

**2000 Iowa
Department of Management
Statewide Survey of Adults:
K-12 Public Schools**

Prepared by the
Center for Social and Behavioral Research
University of Northern Iowa

Gene M. Lutz
Mary E. Losch
Melvin E. Gonnerman, Jr.
Dana Binder

For submission under Agreement with the
Iowa Department of Management

The preparation of this report was financed by funds
provided by the state of Iowa.

July 2000

*Publication of this document shall not be construed as endorsement
of the views expressed therein by the Iowa Department of Management.*

Table of Contents

	Page
Background and Methodology	1
Purpose and Content Overview	1
Methodology	1
Characteristics of the Sample	3
Findings	7
Views of Iowa’s K-12 School Systems	7
School Quality	7
Student Quality	9
Teacher Quality	10
Teacher Quality Locally	11
Section Summary	12
Problems Facing Local Districts	13
Most Serious Problems in Next 5 Years	13
Suggested Changes for School Improvement	14
Strategies to Improve Education	15
Publicly Funded Educational Areas	18
Section Summary	19
Iowa K-12 Teachers	20
Teacher Expertise	20
Teacher Salaries	21
Attracting and Retaining Teachers	23
Future Importance of Teacher Salaries	25
Section Summary	26
Specific K-12 Topics	27
High School Size	27
Year-Round School	28
Control of Student Competency	29
Control of Teacher Pay	30
Comparison of Control Preferences	31
Section Summary	31
Overall Views of Schools	32
Major Local Issues	32
Teacher Issues	34
Student Issues	36
Section Summary	37
Summary and Conclusions	39
Tracking Public Views of State Government	41
Appendix A: Item Tabulations and Crosstabulations	43
Appendix B: Open Comments	69
Appendix C: Call Disposition Definitions	81

BACKGROUND AND METHODOLOGY

PURPOSE AND CONTENT OVERVIEW

The University of Northern Iowa (in conjunction with Iowa State University and the University of Iowa in some years) has been conducting annual public surveys for the Iowa Department of Management (IDOM) since 1995. Until this year, the primary sponsor was the Council for Human Investment (CHI), a citizen/legislator group facilitated by DOM, but this year the sponsor is the Department of Management itself since the CHI was not authorized to continue by the 2000 General Assembly.

The focus of this year's survey was public input on Kindergarten-12th grade (K-12) public school issues. The issues primarily concerned the current and future quality of the schools, their teachers and their students. At the heart of this inquiry were the goals of learning 1) what problems the public consider to be the most important and 2) what solutions the public most believes would make the greatest difference. The information gathered can be used to assist in guiding K-12 public schools policy in Iowa. Possible survey topics and questions were first suggested by state personnel. The researchers then compared these with similar topics and questions asked in other surveys (including national polls) and constructed final questions designed to minimize bias by using balanced question wording and full-spectrum response options. The data collection instrument was pretested and final modifications were made based on feedback from interviewers and pretest respondents.

In addition to the K-12 schools focus, the 2000 Survey assessed public awareness and ratings of characteristics of the executive branch of state government. The 2000 Survey adds a data point to the tracking of these issues which began in 1997.

METHODOLOGY

The sample population consisted of all Iowa residents, 18 years and older, living in households that could be contacted by telephone using standard random digit dialing (RDD) methodology. This population contains all private households with one or more telephones including those with non-published and non-listed telephone numbers. Except for any differences in cooperation rates among subgroups of this population, this type of sampling is likely to produce a sample that matches the population's characteristics.

All data were collected via a computer-assisted telephone interviewing (CATI) system at the Center for Social and Behavioral Research (CSBR) at the University of Northern Iowa. Interviewers were trained and supervised by CSBR professional staff. Data collection began June 7, 2000, and was concluded on June 25, 2000. Interviewing was concentrated during the hours of 5 p.m. to 9 p.m. Sunday through Thursday, weekdays from 9 a.m. to 5 p.m., and Saturdays from 10 a.m. to 2 p.m.

From a sample of random telephone numbers drawn by Genesys Sampling Systems, a total of 3,700 telephone numbers were attempted, yielding 632 completed interviews. To assure random sampling of respondents within each household, during the initial contact interviewers asked to speak with the adult who had the most recent birthday. When the initial contact person was not the appropriate respondent, ten or more call-back attempts were made to obtain a completed interview. Selected respondents were provided with a brief description of the interview purpose, the identity of the study sponsor, and were informed that their participation was voluntary and confidential. A random sample of 632 respondents has an approximate maximum sampling error of +/-4% at a 95% confidence level. (See Appendix A for the interview questions and item tabulations).

Table 1 shows the distribution of final telephone call dispositions. The response rate (RR4; American Association for Public Opinion Research¹, 1998) was 34.0%, with a cooperation rate (COOP3; American Association for Public Opinion Research, 1998) of 63.3%. Essentially, the response rate is the ratio of completed interviews to eligible numbers dialed, and the cooperation rate is the ratio of completed interviews to all eligible respondents contacted. The mean interview length was 25.4 minutes.

Table 1. Final Dispositions*

	N	%
Completed Interviews	632	17.1
Refusals & Incompletes	367	9.9
Non Working Numbers	1005	27.2
No Eligible Respondent	365	9.9
10+ Attempts, All Answering Machine	364	9.8
Non Eligible Number	501	13.5
10+ Call Backs	77	2.1
10+ All Busy	53	1.4
10+ Attempts, All No Answer	293	7.9
Respondent Unable to Communicate	43	1.2
Total Numbers Dialed	3700	100

* See Appendix C for definition of dispositions.

¹American Association for Public Opinion Research, 1998. *Standard definitions: Final dispositions of case codes and outcome rates for RDD telephone surveys and in-person household surveys*. Ann Arbor: MI.

CHARACTERISTICS OF THE SAMPLE

Of the 632 adults in the final sample, 48% were male and 52% were female (Table 2). The mean age was 49.3 years, distributed as shown in Table 2. About 96% were white, 1% Black and 1% Hispanic/Latino.

Table 2. Sample Demographic Profile

	2000 IDOM	Iowa Census
Gender		
Male	48.4	47.8*
Female	51.6	52.2*
Age Group		
18-24	8.9	13.1*
25-44	34.5	37.1*
45-64	33.2	29.9*
65+	23.4	19.9*
Race		
White	96.5	96.5**
Other	3.5	3.5**

*1999 Iowa Census Estimates (Adults Only)

**1998 Iowa Census Estimates (Total Population)

Source: www.silo.lib.ia.us/datacenter

In terms of education, 57% of the respondents had completed some education beyond high school completion and 8% had graduate degrees (Figure 1). By gross household income, 10% earned less than \$15,000 and 13% earned \$75,000 or more, with about 5% each reporting they did not know their household income or refusing to provide the information (Figure 2). About 52% were currently employed for wages, 10% self-employed, 25% retired, and 2% unemployed (Figure 4.)

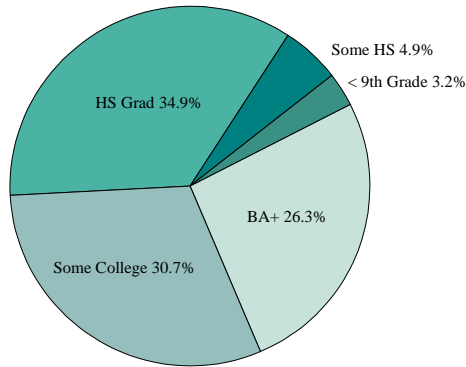


Figure 1. Education

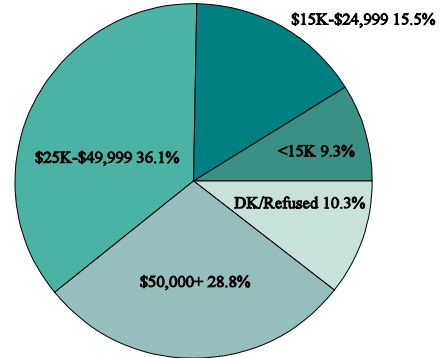


Figure 2. Income

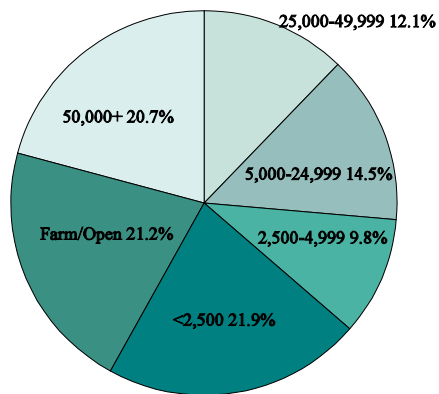


Figure 3. Place of Residence

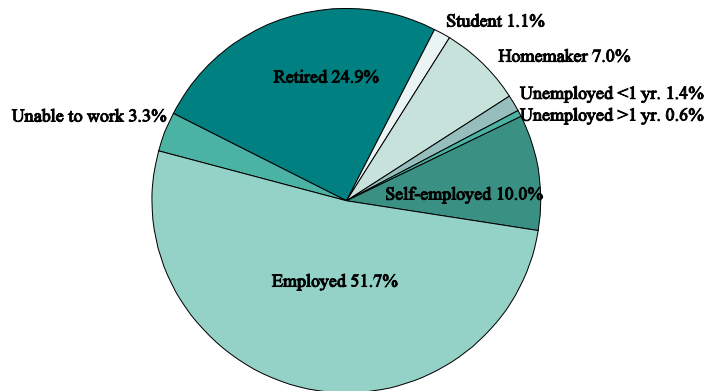


Figure 4. Employment Status

The mean length of Iowa residency was 41.7 years, distributed as shown in Figure 5. About one-fifth of the respondents lived on farms or in open country, one-fifth in small towns (less than 2,500 persons), and one-fifth in metro areas (50,000 or more persons). The county of residence for respondents follows the population distribution across the state with clusters of interviews coming from the more populous counties (Figure 6). Thus, the random sample included few, if any, respondents from those counties with the smallest populations.

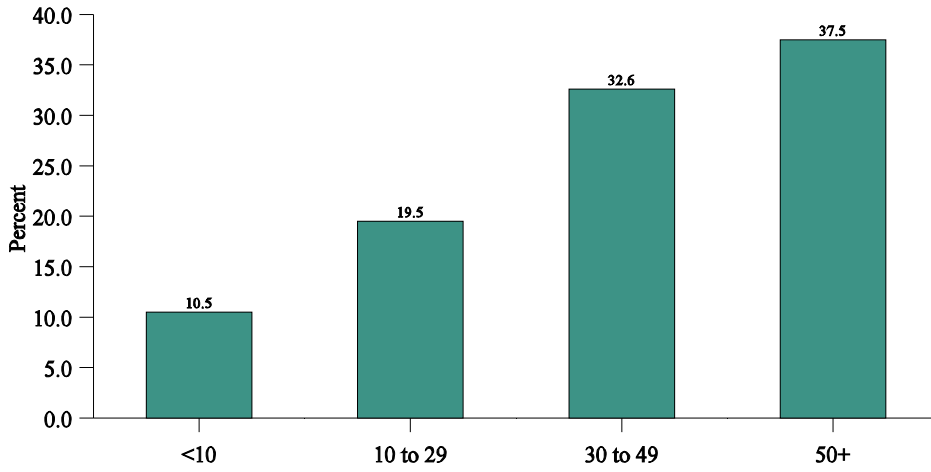


Figure 5. Length of Residency in Years

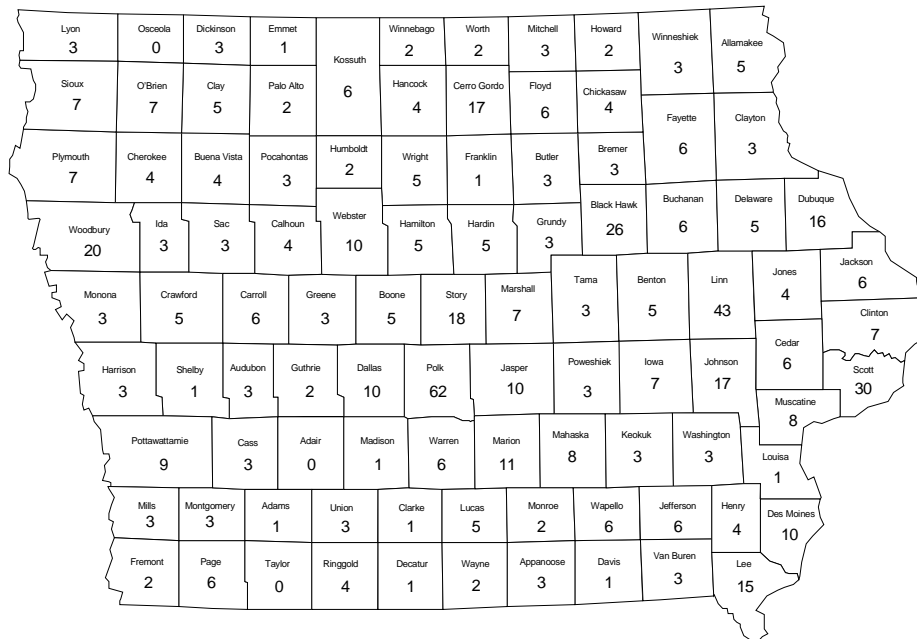


Figure 6. Respondents Per County

In the sample, 69% had children who attended Iowa public schools at one time in the past, and 31% currently have a child in Iowa public schools. About 4% have a child either in a parochial school, a non-religious private school, or in home school. Approximately two-thirds of respondents (68.0%) have no children currently attending public school, 19.8% have a child in grades K through 5th, 12.7% have a child in grades 6th through 8th, and 14.9% have a child in grades 9th through 12th.

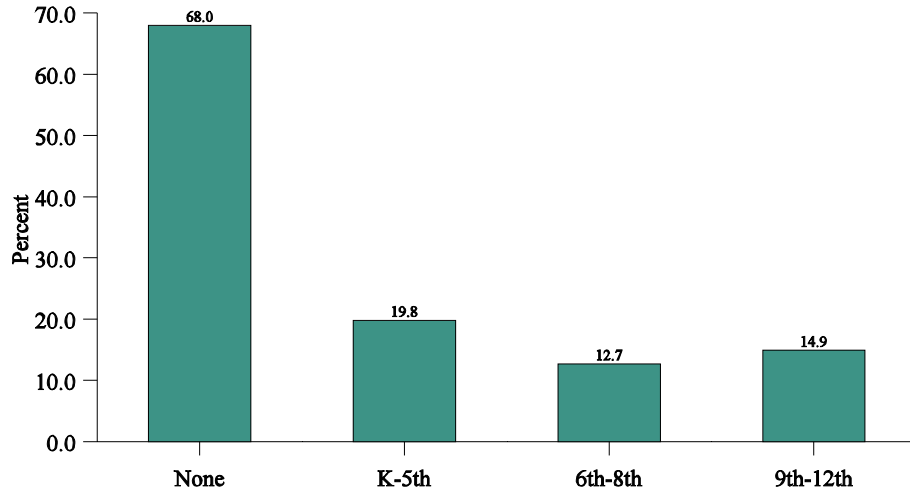


Figure 7. Respondents With Children in School

FINDINGS

The results of the survey are presented in five sections: Views of Iowa’s K-12 School Systems, Problems Facing Local Districts, Iowa K-12 Teachers, Specific K-12 Topics, and Overall Views of Schools. Unless otherwise noted, those respondents who said “don’t know” or who refused to answer a question are not included in the graphs or summary of responses in the narrative. Specifically, the graphs and discussion reflect only those who expressed an opinion or provided a rating. If the percentage of respondents falling into the “don’t know” or “refused” category is 10% or larger, this is included in the graph and/or narrative describing the results. Where subgroups are noted as being more or less likely to endorse a particular position, the differences are statistically significant at the conventional .05 significance level (95% confidence interval) using either a *chi-square* or *t-test* of differences means. When subgroup differences are not mentioned it is because they were not statistically significant and/or of any practical importance.

VIEWS OF IOWA’S K-12 SCHOOL SYSTEMS

In this first section, findings are presented related to how Iowans rate the quality of their K-12 schools and teachers.

School Quality

Iowans were asked to assign a letter grade from A to F to Iowa public schools. About one in eight (12.7%) assigned an “A”, half (50.2%) assigned a “B”, one-fourth (24.9%) assigned a “C”, and the remaining 4.9% assigned a “D” or “F”.

Q3a. Many teachers use the letters A, B, C, D or F to grade their students. Suppose you had the opportunity to grade the kindergarten through 12th grade public schools in Iowa. What grade would you give them?

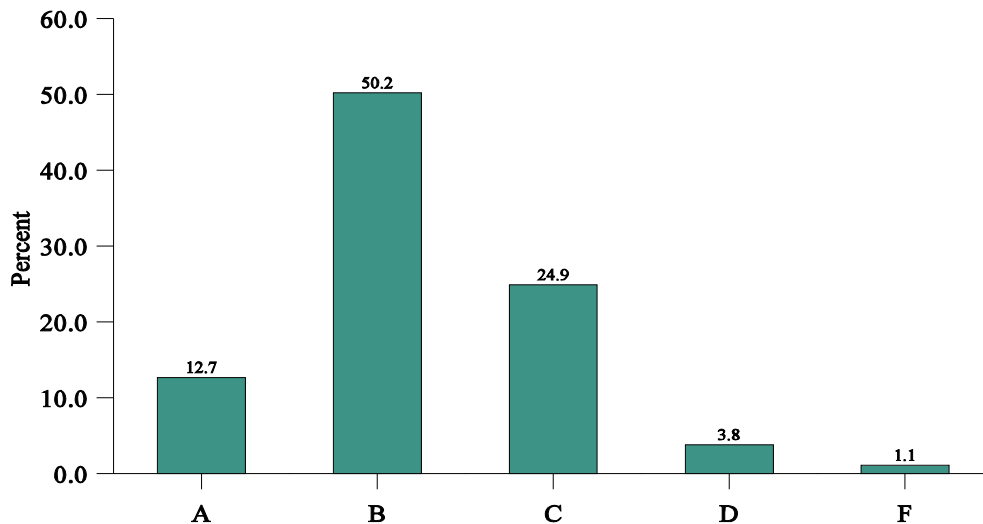


Figure 8. Grading of Public Schools in State

Respondents were also asked to grade their local school district. Although the distribution is generally similar to that for Iowa public schools, there was slightly more variation in the grades assigned to local schools; there were more grades of “A” (20.2%), “D” (6.2%) and “F” (2.1%) and fewer grades of “B”(46.7%) and “C” (20.5%).

Q3b. What grade would you give the K-12 public schools in your local school district?

The grades assigned for both Iowa schools and local schools show a marked pattern to cluster around a grade of “B”. There were few strong differences in the two grade distributions among demographic subgroups, although in the local school context the more urban respondents (those from places with populations of at least 5,000 persons) tended to assign more grades of “C” (than did rural respondents), and those with more education (beyond high school) tended to assign more grades of “B” (than those with less education). While the two distributions are statistically different (chi-square test), they are also highly correlated and have much more in common than they have in important differences.

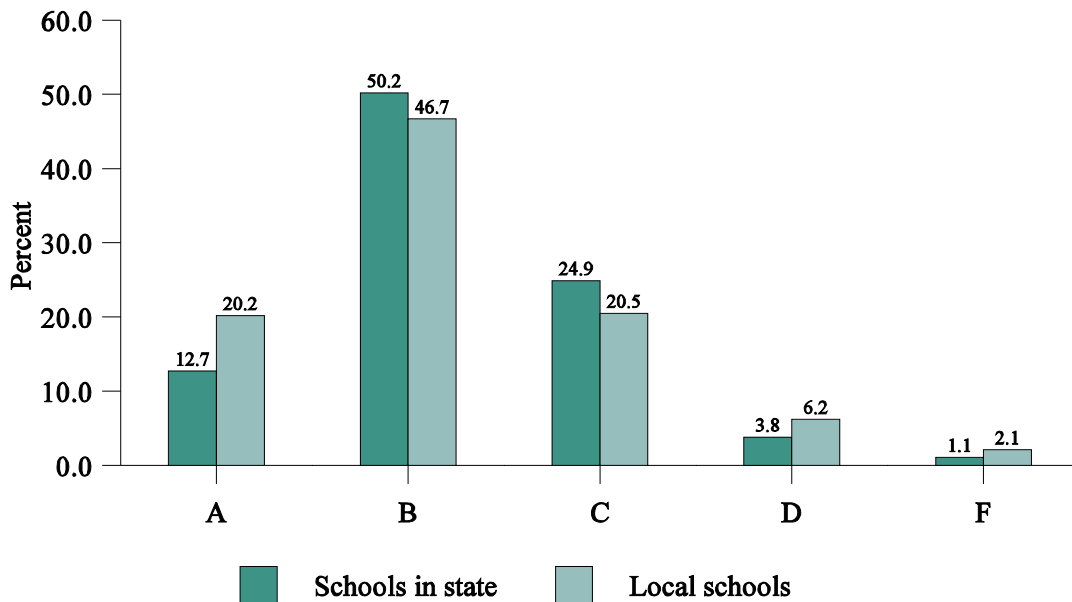


Figure 9. Grading of Public Schools in State and in Local District

Student Quality

Iowans tended to rate the academic performance of public school students to be better or equal to that of public school students in other states. More Iowans say Iowa students are “somewhat better” (41.0%) rather than “much better” (16.9%) or “equal” (28%) to students in other states. Less than 2% say Iowa students are worse (“somewhat” or “much”). About one in eight respondents (12.3%) said they did not know how to answer.

