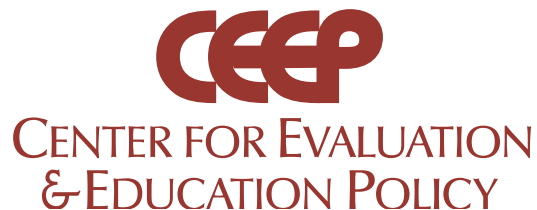

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Jonathan A. Plucker
Terry E. Spradlin
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Prepared by the
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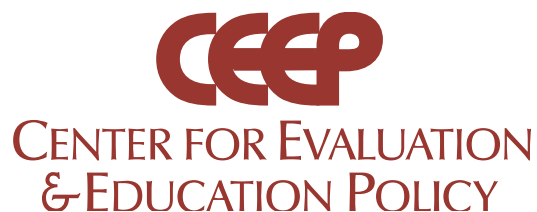


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Acknowledgements

In preparation of the 2010 Public Opinion Survey on K-12 Education in Indiana, the Center for Evaluation & Education Policy (CEEP) invited representatives of many education stakeholder groups to provide input on the development of survey questions. The authors appreciate the individuals who responded to this invitation by offering their many suggestions. In particular, we are grateful to the following individuals for their helpful suggestions: **Dr. Tony Bennett**, State Superintendent of Public Instruction; **Marcie Brown**, Chief Policy Advisor, Indiana Department of Education; **Dr. Frank Bush**, Executive

Director, Indiana School Boards Association; **Dr. John Ellis**, Executive Director, Indiana Association of Public School Superintendents; **Julie Halbig**, Chief of Staff to Speaker Brian Bosma, Indiana House of Representatives; **Dr. Charles Little**, Executive Director for the Indiana Urban Schools Association; **Gerald Mohr**, Executive Director, Indiana Association School Principals; and **Sally Sloan**, Director, Indiana Federation of Teachers. It is with gratitude that CEEP presents the 2010 Public Opinion Survey on K-12 Education in Indiana.

I. Introduction

In 2003, the staff of the Center for Evaluation & Education Policy (CEEP) at Indiana University sought to gather comprehensive, nonpartisan data on Indiana citizens' attitudes and opinions regarding K-12 public education. The result was the 2003 Public Opinion Survey on K-12 Education in Indiana. That benchmark survey provided a standardized approach to obtain reliable data for policymakers, education leaders, and researchers. In the subsequent years many questions were maintained from the benchmark survey, allowing for longitudinal tracking of trends in opinions.

For the 2010 Public Opinion Survey on K-12 Education in Indiana, some substantive changes were made. CEEP narrowed the focus of the survey to the key education issues likely to be debated either during the 2011 session of the Indiana General Assembly or in the near future by state and education leaders. Revamping the survey meant dropping some of the longitudinal questions from the previous surveys. However, sufficient longitudinal data remain valid to draw reasonable conclusions about trends concerning the most fundamental education matters.

The annual Public Opinion Survey took a hiatus in 2009, and several factors were considered before determining whether to conduct the survey in 2010, including: the economic climate (e.g., the slow economic recovery and debate on government spending), a dramatically different political landscape (e.g., single party control of state government), state and national education reform efforts (e.g., Race to the Top), and documented failures or improvements of our education system (e.g., ISTEP+ score changes). When all of these circumstances were considered in aggregate, it was

determined that a 2010 Public Opinion Survey was warranted.

Because of the 2009 hiatus, the succession of surveys from 2003 was broken. In previous Public Opinion Survey reports, each discrete survey was identified by either the year in which the survey was conducted, or by the survey's ordinal identifier (Year 1, Year 2, Year 3, etc.). The 2010 Public Opinion Survey will be identified as the Year 7 survey, as it is the seventh survey in the succession.

The changing political landscape was a motivator for creating the 2010 Public Opinion Survey; however, it is important to recognize that the survey is not inherently a political poll, and that CEEP is not interpreting its results through a partisan political lens. Because elected officials manage the education system, education policies cannot be isolated from politics. Education sits squarely at the intersection of policy and polity. Taking the pulse of Indiana residents about the key education issues likely to be debated by policymakers should not be interpreted as an endorsement of any issue or an attempt to politicize the survey or the topic.

Following the November 2010 election, Governor Mitch Daniels and Superintendent of Public Instruction Tony Bennett announced an aggressive legislative agenda on education. Their agenda includes basing teacher evaluations and compensation on student learning, greater local authority and flexibility to make decisions to help schools meet increasing accountability standards, and increased education options for parents.¹ On December 8, 2010, Superintendent Bennett proposed a more detailed agenda to

¹ Office of the Governor. (2010, November 4). *Governor outlines 2011 legislative priorities* [Press release]. Retrieved from http://www.in.gov/portal/news_events/58797.htm

Indiana's Education Roundtable.²

Superintendent Bennett's current and past agendas include several policy topics. Those agenda items that were selected for inclusion in the 2010 Public Opinion Survey include:

- Establishing and promulgating a letter-grade evaluation system for traditional public schools, for charter schools, and for participating private schools;³
- Management of consistently low-performing schools;
- Transition-to-teaching by career-changing professionals;³
- Teacher licensure, evaluation, and compensation; and,
- Virtual classrooms.

Superintendent Bennett proposed several other action items to Indiana's Education Roundtable that were not within the scope of this survey. Many of those action items addressed regulatory or statutory changes designed to facilitate the agenda's implementation.⁴

As previously stated, the Public Opinion Survey was revised for 2010 to focus on key issues, so a number of new questions were

developed. An effort was made to retain questions from the previous six public opinion surveys to provide longitudinal data; however, some questions that were retained have been modified and new questions were added to ensure that the major education policy issues confronting Indiana were addressed. The 2010 Public Opinion Survey on K-12 Education in Indiana examined public perceptions on the following issues:

- A. Overall Evaluation of Schools and School Governance
- B. School Funding
- C. Teacher Licensure, Evaluation, and Compensation
- D. Virtual Education

This report summarizes the findings of the Year 7 Survey. Results are reported in summary for Indiana overall (Section III) and comparisons of results are discussed by demographic groups or by state region when differences of perception and attitude exist (Section IV). A summary of the major findings from previous Public Opinion Surveys can be found in Appendix A. Finally, where comparisons are possible, Year 7 Survey results were compared with those from the benchmark survey (in 2003) through the Year 6 Survey to identify trends in public attitudes and perceptions.

² Governor Daniels and Superintendent Bennett co-chair the Roundtable, so the agenda should be interpreted as consonant with Governor Daniels's November 4th press release.

³ This item was not in "Indiana's 2011 Education Agenda: Putting Students First," but was cited by Supt. Bennett as a change advanced by his office. See http://www.doe.in.gov/super/2010/12-December/122210/documents/letter_grades.pdf and http://www.doe.in.gov/educatorlicensing/pdf/REPA_IA_C.pdf

⁴ Indiana Department of Education. (2010). *Indiana's education agenda: Putting students first.*. Retrieved from http://www.doe.in.gov/puttingstudentsfirst/docs/2011_agenda_overview.pdf and Indiana Department of Education. (2010, December 8). *Indiana's Education Roundtable: December 8, 2010* [Video file]. Retrieved from <http://media.doe.in.gov/roundtable/2010-12.html>

II. Methodology

Background

The 2010 Public Opinion Survey on K-12 Education Issues in Indiana is a longitudinal, empirical effort to identify and monitor Indiana residents' opinions and understanding of Indiana public education. The study reports public opinion on important issues surrounding the decisions and policy implementation affecting the state's public schools. The benchmark survey was conducted in late fall 2003 and randomly sampled Indiana households from 1,001 telephone interviews. Annual follow-up surveys were conducted during the fall of 2004 through 2008, and 2010. To coincide with previous Public Opinion Surveys on K-12 Education and to avoid the influences of the general election that may skew results, the 2010 Survey (also identified in this report as the Year 7 Survey) was conducted November 18 through December 4, 2010. Sample sizes for the follow-up surveys are 612 interviews (2004, 2006, 2007, 2008, and 2010) and 613 interviews (2005). A larger sample size was desired for the initial benchmark to reduce the margin of error, but the smaller samples in succeeding surveys have been sufficient for statistical analysis.

Questionnaire

The Center for Evaluation & Education Policy developed a 10-item questionnaire for the 2010 Public Opinion Survey. The questions were based on pressing issues and likely legislation agenda items affecting Indiana elementary and secondary education. In addition, some survey questions were based on previous Public Opinion Surveys on K-12 Education in Indiana as well as other national and regional polls such as the *Education*

Next/Program on Education Policy and Governance Survey on Public Opinion and the *Phi Delta Kappa/Gallup Education Poll*. To ensure the questionnaire's objectivity, CEEP researchers sought feedback from a wide variety of stakeholders across the education professional and political spectrum. The 2010 Survey's scope was reduced to focus on 10 key education issues; therefore, some of the data will not conform to the longitudinal construct. Discontinued questions that were not asked in the Year 7 Survey are not shown in tabulated data for the 2010 results. A professional market research firm, Stone Research Services, provided suggestions for survey introduction, screening and qualifying questions, and demographic questions.

Sampling Methodology

Participant households were selected from a random digit dialing (RDD) sample prepared by Survey Sampling, Inc. The sample was drawn from all area codes and telephone exchanges serving Indiana. RDD sampling allows for the inclusion of both published and non-published telephone numbers. Non-published numbers include new assignments (those that have not yet been published in telephone directories), as well as numbers requested to be unlisted.

Sampling for Years 3 through 7 Surveys included the use of a directory-listed sample to augment the RDD sample in order to target small population segments that are difficult to contact, including younger age groups, African American households, and Hispanic-origin households. With the Year 7 Survey, Stone Research Services initiated dialing using this directory-listed sample for African American and Hispanic-origin households to ensure a representative mix was obtained. Due to a higher than expected response rate of these groups while dialing

the RDD sample, Hispanics and African Americans were slightly over-sampled. However, weighting techniques were used to ensure the results were reported to reflect the state's population.

Minimum and maximum quotas for county of residence, age, and gender were used to ensure the mix of respondents was representative of Indiana's population. Survey participation was restricted to Indiana residents aged 18 or older. Only one adult per household was allowed to participate in the survey. To randomize selection within the household, the interviewers asked to speak with the adult household member who had the most recent birthday. A different adult in the household

became eligible if the designated member represented a quota already completed.

Screening interviews were completed with 915 households, resulting in 841 households qualified to complete a survey and 74 households not qualified (see Table 1 for sampling statistics). Households were disqualified if the respondents were not Indiana residents or no adult aged 18 or older was available. Surveys were completed with 612 households. The remaining 229 qualified households were terminated due to respondents not finishing the interview or to quota groups being completed. The ratio of initial refusals to completed screening interviews (1,252/915) is 1.4:1 and is lower than average for studies of this type.

Table 1. Sample Statistics

Sample records	Number	Percentage
Not useable records (disconnect/wrong number/fax number)	779	14.4%
Useable records	4,647	85.6%
Total separate telephone numbers dialed	5,426	100.0%
Households screened		
Households qualified and interview completed	612	11%
Households qualified but not interviewed (terminated prior to finish/age, county, or gender quota filled)	229	3%
Total number of qualified households	841	14%
Households not qualified (no adult aged 18+/not resident of Indiana)	74	2%
Total number of households screened	915	16%
Households not screened		
Initial refusal	1,252	31%
No contact made/No contact with eligible respondent (no answer/answer machine/busy/callback/more than four attempts)	2,341	51%
Communication barrier/interviewer abort/language barrier	119	2%
Total number of households not screened	3,712	84%
Total number of usable records	4,627	100%

Statistical accuracy of survey findings based on 612 randomly selected households is approximately plus or minus four percentage points at the 95% confidence level. This means that if the survey was replicated 100 times, the results of this survey would fall within plus or minus four percentage points of the average results of 95 identical surveys.

Demographic Information

The proportion of females (53.7%) to males (46.3%) responding to the Year 7 Survey reflected the gender distribution within Indiana as measured by the 2000 U.S. Census. In addition, the majority of respondents (79.0%) have lived in Indiana for 21 years or more; 11.6% have lived in the state for 11-20 years; 4.5% have lived in Indiana for 6-10 years; and 4.6% have lived in the state for 5 years or less.

Approximately 54% of respondents had children under the age of 18; of this group, 31.7% had children in preschool or kindergarten, 58.7% had children in elementary or middle school (grades 1-8), and 29% had children in high school (grades 9-12).

The majority of respondents (80.5%) indicated their primary race/ethnicity as Caucasian, 8.3% as African American, and 5.2% as Hispanic. Approximately 2.2% identified their race/ethnicity as American Indian, Asian, or Other. The remaining respondents either refused to indicate a primary race/ethnicity or indicated they did not know their primary race/ethnicity. Additional demographic information is available upon request.

Results are weighted proportionately to the state population for region, race, gender, and age. Weighting adjusts for differences between sample proportions and population

data and is accomplished by assigning a weight factor to each response based on the individual respondents' demography. For example, if African American households in the age range of 18-34 account for 9.4% of the population in the Northern Region and African American 18-34 year old respondents represent 12.7% of the interviews completed in this region, 18-34 year old African American respondents in the Northern Region are weighted by a factor of .743 so that the combined responses for this segment will account for 9.4% of total survey responses.

Interviewing

In order to minimize bias, professional market research interviewers employed and managed by Stone Research Services conducted interviews from the Stone Research Services call center in Bloomington, Indiana. Computer Assisted Telephone Interviewing (CATI) software was utilized to maintain consistency of field procedures, including questionnaire administration and sample management, throughout the project.

Results were tabulated in total for Indiana and were also disaggregated by the state's northern, central, and southern regions. Overall, the methodology used by the Center for Evaluation & Education Policy and Stone Research Services provided a standardized approach for reliable measurement of public opinion on education issues in Indiana.

III. Summary of Statewide Results

A. Overall Evaluation of Schools and School Governance (Q.1 – Q.3)

New Results: Overall Attitudes Toward Public Schools in 2010

The Year 7 Survey modified past Public Opinion Survey questions to gauge respondents' views on overall school quality to match the new letter-grade-based evaluation system adopted by the State Board of Education. In the future, the student achievement outcomes of all schools will be graded by the Indiana Department of Education (IDOE) as A through F. CEEP researchers were interested in knowing how citizens' perceptions of schools would coincide with the IDOE grades. Modifying this question created a break in the longitudinal data by going from a four-level system (Excellent, Good, Fair, Poor) to a five-level system. This report compared past Excellent, Good, Fair, and Poor options with A, B, C, and D/F respectively.

A total of 6.9% of Indiana citizens graded K-12 public schools as an A, 31.4% graded schools as a B, 37.1% as a C, and 12.7% graded public schools as D or F. When Hoosiers were asked about the quality of schools in their own communities, rather than schools statewide, 22.0% gave an A grade, 37.1% gave a B, 22.9% gave a C, and 13.4% gave a D or F.

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

There are good data to identify trends in public perception of school improvement over time. When asked about the overall progress of public schools in Indiana over the past five years, a plurality of Hoosiers (45.5%, up from 41.8% in 2008) said that schools had remained about the same quality, with 25.9% (up from 20.6% in 2008) reporting the schools have worsened over time, and 20.2% (down from 27.8%) indicating the quality of schools has improved. For their own community schools, citizens saw greater stability or improvement than in statewide schools. A majority (51.0%) reported their schools have remained about the same quality over the past five years (up from 46.6% in 2008), with 24.7% perceiving school improvement (down from 29.4%), and 21.5% suggesting a decline in quality (up from 16.0%).

