

NEWS FRAMING OF ACCOUNTABILITY SYSTEMS AFTER NO CHILD LEFT BEHIND

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Master of Arts

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by  
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The undersigned, appointed by the Dean of the Graduate School, have examined the thesis entitled

NEWS FRAMING OF ACCOUNTABILITY SYSTEMS  
AFTER NO CHILD LEFT BEHIND

presented by Shaina Cavazos

a candidate for the degree of Master of Arts

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## DEDICATION

This thesis is dedicated to my family and friends, who encouraged me to continue my education and then supported me through it.

Chuck and Cherie Cavazos (or as I call them, Mom and Dad), thanks for all your encouraging words, even when you didn't really know what I was working on. Mostly, thank you for understanding why it was important to me to go to graduate school and helping to make it possible. I love you both.

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ABSTRACT

This research analyzes the frame and tone of education news stories, determining whether the two variables have a relationship, as well as the incidence of civic and personal frames and tones that are supportive, neutral, or critical of accountability systems and the No Child Left Behind Act. The study involves a content analysis of 289 articles from three newspapers across the Midwest — The Chicago Tribune, The Milwaukee Journal Sentinel, and the Minneapolis Star Tribune — from January 2001 to December 2004. The findings show that civic stories tend to be more neutral, and personal stories tend to be more positive. The specific newspaper a story came from did not have a significant effect on the tone. Additionally, civic frames, in which sourcing is predominantly institutional, are overwhelmingly represented in the sampled articles. The framing imbalance across education stories speaks to a notion not unpopular with journalists: that leaders and officials are commonly turned to at the expense of “real people.” Yet the results for tone were encouraging and showed that perhaps overall coverage of the sampled newspapers is more balanced, since the relationships, though significant, were not particularly strong in either direction. This study should help launch a thread of research on journalistic decision-making in regard to education reform policy, which is especially relevant given the recent Common Core State Standards.

# CHAPTER 1

## INTRODUCTION

The past 15 years have seen huge shifts in education reform policy. The No Child Left Behind Act, proposed in 2001, was a milestone for educators and policymakers, and the effects of the resulting controversy it inspired continue to be felt 13 years later. Tensions rose between teachers and administrators over measures of the act, as performance goals entered salary discussions, pressure mounted on districts to achieve at higher and higher levels, and increased emphasis on standardized tests became new norms (Burroughs, Groce, & Webeck, 2005; DeBray-Pelot & McGuinn, 2009). Ever responsive to shifts in the public agenda, news organizations change accordingly as new terms and concepts flood the policy arena. But to understand why journalists cover education policy in the way that they do, there must first be information on exactly how policy issues are covered. Through the journalistic device of framing, newspapers routinely set the stage for what people read, whether in politics, sports, crime, education or elsewhere. Practices can't remain static, and trends in journalistic methods of framing undoubtedly follow significant educational policy shifts.

Little recent research exists about how news organizations have framed aspects of the No Child Left Behind Act. Given the influence of the act, that is surprising. This thesis will try to shed light on media framing of accountability systems so journalists and audience members can understand what kinds of connections exist

between sourcing and frames. "Accountability system" is education-speak for measuring student achievement outcomes, such as scores on tests, and then holding schools responsible for those outcomes (Hanushek & Raymond, 2001, p. 365). The research question proposed is as follows:

**RQ: How have news organizations framed accountability systems in public education since the proposal of No Child Left Behind in 2001, and how do those frames influence the tone of that coverage?**

Public education is compulsory; it affects nearly all of any given population in any given community. If newspapers are going to continue to stand up as community resources for information, they have to have an understanding of the decisions they're making regarding education coverage and how those decisions influence what kind of information is disseminated. Framing is useful because journalists can learn a lot about how to report an issue from the ways it has been done in the past.

Framing is a way of giving some overall interpretation to isolated items of fact. It is almost unavoidable for journalists to do this and in so doing to depart from pure "objectivity" and to introduce some (unintended) bias.

When information is supplied to news media by sources (as much often is), then it arrives with a built-in frame that suits the purpose of the source and is unlikely to be purely objective. (McQuail, 2010, p. 380).

Studies from the 1950s and 1960s addressed some deficiencies of education reporters, but the research was nearly silent on that topic from the 1970s to the early 2000s, a few years after No Child Left Behind passed. Even then, the research was not focused on aspects of accountability systems. Rather, it addressed issues of general public policy with some comments on education framing. There is a

disparity between what the public reports it wants to know about education and what newspapers print (Fleming, 1960). Fleming went into far greater detail on what, in the mid-1950s, people wanted to know about education and how newspapers responded. The public was most interested in student progress and achievement, instruction methods, student health, courses of study, value of education, and the discipline and behavior of students. Extracurricular activities, athletics, and the board of education, for example, ranked near the bottom of the list but ranked near the top of what newspapers actually wrote about. His study shed light on more specific ways to measure what people are looking for in news coverage of education.

News media professionals and educators agree that more people are needed to report on education issues, as well as the fact that little research exists on education coverage itself (Jacobson, 1973). Jacobson took the approach of studying education gatekeepers, and his results highlighted not only problems with published coverage but also with how that coverage happens. Although Jacobson's article is short, it is helpful because it outlines problems reported by gatekeepers, it is the most recent research of its kind, and it offers a lens through which to view how education coverage has changed since the 1970s. If the problems it outlines are still being seen post-NCLB, it makes an interesting statement about the ability of education reporters to learn from their sources and about how gatekeeping has not much changed, no matter what policy decisions come along.

If journalists, educators, and policymakers can better understand how NCLB has changed the conversation surrounding and presentation of education

information, it could lead to more cohesion among these players and cooperation about what issues should receive attention. The research in this study would bridge the gap between antiquated education coverage research and more recent research that attempts to dissect the framing of the No Child Left Behind Act and the corresponding tone of that coverage. By studying the past, perhaps education journalists can learn something going forward with the newcomer on the reform scene, the Common Core State Standards. The research will help lay the foundation of this area so news organizations' decision-making can be understood in proper context and in relation to modern education policy.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **Background of the No Child Left Behind Act**

The No Child Left Behind Act of 2001, implemented in the 2002-03 school year, was a reauthorization of the Elementary and Secondary Education Act of 1965. The act is made up of various aspects of accountability, choice, and flexibility as they pertain to federal education programs. The act "incorporates ... increased accountability for States, school districts, and schools," (No Child Left Behind [NCLB], 2002).

Teachers unions from about 1965 to 1994 generally opposed school vouchers, school choice, charter schools, standards-based education and assessment, alternative licensing, merit pay, and accountability systems (DeBray-Pelot & McGuinn, 2009, p. 18). After the ESEA was originally passed, unions used their power to keep national school reform proposals at bay. No Child Left Behind was born partially after a spark was set off by "A Nation At Risk," a report published in 1983. The National Commission on Excellence in Education released the report, which condemned current education practices. Test scores had declined, functional illiteracy rates were too high, critical thinking skills were sub-par, and remedial courses increased in public four-year colleges (Jorgensen & Hoffmann, 2003, p. 2). Essentially, "A Nation At Risk" pushed American education into the very beginning of standards-based education and rigorous assessment.

With the passage of Goals 2000 and the Improving America's Schools Acts of 1994, federal education spending, regulation, and programs expanded from what the ESEA set forth (DeBray-Pelot & McGuinn, 2009, p. 20). Standards and accountability systems were encouraged, although they were met with hostility from members of both parties at first. The theme became equity among students, no matter their economic background or developmental status. States had to develop performance standards and testing throughout elementary and secondary grades. Accountability systems were designed to make sure schools whose students were struggling with standards and assessments could be identified. The testing era was in full swing by the late 1990s, as most states had at this time carried out "large-scale assessment programs," (Jorgensen & Hoffmann, 2003, p. 5). The missing piece? Tying federal funding of schools to those accountability systems; and thus, the idea for NCLB was born.

NCLB introduced accountability systems that had to apply to all public schools and their students. Tests had to be given in reading and math from grades three through eight and once in grades 10 to 12. Ratings of school performance for the general population and for subgroups of limited-English speaking students, minority students, and special education students had to be tracked to see whether schools were making Adequate Yearly Progress to meet state proficiency goals. AYP, a main accountability requirement for NCLB, is an amount of student academic progress based on tests and determined by the state, that districts and schools must show so it can be demonstrated that they comply with the state's performance standards (Linn, 2003, p. 7). Schools that failed to meet program goals faced

consequences, especially schools receiving Title I assistance, which is aid offered to schools with high numbers of students living in poverty. The consequences involved providing parents with vouchers to increase school choice, replacing staff, and restructuring a school (Dee, & Jacob, 2011, p. 420).

The No Child Left Behind (NLCB) Act is arguably the most far-reaching education policy initiative in the United States over the last four decades. This legislation, which was signed by President Bush in January 2002, dramatically expanded federal influence over the nation's more than 90,000 public schools (Dee, & Jacob, 2011, p. 418).

By the 2002-03 school year, when the No Child Left Behind Act was beginning to be implemented in schools, educators and administrators were ramping up efforts to get their accountability systems off the ground. The hope was, simply, that equity for all students, regardless of income level, was on the horizon. It was just a matter of using the systems in place to get them there.

### **Accountability Systems**

When NCLB was passed, the U.S. education system faced a conundrum: schools were spending more but not seeing results in how well their students were doing. This situation meant the education system was ripe for change and new regulations. In the case of NCLB, accountability was the focus, and much attention was given to test scores and measures of student achievement. If results could be more regulated, then ostensibly the responsible parties, i.e., schools and districts, would have incentives to improve and meet the state-set standards and goals. The



problem that came up, however, was in some cases, schools assumed higher requirements for accountability but received no additional funding or ways to pay for them.

Accountability systems have six parts that aim to ultimately improve the performance of students school by school, state by state (Hanushek & Raymond). First, districts set goals, or general expectations, for student achievement. Second, they designed standards that are more specific iterations of those goals and align their curriculums to the standards. Many states adopted pre-developed standards for language arts and math, but those vary in how demanding they are and what exactly they focus on (Linn, 2003, p. 4). Because the federal government did not want to have to specify what those should be, most standards were considered in compliance with regulations (Linn, 2003, p. 4). Some states used the National Assessment of Educational Progress (NAEP) to set their standards and state tests, but more than anything, the NAEP became a benchmark against which states could compare their standards.

Third, states had to be able to measure whether, and to what extent, those standards were met, so they created what they hoped were reliable tests. Fourth, tests were administered, scores were recorded, and data were collected. If the standards and tests were designed well and had internal validity, any changes in student performance should be attributable to the standards and other inputs, such as teaching or more rigorous curricula. If this link was present, the accountability system was working. Fifth, Adequate Yearly Progress (AYP), had to be demonstrated by states, school districts and schools.

All students in a given school or district had to be performing at a proficient level by 2014, or else schools and districts would see sanctions requiring them to provide extra aid to students and allow for increased school choice. (Porter, Linn, & Trimble, 2005, p. 32). Each state determined its own proficiency standards for mathematics and language arts, so the proficiency targets varied (Porter, Linn, & Trimble, 2005, p. 33). The proficiency targets had to be based on academic standards, but those standards were up to the states, too. The requirements were especially strict for schools receiving Title I support. AYP had to apply equally to all public school students in a state, both in primary and secondary school. AYP also had to be consistently demonstrated by those students, especially in the areas of math and language arts.

