

TENNESSEE

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# K-12 & SCHOOL CHOICE SURVEY

What do voters say about  
K-12 education?

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**Polling Paper No. 9**

Paul **DiPerna**

**JUNE 2012**

With questions on state performance, education taxes and spending, charter schools, virtual schools, tax-credit scholarships, education savings accounts, and school vouchers

**The Friedman Foundation**  
for Educational Choice  
**edchoice.org**



# Survey Project & Profile

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<b>Title:</b>	Tennessee K-12 & School Choice Survey
<b>Survey Organization:</b>	Braun Research Incorporated (BRI)
<b>Survey Sponsor:</b>	The Friedman Foundation for Educational Choice
<b>Release Partner:</b>	Beacon Center of Tennessee
<b>Interview Dates:</b>	February 11 to 21, 2012
<b>Interview Method:</b>	Live Telephone   70% landline and 30% cell phone
<b>Interview Length:</b>	12 minutes (average)
<b>Language(s):</b>	English
<b>Sample Frame:</b>	Registered Voters
<b>Sampling Method:</b>	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
<b>Sample Size:</b>	TENNESSEE = 606
<b>Split Sample Sizes:</b>	“Split A” = 303; “Split B” = 303
<b>Margins of Error:</b>	TENNESSEE = $\pm 4.0$ percentage points Each Split Sample = $\pm 5.6$ percentage points
<b>Response Rates:</b>	Landline (LL) = 17.5% Cell Phone = 19.6%
<b>Weighting?</b>	Yes (Age, Gender, Race, and Hispanic origin)
<b>Oversampling?</b>	No

## Project Contact:

Paul DiPerna | Research Director | [paul@edchoice.org](mailto:paul@edchoice.org)

The author is responsible for overall polling design; question wording and ordering; this paper's analysis, charts, and writing; and any unintentional errors or misrepresentations.

# Survey Demographics

Percent (%) of State Sample	
K-12 Parent	33
Democrat	31
Republican	33
Independent	27
Urban	15
Suburban	22
Small Town	33
Rural	28
18 - 29	17
30 - 39	17
40 - 49	19
50 - 64	27
65 & Over	20
Hispanic	2
Not Hispanic	98
Asian	1
Black	17
Other	2
White	80
Catholic	9
Jewish	0
Mormon	1
Muslim	0
Protestant	78
None	8
Under \$25,000	17
\$25,000 - \$49,999	24
\$50,000 - \$74,999	20
\$75,000 - \$124,999	15
\$125,000 - \$200,000	5
Over \$200,000	2
< HS Graduate	9
HS Graduate	33
Tech, Trade, Vocational	4
Some College	21
≥ College	32
Male	47
Female	53

June 5, 2012

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# Tennessee's K-12 Profile

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Average State Rank on NAEP <sup>1</sup>	43
High School Graduation Rate <sup>2</sup>	77%
# Regular Public School Students <sup>4</sup>	961,410
# Charter School Students <sup>4</sup>	4,645
# Private School Students <sup>5</sup>	75,690
% Regular Public School Students <sup>6</sup>	92.3%
% Charter School Students <sup>6</sup>	0.4%
% Private School Students <sup>6</sup>	7.3%
# School Districts <sup>3</sup>	140
# Regular Public Schools <sup>3</sup>	1,771
# Charter Schools <sup>3</sup>	20
# Private Schools <sup>5</sup>	451
Online Learning Climate <sup>7</sup>	Weak
% Free and Reduced-Price Lunch <sup>3</sup>	53%
% Individualized Education Program (IEP) <sup>3</sup>	12%
% English Language Learners (ELL) <sup>3</sup>	3%
\$ Revenue Per Student <sup>8</sup>	\$8,523
\$ "Total" Per Student Spending <sup>8</sup>	\$8,894
\$ "Current" Per Student Spending <sup>8</sup>	\$7,992

## Tennessee Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Average of four rankings (rounded upward to nearest single digit) based on 2011 state scale scores for fourth-grade reading (#41); fourth-grade math (#46); eighth-grade reading (#41); eighth-grade math (#45).  
URL: [nationsreportcard.gov/data\\_tools.asp](http://nationsreportcard.gov/data_tools.asp)
2. Reported high school graduation rates, determined by the Average Freshman Graduation Rate (AFGR) on the National Center for Education Statistics section on the U.S. Department of Education website. Data for 2008-2009 school year.  
URL: [nces.ed.gov/ccd](http://nces.ed.gov/ccd)
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2009-2010 school year.  
URL: [nces.ed.gov/nationsreportcard/states](http://nces.ed.gov/nationsreportcard/states)
4. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2009-2010 school year.  
URL: [nces.ed.gov/ccd/schoolsearch](http://nces.ed.gov/ccd/schoolsearch)
5. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). Data for 2009–2010 school year. Includes schools with K-12 enrollments  $\geq 5$  students.  
URL: [nces.ed.gov/surveys/pss/index.asp](http://nces.ed.gov/surveys/pss/index.asp)
6. Percentages are meant for general impressions only. State-level data on homeschool students are generally unreliable, and this subpopulation of students could not be included in this table. Because of rounding, percentage totals may be slightly greater or less than 100%.
7. Author rating (Weak, Moderate, or Strong), based on John Watson, Amy Murin, Lauren Vashaw, Butch Gemin, and Chris Rapp, *Keeping Pace with K-12 Online Learning: An Annual Review of State-Level Policy and Practice*, (Evergreen Education Group, 2011), Table 2.  
URL: [kpk12.com/cms/wp-content/uploads/KeepingPace2011.pdf](http://kpk12.com/cms/wp-content/uploads/KeepingPace2011.pdf)
8. Frank Johnson, Lei Zhou, and Nanae Nakamoto, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2008–09 (Fiscal Year 2009)* (NCES 2011-329). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (June 2011).  
URL: [nces.ed.gov/pubs2011/2011329.pdf](http://nces.ed.gov/pubs2011/2011329.pdf)  
  
“Total Expenditures” data include dollars spent on instruction, instruction-related support services, and other elementary/secondary current expenditures, plus expenditures on long-term debt service, facilities and construction, and other programs. The latter may include expenditures for community services, adult education, community colleges, private schools, and other programs that are not considered expenditures on public K-12 education.  
  
“Current Expenditures” data include dollars spent on instruction, instruction-related support services, and other elementary/secondary current expenditures, but exclude expenditures on long-term debt service, facilities and construction, and other programs.  
  
For this survey and report, when we generally refer to “per student spending,” we refer to the spending definition and subsequent calculations including only “current expenditures.”

## Overview

The “Tennessee K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research Inc. (BRI), measures Tennessee registered voters’ familiarity and views on a range of K-12 education topics and school choice reforms. We report response *levels* and *differences* (using the term “net score” or “net”) of voter opinion, and the *intensity* of responses.

Where do Tennesseans stand on important issues and policy proposals in K-12 education? We try to provide some observations and insights in this paper.

A randomly selected and statistically representative sample of Tennessee voters recently responded to 17 substantive questions and 11 demographic questions (see pages 49 – 76). The next section summarizes our key findings.

A total of 606 telephone interviews were conducted in English from February 11 to 21, 2012, by means of both landline and cell phone. Statistical results were weighted to correct known demographic discrepancies. The margin of sampling error for the statewide sample is  $\pm 4.0$  percentage points.

In this project we included five split-sample experiments. A split-sample design is a systematic way of comparing the effects of two or more alternative wordings for a given question. The purpose is to see if particular wording, or providing a new piece of information, can significantly influence opinion on a given topic. For this survey, we were particularly interested in how wording can affect responses to questions on taxes, education spending, and digital learning—all salient issues in Tennessee state politics and policy discussions.

Our polling paper has four sections. The first section summarizes key findings. We call the second section “Survey Snapshots,” which offers charts highlighting the core findings of the project. The third section describes the survey’s methodology, summarizes response statistics, and presents additional technical information on call dispositions for landline and cell phone interviews. The fourth section presents our

questionnaire and results (“topline numbers”), essentially allowing the reader to follow the actual interview as it was conducted, with respect to question wording and ordering. We set out to give a straight-forward analysis, going easy on editorial commentary, and letting the numbers and charts communicate the major findings.

