

2006 Public Opinion Survey on Education in Indiana

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Terry E. Spradlin
Jason S. Zapf
Rosanne W. Chien

January 3, 2007

Prepared by the
Center for Evaluation and Education Policy
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Acknowledgements

In preparation of the 2006 Public Opinion Survey on Education in Indiana, The Center for Evaluation & Education Policy (CEEP) invited key policymakers and representatives of many education stakeholder groups to provide input on the development of questions for this survey. CEEP appreciates the individuals who responded to this invitation by offering their suggestions on the development and refinement of the questions included in the 2006 Survey. In particular, we are grateful to the following individuals for their helpful suggestions: **Marcie Brown**, Executive Assistant for Education, Office of Governor Mitch Daniels; **David Holt**, Vice President, Workforce Development Policy & Federal Relations, Indiana Chamber of Commerce; **Dwayne James**, Policy Analyst, Indiana Department of Education; **Stan Jones**, Commissioner, Indiana Commission for Higher Education; **Derek Redelman**, Executive Director, Indiana Non-Public Education Association; and **Lowell Rose**, Executive Director Emeritus, Phi Delta Kappa International. Although some new questions were added to the survey this year, many of the questions in the 2006 report were maintained from the previous three public opinion surveys that were also based on input received from a number

of policymakers and education stakeholder groups. It is with gratitude that CEEP presents the 2006 Public Opinion Survey on Education in Indiana.



I Introduction

In November 2003, the Center for Evaluation & Education Policy (CEEP) at Indiana University conducted its first in a series of three annual Public Opinion Surveys on Education in Indiana. At the time, the annual survey was deemed necessary due to the lack of a comprehensive, nonpartisan survey of public opinion on education issues in Indiana. Often policymakers and education leaders relied on anecdotal information or informal, nonscientific constituent surveys to gauge public opinion on K-12 education issues. Thus, the 2003 Public Opinion Survey on Education in Indiana (also referred to as the Benchmark Survey) served as a standardized approach for reliable measurement of public opinion and provided policymakers and education leaders with valid and comprehensive information about the attitudes and perceptions of the citizens of Indiana on a number of significant K-12 education policy topics of the day.

The Benchmark Survey addressed a variety of K-12 issues such as public support for components of Indiana's P-16 Plan for Improving Student Achievement; awareness of the new *No Child Left Behind Act*; and the level of support for funding of schools during a time of state and local budget cuts, payment delays, and economic recovery from a

recession. Additionally, the format and structure of the 2003 Survey provided a research methodology that facilitated replication and allows for longitudinal comparison of results.

Three years later, K-12 education clearly remains a state policy priority in general; however, many of the key issues have changed along with the policy environment in which those issues are debated. One significant change was the election in 2004 of Mitch Daniels as Indiana's first Republican governor since Governor Robert Orr's term ended in 1988. Upon taking office, Governor Daniels stated his intent to bring new perspectives and priorities to state government, including K-12 education policies and programs. Another important change has been the status of the state's fiscal health. After a five-year struggle to balance the state budget, the legislature, aided by Governor Mitch Daniels, eliminated the budget deficit by the end of Fiscal Year 2006 and restored the regular payment schedule of tuition support to school corporations. With these budgetary challenges resolved, fiscal analysts and legislators project that an additional \$1.6 billion will be available to spend on state programs, other financial obligations, and new initiatives during the 2007-09 biennial budget period. Finally, the state has made progress with the implementation of both a state and

federal accountability system and has implemented a number of policies intended to improve Indiana's high schools and increase its graduation rate. To determine whether these conditions and circumstances have changed the attitudes and perceptions of Hoosiers since 2003, a fourth annual survey was merited and is as timely and significant as the preceding public opinion surveys.

In preparing this survey, as many questions as possible were maintained from the Benchmark through Year 3 Surveys to sustain the use of longitudinal data. However, some questions were modified and new questions added to ensure that the primary education policy issues confronting Indiana were addressed (e.g., school funding, prekindergarten programs and full-day kindergarten, ISTEP+, school choice, and teacher compensation). The 2006 Public Opinion Survey on Education in Indiana examined public perceptions on the following issues:

- A. Overall Evaluation of Schools
- B. School Funding
- C. Early Childhood Education Initiatives
- D. ISTEP+ and School Accountability
- E. School Choice and Charter Schools
- F. High Quality Teachers and Compensation
- G. *No Child Left Behind Act* and Indiana's PL 221
- H. Achievement Gap in Indiana

This report summarizes the findings of the Year 4 Survey. Results are reported in summary for Indiana overall (Section III) and comparison of results are discussed by demographic groups or by state region when differences of perception and attitude exist (Section IV). Finally, where comparisons are possible, Year 4 Survey results were compared with those from the Benchmark Survey, Year 2 Survey, and Year 3 Survey to identify trends in public attitudes and perceptions.

II Methodology

The Public Opinion Survey on Education in Indiana is a longitudinal effort to identify and monitor Indiana residents' attitudes toward, and perceptions of, public education issues. The study focuses on issues of major importance concerning public schools and K-12 education policy. The Benchmark through Year 4 Surveys were conducted during the month of November and via telephone interviews conducted with a random sample of Indiana households. The target sample size for the surveys was approximately 612 participants. The actual numbers of completed interviews for the surveys were 1,001 for the Benchmark Survey, 605 for Year 2, and 612 for Year 3 and Year 4. A larger number of Indiana residents were sampled in the first year of the Survey to establish benchmark data. The smaller samples collected in Year 2, Year 3, and Year 4 surveys are appropriate for statistical analysis and represent a sampling error of +/-4%.

Questionnaire

The Center for Evaluation & Education Policy developed a 33-item questionnaire for the Year 4 Survey. Questions were based on current and pressing issues in Indiana education. Before formulating the questions, CEEP project staff consulted various educa-

tion polls conducted in other states and the 38th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools. In addition, in order to ensure objectivity, project members sought feedback regarding the draft questions from a wide range of individuals with diverse political and professional backgrounds. New questions concerning opinions of early childhood education programs, public education funding, expenditures on buildings and equipment, ISTEP+, school choice, charter schools, teacher compensation, and school accountability were added for Year 4 along with selected wording changes to some questions from the Year 3 Survey. Finally, questions were reviewed for clarity, brevity, and potential bias by Stone Research Services, the market research company hired to conduct the interviews, which also provided suggestions for the questionnaire introduction, screening, qualifying questions, and demographic questions.

Sampling Methodology

Participant households were selected from a random digit dialing (RDD) sample prepared by Survey Sampling, Inc. The sample was drawn from all area codes and telephone exchanges serving Indiana. RDD sampling allows for the inclusion of both published and non-published telephone numbers. Non-published numbers include new assignments, those that have not yet been published in telephone directories, as well as numbers requested to be unlisted. Year 4 Survey sampling also included the use of a directory-listed sample targeted toward African American and Hispanic origin households to augment the RDD sample. The targeted sample was used to complete approximately one-half of the two minority quotas established for the Year 4 Survey.

Participants were screened to be 18 years of age or older and a resident of Indiana. One adult per household was eligible to participate. Minimum and maximum quotas for county of residence, age, and gender were used to ensure the mix of respondents was representative of Indiana's population. In order to ensure random selection within the household, interviewers asked to speak with the adult household member who had the most recent birthday. A different adult in the household became eligible if the designated

member represented a county, age, or gender quota already completed.

Screening interviews were completed with 793 households (see Table 1 for sampling statistics). A total of 42 households did not qualify (i.e., were not residents of Indiana or no adult aged 18 or over) resulting in 751 households qualified to complete a survey. Surveys were completed with 612 households. The remaining 139 qualified households were terminated due to quota controls for age, county, or gender. The ratio of initial refusals to households screened (1929/793) was 2.4:1, which is average for RDD samples.

Overall sampling error for the Year 4 Survey is approximately +/- 4% at the 95% confidence level. If the survey was replicated 100 times, the results of this survey would be expected to fall within plus or minus four percentage points of the average results in 95 out of 100 cases.

TABLE 1. Sample Statistics

Sample Records	Number	Percent
Unusable records (disconnect/wrong number/fax number)	1,406	20.0
Useable records	5,631	80.0
Total separate telephone numbers dialed	7,037	100.0
Households Screened		
Households qualified and interview completed	612	10.9
Households qualified but not interviewed (terminated prior to finish/age, county, or gender quota filled)	139	2.4
Total number of qualified households	751	13.3
Households not qualified (no adult aged 18/not resident of IN)	42	5.3
Total number of households screened	793	14.1
Households Not Screened		
Initial refusal	1,929	34.3
No contact made/No contact with eligible respondent (no answer/answering machine/busy/call back/more than four attempts)	2,834	50.3
Language barrier	75	1.3
Total number of households not screened	4,838	85.9
Total number of useable records	5,631	100.0

Demographic Information

Those surveyed in Year 4 were comprised of 45.9% male and 54.1% female, which is close to the gender distribution within Indiana for the 2000 U.S. Census. The majority of respondents (80.1%) lived in Indiana for 21 years or more; 10.0% lived in the state for 11-20 years; 5.0% lived in Indiana for 6-10 years; and 4.8% lived in the state for five years or less.

Approximately 52% of respondents had children under the age of 18, 26.4% had children in pre-school or kindergarten, 55.5% had children in grade school, and 34.0% had children in high school. The majority of respondents, 80.3%, indicated their primary race/ethnicity as white, 8.3% as African American, and 6.1% as Hispanic. Approximately 5% identified their race/ethnicity as American Indian, Asian, or Other. The remaining

0.6% either refused to indicate a primary race/ethnicity or did not know their primary race/ethnicity. The racial/ethnic composition of Year 4 survey respondents is comparable to the racial/ethnic distribution within Indiana according to the 2000 U.S. Census. Additional demographic information is available upon request.

State and regional results were weighted proportionately to the Indiana population for gender and race. Weighting adjusts for differences between sample proportions and population data and is accomplished by assigning gender and race weight factors to each response based on the individual respondent's demography. Men account for 49.1% of the Indiana population and 45.9% of the Year 4 sample. Year 4 Survey males were weighted by a factor of 1.0694 so that the combined responses for men would account for 49.1% of total survey responses. Therefore, the results presented in this report are representative of the Indiana population regarding gender, race/ethnicity, and geography.

Interviewing

In order to minimize bias, interviews were conducted by professional market research interviewers employed and managed by Stone Research Services. Interviewing was conducted from the Stone Research Services call center in Bloomington, Indiana. Com-

puter Assisted Telephone Interviewing (CATI) software was utilized to maintain consistency of field procedures, including questionnaire administration and sample management, throughout the project.

Stone Research Services coded verbatim responses for Question 4B and tabulated survey results. Results were tabulated in total for Indiana and were also disaggregated for northern, central, and southern Indiana regions. Overall, the methodology used by Stone Research Services provided a standardized approach for reliable measurement of public opinion on education issues in Indiana.

III Summary of Key Findings

Review of the Benchmark (2003) Survey Results

Results from the 2003 Benchmark Survey indicated that more than half of Hoosiers had positive attitudes about Indiana's public education system. Considerably more citizens expressed favorable views about the public schools within their own communities. However, Indiana residents indicated they were generally unfamiliar with the initiatives being implemented at the federal, state, and local levels to improve academic performance and increase school accountability. Residents stated a clear belief that the level of funding makes a difference in school quality and schools in the state were not receiving enough funding to meet student needs. Finally, Hoosiers expressed strong, positive attitudes about many of the education initiatives being considered in the P-16 Plan for Improving Student Achievement developed by the Indiana Education Roundtable.

Review of Year 2 (2004) Survey Results

The Year 2 Survey results reflected little change, with a few exceptions in the attitudes and perceptions of Hoosiers, from the Benchmark Survey. Attitudes about the overall performance of the public education system in Indiana were slightly improved, with nearly 6 in 10 residents saying that Indiana's public schools were excellent or good. More significantly, 65% of Hoosiers responded that schools in their community were excellent or good, while only 29% said their community schools were fair or poor. Somewhat surprisingly, the level of satisfaction with Indiana's public education system among households without children in school was quite similar to those with school-age children. The level of public satisfaction was even higher when residents were asked about teacher quality. A total of 72% of respondents said that teachers were excellent or good, and only 24% rated the quality of Indiana's educators as fair or poor. Finally, a majority of respondents indicated they believe public schools are underfunded; they would support a tax increase to fund full-day kindergarten; ISTEP+ holds schools accountable for student achievement; and closing the academic achievement gap between groups of students is important.

Review of the Year 3 (2005) Survey Results

As with Year 2, the Year 3 Survey results reflected little change statistically from the Benchmark Survey. Nevertheless, this information, coupled with the polling results of the many new questions posed in the Year 3 Survey, provided meaningful information to policymakers and educators concerning public perceptions about K-12 programs and initiatives. A total of 55% of respondents indicated public schools in Indiana were, on the whole, excellent or good, 30% said that public schools in Indiana were fair, and approximately 7% said that public schools in Indiana were poor. Once again, a higher percentage of residents (64%) said the schools in their community provide an excellent or good education, compared to schools in Indiana on the whole. Only 30% percent said their community schools were fair or poor. Furthermore, the level of public satisfaction was even higher when residents were asked about teacher quality. About 69% of residents indicated that teachers were excellent or good (a 3% decline from Year 2), and only 29% rated the quality of Indiana's educators as fair or poor (a 5% increase from Year 2).

Some changes in attitude or perception were noted in the 2005 Survey report for a handful of K-12 education policy questions from the

Benchmark Survey to the Year 3 Survey. Significantly more respondents opposed reductions to K-12 **public school funding**, and more citizens expressed a willingness to pay higher taxes so that school funding could be increased. Additionally, the number of respondents from Year 2 to Year 3 who viewed spending on **school buildings and equipment** as sufficient declined by eight percentage points, though the percentage change was split for those who felt too much or more than a sufficient amount was spent on buildings and equipment and those who believed that less than a sufficient amount or far too little was spent in this area. Support for **full-day kindergarten**, if taxes had to increase to pay for this program, increased from 46% in 2003 to 61% in 2005.

One unanticipated decline that occurred was public support for **charter schools**. From the Benchmark Survey to the Year 3 Survey, the percentage of respondents who expressed support for the continued creation of more charter schools declined by four percentage points, from 54% to 50%. Even more significant was the decline in Hoosier support for charter school expansion from 56% in 2004 to 50% in 2005; conversely, those who stated opposition increased from 19% to 27% over the same time period.

New Results: Overall Attitudes Toward Public Schools and Teachers in 2006

Consistent with the Benchmark through Year 3 Surveys, results of the Year 4 Survey (2006) indicate that more than half of Hoosiers had positive attitudes about public education statewide. More specifically, 56% of respondents rated public schools in Indiana as excellent or good, compared to 31% who rated them as fair, and 10% who rated them as poor. Both female respondents and respondents in higher personal income categories held slightly more favorable views about public schools than their counterparts. Non-white respondents held more critical views about the quality of public schools statewide, with 41% (versus 29% white respondents) indicating they were fair and 16% (versus 9% white respondents) rating them as poor. Furthermore, citizens from southern Indiana held the most favorable opinion of the overall quality of schools in Indiana (63% rated them as favorable or good). When asked specifically about the quality of the public schools in their own community rather than schools statewide, those rating public schools as excellent or good increased to 65% (versus 62% in 2003), compared to 26% (the same as in 2003) who viewed the public schools in their

community as fair, and 8% (6% in 2003) who considered them as poor. A clear majority of Indiana residents (71%) rated public school teachers as either excellent or good, representing a four percentage point increase (from 67%) from the Benchmark Survey. Conversely, only 27% of residents rated the quality of Indiana's public school teachers as fair or poor in 2006.

Views on Whether Indiana's Public Schools are Heading in the Right Direction

A majority of Indiana residents rated local public schools favorably in 2006; however, when asked about the overall progress of public schools in Indiana during the last five years, a predominate number of Hoosiers (44%) said the quality of schools have remained the same, while 27% reported that public schools in Indiana have improved, and 19% indicated the quality of public schools has declined. When asked about the progress of the public schools in their own community, the number of respondents reporting school improvement increased to 32%, compared to 46% of respondents who said that the quality of their schools has stayed the same and 15% reported

that the performance of public schools in their community has declined (7% chose the “don’t know” or “no answer” option). For those who expressed *positive* comments about the direction of public education in their community during the past five years (see Appendix A for the coded responses to Question 4B), the most frequently cited reasons were: better curriculum, more programs and general efforts to improve schools; increased competition and more emphasis on results; an increased level of academic achievement as a result of ISTEP+; new or improved school facilities and equipment; computers in schools; and teachers doing a better job in the classroom. The most frequently expressed concerns from respondents who viewed the quality of schools as *declining* over the last five years were: an insufficient emphasis on education and students not learning enough; fewer teachers and larger classes; poor discipline and classroom management; the education system is broken; inadequate teacher performance and a decline in teacher commitment; and reduced funding for schools.

School Funding

The level of discourse about public school finance appeared to dissipate in 2006. This was perhaps due to the improved economic health of the state and the fact that the regular schedule of monthly tuition payments to school corporations was restored. When asked about their views of funding for public schools, Indiana citizens once again expressed the sentiment that the amount of money spent on public education affects the quality of students’ education. Specifically, 80% of respondents indicated the level of funding impacts the quality of education “a lot” or “some-what,” compared to 17% who said “a little” or “not at all.” Moreover, 61% of respondents indicated the level of funding for public education in Indiana is not enough, compared to 26% who said funding is enough, and 8% who indicated funding levels are more than enough. However, when informed that the average per pupil expenditure in Indiana is about \$10,000, the number of citizens responding this funding level is not enough decreased to 45%, compared to 35% of respondents who said this level is

enough, and 12% who said this funding level is more than enough to fund schools (a difference in views on this question was more pronounced by state region and will be discussed in Section IV). Lastly, 22% of respondents said that a bit too much or far too much is spent for buildings and equipment in their community (up from 18% in 2003), 43% said spending on buildings and equipment is just about right (down from 51% in 2003), and 23% said that a bit too little or far too little is spent on buildings and equipment (up from 15% in 2003).

Early Childhood Education Issues

The level of discussion about early childhood education initiatives, and full-day kindergarten in particular, intensified in 2006. This is likely attributable to Governor Daniels' declaration in the spring that statewide implementation of full-day kindergarten would be his top legislative priority for 2007. Some early childhood experts also renewed their advocacy for the implementation of state-supported prekindergarten programs. Did these actions sway public opinion?

