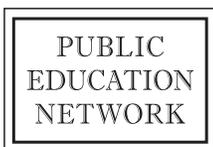
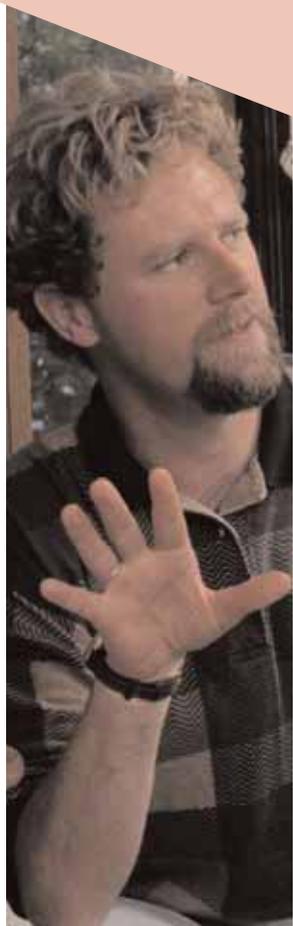


PENNSYLVANIA

Open to the Public

Speaking Out on "No Child Left Behind"

A Report from 2004 Public Hearings



Public involvement. Public education. Public benefit.

Sponsored by The Pennsylvania Public Education Partnership
And Public Education Network



Public Education Network

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

Our Vision

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

Our Mission

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

Hearing Held in Harrisburg, Pennsylvania

May 20, 2004

1:00–4:00 PM

Temple University, Harrisburg, PA

Acknowledgements

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Leigh Bowser, Altoona, PA
Judith Rhoads, Erie, PA
Keri Robinson, Lancaster, PA
Greg Johnson, Lancaster, PA
Delia Sanchez, Lancaster, PA

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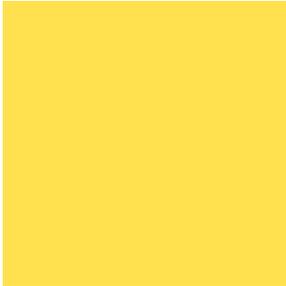


No Child Left Behind In Pennsylvania

“It will be a glorious day in America when parents in the inner city are justifiably able to take as much pride in their community schools as are the parents in our more affluent neighborhoods. We must provide every community with a school worthy of their respect.” –The Rev. Sally Jo Snyder, United Methodist Church, Erie, Pennsylvania

Hearings on No Child Left Behind across the state of Pennsylvania left no doubt that students, parents, and community people believe in its goals and do not shy from accountability for schools. The testimony, culminating in a state hearing at Harrisburg, also made clear, however, that flaws in the law are seen as unfair and that implementation problems undermine trust between public education and the communities it serves. The strongest statements concerned:

- Inadequately designed assessments, mindless response by schools to the testing mandates, and a narrowing of the curriculum because of pressure to get scores up, even though those who testified endorsed accountability as a principle.
- Inadequacy of currently used definitions of teacher quality, including a lack of emphasis on skills for teaching diverse students, and fear of teachers about sanctions if they don't focus on narrowly defined basic skills.
- Poor communication with parents/communities about components of NCLB, as well as criticism of the use of information to “label” schools.
- Confusion about the source of inadequate funding for schools—state's or federal government's responsibility.



The “Why” of the PEN Hearings

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

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

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



The Pennsylvania Context

The people of Pennsylvania are familiar with accountability in public education. Since the mid-1990s, the state's annual assessment and its intervention policies have focused attention and action on low-performing students, schools and districts. The State Board of Education's regulatory actions have been the primary impetus for reforms. State standards are in place for all curriculum offerings in public schools. Assessment experts are redesigning the Pennsylvania System of School Achievement (PSSA) to more closely align state standards and anchor assessment items. State report cards, required under NCLB, now give parents more specific information and guidance. Pennsylvania statutes already exceeded the NCLB definition of "highly qualified teacher," requiring prospective teachers to complete pedagogical coursework, including student teaching, as well as hold a bachelor's degree with a content area major and pass a content area test.



Despite Pennsylvania's reform initiatives, the state's public schools are struggling to adjust to changing demographics and to make up for a persistent achievement gap. One of the tasks of NCLB—to reveal the academic performance of students from different backgrounds—focuses on a major challenge for Pennsylvania.

