MISSOURI

K-12 & SCHOOL CHOICE SURVEY

What do voters say about
K-12 education?

Polling Paper No. 19

Paul **DiPerna**

MAY **2014**

With questions on state performance, education spending, grades and preferences for different types of schools, and views on private schools, charter schools, school vouchers, tax-credit scholarships, and education savings accounts

The Friedman Foundation
for Educational Choice
edchoice.org

Show-Me Institute
Where Liberty Comes First

Survey Project & Profile

Title:	Missouri K-12 & School Choice Survey
Survey Organization:	Braun Research, Inc. (BRI)
Survey Sponsor:	The Friedman Foundation for Educational Choice
Release Partner(s):	Show-Me Institute
Interview Dates:	February 27 to March 11, 2014
Interview Method:	Live Telephone | 70% landline and 30% cell phone
Interview Length:	14 minutes (average)
Language(s):	English
Sample Frame:	Registered Voters
Sampling Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Population Samples:	MISSOURI (statewide) = 660 St. Louis Metro = 227 Kansas City Metro (statewide plus oversample) = 165
Margins of Error:	MISSOURI = ± 4.0 percentage points St. Louis Metro = ± 6.5 percentage points Kansas City Metro = ± 7.6 percentage points
Response Rates:	Landline (LL) = 9.7% Cell Phone = 8.3%
Weighting?	Yes (Landline/Cell, Age, Race, Ethnicity, Gender, and Region)
Oversampling?	Yes (Kansas City Metro)

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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	31
Democrat	28
Republican	26
Independent	30
Urban	19
Suburban	40
Small Town	20
Rural	20
18 to 24	11
25 to 34	17
35 to 44	16
45 to 54	20
55 to 64	16
65 & Over	18
Hispanic	3
Not Hispanic	96
Asian	2
Black	9
Mixed Race	1
Native American	1
White	85
Under $20,000	14
$20,000 to $39,999	23
$40,000 to $59,999	20
$60,000 to $79,999	15
$80,000 to $99,999	9
$100,000 to $149,999	7
$150,000 or more	4
Male	48
Female	52

May 6, 2014

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Missouri's K-12 Profile

Average State Rank on NAEP [1]	**28**
High School Graduation Rate [2]	**83.7%**
# Regular Public School Students [3]	**900,842**
# Charter School Students [4]	**17,868**
# Private School Students [6]	**93,066**
# Home School Students [7]	**n/a**
% Regular Public School Students [8]	**89.0%**
% Charter School Students [8]	**1.8%**
% Private School Students [8]	**9.2%**
# School Districts [3]	**522**
# Regular Public Schools [3]	**2,451**
# Charter Schools [5]	**38**
# Private Schools [6]	**565**
Online Learning Climate [9]	**Weak**
% Free and Reduced-Price Lunch [3]	**44.3%**
% Individualized Education Program (IEP) [3]	**13.8%**
% English Language Learners (ELL) [3]	**2.4%**
$ Revenue Per Student [10]	**$11,069**
$ "Total" Per Student Spending [10]	**$10,963**
$ "Current" Per Student Spending [10]	**$9,461**
$ "Instructional" Per Student Spending [10]	**$5,669**

Missouri 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 2013 state scale scores for fourth-grade reading (#27); fourth-grade math (#32); eighth-grade reading (#25); eighth-grade math (#30).

   URL: nationsreportcard.gov/data_tools.asp

2. Reported high school graduation rates, determined by the Averaged Freshman Graduation Rate (AFGR) on the National Center for Education Statistics section on the U.S. Department of Education website. Data for 2009-2010 school year.

   URL: nces.ed.gov/pubs2013/2013309/tables/table_01.asp

3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2010-2011 school year.

   URL: nces.ed.gov/nationsreportcard/states

4. National Alliance for Public Charter Schools. Data for the 2012-2013 school year.

   URL: dashboard.publiccharters.org/dashboard/students/page/overview/state/MO/year/2013

5. National Alliance for Public Charter Schools. Data for the 2012-2013 school year.

   URL: dashboard.publiccharters.org/dashboard/schools/page/overview/state/MO/year/2013

6. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). Data for 2011–2012 school year. This count excludes schools with less than 5 students.

   URL: nces.ed.gov/surveys/pss/privateschoolsearch

7. Data for Missouri's home school student population are not publicly available.

8. Percentages are meant for general impressions only. Due to rounding, percentage totals may be slightly greater or less than 100%.

9. 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, 2013), Table 1, p. 14.

   URL: kpk12.com/cms/wp-content/uploads/EEG_KP2013-lr.pdf

10. Stephen Q. Cornman, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2010–11 (Fiscal Year 2011)* (NCES 2013-305). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (July 2013).

    URL: nces.ed.gov/pubs2013/2013342.pdf

Overview

The "Missouri K-12 & School Choice Survey" project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), measures Missouri registered voters' familiarity and views on a range of K-12 education topics and school choice reforms. We report response levels and differences of voter opinion, as well as the intensity of those responses.

Where do Missourians stand on important issues and policy proposals in K-12 education? We make some brief observations and examinations in this paper.

A randomly selected and statistically representative sample of Missouri voters responded to 20 substantive questions and eight demographic questions. A total of 660 telephone interviews were conducted in English from February 27 to March 11, 2014, by means of both landline and cell phone. Statistical results have been weighted to correct for known demographic discrepancies. The margin of sampling error for the statewide sample is ± 4.0 percentage points.

During our survey administration, we completed 60 phone interviews in the Kansas City metropolitan area in addition to the representative statewide sample. As a result, we obtained 165 completed interviews in the Kansas City metro area.

In this project we also included one split-sample experiment. A split-sample design is a systematic way of comparing the effects of two or more alternative wordings for a given question. The purpose of the experiment was to see if providing a new piece of information about education spending can significantly influence opinion on the topic — a salient issue in state politics and an undercurrent in education policy discussions.

This 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 displays the survey questions and results ("topline numbers"), allowing the reader to follow the interview as it was conducted, with respect to question wording and ordering.

Key Findings

- **The state economy and jobs are clearly the most important issues to Missouri voters. More than two-fifths of respondents (43%) said that was their concern for the state. What else is important to voters? Nearly equal proportions of respondents pointed to "education" (14%) and healthcare (13%) as the state's highest priorities.**

  See Question 1

  Certain demographic group responses stand out on education. Suburbanites (18%) are significantly different than small-town (9%) and rural voters (11%), placing more importance on education as a state priority. Women (17%) are more likely to mention education than are men (11%).[1]

- **Missourians are much more likely to think that K-12 education has gotten off on the "wrong track" (56%), compared to about one-third of voters (37%) who say it is heading in the "right direction."**

  See Question 2

[1] For this paper, we use the label "school parents" to refer to those respondents who said they have one or more children in preschool through high school. We use the label "non-schoolers" for respondents without children, or who may have children that are not in the specific grade range PK-12. For terminology regarding age groups: "young voters" reflect respondents who are age 18 to 34; "middle-age voters" are 35 to 54; and "older voters" or "seniors" are 55 and older. Labels pertaining to income groups go as follows: "low-income" < $40,000; "middle-income" ≥ $40,000 and < $80,000; "high-income" ≥ $80,000. Demographic subgroups that have unweighted sample sizes below 100 (n < 100) are not considered in this paper.

The negative sentiment runs across the board for all demographics. However some groups stand out significantly when compared to demographic counterparts. Voters living in southern Missouri (44%) are more likely to say "right direction" than residents of Kansas City (33%) or St. Louis (30%). By contrast, nearly two out of three voters in the St. Louis area (64%) say the state's education system is "off on the wrong track." Small-town voters are about equally likely to say "right direction" (47%) or "wrong track" (49%). Women are significantly more negative than men on the current state of K-12 education in Missouri (61% vs. 51%, respectively).

- **Nearly six out of 10 voters gave negative ratings to the state's public school system (41% said "good" or "excellent"; 57% said "fair" or "poor").**

See Question 3

Some significant differences stand out among demographic groups. Urbanites appear to be more negative than their counterparts in the suburbs, small towns, and rural areas. The positive-negative margin is much greater in urban areas (-26 points). Both Kansas City and St. Louis have similarly high negative margins (-26 points and -29 points, respectively) and similarly high negative intensities (-15 points and -13 points, respectively). Relatively high negative margins and high negative intensities also appear among Democrats and low-income voters.

- **More than $9,400 is spent on each student in Missouri's public schools, and only one out of six respondents (17%) could estimate the correct per-student *spending range* for the state.**

See Question 4

About 21% of respondents thought that $4,000 or less was being spent per student in the state's public schools. Another 22% of voters either said they "don't know" or could not offer a spending number.

When considering "total expenditures" per student ($10,963 in 2010-11), which is another definition for educational spending, it is even more likely that voter estimates are more dramatically off target.[2] Respondents tended to underestimate rather than overestimate.

Seven out of 10 survey respondents (72%) either underestimated educational spending per student (with a cautious definition citing "current expenditures"), or they could not give an answer or guess.

- **When given the latest per-student spending information, voters are slightly 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

  In an experiment, we asked two slightly different questions about the level of public school funding in Missouri. On version 5A, 57% of voters said that public school funding was "too low." However, on version 5B, which included a sentence referring to data on per-student funding in Missouri ($9,461), the proportion of voters saying "too low" shrank by 16 percentage points to 41%.

- **Missouri voters are much more likely to give grades A or B to private/parochial schools in their communities, compared to the local public schools. When considering only those respondents who actually gave a grade, the local private schools (79% give an A or B) fare even better than public schools (44% give an A or B).**

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[2] "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 Stephen Q. Cornman, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2010–11 (Fiscal Year 2011) (NCES 2013-305). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (July 2013).

URL: nces.ed.gov/pubs2013/2013342.pdf

See Questions 6A, 6B, and 6C

When examining all responses, we see approximately 42% of voters give an A or B to local public schools, while 63% give an A or B to local private/parochial schools. Only 4% of voters give a D or F grade to private schools, and 22% gave the same low grades to public schools. It should be noted that much higher proportions of voters did not express a view for private schools (21%) or charter schools (42%), compared to the proportion that did not grade public schools (5%).

- **When asked for a preferred school type, a plurality of voters preferred a private school (39%) as a first option. Almost one out of three voters (32%) would choose a regular public school for their child. Nearly equal proportions would opt for a charter school (11%) or plan to homeschool their child (10%). There is a significant disconnect between stated school preferences and actual enrollment patterns in Missouri.**

See Questions 7 and 8

Only 9% of Missouri's K-12 student population attend private schools, but in our survey interviews, 39% of survey respondents said they would select a private school as a first option. About 89% of the state's students attend regular public schools, but a much lower percentage of the state's voters (32%) would prefer a public school as a first choice. Just under 2% of Missouri's students attend a public charter school, but in our survey more than five times that proportion (11%) said they would like to send their child to a charter school. One out of 10 Missourians (10%) said homeschooling would be the best way to educate their child.

In a follow-up question, 13% of respondents in our survey prioritized a "better education/quality" as the key reason they preferred a certain school type. Other school attributes cited as important include: "individual attention/one-on-one" (11%); "academics/curriculum" (10%); and "better teachers/teachers/teaching" (10%). Some caution is warranted when analyzing this question's results. 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 this survey.

