



National Parents Union Survey
N=1,518 parents of public school students in grades kindergarten through 12th grade
Sample from online web panels
Field Dates: May 7–11, 2024
Margin of error: ± 2.8 percentage points

GENERAL REPORT CARD

1. [General Report Card Battery] What grade would you give each of the following for how they have handled public education overall this school year? “A” is the best grade you can give, and “F” is a failing grade. [RANDOMIZE ITEM ORDER] [DISPLAY AS GRID]

	1. A	2. B	3. C	4. D	5. F	6. Unsure		
	A-B	C-F	1. A	2. B	3. C	4. D	5. F	6. Unsure
Your children’s teachers	82%	17%	46%	36%	12%	3%	2%	1%
Your children’s school principals	72%	25%	35%	37%	17%	5%	3%	3%
Your district superintendent and school board	54%	40%	21%	33%	26%	9%	5%	6%
Your state governor	45%	47%	18%	26%	23%	10%	14%	8%
President Joe Biden	33%	60%	16%	17%	18%	12%	30%	6%
U.S. Secretary of Education Miguel Cardona	32%	41%	12%	20%	23%	9%	9%	26%

SPECIFIC CHILD’S PERFORMANCE AND SCHOOL

IF HAS TWO OR MORE CHILDREN IN GRADES K-12 [QKidNum=2-6], INSERT:
 [ParentIntroText] For the following questions, please respond regarding your [INSERT FIRST/SECOND/ETC] child in birth order from oldest to youngest, who is in <INSERT RESPONSE FOR APPROPRIATE CHILD FROM QKidGrade>.
 [RANDOMIZE WHICH CHILD IS ASKED ABOUT, SPLITTING EVENLY BASED ON NUMBER OF CHILDREN. FOR EXAMPLE, FOR PARENTS OF TWO CHILDREN, ASK 50% ABOUT FIRST CHILD (IN BIRTH ORDER FROM OLDEST TO YOUNGEST) WHO ATTENDS K-12 SCHOOL, 50% ABOUT SECOND CHILD WHO ATTENDS K-12 SCHOOL. PROGRAM FOR UP TO SIX CHILDREN.]

2. [SCHOOL REPORT CARD BATTERY] What grade would you give your child’s SCHOOL on each of the following? “A” is the best grade you can give, and “F” is a failing grade. [RANDOMIZE ITEM ORDER] [DISPLAY AS GRID, OVER 2 PAGES]

	1. A	2. B	3. C	4. D	5. F	6. Unsure			
		A-B	C-F	1. A	2. B	3. C	4. D	5. F	6. Unsure
Assessing students’ academic level and progress	75%	23%	38%	37%	16%	5%	2%	1%	
Communicating with you about how your child is doing in school	73%	26%	41%	31%	16%	7%	4%	1%	
Meeting your overall expectations this school year	72%	27%	35%	37%	19%	6%	2%	1%	
Teaching your child practical skills they will need as an adult	66%	33%	33%	33%	20%	7%	5%	2%	
Providing resources to support students’ mental health	65%	31%	33%	31%	19%	7%	4%	4%	
Addressing any learning challenges that resulted from the pandemic	64%	32%	31%	33%	20%	7%	5%	5%	
Preparing your child for their future career	64%	32%	33%	32%	21%	7%	4%	4%	
Preparing your child for college	61%	33%	31%	30%	21%	8%	4%	6%	

3. [QPrepareInform] Has your child’s school told you what skills your child needs in order to be academically prepared for next year? [RANDOMIZE 1-2]

Yes	64%
No	31%
Unsure	6%

[IF SAYS STATEWIDE ACADEMIC TESTS ARE VERY VALUABLE OR SOMEWHAT VALUABLE (QInfo_StateTests=1-2), ASK:]

7. **[QWhatsValuable] What do you personally think is valuable about statewide academic tests?**

[OPEN-END]

