National Parents Union Survey Topline
N=1,036 parents of public school students in grades kindergarten through 12th grade
Sample from online web panels
Field Dates: May 1–3, 2023
Margin of sampling error: ± 3.9 percentage points

ASSESSING K-12 EDUCATION NOW VS. IN THE PAST

Forty years ago, in 1983, a report titled “A Nation at Risk: The Imperative for Education Reform” was published by the National Commission on Excellence in Education. The report asserted that the United States education system was not adequately preparing students for future success, and therefore putting the future of the nation at risk. The commission issued a call to action to improve education.

Even if you are not familiar with the report, the next few questions will ask you to reflect on what you know about the past and present of the American public education system.

1. [QBWToday] Over the past 40 years, do you think the overall quality of K-12 public education in the United States has . . .? [RANDOMIZE SCALE 1-5, 5-1]
   IMPROVED A LOT/LITTLE   43%
   GOTTEN A LOT/LITTLE WORSE 43%
   1. Improved a lot 21%
   2. Improved a little 22%
   3. Stayed about the same 12%
   4. Gotten a little worse 22%
   5. Gotten a lot worse 22%
   6. Unsure 1%

2. [QChanges] Which of the following statements do you agree with more, even if neither perfectly describes your views?

   In the past few decades, K-12 public education in the United States has generally . . . [RANDOMIZE 1-2]
   1. Kept up with the times by evolving to reflect the skills students need for future success in a changing world 40%
   2. Fallen behind the times by not evolving to reflect the skills students need for future success in a changing world, or by not making the right kind of changes 54%
   3. Unsure 6%
3. [Enough Battery] For each of the following, please indicate if it is something you think K-12 public schools in the US [SHOW HALF IN REVERSE ORDER: need to do more to accomplish, do well enough now and should continue, or should not put into effort into doing.] [DISPLAY AS GRID, OVER 3 PAGES] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-3,3-1]

1. Schools need to do more to accomplish this  2. Schools do this well enough now and should continue  3. Schools should not put effort into doing this  4. Unsure

1. Ensure all students have the opportunity to get a high-quality education, regardless of where they live or their financial situation  65%  28%  4%  3%
2. Ensure college-bound students and students who choose a different pathway have equally good opportunities to prepare for their future while in high school  64%  28%  5%  2%
3. Ensure all students with learning disabilities receive the support they need to get a high-quality education  62%  31%  4%  3%
4. Use curriculum and teaching practices based on research about how students learn best  63%  28%  5%  4%
5. Handle behavioral and disciplinary issues using practices based on research about child development and psychology  62%  26%  8%  5%
6. Offer a variety of educational options for families to decide which will best meet their child’s needs  61%  28%  7%  4%
7. Ensure students of all racial and ethnic backgrounds have equal opportunity to get a high-quality education  58%  34%  6%  2%
8. Have school schedules and calendars reflect research on how and when kids learn best  57%  32%  6%  6%
9. Provide opportunities for additional learning time, such as after school or summer academic programs  56%  36%  6%  3%
10. Ensure all students have access to technology that supports their learning (e.g., laptops or other educational technology)  53%  39%  5%  2%
11. Have teachers whose backgrounds reflect the diversity of their school’s students and community  47%  36%  10%  6%
4. [COMPARISON BATTERY] Five years ago, an academic exam was administered to 15-year-old students in industrialized countries around the world to compare countries’ average test scores. Where do you think the United States ranked among other countries in the following areas? (Just your best guess.) [DISPLAY AS GRID] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-3, 3-1]

1. Near the top 2. In the middle 3. Near the bottom 4. Unsure

<table>
<thead>
<tr>
<th></th>
<th>1. Near the top</th>
<th>2. In the middle</th>
<th>3. Near the bottom</th>
<th>4. Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>24%</td>
<td>47%</td>
<td>26%</td>
<td>3%</td>
</tr>
<tr>
<td>Science</td>
<td>20%</td>
<td>47%</td>
<td>29%</td>
<td>3%</td>
</tr>
<tr>
<td>Math</td>
<td>20%</td>
<td>42%</td>
<td>34%</td>
<td>3%</td>
</tr>
</tbody>
</table>

5. [QCompete] How much do you think the quality of the American public school system affects the United States’ ability to compete economically with other countries? [RANDOMIZE SCALE 1-3, 3-1]

1. A lot 62%
2. A little 29%
3. Not at all 4%
4. Unsure 5%

6. [QChanceComp] Do you think the American public school system is giving kids today a better chance, a worse chance, or about the same chance of achieving future career success as kids in other industrialized countries have? [RANDOMIZE 1-3, 3-1]

1. Better chance 27%
2. About the same chance 38%
3. Worse chance 30%
4. Unsure 5%
Now, thinking about K-12 public schools in the US today . . .