The Year 3 Survey included a new question concerning public support for pre-kindergarten programs that was repeated in the Year 4 Survey. A total of 82% of respondents in 2006 indicated they would support state funding of **voluntary pre-school for at-risk children**, compared to 78% in 2005. Concerning kindergarten issues, 75% of citizens stated support for **mandatory kindergarten attendance** for students, down from 83% in 2005. Support for mandatory attendance decreased to 58% if students would be required to attend full-day kindergarten. This data suggests there remains a fair amount of preference for parental choice between half-day and full-day kindergarten enrollment for their children. In 2006 a total of 74% of citizens reported support for **state-funded full-day kindergarten**, and 23% indicated opposition. If a tax increase were necessary to support full-day kindergarten, 61% of citizens expressed support for full-day kindergarten, up from 46% in 2003. The number of respondents who expressed opposition to full-day kindergarten if a tax increase were required declined from 49% in 2003 to 36% in 2006. Non-white respondents consis-

tently expressed higher levels of support than white respondents for full-day kindergarten under any scenario. Interestingly this pattern held true for respondents who were parents of school-aged children compared to those respondents without school-aged children, except when asked whether they would support a tax increase to fund full-day kindergarten. The respondents of school-aged children then responded slightly less favorable to FDK than respondents without school-aged children.

ISTEP+ and School Accountability

Over the past four years of the Public Opinion Survey on Education in Indiana, a wide majority of residents (77% in the Benchmark Survey, 74% in the Year 2 Survey, 74% in the Year 3 Survey, and, 73% in the Year 4 Survey) indicated they were either somewhat or very familiar with Indiana's statewide standardized test, ISTEP+. However, the slight decline in public awareness is somewhat surprising given that twice as many grade levels are now tested in Indiana under the requirements of the federal *No Child Left*

Behind Act. Also consistent with previous surveys, respondents in the Year 4 Survey stated a belief that ISTEP+ has contributed to some extent to improvements in the quality of education in Indiana. They also agreed that ISTEP+ holds schools accountable for student achievement and gives parents helpful information about a school's performance. Finally, a new question on the Year 3 Survey asked respondents their opinion on the time of the school year that ISTEP+ is given. This question was repeated in the Year 4 Survey. There is disagreement among leaders at the state level as to whether ISTEP+ tests should be given toward the start of the school year in the fall (as it is now), or in the spring toward the end of the school year. Based on just what they knew of the issue, those who said they had some level of familiarity with ISTEP+ were asked their opinion on this matter. A total of 75% of respondents indicated a preference for end-of-the-year testing, 12% indicated a preference for testing at the start of the school year, and 11% indicated that it did not make a difference.¹

School Choice, Vouchers, and Charter Schools

The Year 4 Survey once again included questions about school choice and other market-based education reforms, such as tuition vouchers and charter schools. A total of 61% of residents indicated a preference that efforts should be made to provide additional assistance to students in low performing schools rather than provide parental choice to transfer these students to another public school (15%), or providing state financial support to offset part or all of the tuition for private school (18%) enrollment for these students.

Next, Hoosiers were asked three questions about charter schools (see Section IV for a definition of charter schools). A total of 36% of respondents said they were somewhat or very familiar with charter schools (down from 40% in 2003), and 63% reported they were not very familiar or not familiar at all with charter schools (up from 60% in 2003). When asked if they would favor or oppose the continued creation of charter schools beyond the 37 schools in operation during the 2006-07 school year, 47% expressed support for the creation of additional charter schools (down from 54% in 2003), 34% opposed more charter schools (up from 20% in 2003), and 19%

said that they didn't know or didn't have a position (down from 26% in 2003). The results of the charter school questions provide evidence of a decline in public awareness about charter schools and a decline in support among those with some knowledge about them.

Finally, the Year 4 Survey included a new question that asked those with some knowledge about charter schools whether they would support or oppose the establishment of a charter school where a majority of student instruction is provided over the Internet. A total of 76% of citizens expressed opposition to this type of charter school. Only 16% said they would support predominantly virtual charter schools (8% of respondents did not have an opinion).

Teacher Compensation

The Year 4 Survey included two questions concerning teacher compensation issues. When asked whether highly qualified teachers should be paid higher salaries as an incentive to teach in public schools identified as needing improvement or having a significant number of students living in poverty, 72% of respondents said yes and 22% said no. A total of 71% of citizens stated the view that both stu-

dent performance outcomes and teacher experience should be factors used to determine teacher pay increases, compared to 16% of respondents who preferred student performance as the single factor, and 12% of respondents who preferred teacher experience as the single determinant.

The No Child Left Behind Act & Indiana's P.L. 221

On January 8, 2002, President George W. Bush signed the landmark *No Child Left Behind Act* into law to address many facets of public education, including academic standards, student assessments, and school accountability. Indiana residents reported a growing awareness of this federal law in 2006 with 48% indicating they knew a great deal or had some knowledge of NCLB, up from 35% in 2003. Conversely, 52% of respondents said they knew a little or nothing at all about the federal law, down from 64% in 2003. Of the respondents who indicated they had some or a great deal of knowledge about NCLB, 40% felt the law was helping to improve the performance of schools in Indiana (down from 43% in

2003), compared to 31% who thought the law was hurting performance (up from 21% in 2003), and 27% of residents who indicated the law was making no difference (down from 37% in 2003). Furthermore, there were significant differences in responses to this question by demographic group; see Section IV for detailed analysis of these results and other results to questions on school accountability.

Achievement Gap

Consistent with the Year 2 and 3 Surveys, several questions were posed to Indiana citizens in the Year 4 Survey about the achievement gaps between racial/ethnic groups of students as well as those between students from low and high income families. Questions on Indiana's achievement gaps included in the Year 4 Survey were similar to questions presented on the 2006 Phi Delta Kappa/Gallup Poll conducted nationally. Indiana polling results closely mirrored the results in the national polls. In Indiana, 94% of citizens responded that closing achievement gaps were important to some extent (67% important; 27% some-

what important), compared to 88% nationally. Indiana residents agreed with national respondents that achievement gaps were a product of societal factors such as family income or the education attainment of parents, not the quality of schooling received in public schools. Hoosiers did believe that public schools have a responsibility to help close the gaps. Finally, when given an array of five program options intended to close the achievement gaps, respondents most frequently chose public school choice (30%) and scientifically-based reading programs for at-risk elementary students (29%) as their preferred strategies. Full-day kindergarten was ranked third by respondents (18%), and state-funded pre-school programs (13%) and financial support to parents to enroll their children in a private school (10%) were the least preferred strategies to close the achievement gaps.

¹ The authors of this report acknowledge that the polling results for this question would potentially and likely be different if background information was provided on the purposes of fall and spring testing. Furthermore, a limitation of the Survey was that follow-up questions that provided more details about the merits of each testing period were not provided to further gauge public attitudes on this education policy issue.

IV Detailed Results

A. Overall Evaluation of Schools

Consistent with the Benchmark through Year 3 Surveys, results of the Year 4 Survey indicate that more than half of Hoosiers had positive attitudes about public education statewide. More specifically, 56% of respondents rated public schools in Indiana as excellent or good, compared to 31% who rated public schools as fair, and 10% who rated schools as poor. Female respondents and respondents in higher personal income categories held slightly more favorable views about public schools than their counterparts. Non-white respondents held more critical views about the quality of public schools statewide with 41% (v. 29% white respondents) indicating schools are fair and 16% (v. 9% white respondents) rating schools as poor. Furthermore, citizens from southern Indiana held the most favorable opinion of the overall quality of schools in Indiana (63% rate schools as favorable or good). When asked spe-

cifically about the quality of schools in their own community, those rating public schools as excellent or good jumped to 65% (v. 62% in 2003), compared to 26% (same in 2003) who viewed schools in their community as fair and 8% (6% in 2003) who indicated their schools are poor. A clear majority of Indiana residents (71%) rated public school teachers as either excellent or good representing a four percentage point increase (from 67%) from the Benchmark Survey. Conversely, only 27% of residents rated the quality of Indiana's public school teachers as fair or poor in 2006. Residents who are college graduates, have higher levels of income, or are parents of school-aged children viewed the quality of teachers most favorably.

Are public schools in Indiana going in the right or wrong direction over the last five years? Although a majority of Indiana residents rated local public schools favorably in 2006, when asked about the overall progress of public schools in Indiana during the last five years, a predominate number of Hoosiers (44%) said the quality of schools have remained the same, while 27% reported that public

schools in Indiana have improved and 19% indicated the quality of public schools has declined. When asked about the progress of the public schools in their own community, the number of respondents reporting school improvement increased to 32%, compared to 46% of respondents who said that the quality of their schools has stayed the same and 15% reported that the performance of public schools in their community has declined (7% chose the “don’t know” or “no answer” option). Residents in northern Indiana least frequently indicated that public schools are getting better (23% compared to 29% in central Indiana and 30% in southern Indiana) and most frequently responded that schools are getting worse (23% compared to 17% in central Indiana and 13% in southern Indiana). For those who expressed positive comments about the direction of public education in their community during the past five years (see Appendix A for the coded responses to Question 4B), the most frequently cited reasons were: better curriculum, more programs and general efforts to improve schools; increased competition and more emphasis on results; an increased level of aca-

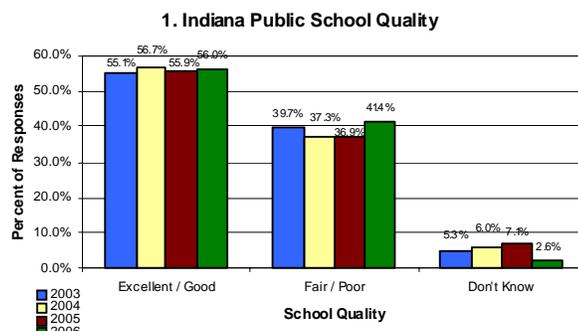
ademic achievement as a result of ISTEP+; new or improved school facilities and equipment; computers in schools; and, teachers doing a better job in the classroom. The most frequently expressed concerns from respondents who viewed the quality of schools as declining over the last five years were: an insufficient emphasis on education and students not learning enough; fewer teachers and larger classes; poor discipline and classroom management; the education system is broken; inadequate teacher performance and a decline in teacher commitment; and, reduced funding for schools.

Question by Question Results

(Percentages may not sum to 100% due to rounding.)

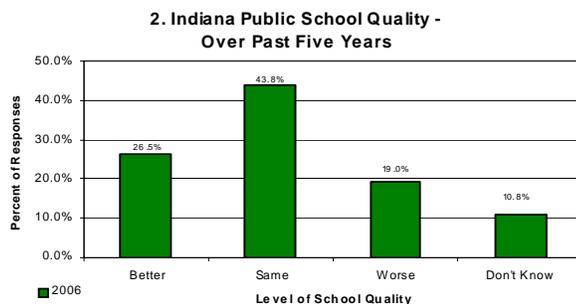
1. On the whole, would you say that public schools in Indiana provide an excellent, good, fair, or poor education?

Year	Excellent	Good	Fair	Poor	DK / NA
2006	8.7%	47.3%	31.2%	10.2%	2.6%
2005	9.4%	46.5%	30.3%	6.6%	7.1%
2004	9.6%	47.1%	30.1%	7.2%	6.0%
2003	6.6%	48.5%	31.7%	8.0%	5.3%



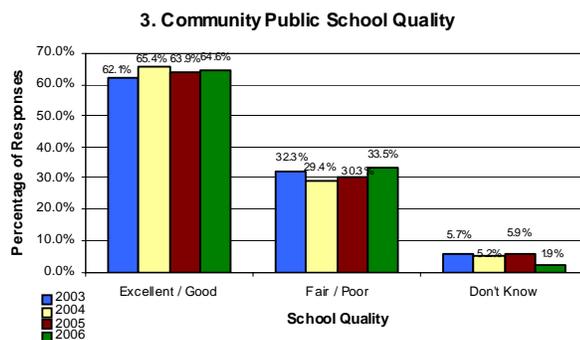
2. Over the past five years, have the public schools in Indiana gotten better, worse, or stayed the same?

Year	Better	Same	Worse	DK / NA
2006	26.5%	43.8%	19.0%	10.8%



3. What about the public schools in your community? Would you say that they provide an excellent, good, fair, or poor education?

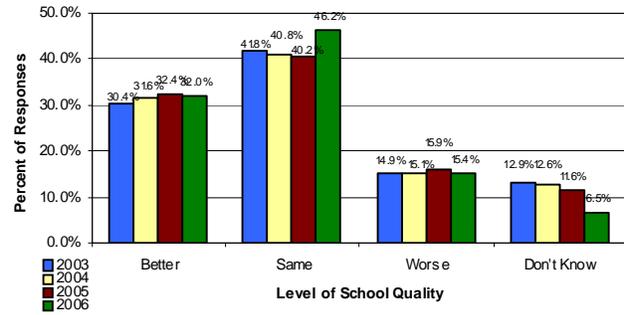
Year	Excellent	Good	Fair	Poor	DK / NA
2006	19.9%	44.7%	25.7%	7.8%	1.9%
2005	17.6%	46.3%	23.1%	7.2%	5.9%
2004	18.5%	46.9%	22.2%	7.2%	5.2%
2003	17.3%	44.8%	26.3%	6.0%	5.7%



4. Over the past five years, have the public schools in your community gotten better, worse, or stayed the same?

Year	Better	Same	Worse	DK / NA
2006	32.0%	46.2%	15.4%	6.5%
2005	32.4%	40.2%	15.9%	11.6%
2004	30.4%	41.8%	14.9%	12.9%
2003	31.6%	40.8%	15.1%	12.6%

4. Community Public School Quality - Over Past Five Years



B. School Funding

The level of discourse about public school finance appeared to dissipate in 2006. This was perhaps due to the improved economic health of the state and the fact that the regular schedule of monthly tuition payments to school corporations was restored. When asked about their views of funding for public schools, Indiana citizens once again expressed the sentiment that the amount of money spent on public education affects the quality of students' education. Specifically, 80% of respondents indicated that the level of funding impacts the quality of education "a lot" or "some-what" compared to 17% who said "a little" or "not at all." Moreover, 61% of respondents indicated that the level of funding for public education in Indiana is not enough, compared to 26% who said funding is enough, and 8% that indicated funding levels are more than enough. However, when informed that the average per pupil expenditure in Indiana is about \$10,000, the number of citizens responding that this funding level is not enough decreased to 45%, compared to 35% of respondents who said this level is enough

and 12% who said this funding level is more than enough to fund schools.

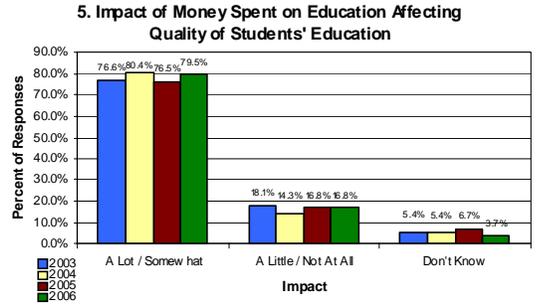
Demographic differences (see Appendix B for demographic results by question) for the questions concerning school funding and taxation matters were apparent. Respondents ages 18-34 and 55-64, college graduates, and those earning \$50,000 and above were most likely to say that amount of money spent on public education affects the quality of education students receive a lot or somewhat. When asked whether funding levels are sufficient or not for schools, men, individuals 65 and older, residents in southern Indiana, and whites were the most likely to say funding levels are enough or more than enough. On the other hand, women, residents in central Indiana, and minority citizens were the most likely to say funding levels are insufficient. Respondents who were college graduates, those earning above \$75,000, females, non-white residents, and citizens of central Indiana were the most typical respondents to view school funding as inadequate at the funding level of \$10,000 per student. Lastly, 22% of respondents said that far too much or a

bit too much is spent for buildings and equipment in their community (up from 18% in 2003), 43% said spending on buildings and equipment is just about right (down from 51% in 2003), and 23% said that a bit too little or far too little is spent on buildings and equipment (up from 15% in 2003). Finally, minority residents were far more likely than any other demographic group to indicate that the expenditure of funds on facilities and equipment is “less than a sufficient amount or far too little.”

Question by Question Results

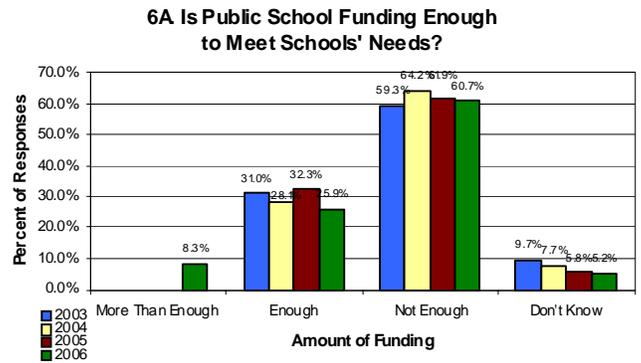
5. In your opinion, how much does the amount of money spent on public education affect the quality of students' education? Would you say a lot, somewhat, a little, or not at all?

Year	A Lot	Somewhat	A Little	Not At All	DK / NA
2006	48.0%	31.5%	12.0%	4.8%	3.7%
2005	48.4%	28.1%	13.2%	3.6%	6.7%
2004	47.4%	33.0%	9.2%	5.1%	5.4%
2003	48.0%	28.6%	12.9%	5.2%	5.4%



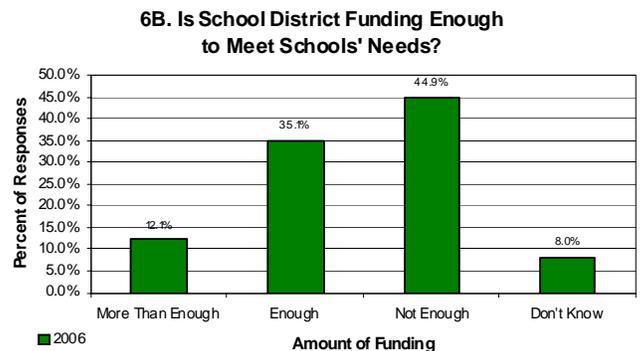
6A. Overall, do you think the level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

Year	More Than Enough	Enough	Not Enough	DK / NA
2006	8.3%	25.9%	60.7%	5.2%
2005	N/A	32.3%	61.9%	5.8%
2004	N/A	28.1%	64.2%	7.7%
2003	N/A	31.0%	59.3%	9.7%



6B. School districts spend about \$10,000 per year per student. Do you think this level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

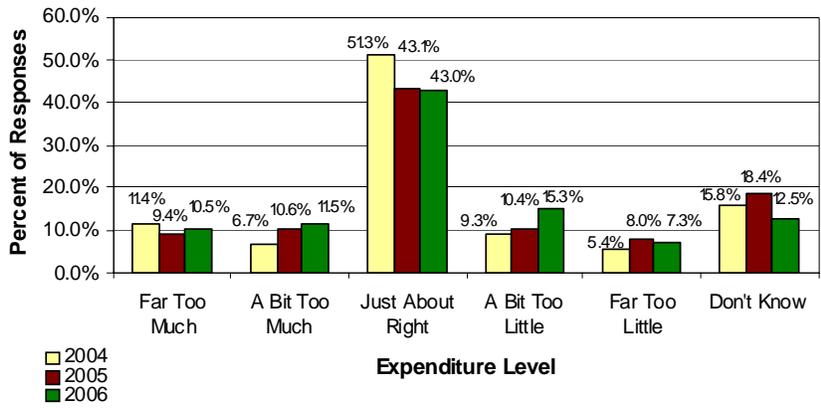
Year	More Than Enough	Enough	Not Enough	DK / NA
2006	12.1%	35.1%	44.9%	8.0%



7. Local school boards have the responsibility of determining how property tax funds are spent for school facilities and equipment in their districts. How do you view the expenditures of funds on facilities and equipment in your community? Does your school board spend:

Year	Far Too Much	A Bit Too Much	Just About Right	A Bit Too Little	Far Too Little	DK / NA
2006	10.5%	11.5%	43.0%	15.3%	7.3%	12.5%
2005	9.4%	10.6%	43.1%	10.4%	8.0%	18.4%
2004	11.4%	6.7%	51.3%	9.3%	5.4%	15.8%

7. Expenditures on Facilities and Equipment



C. Early Childhood Education Initiatives

The level of discussion about early childhood education initiatives, and full-day kindergarten in particular, intensified in 2006. This can likely be attributed to Governor Daniels' declaration in the spring that statewide implementation of full-day kindergarten would be his top legislative priority for 2007. In addition, Superintendent of Public Instruction Dr. Suellen Reed conducted a statewide "Listening Tour" of school communities in late October through early December. Dr. Reed visited schools across the state and met with students, parents, educators, and business and community leaders to gather feedback on full-day kindergarten (FDK) and other education issues expected to arise in the upcoming 2007 General Assembly. Some early childhood experts also renewed their advocacy for the implementation of state-supported prekindergarten programs. Did these actions sway public opinion?

