonrenewal. Most building principals operate much like I did regarding probationary teachers. Prior to recommending a teacher for a fourth-year contract, I would ask the question, "Can I do better?" If I thought I could do better for the students in my school by looking for a replacement teacher, I did not take a chance on granting tenure to a teacher about whom I continued to have doubts. Say what you will about the current law, it takes an extraordinary amount of time to gather the documentation needed to nonrenew or terminate a tenured teacher.

SB 75 would allow a principal the option of saying to a probationary teacher that while some question exists about potential long term excellence, the principal is willing to place the question of tenure in the hands of a process which requires an improvement plan monitored not only by the supervising principal, but by a consulting peer teacher and the Professional Improvement Panel of the school district.

Now a few words about our concerns with **SB 75**. The role of the building principals is in the midst of tremendous change, as principals become the instructional leaders called for in effective schools research. Until recently, a great deal of a principal's time was taken up with management chores. The evidence provided by the effective school's movement requires that building principals be recognized as instructional leaders who pay particular attention to the quality of teaching and learning in the building. This is fine except that many communities are having trouble changing their thinking about what a principal is supposed to do. Many still view principals as the people who meet the bus in the morning, ensure that maintenance on facilities is completed, supervise the food service program, supervise activities programs, and all of the activity that can keep a principal out of classrooms. While a building principal has responsibility for all of these things and more, schools which place teaching and learning as the highest priority are arranging for others to carry the load in the management issues mentioned. Until such time as all school districts

recognize the changing role of the building principal, and value teaching and learning above all else, principals may well balk at adding responsibilities without a corresponding reduction in management tasks.

A similar concern lies in very small schools where one administrator may well wear three hats. Finding time to spend with this new process could be problematic. The implementation of Quality Performance Accreditation in Kansas schools has already caused many of my members who are principals to wonder about getting everything done. The administrator who serves as superintendent, elementary principal and high school principal would also be the administrator member of a two-person Professional Improvement Panel. We believe some discussion still needs to take place on this issue. Perhaps some collaboration/cooperation between districts will again be the solution.

Another potential problem lies in the availability of enough trained and qualified consulting teachers. If each "continuing teacher" must have a consulting peer, and we believe that model has merit, there will need to be a lot of time made available to top-notch teachers which will take them out of classrooms. Making time available requires money. In addition, this concern is raised at a time when the top teachers of a school are asked to spend time outside the classroom working on projects involving Quality Performance Accreditation.

Finally I would comment on a concern I have heard from some teachers, including one who used to live under my roof. The complaint is that due process rights now afforded teachers under current law would be taken away. **SB 75**, if passed, is due to become effective in 1997, thereby allowing all teachers who qualify to achieve "career" status. If we really believe in the concept of continued improvement and that even the good can get better, then we are not afraid of the process outlined in this bill. In our judgement, those who are afraid are probably those who could not qualify for "career" status under the process.

We agree with the provisions of the bill which would provide monetary recognition for those teachers who have achieved "career" status, and believe that the peer and supervisor assessment program outlined in the bill will answer the need for a valid measure to

determine additional pay or compensation based on merit.

As one of my members said as we visited about **SB 75**, "I would look forward to a time when I spend my time working with a teacher on a plan of professional growth and improvement, rather than spending time gathering documentation to support nonrenewal."

Again, we appreciate this opportunity to speak in favor of **SB 75** and would attempt to answer any questions.

LEG/SB75

Testimony of Dr. William A. Wojciechowski, President

Pratt Community College/Area Vocational School

In Favor of Senate Bill 75

Mr. Chairman and distinguished members of the Education Committee. I am here to voice my opinion in favor of this proposed legislation which I believe is long overdue in this state. First, I would like to put the term "tenure" - which is the result of the continuing contract law - into some historical perspective. Tenure is a form of job protection which was devised around the turn of the century as a means of protecting the academic freedom of the teachers in the classroom. It came as a result of the prohibition of teachers to deal with sensitive subjects in the classroom. The Theory of Evolution is an example. In public education, tenure evolved as a means of protecting teachers from indiscriminate firing or layoffs simply to replace that teacher with a person at the lower end of the salary scale as a means of saving money. Today, tenure serves neither of those purposes. Boards and administrations are more responsible and are held accountable for their actions, and teachers are afforded due process. But, like so many other traditions, tenure is here to stay. The period leading up to tenure serves more importance than the concept itself;

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and that is what this proposed legislation really addresses. The years leading to a permanent contract are very important because they allow for the evaluation of the competency of that teacher after a period of observation, gathering data on the outcomes of what has been taught, and assessing the overall worth of that teacher in terms of his/her performance and support for the goals and objectives of the institution. The time period allowed under present law, i.e., three years or at the fourth contract, is not enough to allow for such a crucial decision. And, that decision is crucial because, in effect, it virtually guarantees employment which can only be discontinued after lengthy observations, data gathering, hearings, appeals, and the list goes on. Today, teaching and learning are more complex processes than they were years ago. Subject matter has changed considerably; the means by which that subject matter is delivered have changed considerably not only because of sophisticated technology but also because we know more about how people learn. The sophisticated theory about left and right brain capabilities and the systems approach to learning are just two cases in point. Because of the increased complexity of both teaching and learning, administrators must take more time to evaluate teachers to assure themselves not only of the subject matter expertise

but also on that teacher's understanding and application of learning theories and delivery methods. It takes considerably more than one classroom observation a year or a semester to accomplish this. At Pratt Community College/Area Vocational School for example, our instructional deans supervise approximately 20 teachers each as just one of a myriad of administrative duties. Our management philosophy focuses on inservice education and training as a means of improvement because we believe we have a responsibility to our teachers to help them improve. The proposed legislation allows for sufficient time to render effective evaluations, to work with the teacher to improve where necessary, and then to evaluate the outcomes of that process. With the requirement of student outcomes assessment as a criterion for accreditation, community colleges must now begin to track students and student data to determine the effects of the teaching-learning process in terms of the institution's objectives. This process assures the student that he/she is getting the education they have contracted for, but it will also provide an added means for measuring the performance of the teacher in the classroom and laboratory. However, the process requires that we track students and student data for up to two years after they leave our institution. It's a complex process that

two years after they leave our institution. It's a complex process that takes time. The proposed legislation gives us this time. The new Section 10 is, in effect, the type of tenure policy followed by the vast majority of four year colleges and universities, i.e., tenure not being granted until the seventh contract is offered and signed. This, I believe, is essential for community colleges. We are institutions of higher education, and we should operate under policies generic to those kinds of institutions. Finally, I believe the new legislation is added protection for the teachers themselves. Because of the complexity in teaching and learning I discussed earlier and because of the limited evaluation time we now have, more administrators cannot give teachers who are having some difficulties the benefit of the doubt. It's the old cliché of "It's better to be safe than be sorry." It's better to let the teacher go than take the chance that the teacher's performance is likely to improve. The new legislation allows for that time and, in effect, the additional time is a form of protection. Subject matter sophistication, the psychology of learning, complex technology, sophisticated delivery methods, continued accreditation, assured accountability, and thorough evaluation -- I see all of these being considered and accommodated as a result of the passage of this legislation.



KANSAS ASSOCIATION OF COMMUNITY COLLEGES

Jayhawk Tower, Suite 901 • 700 S.W. Jackson • Topeka, KS 66603

W. Merle Hill
Executive Director

Phone 913/357-5156
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To: Senate Committee on Education

From: Merle Hill, Executive Director
Kansas Association of Community Colleges

Date: March 11, 1993

Subj: Senate Bill No. 75: AN ACT concerning teachers; relating to non-renewal or termination of contracts of employment; requiring adoption of professional improvement policies by boards; amending K.S.A. 72-5436, 72-5438 and 72-5445, and repealing the existing sections.

Mr. Chairman, members of the Committee, I am Merle Hill, executive director of the Kansas Association of Community Colleges. Thank you for giving me the unusual opportunity to speak on both sides of the issues presented in Senate Bill No. 75.

My opportunity is unusual because the Kansas Association of Community Colleges is made up of all trustees, administrators, faculty and staff and students associated with the 19 community colleges in the state. Our Delegate Assembly is comprised of 19 trustees, 19 administrators (presidents), 19 faculty members and 19 students. An analogous organization might be one comprised of the Kansas Association of School Boards, United School Administrators, K-NEA, and the Associated Students of Kansas.

It will probably not be a surprise to you that on the issues contained in Senate Bill No. 75, the 19 faculty delegates and the faculty they represent disagree with the 19 trustees and 19 administrators and those they represent.

On the major issue in Senate Bill No. 75 the 19 community college presidents agree - that of changing the granting of "tenure" upon the signing of one's fourth contract to the seventh contract. This is only the second time in the last 10 years that I can remember a 19-0 vote by the presidents on any matter.

Although the presidents did vote 19-0 to support the bill, many of them believe their faculty members are not addressed appropriately in it. Community college faculty, as

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you know, are not certified by the State Board of Education; they are not teacher-education "majors" but individuals who "majored" in academic disciplines; the "new-hires" are not 22-year-old baccalaureate graduates but, typically, experienced master's-degree teachers who have already been granted "tenure" status at a high school or another college and have, on average, 6-7 years of experience in teaching and /or business and industry.

Given an option, the community college presidents would prefer to have their faculty removed from the continuing-contract provision of the Kansas statute and have the opportunity to craft, instead, a tenure policy like that found at most institutions of higher education - with tenure being granted after the completion of six years of service - not automatically but only after review by a tenure committee, approval of the academic dean and president and final approval by the board of trustees.

Three community college faculty members will present testimony in opposition to Senate Bill No. 75 today, one in person and two in absentia. They do not specifically oppose changes in the "tenure" law, per se, but are concerned that there is no "grandfather clause" for already "tenured" faculty. Also, they perceive no due-process provision for someone denied the status of a career teacher.

- o David Roos, who will testify in person, left a position in marketing in business to teach and has been a faculty member at Allen County Community College for 20 years. In the college's own "review process," he and his work have been reviewed six times and have been given "superior" ratings each time. In addition, the community thinks enough of him to have elected him as a member of the school board. Yet under the provisions of Senate Bill No. 75, Mr. Roos would have to return to the status of a continuing teacher and seek "tenure" again.

- o Dr. Leon Hazen, who has submitted written testimony, is a long-time faculty member at Neosho County Community College and has three degrees in his specialty, English composition and writing. The Neosho County Community College faculty members have elected him for some 20 years to represent them in Association activities. In addition, he is the only individual who on two occasions has been elected to be president of the Kansas Association of Community Colleges by trustees, administrators, faculty and students. No trustee and no college president has been accorded that honor. It appears unusual to require Dr. Hazen to return to continuing-teacher status.

- o Clark Coker, English instructor at Dodge City Community College, has also submitted

written testimony. For the past six years, his colleagues at the other colleges have elected him to chair the 19-college student academic challenge competition. On five occasions I have asked him to make presentations at the Association's annual in-service conference because of his expertise. He, too, would have to revert to continuing-teacher status.

There you have both sides of the KACC coin for Senate Bill No. 75. I shall attempt to answer any questions you might have. Thank you.

Testimony: SB 75**Presented to: Senate Committee on Education****Presented by: Dr. Leon Hazen, Div. Chair, Liberal Arts
Neosho County Community College**

Ladies and gentlemen, thank you for your attention to my comments regarding SB 75. I submit the following concerns:

1. The proposed change in statute would create a situation in which only one of the several segments of college-level education in the state would be governed by a law not applicable to the other segments. Specifically, community college faculty would be made to operate under restrictions not applicable to other post-secondary faculty -- a condition which seems to be without sound basis. If, therefore, the proposed law is to be seriously considered, I ask that you consider deleting its application to community colleges.

2. The contents of the bill seem primarily to be directed toward K-12 faculty.

Community colleges, in contrast to unified school districts, tend strongly to draw faculty members from an older, more highly qualified pool of instructors. However, this group of educators -- generally established and proven in their areas of expertise -- would lose their established "tenure" and due process along with those who may be less qualified. The proposed law appears to make no provision for "grand fathering" proven instructors.

3. At a time when the entire nation is demanding more from education, one cannot help but question the effect of any legislation which has the potential to deter talented young men and women from entering the field, collegiate or otherwise, due to the lack of uncertainty regarding their futures. If we are, in fact, truly interested in improving education, should we not consider the negative impact of allowing an ineffective instructor to remain in the classroom for six years and then perhaps for an indefinite extension of time on an annual basis? I respectfully propose, instead, that we retain the existing law and insist that it be made to work as intended at the end of the initial three years.

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March 9, 1993

Senate Committee on Education
c/o W. Merle Hill, Executive Director
Kansas Association of Community Colleges
Jayhawk Tower, Suite 901
700 S.W. Jackson
Topeka, Kansas 66603

Dear Senators:

I am a full-time Professor of English and Literature at Dodge City Community College, where I have taught for the last nineteen years. I am also the Faculty Delegate from my college to the Kansas Association of Community Colleges, with a long-standing interest in State Legislative affairs. I am writing to you, now, to express my opposition to Senate Bill 75, as it is currently formulated.

Please understand, I do not oppose tenure reform, because tenure is, unfortunately, a system that is subject to genuine abuse. However, I believe that Senate Bill 75, as it is currently written, will only aggravate existing problems and will prove unsatisfactory in the long run.

To begin, I oppose the Bill because it does not contain a so-called "grandfather clause" to protect faculty members who are already tenured. This seems an unnecessary and unjust treatment of those who have worked hard to serve their students and institutions and who have earned the right to tenure in the process. It is not necessary to exclude a grandfather clause simply on the basis that administrators need the authority to strengthen their staffs by eliminating ineffective faculty members. Administrators have that authority already. Excluding a grandfather clause will create needless problems and resentment, which are certainly not the goals the Bill seeks to attain.

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In addition, I oppose the Bill because it does not provide for a due process procedure if tenure is denied to a faculty member. Theoretically, a faculty member could be denied tenure his or her entire career, with no recourse whatsoever. To the degree tenure functions as a form of job security, this obviously poses potential problems. However, tenure is not simply a matter of job protection. It is the basis for all real teaching--the necessary assurance that a teacher may work in the classroom in pursuit of Knowledge, unhindered by influences and pressures from the outside. Surely, if a teacher is to be denied this basic condition of work, then he or she should have the right to protest and to appeal, with genuine expectations of redress.

In conclusion, I encourage you to vote against Senate Bill 75, as it is currently formulated. Please, maintain your concern for quality instruction in our schools and community colleges, but do so in a just manner which will avoid needless problems and which will genuinely

Thank you very much for your time and attention.

