MetLife

The MetLife Survey of

THE AMERICAN TEACHER

Preparing Students for College and Careers

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A Survey of Teachers, Students, Parents and Fortune 1000 Executives

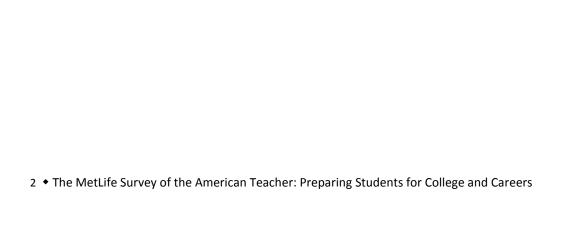*Conducted for:*
MetLife, Inc.

Survey Field Dates:
Teachers: October 12, 2010 – November 9, 2010
Students: October 13, 2010 – November 11, 2010
Parents: October 4, 2010 – October 12, 2010
Fortune 1000 Executives: October 11, 2010 – October 22, 2010

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Message from MetLife

In our lives and in our work, it is important to be prepared for new opportunities as well as the uncertainties of the future. By almost any measure, a good education is the best preparation for the opportunities and obstacles that may lie ahead. Unfortunately, too many students in the United States and many other nations are not gaining the knowledge and skills needed for future success.

As a result, our nation is now engaged in an important debate about priorities and standards of education in the 21st century. There is also dialogue among the states and with other countries regarding how best to serve the needs of society, the economy, individual students, and the educators who nurture them. In this context the voices and findings shared in the new *MetLife Survey of the American Teacher: Preparing Students for College and Careers* truly resonate.

A decade ago, the MetLife Teacher survey asked, "Are We Preparing Students for the 21st Century?" The responses revealed a misalignment between students' aspirations and the expectations of parents and teachers. This time around, in addition to revisiting the issue, we also took a closer look at what adequate preparation actually entails. The results shed light on the opportunities and tools that might better prepare America's students to be competitive in a global economy.

MetLife has great respect for teachers. We have conducted this annual survey for 27 years in order to share their important voices with other educators, policymakers, and the public. This year for the first time, in addition to the opinions of students and parents, the survey adds the voice of employers by including corporate executives.

All of us have a role to play in ensuring that students gain the knowledge and skills needed to be successful in their education, careers, and personal lives. We encourage you to join us in examining and sharing the results of this survey and in discussing its implications.

C. Robert Henrikson
Chairman of the Board
MetLife, Inc.

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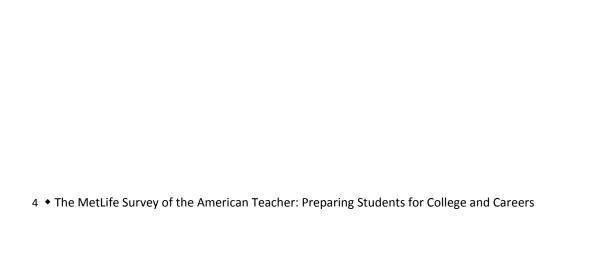
Introduction

The MetLife Survey of the American Teacher: Preparing Students for College and Careers was conducted by Harris Interactive and is the twenty-seventh in a series sponsored annually by MetLife since 1984 to give voice to those closest to the classroom. This MetLife Survey examines the priority that **all** students graduate from high school prepared for college and careers, what being college- and career-ready entails, and the implications of this goal for teaching. It includes the views of public middle and high school teachers, students and parents, and business executives from Fortune 1000 companies. In addition, education thought leaders and teacher leaders participated in a related online strategy session.

The findings were originally released during March 2011 in two parts, both of which are incorporated into this document:

➢ Part 1: *Clearing the Path* examines the importance of being college- and career-ready, what this level of preparation includes, and what it may take to get there.

➢ Part 2: *Teaching Diverse Learners* looks at differences in student needs, how teachers address them and how well students feel their needs are being met.

Reports for the entire survey series are available online at www.metlife.com/teachersurvey with links to the ERIC (Education Resources Information Center) website: http://eric.ed.gov.

Research Methods

This research combined both quantitative and qualitative methods to gain a clear picture of attitudes and perceptions among key stakeholder groups in the realm of college and career readiness.

Survey of Teachers
A nationally representative sample of 1,000 public school teachers of grades 6 through 12 was interviewed via telephone. Respondents were recruited using a targeted sample list. Teacher surveys were conducted between October 12, 2010 and November 9, 2010.

Survey of Students
A nationally representative sample of 2.002 public school students in grades 6 through 12 was interviewed online. Respondents were recruited through a targeted sampling method. Student interviews were collected between October 13, 2010 and November 11, 2010.

Survey of Parents
A nationally representative sample of 580 parents of public school students in grades 6 through 12 was interviewed online. Respondents were recruited using a targeted sample list. Parent interviews were collected between October 4, 2010 and October 12, 2010.

Survey of Executives

A sample of 301 business executives from Fortune 1000 companies was interviewed online. Respondents were recruited through a targeted sampling method. Executive surveys were conducted between October 11, 2010 and October 22, 2010.

Strategy Session Among Teacher and Thought Leaders in Education

In addition to the telephone and online interviews, Harris Interactive conducted an online strategy session among 21 teacher and thought leaders in education recruited from a targeted sample list. The session was conducted online using Harris Interactive's proprietary Advanced Strategy Lab® Online (ASL® Online) on August 24, 2010. Doug Griffen, Director of Strategy & Facilitation at the Advanced Strategy Center, moderated the session. Respondent comments from the group are included in the report.

A Note on Reading the Figures

An asterisk (*) on an exhibit signals a value of less than one-half percent (0.5%). A dash (–) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. Calculations of responses discussed in the text are based on raw numbers and not percentages, therefore these figures may differ slightly from calculations based on percentages. The base for each question is the total number of respondents answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples. Percentages depicted may not add up to 100% because some answer categories may be excluded from the figure.

About MetLife

MetLife is a leading global provider of insurance, annuities and employee benefit programs, serving 90 million customers in more than 60 countries, with leading market positions in the United States, Japan, Latin America, Asia Pacific, and Europe. MetLife Foundation places strong emphasis on education and draws on the findings of the annual *MetLife Survey of the American Teacher* to inform its grantmaking. For more information about MetLife, please visit the company's web site at www.metlife.com. Additional information about the Foundation is available at www.metlife.org.

About Harris Interactive

Harris Interactive is one of the world's leading custom market research firms, leveraging research, technology, and business acumen to transform relevant insight into actionable foresight. Known widely for the Harris Poll and for pioneering innovative research methodologies, Harris offers expertise in a wide range of industries and serves clients in over 215 countries and territories. For more information, please visit www.harrisinteractive.com.

Part 1: Clearing the Path

Summary

Part 1 of the survey examines views among middle and high school teachers, students, parents and Fortune 1000 executives on the importance that students graduate from high school prepared for college and a career, on what being college- and career-ready entails and on what needs to be done for **all** students to achieve this goal. Teachers, parents and business executives from Fortune 1000 companies also identify priorities among some of the most common education reform proposals, including several that are on the agenda for the reauthorization of the Elementary and Secondary Education Act in 2011.

There is broad agreement that each and every student should graduate high school ready for college and a career, but clear differences exist as to how high a priority this should be. Teachers in urban schools and high-need schools and parents believe more strongly that this should be one of the highest priorities for education than do executives or teachers overall.

In larger numbers than in the past, most middle and high school students expect to go to college and get a bachelor's degree or higher. Teachers, however, believe that nearly a third of students in their school will not graduate high school ready for college, and that nearly half will not graduate from college.

Looking at what constitutes preparation, **teachers, parents, and executives believe that higher-order, cross-disciplinary skills (such as writing, critical thinking, and problem solving), and self motivation and team skills are more important for college preparation** than higher-level content in mathematics and science. Executives place much greater emphasis than the other groups on the capacity for team work.

The report also draws on student and teacher responses to show characteristics of a "college-going" school culture. A majority of students believes their school emphasizes college readiness, while many teachers, and especially parents, believe that schools could be doing a better job of informing students about the steps to take to be prepared to get into college and to finance their education. A lack of information from schools is particularly pronounced among middle school students and parents.

On the question of how to reform education to meet the expectation that all students graduate high school ready for college and careers, the survey documents varying views. Although the stakeholder groups agree that measuring teacher effectiveness, redesign of the school day and calendar, more ability to remove teachers not serving students well, expansion of public school choice, and helping diverse learners should all be priorities, they differ in their ratings of highest priorities in terms of investment of resources. Parents and executives place highest emphasis on schools being able to remove teachers who are not serving students well. In contrast, the majority of teachers says that removing teachers who are not performing well for students should be an aspect of reform, although at a lower priority. The largest proportion of teachers says that strengthening programs and resources to help diverse learners with the highest needs meet college-and career-ready standards should be one of the highest priorities in education, as does a significant proportion of parents.

Among the major findings are:

The importance of college and career readiness

➢ Executives and students see postsecondary education as a career necessity. Middle and high school students (84%) and Fortune 1000 executives (77%) both strongly agree there will be few or no career opportunities for today's students who do not complete some education beyond high school.

➢ Teachers, parents and executives differ widely on their rating of college and career readiness for all students as a highest priority in education. Although most of these stakeholders agree that "graduating each and every student from high school ready for college and a career" should be a priority in education, far fewer executives (48%) and teachers (54%) than parents (73%) rate it among the highest priorities for education.

➢ Among the proposed education reform strategies evaluated, teachers show the most support for "strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards," with 59% saying this must be done as one of the highest priorities in education.

Expectations for going to college

➢ Students have high expectations for college, and these expectations have increased over the past two decades. In 1988, 57% of middle and high school students said it was very likely they would go to college. By 1997, this level had increased to 67%. Today, 75% say it is very likely they will go to college.

➢ On average, teachers predict that 63% of their students will graduate high school ready for college without the need for remedial coursework, and that 51% of their students will graduate from college.

Defining college and career readiness

➢ Both English (99%) and mathematics (92%) teachers are more likely to rate the ability of students to write clearly and persuasively as absolutely essential or very important to be ready for college and a career than to give this rating to having knowledge and ability in higher-level math, such as trigonometry (45% of English teachers and 50% of mathematics teachers) or in high-level science, such as physics (50% of English teachers and 40% of mathematics teachers).

➢ Two-thirds of teachers (63%), parents (63%) and Fortune 1000 executives (65%) think that knowledge of other cultures and international issues is absolutely essential or very important to be ready for college and a career—including two in ten who think such knowledge is absolutely essential (19%).

Getting directions for the road to college

➢ More students worry a lot about having enough money to pay for college (57%) than about being able to get into college (31%) or to succeed in college (33%). Hispanic and African-American students are more likely than white students to worry about being able to succeed in college (48% vs. 34% vs. 27%).

➢ Parents say schools are not doing enough to tell them how students can get into and pay for college. About half of parents rate their child's school as fair or poor at providing information to parents on the requirements to get into college (46%) or about the availability of financial aid for college and how to get it (52%).

➢ Middle school students and parents in particular express a need for information. Half or more of middle school students (53%) and parents (60%) rate their schools fair or poor in providing information to students about what the requirements are to get into college.

Background

The term "college- and career-ready" is prominent in discussions about the nation's future, the global economy, teaching and student achievement. Educators, employers, government leaders at all levels, parents and students are embracing the value and goal of meeting standards of college and career readiness even while debating what this means, who needs to be ready and how to accomplish it.

> *We will set a clear goal: Every student should graduate from high school ready for college and a career, regardless of their income, race, ethnic or language background, or disability status.* – President Barack Obama, A Blueprint for Reform: Reauthorization of the Elementary and Secondary Education Act (March 2010).

A growing movement has emerged to develop widely accepted standards as well as methods of instruction and assessment based on what knowledge and skills students need in order to succeed beyond high school. This movement encompasses influential initiatives addressing Common Core Standards,[1] Global Competency[2] and 21st Century Skills.[3] In recent years, college readiness has been redefined from being largely a standard of **access** to being an adequate preparation for postsecondary **progress** and **success**. The refined term covers a continuum: immediate enrollment in college courses for credit without need for remediation,[4,5,6] capacity to achieve a C or higher in core college courses,[7] persistence through the first year of college study to enroll in a third semester with sufficient credits[8] and continuation to completion of a degree or certificate.[9] Increasingly as well, the standard for success is being defined as what students actually learn and how effectively they can employ this knowledge as well as higher-order thinking skills in their further studies, in life and in work.[10]

In that context, the new *MetLife Survey of the American Teacher: Preparing Students for College and Careers* (2010) shares the perspectives of key stakeholders: middle and high school teachers, students, parents, and business executives from Fortune 1000 companies as the voice of employers. The survey documents consensus and differences in views about an emerging national goal for **all** students, examines the challenges entailed in enabling **each and every student** to achieve it and provides a starting point on a major new journey for American education and society over the next decade. The nation's vision is to implement higher standards for college and career readiness, assure all students achieve them and regain international leadership in educational attainment by 2020.

The annual *MetLife Survey of the American Teacher* grew out of the national debate on the quality of education following the release of the landmark *Nation at Risk* report in 1983. Teachers then were the subject of much criticism and largely absent from the debate. Today, teachers are again in the spotlight of reform, and most (69%) do not feel their voices are adequately heard in current debates about education.[11]

Because the *MetLife Survey of the American Teacher* is an annual series, there is an opportunity to return to issues and track trends in teaching over time. It has been of great concern that a growing number of teachers (43% of teachers in the 2008 survey, including 40% of elementary school teachers and 49% of secondary school teachers)[12] say their classrooms have become so mixed in students' learning abilities that they cannot teach them effectively. In contrast to traditions of classroom

autonomy and isolation, large majorities of teachers in the 2009 survey agreed that they share a responsibility for the achievement of all students in their school, that other teachers contribute to their success in the classroom and that greater collaboration among teachers and school leaders would have a major impact on improving student achievement.[13]

Although most teachers believe in the importance of high expectations and high standards for all students, 36% of teachers in the 2009 survey also said that all of their students have the ability to succeed academically. Further, while a majority of teachers (64%) strongly agreed that it is important for all students to have one year or more of postsecondary education in order to be prepared for a career, on average, teachers expected 50% of their students would attend college. In contrast, a large majority of students (79%) in 2009 said they planned to attend a two- or four-year college, and 53% strongly agreed that all of the teachers in their school wanted them to succeed.[14]

In 2010, the survey probes deeper into the important issues of expectation and achievement, asking teachers for their views and insights not simply on readiness, but also on the challenges for teaching and learning involved in assuring that each and every student is prepared for success beyond high school. It reveals further evidence of the expectation gap between students and teachers. This survey also shares the perspectives of teachers (as well as that of other key stakeholders) on representative national policy priorities intended to help all students achieve.
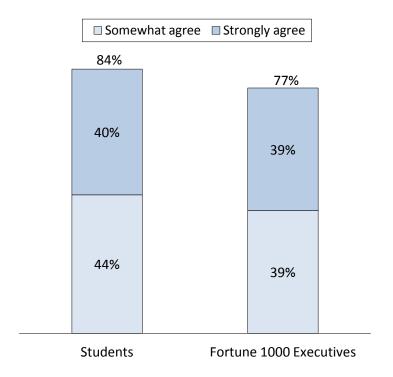
Postsecondary Education is Seen as a Career Necessity for Today's Students

Both students and Fortune 1000 executives believe that there will be few or no career opportunities for today's middle and high school students who do not complete some education beyond high school. Eight in ten middle and high school students (84%) agree that there will be few or no career opportunities for people their age who do not complete some education beyond high school, including 40% who strongly agree.

Even most students who expect that their highest level of education will be no more than a high school degree concur with this statement, although they are less likely to endorse this view than those who plan to graduate with a four-year degree or higher (76% vs. 85%).

The potential employers of students predict that postsecondary education will be necessary for career opportunities in the future. Three-quarters of Fortune 1000 executives (77%) agree that there will be few or no career opportunities for today's middle and high school students who do not complete some education beyond high school. Thirty-nine percent of executives strongly agree that this will be the case.

Figure 1.1
Agreement that Postsecondary Education is Necessary for Career Opportunities

☐ Somewhat agree   ☐ Strongly agree

Students: 84% (Strongly agree 40%, Somewhat agree 44%)
Fortune 1000 Executives: 77% (Strongly agree 39%, Somewhat agree 39%)

Q740: How much do you agree or disagree with the following statement: There will be few or no career opportunities for people my age who do not complete some education beyond high school?/Q1310: How much do you agree or disagree with the following statement: There will be few or no career opportunities for today's middle and high school students who do not complete some education beyond high school? Base: Students (n=2002), Fortune 1000 Executives (n=301)

Most students are optimistic about their job prospects for the future. Eight in ten students think it is very likely (42%) or somewhat likely (39%) that they will find a job in the field of their choice. While 4% say that it is not very or not at all likely that they will find a job in their chosen field, fully 15% say they just don't know. However, the current economic situation may be having an influence on the certainty of students' views. While 42% of students today think it is very likely they will find a job in their chosen field, **this represents a decrease since 1997** when 50% of students said that it was very likely that they would find a job in their field of choice.[15]

Overall, the plurality of students (54%) in 2010 says that the current economic situation does not have an impact on their interest in college. However, four in ten students (37%) say that the current economic situation does make them more interested in going to college. More Hispanic students and African American students than white students say they are more interested in going to college because of the economic situation (42% vs. 46% vs. 32%).

Despite their seeming optimism about their job prospects, many students worry a lot about their future careers. Four in ten students (42%) say they worry a lot about being able to get a good job when they finish school. Students who are not planning on getting any education beyond high school are more likely than those planning to get a bachelor's degree or more to worry a lot about being able to get a good job when they finish school (51% vs. 40%).

College and Career Readiness for All is a Priority

Most teachers (85%), parents (93%), and Fortune 1000 executives (80%) believe that "graduating each and every student from high school ready for college and a career" is a priority in education today, but parents are the only group in which a majority believe this is a must-do goal. Nearly three-quarters (73%) of parents say that graduating each and every student from high school ready for college and a career **must be done** as one of the highest priorities in education. In contrast, approximately half of secondary school teachers (54%) and executives (48%) consider this to be a highest-order priority.
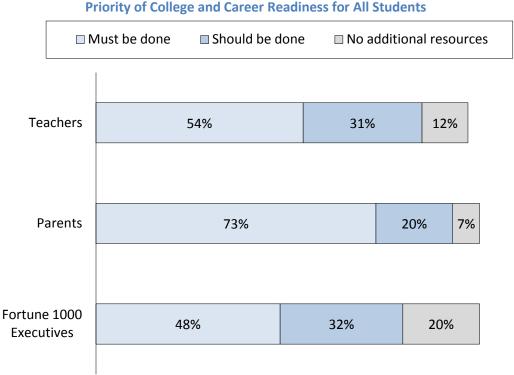
Figure 1.2
Priority of College and Career Readiness for All Students

	Must be done	Should be done	No additional resources
Teachers	54%	31%	12%
Parents	73%	20%	7%
Fortune 1000 Executives	48%	32%	20%

Q900/Q1020/Q1305: Given that there are limited resources, do you think that graduating each and every student from high school ready for college and a career is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Teachers (n=1000), Parents (n=580), Fortune 1000 Executives (n=301)

Parents who may have experienced firsthand the economic and career disadvantages of the lack of a college degree are even more emphatic in prioritizing college and career readiness as a goal for **all** students. Those parents with no more than a high school education are more likely than college graduates to consider graduating all students from high school ready for college and a career to be a highest-order priority (79% vs. 65%).

Teacher support for college and career readiness for <u>all</u> is strongest among those in schools that are furthest from that goal. Teachers in schools that often struggle with high dropout rates and have fewer students advancing to college such as those in schools with high proportions of low-income students or in urban areas, believe more strongly that graduating **all** students to be college- and career-ready is of paramount importance. Teachers in schools with at least two-thirds low-income students are **more**
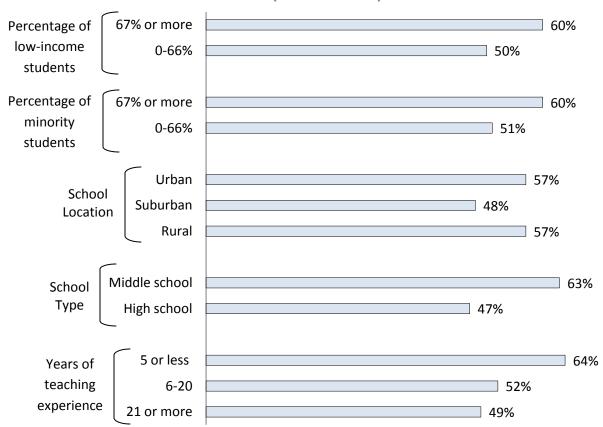
likely than those with one-third or fewer such students to say this is one of the highest priorities (60% vs. 50%). A similar pattern is found among teachers based on the number of minority students in their school.

Teachers in both urban (57%) and rural (57%) schools are more likely than teachers in suburban schools (48%) to consider graduating all students to be college- and career-ready to be one of the highest priorities in education. Middle school teachers are also more likely to consider this to be one of the highest priorities (63% vs. 47% of high school teachers).

New teachers with five years or less experience – who are typically younger and more likely to be recent college graduates themselves – are more likely than those with more experience to say that graduating all students to be college- and career-ready must be done (64% vs. 52% of those with 6-20 years of experience and 49% of those with more than 20 years' experience).

Figure 1.3
Teacher Priority of College and Career Readiness for All Students
(% Must Be Done)
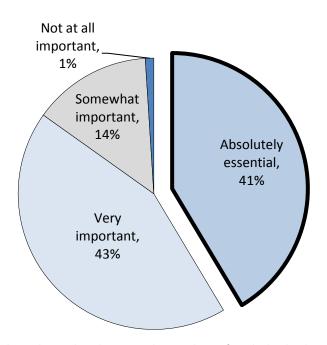
Q900: Given that there are limited resources, do you think that graduating each and every student from high school ready for college and a career is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Teachers (n=1000)

Students themselves consider it important that each and every student graduates from high school ready for college and a career. More than eight in ten middle and high school students say that it is absolutely essential (41%) or very important (43%). African-American students and Hispanic students are more likely than white students to consider this to be absolutely essential (49% vs. 46% vs. 38%).

Perhaps not surprisingly, those students who plan to get a bachelor's degree or more (46%) are the most likely to consider it absolutely essential that every student graduates prepared, compared to those who intend to get a two-year college or tech/trade school degree (29%) or those who do not plan to get any education beyond high school (22%). However, middle school and high school students are equally likely to consider it important that each and every student graduates from high school ready for college and a career. Students' reasons for considering this to be absolutely essential focus on jobs, success, and the future: to get a better job (16%), to be successful (16%), to be prepared for the future (15%) and because jobs require a college education (10%).

Figure 1.4
Importance of College and Career Preparation for Students
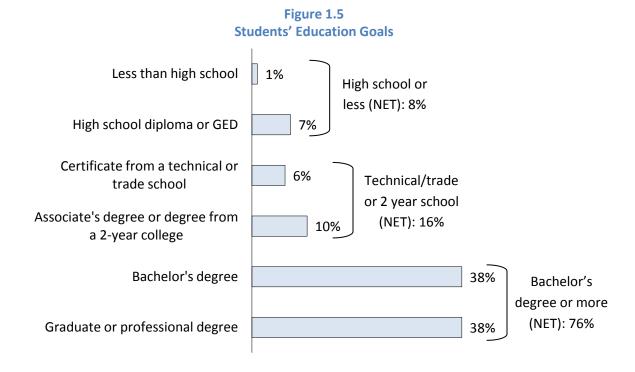
Q900: How important do you think it is that each and every student graduates from high school ready for college and career?
Base: Students (n=2002)

Students Expect to Go to College but Worry about Their Futures

Today's middle school and high school students <u>want</u> and <u>expect</u> to go to college. Three-quarters of students (76%) say they plan to get a bachelor's degree or higher. Sixteen percent intend to get an associate's degree or a certificate from a technical or trade school, and 8% of students say that the highest level of education they plan to get is high school or less.

In high school, a gender gap in college expectations emerges that does not exist in middle school. In middle school, seven in ten girls (73%) and boys (72%) plan to get at least a bachelor's degree. However, in high school, the number of girls planning to get a college degree increases to 83%, while the number of boys planning to get a college degree remains the same as the middle school number.

