
WHY PARENTS CHOOSE

A Survey of Private School and School
Choice Parents in Indiana

Andrew D. **Catt**
and Evan **Rhinesmith**

JUNE **2016**

**Friedman
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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 promotes school choice as the most effective and equitable way to improve the quality of K–12 education in America. The Friedman Foundation is dedicated to research, education, and outreach on the vital issues and implications related to school choice.

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Friedman Foundation Survey Project And Profile

TITLE: *Why Parents Choose: A Survey of Private School and School Choice Parents in Indiana*

SURVEY SPONSOR: The Dekko Foundation

SURVEY DEVELOPER: The Friedman Foundation for Educational Choice

SURVEY DATA COLLECTION AND QUALITY CONTROL: The Friedman Foundation for Educational Choice

INTERVIEW DATES: January 26 to April 19, 2016

INTERVIEW METHOD: Web; SurveyMonkey

INTERVIEW LENGTH: 6.38 minutes (median)

LANGUAGE(S): English only

SAMPLE METHOD: Friedman Foundation's snowball sample of Indiana private school parents, first implemented in 2013

POPULATION SAMPLE: Statewide sample of private school parents in Indiana

SAMPLE SIZES: School Parents, N = 2,056 (partial and complete)
Indiana Voucher Parents, N = 861 (partial and complete)
Indiana Tax-Credit Scholarship Parents, N = 120 (partial and complete)
Indiana School Choice Parents, N = 1,185 (partial and complete)
Non-Choice Parents, N = 871 (partial and complete)

MARGINS OF ERROR: N/A (snowball sample)

RESPONSE RATES: N/A (snowball sample)

WEIGHTING? No

OVERSAMPLING? No

The authors are responsible for overall survey design; question wording and ordering (see separate Indiana Parent Survey Questionnaires at www.edchoice.org/INParentSurvey); this paper's analysis, charts, and writing; and any unintentional errors or misrepresentations.

Executive Summary

If Indiana’s private school choice programs were judged solely on parental satisfaction, they would be considered an obvious success. However, parental satisfaction without explanation provides little substance to policymakers. With that in mind, this report presents data that sheds light on the experiences and motivations underlying parents’ attitudes toward private school choice programs. The purpose of the survey is to better understand the experiences of private school parents and examine the reasons behind parents’ schooling decisions, especially when their children are using a voucher.

These data come from an original survey of parents whose children are enrolled in private schools in Indiana. The survey was administered in two phases. The first phase followed up with voucher parents that responded to a Friedman Foundation survey in 2013, and the second phase was expanded to include all current private school parents in Indiana.

This report addresses four research questions:

1. What motivates parents to leave one school for another school?
2. How important is academic quality, safety, and transportation to their decisions?
3. How difficult is it for parents to find the preferred private school for their children?
4. How satisfied were parents with their former schools, and how satisfied are they with their current schools?

Of the 1,397 school choice parents who completed the 2013 survey, 49 percent also responded to the 2016 survey (see Appendix 1). The majority of these parents (84 percent) still have at least one child participating in the voucher or tax-credit scholarship program, 4 percent no longer meet the eligibility requirements for the school choice programs, and 2 percent no longer have any children in K–12 education.

Sixteen percent of parents who responded to both the 2013 and 2016 surveys no longer have any children in the program, and half of those parents transferred their children back to their public district (neighborhood) schools. This directly contradicts the Indiana Department of Education’s assertion that voucher students would attend private school regardless of whether or not the program existed.¹

When looking at all 2016 survey respondents, a majority of school choice parents were at least somewhat satisfied with the school they had left:

- 29 percent were very satisfied with their previous school
- 24 percent were somewhat satisfied with their previous school
- 18 percent were somewhat dissatisfied with their previous school
- 27 percent were very dissatisfied with their previous school

By contrast, school choice parents are overwhelmingly satisfied with their current private school, with 81 percent being very satisfied and 12 percent being somewhat satisfied. The proportion of Indiana school choice parents stating they are “very satisfied” is higher than any public or private school parent response from a national survey.²

The majority of school choice parents surveyed (83 percent) said they were easily able to find their current private school under Indiana’s voucher or tax-credit scholarship program. However, there are some statistically significant differences between voucher and tax-credit scholarship parents:

- 75 percent of voucher parents said it was very easy, compared to 57 percent of tax-credit scholarship parents

School choice parents overwhelmingly view their social networks as the most trusted source for learning about their new private school, with 50 percent citing

friends or relatives and 26 percent citing church as their most trusted source for school information.

The most important qualities school choice parents list for choosing their current schools are also the most important reasons they left their former schools:

- 39 percent of school choice parents said the most important reason they chose their current voucher or tax-credit scholarship school was religious environment/instruction; 13 percent said the most important reason for leaving their former school was a lack of religious environment/instruction
- 20 percent said the most important reason for choosing their new school was better academics; 15 percent said a lack of academic quality was their most important reason for leaving their former school
- 19 percent said the most important reason for choosing their new school was morals/character/values instruction; 6 percent said a lack of this type of instruction was their most important reason for withdrawing from their previous school

The majority of private school parents are more involved in a variety of activities since enrolling their children in their current school compared to their previous school: communicating with teachers (69 percent), participating in school activities (67 percent), volunteering/community service (61 percent), and working on math or arithmetic with their children (56 percent). Voucher parents were significantly more likely to say they now participate more in volunteering and community service activities compared to tax-credit scholarship parents.

Taken together, these results indicate that parents are leaving public schools because they are not the best fit for their children. When choosing private schools, they are looking for the ones that will help their children develop into moral, educated citizens who know the difference between right and wrong and have a sense of values. School choice parents report that they are

having an easy time finding the right voucher or tax-credit scholarship school, and nearly twice as many are satisfied with their new school compared to their former school.

Introduction

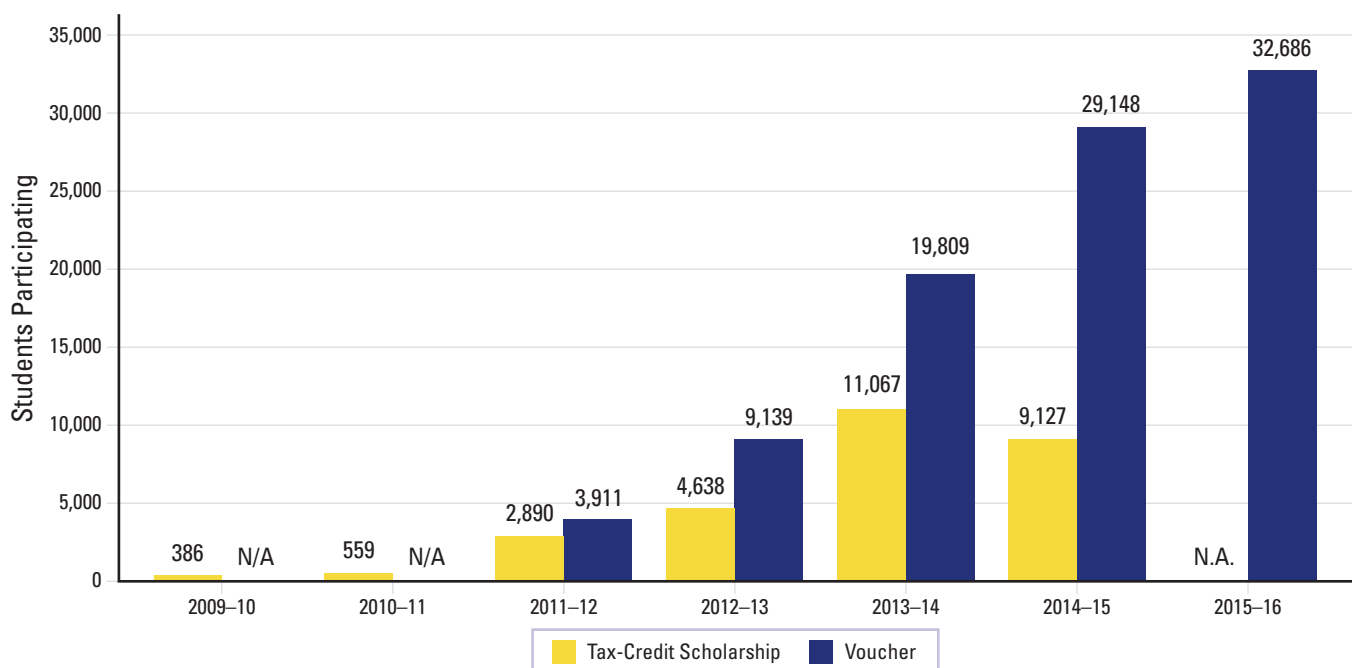
Indiana is home to the nation’s largest school voucher program.³ Vouchers give parents the freedom to choose a private school for their children using all or part of the public funding set aside for their children’s education. Under Indiana’s program, funds typically expended by a school district are allocated to a participating family in the form of a voucher to pay partial or full tuition for a child to attend a private school, including both religious and nonreligious options.⁴

Participation in Indiana’s voucher program, known as the Choice Scholarship Program and launched in the 2011–12 school year, has grown from 3,911 students in the first year to 32,686 students in 2015–16 (see Figure 1). Students from families that qualified for the federal free and reduced-price lunch (FRL) program can receive a voucher worth up to 90 percent of the state per-student spending amount for the sending district. Students from families earning up to 150 percent of the FRL rate (\$67,295 for a family of four in 2015–16) can receive a voucher worth up to 50 percent of the state

funding allocation for the sending district. Moreover, students eligible to receive special education funds are eligible to use those funds for special education services at a voucher-accepting school.⁵ The average voucher value in 2014–15 was \$3,867.⁶ This is about 40 percent of the \$9,566 the state spends per pupil, based on the most recently available data.⁷ Although teachers’ union officials and others challenged Indiana’s voucher program in state court, alleging the Indiana Constitution prohibits funding of religious schools, the Indiana Supreme Court ruled unanimously on March 26, 2013 that the Choice Scholarship Program does not violate any provision of the state constitution.⁸

Indiana also has a tax-credit scholarship program, known as the School Scholarship Tax Credit, which was launched in 2010. This program has grown from 386 scholarships awarded in its first year to 9,127 scholarships awarded in 2014–15, which is the latest release of data from the Indiana Department of Education (see Figure 1). Students are eligible for scholarships if their family income does not exceed 200 percent of the FRL rate (\$89,726 for a family of four

FIGURE 1 Indiana School Choice Participation



Source: The Friedman Foundation for Educational Choice, *The ABCs of School Choice: The Comprehensive Guide to Every Private School Choice Program in America*, 2016 ed. (Indianapolis: Friedman Foundation for Educational Choice, 2016), pp. 39–42, <http://www.edchoice.org/wp-content/uploads/2016/02/2016-ABCs-WEB-2.pdf>.

in 2015–16). The average scholarship value in 2014–15 was \$1,361.⁹ This is about 14 percent of what the state spends per pupil, based on the most recently available data.¹⁰ Tax-credit scholarships allow taxpayers to receive full or partial tax credits when they donate to nonprofits that provide private school scholarships. Eligible taxpayers can include both individuals and businesses.¹¹ Indiana’s School Scholarship Tax Credit program allows individuals and corporations to claim a 50 percent tax credit for contributions to approved Scholarship Granting Organizations (SGOs), which provide the private school scholarships. There is no limit on the dollar amount that can be claimed, although the total amount of tax credits awarded statewide is limited to \$8.5 million. This limit increases to \$9.5 million in 2016–17.¹²

Although thousands of parents are choosing among public and private providers in Indiana, it had not previously been known exactly why Hoosier parents choose. To this end, the Friedman Foundation surveyed more than 4,000 private school parents in 2013, the results of which can be found in Paul DiPerna’s 2014 brief, *Why Indiana Voucher Parents Choose Private Schools*.¹³

The new survey outlined in this report followed up with about half of the voucher parents who responded in 2013, and the survey was also sent to a larger network of Indiana private schools that, in turn, distributed the survey invitation to their parents. This report looks first at parents who are using the state’s

school choice programs and then at the broader group that includes private school parents who do not use the state’s school choice programs.

The purpose of this project is to better understand the experiences of private school parents and why they decide to choose a different school for their children, especially when those children are using a voucher.

This report addresses the following research questions:

1. What motivates parents to leave one school for another school?
2. How important is academic quality, safety, and transportation to their decisions?
3. How difficult is it for parents to find the preferred private schools for their children?
4. How satisfied were parents with their former schools, and how satisfied are they with their current schools?

Literature Review

This research focuses on parental satisfaction and schooling experiences, but the bulk of the research on school vouchers has focused on student achievement and other outcomes. The findings have been mostly positive (see Table 1).¹⁴

TABLE 1 Empirical Studies on School Choice

	Any Positive Effect	No Visible Effect	Any Negative Effect
Academic Outcomes of Choice Participants	14	2	2
Academic Outcomes of Public Schools	31	1	1
Fiscal Impact on Taxpayers and Public Schools	25	3	0
Racial Segregation in Schools	9	1	0
Civic Values and Practices	8	3	0

Note: Shows the number of empirical studies with each type of finding. The first row includes all studies using random-assignment methods. Other rows include all studies using all types of methods.
Source: Greg Forster, *A Win-Win Solution: The Empirical Evidence on School Choice*, 4th ed. (Indianapolis: Friedman Foundation for Educational Choice, 2016), p. 2, table 1, <http://www.edchoice.org/wp-content/uploads/2016/05/A-Win-Win-Solution-The-Empirical-Evidence-on-School-Choice.pdf>.

Parental satisfaction often is included as a secondary result in private school choice research. Parental satisfaction research has used both experimental and observational designs to measure the effects of school choice programs, finding that parents who have the opportunity to choose a school outside of their assigned neighborhood public school are generally more satisfied.

In this section, we review the literature examining how informed school choice users are, how they choose, and why they choose via private school choice programs. A comprehensive examination of this research is beyond the scope of this paper; instead, we have included results from recently published research that seeks broadly to answer these three questions.

How Informed Are Choice Users?

Often times, observational studies are treated with little consequence and even ignored due to methodological criticisms. Though there are methodological shortcomings due to parents self-reporting satisfaction, critics of school choice have also claimed that low-income parents—those most often participating in targeted school choice programs—are unqualified to choose a school for their children. The claim is that these parents often lack the resources to make an informed decision.¹⁵

Using data from the second year evaluation of the Washington Scholarship Fund (WSF), Kisida and Wolf test whether low-income treatment group parents in the first two years of the WSF possessed more accurate information than control group parents to choose a school for their children. Using parent surveys and data on chosen schools, the researchers were most interested in parents' ability to approximate the number of students in their children's school and number of students in their children's class. They used parent responses and school data to measure "distance" from the correct answer over both years of the program. Their results show that treatment group parents were more likely to possess more accurate information than their control group counterparts. The results show that parents in this program who often

show low levels of civic and consumer information become more informed educational consumers. However, the researchers note that the voucher did not cover the full cost of tuition, so parents had to invest in their children's education, which could provide the incentive for parents to become more informed consumers.¹⁶

Research on parents becoming more informed consumers in school choice programs has slowly grown over the last 15 years. One of the first such studies came from Schneider, Teske, and Marschall, who examined public school districts in New York and New Jersey that required parents to choose their children's schools. Their research focused on parents who differ from the parents surveyed for this report, as they examined public school parents, and this report focuses on private school choice. However, the results of their research found that suburban parents in New Jersey were more informed than the urban parents in New York.¹⁷

Are Parents Satisfied?

