

Nevada

K-12 & SCHOOL CHOICE SURVEY

What Do Voters Say About K-12 Education?

Polling Paper No. 22

March 12, 2015

With questions on the direction of K-12 education, statewide performance, education spending, grades and preferences for different types of schools, charter schools, school vouchers, education savings accounts, and tax-credit scholarships

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Survey Project & Profile

Title:	Nevada K-12 & School Choice Survey
Survey Sponsor & Developer:	The Friedman Foundation for Educational Choice
Survey Data Collection & Quality Control:	Braun Research, Inc. (BRI)
Interview Dates:	January 10 to 18, 2015
Interview Method:	Live Telephone 59% landline and 41% cell phone
Interview Length:	14 minutes (average)
Language(s):	English
Sample Frame:	Registered Voters
Sampling Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Population Samples:	NEVADA (statewide) = 602
Margins of Error:	NEVADA = ± 4.0 percentage points Clark County = ± 4.7 percentage points
Response Rates:	Landline (LL) = 11.2% Cell Phone = 10.4%
Weighting?	Yes (Landline/Cell, Age, Race, Ethnicity, Gender, and Region)
Oversampling?	No

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The author is responsible for overall polling design; question wording and ordering; this paper's analysis, charts, and writing; and any unintentional errors or misrepresentations.

Survey Demographics

Percent (%) of State Sample <i>after weighting</i>	
K-12 Parent	34
Democrat	31
Republican	28
Independent	27
Urban	29
Suburban	40
Small Town	17
Rural	11
18 to 24	11
25 to 34	15
35 to 44	18
45 to 54	19
55 to 64	15
65 & Over	17
Hispanic	20
Not Hispanic	80
Asian	5
Black	8
Mixed Race	3
Native American	1
White	74
Under \$20,000	11
\$20,000 to \$39,999	18
\$40,000 to \$59,999	18
\$60,000 to \$79,999	14
\$80,000 to \$99,999	11
\$100,000 to \$149,999	10
\$150,000 or more	8
Male	50
Female	50

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Nevada's K-12 Profile

Average State Rank on NAEP ¹	42	
High School Graduation Rate ²	71%	
# Regular Public School Students ³	415,018	
# Charter School Students ⁴	24,616	
# Private School Students ⁶	17,279	
# Home School Students ⁷	n/a	
% Regular Public School Students ⁸	90.8%	
% Charter School Students ⁸	5.4%	
% Private School Students ⁸	3.8%	
# School Districts ³	17	
# Regular Public Schools ³	683	
# Charter Schools ⁵	34	
# Private Schools ⁶	98	
Digital Learning Climate ⁹	Strong	
% Free and Reduced-Price Lunch ³	54.0%	
% Individualized Education Program (IEP) ³	11.1%	
% English Language Learners (ELL) ³	19.1%	
\$ Revenue Per Student ¹⁰	\$11,608	*median
\$ "Total" Per Student Spending ¹⁰	\$9,851	*average
\$ "Current" Per Student Spending ¹⁰	\$8,492	*average
\$ "Instructional" Per Student Spending ¹⁰	\$5,470	*average

Nevada Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Average of four rankings (rounded upward to nearest single digit) based on 2013 state scale scores for fourth-grade reading (#43); fourth-grade math (#44); eighth-grade reading (#40); eighth-grade math (#41).
URL: nationsreportcard.gov/data_tools.asp
2. Reported public high school graduation rates, determined by the Adjusted Cohort Graduation Rate (ACGR) on the National Center for Education Statistics section on the U.S. Department of Education website. Data for 2012-2013 school year.
URL: http://nces.ed.gov/ccd/tables/ACGR_2010-11_to_2012-13.asp
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2011-2012 school year. The number of enrolled charter school students is subtracted from the NCES reported "Number enrolled," and we report that difference as the number of enrolled "regular public school students."
URL: nces.ed.gov/nationsreportcard/states
4. National Alliance for Public Charter Schools. Data for the 2012-2013 school year.
URL: dashboard.publiccharters.org/dashboard/students/page/overview/state/NV/year/2014
5. National Alliance for Public Charter Schools. Data for the 2012-2013 school year.
URL: dashboard.publiccharters.org/dashboard/schools/page/overview/state/NV/year/2014
6. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). Data for 2011–2012 school year. Excluded from consideration are: schools with less than 5 students; Ungraded students, PK students; as well as PK-only, K-only, and PK-K schools.
URL: nces.ed.gov/surveys/pss/privateschoolsearch
7. Data for Nevada’s home school student population are not publicly available.
8. Percentages are meant for general impressions only. Due to rounding, percentage totals may be slightly greater or less than 100%.
9. Author rating (Weak, Moderate, or Strong), based on John Watson, Larry Pape, Amy Murin, Butch Gemin, and Lauren Vashaw, *Keeping Pace with K-12 Online Learning: An Annual Review of State-Level Policy and Practice*, (Evergreen Education Group, 2014), Table 1, p. 14.
URL: http://www.kpk12.com/wp-content/uploads/EEG_KP2014-fnl-lr.pdf
10. Stephen Q. Cornman, Patrick Keaton, and Mark Glander, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2010–11 (Fiscal Year 2011)* (NCES 2013-344). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (September 2013).
URL: nces.ed.gov/pubs2013/2013344.pdf

The most recent edition of this federal report (Fiscal Year 2012) actually released after our Nevada survey went into the field in January. Education spending information in this report will refer to the data/source for Fiscal Year 2011.

Overview

The “Nevada K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), measures Nevada registered voters’ familiarity and views on a range of K-12 education topics and school choice reforms. We report response levels and differences of voter opinion, as well as the intensity of those responses.

Where do Nevadans stand on important issues and policy proposals in K-12 education? We make brief observations in this memo.

A randomly selected and statistically representative sample of Nevada voters responded to more than 20 substantive questions and items, as well as six demographic questions. A total of 602 telephone interviews were conducted in English from January 10 to 18, 2015, by means of both landline and cell phone. Statistical results have been weighted to correct for known demographic discrepancies. The margin of sampling error for the statewide sample is ± 4.0 percentage points.

In this polling project we also included two split-sample experiments. A split-sample design is a systematic way of comparing the effects of two or more alternative wordings for a given question. The purpose of the experiments were to see if providing new or alternative pieces of information can significantly influence opinion on salient issues in state politics and education policy discussions.

This polling paper has four sections. The first section summarizes key findings. We call the second section “Survey Snapshots,” which offers charts highlighting the core findings of the project. The third section describes the survey’s methodology, summarizes response statistics, and presents additional technical information on call dispositions for landline and cell phone interviews. The fourth section displays the survey questions and results (“toplines”), allowing the reader to follow the interview as it was conducted, with respect to question wording and ordering.

Summary Findings

Issue Priority

- ▶ It is rare for our state polls to reveal education as the top issue priority for voters, but this is precisely what we observe in Nevada. One out of three respondents (33%) said “education” was their primary concern for the state. What else was important to voters? The “economy and jobs” response was a close second (29%). Approximately one out of 10 voters mentioned “immigration” (11%) or “healthcare” (9%) as the state’s highest priority.

Certain demographic groups stand out making education their top priority. Suburbanites (40%) are significantly different on this response compared with small-town (29%) and rural voters (16%). As a group, younger voters (45%) tend to more often express education as a top priority, compared with middle-age voters (30%) and older voters (26%). Low-income voters (27%) are less likely to place a priority on education than those who are middle-income (38%) or high-income (36%).¹

¹ In this section we discuss responses offered by a range of demographic groups. We are at least 90% confident of any noted significant differences comparing subgroups to state average or between two or more subgroups. That said, some extra caution should still be taken when interpreting such data when a subgroup’s sample size is small. My general rule of thumb and recommendation is to interpret a particular result as “suggestive” if a given subgroup’s unweighted sample size (N) is less than 100 respondents/completed interviews.

For terminology: We use the label “school parents” to refer to those respondents who said they have one or more children in preschool through high school. We use the label “non-schoolers” for respondents without children, or who may have children that are not in the specific grade range PK-12. For terminology regarding age groups: “young voters” reflect respondents who are age 18 to 34; “middle-age voters” are 35 to 54; and “older voters” or “seniors” are 55 and older. Labels pertaining to income groups go as follows: “low-income” < \$40,000; “middle-income” ≥ \$40,000 and < \$80,000; “high-income” ≥ \$80,000.

Direction of K-12 Education

- ▶ Nevadans are much more likely to think K-12 education has gotten off on the “wrong track” (60%), compared with nearly one-third of voters (29%) who say it is heading in the “right direction.”

There is a deep, negative sentiment that is prevalent across all demographics. However, some key differences stand out when making comparisons within demographic categories. School parents are more optimistic than non-schoolers (40% and 23% saying “right direction,” respectively). Middle-age voters (35%) are more likely to indicate a positive response than seniors (23%). About 43% of Latinos said “right direction,” but only 24% of white voters gave that response.

Statewide Performance of Public Schools

- ▶ More than three out of four Nevada voters gave negative ratings to the state’s public school system (21% said “good” or “excellent”; 76% said “fair” or “poor”).

Demographic subgroups appear very similar on this question, and we detect only a few significant differences when comparing groups. A greater proportion of small-town voters (29%) give favorable ratings to the public school system, compared with suburbanites (15%). Conversely, suburban voters (79%) are more likely to give negative ratings than small-town residents (69%). A significantly higher proportion of Independents (81%) give negative ratings than Republicans (72%).

Education Spending

- ▶ About \$8,500 is spent on each student in Nevada’s public schools, and just one out of 10 respondents (10%) could estimate the correct per-student *spending range* (\$8,001 to \$12,000) for the state.

One-fourth of respondents (27%) thought less than \$4,000 was being spent per student in the state’s public schools. Another 38% of voters either said they “don’t know” or could not offer a spending number.

When considering “total expenditures” per student (\$9,851 in 2010-11), which is another definition for educational spending, it is even more likely voter estimates are more dramatically off target.² Respondents tended to underestimate rather than overestimate.

Nine out of 10 survey respondents (90%) either underestimated educational spending per student (with a cautious definition citing “current expenditures”), or they could not give an answer or guess.

- ▶ When given the latest per-student spending information, voters are less likely to say public school funding is at a level that is “too low,” compared with answering without having such information.

In an experiment, we asked three slightly different questions about the level of public school funding in Nevada. On version 6A, 65% of voters said public school funding was “too low.” However, on version 6B, which included a sentence referring to data on current per-student funding in Nevada (\$8,492), the proportion of voters saying “too low” shrank by 13 percentage points to 52%. On version 6C, which cited total per-student funding (\$9,851), 54% of voters said “too low.”

