Mississippi Voices:
Public Perception of Pre-K-12 Education in Mississippi
A Report By
Rachel Canter, Angela Bass, and Searcy Milam Morgan
Designed by MacKenzie Stroh Hines
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Acknowledgments

This project was a collaboration between Mississippi First and the Survey Research Laboratory (SRL) at Mississippi State University’s Social Science Research Center. In addition to conducting the survey, SRL contributed to this report the results of the survey as well as technical descriptions of the survey methodology, data specifications, sample, and weighting procedures. The report’s analyses and commentary, including comparisons to national education surveys, are the work of Mississippi First. As such, we do not represent that SRL agrees or disagrees with any of this analysis or commentary.

This report was made possible by the generous support of the Walton Family Foundation. The views expressed in this report are those of the authors alone.

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About Mississippi First

Mississippi First is a 501c3 public policy non-profit that champions transformative policy solutions ensuring educational excellence for every Mississippi child. Mississippi First is a leading voice for state-funded pre-K, high-quality public charter schools, and rigorous state
Executive Summary

OVERVIEW OF SURVEY
Mississippi First is a 501c3 nonprofit whose mission is to champion transformative policy solutions ensuring educational excellence for every Mississippi child. Since our founding in 2008, we have been at the forefront of many of Mississippi's public education conversations. Mississippi First was interested in learning more about public perceptions of the issues that we support as well as perceptions of the broader public education context in which we work. To this end, Mississippi First, in collaboration with the Survey Research Laboratory at Mississippi State University (SRL), developed a survey to measure public opinion in Mississippi on education topics, including school quality, accountability, charter schools, school funding, and early education. Mississippi First partnered closely with SRL to create survey questions that align to other national education surveys. Draft questions were subjected to four rounds of revision to ensure accuracy. Several of the final 27 survey items are similar to those found in reputable national polls such as the Phi Delta Kappa and Education Next surveys. This allows Mississippi First to provide comparisons between Mississippi responses and national responses.

The dual-frame (landline and cellphone), random-digit-dial, telephone-based survey was administered by SRL in November 2016. A representative sample of adults residing in the State of Mississippi participated. 11 demographic items were added to the 27 survey items in order to ensure respondents were representative and to enable analysis based on demographic factors. More information about the technical aspects of the survey can be found in the Technical Information section of the full report.

As a 501c3, Mississippi First relies on grants and donations to support our work. This survey was supported by a grant to Mississippi First from the Walton Family Foundation. More information about our donors can be found in our annual report at http://www.mississippifirst.org/about/annualreports/.

HIGH-LEVEL FINDINGS

School Funding
- Almost none of the respondents could accurately estimate Mississippi public school funding. The vast majority of respondents (92.4%) in the sample did not know how much the state spent on public school funding per child each year. For those who stated that they knew how much the state spent on public school funding each year per child, the range of responses was quite varied, from $700 per pupil per year to $35,000 per pupil per year. Nonetheless, 26% of respondents chose insufficient funding as the most important issue facing public schools today.

Testing
- Respondents expressed strong support for standardized testing. 57% of respondents agreed or strongly agreed that standardized tests should continue to be required each year in grades 3 through 8 and in high school.
- Respondents expressed strong support for common tests across states. 66% of respondents agreed or strongly agreed that the same standardized tests should be used in every state.

Charter Schools
- A majority of respondents reported being “not at all familiar” with charter schools. 57.5% of respondents knew nothing about charter schools. White respondents were more likely to report some familiarity than non-white respondents (21.7% v. 10.5%). Wealthier respondents were also more likely to report some familiarity than low-income respondents.
- When given basic background information, respondents supported charter schools. 55.3% of respondents support having charter schools in Mississippi. 58.8% of respondents believe that charter schools would affect education positively in their community.

Early Education
- Respondents expressed the strongest support for the importance of pre-K. Nearly 90% of respondents agreed or strongly agreed with the statement that pre-K is important for preparing children for their continuing education. Only 8.2% of respondents disagreed or strongly disagreed with the given statement. This was the strongest level of agreement for any of the agree/disagree questions that Mississippi First asked about any topic.
- Respondents expressed very strong support for the need for the state to fund pre-K. 82.9% of respondents either agreed or strongly agreed with the statement that the State of Mississippi should fund pre-K in all school districts throughout the state. Only 10.5% of respondents disagreed or strongly disagreed with the statement.
TECHNICAL INFORMATION

Survey Items
Mississippi First partnered closely with SRL to create survey questions that align to other state and national education surveys. Draft questions were subjected to four rounds of revision to ensure accuracy. Several of the final 27 survey items are similar to those found in reputable national polls such as the Phi Delta Kappa and Education Next surveys. This allows Mississippi First to provide comparisons between Mississippi responses and national responses. 11 demographic items were added to the 27 survey items in order to ensure respondents were representative and to enable analysis based on demographic factors. The survey instrument can be found in Appendix A.

Survey Methodology
SRL, on behalf of Mississippi First, administered the telephone-based survey to a representative sample of adult respondents (18 and older) residing in the State of Mississippi. For maximum coverage, SRL used a dual-frame design that included both cellular and landline telephone numbers drawn from the universe of telephone numbers assigned to Mississippi. To ensure that a reproducible and representative sample was obtained, SRL used probability-based sampling via random digit dial (RDD) within each of the two frames. In total, 5,500 landline and 12,000 cellular telephone numbers were sampled from their respective universes of 2,626,400 and 4,677,000 total possible numbers. The survey secured 504 interviews (412 from the cellphone frame and 92 from the landline frame).

Data Specifications
- Each telephone number in the sample was called at least 8 times before it was retired (unless a final disposition had been attained prior to the eighth call attempt).
- System missing codes in the SPSS dataset and Item Response Frequency Tables indicate that a given question did not apply, based on the respondents’ answers to previous questions.
- Slight discrepancies in the calculated totals listed in the Item Response Frequency Tables are the result of rounding errors attributed to the weighting process.
- For dichotomous response options with a 50% distribution, the sampling error for the total dataset (n=504) is no larger than ± 4.5% at a 95% confidence level.

Figure 1: CALL LOG

<table>
<thead>
<tr>
<th>Final Disposition Code</th>
<th>Total</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed survey</td>
<td>504</td>
<td>Number retired</td>
</tr>
<tr>
<td>Respondent refused</td>
<td>598</td>
<td>Number retired</td>
</tr>
<tr>
<td>Immediate hang-up</td>
<td>596</td>
<td>Returned to queue</td>
</tr>
<tr>
<td>Callback possible</td>
<td>613</td>
<td>Returned to queue</td>
</tr>
<tr>
<td>No answer</td>
<td>516</td>
<td>Returned to queue</td>
</tr>
<tr>
<td>Busy signal</td>
<td>825</td>
<td>Returned to queue</td>
</tr>
<tr>
<td>Answering machine/voicemail</td>
<td>4,429</td>
<td>Returned to queue</td>
</tr>
<tr>
<td>Unsafe location for call (cellphone user)</td>
<td>11</td>
<td>Returned to queue</td>
</tr>
<tr>
<td>Communication or language problem</td>
<td>41</td>
<td>Number retired</td>
</tr>
<tr>
<td>Unable to participate due to health problem</td>
<td>23</td>
<td>Number retired</td>
</tr>
<tr>
<td>Out of target area</td>
<td>106</td>
<td>Number retired</td>
</tr>
<tr>
<td>Out of age range</td>
<td>59</td>
<td>Number retired</td>
</tr>
<tr>
<td>Business phone</td>
<td>218</td>
<td>Number retired</td>
</tr>
<tr>
<td>Disconnected number or fax machine</td>
<td>1,486</td>
<td>Number retired</td>
</tr>
<tr>
<td>Disconnected number (Filtered out by Sample Provider)</td>
<td>7,475</td>
<td>Number retired</td>
</tr>
<tr>
<td><strong>Total Telephone Numbers Purchased:</strong></td>
<td><strong>17,500</strong></td>
<td></td>
</tr>
</tbody>
</table>

Cooperation Rate: 45.7% = Completers / (Completers + Refusals)
Sample
There were 504 participants in our survey. Below we have included reported demographic information about the participants in our sample as well as corresponding information about the Mississippi population. In the analyses assessing the relationships between demographic factors and survey responses, design weights were computed and calibrated so that they would aggregate to reported totals for the target population with respect to specific geodemographic characteristics. This weighting procedure ensures that the percentage of responses from each demographic group in the sample is proportional to its representation in the population.

Table 1: Age and Gender

<table>
<thead>
<tr>
<th>Age</th>
<th>Male Respondents</th>
<th>Male Population (MS)</th>
<th>Female Respondents</th>
<th>Female Population (MS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-34</td>
<td>75</td>
<td>282,914</td>
<td>69</td>
<td>328,062</td>
</tr>
<tr>
<td>35-44</td>
<td>33</td>
<td>207,172</td>
<td>44</td>
<td>202,976</td>
</tr>
<tr>
<td>45-54</td>
<td>31</td>
<td>189,990</td>
<td>54</td>
<td>198,663</td>
</tr>
<tr>
<td>55-64</td>
<td>40</td>
<td>178,584</td>
<td>51</td>
<td>200,507</td>
</tr>
<tr>
<td>65+</td>
<td>38</td>
<td>183,599</td>
<td>69</td>
<td>241,131</td>
</tr>
<tr>
<td>Total</td>
<td>217</td>
<td>1,042,259</td>
<td>287</td>
<td>1,171,339</td>
</tr>
</tbody>
</table>

Table 2: Education

<table>
<thead>
<tr>
<th>Education</th>
<th>Respondents</th>
<th>Population (MS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some High School or Less</td>
<td>27</td>
<td>354,643</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>114</td>
<td>709,378</td>
</tr>
<tr>
<td>Some College/Associates</td>
<td>171</td>
<td>720,879</td>
</tr>
<tr>
<td>College Graduate and Beyond</td>
<td>192</td>
<td>428,698</td>
</tr>
</tbody>
</table>

Table 3: Race and Gender

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male Respondents</th>
<th>Male Population (MS)</th>
<th>Female Respondents</th>
<th>Female Population (MS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>142</td>
<td>619,901</td>
<td>163</td>
<td>665,999</td>
</tr>
<tr>
<td>All Other (including Hispanic)</td>
<td>75</td>
<td>422,358</td>
<td>124</td>
<td>505,340</td>
</tr>
</tbody>
</table>
Table 4: Income

<table>
<thead>
<tr>
<th>Household Income</th>
<th>Respondents</th>
<th>Population (MS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $15,000</td>
<td>173</td>
<td>277,285</td>
</tr>
<tr>
<td>$15,000 - $24,999</td>
<td>61</td>
<td>277,631</td>
</tr>
<tr>
<td>$25,000 - $34,999</td>
<td>59</td>
<td>251,878</td>
</tr>
<tr>
<td>$35,000 - $49,999</td>
<td>60</td>
<td>339,340</td>
</tr>
<tr>
<td>$50,000 - $74,999</td>
<td>81</td>
<td>430,940</td>
</tr>
<tr>
<td>$75,000+</td>
<td>170</td>
<td>636,524</td>
</tr>
</tbody>
</table>

Table 5: Telephone Status

<table>
<thead>
<tr>
<th>Telephone Status</th>
<th>Respondents</th>
<th>Population (MS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell-only</td>
<td>278</td>
<td>1,321,518</td>
</tr>
<tr>
<td>Others</td>
<td>226</td>
<td>892,080</td>
</tr>
</tbody>
</table>

Weighting Procedures

The weighting process for this survey involved two major steps. The first step consisted of computation of the design weights to reflect selection probabilities of households. In the second step, design weights were calibrated so that the resulting final weights would aggregate to reported totals for the target population with respect to specific geodemographic characteristics.