Though not a result that is given as much weight as educational achievement and attainment, researchers have included results of surveys and focus group research for parents who applied for school vouchers. Typically, research compares the results of parent responses for those who were awarded a voucher and those who were assigned to continue with the status quo. These observational studies are the most common when it comes to parent satisfaction research. To the authors' knowledge, there has been only one study of parent satisfaction using experimental methods.¹⁸

In perhaps one of the most expansive studies of private school choice programs, William Howell and Paul Peterson's *The Education Gap* examines the effects of school vouchers in urban schools. When the authors examine satisfaction in New York City, Dayton, the national Children's Scholarship Fund, and Washington, D.C. school choice programs, they conclude that "Overall, the findings are unambiguous. The effects on parents' initial satisfaction with their

child's switch from a public to a private school...were large, clear, sustained, and positive."¹⁹

In a study of the Cleveland Scholarship Tutoring Program from 1996 to 1999, Kim Metcalf conducted a comparison study of satisfaction levels of 468 scholarship recipients to 487 families enrolling in public schools and 526 applicants to the program who did not receive a scholarship. Metcalf's study showed parents of scholarship students tend to be more satisfied with their children's schools.²⁰

John F. Witte's study of the Milwaukee Parental Choice Program examined outcomes of the nation's first urban private school voucher program. Witte administered parent surveys to those who used a voucher to enroll in a private school and those who enrolled their children in a Milwaukee Public School (MPS). This provided 611 voucher (those who both won and lost the lottery) parents and 1,541 MPS parents who responded. The initial surveys asked voucher parents to rate their previous public school, showing choice parents were "approximately two points less satisfied with their prior schools. Than were nonchoosing MPS parents."²¹ These results reversed when choice parents were asked about their chosen private school, as choice parents stated they were "somewhat satisfied" or "very satisfied." Choice parents were most satisfied with the educational environment and discipline in their new schools, two areas where MPS parents were least satisfied.²²

Why Are Parents Satisfied With Their Choices?

We have seen that parents participating in school voucher programs are systematically more satisfied when they are given the opportunity to choose a school outside of their assigned neighborhood school. However, very few studies are able to provide explanations of why parents are satisfied when they are given the opportunity to choose.

In their evaluation of the Washington, D.C. Opportunity Scholarship Program (OSP), Wolf et al.'s 2010 study of the OSP included an examination of parent satisfaction

in the program through the percentage of parents and students who assigned a grade of either A or B to their chosen school and responses on a satisfaction survey. They found "parents were 8 percentage points more likely to give their child's school a grade of A or B if offered a scholarship as compared with the control group."²³ Additionally, parents receiving a scholarship whose children were enrolled in schools in need of improvement (SINI) and parents of male students were less likely to give their school a high grade. These subgroups also did not show significant achievement gains as a result of receiving a scholarship. Therefore, it is possible that these parents were not satisfied after the program did not have the desired results for their children.

In a follow-up study of parental satisfaction in the D.C. OSP, Kisida and Wolf examined levels of satisfaction for parents using a voucher to attend a private school and whether voucher parents experiencing high levels of satisfaction aligned with students' academic outcomes. Parents of treatment group students provided higher grades for their children's schools and expressed higher levels of satisfaction on a Likert-type scale. These satisfaction results held for nearly all subgroups of parents, the exceptions being students with lower baseline achievement scores and parents whose children attended failing schools. For treatment group students, there were improved outcomes in reading achievement and high school graduation. This is a partial confirmation of the researchers hypothesis that "satisfied DC parental customers are choosing schools that offer tangible benefits related to the goals of public education."²⁴

Research on private school choice has shifted from simply comparing survey responses over the last few years. Instead, researchers have begun to examine whether parents in school choice programs gather more information to become more informed consumers and whether their reported satisfaction and school quality aligns with student achievement. Private school choice parents satisfaction has shown that parents who are choosing gather more information to make informed choices, are more satisfied after choosing, and have

chosen schools that provide improved student outcomes. As Paul Peterson writes in summary of his research of school choice programs in multiple cities, “If the only thing that counts is consumer satisfaction, school choice is a clear winner.”²⁵

Methodology and Data Sources

The web survey of Indiana private school parents had two fieldwork phases. On January 26, at the launch of Phase I, the Friedman Foundation emailed survey invitations to the 1,454 unique email addresses of voucher and/or tax-credit scholarship parents collected in the Friedman Foundation’s last survey of Indiana private school parents. Reminder emails were sent on February 3, February 11, February 18, and February 24. During Phase I, there were 613 complete responses received from parents, resulting in a 44 percent complete response rate (see Appendix 1 for number of responses to each question and response rates).

Phase II began on March 3 using a snowball sampling technique. A partner organization, the Indiana Non-

Public Education Association (INPEA), distributed the survey invitation to 354 private school principals who were asked to send it to the parents of children enrolled at their schools.

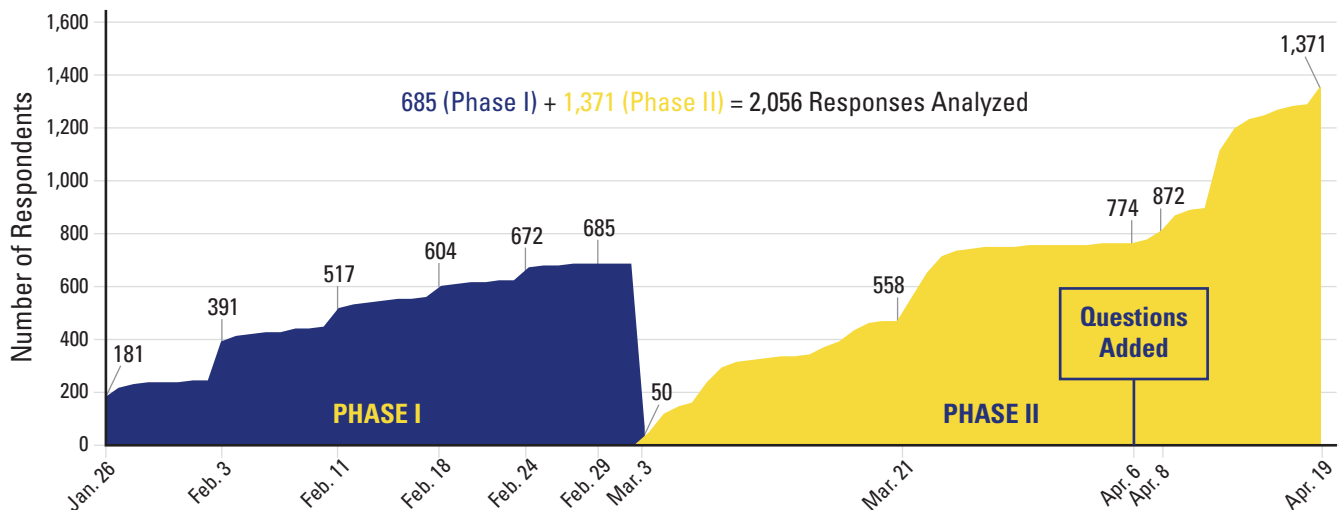
A snowball sampling technique was employed because there is not a comprehensive list of private school parents in Indiana, to the authors’ knowledge. Snowball sampling is a surveying method using a nonprobability sample to contact members of hard-to-reach or hidden populations.²⁶

INPEA sent a reminder to principals in late March. On April 6, there were 652 complete responses. At this time, a pair of questions was added asking the parent all of the means by which they heard about the school, providing a checklist of options and “other,” and the most trusted means by which they heard about the school. Additionally, a question was added asking parents how frequently they participate in a variety of academic- and civic-related activities since enrolling their children in their new private schools. Finally, a question was added asking the parents for the primary language spoken at home. The authors thought that capturing responses to these questions

FIGURE 2

Number of Respondents (Partial and Complete) Over Time Aggregated by Phase

Phase I followed up with 2013 survey respondents while the combined Phase I and Phase II responses are reported in the “2016 Survey: Choice and Non-Choice Families” section.



Numbers of respondents for each item are in Appendix 1 (Phase I) and Appendix 2 (Phase II).

would provide an added layer to understanding family decision-making when it comes to choosing a school and involvement. INPEA sent a reminder to all 354 private school principals and their jurisdictional heads on April 8 asking them to send a reminder to all private school parents. The survey window closed on April 19, and there were a total of 1,099 complete responses for Phase II (see Appendix 2 for number of responses to each question).²⁷

Parents were told the Friedman Foundation would keep their responses confidential. Regarding the INPEA-assisted snowball sample recruiting, we estimate 354 private schools distributed invitations and reminders to their parents. Parents were not explicitly asked to share the survey invitation with other parents. Since it is unknown how many parents received the survey invitation from principals, it is not possible to calculate a response rate for Phase II. While it is possible to see which schools are not represented in the survey responses, that is not necessarily an indication of whether or not the principal or school sent the survey invitation to the parents.

We understand there are limitations to the methods for the survey analyzed in this report because no statistical adjustments were made with respect to demographics, and we did not employ randomized or probability-based sampling or ask demographic questions such as household income, age, or race/ethnicity. Rather, we sought to achieve a census of private school households by using a snowball sampling technique (see Appendix 3).

Phase I survey results reflect the experiences of Indiana’s private school families who had at least one voucher or tax-credit scholarship student in Winter 2013 and who were successfully contacted for follow-up for the 2016 survey. The original findings from the Winter 2013 survey were published in Paul DiPerna’s 2014 brief, *Why Indiana Voucher Parents Choose Private Schools*.²⁸

Although the respondents to the 2013 survey were all private school parents at that time, not all of them were still private school parents when we conducted

the 2016 survey, which is reflected in some of the 2016 findings (see “School Choice Families Surveyed in both 2013 and 2016”).

The Phase II survey sample captures the experiences of Indiana’s private school families, regardless of whether or not that student is enrolled in one of the state’s two school choice programs. However, comparisons are made between choice and non-choice respondents, and comparisons are also made between voucher and tax-credit scholarship respondents. While we did ask parents if they had students participating in both programs, we did not include these responses in the voucher or tax-credit scholarship categories in order to see if there were any differences between voucher-only and tax-credit scholarship-only respondents.²⁹

Based on the combined Phase I and Phase II survey responses, we estimate the total sample of 2,015 private school parents (defined as unique respondents) cover approximately 3,682 students (defined as the number of private school students in the household reported by the responding parent). That coverage represents approximately 3 percent of the state’s 111,872 private school students.³⁰ Moreover, total survey responses cover 7 percent of the state’s 32,686 voucher students³¹ and 10 percent of the state’s 9,127 tax-credit scholarship students.³²

Based on Phase I survey responses, which only include school choice families, we estimate the sample of 683 private school parents (defined as unique respondents) cover approximately 1,274 students (defined as the number of private school students in the household reported by the responding parent). That coverage represents approximately 1 percent of the state’s private school students.³³ Moreover, Phase I survey responses cover 3 percent of the state’s voucher students,³⁴ and 4 percent of the state’s tax-credit scholarship students.³⁵

Based on Phase II survey responses, which include both school choice and non-choice families, we estimate the sample of 1,332 private school parents (defined as unique respondents) cover approximately

3,682 students (defined as the number of private school students in the household reported by the responding parent). That coverage represents approximately 2 percent of the state’s private school students.³⁶ Moreover, Phase II survey responses cover 3 percent of the state’s voucher students,³⁷ and 6 percent of the state’s tax-credit scholarship students.³⁸

Results and Findings

From a list of provided reasons, school choice parents who responded to this survey said the most important reason they left their previous school was a lack of academic quality. However, more parents provided their own reason as the most important reason for leaving. The third most popular reason for leaving a school was lack of religious environment/instruction. It is important to note that the reasons parents leave are not necessarily the same as the qualities they seek in their new school.

School choice parents said the most important reasons for choosing their current voucher or tax-credit scholarship school was religious environment instruction. This was followed by better academics and then morals/character/values instruction.

More than four out of five school choice parents said it was easy to find their current private school when using the state’s voucher or tax-credit scholarship program. Based on responses to the survey, parents generally found it easier to find their school using the voucher program than the tax-credit scholarship program.

Although many school choice parents were not satisfied with their previous school, more than half were satisfied. When it comes to current school satisfaction, however, 93 percent of school choice parents are satisfied—slightly more than the non-choice parents.

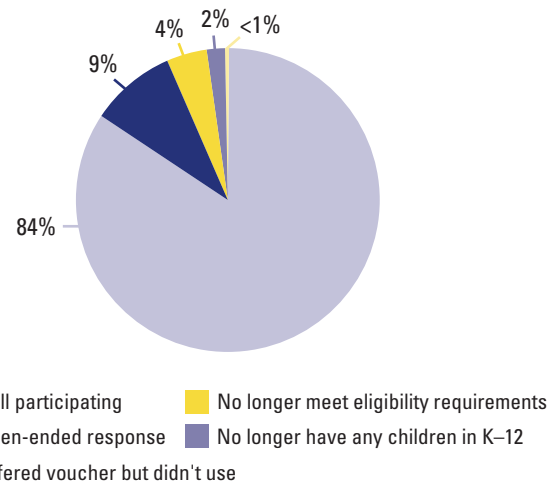
School Choice Families Surveyed in both 2013 and 2016

The Friedman Foundation surveyed school choice parents in 2013 and followed up with them in 2016. Of the 1,397 respondents that completed the 2013 survey, 49 percent responded to the 2016 survey (see Appendix 1). The majority of the parents who responded to both the 2013 and 2016 surveys still have a student participating in either the voucher or tax-credit scholarship program. The parents who had a student leave the program did so because they no longer meet the eligibility requirements, no longer have a child enrolled in K–12 education, were offered a voucher but chose not to use it or, among other open-ended responses, moved out of state.

Program Retention

We know based on Indiana Department of Education (IDOE) data that anywhere from 76 percent to 81 percent of students participating in the state’s voucher program have stayed in the program each year from 2011–12 to 2015–16.³⁹ However, IDOE does not track the reasons why participants leave the program. The Friedman Foundation asked known 2013–14 participants if they were still participating in the

FIGURE 3 Reasons Former Choice Parents No Longer Use Indiana’s School Choice Programs



Number of parents responding = 675

program and, if not, the reason why they no longer participate.

Based on responses to the 2016 survey, more than four out of five parents (84 percent) who had a student participating in one of Indiana’s school choice programs when surveyed in 2013 said they still have at least one child attending private school and participating. The remaining 16 percent of parents who no longer have a child participating in either of the two school choice programs said it was because they no longer meet the programs’ eligibility requirements (4 percent), no longer have any children enrolled in K–12 education (2 percent), or were offered a voucher but chose not to use (less than 1 percent). The remaining 9 percent gave the reason for no longer participating as “other” and these answers varied (see Figure 3 on previous page).⁴⁰ In their open-ended responses, five parents indicated they no longer participate in the program because they moved out of state.

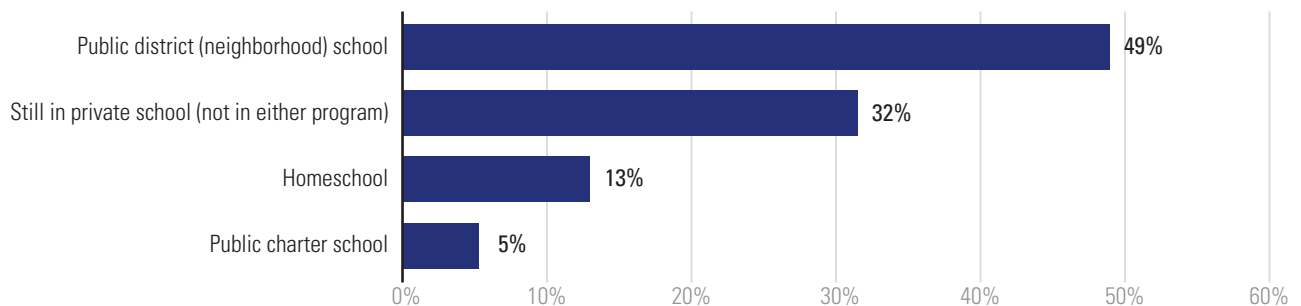
The IDOE’s calculation of the cost of the voucher program to the state assumes that voucher students would attend private school regardless of whether or not the program existed.⁴¹ However, based on the Friedman Foundation’s follow-up with 2013 survey respondents, the IDOE’s assumption is incorrect. More than half of the former school choice parents (54 percent) transferred their children to public charter or district (neighborhood) schools from their former voucher or tax-credit scholarship schools (see Figure 4).