## **Key Findings:**

- ▶ **Nearly three of four registered voters in Tennessee (74%) are paying attention to issues in K-12 education. About one of four voter (25%) say they pay “very little” or no attention.**

*See Question 1*

In the poll, Tennesseans who say they pay “a lot” of attention (44%) to K-12 education issues outnumber those who say they pay no attention (9%) by a nearly five-to-one ratio.

Middle-age and older voters (ages 30 to 49, and 50 and older, respectively) clearly pay closer attention to these issues than younger voters. Almost half of the 30 and older voters (47%) are engaged on K-12 education issues, saying they pay “a lot” of attention. By comparison, about one-quarter of younger voters (age 18 to 29) say the same.

- ▶ **Tennesseans are less likely to think that K-12 education is heading in the “right direction” (36%) compared to being on the “wrong track” (50%).**

*See Question 2*

Small town and rural voters (43% and 37%, respectively, say “right direction”) are more positive on this question than suburban voters (27%). Nearly 6 of 10 suburban respondents (57%) said the state’s K-12 education system is on the “wrong track.”



Age appears to correspond with educational outlook. Younger voters in the age groups 18 to 29 and 30 to 49 tend to be more optimistic (44% and 39%, respectively, say “right direction”) than older voters (31% say “right direction”).

- ▶ **Tennessee voters are essentially split when assessing the state’s public school system (47% say “good” or “excellent”; 49% say “fair” or “poor”).**

*See Question 3*

Urban voters are much more likely to give negative ratings (62%) and less likely to give positive ratings (35%) when compared to small town and rural voters. About half of voters in small towns and rural areas said the public school system is “good” or “excellent.” And roughly 44% of these voters gave ratings of “fair” or “poor.”

Republican responses are significantly different than Independent responses. About half of self-identified Republicans (53%) gave positive ratings, which is greater than the proportion of Independents (41%) saying the same. Conversely, 44% of Republicans described the public school system as “fair” or “poor.” Nearly 6 of 10 Independents (56%) gave these negative ratings.

More than half of respondents (52%) from households earning less than \$50,000 offered positive ratings for the state’s public schools. Nearly 6 of 10 low-income respondents (58%) said “good” or “excellent.” On the other hand, households earning \$50,000 or more were less positive (44%).

- ▶ **Based on survey responses, Tennessee voters do not know how much is spent per student in public schools. There is an awareness gap.**

*See Question 4*

Approximately \$7,992 is spent on each student in Tennessee’s public schools, and 25% of respondents could estimate the correct per-student spending range for the state (this dollar figure reflects “current expenditures” per student). Nearly one-

third of all respondents (31%) thought that less than \$4,000 is being spent per student in the state's public schools. Another 28% of voters said "don't know" to the question and did not offer a spending number.<sup>1</sup>

When considering "total expenditures" per student (\$8,894 in 2008-2009), which is another definition for educational spending, voter estimates look much more off-target. Only 9% of voters estimated the "\$8,001 to \$12,000" spending range. Of the 437 respondents who offered an estimate or guess to this question, almost eight of ten (78%) underestimated "total" educational spending per student.

Tennessee's spending estimates are slightly better when compared to other states where we have polled. But no matter how one defines expenditures (per student), voters are woefully uninformed about how money is spent in K-12 education.

- **When given the latest per-student spending information, voters are less likely to say public school funding is at a level that is "too low," compared to answering without having such information.**

*See Questions 5A and 5B*

We asked two slightly different questions about the level of public school funding in Tennessee. On version 5A, 55% of voters said that public school funding is "too low." However on version 5B, which included a sentence referring to data on per-student funding in Tennessee (\$7,992), the proportion of voters saying "too low" shrank by 14 percentage points, effectively a 25% reduction.

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<sup>1</sup> "Current Expenditures" data include dollars spent on instruction, instruction-related support services, and other elementary/secondary current expenditures, but exclude expenditures on long-term debt service, facilities and construction, and other programs. "Total Expenditures" includes the latter categories.

See Frank Johnson, Lei Zhou, and Nanae Nakamoto, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2008–09 (Fiscal Year 2009)* (NCES 2011-329). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (June 2011).

URL: [nces.ed.gov/pubs2011/2011329.pdf](http://nces.ed.gov/pubs2011/2011329.pdf)

Tennesseans are likely to change their views on public school funding – at least when initially saying it is “too low” – if given accurate per-student spending information. The implication that opinion can turn on a single piece of data is important for political sound bites that focus on aggregate levels of public spending rather than how the money is allocated and spent per student.

- ▶ **Pluralities of voters (about 4 of 10) would prefer taxes to “stay about the same,” rather than increase or decrease taxes to fund public schools. In a split-sample experiment, no statistically significant differences emerged among respondents favoring state taxes versus local taxes.**

*See Questions 6A and 6B*

Considering the statewide sample, approximately 56% of voters want taxes to stay the same or decrease at both the state and local levels. Solid majorities of voters across nearly all demographic groups either support keeping taxes about the same or decreasing them.

A respondent’s age does matter on this question. Middle-age voters are more likely to want tax increases at the state level (42%) and local level (42%), especially compared to younger voters on state taxes (21% want an increase) and older voters on local taxes (29% want an increase). Nearly 6 of 10 younger voters (58%) said they support an increase in local taxes.

- ▶ **When asked for a preferred school type, equal proportions of Tennessee voters (40% each) would either first choose a regular public school or private school. Evidence points to a vast disconnect between voters’ school preferences and actual enrollment patterns in the state.**

*See Question 7*

A little more than 7% of Tennessee’s K-12 student population attends private schools, but in our survey interviews, 4 of 10 voters (40%) would select a private

school as a first option. Approximately 92% of the state's students attend regular public schools, but a much lower percentage of voters (40%) would choose a regular public school as their first choice. Roughly 4,600 students in the state attend charter schools (less than 1% of the state's K-12 student population), but 9% of Tennessee voters would like to send their child to a charter school. About 8% of voters said he/she would opt to homeschool their child. The results suggest the capability to choose a preferred school is very limited in Tennessee.

Our callers interviewed more than 200 parents of school-age children. Only 3 of 10 parents (31%) said they would first choose a regular public school. About 44% of non-parents said they preferred a regular public school.

Nearly half of Democrats (47%) chose a regular public school, and 4 of 10 Independents (42%) indicated the same. Other demographic groups that stood out favoring regular public schools included younger voters (52%) and voters earning less than \$50,000 (46%).

Democrats were also more likely than Republicans and Independents to say they would choose a charter school. Middle-age and older voters were more likely than younger voters to prefer a charter school.

Republicans and Independents were more likely to want to homeschool than Democrats. Whites were much more likely to choose the homeschool option when compared with African Americans.

Nearly half of Republicans (49%) said they would first select a private school, a significantly different average response compared to Democrats (34%) and Independents (37%). Nearly half of respondents (47%) living in middle-income and high-income households chose a private school as first option. A significantly lower level of respondents (33%) in lower-income households (< \$50,000) selected a private school.

- ▶ **Roughly equal numbers of respondents in our survey prioritize a “better education” and “individual attention” (12% each impression) as the key attribute they are looking for in the selection of their preferred school. The next most important attribute, as suggested by 10% of all respondents, is “socialization” among other peer students and kids.**

*See Question 8*

Some caution. These characteristics appear to be a higher priority over others on the list. However, any of these qualities may or may not attract more urgency as a second or third priority, which we do not explore in our survey.

- ▶ **Tennessee voters are much more likely to favor charter schools (61%), rather than oppose such schools (18%). The net support for charter schools is very large (+43 net percentage points).**

*See Questions 9 and 10*

Tennessee registered a very large positive net score (+43 net) supporting charter schools. The enthusiasm is also quite positive (+14 intensity). In other words, voters are more likely to say they “strongly favor” charter schools (22%) compared to those who say they “strongly oppose” (8%).

Charter schools enjoy majority support across all examined demographic groups.