	(n=1147)
It shows the child's progress and identifies areas for growth	44%
Provides a baseline for parents and teachers to compare the students' academic achievement to/creates healthy competition	14%
Holds schools accountable for the quality of their education/guides teaching and school improvement	7%
Testing prepares students for the future (jobs, higher education, etc.)	4%
It is an unbiased, fair, and/or credible measurement of student achievement	3%
Shows that student is prepared for the next grade	2%
Helps identify which schools need additional resources/changes for struggling kids	2%
It's helpful to have test results to share with colleges/universities/jobs	1%
Other or General positive comments	19%
Mixed feelings or nothing particularly valuable	2%
Unsure or No answer	6%

[IF SAYS STATEWIDE ACADEMIC TESTS ARE NOT PARTICULARLY VALUABLE OR NOT VALUABLE AT ALL (QInfo_StateTests=3-4), ASK:]

8. **[QWhyNotValuable] What is the main reason you think statewide academic tests are (INSERT RESPONSE GIVEN TO QInfo_StateTests: not particularly valuable / not valuable at all)?**

[OPEN-END]

	(n=328)
Tests are too stressful/anxiety-inducing which affects mental health or test score	16%
It's too generalized/doesn't treat kids as individuals/leaves no room for different learning styles	13%
It isn't a comprehensive assessment of the child/doesn't measure the things that are important	13%
Some people don't test well/Only measures how good they are at taking a test	11%
They just aren't valuable/don't have any impact (general)	9%
Kids are taught test taking skills instead of real knowledge/practical skills	10%
It doesn't benefit the student, just the school or state	6%
Students are tested on things they haven't been taught	4%
There may be biases in grading/tests are unfair	4%
Not all schools have the same resources/teaching quality	3%
Shouldn't cram everything into one test/kids can't remember all the material	2%
Students/schools don't take the tests seriously	2%
Testing is too long/the environment is too rigid/strict	1%
Thinks statewide academic tests ARE valuable	2%
Other	10%
Unsure or No answer	2%

9. [QWantDiscussProgress] [SHOW HALF A: Would you like your child’s teachers to discuss your child’s performance and progress with you more often, or do you think they do this often enough?] [SHOW HALF B: Do you think your child’s teachers discuss your child’s performance and progress with you often enough, or would you like them to do this more often?] [SHOW RESPONSES IN ORDER MATCHING ORDER IN QUESTION]

Would like them to do this more often	49%
Think they do this often enough	48%
Unsure	3%

10. [QLastYearTest] Last school year (2022–2023), did your child take any statewide student achievement tests? [RANDOMIZE 1-2]

Yes	68%
No	20%
Unsure	11%

IF CHILD DID TAKE TESTS [QLastYearTest=1], ASK:

11. [QReceivedTestInfo] Have you received information about your child’s statewide student achievement test results from last year? [RANDOMIZE 1-2]

	(n=1,043)
Yes, I have received information about their test results	81%
No, I have not received information about their test results	16%
Unsure	2%

IF RECEIVED INFORMATION [QReceivedTestInfo = 1], ASK:

12. [Explained Battery] When you received information about your child’s statewide test results from last year, did it clearly explain each of the following? [DISPLAY AS GRID] [RANDOMIZE ITEM ORDER] [RANDOMIZE RESPONSES 1-2]

1. Clearly explained 2. Did not clearly explain 3. Unsure

(n=848)	1. Clearly explained	2. Did not clearly explain	3. Unsure
Whether your child was on track for their grade level	87%	10%	3%
How your child’s scores compared to statewide average scores	87%	11%	3%
Specific areas in which your child did well	86%	11%	3%
Specific areas in which your child could improve	80%	17%	3%

IF RECEIVED INFORMATION [QReceivedTestInfo = 1], ASK:

13. [QCommInfo] Has your child’s school offered to discuss your child’s statewide student achievement test results with you to help you understand them? [RANDOMIZE 1-2]

	(n=848)
Yes	63%
No	33%
Unsure	4%

14. [Sharing Results Battery] Districts and schools use various strategies to share statewide academic test results with students' families and help them understand the results. How helpful do you think it would be for your child's school to do each of the following? [DISPLAY AS GRID, OVER 2 PAGES] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-4, 4-1]

