

APPENDIX A
Attitude and attitude strength batteries

Attitude Direction Questions

(7 pt. Likert type agree-disagree response options)

In the United States, charter schools...

1. Provide a better education than traditional public schools.
2. Allow for more opportunities for teachers to implement innovative practices.
3. Take away resources from schools that need them.
4. Are good for the education system.
5. Contribute negatively to inequalities in our public school system.
6. Make our public schools better as a whole.
7. Use practices that align with my values more than traditional public schools.
8. Are a policy that I support to make our education system better.

Attitude Strength Questions

(Continuous sliding response scale)

1. How much do you personally care about the issue of charter schools?
2. Compared to how you feel about other public issues, how strong are your feelings regarding the issue of charter schools?
3. How certain are you of your feelings on the issue of charter schools?
4. How would you rate the amount of thinking you have done about the issue of charter schools?

APPENDIX B

DPTE headlines

Anti-Charter – Achievement

(Leal, 2016)

Headline: Evidence of charter schools lagging behind traditional publics

California charter schools, including several that intentionally target those at risk of dropping out, account for a disproportionate share of students who fail to graduate high school, according to a report released this week. The report has been produced annually since 2010 by Civic Enterprises and the Everyone Graduates Center at Johns Hopkins University, in partnership with America's Promise Alliance and the Alliance for Excellent Education, as part of an effort to track states' progress toward reaching a national graduation rate of 90 percent by 2020.

“Building a Grad Nation,” which tracks graduation rates among public schools nationally, found that 24 percent of California students in all public schools who failed to graduate in 2014 attended charter schools, even though the state's charter schools enrolled only 9 percent of all high school students that year.

In California, 94 percent of traditional high schools in 2014 had a graduation rate of 67 percent or higher, the threshold used to identify a low-graduation-rate school. Sixty-three percent of all charter schools had a graduation rate of 67 percent or higher.

California ranked fourth nationally, behind Ohio, Arizona and Idaho, for the highest percentage of non-graduates who came from charter schools. Across other states, charter schools also had a disproportionate share of students who did not graduate in 2014, according to the report. Nationally, charter, virtual and alternative high schools made up 14 percent of all high schools. However, they made up 52 percent of all schools with graduation rates lower than 67 percent, according to the report.

Anti-Charter – Equity

(Frankenberg, Siegel-Hawley, Wang, & Orfield, 2010)

Headline: Charter schools are increasing school segregation

Seven years after the Civil Rights Project first documented extensive patterns of charter school segregation, the charter sector continues to stratify students by race and class. Our analysis of the 40 states, the District of Columbia, and several dozen metropolitan areas with large enrollments of charter school students reveals that charter schools are more racially isolated than traditional public schools in virtually every state and large metropolitan area in the nation. While examples of truly diverse charter schools exist, our data show that these schools are not reflective of broader charter trends.

We show that charter schools, in many ways, have more extensive segregation than other public schools. Charter schools attract a higher percentage of black students than traditional public schools, in part because they tend to be located in urban areas. As a result, charter school

enrollment patterns display high levels of minority segregation, trends that are particularly severe for black students.

While segregation for blacks among all public schools has been increasing for nearly two decades, black students in charter schools are far more likely than their traditional public school counterparts to be educated in intensely segregated settings. Black students are not the only racial group experiencing higher segregation in charter schools. Higher percentages of charter school students of every race attend predominantly minority schools (50-100% minority students) or racially isolated minority schools (90-100% minority students) than do their same-race peers in traditional public schools. Half of Latino charter school students, for example, attended racially isolated minority schools.

Anti-Charter – No-Excuses

(Bryant, 2016)

Headline: Criticisms of no-excuses charter schools

Recently, a popular idea, at least in policy and media circles, has been to promote the idea that the impact of childhood poverty and trauma is an "excuse" for academic problems. Teachers who practice in "no excuses" schools are encouraged not to accommodate children's problems that are created by adversity, but to lay down strict rules and rigid expectations that challenge children to overcome—even ignore—their personal backgrounds and circumstances.

The notion that a child's circumstances should be of no concern to her teacher goes against the grain of educators who believe education programs should attend to the whole child and not compartmentalize academics apart from students' cultural identities and physical and social-emotional wellbeing. Despite these concerns, no-excuses schools are the overwhelming trend in big city school districts struggling with poverty.

