2019 SCHOOLING IN AMERICA

Public Opinion on K–12 Education, Busing, Technology, and School Choice

Paul DiPerna
Andrew D. Catt
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ed CHOICE

Charter Member
AAPOR Transparency Initiative
AMERICAN ASSOCIATION FOR PUBLIC OPINION RESEARCH

ABOUT EDCHOICE

EdChoice is a nonprofit, nonpartisan organization dedicated to advancing full and unencumbered educational choice as the best pathway to successful lives and a stronger society. EdChoice believes that families, not bureaucrats, are best equipped to make K–12 schooling decisions for their children. The organization works at the state level to educate diverse audiences, train advocates and engage policymakers on the benefits of high-quality school choice programs. EdChoice is the intellectual legacy of Milton and Rose D. Friedman, who founded the organization in 1996 as the Friedman Foundation for Educational Choice.

The contents of this publication are intended to provide empirical information and should not be construed as lobbying for any position related to any legislation.

OCTOBER 2019

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EXECUTIVE SUMMARY

This is the seventh edition of EdChoice's Schooling in America Survey. Each year we poll the general public on a range of issues in K–12 education. In 2019, we report polling results based on a nationally representative sample of the general public that includes 1,810 online and phone interviews.

Over time we have increasingly cast a spotlight on the opinions and attitudes of parents of school-age children and public school teachers. EdChoice continues to poll greater numbers of those stakeholders in this edition. We surveyed 435 parents who currently have children in elementary or secondary schools, as well as an additional 394 parents who no longer have school-age children. We also obtained completed online surveys from 601 current public school teachers. And this year, we collected additional interviews from those born in 1981 or later—beyond our general public sample—to obtain more robust oversamples of Generation Z (N = 637) and Millennials (N = 617).

As we do in all of our surveys, we asked our standard questions about schooling experiences and educational choice reforms, but went further to learn how people feel about hot-button K–12 subjects that seem to polarize lawmakers and advocates, including busing, teacher protests, and children's use of technology.

Summary of Key Findings

Parents' Experiences

- Parents who have enrolled their children in private schools expressed the highest level of satisfaction (79%) among the four school types—public district, charter, private, and home. Satisfaction with homeschooling decreased by 10 percentage points since last year.
- Parents' top reasons for choosing their public district school are that it was assigned to them (22%) and it is close to their home or work (19%). Parents were most likely to say the top reason they chose a private school is because of its academic reputation (17%) or safe environment (13%). Public charter school parents' top reasons include academic reputation (12%), proximity to their home or work (11%), safe environment (11%), and individual/one-on-one attention (11%). Home schooling parents' top reason is a safe environment (22%).
- Parents' schooling preferences do not line up with their real-world experiences. Four out of five students attend a public district school, but less than a third of current school parents would prefer it. Only half of public school teachers would prefer to send their own kids to public district schools.

Public School Teachers' Experiences

- Public school teachers, on average, are less likely to recommend their profession to friends or colleagues, compared to other public service careers, such as military service members and lawmakers. Using a Net Promoter Score (NPS) framework, less than a quarter of the current public school teachers we surveyed (24%) are considered Promoters. The overall NPS for the teachers surveyed was -19, which is slightly more negative than last year (-17). By comparison, other EdChoice surveys have generated scores of +20 for active-duty military households (in 2019) and +41 for state legislators (in 2017).
- Teachers still do not have much trust in parents. Only 37 percent said they trust their students' parents. Since last year we see upward movement for teachers trusting other education stakeholders: their students (+6 points), teachers' union leadership (+4 points), and their school's principal (+2 points). Distance appears to matter. Teachers are much less likely to trust their state department of education or the U.S. Department of Education.

- A majority of Americans support their own public district school teachers going on strike or walking out for a 10 percent pay increase. However, when given the national average for a public school teacher's salary ($60,483), support drops by 8 percentage points in a split-sample experiment (63% baseline support vs. 55% informed support). On the other hand, teachers—the ones doing the work—are more likely to support strikes and walkouts when they are given information about average teacher pay (67% baseline support vs. 75% informed support).

- The general public (62%) and school parents (61%) are most likely to blame their local school districts for disruptions caused by teacher strikes and walkouts, but public school teachers (65%) are most likely to blame state government.

The Direction of K–12 Education

- The percentage of Americans who say K–12 is headed in the right direction is at an all-time high (37%) this year, though a majority (56%) still think it is on the wrong track.

School Spending

- On average, the United States spends about $12,200 on each student in America's public schools, based on a cautious spending statistic termed "current expenditures." The median general public respondent's estimate of $5,000 was less than half that statistic. The median current public school teacher's estimate of $4,000 was less than one-third of actual spending. Only one person out of the 1,723 general population sample giving a response, and none of the 581 public school teachers, could correctly estimate/guess the current per-pupil spending statistic within $150.

- Americans are more likely to overestimate how much private school tuition costs than they are to overestimate what public schools cost. Private School Review reports the average K–12 private school tuition is $10,676.

Standardized Testing

- More than half of current public school teachers in our survey (52%) said their students spent three weeks or more preparing for and taking standardized tests.

- The opinions of current school parents and the general population are similar on standardized testing. The proportions of parents and the general public who think the time spent on testing is "too high" (35% and 36%, respectively) versus "about right" (37% and 35%, respectively) is about the same. However, a strong majority of teachers (62%) believe the amount of time spent preparing for and taking standardized tests is "too high."

Inter-District Busing

- Half of the general public (50%) and school parents (51%) support providing busing across school district lines, but opposition to inter-district busing increases when you make the purpose for racial or economic integration. Opposition increases even more when you make it mandatory.

- More than 60 percent of current public school teachers oppose inter-district busing no matter which way you describe it.

- At least half of Gen Z and Millennials supported busing across district boundaries, no matter the wording. Gen X appears on the fence for the least conditional version, but support falls off with more conditionality. Baby Boomers are decidedly opposed to any form of inter-district busing. If the stated purpose of busing is for

"racial or economic integration," then support goes down for the two older generations, and that decrease accelerates when additionally stating busing would be mandatory for integration.

Educational Choice

Education Savings Accounts

- Education savings accounts (ESAs) received the highest level of support of any other type of educational choice in the seven years we have polled on the subject. Opposition has slightly increased since last year's all-time low of 18 percent.

- Without a description of how ESAs work, general public support for ESAs is middling, but given a description, public support rose by 31 points to 77 percent, and teacher support increased 26 points to 78 percent. Current school parents were significantly more likely than those other two populations to favor ESAs after being provided a definition (85%).

- Those who favor ESAs are most likely to do so because of "access to better academic environment" (29%) or "more freedom and flexibility for parents" (29%). The main reason for opposing ESAs appears to be the belief that ESAs will "divert funding away from public schools" (29%).

- A majority of the general public (74%) prefers universal access to ESAs compared to the preference for means-tested eligibility based solely on financial need (49%).

- Generation Z and Millennials are more likely to be unfamiliar with certain types of educational choice reforms than others. At least one-third of Gen Z or Millennials were unfamiliar with education savings accounts.

- Generation X, the largest generation with school-age students right now, appears to be most favorable to the variety of surveyed choice policies. The cohort tends to stand out among the other generations relative to levels of support, margin sizes, and intensities across the four different policy types. Gen Xers are most supportive of ESAs (83%), but at least seven out of 10 support tax-credit scholarships (75%), school vouchers (71%), and public charter schools (69%).

School Vouchers

- Given a description of how vouchers work, public support increased 23 percentage points to 63 percent. Public school teacher support increased 10 points to 51 percent, and current school parents' support rose by 24 points to 72 percent.

Tax-Credit Scholarships

- Two-thirds of the general public (68%) and current public school teachers (67%) support tax-credit scholarships. Current school parents were significantly more likely than those other two populations to favor such a policy (75%). That is the highest level of support we have seen in any of the years we have polled on the subject.

Public Charter Schools

- Given a description, general public support for charter schools increased 13 points to 64 percent, and teacher support increased six points to 55 percent. Current school parents were significantly more likely than those other two populations to favor charter schools after hearing a definition (70%).

Children's Use of Technology

- Public school educators worry about their students' use of modern technologies more than parents do. More than three out of four teachers (77%) worry about their students spending too much time in front of screens compared to 57 percent of parents indicating the same concerns. There are wide gaps between teachers and parents when it comes to their frequent concerns about youth and technology use:
    - 73 percent of teachers worry often about their students sharing too much about their personal life online, compared to about half of parents (51%).
    - 63 percent of teachers are concerned about their students being harassed or bullied online, compared to less than half of parents (44%).
    - 62 percent of teachers worry about students' use of technology impairing their ability to properly communicate with people, compared to less than half of parents (44%).
- Parents (50%) are more likely than teachers (38%) to take cell phones or internet privileges away as punishment "extremely often" or "very often."

Gen Z and Millennial High School Experiences

- The proportion of K–12 students enrolled in public district schools is 82 percent. Interestingly, our Gen Z respondents reported only 68 percent graduated from public district high schools. More than a quarter of Gen Z say they finished high school somewhere other than their district school.
- More than two-thirds of each generation expressed satisfaction with their high school experiences. Only one out of 10 respondents in each generation said they are "very dissatisfied."
- About four in 10 Gen Z respondents (37%) said they worked for pay (at least five hours per week) in the last year of high school. One-quarter of respondents said they did not work at all in their final year.
- Substantial proportions of Gen Z respondents spent minimal time—less than one hour per week—on a number of other activities: partying (59%), sports activities (45%), student groups/clubs (42%), and exercise outside of sports (33%).

National K–12 Education Profile and Context

Main NAEP Reading Score Changes since 2002, by Year and Age (scale ranges from 0 to 500):

Grade 4: 222 (2017) vs. 219 (2002)[i]
Grade 8: 267 (2017) vs. 264 (2002)[i]

Main NAEP Math Score Changes since 2003, by Year and Age (scale ranges from 0 to 500):

Grade 4: 240 (2017) vs. 235 (2003)[i]
Grade 8: 283 (2017) vs. 278 (2003)[i]

PISA Reading Mean Score Comparison: U.S. vs. OECD[ii] ..... 497 vs. 493
PISA Math Mean Score Comparison: U.S. vs. OECD[ii] ..... 470 vs. 490
PISA Science Mean Score Comparison: U.S. vs. OECD[ii] ..... 496 vs. 493

Public School Students (excluding Charter School Students)iii 47,264,460
Public Charter School Students[iii] 3,010,287
Private School Students[iv] 5,750,520
Home School Students[v] 1,690,000

% Public School Students (excluding Charter School Students)vi 82%
% Public Charter School Students [vi] 5%
% Private School Students[vi] 10%
% Home School Students[vi] 3%

Public School Districtsvii 13,598
Public Schools (excluding Charter Schools)[vii] 98,158
Public Charter Schools[viii] 7,011
Private Schools[vii] 34,576

Education Savings Account Programsix 5
School Voucher Programs[ix] 29
Tax-Credit Scholarship Programs[ix] 23

% Free and Reduced-Price Lunch[x] 50%
% Individualized Education Program (IEP)[x] 14%
% Limited Eng. Proficient (LEP)/Eng. Language Learners[x] 10%

$ Revenue Per Student[xi] $13,474
$ “Total” Per Student Spending[xii] $13,298
$ “Current” Per Student Spending[xiii] $12,201
$ “Instructional” Per Student Spending[xiii] $7,406

Notes

i. National Center for Education Statistics, National Assessment of Educational Progress (NAEP) Long-Term Trend Mathematics [Data set], retrieved from http://nces.ed.gov/nationsreportcard/lttdata

ii. Organization for Economic Co-operation (2016), *PISA 2015 Results in Focus*, p. 5, retrieved from http://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf

iii. National Center for Education Statistics, Table 216.20. Number and Enrollment of Public Elementary and Secondary Schools, by School Level, Type, and Charter and Magnet Status: Selected Year, 1990-91 through 2016-17 [Web page], last modified November 2018, retrieved from https://nces.ed.gov/programs/digest/d18/tables/dt18_216.20.asp

iv. National Center for Education Statistics, Table 205.80. Private Elementary and Secondary Schools, Enrollment, Teachers, and High School Graduates, by State: Selected Years, 2005 through 2015 [Web page], last modified June 2017, retrieved from https://nces.ed.gov/programs/digest/d18/tables/dt18_205.80.asp

v. National Center for Education Statistics, Table 206.10. Number and Percentage of Homeschooled Students Ages 5 through 17 with a Grade Equivalent through 12th Grade, by Selected Child, Parent, and Household Characteristics: Selected Years, 1999 through 2016 [Web page], last modified February 2018, retrieved from https://nces.ed.gov/programs/digest/d17/tables/dt17_206.10.asp

vi. Authors' calculations; National Center for Education Statistics, Table 216.20, Table 205.80, and Table 206.10

vii. National Center for Education Statistics, Table 214.10. Number of Public School Districts and Public and Private Elementary and Secondary Schools: Selected Years, 1869-70 through 2016-17 [Web page], last modified April 2019, retrieved from https://nces.ed.gov/programs/digest/d18/tables/dt18_214.10.asp

viii. National Center for Education Statistics, Table 216.90. Public Elementary and Secondary Charter Schools and Enrollment, by State: Selected Years, 2000-01 through 2016-17 [Web page], last modified December 2018, retrieved from https://nces.ed.gov/programs/digest/d18/tables/dt18_216.90.asp

ix. EdChoice, Fast Facts [Web page], accessed August 21, 2019, retrieved from https://www.edchoice.org/resource-hub/fast-facts

x. National Center for Education Statistics, *The Condition of Education*, last modified May 2019, retrieved from https://nces.ed.gov/programs/coe/indicator_cgf.asp

xi. National Center for Education Statistics (2018), *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2015–16 (Fiscal Year 2016): First Look* (NCES 2019-301), pp. 6–11, retrieved from https://nces.ed.gov/pubs2019/2019301.pdf

xii. National Center for Education Statistics, Table 236.75. Total and Current Expenditures Per Pupil in Fall Enrollment in Public Elementary and Secondary Schools, by Function and State or Jurisdiction: 2015-16 [Web page], last modified September 2018, retrieved from https://nces.ed.gov/programs/digest/d18/tables/dt18_236.75.asp

xiii. U.S. Census Bureau (2019), 2017 Public Elementary-Secondary Education Finance Data Summary Tables [Data file], retrieved from https://www2.census.gov/programs-surveys/school-finances/tables/2017/secondary-education-finance/elsec17_sumtables.xls

INTRODUCTION

Americans appear to send mixed signals when it comes to assessing the quality of K–12 education. According to a recent Gallup poll, the general public's satisfaction levels have reached a 15-year high.[1] Yet in EdChoice's annual *Schooling in America Survey,* we observed clearly negative sentiment about the national direction. We have also seen more positive signals at the local level for different types of schools, yet efforts to reform education abound and discontent flares around issues like teacher pay.

In education reform, the past year saw the enactment of two new private school choice programs—bringing the total to 65 programs in 29 states plus Washington, D.C., and Puerto Rico—and, perhaps more significantly, the acceptance by the U.S. Supreme Court of a case that could constitutionalize such programs in every state.[2] Some states have sought to uncouple standardized test scores from teacher evaluations.[3] And Congress heard testimony of questionable public school spending practices and argued the definition of proper education funding.[4] In tech, a round of congressional hearings for social media giants turned into calls for regulations and anti-trust-style breakups of the sector.[5] Our dependence on technology also has been blamed for increased levels of loneliness and isolation in our children.[6]

There is more going on under the surface, so we turn to polling to get to the root of Americans' opinions on these deeper issues in K–12 education.

Parents and educators—the key stakeholders in K–12 education—tend to break away from the national average on issues, such as standardized testing, school funding, and school choice. Parents and teachers may have completely different perceptions about the effects of schooling and technology on children's lives. These potential differences are why we are excited to devote portions of this report to comparing responses from parents of school-age children, public school teachers, Millennials, and Generation Z.

This report, the seventh edition of EdChoice's annual national polling project with Braun Research—the *Schooling in America Survey*—is organized into the following five sections:

I. Parents' Schooling Experiences and Preferences

II. Teachers' Professional Experiences and Preferences

III. Outlook on K–12 Education and Enduring Issues

IV. Educational Choice Policies and Reforms

V. Generational Comparisons

We continue to report how the general public perceives the direction of K–12 education, as well as awareness and opinions on education spending, standardized testing, and choice-based reforms and policies. Survey results and findings also depict where the public stands on hot-button topics, such as teacher strikes, busing, and technology. We give special attention to the responses obtained from parents of school-age children and public school teachers. The last section of this report gauges noteworthy contrasts across America's generation cohorts.

We introduce each section with a brief introduction considering current events related to our survey topics, as well as summarize others' related polling when relevant. We encourage you to compare *Schooling in America* results and findings with other organizations' polling results, question wording, and overall questionnaire designs. This survey's questionnaire with topline results are publicly available and posted separately at *www.edchoice.org/SIA2019*.

METHODS AND DATA

The *2019 Schooling in America Survey* project was sponsored and developed by EdChoice. Braun Research interviewed a statistically representative national sample of 1,810 adults (ages 18+) in the United States, including the District of Columbia. Our project also collected completed surveys from an additional 522 respondents born in 1981 or later to obtain more robust discrete samples of Generation Z and Millennials. Separately, we also administered an online survey to a nationally representative sample of 601 educators who are currently teaching in public district schools.

We employed a mixed mode approach—online and phone—to administer questionnaires and complete interviews. For the online survey administration, Braun Research randomly selected individuals from an opt-in, non-probability online panel. The unweighted national online sample includes a total of 1,202 interviews completed in English or Spanish from July 10–31, 2019. Data collection methods included probability sampling and random-digit dial for the phone-based interviews. The unweighted national phone sample includes a total of 608 interviews completed in English or Spanish during the same time period as the online administration (including completes via cell phone or landline). Statistical results were weighted to correct known demographic discrepancies based on certain demographic information provided by the U.S. Census Bureau. The margin of sampling error for the total national sample is ± 2.2 percentage points.[7]

In the summer of 2019, we also conducted an online survey of current public school teachers—a completely separate sample from the previously mentioned national general population sample. Braun Research randomly selected educators currently teaching in public district schools from an opt-in, non-probability online panel. The unweighted online teacher sample includes a total of 601 interviews completed in English from July 10–31, 2019. Statistical results for the teachers sample also were weighted based on certain demographic information provided by the U.S. Department of Education. The margin of sampling error for the current public school teachers sample is ± 3.8 percentage points.

We included several split-sample experiments. An experimental design allows us to compare the effects of two or more alternative wordings for a given subject and question. The purpose of the experiments was to see if providing a new piece of information—or alternative wording—can significantly influence opinion on certain poll topics. We developed a "composite" average for one of these experiments regarding the type of school someone would select to provide the best education to their child. We are able to maintain trend observations for the latter topic because at least one question version has been used in previous administrations of the *Schooling in America Survey*.

For more information about our survey specifications and methods, see Appendices 1, 2, 3, 4, 5, and 6.

Appendix 7 displays the summary statistics and weighting results for the total national sample. Summary statistics for the current public school teachers sample are presented in Appendix 8.

SURVEY RESULTS

We organize and present our survey results by general topic. For each topic, we follow a certain sequence for describing findings.

We typically begin descriptions of results for a given survey question by noting the response *levels* for the total national sample. Several questions had multiple versions for experimental purposes. In those cases, we focus on reporting the *composite* results, averaging the same responses to each version of the question. We also consider the response differences or *margins* within a given population or demographic subgroup. If noteworthy, we discuss the "strongly" held positive or negative responses to a question. Sometimes we

refer to the difference between strong positive and strong negative responses as the "net intensity" or simply *intensity*. For those questions that we have asked in previous years, we briefly note the year-to-year *trends*.

If we detect statistical significance when comparing *demographic subgroups* on a given item, then we report those subgroup results that have the largest/smallest margins and intensities. Any noted subgroup comparisons/differences are statistically significant with 95 percent confidence, unless otherwise clarified in the narrative. Lists of subgroups with respect to margins and intensities are meant to be suggestive for further exploration and research beyond this project.

We do not infer nor mean to imply causality with any of our observations in this report.[8]

PART I

Parents' Schooling Experiences and Preferences

Parents' satisfaction with their own children's education has typically been high.[9] A new report from the National Center for Education Statistics (NCES) shows that majorities of American parents say they are "very satisfied" with their child's school—public or private—though there are substantial gaps between the two sectors.[10] Gallup reported 82 percent of parents being completely (41%) or somewhat (41%) satisfied with the education their oldest child is receiving, which is also higher than the average satisfaction rate (76%) observed over the past 20 years.

We have asked a similar set of questions. This section reports K–12 schooling experiences and preferences via the lens of America's parents. We surveyed 435 parents of current school-age children as well as 394 parents who no longer have children in elementary or secondary schools. We use the terms "current" and "former" as modifiers when distinguishing between the two kinds of parent populations and when it makes more sense to focus only on current school parents' experiences today.

As education reform efforts—such as state and federal accountability system implementation, school innovation networks, public and private school choice mechanisms, and personalized learning models—result in various levels of success, it is worth examining what parents really want and prefer for their children's education. For instance, this year the PDK Poll found that less than one-third (29%) of parents see pressure for students and schools to perform well on standardize tests as a problem, compared to half of teachers.[11] Education Next, in the 2019 edition of its annual survey, found a plurality (42%) of parents were not so or not at all confident in their community schools' security measures against an incident like a shooting.[12]

Our survey results also show parents are concerned about school safety and test-based academics, albeit to varying degrees that differ between stated schooling sector preferences. We hope these results, as well as longitudinal enrollment preferences detailed in this section, offer additional insight and nuance to the ongoing study of parental satisfaction in K–12 education.

School Type Enrollment and Satisfaction

Nine out of 10 parents in our survey have enrolled their children in public district schools, yet only two-thirds of them are satisfied with their child's public district school. More than three-fourths of parents in other schooling sectors said they are satisfied.

The vast majority of parents' experiences occur in public district schools; nine out of 10 parents we surveyed (90%) have children who attended public schools. This proportion is similar to what we see reported in U.S. Department of Education data.[13] Figure 1 shows parents' schooling experiences by type based on survey responses.

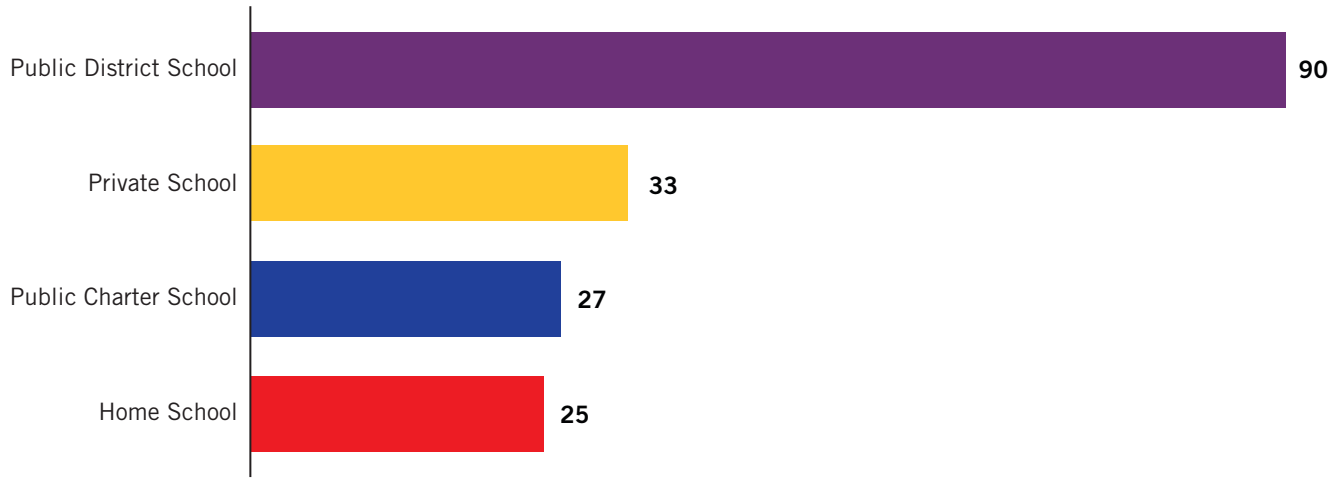
Current school parents are much more likely to say they have been satisfied than dissatisfied across all types of schools. Though satisfaction with most school options remained fairly constant since last year (within 1 percentage point), satisfaction with homeschooling decreased by 10 percentage points. Parents who have enrolled their children in private schools expressed the highest levels of satisfaction (79%) among the four school types. See Figure 2.

FIGURE 1

School Types Children Have Attended

The vast majority of parents in our survey have enrolled their children in public district schools.