However, where a voter lives can point to some differences in support level. For example, urban voters (73%) are much more favorable toward charter schools than voters living in small towns (58%) and rural areas (59%).

Democrats and Republicans differ as well. Republicans (67%) are more supportive of charter schools than Democrats (58%), and Republicans (15%) are less likely to oppose charters than Democrats (23%).

Intensity of support for charters is greatest among parents, urban voters, Republicans, and households earning \$75,000 or more. There is relatively weaker intensity (but still positive) among younger voters (age 18 to 29) and low-income households earning less than \$25,000.

About one of three voters (33%) say they are at least “somewhat familiar” with charter schools, which is similar awareness compared to what we have seen in other states.

There may be opportunity to grow support for charter schools. Although only one-third of voters say they are familiar with charters, the potential voter support for a “charter school” probably could expand if the policy idea is better understood. The association between charter school familiarity and favorability is positive in direction and moderate in size ( $r=.270$ ,  $p < .01$ ).

- **Depending on terminology, voters appear to marginally shift their views on virtual/online schools. In a split-sample experiment, we asked identical questions, but alternated the terms “virtual school” and “online school.”**

*See Questions 11, 12A, 12B*

When using “virtual school” in question 12A, a majority opposes the concept (55% oppose; -22 net). On the other hand, when using the term “online school,” a similar plurality supports the concept (51% oppose; -14 net).

In this data, we provide some caution for virtual/online school advocates. On either question nearly 3 of 10 voters hold strongly negative views on virtual/online schools, as defined in this questionnaire (12A: 29% “strongly oppose”; 12B: 27% “strongly oppose”). The intensity on either split question is currently negative (-18 intensity for 12A; -13 intensity for 12B).

However, there may be opportunity to grow support for “virtual schools.” Approximately 30% of voters say they are familiar with “virtual schools.” The

association between virtual school familiarity and favorability is positive in direction and moderate in size ( $r=.370, p < .01$ ).

Likewise, the same can be suggested for educating and building support for “online schools.” The same proportion of voters say they are familiar with online schools. The association between online school familiarity and favorability is positive in direction and moderate in size ( $r=.283, p < .01$ ).

- **Tennesseans clearly support “tax-credit scholarships.” The percentage of those who favor (61% or 69%, depending on the question version) is more than double the number of people who say they oppose the policy (26% and 20%). No matter the wording of the question, we measure very positive reactions (+35 net and +49 net).**

*See Questions 13A and 13B*

Based on our split-sample experiment results, it appears adding definition and context for voters will likely boost support for tax-credit scholarships (by eight percentage points, from 61% to 69%). The additional wording in question 13B also affects some demographic groups, such as Republicans (67% to 80% favor) and middle-age voters (58% to 82% favor). No matter the extra wording, older voters are more negative than other demographic groups – nearly three of ten say they are opposed to tax-credit scholarships.

There is majority support across all examined demographic groups. That said, a stark difference emerges among generations of voters. Almost three-fourths of younger and middle-age voters (73%) support tax-credit scholarships, compared with a substantially lower proportion of older voters (55%).

- **Tennessee voters support an “education savings account” system (called an “ESA”). The percentage of those who favor ESAs (56%) is much larger than the proportion who say they oppose (31%) the policy. The net score is large (+25 net) with some enthusiasm (+12 intensity).**

*See Question 14*

Majorities support ESAs across nearly all examined demographics. Net support is highest among parents (+35 net), young voters (+42 net), middle-age voters (+36 net), low-income voters (+35 net), and African Americans (+43 net). Older voters are least inclined to support ESAs (+8 net). Enthusiasm for this kind of policy is highest among parents (+24 intensity), young voters (+25 intensity), low-income voters (+24 intensity), and African Americans (+25 intensity).

Once again, age does matter on this policy question. Young and middle-age voters show strong support for ESAs (66% and 62%, respectively), but older voters are significantly less favorable (47%). Conversely, older voters (39%) are more apt to oppose ESAs than young and middle-age voters (24% and 5%, respectively).

- ▶ **Six of 10 Tennessee voters (59%) support school vouchers, compared to 31% of voters who say they oppose such a school choice system. The margin of support is considerable – 28 percentage points.**

*See Questions 15, 16, and 17*

Majorities of support appear for all examined demographic groups. The levels of support for vouchers vary a bit among groups, but with the exception of older voters, net favorability is in the double digits.

Net support for school vouchers is highest among parents (+46 net), urban voters (+45 net), Republicans (+36 net), young voters (+40 net), middle-age voters (+36 net), low-income voters (+46 net), and African Americans (+58 net). Those groups significantly less inclined to support vouchers are non-parents (+19 net), rural voters (+17 net), Independents (+20 net), and older voters (+18 net).

Enthusiasm for this kind of policy is highest among parents (+27 intensity), urban voters (+23 intensity), Republicans (+24 intensity), young and middle-age voters (+19 intensity), low-income voters (+30 intensity), and African Americans (+30 intensity).



Some demographic differences appear based on community type and age. Urban (69%) and small town (61%) voters are more likely to support school vouchers than rural voters (52%). A similar contrast in support levels exists between young (68%) and middle-age (62%) voters compared to older voters (54%). Conversely, older voters (36%) are significantly more likely to oppose school vouchers compared to young and middle-age voters (27%).

When comparing school choice policy ideas, the enthusiasm for school vouchers (+11 intensity) is roughly the same as detected for charter schools (+14 intensity) and ESAs (+12 intensity), and less than tax-credit scholarships (+20 intensity).

In a follow-up and open-ended question, we asked for the reason why a respondent chose his/her view regarding school vouchers. Most frequently, he/she would say “choice,” “freedom,” or “flexibility.” Approximately 23% of voters offered one of these similar terms.

Nearly 4 of 10 voters (38%) say they are at least “somewhat familiar” with school vouchers, about average awareness compared to what we have seen in other states.

There is potential to broaden awareness and marginally expand support for school vouchers. The association between school voucher familiarity and favorability is positive in direction, but modest in size ( $r=.186$ ,  $p < .01$ ).

# Survey Snapshots

Q1. How much attention do you pay to issues involving K-12 education?

■ Very Little/None ■ Some/A Lot

TENNESSEE



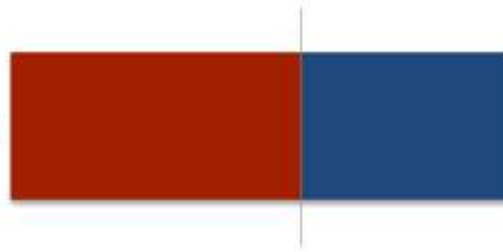
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Tennessee K-12 & School Choice Survey, Q1.*

Q2. Do you feel things in Tennessee's K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

■ Wrong Track ■ Right Direction

TENNESSEE

50



36

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Tennessee K-12 & School Choice Survey, Q2.*

**Q2. Do you feel things in Tennessee’s K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?**

	Right Direction %	Wrong Track %	Net	N=
<b>ALL VOTERS</b>	<b>36</b>	<b>50</b>	<b>- 14</b>	<b>606</b>
Parent	39	49	- 10	202
Non-Parent	35	50	- 15	402
<b>COMMUNITY</b>				
Urban	35	52	- 17	88
Suburban	27	57	- 30	136
Small Town	43	46	- 3	201
Rural	37	48	- 11	168
<b>PARTY ID</b>				
Democrat	35	54	- 19	187
Republican	39	47	- 8	200
Independent	34	55	- 21	162
<b>AGE GROUP</b>				
18 – 29	44	46	- 2	104
30 – 49	39	49	- 10	213
50 & Over	31	52	- 21	283
<b>HOUSEHOLD INCOME</b>				
Under \$25,000	40	39	+ 1	101
\$25,000 - \$49,999	40	49	- 9	143
\$50,000 - \$74,999	27	62	- 35	122
\$75,000 - \$124,999	40	53	- 13	93
\$125,000 & Over	21	59	- 38	38
<b>RACE/ETHNICITY</b>				
Black	37	48	- 11	103
White	36	50	- 13	480

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as “Hispanic, Latino, or of Spanish origin or descent.” We do not report subgroups that represent a proportion less than 2% of the statewide sample.