² “Current Expenditures” data include dollars spent on instruction, instruction-related support services, and other elementary/secondary current expenditures, but exclude expenditures on long-term debt service, facilities and construction, and other programs. “Total Expenditures” includes the latter categories.

See Stephen Q. Cornman, Patrick Keaton, and Mark Glander, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2010–11 (Fiscal Year 2011)* (NCES 2013-344). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (September 2013). URL: nces.ed.gov/pubs2013/2013344.pdf

The most recent edition of this federal report (reporting for Fiscal Year 2012) actually released after our Nevada survey went into the field. Education spending information in this memo, and forthcoming paper, will refer to the report covering Fiscal Year 2011.

Grades and Preferences for Different Types of Schools

- ▶ Nevada voters are much more likely to give grades A or B to private/parochial schools in their communities, compared with the local public schools. When considering all responses, we see approximately 22% of voters give an A or B to local public schools, whereas 58% give an A or B to local private/parochial schools and 47% give those high grades to public charter schools. Only 3% of voters give a D or F grade to local private schools; 35% assigned similar low grades to public schools and 5% gave those grades to public charter schools.

When examining only responses giving grades, we see approximately 23% of voters give an A or B to local public schools, whereas 81% give an A or B to local private/parochial schools. Only 4% of voters give a D or F grade to private schools, and 36% assigned similar low grades to public schools. It should be noted that much higher proportions of voters did not express a view for private schools (29%) or charter schools (31%), compared with the proportion that did not grade public schools (4%).

- ▶ There appears to be a structural disconnect between stated school preferences and actual enrollment patterns in Nevada. When asked for a preferred school type, a plurality of voters said they would choose a private school (43%) as a first option. Almost one out of four voters (24%) want to send their child to a regular public school. One out of five would opt for a charter school (20%). Nearly one out of 10 respondents said they would like to homeschool their child (9%).

In a follow-up question, more respondents in our survey prioritized “better education/quality” (17%) than any other coded response and as top reasons they preferred a certain school type. Other school attributes cited as important

include “individual attention/one-on-one” (12%) and “better teachers/teachers/teaching” (10%).³

The following are the three to four most frequently cited school characteristics for choosing a specific school type:

Public District School (N = 136)

26% Socialization/Peers/Other Kids

12% Diversity/Variety

8% Better Teachers/Teachers/Teaching

Private School (N = 269)

25% Better Education/Quality

13% Individual Attention/One-on-One

12% Class Size/Student-Teacher Ratio

Public Charter School (N = 121)

19% Class Size/Student-Teacher Ratio

18% Individual Attention/One-on-One

15% Better Teachers/Teachers/Teaching

Home School (N = 53)

13% Individual Attention/One-on-One

12% Better Education/Quality

10% Someone I Know/I Attend or Work There

³ Some caution is warranted when analyzing this question’s results. These characteristics appear to be a higher priority over others on the list. However, any of these qualities may or may not attract more urgency as a second or third priority, which we do not explore in this survey.

Charter Schools

- ▶ Voters overwhelmingly support public charter schools. A significant majority (71%) say they favor charter schools, whereas 15% of respondents say they oppose charters. The margin of support for charter schools is large (+56 points). Intensity is also strong (+31 points).

We asked a pair of questions about public charter schools. The first question asked for an opinion without offering any definition or context. On this baseline question, 62% of voters said they favored charters and 11% said they opposed them. In the follow-up question, respondents were given a definition for a charter school. With this basic definition, support rose nine points to 71%, and opposition increased four points to 15%.

We estimate 25% of respondents were initially unfamiliar with charter schools before listening to the survey's definition.

The opinion contrast budged modestly in the positive direction when comparing baseline responses to follow-up. The positive margin of support favoring charter schools grew from +51 points to +56 points.

Likewise, the intensity moved slightly more in the positive direction, comparing baseline (+28 points) to follow-up (+31 points). So positive intensity lifted upward +3 points. Specifically on the follow-up, Nevadans were more than *five-times* likely to say they “strongly favor” charter schools (38%) compared with those who said they “strongly oppose” (7%) such schools.

Most demographic groups share similar response patterns as the statewide average, but there are a couple of mild contrasts. Republicans (78%) are significantly more supportive of charter schools than Democrats (67%). Likewise, a greater proportion of middle-income voters (77%) are supportive of charter schools than those who are low-income (68%). African Americans (margin = +31 points) are less likely than white voters (margin = +63 points)

to support charter schools. Positive intensity is strongest among Republicans (+38 points), Independents (+38 points), middle-income voters (+36 points), school parents (+35 points), and white voters (+35 points).

All demographic groups clearly support charter schools, albeit at slightly varying levels. All but one observed group has a favor-oppose margin below +47 points. (African American margin = +31 points)

School Vouchers

- ▶ Six out of 10 Nevada voters (61%) said they support school vouchers, compared with 33% who said they oppose such a choice system. The margin of support (+28 points) is more than *seven times* the survey's margin of error. The intensity of support is also strongly positive +19 points (37% “strongly favor” vs. 18% “strongly oppose”).

Our interviewers also asked baseline and follow-up questions about school vouchers. In the first question, respondents were asked for their views on vouchers without definition or context: 37% of Nevadans said they favored vouchers and 22% said they opposed such an education policy. In the follow-up question – using a basic definition for a school voucher system – voter support rose 24 points to 61%, and opposition increased 11 points to 33%.

The opinion change on vouchers – from baseline to follow-up – nearly doubles the positive margin, from +15 points to +28 points. The intensity for vouchers also shifts in the positive direction, from +11 points to +19 points.

We estimate 40% of respondents were initially unfamiliar with school vouchers. The proportion of “don’t know” (DK) responses shrinks by 35 points (40% to 5%) when comparing the baseline item to the definition item.

The demographic groups that are most likely to favor school vouchers are low-income earners (margin = +38 points), Republicans (margin = +37 points), African Americans (margin = +36 points), and Independents (margin = +35

points). Although still exhibiting positive margins, the groups that are relatively the least likely to support vouchers are Democrats (margin = +9 points) and small-town voters (margin = +13 points). No observed group shows a negative margin of support-opposition.

Which groups are most enthusiastic about school vouchers? Independents (+27 points) and African Americans (+27 points) believe school vouchers have substantial promise as public policy. On the other hand, Democrats (+2 points) clearly express the weakest positive intensity.

Education Savings Accounts (ESAs)

- ▶ Nearly six out of 10 Nevadans (58%) said they support an “education savings account” system (“ESA”). Voters are significantly more likely to favor ESAs rather than oppose such a system. The margin of support is large (+24 points) and just one-third (34%) said they oppose ESAs.

There is clustering among demographic groups near the state average, but the groups most likely to support ESAs are: Latinos (74% and margin = +57 points), young voters (72% and margin = +49 points), low-income earners (67% and margin = +41 points), and school parents (65% and margin = +38 points). Rural voters (47% and margin = -3 points) and seniors (46% and margin = +1 point) are the groups least likely to favor ESAs.

Several groups stand out for their intensity on this policy idea. Most intensely favorable groups are Latinos (+36 points), school parents (+22 points), young voters (+21 points), low-income earners (+20 points), and middle-age voters (+19 points). A few groups registered a positive intensity level in the low single digits, barely reflecting a positive direction: white voters (+2 points), middle-income earners (+3 points), and non-schoolers (+4 points). Two groups showed a mild negative intensity: older voters (-6 points) and rural voters (-4 points).

Approximately 8% of respondents did not express an opinion on ESAs.

- ▶ Nevada voters are much more likely to prefer universal access to ESAs rather than means-tested eligibility based solely on financial need.

In a split-sample experiment, we asked about different ESA eligibility descriptions. Seven out of 10 voters (70%) in one half of the survey sample said they agree with the statement that ESAs “should be available to all families, regardless of incomes and special needs.” Approximately 46% of respondents “strongly agree” with that statement. One-fourth of voters (26%) disagree with that statement; 17% said they “strongly disagree.”

In the other split sample, just more than one-third of respondents (36%) agreed with the statement that ESAs “should only be available to families based on financial need.” One-fifth of respondents (22%) “strongly agree” with that statement. Nearly six out of 10 respondents (58%) disagree with that statement; 40% said they “strongly disagree.”

- ▶ If a voter has a particular view on ESAs, he or she is twice as likely to vote for the pro-school choice candidate (29% “more likely” vs. 14% “less likely”). Almost six out of 10 voters (57%) signaled that ESAs are not a make or break issue or did not express an opinion on this item.

A few demographic groups are worth noting for their position on ESAs. When considering responses sharing a preference, the groups most likely to say they will support a pro-ESA candidate are Republicans (37% and margin = +26 points), school parents (34% and margin = +24 points), young voters (33% and margin = +24 points), middle-age voters (31% and margin = +20 points), low-income earners (32% and margin = +25 points), and Latinos (31% and margin = +27 points). No observed demographic is overall less likely to support a pro-ESA candidate.

Tax-Credit Scholarships

- ▶ More than six out of 10 voters support the school choice policy financing “tax-credit scholarships.” The percentage of those who favor (64%) is much larger than the proportion of voters who say they oppose such a school choice reform (25%). The margin is +39 percentage points. Likewise, voters are more than twice as likely to express intense positive responses toward tax-credit scholarships (29% “strongly favor” vs. 13% “strongly oppose”).

Some significant contrasts emerge on tax-credit scholarships when comparing subgroups within demographic categories. Self-identified small-town voters are clearly different in their lower level of support (51%) compared with higher support offered by urbanites (68%) and suburbanites (66%). Young voters (69%) and middle-age voters (70%) show higher levels of support than senior voters (54%). Likewise, low-income earners (69%) are more supportive than high-income earners (58%). African-American responses (78%) are also significantly more supportive than Latinos (56%) and white responses (62%). Some caution is warranted though because the African-American sample size is smaller than most other demographics. On the other hand, older voters (33%) indicate the highest level of opposition to tax-credit scholarships.

The proportion of respondents who did not share a point of view on tax-credit scholarships was 12 percent.

State Intervention Policies

- ▶ When asked about what state government should do to intervene – if at all – in low-performing school districts or schools, a higher proportion of voters (44% each) said supplying vouchers/scholarships to affected families would be a useful state intervention. By comparison, smaller proportions believed converting

district schools to charter schools (35%), dismissing the school personnel (30%), or closing the school (18%) would be useful to affected students and families.⁴

- ▶ A majority of voters (54%) said they would favor a “state takeover” policy similar to the one currently in place in Louisiana; 35% said they were opposed to the idea. The margin of support is +19 points, and the net intensity is positive (+9 points). More than one-quarter of voters (27%) strongly favor this idea, whereas 18% indicated strong opposition.

