

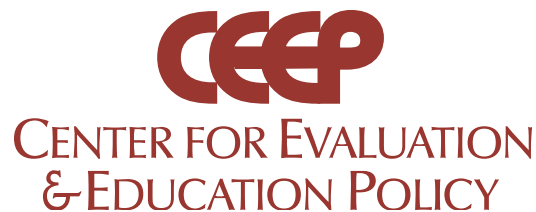
---

# 2007 Public Opinion Survey on K-12 Education in Indiana

Jonathan A. Plucker  
Terry E. Spradlin  
Nathan A. Burroughs  
Kylie R. Stanley

January 9, 2008

Prepared by the  
Center for Evaluation & Education Policy  
Indiana University  
Bloomington, Indiana





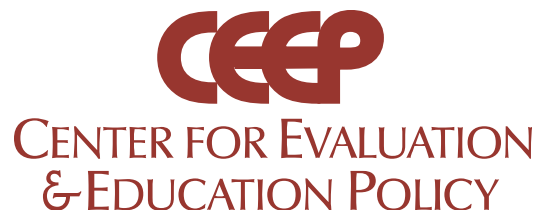
---

# 2007 Public Opinion Survey on K-12 Education in Indiana

Jonathan A. Plucker  
Terry E. Spradlin  
Nathan A. Burroughs  
Kylie R. Stanley

January 9, 2008

Prepared by the  
Center for Evaluation & Education Policy  
Indiana University  
Bloomington, Indiana



---

## **Center for Evaluation & Education Policy**

509 East Third Street  
Bloomington, IN 47401  
812-855-4438

Toll-Free in North America: 800-511-6575

Fax: 812-856-5890

E-mail CEEP: [ceep@indiana.edu](mailto:ceep@indiana.edu)

Web Site: <http://ceep.indiana.edu/>



## Table of Contents

Acknowledgements	
I. Introduction .....	1
II. Methodology.....	3
III. Summary of Key Findings .....	7
IV. Detailed Results.....	13
A. Overall Evaluation of Schools.....	13
B. School Funding .....	17
C. Early Childhood Education Initiatives .....	23
D. School Choice and Charter Schools.....	25
E. High Quality Teachers and Compensation .....	30
F. No Child Left Behind Act and Indiana’s PL 221 .....	33
G. Achievement Gap in Indiana .....	37
Appendix A	
Summary Tables for Open-ended Question 4B.....	A1
Appendix B	
Demographic Results by Question .....	B1



## Acknowledgements

In preparation of the 2007 Public Opinion Survey on K-12 Education in Indiana, the Center for Evaluation & Education Policy (CEEP) invited key policymakers and representatives of many education stakeholder groups to provide input on the development of questions for this survey. CEEP appreciates the individuals who responded to this invitation by offering their suggestions on the development and refinement of the questions included in the 2007 Survey. In particular, we are grateful to the following individuals for their helpful suggestions: **Frank Bush**, Executive Director, Indiana School Boards Association; **Dan Clark**, Deputy Executive Director for Programs, Indiana State Teachers Association; **Steve Heck**, Executive Director, Indiana Association of School Principals; and state **Senator Teresa Lubbers** (SD 30), Chair of the Senate Education & Career Development Committee. The authors of this report would like to offer a special recognition in memory of **Lowell Rose**, Executive Director Emeritus, Phi Delta Kappa International. Dr. Rose was a tireless champion of public education and a friend of CEEP. We are deeply indebted to Dr. Rose for his keen insights on public opinion surveys in general and for his feedback on this annual survey in particular.

Although some new questions were added to the survey this year, and a handful of questions were dropped, many of the questions in the 2007 report were maintained from the previous four public opinion surveys. All questions from the Benchmark Survey through the Year 5 Survey have been crafted with the input from a number of policymakers and education stakeholder groups. It is with gratitude that CEEP presents the 2007 Public Opinion Survey on K-12 Education in Indiana.



## I. Introduction

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

The Benchmark Survey addressed a variety of K-12 issues such as public support for components of Indiana's P-16 Plan for Improving Student Achievement; awareness of the new No Child Left Behind Act; and the level of support for funding of schools during a time of state and local budget cuts, payment delays, and economic recovery from a recession. Additionally, the format and structure of the 2003 Survey provided a research methodology that facilitated replication and allowed for longitudinal comparison of results.

In 2007, K-12 education clearly remained a state policy priority in general; however, many of the

key issues have changed along with the policy environment in which those issues are debated. This past year, there was increasing scrutiny and debate about Indiana's property taxation system, how tax revenues fund state and local government, and the efficiency and effectiveness of all units of local government, including school corporations. Residents in some counties of the state were notified in 2007 of increases in their property tax bills in excess of 30%. A number of court-ordered or legislatively enacted changes led to these increases. An Indiana Supreme Court ruling issued in 1998 required the implementation of a new property tax assessment system based on market value and trending of market prices over a six-year period. This new system was scheduled to be fully operational in 2007. As a result, the property taxes to be paid on older homes, rental housing, and farming increased. In addition, previous action of the legislature to completely eliminate the business inventory tax became effective in 2007, shifting additional taxation burden to the local level. Moreover, in 2005 the legislature capped the growth of property tax relief at just over \$2 billion a year; this cap became effective in 2007. Finally, a growth in the number of local units of government and overall expenditure increases were also associated as factors leading to the increases in property taxes around the state. Many taxpayers opposed these increases. On more than one occasion, groups organized protests outside of the governor's residence and the State House. These events generated

extensive media coverage in the Indianapolis media market and around the state.

In response, the governor and other elected officials offered explanations as to why the increases in property taxes had occurred and issued a series of proposals intended to lessen the tax burden of homeowners and businesses. In part, the spending by school corporations on school construction and the liabilities of their Debt Service Funds were cited as contributing factors to the higher property taxes. Also, the efficiency and size of school corporations were blamed for higher levels of government spending. School corporations, fairly or unfairly, became a target of politicians favoring changes in the functioning of local government.

The debate over property taxes could influence public perception about K-12 education in Indiana. To determine whether these conditions and circumstances have changed the attitudes and perceptions of Hoosiers about public education since 2003, a fifth annual survey was merited and is as timely and significant as the preceding public opinion surveys.

In preparing this survey, as many questions as possible were retained from the Benchmark through Year 4 Surveys to sustain the use of longitudinal data. However, some questions were modified and new questions added to ensure that the primary education policy issues confronting Indiana were addressed (e.g., school funding, full-day kindergarten, and school corporation consolidation). The 2007 Public Opinion Survey on Education in Indiana examined public perceptions on the following issues:

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

This report summarizes the findings of the Year 5 Survey. Results are reported in summary for Indiana overall (Section III) and comparison of results are discussed by demographic groups or by state region when differences of perception and attitude exist (Section IV). Finally, where comparisons are possible, Year 5 Survey results were compared with those from the Benchmark Survey, and the Year 2 through Year 4 Surveys, to identify trends in public attitudes and perceptions.

## II. Methodology

The Public Opinion Survey on K-12 Education in Indiana is a longitudinal, empirical effort to identify and monitor Indiana residents' attitudes toward, and perceptions of, public education issues. The study reports public opinion on issues of major importance concerning public schools and K-12 education policy. The Benchmark through Year 4 Surveys were conducted during the month of November. The Year 5 Survey was conducted a month earlier in October given that there were no state or national elections on the general election ballot that could potentially influence public opinion and skew the results of the annual survey. All surveys reflect the responses from telephone interviews conducted from a random sample of Indiana households. The target sample size for the surveys was approximately 612 participants. The actual numbers of completed interviews for the surveys were 1,001 for the Benchmark Survey, 605 for Year 2, and 612 for Year 3 through Year 5. A larger number of Indiana residents were sampled in the first year of the Survey to establish benchmark data. The smaller samples collected for the Year 2 through Year 5 Surveys are sufficient for statistical analysis.

### Questionnaire

The Center for Evaluation & Education Policy developed a 25-item questionnaire for the Year 5 Survey. Questions were based on current and pressing issues in Indiana elementary and secondary education. Before formulating the questions, CEEP project staff consulted various

education polls conducted in other states including California, Georgia, and Ohio, and the 39th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools. In order to ensure objectivity, project members sought feedback regarding the draft questions from a wide range of individuals with diverse political and professional backgrounds. New questions concerning opinions on public education funding, school district consolidation, full-day kindergarten, virtual charter schools, and student achievement gaps were added to the Year 5 Survey. In addition, a handful of questions were eliminated from the survey this year that were no longer relevant to the education policy conversations transpiring in the state. Questions for the Year 5 Survey were subjected to several rounds of revision. Finally, questions were reviewed for clarity, brevity, and potential bias by Stone Research Services, the market research company hired to conduct the interviews. Stone Research Services also provided suggestions for the questionnaire, introduction, screening, qualifying questions, and demographic questions.

### Sampling Methodology

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

## 2007 Public Opinion Survey on K-12 Education in Indiana

---

numbers requested to be unlisted. Year 5 Survey sampling also included the use of a directory-listed sample targeted toward younger age groups as well as African American and Hispanic origin households to augment the RDD sample.

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

Screening interviews were completed with 845 households (see Table 1 for sampling statistics). A total of 72 households did not qualify (i.e., were not residents of Indiana or not adults aged 18 or over) resulting in 773 households qualified to complete a survey. Surveys were completed with 612 households. The remaining 161 qualified households were terminated due to quota controls for age, county, or gender. The ratio of initial refusals to households screened (1927/845) was 2.3:1, which is lower than average for RDD samples.

The sampling error for the Year 5 Survey is approximately +/- 4% at the 95% confidence level. If the survey was replicated 100 times, the results of this survey would be expected to fall within plus or minus four percentage points of the average results in 95 out of 100 times.

**Table 1. Sample Statistics**

<b>Sample Records</b>	<b>Number</b>	<b>Percent</b>
Unusable records (disconnect/wrong number/fax number)	1394	18.4
Useable records	6164	81.6
<b>Total separate telephone numbers dialed</b>	<b>7558</b>	<b>100.0</b>
<b>Households Screened</b>		
Households qualified and interview completed	612	9.9
Households qualified but not interviewed (terminated prior to finish/age, county, or gender quota filled)	161	2.6
<b>Total number of qualified households</b>	<b>773</b>	<b>12.5</b>
Households not qualified (no adult aged 18/not resident of IN)	72	1.2
<b>Total number of households screened</b>	<b>845</b>	<b>13.7</b>
<b>Households Not Screened</b>		
Initial refusal	1927	31.3
No contact made/No contact with eligible respondent (no answer/answering machine/busy/call back/more than four attempts)	3271	53.1
Language barrier	121	2.0
<b>Total number of households not screened</b>	<b>5319</b>	<b>86.3</b>
<b>Total number of useable records</b>	<b>6164</b>	<b>100.0</b>

## Demographic Information

The proportion of females (54.2%) and males (45.8%) responding to the Year 5 Survey closely reflected the gender distribution within Indiana as measured by the 2000 U.S. Census. In addition, the majority of respondents (76.8%) lived in Indiana for 21 years or more; 11.1% lived in the state for 11-20 years; 4.9% lived in Indiana for 6-10 years; and 7.2% lived in the state for five years or less.

Approximately 52% of respondents had children under the age of 18, of which 26.4% had children in pre-school or kindergarten, 55.5% had children in grade school, and 34% had children in high school. The majority of respondents, 79.5%, indicated their primary race/ethnicity as white, 10.1% as African American, and 5% as Hispanic. Approximately 3.9% 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. The racial/ethnic composition of Year 5 survey respondents is comparable to the racial/ethnic distribution within Indiana according to the 2000 U.S. Census. Additional demographic information is available upon request.

State and regional results are weighted proportionately to the racial population within each region of the state. Weighting adjusts for differences between sample proportions and population data; it is accomplished by assigning race weight factors to each response based on the individual respondents' demography. For example, African American households account for 9.4% of the population in the Northern Region and African American respondents represent 12.7% of the interviews completed in this region. African American respondents in the

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

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



### **III. Summary of Key Findings**

#### **Review of the Benchmark (2003) Survey Results**

Results from the 2003 Benchmark Survey indicated that more than half of Hoosiers had positive attitudes about Indiana's public education system.

Considerably more citizens expressed favorable views about the public schools within their own communities. However, Indiana residents indicated they were generally unfamiliar with the initiatives being implemented at the federal, state, and local levels to improve academic performance and increase school accountability. Residents stated a clear belief that the level of funding makes a difference in school quality and 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 increased from 19% to 27% over the same time period.

### **Review of the Year 4 (2006) Survey Results**

Consistent with the Benchmark through Year 3 Surveys, results of the Year 4 Survey (2006) 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, a large majority, 61% of respondents, indicated the level of funding for public education in Indiana was not enough, compared to 26% who said funding was enough, and 8% who indicated funding levels were more than enough. However, 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%, compared to 35% of respondents who said this level was enough, and 12% who said this funding level was more than enough to fund

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

Over the years of the Public Opinion Survey on K-12 Education in Indiana, a wide majority of residents have indicated they were either somewhat or very familiar with Indiana's statewide standardized test, ISTEP+. In 2006, a total of 75% of respondents indicated a preference for end of the year testing, 12% indicated a preference for testing at the start of the school year, and 11% indicated that it did not make a difference.

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.

### **New Results: Overall Attitudes Toward Public Schools and Teachers in 2007**

The Year 5 Survey indicated 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, compared to 34% who rated them as fair, and 10% who rated them as poor. The level of satisfaction with public schools in Indiana during the Year 5 Survey represents a 5% drop from the Benchmark Survey. Non-white respondents have consistently held more critical views about the quality of public schools statewide, with 56% (versus 41% of white respondents) indicating the quality of public schools was fair or poor. Also consistent with the surveys from previous years, citizens from southern Indiana held the most favorable opinion of the overall quality of schools in Indiana (58% rated them as favorable or good). Moreover, the youngest age group, 18-34, views public schools more favorably than other age groups with 56% of those 18-34 rating Indiana schools as excellent or good. When Hoosiers 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 increased to 61% (still lower than the 65% in 2006), with 26% (the same as in 2006) who viewed the public schools in their community as fair, and 9% (8% in 2006) who considered them as poor. The decline in satisfaction with community schools from the Year 4 Survey was noted across all three regions. 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.

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

In contrast, when Indiana residents were asked about the overall progress of public schools in Indiana during the last five years, a predominate number of Hoosiers (44%) said the quality of schools has remained the same, while 26% reported that public schools in Indiana have improved, and 20% indicated the quality of public schools has worsened. When asked about the progress of the public schools in their own community, the number of respondents reporting school improvement increased to 31%, compared to 43% of respondents who said that the quality of their schools has stayed the same, and 19% who reported that the performance of public schools in their community has worsened (8% chose the “don’t know” or “no answer”). For those who expressed positive comments (see Appendix A for the coded responses to Question 4B) about the direction of public education in their community during the past five years, the most frequently cited reasons were: better curriculum, more programs and general efforts to improve schools; increased competition and more emphasis on results; an increased level of academic achievement as a result of ISTEP+; new or improved school facilities and equipment; computers in schools; and teachers doing a better job in the classroom. The most frequently expressed concerns from respondents who viewed the quality of schools as declining over the last five years were: an insufficient emphasis on education and students not learning enough; fewer teachers and larger classes; poor discipline and classroom management; the education system is broken; inadequate teacher performance and a decline in teacher commitment; and reduced funding for schools.

### **School Funding**

The issue of school finance received a great deal of attention in 2007. This was most likely due to the public debates and media attention focused on the property tax issue in Indiana. When asked about their views of funding for public schools, Indiana citizens continued to express the sentiment that the amount of money spent on public education affects the quality of students' education. Specifically, 76% of respondents indicated the level of funding impacts the quality of education "a lot" or "somewhat," compared to 19% who said "a little" or "not at all." Additionally, 59% of respondents indicated the level of funding for public education in Indiana is not enough, compared to 26% who said funding is enough and 12% who indicated funding levels are more than enough. However, when informed that the average per pupil expenditure in Indiana is about \$10,000, the number of citizens responding this funding level is not enough decreased to 35%, compared to 40% of respondents who said this level is enough, and 19% who said this funding level is more than enough to fund schools. Lastly, 27% of respondents said that a bit too much or far too much is spent for buildings and equipment in their community (up from 18% in 2003), 40% said spending on buildings and equipment is just about right (down from 51% in 2003), and 21% said that a bit too little or far too little is spent on buildings and equipment (up from 15% in 2003).

The 2007 Survey posed a new question, assessing which tax revenue source Indiana residents believed should be used to fund schools. The property tax issue within the state was apparent in responses, with only 15% of respondents suggesting property taxes as a single funding source, compared with 35% who favor the use of state income taxes, 29% who prefer

sales taxes, and 22% who believe a combination of property, sales, and income taxes be used.

Also new to the Year 5 Survey were questions regarding school consolidation. A total of 49% of respondents strongly or somewhat agreed that consolidation of school districts in Indiana would save tax dollars, compared to 42% who did not agree. However, 59% of residents would oppose consolidation of the school district in their community with another school district, compared to 35% who would support such consolidation.

### **Early Childhood Education Issues**

The Year 5 Survey indicated continued support for early childhood education programs. A total of 81% of respondents in 2007 indicated they would support state funding of voluntary pre-school for at-risk children, compared to 78% in 2005 (the first year for the question). The 2007 Survey introduced a new, more extensive question assessing support for full-day kindergarten. The question outlined current funds appropriated for full-day kindergarten (\$58.5 million for the 2008-09 school year), and it also presented projected costs (estimated to exceed \$200 million annually). Given the background information, 49% of Hoosiers would support full-day kindergarten if it meant taxes had to increase, compared with 49% who would oppose. Parents of school-aged children were more likely to support the idea (53%), compared to those without school-aged children (43%). Non-white respondents expressed higher levels of support (57%) than white respondents (47%) for full-day kindergarten.

