






Q1 Direction of country's education system

Right direction	68	15%	
Wrong track	377	81%	
Unsure	18	4%	
Number of cases	463	100%	

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

Yes	337	73%	
No	121	26%	
Unsure	5	1%	
Number of cases	463	100%	

Indiana

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

A or B	315	68%	
A	122	26%	
B	193	42%	
C	113	24%	
D or F	32	7%	
D	23	5%	
Fail	9	2%	
Unsure	3	1%	
Refused	2	0%	
Number of cases	463	100%	

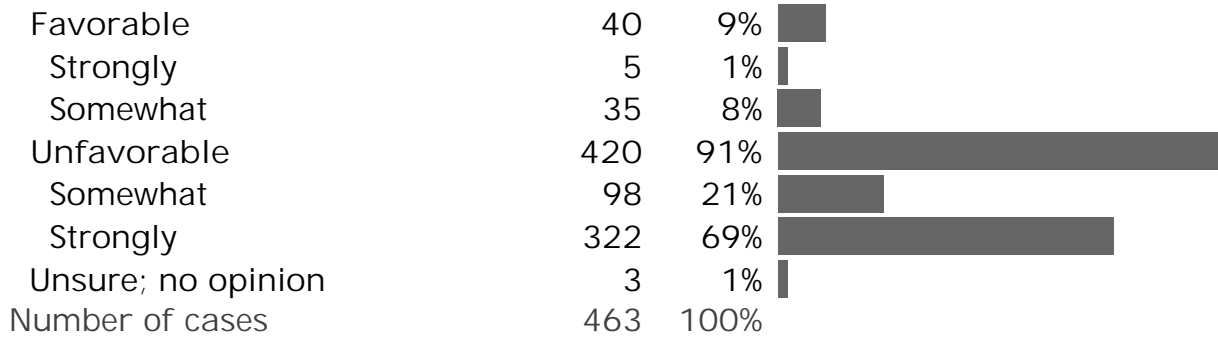
Q5 Schools, Kindergarten through 12th grade, in rest of the country grade

A or B	120	26%	
A	11	2%	
B	109	24%	
C	217	47%	
D or F	62	13%	
D	56	12%	
Fail	6	1%	
Unsure	61	13%	
Refused	3	1%	
Number of cases	463	100%	

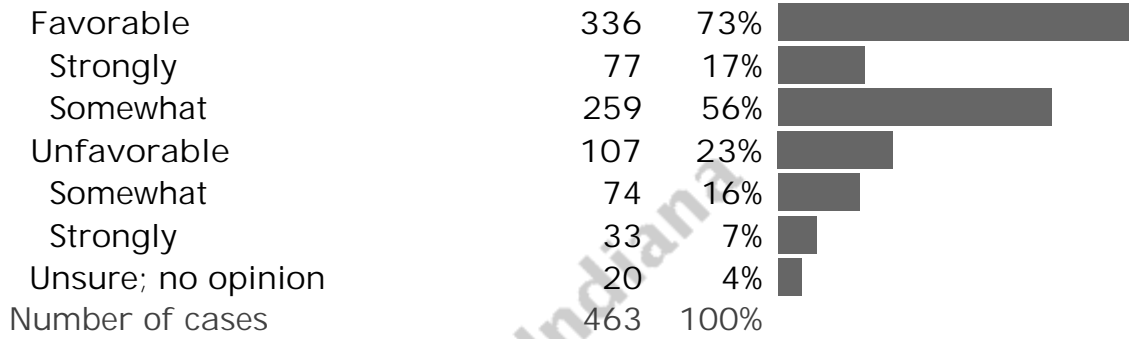
Q4/Q5 Schools grade comparison

Rest of country better than community	31	7%	
Same	151	33%	
A, B	65	14%	
C, D, or F	86	19%	
Community better than rest of country	281	61%	
Number of cases	463	100%	

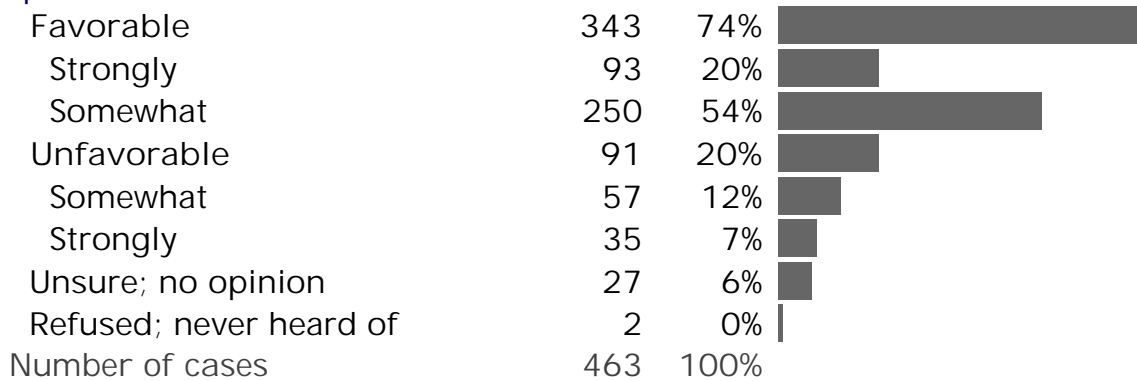
Q6 Impression of standardized state tests