7. [LITERACY POLICY EFFORTS BATTERY] Would you support or oppose the government doing each of the following related to public school students’ literacy? [DISPLAY AS GRID, OVER 2 PAGES] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-4, 4-1]


<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly support</th>
<th>Somewhat Support</th>
<th>Somewhat Oppose</th>
<th>Strongly Oppose</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Require public schools to assess each student’s reading level to identify whether they need additional support</td>
<td>91%</td>
<td>7%</td>
<td>65%</td>
<td>26%</td>
<td>5%</td>
</tr>
<tr>
<td>2. Provide more funding and resources to public schools to support struggling readers</td>
<td>90%</td>
<td>8%</td>
<td>63%</td>
<td>27%</td>
<td>4%</td>
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<tr>
<td>3. Require public schools to teach children to read using methods based on research about how children learn</td>
<td>89%</td>
<td>7%</td>
<td>56%</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td>4. Set a national goal for all public school students to be able to read at grade level by the time they are in third grade</td>
<td>87%</td>
<td>10%</td>
<td>58%</td>
<td>29%</td>
<td>6%</td>
</tr>
<tr>
<td>5. Hold public schools accountable if third grade students are not able to read at grade level</td>
<td>79%</td>
<td>15%</td>
<td>47%</td>
<td>32%</td>
<td>12%</td>
</tr>
<tr>
<td>6. Provide money to parents of public school students whose schools do not offer tutoring in reading so they can pay for private tutoring</td>
<td>76%</td>
<td>19%</td>
<td>43%</td>
<td>33%</td>
<td>12%</td>
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8. [QSupportUnderperforming] A school may be considered “chronically underperforming” if it has low performance or poor academic outcomes multiple years in a row. Do you think the government [SHOW HALF IN REVERSE ORDER TO MATCH SCALE: should do more, does about the right amount, or does too much] to try to help chronically underperforming schools improve? [RANDOMIZE 1-3, 3-1]
   1. Should do more to try to help 64%
   2. Does about the right amount to try to help 22%
   3. Does too much to try to help 9%
   4. Unsure 5%

9. [ADDRESSING UNDERPERFORMANCE BATTERY] How effective, if at all, do you think each of the following would be a way to improve performance at chronically underperforming schools? [DISPLAY AS GRID, OVER 2 PAGES] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-4, 4-1]

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<tbody>
<tr>
<td>1. Get teachers’ input on school improvement plans</td>
<td>89% 8%</td>
<td>56% 33% 5% 3% 3%</td>
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<tr>
<td>2. Get input from students and their families on school improvement plans</td>
<td>89% 9%</td>
<td>54% 35% 6% 3% 2%</td>
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<tr>
<td>3. Hire more teachers and educational support staff</td>
<td>88% 9%</td>
<td>56% 32% 6% 3% 3%</td>
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<tr>
<td>4. Require schools to be transparent and share information about their performance with teachers and students’ families</td>
<td>87% 9%</td>
<td>54% 33% 6% 3% 4%</td>
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<tr>
<td>5. Provide more after school and summer learning programs at schools</td>
<td>87% 9%</td>
<td>52% 35% 8% 2% 3%</td>
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<tr>
<td>6. Require schools to provide an individualized learning plan for each student</td>
<td>86% 9%</td>
<td>52% 35% 6% 3% 4%</td>
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<tr>
<td>7. Offer the option and transportation for students to transfer to higher performing public schools if they choose</td>
<td>81% 14%</td>
<td>47% 34% 9% 5% 5%</td>
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<tr>
<td>8. Give funding directly to students’ families to pay for private tutoring or additional educational supports outside of school</td>
<td>70% 23%</td>
<td>38% 32% 13% 9% 8%</td>
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10. [QFocusResources] When allocating resources to support students at underperforming schools, which of the following approaches do you think would be more helpful? [RANDOMIZE 1-2]

1. Provide support for all students at underperforming schools 65%
2. Provide support only for students who have below-average grades or scores at underperforming schools 30%
3. Unsure 5%

11. [QUnderperformingLimit] Which of the following statements comes closer to your view on how the government should handle chronically underperforming schools, even if neither is exactly right? [RANDOMIZE 1-2]

1. The government should do whatever it takes to keep underperforming schools open and continue providing extra funding and support until they improve 61%
2. There should be a limit to how long the government will continue providing extra funding and support to an underperforming school before closing it down if it does not improve 32%
3. Unsure 7%

12. [QSpending] On average, how much do you think K-12 public schools currently spend PER STUDENT in one school year? (Just your best guess.)