1. Very helpful 2. Somewhat helpful 3. Not that helpful 4. Not at all helpful 5. Unsure

	VERY/ SOME. HELPFUL	NOT THAT/ AT ALL HELPFUL	1. Very helpful	2. Somewhat helpful	3. Not that helpful	4. Not at all helpful	5. Unsure
Providing you access to your child's test results through an online portal	89%	8%	60%	29%	7%	1%	2%
Discussing your child's scores during a parent-teacher conference	89%	8%	58%	31%	6%	2%	3%
Mailing a printed report with your child's test results to your home	88%	9%	57%	31%	8%	2%	3%
Sharing information, guidance, or tutorials at parent nights about how to understand test score reports	87%	9%	48%	38%	7%	2%	4%
Translating test score reports into the language used by a student's parents (if they have a hard time understanding English)	84%	10%	50%	35%	7%	3%	6%
Discussing your child's scores with a parent leader trained to help other parents understand test score reports	82%	13%	44%	38%	10%	4%	5%
Presenting information at school board meetings about the overall performance of schools in your district based on statewide tests	81%	14%	44%	37%	11%	4%	5%
Discussing your child's scores with a school counselor	80%	15%	42%	39%	12%	3%	5%

16. [Engage Battery] Some districts across the country directly engage parents and families in making decisions about how the district will use resources based on data, including from the results of state assessments.

How likely would you be to participate in the following opportunities if offered by your child's school or district? [DISPLAY AS GRID] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-4, 4-1]

	1. Very likely	2. Somewhat likely	3. Somewhat unlikely	4. Very unlikely	5. Unsure							
						VERY/ SOME. LIKELY	VERY/ SOME. UNLIKE.	1. Very likely	2. Some. likely	3. Some. unlikely	4. Very unlikely	5. Unsure
Complete a survey sharing your thoughts on the type of programs or supports that are offered or could be offered in your child's school	82%	14%	47%	35%	11%	3%	4%					
Attend monthly meetings designed to share information with families about how your child's school is working to improve	69%	26%	34%	35%	18%	8%	4%					
Join a parent advisory council that provides direct feedback on proposals for investments and other decisions being considered by your district	64%	30%	30%	34%	19%	11%	6%					
Publicly speak up to provide feedback at a meeting where leaders are presenting plans for your child's school	62%	32%	29%	33%	20%	13%	6%					
Participate in a training program to become a parent leader who can help other parents understand state test score reports	61%	33%	27%	34%	20%	13%	6%					

GENERAL VIEWS ON STATE TESTING AND TEST DATA USES

Now, thinking about K-12 public education in general . . .

- 17. [QBenefitsDownsides] Overall, do you think the use of statewide academic tests to measure student achievement has...? [RANDOMIZE SCALE 1-3, 3-1]**
- | | |
|------------------------------------|-----|
| More benefits than downsides | 37% |
| About equal benefits and downsides | 41% |
| More downsides than benefits | 17% |
| Unsure | 5% |

Question added and authored by NPU's partner organizations:

- 18. [Value of Using Test Data in Decisions Battery] District leaders from around the country have shared types of funding and support decisions they have made based, in part, on the results of annual state academic tests.**

How valuable, if at all, do you think it is to use state academic test data in the following ways? [DISPLAY AS GRID] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-4, 4-1]

	1. Very valuable	2. Somewhat valuable	3. Not particularly valuable	4. Not valuable at all	5. Unsure		
	VERY/SOME VAL.	NOT PART. VAL./NOT VAL. AT ALL	1. Very valuable	2. Somewhat valuable	3. Not particularly valuable	4. Not valuable at all	5. Unsure
To make decisions about curriculum: such as providing newer, higher-quality instructional materials, evidence-based reading instruction, or accelerated math pathways.	84%	12%	45%	39%	9%	3%	5%
To make decisions about professional development: such as identifying struggling teachers and providing instructional coaching or specific training (e.g., science of reading).	83%	13%	44%	39%	10%	3%	4%
To make decisions about programming: such as providing additional funding to support new services or targeted interventions such as after-school tutoring and transportation needs in schools with lower test scores.	82%	13%	44%	39%	10%	3%	4%
To make decisions about staffing: such as assigning additional staff to schools or classrooms based on need, including teachers, principals, tutors, or classroom aids.	82%	13%	43%	39%	10%	3%	5%