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	226	49%	
Inaccurate	226	49%	
Unsure	11	2%	
Number of cases	463	100%	

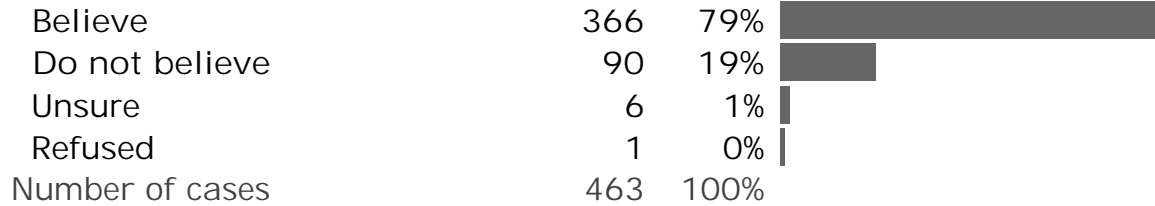
Q10 When it comes to Indiana's standardized tests in school, for most students these tests give an accurate or inaccurate picture of how much a student has learned

Accurate	59	13%	
Inaccurate	396	86%	
Unsure	6	1%	
Refused	1	0%	
Number of cases	463	100%	

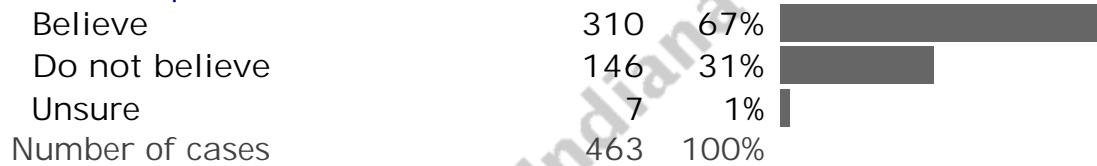
Q13 Moving statewide, statewide, standardized tests to the last three weeks of the school year will give teachers more time to teach

Believe	364	79%	
Do not believe	98	21%	
Unsure	2	0%	
Number of cases	463	100%	

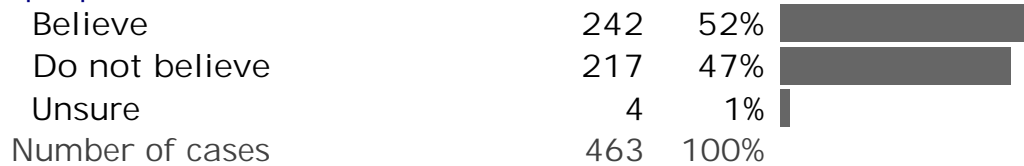
Q14 Administering the state's standardized test in March or April results in cramming as teachers try to ensure they cover all the year's material prior to the test







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



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






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	294	64%	
Do not believe	162	35%	
Unsure	6	1%	
Refused	1	0%	
Number of cases	463	100%	

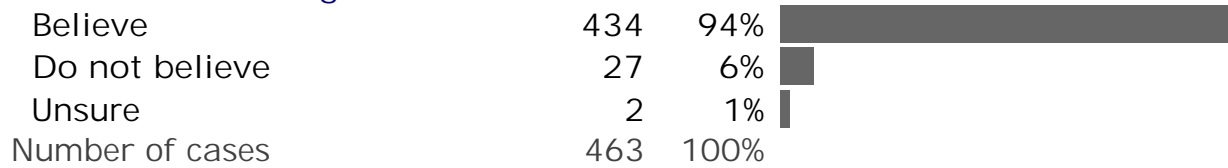
Q18 Having test results that can be compared with those from other states will help ensure that the quality of the statewide test remains high because the results will show how students in the state scored in relationship to students in other states across the country

Believe	274	59%	
Do not believe	179	39%	
Unsure	11	2%	
Number of cases	463	100%	

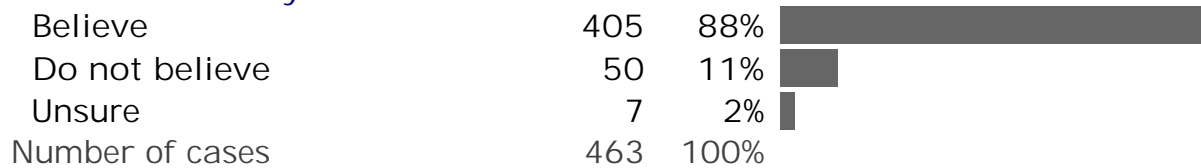
Q19 Teachers should receive copies of all their current students' score reports so they can use the information from their entire class of students as a way to prepare for the start of the next school year

Believe	425	92%	
Do not believe	36	8%	
Unsure	2	0%	
Number of cases	463	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. For example, a 5th grade teacher would get the 4th grade score reports for all her current students before she starts teaching them