1. Less than $4,000 per student 23%
2. $4,000 to $7,999 per student 22%
3. $8,000 to $11,999 per student 18%
4. $12,000 to $15,999 per student 14%
5. $16,000 to $19,999 per student 6%
6. $20,000 or more per student 6%
7. Unsure 11%
COVID EFFECTS AND TESTING

Now, thinking about K-12 public schools and the effects of the COVID-19 pandemic . . .

13. [PROBLEMS BATTERY] How much of a problem, if at all, do you think each of the following are in the United States today? [DISPLAY AS GRID] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-4, 4-1]

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<tbody>
<tr>
<td>1. K-12 students experiencing mental health challenges</td>
<td>76%</td>
<td>21%</td>
<td>34%</td>
<td>42%</td>
<td>17%</td>
</tr>
<tr>
<td>2. K-12 students still being behind academically after the COVID-19 pandemic</td>
<td>71%</td>
<td>26%</td>
<td>27%</td>
<td>43%</td>
<td>23%</td>
</tr>
</tbody>
</table>

14. [QStatewideTest] There has been some debate about whether or not schools should administer statewide academic tests this school year. Even if neither one perfectly describes your views, which of the following statements do you agree with more? [RANDOMIZE 1-2]

<table>
<thead>
<tr>
<th></th>
<th>1. Even though we are in challenging times, we should continue to assess how well students are learning using statewide tests so that we can compare results to previous years and schools can identify areas in which students may be falling behind or need support.</th>
<th>2. Since we are in challenging times, we should take a break from statewide testing this year so that teachers and students have one less thing to worry about.</th>
<th>3. Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69%</td>
<td>26%</td>
<td>5%</td>
</tr>
</tbody>
</table>
15. [QPostProb_Academic] A report on the National Assessment of Educational Progress (NAEP), a test taken by students across the United States, found that:
   ● Average math and reading scores declined significantly between 2019 and 2022.
   ● About two-thirds of fourth and eighth grade students were NOT proficient in reading and math skills for their grade level based on NAEP standards

After reading that information, how much of a problem, if at all, do you think that K-12 students still being behind academically after the COVID-19 pandemic is in the United States? [RANDOMIZE SCALE 1-4, 4-1, SAME ORDER AS QProb_Academic]

A CRISIS/A MAJOR PROBLEM, BUT NOT A CRISIS 81%
A MINOR PROBLEM/NOT A PROBLEM AT ALL 17%
1. A crisis 34%
2. A major problem, but not a crisis 47%
3. A minor problem 15%
4. Not a problem at all 2%
5. Unsure 2%
ECONOMIC CHALLENGES AND CTC

Moving on to a different topic . . .

16. [QFamilyFinancial] How would you describe your family’s financial situation?
   [RANDOMIZE SCALE 1-3, 3-1]
   1. We are able to pay for basic necessities and have some money left over to save, invest, or afford non-essential things we want 41%
   2. We are just able to pay for basic necessities 40%
   3. We struggle to pay for basic necessities Unsure 1%

17. [QCTCPayment] As you may know, from July 2021 through December 2021, some families received a monthly payment from the IRS through an expanded Child Tax Credit. Did your family receive these monthly payments?
   1. Yes 62%
   2. No 34%
   3. Unsure 4%

18. [QCTCSupportOppose] Would you support or oppose the federal government reinstating the Child Tax Credit to give eligible families monthly checks of $300 per month per child under the age of 6 and $250 per child ages 6-17? [RANDOMIZE SCALE 1-4, 4-1]
   STRONGLY/SOMewhat SUPPORT 81%
   STRONGLY/SOMewhat OPPOSE 14%
   1. Strongly support 54%
   2. Somewhat support 26%
   3. Somewhat oppose 8%
   4. Strongly oppose 7%
   5. Unsure 5%

19. [QCTCHelp] How much would it help your family’s financial situation if you were to receive a Child Tax Credit giving you monthly checks of $300 per month per child under the age of 6 and $250 per child ages 6-17? [RANDOMIZE SCALE 1-3, 3-1]
   WOULD HELP A LOT/LITTLE 86%
   1. Would help a lot 58%
   2. Would help a little 27%
   3. Would not really make a difference 11%
   4. Unsure 3%
Now I would like to ask you some questions for statistical purposes . . .

