

**INDIANA**

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# **K-12 & SCHOOL CHOICE SURVEY**

What do voters say about  
K-12 education?

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**Polling Paper No. 27**

Paul **DiPerna**

**JANUARY 2016**

With questions on the direction of K–12 education, statewide performance, grades and preferences for different types of schools, standardized testing, and choice-based reforms such as public charter schools, school vouchers, and education savings accounts

Also featuring public opinion on Indiana’s specific educational choice policies and programs

**Friedman  
Foundation**

*For  
Educational  
Choice*

# Survey Profile

<b>Title:</b>	Indiana K–12 & School Choice Survey
<b>Survey Sponsor &amp; Developer:</b>	The Friedman Foundation for Educational Choice
<b>Survey Data Collection &amp; Quality Control:</b>	Braun Research, Inc.
<b>Interview Dates:</b>	November 11 to December 1, 2015
<b>Interview Method:</b>	Live Telephone   50% landline and 50% cell phone
<b>Interview Length:</b>	17 minutes (average)
<b>Language(s):</b>	English
<b>Sample Frame &amp; Method:</b>	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
<b>Population Sample:</b>	Statewide sample of registered voters in Indiana
<b>Sample Size:</b>	Total Sample, N = 1,845 Indiana (Statewide), N = 1,002
<b>Margins of Error:</b>	Indiana (Statewide) = $\pm$ 3.1 percentage points
<b>Response Rates (RR) using AAPOR RR3:</b>	Landline = 9.4%; Cell Phone = 9.2%
<b>Weighting?</b>	Yes (Landline/Cell, Age, Race, Ethnicity, Gender, and Census Division)
<b>Oversampling?</b>	Yes – 843 additional interviews in order to achieve: Indianapolis Metro (n = 400); NE Indiana (n = 403); NW Indiana (n = 301); SE Indiana (n = 300); SW Indiana (n = 300)

The Friedman Foundation for Educational Choice is the survey’s sponsor and developer. Funding for this project was provided by the Dekko Foundation. We are grateful for their support.

For more information, contact: Paul DiPerna at [paul@edchoice.org](mailto:paul@edchoice.org)

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.

January 20, 2016

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# Indiana's K–12 Profile

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Averaged Main NAEP State Rankings: 2003   2009   2015 <sup>1</sup>	18   18   9
Public High School Graduation Rate <sup>2</sup>	88%
# Public District School Students <sup>3</sup>	985,903
# Public Charter School Students <sup>3</sup>	41,728
# Private School Students <sup>4</sup>	111,872
# Home School Students <sup>5</sup>	35,297
# School Voucher Students (Choice Scholarship) <sup>6</sup>	32,695
# Tax-credit Scholarship Students (School Scholarship) <sup>6</sup>	9,127
% Public District School Students <sup>7</sup>	83.9%
% Public Charter School Students <sup>7</sup>	3.6%
% Private School Students <sup>7</sup>	9.5%
% Home School Students <sup>7</sup>	3.0%
Estimated % School Choice Students <sup>8</sup>	7.1%
# Public School Districts <sup>9</sup>	289
# Public District Schools <sup>9</sup>	1,753
# Public Charter Schools <sup>9</sup>	91
# Private Schools <sup>4</sup>	969
% Free and Reduced-Price Lunch <sup>9</sup>	48%
% Individualized Education Program (IEP) <sup>9</sup>	16%
% English Language Learners (ELL) <sup>9</sup>	5%
\$ Revenue Per Student <sup>8</sup>	\$11,955
\$ "Current" Per Student Spending <sup>8</sup>	\$9,566
\$ "Instructional" Per Student Spending <sup>8</sup>	\$5,517

## Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Averages of four rankings based on scale scores reported from the 2003, 2009, and 2015 assessments. 2003: fourth-grade reading (#23); fourth-grade math (#11); eighth-grade reading (#22); eighth-grade math (#18). 2009: fourth-grade reading (#20); fourth-grade math (#16); eighth-grade reading (#20); eighth-grade math (#15). 2015: fourth-grade reading (#9); fourth-grade math (#4); eighth-grade reading (#14); eighth-grade math (#9). These averaged rankings are intended for impressions only.  
URL: [nationsreportcard.gov/data\\_tools.asp](http://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 2013–2014 school year.  
URL: [nces.ed.gov/ccd/tables/ACGR\\_RE\\_and\\_characteristics\\_2013-14.asp](http://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2013-14.asp)
3. Indiana Department of Education (IDOE), Compass. Data for the 2015–2016 school year. The number of enrolled public charter school students is subtracted from the IDOE reported number for enrolled “Public” students. We report that difference as the number of enrolled “public school students.” We obtained total public charter school enrollment and the number of public *charter schools* by downloading the “Corporation” enrollment dataset for the 2014–2015 school year and identifying public charter schools with enrolled students. We obtained the number of public *school districts* by downloading the “Corporation” enrollment dataset for the 2014–2015 school year and identifying those school corporations with enrolled students. We obtained the number of public *district schools* by downloading the “Public School” enrollment dataset for the 2014–2015 school year and identifying those district schools with enrolled students.  
URL: [compass.doe.in.gov/dashboard/enrollment.aspx?type=state](http://compass.doe.in.gov/dashboard/enrollment.aspx?type=state)
4. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). PSS estimates for the 2011–2012 school year.  
URL: [nces.ed.gov/surveys/pss/tables/table\\_2011\\_15.asp](http://nces.ed.gov/surveys/pss/tables/table_2011_15.asp)
5. State-level estimates reported by Ann Zeise for 2015–16 school year, accessed January 13, 2016: [a2zhomeschooling.com/thoughts\\_opinions\\_home\\_school/numbers\\_homeschooled\\_students](http://a2zhomeschooling.com/thoughts_opinions_home_school/numbers_homeschooled_students)
6. The Friedman Foundation for Educational Choice, “School Choice in America,” accessed January 20, 2016, <http://www.edchoice.org/school-choice/school-choice-in-america>.
7. Percentages are meant for general impressions only. Due to rounding, percentage totals may be slightly greater or less than 100 percent.
8. This estimate is calculated by adding the numbers of public charter school students, school voucher students, and tax-credit scholarships students; and then divide that sum (83,550) by our estimated total number of K–12 students (1,174,800) in the state of Indiana.
9. 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.  
URL: [nces.ed.gov/nationsreportcard/states](http://nces.ed.gov/nationsreportcard/states)
10. U.S. Census Bureau, *Public Education Finances: 2013* (G13-ASPEF). Washington, D.C.: U.S. Government Printing Office (June 2015).  
URL: [census.gov/content/dam/Census/library/publications/2015/econ/g13-aspef.pdf](http://census.gov/content/dam/Census/library/publications/2015/econ/g13-aspef.pdf)

# Overview

The purpose of the *Indiana K–12 & School Choice Survey* is to measure public opinion on, and in some cases awareness or knowledge of, a range of K–12 education topics and school choice reforms. The Friedman Foundation for Educational Choice developed this project in partnership with Braun Research, Inc., who conducted the live phone call interviews, collected the survey data, and provided data quality control. In this report we describe and compare response levels, margins, and intensities for the statewide sample and observed demographic groups.

A total of 1,845 telephone interviews were completed from November 11 to December 1, 2015, by means of both landline and cell phone. A randomly selected and statistically representative statewide sample of registered voters in Indiana responded to more than 30 substantive items in live phone interviews. Statistical results have been weighted to correct for known demographic discrepancies. The margin of sampling error for the statewide sample is  $\pm 3.1$  percentage points.

During our fieldwork, we established an initial statewide sample that included 1,002 interviews with registered voters. We then continued phone interviews by oversampling five regions to achieve at least 300 completed interviews for regional subgroups<sup>1</sup>:

- Indianapolis Metro (n = 400)
- Northeast (n = 403)
- Northwest (n = 301)
- Southeast (n = 300)
- Southwest (n = 300)

The Friedman Foundation conducted a shorter survey in Indiana five years ago. Comparing results between 2010 and 2015, we see remarkably similar findings on five common questions. Average voter mood about K–12 education remains negative. We

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<sup>1</sup> To see the counties included in each of the regional oversamples, see p. 70.

detect some decreased support for our general definitions of public charter schools and school vouchers. However, the fundamental message remains the same: Hoosiers in late 2015 were still roughly *twice as likely to be favorable* toward these reform concepts rather than opposed.<sup>2</sup>

### *Ground Rules and Organization*

Before discussing the survey results, we have brief ground rules for reporting the statewide sample and demographic subgroup responses in this paper. For each survey topic (noted with a header at the top of the page), there is a sequence for reporting various analytical frames. First, we note the raw responses levels for the statewide sample on a given question. Following that initial observation, we consider the statewide sample's margin, strong/hard response levels, and the net intensity computed from the latter.

We briefly report demographic results and differences by highlighting minimums and maximums and/or if we detect statistically significant differences on a given item.<sup>3</sup> We also present subgroup comparisons/differences that are statistically significant with at least 90 percent confidence, unless otherwise clarified in the narrative. Lists of subgroups with respect to margins and intensities are meant to be suggestive for further exploration and research beyond this project.

The organization of this paper has two sections. The first section describes key findings and presents charts for additional context. The second section details the survey's methodology, summarizes response statistics, and provides additional technical information on call dispositions for landline and cell phone interviews and weighting.

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<sup>2</sup> Paul DiPerna, *Indiana K–12 & School Choice Survey*, Polling Paper 2 (Indianapolis: Friedman Foundation for Educational Choice, 2011).

<sup>3</sup> 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 PK–12 grade range. For terms regarding age groups: “young voters” reflect respondents who are age 18 to 34; “middle-age voters” are 35 to 54; and “senior voters” or “seniors” are 55 and older. Labels pertaining to income groups go as follows: “low-income earners” < \$40,000; “middle-income earners” ≥ \$40,000 and < \$80,000; “high-income earners” ≥ \$80,000.



# Survey Findings & Snapshots



# Issue Priority

**About one out of five respondents (21%) said “education” was the most important issue facing the state of Indiana right now. That response was cited more often as a top priority than all others except “economy and jobs” (30%).**

- What else is important to Hoosiers? Crime (14%) and healthcare (9%) followed education and the economy as critical issues for the state.
- Compared with the state as a whole, the following groups are more likely to say education is a first priority: urbanites (28%), young voters (28%), Northeast residents (26%), Democrats (26%), and females (24%). On the other hand seniors (18%), Republicans (17%), low-income voters (16%), and small-town voters (15%) are less likely than the state average to cite education.<sup>4</sup>

Certain demographic subgroups significantly differ from one another when saying education is a top priority:

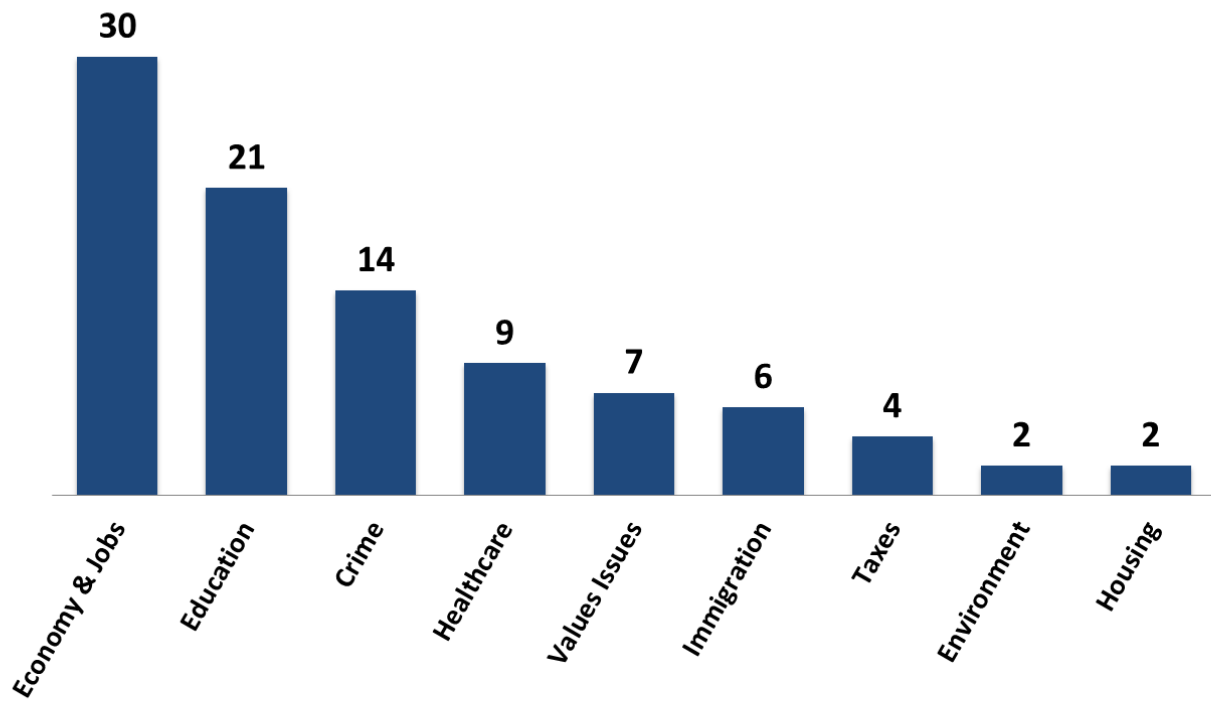
- Urban voters (28%) are also more likely to emphasize education than rural voters (19%). Small-town voters (15%) are less likely to prioritize education as an issue compared with urbanites and suburbanites (23%). A higher proportion of Democrats (26%) are focused on education than Republicans (17%). More young voters (28%) put education at the top of their agenda, compared with middle-age voters (19%) and seniors (18%). Middle-income earners (23%) are slightly more likely to focus on education than low-income earners (16%). Females (24%) are more likely than males (18%) to be an “education agenda voter.”

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<sup>4</sup> We are at least 90 percent confident of any noted significant differences comparing subgroups to the statewide average or between two or more subgroups. Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the unweighted sample size obtained in this survey. **We advise strong caution** when interpreting results for subgroups with relatively small sample sizes (for example,  $n \leq 80$ ). When I refer to subgroup sample sizes – for example in forthcoming tables – those numbers represent the unweighted number of interviews.

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

*(% of all responses)*



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

## ***Views on K–12 Education in Indiana***

**When asked questions about the state of K–12 education in Indiana, the mood of voters tends to be negative.**

That observation persists across a range of indicators: 33 percent believe the K–12 public education system is going in the “right direction,” while 54 percent said “wrong track;” 42 percent rated Indiana’s public school system as good/excellent, while 54 percent chose fair/poor; 38 percent had favorable views of K–12 education policies, whereas 49 percent had a negative view; 26 percent said K–12 education is “better off than in 2012,” while 38 percent said K–12 education is “worse off than in 2012.”