Sixth, schools compiled data into publicly available report cards so state- and district-level comparisons could be made. If yearly progress goals were not met, there would be consequences, which were intended to be the leverage that could be used to motivate students, teachers and other actors to change their behaviors and work harder toward improvement. Students in racial and ethnic minorities, students with limited English-speaking abilities, students with disabilities, and students from low-income families also had to demonstrate this progress (Linn, 2003, p. 7). Each school had to have an improvement plan, and districts had to allow parents school choice if a school was consistently under-performing. Districts also had to provide tutoring for low-income students at schools that did not meet their goals. At the most severe end, schools could be restructured. Some schools might have made their performance goals too easy in order to stop the sanctions against them (Linn, 2003,

p. 8). Making school report card data available to the public made any low points in student achievement immediately identifiable; it was a very public way to hold schools accountable to the community. If schools were not performing at levels acceptable to parents, they could "compare their child's performance to that of students in similar schools and (could) transfer their child from a school that continually underperforms..." (Kucerik, 2002, p. 483). Test scores could be misinterpreted and misused, however, to make inappropriate comparisons between unrelated students, classes, or cohorts (Kucerik, 2002, p. 483).

Putting accountability systems in place was "intended to improve the quality of education for all students," (Linn, 2003, p. 3). Broadly, accountability systems represented responsibility shared by students, teachers, school administrators, parents and policymakers. NCLB held "individual schools, school districts, and states accountable for improvements in student achievement, with particular emphasis on closing the achievement gap between high- and low-performing students and children and youth from disadvantaged groups and minority populations," (Simpson, LaCava, & Graner, 2004, p. 68). Schools were accountable to the state to meet proficiency targets, develop standards-based curriculum, and report yearly test results. States were accountable to the federal government to make sure their schools were achieving at a consistently high level so as to receive federal funding.

### **Teacher-level accountability**

Part of accountability involved state plans to make sure all teachers were "highly qualified." Hanushek and Raymond (2001) discussed a connection between the quality of teachers and student achievement outcomes, pointing out how the value-added of a teacher was difficult to measure when different kinds of teachers were responsible for students at different levels every year (p. 372). Test scores tended to be the measure used to determine teacher effectiveness, but the results of using average test scores to determine the contributions of an individual person were "unclear" when so many factors contributed to student achievement (Hanushek & Raymond, 2001, p. 372). Adding to the confusion was the fact that each state determined for itself how to measure and assess teacher quality, so a comparison between states might not have been possible (Simpson, LaCava, & Graner, 2004, p. 69). At a minimum, teachers had to have specific knowledge in their content area, a bachelor's degree, and the ability to teach their content area. They also had to meet state-determined requirements for competency. New teachers in elementary schools had to pass a "rigorous state knowledge and skill exam," and new middle school and high school teachers had to either pass the test or have advanced education (Simpson, LaCava, & Graner, 2004, p. 70). Because of the way students were held accountable — by test scores — the accountability standards for teachers and administrators were narrowly defined, and instruction revolved around what was tested at the expense of everything else (Linn, 2003, p. 4).

Burroughs, Groce and Webeck (2005) summarized how No Child Left Behind influenced social studies instruction. Teachers had to respond to requirements for more assessment, less individual autonomy and less focus on what was not included

on a multiple-choice exam. This article also emphasized how the new wave of testing culture drove support for math and science over less quantitative fields. Teaching to the test, a strategy that commonly is feared by those opposed to the act, occurred when teachers "(center) their lesson plans on the material of the test," and test preparation work to the exclusion of other content areas and critical thinking exercises (Kucerik, 2002, p. 482). At the time of the article's publication, states did not test students on social studies, so many teachers taught less of it to focus on subjects on the standardized tests. "Students can't really have fun anymore. All they do is EOG test prep books. We place too much importance on the standardized tests," one teacher offered (Burroughs, Groce, & Webeck, 2005, p. 16). Teachers want to teach what they are held accountable for, and if that is not social studies or a similar subject, they will not teach it; so students cannot learn from it or experience the benefits of such education (Burroughs, Groce, & Webeck, 2005, p. 17). The same goes for other subjects, a theme commonly explored by existing literature.

Accountability systems can encourage this disconnection from learning.

The culture of the elementary school campuses has shifted from a greenhouse that nurtures lifelong learning and facilitates growth and exploration in a myriad of subjects, including social studies, science, and fine arts, to a sterile environment for practicing test-taking skills and implementing a limited curriculum in hopes of achieving "success" as measured by NCLB (Burroughs, Groce, & Webeck, 2005, p. 17).

To teachers, the act had negative effects on the desire of students to learn and the environment in which they do so. However, teacher performance was considered

stronger if students performed well on those tests, so if broken, the cycle could be harmful to a teacher's perceived job performance.

### **Framing Theory**

Researchers have been exploring definitions for frames for at least 40 years, but when defining frames, there seemed to be a split between abstract definitions and more concrete ones. Scheufele (2006) said frames can be different representations of reality, aspects of public, political or media discourse, or come from the messages of a text. Reese also went for the abstract approach. "As a both a noun and verb, the word 'frame' suggests an active process and a result," (Reese, 2001, p. 1). Frames are "organizing principles that are socially shared and persistent over time, that work symbolically to meaningfully structure the social world," (Reese, 2001, p. 5).

Pan and Kosicki started with an abstract definition, but then got more concrete in how frames manifested in journalism. They likened a frame to a theme, which is "an idea that connects different semantic elements of a story (e.g., descriptions of an action or an actor, quotes of sources, and background information) into a coherent whole," (Pan & Kosicki, 1993, p. 59). The frame is the structure around which the meaning of a news story is derived. Frames have four structures: syntactical, script, thematic, and rhetorical. Syntactical structure includes class elements of journalistic story structure, including headlines, leads, inverted pyramid structure, patterns of source attribution as well as "professional conventions" such as objectivity and other ways of establishing credibility and

accuracy (Pan & Kosicki, 1993, p. 60). Script structure refers to how news stories are literally written as stories — collections of events in chronological or other logical orders that represent a version of reality. Thematic structure orients events or ideas around one specific topic. Rhetorical structures are the choices journalists make stylistically to communicate a certain effect.

Each reporter brings a different frame to each story. "Choosing the frame for any story is the most powerful decision a journalist will make. Identifying and developing alternative frames is, I think, a high journalistic practice," (Smith, 1997). Just like an individual holds certain frames based on her experiences and worldview, a newsroom can hold certain frames as well that are specific to its inhabitants. The frames manifest themselves in the content that the staff produces as a group. The more information that fits a journalist's schema, or preconceived worldview, the more likely it is that the journalist will report on that information (Scheufele, 2006, p. 68), a tendency known as "schema-fitting." Therefore, frames held by a newsroom influence reporting by that newsroom (Scheufele, 2006, p. 79).

For journalists, frames are part of daily decision-making and can influence how an audience thinks about the issue at hand. In their seminal study on agenda-setting and media effects, McCombs and Shaw (1972) concluded, "The media appear to have exerted a considerable impact on voters' judgments of what they considered the major issues of the campaign," (McCombs & Shaw, 1972, p. 180). When the media talks, the audience listens, to an extent. There was a strong correlation, between what issues the media emphasized and what voters determined to be the most important.

This study lays the groundwork for future studies of agenda-setting and, consequently, framing. But framing, unlike agenda-setting, "is based on the assumption that how an issue is characterized in news reports can have an influence on how it is understood by audiences," (Scheufele & Tewksbury, 2007, p. 11). Frames help journalists turn complicated issues into ones that can be more easily understood by readers through the use of "existing cognitive schemas" — frameworks of the how the world works that already exist in our culture or society. Similarly, Entman discusses how frames influence an audience:

Framing consistently offers a way to describe the power of a communicating text. Analysis of frames illuminates the precise way in which influence over a human consciousness is exerted by the transfer (or communication) of information from one location — such as a speech, utterance, news report, or novel — to that consciousness (Entman, 1993, pp. 51-52).

The effect of framing is deeper than that of agenda-setting or priming; it is more nuanced than simply including or not including a topic. "The primary difference on the psychological level between agenda setting and priming, on the one hand, and framing, on the other hand, is therefore the difference between *whether* we think about an issue and *how* we think about it," (Scheufele & Tewksbury, 2007, p. 14).

### **Framing of Education**

Framing within stories about education tends to rely on institutional voices and can ignore important context, sometimes missing the nuances of issues as well.



Tamir and Davidson (2011) found that the media framed education stories in ways that were advantageous to elite, non-governmental sources and left the government out of a given controversy. They also noted that reporters wrote about specific events and people but declined to address the structure of surrounding issues and context of the tension, and framing was episodic, or event oriented, rather than thematic, or in a broader context (Tamir & Davidson, 2011, p. 234; Iyengar, 1991, p. 14). Along a similarly institutional vein, Goldstein (2011) likened media portrayal of NCLB critics to portrayal of those who blocked schoolhouse doors in Little Rock, Ark., during the Civil Rights Movement; those who oppose the legislation are obstructors of justice for schools and students. The media played into that role by, again, failing to report on the broader political issues surrounding the events they did report on. The episodic frame "reduces the debate into a shallow and forceful exchange of messages between two prominent individuals while neglecting the larger context of the debate" (Tamir & Davidson, 2011, p. 249). Through an analysis of coverage of a Queensland school district, the government and education policy, Thomas's (2004) research revealed that media, government and policymakers all framed the school's new policy as negative and needing public concern, reform, regulations and more accountability measures. Framing was seen through headlines, reports, columns and editorials. Research shows frames that cause misleading reporting, fear, and overt criticism of teachers lend a negative tone to how education is generally approached by journalists.

If the frames around education practices were not institutional and negative, they were emotional and negative; even if the articles did not involve an institutional

angle, they could affect public perception through emotional appeals.

Sensationalism, competing interests of corporations and existing biases gave the media power to shape the public's thinking on education (Anderson, 2007, p. 104). Anderson showed how the media inflate the seriousness or blatantly misreport the findings of reports and create spectacles of them, attracting more attention to the events than they would have otherwise received had the media not become involved. Media created spectacles of education by including reporting on interpretations of the system being at risk, then using language to cast participants as heroes or villains, promoting think-tank research without further critical analysis, and reducing the public's role in politics to that of observers rather than direct players (Anderson, 2007, pp. 108-109). Other examples included reports that exaggerate standardized test success, dramatize homeland security situations, or overstate the incidence of violent crime in schools.

Another aspect of sensationalism is the "culture of fear" created around education since the publication of "A Nation At Risk." In newspapers published since 1980, the number of stories about risk to educational success and fear of being left behind globally have increased, as did the negative tone of those stories (Ginsberg, & Lyche, 2008, p. 13). The researchers identified NCLB as an act that tried to motivate reform through fear, especially as it pertained to accountability systems. "The whole concept of oversight and review in NCLB, which is now enforced in all 50 states, is the use of fear of failure as a prime motivator for school change, reform, and privatization," (Ginsberg, & Lyche, 2008, p. 15). However, the results were not as

clear-cut. The majority of stories in newspapers were considered neutral, in that they simply described a program (Ginsberg, & Lyche, 2008, p. 21).

Anderson explained how NCLB's emphasis on standards and consequences and the way schools must report their failings fits the strict-father frame — a frame Lakhoff (2004) uses to describe the political right and its morality based on discipline, punishment and expectations. "The world is a dangerous place, and it always will be," so a strict father is needed to offer protection, support and education (Lakoff, 2004, p. 7). As far as education, the frame aligned closely with some interpretations of language and portrayals of NCLB.

Teachers should be strict, not nurturant, in the example they set for students and in the content they teach. Education should therefore promote discipline, and undisciplined students should face punishment...There are right and wrong answers, and they should be tested for (Lakoff, 2004, pp. 83-84).