The computation of the design weights consisted of two steps: computation of the base weight and adjustment for multiplicity/selection of an adult within the household. The base weight was computed separately for each frame for landline- and cellphone-only adults. For those adults who were dual users, a base weight that reflected possibilities of being included in the sample from either of the two frames was computed. The multiplicity adjustment for within household selection of an adult from the landline frame was capped at 3 for those households that had 3 or more adults.

For the calibration step, weights were adjusted using an iterative proportional fitting method called raking, whereby design weights were simultaneously adjusted along several dimensions using the WgtAdjust procedure of SUDAAN. This calibration procedure ensures that all weighted frequency counts along any of the raking dimensions match their corresponding population totals obtained from external sources. In order for the calibration to be successful, each sampled unit must not have missing values on the variables used as part of the raking procedure. To this end, we imputed missing values on the specific variables (some variables were categorical variables of original survey items) using a weighted sequential hot deck procedure in SUDAAN. This process ensures that the overall weighted distributions of the imputed data match those of the original data.

The missing values were imputed based on classes determined by combinations of phone status (e.g. landline only, cell only or dual user) and gender in part due to the potential for these variables to be related to the outcomes of interest as well as to the item-level missingness. These two variables were also chosen based on their overall level of completeness with neither phone status nor gender showing any missing values. A final weight adjustment step was undertaken to trim the tail ends at 2.5%. These trimmed weights were recalibrated so that no final weight exceeded six times the interquartile range of the final weights.

The requisite population totals for this study were obtained from the March 2016 Current Population Survey, as summarized in the tables below. The only exception is telephone status which was obtained from the 2015 National Health Interview Survey on Wireless Substitution: State-Level Estimates.
Analysis of Individual Survey Items

ANALYSIS OF INDIVIDUAL SURVEY ITEMS

Below, we have reported each survey item along with the percentage of people who responded with each answer choice. The percentages reported exclude respondents who refused to answer the survey question and respondents who responded to the survey question by saying, “I don’t know.” For each survey item, we have reported a response rate, which includes the percentage of the sample that responded with one of the given answer choices. Additionally, we have reported the number of respondents for each answer choice in Appendix B for all survey items, including participants who chose not to respond or who responded by saying, “I don’t know.”

Mississippi First is interested in understanding how the perceptions of Mississippians compare to national perceptions. Where it was possible, we list our survey results alongside the most recent results from two large national surveys conducted by Phi Delta Kappa (PDK) and Education Next (EdNext) for similarly worded questions. Each of these surveys were conducted in 2016. Our questions cover a variety of educational topics including overall public school quality, school spending, standardized testing, charter schools, and early education. We have organized our survey analysis according to the order in which questions were presented to respondents.

Overall Public School Quality

NOTE: Questions 1 and 2 were presented in random order, thus preventing a priming effect from skewing the data.

Question 1—Suppose the public school system in Mississippi was graded the same way students are: on an A to F scale. What overall grade would you give the public school system IN YOUR COMMUNITY? (Response rate: 96.6%)

<table>
<thead>
<tr>
<th>Response</th>
<th>PDK Percent</th>
<th>EdNext Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>18.3</td>
<td>14</td>
</tr>
<tr>
<td>B</td>
<td>35.6</td>
<td>41</td>
</tr>
<tr>
<td>C</td>
<td>24.4</td>
<td>32</td>
</tr>
<tr>
<td>D</td>
<td>14.2</td>
<td>9</td>
</tr>
<tr>
<td>F</td>
<td>7.4</td>
<td>5</td>
</tr>
</tbody>
</table>

This question is nearly identical to a question in both the PDK and EdNext surveys. Both of these surveys phrase this question as, “Students are often given the grades A, B, C, D, and Fail to denote the quality of their work. Suppose the public schools themselves were graded in the same way. What grade would you give the public schools in your community?”

PDK and EdNext Responses from the General Public about Respondents’ Local Public School Quality

<table>
<thead>
<tr>
<th>Response</th>
<th>PDK Percent</th>
<th>EdNext Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>B</td>
<td>37.6</td>
<td>41</td>
</tr>
<tr>
<td>C</td>
<td>30.1</td>
<td>32</td>
</tr>
<tr>
<td>D</td>
<td>10.8</td>
<td>9</td>
</tr>
<tr>
<td>F</td>
<td>7.5</td>
<td>5</td>
</tr>
</tbody>
</table>

A majority of Mississippi respondents (53.9%) gave their local schools either an “A” or a “B,” with a grade of “B” being the most common response (35.6%). However, 1 in 5 Mississippi respondents (21.6%) gave their local schools a “D” or an “F.”
Although slight differences exist, our results were within the margin of error of both the PDK and EdNext polls (margin of error for PDK is ±3.5% while EdNext is ±1.5%). EdNext respondents graded slightly more of their local schools as a “C” than Mississippians, but overall results were the same.

Question 2—Suppose the public school system in Mississippi was graded the same way students are: on an A to F scale. What overall grade would you give the public school system IN MISSISSIPPI? (Response rate: 91.5%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7.5</td>
</tr>
<tr>
<td>B</td>
<td>28.4</td>
</tr>
<tr>
<td>C</td>
<td>44.3</td>
</tr>
<tr>
<td>D</td>
<td>15.4</td>
</tr>
<tr>
<td>F</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Both the PDK and EdNext surveys follow their community question with a question about national public school quality. They phrase this question as, “How about the public schools in the nation as a whole? What grade would you give them?” Mississippi First’s question is about Mississippi rather than the nation.

**PDK and EdNext Responses from the General Public about Perception of National Public School Quality**

<table>
<thead>
<tr>
<th>Response</th>
<th>PDK Percent</th>
<th>EdNext Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.3</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>21.7</td>
<td>22</td>
</tr>
<tr>
<td>C</td>
<td>44.6</td>
<td>53</td>
</tr>
<tr>
<td>D</td>
<td>21.7</td>
<td>17</td>
</tr>
<tr>
<td>F</td>
<td>7.6</td>
<td>5</td>
</tr>
</tbody>
</table>

Mississippi respondents were more negative about schools statewide, giving only 36% a grade of “A” or “B,” compared to their local schools (53.9%). A similar percentage of respondents (19.8%), however, graded Mississippi schools a “D” or “F” as the local schools (21.6%). Mississippians were much more likely to grade schools statewide as a “C” (44.3%) than to grade their local schools as a “C” (24.4%).

Generally, Mississippi respondents graded the state’s schools similarly to how EdNext and PDK’s respondents graded the nation’s schools. PDK respondents were all within the margin of error for Mississippi respondents. More Mississippians gave schools in the state a “B,” whereas more EdNext respondents gave schools nationally a “C.”
School Funding

Question 3—Do you roughly know how much money the State of Mississippi spends on public education PER CHILD each year? This includes all costs such as teacher salaries, building maintenance, utilities, etc. (Response rate: 99.9%)

If YES, roughly what amount do you think it is?
If NO, skip to Question 4.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>7.6</td>
</tr>
<tr>
<td>No</td>
<td>39</td>
<td>92.4</td>
</tr>
</tbody>
</table>

This question is similar to an EdNext question phrased as, “Based on your best guess, what is the average amount of money spent each year for a child in public schools in your local school district?” All EdNext respondents answered this question whereas only respondents who stated they had knowledge of school spending gave an estimate in the Mississippi First survey.

For the EdNext survey, the general public answered as follows:

<table>
<thead>
<tr>
<th>Estimate (Average)</th>
<th>Actual Spending (Average) in Respondents’ District</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,020</td>
<td>$12,369</td>
</tr>
</tbody>
</table>

Analysis

The vast majority of respondents (92.4%) in the sample did not know how much the state spent on public school funding per child each year. In addition, for those who stated that they knew how much the state spent on public school funding each year per child, the range of responses was quite varied, from $700 per pupil per year to $35,000 per pupil per year. The mean response was $9,541, and the median was $7,701. According to the Mississippi Department of Education’s Superintendent’s Annual Report, state and local revenues for schools were $8,774 per pupil statewide in 2015-2016, with the state contributing $5,344 and the localities contributing $3,430. Federal sources contributed an additional $1,531, for a total of $10,305.

To be fair, some respondents may have been confused as to whether the question sought an estimate of all spending—including federal and local amounts—or only the amount of money directly appropriated from the state level. Assuming respondents thought the
question referred only to state dollars, only 7 respondents (1.3% of all respondents) were within $1,000 above and below the state amount. If respondents assumed this question referred to state and local dollars, only 4 respondents, or less than 1% of all respondents, were within $1,000 above or below the actual state and local amount. If respondents assumed the question referred to all dollars, whether state, local, or federal, then only 5 respondents (1.1%) were within $1,000 above or below the federal, state, and local amount. Whichever way respondents interpreted the question, very, very few respondents had an accurate understanding of the resources available to schools in Mississippi.

The Mississippi findings echo the national EdNext findings, in which respondents’ estimates were not close to the actual amounts. Considering the extreme public interest in school spending, helping the public build a better understanding of school finances seems imperative.

**State Takeover**

**Question 4—What grade would a school district need to receive for you to think that the state government should intervene? Would you say:** (Response rate: 94.3%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>12.6</td>
</tr>
<tr>
<td>C</td>
<td>29.9</td>
</tr>
<tr>
<td>D</td>
<td>29.5</td>
</tr>
<tr>
<td>F</td>
<td>8.5</td>
</tr>
<tr>
<td>The state government should not intervene at any point.</td>
<td>17.6</td>
</tr>
<tr>
<td>Other (please explain)</td>
<td>1.9</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Other (please explain) responses**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>County should request help if needed regardless of grade. It should be up to county supervisors.</td>
<td>1</td>
</tr>
<tr>
<td>If they (the state) have not given the correct funding it would be ok for them to come in at a C. If they are not giving the correct funding, they should not intervene at all.</td>
<td>1</td>
</tr>
<tr>
<td>It depends on more circumstances than the grade.</td>
<td>1</td>
</tr>
<tr>
<td>The state government should intervene regardless of grade.</td>
<td>7</td>
</tr>
</tbody>
</table>

**Analysis**

We found it interesting that over half of respondents (59.4%) chose either “C” or “D” as the grade at which the state should intervene, whereas only 8.5% of those answering the question picked “F.” This suggests to us that the general public may believe state intervention is too late once a school district reaches an “F.” On the flip side of this finding is the 17.6% of respondents answering the question who believe that state intervention is never warranted.

This question was not specific enough to determine whether the public differentiates between “intervention” and “takeover.” It is possible that the results here show that the public wants the state to provide more support to districts—though not actually take those schools over—once they show signs of struggling, which occurs in the mind of the public around a “C” or a “D.” This is an area in which the Mississippi Department of Education may consider further public opinion polling or focus grouping valuable as state takeover policies, such as through the Achievement School District, are currently being developed.
Analysis of Individual Survey Items

Knowledge of School Grades

Question 5—Each year, each public school district in Mississippi actually does receive a grade from the Board of Education. Do you know the most recent grade that your local school district received? (Response rate: 100%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36.8</td>
</tr>
<tr>
<td>No</td>
<td>63.2</td>
</tr>
</tbody>
</table>

Analysis
The results indicate that the majority of respondents—nearly two-thirds! (63.2%)—do not know the most recent grade that their local school district received from the accountability system. There was no statistically significant difference (p=0.0292) between parents and non-parents. This indicates that the Mississippi Department of Education, local school districts, and advocates need to do a better job of publicizing and explaining the results of the accountability system.