Sincerely



Clark J. Coker
Professor of English
Dodge City Community College
2501 North 14th Avenue
Dodge City, Kansas 67801



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Craig Grant Testimony Before
Senate Education Committee
Thursday, March 11, 1993

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas NEA. I appreciate this opportunity to speak to the committee in opposition to SB 75.

In preparing to talk to the committee, I found the following quotation of interest:

"No man of spirit, of self-respect, and of capability would want to hold an office or position at the whim or caprice of a body of men....No man of spirit, of self-respect, and of capability would accept an office unless he felt that he was certain to hold the same for some reasonable period of time. The shorter and more precarious the tenure of the office, the less attractive, important, and valuable it would be and, generally, men of only inferior talent could be found to accept it or to perform its functions."

The above quote was taken from a 1878 Kansas Supreme Court decision. Today, when we are asking for teachers to take on more and more responsibility, to be willing to experiment and take risks in order to do a better job teaching the children of this state, those words ring only too true about SB 75, which would take away job protection and true due process for many Kansas teachers.

The attack on the due process rights of teachers is hidden in the flowery language which has been described as a university tenure system. We need to clarify a point--teachers in Kansas do not have a tenure system

presently. Any use of the term is probably either inaccurate or misleading. Our members are not interested in tenure. We continue to request that the current provisions of the due process law--passed just last session and effective last July 1--have a chance to work.

As far as we can determine, only two cases of fired teachers have come to a hearing under the new provisions. In both cases the hearing officer voted for the board of education and the board won. It is hard to believe that someone advocating for a change could state that our current statute is an impediment to the efficient and successful delivery of education.

It is not hard to believe that school board advocates would not want to return to a plan which would condone arbitrary and capricious action by boards in Kansas. Basically, that is what the first six pages of this bill promotes. Robert Hubbard and Richard Whitmer are two of many victims of arbitrary and capricious acts by a board of education. When faced with facts and decisions which demonstrate their error, boards continually ignore reason and never admit to a wrong decision.

I believe the reason we were able to change our due process law is that boards of education across this state proved to the legislature that they could not be trusted to make honest and fair decisions with regard to firing of employees. The legislature determined that the only way to guarantee fairness to a fired employee was through a hearing before an impartial third party. That process will now be denied all teachers who do not attain "career" status.

Boards of education, under SB 75, will make an economic, as well as a procedural decision. The board would decide whether it could "afford" the procedural due process and the differential pay contained in the bill. Boards and administrators presently make a procedural decision after the

third year of employment. Any good administrator can, and should, make an informed decision as to the quality of the job a probationary teacher is doing after a three year period.

Lest this committee think either that I have not read the entire bill or choose not to find anything positive about an onerous bill, let me talk about sections 11 and 12 of the bill on pages 8 and 9. These are the "good" sections of the bill; however, they do not belong in the due process/continuing contract law. They do not deal with these issues, but rather with employee evaluation. Thus they belong in section 72-9001 of the Kansas Statutes.

These sections address the ideas of formative and summative evaluation that Kansas NEA has advocated for years. The sections involve practitioners in inducting new colleagues into the profession, in assisting each other in refining and perfecting those initial skills which have developed in teacher preparation programs. This section could provide a mechanism for school districts to assist and evaluate the quality of classroom performance early enough in an employee's career for the district to make an informed decision as to whether or not to allow nonprobationary status.

Frankly, many districts have adopted a guided program for probationary teachers, modeled after the Kansas Internship Program which Kansas NEA proposed, the legislature adopted and then cancelled for lack of funds. This internship program allowed mentors time to observe and work with the new teachers.

We know that the first several years in a classroom are critical for a teacher's future success. If the real intent of SB 75 is to ensure quality performance of licensed personnel, especially early career teachers, it is

counterproductive to start an improvement plan in the fourth year of employment. Although these two sections appear to have merit, they are misplaced.

Kansas NEA opposes SB 75. We would be interested in working on a true school reform and employee improvement package when the program becomes uncoupled from the sections which take away the present due process rights of our teachers. Maybe then we can continue to attract those men and women "of spirit, of self-respect, and of capability" we need to teach our Kansas children.

Thank you for listening to our concerns.

TESTIMONY OF RICHARD WHITMER
SENATE EDUCATION COMMITTEE
THURSDAY, MARCH 11, 1993

My name is Richard Whitmer and I want to thank this committee for an opportunity to speak in opposition to Senate Bill 75.

After 32 years of teaching, I have had a first-hand opportunity to witness how necessary the current Kansas Due Process Law is to protect the rights of all Kansas teachers. I am an example of a teacher who was "terminated" as a result of Board members' interference in the administrative process. Without due process, my career would have been shattered forever and the unfounded accusations which were lodged against me would have been responsible for destroying my teaching career.

On May 26, 1992, the superintendent of schools and my building principal delivered to my home a letter from the Board of Education which said that I was "terminated by the Board of Education of U.S.D. No. 328, Ellsworth County, effective May 22, 1992." The reasons stated by the Board of Education was "behavior and conduct which are inappropriate and unprofessional for a professional employee of this district." When I asked what the specific reasons were, the superintendent said "I'm sorry, but under legal advice I cannot provide any more information."

Later, the Board of Education's lawyer hired a private investigator to create evidence in support of the Board of Education's decision to terminate my teaching contract. The "private investigator" spoke with my current and former

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students and adults in the community in an attempt to get them to sign a document in support of the Board of Education's decision.

So, after 32 years of teaching experience, no reprimands, and an excellent history of evaluations in my personnel file, my teaching career was on the line as a result of unfounded allegations and general statements of inappropriate behavior. A due process hearing was conducted which lasted three days. These were the worse three days of my professional career and, in fact, of my life. The hearing committee listened carefully to the evidence presented by the Board of Education and patiently sorted through the comments of the various witnesses. The committee consisted of a Great Bend teacher, the Salina Board of Education's administrator for personnel, and retired Judge Richard Wahl of Concordia. After taking a 20-minute recess, the committee issued a unanimous decision in my favor ordering that I be reinstated to my teaching position. The committee's decision stated that the decision to terminate my contract was raised primarily on hearsay, rumor, and other unreliable and unsubstantiated allegations.

Specifically, the committee found "that the termination of Richard Whitmer was done without sufficient cause and he shall be reinstated to his contract with Unified School District No. 328 as of the date of his attempted termination." At this time, the Board of Education is still attempting to overturn the decision of the committee and the matter is in the Ellsworth County District Court.

In summary, if Senate Bill 75 becomes law, neither I nor any other Kansas teacher will ever have an opportunity to challenge the baseless allegations lodged against them in an independent fact-finding process. Senate Bill 75 would take away my right to practice my profession without fear of being harassed by administrators or Board members with an ax to grind.

Thank you for this opportunity to speak in opposition to Senate Bill 75.

Testimony on SB 75

My name is Dave Roos and I represent the views of the faculty of the Kansas Association of Community Colleges. This bill was discussed during our February meeting. We had an active discussion and came to a unanimous agreement. Here are just some of our concerns.

1. On page 2, item (e) states "'Career teacher' means any teacher who has achieved continuing teacher status, has met the requirements for tenure pursuant to this act, and has been granted tenure by the board...". I now have tenure granted by the board and have had for about 20 years. I would estimate that at least 65% of existing staff in the community colleges have tenure. Since there is no provision to grandfather any of us to "career" status I must assume that the intent of this law is in part to eliminate this tenure for us. My seeming paranoia might be better understood if you look at the testimony last year in this same room on SB 747. Three of the six USD superintendents in testifying said that they did not want to be "married to their faculty". They must view this bill as a divorce from their currently tenured faculty.
2. We believe that a six year process is too long and unwarranted. Almost without exception the instructors in the community college are experienced instructors when hired. We are not 22 year old bachelor degree people with only practice teaching experience. Almost all have masters degree as well as six to ten years of experience. We strongly believe that a competent Dean of Faculty could easily determine the quality of new staff members within the three years and five visitations required by current law. If they cannot, I suggest the fault is not with the faculty member.
3. The way this bill is written, a teacher can apply for tenure after three years of following a development plan. The Board can choose to or not to grant this tenure. Given the already stated aversion to being "married" to their faculty, why would they grant this status? After all, this bill imposes a fiscal note. Given the recent history of state funding of community colleges, can we even count on the funds even being there to create this career class of instructor? If we are all dropped back to continuing status, then the board is going to be faced with the prospect of close to 65% of their faculty becoming eligible for career status in the same fiscal year. Given financial reality at the state level and the already high mill levies at the local level, what is the probability of a board being able much less willing to fund this step?
4. What recourse does an instructor have if they are not granted career status? **Absolutely none!!!** We can apply for another year after another new plan. And again the year after that, and the year after that, etc. There should be some form of due process for those refused tenure after completing an administration prescribed development plan.

May I change hats? As a USD board member I have a concern. Once more Topeka is mandating a program to the local boards that has a substantial fiscal note but without funding. The act says "shall" not "may" contain a pay differential. Given the somber faces of the legislators when finances are discussed two to three years down the road, I have to ask where the money comes from to pay this differential that you are mandating? This same committee is mandating a very expensive education process in QPA. This past year USD 257 could not even take advantage of the local option provision because of the cap. The \$3600 per student is barely adequate to fund our district given how far behind the rest of the state our district is. We are 13th from the bottom in wealth per student. We were near the top in mill levy. The legislature has mandated that we increase the number of days our staff is under contract. Are you proposing that this additional time be donated by trained professionals? Now because we as a board are committed to QPA we believe we must use our funds to pay our staff for their time in developing materials and making the change to QPA. If you are now going add a pay differential, will you give us the funding needed to pay for it or will it be like so many other mandates - we are given the job to do but not the funds with which to do it?

I thank you for your time and I would be willing to answer any questions you may have.

Sen. Education
Attachment 8
3/11/93

KATE VII
KANSANS' ATTITUDES
TOWARD EDUCATION

THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
February 1992

Sen. Education
Attachment 9
3/11/93

Project Directors	Interview Supervisors		
Jack Skillett Project Director	Tara Azwell	Brenda Hudson	Leo Pauls
Loren Tompkins Associate Project Director	Ed Butler	Sharon Karr	Robert Rubenow
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	Harvey Foyle	Gary Nelson	Darrell Wood
	Deanna Hawes	<div data-bbox="927 659 1534 835"> <div data-bbox="927 659 1534 716">Interviewers</div> <div data-bbox="927 716 1534 835">Psi Chi; Kappa Delta Pi Student-National Education Association; and Kansas Association for Education of Young Children</div> </div>	
	Eileen Hogan		
	<div data-bbox="505 772 927 835"> <div data-bbox="505 772 927 835">State Department of Education</div> <div data-bbox="505 835 927 835">Lee Droegemueller, Commissioner.</div> </div>		

Background of the Study

In the spring of 1980, The Teachers College at Emporia State University conducted an intensive survey of the attitudes of Kansans toward the public schools in their communities. Patterned after the national Gallup Poll on public education, the Emporia State project was named KATE (Kansans' Attitudes Toward Education).

The response of the general public and special interest groups to the report of the KATE project was such that University officials decided to repeat the study periodically. Thus, KATE II through VII have been conducted biennially.

Funding for the survey is currently being provided by The Teachers College at Emporia State and the State Board of Education. The cooperation of the State Board of Education deserves special mention; without that agency's encouragement and financial support it is doubtful that this poll or previous polls could have been completed.

The researchers in this study also acknowledge the significant contribution of the Gallup Poll toward their project. Similarity with Gallup's annual nationwide survey on public education is most evident in the general areas of (1) conceptualization and (2) the replication and modification of certain questions. The KATE poll does depart significantly with regard to (1) interviewing methodology and (2) several of the questions employed in the poll. Specifically, the KATE survey utilizes a telephone interviewing technique to ascertain attitudes while the Gallup poll employs a personal interview technique. Also, several of the questions in the KATE poll are developed to focus on specific Kansas issues.

Research Procedures

Analysis of Data

It should be noted that, in this report, all variables are not covered for each question due to the multiplicity of variables and the limitation of space; however, data for those variables which appear to be most significant are included. A brief summary pertaining to the data for each question is provided.

Allowance must be made for statistical variation, especially in the application of findings for groups where few respondents were interviewed. Every effort was made to recognize bias in sample selection and to minimize this error whenever possible. Projected error rate is plus or minus 3.5 percent.

Sample Selection

The procedures employed in determining the sample consisted of (1) identifying all telephone directories serving residents in the state of Kansas and (2) establishing a systematic procedure for selecting at random from the telephone listings the residents to be included in the poll. All telephone directories serving Kansas residents were located in the Kansas State Library.

A total of 918,837 residential telephone listings was identified as the total population. A systematic random sampling procedure was used by researchers to select 876 listings. Also, a procedure for the selection of replacement listings was established.

The sample used in this survey involved a total of 876 adults (18 years of age and older). Four sample grids were developed to enhance the randomization of individuals within each household.

Kansans' Ratings of Local Public Schools

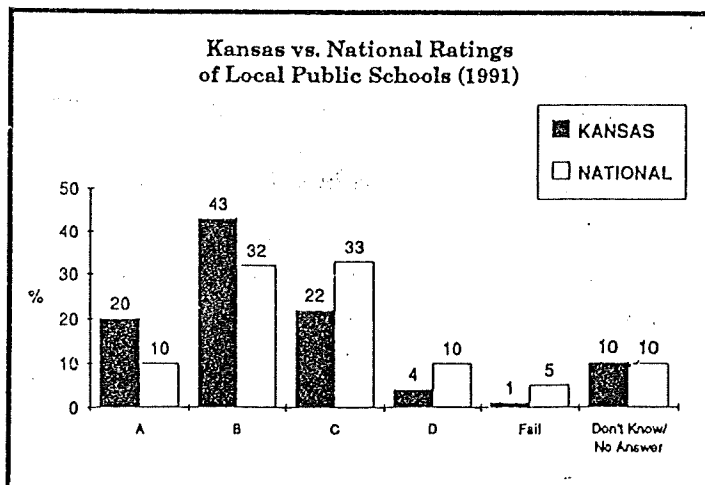
In 1991, Kansans again gave the state's public education system high marks. As in previous years, more than 40 percent of Kansans gave Kansas public schools a grade of B; another 20 percent passed out A's to their schools, with 22 percent giving C grades. In all, 85 percent of Kansans gave Kansas public schools a passing grade of A, B or C.

As in the past, Kansans with children in public schools ranked the schools higher than those whose children attend private schools. Of those with children in public schools, 78 percent gave the public schools an A or B, 15 percent a C, and 5 percent a D; there were no F's given. Data from different population groups are given. The question:

Students are often given the grades A-B-C-D, or Fail to denote the quality of their school work. Suppose the public schools themselves, in your community, were graded in the same way. What grade would you give the public schools in your community—A-B-C-D, or Fail?