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



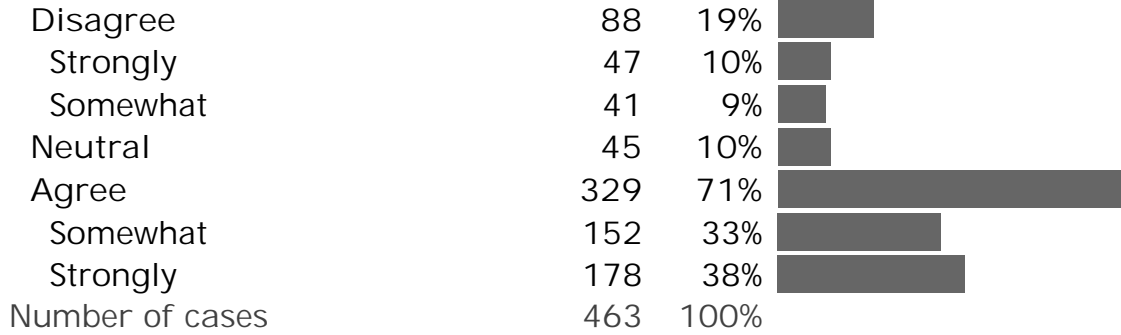
Q69 Receive your students' results on your state's standardized test

Before the end of the school year	68	15%	
During the summer	54	12%	
In the fall or when you return after the summer	190	41%	
Some other time of the year (vol.)	94	20%	
Depends, varies (vol.)	28	6%	
Don't receive results/only see summaries, averages (vol.)	20	4%	
Other (vol.)	3	1%	
Unsure	7	2%	
Number of cases	463	100%	

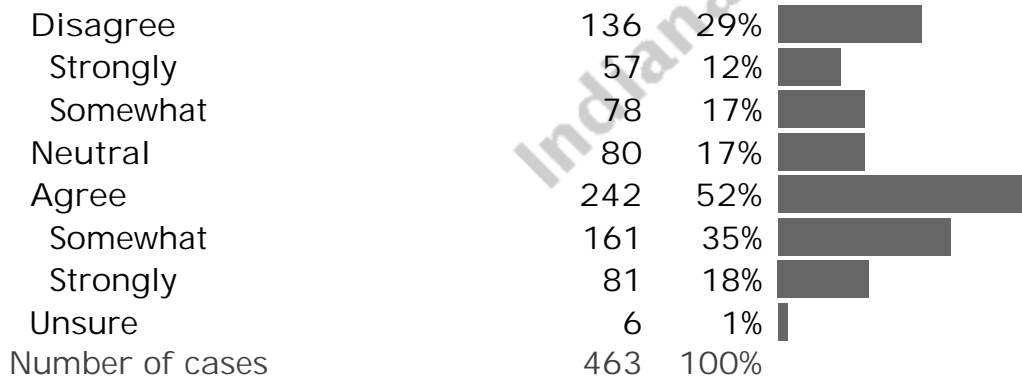
Q70 Would be more beneficial to own students: Taking statewide, standardized tests earlier so I can have my students' test scores by the end of the school year, vs. later in the school year so I have more time to teach my students, & receiving score reports after the school year is finished

Earlier in the year	69	15%	
Later in the year	376	81%	
Unsure	15	3%	
Refused	2	0%	
Number of cases	463	100%	

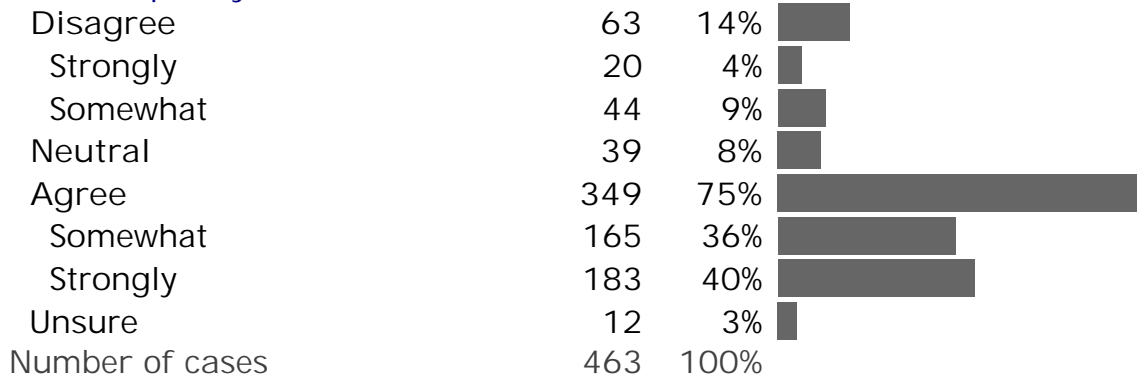
Q23 Indiana should move the statewide assessment to the last three weeks of the school year



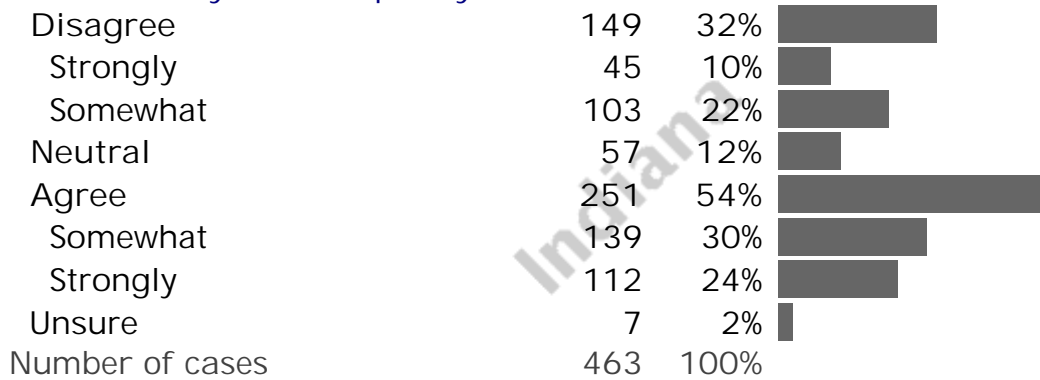
Q24 Indiana should evaluate using college entrance exams at the high school level, as long as those national tests are sufficiently aligned to my state's standards