According to a recent article for the Scholars Strategy Network, in these schools, "strict behavioral expectations mandate how students dress, enter a classroom, walk in the hall, or sit in class, and teachers are expected to enforce these expectations using explicit rewards and punishments, such as merits/demerits or adjustments in 'paychecks' that allow students to purchase items from a school store." No excuse schools have notoriously high rates of student suspensions and expulsions and high rates of student attrition. Students who have a hard time complying with the rigid rules are suspended so often they leave, or are sometimes "counseled" into believing that leaving would be in their best interest. Charter schools have become the most prominent adherents to the "no excuse" model.

Anti-Charter – Resources

(Save Our Public Schools, 2016)

Headline: Charters are taking money from public schools in MA

Charter schools are funded by diverting money from local school districts. The 71 charter schools operating in Massachusetts educate just less than 4 percent of Massachusetts children—only 32,000 students—yet they will siphon off more than \$450 million this year alone. This

money would otherwise stay in neighborhood public schools and be used to improve learning for all students.

A new ballot measure in Massachusetts could allow charters to expand into areas where they don't exist now, taking millions of dollars away from successful district public schools. Under the proposed ballot question, 12 new charter schools enrolling up to 1 percent of the school-age population could be approved every year, forever, with no limit. The amount of money lost will grow: \$100 million more the first year, more than \$200 million the next year, more than \$300 million the year after that, crippling our school system with every passing year.

Our neighborhood schools are left with less money to cover the same operating expenses, such as maintenance, utilities and transportation costs. In cities and towns such as Boston, Holyoke, Randolph, New Bedford, Gardner and Lynn, charter schools can already take as much as 18 percent of a school district's budget. That jeopardizes our public schools—the schools most families choose for their children—and it causes the elimination of classes – such as music, art technology and foreign language courses– and leads to larger class sizes in district public schools.

Pro-Charter – Achievement

(Izlar, 2013)

Headline: Charter schools outperform traditional public schools

Charter school students are making larger gains in reading than their peers in traditional classrooms while performing on par in math, according to a study of 1.5 million U.S. children. The average student at a charter -- a privately run public school -- learned eight more days of reading a year than a pupil in a regular school, according to the Stanford University study. In both subjects, poor students, black children and those who speak English as a second language fared better in charters.

“The charter sector does seem to be posting better results, especially with disadvantaged students,” said Margaret Raymond, director of Stanford's Center for Research on Education Outcomes, which conducted the study. “The fact that they are moving the needle with this many students since 2009 is a pretty impressive finding.”

The study found wide varieties among charters schools in different states. Rhode Island's charter schools showed among the biggest gains relative to regular public schools -- equivalent to 85 days in reading and 111 in math. In the District of Columbia and New York City, which was broken out separately, charters also outperformed by a wide margin. New York City charter school children learned an additional 92 days of math in a year. “If there's one thing this report confirms, it's that we can't roll back the reforms that have transformed the educational landscape in New York,” said Devon Puglia, deputy press secretary for the city's education department.

Pro-Charter – Equity

(N. Garcia, 2016)

Headline: Charter schools serving more minority students in CO

Charter schools across the state of Colorado are now serving a larger percentage of racial and ethnic minorities than district-run schools. During the 2015-16 school year, 47 percent of charter school students were classified as a racial or ethnic minority, compared to 45 percent of students at district-run schools. That could be explained in part by the expansion of high-performing charter schools in Denver that serve these populations, as well as new charter schools in regions with large Latino populations such as Greeley and Aurora. The state's charter schools also are serving more students who qualify for federally subsidized lunches. In 2015, about 36 percent of students at charters received free or reduced-priced lunch. That number has doubled since 2008.

In 2015, schools across Colorado saw fewer students meet state expectations on the new and more difficult standardized test compared to previous state exams. But charter schools generally had more students meet the new threshold than district schools.

Charter school students at every grade but fifth also performed better than peers at district schools by 3 to 7 percentage points. Students in all grades who qualify for subsidized lunches at charter schools outperformed their peers at district-run schools on the state's English test. A higher percentage of charter school students with disabilities at all grade levels met state benchmarks on both the English and math tests compared to those at district schools.

Pro-Charter – No Excuses

(Angrist, Dynarski, Kane, Pathak, & Walters, 2011)

Headline: Numbers show benefits of no excuses charter school

Charter schools affiliated with the Knowledge is Power Program (KIPP) are representative of the No Excuses approach to public education. These schools feature a long school day, an extended school year, selective teacher hiring, strict behavior norms and a focus on traditional reading and math skills. We use applicant lotteries to evaluate the impact of KIPP Academy Lynn, a KIPP charter school that is mostly Hispanic and has a high concentration of limited English proficiency (LEP) and special-needs students.