Projections indicate its school enrollment will be fairly static over the next decade or so, leveling off or declining in elementary grades and increasing only slightly in secondary grades. Changes within the enrollment, however, are churning dramatically. In the school year 2002-03, for example, Hispanic enrollment had increased more than 63 percent from the 1993-94 school year, and Asian/Pacific Islander enrollment increased more than 28 percent. The gap in achievement is huge: about 35–40 percent lower between students of color and white students on reading and math assessments. The gaps at fifth grade are just as large at the 11th grade, showing that years in school make no difference in improving the achievement of minority students. The same pattern exists for low-income students.

The economic future of Pennsylvania, as it tries to move from a manufacturing to a technology-driven economy, will depend greatly on the quality of education the state's public schools provide to all students. Also crucial to the future are quality of life factors that will entice younger generations to stay in the state or migrate to it. Pennsylvania, for example, lost more young workers in the previous decade than any other state in the country.



Speaking Out

Concern over these factors—and the invitation to discuss the most dramatic change in education policies in several decades—brought out hundreds of people to free forums throughout the state in the spring of 2004. More than 700 parents, teachers, students, and community leaders attended preparatory Town Meetings to share their views on NCLB. At the same time, their testimony revealed underlying values—and issues—that ultimately will influence the capacity to respond to the demands of NCLB.

The Pennsylvania Public Education Partnership, a three-year-old organization of local education funds, sponsored the Town Meetings. Formed with the support of Public Education Network (PEN), the Partnership is composed of the Lancaster Foundation for Educational Enrichment, Mon Valley Education Consortium, Philadelphia Education Fund, and the Pittsburgh Council on Public Education. The Partnership held NCLB hearings in Pittsburgh, Uniontown, Erie, Belle Vernon, Altoona, Lancaster, and Philadelphia. In May, after the Town Meetings were over, PEN launched its national NCLB hearing project in Harrisburg in collaboration with the Partnership.



The Partnership asked participants at the Town Meetings to organize their comments about NCLB around three questions:

- How has NCLB positively affected your child's/your community's schools, and what positive effects do you foresee in the future?
- What concerns do you have about NCLB's effects on your child's/community's schools, now and in the future?
- What do you think the federal government should do to improve education outcomes for children in your community? Can NCLB be better implemented or modified to respond to those needs?

At the Harrisburg hearing, PEN hearing officers gathered testimony from panels of parents, students, educators, and community members, using these same questions. The hearing officers also listened for and asked questions about what PEN considers the most salient features of the law: accountability, teacher quality, and parent/community involvement. These issues shape the summary of testimony that follows.



What We Heard About Accountability

Pennsylvania parents, educators, and students believe NCLB has made schools more accountable for results, and that is a good thing. The law is an agent for change, said a school administrator, and regardless of its flaws, “it has caused our school district to better assess, evaluate, and take a more positive approach to the education of all students...It has changed education drastically.” One parent recalled a conference at her 10th-grade son’s school 10 years ago where she complained that a paper he wrote was unintelligible. At that time, she said, “I was told that many 10th graders were not able to write any better than that. I currently have a daughter in 10th grade and have seen her rewrite papers this year for grammar, punctuation or logic that I know would have been passed over in 1994. So, personally, I see this as an improvement—that the teachers finally have expectations for my children as high as my own.”



“There are some parts of this law that need to be looked over and revamped, but needless to say, accountability needs to take place. Passing the buck cannot continue when it comes to our children. There should be no reason why our children are graduating without the necessary skills to be productive members of society, and far too many are.”

–Delia Sanchez, parent,
Lancaster, Pennsylvania

Similarly, panelists testified that the disaggregation of data, allowing teachers and parents to track how well a school is serving all of its students, exposes failure that had not been acknowledged before. A Lancaster parent noted that data on sub-groups of students, including low-income students, limited-English speakers, racial and ethnic minorities, and children with disabilities, are under the magnifying glass. Prior to NCLB, she said, “districts could mask the performances of these learners by averaging their scores with higher achieving student populations.” Disaggregation of data, echoed a parent from Pittsburgh, has put the focus of schools on student achievement. When only overall scores were reported, she said, the consistently poor performance of some groups of students had been hidden.