Question added and authored by NPU's partner organizations:

19. [Value of Using Test Data in Resource Allocation Decisions Battery] Statewide academic test data has been used by schools and districts across the country to make the following resource allocation decisions. How valuable, if at all, do you think the following uses of state academic test data are? [DISPLAY AS GRID, OVER 4 PAGES] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-4, 4-1]

	1. Very valuable	2. Somewhat valuable	3. Not particularly valuable	4. Not valuable at all	5. Unsure			
	VERY/SOME VAL.	NOT PART. VAL. AT ALL	1. Very valuable	2. Somewhat valuable	3. Not particularly valuable	4. Not valuable at all	5. Unsure	
Ensuring educators receive the professional development or instructional coaching they need to deliver high-quality curriculum.	89%	8%	54%	35%	6%	2%	3%	
Providing additional programming (e.g., after-school tutoring), along with the transportation and staffing needed for such activities.	88%	8%	53%	34%	6%	2%	4%	
Having more schools that specialize in providing wraparound services for students in poverty (e.g., transportation, food or housing assistance, mental and physical health care)	86%	9%	52%	34%	7%	2%	6%	
Adding more literary tutors to grades or school levels (elementary, middle, or high schools) with lower test results.	86%	9%	52%	35%	7%	2%	5%	
Moving instructional coaches to spend more time in classrooms in specific grades to support struggling students in those grades.	86%	9%	49%	38%	7%	2%	5%	
Directing extra funding to schools that have the most students struggling academically.	86%	10%	48%	37%	8%	2%	4%	
Giving the lowest performing schools additional learning specialists to support programming.	85%	11%	51%	33%	8%	2%	5%	
Piloting or implementing new higher quality curriculum.	84%	10%	46%	38%	8%	2%	6%	

Giving the lowest performing schools additional assistant principals to support programming.	80%	14%	44%	36%	12%	3%	6%
Piloting or implementing culturally responsive curriculum.	76%	16%	39%	37%	11%	4%	8%
Ending programs or practices proven to be ineffective, like eliminating “pullout” programs where students are removed from their normal classroom to receive additional supports	75%	18%	40%	35%	12%	6%	7%

20. [Leaders Should Battery] Do you think leaders in your school district should or should not use state academic test data to do each of the following? [DISPLAY AS GRID] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-4, 4-1]

	1. Definitely should	2. Probably should	3. Probably should NOT	4. Definitely should NOT	5. Unsure			
			DEF./ PROB. SHOULD NOT	1. Definitely should	2. Probably should	3. Probably should NOT	4. Definitely should NOT	5. Unsure
Use state test data to send additional resources to schools and students with the most need	84%	11%	44%	40%	8%	3%	6%	
Use state test data to guide decisions about how and where to best allocate resources	80%	12%	38%	42%	9%	3%	8%	

21. [Affect Perceived Value Battery] Would leaders using statewide academic test data to do each of the following make you see state tests as more valuable, less valuable, or not affect your views on state tests? [DISPLAY AS GRID] [RANDOMIZE ITEM ORDER] [RANDOMIZE SCALE 1-3, 3-1]

	1. Would make me see tests as MORE valuable	2. Would not affect my views	3. Would make me see tests as LESS valuable	4. Unsure	
		1. Would make me see tests as MORE val.	2. Would not affect my views	3. Would make me see tests as LESS val.	4. Unsure
Using state test data to ensure that schools receive the resources they need to provide academic support programs for all students who are struggling		57%	28%	7%	8%
Using state test data to identify effective ways to improve student outcomes		54%	32%	5%	8%
Using state test data to guide decisions about how and where to best allocate resources		51%	33%	7%	10%

DEMOGRAPHICS

Now I would like to ask you some questions for statistical purposes . . .