Important Issues Facing Schools

Question 6—Which of the following do you think is the most important issue facing public schools in your community? [The response options were presented in random order for each respondent.] (Response rate: 96.9%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient funding</td>
<td>25.8</td>
</tr>
<tr>
<td>Student safety</td>
<td>8.9</td>
</tr>
<tr>
<td>Teacher quality</td>
<td>21.3</td>
</tr>
<tr>
<td>Curriculum being taught to students</td>
<td>25.1</td>
</tr>
<tr>
<td>Educational standards</td>
<td>13.7</td>
</tr>
<tr>
<td>Other</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Other (please specify) responses

<table>
<thead>
<tr>
<th>Other (please specify) responses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community involvement</td>
<td>1</td>
</tr>
<tr>
<td>Educational policies</td>
<td>1</td>
</tr>
<tr>
<td>Government intervention</td>
<td>1</td>
</tr>
<tr>
<td>Ineffective administration</td>
<td>1</td>
</tr>
<tr>
<td>Lack of leadership</td>
<td>1</td>
</tr>
<tr>
<td>Lack of student motivation to learn</td>
<td>2</td>
</tr>
<tr>
<td>Poor parenting</td>
<td>6</td>
</tr>
<tr>
<td>School choice</td>
<td>1</td>
</tr>
<tr>
<td>Student behavior</td>
<td>10</td>
</tr>
<tr>
<td>Student engagement and parent involvement</td>
<td>1</td>
</tr>
<tr>
<td>Teacher to student ratio</td>
<td>2</td>
</tr>
<tr>
<td>Tolerance</td>
<td>1</td>
</tr>
</tbody>
</table>

The PDK survey poses a similar open-ended question to participants: “What do you think are the biggest problems facing the public schools in your community?” Respondents were allowed to give up to three answers, but the results are not rank ordered in any way.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of money/financial support</td>
<td>19</td>
</tr>
<tr>
<td>Concerns about standards/quality of education</td>
<td>9</td>
</tr>
<tr>
<td>Lack of discipline</td>
<td>9</td>
</tr>
<tr>
<td>Fighting/violence/gangs</td>
<td>8</td>
</tr>
<tr>
<td>Difficulty getting good teachers/quality teachers</td>
<td>7</td>
</tr>
<tr>
<td>Drugs in school</td>
<td>6</td>
</tr>
<tr>
<td>Government interference</td>
<td>5</td>
</tr>
<tr>
<td>Parents’ lack of support/interest</td>
<td>5</td>
</tr>
<tr>
<td>Poor curriculum</td>
<td>5</td>
</tr>
<tr>
<td>Mismanagement of funds</td>
<td>5</td>
</tr>
<tr>
<td>Overcrowded schools/classrooms</td>
<td>4</td>
</tr>
<tr>
<td>Testing/regulations</td>
<td>3</td>
</tr>
<tr>
<td>Bullying</td>
<td>2</td>
</tr>
</tbody>
</table>
Response Percent

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration/segregation/discrimination problems</td>
<td>2</td>
</tr>
<tr>
<td>Not enough teachers</td>
<td>2</td>
</tr>
<tr>
<td>Student apathy/lack of interest</td>
<td>2</td>
</tr>
<tr>
<td>Language barrier/non-English speaking students</td>
<td>1</td>
</tr>
<tr>
<td>Lack of religion</td>
<td>1</td>
</tr>
<tr>
<td>Leadership</td>
<td>1</td>
</tr>
<tr>
<td>Teacher salaries</td>
<td>1</td>
</tr>
<tr>
<td>Teacher unions</td>
<td>&lt;.5</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
</tr>
<tr>
<td>Everything</td>
<td>3</td>
</tr>
<tr>
<td>No problems</td>
<td>2</td>
</tr>
<tr>
<td>No opinion</td>
<td>11</td>
</tr>
</tbody>
</table>

The different question format and the ability to give multiple answers makes PDK’s results hard to compare to the Mississippi results. There was not obvious consensus around any one issue in the PDK poll. The most common response participants gave was lack of money, but it is striking that only 19% gave this answer when all respondents were allowed up to three answer choices. Again, this suggests to us that while funding may be a true source of concern for the public, the public believes that public school problems are complex and varied and go beyond a simple conversation about the appropriate amount of state investment in schools.

Education Policy and Public School Quality

Mississippi First asked four general school quality questions. These questions were introduced with the following prompt: I am going to read a few statements about public education. Please rate your level of agreement with each statement using a scale of 1 to 5, with 1 meaning “Strongly Disagree” and 5 meaning “Strongly Agree.”

Question 7—Education decisions at the state level are being made with children’s best interests in mind. (Response rate: 97.1%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21.0</td>
</tr>
<tr>
<td>2</td>
<td>21.0</td>
</tr>
<tr>
<td>3</td>
<td>25.6</td>
</tr>
<tr>
<td>4</td>
<td>13.9</td>
</tr>
<tr>
<td>5</td>
<td>18.5</td>
</tr>
</tbody>
</table>

Analysis

60.1% of Mississippians cited a teaching and learning issue as the most important issue facing public schools: 21.3% cited teacher quality while 38.8% cited curriculum (25.1%) or standards (13.7%). Though a minority, 1 in 4 respondents (25.6%) said that insufficient funding was the most important issue.

These results were interesting to us in two ways. First, given the context of large, well-covered, and on-going school funding battles in Mississippi in the last several years, we were surprised that school funding was not the most important issue to more respondents. Instead, most respondents were concerned about everyday interactions taking place in classrooms across Mississippi, specifically who is teaching what? Curriculum alone rivaled funding as the most important issue. Secondly, we found the interplay between the public’s knowledge of school funding as measured in Question 3 and the respondents stating that funding was the most important issue in this question fascinating. On the one hand, almost none of the respondents have any idea how much money public schools have and spend; on the other hand, a significant minority is very worried it is not enough. This again indicates a need for more education and transparency in school funding debates statewide.
Analysis of Individual Survey Items

**Question 8—I think Mississippi public schools effectively prepare students for the future.** (Response rate: 97.7%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13.2</td>
</tr>
<tr>
<td>2</td>
<td>16.9</td>
</tr>
<tr>
<td>3</td>
<td>31.9</td>
</tr>
<tr>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>5</td>
<td>21.2</td>
</tr>
</tbody>
</table>

**Analysis**

The results indicate that the largest proportion of respondents were neutral (31.9%), reporting a response of 3, although more respondents “agreed” or “strongly agreed” with the statement (37.9%) than “disagreed” or “strongly disagreed” (30.1%). However, statistically significant differences emerge when the respondents are divided into groups based on whether or not they ever attended a Mississippi public school for one year or more (p<0.05). Among those who did not attend a Mississippi public school, the largest proportion of respondents “strongly agreed” with the statement. Among those who attended a Mississippi public school, the largest proportion of respondents reported a neutral response of 3.

**Question 9—I would recommend my local school district to friends or family.** (Response rate: 98.8%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17.3</td>
</tr>
<tr>
<td>2</td>
<td>9.4</td>
</tr>
<tr>
<td>3</td>
<td>16.6</td>
</tr>
<tr>
<td>4</td>
<td>18.5</td>
</tr>
<tr>
<td>5</td>
<td>38.2</td>
</tr>
</tbody>
</table>

**Analysis**

The results indicate that the largest proportion of respondents “strongly agreed” with the statement (38.2%), and 56.7% either “strongly agreed” or “agreed.” However, an important percentage of the population—26.7% or over 1 in 4—either “disagreed” or “strongly disagreed.” This echoes findings from earlier questions in which about 1 in 5 respondents rated either their local schools or schools statewide as a “D” or “F,” but it is interesting that more respondents would not recommend their local schools than would rate them a “D” or “F.” This may indicate either that these respondents have a higher standard than “D” before they would recommend schools or that other factors than the school grade would influence their recommendation.

**Question 10—The quality of the local school district is an important factor for me in choosing where to live.** (Response rate: 98.8%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9.5</td>
</tr>
<tr>
<td>2</td>
<td>4.7</td>
</tr>
<tr>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>4</td>
<td>21.0</td>
</tr>
<tr>
<td>5</td>
<td>55.1</td>
</tr>
</tbody>
</table>

**Analysis**

More than three-fourths of respondents (76.1%) indicated that the quality of the local school district is an important factor in choosing where to live. This finding is in line with the strong statewide trend of enrollment increases in “A” and “B” school districts as well as the enrollment declines in “D” and “F” districts over the last several years.
Trusted Education Information Sources
Mississippi First asked respondents three questions to learn about how the public gets its information about public education.

**Question 11**—From which of the following sources do you get information about education issues in our state? (Response rate: 100%)

<table>
<thead>
<tr>
<th>Source</th>
<th>Percent Responding “Yes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>48.1%</td>
</tr>
<tr>
<td>Family</td>
<td>47.7%</td>
</tr>
<tr>
<td>Television</td>
<td>46.5%</td>
</tr>
<tr>
<td>Your School District</td>
<td>39.2%</td>
</tr>
<tr>
<td>Students</td>
<td>35.2%</td>
</tr>
<tr>
<td>Places of Worship</td>
<td>29.7%</td>
</tr>
<tr>
<td>Social Media</td>
<td>27.3%</td>
</tr>
<tr>
<td>Websites</td>
<td>25.8%</td>
</tr>
<tr>
<td>Community Meetings</td>
<td>25.1%</td>
</tr>
<tr>
<td>Radio</td>
<td>22.7%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

**Analysis**
Respondents were given the option to select all sources of information about education issues. Friends (48.1%) and family members (47.7%) were the most frequently cited as sources of information about education issues, with television (46.5%) a close third.

**Question 12**—Of the sources you mentioned, which would you say is your most important source of information about education issues? [Only selected options from previous question were allowed.] (Response rate: 98.8%)

<table>
<thead>
<tr>
<th>Source</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>11.4%</td>
</tr>
<tr>
<td>Family</td>
<td>15.7%</td>
</tr>
<tr>
<td>Students</td>
<td>8.1%</td>
</tr>
<tr>
<td>Your School District</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

**Response Percent**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places of Worship</td>
<td>4.6%</td>
</tr>
<tr>
<td>Community Meetings</td>
<td>4.0%</td>
</tr>
<tr>
<td>Television</td>
<td>13.1%</td>
</tr>
<tr>
<td>Radio</td>
<td>2.9%</td>
</tr>
<tr>
<td>Newspaper</td>
<td>10.5%</td>
</tr>
<tr>
<td>Social Media</td>
<td>7.6%</td>
</tr>
<tr>
<td>Websites</td>
<td>5.9%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

**Response Percent**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>2</td>
<td>8.1%</td>
</tr>
<tr>
<td>3</td>
<td>33.5%</td>
</tr>
<tr>
<td>4</td>
<td>30.6%</td>
</tr>
<tr>
<td>5</td>
<td>23.5%</td>
</tr>
</tbody>
</table>

We found two aspects of these findings interesting. First, friends and family are both in the top two sources frequently cited as well as in the top five of most important sources, with family edging out friends as more important. This suggests that the public looks for information about education from the people they know and trust the most—friends and family. Secondly, while the local school district was cited less often as a source of information in Question 11 (39.2%), for those who cited it, one-third said it was the most important source of information for them. This shows the important role that school officials play in helping the public understand education issues.

**Question 13**—On a scale of 1 to 5 with 1 meaning “Very dissatisfied” and 5 meaning “Very satisfied,” how would you rate the quality of the information that you receive from all sources about education in our state? (Response rate: 98.6%)
Analysis of Individual Survey Items

Analysis
54.1% of respondents stated they are “satisfied” or “very satisfied” with the quality of information they receive about education from all sources. Only 12.4% of respondents were “dissatisfied” or “very dissatisfied.”