- **Charter schools are an attractive option to a majority of respondents in our survey. A solid majority (64%) say they favor charter schools, while 24% of respondents say they oppose charters. The margin of support for charter schools is large (+40 points). We estimate that one out of three voters (33%) were initially unfamiliar with charter schools before listening to the survey's definition.**

See Questions 9 and 10

We asked a pair of questions about public charter schools. The first question asked for an opinion without offering any definition. On this baseline question, 49% of voters said they favored charters and 19% said they opposed them. In the follow-up question, respondents were given a definition for a charter school. With this basic definition, support rose 15 points to 64%, and opposition increased five points to 24%.

Considering the definition question, the initial positive margin of support grew even larger (from +30 points to +40 points) favoring charter schools. The intensity is moderate in the positive direction (+11 points). Missourians are more likely to say they "strongly favor" charter schools (19%) compared to those who said they "strongly oppose" (8%) such schools.

The proportion of "don't know" responses shrinks by 19 points (31% to 12%) when comparing the baseline item to the definition item.

When examining the demographic breakouts, groups that show distinctly higher levels of support are: urban voters (69%), Republicans (69%), and young voters (71%). The highest margins of support are among mostly the same groups: urbanites (+47 points), Republicans (+50 points), young voters (+57 points), and

low-income earners (+48 points). Positive intensity for charters is greatest among school parents (+14 points), urbanites (+15 points), small-town voters (+15 points), Republicans (+16 points), and low-income earners (+14 points).

All demographic groups clearly support charter schools, albeit at slightly varying levels. No group has a favor-oppose margin below +26 points.

- **A solid majority of Missouri voters (62%) said they support school vouchers, compared to 32% who said they oppose such a school choice system. The margin of support (+30 points) is more than seven times the survey's margin of error. The intensity of support is +10 points (29% "strongly favor" vs. 19% "strongly oppose"). We estimate 36% of respondents were initially unfamiliar with school vouchers.**

  See Questions 11 and 12

  Similar to the previous pair of charter school questions, our interview asked baseline and follow-up questions about school vouchers. In the first question, respondents were asked for their views on vouchers without a definition or any other context. On this baseline question, 41% of Missourians said they favored vouchers and 23% said they opposed such an education policy. In the follow-up question – using a basic definition for a school voucher system – voter support rose 21 points to 62%, and opposition increased nine points to 32%.

  Like the paired charter school questions, the positive margin of support increases quite a bit when considering the response changes moving from the baseline to definition question for vouchers (baseline = +18 points; definition = +30 points). Among registered voters, the intense opinion for vouchers (+10 points) is in the positive direction like it is for charter schools.

  The proportion of "don't know" responses shrinks by 29 points (35% to 6%) when comparing the baseline item to the definition item.

The demographic groups that are most likely to favor school vouchers are school parents (margin = +38 points), Republicans (margin = +40 points), young voters (margin = +48 points), and low-income earners (margin = +39 points). Relatively speaking, the groups that are the least likely to support vouchers are Democrats (margin = +17 points), seniors (margin = +11 points), and high-income earners (margin = +13 points). No observed group shows a negative margin of support-opposition.

Who is most enthusiastic about vouchers? It appears young voters (+24 points) and Republicans (+22 points) believe school vouchers have significant promise for schooling families. On the other hand, Democrats (-2 points) and seniors (-4 points) are more inclined than other groups to express negative intensity.

- **Two-thirds of voters support the school choice policy financing "tax-credit scholarships." The percentage of those who favor (67%) is much greater than the proportion of voters who say they oppose such a school choice reform (27%). The margin of support is very large (+40 percentage points). Likewise, voters are more likely to be intensely favorable toward tax-credit scholarships (27% "strongly favor" vs. 11% "strongly oppose").**

See Question 13

A few contrasts stand out when comparing demographic groups. Small-town voters (76%) are significantly more likely to favor tax-credit scholarships than counterparts in other types of communities. Republicans (76%) are more likely to favor such a school choice policy, compared to Democrats (63%) and Independents (64%). The positive intensity among Republicans is very high (+25 points). Young voters are also very favorable toward tax-credit scholarships (80%), and they are significantly more likely to support the policy than middle-age voters (66%) and older voters (58%). The positive intensity is greatest among

Kansas City metro residents (+23 points), school parents (+21 points), Republicans (+25 points), and young voters (+21 points).

Just 5% of respondents did not express an opinion on this topic.

- **Comparing contrasting questions suggest Missourians prefer universal access to tax-credit scholarships rather than means-tested eligibility that is based solely on financial need.**

  See Questions 14 and 15

  Six out of 10 voters (59%) said they agree with the statement that "tax-credit scholarships should be available to all families, regardless of incomes and special needs." Approximately 32% of respondents "strongly agree" with that statement. One-third of voters (33%) disagree with that statement; 15% said they "strongly disagree."

  A curious result occurs when looking at a parallel question that asked if Missouri voters agree with the statement that "tax-credit scholarships should only be available to families based on financial need." Equal proportions agreed and disagreed with that statement (46% each), which indicates many people who said they agree with universal eligibility also said they agree with limited eligibility. One-fifth of respondents (20%) said they "strongly agree" with means-testing scholarships, while, in contrast, 25% said they "strongly disagree."

- **If a voter has an opinion on tax-credit scholarships, he or she is decidedly more likely to vote for the pro-school choice candidate, rather than oppose (33% "more likely" vs. 14% "less likely"). Nearly half of voters said that tax-credit scholarships are not a make or break issue.**

  See Question 16

A few demographic groups are worth noting for their position on tax-credit scholarships. The groups "more likely" (ML) to be swayed to support a pro-scholarship candidate are school parents (ML = 40% and margin = +26 points), Republicans (ML = 38% and margin = +25 points), and young voters (ML = 40% and margin = +33 points). No observed demographic appeared less likely to support a pro-scholarship candidate.

- **Six out of 10 Missourians (60%) said they support an "education savings account" system ("ESA"). Because the margin of support is large (+28 points), it is clear that voters are much more likely to favor ESAs rather than oppose such a system – just one-third (32%) said they oppose ESAs.**

  See Question 17

  The demographic groups most likely to support ESAs are school parents (70% and margin = +46 points), small-town voters (62% and margin = +34 points), young voters (73% and margin = +51 points), and middle-income earners (65% and margin = +36 points). Older voters are the group least likely to favor ESAs, though the margin of support is still positive by +8 percentage points (48% favor vs. 40% oppose).

  The intensity for ESAs follows pretty closely with the demographic margins of support. Most intensely favorable groups are school parents (+17 points) and young voters (+21 points). Seniors were the only group to generate a net-negative intensity (-8 points).

  Approximately 9% of respondents did not have an opinion regarding ESAs.

- **Twice as many voters support a student transfer policy that is triggered when a public school district loses its accreditation (60% favor vs. 30% oppose). The positive intensity is +12 points (27% "strongly favor" vs. 15% "strongly oppose").**

See Question 18

This issue appears to diverge based on voter age, where a voter lives, and household income. Young voters show very strong support (69%), are more likely to support (margin = +45 points), and exhibit a fairly strong intensity on the transfer question (+21 points). Though there is still a considerable margin of support among suburbanites (+20 points), this group is relatively more likely to oppose transfers (as defined here) compared to urbanites, small-town voters, and rural voters. High-income earners show significantly less support (46%) than middle-income households (65%) and low-income households (64%).

Approximately 9% of respondents did not have an opinion regarding this transfer policy.

- **When asked about what the state government should do to intervene – if at all – in unaccredited school districts, equal proportions of voters (47% each) believed replacing the elected school board or supplying vouchers/scholarships to affected families would be useful state interventions. By comparison, much smaller proportions believed converting district schools to charter schools (26%) or closing the school district (27%) would be useful to affected students and families.**

See Question 19

We asked respondents to rate four types of potential accountability actions where the state could intervene in a school district that loses accreditation. Ratings were based on a scale ranging from 1 to 5, where a "1" reflected the least useful action to be taken by the state, and a "5" reflected the most useful action.

The mean values for each action reveal preferences for either replacing the school board (mean=3.5) or supplying affected families with vouchers (mean=3.3). The other two interventions drew relatively less support: closing the school district (mean=2.7) and converting all district schools to charter schools (mean=2.7).

- **A plurality of voters (48%) said they would favor a "state takeover" policy similar to the one currently in place in Louisiana; 41% said they were opposed to the idea. Despite the slight likelihood of voter support (margin = +7 points), there is negative intensity on this topic (-8 points). Nearly one-quarter of voters (23%) are strongly opposed to this idea, whereas just 15% indicated strong support.**

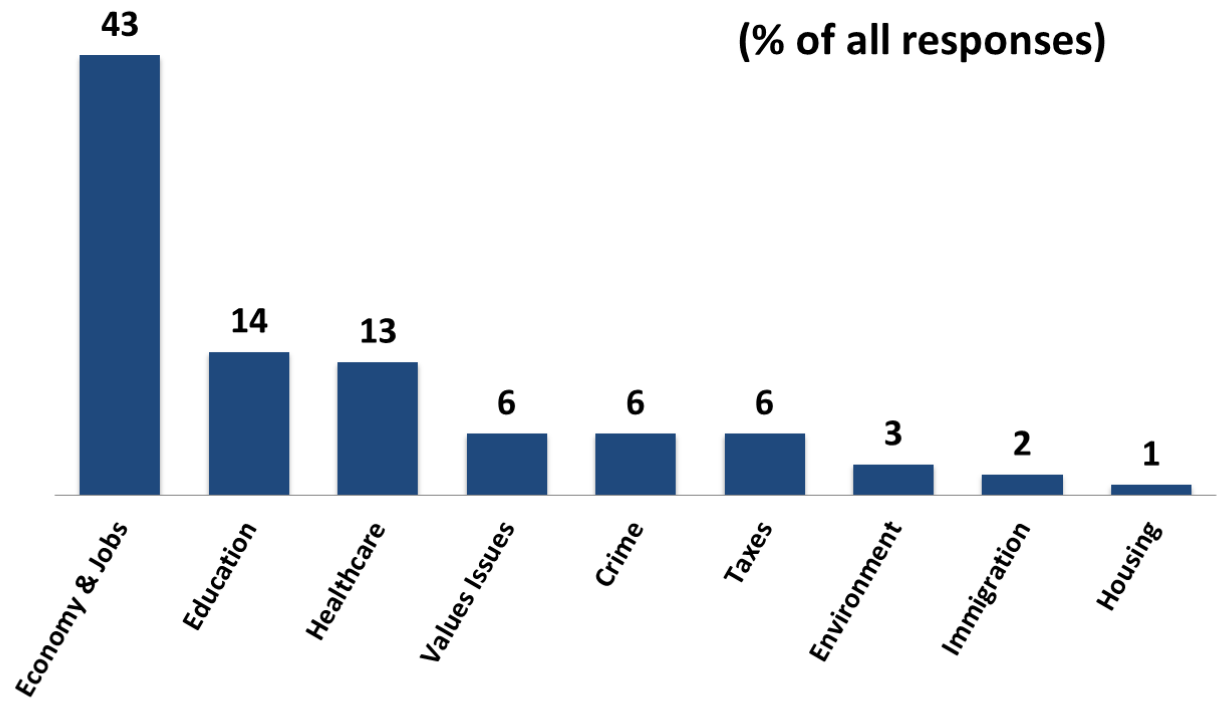
  See Question 20

  Community type matters on this issue. Majorities of voters in urban areas (53%) and the suburbs (55%) support the Louisiana takeover model, and both groups have the same proportion in opposition (35% each). However, roughly the opposite is true for voters living in small towns (48% oppose) and rural areas (51% oppose). The latter groups are more likely to oppose than favor this kind of state takeover (favor-oppose margins are -9 points and -10 points, respectively).