## **School Choice, Vouchers, and Charter Schools**

The Year 5 Survey once again included questions about school choice and other market-based education reforms, such as tuition vouchers and charter schools. A total of 55% of residents indicated that efforts should be made to provide additional assistance to students in low performing schools rather than provide parental choice to transfer these students to another public school (16%) or provide state financial support to offset part or all of the tuition for private school enrollment (20%) for these students.

Next, Hoosiers were asked three questions about charter schools (see Section IV for a definition of charter schools). A total of 36% of respondents said they were somewhat or very familiar with charter schools (down from 40% in 2003), and 63% reported they were not very familiar or not familiar at all with charter schools (up from 60% in 2003). Those indicating some familiarity with charter schools were then asked if they would favor or oppose the continued creation of charter schools beyond the 40 schools in operation during the 2007-08 school year. Of these respondents, 48% expressed support for the creation of additional charter schools (down from 54% in 2003), 31% opposed more charter schools (up from 20% in 2003), and 21% said that they didn't know or didn't have a position (down from 26% in 2003).

Finally, the Year 5 Survey included a question that asked those with some knowledge about charter schools whether they would support or oppose the establishment of a charter school where a majority of student instruction is provided over the Internet by a licensed teacher. A total of 75% of citizens expressed opposition to this type of charter school. Only 19%

said they would support virtual charter schools (6% of respondents did not have an opinion).

## **Teacher Compensation**

The 2007 Survey also repeated two questions concerning teacher compensation issues. When asked whether highly qualified teachers should be paid higher salaries as an incentive to teach in public schools identified as needing improvement or having a significant number of students living in poverty, 72% of respondents said yes and 21% said no. A total of 71% of citizens believed that both student performance outcomes and teacher experience should be factors used to determine teacher pay increases, compared to 17% of respondents who preferred student performance as the single factor, and 10% of respondents who preferred teacher experience as the single determinant.

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

On January 8, 2002, President George W. Bush signed the landmark No Child Left Behind Act into law to address many facets of public education, including academic standards, student assessments, and school accountability. Indiana residents reported a growing awareness of this federal law in 2007 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. Of the respondents who indicated they had some or a great deal of knowledge about NCLB, 32% felt the law was helping to improve the performance of schools in Indiana (down from 43% in 2003), compared to 34% who thought the law was hurting performance (up from 21% in 2003) and 27%

of residents who indicated the law was making no difference (down from 37% in 2003). Furthermore, there were significant differences in the responses to this question by demographic group; see Section IV for a detailed analysis of these results and other results to questions on school accountability. Only 16% of respondents indicated that they had a great deal or some knowledge about the state's own accountability system, and of these respondents, 53% believed that the accountability system was helping to improve the performance of public schools, compared to 28% who believed the law made no difference in educational outcomes, and 16% who believed the law was hurting educational outcomes.

achievement gap, as 82% believed state leaders were not doing enough, compared with 60% of white residents who believed leaders were not doing enough.

### **Achievement Gap**

During the Year 5 Survey, four questions were posed to Indiana citizens about the achievement gap. In Indiana, 89% of respondents indicated closing the achievement gap was very or somewhat important. Indiana residents also indicated a belief that the achievement gap was mostly the result of societal factors such as family income or the educational attainment of parents (76%); only a small minority of residents (17%) believed the gap exists because of the quality of education received. Nevertheless, 56% of Hoosiers believed that public schools have a responsibility to help close the gap, compared with 39% of residents who did not believe it was the responsibility of public schools. When asked if state leaders and policymakers are doing enough to help close the achievement gap, 64% of Indiana residents believed leaders were not doing enough, compared with 30% who believed leaders were doing enough or more than enough. Non-white residents were particularly unhappy with attempts at closing the

## IV. Detailed Results

### A. Overall Evaluation of Schools

The Year 5 Survey indicated Hoosiers were less positive about public schools and teachers in the state of Indiana than in the past years of the survey. More specifically, 50% of respondents rated public schools in Indiana as excellent or good, compared to 34% who rated them as fair, and 10% who rated them as poor. The level of satisfaction with public schools in Indiana during the Year 5 Survey represents a five percentage point drop from the Benchmark Survey. Male respondents have become less positive about the quality of public schools since the Benchmark Survey with only 47% who believed public schools were excellent or good (v. 54% in 2003), compared to 46% of men who believed public schools were fair or poor (v. 40% in 2003). Female respondents viewed public schools more favorably than men with 53% who rated them as excellent or good (v. 56% in 2003), compared to 42% who viewed them as fair or poor (v. 40% in 2003). Non-white respondents once again held more critical views about the quality of public schools statewide, with 39% (v. 32% of white respondents) who indicated the quality of public schools was fair and 17% (v. 9% white respondents) who rated schools as poor. Also consistent with the surveys from previous years, citizens from southern Indiana held the most favorable opinion of the overall quality of schools in Indiana (58% rated them as excellent or good). Finally, the youngest age group of respondents, 18-34, viewed public schools more favorably than other age groups, as 56% of this cohort rated Indiana schools as excellent or good.

When Hoosiers 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 increased to 61% (v. 65% in 2006 and 62% in 2003), with 26% (the same as in 2006 and 2003) who viewed the public schools in their community as fair, and 9% (8% in 2006 and 6% in 2003) who considered them as poor. The slight decline in satisfaction with community schools from the Year 4 Survey was noted across all three regions. No significant differences were evident in the results to this question when examining gender or between respondents with or without children. Finally, the higher the income of respondents, the more favorable the views became of public schools.

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

In contrast, when Indiana residents were asked about the overall progress of public schools in Indiana during the last five years, a predominate number of Hoosiers (44%) said the quality of schools had remained the same, while 26% reported that public schools in Indiana had improved, and 20% indicated the quality of public schools had worsened. When asked about the progress of the public schools in their own community, the number of respondents reporting school improvement increased to 31%, compared to 43% of respondents who said that the quality of their schools had stayed the same and 19% who reported that the performance of public schools in their community had worsened (8% chose the "don't know" or "no answer" option). It is worth noting that men and non-white respondents, although having less favorable views on the standing of public education in 2007, indicated more frequently than their counterparts that public schools in Indiana had improved in the last five years. Moreover, residents in southern Indiana more frequently indicated that

public schools had improved (30%) compared to residents in central Indiana (28%) and northern Indiana (20%).

When asked about the progress of schools within their own community, residents of central Indiana more frequently indicated that public schools had gotten better (32%) compared to residents in northern Indiana (30%) and southern Indiana (29%).

For those who expressed positive comments (see Appendix A for the coded responses to Question 4B) about the direction of public education in their community during the past five years, the most frequently cited reasons were: better curriculum, more programs and general efforts to improve schools; increased competition and more emphasis on

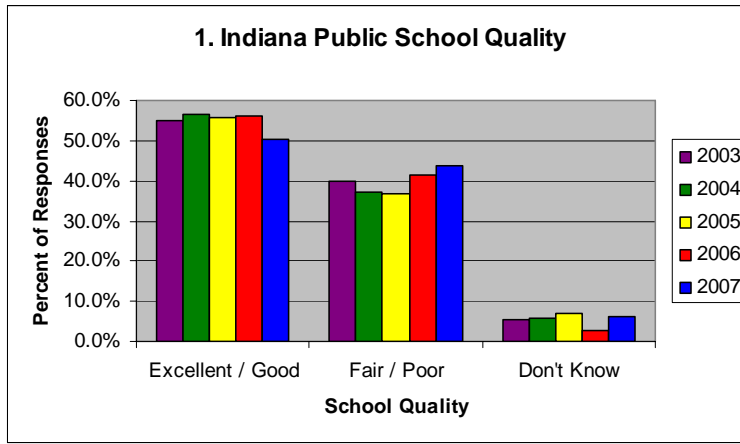
results; an increased level of academic achievement as a result of ISTEP+; new or improved school facilities and equipment; computers in schools; and teachers doing a better job in the classroom. The most frequently expressed concerns from respondents who viewed the quality of schools as declining over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

## 2007 Public Opinion Survey on K-12 Education in Indiana

---

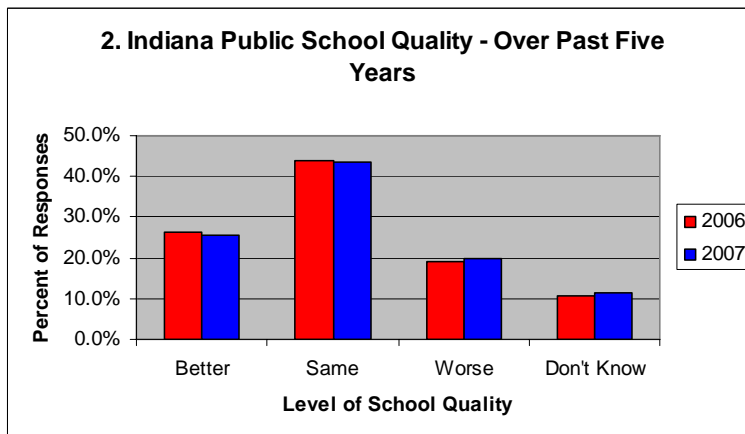
1. On the whole, would you say that public schools in Indiana provide an excellent, good, fair, or poor education?

Year	Excellent	Good	Fair	Poor	DK / NA
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%	7.1%
2004	9.6%	47.1%	30.1%	7.2%	6.0%
2003	6.6%	48.5%	31.7%	8.0%	5.3%



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

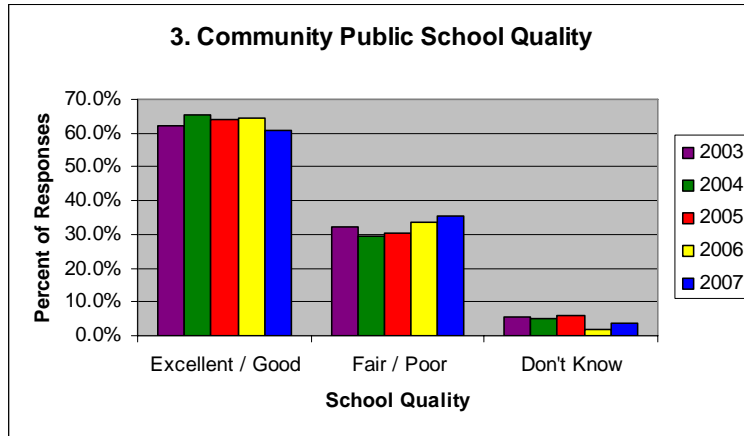
Year	Better	Same	Worse	DK / NA
2007	25.4%	43.5%	19.8%	11.3%
2006	26.5%	43.8%	19.0%	10.8%



## 2007 Public Opinion Survey on K-12 Education in Indiana

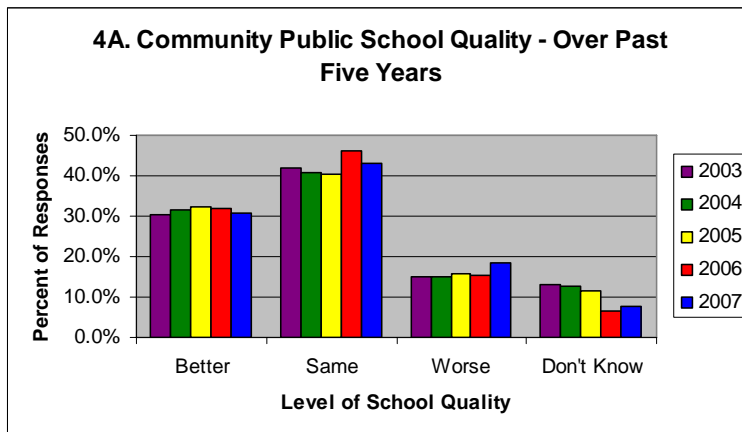
3. What about the public schools in your community? Would you say that they provide an excellent, good, fair, or poor education?

Year	Excellent	Good	Fair	Poor	DK / NA
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%	5.9%
2004	18.5%	46.9%	22.2%	7.2%	5.2%
2003	17.3%	44.8%	26.3%	6.0%	5.7%



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

Year	Better	Same	Worse	DK / NA
2007	30.7%	43.1%	18.6%	7.6%
2006	32.0%	46.2%	15.4%	6.5%
2005	32.4%	40.2%	15.9%	11.6%
2004	30.4%	41.8%	14.9%	12.9%
2003	31.6%	40.8%	15.1%	12.6%



## B. School Funding

The issue of school finance received a great deal of attention in 2007. This was attributed to the public debates and media attention focused on the property tax issue in Indiana. When asked about their views on the funding of public schools, Indiana citizens continued to express the sentiment that the amount of money spent on public education affects the quality of students' education. Specifically, 76% of respondents indicated the level of funding impacts the quality of education "a lot" or "somewhat," compared to 19% who said "a little" or "not at all." Additionally, 59% of respondents indicated the level of funding for public education in Indiana was not enough, compared to 26% who said funding was enough and 12% who indicated funding levels were more than enough. However, 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 35%, compared to 40% of respondents who said this level was enough and 19% who said this funding level was more than enough to fund schools. Lastly, 27% of respondents said that a bit too much or far too much was spent for buildings and equipment in their community (up from 18% in 2003), 40% said spending on buildings and equipment was just about right (down from 51% in 2003), and 21% said that a bit too little or far too little was spent on buildings and equipment (up from 15% in 2003).

Demographic differences (see Appendix B for complete demographic results by question) for the questions concerning school funding and taxation matters were apparent. Respondents aged 18-44, those earning \$50,000 and above, women, those with children in school, and white residents most fre-

quently indicated that the amount of money spent on public education affects the quality of education students receive "a lot" or "somewhat." When asked whether current funding levels were sufficient for schools, men, those earning \$75,000 or more, whites, and citizens of southern Indiana were the most likely to say funding levels were enough or more than enough. On the other hand, women, minority citizens, residents in northern and central Indiana, and respondents aged 35-44 were the most likely to say that funding levels were insufficient. When informed about the approximate amount of \$10,000 spent per student in public schools in Indiana, the number of non-white respondents who believed funding was enough or more than enough increased from 21% to 45%. Likewise, the number of central and northern Indiana residents who responded that this amount was enough or more than enough increased from 35% to 61% and from 34% to 57%, respectively.

The 2007 Survey posed a new question to examine which tax revenue source Indiana residents believed should be used to fund schools. The controversy over the property tax issue within the state was apparent in responses, with only 15% of respondents selecting property taxes as the primary funding source, compared with 35% who favored the use of state income taxes, 29% who preferred sales taxes, and 22% who believed a combination of property, sales, and income taxes should be used. The demographic group least likely to select the property tax as the primary funding source for funding public schools were respondents aged 65 and older at 9%. Citizens that most frequently selected the state income tax as the primary funding source included respondents aged 18-34, women, those with incomes less than \$35,000, and citizens of northern Indiana. Citizens that most frequently selected the sales tax included

men, respondents aged 55-64, and citizens with incomes that ranged from \$50,000 to \$75,000.

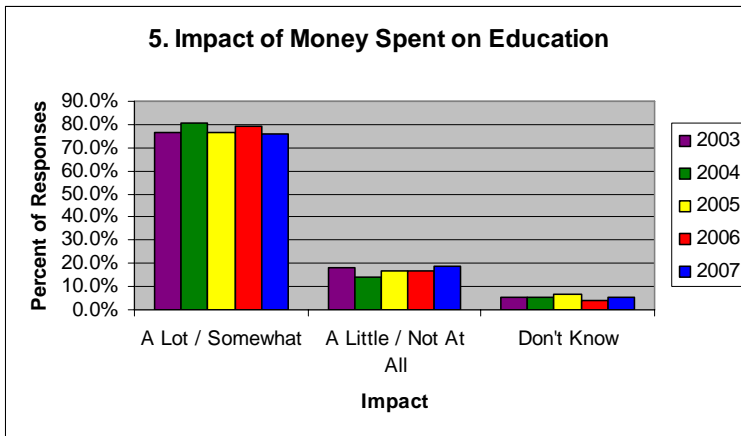
When asked about the level of spending on facilities and equipment in their community, the response “just about right” was most frequently selected by all demographic groups except for minority residents (who most frequently believed an insufficient amount was spent on facilities and equipment). Whites, men, respondents aged 45-54, college graduates, and residents of central Indiana were the most frequent to say this spending was far too much or a bit too much. Conversely, respondents aged 18-34, and residents of northern Indiana were the respondents along with minority residents to most frequently say that the expenditure of funds on facilities and equipment was “a bit too little” or “far too little.”

Also new to the Year 5 Survey were two questions regarding school consolidation. A total of 49% respondents strongly or somewhat agreed that consolidation of school districts in Indiana would save tax dollars, compared to 42% who did not agree. However, 59% of residents would oppose consolidation of the school district in their community with another school district, compared to 35% who would support such consolidation. Although a majority (51%) of non-white residents stated opposition to consolidation, this group expressed the highest level of support for consolidation among all demographic groups at 45%. Opposition to consolidation increased relative to the income and educational attainment levels of respondents.