School Governance

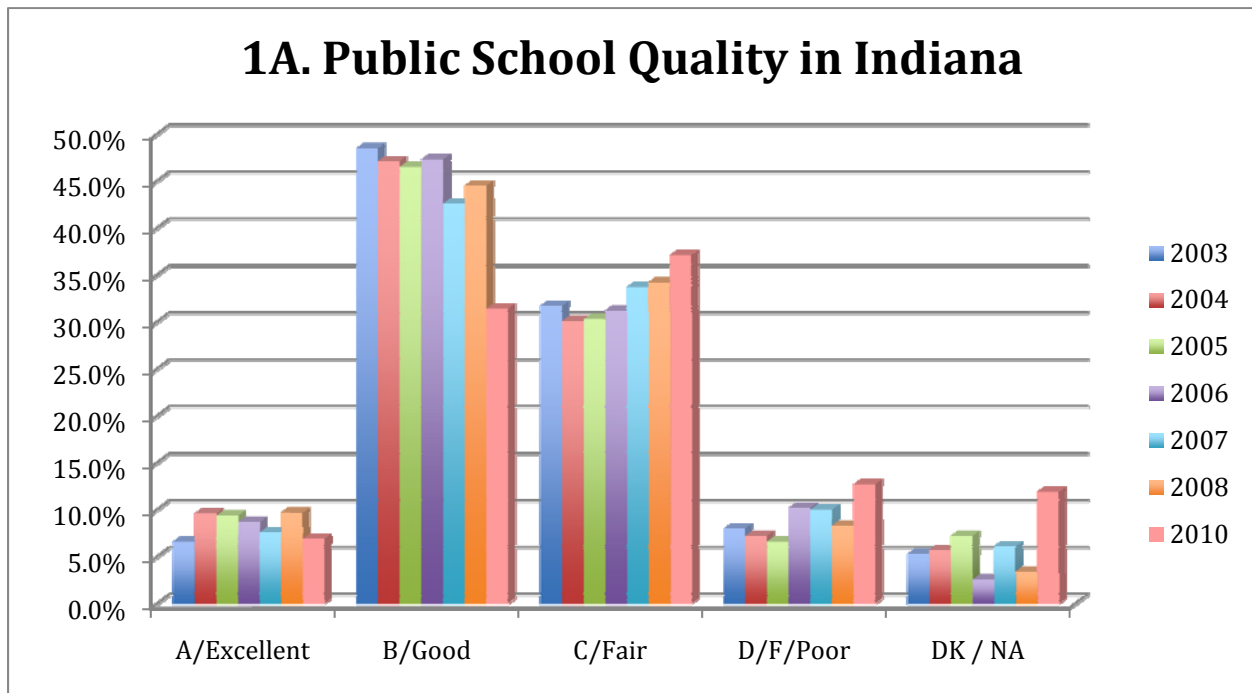
The 2008 Survey found that a majority of Indiana residents (57.6%) favored the state taking over and managing persistently failing schools in local communities. The 2010 Survey explored this issue by asking Hoosiers' preferences on state takeover of schools. Residents were asked which reform model they would prefer for their own community schools, if those schools were underperforming and placed on academic probation. Of those models, the vast majority (65.9%) preferred the "transformation" model, which includes retraining teachers and principals, changing instructional practices, and extending student learning and teacher planning time. The second most popular model (7.6%) was the "turnaround" model, in which the

principal and at least half of the teachers are replaced. The “restart” model, ceding school operations to an outside management organization, received only 5.4% support. Other surveyed options were to provide

families with financial support to offset part or all of the tuition for another public or a private school (6.5%), and to close the school and send students to a nearby school (2.1%).

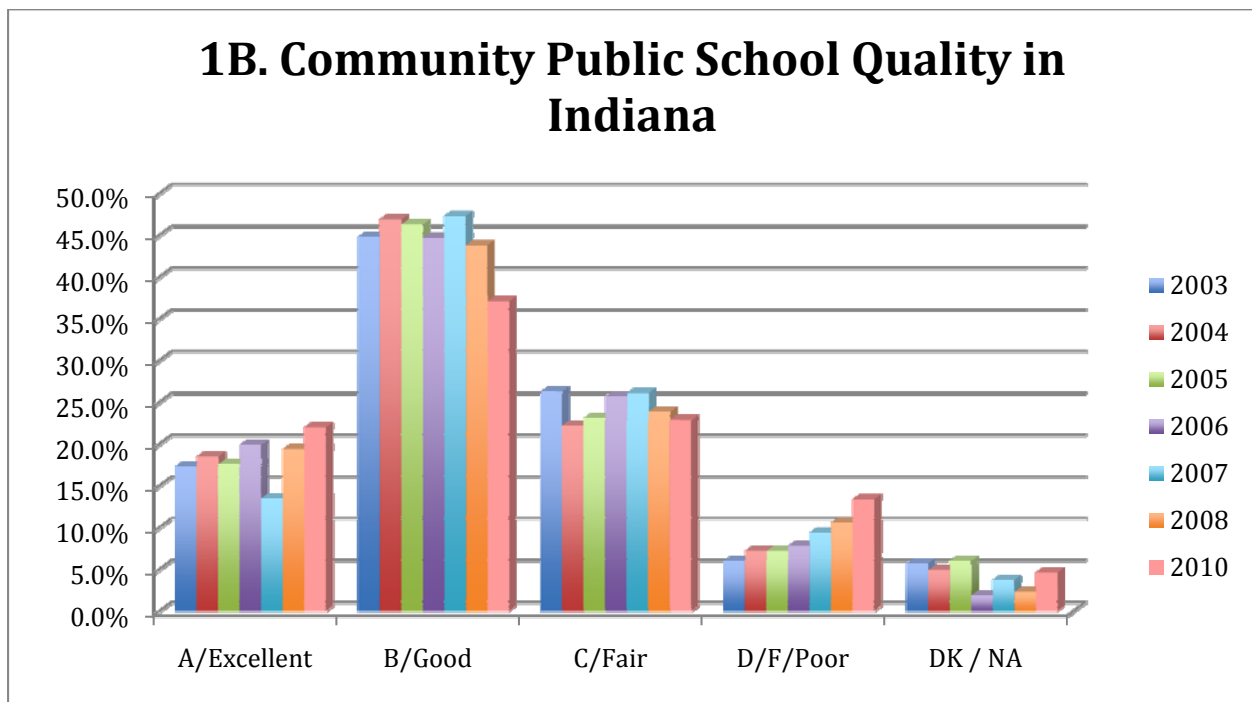
1A. Indiana will soon rate schools using a letter grade rating system. How would you grade public schools in Indiana?

Year	A/Excellent	B/Good	C/Fair	D/F/Poor	DK / NA
2010	6.9%	31.4%	37.1%	12.7%	11.9%
2008	9.7%	44.5%	34.2%	8.3%	3.4%
2007	7.6%	42.6%	33.7%	10.0%	6.1%
2006	8.7%	47.3%	31.2%	10.2%	2.6%
2005	9.4%	46.5%	30.3%	6.6%	7.2%
2004	9.6%	47.1%	30.1%	7.2%	5.7%
2003	6.6%	48.5%	31.7%	8.0%	5.3%



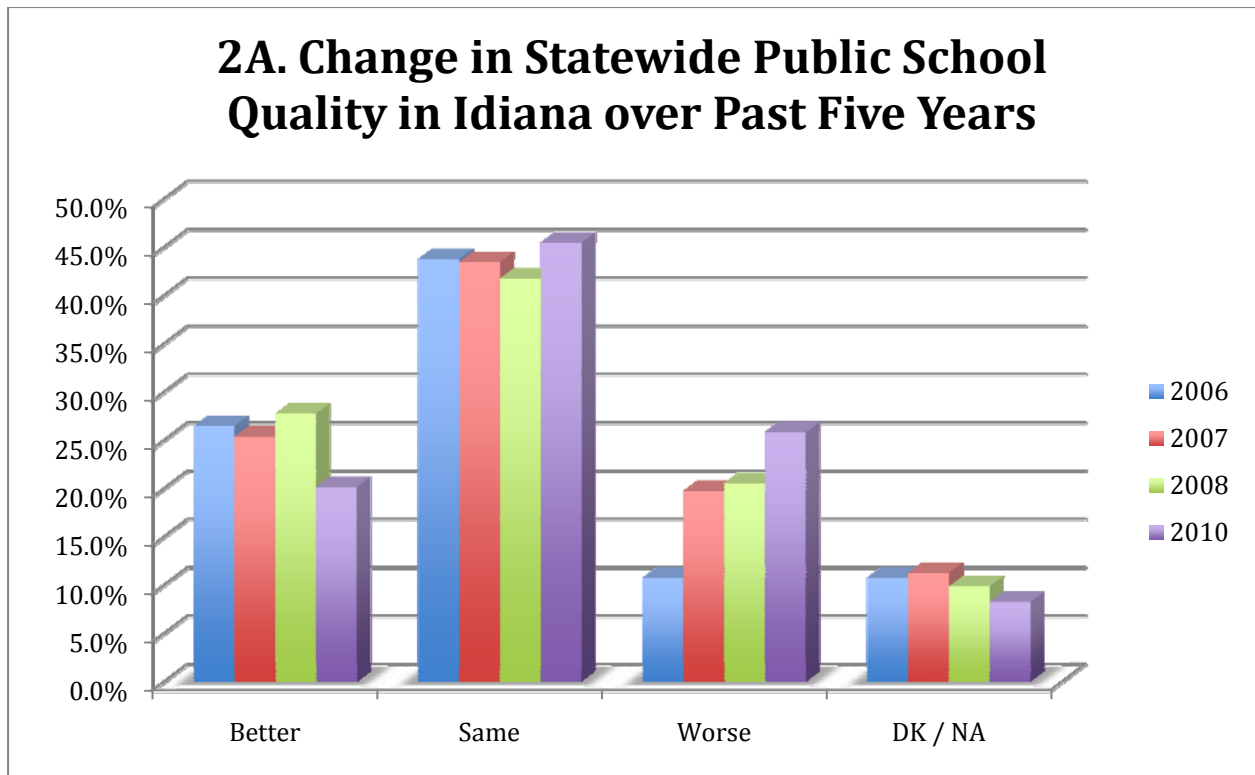
1B. How would you grade public schools in your community?

Year	A/Excellent	B/Good	C/Fair	D/F/Poor	DK / NA
2010	22.0%	37.1%	22.9%	13.4%	4.6%
2008	19.4%	43.8%	23.9%	10.6%	2.3%
2007	13.5%	47.3%	26.1%	9.4%	3.7%
2006	19.9%	44.7%	25.7%	7.8%	1.9%
2005	17.6%	46.3%	23.1%	7.2%	6.0%
2004	18.5%	46.9%	22.2%	7.2%	4.9%
2003	17.3%	44.8%	26.3%	6.0%	5.7%



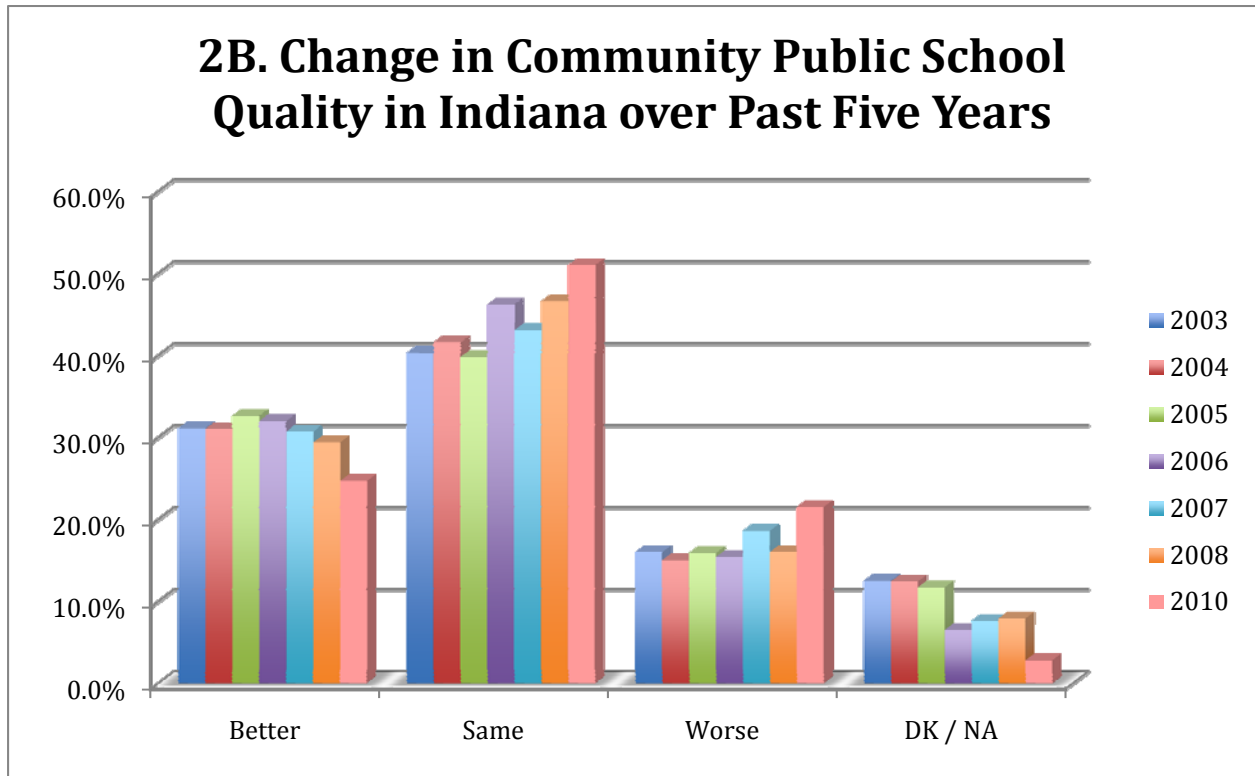
2A. Over the past five years, has the academic performance of **public schools in Indiana** gotten better, worse, or stayed about the same?