Q15. Overall, how would you compare the academic performance of Iowa public school students to the academic performance of public school students in other states?

Higher ratings tended to be more frequently assigned by those aged 18-24 and those with more education (than by older respondents and those with less education, respectively).

When compared to students in other industrialized countries (e.g., England, Germany or Japan), respondents tended either to view Iowa students as “equal” (22.7%) or “somewhat worse” (20.8%). Fully one-third (34.7%) responded “don’t know.” The ratings here are statistically different and markedly

Q16. And, how would you say they compare to students in other industrialized countries such as England, Germany or Japan?

lower than the ratings comparing Iowa students to students in other states. Lower international ratings more often were reported by those from urban settings and those with more education (than by their respective counterparts).

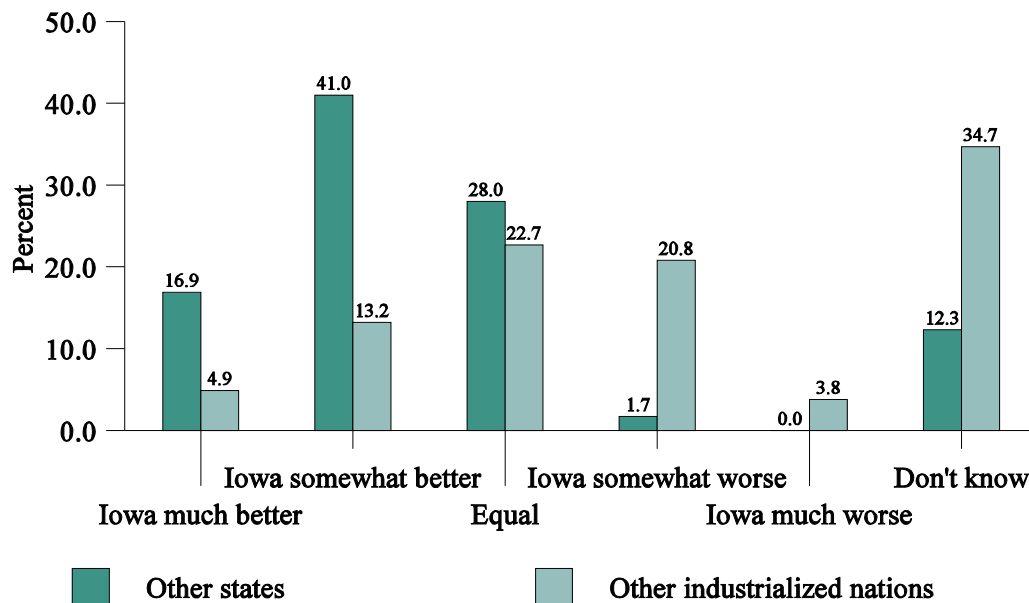


Figure 10. Iowa Students Compared to Other States and Industrialized Nations

Teacher Quality

Consistent with their ratings of students, most respondents said Iowa teachers were better than or equal to teachers in other states. The plurality said Iowa teachers were “somewhat better” (33.7%), rather than “much better” (19.8%) or “equal” (23.6%). Only 13.5% said they were worse (“somewhat” or “much”), but one-fifth were not sure how to answer. Respondents from urban places, those with more education, and those aged 24-64 tended to assign more positive ratings (than their respective subgroup counterparts.)

Q13. Overall, how would you say the quality of Iowa public school teachers compares to public school teachers in other states?

When compared to teachers in other industrialized countries, Iowa teachers were mostly seen to be in the middle of the scale: “equal” (19.2%), “somewhat better” (12.9%) or “somewhat worse (11.3%). However,

Q14. How would you say they compare to teachers in other industrialized countries such as England, Germany or Japan?

nearly half (47.0%) said they did not know how Iowa teachers compared to those in other countries. This pattern was consistent across the sample. The ratings of Iowa teachers compared to other states and the ratings comparing them to other countries are statistically different, with the latter shifted markedly toward lower ratings and more “don’t know” responses.

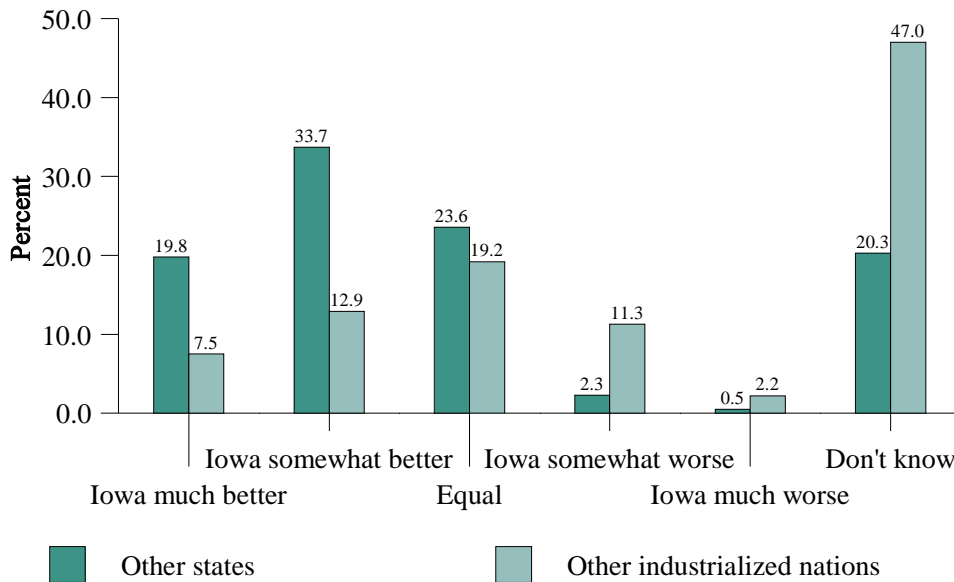


Figure 11. Iowa Teachers Compared to Other States and Industrialized Nations

Teacher Quality Locally

Iowans were asked to rate K-12 teachers in their local district on a scale from excellent to poor. About one-fourth (26.5%) rated them to be “excellent”, one-half (49.0%) considered them to be “good” and the others (17%) said “fair” or “poor”. This distribution parallels the distributions found for Iowans’ ratings of public schools (Q3a/b) in that the greatest concentration occurs in the second most positive response option.

Q11a. What is your overall rating of teacher quality in your local school district?

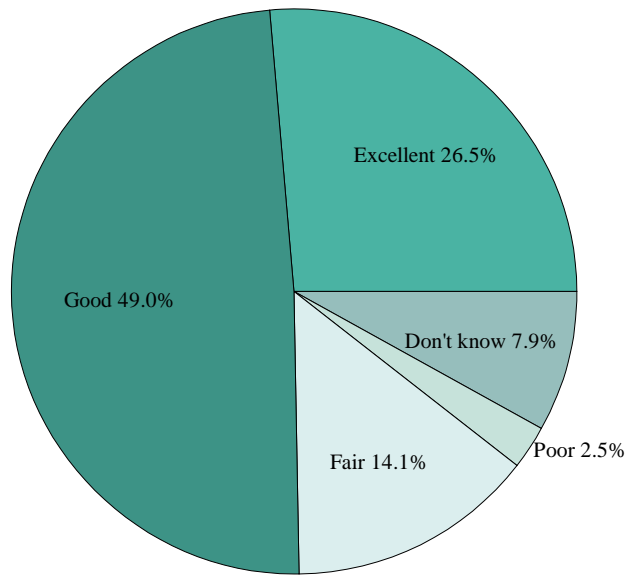


Figure 12. Overall Rating of Teacher Quality

Those respondents who said teachers were “fair” or “poor” were asked why they assigned these ratings. The predominant reason cited focused on teacher quality (e.g., older, uncaring, poor performance.)

Q11b. [If answered “fair” or “poor”] Why do you say that?

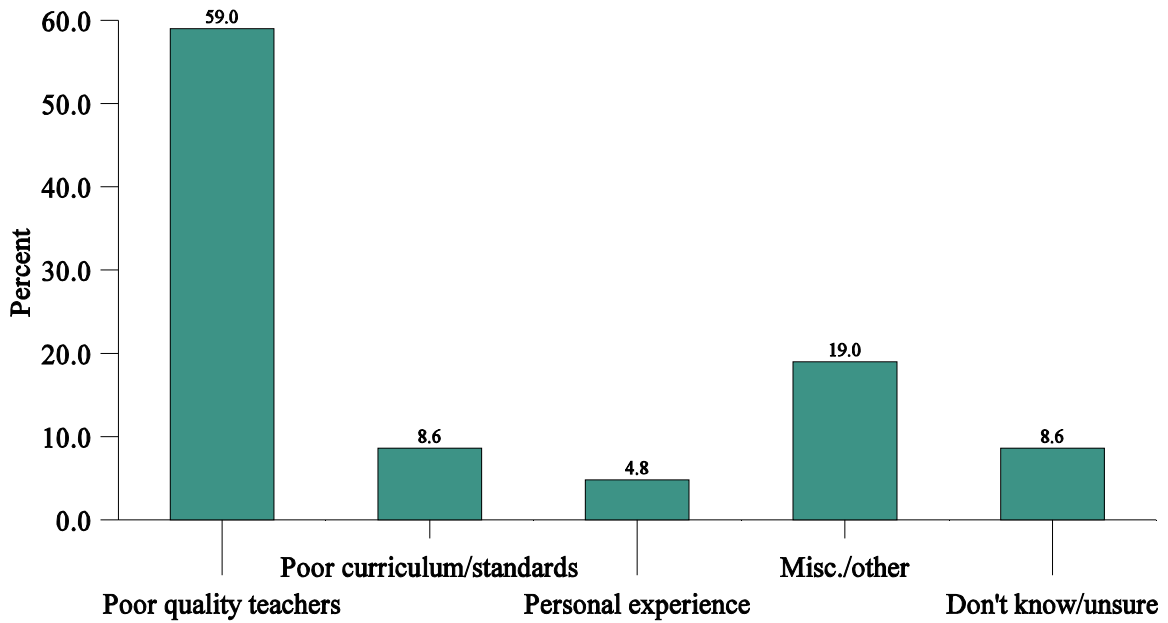


Figure 13. Reasons for “Fair” or “Poor” Ratings of Teachers

Section Summary

To a large extent, Iowans gave positive ratings to the K-12 public schools. This applies to the schools overall as well as to the teachers and students more specifically. The prevailing pattern was for the responses to cluster at the second highest of the four or five point scales used, and for the other responses to be more toward the middle of the scales than toward the top of the scales. Iowans were least confident of the standing of Iowa teachers and students in comparison to their counterparts in other industrialized nations.

PROBLEMS FACING LOCAL DISTRICTS

The general problems and possible solutions Iowans perceive for local school districts are covered in the second section of the findings.

Most Serious Problems in Next 5 Years

Early in the interview, respondents were asked two open-ended questions to determine what school issues Iowans were thinking about. These open-ended questions were asked prior to items addressing individual topic areas (e.g., teachers or students). The first of these questions asked what were the one or two most serious problems that their local school district will be facing in the next five years. The responses revealed a diverse set of issues with no single issue or small set of issues dominating the ideas expressed. Specifically, no issue was cited by more than 13% of the respondents as the most serious problems facing their district. Of those named, lack of funding (especially for those with more education), discipline issues (especially those aged 65 and older), lack of quality teachers, and drugs/alcohol (especially those with less education and those with school-age children under 18) topped the list.

Q4. Thinking about public schools in your local school district, what would you say are the one or two most serious problems facing these schools in the next 5 years?

When considering the first and second most serious issues named in combination, the findings are largely unchanged. Again, no single issue dominates but the list is topped by: lack of quality teachers and lack of funding (both especially by those with more education) and discipline issues (especially by those from rural places, with less education, without school-age children, and older). The miscellaneous category contains a large number of diverse issues named by only a few respondents (see Appendix B for a complete list).

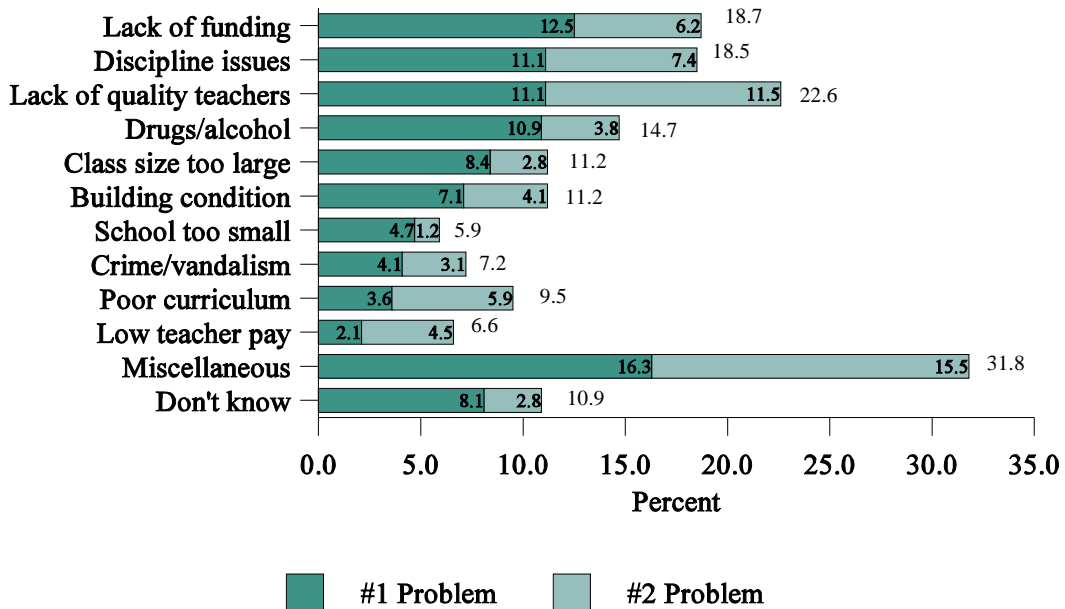


Figure 14. Most Serious Problems Facing Local School District

Suggested Changes for School Improvement

The second open-ended question asked what one or two things the respondent would change to improve local public schools. Consistent with the finding for the prior open-ended question, these responses had a high degree of diversity with little concentration around a few issues; no one idea was named by more than 9% of the respondents. About one-fifth (19.9%) did not offer any suggestions.

Q5. If there were one or two things you could change to improve the public schools in your local school district, what would that be?

Adding the second named suggestion to the first named suggestion for improving local schools did not alter the basic pattern first noted. There was very little concentration of the combined responses, but rather a high number of miscellaneous ideas and a significant number of “don’t know” responses. Topping the list of combined (first and second) suggestions were: impose stricter discipline (especially by those with school-age children, those from more rural places, and those older), reduce class sizes (especially females, those from urban places, those with school-age children, and those aged 25-64), attract qualified teachers, improve/change curriculum, and increase teacher pay.

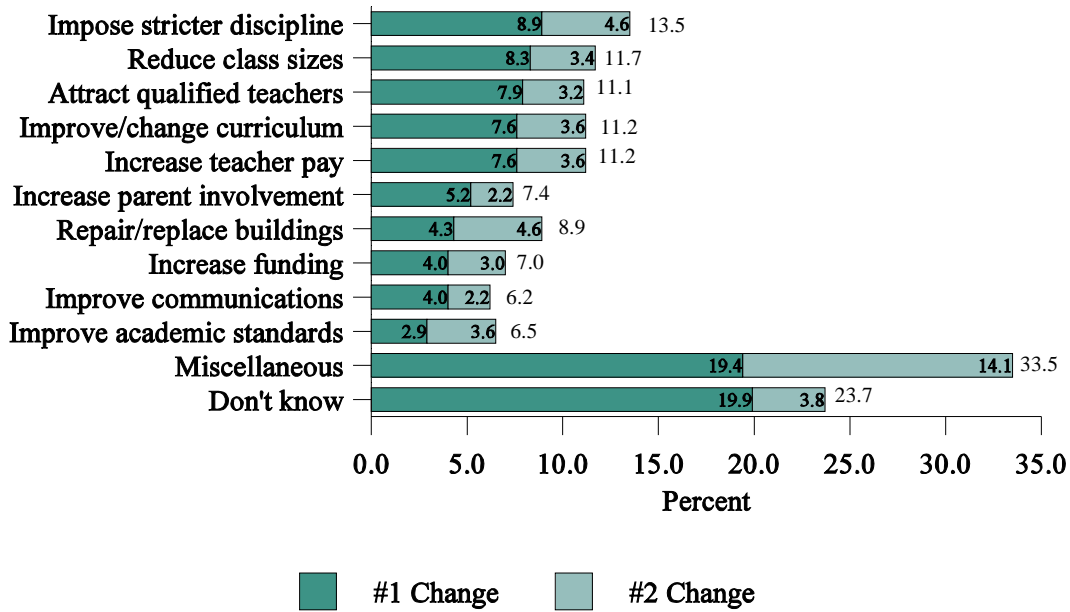


Figure 15. Suggested Changes to Improve Local School District

Strategies to Improve Education

Seven possible strategies for improving public school education were presented to respondents who were asked whether each would improve or harm Iowa public schools.

Three of the items attracted the most support. Over 90% thought Iowa public schools would be improved (either “a great deal” or “somewhat”) if: (1) class sizes, especially in elementary grades, were reduced, (2) 4th grade students were required to pass a reading test before moving to the 5th grade, and (3) better training of teachers was required through more practice teaching and more instruction in teaching computers and the latest technology. Females were more likely than males to say reducing class sizes and requiring 4th grade reading tests would improve public schools. As compared with their respective subgroup counterparts, younger respondents were more favorable toward reducing class sizes and better teacher training, while older respondents reported comparatively more improvement coming from a 4th grade reading test.

Q9. Now I'm going to read you some strategies people have proposed to improve public school education. Please tell me the effect you think each strategy would have on Iowa public schools. Would [strategy] improve them a great deal, improve them somewhat, have no effect, harm them somewhat, or harm them a great deal?

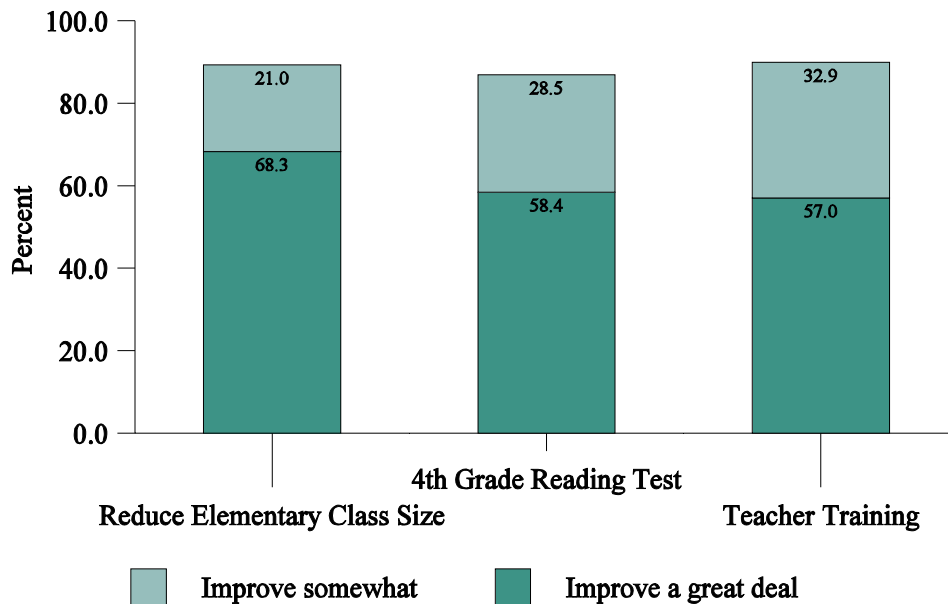


Figure 16. Top Tier Strategies to Improve Local School Districts

Two strategies also were widely thought to have an improving effect on public schools but also to have a notable number of respondents who thought there would be no effect for these strategies. Over 80% believed Iowa public schools would be improved if: (1) the state helped local school districts cover the high cost of replacing schools that are overcrowded or in disrepair and (2) teacher pay was increased. But 10.7% and 14.4%, respectively, thought these strategies would have no effect on Iowa schools. Younger respondents were more likely than older respondents to say school repair would improve schools. Those with more education and those aged 45-64 (as compared to those with less education and those of other ages) were more likely to say increasing teacher pay would improve schools.