## 2007 Public Opinion Survey on K-12 Education in Indiana

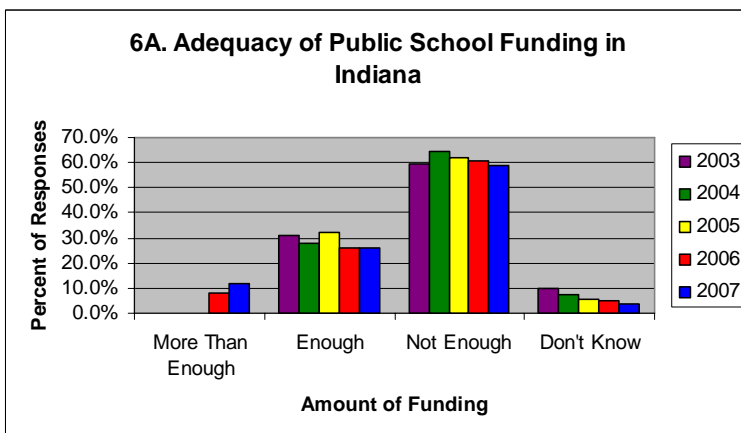
5. In your opinion, how much does the amount of money spent on public education affect the quality of students' education? Would you say a lot, somewhat, a little, or not at all?

Year	A Lot	Somewhat	A Little	Not At All	DK / NA
2007	44.9%	30.8%	12.7%	6.1%	5.4%
2006	48.0%	31.5%	12.0%	4.8%	3.7%
2005	48.4%	28.1%	13.2%	3.6%	6.7%
2004	47.4%	33.0%	9.2%	5.1%	5.4%
2003	48.0%	28.6%	12.9%	5.2%	5.4%



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

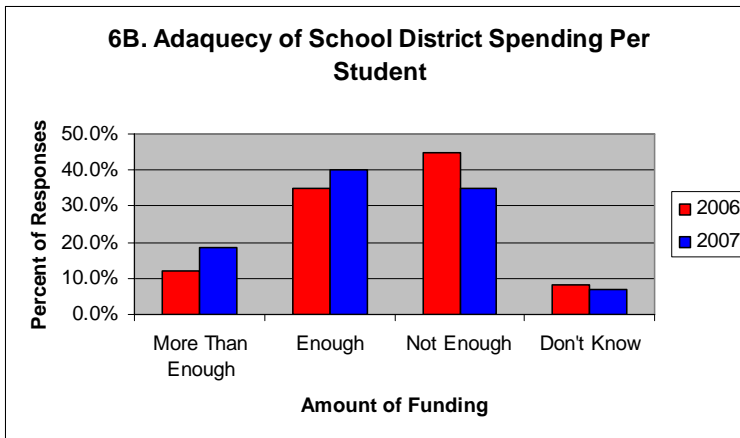
Year	More Than Enough	Enough	Not Enough	DK / NA
2007	11.7%	25.8%	58.7%	3.7%
2006	8.3%	25.9%	60.7%	5.2%
2005	N/A	32.3%	61.9%	5.8%
2004	N/A	28.1%	64.2%	7.7%
2003	N/A	31.0%	59.3%	9.7%



## 2007 Public Opinion Survey on K-12 Education in Indiana

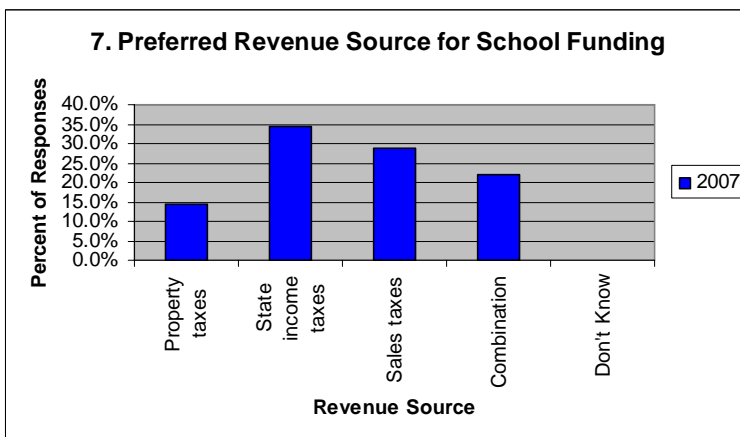
6B. When including the expenses incurred for such things as buildings and bus transportation, school districts spend about \$10,000 per year per student. Do you think this level of funding for public education in Indiana is more than enough, enough, or not enough to meet the learning needs of students?

Year	More Than Enough	Enough	Not Enough	DK / NA
2007	18.7%	39.9%	34.7%	6.7%
2006	12.1%	35.1%	44.9%	8.0%



7. What tax revenue sources should primarily be used to fund schools? Should schools be funded primarily by property taxes? State income taxes? Sales taxes? Or a combination of all tax sources?

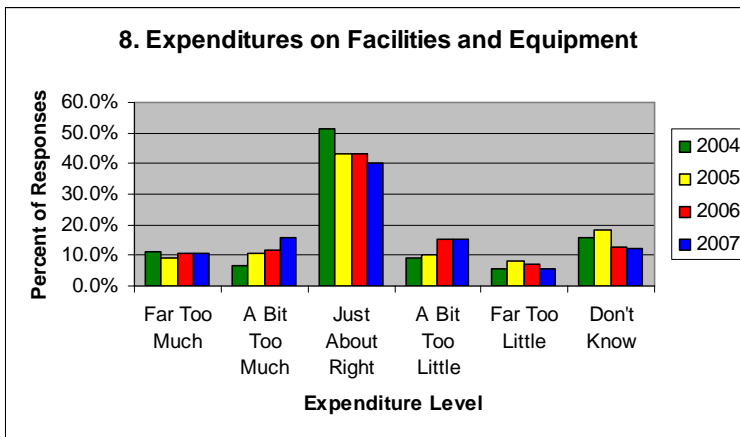
Year	Property Taxes	State Income Taxes	Sales Taxes	Combination of the three	DK / NA
2007	14.5%	34.6%	28.7%	22.0%	0.2%



## 2007 Public Opinion Survey on K-12 Education in Indiana

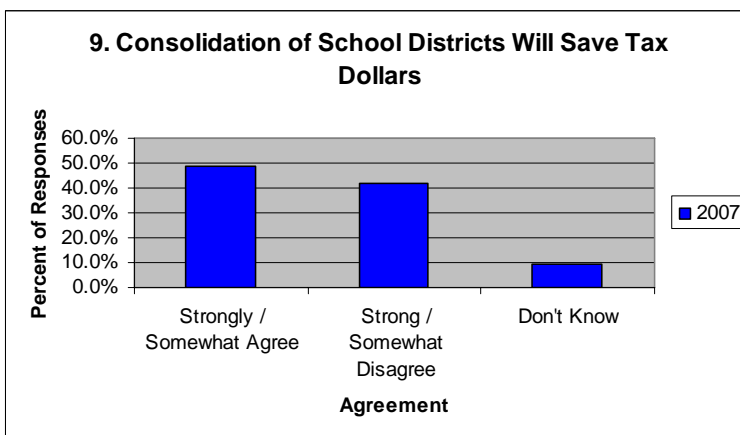
8. Local school boards have the responsibility of determining how property tax funds are spent for school facilities and equipment in their districts. How do you view the expenditures of funds on facilities and equipment in your community? Does your school board spend far too much, a bit too much, just about right, a bit too little, or far too little?

Year	Far Too Much	A Bit Too Much	Just About Right	A Bit Too Little	Far Too Little	DK / NA
2007	10.8%	15.7%	40.0%	15.5%	5.8%	12.1%
2006	10.5%	11.5%	43.0%	15.3%	7.3%	12.5%
2005	9.4%	10.6%	43.1%	10.4%	8.0%	18.4%
2004	11.4%	6.7%	51.3%	9.3%	5.4%	15.8%



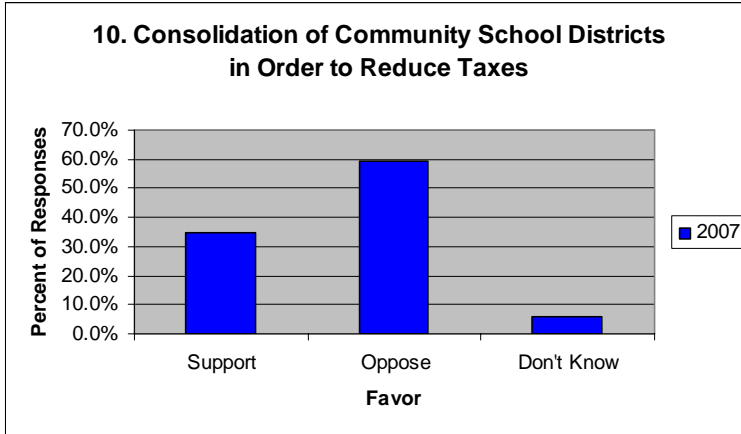
9. To what extent do you agree or disagree with the perspective that the consolidation of smaller school districts in Indiana will save tax dollars? Do you strongly agree, agree, disagree, or strongly disagree?

Year	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK / NA
2007	6.6%	42.3%	32.1%	9.9%	9.2%



10. Would you support or oppose the school district in your community being consolidated with another district if there was only a slight possibility the consolidation would lower your tax burden, including the property taxes you pay?

Year	Support	Oppose	DK / NA
2007	34.8%	59.2%	6.0%



## C. Early Childhood Education Initiatives

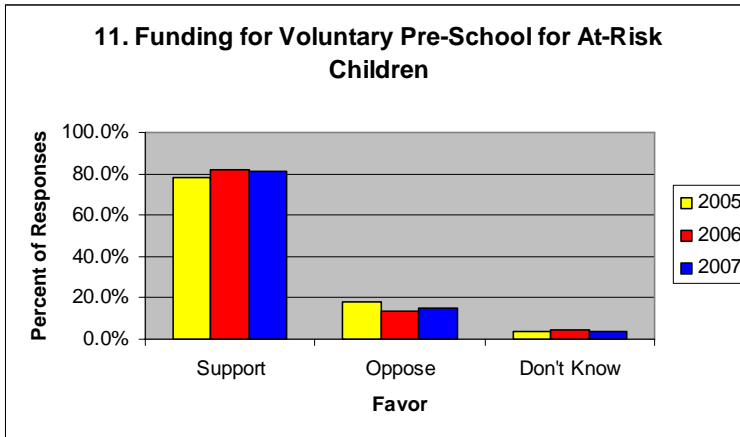
The Year 5 Survey revealed continued support by respondents for early childhood education programs. A total of 81% of respondents in 2007 indicated they would support state funding of voluntary pre-school for at-risk children, compared to 78% in 2005 (the first year for the question). Support for this program was high across all demographic groups. However, the demographic groups that most frequently expressed support for state funding of voluntary preschool for at-risk children were women, respondents aged 18-44, college graduates, middle-income citizens, residents of southern Indiana, and minority citizens.

The 2007 Survey introduced a new, more extensive question assessing support for full-day kindergarten. The question outlined the funds appropriated for full-

day kindergarten (\$58.5 million for the 2008-09 school year) and it presented projected costs (estimated to exceed \$200 million annually). Given the background information, 49% of Hoosiers would support full-day kindergarten if it meant taxes had to increase, compared with 49% who would oppose. Parents of school-aged children were more likely to support the idea (53%), compared to those without school-aged children (43%). More women (51%) than men (46%) stated support for full-day kindergarten if taxes had to increase to implement it statewide. Non-white respondents expressed higher levels of support (57%) than white respondents (47%) for full-day kindergarten under this scenario. Finally, as the age of respondents increased, so did their opposition.

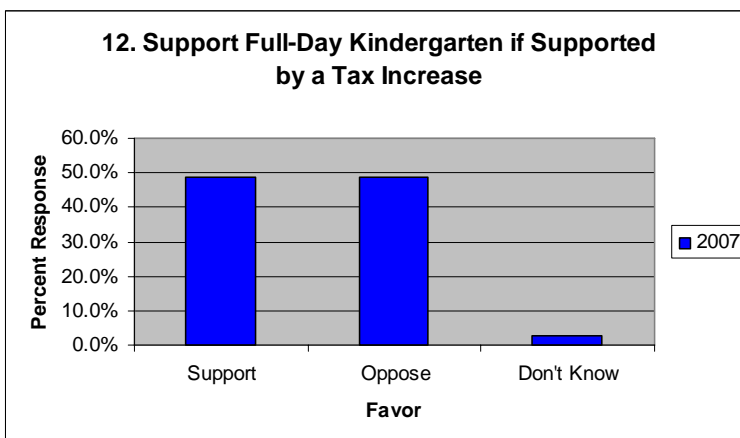
11. Would you support or oppose state funding for voluntary pre-school for at-risk children?

Year	Support	Oppose	DK / NA
2007	81.1%	15.0%	3.8%
2006	82.1%	13.3%	4.6%
2005	78.1%	18.1%	3.7%



12. The Indiana General Assembly increased state funding for full-day kindergarten in April. In total the legislature provided \$33.5 million this school year to expand full-day kindergarten, and \$58.5 million will be provided for the 2008-09 school year. To fully fund this program for all kindergarteners, some estimates project the cost to exceed \$200 million annually. Would you support or oppose full-day kindergarten if taxes had to increase to implement it statewide?

Year	Support	Oppose	DK / NA
2007	48.5%	48.8%	2.7%



## D. School Choice and Charter Schools

Under school accountability systems established by the state and federal governments, schools and school districts are placed in performance categories based on the level of student achievement in their schools. In the federal system, low performing schools are identified as schools “in need of improvement.” Any school placed in this improvement status category for two consecutive years must provide parents with a choice option to enroll their children in another public school within the school district, or in another school district if possible. The choice provisions of the No Child Left Behind Act have sparked a debate about whether adequate choice opportunities exist for parents and their children and whether parents want access to other schools from which to choose. The Year 5 Survey once again included questions about school choice and other market-based education reforms such as tuition vouchers and charter schools.

A total of 55% of residents indicated a preference that efforts should be made to provide additional assistance to students in low performing schools rather than provide parental choice to transfer these students to another public school (16%) or provide state financial support to offset part or all of the tuition for private school enrollment (20%) for these students. Although the most frequent response across all demographic groups was to provide additional assistance to students in low performing schools, some differences existed in the frequency of selection of the other two options among respondents. Groups that most frequently stated that students in low performing schools should be allowed to transfer to another public school were women, respondents aged 45-54, college graduates, those earning \$75,000 or above, and residents of central Indiana. Yet, the

highest percentage of support for this option from these respondents was only 23%. Finally, the groups that most frequently stated that students should receive state financial support to offset part or all of the tuition for a private school education included men (21%), respondents aged 18-34 (26%), parents with school-aged children (24%), and residents of northern Indiana (23%).

Next, Hoosiers were asked three questions about charter schools. Charter schools are public schools that are open to all students, are free of many of the regulations placed on traditional public schools, and are intended to provide innovative programs to students. A total of 36% of respondents said they were somewhat or very familiar with charter schools (down from 40% in 2003), and 63% reported they were not very familiar or not familiar at all with charter schools (up from 60% in 2003). Those indicating some familiarity with charter schools (including those who responded that they “were not very familiar” with charter schools) were then asked if they would favor or oppose the continued creation of charter schools beyond the 40 schools in operation during the 2007-08 school year. Of these respondents, 48% expressed support for the creation of additional charter schools (down from 54% in 2003), 31% opposed more charter schools (up from 20% in 2003), and 21% said that they didn’t know or didn’t have a position (down from 26% in 2003). Respondents most likely to support the opening of additional charter schools in Indiana were men (50% support compared to 47% support of female respondents), citizens with incomes below \$35,000 (56%), citizens with some college education (56%), non-white respondents (56% v. 67% in 2006), and

residents from southern Indiana (50% support compared to 48% support in northern Indiana and 48% support in central Indiana). In contrast, 2006 results indicated that residents from central Indiana were the most likely to support the expansion of charter schools (54% compared to 41% in northern Indiana and 40% in southern Indiana). Thus, support for charter schools appears to have increased in the northern and southern regions of the state, and decreased in central Indiana.

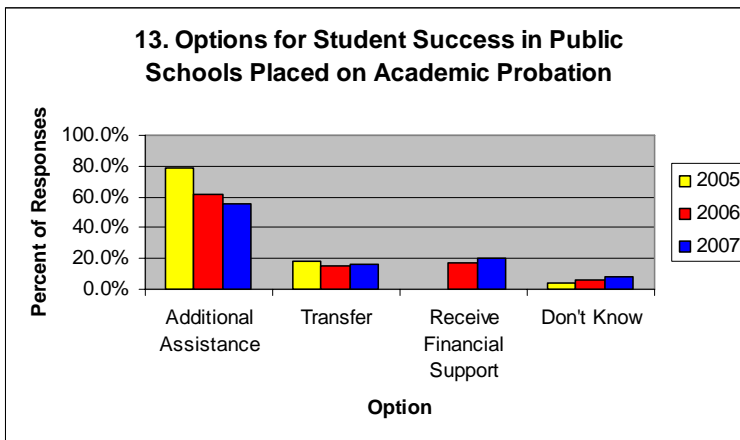
Finally, the Year 5 Survey included a question that asked those with some knowledge about charter schools whether they would support or oppose the establishment of a charter school where a majority of student instruction is provided over the Internet by a licensed teacher. A total of 75% of citizens expressed opposition to this type of charter school. Only 19% said they would support virtual charter schools (6% of respondents did not have an opinion). Responses across demographic categories were consistently and strongly in opposition to virtual charter schools.