Students' race or ethnic background does not differentiate their college expectations – white, African-American and Hispanic students are equally likely to plan on getting a college degree. However, the educational background of their parents does seem to have a significant impact on students' expectations. Among students who have a parent with a college degree, 93% plan on getting at least a bachelor's degree themselves, while a smaller 77% of students whose parents have some college education and an even smaller 58% of students whose parents have no more than a high school diploma plan on getting a bachelor's degree themselves.

More students worry about **financing** their education than about **getting into** or **being successful** at college. Six in ten (57%) worry a lot about having enough money to pay for college, compared to 31% who worry a lot about being able to get into college and 33% who worry a lot about being able to succeed in college. Hispanic and African-American students are more likely than white students to worry about being able to get into college (47% vs. 32% vs. 24%) and being able to succeed in college (48% vs. 34% vs. 27%).

Figure 1.5
Students' Education Goals

Less than high school — 1%
High school diploma or GED — 7%
High school or less (NET): 8%

Certificate from a technical or trade school — 6%
Associate's degree or degree from a 2-year college — 10%
Technical/trade or 2 year school (NET): 16%

Bachelor's degree — 38%
Graduate or professional degree — 38%
Bachelor's degree or more (NET): 76%

Q750: What is the highest level of education that you plan to get? Base: Students (n=2002)

Students have high expectations for college – and these expectations have increased over the past two decades. In 1988, 57% of middle and high school students said it was very likely they will go to college.[16] By 1997, this level had increased to 67%.[17] Today, three-quarters (75%) say it is very likely they will go to college. Similar to their specific educational plans, more high school girls than high school boys (83% vs. 71%) say it is very likely they will go to college; middle school girls (71%) and middle school boys (70%) show similar expectations. Students who indicate they have learning challenges are less likely than others to indicate this level of confidence in going to college (62% vs. 78%).

Teachers Expect that Not All Students Will Graduate Ready for College

While the goal is for 100% of students to be ready for college and a career, teachers on average report that 63% of their students will graduate high school ready for college without the need for remedial coursework. Less than half of teachers (44%) think that at least three-quarters of the students in their schools will graduate high school without need for remediation.

Teachers are even less optimistic when reporting on the prospects of the students in their schools graduating from **college**. On average, teachers report that 51% of their students will graduate from college, and barely one-quarter (23%) of teachers indicate that at least three-quarters of students at their school will graduate from college.

At the opposite end of the college- and career-ready spectrum, teachers report that, on average, 12% of their students will drop out of high school before graduating, with 13% of teachers reporting that at least one-quarter of students will drop out of high school before graduating.

Teachers in high schools, urban schools and schools serving mostly low-income or minority students expect smaller numbers of students to graduate high school ready for college and predict fewer of their students will complete college. Teachers in urban schools and those in schools with mostly low-income or minority students also report the highest numbers of students who will drop out of high school. However, middle school and high school teacher reports on dropouts are similar.

⏳ Then and Now in the survey:

Fewer middle and high school students today appear to have considered dropping out of school. In the *MetLife Survey of the American Teacher: Student Life: School, Home & Community* (2002), 20% of students said they had thought about dropping out of school, compared to 10% of students today.

Why do students think about dropping out of school? In this year's survey, the most common reasons included the following:

- Don't like school: 21%
- Have a hard time with school: 21%
- Dislike students or are bullied: 12%
- Not getting information they need: 12%
- School is boring: 11%
- Dislike/have problems with teachers: 9%
- Too much stress: 8%

Figure 1.6
Average Percentage of Students at Their School Who Will…

	Graduate High School Ready for College Without the Need for Remedial Coursework	Graduate from College	Drop Out of High School
Total Teachers	63%	51%	12%
Grade Level			
Middle School	65%	56%	12%
Senior High School	61%	48%	12%
School Location			
Urban	52%	43%	17%
Suburban	68%	57%	10%
Rural	65%	49%	10%
% Low-Income Students			
0-33%	73%	62%	7%
34-66%	62%	46%	12%
67%+	52%	42%	18%
% Minority Students			
0-33%	70%	57%	8%
34-66%	62%	48%	12%
67%+	49%	42%	20%

Q710: To the best of your knowledge, what percentage of students at your school will…? Base: Teachers (n=1000)

Priorities for College and Career Preparation Emphasize Higher-Order Skills over Challenging Content

While consensus exists across these stakeholder groups as to the importance of "being prepared for college and a career," the question about what constitutes the best preparation remains. Colleges and employers may ask applicants to demonstrate a range of abilities: mastery of specific content such as math, science or English, higher-order cross-disciplinary skills (such as critical thinking or problem solving or effective communication) or performance skills such as self-motivation or collaboration.

Within American society overall, there is also a growing sense of urgency to prepare more students for careers in science, engineering, technology and mathematics (STEM) fields and as global citizens who understand the related challenges for society, security and the economy. This interest has put a spotlight on American students' lack of achievement and progress in these areas, such as demonstrated in the most recent National Assessment of Education Progress (NAEP) in science, where only a fifth of high school seniors scored at or above the level of proficiency,[18] and by the mediocre rankings of United States students in international comparisons of achievement in math and science.[19]

Few teachers, parents, students or even executives, however, believe that knowledge of higher-level math and science – the typical prerequisites for college-level study and for options in higher education and careers – are essential for college and career readiness.

According to teachers, parents, students and Fortune 1000 executives, the critical components of being college- and career-ready focus more on higher-order thinking and performance skills than knowledge of challenging content. Problem-solving skills, critical thinking, the ability to write clearly and persuasively and the ability to work independently – nine in ten of each of the key stakeholders in middle and high school education believe these four skills and abilities are absolutely essential or very important for a student to be ready for college and a career.

An emphasis on higher-order mathematics such as trigonometry and calculus is included in the Common Core State Standards as well as numerous other reform proposals aimed at ensuring that students receive the preparation considered necessary to be college- and career-ready. However, half or fewer of teachers (as well as executives) say that knowledge and ability in higher-level science or mathematics is absolutely essential or very important. Parents and students are most likely to say these are important, but still consider these areas to be much less crucial than problem-solving or critical-thinking skills.

Executives place far greater emphasis on the capacity for collaboration than do other stakeholders.

While there is a general consensus among the groups that both the ability to work independently and the ability to work in teams are important, a clear majority of business executives (59%) rate team work as essential, while 40% give the same emphasis to working independently. In clear contrast, the majority of teachers (55%) sees working independently as essential compared to 42% who say team work is absolutely essential – a view shared in similar proportions by students and parents.

Figure 1.7
Importance of Skills and Knowledge for College and Career Readiness

	Teachers	Parents	Students	Fortune 1000 Executives
Base	**n=1000**	**n=580**	**n=2002**	**n=301**
Problem solving skills				
Absolutely essential/Very important (NET)	98%	93%	92%	99%
Absolutely essential	64%	60%	55%	73%
Critical thinking skills				
Absolutely essential/Very important (NET)	97%	91%	93%	99%
Absolutely essential	64%	61%	56%	71%
Ability to write clearly and persuasively				
Absolutely essential/Very important (NET)	96%	90%	88%	97%
Absolutely essential	53%	57%	50%	59%
Ability to work independently				
Absolutely essential/Very important (NET)	95%	93%	92%	90%
Absolutely essential	55%	59%	55%	40%
Ability to work in teams				
Absolutely essential/Very important (NET)	86%	85%	83%	94%
Absolutely essential	42%	42%	41%	59%
Knowledge of other nations and cultures and international issues				
Absolutely essential/Very important (NET)	63%	63%	49%	65%
Absolutely essential	19%	24%	15%	18%
Knowledge and ability in higher-level science such as chemistry and physics				
Absolutely essential/Very important (NET)	50%	71%	64%	31%
Absolutely essential	11%	29%	24%	4%
Knowledge and ability in higher-level mathematics, such as trigonometry or calculus				
Absolutely essential/Very important (NET)	46%	69%	66%	40%
Absolutely essential	11%	31%	27%	8%

Q720/Q1015/Q755/Q1300: How important do you think each of the following is for a student to be ready for college and a career? Base: Teachers (n=1000), Parents (n=580), Students (n=2002), Fortune 1000 Executives (n=301)

Teachers share remarkably similar views on the importance of these skills, abilities and knowledge areas regardless of grade level taught, years of experience, school characteristics or even subject area. English teachers are most likely to say the ability to write clearly and persuasively is absolutely essential or very important (99%), and 92% of math teachers also rate this ability as highly. While less than half (45%) of English teachers say that knowledge and ability in higher-level mathematics, such as trigonometry and calculus is absolutely essential or very important, math teachers themselves do not rate the necessity of higher-level mathematics much more highly (50%).

Differences in student views on the importance of these skills, abilities and knowledge areas to being college- and career-ready arise from differences in backgrounds or personal characteristics; middle school and high school students do not differ in their views. African-American students are more likely than white students to emphasize the importance of mathematics (74% vs. 63%). Students who indicate that they have learning challenges such as a learning disability, ADHD or on an individualized education plan (IEP) are less likely than other students to consider math (57% vs. 69%) and science (55% vs. 66%) as absolutely essential or very important.

In addition to being more likely to emphasize the importance of mathematics, African-American students are also most likely to emphasize the importance of knowledge of other nations and cultures (59% vs. 47% of white students and 49% of Hispanic students).

Students who plan to get at least a bachelor's degree are more likely than others to consider all of these skills, abilities and knowledge areas as important for college and a career.

☞ From the Experts:

Does being college-ready and being career-ready require the same skills and knowledge? A majority of Fortune 1000 executives, but not all, believe this to be the case. Two-thirds of executives (64%) agree that the skills and knowledge that students need to be ready for college are the same as the skills and knowledge that students need to be ready for a career.

Education thought leaders and teacher leaders, convened in a strategy session as part of the survey development process, were evenly divided about whether college readiness and career readiness are the same.

College readiness and career readiness are **different**:
- *"College-ready [students] are prepared for additional 'study'; while career-ready [students] are ready to join the work force. There are skills that differentiate [an] independent learner from [an] effective workplace contributor."*

- *"College-ready students need especially strong academic skills and intellectual engagement. Career-ready students need to start specific training in a field/trade."*

College readiness and career readiness are **the same**:
- *"They require the same skill and competency sets."*

- *"Students who are college-ready are also career-ready, for very similar skill sets are required to prepare for both college and career. Today's workplace demands employees who are strong problem solvers, able to work independently and collaboratively and [are] proficient with literacy and numeracy. Success in college requires a similar skill set."*

The Place of Global Knowledge in Preparation for College and Careers: Not a High Priority and Narrow in Scope

As teachers prepare students for college and careers, those careers will be increasingly connected to the rest of the global economy and society. With global awareness emerging as a rising expectation within education, this MetLife teacher survey explores the subject both for its current significance to college and career preparation and to provide a baseline for future comparison.

Discussions of 21st century learning and skills often include "global awareness" as an interdisciplinary theme that requires both knowledge in core subjects and the analytical skills to understand and use what is learned.[20] Related, but more focused on actual assessment, the term "global competency" is used to mean "the knowledge, skills and disposition to understand and act creatively on issues of global significance,"[21] and balances the need to compete with the need to collaborate in a world that is diverse and increasingly interconnected.

☞ From the Experts:

Public education teacher thought leaders see global competence as linked to the issue of college and career readiness.

- *"We need an education system that will prepare students to meet the challenges of participating in a global community – the challenge is for educators to value these language and cultural perspectives."*

- *"Teachers will have to broaden their own knowledge and be more aware of global issues students will face."*

- *"Globalization [means a] need for high-level technical solutions on par with international peers."*

Many teachers, parents, students and Fortune 1000 executives think that global awareness is important to be ready for college and a career, but most do <u>not</u> consider it to be absolutely essential. Two-thirds of teachers (63%), parents (63%) and Fortune 1000 executives (65%) think that knowledge of other nations and cultures and international issues is very important or absolutely essential to be ready for college and a career – including about two in ten who consider it to be absolutely essential. Fewer students (49%) consider knowledge of other nations and cultures and international issues to be very important or absolutely essential to be ready for college and a career, while 15% say that it is absolutely essential. As noted in the previous section, African-American students are more likely than white or Hispanic students to say that knowledge of other nations and cultures is absolutely essential or very important (59% vs. 47% vs. 49%).

Students show Interest in learning about other nations and cultures. Three-quarters of students (76%) say they are very or somewhat interested in learning about other nations and cultures and international issues, including 23% who say they are very interested.

For students and teachers, knowledge of history and government and politics is most important for understanding other nations. Most students say that the areas that are important to study in order to understand other nations and cultures and international issues are history (81%) and government and politics (72%). About six in ten say that geography (64%), the arts (63%), world religions (59%) and other languages (59%) are important to study to gain an understanding of this area. Hispanic and African-American students are more likely than white students to say that it is important to study other languages to understand about other nations and cultures (64% and 65% vs. 55%).

Teachers view other languages and the arts as less essential to the understanding of other nations. A majority of teachers say that it is absolutely essential to have knowledge of government and politics (59%), history (59%) and geography (54%) to have an understanding of other nations and cultures and international issues. Fewer teachers consider knowledge of world religions (47%) and economics and business (44%), other languages (31%) and the arts (28%) to be absolutely essential to achieve an understanding of other nations and cultures. Middle school teachers are more likely than high school teachers to emphasize the importance of geography (57% vs. 51%) and world religions (52% vs. 43%).

Schools vary on emphasis and methods used to increase student knowledge about other nations. Most teachers (74%) agree that their school emphasizes the development of students' knowledge and understanding of other nations and cultures and international issues. However, one-quarter of teachers (25%) say that their school does not emphasize the development of students' knowledge in this area. Two-thirds of teachers (66%) indicate that their school uses local community and neighborhood resources to help students learn about other nations and cultures and international issues. Less than half of teachers (46%) agree that their school connects to schools or organizations outside of the US to help students learn about other nations and cultures and international issues.

Schools with stronger college-going cultures are more likely to emphasize global awareness. Teachers reporting high proportions of students in their schools (three-quarters or more) graduating ready for college are more likely to say their schools emphasize the development of students' knowledge and understanding of other nations and cultures and international issues (82% vs. 63% of teachers reporting fewer than half of students graduating college-ready). They are also more likely to report that their school uses local community and neighborhood resources (75% vs. 52%) and connects to schools or organizations outside the U.S. (55% vs. 34%) to help students learn about other nations and cultures and international issues. Rural schools are less likely than suburban schools to engage in any of these efforts.

Students Need Stronger Preparation for College and Careers

Given students' high expectations for their education and the importance that teachers, parents and Fortune 1000 executives place on college for students' future success, the elements that can contribute to ensuring that all students graduate from high school ready for college and a career become even more noteworthy. In addition to the skills, abilities and knowledge areas previously discussed, successful preparation can be enhanced by the overall school culture and specific supports that schools, teachers, school counselors and parents can provide.

A majority of students say that their school creates a school culture that emphasizes college readiness for all students. Six in ten students rate their school as excellent (17%) or good (40%) in this area, but students' views vary markedly depending on the characteristics of their schools. More high school students give their school positive ratings for creating a culture of college readiness than do middle school students (62% vs. 47% rate their school excellent or good). **Urban schools receive higher ratings**

than suburban or rural schools, with 64% of students in urban schools saying their school is excellent or good in creating a school culture that emphasizes college readiness for all students, compared to 57% of suburban students and 49% of rural students.

Schools that create a culture that emphasizes college for all students may have an impact on students' educational plans. Although these findings cannot prove causality, students who say they plan to get a bachelor's degree or higher are more likely than others to rate their school excellent or good for a college-going school culture (60% vs. 49% of those planning to get an associate's degree or certificate and 41% of those planning no more than a high school education).

> ✳ Observation:
>
> Schools may well be doing a better job at emphasizing the importance of college as a goal than addressing what college readiness entails.

Characteristics of a College-Going School Culture: The Student Perspective

These schools provide a range of information, programs and supports related to going to college.
Students who rate their school as excellent or good at "creating a school culture that emphasizes college readiness for all students" are…
- **More likely** to rate their school **excellent or good** at **providing information** to them about what it means to be ready for college and a career (89% vs. 24%), about what the requirements are to get into college (90% vs. 30%), about availability of and how to get financial aid for college (79% vs. 17%) and about what the requirements are to succeed in college (87% vs. 22%)
- **More likely** to say they have **seen examples of real college level assignments** and student work (49% vs. 27%), **visited a college** (40% vs. 30%) or had a **college student visit** their school to speak with them and other students about college (41% vs. 21%) with their school
- **More likely** to have **spoken with a school counselor** (60% vs. 36%) or **teacher** (59% vs. 35%) about what classes they should take and other things to do to be ready for college
- **More likely** to say their school has a formal program of student-to-student mentoring where older students help other students become ready for college and a career (25% vs. 9%)

These schools excel at preparing students in core subjects as well as the interdisciplinary area of global awareness.
Students who rate their school as excellent or good at "creating a school culture that emphasizes college readiness for all students" are…
- **More likely** to rate their school as **excellent or good** at preparing students in writing clearly and persuasively (90% vs. 58%), problem-solving skills (92% vs. 59%) and critical-thinking skills (90% vs. 57%)
- **More likely** to rate their school as **excellent or good** at preparing students in **knowledge and ability in higher-level mathematics** such as trigonometry or calculus (88% vs. 53%), and **knowledge and ability in higher-level science** such as chemistry and physics (88% vs. 51%)
- **More likely** to rate their school **as excellent or good** at preparing students to **work in teams** (92% vs. 60%) and to **work independently** (92% vs. 65%)
- **More likely** to rate their school as **excellent or good** at preparing students in **knowledge of other nations and cultures** and international issues (80% vs. 39%)

These schools have students with higher aspirations.
Students who rate their school as excellent or good at "creating a school culture that emphasizes college readiness for all students" are…
- **More likely** to say it is very likely they will **go to college** (82% vs. 66%)
- **More likely** to be very confident that they will **achieve their goals** (54% vs. 36%)
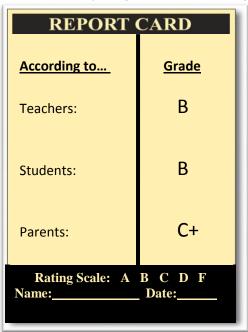
Teachers, students and parents believe schools could be doing a better job preparing students in being ready for college and a career. When asked to rate the quality of education in this area in their school, on average, teachers and students give their schools a "B," while parents give their children's schools a "C+." Eight in ten teachers (80%) give their school an A or a B, including 35% who give their school an A for preparing students in being ready for college and a career. Teachers in schools with at least two-thirds low-income students are much less likely to give their school an A in this area, compared to those with one-third or fewer low-income students (21% vs. 48%), and a similar pattern is found based on the proportion of minority students in teachers' schools (19% vs. 45%). However, high school teachers and middle school teachers give their schools similar ratings in this area.

Seven in ten students (72%) give their school an A or B in preparing them for being ready for college and a career, including 35% who give it an A. High school students are more likely than middle school students to give their school an A or B (75% vs. 65%). Other segments of students more likely to give their school a high rating are girls (74% vs. 69% of boys) and those planning to get a bachelor's degree or more (76% vs. 62% of those planning for an associate's degree or certificate vs. 46% of those not continuing education beyond high school). Students who have considered dropping out of school are less likely than those who have not considered this to give their school an A or B in preparing them to be ready for college and a career (39% vs. 75%).

Parents are the stakeholder group indicating the greatest need for improvement in preparation. Six in ten parents (59%) give their child's school an A or B, including 25% who give it an A. Parents of high school students are more likely than parents of middle school students to say their child's school has earned an A or B for preparing them to be ready for college and a career (64% vs. 53%).

Figure 1.8
School/Teacher Grade for Preparing Students for College and a Career

Q705: How would you grade the quality of education in your school with respect to preparing your students in being ready for college and a career?/Q705: How would you grade your teachers in preparing you to be ready for college and a career?/Q1010: How would you grade the quality of education in your child's school with respect to preparing him/her in being ready for college and a career? Base: Teachers (n=1000), Students (n=2002), Parents (n=580)

Education reformers emphasize the need for clear standards and assessments to enable effective preparation for college and careers and most teachers say these exist at their schools. A large majority of teachers agrees that their school has clearly defined and set specific standards for what constitutes college and career readiness for students (89%), including 48% who strongly agree; and most also agree that their school assesses every student's readiness for college (83%), including 39% who strongly agree.

On the issue of standards, high school teachers are more likely than middle school teachers to strongly agree that their school has specific standards for readiness (51% vs. 43%). Specific standards are more common among teachers at schools with less than one-third low-income compared to those with more low-income students (55% vs. 41% strongly agree) and among teachers at schools with less than one-third minority students compared to those with more minority students (54% vs. 40% strongly agree). Specific standards are also more common among teachers who report that a higher percentage of students at their school will graduate ready for college. A majority of teachers (60%) who say that at least three-quarters of their students will graduate ready for college strongly agree that their school has clearly defined and set specific standards for what constitutes college and career readiness, compared to 31% of those who report that less than half will graduate ready for college.

High school teachers are more likely than middle school teachers to strongly agree (44% vs. 32%) that their school assesses college and career readiness. There are no differences based on the proportion of low-income students in the school, however teachers in schools with one-third or fewer minority students are more likely than teachers with more minority students to strongly agree that their school assesses college and career readiness (43% vs. 34%). Agreement that their school assesses every student's readiness for college and a career is more common among teachers who report that a high percentage of students will graduate ready for college. Half of teachers (49%) who say that at least three-quarters of their students will graduate ready for college strongly agree that their school assesses every student's readiness for college and a career, compared to 27% of those who report that less than half will graduate ready for college.

Characteristics of a College-Going School Culture: The Teacher Perspective

These schools have clearly defined expectations and provide a range of information and programs to students and parents.
Teachers who report that 75% or more of students at their school will graduate high school ready for college without the need for remediation are…
- **More likely** to strongly agree that their school has clearly defined and set specific **standards for** what constitutes **college and career readiness** for students (60% vs. 35%)
- **More likely** to strongly agree that their **school assesses every student's readiness** for college and a career (49% vs. 29%)
- **More likely** to have a formal program of **student-to-student mentoring** (45% vs. 34%)
- **More likely** to rate their school as **excellent at providing information to** *students* about what the **requirements** are **to** *get into* **college** (48% vs. 34%)
- **More likely** to rate their school as **excellent at providing information to** *parents* about what the **requirements** are **to** *get into* **college** (40% vs. 23%)
- **More likely** to rate their school as **excellent at providing information to** *students* about what the **requirements** are **to** *succeed* **in college** (37% vs. 20%)
- **More likely** to give their school an **A** in **preparing their students** to be **ready for college and a career** (53% vs. 19%)

These schools excel at preparing students in core subjects as well as the interdisciplinary area of global awareness.
Teachers who report that 75% or more of students at their school will graduate high school ready for college without the need for remediation are…
- **More likely** to give their school **an A in preparing their students in English** (61% vs. 28%)**, math** (54% vs. 30%) **and science** (55% vs. 22%).
- **More likely to be able to differentiate instruction** a great deal to address the different learning needs of individual students in their class (70% vs. 50%)
- **More likely** to give their school **an A in preparing their students in knowledge of other nations and cultures** and international issues. (27% vs. 13%)
- **More likely** to say their school **emphasizes the development of students' knowledge and understanding of other nations and cultures** and international issues (82% vs. 67%)
- **More likely** to say their **school uses local community and neighborhood resources** and **connects to schools or organizations outside of the US to help students learn about other nations and cultures** and international issues (75% vs. 57%)

These schools have fewer high-need students
Teachers who report that 75% or more of students at their school will graduate high school ready for college without the need for remediation are…
- **Less likely** to be at schools with **mostly low-income students** (20% vs. 40%)
- **Less likely** to be at schools with **mostly minority students** (14% vs. 35%)
- **Less likely** to be at schools with **large proportions of English Language Learners** (11% vs. 24%)

The Path to College and Careers is Not Always Clear

Mastery of skills and knowledge are components of college and career readiness; so is a supportive, college-going school culture. However, logistical and tactical information and guidance also contribute to college and career readiness. That is, the path to college requires directions and road assistance.

Most students are not getting the information they need to go to college in time for that information to be most effective. Eight in ten or more middle school students have **not** spoken with a teacher (79%) or school counselor (84%) about what classes they should take or other things they should do to be ready for college, have **not** seen examples of real college-level assignments and student work (81%), have **not** visited a college (81%) or have **not** had a college student visit their school to speak with them and other students about college (87%). It is not until grades 11 or 12 that a majority of students have had these experiences: spoken with a teacher (70%) or school counselor (76%) about what classes they should take or other things they should do to be ready for college, seen examples of real college-level assignments and student work (57%), visited a college (53%) or had a college student visit their school to speak with them and other students about college (52%).

