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]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82%</td>
<td>17%</td>
<td>46%</td>
<td>36%</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td>Your children's school principals</td>
<td>72%</td>
<td>25%</td>
<td>35%</td>
<td>37%</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>Your district superintendent</td>
<td>54%</td>
<td>40%</td>
<td>21%</td>
<td>33%</td>
<td>26%</td>
<td>9%</td>
</tr>
<tr>
<td>and school board</td>
<td></td>
<td></td>
<td>54%</td>
<td>40%</td>
<td>21%</td>
<td>33%</td>
</tr>
<tr>
<td>Your state governor</td>
<td>45%</td>
<td>47%</td>
<td>18%</td>
<td>26%</td>
<td>23%</td>
<td>10%</td>
</tr>
<tr>
<td>President Joe Biden</td>
<td>33%</td>
<td>60%</td>
<td>16%</td>
<td>17%</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>U.S. Secretary of Education Miguel</td>
<td>32%</td>
<td>41%</td>
<td>12%</td>
<td>20%</td>
<td>23%</td>
<td>9%</td>
</tr>
</tbody>
</table>
| Cardona                            |      |      |      |      |      |           |         |           | Echelon Insights  ●  108 S. Washington Street  ●  Suite 250  ●  Alexandria, VA 22314  ●  @EchelonInsights
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]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing students’ academic level and progress</td>
<td>75%</td>
<td>23%</td>
<td>38%</td>
<td>37%</td>
<td>16%</td>
<td>5%</td>
</tr>
<tr>
<td>Communicating with you about how your child is doing in school</td>
<td>73%</td>
<td>26%</td>
<td>41%</td>
<td>31%</td>
<td>16%</td>
<td>7%</td>
</tr>
<tr>
<td>Meeting your overall expectations this school year</td>
<td>72%</td>
<td>27%</td>
<td>35%</td>
<td>37%</td>
<td>19%</td>
<td>6%</td>
</tr>
<tr>
<td>Teaching your child practical skills they will need as an adult</td>
<td>66%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>20%</td>
<td>7%</td>
</tr>
<tr>
<td>Providing resources to support students’ mental health</td>
<td>65%</td>
<td>31%</td>
<td>33%</td>
<td>31%</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td>Addressing any learning challenges that resulted from the pandemic</td>
<td>64%</td>
<td>32%</td>
<td>31%</td>
<td>33%</td>
<td>20%</td>
<td>7%</td>
</tr>
<tr>
<td>Preparing your child for their future career</td>
<td>64%</td>
<td>32%</td>
<td>33%</td>
<td>32%</td>
<td>21%</td>
<td>7%</td>
</tr>
<tr>
<td>Preparing your child for college</td>
<td>61%</td>
<td>33%</td>
<td>31%</td>
<td>30%</td>
<td>21%</td>
<td>8%</td>
</tr>
</tbody>
</table>

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]

<table>
<thead>
<tr>
<th></th>
<th>64%</th>
<th>31%</th>
<th>6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unsure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. [QPrepared] Do you feel your child is academically prepared for next school year? [RANDOMIZE SCALE 1-4; 4-1]

   YES, DEFINITELY/PROBABLY  87%
   NO, DEFINITELY/PROBABLY NOT  11%
   Yes, definitely  48%
   Yes, probably  39%
   No, probably not  8%
   No, definitely not  3%
   Unsure  3%

5. [QPrepareNext] Has your child's school provided information about ways you could help your child academically prepare for next year? [RANDOMIZE 1-2]

   Yes  66%
   No  29%
   Unsure  5%

6. [Info Sources Battery] How valuable, if at all, do you think the following types of information are as a way to measure your child’s academic performance and progress? [RANDOMIZE ITEM ORDER] [DISPLAY AS GRID] [RANDOMIZE SCALE 1-4, 4-1]

<table>
<thead>
<tr>
<th>Information Source</th>
<th>Very Valuable</th>
<th>Somewhat Valuable</th>
<th>Not Particularly Valuable</th>
<th>Not Valuable at All</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>What your child's teachers tell you</td>
<td>91%</td>
<td>7%</td>
<td>60%</td>
<td>31%</td>
<td>5%</td>
</tr>
<tr>
<td>Report cards</td>
<td>90%</td>
<td>9%</td>
<td>57%</td>
<td>33%</td>
<td>8%</td>
</tr>
<tr>
<td>Classroom tests</td>
<td>89%</td>
<td>9%</td>
<td>52%</td>
<td>37%</td>
<td>8%</td>
</tr>
<tr>
<td>District academic tests (e.g., MAP, i-Ready)</td>
<td>82%</td>
<td>15%</td>
<td>39%</td>
<td>43%</td>
<td>10%</td>
</tr>
<tr>
<td>Statewide academic tests</td>
<td>77%</td>
<td>21%</td>
<td>39%</td>
<td>37%</td>
<td>15%</td>
</tr>
</tbody>
</table>
[IF SAYS STATEWIDE ACADEMIC TESTS ARE VERY VALUABLE OR SOMEWHAT VALUABLE (QInfo_StateTests=1-2), ASK:]
7. [QWhatIsValuable] 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 and 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%
   - 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. [ExplainedBattery] 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]
   (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]