The concerns about accountability expressed at the Harrisburg hearing were not about the state assessment, *per se*. Pennsylvania System of School Assessment (PSSA) has been a part of the state accountability system since 1999, given in the past at the 5th, 8th, and 11th grades. A state intervention initiative uses the assessment results to make decisions about low-performing districts, and several were under state supervision before NCLB was passed. Rather, many who testified believe that NCLB has upped the pressure for students to perform well on PSSA because of the consequences associated with NCLB. Its requirement for adequate yearly progress (AYP) gives what seems like overbearing weight to a single test event. The reaction of principals and teachers to the fear of being labeled failing under NCLB leaves young children crying and older students cynical. Instead of threatening students that their futures will be ruined if they do not perform well on the PSSA, Cunningham of West Philadelphia High School said teachers should explain how it can help the school and the student get a better idea of what the student knows. The testimony describing these situations covered several issues:



- Diversion of resources to test prep for the PSSA. Student panelists, who see the effect on their classrooms better than adults, were incensed by pressure tactics in their schools. A West Philadelphia High School student described her principal and others “going crazy to bring up test scores” and “bribes” for students, up to \$200 each for those who did well on the PSSA. Money was squandered on test prep classes, she said, “when it should have been spent on more up-to-date textbooks.”

A senior at the same high school echoed her comment, saying that the money spent on test prep was wasted because students knew they were a long way from being prepared for the tests and stayed away from the prep classes and the testing. “There was just a lot of anarchy when it came to attendance at the test,” he said. He decried the lack of resources for teachers. Determined to attend college, the young man said all during his high school science classes he wanted to be able to actually dissect a frog, “but all I could do was read about it in a book” because his teachers did not have laboratory resources. Using another example, he said that one can be the best basketball player in the world, but nobody would know it if you didn’t have a court and a basketball. “That’s how it was in my high school career,” he said. “We’ve got a lot of smart students in West Philadelphia High School, but they don’t have a lot of resources to show that.”

“Teachers are showing a lot more concerns for the students in one-on-one (relationships), like they are supposed to be.”

—Robert Cunningham, Senior, West Philadelphia High School, Pennsylvania

- Neglect of a meaningful curriculum because of testing. Educators and students alike felt that schools were cheating students out of essential learning because of the focus on a single test. “The emphasis on performance and assessment that is fundamental to this policy,” said a parent who had withdrawn her son from public schools because of the testing environment, “teaches kids that learning is about performing, not about enriching their lives and expanding their horizons.” A parent of recent public high school graduates who is a college faculty member criticized the narrow skills emphasis on the PSSA. She predicted that “we may be graduating students who are functionally literate but are not creative, analytical, or evaluative.” Many schools, she added, have been forced to cut such classes

as consumer science, technology, and vocational skills to put resources into core academic classes. This could result in “producing graduates who cannot do... what employers are telling us they want our children to know and do beyond basic literacy and mathematics.”

- Inadequate assessment tools. Closely tied to the issue of testing that narrows the curriculum is the concern that other, better forms of assessment are being ignored.

The college-bound Philadelphia student pleaded for portfolio assessments. NCLB, he said, is a very positive step, but it is not being implemented right. Some students are just not good at taking traditional tests and would do much better if allowed to present oral and written portfolios,



he said. A community representative contended that the country has experts who can develop tests that measure student progress in terms of writing samples, creativity, and math problem solving. "Let's use the brains that we have as adults," she said, "and create some effective measurements that will (produce) the kind of graduates we need in Pennsylvania." One panelist favored use of a value-added assessment system. Now being piloted in several Pennsylvania districts and slated to become statewide in the future, a value-added system measures student growth rather than just percentages meeting a cut score on proficiency, as in the PSSA system. (This also is a recommendation of the Pennsylvania Department of Education.)

"I grieve that NCLB has turned our classrooms into pressured assembly lines whose job it has become to turn out rote robots who have learned what to do and how to do it to pass a test and save a school from being labeled a failure. What about the children? It saddens me to hear fifth graders no longer talking about a poem they wrote for their creative writing lesson or their amazement at learning a really cool fact about history.... Instead of these things, which make a well-rounded, more civically engaged person, fifth graders in the current environment of today's classrooms now talk about in what percentile they scored." –The Rev. Sallie Jo Snyder, Erie, Pennsylvania

Parents/guardians of students with disabilities are particularly concerned—and often confused—by NCLB's requirement that such children be included in state assessments. NCLB and the Individuals with Disabilities Education Act (IDEA) requirements for individual education plans seem to be in conflict. For example, a grandmother from Erie, raising her young grandchild, criticized the use of a regular grade-level test for her granddaughter, who has multiple cognitive disabilities. "Setting standards that are impossible for these children to achieve only sets them up to fail," she said. "You can never know unless you have special challenged children how heartbreaking it is to watch them struggle to succeed." The child's IEP, on the other hand, sets realistic goals, the grandmother testified.