Year	Better	Same	Worse	DK / NA
2010	20.2%	45.5%	25.9%	8.3%
2008	27.8%	41.8%	20.6%	9.9%
2007	25.4%	43.5%	19.8%	11.3%
2006	26.5%	43.8%	10.8%	10.8%



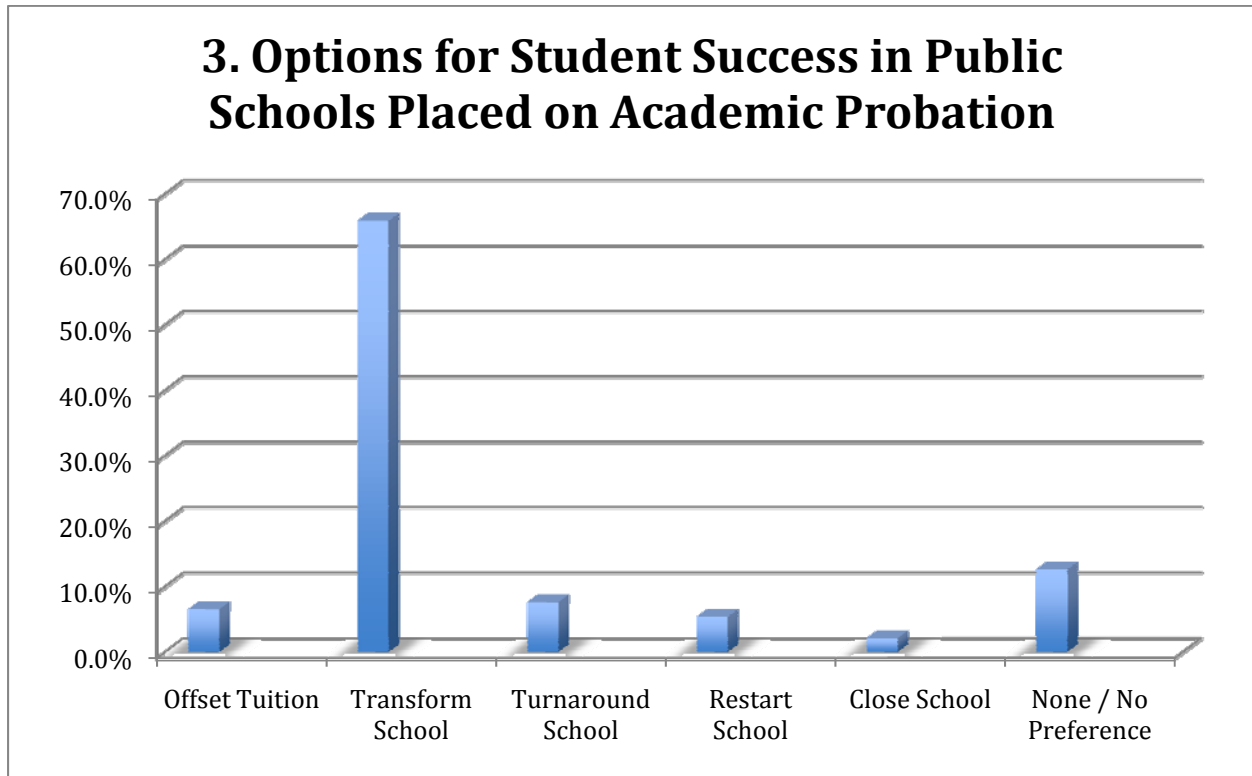
2B. Over the past five years, has the academic performance of **public schools in your community** gotten better, worse, or stayed about the same?

Year	Better	Same	Worse	DK / NA
2010	24.7%	51.0%	21.5%	2.8%
2008	29.4%	46.6%	16.0%	7.9%
2007	30.7%	43.1%	18.6%	7.6%
2006	32.0%	46.2%	15.4%	6.5%
2005	32.6%	39.8%	15.9%	11.7%
2004	31.0%	41.6%	15.0%	12.4%
2003	31.1%	40.3%	16.0%	12.5%



3. A school is placed on academic probation if they do not meet annual goals for student academic growth. Assume you have a child attending a public school that has been placed on academic probation by either the state or federal government. Which improvement strategy would you prefer?⁵

Year	Offset Tuition	Transform School	Turnaround School	Restart School	Close School	None / No Preference
2010	6.5%	65.9%	7.6%	5.4%	2.1%	12.6%



⁵ The models presented in the survey were: 1) the school turns around by replacing the principal and at least half of the teachers; 2) the school transforms by retraining the principal and teachers, changing instructional practices, and extending student learning time and teacher planning time; 3) the school restarts by using an outside management organization to operate the school; 4) the school closes and sends students to a higher performing public school nearby; and 5) the school provides financial support to offset part or all of the tuition for another public school or private school. The turnaround, transform, restart, and close models are all consistent with U. S. Department of Education models required for some Title I School Improvement Grants.

B. School Funding (Q.4A – Q.5)

Given the slow economic recovery from the Great Recession and the reported deficit in state revenues, school funding continues to garner a great deal of attention; therefore, school funding questions were continued in the Year 7 Survey. A total of 65.5% of Hoosiers claimed the level of public education funding in Indiana is not enough to meet the learning needs of students, up from 63.6% in 2008. The number of respondents who indicated there is enough funding to meet educational needs declined from 24.8% in 2008 to 19.5% in 2010. However, there was an increase in responses that public education funding was more than enough to meet learning needs, from 7.5% in 2008 to 11.6% in 2010. Residents were then informed that, when including all expenses, school districts spend approximately \$10,000 per year per student. Given that information, 47.8% of Hoosiers still said the level of public funding was not enough (45.6% in 2008), while 32.4% said it was enough (37.2% in 2008), and 12.6% said the level of funding was more than enough to meet the learning needs of students (12.2% in 2008).

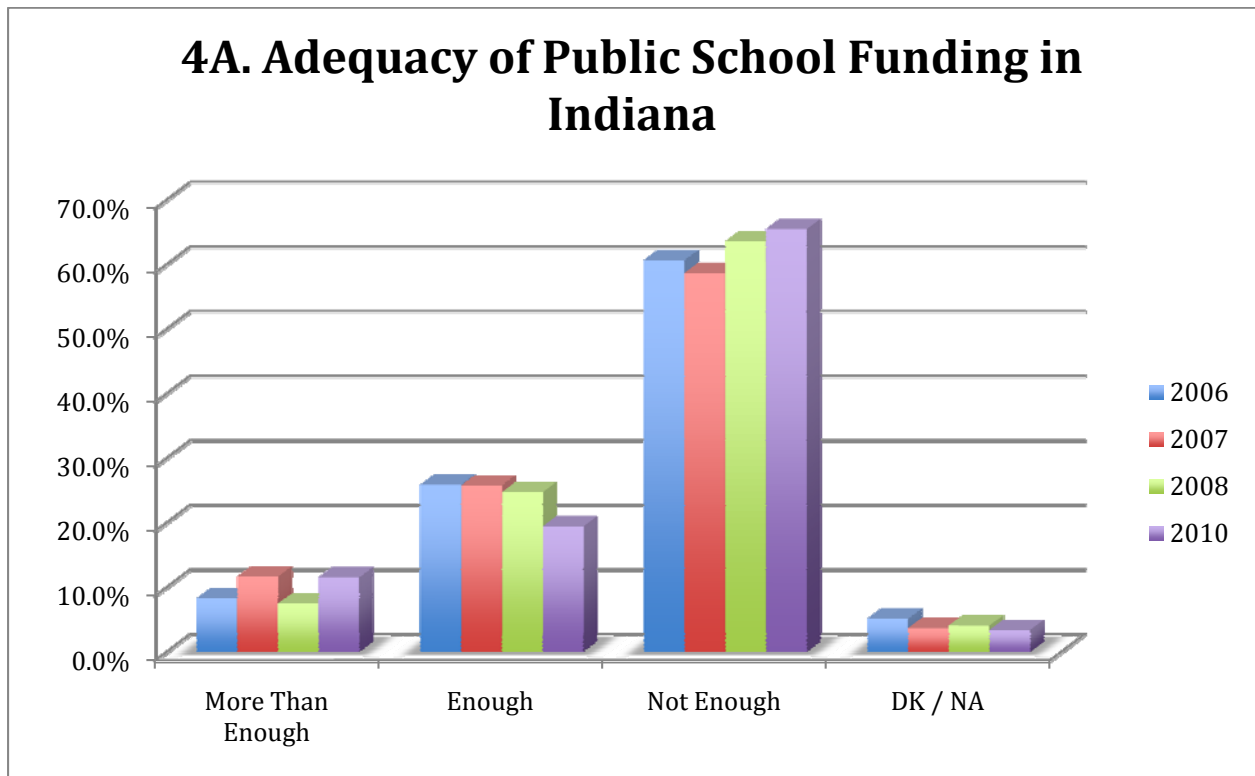
Because healthcare costs have been a concern for Indiana residents⁶ and healthcare has been a major focus of a national policy agenda, CEEP chose to survey Hoosier attitudes on healthcare plans in public schools. The survey explained that some policymakers have suggested that renegotiating health insurance benefits could be a means for schools to save money. Citizens were then asked if schools should be required to join state-negotiated health insurance plan options (15.6% in favor), be free to negotiate any plan that is to the

school district's liking (27.4% in favor), or be required to join the state-negotiated health insurance plan options unless they negotiate a less expensive plan on their own (46.1% in favor).

⁶ In the 2008 Survey, 82% of Hoosiers rated healthcare an importance level of 8, 9, or 10 (with 10 signifying very important and 1 signifying not at all important).

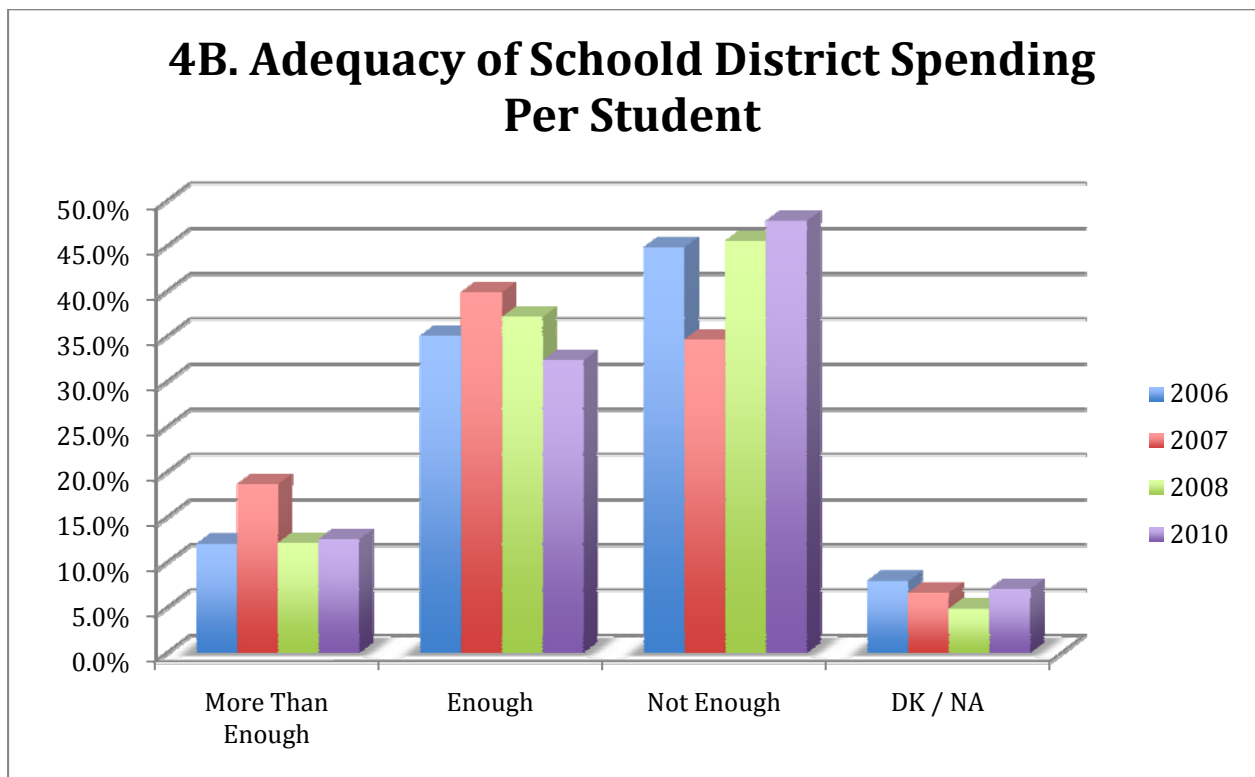
4A. Overall, do you think the level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

Year	More Than Enough	Enough	Not Enough	DK / NA
2010	11.6%	19.5%	65.5%	3.4%
2008	7.5%	24.8%	63.6%	4.1%
2007	11.7%	25.8%	58.7%	3.7%
2006	8.3%	25.9%	60.7%	5.2%



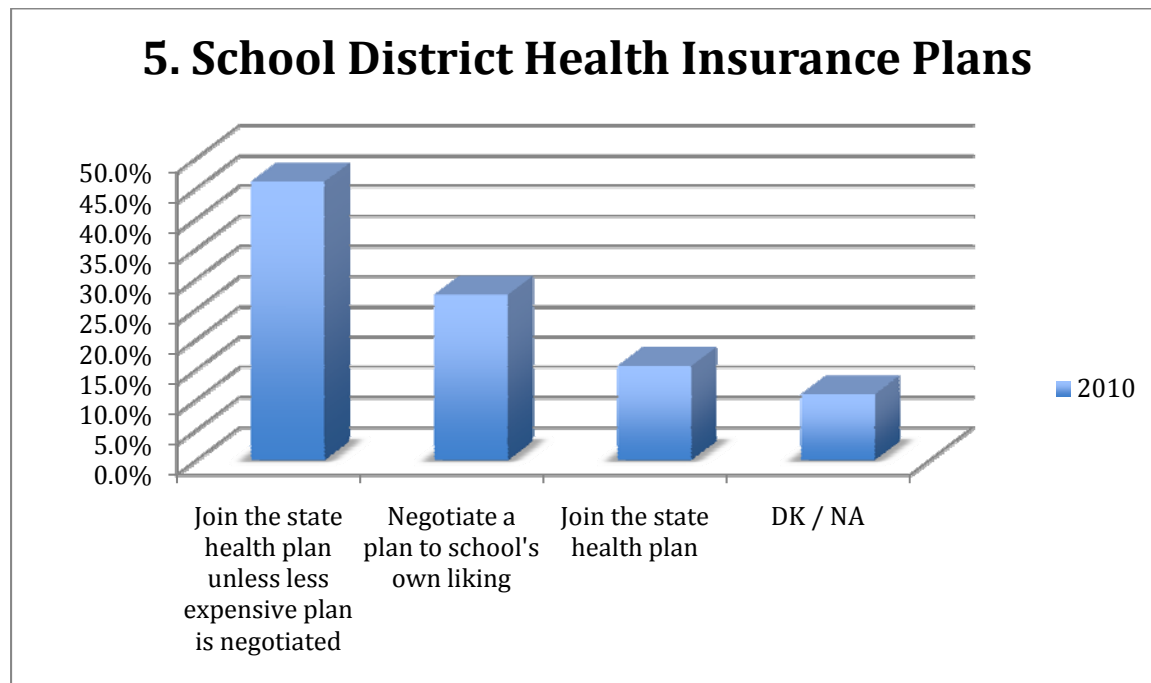
4B. When including all expenses, school districts spend about \$10,000 per year per student. Do you think this level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

Year	More Than Enough	Enough	Not Enough	DK / NA
2010	12.6%	32.4%	47.8%	7.1%
2008	12.2%	37.2%	45.6%	4.9%
2007	18.7%	39.9%	34.7%	6.7%
2006	12.1%	35.1%	44.9%	8.0%



5. It has been suggested that one way public schools could save money is by negotiating or joining less expensive health insurance plans. Which of these health insurance options would you prefer?