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not that helpful</th>
<th>Not at all helpful</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing you access to your child’s test results through an online portal</td>
<td>89%</td>
<td>8%</td>
<td>60%</td>
<td>29%</td>
<td>7%</td>
</tr>
<tr>
<td>Discussing your child’s scores during a parent-teacher conference</td>
<td>89%</td>
<td>8%</td>
<td>58%</td>
<td>31%</td>
<td>6%</td>
</tr>
<tr>
<td>Mailing a printed report with your child’s test results to your home</td>
<td>88%</td>
<td>9%</td>
<td>57%</td>
<td>31%</td>
<td>8%</td>
</tr>
<tr>
<td>Sharing information, guidance, or tutorials at parent nights about how to understand test score reports</td>
<td>87%</td>
<td>9%</td>
<td>48%</td>
<td>38%</td>
<td>7%</td>
</tr>
<tr>
<td>Translating test score reports into the language used by a student’s parents (if they have a hard time understanding English)</td>
<td>84%</td>
<td>10%</td>
<td>50%</td>
<td>35%</td>
<td>7%</td>
</tr>
<tr>
<td>Discussing your child’s scores with a parent leader trained to help other parents understand test score reports</td>
<td>82%</td>
<td>13%</td>
<td>44%</td>
<td>38%</td>
<td>10%</td>
</tr>
<tr>
<td>Presenting information at school board meetings about the overall performance of schools in your district based on statewide tests</td>
<td>81%</td>
<td>14%</td>
<td>44%</td>
<td>37%</td>
<td>11%</td>
</tr>
<tr>
<td>Discussing your child’s scores with a school counselor</td>
<td>80%</td>
<td>15%</td>
<td>42%</td>
<td>39%</td>
<td>12%</td>
</tr>
</tbody>
</table>
15. [Ways Shared Battery] Districts and schools use various strategies to share statewide academic test results with students’ families. To your knowledge, does your child’s school or district do each of the following? [DISPLAY AS GRID, OVER 2 PAGES] [RANDOMIZE ITEM ORDER] [RANDOMIZE RESPONSES 1-2]