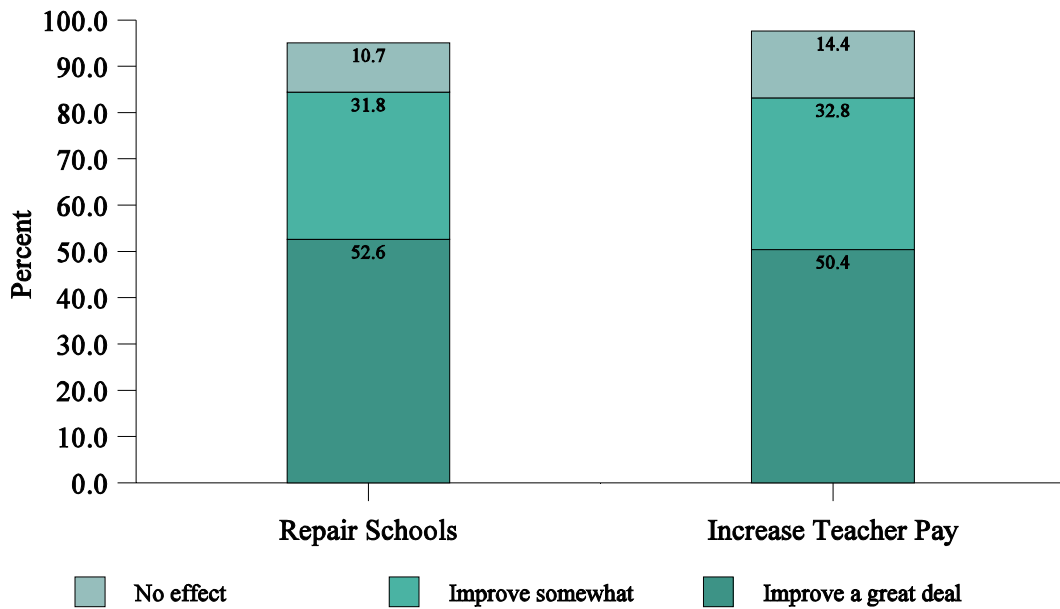


Figure 17. Second Tier Strategies to Improve Local School Districts

The final two of the seven strategies also were seen by a majority of respondents to improve public schools but additionally had sizeable minorities either being unsure or believing harm would come from these ideas. Over 70% thought Iowa public schools would be improved if (1) every teacher and counselor was provided the authority to suspend a student for improper behavior for at least a day and (2) statewide standards were implemented and competency tests were required before students could graduate from high school. However, over one-fourth of the respondents thought these strategies would harm public schools or have no effect. Females, those with no school-age children, and older respondents were most likely to report that state standards and competency tests for graduation would improve schools. Suspension authority was most supported by those from rural places, those without school-age children, and older respondents, and it was least supported by those with more education.

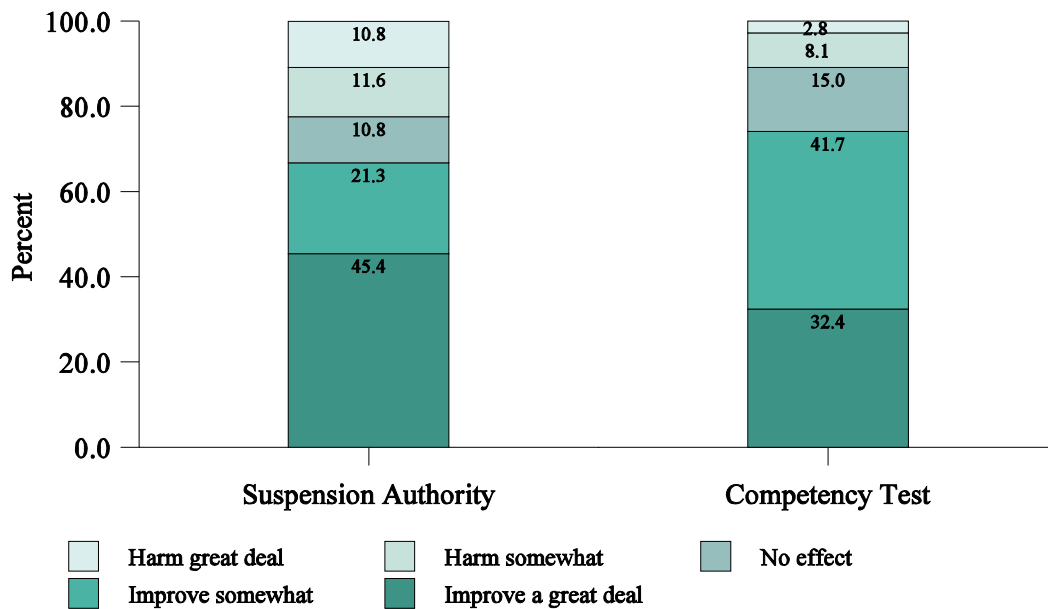


Figure 18. Third Tier Strategies to Improve Public School Education

Publicly Funded Educational Areas

Respondents were reminded of five educational areas that currently receive public funding and first asked how high a priority each should have and second asked which one or two were the most important. Over half the respondents said four of the five areas should have a “very high” priority; the exception was programs to improve staff (44.7% “very high”.) When combining the top two ratings of “very high” and “somewhat high”, about 90% or more of the respondents said each area should be a high priority. The only notable demographic differences for these findings occurred with regard to class-size reduction, with males and those with more education being less supportive, than females and those with less education, respectively.

Q22. I'm going to read a number of educational areas that currently receive public funding. For each one, please indicate how high a priority you think it should have. Should its priority be: very high, somewhat high, somewhat low, or very low?

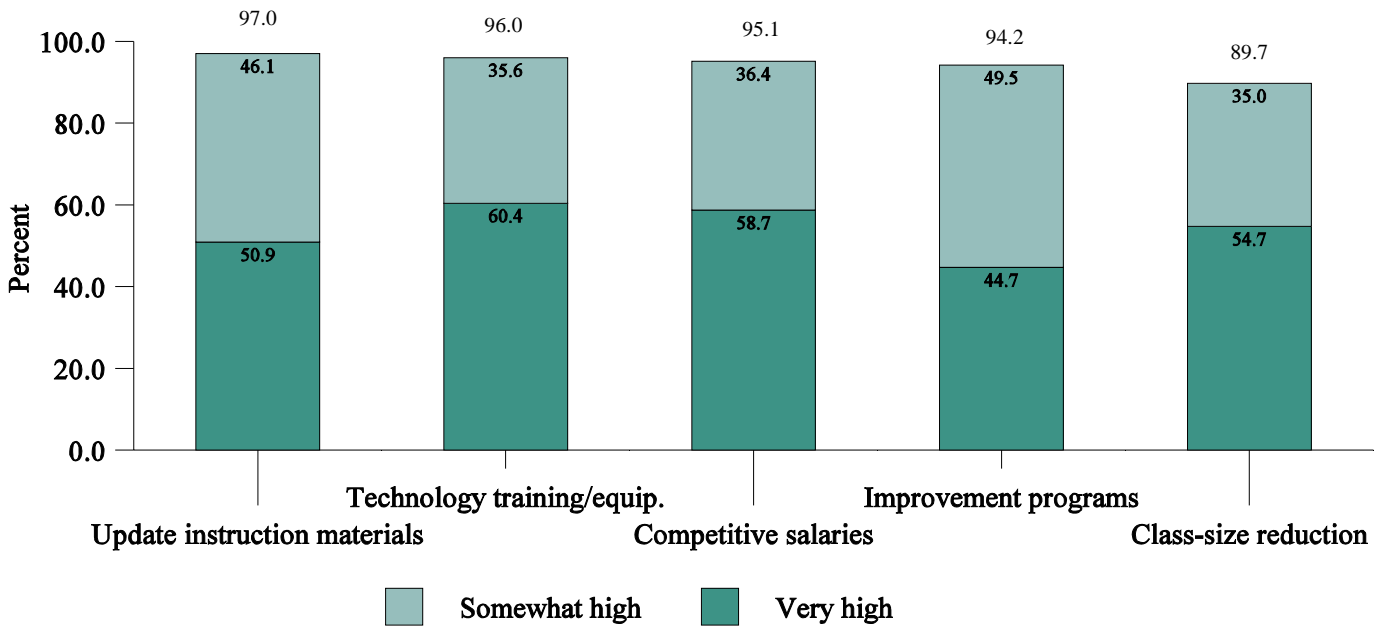


Figure 19. Priorities for Public Funding

Somewhat greater differentiation was achieved with the second question asking which areas were the most important. Class-size reduction was the predominate choice (35.5%) of the “most important” responses. Class-size reduction remained the top choice when combining the “most” and “second most” important responses (52.0%). Clustered next were updating instructional materials and books (44%), technology training and equipment (42%), and keeping teachers’ salaries competitive (39%). The least mentioned area was improvement programs (i.e., programs and opportunities to improve staff abilities and knowledge, 23.2%). Females were more likely than males to say class-size reduction was the most important area for public funding, just as they were more likely to say this should have a very high priority (Q22). Technology was seen to have comparatively more importance by males, those with more education, those without school-age children, and older respondents. Competitive teacher salaries were more important to respondents aged 45 and older than younger respondents.

Q23. Which one these areas is the most important to you? Second most important?

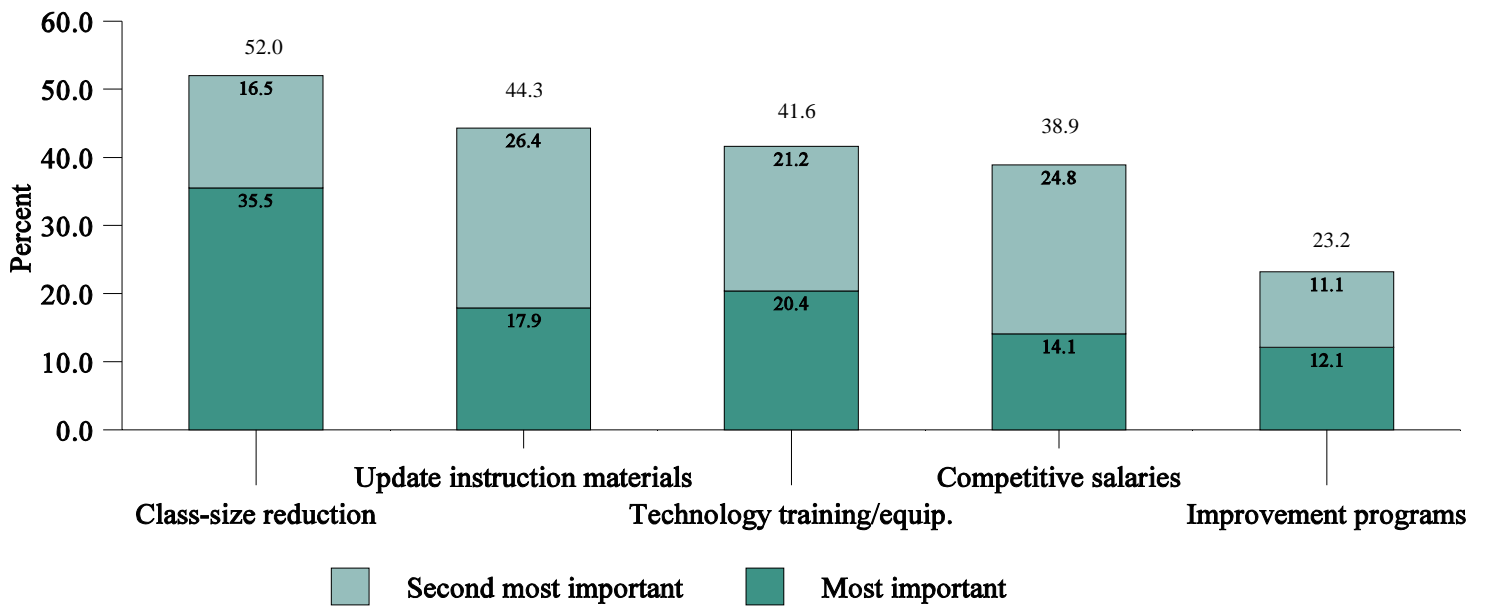


Figure 20. Most Important Area for Public Funding

Section Summary

Iowans reported a large and diverse set of issues are facing their K-12 schools and they are supportive of many strategies for improving the schools. Among the more widely reported problems were a lack of funding, student discipline, and lack of quality teachers. Iowans were most in agreement in suggesting efforts be made to reduce elementary class sizes, attract more highly qualified teachers, and improve curricula.

IOWA K-12 TEACHERS

The third findings section presents responses to items focused on public views of K-12 teachers- especially their pay and how best to attract and retain high quality teachers.

Teacher Expertise

Respondents were asked whether or not public school teachers are professionals with special expertise much like physicians, engineers or accountants. The predominant response (69.2%) was to say teachers do have such a level of expertise, while about one-fourth (24.3%) did not think so. This predominant view was stronger for urban respondents and those with more education (than for their respective counterparts). It was comparatively weaker for the youngest respondents, aged 18-24.

Q12. Some people believe that public school teachers are professionals with special expertise much like physicians, engineers and accountants. Other people do not believe that public school teachers have such a level of special expertise. Which is closer to your view?

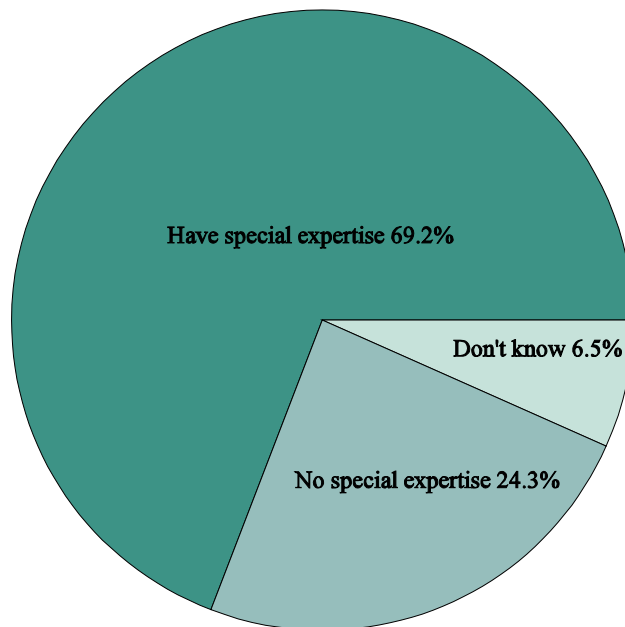


Figure 21. Views of Teachers' Expertise

Teacher Salaries

Iowans reported that current teacher salaries in their local district are “too low” (46.7%) or “about right” (36.6%). Less than 3% considered them to be “too high”, while one in seven said they “don’t know.” Those with more education and those aged 25-64 were more likely than their respective counterparts to say salaries were “too low”.

Q20. Do you think salaries for public school teachers in your school district are too high, about right or too low?

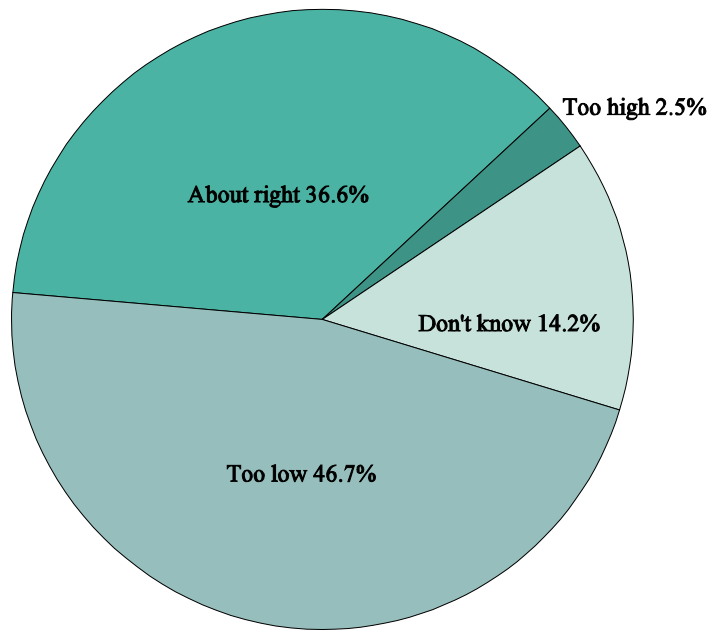


Figure 22. Opinions of Current Teacher Salaries

A different approach to determining public sentiment about teacher pay was to ask how important each of six possible factors should be when administrators set teacher salaries. Looking first at only the percentages for “very important” ratings, the evaluation of teacher performance had the predominant level of endorsement (71.9%), followed by training after the first college degree (53.9%), and years of teaching experience (42.2%). When both the “very important” and “somewhat important” ratings are combined, teacher performance remained the factor with the highest public support (97.4%). However, all factors are considered to be important by over 80% of the public, even the lowest rated factor of student test scores (83.2%). Compared to male respondents, females tended to attach greater importance to academic degree and years of experience. Student test scores were most important to those with less education, those without school-age children, and older respondents (as compared with their respective subgroup alternatives). Older respondents also were less likely than younger respondents to say that extra responsibilities were important.

Q19. Please tell me how important each of the following factors should be when administrators determine public school teachers' salaries? Would you say [factor] is very important, somewhat important, somewhat unimportant, or very unimportant?

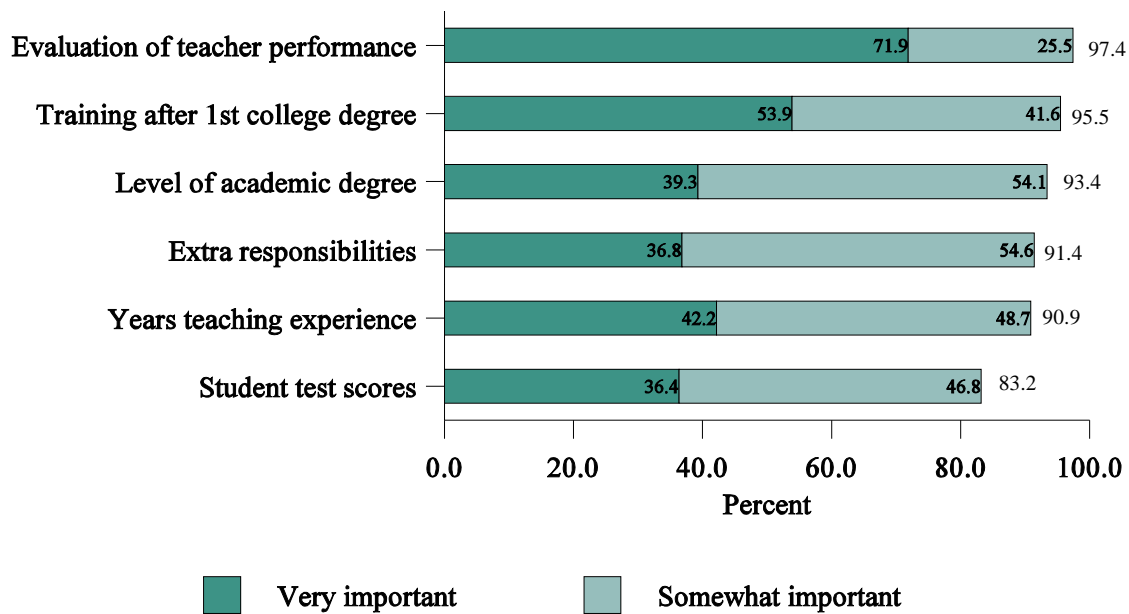


Figure 23. Importance of Factors in Determining Teacher Salary

Attracting and Retaining Teachers

Six possible strategies for attracting and retaining good public school teachers were presented to the respondents. All six strategies were supported by a majority of respondents. The greatest support was expressed for increasing pay for teachers who take on extra responsibilities (95% support, 5% oppose). Second was to increase pay for teachers who demonstrate high performance (92% support, 8% oppose). Third was providing loans and scholarships for prospective teachers (90% support, 10% oppose). Fourth was teacher training opportunities paid by the school (88% support, 12% oppose). Unlike the other strategies, the last two strategies attracted significant opposition: increase pay for all teachers (73% support, 27% oppose) and increase pay for teachers based on seniority (61% support, 39% oppose). Females were more likely than males to strongly support loans and scholarships, school-paid teacher training, and increasing pay for all teachers (the latter of which was also comparatively more opposed by those with school-age children and those aged 18-44).