Percentage of Current and Former School Parents



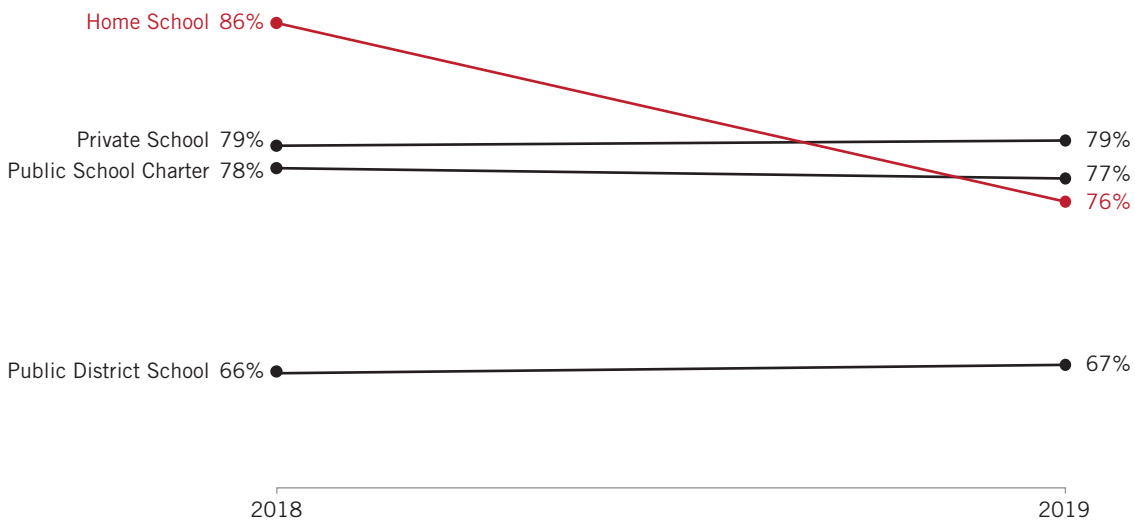
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q3

FIGURE 2

Parents' Satisfaction with Schools, 2018 vs. 2019

Parent satisfaction has remained fairly steady across school sectors since last year, except for home school (-10 points).

Percentage of Current School Parents Providing Ranking Who Say They Are "Very" or "Somewhat" Satisfied



Note: Sample sizes vary by school type and by year.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q3; EdChoice, *2018 Schooling in America Survey*

We asked current school parents to rank up to three reasons why they chose to send their child to a specific type of school, and results varied across sectors. Public district school parents were most likely to say they chose a district school because of its proximity to their home or work (49%), because it was their assigned school (37%), or because of socialization/peers/other kids (32%). Private school parents were most likely to say they chose a private school because of its academic reputation (36%), safe environment (36%), or morals/character/values instruction (31%). Public charter school parents were most likely to say they chose a charter school because of its academic reputation (32%), proximity to their home or work (28%), or safe environment (28%). Home-schooling parents were most likely to say they chose to home-school because of the safe environment (41%), individual/one-on-one attention (36%), discipline (27%), or religious environment/instruction (25%). See Table 1.

When looking at just the top-ranking factor, we see that public district school parents' decisions were most likely to be based on the school being their assigned school (22%). Private school parents' (17%) and charter school parents' (12%) decisions were most likely to be based on academic reputation. Home-schoolers were most likely to choose home schooling based on the safe environment (22%). See Table 2.

Grading Local Schools

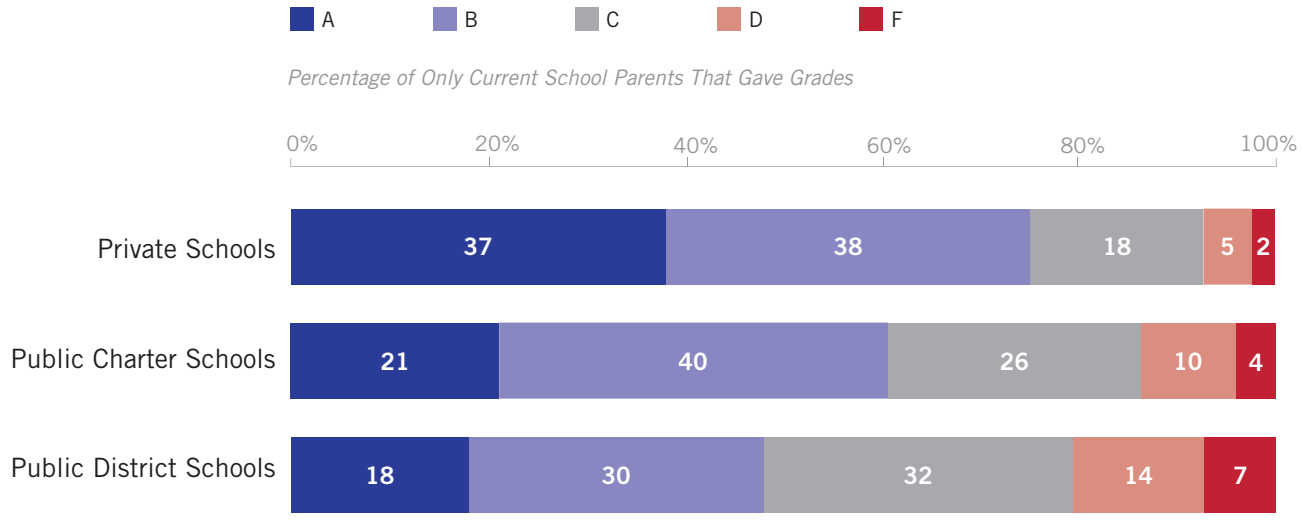
More than three-fourths of parents would give private schools an "A" or "B," but less than half would give those grades to public district schools.

Parents of school-age children are more likely to give "A" and "B" grades to private schools in their local area than to give the same grades to local public district and charter schools. Figure 3 shows the breakdown of current parents' assigned letter grades for the schools in their communities. Of those giving grades, more than three out of four parents (76%) gave their local private schools an "A" or "B" grade; six of 10 (60%) gave local public charter schools those high marks; and a little less than half (48%) said the same of local public district schools.

FIGURE 3

How Current School Parents Grade Their Local Schools

Current school parents are much more likely to rate their local private schools with an "A" or "B" (76%) compared to ratings of public district schools (48%).



Notes: Volunteered "Don't Know" and "Not Applicable" responses not shown nor reflected in this chart. Sample sizes vary by school type: Private Schools (N = 276); Public Charter Schools (N = 258); Public District Schools (N = 419).
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q10

TABLE 1

Top Three Factors Influencing Decisions to Choose Type of School for Children

Percentage of Current and Former Parents by School Type Children Attend(ed)

0% 100%

Factors	Public District School (N=467)	Private School (N=185)	Public Charter School (N=176)	Home School (N=171)
Academic Reputation	27%	36%	32%	22%
Test Scores	12%	17%	13%	16%
Safe Environment	24%	36%	27%	41%
Discipline	11%	22%	21%	27%
School Size	15%	16%	23%	16%
Class Size	12%	25%	24%	20%
Individual/One-on-One Attention	13%	26%	21%	36%
Morals/Character/Values Instruction	13%	31%	19%	24%
Religious Environment/Instruction	3%	19%	7%	25%
Diversity	16%	13%	21%	11%
Socialization/Peers/Other Kids	32%	16%	18%	14%
Extracurricular Activities	19%	14%	18%	6%
Location/Close to Home or Work	49%	11%	28%	15%
Our Assigned District/Neighborhood School	37%	11%	15%	10%

Notes: All percentages reflect the count of responses divided by the total number of weighted interviews. Unweighted N's are provided so the reader can roughly assess the reliability of reported percentages.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q4, Q5, Q6, and Q7

TABLE 2

Top Factor Influencing Decisions to Choose Type of School for Children

Percentage of Current and Former Parents by School Type Children Attend(ed)

0% 100%

Factors	Public District School (N=467)	Private School (N=185)	Public Charter School (N=176)	Home School (N=171)
Academic Reputation	10%	17%	12%	7%
Test Scores	3%	6%	4%	5%
Safe Environment	10%	13%	11%	22%
Discipline	4%	7%	9%	8%
School Size	3%	6%	6%	3%
Class Size	3%	5%	6%	8%
Individual/One-on-One Attention	3%	10%	11%	12%
Morals/Character/Values Instruction	3%	12%	6%	9%
Religious Environment/Instruction	1%	8%	3%	8%
Diversity	5%	3%	7%	3%
Socialization/Peers/Other Kids	9%	3%	3%	4%
Extracurricular Activities	3%	5%	4%	1%
Location/Close to Home or Work	19%	3%	11%	6%
Our Assigned District/Neighborhood School	22%	2%	4%	2%

Notes: All percentages reflect the count of responses divided by the total number of weighted interviews. Unweighted N's are provided so the reader can roughly assess the reliability of reported percentages.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q4, Q5, Q6, and Q7

School Type Preferences

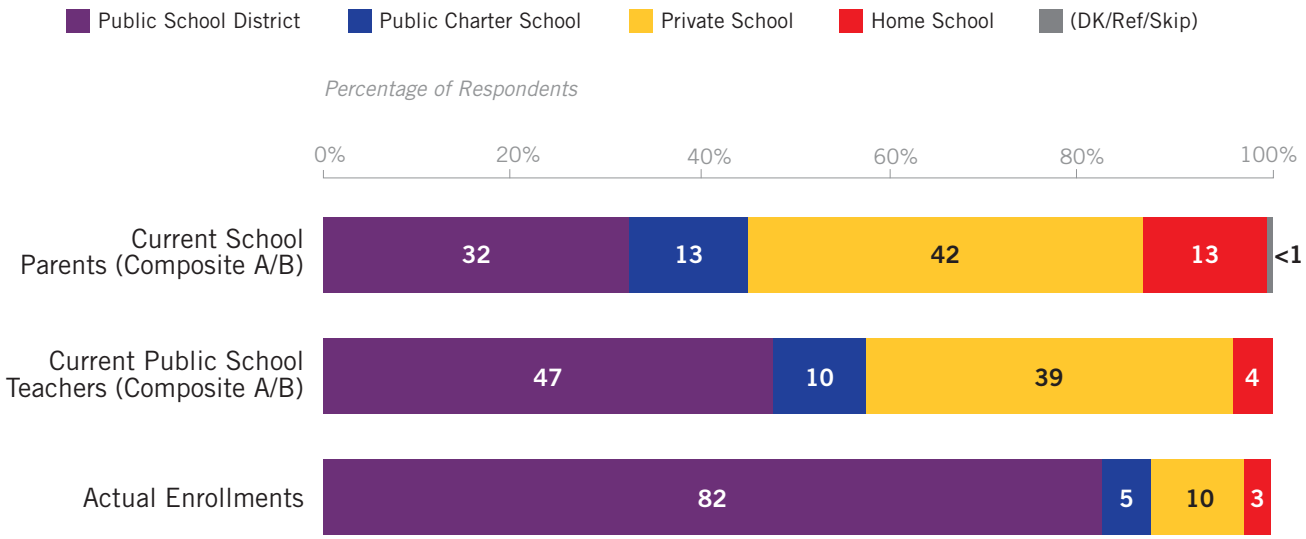
Schooling preferences stated in our interviews do not line up with families' real-world experiences. More than four out of five students attend a public district school, but less than half of public school teachers and less than a third of current school parents would prefer to send their children to a district school.

A plurality of current school parents (42%) said they would send their child to a private school if it was their decision. Less than one-third of parents (32%) would select a public district school. Equal proportions said they prefer a public charter school (13%) or want to home-school their children (13%). We are also interested in the opinions of current public school teachers who have children in elementary or secondary schools. Compared to other current school parents, educators were slightly less likely to want to send their children to a private school (39%) or charter school (10%), but they are far less likely to want to home-school their children (4%). Public school teachers are 15 points more likely to prefer a district school. Those results reflect the composite average of two question versions in a split-sample experiment.[14] The only preferences that align with actual enrollments are teachers and home schooling. See Figure 4.

We asked survey respondents a follow-up question regarding the main reason they prefer a certain type of school. Respondents who preferred private school, public charter school, or home schooling were more likely to prioritize "individual attention/one-on-one/customized" than those selecting public district school. The percentage of respondents who preferred private or charter school saying "better education/quality" (18% and 17%, respectively) was about double that of those who preferred public district school (9%). Nearly one-fourth of those who prefer to home-school their children cited reasons related to "safety/less drugs, violence/bullying" (24%). Respondents that preferred district schools most frequently said some aspect of "socialization" as the key reason for making their choice. See Table 3.

FIGURE 4 **Schooling Preferences by School Type**

Actual enrollment figures don't reflect parents' or teachers' schooling preferences.



Notes: The percentages in this chart reflect a composite that averages split samples' responses to two slightly different versions of this question (11A/B). Responses within parentheses were volunteered: "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question. For enrollment data sources, see National K–12 Profile and Context on p. 5.

Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q11A and Q11B

TABLE 3 **Top Five Reasons for Choosing a Specific School Type**

Percentage of General Population by Preferred School Type

Public District School (N=640)	
Socialization / Peers / Other Kids	14%
Diversity / Variety	10%
Teachers / Teaching / Way They Teach	9%
Better Education / Quality	9%
Cost / Tuition / Affordability	8%
Private School (N=728)	
Better Education / Quality	18%
Academics / Curriculum / Standards / Results	14%
Class Size / Student-Teacher Ratio	13%
Individual Attention / One-on-One / Customized	13%
Discipline / Structure / Consistency	7%
Public Charter School (N=200)	
Better Education / Quality	17%
Academics / Curriculum / Standards / Results	17%
Individual Attention / One-on-One / Customized	13%
Class Size / Student-Teacher Ratio	9%
Teachers / Teaching / Way They Teach	5%
Home School (N=225)	
Safety / Less Drugs, Violence / Bullying	24%
Individual Attention / One-on-One / Customized	14%
Academics / Curriculum / Standards / Results	13%
Better Education / Quality	5%
Discipline / Structure / Consistency	5%

Notes: Lists cite the total number of unweighted interviews (N) per school type grouping. However, all percentages reflect the count of coded responses divided by the total number of weighted interviews. Unweighted N's are provided so the reader can roughly assess the reliability of reported percentages.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q12

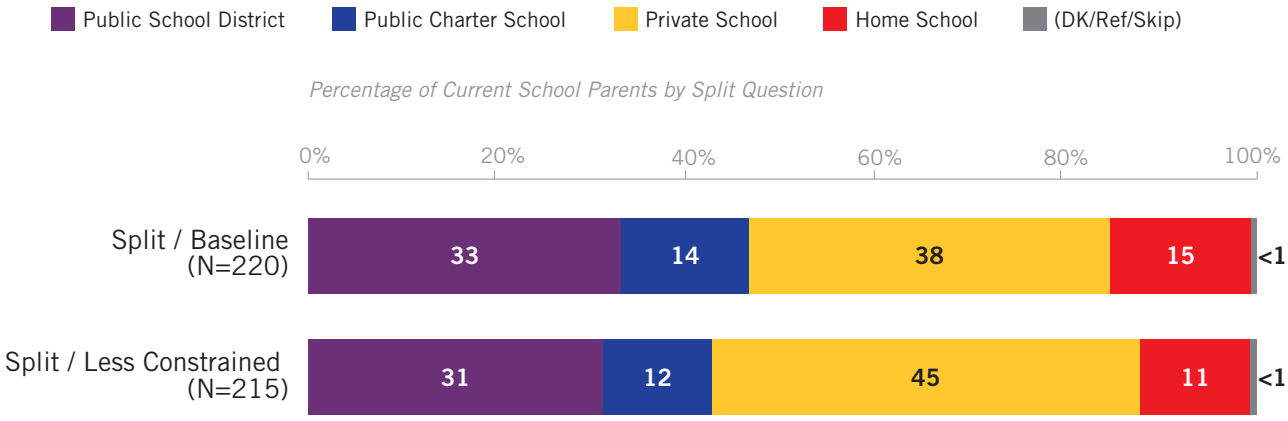
In the split-sample wording experiment, we observe some differences in parents' schooling preferences. We inserted the language, "financial costs and transportation were of no concern," for an alternate version given to roughly half of the sample. That insertion increases preference for private schools by 7 points. Except for last year, our prior surveys have shown that inserted phrase produces large effects on the preferences for private school.[15] See Figure 5.

We have asked parents about their school type preferences for eight years, allowing us to analyze trends over this time period. Since 2014, current school parents have expressed slightly greater preferences for private schools compared to public district schools. The proportion of parents who would opt for home schooling is at an all-time high (15%), and the percentage of parents who would prefer a public charter school (14%) increased 3 points since last year. See Figure 6.

FIGURE 5

Comparing Parents' Schooling Preferences Based on Question Wording

When parents are given question wording that eliminates "financial costs and transportation" concerns, we see a jump in preference for private schools (+7 points) that is larger than last year (+3 points).



Q11-Split. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

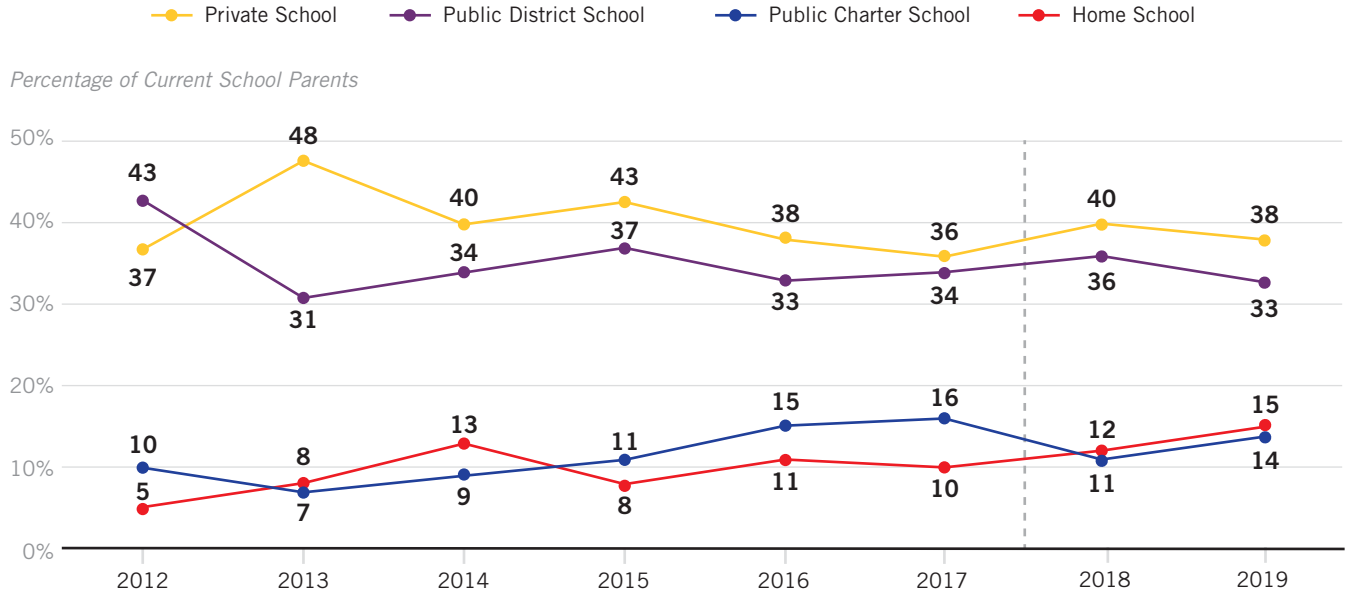
Q11-Split. If it were your decision and you could select any type of school, and financial costs and transportation were of no concern, what type of school would you select in order to obtain the best education for your child?

Notes: Responses within parentheses were volunteered: "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q11

FIGURE 6

Current School Parents' Preferences for School Type, 2012–2019

Since 2014, school parents have expressed a slightly higher preference for private schools than public district schools.



Notes: Split samples used for 2016–2019. Trends are still based on same wording. Phone-only survey results shown for 2012–2017. Mixed-mode results (online and phone) shown for 2018–2019. Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q11A; EdChoice, Schooling in America Survey, 2016–2018; Friedman Foundation for Educational Choice, *Schooling in America Survey*, 2012–2015.

PART II

Teachers' Professional Experiences and Preferences

A year after large-scale walkouts and protests over public school teacher pay and working conditions, the concerns of America's educators appeared to be a high priority in state legislatures and the public conscience. In the wake of the "Red for Ed" movement, a range of states passed pay raises and related measures for public school teachers in 2019. Even states like Texas and Illinois, who did not see the "Red for Ed" movement leading mass protests, voted to raise teacher pay. Interestingly, states like Louisiana and South Carolina worked to fund both teacher pay increases and private school choice programs.[16]

Polling this year from Education Next indicates a slim majority (54%) of Americans supported public school teachers' right to strike, while two-thirds (68%) of teachers themselves supported this right.[17] Discontent among teachers seems to be carrying over into 2019. PDK found just a little more than half (52%) of teachers say they felt valued either a great deal or a good amount in their local communities.[18]

The U.S. Department of Education was mired in a backlog of applications and rejections of higher education debtors—many among them teachers working for five years or longer in department-defined low-income schools—for the Public Service Loan Forgiveness (PSLF) Program. Only 1 percent of the 2007 program's initial cohorts received debt forgiveness as of this spring.[19] Democratic presidential candidates addressed the PSLF in 2019, introducing a bill in Congress to rectify what they and others described as short changing American educators and public servants.[20]

Candidates also proposed substantial raises for teacher pay as part of their platforms.[21] Polling found both the general public and teachers themselves substantially underestimate average teacher pay nationally.[22] However, six in 10 teachers (60%) said they are paid unfairly. We also detected teacher dissatisfaction in the *2018 Schooling in America Survey*, wherein half of teachers said they were considering quitting their jobs.[23] Amidst rising teacher shortages in high-poverty districts nationwide, districts like those in Kansas City, Missouri, and Petersburg, Virginia, sought alternatives to conventional classrooms and traditionally credentialed teachers as a way to address talent shortages.[24]

Given these issues, we plan to continue to survey teachers on a wide range of topics related to their profession and the state of American education. For the second year in a row, we describe findings based on a large sample of public school teachers (N = 601).

Net Promoter Score (NPS) Explained

To generate an NPS, a survey poses a single question to a person to determine to what degree she or he would "recommend" a product or organization. The person answering is asked to give a rating on a scale of zero to 10.[26]

- A "Promoter" is someone who gives a nine or 10. This person shows a high degree of loyalty, commitment, and enthusiasm.
- A "Passive" is someone who answers with a seven or eight. This profile can be described as being satisfied and content, but not someone who would go out of her/his way to boost a brand, product, or organization.
- "Detractors" are those people who responded in the range of zero to six. This group is unhappy and ready to move away from a brand, product, or organization.

The NPS is the difference when subtracting the Detractors from the Promoters. It is essentially an index that ranges from -100 to 100 that organizations often use to measure the willingness of its stakeholders to recommend a product, service, organization, or person to others. NPS can be used as a proxy for gauging a population's relative satisfaction, loyalty, or commitment.

Outlook on the Teaching Profession

About mid-way through the online questionnaire, we wanted to learn more about public school educators' impressions of the profession generally based on their own work experiences. Last year we adapted the Net Promoter Score (NPS) as a way to measure enthusiasm for the teaching profession.[25]

Like we have in previous surveys of military service members and state legislators, we adapted the standard NPS question for teachers and used the following wording: "On a scale from zero to 10, how likely is it that you would recommend teaching in a public school to a friend or colleague?"

The NPS results surprised us, even given the highly visible educator discontent over the last two years. Less than one-fourth of the current public school teachers we surveyed (24%) would be considered Promoters using the NPS scale. The overall NPS for the teachers surveyed was -19, which is slightly more negative than last year's teacher NPS of -17. For context, some of our previous surveys have generated scores of +20 for active-duty military households in 2019, +41 for active-duty military and veteran households in 2017, and +41 for state legislators in 2017. In a nutshell, the results suggest public school teachers are quite a bit less likely to promote their profession compared to military service members or state lawmakers.

Not a single reported demographic group observed in those three previous surveys showed a negative NPS.[27] Conversely, only three subgroups in our current public school teacher sample had a *positive* NPS: urban teachers (+2), male teachers (+1), and teachers in the Northeast (+3). In contrast, the lowest reported NPS for any demographic group in our past surveys was +2 (2019 active-duty military households), +19 (state legislators), and +27 (2017 military households),

Some people may be skeptical of the NPS to gauge professional enthusiasm or loyalty. As an alternative approach, we can simply look at the average rating for this question. On the zero to 10 rating scale, the average rating for teachers is 6.41, which is slightly lower than last year's average rating of 6.49. By comparison, the 2017 average ratings for active-duty military and state legislators were 8.41 and 8.19, respectively.

The underlying message remains the same as the NPS comparisons: Public school teachers, on average, are less likely to recommend their profession to friends or colleagues, compared to other public service careers, such as military members and legislators. The negative scores using the NPS framework—even across teacher subgroups—suggest the recent years' protests, walkouts, and general angst may reflect deeper issues and challenges within the profession—perhaps beyond teacher pay and school funding—that frustrate a large swath of public school educators across the country. See Table 4.

Rating Trustworthiness of Stakeholders

Just like last year, we asked teachers how much trust they have in various stakeholders in K–12 education. There have been some small changes in who teachers trust "completely" or "a lot." We see upward movement for teachers trusting other stakeholders: their students (+6 points), teachers' union leadership (+4 points), and their school's principal (+2 points). At least half of teachers put substantial trust in those three stakeholder groups. Roughly one-third of teachers trust their school board (33%), which is a 2-point decrease from last year. Teachers are much less likely to trust their state department of education (27%) or the U.S. Department of Education (25%). See Figure 7.

TABLE 4

Selected Demographics Among Public School Teachers by Net Promoter Score (NPS) Groups, 2019

"On a scale from 0 to 10, how likely is it that you would recommend teaching in a public school to a friend or colleague?"