Minimum Level of Education Necessary for Success

Question 14—What is the minimum level of education that you believe students in Mississippi today must achieve to be successful in the future? (Response rate: 96.9%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never Attended School or Only Attended Kindergarten</td>
<td>0</td>
</tr>
<tr>
<td>Grades 1-8 (Elementary)</td>
<td>.8</td>
</tr>
<tr>
<td>Grades 9-11 (Some High School)</td>
<td>2.1</td>
</tr>
<tr>
<td>Completed High School or GED Equivalent</td>
<td>39.4</td>
</tr>
<tr>
<td>Some College or Vocational Program</td>
<td>10.9</td>
</tr>
<tr>
<td>Completed Associate’s Degree (2-Year Program)</td>
<td>18.1</td>
</tr>
<tr>
<td>Completed Bachelor’s Degree (4-Year Program)</td>
<td>23.5</td>
</tr>
<tr>
<td>Completed Master’s Degree</td>
<td>3.0</td>
</tr>
<tr>
<td>Beyond Master’s Degree</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Analysis
The results indicate that nearly 60% (57.6%) believe than an education beyond high school is minimally necessary for success.

This was one of the few questions in this survey in which respondents of different races answered differently. A higher percentage of white respondents (44.7%) than non-white respondents (32.0%) indicated that high school was the minimum level necessary to achieve success. A higher percentage of whites (20.8%) than non-whites (13.9%) also indicated that an associate’s degree was the minimum level of education necessary for achieving success. However, for respondents indicating that a bachelor’s degree was the minimum necessary level of education for achieving success, non-whites (30.9%) responded favorably at a much higher percentage than whites (18.7%). These data suggest that non-whites strongly believe in the power of a four-year college degree as a path to success.

Testing
Mississippi First asked respondents three questions about state standardized tests. The questions were introduced with the following prompt: Currently, all students in United States public schools take standardized tests in math and reading each year in grades 3 through 8 and once in high school. I am going to read a few statements about state standardized tests. Please rate your level of agreement with each statement using a scale of 1 to 5, with 1 meaning “Strongly Disagree” and 5 meaning “Strongly Agree.”

Question 15—State tests do a good job measuring what students learn in school. (Response rate: 97.1%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21.1</td>
</tr>
<tr>
<td>2</td>
<td>14.9</td>
</tr>
<tr>
<td>3</td>
<td>20.3</td>
</tr>
<tr>
<td>4</td>
<td>18.0</td>
</tr>
<tr>
<td>5</td>
<td>25.8</td>
</tr>
</tbody>
</table>

Neither the 2016 EdNext or PDK polls asked a question assessing state tests, but the 2015 EdNext poll did. The 2015 EdNext question was phrased, “How good of a job do you think state tests do at measuring what students learn in reading/math?” The question had a response rate of 93% and a margin of error of ±1.5. A score of 1 meant “Very poor” and 5 meant “Very good.”

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7.5</td>
</tr>
<tr>
<td>2</td>
<td>17.2</td>
</tr>
<tr>
<td>3</td>
<td>40.9</td>
</tr>
<tr>
<td>4</td>
<td>25.8</td>
</tr>
<tr>
<td>5</td>
<td>5.4</td>
</tr>
</tbody>
</table>

Analysis
Mississippians responses to this question were polarized but skewed towards agreeing with the accuracy of state tests. 43.8% “agreed” or “strongly agreed” that state tests do a good job measuring what students learn, whereas 36% “disagreed” or “strongly disagreed.” 1 in 5 respondents (20.3%) gave a neutral response.
Respondents of the 2015 EdNext poll expressed similar feelings, but neither support nor opposition was as intense: while only 31.2% thought state tests did a “good” or “very good” job, those believing they did a “poor” or “very poor” job was also lower at 24.7%. Twice as many EdNext respondents—40.9%—were ambivalent.

**Question 16—The same standardized tests should be used in every state.** (Response rate: 98.6%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16.0</td>
</tr>
<tr>
<td>2</td>
<td>7.9</td>
</tr>
<tr>
<td>3</td>
<td>10.1</td>
</tr>
<tr>
<td>4</td>
<td>17.8</td>
</tr>
<tr>
<td>5</td>
<td>48.3</td>
</tr>
</tbody>
</table>

EdNext posed a similar question in its large national survey, phrased as “Do you support or oppose using the same standardized tests in every state?” Participants responded on a scale from 1 to 5, with 1 meaning “Completely oppose” and 5 meaning “Completely support.”

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
</tr>
</tbody>
</table>

**Analysis**

Approximately two-thirds (66.1%) of Mississippi respondents “agree” or “strongly agree” that every state should use the same tests. Only 1 in 4 (23.9%) “disagree” or “strongly disagree,” only about one-third the percentage of those in support. This suggests that Mississippian strongly value comparability in state assessment results. When Mississippi moved from PARCC to MAP in the 2015-2016 school year, our state test lost its comparability since no other state takes MAP. In light of this strong support, the Mississippi Department of Education may consider ways it can make MAP results comparable to other states’ assessments.

The EdNext results indicate that the opinions of Mississippians are aligned to national opinion regarding whether states should use the same standardized tests, with most participants (62%) selecting they “support” or “completely support” using the same tests. A similar percentage—23%—“opposed” or “completely opposed” using the same tests.

**Question 17—Standardized tests should continue to be required in public schools each year in grades 3-8 and once in high school.** (Response rate: 99%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14.1</td>
</tr>
<tr>
<td>2</td>
<td>10.1</td>
</tr>
<tr>
<td>3</td>
<td>19.1</td>
</tr>
<tr>
<td>4</td>
<td>18.8</td>
</tr>
<tr>
<td>5</td>
<td>37.9</td>
</tr>
</tbody>
</table>

EdNext asked its participants a similar question: “Do you support or oppose the federal government continuing to require that all students be test in math and reading each year in grades 3 through 8 and once in high school? Participants responded on a scale from 1 to 5, with 1 meaning “Completely oppose” and 5 meaning “Completely support.”

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>33</td>
</tr>
</tbody>
</table>

**Analysis**

A majority of Mississippi participants (56.7%) “agreed” or “strongly agreed” with annual testing, with the largest proportion of respondents strongly agreeing (37.9%). 24.2% “disagreed” or “strongly disagreed,” only about one-third the percentage of those in support. This suggests that Mississippians strongly value comparability in state assessment results. When Mississippi moved from PARCC to MAP in the 2015-2016 school year, our state test lost its comparability since no other state takes MAP. In light of this strong support, the Mississippi Department of Education may consider ways it can make MAP results comparable to other states’ assessments.

EdNext results show that Mississippians are aligned to their national counterparts, although the support is not as high in Mississippi as nationally—69% of national respondents “support” or “completely support” annual testing while only 20% “oppose” or “completely oppose” annual testing. In addition to support being slightly lower in Mississippi, ambivalence is also higher than nationally (19.1% v. 11%).
Analysis of Individual Survey Items

Charter Schools
Mississippi First asked seven questions about charter schools. However, some respondents only answered three, if they were not familiar with charter schools. If respondents indicated that they were “not at all familiar” with charter schools in Question 18, they did not answer Questions 19-22. 214 out of 504 respondents answered Questions 19-22.

**Question 18—On a scale of 1 to 5, with 1 meaning “Not at all familiar” and 5 meaning “Very familiar,” how would you rate your familiarity with charter schools?** (Response rate: 100%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>57.5</td>
</tr>
<tr>
<td>2</td>
<td>10.6</td>
</tr>
<tr>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>4</td>
<td>8.7</td>
</tr>
<tr>
<td>5</td>
<td>9.0</td>
</tr>
</tbody>
</table>

**Analysis**
Well over half (57.5%) of respondents reported being “not at all familiar” with charter schools. Charter school familiarity was significantly associated with respondents’ racial category, income category, and education level (p < 0.05). A larger proportion of white respondents (21.7%) reported familiarity with charter schools than did non-white respondents (10.5%). Compared to other income groups, a very large proportion of lower-income respondents reported a lack of familiarity with charter schools. Of the respondents earning $10,000-$15,000 per year, for example, 95.7% reported no familiarity with charter schools. Lastly, more highly educated respondents reported higher familiarity with charter schools. Of the respondents with less than a high school education, 90% reported “no familiarity at all” with charter schools. Only 14% of the respondents with a Master’s degree or higher reported no familiarity with charter schools. In other words, more educated, higher-income, white respondents were more likely to report familiarity with charter schools than undereducated, lower-income, non-white respondents.

**Question 19—[Skip item if Q18=1] Would you say charter schools are public or private schools?** (Response rate: 42.5%/100% of asked)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>98</td>
<td>45.8</td>
</tr>
<tr>
<td>Private</td>
<td>101</td>
<td>47.2</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>214</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Analysis**
Question 19 was asked only of the 214 respondents who indicated that they had some knowledge of charter schools. Despite this screening, over 47% incorrectly identified charter schools as being private schools, and another 7% said they did not know if charter schools were public or private. This indicates that a significant amount of misinformation about charter schools exists in the public, even among those who believe they know something about charter schools.

**Question 20—[Skip item if Q18=1] From which of the following sources do you get information about charter schools?** (Response rate: 42.5%/100% of asked)

Figure 5.

**Sources Respondents Get Information About Charter Schools**

<table>
<thead>
<tr>
<th>Sources</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places of Worship</td>
<td>4.9%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>4.9%</td>
</tr>
<tr>
<td>Students</td>
<td>5.2%</td>
</tr>
<tr>
<td>Community Meetings</td>
<td>5.9%</td>
</tr>
<tr>
<td>Your School District</td>
<td>8.6%</td>
</tr>
<tr>
<td>Family</td>
<td>9.4%</td>
</tr>
<tr>
<td>Websites</td>
<td>9.7%</td>
</tr>
<tr>
<td>Social Media</td>
<td>10.2%</td>
</tr>
<tr>
<td>Radio</td>
<td>12.9%</td>
</tr>
<tr>
<td>Friends</td>
<td>15.6%</td>
</tr>
<tr>
<td>Newspaper</td>
<td>20%</td>
</tr>
<tr>
<td>Television</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Analysis**
For Question 20, respondents were given the option to select all sources of information about charter schools. In this question format, television (20%) and newspapers (15.6%) were the most frequently selected sources of information about charter schools.
**Question 21—[Skip item if Q18=1] Of the sources you mentioned, which would you say is your most important source of information about charter schools?** (Response rate: 42.5%/100% of asked)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>10.9</td>
</tr>
<tr>
<td>Family</td>
<td>8.3</td>
</tr>
<tr>
<td>Students</td>
<td>3.3</td>
</tr>
<tr>
<td>Your School District</td>
<td>7.9</td>
</tr>
<tr>
<td>Places of Worship</td>
<td>2.6</td>
</tr>
<tr>
<td>Community Meetings</td>
<td>3.6</td>
</tr>
<tr>
<td>Television</td>
<td>17.5</td>
</tr>
<tr>
<td>Radio</td>
<td>6.8</td>
</tr>
<tr>
<td>Newspaper</td>
<td>18.6</td>
</tr>
<tr>
<td>Social Media</td>
<td>4.9</td>
</tr>
<tr>
<td>Websites</td>
<td>10.9</td>
</tr>
<tr>
<td>Other Sources</td>
<td>4.8</td>
</tr>
</tbody>
</table>

**Analysis**

For Question 21, respondents were asked to select the single most important source of information about charter schools. As with Question 20, newspapers (18.6%) and television (17.5%) were the most frequently cited sources of charter school information. Tying for third were websites and friends, both at 10.9%.