## 2007 Public Opinion Survey on K-12 Education in Indiana

---

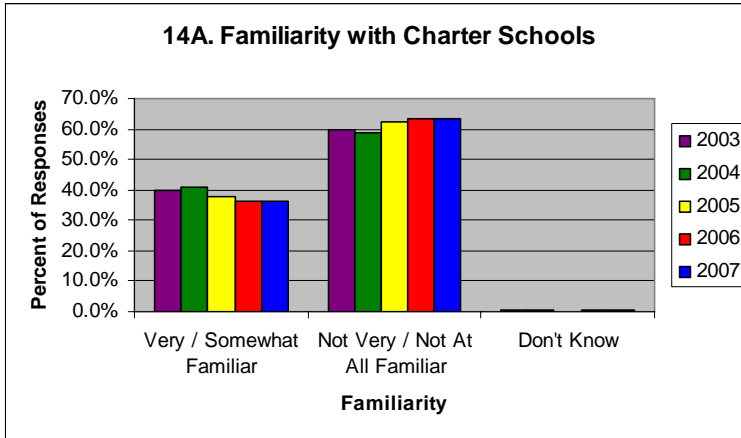
13. Assume you had a child attending a public school that has been placed on academic probation by either the state or federal government. Which would you prefer: to have additional efforts made in your child's present school to help him or her achieve, to transfer your child to another public school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

Year	Additional Assistance	Transfer	Receive Financial Support	DK / NA
2007	55.3%	16.3%	19.9%	8.5%
2006	61.3%	15.4%	17.6%	5.7%
2005	78.5%	17.8%	N/A	3.7%



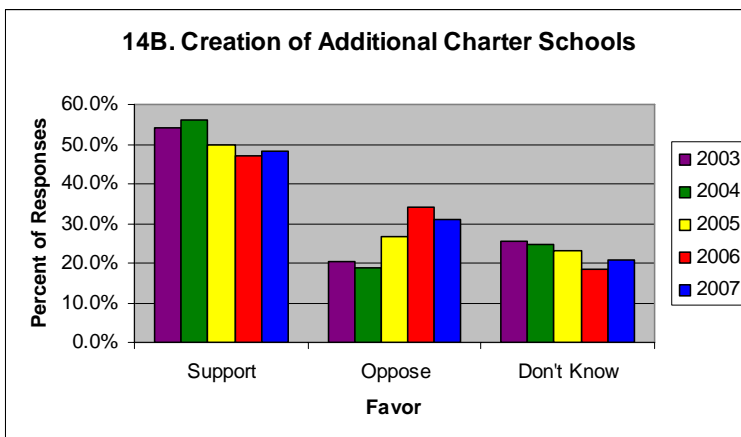
14A. Indiana statute states that a purpose of charter schools is to allow these public schools freedom and flexibility in exchange for exceptional levels of accountability. How would you rate your familiarity with charter schools? Would you say you are very familiar, somewhat familiar, not very familiar, or not at all familiar with charter schools?

Year	Very Familiar	Somewhat Familiar	Not Very Familiar	Not At All Familiar	DK / NA
2007	8.4%	27.6%	29.4%	34.0%	0.5%
2006	8.5%	27.8%	26.0%	37.2%	0.5%
2005	9.9%	27.8%	42.4%	19.8%	0.1%
2004	10.5%	30.4%	33.3%	25.3%	0.5%
2003	9.6%	30.3%	36.8%	22.9%	0.5%



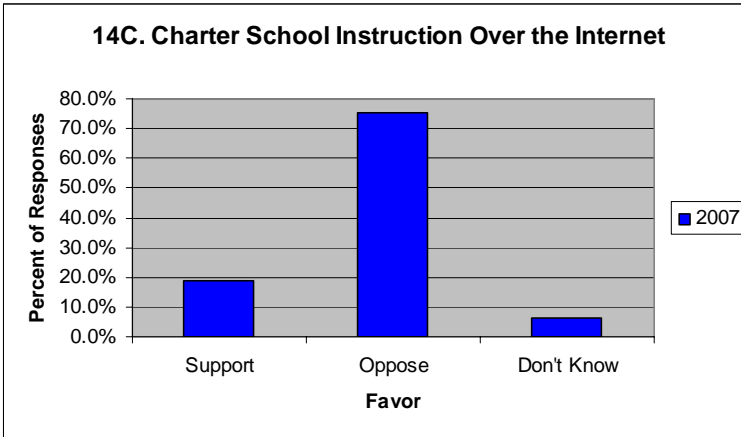
14B. There are 40 charter schools operating in Indiana this school year, predominantly in Lake and Marion Counties. Do you support or oppose the creation of more charter schools?

Year	Support	Oppose	DK / NA
2007	48.3%	31.1%	20.6%
2006	47.2%	34.2%	18.6%
2005	50.0%	26.8%	23.2%
2004	56.2%	18.9%	24.9%
2003	54.1%	20.3%	25.6%



14C. Would you support or oppose the establishment of a charter school where a majority instruction is provided over the Internet by a licensed teacher?

Year	Support	Oppose	DK / NA
2007	18.7%	75.1%	6.2%



## E. High Quality Teachers and Compensation

One of the most significant declines in public support 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 the Year 4 Survey (from 71%) and a five percentage point decline from the Benchmark Survey (from 67%).

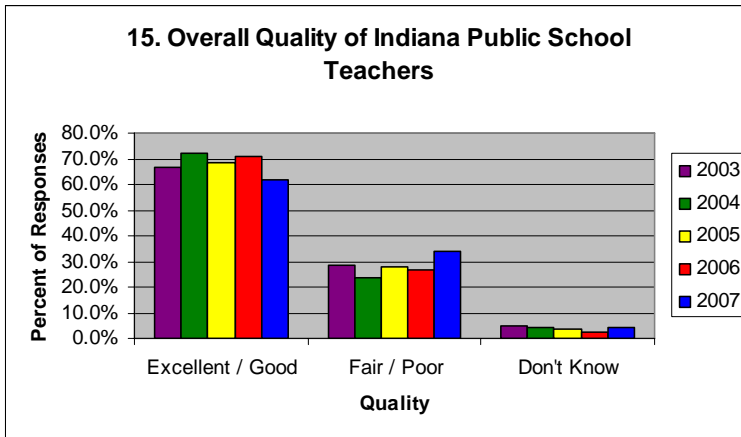
In 2006, a total of 75% of respondents who were parents of school-aged children viewed teachers as excellent or good compared to 68% of respondents without school-aged children. In 2007, these numbers declined sharply with 63% of respondents who were parents of school-aged children and who viewed public school teachers as excellent or good, compared to 64% of respondents without school-aged children. However, respondents who were college graduates (66% excellent or good rating) or who had incomes between \$50,000 and \$75,000 (70% excellent or good rating) viewed teachers most favorably. Finally, 65% of white respondents rated Indiana teachers as excellent or good compared to 51% of non-white respondents.

The 2007 Survey also repeated two questions from previous surveys concerning teacher compensation issues. When asked whether highly qualified teachers should be paid higher salaries as an incentive to teach in public schools identified as needing improvement or having a significant number of students living in poverty, 72% of respondents said yes and 21% said no. Support for the higher salaries of teachers increased in general with the income and education levels of respondents. Another significant difference was the level of support expressed by respondents who were parents of school-aged children (77%) compared to those respondents who were not parents of school-aged children (65%).

A total of 71% of citizens believed that both student performance outcomes and teacher experience should be factors used to determine teacher pay increases, compared to 17% of respondents who preferred student performance as the single factor, and 10% of respondents who preferred teacher experience as the single determinant.

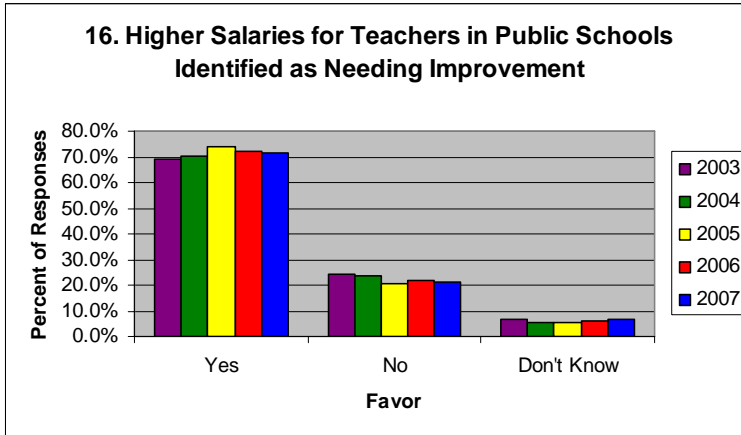
15. How would you rate the quality of Indiana public school teachers? Overall, would you say they are excellent, good, fair, or poor?

Year	Excellent	Good	Fair	Poor	DK / NA
2007	10.6%	51.4%	29.2%	4.7%	4.2%
2006	16.6%	54.1%	23.2%	3.7%	2.4%
2005	10.7%	57.8%	25.8%	2.3%	3.4%
2004	12.3%	59.8%	20.9%	2.6%	4.4%
2003	10.3%	56.5%	25.0%	3.5%	4.7%



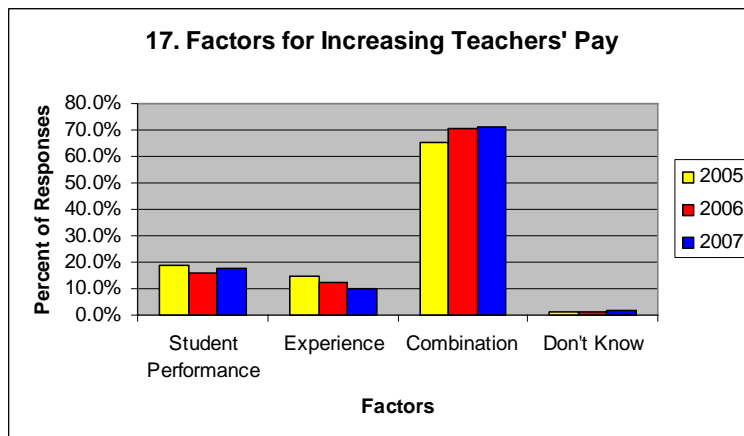
16. In your opinion, should highly qualified teachers be paid higher salaries as an incentive to teach in public schools that have been identified as needing improvement or that have a high number of students living in poverty?

Year	Yes	No	DK / NA
2007	71.8%	21.3%	6.8%
2006	72.0%	21.8%	6.2%
2005	73.9%	20.4%	5.7%
2004	70.6%	23.9%	5.6%
2003	69.2%	24.3%	6.5%



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

Year	Student Performance	Experience	Combination	DK / NA
2007	17.4%	9.8%	71.1%	1.6%
2006	16.0%	12.2%	70.7%	1.2%
2005	18.9%	14.8%	65.3%	1.1%



## F. No Child Left Behind Act and Indiana's PL221

On January 8, 2002, President George W. Bush signed the landmark No Child Left Behind Act into law to address many facets of public education, including academic standards, student assessments, and school accountability. Indiana residents reported a growing awareness of this federal law in 2007, 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. Of the respondents who indicated they had some or a great deal of knowledge about NCLB, 32% felt the law was helping to improve the performance of schools in Indiana (down from 43% in 2003), compared to 34% who thought the law was hurting performance (up from 21% in 2003), and 27% of residents who indicated the law was making no difference (down from 37% in 2003).

Respondents who felt that NCLB was helping more than hurting the performance of public schools in Indiana were respondents aged 18-44, citizens

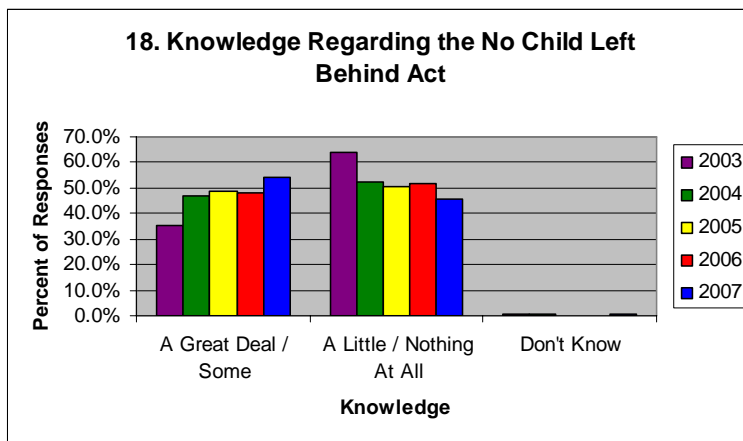
without a college degree, individuals with incomes less than \$35,000, respondents who were parents of school-aged children, residents of central Indiana, and non-white citizens. Conversely, respondents who felt that NCLB was hurting more than helping the performance of public schools in Indiana were respondents aged 45 and older, college graduates, individuals with incomes greater than \$35,000, residents of northern and southern Indiana, and white citizens.

Only 16% of respondents indicated that they had a great deal or some knowledge about the state's own accountability system. Of these respondents, 53% believed that the accountability system was helping to improve the performance of public schools, compared to 28% who believed the law made no difference in educational outcomes, and 16% who believed the law was hurting educational outcomes.

## 2007 Public Opinion Survey on K-12 Education in Indiana

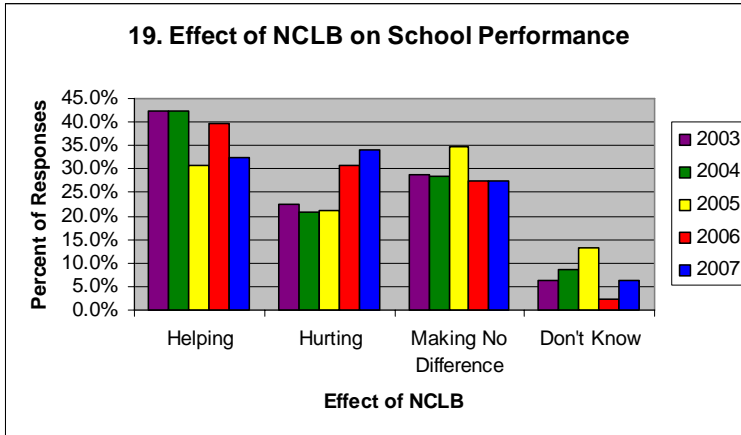
18. Legislation passed by Congress in 2001 entitled the No Child Left Behind Act increased the federal government's role in decisions about schools. How much, if anything, do you feel you know about the No Child Left Behind Act . . . a great deal, some, a little, or nothing at all?

Year	A Great Deal	Some	A Little	Nothing At All	DK / NA
2007	17.5%	36.7%	27.3%	18.1%	0.5%
2006	13.4%	34.5%	30.5%	21.5%	0.2%
2005	13.8%	35.2%	27.0%	23.7%	0.3%
2004	13.6%	33.2%	26.8%	25.7%	0.8%
2003	10.6%	24.7%	26.4%	37.7%	0.7%



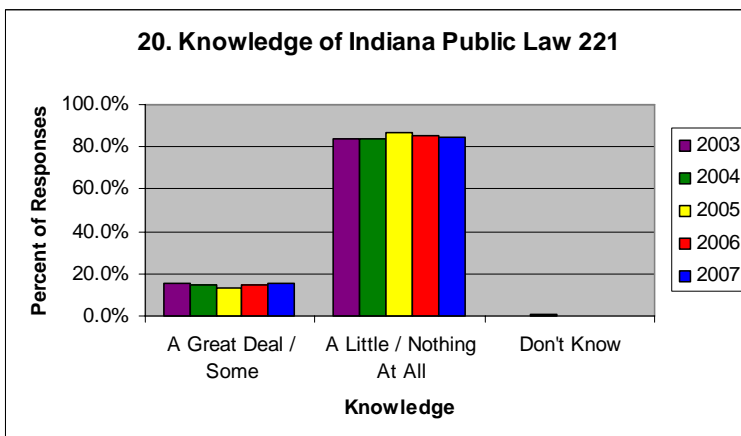
19. Do you think the No Child Left Behind law is helping, hurting, or making no difference in the performance of schools in Indiana?

Year	Helping	Hurting	Making No Difference	DK / NA
2007	32.4%	34.1%	27.3%	6.2%
2006	39.7%	30.7%	27.3%	2.2%
2005	30.7%	21.2%	34.9%	13.2%
2004	42.2%	20.8%	28.6%	8.5%
2003	42.5%	22.5%	28.7%	6.4%



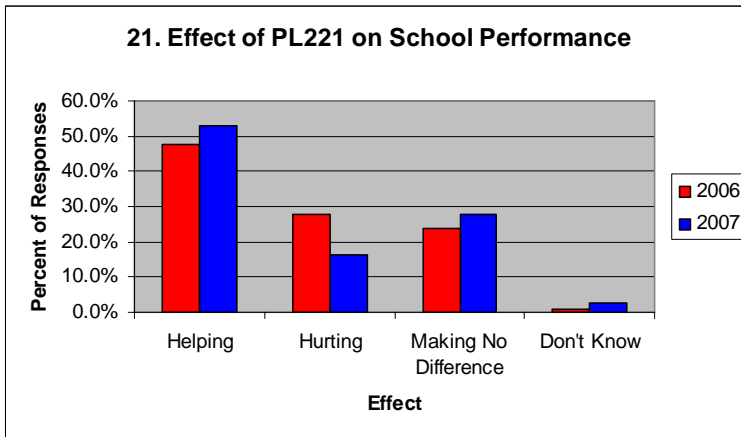
20. Indiana has its own version of No Child Left Behind, an accountability system referred to as PL 221. How much, if anything, do you feel you know about PL 221? Would you say you know a great deal, some, a little, or nothing at all?