  Nearly 12% of respondents did not have an opinion regarding this kind of state intervention policy.

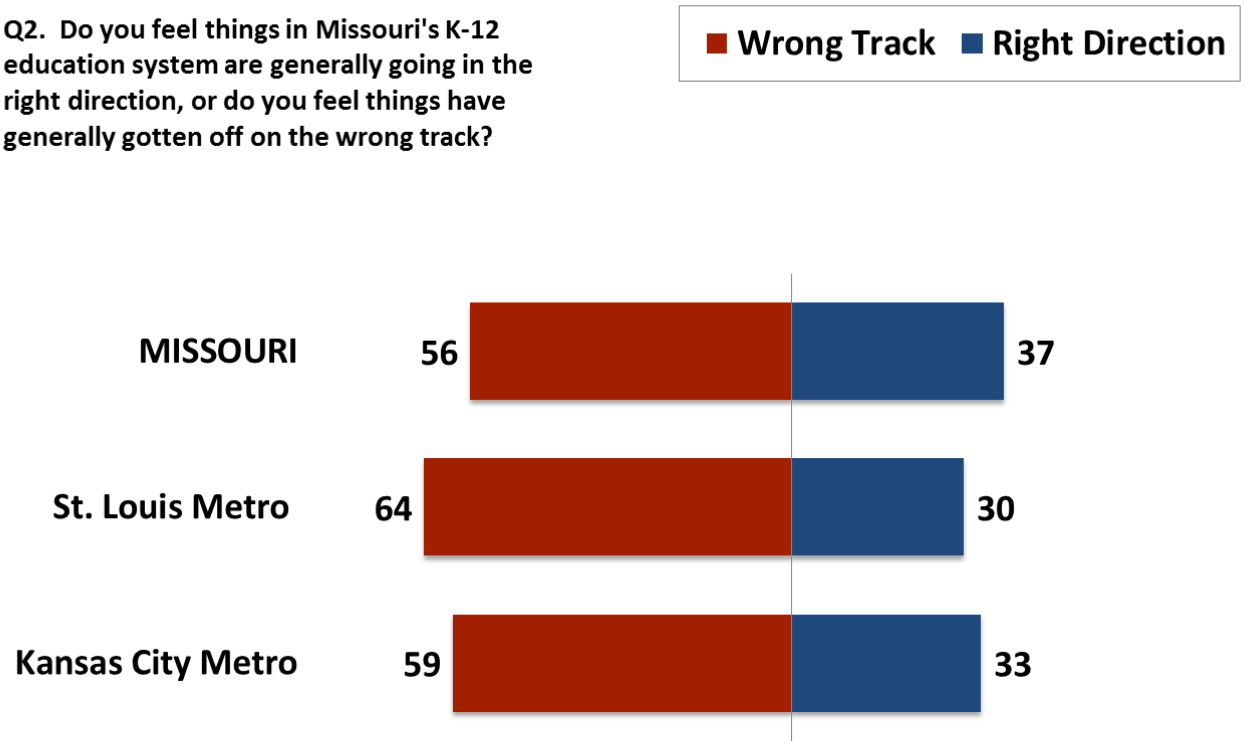
Survey Snapshots

Q1. Which of the following do you see as the most important issue facing the state... ?



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

Q2. Do you feel things in Missouri'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?



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

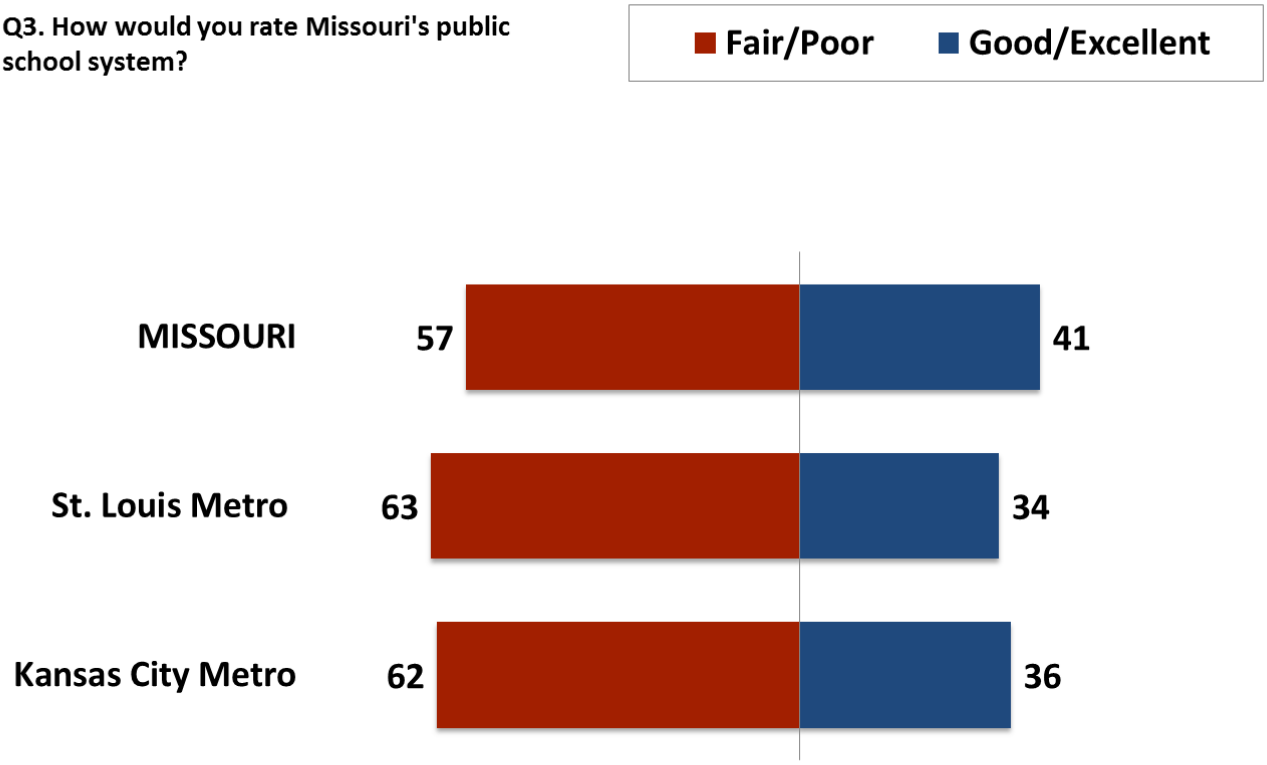
Q2. Do you feel things in Missouri's K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

	Right Direction %	Wrong Track %	Margin	N=
ALL RESPONDENTS	**37**	**56**	**- 19**	**660**
St. Louis Metro	30	64	**- 34**	227
Kansas City Metro	33	59	**- 26**	165
School Parent	37	60	**- 23**	210
Non-Schooler	36	55	**- 19**	437
COMMUNITY				
Urban	34	58	**- 24**	120
Suburban	35	58	**- 23**	271
Small Town	47	49	**- 2**	123
Rural	31	60	**- 29**	136
PARTY ID				
Democrat	34	58	**- 24**	181
Republican	43	52	**- 9**	177
Independent	36	56	**- 20**	194
AGE GROUP				
18 to 34	42	56	**- 14**	151
35 to 54	35	58	**- 23**	240
55 & Over	34	55	**- 21**	251
HOUSEHOLD INCOME				
Under $40,000	36	57	**- 21**	239
$40,000 to $79,999	39	56	**- 17**	233
$80,000 & Over	33	61	**- 28**	133
RACE/ETHNICITY				
Black	33	66	**- 33**	49
Hispanic	47	53	**- 6**	16
White	37	55	**- 18**	546

NOTE: 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.

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

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



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

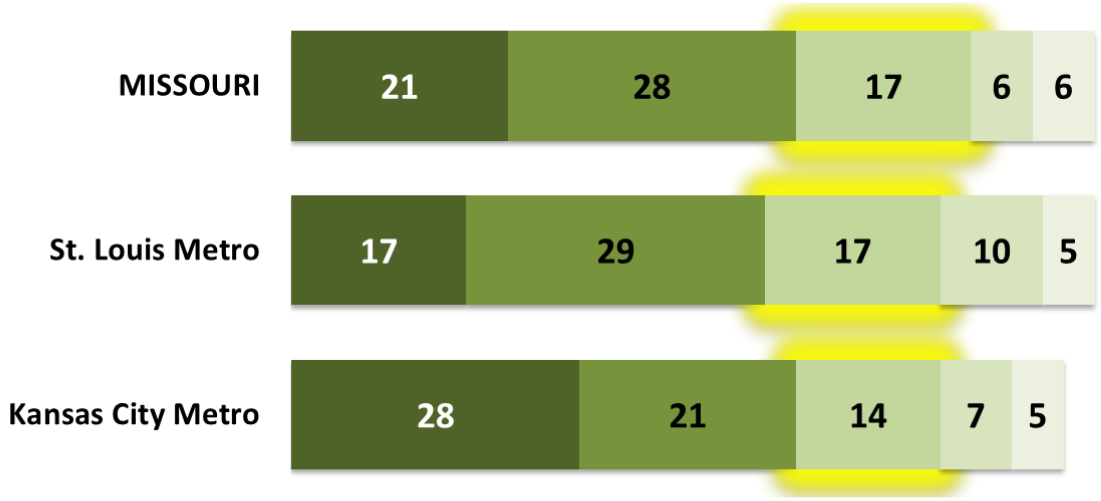
Q3. How would you rate Missouri's public school system?

	Good/Excellent %	Fair/Poor %	Margin	Intensity	N=
ALL RESPONDENTS	**41**	**57**	**- 16**	**- 9**	**660**
St. Louis Metro	34	63	**- 29**	**- 13**	227
Kansas City Metro	36	62	**- 26**	**- 15**	165
School Parent	44	55	**- 11**	**- 8**	210
Non-Schooler	40	58	**- 18**	**- 10**	437
COMMUNITY					
Urban	37	63	**- 26**	**- 14**	120
Suburban	42	55	**- 13**	**- 7**	271
Small Town	43	56	**- 13**	**- 13**	123
Rural	42	56	**- 14**	**- 6**	136
PARTY ID					
Democrat	38	61	**- 23**	**- 12**	181
Republican	47	50	**- 3**	**- 3**	177
Independent	43	56	**- 13**	**- 12**	194
AGE GROUP					
18 to 34	40	60	**- 20**	**- 4**	151
35 to 54	40	59	**- 19**	**- 11**	240
55 & Over	43	54	**- 11**	**- 11**	251
HOUSEHOLD INCOME					
Under $40,000	38	61	**- 23**	**- 11**	239
$40,000 to $79,999	42	57	**- 15**	**- 8**	233
$80,000 & Over	45	54	**- 9**	**- 8**	133
RACE/ETHNICITY					
Black	26	74	**- 48**	**- 18**	49
Hispanic	57	43	**+ 14**	**- 16**	16
White	44	55	**- 11**	**- 7**	546

NOTE: 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. 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, *Missouri K-12 & School Choice Survey* , Q3.