SOURCE: Friedman Foundation for Educational Choice, *Tennessee K-12 & School Choice Survey*, Q2.

Q3. How would you rate Tennessee's public school system?

■ Fair/Poor ■ Good/Excellent

TENNESSEE

49



47

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Tennessee K-12 & School Choice Survey*, Q3.

### Q3. How would you rate Tennessee's public school system?

	Good/Excellent %	Fair/Poor %	Net	Intensity	N=
<b>ALL VOTERS</b>	<b>47</b>	<b>49</b>	<b>- 2</b>	<b>- 6</b>	<b>606</b>
Parent	47	51	- 4	- 7	202
Non-Parent	47	48	- 1	- 6	402
<b>COMMUNITY</b>					
Urban	35	62	- 17	- 16	88
Suburban	42	53	- 11	- 13	136
Small Town	51	45	+ 6	+ 1	201
Rural	52	44	+ 8	- 3	168
<b>PARTY ID</b>					
Democrat	47	49	- 2	- 7	187
Republican	53	44	+ 9	- 4	200
Independent	41	56	- 15	- 5	162
<b>AGE GROUP</b>					
18 – 29	48	47	+ 1	even	104
30 – 49	42	54	- 8	- 9	213
50 & Over	51	45	+ 6	- 6	283
<b>HOUSEHOLD INCOME</b>					
Under \$25,000	58	37	+21	+ 4	101
\$25,000 - \$49,999	48	48	even	- 6	143
\$50,000 - \$74,999	44	54	- 10	- 9	122
\$75,000 - \$124,999	47	49	- 2	- 3	93
\$125,000 & Over	29	68	- 39	- 27	38
<b>RACE/ETHNICITY</b>					
Black	51	48	+ 3	- 4	103
White	47	48	- 1	- 5	480

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent." We do not report subgroups that represent a proportion less than 2% of the statewide sample. Based on Gallup's "Positive Intensity Score", Intensity is measured by subtracting the combined percentages of "fair" and "poor" responses from the combined percentages of "good" and "excellent" responses. The difference indicates the enthusiasm behind the positive or negative ratings.

SOURCE: Friedman Foundation for Educational Choice, *Tennessee K-12 & School Choice Survey*, Q3.

Q4. How much do you think is currently spent on each student in Tennessee's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.

- Less Than \$4,000
- \$4,001 - \$8,000
- \$8,001 - \$12,000
- \$12,001 - \$16,000
- Over \$16,000



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Tennessee K-12 & School Choice Survey*, Q4.



Q5. (Split A) Do you believe that public school funding in Tennessee is at a level that is:

- Too High
- About Right
- Too Low



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Tennessee K-12 & School Choice Survey, Q5A.

Q5. (Split B) According to the most recent information available, in Tennessee \$7,992 is being spent each year per student attending public schools. Do you believe that public school funding in Tennessee is at a level that is:

- Too High
- About Right
- Too Low



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Tennessee K-12 & School Choice Survey, Q5B.

Q6. (Split A) Do you think that state taxes to fund public schools in Tennessee should increase, decrease, or stay about the same?

- Decrease
- Stay About The Same
- Increase



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Tennessee K-12 & School Choice Survey, Q6A.

Q6. (Split B) Do you think that local taxes to fund public schools in your school district should increase, decrease, or stay about the same?

- Decrease
- Stay About The Same
- Increase



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Tennessee K-12 & School Choice Survey, Q6B.

Q7. 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?

- Regular Public School
- Charter School
- Virtual School
- Private School
- Homeschool

TENNESSEE



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Tennessee K-12 & School Choice Survey, Q7.*

**Q7. 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?**

	Charter School	Homeschool	Private School	Regular Public School	N=
	%	%	%	%	
<b>ALL VOTERS</b>	<b>9</b>	<b>8</b>	<b>40</b>	<b>40</b>	<b>606</b>
Parent	11	13	43	31	202
Non-Parent	8	6	39	44	402
<b>COMMUNITY</b>					
Urban	9	4	46	38	88
Suburban	12	8	42	37	136
Small Town	6	8	40	44	201
Rural	9	10	37	39	168
<b>PARTY ID</b>					
Democrat	13	3	34	47	187
Republican	8	9	49	32	200
Independent	6	13	37	42	162
<b>AGE GROUP</b>					
18 – 29	2	6	38	52	104
30 – 49	10	11	42	35	213
50 & Over	11	7	39	39	283
<b>HOUSEHOLD INCOME</b>					
Under \$25,000	5	11	31	46	101
\$25,000 - \$49,999	11	6	34	47	143
\$50,000 - \$74,999	6	9	44	36	122
\$75,000 - \$124,999	14	7	44	36	93
\$125,000 & Over	2	8	62	26	38
<b>RACE/ETHNICITY</b>					
Black	14	1	43	39	103
White	8	10	39	41	480

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as “Hispanic, Latino, or of Spanish origin or descent.” We do not report subgroups that represent a proportion less than 2% of the statewide sample.

SOURCE: Friedman Foundation for Educational Choice, *Tennessee K-12 & School Choice Survey*, Q7.

**Q8. What is the most important characteristic or attribute that would cause you to choose a [INSERT SCHOOL TYPE FROM PREVIOUS QUESTION] for your child? Please use one word, or a very short phrase.**

**Top 15 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.**

<b>BETTER EDUCATION / QUALITY</b>	<b>72</b>
<b>INDIVIDUAL ATTENTION / ONE-ON-ONE</b>	<b>69</b>
<b>SOCIALIZATION / PEERS / OTHER KIDS</b>	<b>58</b>
<b>CLASS SIZE / STUDENT-TEACHER RATIO</b>	<b>47</b>
<b>BETTER TEACHERS / TEACHERS / TEACHING</b>	<b>39</b>
<b>CURRICULUM / ACADEMICS</b>	<b>36</b>
<b>RELIGION / RELIGIOUS REASONS</b>	<b>35</b>
<b>ALMA MATER / SOCIAL NETWORK</b>	<b>26</b>
<b>DIVERSITY</b>	<b>24</b>
<b>ENVIRONMENT / CULTURE / COMMUNITY</b>	<b>23</b>
<b>PUBLIC SCHOOL: POSITIVE MENTIONS</b>	<b>19</b>
<b>DISCIPLINE / STRUCTURE</b>	<b>18</b>
<b>SAFETY / LESS DRUGS, VIOLENCE, BULLYING</b>	<b>18</b>
<b>COST / TUITION / AFFORDABILITY</b>	<b>15</b>
<b>PARENTS / PARENTAL INVOLVEMENT</b>	<b>13</b>

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**SOURCE:** Friedman Foundation for Educational Choice, *Tennessee K-12 & School Choice Survey*, Q8.

Q9 Q11 Q15.

