Year-End Assessments Survey
Initial Findings from a Nationwide Survey of Public-School Parents
February 2021

Research conducted by:
National Online Parent Survey:
• Nationwide sample of 1,550 parents and guardians with children in public school, grades K-12, including
  ▪ 666 elementary school parents
  ▪ 364 middle school parents
  ▪ 520 high school parents
  ▪ 453 Black parents
  ▪ 440 Hispanic parents representing a mix of acculturation levels

• Fielded January 21- February 2, 2021
• Offered in both English and Spanish
• Data were weighted to be representative of public-school parents in the U.S.
• Research design was informed by past qualitative (focus groups) and quantitative research conducted for National PTA and Learning Heroes

Throughout this report, blue/red indicates statistically higher/lower differences between audiences

▲▼ Indicate statistically significant changes between the initial favor/oppose assessment question and the second favor/oppose assessment question.
Parents are more engaged than ever but less confident in knowing where their children stand academically

- Most believe their child is behind where they would be in a normal year.

**Engagement without Clarity on Achievement**

- 67% Agree
  - I am more connected with my child’s day-to-day education now than ever before.

**Concerns About Where Child Should Be**

- 51% Extr./Very Confident
  - Confident that my child will be well prepared for the next grade (starting Fall 2021)

- 62% Behind
  - My child academically, compared to a normal school year

- 50% Right where they should be
- 34% A little behind
- 13% Quite a bit behind
A majority of parents favor end-of-year state testing this Spring

- Overall support is higher among Hispanic parents (57%) than Black (49%) or white (51%) parents.

Do you favor or oppose schools conducting year-end state testing this Spring (Spring 2021) to measure the pandemic’s impact on student learning?

**52%** Favor

- Strongly favor: 23%
- Somewhat favor: 28%
- Neutral: 22%

**24%** Oppose

- Somewhat oppose: 12%
- Strongly oppose: 12%

**25%** Neutral/Not sure

- Neutral: 22%
- Not sure: 3%

**Net Favor:** +28

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
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</thead>
<tbody>
<tr>
<td>Strongly favor</td>
<td>24%</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>Somewhat favor</td>
<td>25%</td>
<td>29%</td>
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<tr>
<td>Neutral</td>
<td>20%</td>
<td>20%</td>
<td>23%</td>
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<tr>
<td>Somewhat oppose</td>
<td>12%</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Strongly oppose</td>
<td>17%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Not sure</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
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</table>
Demographic Breakdown of Support

52% Favor
Significantly More Likely to FAVOR Testing This Year

- Involved in PTA (62%)
- Parents whose students have an IEP or 504 (61%)
- Urban (60%)
- Household income $100k+ (59%)
- Democrats (58%)
- Hispanics (57%)

24% Oppose
Significantly More Likely to OPPOSE Testing This Year

- Independents (27%)
- Suburban parents (27%)
- Remote learning is primary learning mode (27%)

25% Neutral/Not sure
Significantly More Likely to BE NEUTRAL About Testing This Year

- Household income under $25k (33%)
- HS or less education (32%)
- Small town/Rural (29%)
For this year, parents want the stakes lowered and resources to use at home to support learning

- Lowering the stakes is especially important to those initially opposed to testing this year and parents of color.

### How important is each change for this year’s state test?

- **Results from this year’s state tests would include resources parents can use at home with their child to review concepts where their child may have struggled**
  - Extremely Important: 36%
  - Extremely + Very Important: 76%

- **Results from this year’s year-end state tests would not affect student grades nor promotion to the next grade level**
  - Extremely Important: 35%
  - Extremely + Very Important: 67%

- **Parents and schools would receive their child’s scores before the end of this school year**
  - Extremely Important: 30%
  - Extremely + Very Important: 69%

- **Results from this year’s year-end state tests would not be used to grade schools**
  - Extremely Important: 25%
  - Extremely + Very Important: 56%

- **Results from this year’s year-end state tests would not be used to evaluate teachers**
  - Extremely Important: 23%
  - Extremely + Very Important: 51%

- **This year’s year-end state tests would be shorter than they are in a typical year**
  - Extremely Important: 20%
  - Extremely + Very Important: 52%

### Initial Stance

<table>
<thead>
<tr>
<th>Change</th>
<th>Favored</th>
<th>Opposed</th>
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</thead>
<tbody>
<tr>
<td>Results from this year’s state tests would include resources parents can use at home with their child to review concepts where their child may have struggled</td>
<td>85%</td>
<td>73%</td>
</tr>
<tr>
<td>Results from this year’s year-end state tests would not affect student grades nor promotion to the next grade level</td>
<td>69%</td>
<td>79%</td>
</tr>
<tr>
<td>Parents and schools would receive their child’s scores before the end of this school year</td>
<td>80%</td>
<td>61%</td>
</tr>
<tr>
<td>Results from this year’s year-end state tests would not be used to grade schools</td>
<td>58%</td>
<td>67%</td>
</tr>
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<tr>
<td>This year’s year-end state tests would be shorter than they are in a typical year</td>
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### Race/Ethnicity

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<tr>
<td>Results from this year’s state tests would include resources parents can use at home with their child to review concepts where their child may have struggled</td>
<td>82%</td>
<td>82%</td>
<td>74%</td>
</tr>
<tr>
<td>Results from this year’s year-end state tests would not affect student grades nor promotion to the next grade level</td>
<td>71%</td>
<td>74%</td>
<td>64%</td>
</tr>
<tr>
<td>Parents and schools would receive their child’s scores before the end of this school year</td>
<td>76%</td>
<td>78%</td>
<td>64%</td>
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<td>54%</td>
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<td>Results from this year’s year-end state tests would not be used to evaluate teachers</td>
<td>51%</td>
<td>59%</td>
<td>48%</td>
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<tr>
<td>This year’s year-end state tests would be shorter than they are in a typical year</td>
<td>58%</td>
<td>62%</td>
<td>47%</td>
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</table>
There is a significant increase in support after showing possible changes and messaging (for and against)

- However, this comes mainly in the form of soft support (somewhat favor).

Now that you’ve seen some additional thoughts about year-end state testing, do you favor or oppose schools conducting year-end state testing this Spring (Spring 2021) to measure the pandemic’s impact on student learning?

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<tr>
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<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly oppose</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not sure</td>
<td>2%</td>
<td></td>
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Net Favor: +39

Favor: +8 60%
Oppose: -3 21%
Neutral/Not sure: -6 19%

Shift to Favor: +9 +9 +7