Reasons for Leaving

Other than having their children graduate from high school, the reasons behind leaving a voucher or tax-credit scholarship school were previously unknown. How important were academic quality, safety, and transportation to their decisions?

When asked to select all of the applicable reasons, 11 out of 62 former school choice parents (18 percent) said they left their voucher or tax-credit scholarship schools because of problems with teachers and/or administrators. Thirteen percent of parents (8 out of 62) left because the school did not have the next grade level (e.g. student going from K–8 to high school). Seven out of 62 parents (11 percent) left because of academic quality. Other frequently cited reasons were problems with other students (6 out of 62; 10 percent) such as bullying, transportation issues (6 out of 62; 10 percent), not enough individual attention (5 out of 62; 8 percent), poor discipline (5 out of 62; 8 percent), lack of diversity (5 out of 62; 8 percent), and location (5 out of 62; 8 percent). The majority of parents (40 out of 62; 65 percent) cited “other” as their reason for leaving, and those open-ended responses varied (see Table 2 on following page). Just like they did when asked why they no longer participate, five out of 62 parents (8 percent) indicated in their open-ended response they left their voucher or tax-credit scholarship schools because they moved out of state. Some of the parents who indicated they no longer participate because they no longer qualify for the program said this was a reason they left their voucher or tax-credit scholarship schools.

FIGURE 4 Where Students Who Left Indiana Voucher and Tax-Credit Scholarship Programs Now Attend School
Most students now attend a public school.



Number of parents responding = 92 (including one respondent who indicated in their response to this question that they no longer have any children in K–12 education, which is not shown on the chart)

TABLE 2 Reasons for Leaving Voucher or Tax-Credit Scholarship Schools

Reason	Number of Respondents Selecting	Number of Respondents Indicating Most Important Reason
Open-ended response	40	37
Problems with teachers/administrators	11	7
Did not have grade level needed	8	4
Academic quality	7	3
Transportation issues	6	3
Location	5	2
Lack of diversity	5	2
Problems with other students (e.g. bullying)	6	1
Not enough individual attention	5	1
Large class size	2	1
Lack of morals/character/values instruction	3	0
Lack of extracurricular activities	2	0
Unsafe environment	1	0
School too big	0	0
Lack of religious environment/instruction	0	0

Number of parents responding = 62

Most Important Reason Families Left Their Voucher or Tax-Credit Scholarship School

When asked which single reason was most important for leaving their private school, seven out of 62 parents (11 percent) said problems with teachers and/or administrators. Four out of 62 parents (6 percent) said it was because the next grade level was not available, three out of 62 (5 percent) cited transportation issues, and another 5 percent (3 out of 62) said it was because of issues with the academic quality of the school. The majority of parents (37 out of 62; 60 percent) said their open-ended response was the most important reason.

2016 Survey: Choice and Non-Choice Families

The results in Phase I of this report are drawn from those families who completed the survey in both 2013 and 2016. Phase II incorporates additional respondents, both in the school choice program and non-choice

private school families, who participated after receiving the survey from their schools via INPEA. This section aggregates the findings from both phases.

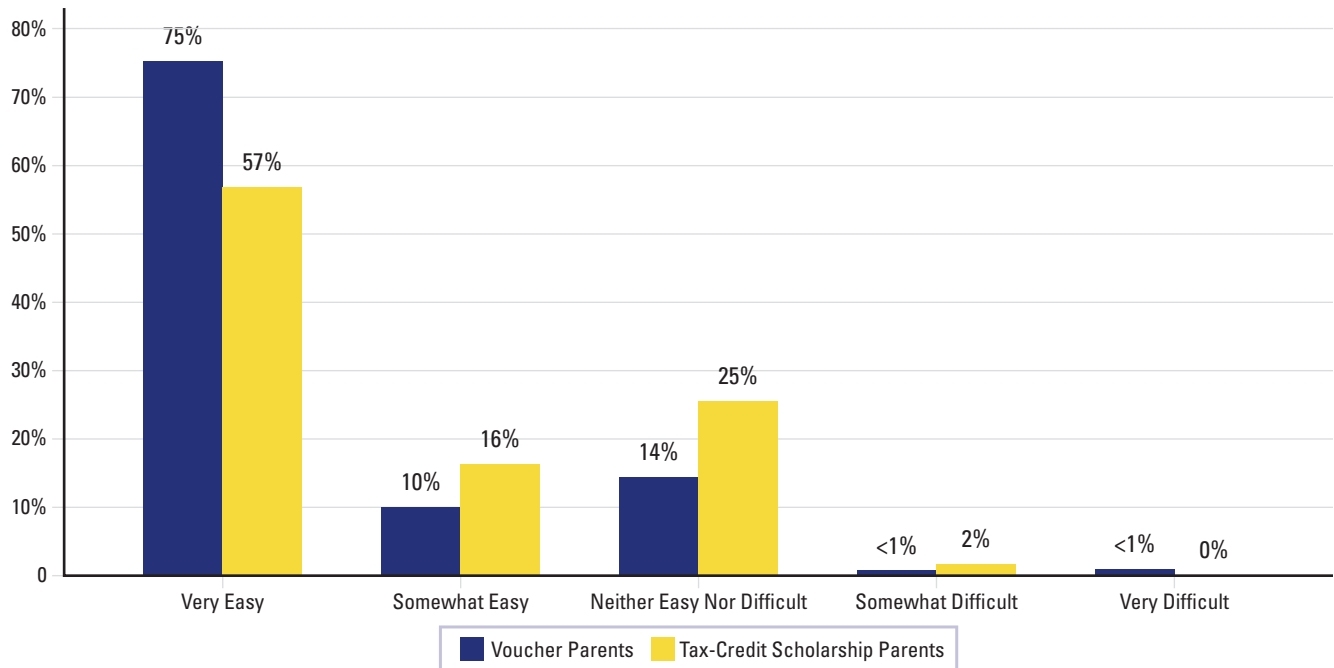
Usage of School Vouchers and Tax-Credit Scholarships

School choice skeptics worry that parents may find it too burdensome to find the right school for their children under a voucher or tax-credit scholarship program.⁴² However, more than four out of five school choice parents (83 percent) said it was easy to find their current private school when using Indiana’s voucher or tax-credit scholarship programs, and only 1 percent said it was difficult.

Within the set of school choice parents, there are some statistically significant differences between voucher and tax-credit scholarship parents.⁴³ More than four out of five voucher parents (85 percent) found it easy to find their current private schools, while less than

FIGURE 5 Ease of Finding School Using School Choice Program

It was easier for voucher parents to find their current private school than it was for tax-credit scholarship parents.



Note: Full results are in Appendix 4.

Number of parents responding = 856 Voucher; 118 Tax-Credit Scholarship

three-quarters of tax-credit scholarship parents (73 percent) found it easy (see Figure 5).

School Satisfaction Level

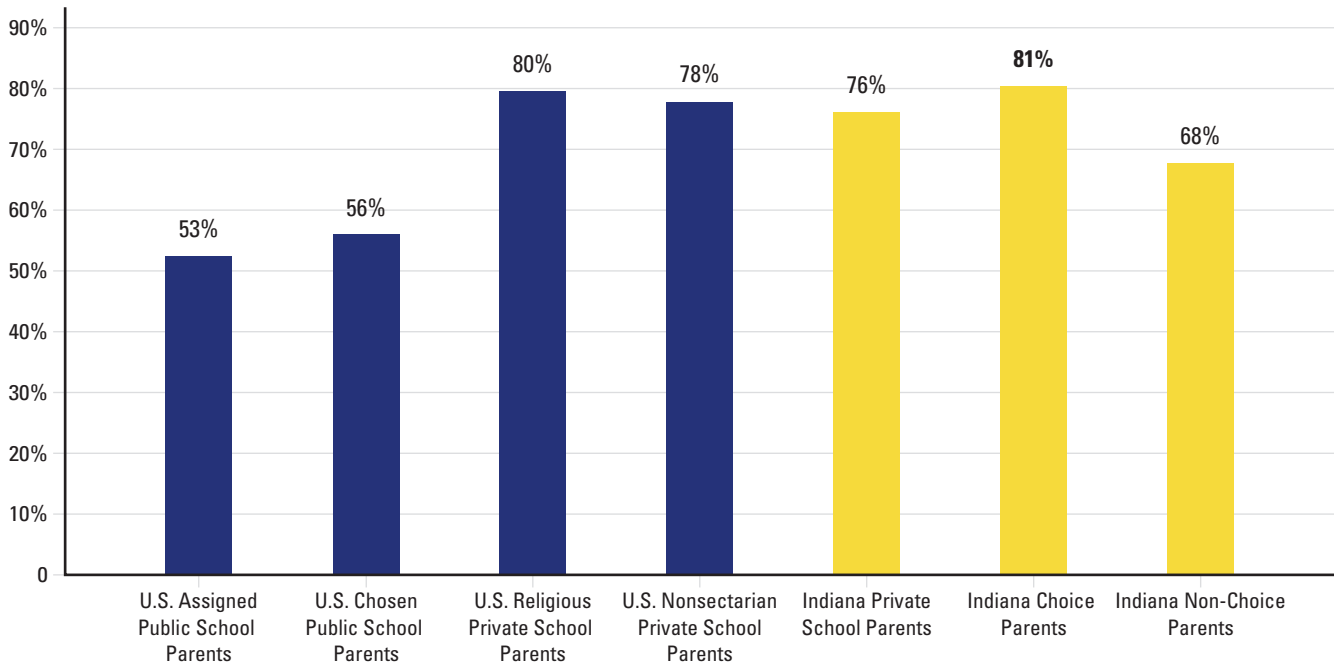
The U.S. Department of Education tracks parental school satisfaction levels for assigned public school, chosen public school, religious private school, and nonsectarian private school.⁴⁴ But, how do Indiana parental satisfaction levels for private schools, regardless of religiosity, compare to these national data points? Moreover, how do private school choice parents compare to non-choice parents?

An overwhelming majority of parents (92 percent) are at least satisfied with their current private school, with approximately 76 percent saying “very satisfied” and 16 percent saying “somewhat satisfied.” Approximately 7 percent of parents said they are dissatisfied with their current schools (5 percent “very dissatisfied” and 2 percent “somewhat dissatisfied”).

As shown in the accompanying chart on the following page, a higher proportion of private school parents are very satisfied when compared to assigned or chosen public school parents. Parents with students participating in a school choice program in Indiana reported the highest proportion of “very satisfied” compared to any other state or national grouping (see Figure 6 on following page).

There are some statistically significant differences when comparing the current private school satisfaction levels of choice parents and non-choice parents.⁴⁵ Approximately four out of five school choice parents (81 percent) are very satisfied with their current school, while slightly more than two-thirds of non-choice parents (68 percent) are very satisfied (see Figure 7 on following page). One potential explanation for this finding is that non-choice parents potentially have only had experiences with private schools and do not have any direct experiences with public schools, which may affect their satisfaction away from the upper extreme.

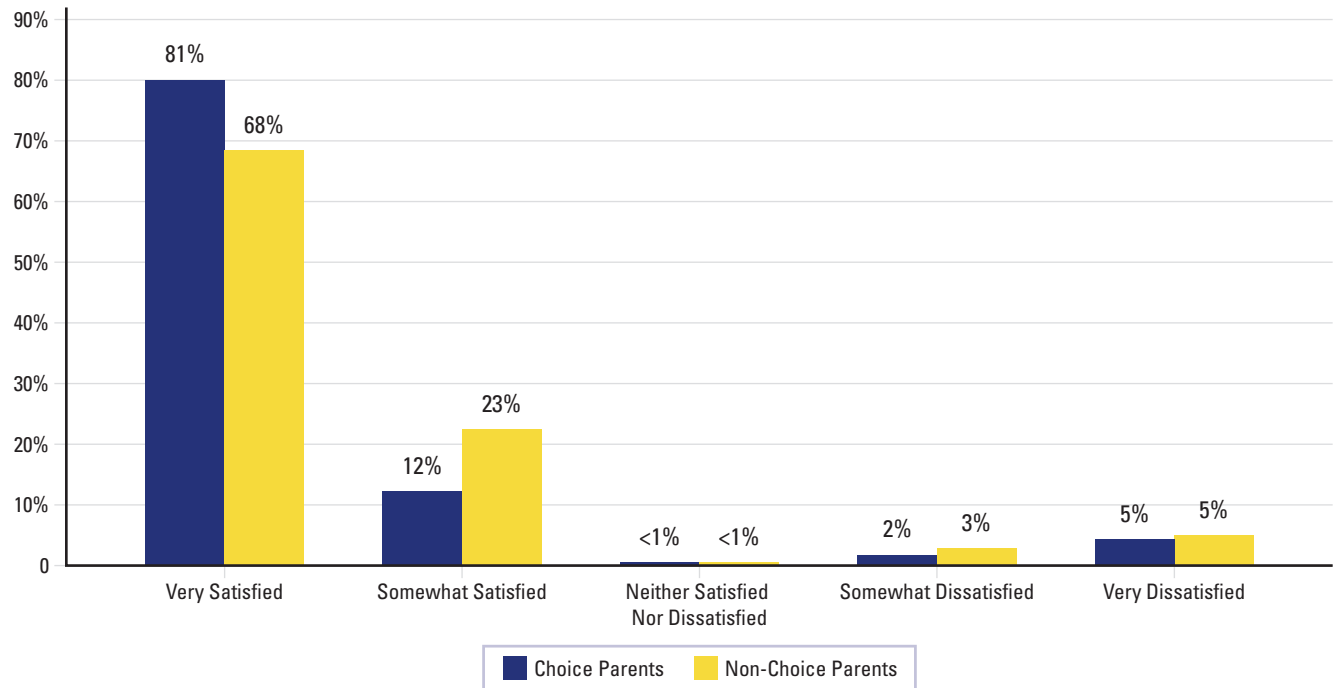
FIGURE 6 Parents Very Satisfied with Their Children’s Schools: National (2012) vs. Indiana (2016)



Note: Full results are in Appendix 4. The national survey was only given to parents with children in grades 3–12, while the Friedman survey results encompass all grade levels K–12.
 Source: Thomas D. Snyder, Cristobal de Brey, and Sally A. Dillow, *Digest of Education Statistics 2014*, NCES 2016-006 (Washington, DC: US Dept. of Education, National Center for Education Statistics, 2016), p. 134, table 206.50, <http://nces.ed.gov/pubs2016/2016006.pdf>.

FIGURE 7 Current School Satisfaction

A higher proportion of school choice parents were “very satisfied” with their current private school compared to non-choice parents.



Note: Full results are in Appendix 4.
 Number of parents responding = 1,154 Choice; 667 Non-Choice

How Parents Initially Heard About Their Private School

How do parents in Indiana search for a school? When asked for all of the sources from which they heard about their chosen private school, most parents said they were told by friends or relatives (52 percent) or they heard about the school through church (47 percent). None of the other 12 sources exceeded 8 percent. Sixteen percent of parents selected “other” and provided open responses that varied.

Private school parents also were asked to list the source of information they most trusted, and school choice parents were more likely than non-choice parents to select “friends or relatives,” while non-choice parents were more likely than school choice parents to select “church” (see Figure 8).