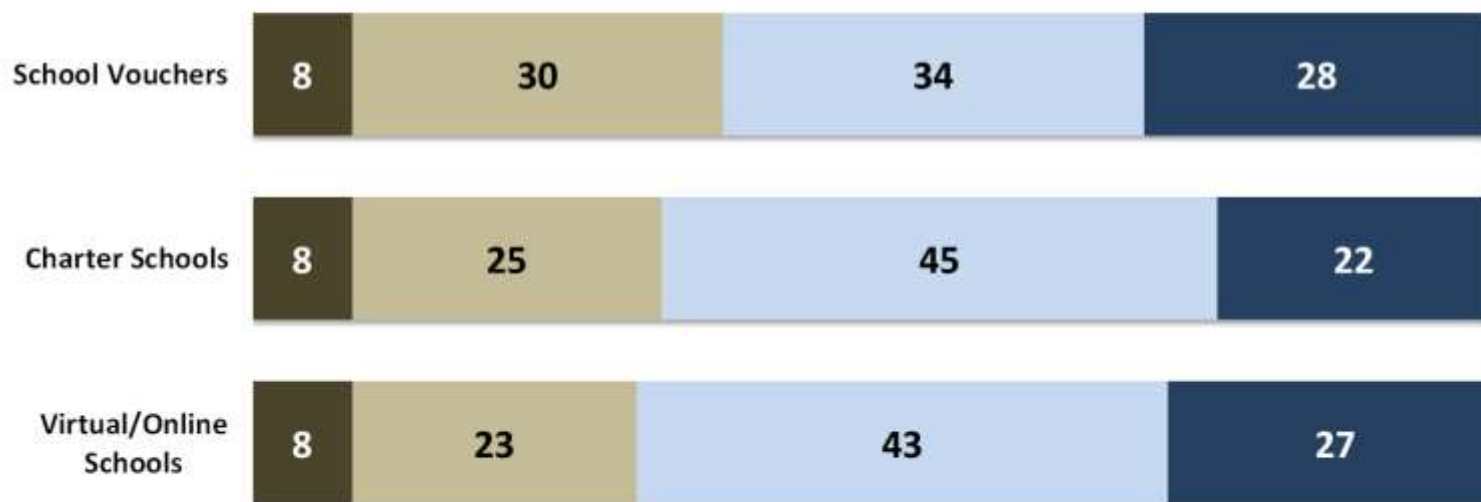
How familiar are you with [Charter Schools /  
Virtual or Online Schools / School Vouchers]  
in K-12 Education?

■ Very Familiar

■ Somewhat Familiar

■ Not That Familiar

■ Never Heard Of / Don't Know



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Tennessee K-12 & School Choice Survey*, Q9, Q11, Q15.

Q10. 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. In general, do you favor or oppose charter schools? [PROBE:] Would you say strongly or somewhat favor/oppose?

■ Oppose ■ Favor

TENNESSEE

18



61

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Tennessee K-12 & School Choice Survey*, Q10.

**Q10. 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. In general, do you favor or oppose charter schools? [PROBE:] Would you say strongly or somewhat favor/oppose?**

	<b>Favor %</b>	<b>Oppose %</b>	<b>Net</b>	<b>Intensity</b>	<b>N=</b>
<b>ALL VOTERS</b>	<b>61</b>	<b>18</b>	<b>+ 43</b>	<b>+ 14</b>	<b>606</b>
Parent	62	20	+ 42	+ 17	202
Non-Parent	60	18	+ 42	+ 12	402
<b>COMMUNITY</b>					
Urban	73	13	+ 60	+ 18	88
Suburban	63	19	+ 44	+ 14	136
Small Town	58	18	+ 40	+ 12	201
Rural	59	20	+ 39	+ 15	168
<b>PARTY ID</b>					
Democrat	58	23	+ 35	+ 12	187
Republican	67	15	+ 52	+ 21	200
Independent	59	19	+ 40	+ 10	162
<b>AGE GROUP</b>					
18 – 29	67	11	+ 56	+ 5	104
30 – 49	63	17	+ 46	+ 17	213
50 & Over	57	21	+ 36	+ 15	283
<b>HOUSEHOLD INCOME</b>					
Under \$25,000	56	14	+ 42	+ 6	101
\$25,000 - \$49,999	64	17	+ 47	+ 14	143
\$50,000 - \$74,999	61	24	+ 37	+ 13	122
\$75,000 - \$124,999	66	17	+ 49	+ 20	93
\$125,000 & Over	67	25	+ 42	+ 17	38
<b>RACE/ETHNICITY</b>					
Black	64	16	+ 48	+ 15	103
White	59	19	+ 40	+ 14	480

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent." We do not report subgroups that represent a proportion less than 2% of the statewide sample. Based on Gallup's "Positive Intensity Score", Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Tennessee K-12 & School Choice Survey*, Q10.



Q12. *(Split A)* Virtual schools can be run publicly or privately, allowing students to work with their curriculum and teachers over the internet – in combination with, or in place of, traditional classroom learning. In general, do you favor or oppose virtual schools? [PROBE:] Would you say strongly or somewhat favor/oppose?

■ Oppose ■ Favor

TENNESSEE

55



33

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Tennessee K-12 & School Choice Survey, Q12A.

Q12. *(Split B)* Online schools can be run publicly or privately, allowing students to work with their curriculum and teachers over the internet – in combination with, or in place of, traditional classroom learning. In general, do you favor or oppose online schools? [PROBE:] Would you say strongly or somewhat favor/oppose?

■ Oppose ■ Favor

TENNESSEE

51



37

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Tennessee K-12 & School Choice Survey, Q12B.

Q13. *(Split A)* Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. This policy supports a "tax-credit scholarship system." In general, do you favor or oppose a tax-credit scholarship system? [PROBE:] Would you say strongly or somewhat favor/oppose?

■ Oppose ■ Favor

TENNESSEE

26



61

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Tennessee K-12 & School Choice Survey, Q13A.

Q13. *(Split B)* A "tax credit" allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A "tax-credit scholarship 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. In general, do you favor or oppose a tax-credit scholarship system? [PROBE:] Would you say strongly or somewhat favor/oppose?

■ Oppose ■ Favor

TENNESSEE

20



69

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Tennessee K-12 & School Choice Survey, Q13B.

Q14. An "education savings account" allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, online education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"? [PROBE:] Would you say strongly or somewhat favor/oppose?

■ Oppose ■ Favor

TENNESSEE

31



56

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Tennessee K-12 & School Choice Survey*, Q14.

**Q14. An "education savings account" allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, online education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"? [PROBE:] Would you say strongly or somewhat favor/oppose?**

	<b>Favor %</b>	<b>Oppose %</b>	<b>Net</b>	<b>Intensity</b>	<b>N=</b>
<b>ALL VOTERS</b>	<b>56</b>	<b>31</b>	<b>+ 25</b>	<b>+ 12</b>	<b>606</b>
Parent	63	28	+ 35	+ 24	202
Non-Parent	52	33	+ 19	+ 6	402
<b>COMMUNITY</b>					
Urban	58	31	+ 27	+ 14	88
Suburban	55	31	+ 24	+ 17	136
Small Town	59	32	+ 27	+ 14	201
Rural	50	33	+ 17	+ 3	168
<b>PARTY ID</b>					
Democrat	57	31	+ 26	+ 16	187
Republican	56	33	+ 23	+ 10	200
Independent	56	31	+ 25	+ 8	162
<b>AGE GROUP</b>					
18 – 29	66	24	+ 42	+ 25	104
30 – 49	61	25	+ 36	+ 19	213
50 & Over	47	39	+ 8	+ 2	283
<b>HOUSEHOLD INCOME</b>					
Under \$25,000	58	23	+ 35	+ 24	101
\$25,000 - \$49,999	53	29	+ 24	+ 12	143
\$50,000 - \$74,999	54	38	+ 16	+ 6	122
\$75,000 - \$124,999	61	35	+ 26	+ 4	93
\$125,000 & Over	76	24	+ 52	+ 38	38
<b>RACE/ETHNICITY</b>					
Black	65	22	+ 43	+ 25	103
White	54	33	+ 21	+ 9	480

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent." We do not report subgroups that represent a proportion less than 2% of the statewide sample. Based on Gallup's "Positive Intensity Score", Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates the enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Tennessee K-12 & School Choice Survey*, Q14.

**Q16.** 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 their child’s school. In general, do you favor or oppose a school voucher system?

■ Oppose ■ Favor

**TENNESSEE**

**31**



**59**

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Tennessee K-12 & School Choice Survey*, Q16.