### *Direction of K–12 education*

**Hoosiers are much more likely to state K–12 education is on the “wrong track” (54%), compared with saying things are heading in the “right direction” (33%).**

We observe negative attitudes about the direction of K–12 education across all observed demographics. Subgroup margins are negative and wider than -20 percentage points in many cases. However, some key differences stand out when making comparisons within certain demographic categories, or comparing a subgroup to the statewide average:

- Young voters (41%) are relatively more likely to be positive than middle-age voters (32%), seniors (28%), and the statewide average (33%).
- Low-income earners (37%) are more likely than high-income earners (29%) to say K–12 education is “going in the right direction.”
- The demographic groups that are most likely to say “wrong track” are Northeast voters (64%), school parents (60%), middle-age voters (58%), seniors (58%), and middle-income earners (58%). All of those groups are significantly more negative than the state average.

- Education agenda voters—respondents who said education was a top priority—were overwhelmingly pessimistic, significantly more so than the state average (23% “right direction” vs. 69% “wrong track”).
- Supporters of State Superintendent Glenda Ritz are also significantly more pessimistic than the state average (27% “right direction” vs. 66% “wrong track”). This is the subgroup of respondents who later in the interview said they are “definitely” or “leaning” toward voting for her in November’s election.

### *Rating Indiana’s K–12 public school system*

**More than half of Indiana’s registered voters give negative ratings to the state’s public school system: 54 percent offered “fair” or “poor” ratings; 42 percent said “good” or “excellent.”**

- Urbanites (32%) are significantly less likely to give a positive rating than the statewide average as well as voters from suburbs (46%), small towns (46%) and rural areas (43%).
- Northwest residents (36%) tend to be less positive than the state average as well as Hoosiers living in the Southwest (46%) and Southeast (45%) parts of the state.
- The subgroups most likely to give “fair” or “poor” ratings are urbanites (66%) and Northwest voters (59%).
- One out of five urbanites (20%), Northwest voters (21%), and Independents (19%) gave the state a “poor” rating.
- Seven out of 10 African Americans (71%) gave low ratings, and that figure was significantly higher than the statewide average. Thirty-six percent in this group of respondents said “poor.”<sup>5</sup>
- The largest negative margins are among: urban voters (-34 points), Northwest residents (-23 points), education agenda voters (-19 points), and Independents

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<sup>5</sup> We try to use caution when citing results and differences involving African Americans and Latinos because the unweighted sample sizes for those two subgroups are very small. Although their average responses are comparatively more unreliable than other subgroups’ average responses, at times levels are so high or differences so great that we detect statistically significant differences with other subgroups

(-18 points). Quite a few subgroups have margins less than -10 points, suggesting there is some ambivalence, on average, for those demographics.

### *Rating Indiana's K–12 policies*

**Hoosiers are more likely to express a negative view toward Indiana's K–12 policies (38% positive vs. 49% negative). The intensity (-14 points) on this question is also firmly negative (8% “strongly positive” vs. 22% “strongly negative”).**

- Southeast voters (47%) and young voters (48%) stand out as the most likely subgroups to be positive about current policies. Both demographics netted positive margins as well (+5 points and +8 points, respectively). Hoosiers in Southeast are more likely to be positive than those living in Indianapolis Metro (38%), Northeast (35%), and Northwest (36%).
- School parents (55%), middle-age voters (55%), and high-income earners (54%) are all significantly more negative than the statewide average.
- When considering “State Superintendent voters,” we see 47 percent of Republican challenger supporters (“GOPC” supporters, hereafter) and 41 percent of undecideds express optimism about state K–12 policies. On the other hand, Ritz supporters (62%) are very negative. In all three of those cases, the results are significantly different than the state average.

### *Three-year assessment: better off or worse off since 2012?*

**A plurality of registered voters say that K–12 education in Indiana is “worse off” than it was three years ago (26% “better off” vs. 38% “worse off”).**

- Young voters (36%) and low-income earners (32%) are significantly more positive than the statewide average.

- Education agenda voters (45%), Northeast residents (45%), females (43%), and middle-age voters (43%) are more likely to say things are “worse off,” compared with the state average.

**Q3. Do you feel things in Indiana’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=
<b>ALL RESPONDENTS</b>	<b>33</b>	<b>54</b>	<b>-21</b>	<b>1,002</b>
Indianapolis Metro	31	55	-24	400
Northeast	30	64	-34	403
Northwest	29	58	-29	301
Southwest	33	53	-20	300
Southeast	33	56	-23	300
School Parent	33	60	-27	280
Non-Schooler	33	51	-18	719
<b>COMMUNITY</b>				
Urban	34	52	-18	169
Suburban	32	57	-25	298
Small Town	36	52	-16	279
Rural	30	57	-27	233
<b>PARTY ID</b>				
Democrat	34	55	-21	253
Republican	35	51	-16	329
Independent	32	59	-27	244
<b>AGE GROUP</b>				
18 to 34	41	42	-1	179
35 to 54	32	58	-26	338
55 & Over	28	58	-30	434
<b>HOUSEHOLD INCOME</b>				
Under \$40,000	37	46	-9	242
\$40,000 to \$79,999	33	58	-25	359
\$80,000 & Over	29	58	-29	298
<b>RACE/ETHNICITY</b>				
Black	26	62	-36	47
Hispanic	38	46	-8	20
White	33	54	-21	872
<b>GENDER</b>				
Female	33	55	-22	518
Male	33	53	-20	484
<b>ISSUE VOTERS</b>				
Economy and Jobs	36	48	-12	298
Education	23	69	-46	206
<b>STATE SUPERINTENDENT VOTERS</b>				
Ritz - Definite/Lean	27	66	-39	221
Republican - Definite/Lean	38	49	-11	211
Unsure/Don't Know	33	51	-18	510

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, *Indiana K–12 & School Choice Survey*, Q3.

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

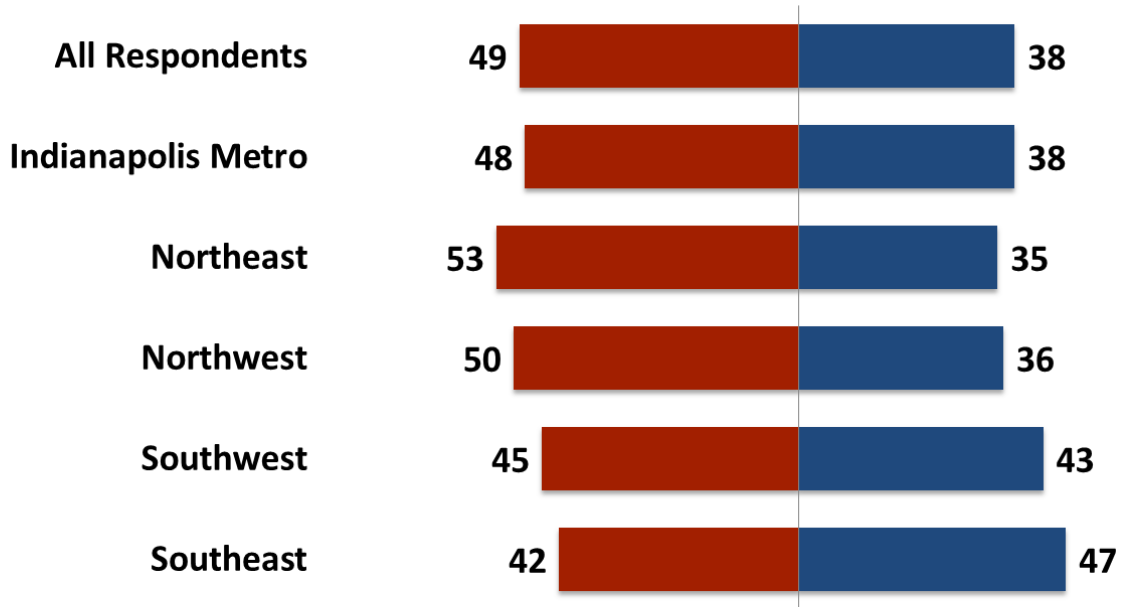
	Good/Excellent %	Fair/Poor %	Margin	Intensity	N=
<b>ALL RESPONDENTS</b>	<b>42</b>	<b>54</b>	<b>-12</b>	<b>-9</b>	<b>1,002</b>
Indianapolis Metro	40	57	-17	-14	400
Northeast	43	53	-10	-7	403
Northwest	36	59	-23	-16	301
Southwest	46	51	-5	-3	300
Southeast	45	53	-8	-6	300
School Parent	45	54	-9	-9	280
Non-Schooler	41	54	-13	-9	719
<b>COMMUNITY</b>					
Urban	32	66	-34	-17	169
Suburban	46	51	-5	-9	298
Small Town	46	51	-5	-5	279
Rural	43	54	-11	-10	233
<b>PARTY ID</b>					
Democrat	44	54	-10	-8	253
Republican	46	49	-3	-5	329
Independent	39	57	-18	-12	244
<b>AGE GROUP</b>					
18 to 34	41	55	-14	-10	179
35 to 54	45	52	-7	-8	338
55 & Over	41	55	-14	-10	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	40	57	-17	-12	242
\$40,000 to \$79,999	45	52	-7	-13	359
\$80,000 & Over	42	53	-11	-6	298
<b>RACE/ETHNICITY</b>					
Black	27	71	-44	-32	47
Hispanic	33	59	-26	-20	20
White	43	53	-10	-8	872
<b>GENDER</b>					
Female	43	53	-10	-10	518
Male	42	55	-13	-9	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	48	49	-1	-4	298
Education	40	59	-19	-9	206
<b>STATE SUPERINTENDENT VOTERS</b>					
Ritz - Definite/Lean	48	51	-3	-6	221
Republican - Definite/Lean	44	52	-8	-7	211
Unsure/Don't Know	41	55	-14	-11	510

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. We measure intensity by subtracting the combined percentages of "fair" and "poor" responses from the combined percentages of "good" and "excellent" responses.

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



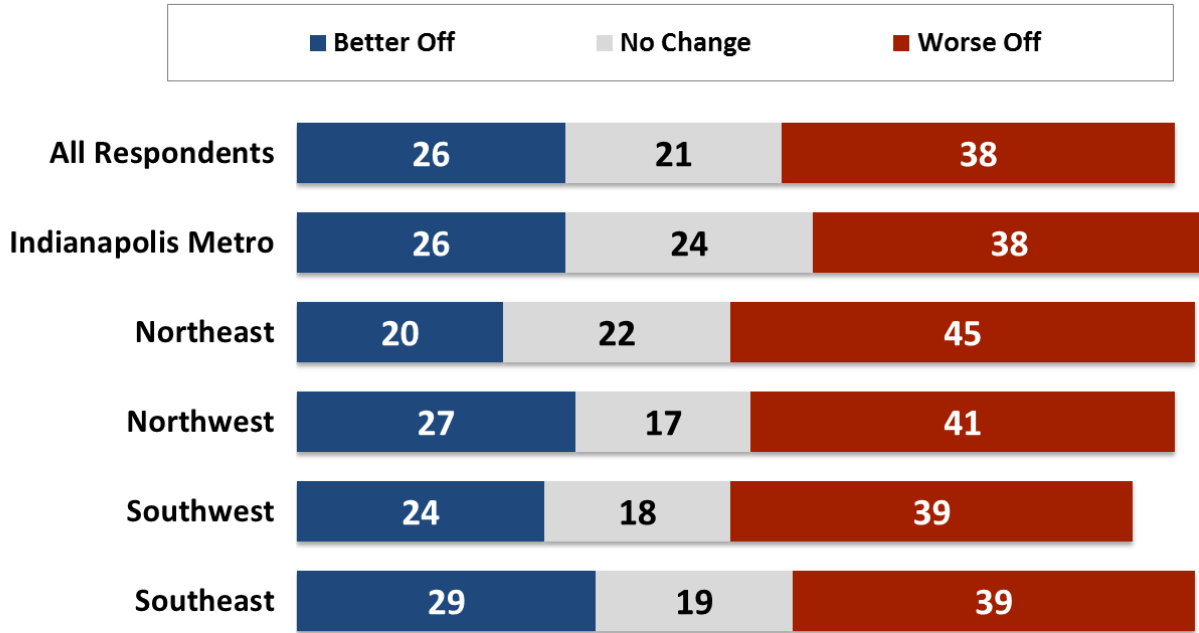
Q28. Now, for a different topic. I would like you to think about K–12 education policies in Indiana. All things being equal, would you say your current views are positive or negative regarding the way in which state policies affect K–12 education in Indiana?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Indiana K–12 & School Choice Survey*, Q28.

**Q29. Now, again all things being equal, would you say that K-12 education in Indiana, is better off today than it was three years ago – that is, in 2012 – or is it worse off today than it was three years ago?**

*(% of all respondents)*



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Indiana K-12 & School Choice Survey, Q29.*

## ***Grades, Preferences for Types of Schools***

**Survey interviews showed that Hoosiers are more likely to give grades A or B to private/parochial schools in their communities, compared with their local public schools.**

When considering only those respondents who actually gave a grade, the local private schools (80% gave an A or B) fare better than public district schools (49% gave an A or B). The grades for public charter schools are about on par with district schools—a similar proportion (50%) gave an A or B grade for charters.

- When considering *all responses* from the entire sample, we see approximately 47 percent of voters give an A or B to the local district schools; 57 percent give an A or B to local private/parochial schools; and 31 percent give those high grades to local charter schools. Only 4 percent of respondents would give a D or F grade to private schools; 18 percent gave the same low grades to district schools; and 12 percent suggested low grades for charter schools.
- It is important to highlight that much higher proportions of respondents did not express a view toward private schools (29%) or charter schools (38%), compared with the proportion that did not grade public schools (3%).