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

1903 – 1927	-
1928 – 1945	*%
1946 – 1964	2%
1965 – 1980	39%
1981 – 1996	56%
1997 – 2012	2%

23. [QPartyID] Do you consider yourself a...? [RANDOMIZE 1-2]

Republican	29%
Democrat	41%
Independent	24%
Member of another party	1%
Unsure	6%

[IF REPUBLICAN (QPartyID=1), ASK]

24. [QPartyGOP] Would you say you are...? [RANDOMIZE 1-2]

	(n=451)
Firmly a Republican	69%
Not firmly a Republican	31%

[IF DEMOCRAT (QPartyID=2), ASK]

25. [QPartyDem] Would you say you are...? [RANDOMIZE 1-2]

	(n=605)
Firmly a Democrat	73%
Not firmly a Democrat	27%

[IF INDEPENDENT, MEMBER OF ANOTHER PARTY, OR UNSURE (QParty=3-5), ASK]

26. [QPartyLeanView] Even if neither political party perfectly represents your views, who do you agree with more often on issues that are important to you? [RANDOMIZE 1-2]

	(n=462)
Republicans	17%
Democrats	19%
Both equally often	34%
Unsure	30%

[QPartyConsolidated] QPartyid and QPartyLeanView

Total Republican+Republican-leaning Independents	34%
Total Democratic+Democratic-leaning Independents	47%
Total Independent	20%

ASK ALL:

27. [QIdeology] Regardless of how you typically vote, would you say you consider yourself to be...? [RANDOMIZE SCALE 1-5, 5-1]

VERY/SOMEWHAT CONSERVATIVE	27%
VERY/SOMEWHAT LIBERAL	29%
Very conservative	12%
Somewhat conservative	15%
Moderate	39%
Somewhat liberal	14%
Very liberal	15%
Unsure	6%

28. [QEmployment] What is your current employment status?

Employed full-time	63%
Employed part-time	7%
Freelance, contract, or temporary work	3%
Furloughed or placed on temporary leave by my employer	*%
Unemployed and looking for work	6%
Unemployed and not currently looking for work	2%
Stay-at-home parent or caregiver	12%
Full time student	*%
Retired	3%
Something else (Please specify)	2%
Prefer not to say	1%

29. [QIncomeHH] Which range includes your total annual household income, before taxes?

Less than \$30,000 per year	20%
\$30,000 to \$49,999 per year	18%
\$50,000 to \$74,999 per year	22%
\$75,000 to \$125,000 per year	25%
More than \$125,000 per year	13%
Prefer not to say	2%

30. [QState] In what state do you live?

[DROPDOWN MENU WITH 50 STATES]

States in the Northeast	15%
States in the Midwest	18%
States in the South	41%
States in the West	26%

31. [QUrbanRural] How would you describe the area in which you live? [RANDOMIZE SCALE 1-4, 4-1]

City	35%
Suburb near a city	40%
Small town not near a city	10%
Rural or country area	16%

32. [QMarital] What is your current marital status?

Single, never married	19%
Married	55%
Living with a partner	12%
Separated	4%
Divorced	8%
Widowed	2%
Prefer not to say	*%

SCREENERS AND INITIAL DEMOGRAPHICS FOR QUOTAS (ASKED AT BEGINNING OF SURVEY)

33. [QAge] What is your age?