**Q16. 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 their child’s school. In general, do you favor or oppose a school voucher system? [PROBE:] Would you say strongly or somewhat favor/oppose?**

	<b>Favor %</b>	<b>Oppose %</b>	<b>Net</b>	<b>Intensity</b>	<b>N=</b>
<b>ALL VOTERS</b>	<b>59</b>	<b>31</b>	<b>+ 28</b>	<b>+ 11</b>	<b>606</b>
Parent	68	22	+ 46	+ 27	202
Non-Parent	55	36	+ 19	+ 4	402
<b>COMMUNITY</b>					
Urban	69	24	+ 45	+ 23	88
Suburban	60	31	+ 29	+11	136
Small Town	61	32	+ 29	+ 12	201
Rural	52	35	+ 17	+ 2	168
<b>PARTY ID</b>					
Democrat	60	31	+ 29	+ 5	187
Republican	64	28	+ 36	+ 24	200
Independent	56	36	+ 20	+ 5	162
<b>AGE GROUP</b>					
18 – 29	68	28	+ 40	+ 19	104
30 – 49	62	26	+ 36	+ 19	213
50 & Over	54	36	+ 18	+ 2	283
<b>HOUSEHOLD INCOME</b>					
Under \$25,000	65	19	+ 46	+ 30	101
\$25,000 - \$49,999	60	35	+ 25	+ 9	143
\$50,000 - \$74,999	62	34	+ 28	+ 8	122
\$75,000 - \$124,999	60	35	+ 25	+ 2	93
\$125,000 & Over	72	26	+ 46	+ 29	38
<b>RACE/ETHNICITY</b>					
Black	73	15	+ 58	+ 30	103
White	56	34	+ 22	+ 7	480

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as “Hispanic, Latino, or of Spanish origin or descent.” We do not report subgroups that represent a proportion less than 2% of the statewide sample. Based on Gallup's "Positive Intensity Score", Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates the enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Tennessee K-12 & School Choice Survey*, Q16.

**Q17. What is the most important reason that would cause you to choose your previous response relating to tax-credit scholarships? Please use a few words, or a very short phrase.**

**Top 10 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.**

<b>CHOICE / FLEXIBILITY / FREEDOM</b>	<b>142</b>
<b>ABUSE / FRAUD</b>	<b>30</b>
<b>GOOD IDEA</b>	<b>26</b>
<b>HELPS LESS FORTUNATE</b>	<b>24</b>
<b>HURTS PUBLIC SCHOOLS</b>	<b>23</b>
<b>BETTER EDUCATION / QUALITY</b>	<b>22</b>
<b>GOVERNMENT: NEGATIVE MENTIONS</b>	<b>15</b>
<b>UNFAIR</b>	<b>14</b>
<b>COST / TUITION / AFFORDABILITY</b>	<b>13</b>
<b>FUNDS / RESOURCES FOR PUBLIC SCHOOLS ONLY</b>	<b>13</b>

**SOURCE:** Friedman Foundation for Educational Choice, *Tennessee K-12 & School Choice Survey*, Q17.

## Methods Summary

The “Tennessee K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research Inc. (BRI), interviewed a statistically representative sample of registered voters in the state of Tennessee. Methodology included probability sampling and random-digit dial. The statewide sample includes a total of **606** telephone interviews completed in English from February 11 to 21, 2012, by means of both landline and cell phone.

The margin of sampling error for the statewide sample is  $\pm 4.0$  percentage points.

BRI’s live callers conducted all phone interviews. For this entire project, a total of **6,335** calls were made in Tennessee. Of these calls **1,545** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **3,107** were usable numbers but eligibility unknown (including refusals and voicemail); **213** cell phone numbers were usable but not eligible for this survey; **36** people did not complete the survey. The average response rate of the landline interviews was **17.5%**. The average response rate of the cell phone interviews was **19.6%**.

Details on each sample’s call dispositions, landline and cell phone response rates, and weighting are discussed in following sections.

### *Sample Design*

A combination of landline and cellular random-digit dial (RDD) samples was used to represent registered voters in Tennessee who have access to either a landline or cellular telephone. Both samples were provided by Survey Sampling International, LLC (SSI) according to BRI specifications.

SSI 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. Blocks and exchanges that include only listed business numbers are excluded.



Numbers for the landline sample were drawn 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 was drawn through a systematic sampling from dedicated wireless 100-blocks and shared service 100-blocks with no directory-listed landline numbers.

### ***Contact Procedures***

Interviews were conducted from February 11 to 21, 2012. As many as eight attempts were made to contact every sampled telephone 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 making contact with potential respondents. Each phone number received at least one daytime call.

We have noticed over the last several years response rates have been declining for consumer polls. Generally, running surveys over a longer period of time will boost these response rates. However, lower response rates do not lead to lower reliability of the data. For example, polls with a sample size of 1,200 respondents run over a two-day period with response rates of 3% or 4% have been acceptable for public release.

The survey's margin of error is the largest 95% Confidence Interval for any estimated proportion based on the total sample – the one around 50%. The overall margin of error for this survey is  $\pm 4.0$  percent. 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 4.0 percentage points away from their true values in the population.

It is critical to note that the MSE is higher when considering the number of respondents for a given demographic subgroup. For example, the MSE for a subgroup of 150 respondents is  $\pm 8.0$  percentage points.

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.

### ***Call Dispositions and Response Rates***

Full statewide call dispositions and response rates for sampled landline and cell phone numbers are located on the next page.

## Tennessee Statewide Call Dispositions

<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
3,993	2,342	Total	1,108	226	Disconnected
3,993	2,342	Released	61	2	Fax
0	0	Unreleased	143	5	Government/Business
2,681	2,109	Usable	-	0	Non Cell Phone
1,312	233	Unusable	0	-	Non Landline
2,186	1,140	Qualified	1,312	233	Unusable
59.4%	89.9%	Est. Usability	701	19	No Answer
90.4%	53.7%	Est. Eligibility	63	3	Busy
17.5%	19.6%	Est. Response	764	22	Usability Unknown
			383	223	Complete
			12	24	Break-Off
			395	247	Usable/Eligible
			587	525	Refused
			9	11	Language Barrier
			601	659	Voice Mail
			224	403	Call Back-Retired
			58	29	Strong Refusal
			1	0	Privacy Manager
			1,480	1,627	Usable/Eligible Unknown
			-	149	Under 18
			42	64	Not Registered in State
			42	213	Usable/Ineligible
			17.5%	19.6%	Response Rate

## ***Weighting Procedures and Analysis***

Weighting is generally used in survey analysis to compensate for sample designs and patterns of non-response that might bias results. In this study, the sample demographics were balanced to population parameters. The sample was balanced to reflect the targeted population representation by Age, Gender, and Race/Ethnicity. The weighted and unweighted results are available on request.

All weighting measures are based on 2010 Census Bureau statistics for the state of Tennessee. Weighting targets have been imposed for Age, Gender, Race/Ethnicity.

Special note: We calculated age distributions from date-of-birth information on file from the state's respective registered voter database, as supplied by Aristotle International.

## About the Author

Paul DiPerna (paul@edchoice.org) is Research Director for the Friedman Foundation for Educational Choice in Indianapolis. DiPerna joined the Foundation in September 2006, and his research includes surveys and polling on K-12 education issues. He also manages and edits all other research projects commissioned by the Foundation. DiPerna previously served as assistant director for the Brown Center on Education Policy at the Brookings Institution, working there for more than six years. He was a research analyst for the first five issues of the Brown Center Report on American Education (2000-2004), and managed the activities of the National Working Commission on Choice in K-12 Education (2001-2005). DiPerna has presented research at the American Sociological Association annual meeting, and he has written or co-authored articles for *Education Week*, *The Huffington Post*, *Washington Examiner*, *First Monday*, and *Education Next*. In 2008, he authored a textbook chapter in the “Handbook of Research on Web Log Analysis.”

A native of Pittsburgh, DiPerna attended the University of Dayton as an undergraduate and received an M.A. in political science from the University of Illinois.

## Acknowledgements

Paul DiPerna would like to thank a number of people who provided invaluable time, comments, and assistance throughout the course of this survey project. This would not have been possible without the opportunities provided by Robert Enlow, Leslie Hiner, and Carey Folco. Our release partners at the Beacon Center of Tennessee gave us invaluable insights and context at the local/state level. Beacon’s Justin Owen provided critical input and feedback at various stages of this project. We also would like to thank the team at Braun Research who assisted in project development, and for their excellent work in conducting the interviews and collecting the data. I appreciate the time and commitments from Paul Braun, Cynthia Miller, and Richard Kuchinsky. Jeff Reed, our lead editor, gave useful edits and suggestions. Finally, we are very grateful to the citizens of Tennessee, who generously agreed to participate in our survey interviews.