Property Taxes and School Improvements

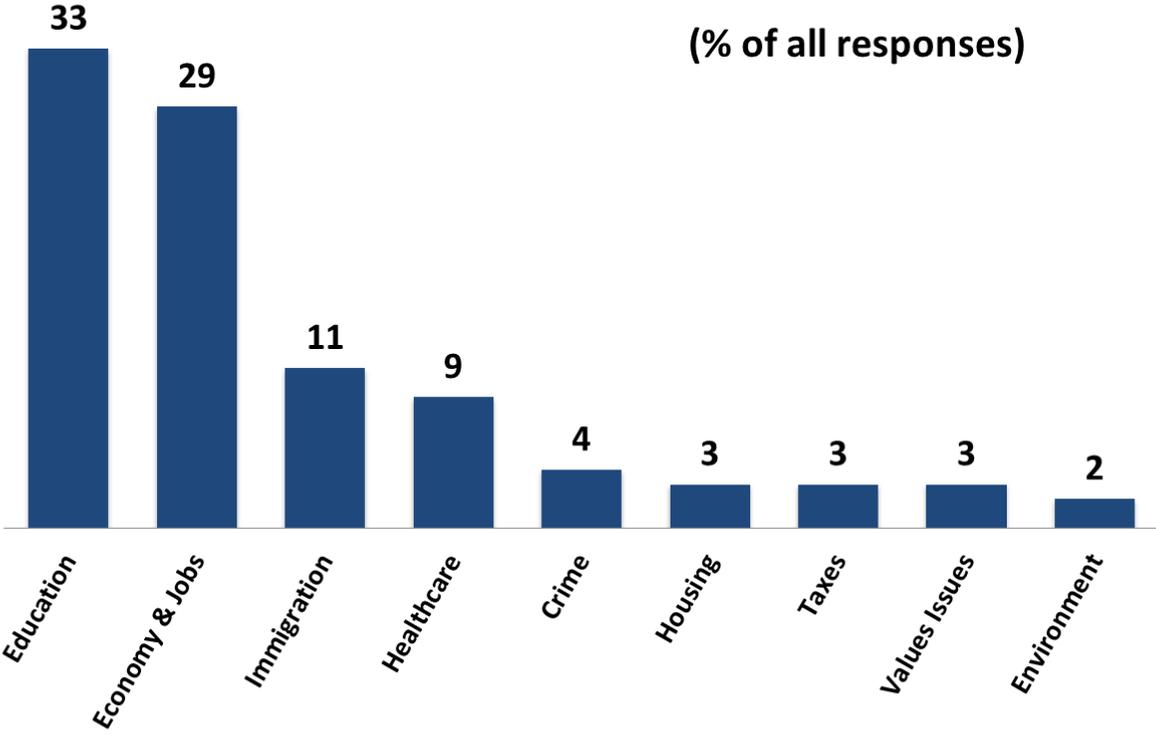
- ▶ Voters appear to give a cold shoulder to political candidates who support the idea of “increasing property taxes to pay for capital improvements for public district schools.” If a voter holds a specific view on the matter, he or she is substantially less likely to vote for the candidate who supports a property tax increase (23% “more likely” vs. 34% “less likely”). About four out of 10 voters (42%) indicated that the property tax increase is not a make or break issue or did not express an opinion on this item.

⁴ We asked respondents to rate four types of potential accountability actions where the state could intervene in a school district that loses accreditation. Ratings were based on a scale ranging from 1 to 5, where a “1” reflected the least useful action to be taken by the state, and a “5” reflected the most useful action.



Survey Snapshots

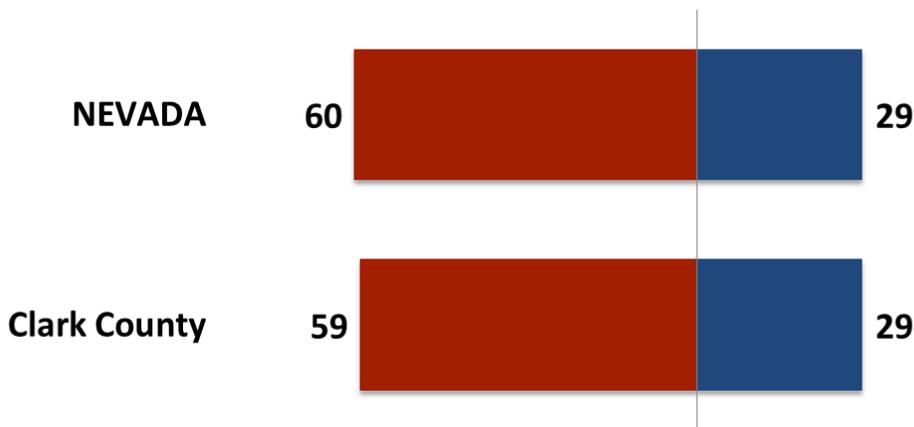
Q1. Which of the following do you see as the most important issue facing the state of Nevada right now?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Nevada K-12 & School Choice Survey, Q1.

Q3. Do you feel things in Nevada's K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

■ Wrong Track ■ Right Direction



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey, Q3.*

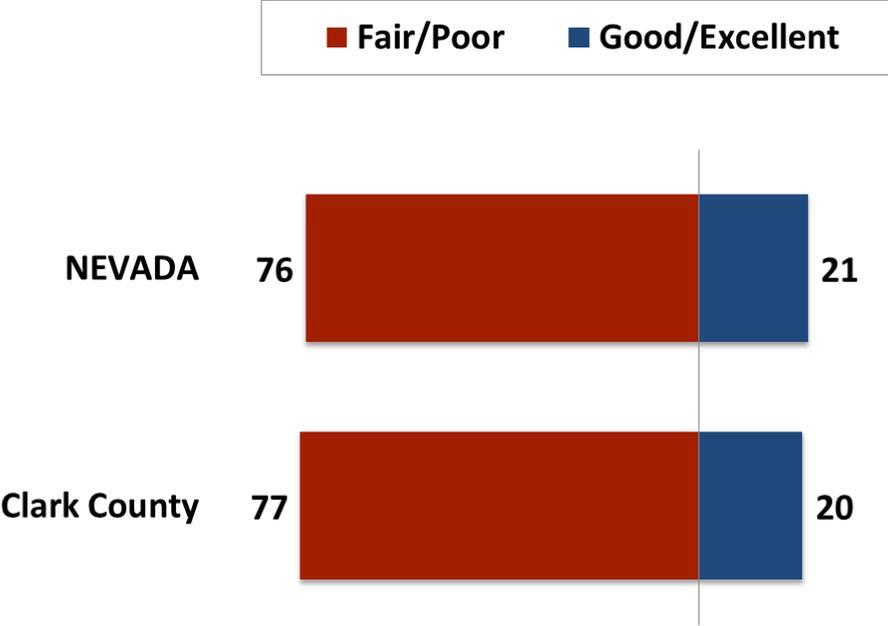
Q3. Do you feel things in Nevada’s K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

	Right Direction %	Wrong Track %	Margin	N=
ALL RESPONDENTS	29	60	- 31	602
Clark County	29	59	- 30	430
School Parent	40	54	- 14	161
Non-Schooler	23	62	- 39	439
COMMUNITY				
Urban	30	56	- 26	172
Suburban	23	65	- 42	243
Small Town	33	60	- 27	101
Rural	28	56	- 28	72
PARTY ID				
Democrat	32	56	- 24	191
Republican	29	60	- 31	176
Independent	28	63	- 35	163
AGE GROUP				
18 to 34	26	61	- 35	117
35 to 54	35	54	- 19	171
55 & Over	23	65	- 42	285
HOUSEHOLD INCOME				
Under \$40,000	33	50	- 17	169
\$40,000 to \$79,999	26	65	- 39	194
\$80,000 & Over	30	62	- 32	176
RACE/ETHNICITY				
Black	33	57	- 24	43
Hispanic	43	45	- 2	69
White	24	65	- 41	437
GENDER				
Female	27	60	- 33	306
Male	30	59	- 29	296

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies.

SOURCE: Friedman Foundation for Educational Choice, *Nevada K-12 & School Choice Survey*, Q3.

Q4. How would you rate Nevada's public school system?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey*, Q4.

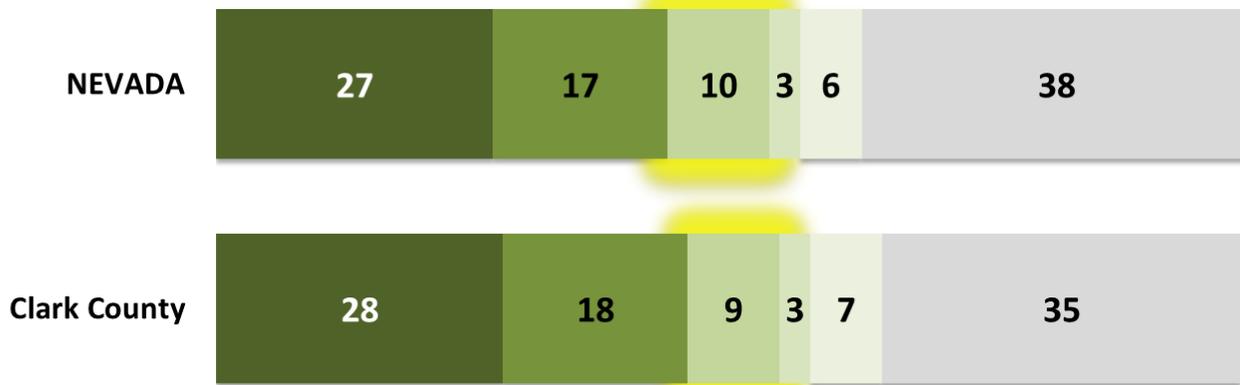
Q4. How would you rate Nevada's public school system?