In general, the attitudes mirror national attitudes, although Kansans have a more positive outlook. In the 23rd annual Gallup Poll of the Public's Attitudes Toward the Public Schools, published in 1991, 75 percent gave their schools passing marks of A, B or C. A full 10 percent of the national group, however, gave their schools D's and another 5 percent handed out F's. In contrast, barely 5 percent of Kansans gave a D or F.

	A	B	C	D	Fail	Don't Know/ No Answer
	%	%	%	%	%	%
KATE VII	20	43	22	4	1	10
KATE VI	20	46	18	2	1	13
National	10	32	33	10	5	10



Respondents with—

Children in public schools	22	56	15	5	0	2
Children in private schools	30	15	30	5	5	15
No children	19	38	24	4	1	14

Area of Residence

Northwest	18	48	16	2	0	16
Southwest	21	56	12	5	0	6
North Central	27	51	16	2	0	4
South Central	17	51	15	2	0	15
Sedgwick County	12	28	39	9	2	10
Northeast	18	42	23	7	0	10
Wyandotte/Johnson Counties	33	34	17	3	1	12
East Central	15	43	24	6	2	10
Southeast	18	51	22	2	0	7

How Kansans Rate Their High Schools

When asked to grade their community's public high schools, Kansans were nearly as favorable as they'd been with public schools in general. A full 80 percent graded their high schools with either an A (18%), B (40%) or C (22%). On this more specific question, 5 percent gave D's and 1 percent F's. In general, the results of this question followed those of the last two surveys. In KATE VI (1989), the number giving high schools an A, B or C was 81 percent; in KATE V (1987), 79 percent. The question:

How about the public high school(s) in your community? What grade would you give the public high school(s)—A-B-C-D, or Fail?

Not surprisingly, parents of public school students rated the high schools higher than did parents with children in private schools.

By region the KATE VII results are interesting. Within the regions, the percentages giving A's and B's to the local high schools generally ranged from 60 to 67 percent, with the northwest region responding with a high of 75 percent; there were three exceptions.

Only 53 percent of Kansans living in the northeast and east central regions gave A's and B's. And Sedgwick County residents responded with an extremely low 33 percent giving A's and B's. These results are considerably lower than those of just two years ago when Sedgwick County high schools received 46 percent A's and B's.

	A %	B %	C %	D %	Fail %	Don't Know/ No Answer %
Kansas Totals	18	40	22	5	1	14

Respondents with—

Children in public schools	18	42	20	5	1	14
Children in private schools	20	30	30	10	5	5
No children	18	39	22	6	1	14

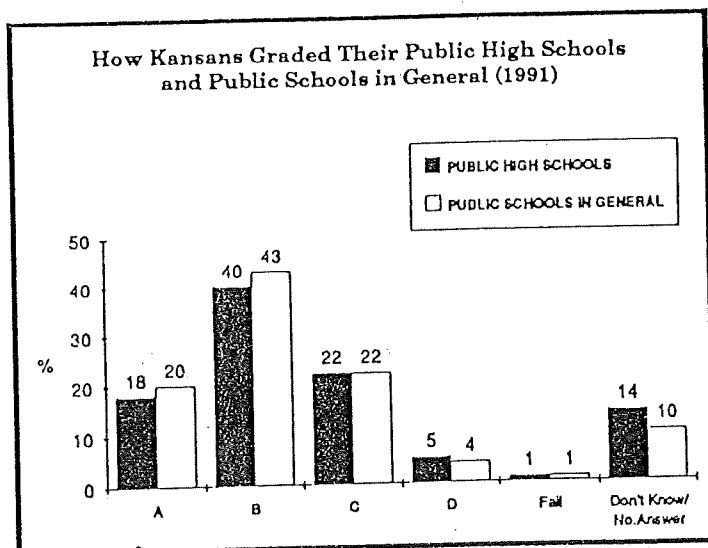
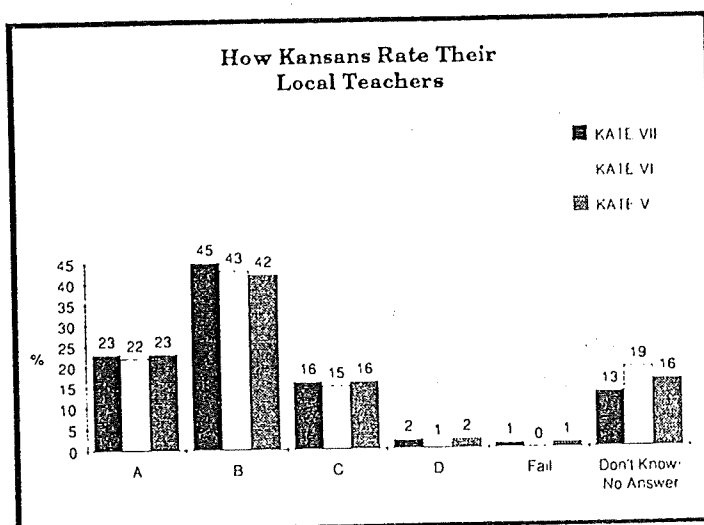
Area of Residence

Northwest	21	55	11	2	0	11
Southwest	12	53	18	3	0	14
North Central	22	45	21	2	0	10
South Central	17	46	21	4	1	11
Sedgwick County	10	23	34	13	2	18
Northeast	14	39	24	7	0	16
Wyandotte/Johnson Counties	28	35	15	3	1	18
East Central	16	37	23	9	3	12
Southeast	15	52	20	1	1	11

The question:

Now, what grade would you give the teachers in the public schools in your community—A-B-C-D, or Fail?

Teachers ranked high with parents with 78 percent giving teachers an A or B. Only 62 percent of non-parents gave an A or B. Similar results were seen in KATE VI and KATE V.



How Kansans Rate Their Local Teachers

As would be expected, Kansans' opinions about how well teachers are doing their jobs are somewhat higher than their attitudes about schools in general. Of those surveyed, 68 percent gave teachers an A or B and 16 percent gave C's. In contrast, 63 percent gave schools in general an A or B and 22 percent gave C's. This ranking showed little change from KATE VI and KATE V in which 65 percent graded teachers with an A or B; 15 percent (KATE VI) and 16 percent (KATE V) gave C's.

	A %	B %	C %	D %	Fail %	Don't Know/ No Answer %
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Respondents with—

Children in public schools	30	52	14	2	0	2
Children in private schools	20	40	20	0	0	20
No children	21	41	16	1	1	20

Teaching Then and Now

More than 3 of every 4 respondents judged the job of teaching as more difficult than 10 years ago. Only 5 percent said the job was less difficult; 12 percent said it was about the same as 10 years ago. These results showed little change from the last study. The question:

Would you say that teachers' jobs in the public schools are more difficult, about the same, or less difficult than 10 years ago?

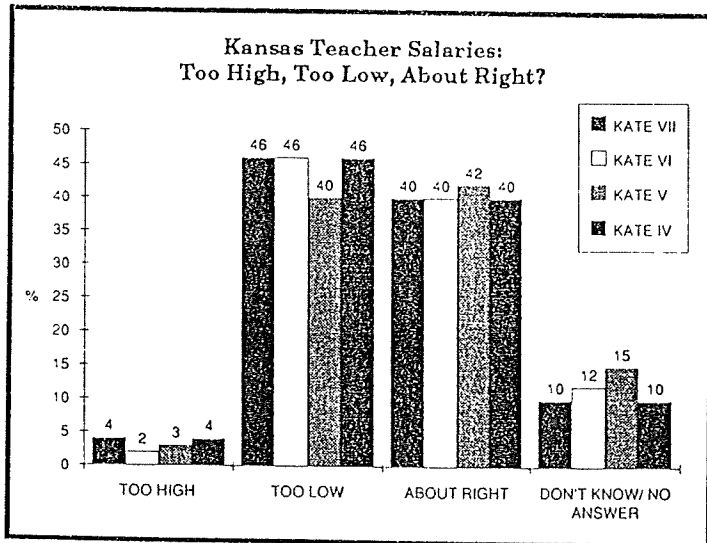
	More Difficult %	About the Same %	Less Difficult %	Don't Know/ No Answer %
Kansas Totals	77	12	5	6

How Kansans Perceive Teacher Salaries

Nearly 50 percent of those surveyed believe that teacher salaries in Kansas are too low. Only 4 percent believe teachers make too much money. The question:

Do you believe that salaries for teachers in your community are too high, too low, or about right?

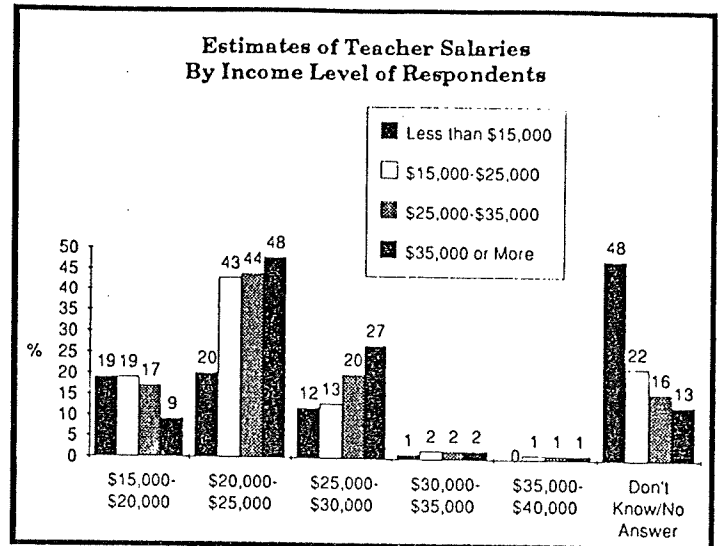
Those respondents with more formal education were more likely to believe that teachers were not paid enough. Of the respondents aged 18 to 49, more than one-half believed teacher salaries were too low. This is the age group that would most likely have children currently in school. In contrast, only 33 percent of those 65 and older believed teacher salaries were too low. In fact, of all the respondents who said teacher salaries were too high, 42 percent were 65 or older.



Kansans' Estimate of Teacher Salaries

Considering that more than 40 percent of Kansans believe that teachers are not paid enough, it is interesting that the same group underestimates the actual average teacher salary in Kansas. According to a survey by the American Federation of Teachers, the average teacher salary in Kansas during the 1990-91 school year was \$28,188. The average national salary for the same period was \$32,880. Yet, 41 percent of Kansans surveyed said that their local teachers make between \$20,000 and \$25,000. The question:

Would you say that the average teacher's salary in your school district is between \$15,000 and \$20,000, \$20,000 and \$25,000, \$25,000 and \$30,000, \$30,000 and \$35,000, or \$35,000 and \$40,000?



	\$15,000-\$20,000 %	\$20,000-\$25,000 %	\$25,000-\$30,000 %	\$30,000-\$35,000 %	\$35,000-\$40,000 %	Don't Know/ No Answer %
Kansas Totals	14	41	19	2	1	23
Education						
Non High School						
Graduates	15	22	5	0	3	55
High School						
Graduates	17	37	13	1	1	31
College						
(No Degree)	20	38	20	2	0	20
College (Degree)	6	51	28	3	0	12

Whether To Raise Teacher Salaries

When asked whether teacher salaries should be raised, a full 62 percent said they favored such action. Nationally, only 54 percent favored higher salaries. The questions:

Would you favor or oppose raising teacher salaries in the public schools of your school district at this time?

The older the respondents, the less they favored salary increases. Regionally, those in favor of higher salaries ranged from slightly less than half (49%) in the northeast to nearly three-quarters (74%) in Wyandotte and Johnson counties.

	Favor %	Oppose %	Don't Know/ No Answer %
Kansas Totals	62	26	12
National	54	32	14

Age			
18-24	69	19	12
25-34	71	17	12
35-49	67	25	8
50-64	57	32	11
65 and over	47	33	20

Area of Residence

Northwest	55	27	18
Southwest	66	25	9
North Central	63	24	13
South Central	58	26	16
Sedgwick County	61	25	14
Northeast	49	35	16
Wyandotte/Johnson Counties	74	21	5
East Central	63	25	12
Southeast	60	27	13

Type of Community

City/Town	62	27	11
Suburb	72	18	10
Rural	56	28	16

The trend toward more C's and D's on this question also showed up in the regional breakdown. The highest above-average rating (A and B) was 55 percent in the northwest region of the state. The lowest A and B ranking (10%) was in Sedgwick County. Compared with the rest of the state, this region also gave the highest number of D's (36%) and F's (60%).

	A %	B %	C %	D %	Fail %	Don't Know/ No Answer %
KATE VII	11	28	30	11	7	13
KATE VI	13	38	24	4	2	19

Area of Residence

Northwest	18	36	25	7	0	14
Southwest	12	43	34	3	5	3
North Central	12	34	30	6	5	13
South Central	12	32	29	7	4	16
Sedgwick County	4	6	24	27	29	10
Northeast	7	31	31	11	6	14
Wyandotte/Johnson Counties	17	24	30	7	3	19
East Central	12	27	32	13	5	11
Southeast	9	39	32	5	0	15

Kansans' Attitudes Toward School Boards

Whereas Kansans showed generally positive attitudes toward public education, local school boards did not fare as well. In fact, Kansans' appraisals of school boards have slipped considerably since 1989. In KATE VII, only 39 percent gave school boards an A or B. This 39 percent is down from an A or B rating of 51 percent in KATE VI, 52 percent in KATE V and 51 percent in KATE IV.

Considering that only 4 percent gave public education a D and 1 percent an F in the current survey, it is even more striking that school boards received D's from 11 percent of respondents and F's from 7 percent. With 30 percent of respondents giving school boards C's, it is obvious that Kansans believe their school boards are doing only an average to above-average job, whereas the public schools are doing a higher-than-average job.

The rating of school board members may have suffered because of the intense focus this year on property taxes. The public, whether justified or not, perceives public education as one of the largest beneficiaries of higher property taxes. It follows that if one is upset about higher taxes, this displeasure would be focused on the group "taking" the money. The question:

Still using the same scale, how would you grade the work of the school board in your community—A-B-C-D, or Fail?

Problems Facing Kansas Schools

Two years ago, Kansans said the biggest problems their schools faced were drug and alcohol use, lack of discipline and lack of parent interest, in that order. None of the other concerns received 10 percent of the responses. In 1991, Kansans agreed, but added lack of financial support to the list of problems receiving at least a 10 percent response.