The Year 3 Survey included a new question concerning public support for pre-school programs that was repeated with

the Year 4 Survey. A total of 82% of respondents in 2006 indicated that they would support state funding for voluntary pre-school for at-risk children, compared to 78% in 2005. Concerning kindergarten issues, 75% of citizens stated support for mandatory kindergarten attendance for students, down from 83% in 2005. Female respondents, citizens in the age group of 18-34, and residents of southern Indiana were among those that expressed the highest level of support for mandatory kindergarten attendance. Support for mandatory attendance decreased to 58% if students would be required to attend full-day kindergarten. This data appears to suggest that there remains a fair amount of preference for parental choice between half-day and full-day kindergarten enrollment for their children.

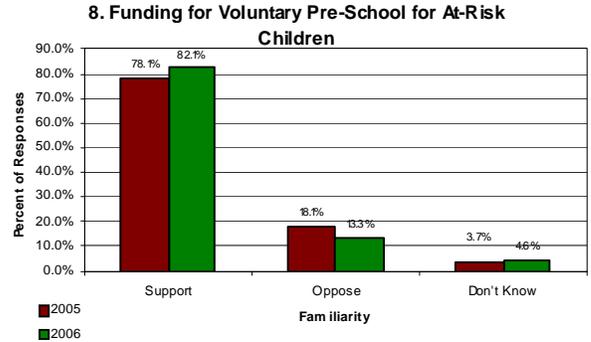
In 2006, a total of 74% of citizens reported support for state-funded full-day kindergarten and 23% indicated opposition. If a tax increase were necessary to support full-day kindergarten, 61% of citizens expressed support for full-day kindergarten, up from 46% in 2003. The number of respondents that expressed

opposition to full-day kindergarten if a tax increase were required declined from 49% in 2003 to 36% in 2006. Non-white respondents consistently expressed higher levels of support for full-day kindergarten under any scenario compared to white respondents. Interestingly this pattern held true for respondents who are parents of school-aged children compared to those respondents without school-aged children, except when asked whether they would support a tax increase to fund full-day kindergarten, the respondents of school-aged children then responded slightly less favorable than respondents without school-aged children. Citizens also clearly responded that they would support requiring school corporations to provide full-day kindergarten to any and all eligible students (76% support/22% oppose).

Question by Question Results

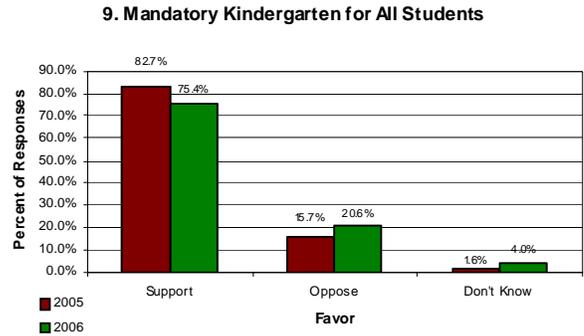
8. Would you support or oppose state funding for voluntary pre-school for at-risk children?

Year	Support	Oppose	DK / NA
2006	82.1%	13.3%	4.6%
2005	78.1%	18.1%	3.7%



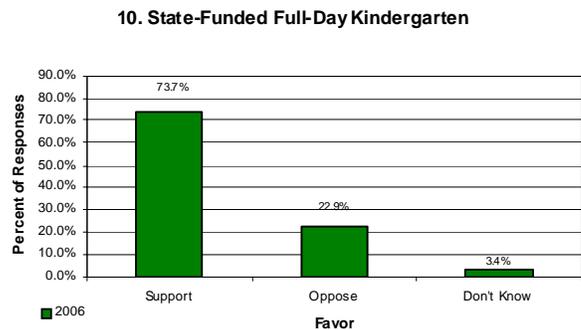
9. Do you support or oppose mandatory kindergarten for all students?

Year	Support	Oppose	DK / NA
2006	75.4%	20.6%	4.0%
2005	82.7%	15.7%	1.6%



10. Do you support or oppose state-funded full-day kindergarten?

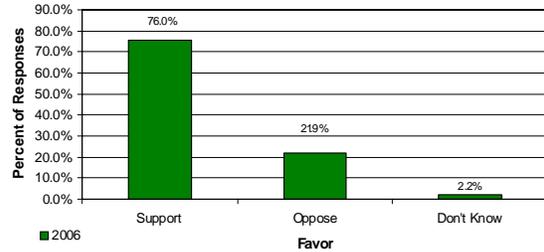
Year	Support	Oppose	DK / NA
2006	73.7%	22.9%	3.4%



11. Do you support or oppose a system that requires all school districts to offer full-day kindergarten?

Year	Support	Oppose	DK / NA
2006	76.0%	21.9%	2.2%

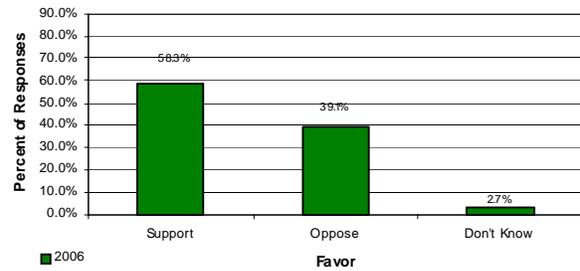
11. School Districts Required to Offer Full-Day Kindergarten



12. Do you support or oppose a system that requires all students to attend full-day kindergarten?

Year	Support	Oppose	DK / NA
2006	58.3%	39.1%	2.7%

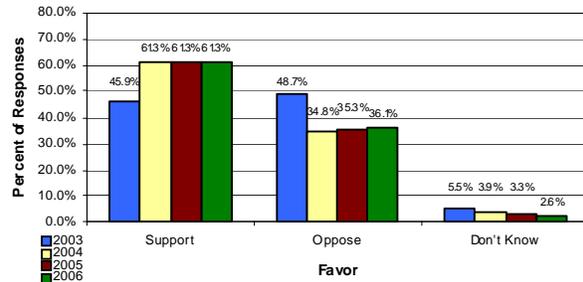
12. System Requiring Students to Attend Full-Day Kindergarten



13. Would you support or oppose full-day kindergarten if taxes had to increase to support it?

Year	Support	Oppose	DK / NA
2006	61.3%	36.1%	2.6%
2005	61.3%	35.3%	3.3%
2004	61.3%	34.8%	3.9%
2003	45.9%	48.7%	5.5%

13. Support Full-Day Kindergarten if Supported by a Tax Increase



D. ISTEP+ and Standards

The Indiana Statewide Testing for Education Progress-Plus Program, commonly referred to as ISTEP+, is an important part of the state's efforts to increase student achievement and school accountability. The annual release of ISTEP+ scores continues to generate extensive media attention, and, perhaps as a result, public awareness about this program is quite high. Additionally, media coverage regarding the ISTEP+ Program was heightened in 2005 as Governor Daniels advocated his position to move the administration of the tests from the fall to the spring, near the end of the school year. The discussion on changing the timing of the administration of the test continued in 2006 with the Indiana General Assembly imposing a mandate on the Indiana State Board of Education to establish a new comprehensive plan for student assessment that would include a component addressing the timing issue. As with the first three years of the Public Opinion Survey on Education in Indiana, a wide majority of residents (77% in the Benchmark Survey; 74% in

the Year 2 Survey; 74% in the Year 3 Survey, and 73% in the Year 4 Survey) indicated that they were either somewhat or very familiar with Indiana's statewide standardized test, ISTEP+. However, the slight decline in public awareness is somewhat surprising given that twice as many grade levels are now tested in Indiana under the requirements of the federal *No Child Left Behind Act*. What came as no surprise is that 85% of respondents who are parents of school-aged children reported high levels of familiarity with ISTEP+ (38% very familiar and 47% somewhat familiar) compared to 66% of respondents who did not have school-aged children. Also, college graduates, central Indiana residents, and those respondents with incomes above \$75,000 expressed the highest level of familiarity with ISTEP+. A total of 71% of citizens expressed the view that ISTEP+ has helped improve the quality of public schools to some extent and 25% felt it has not improved public schools. Respondents with a high school diploma or less, a lower level of income (below \$50,000), non-white citizens, and citizens of southern Indiana felt most strongly that ISTEP+ had helped

improve the quality of Indiana schools a lot. Overall, 71% of respondents in the Year 4 Survey stated a belief that ISTEP+ has contributed to some extent to improvements in the quality of education in Indiana. They also agreed that ISTEP+ holds schools accountable for student achievement and gives parents helpful information about a school's performance.

A total of 75% of respondents indicated a preference for end-of-the-year testing, 12% indicated a preference for a test at the start of the school year, and 11% indicated that it did not make a difference.

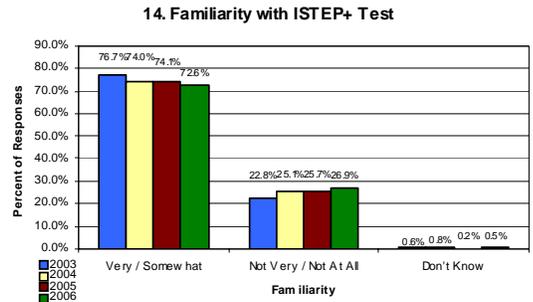
One new question posed on the Year 3 Survey addressed the time of the school year that ISTEP+ is given and this question was repeated in the Year 4 Survey. There is disagreement among leaders at the state level as to whether ISTEP+ tests should be given toward the start of the school year in the fall, as it is now, or in the spring toward the end of the school year. Based on just what they knew of the issue, those responding that they had some level of familiarity with ISTEP+ were asked their opinion on this matter.

² The authors of this report acknowledge that the polling results for this question would potentially and likely be different if background information was provided on the purposes of fall and spring testing. Furthermore, a limitation of the survey was that follow-up questions that provided more details about the merits of each testing period were not provided to further gauge public attitudes on this education policy issue.

Question by Question Results

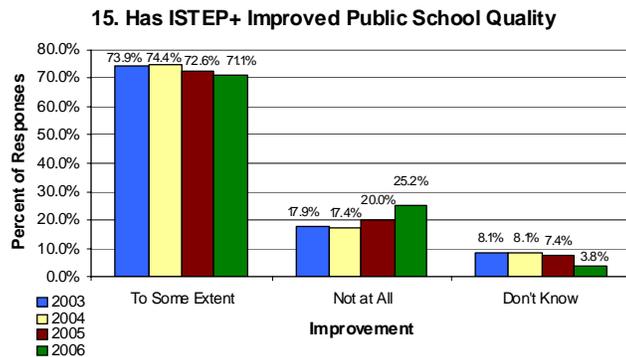
14. The ISTEP+ test is Indiana's statewide standardized test. How would you describe your familiarity with ISTEP+? Are you very familiar, somewhat familiar, not very familiar, or not at all familiar with ISTEP+?

Year	Very Familiar	Somewhat Familiar	Not Very Familiar	Not At All Familiar	DK / NA
2006	31.5%	41.1%	19.5%	7.4%	0.5%
2005	28.4%	45.7%	21.2%	4.5%	0.2%
2004	39.4%	34.6%	16.8%	8.3%	0.8%
2003	37.1%	39.6%	14.8%	8.0%	0.6%



15. Do you think that the ISTEP+ has helped improve the quality of Indiana schools a lot, somewhat, a little, or not at all?

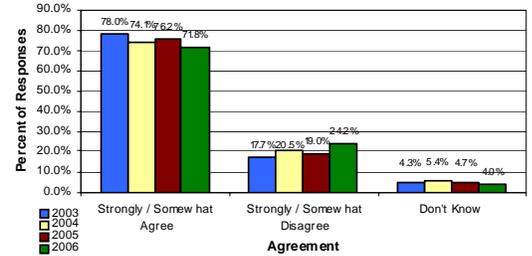
Year	A Lot	Somewhat	A Little	Not At All	DK / NA
2006	9.0%	33.7%	28.4%	25.2%	3.8%
2005	10.0%	42.2%	20.4%	20.0%	7.4%
2004	12.9%	41.9%	19.6%	17.4%	8.1%
2003	11.8%	40.5%	21.6%	17.9%	8.1%



16. The ISTEP+ tests help hold schools accountable for student achievement.

Year	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK / NA
2006	25.6%	46.2%	13.8%	10.4%	4.0%
2005	30.0%	46.2%	10.7%	8.3%	4.7%
2004	28.1%	46.0%	11.0%	9.5%	5.4%
2003	26.4%	51.6%	9.8%	7.9%	4.3%

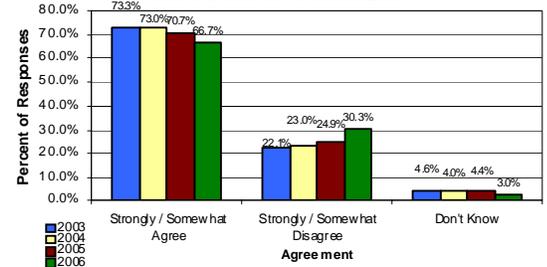
16. ISTEP+ Holds Schools Accountable for Student Achievement



17. The ISTEP+ tests give parents helpful information about a school's performance.

Year	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK / NA
2006	25.5%	41.2%	17.4%	12.9%	3.0%
2005	29.6%	41.1%	14.8%	10.1%	4.4%
2004	30.0%	43.0%	11.3%	11.7%	4.0%
2003	27.4%	45.9%	12.6%	9.5%	4.6%

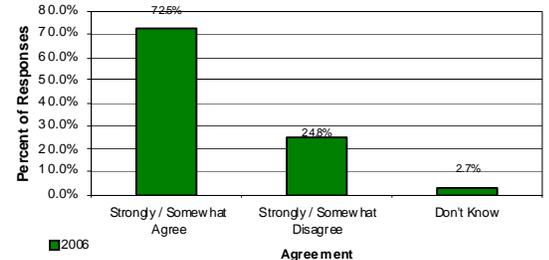
17. ISTEP+ Tests Give Parents Helpful Information About a School's Performance



18. The ISTEP+ tests give parents helpful information about a student's performance.

Year	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK / NA
2006	29.7%	42.8%	14.8%	10.0%	2.7%

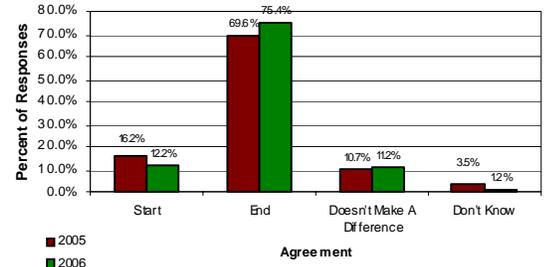
18. ISTEP+ Tests Give Parents Helpful Information About a Student's Performance



19. There is disagreement among leaders at the state level as to whether the ISTEP+ test should be given toward the start of the school year in the fall, as it is now, or in the spring toward the end of the school year. Just from what you know, when should the test be given?

Year	Start	End	Doesn't Make a Difference	DK / NA
2006	12.2%	75.4%	11.2%	1.2%
2005	16.2%	69.6%	10.7%	3.5%

19. ISTEP+ Tests Should Be Given at What Time of the School Year



E. School Choice and Charter Schools

Under school accountability systems established by the state and federal governments, schools are placed in performance categories based on the level of student achievement in their schools. In the federal system, low performing schools are identified as schools “in need of improvement.” Any school identified as in need of improvement for two consecutive years must provide parents with a choice option to enroll their children in another public school within the school district, or in another school district if possible. The choice provisions of the *No Child Left Behind Act* have sparked a debate about whether adequate choice opportunities exist for parents and their children and whether parents want access to other schools to choose from. The Year 4 Survey once again included questions about school choice and other market-based education reforms such as tuition vouchers and charter schools.

A total of 61% of residents indicated a preference that efforts should be made to provide additional assistance to students in low performing schools rather than

provide **parental choice** to transfer these students to another public school (15%) or provide state financial support to offset part or all of the **tuition for private school** (18%) enrollment for these students. Respondents with incomes in the \$35,000 - \$50,000 range, residents in central Indiana, and non-white respondents expressed the highest level of support for state financial assistance to offset part or all of the tuition for students in a low performing school to attend a private school. Yet, the highest percentage of support for this option from these respondents was only 22%. The most likely respondents to support the public school transfer/choice option were those with incomes over \$75,000. Finally, residents of southern Indiana (67%), parents of school-age children (62%), and adults 45-54 years of age (68%) were the respondents who most strongly supported providing additional assistance to low performing schools to improve student achievement.

Next, Hoosiers were asked three questions about **charter schools**. Charter schools are public schools that are open to all students, are free of many of the

regulations placed on traditional public schools, and are intended to provide innovative programs to students. In 2006, a total of 36% of respondents said they were somewhat or very familiar with charter schools (down from 40% in 2003) and 63% reported that they were not very familiar or not familiar at all with charter schools (up from 60% in 2003). When asked if they would favor or oppose the continued creation of charter schools beyond the 37 schools in operation during the 2006-07 school year, 47% of respondents expressed support for the creation of additional charter schools (down from 54% in 2003), 34% opposed more charter schools (up from 20% in 2003), and 19% said that they don't know or did not have a position (down from 26% in 2003). Respondents most likely to support the opening of additional charter schools in Indiana were females (49% support compared to 45% support for male respondents), citizens with incomes below \$35,000 (62% support), citizens from central Indiana (54% support compared to 41% support in northern Indiana and 40% support in southern Indiana), and most significantly, 67% of non-white respondents support

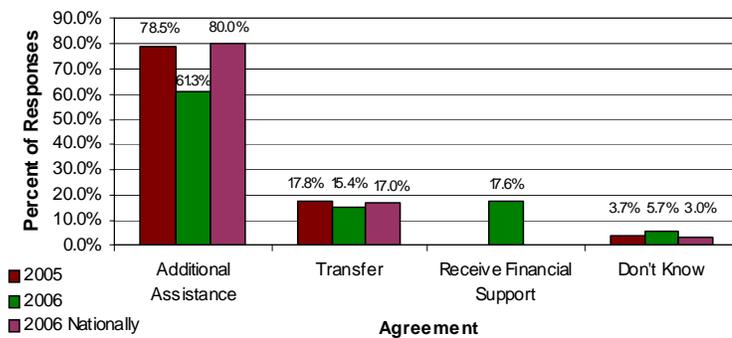
the addition of new charter schools. Finally, the Year 4 Survey included a new question that asked those with some knowledge about charter schools whether they would support or oppose the establishment of a charter school where a majority of student instruction is provided over the Internet. A total of 76% of citizens expressed opposition to this type of charter school and only 16% said they would support **virtual charter schools** (8% of respondents did not have a position). Responses across demographic categories were consistently and strongly in opposition to virtual charter schools.