	Good/Excellent %	Fair/Poor %	Margin	Intensity	N=
ALL RESPONDENTS	21	76	- 55	- 34	602
Clark County	20	77	- 57	- 39	430
School Parent	24	74	- 50	- 33	161
Non-Schooler	19	76	- 57	- 34	439
COMMUNITY					
Urban	22	76	- 54	- 34	172
Suburban	15	79	- 64	- 41	243
Small Town	29	69	- 40	- 19	101
Rural	23	75	- 52	- 37	72
PARTY ID					
Democrat	23	75	- 52	- 27	191
Republican	24	72	- 48	- 34	176
Independent	17	81	- 64	- 40	163
AGE GROUP					
18 to 34	16	81	- 65	- 34	117
35 to 54	23	74	- 51	- 35	171
55 & Over	21	75	- 54	- 34	285
HOUSEHOLD INCOME					
Under \$40,000	22	73	- 51	- 27	169
\$40,000 to \$79,999	21	74	- 53	- 36	194
\$80,000 & Over	20	78	- 58	- 35	176
RACE/ETHNICITY					
Black	25	75	- 50	- 30	43
Hispanic	24	75	- 51	- 29	69
White	19	76	- 57	- 36	437
GENDER					
Female	20	77	- 57	- 36	306
Male	22	74	- 52	- 32	296

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the combined percentages of "fair" and "poor" responses from the combined percentages of "good" and "excellent" responses. The difference indicates the enthusiasm behind the positive or negative ratings.

SOURCE: Friedman Foundation for Educational Choice, *Nevada K-12 & School Choice Survey*, Q4.

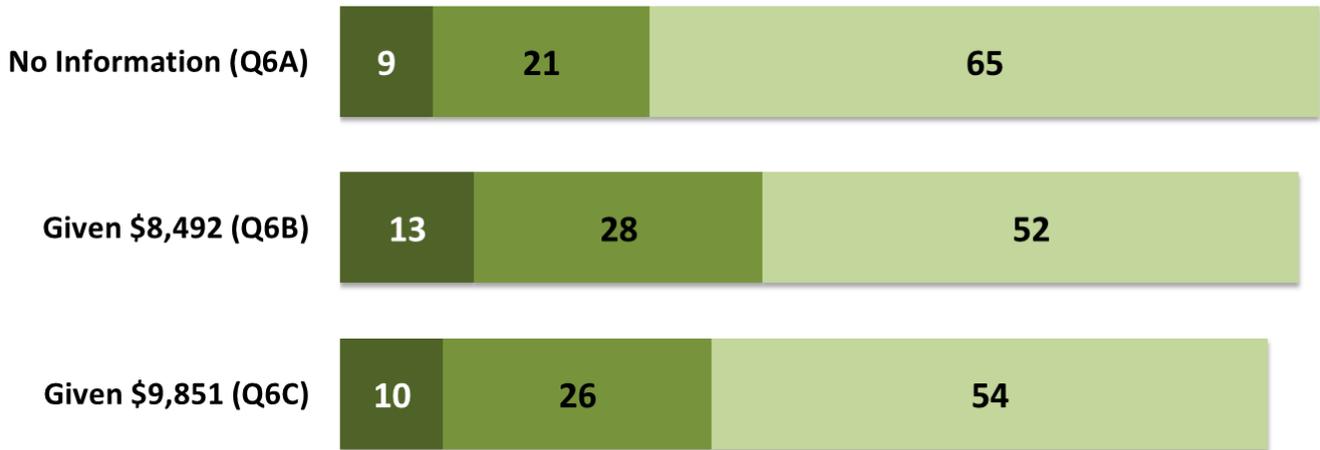
Q5. How much do you think is spent per year on each student in Nevada's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey, Q5.*

Q6-Split A. Do you believe that public school funding in Nevada is at a level that is:

Q6-Split B/Split C. According to the most recent information available, in Nevada \$8,492(B)/\$9,851(C) is being spent each year per student attending public schools. Do you believe that public school funding in Nevada is at a level that is:

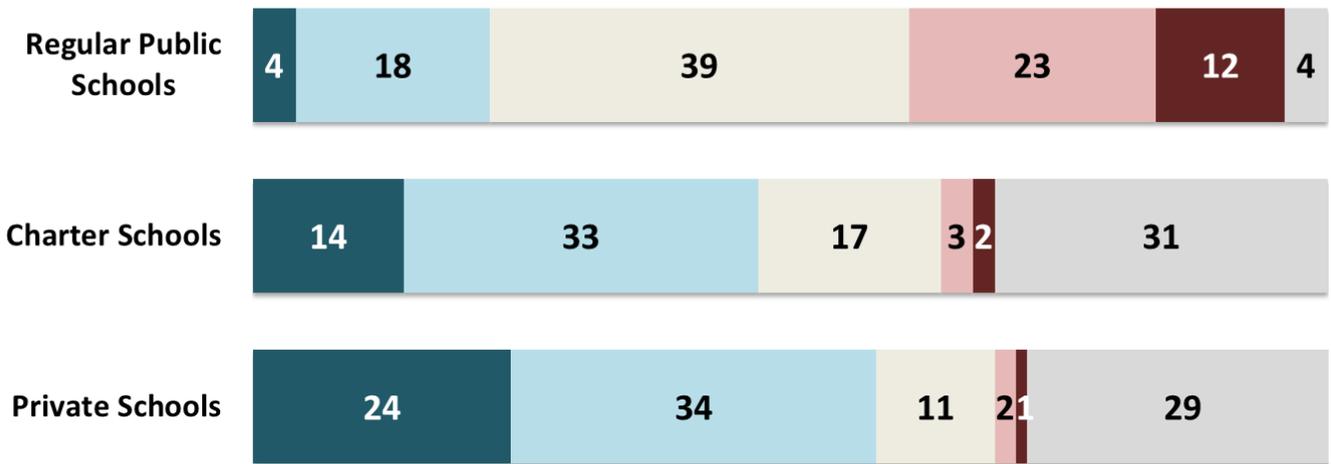


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey, Q6A, Q6B, Q6C.*

Q7. In thinking about the schools in your area, what grade would you give...



(% of all responses)

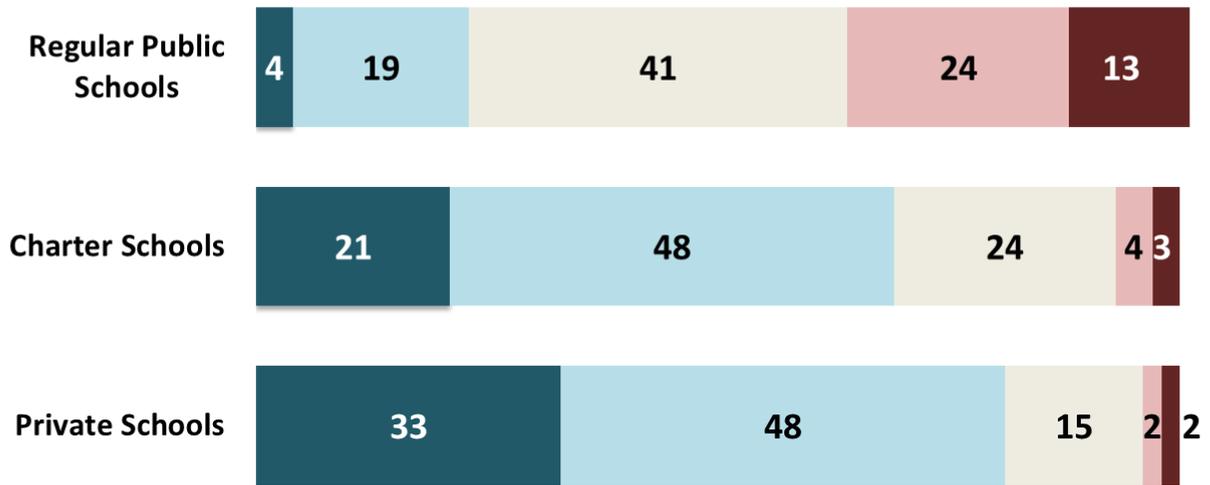


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey, Q7.*

Q7. In thinking about the schools in your area, what grade would you give...

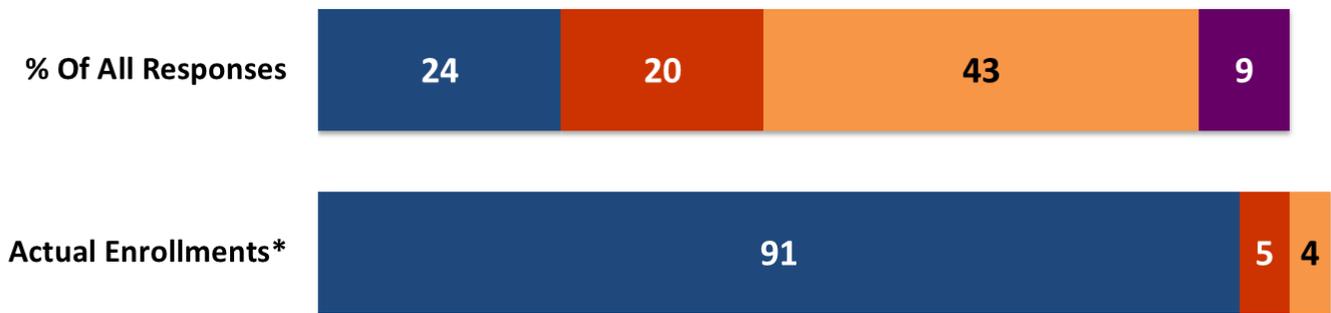
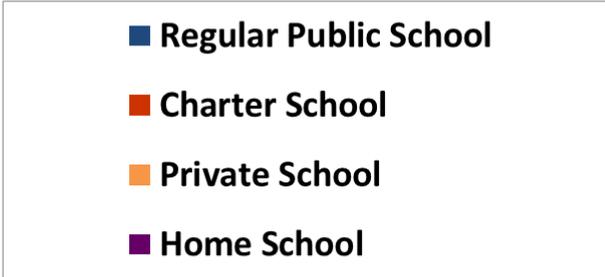


(% of only responses giving grades)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Nevada K-12 & School Choice Survey, Q7.

Q8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?



* Home School data not available.

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey, Q8.*

Q8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

	Private School %	Public School %	Charter School %	Home School %	N=
ALL RESPONDENTS	43	24	20	9	602
Clark County	44	21	24	8	430
School Parent	44	27	18	8	161
Non-Schooler	43	22	22	9	439
COMMUNITY					
Urban	38	25	25	7	172
Suburban	51	20	21	5	243
Small Town	40	31	18	10	101
Rural	34	25	16	16	72
PARTY ID					
Democrat	39	34	21	4	191
Republican	47	19	23	8	176
Independent	45	21	19	12	163
AGE GROUP					
18 to 34	45	24	21	8	117
35 to 54	37	27	23	9	171
55 & Over	47	21	19	9	285
HOUSEHOLD INCOME					
Under \$40,000	38	27	18	13	169
\$40,000 to \$79,999	43	23	24	7	194
\$80,000 & Over	49	22	21	5	176
RACE/ETHNICITY					
Black	47	25	23	5	43
Hispanic	40	30	19	6	69
White	44	21	21	9	437
GENDER					
Female	46	21	21	7	306
Male	40	27	19	10	296

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies.