Year	A Great Deal	Some	A Little	None	DK / NA
2007	5.3%	10.2%	17.0%	67.3%	0.1%
2006	6.3%	8.5%	14.7%	70.4%	0.1%
2005	5.4%	7.9%	10.8%	75.8%	0.1%
2004	5.7%	9.3%	13.9%	69.9%	1.1%
2003	6.1%	9.7%	13.1%	70.8%	0.3%



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

Year	Helping	Hurting	Making No Difference	DK / NA
2007	53.0%	16.4%	28.0%	2.6%
2006	47.6%	27.9%	23.8%	0.7%



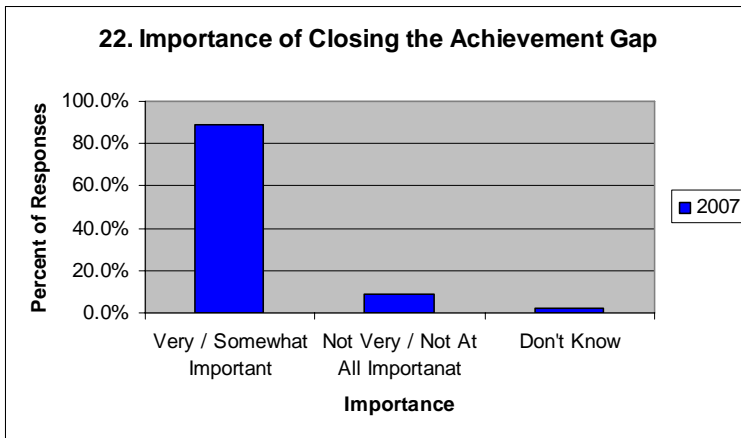
## G. Achievement Gap in Indiana

During the Year 5 Survey, four questions were posed to Indiana citizens about the achievement gaps that persist in the state between groups of students. A total of 89% of respondents indicated closing the achievement gap was very or somewhat important. Indiana residents also indicated a belief that the achievement gap was mostly the result of societal factors such as family income or the educational attainment of parents (76%); only a small minority of residents (17%) believed the gap exists because of the quality of education received. Nevertheless, 56% of Hoosiers believed that public schools have a responsibility to help close the gap, compared with 39% of residents who did not believe it was the responsibility of public schools.

When asked if state leaders and policymakers are doing enough to help close the achievement gap, 64% of Indiana residents believed leaders were not doing enough, compared with 30% who believed leaders were doing enough or more than enough. Some differences in responses to this question were evident among regions of the state. A total of 67% of residents in northern Indiana and 65% in central Indiana felt leaders were not doing enough to close the achievement gaps that persist across Indiana, compared to 56% in southern Indiana. Non-white residents were particularly unhappy with attempts at closing the achievement gap, as 82% believed state leaders were not doing enough, compared with 60% of white residents who believed leaders were not doing enough.

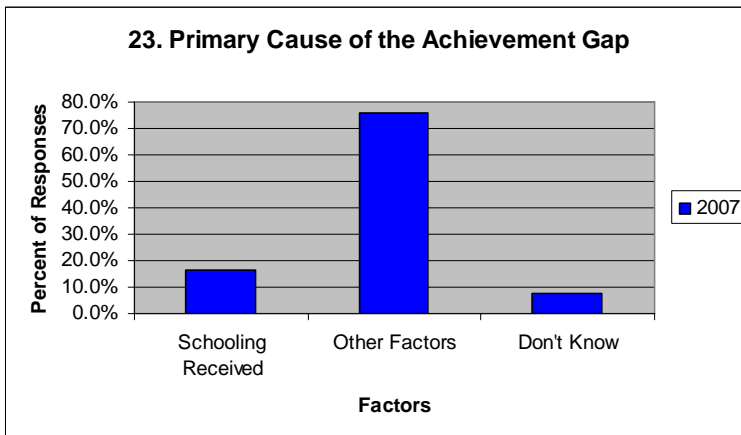
22. Some groups of students including students with disabilities, limited English proficiency, minorities, or students that are from low income families generally score lower on standardized tests than other students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students? Is it very important, somewhat important, not very important, or not at all important?

Year	Very Important	Somewhat Important	Not Very Important	Not At All	DK / NA
2007	59.1%	29.9%	5.7%	3.2%	2.1%



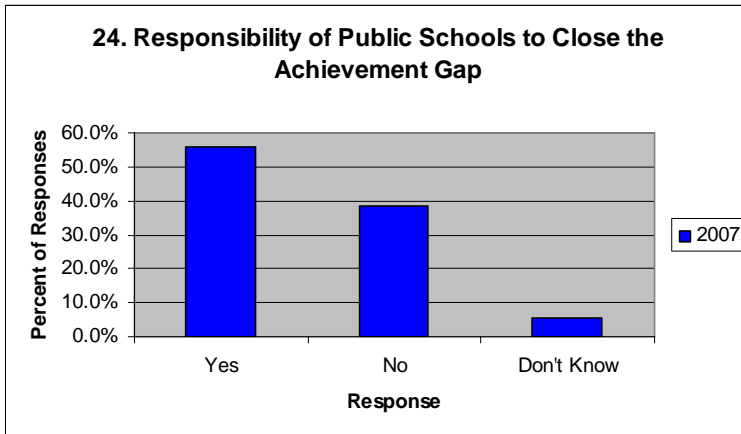
23. In your opinion, is the achievement gap between low and high performing groups of students mostly related to the quality of schooling received or mostly related to other factors such as family income or the educational attainment of parents?

Year	Schooling Received	Other Factors	DK / NA
2007	16.6%	75.9%	7.5%



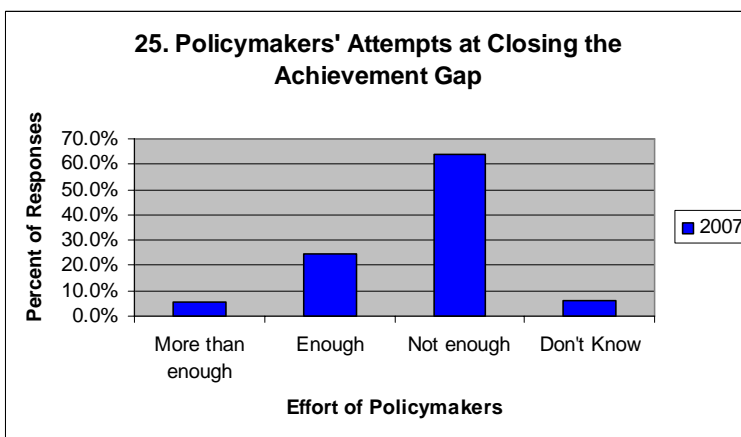
24. In your opinion, is it the responsibility of the public schools to close the achievement gap between all groups of students, or not?

Year	Yes	No	DK / NA
2007	56.1%	38.6%	5.3%



25. Do you believe state leaders and policymakers are doing more than enough, enough, or not enough to close the achievement gaps that persist across Indiana?

Year	More Than Enough	Enough	Not Enough	DK / NA
2007	5.3%	24.4%	63.9%	6.4%





# Appendix A

## Summary Tables for Open-Ended Question 4B



2007 Public Opinion Survey on K-12 Education in Indiana

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

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

Total responses: 188

<b>School System/School Administration</b>	<b>Percent</b>
Added more programs/activities/better curriculum	23.7%
Making changes for the better/changed format	8.4%
Schools are good/better/education system good	10.7%
Competing with other states/school districts/more competitive	0.6%
Administrative changes/improvements in system	2.9%
Funding/economics/spending levels good/better	1.1%
More teachers/smaller classes	3.7%
Good/better administration/leadership/superintendent/principal	4.9%
Administration trying harder/working to improve/making changes	1.1%
Better discipline/better control of students	3.1%
Reduced violence/drugs/safer environment	0.8%
Programs for special needs students/gifted students	1.5%
Like new law about not leaving students behind	1.7%
Magnet schools/magnet programs	1.2%
School system/school administration negative comments	0.0%
Fewer teachers/larger classes	0.6%
Budget concerns/cutbacks/reduced funding	0.6%

<b>Standards and Testing</b>	<b>Percent</b>
ISTEP+ has helped/better scores	11.3%
More emphasis is being put on academics/more testing	0.0%
More concerned with kids' performance	0.0%
SAT scores good/better	2.3%
PL221 has helped	0.0%
ISTEP+/testing/standards are bad idea	0.6%
Tests are given at wrong time/prefer testing in Spring	0.6%
ISTEP+/SAT scores lower/not improved/too low/average	0.5%

<b>Facilities</b>	<b>Percent</b>
Added new schools/expanded school	3.1%
Technology improved/computers in schools	4.1%
School facilities improved/updated/better equipment	6.6%
Closing schools/consolidating	0.9%

2007 Public Opinion Survey on K-12 Education in Indiana

---

<b>Teachers</b>	<b>Percent</b>
Teachers are good/better/doing better job/improving	10.5%
Teachers are more attentive/more involved/better relationship with students	4.2%
Teachers are working harder	1.3%
Teachers not involved/not attentive/don't care enough/as much	0.6%
Teachers too interested in paycheck/raises/paid too much	0.5%

<b>Students</b>	<b>Percent</b>
Students are smarter/learning more	1.7%
Graduation rate improving/more students getting into college	6.1%
Students getting better grades/better students	2.2%
Parent involvement/community participation/more parent involvement	1.1%
Student behavior improving	0.0%
Students have good attitude	1.6%
Student negative comments	0.0%
Student attitude is poor/behavior is poor/too much violence	0.6%
Parents don't cooperate/not involved/family values/parent attitude poor	0.6%
Not take advantage of programs/opportunities	0.6%

<b>Miscellaneous Comments</b>	<b>Percent</b>
What I hear/read/not as many bad reports/hear better reports	11.2%
No complaints/schools doing good	0.6%
Other comments	7.1%
Don't know/no answer	1.6%
Miscellaneous neutral comments	0.0%
Not notice any change/no difference/average/some good and some bad	0.3%

2007 Public Opinion Survey on K-12 Education in Indiana

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

Total Respondents: 264

School System/School Administration	Percent
Students not learning/learning enough/advanced without learning	3.3%
Nothing is getting better/no improvement/no change for the better	16.1%
Schools are good/better/Education system good	1.5%
Poor discipline/poor control of students	1.7%
Budget concerns/cutbacks/reduced funding	1.8%
Not enough focus on education	1.8%
Fewer teachers/larger classes	1.7%
Dropping classes/activities/curriculum poor/not as good	2.0%
Money isn't being spent in the right areas/spend too much money	0.5%
Education system is broken/systems doesn't work well	2.1%
Other school systems/private schools better/teach more	1.9%
Changes made are not for the better	1.1%
Leaning more towards sports than academics/too much emphasis on sports	1.9%
Criteria/curriculum has stayed the same/no improvement	1.2%
Doing a poor job/not as good as before (unspecified)	1.1%
Need more help for special needs children/gifted children	1.3%
More teachers/smaller classes	0.0%
Better discipline/better control of students	0.4%
Good/better administration/leadership/superintendent/principal	0.0%
Need additional classes in liberal arts/preparation for college/vocational training	0.6%
Too much cultural diversity/too many Hispanic students/cultural problems	0.5%
Reduced violence/drugs/safer environment	0.0%
Added more programs/activities/better curriculum	0.0%
Administrative changes/improvements in system	0.4%
Drugs/gangs in schools	1.1%
Too much focus on special needs/special ed/children who have problems	0.8%
Magnet schools/magnet programs	0.4%
Programs for special needs students/gifted students	0.4%

Standards and Testing	Percent
ISTEP+/SAT scores lower/not improved/too low/average	5.9%
ISTEP+/testing/standards are bad idea	0.7%
Tests are given at wrong time/prefer testing in Spring	0.7%
SAT scores good/better	0.0%
More emphasis is being put on academics/more testing	0.0%
ISTEP+ has helped/better scores	0.0%

2007 Public Opinion Survey on K-12 Education in Indiana

---

<b>Facilities</b>	<b>Percent</b>
Added new schools/expanded schools	0.4%
School facilities improved/updated/better equipment	0.5%
Closing schools/consolidating	0.5%
Technology improved/computers in school	0.3%

<b>Students</b>	<b>Percent</b>
Student attitude is poor/behavior is poor/too much violence	3.1%
Drop out rates high/students skipping school	1.5%
Parents don't cooperative/not involved/family values/parent attitude poor	2.3%
Not take advantage of programs/opportunities	0.4%
Students have good attitudes	0.2%
Parent involvement/community participation/more parent involvement	0.4%
Students are smarter/learning more	0.4%

<b>Teachers</b>	<b>Percent</b>
Teacher performance poor/skills poor/need better teachers	0.9%
Teachers not involved/not attentive/don't care enough/as much	2.3%
Teachers not allowed to discipline/control students	0.4%
Teacher pay too low	0.4%
Teachers do not have time to teach effectively	0.4%
Teachers too interested in paycheck/raises/paid too much	0.4%
Teachers are good/better/doing better job/improving	0.4%
Teachers are working harder	0.1%
Teachers more attentive/more involved/better relationship with students	0.2%

<b>Miscellaneous Comments</b>	<b>Percent</b>
Not notice any change/no difference/average/some good and some bad	16.2%
What I see/hear/the way it seems to me/my perception/no specific reason	3.6%
Not have children in school/child just in kindergarten/1 <sup>st</sup> grade	3.3%
Don't know/no answer	6.2%
No complaints/schools doing good	4.5%
Scores seem the same	4.1%
Other comments	4.2%
Have not lived here very long/not lived here for 3 years/5 years	0.0%
Hear/read negative reports	0.0%
What I hear/read/not as many bad reports/hear better reports	12.0%

2007 Public Opinion Survey on K-12 Education in Indiana

---

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

Total Respondents: 114

<b>School System/School Administration</b>	<b>Percent</b>
Students not learning/learning enough/advanced without learning	6.7%
Fewer teachers/larger classes	11.9%
Poor discipline/poor control of students	6.2%
Education systems is broken/system doesn't work well	8.3%
Drugs/gangs in schools	2.2%
Not enough focus on education	8.8%
Changes made are not for the better	2.4%
Budget concerns/cutbacks/reduced funding	4.5%
Dropping classes/activities/curriculum poor/not as good	1.8%
Other school systems/private schools better/teach more	1.4%
Doing a poor job/not as good as before (unspecified)	3.3%
Leaning more towards sports than academics/too much emphasis on sports	1.0%
Too much cultural diversity/too many Hispanic students/cultural problems	1.7%
Money isn't being spent on the right areas/spend too much money	3.5%
Need more help for special needs children/gifted children	3.9%
Book rental fees/extra charges	0.0%
Nothing is getting better/no improvement/no change for the better	0.3%
Criteria/curriculum has stayed the same/no improvement	0.8%
Too much focus on special needs/special ed/children who have problems	3.8%
Need additional classes in liberal arts/preparation for college/vocational training	2.2%
Better discipline/better control of students	1.4%

<b>Standards and Testing</b>	<b>Percent</b>
ISTEP+/SAT scores lower/not improved/too low/average	10.8%
ISTEP+/testing/standards are bad idea	4.7%
Tests are given at wrong time/prefer testing in Spring	4.7%

<b>Students</b>	<b>Percent</b>
Student attitude is poor/behavior is poor/too much violence	10.0%
Drop out rates high/students skipping school	7.9%
Parents don't cooperate/not involved/family values/parent attitude poor	7.4%
Have/need security guards/extra rules	0.8%
Parent involvement/community participation/more parent involvement	1.0%

---

2007 Public Opinion Survey on K-12 Education in Indiana

---

<b>Teachers</b>	<b>Percent</b>
Teacher performance poor/skills poor/need better teachers	6.0%
Teachers not involved/not attentive/don't care enough/as much	7.3%
Teachers not have time to teach effectively	5.9%
Teachers not allowed to discipline/control students	1.4%
Teachers too interested in paycheck/raises/paid too much	3.4%
Teachers don't control students	0.0%
Teacher pay too low	4.8%

<b>Miscellaneous Comments</b>	<b>Percent</b>
Hear/read negative comments	0.0%
Other comments	9.5%
Don't know/No answer	0.0%
Not notice any change/no difference/average/some good and some bad	1.0%
What I see/hear/the way it seems to me/my perception/no specific reason	2.0%

<b>Facilities</b>	<b>Percent</b>
Added new schools/expanded schools	0.6%
School facilities improved/updated/better equipment	0.9%
Closing schools/consolidating	2.6%
Technology improved/computers in school	0.0%