### **Frames and Tones to Be Explored**

This research will focus on determining how media frame accountability systems formed as a result of No Child Left Behind and, specifically, whether media employ a civic or personal frame. Tone will also be evaluated and paired with a story's frame. Eisenmann et al. (2012) said tone "measures how a target audience is likely to feel about the individual, company, product or topic after reading/viewing/listening to the item" and are usually either positive, negative, or neutral/balanced (p. 4). Stories will either be coded as having a positive tone, or one supportive of NCLB and accountability systems; a negative tone, or one critical of NCLB and

accountability systems; or a balanced tone, or one that expresses no sentiment or editorial commentary (Eisenmann et al., 2012, pp. 8-9). Details of how to identify such tones will follow in the Methodology section. Smith identified two distinct frames — a civic frame and a personal frame — in his speech at a Pew Center/ RTNDF workshop in 1997. Civic framing is process-oriented and deals with aspects of public life such as politics, government and elections. Stories with a civic frame take on community problems and often include an institutional angle. Personal framing is more individual and has to do with the feelings, attitudes and voices of people. Stories with personal frames explore classrooms and education on a student, teacher and parent level.

Stories with civic frames that rely on institutional voices and the presence of district and state officials are more likely have a positive tone. For funding and state support, district administrators have incentive to support NCLB and accountability measures. Stories with a personal frame are more likely to have a negative tone, because they pertain more to student and teacher issues directly and aspects of accountability systems can be more detrimental to them — concerning things such as tests scores and performance pay. Based on the above frames and explanations, the following hypotheses were developed. They will assess the relationship between frame and tone.

**H1: More stories will have civic frames than personal frames.**

**H2: Civic stories will have a more positive tone, and personal stories will have a more negative tone.**

As this review of the research shows, there has been little done on the framing of education stories as they relate to accountability systems within the No

Child Left Behind Act. Framing has been linked to images associated with NCLB coverage and news coverage of teachers specifically, but there has not been a commonly cited study that addresses framing of accountability systems. This researcher's expectations as described in the hypotheses are fairly straightforward: There will be a significant relationship between frame and tone. The relationship between an article's frame and tone could show researchers and journalists how big policy changes can affect how news is written and perhaps better prepare journalists to cover education in a meaningful, deliberate way.

## **CHAPTER 3**

### **METHODOLOGY**

To better understand journalistic decision-making about education news stories, this research used a content analysis to code for and identify the frames and tones used in these stories and analyzed them with a chi-square test of independence, or crosstabulation analysis, and a 2 X 3 ANOVA. Framing is concerned with how news is presented to eventually impart meaning to an audience. In this research, tone took into account how a reader interpreted sourcing and other story elements (headlines, lead paragraph, end paragraph, etc.) in stories about the No Child Left Behind Act and accountability systems.

There is little research that explores the application of quantitative methodology to the study of framing theory. According to a book chapter by James Tankard Jr. (2001), "The Empirical Approach to the Study of Media Framing," using a quantitative content analysis to measure framing is difficult, but not without advantage. Quantitative methods remove subjectivity from an analysis and can lead to more reliability in results and a potential correlation among variables where there previously was none. In using a quantitative method for a framing analysis, this researcher hoped to be able to shed light on the balance of framing among stories. Also, she hoped to show a significant relationship between civic frames and tones supportive of NCLB and between personal frames and tones critical of NCLB.

#### **Defining the Sample**

This quantitative framing content analysis looked at articles related to accountability systems and No Child Left Behind in newspapers across the Midwest. Wimmer and Dominick (2011) characterize a content analysis as "an efficient way to investigate the content of the media, such as the number and types of commercials or advertisements in broadcasting or the print media," (p. 156). This researcher used the content analysis methods to learn how frames are used in coverage of the No Child Left Behind Act.

This research analyzed coverage starting when the No Child Left Behind Act was passed and continuing through its first stages of implementation. The articles were chosen from 2001 through 2004 and were gathered from three Midwestern newspaper website archives. The Midwest was chosen because it is large region whose states have large public school systems, but it is a small enough geographic area that the data analysis could be manageable.

States in the Midwest were identified according to the U.S. Census Bureau: Illinois, Michigan, Ohio, Indiana, Kansas, Minnesota, Nebraska, Wisconsin, Missouri, Iowa, North Dakota, and South Dakota. This study included newspapers from Illinois, Wisconsin and Minnesota. The largest newspapers in each state were chosen for analysis. Those newspapers were The Chicago Tribune, The Milwaukee Journal Sentinel, and the Minneapolis Star Tribune. Even though there are 11 Midwestern states, six were not included because of access restrictions to the archives of their largest newspapers. From the five remaining newspapers, the three with the largest public school districts were chosen. According to the most recent school statistics available, Chicago Public Schools has 404,151 students, Milwaukee

Public Schools has 78,502 students, and Minneapolis Public Schools has about 34,400 students.

To find news articles for the framing analysis, the researcher ran archive searches in the ProQuest news database accessed through the Missouri School of Journalism Frank Lee Martin Memorial Journalism Library website. The searches included the following search terms: "no child left behind," "accountability system," "curriculum standards," "standardized test," "school district report card," "teacher quality," "high-quality teacher," "adequate yearly progress," "AYP," "proficiency targets," "proficiency goals," "reading first," "scientifically based research," "school choice," "failing school," "school in need of improvement," and the names and abbreviations of each state's accountability tests. Search terms were based on general subject matter referenced in the literature review, as well as terms identified by the U.S. Department of Education as those pertaining to No Child Left Behind and accountability systems. A complete list of terms can be found in Appendix C.

To choose articles for the 289-article sample, the following process was used. A search including the aforementioned search terms was run for each of the three newspapers on the ProQuest news database and the results were ordered with the oldest article at the beginning and the newest at the end. Based on the number of articles that resulted, Random.org, a random number generator, generated a set of 100 numbers. For example, if there were 385 articles for Newspaper A, the number generator randomly chose 100 numbers between one and 385, including endpoints. Then, this researcher chose each article that corresponded to a number in the set. For example, if the set included the number 58, the fifty-eighth article in the search



results was chosen. This continued until all the numbers in the set were matched to an article. If a number in the set corresponded to an article that did not fit the intended subject — opinion columns, letters to the editor, and multimedia items such as photos or graphics — that article was not included in the sample. Briefs (articles with 250 words or fewer) and opinion articles or editorials were not included in the sample.

Education news articles used in this research were items that included information about No Child Left Behind or elements of accountability systems as their primary focus, not simply as a reference or element in a list of examples pertaining to a politician, for example. Using the above procedure, 300 articles were selected, but 289 articles were determined to be appropriate for the sample — 99 from the Chicago Tribune, 98 from the Milwaukee Journal Sentinel, and 92 from the Minneapolis Star Tribune.

The choice of time period was purposeful and meant to give a complete look at a school year, including months following annual spring standardized testing and months before school begins, when preparation takes place. The No Child Left Behind Act was proposed in January 2001, signed into law in 2002, and implemented in schools during the 2002-03 school year. The time leading up to the act's implementation is important to include if we are to understand how the press originally covered and framed the act and its surrounding issues. It is also important to have the ability to see the act through its first years of implementation and first few rounds of standardized testing and progress reports.

Although the unit of analysis is the smallest element of a content analysis, according to Wimmer and Dominick (2011), it is quite important. "In written content, the unit of analysis might be a single word or symbol, a theme ... or an entire article or story," Wimmer and Dominick (2011) write. They later include that "specific rules and definitions are required for determining these units to ensure closer agreement among coders and fewer judgment calls." The unit of analysis was an individual story. For the purposes of this research, each story was coded with one frame. In the situation that a story was more complex and included sections that made choosing one frame difficult, the coder relied on the display type (headline, secondary headlines or pull quotes) to make the final decisions; that is, the frame echoed by the subject of the display type was chosen. Words or phrases within display type and source type were considered as the specific items to help coders determine which frame fit an article best. Categories of keywords used in determining the frame from the display type can be found in Appendix C. The keywords were based on U.S. Department of Education materials and this researcher's experience reporting, writing, editing, and reading education stories.

### **Frame Categories**

When frame categories are developed before coding of articles takes place, it is called "a priori coding," which is based on a "theoretical or conceptual rationale," (Wimmer & Dominick, 2011, p. 166). This researcher used a priori coding and defined frames before data were collected. One frame and one tone was

identified for each article. To determine what kind of frame a story exhibits, McQuail (2010) says:

It is clear that a very large number of textual devices can be used to perform these activities. They include using certain words or phrases, making certain contextual references, choosing certain pictures or film, giving examples as typical, referring to certain sources and so on. (p. 380).

Choosing a frame was based on the entirety of the article. For a frame to be present, a coder considered the above definition and the quoted sources or attributed information. Sources were people, documents or other materials. Source repetition was counted — for example, if Principal Jones had three different quotes, that counted as three, not one. If a reference to Document A was made six times, that counted as six, not one. By controlling for repetitive sources, this researcher could attempt to control for the prominence, or higher usage, of a source. If each source is counted only once, they all have equal weight. By including every instance of a source attributing information, sources used more often have more influence on frame. This aligns with the journalistic reason for using a source more often — the more they are quoted or information is attributed to them, the more important they are to the story, thus the more important they should be in determining the frame. A quotation could be constructed five different ways: quotation, attribution; quotation, attribution, quotation; attribution, quotation; partial quotation; or paraphrase. For example:

- “This is an example of a quote,” Susan said
- “This is an example of a quote,” Susan said. “It is a good one.”

- Susan said, “This is an example of a quote.”
- Susan said this is an “example of a quote.”
- Susan said this is one way to write a quote.

In the case where a quotation is made and then followed by another quotation by the same speaker, denoted by an absent quotation mark, that will count as two quotations. For example:

- “This is an example of a quote,” Shaina said. “It is a good one.  
“But it is just one of many.”

When referencing documents, paraphrasing was most common, such as reporting scores on a test or statistics from a report. There could be only one “attribution” per sentence for documents, regardless of how many bits of information were used. For example, in the sentence “The eighth-graders scored 67 percent, which is about 13 percent higher than their scores in seventh grade, the report shows,” it is one reference to the report, even though a couple different facts are included.

Although in the course of data collection this researcher tallied how many stories used each frame and each tone, the basis of the study is more concerned with the relationship between frame and tone. Simply counting, according to McQuail (2010), might not be meaningful. “(T)here is even an antipathy to counting as a way of arriving at significance since meaning derives from textual relationships, oppositions and context rather than from number and balance of references,” (363). This researcher decided she could impart more meaning with her research by examining the relationship between the frames and tones, instead of just counting and reporting data.

**Civic frames** were assigned to stories that were process-oriented and dealt with aspects of the education sphere such as politics, government or administration, policy, data, and legislation. They included official and administrative sources more often than sources who were students, teachers, parents or non-officials. Stories with a civic frame took on community problems and often included an institutional, or official, angle, with administrative or official sources and documents. To be considered a civic frame, there had to be more sources or attributions who were state, district, or school officials or other sources of an institutional nature, such as politicians, lobbyists, educational experts or those serving in official leadership capacities of businesses or organizations. Test scores, national report cards, peer-reviewed studies or reports were considered civic documents.

**Personal frames** were assigned to stories that were more individual and had to do with the feelings, attitudes and voices of people. They included parents, teachers, and students as sources more than sources who were officials or administrators. Stories with this frame could include those that took an in-depth look at classroom situations and explored the personal lives of students and teachers away from straight analyses of NCLB. Keywords for these stories were harder to identify, but sourcing in stories like these did not come from voices at the top of administrations or boards. They came from people or materials with a more personal stake in the issue at hand, such as parents, teachers, students and other non-administrative school faculty. To be considered a personal frame, there had to be more sources or attributions who were non-elected or appointed residents that

have a stake in local schools, such as teachers, instructional aides or support staff, parents, or students.