There is some indication that schools are sensitive to the needs of "first-generation college goers" – students whose parents have not graduated college themselves. Students whose parents have no more than a high school education are more likely than those who have a parent who is a college graduate to have visited a college (41% vs. 34%) or to have had a college student visit their school (36% vs. 30%).

Most students believe they understand what they need to do to succeed in college. Nine in ten students (88%) agree that they understand what they need to do to succeed in college, including 44% who strongly agree. Six in ten students rate their school as excellent (19%) or good (42%) at providing information to them about what it means to be ready for college and a career. A similar number rate their school as excellent (18%) or good (41%) in providing information to them about what the requirements are to succeed in college.

Many students and parents need more information about the requirements to get into, pay for and succeed in college, particularly during middle school. One-third of high school students (35%) rate their school as fair or poor on providing information on the requirements to succeed in college, compared to 52% of middle school students. Students who say they will go to college are less likely than others to rate their school low in this area (37% vs. 59% of those who do not plan on going beyond high school), and students who have considered dropping out of school are more likely than others to rate their school low (70% vs. 37%).

Similar to students, four in ten parents rate their child's school as fair (24%) or poor (15%) in providing information to students about what the requirements are to succeed in college. Parents of middle school students are more likely than parents of high school students to rate their school low on this measure (60% vs. 24%).

Sizable numbers of high school students (27%) and parents (23%), and half or more of middle school students (53%) and parents (60%) rate their schools fair or poor in providing information to students about what the requirements are to get into college.
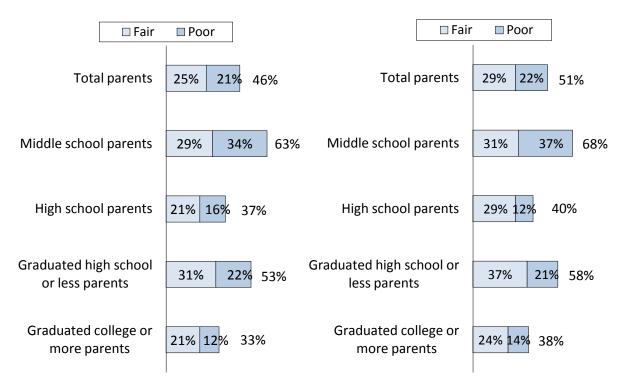
Information is particularly lacking for those who may need it most. Parents with no more than a high school education are more likely than those who have graduated college to rate their child's school as fair or poor (53% vs. 34%) in providing information to parents about the requirements to get into college, and in most instances this information is particularly lacking for parents prior to their child's high school years. Two-thirds (67%) of middle school parents rate their child's school as fair or poor on providing information to them about getting into college, compared to 31% of high school parents.

A plurality of parents (51%) rates their child's school as fair or poor at providing information to parents about the availability of, and how to get financial aid for college, and 18% give an excellent rating. Parents with no more than a high school education are more likely than those who have graduated college to rate their child's school as fair or poor on this measure (58% vs. 39%). Seven in ten (68%) parents of middle school students rate their school as fair or poor in providing information about the availability of, and how to get financial aid for college, compared to 40% of parents of high school students.

Similarly, half of parents (51%) rate their child's school as fair or poor in providing information to students about the availability of, and how to get financial aid for college, with 19% giving a rating of excellent. Students' responses are similar with 47% rating their school as fair or poor on providing information to them about the availability of, and how to get financial aid for college, with 16% giving an excellent rating. Here too, middle school students are more likely than high school students to rate their schools as fair or poor (63% vs. 39%).

Figure 1.9

School's Rating for Providing Information to Parents about What the Requirements Are to Get into College

	Fair	Poor	
Total parents	25%	21%	46%
Middle school parents	29%	34%	63%
High school parents	21%	16%	37%
Graduated high school or less parents	31%	22%	53%
Graduated college or more parents	21%	12%	33%

Figure 1.10

School's Rating for Providing Information to Parents about Availability of and How to Get Financial Aid for College

	Fair	Poor	
Total parents	29%	22%	51%
Middle school parents	31%	37%	68%
High school parents	29%	12%	40%
Graduated high school or less parents	37%	21%	58%
Graduated college or more parents	24%	14%	38%

Q1005: How would you rate your child's school on providing information to parents about what the requirements are to get into college/providing information to parents about availability of and how to get financial aid for college? Base: Parents (n=580)

Overall, teachers rate their schools more highly on providing college information than do parents and students. Two in ten teachers (18%) rate their school as fair or poor in providing information to students about what the requirements are to get into college, while 40% rate the school's performance in the area as excellent. Middle school teachers (26%), more so than those in high schools (12%), give their schools a fair or poor rating in this area, reflecting the information needs many students and parents identify.

Teachers who believe their schools graduate at least three-quarters of students ready for college rate their schools more highly on providing information to students on college-entry requirements than teachers who believe fewer than half of the students in their schools will graduate ready for college (88% vs. 67% rate their school excellent or good). Seven in ten teachers (69%) rate their schools as excellent or good in providing information to parents about what the requirements are to get into college.

A smaller majority of teachers also report that their schools do an excellent or good job providing information to students (66%) and parents (63%) about the availability of, and how to get financial aid for college, suggesting a particular need in this area. Nearly twice as many high school teachers as middle school teachers rate their schools as excellent or good in providing students (82% vs. 41%) and parents (78% vs. 41%) information on financial aid.

For most groups of students, teachers are one of their top two sources of information on what success in college requires. The top sources of information on college success for middle school students are parents (83%), teachers (76%) and school counselors (48%). At the high school level, the same proportion of students relies on teachers (76%), fewer rely on parents (66%) and more rely on school counselors (65%). High school students also make broader use of other sources including college websites (56% vs. 31% of middle school students), friends (40% vs. 33% of middle school students) and current college students (38% vs. 26% of middle school students). School counselors are more likely to be a source of information for high school students whose parents do not have any college education, compared to those with a parent who is a college graduate (72% vs. 59%). High school students whose parents have no college education are less likely than those who have college-educated parents to use their parents as a resource (49% vs. 81%). Student reliance on teachers is similar regardless of their parents' level of education.

Figure 1.11
Top Sources of Information on What Success in College Requires

Rank	Total Students n=2002	Grade Level	
		Middle School n=711	High School n=1291
#1	Teachers (76%)	Parents (83%)	Teachers (76%)
#2	Parents (72%)	Teachers (76%)	Parents (66%)
#3	School counselors (59%)	School counselors (48%)	School counselors (65%)
#4	College websites (47%)	Friends (33%)	College websites (56%)
#5	Friends (37%)	College websites (31%)	Friends (40%)
#6	Current college students (34%)	Siblings (29%)	Current college students (38%)

Q765: What are the main sources of information for you on what success in college requires? Base: Students (n=2002)

Student-to-student mentoring may be another way to help prepare students for college, but most schools do not offer it. Four in ten (39%) teachers report that their school has a formal program of student-to-student mentoring to help students become ready for college and a career. More high school teachers than middle school teachers report that their school has this type of program (42% vs. 32%). Fewer rural teachers than urban or suburban teachers say their school has this type of program (32% vs. 42% vs. 42%). Furthermore, this type of program is more common among teachers who report

that at least three-quarters of their students will graduate ready for college (45%) than among other teachers (34%), indicating that this program may be related to a college-going culture. Teachers' reports on this program do not differ by school characteristics such as proportion of low-income or minority students.

Students do not appear to be familiar with this type of mentoring. Two in ten students (19%) report that their school has a formal program of student-to-student mentoring where older students help other students become ready for college and a career. However, although 41% say their school does **not** have such a program, the same number (41%) is not sure whether their school has such a program. High school students are more likely than middle school students to have a formal student-to-student mentoring program at their school (21% vs. 14%). One in ten students (11%) has participated in a student-to-student mentoring program, including 9% who had a mentor and 4% who were a mentor. African-American students (16%) and Hispanic students (12%) are more likely than white students (6%) to report having had such a mentor.

The Views of Stakeholders Differ on Education Reform Proposals

College and career readiness is a goal of many education reform proposals and a cornerstone of the proposed framework for reauthorizing the Elementary and Secondary Education Act, *A Blueprint for Reform.* Teachers, parents, and executives differ in their views on the priorities and resources that should be given to several widely proposed strategies for strengthening public education, including some key components of the Blueprint. Each of these stakeholder groups was asked to evaluate several strategies that have been put forward to reform education and whether each: **must be done** as one of the highest priorities in education; **should be done** as a lower priority; or whether **no additional resources** should be devoted to it.

Teachers, parents and Fortune 1000 executives have divergent views on proposed reform strategies and elements of the "Blueprint for Reform." Parents and executives show the strongest support for "giving schools more ability to remove teachers who are not serving students well," with 75% of parents and 83% of executives saying this must be done as one of the highest priorities in education. Teachers are much less likely to support this goal, with four in ten (39%) indicating that it is one of the highest priorities. However, most teachers (80%) do believe that giving schools more ability to remove teachers who are not serving students well should be done as a component of reform, although as a lower priority; 17% believe that no additional resources should be devoted to it.

Overall, teachers' support for these reform proposals is less than that of parents or executives, with no more than six in ten indicating that any one strategy should be among the highest priorities in education. Teachers show the most support for "strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards," with 59% saying this must be done as one of the highest priorities in education.

Figure 1.12
Assessment of Reform Strategies

	Teachers	Parents	Fortune 1000 Executives
Base	**n=1000**	**n=580**	**n=301**
	(rank order)	(rank order)	(rank order)
Strengthening programs and resources to help diverse learners with the highest needs… meet college- and career-ready standards			
Must be done – one of the highest priorities	59% (1)	57% (3)	31% (5)
Should be done – lower priority	32%	27%	58%
Do not devote additional resources	8%	16%	11%
Graduating each and every student from high school ready for college and a career			
Must be done – one of the highest priorities	54% (2)	73% (2)	48% (3)
Should be done – lower priority	31%	20%	32%
Do not devote additional resources	12%	7%	20%
Giving schools more ability to remove teachers who are not serving students well			
Must be done – one of the highest priorities	39% (3)	75% (1)	83% (1)
Should be done – lower priority	41%	21%	15%
Do not devote additional resources	17%	4%	2%
Using measurements of teacher effectiveness that are based in significant part on student growth			
Must be done – one of the highest priorities	27% (4)	56% (4)	66% (2)
Should be done – lower priority	42%	36%	31%
Do not devote additional resources	27%	8%	3%
Expanding and redesigning the school day or school year			
Must be done – one of the highest priorities	23% (5)	34% (6)	26% (6)
Should be done – lower priority	46%	40%	46%
Do not devote additional resources	30%	26%	28%
Expanding public school choice options… for students within and across school districts			
Must be done – one of the highest priorities	17% (6)	43% (5)	46% (4)
Should be done – lower priority	43%	42%	44%
Do not devote additional resources	38%	15%	11%

Q900/Q1020/Q1305: Many solutions have been suggested for improving public education in America. Given that there are limited resources, do you think that each of the following is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Teachers (n=1000), Parents (n=580), Fortune 1000 Executives (n=301)
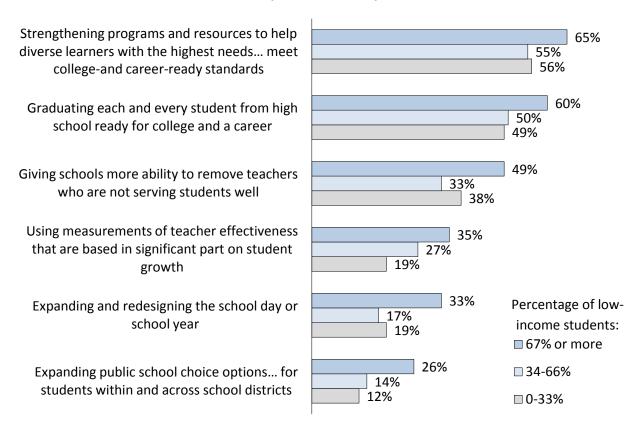
Note: numbers in parentheses indicate rank order of items within each group

Teachers, parents and executives are in closest agreement on the lower priority they assign to "expanding and redesigning the school day or year." About three in ten of each group indicates that **no additional resources** should be devoted to this strategy. When it comes to support of "using measurements of teacher effectiveness that are based on student growth" and of "expanding public school choice options," parents' and executives' views are aligned, with close to half or more saying these must be done. In contrast, one-quarter or less of teachers say that either of these goals is one of the highest priorities.

As discussed earlier in this report, parents are the group most likely to believe that "graduating each and every student from high school ready for college and a career" must be done as one of the highest priorities in education. Teachers and executives are significantly less supportive of this component yet similar in their views, with about half of each group saying this must be done as one of the highest priorities in education.

Teachers' differing professional experiences distinguish their views on educational priorities. Support for each of these six reform proposals is higher among teachers in schools with mostly low-income students than among those with few such students.

Figure 1.13
Teacher Assessment of Reform Strategies by Proportion of Low-Income Students
(% Must Be Done)

Q900: Many solutions have been suggested for improving public education in America. Given that there are limited resources, do you think that each of the following is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Teachers (n=1000)

Middle school teachers are more likely than high school teachers to say that the highest priorities in education include strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards (65% vs. 54%) and graduating each and every student ready for college and a career (63% vs. 47%).

New teachers are also more likely than more experienced teachers to support these two reforms. Teachers with five years or less experience are more likely than those with more experience to say that strengthening programs and resources to help diverse learners with the highest needs (69% vs. 55% of those with 6-20 years of experience vs. 58% of those with more than 20) and graduating each and every student from high school ready for college and a career (64% vs. 52% of those with 6-20 years of experience vs. 49% of those with more than 20) are among the highest priorities.

New teachers also show more support than other teachers for reforms focused on the teaching profession. Teachers with five years or less experience are more likely than those with more experience to say that giving schools more ability to remove teachers who are not serving students well (47% vs. 37%) and using measurements of teacher effectiveness that are based in significant part on student growth (36% vs. 25%) are among the highest priorities.

Most teachers support core common standards in English, math and sciences across the states, and for a majority of teachers this support is strong. Nine in ten teachers support common core standards across the states in English (89%, including 60% who strongly support), in math (90%, including 59% who strongly support) and in sciences (89%, including 54% who strongly support). The grade level they teach and the proportion of minority students in their school have an impact on teachers' support of common core standards. Middle school teachers are more likely than high school teachers to strongly support common core standards in each of these disciplines (English: 66% vs. 57%; math: 65% vs. 54%; sciences: 60% vs. 50%).

Teachers in schools with more than two-thirds minority students are more likely than those with one-third or fewer minority students to strongly support common core standards (English: 68% vs. 55%; math: 69% vs. 52%; sciences: 62% vs. 49%). A similar pattern is seen among teachers in urban schools compared to those in suburban or rural schools. However, teacher support does not vary by the proportion of low income students in their school.

It is important to note that teachers do **not** seem to differentiate their points of view on core common standards based on the subjects they teach. The level of support of English teachers and math teachers for standards in their respective disciplines is similar to the level of support of other teachers for standards in these subject areas, and for common core standards generally.

Figure 1.14
Support for Common Core Standards

	Total	Grade Level Taught		School Location			% Minority Students		
		Middle School	High School	Urban	Suburban	Rural	0-33%	34-66%	67%+
Base	n=1000	n=406	n=545	n=312	n=313	n=360	n=490	n=225	n=267
Math									
Strongly/ Somewhat support	90%	90%	90%	91%	91%	91%	90%	94%	91%
Strongly support	59%	65%	54%	67%	58%	53%	52%	63%	69%
Sciences									
Strongly/ Somewhat support	89%	90%	87%	89%	88%	91%	89%	92%	88%
Strongly support	54%	60%	50%	62%	54%	49%	49%	59%	62%
English									
Strongly/ Somewhat support	89%	89%	89%	89%	89%	91%	88%	94%	90%
Strongly support	60%	66%	57%	69%	58%	57%	55%	66%	68%

Q740: How much do you support or oppose core common standards across states in the following areas to achieve college and career readiness for all students? Base: Teachers (n=1000)

Conclusion

Being prepared for college and careers is emerging as a priority and an expectation for today's students. It is the priority of many of the highest-profile reform agendas for strengthening the educational achievement and the future of the nation, and it is the overwhelming expectation of parents and middle and high school students themselves. Results from the survey, however, indicate that there is a significant distance yet to go in supporting students' expectations. By exploring what it may mean for all students to graduate college- and career-ready, the survey reveals substantial differences among key stakeholders, including teachers themselves, as to how to attain this goal and even as to whether it should be the expectation for all students.

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Part 2: Teaching Diverse Learners

Summary

Part 2 of the survey examines views among middle and high school teachers, students, parents and business executives from Fortune 1000 companies on what it takes to graduate each and every student from high school ready for college and a career, and the implications for teaching diverse learners – students whose low income status, limited English fluency, or learning disabilities make learning more difficult. The survey also explores both teacher and student perceptions of differentiated instruction efforts and teacher attention to individual students, and compares opinions regarding school and teacher quality.

Today's middle and high school students want and expect to go to college and to get a bachelor's degree or higher. There are, however, some clear differences in their personal expectations. Two high need groups profiled in the report – learning challenged students and low income students – place the same importance on a college education as other students, but have lower expectations regarding their own postsecondary education and less confidence and more worries about achieving their goals for the future. Although the survey also reveals that girls have higher college aspirations than boys in high school, African-American and Hispanic girls and boys aspire at the same levels as their white counterparts with regard to plans for college.

In this survey, most teachers emphasize that helping diverse learners meet college- and career-ready standards should be a priority for education, including a majority who says it "must be done as one of the highest priorities in education." A majority of teachers overall also says they are able to differentiate instruction a great deal to meet individual learning needs, although less than half of math teachers hold that view. Students, however, do not give their teachers high marks on their capacity to teach individual students according to their different needs and abilities. Given limited resources, teachers say opportunities for collaborative teaching, access to online and technology resources, better tools for understanding students' learning strengths and needs, and instructional strategies for teaching English language learners would have a major impact on their ability to address different learning needs.

Among the major findings are:

Addressing Needs of Diverse Learners is a High Priority – for Some

➢ Nine in ten teachers (91%) say that strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards should be a priority in education, including 59% who say this must be done as one of the highest priorities.

➢ Fewer Fortune 1000 executives see this as a highest priority than do teachers, with 31% of executives identifying strengthening programs and resources to help diverse learners as one of the highest priorities in education.

➢ Parents share a view similar to that of teachers; 57% say that strengthening programs and resources to help diverse learners must be done as one of the highest priorities in education.

Teacher Attention Makes a Difference to Students, But Not Enough

➢ Six in ten teachers (61%) say they are able to differentiate instruction a great deal to address the different learning needs of students within a class.

➢ Math teachers are the least likely to say they can differentiate instruction a great deal (46% vs. 60% of English teachers and 65% of teachers of other subjects).

➢ On average, students give their teachers a grade of B- for teaching individual students according to their different needs and abilities.

➢ High-need students grade their teachers lower in this area. Students who have considered dropping out of school are four times as likely as other students to give their teachers a grade of D or F (45% vs. 11%).

Opinions of School Quality and How to Assess Teacher Effectiveness Differ Significantly

➢ Only one-quarter of students (26%) rate the overall quality of the education that they receive at school as excellent.

➢ Students who plan on getting at least a bachelor's degree are more likely than those planning for a technical, trade or two-year postsecondary education or those not planning for any education beyond high school to rate their school's education quality as excellent (29% vs. 19% vs. 13%). A plurality of students (57%) rates the overall quality of the education that they receive at school as good.

➢ Low-income students are more likely than others to rate the overall quality of education at their school as fair or poor (22% vs. 14%), as are learning-challenged students (24% vs. 16%).

➢ There is a significant split among adult stakeholders as to whether using measurements of teacher effectiveness that are based in significant part on student achievement growth should be a priority. More than nine in ten parents (92%) and Fortune 1000 executives (97%) believe such measurements should be a higher- or lower-level priority. In contrast, 69% of teachers say that this is a priority.

Teachers in Schools with Many High-Need Students Place Higher Value on Reforms and Resources

➢ Teachers in schools with high proportions of low-income students are more likely than those with few low-income students to consider reform efforts to improve teacher quality to be a top priority. Teachers in schools with mostly low-income students (two-thirds or more) are more likely than those with few low-income students (one-third or fewer) to say that the following reform efforts must be done as one of the highest priorities in education: using measurements of teacher effectiveness that are based in significant part on student growth (35% vs. 19%); and giving schools more ability to remove teachers who are not serving students well (49% vs. 38%).

➢ Teachers in schools with many high-need students value a range of resources to address the different learning needs of individual students. Teachers with two-thirds or more low-income students are more likely than those with one-third or fewer low-income students to say the following resources would have a major impact on their ability to address these needs: access to online and other technology-based resources to help personalize education (72% vs. 59%); better tools for understanding students' learning strengths and needs (70% vs. 56%); instructional strategies to teach effectively in a classroom where many students speak a language other than English (69% vs. 58%); and the availability of a learning expert (57% vs. 42%).

Diverse Learners Differ on College Aspirations

➢ Learning-challenged students are less likely than others to say it is very likely they will go to college (62% vs. 78%); and are less likely to be very confident that they will achieve their goals for the future (30% vs. 50%).

➢ Low-income students are nearly five times as likely to say their highest level of education will be no more than a high school diploma (19% vs. 4%) and are less likely to be very confident they will achieve their goals for the future (39% vs. 50%).

➢ A gender gap on college aspiration emerges in high school. While girls and boys in middle school do not differ in their aspirations for college, high school girls are more likely than boys to say it is very likely they will go to college (83% vs. 71%) and to say that they plan on getting a bachelor's or higher degree (83% vs. 72%).

Background

Educating all students to high standards – specifically, readying them for college and careers – is not only a compelling ideal for education; it is an emerging policy mandate. Part 1 of this year's survey report, *Clearing the Path*, compares views on what those standards mean and on the priority of the goal that all students graduate from high school ready for college and a career. In Part 2, *Teaching Diverse Learners*, the survey looks at the second half of the policy mandate – educating each and every student "regardless of their income, race, ethnic or language background, or disability status" – including the priority level it is given and the implications of helping diverse learners achieve higher standards of readiness on teaching.

> *We will set a clear goal: Every student should graduate from high school ready for college and a career, regardless of their income, race, ethnic or language background, or disability status.* – President Barack Obama, A Blueprint for Reform: Reauthorization of the Elementary and Secondary Education Act (March 2010).

Of course, meeting the needs of diverse learners is challenging. In the 2008 *MetLife Survey of the American Teacher*, half (49%) of middle and high school teachers agreed that the learning abilities of their students have become so varied that they can't teach them effectively.[22] Current trends predict "a steady increase in students who come to school from backgrounds of poverty, as second language learners, or those with special learning needs."[23] Some experts also believe that if the nation can succeed in educating English language learners, this will lead to solutions for other student learning needs.[24]

As we look at college and career preparation and at varied student learning needs, it is important to note that math education represents a particular challenge. As many as 60 percent of community college students place into remedial or developmental classes in this subject, and the number approaches 90 percent for low-income and minority students. In addition, "up to 70 percent of the community college students who were referred to developmental mathematics do not successfully complete the sequence of required courses. Some spend semesters repeating courses; others simply drop out."[25]
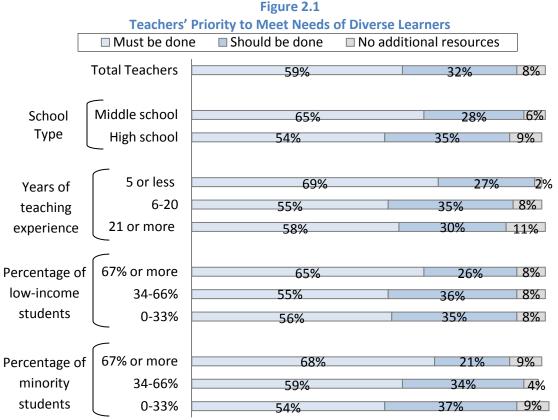
Part 2 of this year's survey report, *Teaching Diverse Learners*, explores in more depth the challenge of addressing differences among students and the needs of diverse learners. Four groups of key stakeholders – middle and high school teachers, students, and parents, as well as business executives from Fortune 1000 companies – weigh in on challenges in the classroom, needed resources and tools, and school effectiveness as an indicator of effective teaching.