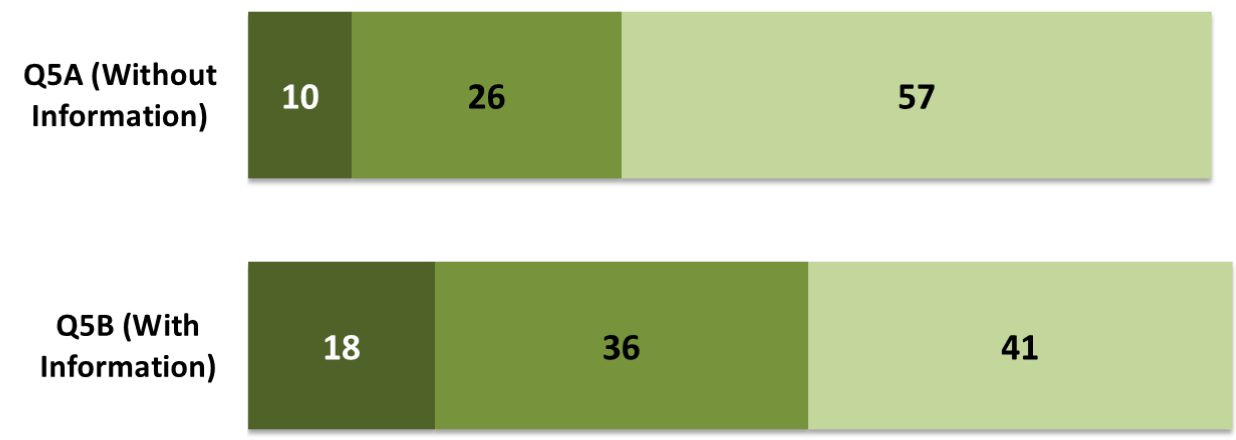
Q4. How much do you think is spent per year on each student in Missouri's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.



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

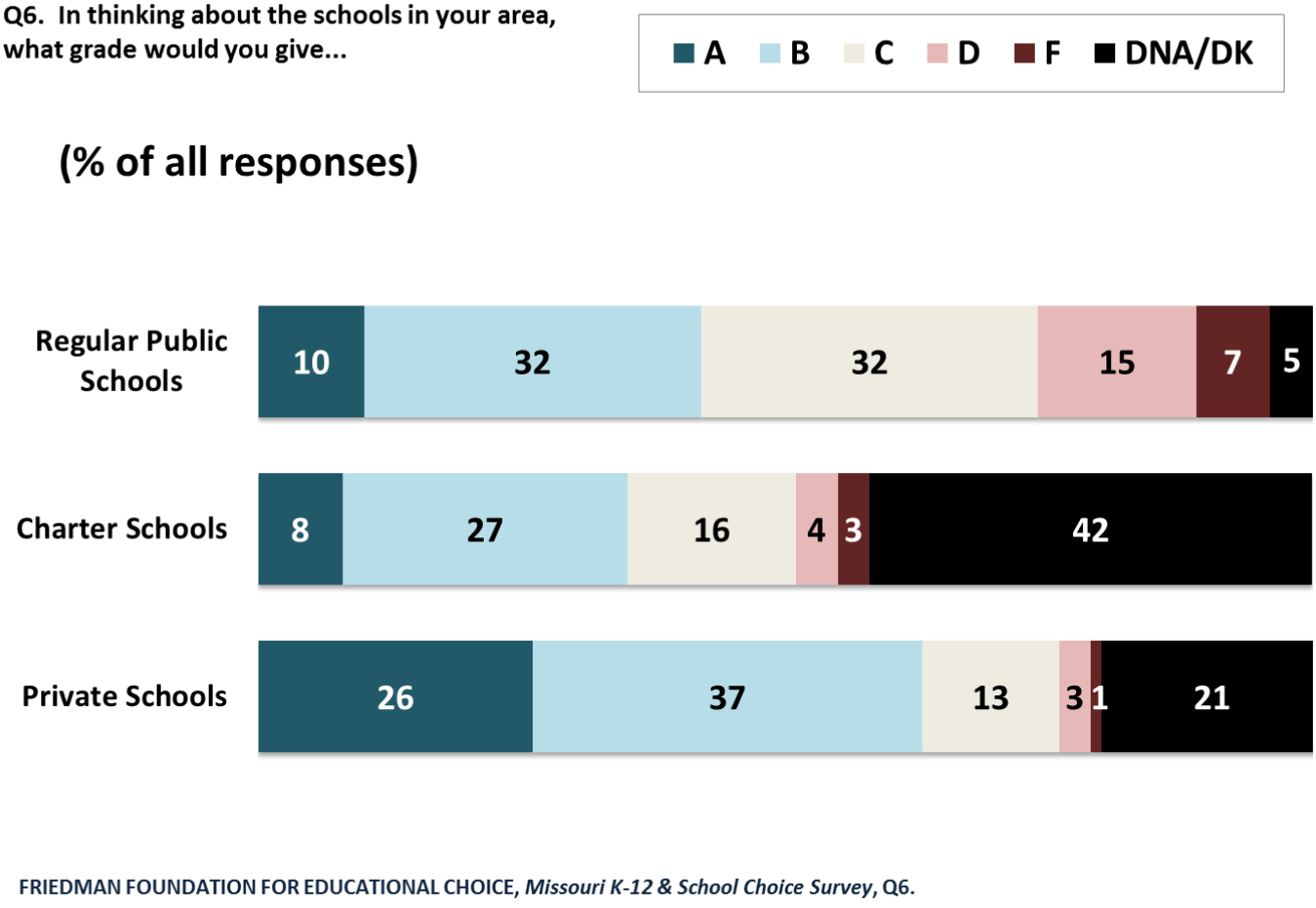
Q5-Split A. Do you believe that public school funding in Missouri is at a level that is:

Q5-Split B. According to the most recent information available, in Missouri $9,461 is being spent each year per student attending public schools. Do you believe that public school funding in Missouri is at a level that is:



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q5A and Q5B.

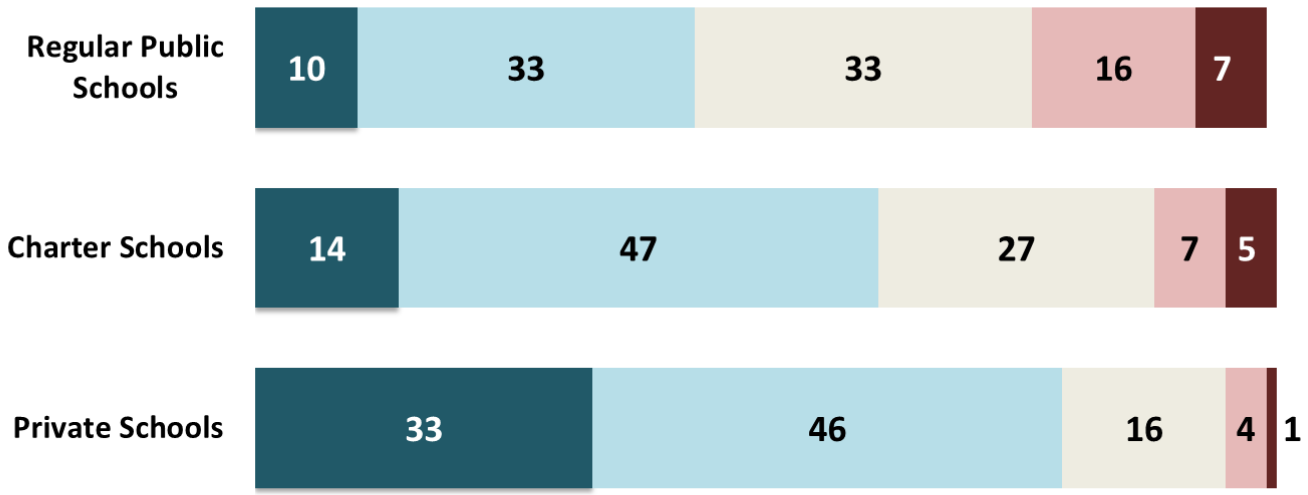
Q6. In thinking about the schools in your area, what grade would you give...



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q6.

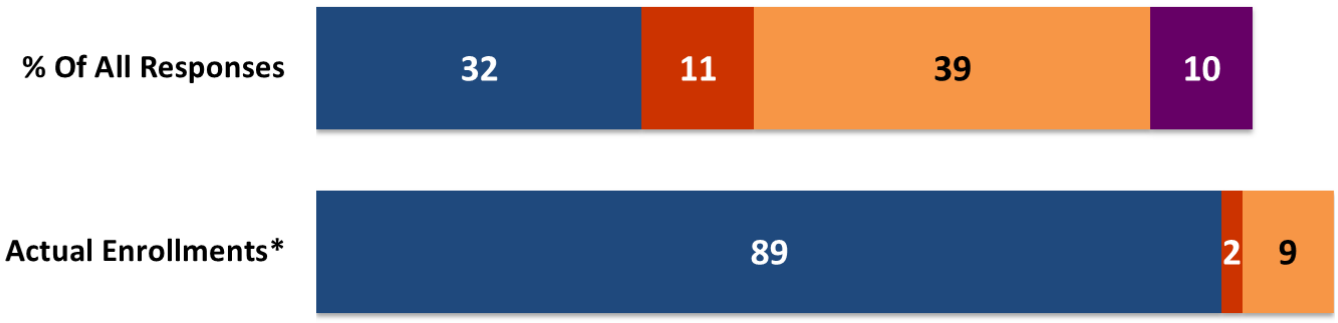
Q6. In thinking about the schools in your area, what grade would you give...

(% of only responses giving grades)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q6.

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?



* Homeschool data not available.

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri 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 %	Home School %	Private School %	Public School %	N=
ALL RESPONDENTS	**11**	**10**	**39**	**32**	**660**
St. Louis Metro	8	4	45	30	227
Kansas City Metro	12	18	35	30	165
School Parent	15	10	38	28	210
Non-Schooler	9	10	39	34	437
COMMUNITY					
Urban	15	10	36	31	120
Suburban	10	8	45	28	271
Small Town	10	11	34	36	123
Rural	9	14	36	35	136
PARTY ID					
Democrat	15	7	35	34	181
Republican	9	11	48	28	177
Independent	12	12	40	30	194
AGE GROUP					
18 to 34	12	8	34	37	151
35 to 54	14	11	39	25	240
55 & Over	7	11	43	34	251
HOUSEHOLD INCOME					
Under $40,000	12	13	31	31	239
$40,000 to $79,999	11	9	42	31	233
$80,000 & Over	9	9	47	33	133
RACE/ETHNICITY					
Black	17	8	43	23	49
Hispanic	21	16	43	7	16
White	10	10	38	34	546

NOTE: 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.