SOURCE: Friedman Foundation for Educational Choice, *Nevada K-12 & School Choice Survey*, Q8.

Q9. What is the most important characteristic or attribute that would cause you to choose a [INSERT SCHOOL TYPE FROM PREVIOUS QUESTION] for your child? Please use one word, or a very short phrase.

Top 11 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

BETTER EDUCATION / QUALITY	99
INDIVIDUAL ATTENTION / ONE-ON-ONE	69
BETTER TEACHERS / TEACHERS / TEACHING	61
CLASS SIZE / STUDENT-TEACHER RATIO	56
ACADEMICS / CURRICULUM	52
SOCIALIZATION / PEERS / OTHER KIDS	43
STANDARDS / MORE CHALLENGING	33
OUTCOMES / RESULTS / GRADUATION RATE	28
DIVERSITY / VARIETY	24
DISCIPLINE / STRUCTURE	23
RESOURCES / FUNDING	23

SOURCE: Friedman Foundation for Educational Choice, *Nevada K-12 & School Choice Survey*, Q9.

Q10. Based on what you know, or have heard from others... In general, do you favor or oppose “charter schools”?

■ Oppose ■ Favor

Q11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?

Baseline (Q10)



With Definition (Q11)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey*, Q10 and Q11.

Q11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?

	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	71	15	+ 56	+ 31	602
Clark County	74	13	+ 61	+ 33	430
School Parent	73	13	+ 60	+ 35	161
Non-Schooler	70	16	+ 54	+ 29	439
COMMUNITY					
Urban	75	13	+ 62	+ 29	172
Suburban	74	13	+ 61	+ 34	243
Small Town	68	15	+ 53	+ 30	101
Rural	69	22	+ 47	+ 34	72
PARTY ID					
Democrat	67	20	+ 47	+ 18	191
Republican	78	13	+ 65	+ 38	176
Independent	71	9	+ 62	+ 38	163
AGE GROUP					
18 to 34	73	13	+ 60	+ 33	117
35 to 54	69	17	+ 52	+ 28	171
55 & Over	72	14	+ 58	+ 33	285
HOUSEHOLD INCOME					
Under \$40,000	68	17	+ 51	+ 25	169
\$40,000 to \$79,999	77	11	+ 66	+ 36	194
\$80,000 & Over	69	16	+ 53	+ 28	176
RACE/ETHNICITY					
Black	59	28	+ 31	+ 9	43
Hispanic	66	15	+ 51	+ 24	69
White	76	13	+ 63	+ 35	437
GENDER					
Female	69	17	+ 52	+ 28	306
Male	74	12	+ 62	+ 33	296

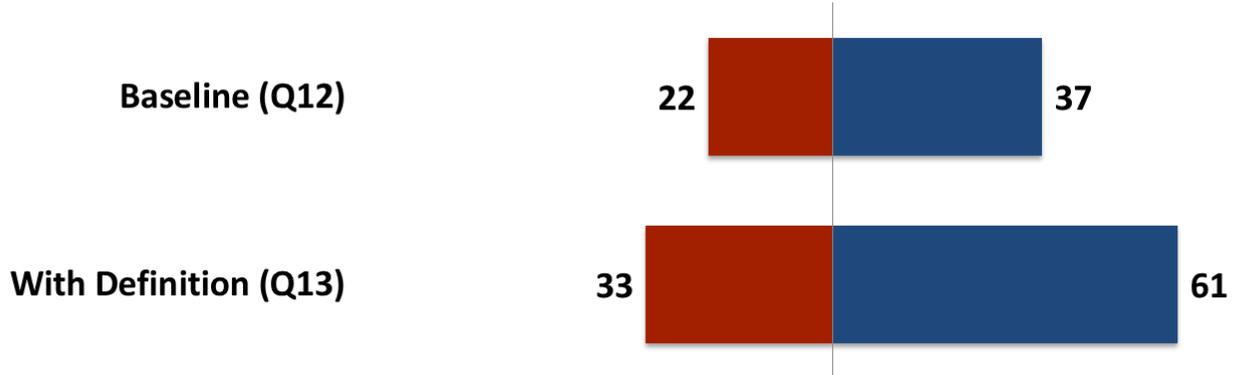
NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Nevada K-12 & School Choice Survey*, Q11.

**Q12. Based on what you know, or have heard from others...
In general, do you favor or oppose “school vouchers”?**

■ Oppose ■ Favor

Q13. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey*, Q12 and Q13.

Q13. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

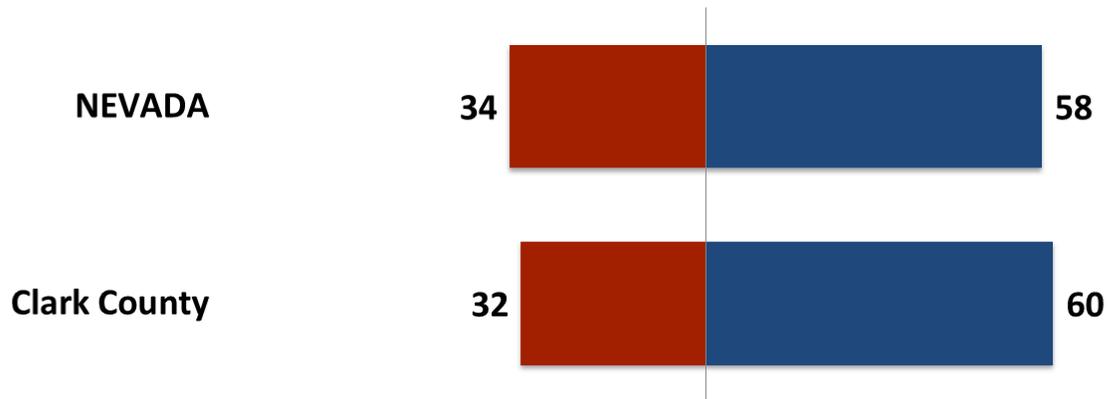
	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	61	33	+ 28	+ 19	602
Clark County	63	33	+ 30	+ 18	430
School Parent	62	31	+ 31	+ 24	161
Non-Schooler	61	34	+ 27	+ 17	439
COMMUNITY					
Urban	60	34	+ 26	+ 22	172
Suburban	65	31	+ 34	+ 18	243
Small Town	54	41	+ 13	+ 17	101
Rural	64	31	+ 33	+ 23	72
PARTY ID					
Democrat	52	43	+ 9	+ 2	191
Republican	65	28	+ 37	+ 20	176
Independent	65	30	+ 35	+ 27	163
AGE GROUP					
18 to 34	64	30	+ 34	+ 22	117
35 to 54	64	31	+ 33	+ 24	171
55 & Over	58	37	+ 21	+ 14	285
HOUSEHOLD INCOME					
Under \$40,000	68	30	+ 38	+ 24	169
\$40,000 to \$79,999	60	33	+ 27	+ 18	194
\$80,000 & Over	58	36	+ 22	+ 18	176
RACE/ETHNICITY					
Black	68	32	+ 36	+ 27	43
Hispanic	58	34	+ 24	+ 23	69
White	60	35	+ 25	+ 17	437
GENDER					
Female	59	35	+ 24	+ 16	306
Male	64	32	+ 32	+ 23	296

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Nevada K-12 & School Choice Survey*, Q13.

Q14. An "education savings account" - often called an "ESA" - allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

■ Oppose ■ Favor



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey, Q14.*

Q14. An "education savings account" - often called an "ESA" - allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	58	34	+ 24	+ 10	602
Clark County	60	32	+ 28	+ 12	430
School Parent	65	27	+ 38	+ 22	161
Non-Schooler	55	37	+ 18	+ 4	439
COMMUNITY					
Urban	57	30	+ 27	+ 15	172
Suburban	62	32	+ 30	+ 9	243
Small Town	56	37	+ 19	+ 8	101
Rural	47	50	- 3	- 4	72
PARTY ID					
Democrat	53	36	+ 17	+ 9	191
Republican	62	32	+ 30	+ 10	176
Independent	63	33	+ 30	+ 11	163
AGE GROUP					
18 to 34	72	23	+ 49	+ 21	117
35 to 54	61	30	+ 31	+ 19	171
55 & Over	46	45	+ 1	- 6	285
HOUSEHOLD INCOME					
Under \$40,000	67	26	+ 41	+ 20	169
\$40,000 to \$79,999	57	37	+ 20	+ 3	194
\$80,000 & Over	54	38	+ 16	+ 9	176
RACE/ETHNICITY					
Black	57	39	+ 18	+ 14	43
Hispanic	74	17	+ 57	+ 36	69
White	52	40	+ 12	+ 2	437
GENDER					
Female	57	34	+ 23	+ 9	306
Male	59	33	+ 26	+ 11	296

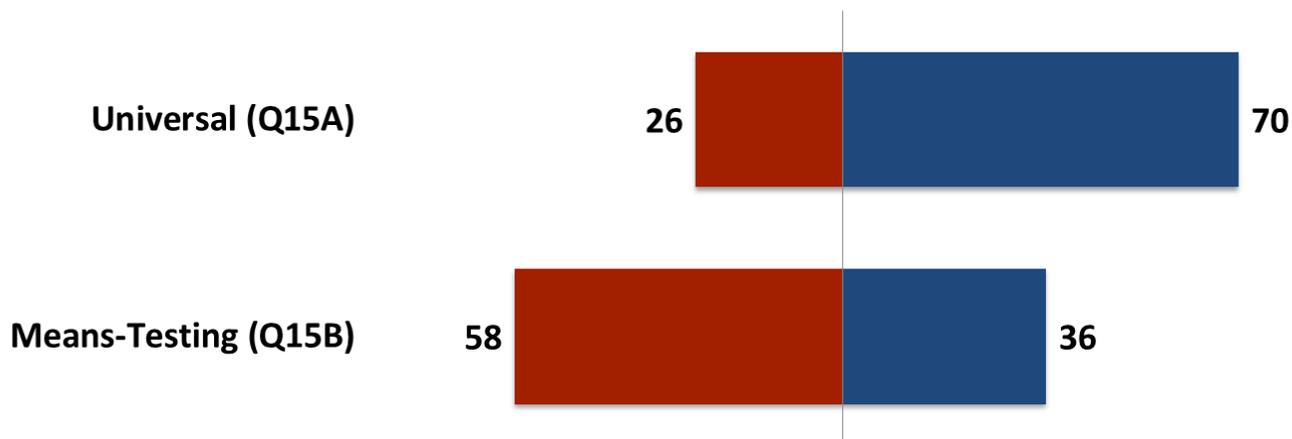
NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Nevada K-12 & School Choice Survey*, Q14.