Q17. Next I'm going to read some suggestions for attracting and retaining good public school teachers. Would you strongly support, mildly support, mildly oppose, or strongly oppose [suggestion]?

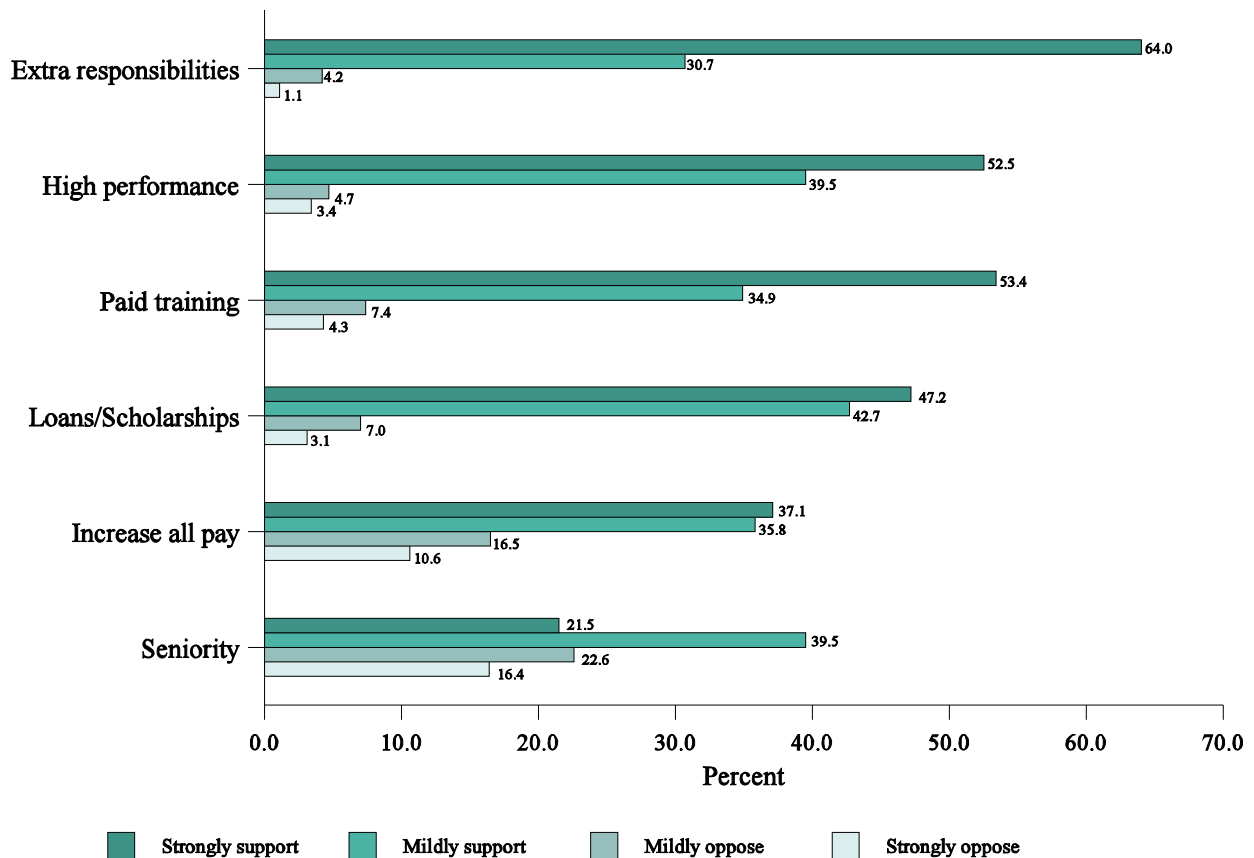


Figure 24. Support for Strategies to Attract and Retain Good Teachers

The previous question series established that a large majority of Iowans support each of the six listed strategies for attracting and retaining good teachers. Next, Iowans were asked to prioritize these strategies by asking which ones they thought would be the most, and the second most, effective strategies.

Q18. Which of these suggestions do you think would be most effective in attracting and retaining good public school teachers? Second most effective?

Increasing pay for showing high performance was named as the most effective strategy by the largest plurality (38.8%).

When combining the responses for the second most effective strategy with the (first) most effective strategy, increasing pay for showing high performance remains the top choice (57.3%), which was most supported by males, those with more education, and those aged 25-64. Second was increasing pay for those who take on extra responsibilities (43.5%). Closely clustered next in priority were loans and scholarships for prospective teachers (29.9%), teacher training paid by schools (25.5%) (especially by females and younger respondents), and increasing pay for all teachers (22.6%) (especially by those with school-age children). In a distant last place was increasing pay based on seniority (11.2%).

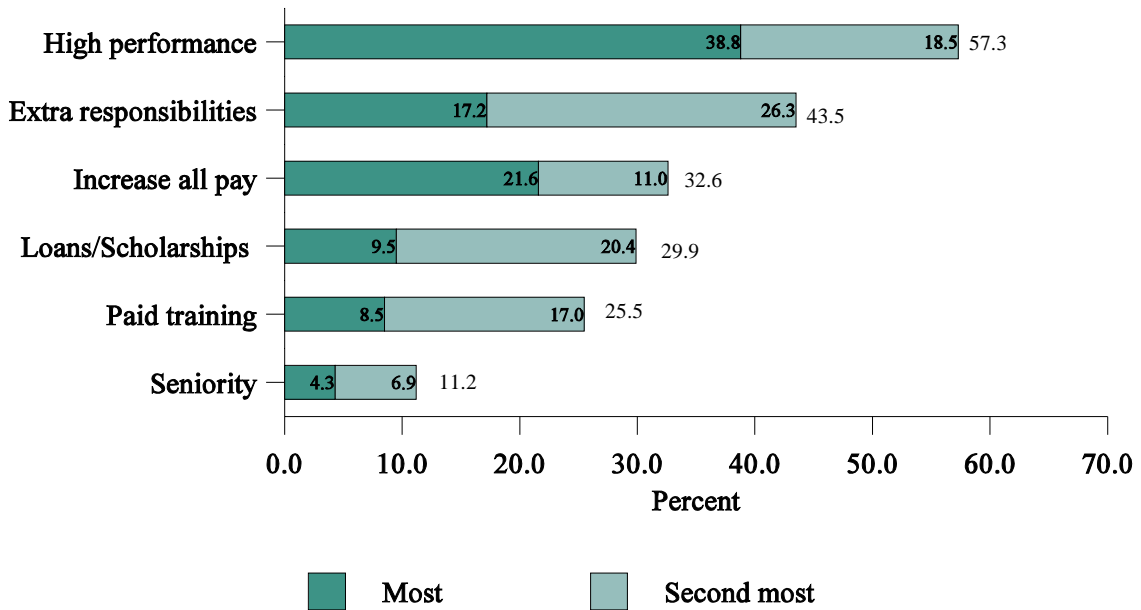


Figure 25. Most Effective Strategies for Attracting and Retaining Good Teachers

Future Importance of Teacher Salaries

Paying higher teacher salaries in the local district was considered to be important by 90% of the respondents; about half said it was “very important.” Only 3% thought this was unimportant for their local district. Those aged 45-64 were more likely than those younger or older to say raising teacher salaries are “very important.”

Q21. Looking to the future, how important is it for your local school district to pay higher salaries in order to attract better teachers? Is it very important, somewhat important, somewhat unimportant, or very unimportant?

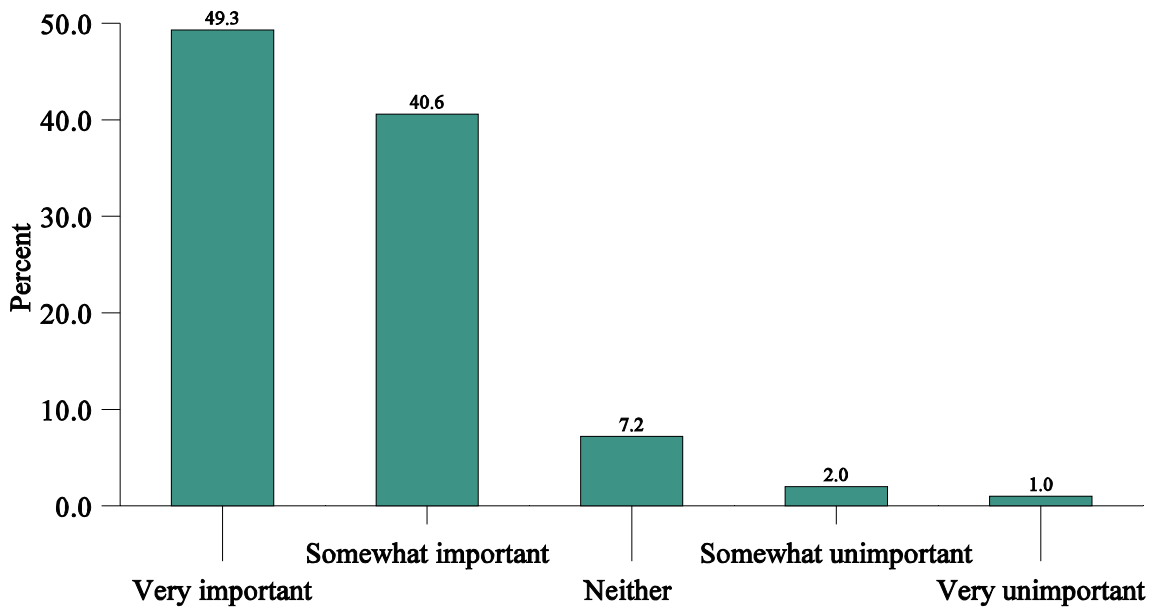


Figure 26. Importance of Paying Higher Teacher Salaries

One question combined the concepts of improving public school teacher quality in Iowa with using state tax money to increase pay for new teachers with better qualifications. Note that this wording does not stipulate an increase in state taxes. Over 80% expressed support (“strongly” or “mildly”) for this possible strategy. To a modest extent, younger respondents tended to be more supportive than older respondents of this idea.

Q8. One proposal for improving the quality of teachers in Iowa public schools is to use state tax money to increase the pay for new teachers who have better qualifications. Would you strongly support, mildly support, mildly oppose, or strongly oppose this proposal?

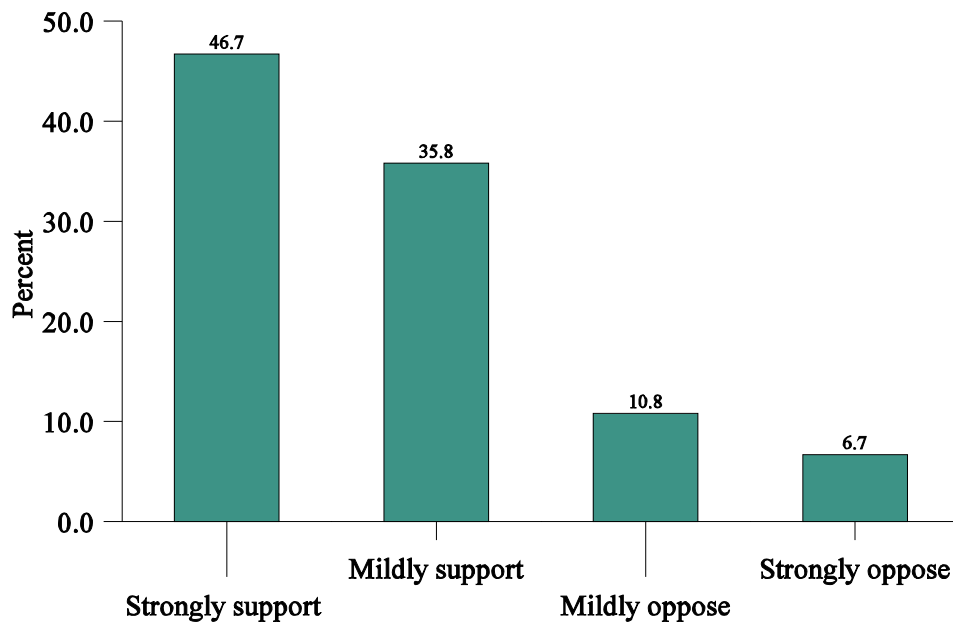


Figure 27. Attitude Toward Using State Money to Increase Teacher Pay

Section Summary

Iowans tended to believe that: teachers are professionals, their salaries are too low, their pay will be an important problem in the near future, and more state support for increasing their pay is appropriate. There was the greatest support for basing teacher pay on teacher performance and on advanced training. To attract and retain good teachers, Iowans mostly would reward those who accept extra responsibilities and demonstrate high performance.

SPECIFIC K-12 TOPICS

The results for a diverse set of specific topics are presented in this fourth section of the findings.

High School Size

Opinions about four specific school issues were asked of Iowans. The first of these was to assess the importance of overall school size in high school for student achievement. The overwhelming response (87.2%) was that school size is important in this respect; 50.2% saying it is “very important” and 37.0% saying it is “somewhat important”.

Q6. How important is overall school size in high school for student achievement?

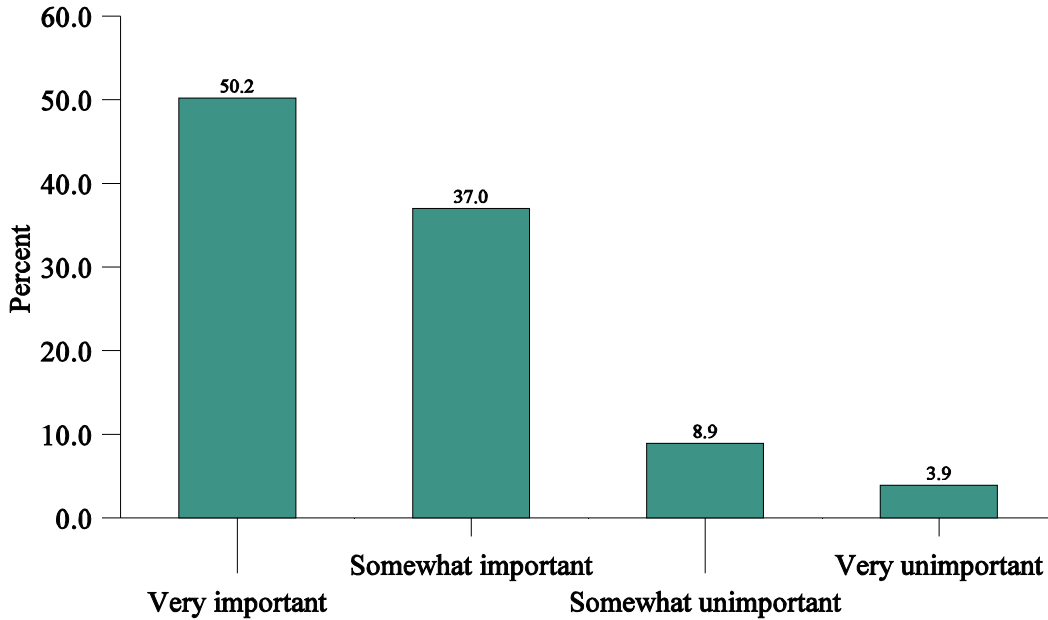


Figure 28. Importance of High School Size for Student Achievement

Year-Round School

In a balanced question outlining two opposing positions, Iowans were asked whether they think the concept of year-round school calendars are a good idea or a bad idea. The majority (56.7%) say it is a bad idea that would be inconvenient and costly, while a sizeable minority (43.1%) say it is a good idea that would improve student learning. Respondents living in rural places were more likely than urban respondents to view the year-round calendar as a bad idea.

Q7. Some communities are exploring the concept of year-round school calendars. In year-round calendars students attend school all year with smaller breaks throughout the year, rather than having a long break over the summer. Some people argue that this is a good idea and will improve student learning. Others say it is a bad idea and will be inconvenient and costly. Which of these is closer to your view?

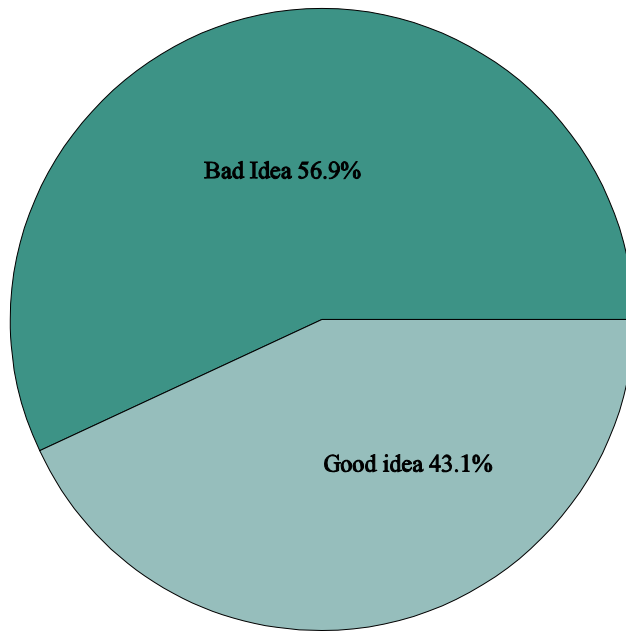


Figure 29. Attitude Toward Year-Round Schooling

Control of Student Competency

A question addressing student competency standards was also posed. Iowans were asked whether they thought that competency and graduation standards should be set statewide or by individual school districts. The majority (56.0%) favored statewide standards while the others (44.0%) favored local standards. The youngest respondents (18-24)

were more likely to favor local standards while those aged 25-44 were more likely to favor state standards, relative to other age groups.

Q10. To improve public school education, some have argued that statewide competency standards and graduation standards should be implemented. Others have argued that standards should be set by individual school districts. Which is closer to your view?

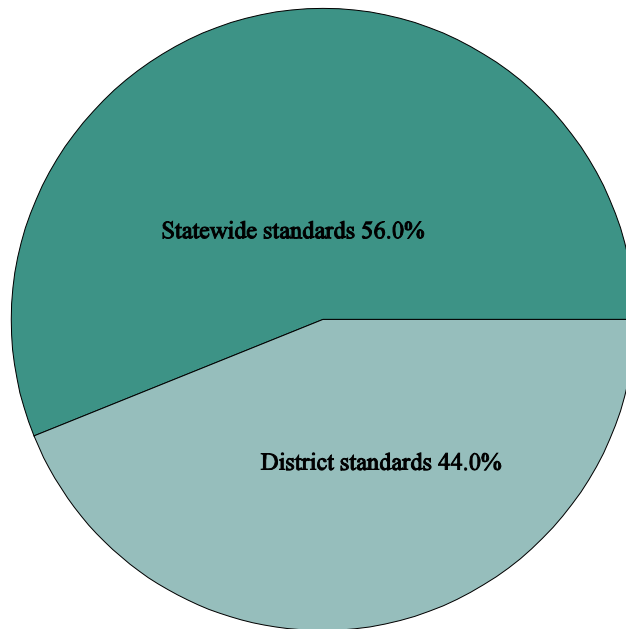


Figure 30. Support for Statewide versus District Competency and Graduation Standards

Control of Teacher Pay

About 56% said teacher pay scales should be set by the local district while 44% said there should be a statewide scale. These are virtually the same percentages, but in reverse, in comparison to the responses to the issue of local versus statewide control of student competency standards (Q10). While control of student standards hinged somewhat on respondent age, control of teacher pay differed somewhat based on sex. Females tended to be evenly split in their preferences (52%-local vs. 48%-state), while males were more in favor of local control of teacher pay (59%-local vs. 41%-state).