SOURCE: Friedman Foundation for Educational Choice, *Missouri 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.

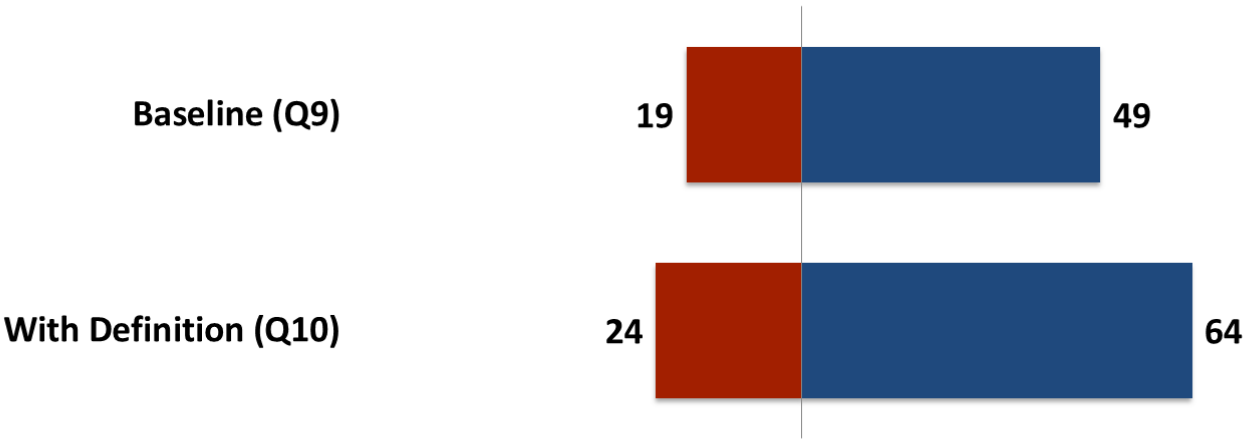
Top 10 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

BETTER EDUCATION / QUALITY	71
INDIVIDUAL ATTENTION / ONE-ON-ONE	62
ACADEMICS / CURRICULUM	59
BETTER TEACHERS / TEACHERS / TEACHING	57
SOCIALIZATION / PEERS / OTHER KIDS	48
CLASS SIZE / STUDENT-TEACHER RATIO	35
DIVERSITY / VARIETY	32
ENVIRONMENT / CULTURE / COMMUNITY	32
SAFETY / LESS DRUGS, VIOLENCE, BULLYING	27
DISCIPLINE / STRUCTURE	26

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

Q9. Based on what you know, or have heard from others… In general, do you favor or oppose "charter schools"?

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. With this information, do you generally favor or oppose charter schools?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q9 and 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?

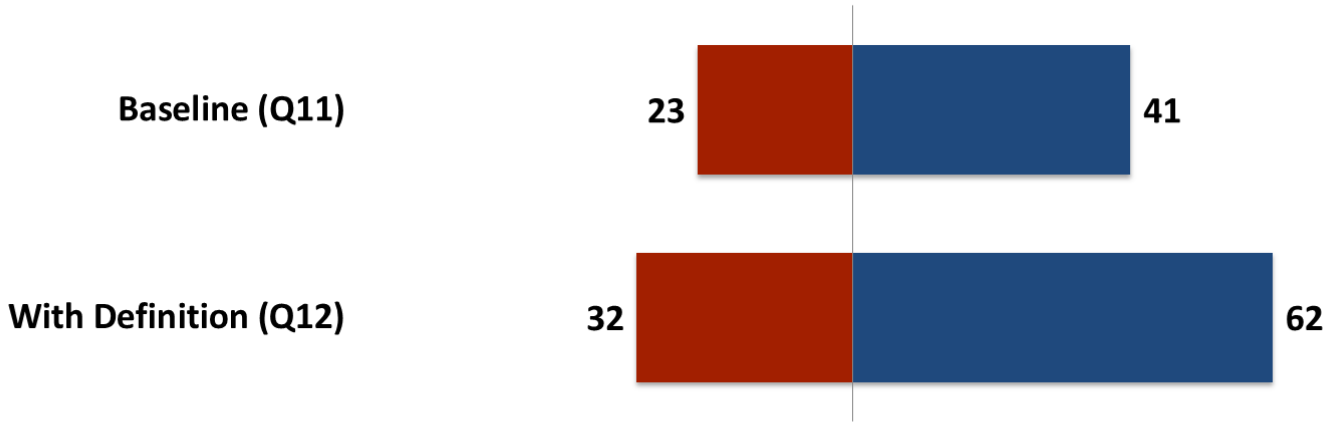
	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	**64**	**24**	**+ 40**	**+ 11**	**660**
St. Louis Metro	66	24	**+ 42**	**+ 7**	227
Kansas City Metro	56	29	**+ 27**	**+ 11**	165
School Parent	66	22	**+ 44**	**+ 14**	210
Non-Schooler	63	24	**+ 39**	**+ 10**	437
COMMUNITY					
Urban	69	22	**+ 47**	**+ 15**	120
Suburban	65	23	**+ 42**	**+ 7**	271
Small Town	58	26	**+ 32**	**+ 15**	123
Rural	63	25	**+ 38**	**+ 12**	136
PARTY ID					
Democrat	62	29	**+ 33**	**+ 7**	181
Republican	69	19	**+ 50**	**+ 16**	177
Independent	60	25	**+ 35**	**+ 12**	194
AGE GROUP					
18 to 34	71	14	**+ 57**	**+ 11**	151
35 to 54	66	23	**+ 43**	**+ 16**	240
55 & Over	57	31	**+ 26**	**+ 7**	251
HOUSEHOLD INCOME					
Under $40,000	66	18	**+ 48**	**+ 14**	239
$40,000 to $79,999	66	25	**+ 41**	**+ 9**	233
$80,000 & Over	57	29	**+ 28**	**+ 5**	133
RACE/ETHNICITY					
Black	69	27	**+ 42**	**+ 32**	49
Hispanic	83	10	**+ 73**	**+ 17**	16
White	62	24	**+ 38**	**+ 8**	546

NOTE: 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. 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, *Missouri K-12 & School Choice Survey* , Q10.

Q11. Based on what you know, or have heard from others… In general, do you favor or oppose "school vouchers"?

Q12. 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?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q11 and Q12.

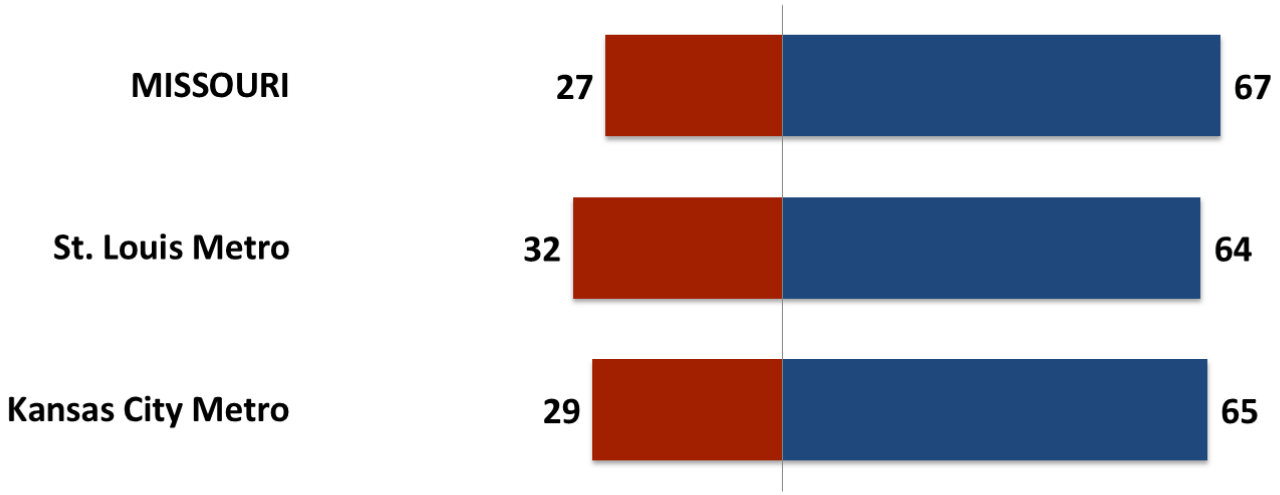
Q12. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated 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?

	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	**62**	**32**	**+ 30**	**+ 10**	**660**
St. Louis Metro	60	34	**+ 26**	**+ 5**	227
Kansas City Metro	60	33	**+ 27**	**+ 9**	165
School Parent	66	28	**+ 38**	**+ 13**	210
Non-Schooler	60	34	**+ 26**	**+ 8**	437
COMMUNITY					
Urban	57	39	**+ 18**	**+ 6**	120
Suburban	64	29	**+ 35**	**+ 12**	271
Small Town	65	30	**+ 35**	**+ 10**	123
Rural	58	36	**+ 22**	**+ 6**	136
PARTY ID					
Democrat	55	38	**+ 17**	**- 2**	181
Republican	68	28	**+ 40**	**+ 22**	177
Independent	61	35	**+ 26**	**+ 4**	194
AGE GROUP					
18 to 34	71	23	**+ 48**	**+ 24**	151
35 to 54	63	30	**+ 33**	**+ 10**	240
55 & Over	53	42	**+ 9**	**- 4**	251
HOUSEHOLD INCOME					
Under $40,000	66	27	**+ 39**	**+ 13**	239
$40,000 to $79,999	59	34	**+ 25**	**+ 8**	233
$80,000 & Over	55	42	**+ 13**	**+ 2**	133
RACE/ETHNICITY					
Black	63	34	**+ 29**	**+ 11**	49
Hispanic	71	26	**+ 45**	**+ 37**	16
White	61	33	**+ 28**	**+ 8**	546

NOTE: 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. 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, *Missouri K-12 & School Choice Survey* , Q12.

Q13. A "tax credit" allows an individual or business to reduce the final amount of a tax owed to government. Some states, including Oklahoma, 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?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q13.

Q13. 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?