Q15-Split A. Some people believe that education savings accounts *should be available to all families, regardless of incomes and special needs*. Do you agree or disagree with that statement?

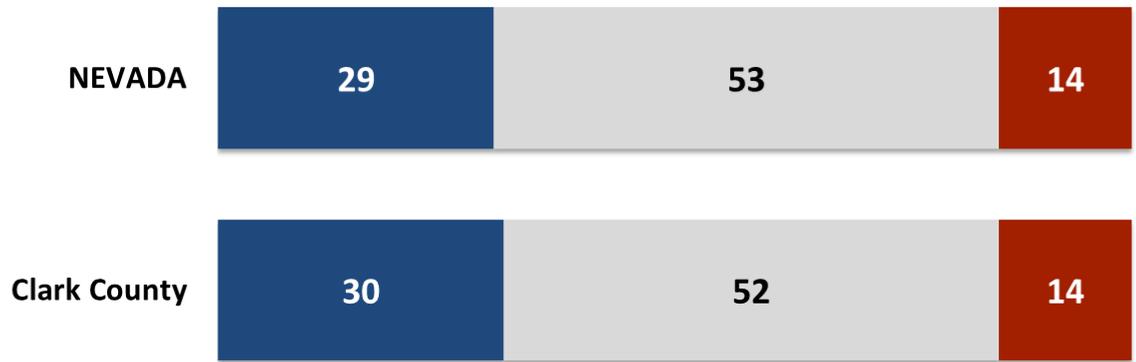
■ Disagree ■ Agree

Q15-Split B. Some people believe that education savings accounts *should only be available to families based on financial need*. Do you agree or disagree with that statement?



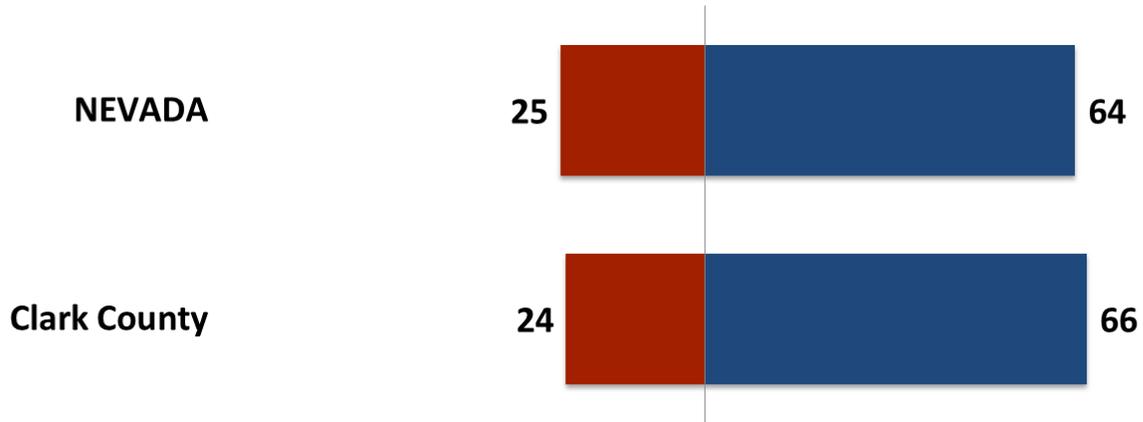
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey*, Q15A and Q15B.

Q16. Thinking ahead to the next election, if a candidate for Governor, State Senator or State Assembly supports education savings accounts, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey, Q16.*

Q17. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey, Q17.*

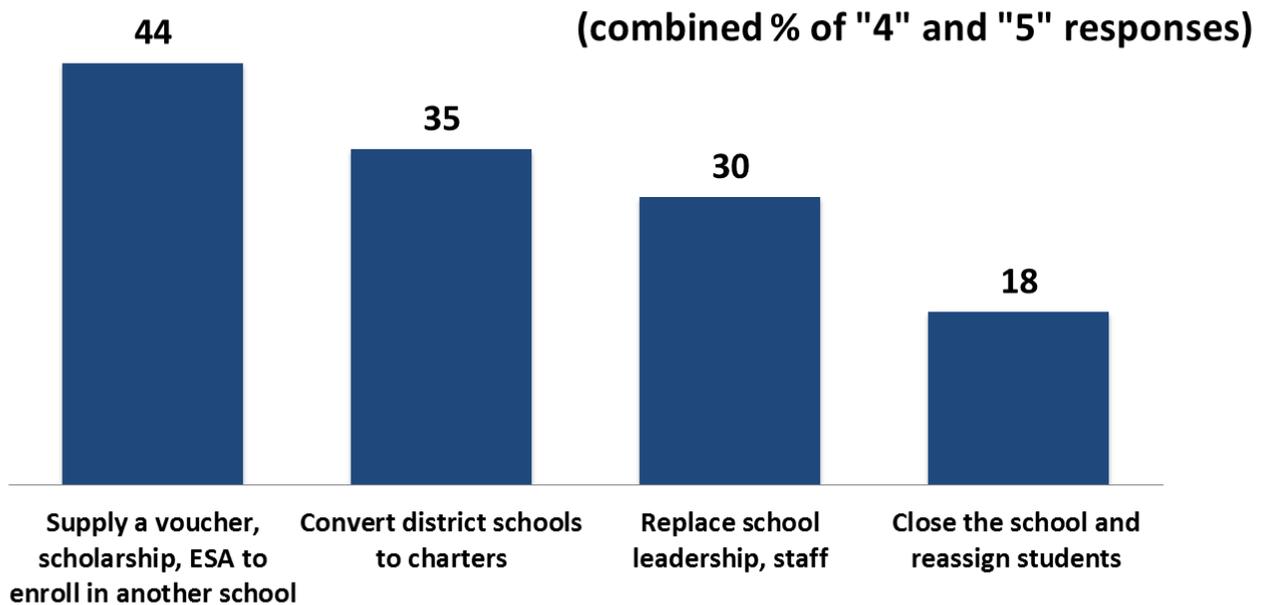
Q17. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?

	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	64	25	+ 39	+ 16	602
Clark County	66	24	+ 42	+ 15	430
School Parent	69	18	+ 51	+ 24	161
Non-Schooler	62	28	+ 34	+ 12	439
COMMUNITY					
Urban	68	26	+ 42	+ 14	172
Suburban	66	23	+ 43	+ 16	243
Small Town	51	29	+ 22	+ 14	101
Rural	67	22	+ 45	+ 24	72
PARTY ID					
Democrat	63	28	+ 35	+ 7	191
Republican	62	26	+ 36	+ 21	176
Independent	65	19	+ 46	+ 17	163
AGE GROUP					
18 to 34	69	21	+ 48	+ 20	117
35 to 54	70	19	+ 51	+ 26	171
55 & Over	54	33	+ 21	+ 4	285
HOUSEHOLD INCOME					
Under \$40,000	69	21	+ 48	+ 23	169
\$40,000 to \$79,999	65	24	+ 41	+ 13	194
\$80,000 & Over	58	29	+ 29	+ 12	176
RACE/ETHNICITY					
Black	78	20	+ 58	+ 26	43
Hispanic	56	27	+ 29	+ 19	69
White	62	26	+ 36	+ 12	437
GENDER					
Female	62	23	+ 39	+ 15	306
Male	66	26	+ 40	+ 18	296

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

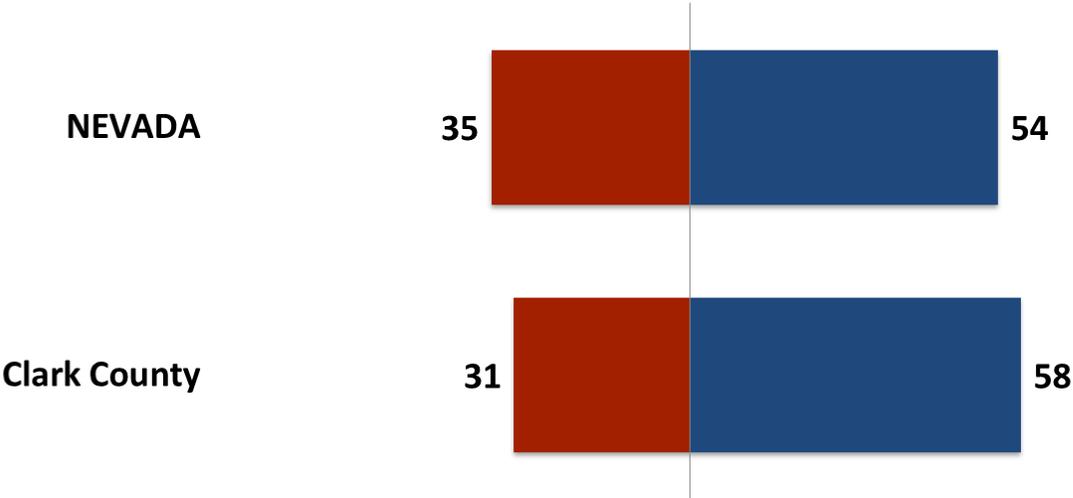
SOURCE: Friedman Foundation for Educational Choice, *Nevada K-12 & School Choice Survey*, Q17.

