





QB Currently registered to vote at an Indiana address

Yes	383	91%	
No	37	9%	
Number of cases	420	100%	

Q1 Direction of country's education system








Headed in the right direction	157	37%	
Seriously headed off on the wrong track	263	63%	
Number of cases	420	100%	

Q2 All students should be "college or career ready" upon graduation from high school








Yes	376	89%	
No	44	11%	
Number of cases	420	100%	

Indiana






Q4 Schools, Kindergarten through 12th grade, in own community grade

A or B	265	63%	
A	99	24%	
B	166	40%	
C	106	25%	
D or F	48	11%	
D	36	9%	
Fail	12	3%	
Number of cases	420	100%	

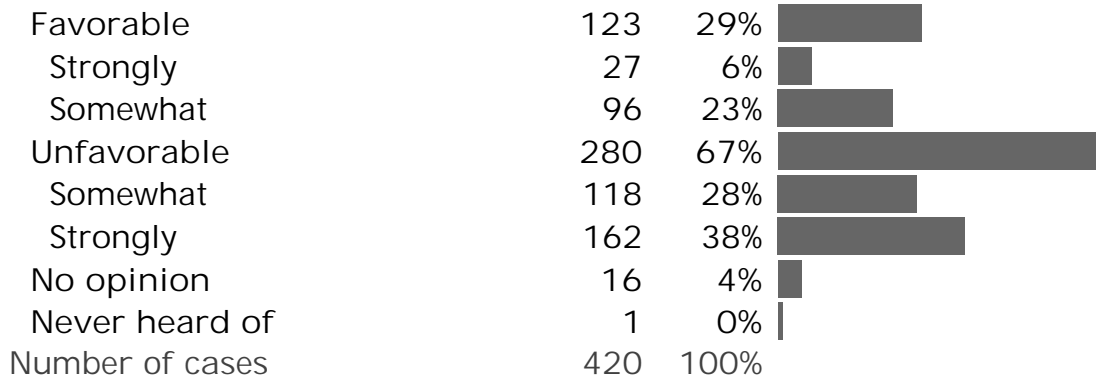
Q5 Schools, Kindergarten through 12th grade, in rest of the country grade

A or B	116	28%	
A	21	5%	
B	95	23%	
C	220	52%	
D or F	83	20%	
D	77	18%	
Fail	6	1%	
Number of cases	420	100%	

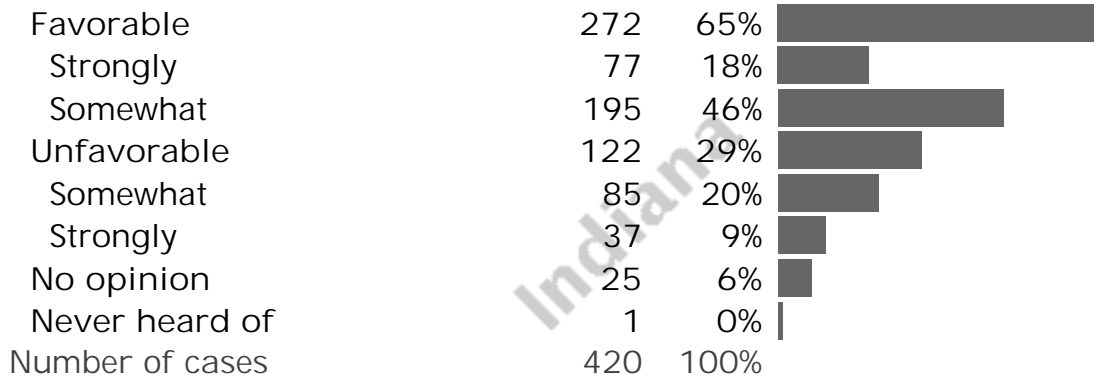
Q4/Q5 Schools grade comparison

Rest of country better than community	58	14%	
Same	131	31%	
A, B	54	13%	
C, D, or F	77	18%	
Community better than rest of country	231	55%	
Number of cases	420	100%	

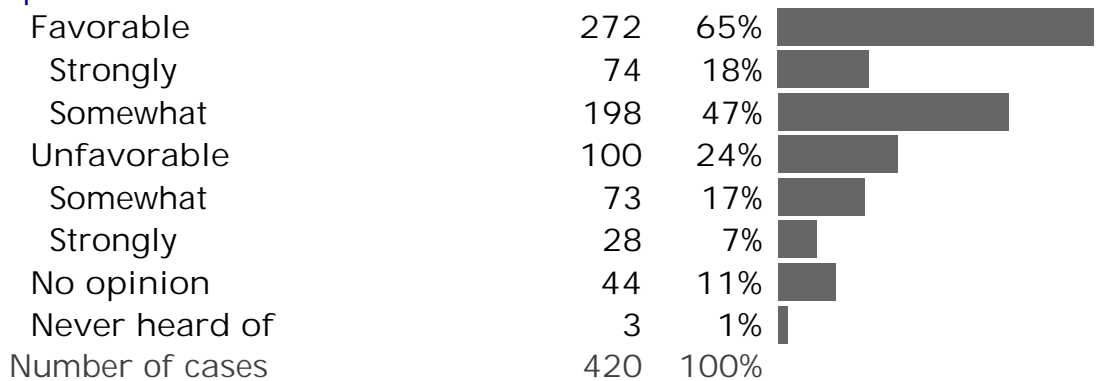
Q6 Impression of standardized state tests



Q7 Impression of college admission entrance tests like the SAT or ACT





Q8 Impression of advanced placement tests





Q9 When it comes to college entrance exams like the SAT or the ACT, for most students these tests give an accurate or inaccurate picture of how much a student has learned

Accurate	229	55%	
Inaccurate	191	45%	
Number of cases	420	100%	



Q10 When it comes to Indiana's standardized tests in school, for most students these tests give an accurate or inaccurate picture of how much a student has learned

Accurate	125	30%	
Inaccurate	295	70%	
Number of cases	420	100%	



Q11 Indiana's standardized tests give me helpful information about my child's academic progress

Agree	176	42%	
Disagree	244	58%	
Number of cases	420	100%	



Q12 Indiana should encourage the use of tests at the high school level that lead to a recognized industry or workforce credential