[OPEN-END] [TERMINATE IF UNDER 18]

18-34		21%
35-49		63%
50-64		16%
65+		1%

34. [QIndustry] Do you or does anyone in your household work in any of the following industries? [SELECT MULTIPLE] [RANDOMIZE 1-8]

Technology		7%
Sales		5%
Healthcare		11%
Education or early childhood development		6%
Journalism or the media	TERMINATE	-
Food service or the restaurant industry		8%
Market research	TERMINATE	-
Public relations	TERMINATE	-
None of these		70%

35. [QRegVote] Are you currently registered to vote? [RANDOMIZE 1-2]

Yes		89%
No		9%
Unsure		2%

36. [QParentalScreener] Are you the parent or guardian of a child or children in any of the following groups? Select all that apply, if any. [SELECT MULTIPLE]

A child in preschool or younger (not yet in kindergarten)		18%
A child in grades kindergarten through 12th grade		100%
A child who has already completed high school		15%
I do not have any children in those groups	TERMINATE	-
Prefer not to say	TERMINATE	-

[IF DOES NOT HAVE A CHILD IN GRADE SCHOOL [Option 2 NOT selected on QParentalScreener], TERMINATE.]

37. [QGender] Do you describe yourself as a man, a woman, or in some other way? [RANDOMIZE 1-2]

Man		44%
Woman		56%
Some other way		-

38. [QRace] What is your race or ethnicity? [SELECT MULTIPLE] [RANDOMIZE 1-6]

White	55%
Black or African American	15%
Hispanic or Latino	24%
Asian	6%
Native American or Alaska Native	3%
Native Hawaiian or Other Pacific Islander	1%
Other race or ethnicity	1%

39. [QEducation] What is the highest level of education you have completed?

High school or less	34%
Some college	19%
Associate degree	11%
Bachelor's degree	22%
Graduate degree	14%
Prefer not to say	*%

40. [QKidNumber] How many children do you have who are currently in grades kindergarten through 12th grade?

0	TERMINATE	-
1		54%
2		33%
3		9%
4		3%
5		1%
6		*%
7		*%
8		*%
9		*%
10 or more		*%

41. [QHomeScreener] Where do your children who are in grades kindergarten through 12th grade live?

Full-time with me in my home		91%
Split between my home and the home of another parent or family member		9%
Not with me	TERMINATE	-

42. [QPublicScreener] What type of school do your children who are in grades kindergarten through 12th grade attend?

Public school		100%
Private school	TERMINATE	-
Homeschool	TERMINATE	-
Prefer not to say	TERMINATE	-

43. [IF HAS ONE CHILD IN K-12, ASK]: In which grade level is your child who is in grade school (K-12)?
[SHOW GRADES LIST]

[IF HAS TWO OR MORE CHILDREN IN K-12, ASK]: Please select the current grade level of each of your children who are in grade school (K-12), in order from oldest to youngest.

First Child (Oldest child in K-12) [SHOW IF QKidNumber=2-10]

Second Child [SHOW IF QKidNumber=2-10]

Third Child [SHOW IF QKidNumber=3-10]

Fourth Child [SHOW IF QKidNumber=4-10]

Fifth Child [SHOW IF QKidNumber=5-10]

Sixth Child [SHOW IF QKidNumber=6-10]

Seventh Child [SHOW IF QKidNumber=7-10]

Eighth Child [SHOW IF QKidNumber=8-10]

Ninth Child [SHOW IF QKidNumber=9-10]

Tenth Child [SHOW IF QKidNumber=10]

[SHOW GRADES LIST FOR EACH CHILD]

Kindergarten	14%
1st grade	12%
2nd grade	12%
3rd grade	14%
4th grade	14%
5th grade	15%
6th grade	12%
7th grade	12%
8th grade	12%
9th grade (Freshman)	13%
10th grade (Sophomore)	13%
11th grade (Junior)	12%
12th grade (Senior)	7%

METHODOLOGY

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. This survey was fielded online from May 7–11, 2024 in English among a sample of 1,518 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 answered more than one-third of the questions they were asked in less than one-third of the median response time per question 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, as well as on the following interactions derived from American Community Survey data on parents of school-age children: gender by education (college / non-college) and race (white / non-white) by education (college / non-college). The sample was also weighted on gender among those identified as registered voters to reflect benchmark data on voter registration among parents of school-age children from the US Census Bureau's November 2022 Current Population Survey Voting and Registration Supplement.

Calculated as it would be for a random sample and adjusted to incorporate the effect of weighting, the margin of sampling error is ± 2.8 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).