Question by Question Results

20. Assume you had a child attending a public school that has been placed on academic probation by either the state or federal government. Which would you prefer: to have additional efforts made in your child's present school to help him or her achieve, to transfer your child to another public school that is NOT on probation, or to receive state financial support to offset part or all of the tuition for a private school?

Year	Additional Assistance	Transfer	Receive Financial Support	DK / NA
2006	61.3%	15.4%	17.6%	5.7%
2005	78.5%	17.8%	N/A	3.7%
2006 Nationally	80.0%	17.0%	N/A	3.0%

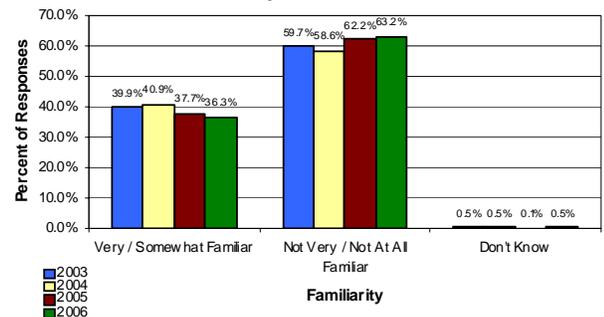
20. Options to Help Your Child Achieve



21A. Indiana statute states that a purpose of charter schools is to allow these public schools freedom and flexibility in exchange for exceptional levels of accountability. How would you rate your familiarity with charter schools? Would you say you are very familiar, somewhat familiar, not very familiar, or not at all familiar with charter schools?

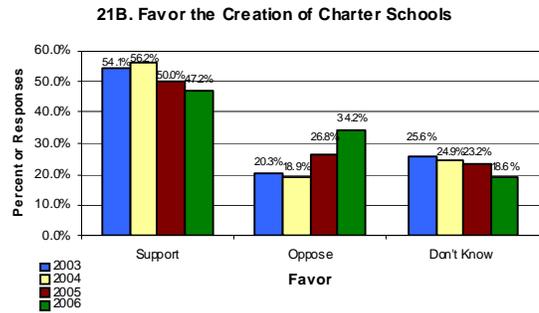
Year	Very Familiar	Somewhat Familiar	Not Very Familiar	Not At All Familiar	DK / NA
2006	8.5%	27.8%	26.0%	37.2%	0.5%
2005	9.9%	27.8%	42.4%	19.8%	0.1%
2004	10.5%	30.4%	33.3%	25.3%	0.5%
2003	9.6%	30.3%	36.8%	22.9%	0.5%

21A Familiarity with Charter Schools



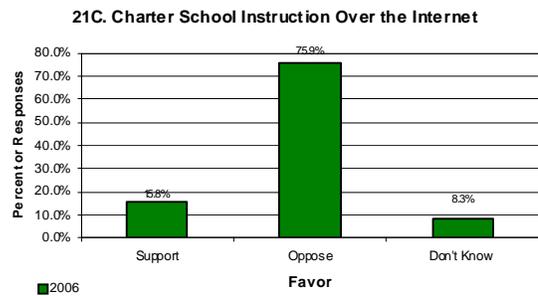
21B. There are 37 charter schools operating in Indiana this school year, predominantly in Lake and Marion Counties. Do you support or oppose the creation of more charter schools?

Year	Support	Oppose	DK / NA
2006	47.2%	34.2%	18.6%
2005	50.0%	26.8%	23.2%
2004	56.2%	18.9%	24.9%
2003	54.1%	20.3%	25.6%



21C. Would you support or oppose the establishment of a charter school where a majority of the instruction is provided over the Internet?

Year	Support	Oppose	DK / NA
2006	15.8%	75.9%	8.3%



F. High Quality Teachers

A clear majority of Indiana residents (71%) rated public school teachers as either excellent or good representing a four percentage point increase (from 67%) from the Benchmark Survey. Conversely, only 27% of residents rated the quality of Indiana's public school teachers as fair or poor in 2006. A total of 75% of respondents who are parents of school-aged children view teachers as excellent or good compared to 68% of respondents without school-aged children. Additionally, respondents who are college graduates (79% excellent or good rating) or who have incomes greater than \$75,000 (81% excellent or good rating) viewed teachers most favorably. Finally, 74% of white respondents rated Indiana teachers as excellent or good compared to 58% of non-white respondents.

The Year 4 Survey also included two questions concerning teacher compensation, an issue many states and school districts are examining to enhance their efforts to recruit and retain highly qualified teachers. When asked whether highly qualified teachers should be paid

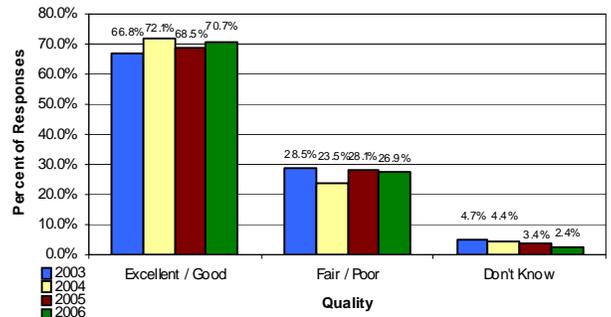
higher salaries as an incentive to teach in public schools identified as needing improvement or having a significant number of students living in poverty, 72% of respondents said yes and 22% said no. A total of 75% of central Indiana residents and 74% of northern Indiana residents expressed support for such an incentive, but support declined to 60% and 36% opposition in southern Indiana. A total of 71% of citizens stated the view that both student performance outcomes and teacher experience should be factors used to determine teacher pay increases, compared to 16% of respondents who preferred student performance as the single factor, and 12% of respondents who preferred teacher experience as the single determinant.

Question by Question Results

22. How would you rate the quality of Indiana public school teachers? Overall, would you say they are excellent, good, fair, or poor?

Year	Excellent	Good	Fair	Poor	DK / NA
2006	16.6%	54.1%	23.2%	3.7%	2.4%
2005	10.7%	57.8%	25.8%	2.3%	3.4%
2004	12.3%	59.8%	20.9%	2.6%	4.4%
2003	10.3%	56.5%	25.0%	3.5%	4.7%

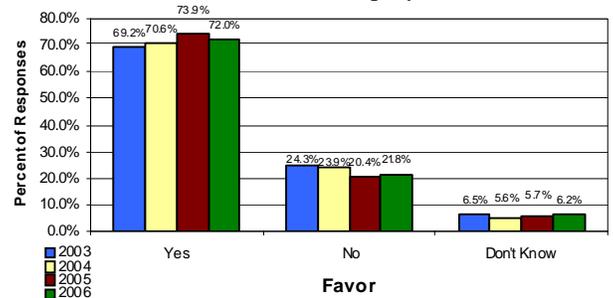
22. Overall Quality of Indiana Public School Teachers



23. In your opinion, should highly qualified teachers be paid higher salaries as an incentive to teach in public schools that have been identified as needing improvement or that have a high number of students living in poverty?

Year	Yes	No	DK / NA
2006	72.0%	21.8%	6.2%
2005	73.9%	20.4%	5.7%
2004	70.6%	23.9%	5.6%
2003	69.2%	24.3%	6.5%

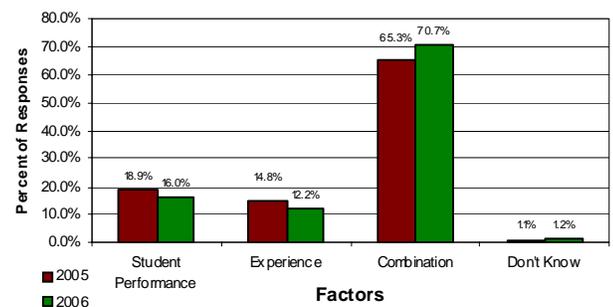
23. Higher Salaries for Teachers to Teach in Public Schools Identified as Needing Improvement



24. Should increases to teachers' pay be based on the level of improvement of student achievement in the classroom and on state standardized tests or should teachers' pay increases be based solely on years of service or level of training, or a combination of all of these factors?

Year	Student Performance	Experience	Combination	DK / NA
2006	16.0%	12.2%	70.7%	1.2%
2005	18.9%	14.8%	65.3%	1.1%

24. Factors for Increasing Teacher's Pay



G. No Child Left Behind Act and Indiana's PL 221

On January 8, 2002, President George W. Bush signed the landmark *No Child Left Behind Act* into law to address many facets of public education, including academic standards, student assessments, and school accountability. One of the questions continuing to reflect a significant change in the response rate from the Benchmark Survey was the percent of Indiana residents claiming to know a little to a lot about the federal *No Child Left Behind Act*. Indiana residents reported a growing awareness of this federal law in 2006, with 48% indicating they knew a great deal or had some knowledge of NCLB, up from 35% in 2003. Conversely, 52% of respondents said they knew a little or nothing at all about the federal law, down from 64% in 2003. Of the respondents who indicated they had some or a great deal of knowledge about NCLB, 40% felt the law was helping to improve the performance of schools in Indiana (down from 43% in 2003), compared to 31% who thought the law was hurting performance (up from 21% in

2003), and 27% of residents who said the law was making no difference (down from 37% in 2003). Furthermore, there were significant differences in responses to this question by demographic group. A total of 33% of citizens that were 55-64 years of age expressed that the federal law was helping improve school performance compared to 44% who thought it was hurting school performance. This was the only age group that more respondents felt NCLB was hurting more than helping with school performance. Furthermore, the groups that felt most strongly that the federal law was helping improve schools were residents of central Indiana (47% helping/26% hurting/24% no difference) and non-white citizens (50% helping/20% hurting/28% no difference).

One difference between the state accountability system established under PL 221-1999 and the federal school accountability system specified in NCLB is how they evaluate student and school performance. Indiana's accountability system takes into consideration student performance each year and improvement from one year to the next to judge

schools; whereas, the federal system focuses on student achievement levels against an annual performance target. A new question included in the Year 3 Survey and repeated in 2006 asked Hoosiers their opinions on whether it is better to judge a school by the percentage of its students that pass ISTEP+ each year, or by the level of improvement in the number of students passing ISTEP+ from one year to the next, or a combination of these measures. A total of 73% of respondents favored a combination of these methods, compared to 19% who stated a preference for using only the level of improvement to judge schools, and 3% who supported using only annual pass rates.

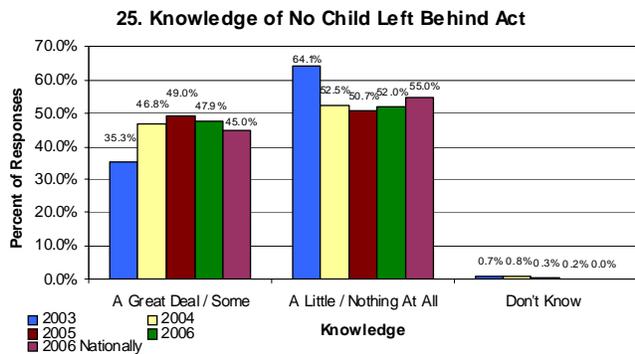
Though there is an increased level of awareness about the federal accountability system, there continued to be an overwhelming number of residents (70%) who indicated a total lack of awareness about the state's accountability law. Despite the placement of all public schools in categories of performance for the first time in 2006 under the state's system, awareness of this system had not changed since the Benchmark Survey.

For those respondents that reported having some or a great deal of knowledge about the state accountability system, 48% thought the it was helping improve performance of schools, compared to 28% who thought it was hurting performance and 24% who said it is making no difference.

Question by Question Results

25. Legislation entitled the No Child Left Behind Act increases the federal government's role in decisions about schools. How much, if anything, do you feel you know about the No Child Left Behind Act . . . a great deal, some, a little, or nothing at all?

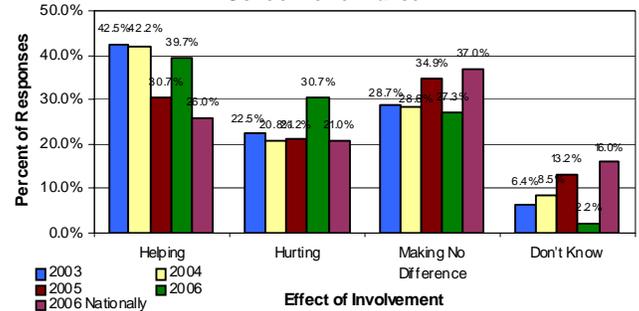
Year	A Great Deal	Some	A Little	Nothing At All	DK / NA
2006	13.4%	34.5%	30.5%	21.5%	0.2%
2005	13.8%	35.2%	27.0%	23.7%	0.3%
2004	13.6%	33.2%	26.8%	25.7%	0.8%
2003	10.6%	24.7%	26.4%	37.7%	0.7%
2006 Nationally	8.0%	37.0%	40.0%	15.0%	0.0%



26. Do you think the No Child Left Behind law is helping, hurting, or making no difference in the performance of schools in Indiana?

Year	Helping	Hurting	Making No Difference	DK / NA
2006	39.7%	30.7%	27.3%	2.2%
2005	30.7%	21.2%	34.9%	13.2%
2004	42.2%	20.8%	28.6%	8.5%
2003	42.5%	22.5%	28.7%	6.4%
2006 Nationally	26.0%	21.0%	37.0%	16.0%

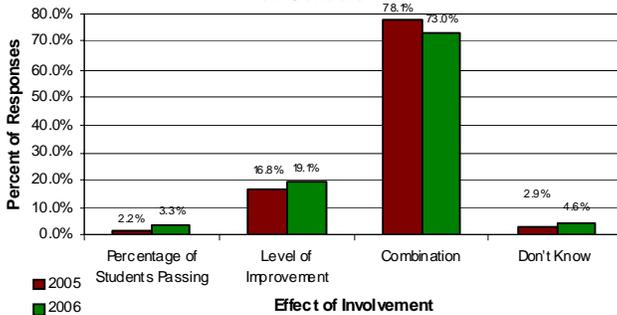
26. Effect of Federal Government's Involvement on School Performance



27. There are different ways to use student test results to judge the performance of schools. Do you believe it is better to judge a school by the percentage of its students that pass ISTEP+ each year, or by the level of improvement in the number of students passing ISTEP+ from one year to the next, or is it a combination of these measures?

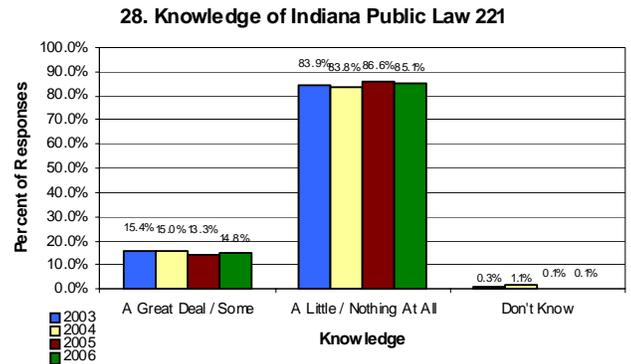
Year	Percentage of Students Passing	Level of Improvement	Combination of Both	DK / NA
2006	3.3%	19.1%	73.0%	4.6%
2005	2.2%	16.8%	78.1%	2.9%

27. Use of Student Test Results to Judge Performance on Schools



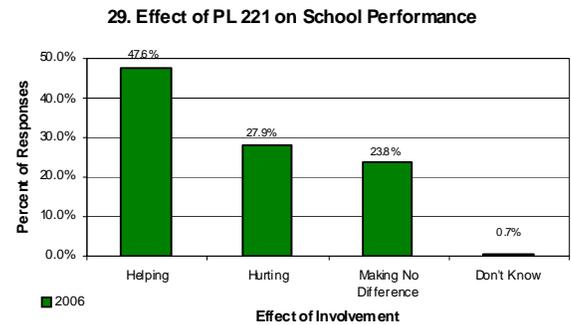
28. Indiana has its own version of No Child Left Behind, an accountability system referred to as PL 221. How much, if anything, do you feel you know about PL 221? Would you say you know a great deal, some, a little, or nothing at all?

Year	A Great Deal	Some	A Little	None	DK / NA
2006	6.3%	8.5%	14.7%	70.4%	0.1%
2005	5.4%	7.9%	10.8%	75.8%	0.1%
2004	5.7%	9.3%	13.9%	69.9%	1.1%
2003	6.1%	9.7%	13.1%	70.8%	0.3%



29. Do you think the state's accountability system, also known as PL 221, is helping, hurting, or making no difference in the performance of schools in Indiana?

Year	Helping	Hurting	Making No Difference	DK / NA
2006	47.6%	27.9%	23.8%	0.7%



H. Achievement Gap in Indiana

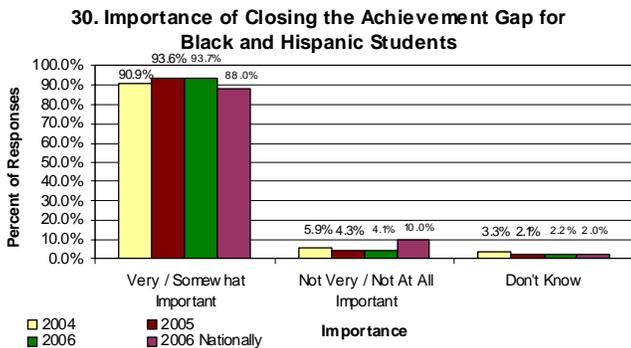
Consistent with the Year 2 and 3 Surveys, several questions were posed to Indiana citizens in the Year 4 Survey about the achievement gaps between racial/ethnic groups of students as well as those between students from low and high income families. Questions on Indiana's achievement gaps included in the Year 4 Survey were similar to questions presented on the 2006 Phi Delta Kappa/Gallup Poll conducted nationally. Indiana polling results closely mirrored the results in the national polls. In Indiana, 94% of citizens responded that closing achievement gaps was important to some extent (67% important; 27% somewhat important), compared to 88% nationally. Those most frequently stating the achievement gap issue was very important were respondents who earned less than or equal to \$35,000 (74%), were 18-34 years of age (76%), or were non-white citizens Indiana residents (83%). Hoosiers agreed with national respondents that achievement gaps were a product of societal factors such as family income or the education attainment of parents, not

the quality of schooling received in public schools. Hoosiers did believe that public schools have a responsibility to help close the gaps. Finally, when given an array of five program options intended to close the achievement gaps, respondents most frequently gave public school choice (30%) and scientifically-based reading programs for at-risk elementary students (29%) as their preferred strategies. Full-day kindergarten was ranked third by respondents (18%), and state-funded preschool programs (13%) and financial support to parents to enroll their children in a private school (10%) were the least preferred strategies to close the achievement gaps.