Agree	308	73%	
Disagree	112	27%	
Number of cases	420	100%	



Q13 Moving statewide, standardized tests to the last three weeks of the school year will give teachers more time to teach

Believe	332	79%	
Do not believe	88	21%	
Number of cases	420	100%	



Q14 Administering the state's standardized tests in March or April results in cramming as teachers try to ensure they cover all the year's material prior to the test

Believe	300	71%	
Do not believe	120	29%	
Number of cases	420	100%	



Q15 Moving statewide, standardized tests to the last three weeks of the school year will eliminate or lessen the cramming that occurs to ensure teachers cover all the material prior to the test

Believe	299	71%	
Do not believe	121	29%	
Number of cases	420	100%	



Q16 Administering the state's standardized tests in March or April results in "dead time" after the tests are finished because the year's material has already been covered to prepare for the test

Believe	243	58%	
Do not believe	177	42%	
Number of cases	420	100%	



Q17 Moving statewide, standardized tests to the last three weeks of the school year will reduce "dead time," which occurs after the tests are finished because the year's material has already been covered to prepare for the test

Believe	297	71%	
Do not believe	123	29%	
Number of cases	420	100%	



Q18 Having Indiana's test results that can be compared with those from other states will help ensure that the quality of the statewide test remains high because the results will show how students in Indiana scored in relationship to students in other states across the country

Believe	287	68%	
Do not believe	133	32%	
Number of cases	420	100%	


Q19 Teachers should receive copies of all their current students' score reports so they can use the information from their entire class of students as a way to prepare for the start of the next school year

Believe	355	85%	
Do not believe	65	15%	
Number of cases	420	100%	








Q20 At or before the beginning of each school year, teachers should receive copies of the previous year's score reports for all their incoming students to better prepare instruction tailored to each student

Believe	346	82%	
Do not believe	74	18%	
Number of cases	420	100%	

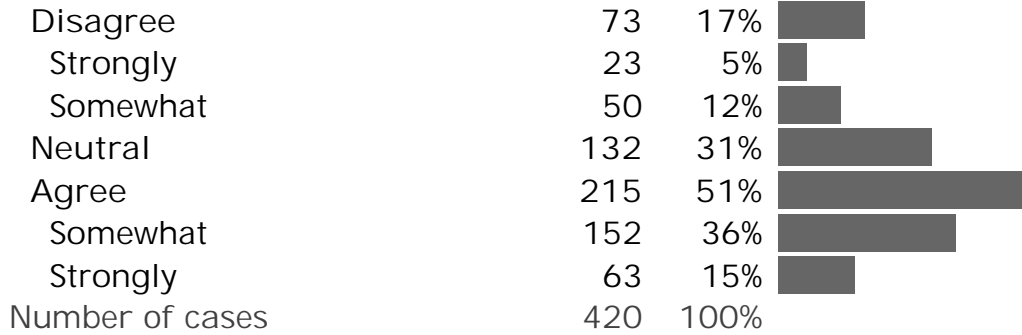
Q21 At or before the beginning of each school year, teachers should receive copies of the previous year's score reports for all their incoming students to better inform the conversations they will have with parents at the start of the new school year

Believe	321	76%	
Do not believe	99	24%	
Number of cases	420	100%	

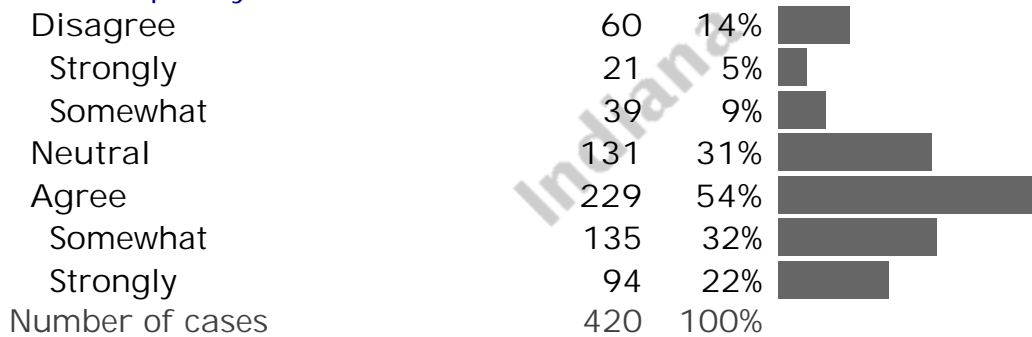
Q23 Indiana should move the statewide assessment to the last three weeks of the school year

Disagree	55	13%	
Strongly	22	5%	
Somewhat	33	8%	
Neutral	85	20%	
Agree	280	67%	
Somewhat	134	32%	
Strongly	146	35%	
Number of cases	420	100%	

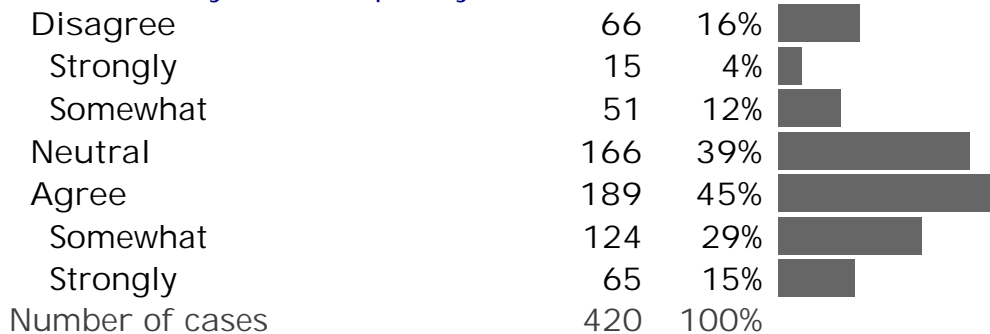
Q24 Indiana should evaluate students using college entrance exams at the high school level, as long as those national tests are sufficiently aligned to Indiana’s standards