Addressing Needs of Diverse Learners is a High Priority – for Some

Teachers place the highest priority on addressing the needs of diverse learners. Nine in ten teachers (91%) say that strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards should be a priority in education, including 59% who say this must be done as one of the highest priorities. For teachers, none of the other education reform strategies examined garnered as much consensus. This reform component is of particular interest to middle school teachers, who are more likely than high school teachers to consider this to be one of the highest priorities (65% vs. 54%). New teachers with less than 5 years of experience also see this as a critical issue, with 69% saying this must be one of the highest priorities. Fewer teachers who have more than five years of experience share this view (compared to 55% of teachers with 6-20 years of experience and 58% of teachers with more than 20 years of experience).

Teachers in schools with large proportions of high-need students are the most likely to consider addressing the needs of diverse learners to be a top priority. Teachers are more likely to say this must be done as one of the highest priorities in education when they teach in schools where more than two-thirds of students come from low-income families (65% vs. 56% of teachers in schools with one-third or fewer low-income students) and when they teach in schools where more than two-thirds of students are minorities (68% vs. 54% of teachers in schools with one-third or fewer minority students).

Figure 2.1
Teachers' Priority to Meet Needs of Diverse Learners

	Must be done	Should be done	No additional resources

		Must be done	Should be done	No additional resources
Total Teachers		59%	32%	8%
School Type	Middle school	65%	28%	6%
	High school	54%	35%	9%
Years of teaching experience	5 or less	69%	27%	2%
	6-20	55%	35%	8%
	21 or more	58%	30%	11%
Percentage of low-income students	67% or more	65%	26%	8%
	34-66%	55%	36%	8%
	0-33%	56%	35%	8%
Percentage of minority students	67% or more	68%	21%	9%
	34-66%	59%	34%	4%
	0-33%	54%	37%	9%

Q900: Many solutions have been suggested for improving public education in America. Given that there are limited resources, do you think that strengthening programs and resources to help diverse learners with the highest needs - such as low-income students, English language learners and students with disabilities - meet college-and career-ready standards is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Teachers (n=1000)

Parents also believe that strengthening programs and resources to help diverse learners is of critical importance, with six in ten (57%) saying this must be done as one of the highest priorities in education. Parents who have low incomes themselves (a household income of less than $35,000) are among those most likely to consider this a top priority (76%), as are parents who are African-American (73%). Fortune 1000 executives see this issue as a much lower priority, with only 31% saying this reform must be done as one of the highest priorities in education.

Figure 2.2
Parents' Priority to Meet Needs of Diverse Learners

	Must be done	Should be done	No additional resources
Total Parents	57%	27%	16%
Income Level			
Less than $35,000	76%	19%	5%
$35,000-$49,999	50%	31%	18%
$50,000-$74,999	63%	24%	13%
$75,000 or more	45%	29%	25%
Race/ Ethnicity			
White	56%	27%	17%
Black/African American	73%	20%	7%
Hispanic	54%	29%	17%

Q1020: Many solutions have been suggested for improving public education in America. Given that there are limited resources, do you think that strengthening programs and resources to help diverse learners with the highest needs - such as low-income students, English language learners and students with disabilities - meet college-and career-ready standards is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Parents (n=580)

Teacher Attention Makes a Difference to Students, But Not Enough

Most teachers believe they are able to differentiate instruction, particularly those in schools with high proportions of college-bound students. Six in ten teachers (61%) say they are able to differentiate instruction a great deal to address the different learning needs of students within a class. Middle school and high school teachers do not differ in this regard. Factors such as school location (urban, suburban or rural) or the proportion of low-income, minority or English language learner students also do not distinguish teachers' views on this issue.

Two factors that do distinguish teachers' views on their ability to differentiate instruction are the subject areas they teach and their schools' college-going cultures. Math teachers are the least likely to say they can differentiate instruction a great deal. Fewer than half of math teachers (46%) say they are able to differentiate instruction a great deal, compared to 60% of English teachers and 65% of teachers of other subjects.

> ❋ Observation:
>
> While national mathematics scores for 8th and 12th graders have increased in recent years, gaps in scores among racial/ethnic groups and between male and female students persist (*The Nation's Report Card: Mathematics 2009* and *The Nation's Report Card: Grade 12 Reading and Mathematics 2009 National and Pilot State Results*). These findings, viewed in the context of the survey's results that math teachers face more challenges in differentiating instruction, emphasize the particular challenges of math achievement for college preparation, particularly in the high priority area of science, technology, engineering and mathematics (STEM) careers.

Teachers in schools with a college-going school culture – that is, with high proportions of students who will graduate college-ready – are more likely than others to say they are able to differentiate instruction. Among teachers who report at least three-quarters of students in their school will graduate high school ready for college, 70% say they are able to differentiate instruction a great deal. Among teachers who say fewer than three-quarters of students will graduate high school ready for college, only 50% make the same claim.

However, students overall do not give their teachers high marks on differentiated instruction.

On average, students give their teachers a grade of B- for teaching individual students according to their different needs and abilities. Only one-quarter of students (26%) give their teachers an A in this area. Students who have considered dropping out of school grade their teachers lower in this area; they are **four times as likely** as other students to give their teachers a grade of **D or F** (45% vs. 11%). On a related note, one-third of students (32%) who expect to get no more than a high school education give their teachers a D or F in this area, compared to 13% of those who expect to get at least a bachelor's degree. Low-income students and learning-challenged students are also more likely than other students to give their teachers poor grades in this area. Students whose parents have no more than a high school education (a proxy for lower socio-

economic status) are more likely than those whose parent is a college graduate to give their teachers a D or F for teaching individual students according to their different needs and abilities (17% vs. 11%). Learning-challenged students – those who have been told by a teacher or other adult at school that they have learning problems or a learning disability, or ADHD or that they should have an individualized education plan (IEP) – are also more likely to give their teachers a D or F in this area (19% vs. 14%).

Students who say they frequently receive enough attention from teachers are less likely to consider dropping out of school and more likely to plan on getting a college degree. Four in ten students (42%) say they very often receive enough attention from their teachers in class, an increase from 1997, when 31% of secondary school students said they very often receive enough attention from their teachers.[26] Today, while four in ten say they very often receive enough attention, an additional 44% report that this sometimes occurs and 12% say this rarely or never occurs. Students who have considered dropping out of school are half as likely as other students to say they very often receive enough attention from their teachers (21% vs. 44%). Similarly, students who expect to get no more than a high school education are nearly half as likely as those planning on earning at least a bachelor's degree to say they very often receive enough attention from teachers (26% vs. 46%).

Figure 2.3
Frequency with Which Students Receive Enough Attention from Teachers

Q815: How often do you receive enough attention from your teachers in class? Base: Students (n=2002)
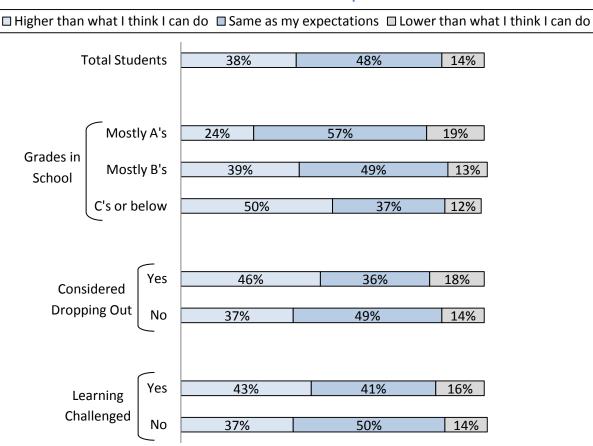
Students Want Teacher Expectations to be Aligned with Their Own

Lower-performing students believe that their teachers' expectations are too high. A plurality of students (48%) says that their teachers' expectations for them are the same as their own expectations. However, four in ten students (38%) say that their teachers' expectations for them are higher than they think they can meet. Students who get lower grades in school or who have considered dropping out or who have learning challenges are more likely to report that their teachers' expectations for them are higher than their own.

❋ Observation:

These findings about "expectations" seem to imply that high expectations without the necessary supports and demonstrated success may lead to frustration more than high achievement. In *The MetLife Survey of the American Teacher: Collaborating for Student Success (2009)*, fewer than half of middle and high school students strongly agreed that all of the teachers in their school want them to succeed.

Figure 2.4
Student Views' on Teacher Expectations

Q805: Which of the following statements best describe your teachers' expectations for you as a student? Base: Students (n=2002)

A striking gender difference in perception of expectations exists in middle school, but not in high school. Middle school boys are more likely than girls to report that their teachers' expectations are higher than they think they can meet (44% vs. 29%), while middle school girls are more likely than boys to say that their teachers' expectations are the same as their own (54% vs. 44%). In contrast, high school boys are just as likely as high school girls to report that their teachers' expectations are the same as their own (46% vs. 49%).

Diverse Learners Struggle with College and Career Readiness

Among diverse learners, two high-need groups indicate that, while they believe in the importance of college, they are less optimistic about their futures, and they report that their needs are not currently well-served by their schools. In this section, we provide a profile of the following two groups:

- <u>Learning-challenged students</u>: students who have been told by a teacher or other adult at school that they have learning problems or a learning disability or ADHD or that they should have an individualized education plan (IEP); and
- <u>Low-income students</u>: students whose parents have no more than a high school education (used as a proxy for socio-economic status).

Learning-challenged students place the same importance on a college education as other students. However, they have lower aspirations regarding their own postsecondary education and less confidence that they will achieve their goals for the future. They are also less likely to have received support or guidance from teachers and school counselors about how to prepare for college. While they are just as likely as other students to say they receive enough attention from teachers, they are less likely to give high ratings to their teachers or schools.

Low-income students also place the same importance on a college education as other students. However, they too have lower aspirations regarding their own postsecondary education and less confidence and more worries about achieving their goals for the future. Yet they report similar levels of support as other students do from a teacher or school counselor regarding how to prepare for college.

Profile of Learning-Challenged Students

College and Career Expectations and Worries:
- **Twice as likely** to say their highest level of education will be **no more than a high school diploma** (15% vs. 7%)
- **More likely** to have **thought about dropping out** of school (16% vs. 9%)
- **More likely to worry a lot** about being able to get a good job when they finish school (47% vs. 40%) and being able to get into (38% vs. 29%) or succeed in (39% vs. 32%) college
- **Less likely** to say it is very likely they will **go to college** (62% vs. 78%)
- **Just as likely** to think it is absolutely **essential that each and every student graduates from high school ready for college and a career** (37% vs. 42%)
- **Less likely** to be **very confident that they will achieve their goals** for the future (30% vs. 50%)

Preparation and Support for College
- **Less likely** to have **spoken with a teacher** (43% vs. 50%) **or school counselor** (43% vs. 51%) about what classes they should take and other things to do to be ready for college
- **Less likely** to have **seen examples of real college-level assignments** and student work (33% vs. 41%)

Teaching and School Quality
- **Give their teachers a B- on teaching individual students** according to their needs and abilities – similar to other students
- **More likely** to say their **teachers' expectations are higher** than what they think they can meet (43% vs. 37%)
- **More likely** to rate the overall **quality of education** at their school as **fair or poor** (24% vs. 16%)
- **Just as likely** to say they very often **receive enough attention from their teachers** in class (37% vs. 43%)
- **Less likely** to give their teachers **an A for believing all children can learn** (35% vs. 46%)
- **Less likely** to say their **teachers make learning exciting** (65% vs. 72%)
- **Less likely** to give their teachers **an A on preparing them in English** (34% vs. 51%) **and math** (35% vs. 48%)

Profile of Low-Income Students

College and Career Expectations and Worries:
- More than **three times as likely** to say their highest level of education will be **no more than a high school diploma** (19% vs. 4%)
- **More likely** to have **thought about dropping out** of school (13% vs. 8%)
- **More likely to worry a lot** about being able to get a good job when they finish school (51% vs. 37%) and being able to get into (41% vs. 26%) or succeed in (44% vs. 28%) college
- **Less likely** to say it is very likely they will **go to college** (58% vs. 83%)
- **Just as likely** to think it is absolutely **essential that each and every student graduates from high school ready for college and a career** (38% vs. 43%)
- **Less likely** to be **very confident that they will achieve their goals** for the future (39% vs. 50%)

Preparation and Support for College
- **Just as likely** to have **spoken with a teacher** (53% vs. 46%) **or school counselor** (50% vs. 48%) about what classes they should take and other things to do to be ready for college
- **Just as likely** to have **seen examples of real college-level assignments** and student work (41% vs. 38%)

Teaching and School Quality
- **Give their teachers a B- on teaching individual students** according to their needs and abilities – similar to other students
- **More likely** to say their **teachers' expectations are higher** than what they think they can meet (44% vs. 35%)
- **More likely** to rate the overall **quality of education** at their school as **fair or poor** (22% vs. 14%)
- **Less likely** to say they very often **receive enough attention from their teachers** in class (36% vs. 44%)
- **Just as likely** to give their teachers **an A for believing all children can learn** (44% vs. 45%)
- **Just as likely** to say their **teachers make learning exciting** (71% vs. 71%)
- **Less likely** to give their teachers **an A on preparing them in English** (43% vs. 50%) **and math** (40% vs. 49%)

Other Characteristics
- **More likely** to have a **language other than English** spoken most often at home (21% vs. 4%)
- **Less likely** to have been told by a teacher or other adult at school that they are **gifted or academically talented** (37% vs. 47%)

Teachers Identify High-Impact Resources to Address Needs of Diverse Learners

Teachers believe that a range of resources and tools will help them meet the needs of diverse learners. A majority of teachers believes that the following resources would have a **major impact** on their ability to effectively address the different learning needs of individual students:

- Opportunities for collaborative teaching (65%);
- Access to online and other technology-based resources that allow them to help personalize education according to the learning profiles of their students (64%);
- Better tools for understanding students' learning strengths and needs (63%); and
- Instructional strategies to teach effectively in a classroom where many students speak a language other than English (62%).

☞ From the Survey Archives:

In *The MetLife Survey of the American Teacher: Collaborating for Student Success (2009)*, middle and high school teachers indicated that they spend an average of 2.9 hours per week in structured **collaboration** with other teachers and school leaders, and a majority (57%) said that greater collaboration among teachers and school leaders would have a major impact on improving student achievement.

Fewer teachers believe that the following two resources would have a major impact: availability of a learning expert to help them assess student-learning profiles and develop targeted learning management plans (47%) or more knowledge about neuroscience, brain development and how students learn (46%). However, having a learning expert available is a resource that both new teachers with less than 5 years of experience and teachers in schools with two-thirds or more low-income students say would be particularly helpful. A narrow majority of teachers in these two groups believes that the availability of a learning expert would have a major impact on their ability to effectively address the different learning needs of students (new teachers: 60%; teachers in schools with mostly low-income students: 57%).

Teachers in schools with many high-need students value these resources. Teachers in schools with more than two-thirds students who are low-income are more likely than those with one-third or fewer low-income students to say that the following resources would have a major impact on their ability to effectively address the different learning needs of individual students: access to online and other technology-based resources to help personalize education (72% vs. 59%); better tools for understanding students' learning strengths and needs (70% vs. 56%); instructional strategies to teach effectively in a classroom where many students speak a language other than English (69% vs. 58%); and the availability

✳ Observation:

Are online courses an opportunity to provide differentiated instruction? Nearly one in ten middle and high school students (9%) has taken an online course for school.

of a learning expert (57% vs. 42%). A similar pattern is seen among teachers in schools with high proportions of minority students. Teachers in urban schools are more likely than those in suburban or rural schools to say that opportunities for collaborative teaching (71% vs. 65% vs. 61%), instructional strategies to teach in a classroom where many students speak a language other than English (72% vs. 57% vs. 61%), and access to online and other technology-based resources (74% vs. 57% vs. 64%) would have a major impact on their ability to effectively address the different learning needs of individual students.

Figure 2.5
Impact of Resources on Student Learning Needs

	Total Teachers	% Low-Income Students			% Minority Students		
		0-33%	34-66%	67% or more	0-33%	34-66%	67% or more
Base	**n=1000**	**n=337**	**n=327**	**n=305**	**n=490**	**n=225**	**n=267**
Opportunities for collaborative teaching							
Major impact	65%	62%	62%	69%	60%	70%	69%
Minor impact	30%	32%	34%	26%	35%	25%	27%
No impact at all	4%	5%	4%	4%	4%	5%	4%
Access to online and technology resources to personalize education to learning profiles of students							
Major impact	64%	59%	60%	72%	59%	67%	70%
Minor impact	31%	36%	33%	25%	36%	28%	27%
No impact at all	4%	4%	5%	4%	5%	5%	3%
Better tools for understanding students' learning strengths and needs							
Major impact	63%	56%	62%	70%	55%	66%	71%
Minor impact	33%	39%	33%	27%	39%	29%	26%
No impact at all	3%	3%	4%	3%	4%	4%	2%
Instructional strategies to teach effectively in a classroom where many students speak a language other than English							
Major impact	62%	58%	60%	69%	59%	63%	69%
Minor impact	28%	32%	30%	22%	30%	30%	21%
No impact at all	7%	8%	9%	6%	9%	4%	7%
Availability of a learning expert to help assess student learning profiles and develop targeted learning management plans							
Major impact	47%	42%	41%	57%	43%	45%	55%
Minor impact	41%	45%	46%	33%	44%	42%	35%
No impact at all	10%	11%	12%	9%	11%	11%	9%
More knowledge about neuroscience, brain development and how students learn							
Major impact	46%	44%	45%	48%	44%	46%	50%
Minor impact	46%	49%	46%	43%	47%	47%	42%
No impact at all	7%	6%	8%	9%	8%	7%	7%

Q805: How much of an impact would the following have on your ability to address different learning needs of individual students? Base: Teachers (n=1000)

High School Girls Have Higher Educational Aspirations than Boys

A gender gap exists in college aspirations. The MetLife Survey of the American Teacher: Collaborating for Student Success (2009) found that girls have higher expectations for their education and more confidence about achieving their goals.[27] These findings reflect the current enrollment proportion by gender in higher education, which is 57% women and 43% men.[28] This year's survey finds that a gender gap in college aspirations emerges in high school. While girls and boys in middle school do not differ in their aspirations for college, high school girls are more likely than boys to say it is very likely they will go to college (83% vs. 71%) and to say that they plan on getting a bachelor's or higher-level degree (83% vs. 72%).

While gender plays a role in college aspirations, race or ethnic background does not. African-American and Hispanic girls and boys are as likely as their white counterparts to say they are very likely to go to college or that they plan on getting a bachelor's or higher-level degree.

☀ Observation:

Teachers in schools with higher proportions of English language learners (ELL) report higher levels of students dropping out of school, lower levels of students graduating high school ready for college and lower levels of students graduating college. Teachers in schools with more than one-third ELL students report that, on average, 16% of students in their school will drop out of high school before graduating, 52% will graduate high school ready for college without the need for remedial coursework, and 44% will graduate from college. In contrast, these numbers are 11%, 65% and 52%, respectively, for teachers in schools with one-third or fewer ELL students.

Teachers and principals in the *MetLife Survey of the American Teacher: Collaborating for Student Success* (2009) noted this gap. Three-quarters of K-12 teachers (74%) and principals (79%) believed that addressing the needs of students who are English Language Learners is very important for improving student achievement.

☞ From the Experts:

Education thought leaders and teacher leaders, convened in a strategy session as part of the survey development process, described several challenges in preparing boys to be college- and career-ready:

- "Boys respond to peer pressure to underperform – don't want to be seen as smart."

- "Schools tend to reward quiet, calm behaviors. That's not what most boys do. We have 'girl-friendly' schools."

- "It is difficult to teach them to work together and support each other. The focus on competition is a major roadblock."

- "[A] lack of openness to learning or vulnerability. Stereotypes to the effect that boys don't need to read, write, etc."
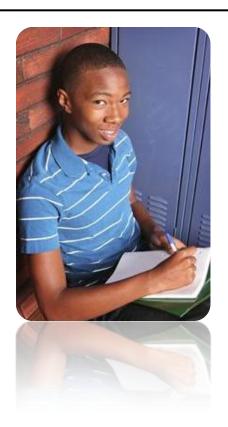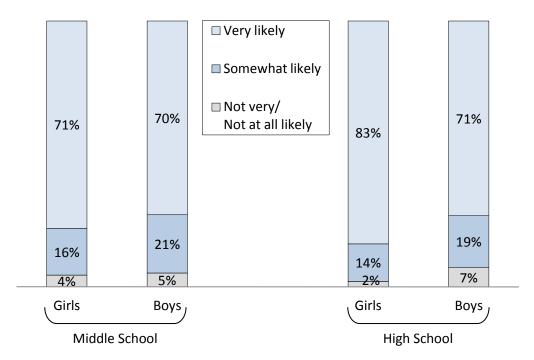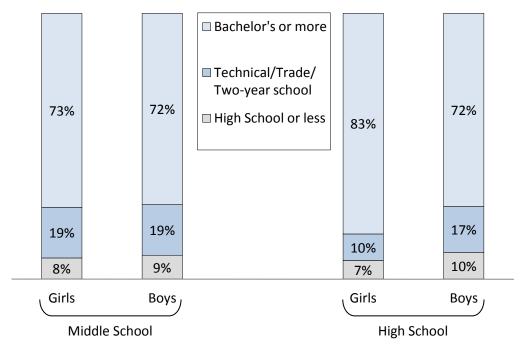
Figure 2.6
Likelihood to Go to College

Legend:
- Very likely
- Somewhat likely
- Not very/ Not at all likely

Middle School
- Girls: 71% Very likely, 16% Somewhat likely, 4% Not very/Not at all likely
- Boys: 70% Very likely, 21% Somewhat likely, 5% Not very/Not at all likely

High School
- Girls: 83% Very likely, 14% Somewhat likely, 2% Not very/Not at all likely
- Boys: 71% Very likely, 19% Somewhat likely, 7% Not very/Not at all likely

Q720: How likely is it you will go to college? Base: Students (n=2002)

Figure 2.7
Highest Level of Education Planned

Legend:
- Bachelor's or more
- Technical/Trade/ Two-year school
- High School or less

Middle School
- Girls: 73% Bachelor's or more, 19% Technical/Trade/Two-year school, 8% High School or less
- Boys: 72% Bachelor's or more, 19% Technical/Trade/Two-year school, 9% High School or less

High School
- Girls: 83% Bachelor's or more, 10% Technical/Trade/Two-year school, 7% High School or less
- Boys: 72% Bachelor's or more, 17% Technical/Trade/Two-year school, 10% High School or less

Q750: What is the highest level of education that you plan to get? Base: Students (n=2002)

College aspirations for boys have shown a 10-point increase since 1997, from 61% to 71% of boys saying that it is very likely they will go to college. Girls' college aspirations showed a five-point increase during that time, from 74% to 79% saying it is very likely they will go to college. The increase in college aspirations is found among both white and minority girls and boys.[29]

Figure 2.8
Students Very Likely to go College
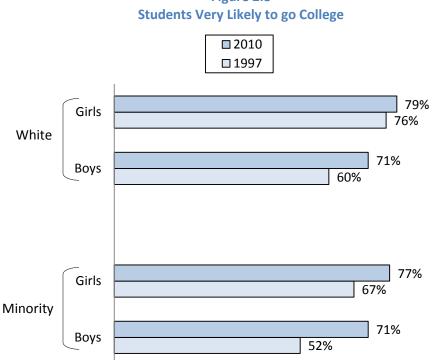
Q720: How likely is it you will go to college? Base: Students (2010: n=2002; 1997: n=1295)

During this same time period, teachers' estimation of the percentage of boys in their classes who will graduate from college has also increased, from an average of 43% to an average of 51%. Their estimate of the percentage of girls in their classes who will graduate from college has increased from an average of 48% to an average of 58%. While teachers' overall estimation of the percentage of girls and boys who will graduate from college has increased over time, the gender gap today is comparable to that seen in 1997.[30]

Teachers, Parents and Business Executives Show Support for Efforts to Improve Teacher Quality

Teachers, parents and Fortune 1000 executives support reform efforts to improve teacher quality. Given the important role of teachers in student learning, several reform efforts focus on improving teacher effectiveness. These proposals range from defining and measuring teacher effectiveness to making staff decisions. Using measurements of teacher effectiveness that are based in significant part on student growth is a proposed reform that most teachers (69%), parents (92%) and Fortune 1000 executives (97%) believe should be a priority to which additional resources should be devoted. In addition, most teachers (80%), parents (96%) and Fortune 1000 executives (98%) also believe that giving schools more ability to remove teachers who are not serving students well should be another priority.