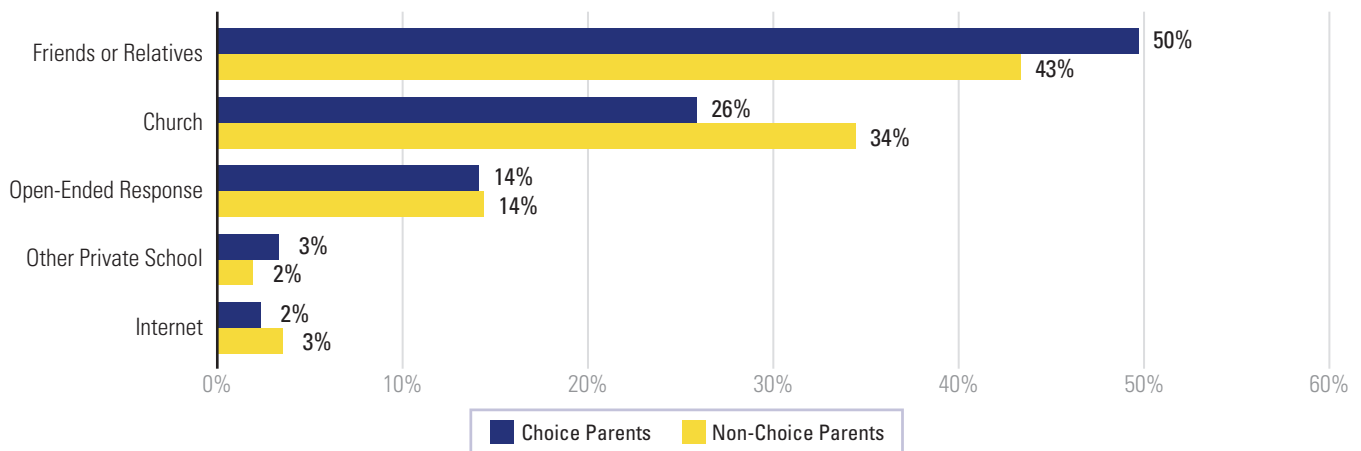
Attractive School Qualities

Unlike public school students, private school students are not required to attend a certain private school based on geographic proximity. Because of the plethora of private school options in most areas, parents take a variety of factors into account when choosing the right private schools for their children.

When asked to list all of the qualities that made parents choose their current private schools, the most common responses were religious environment/instruction (85 percent) and morals/character/values instruction (81 percent). Nearly two-thirds of private school parents (65 percent) said better academics, while more than half said smaller classes (55 percent), safer environment (52 percent), and/or more individual, one-on-one time (51 percent). These findings are fairly consistent when splitting the sample into choice parents and non-choice parents (see Figure 9 on following page).

FIGURE 8 Most Trusted Source of Information for Learning About Private School

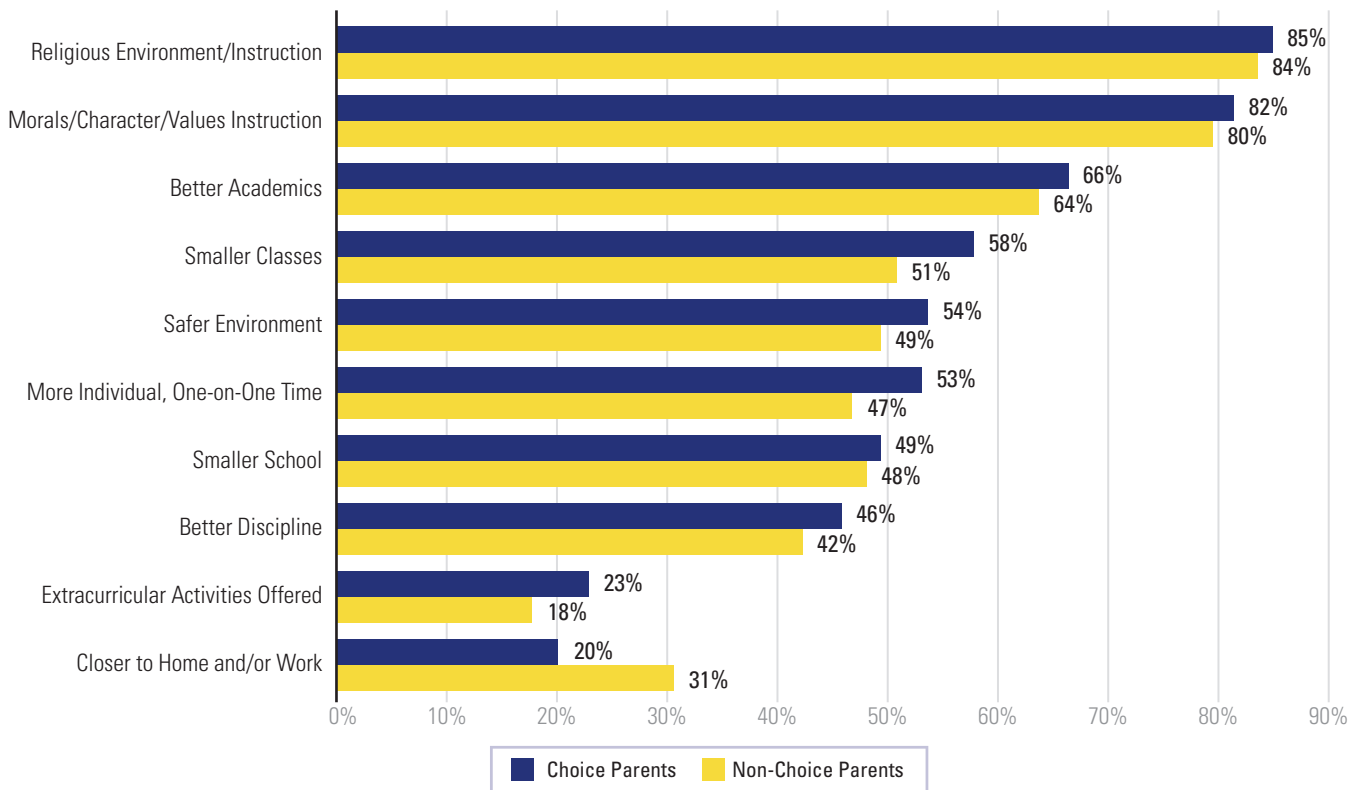
School choice parents are more likely to see friends or relatives as the most trusted source, compared to non-choice parents.



Note: See Appendix 4 for full results.
 Number of parents responding = 221 Choice; 293 Non-Choice

FIGURE 9 Top 10 School Qualities Chosen by Private School Parents

A higher proportion of school choice parents pick their school based on smaller classes and more individual, one-on-one time than non-choice parents.



Note: See Appendix 4 for full results.

Number of parents responding = 1,151 Choice; 663 Non-Choice

Within the subgroup of school choice parents, the main difference between voucher parents and tax-credit scholarship parents is that a higher proportion of the voucher parents values a school that is small and has better discipline, while a higher proportion of the tax-credit scholarship parents values a school that is closer to home and/or work (see Figure 10 on following page).

Most Important School Quality

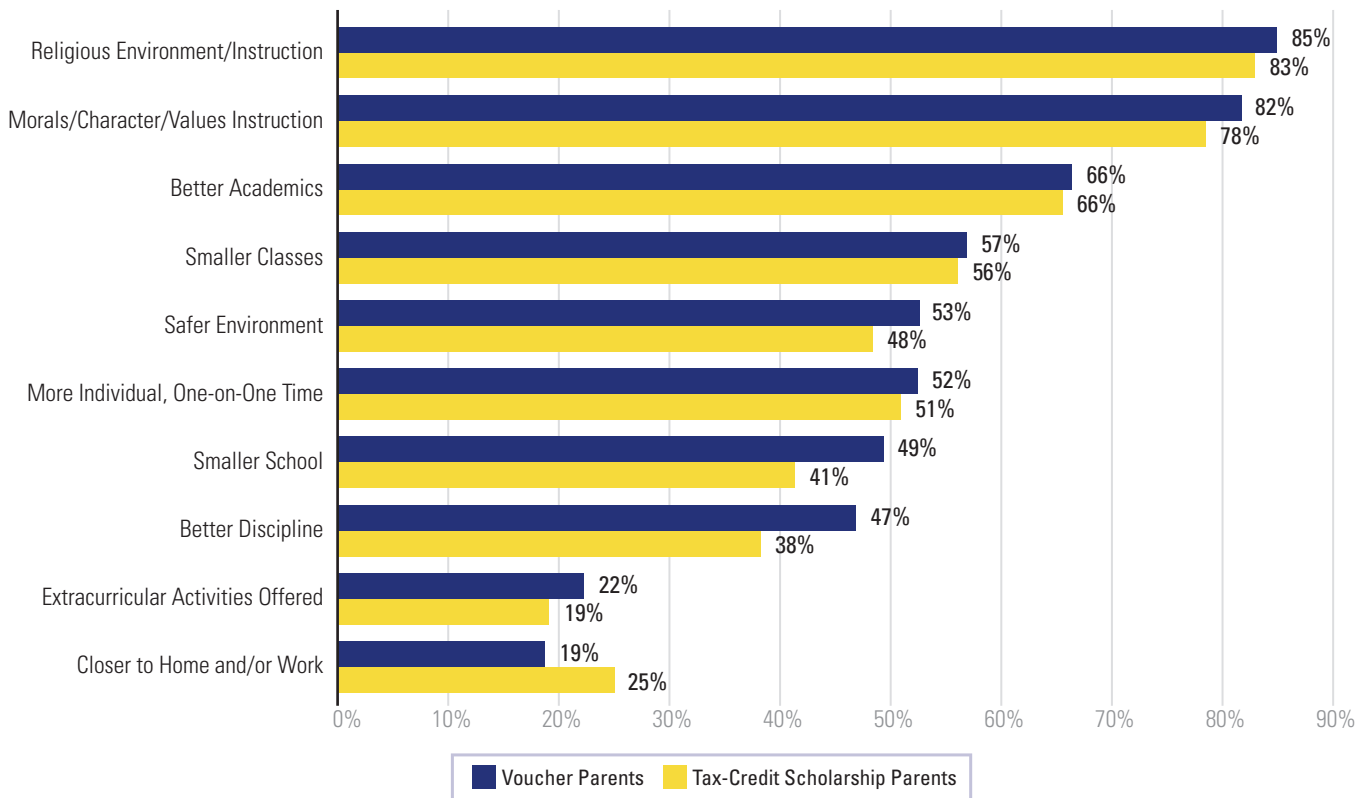
Though there are myriad reasons why parents choose private school for their children, the single most important factor was previously unknown. In its 2013 survey, the Friedman Foundation asked school choice parents their top three most important reasons. This year, the survey allowed for the selection of only one response for this question to help further discern how parents make school decisions.

When asked to select the single most important reason for selecting a private school, the top five reasons that private school parents selected were religious environment/instruction (38 percent), better academics (20 percent), morals/character/values instruction (19 percent), more individual, one-on-one time (6 percent), and smaller classes (4 percent). When comparing school choice parents to non-choice parents, it can be seen that a higher proportion of school choice parents see religious environment/instruction as the most important reason they choose their private school, while non-choice parents place a slightly stronger emphasis than choice parents on better academics and smaller classes (see Figure 11 on following page).

School choice parents overall are more likely than non-choice parents to say that religious environment/instruction was the most important reason they chose their private school. Within that group of school

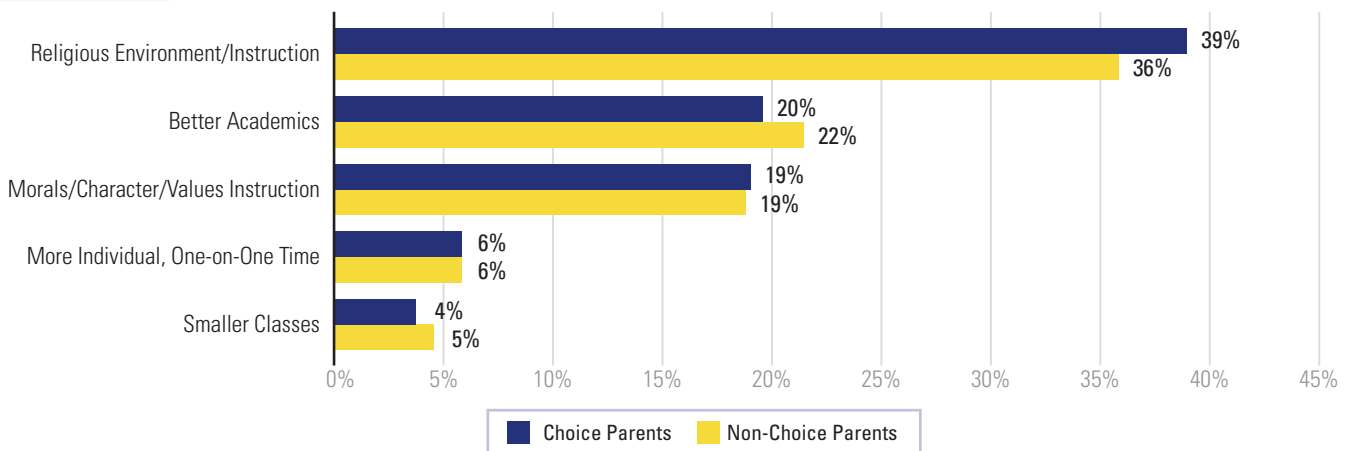
FIGURE 10 Top 10 Attractive School Qualities Chosen by Voucher and Tax-Credit Scholarship Parents

A higher proportion of tax-credit scholarship parents choose their school based on proximity to their home and/or work compared to voucher parents.



Note: See Appendix 4 for full results.
 Number of parents responding = 837 Voucher; 116 Tax-Credit Scholarship

FIGURE 11 Five Most Important Reasons Parents Choose a Private School



Note: See Appendix 4 for full results.
 Number of parents responding = 1,150 Choice; 663 Non-Choice

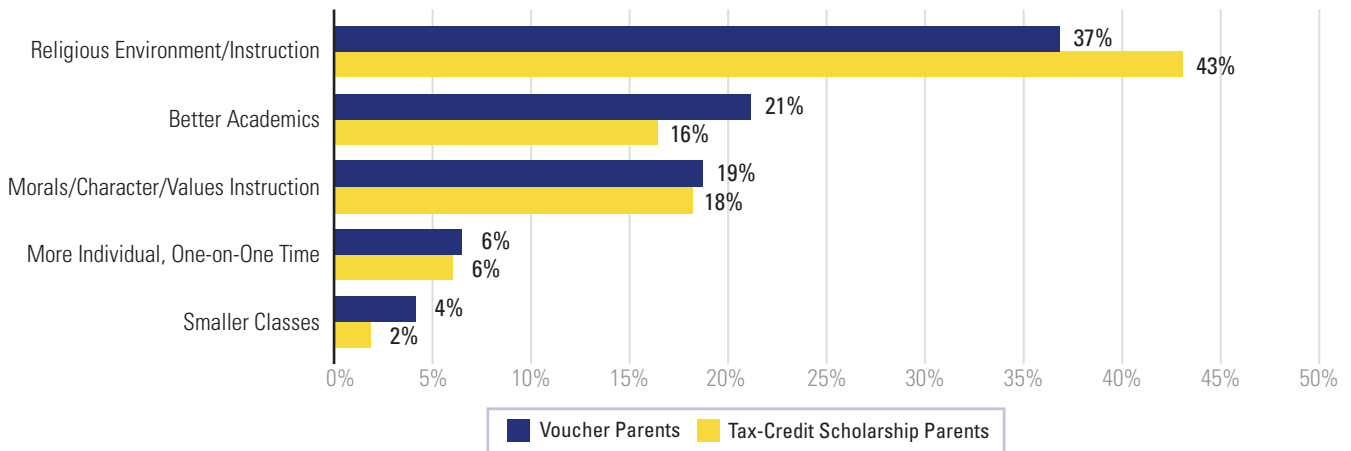
choice parents, tax-credit scholarship parents are more inclined to select religious environment / instruction as the most important reason when compared to voucher parents, who are more inclined to see academic quality as the most important reason (see Figure 12).