Q25 Indiana requires tests that are duplicative, unnecessary, or low quality

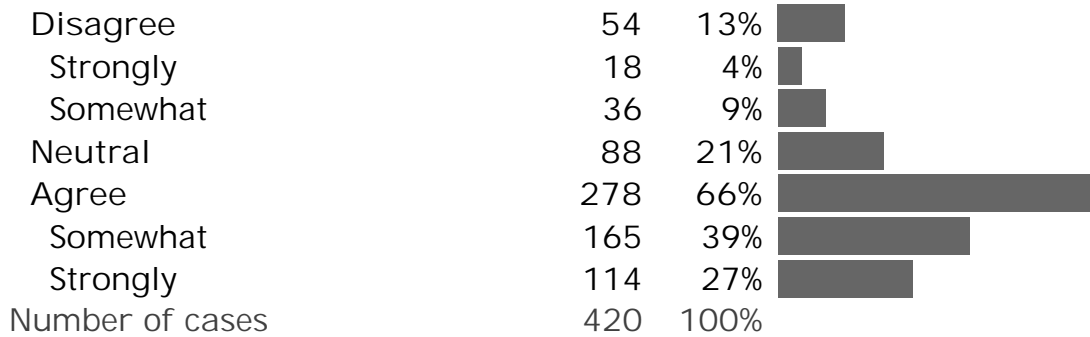


Q26 My school district requires tests that are duplicative, unnecessary, or low quality

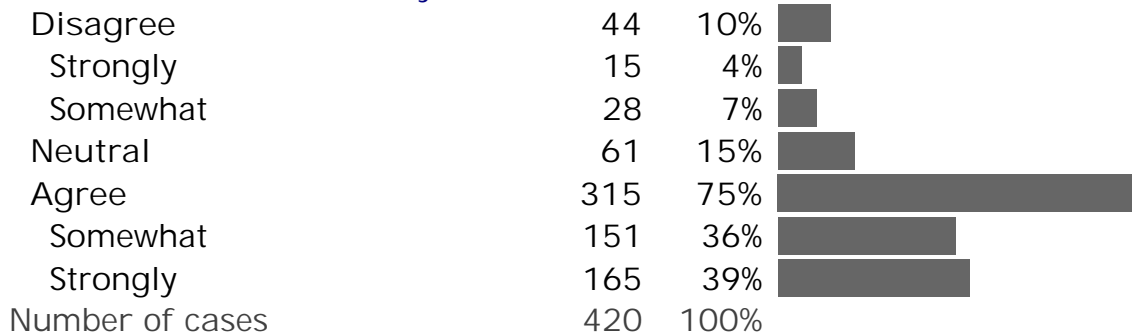




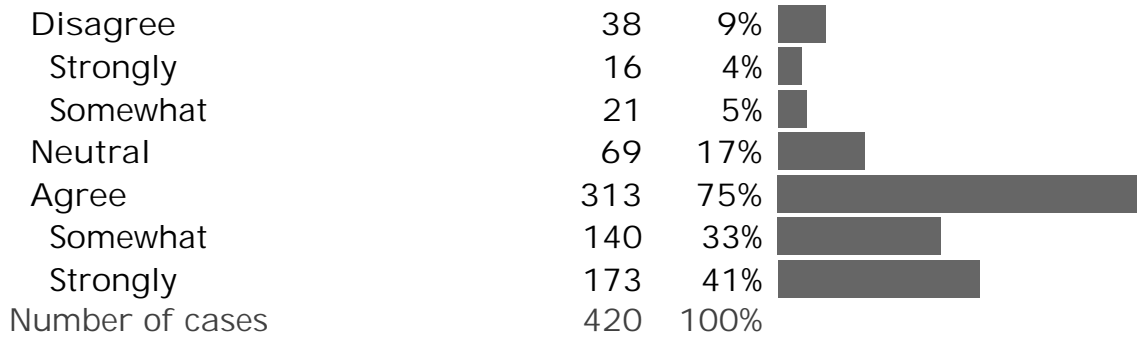
Q27 Indiana's tests should provide results that can be compared with the results from other state's tests, so parents, teachers, & policymakers know how students performed within their own state & in comparison to students in other states



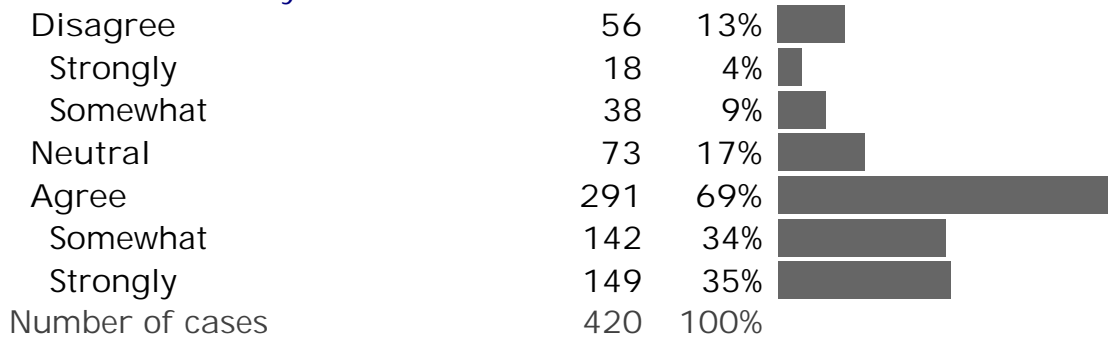
Q28 Teachers should receive copies of all their current students' tests scores so they can use the information from their entire class of students as a way to prepare for the start of the next school year



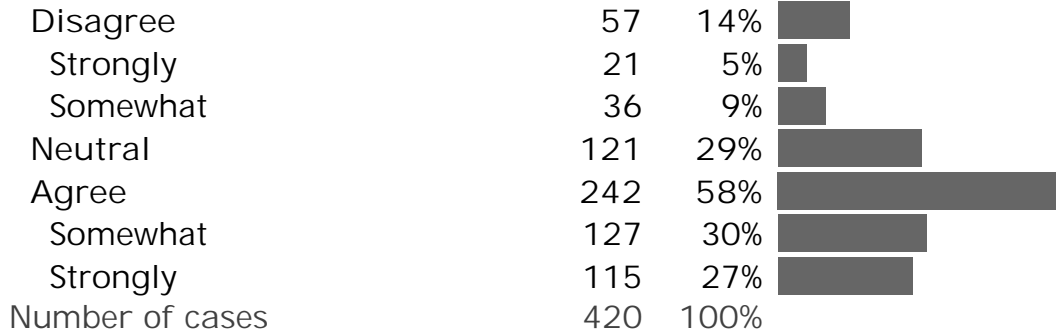
Q29 At or before the beginning of the school year, teachers should receive copies of the previous year's score reports for all the incoming students to better prepare instruction tailored to each student