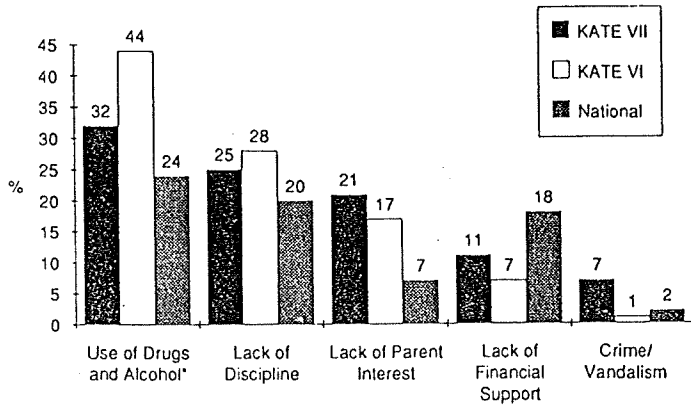
In KATE surveys, school problems are ranked according to respondents' answers to the following question:

What do you think are the biggest problems that the public schools in your community have to deal with today?

Because this question is open-ended, categories will not total 100 percent.

Although the ranking from parents of public school students matched the sample as a whole, the parent group generally had a more favorable attitude than did those without children. The exception is school financing, in which 14 percent of parents considered this a problem whereas only 9 percent of those without children thought it was a problem.

Biggest Problems Facing Kansas Public Schools



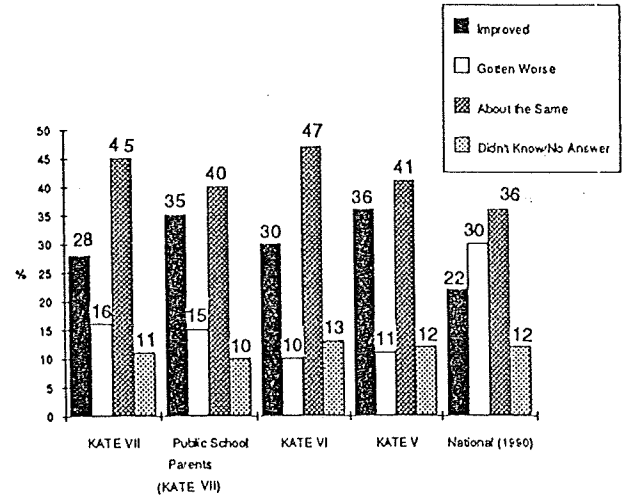
*In the national survey, 22 percent said use of drugs was a problem; 2 percent said drinking/alcoholism was a problem. Because the question was open-ended, there may be duplication.

and KATE V results, although more people in KA. VII believe the schools have worsened. The question:

Would you say that the public schools in your community have improved, from, say, five years ago, gotten worse, or stayed about the same?

As might be expected, parents whose children were in school were more favorable in their assessment. A full 35 percent said schools had improved; 15 percent said schools were worse, and 40 percent said schools were about the same. Ten percent had no answer.

Public Schools Compared to Five Years Ago



Schools or Society: Who's to Blame

More than 8 in 10 Kansans believe that societal problems are to blame for the problems facing public education. Fewer than 1 in 10 faulted the schools themselves. Although these results reflect national opinion, Kansans placed more blame on society than did the national sample. The question:

In your opinion, which is more at fault for problems currently facing public education in your community—the performance of the local public schools or the effect of societal problems?

Public Schools: Better, Worse or About the Same

More than 40 percent of Kansans believe public schools have stayed about the same as they were five years ago. Another 28 percent said schools had improved, and 15 percent said schools had gotten worse. These results are generally in keeping with KATE VI

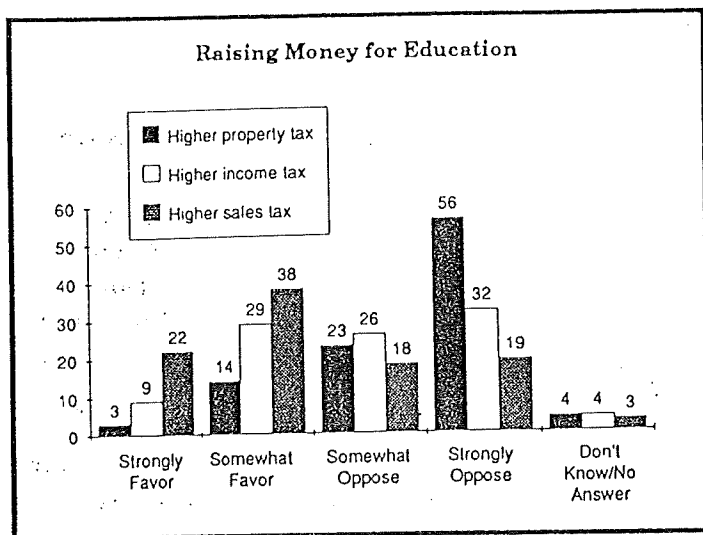
	Performance of Public Schools %	Effect of Societal Problems %	Don't Know/No Answer %
Kansas Totals	8	82	10
National (1990)	16	73	11

How to Raise More Money for Schools

Kansans overwhelmingly oppose higher property or income taxes to fund public education. Respondents were given three choices of ways to raise more money for public schools—higher property tax, higher income tax or higher sales tax. More than 75 percent opposed higher property taxes and more than 50 percent opposed higher income taxes. In contrast, only 37 percent of respondents opposed a higher sales tax. The question:

Three ways more money could be raised for schools are by increasing the property tax, increasing the state income tax, or increasing the state sales tax. We would like to know how you feel about these three taxes as a means of raising more money for our public schools. Let's begin with the property tax. Would you be strongly in favor, somewhat in favor, somewhat opposed, or strongly opposed to an increase in the property tax as a means of raising more money for public education in Kansas? Income Tax? Sales Tax?

The results in the demographic breakdowns were consistent with the full sample. On the issue of taxes, apparently, Kansans are in agreement: If higher taxes are necessary, raise the sales tax rate before raising income or property taxes.



How to Reduce Education Spending

When faced with possible cutbacks in staff and activities to reduce the money spent on education, Kansans believe there is room to trim at the administrative level. They could not decide, however, whether support staff should be cut; and they strongly

opposed tampering with extracurricular activities, teacher salaries or the number of teachers. In general, Kansans' opinions reflected national opinions. The question:

As you are probably aware, many states are having severe budgetary problems. If it becomes necessary to reduce spending for education in the state, would you favor or oppose the following measures in the public schools of your school district?

1. Elimination of all extracurricular activities
2. A freeze of all salaries
3. Reduction in the number of teachers by increasing class size
4. Reduction in the number of "special teachers" assisting those students experiencing difficulties in the areas of math and reading
5. Reduction in the number of administrators
6. Reduction in the number of support staff members such as counselors, secretaries, and custodians

	Favor %	Oppose %	Don't Know/ No Answer %
1. Eliminate extracurricular activities			
Kansas totals	24	73	3
National	32	62	6
2. Freeze salaries			
Kansas totals	32	61	7
National	47	46	7
3. Reduce the number of teachers by increasing class size			
Kansas totals	15	78	7
*National	15/21	78/72	7/7
4. Reduce "special teachers"			
**Kansas Totals	20	76	4
5. Reduce number of administrators			
Kansas Totals	79	16	5
National	73	19	8
6. Reduce support staff			
Kansas Totals	46	46	8
National	47	45	8

*The national survey asked this question separately. Respondents were first asked to evaluate "reduction in the number of teachers" as a way to cut costs. Then, they were asked to evaluate "increases in class size."

**This cost-cutting measure was not considered in the national study.

Meeting National Education Goals

In general, Kansans considered it unlikely that local schools would meet President Bush's six education goals for the year 2000. These results mirror the attitudes on the national level, although Kansans were even more pessimistic than the national sample that drug-free schools would be achieved. The question:

In 1990, President Bush announced six national education goals for our public schools. As I read each goal would you tell me whether you believe we are very likely, likely, unlikely, or very unlikely to reach that specific goal in Kansas by the year 2000?

- A. By the year 2000, all children in America will start school ready to learn (i.e., in good health, having been read to and otherwise prepared by parents, etc.).
- B. By the year 2000, the high school graduate rate will increase to at least 90% (from the current rate of 74%).
- C. By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography. In addition, every school in America will ensure that all students learn to use their minds, in order to prepare them for responsible citizenship, further learning, and productive employment in a modern economy.
- D. By the year 2000, American students will be first in the world in mathematics and science achievement.
- E. By the year 2000, every adult American will be literate and will possess the skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship.
- F. By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

	Very Likely %	Likely %	Unlikely %	Very Unlikely %	Don't Know/No Answer %
Goal A: Readiness					
Kansas Totals	6	32	40	19	3
National	10	37	33	14	6
Goal B: Graduate					
Kansas Totals	6	35	42	14	3
National	6	36	39	14	5
Goal C: Competency					
Kansas Totals	6	39	39	11	5
National	6	36	36	15	7

Goal D: Math & Science

Kansas Totals	2	19	47	28	4
National	4	22	45	23	6

Goal E: Literacy

Kansas Totals	2	18	48	28	4
National	6	25	41	23	5

Goal F: Drug-Free Schools

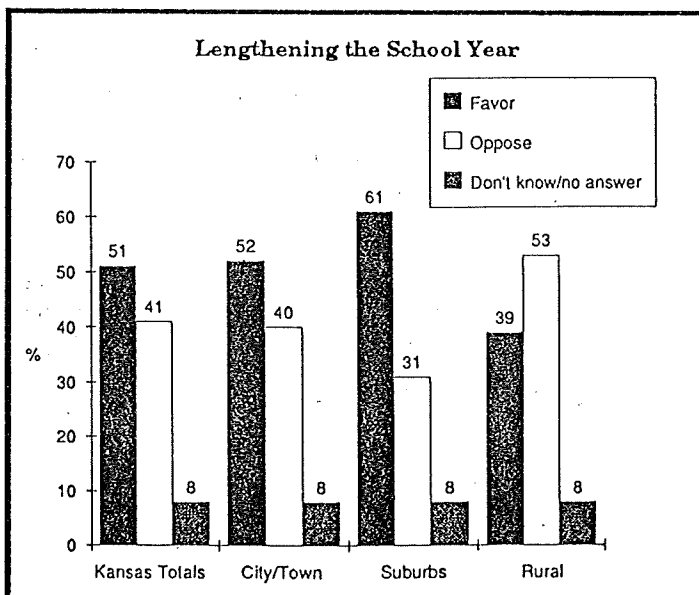
Kansas Totals	1	8	39	49	3
National	4	14	38	39	5

Ten-Month School Year

Barely more than one-half of respondents favored lengthening the school year to 10 months to compete with other countries. These results were reflected at the national level, also. The question:

In some nations, students attend school as many as 240 days a year as compared to about 180 days in the United States. How do you feel about extending the public school year in your school district by 30 days, making the school year about 210 days or 10 months? Do you favor or oppose this idea?

Although both parents and those without children followed the full sample, this proposal did produce a dramatic urban/rural split. This split is readily apparent in the regional breakdowns. The two regions that overwhelmingly favored a longer school year were Sedgwick County and Wyandotte/Johnson counties. These regions, of course, include the Wichita and Kansas City metropolitan areas. The only other region to support a longer school year was the East Central region, which includes the Topeka metropolitan area.



Kansas Totals	51	41	8
National	51	42	7

Region			
Northwest	36	52	12
Southwest	36	59	5
North Central	42	52	6
South Central	44	43	13
Sedgwick County	62	28	10
Northeast	47	47	6
Wyandotte/Johnson			
Counties	67	28	5
East Central	52	43	5
Southeast	40	49	11

Publicly Supported Preschools

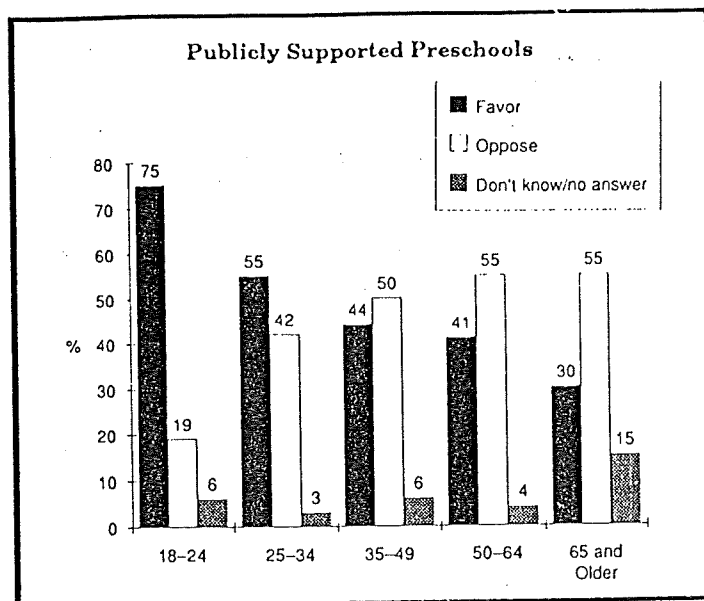
Although 55 percent of national respondents favored preschool programs run by the public schools, Kansans were not as enthusiastic. Of those surveyed for KATE, 45 percent favored such programs, whereas 48 percent were opposed; 7 percent were undecided. The question:

It has been proposed that the public schools make preschool programs available to three-and-four-year olds whose parents wish such programs. These programs would be supported by taxes. Would you favor or oppose such programs?

Interestingly, parents were less inclined to support such programs than were respondents without children. The 18-to-24 age group overwhelmingly supported preschool programs; the 25-to-34-year-olds also supported preschool programs, although not as dramatically as the younger group. It is not surprising that 18-to-34-year-olds would favor these programs; after all, they are the most likely group to currently have preschool-aged children.

	Favor %	Oppose %	Don't Know/ No Answer %
Kansas Totals	45	48	7
National	55	40	5

Respondents with—			
Children in public schools	44	51	5
No children	46	46	8



Occupation

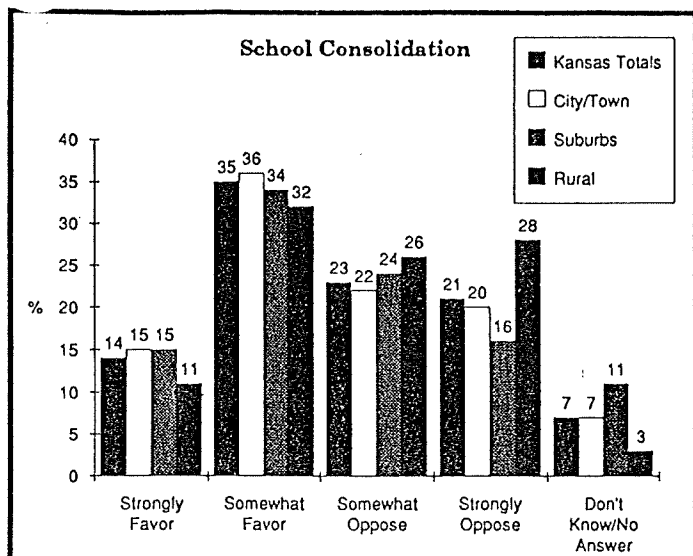
Business and professional	49	48	3
Housewife/Homemaker	33	62	5
Skilled labor	51	46	3
Unskilled labor	50	41	9
Clerical/Sales	39	54	7
Farming	50	41	9
Retired	38	48	14
Student	61	19	20
Unemployed	57	43	0

Is Consolidation the Answer?