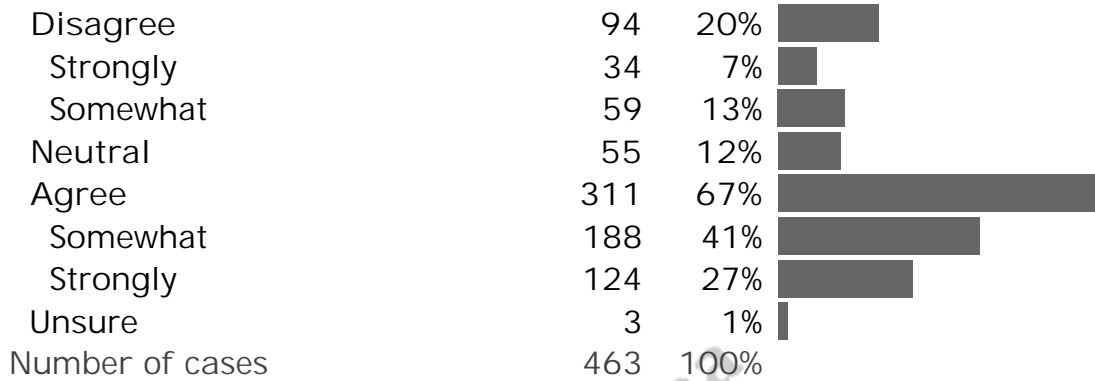
Q25 Indiana requires tests that are duplicative, unnecessary, or low quality



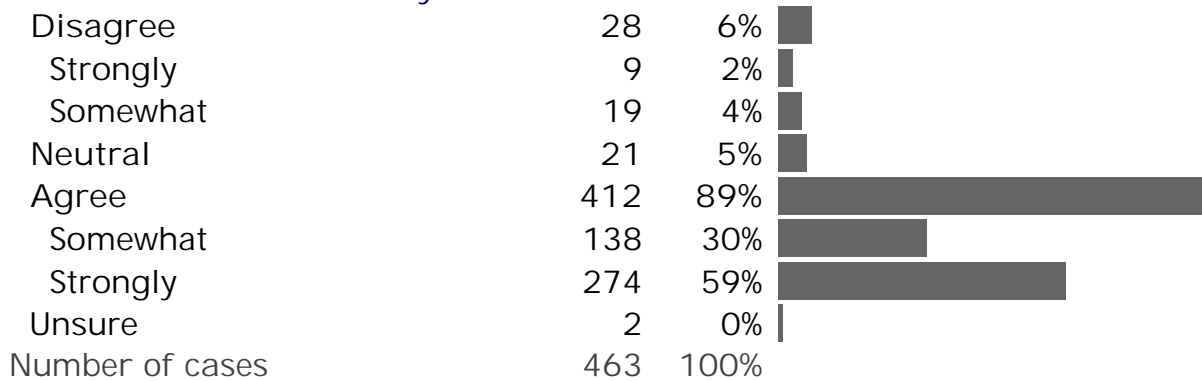
Q26 My school district requires tests that are duplicative, unnecessary, or low quality



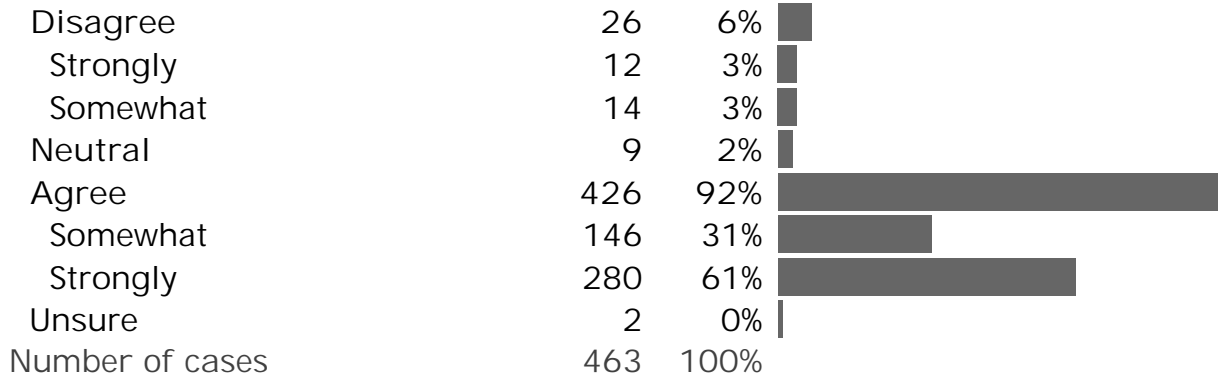
Q27 Indiana's tests should provide results that can be compared with the results from other state's tests, so parents, teachers, & policymakers know how students performed within their own state & in comparison to students in other states



