

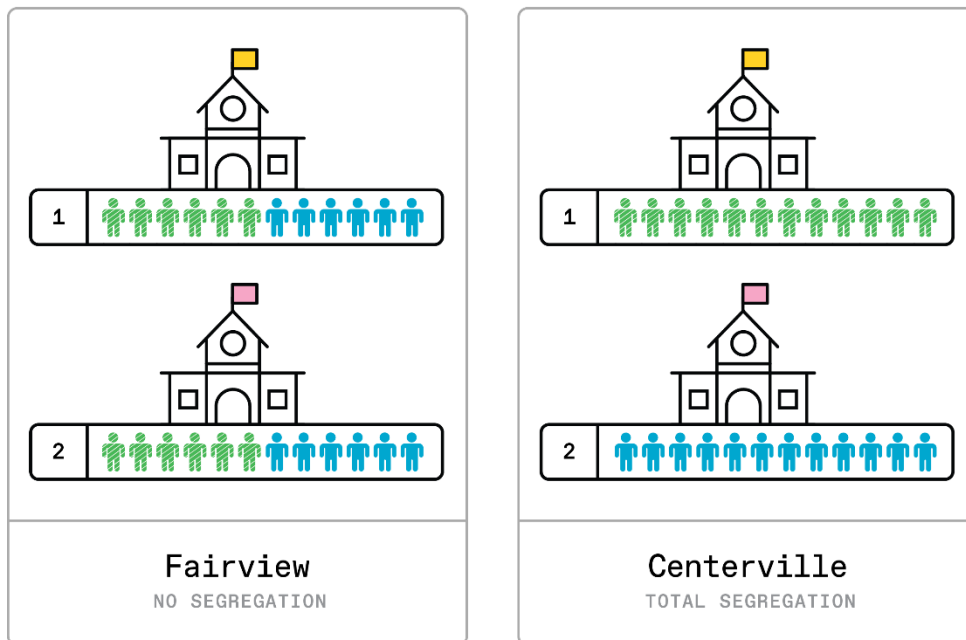
Survey Items

All Respondents

Segregation Background:

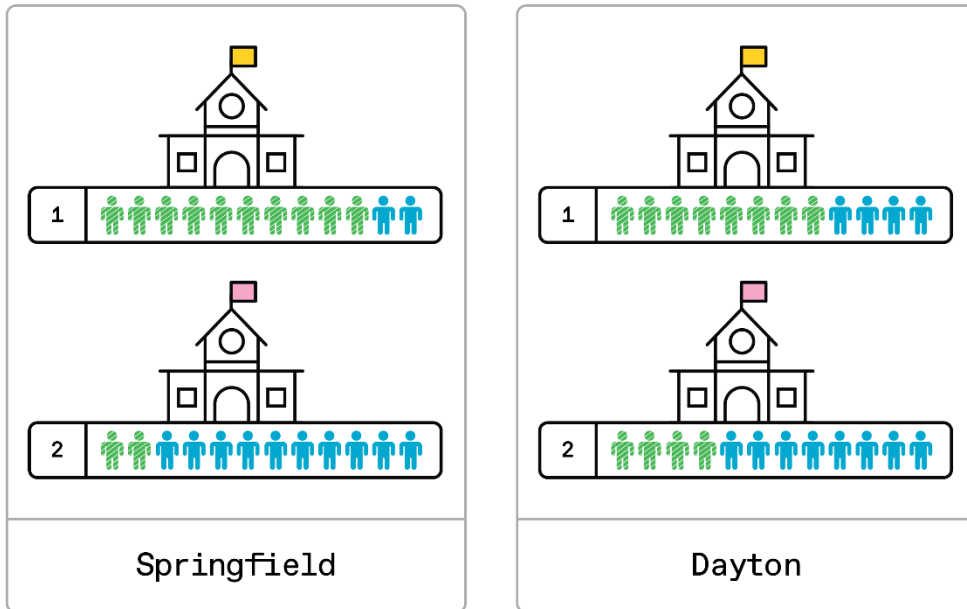
Economic school segregation is the degree to which students from high-income families and students from low-income families in the **same school district** attend **different schools**. A school district has high levels of economic segregation when students tend to have schoolmates mainly of their own family income level; that is, high-income students tend to go to schools with more high-income students and low-income students tend to go to schools with more low-income students.