The responses to Questions 20 and 21 are especially interesting when you compare them to the responses to Questions 11 and 12, which are exact versions of Questions 20 and 21 except they refer to information about general educational issues instead of information about charter schools. For Questions 11 and 12, when respondents were asked where they get information about education issues in the state, the top sources indicated were friends (48.1%), family (47.7%), television (46.5%), and newspapers (42.9%). Of the sources selected, the respondents (16%) most frequently indicated that the most important source was family; the school district and television tied as the next most frequent sources chosen by 13% of respondents, and friends were chosen by 11% of respondents. Questions 20 and 21, which were only answered by respondents who reported having some knowledge about charter schools, indicated that respondents receive information about charter schools from television (20%) and newspapers (15.6%). Of the charter school sources selected, the greatest numbers respondents in the subset cited newspapers (18.6%), television (17.5%) and websites (10.9%) as the most important information sources about charter schools.

In other words, the public receives its information about traditional public schools from trusted allies like friends and family but relies on third-party sources like newspapers and television for its information about charter schools. This indicates that traditional means of educating the public are still very much needed when it comes to providing information about charter schools.

**Question 22—[Skip item if Q18=1] On a scale of 1 to 5 with 1 meaning “Very dissatisfied” and 5 meaning “Very satisfied,” how would you rate the information about charter schools that you receive from all sources?** (Response rate: 42.2%/99.5% of asked)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>6.9</td>
</tr>
<tr>
<td>2</td>
<td>37</td>
<td>17.2</td>
</tr>
<tr>
<td>3</td>
<td>81</td>
<td>38.3</td>
</tr>
<tr>
<td>4</td>
<td>52</td>
<td>24.4</td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td>13.1</td>
</tr>
<tr>
<td>Total</td>
<td>213</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

Responses to this question had a slightly positive skew (37.5% “satisfied” or “very satisfied” versus 24.1% “dissatisfied” or “very dissatisfied”), with more respondents being satisfied than dissatisfied. The largest proportion of respondents (38.3%) selected a neutral response of 3. This is in contrast to Question 13 in which 54.1% of respondents were “satisfied” or “very satisfied” with their information about all public schools and only 12.4% were “dissatisfied” or “very dissatisfied.” This indicates that the public may desire and benefit from more and better information about charter schools.
Analysis of Individual Survey Items

Questions 23 and 24:
Questions 23 and 24 were introduced with the following prompt: Mississippi permits the formation of charter schools, which are publicly funded but are not managed by the local school board. These schools are expected to meet promised objectives but are exempt from many state regulations.

Question 23—How would you rate your level of support for having charter schools in Mississippi? Would you say you: (Response rate: 91.5%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely support having charter schools in Mississippi</td>
<td>29.0</td>
</tr>
<tr>
<td>Somewhat support</td>
<td>26.3</td>
</tr>
<tr>
<td>Neither support nor oppose</td>
<td>18.0</td>
</tr>
<tr>
<td>Somewhat oppose, or</td>
<td>14.4</td>
</tr>
<tr>
<td>Completely oppose having charter schools in Mississippi</td>
<td>12.4</td>
</tr>
</tbody>
</table>

EdNext Responses from the General Public to Charter Question with Background

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely support</td>
<td>17</td>
</tr>
<tr>
<td>Somewhat support</td>
<td>34</td>
</tr>
<tr>
<td>Neither support nor oppose</td>
<td>21</td>
</tr>
<tr>
<td>Somewhat oppose</td>
<td>18</td>
</tr>
<tr>
<td>Completely oppose</td>
<td>9</td>
</tr>
</tbody>
</table>

EdNext Responses from the General Public to Charter Question with No Background

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely support</td>
<td>12</td>
</tr>
<tr>
<td>Somewhat support</td>
<td>22</td>
</tr>
<tr>
<td>Neither support nor oppose</td>
<td>49</td>
</tr>
<tr>
<td>Somewhat oppose</td>
<td>12</td>
</tr>
<tr>
<td>Completely oppose</td>
<td>6</td>
</tr>
</tbody>
</table>

Question 23 was comparable to two questions in the EdNext survey.

- The EdNext’s survey question that provides background is nearly identical: “As you may know, many states permit the formation of charter schools, which are publicly funded but are not managed by the local school board. These schools are expected to meet promised objectives, but are exempt from many state regulations. Do you support or oppose the formation of charter schools?” Responses could similarly range from “completely support” to “completely oppose.” Half of survey respondents received this question.

- EdNext also asked a survey question without background to the other half of respondents. This question was, “Do you support or oppose the formation of charter schools?” The same range of responses was allowed.

2014 PDK Responses from the General Public to Charter Question with Background

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favor</td>
<td>70.7</td>
</tr>
<tr>
<td>Oppose</td>
<td>29.3</td>
</tr>
</tbody>
</table>

2014 PDK Respondents from the General Public to Charter Question with No Background

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favor</td>
<td>67</td>
</tr>
<tr>
<td>Oppose</td>
<td>33</td>
</tr>
</tbody>
</table>
Analysis

Question 23 was asked of all Mississippi respondents, regardless of pre-existing familiarity with charter schools. The majority of respondents (55.3%) indicate support for charter schools in Mississippi. Less than half of the amount of respondents indicating support for charter schools indicated opposition, with 26.8% being “somewhat” or “completely” opposed. Limiting the sample to only respondents who indicated some pre-existing familiarity with charter schools, 67.1% of respondents “completely” or “somewhat” support charter schools in Mississippi. Additionally, charter school support was significantly associated with respondents’ racial category (p<0.05). A larger proportion of white respondents (59.4%) reported support for charter schools than did respondents of color (49.2%). Conversely, a larger proportion of respondents of color (33.5%) reported opposition to charter schools than did white respondents (21.8%). This difference persisted even after controlling for pre-existing familiarity, which also differed by respondents’ racial category.

The MSF survey results are within the margin of error of the national poll results found in the 2016 EdNext survey on the question providing background (the comparable question). 51% of respondents in the EdNext survey reported supporting charter schools versus 55.3% of respondents reporting to completely support or somewhat support charters in the MSF survey. 27% of EdNext respondents oppose charters, while 26.8% of respondents to the MSF survey completely or somewhat oppose charters. PDK respondents in both 2014 and 2015 were far more likely to report support for charter schools. However, the binary nature of the answer choices—favor/oppose—could be driving some of this difference.

Interestingly, in both the EdNext and the PDK poll, providing background information in the question changes the level of support and opposition for charter schools. In the 2016 EdNext poll, both support and opposition increased (while neutral responses decreased) when respondents were given background on charter schools. The 2014 PDK poll did not allow neutral responses (although they could respond “I don’t know” as they could in EdNext in addition to responding as neither support or oppose), forcing respondents to choose a side. When asked in this manner, PDK respondents’ support increased while opposition decreased. This could show that more familiarity with charter schools leads to more support; it may also show that more familiarity leads to greater polarization. It is hard to tell because PDK’s two questions were not exactly analogous to EdNext’s and occurred in the 2014 survey.

Weighing on the side that more information may improve charter school support is the fact that Mississippi respondents having some pre-existing familiarity with charter schools were more supportive of them, even when all respondents were given background information with the question.

**Question 24**—How do you think a charter school opening in your district would affect education in your community? Do you think the effect would be: (Response rate: 91.1%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very positive</td>
<td>22.7</td>
</tr>
<tr>
<td>Somewhat positive</td>
<td>30.9</td>
</tr>
<tr>
<td>Neither positive nor negative</td>
<td>17.2</td>
</tr>
<tr>
<td>Somewhat negative</td>
<td>12.8</td>
</tr>
<tr>
<td>Very negative</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Analysis

Like the results for Question 23, the majority of respondents (58.8%) indicate support for charter schools in their school district. Fewer respondents indicated opposition (22.4% believing the effect of charter schools would be “somewhat negative” or “negative”) than indicated strong support (24.9% believing the effect would be “very positive”). Limiting the sample only to respondents who indicated some pre-existing familiarity with charter schools, 67.7% of the respondents “completely” or “somewhat” support charter schools in their school district.
Early Childhood Education

Mississippi First asked three questions about respondents’ views on early childhood education. These questions were introduced with the following prompt: Next, I am going to read a few statements about early childhood education. Please rate your level of agreement with each statement using a scale of 1 to 5, with 1 meaning “Strongly Disagree” and 5 meaning “Strongly Agree.”

Question 25—Families in my community have access to high-quality childcare for 4- or 5-year-olds who haven’t started Kindergarten yet. (Response rate: 93.2%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12.9</td>
</tr>
<tr>
<td>2</td>
<td>13.2</td>
</tr>
<tr>
<td>3</td>
<td>16.0</td>
</tr>
<tr>
<td>4</td>
<td>23.6</td>
</tr>
<tr>
<td>5</td>
<td>34.3</td>
</tr>
</tbody>
</table>

Analysis

Nearly 60% of respondents either “agreed” or “strongly agreed” that families in their community had access to high-quality childcare for four- or five-year-olds who have not started Kindergarten. However, 26.1% of respondents “disagreed” or “strongly disagreed” and 16% were neutral. As recent research from Mississippi First shows, the public has very little objective information about the quality of childcare centers serving children prior to Kindergarten. The question was not specific enough to determine what the respondents consider to be “high-quality childcare.”

Question 26—The State of Mississippi should fund pre-K in all school districts throughout the state. (Response rate: 98.9%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.9</td>
</tr>
<tr>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>3</td>
<td>6.6</td>
</tr>
<tr>
<td>4</td>
<td>15.0</td>
</tr>
<tr>
<td>5</td>
<td>67.9</td>
</tr>
</tbody>
</table>

Analysis

A total of 82.9% of respondents either “agreed” or “strongly agreed” with the statement that the State of Mississippi should fund pre-K in all school districts throughout the state. Only 10.5% of respondents “disagreed” or “strongly disagreed” with the statement. This finding indicates strong support for the Legislature’s continued investment—and even statewide expansion of its investment—in pre-K.

Question 27—Pre-K is important for preparing children for their continuing education. (Response rate: 100%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>4</td>
<td>13.7</td>
</tr>
<tr>
<td>5</td>
<td>75.1</td>
</tr>
</tbody>
</table>

Analysis

Nearly 90% of respondents “agreed” or “strongly agreed” with the statement that pre-K is important for preparing children for their continuing education. Only 8.2% of respondents “disagreed” or “strongly disagreed” with the given statement. This was the strongest level of agreement for any of the agree/disagree questions that Mississippi First asked about any topic.

The results from Questions 26 and 27 indicate that the vast majority of respondents believe early childhood education is important for the four- and five-year-olds in their communities who have yet to attend Kindergarten.
Appendix A: Survey Instrument

Blue text Read
Black text Not read
[Yellow] Automated action

Introduction
Hello, my name is ______________. I am calling from the Survey Research Center at Mississippi State University, and we are conducting a survey about education in your community. All of your answers will be confidential. You may discontinue the survey at any time and you may skip any questions that you prefer not to answer. The interview will take about 8 minutes. May I begin?

Q00_1
Are you talking to me on a cell phone or a landline?

❍ Cell phone
❍ Landline [Skip to Q00_3]
❍ Refused [Survey Ends]

Q00_2
Are you currently in a safe place where you can talk to me?

❍ Yes
❍ No [Survey Rescheduled]
❍ Refused [Survey Ends]

Q00_3
Are you at least 18 years old?

❍ Yes
❍ No [Survey Ends]
❍ Refused [Survey Ends]

Q00_4
Is this a business phone?

❍ Yes [Survey Ends]
❍ No [Survey Ends]
❍ Refused [Survey Ends]

Q00_5
Are you a resident of Mississippi? _______

❍ Yes
❍ No [Survey Ends]
❍ Refused [Survey Ends]

[Q01 and Q02 will be randomly presented to guard against order effect]

Q01
Suppose the public school system in Mississippi was graded the same way students are: On an A to F scale. What overall grade would you give the public school system IN MISSISSIPPI?