Q24. One view about teacher pay is that the state should set a common scale for all teachers based on education, training and experience. Another view is that each local school district should determine the pay for its teachers, regardless of what other districts pay. Which is closer to your view?

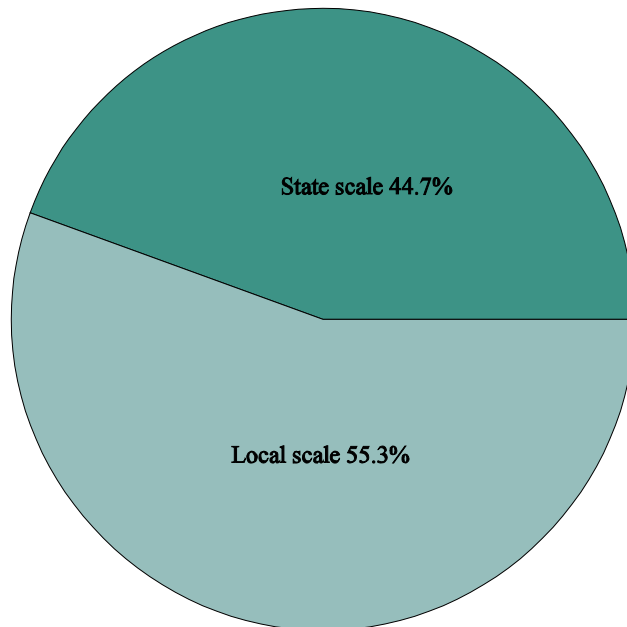


Figure 31. Support for Statewide versus Local Teacher Pay Scales

Comparison of Control Preferences

There is no inherent contradiction in the positions taken by respondents with regard to control of student standards and teacher pay, as they address different aspects of public schools. However, nearly one-third preferred state control of both student standards and teacher pay and one-third preferred local control of both issues. The other third split their preferences based on the specific issue. Of those who split their preferences, respondents aged 18-24 tended to prefer state teacher pay and local student standards while those aged 25-44 tended to prefer the reverse.

Table 3. Control of Teacher Salary Scale by Control of Graduation/Competency Standards

Student Standards	Teacher Salary Scale		
	Local	State	Total
Local	31.2%	13.0%	44.2%
State	24.2%	31.6%	55.8%
Total	55.5%	44.5%	100.0%

Note: Due to responses of “don’t know” and “refused”, the marginal totals on this crosstab table do not match the percentages shown in Figures 30 and 31.

Section Summary

Iowans overwhelmingly consider high school size to be important for student achievement. Most Iowans tend to oppose a year-round school calendar, to favor statewide student achievement standards and to favor local control of teacher pay scales.

OVERALL VIEWS OF SCHOOLS

The final section of findings examines some overall views of K-12 schools that cover several more specific issues.

Major Local Issues

The previous questions about specific issues provided a common context for all respondents to think comprehensively about Iowa public schools. The first comprehensive question asked Iowans to predict how much of a problem (no problem, minor problem, or major problem) each of five broad areas will be for their local district. The issue of buildings/facilities/technology was rated to be a “major problem” by 47.5% of the respondents, followed closely by issues related to students (43.5%) and issues related to class size (41.7%).

Q25. Now I want you to think about major issues for K-12 public schools. In the next 5 years, how much of a problem, if any, would you say each of the following broad issues will be for the public schools in your local school district? Will ... be no problem, a minor problem or a major problem?

When combining the ratings of “major” and “minor” problem, there is very little differentiation among the five areas. All areas were predicted to be either a major or a minor problem in their local district by over 80% of the respondents. Females, those with more education, those living in places with populations of more than 5,000 and those with school-age children were more likely to view student issues as a potential major problem.

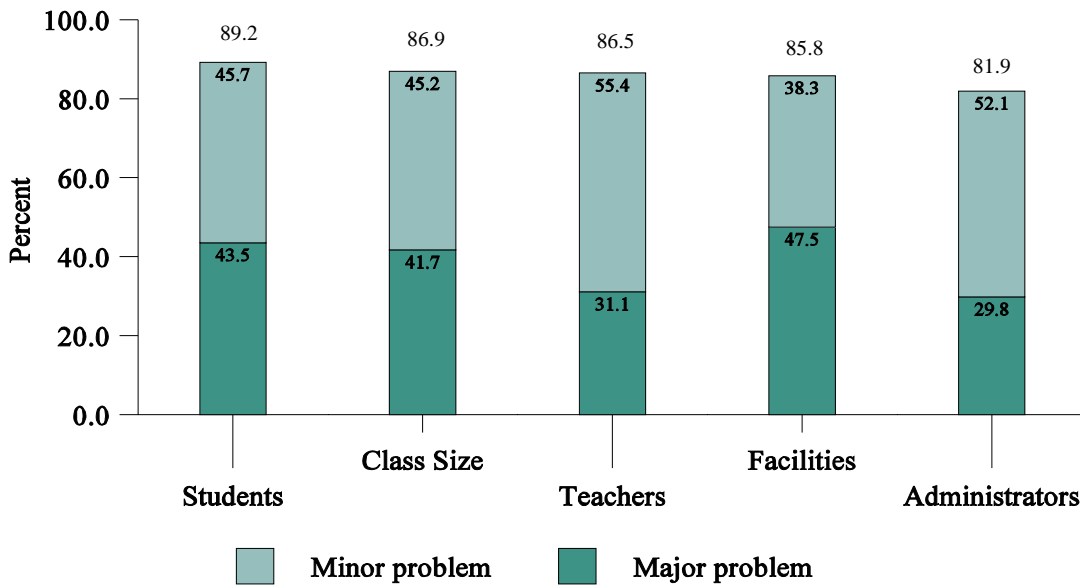


Figure 32. Major and Minor Problems in Local School Districts in the Next 5 Years

A possible prioritization was sought by asking which one of these areas was thought to be the most serious problem. The distribution of responses again indicated a lack of consensus around any one issue. The facilities (buildings and technology) area topped the choices but with only 27.0% selecting it as the most serious problem, followed by class size (23.8%).

*Q26. Which of these do you think will be the most serious problem for your school district?
The second most serious problem?*

A somewhat more definite prioritization appears when considering jointly the most serious and second most serious problem areas anticipated for local districts. Three areas stand above the others: facilities, teachers and class size. The other two areas of students and administration are less widely reported to be problem areas that will face local school districts. Compared to their respective subgroup counterparts: (1) facilities were a serious issue across the entire sample, (2) teacher issues were more often viewed to be serious by older respondents, (3) class size was most cited by urban respondents, those with school-age children, and those aged 18-44, (4) student issues were most likely to be cited as a serious problem by females, those with school-age children, and by younger respondents, and (5) administrator issues were most named by older respondents.

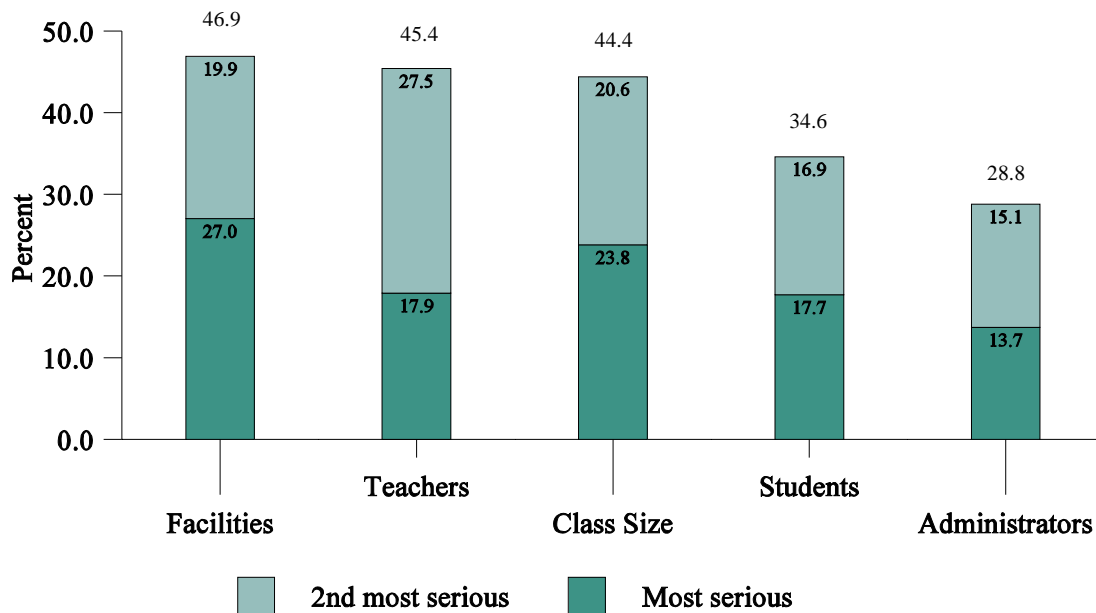


Figure 33. Most and Second Most Serious Problems Facing Local School Districts in the Next 5 Years

Teacher Issues

Of three specific teacher-related issues presented, most Iowans anticipated that teacher salaries would be a problem (43.0% “major” and 44.2% “minor”). Teacher supply and quality/competence followed closely.

Q27. Thinking about three specific issues related to teachers, do you think [each one] will be no problem, a minor problem or a major problem in your local school district?

Respondents with no school-age children and those age 45 and older were more likely to cite the supply of teachers as a major problem (than were those with school-age children and younger respondents, respectively).

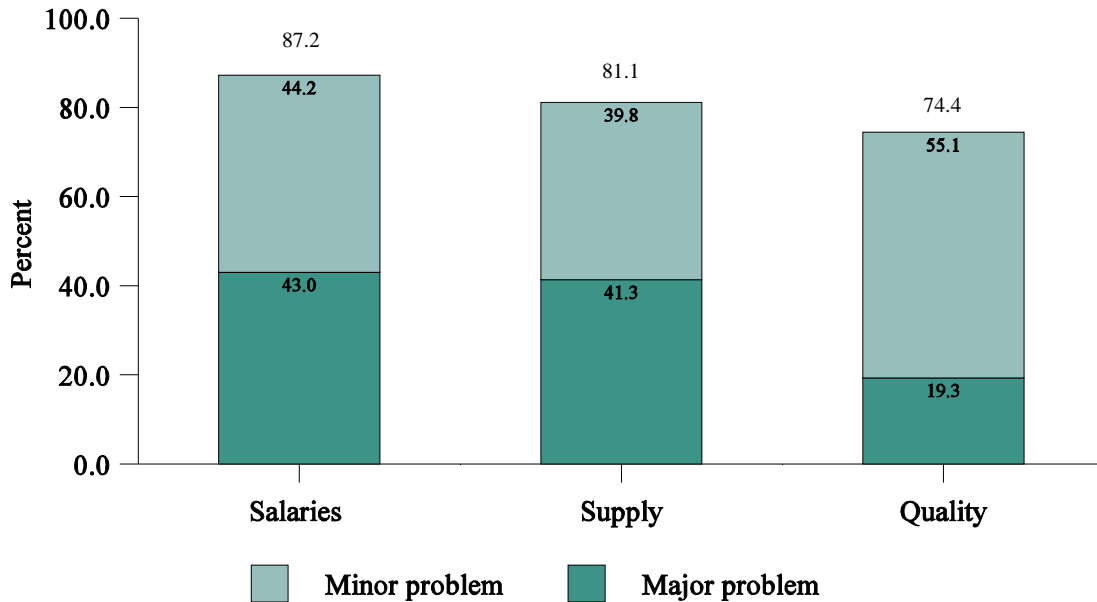


Figure 34. Major and Minor Teacher Problems

Asked to select one of the three teacher issues as the most serious problem, the largest plurality of Iowans selected salaries (40.8%), followed at a notable distance by quality/competence (31.2%) and supply (28.0%). Teacher salaries were more likely to be seen as the most serious teacher issue by those with school-age children and those aged 18-44.

Q28. Which of these three teacher issues do you think will be the most serious problem for your school district?

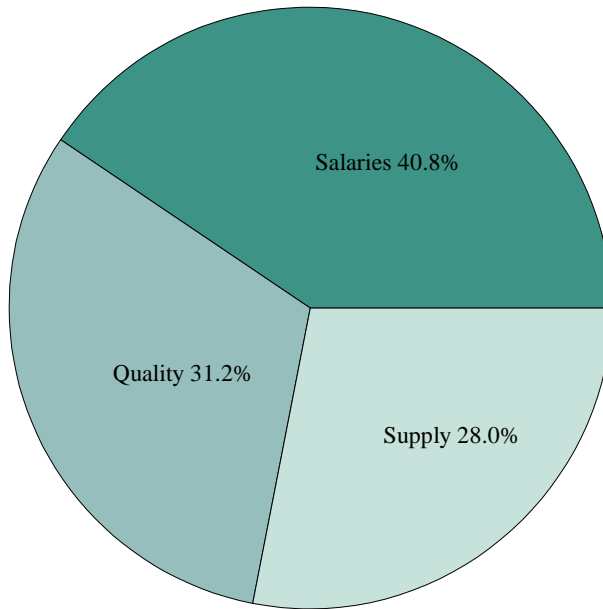


Figure 35. Most Serious Teacher Problem Facing Local School District

Student Issues

Of two specific student-related issues presented, the majority of Iowans expected student discipline to be a major problem (53.2%) and academic performance to be minor problem (58.7%). Those without school-age children, those from more urban places, and older respondents were more likely than their respective subgroup counterparts to view student discipline as a major problem.

Q29. Thinking about two specific issues related to students, do you think [each one] will be no problem, a minor problem or a major problem in your local school district?

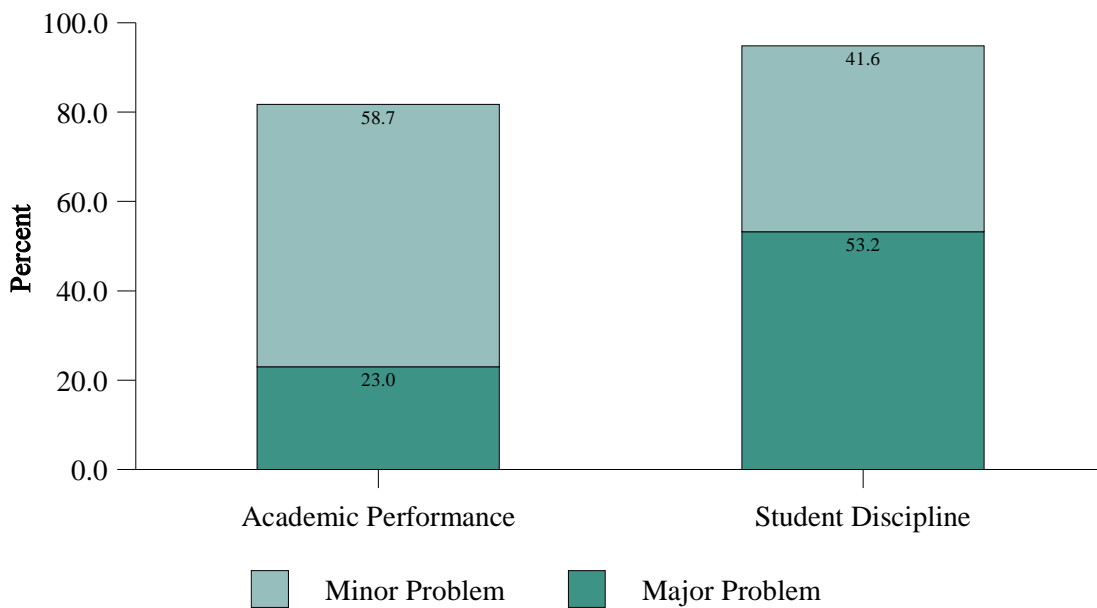


Figure 36. Major and Minor Student Problems

Conversely, when asked to select one of the two student issues as the more serious, Iowans overwhelmingly selected student discipline (79.9%) rather than student performance (20.1%).

Q30. Which of these two student issues do you think will be the most serious problem for your school district?

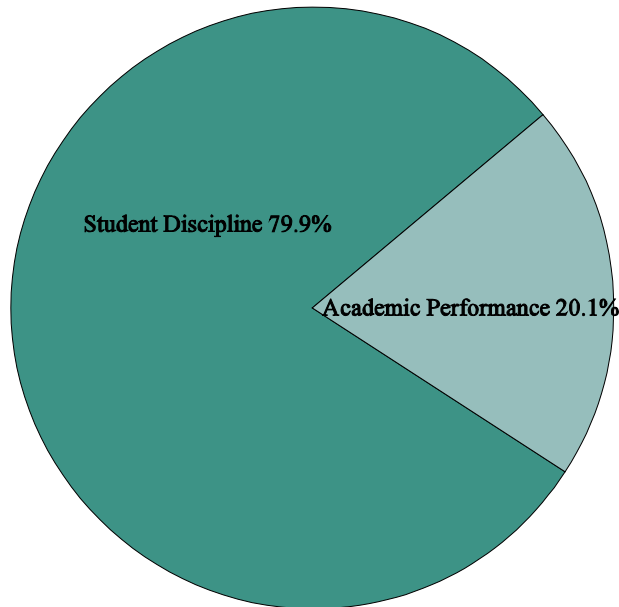


Figure 37. Most Serious Student Problem Facing Local School District

Section Summary

Similar to the pattern of responses to the open-ended questions asked near the beginning of the interview, responses to the questions in the final overall section at the end of the interview indicated that Iowans have concerns about several K-12 school issues, and often have difficulty prioritizing among some of these issues. There was comparatively more wide-spread concern with issues of facilities, class size and teachers than with students or administrators. Salary was the chief concern about teachers and discipline was the main concern about students.

SUMMARY AND CONCLUSIONS

The results of the Iowa 2000 K-12 Schools Survey can be summarized into six main points.

1. Iowans were concerned about a wide range of issues related to their public schools, as no one or two issues were overwhelmingly of greater concern than others. Thus, if public policy is to be matched with public priorities, that policy cannot be driven by any single issue. Rather, the unifying theme of public opinion is a set of issues which address various aspects of school quality. Policy may need to address this more complete set of issues to satisfy public opinion.
2. The public generally rated Iowa schools, students and teachers to be good or average, more so than either excellent or below average. This was especially true for school quality both as viewed statewide and locally, and for student and teacher quality in comparison with other states. There was less certainty about how the quality of Iowa students and teachers compare with that in other industrialized nations. Hence, the public has a generally positive view of current public school quality, but there also were many concerns and there is ample room for improvement to reach excellence in all aspects.
3. Some specific concerns about teachers, students and schools did dominate over other concerns. The primary concerns about teachers were quality and pay. The primary concern about students was discipline. The main concerns about schools were facilities and class size. Each of these provide a potential focus for efforts designed to improve K-12 education.
4. The majority of respondents believed that teacher salaries are too low and they supported increasing teacher pay based on a number of possible criteria. The widest support for increased pay occurred when it was associated with better qualifications and demonstrated performance, but there also was significant support for pay increases based on training, degree attainment, extra responsibilities, experience and student performance. Thus, public policy would best address public priorities if it were focused on increasing pay based on higher teacher quality (potential or demonstrated), but even if focused on the other criteria, increasing teacher pay would match significant public sentiment.
5. The public's expressed preference for state versus local control depended on the specific issue at hand. The majority preferred local control for determining teacher pay, but supported state standards for graduation, state assistance for facilities improvements and state assistance for increasing teacher pay. Thus, public policy about control should also be issue-specific.
6. While most findings were consistent across respondents, there were some patterns of differences in public opinion about K-12 schools based on such demographics as gender, education level, age, and parent status. In general, females were more positive about current conditions but also more supportive of making improvements. Those with higher educational

attainment tended to rate local schools better, to be less supportive of most criteria for increasing teacher salaries, and to be more supportive of reducing elementary class sizes. Older respondents tended to be more concerned with student discipline, competency testing, and teacher issues while younger respondents tended to be more concerned with class size. Those with school-age children were less supportive of student testing (for grade advancement or graduation) but more supportive of state support for improving school facilities. Effective generation of support for specific K-12 public school policies will be aided by recognizing the demographic patterns (where they exist) in order to focus policy rationales with respect to which Iowans are most supportive and which are most opposed to the policies.