Parental Involvement

Research has shown that parental involvement strongly influences academic success, regardless of demographic or socioeconomic characteristics.⁴⁶ When asked to indicate their participation level in a variety of activities, parents responding to the survey for this

FIGURE 12 Five Most Important Reasons Voucher and Tax-Credit Scholarship Parents Choose a Private School

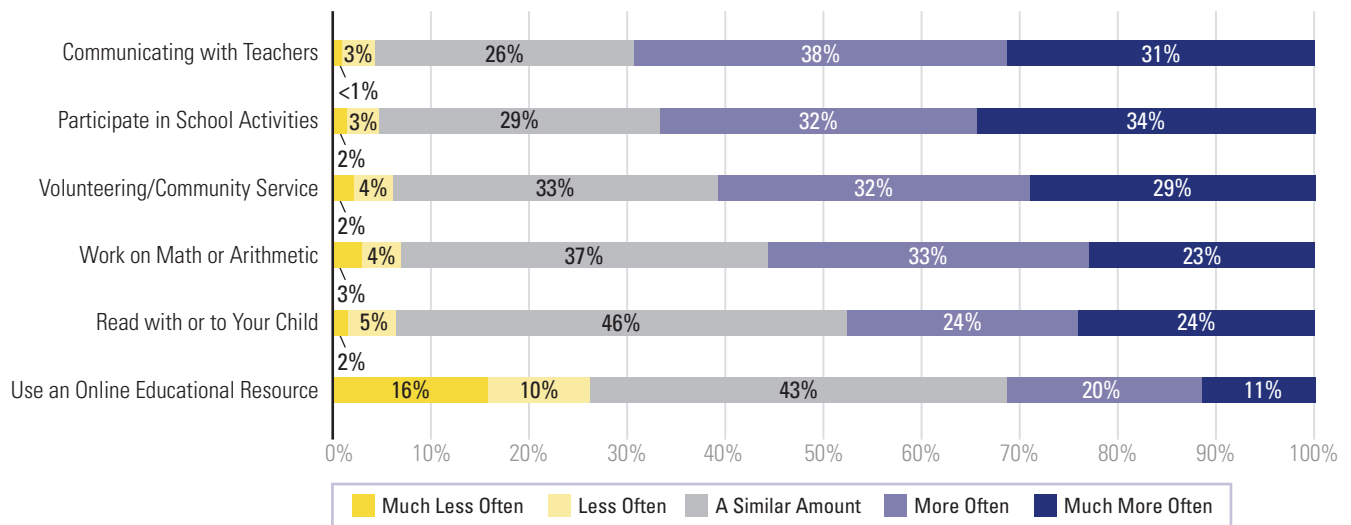
Voucher parents are more likely to see academic quality as the most important factor when choosing a private school than tax-credit scholarship parents.



Note: See Appendix 4 for full results.
Number of parents responding = 1,150 Choice; 663 Non-Choice

FIGURE 13 Parental Activity Levels Compared to Previous School

Two-thirds of parents communicate with teachers more often in their current school compared to their previous school.



Note: See Appendix 4 for full results.
Number of parents responding = 469, 468, 464, 466, 465, and 448, respectively

report indicated they are more involved since enrolling in their current private school compared to their previous school. These activities include reading with or to their children, working on math or arithmetic, using an online educational resource, participating in school activities, volunteering and community service, and communicating with teachers (see Figure 13 on previous page).

There were no statistically significant differences in any area between school choice and non-choice parents, which may be due to the nature of the self-reporting and no one wanting to seem like an uninvolved parent. However, voucher parents were statistically significantly more likely to say they were more involved in volunteering and community service activities since enrolling in their current school than tax-credit scholarship parents.⁴⁷ That finding should be interpreted cautiously given the limited sample of tax-credit scholarship parents responding to the question.

Previous School

The IDOE tracks whether or not a voucher student previously attended an Indiana public school prior to participation in the state’s voucher program. In fact, they show approximately half (52 percent) of the state’s voucher participants in 2015–16 never attended a public school in Indiana.⁴⁸ How do non-choice private school students compare to school choice

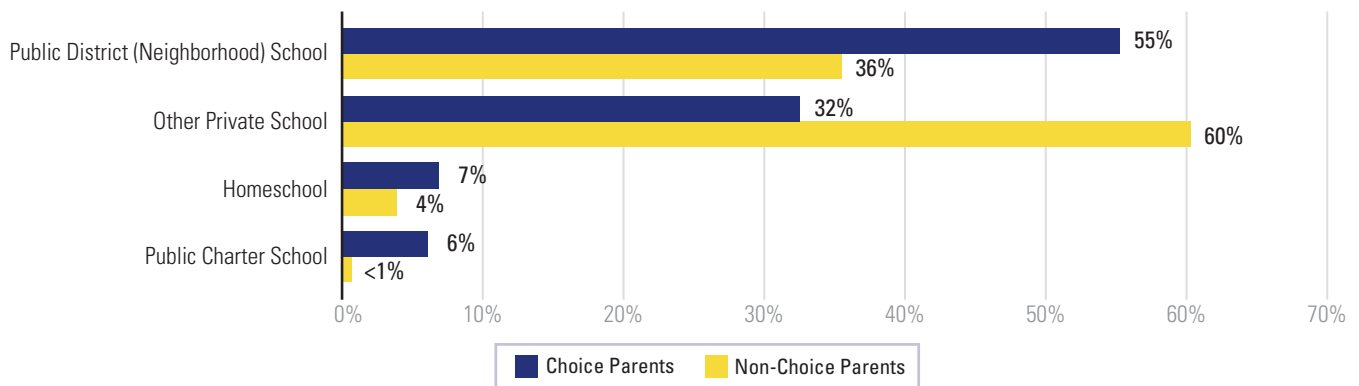
students in general when it comes to previous public school attendance? What about tax-credit scholarship students compared to voucher students?

Though the research for this paper did not involve individual student-level matching and tracking to determine if a student ever attended a public school in Indiana, the survey did ask the type of school the students attended prior to their current private school. Approximately half of the private school parents that responded to this question (51 percent) indicated that their children never had a previous school. In other words, their child has been in the same school throughout the duration of their K–12 education or just started their educational endeavors. One out of four parents (25 percent) said the school their children previously attended was a public district (neighborhood) school, while one of five (20 percent) said it was a different private school. These findings, however, are only for the most recent previous school the child attended. That could hypothetically be their middle school before they transitioned to high school. The findings in no way indicate the type of school a student has ever attended.

When looking at only the types of schools stated by parents, school choice parents are much more likely than non-choice parents to have their children’s most recent school be a public school, whether that was a district (neighborhood) school or a charter school. Interestingly, of the non-choice parents who previously

FIGURE 14 Percent of Parents Stating a Type of Previous School

School choice parents are much more likely to have their children previously enrolled in a public school than non-choice parents.

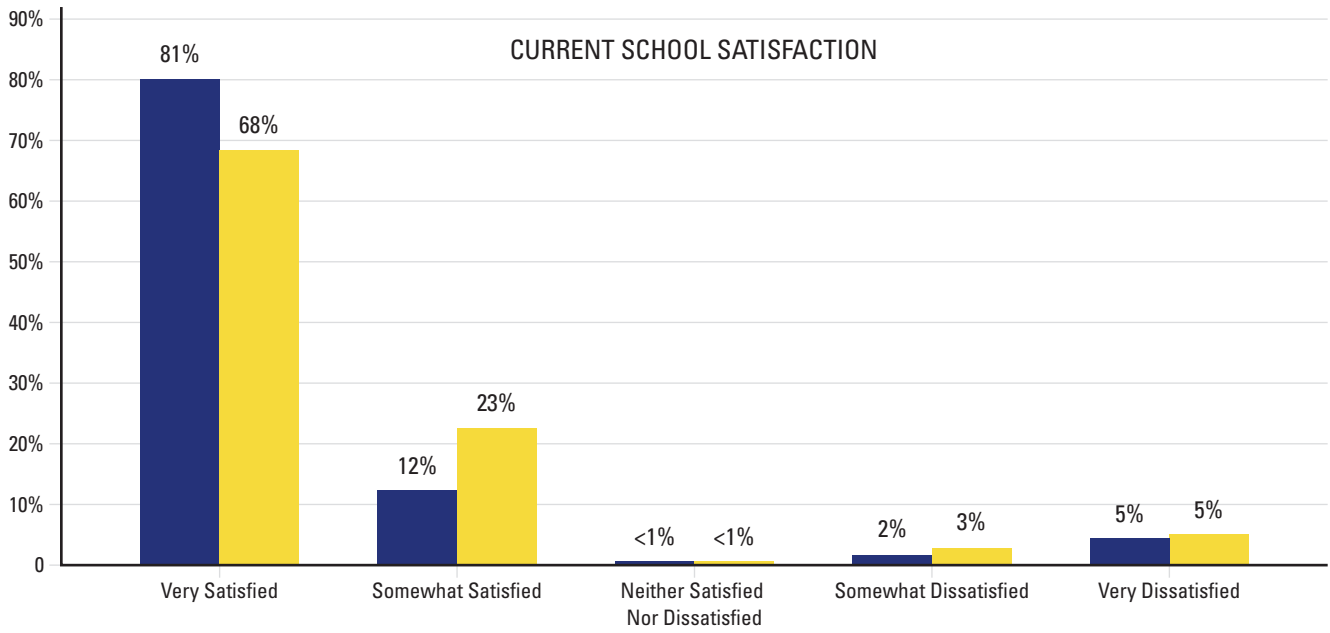


Note: See Appendix 4 for full results. Percentages in this chart reflect only those parents who said they previously enrolled their children in a different school. Number of parents responding = 663 Choice; 245 Non-Choice

FIGURE 15

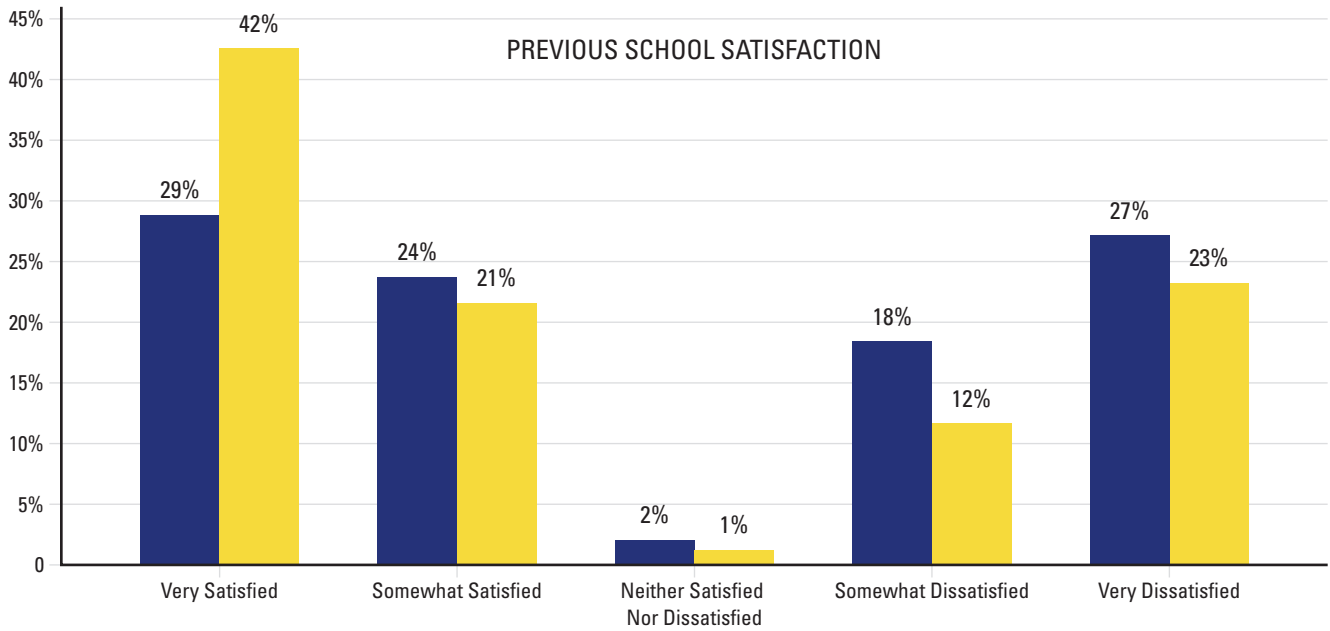
Private School Parents' Satisfaction Levels: Current School vs. Previous School

School choice parents are significantly more likely to be dissatisfied with their previous school than non-choice parents.



Number of parents responding = 1,154 Choice; 667 Non-Choice

Choice Parents Non-Choice Parents



Note: See Appendix 4 for full results.

Number of parents responding = 617 Choice; 233 Non-Choice

enrolled their children in a different school, more than one-third (36 percent) said their children were most recently enrolled in a public school (see Figure 14 on page 18).

Previous School Satisfaction Level

Though there are national datasets on current school satisfaction, there are no known such data sets when it comes to previous school satisfaction. The survey for this report not only asked parents what type of school their children were most previously enrolled in, but also asked their satisfaction level with that specific school.

More than half of private school parents (56 percent) reported that they were satisfied with their children’s previous schools, while 42 percent said they were dissatisfied (see Appendix 4). When comparing the satisfaction levels of school choice parents and non-choice parents, the former is statistically significantly more likely to report that they were dissatisfied with

their previous schools (see Figure 15 on previous page).⁴⁹ This finding is similar when comparing voucher and tax-credit scholarship parents. Voucher parents are statistically significantly more likely to say they are dissatisfied with their previous schools compared to tax-credit scholarship parents (see Figure 16).⁵⁰ However, that finding should be interpreted cautiously given the limited sample of tax-credit scholarship parents responding to the question.

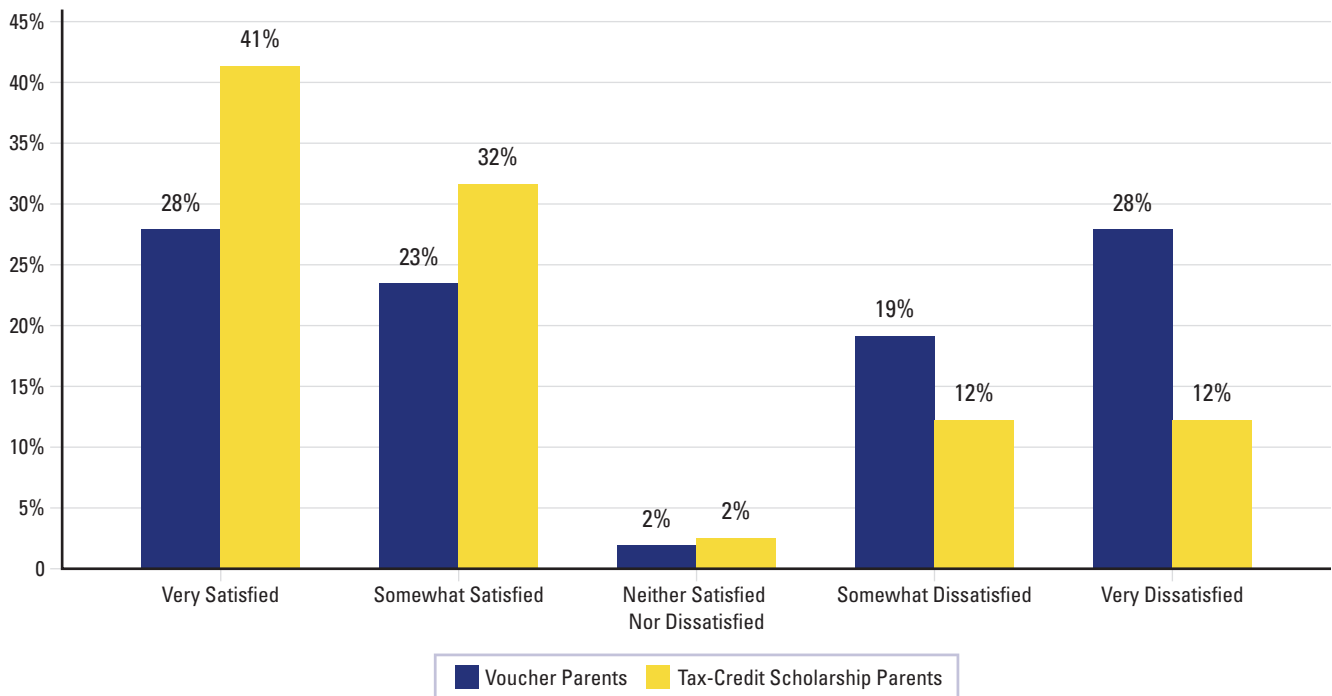
Why Families Left Their Previous Schools

Aside from leaving a public school in order to participate in the voucher or tax-credit scholarship program, why are parents leaving their previous schools? Parents listed a variety of reasons and most added their own reason that was not on the provided list.