Question by Question Results

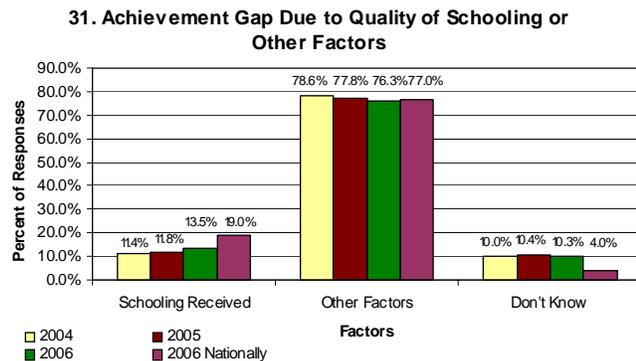
30. Minority and low income students generally score lower on standardized tests than white and higher income students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students? Is it very important, somewhat important, not very important, or not at all important?

Year	Very Important	Somewhat Important	Not Very Important	Not At All	DK / NA
2006	70.4%	23.3%	2.9%	1.2%	2.2%
2005	67.1%	26.5%	2.5%	1.8%	2.1%
2004	64.9%	26.0%	4.1%	1.8%	3.3%
2006 Nationally	67.0%	21.0%	5.0%	5.0%	2.0%



31. In your opinion, is the achievement gap between white students and black and Hispanic students mostly related to the quality of schooling received or mostly related to other factors such as family income or the educational attainment of parents?

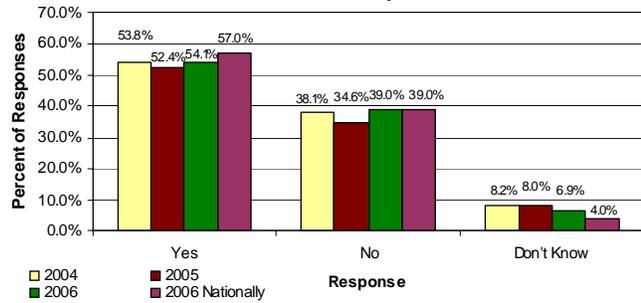
Year	Schooling Received	Other Factors	DK / NA
2006	13.5%	76.3%	10.3%
2005	11.8%	77.8%	10.4%
2004	11.4%	78.6%	10.0%
2006 Nationally	19.0%	77.0%	4.0%



32. In your opinion, is it the responsibility of the public schools to close the achievement gap between white and higher income students and minority and poor students, or not?

Year	Yes	No	DK / NA
2006	54.1%	39.0%	6.9%
2005	52.4%	39.6%	8.0%
2004	53.8%	38.1%	8.2%
2006 Nationally	57.0%	39.0%	4.0%

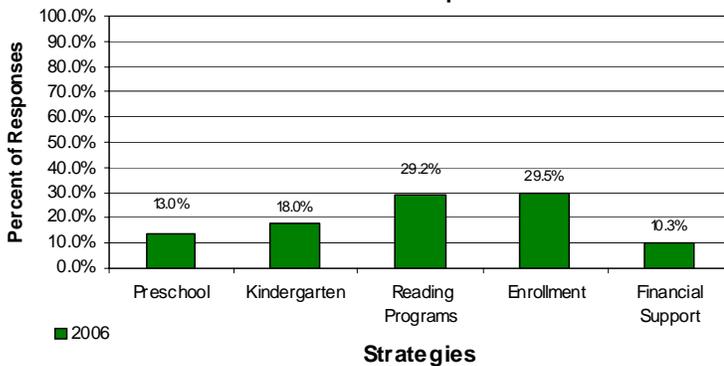
32. Are Public School Responsible for Closing the Achievement Gap?



33. Numerous proposals have been suggested as ways to close the achievement gap between low and high achieving students. Of the following strategies, which do you believe would most significantly contribute to closing the achievement gap?

Year	Preschool Programs	Full-Day Kindergarten	Reading Programs	Public School Choice	Financial Support
2006	13.0%	18.0%	29.2%	29.5%	10.3%

33. Most Significant Contribution to Closing the Achievement Gap



Appendix A

Summary Tables for Open-Ended Question 3B

4B. Why do you say that? (The public schools have gotten BETTER.)

(Open-ended responses coded by Stone Research Services).

Total responses: 196

School System/School Administration	Percent
Added more programs/activities/better curriculum	21.2%
Making changes for the better/changed format	12.6%
Schools are good/better/education system good	10.4%
Competing with other states/school districts/more competitive	6.0%
Administrative changes/improvements in system	4.8%
Funding/economics/spending levels good/better	4.5%
More teachers/smaller classes	4.5%
Good/better administration/leadership/superintendent/principal	3.1%
Administration trying harder/working to improve/making changes	2.6%
Better discipline/better control of students	2.5%
Reduced violence/drugs/safer environment	2.0%
Programs for special needs students/gifted students	1.5%
Like new law about not leaving students behind	0.5%
Magnet schools/magnet programs	0.5%
School system/school administration negative comments	2.6%

Standards and Testing	Percent
ISTEP+ has helped/better scores	15.3%
More emphasis is being put on academics/more testing	6.7%
More concerned with kids' performance	4.5%
SAT scores good/better	1.0%
PL221 has helped	0.5%

Facilities	Percent
Added new schools/expanded school	5.9%
Technology improved/computers in schools	5.0%
School facilities improved/updated/better equipment	4.9%
Closing schools/consolidating	1.9%

Teachers	Percent
Teachers are good/better/doing better job/improving	7.0%
Teachers are more attentive/more involved/better relationship with students	5.7%
Teachers are working harder	1.5%

Students	Percent
Students are smarter/learning more	4.3%
Graduation rate improving/more students getting into college	3.7%
Students getting better grades/better students	2.5%
Parent involvement/community participation/more parent involvement	2.5%
Student behavior improving	1.8%
Students have good attitude	0.6%
Student negative comments	0.6%

Miscellaneous Comments	Percent
What I hear/read/not as many bad reports/hear better reports	8.7%
No complaints/schools doing good	2.0%
Other comments	1.8%
Don't know/no answer	1.5%
Miscellaneous neutral comments	1.8%

4B. Why do you say that? (The public schools in your community have STAYED THE SAME?)

Total Respondents: 282

School System/School Administration	Percent
Students not learning/learning enough/advanced without learning	6.4%
Nothing is getting better/no improvement/no change for the better	6.1%
Schools are good/better/Education system good	5.1%
Poor discipline/poor control of students	3.1%
Budget concerns/cutbacks/reduced funding	2.9%
Not enough focus on education	2.7%
Fewer teachers/larger classes	2.4%
Dropping classes/activities/curriculum poor/not as good	2.3%
Money isn't being spent in the right areas/spend too much money	2.1%
Education system is broken/systems doesn't work well	2.1%
Other school systems/private schools better/teach more	1.4%
Changes made are not for the better	1.4%
Leaning more towards sports than academics/too much emphasis on sports	1.4%
Criteria/curriculum has stayed the same/no improvement	1.2%
Doing a poor job/not as good as before (unspecified)	1.0%
Need more help for special needs children/gifted children	0.8%
More teachers/smaller classes	0.6%
Better discipline/better control of students	0.4%
Good/better administration/leadership/superintendent/principal	0.4%
Need additional classes in liberal arts/preparation for college/vocational training	0.4%
Too much cultural diversity/too many Hispanic students/cultural problems	0.4%
Reduced violence/drugs/safer environment	0.3%
Added more programs/activities/better curriculum	0.3%

Standards and Testing	Percent
ISTEP+/SAT scores lower/not improved/too low/average	3.8%
ISTEP+/testing/standards are bad idea	0.7%
Tests are given at wrong time/prefer testing in Spring	0.7%
SAT scores good/better	0.7%
More emphasis is being put on academics/more testing	0.7%
ISTEP+ has helped/better scores	0.3%

Facilities	Percent
Added new schools/expanded schools	1.7%
School facilities improved/updated/better equipment	0.4%

Students	Percent
Student attitude is poor/behavior is poor/too much violence	2.7%
Drop out rates high/students skipping school	1.2%
Parents don't cooperative/not involved/family values/parent attitude poor	0.4%
Not take advantage of programs/opportunities	0.4%
Students have good attitudes	0.4%
Graduation rate improving/more students getting into college	0.3%
Student behavior improving	0.3%

Teachers	Percent
Teacher performance poor/skills poor/need better teachers	4.2%
Teachers not involved/not attentive/don't care enough/as much	1.6%
Teachers not allowed to discipline/control students	1.1%
Teacher pay too low	1.0%
Teachers don't control students	0.3%
Teachers do not have time to teach effectively	0.3%
Teachers too interested in paycheck/raises/paid too much	0.3%
Teachers are good/better/doing better job/improving	0.3%
Teachers are working harder	0.3%

Miscellaneous Comments	Percent
Not notice any change/no difference/average/some good and some bad	35.1%
What I see/hear/the way it seems to me/my perception/no specific reason	8.0%
Not have children in school/child just in kindergarten/1 st grade	6.1%
Don't know/no answer	6.1%
No complaints/schools doing good	4.7%
Scores seem the same	3.3%
Other comments	3.0%
Have not lived here very long/not lived here for 3 years/5 years	2.7%
Hear/read negative reports	1.1%
What I hear/read/not as many bad reports/hear better reports	0.4%

4B. Why do you say that? (The public schools in your community have gotten WORSE?).

Total Respondents: 94

School System/School Administration	Percent
Students not learning/learning enough/advanced without learning	19.6%
Fewer teachers/larger classes	13.4%
Poor discipline/poor control of students	12.2%
Education systems is broken/system doesn't work well	10.1%
Drugs/gangs in schools	9.2%
Not enough focus on education	8.3%
Changes made are not for the better	8.0%
Budget concerns/cutbacks/reduced funding	7.1%
Dropping classes/activities/curriculum poor/not as good	5.3%
Other school systems/private schools better/teach more	4.7%
Doing a poor job/not as good as before (unspecified)	4.4%
Leaning more towards sports than academics/too much emphasis on sports	4.3%
Too much cultural diversity/too many Hispanic students/cultural problems	3.2%
Money isn't being spent on the right areas/spend too much money	3.2%
Need more help for special needs children/gifted children	2.2%
Book rental fees/extra charges	1.1%
Nothing is getting better/no improvement/no change for the better	1.1%
Criteria/curriculum has stayed the same/no improvement	0.8%

Standards and Testing	Percent
ISTEP+/SAT scores lower/not improved/too low/average	9.7%
ISTEP+/testing/standards are bad idea	2.9%
Tests are given at wrong time/prefer testing in Spring	2.9%

Students	Percent
Student attitude is poor/behavior is poor/too much violence	4.9%
Drop out rates high/students skipping school	4.8%
Parents don't cooperate/not involved/family values/parent attitude poor	4.4%
Have/need security guards/extra rules	1.1%

Teachers	Percent
Teacher performance poor/skills poor/need better teachers	10.0%
Teachers not involved/not attentive/don't care enough/as much	9.0%
Teachers not have time to teach effectively	5.4%
Teachers not allowed to discipline/control students	2.2%
Teachers too interested in paycheck/raises/paid too much	2.2%
Teachers don't control students	1.0%
Teacher pay too low	1.0%

Miscellaneous Comments	Percent
Hear/read negative comments	4.1%
Other comments	9.4%
Don't know/No answer	1.0%

Appendix B

Demographic Results by Question

1. On the whole, would you say that public schools in Indiana provide an excellent, good, fair, or poor education?

	Excellent	Good	Fair	Poor	Don't Know / No Answer	Number of Cases
Gender						
Male	7.2%	46.9%	31.9%	11.6%	2.4%	281
Female	10.1%	47.6%	30.6%	9.0%	2.7%	331
Age						
18-34	10.1%	45.4%	33.8%	8.7%	2.0%	148
35-44	8.7%	54.9%	23.0%	11.7%	1.8%	118
45-54	7.9%	44.2%	34.1%	13.1%	.7%	142
55-64	9.1%	49.0%	29.2%	9.8%	2.8%	98
65+	6.7%	44.9%	35.3%	6.3%	6.7%	104
Education						
HS or less	9.2%	43.7%	34.6%	8.5%	4.0%	227
Some college	7.1%	47.6%	32.8%	11.0%	1.5%	157
College grad or more	9.5%	51.2%	26.5%	11.1%	1.7%	223
Income						
<\$35K	6.0%	40.7%	38.0%	12.4%	2.8%	174
\$35K-\$50K	8.0%	45.6%	34.7%	9.7%	2.0%	101
\$50K-\$75K	7.5%	54.3%	27.4%	9.9%	.8%	130
\$75K+	13.1%	47.7%	28.6%	7.9%	2.8%	150
Children in School						
Yes	9.7%	47.6%	29.2%	11.8%	1.7%	227
No	8.1%	47.2%	32.4%	9.2%	3.1%	385
Region						
Indiana Northern	9.3%	45.5%	30.0%	12.2%	2.9%	239
Indiana Central	7.4%	47.3%	33.2%	10.1%	2.1%	274
Indiana Southern	11.1%	51.5%	28.4%	5.8%	3.2%	99
Race / Ethnicity						
White	9.0%	51.1%	29.2%	8.7%	2.0%	491
Non-White	5.7%	32.8%	40.7%	16.1%	4.7%	117
DK / Refused	66.6%	0.0%	0.0%	25.8%	7.6%	4

2. Over the past five years, have the public schools in Indiana gotten better, worse, or stayed the same?

	Better	Same	Worse	Don't Know / No Answer	Number of Cases
Gender					
Male	26.6%	46.3%	16.5%	10.6%	281
Female	26.4%	41.6%	21.0%	10.9%	331
Age					
18-34	29.4%	39.4%	19.0%	12.1%	148
35-44	27.4%	44.0%	15.6%	13.0%	118
45-54	24.6%	48.1%	18.3%	9.0%	142
55-64	24.7%	42.1%	22.0%	11.2%	98
65+	26.2%	45.3%	20.1%	8.5%	104
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Children in School					
Yes	25.5%	45.6%	18.2%	10.7%	227
No	27.1%	42.7%	19.4%	10.8%	385
Region					
Indiana Northern	22.6%	43.0%	23.3%	11.1%	239
Indiana Central	28.7%	43.9%	17.4%	10.0%	274
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White	26.3%	45.5%	17.9%	10.3%	491
Non-White	26.9%	37.0%	23.4%	12.7%	117
DK / Refused	37.7%	28.9%	25.8%	7.6%	4

3. What about the public schools in your community? Would you say that they provide an excellent, good, fair, or poor education?

	Excellent	Good	Fair	Poor	Don't Know / No Answer	Number of Cases
Gender						
Male	19.8%	43.2%	26.1%	8.8%	2.1%	281
Female	19.9%	45.9%	25.4%	7.0%	1.7%	331
Age						
18-34	30.9%	31.3%	27.2%	8.9%	1.8%	148
35-44	15.4%	53.6%	20.1%	9.9%	.9%	118
45-54	16.4%	48.9%	26.4%	6.1%	2.2%	142
55-64	18.2%	44.1%	27.8%	8.2%	1.6%	98
65+	15.1%	49.2%	27.7%	5.0%	3.0%	104
Education						
HS or less	15.3%	46.5%	28.9%	7.6%	1.7%	227
Some college	16.4%	44.4%	26.6%	10.0%	2.6%	157
College grad or more	27.4%	43.5%	21.2%	6.6%	1.3%	223
Income						
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\$35K-\$50K	15.5%	42.4%	32.3%	8.8%	1.0%	101
\$50K-\$75K	18.4%	49.6%	24.5%	6.9%	.6%	130
\$75K+	35.6%	41.2%	16.7%	5.8%	.8%	150
Children in School						
Yes	23.3%	42.2%	24.1%	9.5%	.8%	227
No	17.9%	46.1%	26.7%	6.8%	2.5%	385
Region						
Indiana Northern	19.4%	43.0%	24.1%	10.7%	2.8%	239
Indiana Central	21.2%	44.0%	27.5%	6.6%	.7%	274
Indiana Southern	17.1%	50.3%	24.7%	4.5%	3.3%	99
Race / Ethnicity						
White	20.3%	48.3%	23.9%	6.0%	1.5%	491
Non-White	16.8%	30.9%	34.0%	14.7%	3.5%	117
DK / Refused	66.6%	0.0%	0.0%	25.8%	7.6%	4

4. Over the past five years, have the public schools in your community gotten better, worse, or stayed the same?

	Better	Same	Worse	Don't Know / No Answer	Number of Cases
Gender					
Male	30.4%	49.4%	13.0%	7.2%	281
Female	33.3%	43.4%	17.5%	5.9%	331
Age					
18-34	35.5%	39.4%	16.1%	9.1%	148
35-44	35.9%	46.5%	11.3%	6.4%	118
45-54	31.0%	48.7%	16.3%	4.0%	142
55-64	31.5%	45.4%	18.2%	4.9%	98
65+	24.8%	52.8%	14.8%	7.6%	104
Education					
HS or less	32.8%	47.4%	14.0%	5.9%	227
Some college	29.7%	43.9%	20.2%	6.1%	157
College grad or more	32.5%	46.6%	13.8%	7.1%	223
Income					
<\$35K	30.3%	45.3%	16.6%	7.8%	174
\$35K-\$50K	24.3%	50.6%	21.3%	3.8%	101
\$50K-\$75K	31.6%	47.0%	14.4%	6.9%	130
\$75K+	40.7%	44.4%	9.7%	5.2%	150
Children in School					
Yes	36.9%	42.7%	14.3%	6.1%	227
No	29.0%	48.2%	16.1%	6.7%	385
Region					
Indiana Northern	29.0%	45.4%	17.9%	7.7%	239
Indiana Central	34.8%	44.6%	14.4%	6.2%	274
Indiana Southern	30.7%	52.4%	12.5%	4.4%	99
Race / Ethnicity					
White	32.0%	49.0%	13.8%	5.2%	491
Non-White	32.3%	34.1%	22.0%	11.6%	117
DK / Refused	13.8%	52.8%	25.8%	7.6%	4

5. In your opinion, how much does the amount of money spent on public education affect the quality of students' education? Would you say a lot, somewhat, a little, or not at all?