**Tone** was also coded for and assigned to each story. Stories had either a positive tone, one supportive of NCLB and accountability systems; a negative tone, one critical of NCLB and accountability systems; or a neutral/balanced tone, one that expressed no sentiment or editorial commentary or where positive and negative instances are thought to be equal (Eisenmann et al., 2012, pp. 8-9). Although Eisenmann et al.'s guidelines were developed for public relations, it was not a stretch to see how they could apply to news.

When trying to quantify tone in an article, Eisenmann et al. (2012) outlined two methods: latent analysis and manifest analysis. Latent analysis is where a coder takes the entire article into consideration and judges it as a whole item. Manifest analysis is where different elements of an item, such as sentences, words, paragraphs, are analyzed for sentiment and then an overall score is determined based on the number of each. This study was primarily manifest analysis. Coding for tone was determined when analyzing body text, headlines, lead paragraph, and ending paragraph. Headlines are one of the most common entry points into a story; therefore they are frequently read whereas the entirety of the story might not be (Holsanova, Rahm, & Holmqvist, 2006, p. 84). Headlines were the decision point for a coder if there was a lack of clarity in determining tone by body text alone.

Tone was rated as either positive, negative or neutral/balanced. For the purposes of this study, sentiment was not what is perceived by the audience in response to bad news — a story was not negative if it was reporting about low test

scores or mass teacher layoffs. The sentiment was determined by the relationship between sources and the accountability systems, as explained in the definitions of positive, negative, and neutral/balanced. Coders could use references to subjects and casting of blame to help make tone decisions, too. If, for example, the article cast blame on a teacher based on his or her job performance and his or her failure to meet NCLB requirements, the tone would be supportive of NCLB. Should similar instances occur throughout the majority of the article, the article's tone could be considered positive and supportive of NCLB. If an article blamed the rigidity of NCLB accountability measures for a lack of student achievement, the tone could be critical of NCLB. If the article seemed to just report facts or the news of the day without including fault or judgment one way or another, or if the positive instances equaled the negative instances, that article could be considered neutral/balanced.

### **Analysis and reliability**

A 2 x 2 crosstabulation analysis was employed to see the breakdown of frame and tone in the stories. A 2 x 3 ANOVA was run to see whether stories of a particular frame tended to show a particular tone. The ANOVA was based on a conceptual model, where T stood for tone, Frame referred to the frame of the story, and Paper referred to the newspaper in which the story was written. The model is as follows:

$$T_i = B_0 + B_1*Frame + B_2*Paper + B_3*Paper*Frame + E_i$$

Any variance in coding for tone could be considered part of the error term.

The statistical software SPSS was used for both tests. The goal was to find out how civic and personal frames interact with tone and what framing in education stories looked like. Separate analyses were done to examine how the specific newspaper factored in.

In an effort to get away from purely descriptive results, this research focused on the frame/tone relationships, although some descriptive data were also included. Because more than one variable was being tested at once (frame, newspaper, and tone), these analyses were considered most appropriate. To determine the success or failure of the hypotheses, this researcher expected to see a significant F value showing that frame has an effect on tone and a simple majority of civic stories over personal stories.

Two content analysts worked to collect data. Wimmer and Dominick (2011) say that between two and six coders are appropriate for a content analysis. Based on the availability of this researcher's time and the relative ease of finding coding volunteers, plus outside guidance from past researchers, it was decided two coders would be used. This researcher and one research assistant made up the team. The assistant was a graduate student at the Missouri School of Journalism who was trained in quantitative methods. There was a coding pretest of 10 percent of the sample articles (30 articles of a total of 289) to ascertain the strength of the code book before data were collected and coded individually. The sample for the pretest was also randomly taken from the entire sample using the same numbering method as the original sample, detailed above. When coding the pretest, both coders coded all the articles. This researcher coded the rest of the sample. To achieve adequate



intercoder reliability, the research assistant and this researcher took time to make sure framing categories and other materials and terms were understood. Intercoder reliability was calculated using Cohen's kappa. This option was appropriate for two independent coders coding the same data when the data were nominal and mutually exclusive.

## CHAPTER 4

### RESULTS

This researcher conducted a content analysis of 289 education news stories from the Chicago Tribune, Milwaukee Journal Sentinel and Minneapolis Star Tribune. The analysis looked at frame and tone and whether they are independent of each other and whether certain frames tend toward certain tones. The frames studied were civic and personal frames. Stories with a civic frame are institutionally sourced — more than half their sources are administrators, politicians, state officials or other leaders of organizations. Stories have a personal frame when more than half their sources are non-officials, such as parents, teachers, and students. The tones studied were positive, supportive of No Child Left Behind; neutral/balanced, containing just the facts of the day or a balanced report of the act; and negative, critical of No Child Left Behind.

Cohen's kappa was run to determine if there was agreement between two coders on the frames and tones exhibited by 30 sample articles. There was substantial agreement between the two coders' choices on tone and perfect agreement on frame, as defined by Landis (1997). Kappa = .700 for tone and 1.00 for frame. Look to Appendix D for how each article was coded for frame and tone. Coding for tone was the more difficult aspect of the study. There were six instances in which coders did not agree on tone in the 30 sample articles. In two of those instances, the disagreement had one coder choosing positive and one choosing negative. In the rest, the confusion was over whether a story was positive or

neutral/balanced, or negative or neutral/balanced. Disagreements were discussed, but data was not changed. This researcher's data was used for the analysis.

### **Frame and Tone Interaction Results**

The results of an analysis of frame and tone led this researcher to reject hypothesis two, which stated that in the sample, civic stories would be more positive, and personal stories would be more negative. Although the direction of the hypothesis was not supported by the data, a significant relationship was found. A 2 x 3 ANOVA was conducted that examined the effects of frame and newspaper on tone in education stories. There was a statistically significant effect of frame on tone,  $F(1, 283) = 9.348, p = .002$ . There was no significant effect of newspaper on tone, or of newspaper and frame on tone. ANOVA results can be seen in Table 1.

Table 1: ANOVA Test of Between-Subjects Effects

	<b>F</b>	<b>df</b>	<b>Sig.</b>
<b>Newspaper</b>	1.969	2	0.142
<b>Frame</b>	9.348	1	0.002
<b>Newspaper * Frame</b>	1.255	2	0.287
<b>Error</b>		283	

It was found that stories with a civic frame were more neutral (coded as 0), and stories with a personal frame were slightly more positive (coded as 1). Negative stories were coded as (-1). Descriptive statistics by frame and by newspaper can be seen in tables 2, 3, and 4.

Table 2: ANOVA Estimates of Frame on Tone

	Mean	Std. Error	95% Confidence Interval
<b>Civic</b>	0.020	0.050	(-0.079 , 0.118)
<b>Personal</b>	0.508	0.152	(0.209, 0.806)

Table 3: ANOVA Descriptive Statistics By Newspaper

	Civic			Personal			Total N
	Mean	Std. Deviation	N	Mean	Std. Deviation	N	
<b>Chicago Tribune</b>	0.09	0.858	87	0.33	0.958	12	99
<b>Milwaukee Journal Sentinel</b>	0.08	0.764	84	0.86	0.363	14	98
<b>Minneapolis Star Tribune</b>	-0.12	0.803	86	0.33	0.816	6	92

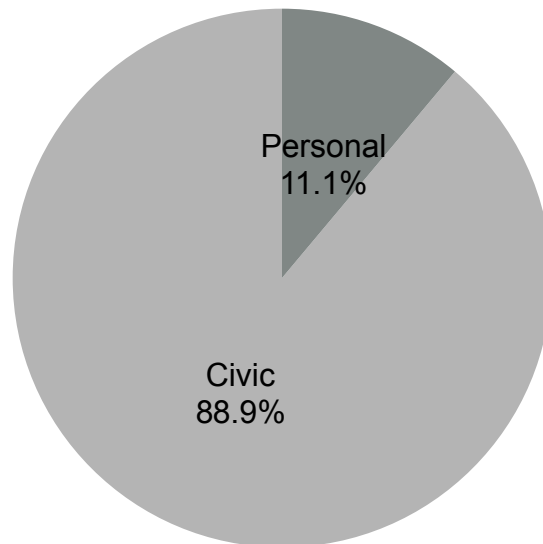
Table 4: Crosstabs Frame and Tone Breakdown

	Civic			Personal			N
	Count	Expected	Percent	Count	Expected	Percent	
<b>Positive</b>	87	97.8	30.1%	23	12.2	8%	110
<b>Neutral/Balanced</b>	88	81.8	30.4%	4	10.2	1.4%	92
<b>Negative</b>	82	77.4	28.4%	5	9.6	1.7%	87

## Framing results

The analysis showed civic frames far outnumbered personal frames, leading this researcher to accept hypothesis one, which stated that the sample would contain more stories with a civic frame than with a personal frame. A large majority of education news relies on institutional sources as the predominant voice. Of the 289 stories coded, 257 were categorized as having civic frames, which means the majority of the sourcing was from politicians, school administrators, state officials, or leaders of organizations. Thirty-two stories were categorized as having personal frames, which means the majority of the sourcing was from parents, teachers, or students. Figure 1 summarizes these findings with their respective percentages.

Figure 1



For each newspaper studied, civic frames outnumbered personal frames. A breakdown of those results can be seen in Table 5. Interestingly, each newspaper had a similar ratio of civic to personal stories. In 164 articles, there were no personal sources at all.

Table 5: Crosstabs Newspaper and Frame Counts

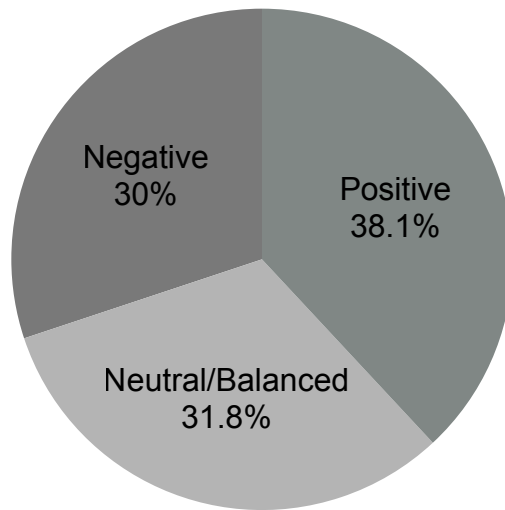
	Civic	Personal	Total
<b>Chicago Tribune</b>	87	12	99
<b>Milwaukee Journal Sentinel</b>	84	14	98
<b>Minneapolis Star Tribune</b>	86	6	92
<b>Total</b>	257	32	289

Civically framed stories had little distinction in subject matter. Stories about classroom lessons, politics, hiring, elections, test scores, federal policy, school vouchers, or charter schools, for example, all relied on school administrators, superintendents, government spokespeople, principals and politicians. Stories with personal frames tended to be longer feature pieces that included classroom observation or observation of students on trips. Personal sources were almost exclusively parents, teachers, and students. In only four cases did the number of civic sources equal the number of personal sources.

### **Tone Results**

A plurality of stories exhibited a positive tone — 110. Of the rest, 92 were neutral/balanced and 87 were negative. Figure 2 shows more details about the percentage breakdown.

Figure 2



Each tone made up roughly one-third of the stories analyzed. The newspapers retained similar numbers as the entire sample. You can see a complete listing of the numbers by newspaper here:

Table 6: Crosstabs Newspaper and Tone Counts

	Positive	Neutral/ Balanced	Negative	Total
<b>Chicago Tribune</b>	44	23	32	99
<b>Milwaukee Journal Sentinel</b>	40	37	21	98
<b>Minneapolis Star Tribune</b>	26	32	34	92
<b>Total</b>	110	92	87	289

## **CHAPTER 5**

### **DISCUSSION**

At first glance, the results of this content analysis seem mixed at best; one hypothesis supported, one rejected; one set of results significant, but in an unanticipated direction. But for journalists seeking to accurately and adequately cover education reform, they are encouraging and motivating. The goal of this content analysis was to discover the state of education reform coverage after the most recent set of sweeping legislation — No Child Left Behind — ahead of a newcomer on the reform scene, the Common Core State Standards.