	% Promoter (9 or 10)	% Passive (7 or 8)	% Detractor (0 to 6)	NPS	Mean Score	N=
CURRENT PUBLIC SCHOOL TEACHERS	24	33	43	-19	6.41	601
Current School Parent	29	31	41	-12	6.73	321
AGE GROUP						
18 to 34	20	42	38	-17	6.53	188
35 to 54	27	30	43	-16	6.49	329
≥ 55	20	30	50	-30	5.98	84
COMMUNITY						
Urban	33	36	31	2	7.14	159
Suburban	18	34	48	-30	6.06	275
Small Town/Rural	25	29	46	-22	6.28	167
EDUCATION						
< College Degree	30	27	43	-13	6.83	59
≥ College Degree	23	34	43	-20	6.37	542
LENGTH OF TEACHING						
≤ 3 years	25	41	34	-9	6.78	69
4 to 9 years	22	36	43	-21	6.52	181
≥ 10 Years	25	30	45	-20	6.29	351
CURRENTLY TEACHING WHICH GRADE(S)						
Kindergarten to 5th Grade	21	34	45	-24	6.29	288
6th Grade to 8th Grade	29	29	42	-14	6.51	167
9th Grade to 12th Grade	27	35	38	-11	6.61	219
GENDER						
Female	21	34	46	-25	6.16	479
Male	35	31	34	1	7.25	122
HOUSEHOLD INCOME						
< $40,000	22	37	42	-20	6.56	56
$40,000 to $79,999	19	34	47	-27	6.09	277
≥ $80,000	29	32	39	-11	6.68	268
PARTY ID						
Democrat	24	34	41	-17	6.66	246
Republican	22	34	45	-23	6.18	216
Independent	27	30	43	-16	6.33	139
REGION						
Northeast	35	32	33	3	6.90	127
Midwest	20	26	54	-35	5.79	134
South	20	33	46	-26	6.28	234
West	24	39	37	-13	6.73	106

Notes: We measure an NPS Score by subtracting the percentage of "Detractor" responses from the percentage of "Promoter" responses. The difference indicates loyalty and commitment within a specific population for the job of public school teacher.

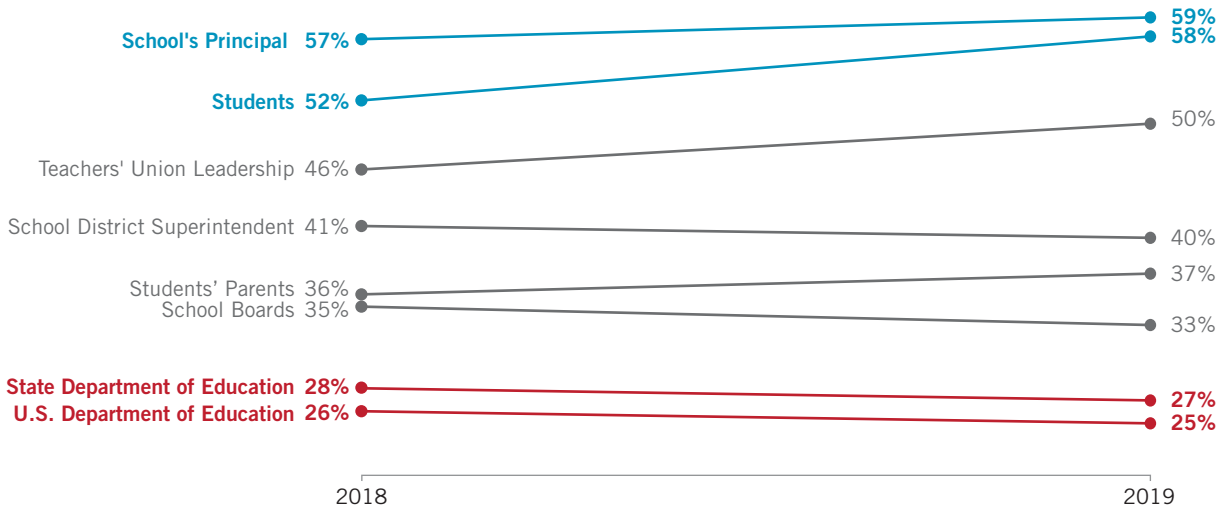
Source: EdChoice, *2018 Schooling in America Survey* (conducted September 25–October 7, 2018), Q29.

FIGURE 7

Public School Teachers' Trust in K–12 Education Stakeholders, 2018 vs. 2019

Current public school teachers are most likely to trust their school's principal and students and are least likely to trust federal or state departments of education.

Percentage of Current Public School Teachers Saying "Complete" or "A Lot of" Trust



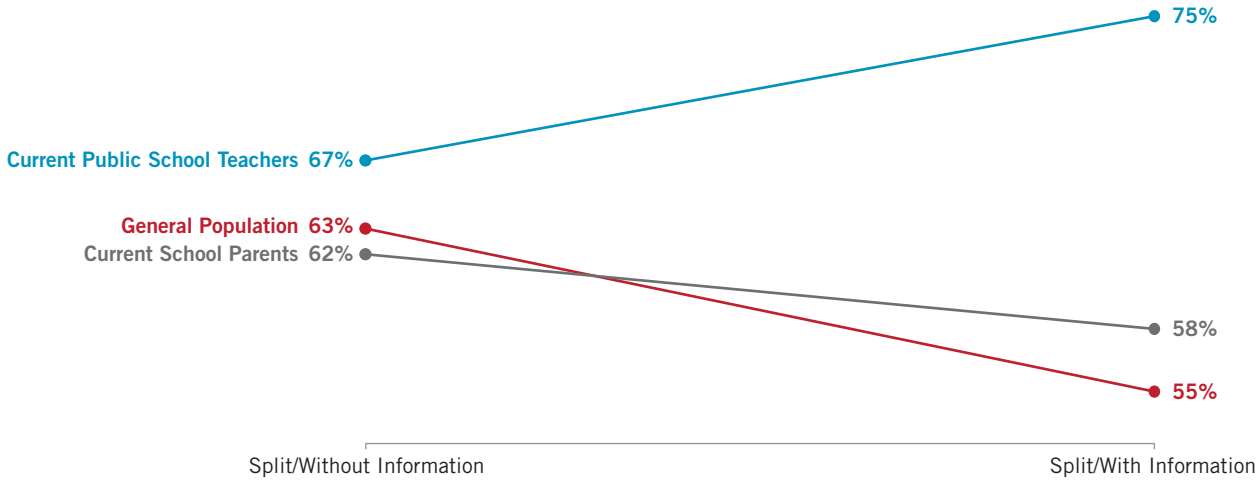
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), QT6; EdChoice, 2018 Schooling in America Survey

FIGURE 8

How Information Affects Favorability of Teacher Strikes or Walkouts for Pay Increase

When provided the national average for public school teacher salary ($60,483), Americans are less likely to support (-8 points) a teacher strike or walkout for a 10 percent pay increase. The information had the opposite effect on current public school teachers (+8 points).

Percentage of Respondents Replying "Strongly/Somewhat Favor"



Q26-Split. If public school teachers in your community were to go on strike or walkout for a 10% pay increase, to what extent would you favor or oppose their actions?

Q26-Split. According to the most recent information available, on average public school teachers earn $60,483 in the United States. If public school teachers in your community were to go on strike or walkout for a 10% pay increase, to what extent would you favor or oppose their actions?

Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), 26

Teacher Walkouts and Strikes

When given the national average for a public school teacher's salary, the general public seems less likely to say they favor public district school teachers going on strike or walking out for a 10 percent pay increase. In a split-sample experiment, we asked two slightly different questions. On the baseline version, 63 percent of respondents said they would favor teacher strikes/walkouts for a 10 percent pay increase. However, on the version where we included a statistic for average salary for public district school classroom teachers ($60,483 in 2017–18), the proportion favoring a strike/walkout for a pay increase shrank by 8 percentage points to 55 percent. Conversely, current public school teachers were more likely to be favorable based on the statistic-oriented question (75%) than the baseline version (67%). Current school parents' favorability decreased from 62 percent without the information to 58 percent with the information, half the decrease we see for the general public. See Figure 8.

Assigning Responsibility For Disruption

When teachers do go on strike or walk out, who do they assign responsibility to for any resulting school disruptions? Similar to last year, we asked respondents to rank-order the following stakeholders from most responsible to least responsible and aggregated the top two responses: individual teachers, local school district, state government, and teachers' union.

Current public school teachers are most likely to assign the most responsibility for school disruptions from strikes/walkouts to state government (65%), which is a 12 percentage point increase compared to last year. Teachers were least likely to assign the most responsibility to individual teachers (30%), just like last year, although there has been a 9 percentage point decrease. See Figure 9.

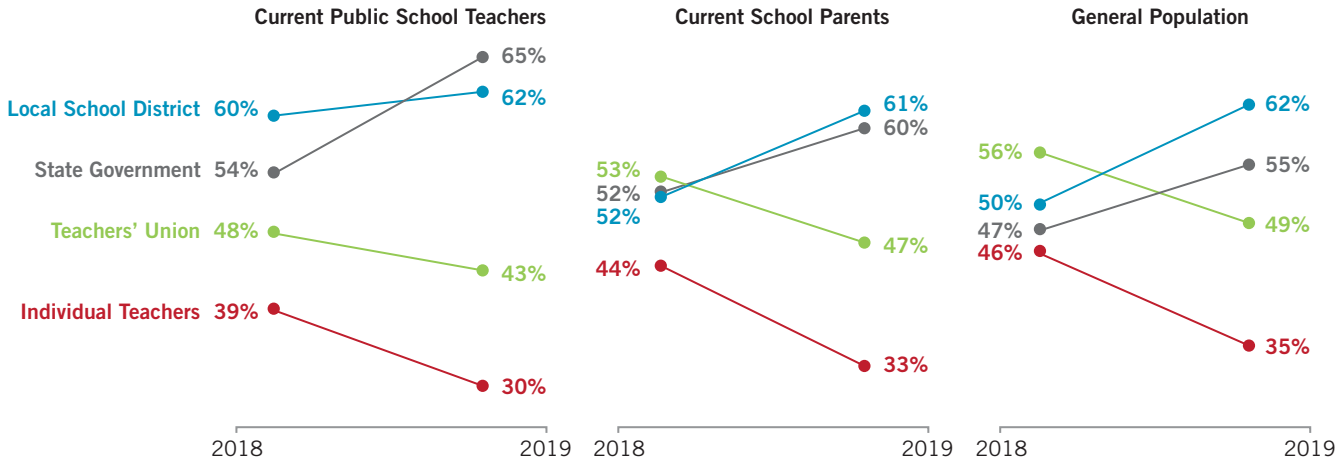
Current school parents and the general public are most likely to assign the most responsibility for school disruptions from strikes/walkouts to the local school district (61% and 62%, respectively). However, a higher percentage of those groups than last year assigned the responsibility to local districts at +9 points for parents and +12 points for the general public. Both of those populations saw a decrease in the percentages assigning responsibility to teachers' unions, and both populations saw an 11 percentage point decrease when it comes to assigning the most responsibility to individual teachers.

FIGURE 9

Who is Most Responsible for School Disruptions During Teacher Walkouts? 2018 vs. 2019

Compared to last year, the general public and parents are more likely to assign the local school district the most responsibility, while teachers are more likely assign it to the state government. All groups of respondents are less likely to assign the most responsibility to individual teachers.

Percentage of Respondents Assigning Top Two Rankings to Given Stakeholder (i.e. Who is Most Responsible)



Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), QT25; EdChoice, *2018 Schooling in America*

PART III

Outlook on K–12 Education and Enduring Issues

Perceived National Direction of K–12 Education

Since 2013 most general public respondents in our survey have said K–12 education in the United States is on the wrong track. Although, over the past four years, the percentage of respondents who said that it is on the right track has been increasing.

More than half of Americans (56%) say K–12 education is on the "wrong track," a slight uptick over the last year. The percentage of those who say "right direction" is at an all-time high (37%) in our annual survey.[28] See Figure 10.

Asian/Pacific Islander respondents stand out among all other demographic groups as positive about the direction of K–12 education. That is, a higher percentage said "right direction" (51%) than "wrong track" (42%). Every other demographic group we observe had negative margins, with those in the western states being the most negative (-26 points). See Appendix 9.

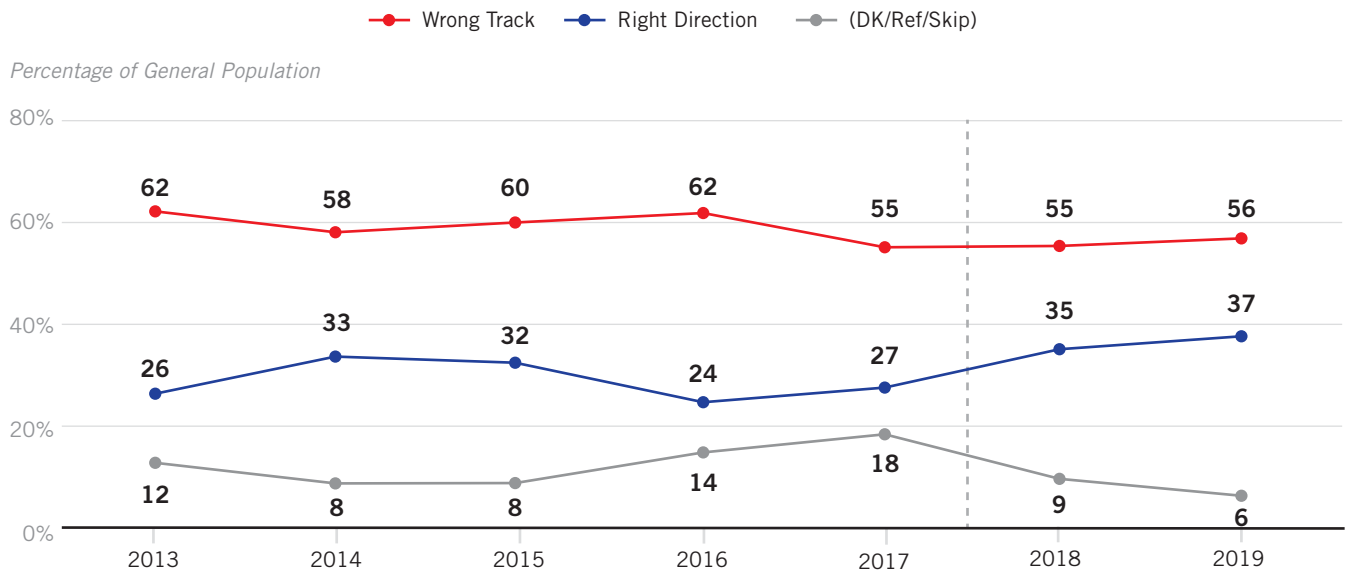
Views on Spending in K–12 Education

Per-pupil spending in public schools is nearly $1,500 more than average private K–12 tuition. Based on most recent figures, about three out of five people think public schools cost $5,000 or less and private schools charge $10,000 or less.

On average, the United States spends approximately $12,200 on each student in America's public schools, based on a cautious spending statistic termed "current expenditures."[29] The median respondent estimated public schools spend $5,000 per student, which is less than half of what they actually spend ($12,201). The median current public school teacher we surveyed estimated public schools spend $4,000 per student, which is one-third of what they actually spend.

FIGURE 10 **The Public's Views on the Direction of K–12 Education, 2013–2019**

More than half of Americans say K–12 is on the wrong track, similar to last year. Nearly two out of five believe K–12 education is heading in the right direction—a 13-point increase since 2016.



Notes: Phone-only survey results shown for 2013–2017. Mixed-mode results (online and phone) shown for 2018–2019. Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q1; EdChoice, *Schooling in America Survey* (2016–2018); Friedman Foundation for Educational Choice, *Schooling in America Survey,* 2013–2015.

The majority of respondents severely underestimate public K–12 spending. More than three out of four respondents (76%) believe that public per-pupil spending is $10,000 or less, and nearly one-third of the general public (30%) and teachers (31%) believe it is $2,000 or less. See Figure 11.

If instead of "current expenditures" we use "total expenditures" per student ($13,298 in 2015–16)—a more expansive federal government definition for K–12 education spending that includes capital spending and interest on debt repayment—the proportion of the general public likely to underestimate per-pupil spending goes up another 3 percentage points (84%). And the proportion of teachers goes up another 4 percentage points (91%).[30]

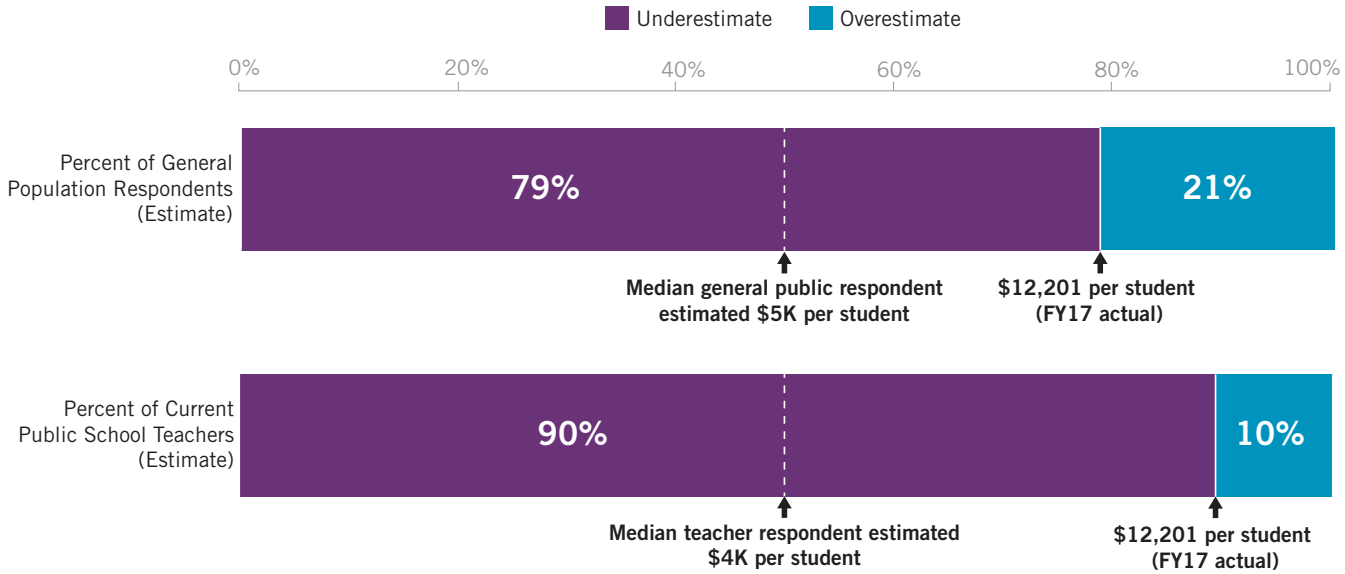
Private School Review reports private school tuition is $10,676 on average across the United States for the current school year (2019–20).[31] The median respondent estimate came close to that figure. One out of five respondents (19%) believe that private K–12 tuition costs more than $20,000, and the same percentage believe it costs $2,000 or less. Three out of five respondents (60%) underestimated per-student funding at $10,000 or less. See Figure 12.

However, there are some differences if we separate tuition by grade range. If we were looking at reported private K–8 tuition ($9,638 in 2019–20) then respondents were more likely to overestimate costs. When considering reported private high school tuition ($14,522 in 2019–20) then respondents were more likely to underestimate.

FIGURE 11

Awareness of Public K–12 Education Spending

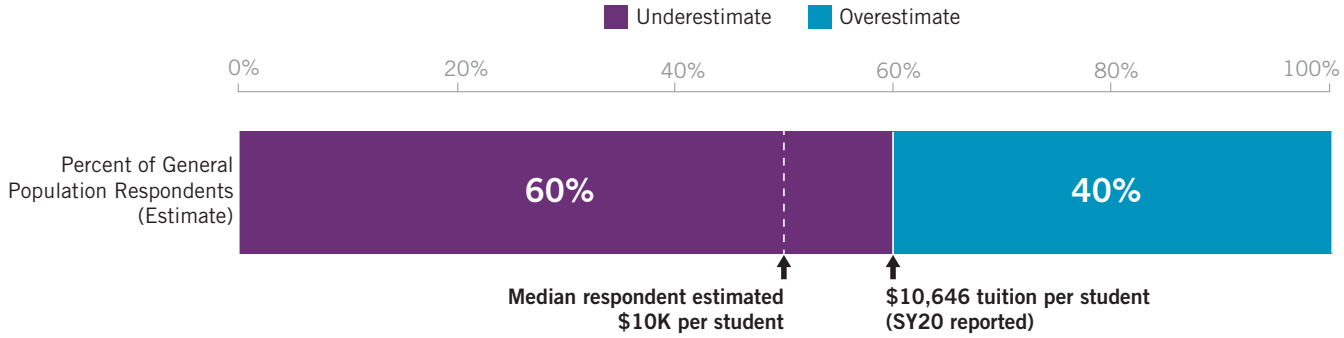
Most Americans and public school teachers drastically underestimated public school spending. The median respondent in both groups said spending is less than half of what public schools actually spend ($12,201 on average).



Notes: Responses of "Don't Know" and "Refusal" not shown. For the online survey, respondents were permitted to skip the question, which is also not shown. Percentages reflect only those respondents giving answers. General population responses based on online sample only, N = 881. Teacher responses based on online sample, N = 581.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q8A

FIGURE 12 **The Public's Awareness of Private K–12 Tuition**

Americans were much more likely to know about what private school tuition costs. The median respondent estimated private school tuition costs about $10,000 on average, which is very close to the actual reported average ($10,646).



Notes: Responses of "Don't Know" and "Refusal" not shown. For the online survey, respondents were permitted to skip the question, which is also not shown. Percentages reflect only those respondents giving answers. General population responses based on online partial sample, N = 658.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q8B

When respondents are provided the national average for per-student spending in public schools, they are much less likely to say public school funding is at a level that is "too low." In a split-sample experiment, we asked two slightly different questions. On the baseline version, 54 percent of respondents said public school funding was "too low" (down slightly from 62% last year). However, on the version where we included a statistic for average national public per-pupil spending ($12,201 in 2016–17), the proportion that said spending was "too low" shrank by 13 percentage points to 41 percent. That proportion who said "too low" on the statistic-oriented question is unchanged since last year. See Figure 13.

Standardized Testing

More than one-third of respondents estimated K–12 students spend nearly 10 percent or more of their time preparing for or taking standardized tests. They are also more likely to say students spend too much time on testing than too little time.

Since we started national polling on this topic in 2014, the general public has always been more likely to say that the amount of time students spend preparing for and taking standardized tests is "too high" than they are to say it is "too low." Compared to 2018, people are slightly less likely to say the amount of time spent on standardized testing is "about right" (35%) or "too low" (24%). The percentage saying the amount spent on testing is "too high" is unchanged since last year (36%). See Figure 14.

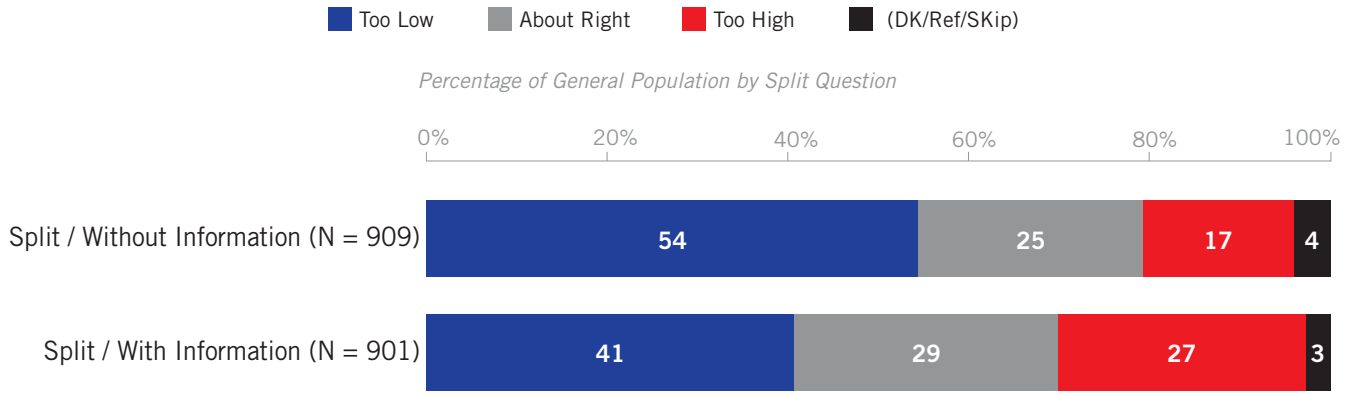
While slightly more than one-third of the general public (36%) and parents (35%) believe the amount of time spent preparing for and taking standardized tests is "too high," nearly two-thirds of teachers (62%) believe too much time is spent on testing. See Figure 15. That teacher response is very similar to what a Center on Education Policy (CEP) survey found in 2015.[32] Compared to the general public (24%), public school teachers (12%) are half as likely to say the amount of time spent on testing is "too low."

We asked respondents to estimate the amount of time students spend on standardized testing preparation and administration. The general public is most likely to say 16 or more school days (35%), which is more than three full weeks of school and at least 8 percent of instructional days in an average school year.[33] The 2015 CEP survey reported that four of 10 teachers estimated spending a month or more on preparing for state-mandated or district-mandated tests.[34] More than half of teachers (52%) in our survey said their students spent more than three weeks preparing for and taking standardized tests. It appears the time teachers say their students spend prepping and taking tests has not changed much in four years. See Figure 16.