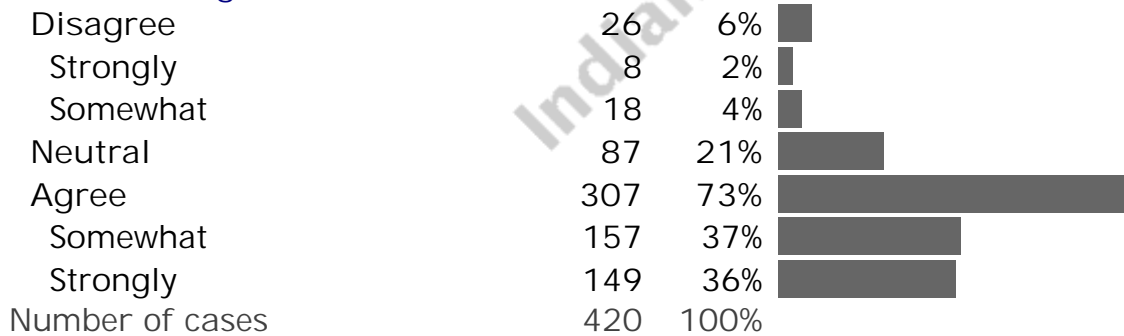
Q30 At or before the beginning of the school year, teachers should receive copies of the previous year's score reports for all the incoming students to better inform the conversations they will have with parents at the start of the new school year



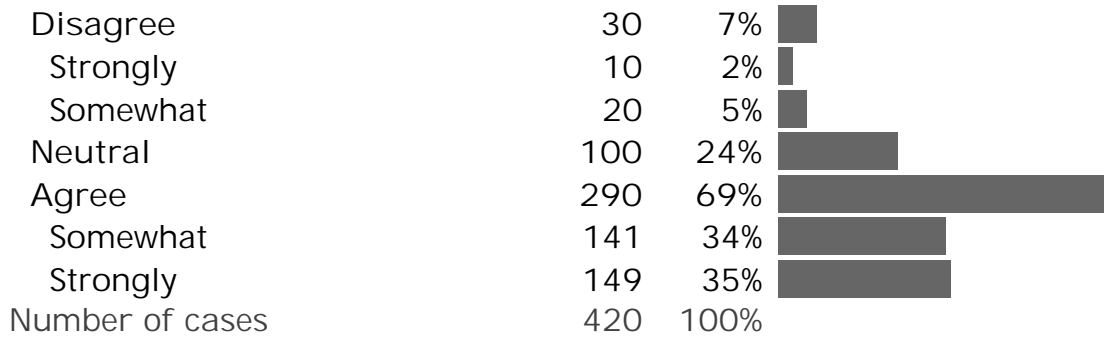
Q31 Indiana should start using online tests to return test scores quickly, even if this requires investment in Internet & computer technology



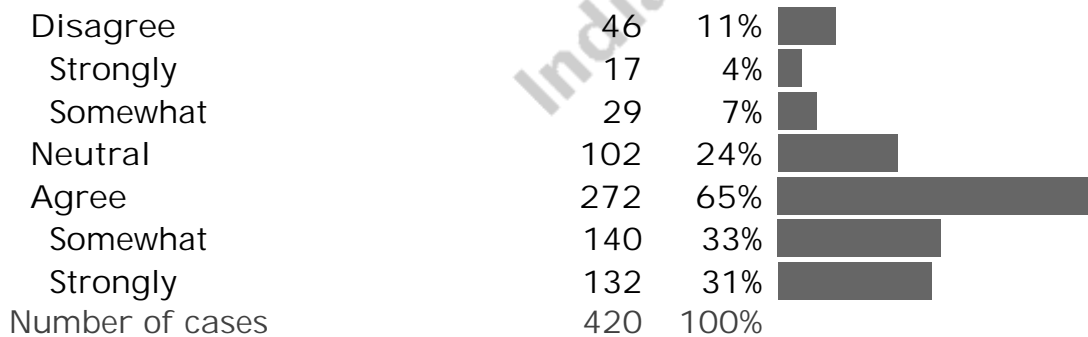
Q32 Districts should be required to publish a grade-by-grade testing schedule that clearly labels when each test will be given



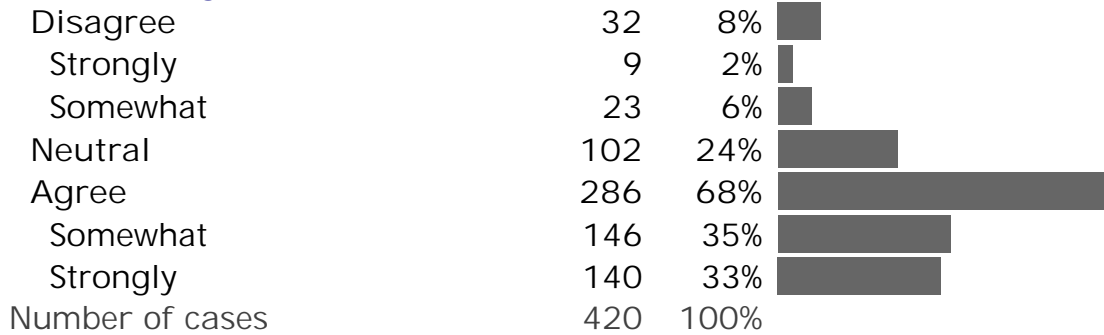
Q33 Districts should be required to publish a grade-by-grade testing schedule that clearly labels whether the test is required by the state, the district, or the school