If consolidating schools would save the state millions of dollars, would Kansans approve consolidation? In KATE VII, approval is unlikely. Although more Kansans favored consolidation than opposed it, the response of 49 percent in favor and 44 percent opposed is hardly decisive. The question:

If the state of Kansas could save three to five million dollars by reducing the number of school districts, would you be strongly in favor, somewhat in favor, somewhat opposed or strongly opposed to additional consolidation of schools?

As expected, consolidation is least popular in rural areas, which would probably be affected the most by consolidation. Whereas 40 to 42 percent of urban residents opposed consolidation, a full 54 percent of rural residents were opposed.

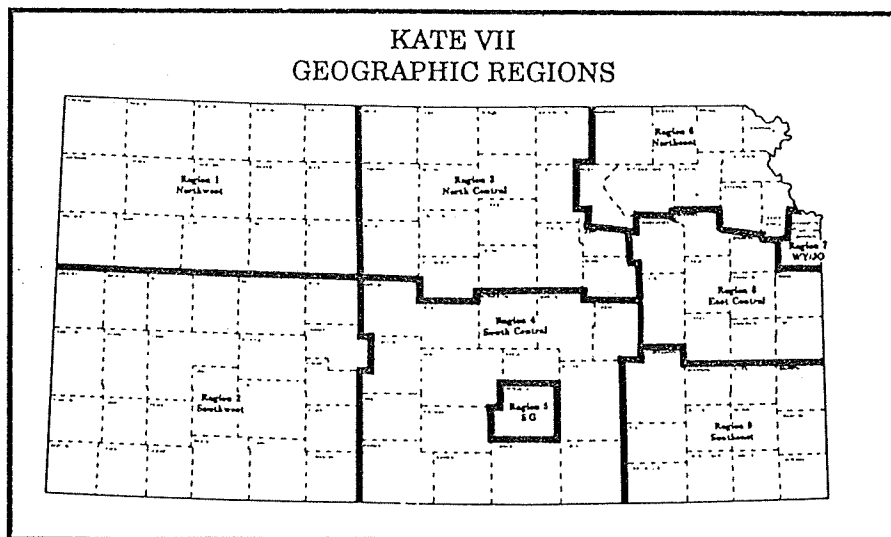


	Strongly Favor %	Somewhat Favor %	Somewhat Oppose %	Strongly Oppose %	Don't Know/No Answer %
Kansas Totals	14	35	23	21	7
Area of Residence					
Northwest	7	32	32	23	6
Southwest	12	23	31	33	1
North Central	12	34	28	18	8
South Central	13	39	24	17	7
Sedgwick County	19	38	23	12	8
Northeast	20	35	18	25	2
Wyandotte/Johnson Counties	10	39	21	20	10
East Central	19	31	21	22	7
Southeast	9	37	15	31	8

KATE VIII

Composition of the Sample

Sex	%	Home Ownership	%	Income	%
Men	47.5	Owned/Buying	73.9	Less than 15,000	14.8
Women	52.5	Renting	25.5	15,000 - 25,000	20.1
		No Answer	.7	25,000 - 35,000	21.5
				Over 35,000	37.6
Respondents with-	%	Occupation	%	No Answer	6.0
Children in School	35.4	Business & Professional	36.3	Area of Residence	%
No Children in School	64.6	Homemaker	9.8	Northwest	5.0
		Skilled Labor	13.7	Southwest	7.0
Education	%	Unskilled Labor	3.7	North Central	7.6
Non High School Graduates	7.4	Clerical/Sales	7.9	South Central	14.5
High School Graduates	28.3	Farming	3.7	Sedgwick	14.4
College (No Degree)	32.8	Retired	19.1	Northeast	8.1
College (Degree)	31.1	Student	3.5	Wyandotte/Johnson	17.8
No Answer	.4	Unemployed	.8	East Central	15.3
		Undesignated/No Answer	1.5	Southeast	9.7
Age	%			Don't Know/No Answer	.6
18 - 24	7.3				
25 - 34	20.0				
35 - 49	33.6				
50 - 64	18.4				
65 - Over	20.4				
No Answer	.3				
Political Affiliation	%				
Republican	43.4				
Democrat	25.2				
Independent	19.5				
Other	7.2				
No Answer	4.7				
Community Size	%				
City or Town	67.4				
Suburban Area	14.6				
Rural	18.0				

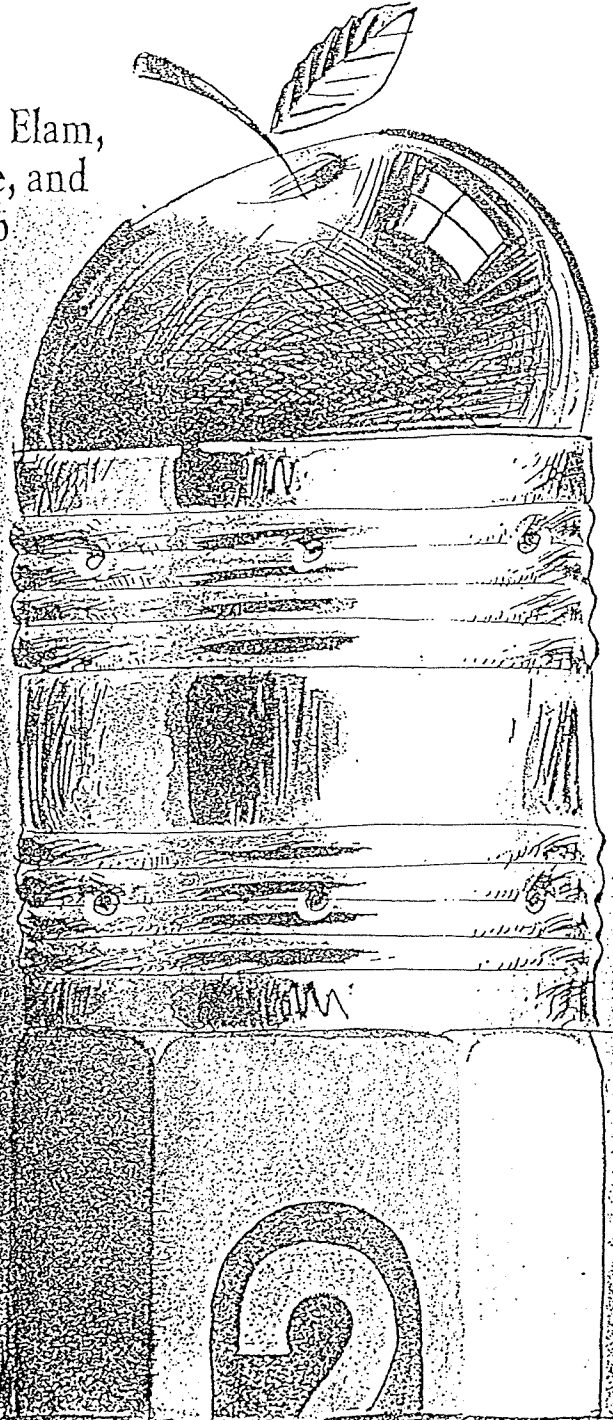


10/15

FOR YOUR INFORMATION
Peg Dunlap

The 24th Annual GALLUP/ Phi Delta Kappa Poll Of the Public's Attitudes Toward the Public Schools

by Stanley M. Elam,
Lowell C. Rose, and
Alec M. Gallup



THE 24TH annual Gallup/Phi Delta Kappa education poll offers a picture of a public that wants improvement in its public schools and that has little faith in its elected leaders to bring this improvement about. However, a careful reading of the results of the poll will provide some comfort to those who believe the public schools are better than they are given credit for being.

When grading the public schools they know best, the ones in their own communities, 40% of Americans give the schools an A or a B, and only 17% assign the failing grades of D or F. The more familiar people are with the schools, the more the approval rating climbs, with grades of A or B given by 64% of parents grading the public school their oldest child attends.

As has been the case in previous polls, grades drop when respondents are asked to grade the schools outside their own communities — that is, schools in the nation as a whole. Here, the public's views reaffirm the conventional wisdom that the public schools are in bad shape. The proportion of respondents giving an A or a B to the schools across the nation falls to 18%, and the proportion assigning a D or an F rises to 22%.

The grades given the public schools are not, however, as negative — or as interesting and dramatic — as those the public assigns its elected leaders for their efforts to improve the schools. Only 15% of respondents give President Bush, the self-described Education President, an A or a B. This percentage falls to 7% for Congress and climbs back to only 19% for governors and to 14% for state legislators. The extent of the public's dissatisfaction is reflected in the fact that the percentage of respondents assigning a grade of D or F is 52% for Congress, 46% for President Bush, 41% for the governors, and 40% for state legislators.

That the public wants change and improvement in its public schools is reflected throughout the poll. There is even some indication that the public is willing to see basic structural changes aimed at improving the schools. For example:

- 71% favor the use of national standardized tests (as have large majorities for two decades).
- 74% believe that preschool programs would help children from low-income and poverty-level households perform better in school as teenagers.
- 55% support extending the school year to 210 days.
- 77% favor the use of public school buildings by non-school agencies to provide social and welfare services for students.
- 68% favor the distribution of condoms in public schools.

The poll results suggest that the public is increasingly willing to provide additional funding to bring about school improvement. Respondents this year returned "lack of financial support" to the top of the list of problems facing the public schools, demonstrating an awareness of the fact that funding must be taken into account as the various problems affecting the schools are addressed. And, by a margin of 49% to 42%, respondents indicated a willingness to pay additional taxes to provide preschool programs for children from low-income and poverty-level households.

The poll results reflect some of the divisions in American

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society. Those who have had the greatest success in sharing in the American dream have the greatest faith in the public schools and are most willing to look to those schools for solutions. College graduates, professionals and businesspeople, those with incomes of \$50,000 and up, and suburbanites tend to grade the schools more favorably than nonwhites, manual laborers, those with the lowest incomes, and inner-city residents. The proportion assigning an A or a B to the public schools in their own community falls to 32% for blacks and to 28% for inner-city residents, two groups that obviously overlap.

The data also indicate that the public favors changes in the public schools. Support for a longer school year, for curriculum changes to improve racial and ethnic tolerance and understanding, for the distribution of condoms in schools, and for the use of public school buildings by nonschool agencies to provide social and welfare programs for students from low-income and poverty-level households offers evidence that the public understands the problems of the schools.

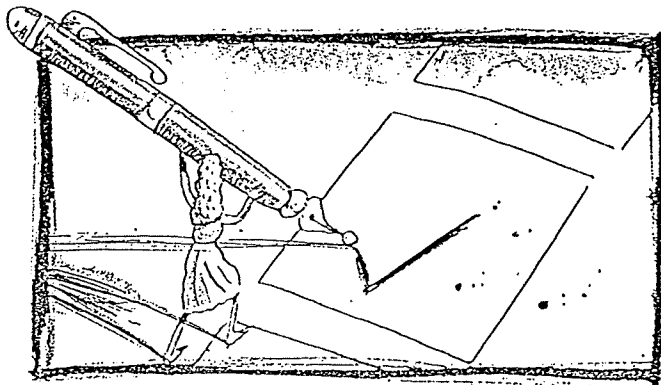
Indeed, the public's view is encouragingly realistic. Many educators oppose the use of a national standardized test; however, few would disagree with the public in feeling that scores from such a test, if available, should be used to identify areas in which students need extra help and in which teachers need to improve their teaching skills. Public support for the distribution of condoms in schools — support that undoubtedly would have been lacking a few years ago — reflects not so much a shift in perceptions of morality as a belief that such a step will reduce the number of teen pregnancies and the likelihood that students will contract AIDS or other sexually transmitted diseases.

THE PURPOSE of a public opinion poll is to determine what the public thinks, not to judge the rightness or wrongness of the public's views. Those who use the poll determine the significance of the data. We read the results of this poll as showing that the public is reasonably well-informed about its schools, wants to see those schools improve, and is willing to provide the support to bring improvement about. This interpretation suggests that what American education faces today is not a failure of public will but a failure of leadership. The poll data support this view.

Biggest Problems Facing Local Public Schools in 1992

For the first time since 1971, lack of proper financial support headed the list of Americans' concerns about their public schools. But lack of financial support shared first place with people's continuing concern about drug use, a problem that until this year had been first in the public's perception since 1986, when it superseded another perennial problem: lack of student discipline. This year 22% of respondents mentioned inadequate finances as a major problem, and 22% mentioned drug use. Seventeen percent mentioned lack of discipline, and another 9% identified the closely related problems of fighting, violence, and gangs.

Typically, lack of adequate financing has been listed as a major problem for local schools by some 12% to 20% of poll respondents. Last year we noted that certain population



groups in particular were concerned about finances: persons who have attended college, professionals and businesspeople, and public school parents (particularly those with a college education and those with children who receive above-average grades). In this year's poll, these groups were again most concerned about finances. Of particular interest is the large percentage of people living in the West who perceive the schools as underfinanced: 31%. By contrast, only 14% of respondents living in the South mentioned inadequate financing as a major problem.

The question:

What do you think are the biggest problems with which the public schools of this community must deal?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Lack of proper financial support	22	20	25	25
Use of drugs	22	26	17	18
Lack of discipline	17	18	15	19
Fighting/violence/gangs	9	9	9	6
Poor curriculum/ poor standards	9	9	8	15
Large schools/ overcrowding	9	6	13	16
Difficulty in getting good teachers	5	4	7	5
Parents' lack of interest	5	5	5	4
Moral standards	4	6	2	3
Integration/busing	4	4	4	5
Lack of family structure	3	4	2	3
Crime/vandalism	3	3	3	4
Lack of good, up-to-date equipment	3	2	4	4
Pupils' lack of interest/ truancy	3	3	2	2
Low teacher pay	3	2	3	2
Lack of dedicated teachers	2	*	5	4
Lack of attention to/under- standing of students	2	1	4	3
Lack of needed teachers	2	2	3	1
Problems with administration	2	2	2	1
Mismanagement of funds/ programs	2	2	1	1
Drinking/alcoholism	2	2	1	1
Teachers' lack of interest	2	2	1	*
There are no problems	3	2	4	2
Miscellaneous	15	17	21	19
Don't know	8	11	5	7

* Less than one-half of 1%.