In this researcher's experience as an education reporter, coverage of Common Core is already lacking nuance and understanding. Was a precedent set for this scenario with the coverage of No Child Left Behind? What mistakes were made, and what aspects of the coverage were positive? If journalists made mistakes in the past, how can they learn from them in the present? What can editors do differently when assigning stories to make sure bias does not creep in and stories retain appropriate frames? It is this researcher's hope that the results of this study begin to address and inform those questions. The opinions offered in this section will be given in the order of the findings in the results section.

#### **Frame and Tone Interaction Results**

The relationship that this study sought to discover was found to be significant. The frame of a news story has a significant effect on that story's tone.



How exactly they are tied together is less clear. From the numbers analyzed, it could be that the lack of stories with a personal frame contributed to the significance, as well as that there were fewer positive stories than in the expected counts. This relationship offers some important information for practicing education reporters: the sources in a story can dictate how that story is interpreted, and sourcing is a definite attribute in framing, according to Pan and Kosicki's (1993) syntactical structure of framing. When journalists make decisions about how to source their stories, they must realize those decisions have consequences on how a reader could judge the tone of that story, which in this case was whether aspects of an accountability system were supported or criticized. Sources are often seen as a sum of the information they can offer, but less often do reporters and editors realize that the sources, too, represent something larger than their comments.

This researcher's second hypothesis, about more specific results of frame and tone — mainly that civic stories will tend to be positive and personal stories will tend to be negative — was not supported. As this section will explore later on, it could be considered encouraging that civic stories tended to be neutral and personal stories tended to be only slightly positive. The largest disparity, it was found, was between civic and personal frames.

### **Framing Results**

It is a long held criticism of reporters that their sourcing relies far too heavily on institutional and civic sources — the politicians, the leaders and the administrators. This, too, can be found in education coverage, for obvious reasons:

Principals, superintendents, politicians, and other officials have an agenda and a message. They are public figures who can be easy to schedule time with, and part of their job is representing their work to the public. They have an incentive to speak to the press, whether it is to advance a mission, to present a new plan, or to disparage an opponent. Indeed, Tamir and Davidson (2011) found that when media wrote about institutional sources, they were “exempt from conflictual coverage,” which gave their agendas and policies more credibility than the personal sources portrayed as self-interested and constantly bickering (pp. 254-255). In effect, the governmental sources were spared from controversy. Such portrayals can be dangerous to a healthy democracy.

Far more difficult to find, less willing to speak publicly, and far less often featured in education stories, are the personal sources — the students, parents and teachers who have more to lose by speaking to the press and possibly more to deal with day to day that keeps them out of the spotlight. They are not public figures in the same way and do not always have publicly available contact information. Even teachers, who can be found on school websites and staff lists, are often so busy or scared of repercussions from their superiors that they will not lightly take to working with a reporter. So when this researcher found that almost 90 percent of sampled stories fit a civic frame, there was little surprise.

Subject matter and story type did not dictate the sourcing. Stories about school voucher systems, test scores, new administrators, transportation, the achievement gap, and school report cards, among others, all overused civic sources at the expense of personal ones. Feature stories, long-form articles, explanatory

pieces and straight news-of-the-day articles did as well. And no newspaper studied was an exception — the Chicago Tribune, Milwaukee Journal Sentinel, and the Minneapolis Star Tribune all had between 85 and 93 percent of their stories demonstrating a civic frame.

Why is this a problem? As stated earlier, public figures and other leaders might not tell the whole story when it comes to accountability systems. They have goals and visions that might be different from their employees and from community members. In many of the stories studied, principals and superintendents spoke on behalf of schools and districts, but their statements were not always supported with or corroborated by comments from the people whom the decisions were affecting: namely, students and parents. If education reporters maintain sourcing that places the onus of attention on institutional sources, they miss out on the rich information that truly lies at the heart of education reform. Students, teachers and parents are the ones on the “front lines,” so to speak, of the various battles being waged in academia, and they offer a perspective that might not necessarily be mirrored by an administrator.

How can it be fixed? On its face, it would seem there are two logical steps that could be taken: journalists can either use fewer civic sources or more personal ones. Of course, this researcher does not mean to imply there should be a “fair and balanced” doctrine used with every story. Equalizing the sourcing does not always lead to better coverage, and in instances of breaking news or internal district or state-level issues, more civic sources might be appropriate. But it seems highly unlikely they are appropriate almost 90 percent of the time. Many times, the civic

sourcing was not used just for information but also for balancing out political ideas or engaging in a “he-said, she-said” dialogue. When politics are the primary topic or directly related to the topic at hand, this could be necessary. But when politics are invoked to create conflict and opposition where they are not warranted, they should be left out.

Perhaps the question that should be considered is “What is the goal of the education coverage in question?” Depending upon the answer, decisions about sourcing can be made. If the answer is, “to show the community how reform decisions are affecting their children and their classrooms,” the sourcing decisions should differ from when the answer is, “to explain a complicated aspect of accountability systems and test score measurement,” for example. In the sample used for this analysis, that distinction did not seem to have been made.

To attract and engage more personal sources, undoubtedly the more difficult aspect of the equation, usually more time is needed. This perhaps wanders into territory better left to other discussions about quality journalism and our changing media landscape, but there is no question that a 24-hours news cycle has fundamentally changed how reporters report. If the sources with the most detailed experiences and anecdotes are the hardest to reach, it would logically follow that we need to dedicate more time to those stories in an effort to bring more balance of sourcing, and therefore wider range of perspective and experiences, to education reform coverage. Personal sources provide the “showing” whereas civic sources often provide only the “telling.” Both are needed for comprehensive, informative coverage. Reporters and editors should decide when stories are assigned what

sourcing should look like, ensure it is representative of the goal trying to be achieved by the coverage, and then plan the timing accordingly. Essentially, they should make framing decisions deliberately. Quality over quantity should reign. When journalists do not give personal sources a voice, whether because of deliberate choices or unintentionally poor time management, they effectively shut out a group that can hold those in power accountable.

### **Tone Results**

Tone has consistently provided the greatest challenges in this study. It is hard to quantify, hard to define, and occasionally, hard to identify. But the results thereof were perhaps most surprising. As shown by hypothesis two, this researcher went into this content analysis expecting to find that civic stories were more positive and personal stories more negative. To reiterate, positive stories were ones where the reader was left feeling supportive of the accountability system, neutral/balanced stories provided just the news of the day or a balanced view, and negative stories were ones where the reader was left feeling critical of the accountability system. On its face, hypothesis two made sense: officials would likely come out in favor of the accountability systems their success is riding on, and students and teachers who bear the brunt of the rules imposed by those systems might lash out. However, that's not what happened. It was almost the opposite: civic stories were more neutral, and personal stories were slightly more positive.

Coding the tone for these stories, less straightforward than when coding for frame, typically looked like this: First, sources were tallied and re-examined to

discern the prevailing messages they were trying to share. Next, display type was considered. What kinds of verbs were used? Did they seem more critical or supportive? The same consideration was given to the first and last paragraphs of the story. Then, the coder could reasonably come to a decision about the tone of the story. They marked a negative story as (-1), a neutral story as 0, and a positive story as 1.

Initially, the rejected hypothesis seemed disappointing, as rejected hypotheses often can. But upon further consideration, this researcher started to see them in a new light. Really, it is not a bad thing that the civic stories did not skew heavily in one direction. And the personal stories were only .08 closer to being positive than neutral. Yes, there was more support of the accountability system than neutrality or criticism on the whole, but that shows that even when sourcing can be drastically out of balance, tone can remain less so. Newspapers have always strived for objectivity, a faulty notion at best, but neutrality and balance are reachable and respectable. On a newspaper level, the Chicago Tribune was the most supportive, with 44 positive, the Milwaukee Journal Sentinel was the most neutral, with 37 neutral stories (echoing Ginsberg and Lyche's findings in 2008), and the Minneapolis Star Tribune was the most critical, with 34 negative stories. But overall, if each newspaper provided coverage that was relatively neutral to its readers, that should be considered a boon to the reporting and editing staffs at those papers.

If a subject needs to be criticized, a story should come off as critical, and if a subject needs bolstering, a story should convey that as well. Maintaining consistency and balance is more difficult. If 13 years ago newspapers could provide a range of

coverage on a far-reaching, considerably controversial issue, there is hope yet that they can do the same now.

## CHAPTER 6

### CONCLUSION

While the acceptance of the hypotheses in this content analysis was mixed, the lessons were quite clear: First, a story's tone and frame are related, and such a relationship should be considered when making sourcing decisions. Second, journalists rely too heavily on institutional sourcing, causing most stories to have a civic frame at the expense of coverage that actively and frequently includes opinions, anecdotes, and information from students, parents, and teachers. Third, journalists at the Chicago Tribune, Milwaukee Journal Sentinel, and Minneapolis Star Tribune did a much better job producing coverage with a near balance of tones, leading to more credible reporting overall on No Child Left Behind. Although the means for the frames of each paper differed slightly, the papers as a whole did not have a majority of coverage that skewed in one direction or another; their stories were most often neutral. When the subject is a highly controversial bundle of federally mandated accountability measures, and as hotly debated as No Child Left Behind was, those results are not discouraging. In fact, they inspire a spark of confidence in education reporters' abilities to show balance in tone.

To address the problems with framing and overuse of civic sources, a few solutions emerged. Journalists should use more care when considering their use of civic stories — are they absolutely necessary, or are they being used as filler? Do “both” sides of a political issue need to be represented, and are institutional sources the best way to present them? When do the statements of institutional sources need



the anecdotes and experiences of personal sources to back them up or contradict them? These are just a few questions that can be considered in that decision-making process. The second option would ostensibly be to use more personal sources. As they are usually more reluctant to talk to the press and can be more time-consuming to track down and interact with (observing classrooms, spending time with a family), it would follow that journalists need to be given more time to accomplish this. If editors want more personal sources in their reporters' stories, they need to be prepared to give them the time to find them and work with them. In a 24-hour news cycle, that notion is unpopular but has the potential to be wildly effective. Quality should be valued over quantity. Third, education reporters, in an effort to be more efficient and make better use of their time, can build a database of personal sources to rely on when deadlines are tight.

The findings regarding tone should be kept in mind as education reporters continue coverage on the new education reform du jour, the Common Core State Standards. While critically analyzing a measure or showcasing support for it can be appropriate in various situations, the decisions on how to cover a topic should be deliberate and the result of conversations between reporters and editors and reporters and their sources. That this study found relatively equal measures of positive (supportive), neutral/balanced, and negative (critical) stories shows newsrooms likely are not setting some kind of biased agenda with their coverage. The choices about tone are left to the journalists writing and editing, depending significantly on display type, sources and quotations or attributions chosen, and the lead and end paragraph of a piece.

A word of caution: Having a deep understanding of a topic, in this researcher's opinion, allows, and at times necessitates, a reporter to put facts and attributed material together to help readers make informed decisions. In some cases, that means being purposefully critical or purposefully supportive. But the first part of that should not be ignored. In order to draw conclusions, reporters have to know what they are talking about, which means nuanced, complex coverage must be the rule, not the exception.