Figure 2.9
Priorities of Education Reform

	Teachers	Parents	Fortune 1000 Executives
Base	**n=1000**	**n=580**	**n=301**
Using measurements of teacher effectiveness that are based in significant part on student growth			
Must/Should be done, a priority (NET)	69%	92%	97%
Must be done, one of the highest priorities	27%	56%	66%
Should be done, as a lower priority	42%	36%	31%
Do not devote additional resources	27%	8%	3%
Giving schools more ability to remove teachers who are not serving students well			
Must/Should be done, a priority (NET)	80%	96%	98%
Must be done, one of the highest priorities	39%	75%	83%
Should be done, as a lower priority	41%	21%	15%
Do not devote additional resources	17%	4%	2%

Q900/Q1020/Q1306: Given that there are limited resources, do you think that each of the following is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it? Base: Teachers (n=1000), Parents (n=580), Fortune 1000 Executives (n=301)

Teachers in schools with large proportions of high-need students are the most likely to consider reform efforts to improve teacher quality to be a top priority. Teachers in schools with high proportions of low-income students, high proportions of minority students, and those in urban or rural schools are more likely than other teachers to say that **using measurements of teacher effectiveness that are based in significant part on student growth** is something that **must be done** as one of the highest priorities in education. One-third (35%) of teachers in schools with two-thirds or more low-income students say this must be one of the highest priorities, compared to 19% of teachers in schools with one-third or fewer low-income students. Similarly, 35% of teachers in schools with two-thirds or more minority students say this must be one of the highest priorities, compared to 23% of teachers in schools with one-third or fewer minority students. In addition, both urban (30%) and rural (32%) teachers are more likely than

suburban (20%) teachers to say that using measurements of teacher effectiveness that are based in significant part on student growth is something that must be done as one of the highest priorities in education.

Teachers in schools with high proportions of low-income students are also more likely than other teachers to say that **giving schools more ability to remove teachers who are not serving students well** is something that **must be done** as one of the highest priorities in education. Half (49%) of teachers in schools with two-thirds or more low-income students say this must be one of the highest priorities, compared to 38% of teachers in schools with one-third or fewer low-income students. However, teachers' views on this issue do not vary significantly based on the proportion of minority students in their school or whether their school is in an urban, suburban or rural location.

Teachers, Students and Parents Indicate a Need to Improve School and Teaching Quality

Only one-quarter of students (26%) rate the overall quality of the education that they receive at school as excellent. Students who plan on getting at least a bachelor's degree are more likely than those planning for a technical, trade or 2-year education or those not planning for any education beyond high school to rate their school's education quality as excellent (29% vs. 19% vs. 13%). A plurality of students (57%) rates the overall quality of the education that they receive at school as good, while 15% rate their education as fair and 2% rate it as poor.

Fewer than half of teachers, students or parents would give their schools and teachers an "A" for preparing students in critical college-readiness areas as English, math or science. On average, parents give their child's school a "B" in each of these areas. Teachers also give their schools a "B" in preparing students in math and science, although they give their schools a B+ in English. Students show a similar pattern, giving their teachers a B in preparing them for math and science and a B+ in English. Overall, these grades are similar to ratings a decade ago. All three stakeholder groups note some improvements in math; teachers, students and parents today are more likely than these groups were in 2000 to give their schools and teachers an A for preparation in this area (teachers: 42% vs. 36%; students: 46% vs. 41%; parents: 37% vs. 31%). Parents today are also more likely than those in 2000 to give schools an A in science preparation (34% vs. 29%), while teachers are more likely to give an A in English (44% vs. 37%).

	Teachers rate schools		Students rate teachers		Parents rate schools	
	2000	**2010**	**2000**	**2010**	**2000**	**2010**
Base	**n=1010**	**n=1000**	**n=1067**	**n=2002**	**n=855**	**n=580**
English						
A	37%	44%	47%	48%	31%	33%
Average Grade	B	B+	B+	B+	B	B
Math						
A	36%	42%	41%	46%	31%	37%
Average Grade	B	B	B	B	B-	B
Science						
A	36%	38%	40%	44%	29%	34%
Average Grade	B	B	B	B	B-	B

Q705: How would you grade the quality of education in your school with respect to preparing your students in the following areas? Base: Teachers (n=1000)/Q705: How would you grade your teachers in preparing you in the following areas? Base: Students (n=2002)/Q1010: How would you grade the quality of education in your child's school with respect to preparing him/her in the following areas? Base: Parents (n=580)

❋ Observation:

High-quality education in core subject areas is associated with a love of learning. Students who give their teachers a 4.0 grade point average (GPA) in preparing them in English and math are more likely than those who give their teachers a GPA of 3.0-3.9 or less than 3.0, respectively, to strongly agree that it is **important to always learn new things**, even as an adult (79% vs. 66% vs. 59%) and that they **love to learn new things** (66% vs. 49% vs. 43%).

Students indicate that their schools could be better at equipping them with the skills and abilities often associated with college and career readiness. No more than three in ten high school students say their school does an excellent job in preparing them to work independently (29%) or in teams (28%); to write clearly and persuasively (28%); to solve problems (25%) or to think critically (25%); or for higher-level math (30%) or science (28%). And only 15% of high school students rate their school as excellent in preparing students with knowledge of other nations and cultures and international issues.

Low-income students indicate a particular deficit in receiving high-quality preparation in college- and career-ready skills and abilities. Students whose parents have no more than a high school education (a proxy for lower socio-economic status) are more likely than those who have a parent who is a college graduate to rate their school as fair or poor on preparing students in knowledge and ability in higher-level science (34% vs. 23%) and mathematics (32% vs. 23%), critical thinking skills (27% vs. 21%), the ability to write clearly and persuasively (27% vs. 20%), problem solving skills (26% vs. 20%), the ability to work in teams (28% vs. 19%) and the ability to work independently (23% vs. 18%). Learning-challenged

students are also more likely than other students to rate their school as fair or poor in these areas, particularly on preparing them in the ability to write clearly and persuasively (32% vs. 22%) and in knowledge and ability in higher-level mathematics (36% vs. 25%).

Figure 2.11
School Ratings for Preparing Students

	Total Students	Middle School	High School
Base	**n=2002**	**n=711**	**n=1291**
Ability to work independently			
Excellent/Good (NET)	80%	81%	80%
Excellent	29%	30%	29%
Ability to work in teams			
Excellent/Good (NET)	78%	79%	77%
Excellent	28%	29%	28%
Problem solving skills			
Excellent/Good (NET)	78%	77%	78%
Excellent	26%	28%	25%
Ability to write clearly and persuasively			
Excellent/Good (NET)	77%	75%	78%
Excellent	27%	26%	28%
Critical thinking skills			
Excellent/Good (NET)	76%	75%	76%
Excellent	25%	25%	25%
Knowledge and ability in higher-level mathematics			
Excellent/Good (NET)	73%	68%	75%
Excellent	26%	19%	30%
Knowledge and ability in higher-level science			
Excellent/Good (NET)	72%	67%	75%
Excellent	25%	19%	28%
Knowledge of other nations and cultures and international issues			
Excellent/Good (NET)	63%	61%	63%
Excellent	15%	16%	15%

Q760: How would you rate your school on preparing students in each of these areas? Base: Students (n=2002)

Conclusion

Key stakeholders, including teachers, students, parents and business executives, are embracing a new mandate for education that includes both world-class standards for college and career readiness and a commitment to assure that all students reach them. Given the current dropout problem, and the shortfalls in academic achievement and college success, this mandate represents a major challenge for the nation's communities, families, schools and classrooms – especially for those with the greatest concentrations of need.

The MetLife Survey of the American Teacher: Preparing Students for College and Careers reveals some troubling gaps in perceptions and differences on priorities that will need to be better understood and addressed if the nation's educational aspirations are to be realized. Students' expectations for going to college are higher than the expectations their teachers have for their preparedness to get there. Teachers and employers also send mixed messages about what knowledge and skills constitute college and career readiness. In addition, students' and teachers' confidence in how well students are prepared for success beyond high school, and particularly in college, is greater than what actual achievement statistics indicate. The perceptions of both students with greater needs and the teachers in schools where needs are greatest differ significantly from those of other students and teachers, and may offer helpful insights for accomplishing the goal for all and not just for some.

Looking toward solutions to improve education and college and career readiness, parents and business executives place emphasis on individual teacher accountability among policy proposals. By contrast, teachers emphasize the importance of better programs and resources to help diverse learners with the highest needs meet the new standards. Given limited resources, teachers say that more opportunities for collaboration with other teachers and greater access to technology and other instructional tools would significantly improve their ability to help diverse learners succeed, both now and in the future.

Endnotes

[22] *The MetLife Survey of the American Teacher: Past, Present, and Future.* (2008). Retrieved from http://www.metlife.com/assets/cao/contributions/citizenship/teacher-survey-25th-anniv-2008.pdf

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Appendix A: Methodology

The MetLife Survey of the American Teacher: Preparing Students for College and Careers utilized a multimodal methodology to capture the views of key stakeholder groups connected to the topic of college and career readiness. Teachers were interviewed by telephone and students, parents and business executives from Fortune 1000 companies were interviewed online. Additional teacher leaders and public education thought leaders were gathered to participate in an online strategy session to inform the development of the survey.

Teachers

A total of 1,000 public school teachers of grades 6 through 12 were interviewed by telephone between October 12, 2010 and November 9, 2010. Interviews were conducted by a data collection facility from Harris Interactive's network of approved suppliers.

Teacher Sample

A nationally representative sample of current public school teachers of grades 6 through 12 throughout the continental United States was interviewed. Harris Interactive purchased the sample from Market Data Retrieval. Before being asked to complete the actual interview, each teacher was screened to ensure that s/he was currently teaching, or taught over the past school year at least part-time in a public school in grades 6 through 12. If the respondent passed the screen, the interview was either completed at that time or an appointment was made to complete the interview at a time convenient for the teacher.

Teacher Interviewing Procedures

Interviewing for the teacher survey was conducted by professional staff and was continuously quality monitored by the supervisory staff. Through direct supervision of the interviewing staff and continuous monitoring of the interviews, a uniformity of responses was achieved that could not have been obtained by other interviewing methods.

The computer-assisted telephone interviewing system (CATI) permits online data entry and editing of telephone interviews. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

The CATI system reduces clerical error by eliminating the need for keypunching, since interviewers enter the respondents' answers directly into a computer during the interview itself. For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has two possible answer choices (e.g., "Agree" and "Disagree"), the CATI system will only accept coded responses corresponding to these choices. All data are tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group

showing the results of each survey question, both by the total number of respondents and by important subgroups.

The data processing staff performs machine edits and additional cleaning for the entire data set. Edit programs act as a verification of the skip instructions and other data checks that are written into the CATI program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Weighting of Teacher Data
Data were weighted to key demographic variables (gender, region, school type and school location) to align with the national population of U.S. public school teachers of grades 6 through 12.

Students
The student survey was conducted online between October 13, 2010 and November 11, 2010, interviewing a nationwide sample of 2,002 public school students in grades 6 through 12.

Student Sample
Sample was obtained primarily from the Harris Poll Online (HPOL) opt-in panel of millions of respondents and supplemented when necessary from a trusted partner. Invitations for this study were emailed to a stratified random sample identified as United States residents and ages 13-18 or United States residents ages 18+ and parents of 10-17 year olds. Parents were asked to forward the survey invitation to their child if they would allow him/her to participate. Qualified respondents were U.S. residents ages 10-18 and public school students in grades 6 through 12 in a middle or high school.

Weighting of Student Data
Data were weighted to key demographic variables to align with the national population of U.S. public school students in grades 6 through 12. Results were weighted as needed for age, gender, race/ethnicity, region, school location and parental education (used as a proxy for household income).

Parents
Parent interviews were conducted between October 4, 2010 and October 12, 2010 via Harris Interactive's ParentQuery online omnibus service, interviewing a nationwide sample of 580 U.S. parents of public school students in grades 6-12.

Parent Sample
Sample was obtained from the Harris Poll Online (HPOL) opt-in panel of millions of respondents. Invitations for this study were emailed to a stratified random sample drawn from the Harris Poll Online database identified as United States residents ages 18+ and parents of 10-17 year olds. Qualified respondents were U.S. residents, ages 18+ and parents of public school students in grades 6 through 12.

Weighting of Parent Data
Data were weighted to key demographic variables to align with the national population of U.S. parents of 10-17 year olds. Results were weighted as needed for age, gender, race/ethnicity, region, education, household income and age of child(ren) in household.

Executives

The executive survey was conducted online between October 11, 2010 and October 22, 2010 via Harris Interactive's Executive Omnibus^{SM} service, among 301 Fortune 1000 executives, defined as vice president or higher.

Executive Sample

Sample was obtained from the LinkedIn database of professionals. Invitations for this study were emailed to a random sample drawn from the LinkedIn database identified as having an executive-level position, defined as vice president or higher, at Fortune 1000 organizations.

Weighting of Executive Data

Data were weighted by company revenue and number of employees where necessary to bring them into line with their actual proportions in the larger universe of Fortune 1000 companies.

Online Interviewing Procedures

Students, parents and executives were all interviewed online. To maintain the reliability and integrity in the samples, the following procedures were used:

- <u>Password protection</u>. Each invitation contained a password-protected link to the survey that was uniquely assigned to that email address. Password protection ensures that a respondent completes the survey only one time.
- <u>Reminder invitations</u>. To increase the number of respondents in the survey, one reminder invitation was mailed 2 days after the initial invitation to those respondents who had not yet participated in the survey.
- <u>"Instant Results" of selected survey findings</u>. To improve overall response rates, respondents were invited to access results to pre-determined, selected questions after completing the survey.
- <u>HIPoints^{SM} and HIStakes^{SM}</u>. HPOL panel members (age 13 and older) are enrolled in the HIPoints rewards program in which respondents earn points for completing surveys. These points can be redeemed for a variety of merchandise and gift certificates. In addition, survey respondents are offered entry in the monthly HIStakes sweepstakes drawing.

Interviews were conducted using a self-administered online questionnaire via Harris' proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry by the respondents.

Online questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices ("Agree," "Disagree," "Not Sure"), the system will accept only one response from these choices.

Reliability of Survey Percentages

The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Non-sampling Error

Sampling error is only one way in which survey findings may vary from the findings that would result from interviewing every member of the relevant population. Survey research is susceptible to human and mechanical errors as well, such as interviewer recording and data handling errors. However, the procedures used by the Harris firm, including the CAI systems described earlier, keep these types of errors to a minimum.

Online Strategy Session

Teacher leaders and public education thought leaders participated in an online strategy session conducted on August 24, 2010 to inform the development of the survey. The session was conducted online using Harris Interactive's proprietary Advanced Strategy Lab®Online (ASL® Online). Doug Griffen, Director of Strategy & Facilitation at the Advanced Strategy Center, moderated the session. Twenty-seven respondents were recruited for the session (11 teacher leaders and 16 public education thought leaders) and 21 participated. Participants represented a geographic spread across the country, and reflected a range of experience levels, grade levels, district sizes, school sizes, student income levels, subject areas, and gender.

Before being asked to take part in the online strategy session, all participants were screened to ensure that they were teacher leaders or public education thought leaders. Teacher leaders were defined as current 6th-12th grade teachers in a public school system who teach at least part-time in the classroom, and have had some sort of leadership role including department chairing or mentoring. Public education thought leaders were drawn from a range of education organizations.

Participants were offered an incentive of $150 to participate in the online group.

Appendix B: Questionnaires

2010 MetLife Survey of the American Teacher
Teacher Data-sheeted Questionnaire

- Total sample includes 1000 U.S. 6th-12th grade public school teachers.
- Data were weighted to be representative of the population of U.S. 6th-12th grade public school teachers.
- Interviewing was conducted via phone from October 12 – November 9, 2010.

Notes on reading the results:

The percentage of respondents has been included for each item. A dash represents a value of zero. An asterisk represents a value greater than zero but less than one. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q705 How would you grade the quality of education in your school with respect to preparing your students in the following areas?

1   In English

	Total n = 1000	Middle School n = 406	High School n = 545
A/B (NET)	86%	87%	85%
A	44%	48%	41%
B	41%	40%	44%
C	11%	9%	11%
D/F (NET)	2%	2%	2%
D	2%	2%	2%
F	*	*	*
Not sure	1%	1%	2%
Decline to answer	1%	*	1%
Mean	B	B	B

2   In math

	Total n = 1000	Middle School n = 406	High School n = 545
A/B (NET)	79%	82%	78%
A	42%	44%	41%
B	38%	38%	37%
C	16%	14%	17%
D/F (NET)	3%	3%	3%
D	3%	3%	3%
F	*	*	*
Not sure	2%	1%	2%
Decline to answer	*	*	*
Mean	B	B	B

3   **In science**

	Total n = 1000	Middle School n = 406	High School n = 545
A/B (NET)	78%	82%	75%
A	38%	40%	37%
B	40%	43%	38%
C	16%	13%	17%
D/F (NET)	3%	2%	3%
D	2%	2%	3%
F	1%	1%	*
Not sure	4%	3%	5%
Decline to answer	*	*	1%
Mean	B	B	B

4   **In being ready for college and a career**

	Total n = 1000	Middle School n = 406	High School n = 545
A/B (NET)	80%	78%	81%
A	35%	32%	37%
B	45%	46%	44%
C	15%	14%	15%
D/F (NET)	3%	4%	3%
D	3%	4%	3%
F	1%	1%	1%
Not sure	1%	3%	1%
Decline to answer	*	*	1%
Mean	B	B	B

5   **In knowledge of other nations and cultures and international issues**

	Total n = 1000	Middle School n = 406	High School n = 545
A/B (NET)	58%	59%	58%
A	21%	21%	20%
B	37%	37%	38%
C	27%	29%	26%
D/F (NET)	11%	10%	11%
D	8%	7%	9%
F	2%	3%	2%
Not sure	3%	2%	4%
Decline to answer	*	*	*
Mean	B	B	B

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q710   To the best of your knowledge, what percentage of students at your school…?

1   **Will graduate high school ready for college without the need for remedial coursework**

	Total n = 1000	Middle School n = 406	High School n = 545
0%	*	*	*
1-24%	11%	7%	13%
25-49%	12%	13%	11%
50-74%	25%	23%	27%
75%+ (NET)	44%	47%	42%
75-99%	43%	47%	41%
100%	1%	*	1%
Not sure	7%	8%	6%
Decline to answer	1%	1%	*
Mean	62.7	65	60.9

2   Will drop out of high school before graduating

	Total n = 1000	Middle School n = 406	High School n = 545
0%	2%	1%	3%
1-4%	24%	21%	26%
5-9%	22%	21%	23%
10-24%	31%	34%	28%
25%+ (NET)	13%	15%	13%
25-49%	11%	12%	10%
50%+	3%	2%	3%
Not sure	7%	6%	7%
Decline to answer	1%	1%	*
MEAN	11.9	12.4	11.6

3   Will graduate from college

	Total n = 1000	Middle School n = 406	High School n = 545
0%	-	-	-
1-24%	16%	12%	18%
25-49%	22%	18%	24%
50-74%	27%	27%	28%
75%+ (NET)	23%	31%	18%
75-99%	22%	31%	18%
100%	*	-	*
Not sure	11%	10%	12%
Decline to answer	1%	1%	1%
MEAN	50.8	55.7	47.9

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS
Q720 How important do you think each of the following is for a student to be ready for college and a career?

1 Ability to write clearly and persuasively

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential/Very important (NET)	96%	94%	97%
Absolutely essential	53%	57%	52%
Very important	43%	38%	45%
Somewhat/Not at all important (NET)	4%	6%	3%
Somewhat important	4%	6%	3%
Not at all important	*	-	*
Not sure	*	*	-
Decline to answer	-	-	-

2 Problem solving skills

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential/Very important (NET)	98%	100%	98%
Absolutely essential	64%	70%	61%
Very important	34%	29%	37%
Somewhat/Not at all important (NET)	2%	*	2%
Somewhat important	-	-	-
Not at all important	-	-	-
Not sure	-	-	-
Decline to answer	98%	100%	98%

3   Knowledge and ability in higher-level mathematics, such as trigonometry or calculus

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential/Very important (NET)	46%	49%	46%
Absolutely essential	11%	14%	9%
Very important	35%	35%	37%
Somewhat/Not at all important (NET)	54%	51%	54%
Somewhat important	51%	48%	51%
Not at all important	3%	3%	3%
Not sure	*	*	*
Decline to answer	-	-	-

4   Knowledge and ability in higher-level science such as chemistry and physics

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential/Very important (NET)	50%	55%	47%
Absolutely essential	11%	12%	11%
Very important	39%	42%	37%
Somewhat/Not at all important (NET)	49%	45%	52%
Somewhat important	47%	43%	50%
Not at all important	2%	2%	2%
Not sure	1%	*	1%
Decline to answer	*	-	*

5   Critical thinking skills

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential/Very important (NET)	97%	98%	97%
Absolutely essential	64%	68%	63%
Very important	33%	30%	35%
Somewhat/Not at all important (NET)	3%	2%	3%
Somewhat important	-	-	-
Not at all important	-	-	-
Not sure	-	-	-
Decline to answer	97%	98%	97%

6   Knowledge of other nations and cultures and international issues

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential/Very important (NET)	63%	63%	64%
Absolutely essential	19%	24%	16%
Very important	44%	39%	47%
Somewhat/Not at all important (NET)	37%	37%	36%
Somewhat important	35%	34%	33%
Not at all important	2%	2%	3%
Not sure	*	-	*
Decline to answer	-	-	-

7   Ability to work in teams

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential/Very important (NET)	86%	88%	85%
Absolutely essential	42%	48%	39%
Very important	44%	40%	46%
Somewhat/Not at all important (NET)	14%	12%	15%
Somewhat important	13%	12%	13%
Not at all important	1%	-	2%
Not sure	-	-	-
Decline to answer	-	-	-

8   Ability to work independently

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential/Very important (NET)	95%	96%	94%
Absolutely essential	55%	56%	55%
Very important	40%	40%	40%
Somewhat/Not at all important (NET)	5%	4%	6%
Somewhat important	-	-	-
Not at all important	-	-	-
Not sure	-	-	-
Decline to answer	95%	96%	94%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q725   How much do you agree or disagree with the following statements?

1   My school has clearly defined and set specific standards for what constitutes college and career readiness for students.

	Total n = 1000	Middle School n = 406	High School n = 545
Agree (NET)	89%	86%	91%
Strongly agree	48%	43%	51%
Somewhat agree	41%	44%	39%
Disagree (NET)	10%	12%	9%
Somewhat disagree	8%	10%	7%
Strongly disagree	2%	2%	2%
Not sure	1%	1%	*
Decline to answer	*	1%	-

2   My school assesses every student's readiness for college and a career.

	Total n = 1000	Middle School n = 406	High School n = 545
Agree (NET)	83%	82%	85%
Strongly agree	39%	32%	44%
Somewhat agree	44%	50%	41%
Disagree (NET)	15%	14%	15%
Somewhat disagree	11%	9%	12%
Strongly disagree	3%	4%	3%
Not sure	2%	4%	1%
Decline to answer	*	1%	-

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q730   Does your school have a formal program of student-to-student mentoring, where older students (from your school or from a high school) help other students become ready for college and a career?

	Total n = 1000	Middle School n = 406	High School n = 545
Yes	39%	32%	42%
No	57%	65%	52%
Not sure	4%	3%	5%
Decline to answer	*	*	*

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q735   How would you rate your school on the following?