(Figures add to more than 100% because of multiple answers.)

Distribution of Condoms by Schools

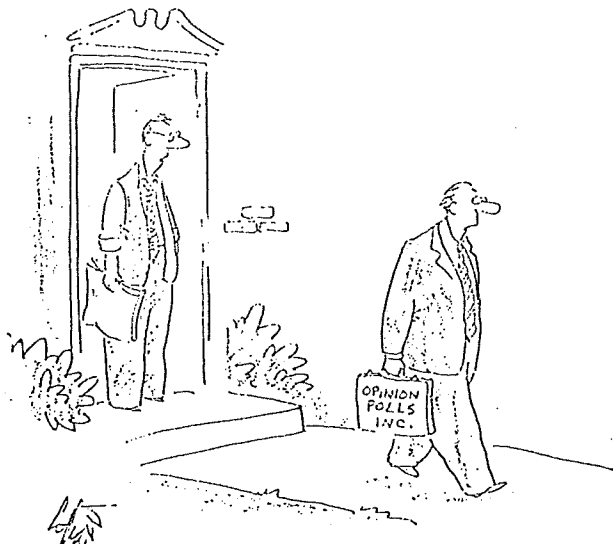
Ten years ago, free distribution of condoms in public high schools would have been unthinkable. Today, the fast-growing AIDS epidemic has moved a number of big-city school systems to adopt a policy of condom distribution. A trend is apparently in the making.*

Poll planners this year asked a series of questions to measure local support for the distribution of condoms in the schools. A majority of respondents (68%) would approve of condom distribution in their local public schools, although 25% of them would approve distribution only with parental consent. Majorities of the public believe that condom distribution in the schools would slow the spread of AIDS and other sexually transmitted diseases and, to a somewhat lesser extent, would reduce the number of pregnancies among students. The possibility that condom distribution would increase sexual promiscuity among students is seen as likely by a significant number of respondents; 40% say it would increase sexual promiscuity, 42% say it would make no difference, and 13% say it would actually decrease promiscuity.**

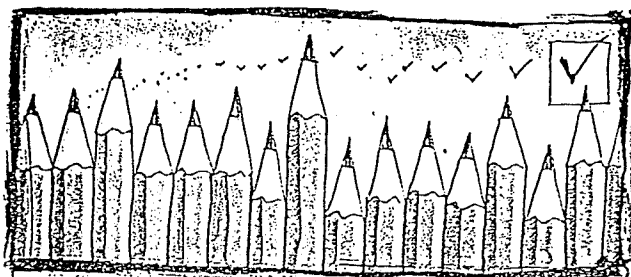
Several interesting, though perhaps predictable, demographic differences show up in the responses to these questions. For example, men are slightly less likely than women (39% to 45%) to approve of providing condoms without parental consent to all students who want them. Older and less-

*In the past year, school systems in several major cities have adopted programs to distribute condoms to high schoolers. New York, Los Angeles, San Francisco, and Seattle have policies in place, while Philadelphia, Chicago, and Baltimore have pilot programs. The legality of New York's program, which does not require parental consent, was upheld in a court case last summer. Interestingly, preliminary reports from cities with condom distribution plans show that only a small minority of students are taking advantage of them so far.

**A Time/CNN poll conducted by Yankelovich Clancy Shulman on 17-19 December 1991 showed that 56% of the public approved of having school health clinics provide students with contraceptives; 38% disapproved. (In the Time/CNN survey, the option "only with parental consent" was not included.) According to that poll, 41% of the public thought that distributing condoms in school would contribute to greater promiscuity; 54% thought that it would not.



"Wait! Is it too late for me to change my opinion?"



well-educated respondents and those who live in small communities or in the South are also less likely to approve of the practice. Catholics and Protestants are equally likely to approve of the idea (40% in favor).

The first question:

Which one of the following plans regarding condoms would you prefer in the public schools in this community?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Provide condoms for all students who want them	43	44	41	38
Provide condoms only to students who have parental consent	25	24	27	24
Don't provide condoms to any student	25	23	27	29
Don't know	7	9	5	9

The second question:

In your opinion, which of the following would happen if condoms were provided in the local public schools?

	Increase %	Decrease %	No Effect %	Don't Know %
Increase or decrease sexual promiscuity among students	40	13	42*	5
Increase or decrease the number of pregnancies among students	14	64	17*	5
Increase or decrease the likelihood of contracting AIDS	12	71	12*	5
Increase or decrease the likelihood of contracting other sexually transmitted diseases	13	71	11*	5

*Volunteered answer.

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Think would Increase:				
Sexual promiscuity	40	37	43	48
Number of student pregnancies	14	13	14	17
Likelihood of contracting AIDS	12	11	13	15
Likelihood of contracting other sexually transmitted diseases	13	12	13	16

Grading the Public Schools

Every Gallup/Phi Delta Kappa education poll since 1974 has asked Americans to rate the public schools on a scale from A to F. The overall ratings have remained relatively stable since 1984, after reaching a low point in 1983, when the poll was conducted shortly after the publication of *A Nation at Risk*. The table below summarizes the ratings since 1982. Some significant differences can be identified among respondent groups. For example, 49% of college graduates and 46% of people with high incomes (but only 33% of those with some high school but less than a high school diploma and 34% of those in the lowest income category) give their public schools a grade of A or B. Given the great differences in per-pupil expenditures from district to district, it is logical to assume that wealthy college graduates choose to live in areas that can afford better schools. Meanwhile, only 28% of people living in the inner city, where per-pupil expenditures tend to be low despite serious needs, award their schools a grade of A or B, whereas 46% of those who live in the suburbs do so.

Some other differences also deserve mention. As has always been the case in these surveys, respondents with children in public schools tend to award higher grades to the public schools than do people with no children in school or with children in nonpublic schools. Respondents in western and southern states tend to give lower grades to the public schools (34% A's and B's in the West, 36% A's and B's in the South) than do respondents in the other two major regions. In the Midwest, 46% give their public schools top grades, as do 44% in the East.

The question:

Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Sup-



"Please don't offer an opinion until I've asked for one."

pose the *public* schools themselves, in this community, were graded in the same way. What grade would you give the public schools here — A, B, C, D, or FAIL?

Ratings Given the Local Public Schools

	1992	1991	1990	1989	1988	1987	1986	1985	1984	1983	1982
	%	%	%	%	%	%	%	%	%	%	%
A & B	40	42	41	43	40	43	41	43	42	31	37
A	9	10	8	8	9	12	11	9	10	6	8
B	31	32	33	35	31	31	30	34	32	25	29
C	33	33	34	33	34	30	28	30	35	32	33
D	12	10	12	11	10	9	11	10	11	13	14
FAIL	5	5	5	4	4	4	5	4	4	7	5
Don't know	10	10	8	9	12	14	15	13	8	17	11

Respondents were also asked to rate the *nation's* public schools. As has been true in past years, the nation's schools came off a poor second to local schools. Whereas 40% of the public think their own schools merit either an A or a B, only 18% award these grades to the nation's public schools. This two-to-one difference is typical.

The second question:

How about the public schools in the nation as a whole? What grade would you give the public schools nationally — A, B, C, D, or FAIL?

	National Totals % '92	No Children In School % '92	Public School Parents % '92	Nonpublic School Parents % '92
A & B	18	18	19	16
A	2	2	2	3
B	16	16	17	13
C	48	47	48	49
D	18	19	18	16
FAIL	4	4	4	8
Don't know	12	12	11	11

Finally, public school parents were again asked to rate the public school attended by their oldest child. Sixty-four percent of these parents gave the school their oldest child attends an A or a B. The differences between these rankings and the national rankings suggest that the better people know the public schools, the higher their opinion of school quality.

The third question (asked of parents with children in the public schools):

Using the A, B, C, D, FAIL scale again, what grade would you give the school your oldest child attends?

	1992	1991	1990	1989	1988	1987	1986	1985
	%	%	%	%	%	%	%	%
A & B	64	73	72	71	70	69	65	71
A	22	29	27	25	22	28	28	23
B	42	44	45	46	48	41	37	48
C	24	21	19	19	22	20	26	19
D	6	2	5	5	3	5	4	5
FAIL	4	4	2	1	2	2	2	2
Don't know	2		2	4	3	4	3	3

*Less than one half of 1%.

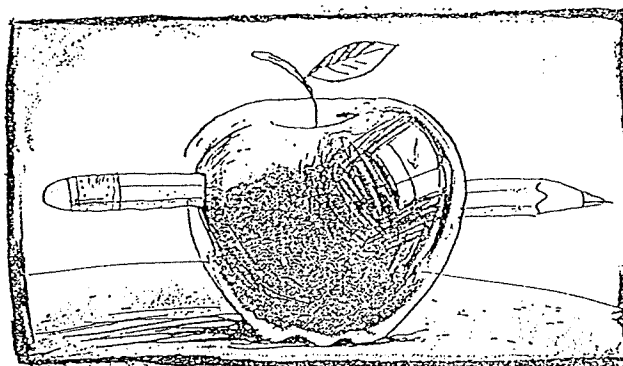
Rating Progress Reports to Parents

Because parents are sometimes critical of the information they receive from the public schools about their children's academic progress, a question asking parents to grade the information they receive on their oldest child's progress was added to this year's poll. Parents who say their eldest child's academic standing is average or below are much more critical of the information they receive than are parents whose eldest child's standing is above average. Also, parents are much less satisfied with the information received about children at the high school level (16% A's) than at the elementary level (42% A's).

The question (asked of parents with children in the public schools):

What grade would you give the information you receive from your oldest child's teachers regarding his or her academic progress — A, B, C, D, or FAIL?

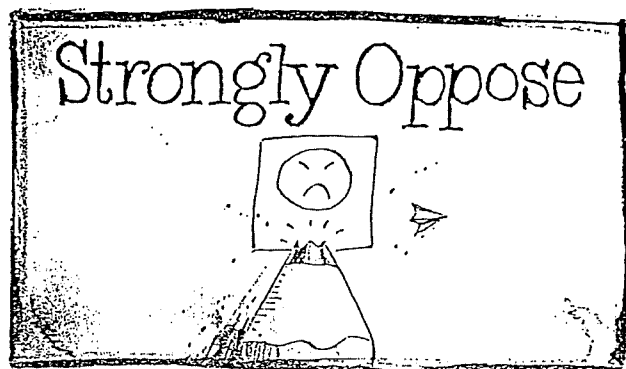
	National Totals %	Above Average %	Average or Below %	High School %	Elementary %
A&B	61	72	51	49	71
A	31	40	22	16	42
B	30	32	29	33	29
C	23	19	28	28	20
D	7	4	11	9	6
FAIL	6	3	9	12	2
Don't know	3	2	1	2	1



Progress Toward School Improvement By the Year 2000

With great fanfare and many brave words, President George Bush and the 50 state governors launched a program of public school improvement following a national conference in February 1990. They announced six national goals for education and began work on a strategy for achieving them by the year 2000.

The 1990 and 1991 Gallup/Phi Delta Kappa polls asked Americans how high a priority each of the national goals should be given and how likely they thought the achievement of each goal would be by the year 2000. Not surprisingly, each goal was awarded very high priority, but there was considerable pessimism about the likelihood of attaining any one of the goals by the end of the century.



This year poll planners framed a series of questions designed to reveal public attitudes concerning the effectiveness of government officials' efforts to improve schools, the level of public awareness of the national goals, and the effectiveness of governmental efforts to achieve them to date. To put it mildly, the public is dissatisfied. People don't believe that much progress has been made, and they award government officials extremely low grades for their efforts to improve the schools.

The federal government — especially Congress — is a target of public disapproval. The 102nd Congress, immobilized and ridiculed on many other counts, is rated lower than the President, the state governors, and the state legislators. Only 7% of poll respondents gave Congress a rating of A or B for its efforts on behalf of public education, and 52% assigned Congress a D or an F. President Bush, the self-styled Education President, fared about the same (15% A's and B's) as state governors (19%) and state legislators (14%). But the President received 46% D's and F's, state governors received 41%, and state legislators received 40%. Clearly, the public gives government officials at all levels failing marks.

The first question:

Government officials at all levels have publicly committed themselves to improvement of the public schools by the year 2000. At this point, what grade would you give the following government officials for improving the public schools — A, B, C, D, or FAIL?

	Grades Assigned							Don't Know %
	A&B %	A %	B %	C %	D %	FAIL %	D&F %	
President Bush	15	3	12	30	25	21	46	9
U.S. Congress	7	1	6	30	30	22	52	11
Your state governor	19	4	15	30	22	19	41	10
Your state legislators	14	2	12	33	24	16	40	13

As indicated in the table below, public school parents grade officials just as negatively as does the public at large.

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
A&B				
President Bush	15	14	15	16
U.S. Congress	7	7	7	5
Your state governor	19	19	19	15
Your state legislators	14	14	14	8

The second question, asked to measure the level of public awareness of the six national goals announced by the President and the governors, was:

This card describes several national education goals that have been recommended for attainment by the year 2000. Would you tell me which of these goals you have heard of?

	Awareness of Goals			
	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
NATIONAL GOALS				
A. By the year 2000, all children in America will start school ready to learn.	28	25	33	31
B. By the year 2000, the high school graduation rate will increase to at least 90%.	27	24	31	26
C. By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography.	26	22	31	36
D. By the year 2000, American students will be first in the world in mathematics and science achievement.	23	23	22	32
E. By the year 2000, every adult American will be literate and will possess the skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship.	25	21	30	28
F. By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.	24	21	28	22

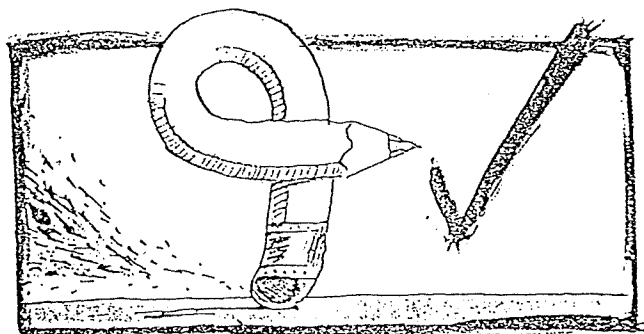
Responses to the final question in this series, asking Americans what progress has been made toward achieving each of the national goals, reveal negative perceptions of progress to date. For most of the goals, more than twice as many people believe that little or no progress has been made as believe that there has been a great deal or quite a bit of progress. However, readers should note that a large number of respondents — nearly one-fourth for each goal — did not answer this question or held no opinion.