❍ A
❍ B
❍ C
❍ D
❍ F
❍ Don’t Know
❍ Refused

Q02
Suppose the public school system in Mississippi was graded the same way students are: On an A to F scale. What overall grade would you give the public school system IN YOUR COMMUNITY?

❍ A
❍ B
❍ C
❍ D
❍ F
❍ Don’t Know
❍ Refused

Q03
Do you roughly know how much money the State of Mississippi spends on public education PER CHILD each year? This includes all costs such as teacher salaries, building maintenance, utilities, etc.

❍ Yes
❍ No [Skip to Q4]
❍ Not Sure [Skip to Q4]
❍ Refused [Skip to Q4]

Q03_txt
Roughly what amount do you think it is? _______

❍ Refused

Q04
What grade would a school district need to receive for you to think that the state government should intervene? Would you say:

❍ B
❍ C
❍ D
❍ F
❍ The state government should not intervene at any point.
❍ Other (Please specify) ____________________ [Q04_txt]
❍ Don’t Know
❍ Refused
Appendix A: Survey Instrument

Each year, each public school DISTRICT in Mississippi actually does receive a grade from the Board of Education.

Q05
Do you know the most recent grade that your local school district received?
- Yes
- No
- Not Sure
- Refused

Q06
Which of the following do you think is the most important issue facing public schools in your community? [The response options will be displayed in random order for each respondent]
- Insufficient funding
- Student safety
- Teacher quality
- Curriculum being taught to students
- Educational standards
- Other (Please specify) ____________________ [Q06_txt]
- Don’t Know
- Refused

I am going to read a few statements about public education. Please rate your level of agreement with each statement using a scale of 1 to 5, with 1 meaning “Strongly Disagree” and 5 meaning “Strongly Agree.”

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>DK</th>
<th>Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q07 Education decisions at the state level are being made with children's best interests in mind.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q08 I think Mississippi public schools effectively prepare students for the future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q09 I would recommend my local school district to friends or family.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q10 The quality of the local school district is an important factor for me in choosing where to live.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From which of the following sources do you get information about education issues in our state?
- Q11_01 Friends [Yes/No/DK/Ref]
- Q11_02 Family [Yes/No/DK/Ref]
- Q11_03 Students [Yes/No/DK/Ref]
- Q11_04 Your school district [Yes/No/DK/Ref]
- Q11_05 Places of worship [Yes/No/DK/Ref]
- Q11_06 Community meetings [Yes/No/DK/Ref]
- Q11_07 Television [Yes/No/DK/Ref]
- Q11_08 Radio [Yes/No/DK/Ref]
- Q11_09 Newspaper [Yes/No/DK/Ref]
- Q11_10 Social media, such as Facebook or Twitter [Yes/No/DK/Ref]
- Q11_11 Websites [Yes/No/DK/Ref]
- Q11_12 Other sources [Yes/No/DK/Ref]

Q12 Of the sources you mentioned, which would you say is your most important source of information about education issues? [System will display selected options from previous question]
- Don’t Know
- Refused

Q13 On a scale of 1 to 5 with 1 meaning “Very dissatisfied” and 5 meaning “Very satisfied,” how would you rate the quality of the information that you receive from all sources about education in our state?
- 1
- 2
- 3
- 4
- 5
- Don’t Know
- Refused

Q14 What is the minimum level of education that you believe students in Mississippi today must achieve to be successful in the future?
- Never attended school or only attended Kindergarten
- Grades 1 - 8 (Elementary)
- Grades 9 - 11 (Some High School)
- Completed High School or GED equivalent
- Some college or vocational program
- Completed Associate's degree (2-year program)
- Completed Bachelor's degree (4-year program)
- Completed Master's degree
- Beyond Master's degree
- Don’t Know/Not Sure
- Refused
Currently, all students in United States public schools take standardized tests in math and reading each year in grades 3 through 8 and once in high school. I am going to read a few statements about state standardized tests. Please rate your level of agreement with each statement using a scale of 1 to 5, with 1 meaning “Strongly Disagree” and 5 meaning “Strongly Agree.”

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>DK</th>
<th>Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q15 State tests do a good job measuring what students learn in school.</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
</tr>
<tr>
<td>Q16 The same standardized tests should be used in every state.</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
</tr>
<tr>
<td>Q17 Standardized tests should continue to be required in public schools each year in grades 3-8 and once in high school.</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
</tr>
</tbody>
</table>

The next few questions are about charter schools.

Q18 On a scale of 1 to 5, with 1 meaning “Not at all familiar” and 5 meaning “Very familiar,” how would you rate your familiarity with charter schools?

- 1
- 2
- 3
- 4
- 5
- Don’t know
- Refused

Q19 Would you say charter schools are public or private schools?

- Public
- Private
- Don’t know
- Refused

Q20 From which of the following sources do you get information about charter schools?

- Friends
- Family
- Students
- Your school district
- Places of worship
- Community meetings
- Television
- Radio
- Newspaper
- Social media, such as Facebook or twitter
- Websites
- Other sources

Q21 Of the sources you mentioned, which would you say is your most important source of information about charter schools? [System will display selected options from previous question]

- Don’t know
- Refused

Q22 On a scale of 1 to 5 with 1 meaning “Very dissatisfied” and 5 meaning “Very satisfied,” how would you rate the information about charter schools that you receive from all sources?

- 1
- 2
- 3
- 4
- 5
- Don’t know
- Refused

Mississippi permits the formation of charter schools, which are publicly funded but are not managed by the local school board. These schools are expected to meet promised objectives, but are exempt from many state regulations.

Q23 How would you rate your level of support for having charter schools in Mississippi?

Would you say you:

- Completely support having charter schools in Mississippi
- Somewhat support
- Neither support nor oppose
- Somewhat oppose, or
- Completely oppose having charter schools in Mississippi?

- Don’t know
- Refused
Appendix A: Survey Instrument

Q24
How do you think a charter school opening in your district would affect education in your community? Do you think the effect would be:
- Very positive
- Somewhat positive
- Neither positive nor negative
- Somewhat negative
- Very negative
- Don’t Know
- Refused

Next, I am going to read a few statements about early childhood education. Please rate your level of agreement with each statement using a scale of 1 to 5, with 1 meaning “Strongly Disagree” and 5 meaning “Strongly Agree.”

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>DK</th>
<th>Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q25 Families in my community have access to high-quality childcare for 4 or 5 year-olds who haven’t started Kindergarten yet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q26 The State of Mississippi should fund pre-K in all school districts throughout the state.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q27 Pre-K is important for preparing children for their continuing education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lastly, we have a few background questions. Please remember that all your information is completely confidential.

Q28
In what year were you born? ________
- Not Sure
- Refused

Q29
Including yourself, how many adults 18 years or older live in your household?
- Not Sure
- Refused

Q30
Do you consider yourself Hispanic or Latino?
- Yes
- No
- Not Sure
- Refused

Q31
What is your race?
- White
- Black/African American
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Multi-racial
- Other (Please specify) [Q31_txt]
- Not Sure
- Refused

Q32
What was the last grade or year of school that you attended?
- Never attended school or only attended Kindergarten
- Grades 1 - 8 (Elementary)
- Grades 9 - 11 (Some High School)
- Completed High School or GED equivalent
- Some college or vocational program
- Completed Associate’s degree (2-year program)
- Completed Bachelor’s degree (4-year program)
- Completed Master’s degree
- Beyond Master’s degree
- Not Sure
- Refused

Q33
During your K–12 education, did you ever attend Mississippi public schools for one year or more?
- Yes
- No
- Not Sure
- Refused

Q34
Are you the parent or guardian of any children who are CURRENTLY attending a public school in Mississippi, not including college or university?
- Yes
- No
- Not Sure
- Refused
Q35
Are you the parent or guardian of any children who HAVE EVER attended a public school in Mississippi, not including college or university?
❍ Yes
❍ No
❍ Not Sure
❍ Refused

Q36
I am going to read you a list of categories. Please stop me when I reach the category that best describes your annual household income from all sources before taxes?
❍ Less than $10,000
❍ $10,000 to under $15,000
❍ $15,000 to under $20,000
❍ $20,000 to under $25,000
❍ $25,000 to under $35,000
❍ $35,000 to under $50,000
❍ $50,000 to under $75,000
❍ $75,000 to under $100,000
❍ $100,000 to under $150,000
❍ $150,000 to under $200,000
❍ $200,000 or more
❍ Don’t Know/Not Sure
❍ Refused

Q37
What is your ZIP code? ________
❍ Not Sure
❍ Refused

Q38
With what gender do you identify?
❍ Man
❍ Woman
❍ Other (Please specify) ____________________ [Q38_txt]
❍ Refused

Conclusion
This completes our interview. Thank you very much for your participation.
If you have any questions about this research, please contact Dr. John F. Edwards, Director of Survey Research at Mississippi State University. [Contact information was provided.]
Appendix B: All Survey Responses

Survey Items
We have listed each question asked of respondents below. Additionally, you can find the frequency and percent of responses for each answer choice, including the number of respondents answering with “I don’t know” and refusing to respond.

Question 1—Suppose the public school system in Mississippi was graded the same way students are: on an A to F scale. What overall grade would you give the public school system IN YOUR COMMUNITY?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89</td>
<td>17.7</td>
<td>18.3</td>
<td>18.3</td>
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<tr>
<td>B</td>
<td>173</td>
<td>34.4</td>
<td>35.6</td>
<td>54</td>
</tr>
<tr>
<td>C</td>
<td>119</td>
<td>23.5</td>
<td>24.4</td>
<td>78.3</td>
</tr>
<tr>
<td>D</td>
<td>69</td>
<td>13.8</td>
<td>14.2</td>
<td>92.6</td>
</tr>
<tr>
<td>F</td>
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<tr>
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<tr>
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<td>.1</td>
<td></td>
<td></td>
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<tr>
<td>Missing Total</td>
<td>17</td>
<td>3.4</td>
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<td></td>
</tr>
<tr>
<td>TOTAL</td>
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<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 2—Suppose the public school system in Mississippi was graded the same way students are: on an A to F scale. What overall grade would you give the public school system IN MISSISSIPPI?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>A</td>
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<td>7.5</td>
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<tr>
<td>B</td>
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<td>35.8</td>
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<tr>
<td>C</td>
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<tr>
<td>D</td>
<td>71</td>
<td>14.1</td>
<td>15.4</td>
<td>95.6</td>
</tr>
<tr>
<td>F</td>
<td>20</td>
<td>4.0</td>
<td>4.4</td>
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<tr>
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<td></td>
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<tr>
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<td>43</td>
<td>8.5</td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
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<tr>
<td>TOTAL</td>
<td>504</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 3—Do you roughly know how much money the State of Mississippi spends on public education PER CHILD each year? This includes all costs such as teacher salaries, building maintenance, utilities, etc.