# Appendix B

## Demographic Results by Question

## 2007 Public Opinion Survey on K-12 Education in Indiana

---

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

	Excellent	Good	Fair	Poor	Don't Know / No Answer	Number of Cases
<b>Gender</b>						
Male	7.4%	40.0%	35.3%	10.2%	7.1%	280
Female	7.8%	44.7%	32.4%	9.8%	5.3%	332
<b>Age</b>						
18-34	5.5%	50.9%	26.9%	11.8%	4.9%	137
35-44	11.8%	42.3%	34.9%	7.5%	3.4%	117
45-54	5.3%	40.2%	35.9%	9.7%	8.9%	145
55-64	7.0%	41.9%	32.3%	12.5%	6.3%	106
65+	9.4%	35.9%	39.7%	8.3%	6.6%	106
<b>Education</b>						
HS or less	8.9%	42.1%	33.3%	8.4%	7.2%	231
Some college	4.9%	43.4%	30.0%	14.4%	7.3%	152
College grad or more	8.1%	42.9%	36.1%	8.7%	4.2%	227
<b>Income</b>						
<\$35K	7.4%	43.6%	34.2%	9.8%	5.1%	150
\$35K-\$50K	5.7%	38.7%	35.7%	13.6%	6.3%	109
\$50K-\$75K	9.3%	46.3%	31.1%	10.7%	2.6%	123
\$75K+	7.9%	45.5%	32.0%	8.6%	6.1%	176
<b>Children in School</b>						
Yes	8.7%	46.1%	31.5%	8.9%	4.8%	264
No	7.0%	41.0%	35.9%	9.8%	6.3%	276
<b>Region</b>						
Indiana Northern	8.4%	38.9%	34.9%	9.1%	8.8%	244
Indiana Central	5.9%	43.9%	34.0%	11.7%	4.6%	274
Indiana Southern	10.5%	47.1%	30.6%	7.5%	4.3%	94
<b>Race / Ethnicity</b>						
White	8.0%	44.3%	32.3%	8.6%	6.8%	510
Non-White	5.5%	35.9%	38.9%	16.6%	3.1%	96
DK / Refused	8.2%	0.0%	68.1%	23.7%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

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

	Better	Same	Worse	Don't Know / No Answer	Number of Cases
<b>Gender</b>					
Male	26.5%	42.9%	18.4%	12.2%	280
Female	24.6%	44.1%	20.9%	10.5%	332
<b>Age</b>					
18-34	24.1%	48.5%	18.9%	8.5%	137
35-44	28.2%	50.7%	12.3%	8.8%	117
45-54	19.7%	45.9%	22.5%	11.8%	145
55-64	24.3%	38.4%	25.5%	11.7%	106
65+	33.0%	31.1%	19.7%	16.3%	106
<b>Education</b>					
HS or less	26.5%	45.0%	17.6%	10.9%	231
Some college	20.7%	46.8%	22.1%	10.5%	152
College grad or more	27.3%	39.9%	20.6%	12.2%	227
<b>Income</b>					
<\$35K	26.9%	40.9%	20.1%	12.1%	150
\$35K-\$50K	22.5%	43.3%	18.2%	16.0%	109
\$50K-\$75K	31.4%	44.0%	22.9%	1.7%	123
\$75K+	22.3%	48.9%	17.2%	11.6%	176
<b>Children in School</b>					
Yes	27.9%	46.0%	16.5%	9.6%	264
No	23.0%	43.4%	20.9%	12.7%	276
<b>Region</b>					
Indiana Northern	20.4%	48.3%	19.7%	11.6%	244
Indiana Central	27.9%	39.9%	20.8%	11.4%	274
Indiana Southern	30.0%	42.6%	17.2%	10.2%	94
<b>Race / Ethnicity</b>					
White	24.9%	44.0%	19.0%	12.1%	510
Non-White	29.2%	41.1%	22.0%	7.8%	96
DK / Refused	8.2%	45.3%	46.5%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

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

	Excellent	Good	Fair	Poor	Don't Know / No Answer	Number of Cases
<b>Gender</b>						
Male	13.3%	47.8%	26.4%	9.9%	2.6%	280
Female	13.7%	46.9%	25.8%	8.9%	4.6%	332
<b>Age</b>						
18-34	13.3%	50.6%	24.9%	10.4%	0.8%	137
35-44	18.1%	43.6%	25.6%	8.4%	4.2%	117
45-54	11.7%	42.6%	27.9%	12.1%	5.7%	145
55-64	13.4%	48.5%	24.8%	8.1%	5.2%	106
65+	11.4%	52.4%	26.9%	6.7%	2.7%	106
<b>Education</b>						
HS or less	11.9%	48.6%	28.2%	7.8%	3.6%	231
Some college	10.8%	44.6%	26.0%	14.6%	4.1%	152
College grad or more	16.6%	48.3%	23.9%	7.6%	3.7%	227
<b>Income</b>						
<\$35K	7.5%	50.5%	30.3%	10.3%	1.5%	150
\$35K-\$50K	5.8%	54.5%	27.0%	9.7%	3.0%	109
\$50K-\$75K	16.7%	45.6%	27.2%	9.3%	1.1%	123
\$75K+	20.3%	44.8%	20.7%	9.7%	4.5%	176
<b>Children in School</b>						
Yes	15.9%	45.8%	27.1%	9.6%	1.7%	264
No	12.3%	48.7%	25.8%	7.8%	5.5%	276
<b>Region</b>						
Indiana Northern	14.7%	42.9%	28.7%	10.9%	2.8%	244
Indiana Central	12.8%	48.7%	25.0%	8.8%	4.6%	274
Indiana Southern	12.6%	53.3%	23.3%	7.5%	3.2%	94
<b>Race / Ethnicity</b>						
White	15.0%	48.4%	25.1%	7.8%	3.8%	510
Non-White	6.7%	43.6%	28.4%	17.6%	3.8%	96
DK / Refused	0.0%	16.4%	71.8%	11.8%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

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

	Better	Same	Worse	Don't Know / No Answer	Number of Cases
<b>Gender</b>					
Male	28.0%	44.9%	18.2%	9.0%	280
Female	33.0%	41.5%	19.0%	6.5%	332
<b>Age</b>					
18-34	34.0%	45.5%	15.3%	5.2%	137
35-44	31.3%	44.2%	17.0%	7.6%	117
45-54	23.7%	40.1%	24.2%	12.0%	145
55-64	31.8%	41.2%	21.2%	5.8%	106
65+	34.3%	44.7%	14.5%	6.6%	106
<b>Education</b>					
HS or less	30.6%	46.1%	16.9%	6.3%	231
Some college	26.0%	45.9%	21.2%	6.9%	152
College grad or more	33.7%	38.0%	18.7%	9.5%	227
<b>Income</b>					
<\$35K	27.9%	43.8%	18.1%	10.2%	150
\$35K-\$50K	35.2%	45.1%	16.0%	3.7%	109
\$50K-\$75K	34.5%	41.7%	21.4%	2.5%	123
\$75K+	26.0%	45.2%	20.1%	8.7%	176
<b>Children in School</b>					
Yes	31.1%	43.3%	19.1%	6.5%	264
No	29.5%	42.9%	18.5%	9.2%	276
<b>Region</b>					
Indiana Northern	29.5%	43.8%	20.1%	6.7%	244
Indiana Central	32.4%	41.6%	17.9%	8.1%	274
Indiana Southern	28.9%	45.3%	17.2%	8.5%	94
<b>Race / Ethnicity</b>					
White	31.2%	42.6%	18.6%	7.6%	510
Non-White	29.4%	45.4%	17.5%	7.7%	96
DK / Refused	8.2%	45.3%	38.3%	8.2%	6

2007 Public Opinion Survey on K-12 Education in Indiana

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

	A Lot	Somewhat	A Little	Not At All	Don't Know / No Answer	Number of Cases
<b>Gender</b>						
Male	43.0%	29.5%	14.6%	7.4%	5.6%	280
Female	46.5%	31.8%	11.2%	5.1%	5.3%	332
<b>Age</b>						
18-34	45.5%	32.3%	13.6%	4.0%	4.6%	137
35-44	60.9%	20.6%	9.5%	4.7%	4.4%	117
45-54	47.3%	26.5%	14.1%	5.2%	6.9%	145
55-64	30.7%	41.6%	14.5%	10.7%	2.6%	106
65+	37.3%	35.2%	11.6%	7.3%	8.6%	106
<b>Education</b>						
HS or less	42.4%	30.9%	12.0%	6.1%	8.5%	231
Some college	46.8%	30.9%	12.3%	7.4%	2.7%	152
College grad or more	46.5%	30.0%	13.8%	5.4%	4.2%	227
<b>Income</b>						
<\$35K	44.5%	30.5%	12.5%	5.7%	6.8%	150
\$35K-\$50K	49.2%	26.3%	16.2%	2.8%	5.5%	109
\$50K-\$75K	48.1%	31.1%	9.7%	7.3%	3.8%	123
\$75K+	43.5%	36.9%	10.9%	5.5%	3.2%	176
<b>Children in School</b>						
Yes	50.4%	29.7%	12.1%	3.6%	4.2%	264
No	42.0%	30.8%	12.1%	9.0%	6.1%	276
<b>Region</b>						
Indiana Northern	46.4%	30.1%	12.7%	5.2%	5.7%	244
Indiana Central	44.0%	32.2%	12.7%	6.1%	5.0%	274
Indiana Southern	43.9%	28.7%	12.9%	8.3%	6.2%	94
<b>Race / Ethnicity</b>						
White	44.2%	33.8%	11.4%	6.2%	4.4%	510
Non-White	47.7%	16.8%	19.0%	5.6%	10.8%	96
DK / Refused	54.7%	0.0%	20.0%	13.5%	11.8%	6

2007 Public Opinion Survey on K-12 Education in Indiana

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

	More Than Enough	Enough	Not Enough	Don't Know / No Answer	Number of Cases
<b>Gender</b>					
Male	16.0%	28.1%	52.1%	3.7%	280
Female	8.1%	23.8%	64.3%	3.7%	332
<b>Age</b>					
18-34	12.6%	26.4%	58.2%	2.7%	137
35-44	8.0%	17.7%	71.1%	3.2%	117
45-54	12.7%	26.0%	57.0%	4.4%	145
55-64	12.0%	31.3%	54.1%	2.5%	106
65+	13.2%	28.0%	52.8%	5.9%	106
<b>Education</b>					
HS or less	9.2%	31.0%	55.4%	4.4%	231
Some college	12.0%	24.7%	58.4%	4.9%	152
College grad or more	14.2%	21.1%	62.3%	2.3%	227
<b>Income</b>					
<\$35K	10.7%	21.2%	63.5%	4.6%	150
\$35K-\$50K	13.8%	23.4%	60.1%	2.7%	109
\$50K-\$75K	7.3%	26.8%	64.1%	1.7%	123
\$75K+	14.2%	27.5%	55.5%	2.7%	176
<b>Children in School</b>					
Yes	12.8%	23.3%	60.9%	3.0%	264
No	11.7%	27.6%	56.5%	4.2%	276
<b>Region</b>					
Indiana Northern	8.4%	25.8%	61.2%	4.5%	244
Indiana Central	12.9%	22.2%	62.1%	2.8%	274
Indiana Southern	16.1%	35.1%	44.6%	4.3%	94
<b>Race / Ethnicity</b>					
White	12.2%	28.2%	55.6%	4.1%	510
Non-White	8.6%	12.0%	78.2%	1.2%	96
DK / Refused	26.4%	41.7%	20.0%	11.8%	6

2007 Public Opinion Survey on K-12 Education in Indiana

6B. When including the expenses incurred for such things as buildings and bus transportation, 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
<b>Gender</b>					
Male	24.1%	39.9%	31.7%	4.3%	280
Female	14.2%	39.9%	37.2%	8.7%	332
<b>Age</b>					
18-34	17.7%	44.8%	35.5%	1.9%	137
35-44	17.2%	32.8%	45.0%	5.0%	117
45-54	19.0%	36.7%	34.3%	10.0%	145
55-64	18.5%	45.3%	32.2%	4.0%	106
65+	21.2%	40.6%	25.3%	12.9%	106
<b>Education</b>					
HS or less	16.9%	45.4%	28.9%	8.8%	231
Some college	19.2%	39.3%	35.7%	5.8%	152
College grad or more	20.3%	34.3%	40.2%	5.3%	227
<b>Income</b>					
<\$35K	12.9%	44.8%	33.6%	8.7%	150
\$35K-\$50K	22.3%	34.1%	35.8%	7.8%	109
\$50K-\$75K	14.7%	39.1%	40.2%	6.0%	123
\$75K+	25.1%	37.9%	34.3%	2.6%	176
<b>Children in School</b>					
Yes	19.6%	38.4%	36.3%	5.7%	264
No	18.4%	40.3%	34.0%	7.2%	276
<b>Region</b>					
Indiana Northern	15.1%	41.4%	36.5%	7.0%	244
Indiana Central	19.4%	41.5%	33.3%	5.8%	274
Indiana Southern	24.6%	32.7%	34.3%	8.4%	94
<b>Race / Ethnicity</b>					
White	19.5%	41.3%	32.4%	6.7%	510
Non-White	12.3%	32.8%	47.7%	7.1%	96
DK / Refused	46.5%	33.5%	20.0%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

7. What tax revenue sources should primarily be used to fund schools? Should schools be funded primarily by property taxes? State income taxes? Sales taxes? Or a combination of all tax sources?

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

	Property Taxes	State Income Taxes	Sales Taxes	Combination of the three	Don't Know / No Answer	Number of Cases
<b>Gender</b>						
Male	16.8%	31.4%	32.3%	19.5%	0.0%	280
Female	12.5%	37.4%	25.7%	24.1%	0.3%	332
<b>Age</b>						
18-34	17.2%	42.9%	24.1%	15.9%	0.0%	137
35-44	17.3%	33.8%	29.2%	19.7%	0.0%	117
45-54	14.2%	33.8%	30.9%	21.2%	0.0%	145
55-64	8.5%	30.2%	32.1%	29.3%	0.0%	106
65+	14.4%	30.5%	27.7%	26.4%	1.1%	106
<b>Education</b>						
HS or less	12.7%	35.2%	29.6%	22.0%	0.5%	231
Some college	11.7%	32.7%	29.8%	25.7%	0.0%	152
College grad or more	18.3%	35.1%	26.9%	19.7%	0.0%	227
<b>Income</b>						
<\$35K	12.1%	41.0%	28.3%	18.6%	0.0%	150
\$35K-\$50K	11.5%	37.8%	26.5%	24.1%	0.0%	109
\$50K-\$75K	16.6%	24.8%	35.1%	23.6%	0.0%	123
\$75K+	14.6%	37.0%	28.3%	20.0%	0.0%	176
<b>Children in School</b>						
Yes	15.7%	34.1%	32.0%	18.2%	0.0%	264
No	13.8%	34.0%	27.4%	24.3%	0.4%	276
<b>Region</b>						
Indiana Northern	12.5%	39.0%	25.4%	23.2%	0.0%	244
Indiana Central	16.8%	32.2%	30.1%	20.9%	0.0%	274
Indiana Southern	12.6%	31.6%	32.1%	22.5%	1.1%	94
<b>Race / Ethnicity</b>						
White	15.0%	34.5%	29.1%	21.1%	0.2%	510
Non-White	12.6%	33.3%	26.6%	27.5%	0.0%	96
DK / Refused	0.0%	63.6%	24.6%	11.8%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

8. Local school boards have the responsibility of determining how property tax funds are spent for school facilities and equipment in their districts. How do you view the expenditures of funds on facilities and equipment in your community? Does your school board spend far too much, a bit too much, just about right, a bit too little, or far too little?

	Far Too Much	A Bit Too Much	Just About Right	A Bit Too Little	Far Too Little	Don't Know / No Answer	Number of Cases
<b>Gender</b>							
Male	12.5%	17.2%	41.9%	12.6%	5.5%	10.3%	280
Female	9.4%	14.6%	38.5%	18.0%	6.0%	13.6%	332
<b>Age</b>							
18-34	9.6%	10.7%	37.9%	21.8%	7.5%	12.5%	137
35-44	8.6%	17.9%	40.5%	12.6%	6.9%	13.6%	117
45-54	12.0%	19.4%	38.1%	11.9%	4.5%	14.0%	145
55-64	12.5%	13.8%	42.6%	19.5%	4.6%	6.8%	106
65+	11.6%	16.7%	42.2%	11.8%	5.2%	12.6%	106
<b>Education</b>							
HS or less	7.3%	15.5%	40.8%	15.8%	7.4%	13.2%	231
Some college	14.1%	14.0%	36.3%	18.4%	5.1%	12.1%	152
College grad or more	12.4%	17.3%	41.5%	13.2%	4.6%	11.0%	227
<b>Income</b>							
<\$35K	6.5%	12.3%	36.6%	18.3%	9.5%	16.8%	150
\$35K-\$50K	9.0%	18.5%	31.5%	25.9%	3.9%	11.2%	109
\$50K-\$75K	11.8%	12.5%	48.5%	12.9%	5.8%	8.4%	123
\$75K+	12.8%	18.8%	45.3%	11.5%	3.7%	7.9%	176
<b>Children in School</b>							
Yes	10.0%	16.5%	38.6%	16.0%	5.9%	12.9%	264
No	12.1%	14.5%	40.1%	15.8%	6.1%	11.4%	276
<b>Region</b>							
Indiana Northern	6.6%	12.3%	38.6%	21.7%	8.6%	12.4%	244
Indiana Central	12.5%	19.3%	41.1%	10.7%	4.4%	12.0%	274
Indiana Southern	15.9%	13.9%	40.5%	15.0%	3.2%	11.6%	94
<b>Race / Ethnicity</b>							
White	10.3%	17.5%	42.5%	14.5%	3.5%	11.8%	510
Non-White	12.2%	7.4%	27.1%	22.0%	17.6%	13.8%	96
DK / Refused	38.3%	0.0%	38.1%	0.0%	11.8%	11.8%	6

2007 Public Opinion Survey on K-12 Education in Indiana

9. To what extent do you agree or disagree with the perspective that the consolidation of smaller school districts in Indiana will save tax dollars? Do you strongly agree, agree, disagree, or strongly disagree?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know / No Answer	Number of Cases
<b>Gender</b>						
Male	7.0%	41.2%	34.5%	8.7%	8.6%	280
Female	6.3%	43.1%	30.0%	11.0%	9.6%	332
<b>Age</b>						
18-34	3.2%	48.4%	32.1%	9.1%	7.2%	137
35-44	5.3%	39.3%	28.6%	14.5%	12.4%	117
45-54	10.0%	44.5%	29.0%	7.1%	9.4%	145
55-64	6.5%	39.1%	35.7%	12.1%	6.6%	106
65+	8.0%	37.6%	36.4%	7.6%	10.4%	106
<b>Education</b>						
HS or less	6.6%	37.6%	36.4%	9.7%	9.7%	231
Some college	6.2%	42.9%	27.7%	14.8%	8.6%	152
College grad or more	7.0%	46.1%	30.9%	6.9%	9.1%	227
<b>Income</b>						
<\$35K	8.1%	39.6%	32.7%	9.6%	10.0%	150
\$35K-\$50K	3.8%	46.4%	28.8%	11.9%	9.0%	109
\$50K-\$75K	4.4%	41.3%	36.3%	9.9%	8.2%	123
\$75K+	8.5%	45.5%	33.1%	7.5%	5.4%	176
<b>Children in school</b>						
Yes	4.6%	42.7%	32.7%	11.1%	8.8%	264
No	7.7%	40.6%	33.6%	9.1%	9.0%	276
<b>Region</b>						
Indiana Northern	4.8%	43.3%	33.5%	8.9%	9.6%	244
Indiana Central	6.7%	44.1%	30.1%	11.3%	7.8%	274
Indiana Southern	10.4%	35.1%	34.1%	8.6%	11.8%	94
<b>Race / Ethnicity</b>						
White	6.0%	43.5%	31.9%	9.2%	9.4%	510
Non-White	8.9%	36.5%	31.9%	14.2%	8.6%	96
DK / Refused	21.7%	28.2%	50.1%	0.0%	0.0%	6

10. Would you support or oppose the school district in your community being consolidated with another district if there was only a slight possibility the consolidation would lower your tax burden, including the property taxes you pay?