Year	Join the state health plan unless less expensive plan is negotiated	Negotiate a plan to school's own liking	Join the state health plan	DK / NA
2010	46.1%	27.4%	15.6%	10.9%



C. Teacher Licensure, Evaluation, and Compensation (Q.6 - Q.9)

A stated part of the State Superintendent of Public Instruction's policy agenda has been to ease certification rules and provide alternative pathways to teacher licensure for "career changers."⁷ A new question regarding this proposal was added to the Year 7 Survey to gauge public support for alternative teacher certification. When asked, 55.2% of respondents said they would completely or somewhat support allowing anyone who is a college graduate to obtain a teaching license through a state-approved non-profit organization instead of through a college or university. Approximately 32.5% said they would somewhat oppose or completely oppose such a licensing option.

Teacher Evaluation

Accountability has become a pillar of state and federal education policy. One major component of the accountability movement is teacher accountability through evaluations. Since the Benchmark Survey, between 60% and 70% of Indiana residents have consistently rated the quality of Indiana public school teachers as good or excellent; at times, this number has even exceeded 70%. For the 2010 Survey, questions were added to discern public opinion about the purpose and methods of teacher evaluations.

Survey participants were asked what should be the purpose of evaluating teachers. They were allowed to select any of the options presented in the survey. A sizeable majority felt that one purpose of teacher evaluations should be to help teachers improve their ability to teach (88.9%). Documenting any

ineffectiveness that could lead to dismissal also received considerable support (74.3%). A majority of citizens also indicated that evaluations should play a role in teacher salaries (59.1%). Only 1.7% of respondents said none of the presented options should be a purpose of evaluating teachers.

Residents were also asked what factors a teacher's evaluation should be based on. Again, participants were allowed to select any of the options presented in the survey. Student improvement in the classroom received the most support at 80.8%. A principal's observations of teaching techniques received 66.8% affirmative responses. Student improvement on standardized tests (such as ISTEP) polled at 53.9%, and student conduct polled at 42.8%. Only 4.4% of Hoosiers believe that a teacher's evaluation should be based on none of those factors.

Teacher Compensation

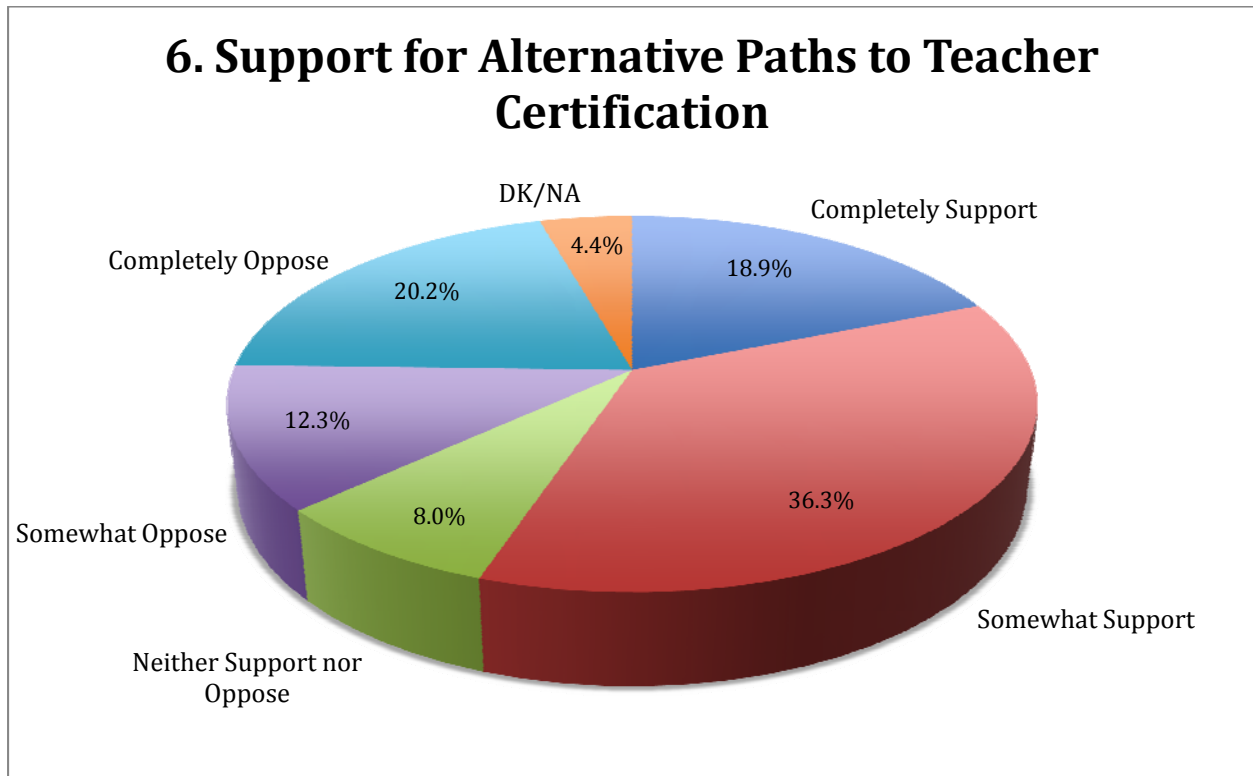
Citizens were asked their opinions on teacher compensation. Participants gave their views on what should influence teacher pay by selecting any of the options presented in the survey. A substantial majority of Hoosiers felt that student achievement in the classroom should influence teachers' pay (75.4%). A teacher's education level received 65.2% support as a consideration in teacher pay. A principal's evaluation of the teachers was the third most supported factor to base teacher compensation on, at 63.7%. Students' achievement on standardized tests polled at 58.5%, and a teacher's years of experience polled at 57.7%.

Hoosiers want to utilize a variety of methods, measures, and indicators in all areas of teacher evaluation and compensation. Market forces (such as performance pay) polled well, but so did traditional means (principals' observations, years of experience, etc.).

⁷ Indiana Department of Education. (2007, July 29). IDOE proposes reforms to improve teacher quality [Press release].

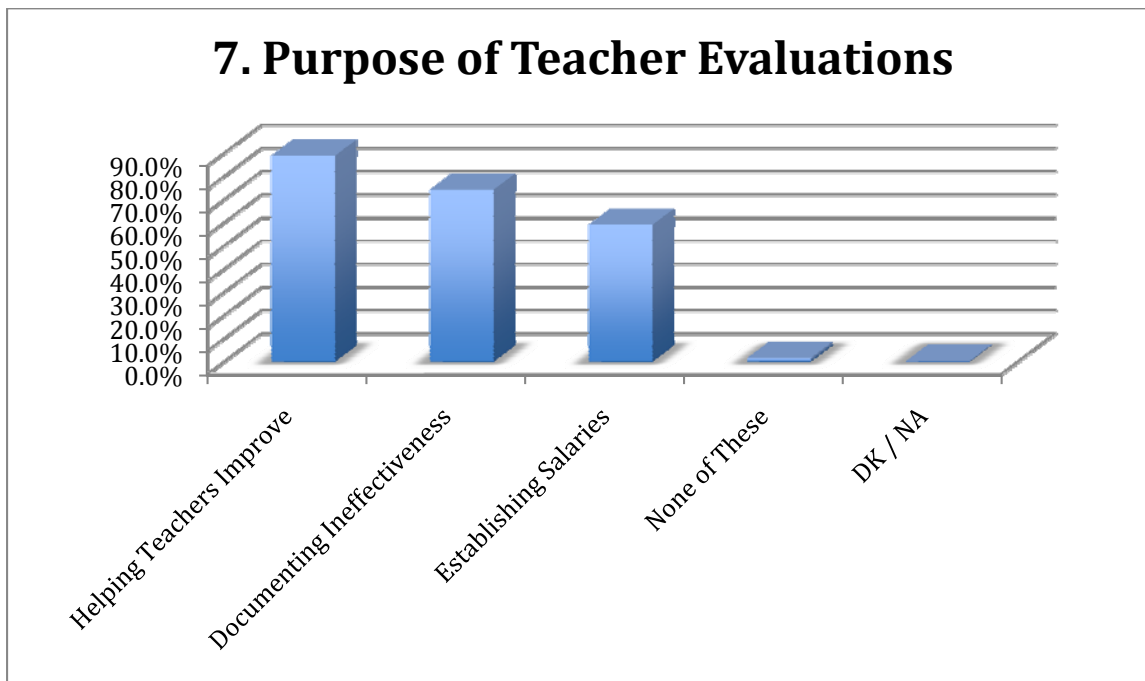
6. Typically, a teaching license can only be obtained through participation in a college or university-based teacher preparation program. Would you support or oppose allowing anyone who is a college graduate the option of obtaining a teaching license by participation in a teacher-preparation program through a state-approved non-profit organization instead of through a college or university?

Year	Completely Support	Somewhat Support	Neither Support nor Oppose	Somewhat Oppose	Completely Oppose	DK / NA
2010	18.9%	36.3%	8.0%	12.3%	20.2%	4.4%



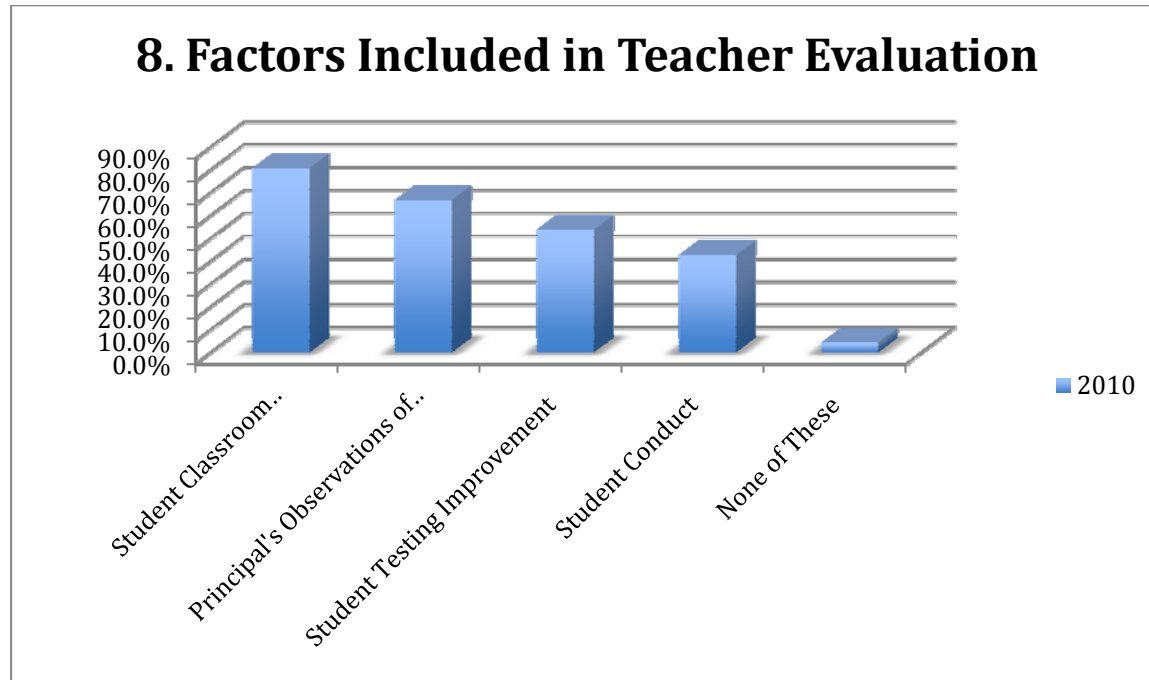
7. In your mind, what do you think should be the purpose for evaluating teachers: helping them improve their ability to teach, establishing their salaries based upon their skills, or documenting ineffectiveness that could lead to dismissal? Choose all that apply.

Year	Helping Teachers Improve	Documenting Ineffectiveness	Establishing Salaries	None of These	DK / NA
2010	88.9%	74.3%	59.1%	1.7%	0.4%



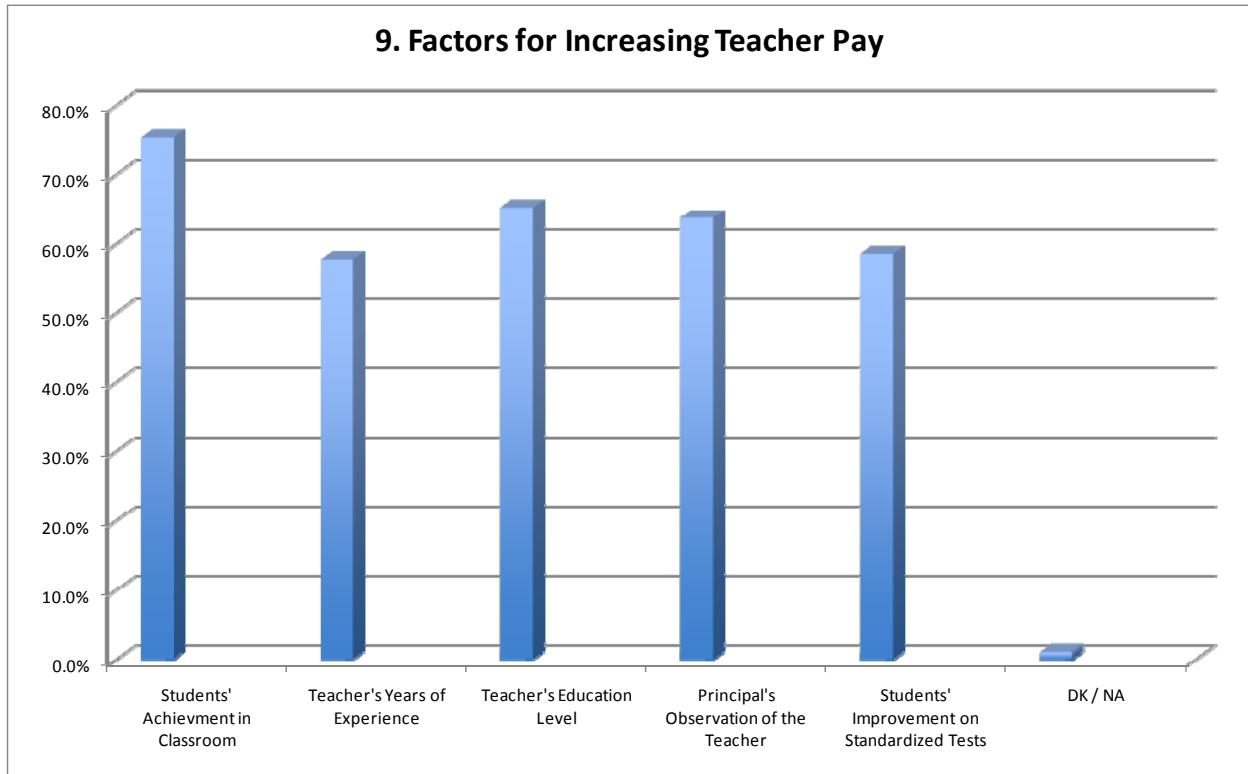
8. Which of these factors should a teacher’s evaluation be based on? Choose all that apply.