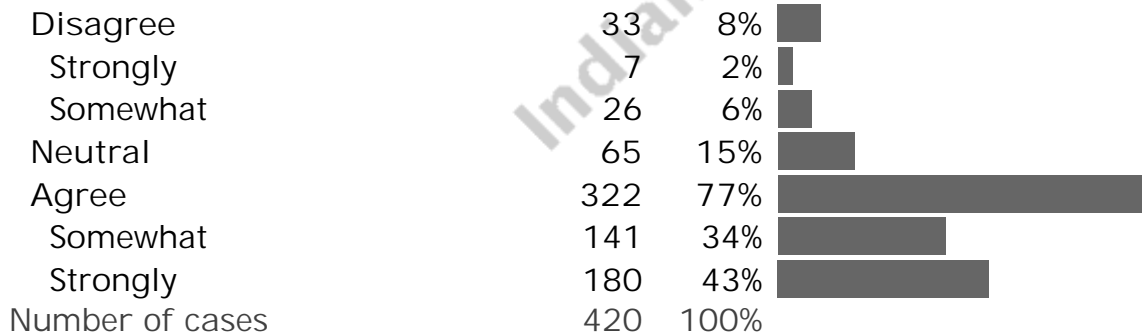
Q34 Districts should be required to publish a grade-by-grade testing schedule that clearly labels who will take the test



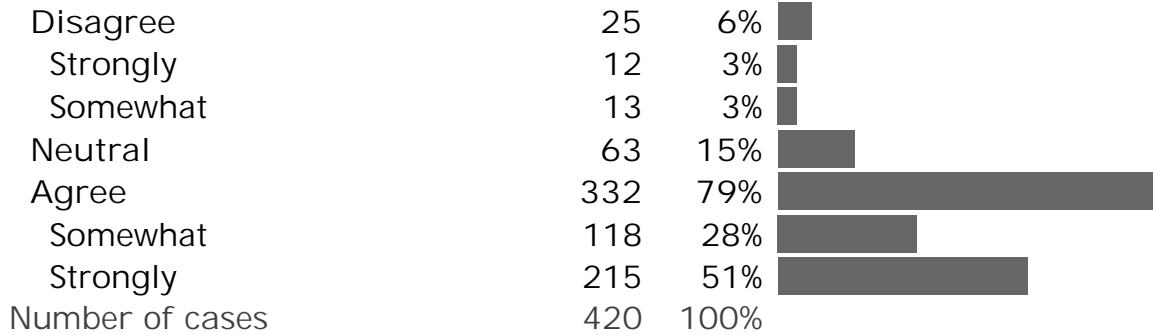
Q35 Districts should be required to publish a grade-by-grade testing schedule that clearly labels the reason the test is given



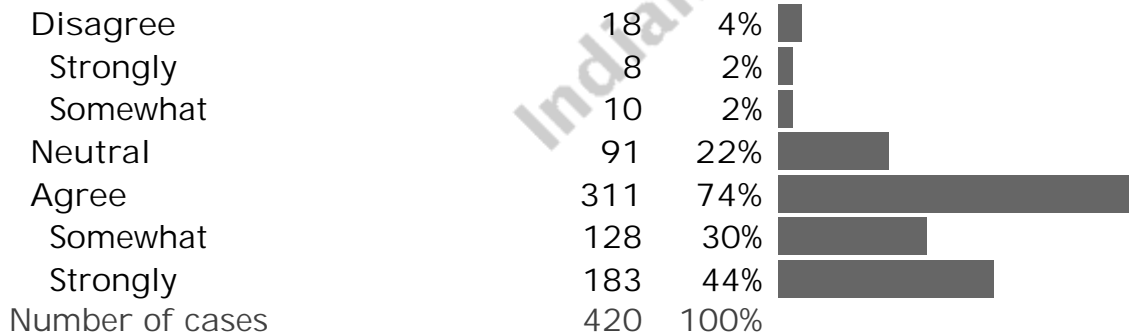
Q36 For any standardized test their child will take, parents should clearly know at the beginning of the year what their child is expected to know in order to take the test



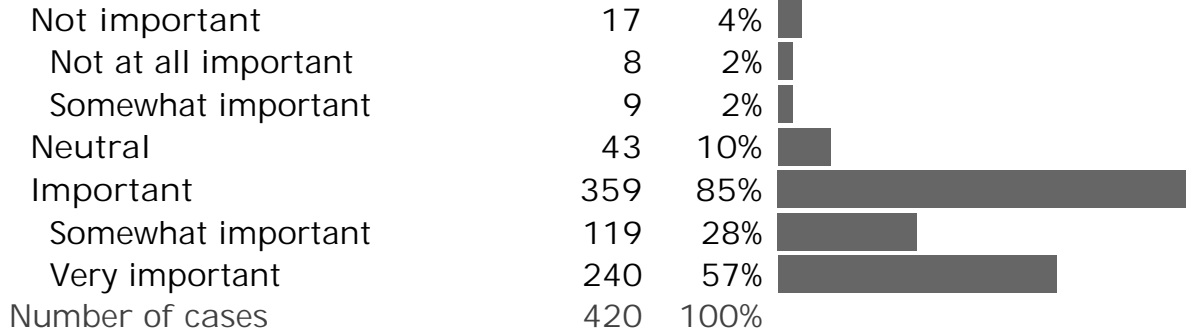
Q37 For any standardized test their child will take, parents should clearly know at the beginning of the year how their child will be tested



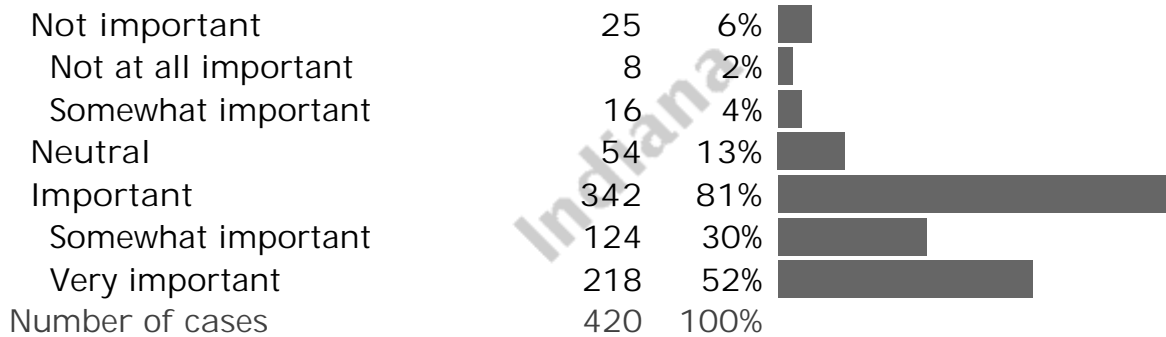
Q38 For any standardized test their child will take, parents should clearly know at the beginning of the year how soon they can expect to see test results