A final observation about the findings is encouraging for making improvements in K-12 public schools in Iowa. Although many persons who were contacted declined to be interviewed, the great majority of actual respondents were actively engaged in the interview process. There were a relatively few who did not answer individual questions (except where this reflects limited factual knowledge) or who terminated the interview prematurely. To the contrary, the average interview length was beyond that anticipated because respondents frequently wanted to clarify the questions, think through their responses and explain their answers to the interviewers. This indicates that many Iowans care about their public schools. Whether or not they had school-age children, were young or old, were from rural or urban places, or had less or more formal education, respondents tended to be supportive and concerned about Iowa K-12 public education. This should be a receptive backdrop to effecting positive changes.

TRACKING PUBLIC VIEWS OF STATE GOVERNMENT

Beginning in 1997, the annual Department of Management survey has measured public awareness of the executive branch of state government. A list of the major agencies reporting to (or boards whose members are appointed by) the Governor has been presented to the respondents who are asked whether they had ever heard of each one. The summary results for the four years 1997-2000 are shown in Table 5 on following pages.

The Iowa public shows a consistent pattern of greater awareness associated with those agencies that have the most public exposure, as would logically be expected; Education, Transportation, Human Services, Public Health, Natural Resources, Public Safety, Corrections, Commerce, and Human Rights all exceed 90% awareness. Over the four years, most agencies have no significant change in their level of awareness; two agencies (Workforce Development and Inspections and Appeals) have shown a pattern of growing public awareness. The dramatic increase in 2000 for the Department of Management may be due, at least in part, to it being mentioned as the sponsor of the 2000 Survey while it had not been so mentioned in the 1997-99 surveys.

Beginning in 1998, the annual survey has asked respondents to rate the executive branch of state government on four characteristics: trustworthy, financially responsible, ethical and accountable. These four characteristics had been shown to be the most important characteristics for state government to Iowans in the 1997 survey. The ratings use a 1 to 7 scale where 1 means the characteristic definitely does not describe Iowa state government and 7 means the characteristic definitely does describe Iowa state government. Table 4 summarizes the results for 1998-2000. These means are largely unchanged over the three years and remain only slightly to the positive side of the scale's midpoint (4).

Table 4. Mean Ratings of State Government

	1998	1999	2000
Trustworthy	4.6	4.8	4.7
Financially Responsible	4.6	4.6	4.5
Ethical	4.5	4.7	4.6
Accountable	4.3	4.4	4.4

Note: 7-point scale: (1=definitely does not describe state government)
(7=definitely does describe state government)

Table 5. Awareness of State Agencies

Department or Agency	% 1997	% 1998	% 1999	% 2000
Department of Education	98.9	98.9	99.1	97.9
Department of Transportation	97.8	98.2	98.6	97.0
Department of Human Services	97.1	96.9	96.8	96.8
Department of Public Health	95.6	97.2	96.9	96.5
Department of Natural Resources	94.5	96.1	97.0	94.5
Department of Public Safety	94.3	94.3	95.6	94.5
Department of Corrections	93.4	94.7	95.0	93.5
Department of Commerce	91.1	91.4	92.4	91.9
Department of Human Rights	90.5	93.0	92.1	91.9
Veterans Affairs and Veterans Home	85.0	86.2	81.9	87.2
Department of Economic Development	84.0	87.4	88.0	84.7
Department of Revenue and Finance	83.5	84.0	85.9	84.8
Board of Parole	83.9	83.6	82.9	83.7
Civil Rights Commission	82.0	84.5	82.4	81.4
Iowa Law Enforcement Academy	78.6	78.3	81.7	78.3
Board of Regents	78.5	80.0	79.0	78.6
Governor's Alliance on Substance Abuse	69.9	70.4	72.4	66.2
Department of Public Defense	68.3	68.7	71.7	66.7
Workforce Development	62.7	68.5	79.1	76.2
Department for the Blind	62.4	57.8	59.6	61.3
College Student Aid Commission	***	***	***	62.0
Department of Inspections and Appeals	50.6	55.5	58.1	58.9
Iowa Public Employment Relations Board	50.1	52.3	49.9	50.6
Department of Cultural Affairs	47.8	46.7	49.5	51.1
Department of Personnel	46.7	44.7	49.6	46.9
Department of Elder Affairs	43.5	45.9	44.7	46.8
Department of Management	39.1	40.1	41.1	50.9
Ethics/Campaign Finance Disclosure Board	32.4	31.9	30.4	33.7

APPENDIX A

ITEM TABULATIONS AND CROSSTABULATIONS

The tables in this section show the percentage tabulations of responses to the interview questions for the total sample (“state”) and for subgroups based on sex, age, place, education level, and parent status. The percentages shown for the “state” are based on the total sample including those who responded “don’t know” (DK) and those who refused (REF) to provide a response. The percentages shown for the subgroups are based on that part of the sample that provided a “valid response” (omitting any DK or REF response.)

Table 6. Crosstabulations of Items by Demographics

Q1a-bb. The first part of the interview focuses on the executive branch of Iowa state government. To explain what we mean by this part of state government, I am going to read a list of the executive state agencies. Each of these is an agency that reports directly to the governor. As I name each one, tell me if you have ever heard of it. Here is the list...

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Dept. for the Blind	61	59	64	29	48	71	78	66	58	59	63	51	68
Board of Parole	84	85	83	62	81	91	84	86	81	81	86	80	86
Board of Regents	79	81	77	41	79	89	78	84	75	69	86	76	80
Civil Rights Commission	81	80	83	71	79	88	80	86	79	77	85	80	82
College Aid Commission	62	56	67	62	61	63	61	64	60	58	65	62	62
Dept. of Commerce	92	92	92	82	94	94	88	94	91	89	94	93	91
Dept. of Corrections	94	94	94	82	97	95	90	96	92	90	96	96	92
Dept. of Cultural Affairs	51	47	55	32	50	59	49	57	47	44	56	51	52
Dept. of Economic Develop.	85	86	84	48	86	94	84	88	83	78	90	83	86
Dept. of Education	98	97	99	96	99	98	97	99	97	97	99	98	98
Dept. of Elder Affairs	47	37	56	18	34	55	66	47	47	47	46	35	54
Ethics & Campaign Finance	32	32	32	09	26	42	37	36	30	28	35	29	35
Disclosure Board													
Governor's Alliance on	66	65	67	34	64	76	69	67	66	66	66	64	68
Substance Abuse													
Dept. of Human Rights	92	90	94	91	90	93	93	90	93	92	92	92	92
Dept. of Human Services	97	96	98	91	98	98	96	97	97	96	97	97	97
Dept. of Inspections &	59	52	65	54	60	61	56	61	58	57	60	61	57
Appeals													
Law Enforcement Agency	78	80	77	68	79	82	76	77	80	76	80	79	78
Dept. of Management	51	53	49	34	51	56	49	50	52	53	50	54	49
Dept. of Natural Resources	94	95	94	84	96	97	92	95	94	93	96	94	95
Dept. of Personnel	47	45	48	38	44	51	49	51	43	44	49	48	46
Dept. of Public Defense	67	60	73	71	70	65	62	65	69	69	65	74	62
Public Employment	51	50	51	27	39	64	57	54	48	48	52	43	55
Relations Board													
Dept. of Public Health	96	95	98	84	98	98	97	97	96	96	97	97	96
Dept. of Public Safety	94	94	95	79	94	97	97	96	94	92	96	94	95
Dept. of Revenue & Finance	85	84	86	64	90	88	79	87	83	80	88	87	84
Dept. of Transportation	97	98	96	93	99	98	95	99	97	96	98	98	96

Workforce Development	76	76	77	71	85	80	60	76	77	73	78	84	71
Veterans Affairs/ Home	87	87	88	59	84	95	92	88	87	84	89	82	90

Q2a-d. Now I am going to read you four statements. After I read each one, please indicate how much the statement describes state government in Iowa to you. I want you to give me a number from 1 to 7, where 1 means the statement “definitely does not describe Iowa state government” and 7 means that it “definitely does describe Iowa state government”. Let me know if you want to hear the instructions again. First...

		State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
		%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
a. Trustworthy	1	06	06	06	08	06	06	07	06	06	11	02	06	06
	2	04	05	02	02	04	04	04	04	04	03	04	04	03
	3	08	10	07	11	06	10	09	09	09	09	08	10	08
	4	18	18	19	11	25	18	13	21	18	15	22	23	16
	5	32	30	35	28	31	35	34	34	32	30	35	29	36
	6	17	21	15	26	19	16	15	18	18	16	19	18	18
	7	12	09	15	13	09	11	18	09	14	15	10	11	13
	DK/REF	02												
b. Financially responsible	1	06	07	04	00	06	06	08	06	05	07	05	05	06
	2	03	04	03	02	03	04	02	03	04	03	03	04	02
	3	14	17	11	24	15	12	13	15	14	17	12	14	14
	4	20	21	19	24	22	20	16	21	19	16	22	22	19
	5	33	29	38	27	33	34	38	33	35	32	34	34	33
	6	16	17	15	20	18	14	14	18	14	15	16	16	16
	7	07	05	10	04	04	10	10	04	10	09	06	05	09
	DK/REF	02												
c. Ethical	1	04	05	04	06	05	05	04	05	04	06	03	04	05
	2	04	05	02	06	03	03	05	03	04	05	03	04	04
	3	12	14	11	16	10	12	14	12	12	14	11	11	13
	4	20	21	19	14	20	22	18	19	22	20	20	22	19
	5	32	31	36	33	37	30	32	38	29	27	38	37	31
	6	16	19	16	12	17	18	17	15	19	15	19	16	17
	7	09	06	12	14	08	09	10	08	10	14	06	06	12
	DK/REF	03												

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
d. Accountable													
1	06	07	05	10	05	06	06	07	05	09	04	06	06
2	04	06	03	02	05	05	05	04	05	06	04	06	04
3	13	17	10	12	15	17	08	11	16	13	14	16	12
4	22	20	25	21	28	18	22	24	22	20	24	27	20
5	31	32	33	38	33	31	30	35	30	28	36	32	32
6	13	13	14	14	10	16	14	14	12	13	13	09	16
7	08	06	10	04	04	07	16	05	10	11	05	04	10
DK/REF	04												

Q3a. Many teachers use the letters A, B, C, D or F to grade their students. Suppose you had the opportunity to grade the kindergarten through 12th grade public schools in Iowa. What grade would you give them?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
A	13	12	15	19	10	15	16	13	14	15	13	11	16
B	50	56	53	62	58	54	45	53	56	49	58	57	53
C	25	27	27	17	27	26	33	28	25	30	24	27	27
D	04	04	04	02	04	04	04	05	03	04	04	05	03
F	01	01	01	00	01	01	02	01	02	01	01	01	01
DK/REF	07												

Q3b. What grade would you give the K-12 public schools in your LOCAL school district?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
A	20	19	23	23	23	20	20	18	24	21	21	23	20
B	47	48	50	42	48	49	23	49	49	44	52	48	50
C	21	24	19	26	20	23	20	26	17	23	20	20	22
D	06	06	07	06	07	06	05	06	07	08	05	08	05
F	02	02	02	04	02	02	02	01	03	03	02	01	03
DK/REF	04												

4a-b. Thinking about public schools in your LOCAL SCHOOL DISTRICT, what would you say are the one or two MOST SERIOUS PROBLEMS facing these schools in the next 5 years?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
[MOST SERIOUS]													
Lack of funding	13	14	14	09	14	14	14	12	16	10	16	13	14
Discipline Issues	11	12	12	11	06	13	14	10	14	14	10	10	14
Lack of quality teachers	11	11	13	11	12	13	11	13	12	11	13	11	13
Drugs/alcohol	11	13	11	09	10	13	15	10	14	16	09	07	15
Class size too large	08	08	10	09	12	07	08	13	06	07	11	11	08
Condition of building	07	10	06	15	08	10	03	10	06	06	09	08	08
School too small	05	06	05	04	04	08	04	03	08	06	04	05	05
Crime/safety/vandalism	04	02	07	11	08	01	03	04	04	07	03	07	03
Poor curriculum	04	03	05	00	05	06	02	05	03	02	05	05	03
Low teacher pay	02	03	01	00	02	04	02	03	01	02	02	02	02
Miscellaneous	16	18	17	22	20	14	19	18	17	18	18	22	15
DK/REF	08												
[2 nd MOST SERIOUS]													
Lack of funding	06	09	04	00	09	07	03	08	05	06	07	06	06
Discipline Issues	07	06	09	04	05	05	16	05	10	10	06	05	09
Lack of quality teachers	12	12	12	11	11	14	11	13	10	09	14	13	11
Drugs/alcohol	04	03	05	00	04	05	04	04	04	06	03	04	04
Class size too large	03	02	04	02	05	01	03	03	03	02	03	04	02
Condition of building	04	05	04	04	04	05	05	04	04	03	05	02	06
School too small	01	01	02	00	01	03	00	01	01	00	02	01	01
Crime/safety/vandalism	03	03	04	04	05	03	00	02	04	04	03	04	03
Poor curriculum	06	04	07	02	04	08	07	08	04	06	06	07	06
Low teacher pay	05	07	03	04	05	06	02	05	04	04	05	04	05
Miscellaneous	16	15	17	20	19	16	08	18	14	13	18	20	13
DK/REF	03												

Q5. If there were one or two things you could change to IMPROVE the public schools in your local school district, what would that be?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
[1ST IMPROVEMENT]													
Stricter discipline	09	11	11	07	04	12	22	08	14	12	10	03	16
Reduce class sizes	08	08	12	05	13	11	06	13	08	07	13	14	08
Attract qualified teachers	08	07	13	05	09	09	15	09	11	14	09	10	10
Modify curriculum	08	10	09	12	09	11	07	09	10	10	10	11	08
Increase teacher pay	08	11	08	05	11	12	05	10	10	08	11	08	11
Increase parent involvement	05	05	08	00	08	07	06	06	07	06	07	08	06
Improve building maintenance	04	06	05	10	06	04	05	07	04	03	07	06	05
Increase funding	04	06	04	05	06	05	04	05	05	03	06	05	05
Improve communications	04	06	04	02	06	04	06	06	03	06	04	08	03
Raise academic standards	03	04	03	02	02	06	04	02	05	04	03	02	05
Miscellaneous	19	25	24	46	25	19	22	24	24	29	21	26	23
DK/REF	20												
[2ND IMPROVEMENT]													
Stricter discipline	05	04	05	00	06	04	07	03	06	06	04	05	04
Reduce class sizes	03	01	06	05	03	05	01	04	03	04	03	05	02
Attract qualified teachers	03	04	02	02	03	04	03	03	04	02	04	02	04
Modify curriculum	04	03	04	02	04	05	02	04	04	03	04	03	04
Increase teacher pay	04	04	03	00	03	02	08	04	04	06	02	03	04
Increase parent involvement	02	02	03	00	02	03	02	03	02	02	02	02	02
Improve building maintenance	05	06	04	08	05	04	04	05	04	04	05	05	04
Increase funding	03	03	03	00	04	03	03	03	03	02	04	03	03
Improve communications	02	02	03	02	01	04	02	03	02	02	03	03	02
Raise academic standards	04	03	04	02	02	06	03	03	05	03	04	04	03
Miscellaneous	14	14	15	15	17	15	10	14	15	10	18	18	12
DK/REF	04												

Q6. How important is OVERALL school size in high school for student achievement? Would you say overall school size is...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Very important	49	47	54	54	51	48	51	50	51	55	47	50	50
Somewhat important	36	38	36	38	38	38	36	36	38	34	39	38	37
Somewhat unimportant	09	10	08	05	08	10	09	10	08	07	10	09	09
Very unimportant	04	05	02	04	03	04	05	04	03	03	04	03	04
DK/REF	02												

Q7. Some communities are exploring the concept of year-round school calendars. In year-round calendars students attend school all year with smaller breaks throughout the year, rather than having a long break over the summer. Some people argue that this is a good idea and will improve student learning. Others say it is a bad idea and will be inconvenient and costly. Which of these is closer to your view?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Good Idea / Improve Student Learning	41	39	46	34	44	46	40	50	38	39	46	43	44
Bad Idea / Inconvenient and Costly	54	61	54	66	34	31	60	50	62	61	54	57	56
DK/REF	05												

Q8. One proposal for improving the quality of teachers in Iowa public schools is to use STATE tax money to increase the pay for new teachers who have better qualifications. Would you...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Strongly support	45	45	48	41	47	53	41	45	48	46	47	48	46
Mildly support	35	35	36	51	38	27	40	36	35	38	34	37	35
Mildly oppose	10	10	11	06	09	13	12	11	10	09	12	10	11
Strongly oppose	07	10	04	02	07	07	08	08	06	06	07	05	07
DK/REF	03												

Q9a-g. Now I'm going to read you some strategies people have proposed to improve public school education. Please tell me the effect you think each strategy would have on Iowa public schools.

a. The first one is, implementing statewide standards and requiring competency tests before students can graduate from high school. Would this strategy ...

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Improve them a great deal	32	30	34	13	25	39	42	33	32	37	29	27	36
Improve them somewhat	41	40	44	43	44	40	42	43	41	39	44	41	42
Have no effect	15	19	11	28	19	12	09	15	15	12	17	20	12
Harm them somewhat	08	08	08	15	08	08	06	07	09	09	07	09	08
Harm them a great deal	03	03	02	02	05	02	01	03	02	02	03	03	03
DK/REF	02												

b. Requiring 4th grade students to pass reading competency tests before moving to 5th grade

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Improve them a great deal	57	52	65	42	47	64	74	58	59	62	55	45	67
Improve them somewhat	28	32	25	33	34	27	21	28	29	25	31	37	23
Have no effect	06	08	04	13	08	04	04	05	06	06	06	08	04
Harm them somewhat	05	06	04	07	08	04	01	07	04	04	06	07	04
Harm them a great deal	02	02	02	06	02	01	01	02	02	02	02	03	01
DK/REF	03												

c. Reducing class sizes, especially in the elementary grades

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Improve them a great deal	67	62	74	66	71	67	64	69	67	68	69	72	66
Improve them somewhat	20	24	18	23	20	18	26	20	22	23	19	18	23
Have no effect	09	12	06	09	08	11	08	09	08	06	11	09	09
Harm them somewhat	01	02	01	02	01	02	02	01	02	03	01	01	02
Harm them a great deal	<1	01	00	00	00	00	00	00	01	01	00	00	00
DK/REF	03												

d. Requiring better training of teachers through more practice teaching, more instruction in teaching computers and the latest technology

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Improve them a great deal	55	57	57	71	56	56	54	56	57	59	55	56	57
Improve them somewhat	32	32	34	25	32	34	35	35	32	33	33	34	32
Have no effect	08	09	07	04	09	08	10	07	10	06	10	07	09
Harm them somewhat	01	01	01	00	02	01	01	01	01	01	01	01	01
Harm them a great deal	01	01	00	00	01	00	00	01	01	00	01	01	00
DK/REF	03												

e. Having the state help local school districts cover the high cost of replacing schools that are overcrowded or in disrepair

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Improve them a great deal	50	49	56	55	56	49	52	55	52	54	52	56	50
Improve them somewhat	30	34	30	32	29	34	34	30	34	30	33	31	32
Have no effect	10	11	10	11	11	10	11	11	09	10	11	10	12
Harm them somewhat	03	04	03	02	03	05	02	02	04	04	03	03	04
Harm them a great deal	01	02	01	00	01	02	02	02	01	02	01	00	02
DK/REF	06												

f. Providing every teacher and counselor with the authority to suspend a student for improper behavior for at least a day.