FIGURE 13

How Information Affects Americans' Views on K–12 Education Funding

When provided the national average for per-student spending ($12,201), Americans are less likely to say public school funding is at a level that is "too low." The proportion giving that response shrinks from 54 percent to 41 percent between the two question versions—a decrease of 13 percentage points.



Q9-Split. Do you believe that public school funding in the United States is at a level that is:

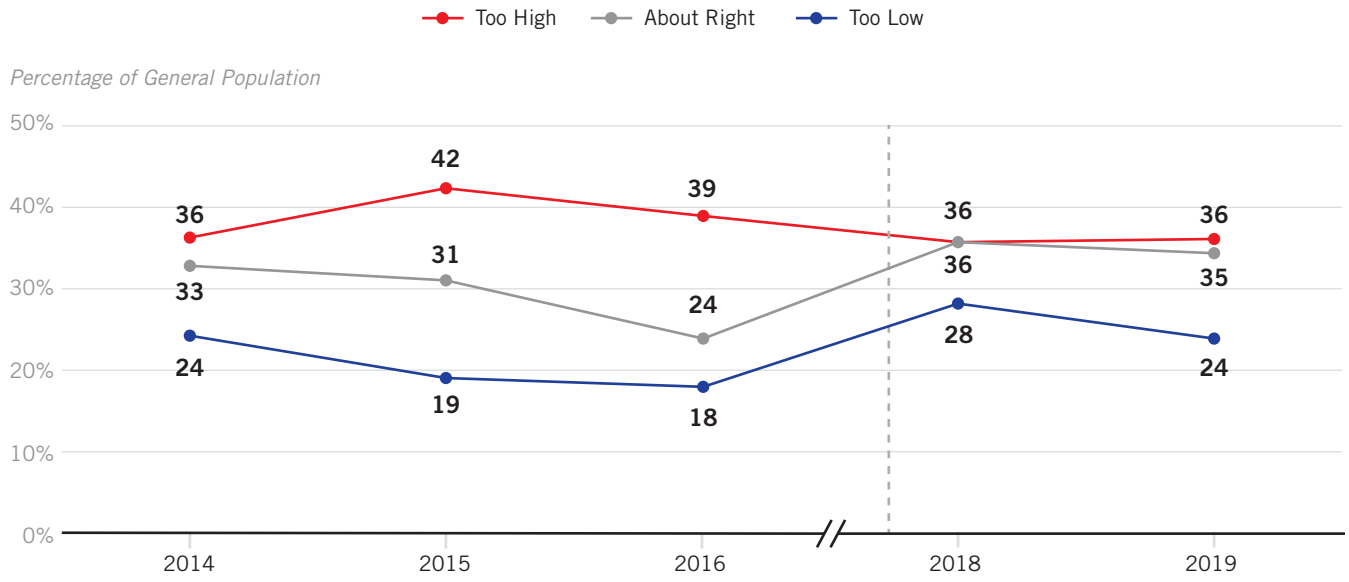
Q9-Split. According to the most recent information available, on average $12,201 is being spent per year on each student attending public schools in the United States. Do you believe that public school funding in our country is at a level that is:

Notes: Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q9

FIGURE 14

The Public's Views on Time Spent on Standardized Testing, 2014–2019

In recent years we have seen a convergence between those saying the amount of time spent preparing for and taking tests is too high and those saying about right.

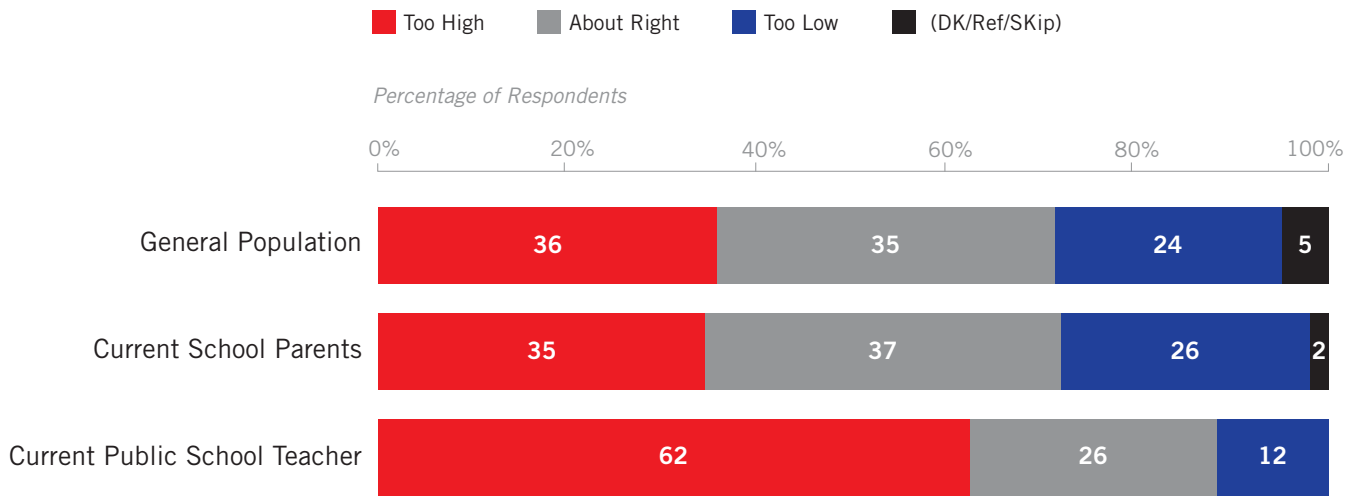


Notes: Phone-only survey results shown for 2014–2016. Mixed-mode results (online and phone) shown for 2018–2019. "Don't Know," "Refusal," and skips not shown.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q24; EdChoice, *Schooling in America Survey* (2016–2018); Friedman Foundation for Educational Choice, *Schooling in America Survey,* 2014–2015.

FIGURE 15

Views on Time Spent on Standardized Testing

Current public school teachers are much more likely than parents or the general population to say the amount of time spent on preparing for and taking standardized tests is too high.

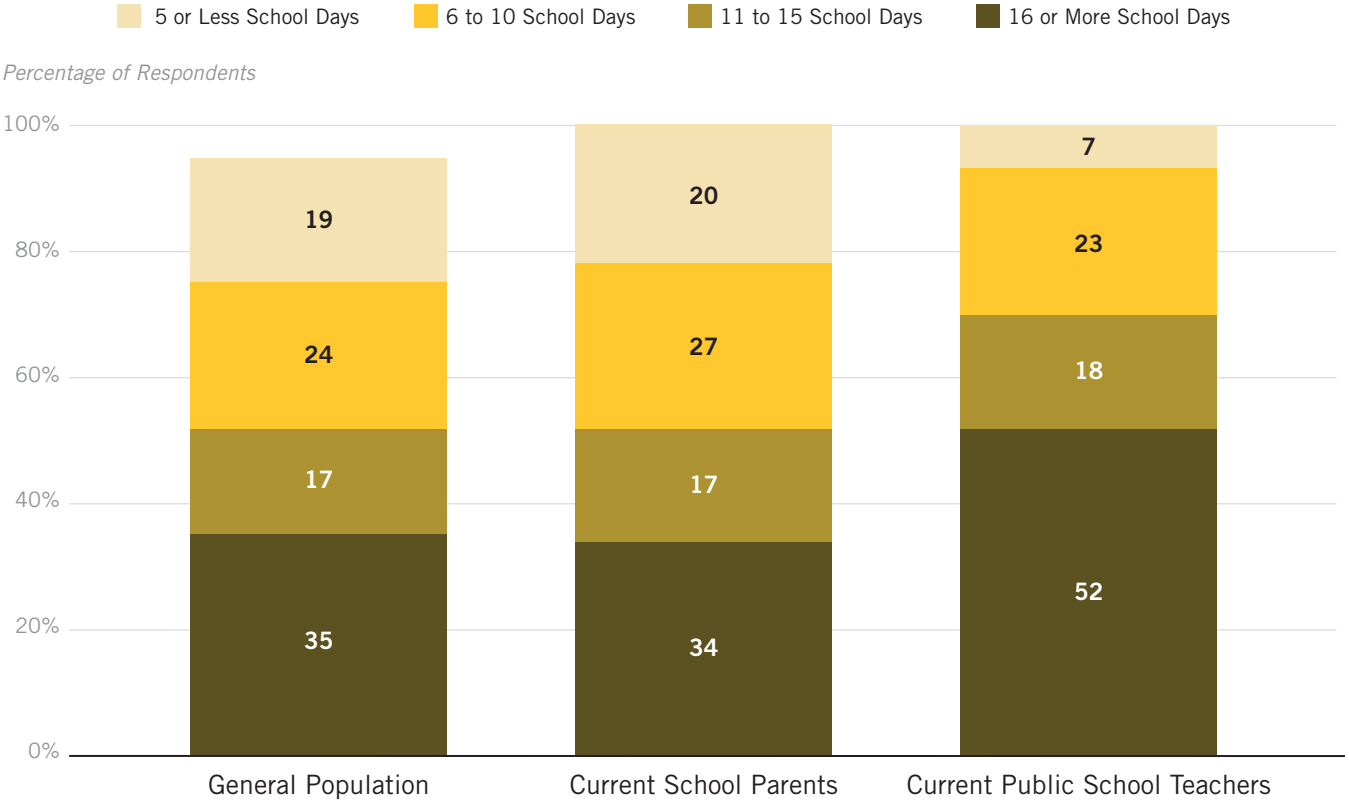


Notes: Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q24

FIGURE 16

Estimates of Time Spent Preparing/Taking Standardized Tests

More than half of current public school teachers believe K–12 students more than three full weeks preparing for or taking standardized tests, significantly higher than the school parents or the general population.



Note: "Don't Know," "Refusal," and skips not shown.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q23

Views on Inter-District Busing

Issues long thought buried in the public conscience often have an interesting way of coming back around. Seven years ago—when we first started polling a national sample of Americans on education issues—it did not occur to us to poll Americans about student busing. After all, a landmark court case five years earlier seemed to effectively quash both the legal and political appetite for such programs as a means to achieve racial integration in America's schools.[35] Recently though, a presidential candidate's debate talking point reinvigorated the public discourse surrounding busing.[36] The following are some recent media headlines:

> **"Joe Biden and Kamala Harris reignite battle over busing"** [37]
>
> – CNN, 7/31/19
>
> **"Poll finds support for school busing to reduce segregation, but only among Democrats"** [38]
>
> – Washington Post, 9/17/19
>
> **"There's a Generational Shift in the Debate Over Busing"** [39]
>
> – The Atlantic, 7/1/19

We conducted a split-sample wording experiment to collect views on three different approaches to busing across school district lines. The baseline question asked, "In general, do you favor or oppose the busing of school children from one school district to another?" Another more conditional question added the phrase "for racial or economic integration" to the end, and the most conditional question built on both of those versions and explicitly included that busing would be "mandatory."

Half of Americans appear favorable of the baseline version of inter-district busing (50% favor) in the most general sense. A slim majority of current school parents (51%) were favorable. However, parents become oppositional to inter-district busing on the two more conditional versions of the busing question based on purpose and stipulation. The general public also becomes increasingly negative toward using the more conditional phrasing. Nearly two-thirds of current public school teachers oppose all three versions of the busing question with little variation—64 percent oppose averaged across all three versions. See Table 5 and Figure 17. For additional demographic results, see Appendix 10.

Technology in K–12 Education

Just as "1:1 devices" and smart classroom technology are becoming ubiquitous across America's schools, 2019 saw a handful of school districts and education policy influencers buck the trend of the increased use of technology in the classroom. In the heart of Silicon Valley, school leaders in one high school implemented a notable policy at the start of the 2019–20 school year that students lock their cell phones in a specialty locker that could not be accessed until the end of the school day.[40] School leaders implemented the phone-free policy—the largest public high school to implement such a policy in the country—to increase student engagement, and administrators received praise and inquiries from parents and educators nationwide.[41]

While technology leaders have admitted to restricting their own children's screen times, an increasing volume of scholarship is being conducted on the effects of technology on America's students.[42] High school and middle school students are surrounded by digital technology that can, and often does, lead to distraction and multi-tasking during times devoted for studying. For instance, those who accessed social media sites during study, also known as "task switching," earned lower GPAs than those who stayed off such sites.[43] Education psychologists have advocated that students take technology breaks, allowing them to stay connected while also giving the proper attention needed to learn.[44]

TABLE 5 Comparing Views for Different Approaches to Inter-District Busing

Percentage of Respondents by Selected Demographic Groups

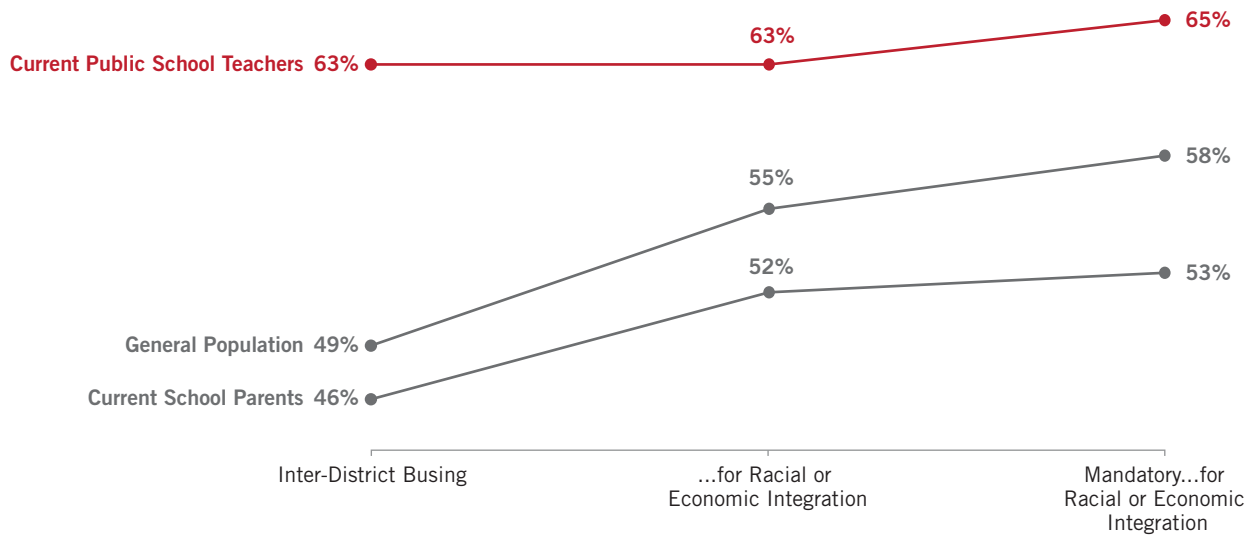
	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N=
Inter-District Busing					
General Population	50	49	1	-4	385
Current School Parent	51	46	5	4	107
Current Public School Teacher	37	63	-26	-15	199
Inter-District Busing for Racial or Economical Integration					
General Population	42	55	-13	-15	403
Current School Parent	47	52	-5	-11	105
Current Public School Teacher	36	63	-27	-20	202
Mandatory Inter-District Busing for Racial or Economic Integration					
General Population	41	58	-18	-16	414
Current School Parent	48	53	-5	-14	97
Current Public School Teacher	35	65	-30	-19	200

Notes: The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. Margins and intensities are calculated using percentages to the nearest tenth.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q27

FIGURE 17 Comparing Opposition to Different Approaches to Inter-District Busing

Overall, teachers are the most opposed to "the busing of school children from one school district to another," regardless of wording. Parents and the general public are more opposed to busing when wording is more conditional.

Percentage of Respondents Replying "Strongly/Somewhat Oppose" by Question Version



Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), QT27

Despite possible interference in students' learning environments, the world students will enter upon completing their educational journeys is increasingly one of mobile technology. Nearly all Americans (96%) own a cell phone of some kind, with four in five (81%) owning smart phones that connect to the internet.[45] About one in five U.S. adults (17%) use their smart phones as the sole mechanism for connecting to the internet, eschewing home broadband service. Once online, Americans are continuing to use social media platforms like Facebook and YouTube, despite a recent stretch in privacy and censorship controversies that resulted in Congressional hearings this year.[46]

K–12 educators also use and incorporate digital technologies in their classrooms, with 70 percent reporting teaching at least one digital competency. But they report issues with digital technologies. Their top concern is students' lack of ability to evaluate online information, as well as the related issue of media literacy. About a fourth of high school teachers (27%) reported sexting being an issue in the classroom.[47]

With this context in mind, we are excited to focus this area of this report on technology in K–12 education. This section examines the frequency in which parents and educators worry about students' technology use, how often they limit this use, and how confident they feel related to this use.

Frequency of Technology Concerns

Teachers are more likely than parents to worry often about their students' use of technology, but parents are more likely than teachers to take away cell phone or internet privileges as punishment.

Current public school teachers are significantly more likely than current school parents to worry "extremely" or "very" often about their students' use of technology. More than three out of four teachers (77%) are concerned about their students spending too much time in front of screens, compared to fewer than three out of five parents (57%). Nearly three out of four teachers (73%) worry often about their students sharing too much about their personal life online, compared to about half of parents (51%). Nearly two-thirds of teachers (66%) are concerned about their students being harassed or bullied online, while less than half of parents (44%) do so. Teachers (63%) are also much more likely than parents (44%) to worry about students' use of technology impairing their ability to properly communicate with people in person. See Figure 18.

Parents (50%) are significantly more likely than teachers (38%) to take cell phones or internet privileges away as punishment. On the other hand, teachers are more likely than parents to limit the times of day or length of time when students can go online or be on their cell phone. Parents and teachers give similar response when it comes to checking which apps or websites students are using or using controls to restrict which apps or websites students can visit. See Figure 19.

Technology Confidence

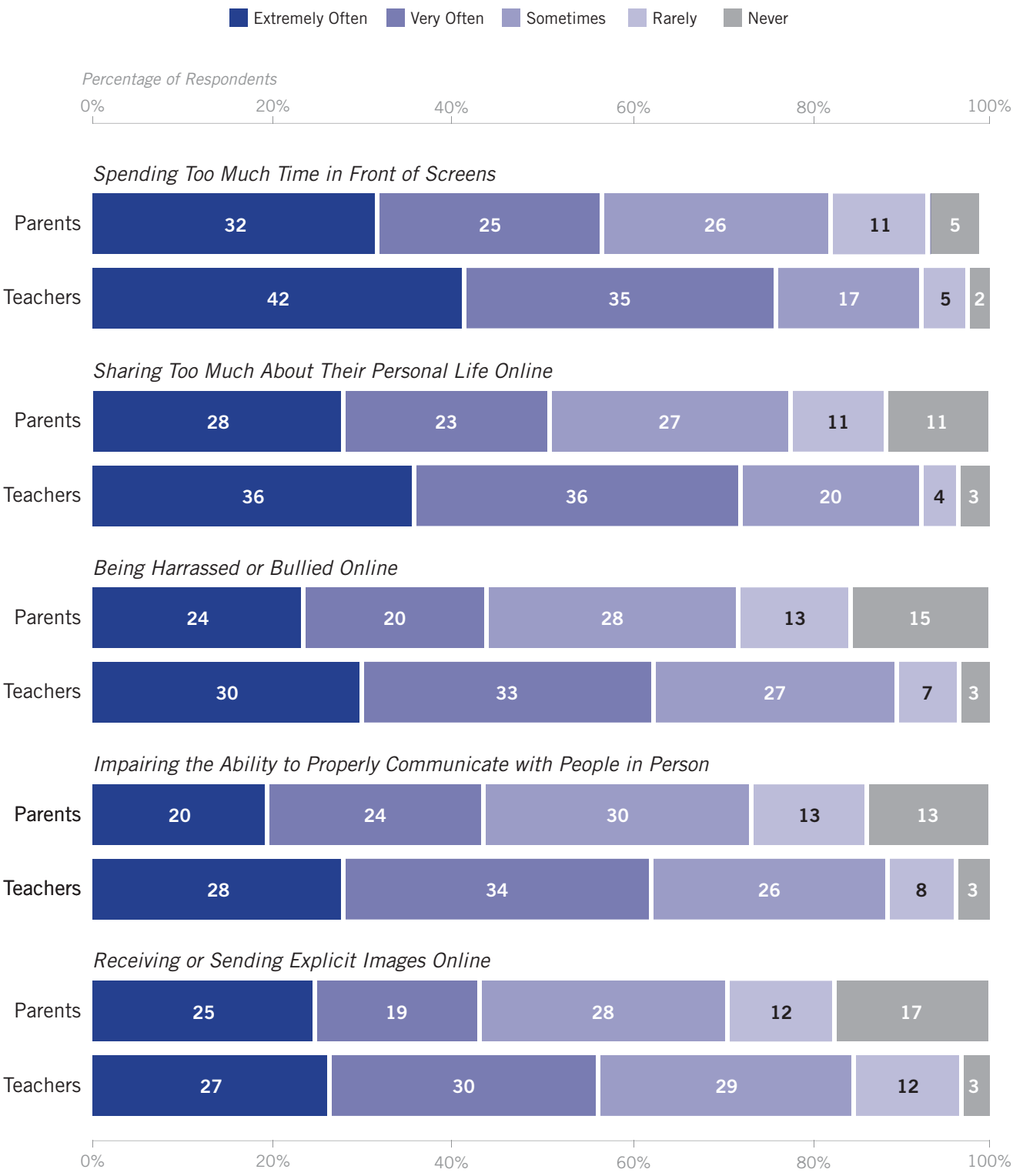
Teachers are slightly more likely to feel confident about gauging appropriate screen time for students than parents say about their own children. But parents are more likely to feel confident they know what their children actually do online.

About three out of five current public school teachers (59%) and parents (58%) are "completely" or "very" confident they know how much screen time is appropriate for their students/children. Parent and teacher results are also similar when it comes to their confidence in their ability to teach students how to tell the difference between accurate and inaccurate information. However, more than three out of five parents (62%) are completely/very confident they know what their children do or experience online, which is significantly more than the 45 percent of teachers. See Figure 20.

FIGURE 18

Frequency of Worrying About Children/Students and Technology

Current school parents are significantly less likely than current public school teachers to say they worry extremely/very often about their children's technology use.

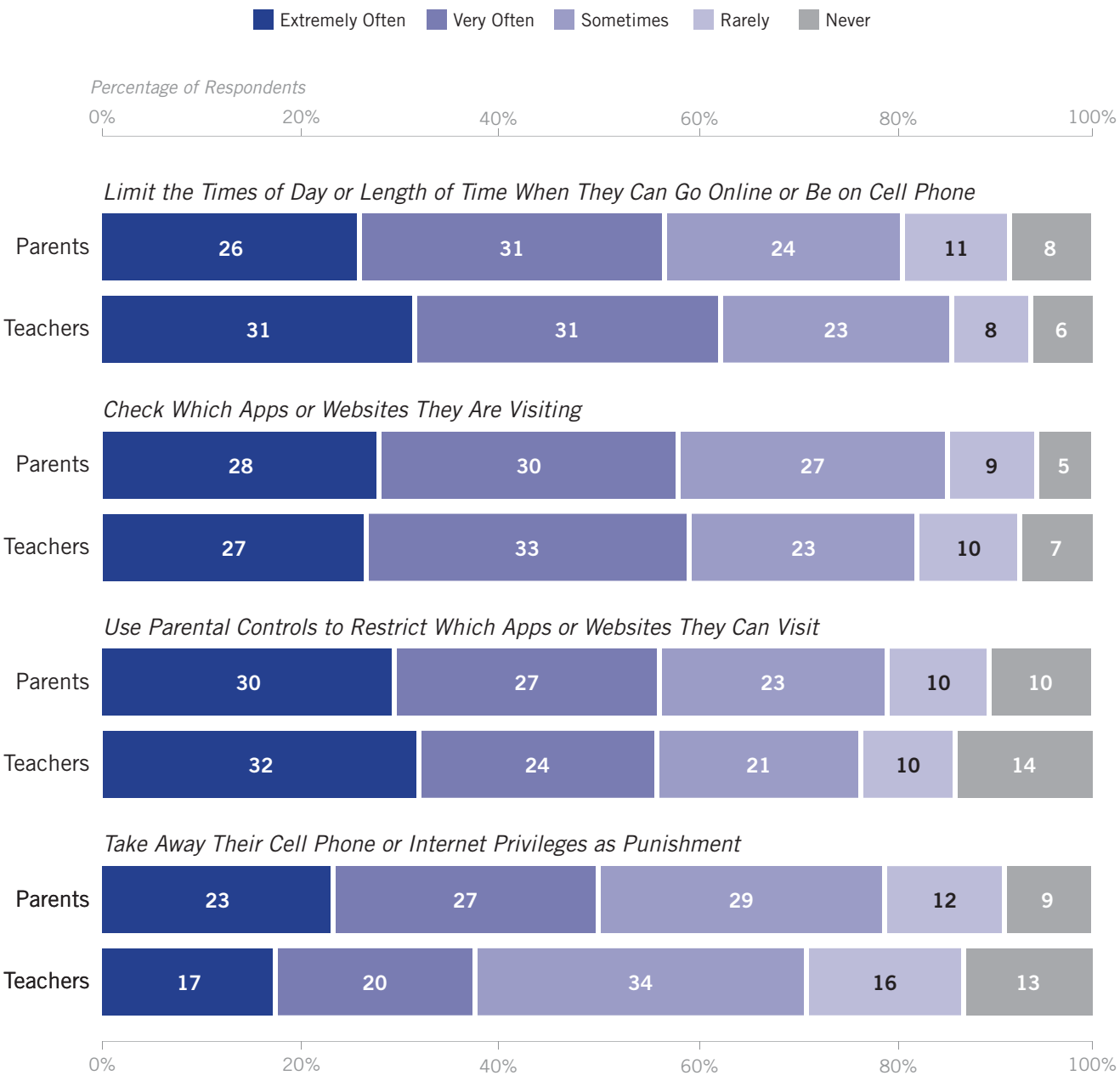


Note: Current School Parent results reflect only online sample (N = 309).
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q32

FIGURE 19

Frequency of Limiting Children/Students' Use of Technology

Current school parents are significantly more likely than current public school teachers to say they take away cellphones or internet privileges as punishment very/extremely often.