Q18. Now we want to ask what you believe state government should do to intervene – if at all – in low-performing school districts and schools. On a scale from 1 to 5, please rate how useful each one of the following actions would be to affected students and families in a low-performing school? A "1" would reflect LEAST useful action; a "5" would reflect MOST useful action



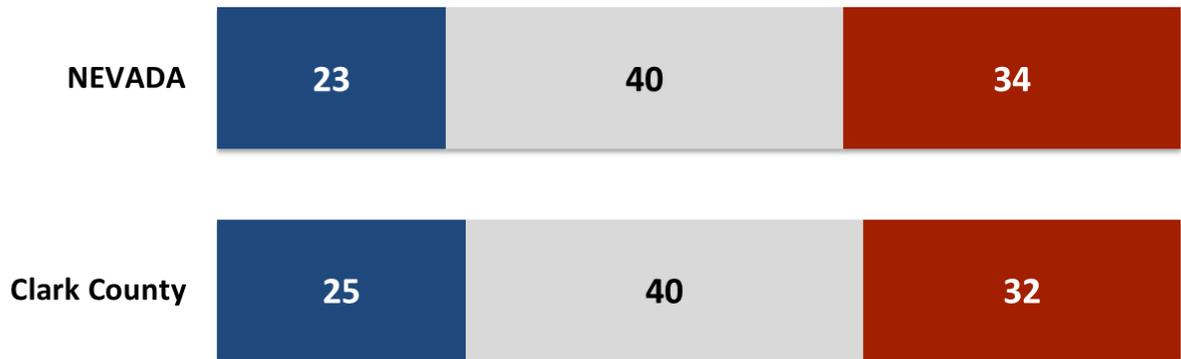
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey, Q18.*

Q19. In the state of Louisiana, elected officials enacted a policy that established a “Recovery School District,” allowing state government to convert a low-performing district school to a charter school. A charter management organization then assumes the management or operations of the converted school. In general, would you favor or oppose a similar kind of “Recovery School District” for Nevada?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey*, Q19.

Q20. Thinking ahead to the next election, if a candidate for Governor, State Senate, or State Assembly supports increasing property taxes to pay for capital improvements for public district schools, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Nevada K-12 & School Choice Survey, Q20.*

Methods Summary

The “Nevada K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), interviewed a statistically representative sample of registered voters in the state of Nevada. Methodology included probability sampling and random-digit dial. The unweighted statewide sample includes a total of **602** telephone interviews completed in English from January 10 to 18, 2015, by means of both landline and cell phone. Statistical results were weighted to correct known demographic discrepancies.

The margin of sampling error for the statewide sample is ± 4.0 percentage points.

BRI’s live callers conducted all phone interviews. For this entire project, a total of **10,100** calls were made in Nevada: **5,400** landline and **4,700** cell phone. Of these calls, **2,968** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **6,202** were usable numbers but eligibility unknown (including refusals and voicemail); **178** cell phone numbers were usable but not eligible for this survey; **34** people did not complete the survey. The average response rate of the landline interviews was **11.2%**. The average response rate of the cell phone interviews was **10.4%**.

Details on call dispositions, landline and cell phone response rates, and weighting are discussed in the following sections.

Sample Design

A combination of landline and cellular random-digit-dial (RDD) samples was used to represent registered voters in Nevada who have access to either a landline or cellular telephone. Both samples were provided by Survey Sampling International, LLC (SSI) according to BRI specifications.

SSI starts with a database of all listed telephone numbers, updated on a four- to six-week rolling basis, 25 percent of the listings at a time. All active blocks – contiguous groups of 100 phone numbers for which more than one residential number is listed –

are added to this database. Blocks and exchanges that include only listed business numbers are excluded.

Numbers for the landline sample were drawn with equal probabilities from active blocks (area code + exchange + two-digit block number) that contained three or more residential directory listings. The cellular sample was not list-assisted, but was drawn through a systematic sampling from dedicated wireless 100-blocks and shared service 100-blocks with no directory-listed landline numbers.

Contact Procedures

Interviews were conducted from January 10 to 18, 2015. As many as eight attempts were made to contact every sampled telephone number. The sample was released for interviewing in replicates, which are representative subsamples of the larger sample. Using replicates to control the release of the sample ensures that complete call procedures are followed for the entire sample. Calls were staggered over times of day and days of the week to maximize the chance of making contact with potential respondents. Each phone number received at least one daytime call.

We have noticed in recent years that response rates have been declining for consumer polls. Generally, running surveys over a longer period of time will boost these response rates. However, lower response rates do not lead to lower reliability of the data. For example, polls with a sample size of 1,200 respondents run over a two-day period with response rates of 3% or 4% have been acceptable for public release.

The survey's margin of error is the largest 95% Confidence Interval for any estimated proportion based on the total sample – the one around 50%. The overall statewide margin of error for this survey is $\pm 4.0\%$. This means that in 95 of every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 4.0 percentage points away from their true values in the population.

It is critical to note that the margin of sampling error (MSE) is higher when considering the number of respondents for a given demographic subgroup. For example, the MSE for a subgroup of 150 respondents is ± 8.0 percentage points.

In addition to sampling error, question wording, ordering, and other practical difficulties when conducting surveys may introduce error or bias into the findings of public opinion research.

Call Dispositions and Response Rates

Nevada Statewide Call Dispositions					
<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
5,400	4,700	Total	1,027	783	Disconnected
5,400	4,700	Released	11	2	Fax
0	0	Unreleased	126	34	Government/Business
4,001	3,867	Usable	0	-	Cell Phone
1,399	833	Unusable	-	0	Landline
3,224	2,304	Qualified	1,164	819	Unusable
74.1%	82.3%	Est. Usability	793	74	No Answer
76.7%	58.9%	Est. Eligibility	114	4	Busy
11.2%	10.4%	Est. Response	907	78	Usability Unknown
			362	240	Complete
			19	15	Break-Off
			381	255	Usable/Eligible
			1,083	1,047	Refused
			69	53	Language Barrier
			894	1,145	Voice Mail
			603	962	Call Back-Retry
			168	152	Strong Refusal
			15	11	Privacy Manager
			2,832	3,370	Usable/Eligible Unknown
			-	-	Under 18
			116	178	Usable/Ineligible
			11.2%	10.4%	Response Rate

Weighting Procedures and Analysis

Weighting is generally used in survey analysis to compensate for sample designs and patterns of non-response that might bias results. In this study, the sample demographics were balanced to population parameters. We weighted overall statewide results based on Landline/Cell Phone usage, and then Age, Gender, Race, Ethnicity, and Region.

All weighting measures are based on Census Bureau statistics for the state of Nevada.

The weighted and unweighted data are available on request.

About the Author

Paul DiPerna (paul@edchoice.org) is Research Director for the Friedman Foundation for Educational Choice in Indianapolis. He joined the foundation in September 2006. DiPerna's research interests include surveys and polling on K-12 education and school choice policies. He also directs and manages all other research projects commissioned by the foundation. DiPerna has traveled to 28 states for his work, presenting survey research findings and discussing various school choice policies for audiences including public officials, policy professionals, advocates, and academics.

Previously, DiPerna served as the assistant director for the Brown Center on Education Policy at the Brookings Institution in Washington, D.C. His six years at Brookings included projects evaluating the federal Blue Ribbon Schools Program and analyzing student achievement in charter schools. DiPerna was a research analyst for the first five issues of the Brown Center Report on American Education (2000-2004). He also managed and coordinated the activities of the National Working Commission on Choice in K-12 Education (2001-2005).

A native of Pittsburgh, DiPerna earned an M.A. in political science from the University of Illinois (2000) and B.A. from the University of Dayton (1996).

Acknowledgements

A number of people made significant contributions during the course of this survey project. Drew Catt played an important role verifying data in this report. Victor Joecks, Andy Matthews, and staff at the Nevada Policy Research Institute provided very helpful insights and context at the local/state level. We thank the team at Braun Research who assisted in project development, and for their excellent work in conducting the interviews and collecting the data. I appreciate the time and commitments from Paul Braun, Cynthia Miller, and Dave Oshman. Finally, we are of course grateful to the respondents who generously agreed to participate in our survey interviews.

About the Survey Organization

Braun Research, Inc. (BRI)

The Braun Research network of companies, founded in 1995, combined employ 39 full-time and more than 236 part-time employees engaged in data collection via telephone, and internet for various survey research firms, government and advertising agencies, local community organizations, local and national business groups, foundations, universities and academic entities, as well as religious organizations. In 20 years, Braun Research has conducted almost 10,000 research projects by telephone, internet, and mail worldwide.

Nationally-known research firms have hired Braun Research, including the Gallup Organization, the Pew Research Center, the Eagleton Poll, Mathematica Policy Research, and *The Washington Post*. Braun Research has worked for the New Jersey Department of Health and Human Services, as well as other government agencies including the United States Departments of the Treasury and Defense, and the Center for Disease Control.

The work we accomplish for other research firms requires us to perform all work up to standards required by the various research organizations where we enjoy membership and in some cases participate actively. Paul Braun is recognized as a leader in the field by colleagues who asked him to serve on these committees. For example, Paul Braun is a member of the MRA/CMOR committees on response rate improvement and in launching a seal of quality for the industry. He has served as President of the New Jersey Chapter of AAPOR, and he is currently serving on AMEC in North America.

Braun Research is a well-respected firm employing techniques and standards approved by various survey research academic organizations and other affiliations including those with whom Braun is an active member, including AAPOR (The American Association for Public Opinion Research) and MRA/CMOR (Market Research Association/Council on Marketing and Opinion Research) and CASRO (Council on American Survey Research Organizations).

About the Survey Sponsor

The Friedman Foundation for Educational Choice

The Friedman Foundation for Educational Choice is a 501(c)(3) nonprofit and nonpartisan organization, solely dedicated to advancing Milton and Rose Friedman's vision of school choice for all children. First established as the Milton and Rose D. Friedman Foundation in 1996, the Foundation continues to promote school choice as the most effective and equitable way to improve the quality of K-12 education in America. The Foundation is dedicated to research, education, and outreach on the vital issues and implications related to choice in K-12 education.

Commitment to Methods & Transparency

The Friedman Foundation for Educational Choice is committed to research that adheres to high scientific standards, and matters of methodology and transparency are taken seriously at all levels of our organization. We are dedicated to providing high-quality information in a transparent and efficient manner.

All individuals have opinions, and many organizations (like our own) have specific missions or philosophical orientations. Scientific methods, if used correctly and followed closely in well-designed studies, should neutralize these opinions and orientations. Research rules and methods minimize bias. We believe rigorous procedural rules of science prevent a researcher's motives, and an organization's particular orientation, from pre-determining results. If research adheres to proper scientific and methodological standards, its findings can be relied upon no matter who has conducted it. If rules and methods are neither specified nor followed, then the biases of the researcher or an organization may become relevant, because a lack of rigor opens the door for those biases to affect the results.

Our authors take full responsibility for research design, analysis, charts, and any unintentional errors or misrepresentations. They welcome any and all questions related to methods and findings.

Nevada K-12 & School Choice Survey Questions and Results

Interview Dates: January 10 to 18, 2015
Sample Frame: Registered Voters
Population Samples: NEVADA (statewide) = 602
Clark County = 430

Margins of Error: NEVADA = ± 4.0 percentage points
Clark County = ± 4.7 percentage points

Displayed numbers in tables are percentages, unless otherwise noted.

Due to rounding, percentage totals for a given question may be slightly greater or less than 100%.