If YES, roughly what amount do you think it is?
If NO, skip to Question 4.
<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
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## Appendix B: All Survey Responses

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Question 4—What grade would a school district need to receive for you to think that the state government should intervene? Would you say:

<table>
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<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
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<td>12.6</td>
</tr>
<tr>
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</tr>
<tr>
<td>D</td>
<td>140</td>
<td>27.8</td>
<td>29.5</td>
<td>72</td>
</tr>
<tr>
<td>F</td>
<td>40</td>
<td>8</td>
<td>8.5</td>
<td>80.5</td>
</tr>
<tr>
<td>The state government should not intervene at any point.</td>
<td>84</td>
<td>16.6</td>
<td>17.6</td>
<td>98.1</td>
</tr>
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<td>Other (please explain)</td>
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<tr>
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</table>

Other (please explain) responses

<table>
<thead>
<tr>
<th>Comment</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>County should request help if needed regardless of grade. It should be up to county supervisors</td>
<td>1</td>
</tr>
<tr>
<td>If they have not given the correct funding it would be ok for them to come in at a C. If they are not giving the correct funding, they should not intervene at all.</td>
<td>1</td>
</tr>
<tr>
<td>It depends on more circumstances than the grade.</td>
<td>1</td>
</tr>
<tr>
<td>The state government should intervene regardless of grade.</td>
<td>7</td>
</tr>
</tbody>
</table>

Question 5—Each year, each public school district in Mississippi actually does receive a grade from the Board of Education. Do you know the most recent grade that your local school district received?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
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<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
### Question 5—Each year, each public school district in Mississippi actually does receive a grade from the Board of Education. Do you know the most recent grade that your local school district received?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient funding</td>
<td>126</td>
<td>25.0</td>
<td>25.8</td>
<td>25.8</td>
</tr>
<tr>
<td>Student safety</td>
<td>44</td>
<td>8.7</td>
<td>8.9</td>
<td>34.8</td>
</tr>
<tr>
<td>Teacher quality</td>
<td>104</td>
<td>20.7</td>
<td>21.3</td>
<td>56.1</td>
</tr>
<tr>
<td>Curriculum being taught to students</td>
<td>123</td>
<td>24.4</td>
<td>25.1</td>
<td>81.2</td>
</tr>
<tr>
<td>Educational standards</td>
<td>67</td>
<td>13.3</td>
<td>13.7</td>
<td>94.9</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
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<td>5.1</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Valid Total</strong></td>
<td>488</td>
<td>96.9</td>
<td>100.0</td>
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</tr>
<tr>
<td>Don’t Know</td>
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<td></td>
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<tr>
<td>Refused</td>
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<td>.3</td>
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<td>3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tr>
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Other (please specify) responses

<table>
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<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Educational policies</td>
<td>1</td>
</tr>
<tr>
<td>Government intervention</td>
<td>1</td>
</tr>
<tr>
<td>Ineffective administration</td>
<td>1</td>
</tr>
<tr>
<td>Lack of leadership</td>
<td>1</td>
</tr>
<tr>
<td>Lack of student motivation to learn</td>
<td>2</td>
</tr>
<tr>
<td>Poor parenting</td>
<td>6</td>
</tr>
<tr>
<td>School choice</td>
<td>1</td>
</tr>
<tr>
<td>Student behavior</td>
<td>10</td>
</tr>
<tr>
<td>Student engagement and parent involvement</td>
<td>1</td>
</tr>
<tr>
<td>Teacher to student ratio</td>
<td>2</td>
</tr>
<tr>
<td>Tolerance</td>
<td>1</td>
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</tbody>
</table>
## Appendix B: All Survey Responses

### Question 7—Education decisions at the state level are being made with children’s best interests in mind.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tbody>
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<td>103</td>
<td>20.4</td>
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<td>21.0</td>
</tr>
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<td>103</td>
<td>20.4</td>
<td>21.0</td>
<td>42.0</td>
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<tr>
<td>3</td>
<td>125</td>
<td>24.9</td>
<td>25.6</td>
<td>67.6</td>
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<td>4</td>
<td>68</td>
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<td>13.9</td>
<td>81.5</td>
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<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Don’t Know</td>
<td>14</td>
<td>2.7</td>
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<td></td>
</tr>
<tr>
<td>Refused</td>
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<td>.2</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
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<td>504</td>
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<td></td>
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</table>

### Question 8—I think Mississippi public schools effectively prepare students for the future.

<table>
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<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>65</td>
<td>12.9</td>
<td>13.2</td>
<td>13.2</td>
</tr>
<tr>
<td>2</td>
<td>83</td>
<td>16.5</td>
<td>16.9</td>
<td>30.1</td>
</tr>
<tr>
<td>3</td>
<td>157</td>
<td>31.2</td>
<td>39.1</td>
<td>62.0</td>
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<td>4</td>
<td>82</td>
<td>16.4</td>
<td>16.7</td>
<td>78.8</td>
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<tr>
<td>5</td>
<td>105</td>
<td>20.7</td>
<td>21.2</td>
<td>100.0</td>
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<tr>
<td>Valid Total</td>
<td>492</td>
<td>97.7</td>
<td>100.0</td>
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<tr>
<td>Don’t Know</td>
<td>8</td>
<td>1.5</td>
<td></td>
<td></td>
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<tr>
<td>Refused</td>
<td>4</td>
<td>.8</td>
<td></td>
<td></td>
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<tr>
<td>Missing Total</td>
<td>12</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>504</td>
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<td></td>
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</tbody>
</table>

### Question 9—I would recommend my local school district to friends or family.

<table>
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<th>Cumulative Percent</th>
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<td>17.3</td>
<td>17.3</td>
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<td>2</td>
<td>47</td>
<td>9.3</td>
<td>9.4</td>
<td>26.7</td>
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<tr>
<td>3</td>
<td>83</td>
<td>16.4</td>
<td>16.6</td>
<td>43.3</td>
</tr>
<tr>
<td>4</td>
<td>92</td>
<td>18.2</td>
<td>18.5</td>
<td>61.8</td>
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<tr>
<td>5</td>
<td>190</td>
<td>37.7</td>
<td>38.2</td>
<td>100.0</td>
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<tr>
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<td>98.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Don’t Know</td>
<td>6</td>
<td>1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td>Frequency</td>
<td>Percent</td>
<td>Valid Percent</td>
<td>Cumulative Percent</td>
</tr>
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<td>--------------</td>
<td>-----------</td>
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<td></td>
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<tr>
<td>Missing Total</td>
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<td>1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
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<td>100.0</td>
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</table>

**Question 10**—The quality of the local school district is an important factor for me in choosing where to live.

<table>
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<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
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<td>48</td>
<td>9.4</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>4.7</td>
<td>4.7</td>
<td>14.2</td>
</tr>
<tr>
<td>3</td>
<td>48</td>
<td>9.6</td>
<td>9.7</td>
<td>23.9</td>
</tr>
<tr>
<td>4</td>
<td>105</td>
<td>20.9</td>
<td>21.0</td>
<td>44.9</td>
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<tr>
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<td>275</td>
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<td>100.0</td>
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<td>Valid Total</td>
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<td>99.1</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Don’t Know</td>
<td>4</td>
<td>.9</td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>504</td>
<td>100.0</td>
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<td></td>
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</tbody>
</table>

**Question 11**—From which of the following sources do you get information about education issues in our state?

<table>
<thead>
<tr>
<th>Source</th>
<th>Percent Responding “Yes”</th>
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<tbody>
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<td>Other Sources</td>
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<tr>
<td>Radio</td>
<td>25.1</td>
</tr>
<tr>
<td>Community Meetings</td>
<td>25.8</td>
</tr>
<tr>
<td>Websites</td>
<td>27.3</td>
</tr>
<tr>
<td>Places of Worship</td>
<td>29.7</td>
</tr>
<tr>
<td>Social Media</td>
<td>35.2</td>
</tr>
<tr>
<td>Students</td>
<td>38.7</td>
</tr>
<tr>
<td>Your School District</td>
<td>39.2</td>
</tr>
<tr>
<td>Newspaper</td>
<td>42.9</td>
</tr>
<tr>
<td>Television</td>
<td>46.5</td>
</tr>
<tr>
<td>Family</td>
<td>47.7</td>
</tr>
<tr>
<td>Friends</td>
<td>48.1</td>
</tr>
</tbody>
</table>
Appendix B: All Survey Responses

Question 12—Of the sources you mentioned, which would you say is your most important source of information about education issues? [Only selected options from previous question were allowed]

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>57</td>
<td>11.3</td>
<td>11.4</td>
<td>11.4</td>
</tr>
<tr>
<td>Family</td>
<td>78</td>
<td>15.5</td>
<td>15.7</td>
<td>27.1</td>
</tr>
<tr>
<td>Students</td>
<td>40</td>
<td>8.0</td>
<td>8.1</td>
<td>35.1</td>
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<tr>
<td>Your School District</td>
<td>68</td>
<td>13.4</td>
<td>13.6</td>
<td>48.7</td>
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<tr>
<td>Places of Worship</td>
<td>23</td>
<td>4.5</td>
<td>4.6</td>
<td>53.3</td>
</tr>
<tr>
<td>Community Meetings</td>
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<td>4.0</td>
<td>4.0</td>
<td>57.3</td>
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<tr>
<td>Television</td>
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<td>12.9</td>
<td>13.1</td>
<td>70.4</td>
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<tr>
<td>Radio</td>
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<td>2.9</td>
<td>2.9</td>
<td>73.3</td>
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<td>Newspaper</td>
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<td>10.4</td>
<td>10.5</td>
<td>83.8</td>
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<td>Social Media</td>
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<td>7.5</td>
<td>7.6</td>
<td>91.4</td>
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<tr>
<td>Websites</td>
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<td>5.9</td>
<td>5.9</td>
<td>97.3</td>
</tr>
<tr>
<td>Other Sources</td>
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<td>2.7</td>
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</tr>
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<td>Valid Total</td>
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<td>98.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Don't Know/Not Sure</td>
<td>6</td>
<td>1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>504</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 13 – On a scale of 1 to 5 with 1 meaning “Very dissatisfied” and 5 meaning “Very satisfied,” how would you rate the quality of the information that you receive from all sources about education in our state?

<table>
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<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<td>4.3</td>
<td>4.3</td>
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<td>8.1</td>
<td>12.4</td>
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<td>3</td>
<td>166</td>
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<td>33.5</td>
<td>45.9</td>
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<tr>
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<td>30.6</td>
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<td>117</td>
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<td>23.5</td>
<td>100.0</td>
</tr>
<tr>
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<td>98.6</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>7</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 14—What is the minimum level of education that you believe students in Mississippi today must achieve to be successful in the future?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never attended school or only attended Kindergarten</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grades 1-8 (Elementary)</td>
<td>4</td>
<td>.8</td>
<td>.8</td>
<td>.8</td>
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<tr>
<td>Grades 9-11 (Some High School)</td>
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<td>2.1</td>
<td>2.1</td>
<td>3.0</td>
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<td>Completed High School or GED equivalent</td>
<td>192</td>
<td>38.2</td>
<td>39.4</td>
<td>42.3</td>
</tr>
<tr>
<td>Some college or vocational program</td>
<td>53</td>
<td>10.6</td>
<td>10.9</td>
<td>53.3</td>
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<tr>
<td>Completed Associate’s degree (2-year program)</td>
<td>89</td>
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<td>Completed Bachelor's degree (4-year program)</td>
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<td>94.9</td>
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<tr>
<td>Completed Master's degree</td>
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<td>3.0</td>
<td>97.9</td>
</tr>
<tr>
<td>Beyond Master's degree</td>
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<td>2.1</td>
<td>100.0</td>
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<tr>
<td>Valid Total</td>
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<td>96.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Don’t Know/Not Sure</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>504</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions 15-17—Currently, all students in United States public schools take standardized tests in math and reading each year in grades 3 through 8 and once in high school. I am going to read a few statements about state standardized tests. Please rate your level of agreement with each statement using a scale of 1 to 5, with 1 meaning “Strongly Disagree” and 5 meaning “Strongly Agree.”

Question 15 — State tests do a good job measuring what students learn in school.

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<td>21.1</td>
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<td>73</td>
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<td>14.9</td>
<td>36.0</td>
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<td>99</td>
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<td>56.3</td>
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## Appendix B: All Survey Responses

### Question 16—The same standardized tests should be used in every state.

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### Question 17—Standardized tests should continue to be required in public schools each year in grades 3-8 and once in high school.