1   Providing information to <u>parents</u> about what the requirements are to get into college

	Total n = 1000	Middle School n = 406	High School n = 545
Excellent/Good (NET)	69%	55%	79%
Excellent	32%	22%	38%
Good	37%	33%	41%
Poor/Fair (NET)	28%	38%	19%
Fair	20%	25%	15%
Poor	8%	13%	4%
Not sure	3%	5%	2%
Decline to answer	1%	2%	-

2   Providing information to <u>parents</u> about availability of and how to get financial aid for college

	Total n = 1000	Middle School n = 406	High School n = 545
Excellent/Good (NET)	63%	41%	78%
Excellent	27%	12%	37%
Good	36%	29%	41%
Poor/Fair (NET)	30%	45%	19%
Fair	19%	24%	15%
Poor	10%	21%	4%
Not sure	6%	12%	3%
Decline to answer	1%	2%	-

3   Providing information to <u>students</u> about what the requirements are to succeed in college

	Total n = 1000	Middle School n = 406	High School n = 545
Excellent/Good (NET)	71%	65%	75%
Excellent	28%	27%	30%
Good	43%	38%	45%
Poor/Fair (NET)	27%	30%	25%
Fair	21%	23%	20%
Poor	6%	7%	5%
Not sure	2%	4%	*
Decline to answer	*	1%	-

4   Providing information to <u>students</u> about what the requirements are to get into college

	Total n = 1000	Middle School n = 406	High School n = 545
Excellent/Good (NET)	80%	69%	87%
Excellent	40%	27%	50%
Good	39%	42%	37%
Poor/Fair (NET)	18%	26%	12%
Fair	16%	21%	11%
Poor	3%	5%	1%
Not sure	2%	3%	1%
Decline to answer	1%	2%	-

5   Providing information to <u>students</u> about availability of and how to get financial aid for college

	Total n = 1000	Middle School n = 406	High School n = 545
Excellent/Good (NET)	66%	41%	82%
Excellent	30%	13%	41%
Good	36%	28%	41%
Poor/Fair (NET)	27%	45%	15%
Fair	17%	25%	12%
Poor	10%	20%	3%
Not sure	6%	11%	2%
Decline to answer	1%	3%	-

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q740   How much do you support or oppose core common standards across states in the following areas to achieve college- and career readiness for all students?

   1   **Math**

	Total n = 1000	Middle School n = 406	High School n = 545
Strongly/Somewhat support (NET)	90%	90%	90%
Strongly support	59%	65%	54%
Somewhat support	32%	25%	36%
Somewhat/Strongly oppose (NET)	8%	7%	9%
Somewhat oppose	5%	5%	5%
Strongly oppose	3%	3%	3%
Not sure	1%	2%	1%
Decline to answer	1%	1%	1%

   2   **Sciences**

	Total n = 1000	Middle School n = 406	High School n = 545
Strongly/Somewhat support (NET)	89%	90%	87%
Strongly support	54%	60%	50%
Somewhat support	35%	30%	37%
Somewhat/Strongly oppose (NET)	9%	7%	10%
Somewhat oppose	6%	4%	7%
Strongly oppose	3%	3%	4%
Not sure	2%	3%	1%
Decline to answer	1%	*	1%

3   English

	Total n = 1000	Middle School n = 406	High School n = 545
Strongly/Somewhat support (NET)	89%	89%	89%
Strongly support	60%	66%	57%
Somewhat support	29%	23%	32%
Somewhat/Strongly oppose (NET)	8%	8%	9%
Somewhat oppose	5%	5%	5%
Strongly oppose	3%	2%	4%
Not sure	2%	3%	1%
Decline to answer	1%	*	1%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q745   How much do you agree or disagree with the following statements?

1   My school emphasizes the development of students' knowledge and understanding of other nations and cultures and international issues.

	Total n = 1000	Middle School n = 406	High School n = 545
Agree (NET)	74%	77%	73%
Strongly agree	24%	24%	25%
Somewhat agree	50%	53%	47%
Disagree (NET)	25%	22%	26%
Somewhat disagree	18%	15%	19%
Strongly disagree	7%	7%	7%
Not sure	1%	1%	1%
Decline to answer	-	-	-

2 **My school uses local community and neighborhood resources to help students learn about other nations and cultures and international issues.**

	Total n = 1000	Middle School n = 406	High School n = 545
Agree (NET)	66%	66%	66%
Strongly agree	20%	20%	20%
Somewhat agree	46%	46%	45%
Disagree (NET)	32%	32%	32%
Somewhat disagree	19%	20%	19%
Strongly disagree	13%	11%	14%
Not sure	2%	2%	2%
Decline to answer	*	*	-

3 **My school connects to schools or organizations outside of the US to help students learn about other nations and cultures and international issues.**

	Total n = 1000	Middle School n = 406	High School n = 545
Agree (NET)	46%	45%	48%
Strongly agree	14%	9%	17%
Somewhat agree	32%	36%	31%
Disagree (NET)	51%	53%	49%
Somewhat disagree	26%	23%	27%
Strongly disagree	26%	30%	22%
Not sure	3%	2%	2%
Decline to answer	*	*	*

BASE: **6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS**

Q750 In your view, to what extent does an understanding of other nations and cultures and international issues require knowledge of the following areas?

1 **Government and politics**

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential	59%	56%	61%
Fairly necessary	40%	43%	38%
Not at all necessary	1%	1%	*
Not sure	-	-	-
Decline to answer	-	-	-

2   World religions

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential	47%	52%	43%
Fairly necessary	51%	45%	54%
Not at all necessary	3%	3%	3%
Not sure	*	*	*
Decline to answer	*	*	*

3   Geography

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential	54%	57%	51%
Fairly necessary	45%	42%	48%
Not at all necessary	1%	1%	1%
Not sure	*	*	-
Decline to answer	-	-	-

4   Economics and business

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential	44%	46%	44%
Fairly necessary	54%	52%	53%
Not at all necessary	2%	3%	2%
Not sure	*	-	*
Decline to answer	-	-	-

5   History

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential	59%	60%	59%
Fairly necessary	40%	38%	40%
Not at all necessary	1%	2%	1%
Not sure	*	*	-
Decline to answer	-	-	-

6   The arts

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential	28%	30%	26%
Fairly necessary	65%	63%	67%
Not at all necessary	8%	7%	7%
Not sure	-	-	-
Decline to answer	-	-	-

7   Other languages

	Total n = 1000	Middle School n = 406	High School n = 545
Absolutely essential	31%	30%	32%
Fairly necessary	60%	59%	60%
Not at all necessary	9%	11%	7%
Not sure	*	*	1%
Decline to answer	*	-	*

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q800 To what extent are you able to differentiate instruction to address the different learning needs of individual students in your class?

	Total n = 1000	Middle School n = 406	High School n = 545
A great deal	61%	63%	59%
Somewhat	35%	33%	36%
Very little	4%	5%	3%
Not at all	*	-	*
Not sure	1%	-	1%
Decline to answer	*	-	*

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q805 How much of an impact would the following have on your ability to effectively address the different learning needs of individual students?

1 More knowledge about neuroscience, brain development and how students learn

	Total n = 1000	Middle School n = 406	High School n = 545
Major impact	46%	54%	42%
Minor impact	46%	38%	50%
No impact at all	7%	7%	8%
Not sure	1%	1%	1%
Decline to answer	*	-	*

2 Better tools for understanding students' learning strengths and needs

	Total n = 1000	Middle School n = 406	High School n = 545
Major impact	63%	69%	58%
Minor impact	33%	28%	36%
No impact at all	3%	2%	4%
Not sure	1%	1%	1%
Decline to answer	1%	1%	1%

3   Access to online and other technology resources that allow you to help personalize education to learning profiles of your students

	Total n = 1000	Middle School n = 406	High School n = 545
Major impact	64%	66%	62%
Minor impact	31%	29%	32%
No impact at all	4%	4%	5%
Not sure	1%	1%	1%
Decline to answer	*	-	*

4   Opportunities for collaborative teaching

	Total n = 1000	Middle School n = 406	High School n = 545
Major impact	65%	73%	62%
Minor impact	30%	23%	33%
No impact at all	4%	4%	4%
Not sure	*	*	*
Decline to answer	*	-	*

5   Instructional strategies to teach effectively in a classroom where many students speak a language other than English

	Total n = 1000	Middle School n = 406	High School n = 545
Major impact	62%	69%	57%
Minor impact	28%	23%	32%
No impact at all	7%	6%	8%
Not sure	1%	1%	2%
Decline to answer	1%	1%	1%

6   Availability of a learning expert – to help you assess student learning profiles and develop targeted learning management plans

	Total n = 1000	Middle School n = 406	High School n = 545
Major impact	47%	51%	44%
Minor impact	41%	41%	41%
No impact at all	10%	7%	13%
Not sure	2%	1%	2%
Decline to answer	*	-	*

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q810   Based on your observations and opinion, about what percentage of… in your classes do you think will graduate from college?

1   Boys

	Total n = 1000	Middle School n = 406	High School n = 545
0%	1%	1%	1%
1-10%	10%	9%	11%
11-20%	10%	7%	10%
21-30%	8%	9%	8%
31-40%	8%	8%	9%
41-50%	13%	13%	13%
51-60%	8%	10%	7%
61-70%	8%	10%	8%
71-80%	12%	13%	12%
81-90%	7%	9%	6%
91-100%	6%	5%	6%
None in class	1%	1%	1%
Not sure	6%	6%	6%
Decline to answer	1%	1%	1%
Mean	50.5	52.9	49

2   Girls

	Total n = 1000	Middle School n = 406	High School n = 545
0%	1%	1%	1%
1-10%	6%	5%	7%
11-20%	7%	6%	7%
21-30%	8%	9%	7%
31-40%	7%	5%	8%
41-50%	10%	9%	9%
51-60%	9%	8%	9%
61-70%	11%	10%	11%
71-80%	15%	16%	15%
81-90%	11%	14%	10%
91-100%	8%	8%	8%
None in class	1%	1%	2%
Not sure	6%	6%	6%
Decline to answer	1%	1%	*
Mean	58	60	56.7

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q900 Many solutions have been suggested for improving public education in America. Given that there are limited resources, do you think that <u>each of the following</u> is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it?

1 Giving schools more ability to remove teachers who are not serving students well

	Total n = 1000	Middle School n = 406	High School n = 545
Must be done, one of the highest priorities	39%	39%	40%
Should be done, lower priority	41%	41%	41%
No additional resources	17%	17%	17%
Not sure	1%	2%	1%
Decline to answer	1%	2%	1%

2 Graduating each and every student from high school ready for college and a career

	Total n = 1000	Middle School n = 406	High School n = 545
Must be done, one of the highest priorities	54%	63%	47%
Should be done, lower priority	31%	27%	34%
No additional resources	12%	9%	15%
Not sure	1%	1%	2%
Decline to answer	1%	*	2%

3 Expanding and redesigning the school day or school year

	Total n = 1000	Middle School n = 406	High School n = 545
Must be done, one of the highest priorities	23%	24%	23%
Should be done, lower priority	46%	47%	45%
No additional resources	30%	28%	30%
Not sure	1%	1%	*
Decline to answer	*	*	*

4   **Strengthening programs and resources to help diverse learners with the highest needs – such as low income students, English language learners and students with disabilities – meet college-and career-ready standards**

	Total n = 1000	Middle School n = 406	High School n = 545
Must be done, one of the highest priorities	59%	65%	54%
Should be done, lower priority	32%	28%	35%
No additional resources	8%	6%	9%
Not sure	1%	*	1%
Decline to answer	1%	1%	1%

5   **Expanding public school choice options such as high-performing public charter schools and other autonomous public schools for students within and across school districts.**

	Total n = 1000	Middle School n = 406	High School n = 545
Must be done, one of the highest priorities	17%	17%	15%
Should be done, lower priority	43%	42%	44%
No additional resources	38%	38%	39%
Not sure	1%	1%	1%
Decline to answer	1%	1%	1%

6   **Using measurements of teacher effectiveness that are based in significant part on student growth**

	Total n = 1000	Middle School n = 406	High School n = 545
Must be done, one of the highest priorities	27%	33%	23%
Should be done, lower priority	42%	38%	45%
No additional resources	27%	27%	27%
Not sure	2%	1%	3%
Decline to answer	2%	2%	2%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q621 Is your school an elementary school, a junior high or middle school, or a senior high school?

	Total n = 1000	Middle School n = 406	High School n = 545
COMBINED (NET)	6%	-	-
Elementary school (K-5th grade)	2%	-	-
Junior high or middle school (6th - 8th grade)	43%	100%	-
Senior high school (9th - 12th grade)	62%	-	100%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q625 Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

	Total n = 1000	Middle School n = 406	High School n = 545
Urban (NET)	27%	29%	27%
Inner city	13%	14%	12%
Urban	14%	15%	14%
Suburban	40%	39%	42%
Rural (NET)	31%	30%	29%
Small town	17%	18%	17%
Rural	14%	13%	12%
Not sure	2%	2%	2%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q631 Region

	Total n = 1000	Middle School n = 406	High School n = 545
East	18%	20%	18%
Midwest	23%	21%	23%
South	39%	39%	38%
West	20%	20%	21%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q635 What grades do you currently teach?

	Total n = 1000	Middle School n = 406	High School n = 545
Kindergarten	*	-	-
First grade	1%	-	-
Second grade	1%	*	-
Third grade	1%	*	-
Fourth grade	1%	*	-
Fifth grade	2%	2%	-
6th-8th grade (NET)	43%	96%	5%
Sixth grade	16%	39%	*
Seventh grade	27%	60%	2%
Eighth grade	27%	55%	5%
9th-12th grade (NET)	64%	8%	99%
9th-10th grade (SUB-NET)	53%	8%	81%
Ninth grade	42%	6%	64%
Tenth grade	46%	5%	71%
11th-12th grade (SUB-NET)	53%	4%	84%
Eleventh grade	49%	4%	77%
Twelfth grade	45%	4%	71%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS

Q640 Altogether, how many years have you worked as a teacher?

	Total n = 1000	Middle School n = 406	High School n = 545
5 YEARS OR LESS (NET)	22%	25%	19%
Less than 3 years	5%	6%	5%
3 to 5 years	17%	19%	14%
6 TO 20 YEARS (NET)	50%	49%	50%
6 to 10 years	21%	24%	19%
11 to 20 years	29%	25%	32%
21 OR MORE YEARS (NET)	28%	26%	31%
21 to 30 years	18%	16%	19%
31 or more years	10%	10%	11%
Not sure	*	-	*
Decline to answer	-	-	-

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS
Q1005   What subjects do you teach THIS SCHOOL YEAR?

	Total n = 1000	Middle School n = 406	High School n = 545
English (includes reading, writing, or language arts)	28%	31%	27%
Math (includes statistics, algebra, geometry, trigonometry, calculus, etc.)	27%	30%	26%
Science (including biology, chemistry, physics, etc.)	16%	19%	14%
Social Studies	13%	17%	9%
Special education	7%	6%	8%
Physical education	4%	3%	4%
General subjects	4%	2%	4%
Foreign language	4%	3%	4%
Business courses	2%	1%	3%
Band/Orchestra/Music/Chorus	1%	1%	1%
Computers	1%	1%	2%
Vocational education	1%	*	2%
Other	21%	18%	22%
Not sure	*	*	-
Decline to answer	-	-	-

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS
Q1010   What was the last grade or level of school that you yourself completed?

	Total n = 1000	Middle School n = 406	High School n = 545
Two-year college graduate (Associates Degree)	1%	1%	1%
Four-year college graduate (Bachelors Degree)	25%	24%	25%
Some graduate credits	12%	13%	12%
Master's completed	46%	46%	46%
Credits beyond master's	13%	14%	14%
Ph.D. (Ed.D) completed	2%	2%	3%
Not sure	*	*	-
Decline to answer	*	-	*

Q1015 What percentage of students in your school come from low income families?

	Total n = 1000	Middle School n = 406	High School n = 545
0-33% (NET)	35%	33%	38%
34-66% (NET)	32%	29%	32%
67%+ (NET)	30%	35%	26%
0%	*	*	-
1-10%	13%	15%	12%
11-20%	12%	10%	14%
21-30%	9%	7%	11%
31-40%	12%	12%	11%
41-50%	10%	9%	10%
51-60%	8%	6%	10%
61-70%	7%	8%	7%
71-80%	11%	13%	9%
81-90%	7%	9%	6%
91-100%	7%	7%	6%
100%	3%	2%	4%
Not sure	3%	3%	4%
Decline to answer	*	*	*
MEAN	48	49.2	46.1

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS
Q1020 What percentage of students in your school come from minority families?

	Total n = 1000	Middle School n = 406	High School n = 545
0-33% (NET)	49%	51%	48%
34-66% (NET)	23%	21%	24%
67%+ (NET)	25%	26%	26%
0%	1%	*	*
1-10%	26%	30%	23%
11-20%	13%	11%	15%
21-30%	9%	9%	10%
31-40%	9%	7%	10%
41-50%	8%	7%	7%
51-60%	6%	6%	7%
61-70%	4%	4%	5%
71-80%	6%	8%	4%
81-90%	7%	6%	8%
91-100%	9%	9%	10%
100%	3%	2%	4%
Not sure	2%	2%	2%
Decline to answer	*	*	*
MEAN	41	39.7	42.4

Q1025 What percentage of students in your school are English Language Learners (ELL)?

	Total n = 1000	Middle School n = 406	High School n = 545
0-33% (NET)	79%	79%	78%
34-66% (NET)	9%	10%	8%
67%+ (NET)	10%	9%	10%
0%	7%	6%	7%
1-10%	49%	51%	49%
11-20%	15%	14%	16%
21-30%	8%	8%	7%
31-40%	4%	5%	3%
41-50%	3%	2%	3%
51-60%	2%	3%	2%
61-70%	1%	2%	1%
71-80%	1%	1%	*
81-90%	2%	1%	3%
91-100%	6%	5%	7%
100%	2%	1%	2%
Not sure	2%	2%	3%
Decline to answer	*	-	1%
MEAN	20.7	20.5	21.2

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS
Q1030 In total, how many students attend your school?

	Total n = 1000	Middle School n = 406	High School n = 545
LESS THAN 500 (NET)	17%	15%	15%
1-99	1%	*	1%
100-199	2%	*	2%
200-299	2%	1%	2%
300-399	4%	3%	4%
400-499	8%	10%	6%
500-1999 (NET)	65%	82%	56%
500-599	5%	8%	3%
600-699	8%	13%	4%
700-799	6%	10%	3%
800-899	7%	12%	4%
900-999	6%	11%	3%
1000-1099	6%	8%	4%
1100-1199	3%	5%	3%
1200-1299	6%	7%	5%
1300-1399	3%	3%	2%
1400-1499	3%	2%	5%
1500-1599	3%	3%	3%
1600-1699	2%	1%	4%
1700-1799	4%	*	6%
1800-1899	3%	*	5%
1900-1999	1%	*	2%
2000 OR MORE (NET)	18%	3%	28%
2000-2999	13%	2%	20%
3000-3999	3%	*	6%
4000-4999	2%	*	2%
5000-5999	*	-	*
6000+	*	-	*
Not sure	*	*	*
Decline to answer	*	-	*
MEAN	1226.3	873.4	1499

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS
Q1035 Gender

	Total n = 1000	Middle School n = 406	High School n = 545
Male	41%	31%	48%
Female	59%	69%	52%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS
Q1040 Age

	Total n = 1000	Middle School n = 406	High School n = 545
<28	9%	9%	8%
28-32	12%	16%	9%
33-38	13%	12%	14%
39-44	18%	19%	17%
45-49	9%	7%	10%
50-55	17%	16%	17%
56-60	12%	13%	12%
61-63	6%	4%	7%
64+	4%	4%	5%
Not sure	*	1%	*
Decline to answer	3%	3%	3%
MEAN	45.1	44.3	46.1

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL TEACHERS
Q1051 Race/Ethnicity

	Total n = 1000	Middle School n = 406	High School n = 545
White	79%	77%	81%
BLACK/AFRICAN AMERICAN (NET)	12%	14%	9%
Black	5%	4%	4%
African American	7%	10%	5%
Asian or Pacific Islander	1%	1%	1%
Native American or Alaskan native	1%	1%	*
Mixed racial background	2%	2%	3%
Hispanic	4%	3%	5%
Other race	3%	3%	3%
Not sure	-	-	-
Decline to answer	*	1%	*

2010 MetLife Survey of the American Teacher
Student Data-sheeted Questionnaire

- Total sample includes 2002 U.S. 6th-12th grade public school students.
- Data were weighted to be representative of the population of U.S. 6th-12th grade public school students.
- Interviewing was conducted online from October 13 – November 11, 2010.

Notes on reading the results:

The percentage of respondents has been included for each item. A dash represents a value of zero. An asterisk represents a value greater than zero but less than one. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

BASE: **6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS**
Q700 How would you rate the overall quality of the education that you receive at your school?

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	83%	83%	83%
Excellent	26%	25%	26%
Good	57%	58%	57%
Fair/Poor (NET)	17%	17%	17%
Fair	15%	13%	15%
Poor	2%	3%	2%

BASE: **6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS**
Q705 How would you grade your teachers in preparing you in the following areas?
1 **In English**

	Total n = 2002	Middle School n = 711	High School n = 1291
A/B (NET)	85%	85%	86%
A	48%	50%	47%
B	37%	35%	39%
C	11%	10%	11%
D/F (NET)	4%	5%	3%
D	2%	3%	2%
F	1%	2%	1%

2 **In math**

	Total n = 2002	Middle School n = 711	High School n = 1291
A/B (NET)	81%	84%	80%
A	46%	50%	44%
B	35%	33%	36%
C	14%	11%	15%
D/F (NET)	5%	5%	5%
D	3%	2%	3%
F	2%	3%	2%

3 **In science**

		Middle	High

	Total n = 2002	School n = 711	School n = 291
A/B (NET)	80%	84%	78%
A	44%	51%	41%
B	36%	33%	37%
C	15%	11%	17%
D/F (NET)	5%	5%	5%
D	3%	2%	3%
F	2%	2%	2%

4   In being a good citizen

	Total n = 2002	Middle School n = 711	High School n = 1291
A/B (NET)	77%	79%	76%
A	42%	43%	41%
B	35%	36%	35%
C	16%	14%	18%
D/F (NET)	7%	8%	6%
D	4%	5%	4%
F	2%	3%	2%

5   To be ready for college and a career

	Total n = 2002	Middle School n = 711	High School n = 1291
A/B (NET)	72%	65%	75%
A	35%	33%	36%
B	37%	32%	39%
C	21%	24%	19%
D/F (NET)	8%	11%	6%
D	5%	5%	4%
F	3%	6%	1%

6   Knowledge of other nations and cultures and international issues

	Total n = 2002	Middle School n = 711	High School n = 1291

	Total	Middle School	High School
A/B (NET)	68%	69%	68%
A	30%	31%	29%
B	39%	38%	39%
C	22%	20%	24%
D/F (NET)	9%	11%	8%
D	6%	7%	6%
F	3%	4%	2%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q710   Have you ever thought about dropping out of school?

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	10%	9%	10%
No	90%	91%	90%

BASE: THOUGHT ABOUT DROPPING OUT (Q710/1)

Q715   Why have you thought about dropping out of school?

	Total n = 185	Middle School n = 60	High School n = 125
Dislike school (NET)	72%	86%	65%
Dislike school/going to school	21%	27%	18%
School is bad	1%	-	1%
School tends to be boring	11%	12%	10%
Dislike students/bullies	12%	18%	10%
Have a hard time with school/school-work	21%	22%	21%
Disliked teachers/have problems with teachers	9%	12%	7%
School did not help me when I struggled	1%	1%	1%
Did not get information I needed/not learning	12%	22%	8%
Not preparing me for future	2%	3%	2%
Other dislike school mentions	4%	6%	4%
Miscellaneous (NET)	21%	4%	29%
Had to get a job/go to	5%	-	7%

work			
Had other interests/plans for life	4%	2%	5%
Prefer other method of learning	3%	-	5%
Too much stress/drama	8%	-	12%
Other	5%	2%	7%
Don't know	4%	5%	3%
Declined to answer	6%	5%	6%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS
Q720 How likely is it you will go to college?

	Total n = 2002	Middle School n = 711	High School n = 1291
Very/Somewhat likely (NET)	92%	89%	93%
Very likely	75%	71%	77%
Somewhat likely	17%	19%	16%
Not very/Not at all likely (NET)	4%	5%	4%
Not very likely	3%	3%	3%
Not at all likely	1%	1%	1%
Don't know	4%	6%	2%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS
Q725 In your opinion, how likely is it you will find a job in the field of your choice?

	Total n = 2002	Middle School n = 711	High School n = 1291
Very/Somewhat likely (NET)	81%	75%	84%
Very likely	42%	40%	43%
Somewhat likely	39%	35%	41%
Not very/Not at all likely (NET)	4%	4%	4%
Not very likely	4%	3%	4%
Not at all likely	*	1%	*
Don't know	15%	21%	12%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS
Q730 How interested are you in learning about other nations and cultures and international issues?

	Total n = 2002	Middle School n = 711	High School n = 1291

	Total	Middle School	High School
Very/Somewhat interested (NET)	76%	78%	75%
Very interested	23%	21%	24%
Somewhat interested	53%	57%	51%
Not very/Not at all interested (NET)	24%	22%	25%
Not very interested	20%	19%	21%
Not at all interested	4%	3%	4%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q735   Which of the following areas do you think it is important to study in order to understand about other nations and cultures and international issues? Please select all that apply.