Although the child is a second-grader, and not yet in a grade covered by NCLB, her grandmother was told by school officials that NCLB required special education children to be tested on grade level. She also said that the testing penalized her granddaughter's homeroom teacher, who was held accountable for the child's scores but was not responsible for her academic program.

Two prospective teachers who testified recommended that special education students be able to use accommodations on tests that are similar to ones they can use in their classrooms.



What We Heard About Teacher Quality

On paper, Pennsylvania's teacher force is highly qualified, with less than 4 percent not meeting state certification requirements (slightly higher in high-poverty schools). Nonetheless, almost every panel at the Harrisburg hearing expressed some concerns about the quality of teaching, indicating that perhaps the NCLB and state definition of qualified may not be enough. Good teaching also may be undermined by NCLB's punitive measures and diversion of resources to testing. The major points covered in the testimony:



- NCLB has created an expectation that all classrooms will be staffed by qualified teachers. A high school teacher admitted that staffing was not always as good as it seemed. Many school districts, she said, used to routinely hire long-term substitutes who may or may not have been properly certified or loosely shifted personnel to serve a current staffing need. Now, she said, “we have a law that requires a more uniform and stringent standard, and that is good. Proficiency has replaced convenience and cost savings.”

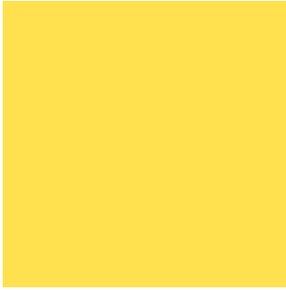
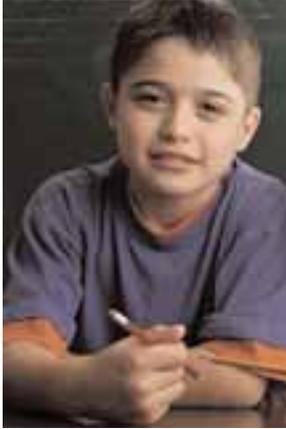
Presumably, the siblings of the high school student from Philadelphia, who are several grades behind him, will not have his experience. “I have a million stories to tell,” he said, about incompetent teachers, but he quickly pointed out that good teachers often just don't have the resources they need.

One parent praised the emphasis on research-based strategies for teachers, saying “this is good news for many parents who have felt that their children were being used as guinea pigs to test the latest new curriculum, often at the expense of the child's education.”

- Teachers need help meeting diverse needs. Now that disaggregated data make the lack of success with some sub-groups of students very public, teachers know better where they need more knowledge and skills. Teacher education programs, said the college professor, must do a better job of preparing teachers for differentiated instruction in a standards-based context. An Altoona parent also commented that teachers cannot provide all of the diagnostic and academic support help some students need. Rather than shuffle such students into special education, districts need to use expert interventions early.

- Teachers and administrators are overly concerned about immediate results and less interested in broader and deeper learning goals-the big picture. Teachers who do not want to change, said one parent, present reforms to students as something to be afraid of and create fear. If NCLB is to succeed, she said, “bright and devoted educators who encourage the best from our students must drive it.”

Many who testified, however, said the real fear is among teachers, who believe their jobs are at stake because of NCLB-imposed sanctions against persistently low-performing schools. That is why they are focused narrowly on the testing.



What We Heard About Parent and Community Involvement

Public education, with all its foibles and goals and issues, has been brought out of the dark and into the “daylight of scrutiny,” testified a Lancaster teacher. Because of that, communities are beginning to understand the issues better. As might be expected, the initial response to opportunities to talk publicly about one’s concerns with the public schools is a very personal one. Parents and guardians know schools through the experiences of their own children. The Pennsylvania hearings opened pent up feelings about the schools, but at the same time they exposed those who participated to shared experiences and patterns. In essence, the public is gaining an informed and collaborative voice on education.



Many of those testifying at the Harrisburg hearing have struggled to be heard at their local schools and districts. Detailed communication about NCLB is an issue, but an even larger one is that parents often felt ostracized and otherwise powerless to have their concerns heard, much less attended to by school officials.

NCLB mentions parent involvement over a hundred times—before the section that directly deals with parents—a Lancaster parent and child advocate pointed out. “That sends a strong message of how important parental involvement is,” she said. A Pittsburgh parent also said that parental rights under the law assure “substantial and meaningful opportunities” for parents to participate in the education of their children.