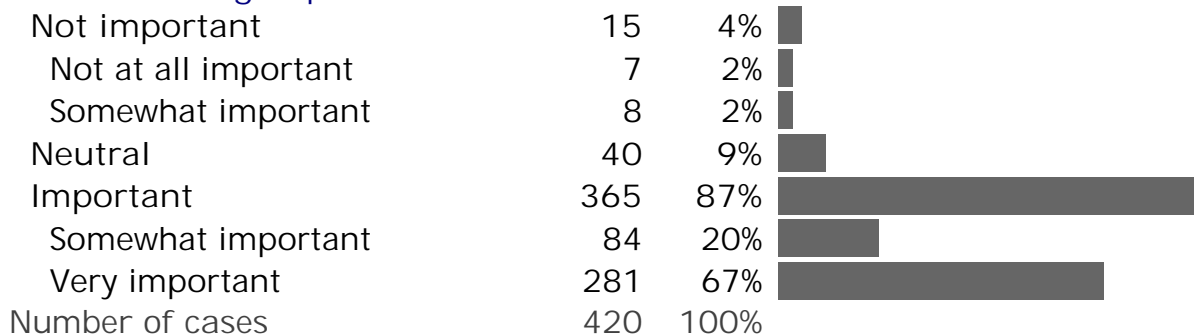
Q41 Action steps you can take to help your child improve or master a specific subject or skill



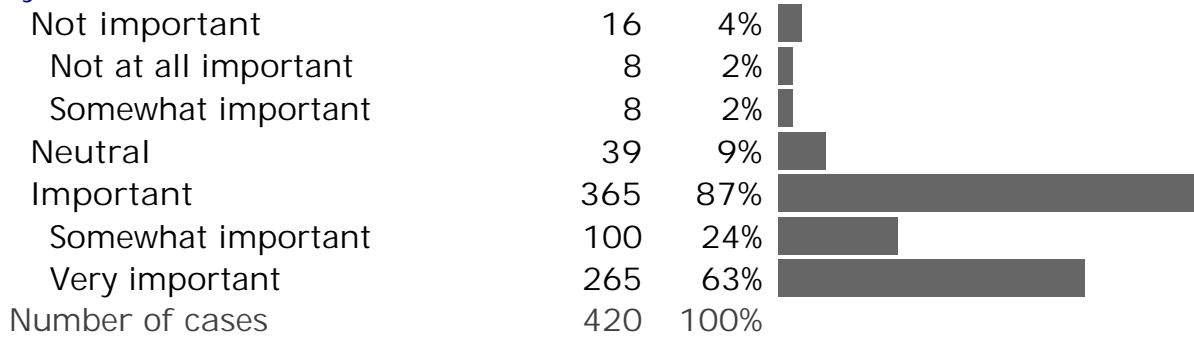
Q42 Links to tools you can use to help your child improve or master a specific subject or skill



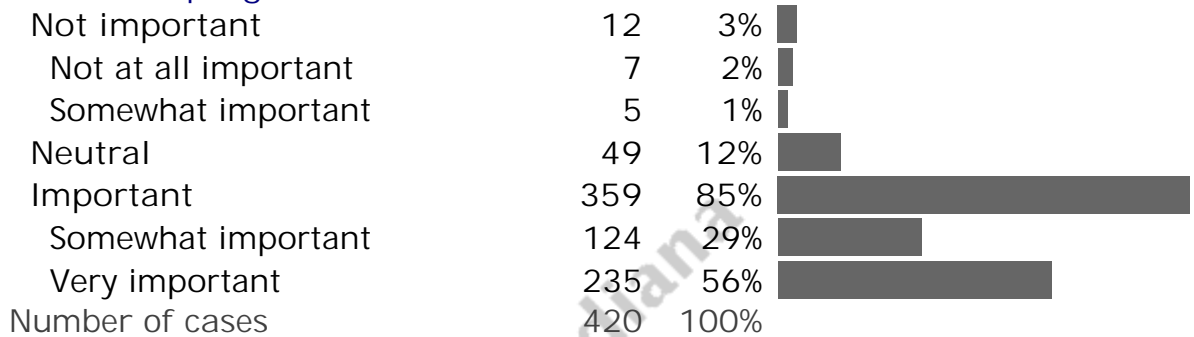
Q43 Clear identification of your child's areas of strength & areas needing improvement



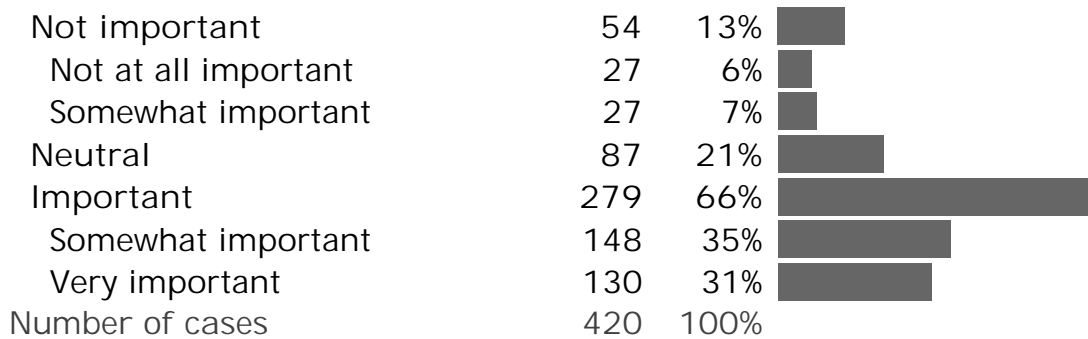
Q44 Easy explanation of what your child's score means