**When asked for a preferred school type, a plurality of Hoosiers chose a private school (41%) as a first option for their child. A slightly smaller proportion (37%) would select a regular public school. One out of 10 respondents said they would select a public charter school (10%). The same proportion would opt to homeschool their child (10%).**

- Those personal preferences signal an eye-opening disconnect with actual school enrollment patterns in Indiana. To compare the former with the latter is striking. About 84 percent of K–12 students attend regular public schools across the state. Nearly 10 percent of students enroll in private schools. Almost

four percent of students currently go to public charter schools. Estimates indicate approximately 3 percent of the state's students are homeschooled.<sup>6</sup>

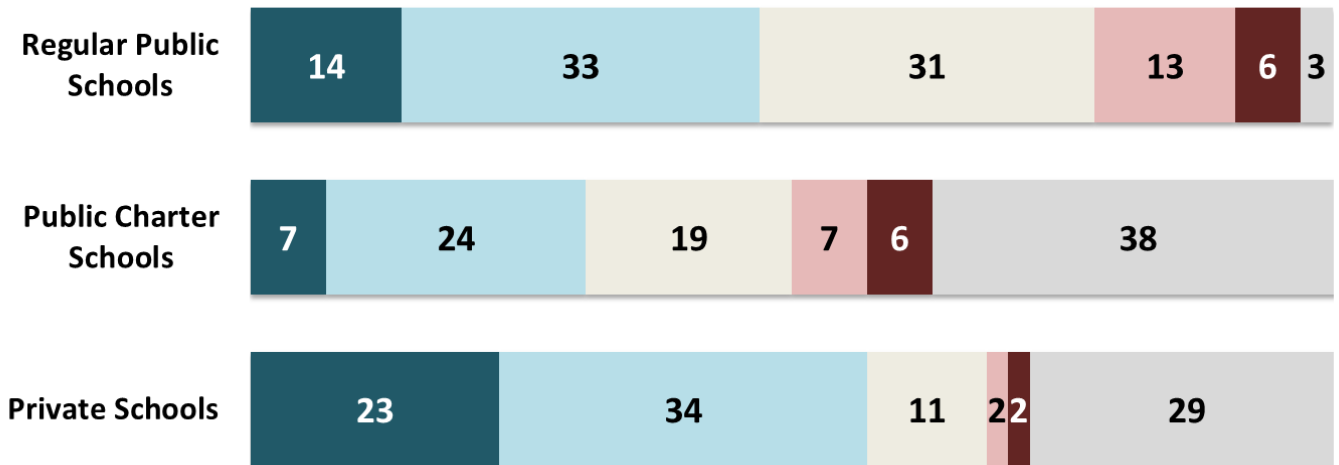
In a follow-up question, more respondents in our survey prioritized “better education/quality” (18%) than any other coded response to explain why they selected a certain school type. That should be no surprise. Other school attributes cited as important include “teachers/better teachers/teaching” (14%), “individual attention/one-on-one” (10%), and “socialization/peers/other kids” (9%).

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<sup>6</sup> See Indiana's school enrollment estimates and corresponding sources on pp. 4-5.

**Q5. In thinking about the schools in your area, what grade would you give...**

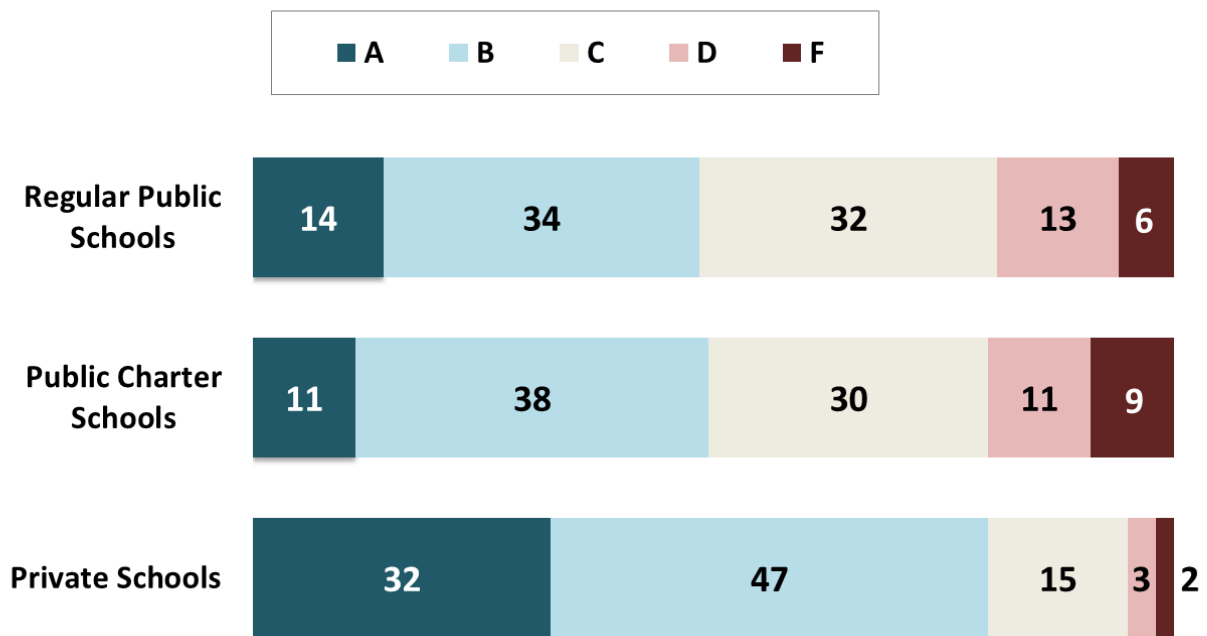
*(% of all responses)*



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

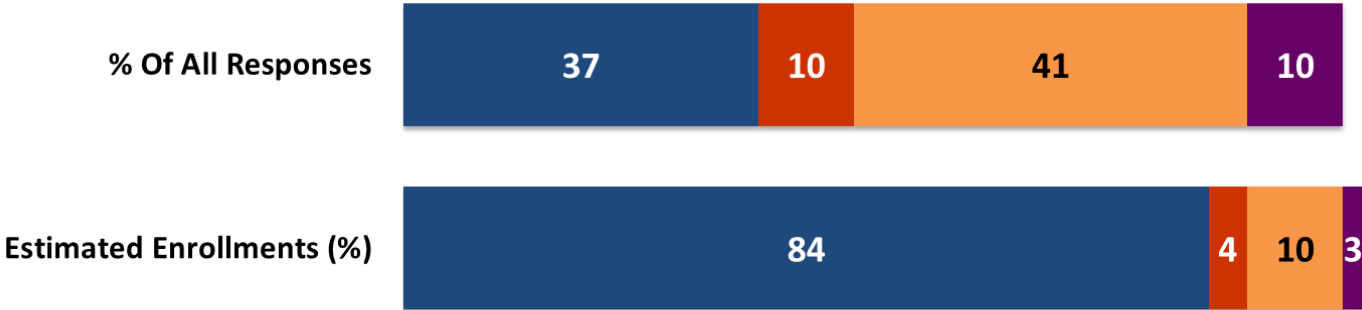
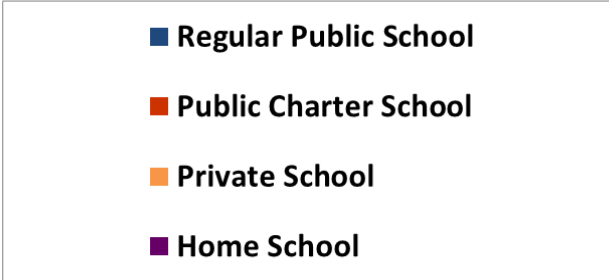
**Q5. In thinking about the schools in your area, what grade would you give...**

*(% of only responses giving grades)*



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

**Q6. 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?**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Indiana K-12 & School Choice Survey*, Q6.

**Q6. 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?**

	Public School	Private School	Charter School	Home School	N=
	%	%	%	%	
<b>ALL RESPONDENTS</b>	<b>37</b>	<b>41</b>	<b>10</b>	<b>10</b>	<b>1,002</b>
Indianapolis Metro	31	50	7	10	400
Northeast	34	47	6	11	403
Northwest	38	41	6	11	301
Southwest	43	37	12	6	300
Southeast	40	34	8	13	300
School Parent	33	46	8	12	280
Non-Schooler	38	39	10	9	719
<b>COMMUNITY</b>					
Urban	31	50	10	7	169
Suburban	36	39	11	11	298
Small Town	40	39	9	8	279
Rural	37	39	10	12	233
<b>PARTY ID</b>					
Democrat	45	36	9	6	253
Republican	36	43	10	9	329
Independent	33	43	10	12	244
<b>AGE GROUP</b>					
18 to 34	30	43	12	9	179
35 to 54	38	40	8	13	338
55 & Over	40	41	9	7	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	35	37	12	11	242
\$40,000 to \$79,999	34	44	8	11	359
\$80,000 & Over	39	44	9	7	298
<b>RACE/ETHNICITY</b>					
Black	24	49	14	13	47
Hispanic	17	62	14	8	20
White	38	40	9	10	872
<b>GENDER</b>					
Female	36	40	11	10	518
Male	37	42	9	9	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	39	41	7	10	298
Education	43	42	10	4	206
<b>STATE SUPERINTENDENT VOTERS</b>					
Ritz - Definite/Lean	54	33	7	5	221
Republican - Definite/Lean	32	48	11	9	211
Unsure/Don't Know	31	43	9	13	510

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, *Indiana K-12 & School Choice Survey*, Q6.



**Q7. 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 12 | Counts of coded impressions offered by respondents in the statewide sample. Numbers do not represent percentages.**

<b>BETTER EDUCATION / QUALITY</b>	<b>177</b>
<b>TEACHERS / BETTER TEACHERS / TEACHING</b>	<b>134</b>
<b>INDIVIDUAL ATTENTION / ONE-ON-ONE</b>	<b>95</b>
<b>SOCIALIZATION / PEERS / OTHER KIDS</b>	<b>85</b>
<b>DIVERSITY / VARIETY</b>	<b>78</b>
<b>ACADEMICS / CURRICULUM</b>	<b>72</b>
<b>DISCIPLINE / STRUCTURE</b>	<b>66</b>
<b>CLASS SIZE / STUDENT-TEACHER RATIO</b>	<b>60</b>
<b>OUTCOMES / RESULTS / GRADUATION RATE</b>	<b>55</b>
<b>ENVIRONMENT / CULTURE / COMMUNITY</b>	<b>47</b>
<b>RELIGION / RELIGIOUS REASONS</b>	<b>43</b>
<b>MORALS / VALUES / ETHICS</b>	<b>40</b>

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**SOURCE: Friedman Foundation for Educational Choice, *Indiana K-12 & School Choice Survey*, Q7.**

# ***Charter Schools***

**Public charter schools have been operating in Indiana since 2002. We asked four questions about charter schools, and voters clearly support them, both generally and specifically in Indiana.**

When listening to a general definition, more than half of respondents (55%) said they favor public charter schools, whereas 29 percent of respondents said they oppose them. The margin of support was large (+26 points). The intensity (+6 points) was mildly positive.

Later in the interview, we asked two questions about charter schools in the Indiana context. Compared with the previously mentioned results, favorability and opposition barely budged in either direction. The same proportion of respondents (55%) favored the formation of charter schools in Indiana (vs. 30% oppose). Likewise, fifty-five percent said that they favored a proposal “to ensure the total per-student funding for public charter schools is about equal with the total per-student funding for corresponding, nearby school districts” (vs. 31% oppose).

The first charter school question inquired about an opinion without offering any definition. On this baseline question, 43 percent of respondents said they favored charters, and 24 percent said they opposed them. In the follow-up question, respondents were given a definition for a charter school. With this information, support increased 12 points to 55 percent, and opposition increased five points to 29 percent.

The proportion of “don’t know” responses shrinks by 15 points (30% to 15%) when comparing the baseline item to the general definition item. Based on responses to the former, the subgroups having the highest proportions either saying they have never heard of or “don’t know” about charter schools are: low-income earners (42%) and Southeast voters (39%).

## What demographic subgroups stand out on the question about the formation of charter schools in Indiana?

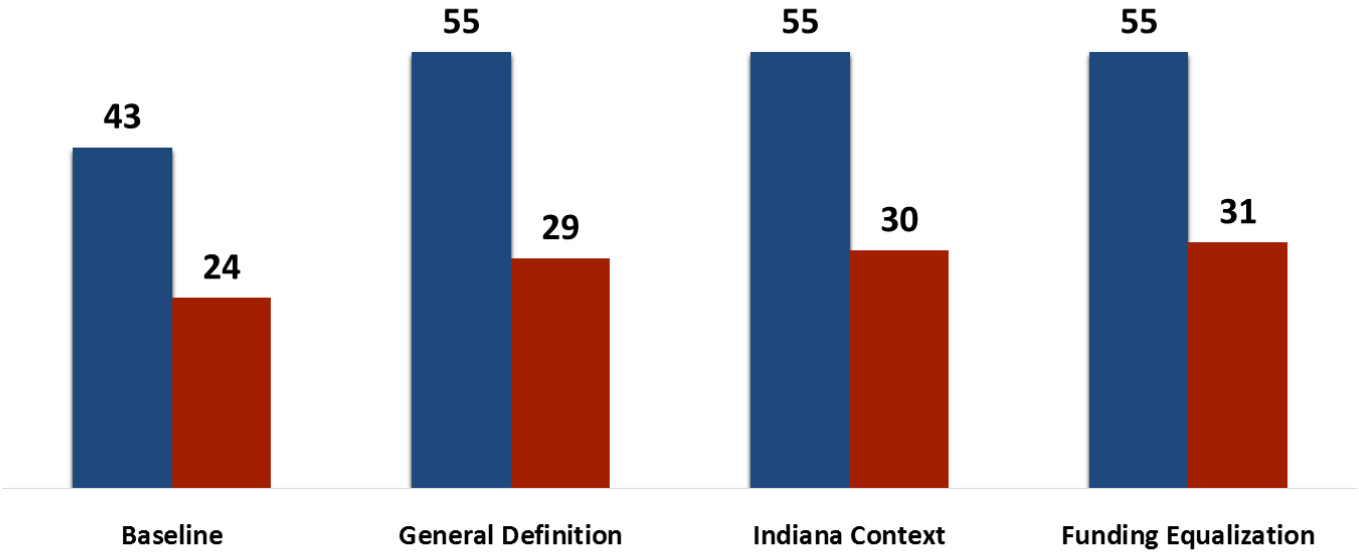
- Indianapolis Metro residents (67%) were more likely to support charter schools than the statewide average (55%) and all other observed regions. The percentage of respondents saying they “strongly favor” (32%) is nearly three times as large as those saying they “strongly oppose” (12%). On the other hand, Northwest voters (36%) and Northeast voters (35%) were significantly more likely to oppose charters than the state average (30%), Indianapolis Metro (23%), and Southwest voters (28%).
- Suburbanites (61%) were more likely to support than the statewide average as well as voters living in small towns (51%) and rural areas (50%). The latter subgroup (36%) was more likely to oppose than the state average.
- School parents (61%) support charter schools in greater numbers than non-schoolers (53%).
- Republicans (59%) and Independents (58%) were more favorable toward charters than Democrats (46%). Conversely, Democrats (39%) were more likely to oppose than Republicans (26%), Independents (31%), and the state average.
- Young voters (65%) and middle-age voters (58%) were relatively more supportive than seniors (47%). Conversely, seniors (37%) are more likely to oppose charter schools than middle-age voters (29%) and young voters (20%).
- High-income earners (61%) are more likely to support than middle-income earners (52%). Middle-income earners (34%) are slightly more likely to oppose than the state average.
- Economy/jobs agenda voters (57%) were more likely to favor charter schools than education agenda voters (46%). It then follows suit that education agenda voters (42%) were in opposition more than economy/jobs agenda voters (26%).
- GOPC supporters (70%) were significantly more likely to say they favor charter schools than undecideds (57%). Both of those subgroups were more likely to indicate support than Ritz supporters (37%). Ritz supporters (52%) stated opposition more frequently than GOPC supporters (17%) and undecideds (26%).