Few of those testifying felt well informed about the law, even though access to information is now assured. The panelists more often faulted both state and local district officials for inadequate information or information that was not clear to parents. A Pittsburgh parent noted that NCLB led the Pennsylvania Department of Education to develop new report cards for parents that have more specific and clear information about student progress and how parents can help their children. Nonetheless, school-home communications often misjudge what is relevant to parents, said an Erie

“The public—the immediate stakeholders from parents to the corporate and business community—they’re now questioning, they’re expecting, they’re demanding, they’re even appreciating, and this is all positive news.”

—Nancy Val Kambourgos, Lancaster, Pennsylvania

community representative. “So many members of the community feel completely disconnected, completely uninvolved,” she said. “It’s completely beyond them to step in and become involved in public school systems. And the data seems put down on them from some entity they know nothing about, and they completely withdraw.” Among the suggestions from panelists:

- Increase federal funding for parental involvement that would include training for parents on how to advocate for their children under the law, especially for parents of sub-groups of students identified as struggling academically. Parent centers, for example, could provide ongoing information and training. They should be external to the school system “to insure that parents feel comfortable to speak freely and are not intimidated by administrators,” as one parent insisted.
- Use a team approach to training about the law so that parents, educators, board members, and community people are all getting the same information.
- Use more creative ways of getting information out other than printed materials such as forums and meetings, television spot announcements, and such.
- Train teachers and administrators to work more effectively with parents to carry out the law. They should consider parents and communities as full partners in the education of children.



While many who testified felt that NCLB reporting requirements were giving communities a window into their schools, some indicated that the “labeling” of schools undermined a sense of community around schools. Labels are difficult to remove, said an Erie community representative. “Before we start attaching failing labels to schools, we must be certain to provide adequate resources needed to assist these schools to achieve. To do otherwise is cruel and it is unjust.” Similarly, she said, offering parents an opportunity to send their children to “better schools” that don’t want them is not solving the problem. The students from West Philadelphia High School attested to the effect of labeling on their school. They described panicky teachers and administrators, questionable strategies to get test scores up, and their own eventual cynicism about the process.

“Before NCLB, I really trusted that my district was providing valuable professional development where all children would be receiving an equitable education. Now, I learned how important it is that I seriously look at and understand school assessments and school accountability and how my child is performing. I now have a better awareness that equitable education is not a given.”

—Sandy Rosario, Lancaster

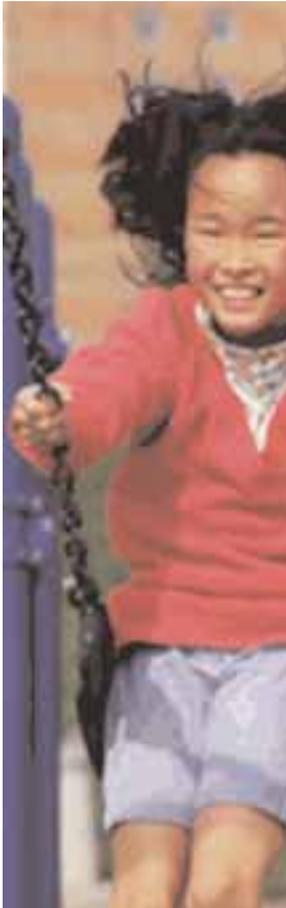
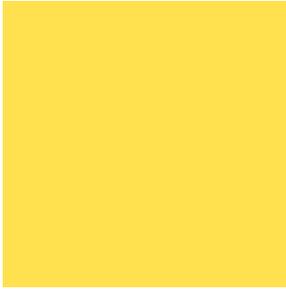


The State Issue

Every panel at the Harrisburg hearing inevitably discussed funding as a critical issue. As schools were trying to do more for more students, budgets were being cut. The cuts were down to the classroom level, resulting in fewer teachers and more crowded classrooms, fewer offerings, and inadequate resources. The lack of funding undermined the promises of NCLB, many said.

Few who testified, however, could separate the issue of federal funding from state support of public schools. True, Pennsylvania is one of 20 states slated to lose Title I funding under new federal formulas. Yet, the deep decreases being experienced by the districts are due more to state and local funding issues than to federal funding. NCLB plays a role in that it increases investments in teachers, testing, and reporting, but the pain parents and communities expressed over the shortchanging of the public schools is more of a challenge to the state legislature and to parents and citizens who advocate for public schools.