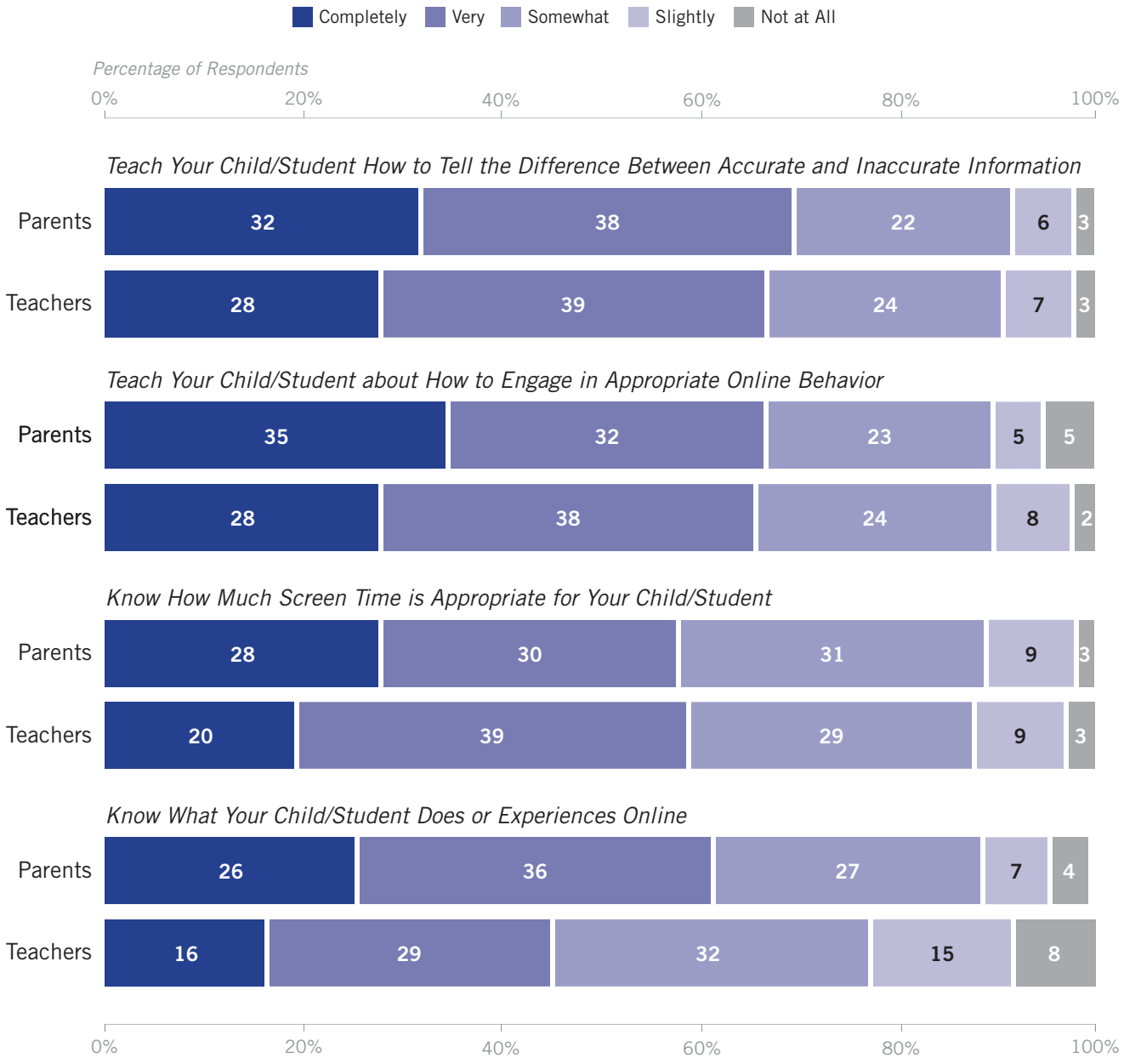


Note: Current School Parent results reflect only online sample (N = 309).
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q33

FIGURE 20

How Confident Parents and Teachers Feel in Their Abilities Related to Their Children/Students' Technology Use

Current school parents are significantly more likely than current public school teachers to say they feel confident in their knowledge of their student's activities/experiences online as well as their ability to teach them how to engage appropriately online.



Note: Current School Parent results reflect only online sample (N = 309).
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q34

PART IV

Educational Choice Policies and Reforms

How we describe various educational choice policies in our descriptive survey questions:

Education Savings Accounts (ESAs)
An "education savings account" in K–12 education —often called an ESA—establishes for parents a government-authorized savings account with restricted, but multiple uses for educational purposes. Parents can then use these funds to pay for: school tuition, tutoring, online education programs, therapies for students with special needs, textbooks or other instructional materials, or future college expenses.

School Vouchers
A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a "school voucher" to pay partial or full tuition for the child's school.

Tax-Credit Scholarships
A tax credit allows an individual or business to reduce the final amount of a tax owed to government. In a "tax-credit scholarship system," a government gives tax credits to individuals or businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A nonprofit organization gives a scholarship to a qualifying student who would like to enroll in a private school of their choice, including both religious and non-religious schools. The student's parent then uses the scholarship to pay partial or full tuition for the chosen private school.

Public Charter Schools
Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations.

From presidential candidates' stump speeches to federal proposals and statehouses, school choice programs and policies continued to garner attention in 2019. Florida and Tennessee enacted two new private school choice programs during the spring legislative season.[48] At the federal level, various private school choice programs designed for those ranging from students exposed to dangerous schooling environments, dependents of military members, as well a national tax-credit scholarship program were introduced but ultimately failed to become law.[49]

Opposition emerged in the political arena as well. For instance, the 2020 presidential candidates emphasized traditional public schooling during the democratic debates, with one leading candidate going as far as to propose a freeze of all federal funding for charter schools in what was widely seen as a rebuke of that schooling sector.[50]

The public has had the chance to offer its own views on charter schools and other forms of school choice. In its 2019 poll, Education Next found public support for charter schools rose back up to 48 percent following a 2017 low of 39 percent.[51] That poll also found increased support for school vouchers and tax-credit scholarships.

Part IV of this report analyzes the public's awareness and attitudes toward various school choice policies. We focus on four types of school choice programs: education savings accounts (ESAs), school vouchers, tax-credit scholarships, and public charter schools. The sidebar on this page shows the exact verbiage used to describe these programs to respondents.

We report results for both baseline (no description) and descriptive questions assessing support for these types of school choice policies. Descriptions of school voucher and charter schools have been consistent since our earliest polling. We have used several very similar descriptions of education savings accounts (ESAs) and tax-credit scholarships over this time period. With this caution in mind, we are

able to reasonably compare general support trends since 2013. Majorities have consistently supported each type of school choice reform, but there have been considerable upswings since 2016. The general public has supported ESAs more than other types of choice-based policies in each of the last three years. See Figure 21.

Education Savings Accounts (ESAs)

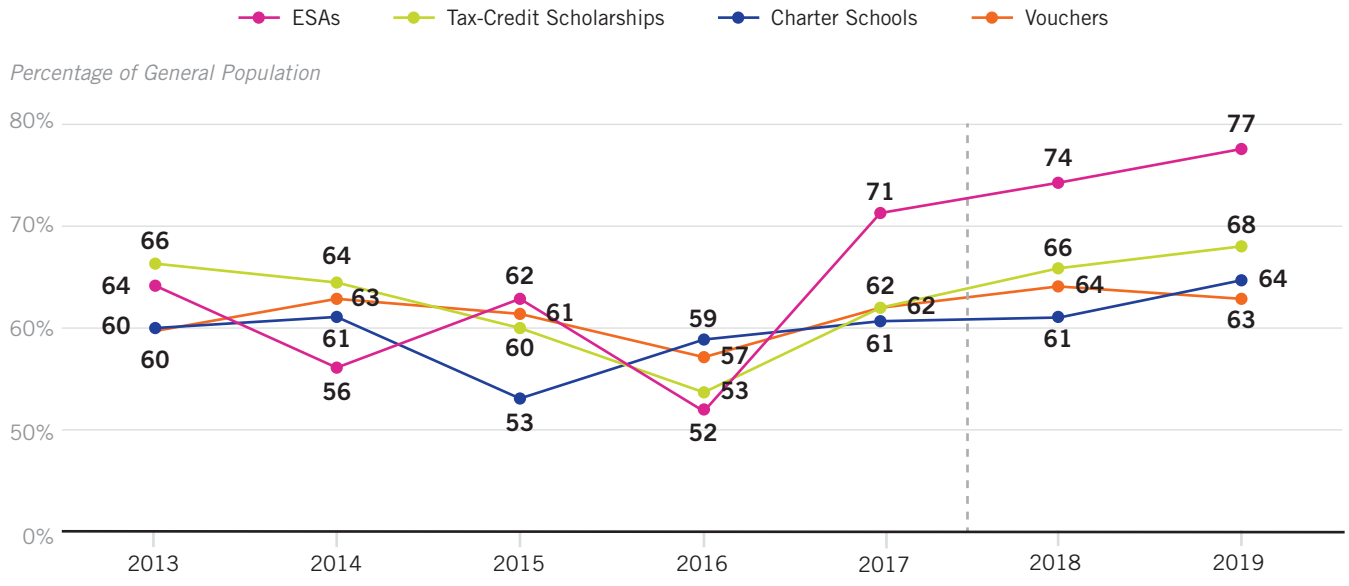
Our first question about ESAs asked for an opinion without offering any description. On this baseline question, 46 percent of the general public said they favored ESAs. Current public school teachers (52%) and current school parents (56%) were significantly more likely to favor ESAs on the baseline question compared to the general public. In a follow-up question, interviewers gave respondents a description of an ESA program. With this context, public support rose by 31 points to 77 percent, and teacher support increased 26 points to 78 percent. Current school parents were significantly more likely than those other two populations to favor ESAs after being provided a definition (85%). On the baseline question, 38 percent of respondents indicated they had never heard of ESAs. See Figure 22.

Demographic groups vary in their responses on the descriptive version of the question. Current school parents were most favorable (85%), and those in the Silent generation were the least favorable (62%). The latter demographic group also had the highest percentage opposing ESAs (25%), while current school parents provided the least opposition (14%). See Appendix 11.

ESAs received the highest level of support (77%) in the seven years we have polled on the subject.[52] Opposition has slightly increased over last year's

FIGURE 21 **Favorability for School Choice Types, with Descriptions, 2013–2019**

Since 2013, majorities of respondents have expressed favorability for each school choice type. The general public has stated the greatest support for education savings accounts (ESAs) over the last three years.



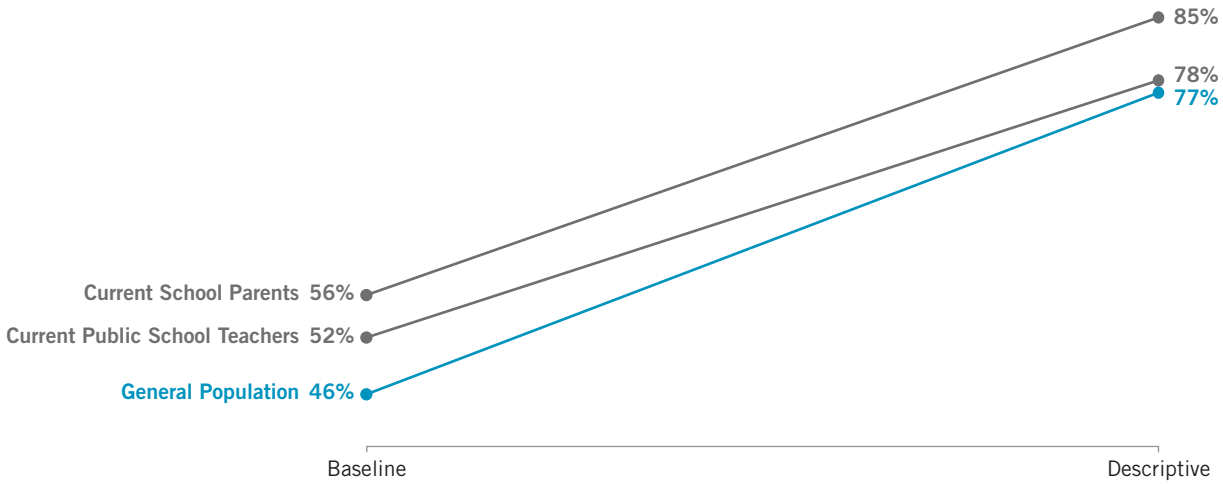
Notes: From 2013 to 2015 we slightly changed question wording to more accurately reflect the features of an ESA program and to avoid the inclusion of potentially loaded words or limiting ESA uses. Phone-only survey results shown for 2013–2017. Mixed-mode results (online and phone) shown for 2018–2019.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q14, Q16, Q18, and Q22; EdChoice, *Schooling in America Survey,* 2016–2018; Friedman Foundation for Educational Choice, *Schooling in America Survey,* 2013–2015

FIGURE 22

Views on Education Savings Accounts (ESAs): Baseline vs. Descriptive Versions

When given context about ESAs, support increased among all groups: by 26 points for teachers, 29 points for parents, and 31 points for the general population.

Percentage of Respondents Replying "Strongly/Somewhat Favor"

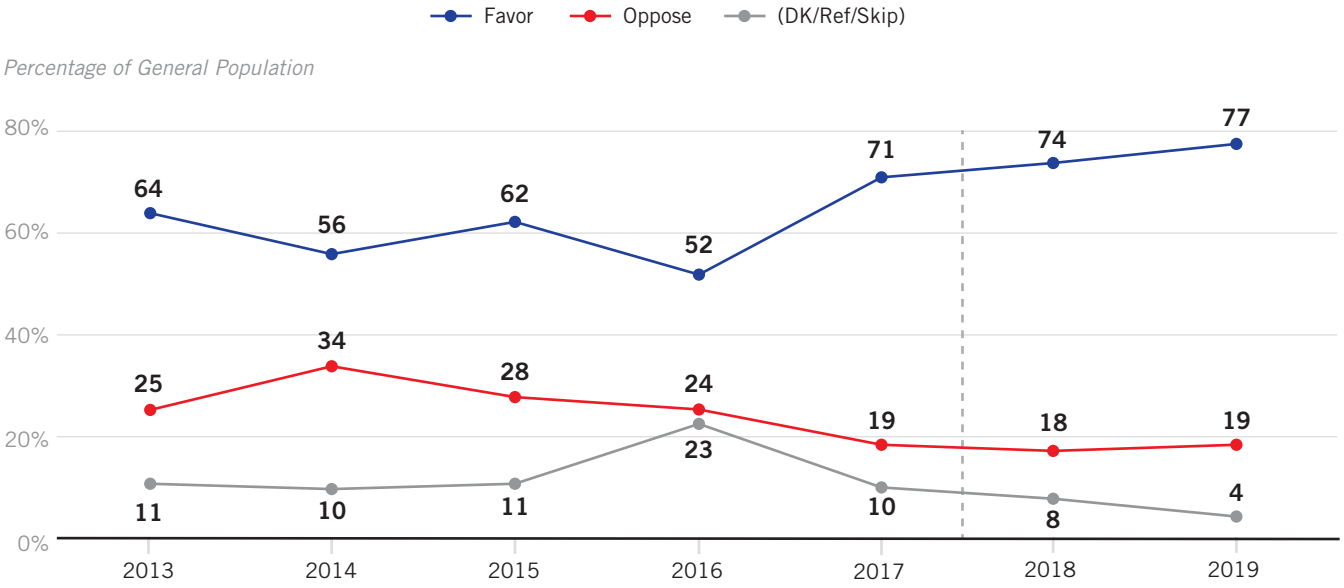


Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q17 and Q18

FIGURE 23

The Public's Views on Education Savings Accounts (ESAs), with Description, 2013–2019

Americans' support of ESAs is at its highest point in seven years, with respondents four times more likely to favor than oppose such a program.



Notes: From 2013 to 2015 we slightly changed question wording to more accurately reflect the features of an ESA program and to avoid the inclusion of potentially loaded words or limiting ESA uses. Phone-only survey results shown for 2013–2017. Mixed-mode results (online and phone) shown for 2018–2019. Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q18; EdChoice, *Schooling in America Survey,* 2016–2018 (partial samples of General Population); Friedman Foundation for Educational Choice, *Schooling in America Survey,* 2013–2015

low of 18 percent. This year, the percentage of respondents who did not offer an opinion is the lowest in any of the years we have asked the question (4%). See Figure 23.

We asked a follow-up question to see why respondents support or oppose ESAs. Of the response options listed, those who favor ESAs are most likely to do so because of "access to better academic environment" (29%) or "more freedom and flexibility for parents" (29%). The percentages of those responses increased one point since last year. See Figure 24.

In our follow-up question, those who oppose ESAs are most likely to do so because they believe ESAs will "divert funding away from public schools" (29%). That is a slight increase (+2 points) since last year. See Figure 25.

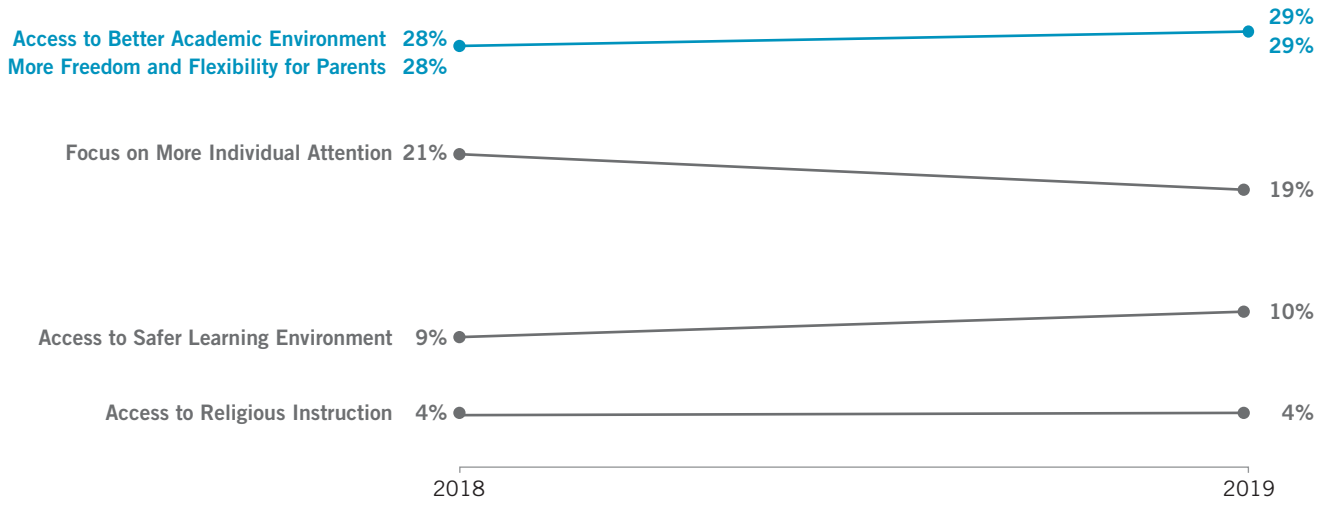
In a split-sample experiment, we observe that Americans preferred universal access to ESAs much more than means-tested eligibility based solely on financial need. Nearly three-fourths (74%) of respondents said they agree with the statement about universal eligibility: "ESAs should be available to all families, regardless of income and special needs." The comparison question, produced lower levels of support for means-tested ESAs, with less than half of the sample (49%) agreeing with the statement: "ESAs should be available only to families based on financial need." See Figure 26.

Since 2016 agreement has increased for the two different approaches to ESAs. The percentages this year are essentially unchanged from last year—the highest agreement levels for both statements. Compared to last year, we do observe a 1 percentage point decrease in those agreeing with needs-based ESAs. See Figure 27.

FIGURE 24 **The Most Important Reason for Supporting Education Savings Accounts (ESAs), 2018 vs. 2019**

Equal proportions of supporters (29% each) said access to schools that have better academics or increased freedom and flexibility for parents was the most important reason they favor ESAs.

Percentage of General Population Replying "Strongly/Somewhat Favor" ESAs from Descriptive Question



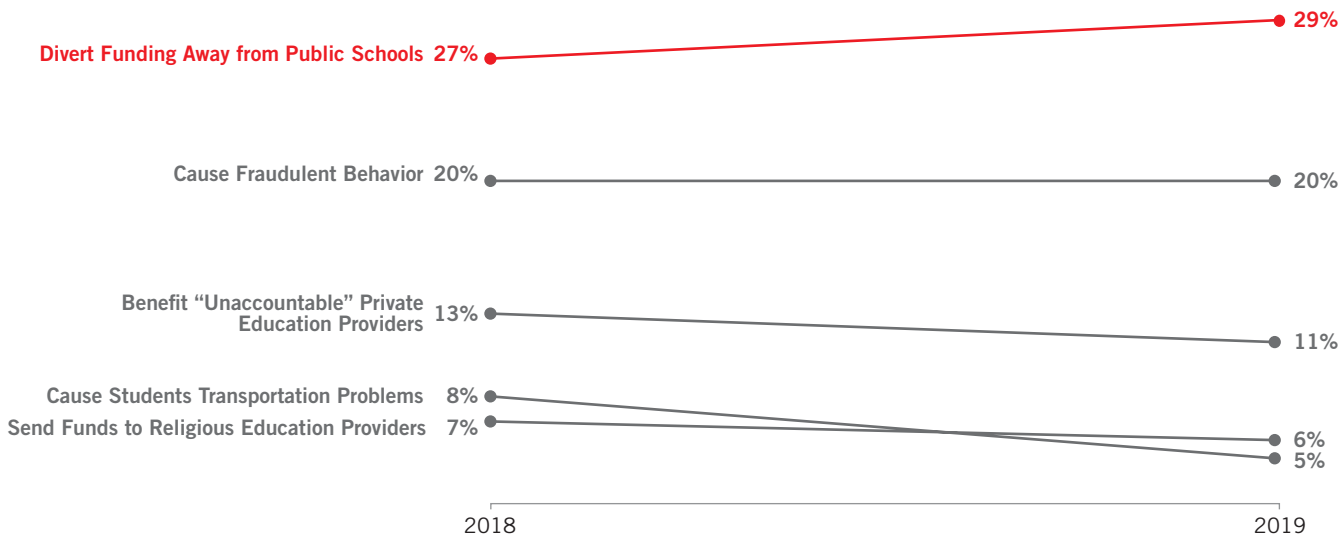
Notes: Volunteered responses not shown. "Don't Know, Refusals, nor skips reflected in this chart.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q19; EdChoice, *2018 Schooling in America Survey*

FIGURE 25

The Most Important Reason for Opposing Education Savings Accounts (ESAs), 2018 vs. 2019

Nearly one out of three oppose ESAs because they believe it would take funds away from public schools.

Percentage of General Population Replying "Strongly/Somewhat Oppose" ESAs from Descriptive Question

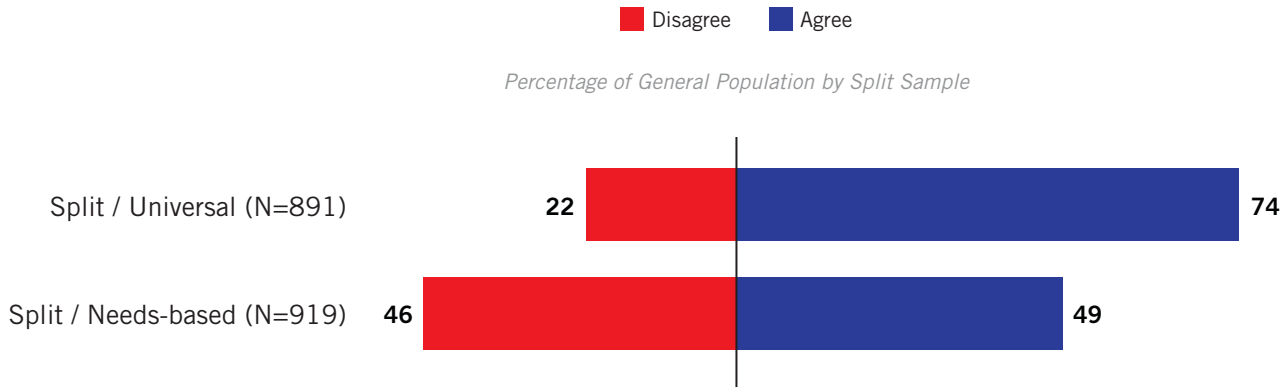


Notes: Volunteered responses not shown. "Don't Know, Refusals, nor skips reflected in this chart.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q20; EdChoice, *2018 Schooling in America Survey*

FIGURE 26

Comparing Views on Different Approaches to Education Savings Account (ESA) Eligibility

Our question wording experiment continues to indicate Americans are much more likely to favor universal ESA eligibility than limited, needs-based eligibility.