## About the Survey Organization

### Braun Research, Inc. (BRI)

The Braun Research network of companies, founded in 1995, combined employ 40 full-time and more than 500 part-time employees engaged 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 17 years, Braun Research has conducted more than 8,300 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 is a well-respected firm employing techniques and standards approved by various survey research academic organizations and other affiliations including those with whom Braun is an active member, including AAPOR (American Association for Public Opinion Research), MRA/CMOR (Market Research Association/Council on Marketing and Opinion Research), and CASRO (Council on American Survey Research Organizations).

Braun's services on behalf of other research firms are up to standards required by various professional associations where Braun enjoys membership, and in some cases, participates actively. Paul Braun is a member of the MRA/CMOR committees on response rate improvement and in launching a seal of quality for the industry. Paul Braun is recognized as a leader in the field by colleagues who asked him to serve on these committees. He has served as President of the New Jersey Chapter of AAPOR.

## **About the Survey Sponsor**

### **The Friedman Foundation for Educational Choice**

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### ***Commitment to Methods & Transparency***

The Friedman Foundation for Educational Choice 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.

All individuals have opinions, and many organizations (like our own) have specific missions or philosophical orientations. Scientific methods, if used correctly and followed closely in well-designed studies, should neutralize these opinions and orientations. Research rules and methods minimize bias. We believe rigorous procedural rules of science prevent a researcher's motives, and an organization's particular orientation, from pre-determining results. If research adheres to proper scientific and methodological standards, its findings can be relied upon no matter who has conducted it. If rules and methods are neither specified nor followed, then the biases of the researcher or an organization may become relevant, because a lack of rigor opens the door for those biases to affect the results.

Our authors take responsibility for research design, analysis, charts, and any unintentional errors or misrepresentations. They welcome any and all questions related to methods and findings.

## About the Survey Release Partner

### The Beacon Center of Tennessee

The mission of the Beacon Center of Tennessee is to change lives through public policy. The Beacon Center, founded as the Tennessee Center for Policy Research, is an independent, nonprofit and nonpartisan research organization dedicated to providing concerned citizens, the media and public leaders with expert empirical research and timely free market policy solutions to public policy issues in Tennessee.

The Beacon Center promotes personal freedom and limited government through policy solutions that:

- Generate economic growth through reduced tax and regulatory burdens on individuals and businesses

- Create unmatched educational opportunity by empowering parents, students and teachers with choices and opportunities

- Advance healthcare solutions that restore dignity and encourage personal responsibility

- Identify opportunities to reduce cost and increase efficiency in all levels of government

- Reflect the Founding Fathers' vision of a free society grounded in property rights and individual liberty based in personal responsibility

The Beacon Center generates and encourages public policy remedies grounded in the capacity of private enterprise, the ingenuity of individuals and the abilities of active communities to achieve a freer, more prosperous Tennessee.



## Tennessee K-12 Survey Questionnaire & Topline Results

<b>Interview Dates:</b>	February 11 to 21, 2012
<b>Sample Frame:</b>	Registered Voters
<b>Sample Size:</b>	TENNESSEE = 606
<b>Split Sample Sizes:</b>	“Split A” = 303; “Split B” = 303
<b>Margin of Error:</b>	TENNESSEE = ± 4.0 percentage points Each Split Sample = ± 5.6 percentage points

*Displayed numbers in tables are percentages, unless otherwise noted.*

*Due to rounding, percentage totals for a given question may be slightly greater or less than 100%.*

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**“For this brief interview, if you are completely unsure about your answer or have no feelings for an answer, you can say ‘I Don’t Know’.” [ENTER AS “DK”]**

1. How much attention do you pay to issues involving K-12 education?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	A Lot	Some	Very Little	None	DK/Ref (VOL.)
TENNESSEE	44	30	17	9	< 1

2. Do you feel things in TENNESSEE's K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Right Direction	Wrong Track	DK/Ref (VOL.)
TENNESSEE	36	50	14

3. How would you rate TENNESSEE’s public school system?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
TENNESSEE	7	40	36	13	4

4. How much do you think is currently spent on each student in TENNESSEE's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.

**[OPEN-END. BASED ON RESPONSE, SELECT ONE OF THE FOLLOWING CATEGORIES]**

**[IF DEPENDS, PROBE ONCE, OFFERING RANGE CATEGORIES. IF STILL DEPENDS, ENTER AS "DK"]**

	<b>Less than \$4,000</b>	<b>\$4,001 – \$8,000</b>	<b>\$8,001 – \$12,000</b>	<b>\$12,001 – \$16,000</b>	<b>Over \$16,000</b>	<b>DK/Ref (VOL.)</b>
<b>TENNESSEE</b>	<b>31</b>	<b>25</b>	<b>9</b>	<b>2</b>	<b>5</b>	<b>28</b>

5. **(Split A)** Do you believe that public school funding in TENNESSEE is at a level that is:

**[ROTATE “TOO HIGH” AND “TOO LOW”]**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Too High	About Right	Too Low	DK/Ref (VOL.)
TENNESSEE	7	32	55	6

5. **(Split B)** According to the most recent information available, in TENNESSEE \$7,992 is being spent each year per student attending public schools. Do you believe that public school funding in TENNESSEE is at a level that is:

**[ROTATE “TOO HIGH” AND “TOO LOW”]**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Too High	About Right	Too Low	DK/Ref (VOL.)
TENNESSEE	7	41	41	11

6. **(Split A)** Do you think that state taxes to fund public schools in TENNESSEE should increase, decrease, or stay about the same?

**[ROTATE BY REVERSE TO AVOID BIAS]**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Increase A Lot	Increase	Stay About The Same	Decrease	Decrease A Lot	DK/Ref (VOL.)
TENNESSEE	4	31	42	12	4	7

6. **(Split B)** Do you think that local taxes to fund public schools in your school district should increase, decrease, or stay about the same?

**[ROTATE BY REVERSE TO AVOID BIAS]**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Increase A Lot	Increase	Stay About The Same	Decrease	Decrease A Lot	DK/Ref (VOL.)
TENNESSEE	4	34	46	8	2	6

7. 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?

[RANDOMIZE RESPONSES TO AVOID BIAS]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Charter School	Homeschool	Private School	Regular Public School	Virtual School	DK/Ref (VOL.)
TENNESSEE	9	8	40	40	< 1	3

8. What is the most important characteristic or attribute that would cause you to choose a **[INSERT SCHOOL TYPE FROM PREVIOUS QUESTION]** for your child? Please use one word, or a very short phrase.

**[OPEN-END. IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

**Top 15 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.**

## **TENNESSEE**

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BETTER EDUCATION / QUALITY	72
INDIVIDUAL ATTENTION / ONE-ON-ONE	69
SOCIALIZATION / PEERS / OTHER KIDS	58
CLASS SIZE / STUDENT-TEACHER RATIO	47
BETTER TEACHERS / TEACHERS / TEACHING	39
CURRICULUM / ACADEMICS	36
RELIGION / RELIGIOUS REASONS	35
ALMA MATER / SOCIAL NETWORK	26
DIVERSITY	24
ENVIRONMENT / CULTURE / COMMUNITY	23
PUBLIC SCHOOL: POSITIVE MENTIONS	19
DISCIPLINE / STRUCTURE	18
SAFETY / LESS DRUGS, VIOLENCE, BULLYING	18
COST / TUITION / AFFORDABILITY	15
PARENTS / PARENTAL INVOLVEMENT	13

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OTHER RESPONSES	64
DK / NO RESPONSE / REFUSED	25



**“For the remainder of this interview, if you are completely unsure about your answer or have no feelings for an answer, feel free to say “I Don’t Know”.” [ENTER AS “DK”]**

9. How familiar are you with “charter schools” in K-12 education?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Very Familiar	Somewhat Familiar	Not That Familiar	I Have Never Heard of “Charter Schools”	DK/Ref (VOL.)
TENNESSEE	8	25	45	18	4

10. 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. In general, do you favor or oppose charter schools?