### **Limitations of This Study and Options for Further Research**

Because of time constraints, this study looks at only 289 articles of three newspapers over a period of three years. Although the sample was picked randomly and could be generalizable to similar newspapers in the Midwest, a broader study of more newspapers from other regions of the country could shed further light on the trends discussed in this analysis. It would also be interesting to do an analysis of newspapers of different circulation sizes and ones that do not cover primarily metropolitan areas to see how those differences could affect framing and tone results. Another study could also use a longer time period. That might include more coverage from when No Child Left Behind declined in popularity and as states started requesting waivers to be excepted from certain accountability measures. This study is also limited by the intercoder reliability of tone, at .700, that resulted in part from disagreement over the tone of six stories and the fact that this researcher independently coded the remainder of the stories after the ten percent sample was taken. The disagreement stems partially from the fact that the coders might not have

had the same knowledge of the subject going in. This could make the results less externally valid.

Further research on this topic at a qualitative level would be complementary, especially research that made it a point to conduct in-depth interviews with reporters and editors about some of the findings in this study. The insight behind their decision-making regarding frame and tone could help bring more awareness to such decisions newsroom-wide, which could benefit all coverage. Are reporters aware that the grand majority of their sources are institutional? And if they are, do they care? Such research could also look further into how newsrooms could take steps to remedy this imbalance. On the audience side, future research could explore readers' perspectives and survey audiences of newspapers to determine how education stories are being perceived by a wider swath of the population. Do readers notice an imbalance of sourcing, and how does it affect their reading habits or behavior, if at all? Put together, those studies would show a more comprehensive view of framing theory within education news coverage.

As education journalists look toward the next wave of education reform, it is important that they consider how policy has changed and realize that the framing and sourcing decisions they make in their reporting are not inconsequential. With every story they write, they have the opportunity to help shape the world for their readers. The effects of education are far-reaching in our society, and for people to begin to comprehend the nuance and complexity of them, journalists must report in a way that shows understanding and balance. Reporting on education is an education, and it is this researcher's hope that we never stop trying to learn.

**APPENDIX A**

**CODE SHEET**

**General information**

- A. Article: \_\_\_\_\_
- B. Newspaper name and label: \_\_\_\_\_
- C. Article date: \_\_\_\_\_

**Frame Categories**

- D. Total number of sources quoted, referenced, or documented: \_\_\_\_\_
- E. Of the total sources quoted, referenced, or documented, how many were state/  
district/school officials/politicians or administrators? \_\_\_\_\_
- F. Of the total sources quoted, referenced, or documented, how many were  
parents/students/teachers? \_\_\_\_\_
- G. Frame presents as:      1-Civic      2-Personal

**Tone**

- H. Tone presents as:  
1-Positive      2-Neutral/Balanced      3-Negative

**APPENDIX B**  
**CODING INSTRUCTIONS**

Code all articles in your sample. Put results in the accompanying Google spreadsheet, where the lettered option below corresponds to the letter in the spreadsheet column headings.

- A. For each article, type in the initials of the newspaper (CT, MST, MJS) and the number of the article in the table of contents. For example, the first article in the Chicago Tribune batch should be CT1.
- B. Next, enter the appropriate newspaper label: A-Chicago Tribune, B-Minneapolis Star Tribune, C-Milwaukee Journal Sentinel.
- C. Enter the date the article was published, found at the bottom of each article. Please give date as MM/DD/YYYY.
- D. Source total: Use a figure. This should include any and all quotations, attributions or referenced materials, including documents. If a person is quoted twice, that counts as two, not one. If a document is excerpted from four times throughout the article, that counts as four, not one.

For example, if Principal Jones has three different quotes, that counts as three, not one. If a reference to Document A is made six times, that counts as six, not one. This helps control for an instance when a story has an equal number of civic or personal sources, but, say, a civic source is used three times as often as the personal source.

Please note: A quotation can be constructed five different ways: quotation, attribution; quotation, attribution, quotation; attribution, quotation; partial quotation; or paraphrase. For example:

“This is an example of a quote,” Susan said.

“This is an example of a quote,” Susan said. “It is a good one.”

Susan said, “This is an example of a quote.”

Susan said this is an “example of a quote.”

Susan said this is one way to write a quote.

In the case where a quotation is made and then followed by another quotation by

the same speaker, denoted by an absent quotation mark, that will count as two quotations. For example:

“This is an example of a quote,” Susan said. “It is a good one.

“But it is just one of many.”

When referencing documents, paraphrase is likely to be most common, such as reporting scores on a test or statistics from a report. There can be only one “attribution” per sentence for documents and human sources, regardless of how many bits of information are used. For example:

“The eighth-graders scored 67 percent, which is about 13 percent higher than their scores in seventh grade, the report shows.”

This is one reference to the report, even though a couple different facts are included.

Johnson said the schools were doing well, even though “they still have more work to do.”

This is one quote, even though “said” and a quotation are used.

General references to sources — educators say, critics said, supporters said, etc. — should not be counted because it cannot be determined whether these are personal or civic. However, officials and politicians can be considered civic. When tallying human sources, only “said” or forms thereof should be considered. Discount such things like “Students believe,” “The principal thought,” and “Parents decided.” For documents, “According to” and similar methods of attribution can be used.

- E. Civic sources: This figure should represent quotes or attributions that are made by officials or administrators relating to the school, district, state, or federal government or others serving in official leadership capacities, whether of a business, organization or institution. Documents or other materials can be included. Test scores, national report cards, peer-reviewed studies or reports are considered civic documents. Please use blue when highlighting civic sources in the PDFs.
- F. Personal sources: This figure should represent quotes or attributions that are not made by officials or administrators. These quotes are ones made by residents of the community of school faculty or staff. Documents or other materials can be included. Please use purple to highlight personal sources in the PDFs.
- G. Frame: Answers should be based on definitions explained in methods section:

*1-Civic:* will be assigned to stories that are process-oriented and deal with aspects of the education sphere such as politics, government or administration, policy, data, and legislation. Stories with a civic frame take on community problems and often include an institutional, or official, angle. To be considered a civic frame, there must be more sources or attributions who are state, district, or school officials or other sources of an institutional nature, such as politicians, lobbyists or educational experts.

*2-Personal:* will be assigned to stories that are more individual and have to do with the feelings, attitudes and voices of people. Stories with this frame might include ones that take in-depth looks at classroom situations and explore the personal lives of students and teachers away from straight analyses of NCLB. Keywords for these stories are harder to identify, but sourcing in stories like these will not come from voices at the top of administrations or boards — they will come from people with a more personal stake in the issue at hand, such as parents, teachers, students and other non-administrative school faculty. To be considered a personal frame, there must be more sources or attributions who are non-elected or appointed residents that have a stake in local schools, such as teachers, instructional aides or support staff, parents, or students.

In the case that a story is more complex and includes sections that could make choosing one frame difficult, the coder should rely on the display type (headline, secondary headlines or pull quotes) to make the final decisions; that is, the frame echoed by the display type should be chosen. Elements such as lead paragraph and ending paragraph can also be taken into account.

H. Tone: *1-Positive tone* leaves the reader more likely to support the accountability system;

*2-Neutral/balanced* tone is when the overall tone contains no sentiment and just reports factual information; or when the story does not concern accountability system issues.

*3-Negative tone* leaves the reader less likely to support the accountability system.

For the purposes of this study, sentiment is not what is perceived by the audience in response to bad news — a story is not negative if it is reporting about low test scores or mass teacher layoffs. The sentiment is determined by the relationship between sources and the accountability systems. Use references to subjects and casting of blame to help make tone decisions.

If, for example, the article casts blame on a teacher based on his or her job performance and his or her failure to meet not meeting NCLB requirements, the tone would be supportive of NCLB. Should similar instances occur throughout the majority of the article, the article's tone could be considered positive and supportive of NCLB. If an article is blaming the rigidity of NCLB accountability

measures for a lack of student achievement, the tone could be critical of NCLB.

If the article seems to just report facts or the news of the day without including fault or judgment one way or another, or if the positive instances equal the negative instances, that article could be considered neutral/balanced.

In the case that a story is more complex and includes sections that could make choosing one tone difficult, the coder should rely on the display type (headline, secondary headlines or pull quotes) to make the final decision. Elements such as lead paragraph and ending paragraph can also be taken into account.



**APPENDIX C**  
**SEARCH TERMS**

accountability

accountability system

school district report card

education policy

administrator

school board

Adequate Yearly Progress (AYP)

local education agencies (LEA)

Department of Elementary and Secondary Education (DESE)

state report card

Reading First

scientifically based research

core content area

graduation rate

standardized testing

academic achievement

teacher certification

teacher quality

high-quality teachers

merit pay

performance pay  
student achievement  
Title I  
parental involvement  
teach to the test  
No Child Left Behind  
NCLB  
curriculum standards  
standardized test  
proficiency targets  
proficiency goals  
school choice  
failing school  
schools in need of improvement  
teacher accountability  
teacher pay  
merit pay  
pay for performance  
instructional time  
education reform  
school reform  
education policy  
education reform policy

achievement gap

Adequate Yearly Progress

AYP

alternative certification

charter school

disaggregated data

distinguished schools

Early Reading First

Elementary and Secondary Education Act

ESEA

Local Education Agency

National Assessment of Educational Progress

NAEP

phonemic awareness

phonics

public school choice

State Education Agency

Title 1

Title I

Unsafe School Choice Option

WI augmented shelf TerraNova

TerraNova

Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)

Minnesota Comprehensive Assessments—Series II (MCA-II)

Alternate Assessment

Illinois Standards Achievement Test (ISAT)

Prairie State Achievement Examination (PSAE)

Illinois Alternate Assessment

State Test of Educational Progress (Dakota STEP)

Stanford Achievement Test

Statewide Team-led Alternate Assessment and Reporting System (STAARS)

## APPENDIX D

### SPREADSHEET OF CODING RESULTS

Article	Newspaper name	Newspaper label	Article date	Sources total	Civic sources	Personal sources	Frame (1-C, 2-P)	Tone (1-P, 2-NB, 3-N)
CT1	Chicago Tribune	A	5/29/01	14	11	3	1	0
CT2	Chicago Tribune	A	2/11/01	14	7	7	2	1
CT3	Chicago Tribune	A	9/5/01	17	13	4	1	1
CT4	Chicago Tribune	A	7/2/01	14	9	5	1	0
CT5	Chicago Tribune	A	6/27/01	5	5	0	1	0
CT6	Chicago Tribune	A	5/17/01	8	0	8	2	1
CT7	Chicago Tribune	A	5/9/01	15	13	2	1	0
CT8	Chicago Tribune	A	11/15/01	15	13	2	1	1
CT9	Chicago Tribune	A	12/30/01	9	9	0	1	0
CT10	Chicago Tribune	A	8/8/01	15	15	0	1	1
CT11	Chicago Tribune	A	3/6/01	10	10	0	1	-1
CT12	Chicago Tribune	A	11/17/01	18	11	7	1	1
CT13	Chicago Tribune	A	10/4/01	15	15	0	1	1
CT14	Chicago Tribune	A	5/27/01	24	24	0	1	1
CT15	Chicago Tribune	A	11/4/01	15	14	1	1	1
CT16	Chicago Tribune	A	5/20/01	15	13	12	1	1
CT17	Chicago Tribune	A	4/18/01	10	10	0	1	1
CT18	Chicago Tribune	A	1/22/01	13	11	2	1	0
CT19	Chicago Tribune	A	2/24/01	3	3	0	1	0
CT20	Chicago Tribune	A	11/15/01	12	11	1	1	1
CT21	Chicago Tribune	A	7/11/01	14	14	0	1	1
CT22	Chicago Tribune	A	12/3/01	8	7	1	1	1
CT23	Chicago Tribune	A	11/15/01	15	15	0	1	1
CT24	Chicago Tribune	A	6/15/01	13	13	0	1	0