For example, the figure below shows two school districts, Fairview and Centerville. Each district has just two schools, School 1 and School 2. The economic composition of each school is represented by a row of students, with the top row representing School 1 and the bottom row representing School 2. Here, we index student income using eligibility for free or reduced-price lunch at school.

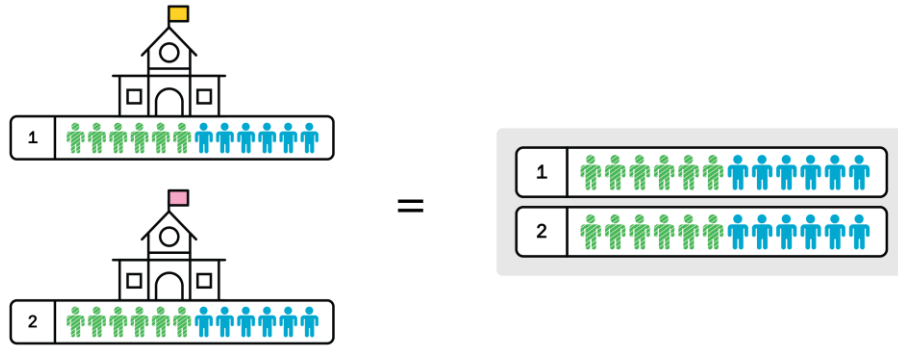


Both Fairview and Centerville are comprised of **half low-income students and half high-income students**. However, they differ in how students are assigned to schools. Fairview represents a school district with **no segregation** (low-income and high-income students are **equally distributed among the two schools**). On the other hand, Centerville represents a school district with **total segregation** (low-income and high-income students attend **entirely separate schools**). While it is possible for a school district to be totally segregated (like Centerville) or not segregated at all (like Fairview), most school districts are somewhere in between.

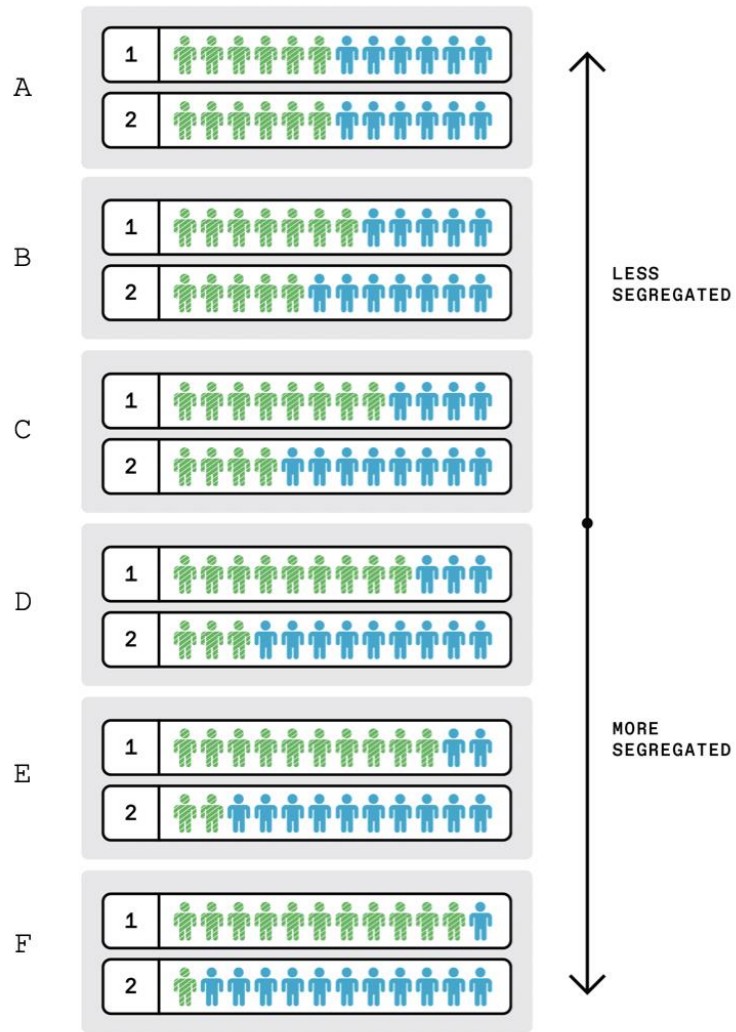
1. Using the information in the figure **below**, which school district is more segregated?
 - Springfield
 - Dayton



We can graphically represent a school district's segregation in multiple ways. For example, the two images displayed below both show the same district and the same amount of school segregation.



