



Washington voters support key education reforms that will make our state more competitive for federal Race to the Top funding.

In early January 2010, Davis, Hibbitts & Midghall, Inc. (DHM) conducted a telephone survey of 500 voters in the state of Washington on behalf of Partnership for Learning (PFL) to assess voters' opinions about initiatives to improve public K-12 education in the state, including teacher quality, turning around the lowest achieving schools, and graduation requirements. In addition, the survey gauged voter support for the Obama Administration education reform policies, including the Race to the Top fund. This document outlines the results of this survey. Please see page six for research methodology.

The public supports taking a new look at how teachers are evaluated, with a focus on results.

A teacher's impact on student academic growth based on multiple measures including test scores should be a factor in teacher hiring, salary, and tenure decisions.

Response Category	N=500 Voters (2010)
Strongly disagree	6%
Somewhat disagree	8%
Neutral	15%
Somewhat agree	44%
Strongly agree	25%
Don't know	2%

More effective evaluation methods will improve teacher effectiveness in the classroom.

Response Category	N=500 Voters (2010)
Strongly disagree	4%
Somewhat disagree	7%
Neutral	15%
Somewhat agree	41%
Strongly agree	31%
Don't know	2%

The public is willing to pay teachers more when they raise student performance and teach high-needs subjects.

All teachers should be paid more, regardless of their level of experience or ability to teach effectively.

Response Category	N=500 Voters (2010)
Strongly disagree	31%
Somewhat disagree	23%
Neutral	12%
Somewhat agree	17%
Strongly agree	16%
Don't know	1%

Teachers should be compensated for their knowledge, skills, and performance, not just on seniority and graduate degrees.

Response Category	N=500 Voters (2010)
Strongly disagree	3%
Somewhat disagree	3%
Neutral	3%
Somewhat agree	21%
Strongly agree	70%
Don't know	1%

Teacher compensation should be reformed to include higher starting teacher pay, paying more to teachers for increased responsibility, growth in student achievement, and teaching in shortage areas like math, science, and special education.

Response Category	N=500 Voters (2010)
Strongly disagree	6%
Somewhat disagree	5%
Neutral	9%
Somewhat agree	35%
Strongly agree	44%
Don't know	1%

Do you oppose or support the Obama administration's priority of recruiting, developing, retaining, and rewarding effective teachers and leaders?

Response Category	N=500 Voters (2010)
Strongly oppose	10%
Somewhat oppose	4%
Somewhat support	28%
Strongly support	50%
Don't know	7%

The public supports strong actions to turn around the lowest achieving schools.

We need a comprehensive system of school improvement that includes voluntary and required actions for schools that chronically underperform year after year.

Response Category	N=500 Voters (2010)
Strongly disagree	3%
Somewhat disagree	5%
Neutral	8%
Somewhat agree	30%
Strongly agree	50%
Don't know	4%

Principals should be able to hire the teachers that will best meet the needs of their school's students, and they should never be forced to hire a teacher they don't think is a good fit for their school.

Response Category	N=500 Voters (2010)
Strongly disagree	3%
Somewhat disagree	3%
Neutral	7%
Somewhat agree	24%
Strongly agree	61%
Don't know	2%

Low performing schools should have more flexibility in their ability to hire teachers.

Response Category	N=500 Voters (2010)
Strongly disagree	5%
Somewhat disagree	7%
Neutral	13%
Somewhat agree	40%
Strongly agree	33%
Don't know	3%

Do you oppose or support the Obama administration's priority of requiring states and districts to take the steps necessary to turnaround their lowest performing schools?

Response Category	N=500 Voters (2010)
Strongly oppose	12%
Somewhat oppose	9%
Somewhat support	27%
Strongly support	46%
Don't know	6%

The public recognizes that students must meet higher standards to be prepared for college and work.

Students who graduate from high school should have the credits to apply to one of Washington’s publicly-funded four year universities.

Response Category	N=500 Voters (2010)
Strongly disagree	3%
Somewhat disagree	8%
Neutral	6%
Somewhat agree	25%
Strongly agree	56%
Don’t know	2%

Do you oppose or support the Obama administration’s priority of adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace?

Response Category	N=500 Voters (2010)
Strongly oppose	16%
Somewhat oppose	10%
Somewhat support	26%
Strongly support	37%
Don’t know	11%

The public understands the important role of data systems to support instruction.

Schools should be required to report teacher evaluation data.

Response Category	N=500 Voters (2010)
Strongly disagree	7%
Somewhat disagree	7%
Neutral	13%
Somewhat agree	30%
Strongly agree	38%
Don't know	5%

Do you oppose or support the Obama administration's priority of building data systems that measure growth in student success and inform teachers and principals how they can improve their practices?

Response Category	N=500 Voters (2010)
Strongly oppose	11%
Somewhat oppose	10%
Somewhat support	32%
Strongly support	40%
Don't know	7%

The public supports school choice.

Students and parents should be able to select their public school from several choices, including schools outside of their neighborhood; magnet and specialty schools; charter schools; and schools within a school.

Response Category	N=500 Voters (2010)
Strongly disagree	7%
Somewhat disagree	9%
Neutral	10%
Somewhat agree	28%
Strongly agree	44%

APPENDIX

To: Partnership for Learning (PFL)
From: Davis, Hibbitts & Midghall, Inc. (DHM)
Re: Partnership for Learning 2010 Voters Survey

INTRODUCTION & METHODOLOGY

Davis, Hibbitts & Midghall, Inc. (DHM) conducted a telephone survey of 500 voters in the state of Washington on behalf of Partnership for Learning (PFL) to assess voters' opinions about initiatives to improve public K-12 education in the state, including teacher quality, turning around the lowest achieving schools, and graduation requirements. In addition, the survey gauged voter support for the Obama Administration education reform policies.

Research Methodology: Between January 2, 2010 and January 6, 2010 DHM conducted a telephone survey of voters in Washington. The interviews averaged 20 minutes to administer. This is a sufficient sample size to assess voter opinions generally and to review findings by multiple subgroups including age, gender, and area of state.

In gathering responses, DHM employed quality control measures, including questionnaire pre-testing, callbacks, and validations. In addition, quotas were established for age, gender, and area of state based on the total population of voters in Washington to ensure a representative sample.

Statement of Limitations: Any sampling of opinions or attitudes is subject to a margin of error, which represents the difference between a sample of a given population and the total population (here, voters in Washington). For a sample size of 500, if respondents answered a particular question in the proportion of 90% one way and 10% the other, the margin of error would be +/-2.6%, at the 95% confidence level. If they answered 50% each way, the margin of error would be 4.4%.¹

These plus-minus error margins represent differences between the sample and total population at a confidence interval, or probability, calculated to be 95%. This means that there is a 95% probability that the sample taken for this study would fall within the stated margins of error if compared with the results achieved from surveying the entire population.

¹ The reason for the difference lies in the fact that when response categories are relatively even in size, each is numerically smaller and thus slightly less able-on a statistical basis- to approximate the larger population.