Year	Student Classroom Improvement	Principal's Observations of Teaching	Student Testing Improvement	Student Conduct	None of These
2010	80.8%	66.8%	53.9%	42.8%	4.4%



9. Which of these factors should teacher compensation be based on? Choose all that apply.

Year	Students' Achievement in Classroom	Teacher's Years of Experience	Teacher's Education Level	Principal's Observation of the Teacher	Students' Improvement on Standardized Tests	DK / NA
2010	75.4%	57.7%	65.2%	63.7%	58.5%	1.1%



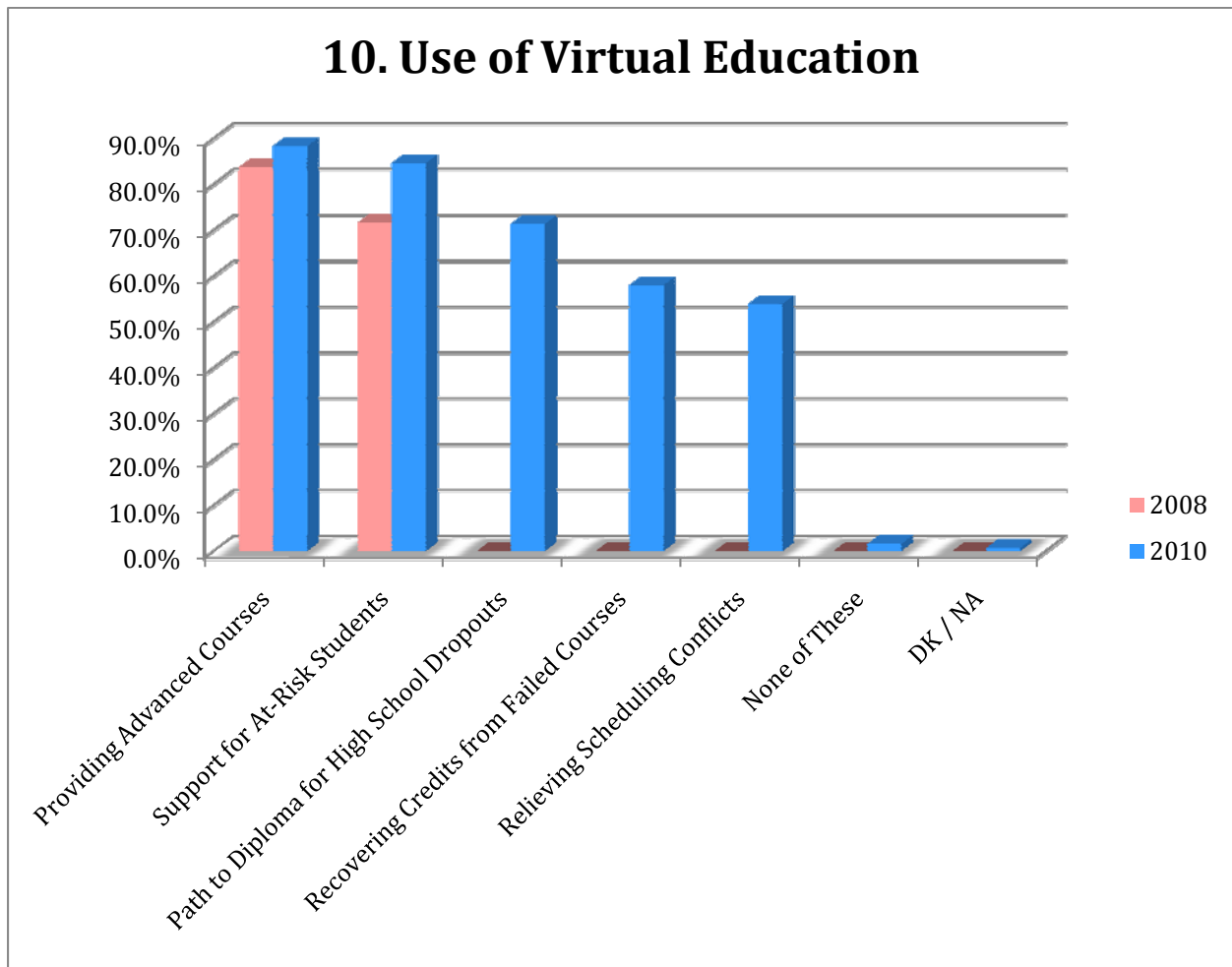
D. Virtual Education (Q.10)

Since 2008, CEEP has included survey questions regarding the use of virtual education (virtual learning, online learning, virtual schools, etc.) in public schools.⁸ The 2010 Public Opinion Survey asked Indiana citizens their opinions about how virtual education should be used in public high schools. Respondents were asked if they supported a variety of uses for virtual education and were allowed to select any of the options presented in the survey. Of the available options, Hoosiers gave the most support (88.3%) to providing virtual learning to students seeking advanced courses not presently offered by the school. Residents also strongly supported using virtual learning to provide additional support for at-risk students (84.6%). Providing a path to a diploma for high school dropouts received a high level of support at 71.3%, though support tends to drop off after that. Still a majority (58.0%) of respondents thought it was appropriate to use virtual learning to recover credits from failed courses, and 53.9% indicated that virtual learning was appropriate for relieving scheduling conflicts in schools. Finally, 1.6% of participants felt that none of the options were appropriate uses for virtual education.

⁸ For an extensive survey on current and future use of virtual learning, see the 2009 Survey of Virtual Learning in Indiana.
http://ceep.indiana.edu/projects/PDF/IVLC_Final_Report.pdf

10. Classes offered over the Internet are often called “virtual learning.” Which of the following do you feel are appropriate uses of virtual learning in high schools? Choose all that apply.

Year	Providing Advanced Courses	Support for At-Risk Students	Path to Diploma for High School Dropouts	Recovering Credits from Failed Courses	Relieving Scheduling Conflicts	None of These	DK / NA
2010	88.3%	84.6%	71.3%	58.0%	53.9%	1.6%	0.7%
2008	83.7%	71.6%	0	0	0	0	0



IV. Detailed Demographic Results

This section of the 2010 Public Opinion Survey on K-12 Education in Indiana examines any significant differences in the results of the 10-question survey by the demographic characteristics of the survey respondents, including: gender, age, educational attainment level, income, race/ethnicity, region of residency, and whether the respondent has children in school or not. Extensive attention is provided to those questions where responses vary widely by the demographic characteristics of the respondents, and less attention is given to questions where there are few differences in the survey responses by these demographic characteristics. Detailed demographic results by question are provided in additional tables in Appendix B.

A. Overall Evaluation of Schools and School Governance (Q.1 – Q.3)

Question 1a

In past Public Opinion Surveys, this question asked respondents to identify their perception about the general quality of schools in Indiana by ranking schools as excellent, good, fair, or poor. For the 2010 Public Opinion Survey, this question was modified to align with the state's changes to the school accountability system in using letter grades (A-F) to judge the quality of our schools.

While the single grade most frequently selected for public schools in Indiana overall was a C (37%), a total of 38% of respondents rated schools as an A or B, compared to 13% a D or F. The biggest differences between demographic groups of

the respondents were by region, respondents with children in schools compared to those who don't have school-aged children, age (youngest compared to oldest), and by race/ethnicity. First, citizens in central Indiana graded schools less favorably at only 34% saying schools earned an A or B compared to 43% in northern Indiana and 41% in southern Indiana. Only 9% of residents in southern Indiana gave schools a D or F compared to 13% in northern Indiana and 14% in central Indiana. Next, 46% of respondents with children in school gave public education an A or B, while only 31% of respondents without school-aged children gave such grades. This latter group was less definitive with their judgment of schools with 16% indicating they didn't know or have an opinion. Another area of significant demographic variation was among respondents aged 18-34, who were quite positive about schools with 53% giving public schools an A or B, while only 24% of respondents over 65 did so. Finally, African American respondents were less favorable than others about the quality of education in the state with 28% grading schools as an A or B (Caucasians 40% and Hispanics 33%) and 29% a D or F (Caucasians 10% and Hispanics 18%).

Question 1b

Consistent with past Public Opinion Surveys, respondents were then asked to assess the quality of schools in their own community, and like past surveys, they expressed a higher degree of satisfaction than that expressed in Q.1a. Whereas, only 38% of respondents rated the general quality of schools in Indiana as an A or B, here the number increases by more than 20 percentage points to 59%. Again, differences in the degree of satisfaction and dissatisfaction vary by certain demographic groups.

The three groups most highly satisfied with the schools in their community as demonstrated with an A or B rating were respondents aged 18-34 (71%), college graduates (69%), and individuals with an income of greater than \$75,000 (68%). Parents of school-aged children also felt most strongly, positively or negatively, about their children's schools with 65% grading the schools as an A or B and 15% a D or F, compared to respondents without school-aged children at 54% A or B and 12% a D or F. The last group highly positive about schools in their community was Caucasian respondents at 63% an A or B, compared to 40% Hispanic respondents and 37% African American respondents ranking their schools at an A or B.

African American respondents were the demographic group that most frequently graded their community schools as a D or F at 36%. A total of 25% of the overall minority population of respondents gave schools a D or F while 39% indicated an A or B. Finally, individuals earning \$35,000 to \$50,000 were another group less positive about schools, though still more positive than negative, with 52% grading their community schools as an A or B, and 22% a D or F.

Question 2a

When asked about the overall progress of public schools in Indiana over the past five years, a plurality of Hoosiers (45.5%, up from 41.8% in 2008) said that schools had remained about the same quality. However, for the first time in the four years of inclusion of this question in the survey, more respondents expressed that they felt schools have worsened over time at 25.9% (up from 20.6% in 2008) compared to 20.2% (down from 27.8%) indicating the quality of schools has improved.

Key differences among demographic groups responding to this question were between gender, with a majority of men (53%) indicating that the academic performance of public schools has stayed about the same compared to 39% of women, with only 16% of men indicating school performance is getting better and 23% indicating they are getting worse. A total of 24% of women expressed that academic performance of schools is getting better over the past five years and 28% said school performance is getting worse.

The one subgroup that felt most strongly, at 41%, that the academic performance of public schools is getting worse was respondents aged 35-44. African-American respondents were the second most frequent subgroup to indicate that the academic performance of schools is getting worse, at 35%.

Question 2b

For their own community schools, citizens saw greater stability or improvement than in statewide schools. A majority (51%) reported their schools have remained about the same quality over the past five years (up from 46.6% in 2008), with 24.7% perceiving school improvement (down from 29%), and 21.5% suggesting a decline in quality (up from 16%). The three subgroups that most frequently cited improvement in their community schools over the last five years were college graduates (30%), respondents aged 65 or over (29%), and Hispanic residents (29%). Respondent groups that most frequently indicated that academic performance of local schools has stayed about the same were those earning less than \$35,000 (56%), men (55%), and residents of central Indiana (55%). Finally, the subgroups that most frequently indicated that the academic performance of public schools in their community has gotten worse

over the past five years were African-American residents (38%), respondents without school-aged children (28%), respondents aged 35-44 (27%), and respondents who had attended some college (26%).

Question 3

Residents were asked which reform model they would prefer for their own community schools, if those schools were underperforming and placed on academic probation. Of those models, the vast majority (65.9%) preferred the “transformation” model, which includes retraining teachers and principals, changing instructional practices, and extending student learning and teacher planning time. The subgroups that felt most strongly about this option were the youngest respondent group, aged 18-34 (78%), women (76%), and Hispanic respondents (74%). All other options lagged significantly behind as a preferred option in the following order: turnaround school (7.6%), offer financial support to offset private school tuition (6.5%), restarting a school (5.4%), and closing a school (2.1%). Because of such statistical significance for the option of transforming low-performing schools, demographic variances between respondent groups for the other improvement options are insignificant and should not be overstated.

B. School Funding (Q.4A – Q5)

Question 4a

A total of 66% of Hoosiers claimed the level of public education funding in Indiana is not enough to meet the learning needs of students, up just slightly from 64% in 2008. Respondents that most frequently indicated that current level of funding for public education was not enough included African

American residents (83%), respondents aged 18-34 (75%), residents with incomes less than \$35,000 (74%), and women (73%). Age clearly impacted the given response to this question, as the older the respondent, the more likely they were to believe that current funding for public education is enough or more than enough. Another significant difference was between respondents with school-aged children and those without, as 71% of respondents with school children expressed that current funding is not enough, compared to 60% of respondents without school-aged children.

Question 4b

Residents were then informed that, when including all expenses, school districts spend approximately \$10,000 per year per student. Given that information, 47.8% of Hoosiers still said the level of public funding was not enough (45.6% in 2008), while 32.4% said it was enough (37.2% in 2008), and 12.6% said the level of funding was more than enough to meet the learning needs of students (12.2% in 2008). Respondent subgroups that most often expressed that this funding level was enough or more than enough included residents of southern Indiana (56%), individuals with annual income of \$35,000 to \$50,000 (54%), Hispanic respondents (53%), men (52%), and citizens aged 65 and older (52%). Conversely, African American respondents most clearly felt that this level of funding is insufficient (76%), followed by individuals with incomes less than \$35,000 (55%), citizens aged 35-44 (54%), and women (54%).

Question 5

As aforementioned, the survey explained that some policymakers have suggested that renegotiating health insurance benefits could be a means for schools to save money. Citizens were then asked if schools should

be required to join state-negotiated health insurance plan options (15.6% in favor), be free to negotiate any plan that is to the school district's liking (27.4% in favor), or be required to join the state-negotiated health insurance plan options unless they negotiate a less expensive plan on their own (46.1% in favor). For the policy strategy to require school districts to join the state-negotiated plan unless a cheaper plan can be secured locally, parents of school-aged children, citizens aged 35-44, and respondents with some college or above most preferred this option at a significant level above their counterparts. Females, college graduates, and Hispanic respondents were the subgroups that most frequently stated preference for the option to allow school districts to negotiate their own plans without restrictions. Finally, African American respondents, other minority groups, and respondents with a high school diploma or less were the subgroups that expressed the highest levels of support for a mandate to require school districts to join the state-negotiated plan.

C. Teacher Licensure, Evaluation, and Compensation (Q.6-Q.9)

Question 6

In general, Hoosiers are supportive of allowing college graduates to receive their teaching preparation from non-profit organizations, compared to the more traditional college/university route. However, there are some disparities in the degree of favorability.

The support from men and women greatly varies. When combining the support responses (completely support added to somewhat support), men support alternative

pathways to teacher certification at 62.0%, but women only support it at 49.3%.

Support also varies based on race/ethnicity. When again combining the support responses (completely support added to somewhat support), all minority groups support this alternative teacher preparation path at 63.3%, and Caucasians support it at 54.0%.

Question 7

This question was modeled after a question included in the national 2010 Phi Delta Kappa/Gallup Poll,⁹ which asked respondents what they thought the primary purpose for evaluating teachers should be. In the PDK/Gallup Poll, 60% of respondents indicated that the primary purpose of evaluating teachers should be to help them improve their ability to teach. CEEP researchers felt that the wording of this question obfuscated the complexity of teacher evaluations. In the CEEP Year 7 Survey, citizens were given the option to select any of the choices presented to them.

Hoosiers still felt that "helping teachers improve their ability to teach" was the most important purpose of teacher evaluation. Overall, that response garnered 88.9% support. Helping teachers improve was consistently considered the most important purpose of teacher evaluation, no matter the race/ethnicity, gender, age, region, or income of the respondents. Of the demographic groupings reported in the CEEP survey, African American residents felt most strongly about this purpose of teacher evaluation, with 98.4% indicating support. Regionally, central Indiana residents (92.1%) supported this purpose for evaluation more than northern Indiana (87.4%) and southern Indiana (83.2%).

⁹ (2010). *Highlights of the 2010 Phi Delta Kappa/Gallup Poll*. Retrieved from kappanmagazine.org.