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<td></td>
</tr>
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</table>

### Question 18—On a scale of 1 to 5, with 1 meaning “Not at all familiar” and 5 meaning “Very familiar,” how would you rate your familiarity with charter schools?

<table>
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<tr>
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<th>Cumulative Percent</th>
</tr>
</thead>
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<td>57.5</td>
<td>57.5</td>
<td>57.5</td>
</tr>
<tr>
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<td>10.6</td>
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<td>72</td>
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<td>14.3</td>
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<td>2</td>
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</table>
Question 19—[Skip item if Q18=1] Would you say charter schools are public or private schools?

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<td>49.3</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Don’t Know</td>
<td>15</td>
<td>3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question Skipped</td>
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<td>57.5</td>
<td></td>
<td></td>
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<tr>
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<td>60.5</td>
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<td></td>
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<td>TOTAL</td>
<td>504</td>
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<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

Question 20—[Skip item if Q18=1] From which of the following sources do you get information about charter schools?

[Bar chart showing where respondents get information about charter schools]
## Appendix B: All Survey Responses

**Question 21**—[Skip item if Q18=1] Of the sources you mentioned, which would you say is your most important source of information about charter schools? [Only selected options from previous question were displayed]

<table>
<thead>
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<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<td>4.6</td>
<td>10.9</td>
<td>10.9</td>
</tr>
<tr>
<td>Family</td>
<td>18</td>
<td>3.5</td>
<td>8.3</td>
<td>19.1</td>
</tr>
<tr>
<td>Students</td>
<td>7</td>
<td>1.4</td>
<td>3.3</td>
<td>22.4</td>
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<tr>
<td>Your School District</td>
<td>17</td>
<td>3.4</td>
<td>7.9</td>
<td>30.3</td>
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<tr>
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<td>1.1</td>
<td>2.6</td>
<td>32.9</td>
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<tr>
<td>Community Meetings</td>
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<td>1.5</td>
<td>3.6</td>
<td>36.5</td>
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<tr>
<td>Television</td>
<td>37</td>
<td>7.4</td>
<td>17.5</td>
<td>54.1</td>
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<td>Radio</td>
<td>14</td>
<td>2.9</td>
<td>6.8</td>
<td>60.8</td>
</tr>
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<td>Newspaper</td>
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<td>7.9</td>
<td>18.6</td>
<td>79.4</td>
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<td>2.1</td>
<td>4.9</td>
<td>84.3</td>
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<td>.1</td>
<td></td>
<td></td>
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<tr>
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<td></td>
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<td>57.6</td>
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<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>504</td>
<td>100.0</td>
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<td></td>
</tr>
</tbody>
</table>

**Question 22**—[Skip item if Q18=1] On a scale of 1 to 5 with 1 meaning “Very dissatisfied” and 5 meaning “Very satisfied,” how would you rate the information about charter schools that you receive from all sources?

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<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<td>6.9</td>
</tr>
<tr>
<td>2</td>
<td>37</td>
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<td>17.2</td>
<td>24.1</td>
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<td>.1</td>
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<tr>
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<td></td>
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<td><strong>TOTAL</strong></td>
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<td></td>
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</table>
Questions 23 and 24 were introduced with the following prompt: Mississippi permits the formation of charter schools, which are publicly funded but are not managed by the local school board. These schools are expected to meet promised objectives but are exempt from many state regulations.

Question 23—How would you rate your level of support for having charter schools in Mississippi? Would you say you:

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<tr>
<td>Completely support having charter schools in</td>
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<td>29.0</td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat support</td>
<td>121</td>
<td>24.1</td>
<td>26.3</td>
<td>55.3</td>
</tr>
<tr>
<td>Neither support nor oppose</td>
<td>83</td>
<td>16.4</td>
<td>18.0</td>
<td>73.3</td>
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<tr>
<td>Somewhat oppose, or</td>
<td>66</td>
<td>13.1</td>
<td>14.4</td>
<td>87.6</td>
</tr>
<tr>
<td>Completely oppose having charter schools in</td>
<td>57</td>
<td>11.3</td>
<td>12.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Mississippi</td>
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<td></td>
<td></td>
<td></td>
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<tr>
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<td>100.0</td>
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<tr>
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<td>.6</td>
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<tr>
<td>Don’t Know/Not Sure</td>
<td>1</td>
<td>.1</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>TOTAL</td>
<td>504</td>
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</table>

Question 24—How do you think a charter school opening in your district would affect education in your community? Do you think the effect would be:

<table>
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<th>Cumulative Percent</th>
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<td>Neither positive nor negative</td>
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<td>Somewhat negative</td>
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<td>14.0</td>
<td>91.6</td>
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<td>Very negative</td>
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</table>
Appendix B: All Survey Responses

Questions 25 through 28 - Next, I am going to read a few statements about early childhood education. Please rate your level of agreement with each statement using a scale of 1 to 5, with 1 meaning “Strongly Disagree” and 5 meaning “Strongly Agree.”

Question 25—Families in my community have access to high-quality childcare for 4 or 5-year-olds who haven’t started Kindergarten yet.

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</table>

Question 26—The State of Mississippi should fund pre-K in all school districts throughout the state.

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<th>Cumulative Percent</th>
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<td>6.9</td>
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<td>3.6</td>
<td>10.5</td>
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<td>17.1</td>
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<td>67.9</td>
<td>100.0</td>
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<tr>
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<td>98.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Don’t Know</td>
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<td></td>
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<tr>
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<tr>
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Question 27—Pre-K is important for preparing children for their continuing education.

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### Demographic Items

**Q28—In what year were you born? ________**

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<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tbody>
<tr>
<td>4</td>
<td>69</td>
<td>13.7</td>
<td>13.7</td>
<td>24.9</td>
</tr>
<tr>
<td>5</td>
<td>379</td>
<td>75.1</td>
<td>75.1</td>
<td>100.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>504</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q28</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>[AGE] CALCULATED FROM Q28</td>
<td>501</td>
<td>18</td>
<td>91</td>
<td>46.71</td>
<td>17.758</td>
</tr>
<tr>
<td>Refused</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q29—Including yourself, how many adults 18 years or older live in your household? ________**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>136</td>
<td>27.0</td>
<td>27.0</td>
<td>27.0</td>
</tr>
<tr>
<td>2</td>
<td>239</td>
<td>47.4</td>
<td>47.5</td>
<td>74.6</td>
</tr>
<tr>
<td>3</td>
<td>107</td>
<td>21.3</td>
<td>21.4</td>
<td>96.0</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>31.6</td>
<td>31.6</td>
<td>99.1</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>Total 503</td>
<td>99.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>Missing -99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q30—Do you consider yourself Hispanic or Latino?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>1.4</td>
<td>1.4</td>
<td>1.4</td>
</tr>
<tr>
<td>No</td>
<td>497</td>
<td>98.6</td>
<td>98.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>Total 504</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: All Survey Responses

Q31—What is your race?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>294</td>
<td>58.4</td>
<td>59.5</td>
<td>59.5</td>
</tr>
<tr>
<td>Black or African American</td>
<td>187</td>
<td>37.1</td>
<td>37.8</td>
<td>97.3</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>4</td>
<td>.9</td>
<td>.9</td>
<td>98.2</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>5</td>
<td>1.0</td>
<td>1.0</td>
<td>99.2</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>4</td>
<td>.7</td>
<td>.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>495</td>
<td>98.1</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>9</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q32—What was the last grade or year of school that you attended?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-8 (Elementary)</td>
<td>22</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Grades 9-11 (Some High School)</td>
<td>59</td>
<td>11.7</td>
<td>11.7</td>
<td>16.0</td>
</tr>
<tr>
<td>Completed High School or GED Equivalent</td>
<td>162</td>
<td>32.0</td>
<td>32.1</td>
<td>48.1</td>
</tr>
<tr>
<td>Some College or Vocational Program</td>
<td>94</td>
<td>18.7</td>
<td>18.8</td>
<td>66.9</td>
</tr>
<tr>
<td>Completed Associate Degree (2-Year Program)</td>
<td>69</td>
<td>13.7</td>
<td>13.8</td>
<td>80.64</td>
</tr>
<tr>
<td>Completed Bachelor's Degree (4-Year Program)</td>
<td>56</td>
<td>11.0</td>
<td>11.1</td>
<td>91.7</td>
</tr>
<tr>
<td>Completed Master's Degree</td>
<td>26</td>
<td>5.2</td>
<td>5.2</td>
<td>96.9</td>
</tr>
<tr>
<td>Beyond Master's Degree</td>
<td>16</td>
<td>3.1</td>
<td>3.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>99.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>0</td>
<td>.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q33—During your K-12 education, did you ever attend Mississippi public schools for one year or more?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>406</td>
<td>80.6</td>
<td>80.6</td>
<td>80.6</td>
</tr>
<tr>
<td>No</td>
<td>98</td>
<td>19.4</td>
<td>19.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Q34—Are you the parent or guardian of any children who are CURRENTLY attending a public school in Mississippi, not including college or university?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>162</td>
<td>32.1</td>
<td>32.1</td>
<td>32.1</td>
</tr>
<tr>
<td>No</td>
<td>342</td>
<td>67.9</td>
<td>67.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Q35—Are you the parent or guardian of any children who HAVE EVER attended a public school in Mississippi, not including college or university?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>344</td>
<td>68.3</td>
<td>68.3</td>
<td>68.3</td>
</tr>
<tr>
<td>No</td>
<td>160</td>
<td>31.7</td>
<td>31.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Q36—I am going to read you a list of categories. Please stop me when I reach the category that best describes your annual household income from all sources before taxes?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $10,000</td>
<td>25</td>
<td>5.0</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>$10,000 to under $15,000</td>
<td>24</td>
<td>4.7</td>
<td>5.6</td>
<td>11.6</td>
</tr>
<tr>
<td>$15,000 to under $20,000</td>
<td>26</td>
<td>5.2</td>
<td>6.2</td>
<td>17.7</td>
</tr>
<tr>
<td>$20,000 to under $25,000</td>
<td>20</td>
<td>4.0</td>
<td>4.7</td>
<td>22.4</td>
</tr>
<tr>
<td>$25,000 to under $35,000</td>
<td>47</td>
<td>9.3</td>
<td>11.1</td>
<td>33.6</td>
</tr>
<tr>
<td>$35,000 to under $50,000</td>
<td>67</td>
<td>13.2</td>
<td>15.7</td>
<td>49.3</td>
</tr>
<tr>
<td>$50,000 to under $75,000</td>
<td>86</td>
<td>17.2</td>
<td>20.5</td>
<td>69.8</td>
</tr>
<tr>
<td>$75,000 to under $100,000</td>
<td>58</td>
<td>11.5</td>
<td>13.7</td>
<td>83.5</td>
</tr>
<tr>
<td>$100,000 to under $150,000</td>
<td>45</td>
<td>8.9</td>
<td>10.7</td>
<td>94.1</td>
</tr>
<tr>
<td>$150,000 to under $200,000</td>
<td>10</td>
<td>1.9</td>
<td>2.3</td>
<td>96.4</td>
</tr>
<tr>
<td>$200,000 or more</td>
<td>15</td>
<td>3.0</td>
<td>3.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Appendix B: All Survey Responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>422</td>
<td>83.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>24</td>
<td>4.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>58</td>
<td>11.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q37—What is your ZIP code? ________
All zip codes reported are in Mississippi.

Q38—With what gender do you identify?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>237</td>
<td>47.1</td>
<td>47.1</td>
<td>47.1</td>
</tr>
<tr>
<td>Woman</td>
<td>267</td>
<td>52.9</td>
<td>52.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>