	A Lot	Somewhat	A Little	Not At All	Don't Know / No Answer	Number of Cases
Gender						
Male	41.2%	30.7%	16.9%	6.9%	4.3%	281
Female	53.8%	32.2%	7.7%	3.0%	3.2%	331
Age						
18-34	49.7%	35.5%	7.5%	5.3%	2.1%	148
35-44	47.5%	31.2%	13.1%	4.2%	4.0%	118
45-54	50.4%	28.8%	15.2%	2.3%	3.2%	142
55-64	53.6%	30.5%	8.0%	4.8%	3.1%	98
65+	38.4%	31.6%	15.6%	7.4%	7.1%	104
Education						
HS or less	43.4%	32.9%	14.3%	3.2%	6.2%	227
Some college	50.5%	27.9%	12.3%	6.8%	2.6%	157
College grad or more	51.0%	32.8%	9.3%	5.2%	1.7%	223
Income						
<\$35K	46.4%	31.0%	10.2%	6.5%	5.9%	174
\$35K-\$50K	43.9%	34.1%	14.6%	5.4%	2.0%	101
\$50K-\$75K	49.6%	34.2%	9.6%	2.8%	3.8%	130
\$75K+	52.5%	30.5%	12.3%	3.3%	1.4%	150
Children in School						
Yes	50.7%	29.0%	12.7%	5.2%	2.4%	227
No	46.4%	33.0%	11.5%	4.6%	4.5%	385
Region						
Indiana Northern	48.5%	29.8%	11.0%	3.7%	6.9%	239
Indiana Central	46.8%	33.2%	13.8%	3.8%	2.4%	274
Indiana Southern	50.1%	30.8%	9.1%	10.1%	0.0%	99
Race / Ethnicity						
White	50.3%	30.5%	12.2%	4.2%	2.9%	491
Non-White	38.7%	36.9%	10.5%	6.4%	7.5%	117
DK / Refused	31.5%	0.0%	28.9%	39.6%	0.0%	4

6A. Overall, do you think the level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

	More Than Enough	Enough	Not Enough	Don't Know / No Answer	Number of Cases
Gender					
Male	13.0%	28.3%	55.1%	3.6%	281
Female	4.2%	23.8%	65.4%	6.5%	331
Age					
18-34	6.1%	27.9%	61.2%	4.8%	148
35-44	7.0%	22.4%	65.7%	4.9%	118
45-54	11.7%	21.5%	64.6%	2.1%	142
55-64	10.1%	24.7%	60.9%	4.2%	98
65+	5.5%	33.6%	49.6%	11.3%	104
Education					
HS or less	8.3%	31.7%	54.1%	6.0%	227
Some college	8.4%	24.2%	60.1%	7.4%	157
College grad or more	8.3%	21.4%	67.9%	2.4%	223
Income					
<\$35K	5.8%	28.3%	59.5%	6.4%	174
\$35K-\$50K	9.2%	24.9%	59.8%	6.1%	101
\$50K-\$75K	9.0%	25.8%	63.1%	2.1%	130
\$75K+	9.6%	23.5%	62.9%	4.0%	150
Children in School					
Yes	7.2%	26.3%	63.3%	3.2%	227
No	8.9%	25.6%	59.1%	6.4%	385
Region					
Indiana Northern	8.6%	24.6%	61.1%	5.7%	239
Indiana Central	6.5%	26.2%	63.6%	3.8%	274
Indiana Southern	12.4%	28.0%	51.6%	8.0%	99
Race / Ethnicity					
White	8.8%	26.4%	59.5%	5.3%	491
Non-White	5.2%	23.6%	66.2%	4.9%	117
DK / Refused	25.8%	28.9%	45.3%	0.0%	4

6B. School districts spend about \$10,000 per year per student, do you think this level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

	More Than Enough	Enough	Not Enough	Don't Know / No Answer	Number of Cases
Gender					
Male	17.2%	33.2%	41.8%	7.8%	281
Female	7.7%	36.7%	47.5%	8.2%	331
Age					
18-34	9.9%	35.0%	48.1%	7.0%	148
35-44	11.4%	33.2%	47.8%	7.7%	118
45-54	12.2%	33.7%	48.9%	5.3%	142
55-64	18.1%	28.8%	43.9%	9.2%	98
65+	9.4%	44.9%	33.2%	12.5%	104
Education					
HS or less	12.9%	39.7%	40.8%	6.6%	227
Some college	13.3%	36.0%	39.1%	11.6%	157
College grad or more	10.6%	30.1%	52.8%	6.5%	223
Income					
<\$35K	10.7%	37.4%	43.9%	8.0%	174
\$35K-\$50K	11.8%	34.8%	43.4%	9.9%	101
\$50K-\$75K	12.2%	38.0%	44.4%	5.4%	130
\$75K+	14.3%	29.3%	48.6%	7.8%	150
Children in School					
Yes	11.2%	35.6%	46.3%	6.9%	227
No	12.6%	34.8%	44.0%	8.6%	385
Region					
Indiana Northern	13.4%	37.7%	41.9%	7.0%	239
Indiana Central	8.9%	33.9%	49.2%	8.0%	274
Indiana Southern	18.0%	32.4%	39.6%	10.1%	99
Race / Ethnicity					
White	12.4%	37.7%	41.9%	8.0%	491
Non-White	10.4%	24.2%	57.3%	8.1%	117
DK / Refused	25.8%	28.9%	37.7%	7.6%	4

7. Local school boards have the responsibility of determining how property tax funds are spent for school facilities and equipment in their districts. How do you view the expenditures of funds on facilities and equipment in your community? Does your school board spend:

	Far Too Much	A Bit Too Much	Just About Right	A Bit Too Little	Far Too Little	Don't Know / No Answer	Number of Cases
Gender							
Male	14.7%	8.8%	45.6%	14.3%	6.4%	10.1%	281
Female	6.9%	13.8%	40.7%	16.1%	8.0%	14.4%	331
Age							
18-34	9.1%	11.0%	41.1%	15.4%	8.0%	15.5%	148
35-44	9.2%	9.3%	51.0%	17.2%	4.1%	9.3%	118
45-54	14.5%	9.0%	46.7%	16.2%	7.6%	6.0%	142
55-64	12.2%	15.4%	32.9%	16.2%	9.2%	14.2%	98
65+	6.2%	14.8%	40.8%	11.1%	7.9%	19.2%	104
Education							
HS or less	10.2%	11.5%	39.9%	16.8%	9.2%	12.3%	227
Some college	13.7%	8.0%	43.0%	13.4%	7.9%	13.9%	157
College grad or more	8.7%	14.2%	46.6%	14.5%	5.1%	10.9%	223
Income							
<\$35K	8.4%	9.1%	40.8%	17.7%	11.2%	12.8%	174
\$35K-\$50K	8.7%	14.9%	40.0%	18.8%	8.5%	9.2%	101
\$50K-\$75K	15.1%	9.2%	45.8%	15.3%	3.3%	11.3%	130
\$75K+	10.9%	15.0%	48.0%	12.0%	3.4%	10.6%	150
Children in School							
Yes	8.8%	12.9%	47.5%	14.4%	7.1%	9.3%	227
No	11.5%	10.7%	40.3%	15.8%	7.4%	14.3%	385
Region							
Indiana Northern	10.1%	9.4%	44.3%	14.0%	9.0%	13.3%	239
Indiana Central	9.0%	12.4%	44.1%	17.4%	6.5%	10.6%	274
Indiana Southern	15.7%	13.9%	36.7%	12.3%	5.6%	15.9%	99
Race / Ethnicity							
White	11.0%	12.0%	43.7%	13.9%	6.7%	12.7%	491
Non-White	7.8%	9.8%	40.3%	21.5%	9.5%	11.1%	117
DK / Refused	25.8%	0.0%	28.9%	0.0%	13.8%	31.5%	4

The Indiana General Assembly and state education leaders will be discussing a proposal for state funding of full-day kindergarten and a variety of other pre-school and kindergarten-related issues during the 2007 session of the legislature.

8. Would you support or oppose state funding for voluntary pre-school for at-risk children?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	81.0%	14.6%	4.4%	281
Female	83.1%	12.2%	4.7%	331
Age				
18-34	89.6%	5.8%	4.5%	148
35-44	88.9%	9.4%	1.7%	118
45-54	79.8%	14.9%	5.3%	142
55-64	77.5%	20.4%	2.1%	98
65+	71.0%	19.7%	9.3%	104
Education				
HS or less	78.6%	16.9%	4.5%	227
Some college	81.1%	10.9%	8.0%	157
College grad or more	86.5%	11.6%	1.9%	223
Income				
<\$35K	85.0%	11.2%	3.9%	174
\$35K-\$50K	80.5%	15.6%	3.8%	101
\$50K-\$75K	85.2%	11.4%	3.5%	130
\$75K+	81.7%	13.8%	4.5%	150
Children in School				
Yes	85.0%	12.4%	2.6%	227
No	80.4%	13.9%	5.7%	385
Region				
Indiana Northern	77.1%	16.7%	6.2%	239
Indiana Central	85.8%	10.1%	4.1%	274
Indiana Southern	83.3%	14.5%	2.2%	99
Race / Ethnicity				
White	82.4%	13.6%	4.0%	491
Non-White	80.6%	12.4%	7.0%	117
DK / Refused	100.0%	0.0%	0.0%	4

9. Do you support or oppose mandatory kindergarten for all students?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	72.0%	23.1%	4.9%	281
Female	78.3%	18.5%	3.2%	331
Age				
18-34	84.2%	13.8%	1.9%	148
35-44	79.3%	18.1%	2.6%	118
45-54	73.9%	23.9%	2.1%	142
55-64	72.5%	23.5%	4.1%	98
65+	63.5%	26.3%	10.2%	104
Education				
HS or less	72.5%	21.1%	6.4%	227
Some college	79.1%	20.3%	0.6%	157
College grad or more	75.2%	20.8%	4.0%	223
Income				
<\$35K	77.5%	19.1%	3.5%	174
\$35K-\$50K	73.4%	22.8%	3.8%	101
\$50K-\$75K	74.5%	23.2%	2.3%	130
\$75K+	74.0%	20.6%	5.3%	150
Children in School				
Yes	77.9%	19.1%	3.0%	227
No	73.9%	21.5%	4.6%	385
Region				
Indiana Northern	74.1%	22.5%	3.4%	239
Indiana Central	73.8%	20.7%	5.5%	274
Indiana Southern	82.8%	16.0%	1.1%	99
Race / Ethnicity				
White	74.9%	21.5%	3.6%	491
Non-White	77.4%	17.5%	5.1%	117
DK / Refused	71.1%	0.0%	28.9%	4

10. Do you support or oppose state-funded full-day kindergarten?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	74.9%	22.4%	2.7%	281
Female	72.6%	23.4%	4.0%	331
Age				
18-34	79.5%	16.0%	4.5%	148
35-44	77.0%	21.2%	1.8%	118
45-54	75.2%	21.2%	3.6%	142
55-64	66.5%	30.6%	2.9%	98
65+	66.7%	30.4%	2.9%	104
Education				
HS or less	70.9%	26.2%	2.9%	227
Some college	72.3%	23.3%	4.4%	157
College grad or more	77.2%	19.5%	3.3%	223
Income				
<\$35K	77.1%	19.5%	3.4%	174
\$35K-\$50K	68.3%	30.7%	1.0%	101
\$50K-\$75K	71.9%	24.8%	3.3%	130
\$75K+	79.4%	16.6%	4.0%	150
Children in School				
Yes	77.6%	19.1%	3.3%	227
No	71.4%	25.2%	3.5%	385
Region				
Indiana Northern	65.2%	30.5%	4.3%	239
Indiana Central	80.1%	17.9%	2.1%	274
Indiana Southern	75.4%	19.7%	4.9%	99
Race / Ethnicity				
White	71.8%	24.6%	3.6%	491
Non-White	81.9%	16.5%	1.6%	117
DK / Refused	63.4%	0.0%	36.6%	4

11. Do you support or oppose a system that requires all school districts to offer full-day kindergarten?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	75.3%	22.1%	2.6%	281
Female	76.5%	21.6%	1.8%	331
Age				
18-34	85.0%	13.5%	1.4%	148
35-44	75.9%	20.8%	3.3%	118
45-54	77.0%	21.5%	1.5%	142
55-64	70.5%	28.5%	1.0%	98
65+	66.4%	29.5%	4.0%	104
Education				
HS or less	74.2%	21.7%	4.0%	227
Some college	74.7%	24.0%	1.3%	157
College grad or more	78.4%	20.6%	1.0%	223
Income				
<\$35K	75.1%	21.8%	3.1%	174
\$35K-\$50K	72.5%	27.5%	0.0%	101
\$50K-\$75K	79.7%	18.9%	1.5%	130
\$75K+	78.6%	19.9%	1.4%	150
Children in School				
Yes	80.1%	16.8%	3.1%	227
No	73.5%	24.8%	1.7%	385
Region				
Indiana Northern	71.2%	26.7%	2.1%	239
Indiana Central	80.5%	18.1%	1.4%	274
Indiana Southern	74.2%	21.3%	4.5%	99
Race / Ethnicity				
White	73.5%	24.2%	2.3%	491
Non-White	85.5%	12.9%	1.7%	117
DK / Refused	100.0%	0.0%	0.0%	4

12. Do you support or oppose a system that requires all students to attend full-day kindergarten?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	58.6%	37.1%	4.3%	281
Female	58.0%	40.7%	1.3%	331
Age				
18-34	58.8%	39.6%	1.5%	148
35-44	66.3%	31.1%	2.6%	118
45-54	56.5%	41.3%	2.1%	142
55-64	55.6%	43.4%	1.0%	98
65+	52.4%	40.8%	6.9%	104
Education				
HS or less	53.7%	41.7%	4.6%	227
Some college	59.4%	40.1%	0.6%	157
College grad or more	62.0%	36.1%	1.9%	223
Income				
<\$35K	58.8%	36.5%	4.7%	174
\$35K-\$50K	57.6%	40.5%	1.9%	101
\$50K-\$75K	57.4%	42.6%	0.0%	130
\$75K+	61.5%	37.1%	1.4%	150
Children in School				
Yes	64.3%	34.5%	1.3%	227
No	54.7%	41.8%	3.5%	385
Region				
Indiana Northern	52.3%	46.4%	1.3%	239
Indiana Central	62.4%	34.5%	3.1%	274
Indiana Southern	60.2%	35.0%	4.7%	99
Race / Ethnicity				
White	54.1%	43.2%	2.7%	491
Non-White	75.2%	22.2%	2.6%	117
DK / Refused	68.5%	23.8%	7.6%	4

13. Would you support or oppose full-day kindergarten if taxes had to increase to support it?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	61.2%	35.2%	3.6%	281
Female	61.4%	36.8%	1.8%	331
Age				
18-34	69.0%	28.3%	2.7%	148
35-44	64.0%	30.6%	5.3%	118
45-54	58.8%	39.1%	2.0%	142
55-64	58.0%	41.0%	1.0%	98
65+	54.9%	43.1%	2.0%	104
Education				
HS or less	51.0%	44.3%	4.7%	227
Some college	60.1%	38.8%	1.1%	157
College grad or more	72.6%	25.7%	1.6%	223
Income				
<\$35K	57.7%	37.7%	4.6%	174
\$35K-\$50K	58.5%	41.5%	0.0%	101
\$50K-\$75K	59.4%	39.9%	0.7%	130
\$75K+	72.6%	24.7%	2.7%	150
Children in School				
Yes	60.2%	35.4%	4.4%	227
No	62.0%	36.4%	1.6%	385
Region				
Indiana Northern	55.8%	42.2%	1.9%	239
Indiana Central	64.6%	32.5%	2.9%	274
Indiana Southern	64.6%	31.9%	3.5%	99
Race / Ethnicity				
White	60.8%	37.2%	2.0%	491
Non-White	65.4%	29.5%	5.1%	117
DK / Refused	0.0%	92.4%	7.6%	4

14. The ISTEP+ test is Indiana’s statewide standardized test. How would you describe your familiarity with ISTEP+? Are you very familiar, somewhat familiar, not very familiar, or not at all familiar with ISTEP+?

[Respondents answering Not at all Familiar or Don’t Know/No Answer to this question were not asked to respond to questions 15-19.]

	Very Familiar	Somewhat Familiar	Not Very Familiar	Not At All Familiar	Don't Know / No Answer	Number of Cases
Gender						
Male	28.5%	39.2%	22.3%	9.2%	0.8%	281
Female	34.0%	42.7%	17.1%	5.9%	0.2%	331
Age						
18-34	37.2%	44.8%	10.2%	7.8%	0.0%	148
35-44	32.2%	43.6%	18.4%	4.8%	0.9%	118
45-54	38.7%	44.7%	12.1%	3.7%	0.8%	142
55-64	28.5%	40.2%	23.3%	7.2%	0.8%	98
65+	16.0%	27.9%	40.8%	15.3%	0.0%	104
Education						
HS or less	24.4%	40.6%	24.0%	10.1%	0.8%	227
Some college	26.9%	46.5%	18.4%	7.6%	0.7%	157
College grad or more	42.5%	38.6%	14.8%	4.0%	0.0%	223
Income						
<\$35K	20.7%	39.2%	28.2%	10.8%	1.1%	174
\$35K-\$50K	32.2%	45.4%	18.5%	3.9%	0.0%	101
\$50K-\$75K	28.9%	47.9%	15.8%	7.4%	0.0%	130
\$75K+	44.9%	40.2%	12.6%	2.2%	0.0%	150
Children in school						
Yes	38.1%	47.3%	10.2%	3.9%	0.5%	227
No	27.6%	37.5%	25.0%	9.5%	0.5%	385
Region						
Indiana Northern	30.1%	40.8%	22.3%	6.0%	0.8%	239
Indiana Central	34.6%	41.4%	16.5%	7.1%	0.4%	274
Indiana Southern	25.9%	41.1%	21.6%	11.4%	0.0%	99
Race / Ethnicity						
White	32.3%	41.0%	21.2%	5.4%	0.2%	491
Non-White	28.7%	41.2%	12.2%	16.2%	1.6%	117
DK / Refused	13.8%	54.7%	31.5%	0.0%	0.0%	4

15. Do you think that the ISTEP+ has helped improve the quality of Indiana schools a lot, somewhat, a little, or not at all?

	A Lot	Somewhat	A Little	Not At All	Don't Know / No Answer	Number of Cases
Gender						
Male	7.4%	34.4%	30.9%	23.4%	3.9%	253
Female	10.2%	33.1%	26.3%	26.7%	3.7%	310
Age						
18-34	9.1%	31.3%	27.6%	29.3%	2.8%	136
35-44	10.9%	33.7%	31.9%	21.6%	1.9%	111
45-54	11.2%	32.8%	24.4%	27.1%	4.5%	136
55-64	6.8%	31.0%	31.2%	27.7%	3.4%	90
65+	5.2%	41.2%	29.0%	17.7%	6.9%	88
Education						
HS or less	14.2%	34.1%	26.1%	22.5%	3.1%	202
Some college	8.7%	37.2%	27.2%	24.9%	1.9%	144
College grad or more	4.0%	31.4%	31.1%	28.4%	5.1%	214
Income						
<\$35K	10.8%	32.3%	27.5%	25.3%	3.9%	153
\$35K-\$50K	14.1%	30.7%	25.7%	24.4%	5.0%	97
\$50K-\$75K	3.8%	45.7%	27.2%	19.9%	3.4%	120
\$75K+	7.6%	30.5%	31.4%	27.9%	2.6%	147
Children in school						
Yes	10.1%	32.6%	28.0%	26.9%	2.4%	217
No	8.2%	34.4%	28.6%	24.2%	4.6%	347
Region						
Indiana Northern	5.4%	30.1%	34.6%	26.9%	3.0%	223
Indiana Central	10.6%	35.6%	26.0%	25.2%	2.5%	253
Indiana Southern	12.6%	36.7%	20.1%	21.3%	9.2%	88
Race / Ethnicity						
White	7.6%	34.3%	29.0%	25.2%	3.9%	464
Non-White	15.9%	30.1%	26.1%	25.1%	2.7%	96
DK / Refused	0.0%	52.8%	0.0%	39.6%	7.6%	4

Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements about the ISTEP+ tests.