	Support	Oppose	Don't Know / No Answer	Number of Cases
<b>Gender</b>				
Male	36.3%	56.8%	6.9%	280
Female	33.5%	61.2%	5.3%	332
<b>Age</b>				
18-34	40.4%	55.1%	4.4%	137
35-44	29.7%	66.9%	3.4%	117
45-54	36.2%	56.9%	6.9%	145
55-64	30.5%	67.5%	2.0%	106
65+	35.7%	50.5%	13.8%	106
<b>Education</b>				
HS or less	40.1%	53.8%	6.0%	231
Some college	37.5%	59.6%	2.9%	152
College grad or more	27.5%	64.4%	8.1%	227
<b>Income</b>				
<\$35K	43.8%	48.6%	7.6%	150
\$35K-\$50K	33.9%	60.4%	5.8%	109
\$50K-\$75K	28.7%	68.2%	3.2%	123
\$75K+	33.9%	61.2%	5.0%	176
<b>Children in School</b>				
Yes	34.4%	63.3%	2.3%	264
No	35.5%	55.2%	9.2%	276
<b>Region</b>				
Indiana Northern	35.1%	58.9%	6.0%	244
Indiana Central	34.6%	60.3%	5.2%	274
Indiana Southern	34.8%	56.8%	8.3%	94
<b>Race / Ethnicity</b>				
White	32.6%	61.0%	6.4%	510
Non-White	44.6%	50.8%	4.6%	96
DK / Refused	61.7%	38.3%	0.0%	6

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

	Support	Oppose	Don't Know / No Answer	Number of Cases
<b>Gender</b>				
Male	77.7%	18.2%	4.1%	280
Female	84.1%	12.3%	3.6%	332
<b>Age</b>				
18-34	86.8%	9.8%	3.5%	137
35-44	88.0%	12.0%	0.0%	117
45-54	77.0%	17.9%	5.1%	145
55-64	78.2%	18.0%	3.8%	106
65+	74.8%	18.2%	7.0%	106
<b>Education</b>				
HS or less	79.8%	14.5%	5.6%	231
Some college	79.0%	17.6%	3.4%	152
College grad or more	84.1%	13.5%	2.4%	227
<b>Income</b>				
<\$35K	81.6%	13.3%	5.1%	150
\$35K-\$50K	89.2%	8.2%	2.7%	109
\$50K-\$75K	86.5%	12.7%	0.8%	123
\$75K+	77.3%	20.6%	2.2%	176
<b>Children in School</b>				
Yes	82.6%	14.4%	3.0%	264
No	79.1%	16.4%	4.5%	276
<b>Region</b>				
Indiana Northern	79.1%	15.0%	5.8%	244
Indiana Central	81.4%	15.4%	3.2%	274
Indiana Southern	85.0%	13.9%	1.1%	94
<b>Race / Ethnicity</b>				
White	80.1%	16.2%	3.7%	510
Non-White	87.3%	7.7%	5.0%	96
DK / Refused	71.8%	28.2%	0.0%	6

12. The Indiana General Assembly increased state funding for full-day kindergarten in April. In total the legislature provided \$33.5 million this school year to expand full-day kindergarten and \$58.5 million will be provided for the 2008-09 school year. To fully fund this program for all kindergarteners, some estimates project the cost to exceed \$200 million annually. Would you support or oppose full-day kindergarten if taxes had to increase to implement it statewide?

	Support	Oppose	Don't Know / No Answer	Number of Cases
<b>Gender</b>				
Male	45.6%	51.4%	3.1%	280
Female	51.0%	46.7%	2.3%	332
<b>Age</b>				
18-34	55.9%	40.5%	3.6%	137
35-44	48.3%	50.0%	1.7%	117
45-54	51.4%	47.0%	1.6%	145
55-64	46.3%	52.7%	1.0%	106
65+	37.4%	56.8%	5.8%	106
<b>Education</b>				
HS or less	47.6%	50.4%	2.0%	231
Some college	49.7%	47.4%	2.9%	152
College grad or more	48.5%	48.2%	3.3%	227
<b>Income</b>				
<\$35K	46.7%	49.7%	3.6%	150
\$35K-\$50K	57.5%	41.7%	0.9%	109
\$50K-\$75K	55.5%	42.1%	2.4%	123
\$75K+	45.3%	53.6%	1.1%	176
<b>Children in School</b>				
Yes	53.3%	45.0%	1.6%	264
No	42.8%	53.1%	4.0%	276
<b>Region</b>				
Indiana Northern	49.2%	49.1%	1.7%	244
Indiana Central	49.0%	46.5%	4.5%	274
Indiana Southern	45.6%	54.4%	0.0%	94
<b>Race / Ethnicity</b>				
White	46.8%	51.0%	2.2%	510
Non-White	56.9%	37.5%	5.6%	96
DK / Refused	57.2%	42.8%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

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

	Additional Assistance	Transfer	Receive Financial Support	Don't Know / No Answer	Number of Cases
<b>Gender</b>					
Male	56.0%	14.8%	20.6%	8.6%	280
Female	54.6%	17.6%	19.3%	8.4%	332
<b>Age</b>					
18-34	50.4%	17.4%	25.6%	6.5%	137
35-44	61.5%	9.9%	23.2%	5.4%	117
45-54	56.2%	21.7%	14.4%	7.7%	145
55-64	60.4%	11.9%	20.6%	7.2%	106
65+	48.2%	19.1%	15.7%	17.0%	106
<b>Education</b>					
HS or less	58.4%	11.0%	18.3%	12.3%	231
Some college	52.5%	14.6%	24.6%	8.3%	152
College grad or more	54.4%	22.5%	18.5%	4.6%	227
<b>Income</b>					
<\$35K	59.6%	9.8%	18.2%	12.4%	150
\$35K-\$50K	55.6%	17.2%	23.4%	3.9%	109
\$50K-\$75K	59.9%	12.8%	20.0%	7.3%	123
\$75K+	52.7%	20.1%	23.6%	3.6%	176
<b>Children in school</b>					
Yes	54.7%	16.3%	24.2%	4.9%	264
No	54.9%	16.8%	15.7%	12.6%	276
<b>Region</b>					
Indiana Northern	53.0%	16.9%	22.6%	7.5%	244
Indiana Central	55.1%	17.1%	18.4%	9.4%	274
Indiana Southern	60.8%	12.9%	18.0%	8.3%	94
<b>Race / Ethnicity</b>					
White	55.4%	16.4%	19.8%	8.4%	510
Non-White	55.7%	16.2%	18.9%	9.2%	96
DK / Refused	34.6%	11.8%	45.3%	8.2%	6

## 2007 Public Opinion Survey on K-12 Education in Indiana

---

14A. Indiana statute states that a purpose of charter schools is to allow these public schools freedom and flexibility in exchange for exceptional levels of accountability. How would you rate your familiarity with charter schools? Would you say you are very familiar, somewhat familiar, not very familiar, or not at all familiar with charter schools?

	Very Familiar	Somewhat Familiar	Not Very Familiar	Not At All Familiar	Don't Know / No Answer	Number of Cases
<b>Gender</b>						
Male	9.8%	25.3%	29.3%	35.0%	0.7%	280
Female	7.3%	29.6%	29.6%	33.2%	0.3%	332
<b>Age</b>						
18-34	7.7%	17.9%	33.7%	40.0%	0.7%	137
35-44	9.4%	28.6%	28.6%	33.4%	0.0%	117
45-54	11.4%	32.6%	20.4%	34.1%	1.5%	145
55-64	8.2%	37.1%	27.6%	27.1%	0.0%	106
65+	4.6%	22.9%	38.9%	33.6%	0.0%	106
<b>Education</b>						
HS or less	3.9%	13.6%	30.4%	51.6%	0.5%	231
Some college	7.6%	26.8%	29.8%	35.8%	0.0%	152
College grad or more	13.7%	42.6%	28.1%	14.7%	0.9%	227
<b>Income</b>						
<\$35K	4.1%	16.2%	35.0%	44.0%	0.7%	150
\$35K-\$50K	8.5%	26.9%	27.4%	35.3%	1.9%	109
\$50K-\$75K	7.3%	41.4%	26.4%	24.8%	0.0%	123
\$75K+	12.0%	33.3%	30.1%	24.5%	0.0%	176
<b>Children in School</b>						
Yes	8.9%	27.7%	26.7%	36.3%	0.4%	264
No	7.4%	26.4%	32.0%	33.3%	0.8%	276
<b>Region</b>						
Indiana Northern	6.5%	25.6%	33.6%	33.8%	0.4%	244
Indiana Central	12.5%	27.6%	27.4%	32.2%	0.4%	274
Indiana Southern	2.1%	32.0%	25.7%	39.1%	1.1%	94
<b>Race / Ethnicity</b>						
White	7.3%	27.6%	29.5%	35.2%	0.4%	510
Non-White	14.5%	28.6%	29.8%	25.9%	1.1%	96
DK / Refused	11.8%	11.8%	16.4%	59.9%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

14B. There are 40 charter schools operating in Indiana this school year, predominantly in Lake and Marion Counties. Do you support or oppose the creation of more charter schools?

	Support	Oppose	Don't Know / No Answer	Number of Cases
<b>Gender</b>				
Male	49.9%	31.8%	18.3%	180
Female	47.0%	30.5%	22.5%	221
<b>Age</b>				
18-34	57.4%	22.5%	20.1%	81
35-44	50.9%	25.0%	24.1%	78
45-54	46.6%	33.4%	20.0%	94
55-64	40.8%	48.5%	10.8%	78
65+	45.5%	25.4%	29.2%	71
<b>Education</b>				
HS or less	43.5%	33.6%	22.9%	110
Some college	55.7%	20.4%	23.9%	98
College grad or more	47.5%	34.7%	17.8%	192
<b>Income</b>				
<\$35K	55.5%	16.1%	28.4%	83
\$35K-\$50K	47.9%	32.5%	19.6%	68
\$50K-\$75K	48.8%	34.1%	17.1%	92
\$75K+	44.5%	36.2%	19.3%	133
<b>Children in School</b>				
Yes	50.9%	28.1%	21.0%	167
No	44.7%	34.7%	20.5%	182
<b>Region</b>				
Indiana Northern	47.6%	32.5%	19.8%	160
Indiana Central	48.3%	31.9%	19.8%	185
Indiana Southern	49.8%	25.1%	25.1%	56
<b>Race / Ethnicity</b>				
White	46.7%	31.8%	21.6%	329
Non-White	56.0%	27.8%	16.2%	70
DK / Refused	50.0%	29.5%	20.5%	2

2007 Public Opinion Survey on K-12 Education in Indiana

14C. Would you support or oppose the establishment of a charter school where a majority of the instruction is provided over the Internet by a licensed teacher?

	Support	Oppose	Don't Know / No Answer	Number of Cases
<b>Gender</b>				
Male	19.3%	73.8%	6.9%	180
Female	18.1%	76.2%	5.7%	221
<b>Age</b>				
18-34	19.1%	76.6%	4.3%	81
35-44	17.3%	80.0%	2.8%	78
45-54	19.3%	71.8%	9.0%	94
55-64	19.3%	76.6%	4.1%	78
65+	18.2%	70.9%	10.9%	71
<b>Education</b>				
HS or less	20.5%	75.0%	4.5%	110
Some college	20.8%	71.9%	7.3%	98
College grad or more	16.6%	76.7%	6.7%	192
<b>Income</b>				
<\$35K	19.1%	72.1%	8.8%	83
\$35K-\$50K	21.9%	73.7%	4.4%	68
\$50K-\$75K	16.3%	76.9%	6.8%	92
\$75K+	19.1%	76.9%	4.0%	133
<b>Children in School</b>				
Yes	18.3%	73.9%	7.8%	167
No	19.6%	74.5%	5.9%	182
<b>Region</b>				
Indiana Northern	16.7%	78.4%	5.0%	160
Indiana Central	21.3%	71.8%	6.9%	185
Indiana Southern	15.7%	77.2%	7.1%	56
<b>Race / Ethnicity</b>				
White	19.3%	74.5%	6.1%	329
Non-White	15.1%	78.1%	6.9%	70
DK / Refused	29.5%	70.5%	0.0%	2

2007 Public Opinion Survey on K-12 Education in Indiana

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

	Excellent	Good	Fair	Poor	Don't Know / No Answer	Number of Cases
<b>Gender</b>						
Male	9.1%	50.3%	30.7%	3.8%	6.2%	280
Female	11.9%	52.3%	27.9%	5.4%	2.5%	332
<b>Age</b>						
18-34	10.0%	48.3%	29.9%	8.1%	3.6%	137
35-44	14.7%	45.5%	33.2%	3.1%	3.6%	117
45-54	9.4%	55.6%	23.8%	4.8%	6.4%	145
55-64	12.0%	48.2%	32.4%	4.1%	3.2%	106
65+	7.1%	59.2%	27.9%	2.4%	3.4%	106
<b>Education</b>						
HS or less	11.6%	48.1%	30.2%	6.3%	3.8%	231
Some college	5.7%	54.9%	30.9%	6.0%	2.6%	152
College grad or more	13.0%	52.7%	26.4%	2.2%	5.6%	227
<b>Income</b>						
<\$35K	10.9%	51.4%	27.2%	7.8%	2.8%	150
\$35K-\$50K	9.3%	51.5%	31.2%	5.2%	2.8%	109
\$50K-\$75K	11.7%	58.6%	24.2%	2.9%	2.7%	123
\$75K+	11.3%	51.2%	29.7%	3.7%	4.1%	176
<b>Children in School</b>						
Yes	11.5%	51.1%	28.4%	6.0%	3.1%	264
No	10.1%	52.6%	28.6%	3.6%	5.1%	276
<b>Region</b>						
Indiana Northern	10.6%	51.6%	28.1%	5.1%	4.5%	244
Indiana Central	8.9%	50.9%	31.5%	4.0%	4.7%	274
Indiana Southern	15.0%	52.1%	25.4%	5.4%	2.1%	94
<b>Race / Ethnicity</b>						
White	10.6%	54.0%	26.8%	4.1%	4.4%	510
Non-White	10.6%	40.7%	39.3%	6.4%	3.1%	96
DK / Refused	8.2%	0.0%	68.1%	23.7%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

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

	Yes	No	Don't Know / No Answer	Number of Cases
<b>Gender</b>				
Male	71.9%	23.3%	4.8%	280
Female	71.8%	19.7%	8.5%	332
<b>Age</b>				
18-34	74.1%	22.3%	3.7%	137
35-44	77.9%	16.4%	5.7%	117
45-54	74.9%	17.6%	7.5%	145
55-64	69.3%	26.1%	4.6%	106
65+	60.5%	26.0%	13.5%	106
<b>Education</b>				
HS or less	63.4%	27.4%	9.1%	231
Some college	76.7%	17.9%	5.4%	152
College grad or more	77.7%	17.1%	5.2%	227
<b>Income</b>				
<\$35K	67.0%	24.9%	8.1%	150
\$35K-\$50K	71.0%	25.2%	3.8%	109
\$50K-\$75K	81.3%	13.4%	5.2%	123
\$75K+	75.1%	20.1%	4.8%	176
<b>Children in School</b>				
Yes	77.3%	17.1%	5.5%	264
No	64.9%	26.4%	8.7%	276
<b>Region</b>				
Indiana Northern	71.7%	19.8%	8.4%	244
Indiana Central	74.4%	21.0%	4.6%	274
Indiana Southern	65.1%	25.5%	9.4%	94
<b>Race / Ethnicity</b>				
White	72.2%	21.1%	6.7%	510
Non-White	73.0%	20.6%	6.4%	96
DK / Refused	20.0%	54.7%	25.3%	6

2007 Public Opinion Survey on K-12 Education in Indiana

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

	Student Performance	Experience	Combination	Don't Know / No Answer	Number of Cases
<b>Gender</b>					
Male	19.3%	7.5%	71.9%	1.4%	280
Female	15.8%	11.8%	70.5%	1.8%	332
<b>Age</b>					
18-34	16.9%	11.4%	70.5%	1.2%	137
35-44	13.6%	9.0%	75.6%	1.8%	117
45-54	18.8%	9.0%	70.9%	1.3%	145
55-64	18.8%	10.3%	70.0%	1.0%	106
65+	19.0%	9.4%	68.5%	3.1%	106
<b>Education</b>					
HS or less	19.6%	8.5%	69.4%	2.5%	231
Some college	14.9%	10.5%	73.1%	1.5%	152
College grad or more	17.0%	10.2%	71.9%	0.9%	227
<b>Income</b>					
<\$35K	21.2%	8.1%	68.9%	1.8%	150
\$35K-\$50K	12.7%	13.8%	72.6%	0.9%	109
\$50K-\$75K	16.0%	12.3%	68.3%	3.4%	123
\$75K+	18.6%	7.7%	73.7%	0.0%	176
<b>Children in School</b>					
Yes	14.7%	8.5%	75.3%	1.4%	264
No	20.4%	11.3%	66.4%	1.9%	276
<b>Region</b>					
Indiana Northern	17.4%	8.3%	73.0%	1.3%	244
Indiana Central	18.0%	11.6%	68.7%	1.7%	274
Indiana Southern	15.9%	8.6%	73.4%	2.2%	94
<b>Race / Ethnicity</b>					
White	18.0%	9.7%	70.6%	1.6%	510
Non-White	14.4%	10.7%	73.2%	1.7%	96
DK / Refused	11.8%	8.2%	80.0%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

18. Legislation passed by Congress in 2001 entitled the No Child Left Behind Act increased the federal government's role in decisions about schools. How much, if anything, do you feel you know about the No Child Left Behind Act . . . a great deal, some, a little, or nothing at all?