“For this brief interview, if you are completely unsure about your answer or have no feelings for an answer, you can say ‘I Don’t Know.’” [ENTER AS “DK”]

[CODE GENDER OF RESPONDENT; DO NOT ASK, UNLESS GENDER IS IN QUESTION]

	Male	Female
NEVADA	49	51

1. Which of the following do you see as the most important issue facing the state of Nevada right now?

[RANDOMIZE RESPONSES 1-9 TO AVOID BIAS]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Crime	Economy & Jobs	Education	Environment	Healthcare	Housing	Immigration	Values Issues	Taxes
NEVADA	4	29	33	2	9	3	11	3	3
Clark County	4	28	35	1	8	3	11	3	3

2. Are you currently the parent or guardian of a child who lives with you, and who is in any grade from preschool through high school?

[IF NEEDED: IF CHILD IS CURRENTLY ENROLLED OR ENTERING PRESCHOOL IN THE UPCOMING SCHOOL YEAR, ENTER "YES"]

[IF NEEDED: IF YOUNGEST CHILD JUST GRADUATED IN 2014, ENTER "NO"]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Yes	No < PK	No > HS	No Children	DK/Ref (VOL.)
NEVADA	34	3	25	38	< 1

3. Do you feel things in Nevada’s K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Right Direction	Wrong Track	DK/Ref (VOL.)
NEVADA	29	60	12
Clark County	29	59	12

4. How would you rate Nevada’s public school system?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
NEVADA	3	17	38	37	4
Clark County	3	16	35	42	3

5. How much do you think is spent per year on each student in Nevada’s public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.

[OPEN-END. BASED ON RESPONSE, SELECT ONE OF THE FOLLOWING CATEGORIES]

[IF DEPENDS, PROBE ONCE, OFFERING RANGE CATEGORIES. IF STILL DEPENDS, ENTER AS "DK"]

	Less than \$4,000	\$4,001 – \$8,000	\$8,001 – \$12,000	\$12,001 – \$16,000	Over \$16,000	DK/Ref (VOL.)
NEVADA	27	17	10	3	6	39
Clark County	28	18	9	3	7	35

[RANDOMLY ASSIGN QUESTIONS 6A, 6B, 6C]

6. *(Split A)* Do you believe that public school funding in Nevada is at a level that is:

[ROTATE “TOO HIGH” AND “TOO LOW”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Too High	About Right	Too Low	DK/Ref (VOL.)
NEVADA	9	21	65	5
Clark County	7	18	68	7

6. *(Split B)* According to the most recent information available, in Nevada \$8,492 is being spent each year per student attending public schools. Do you believe that public school funding in NEVADA is at a level that is:

[ROTATE “TOO HIGH” AND “TOO LOW”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Too High	About Right	Too Low	DK/Ref (VOL.)
NEVADA	13	28	52	8
Clark County	12	26	57	6

6. **(Split C)** According to the most recent information available, in Nevada \$9,851 is being spent each year per student attending public schools. Do you believe that public school funding in NEVADA is at a level that is:

[ROTATE “TOO HIGH” AND “TOO LOW”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Too High	About Right	Too Low	DK/Ref (VOL.)
NEVADA	10	26	54	9
Clark County	11	26	53	10

7. In thinking about the schools in your area, what grade would you give...

[GRADE OPTIONS: A, B, C, D, or F]

[ROTATE "REGULAR PUBLIC SCHOOLS," "CHARTER SCHOOLS," "PRIVATE OR PAROCHIAL SCHOOLS"]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

ALL RESPONDENTS	A	B	C	D	F	DNA/DK/Ref (VOL.)
Regular Public Schools	4	18	39	23	12	4
Charter Schools	14	33	17	3	2	31
Private Schools	24	34	11	2	1	29

8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

[RANDOMIZE RESPONSES TO AVOID BIAS]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Charter School	Homeschool	Private School	Regular Public School	Virtual School	DK/Ref (VOL.)
NEVADA	20	9	43	24	2	2
Clark County	24	8	44	21	1	2

9. What is the most important characteristic or attribute that would cause you to choose a **[INSERT SCHOOL TYPE FROM PREVIOUS QUESTION]** for your child? Please use one word, or a very short phrase.

[OPEN-END. IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

Top 11 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

NEVADA	
BETTER EDUCATION / QUALITY	99
INDIVIDUAL ATTENTION / ONE-ON-ONE	69
BETTER TEACHERS / TEACHERS / TEACHING	61
CLASS SIZE / STUDENT-TEACHER RATIO	56
ACADEMICS / CURRICULUM	52
SOCIALIZATION / PEERS / OTHER KIDS	43
STANDARDS / MORE CHALLENGING	33
OUTCOMES / RESULTS / GRADUATION RATE	28
DIVERSITY / VARIETY	24
DISCIPLINE / STRUCTURE	23
RESOURCES / FUNDING	23
OTHER RESPONSES	14
DK / NO RESPONSE / REFUSED	14

“For the remainder of this interview, if you are completely unsure about your answer or have no feelings for an answer, feel free to say ‘I Don’t Know.’” [ENTER AS “DK”]

10.Based on what you know, or have heard from others... In general, do you favor or oppose “charter schools”?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEVADA	33	29	6	5	27
Clark County	37	27	6	5	25

11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEVADA	38	33	8	7	14
Clark County	40	35	7	7	12

12. Based on what you know, or have heard from others... In general, do you favor or oppose “school vouchers”?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEVADA	22	15	11	11	41
Clark County	22	16	10	12	40

13. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEVADA	37	24	15	18	5
Clark County	37	26	14	19	4

14. An "education savings account" – often called an ESA – allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, online education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of “savings account system”?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEVADA	30	28	13	20	8
Clark County	30	30	13	18	8

[RANDOMLY ASSIGN QUESTIONS 15A AND 15B]

15. (Split A) Some people believe that education savings accounts should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement?

[PROBE:] Would you say strongly or somewhat agree/disagree?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
NEVADA	46	24	9	17	4
Clark County	49	24	8	16	3

15. (Split B) Some people believe that education savings accounts should only be available to families based on financial need. Do you agree or disagree with that statement?

[PROBE:] Would you say strongly or somewhat agree/disagree?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
NEVADA	22	14	19	40	5
Clark County	24	15	19	39	4

16. Thinking ahead to the next election, if a candidate for Governor, State Senate, or State Assembly supports education savings accounts, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
NEVADA	29	53	14	5
Clark County	30	52	14	4

17.A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEVADA	29	35	12	13	11
Clark County	28	37	12	13	10

Now we want to ask what you believe state government should do to intervene – if at all – in low-performing school districts and schools.”

18. On a scale from 1 to 5, please rate how useful each one of the following actions would be to affected students and families in a low-performing school? A “1” would reflect a LEAST useful action. A “5” would reflect a MOST useful action.

[RANDOMIZE RESPONSES 1 to 4, TO AVOID BIAS]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

Percentage of respondents rating “4” or “5”

	NEVADA	Clark County
Convert the district school to a public charter school	35	40
Dismiss and replace the school principal, teachers, and staff	30	31
Close the school and reassign students to a nearby district school	18	21
Supply a voucher, scholarship, or ESA to affected parents to enroll their child in another school, either private or public, regardless of location	44	46

19. In the state of Louisiana, elected officials enacted a policy that established a “Recovery School District,” allowing state government to convert a low-performing district school to a charter school. A charter management organization then assumes the management or operations of the converted school. In general, would you favor or oppose a similar kind of “Recovery School District” for Nevada?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEVADA	27	27	16	18	12
Clark County	30	28	14	16	11

20. Thinking ahead to the next election, if a candidate for Governor, State Senate, or State Assembly supports increasing property taxes to pay for capital improvements for public district schools, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
NEVADA	23	40	34	3
Clark County	25	40	32	3

“Now the following questions should be pretty quick, and for statistical purposes only....”

21. Generally speaking, do you usually consider yourself a Republican, a Democrat, an Independent, or something else?

[Code for Democrat, Republican, Independent, Libertarian, Other, or “DK”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Democrat	Republican	Independent	Other (VOL.)	Libertarian (VOL.)	DK/Ref (VOL.)
NEVADA	31	28	27	8	2	3

22. How would you best describe where you live?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Urban	Suburban	Small Town	Rural	DK/Ref (VOL.)
NEVADA	29	40	17	11	3

23. Which of the following age categories do you fall in?

[OPEN END, THEN CODE TO AGE CATEGORY]

	18 to 34	35 to 54	55 & Over	DK/Ref (VOL.)
NEVADA	26	37	33	5

24. Are you, yourself, of Hispanic or Latino origin, such as Mexican, Puerto Rican, Cuban, or some other Spanish background?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Hispanic	Not Hispanic	DK/Ref (VOL.)
NEVADA	20	80	1

25. Which of the following best describes your race?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	American Indian, Native American	Asian, Pacific Islander, Asian American	Black, African American	Mixed Race	White	Other (VOL.)	DK/Ref (VOL.)
NEVADA	1	5	8	3	74	6	2

26. What is the last grade or class that you completed in school? **[DO NOT READ CATEGORIES]**

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

- None (Grades 1-8)
- High School Incomplete (Grades 9-11)
- High school Graduate (Grade 12 or GED Certificate)
- Technical, Trade, or Vocational School (AFTER High School)
- Some College (Associate’s Degree, No 4-Yr Degree)
- College Graduate (Bachelor’s Degree or Other 4-Yr Degree)
- Post-Graduate Training or Professional Schooling After College (Toward a Master's Degree, Ph.D.; Law, Medical School)

	Grades 1 to 8	Grades 9 to 11	HS Graduate	Technical/ Vocational	Some College	College Graduate	Post- Graduate	DK/Ref (VOL.)
NEVADA	1	4	25	5	29	23	13	1

27. Please stop me when I read the category that best describes your current annual household income, before taxes?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Under \$40,000	\$40,000 to \$79,999	\$80,000 & Over	DK/Ref (VOL.)
NEVADA	29	32	30	9

[PLEASE MAKE THE FOLLOWING TEXT AVAILABLE TO INTERVIEWERS ANYTIME A RESPONDENT ASKS ABOUT THE NATURE OF THE SURVEY SPONSOR OR FRIEDMAN FOUNDATION]

The Friedman Foundation for Educational Choice is an independent, nonprofit, nonpartisan research organization that studies attitudes toward K-12 education issues facing the states and the country. The Foundation has no connection to the government, political parties, or any campaigns. Reports about its surveys are made available free of charge on their website [EdChoice dot ORG](http://EdChoice.org).