20. [QBIRTHYEAR] Which range of years includes the year you were born? [TERMINATE IF MORE THAN 1 YEAR OFF RANGE INDICATED BASED ON QAGE]

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1903 - 1927</td>
<td>-</td>
</tr>
<tr>
<td>1928 - 1945</td>
<td>-</td>
</tr>
<tr>
<td>1946 - 1964</td>
<td>3%</td>
</tr>
<tr>
<td>1965 - 1980</td>
<td>40%</td>
</tr>
<tr>
<td>1981 - 1996</td>
<td>55%</td>
</tr>
<tr>
<td>1997 - 2012</td>
<td>1%</td>
</tr>
</tbody>
</table>

21. [QParty] Regardless of how you typically vote, would you say you consider yourself a … ?

<table>
<thead>
<tr>
<th>Party</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Republican</td>
<td>16%</td>
</tr>
<tr>
<td>Not very strong Republican</td>
<td>12%</td>
</tr>
<tr>
<td>Independent</td>
<td>25%</td>
</tr>
<tr>
<td>Not very strong Democrat</td>
<td>14%</td>
</tr>
<tr>
<td>Strong Democrat</td>
<td>30%</td>
</tr>
<tr>
<td>A member of another party</td>
<td>*%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3%</td>
</tr>
</tbody>
</table>

IF INDEPENDENT, UNSURE, OR MEMBER OF ANOTHER PARTY [QParty=3, 6, OR 7], ASK:

22. [QPartyLean] Which of the following statements would you say best describes you? [RANDOMIZE SCALE 1-4, 4-1]

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I almost always vote for Republican candidates</td>
<td>6%</td>
</tr>
<tr>
<td>I vote for Republicans more often than I vote for Democrats</td>
<td>16%</td>
</tr>
<tr>
<td>I vote for Democrats more often than I vote for Republicans</td>
<td>20%</td>
</tr>
<tr>
<td>I almost always vote for Democratic candidates</td>
<td>7%</td>
</tr>
<tr>
<td>I vote equally for Democrats and Republicans</td>
<td>20%</td>
</tr>
<tr>
<td>Unsure</td>
<td>32%</td>
</tr>
</tbody>
</table>

**PartyConsolidated: QParty + QPartyLean**

<table>
<thead>
<tr>
<th>Party</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republican</td>
<td>34%</td>
</tr>
<tr>
<td>Democrat</td>
<td>52%</td>
</tr>
<tr>
<td>Independent/Other/Unsure - No lean</td>
<td>15%</td>
</tr>
</tbody>
</table>
ASK ALL:

23. [QIdeology] Regardless of how you typically vote, would you say you consider yourself to be...? [RANDOMIZE SCALE 1-5, 5-1]
   VERY/SOMewhat CONSERVATIVE 28%
   VERY/SOMewhat LIBERAL 27%
   1. Very conservative 16%
   2. Somewhat conservative 12%
   3. Moderate 42%
   4. Somewhat liberal 13%
   5. Very liberal 14%
   6. Unsure 4%

24. [QEmployment] What is your current employment status?
   1. Employed full-time 65%
   2. Employed part-time 7%
   3. Freelance, contract, or temporary work 2%
      Furloughed or placed on temporary leave by my employer -
   4. Unemployed and looking for work 4%
   5. Unemployed and not currently looking for work 1%
   6. Stay-at-home parent or caregiver 15%
   7. Full time student 1%
   8. Retired 3%
   9. Something else (Please specify) 2%
   10. Prefer not to say *%

25. [QIncome] Which range includes your annual household income?
   1. Less than $30,000 per year 18%
   2. $30,000 to $49,999 per year 19%
   3. $50,000 to $74,999 per year 20%
   4. $75,000 to $125,000 per year 25%
   5. More than $125,000 per year 17%
   6. Prefer not to say 1%

26. [QState] In what state do you live?
   1. States in the Northeast 15%
   2. States in the Midwest 19%
   3. States in the South 41%
   4. States in the West 25%

27. [QUrbanRural] How would you describe the area in which you live? [RANDOMIZE SCALE 1-4, 4-1]
   1. City 37%
   2. Suburb near a city 38%
   3. Small town not near a city 7%
   4. Rural or country area 18%
28. [QMarital] What is your current marital status?