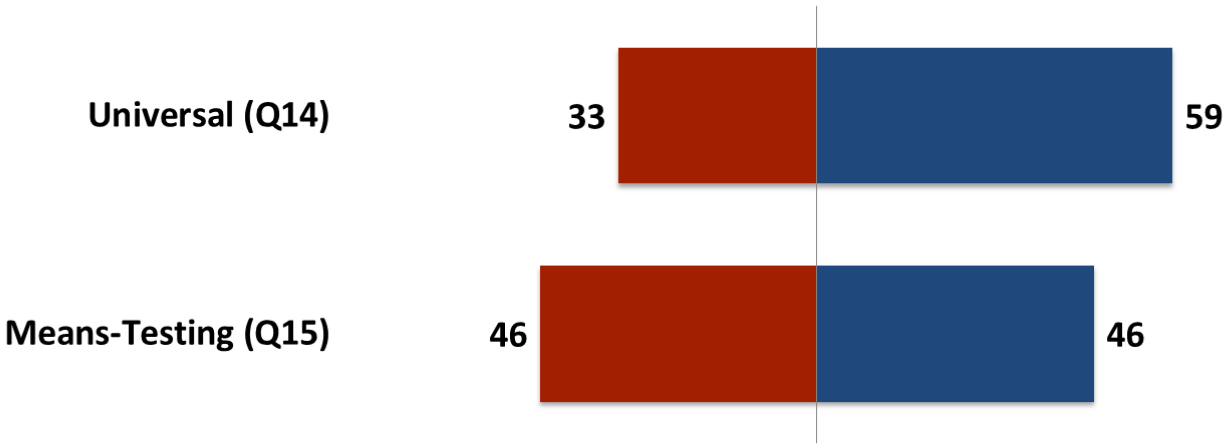
	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	**67**	**27**	**+ 40**	**+ 16**	**660**
St. Louis Metro	64	32	**+ 32**	**+ 8**	227
Kansas City Metro	65	29	**+ 36**	**+ 23**	165
School Parent	71	25	**+ 46**	**+ 21**	210
Non-Schooler	66	29	**+ 37**	**+ 13**	437
COMMUNITY					
Urban	64	33	**+ 31**	**+ 14**	120
Suburban	66	30	**+ 36**	**+ 15**	271
Small Town	76	20	**+ 56**	**+ 19**	123
Rural	63	25	**+ 38**	**+ 13**	136
PARTY ID					
Democrat	63	32	**+ 31**	**+ 8**	181
Republican	76	19	**+ 57**	**+ 25**	177
Independent	64	31	**+ 33**	**+ 14**	194
AGE GROUP					
18 to 34	80	17	**+ 63**	**+ 21**	151
35 to 54	66	28	**+ 38**	**+ 18**	240
55 & Over	58	35	**+ 23**	**+ 7**	251
HOUSEHOLD INCOME					
Under $40,000	70	21	**+ 49**	**+ 15**	239
$40,000 to $79,999	67	29	**+ 38**	**+ 18**	233
$80,000 & Over	62	35	**+ 27**	**+ 6**	133
RACE/ETHNICITY					
Black	70	26	**+ 44**	**+ 27**	49
Hispanic	80	20	**+ 60**	**+ 36**	16
White	66	28	**+ 38**	**+ 12**	546

NOTE: 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. 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, *Missouri K-12 & School Choice Survey* , Q13.

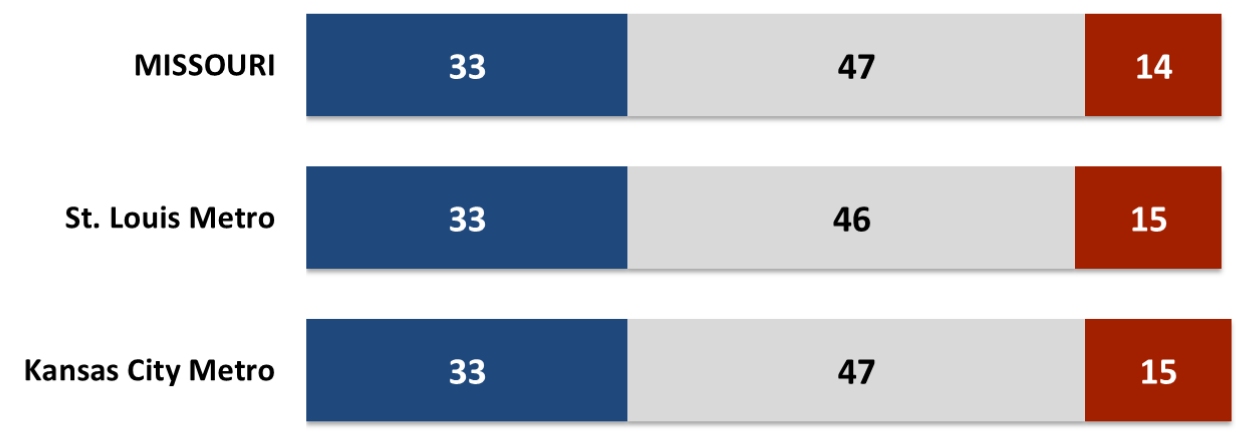
Q14. Some people believe that tax-credit scholarships *should be available to all families, regardless of incomes and special needs.* Do you agree or disagree with that statement?

Q15. Some people believe that tax-credit scholarships *should only be available to families based on financial need.* Do you agree or disagree with that statement?



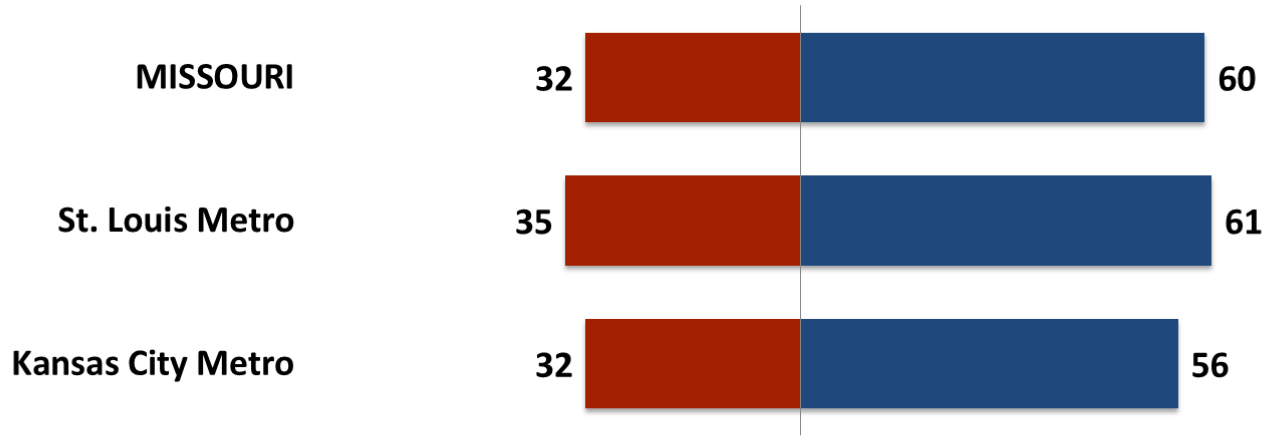
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q14 and Q15.

Q16. Thinking ahead to the next election, if a candidate for Governor, State Senator or Representative supports tax-credit scholarships, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?



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

Q17. An "education savings account" - often called an "ESA" - allows parents to take their child out of 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, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q17.

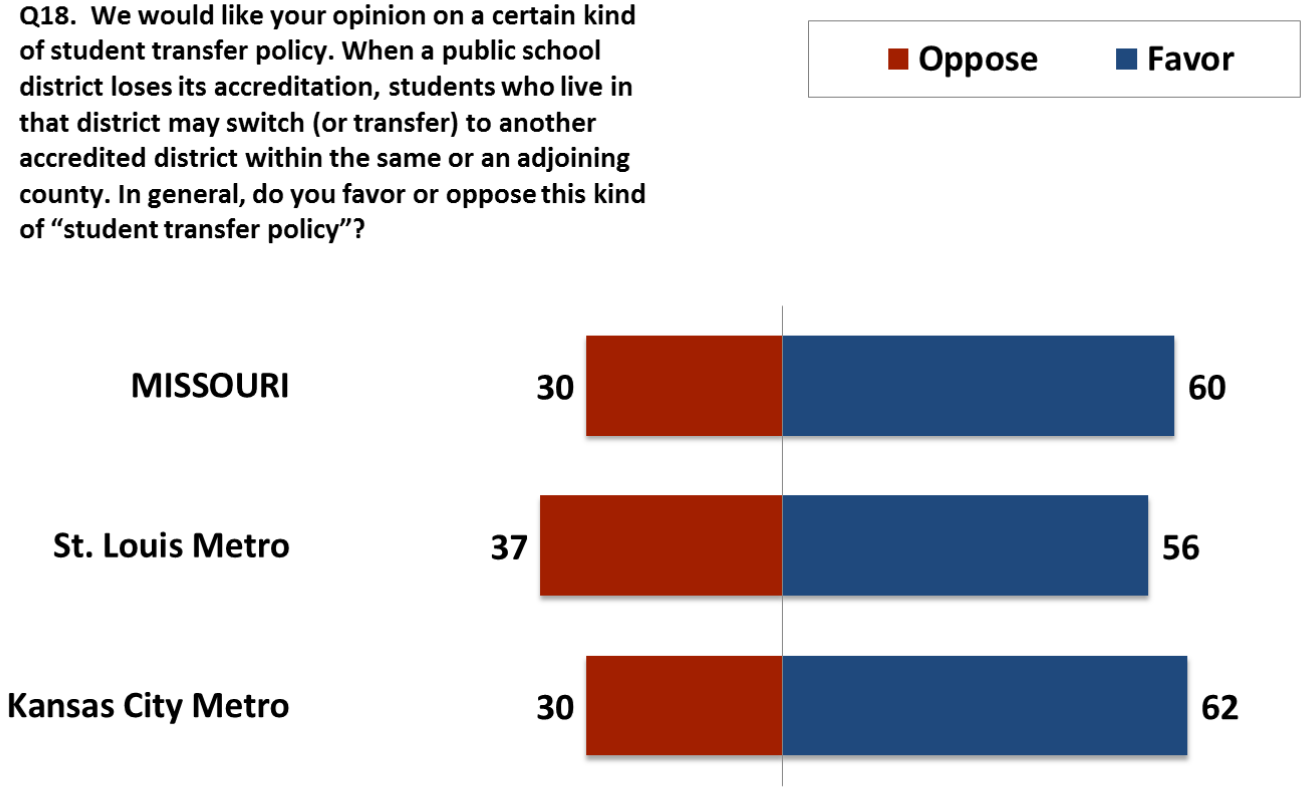
Q17. An "education savings account" - often called an "ESA" - allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	**60**	**32**	**+ 28**	**+ 7**	**660**
St. Louis Metro	61	35	**+ 26**	**+ 2**	227
Kansas City Metro	56	32	**+ 24**	**+ 10**	165
School Parent	70	24	**+ 46**	**+ 17**	210
Non-Schooler	55	35	**+ 20**	**+ 2**	437
COMMUNITY					
Urban	57	34	**+ 23**	**+ 4**	120
Suburban	62	30	**+ 32**	**+ 6**	271
Small Town	62	28	**+ 34**	**+ 14**	123
Rural	55	35	**+ 20**	**+ 5**	136
PARTY ID					
Democrat	62	32	**+ 30**	**+ 5**	181
Republican	58	31	**+ 27**	**+ 9**	177
Independent	58	32	**+ 26**	**+ 2**	194
AGE GROUP					
18 to 34	73	22	**+ 51**	**+ 21**	151
35 to 54	59	31	**+ 28**	**+ 9**	240
55 & Over	48	40	**+ 8**	**- 8**	251
HOUSEHOLD INCOME					
Under $40,000	57	32	**+ 25**	**+ 5**	239
$40,000 to $79,999	65	29	**+ 36**	**+ 10**	233
$80,000 & Over	58	33	**+ 25**	**+ 5**	133
RACE/ETHNICITY					
Black	57	31	**+ 26**	**+ 8**	49
Hispanic	66	14	**+ 52**	**+ 16**	16
White	59	32	**+ 27**	**+ 6**	546

NOTE: 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. 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, *Missouri K-12 & School Choice Survey* , Q17.