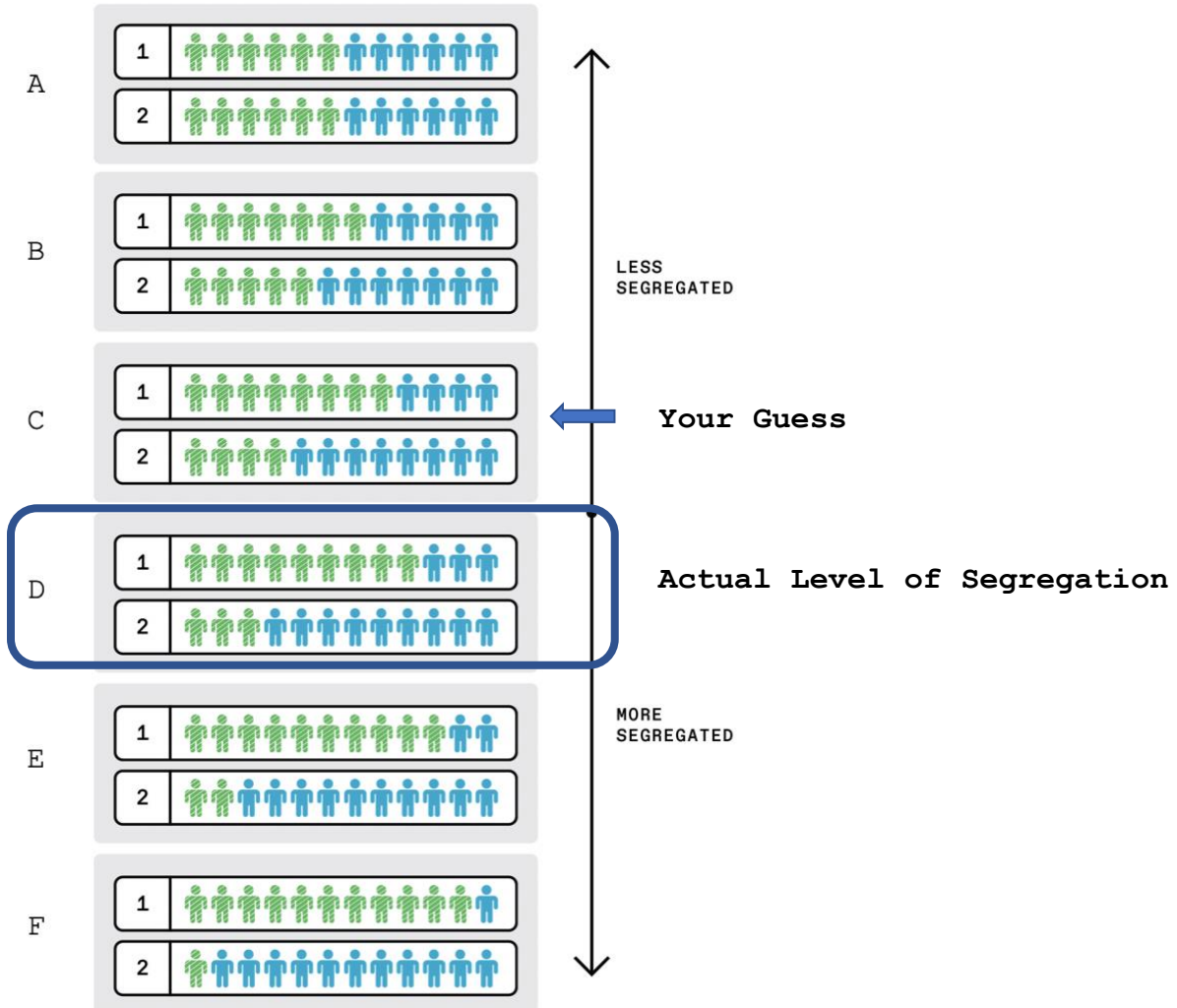
2. We are interested in how much schools are segregated in the public school district that children in your neighborhood attend. Of the example districts A-F below, which do you think corresponds to the amount of economic school segregation in **your school district**?
- District A
 - District B
 - District C
 - District D
 - District E
 - District F



Treated Respondents Only

Informational Stimuli

You responded that District [] most closely matches the economic segregation in your district. The actual level of economic school segregation in your district most closely matches District [] below.