CT25	Chicago Tribune	A						
CT26	Chicago Tribune	A	9/4/02	4	4	0	1	1
CT27	Chicago Tribune	A	3/1/02	8	8	0	1	0
CT28	Chicago Tribune	A	12/19/02	10	10	0	1	1
CT29	Chicago Tribune	A	5/10/02	8	8	0	1	1
CT30	Chicago Tribune	A	4/18/02	7	7	0	1	-1
CT31	Chicago Tribune	A	11/27/02	10	10	0	1	1
CT32	Chicago Tribune	A	1/9/02	7	7	0	1	1
CT33	Chicago Tribune	A	1/28/02	15	14	1	1	0
CT34	Chicago Tribune	A	10/20/02	20	10	10	2	-1
CT35	Chicago Tribune	A	8/28/02	14	14	0	1	0
CT36	Chicago Tribune	A	9/4/02	20	12	8	1	0
CT37	Chicago Tribune	A	1/10/02	12	12	0	1	-1
CT38	Chicago Tribune	A	9/3/02	13	12	1	1	0
CT39	Chicago Tribune	A	8/24/02	13	8	5	1	-1
CT40	Chicago Tribune	A	12/7/02	17	15	2	1	-1
CT41	Chicago Tribune	A	5/7/02	7	7	0	1	0
CT42	Chicago Tribune	A	7/23/02	11	5	6	2	1
CT43	Chicago Tribune	A	1/8/02	9	9	0	1	1
CT44	Chicago Tribune	A	11/13/02	22	16	6	1	1
CT45	Chicago Tribune	A	5/27/02	8	8	0	1	0
CT46	Chicago Tribune	A	5/6/02	20	16	4	1	-1
CT47	Chicago Tribune	A	8/23/02	8	8	0	1	1
CT48	Chicago Tribune	A	12/8/02	20	5	15	2	1
CT49	Chicago Tribune	A	11/21/03	8	4	4	2	-1
CT50	Chicago Tribune	A	8/10/03	12	11	1	1	-1
CT51	Chicago Tribune	A	4/12/03	6	6	0	1	1
CT52	Chicago Tribune	A	3/2/03	14	8	6	1	0
CT53	Chicago Tribune	A	4/18/03	7	4	3	1	1

CT54	Chicago Tribune	A	12/18/03	14	14	0	1	0
CT55	Chicago Tribune	A	6/22/03	22	6	16	2	1
CT56	Chicago Tribune	A	9/6/03	9	8	1	1	-1
CT57	Chicago Tribune	A	10/31/03	7	7	0	1	-1
CT58	Chicago Tribune	A	5/7/03	9	7	2	1	0
CT59	Chicago Tribune	A	9/19/03	11	11	0	1	1
CT60	Chicago Tribune	A	6/2/03	8	8	0	1	1
CT61	Chicago Tribune	A	12/18/03	16	16	0	1	1
CT62	Chicago Tribune	A	7/23/03	8	8	0	1	1
CT63	Chicago Tribune	A	11/14/03	35	35	0	1	1
CT64	Chicago Tribune	A	11/5/03	17	17	0	1	1
CT65	Chicago Tribune	A	5/14/03	4	4	0	1	-1
CT66	Chicago Tribune	A	7/24/03	18	13	5	1	1
CT67	Chicago Tribune	A	12/21/03	21	17	4	1	-1
CT68	Chicago Tribune	A	8/19/04	11	11	0	1	-1
CT69	Chicago Tribune	A	7/18/04	48	5	43	2	1
CT70	Chicago Tribune	A	3/2/04	14	14	0	1	-1
CT71	Chicago Tribune	A	12/26/04	11	2	9	2	1
CT72	Chicago Tribune	A	5/4/04	17	9	8	1	0
CT73	Chicago Tribune	A	9/4/04	9	5	4	1	-1
CT74	Chicago Tribune	A	8/26/04	7	2	5	2	-1
CT75	Chicago Tribune	A	9/24/04	9	9	0	1	1
CT76	Chicago Tribune	A	4/23/04	21	18	3	1	-1
CT77	Chicago Tribune	A	2/27/04	11	4	7	2	1
CT78	Chicago Tribune	A	12/3/04	21	21	0	1	1
CT79	Chicago Tribune	A	5/29/04	11	11	0	1	-1
CT80	Chicago Tribune	A	8/24/04	22	14	8	1	-1
CT81	Chicago Tribune	A	8/28/04	3	3	0	1	0
CT82	Chicago Tribune	A	4/17/04	16	14	2	1	0

CT83	Chicago Tribune	A	11/18/04	5	5	0	1	1
CT84	Chicago Tribune	A	12/15/04	19	14	5	1	-1
CT85	Chicago Tribune	A	6/15/04	18	15	3	1	-1
CT86	Chicago Tribune	A	7/2/04	18	18	0	1	0
CT87	Chicago Tribune	A	9/24/04	15	15	0	1	1
CT88	Chicago Tribune	A	3/21/04	17	15	2	1	-1
CT89	Chicago Tribune	A	9/30/04	18	14	4	1	-1
CT90	Chicago Tribune	A	12/18/04	21	10	11	2	-1
CT91	Chicago Tribune	A	3/1/04	20	20	0	1	-1
CT92	Chicago Tribune	A	11/20/04	16	13	3	1	1
CT93	Chicago Tribune	A	4/7/04	28	25	3	1	-1
CT94	Chicago Tribune	A	3/24/04	9	9	0	1	0
CT95	Chicago Tribune	A	8/1/04	17	17	0	1	-1
CT96	Chicago Tribune	A	8/17/04	12	10	2	1	-1
CT97	Chicago Tribune	A	11/12/04	20	18	2	1	-1
CT98	Chicago Tribune	A	12/15/04	18	18	0	1	-1
CT99	Chicago Tribune	A	2/20/04	19	19	0	1	1
CT100	Chicago Tribune	A	3/16/04	14	14	0	1	-1
MJS1	Milwaukee Journal Sentinel	C	2/21/01	1	1	0	1	0
MJS2	Milwaukee Journal Sentinel	C	1/10/01	7	7	0	1	0
MJS3	Milwaukee Journal Sentinel	C	6/27/01	9	9	0	1	0
MJS4	Milwaukee Journal Sentinel	C	6/19/01	17	13	4	1	-1
MJS5	Milwaukee Journal Sentinel	C	6/1/01	12	12	0	1	-1
MJS6	Milwaukee Journal Sentinel	C	2/16/01	15	15	0	1	0
MJS7	Milwaukee Journal Sentinel	C	6/17/01	28	27	1	1	0



MJS8	Milwaukee Journal Sentinel	C	6/6/01	12	12	0	1	1
MJS9	Milwaukee Journal Sentinel	C	2/21/01	4	4	0	1	0
MJS10	Milwaukee Journal Sentinel	C	11/4/01	14	14	0	1	0
MJS11	Milwaukee Journal Sentinel	C	8/17/01	19	19	0	1	-1
MJS12	Milwaukee Journal Sentinel	C	9/18/01	15	15	0	1	0
MJS13	Milwaukee Journal Sentinel	C						
MJS14	Milwaukee Journal Sentinel	C	1/11/01	8	7	1	1	1
MJS15	Milwaukee Journal Sentinel	C	5/13/01	15	15	0	1	0
MJS16	Milwaukee Journal Sentinel	C	3/27/01	16	14	2	1	0
MSJ17	Milwaukee Journal Sentinel	C	7/6/01	16	16	0	1	0
MJS18	Milwaukee Journal Sentinel	C	5/6/01	19	19	0	1	0
MJS19	Milwaukee Journal Sentinel	C	2/14/01	15	12	3	1	1
MJS20	Milwaukee Journal Sentinel	C	7/28/01	19	17	2	1	0
MJS21	Milwaukee Journal Sentinel	C	11/30/01	12	12	0	1	0
MJS22	Milwaukee Journal Sentinel	C	2/15/01	12	12	0	1	0
MJS23	Milwaukee Journal Sentinel	C	6/28/01	22	22	0	1	-1
MJS24	Milwaukee Journal Sentinel	C	11/21/01	14	14	0	1	1
MJS25	Milwaukee Journal Sentinel	C	10/7/01	14	0	14	2	1
MJS26	Milwaukee Journal Sentinel	C	5/8/01	22	22	0	1	-1

MJS27	Milwaukee Journal Sentinel	C	4/20/01	16	16	0	1	1
MJS28	Milwaukee Journal Sentinel	C	12/12/01	6	6	0	1	-1
MJS29	Milwaukee Journal Sentinel	C	4/24/01	23	11	12	2	0
MSJ30	Milwaukee Journal Sentinel	C	3/5/01	11	8	3	1	1
MJS31	Milwaukee Journal Sentinel	C	4/13/01	12	12	0	1	1
MJS32	Milwaukee Journal Sentinel	C	4/7/01	19	18	1	1	1
MJS33	Milwaukee Journal Sentinel	C	12/31/01	9	2	7	2	1
MJS34	Milwaukee Journal Sentinel	C	6/30/02	7	7	0	1	1
MJS35	Milwaukee Journal Sentinel	C	3/18/02	23	19	4	1	0
MJS36	Milwaukee Journal Sentinel	C	2/13/02	2	2	0	1	1
MJS37	Milwaukee Journal Sentinel	C	6/21/02	16	16	0	1	1
MJS38	Milwaukee Journal Sentinel	C	11/23/02	7	2	5	2	1
MJS39	Milwaukee Journal Sentinel	C	9/27/02	28	22	6	1	-1
MJS40	Milwaukee Journal Sentinel	C	11/20/02	17	14	3	1	0
MJS41	Milwaukee Journal Sentinel	C	4/19/02	10	7	3	1	-1
MJS42	Milwaukee Journal Sentinel	C	11/3/02	20	5	15	2	1
MJS43	Milwaukee Journal Sentinel	C	6/24/02	14	14	0	1	1
MJS44	Milwaukee Journal Sentinel	C	7/14/02	16	16	0	1	-1
MJS45	Milwaukee Journal Sentinel	C	1/30/02	7	7	0	1	1

MJS46	Milwaukee Journal Sentinel	C	3/10/02	6	0	6	2	1
MJS47	Milwaukee Journal Sentinel	C	3/26/02	16	14	2	1	0
MJS48	Milwaukee Journal Sentinel	C	9/29/02	11	11	0	1	0
MJS49	Milwaukee Journal Sentinel	C	12/20/03	14	14	0	1	-1
MJS50	Milwaukee Journal Sentinel	C	11/12/03	12	6	6	2	1
MJS51	Milwaukee Journal Sentinel	C	1/21/03	14	14	0	1	1
MJS52	Milwaukee Journal Sentinel	C	4/9/03	10	10	0	1	0
MJS53	Milwaukee Journal Sentinel	C	10/5/03	40	21	19	1	0
MJS54	Milwaukee Journal Sentinel	C	11/14/03	39	39	0	1	-1
MJS55	Milwaukee Journal Sentinel	C	3/8/03	13	12	1	1	-1
MJS56	Milwaukee Journal Sentinel	C	4/10/03	17	12	5	1	-1
MJS57	Milwaukee Journal Sentinel	C	5/31/03	21	15	6	1	-1
MJS58	Milwaukee Journal Sentinel	C	10/12/03	6	0	6	2	0
MJS59	Milwaukee Journal Sentinel	C	1/28/03	8	8	0	1	1
MJS60	Milwaukee Journal Sentinel	C	10/3/03	13	13	0	1	0
MJS61	Milwaukee Journal Sentinel	C	8/14/03	10	7	3	1	1
MJS62	Milwaukee Journal Sentinel	C	1/5/03	20	11	9	1	-1
MJS63	Milwaukee Journal Sentinel	C	5/22/03	11	11	0	1	1
MJS64	Milwaukee Journal Sentinel	C	10/16/03	8	8	0	1	0