16. The ISTEP+ tests help hold schools accountable for student achievement.

[The order in which Questions 16, 17, and 18 were asked was rotated during the administration of the survey.]

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know / No Answer	Number of Cases
Gender						
Male	22.2%	48.8%	12.5%	12.7%	3.8%	253
Female	28.4%	44.1%	14.9%	8.5%	4.1%	310
Age						
18-34	27.0%	44.0%	17.3%	9.5%	2.2%	136
35-44	27.0%	51.6%	13.7%	6.8%	0.9%	111
45-54	22.2%	47.9%	12.2%	13.5%	4.2%	136
55-64	26.6%	41.8%	16.8%	12.6%	2.2%	90
65+	25.4%	46.0%	8.1%	8.3%	12.3%	88
Education						
HS or less	32.6%	40.8%	9.4%	11.9%	5.3%	202
Some college	27.9%	47.5%	14.4%	8.1%	2.1%	144
College grad or more	17.5%	51.1%	17.2%	10.6%	3.6%	214
Income						
<\$35K	24.0%	49.8%	7.5%	12.4%	6.3%	153
\$35K-\$50K	29.5%	35.6%	20.7%	10.1%	4.0%	97
\$50K-\$75K	26.8%	48.8%	10.9%	11.7%	1.8%	120
\$75K+	22.0%	50.2%	17.8%	7.3%	2.7%	147
Children in school						
Yes	23.5%	52.6%	11.5%	12.0%	0.4%	217
No	26.9%	42.3%	15.2%	9.4%	6.2%	347
Region						
Indiana Northern	22.2%	50.0%	13.3%	10.0%	4.5%	223
Indiana Central	26.4%	47.6%	11.7%	9.8%	4.5%	253
Indiana Southern	31.7%	33.1%	21.0%	12.8%	1.3%	88
Race / Ethnicity						
White	24.9%	46.1%	15.1%	9.9%	4.1%	464
Non-White	29.1%	46.7%	8.2%	12.3%	3.8%	96
DK / Refused	28.9%	45.3%	0.0%	25.8%	0.0%	4

17. The ISTEP+ tests give parents helpful information about a school's performance.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know / No Answer	Number of Cases
Gender						
Male	25.1%	42.4%	14.7%	14.9%	2.9%	253
Female	25.9%	40.1%	19.6%	11.3%	3.1%	310
Age						
18-34	28.4%	37.1%	20.2%	12.8%	1.4%	136
35-44	26.4%	44.0%	21.0%	8.6%	0.0%	111
45-54	27.6%	43.6%	11.7%	13.6%	3.5%	136
55-64	22.6%	33.1%	27.7%	14.6%	2.1%	90
65+	20.2%	48.1%	6.9%	15.1%	9.7%	88
Education						
HS or less	32.9%	36.3%	11.3%	14.8%	4.8%	202
Some college	26.6%	43.5%	19.9%	8.6%	1.3%	144
College grad or more	17.8%	44.7%	21.2%	14.2%	2.1%	214
Income						
<\$35K	25.7%	41.7%	13.1%	14.5%	5.0%	153
\$35K-\$50K	22.8%	38.1%	24.7%	11.5%	2.9%	97
\$50K-\$75K	28.2%	47.9%	12.4%	10.6%	0.9%	120
\$75K+	22.9%	41.8%	21.2%	12.9%	1.2%	147
Children in school						
Yes	27.8%	44.9%	15.4%	11.9%	0.0%	217
No	24.1%	38.8%	18.6%	13.5%	4.9%	347
Region						
Indiana Northern	24.8%	44.0%	17.0%	11.1%	3.1%	223
Indiana Central	24.3%	40.0%	17.7%	14.0%	4.0%	253
Indiana Southern	30.7%	37.7%	17.3%	14.3%	0.0%	88
Race / Ethnicity						
White	24.5%	41.0%	18.2%	13.2%	3.1%	464
Non-White	30.2%	42.2%	14.0%	11.0%	2.6%	96
DK / Refused	37.7%	36.6%	0.0%	25.8%	0.0%	4

18. The ISTEP+ tests give parents helpful information about a student's performance.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know / No Answer	Number of Cases
Gender						
Male	29.0%	43.5%	13.8%	11.2%	2.6%	250
Female	30.4%	42.2%	15.6%	9.0%	2.9%	299
Age						
18-34	27.4%	42.9%	19.5%	9.5%	0.7%	134
35-44	33.9%	42.7%	17.3%	6.2%	0.0%	109
45-54	35.5%	45.6%	10.4%	5.8%	2.7%	135
55-64	28.5%	31.3%	18.7%	19.3%	2.2%	85
65+	19.4%	50.9%	7.3%	12.1%	10.2%	84
Education						
HS or less	38.4%	36.2%	13.3%	7.3%	4.8%	198
Some college	29.0%	44.2%	15.5%	10.6%	0.7%	138
College grad or more	22.0%	48.1%	15.9%	12.2%	1.7%	210
Income						
<\$35K	30.6%	38.8%	13.8%	10.9%	5.8%	147
\$35K-\$50K	33.4%	45.2%	11.8%	7.6%	2.0%	93
\$50K-\$75K	30.9%	46.2%	13.9%	8.1%	0.9%	120
\$75K+	23.9%	44.8%	16.9%	13.1%	1.3%	144
Children in school						
Yes	35.5%	39.7%	16.4%	8.5%	0.0%	213
No	26.1%	44.7%	13.7%	11.0%	4.5%	336
Region						
Indiana Northern	26.5%	45.5%	16.4%	9.1%	2.6%	221
Indiana Central	32.4%	40.8%	14.1%	9.3%	3.3%	248
Indiana Southern	29.7%	41.8%	12.9%	14.2%	1.3%	81
Race / Ethnicity						
White	26.9%	45.0%	15.3%	10.0%	2.8%	449
Non-White	42.3%	33.0%	12.9%	9.2%	2.5%	96
DK / Refused	42.8%	31.5%	0.0%	25.8%	0.0%	4

19. There is disagreement among leaders at the state level as to whether the ISTEP+ test should be given toward the start of the school year in the fall, as it is now, or in the spring toward the end of the school year. Just from what you know, when should the test be given?

	Start	End	Doesn't Make a Difference	Don't Know / No Answer	Number of Cases
Gender					
Male	13.1%	70.5%	14.0%	2.4%	253
Female	11.4%	79.4%	8.9%	0.3%	310
Age					
18-34	6.6%	77.5%	14.9%	1.0%	136
35-44	13.8%	69.5%	15.9%	0.8%	111
45-54	17.2%	73.3%	9.6%	0.0%	136
55-64	10.3%	83.8%	4.9%	1.0%	90
65+	12.4%	74.7%	8.6%	4.4%	88
Education					
HS or less	15.4%	71.9%	11.6%	1.1%	202
Some college	9.9%	78.7%	9.9%	1.4%	144
College grad or more	10.5%	76.6%	11.7%	1.3%	214
Income					
<\$35K	11.5%	74.3%	12.4%	1.8%	153
\$35K-\$50K	13.7%	72.1%	12.2%	2.0%	97
\$50K-\$75K	11.3%	78.5%	8.7%	1.5%	120
\$75K+	11.4%	76.6%	12.0%	0.0%	147
Children in school					
Yes	11.3%	74.9%	13.3%	0.4%	217
No	12.7%	75.7%	9.8%	1.8%	347
Region					
Indiana Northern	9.2%	81.3%	9.1%	0.5%	223
Indiana Central	14.6%	70.9%	12.2%	2.3%	253
Indiana Southern	12.5%	74.5%	13.0%	0.0%	88
Race / Ethnicity					
White	12.3%	75.8%	10.5%	1.4%	464
Non-White	11.2%	74.2%	14.6%	0.0%	96
DK / Refused	25.8%	52.8%	7.6%	13.8%	4

20. Assume you had a child attending a public school that has been placed on academic probation by either the state or federal government. Which would you prefer: to have additional efforts made in your child's present school to help him or her achieve, to transfer your child to another public school that is NOT on probation, or receive state financial support to offset part or all of the tuition for a private school?

	Additional Assistance	Transfer	Receive Financial Support	Don't Know / No Answer	Number of Cases
Gender					
Male	60.7%	13.1%	18.5%	7.8%	281
Female	61.8%	17.3%	16.9%	3.9%	331
Age					
18-34	61.7%	15.8%	19.0%	3.5%	148
35-44	58.5%	15.7%	20.1%	5.6%	118
45-54	68.3%	12.8%	15.4%	3.6%	142
55-64	64.0%	16.6%	15.3%	4.0%	98
65+	51.0%	17.1%	18.4%	13.5%	104
Education					
HS or less	58.6%	14.0%	17.1%	10.3%	227
Some college	64.0%	15.7%	17.7%	2.6%	157
College grad or more	62.9%	16.1%	18.4%	2.6%	223
Income					
<\$35K	59.1%	15.6%	16.4%	8.9%	174
\$35K-\$50K	65.0%	10.8%	22.4%	1.9%	101
\$50K-\$75K	65.1%	14.0%	16.7%	4.3%	130
\$75K+	62.7%	19.2%	15.3%	2.8%	150
Children in school					
Yes	62.1%	13.2%	18.8%	5.9%	227
No	60.8%	16.7%	16.9%	5.5%	385
Region					
Indiana Northern	62.2%	15.6%	16.8%	5.4%	239
Indiana Central	58.7%	16.6%	19.7%	5.0%	274
Indiana Southern	66.5%	11.6%	13.5%	8.4%	99
Race / Ethnicity					
White	62.8%	15.1%	16.7%	5.3%	491
Non-White	54.7%	16.3%	21.9%	7.2%	117
DK / Refused	68.5%	23.8%	0.0%	7.6%	4

21A. Indiana statute states that a purpose of charter schools is to allow these public schools freedom and flexibility in exchange for exceptional levels of accountability. How would you rate your familiarity with charter schools? Would you say you are very familiar, somewhat familiar, not very familiar, or not at all familiar with charter schools?

[Respondents answering Not At All Familiar or Don't Know/No Answer to Question 21A were not asked to respond to Questions 21B-C.]

	Very Familiar	Somewhat Familiar	Not Very Familiar	Not At All Familiar	Don't Know / No Answer	Number of Cases
Gender						
Male	6.2%	30.1%	26.8%	35.9%	1.0%	281
Female	10.5%	25.9%	25.3%	38.2%	0.0%	331
Age						
18-34	10.0%	19.6%	28.6%	41.3%	0.6%	148
35-44	6.8%	28.3%	28.0%	36.1%	0.7%	118
45-54	8.2%	33.1%	20.1%	37.8%	0.8%	142
55-64	12.9%	30.2%	24.7%	32.2%	0.0%	98
65+	4.9%	30.3%	29.7%	35.1%	0.0%	104
Education						
HS or less	4.6%	16.3%	26.7%	51.7%	0.8%	227
Some college	5.7%	22.3%	34.0%	37.3%	0.7%	157
College grad or more	14.7%	44.0%	19.7%	21.6%	0.0%	223
Income						
<\$35K	5.6%	19.2%	24.6%	50.1%	0.5%	174
\$35K-\$50K	7.6%	21.9%	27.7%	42.8%	0.0%	101
\$50K-\$75K	5.0%	34.9%	26.2%	33.8%	0.0%	130
\$75K+	16.3%	36.1%	24.4%	23.2%	0.0%	150
Children in School						
Yes	8.5%	27.4%	26.2%	36.6%	1.3%	227
No	8.6%	28.1%	25.9%	37.5%	0.0%	385
Region						
Indiana Northern	9.6%	27.2%	22.7%	40.2%	0.4%	239
Indiana Central	8.6%	28.4%	28.1%	34.2%	0.7%	274
Indiana Southern	6.1%	27.7%	27.7%	38.5%	0.0%	99
Race / Ethnicity						
White	7.7%	28.7%	27.2%	36.2%	0.2%	491
Non-White	12.4%	25.0%	21.5%	39.4%	1.7%	117
DK / Refused	0.0%	0.0%	0.0%	100.0%	0.0%	4

21B. There are 36 charter schools operating in Indiana this school year, predominantly in Lake and Marion Counties. Do you support or oppose the creation of more charter schools?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	44.8%	36.1%	19.0%	177
Female	49.2%	32.6%	18.2%	204
Age				
18-34	59.3%	22.4%	18.3%	86
35-44	53.8%	23.5%	22.7%	75
45-54	38.2%	44.6%	17.2%	87
55-64	34.0%	48.0%	18.1%	67
65+	49.1%	34.1%	16.9%	67
Education				
HS or less	48.2%	31.3%	20.5%	108
Some college	49.1%	27.4%	23.4%	98
College grad or more	45.7%	40.0%	14.3%	175
Income				
<\$35K	61.5%	19.1%	19.4%	86
\$35K-\$50K	45.8%	30.6%	23.6%	58
\$50K-\$75K	45.5%	34.1%	20.3%	86
\$75K+	40.9%	45.3%	13.8%	115
Children in School				
Yes	49.6%	27.4%	23.1%	141
No	45.8%	38.2%	16.0%	241
Region				
Indiana Northern	40.9%	41.1%	18.0%	142
Indiana Central	54.3%	27.6%	18.1%	178
Indiana Southern	40.0%	38.5%	21.5%	61
Race / Ethnicity				
White	42.9%	37.9%	19.3%	313
Non-White	66.7%	17.6%	15.9%	69
DK / Refused	0.0%	0.0%	0.0%	0

21C. Would you support or oppose the establishment of a charter school where a majority of the instruction is provided over the Internet?

	Support	Oppose	Don't Know / No Answer	Number of Cases
Gender				
Male	15.4%	76.1%	8.4%	177
Female	16.2%	75.6%	8.2%	204
Age				
18-34	16.1%	76.2%	7.7%	86
35-44	19.3%	69.8%	10.9%	75
45-54	11.9%	83.4%	4.7%	87
55-64	13.4%	79.0%	7.6%	67
65+	19.1%	69.3%	11.6%	67
Education				
HS or less	22.6%	65.3%	12.1%	108
Some college	15.7%	74.3%	10.0%	98
College grad or more	11.9%	83.7%	4.5%	175
Income				
<\$35K	21.4%	63.9%	14.7%	86
\$35K-\$50K	24.1%	64.3%	11.6%	58
\$50K-\$75K	10.5%	84.7%	4.8%	86
\$75K+	12.7%	84.6%	2.8%	115
Children in School				
Yes	13.4%	75.8%	10.9%	141
No	17.3%	75.9%	6.8%	241
Region				
Indiana Northern	16.5%	77.3%	6.2%	142
Indiana Central	14.2%	78.1%	7.8%	178
Indiana Southern	19.3%	66.1%	14.6%	61
Race / Ethnicity				
White	15.3%	76.1%	8.6%	313
Non-White	18.3%	74.9%	6.8%	69
DK / Refused	0.0%	0.0%	0.0%	0

22. How would you rate the quality of Indiana public school teachers? Overall, would you say they are excellent, good, fair, or poor?

	Excellent	Good	Fair	Poor	Don't Know / No Answer	Number of Cases
Gender						
Male	14.9%	54.1%	24.1%	4.4%	2.4%	281
Female	18.0%	54.0%	22.5%	3.0%	2.4%	331
Age						
18-34	16.6%	47.0%	30.5%	3.3%	2.6%	148
35-44	14.7%	66.9%	12.1%	4.4%	1.9%	118
45-54	20.3%	52.2%	21.2%	4.1%	2.1%	142
55-64	18.2%	47.7%	29.2%	2.0%	2.9%	98
65+	12.6%	58.1%	23.0%	3.4%	2.9%	104
Education						
HS or less	16.2%	50.8%	24.0%	4.7%	4.2%	227
Some college	15.0%	49.9%	28.5%	3.3%	3.4%	157
College grad or more	18.2%	60.4%	18.9%	2.5%	0.0%	223
Income						
<\$35K	15.5%	48.3%	25.8%	7.9%	2.5%	174
\$35K-\$50K	18.5%	47.5%	28.0%	1.9%	4.1%	101
\$50K-\$75K	16.0%	55.5%	23.8%	2.5%	2.3%	130
\$75K+	15.6%	65.5%	18.1%	0.7%	0.2%	150
Children in School						
Yes	18.1%	56.5%	18.8%	3.7%	2.9%	227
No	15.7%	52.6%	25.8%	3.6%	2.2%	385
Region						
Indiana Northern	16.4%	54.2%	22.1%	4.8%	2.5%	239
Indiana Central	16.1%	53.6%	24.9%	3.2%	2.3%	274
Indiana Southern	18.6%	55.0%	21.3%	2.4%	2.7%	99
Race / Ethnicity						
White	16.8%	57.0%	21.9%	2.2%	2.1%	491
Non-White	15.6%	42.4%	29.0%	9.1%	3.8%	117
DK / Refused	23.8%	28.9%	13.8%	25.8%	7.6%	4

23. In your opinion, should highly qualified teachers be paid higher salaries as an incentive to teach in public schools that have been identified as needing improvement or that have a high number of students living in poverty?

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	69.6%	22.1%	8.2%	281
Female	73.9%	21.6%	4.5%	331
Age				
18-34	70.5%	23.4%	6.1%	148
35-44	78.1%	16.9%	5.0%	118
45-54	69.9%	23.5%	6.7%	142
55-64	70.2%	25.9%	3.8%	98
65+	72.0%	18.5%	9.5%	104
Education				
HS or less	66.8%	23.4%	9.8%	227
Some college	74.0%	21.3%	4.8%	157
College grad or more	76.7%	20.0%	3.3%	223
Income				
<\$35K	67.1%	23.4%	9.6%	174
\$35K-\$50K	74.5%	19.7%	5.8%	101
\$50K-\$75K	77.6%	17.7%	4.7%	130
\$75K+	75.1%	23.5%	1.4%	150
Children in School				
Yes	70.4%	21.7%	7.9%	227
No	72.9%	21.9%	5.2%	385
Region				
Indiana Northern	73.9%	20.6%	5.4%	239
Indiana Central	74.5%	17.9%	7.6%	274
Indiana Southern	60.1%	35.7%	4.2%	99
Race / Ethnicity				
White	72.9%	22.5%	4.6%	491
Non-White	68.4%	18.4%	13.2%	117
DK / Refused	63.7%	36.6%	0.0%	4

24. Should increases to teachers' pay be based on the level of improvement of student achievement in the classroom and on state standardized tests or should teachers' pay increases be based solely on years of service or level of training, or a combination of all of these factors?