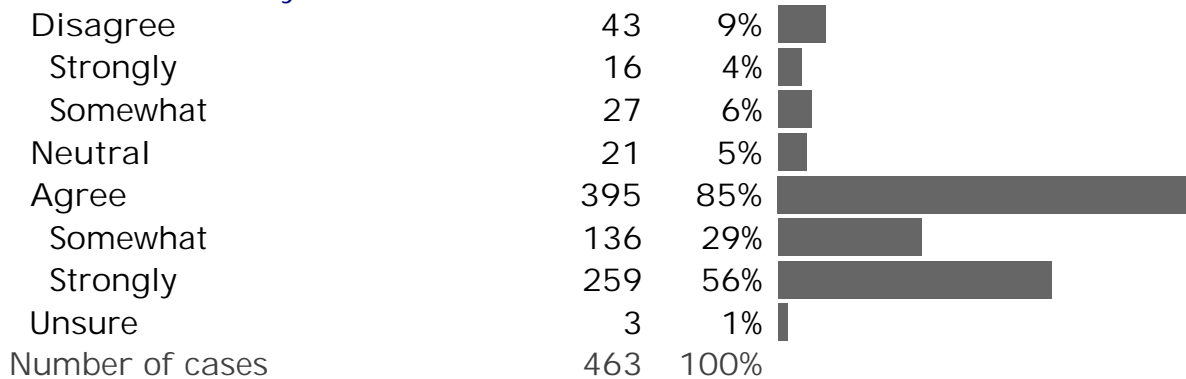
Q28 Teachers should receive copies of all their current students' tests scores so they can use the information from their entire class of students as a way to prepare for the start of the next school year



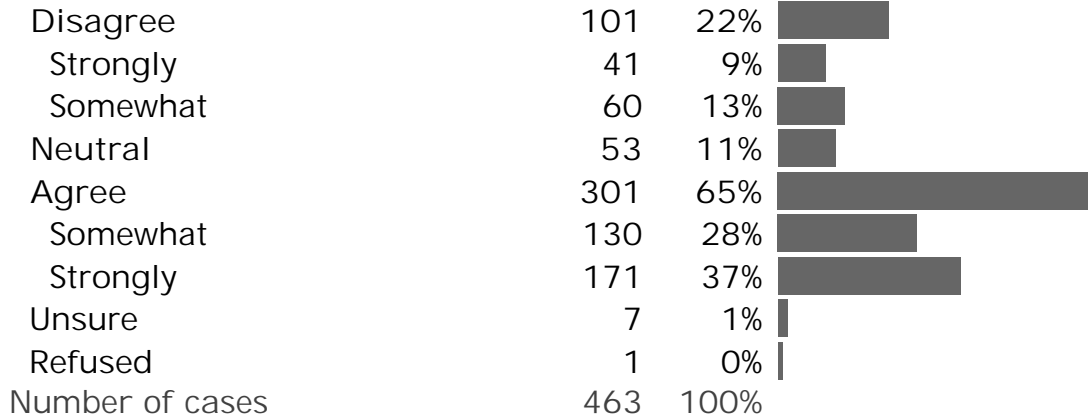
Q29 At or before the beginning of the school year, teachers should receive copies of the previous year's score reports for all the incoming students to better prepare instruction tailored to each student



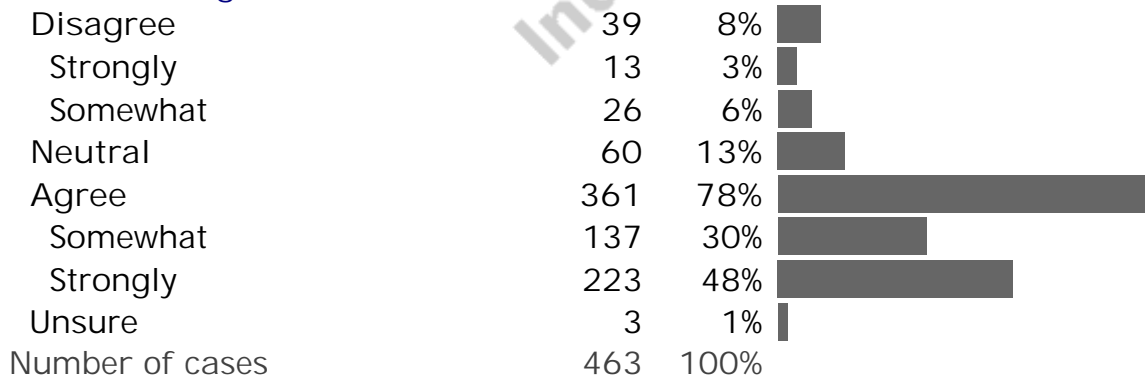
Q30 At or before the beginning of the school year, teachers should receive copies of the previous year's score reports for all the incoming students to better inform the conversations they will have with parents at the start of the new school year