Q18. We would like your opinion on a certain kind of student transfer policy. When a public school district loses its accreditation, students who live in that district may switch (or transfer) to another accredited district within the same or an adjoining county. In general, do you favor or oppose this kind of "student transfer policy"?

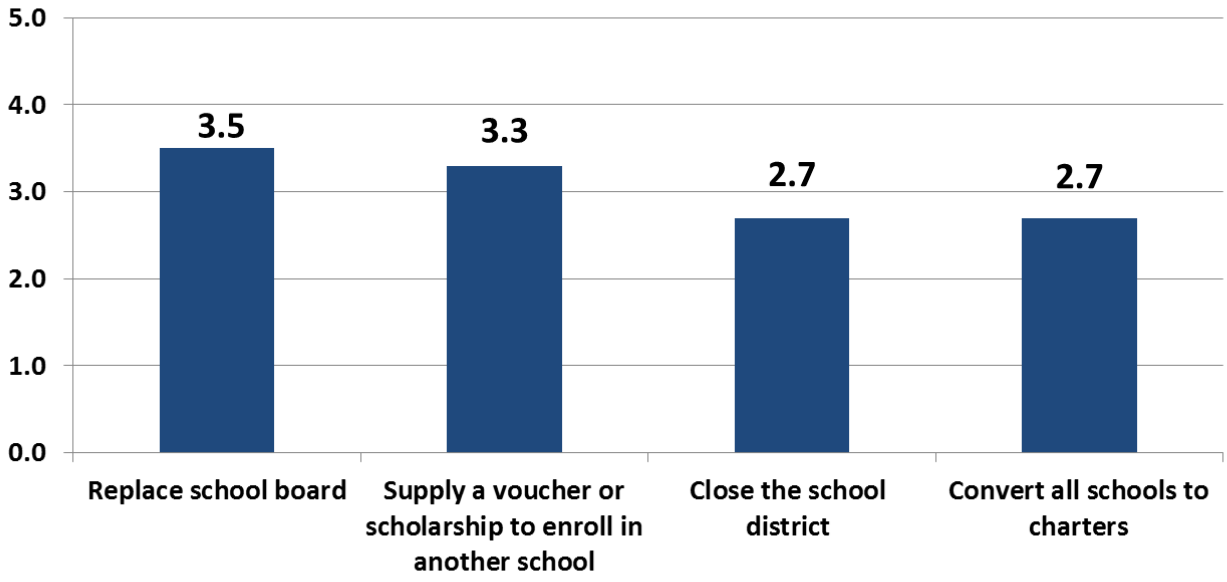


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q18.

Q19. Now we want to ask what you believe state government should do to intervene – if at all – in unaccredited school districts. On a scale from 1 to 5, please rate how useful each one of the following actions would be to affected students and families?

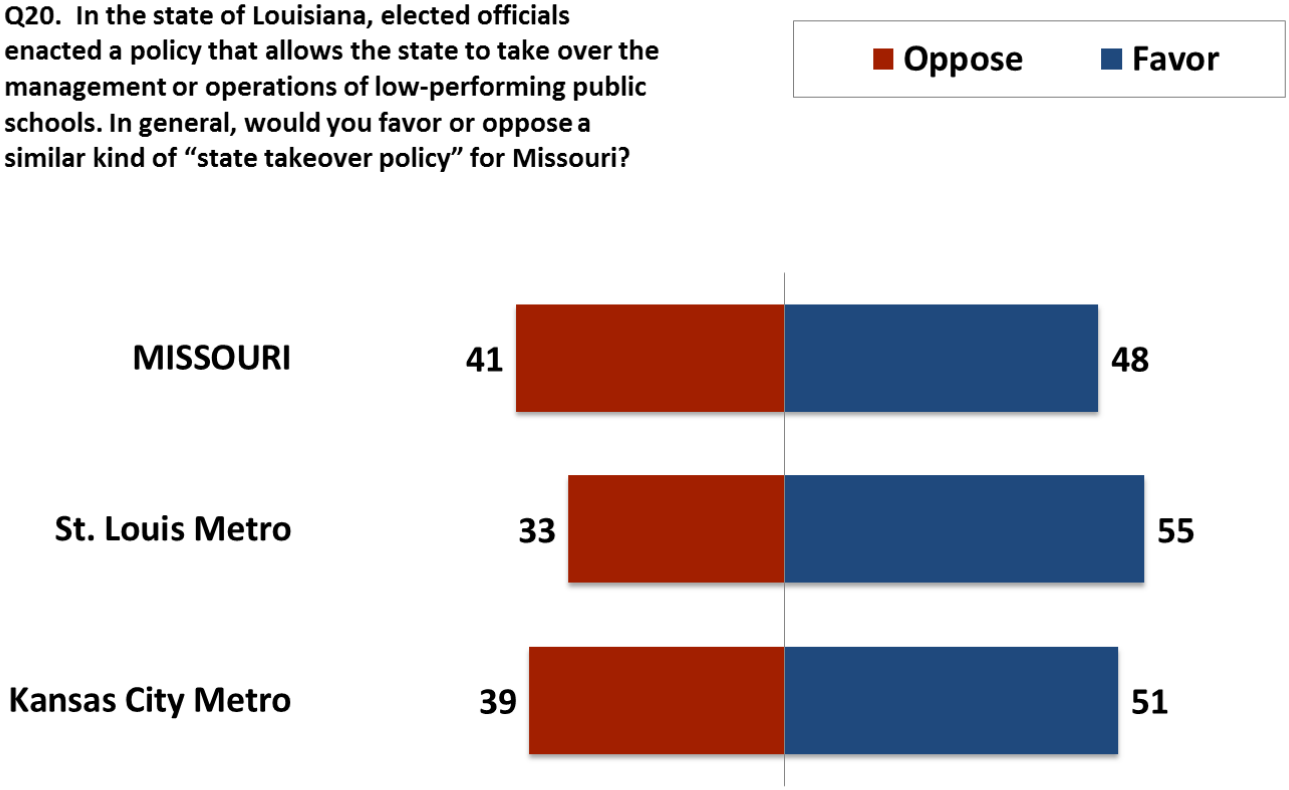
1 would reflect LEAST useful action ↔ 5 would reflect MOST useful action

(reporting the statewide mean value for each action)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q19.

Q20. In the state of Louisiana, elected officials enacted a policy that allows the state to take over the management or operations of low-performing public schools. In general, would you favor or oppose a similar kind of "state takeover policy" for Missouri?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Missouri K-12 & School Choice Survey*, Q20.

Methods Summary

The "Missouri 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 Missouri (N=600). Methodology included probability sampling and random-digit dial. The unweighted statewide sample includes a total of **660** telephone interviews completed in English from February 27 to March 11, 2014, 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 ± 4.0 percentage points.

BRI's live callers conducted all phone interviews. For this entire project, a total of **12,200** calls were made in Missouri. Of these calls, **3,886** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **7,564** were usable numbers but eligibility unknown (including refusals and voicemail); **54** cell phone numbers were usable but not eligible for this survey; **15** people did not complete the survey. The average response rate of the landline interviews was **9.7%**. The average response rate of the cell phone interviews was **8.3%**.

Details on call dispositions, landline and cell phone response rates, and weighting are discussed in the following sections.

Sample Design

A combination of landline and cellular random-digit-dial (RDD) samples was used to represent registered voters in Missouri 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 27 to March 11, 2014. 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 the 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 in recent years that 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 statewide margin of error for this survey is ± 4.0%. 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 margin of sampling error (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 ± 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

Missouri Statewide Call Dispositions

SUMMARY		
Landline	Cell Phone	
5,600	3,200	Total
5,600	3,200	Released
0	0	Unreleased
4,475	2,720	Usable
1,125	480	Unusable
4,328	2,163	Qualified
79.9%	85.0%	Est. Usability
95.8%	79.2%	Est. Eligibility
9.7%	8.3%	Est. Response

DETAIL		
Landline	Cell Phone	
769	462	Disconnected
2	0	Fax
98	11	Government/Business
0	-	Cell Phone
-	0	Landline
869	473	Unusable
1,153	46	No Answer
121	1	Busy
1,274	47	Usability Unknown
420	180	Complete
9	3	Break-Off
429	183	Usable/Eligible
956	879	Refused
32	69	Language Barrier
1,179	779	Voice Mail
698	587	Call Back-Retry
143	135	Strong Refusal
1	0	Privacy Manager
3,009	2,449	Usable/Eligible Unknown
-	-	Under 18
19	48	Usable/Ineligible
9.7%	8.3%	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. Using weighting targets, we weighted St. Louis metro and Kansas City metro areas to Age, Gender, Race, Ethnicity; then we weighted on statewide Cell/Landline; and, finally, we weighted overall results to Age, Gender, Race, Ethnicity, and Region.

The weighted and unweighted data are available on request.

All weighting measures are based on Census Bureau statistics for the state of Missouri.

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. He joined the foundation in September 2006. DiPerna's research interests include surveys and polling on K-12 education and school choice policies. He also directs and manages all other research projects commissioned by the foundation. DiPerna has traveled to 27 states for his work, presenting survey research findings and discussing various school choice policies for audiences including public officials, policy professionals, advocates, and academics.

Previously, DiPerna served as the assistant director for the Brown Center on Education Policy at the Brookings Institution in Washington, D.C. His six years at Brookings included projects evaluating the federal Blue Ribbon Schools Program and analyzing student achievement in charter schools. DiPerna was a research analyst for the first five issues of the Brown Center Report on American Education (2000-2004). He also managed and coordinated the activities of the National Working Commission on Choice in K-12 Education (2001-2005).

A native of Pittsburgh, DiPerna earned an M.A. in political science from the University of Illinois (2000) and B.A. from the University of Dayton (1996).

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About the Survey Organization

Braun Research, Inc. (BRI)

The Braun Research network of companies, founded in 1995, combined employ 38 full-time and more than 250 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 19 years, Braun Research has conducted almost 10,000 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.

The work we accomplish for other research firms requires us to perform all work up to standards required by the various research organizations where we enjoy membership and in some cases participate actively. Paul Braun is recognized as a leader in the field by colleagues who asked him to serve on these committees. For example, Paul Braun is a member of the MRA/CMOR committees on response rate improvement and in launching a seal of quality for the industry. He has served as President of the New Jersey Chapter of AAPOR, and he is currently serving on AMEC in North America.

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 (The American Association for Public Opinion Research) and MRA/CMOR (Market Research Association/Council on Marketing and Opinion Research) and CASRO (Council on American Survey Research Organizations).

About the Survey Sponsor

The Friedman Foundation for Educational Choice

The Friedman Foundation for Educational Choice is a 501(c)(3) nonprofit and nonpartisan organization, solely dedicated to advancing Milton and Rose Friedman's vision of school choice for all children. First established as the Milton and Rose D. Friedman Foundation in 1996, the Foundation continues to promote school choice as the most effective and equitable way to improve the quality of K-12 education in America. The Foundation is dedicated to research, education, and outreach on the vital issues and implications related to choice in K-12 education.