Q21-Split. Some people believe that ESAs should be available to all families, regardless of income and special needs. Do you agree or disagree with that statement?

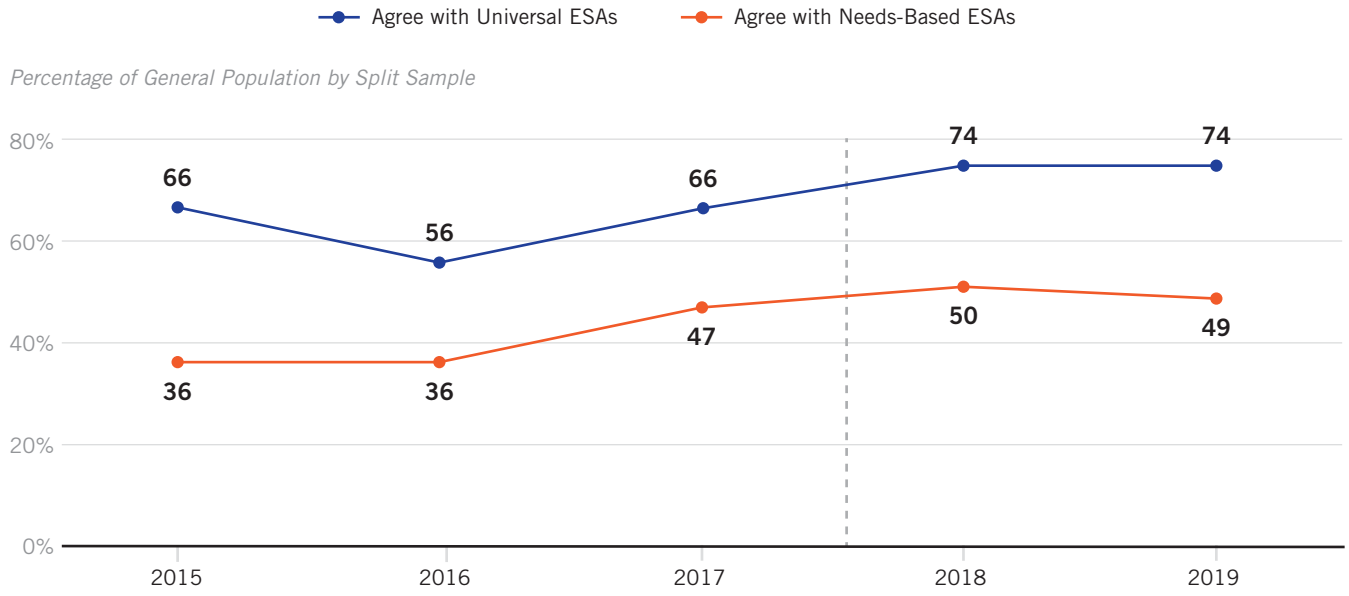
Q21-Split. Some people believe that ESAs should be available only to families based on financial need. Do you agree or disagree with that statement?

Notes: Volunteered responses not shown. "Don't Know, Refusals, nor skips reflected in this chart.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q21

FIGURE 27

Comparing Views on Different Approaches to Education Savings Account (ESA) Eligibility, 2015–2019

In our question wording experiment, nearly three out of four respondents prefer universal ESAs. Less than half think ESAs should be available only to families based on financial need.



Notes: Phone-only survey results shown for 2015–2017. Mixed-mode results (online and phone) shown for 2018–2019.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q21A and Q21B; EdChoice, *Schooling in America Survey,* 2016–2018; Friedman Foundation for Educational Choice, *2015 Schooling in America Survey*

School Vouchers

Our first question about school vouchers asked for an opinion without offering any description. On this baseline question, 40 percent of the general public and 41 percent of current public school teachers said they favored vouchers. Current school parents (48%) were significantly more likely than the general public to favor vouchers on the baseline question. In a follow-up question, interviewers gave respondents a description of a voucher program. With this context, public support increased 23 points to 63 percent, and teacher support increased 10 points to 51 percent. Current school parents were significantly more likely than those other two populations to favor vouchers after being provided a definition (72%). On the baseline question, 31 percent of respondents indicated they had never heard of vouchers. See Figure 28.

When looking at the various demographic groups for the descriptive version of the question, current school parents were most favorable (72%), and those in the Silent generation were the least favorable (49%). Current public school teachers had the highest percentage opposing vouchers (49%). Respondents identifying as African American/black indicated the least opposition (24%). See Appendix 12.

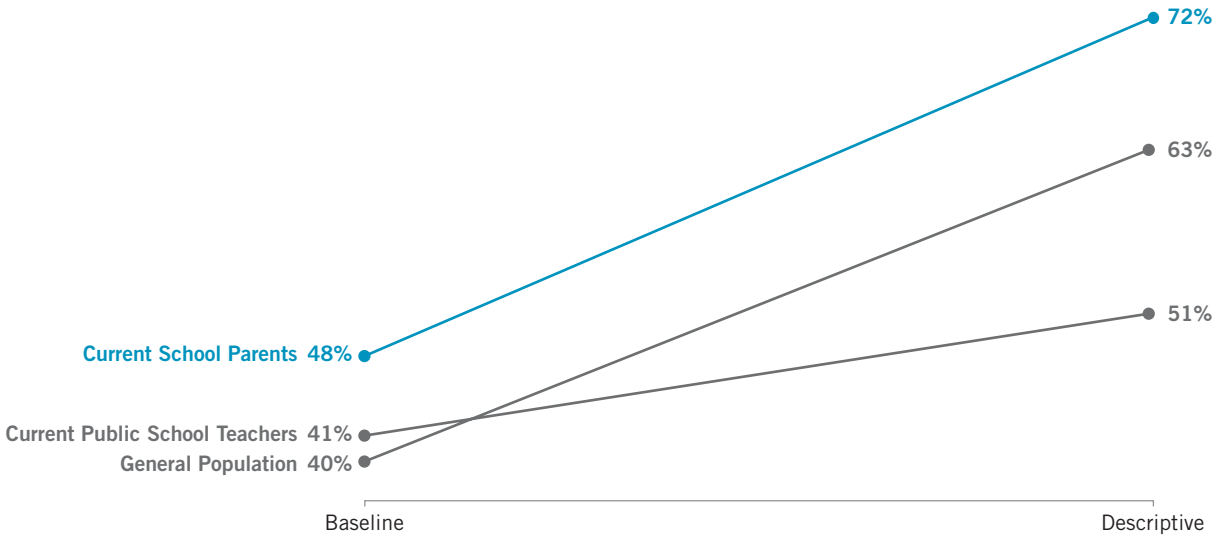
Support for vouchers remains high. Favorability for vouchers decreased by 1 percentage point since last year's high of 64 percent. Similar to ESAs, the percentage of respondents that did not offer an opinion is at its lowest (3%). See Figure 29.

FIGURE 28

Views on Vouchers: Baseline vs. Descriptive Versions

When given context about vouchers, support increased for all groups: by 10 points for teachers, 23 points for the general population, and 24 points for parents.

Percentage of Respondents Replying "Strongly/Somewhat Favor"

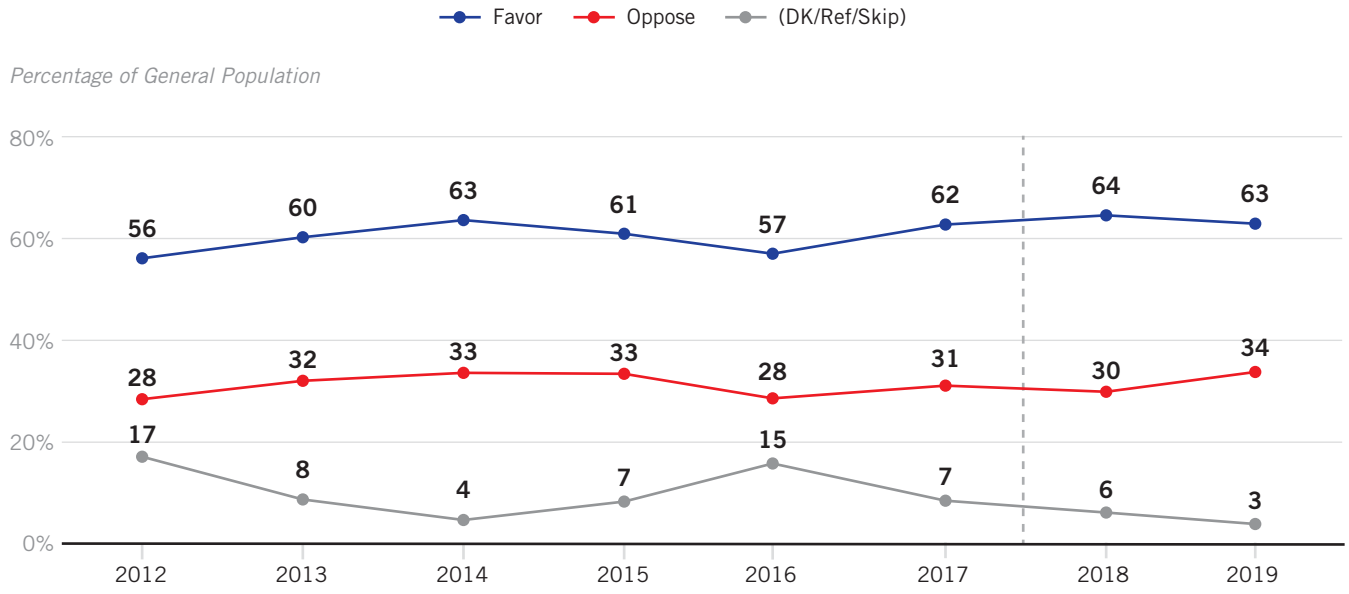


Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q15 and Q16

FIGURE 29

The Public's Views on Vouchers, with Description, 2012–2019

Public support for vouchers is holding steady in the low 60s. It appears that more people in recent years express an opinion on school vouchers.



Notes: Phone-only survey results shown for 2012–2017. Mixed-mode results (online and phone) shown for 2018–2019. Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.
Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q16; EdChoice, *Schooling in America Survey* 2016–2018; Friedman Foundation for Educational Choice, *Schooling in America Survey*, 2012–2015

Tax-Credit Scholarships

Given a description of a tax-credit scholarship program, two-thirds of the general public (68%) and current public school teachers (67%) said they favor such a policy. Current school parents were significantly more likely than those other two populations to favor tax-credit scholarships (75%). This is the highest level of support we have seen in any of the years we have polled on the subject. Opposition (27%) increased by 3 percentage points since last year but is still less than the high in 2015 (29%). Similar to ESAs and vouchers, the percentage of respondents who did not offer an opinion is at its lowest (5%). See Figure 30.

When looking at various demographic groups, middle-age respondents were most favorable of tax-credit scholarships (76%). Silent generation respondents were the least favorable (56%). Current public school teachers registered the largest proportion opposing tax-credit scholarships (33%). Middle-age respondents and those in Generation X provided the least opposition (21%). See Appendix 13.

Public Charter Schools

This year, we saw the highest support for public charter schools since we started national polling on the issue in 2013. Our first question about charter schools asked for an opinion without offering any description. On this baseline question, 51 percent of the general public and 49 percent of current public school teachers said they favored charters. Current school parents (58%) were significantly more likely than those populations to favor charter schools on the baseline question. In a follow-up question, interviewers gave respondents a description of a charter school. With this context, public support increased 13 points to 64 percent, and teacher support increased 6 points to 55 percent. Current school parents were significantly more likely than those other two populations to favor charter schools after being provided a definition (70%). On the baseline question, 13 percent of respondents indicated they had never heard of charter schools. See Figure 31.

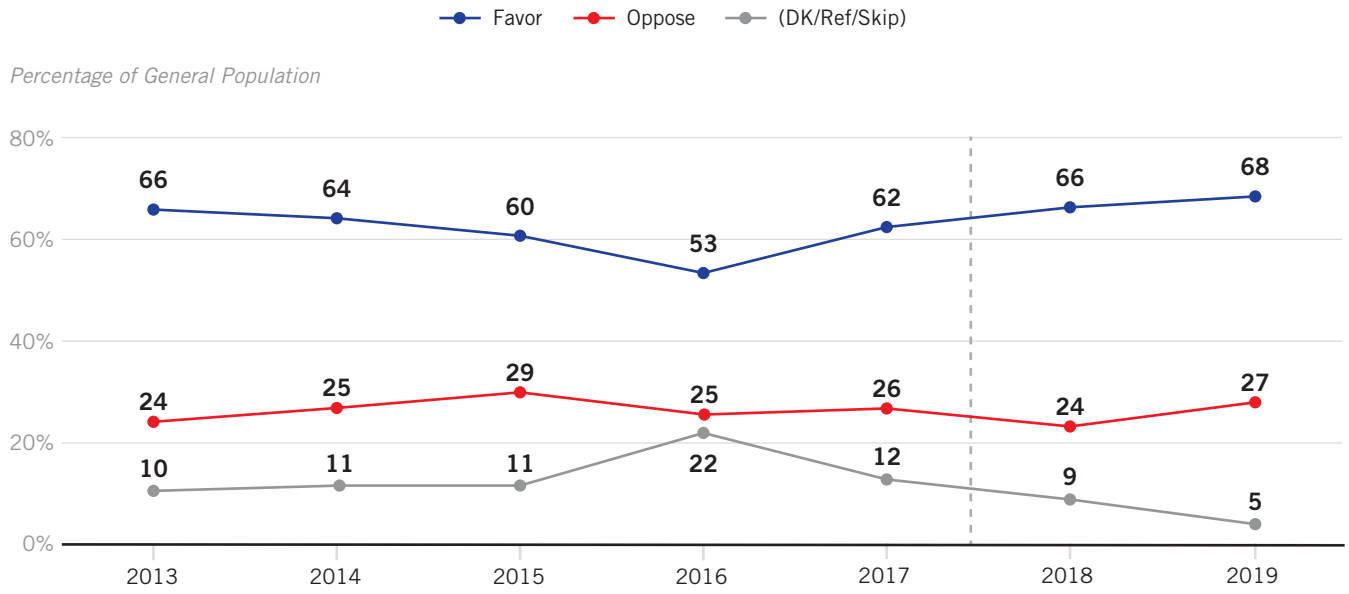
When looking at the various demographic results for the descriptive version of the question, respondents identifying as Hispanic/Latino were most favorable of charter schools (74%). Current public school teachers (55%) were the least favorable. Current public school teachers also had the highest percentage opposing charter schools (45%). Latinos stated the least opposition (22%). See Appendix 14.

Public charter school support is at its highest level since we began national polling on the issue by 3 percentage points. Opposition to charter schools has been holding steady for the last three years at 29 percent. Similar to the other types of school choice reforms, the percentage of respondents who did not offer an opinion is at its lowest point in any of the years we have asked the question (7%). See Figure 32.

FIGURE 30

The Public's Views on Tax-Credit Scholarships, with Description, 2013–2019

Public support for tax-credit scholarships is at an all-time high. It appears that more people in recent years express an opinion, similar to school vouchers.



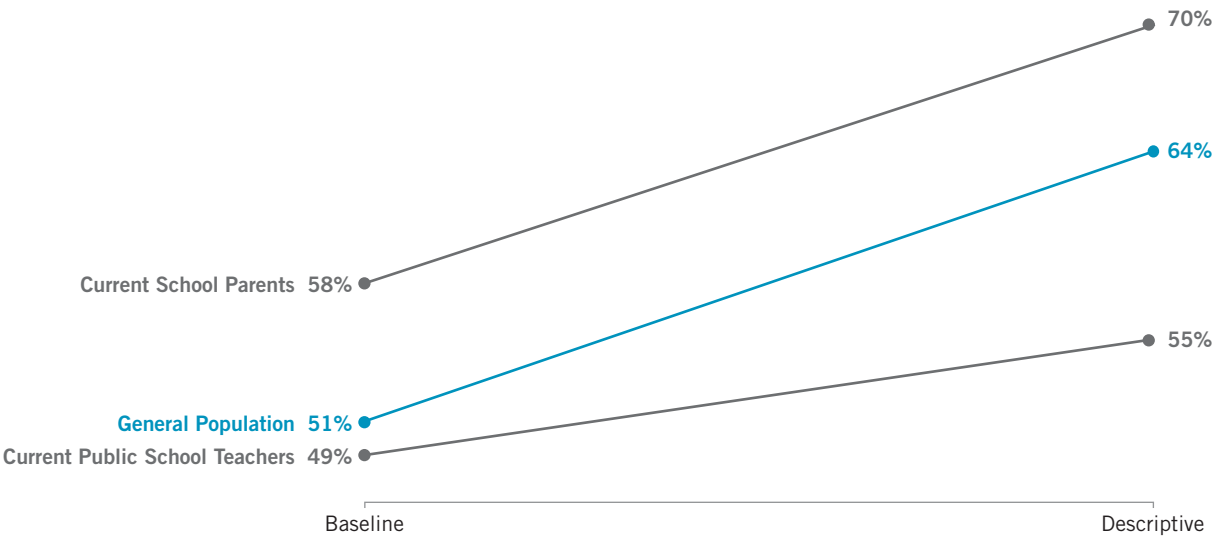
Notes: We used slightly different question wording in 2013–2015, compared with the question version used in 2016–2019. Phone-only survey results shown for 2013–2017. Mixed-mode results (online and phone) shown for 2018. Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.

Sources: EdChoice, *2019 Schooling in America Survey,* (conducted July 10–31, 2019), Q22; EdChoice, *Schooling in America Survey* 2016–2018; Friedman Foundation for Educational Choice, *Schooling in America Survey,* 2013–2015

FIGURE 31

Views on Charter Schools: Baseline vs. Descriptive Versions

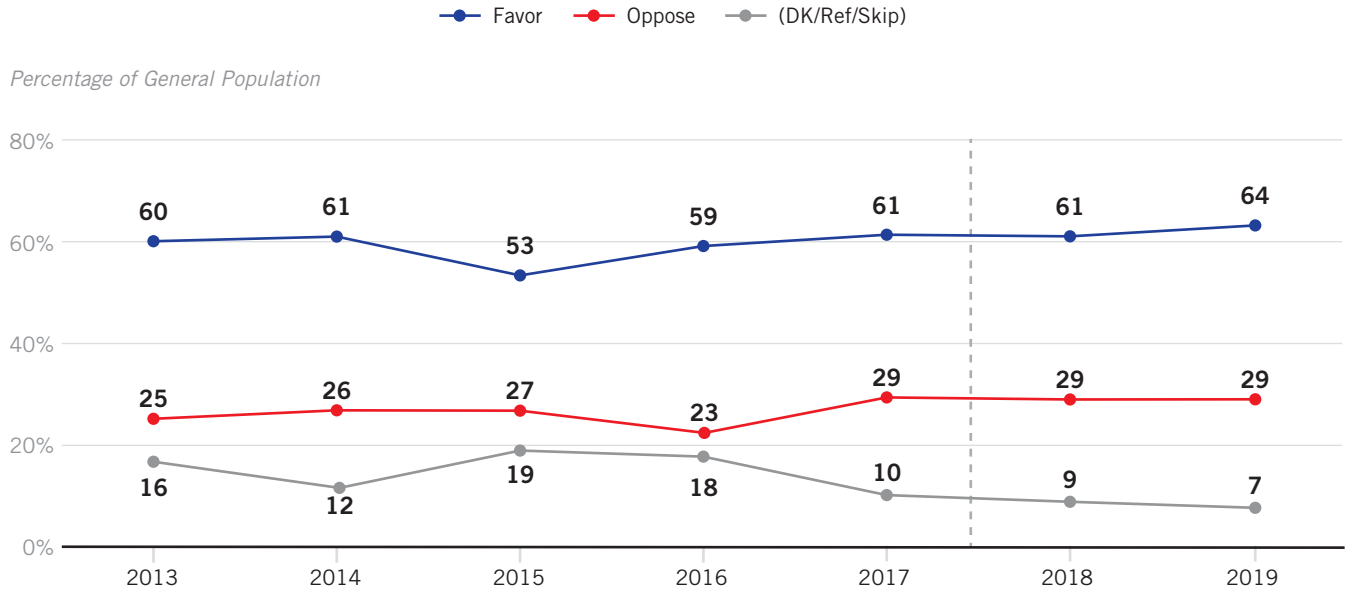
When given context about charter schools, support increased for all groups: by 6 points for teachers, 12 points for parents, and 13 points for the general population.



Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q13 and Q14

FIGURE 32 **The Public's Views on Public Charter Schools, with Description, 2013–2019**

Support for charter schools has hovered around 60 percent over the past six years, with the exception of 2015.



Notes: Phone-only survey results shown for 2013–2017. Mixed-mode results (online and phone) shown for 2018–2019. Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.

Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q14; EdChoice, *Schooling in America Survey,* 2016–2018; Friedman Foundation for Educational Choice, *Schooling in America Survey,* 2013–2015

PART V

Generational Comparisons

How Pew Research Center Defines America's Generations

Generation Z : 1997–

Millennial : 1981–1996

Generation X : 1965–1980

Baby Boomer : 1946–1964

Silent : 1928–1945

This is the first year in which we were able to survey a robust sample of the generation that follows Millennials. In recent years, the news media and pollsters have increasingly referred to this emerging cohort of Americans as "Generation Z" or "Gen Z." The exact boundaries of generations tend to vary among analysts. For our purposes, we adhere to Pew Research Center's definitions and identify those who were born in 1997 or later to be a part of Gen Z.[53]

Just for a little fun, and because we are unaware of others doing this, we asked our survey's specific group of Gen Z respondents what they would call their generation. A small plurality (17 percent) referred to their peer group as Generation Z or Gen Z. It appears this label may be spreading as common reference. However, we are still likely years away before we know for sure if this label sticks. Roughly 10 percent of our youngest respondents incorrectly identified their generation as Millennial or Generation/Gen X.

We followed up the previous open-ended question and asked if they would support or oppose their current generation name. Nearly two-thirds (65 percent) of respondents said they favored "Generation Z/Gen Z," with the remaining one-third (34 percent) opposed to it. But support is tepid at best. An overwhelming four out of five Gen Z respondents, and 52 percent of the total sample, said they somewhat favored the "Generation Z" name. Despite the current fluidity of whether or not this name remains for the long term, we follow current convention and use "Generation Z" or "Gen Z" for the rest of this report to describe America's youngest adult generation.

Part V compares and contrasts the five adult American generations across their views on educational choice reforms and other questions around K–12 education. To begin this section, we pay special attention to the two youngest generations in particular—Gen Z and Millennials—regarding their recent schooling experiences and allocation of time while in school.

Gen Z and Millennials' High School Experiences

We set out to learn more about the recent high school experiences of Generation Z and Millennial respondents. Three out of 10 in Gen Z said they first enrolled in a non-public district school setting. The vast majority (70%) said they first enrolled in public district schools. We also asked about where they graduated high school. Numbers barely budged. One-third of Gen Z finished high school somewhere other than their district school. Sixty-eight percent said they graduated from district high schools. See Figure 33.

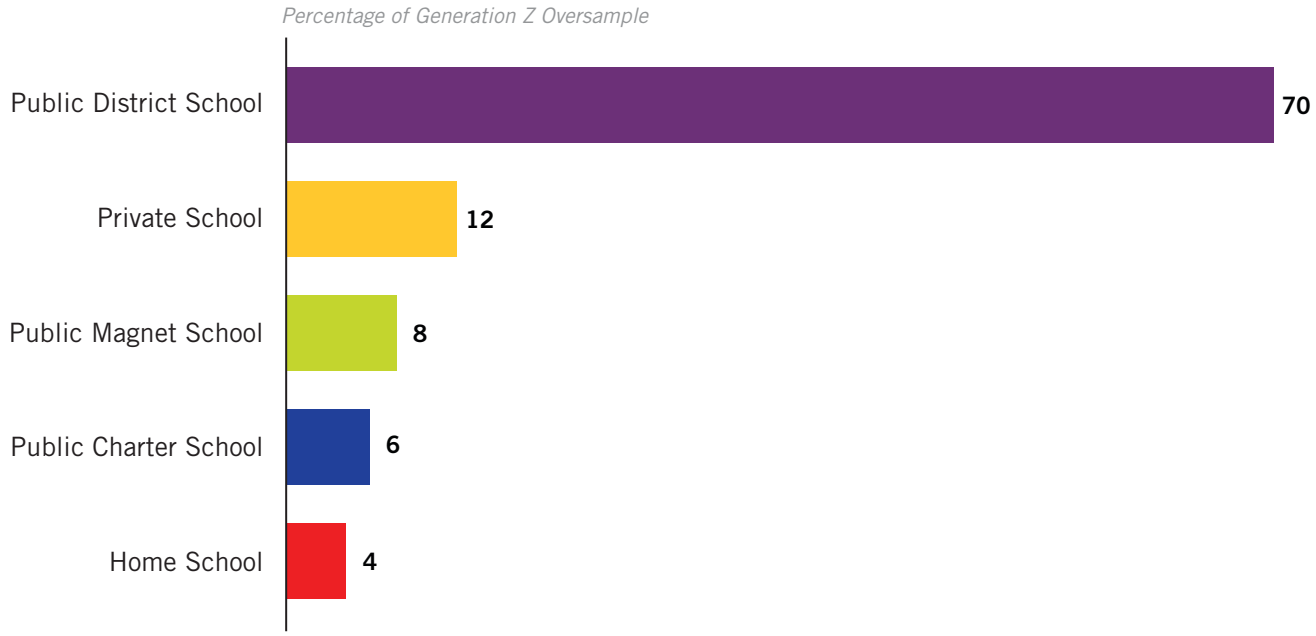
On this pair of questions, we make two noteworthy observations. First, it is important to note that nearly one of three Gen Z respondents (30%) started at a high school other than a public district school. We only asked this question of Gen Z respondents, but in hindsight we now realize it will be valuable to ask all respondents to see to what extent cohort experiences vary based on starting or graduating from specific types of high schools. Second, the proportions that said they enrolled freshman year in a magnet school or charter school are about even. Respondents were not given a description of

a magnet school, and so there may have been some confusion on that term. That 8 percent figure seems high and worth exploring further in future polling. Gen Z and Millennials also say they are generally satisfied with their high school experiences. See Figure 34. More than two-thirds of each generation expressed positive attitudes, and nearly 30 percent in each group said they are "very satisfied." Only one out of 10 respondents in each generation said they are "very dissatisfied," which surprised us as an especially low number. Respondents were about three times more likely to have strong positive sentiments than negative about their high school experiences.