The third question:

Now, as I read off each goal, would you tell me how much progress you feel has been made toward achieving that goal — a great deal, quite a lot, not too much, or none at all?

Goal	Amount of Progress				Don't Know %
	A Great Deal %	Quite A Lot %	Not Too Much %	None at All %	
A	5	15	45	13	22
B	3	13	46	15	23
C	3	13	41	18	25
D	2	9	36	28	25
E	3	13	40	21	23
F	4	10	34	31	21

The pessimism implied in these findings was generally shared among population groups without regard to sex, race, age, politics, education, region, occupation of the chief wage earners in households, occupation of the respondents themselves, religion, income, community size, number of children under 18, and whether the children attend public schools or nonpublic schools.



National Testing and Its Purposes

Despite America's long tradition of local control of public schools, the Gallup/Phi Delta Kappa poll for 1989 revealed overwhelming support for a national public school curriculum, for national goals and standards, and for a national testing program to measure progress toward these goals and standards. In that poll, Americans favored standardized national tests by a margin of 77% to 14%, with only 9% undecided. Parents of school-age children favored such a program even more than nonparents.

The current poll produced similar results. Seventy-one percent of the respondents favored requiring the public schools in their communities to use standardized national tests to measure the academic achievement of students; 20% opposed the requirement. There were no significant differences in opinion among population groups.

The first question:

Would you favor or oppose requiring the public schools in this community to use standardized national tests to measure the academic achievement of students?

	National Totals 1992 %	No Children In School 1992 %	Public School Parents 1992 %	Nonpublic School Parents 1992 %
Favor	71	72	71	67
Oppose	20	17	23	26
Don't know	9	11	6	7

Since the issue was first investigated in these polls in 1970, the public has favored the use of national tests to permit comparisons of student achievement in the local schools with achievement in schools elsewhere. The following table summarizes findings for the years when the question was stated in this fashion: Would you like to see students in the local schools given national tests so that their educational achievement could be compared with that of students in other communities?

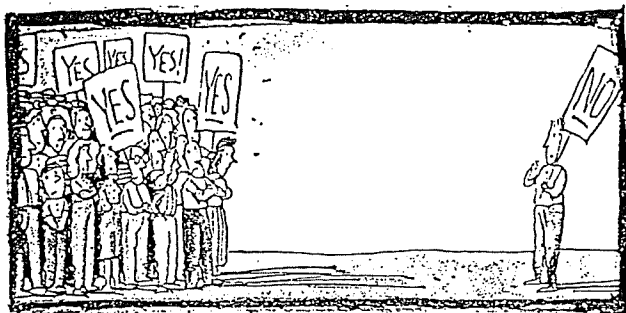
	National Totals				
	1968 %	1966 %	1963 %	1971 %	1970 %
Yes	81	77	75	70	75
No	14	16	17	21	16
Don't know	5	7	8	9	9

This year's poll took the issue a step further, offering six possible uses for the results of national testing and asking respondents which uses they favor. The big winners were "to identify areas in which students need extra help" and "to identify areas in which teachers should improve their teaching skills." Even respondents who opposed the idea of national tests generally agreed that, if the tests are required, these are acceptable uses for them. Two other uses were supported by smaller majorities: "to rank the local public schools in terms of student achievement" and "to determine if a student advances to the next level of schooling." A majority of respondents opposed the final two suggested uses: "to determine how much teachers should be paid" and "to determine the level of funding each local school should receive."

The second question:

In addition to measuring the academic achievement of students, do you think these standardized national tests should be used or should not be used for the following purposes?

Possible Uses	National Totals %			Those Who Favor National Tests %			Those Who Oppose National Tests %		
	Should	Should Not	Don't Know	Should	Should Not	Don't Know	Should	Should Not	Don't Know
To rank the local public schools in terms of student achievement	65	26	9	81	16	3	25	72	3
To determine if a student advances to the next grade level of schooling	60	32	8	73	24	3	26	72	2
To determine how much teachers should be paid	38	52	10	44	48	8	16	81	3
To determine the level of funding each local school should receive	36	54	10	43	50	7	16	81	3
To identify areas in which teachers need to improve their teaching skills	79	14	7	90	8	2	59	38	3
To identify areas in which students need extra help	85	9	6	96	3	1	65	34	1



Early Childhood Care and Education

A series of questions in this poll probed public attitudes on issues having to do with child care and early childhood education. The first national education goal announced by President Bush and the governors states that, by the year 2000, all children in America will start school ready to learn. But social trends make reaching this goal increasingly difficult without massive intervention of some kind. For example, the number of single-parent families continues to grow, and more than 75% of American women now work outside the home — nearly double the 1970 rate. One-third of these women have children younger than 6. The number of children living in homes where income is below the poverty level is growing as well, and today the federal Head Start program and state-funded preschool programs serve fewer than half of the nation's 3- and 4-year-olds living in poverty.

How valuable does the public consider early care and education to be? If efforts should be expanded in this area, who should pay? (David Clark of the University of North Carolina estimates that providing access to high-quality preschool programs in order to achieve the announced goal would cost approximately \$30 billion annually.)

Responses to the series of questions on this topic suggest that the public is well aware of the need for and the value of greatly expanding the scope and improving the quality of early care and education. Moreover, a majority of poll respondents say they are willing to pay higher taxes in order to reap the benefits of expanding these programs.

The first question:

Do you think that preschool programs for children from low-income and poverty-level households would help them perform better in school in their teenage years? A great deal, quite a lot, not much, or not at all?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
A great deal	39	33	46	43
Quite a lot	35	38	31	33
Not much	16	16	16	16
Not at all	5	5	5	4
Don't know	5	8	2	4

People were asked if they would be willing to pay more taxes to fund free preschool programs for children from low-income or poverty-level households. A plurality of respondents said yes; the vote was 49% willing, 42% unwilling, and 9% undecided. A contrary vote showed up in only a few population groups, notably people living in the East and people with

incomes near or below the poverty level. Interestingly, the highest percentages of favorable response came from college graduates, the 18-29 age group, and the highest-income group (over \$50,000).

The second question:

Would you be willing or unwilling to pay more taxes for funding free preschool programs for children from low-income or poverty-level households?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Willing	49	46	54	54
Not willing	42	43	40	39
Don't know	9	11	6	7

The third question:

A proposal has been made to make federally subsidized child care available for all children from households with one parent or where both parents work. Do you favor or oppose this proposal?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	64	58	73	68
Oppose	26	28	22	25
Don't know	10	14	5	7

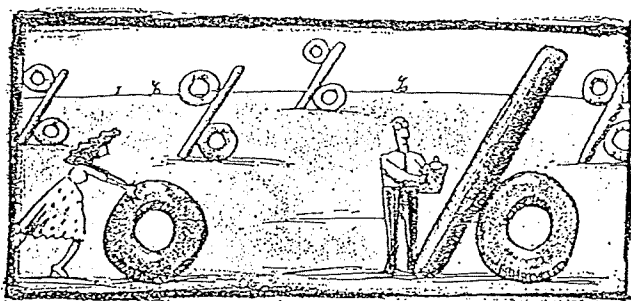
Responses to this question differed considerably among different population groups. Of the categories into which the Gallup Organization broke down responses, we have selected six that show some significant differences.

	Favor %	Oppose %	Don't Know %
NATIONAL TOTALS	64	26	10
Selected Demographic Groups			
Sex			
Men	61	29	10
Women	66	23	11
Race			
White	63	28	9
Nonwhite	70	14	16
Age			
18 - 29 years	69	18	13
30 - 49 years	69	23	8
50 and older	53	35	12
Politics			
Republican	59	33	8
Democrat	70	19	11
Independent	61	29	10
Number of Children Under 18			
One child	66	25	9
Two children	70	24	6
Three or more children	72	22	6
Children In School			
No children in school	58	28	14
Public school parents	73	22	5
Nonpublic school parents	68	25	7

The fourth question (asked of those who said they favor federally subsidized child care):

How do you think such a child-care program [one that would subsidize child care for all children from households with one parent or in which both parents work] should be paid for — entirely by taxes or with both parents paying part of the cost, depending on their ability to pay?

	National Totals %	Sex		Race	
		Men %	Women %	White %	Nonwhite %
Entirely by taxes	12	14	10	10	22
Parents pay part	85	82	88	87	73
Don't know	3	4	2	3	5



The fifth question (asked of those who said they favor federally subsidized child care):

Where do you think this child-care program should be provided — in the public schools, at parents' place of work, or at special child-care facilities?

There was considerable divergence of opinion on this question. A plurality of respondents (38%) preferred "special facilities" for child care, but 29% preferred the public schools, and 24% thought that care should be provided at the parents' place of work. Nine percent had no opinion on the question.

There were few significant differences across demographic categories. Two categories (sex and politics of respondents) in which differences were more pronounced are reported below.

Where Provided	National Totals %	Sex		Politics		
		Men %	Women %	Rep. %	Dem. %	Ind. %
Public schools	29	32	26	36	26	27
Parents' place of work	24	18	29	25	22	27
Special facilities	38	40	37	32	42	38
Don't know	9	10	8	7	10	8

Only a small minority of those who favor a federally subsidized child-care program would like to see taxpayers bear the entire cost. By a wide margin (85% to 12%), respondents who favor federally subsidized child care think parents should share the load, depending on their ability to pay. This sentiment is characteristic of every population group sampled, but twice as many nonwhites as whites (22% to 10%) favor full taxpayer support.

Longer School Year

In 1982 these polls began gathering opinion on the idea of lengthening the school year, and the question has been asked repeatedly since then. The 1982 poll showed the public opposed to the measure by a margin of 53% to 37%. Over the years there has been a gradual trend toward approval of this change, but not until 1991 did a bare majority emerge (51% in favor, 42% opposed). In the current poll 55% of respondents favor a longer school year. Leading the way are people in the West (72% in favor) and college graduates (61% in favor). High-income respondents and business and professional people are also more strongly in favor of a longer school year than is the public as a whole. Media attention to the longer school year in nations that Americans see as economic competitors, such as Japan, no doubt has played a role in the growing support for this idea. Interestingly, younger adults (those 18 to 29 years of age) are less strongly behind the idea than people who are 50 or older (48% to 57%). Six in 10 public school parents (58%) support a longer school year.

The question:

In some nations, students attend school as many as 240 days a year as compared to about 180 days in the U.S. How do you feel about extending the public school year in this community by 30 days, making the school year about 210 days or 10 months long? Do you favor or oppose this idea?

	Extend School Year 30 Days				
	1992 %	1991 %	1984 %	1983 %	1982 %
Favor	55	51	44	40	37
Oppose	35	42	50	49	53
Don't know	10	7	6	11	10

This year, respondents who favored a longer school year were also asked if they would prefer to see a change in the way school vacations are scheduled. The choices were four or five three-week vacation breaks evenly distributed throughout a school year or the current long summer break. This change-oriented group resoundingly approved shorter, more frequent vacations. Interestingly, many more women than men (63% to 54%) liked the idea.

The question (asked of those who favor a longer school year):

Let's assume that the school year is increased from 180 to 210 days. Which would you prefer: keeping the school year as it is now with a long summer vacation — or dividing the school year into four or five segments with three-week vacation breaks evenly distributed throughout the year?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Breaks distributed	59	58	60	57
Keep as now	39	39	40	40
Don't know	2	3	•	3

* Less than one-half of 1%.

10-9
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Analysis of the findings from the two questions above shows that only a quarter (24%) of Americans would vote for the existing 180-day school year and vacation schedule over the new options. The most popular plan, favored by 32%, would be the extended school year with multiple vacations; another 28% would opt for the lengthened school year but with the current vacation system.

People who oppose the longer school year or have no opinion on the subject were also asked about their preference in the scheduling of school vacations. Unsurprisingly, they overwhelmingly preferred the status quo.

The question (asked of those who oppose or have no opinion on the longer school year):

Let's assume that the school year stays at about 180 days, as it is now. Which would you prefer: keeping the school year as it is now with a long summer vacation — or dividing the school year into four or five segments with three-week vacation breaks evenly distributed throughout the year?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Breaks distributed	16	17	15	16
Keep as now	73	69	78	76
Don't know	11	14	7	8

Promoting Racial/Ethnic Tolerance

In general, people believe that the public schools are taking the necessary steps to promote understanding and tolerance among students from different racial and ethnic backgrounds. Fifty percent of respondents say that schools are taking the necessary steps, while 28% disagree.

The first question:

In your opinion, are the public schools in this community taking the necessary steps to promote understanding and tolerance among students of different racial and ethnic backgrounds or not?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Yes	50	44	59	47
No	28	26	30	31
Don't know	22	30	11	22

However, these percentages conceal strong dissatisfaction among racial minorities. By a margin of approximately 5 to 3, blacks don't believe their local public schools are doing enough in this area. Nonwhites have similar, though somewhat less negative views. It should be noted that a large number of poll respondents — indeed, 30% of people with no children in school — had no opinion on this question, which is not frequently discussed in the mass media.

	National Totals %	Race			Age	
		White %	Non- White %	Black %	18-29 %	50 and Over %
Yes	50	52	37	33	39	48
No	28	25	45	52	40	23
Don't know	22	23	18	15	21	29

A large majority of respondents in all demographic categories expressed the opinion that their local public schools should increase coursework, counseling, and school activities of a kind that will promote racial and ethnic understanding and tolerance. Minority groups favored these actions more strongly than whites. Respondents in the younger age groups were more likely than older people to doubt that schools are taking the necessary steps to promote tolerance.

The second question:

Do you favor or oppose increasing the amount of coursework, counseling, and school activities in the local schools to promote understanding and tolerance among students of different races and ethnic backgrounds?

	National Totals %	Race			Age	
		White %	Non- White %	Black %	18-29 %	50 and Over %
Favor	71	69	84	82	74	64
Oppose	16	18	8	11	12	17
Don't know	13	13	8	7	14	19

The table below shows public school parents to be more in favor than the public at large of increasing coursework, counseling, and activities to promote racial and ethnic tolerance in the public schools.

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	71	68	76	70
Oppose	16	15	18	15
Don't know	13	17	6	15

Placement of Handicapped Children

Educators have argued issues related to the education of mentally and physically handicapped children for generations. The debate in the U.S. was exacerbated, not settled, by passage of the federal Education for All Handicapped Children Act of 1975. The act was intended to insure that handicapped children are given an appropriate education in the "least restrictive environment." That is, they should be integrated into regular classrooms where possible.

The public is of two minds on this question, but a majority took the "commonsense" view that physically handicapped children can be successfully integrated with nonhandicapped peers, whereas mentally handicapped children often cannot. (For obvious reasons, this poll made no attempt to identify the kinds and degrees of handicapping conditions within the

two large categories, although these factors inevitably influence every placement decision.)