Q45 Data showing your child's academic progress over time

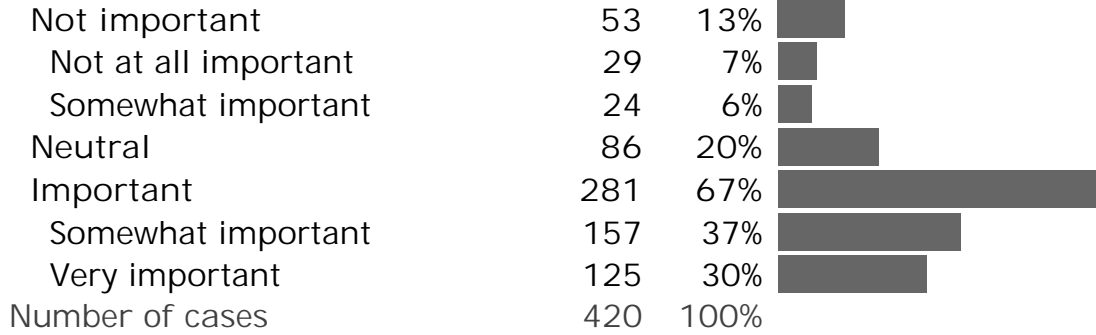


Q46 Comparisons of how well your child performed with other students in the same school

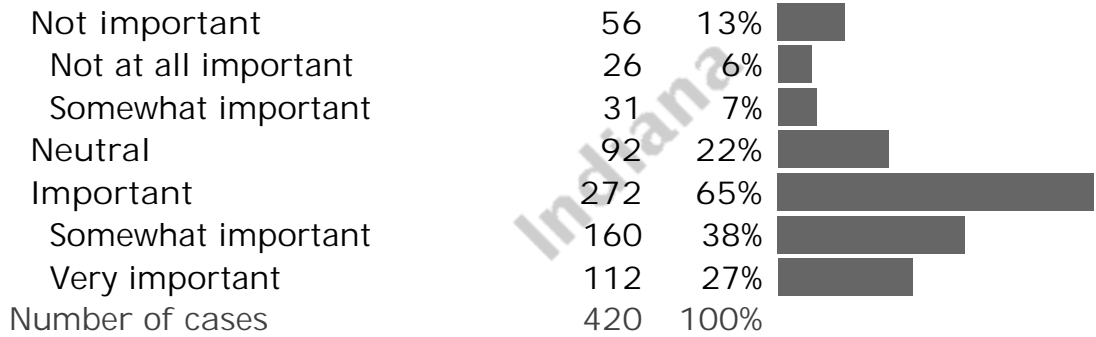




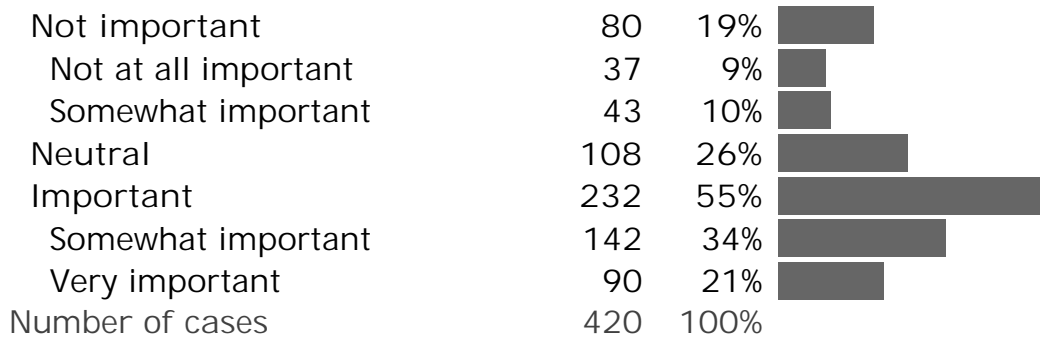
Q47 Comparisons of how well your child performed with other students in the same school district










Q48 Comparisons of how well your child performed with other students in the State of Indiana







Q49 Comparisons of how well your child performed with students in other states










Q50 A projection of future scores on college entrance exams like the ACT or SAT so you can know if your child is on track for college

Not important	54	13%	
Not at all important	28	7%	
Somewhat important	26	6%	
Neutral	82	20%	
Important	284	68%	
Somewhat important	152	36%	
Very important	131	31%	
Number of cases	420	100%	



Q51 Most prefer to receive your child's assessment information

Online report	101	24%	
Printed report	153	36%	
Email	66	16%	
As part of a parent-teacher conference	100	24%	
Number of cases	420	100%	







Q52 Impact on impression of statewide standardized tests if all of the policies described in this survey were implemented

More favorable	284	68%	
Much more	97	23%	
Somewhat more	187	45%	
No difference	117	28%	
Less favorable	19	4%	
Somewhat less	15	4%	
Much less	3	1%	
Number of cases	420	100%	







Q53 If all policies described in the survey were implemented, would you think standardized state tests would give an accurate or an inaccurate picture of how much a student has learned

Accurate	315	75%	
Inaccurate	105	25%	
Number of cases	420	100%	

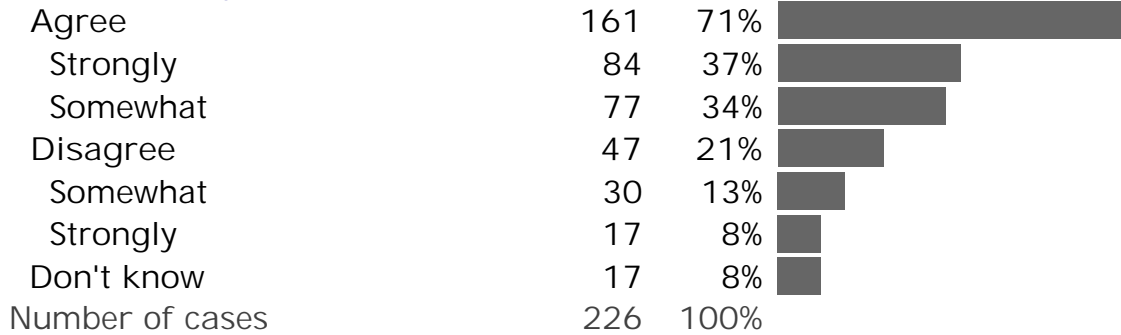
Q64 ESA savings account system

Favor	300	72%	
Strongly	104	25%	
Somewhat	196	47%	
Oppose	120	28%	
Somewhat	64	15%	
Strongly	56	13%	
Number of cases	420	100%	