Our estimates suggest that KIPP Lynn generates substantial score gains for lottery winners, with effects on the order of 0.35 standard deviations for math and 0.12 standard deviations for English/language arts (ELA). Score gains are largest for special education students and students with limited English proficiency, while Hispanic and non-Hispanic students appear to benefit about equally from time in KIPP. Additional analyses show that effects are also larger for those who start out lagging their peers than for more advanced students. An analysis of effects on performance categories shows that KIPP lifts students out of the lowest performance category in both math and ELA.

We note that while our results are for a single school, the KIPP organization runs similar schools across the country. Key elements of the KIPP program also feature in other No Excuses charter schools. Our findings suggest the major elements of this replicable model combine to increase achievement overall, with the largest gains coming from relatively weak students.

Pro-Charter – Resources

(“Charters aren’t draining district school funding,” 2016)

Headline: Charters do not drain district school funding

For months, Massachusetts voters have been told that charter schools are draining money from traditional public schools, thereby threatening the education of non-charter students across the state. That's the principal argument that charter opponents have offered in urging voters to defeat Question 2, which would allow 12 new charter schools or charter school expansions.

But a detailed new report by the Massachusetts Taxpayers Foundation shows that the anti-charter argument just doesn't pass muster. The foundation, widely regarded as an even-handed fiscal analyst, writes: "Examination of school funding trends in districts affected by charter school enrollments does not suggest that charter schools are over-funded, that students in district schools are suffering a loss of support, or that the per-student funding of districts is trending negatively. Rather, per-student funding has increased quite steadily across the state, and the district-charter balance has been stable."

The study notes that in fiscal year 2016, approximately 3.9 percent of public school students (about 36,000 Massachusetts students) were attending charters – and 3.9 percent of public school funds went to charter schools. That, as the report notes, is in keeping with the state's long-established educational philosophy: Educational dollars should follow the student. That's the same philosophy that informs the state's school-choice program. But in those programs, the sending district isn't reimbursed any amount for the departing students, whereas with charters, there's generous adjustment funding, including the payment of 100 percent of a student's educational cost the first year after his or her departure.

Source Material

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APPENDIX C
Demographic questionnaire

Do you work in the field of P-12 education (primary or secondary education)?

- Yes
- No

What is the highest level of education you have completed?

- Less than a high school diploma
- High school diploma or equivalent (e.g., GED)
- Associate's degree or vocational degree
- Bachelor's degree
- Master's, Doctorate, or Professional degree

Select the category that best describes the type of school from which you earned your high school or high school equivalent diploma.

- Traditional public school
- Charter school
- Magnet school
- Private school
- Home school
- GED program
- Other: _____

What do you consider to be your political party affiliation?

- Republican
- Democrat
- Independent
- Other: _____

If you are independent, do you lean more to the Republican party or the Democratic party?

- Republican
- Democrat
- Neither

In general, would you describe your political views as...

- Very conservative
- Conservative
- Moderate
- Liberal
- Very liberal

APPENDIX D
Information search behavior by pre-questionnaire group

	(1)
Is pro-charter	0.73* (-1.95)
Equity	0.85 (-0.69)
No Excuses	0.82 (-0.90)
Resources	1.00 (-0.02)
Received prequestionnaire	0.77 (-0.94)
Pro-charter X Prequestionnaire	1.39 (1.47)
Equity X Prequestionnaire	1.31 (0.87)
No Excuses X Prequestionnaire	1.14 (0.43)
Resources X Prequestionnaire	1.19 (0.53)
Intercept	1.22 (0.99)
Observations	1544
Groups	193

*Note: * $p < 0.10$; ** $p < 0.05$, *** $p < 0.01$. Z statistics are shown in parentheses. Coefficients are reported as odds ratios. Results shown here are from multilevel logistic regression models. This model includes varying slopes and intercepts and was limited to those responses gathered from the first administration of the exercise.*

APPENDIX E
Demographic Frequencies

	Category	Count	Percent
Party	Democrat	92	48.94
	Independent	56	29.79
	Republican	40	21.28
Ideology	Liberal	103	53.37
	Moderate	43	22.28
	Conservative	47	24.35
Schooling	Did not attend traditional public school	34	17.53
	Attended traditional public school	160	82.47
Education	Does not have Bachelors	101	52.06
	Has Bachelors	93	47.94