When asked to list all of the reasons why they left their previous school, nearly one out of three parents

FIGURE 16 School Choice Parents’ Satisfaction Levels with Previous School

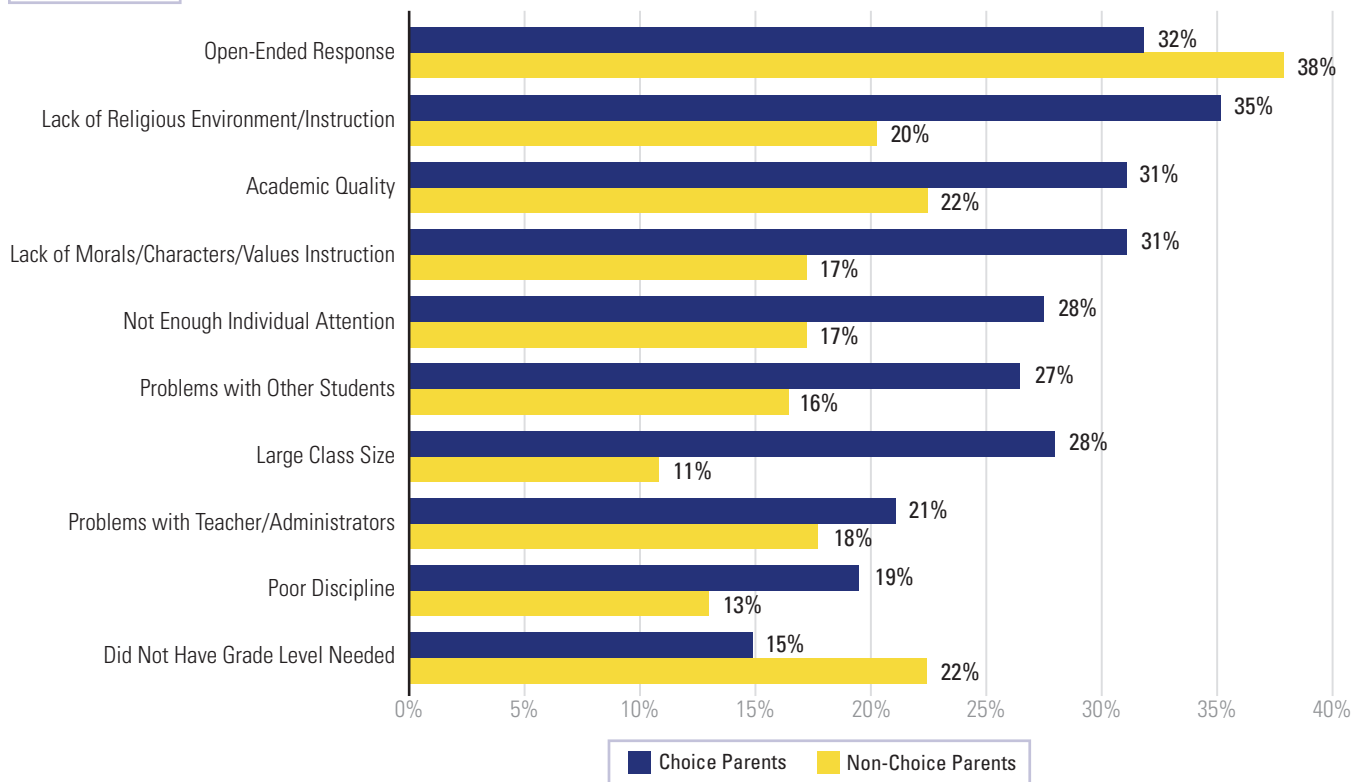
Voucher parents are significantly more likely to be dissatisfied with their previous schools than tax-credit scholarship parents.



Note: See Appendix 4 for full results.

Number of parents responding = 478 Voucher; 41 Tax-Credit Scholarship

FIGURE 17 Top 10 Reasons Parents Left Previous School



Note: See Appendix 4 for full results.
 Number of parents responding = 611 Choice; 232 Non-Choice

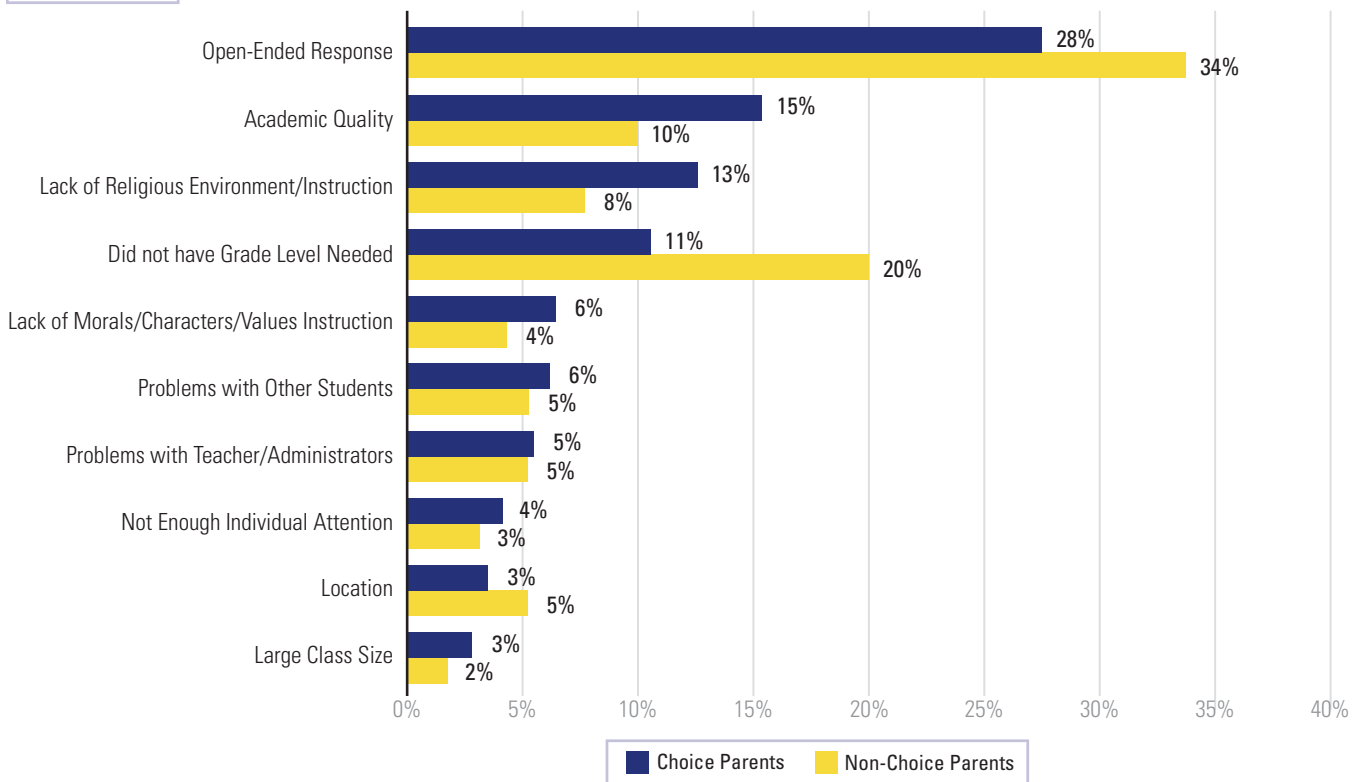
(31 percent) said it was because of a lack of religious environment/instruction. Twenty-nine percent of parents cited academic quality and 27 percent cited a lack of morals/character/values instruction⁵¹. Roughly or more than one in five private school parents said they left due to not enough individual attention (25 percent), problems with other students (24 percent), large class size (23 percent, or problems with teachers and/or administrators (20 percent). More than one out of three parents (34 percent) cited “other” as their reason for leaving, and those open-ended responses varied (see Appendix 4).

School choice parents and non-choice parents’ reasons varied in the proportion that listed them. School choice parents were more likely to say they left because of a lack of religious environment/instruction, while non-choice parents were more likely to say they left because the school did not have the grade level needed, such as a child going from middle school to high school (see Figure 17).

Most Important Reason Families Left Their Previous Schools

When it came to the most important reason for leaving a previous school, nearly one out of six parents (14 percent) said issues with academic quality. More than one out of 10 parents said either lack of religious environment/instruction (11 percent) or the school did not have the next grade level needed (13 percent). More than one out of four parents (29 percent) said their open-ended response was the most important reason for leaving their previous schools (see Appendix 4). School choice parents were more likely than non-choice parents to say academic quality was the most important reason they left their previous schools, and this was the top offered selection among school choice parents (see Figure 18 on following page).

FIGURE 18 Top 10 Most Important Reasons Parents Left Previous School



Note: See Appendix 4 for full results.
 Number of parents responding = 609 Choice; 231 Non-Choice

Previous School’s Reaction to Families Leaving

As shown previously in this report, some private school parents heard about their current private schools from their former schools. Of the Indiana private school parents that said “yes” or “no,” nearly three out of four (72 percent) said their previous schools supported their decision to switch schools. School choice parents were less likely to have their previous schools support their decision to switch than non-choice parents (see Figure 19 on following page). In fact, the difference between the two populations is statistically significant.⁵²

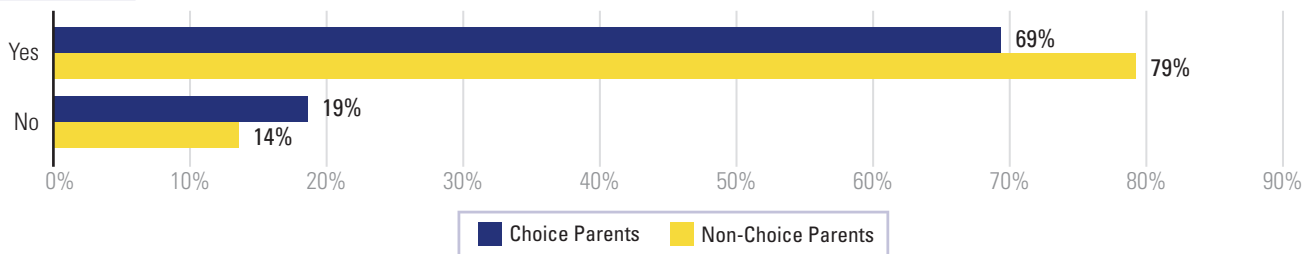
Approximately one out of five (21 percent) of Indiana private school parents whose children previously attended a different school said the school did not try to persuade them to stay. This finding held consistently among both school choice and non-choice parents (see Figure 20 on following page).

Discussion and Policy Implications

Parents of children participating in school choice programs have been surveyed for nearly two decades on their schooling satisfaction levels, and the findings in this report are in line with and add to the previous body of research. If Indiana’s private school choice programs were judged solely on parents’ self-reported satisfaction, these programs would be considered an obvious success. However, parents saying they are satisfied with no explanation provides little substance to policymakers. With that in mind, we have attempted to gather and present clarifying information and data in this report.

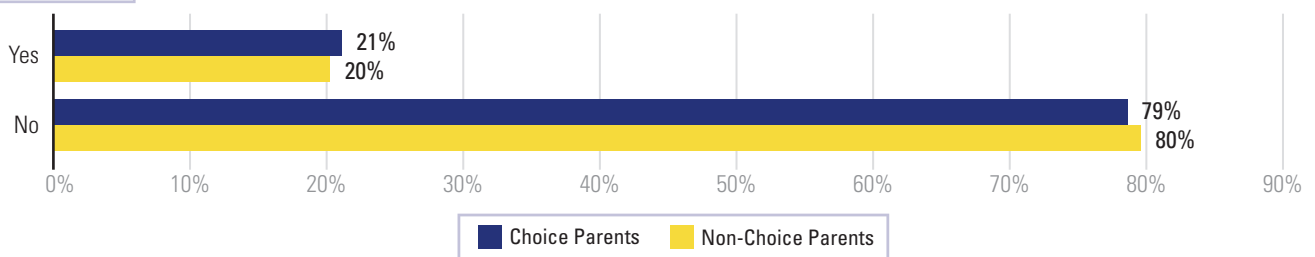
Parents enrolling their children in Indiana’s private schools are very satisfied with the choice they have made. Additionally, a majority of the parents who responded stated they were at least somewhat satisfied with the school they had left. This is an

FIGURE 19 Proportion of Parents Reporting Whether or Not Their Previous Schools Supported Their Decision to Leave



Note: See Appendix 4 for full results.
 Number of parents responding = 371 Choice; 149 Non-Choice

FIGURE 20 Proportion of Parents Reporting Whether or Not Their Previous Schools Persuaded Them to Stay



Note: See Appendix 4 for full results.
 Number of parents responding = 438 Choice; 157 Non-Choice

interesting result, as one might expect some level of dissatisfaction with their previous school leading parents to withdraw their children and find a more satisfying option. This is not to say that some parents are not dissatisfied with their previous school, and we found that those parents were more likely to state they were very dissatisfied instead of saying they were somewhat dissatisfied.

It would appear the best interpretation of these results is that while many parents were happy with their previous schools, they would prefer to enroll their children in a school that offered characteristics more in line with their own preferences. In this case, respondents preferred enrolling their children in schools offering moral/character/values instruction and a religious environment/instruction. Many parents left their old school because they believed it lacked the quality of academics they want for their children, and many chose their new schools for the religious environment/instruction that is offered at a variety of private schools.

One important data point in this survey that policymakers should note is the fact that more than half of the former school choice parents transferred their children to a public school from their former voucher or tax-credit scholarship schools. This directly counters the IDOE’s assertion that voucher students would attend private school regardless of whether or not the program existed.⁵³

Overall, this survey makes it clear that a large majority of parents are more satisfied with their current private schools compared to their previous schools, which indicates that their former school was not the best fit. This is one of many reasons that individuals and organizations should encourage policymakers to create and grow private school choice programs. All families should have the opportunity to be very satisfied when it comes to the school in which their children are educated, and, although this may wind up being a ZIP Code-assigned neighborhood school, all families should have the option to identify and choose the school that is the best fit for each child in their family, regardless of income.

Future Research

Though parents are satisfied with their choice to enroll their children in a new school, the survey presents a unique opportunity for future research finding why parents are so much more satisfied with their schools of choice. Indiana's school accountability system provides us the opportunity to see if parents enrolled their children in a school that offers higher quality academics than the school they chose to leave. An important caveat to this research, however, is that school quality is often measured using standardized test scores, which, while imperfect, do provide a measure of quality on which to gauge parents' ability to find schools that offer what they value.⁵⁴

However, any research using these scores would have certain limitations. For example, while school grades provide great information for parents who place a high value on math, reading, or overall academic scores, they may be poor or incomplete indicators for parents whose schooling preferences are multi-dimensional or weighted differently than the state's accountability system.⁵⁵

In this branch of qualitative school choice research we have confirmed what previous researchers have found: when given the autonomy to choose, parents are satisfied with their chosen schools. According to the survey data analyzed in this report, many parents choosing schools in Indiana value the religious environment their new private schools offer them. This is something the neighborhood public school—the type of school most parents left in the survey—cannot offer. Though it is encouraging that this research is finding similar results, these results, much like previous school choice satisfaction research, do not explain the reasons for this satisfaction. With the information provided by parents in the survey, this report adds to the existing body of research.

Aside from replicating the survey in other states with school choice programs, there are many ways in which the survey research showcased in this report could be augmented to add to the growing research on private school choice. For example:

- There could be great value in conducting qualitative analyses on the open-ended responses when parents indicated “other” as their reason for no longer participating in a school choice program, their source of information for finding their current school, their reason for leaving their children's previous school, and their reason for choosing their current school.
- It could be highly valuable to the field of school choice research to conduct a short follow-up survey with parents whose children attend school outside of their residential district and ask for their home address; this could lead to a network distance analysis using GIS that shows how far children travel to get to their chosen school compared to the school they would otherwise attend based on their residential address.
- Since the first phase of the survey for this report directly followed up with parents that responded in 2013, respondents could be matched using the email address they provided for the drawing, assuming it is the same they provided in 2013. This could lead to further analysis to see how much specific respondents' satisfaction levels have changed.
- There is also the potential to resurvey in the future the school choice parents that responded to the survey to see if their satisfaction levels or views change or if they changed schooling type and, if so, why or why not. Additional questions could be asked, such as whether or not they visited the current private school prior to enrolling, whether or not they visited any private school when making their decision, how many schools were visited and how many visits were made, and what types of schools were visited.