On the Indiana context question, positive views on charter schools spanned across observed demographics, except one subgroup: Ritz supporters (-15 points). The largest positive margins are among GOPC supporters (+53 points), young voters (+45 points), and Indianapolis Metro residents (+44 points). The single negative margin has been noted, and there were several subgroups with relatively low positive margins: education agenda voters (+4 points), Democrats (+7 points), and senior voters (+10 points).

Intensities varied on this charter school question and are nearly positive across the board. Indianapolis Metro residents (32%) and GOPC supporters (32%) stand out as most likely to say they “strongly favor” charter schools. The largest net intensities are found among GOPC supporters (+26 points) and Indianapolis Metro respondents (+20 points). Ritz supporters (-20 points) and education agenda voters (-11 points) reflect the opposite intensity that is heading in the negative direction.

# Indiana Voters' Views on Public Charter Schools

(% of all responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Indiana K-12 & School Choice Survey*, Q8, Q9, Q16, Q17.

## Indiana Voters' Levels of Support for Public Charter Schools by population and question type

	Baseline %	General Definition %	Indiana Context %	Funding Equalization %	N=
<b>ALL RESPONDENTS</b>	<b>43</b>	<b>55</b>	<b>55</b>	<b>55</b>	<b>1,002</b>
Indianapolis Metro	55	66	67	62	400
Northeast	37	52	46	52	403
Northwest	41	50	52	50	301
Southwest	37	50	57	54	300
Southeast	36	53	52	59	300
School Parent	46	57	61	60	280
Non-Schooler	42	54	53	53	719
<b>COMMUNITY</b>					
Urban	49	60	58	57	169
Suburban	48	57	61	60	298
Small Town	38	51	51	50	279
Rural	40	53	50	54	233
<b>PARTY ID</b>					
Democrat	35	41	46	46	253
Republican	48	62	59	58	329
Independent	44	58	58	57	244
<b>AGE GROUP</b>					
18 to 34	42	62	65	65	179
35 to 54	46	58	58	57	338
55 & Over	42	48	47	46	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	39	58	57	58	242
\$40,000 to \$79,999	45	52	52	55	359
\$80,000 & Over	47	59	61	57	298
<b>RACE/ETHNICITY</b>					
Black	51	44	61	70	47
Hispanic	36	67	54	57	20
White	42	55	55	54	872
<b>GENDER</b>					
Female	43	54	57	55	518
Male	43	56	54	55	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	46	56	57	60	298
Education	28	45	46	49	206
<b>STATE SUPERINTENDENT VOTERS</b>					
Ritz - Definite/Lean	31	34	37	42	221
Republican - Definite/Lean	58	71	70	64	211
Unsure/Don't Know	42	58	57	58	510

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, *Indiana K-12 & School Choice Survey*, Q8, Q9, Q16, Q17.

## Indiana Voters' Levels of Opposition Against Public Charter Schools by population and question type

	Baseline %	General Definition %	Indiana Context %	Funding Equalization %	N=
<b>ALL RESPONDENTS</b>	<b>24</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>1,002</b>
Indianapolis Metro	21	25	23	26	400
Northeast	28	33	35	34	403
Northwest	29	32	36	34	301
Southwest	26	32	28	29	300
Southeast	24	31	29	26	300
School Parent	24	31	27	28	280
Non-Schooler	25	29	31	32	719
<b>COMMUNITY</b>					
Urban	20	22	27	30	169
Suburban	26	33	30	30	298
Small Town	24	30	29	31	279
Rural	26	31	36	33	233
<b>PARTY ID</b>					
Democrat	34	42	39	39	253
Republican	19	24	26	28	329
Independent	25	27	31	32	244
<b>AGE GROUP</b>					
18 to 34	19	21	20	19	179
35 to 54	25	29	29	31	338
55 & Over	28	35	37	38	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	18	22	24	27	242
\$40,000 to \$79,999	26	33	34	31	359
\$80,000 & Over	26	33	30	32	298
<b>RACE/ETHNICITY</b>					
Black	18	36	21	25	47
Hispanic	21	9	16	14	20
White	25	30	31	32	872
<b>GENDER</b>					
Female	25	31	28	29	518
Male	24	28	31	32	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	19	24	26	28	298
Education	46	44	42	40	206
<b>STATE SUPERINTENDENT VOTERS</b>					
Ritz - Definite/Lean	48	55	52	49	221
Republican - Definite/Lean	13	16	17	21	211
Unsure/Don't Know	19	24	26	28	510

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, *Indiana K-12 & School Choice Survey*, Q8, Q9, Q16, Q17.

## Public Charter Schools: Indiana Voters' Margins and Intensities by population and question type

	<u>Margin</u>		<u>Intensity</u>		N=
	<u>General Definition</u>	<u>Indiana Context</u>	<u>General Definition</u>	<u>Indiana Context</u>	
<b>ALL RESPONDENTS</b>	<b>26</b>	<b>25</b>	<b>6</b>	<b>4</b>	<b>1,002</b>
Indianapolis Metro	41	44	16	20	400
Northeast	19	11	-1	even	403
Northwest	18	16	-2	-3	301
Southwest	18	29	4	1	300
Southeast	22	23	5	-2	300
School Parent	26	34	10	6	280
Non-Schooler	25	22	5	4	719
<b>COMMUNITY</b>					
Urban	38	31	7	9	169
Suburban	24	31	12	9	298
Small Town	21	22	1	2	279
Rural	22	14	3	-2	233
<b>PARTY ID</b>					
Democrat	-1	7	-11	-5	253
Republican	38	33	13	11	329
Independent	31	27	9	5	244
<b>AGE GROUP</b>					
18 to 34	41	45	12	12	179
35 to 54	29	29	10	6	338
55 & Over	13	10	-2	-2	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	36	33	15	14	242
\$40,000 to \$79,999	19	18	2	1	359
\$80,000 & Over	26	31	5	6	298
<b>RACE/ETHNICITY</b>					
Black	8	40	-3	18	47
Hispanic	58	38	26	15	20
White	25	24	7	3	872
<b>GENDER</b>					
Female	23	29	6	6	518
Male	28	23	7	3	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	32	31	8	8	298
Education	1	4	-12	-11	206
<b>STATE SUPERINTENDENT VOTERS</b>					
Ritz - Definite/Lean	-21	-15	-21	-20	221
Republican - Definite/Lean	55	53	24	26	211
Unsure/Don't Know	34	31	10	6	510

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. We measure intensity 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, *Indiana K-12 & School Choice Survey*, Q8, Q9, Q16, Q17.



# ***School Vouchers***

**Hoosiers overwhelmingly support the Choice Scholarship Program – Indiana’s school voucher program. This school year more than 32,000 students are using this program to attend a private school in the state.**

Nearly seven out of 10 Indiana voters (69%) say they support the Choice Scholarship Program, compared with 26 percent who said they opposed it. The margin of support is very large (+43 points). The net intensity was high and in the positive direction (+29 points; 43% “strongly favor” vs. 14% “strongly oppose”). In a preceding question that did not offer any description or context about the program (i.e. Choice Scholarship baseline), Hoosiers still supported Choice Scholarships by a greater than two-to-one margin (54% favor vs. 24% oppose). Northwest voters (30%) and seniors (29%) were most likely to say they did not know the program.

Similar to the previous set of charter school questions, our interviewers asked baseline and follow-up questions about school vouchers generally before asking about the Choice Scholarship Program specifically. In the first question, respondents were asked for their views on vouchers without a definition or any other context. On this baseline question, 48 percent of the general population said they favored vouchers, and 27 percent said they opposed the idea. In the follow-up question, using a basic definition for a school voucher system, support rose 13 points to 61 percent, and opposition increased seven points to 34 percent.

We estimate 24 percent of respondents were initially unfamiliar with school vouchers. The proportion of “don’t know” responses shrinks by 19 points (24% to 5%) when comparing the baseline item to the general definition item. On the former, young voters (38%) were most likely to say they have never heard of or “don’t know” about school vouchers.

What demographic subgroups stand out on the question that gives a description of the Choice Scholarship Program?

- Indianapolis Metro residents (78%) were more likely to support Choice Scholarships than the statewide average (69%) and all other observed regions. The percentage of respondents saying they “strongly favor” (47%) is more than five times as large as those saying they “strongly oppose” (9%).
- Urbanites (75%), small-town voters (73%), and suburbanites (70%) were all relatively more likely to support than rural residents (60%). Respondents in rural areas (33%) were more likely to oppose than the state average.
- Independents (73%) and Republicans (69%) were relatively more favorable toward the program than Democrats (62%). Conversely, Democrats (34%) were more likely to oppose than Republicans (25%), Independents (24%), and the state average.
- Young voters (82%) significantly separated themselves from middle-age voters (68%) and senior voters (62%) when it came to favoring the program. Conversely, seniors (31%) were more likely to oppose than young voters (16%) and the state average.
- African Americans (89%) and Latinos (89%) were both significantly more likely to support Choice Scholarships than whites (67%) and the state average.
- Low-income earners (80%) were more likely to support than middle-income earners (63%) and high-income earners (68%). Middle-income households (33%) were more likely to oppose than low-income households (15%) and the state average.
- Economy/jobs agenda voters (71%) were more likely to favor Choice Scholarships than education agenda voters (57%). Conversely, education agenda voters (38%) were opposed more often than economy/jobs agenda voters (24%) and the state average.
- GOPC supporters (78%) and undecideds (73%) were relatively more likely to say they favor the program than Ritz supporters (55%) and compared with the state average. Ritz supporters (43%) were more likely to oppose than GOPC supporters (17%), undecideds (22%), and the state average.

In a follow-up question, we asked for reasons why a respondent supported or opposed the Choice Scholarship Program. A majority of the supporters (54%) signaled having

“opportunities/choices” mattered heavily in their support. Other coded responses garnering substantial mentions were “financial assistance/cost/affordability” (20%), “better education/quality” (14%), and “helping students with special needs” (13%). Opponents most often cited “harms public schools/diverts funding” (28%) for their primary reason. Other coded responses among the opposition include: “preference for public schools” (20%), “eligibility is unfair/should be for all students” (13%), and “public funds should not go to religious schools” (12%).

### *On My Way Pre-K Scholarship Program*

Based on our survey, Hoosiers are very supportive of the On My Way Pre-K Program. On My Way Pre-K provides scholarships (i.e. vouchers) to four-year-olds from low-income households so the children can attend a high-quality preschool, either public or private. The program launched in 2014 and currently operates in five pilot counties.

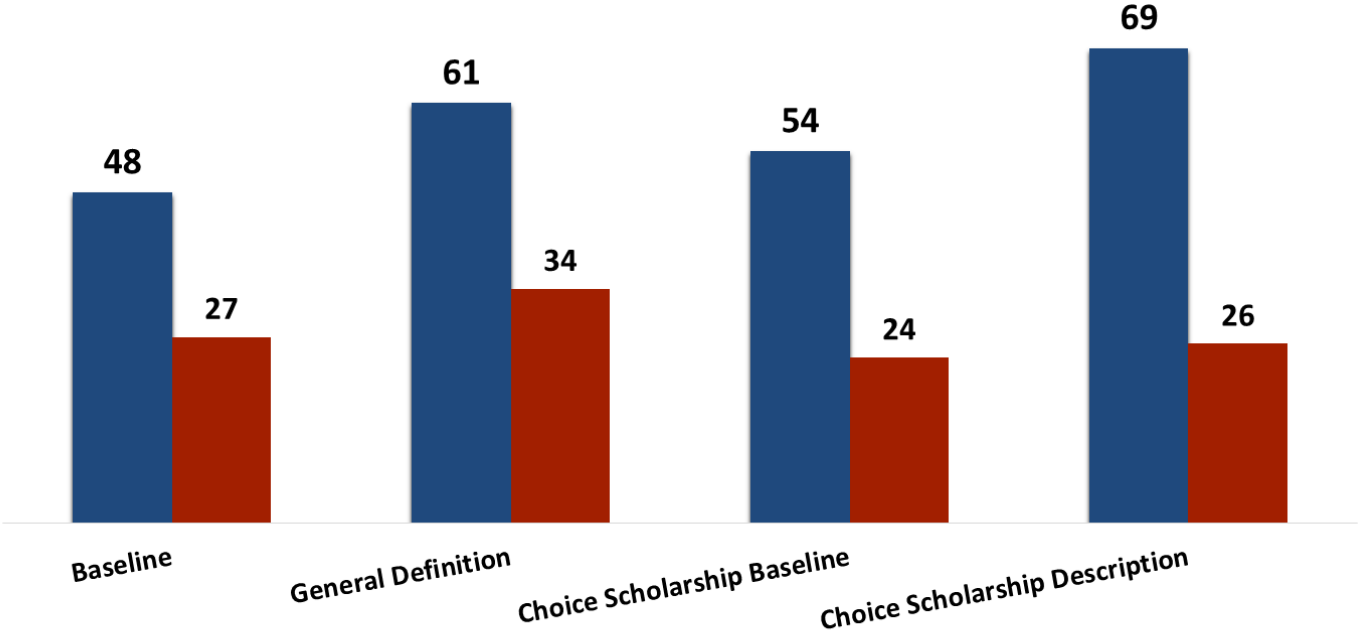
Seven out of 10 Indiana voters (71%) said they support the On My Way Pre-K Program, compared with 22 percent who said they oppose. The margin is very large (+49 points). The positive intensity is also substantial (+30 points; 42% “strongly favor” vs. 12% “strongly oppose”).