**[PROBE:]** Would you say strongly or somewhat favor/oppose?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]**

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>TENNESSEE</b>	<b>22</b>	<b>39</b>	<b>10</b>	<b>8</b>	<b>21</b>

11. **(Split A)** How familiar are you with “virtual schools” in K-12 education? These schools are sometimes called "cyber schools" and "online schools".

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Very Familiar	Somewhat Familiar	Not That Familiar	I Have Never Heard of “Virtual Schools”	DK/Ref (VOL.)
TENNESSEE	7	23	42	27	2

11. **(Split B)** How familiar are you with “online schools” in K-12 education? These schools are sometimes called "cyber schools" and "virtual schools".

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Very Familiar	Somewhat Familiar	Not That Familiar	I Have Never Heard of “Online Schools”	DK/Ref (VOL.)
TENNESSEE	8	22	45	22	3

12. **(Split A)** Virtual schools can be run publicly or privately, allowing students to work with their curriculum and teachers over the internet – in combination with, or in place of, traditional classroom learning. In general, do you favor or oppose virtual schools? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>TENNESSEE</b>	<b>10</b>	<b>23</b>	<b>27</b>	<b>29</b>	<b>11</b>

12. **(Split B)** Online schools can be run publicly or privately, allowing students to work with their curriculum and teachers over the internet – in combination with, or in place of, traditional classroom learning. In general, do you favor or oppose online schools? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>TENNESSEE</b>	<b>14</b>	<b>23</b>	<b>24</b>	<b>27</b>	<b>12</b>

13. **(Split A)** Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. This policy supports a “tax-credit scholarship system”. In general, do you favor or oppose a tax-credit scholarship system? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
TENNESSEE	23	38	17	9	14

13. **(Split B)** A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship 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. In general, do you favor or oppose a tax-credit scholarship system? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
TENNESSEE	35	34	11	9	11

14. An "education savings account" allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, online education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of “savings account system”?  
[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
TENNESSEE	29	27	14	17	13

15. How familiar are you with “school vouchers” in K-12 education?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Very Familiar	Somewhat Familiar	Not That Familiar	I Have Never Heard of “School Vouchers”	DK/Ref (VOL.)
TENNESSEE	8	30	34	27	1

16. 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 their child’s school. In general, do you favor or oppose a school voucher system? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
TENNESSEE	30	29	12	19	10



17. What is the most important reason that would cause you to choose your previous response relating to school vouchers? Please use one word, or a very short phrase.

**[OPEN-END. IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

**Top 10 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.**

## **TENNESSEE**

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<b>CHOICE / FLEXIBILITY / FREEDOM</b>	<b>142</b>
<b>ABUSE / FRAUD</b>	<b>30</b>
<b>GOOD IDEA</b>	<b>26</b>
<b>HELPS LESS FORTUNATE</b>	<b>24</b>
<b>HURTS PUBLIC SCHOOLS</b>	<b>23</b>
<b>BETTER EDUCATION / QUALITY</b>	<b>22</b>
<b>GOVERNMENT: NEGATIVE MENTIONS</b>	<b>15</b>
<b>UNFAIR</b>	<b>14</b>
<b>COST / TUITION / AFFORDABILITY</b>	<b>13</b>
<b>FUNDS / RESOURCES FOR PUBLIC SCHOOLS ONLY</b>	<b>13</b>

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<b>NOT FAMILIAR / NEED MORE INFORMATION</b>	<b>23</b>
<b>OTHER RESPONSES</b>	<b>111</b>
<b>DK / NO RESPONSE / REFUSED</b>	<b>97</b>

**“Now the following questions should be pretty quick, and for statistical purposes only. ...”**

18. Are you currently the parent or guardian of a child who lives with you, and who is in any grade from Pre-School through High School?

**[IF NEEDED: IF CHILD IS GOING INTO PRESCHOOL IN THE UPCOMING SCHOOL YEAR, ENTER "YES"]**

**[IF NEEDED: IF CHILD JUST GRADUATED IN 2011, ENTER "NO"]**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Yes	No	DK/Ref (VOL.)
TENNESSEE	33	66	< 1

19. Generally speaking, do you usually consider yourself a Republican, a Democrat, an Independent, or something else?

[Code for Democrat, Republican, Independent, Libertarian, Tea Party, Other, or “DK”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Democrat	Republican	Independent	Other	Libertarian (VOL.)	DK/Ref (VOL.)
TENNESSEE	31	33	27	2	1	6

20. **(Split A)** How would you describe your views on most political matters? Generally, do you think of yourself as liberal, moderate, or conservative? **[Rotate Liberal and Conservative]**

**[Code only for Liberal, Moderate, Conservative, or “DK”]**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Liberal	Moderate	Conservative	Other	DK/Ref (VOL.)
TENNESSEE	14	31	45	< 1	9

20. **(Split B)** How would you describe your views on most political matters? Generally, do you think of yourself as progressive, moderate, or conservative? **[Rotate Progressive and Conservative]**

**[Code only for Progressive, Moderate, Conservative, or “DK”]**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Progressive	Moderate	Conservative	Other	DK/Ref (VOL.)
TENNESSEE	11	33	46	1	9

21.How would you best describe where you live?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Urban	Suburban	Small Town	Rural	DK/Ref (VOL.)
TENNESSEE	15	22	33	28	2

22. Which of the following age categories do you fall in?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	18 – 29	30 – 39	40 – 49	50 – 64	65 & Over	DK/Ref (VOL.)
TENNESSEE	17	17	19	27	20	1

23. Are you of Hispanic, Latino, or of Spanish origin or descent, or not?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Hispanic	Not Hispanic	DK/Ref (VOL.)
TENNESSEE	2	98	< 1

24. Which of the following describes your race?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	American Indian, Native American	Asian, Pacific Islander, Asian American	Black, African American	Mixed Race	White	Other	DK/Ref (VOL.)
TENNESSEE	< 1	< 1	17	1	80	< 1	< 1



25.What is your religion, if any? [DO NOT READ CATEGORIES]

[IF GIVEN SPECIFIC PROTESTANT DENOMINATION, SIMPLY CODE PROTESTANT]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Catholic	Jewish	Mormon	Muslim	Protestant	Other	None	DK/Ref (VOL.)
TENNESSEE	9	< 1	< 1	0	78	1	8	4

26. What is the last grade or class that you completed in school? **[DO NOT READ CATEGORIES]**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

- None (Grades 1-8)
- High School Incomplete (Grades 9-11)
- High school Graduate (Grade 12 or GED Certificate)
- Technical, Trade, or Vocational School (AFTER High School)
- Some College (Associate’s Degree, No 4-Yr Degree)
- College Graduate (Bachelor’s Degree., or Other 4-Yr Degree)
- Post-Graduate Training or Professional Schooling After College (Toward a Master's Degree, Ph.D.; Law, Medical School)

	Grades 1 to 8	Grades 9 to 11	HS Graduate	Technical/ Vocational	Some College	College Graduate	Post- Graduate	DK/Ref (VOL.)
TENNESSEE	3	6	33	4	21	22	10	1

27. Would you tell me into which of the following categories your total family income falls?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Under \$25,000	\$25,000 – \$49,999	\$50,000 – \$74,999	\$75,000 – \$124,999	\$125,000 – \$200,000	Over \$200,000	DK/Ref (VOL.)
TENNESSEE	17	24	20	15	5	2	18

28.[CODE GENDER OF RESPONDENT; DO NOT ASK, UNLESS GENDER IS IN QUESTION]

	Male	Female
TENNESSEE	47	53

**[PLEASE MAKE THE FOLLOWING TEXT AVAILABLE TO INTERVIEWERS ANYTIME A RESPONDENT ASKS ABOUT THE NATURE OF THE SURVEY SPONSOR OR FRIEDMAN FOUNDATION]**

The Friedman Foundation for Educational Choice is an independent, nonprofit, nonpartisan research organization that studies attitudes toward K-12 education issues facing the states and the country. The Foundation has no connection to the government, political parties, or any campaigns. Reports about its surveys are made available free of charge on their website EdChoice *dot* ORG.