Conclusion

When the Friedman Foundation started surveying private school choice parents in Indiana, there were approximately 30,000 students using vouchers and tax-credit scholarships to access a school of choice.

Now there are more than 40,000 students accessing

private schools of choice, and we expect that number to continue to grow. We believe that a regular surveying of parents' preferences, their understanding and usage of the choice programs, and how and why they choose schools is critical in order to give feedback to the public about choice programs, to policymakers as they make adjustments to the programs, and to education providers who wish to serve these choice families.

Appendix 1: Phase I Response Rates Using AAPOR RR2

Question/Item	Voucher Respondents	Tax-Credit Scholarship Respondents	Choice Respondents	Non-Choice Respondents	Total Phase I Respondents	Phase I Response Rate
School District*	433	32	545	140	685	49%
School Choice Program Participation*	433	32	545	136	681	49%
Oldest Child Participation*	433	32	545	25	570	41%
Another Child Participation*	12	2	15	23	38	3%
Reason No Longer Participating*	N/A	N/A	N/A	105	105	8%
School Transferred To						
School Type*	N/A	N/A	N/A	92	92	7%
School Name*	N/A	N/A	N/A	50	50	4%
Reasons for Leaving Voucher/TCS School						
Any Reason*†	N/A	N/A	N/A	62	62	4%
Most Important Reason*	N/A	N/A	N/A	62	62	4%
Name of Current Private School*	430	32	542	24	566	41%
Ease of Finding Current Private School*	429	32	541	24	565	41%
Previous School						
School Type*	428	32	540	23	563	41%
School Name*	246	14	300	12	312	22%
Year Last Attended*	246	14	300	12	312	22%
Previous School Satisfaction Level*	245	14	298	12	310	22%
Reasons for Leaving Previous School						
Any Reason*†	243	14	295	12	307	22%
Most Important Reason*	243	14	295	12	307	22%
Reaction of Previous School						
Decision Support Level*	243	14	295	12	307	22%
Persuasion*	243	14	295	12	307	22%
Current Private School Satisfaction Level*	426	32	535	23	558	40%
Current Private School Choosing Qualities						
Any Quality*†	425	32	534	23	557	40%
Most Important Quality*	425	32	534	23	557	40%
Number of Children						
Participating in Both School Choice Programs	167	12	249	46	295	21%
Participating Only in Voucher	394	9	433	42	475	34%
Participating Only in Tax-Credit Scholarship	126	26	176	42	218	16%
Attending Private School, Neither Program	129	10	160	62	222	16%
Attending Public District (Neighborhood) School	153	9	182	66	248	18%
Attending Public Charter School	125	6	151	42	193	14%
Attending Homeschool	120	6	148	50	198	14%
Completed Survey	425	32	534	79	613	44%

*Response to this item was required in order to continue survey.

†Parents could select more than one item in response to this question.

Appendix 2: Number of Phase II Respondents

Question/Item	Voucher Respondents	Tax-Credit Scholarship Respondents	Choice Respondents	Non-Choice Respondents	Total Phase II Respondents
Language Spoken at Home	144	39	216	337	553
School District*	428	88	640	702	1,342
School Choice Program Participation					
Oldest Child Participation*	428	88	640	692	1,332
Another Child Participation*	12	8	27	690	717
Ease of Finding School*	427	86	636	N/A	636
Private School Name*	426	86	634	681	1,315
Grade Child Enrolled*	426	86	634	680	1,314
Sources for Finding School					
Any Source†	157	40	232	320	552
Most Trusted Source	149	37	221	293	514
Frequency of Parental Participation					
Read with or to Child	137	34	203	262	465
Work on Math or Arithmetic	136	36	204	262	466
Use Online Educational Resource	131	34	193	247	448
School Activities	138	35	205	263	468
Volunteer/Community Service	135	36	202	262	464
Communicate with Teachers	138	36	206	263	469
Previous School					
School Type*	419	84	624	652	1,276
School Name*	234	27	320	222	542
Year Last Attended*	234	27	320	222	542
Previous School Satisfaction Level*	233	27	319	221	540
Reasons for Leaving					
Any Reason*†	231	27	316	220	536
Most Important Reason*	229	27	314	219	533
Reaction of Previous School					
Decision Support Level*	229	27	314	217	531
Persuasion*	229	27	314	217	531
Current School Satisfaction Level*	414	84	619	644	1,263
Current School Choosing Qualities					
Any Quality*†	412	84	617	640	1,257
Most Important Quality*	412	84	617	640	1,257
Number of Children					
Participating in Both Programs	136	23	274	251	525
Participating Only in Voucher	389	26	447	247	694
Participating Only in Tax-Credit Scholarship	106	72	202	247	449
Attending Private School, Neither Program	122	23	171	593	746
Attending Public District (Neighborhood) School	123	25	179	273	452
Attending Public Charter School	96	17	136	231	367
Attending Homeschool	98	18	141	235	376
Completed Survey	275	55	408	691	1,099

*Response to this item was required in order to continue survey.

†Parents could select more than one item in response to this question.

Appendix 3: Survey Procedure by Phase

Phase I

Took list of survey respondents to 2013 survey who self-reported email addresses in order to enter in random draw and separated email addresses from names and responses. All respondents to the 2013 survey were voucher or tax-credit scholarship parents at the time of that survey's completion.

1/26/16: Sent email invitation with survey link included to list of 1,454 unique email addresses, and 60 emails bounced back. Between Jan. 26 and Feb. 3, there were 221 complete survey responses.

2/3/16: Sent email reminder with survey link to remaining 1,173 unique email addresses, and three emails bounced back. Between Feb. 3 and Feb. 11, there were 182 complete survey responses and one person indicated refusal.

2/11/16: Sent email reminder with survey link to remaining 987 unique email addresses, and three emails bounced back. Between Feb. 11 and Feb. 17, there were 98 complete survey responses and three people indicated refusal.

2/18/16: Sent email reminder with survey link to remaining 883 unique email addresses, and one email bounced back. Between Feb. 18 and Feb. 22, there were 55 complete survey responses and four people indicated refusal.

2/24/16: Sent email reminder to 823 unique email addresses. Between Feb. 24 and the close of the survey window, there were 56 complete survey responses and one person indicated refusal.

Phase II

3/3/16: Executive Director of the Indiana Non-Public Education Association (INPEA) sent an email to 354 private school principals. That email included the survey invitation and link that the principals were asked to forward to all parents of children enrolled at their schools.

Week of 3/21/16: INPEA sent a reminder to all 354 private school principals, asking them to forward a reminder to all private school parents and encourage them to complete survey.

4/6/16: Questions added asking the parents all of the means by which they heard about the school, providing a checklist of options and "other," and the most trusted means by which they heard about the school. Question added asking parents how frequently parents participate in a variety of academic- and civic-related activities since enrolling their children in their new private school. Question added asking the parents for the primary language spoken at home.

4/8/16: INPEA sent a reminder to all 354 private school principals and their jurisdictional heads, asking them to send a reminder to all private school parents and encourage them to complete survey.

4/19/16: Survey window closed.

Appendix 4: Data Tables

Ease of Finding School Using School Choice Program

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Very Easy (4)	75.2%	56.8%	72.3%	45.8%	71.8%
Somewhat Easy (3)	9.7%	16.1%	11.0%	16.7%	11.1%
Neither Easy Nor Difficult (0)	14.1%	25.4%	15.6%	37.5%	16.0%
Somewhat Difficult (2)	70.0%	1.7%	0.9%	-	0.9%
Very Difficult (1)	0.2%	-	0.3%	-	0.3%
Number of Respondents	856	118	1,177	24	1,201
Mean	3.317*	2.788*	3.24†	2.33†	

Note: Parents were sorted as “Non-Choice” if they selected “Not Sure” when asked if they had a child participating in either the voucher or tax-credit scholarship program.

*Difference is statistically significant at the 99 percent level.

†Difference is statistically significant at the 95 percent level.

Parental Satisfaction Levels with Various Types of Private Schools

	Very Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
U.S. Assigned Public School Parents (2012)	52.5%	37.6%	-	7.4%	2.5%
U.S. Chosen Public School Parents (2012)	56.2%	34.0%	-	7.6%	2.3%
U.S. Religious Private School Parents (2012)	80.0%	16.4%	-	2.9%	0.7%
U.S. Nonsectarian Private School Parents (2012)	77.8%	19.4%	-	-	-
Indiana Private School Parents (2016)	76.0%	16.0%	0.7%	2.4%	4.9%
Choice Parents	80.5%	12.0%	0.6%	2.0%	4.9%
Non-Choice Parents	68.1%	22.8%	0.9%	3.1%	5.1%

Note: The national survey did not give the answer option of “neither satisfied nor dissatisfied,” and it was only given to parents with children in grades 3–12, while the Friedman survey results encompass all grade levels.

Source: Thomas D. Snyder, Cristobal de Brey, and Sally A. Dillow, *Digest of Education Statistics 2014*, NCES 2016-006 (Washington, DC: US Dept. of Education, National Center for Education Statistics, 2016), p. 134, table 206.50, <http://nces.ed.gov/pubs2016/2016006.pdf>.

Satisfaction Level with Current Private School

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Very Satisfied (4)	80.2%	81.9%	80.5%	68.1%	76.0%
Somewhat Satisfied (3)	12.1%	12.9%	12.1%	22.8%	16.0%
Neither Satisfied Nor Dissatisfied (0)	0.6%	0.9%	0.6%	0.9%	0.7%
Somewhat Dissatisfied (2)	2.1%	2.6%	2.0%	3.2%	2.4%
Very Dissatisfied (1)	4.9%	1.7%	4.9%	5.1%	4.9%
Number of Respondents	840	116	1,154	667	1,821
Mean	3.665	3.733	3.67*	3.52*	

*Difference is statistically significant at the 99 percent level.

Appendix 4: Data Tables

Sources of Information for Learning About Private School

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Friends or Relatives	56.1%	55.0%	55.2%	72.7%	51.6%
Church	38.9%	45.0%	40.5%	77.8%	47.5%
Open-ended response	13.4%	17.5%	15.1%	24.1%	15.8%
Other Private School	10.2%	10.0%	10.3%	6.5%	6.9%
Internet	5.1%	2.5%	5.6%	8.8%	5.8%
Flyer/Brochure	4.5%	2.5%	5.6%	2.8%	3.4%
Community Event	3.8%	2.5%	3.9%	3.2%	2.9%
Public District (Neighborhood) School	3.2%	-	2.6%	4.6%	2.9%
Newspaper/Magazine	1.9%	5.0%	2.6%	2.8%	2.2%
Call from School	3.2%	-	2.2%	0.9%	1.3%
Home Visit	1.3%	-	1.3%	1.9%	1.3%
Television/Radio	-	2.5%	0.9%	0.0%	0.4%
Public Charter School	0.6%	-	0.4%	0.5%	0.4%
Community Center	-	-	-	-	-
Number of Respondents	157	40	232	320	552

Note: Respondents were asked to select all that apply.

Most Important Source of Information for Learning About Private School

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Friends or Relatives	49.7%	51.4%	49.8%	43.3%	46.1%
Church	27.5%	21.6%	25.8%	34.5%	30.7%
Open-ended response	12.1%	18.9%	14.0%	14.3%	14.2%
Internet	2.0%	2.7%	2.3%	3.4%	2.9%
Other Private School	3.4%	2.7%	3.2%	1.7%	2.3%
Call from School	2.7%	-	1.8%	0.0%	0.8%
Public District (Neighborhood) School	1.3%	-	0.9%	0.7%	0.8%
Newspaper/Magazine	0.7%	-	0.5%	0.7%	0.6%
Community Event	0.7%	-	0.5%	0.7%	0.6%
Flyer/Brochure	-	2.7%	0.9%	-	0.4%
Home Visit	-	-	-	0.7%	0.4%
Television/Radio	-	-	0.5%	-	0.2%
Community Center	-	-	-	-	-
Public Charter School	-	-	-	-	-
Number of Respondents	149	37	221	293	514

Note: Respondents were asked to select only one.

Appendix 4: Data Tables

School Choosing Qualities

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Religious environment/instruction	84.8%	82.8%	85.0%	83.7%	84.5%
Morals/character/values instruction	81.7%	78.5%	81.6%	79.6%	80.9%
Better academics	66.4%	65.5%	66.5%	63.7%	65.4%
Smaller classes	57.0%	56.0%	58.0%	50.8%	55.4%
Safer environment	52.6%	48.3%	53.7%	49.5%	52.2%
More individual, one-on-one time	52.5%	50.9%	53.2%	46.6%	50.8%
Smaller school	49.5%	41.4%	49.3%	48.1%	48.8%
Better discipline	46.8%	37.9%	45.9%	42.4%	44.6%
Closer to home and/or work	18.8%	25.0%	20.0%	30.6%	23.9%
Extracurricular activities offered	22.0%	19.0%	22.9%	17.7%	21.0%
More diversity	8.2%	7.8%	8.5%	7.8%	8.3%
Open-Ended Response	5.7%	6.9%	5.5%	5.6%	5.5%
Problems with other students at prior school	5.5%	4.3%	6.0%	3.3%	5.0%
Problems with teacher/administrators at prior school	5.0%	3.5%	5.1%	3.5%	4.5%
Number of Respondents	837	116	1,151	663	1,814

Note: Respondents were asked to select all that apply.

Most Important School Choosing Quality

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Religious environment/instruction	36.8%	43.1%	38.9%	35.8%	37.7%
Better academics	21.2%	16.4%	19.7%	21.6%	20.4%
Morals/character/values instruction	18.7%	18.1%	19.0%	18.7%	18.9%
More individual, one-on-one time	6.3%	6.0%	5.9%	5.9%	5.9%
Smaller classes	4.2%	1.7%	3.7%	4.5%	4.0%
Safer environment	3.6%	2.6%	3.5%	2.3%	3.0%
Open-ended response	3.0%	4.3%	3.0%	2.6%	2.8%
Closer to home and/or work	1.4%	3.5%	1.6%	4.1%	2.5%
Smaller school	2.0%	3.5%	1.9%	1.5%	1.8%
Better discipline	1.2%	0.9%	1.1%	1.7%	1.3%
Problems with teacher/administrators at prior school	0.5%	-	0.6%	0.6%	0.6%
Problems with other students at prior school	0.5%	-	0.5%	0.5%	0.5%
More diversity	0.2%	-	0.4%	0.3%	0.3%
Extracurricular activities offered	0.4%	-	0.4%	0.2%	0.3%
Number of Respondents	836	116	1,150	663	1,813

Note: Respondents were asked to select only one.