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 full 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 Show-Me Institute

The Show-Me Institute is a research and educational institute dedicated to improving the quality of life for all citizens of Missouri by advancing sensible, well-researched solutions to state and local policy issues.

The Institute's scholars study public policy problems and develop proposals to increase economic opportunity for ordinary Missourians. It then promotes those solutions by publishing studies, briefing papers, and other educational materials, which help policymakers, the media, and the general public gain a better understanding of the issues.

The work of the Institute is rooted in the American tradition of free markets and individual liberty. The Institute's scholars seek to move beyond the 20th-century mindset that every problem has a government solution. Instead, they develop policies that respect the rights of the individual, encourage creativity and hard work, and nurture independence and social cooperation.

By applying those principles to the problems facing the state, the Show-Me Institute hopes to build a Missouri with a thriving economy and a vibrant civil society, a Missouri that leads the nation in wealth, freedom, and opportunity for all.

Missouri K-12 & School Choice Survey Questions and Results

Interview Dates: February 27 to March 11, 2014
Sample Frame: Registered Voters
Population Samples: MISSOURI (statewide) = 660
St. Louis Metro = 227
Kansas City Metro (statewide plus oversample) = 165

Margins of Error: MISSOURI = ± 4.0 percentage points
St. Louis Metro = ± 6.5 percentage points
Kansas City Metro = ± 7.6 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%.

"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"]

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

	Male	Female
MISSOURI	48	52

1. Which of the following do you see as the most important issue facing the state of Missouri right now?

[RANDOMIZE RESPONSES 1-9 TO AVOID BIAS]

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

	Crime	Economy & Jobs	Education	Environment	Healthcare	Housing	Immigration	Values Issues	Taxes
MISSOURI	**6**	**43**	**14**	**3**	**13**	**1**	**2**	**6**	**6**
St. Louis Metro	**8**	**46**	**15**	**4**	**13**	**1**	**2**	**5**	**4**
Kansas City Metro	**8**	**39**	**14**	**3**	**12**	**2**	**4**	**2**	**8**

2. Do you feel things in Missouri'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.)
MISSOURI	**37**	**56**	**7**
St. Louis Metro	**30**	**64**	**6**
Kansas City Metro	**33**	**59**	**8**

3. How would you rate Missouri's public school system?

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

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
MISSOURI	**6**	**36**	**42**	**15**	**2**
St. Louis Metro	**3**	**31**	**47**	**16**	**3**
Kansas City Metro	**5**	**31**	**42**	**20**	**2**

4. How much do you think is spent per year on each student in Missouri'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"]

	Less than $4,000	$4,001 – $8,000	$8,001 – $12,000	$12,001 – $16,000	Over $16,000	DK/Ref (VOL.)
MISSOURI	**21**	**28**	**17**	**6**	**6**	**22**
St. Louis Metro	**17**	**29**	**17**	**10**	**5**	**23**
Kansas City Metro	**28**	**21**	**14**	**7**	**5**	**24**

5. ***(Split A)*** Do you believe that public school funding in Missouri 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.)
MISSOURI	**10**	**26**	**57**	**7**
St. Louis Metro	**10**	**25**	**58**	**7**
Kansas City Metro	**7**	**32**	**53**	**8**

5. ***(Split B)*** According to the most recent information available, in Missouri $9,461 is being spent each year per student attending public schools. Do you believe that public school funding in MISSOURI 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.)
MISSOURI	**18**	**36**	**41**	**6**
St. Louis Metro	**19**	**30**	**47**	**4**
Kansas City Metro	**13**	**39**	**38**	**6**

6. In thinking about the schools in your area, what grade would you give…

[GRADE OPTIONS: A, B, C, D, or F]

[ROTATE "REGULAR PUBLIC SCHOOLS," "CHARTER SCHOOLS," "PRIVATE OR PAROCHIAL SCHOOLS"]

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

MISSOURI	A	B	C	D	F	DNA/DK/Ref (VOL.)
Regular Public Schools	10	32	32	15	7	5
Charter Schools	8	27	16	4	3	42
Private Schools	26	37	13	3	1	21

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.)
MISSOURI	**11**	**10**	**39**	**32**	**3**	**5**
St. Louis Metro	**8**	**4**	**45**	**30**	**5**	**8**
Kansas City Metro	**12**	**18**	**35**	**30**	**2**	**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 10 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

	MISSOURI
BETTER EDUCATION / QUALITY	71
INDIVIDUAL ATTENTION / ONE-ON-ONE	62
ACADEMICS / CURRICULUM	59
BETTER TEACHERS / TEACHERS / TEACHING	57
SOCIALIZATION / PEERS / OTHER KIDS	48
CLASS SIZE / STUDENT-TEACHER RATIO	35
DIVERSITY / VARIETY	32
ENVIRONMENT / CULTURE / COMMUNITY	32
SAFETY / LESS DRUGS, VIOLENCE, BULLYING	27
DISCIPLINE / STRUCTURE	26
OTHER RESPONSES	42
DK / NO RESPONSE / REFUSED	20

"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. Based on what you know, or have heard from others… 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"]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
MISSOURI	**13**	**35**	**12**	**7**	**33**
St. Louis Metro	**12**	**43**	**11**	**8**	**26**
Kansas City Metro	**15**	**29**	**15**	**9**	**31**

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"]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
MISSOURI	**19**	**45**	**15**	**8**	**12**
St. Louis Metro	**16**	**51**	**14**	**9**	**10**
Kansas City Metro	**21**	**34**	**19**	**10**	**15**

11. Based on what you know, or have heard from others… In general, do you favor or oppose “school vouchers”?

[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.)
MISSOURI	**18**	**24**	**11**	**12**	**36**
St. Louis Metro	**17**	**25**	**14**	**13**	**31**
Kansas City Metro	**17**	**20**	**9**	**13**	**41**

12. 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.)
MISSOURI	**29**	**33**	**13**	**19**	**6**
St. Louis Metro	**26**	**33**	**13**	**21**	**6**
Kansas City Metro	**28**	**31**	**15**	**19**	**7**

13. 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.)
MISSOURI	**27**	**41**	**16**	**11**	**5**
St. Louis Metro	**21**	**43**	**19**	**13**	**4**
Kansas City Metro	**33**	**33**	**19**	**10**	**6**

[RANDOMIZE QUESTIONS 14 AND 15]

14. Some people believe that tax-credit scholarships should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement?

[PROBE:] Would you say strongly or somewhat agree/disagree?

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

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
MISSOURI	**32**	**27**	**17**	**15**	**9**
St. Louis Metro	**28**	**25**	**21**	**16**	**10**
Kansas City Metro	**38**	**25**	**14**	**13**	**9**

15. Some people believe that tax-credit scholarships should only be available to families based on financial need. Do you agree or disagree with that statement?

[PROBE:] Would you say strongly or somewhat agree/disagree?

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

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
MISSOURI	**20**	**26**	**22**	**25**	**7**
St. Louis Metro	**22**	**26**	**22**	**24**	**6**
Kansas City Metro	**23**	**25**	**14**	**29**	**9**

16. Thinking ahead to the next election, if a candidate for Governor, State Senator or Representative supports tax-credit scholarships, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

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

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
MISSOURI	**33**	**47**	**14**	**6**
St. Louis Metro	**33**	**46**	**15**	**5**
Kansas City Metro	**33**	**47**	**15**	**6**

17. An "education savings account" – often called an ESA – allows parents to take their child out of 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.)
MISSOURI	**24**	**36**	**15**	**17**	**9**
St. Louis Metro	**21**	**39**	**15**	**19**	**5**
Kansas City Metro	**30**	**26**	**12**	**20**	**12**

“Now thinking about a couple of other education issues in Missouri…”

18. We would like your opinion on a certain kind of student transfer policy. When a public school district loses its accreditation, students who live in that district may switch (or transfer) to another accredited district within the same or an adjoining county. In general, do you favor or oppose this kind of “student transfer policy”?

[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.)
MISSOURI	**27**	**33**	**15**	**15**	**9**
St. Louis Metro	**21**	**35**	**19**	**18**	**7**
Kansas City Metro	**38**	**24**	**12**	**17**	**9**

19. Now we want to ask what you believe state government should do to intervene – if at all – in unaccredited school districts. On a scale from 1 to 5, please rate how useful each one of the following actions would be to affected students and families? A "1" would reflect least useful action; a "5" would reflect most useful action.

[RANDOMIZE RESPONSES 1 to 4, TO AVOID BIAS]

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

Percentage of respondents rating "4" or "5"

	MISSOURI	St. Louis Metro	Kansas City Metro
Convert all schools in district to public charter schools	**26**	**23**	**21**
Dismiss and replace the elected board of that district	**47**	**53**	**46**
Close the school district and reassign student to adjoining districts	**27**	**27**	**25**
Supply a voucher or scholarship to parents to enroll their child in another school, either private or public	**47**	**46**	**49**
DK/Ref (VOL.)	**16**	**13**	**15**

20. In the state of Louisiana, elected officials enacted a policy that allows the state to take over the management or operations of low-performing public schools. In general, would you favor or oppose a similar kind of "state takeover policy" for Missouri?

[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.)
MISSOURI	**15**	**33**	**18**	**23**	**12**
St. Louis Metro	**20**	**35**	**17**	**16**	**11**
Kansas City Metro	**18**	**33**	**19**	**20**	**10**

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

21. Are you currently the parent or guardian of a child who lives with you, and who is in any grade from preschool through high school?

[IF NEEDED: IF CHILD IS CURRENTLY ENROLLED OR ENTERING PRESCHOOL IN THE UPCOMING SCHOOL YEAR, ENTER "YES"]

[IF NEEDED: IF YOUNGEST CHILD JUST GRADUATED IN 2013, ENTER "NO"]

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

	Yes	No < PK	No > HS	No Children	DK/Ref (VOL.)
MISSOURI	**31**	**6**	**24**	**37**	**2**

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

[Code for Democrat, Republican, Independent, Libertarian, Other, or "DK"]

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

	Democrat	Republican	Independent	Other	Libertarian (VOL.)	DK/Ref (VOL.)
MISSOURI	**28**	**26**	**30**	**8**	**2**	**7**

23. 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.)
MISSOURI	**19**	**40**	**20**	**20**	**1**

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

[OPEN END, THEN CODE TO AGE CATEGORY]

	18 to 34	35 to 54	55 & Over	DK/Ref (VOL.)
MISSOURI	**28**	**36**	**34**	**2**

25. Are you, yourself, of Hispanic or Latino origin, such as Mexican, Puerto Rican, Cuban, or some other Spanish background?

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

	Hispanic	Not Hispanic	DK/Ref (VOL.)
MISSOURI	**3**	**96**	**1**

26. Which of the following best 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.)
MISSOURI	**< 1**	**2**	**9**	**1**	**85**	**< 1**	**2**

27. 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.)
MISSOURI	**< 1**	**3**	**22**	**5**	**29**	**24**	**17**	**< 1**

28. Please stop me when I read the category that best describes your current annual household income, before taxes?

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

	Under $40,000	$40,000 to $79,999	$80,000 & Over	DK/Ref (VOL.)
MISSOURI	**37**	**35**	**20**	**8**

[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.