Interviewers asked a baseline question first, without offering any description or other information and then followed up with a question that gave a brief description. On the baseline question, 33 percent of Hoosiers said they favored On My Way Pre-K, while 10 percent said they opposed the program. In the follow-up question—using a short description—voter support increased 38 points to 71 percent, and the opposition increased 12 points to 22 percent.

We estimate 56 percent of respondents were initially unfamiliar with On My Way Pre-K. The proportion of “don’t know” (DK) responses shrinks by 49 points (56% to 7%) when comparing the baseline item to the description item.

# Indiana Voters' Views on School Vouchers

(% of all responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Indiana K-12 & School Choice Survey*, Q10, Q11, Q18, Q19.

## Indiana Voters' Levels of Support for School Vouchers by population and question type

	Baseline %	General Definition %	Choice Scholarship Baseline %	Choice Scholarship Description %	N=
<b>ALL RESPONDENTS</b>	<b>48</b>	<b>61</b>	<b>54</b>	<b>69</b>	<b>1,002</b>
Indianapolis Metro	59	69	61	78	400
Northeast	48	59	50	65	403
Northwest	48	61	56	70	301
Southwest	39	60	46	63	300
Southeast	45	60	53	71	300
School Parent	58	67	57	70	280
Non-Schooler	44	59	53	69	719
<b>COMMUNITY</b>					
Urban	51	63	60	75	169
Suburban	49	64	55	70	298
Small Town	47	62	54	73	279
Rural	49	57	50	60	233
<b>PARTY ID</b>					
Democrat	40	52	47	62	253
Republican	53	66	56	69	329
Independent	50	64	55	73	244
<b>AGE GROUP</b>					
18 to 34	45	68	66	82	179
35 to 54	54	64	58	68	338
55 & Over	46	55	43	62	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	50	67	56	80	242
\$40,000 to \$79,999	46	61	52	63	359
\$80,000 & Over	55	60	60	68	298
<b>RACE/ETHNICITY</b>					
Black	58	68	65	89	47
Hispanic	49	73	60	89	20
White	47	60	53	67	872
<b>GENDER</b>					
Female	49	63	54	71	518
Male	48	59	55	68	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	54	64	60	71	298
Education	39	51	44	57	206
<b>STATE SUPERINTENDENT VOTERS</b>					
Ritz - Definite/Lean	36	47	41	55	221
Republican - Definite/Lean	60	77	66	78	211
Unsure/Don't Know	51	62	57	73	510

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, *Indiana K-12 & School Choice Survey*, Q10, Q11, Q18, Q19.

## Indiana Voters' Levels of Opposition Against School Vouchers by population and question type

	Baseline %	General Definition %	Choice Scholarship Baseline %	Choice Scholarship Description %	N=
<b>ALL RESPONDENTS</b>	<b>27</b>	<b>34</b>	<b>24</b>	<b>26</b>	<b>1,002</b>
Indianapolis Metro	19	26	17	19	400
Northeast	30	36	28	28	403
Northwest	32	34	27	25	301
Southwest	35	35	24	31	300
Southeast	25	34	21	21	300
School Parent	26	30	25	28	280
Non-Schooler	28	35	23	26	719
<b>COMMUNITY</b>					
Urban	23	30	18	21	169
Suburban	31	33	28	27	298
Small Town	24	32	21	24	279
Rural	29	40	28	33	233
<b>PARTY ID</b>					
Democrat	40	44	34	34	253
Republican	23	30	20	25	329
Independent	27	32	25	24	244
<b>AGE GROUP</b>					
18 to 34	17	27	13	16	179
35 to 54	29	33	27	28	338
55 & Over	32	38	28	31	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	21	28	18	15	242
\$40,000 to \$79,999	31	36	27	33	359
\$80,000 & Over	29	36	25	28	298
<b>RACE/ETHNICITY</b>					
Black	29	25	15	10	47
Hispanic	3	20	8	8	20
White	28	35	25	29	872
<b>GENDER</b>					
Female	28	31	24	25	518
Male	27	36	23	28	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	25	31	20	24	298
Education	42	46	39	38	206
<b>STATE SUPERINTENDENT VOTERS</b>					
Ritz - Definite/Lean	52	52	43	43	221
Republican - Definite/Lean	16	21	11	17	211
Unsure/Don't Know	20	31	20	22	510

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, *Indiana K-12 & School Choice Survey*, Q10, Q11, Q18, Q19.

## School Vouchers: Indiana Voters' Margins and Intensities by population and question type

	<u>Margin</u>		<u>Intensity</u>		N=
	General Defintion	Choice Scholarship Description	General Definition	Choice Scholarship Description	
<b>ALL RESPONDENTS</b>	<b>27</b>	<b>43</b>	<b>15</b>	<b>30</b>	<b>1,002</b>
Indianapolis Metro	43	59	27	37	400
Northeast	23	37	10	14	403
Northwest	27	45	9	26	301
Southwest	25	32	13	22	300
Southeast	26	50	13	24	300
School Parent	37	42	24	33	280
Non-Schooler	24	43	11	28	719
<b>COMMUNITY</b>					
Urban	33	54	17	32	169
Suburban	31	43	15	32	298
Small Town	30	49	19	35	279
Rural	17	27	7	17	233
<b>PARTY ID</b>					
Democrat	8	28	-2	22	253
Republican	36	44	19	31	329
Independent	32	49	21	30	244
<b>AGE GROUP</b>					
18 to 34	41	66	23	49	179
35 to 54	31	40	18	28	338
55 & Over	17	31	7	18	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	39	65	26	46	242
\$40,000 to \$79,999	25	30	12	23	359
\$80,000 & Over	24	40	10	25	298
<b>RACE/ETHNICITY</b>					
Black	43	79	43	58	47
Hispanic	53	81	36	39	20
White	25	38	12	26	872
<b>GENDER</b>					
Female	32	46	17	31	518
Male	23	40	13	29	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	33	47	24	32	298
Education	5	19	-3	9	206
<b>STATE SUPERINTENDENT VOTERS</b>					
Ritz - Definite/Lean	-5	12	-13	13	221
Republican - Definite/Lean	56	61	35	43	211
Unsure/Don't Know	31	51	19	33	510

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. We measure intensity 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, *Indiana K-12 & School Choice Survey*, Q10, Q11, Q18, Q19.

**Q20-1. What is the most important reason you say you favor the Choice Scholarship Program?**

**Top 14 | Counts of coded impressions offered by respondents in the statewide sample. Numbers do not represent percentages.**

<b>OPPORTUNITIES / CHOICES</b>	<b>371</b>
<b>FINANCIAL ASSISTANCE / COST / AFFORDABILITY</b>	<b>140</b>
<b>BETTER EDUCATION / QUALITY</b>	<b>95</b>
<b>HELPING STUDENTS WITH SPECIAL NEEDS</b>	<b>91</b>
<b>USEFUL / IMPORTANT</b>	<b>76</b>
<b>PARENTS / PARENTAL INVOLVEMENT</b>	<b>50</b>
<b>OUTCOMES / RESULTS / GRADUATION RATE</b>	<b>30</b>
<b>ACADEMICS / CURRICULUM</b>	<b>20</b>
<b>FOSTERS COMPETITION</b>	<b>16</b>
<b>INDIVIDUAL ATTENTION / ONE-ON-ONE</b>	<b>16</b>
<b>FAMILIARITY / SOCIAL NETWORK</b>	<b>13</b>
<b>FOR GIFTED, SMARTER STUDENTS</b>	<b>7</b>
<b>RELIGION / RELIGIOUS REASONS</b>	<b>3</b>
<b>MORALS / VALUES / ETHICS</b>	<b>1</b>

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**SOURCE:** Friedman Foundation for Educational Choice, *Indiana K–12 & School Choice Survey*, Q20-1.



**Q20-2. What is the most important reason you say you oppose the Choice Scholarship Program?**

**Top 14 | Counts of coded impressions offered by respondents in the statewide sample. Numbers do not represent percentages.**

<b>HARMS PUBLIC SCHOOLS / DIVERTS FUNDING</b>	<b>73</b>
<b>PREFERENCE FOR PUBLIC SCHOOLS</b>	<b>52</b>
<b>ELIGIBILITY IS UNFAIR / SHOULD BE FOR ALL STUDENTS</b>	<b>34</b>
<b>PUBLIC FUNDS SHOULD NOT GO TO RELIGIOUS SCHOOLS</b>	<b>32</b>
<b>FAMILIES SHOULD PAY TUITION</b>	<b>16</b>
<b>CORRUPTION / MISUSE OF FUNDS</b>	<b>13</b>
<b>AGAINST GOVERNMENT INVOLVEMENT IN EDUCATION</b>	<b>7</b>
<b>LESS ACCOUNTABILITY</b>	<b>7</b>
<b>COST / TOO EXPENSIVE / AFFORDABILITY</b>	<b>4</b>

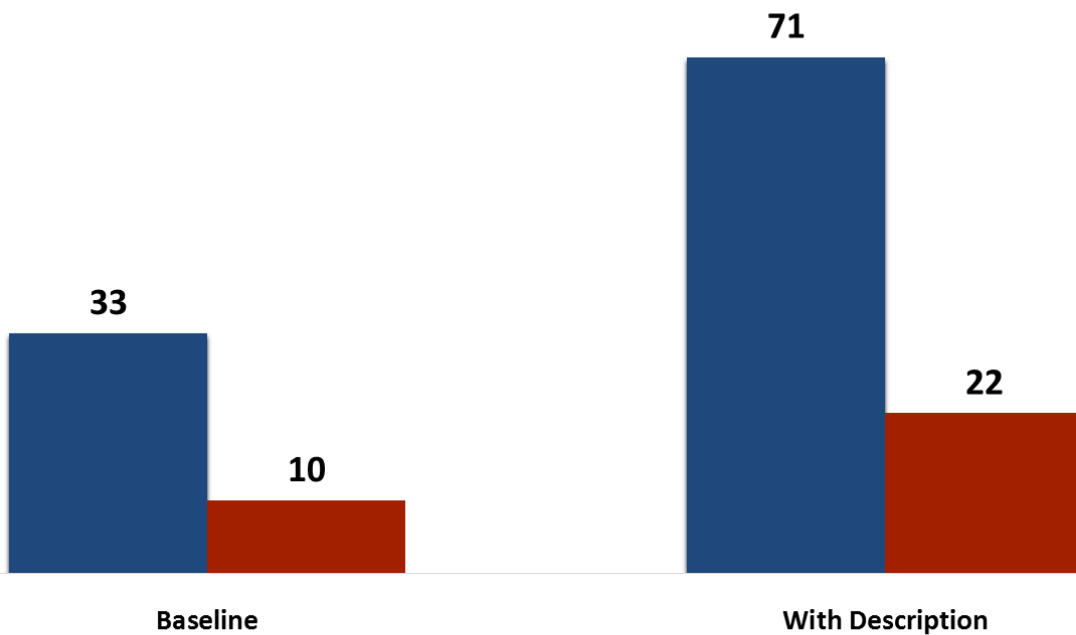
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**SOURCE: Friedman Foundation for Educational Choice, *Indiana K-12 & School Choice Survey*, Q20-2.**

## Indiana Voters' Views toward the On My Way Pre-K Program

(% of all responses)

■ Favor ■ Oppose



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Indiana K-12 & School Choice Survey*, Q21 and Q22.

# ***Education Savings Accounts (ESAs)***

**Indiana’s registered voters broadly support the concept of education savings accounts, cutting across all observed demographics. Margins and intensities are decidedly large in magnitude and positive.**

Nearly two out of three Hoosiers (64%) say they support an “education savings account” system (“ESA”), and 28 percent said they oppose ESAs. Respondents were twice as likely to have an intensely favorable view toward ESAs (35% “strongly favor” vs. 17% “strongly oppose”).

With only one exception, observed subgroup margins are greater than +19 percentage points. The largest margins are among young voters (+60 points), Latinos (+60 points), African Americans (+57 points), Indianapolis Metro residents (+50 points), urbanites (+49 points), GOPC supporters (+48 points), low-income earners (+45 points), and undecideds (+44 points). By far the smallest margin, though still positive, is among Ritz supporters (+9 points). Other significant differences we learned include:

- Indianapolis Metro voters (71%) were more favorable toward ESAs than the state average (64%) and other regions: Northeast (62%), Northwest (64%), Southwest (61%), and Southeast (58%).
- A larger proportion of African Americans (77%) said they favor ESAs, compared with the state average and whites (62%).
- Young voters (76%) were relatively more likely to support ESAs than middle-age voters (65%) and seniors (56%). The last two groups are also significantly different from one another.
- Rural voters (33%) stated relatively more opposition to ESAs than the state average (28%) and urbanites (20%).
- Senior Hoosiers (36%) signaled opposition in greater numbers than the state average, young voters (16%), and middle-age voters (27%). The latter two groups are also significantly different from each other.
- Education agenda voters (34%) were relatively more likely to oppose ESAs than the state average.

- Undecideds (68%) and GOPC supporters (69%) gave their support to ESAs more often than Ritz supporters (50%). Conversely, Ritz supporters (41%) were more likely to oppose than the state average, undecideds (24%), and GOPC supporters (21%).

Intensities are also positive for all demographic subgroups. The following stand out as most intensely positive: Latinos (+44 points), African Americans (+39 points), young voters (+34 points), and Indianapolis Metro residents (+30 points). On the other end of the spectrum, the groups that seemed most lukewarm were Ritz supporters (+2 points), Southeast voters (+5 points), and seniors (+6 points).

- Fifty-two percent of African Americans said they “strongly favor” ESAs, compared with just 14% who said they oppose the concept. That was significantly higher than the state average (35%).
- One-quarter of Ritz supporters (24%) “strongly oppose” ESAs, which is relatively more than the state average (17%), GOPC supporters (12%), and undecideds (15%).

In a follow-up item, we learned the most common reasons for supporting ESAs are access to: “schools having better academics” (24%), “multiple educational uses” (23%), and “schools providing more individual attention” (23%). We also asked a similar follow-up question to those respondents opposed to ESAs. By far the most common reason for opposing this policy is the belief it would “divert funding away from public schools” (50%), similar to the most frequently offered reason for opposing school vouchers.

A subsequent split-sample experiment shows Indiana voters are inclined toward universal eligibility for ESAs rather than means-tested eligibility based solely on financial need.

- In Split A, 65 percent of respondents said they agree with the statement that “ESAs should be available to all families, regardless of incomes and special needs.” About 43 percent “strongly agree” with that statement. Less than three out of 10 voters (28%) disagree with that statement; 14 percent said they “strongly disagree.”