FIGURE 33

High School Types Generation Z Attended Freshman Year

Thirty percent of those in Generation Z started high school somewhere other than a public district school.

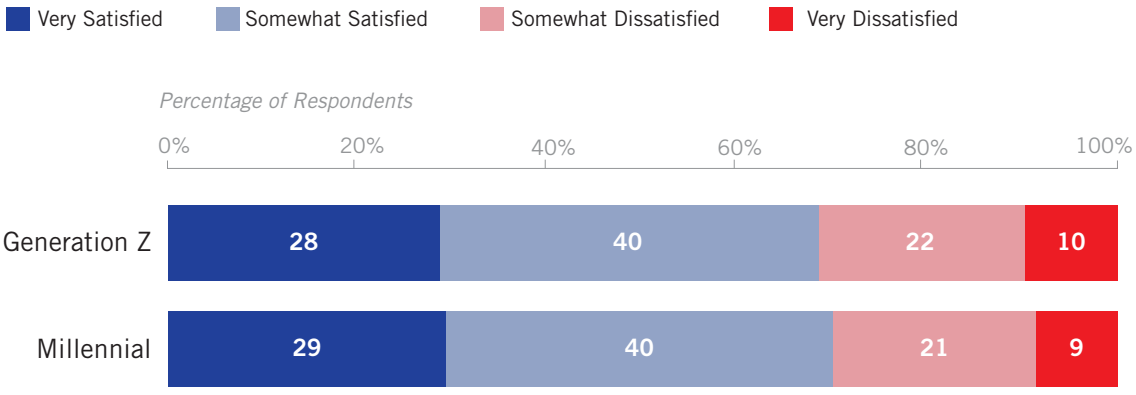


Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q28

FIGURE 34

Satisfaction with High School Experience

Overall, Generation Z (68%) and Millennials (70%) expressed satisfaction with their high school experience.



Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q31

How did Generation Z spend time in their last year of high school? We asked this type of question only to this youngest generation, believing that they would be in best position to recall with some precision their time spent on activities. UCLA's Higher Education Research Institute has asked this question for a number of years in their *CIRP Freshman Survey*. We adapted the question for our survey of Gen Z (18 to 22-year-olds) and revised some of the response options. See Figure 35 for results.

It is clear that in high school Gen Z preferred socializing and entertainment for their out-of-school activities. One-third of respondents said they devoted more than 10 hours per week to each of the following: socializing with friends (in person), social media use, and watching television or online video content. Approximately 70 percent said they spent at least three hours or more on each of those activities. It was somewhat surprising to see that at least one-fourth of respondents said they spent two or less hours per week on those activities.

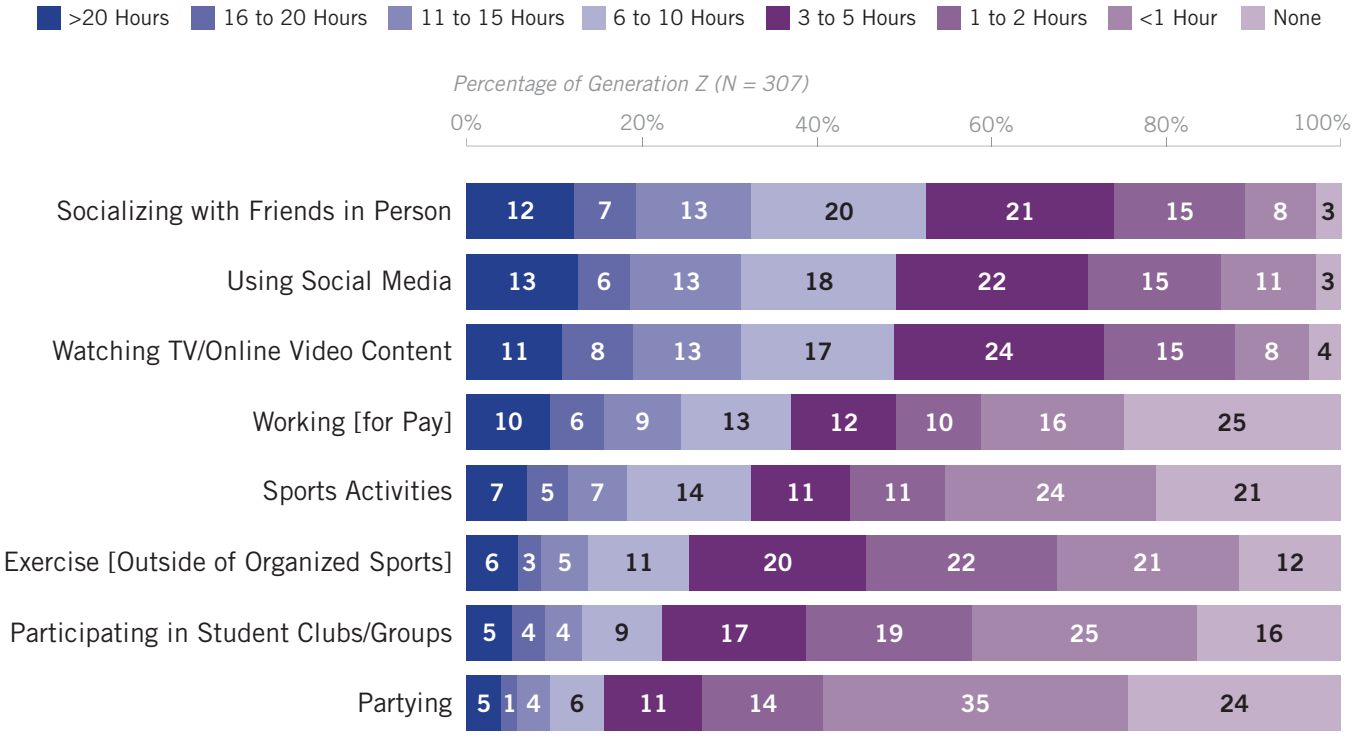
A majority of Gen Z respondents said they worked for pay in the last year of high school. Nearly four of 10 (38%) said they worked more than five hours per week. One-quarter of respondents said they did not work at all in their final year.

Substantial proportions of Gen Z respondents spent minimal time—less than one hour per week—on a number of other activities as well. The previously mentioned socializing did not necessarily include "partying." Almost six of 10 respondents said they spent less than an hour per week at parties. Conversely though, 10 percent did say they spent more than 10 hours per week partying. We observed large proportions indicating minimal participation in other activities: sports activities (45%); student groups/clubs (41%); and exercise outside of sports (33%).

FIGURE 35

How Generation Z Spent Time During Last Year in High School

Approximately half of those in Generation Z spent more than five hours per week socializing with friends in person (53%), using social media (49%), or watching tv/online video content (49%).



Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), QNEW

Educational Choice Policies and Reforms

Generation Z and Millennials are more likely to be unfamiliar with certain types of educational choice reforms than others. The data are pretty clear. Each of the five generations are most familiar with public charter schools. However, at least one-third of Gen Z or Millennials were unfamiliar with school vouchers and education savings accounts. The youngest generations were least aware of school vouchers. The oldest generations—Baby Boomers and Silent Generation—were much more likely to say they had heard of vouchers compared to Gen Z and Millennials. See Figure 36.

Education savings accounts are the most popular type of educational choice policy for each of the five observed generations. The level of support from each generation is very high and the margins are especially large. With the exception of the older, Silent Generation respondents, we see three-fourths or more of each of the other generations supporting ESAs. Gen X registers the highest support (83%). The margins are at least +55 points, except for Silent (+37 points). Those generations younger than Silent are each 3 to 4 times more likely to say they "strongly favor" ESAs than oppose such a policy. See Table 6.

Gen X appears to be most favorable to the variety of surveyed choice policies. The cohort tends to stand out among the other generations relative to levels of support, margin sizes, and intensities across the four different policy types. Gen Xers are most supportive of ESAs, but at least seven out of 10 support tax-credit scholarships (75%), school vouchers (71%), and public charter schools (69%).

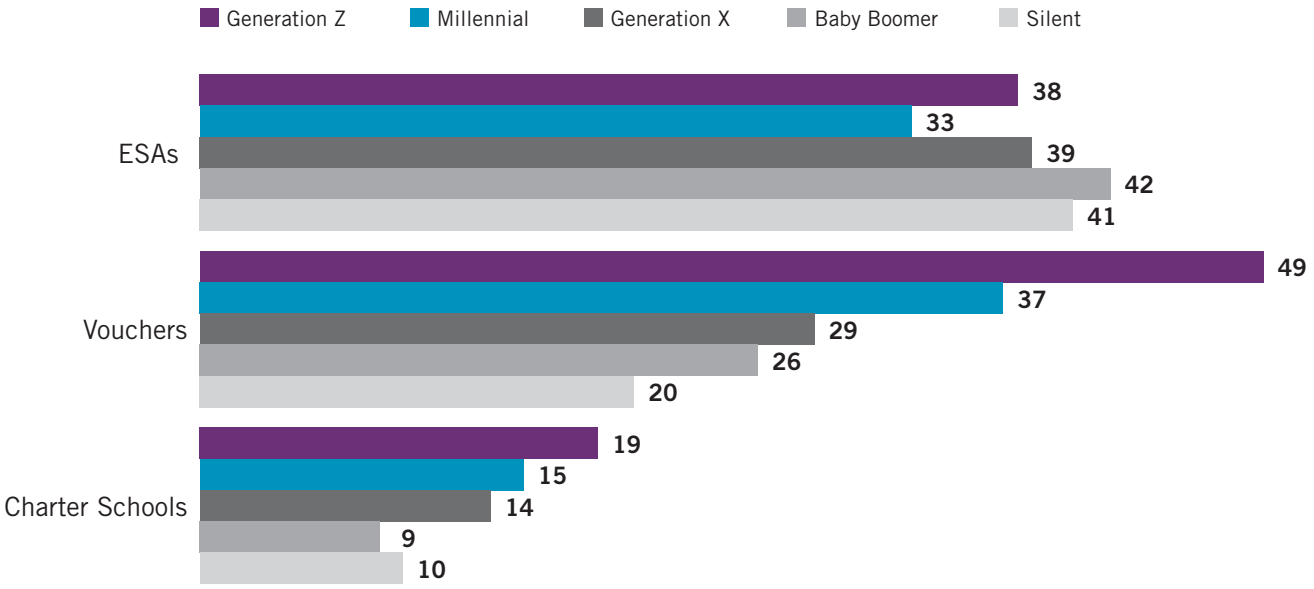
Gen Z and Millennials are in a virtual dead heat in their support and opposition to all four types of educational choice policies. It is worth noting some separation when looking at margins on those

FIGURE 36

Comparing Lack of Awareness of School Choice Across Generations

Overall, all generations are more aware of charter schools than education savings accounts (ESAs) or vouchers. Generation Z and Millennials are more likely to have heard of ESAs than vouchers.

Percentage of Respondents Saying "Never Heard of [Type of School Choice]"



Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q13, Q15, and Q17

policy questions. Support levels are essentially the same between Gen Z and Millennials, but Gen Z opposition tends to be several or more points higher. Hence Gen Z margins tend to be relatively smaller than Millennials, but still quite large in absolute terms.

Views on Busing

Generations see the issue of inter-district busing differently, especially by how the survey question is worded. In an experiment, we asked about this issue in three slightly differently worded versions of the same general question. See Figure 37.

What are the clearest signals we see in this experiment when comparing generations? Generally, there is substantial support among Generation Z and Millennials to allow for busing across school district lines in general terms. Six out of 10 said they favor that general approach to school transportation. Generation X appears on the fence for the least conditional version, but support falls off with more conditionality. Baby Boomers are decidedly opposed to any form of inter-district busing. If the stated purpose of busing is for "racial or economic integration," then support goes down for the two older generations, and that decrease accelerates when additionally stating busing would be mandatory for integration.

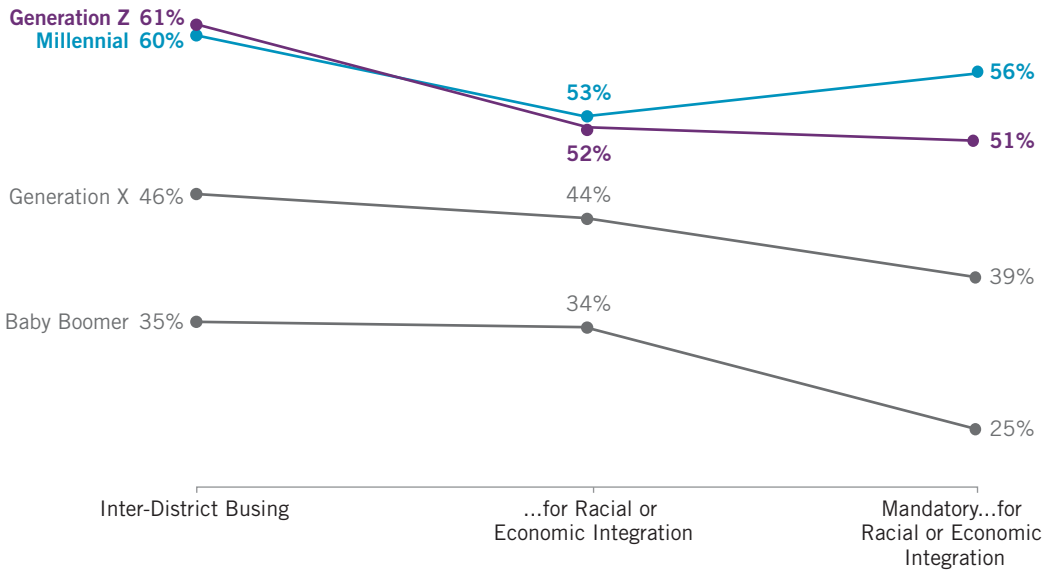
Gen Z and Millennials together respond differently than older generations for this experiment. At least half of Gen Z and Millennials supported busing across district boundaries, no matter the wording. Inclusion of the word "mandatory" appears to have little-to-no effect on those respondents, unlike for Gen X and Boomers. However, that term alone does depress support among the latter cohorts, by 5 and 9 points respectively.

FIGURE 37

Comparing Favorability for Different Approaches to Inter-District Busing Across Generations

Overall, those in Generation Z and Millennials favor "the busing of school children from one school district to another," regardless of conditional wording.

Percentage of Respondents Replying "Strongly/Somewhat Favor" by Question Version



Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q27

TABLE 6 Comparing Generational Views on School Choice: Descriptive Results

Percentage of Respondents by Selected Generation

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N=
Education Savings Accounts					
Generation Z	79	20	59	31	637
Millennial	80	18	62	30	617
Generation X	83	15	69	29	436
Baby Boomer	75	20	55	25	520
Silent	62	25	37	8	139
Vouchers					
Generation Z	65	34	31	10	637
Millennial	68	30	38	19	617
Generation X	71	28	42	20	436
Baby Boomer	57	39	18	3	520
Silent	49	41	8	3	139
Tax-Credit Scholarships					
Generation Z	69	30	40	11	637
Millennial	70	27	43	18	617
Generation X	75	21	54	19	436
Baby Boomer	64	31	33	11	520
Silent	56	31	25	6	139
Charter Schools					
Generation Z	63	34	28	4	637
Millennial	67	28	39	11	617
Generation X	69	25	44	13	436
Baby Boomer	62	31	31	7	520
Silent	56	26	29	>-1	139

Notes: The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. Margins and intensities are calculated using percentages to the nearest tenth.

Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q14, Q16, Q18, and Q22

APPENDIX 1
Survey Project and Profile

Title: 2019 Schooling in America Survey

Survey Funder: EdChoice

Survey Data Collection and quality control: Braun Research, Inc.

Interview Dates: July 10 to 31, 2019

Sample Frames: "General Population"—National sample of adults (age 18+) living in the U.S., including the District of Columbia (Online, Phone); "Current Public School Teachers" – National sample of public district school teachers currently teaching full-time in one or more grades K–12 in the U.S., including the District of Columbia (Online)

Sampling Method: **Mixed Mode**
Phone: Dual Frame, Probability-based, Random Digit Dial (RDD)
Online: Non-probability-based opt-in panel

Language(s): English, Spanish for General Population
English only for Current Public School Teachers

Interview Method: Live Telephone for General Population, N=608
- Cell Phone = 70%
- Landline = 30%

Online for General Population, N=1,202
Online for Current Public School Teachers, N=601

Average Interview Length: Phone – General Population: 15 minutes
Online – General Population/Not Generation Z or Millennials: 18 minutes
Online – Generation Z or Millennials: 21 minutes
Online – Current Public School Teachers: 18 minutes

Sample Size and Margin of Error: General Population, Total (N=1,810): ± 2.2 percentage points
- Phone (N=1,202): ± 3.1 percentage points
- Online (N=608): ± 3.9 percentage points

Current Public School Teachers (N=601): ± 3.8 percentage points

Response Rate:	General Population, Cell Phone = 1.7% General Population, Landline = 0.5% General Population, Online = 20.0% Current Public School Teachers, Online = 19.8%
Weighting?	General Population (combined phone and online): Age, Census Division, Gender, Ethnicity, Race, Education, Phone Usage Current Public School Teachers (online): Age, Census Region, Gender, Race
Minimum Quotas?	Yes (included in General Population Sample) Asian American (N ≥ 100) : N = 103 African American /Black (N ≥ 150): N = 222 Latino/Hispanic (N ≥ 150): N = 240
Oversampling?	Yes (in addition to General Population Sample) Generation Z, included within General Population: N = 171 Generation Z, oversample in addition to General Population: N = 466 Millennial, included within General Population: N = 544 Millennial, oversample in addition to General Population: N = 73
Project Contact:	Paul DiPerna, paul@edchoice.org

The authors are responsible for overall survey design; question wording and ordering; this report's analysis, charts, and writing; and any unintentional errors or misrepresentations.

EdChoice is the survey's sponsor and sole funder at the time of publication.

APPENDIX 2
Additional Information About Survey Methods

Online Interviews

Braun Research programmed and hosted the web-based surveys. Fulcrum assisted with recruitment and providing the panel sample.[i] For the General Population and oversamples, panel administrators initially emailed 10,740 adults from July 10 to 31, 2019. For the Current Public School Teacher sample, administrators emailed 5,146 individuals during the same time period. All of these contacts were randomly selected from the opt-in non-probability online pool of panelists.

- General Population plus oversamples: 3,364 individuals clicked into the survey – 81 refused to participate; 573 terminated as disqualified; and 986 broke off early.

- Current Public School Teacher sample: 1,803 individuals clicked into the survey – 52 refused to participate; 738 terminated as disqualified; and 412 broke off early.

Appendix 3 displays the online sample dispositions and response rates.

Contact Procedures

Contacts with potential respondents generally function differently than by other modes like phone or mail. Braun Research creates and develops the survey instrument and gives it a title. For this project, the online panel connector (Fulcrum) takes that survey and, via a link, reaches out to its partners—who are online panel suppliers—to offer opportunities to participate. These online panel partners decide whether to participate and offer to their panelists based on their panel composition, survey topic and screening questions. The panel companies present these opportunities, generally in the form of an online dashboard or mobile app. The platform serves as a direct-to-consumer model - the link is created, sent out, and the panelist clicks on the survey if he/she wants to participate or not. Rather than sending email invitations to initiate contacts, most online panel companies use a dashboard-type platform and process, whereby panelists visit these dashboards (or apps) to see the latest survey offerings.

Phone Interviews

Braun Research's live callers conducted all interviews via computer-assisted telephone interviewing (CATI) using a survey instrument developed and scripted by the authors.

For the phone portion of this project to achieve the General Population sample and oversamples, Braun Research made 75,401 total phone calls by landline phone (45,249) and cell phone (30,152). Of these calls 11,668 (6,294 landline; 5,374 cell phone) were unusable phone numbers (disconnected, fax, busy, or non-

answers, etc.); 94 (87 landline; 7 cell phone) phone numbers were usable but not eligible for this survey; and 62,955 (38,722 landline; 24,233 cell phone) phone numbers were usable numbers but eligibility unknown (including callbacks, refusals and voicemail). Fifty-nine people (23 landline; 36 cell phone) did not complete the survey.

Appendix 4 displays the phone sample dispositions and response rates.

Phone Sample Design

Dynata (formerly Survey Sampling International) used a combination of landline and cellular random digit dial (RDD) samples to represent the General Population (adults age 18+ in the United States and District of Columbia) who have access to either a landline or cellular telephone. Dynata provided both samples according to BRI specifications.

Dynata starts with a database of all listed telephone numbers, updated on a four- to six-week rolling basis, 25 percent of the listings at a time. All active blocks—contiguous groups of 100 phone numbers for which more than one residential number is listed—are added to this database by SSI. Blocks and exchanges that include only listed business numbers are excluded.

Dynata draws numbers for the landline sample with equal probabilities from active blocks (area code + exchange + two-digit block number) that contained three or more residential directory listings. The cellular sample was not list-assisted, but drawn through a systematic sampling from dedicated wireless 100-blocks and shared service 100-blocks with no directory-listed landline numbers.

Contact Procedures

Braun Research conducted live telephone interviews from July 10 to 31, 2019. Their callers made as many as eight attempts to contact every sampled phone number. The sample was released for interviewing in replicates, which are representative subsamples of the larger sample. Using replicates to control the release of sample ensures that complete call procedures are followed for the entire sample. Calls were staggered over times of day and days of the week to maximize the chance of contacting potential respondents. Each phone number received at least one daytime call.

The Hagan-Collier Method guided respondent selection. Braun Research recruited respondents in the landline sample by asking for the youngest adult male who is now at home. If the youngest male was not home, then the next step would be to request an interview with the youngest female at home. Regarding the cell sample, Braun Research callers interviewed the person who answered the phone, as long as that person was an adult 18 years of age or older.

In addition to sampling error, question wording, ordering, and other practical difficulties when conducting surveys may introduce error or bias into the findings of public opinion research.

[i]For more information about Fulcrum, see: Lucid, Fulcrum [Web page], retrieved from https://luc.id/fulcrum, accessed September 10, 2019

Weighting Procedures

Weighting is generally used in survey analysis to compensate for sample designs and patterns of non-response that might bias results. In this study, Braun Research balanced the General Population sample and Current Public School Teacher sample to respective population parameters.

Participation in surveys tends to vary for different subgroups of the population. Subgroup participation and cooperation may also vary because of substantive interest regarding a survey's topics and questions. To compensate for these known and potential biases, the sample data were weighted for analysis.
The online questionnaires for the General Population sample and Current Public School Teacher sample were nearly identical, save for some differences in screening questions and main-stage interviewing questions only applicable to teachers. The phone questionnaire reflected a shorter, abridged version of the online questionnaire – about two-thirds length of the online version.
We decided to weight in the following manner because of questionnaire similarities and the mixed mode approach on the study:

- General Population estimates: Braun Research first combined the initially completed phone sample (N = 608) and online sample (N = 1,202). The weighting procedure then matched for the total General Population sample (N = 1,810) current patterns of telephone status and relative usage of landline and cell phones, based on the Center for Disease Control's *Early Release of Estimates From the National Health Interview Survey (NHIS), July–December 2017*.[ii] That total General Population sample was then weighted by using population parameters from the U.S. Census Bureau's *2015 American Community Survey (ACS), Five-year Estimates*, for adults 18 years of age or older living in the United States and the District of Columbia, based on: Age, Census Division, Gender, Ethnicity, Race, Education.[iii]

- Current Public School Teacher estimates: Braun Research weighted the initially completed teachers sample (N = 601) by using population parameters from the U.S. Department of Education's *Schools and Staffing Survey (SASS)* and *National Teacher and Principal Survey (NTPS)*, based on: Age, Census Division/Region, Gender, Ethnicity, Race.[iv]

Weighted and unweighted results are available on request.