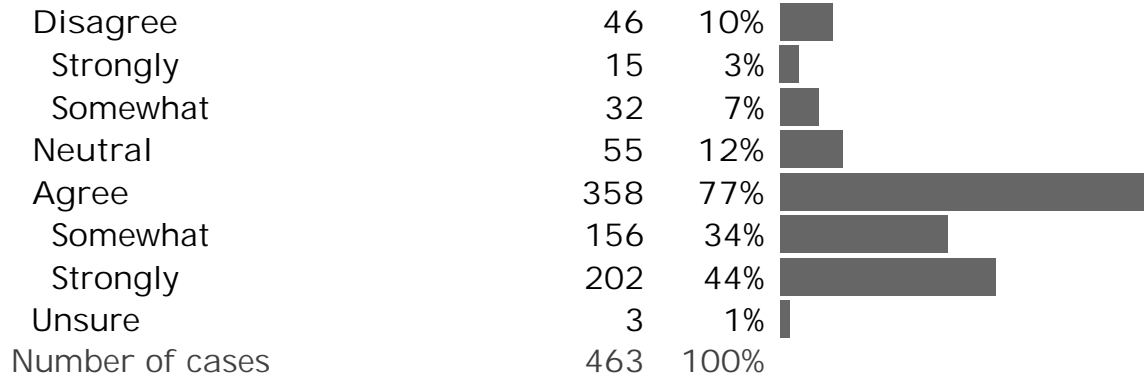
Q31 States should start using online tests to return test scores quickly, even if this requires investment in Internet & computer technology



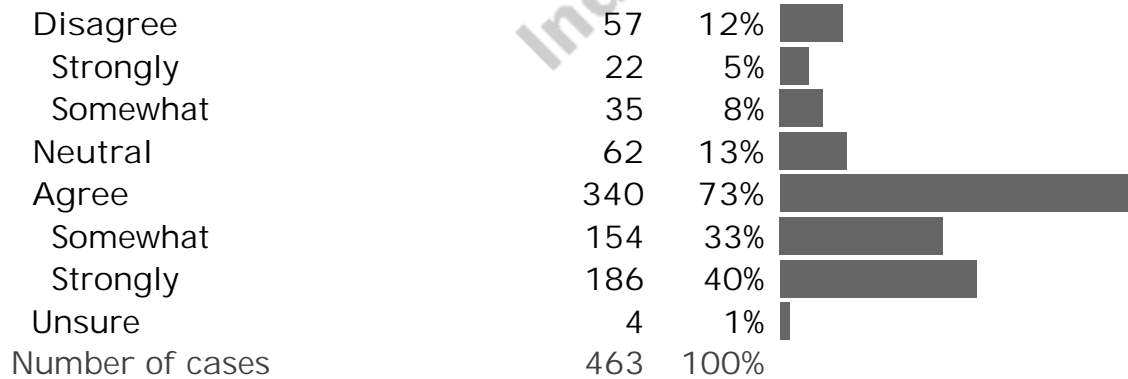
Q32 Districts should be required to publish a grade-by-grade testing schedule that clearly labels when each test will be given



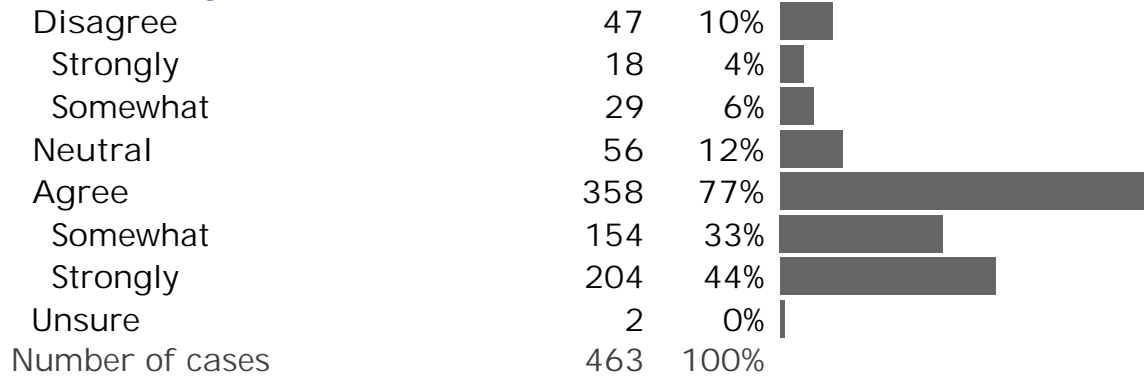
Q33 Districts should be required to publish a grade-by-grade testing schedule that clearly labels whether the test is required by the state, the district, or the school



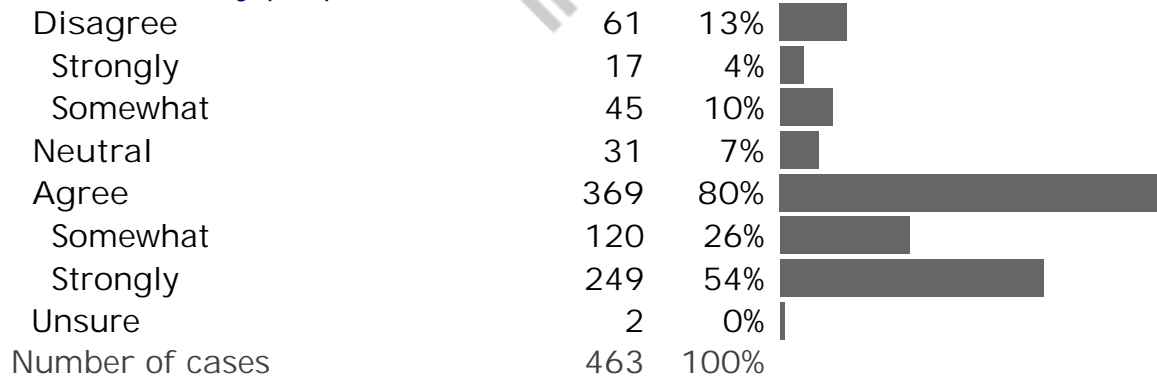
Q34 Districts should be required to publish a grade-by-grade testing schedule that clearly labels who will take the test