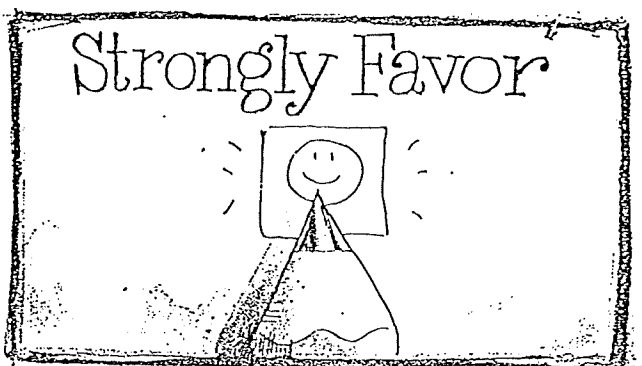
The first question:

In your opinion, should mentally handicapped children be put in the same classrooms with other students, or should they be put in special classes of their own?

The second question:

In your opinion, should physically handicapped children be put in the same classrooms with other students, or should they be put in special classes of their own?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Mentally Handicapped				
Same classroom	22	19	26	24
Special classes	67	70	63	68
Don't know	11	11	11	8
Physically Handicapped				
Same classroom	65	64	66	61
Special classes	27	26	29	29
Don't know	8	10	5	10



New Uses for School Buildings

Individual educators and certain education associations, such as the National Community Education Association, have long advocated making the public schools centers for the delivery of a variety of social services in addition to teaching. The proponents cite many opportunities for increased efficiency and point to the fact that school buildings are closed during much of the day and during as much as half of the year.

Luvorn Cunningham, professor of educational administration at Ohio State University, has gone so far as to suggest that, over the next generation, communities need to phase out local school districts, school boards, and superintendents and replace them with a reconstituted form of local government. The new entity would be responsible for governing all activities related to the well-being of the community, including K-12 education, mental and physical health, public safety, early childhood education, adult education, libraries, museums, child day care, adult day care, job retraining, employ-

ment counseling and placement, literacy, and community development.*

Two questions were framed to sample opinion on the expanded use of school buildings for the delivery of health and welfare services by various government agencies. The idea itself was welcomed by a great majority of this year's poll respondents. Of the national sample, 77% say they favor expanded use, and only 16% say they oppose it. Support was consistent throughout the sample. The second question proposed specific times when school buildings might be kept open for unspecified uses by students. The public overwhelmingly favored keeping public school buildings open after school hours on school days; in somewhat smaller numbers respondents also approved keeping them open on weekends and during traditional vacation periods.

The first question:

Would you favor or oppose using the public school buildings in this community to provide health and social welfare services to students? These services would be administered and coordinated by various government agencies using local school buildings as youth service or support centers.

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	77	78	77	74
Oppose	16	13	19	22
Don't know	7	9	4	4

The second question:

Would you favor or oppose keeping public school buildings in this community open, with adult supervision, for use by schoolchildren at the following times: 1) after regular school hours on school days, 2) during weekends, 3) during vacation periods?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor:				
After school hours	87	85	90	86
During weekends	67	66	68	66
During vacations	72	69	75	72

*For further details, see *Education Week*, Special Report, 29 April 1992, p. 27.

Willingness to Volunteer

The volunteer spirit is strong in almost every segment of society, according to the responses to a question in the current poll asking respondents if they would be willing to help in their local schools without pay if needed. The overall response was 59% yes, 34% no, and 7% don't know. Significant differences show up in certain population categories, however. For example, women express greater willingness to volunteer than do men (64% to 54%). More whites than

nonwhites say they would be willing to volunteer. The best-educated respondents say they are more willing to volunteer than do the least educated. Somewhat surprisingly, people over age 65 say they are less willing to volunteer than do people in their middle years.

Although public school parents are, not surprisingly, somewhat more likely to state that they would be willing to volunteer (72% willing) than are those with no children in school or with children in private schools, about half of both of these groups say they would be agreeable to serving as unpaid volunteers in the public schools.

These findings suggest that school authorities may have failed to take full advantage of a rich resource in troubled financial times. However, the administration of a volunteer program presents problems, and much information would have to be gathered with respect to what kinds of service volunteers could provide and with respect to its quality before a program could be implemented.

The question:

If you were asked, would you be willing to work as an unpaid volunteer in any of the public schools in this community or not?

	Willing to work as unpaid volunteer %
TOTAL	59
Sex	
Men	54
Women	64
Race	
White	61
Nonwhite	49
Age	
18 - 29 years	65
30 - 49 years	65
50 - 64 years	54
65 and over	36
Education	
College graduate	70
High school graduate	57
Grade school	45
Community Size	
1 million and over	53
2,500 - 49,999	71
Children In School	
No children in school	51
Public school parents	72
Nonpublic school parents	49

Research Procedure

The Sample. The sample used in this survey embraced a total of 1,306 adults (18 years of age and older). It is described as a modified probability sample of the nation. Personal, in-home interviewing was conducted in all areas of the nation and in all types of communities.

Time of Interviewing. The fieldwork for this study was carried out during the periods of 23 April to 14 May 1992.

The Report. In the tables used in this report, "Nonpublic School Parents" includes parents of students who attend parochial schools and parents of students who attend private or independent schools.

Due allowance must be made for statistical variation, especially in the case of findings for groups consisting of relatively few respondents, e.g., nonpublic school parents.

The findings of this report apply only to the U.S. as a whole and not to individual communities. Local surveys, using the same questions, can be conducted to determine how local areas compare with the national norm.

Composition of the Sample

Adults	%		
No children in school	71	Farm	3
Public school parents	26*	Undesignated	5
Nonpublic school parents	6*	Income	%
		\$40,000 and over	29
		\$30,000-\$39,999	20
		\$20,000-\$29,999	17
		\$10,000-\$19,999	18
		Under \$10,000	11
		Undesignated	5
		Region	%
		East	24
		Midwest	25
		South	31
		West	20
		Community Size	%
		1 million and over	37
		500,000-999,999	8
		50,000-499,999	18
		2,500-49,999	11
		Under 2,500	26
		Education	%
		College	47
		High school	46
		Grade school	7
Sex	%		
Men	48		
Women	52		
Race	%		
White	68		
Nonwhite	12		
Age	%		
18-29 years	24		
30-49 years	40		
50 and over	36		
Occupation	%		
(Chief Wage Earner)			
Business and professional	30		
Clerical and sales	8		
Manual labor	37		
Nonlabor force	17		

*Total exceeds 29% because some parents have children attending more than one kind of school.

Design of the Sample

The sampling procedure is designed to produce an approximation of the adult civilian population, age 18 and older, living in the U.S., except for persons in institutions such as prisons or hospitals.

A replicated probability sample is used, down to the block level in urban areas and down to segments of townships in rural areas. More than 300 sampling locations are used in each survey.

The sample design included stratification by these seven size-of-community strata, using 1980 census data: 1) incorporated cities of population 1,000,000 and over, 2) incorporated cities of population 250,000 to 999,999, 3) incorporated cities of population 50,000 to 249,999, 4) urbanized places not included in 1 and 2, 5) cities over 2,500 population outside of urbanized areas, 6) towns and villages with populations less than 2,500, and 7) rural places not included within town boundaries. Each of these strata was further stratified into four geographic regions: East, Midwest, South, and West. Within each city-size/regional stratum, the population was arrayed in geographic order and zoned into equal-sized groups of sampling units. Pairs of localities were selected in each zone, with probability of selection of each locality proportional to its population size in the 1980 census, producing two replicated samples of localities.

For each survey, within each subdivision for which block statistics are available, a sample of blocks or block clusters is drawn with probability of selection proportional to the number of dwelling units. In all other subdivisions or areas, blocks or segments are drawn at random or with equal probability.

In each cluster of blocks and each segment, a randomly selected starting point is designated on the interviewer's map of the area. Starting at this point, interviewers are required to follow a given direction in the selection of households until their assignment is completed.

Interviewing is conducted at times when adults, in general, are most likely to be at home, which means on weekends, or, if on weekdays, after 4 p.m. for women and after 6 p.m. for men.

Allowance for persons not at home is made by a "times-at-home" weighting procedure rather than by "callbacks." This procedure is a method for reducing the sample bias that would otherwise result from underrepresentation in the sample of persons who are difficult to find at home.

The prestratification by regions is routinely supplemented by fitting each obtained sample to the latest available Census Bureau estimates of the regional distribution of the population. Also, minor adjustments of the sample are made by educational attainment by men and women separately, based on the annual estimates of the Census Bureau (derived from its Current Population Survey) and by age.

*A. Politz and W. Simmons, "An Attempt to Get the 'Not at Homes' into the Sample Without Callbacks," *Journal of the American Statistical Association*, March 1949, pp. 9-31.

Sampling Tolerances

In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error, i.e., the extent to which the results may differ from what would be obtained if the whole population surveyed had been interviewed. The size of such sampling errors depends largely on the number of interviews.

The following tables may be used in estimating the sampling error of any percentage in this report. The computed allowances have taken into account the effect of the sample design upon sampling error. They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary 95% of the time, assuming the same sampling procedure, the same interviewers, and the same questionnaire.

The first table shows how much allowance should be made for the sampling error of a percentage:

Recommended Allowance for Sampling Error of a Percentage

	In Percentage Points (at 95 in 100 confidence level)*						
	Sample Size						
	1,500	1,000	750	600	400	200	100
Percentages near 10	2	2	3	3	4	5	8
Percentages near 20	3	3	4	4	5	7	10
Percentages near 30	3	4	4	5	6	8	12
Percentages near 40	3	4	5	5	6	9	12
Percentages near 50	3	4	5	5	6	9	13
Percentages near 60	3	4	5	5	6	9	12
Percentages near 70	3	4	4	5	6	8	12
Percentages near 80	3	3	4	4	5	7	10
Percentages near 90	2	2	3	3	4	5	8

*The chances are 95 in 100 that the sampling error is not larger than the figures shown.

The table would be used in the following manner: Let us say that a reported percentage is 33 for a group that includes 1,000 respondents. We go to the row for "percentages near 30" in the table and across to the column headed "1,000."

The number at this point is 4, which means that the 33% obtained in the sample is subject to a sampling error of plus or minus four points. In other words, it is very probable (95 chances out of 100) that the true figure would be somewhere between 29% and 37%, with the most likely figure the 33% obtained.

In comparing survey results in two samples, such as, for example, men and women, the question arises as to how large a difference between them must be before one can be reasonably sure that it reflects a real difference. In the tables below, the number of points that must be allowed for in such comparisons is indicated.

Two tables are provided. One is for percentages near 20 or 80; the other, for percentages near 50. For percentages in between, the error to be allowed for lies between those shown in the two tables.

Recommended Allowance for Sampling Error of the Difference

	In Percentage Points (at 95 in 100 confidence level)*					
	Percentages near 20 or percentages near 80					
TABLE A	1,500	1,000	750	600	400	200
Size of Sample						
1,500	4					
1,000	4	5				
750	5	5	5			
600	5	5	6	6		
400	6	6	6	7	7	
200	8	8	8	8	9	10
TABLE B	Percentages near 50					
Size of Sample	1,500	1,000	750	600	400	200
1,500	5					
1,000	5	6				
750	6	6	7			
600	6	7	7	7		
400	7	8	8	8	9	
200	10	10	10	10	11	13

*The chances are 95 in 100 that the sampling error is not larger than the figures shown.

Here is an example of how the tables would be used: Let us say that 50% of men respond a certain way and 40% of women respond that way also, for a difference of 10 percentage points between them. Can we say with any assurance that the 10-point difference reflects a real difference between men and women on the question? Let us consider a sample that contains approximately 750 men and 750 women.

Since the percentages are near 50, we consult Table B, and, since the two samples are about 750 persons each, we look for the number in the column headed "750," which is also in the row designated "750." We find the number 7 here. This means that the allowance for error should be seven points and that, in concluding that the percentage among men is somewhere between three and 17 points higher than the percentage among women, we should be wrong only about 5% of the time. In other words, we can conclude with considerable confidence that a difference exists in the direction observed and that it amounts to at least three percentage points.

If, in another case, men's responses amount to 22%, say, and women's to 24%, we consult Table A, because these percentages are near 20. We look in the column headed "750" and see that the number is 5. Obviously, then, the two-point difference is inconclusive.

Conducting Your Own Poll

The Phi Delta Kappa Center for Dissemination of Innovative Programs makes available PACE (Polling Attitudes of the Community on Education) materials to enable nonspecialists to conduct scientific polls of attitudes and opinion in education. The PACE manual provides detailed information on constructing questionnaires, sampling, interviewing, and analyzing data. It also includes updated census figures and new material on conducting a telephone survey.

For information about using PACE materials, write or phone Neville Robertson at Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789. Ph. 800/766-1156.

How to Order the Poll

The minimum order for reprints of the published version of the Gallup/Phi Delta Kappa education poll is 25 copies for \$10. Additional copies are 25 cents each. This price includes postage for parcel post delivery. Where possible, enclose a check or money order.

If faster delivery is desired, do not include a remittance with your order. You will be billed at the above rates plus any additional cost involved in the method of delivery.

Persons who wish to order the 300-page document that is the basis for this report should write to the Gallup Organization (47 Hurlish St., Princeton, NJ 08542) or phone 609/924-9600. The price is \$95 per copy, postage included.

Acknowledgments

A 10-member panel of distinguished educators and others interested in education helped frame questions for the 1992 Gallup/Phi Delta Kappa Poll of the Public's Attitudes Toward the Public Schools. Each of them submitted a number of ideas for questions. After editing and compilation, these questions were rated for appropriateness by the panel and by several members of the Phi Delta Kappa professional staff. The Gallup Organization put the top 30 questions into final form for use in the poll.

Panelists: Gerald Bracey, a research psychologist and education consultant in Alexandria, Va.; David Clark, professor of education, University of North Carolina, Chapel Hill; Luvern Cunningham, professor of education, Ohio State University, Columbus; Constance Clayton, superintendent of the Philadelphia public schools; Forbis Jordan, professor of education, Arizona State University, Tempe; George Kaplan, an education writer and consultant, Bethesda, Md.; Jack Kosoy, an adult education administrator in the Los Angeles schools and president of Phi Delta Kappa; Lawrence J. Schweinhart, chairman, Research Division, High/Scope Educational Research Foundation, Ypsilanti, Mich.; Harold Shane, professor of education emeritus, Indiana University, Bloomington; and Suzanne Wilson, professor of education, Michigan State University, East Lansing. — SME