[ii]Stephen J. Blumberg and Julian V. Luke (2018), Wireless Substitution: Early Release of Estimates From the National Health Interview Survey, July–December 2017 [National Health Interview Survey Early Release Program], National Center for Health Statistics, retrieved from CDC website: https://www.cdc.gov/nchs/data/nhis/earlyrelease/wireless201806.pdf

[iii]United States Census Bureau, 2015 American Community Survey (ACS), Five-year Estimates [Data set], retrieved from https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

[iv]National Center for Education Statistics, *Schools and Staffing Survey (SASS)*, retrieved from https://nces.ed.gov/surveys/sass; National Center for Education Statistics, *National Teacher and Principal Survey*, retrieved from https://nces.ed.gov/surveys/ntps

APPENDIX 3
Online Dispositions and Response Rates

General Population Plus Oversample Online Dispositions (N = 1,724)	
Description	**TOTAL**
Full Completes	1,724
Email Bouncebacks	21
Emails Unopened After Reminders	6,990
Terminated Early/Breakoffs	986
Screened Out/Disqualified	573
Refusals	81
Total Contracts	10,375
Response Rate	**20.0%**
Cooperation Rate	**61.8%**
Refusal Rate	**2.9%**

Current Public School Teacher Online Dispositions (N = 601)	
Description	**TOTAL**
Full Completes	601
Email Bouncebacks	189
Emails Unopened After Reminders	3,154
Terminated Early/Breakoffs	412
Screened Out/Disqualified	738
Refusals	52
Total Contracts	5,146
Response Rate	**19.8%**
Cooperation Rate	**56.4%**
Refusal Rate	**4.9%**

APPENDIX 4
Phone Call Dispositions and Response Rates

National General Population, Phone Dispositions (N = 608)

SUMMARY

	Landline	Cell Phone
Total	45,249	30,152
Released	45,249	30,152
Est. Response	0.5%	1.7%

DETAIL

	Landline	Cell Phone
Disconnected	6,194	5,327
Fax	7	0
Government/Business	93	47
Cell Phone	0	.
Landline	.	0
Unusable	6,294	5,374
No Answer	7,302	2,168
Busy	176	212
Usability Unknown	7,478	2,380
Complete	203	422
Break-Off	23	36
Usable/Eligible	226	458
Refused	549	1,328
Language Barrier	29	62
Voice Mail	25,224	10,164
Call Back-Retry	5,328	10,148
Strong Refusal	103	148
Privacy Manager	11	3
Usable/Eligible Unknown	31,244	21,853
Terminates	7	87
Usable/Ineligible	7	87
RESPONSE RATE	**0.5%**	**1.7%**
COOPERATION RATE	**23.7%**	**25.2%**
REFUSAL RATE	**2.1%**	**6.6%**

APPENDIX 5
Phone Call Introductions

Cell Phone

Hello, my name is _____, I am calling for BR Interviewing, a national market research firm.

We are not selling anything and will not be asking you for money, all your answers will be kept confidential. We are calling nationwide to ask questions about things that have been in the news and would like to include your opinions.

If you are driving or doing anything that requires your full attention, I will need to call you back.

Please know these calls are randomly monitored for quality and training purposes.

Landline

Hello, my name is _____, I am calling for BR Interviewing, a national market research firm.

We are not selling anything and will not be asking you for money, all your answers will be kept confidential. We are calling nationwide to ask questions about things that have been in the news and would like to include your opinions.

I'd like to ask a few questions of the youngest male age 18 years or older who is now at home?

[IF NO]
May I ask a few questions of the youngest female age 18 years or older who is now at home?

Please know these calls are randomly monitored for quality and training purposes.

APPENDIX 6
Screening Questions

Online (General Population)

S1. Are you under 18 years old, OR are you 18 or older?

1) Under 18 * Thank, and terminate
2) 18 or older
9) (Refused) * Thank, and terminate

S2. What is your ZIP Code?

S3. In what STATE do you currently live?

1) [Record U.S. State or District of Columbia]
2) Outside of USA * Thank, and terminate
3) (Refused) * Thank, and terminate

Online (Current Public School Teacher)

S1. Are you under 18 years old, OR are you 18 or older?

1) Under 18 * Thank, and terminate
2) 18 or older
9) (Refused) * Thank, and terminate

S2. What is your ZIP Code?

S3. In what STATE do you currently live?

1) [Record U.S. State or District of Columbia]
2) Outside of USA * Thank, and terminate
3) (Refused) * Thank, and terminate

T1. Are you a current or former public school teacher, having taught in any grade from Kindergarten through High School for at least one school year?

1) Current Public School Teacher [CONTINUE]
2) Former Public School Teacher (including Retired) [TERMINATE]
3) Never a Public School Teacher [TERMINATE]

T2. Where do you teach? Single response [must teach at a public district school or else terminate]

1) Charter School (or Public Charter School) [TERMINATE]
2) Home School [TERMINATE]
3) Private School (or Independent School, Parochial School, Religious School) [TERMINATE]
4) Regular Public School (or Public District School) [CONTINUE]

T3. In this current school year, what grade level(s) do you teach? Please select all that apply.

12th Grade
11th Grade
10th Grade
9th Grade
8th Grade
7th Grade
6th Grade
5th Grade
4th Grade
3rd Grade
2nd Grade
1st Grade
Kindergarten (KG)
Preschool (PreK)
Other [ALLOW TO FILL IN]

[IF ONLY "PRESCHOOL (PreK)" OR "OTHER" IS SELECTED, *THANK AND TERMINATE]

Phone

S1. Are you under 18 years old, OR are you 18 or older?

1) Under 18 * Thank, and terminate
2) 18 or older
9) (Refused) * Thank, and terminate

S2. What is your ZIP Code?

S3. In what STATE do you currently live?

1) [Record U.S. State or District of Columbia]
2) Outside of USA * Thank, and terminate
3) (Refused) * Thank, and terminate

APPENDIX 7

Summary Statistics for National General Population (N = 1,810), Compared to U.S. Census Bureau Statistics

Percentage of General Population and Selected Demographic Groups

	Unweighted Count (N)	Unweighted Online %	Unweighted Phone %	Weighted Total %	Census %
GENERATION					
Generation Z	637*	11	6	9	9
Millennial	617*	34	23	29	29
Generation X	436	28	17	25	25
Baby Boomer	520	23	39	27	27
Silent	139	4	15	9	10
EDUCATION					
< College Degree	1,106	30	47	61	65
≥ College Degree	700	71	84	70	66
GENDER					
Female	934	54	47	51	51
Male	876	46	53	49	49
RACE/ETHNICITY					
Asian/Pacific Islander	103	7	3	6	5
Black/African American	222	15	10	12	12
Hispanic/Latino	240	16	9	15	15
Native American	22	1	2	1	1
White, Not Hispanic	1,170	61	71	65	65
Two or More	89	4	5	5	2
Other	38	-	4	4	4
REGION					
Northeast	321	18	17	18	18
Midwest	375	21	20	21	21
South	693	39	37	37	37
West	421	22	26	23	23

	Unweighted Count (N)	Unweighted Total %	Weighted Total %
COMMUNITY (SELF ID)			
Urban	494	27	28
Suburban	717	40	37
Small Town/Rural	594	33	35
MARITAL STATUS			
Married	781	43	41
Divorced/Separated	672	37	37
Never Married	244	13	14
HOUSEHOLD INCOME			
< $40,000	692	38	43
$40,000 to $79,999	556	31	30
≥ $80,000	476	26	23
PARTY ID (SELF ID)			
Democrat	603	33	32
Republican	496	27	27
Independent	676	37	39

Notes: Unweighted counts for Generation Z and Millennials include oversample counts for those two subgroups. Counts for Native American, Two or More, and Other reflect weighted subsample sizes.

Sources: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019); 2015 U.S. Census Bureau Statistics

APPENDIX 8

Summary Statistics for Current Public School Teachers (N = 601), Compared to U.S. National Center for Education Statistics (NCES) Benchmarks

Percentage of Current Public School Teachers and Selected Demographic Groups

	Unweighted Count (N)	Unweighted Online %	Weighted Online %	NCES Benchmark %
AGE GROUP				
< 30	93	16	15	15
30 to 39	196	33	29	29
40 to 49	175	29	27	27
50 to 59	101	17	22	22
≥ 60	36	6	8	8
GENDER				
Female	122	80	77	77
Male	479	20	23	23
RACE/ETHNICITY				
Asian/Pacific Islander	17	3	3	3
Black/African American	43	7	7	7
Hispanic/Latino	59	10	9	9
Native American	10	2	2	< 1
Two or More	15	3	2	1
White (Includes Hispanic)	516	86	86	80
EDUCATION				
< College Degree	59	10	10	N/A
≥ College Degree	542	90	91	N/A
REGION				
Northeast	127	21	20	20
Midwest	134	22	22	22
South	234	39	32	32
West	106	18	25	25
AGE GROUP				
18 to 34	188	31	28	N/A
35 to 54	329	55	54	N/A
≥ 55	84	14	18	N/A
COMMUNITY (SELF ID)				
Urban	159	27	27	N/A
Suburban	275	46	47	N/A
Small Town/Rural	167	28	26	N/A
CURRENTLY TEACHING WHICH GRADE(S)				
Kindergarten to 5th Grade	288	48	48	N/A
6th Grade to 8th Grade	167	28	27	N/A
9th Grade to 12th Grade	219	36	37	N/A
HOUSEHOLD INCOME				
< $40,000	56	9	9	N/A
$40,000 to $79,999	277	46	44	N/A
≥ $80,000	268	45	47	N/A
LENGTH OF TEACHING				
≤ 3 years	69	12	11	N/A
4 to 9 years	181	30	29	N/A
≥ 10 Years	351	58	60	N/A
PARTY ID (SELF ID)				
Democrat	246	41	41	N/A
Republican	216	36	36	N/A
Independent	139	20	20	N/A

Sources: EdChoice, 2019 Schooling in America Survey (conducted July 10–31, 2019); U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1987-88 through 2011-12; "Private School Teacher Data File," 1987-88 through 2011-12; National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015-16

APPENDIX 9

Views on the Direction of K–12 Education

Percentage of General Population and Selected Demographic Groups

	Right Direction %	Wrong Track %	Margin (net)	N =
GENERAL POPULATION	37	56	**-19**	1,810
Current School Parent	43	52	-9	435
Current Public School Teacher	41	60	-19	601
AGE GROUP				
18 to 34	41	55	-13	654
35 to 54	37	57	-20	497
≥ 55	34	58	-24	659
GENERATION				
Generation Z	40	59	-19	637
Millennial	40	55	-15	617
Generation X	38	56	-17	436
Baby Boomer	35	61	-27	520
Silent	32	48	-15	139
COMMUNITY				
Urban	41	52	-12	494
Suburban	38	59	-21	717
Small Town/Rural	35	58	-23	594
EDUCATION				
< College Degree	38	55	-17	1,106
≥ College Degree	35	60	-25	700
GENDER				
Female	38	56	-18	934
Male	36	57	-21	876
MARITAL STATUS				
Married	37	58	-21	781
Divorced/Separated	38	56	-18	672
Never Married	36	59	-23	244
HOUSEHOLD INCOME				
< $40,000	39	55	-16	692
$40,000 to $79,999	38	57	-19	556
≥ $80,000	36	59	-23	476
PARTY ID				
Democrat	36	59	-23	603
Republican	39	55	-15	496
Independent	37	56	-19	676
RACE/ETHNICITY				
Asian/Pacific Islander	51	42	8	103
Black/African American	35	58	-23	222
Hispanic/Latino	46	48	-2	240
White	35	59	-24	1,170
REGION				
Northeast	40	54	-13	321
Midwest	40	54	-14	375
South	37	57	-20	693
West	33	60	-26	421

Notes: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Margins and intensities are calculated using percentages to the nearest tenth.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q1

APPENDIX 10
Views on Inter-District Busing

Percentage of General Population and Selected Demographic Groups

	Inter-District Busing… Favor %	…for Racial orEconomic Integration Favor %	Mandatory…for Racial or Economic Integration Favor %
GENERAL POPULATION	50	42	41
Current School Parent	51	47	48
Current Public School Teacher	37	36	35
AGE GROUP			
18 to 34	63	51	52
35 to 54	46	44	39
≥ 55	36	29	26
GENERATION			
Generation Z	61	52	51
Millennial	60	53	56
Generation X	46	44	39
Baby Boomer	35	34	25
Silent	43	13	31
COMMUNITY			
Urban	58	45	49
Suburban	47	43	38
Small Town/Rural	46	39	36
EDUCATION			
< College Degree	53	40	39
≥ College Degree	43	50	44
GENDER			
Female	47	45	38
Male	54	40	44
MARITAL STATUS			
Married	45	43	38
Divorced/Separated	60	47	46
Never Married	41	35	33
HOUSEHOLD INCOME			
< $40,000	53	39	43
$40,000 to $79,999	48	44	37
≥ $80,000	48	46	40
PARTY ID			
Democrat	51	55	54
Republican	39	33	30
Independent	57	38	36
RACE/ETHNICITY			
Asian/Pacific Islander	63	46	44
Black/African American	64	53	52
Hispanic/Latino	48	48	49
White	46	37	36
REGION			
Northeast	56	56	38
Midwest	52	33	45
South	50	41	39
West	43	44	42

Notes: Sample sizes vary by question version and by subgroup. Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. All statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q27

Inter-District Busing... Oppose %	...for Racial or Economic Integration Oppose %	Mandatory...for Racial or Economic Integration Oppose %	N =
49	55	58	1,810
46	52	53	435
63	63	65	601
37	46	48	654
52	52	60	497
64	71	72	659
39	46	48	637
39	44	44	617
52	53	60	436
65	66	73	520
57	87	69	139
40	52	50	494
51	56	62	717
54	58	63	594
46	57	59	1,106
55	49	57	700
51	54	62	934
47	57	53	876
55	52	62	781
38	52	52	672
57	65	64	244
46	57	55	692
51	54	61	556
51	53	60	476
50	42	45	603
60	66	70	496
41	59	61	676
37	50	56	103
36	40	47	222
52	51	47	240
53	61	64	1,170
43	42	62	321
48	66	53	375
50	56	61	693
54	53	56	421

APPENDIX 11

Views on Education Savings Accounts (ESAs): Descriptive Version Results

Percentage of General Population and Selected Demographic Groups

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N =
GENERAL POPULATION	77	19	59	26	1,810
Current School Parent	85	14	71	36	435
Current Public School Teacher	78	22	56	22	601
AGE GROUP					
18 to 34	80	18	62	30	654
35 to 54	81	16	65	29	497
≥ 55	72	21	51	21	659
GENERATION					
Generation Z	79	20	59	31	637
Millennial	80	18	62	30	617
Generation X	83	15	69	29	436
Baby Boomer	75	20	55	25	520
Silent	62	25	37	8	139
COMMUNITY					
Urban	76	18	58	27	494
Suburban	80	18	63	27	717
Small Town/Rural	76	20	56	25	594
EDUCATION					
< College Degree	77	19	58	27	1,106
≥ College Degree	78	18	60	24	700
GENDER					
Female	79	17	62	29	934
Male	76	20	56	24	876
MARITAL STATUS					
Married	77	19	59	24	781
Divorced/Separated	79	18	61	31	672
Never Married	81	16	65	30	244
HOUSEHOLD INCOME					
< $40,000	78	19	59	25	692
$40,000 to $79,999	79	18	61	28	556
≥ $80,000	78	18	60	28	476
PARTY ID					
Democrat	78	18	60	27	603
Republican	78	18	60	27	496
Independent	77	19	58	26	676
RACE/ETHNICITY					
Asian/Pacific Islander	83	17	66	17	103
Black/African American	78	18	60	31	222
Hispanic/Latino	79	18	60	28	240
White	77	19	58	26	1,170
REGION					
Northeast	80	17	64	30	321
Midwest	74	22	53	24	375
South	80	17	63	30	693
West	75	20	55	20	421

Notes: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Margins and intensities are calculated using percentages to the nearest tenth.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q18

APPENDIX 12

Views on Vouchers: Descriptive Version Results

Percentage of General Population and Selected Demographic Groups

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N =
GENERAL POPULATION	63	34	29	12	1,810
Current School Parent	72	28	45	27	435
Current Public School Teacher	51	49	1	-8	601
AGE GROUP					
18 to 34	66	33	33	16	654
35 to 54	70	29	41	20	497
≥ 55	55	40	15	3	659
GENERATION					
Generation Z	65	34	31	10	637
Millennial	68	30	38	19	617
Generation X	71	28	42	20	436
Baby Boomer	57	39	18	3	520
Silent	49	41	8	3	139
COMMUNITY					
Urban	63	33	31	14	494
Suburban	63	35	28	10	717
Small Town/Rural	63	34	29	13	594
EDUCATION					
< College Degree	65	32	33	15	1,106
≥ College Degree	58	39	18	6	700
GENDER					
Female	63	34	29	13	934
Male	63	34	29	11	876
MARITAL STATUS					
Married	62	35	27	12	781
Divorced/Separated	65	32	33	14	672
Never Married	68	29	39	14	244
HOUSEHOLD INCOME					
< $40,000	67	30	37	14	692
$40,000 to $79,999	63	34	29	15	556
≥ $80,000	56	42	14	6	476
PARTY ID					
Democrat	59	38	22	5	603
Republican	68	29	39	19	496
Independent	62	35	27	13	676
RACE/ETHNICITY					
Asian/Pacific Islander	56	42	14	12	103
Black/African American	72	24	49	24	222
Hispanic/Latino	73	25	48	22	240
White	59	37	22	8	1,170
REGION					
Northeast	64	34	31	12	321
Midwest	58	39	19	5	375
South	65	33	32	16	693
West	63	32	31	14	421

Notes: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Margins and intensities are calculated using percentages to the nearest tenth.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q16

APPENDIX 13

Views on Tax-Credit Scholarships: Descriptive Version Results

Percentage of General Population and Selected Demographic Groups

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N =
GENERAL POPULATION	68	27	41	15	1,810
Current School Parent	75	22	54	25	435
Current Public School Teacher	67	33	34	9	601
AGE GROUP					
18 to 34	68	29	39	16	654
35 to 54	76	21	55	21	497
≥ 55	62	31	31	10	659
GENERATION					
Generation Z	69	30	40	11	637
Millennial	70	27	43	18	617
Generation X	75	21	54	19	436
Baby Boomer	64	31	33	11	520
Silent	56	31	25	6	139
COMMUNITY					
Urban	67	29	38	12	494
Suburban	70	26	44	15	717
Small Town/Rural	67	28	39	17	594
EDUCATION					
< College Degree	68	27	41	15	1,106
≥ College Degree	68	28	41	14	700
GENDER					
Female	68	27	40	13	934
Male	68	27	41	17	876
MARITAL STATUS					
Married	67	29	38	14	781
Divorced/Separated	70	27	43	17	672
Never Married	71	24	47	13	244
HOUSEHOLD INCOME					
< $40,000	68	28	41	14	692
$40,000 to $79,999	71	25	46	19	556
≥ $80,000	66	50	16	14	476
PARTY ID					
Democrat	65	32	34	11	603
Republican	73	23	51	20	496
Independent	67	28	40	16	676
RACE/ETHNICITY					
Asian/Pacific Islander	67	31	36	18	103
Black/African American	71	27	44	16	222
Hispanic/Latino	74	23	51	21	240
White	66	28	38	12	1,170
REGION					
Northeast	66	28	38	16	321
Midwest	66	30	36	11	375
South	68	27	40	16	693
West	71	24	47	17	421

Notes: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Margins and intensities are calculated using percentages to the nearest tenth.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q22

APPENDIX 14

Views on Charter Schools: Descriptive Version Results

Percentage of General Population and Selected Demographic Groups

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N =
GENERAL POPULATION	64	29	36	9	1,810
Current School Parent	70	25	46	14	435
Current Public School Teacher	55	45	10	-3	601
AGE GROUP					
18 to 34	65	31	34	10	654
35 to 54	69	25	44	13	497
≥ 55	60	30	31	5	659
GENERATION					
Generation Z	63	34	28	4	637
Millennial	67	28	39	11	617
Generation X	69	25	44	13	436
Baby Boomer	62	31	31	7	520
Silent	56	26	29	>-1	139
COMMUNITY					
Urban	68	24	44	9	494
Suburban	64	30	34	10	717
Small Town/Rural	62	31	31	8	594
EDUCATION					
< College Degree	65	28	36	9	1,106
≥ College Degree	64	30	34	9	700
GENDER					
Female	63	30	33	8	934
Male	66	27	39	10	876
MARITAL STATUS					
Married	66	27	39	10	781
Divorced/Separated	64	31	32	9	672
Never Married	67	27	41	8	244
HOUSEHOLD INCOME					
< $40,000	65	29	36	8	692
$40,000 to $79,999	65	30	35	9	556
≥ $80,000	64	27	37	12	476
PARTY ID					
Democrat	60	34	26	4	603
Republican	70	25	45	16	496
Independent	64	28	36	8	676
RACE/ETHNICITY					
Asian/Pacific Islander	60	35	25	7	103
Black/African American	66	29	37	6	222
Hispanic/Latino	74	22	53	21	240
White	62	29	33	7	1,170
REGION					
Northeast	66	29	38	8	321
Midwest	62	30	33	4	375
South	65	29	36	7	693
West	64	28	36	16	421

Notes: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Margins and intensities are calculated using percentages to the nearest tenth.
Source: EdChoice, *2019 Schooling in America Survey* (conducted July 10–31, 2019), Q14

NOTES

1. Lydia Saad, (2019, August 29), Americans' Satsifaction With U.S. Education at 15-Year High, *Gallup*, retrieved from https://news.gallup.com/poll/266063/americans-satisfaction-education-year-high.aspx

2. *Espinoza v. Montana Department of Revenue* (Docket No. 18-1195), retrieved from https://www.scotusblog.com/case-files/cases/espinoza-v-montana-department-of-revenue

3. Erica Meltzer (2019, March 6), No Longer Every Teacher, Every Year: Union-Backed Bill Would Change Colorado Teacher Evaluation Law, *Chalkbeat*, retrieved from https://www.chalkbeat.org/posts/co/2019/03/06/no-longer-every-teacher-every-year-union-backed-bill-would-change-colorado-teacher-evaluation-law

4. Andrew Ujifusa (2019, February 12), At House Education Hearing, Lawmakers Differ Sharply on Why Teachers Are Underpaid [Blog post], retrieved from http://blogs.edweek.org/edweek/campaign-k-12/2019/02/house-teacher-pay-school-infrastructure-house-hearing.html

5. Li Zhou (2019, April 9), Republicans and Democrats Have Completely Different Priorities on Tech, *Vox*, retrieved from https://www.vox.com/2019/4/9/18300659/facebook-google-congress-hearing-white-nationalism-censorship

6. Cam A. Johnson (2019, August 30), Generation Z is the Lonliest Generation, and Social Media is to Blame (Opinion), *Inquirer*, retrieved from https://www.inquirer.com/opinion/commentary/generation-z-social-media-loneliness-20190830.html

7. The survey's margin of sampling error is the largest 95 percent Confidence Interval for any estimated proportion based on the total sample – the one around 50 percent. The national sample's margin of error for this survey is ± 3.1%. This means that in 95 of every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 3.1 percentage points away from their true values in the population. Sampling errors and statistical tests of significance do not address any potential design effect due to weighting.

8. EdChoice (2019), *Questionnaire and Topline Results*, retrieved from edchoice.org/2019SIASurvey. The *Questionnaire and Topline Results* document allows the reader to follow the survey interview by question as well as item wording and ordering.

9. See note 1.

10. Ke Wang, Amy Rathbun, and Lauren Musu (2019). *School Choice in the United States: 2019* (NCES 2019-106) Figure 8.5, p. 50, retrieved from nces.ed.gov/pubs2019/2019106.pdf

11. Phi Delta Kappan (2019), *The 51st Annual PDK Poll of the Public's Attitudes Toward the Public Schools*, p. 4, retrieved from https://pdkpoll.org/assets/downloads/2019pdkpoll51.pdf

12. Education Next, Results from the 2019 Education Next Poll [Web page], accessed September 5, 2019, retrieved from https://www.educationnext.org/2019-ednext-poll-interactive

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14. Response percentages in this section reflect the composite average of two versions of a parental preference question based on a split-sample experiment. Half of respondents were asked a generic preference question and the other half were informed of the condition that financial costs and transportation would not be of concern for the question at hand.

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ACKNOWLEDGMENTS

We are grateful to the team at Braun Research, who assisted in project development, for their excellent work in conducting the interviews and collecting the data. Katie Brooks and Jennifer Wagner read through different versions of the manuscript, and their suggestions and copyediting have been immensely valuable. Mike McShane also provided helpful comments on our first draft. Michael Davey and Jacob Vinson have done a wonderful job with graphic design.

The authors take responsibility for any errors, misrepresentations, or omissions in this publication

ABOUT THE SURVEY ORGANIZATION

BRAUN RESEARCH, INC.

The Braun Research network of companies, founded in 1995, engages in data collection via telephone, and internet for various survey research firms, government and advertising agencies, local community organizations, local and national business groups, foundations, universities and academic entities, as well as religious organizations. In 24 years Braun Research has conducted over 11,000 research projects by telephone, internet, and mail worldwide.

Nationally-known research firms have hired Braun Research, including the Gallup Organization, the Pew Research Center, the Eagleton Poll, Mathematica Policy Research, and the Washington Post. Braun Research has worked for the New Jersey Department of Health and Human Services, as well as other government agencies including the United States Departments of the Treasury and Defense, and the Center for Disease Control.

Braun Research employs techniques and standards approved by various survey research associations and other affiliations including those with whom Braun has been an active member, including the American Association for Public Opinion Research (AAPOR).

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EdChoice is committed to research that adheres to high scientific standards, and matters of methodology and transparency are taken seriously at all levels of our organization. We are dedicated to providing high-quality information in a transparent and efficient manner.

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

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