	Total n = 2002	Middle School n = 711	High School n = 1291
History	81%	79%	82%
Government and politics	72%	69%	74%
Geography	64%	67%	63%
The arts (such as music, literature, painting, sculpture, etc.)	63%	63%	63%
World religions	59%	56%	61%
Other languages	59%	55%	61%
People/cultures/ethnicities	1%	1%	1%
Customs/Traditions	1%	1%	1%
Food	1%	1%	1%
Something else	2%	3%	2%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q740 How much do you agree or disagree with the following statements?

1 There will be few or no career opportunities for people my age who do not complete some education beyond high school.

	Total n = 2002	Middle School n = 711	High School n = 1291
Agree (NET)	84%	84%	84%
Strongly agree	40%	37%	42%
Somewhat agree	44%	46%	42%
Disagree (NET)	16%	16%	16%
Somewhat disagree	11%	11%	11%
Strongly disagree	5%	5%	5%

2 I understand what I need to do to succeed in college.

	Total n = 2002	Middle School n = 711	High School n = 1291
Agree (NET)	88%	85%	89%
Strongly agree	44%	39%	46%
Somewhat agree	44%	47%	43%
Disagree (NET)	12%	15%	11%
Somewhat disagree	9%	12%	7%
Strongly disagree	3%	3%	3%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q745 How confident are you that you will achieve your goals for the future?

	Total n = 2002	Middle School n = 711	High School n = 1291
Very/Somewhat confident (NET)	94%	94%	94%
Very confident	47%	44%	48%
Somewhat confident	48%	50%	46%
Not very/Not at all confident (NET)	6%	6%	6%
Not very confident	5%	5%	5%
Not at all confident	1%	*	1%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q750   What is the highest level of education that you plan to get?

	Total n = 2002	Middle School n = 711	High School n = 1291
Associates degree or less (NET)	24%	27%	22%
Less than high school	1%	1%	2%
High school diploma or GED	7%	7%	7%
Certificate from a technical or trade school	6%	7%	5%
Associate's degree or degree from a 2-year college	10%	12%	9%
Bachelor's degree	38%	38%	38%
Graduate or professional degree	38%	35%	40%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q755   How important is each of the following to be ready for college and a career?

1   Ability to write clearly and persuasively

	Total n = 2002	Middle School n = 711	High School n = 1291
Absolutely essential/Very important (NET)	88%	88%	88%
Absolutely essential	50%	50%	50%
Very important	38%	38%	38%
Somewhat/Not at all important (NET)	12%	12%	12%
Somewhat important	11%	12%	11%
Not at all important	1%	1%	1%

2   Problem solving skills

	Total n = 2002	Middle School n = 711	High School n = 1291
Absolutely essential/Very important (NET)	92%	91%	92%
Absolutely essential	55%	54%	56%
Very important	37%	38%	36%
Somewhat/Not at all important (NET)	8%	9%	8%
Somewhat important	7%	8%	7%
Not at all important	1%	1%	1%

3   Knowledge and ability in higher-level mathematics, such as trigonometry or calculus

	Total n = 2002	Middle School n = 711	High School n = 1291
Absolutely essential/Very important (NET)	66%	70%	65%
Absolutely essential	27%	30%	25%
Very important	40%	40%	40%
Somewhat/Not at all important (NET)	34%	30%	35%
Somewhat important	27%	26%	28%
Not at all important	6%	5%	7%

4   Knowledge and ability in higher-level science, such as chemistry and physics

	Total n = 2002	Middle School n = 711	High School n = 1291
Absolutely essential/Very important (NET)	64%	68%	62%
Absolutely essential	24%	26%	23%
Very important	40%	42%	39%
Somewhat/Not at all important (NET)	36%	32%	38%
Somewhat important	30%	28%	32%
Not at all important	6%	4%	7%

5 Critical thinking skills

	Total n = 2002	Middle School n = 711	High School n = 1291
Absolutely essential/Very important (NET)	93%	93%	93%
Absolutely essential	56%	53%	58%
Very important	36%	39%	35%
Somewhat/Not at all important (NET)	7%	7%	7%
Somewhat important	7%	7%	6%
Not at all important	1%	1%	1%

6 Knowledge of other nations and cultures and international issues

	Total n = 2002	Middle School n = 711	High School n = 1291
Absolutely essential/Very important (NET)	49%	50%	49%
Absolutely essential	15%	15%	14%
Very important	35%	34%	35%
Somewhat/Not at all important (NET)	51%	50%	51%
Somewhat important	44%	44%	44%
Not at all important	7%	6%	7%

7 Ability to work in teams

	Total n = 2002	Middle School n = 711	High School n = 1291
Absolutely essential/Very important (NET)	83%	85%	82%
Absolutely essential	41%	42%	40%
Very important	42%	43%	42%
Somewhat/Not at all important (NET)	17%	15%	18%
Somewhat important	15%	14%	16%
Not at all important	2%	2%	2%

8   Ability to work independently

	Total n = 2002	Middle School n = 711	High School n = 1291
Absolutely essential/Very important (NET)	92%	91%	92%
Absolutely essential	55%	52%	57%
Very important	37%	39%	36%
Somewhat/Not at all important (NET)	8%	9%	8%
Somewhat important	7%	8%	7%
Not at all important	1%	1%	1%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q760   How would you rate your school on preparing students in each of these areas?

1   Ability to write clearly and persuasively

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	77%	75%	78%
Excellent	27%	26%	28%
Good	49%	49%	49%
Fair/Poor (NET)	23%	25%	22%
Fair	20%	20%	19%
Poor	4%	5%	3%

2   Problem solving skills

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	78%	77%	78%
Excellent	26%	28%	25%
Good	52%	49%	53%
Fair/Poor (NET)	22%	23%	22%
Fair	19%	20%	18%
Poor	3%	4%	3%

3   Knowledge and ability in higher-level mathematics, such as trigonometry or calculus

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	73%	68%	75%
Excellent	26%	19%	30%
Good	47%	49%	45%
Fair/Poor (NET)	27%	32%	25%
Fair	21%	22%	20%
Poor	7%	10%	5%

4   Knowledge and ability in higher-level science, such as chemistry and physics

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	72%	67%	75%
Excellent	25%	19%	28%
Good	47%	48%	47%
Fair/Poor (NET)	28%	33%	25%
Fair	22%	24%	21%
Poor	6%	8%	4%

5   Critical thinking skills

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	76%	75%	76%
Excellent	25%	25%	25%
Good	51%	50%	51%
Fair/Poor (NET)	24%	25%	24%
Fair	20%	20%	21%
Poor	4%	5%	3%

6 Knowledge of other nations and cultures and international issues

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	63%	61%	63%
Excellent	15%	16%	15%
Good	47%	45%	48%
Fair/Poor (NET)	37%	39%	37%
Fair	30%	30%	30%
Poor	8%	9%	7%

7 Ability to work in teams

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	78%	79%	77%
Excellent	28%	29%	28%
Good	49%	50%	49%
Fair/Poor (NET)	22%	21%	23%
Fair	18%	15%	20%
Poor	4%	5%	3%

8 Ability to work independently

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	80%	81%	80%
Excellent	29%	30%	29%
Good	52%	51%	52%
Fair/Poor (NET)	20%	19%	20%
Fair	16%	14%	17%
Poor	3%	5%	2%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q765   What are the main sources of information for you on what success in college requires? Please select all that apply.

	Total n = 2002	Middle School n = 711	High School n = 1291
Teachers	76%	76%	76%
Parents	72%	83%	66%
School counselors	59%	48%	65%
College websites	47%	31%	56%
Other websites	15%	11%	16%
Friends	37%	33%	40%
Current college students	34%	26%	38%
Brothers/sisters	30%	29%	31%
Other students	25%	21%	27%
Youth organizations	15%	15%	15%
Other family members	2%	2%	2%
Information from colleges	1%	1%	1%
Other	2%	1%	2%
None - I don't have anyone or any place to go for information	3%	3%	2%

BASE: PLANS TO GET COLLEGE DEGREE (2 OR 4 YEAR) (Q750/4-6)

Q770   What do you think you will need to succeed in college?

	Total n = 1771	Middle School n = 627	High School n = 1144
Ambition (NET)	24%	16%	28%
Perseverance	1%	1%	1%
Determination	7%	3%	8%
Will power/want to	3%	2%	4%
Dedication	3%	3%	3%
Motivation	3%	2%	4%
Good/positive attitude	2%	2%	3%
Confidence	2%	1%	2%
Ambition/drive	2%	1%	2%
Don't slack/procrastinate	1%	*	1%
Other ambition mentions	5%	4%	5%
Knowledge/intelligence (NET)	54%	65%	49%
Good education	6%	8%	5%
Have knowledge/brains	9%	11%	8%
Good grades/GPA	18%	26%	14%
Good SAT/ACT scores	1%	2%	1%
Good study skills/ethics	14%	13%	15%
Study hard	3%	5%	2%
Good teachers	2%	2%	2%
Reading skills	1%	1%	1%
Writing skills	2%	2%	2%
Ability to learn	2%	3%	1%
Basic skills	*	1%	*
Math skills	2%	3%	1%
Science skills	2%	3%	1%
Understand concept/major	1%	1%	1%
Other knowledge/ intelligence mentions	7%	7%	7%
Money/financial support (NET)	15%	16%	14%
Financial aid	1%	*	1%
Money	11%	12%	11%
Scholarships	1%	1%	1%
Job	1%	1%	1%
Other money/financial support mentions	1%	2%	1%
Encouragement/support (NET)	7%	6%	8%
Encouragement	1%	1%	1%
Support from friends	1%	1%	2%

Family support	3%	3%	3%
Lord/faith/heaven/ prayers	1%	1%	1%
Other encouragement/ support mentions	2%	1%	3%
Social skills (NET)	4%	5%	4%
Social skills	2%	2%	2%
Good core of friends	1%	1%	1%
Ability to work in groups	1%	2%	1%
Miscellaneous (NET)	44%	34%	50%
Hard work	8%	6%	9%
Good work ethic	6%	3%	7%
Independence	4%	4%	5%
Organizational skills	3%	2%	3%
Set goals/plans	3%	2%	3%
Time management	5%	2%	6%
Discipline	2%	2%	2%
Ability to concentrate/focus	7%	7%	7%
Critical thinking	2%	1%	2%
Problem solving skills	2%	2%	1%
Attendance/show up for class	1%	*	1%
Patience	2%	2%	2%
Listening skills	1%	1%	1%
Communication skills	1%	1%	1%
Resources (materials)	1%	1%	1%
Responsibility	1%	1%	2%
Open minded	1%	1%	1%
Participate in extracurricular activities	1%	1%	1%
Passion for what you are studying	1%	1%	*
A lot/everything	1%	*	1%
Other	9%	7%	9%
Don't know	3%	5%	2%
Declined to answer	2%	2%	1%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q775   Does your school have a formal program of student-to-student mentoring, where older students (from your school or from a high school) help other students become ready for college and a career?

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	19%	14%	21%
No	41%	41%	40%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q780   Have you participated in a student-to-student mentoring program at school where older students help other students become ready for college and a career?

	Total n = 2002	Middle School n = 711	High School n = 12915
Yes (NET)	11%	9%	12%
Yes, I had/have a mentor	9%	7%	9%
Yes, I was/am a mentor	4%	3%	4%
No	89%	91%	88%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q785   Have you done the following with your middle school or high school?

1   Seen examples of real college level assignments and student work

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	39%	19%	50%
No	61%	81%	50%

2   Visited a college

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	35%	19%	44%
No	65%	81%	56%

3   Had a college student visit your school to speak with you and other students about college

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	32%	13%	42%
No	68%	87%	58%

4   Spoken with a school counselor about what classes you should take and other things to do so that you can be ready for college

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	49%	16%	66%
No	51%	84%	34%

5   Spoken with a teacher about what classes you should take and other things to do so that you can be ready for college

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	49%	21%	63%
No	51%	79%	37%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q790   How would you rate your school on the following?

1   Providing information to you about what it means to be ready for college and a career

	Total n = 2002	Middle School n =711	High School n = 1291
Excellent/Good (NET)	61%	48%	67%
Excellent	19%	11%	23%
Good	42%	37%	45%
Fair/Poor (NET)	39%	52%	33%
Fair	28%	31%	26%
Poor	11%	21%	7%

2   Creating a school culture that emphasizes college readiness for <u>all</u> students

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	57%	47%	62%
Excellent	17%	11%	21%
Good	40%	36%	42%
Fair/Poor (NET)	43%	53%	38%
Fair	29%	31%	29%
Poor	14%	22%	9%

3   Providing information to you about what the requirements are <u>to get into</u> college

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	64%	47%	73%
Excellent	25%	12%	32%
Good	39%	35%	41%
Fair/Poor (NET)	36%	53%	27%
Fair	24%	29%	22%
Poor	11%	24%	5%

4   Providing information to you about availability of and how to get financial aid for college

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	53%	37%	61%
Excellent	16%	8%	20%
Good	37%	29%	40%
Fair/Poor (NET)	47%	63%	39%
Fair	29%	30%	29%
Poor	18%	33%	10%

5 **Providing information to you about what the requirements are <u>to succeed</u> in college**

	Total n = 2002	Middle School n = 711	High School n = 1291
Excellent/Good (NET)	59%	48%	65%
Excellent	18%	10%	23%
Good	41%	38%	42%
Fair/Poor (NET)	41%	52%	35%
Fair	29%	30%	28%
Poor	12%	21%	7%

BASE: **6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS**

Q795 How much do you worry about the following?

1 **Being able to get into college**

	Total n = 2002	Middle School n = 711	High School n = 1291
Not at all	26%	30%	25%
A little	43%	44%	43%
A lot	31%	26%	33%

2 **Being able to succeed in college**

	Total n = 2002	Middle School n = 711	High School n = 1291
Not at all	17%	22%	15%
A little	50%	51%	49%
A lot	33%	26%	36%

3 **Having enough money to pay for college**

	Total n = 2002	Middle School n = 711	High School n = 1291
Not at all	12%	16%	9%
A little	32%	38%	28%
A lot	57%	46%	62%

4   Being able to get a good job when you finish school

	Total n = 2002	Middle School n = 711	High School n = 1291
Not at all	14%	18%	11%
A little	45%	47%	44%
A lot	42%	36%	45%

BASE: **6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS**
Q800 Does the current economic situation make you more or less interested in going to college?

	Total n = 2002	Middle School n = 711	High School n = 1291
Much/Somewhat more interested (NET)	37%	32%	39%
Much more interested	22%	19%	24%
Somewhat more interested	14%	13%	15%
Neither more nor less interested	54%	59%	52%
Much/Somewhat less interested (NET)	9%	9%	9%
Somewhat less interested	5%	6%	5%
Much less interested	4%	3%	4%

BASE: **6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS**
Q805 Which of the following statements best describe your teachers' expectations for you as a student?

	Total n = 2002	Middle School n = 711	High School n = 1291
My teachers' expectations for me are higher than what I think I can do.	38%	37%	38%
My teachers' expectations for me are lower than what I think I can do.	14%	14%	14%
My teachers' expectations for me are the same as my expectations.	48%	49%	48%

Q810 How much do you agree or disagree with the following?

1 **Students in my school care about learning and getting a good education.**

	Total n = 2002	Middle School n = 711	High School n = 1291
Agree (NET)	67%	68%	67%
Strongly agree	18%	19%	17%
Somewhat agree	49%	49%	50%
Disagree (NET)	33%	32%	33%
Somewhat disagree	24%	22%	25%
Strongly disagree	9%	11%	8%

2 **I love to learn new things.**

	Total n = 2002	Middle School n = 711	High School n = 1291
Agree (NET)	95%	94%	95%
Strongly agree	54%	53%	54%
Somewhat agree	41%	41%	41%
Disagree (NET)	5%	6%	5%
Somewhat disagree	5%	5%	5%
Strongly disagree	1%	1%	1%

3 **It is important to always learn new things, even as an adult.**

	Total n = 2002	Middle School n = 711	High School n = 1291
Agree (NET)	98%	98%	98%
Strongly agree	69%	65%	71%
Somewhat agree	29%	33%	27%
Disagree (NET)	2%	2%	2%
Somewhat disagree	1%	1%	1%
Strongly disagree	1%	1%	1%

4   My teachers make learning exciting.

	Total n = 2002	Middle School n = 711	High School n = 1291
Agree (NET)	71%	72%	71%
Strongly agree	17%	22%	15%
Somewhat agree	54%	50%	56%
Disagree (NET)	29%	28%	29%
Somewhat disagree	21%	20%	22%
Strongly disagree	8%	9%	7%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q815   How often do you receive enough attention from your teachers in class?

	Total n = 2002	Middle School n = 711	High School n = 1291
Very often/Sometimes (NET)	86%	87%	85%
Very often	42%	40%	43%
Sometimes	44%	47%	42%
Rarely/Never (NET)	12%	12%	12%
Rarely	10%	9%	11%
Never	2%	3%	1%
Don't know	3%	1%	3%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q820   The following is a list of several aspects of teaching. For each item, how would you grade your teachers?

1   Knowing their subject areas

	Total n = 2002	Middle School n = 711	High School n = 1291
A/B (NET)	85%	85%	85%
A	54%	57%	53%
B	31%	28%	32%
C	12%	11%	12%
D/F (NET)	3%	4%	3%
D	2%	2%	2%
F	1%	2%	1%

2   Believing all children can learn

	Total n = 2002	Middle School n = 711	High School n = 1291
A/B (NET)	79%	79%	80%
A	44%	48%	42%
B	36%	30%	38%
C	14%	13%	15%
D/F (NET)	7%	8%	6%
D	4%	5%	4%
F	2%	3%	2%

3   Teaching individual students according to their different needs and abilities

	Total n = 2002	Middle School n = 711	High School n = 1291
A/B (NET)	63%	64%	63%
A	26%	29%	25%
B	37%	34%	38%
C	22%	19%	23%
D/F (NET)	15%	17%	14%
D	9%	9%	9%
F	6%	8%	5%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q900   How important do you think it is that each and every student graduates from high school ready for college and a career?

	Total n = 2002	Middle School n = 711	High School n = 1291
Absolutely essential/Very important (NET)	84%	85%	84%
Absolutely essential	41%	41%	42%
Very important	43%	44%	42%
Somewhat/Not at all important (NET)	16%	15%	16%
Somewhat important	14%	12%	15%
Not at all important	1%	2%	1%

BASE: EDUCATES ALL STUDENTS TO BE COLLEGE AND CAREER READY IS ESSENTIAL (Q900/4)

Q905   Why do you think it is absolutely essential that each and every student graduates from high school ready for college and a career?

	Total n = 821	Middle School n = 295	High School n = 526
Employment (NET)	29%	32%	27%
To get a good/better job	16%	22%	13%
Jobs require a degree/college education	10%	9%	10%
Job availability	3%	3%	4%
Other employment mentions	1%	*	1%
Financial stability (NET)	6%	7%	5%
Earn a living/better living	3%	4%	2%
Higher paying jobs/earn lots of money	2%	1%	2%
Other financial stability mentions	1%	2%	*
Successful (NET)	27%	23%	29%
To be successful/succeed	16%	14%	18%
Better life	7%	4%	8%
Be something/what they want	2%	2%	2%
Not be homeless	1%	3%	1%
Other successful mentions	2%	1%	2%

Independence (NET)	9%	10%	9%
To support themselves/their family	6%	7%	5%
To be independent	2%	2%	2%
Not depend on government social programs/welfare	1%	2%	1%
Miscellaneous (NET)	46%	44%	47%
To be prepared for life/career/future	15%	13%	16%
Further your education/attend college	7%	8%	7%
More educated people make the country/world a better place	5%	4%	5%
Be knowledgeable	4%	6%	3%
Just is important/essential	3%	3%	3%
Due to the economy	3%	2%	3%
Better opportunities	2%	1%	3%
To be a productive member of society	2%	1%	3%
Would be easier for the student	2%	3%	1%
Next step in life	1%	1%	1%
Some people don't want/need to go to college	*	*	1%
Other miscellaneous mentions	5%	4%	6%
Don't know	1%	1%	1%
Declined to answer	3%	3%	3%

BASE: EDUCATES ALL STUDENTS TO BE COLLEGE AND CAREER READY IS VERY IMPORTANT (Q900/3)
Q906   Why do you think it is very important that each and every student graduates from high school ready for college and a career?

	Total n = 865	Middle School n = 317	High School n = 548
Employment (NET)	31%	37%	27%
To get a good/better job	20%	29%	15%
Jobs require a degree/college education	7%	7%	8%
Job availability	3%	2%	3%
Other employment mentions	1%	1%	1%
Financial stability (NET)	7%	7%	7%

Earn a living/better living	4%	3%	4%
Higher paying jobs/earn lots of money	3%	4%	3%
Successful (NET)	21%	16%	23%
To be successful/succeed	11%	7%	13%
Better life	6%	5%	6%
Not be homeless	1%	1%	*
Be something/what they want	1%	2%	1%
Other successful mentions	2%	2%	3%
Independence (NET)	8%	8%	8%
To support themselves/their family	5%	7%	4%
To be independent	2%	1%	2%
Not depend on government social programs/welfare	1%	*	1%
Miscellaneous (NET)	41%	38%	43%
To be prepared for life/career/future	12%	11%	13%
More educated people make the country/world a better place	6%	5%	6%
Just is important/essential	4%	4%	5%
Further your education/ attend college	4%	4%	3%
Be knowledgeable	3%	3%	3%
Some people don't want/need to go to college	2%	4%	2%
Due to the economy	2%	2%	1%
Better opportunities	2%	2%	2%
To be a productive member of society	2%	1%	3%
Would be easier for the student	2%	1%	3%
Next step in life	1%	*	2%
Other miscellaneous mentions	4%	2%	6%
Don't know	4%	8%	2%
Declined to answer	3%	3%	4%

BASE: EDUCATES ALL STUDENTS TO BE COLLEGE AND CAREER READY IS SOMEWHAT IMPORTANT (Q900/2)

Q910   Why do you think it is somewhat important that each and every student graduates from high school ready for college and a career?

	Total n = 288	Middle School n = 87	High School n = 201
Employment (NET)	24%	35%	19%
To get a good/better job	11%	17%	8%
Jobs require a degree/college education	6%	7%	5%
Job availability	4%	7%	2%
Other employment mentions	3%	3%	4%
Financial stability (NET)	7%	11%	6%
Earn a living/better living	3%	6%	2%
Higher paying jobs/earn lots of money	2%	3%	2%
Other financial stability mentions	2%	2%	2%
Successful (NET)	11%	5%	14%
To be successful/succeed	4%	3%	4%
Better life	4%	1%	5%
Be something/what they want	1%	-	1%
Other successful mentions	3%	1%	4%
Independence (NET)	5%	6%	4%
To support themselves/their family	2%	1%	3%
Not depend on government social programs/welfare	1%	3%	-
Other independence mentions	2%	3%	1%
Miscellaneous (NET)	53%	43%	57%
Some people don't want/need to go to college	26%	19%	29%
To be prepared for life/career/future	5%	6%	4%
Just is important/essential	5%	3%	6%
Further your education/attend college	4%	6%	4%
More educated people make the country/world a better place	2%	-	2%
Would be easier for the student	2%	2%	2%

	Total	Middle School	High School
Next step in life	1%	3%	-
Better opportunities	1%	1%	1%
Due to the economy	1%	-	1%
To be a productive member of society	*	1%	-
Other miscellaneous mentions	10%	6%	12%
Nothing	1%	1%	1%
Don't know	5%	8%	4%
Declined to answer	3%	-	4%

BASE: EDUCATES ALL STUDENTS TO BE COLLEGE AND CAREER READY IS NOT AT ALL IMPORTANT (Q900/1)

Q911   Why do you think it is not at all important that each and every student graduates from high school ready for college and a career?

	Total n = 28	Middle School n = 12	High School n = 16
Need/want/able to attend college (NET)	59%	57%	61%
Not everyone needs/wants to go to college	26%	22%	30%
Some students aren't capable or able to succeed in college	22%	14%	31%
Can learn on the job	5%	10%	-
Other need/want/able to attend college mentions	11%	19%	3%
Miscellaneous (NET)	15%	4%	28%
Competition of jobs/able to get a job better	9%	4%	14%
Only care about myself/don't care about other students	5%	-	10%
Other miscellaneous mentions	2%	-	3%
Nothing	1%	3%	-
Don't know	2%	-	5%
Declined to answer	22%	37%	7%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q1010 Has a teacher or other adult at school ever told you that you …? Please select all that apply.