	Student Performance	Experience	Combination	Don't Know / No Answer	Number of Cases
Gender					
Male	19.4%	12.5%	66.2%	1.9%	281
Female	13.0%	11.9%	74.6%	0.5%	331
Age					
18-34	15.4%	16.4%	66.8%	1.4%	148
35-44	14.3%	6.7%	78.3%	0.7%	118
45-54	13.2%	10.6%	74.9%	1.4%	142
55-64	18.9%	15.6%	65.5%	0.0%	98
65+	19.1%	11.4%	67.3%	2.1%	104
Education					
HS or less	14.2%	13.4%	71.0%	1.5%	227
Some college	21.3%	7.1%	71.0%	0.6%	157
College grad or more	13.9%	14.7%	70.2%	1.2%	223
Income					
<\$35K	14.7%	10.0%	74.4%	0.9%	174
\$35K-\$50K	15.1%	17.2%	67.6%	0.0%	101
\$50K-\$75K	18.5%	11.8%	69.1%	0.6%	130
\$75K+	15.3%	13.4%	69.9%	1.4%	150
Children in School					
Yes	14.9%	12.1%	72.1%	0.8%	227
No	16.6%	12.2%	69.9%	1.3%	385
Region					
Indiana Northern	19.0%	10.4%	69.1%	1.5%	239
Indiana Central	14.0%	12.3%	72.7%	1.1%	274
Indiana Southern	14.5%	15.9%	68.9%	0.6%	99
Race / Ethnicity					
White	14.6%	11.8%	73.0%	0.6%	491
Non-White	20.8%	14.1%	61.6%	3.5%	117
DK / Refused	39.6%	0.0%	60.4%	0.0%	4

25. Legislation entitled the No Child Left Behind Act increases the federal government's role in decisions about schools. How much, if anything, do you feel you know about the No Child Left Behind Act . . . a great deal, some, a little, or nothing at all?

[Respondents answering A Little or Nothing At All or Don't Know/No Answer to this question were not asked to respond to question 26.]

	A Great Deal	Some	A Little	Nothing At All	Don't Know / No Answer	Number of Cases
Gender						
Male	10.6%	33.1%	33.4%	22.5%	0.4%	281
Female	15.8%	35.7%	28.0%	20.5%	0.0%	331
Age						
18-34	12.8%	31.1%	29.7%	26.4%	0.0%	148
35-44	11.8%	31.3%	35.5%	20.4%	0.9%	118
45-54	18.7%	31.1%	32.1%	18.1%	0.0%	142
55-64	15.4%	44.6%	21.9%	18.1%	0.0%	98
65+	7.4%	38.4%	32.1%	22.1%	0.0%	104
Education						
HS or less	8.7%	26.0%	30.7%	34.1%	0.5%	227
Some college	10.3%	35.2%	37.5%	17.0%	0.0%	157
College grad or more	20.7%	42.8%	24.6%	11.9%	0.0%	223
Income						
<\$35K	10.6%	26.1%	30.6%	32.7%	0.0%	174
\$35K-\$50K	11.2%	37.7%	31.2%	19.9%	0.0%	101
\$50K-\$75K	10.3%	43.5%	27.2%	19.0%	0.0%	130
\$75K+	20.7%	36.0%	30.7%	12.6%	0.0%	150
Children in School						
Yes	17.5%	33.3%	30.1%	19.1%	0.0%	227
No	11.0%	35.2%	30.7%	22.8%	0.3%	385
Region						
Indiana Northern	11.6%	39.7%	29.9%	18.9%	0.0%	239
Indiana Central	13.0%	32.6%	31.3%	22.8%	0.4%	274
Indiana Southern	18.9%	27.8%	29.6%	23.7%	0.0%	99
Race / Ethnicity						
White	14.1%	34.9%	31.9%	19.1%	0.0%	491
Non-White	10.9%	33.5%	25.2%	29.4%	0.9%	117
DK / Refused	0.0%	0.0%	7.6%	92.4%	0.0%	4

26. Do you think the No Child Left Behind law is helping, hurting, or making no difference in the performance of schools in Indiana?

	Helping	Hurting	Making No Difference	Don't Know / No Answer	Number of Cases
Gender					
Male	42.2%	27.3%	28.2%	2.3%	123
Female	37.9%	33.2%	26.7%	2.2%	170
Age					
18-34	44.4%	32.6%	21.6%	1.4%	65
35-44	41.3%	21.2%	35.7%	1.8%	51
45-54	42.4%	26.9%	26.8%	4.0%	71
55-64	32.5%	43.8%	22.1%	1.6%	59
65+	36.5%	27.9%	33.5%	2.0%	47
Education					
HS or less	52.9%	16.1%	27.6%	3.4%	79
Some college	37.0%	26.2%	36.8%	0.0%	72
College grad or more	34.0%	41.3%	21.9%	2.8%	142
Income					
<\$35K	41.8%	27.3%	26.7%	4.2%	64
\$35K-\$50K	39.7%	39.8%	20.6%	0.0%	50
\$50K-\$75K	31.5%	29.5%	37.7%	1.3%	70
\$75K+	41.5%	29.7%	25.3%	3.6%	85
Children in School					
Yes	43.3%	24.8%	28.5%	3.4%	115
No	37.3%	34.6%	26.6%	1.5%	178
Region					
Indiana Northern	33.7%	34.6%	29.3%	2.4%	122
Indiana Central	47.4%	26.0%	23.6%	2.9%	125
Indiana Southern	33.6%	33.9%	32.5%	0.0%	46
Race / Ethnicity					
White	37.5%	33.0%	27.1%	2.4%	241
Non-White	49.9%	20.3%	28.3%	1.5%	52
DK / Refused	0.0%	0.0%	0.0%	0.0%	0

27. There are different ways to use student test results to judge the performance of schools. Do you believe it is better to judge a school by the percentage of its students that pass ISTEP+ each year, or by the level of improvement in the number of students passing ISTEP+ from one year to the next, or is it a combination of these measures?

	Percentage of Students Passing	Level of Improvement	Combination of Both	Don't Know / No Answer	Number of Cases
Gender					
Male	4.7%	17.7%	70.2%	7.5%	281
Female	2.0%	20.4%	75.4%	2.1%	331
Age					
18-34	5.0%	23.6%	66.2%	5.3%	148
35-44	4.8%	18.6%	71.0%	5.6%	118
45-54	1.4%	18.6%	76.6%	3.4%	142
55-64	2.1%	13.8%	80.0%	4.1%	98
65+	2.8%	19.6%	72.9%	4.7%	104
Education					
HS or less	2.8%	20.4%	72.5%	4.3%	227
Some college	2.5%	14.6%	79.2%	3.6%	157
College grad or more	4.3%	20.9%	69.5%	5.2%	223
Income					
<\$35K	0.4%	21.0%	76.5%	2.1%	174
\$35K-\$50K	3.7%	16.7%	72.6%	7.0%	101
\$50K-\$75K	7.4%	18.4%	71.6%	2.5%	130
\$75K+	2.0%	19.6%	71.6%	6.8%	150
Children in school					
Yes	5.4%	18.3%	71.2%	5.1%	227
No	2.0%	19.6%	74.1%	4.3%	385
Region					
Indiana Northern	3.2%	15.3%	76.1%	5.4%	239
Indiana Central	3.7%	23.8%	68.5%	4.0%	274
Indiana Southern	2.2%	14.9%	78.5%	4.4%	99
Race / Ethnicity					
White	2.6%	19.3%	73.4%	4.6%	491
Non-White	5.9%	18.7%	70.9%	4.5%	117
DK / Refused	0.0%	13.8%	86.2%	0.0%	4

28. Indiana has its own version of No Child Left Behind, an accountability system referred to as PL 221. How much, if anything, do you feel you know about PL 221? Would you say you know a great deal, some, a little, or nothing at all?

[Respondents answering A Little or Nothing At All or Don't Know/No Answer to this question were not asked to respond to question 29.]

	A Great Deal	Some	A Little	None	Don't Know / No Answer	Number of Cases
Gender						
Male	6.3%	6.4%	13.6%	73.8%	0.0%	281
Female	6.4%	10.3%	15.6%	67.5%	0.2%	331
Age						
18-34	6.1%	8.5%	13.7%	71.1%	0.5%	148
35-44	5.7%	3.3%	10.8%	80.1%	0.0%	118
45-54	11.2%	9.1%	14.5%	65.2%	0.0%	142
55-64	6.4%	15.1%	12.2%	66.3%	0.0%	98
65+	0.6%	7.3%	23.4%	68.7%	0.0%	104
Education						
HS or less	1.8%	8.8%	10.8%	78.5%	0.0%	227
Some college	1.3%	6.3%	18.0%	73.9%	0.5%	157
College grad or more	14.6%	9.8%	16.5%	59.1%	0.0%	223
Income						
<\$35K	2.2%	8.6%	11.3%	78.0%	0.0%	174
\$35K-\$50K	1.1%	10.2%	24.4%	64.3%	0.0%	101
\$50K-\$75K	9.8%	7.5%	14.5%	68.3%	0.0%	130
\$75K+	12.0%	8.5%	13.2%	66.2%	0.0%	150
Children in School						
Yes	7.7%	6.9%	13.1%	72.2%	0.0%	227
No	5.5%	9.4%	15.6%	69.3%	0.2%	385
Region						
Indiana Northern	3.5%	6.9%	17.0%	72.2%	0.4%	239
Indiana Central	7.0%	9.4%	14.6%	69.0%	0.0%	274
Indiana Southern	10.8%	9.6%	9.5%	70.1%	0.0%	99
Race / Ethnicity						
White	7.0%	8.6%	15.8%	68.7%	0.0%	491
Non-White	3.8%	8.3%	10.4%	76.8%	0.7%	117
DK / Refused	0.0%	0.0%	0.0%	100.0%	0.0%	4

29. Do you think the state's accountability system, also known as PL 221, is helping, hurting, or making no difference in the performance of schools in Indiana?

	Helping	Hurting	Making No Difference	Don't Know / No Answer	Number of Cases
Gender					
Male	48.2%	23.6%	26.4%	1.8%	36
Female	47.3%	30.6%	22.1%	0.0%	55
Age					
18-34	43.8%	31.4%	24.8%	0.0%	22
35-44	65.1%	17.0%	18.0%	0.0%	11
45-54	40.3%	31.2%	28.6%	0.0%	29
55-64	61.9%	19.4%	18.7%	0.0%	21
65+	24.2%	42.9%	25.3%	7.6%	8
Education					
HS or less	62.7%	26.1%	8.6%	2.6%	24
Some college	40.5%	33.9%	25.7%	0.0%	12
College grad or more	42.5%	27.4%	30.1%	0.0%	54
Income					
<\$35K	42.1%	43.6%	11.0%	3.3%	19
\$35K-\$50K	44.7%	18.1%	37.2%	0.0%	11
\$50K-\$75K	58.6%	13.4%	27.9%	0.0%	22
\$75K+	45.1%	25.8%	29.1%	0.0%	31
Children in School					
Yes	43.9%	31.8%	24.4%	0.0%	33
No	49.8%	25.6%	23.5%	1.1%	57
Region					
Indiana Northern	37.3%	24.4%	38.3%	0.0%	25
Indiana Central	57.2%	32.5%	10.2%	0.0%	45
Indiana Southern	38.1%	21.5%	37.4%	3.1%	20
Race / Ethnicity					
White	45.7%	26.1%	28.2%	0.0%	76
Non-White	57.9%	37.7%	0.0%	4.4%	14
DK / Refused	0.0%	0.0%	0.0%	0.0%	0

30. Minority and low income students generally score lower on standardized tests than white and higher income students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students? Is it very important, somewhat important, not very important, or not at all important?

	Very Important	Somewhat Important	Not Very Important	Not At All Important	Don't Know / No Answer	Number of Cases
Gender						
Male	65.5%	25.4%	4.3%	2.3%	2.6%	281
Female	74.6%	21.5%	1.8%	0.3%	1.8%	331
Age						
18-34	75.8%	15.1%	5.9%	2.5%	0.7%	148
35-44	67.5%	27.2%	1.7%	0.8%	2.7%	118
45-54	71.0%	23.5%	3.5%	1.3%	0.7%	142
55-64	74.3%	24.7%	0.0%	0.0%	1.0%	98
65+	61.8%	29.2%	2.1%	0.0%	6.9%	104
Education						
HS or less	69.5%	22.3%	2.5%	1.6%	4.1%	227
Some college	73.9%	21.8%	2.5%	0.6%	1.3%	157
College grad or more	68.9%	25.3%	3.7%	1.3%	0.9%	223
Income						
<\$35K	73.4%	20.8%	1.1%	1.7%	2.9%	174
\$35K-\$50K	72.6%	19.8%	4.6%	0.9%	2.1%	101
\$50K-\$75K	75.1%	18.6%	4.8%	1.4%	0.0%	130
\$75K+	65.4%	29.5%	2.6%	1.1%	1.3%	150
Children in School						
Yes	72.4%	21.0%	4.3%	0.4%	1.9%	227
No	69.3%	24.6%	2.1%	1.7%	2.3%	385
Region						
Indiana Northern	67.5%	26.6%	3.4%	0.7%	1.8%	239
Indiana Central	74.3%	20.1%	2.7%	1.6%	1.3%	274
Indiana Southern	66.3%	24.7%	2.3%	1.1%	5.5%	99
Race / Ethnicity						
White	67.6%	25.6%	3.1%	1.0%	2.7%	491
Non-White	83.1%	13.1%	2.3%	1.4%	0.0%	117
DK / Refused	42.8%	31.5%	0.0%	25.8%	0.0%	4

31. In your opinion, is the achievement gap between white students and black and Hispanic students mostly related to the quality of schooling received or mostly related to other factors such as family income or the educational attainment of parents?

	Schooling Received	Other Factors	Don't Know / No Answer	Number of Cases
Gender				
Male	9.2%	80.3%	10.5%	281
Female	17.1%	72.9%	10.1%	331
Age				
18-34	17.7%	75.8%	6.5%	148
35-44	12.7%	74.0%	13.3%	118
45-54	11.4%	80.5%	8.1%	142
55-64	13.4%	78.6%	7.9%	98
65+	10.3%	72.1%	17.6%	104
Education				
HS or less	10.2%	73.6%	16.1%	227
Some college	19.7%	72.7%	7.6%	157
College grad or more	12.2%	81.5%	6.3%	223
Income				
<\$35K	14.3%	73.8%	11.9%	174
\$35K-\$50K	11.6%	75.4%	12.9%	101
\$50K-\$75K	18.6%	76.2%	5.2%	130
\$75K+	9.3%	84.4%	6.3%	150
Children in School				
Yes	14.8%	76.4%	8.8%	227
No	12.7%	76.2%	11.1%	385
Region				
Indiana Northern	13.1%	76.7%	10.2%	239
Indiana Central	14.9%	75.1%	10.1%	274
Indiana Southern	10.2%	78.8%	11.0%	99
Race / Ethnicity				
White	10.5%	79.4%	10.1%	491
Non-White	25.3%	63.7%	11.0%	117
DK / Refused	28.9%	63.4%	7.6%	4

32. In your opinion, is it the responsibility of the public schools to close the achievement gap between white and higher income students and minority and poor students, or not?

	Yes	No	Don't Know / No Answer	Number of Cases
Gender				
Male	50.8%	44.2%	5.0%	281
Female	56.8%	34.6%	8.6%	331
Age				
18-34	50.0%	43.4%	6.6%	148
35-44	53.7%	40.3%	6.0%	118
45-54	51.8%	40.5%	7.7%	142
55-64	57.4%	34.4%	8.2%	98
65+	61.1%	33.5%	5.4%	104
Education				
HS or less	55.9%	37.2%	7.0%	227
Some college	53.7%	39.3%	7.0%	157
College grad or more	52.4%	41.0%	6.6%	223
Income				
<\$35K	58.1%	32.6%	9.3%	174
\$35K-\$50K	59.6%	34.7%	5.7%	101
\$50K-\$75K	49.9%	43.2%	6.9%	130
\$75K+	51.6%	45.0%	3.3%	150
Children in School				
Yes	52.8%	40.7%	6.6%	227
No	54.8%	38.0%	7.2%	385
Region				
Indiana Northern	48.0%	44.2%	7.8%	239
Indiana Central	58.7%	35.7%	5.6%	274
Indiana Southern	54.9%	36.4%	8.8%	99
Race / Ethnicity				
White	55.0%	38.8%	6.1%	491
Non-White	51.6%	38.8%	9.6%	117
DK / Refused	0.0%	71.1%	28.9%	4

33. Numerous proposals have been suggested as ways to close the achievement gap between low and high achieving students. Of the following strategies, which do you believe would most significantly contribute to closing the achievement gap?

[The order in which the options were asked was rotated during the administration of the survey.]

	Preschool Programs	Full-Day Kindergarten	Reading Programs	Public School Choice	Financial Support	Number of Cases
Gender						
Male	11.0%	17.1%	29.1%	30.7%	12.1%	281
Female	14.7%	18.7%	29.3%	28.5%	8.9%	331
Age						
18-34	15.2%	17.5%	25.5%	31.8%	10.0%	148
35-44	11.5%	17.7%	27.6%	23.3%	19.8%	118
45-54	13.6%	20.2%	28.1%	29.6%	8.5%	142
55-64	12.4%	16.1%	41.4%	27.1%	3.0%	98
65+	10.3%	17.2%	26.9%	36.0%	9.6%	104
Education						
HS or less	13.6%	18.7%	20.2%	37.0%	10.5%	227
Some college	15.4%	16.4%	26.6%	32.0%	9.6%	157
College grad or more	10.8%	18.2%	40.1%	20.3%	10.6%	223
Income						
<\$35K	11.6%	15.5%	23.6%	37.4%	11.8%	174
\$35K-\$50K	13.3%	18.1%	22.3%	34.3%	12.1%	101
\$50K-\$75K	16.0%	15.2%	29.9%	26.2%	12.7%	130
\$75K+	11.5%	22.7%	38.8%	19.8%	7.3%	150
Children in School						
Yes	12.6%	17.5%	27.9%	28.4%	13.6%	227
No	13.2%	18.3%	30.0%	30.2%	8.4%	385
Region						
Indiana Northern	12.7%	16.3%	32.0%	27.7%	11.3%	239
Indiana Central	16.2%	17.0%	27.9%	28.9%	9.9%	274
Indiana Southern	4.4%	24.6%	26.4%	35.4%	9.2%	99
Race / Ethnicity						
White	12.7%	19.0%	29.6%	29.5%	9.2%	491
Non-White	13.6%	13.2%	27.6%	30.0%	15.6%	117
DK / Refused	28.9%	33.4%	23.8%	13.8%	0.0%	4

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