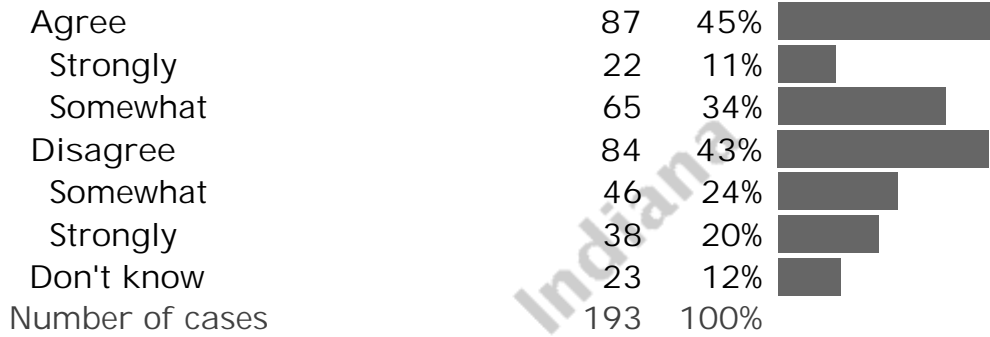
Q65 Most important reason for favoring ESA

Religious education providers, schools	28	9%	
Safer education providers, schools	43	14%	
Providers, schools having better academics	91	30%	
Providers, schools offering more individual attention	114	38%	
General choice, alternatives	14	5%	
Something else; other; all; combination	11	4%	
Number of cases	300	100%	

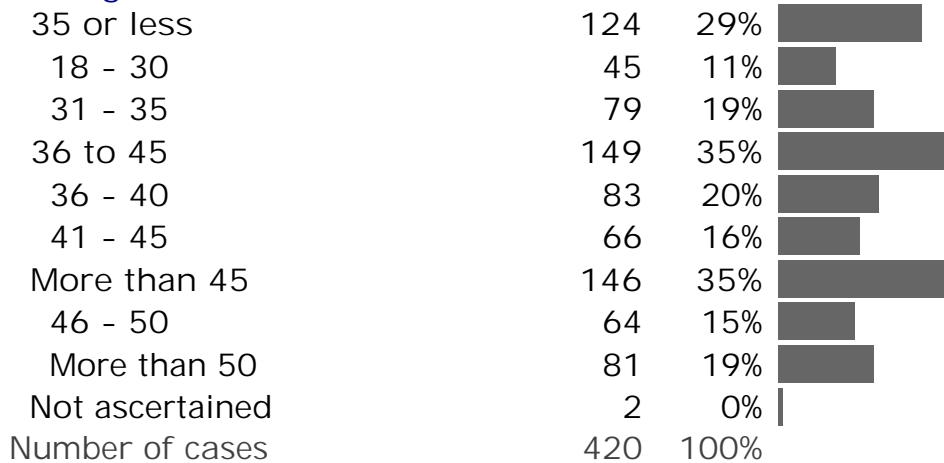
Q67 ESAs should be available to all families, regardless of incomes & special needs







Q68 ESAs should be only available to families based on financial need










Q54 Age









**Q55 Children in public schools**

Kindergarten	70	17%	
Grade 1-3	129	31%	
Grade 4-8	197	47%	
Grade 9-12	178	42%	
2 or more	136	32%	
Number of cases	420	100%	








**Q56 Education**

Not a college graduate	191	46%	
Did not complete high school	10	2%	
High school graduate	55	13%	
Some college or associate degree	126	30%	
College graduate or post graduate	229	54%	
College graduate	158	38%	
Post graduate study	70	17%	
Number of cases	420	100%	

**Q57 Marital status**

Married	307	73%	
Not married	113	27%	
Single, never married	57	14%	
Separated	3	1%	
Divorced	49	12%	
Widowed, spouse deceased	3	1%	
Number of cases	420	100%	

**Q58 Racial or ethnic group**

Minority	40	10%	
Hispanic, Latino	6	1%	
Black, African-American	20	5%	
Asian, Pacific Islander	5	1%	
Native American	2	0%	
Multiracial	7	2%	
White, Anglo	380	90%	
Number of cases	420	100%	

**Q59 Party identification**

Republican	171	41%	
Democrat	109	26%	
Independent	94	22%	
Something else	45	11%	
Number of cases	420	100%	

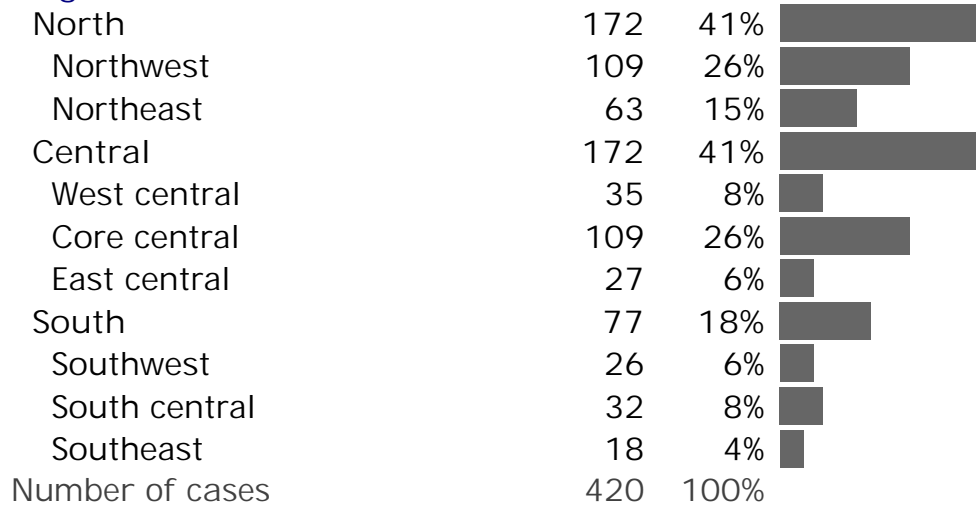
**Q60 Ideology**

Liberal	103	25%	
Very	40	10%	
Somewhat	63	15%	
Moderate	179	43%	
Conservative	137	33%	
Somewhat	101	24%	
Very	37	9%	
Number of cases	420	100%	

**Q61 Size of place**

Urban	72	17%	
Suburban	177	42%	
Small town	89	21%	
Rural	82	20%	
Number of cases	420	100%	

Q62 Self-reported geographic region



Sex



Indiana