	Total n = 2002	Middle School n = 711	High School n = 1291
Are gifted or academically talented	43%	42%	44%
Should have an individualized education plan or IEP	10%	11%	10%
Have learning problems or a learning disability	9%	10%	9%
Have ADHD (attention deficit hyperactivity disorder)	8%	9%	7%
None of these	41%	41%	41%
Decline to answer	3%	3%	3%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q625 Have you ever taken an online course for school? By online course, we mean a series of classes that were conducted entirely online.

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	9%	5%	11%
No	91%	95%	89%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q1000 Do you have a job where you earn money…?

1   After-school or on weekends during the school year

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	19%	10%	24%
No	81%	90%	86%

2   After-school

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	14%	6%	17%
No	86%	94%	83%

2   On weekends during the school year

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	15%	8%	19%
No	85%	92%	81%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q1005 What grades do you usually get?

	Total n = 2002	Middle School n = 711	High School n = 1291
Mostly A's/Mostly A's and B's (NET)	68%	71%	66%
Mostly A's	25%	26%	25%
Mostly A's and B's	42%	46%	41%
Mostly B's/Mostly B's and C's (NET)	25%	21%	27%
Mostly B's	9%	7%	10%
Mostly B's and C's	16%	14%	17%
Mostly C's and below (NET)	7%	7%	7%
Mostly C's	3%	3%	2%
Mostly C's and D's	3%	3%	3%
Mostly D's	*	*	1%
Mostly D's and F's	1%	*	1%
My school does not use grades	*	1%	*

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q1015 What language is spoken most often in your home?

	Total n = 2002	Middle School n = 711	High School n = 1291
English	91%	98%	87%
Spanish	6%	1%	9%
Another language	3%	1%	4%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q268   **Gender**

	Total n = 2002	Middle School n = 711	High School n = 1291
Male	49%	52%	48%
Female	51%	48%	52%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q280   Age

	Total n = 2002	Middle School n = 711	High School n = 1291
10	*	1%	-
11	7%	20%	*
12	11%	32%	*
13	11%	31%	*
14	13%	15%	13%
15	16%	1%	24%
16	14%	*	21%
17	23%	*	35%
18	5%	-	7%
MEAN	14.8	12.4	16

Q485 Race/Ethnicity

	Total n = 2002	Middle School n = 711	High School n = 1291
White	58%	62%	56%
Black/African American (NET)	15%	13%	16%
Black	10%	10%	11%
African American	4%	3%	5%
Asian or Pacific Islander	3%	1%	4%
Native American or Alaskan native	1%	1%	1%
Mixed racial background	2%	3%	2%
Hispanic	19%	18%	20%
Other race	*	*	*
Decline To Answer	1%	1%	1%

BASE: **6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS**
Q600 What is your current status as a student?

	Total n = 2002	Middle School n = 711	High School n = 1291
6th grade	11%	32%	-
7th grade	11%	32%	-
8th grade	12%	36%	-
9th grade	13%	-	19%
10th grade	17%	-	26%
11th grade	14%	-	21%
12th grade	22%	-	33%

BASE: **6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS**
Q605 Is the school that you currently attend…?

	Total n = 2002	Middle School n = 711	High School n = 1291
In an urban or city area	24%	19%	26%
In a suburban area next to a city	50%	52%	49%
In a small town or rural area	24%	27%	22%
Not sure	2%	2%	3%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q615   Is your school…?

	Total n = 2002	Middle School n = 711	High School n = 1291
An elementary school	1%	3%	1%
A middle school or junior high school	40%	100%	9%
A senior high school	64%	2%	95%

BASE: 6TH – 12TH GRADE PUBLIC SCHOOL STUDENTS

Q620   Is your school a charter school?

	Total n = 2002	Middle School n = 711	High School n = 1291
Yes	4%	5%	4%
No	76%	78%	74%
Not sure	20%	17%	22%

2010 MetLife Survey of the American Teacher
Parent Data-sheeted Questionnaire

- Total sample includes 580 U.S. parents of public school students in grades 6-12.
- Data were weighted to be representative of the population of U.S. parents of public school students in grades 6-12.
- Interviewing was conducted online from October 4 – October 12, 2010.

Notes on reading the results:

The percentage of respondents has been included for each item. A dash represents a value of zero. An asterisk represents a value greater than zero but less than one. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL
Q1005 Now we would like to ask you a few questions about your [son/daughter] in [grade level]. How would you rate your child's school on the following?

1 Providing information to parents about what the requirements are to get into college

	Total n = 580	Middle School n = 259	High School n = 321
Excellent/Good (NET)	54%	33%	69%
Excellent	21%	11%	27%
Good	33%	22%	41%
Poor/Fair (NET)	46%	67%	31%
Fair	25%	31%	20%
Poor	21%	35%	11%

2 Providing information to parents about availability of and how to get financial aid for college

	Total n = 580	Middle School n = 259	High School n = 321
Excellent/Good (NET)	48%	32%	60%
Excellent	18%	12%	22%
Good	30%	20%	38%
Poor/Fair (NET)	52%	68%	40%
Fair	29%	31%	29%
Poor	22%	37%	12%

3 Providing information to students about what the requirements are to succeed in college

	Total n = 580	Middle School n = 259	High School n = 321
Excellent/Good (NET)	61%	40%	76%
Excellent	21%	13%	27%
Good	40%	27%	49%
Poor/Fair (NET)	39%	60%	24%
Fair	24%	34%	17%
Poor	15%	26%	7%

4 Providing information to students about what the requirements are to get into college

	Total n = 580	Middle School n = 259	High School n = 321
Excellent/Good (NET)	62%	40%	77%
Excellent	23%	10%	32%
Good	39%	30%	45%
Poor/Fair (NET)	38%	60%	23%
Fair	23%	34%	16%
Poor	15%	27%	7%

5 Providing information to students about availability of and how to get financial aid for college

	Total n = 580	Middle School n = 259	High School n = 321
Excellent/Good (NET)	49%	29%	63%
Excellent	19%	10%	26%
Good	30%	19%	37%
Poor/Fair (NET)	51%	71%	37%
Fair	30%	33%	27%
Poor	22%	38%	10%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL
Q1010 Please answer the following question thinking about your [son/daughter] in [grade level]. How would you grade the quality of education in your child's school with respect to preparing him/her in the following areas? Would you give your child's school an A, B, C, D or F, where A is the highest grade and F is the lowest grade?

1 In English

	Total n = 580	Middle School n = 259	High School n = 321
A/B (NET)	77%	71%	82%
A	33%	31%	35%
B	44%	40%	47%
C	17%	20%	15%
D/F (NET)	5%	8%	3%
D	4%	6%	2%
F	2%	2%	1%

2   In math

	Total n = 580	Middle School n = 259	High School n = 321
A/B (NET)	77%	74%	79%
A	37%	36%	37%
B	41%	38%	43%
C	16%	19%	14%
D/F (NET)	7%	7%	7%
D	5%	6%	4%
F	2%	1%	2%

3   In science

	Total n = 580	Middle School n = 259	High School n = 321
A/B (NET)	74%	71%	77%
A	34%	34%	34%
B	40%	37%	43%
C	19%	22%	17%
D/F (NET)	7%	7%	6%
D	5%	6%	5%
F	1%	1%	1%

4   In being ready for college and a career

	Total n = 580	Middle School n = 259	High School n = 321
A/B (NET)	59%	49%	67%
A	25%	17%	31%
B	34%	32%	36%
C	24%	25%	23%
D/F (NET)	17%	26%	10%
D	13%	21%	8%
F	4%	5%	2%

5 In knowledge of other nations and cultures and international issues

	Total n = 580	Middle School n = 259	High School n = 321
A/B (NET)	56%	50%	60%
A	22%	19%	25%
B	34%	31%	35%
C	32%	34%	30%
D/F (NET)	12%	16%	10%
D	8%	11%	6%
F	4%	5%	4%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL
Q1015 How important do you think each of the following is for a student to be ready for college and a career?

1 Ability to write clearly and persuasively

	Total n = 580	Middle School n = 259	High School n = 321
Absolutely essential/Very Important (NET)	90%	93%	88%
Absolutely essential	57%	58%	57%
Very Important	33%	35%	31%
Somewhat/Not at all important (NET)	10%	7%	12%
Somewhat important	7%	5%	9%
Not at all important	2%	2%	3%

2 Problem solving skills

	Total n = 580	Middle School n = 259	High School n = 321
Absolutely essential/Very Important (NET)	93%	94%	92%
Absolutely essential	60%	65%	57%
Very Important	33%	29%	35%
Somewhat/Not at all important (NET)	7%	6%	8%
Somewhat important	5%	4%	5%
Not at all important	3%	1%	3%

3 Knowledge and ability in higher-level mathematics, such as trigonometry or calculus

	Total n = 580	Middle School n = 259	High School n = 321
Absolutely essential/Very Important (NET)	69%	73%	67%
Absolutely essential	31%	31%	32%
Very Important	38%	42%	35%
Somewhat/Not at all important (NET)	31%	27%	33%
Somewhat important	25%	21%	29%
Not at all important	5%	6%	5%

4 Knowledge and ability in higher-level science, such as chemistry and physics

	Total n = 580	Middle School n = 259	High School n = 321
Absolutely essential/Very Important (NET)	71%	72%	70%
Absolutely essential	29%	27%	30%
Very Important	42%	45%	40%
Somewhat/Not at all important (NET)	29%	28%	30%
Somewhat important	24%	24%	25%
Not at all important	5%	4%	5%

5 Critical thinking skills

	Total n = 580	Middle School n = 259	High School n = 321
Absolutely essential/Very Important (NET)	91%	91%	92%
Absolutely essential	61%	60%	61%
Very Important	31%	31%	31%
Somewhat/Not at all important (NET)	9%	9%	8%
Somewhat important	7%	8%	6%
Not at all important	2%	1%	2%

6 Knowledge of other nations and cultures and international issues

	Total n = 580	Middle School n = 259	High School n = 321
Absolutely essential/Very Important (NET)	63%	61%	65%
Absolutely essential	24%	22%	25%
Very Important	40%	39%	40%
Somewhat/Not at all important (NET)	37%	39%	35%
Somewhat important	31%	34%	29%
Not at all important	5%	5%	6%

7 Ability to work in teams

	Total n = 580	Middle School n = 259	High School n = 321
Absolutely essential/Very Important (NET)	85%	84%	86%
Absolutely essential	42%	38%	44%
Very Important	43%	45%	42%
Somewhat/Not at all important (NET)	15%	16%	14%
Somewhat important	12%	13%	12%
Not at all important	3%	3%	3%

8 Ability to work independently

	Total n = 580	Middle School n = 259	High School n = 321
Absolutely essential/Very Important (NET)	93%	94%	92%
Absolutely essential	59%	64%	55%
Very Important	35%	30%	38%
Somewhat/Not at all important (NET)	7%	6%	8%
Somewhat important	5%	4%	6%
Not at all important	2%	1%	2%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL

Q1020 Many solutions have been suggested for improving public education in America. Given that there are limited resources, do you think that each of the following is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it?

1 Giving schools more ability to remove teachers who are not serving students well.

	Total n = 580	Middle School n = 259	High School n = 321
Must be done, one of the highest priorities	75%	78%	72%
Should be done, lower priority	21%	20%	22%
No additional resources	4%	2%	6%

2 Graduating each and every student from high school ready for college and a career.

	Total n = 580	Middle School n = 259	High School n = 321
Must be done, one of the highest priorities	73%	73%	72%
Should be done, lower priority	20%	21%	19%
No additional resources	7%	6%	8%

3 Expanding and redesigning the school day or school year.

	Total n = 580	Middle School n = 259	High School n = 321
Must be done, one of the highest priorities	34%	37%	32%
Should be done, lower priority	40%	36%	43%
No additional resources	26%	27%	25%

4 **Strengthening programs and resources to help diverse learners with the highest needs – such as low income students, English language learners and students with disabilities – meet college-and career-ready standards.**

	Total n = 580	Middle School n = 259	High School n = 321
Must be done, one of the highest priorities	57%	59%	56%
Should be done, lower priority	27%	29%	26%
No additional resources	16%	12%	19%

5 **Expanding public school choice options such as high-performing public charter schools and other autonomous public schools for students within and across school districts.**

	Total n = 580	Middle School n = 259	High School n = 321
Must be done, one of the highest priorities	43%	45%	41%
Should be done, lower priority	42%	42%	42%
No additional resources	15%	13%	17%

6 **Using measurements of teacher effectiveness that are based in significant part on student growth.**

	Total n = 580	Middle School n = 259	High School n = 321
Must be done, one of the highest priorities	56%	53%	58%
Should be done, lower priority	36%	42%	32%
No additional resources	8%	5%	10%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL
Q4005 Gender

	Total n = 580	Middle School n = 259	High School n = 321
Male	36%	39%	35%
Female	64%	61%	65%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL
Q4007 Age

	Total n = 580	Middle School n = 259	High School n = 321
18-34	16%	25%	10%
35-44	44%	47%	41%
45+	40%	28%	49%
Mean	42.7	40.7	44.6

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL
Q2178 Race/Ethnicity

	Total n = 580	Middle School n = 259	High School n = 321
White	61%	61%	61%
Black/African American	17%	17%	17%
Hispanic	15%	14%	16%
Asian or Pacific Islander	1%	1%	1%
Native American or Alaskan native	1%	1%	1%
Other race	2%	2%	1%
Decline to answer	2%	2%	2%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL

Q2160 Region

	Total n = 580	Middle School n = 259	High School n = 321
Northeast	26%	24%	27%
Midwest	26%	28%	25%
South	31%	33%	30%
West	17%	15%	18%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL

Q2147 Which of the following best describes the location where you live?

	Total n = 580	Middle School n = 259	High School n = 321
Urban	18%	23%	16%
Suburban	50%	45%	53%
Rural	32%	32%	31%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL

Q2146 What is the highest level of education you have completed or the highest degree you have received?

	Total n = 580	Middle School n = 259	High School n = 321
Less than high school	1%	1%	*
Completed some high school	7%	5%	8%
High school graduate or equivalent (e.g., GED)	37%	36%	38%
Completed some college, but no degree	20%	20%	20%
Associate's degree	13%	16%	10%
College graduate (e.g., B.A., A.B., B.S.)	17%	19%	16%
Completed some graduate school, but no degree	3%	1%	4%
Completed graduate school (e.g., M.S., M.D., Ph.D.)	3%	2%	4%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL

Q2149 What is your employment status? Please select all that apply.

	Total n = 580	Middle School n = 259	High School n = 321
Employed full time	55%	60%	51%
Employed part time	11%	10%	11%
Self-employed	6%	6%	5%
Not employed, but looking for work	7%	5%	8%
Not employed and not looking for work	2%	1%	3%
Not employed, unable to work due to a disability or illness	4%	2%	5%
Retired	3%	2%	3%
Student	5%	4%	5%
Homemaker	21%	23%	19%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL

Q2157 Which of the following income categories best describes your total 2009 household income before taxes?

	Total n = 580	Middle School n = 259	High School n = 321
Less than $15,000	7%	7%	7%
$15,000 to $24,999	8%	5%	10%
$25,000 to $34,999	11%	11%	11%
$35,000 to $49,999	15%	14%	15%
$50,000 to $74,999	22%	23%	21%
$75,000 to $99,999	10%	14%	8%
$100,000 to $124,99	11%	13%	10%
$125,000 to $149,999	5%	4%	6%
$150,000 to $199,999	3%	1%	5%
$200,000 to $249,999	1%	-	2%
$250,000 or more	2%	2%	2%
Decline to answer	5%	6%	5%

BASE: PARENT OF CHILD IN GRADES 6-12 IN PUBLIC SCHOOL

Q1065 Child Assignment

	Total n = 580	Middle School n = 259	High School n = 321
Son in Kindergarten	-	-	-
Son in 1st grade	-	-	-
Son in 2nd grade	-	-	-
Son in 3rd grade	-	-	-
Son in 4th grade	-	-	-
Son in 5th grade	-	-	-
Son in 6th grade	6%	15%	-
Son in 7th grade	7%	17%	-
Son in 8th grade	6%	16%	-
Son in 9th grade	12%	-	21%
Son in 10th grade	8%	-	13%
Son in 11th grade	6%	-	11%
Son in 12th grade	7%	-	12%
Daughter in Kindergarten	-	-	-
Daughter in 1st grade	-	-	-
Daughter in 2nd grade	-	-	-
Daughter in 3rd grade	-	-	-
Daughter in 4th grade	-	-	-
Daughter in 5th grade	-	-	-
Daughter in 6th grade	5%	12%	-
Daughter in 7th grade	10%	24%	-
Daughter in 8th grade	6%	15%	-
Daughter in 9th grade	6%	-	10%
Daughter in 10th grade	4%	-	7%
Daughter in 11th grade	8%	-	14%
Daughter in 12th grade	7%	-	12%

2010 MetLife Survey of the American Teacher
Executive Data-sheeted Questionnaire

- Total sample includes 301 business executives from Fortune 1000 companies.
- Company revenue and number of employees were weighted where necessary to bring them into line with their actual proportions in the larger universe of Fortune 1000 companies.
- Interviewing was conducted online from October 11 – October 22, 2010.

Notes on reading the results:

The percentage of respondents has been included for each item. A dash represents a value of zero. An asterisk represents a value greater than zero but less than one. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

BASE: FORTUNE 1000 EXECUTIVES
Q100   How important do you think each of the following is for a student to be ready for college and a career?

   1   Ability to write clearly and persuasively

	Total n = 301
Absolutely essential/Very important (NET)	97%
Absolutely essential	59%
Very important	38%
Somewhat/Not at all important (NET)	3%
Somewhat important	3%
Not at all important	-

   2   Problem solving skills

	Total n = 301
Absolutely essential/Very important (NET)	99%
Absolutely essential	73%
Very important	25%
Somewhat/Not at all important (NET)	1%
Somewhat important	1%
Not at all important	-

   3   Knowledge and ability in higher-level mathematics, such as trigonometry or calculus

	Total n = 301
Absolutely essential/Very important (NET)	40%
Absolutely essential	8%
Very important	33%
Somewhat/Not at all important (NET)	60%
Somewhat important	49%
Not at all important	10%

4   Knowledge and ability in higher-level science such as chemistry and physics

	Total n = 301
Absolutely essential/Very important (NET)	31%
Absolutely essential	4%
Very important	27%
Somewhat/Not at all important (NET)	69%
Somewhat important	56%
Not at all important	13%

5   Critical thinking skills

	Total n = 301
Absolutely essential/Very important (NET)	99%
Absolutely essential	71%
Very important	28%
Somewhat/Not at all important (NET)	1%
Somewhat important	1%
Not at all important	-

6   Knowledge of other nations and cultures and international issues

	Total n = 301
Absolutely essential/Very important (NET)	65%
Absolutely essential	18%
Very important	47%
Somewhat/Not at all important (NET)	35%
Somewhat important	34%
Not at all important	2%

7   Ability to work in teams

	Total
	n = 301
Absolutely essential/Very important (NET)	94%
Absolutely essential	59%
Very important	36%
Somewhat/Not at all important (NET)	6%
Somewhat important	6%
Not at all important	-

8   Ability to work independently

	Total
	n = 301
Absolutely essential/Very important (NET)	90%
Absolutely essential	40%
Very important	51%
Somewhat/Not at all important (NET)	10%
Somewhat important	10%
Not at all important	-

BASE: FORTUNE 1000 EXECUTIVES

Q105   Many solutions have been suggested for improving public education in America. Given that there are limited resources, do you think that each of the following is something that must be done as one of the highest priorities in education, should be done as a lower priority, or should no additional resources be devoted to it?

1   Giving schools more ability to remove teachers who are not serving students well

	Total
	n = 301
Must be done, one of the highest priorities	83%
Should be done, lower priority	15%
No additional resources	2%

2   Graduating each and every student from high school ready for college and a career

	Total n = 301
Must be done, one of the highest priorities	48%
Should be done, lower priority	32%
No additional resources	20%

3   Expanding and redesigning the school day or school year

	Total n = 301
Must be done, one of the highest priorities	26%
Should be done, lower priority	46%
No additional resources	28%

4   Strengthening programs and resources to help diverse learners with the highest needs – such as low income students, English language learners and students with disabilities – meet college-and career-ready standards

	Total n = 301
Must be done, one of the highest priorities	31%
Should be done, lower priority	58%
No additional resources	11%

5   Expanding public school choice options such as high-performing public charter schools and other autonomous public schools for students within and across school districts.

	Total n = 301
Must be done, one of the highest priorities	46%
Should be done, lower priority	44%
No additional resources	11%

6 Using measurements of teacher effectiveness that are based in significant part on student growth

	Total
	n = 301
Must be done, one of the highest priorities	66%
Should be done, lower priority	31%
No additional resources	3%

BASE: FORTUNE 1000 EXECUTIVES
Q110 How much do you agree or disagree with the following statements?

1 There will be few or no career opportunities for today's middle and high school students who do not complete some education beyond high school.

	Total
	n = 301
Agree (NET)	77%
Strongly agree	39%
Somewhat agree	39%
Disagree (NET)	23%
Somewhat disagree	18%
Strongly disagree	5%

2 The skills and knowledge that students need to be ready for college are the same as the skills and knowledge that students need to be ready for a career.

	Total
	n = 301
Agree (NET)	64%
Strongly agree	10%
Somewhat agree	55%
Disagree (NET)	36%
Somewhat disagree	26%
Strongly disagree	10%

BASE: FORTUNE 1000 EXECUTIVES

Q115 Generally speaking, would you say that things in the country are going in the right direction, or have they pretty seriously gotten off on the wrong track?

	Total n = 301
Wrong track	66%
Right direction	34%

BASE: FORTUNE 1000 EXECUTIVES

Q120 When thinking about the state of affairs today in <u>corporate America</u>, would you say things are going in the right direction, or have they pretty seriously gotten off on the wrong track?

	Total n = 301
Wrong track	46%
Right direction	54%

Demographics

BASE: FORTUNE 1000 EXECUTIVES

Q1   Fortune 1000 Rank

	Total n = 301
1-249	25%
250-499	25%
500-749	25%
750-1000	25%

BASE: FORTUNE 1000 EXECUTIVES

Q2   Region

	Total n = 301
Northeast	42%
Midwest	21%
South	22%
West	14%
Other place	1%

BASE: FORTUNE 1000 EXECUTIVES

Q3   Industry

	Total n = 301
Banking and Finance	22%
Manufacturing	17%
Technology Services	9%
Retail Trade	7%
Business Services	5%
Healthcare and Social Assistance	5%
Insurance	5%
Real Estate	4%
Other Services	3%
Advertising/Marketing	2%
Telecommunications	2%
Travel	2%
Accommodation and Food Services	1%
Agriculture, Forestry, Fishing, Hunting	1%
Arts, Entertainment and Recreation	1%

Automotive Services	1%
Communications	1%
Education	1%
Engineering Services	1%
Pharmaceutical	1%
Transportation and Warehousing	1%
Utilities	1%
Wholesale Trade	1%
Construction (heavy/special trades)	*
Mining	*
Public Administration/Government	*
Other	6%
Decline to answer	1%

BASE: **FORTUNE 1000 EXECUTIVES**

Q4 Number of Employees

	Total n = 301
<1,000	2%
1,000-9,999	41%
10,000-19,999	21%
20,000+	36%

BASE: **FORTUNE 1000 EXECUTIVES**

Q5 Revenue

	Total n = 301
<$5 billion	57%
$5 billion-$9.99 billion	17%
$10 billion +	26%

BASE: FORTUNE 1000 EXECUTIVES

Q6   Title

	Total n = 301
C-Level (NET)	4%
Chief Executive Officer	*
Chief Financial Officer	2%
Chief Information Officer	1%
Chief Legal Officer	1%
Other Senior Management	43%
President	1%
Partner	1%
Officer	1%
Controller	13%
Executive Director	9%
General Counsel	2%
Managing Director	10%
General Manager	5%
Director	1%
Vice President (NET)	51%
Executive Vice President	2%
Senior Vice President	11%
Group Vice President	4%
Division Vice President	4%
1st Vice President	2%
Vice President	28%
Other	2%

BASE: FORTUNE 1000 EXECUTIVES

Q7   Gender

	Total n = 301
Male	82%
Female	18%

BASE: FORTUNE 1000 EXECUTIVES

Q8   Age

	Total n = 301
<40	18%
40-49	42%
50-59	19%
60+	8%
Decline to answer	13%
Mean	46

MetLife