MJS65	Milwaukee Journal Sentinel	C	2/25/03	20	20	0	1	1
MJS66	Milwaukee Journal Sentinel	C	1/29/03	13	13	0	1	0
MJS67	Milwaukee Journal Sentinel	C	11/26/03	8	2	6	2	1
MJS68	Milwaukee Journal Sentinel	C	9/14/03	9	5	4	1	0
MJS69	Milwaukee Journal Sentinel	C	6/1/03	22	7	15	2	1
MJS70	Milwaukee Journal Sentinel	C	7/13/03	9	9	0	1	1
MJS71	Milwaukee Journal Sentinel	C	9/18/04	21	21	0	1	-1
MJS72	Milwaukee Journal Sentinel	C	1/31/04	10	10	0	1	0
MJS73	Milwaukee Journal Sentinel	C	9/28/04	8	8	0	1	0
MJS74	Milwaukee Journal Sentinel	C						
MJS75	Milwaukee Journal Sentinel	C	1/7/04	16	16	0	1	0
MJS76	Milwaukee Journal Sentinel	C	5/23/04	42	28	14	1	0
MJS77	Milwaukee Journal Sentinel	C	4/15/04	13	13	0	1	1
MJS78	Milwaukee Journal Sentinel	C	2/8/04	19	9	10	2	1
MJS79	Milwaukee Journal Sentinel	C	5/16/04	36	27	9	1	0
MJS80	Milwaukee Journal Sentinel	C	9/30/04	15	15	0	1	1
MJS81	Milwaukee Journal Sentinel	C	5/25/04	11	11	0	1	1
MJS82	Milwaukee Journal Sentinel	C	4/14/04	6	5	1	1	-1
MJS83	Milwaukee Journal Sentinel	C	6/2/04	8	8	0	1	0

MJS84	Milwaukee Journal Sentinel	C	3/2/04	10	6	4	1	-1
MJS85	Milwaukee Journal Sentinel	C	1/31/04	14	13	1	1	-1
MJS86	Milwaukee Journal Sentinel	C	10/18/04	17	5	12	2	1
MJS87	Milwaukee Journal Sentinel	C	4/13/04	17	4	13	2	1
MJS88	Milwaukee Journal Sentinel	C	2/6/04	10	6	4	1	-1
MJS89	Milwaukee Journal Sentinel	C	5/17/04	21	14	7	1	0
MJS90	Milwaukee Journal Sentinel	C	4/2/04	9	8	1	1	0
MJS91	Milwaukee Journal Sentinel	C	1/22/04	6	6	0	1	-1
MJS92	Milwaukee Journal Sentinel	C	1/7/04	9	7	2	1	1
MJS93	Milwaukee Journal Sentinel	C	1/15/04	9	9	0	1	1
MJS94	Milwaukee Journal Sentinel	C	2/26/04	9	7	2	1	0
MJS95	Milwaukee Journal Sentinel	C	2/20/04	11	11	0	1	0
MJS96	Milwaukee Journal Sentinel	C	9/2/04	8	2	6	2	1
MJS97	Milwaukee Journal Sentinel	C	3/4/04	12	8	4	1	1
MJS98	Milwaukee Journal Sentinel	C	4/16/04	8	8	0	1	1
MJS99	Milwaukee Journal Sentinel	C	8/11/04	13	13	0	1	1
MJS100	Milwaukee Journal Sentinel	C	7/13/04	23	20	3	1	1
MST1	Minneapolis Star Tribune	B	7/1/01	17	13	4	1	0
MST2	Minneapolis Star Tribune	B	6/12/01	1	1	0	1	1

MST3	Minneapolis Star Tribune	B	2/1/2001	45	42	3	1	-1
MST4	Minneapolis Star Tribune	B	1/9/01	30	30	0	1	-1
MST5	Minneapolis Star Tribune	B	7/29/01	8	8	0	1	1
MST6	Minneapolis Star Tribune	B	3/13/01	14	11	3	1	-1
MST7	Minneapolis Star Tribune	B	5/21/01	20	0	20	2	1
MST8	Minneapolis Star Tribune	B	2/5/01	24	24	0	1	-1
MST9	Minneapolis Star Tribune	B	2/20/01	31	24	7	1	-1
MST10	Minneapolis Star Tribune	B	12/12/01	17	17	0	1	-1
MST11	Minneapolis Star Tribune	B	6/8/01	12	12	0	1	-1
MST12	Minneapolis Star Tribune	B	2/2/01	14	14	0	1	-1
MST13	Minneapolis Star Tribune	B	4/26/01	23	23	0	1	0
MST14	Minneapolis Star Tribune	B	12/14/01	18	18	0	1	-1
MST15	Minneapolis Star Tribune	B	6/22/01	4	1	3	2	1
MST16	Minneapolis Star Tribune	B	1/11/01	8	5	3	1	1
MST17	Minneapolis Star Tribune	B	3/2/01	6	6	0	1	0
MST18	Minneapolis Star Tribune	B	3/7/01	3	3	0	1	1
MST19	Minneapolis Star Tribune	B	4/19/01	21	17	4	1	0
MST20	Minneapolis Star Tribune	B	12/7/01	6	4	2	1	1
MST21	Minneapolis Star Tribune	B	11/8/01	13	13	0	1	1

MST22	Minneapolis Star Tribune	B	12/10/01	24	24	0	1	0
MST23	Minneapolis Star Tribune	B	3/31/02	3	2	1	1	1
MST24	Minneapolis Star Tribune	B	11/21/02	5	5	0	1	0
MST25	Minneapolis Star Tribune	B	7/15/02	14	12	2	1	-1
MST26	Minneapolis Star Tribune	B	9/25/02	23	23	0	1	-1
MST27	Minneapolis Star Tribune	B	6/28/02	28	28	0	1	0
MST28	Minneapolis Star Tribune	B	3/22/02	12	5	7	2	1
MST29	Minneapolis Star Tribune	B	4/17/02	6	6	0	1	1
MST30	Minneapolis Star Tribune	B	9/16/02	16	10	6	1	0
MST31	Minneapolis Star Tribune	B	11/13/02	15	13	2	1	1
MST32	Minneapolis Star Tribune	B	6/18/02	8	8	0	1	1
MST33	Minneapolis Star Tribune	B	2/19/02	8	8	0	1	0
MST34	Minneapolis Star Tribune	B	1/29/02	12	6	6	2	-1
MST35	Minneapolis Star Tribune	B	2/20/02	17	17	0	1	1
MST36	Minneapolis Star Tribune	B	7/20/02	12	12	0	1	0
MST37	Minneapolis Star Tribune	B	6/4/03	6	6	0	1	0
MST38	Minneapolis Star Tribune	B						
MST39	Minneapolis Star Tribune	B	12/22/03	12	12	0	1	0
MST40	Minneapolis Star Tribune	B	1/9/03	7	7	0	1	-1

MST41	Minneapolis Star Tribune	B	4/13/03	17	17	0	1	0
MST42	Minneapolis Star Tribune	B	7/14/03	14	14	0	1	-1
MST43	Minneapolis Star Tribune	B	1/18/03	11	11	0	1	1
MST44	Minneapolis Star Tribune	B	4/15/03	10	10	0	1	1
MST45	Minneapolis Star Tribune	B	10/1/03	21	7	14	2	0
MST46	Minneapolis Star Tribune	B	5/19/03	16	16	0	1	-1
MST47	Minneapolis Star Tribune	B						
MST48	Minneapolis Star Tribune	B	1/14/03	17	6	11	2	0
MST49	Minneapolis Star Tribune	B						
MST50	Minneapolis Star Tribune	B						
MST51	Minneapolis Star Tribune	B	11/12/03	19	19	0	1	0
MST52	Minneapolis Star Tribune	B	1/26/03	21	14	7	1	-1
MST53	Minneapolis Star Tribune	B	6/20/03	25	25	0	1	1
MST54	Minneapolis Star Tribune	B	5/8/03	16	13	3	1	-1
MST55	Minneapolis Star Tribune	B	4/30/03	17	17	0	1	-1
MST56	Minneapolis Star Tribune	B	9/2/03	21	14	4	1	1
MST57	Minneapolis Star Tribune	B	7/11/03	20	20	0	1	1
MST58	Minneapolis Star Tribune	B	11/14/03	20	20	0	1	1
MST59	Minneapolis Star Tribune	B	5/23/03	19	19	0	1	1



MST60	Minneapolis Star Tribune	B	12/22/03	19	15	4	1	1
MST61	Minneapolis Star Tribune	B						
MST62	Minneapolis Star Tribune	B	1/31/03	9	9	0	1	0
MST63	Minneapolis Star Tribune	B						
MST64	Minneapolis Star Tribune	B						
MST65	Minneapolis Star Tribune	B	1/20/04	10	10	0	1	0
MST66	Minneapolis Star Tribune	B	10/27/04	14	14	0	1	1
MST67	Minneapolis Star Tribune	B	9/29/04	7	7	0	1	0
MST68	Minneapolis Star Tribune	B	5/4/04	6	5	1	1	0
MST69	Minneapolis Star Tribune	B	1/7/04	6	5	1	1	-1
MST70	Minneapolis Star Tribune	B	4/16/04	8	8	0	1	-1
MST71	Minneapolis Star Tribune	B	2/19/04	10	10	0	1	-1
MST72	Minneapolis Star Tribune	B	2/27/04	12	12	0	1	-1
MST73	Minneapolis Star Tribune	B	5/20/04	4	4	0	1	-1
MST74	Minneapolis Star Tribune	B	5/12/04	8	8	0	1	0
MST75	Minneapolis Star Tribune	B	7/19/04	14	14	0	1	0
MST76	Minneapolis Star Tribune	B	5/7/04	4	4	0	1	0
MST77	Minneapolis Star Tribune	B	5/6/04	5	5	0	1	0
MST78	Minneapolis Star Tribune	B	2/4/04	5	5	0	1	0

MST79	Minneapolis Star Tribune	B	3/10/04	18	18	0	1	-1
MST80	Minneapolis Star Tribune	B	9/14/04	13	13	0	1	1
MST81	Minneapolis Star Tribune	B	8/27/04	18	18	0	1	-1
MST82	Minneapolis Star Tribune	B	4/14/04	20	14	6	1	-1
MST83	Minneapolis Star Tribune	B	1/7/04	18	18	0	1	0
MST84	Minneapolis Star Tribune	B	2/4/04	12	12	0	1	0
MST85	Minneapolis Star Tribune	B	6/2/04	13	13	0	1	-1
MST86	Minneapolis Star Tribune	B	6/17/04	33	29	4	1	-1
MST87	Minneapolis Star Tribune	B	10/23/04	57	49	8	1	-1
MST88	Minneapolis Star Tribune	B						
MST89	Minneapolis Star Tribune	B	12/22/04	13	13	0	1	0
MST90	Minneapolis Star Tribune	B	4/2/04	15	12	3	1	1
MST91	Minneapolis Star Tribune	B	4/11/04	23	20	3	1	0
MST92	Minneapolis Star Tribune	B	5/19/04	8	8	0	1	1
MST93	Minneapolis Star Tribune	B	3/19/04	12	12	0	1	0
MST94	Minneapolis Star Tribune	B	5/23/04	52	39	13	1	0
MST95	Minneapolis Star Tribune	B	10/5/04	14	14	0	1	-1
MST96	Minneapolis Star Tribune	B	7/14/04	25	25	0	1	-1
MST97	Minneapolis Star Tribune	B	7/15/04	5	5	0	1	0

MST98	Minneapolis Star Tribune	B	1/12/04	19	19	0	1	-1
MST99	Minneapolis Star Tribune	B	3/14/04	18	18	0	1	-1
MST100	Minneapolis Star Tribune	B	3/9/04	34	34	0	1	-1

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