The other two components, “documenting ineffectiveness that could lead to dismissal” and “establishing teacher salaries based on their skills,” also received strong support at 74.3% and 59.1%, respectively. This follows the response ranking reported in the PDK/Gallup Poll where “documenting ineffectiveness” came in second (26%) and “establishing salaries” came in third (13%) for the *primary* purpose of evaluating teachers. In Indiana, “documenting ineffectiveness” and “establishing salaries” tended to gain support in the 34-44 age group and among respondents with some college education. For the 34-44 age group, 82.3% said that documenting ineffectiveness and 70.2% said that establishing salaries should be purposes of evaluating teachers; these are statistically significant responses when comparing age groups. One other demographic group where responses polled at statistically significant levels was total household income of \$35,000-\$50,000 in central Indiana. For those citizens, 87.2% said that teacher evaluations should be used to document ineffectiveness, and 82.1% said teacher evaluations should be used to establish teacher salaries.

Question 8

Hoosiers were asked which factors should influence teacher evaluations. As with Question 7, respondents were allowed to choose from any of the given options. Again, the intention was to gauge Hoosiers’ perceptions of the complexity of teacher evaluations. If one or more factors polled particularly poorly, policymakers might

infer that Indiana citizens don’t think those factors were important in teacher evaluation models. Overall, citizens most strongly favored including “student improvement in the classroom” as an evaluation factor (80.8%), followed by “a principal’s observation of teaching techniques” (66.8%), then “student improvement on standardized tests” (53.9%), and finally “student conduct” (42.8%).

Student improvement in the classroom was the most strongly supported factor in all demographic groups, except those who had an education level of college graduate or higher. In that demographic group, classroom improvement and principal’s observations were about even, with 68% and 69.4% support, respectively. Men (84.7%) supported a classroom improvement factor more strongly than women (77.5%) at a statistically significant level. Men also supported a testing improvement factor more strongly than women at a statistically significant level, 61.3% to 47.5%.

Other disparities in preference of teacher evaluation factors appear when looking at race and ethnicity. African Americans supported principal’s observations in higher numbers than Hispanics (81.2% to 72.7%), with the reverse true for student improvement in test scores (African Americans 74.5% to Hispanics 79.7%). In aggregate, minority groups supported each of the evaluation factors in greater numbers than Caucasians, especially in classroom improvement (90.8% to 79.1%) and testing improvement (74.1% to 50.0%).

Table 2: Race/Ethnicity Support of Teacher Evaluation Factors

	Classroom Improvement	Principal's Observations	Testing Improvement	Student Conduct	None of These
Caucasian	79.1%	65.8%	50.0%	42.7%	4.6%
African American	91.3%	81.2%	74.5%	36.1%	4.6%
Hispanic	92.5%	72.7%	79.7%	46.3%	1.6%
Other	86.1%	49.0%	62.6%	55.4%	2.2%
Unidentified	74.3%	60.0%	49.0%	46.3%	4.2%
Total Minority	90.8%	72.9%	74.1%	42.7%	3.3%

Including student conduct in teacher evaluations received the least support, gathering majority support only among Hoosiers age 65 or older (51.7%), those whose household income is less than \$35,000 (52.1%), those who live in southern Indiana (50.9%), or respondents who identified themselves as a race/ethnicity other than those provided in the survey (55.4%). However, most of those responses are within the survey’s margin of error.

Question 9

In the PDK/Gallup Poll survey, Americans indicated a desire to have teacher compensation associated with the quality of teachers’ work rather than basing pay on the typical standard-scale basis (71% to 27%). In the 2010 Public Opinion Survey, this topic was also explored by asking Hoosiers which factors a teacher’s compensation should be based on. Again, to acknowledge the complexity of this issue, respondents were permitted to select any to all of the options presented to them.

In general, Indiana residents believe that a teacher’s compensation should be based on student achievement in the classroom. That response gained the most support in nearly all demographic categories, with the exceptions of citizens with at least a college degree (64.4%) and African Americans (69.6%). Comparing responses within

demographic groups, compensation based on student classroom achievement gained statistically significant support among Hispanics (89.2%), among those with education levels at high school or less (80.0%) and some college (80.6%), and among households earning between \$35,000 and \$50,000 (81.8%) or less than \$35,000 (79.6%). In southern Indiana, support for student classroom achievement as a factor for compensation jumps to 91.5% and 92.5% for household incomes of \$35,000-\$50,000 and \$50,000-\$75,000, respectively (also statistically significant percentages).

Basing teacher compensation on student improvement on standardized tests received only 58.5% support from Hoosiers, fourth in ranking behind student achievement in the classroom, teacher’s education level along with college course credits, and principal’s observations and evaluation of the teacher. However, this percentage masks the wide array of opinions regarding use of standardized tests. Only 40.8% of college graduates support using student achievement on standardized tests as a factor for teacher compensation, compared to 71.3% of citizens with a high school education or less. Responses of differing race/ethnic groups were equally diverse, with only 55.4% of Caucasians supporting standardized test improvement as a factor, but 73.9% of Hispanics and 74.2% of African Americans

favoring testing improvement as a consideration.

Generally speaking, men tended to support outcome-based factors more than women did, with 77.4% supporting classroom achievement and 63.6% supporting testing improvement factors (compared to 73.7% and 54.1% for women).

Typical factors for teacher compensation (teachers' education levels and years of experience) generally received majority support. Compensation based on a teacher's education level and college course credits gained statistically significant support from women (68.6%), Hoosiers between the ages of 18 and 34 (72.3%), and those with an education level of a college degree or more (73.7%). The weakest support for teachers' education level as a factor came from four demographic groups: Hoosiers aged 65 or older (58.7%), with some college education (59.3%), from southern Indiana (59.1%), and those who did not identify a race or ethnicity (57.5%). Using teachers' years of experience as a factor received the least support from residents, though typically still a majority. Exceptions to the majority were in southern Indiana (44.4%) and households earning more than \$75,000 per year (48.9%). The years of experience factor gained the most support from households earning \$35,000 or less (69.2%), and from African Americans (67.4%) and those identifying with other races/ethnicities than those provided in the survey (69.8%).

Virtual Education (Q.10)

Question 10

When asked about virtual education, Hoosiers tended to be favorable for the possible uses described in the Year 7 Survey. Using virtual education as a means of "providing advanced courses not presently offered by the high school" received the most supporters, at 88.3%. This option received very strong support among those with some college education (93.3%) and among citizens between the ages of 35 and 44 (94.8%). Using virtual education for "providing advanced courses" received the greatest support from residents identifying a Hispanic background, at 96.0% support.

When examining disparities in responses, slight differences appear in the opinions of men and women, although the opinions of both are positive. For most uses of virtual learning, the responses of men and women were closely matched. The exceptions are for using virtual learning as a tool for "providing a path to a diploma for high school dropouts" and "recovering course credits from failed courses." When asked about those uses, women favored the "path to a diploma" option at 77.4%, as compared to 64.1% for men. Women also favored "recovering credits from failed courses" at 62.3%, compared to 53.0% for men.

The "path to diploma for high school dropouts" option also received strong support from Hoosiers aged 18-34 (75.9%), aged 35-44 (77.8%), and from citizens with a college degree (79.9%).

Appendix A

Summaries of Earlier Public Opinion Surveys

Review of the Benchmark (2003) Survey Results

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

Review of Year 2 (2004) Survey Results

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

Review of the Year 3 (2005) Survey Results

The Year 3 Survey revealed that a total of 55% of respondents believed public schools in Indiana were, on the whole, excellent or good. Once again, a higher percentage of residents (64%) said the schools in their community provided an excellent or good education, compared to schools in Indiana on the whole. Furthermore, the level of public satisfaction was even higher when residents were asked about teacher quality, with 69% of residents believing that teachers were excellent or good. A significant majority of respondents opposed reductions to K-12 public school funding, and more citizens expressed a willingness to pay higher taxes so that school funding could be increased. One unanticipated decline that occurred was public support for charter schools. From the Benchmark Survey in 2003 to the Year 3 Survey in 2005, the percentage of respondents who expressed support for the continued creation of more charter schools declined by four percentage points, from 54% to 50%. Even more significant was the decline in Hoosier support for charter school expansion from 56% in 2004 to 50% in 2005. Conversely, those who stated opposition to charter school expansion increased from 19% to 27% over the same time period.

Review of the Year 4 (2006) Survey Results

Consistent with the previous surveys, results of the Year 4 Survey indicated that more than half of Hoosiers had positive attitudes about public education statewide. When asked specifically about the quality of the public schools in their own community rather than schools statewide, those rating public schools as excellent or good increased to 65% (compared to 62% in 2003), 26% (the same as in 2003) viewed the public schools in their community as fair, and 8% (6% in 2003) of respondents viewed their community schools as poor. A clear majority of Indiana residents (71%) rated public school teachers as either excellent or good, representing a four percentage point increase (from 67%) from the Benchmark Survey. Conversely, only 27% of residents rated the quality of Indiana's public school teachers as fair or poor in 2006.

In 2006, 61% of respondents indicated that the level of funding for public education in Indiana was not enough, but when informed that the average per-pupil expenditure in Indiana was about \$10,000, the number of citizens responding that this funding level was not enough decreased to 45%. Three out of every four respondents reported support for state-funded, full-day kindergarten. If a tax increase were necessary to support full-day kindergarten, 61% of respondents expressed a willingness to pay higher taxes to support full-day kindergarten, up from 46% in 2003.

A total of 36% of respondents in the Year 4 Survey said they were somewhat or very familiar with charter schools (down from 40% in 2003). When asked if they would favor or oppose the continued creation of charter schools beyond the 37 schools in operation during the 2006-07 school year, 47% expressed support for the creation of additional charter schools (down from 54% in 2003) and 34% of respondents expressed opposition (up from 20% in 2003). The results of the 2006 charter school questions indicated a decline in public awareness about charter schools and a decline in support among those with some knowledge about them, continuing a trend identified in the Year 3 Survey.

Review of the Year 5 (2007) Survey Results

The Year 5 Survey revealed that Hoosiers were less positive about public schools and teachers in the state of Indiana. More specifically, 50% of respondents rated public schools in Indiana as excellent or good, a 5% decline from the Benchmark Survey. Non-white respondents continued to hold more critical views about the quality of public schools statewide; whereas, women in general, citizens from southern Indiana, and those from the youngest age group—respondents 18-34—continued to hold the most favorable opinion of the overall quality of schools in Indiana. When respondents were asked specifically about the quality of the public schools in their own community rather than schools statewide, the percent of citizens labeling public schools as excellent or good was 61% (a decline from 65% in 2006). The decline in satisfaction with community schools in 2007 was noted across all three regions of the state.

Another significant decline represented in the Year 5 Survey was the number of Indiana residents (62%) who rated public school teachers as either excellent or good, representing a nine percentage point decrease (from 71%) from the Year 4 Survey and a five percentage point decline (from 67%) from the Benchmark Survey. Respondents indicated strong support for paying highly-qualified teachers higher salaries as an incentive to teach in public schools

identified as needing improvement or having a significant number of students living in poverty; 72% of respondents said yes and 21% said no. A similar number of citizens believed that both student performance outcomes and teacher experience should be factors used to determine teacher pay increases, rather than either of these factors solely.

New to the Year 5 Survey were two questions regarding school consolidation. A total of 49% of the respondents strongly or somewhat agreed that consolidation of school districts in Indiana would save tax dollars, compared to 42% who did not agree with this statement. However, a majority of residents (59%) indicated opposition to consolidation of the school district in their community with another school district compared to only 35% who expressed support for such consolidation.

Finally, Indiana residents reported a growing awareness of the No Child Left Behind Act, the federal school accountability law, with 54% indicating they knew a great deal or had some knowledge of NCLB, up from 35% in 2003. Conversely, 45% of respondents said they knew a little or nothing at all about the federal law, down from 64% in 2003. For the first time in the annual survey series, more respondents who reported having some or a great deal of knowledge about NCLB expressed the opinion that the law was hurting (34%) the performance of schools in Indiana compared to those who felt the law was helping (32%) improve school performance. When asked if state leaders and policymakers were doing enough to help close achievement gaps between groups of students, nearly two out of every three respondents believed that leaders were not doing enough, and non-white residents (82%) were particularly unhappy with the efforts to close the gaps.

Review of the Year 6 (2008) Survey Results

The Year 6 Survey initiated a question asking Hoosiers to rate education's importance as a policy issue. A total of 90% of respondents rated K-12 education as an 8, 9, or 10 (with 10 signifying very important and 1 signifying not at all important). Hoosiers generally found K-12 education a more important policy issue than the economy, health care, higher education, public safety, taxes, the environment, or roads and transportation.

In terms of overall school quality, citizens were more positive in 2008 than 2007, reversing a declining trend from the Benchmark Survey. Positivism about local schools also increased in 2008. Despite those increases, 42% of Hoosiers said that schools had remained about the same quality in the past five years, with 28% saying schools had improved and 21% saying public schools had worsened in the past five years. A majority (62%) of citizens also rated Indiana high schools students near the middle of national rankings, and a plurality (43%) rated Indiana high school students near the middle of international rankings.

School finance received a great deal of attention in 2008 as debates about property taxes and school referenda continued in public discourse and media coverage, yet the majority (62%) of Hoosiers responded that the level of funding for public education in Indiana was not enough to meet the learning needs of students. However, when informed that the average per-pupil expenditure in Indiana was about \$10,000, this percentage fell to 46% who responded that the amount of funding was not enough. Finally, 41% of respondents said spending on buildings and equipment was just about right; an even split of the remaining respondents said this spending was too much or too little.

Regarding virtual education, citizens supported (66.4% support or strongly support) using online courses to supplement the high school curriculum. That support only waned when asked if respondents would support a requirement that all high school students complete one online course (59.5% opposed or strongly opposed). Hoosiers also opposed (73.6%) public schools where the majority of instruction would be provided over the Internet by a licensed teacher.

When asked about teachers, 69.7% of residents indicated that the quality of Indiana public school teachers was excellent or good. Hoosiers also favored (71.2%) compensating teachers based on a combination of student improvement and teachers' experience. Finally, a majority of residents (75.2%) supported compensating teachers more to teach in high-needs schools.

The Year 6 Survey also asked citizens about No Child Left Behind (NCLB) and state control of schools that consistently underperform. Most respondents indicated that they knew some or a great deal about NCLB (51.9%), yet there was no clear majority on the effect NCLB was having on Indiana schools. Respondents were evenly split on whether NCLB was helping (30.6%), hurting (30.5%), or making no difference (33.0%) in Indiana. When local schools persistently fail, 57.6% of Hoosiers believed the state should take over schools in their communities.

Appendix B

Detailed Result Tables by Question

2010 Public Opinion Survey on K-12 Education in Indiana

1a. Indiana will soon rate schools using a letter grade rating system. How would you grade public schools in Indiana?