- In the comparison sample, Split B, respondents were asked if they agree with the statement, “ESAs should only be available to families based on financial need.” Thirty-six percent agreed with that statement, while 19 percent said “strongly agree.” Almost six out of 10 voters (58%) said they disagree with means-testing ESAs, and 37 percent said they “strongly disagree.”

If a Hoosier has a particular view on ESAs, she or he is more likely to vote for the pro-ESA candidate (33% “more likely” vs. 16% “less likely”). Forty-five percent of voters signaled that a candidate’s ESA position would not make or break her/his vote, by responding “no difference.”

**Q12. 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, including both religious and non-religious schools. ESA funds may also be used for tutoring, online education programs, special needs therapies, or save for future college expenses. In general, do you favor or oppose this kind of savings account system?**

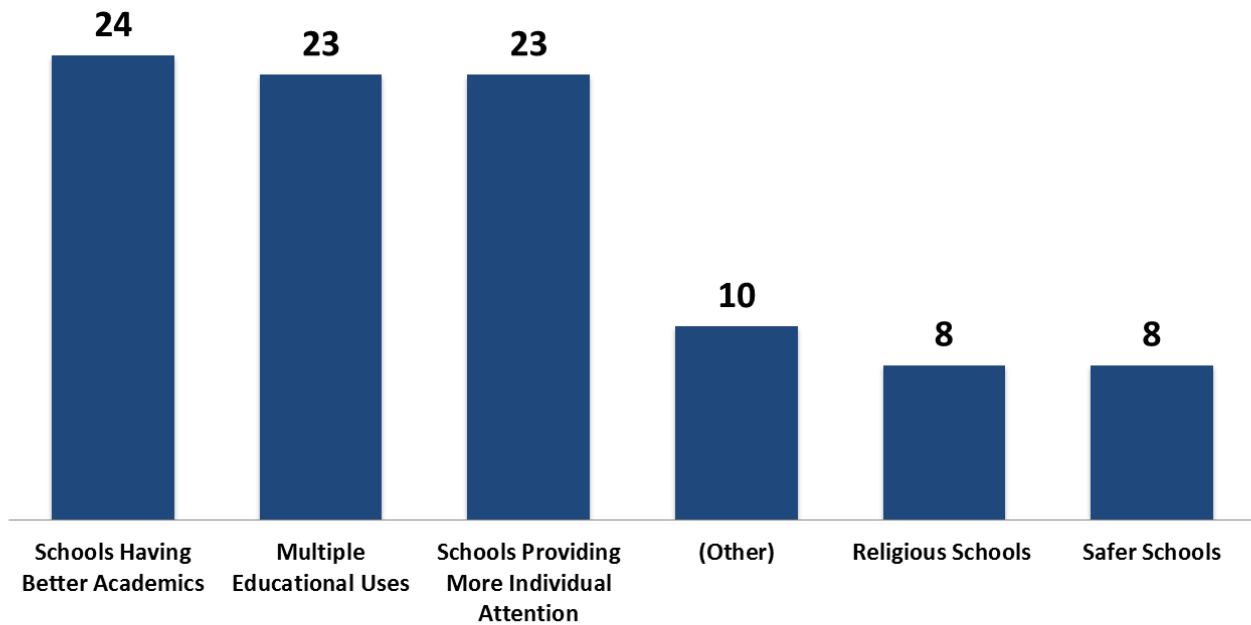
	Favor %	Oppose %	Margin	Intensity	N=
<b>ALL RESPONDENTS</b>	<b>64</b>	<b>28</b>	<b>36</b>	<b>18</b>	<b>1,002</b>
Indianapolis Metro	71	21	50	30	400
Northeast	62	27	35	12	403
Northwest	64	30	34	17	301
Southwest	61	29	32	16	300
Southeast	58	31	27	5	300
School Parent	67	26	41	22	280
Non-Schooler	63	28	35	16	719
<b>COMMUNITY</b>					
Urban	69	20	49	22	169
Suburban	64	27	37	22	298
Small Town	63	29	34	15	279
Rural	62	33	29	12	233
<b>PARTY ID</b>					
Democrat	61	30	31	15	253
Republican	66	27	39	17	329
Independent	60	33	27	15	244
<b>AGE GROUP</b>					
18 to 34	76	16	60	34	179
35 to 54	65	27	38	19	338
55 & Over	55	36	20	6	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	68	23	45	27	242
\$40,000 to \$79,999	62	30	32	10	359
\$80,000 & Over	64	28	36	20	298
<b>RACE/ETHNICITY</b>					
Black	77	20	57	39	47
Hispanic	80	20	60	44	20
White	62	29	33	15	872
<b>GENDER</b>					
Female	66	26	40	21	518
Male	62	29	33	16	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	66	27	39	19	298
Education	61	34	27	10	206
<b>STATE SUPERINTENDENT VOTERS</b>					
Ritz - Definite/Lean	50	41	9	2	221
Republican - Definite/Lean	69	21	48	23	211
Unsure/Don't Know	68	24	44	22	510

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. We measure intensity by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses.

SOURCE: Friedman Foundation for Educational Choice, *Indiana K-12 & School Choice Survey*, Q12.

**Q13-1. What is the most important reason you say you favor education savings accounts? Is your main reason that such a system provides access to:**

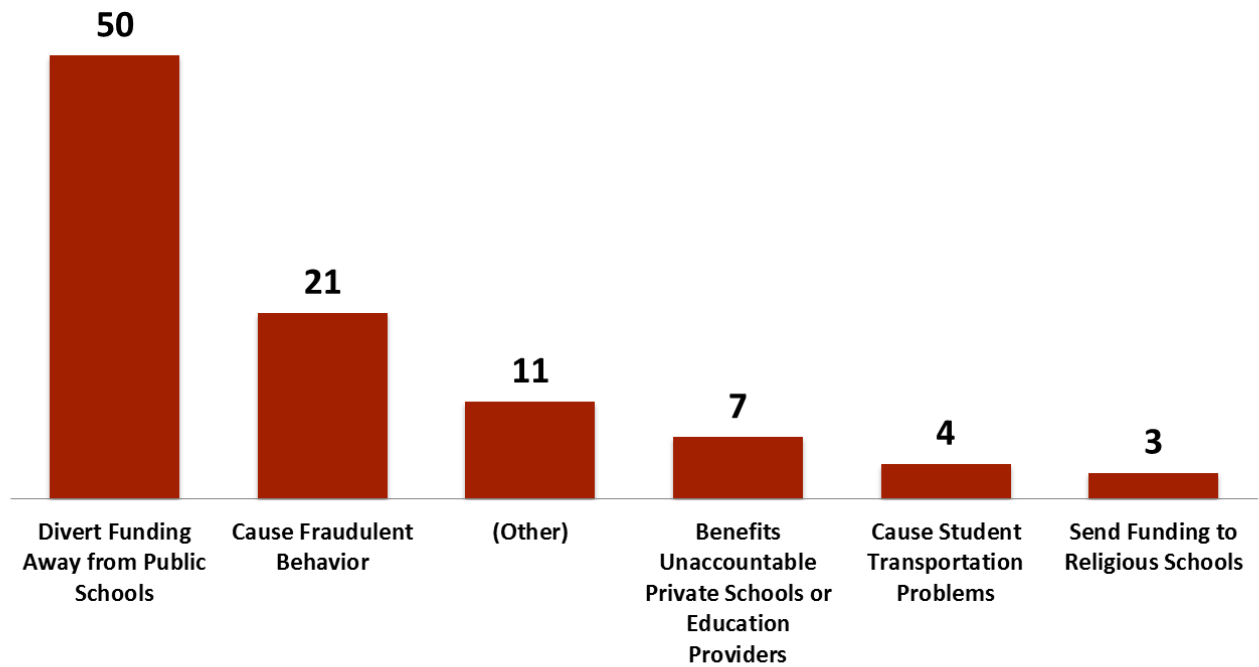
*(% of only respondents saying "somewhat favor" or "strongly favor" to Q12)*



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Indiana K-12 & School Choice Survey, Q13-1.*

**Q13-2. What is the most important reason you say you oppose education savings accounts? Is your main reason that such a system would:**

*(% of only respondents saying "somewhat oppose" or "strongly oppose" to Q12)*



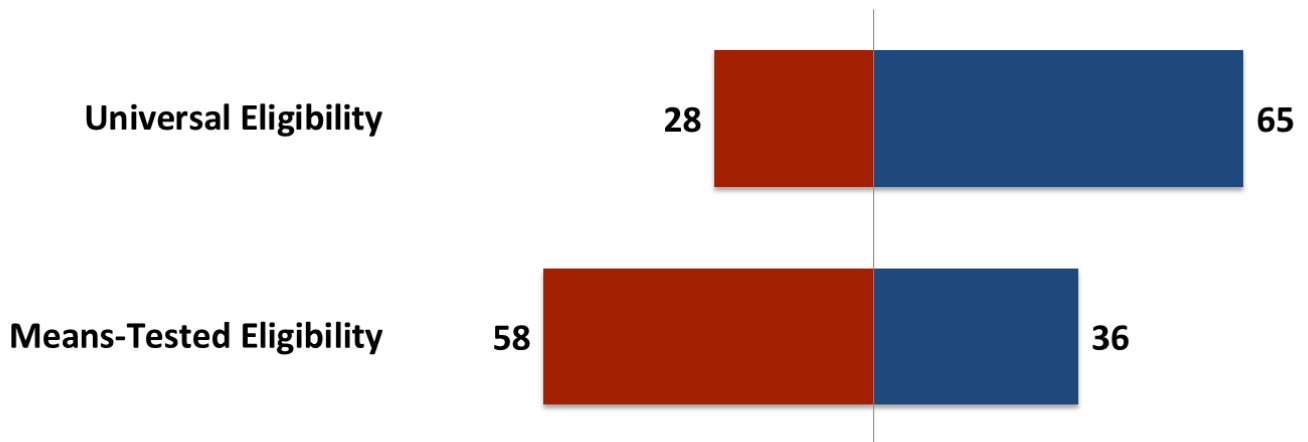
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Indiana K-12 & School Choice Survey, Q13-2.*



**Q14-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?



**Q14-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, *Indiana K-12 & School Choice Survey*, Q14A and Q14B.

# ***Tax-Credit Scholarships***

**Indiana voters, in a vast majority, support Indiana’s tax-credit scholarship program, called the School Scholarship Tax Credit Program. The program has been operating for six years, and last school year it provided more than 9,000 private school scholarships to Hoosier students.**

Voters are much more likely to say they support the program than they are to oppose it. Nearly seven out of 10 respondents (69%) said they supported tax-credit scholarships in Indiana, whereas 21 percent said they oppose. The margin is +48 percentage points. Voters are almost three times as likely to express an intensely positive response compared with a negative response (32% “strongly favor” vs. 12% “strongly oppose”).

All observed subgroup margins vary in the positive direction—all exceeding +28 percentage points. The largest positive margins are among: Latinos (+89 points), young voters (+74 points), GOPC supporters (+65 points), African Americans (+64 points), economy/jobs agenda voters (+61 points), and Indianapolis Metro voters (+61 points). In relative terms only, Ritz supporters (+29 points) and senior voters (+28 points) exhibited the smallest positive margins.

- Indianapolis Metro residents (76%) were more likely to say they support the School Scholarship Program than the state average (69%) and other regions: Northeast (69%), Northwest (69%), Southwest (66%), and Southeast (66%).
- School parents (77%) were significantly more favorable than the state average and non-schoolers (65%).
- Young voters (84%) were relatively more likely to support the tax-credit scholarship program than middle-age voters (71%) and seniors (58%). The last two groups are also significantly different from one another.
- Even with a small sample size, we observed that Latinos (94%) were significantly more supportive of the program than the state average and whites (67%).

- Seniors (30%) signaled opposition in greater numbers than the state average (21%), young voters (10%), and middle-age voters (18%). The latter two groups are also significantly different from each other.
- Economy/jobs agenda voters (75%) were more supportive of the School Scholarship Program than the state average and education agenda voters (63%). Conversely, education agenda voters (28%) stated their opposition in higher numbers than the state average and economy/jobs agenda voters (14%).
- GOPC supporters (78%) and undecideds (71%) were supportive of the program more often than Ritz supporters (59%). Intuitively, Ritz supporters (30%) were more likely to oppose than the state average, undecideds (19%), and GOPC supporters (13%).

Net intensities regarding the School Scholarship Program vary across demographics. Most are very large in magnitude and positive. Only a couple should be considered relatively mild, but still going in the positive direction. Young voters (+33 points) and GOPC supporters (+33 points) appear to be most enthusiastic about the program. With even greater magnitudes, Latinos (+59 points) and African Americans (+40 points) netted very high, positive intensities, but these groups, having a small sample size, should be interpreted with some caution. Ritz supporters (+5 points) and senior voters (+8 points) recorded the smallest intensities on this topic, though still in the positive direction.

- Latinos (64%), African Americans (48%), urbanites (41%), Indianapolis Metro residents (40%), and GOPC supporters (39%) have the greatest proportions saying they “strongly favor” School Scholarships, and all are significantly higher than the state average (32%).
- Ritz supporters (30%), seniors (20%), and education agenda voters (18%) have the largest numbers saying they “strongly oppose” tax-credit scholarships, and all are significantly higher than the state average (12%).

**Q23. 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. Indiana enacted such a “tax-credit scholarship program” in 2009, called the School Scholarship Program. The program’s nonprofit scholarship organizations provide scholarships to low-and-middle income students so they can attend a private school of their choice, including both religious and non-religious schools. In general, do you favor or oppose this program?**

	Favor %	Oppose %	Margin	Intensity	N=
<b>ALL RESPONDENTS</b>	<b>69</b>	<b>21</b>	<b>48</b>	<b>20</b>	<b>1,002</b>
Indianapolis Metro	76	15	61	31	400
Northeast	69	24	45	16	403
Northwest	69	23	46	22	301
Southwest	66	22	44	20	300
Southeast	66	26	40	11	300
School Parent	77	16	51	29	280
Non-Schooler	65	23	42	17	719
<b>COMMUNITY</b>					
Urban	74	18	56	30	169
Suburban	69	20	49	20	298
Small Town	67	22	45	20	279
Rural	68	25	43	15	233
<b>PARTY ID</b>					
Democrat	65	23	42	17	253
Republican	71	19	52	23	329
Independent	72	22	50	21	244
<b>AGE GROUP</b>					
18 to 34	84	10	74	33	179
35 to 54	71	18	53	24	338
55 & Over	58	30	28	8	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	73	17	56	25	242
\$40,000 to \$79,999	68	22	46	19	359
\$80,000 & Over	71	22	49	23	298
<b>RACE/ETHNICITY</b>					
Black	78	14	64	40	47
Hispanic	94	5	89	59	20
White	67	22	45	17	872
<b>GENDER</b>					
Female	66	24	42	20	518
Male	72	18	54	21	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	75	14	61	28	298
Education	63	28	35	12	206
<b>STATE SUPERINTENDENT VOTERS</b>					
Ritz - Definite/Lean	59	30	29	5	221
Republican - Definite/Lean	78	13	65	33	211
Unsure/Don't Know	71	19	52	24	510

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. We measure intensity by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses.