Consequences

Economic school segregation has negative consequences for low-income students. Low-income students in less segregated districts perform better on standardized tests and are more likely to graduate high school than low-income students in more segregated districts. Furthermore, on average U.S. school districts have become increasingly more segregated over time.

Fortunately, research suggests that reducing economic segregation would not hurt high-income students. High-income students perform similarly on standardized tests and graduate high school at similar rates in districts with both low and high levels of economic segregation.

All Respondents

Self-Reported Outcomes

3. How important of an issue do you think the reduction of school segregation is in your local area?

- Extremely important
- Very important
- Moderately important
- Slightly important
- Not at all important

4. About how much time (in minutes) do/did your children spend traveling to school in the morning?

[number entry]

Imagine that administrators in your local school district want to reduce school segregation and are considering several plans.

[All items below are presented in a randomized order]

5. With one of the hypothetical new plans, administrators are considering changing attendance zones to reduce segregation. Under this plan, some children might have to attend different schools within their district. Sometimes, this is the school that is closest to their house, but sometimes it is a bit further away. If this plan were to pass in your district, what is the furthest that you would allow your child to travel to school?

[sliding scale from 0 to 90 minutes]

6. How likely are you to support changing attendance boundaries to reduce school segregation?

- Extremely likely
- Somewhat likely
- Equally likely and unlikely
- Somewhat unlikely
- Extremely unlikely
- Not sure

7. Imagine that, under a different potential plan, administrators hope to change the schools that some students attend so that there is less segregation. Under this plan, your child's school

would have a 20% increase in the number of students from low-income families. How likely would you be to support this plan?

- Extremely likely
- Somewhat likely
- Equally likely and unlikely
- Somewhat unlikely
- Extremely unlikely
- Not sure

8. Imagine that administrators in your district are considering opening a new magnet school, which will offer high-quality academic programs to students in your district and in nearby districts. Such a policy would make it so that students are not necessarily attending the school closest to them. Approximately half of the students in the school will be from low-income families. How likely would you be to send your child to this school?

- Extremely likely
- Somewhat likely
- Equally likely and unlikely
- Somewhat unlikely
- Extremely unlikely
- Not sure

9. Imagine that administrators in your local government have decided to change the school district budget so that more money will be used to pay for the costs of reducing local school segregation. This money will come from other parts of the school district budget, such as (teaching aides, sports, field trips, and extracurricular activities). How likely would you be to support this plan?

- Extremely likely
- Somewhat likely
- Equally likely and unlikely
- Somewhat unlikely
- Extremely unlikely
- Not sure

10. To pay for the costs of reducing local school segregation without reducing funding for other school district budget areas, imagine that local officials have proposed a raise in property taxes in your area. Imagine that the exact amount of the property taxes increase has yet to be decided and the officials has asked for you input. How much, if any, would you feel is a reasonable annual increase?

[sliding scale from 0 to \$200]

11. Do you think the government has a responsibility to reduce school segregation?

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Not sure

12. How likely are you to support reducing school segregation in your local area?

- Extremely likely
- Somewhat likely
- Equally likely and unlikely
- Somewhat unlikely
- Extremely unlikely
- Not sure

13. How do you feel generally about plans to reduce school segregation?

- Extremely positive
- Somewhat positive
- Equally positive and negative
- Somewhat negative
- Extremely negative
- Not sure

14. Imagine you and your family are moving to a new town. When deciding what neighborhood to live in, how likely are you to consider the economic diversity of your child's school?

- Extremely likely
- Somewhat likely
- Equally likely and unlikely
- Somewhat unlikely
- Extremely unlikely
- Not sure

15. Indicate the extent to which you agree or disagree with the following statement:
"Economic school segregation is a problem in your district."

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Not sure