Appendix 4: Data Tables

Parental Involvement

Since enrolling your child in their new private school, how often do you read with or to your child?					
	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Much More Often	26.3%	26.5%	25.6%	22.9%	24.1%
More Often	20.4%	20.6%	21.7%	25.2%	23.7%
A Similar Amount	45.3%	50.0%	45.8%	45.8%	45.8%
Less Often	6.6%	2.9%	5.9%	4.2%	5.0%
Much Less Often	1.5%	-	1.0%	1.9%	1.5%
Number of Respondents	137	34	203	262	465
Since enrolling your child in their new private school, how often do you work on math or arithmetic with your child?					
Much More Often	22.8%	19.4%	21.6%	24.1%	23.0%
More Often	31.6%	27.8%	32.4%	33.2%	32.8%
A Similar Amount	35.3%	44.4%	36.8%	37.8%	37.3%
Less Often	5.9%	5.6%	5.9%	2.7%	4.1%
Much Less Often	4.4%	2.8%	3.4%	2.3%	2.8%
Number of Respondents	136	36	204	262	466
Since enrolling your child in their new private school, how often do you use an online educational resource (such as Khan Academy)?					
Much More Often	13.0%	17.7%	13.5%	9.7%	11.4%
More Often	22.9%	17.7%	22.3%	18.2%	20.0%
A Similar Amount	36.7%	41.2%	38.9%	45.3%	42.5%
Less Often	11.5%	8.8%	10.9%	9.7%	10.2%
Much Less Often	13.0%	14.7%	14.5%	17.0%	15.9%
Number of Respondents	131	34	193	247	448
Since enrolling your child in their new private school, how often do you participate in school activities?					
Much More Often	34.1%	34.3%	35.6%	33.5%	34.4%
More Often	32.6%	25.7%	30.2%	33.8%	32.3%
A Similar Amount	28.3%	37.1%	29.3%	29.3%	29.3%
Less Often	2.2%	2.9%	2.9%	2.3%	2.6%
Much Less Often	2.9%	-	2.0%	1.1%	1.5%
Number of Respondents	138	35	205	263	468
Since enrolling your child in their new private school, how often do you participate in volunteering/community service?					
Much More Often (5)	28.2%	25.0%	29.7%	28.6%	29.1%
More Often (4)	34.8%	22.2%	30.2%	32.8%	31.7%
A Similar Amount (3)	31.9%	41.7%	33.7%	32.8%	33.2%
Less Often (2)	3.0%	2.8%	3.5%	4.2%	3.9%
Much Less Often (1)	2.2%	8.3%	3.0%	1.5%	2.2%
Number of Respondents	135	36	202	262	464
Mean	3.837*	3.528*	3.802	3.828	
Since enrolling your child in their new private school, how often do you communicate with teachers (email, phone, etc.)?					
Much More Often	32.6%	33.3%	32.5%	30.4%	31.3%
More Often	40.6%	41.7%	41.3%	35.4%	38.0%
A Similar Amount	22.5%	19.4%	22.3%	29.7%	26.4%
Less Often	4.4%	2.8%	3.4%	3.4%	3.4%
Much Less Often	-	2.8%	0.5%	1.1%	0.9%
Number of Respondents	138	36	206	263	469

*Difference is statistically significant at the 90 percent level.

Appendix 4: Data Tables

Previous School Type

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Does Not Apply (N/A)	39.4%	62.1%	43.0%	63.7%	50.6%
Public District (Neighborhood) School	34.5%	14.7%	31.5%	12.9%	24.7%
Other Private School	18.5%	19.8%	18.4%	21.9%	19.7%
Homeschool	4.0%	2.6%	3.8%	1.3%	2.9%
Public Charter School	3.5%	0.9%	3.3%	0.2%	2.1%
Number of Respondents	847	116	1,164	675	1,839

Satisfaction Level with Previous School

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Very Satisfied	27.8%	41.5%	28.7%	42.5%	32.5%
Somewhat Satisfied	23.4%	31.7%	23.8%	21.5%	23.2%
Neither Satisfied Nor Dissatisfied	1.9%	2.4%	2.1%	1.3%	1.9%
Somewhat Dissatisfied	19.0%	12.2%	18.3%	11.6%	16.5%
Very Dissatisfied	27.8%	12.2%	27.1%	23.2%	26.0%
Number of Respondents	478	41	617	233	850
Mean	2.475*	2.976*	2.499†	2.807†	

*Difference is statistically significant at the 99 percent level.

†Difference is statistically significant at the 99 percent level.

Appendix 4: Data Tables

Reasons for Leaving Previous School

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Open-ended response	31.0%	46.3%	31.9%	37.9%	33.6%
Lack of religious environment/instruction	37.1%	22.0%	35.2%	20.3%	31.1%
Academic quality	30.8%	26.8%	31.1%	22.4%	28.7%
Lack of morals/characters/values instruction	30.6%	22.0%	31.1%	17.2%	27.3%
Not enough individual attention	29.1%	17.1%	27.5%	17.2%	24.7%
Problems with other students	25.5%	14.6%	26.5%	16.4%	23.7%
Large class size	30.0%	12.2%	28.0%	10.8%	23.3%
Problems with teacher/administrators	21.7%	12.2%	21.1%	17.7%	20.2%
Poor discipline	20.5%	7.3%	19.5%	12.9%	17.7%
Did not have grade level needed	14.1%	22.0%	14.9%	22.4%	17.0%
Unsafe environment	14.4%	7.3%	14.2%	6.5%	12.1%
Location	8.9%	17.1%	8.7%	8.6%	8.7%
School too big	8.9%	2.4%	8.2%	4.7%	7.2%
Lack of extracurricular activities	6.8%	2.4%	6.7%	7.3%	6.9%
Transportation issues	5.3%	2.4%	4.3%	2.2%	3.7%
Lack of diversity	2.1%	-	2.5%	2.6%	2.5%
Number of Respondents	474	41	611	232	843

Note: Respondents were asked to select all that apply.

Appendix 4: Data Tables

Most Important Reason for Leaving Previous School

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Open-ended response	26.5%	41.5%	27.6%	33.8%	29.3%
Academic quality	15.7%	12.2%	15.4%	10.0%	13.9%
Lack of religious environment/instruction	13.8%	2.4%	12.6%	7.8%	11.3%
Did not have grade level needed	9.8%	12.2%	10.5%	19.9%	13.1%
Lack of morals/characters/values instruction	6.1%	4.9%	6.4%	4.3%	5.8%
Problems with other students	5.7%	4.9%	6.1%	5.2%	5.8%
Problems with teacher/administrators	5.9%	4.9%	5.4%	5.2%	5.4%
Location	3.2%	9.8%	3.5%	5.2%	3.9%
Not enough individual attention	4.7%	2.4%	4.1%	3.0%	3.8%
Large class size	3.2%	-	2.8%	1.7%	2.5%
Unsafe environment	1.5%	2.4%	2.0%	1.3%	1.8%
Poor discipline	1.9%	-	1.5%	0.4%	1.2%
School too big	1.5%	-	1.3%	-	1.0%
Lack of extracurricular activities	-	-	0.2%	1.7%	0.6%
Transportation issues	0.4%	2.4%	0.5%	-	0.4%
Lack of diversity	0.2%	-	0.2%	0.4%	0.2%
Number of Respondents	472	41	609	231	840

Note: Respondents were asked to select only one.

Proportion of Parents Reporting Whether or Not Their Previous School Supported Their Decision to Leave

	Voucher Parents	Tax-Credit Scholarship Parents	Choice Parents	Non-Choice Parents	Total
Yes (2)	38.8%	48.8%	42.2%	51.5%	44.8%
No (1)	18.9%	12.2%	18.7%	13.5%	17.3%
Does Not Apply (0)	42.4%	39.0%	39.1%	34.9%	38.0%
Number of Respondents	472	41	609	229	838
Mean	1.036	1.098	1.031*	1.166*	

*Difference is statistically significant at the 90 percent level.

Notes

1. Jeff Spalding, "School Choice: It's Easy as 1, 2, 3, but Not for IDOE," EdChoice blog, June 30, 2014, <http://www.edchoice.org/blog/school-choice-its-easy-as-1-2-3-but-not-for-ideoe>.
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5. *Ibid.*, pp. 41–42.
6. "School Choice in America," Friedman Foundation for Educational Choice, last modified May 9, 2016, <http://www.edchoice.org/school-choice/school-choice-in-america>.
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8. Friedman Foundation for Educational Choice, *The ABCs of School Choice*, p. 130.
9. *Ibid.*, pp. 39–40.
10. See note 7 above.
11. See note 4 above.
12. See note 9 above.
13. Paul DiPerna, *Why Indiana Voucher Parents Choose Private Schools* (Indianapolis: Friedman Foundation for Educational Choice, 2014), <http://www.edchoice.org/wp-content/uploads/2015/07/Indiana-Survey.pdf>.
14. See Greg Forster, *A Win-Win Solution: The Empirical Evidence on School Choice*, 4th ed. (Indianapolis: Friedman Foundation for Educational Choice, 2016), p. 2, table 1, <http://www.edchoice.org/wp-content/uploads/2016/05/A-Win-Win-Solution-The-Empirical-Evidence-on-School-Choice.pdf>; M. Danish Shakeel, Kaitlin P. Anderson, and Patrick J. Wolf, *The Participant Effects of Private School Vouchers across the Globe: A Meta-Analytic and Systematic Review*, EDRE Working Paper 2016-07 (Fayetteville: Univ. of Ark., Dept. of Education Reform, 2016), <http://www.uaedreform.org/downloads/2016/05/the-participant-effects-of-private-school-vouchers-across-the-globe-a-meta-analytic-and-systematic-review-2.pdf>.
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23. Wolf et al., *Evaluation of the DC Opportunity Scholarship Program*, p. xxi.
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27. The Friedman Foundation incentivized parents to complete the survey by entering them into a randomized drawing to win one of five \$200 gift cards or one of 10 \$100 gift cards.
28. See note 13 above.
29. We also asked parents at the end of the survey how many children they had in each of the following categories: participating in both the voucher and tax-credit scholarship program, participating only in the voucher program, participating only in the tax-credit scholarship program, attending private school but not participating in either program, attending a public district (neighborhood) school, attending a public charter school, and attending homeschool. The results from this question will most likely be used in future analyses.
30. Authors' calculations; Stephen P. Broughman and Nancy L. Swaim, *Characteristics of Private Schools in the United States: Results From the 2011-12 Private School Universe Survey*, NCEES 2013-316 (Washington, DC: US

Dept. of Education, National Center for Education Statistics), table 15, p. 20, <http://nces.ed.gov/pubs2013/2013316.pdf>.

31. Authors' calculations; The Friedman Foundation for Educational Choice, *The ABCs of School Choice*, p. 41.

32. *Ibid.*, p. 39.

33. See note 29 above.

34. See note 30 above.

35. See note 31 above.

36. See note 29 above.

37. See note 30 above.

38. See note 31 above.

39. Ind. Dept. of Education, *Choice Scholarship Program Annual Report: Participation and Payment Data* (Indianapolis: Ind. Dept. of Education, 2016), p. 19, <http://www.doe.in.gov/sites/default/files/choice/2015-2016-choice-scholarship-program-report-final-april2016.pdf>.

40. The percentages do not sum to the pre-stated total due to rounding. This occurs throughout the report.

41. See note 1 above.

42. See note 15 above.

43. The means of the responses for the two groups had a 0.528 difference that was statistically significant at the 99 percent level. These means were calculated by assigning difficulty values on a 5-point Likert-type scale. Higher values corresponded to lower levels of difficulty: Very Easy = 4; Somewhat Easy = 3; Somewhat Difficult = 2; Very Difficult = 1; Neither Easy Nor Difficult = 0. While the significance of the differences between voucher and tax-credit scholarship parents was calculated for every possible question, it is only stated in this report when the difference is statistically significant.

44. Thomas D. Snyder, Cristobal de Brey, and Sally A. Dillow, *Digest of Education Statistics 2014*, NCES 2016-006 (Washington, DC: US Dept. of Education, National Center for Education Statistics, 2016), p. 134, table 206.50, <http://nces.ed.gov/pubs2016/2016006.pdf>.

45. The means of the responses for the two groups had a 0.15 difference that was statistically significant at the 99 percent level. These means were calculated by assigning satisfaction values a score on a 5-point Likert-type scale. Higher values corresponded to higher levels of satisfaction: Very Satisfied = 4; Somewhat Satisfied = 3; Somewhat Dissatisfied = 2; Very Dissatisfied = 1; Neither Satisfied Nor Dissatisfied = 0.

46. See Andrew J. Houtenville and Karen S. Conway, "Parental Effort, School Resources, and Student Achievement," *Journal of Human Resources* 43, no. 2 (Spring 2008), pp. 437-53, doi:10.3368/jhr.43.2.437; Mikeaela J. Dufur, Toby L. Parcel, Kelly P. Troutman, "Does Capital at Home Matter More Than Capital at School? Social Capital Effects on Academic Achievement," *Research in Social Stratification and Mobility* 31 (Mar. 2013), pp. 4-21, doi:10.1016/j.rssm.2012.08.002.

47. The means of the responses for the two groups had a 0.309 difference that was statistically significant at the 90 percent level. These means were calculated by assigning participation values a score on a 5-point Likert-

type scale. Higher values corresponded to higher levels of participation: Much More Often = 5; More Often = 4; A Similar Amount = 3; Less Often = 2; Much Less Often = 1.

48. Ind. Dept. of Education, *Choice Scholarship Program Annual Report*, pp. 16-17.

49. The means of the responses for the two groups had a 0.308 difference that was statistically significant at the 99 percent level. These means were calculated by assigning satisfaction values a score on a 5-point Likert-type scale. Higher values corresponded to higher levels of satisfaction: Very Satisfied = 4; Somewhat Satisfied = 3; Somewhat Dissatisfied = 2; Very Dissatisfied = 1; Neither Satisfied Nor Dissatisfied = 0.

50. The means of the responses for the two groups had a 0.501 difference that was statistically significant at the 99 percent level. These means were calculated by assigning satisfaction values a score on a 5-point Likert-type scale. Higher values corresponded to higher levels of satisfaction: Very Satisfied = 4; Somewhat Satisfied = 3; Somewhat Dissatisfied = 2; Very Dissatisfied = 1; Neither Satisfied Nor Dissatisfied = 0.

51. Although they may not realize it, parents' reasoning for leaving their previous school due to a lack of morals/character/values instruction is in line with the literature. In a review of literature on civic engagement and values in private schools, Wolf examined results from 21 different studies examining the impacts of private schools on political tolerance, voluntarism, political knowledge, political participations, social capital, civic skills, and patriotism. The 21 studies reviewed provided 59 unique findings from studies that use more rigorous methodologies and those using more basic methods to compare private school students to traditional public school students on these 7 different categories of civic engagement. For the more rigorous research, 12 findings were statistically significant in favor of private school students, 10 were neutral, and only 1 found an advantage for traditional public schools. For the 36 findings from more basic studies, 21 found a private school advantage, 13 neutral findings, and 3 in favor of traditional public schools measuring civic engagement. These findings show that private schools enhance civic values for students. See Patrick J. Wolf, "Civics Exam: Schools of Choice Boost Civic Values," *Education Next* 7, no. 3 (Summer 2007), pp. 66-72, http://educationnext.org/files/ednext_20073_66.pdf.

52. The means of the responses for the two groups had a 0.135 difference that was statistically significant at the 90 percent level. These means were able to be calculated by assigning values a score on a 3-point scale: Yes = 2; No = 1; Does Not Apply (N/A) = 0.

53. See note 1 above.

54. Test scores account for anywhere from 20 percent to 100 percent of a school's assigned letter grade. Ind. Dept. of Education, *How to Calculate A-F School Grades*, accessed May 12, 2016, <http://www.doe.in.gov/sites/default/files/accountability/how-calculate-f-school-grades-04-27-2016.pdf>.

55. James P. Kelly and Benjamin Scafidi, *More Than Scores: An Analysis of Why and How Parents Choose Private Schools* (Indianapolis: Friedman Foundation for Educational Choice, 2013), <http://www.edchoice.org/wp-content/uploads/2015/07/More-Than-Scores.pdf>; Dara Zeehandelaar and Amber M. Winkler, eds., *What Parents Want: Education Preferences and Trade-Offs* (Washington, DC: Thomas B. Fordham Institute, 2013), <http://edexcellence.net/publications/what-parents-want.html>; Paul DiPerna, *Indiana K-12 and School Choice Survey: What Do Voters Say About K-12 Education?*, Polling Paper 27 (Indianapolis: Friedman Foundation for Educational Choice, 2016), <http://www.edchoice.org/wp-content/uploads/2016/06/IN-Poll-Final.pdf>.

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The interpretations, views, and recommendations expressed in this report are solely those of the author(s).

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The authors welcome any and all questions related to methods and findings.

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