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











Q71 Individual teachers, not district administrators, should be allowed to make decisions on when & how frequently to administer the formative assessments that are for classroom use & not accountability purposes







Q72 Results of a district-
required formative or
diagnostic test in order to
make them a valuable tool for
instruction needed in

One day	72	16%	
One week	213	46%	
Two weeks	164	35%	
Never; don't need them (vol.)	2	0%	
Other (vol.)	6	1%	
Unsure	6	1%	
Number of cases	463	100%	






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

More favorable	257	55%	
Much more	41	9%	
Somewhat more	216	47%	
No difference	184	40%	
Less favorable	20	4%	
Somewhat less	10	2%	
Much less	10	2%	
Unsure	2	0%	
Number of cases	463	100%	










Q53 Picture that state tests
would give of how much a
student has learned if all
policies described in the
survey were implemented

Accurate	210	45%	
Inaccurate	228	49%	
Unsure	24	5%	
Refused	2	0%	
Number of cases	463	100%	

Q64 ESA savings account system

Favor	138	30%	
Strongly	36	8%	
Somewhat	102	22%	
Oppose	319	69%	
Somewhat	85	18%	
Strongly	233	50%	
Unsure	6	1%	
Number of cases	463	100%	

Q65 Most important reason for favoring ESA

Religious education providers, schools	23	17%	
Safer education providers, schools	9	6%	
Providers, schools having better academics	29	21%	
Providers, schools offering more individual attention	42	30%	
Multiple educational uses	20	15%	
Special needs children, special education (vol.)	3	2%	
Preparation for secondary education, college (vol.)	3	2%	
Something else; combination; all of above (vol.)	9	6%	
Unsure	1	1%	
Number of cases	138	100%	

Q66 Most important reason for opposing ESA

Benefit unaccountable private schools or educ. providers	22	11%	
Cause fraudulent behavior	23	12%	
Cause student transportation problems	18	10%	
Divert funding away from public schools	48	25%	
Send funding to religious education providers/schools	11	6%	
Something else; combination; all of above (vol.)	61	32%	
Unsure	7	4%	
Number of cases	191	100%	

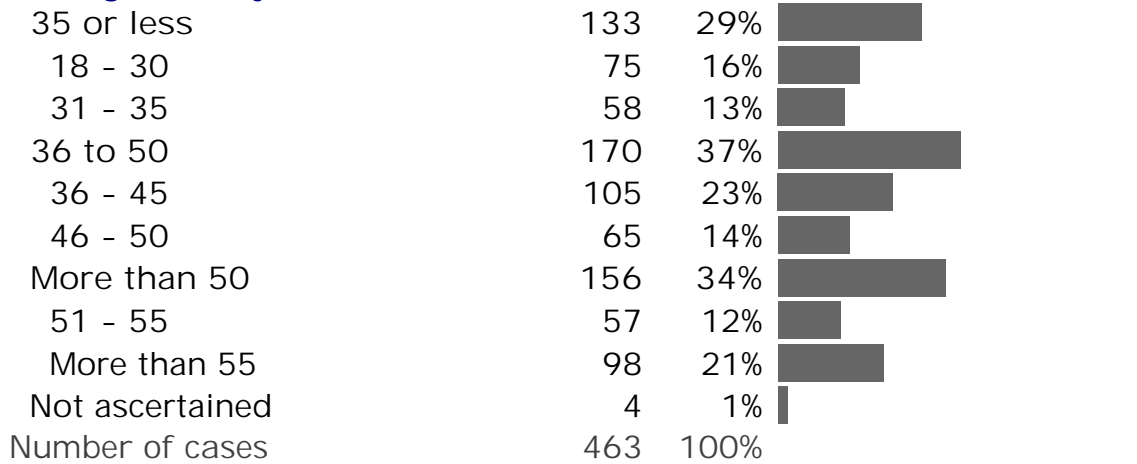
Q67 ESAs should be available to all families, regardless of incomes & special needs

Agree	88	38%	
Strongly	37	16%	
Somewhat	51	22%	
Disagree	131	57%	
Somewhat	41	18%	
Strongly	90	39%	
Don't know	12	5%	
Number of cases	231	100%	

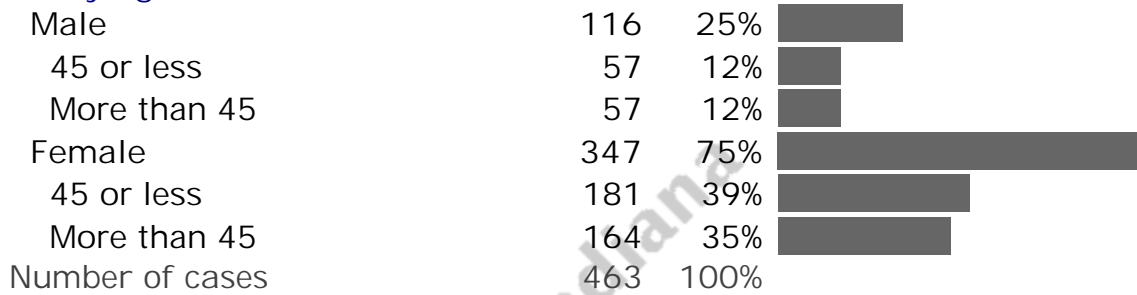
Q68 ESAs should be only available to families based on financial need