SOURCE: Friedman Foundation for Educational Choice, *Indiana K-12 & School Choice Survey*, Q23.

# ***Standardized Testing***

**Standardized testing and test-based accountability have been hot button issues in Indiana for some time. Survey results suggest some frustration among voters in general, and school parents in particular.**

Nearly two out of five Hoosiers (39%) believed students spend at least 16 or more days of the school year—nearly 10 percent of the academic year—on standardized testing activities. Nearly one-fifth of respondents (17%) said they “don’t know.”

- Education agenda voters (50%), school parents (49%), Ritz supporters (46%), Indianapolis Metro voters (46%), middle-age voters (46%), and high-income earners (48%) are all significantly more likely to say “16 or more school days” than the statewide average.

Nearly half of all respondents (48%) said the amount of time spent on standardized testing is “too high,” compared with just 12% who said “too low.” About one-quarter of the sample (27%) said that the time spent on testing in Indiana’s schools was “about right.”

- More than half of school parents (55%) said the amount of time spent on standardized testing is “too high” and that level is significantly different compared with non-schoolers (45%) and the state average. Among school parents, the “too high” sentiment is almost five times as high as the proportion who said “too low” (12%).
- Almost six out of 10 middle-age voters believe Indiana’s schools spend too much time on testing (58% too high vs. 12% too low). This subgroup’s “too high” response is significantly greater than the proportions found among the state average, young voters (39%), and senior voters (45%).
- Views on testing diverge greatly among income groups. High-income earners (59% too high vs. 7% too low) are much more likely to say “too high” than low-income earners (37% too high vs. 18% too low), middle-income earners (51% too high vs. 14% too low), and the statewide average.

- Females (55% too high vs. 11% too low) are significantly more likely to say time spent on testing is “too high” than males (41% too high vs. 14% too low) and the state average.
- Education agenda voters (67% too high vs. 8% too low) are more likely to say time spent on testing is “too high” than economy/jobs agenda voters (48% too high vs. 9% too low) and the state average.
- Ritz supporters (59% too high vs. 12% too low)—in significantly higher numbers—said that time spent on testing is “too high” than GOPC supporters (48% too high vs. 11% too low), undecideds (44% too high vs. 14% too low), and the state average.

We asked a pair of questions asking how one should prioritize using standardized test results for assessing school quality. The first question was asked to parents of school-age children only. We wanted to understand how he or she used test results for determining the quality of a school. One-third (33%) of school parents signaled it was in fact a high priority. Roughly another one-third (35%) gave a rating that indicated it was a medium priority. Another 30 percent suggested it was a low priority.

- Economy/jobs agenda school parents (45%) and low-income school parents (41%) had the highest proportions rating standardized tests as a high priority. In fact, one out of four low-income school parents (25%) rated testing a 10 on a scale from zero to 10, from lowest to highest priority.
- Democrats (45%) were more likely than the state average to say testing should be a medium priority when personally trying to determine the quality of a school.

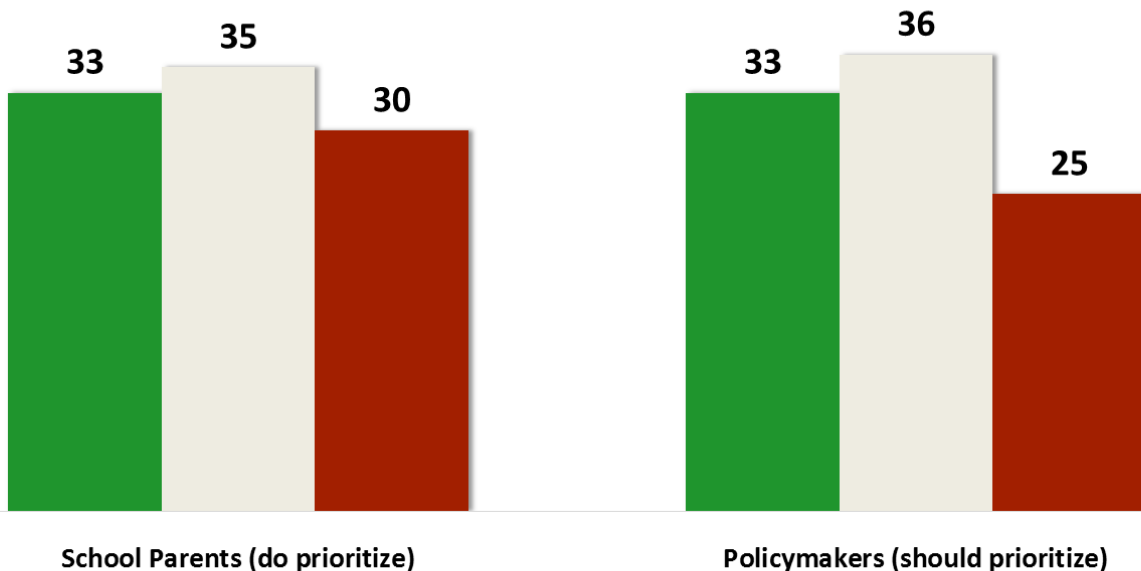
The second “prioritizing tests” question was given to the full statewide sample. We wanted to understand how respondents think policymakers should use standardized test results for determining the quality of a school. The findings mirror what school parents said about their personal use of test scores. One-third (33%) of Hoosiers signaled tests should be a high priority for policymakers. Thirty-six percent rated the item so that policymakers should make it a medium priority. One out of four (25%) indicated test results should be a low priority.

- GOPC supporters (43%) and economy/jobs agenda voters (37%) were more likely than the state average to say test scores should be a high priority for policymakers.
- Education agenda voters (42%), Northeast voters (41%), young voters (41%), and low-income earners (41%) all produced proportions significantly higher than the state average saying standardized test results should be a medium priority for policymaking on school quality.
- Three out of 10 school parents (31%), high-income earners (31%), and middle-age voters (29%) said that standardized testing should be a low priority for policymakers, all significantly higher than the state average.

## Indiana Voters' Views on Prioritizing Standardized Tests

(% of all responses)

■ High Priority (7–10)   ■ Medium Priority (4–6)   ■ Low Priority (0–3)



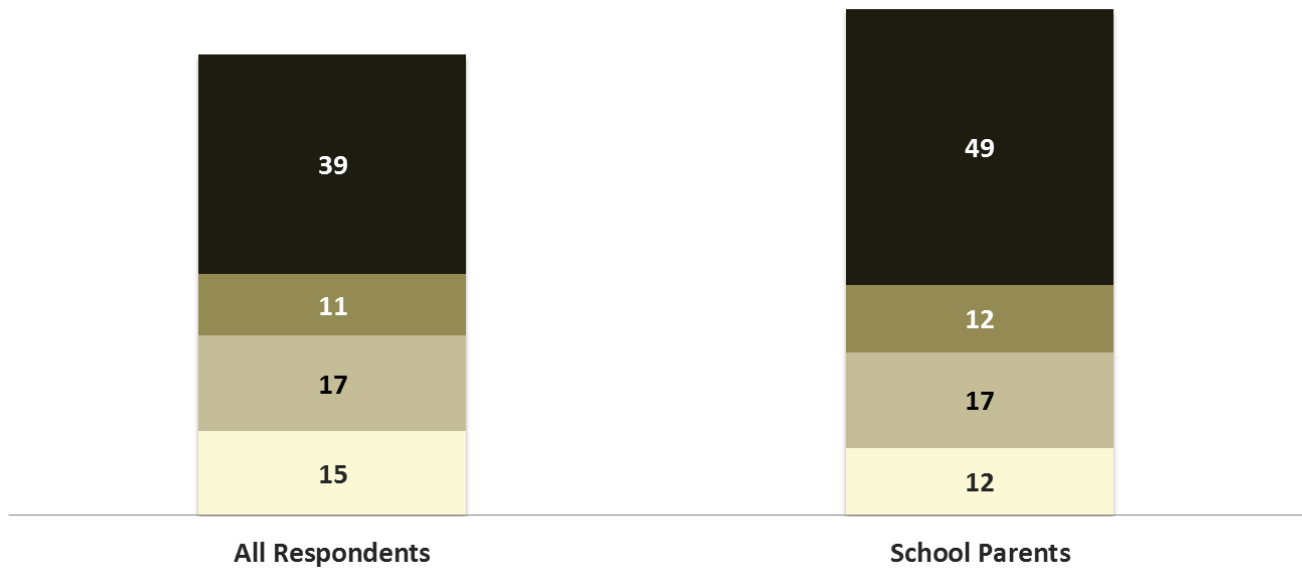
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Indiana K–12 & School Choice Survey*, Q24 and Q25.



**Q26. How much time do you think a typical Indiana student spends in a school year on preparing for standardized tests and taking these tests? Your estimate, in school days, will reflect total time for the state test and any additional standardized tests administered by the district or school.**

*(% of all responses, % of School Parents)*

- 16 or More School Days
- 11 to 15 School Days
- 6 to 10 School Days
- 5 or Less School Days

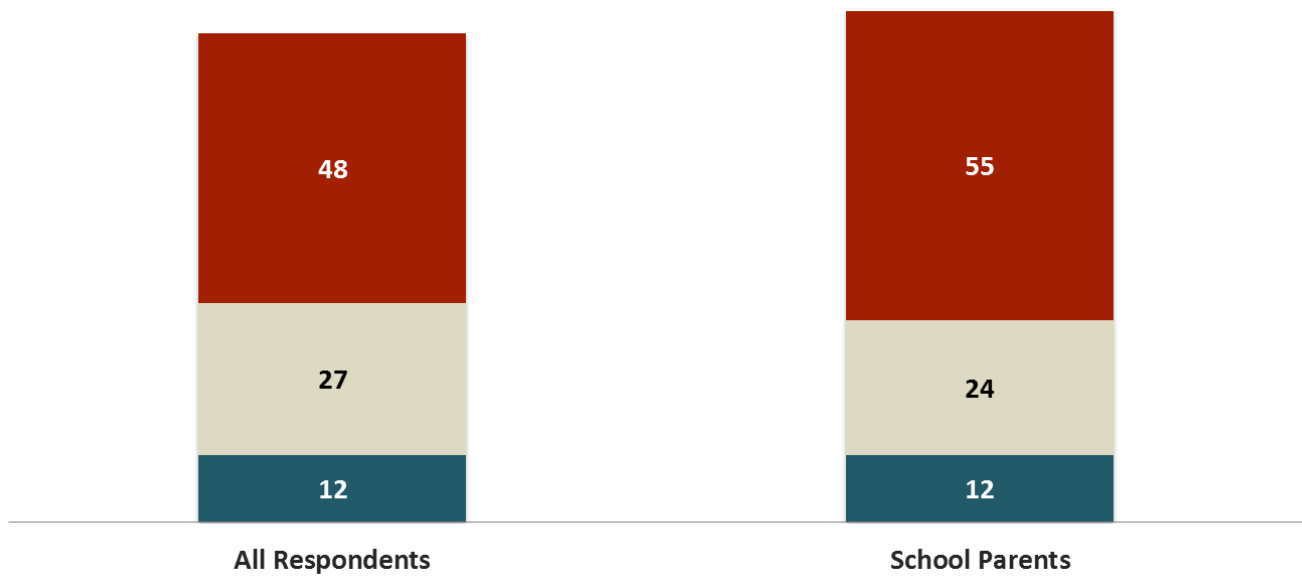


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey, 2014-2015.*

**Q27. Do you believe the amount of time spent on standardized testing in Indiana's schools is:**

*(% of all responses, % of School Parents)*

- Too High
- About Right
- Too Low



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey, 2014-2015.*

# ***Indiana Superintendent of Public Instruction***

## **Hoosiers send mixed signals about Glenda Ritz’s tenure as Superintendent of Public Instruction three years after she has taken office.**

On the one hand, there is a relatively positive finding: 39 percent of voters said they approve of the way she is handling her job, compared with 24 percent who said they disapprove. The margin is +15 points. However, the gap is narrow between “strongly approve” views (16%) and “strongly disapprove” views (11%), and the intensity on this question is mild in the positive direction (+5 points). More than one-third of respondents (35%) either had not heard of Glenda Ritz (14%) or held no opinion on her performance (21%).

- Ritz supporters (75%), education agenda voters (55%), Democrats (54%), suburbanites (46%), School parents (45%), middle-income earners (44%), and high-income earners (44%) are the most likely demographics to say they approve how Glenda Ritz has been handling her job. All of those groups’ response levels are significantly higher than the state average.
- GOPC supporters (37%), Indianapolis Metro voters (32%), and Republicans (32%) are the subgroups most likely to say they disapprove of how Glenda Ritz has handled her job, and those percentages are significantly higher than the statewide average.

When asked about the coming election in 2016, we observe a statistical tie between Glenda Ritz (23%) and a generic Republican challenger (21%). More than half of voters (51%) are still unsure at this point about who she or he would vote for in the State Superintendent election. The subgroups that register response levels significantly higher than the state average are:

### ***Glenda Ritz Supporters:***

Democrats (47%), African Americans (46%), education agenda voters (33%), suburbanites (28%), senior voters (28%)

*Generic Republican Challenger Supporters (“GOPC supporters”):*

Republicans (54%), high-income earners (28%), economy/jobs agenda voters (25%), whites (23%)

*Unsure or Don’t Know (“undecideds”):*

Independents (65%), low-income earners (59%), females (54%)

In a final follow-up question, we learned that if a Hoosier has a particular view on a candidate’s support of “the state’s public charter schools and school voucher program,” she or he is more likely to vote for the pro-school choice candidate (35% “more likely” vs. 21% “less likely”). Thirty-eight percent of voters signaled that a candidate’s position on Indiana’s charter schools and voucher programs would not make or break her/his vote, by responding “no difference.”