<table>
<thead>
<tr>
<th>Offer you an opportunity to discuss your child's scores during a parent-teacher conference</th>
<th>1. Yes</th>
<th>2. No</th>
<th>3. Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide you access to your child’s test results through an online portal</td>
<td>75%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>Mail a printed report with your child’s test results to your home</td>
<td>72%</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Offer you an opportunity to discuss your child’s scores with a school counselor</td>
<td>67%</td>
<td>26%</td>
<td>7%</td>
</tr>
<tr>
<td>Share information, guidance, or tutorials at parent nights about how to understand test score reports</td>
<td>62%</td>
<td>23%</td>
<td>15%</td>
</tr>
<tr>
<td>Translate test score reports into the language used by a student’s parents (if they have a hard time understanding English)</td>
<td>62%</td>
<td>23%</td>
<td>15%</td>
</tr>
<tr>
<td>Offer you an opportunity to discuss your child's scores with a parent leader trained to help other parents understand test score reports</td>
<td>60%</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td>Present information at school board meetings about the overall performance of schools in your district based on statewide tests</td>
<td>59%</td>
<td>19%</td>
<td>22%</td>
</tr>
</tbody>
</table>
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]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>82%</td>
<td>14%</td>
<td>47%</td>
<td>35%</td>
<td>11%</td>
<td>3%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend monthly meetings designed to share information with families about how your child’s school is working to improve</td>
<td>69%</td>
<td>26%</td>
<td>34%</td>
<td>35%</td>
<td>18%</td>
<td>8%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Join a parent advisory council that provides direct feedback on proposals for investments and other decisions being considered by your district</td>
<td>64%</td>
<td>30%</td>
<td>30%</td>
<td>34%</td>
<td>19%</td>
<td>11%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publicly speak up to provide feedback at a meeting where leaders are presenting plans for your child’s school</td>
<td>62%</td>
<td>32%</td>
<td>29%</td>
<td>33%</td>
<td>20%</td>
<td>13%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in a training program to become a parent leader who can help other parents understand state test score reports</td>
<td>61%</td>
<td>33%</td>
<td>27%</td>
<td>34%</td>
<td>20%</td>
<td>13%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To make decisions about</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>curriculum:</strong> such as</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>providing newer, higher-quality instructional materials, evidence-based reading instruction, or accelerated math pathways.</td>
<td>84%</td>
<td>12%</td>
<td>45%</td>
<td>39%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>To make decisions about</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>professional development:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>such as identifying struggling teachers and providing instructional coaching or specific training (e.g., science of reading).</td>
<td>83%</td>
<td>13%</td>
<td>44%</td>
<td>39%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>To make decisions about</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>programming:</strong> such as</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>providing additional funding to support new services or targeted interventions such as after-school tutoring and transportation needs in schools with lower test scores.</td>
<td>82%</td>
<td>13%</td>
<td>44%</td>
<td>39%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>To make decisions about</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>staffing:</strong> such as</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assigning additional staff to schools or classrooms based on need, including teachers, principals, tutors, or classroom aids.</td>
<td>82%</td>
<td>13%</td>
<td>43%</td>
<td>39%</td>
<td>10%</td>
</tr>
</tbody>
</table>
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]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring educators receive the professional development or instructional coaching they need to deliver high-quality curriculum.</td>
<td>89%</td>
<td>8%</td>
<td>54%</td>
<td>35%</td>
<td>6%</td>
</tr>
<tr>
<td>Providing additional programming (e.g., after-school tutoring), along with the transportation and staffing needed for such activities.</td>
<td>88%</td>
<td>8%</td>
<td>53%</td>
<td>34%</td>
<td>6%</td>
</tr>
<tr>
<td>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)</td>
<td>86%</td>
<td>9%</td>
<td>52%</td>
<td>34%</td>
<td>7%</td>
</tr>
<tr>
<td>Adding more literary tutors to grades or school levels (elementary, middle, or high schools) with lower test results.</td>
<td>86%</td>
<td>9%</td>
<td>52%</td>
<td>35%</td>
<td>7%</td>
</tr>
<tr>
<td>Moving instructional coaches to spend more time in classrooms in specific grades to support struggling students in those grades.</td>
<td>86%</td>
<td>9%</td>
<td>49%</td>
<td>38%</td>
<td>7%</td>
</tr>
<tr>
<td>Directing extra funding to schools that have the most students struggling academically.</td>
<td>86%</td>
<td>10%</td>
<td>48%</td>
<td>37%</td>
<td>8%</td>
</tr>
<tr>
<td>Giving the lowest performing schools additional learning specialists to support programming.</td>
<td>85%</td>
<td>11%</td>
<td>51%</td>
<td>33%</td>
<td>8%</td>
</tr>
<tr>
<td>Piloting or implementing new higher quality curriculum.</td>
<td>84%</td>
<td>10%</td>
<td>46%</td>
<td>38%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Echelon Insights ● 108 S. Washington Street ● Suite 250 ● Alexandria, VA 22314 ● @EchelonInsights
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]

<table>
<thead>
<tr>
<th>1. Definitely should</th>
<th>2. Probably should</th>
<th>3. Probably should NOT</th>
<th>4. Definitely should NOT</th>
<th>5. Unsure</th>
</tr>
</thead>
</table>

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]

<table>
<thead>
<tr>
<th></th>
<th>1. Would make me see tests as MORE valuable</th>
<th>2. Would not affect my views</th>
<th>3. Would make me see tests as LESS valuable</th>
<th>4. Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Using state test data to ensure that schools receive the resources they need to provide academic support programs for all students who are struggling</td>
<td>57%</td>
<td>28%</td>
<td>7%</td>
</tr>
<tr>
<td>2.</td>
<td>Using state test data to identify effective ways to improve student outcomes</td>
<td>54%</td>
<td>32%</td>
<td>5%</td>
</tr>
<tr>
<td>3.</td>
<td>Using state test data to guide decisions about how and where to best allocate resources</td>
<td>51%</td>
<td>33%</td>
<td>7%</td>
</tr>
</tbody>
</table>
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  
   1965 – 1980  
   1981 – 1996  
   1997 – 2012

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?

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single, never married</td>
<td>19%</td>
</tr>
<tr>
<td>Married</td>
<td>55%</td>
</tr>
<tr>
<td>Living with a partner</td>
<td>12%</td>
</tr>
<tr>
<td>Separated</td>
<td>4%</td>
</tr>
<tr>
<td>Divorced</td>
<td>8%</td>
</tr>
<tr>
<td>Widowed</td>
<td>2%</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>*%</td>
</tr>
</tbody>
</table>
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. [QHome Screener] 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. [QPublic Screener] What type of school do your children who are in grades kindergarten through 12th grade attend?
   Public school TERMINATE 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%
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).