	A	B	C	D	F	Don't Know / No Answer	Number of Cases
Gender							
Male	6.4%	31.5%	36.7%	10.1%	2.8%	12.5%	283
Female	7.3%	31.4%	37.4%	10.5%	2.0%	11.5%	329
Age							
18-34	8.1%	44.6%	32.5%	4.1%	0.9%	9.7%	192
35-44	6.6%	25.1%	32.1%	21.6%	3.3%	11.2%	107
45-54	5.2%	36.2%	36.2%	8.3%	3.8%	10.3%	115
55-64	7.2%	21.2%	49.5%	13.6%	-	8.5%	93
65+	6.4%	17.5%	40.3%	9.4%	4.6%	21.7%	105
Education							
HS or less	8.2%	30.8%	36.1%	11.3%	2.9%	10.7%	229
Some college	4.8%	27.5%	39.1%	12.9%	3.8%	11.9%	196
College grad or more	7.5%	36.5%	35.8%	6.4%	0.2%	13.5%	186
Income							
<\$35K	7.7%	30.5%	39.9%	9.9%	2.4%	9.7%	161
\$35K-\$50K	3.4%	22.4%	35.3%	17.5%	1.9%	16.5%	105
\$50K-\$75K	5.9%	26.7%	46.5%	6.9%	2.4%	11.7%	123
\$75K+	8.8%	38.9%	29.7%	10.5%	0.6%	11.4%	179
Children in School							
Yes	5.9%	40.3%	35.5%	8.9%	2.2%	7.2%	291
No	7.7%	23.4%	38.5%	11.6%	2.6%	16.2%	321
Region							
Indiana Northern	6.1%	36.5%	36.3%	9.5%	3.6%	8.0%	234
Indiana Central	6.3%	27.4%	39.3%	12.2%	1.5%	13.3%	282
Indiana Southern	10.2%	31.1%	32.3%	6.7%	2.1%	17.7%	96
Race/Ethnicity							
Caucasian	7.0%	32.7%	37.3%	8.7%	1.7%	12.7%	493
African American	3.8%	24.5%	37.8%	20.2%	8.4%	5.2%	51
Hispanic	6.7%	26.7%	43.3%	12.1%	5.5%	5.7%	32
Other	10.8%	26.3%	33.4%	14.0%	2.4%	13.0%	17
Total Minority	5.9%	25.5%	38.8%	16.6%	6.4%	6.7%	99
DK/Refused	9.2%	29.7%	22.8%	19.5%	-	18.9%	20

2010 Public Opinion Survey on K-12 Education in Indiana

1b. How would you grade public schools in your community?

	A	B	C	D	F	Don't Know / No Answer	Number of Cases
Gender							
Male	19.7%	39.0%	21.7%	9.7%	4.8%	5.2%	283
Female	24.0%	35.5%	23.9%	9.7%	2.8%	4.1%	329
Age							
18-34	23.7%	46.9%	14.2%	9.0%	2.6%	3.6%	192
35-44	22.0%	34.1%	20.2%	9.5%	10.1%	4.1%	107
45-54	26.1%	31.0%	29.1%	8.8%	2.2%	2.8%	115
55-64	17.4%	31.4%	34.8%	14.0%	-	2.4%	93
65+	18.3%	33.8%	24.0%	8.4%	4.3%	11.1%	105
Education							
HS or less	21.0%	36.3%	18.5%	11.4%	4.5%	8.3%	229
Some college	13.3%	38.4%	30.0%	10.4%	5.0%	2.9%	196
College grad or more	32.5%	36.9%	20.3%	7.0%	1.4%	1.9%	186
Income							
<\$35K	15.4%	39.5%	26.4%	10.1%	2.9%	5.6%	161
\$35K-\$50K	12.2%	39.7%	20.3%	12.6%	9.4%	5.8%	105
\$50K-\$75K	18.1%	39.3%	23.6%	11.4%	4.6%	3.0%	123
\$75K+	33.8%	34.2%	21.2%	7.9%	0.9%	2.1%	179
Children in School							
Yes	25.3%	39.5%	18.2%	10.0%	5.1%	1.9%	291
No	19.0%	34.9%	27.1%	9.5%	2.5%	7.1%	321
Region							
Indiana Northern	19.6%	39.1%	22.0%	10.1%	6.2%	3.1%	234
Indiana Central	22.5%	37.7%	23.6%	9.8%	2.0%	4.5%	282
Indiana Southern	26.5%	30.5%	23.0%	8.7%	2.7%	8.6%	96
Race/Ethnicity							
Caucasian	25.1%	37.9%	21.6%	8.6%	2.3%	4.5%	493
African American	1.7%	35.2%	25.2%	16.1%	19.5%	2.3%	51
Hispanic	13.0%	27.0%	38.9%	10.2%	5.0%	5.9%	32
Other	24.9%	20.4%	33.7%	11.6%	-	9.3%	17
Total Minority	9.3%	30.0%	31.0%	13.5%	11.5%	4.6%	99
DK/Refused	9.2%	51.6%	13.3%	19.4%	-	6.4%	20

2010 Public Opinion Survey on K-12 Education in Indiana

2a. Over the past five years, has the academic performance of public schools in Indiana gotten better, worse, or stayed about the same?

	Better	Stayed the Same	Worse	Don't Know / No Answer	Number of Cases
Gender					
Male	16.0%	52.7%	23.1%	8.2%	283
Female	23.9%	39.3%	28.4%	8.4%	329
Age					
18-34	22.2%	54.9%	15.6%	7.3%	192
35-44	16.6%	33.9%	41.2%	8.3%	107
45-54	17.4%	50.7%	25.1%	6.7%	115
55-64	22.6%	43.8%	29.5%	4.1%	93
65+	21.2%	36.0%	27.1%	15.6%	105
Education					
HS or less	20.9%	45.4%	24.7%	9.0%	229
Some college	17.0%	44.3%	31.4%	7.2%	196
College grad or more	22.9%	46.6%	21.9%	8.6%	186
Income					
<\$35K	22.4%	41.4%	26.0%	10.2%	161
\$35K-\$50K	20.6%	46.7%	27.8%	5.0%	105
\$50K-\$75K	17.0%	48.1%	27.8%	7.1%	123
\$75K+	20.0%	48.8%	23.4%	7.7%	179
Children in School					
Yes	20.4%	49.2%	23.2%	7.1%	291
No	20.0%	42.2%	28.4%	9.4%	321
Region					
Indiana Northern	20.3%	45.5%	26.4%	7.8%	234
Indiana Central	20.1%	45.1%	25.3%	9.5%	282
Indiana Southern	20.6%	46.9%	26.6%	5.9%	96
Race/Ethnicity					
Caucasian	21.3%	45.3%	25.3%	8.2%	493
African American	10.9%	49.7%	35.0%	4.4%	51
Hispanic	18.4%	43.6%	24.9%	13.2%	32
Other	17.4%	58.2%	16.9%	7.5%	17
Total Minority	14.4%	49.2%	28.7%	7.7%	99
DK/Refused	23.9%	33.9%	27.4%	14.8%	20

2b. Over the past five years, has the academic performance of public schools in your community gotten better, worse, or stayed about the same?

	Better	About the Same	Worse	Don't Know / No Answer	Number of Cases
Gender					
Male	22.6%	55.2%	20.0%	2.3%	283
Female	26.5%	47.4%	22.9%	3.2%	329
Age					
18-34	27.3%	52.9%	17.0%	2.8%	192
35-44	22.3%	45.7%	26.8%	5.2%	107
45-54	23.2%	54.7%	21.3%	0.8%	115
55-64	22.6%	54.0%	22.2%	1.2%	93
65+	28.8%	46.5%	24.1%	3.6%	105
Education					
HS or less	25.4%	51.0%	20.3%	3.3%	229
Some college	18.8%	53.2%	26.4%	1.5%	196
College grad or more	30.1%	48.5%	18.0%	3.4%	186
Income					
<\$35K	22.0%	56.1%	20.3%	1.6%	161
\$35K-\$50K	27.4%	47.3%	24.2%	1.1%	105
\$50K-\$75K	21.4%	53.8%	23.0%	1.8%	123
\$75K+	27.6%	47.0%	21.4%	4.0%	179
Children in School					
Yes	25.3%	50.4%	21.3%	2.9%	291
No	24.1%	51.5%	27.7%	2.6%	321
Region					
Indiana Northern	26.1%	46.2%	25.1%	2.5%	234
Indiana Central	24.5%	54.8%	17.6%	3.1%	282
Indiana Southern	21.6%	51.4%	24.5%	2.5%	96
Race/Ethnicity					
Caucasian	25.8%	51.9%	19.8%	2.6%	493
African American	10.5%	51.1%	37.7%	0.7%	51
Hispanic	29.0%	43.0%	20.0%	8.0%	32
Other	26.5%	50.1%	15.6%	7.8%	17
Total Minority	19.1%	48.4%	28.2%	4.3%	99
DK/Refused	24.9%	43.1%	31.9%	-	20

2010 Public Opinion Survey on K-12 Education in Indiana

3. A school is placed on academic probation if they do not meet annual goals for student academic growth. Assume you have a child attending a public school that has been placed on academic probation by either the state or federal government. Which improvement strategy would you prefer?

	Transform by retraining the teachers and principals, changing instructional practices, and extending student learning time.	Turnaround by replacing the principal and at least half of the teachers.	School provides financial support to offset part or all of the tuition for another public school or private school.	Restart by using an outside management organization to operate the school.	School closes and sends students to higher performing public school nearby.	None of these/No preference	Number of Cases
Gender							
Male	54.7%	11.3%	10.2%	5.7%	3.1%	15.2%	283
Female	75.6%	4.4%	3.3%	5.1%	1.2%	10.4%	329
Age							
18-34	77.7%	6.4%	2.8%	6.8%	0.7%	5.7%	192
35-44	61.6%	8.9%	9.0%	4.5%	2.3%	13.7%	107
45-54	62.3%	6.7%	10.2%	7.4%	0.6%	12.8%	115
55-64	62.6%	11.3%	5.2%	3.8%	3.4%	13.7%	93
65+	55.7%	6.2%	7.8%	2.8%	4.7%	22.9%	105
Education							
HS or less	65.0%	8.9%	7.6%	3.8%	2.4%	12.3%	229
Some college	65.0%	10.6%	5.1%	6.9%	1.7%	10.6%	196
College grad or more	68.4%	8.0%	7.4%	5.6%	1.9%	14.5%	186
Income							
<\$35K	72.7%	5.6%	3.6%	5.1%	1.7%	11.3%	161
\$35K-\$50K	65.7%	7.3%	5.4%	5.0%	2.7%	13.9%	105
\$50K-\$75K	64.9%	6.6%	6.2%	7.6%	2.6%	12.1%	123
\$75K+	63.4%	11.0%	8.5%	4.1%	1.5%	11.6%	179
Children in School							
Yes	68.4%	8.0%	7.4%	6.9%	1.2%	8.1%	291
No	63.8%	7.2%	5.6%	4.0%	2.8%	16.6%	321
Region							
Indiana Northern	66.6%	8.4%	8.4%	6.0%	1.9%	8.7%	234
Indiana Central	65.7%	5.0%	6.5%	5.0%	2.7%	15.2%	282
Indiana Southern	65.2%	13.4%	1.6%	4.7%	0.7%	14.4%	96
Race/Ethnicity							
Caucasian	65.3%	7.8%	6.5%	5.5%	1.8%	13.0%	493
African American	66.2%	5.6%	7.5%	8.2%	4.4%	8.1%	51
Hispanic	73.7%	2.4%	10.7%	3.7%	4.2%	5.4%	32
Other	73.1%	7.5%	3.4%	2.4%	-	13.7%	17
Total Minority	69.8%	4.9%	7.8%	5.7%	3.6%	8.2%	99
DK/Refused	61.9%	14.7%	-	-	-	23.5%	20

2010 Public Opinion Survey on K-12 Education in Indiana

4a. Overall do you think the level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

	More than enough	Enough	Not enough	Don't Know / No Answer	Number of Cases
Gender					
Male	16.2%	23.7%	56.9%	3.2%	283
Female	7.7%	15.8%	73.0%	3.6%	329
Age					
18-34	7.7%	15.8%	74.7%	1.7%	192
35-44	11.8%	19.6%	62.5%	6.0%	107
45-54	12.8%	17.9%	67.0%	2.3%	115
55-64	11.2%	21.2%	64.9%	2.7%	93
65+	17.6%	26.1%	50.7%	5.6%	105
Education					
HS or less	11.7%	21.3%	64.1%	2.9%	229
Some college	13.4%	15.7%	66.5%	4.5%	196
College grad or more	9.7%	20.8%	66.5%	2.9%	186
Income					
<\$35K	10.7%	12.5%	73.8%	3.0%	161
\$35K-\$50K	13.1%	25.1%	59.3%	2.5%	105
\$50K-\$75K	13.7%	16.8%	63.2%	6.3%	123
\$75K+	10.6%	21.2%	66.1%	2.1%	179
Children in School					
Yes	10.0%	16.7%	70.6%	2.7%	291
No	13.0%	22.0%	61.0%	4.0%	321
Region					
Indiana Northern	9.4%	19.9%	66.5%	4.3%	234
Indiana Central	12.0%	18.3%	67.1%	2.6%	282
Indiana Southern	15.8%	22.0%	58.6%	3.6%	96
Race/Ethnicity					
Caucasian	12.4%	20.6%	63.6%	3.4%	493
African American	8.0%	8.7%	83.4%	-	51
Hispanic	2.0%	21.5%	68.0%	8.5%	32
Other	2.2%	26.2%	63.9%	7.7%	17
Total Minority	5.1%	15.8%	75.1%	4.0%	99
DK/Refused	25.2%	10.5%	64.3%	-	20

2010 Public Opinion Survey on K-12 Education in Indiana

4b. When including all expenses, school districts spend about \$10,000 per year per student. Do you think this level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

	More than enough	Enough	Not enough	Don't Know / No Answer	Number of Cases
Gender					
Male	16.6%	35.4%	41.3%	6.7%	283
Female	9.2%	29.8%	53.5%	7.5%	329
Age					
18-34	9.5%	31.5%	52.7%	6.3%	192
35-44	9.9%	32.5%	54.4%	3.2%	107
45-54	13.5%	33.3%	47.1%	6.1%	115
55-64	13.7%	32.6%	46.2%	7.4%	93
65+	19.2%	32.8%	34.5%	13.5%	105
Education					
HS or less	13.3%	36.8%	43.2%	6.7%	229
Some college	12.3%	29.9%	50.2%	7.6%	196
College grad or more	12.1%	29.3%	51.4%	7.1%	186
Income					
<\$35K	9.6%	28.6%	54.8%	7.0%	161
\$35K-\$50K	15.0%	38.7%	38.8%	7.5%	105
\$50K-\$75K	16.8%	29.0%	45.6%	8.6%	123
\$75K+	11.8%	33.6%	49.6%	5.0%	179
Children in School					
Yes	10.4%	32.8%	51.1%	5.8%	291
No	14.7%	32.1%	45.0%	8.3%	321
Region					
Indiana Northern	9.1%	33.7%	50.7%	6.5%	234
Indiana Central	13.5%	29.7%	49.2%	7.5%	282
Indiana Southern	18.5%	37.2%	37.0%	7.3%	96
Race/Ethnicity					
Caucasian	13.5%	33.2%	45.8%	7.5%	493
African American	7.2%	16.5%	76.4%	-	51
Hispanic	5.8%	47.6%	33.6%	12.9%	32
Other	6.3%	31.6%	50.1%	12.0%	17
Total Minority	6.6%	29.0%	58.2%	6.2%	99
DK/Refused	20.7%	30.1%	46.0%	3.2%	20

5. It has been suggested that one way public schools could save money is by negotiating or joining less expensive health insurance plans. Which of these health insurance options would you prefer?