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Improve them a great deal	44	45	46	29	37	50	58	42	49	47	44	35	52
Improve them somewhat	21	21	21	20	25	19	20	19	24	22	21	21	22
Have no effect	10	11	11	24	11	09	07	13	09	11	10	14	09
Harm them somewhat	11	11	12	14	16	10	07	14	10	09	14	17	08
Harm them a great deal	10	12	10	13	12	11	09	13	09	10	11	13	09
DK/REF	04												

g. And lastly, increasing teacher pay

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Improve them a great deal	49	48	53	37	44	63	28	53	48	49	51	45	54
Improve them somewhat	32	36	30	40	37	29	30	30	36	33	33	36	31
Have no effect	14	14	15	19	17	07	18	15	14	15	14	16	13
Harm them somewhat	02	01	02	04	00	01	04	02	01	02	01	02	02
Harm them a great deal	01	01	00	00	01	00	01	00	01	01	01	01	00
DK/REF	04												

Q10. To improve public school education, some have argued that STATEWIDE competency standards and graduation standards should be implemented. Others have argued that standards should be set by INDIVIDUAL school districts. Which is closer to your view?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Statewide standards	53	54	58	44	62	57	50	58	54	53	58	56	56
Local control	42	46	42	56	38	43	50	42	46	47	42	44	44
DK/REF	05												

Q11a The second set of questions focuses on K-12 TEACHERS. First, what is your overall rating of teacher quality in your LOCAL school district? Would you say...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Excellent	26	27	30	19	28	30	33	28	30	27	30	27	30
Good	49	53	54	53	52	54	53	54	52	52	54	53	54
Fair	14	18	12	19	17	15	12	16	15	16	14	16	14
Poor	03	02	04	09	03	01	02	02	03	04	02	03	02
DK/REF	08												

Q12. Some people believe that public school teachers are professionals with special expertise much like physicians, engineers or accountants. Other people do not believe that public school teachers have such a level of special expertise. Which is closer to your view?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Teachers have special expertise	69	70	77	59	73	82	69	79	70	66	80	72	75
Teachers DO NOT have special expertise	24	30	23	41	27	18	31	21	30	34	20	28	25
DK/REF	07												

Q13. Overall, how would you say the quality of Iowa public school TEACHERS compares to public school teachers in other states? Are...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Iowa teachers much better	20	24	25	20	22	31	21	27	23	21	28	22	26
somewhat better	34	47	38	35	47	42	38	46	39	39	44	48	39
equal	24	27	32	41	27	25	36	26	32	36	25	27	31
somewhat worse	02	01	04	04	03	01	05	00	05	04	02	03	03
Iowa teachers much worse	01	01	00	00	01	01	00	01	00	00	01	00	01
DK/REF	20												

Q14. How would you say they compare to teachers in other industrialized countries such England, Germany or Japan? Are...

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Iowa teachers much better	07	15	13	12	14	13	16	14	13	14	13	12	15
somewhat better	13	23	26	29	21	37	23	22	27	25	24	23	25
equal	19	35	38	41	37	33	37	37	36	33	39	38	35
somewhat worse	11	23	20	18	22	21	22	21	21	26	18	21	22
Iowa teachers much worse	02	05	04	00	06	06	01	06	03	02	06	05	04
DK/REF	47												

Q15. Overall, how would you compare the academic performance of Iowa public school STUDENTS to the academic performance of public school students in other states? Would you say...

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Iowa students much better	20	20	19	09	16	26	18	19	20	16	21	18	20
somewhat better	34	48	45	50	54	43	42	52	42	42	50	50	45
equal	24	31	33	41	29	30	36	27	36	40	26	31	32
somewhat worse	02	01	03	00	01	02	05	02	02	02	02	01	03
Iowa students much worse	01	00	00	00	00	00	00	00	00	00	00	00	00
DK/REF	20												

Q16. How would you say they compare to students in other industrialized countries such England, Germany or Japan? Are...

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Iowa students much better	07	08	07	05	06	06	15	03	11	10	06	06	09
somewhat better	13	20	20	29	19	23	14	19	22	24	18	20	20
equal	19	33	36	32	38	34	31	34	35	34	35	40	32
somewhat worse	11	34	30	27	32	42	35	38	26	26	36	30	33
Iowa students much worse	02	05	07	07	05	07	05	06	06	07	05	05	06
DK/REF	47												

Q17a-f. Next I'm going to read some suggestions for attracting and retaining good public school teachers.

a. The first one is, increase pay for teachers who demonstrate high performance. Would you ...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Strongly support it	52	49	56	39	51	64	44	52	53	49	56	48	56
Mildly support it	39	43	36	56	40	29	48	38	40	43	37	44	37
Mildly oppose it	05	05	04	00	07	03	06	06	03	05	04	05	04
Strongly oppose it	03	03	04	06	03	03	03	04	03	03	03	03	03
DK/REF	02												

b. Loans and scholarships for prospective teachers

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Strongly support it	46	42	52	41	41	54	51	47	48	48	47	45	49
Mildly support it	42	47	39	52	52	36	40	43	42	43	42	45	41
Mildly oppose it	07	09	05	06	06	07	06	07	07	07	07	07	07
Strongly oppose it	03	03	04	02	02	03	03	03	03	02	04	03	03
DK/REF	03												

c. Teacher training opportunities paid by the school

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Strongly support it	52	46	60	54	59	55	44	56	52	52	54	57	51
Mildly support it	34	42	28	35	32	37	37	34	36	34	35	32	37
Mildly oppose it	07	08	07	06	06	07	11	06	08	08	07	08	07
Strongly oppose it	04	04	04	06	03	02	08	04	04	06	03	03	05
DK/REF	04												

d. Increase pay for all teachers

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Strongly support it	36	31	43	32	35	39	40	38	35	33	40	33	40
Mildly support it	34	38	34	38	35	37	35	35	37	40	33	35	36
Mildly oppose it	16	19	14	18	18	13	17	16	17	17	16	18	16
Strongly oppose it	10	12	09	12	12	10	08	11	11	10	11	14	08
DK/REF	04												

e. Increase pay for teachers based on seniority

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Strongly support it	21	20	22	26	19	22	24	21	22	25	19	16	25
Mildly support it	38	37	42	37	37	36	47	38	41	40	39	39	40
Mildly oppose it	22	25	20	20	25	22	21	22	23	21	24	25	21
Strongly oppose it	16	18	15	17	18	20	08	19	14	14	18	19	15
DK/REF	04												

f. Increase pay for teachers who take on extra responsibilities

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Strongly support it	44	60	67	64	62	71	58	67	61	63	65	61	66
Mildly support it	21	33	28	32	32	26	35	27	34	32	30	32	30
Mildly oppose it	10	05	03	00	05	03	06	04	04	05	04	05	03
Strongly oppose it	11	01	01	04	01	01	00	01	01	00	02	02	00
DK/REF	10												

Q18a-b. Which of these suggestions do you think would be MOST EFFECTIVE in attracting and retaining good public school teachers? Second most?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children < 18%	No Children <18 %
[MOST EFFECTIVE]													
Increase pay for high performing teachers	36	42	36	31	45	39	32	40	38	32	44	43	36
Loans and scholarships for prospective teachers	09	10	09	14	10	10	08	12	07	10	10	09	10
Teacher training paid for by school	08	06	11	16	08	08	08	10	07	10	08	06	10
Increase pay for all teachers	20	19	24	12	22	23	23	21	22	22	22	25	19
Increase pay for teachers based on seniority	04	05	04	06	02	04	07	03	06	06	03	02	06
Increase pay for teachers who take on extra responsibilities	16	18	17	22	14	17	22	13	20	22	14	14	19
DK/REF	07												
[2nd MOST EFFECTIVE]													
Increase pay for high performing teachers	15	20	17	11	17	18	25	15	22	22	16	15	21
Loans and scholarships for prospective teachers	17	17	24	09	18	22	26	21	20	23	19	19	21
Teacher training paid for by school	14	15	19	18	19	18	10	16	17	14	19	22	14
Increase pay for all teachers	09	13	10	23	12	09	09	12	11	09	12	12	11
Increase pay for teachers based on seniority	06	07	07	09	04	07	09	06	08	08	06	06	07
Increase pay for teachers who take on extra responsibilities	22	29	24	30	29	25	22	30	22	23	28	27	26
DK/REF	17												

Q19a-f. Please tell me how important each of the following factors should be when administrators determine public school teachers salaries.

a. Level of academic degree earned

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Very important	39	33	45	42	34	40	45	36	41	44	35	32	43
Somewhat important	54	58	51	53	61	50	50	55	54	49	58	62	49
Somewhat unimportant	05	08	03	04	04	08	04	07	04	05	06	05	06
Very unimportant	01	02	01	02	01	02	01	02	01	01	01	00	02
DK/REF	01												

b. Years of teaching experience

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Very important	42	34	50	58	34	39	51	40	42	42	40	38	44
Somewhat important	48	54	44	29	57	52	40	53	47	47	53	53	46
Somewhat unimportant	08	11	05	07	08	08	07	07	09	09	07	09	07
Very unimportant	01	02	01	06	01	01	01	00	02	02	00	00	02
DK/REF	01												

c. Scores the teacher's students receive on standardized tests

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Very important	35	36	37	35	35	36	40	32	40	40	32	36	37
Somewhat important	46	49	45	43	46	49	48	48	46	46	48	44	48
Somewhat unimportant	11	10	12	20	13	09	08	13	09	09	13	14	09
Very unimportant	05	05	06	02	06	06	04	07	04	04	07	06	05
DK/REF	03												

d. Extra responsibilities

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Very important	36	37	37	41	32	40	37	34	39	39	34	35	38
Somewhat important	53	55	55	56	57	53	52	55	55	55	55	55	54
Somewhat unimportant	07	07	07	02	09	04	09	09	04	04	09	09	06
Very unimportant	02	02	02	02	01	02	02	02	02	02	01	01	02
DK/REF	03												

e. Extra training beyond first college degree

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Very important	21	49	58	56	49	58	56	53	54	56	53	53	55
Somewhat important	38	46	38	39	47	38	39	43	40	40	42	44	40
Somewhat unimportant	22	04	03	04	04	03	04	02	05	03	04	03	04
Very unimportant	16	01	01	02	01	00	01	01	01	01	01	00	01
DK/REF	04												

f. Evaluation of teacher performance

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Very important	44	66	78	60	70	74	76	67	76	76	68	70	74
Somewhat important	21	31	20	36	28	28	20	30	22	22	28	28	24
Somewhat unimportant	10	02	01	00	01	01	03	01	02	01	02	01	02
Very unimportant	11	01	01	04	00	00	01	01	01	01	01	01	01
DK/REF	10												

Q20. Do you think salaries for public school teachers in your school district are ...

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Too high	03	04	01	04	02	03	04	04	02	03	03	02	04
About right	37	42	43	49	36	38	57	38	47	49	38	40	44
Too low	47	53	55	47	62	60	39	59	50	47	60	58	52
DK/REF	14												

Q21. Looking to the future, how important is it for your local school district to pay higher salaries in order to attract better teachers? Is it...

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Very important	48	45	53	36	51	58	40	49	49	48	50	49	50
Somewhat important	39	46	36	51	38	34	50	40	42	44	38	38	43
Neither important nor unimportant	07	07	08	09	08	05	07	08	07	05	09	10	05
Somewhat unimportant	02	02	02	00	02	03	02	02	02	02	02	03	01
Very unimportant	01	01	01	04	01	00	01	01	01	02	00	01	01
DK/REF	03												

Q22a-e. I'm going to read a number of educational areas that currently receive public funding. For each one, please indicate how high a priority you think it should have.

a. Updating instructional materials and books

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Very high	51	48	54	62	50	57	39	51	51	53	49	53	50
Somewhat high	46	48	44	34	47	40	58	46	46	44	48	44	48
Somewhat low	03	04	02	02	03	02	03	02	03	02	03	03	03
Very low	<1	00	01	02	00	00	00	00	00	01	00	00	00
DK/REF	01												

b. Programs and opportunities to improve staff abilities and knowledge

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Very high	42	42	47	40	43	50	42	44	44	45	44	44	45
Somewhat important	48	51	48	54	53	44	51	50	50	51	49	50	49
Somewhat low	08	06	05	04	04	06	07	05	05	03	07	05	05
Very low	01	01	00	02	00	00	01	01	00	01	00	00	00
DK/REF	01												

7. Technology training and equipment

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Very high	35	65	56	71	59	66	50	59	61	60	61	62	60
Somewhat high	46	31	40	26	36	32	44	37	36	36	35	34	37
Somewhat low	11	03	03	02	04	02	05	04	03	03	04	04	03
Very low	05	01	01	02	01	00	01	00	01	01	00	00	01
DK/REF	03												

d. Keeping teachers' salaries competitive

	State	Male	Female	18-24	25-44	45-64	65+	Urban	Rural	<HS	HS+	Children	No Children
	%	%	%	%	%	%	%	%	%	%	%	<18 %	<18 %
Very high	36	58	60	44	56	68	56	61	57	57	60	51	64
Somewhat high	53	36	36	46	41	27	39	33	40	38	35	43	32
Somewhat low	07	05	03	06	02	05	04	05	02	03	04	05	03
Very low	02	01	01	04	00	00	01	01	01	02	00	01	01
DK/REF	03												

e. Class-size reduction

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Very high	36	48	61	52	53	58	52	53	55	56	54	52	56
Somewhat high	53	39	32	37	37	31	38	36	34	38	33	37	34
Somewhat low	07	10	06	07	07	07	09	07	08	05	10	08	08
Very low	02	03	02	04	02	03	02	03	02	02	03	02	03
DK/REF	03												

Q23a-b. Which one of these areas is the most important to you? Second most important to you?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
[MOST IMPORTANT]													
Update instructional materials and books	17	16	20	15	15	18	25	18	18	21	16	12	22
Programs to improve staff abilities and knowledge	12	10	14	06	12	12	15	15	10	10	14	10	13
Tech. training and equipment	20	25	16	28	19	23	15	18	23	18	22	25	18
Keeping teachers' salaries competitive	13	17	12	06	11	21	12	15	13	13	15	11	16
Class-size reduction	34	32	36	46	44	26	33	34	37	39	33	41	32
DK/REF	05												
[2nd MOST IMPORTANT]													
Update instructional materials and books	24	23	29	37	27	22	27	25	27	30	24	27	26
Programs to improve staff abilities and knowledge	10	11	12	04	11	12	13	12	10	12	11	13	10
Tech. training and equipment	19	27	16	31	22	23	14	23	20	18	23	21	22
Keeping teachers' salaries competitive	23	23	27	12	22	25	33	22	27	26	24	22	27
Class-size reduction	15	16	16	16	18	18	12	17	16	14	18	18	16
DK/REF	09												

Q24. One view about teacher pay is that the state should set a common scale for all teachers based on education, training and experience. Another view is that each local school district should determine the pay for its teachers, regardless of what other districts pay. Which view is closer to your own?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18% %	No Children <18% %
State scale	43	41	48	49	45	49	36	43	46	45	44	42	46
Local pay scale	54	59	52	51	55	51	64	57	54	55	56	58	54
DK/REF	03												

Q25a-e. Now I want you to think about major issues for K-12 public schools. In the next 5 years, how much of a problem, if any, would you say each of the following broad issues will be for the public schools in your LOCAL school district?

a. Issues related to teachers

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18% %	No Children <18% %
No problem	13	15	12	20	13	10	17	12	15	18	10	12	15
Minor problem	53	58	53	60	62	54	45	56	56	51	59	61	52
Major problem	30	27	35	20	25	36	38	32	29	32	31	27	34
DK/REF	04												

b. Issues related to students

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18% %	No Children <18% %
No problem	10	11	11	20	06	08	18	07	14	14	12	07	13
Minor problem	44	51	41	54	46	45	44	43	48	44	46	45	46
Major problem	42	38	49	26	48	47	38	50	38	42	41	48	41
DK/REF	04												

c. Issues related to buildings, facilities and technology

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
No problem	14	16	13	18	09	14	19	12	16	16	13	12	16
Minor problem	37	38	39	34	45	33	38	38	38	40	37	44	35
Major problem	46	46	48	47	46	53	43	50	46	44	50	45	49
DK/REF	03												

d. Issues related to class size

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
No problem	13	15	11	20	14	10	13	11	15	14	12	12	14
Minor problem	44	46	44	43	41	49	48	45	49	44	46	46	45
Major problem	40	39	44	37	45	41	39	48	36	42	41	42	42
DK/REF	03												

e. Issues related to administrators

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
No problem	17	21	15	31	18	15	18	17	19	21	16	17	19
Minor problem	49	50	54	54	59	50	43	56	50	51	53	56	49
Major problem	28	29	31	14	23	34	39	28	31	28	31	26	32
DK/REF	06												

Q26a-b. Which of these do you think will be the MOST SERIOUS problem for your school district? Second most serious?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
[MOST SERIOUS]													
Issues related to teachers	17	18	18	17	11	23	22	16	20	19	17	11	22
Issues related to students	17	13	22	18	21	15	16	22	14	15	20	24	14
Issues related to buildings/facilities	25	30	24	30	31	22	26	27	27	24	29	27	27
Issues related to class size	22	26	22	28	26	24	19	25	22	28	21	25	23
Issues related to administrators	13	13	14	07	10	16	19	11	17	14	13	12	15
DK/REF	06												
[2nd MOST SERIOUS]													
Issues related to teachers	24	30	26	18	27	27	33	29	27	25	30	30	26
Issues related to students	15	18	16	27	19	16	11	15	19	17	17	16	18
Issues related to buildings/facilities	18	20	20	20	20	23	16	19	22	22	18	21	19
Issues related to class size	18	18	23	22	25	18	17	22	19	18	23	22	20
Issues related to administrators	13	14	16	12	10	16	24	15	14	18	12	11	18
DK/REF	12												

Q27a-c. Thinking about 3 specific issues related to TEACHERS, do you think...

a. The quality or competence of teachers will be...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
No problem	25	24	27	38	28	24	19	26	25	23	28	31	22
Minor problem	53	57	54	51	55	56	56	56	54	56	55	53	56
Major problem	19	20	19	11	16	21	25	17	20	21	18	16	21
DK/REF	03												

b. The supply of teachers

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
No problem	18	20	18	25	20	17	17	17	21	18	19	21	18
Minor problem	38	41	39	60	42	35	36	40	40	43	38	46	36
Major problem	39	40	43	15	38	48	47	44	39	39	43	33	47
DK/REF	06												

c. The salaries for teachers

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
No problem	12	13	13	11	12	12	16	13	13	13	12	13	12
Minor problem	42	46	43	60	44	41	43	41	48	46	43	48	41
Major problem	41	42	44	28	44	48	40	47	39	41	45	38	46
DK/REF	06												

Q28. Which of these 3 teacher issues do you think will be the MOST SERIOUS problem for your school district?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
The quality or competence of teachers	29	35	28	31	30	28	38	29	34	31	31	28	33
The supply of teachers	26	29	27	23	25	32	29	31	26	29	28	26	30
The salaries for teachers	38	37	45	46	45	40	33	40	40	40	41	46	37
DK/REF	06												

29a-b. Thinking about 2 specific issues related to STUDENTS, do you think...

a. Academic performance of students will be...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
No problem	18	18	18	28	22	15	14	15	21	18	19	21	16
Minor problem	57	60	57	54	59	58	61	61	58	59	58	60	58
Major problem	22	21	25	18	19	27	25	24	21	23	23	19	26
DK/REF	01												

b. Student discipline will be...

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
No problem	05	05	05	09	05	04	06	02	08	07	04	05	05
Minor problem	40	46	37	51	47	40	32	42	41	42	42	48	38
Major problem	52	48	58	40	48	56	62	55	51	52	54	47	57
DK/REF	02												

Q30. Which of these 2 student issues do you think will be the MOST SERIOUS problem for your school district?

	State %	Male %	Female %	18-24 %	25-44 %	45-64 %	65+ %	Urban %	Rural %	<HS %	HS+ %	Children <18 %	No Children <18 %
Academic performance	19	23	17	18	19	23	19	20	20	21	19	19	21
Student discipline	75	77	83	82	81	77	81	80	80	79	81	81	79
DK/REF	06												

APPENDIX B

OPEN-ENDED COMMENTS

Table 7. Open-ended Responses
 Q4a. Most Serious Problem Facing Local School District (Misc. responses only)

Resp. #	Response
10007	Students are going to drop-out, students using too many computers and calculators. When education went into the union, it ruined the education system.
10008	Keeping up with technology.
10027	School size too big.
10035	The tax money is not being spent correctly-too much is spent on administration.
10038	Class size too small.
10045	School size too big.
20010	Administration problems, curriculum .
20015	Administration.
20019	Class size too small.
20026	Technology.
20036	School size too big.
20047	Minimal student performance.
20052	School size too big.
20063	School size too big.
20079	Minimal student performance.
20094	They're pushing the kids.
30001	Keeping kids in school.
30002	Multi-cultural kids coming together.
30022	School size too big.
30028	Cut back on teachers.
30034	School size too big.
30036	Parents' lack of support/interest.
30046	Over crowding.
40002	Dropout rate of high school students.
40013	Community being too small to support a school.
40018	Peer pressure.
40022	School size too big.
40027	Cutting back of students' freedom. Some teachers seem to be sexist.
40029	Schools being in the wrong place.
40044	Moral standards.
40059	Too much technology.
40083	Students dropout so the standards are lowering.
40091	Parents' lack of support/interest.
40118	Support help needs more support from teachers and administrators.
40132	Combining of small schools really destroys the community.
40137	School size too big.
40141	Not enough programs for the students who need additional help from teachers.
40162	Administrative mismanagement of funds.
40165	Financial responsibilities of school consolidation.
50018	Finding a way to help needy children; like special needs children
50021	Financial situation.
50025	Can't pass consolidation vote, and is splitting school.
50057	Racism.
50068	Lack of technology-they're needing more money for them and they are a huge part of society nowadays.
50101	Don't use funds wisely.
50118	School size too big.
60020	More guidance.
60029	Lack of cooperation between teachers, administrators, and parents. Lack of interaction. They all "pass the buck" especially with discipline.