Agree	78	34%	
Strongly	20	9%	
Somewhat	57	25%	
Disagree	128	55%	
Somewhat	56	24%	
Strongly	73	31%	
Don't know	25	11%	
Refused	1	0%	
Number of cases	232	100%	

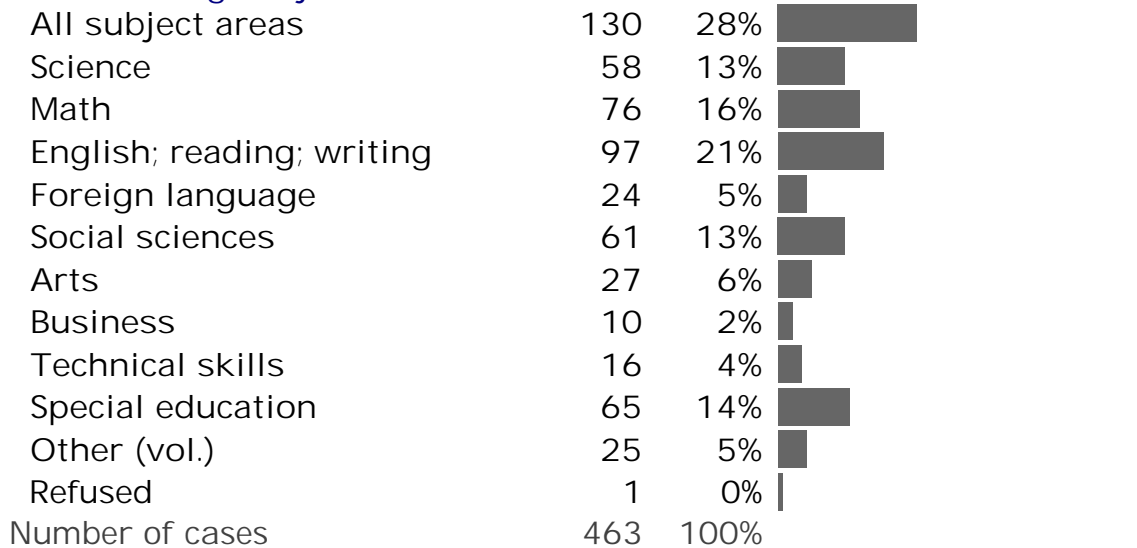
Q54 Age (from year-of-birth)









Sex by age










Q73 Teaching subject area






Q74 Years of classroom teaching experience

15 years or less	248	54%	
0-5 years	87	19%	
6-10 years	81	18%	
11-15 years	80	17%	
More than 15 years	214	46%	
Refused	1	0%	
Number of cases	463	100%	

Q75 Percent of students at school where you teach that are eligible for free or reduced price lunches

50% or less	208	45%	
0% - 25%	73	16%	
26% - 50%	135	29%	
More than 50%	250	54%	
51% - 75%	150	32%	
76% - 100%	99	21%	
Refused	5	1%	
Number of cases	463	100%	

Q76 Children in own household under the age of 18 years old

Yes	212	46%	
No	249	54%	
Refused	2	0%	
Number of cases	463	100%	

Q57 Marital status

Married	355	77%	
Not married	107	23%	
Single, never married	78	17%	
Separated	1	0%	
Divorced	25	5%	
Widowed, spouse deceased	3	1%	
Number of cases	462	100%	










Q58 Racial or ethnic group

Minority	25	5%	
Hispanic, Latino	3	1%	
Black, African-American	13	3%	
Asian, Pacific Islander	1	0%	
Arabic, Middle-Eastern	2	0%	
Multiracial	5	1%	
White, Anglo	438	95%	
Refused	2	0%	
Number of cases	463	100%	

Q59 Party identification

Republican	145	31%	
Democrat	145	31%	
Independent	114	25%	
Something else	46	10%	
Unsure	2	0%	
Refused	11	2%	
Number of cases	463	100%	






Q60 Ideology

Liberal	139	30%	
Very	31	7%	
Somewhat	108	23%	
Moderate	152	33%	
Conservative	165	36%	
Somewhat	109	24%	
Very	55	12%	
Unsure	2	0%	
Refused	6	1%	
Number of cases	463	100%	












School type (telephone interviews only)

Elementary	109	42%	
Middle/junior high	42	16%	
High school/combined	101	39%	
Not ascertained	5	2%	
Number of cases	257	100%	














Q61 Size of place

Urban	57	12%	
Suburban	154	33%	
Small town	131	28%	
Rural	119	26%	
Refused	2	0%	
Number of cases	463	100%	

Q62 Self-reported geographic region

North	181	39%	
Northwest	97	21%	
Northeast	84	18%	
Central	177	39%	
West central	20	4%	
Core central	134	29%	
East central	24	5%	
South	100	22%	
Southwest	38	8%	
South central	36	8%	
Southeast	26	6%	
Number of cases	458	100%	

Geography (county-based, telephone interviews only)

North	104	40%	
Northwest	57	22%	
Northeast	47	18%	
Central	105	41%	
West central	11	4%	
Core central	78	30%	
Marion County	38	15%	
Other core central	41	16%	
East central	15	6%	
South	49	19%	
Southwest	20	8%	
South central	18	7%	
Southeast	11	4%	
Number of cases	257	100%	