	Required to join the state-negotiated health insurance plans unless they have a less expensive plan	Allowed to negotiate plans to their liking	Required to join the state-negotiated health insurance plans	Don't Know / No Answer	Number of Cases
Gender					
Male	48.6%	21.8%	20.6%	8.9%	283
Female	43.9%	32.3%	11.2%	12.6%	329
Age					
18-34	48.4%	26.8%	15.3%	9.5%	192
35-44	56.4%	27.6%	7.0%	8.9%	107
45-54	47.7%	24.1%	17.0%	11.2%	115
55-64	41.7%	29.7%	21.5%	7.1%	93
65+	33.5%	30.1%	17.9%	18.5%	105
Education					
HS or less	41.0%	20.9%	24.7%	13.3%	229
Some college	51.5%	30.4%	10.1%	8.0%	196
College grad or more	46.9%	32.4%	10.1%	10.6%	186
Income					
<\$35K	47.8%	24.2%	17.0%	11.1%	161
\$35K-\$50K	38.0%	31.2%	19.5%	11.3%	105
\$50K-\$75K	50.7%	26.3%	13.3%	9.8%	123
\$75K+	48.7%	27.2%	15.1%	9.0%	179
Children in School					
Yes	54.2%	25.5%	11.5%	8.8%	291
No	38.8%	29.2%	19.2%	12.8%	321
Region					
Indiana Northern	49.2%	28.9%	13.1%	8.8%	234
Indiana Central	43.7%	27.3%	16.4%	12.5%	282
Indiana Southern	45.6%	24.1%	19.0%	11.3%	96
Race/Ethnicity					
Caucasian	46.6%	28.2%	14.0%	11.2%	493
African American	49.2%	15.6%	28.3%	6.9%	51
Hispanic	41.8%	36.2%	11.6%	10.4%	32
Other	43.7%	17.1%	26.2%	13.1%	17
Total Minority	45.8%	22.5%	22.6%	9.1%	99
DK/Refused	34.5%	32.8%	19.0%	13.8%	20

2010 Public Opinion Survey on K-12 Education in Indiana

6. Typically, a teaching license can only be obtained through participation in a college or university-based teacher preparation program. Would you support or oppose allowing anyone who is a college graduate the option of obtaining a teaching license by participation in a teacher-preparation program through a state-approved non-profit organization instead of through a college or university?

	Completely support	Somewhat support	Neither support nor oppose	Somewhat oppose	Completely oppose	Don't Know / No Answer	Number of Cases
Gender							
Male	26.4%	35.6%	6.5%	9.9%	19.1%	2.5%	283
Female	12.4%	36.9%	9.2%	14.3%	21.2%	6.0%	329
Age							
18-34	18.3%	41.6%	9.1%	11.6%	18.0%	1.3%	192
35-44	23.9%	30.2%	12.6%	11.2%	18.8%	3.3%	107
45-54	18.9%	31.0%	6.5%	15.0%	25.8%	2.9%	115
55-64	13.9%	39.2%	7.3%	12.7%	23.1%	3.7%	93
65+	19.0%	36.1%	3.4%	11.0%	17.1%	13.3%	105
Education							
HS or less	15.6%	34.8%	10.4%	14.6%	18.1%	6.4%	229
Some college	17.0%	37.3%	7.7%	11.9%	22.6%	3.5%	196
College grad or more	24.9%	36.8%	5.2%	9.8%	20.4%	2.9%	186
Income							
<\$35K	12.7%	46.0%	7.6%	9.4%	16.3%	8.0%	161
\$35K-\$50K	23.2%	28.6%	12.3%	14.1%	17.1%	4.6%	105
\$50K-\$75K	17.6%	36.6%	7.2%	10.3%	23.2%	5.2%	123
\$75K+	24.1%	30.1%	6.4%	17.4%	21.4%	0.6%	179
Children in School							
Yes	18.4%	40.1%	8.0%	12.2%	20.1%	1.3%	291
No	19.3%	32.9%	8.0%	12.3%	20.4%	7.2%	321
Region							
Indiana Northern	17.0%	36.3%	8.5%	12.0%	22.6%	3.5%	234
Indiana Central	19.7%	37.5%	7.4%	12.4%	17.9%	5.1%	282
Indiana Southern	20.8%	32.7%	8.4%	12.3%	21.3%	4.5%	96
Race/Ethnicity							
Caucasian	18.2%	35.8%	7.8%	13.0%	21.7%	3.5%	493
African American	18.9%	46.1%	6.8%	7.4%	16.9%	3.9%	51
Hispanic	32.0%	32.8%	14.6%	9.9%	3.8%	6.8%	32
Other	19.3%	36.2%	7.9%	15.5%	14.5%	6.6%	17
Total Minority	23.2%	40.1%	9.5%	9.6%	12.3%	5.3%	99
DK/Refused	13.7%	29.1%	4.8%	6.4%	23.8%	22.1%	20

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7. In your mind, what do you think should be the purpose for evaluating teachers: helping them improve their ability to teach, establishing their salaries based upon their skills, or documenting ineffectiveness that could lead to dismissal? Choose all that apply.

	Helping teachers improve their ability to teach	Documenting ineffectiveness that could lead to dismissal	Establishing teacher salaries based on their skills	None of these	Don't Know / No Answer	Number of Cases
Gender						
Male	86.3%	77.3%	63.6%	1.6%	0.3%	283
Female	91.1%	71.8%	55.1%	1.7%	0.5%	329
Age						
18-34	91.7%	69.4%	52.4%	3.7%	0.4%	192
35-44	88.7%	82.3%	70.2%	-	1.6%	107
45-54	83.9%	74.9%	56.6%	0.8%	-	115
55-64	84.1%	70.6%	51.9%	2.1%	-	93
65+	93.6%	77.8%	68.9%	0.2%	-	105
Education						
HS or less	92.5%	72.9%	62.5%	1.3%	0.8%	229
Some college	87.0%	79.3%	62.1%	1.2%	-	196
College grad or more	86.4%	71.2%	51.5%	2.6%	0.4%	186
Income						
<\$35K	91.2%	67.7%	54.3%	0.8%	-	161
\$35K-\$50K	91.3%	78.6%	68.8%	3.3%	0.7%	105
\$50K-\$75K	88.2%	73.2%	58.2%	1.3%	-	123
\$75K+	87.5%	77.8%	59.7%	2.0%	1.0%	179
Children in School						
Yes	88.1%	74.2%	58.4%	2.3%	-	291
No	89.6%	74.4%	59.6%	1.1%	0.8%	321
Region						
Indiana Northern	87.4%	74.2%	54.1%	1.8%	1.1%	234
Indiana Central	92.1%	73.9%	62.7%	1.4%	-	282
Indiana Southern	83.2%	75.8%	60.4%	2.3%	-	96
Race/Ethnicity						
Caucasian	88.2%	74.4%	58.9%	1.9%	0.4%	493
African American	98.4%	76.7%	62.2%	-	-	51
Hispanic	91.9%	75.6%	52.0%	1.1%	2.4%	32
Other	82.2%	75.9%	68.5%	3.7%	-	17
Total Minority	93.5%	76.2%	60.0%	1.0%	0.8%	99
DK/Refused	82.5%	63.7%	58.5%	-	-	20

8. Which of these factors should a teacher's evaluation be based on? Choose all that apply.

	Student improvement in the classroom	Principal's observations of teaching techniques	Student improvement on standardized tests	Student conduct	None of these	Number of Cases
Gender						
Male	84.7%	63.8%	61.3%	47.3%	4.1%	283
Female	77.5%	69.3%	47.5%	38.9%	4.6%	329
Age						
18-34	84.1%	71.9%	62.0%	44.8%	2.1%	192
35-44	84.0%	70.3%	47.7%	39.2%	4.6%	107
45-54	77.4%	61.0%	46.6%	32.6%	5.1%	115
55-64	70.8%	60.9%	45.7%	45.1%	10.0%	93
65+	84.1%	65.5%	60.5%	51.7%	2.7%	105
Education						
HS or less	86.4%	71.1%	67.1%	48.8%	2.3%	229
Some college	86.4%	59.6%	54.5%	48.0%	3.7%	196
College grad or more	68.0%	69.4%	37.2%	30.1%	7.7%	186
Income						
<\$35K	87.8%	69.8%	65.6%	52.1%	4.9%	161
\$35K-\$50K	85.5%	68.3%	61.9%	40.2%	0.5%	105
\$50K-\$75K	82.2%	61.8%	49.1%	44.2%	4.5%	123
\$75K+	74.0%	68.8%	41.7%	36.4%	5.2%	179
Children in School						
Yes	81.7%	68.9%	51.4%	42.3%	5.3%	291
No	80.0%	64.9%	56.1%	43.2%	3.6%	321
Region						
Indiana Northern	79.1%	66.9%	55.0%	37.7%	4.7%	234
Indiana Central	80.1%	68.0%	51.3%	44.2%	4.0%	282
Indiana Southern	87.1%	62.7%	58.5%	50.9%	4.8%	96
Race/Ethnicity						
Caucasian	79.1%	65.8%	50.0%	42.7%	4.6%	493
African American	91.3%	81.2%	74.5%	36.1%	4.6%	51
Hispanic	92.5%	72.7%	79.7%	46.3%	1.6%	32
Other	86.1%	49.0%	62.6%	55.4%	2.2%	17
Total Minority	90.8%	72.9%	74.1%	42.7%	3.3%	99
DK/Refused	74.3%	60.0%	49.0%	46.3%	4.2%	20

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9. Which of these factors should teacher compensation be based on? Choose all that apply.

	Student achievement in the classroom	Teacher's education level and college course credits	Principal's observations and evaluation of the teacher	Student improvement on standardized tests	Teacher's years of experience	None of these	Don't Know / No Answer	Number of Cases
Gender								
Male	77.4%	61.4%	61.2%	63.6%	56.3%	0.5%	0.3%	283
Female	73.7%	68.6%	65.8%	54.1%	59.0%	1.4%	-	329
Age								
18-34	73.8%	72.3%	71.2%	60.0%	65.3%	0.7%	-	192
35-44	75.7%	67.2%	63.7%	52.0%	56.2%	0.3%	-	107
45-54	79.2%	62.2%	58.6%	56.7%	50.3%	0.7%	0.7%	115
55-64	71.7%	59.5%	61.9%	58.0%	51.4%	1.4%	-	93
65+	77.4%	58.7%	57.0%	64.7%	59.3%	2.1%	-	105
Education								
HS or less	80.0%	63.6%	68.3%	71.3%	60.0%	0.1%	-	229
Some college	80.6%	59.3%	56.1%	60.5%	51.9%	1.7%	0.4%	196
College grad or more	64.4%	73.7%	66.0%	40.8%	61.3%	1.3%	-	186
Income								
<\$35K	79.6%	63.0%	69.1%	66.6%	69.2%	1.7%	-	161
\$35K-\$50K	81.8%	63.0%	53.1%	61.5%	55.2%	-	0.8%	105
\$50K-\$75K	73.3%	66.4%	64.2%	56.1%	52.8%	0.7%	-	123
\$75K+	70.9%	66.0%	64.0%	50.4%	48.9%	0.8%	-	179
Children in School								
Yes	73.5%	67.6%	66.0%	56.2%	60.7%	1.3%	-	291
No	77.2%	63.1%	61.6%	60.5%	55.1%	0.7%	0.3%	321
Region								
Indiana Northern	72.0%	65.5%	62.3%	55.5%	57.5%	1.0%	-	234
Indiana Central	76.8%	67.1%	66.7%	57.4%	62.5%	0.5%	0.3%	282
Indiana Southern	79.7%	59.1%	58.2%	68.8%	44.4%	2.3%	-	96
Race/Ethnicity								
Caucasian	74.3%	64.8%	63.1%	55.4%	56.1%	1.3%	0.2%	493
African American	69.6%	63.2%	73.6%	73.9%	97.4%	0.9%	-	51
Hispanic	89.2%	75.7%	65.8%	74.2%	59.6%	-	-	32
Other	86.3%	73.2%	42.9%	68.4%	69.8%	-	-	17
Total Minority	78.8%	68.9%	65.8%	73.1%	65.3%	0.4%	-	99
DK/Refused	85.9%	57.5%	66.3%	62.1%	60.6%	-	-	20

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10. Classes offered over the internet are often called “virtual learning.” Which of the following do you feel are appropriate uses of virtual learning in high schools? Choose all that apply.

	Providing advanced courses not presently offered by the high school, such as Advanced Placement courses	Providing additional support for at-risk students	Providing a path to diploma for high school dropouts	Recovering credits from failed courses	Relieving scheduling conflicts in the school day	None of these are appropriate uses of virtual learning	Don't Know / No Answer	Number of Cases
Gender								
Male	88.1%	83.0%	64.1%	53.0%	54.2%	1.8%	1.1%	283
Female	88.4%	86.0%	77.4%	62.3%	53.7%	1.4%	0.3%	329
Age								
18-34	88.8%	83.3%	75.9%	60.9%	53.6%	2.7%	-	192
35-44	94.8%	89.0%	77.8%	54.4%	58.7%	1.6%	-	107
45-54	85.9%	86.0%	71.1%	64.7%	51.0%	1.0%	-	115
55-64	86.0%	84.1%	65.0%	50.1%	56.3%	1.8%	1.1%	93
65+	85.2%	81.5%	61.7%	55.9%	50.8%	0.2%	2.9%	105
Education								
HS or less	82.8%	78.7%	65.8%	54.9%	47.2%	3.0%	1.8%	229
Some college	93.3%	87.8%	69.3%	61.8%	58.8%	0.9%	-	196
College grad or more	89.6%	89.0%	79.9%	57.6%	56.9%	0.7%	-	186
Income								
<\$35K	84.0%	80.8%	67.6%	60.2%	51.8%	3.5%	0.6%	161
\$35K-\$50K	92.4%	82.7%	72.8%	53.6%	54.1%	1.7%	0.8%	105
\$50K-\$75K	90.1%	86.3%	71.5%	63.6%	55.0%	0.7%	-	123
\$75K+	91.4%	89.4%	73.5%	55.7%	54.7%	0.9%	-	179
Children in School								
Yes	90.3%	85.4%	73.9%	60.4%	52.1%	2.1%	-	291
No	86.4%	84.0%	68.9%	55.8%	55.5%	1.1%	1.3%	321
Region								
Indiana Northern	88.3%	85.1%	74.3%	57.5%	53.4%	2.2%	-	234
Indiana Central	90.2%	84.2%	71.1%	58.0%	56.2%	0.9%	1.4%	282
Indiana Southern	82.3%	84.8%	64.2%	59.3%	48.4%	2.3%	-	96
Race/Ethnicity								
Caucasian	88.6%	85.4%	72.3%	57.9%	53.3%	1.5%	0.8%	493
African American	86.1%	80.3%	78.9%	65.1%	58.8%	4.1%	-	51
Hispanic	96.0%	86.7%	57.8%	50.5%	51.4%	2.2%	-	32
Other	83.4%	78.1%	65.5%	52.7%	66.7%	-	-	17
Total Minority	88.8%	82.0%	69.8%	58.3%	57.8%	2.8%	-	99
DK/Refused	77.6%	79.5%	51.9%	58.7%	50.7%	-	-	20