	A Great Deal	Some	A Little	Nothing At All	Don't Know / No Answer	Number of Cases
<b>Gender</b>						
Male	14.0%	39.9%	28.7%	16.7%	0.7%	280
Female	20.4%	33.9%	26.1%	19.3%	0.3%	332
<b>Age</b>						
18-34	17.6%	34.7%	27.0%	20.7%	0.0%	137
35-44	22.7%	36.5%	24.6%	15.5%	0.8%	117
45-54	16.5%	41.3%	24.2%	17.3%	0.7%	145
55-64	18.7%	38.7%	32.5%	10.2%	0.0%	106
65+	11.5%	31.1%	29.6%	26.8%	1.0%	106
<b>Education</b>						
HS or less	9.8%	30.5%	32.9%	25.5%	1.3%	231
Some college	17.4%	36.9%	27.4%	18.3%	0.0%	152
College grad or more	25.4%	42.2%	21.8%	10.7%	0.0%	227
<b>Income</b>						
<\$35K	8.6%	31.3%	34.8%	24.6%	0.7%	150
\$35K-\$50K	22.0%	33.6%	26.3%	18.1%	0.0%	109
\$50K-\$75K	24.2%	37.4%	25.6%	11.1%	1.6%	123
\$75K+	20.5%	44.2%	22.7%	12.6%	0.0%	176
<b>Children in School</b>						
Yes	20.9%	35.9%	27.4%	15.5%	0.4%	264
No	13.2%	36.5%	28.2%	21.4%	0.8%	276
<b>Region</b>						
Indiana Northern	18.9%	34.7%	29.8%	15.6%	0.9%	244
Indiana Central	15.1%	39.7%	24.9%	19.9%	0.4%	274
Indiana Southern	20.4%	33.0%	27.8%	18.8%	0.0%	94
<b>Race / Ethnicity</b>						
White	17.4%	36.7%	27.5%	17.7%	0.6%	510
Non-White	16.7%	37.4%	25.9%	20.1%	0.0%	96
DK / Refused	31.9%	21.7%	26.4%	20.0%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

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

	Helping	Hurting	Making No Difference	Don't Know / No Answer	Number of Cases
<b>Gender</b>					
Male	32.4%	34.4%	29.3%	3.9%	151
Female	32.3%	33.9%	25.6%	8.1%	181
<b>Age</b>					
18-34	41.3%	39.4%	16.1%	3.1%	72
35-44	50.7%	23.7%	24.2%	1.4%	69
45-54	19.7%	35.0%	39.1%	6.3%	84
55-64	26.8%	38.6%	29.3%	5.3%	61
65+	21.0%	34.2%	25.3%	19.5%	45
<b>Education</b>					
HS or less	35.1%	27.9%	32.3%	4.7%	93
Some college	35.2%	37.1%	21.3%	6.5%	83
College grad or more	29.0%	36.8%	27.2%	7.0%	154
<b>Income</b>					
<\$35K	50.9%	27.6%	13.2%	8.2%	60
\$35K-\$50K	32.0%	42.4%	16.3%	9.2%	61
\$50K-\$75K	26.4%	40.0%	30.8%	2.8%	76
\$75K+	28.9%	30.9%	37.2%	2.9%	114
<b>Children in School</b>					
Yes	41.5%	30.7%	25.3%	2.5%	150
No	23.8%	38.4%	27.0%	10.8%	137
<b>Region</b>					
Indiana Northern	30.2%	38.0%	26.1%	5.7%	131
Indiana Central	34.4%	30.3%	29.4%	5.9%	150
Indiana Southern	31.6%	36.2%	24.2%	8.1%	50
<b>Race / Ethnicity</b>					
White	31.5%	36.2%	27.0%	5.3%	276
Non-White	36.2%	25.3%	27.2%	11.3%	52
DK / Refused	47.3%	0.0%	52.7%	0.0%	3

2007 Public Opinion Survey on K-12 Education in Indiana

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

[Respondents answering A Little or Nothing At All or Don't Know/No Answer to this question were not asked to respond to question 21.]

	A Great Deal	Some	A Little	None	Don't Know / No Answer	Number of Cases
<b>Gender</b>						
Male	4.5%	10.4%	15.7%	69.4%	0.0%	280
Female	6.0%	10.1%	18.2%	65.5%	0.2%	332
<b>Age</b>						
18-34	5.9%	6.0%	9.2%	78.9%	0.0%	137
35-44	6.3%	15.0%	12.2%	65.9%	0.6%	117
45-54	3.0%	14.0%	18.0%	65.0%	0.0%	145
55-64	11.1%	6.6%	24.6%	57.7%	0.0%	106
65+	1.0%	9.0%	23.5%	66.5%	0.0%	106
<b>Education</b>						
HS or less	0.0%	7.3%	15.1%	77.3%	0.3%	231
Some college	0.7%	8.6%	17.4%	73.3%	0.0%	152
College grad or more	13.9%	14.4%	18.9%	52.8%	0.0%	227
<b>Income</b>						
<\$35K	0.0%	6.9%	20.1%	72.9%	0.0%	150
\$35K-\$50K	4.7%	8.3%	13.4%	73.6%	0.0%	109
\$50K-\$75K	8.1%	16.8%	22.3%	52.8%	0.0%	123
\$75K+	10.0%	12.3%	11.6%	66.2%	0.0%	176
<b>Children in School</b>						
Yes	5.6%	12.4%	11.9%	69.9%	0.3%	264
No	3.8%	7.6%	20.0%	68.6%	0.0%	276
<b>Region</b>						
Indiana Northern	4.8%	13.6%	17.9%	63.4%	0.3%	244
Indiana Central	6.2%	9.3%	16.2%	68.2%	0.0%	274
Indiana Southern	4.3%	5.4%	17.2%	73.1%	0.0%	94
<b>Race / Ethnicity</b>						
White	5.9%	10.0%	16.1%	68.0%	0.0%	510
Non-White	1.7%	12.2%	23.2%	63.0%	0.0%	96
DK / Refused	11.8%	0.0%	0.0%	76.3%	11.8%	6

2007 Public Opinion Survey on K-12 Education in Indiana

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

	Helping	Hurting	Making No Difference	Don't Know / No Answer	Number of Cases
<b>Gender</b>					
Male	47.1%	21.9%	31.0%	0.0%	42
Female	57.6%	12.1%	25.6%	4.7%	54
<b>Age</b>					
18-34	56.7%	12.6%	30.7%	0.0%	16
35-44	67.0%	16.6%	12.1%	4.3%	25
45-54	47.5%	13.7%	38.8%	0.0%	25
55-64	59.0%	20.8%	20.2%	0.0%	19
65+	17.0%	20.3%	49.2%	13.5%	11
<b>Education</b>					
HS or less	45.9%	7.8%	37.8%	8.5%	17
Some college	56.7%	0.0%	35.8%	7.5%	14
College grad or more	54.1%	22.3%	23.6%	0.0%	64
<b>Income</b>					
<\$35K	70.1%	0.0%	29.9%	0.0%	10
\$35K-\$50K	75.1%	7.7%	14.9%	2.3%	14
\$50K-\$75K	42.9%	23.6%	30.0%	3.5%	31
\$75K+	49.7%	16.2%	31.3%	2.8%	39
<b>Children in School</b>					
Yes	62.4%	13.1%	22.3%	2.2%	47
No	30.7%	26.8%	41.4%	1.0%	32
<b>Region</b>					
Indiana Northern	59.4%	10.7%	26.5%	3.4%	45
Indiana Central	46.2%	25.9%	25.5%	2.5%	43
Indiana Southern	55.7%	0.0%	44.3%	0.0%	9
<b>Race / Ethnicity</b>					
White	50.1%	16.3%	31.0%	2.7%	81
Non-White	68.5%	18.2%	10.9%	2.5%	13
DK / Refused	100.0%	0.0%	0.0%	0.0%	1

2007 Public Opinion Survey on K-12 Education in Indiana

22. Some groups of students including students with disabilities, limited English proficiency, minorities, or students that are from low income families generally score lower on standardized tests than other students. In your opinion, how important do you think it is to close this academic achievement gap between these groups of students? Is it very important, somewhat important, not very important, or not at all important?

	Very Important	Somewhat Important	Not Very Important	Not At All Important	Don't Know / No Answer	Number of Cases
<b>Gender</b>						
Male	57.5%	27.7%	7.8%	4.8%	2.3%	280
Female	60.4%	31.8%	4.1%	1.9%	1.9%	332
<b>Age</b>						
18-34	64.2%	22.9%	7.3%	4.0%	1.6%	137
35-44	60.9%	31.0%	5.3%	1.7%	1.1%	117
45-54	56.8%	31.1%	5.1%	5.4%	1.5%	145
55-64	56.6%	32.4%	7.7%	3.2%	0.0%	106
65+	55.9%	33.4%	3.2%	1.0%	6.4%	106
<b>Education</b>						
HS or less	64.7%	25.0%	2.8%	4.6%	3.0%	231
Some college	55.9%	33.3%	7.8%	1.3%	1.8%	152
College grad or more	56.0%	32.4%	7.1%	3.2%	1.3%	227
<b>Income</b>						
<\$35K	61.3%	28.6%	4.5%	4.5%	1.1%	150
\$35K-\$50K	68.6%	23.1%	3.7%	1.7%	2.9%	109
\$50K-\$75K	59.7%	30.2%	5.6%	3.4%	1.1%	123
\$75K+	54.9%	32.6%	7.7%	2.9%	1.9%	176
<b>Children in School</b>						
Yes	58.9%	28.0%	8.4%	3.5%	1.2%	264
No	58.5%	31.2%	4.5%	2.8%	3.0%	276
<b>Region</b>						
Indiana Northern	59.9%	29.1%	6.0%	2.3%	2.7%	244
Indiana Central	57.9%	31.7%	5.3%	3.6%	1.5%	274
Indiana Southern	60.3%	26.8%	6.4%	4.3%	2.1%	94
<b>Race / Ethnicity</b>						
White	57.9%	30.7%	6.3%	3.1%	2.0%	510
Non-White	65.8%	24.7%	3.4%	3.8%	2.2%	96
DK / Refused	49.0%	42.8%	0.0%	8.2%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

23. In your opinion, is the achievement gap between low and high performing groups of students mostly related to the quality of schooling received or mostly related to other factors such as family income or the educational attainment of parents?

	Schooling Received	Other Factors	Don't Know / No Answer	Number of Cases
<b>Gender</b>				
Male	15.6%	77.7%	6.6%	280
Female	17.4%	74.4%	8.2%	332
<b>Age</b>				
18-34	17.0%	77.5%	5.6%	137
35-44	15.3%	75.4%	9.2%	117
45-54	17.5%	77.7%	4.8%	145
55-64	20.2%	76.1%	3.7%	106
65+	12.6%	71.8%	15.5%	106
<b>Education</b>				
HS or less	17.4%	74.0%	8.6%	231
Some college	21.5%	71.4%	7.1%	152
College grad or more	12.7%	81.4%	5.9%	227
<b>Income</b>				
<\$35K	17.8%	74.1%	8.1%	150
\$35K-\$50K	22.2%	71.7%	6.1%	109
\$50K-\$75K	15.5%	78.5%	6.0%	123
\$75K+	14.7%	82.5%	2.8%	176
<b>Children in School</b>				
Yes	14.5%	78.4%	7.1%	264
No	18.7%	73.6%	7.7%	276
<b>Region</b>				
Indiana Northern	15.7%	74.9%	9.4%	244
Indiana Central	18.0%	75.2%	6.7%	274
Indiana Southern	14.8%	79.8%	5.4%	94
<b>Race / Ethnicity</b>				
White	15.4%	79.0%	5.7%	510
Non-White	22.8%	59.6%	17.6%	96
DK / Refused	23.7%	76.3%	0.0%	6

2007 Public Opinion Survey on K-12 Education in Indiana

24. In your opinion, is it the responsibility of the public schools to close the achievement gap between all groups of students, or not?

	Yes	No	Don't Know / No Answer	Number of Cases
<b>Gender</b>				
Male	54.8%	40.5%	4.7%	280
Female	57.1%	37.0%	5.9%	332
<b>Age</b>				
18-34	53.0%	42.5%	4.5%	137
35-44	59.1%	35.5%	5.4%	117
45-54	54.0%	40.4%	5.7%	145
55-64	60.7%	37.1%	2.2%	106
65+	55.0%	36.0%	9.0%	106
<b>Education</b>				
HS or less	56.4%	35.4%	8.2%	231
Some college	58.4%	38.0%	3.6%	152
College grad or more	54.2%	42.1%	3.7%	227
<b>Income</b>				
<\$35K	60.7%	33.3%	6.0%	150
\$35K-\$50K	63.7%	31.3%	4.9%	109
\$50K-\$75K	53.2%	45.2%	1.6%	123
\$75K+	50.9%	44.2%	4.9%	176
<b>Children in School</b>				
Yes	53.0%	42.0%	4.9%	264
No	56.0%	37.8%	6.2%	276
<b>Region</b>				
Indiana Northern	54.6%	39.2%	6.2%	244
Indiana Central	57.6%	37.3%	5.2%	274
Indiana Southern	55.3%	40.7%	4.0%	94
<b>Race / Ethnicity</b>				
White	54.8%	40.0%	5.2%	510
Non-White	62.9%	31.3%	5.8%	96
DK / Refused	50.1%	36.4%	13.5%	6

2007 Public Opinion Survey on K-12 Education in Indiana

25. Do you believe state leaders and policymakers are doing more than enough, enough, or not enough to close the achievement gaps that persist across Indiana?

	More Than Enough	Enough	Not Enough	Don't Know / No Answer	Number of Cases
<b>Gender</b>					
Male	8.7%	24.7%	60.0%	6.5%	280
Female	2.5%	24.1%	67.1%	6.3%	332
<b>Age</b>					
18-34	5.5%	24.5%	64.0%	5.9%	137
35-44	6.3%	17.3%	72.7%	3.7%	117
45-54	6.6%	22.0%	66.0%	5.4%	145
55-64	5.6%	25.9%	61.6%	6.9%	106
65+	2.0%	33.7%	53.1%	11.1%	106
<b>Education</b>					
HS or less	2.6%	25.2%	64.4%	7.8%	231
Some college	5.3%	24.9%	62.8%	6.9%	152
College grad or more	8.2%	23.4%	63.7%	4.7%	227
<b>Income</b>					
<\$35K	3.5%	23.6%	66.6%	6.3%	150
\$35K-\$50K	3.0%	21.2%	70.7%	5.2%	109
\$50K-\$75K	5.1%	21.6%	65.5%	7.7%	123
\$75K+	9.0%	29.2%	55.1%	6.7%	176
<b>Children in School</b>					
Yes	6.7%	24.9%	63.8%	4.7%	264
No	3.9%	26.9%	61.4%	7.8%	276
<b>Region</b>					
Indiana Northern	3.0%	22.8%	66.6%	7.6%	244
Indiana Central	6.1%	23.2%	64.8%	6.0%	274
Indiana Southern	8.6%	31.1%	55.5%	4.8%	94
<b>Race / Ethnicity</b>					
White	5.6%	27.5%	60.3%	6.5%	510
Non-White	3.6%	8.6%	82.3%	5.5%	96
DK / Refused	8.2%	8.2%	70.1%	13.5%	6



---

## **Center for Evaluation & Education Policy**

509 East Third Street  
Bloomington, IN 47401  
812-855-4438

Toll-Free in North America: 800-511-6575

Fax: 812-856-5890

E-mail CEEP: [ceep@indiana.edu](mailto:ceep@indiana.edu)

Web Site: <http://ceep.indiana.edu/>