“If we’re looking at 100 percent of our students at the advanced or proficient level by the year 2014, then we better start looking at 100 percent of parent involvement, community involvement, and government leadership because I think that’s the only way we’re going to get there.” –Antoinette Kostelnik, teacher, Connellsville Area School District, Pennsylvania



Public Education Network Online Survey Results

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

PEN analyzed the data, which was disaggregated by state, to provide a snapshot of knowledge and attitudes about No Child Left Behind. The results for Pennsylvania follow.



Demographics (494 respondents)

Age

Under 18	0%
18-24	2%
25-34	14%
35-50	46%
50-65	32%
Over 65	5%

Gender

Female	83%
Male	17%

Race/Ethnicity

African-American	6%
Asian or Pacific Islander	.5%
Hispanic/Latino/Mexican	4%
Native American or Alaskan Native	.5%
White	85%
Other	4%

Education

Less Than High School	1%
High School Grad or GED	8%
Some College	14%
Four-year College Degree or More	77%



Demographics (cont.)

Please identify yourself (check all that apply)

Educator	53%
Elected Official	4%
Parent/Guardian of Current Public School Student	43%
Parent/Guardian of Former Public School Student	22%
Community Activist	16%
Concerned Community Member	54%
Business Person	5%

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

School board election	64%
Mayor	47%
State legislator	76%
Governor	74%
US Congress	74%
US President	80%
None of the above	8%

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

Public school	64%
Private school (non-religious)	3%
Parochial or religious school	7%
Home school	1%
Too young to attend school	7%
I do not have children	19%



Have you heard of the NCLB Act?

Yes	98%
No	2%

What do you know about NCLB?

Have heard of the law, but know little about its provisions	12%
Know about some provisions of the law	50%
Have an in-depth knowledge of the law	38%

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

Parents	18%
Teachers	39%
Administrators	53%
Other school personnel	27%
Community organizations	8%
Local newspapers	42%
Local television	21%
Radio	8%
National media	39%

Do you believe NCLB is:

A good law and should be continued without change	8%
A law that needs changing	68%
A law that should be repealed	24%

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

Too much	69%
Too little	4%
Just right	11%
Don't know	16%

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

Yes	2%
No	89%
Unsure	9%



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

Yes	52%
No	29%
Unsure	19%

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

Yes	5%
No	90%
Unsure	5%

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

Yes	7%
No	89%
Unsure	4%

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

Yes	97%
No	1.5%
Unsure	1.5%

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

Yes	20%
No	68%
Unsure	12%

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

Yes	38%
No	62%



How would you rate the teachers in your local schools?

No qualified teachers	0%
Some qualified teachers	15%
Many qualified teachers	49%
All qualified teachers	21%
I have no way of judging	16%

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

Yes	61%
No	20%
Unsure	19%

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

Yes	49%
No	51%

Has NCLB made a difference in any of the following areas?

(check all that apply)

Access to information about schools	30%
Student performance	21%
Parental involvement	11%
Teacher quality	15%
None of the above	51%



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

Developing state standards	9%
Developing the state test required by NCLB	3%
Developing the state and/or local report cards required by NCLB	6%
Developing the district Title I parent involvement policy	6%
Giving input into the district annual Title I program	9%
Making recommendations for what constitutes a “highly qualified teacher” under NCLB	3%
Participating in the improvement team for schools that were identified as needing improvement under NCLB	12%
None of the above	74%

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

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

Yes	24%
No	76%

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

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

Yes	78%
No	22%



For More Information . . .

Public Education Network

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

PEN's advocacy website,
GiveKidsGoodSchools.org:
www.givekidsgoodschools.org

Education Commission of the States

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

Pennsylvania Department of Education

www.pde.state.pa.us
www.paprofiles.org (school report cards)

Pennsylvania Governor's Office

<http://www.governor.state.pa.us/>

Commonwealth of Pennsylvania

<http://www.state.pa.us/>

Pennsylvania General Assembly

<http://www.legis.state.pa.us/>

National Conference of State Legislatures

<http://www.ncsl.org>

Denver Office:
7700 East First Place
Denver, CO 80230
Phone: 303-364-7700
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Washington Office:
444 North Capitol Street, N.W.
Suite 515
Washington, DC 20001
Phone: 202-624-5400
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Council of Chief State School Officers (CCSSO)

One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431
Phone: 202-336-7000
Fax: 202-408-8072
<http://www.ccsso.org/>

U.S. Department of Education

400 Maryland Avenue, SW
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Phone: 1-800-USA-LEARN (1-800-872-5327)
Fax: 202-401-0689
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