Table 7 Open-ended Responses

Q4a. Most Serious Problem Facing Local School District (Misc. responses only), continued

Resp. #	Response
60047	Schools are pushing children too hard.
60053	Keeping up with the nation in reference to computers and technology.
60061	School size too big.
60067	Minimal student performance.
60074	Lower economic class.
60091	Class size too small.
60092	Schools spending too much of the taxpayers' money, building too many schools and not enough kids in the ones they have in the rural areas.
60097	Truancy.
60114	School size too big.
60120	Poor administration.
60130	Too much government intervention.
60147	Teachers working with the individual students to make sure the learning plan meets the individual needs of the students: the non-special needs students often suffer because of the plan to include the special needs students.
60157	Teachers need to focus more on teaching students instead of worrying about their salary.
60159	Schools need to spend their money more wisely.
60161	Terrorism (bomb threats, etc.)
60177	Need to do a better job of goal setting and planning.
70006	School size too big.
70011	Open enrollment.
70014	None.
70023	Class size too small.
70028	Leaving government out of schools.
70035	Minimal student performance.
70048	Losing personal contact between teachers and students with computers moving in.
70050	Parents' lack of support/interest.
70095	Parents' lack of support/interest.
70107	Schools are consolidating and getting too big.
70109	Being ready for the cultural changes, different languages and such.
80021	Parents' lack of support/interest.
80035	Too much passing the buck; administrators and personnel aren't taking responsibility.
80060	Parents' lack of support/interest.
80083	School consolidation.
80086	Keeping students' attention.
90014	Lack of care for the at-risk children.
90017	Busing system is bad.
90019	Efficiency of money use.
90027	School size too big.
90028	Always asking for money for something, they are always asking for extra money that the government is not giving them.
90076	Need to find another way of funding schools besides property taxes.
90078	Children who have problems with their families.
100017	Amount of new requirements required of teachers and students.
100033	School size too big.
100053	High tech education.
110001	Students' qualifications after graduation; lack of responsibility.
110006	School size too big.
110007	Computer technology is low.
110014	Class size too small.

Table 7. Open-ended Responses

Q4a. Most Serious Problem Facing Local School District (Misc. responses only), continued

Resp. #	Response
110027	Class size too small.
110038	Moral standards.
110054	Combining of the schools. Driving long distance.
120001	Teachers need to teach the kids something worthwhile.
120005	Teachers should take more time with students who need individualized attention, either learning or discipline problem.
120013	Money management.
120018	School size too big.
120028	Not good use of state funds.

Table 8. Open-ended Responses

Q4b. Second Most Serious Problem Facing Local School District (Misc. responses only)

Resp. #	Response
10011	Replacement of retirees.
10020	School size too big.
10023	School size too big.
10033	Class size too small.
10038	Consolidation-afraid of losing kids.
20014	Class size too small.
20037	Parents and students are lacking goals.
20044	Open enrollment.
20047	Student lack of interest.
20051	Teachers/administration don't listen to the public.
20067	Trying to keep up with the changes in technology.
20081	Truancy.
20083	Racism.
30004	Administrators have forgotten who the school is for.
30028	Not enough snow days when necessary.
30065	Keeping good teachers.
40001	Mainstream of special ed./handicapped students (for ex. those w/autism) need to be in special programs, not in the classroom where they are taking time away from the teacher and the students who are trying to learn. Take part of their budget money for education and put more into special ed.
40006	Lack of concern for average and alternative students.
40011	Class size too small.
40018	Sex/pregnancy.
40025	Open enrollment.
40029	Inappropriate use of money.
40032	Lack of leadership by administration.
40079	Minimal student performance.
40104	Early dropout.
40114	Parents' lack of support/interest.
40128	Parents' lack of support/interest.
50036	Peer pressure.
50042	We need to recognize that not everyone is born equal. Until this is realized, some people will be on the wayside.
50045	Teaching more about computers and the Internet.
50051	A language barrier. They are trying to pass a policy that would enable Spanish-speaking students to learn in Spanish rather than English.
50053	Keep the small school alive instead of consolidating everything.

50064	Truancy.
50078	Be accountable with the funding they're receiving; not doing a very good job of it.

Table 8. Open-ended Responses

Q4b. Second Most Serious Problem Facing Local School District (Misc. responses only), continued

Resp. #	Response
50102	Under-staffing.
50103	Keeping technology up to date.
50118	More technology.
50120	Curriculum/course of study should be relatively similar from district to district so that students don't fall too far behind or get too far ahead.
60005	Federal and state mandates about where schools have to spend their money.
60013	Peer pressure.
60027	Falling behind in technology.
60031	Student lack of interest.
60041	Teachers and other faculty not communicating.
60047	Lack of support from outside sources (community, parents, and curriculum coordinators).
60068	Don't care to learn anymore.
60072	School size too big.
60075	The foundation of parental concern/interest in the home is crumbling, which in turn leads to problems in the school-there's no parent support.
60081	School size too big.
60086	Peer pressure.
60102	Too many non-English speaking students.
60108	Lack of interest by students in extra curricular activities.
60113	Minority students are dropping out in junior high.
60120	School board not taking parents and teachers complaints seriously.
60127	Student lack of interest.
60148	Language barriers between teachers and students-immigrants.
60149	Special needs kids and how they should be integrated.
60161	Newly passed abolishment of student prayer.
60167	Dropout rate.
70003	Open enrollment makes students go elsewhere.
70005	Parents' lack of support/interest.
70038	Too many schools, dividing city into small groups, can't cross between communities.
70050	Minimal student performance.
70055	Students' seriousness about learning.
70062	Parents' lack of support/interest.
70071	Financial responsibility.
70072	Multi-cultural; financial burden? I don't understand.
70082	More programs for the talented and gifted.
70091	Lack of technology.
70093	Truancy.
80016	Parents' lack of support/interest.
80048	Parents' lack of support/interest.
80053	Keeping the small schools open.
80086	Need longer summer school if failed a class, not just one day to make up a failed class.
80090	Parents' lack of support/interest.
80096	Peer pressure.
80104	Increased apathy, not keeping up with latest technologies.
80113	Teacher shortage.
90017	Waste money.
90023	Education; students are being pushed forward when they need to stay back and repeat a grade.
90025	School size too big.
90028	Technology, more computers.

90034	Administrator turnover -- too many leaving.
90039	Be more fair, do not use politics or who you are to base treatment of people.

Table 8. Open-ended Responses

Q4b. Second Most Serious Problem Facing Local School District (Misc. responses only), continued

Resp #	Response
90042	Sex/pregnancy.
90069	Lack of technology.
90071	School size too big.
100004	Teachers give more time to students who are smarter than others.
100010	The central office administrators do not listen very well to the teachers and principals in the school building.
100021	Administrators.
100039	More translators for communication of Bosnian students.
100053	Morals.
100059	Parents' lack of support/interest.
110028	Tolerance of diversity.
120018	Money goes to places that it shouldn't.
120040	Sporting events, buses sitting idle, too many students driving and not using buses.

Table 9. Open-ended Responses

Q5a. Most Important Change to Improve Public Schools (Misc. responses only)

Resp #	Response
10004	Open enrollment.
20013	Year-round school.
20044	No more open enrollment.
20070	Moral standards.
20071	Shorten the length on classes, time.
20081	Shut them down.
20083	Transportation to other schools.
30016	Lack of respect.
30024	Less paperwork from the government, devote more resources to the classroom.
30027	More extracurricular activities, more to choose from.
30033	Moral standards.
30036	Make each parent try to teach for a whole day.
40011	Build one big school instead of a bunch of little ones and also add air conditioning so they would be able to go year-round.
40012	More job opportunities for students.
40025	Close open enrollment.
40042	I don't know that you can change it, they are in a pattern.
40044	Lack of respect.
40045	The school year should be longer.
40046	Longer school year.
40064	Having a better system of checking teacher references and contracts if things don't work out with them.
40071	More one on one attention. Don't assume all kids are alike.
40076	Change to a voucher system.
40092	Give the students fewer breaks so they do not have to catch up and review.
40098	Lack of respect.
40108	More recognition for the girls' sports, mainly focused on the males.
40116	Need more volunteers.
40117	Encourage students to stay in school and not drop out.
40128	We've done all that we possibly can.
50018	Gifted children would get more recognition for being gifted and special needs children would get

	more help.
50023	Not so many days off.
50025	Like to see consolidation pass.

Table 9. Open-ended Responses

Q5a. Most Important Change to Improve Public Schools (Misc. responses only), continued

Resp #	Response
50042	Incorporate private against public...meaning a competition.
50043	Moral standards.
50046	Loosen no tolerance policies.
50048	Discipline issues.
50051	More schools period.
50055	Discipline issues.
50067	Some type of childcare for children with working parents where there's nobody at home to care for them.
50075	More values and morals-what's right and wrong.
50099	A review of the teachers that are there now. A system that grades them and measures how they're doing.
50103	Get rid of the block scheduling.
50118	Lack of funding.
50121	Teachers with better dispositions in relation to the students.
60027	Lack of funding.
60043	Moral standards.
60045	Eliminate busing problems.
60046	Stop playing favorites based on the student's financial situation.
60074	Wouldn't have 7th & 8th grades with high schools.
60075	Too many consolidations. Small is better than big. Too many kids in a class for teacher effectiveness. Seems more like babysitting.
60084	Implement teacher quality tests and get rid of the bad ones.
60092	Consolidate more of the schools.
60096	Lack of funding.
60117	Not give them raises every year.
60119	Give administrators the ability to fire teachers for not doing a good job.
60120	Get a better principal for the middle school.
60123	Implement tests to judge teachers.
60130	Implement the voucher system.
60140	Have a rigorous test that teachers must pass to qualify to become teachers.
60149	Moral standards.
60151	Change allocation of funds
60161	Lack of respect.
60166	Get teachers to live in closer proximity to the school.
60167	Have more bilingual classes.
60169	Make parents more accountable.
60171	Schools shouldn't depend on property tax for everything.
70003	Grade schools stay in the neighborhood.
70050	Increase teacher involvement.
70054	Moral standards.
70065	Evaluations for teachers.
70080	Need to identify needs of special students better (like ADD).
70093	Moral standards.
70097	Busing-they should bus everyone no matter what.
70098	Moral standards.
70109	Lack of funding.
70119	Make environment more teacher and student friendly.
70121	Make funding for all schools in Iowa equal.

80000	Less computers for student use.
80001	More school nurses.

Table 9. Open-ended Responses

Q5a. Most Important Change to Improve Public Schools (Misc. responses only), continued

Resp #	Response
80008	Increase the school year and teacher in-service.
80011	ESL, more teachers to handle it and more training for the teachers.
80013	Lack of funding.
80014	Moral standards.
80016	Keep lawsuits minimal.
80032	After-school programs and Head Start and other programs for young children.
80041	Re-evaluate the teachers more often.
80043	Moral standards.
80045	Moral standards.
80053	Make teachers accountable for their ability (or lack of) to teach. We're not able to get rid of teachers who shouldn't be teaching.
80059	Need more programs for teachers to teach them how to deal better with students.
80061	Teachers need to treat students equally and with respect.
80072	Discipline issues.
80103	Moral standards.
80104	Should all use transcendental program. Should implement Vedic science.
90008	Discipline issues
90013	The teacher was more or less disciplining my child (and others) for not getting a grade that was up to her par. She'd keep them in for recess making them retake test after test until they got the "grade" she wanted. She was belittling them-screaming and yelling "stupid". This is 4th grade level.
90014	More assistance for the at-risk children.
90017	Be on a specific budget.
90019	Disclose use of money and then may be able to solicit volunteers to assist in money management.
90021	Try to keep more students in school.
90028	Families with higher income are favored.
90034	Lack of incentive for teachers to improve.
90065	Lack of funding.
90094	Combined schools need to have a central location.
100022	Private voucher system to sharpen the focus.
100039	Neighborhood schools to eliminate busing.
100040	Make teachers more accountable.
100042	Year round school.
100043	Mandatory retirement for old crabby teachers.
100053	Lack of funding.
100068	Moral standards.
100082	Reduce registration costs.
110000	Alternate teachers every so many years. Bring new in and take old out. Let teachers have more control over kids in terms of discipline.
110006	New high school.
110014	More teacher training.
110025	Testing of the teachers for certification or re-certification.
110027	Consolidated school-they need to get along better.
110045	Back to the basics.
120003	Year-round school.
120004	Consolidate the four schools in her area that refuse to. Would keep the quality of education higher.
120018	Some of the teachers need to be let go and they are there too long.
120024	Get rid of the drugs.

120028	Cut back on state requirements giving more control to the locals.
120029	Control back to locals of the town.
120033	Make parents more accountable for kids actions.
120040	More individual attention-teacher aide, adult supervision, especially for younger kids.

Table 10. Open-ended Responses

Q5b. Second Most Important Change to Improve Public Schools in Local District (Misc. responses only)

Resp. #	Response
10018	Lack of funding.
10029	Lack of funding.
20051	Make teachers more aware of children's needs, get too caught up in teaching.
20063	Teachers should be appraised every year, and if they are not doing there job well enough they should be let go.
20070	Giving teachers more TA's to help them out.
20092	More hours in class.
20110	Better review board for the teachers to see how well they are doing.
30001	Bilingual-teach them English.
30004	Find out where the lunch money is going.
30022	More police officers in the buildings.
30046	Better lunch.
40007	Lack of respect.
40017	Make sure they realize the value of their teachers.
40027	Better food.
40062	Not expect teachers to be all things.
40064	Better system for kids with special needs.
40104	Focus on the lower grades. That is where they learn the most. Study habits should be enforced then.
40121	Get rid of standards and benchmarks.
50007	Discipline issues.
50025	Need new high school.
50035	More aides to help out.
50042	Letting the teacher's union manipulate people. If the I.Q. isn't there, it's not going to matter. We also need to take advantage of computer learning. The public schools are political rather than educational.
50047	There are many ways to spend the money for funding. So many things are being by-passed for other things that maybe aren't as important.
50053	Increase technology education.
50061	Teachers need to know how to elongate their students' attention spans.
50102	There is a strong emphasis on winning instead of student participation. There is a small percentage of students who get to play all the time and quite a few who don't because they're not "as good." Needs to be less of an emphasis on winning and more of one on participation.
50120	Administrators who know what they're doing. If we're going to spend money, they need to know how to do the job. Follow up on where money is going. They need to get the best bang for the buck.
60052	Encourage consolidation.
60053	Lack of funding.
60067	Moral standards.
60072	Teachers aide for grade school teachers.
60075	We are under what the state feels is best rather than the teacher who is actually dealing w/the child...too many forms that we're filling out (IEP's, etc.). Let the teacher teach...if it were up to the teacher to do what she is supposed to (in reference to state policies), then life would be better.
60090	More help in teaching the teachers to deal with students with special needs.
60102	Make the school year longer.
60111	Teachers need to watch attitudes about different students.
60117	Increase teacher turnover.

60123	Eliminate tenure program.
60131	Make athletic districts smaller so games wouldn't be so far away.
60136	Lots of E.S.L. children that could use help..
60140	Eliminate the tenure program.
60151	It is too hard to get rid of a bad teacher.
70041	Teacher should be more involved with special needs students.
70057	Lack of funding.

Table 10. Open-ended Responses
Q5b. Second Most Important Change to Improve Public Schools in Local District
(Misc. responses only), continued

Resp. #	Response
70072	Accountability of teachers.
70091	More training for teachers in technology.
70122	Lack of funding.
80003	Moral standards.
80006	Increase the amount of time kids spend in school.
80008	Less paper work for staff and administration.
80009	Lack of funding.
80013	Discipline issues.
80016	Discipline issues.
90005	Needs to be a better way to handle poor teachers.
90016	Lack of funding.
90028	Reduce pressure on the children.
90034	Teachers cannot transfer after 10 years, so they lose money, and this can create burn-out.
90042	Multi-cultural education.
90049	Have more after-school programs available for kids.
90071	Lack of funding.
100009	Transportation system, it takes forever to get to school, need more buses.
100010	Do away with the zero tolerance, code of conduct should reflect free public education for all.
100014	More interest in the schools and recognizing the importance.
100021	Moral standards.
100022	Less red tape, mandates.
100040	Eliminate zero tolerance rules and regulations.
100057	Get drugs out of schools.
110024	Teachers aren't letting the kids be themselves.
110049	More resources to teaching and less to administrators.
120006	Change the boundaries and take into consideration the minorities-pros and cons.
120013	Employ teachers who care.
120017	Get rid of some of the teachers.
120033	More programs for gifted students.

Table 11. Open-ended Responses
Q11b. Reasons for "Fair" or "Poor" Ratings of Teachers (All responses)

Resp. #	Response
30020	Personal experience.
30048	Works for the school.
40013	Outlook colored by fact that daughter fainted in school and they did not call the parents. Child is denied access to telephone when she needs to call home. Has met some very good teachers, but not enough teachers and feels money is not going to solve the problem. Parents need to have more input on how the teacher is doing in the classroom and how the students are disciplined.
40113	Small community.
40153	Didn't like them when attended high school.
60029	Seen affirmative action lower the standards and qualifications needed to get a job as a teacher. The

	state is losing all the good teachers because of lack of cooperation and discipline.
60068	I don't know if they care because the kids don't care.
60071	Know some teachers aren't the greatest but some are good.
70036	They don't stay long enough, go to different schools.
70044	Lots of the kids can't figure things out.
70076	Kids are in elementary. They do not get the learning they need and there is not a lot of control in the school, not enough teachers to control the students. Not enough supervision. Classes too big, not getting help with questions.

Table 11. Open-ended Responses
Q11b. Reasons for “Fair” or “Poor” Ratings of Teachers (All responses)

Resp. #	Response
70097	Experiences-some are nice, and some are not. Depends on her kids.
80067	Get what you pay for. Some very good teachers and some very bad ones.
80104	They don't use transcendental meditation program or Vedic science, they are using technology on grossest levels of computers science, but not implementing on finer levels of natural laws science.
90026	The way they do things.
100021	Some good ones and some not good.
110000	Don't think it's good, but doesn't think it's bad. Could be better.
120004	Many of the good teachers had to leave because they have closed the school and now they don't know where they will be or if they have jobs. Many have left to find jobs in other districts.
120005	I think they try their best to see the student is doing well, but need more ability to discipline and correct the students' behavior.
120012	Some of the students lose interest or do not want to learn.

APPENDIX C

CALL DISPOSITION DEFINITIONS

Table 12. Call Disposition Definitions

Disposition	Definitions
Refusal	Household Refusal: Refused twice by someone other than the respondent. Respondent Refusal: Respondent refused to do the interview.
Incompletes	Interview was started but not completed.
Non Working Number	The number dialed cannot be reached, has been disconnected, was no longer in service, had been changed to a different number, second attempt on a fast busy and was still fast busy, three or four rings and dead air.
No Eligible Respondent During Interviewing Period	Respondent was not available during the interviewing period because of a temporary situation such as death in the family, vacation, business trip, etc. This must be a long-term absence, but one that would allow them to participate at a different time.
10+ All Answer Machine	All 10+ attempts resulted in an answering machine.
Non Eligible Number	Not a residential phone number (e.g., teen-lines, businesses, government offices, institutions, dormitories, nursing homes, prisons, group homes, shelter, fraternities, sororities, half-way houses, pagers, beepers, fax machines, and computers).
10+ CB Attempts	The respondent was tried a minimum of 10 times.
Respondent Unable to Communicate	Permanent disability (e.g., such as mentally incompetent to understand questions, hard of hearing, terminal illness, speech impairment) that does not allow the respondent to participate at any time. Includes language barriers.
10+ All No Answer	All 10+ attempts resulted in a no answer.
No Eligible Respondent at Number Dialed	All people in the household were under age 18.