**Q30. Do you approve or disapprove of the way Glenda Ritz is handling her job as Indiana’s Superintendent of Public Instruction?**

	Approve %	Disapprove %	Never Heard Of/ Don't Know %	Margin	Intensity	N=
<b>ALL RESPONDENTS</b>	<b>39</b>	<b>24</b>	<b>35</b>	<b>15</b>	<b>5</b>	<b>1,002</b>
Indianapolis Metro	38	32	30	6	2	400
Northeast	39	27	33	12	3	403
Northwest	36	20	43	16	3	301
Southwest	39	20	39	19	7	300
Southeast	41	20	38	21	7	300
School Parent	45	26	27	19	8	280
Non-Schooler	37	24	38	13	4	719
<b>COMMUNITY</b>						
Urban	38	25	37	13	1	169
Suburban	46	24	29	22	8	298
Small Town	40	23	36	17	4	279
Rural	34	27	38	7	5	233
<b>PARTY ID</b>						
Democrat	54	17	29	37	20	253
Republican	35	32	33	3	-6	329
Independent	39	24	36	15	6	244
<b>AGE GROUP</b>						
18 to 34	34	21	43	13	1	179
35 to 54	42	28	29	14	6	338
55 & Over	41	24	34	17	6	434
<b>HOUSEHOLD INCOME</b>						
Under \$40,000	33	24	42	9	2	242
\$40,000 to \$79,999	44	24	32	20	5	359
\$80,000 & Over	44	27	28	17	8	298
<b>RACE/ETHNICITY</b>						
Black	35	19	46	16	14	47
Hispanic	21	36	44	-15	-17	20
White	40	25	33	15	5	872
<b>GENDER</b>						
Female	42	23	34	19	6	518
Male	37	26	35	11	3	484
<b>ISSUE VOTERS</b>						
Economy and Jobs	36	24	39	12	2	298
Education	55	20	23	35	16	206
<b>STATE SUPERINTENDENT VOTERS</b>						
Ritz - Definite/Lean	75	9	16	66	45	221
Republican - Definite/Lean	26	37	37	-11	-20	211
Unsure/Don't Know	30	27	42	3	-3	510

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. We measure intensity by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses.

SOURCE: Friedman Foundation for Educational Choice, *Indiana K-12 & School Choice Survey*, Q30.

**Q31. The election for Indiana's Superintendent of Public Instruction will be in 2016, but if it were held today, for whom would you vote: Glenda Ritz, a Democrat; a Republican; a Libertarian; or are you unsure?**

	Unsure/ Don't Know %	Ritz Definite/Lean %	Republican Definite/Lean %	Libertarian Definite/Lean %	N=
<b>ALL RESPONDENTS</b>	<b>51</b>	<b>23</b>	<b>21</b>	<b>4</b>	<b>1,002</b>
Indianapolis Metro	51	22	23	3	400
Northeast	54	19	18	6	403
Northwest	53	22	18	6	301
Southwest	49	25	21	3	300
Southeast	55	21	18	4	300
School Parent	48	24	20	4	280
Non-Schooler	52	22	21	4	719
<b>COMMUNITY</b>					
Urban	51	19	21	7	169
Suburban	50	28	18	3	298
Small Town	52	23	23	3	279
Rural	52	21	23	3	233
<b>PARTY ID</b>					
Democrat	45	47	1	5	253
Republican	38	8	54	0	329
Independent	65	25	9	2	244
<b>AGE GROUP</b>					
18 to 34	53	15	22	6	179
35 to 54	52	24	19	3	338
55 & Over	47	28	21	2	434
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	59	20	16	4	242
\$40,000 to \$79,999	50	26	18	5	359
\$80,000 & Over	42	25	28	3	298
<b>RACE/ETHNICITY</b>					
Black	53	46	0	2	47
Hispanic	71	5	4	21	20
White	49	22	23	3	872
<b>GENDER</b>					
Female	54	22	18	3	518
Male	47	24	23	5	484
<b>ISSUE VOTERS</b>					
Economy and Jobs	52	19	25	2	298
Education	48	33	12	5	206

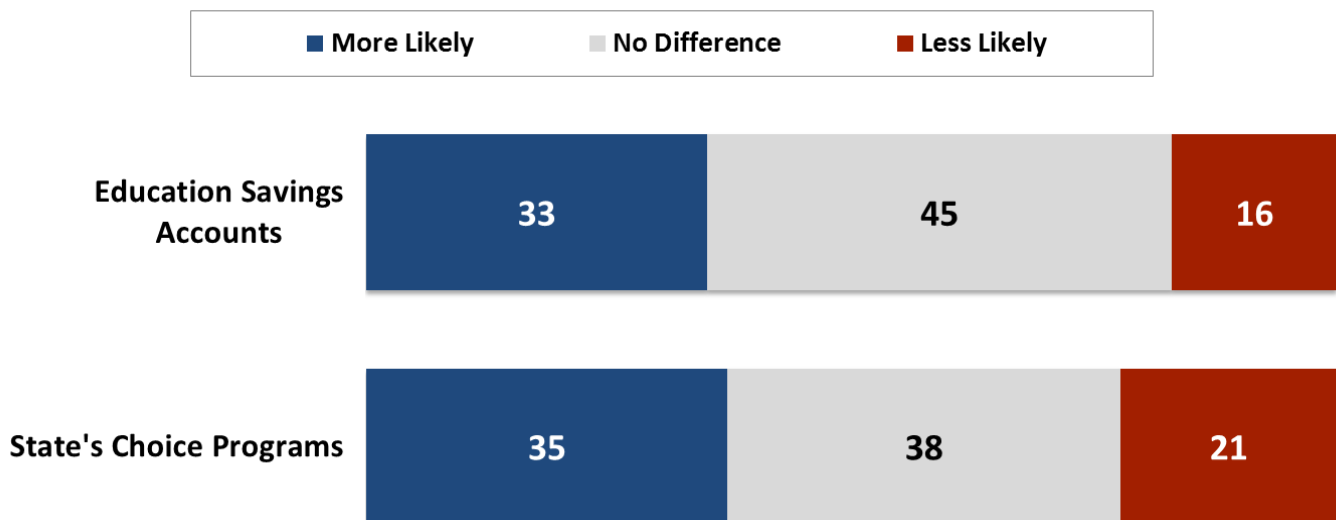
NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed 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. We measure intensity by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses.

SOURCE: Friedman Foundation for Educational Choice, *Indiana K-12 & School Choice Survey*, Q31.

Q15. Thinking ahead to the next election, if a candidate for governor, state senator, or state representative 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?

Q32. Thinking more about the next election, if a candidate for Superintendent of Public Instruction supports the state's public charter schools and school voucher program, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

(% of all respondents)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Indiana K-12 & School Choice Survey*, Q15 and Q32.

# Methods

The *Indiana K–12 and School Choice Survey* project, sponsored and developed by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), interviewed a statistically representative statewide sample of registered voters in Indiana.

Methodology included probability sampling and random-digit dial. The unweighted Indiana total sample includes 1,845 live telephone interviews completed in English from November 11, 2015, to December 1, 2015, by means of both landline and cell phone.

During our fieldwork, we established the initial statewide sample that included 1,002 interviews with voters. In the next stage, we continued phone interviews by oversampling five regions to achieve at least 300 completed interviews for regional subgroups: Indianapolis Metro (n = 400); Northeast (n = 403); Northwest (n = 301); Southeast (n = 300); Southwest (n = 300). Statistical results were weighted to correct known demographic discrepancies. The margin of sampling error for the representative statewide sample is  $\pm 3.1$  percentage points.

For this entire project, a total of 27,700 calls were made in order to achieve the total sample (N = 1,845). BRI's live callers conducted all phone interviews.

## **Indiana total sample profile:**

- 27,700 in total – 13,300 landline; 14,400 cell
- Of these calls 4,542 phone numbers (1,984 landline; 2,558 cell) were unusable (disconnected, fax, busy, non-residential, or non-answers, etc.);
- 19,176 phone numbers (8,574 landline; 10,602 cell) were usable but eligibility unknown (including refusals and voicemail);
- 303 phone numbers (110 landline, 193 cell) were usable but not eligible for this survey; and
- 24 people (11 landline, 13 cell) did not complete the survey.
- The average response rate of the landline interviews was **9.4%**.
- The average response rate of the cell phone interviews was **9.2%**.



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 Indiana who have access to either a landline or cellular telephone. Survey Sampling International, LLC (SSI) provided both samples 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 November 11 to December 1, 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.

The Hagan-Collier Method guided respondent selection. Respondents in the landline sample were chosen by asking for the youngest adult male who is now at home. If the youngest male was not home, then the next step would be to request an interview with the youngest female at home. Interviews in the cell sample were conducted with the person who answered the phone, as long as that person was an adult 18 years of age or older.

The survey's margin of sampling error is the largest 95 percent Confidence Interval for any estimated proportion based on the total sample – the one around 50 percent. The margin of error for the Indiana statewide sample is  $\pm 3.1$  percentage points. 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 3.1 percentage points away from their true values in the population. Sampling errors and statistical tests of significance do not address any potential design effect due to weighting.

It is critical to note that the margin of sampling error is higher when considering the number of respondents for a given demographic subgroup. For example, the margin of error for a subgroup of 150 respondents is  $\pm 8.0$  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***

We use the American Association for Public Opinion Research's "Response Rate 3" (AAPOR RR3) for computing response rates for landline and cell phone proportions of the sample. The response rate is the percentage of known or assumed residential households for which a completed interview was obtained.

## Call Dispositions for Indiana Total Sample (N = 1,845)

<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
13,300	14,400	Total	1,862	2,486	Disconnected
13,300	14,400	Released	7	0	Fax
0	0	Unreleased	115	72	Government/Business
11,025	11,822	Usable	0	.	Cell Phone
2,275	2,578	Unusable	.	0	Landline
10,010	9,819	Qualified	1,984	2,558	Unusable
82.9%	82.1%	Est. Usability	1,538	89	No Answer
89.4%	82.9%	Est. Eligibility	162	21	Busy
9.4%	9.2%	Est. Response	1,700	110	Usability Unknown
			921	924	Complete
			11	13	Break-Off
			932	937	Usable/Eligible
			962	963	Refused
			37	25	Language Barrier
			3,816	4,442	Voice Mail
			3,657	5,093	Call Back-Retry
			87	73	Strong Refusal
			15	6	Privacy Manager
			8,574	10,602	Usable/Eligible Unknown
			110	193	Under 18
			110	193	Usable/Ineligible
			9.4%	9.2%	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.

Research provides evidence that participation in surveys tends to vary for different subgroups of the population. Subgroup participation and cooperation may also vary because of substantive interest regarding a survey's topics and questions. To compensate for these known and potential biases, the sample data are weighted for analysis.

The sample was weighted using population parameters from the 2013 American Community Survey (5-year Estimates) provided by the U.S. Census Bureau and from the 2010 Current Population Survey, U.S. Census Bureau for the state of Indiana. Results were weighted on Landline/Cell Phone usage first, and then Age, Race, Ethnicity, Gender, and Region. The initial weighting to match current patterns of telephone status and relative usage of landline and cell phones are based on the Center for Disease Control's *Early Release of Estimates From the National Health Interview Survey (NHIS)*, July–December 2013.

Weighted and unweighted results are available on request.

## Weighting Results for Indiana Statewide Sample (N = 1,002)

	Pre-Weight	Post-Weight	Census Target
<b>AGE</b>			
18 - 24	8.6%	12.2%	7.7%
25 - 44	22.9%	30.3%	31.5%
45 - 64	43.0%	36.8%	40.7%
65+	20.6%	19.5%	20.0%
[Refused]	5.1%	1.3%	.
<b>HISPANIC</b>			
Yes	2.0%	2.9%	1.2%
No	97.4%	96.8%	98.8%
<b>RACE</b>			
Asian [or Pacific Islander]	1.0%	1.1%	0.0%
Black [or African American]	4.7%	7.2%	8.9%
White	87.6%	87.8%	88.6%
[Other]	5.0%	3.1%	2.5%
[DK]	0.2%	0.1%	.
[Refused]	1.5%	0.7%	.
<b>GENDER</b>			
[Male]	48.3%	50.6%	46.3%
[Female]	51.7%	49.4%	53.7%
<b>REGION</b>			
Central Indiana	14.1%	14.1%	14.0%
Indianapolis Metro	26.7%	26.8%	28.0%
Northeast	11.5%	11.1%	10.0%
Northwest	22.3%	22.4%	22.0%
Southeast	10.5%	11.0%	11.0%
Southwest	15.0%	14.7%	15.0%

## Counties Included in Regional Oversamples

### Indianapolis Metro

Boone County  
Brown County  
Hamilton County  
Hancock County  
Hendricks County  
Johnson County  
Madison County  
Marion County  
Morgan County  
Shelby County

### Northeast

Adams County  
Allen County  
DeKalb County  
Huntington County  
LaGrange County  
Noble County  
Steuben County  
Wells County  
Whitley County

### Northwest

Elkhart County  
Fulton County  
Jasper County  
Kosciusko County  
Lake County  
LaPorte County  
Marshall County  
Newton County  
Porter County  
Pulaski County  
St. Joseph County  
Starke County

### Southeast

Bartholomew County  
Clark County  
Crawford County  
Dearborn County  
Decatur County  
Fayette County  
Floyd County  
Franklin County  
Harrison County  
Jackson County  
Jefferson County  
Jennings County  
Ohio County  
Orange County  
Ripley County  
Rush County  
Scott County  
Switzerland County  
Union County  
Washington County

### Southwest

Clay County  
Daviess County  
Dubois County  
Gibson County  
Greene County  
Knox County  
Lawrence County  
Martin County  
Monroe County  
Owen County  
Parke County  
Perry County  
Pike County  
Posey County  
Putnam County  
Spencer County  
Sullivan County  
Vanderburgh County  
Vermillion County  
Vigo County  
Warrick County

## ***About the Author***

Paul DiPerna is Vice President of Research & Innovation for the Friedman Foundation for Educational Choice. He joined the Foundation in 2006. Paul's research interests include surveys and polling on K–12 education and school choice reforms. He has developed and reported more than 30 state and national surveys. Paul oversees the research projects either produced or commissioned by the foundation. The Foundation has published more than 70 reports, papers, and briefs under his leadership. Paul has traveled to 28 states for his work. He presents survey research findings and discusses school choice politics and policies with audiences including public officials, policy professionals, academics, and activists.

Previously, Paul served as the assistant director for the Brown Center on Education Policy at the Brookings Institution. His six years at Brookings included projects evaluating the federal Blue Ribbon Schools Program and analyzing student achievement in charter schools. Paul 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, Paul earned an M.A. in political science from the University of Illinois (2000) and B.A. from the University of Dayton (1996).

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# ***About the Survey Organization***

## **Braun Research, Inc.**

The Braun Research network of companies, founded in 1995, combined employ 42 full-time and more than 157 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 (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 and Developer***

## **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.