1. Single, never married 10%
2. Married 78%
3. Living with a partner 6%
4. Separated 1%
5. Divorced 5%
6. Widowed 1%
7. Prefer not to say *%
29. [QIndustry] Do you or does anyone in your household work in any of the following industries? [SELECT MULTIPLE] [RANDOMIZE 1-8]
   1. Technology 4%
   2. Sales 4%
   3. Healthcare 8%
       Education or early childhood
development 6%
   4. Journalism or the media  TERMINATE -
       Food service or the restaurant
   5. Market research  TERMINATE -
   6. Public relations  TERMINATE -
   7. None of these 76%

30. [QParentScreener] Are you the parent or guardian of a child or children currently in grades kindergarten through 12th grade (2022–2023 school year)?
   1. Yes 100%
   2. No TERMINATE -
   3. Prefer not to say TERMINATE -

31. [QHomeScreener] Where do your children who are in grades kindergarten through 12th grade live?
   1. Full-time with me in my home 95%
   2. Split between my home and the home of another parent or family member 5%
   3. Not with me TERMINATE -

32. [QPublicScreener] What type of school do your children who are in grades kindergarten through 12th grade attend?
   1. Public school 100%
   2. Private school TERMINATE -
   3. Homeschool TERMINATE -
   4. Prefer not to say TERMINATE -
33. [QKidNum] How many children do you have in public school in grades kindergarten through 12th grade?
1. 1 46%
2. 2 36%
3. 3 12%
4. 4 3%
5. 5 1%
6. 6 1%
7. 7 *
8. 8 *
9. 9 *
10. 10 or more *

34. [QKidGrade_1A] IF QKidNum=1: Please select your child's current grade level (2022-2023 school year).

IF QKidNum=2-10+: Please select the current grade level (2022-2023 school year) of each of your children, in birth order from oldest to youngest: [REPEAT FOR EACH CHILD, INCLUDE CHILD TEXT]

[QKidGrade_1B] First Child
[QKidGrade_2] Second Child
[QKidGrade_3] Third Child
[QKidGrade_4] Fourth Child
[QKidGrade_5] Fifth Child
[QKidGrade_6] Sixth Child
[QKidGrade_7] Seventh Child
[QKidGrade_8] Eighth Child
[QKidGrade_9] Ninth Child
[QKidGrade_10] Tenth Child

1. Kindergarten 18%
2. 1st grade 10%
3. 2nd grade 12%
4. 3rd grade 14%
5. 4th grade 13%
6. 5th grade 14%
7. 6th grade 13%
8. 7th grade 15%
9. 8th grade 13%
10. 9th grade (Freshman) 13%
11. 10th grade (Sophomore) 14%
12. 11th grade (Junior) 11%
13. 12th grade (Senior) 15%
35. [QGender] Do you describe yourself as a man, a woman, or in some other way?
   [RANDOMIZE 1-2]
   1. Man 44%
   2. Woman 56%
   3. Some other way *

36. [QRace] What is your race or ethnicity? [SELECT MULTIPLE] [RANDOMIZE 1-6]
   1. White 64%
   2. Hispanic or Latino 14%
   3. Black or African American 22%
   4. Asian 7%
   5. Native Hawaiian or Other Pacific Islander 3%
   6. Native American or Alaska Native 1%
   7. Something else (Please specify) 1%

37. [QEducation] What is the highest level of education you have completed?
   1. High school or less 35%
   2. Some college 21%
   3. Associate degree 10%
   4. Bachelor's degree 21%
   5. Graduate degree 13%
   6. Prefer not to say *

38. [QAge] What is your age?
   [OPEN-END, TERMINATE IF UNDER 18]
   1. 18-29 6%
   2. 30-39 39%
   3. 40-49 37%
   4. 50-64 17%
   5. 65+ 1%
Echelon Insights conducted a survey on behalf of the National Parents Union to understand K-12 parents' views on current topics related to public education. The survey was fielded online from May 1-3, 2023 in English among a sample of 1,036 parents of public school students in grades kindergarten through 12th grade nationwide using non-probability sampling.

The sample was drawn from the Lucid sample exchange based on gender, age, race/ethnicity, and education quota targets for parents of public school students derived from the National Center for Education Statistics (NCES) American Community Survey - Education Tabulation, a tabulation of 5-year data from the US Census Bureau's American Community Survey.

Data quality measures included the use of an attentiveness check where respondents were directed to select a particular response and measures to prevent duplicate responses. Respondents who completed the survey in less than one-third of the median interview time for the full sample were removed from the data file.

The sample was weighted to population benchmarks for parents of public school students derived from the American Community Survey - Education Tabulation on gender, age, race/ethnicity, education, and region.

Calculated as it would be for a random sample and adjusted to incorporate the effect of weighting, the margin of sampling error is ± 3.9 percentage points. This estimate of precision does not account for other potential sources of error that can occur in online surveys with non-probability samples, including, but not limited to, non-coverage due to the survey being conducted online, or possible failure to correct for ways people who have agreed to join an online panel or take online surveys might not be representative of the general population (e.g., on measures that are not included as weighting variables).