

Public Opinion of Diagnostic and Summative Assessments

HIT/DFER July 2020 Poll Results



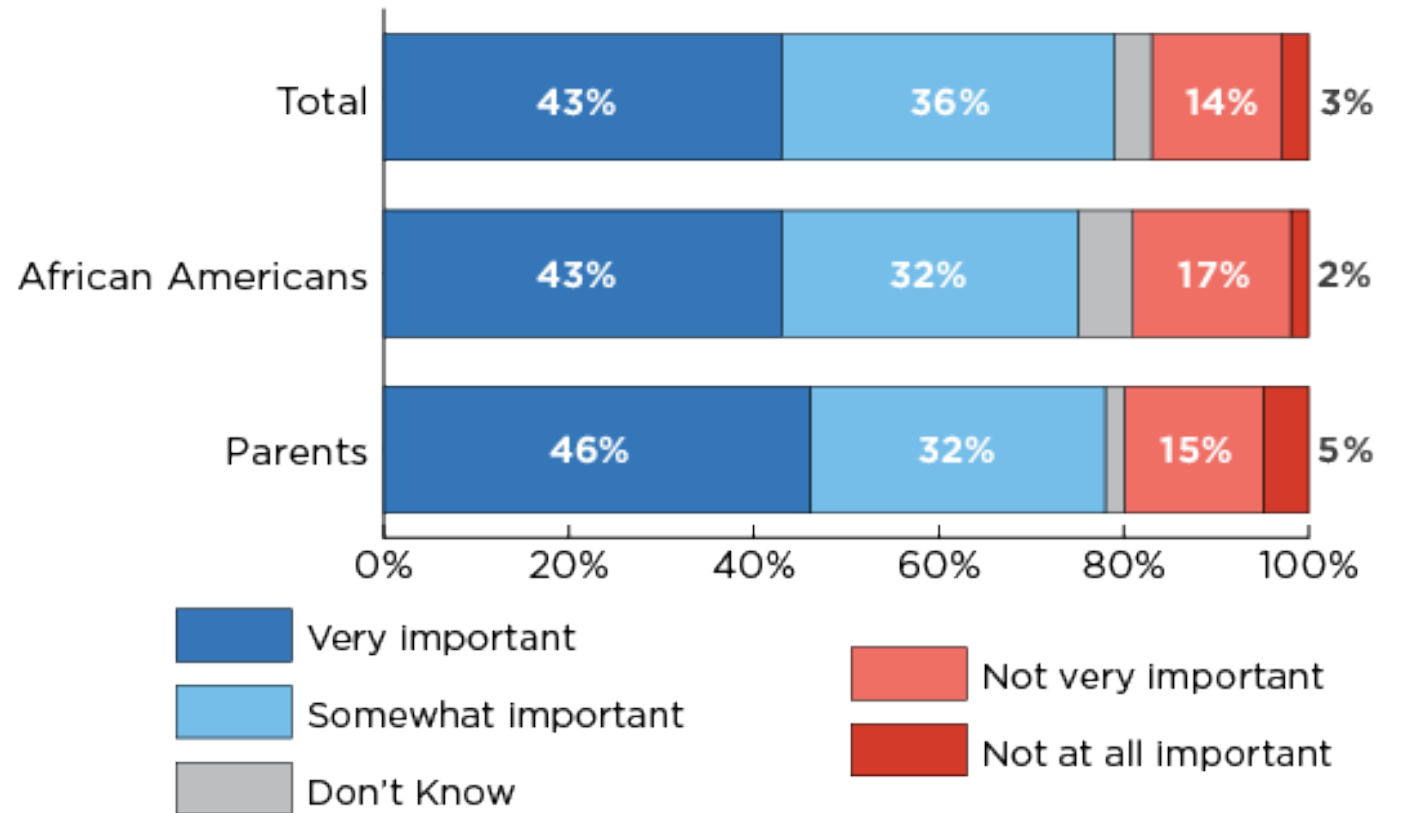
HIT/DFER Poll Methodology

This 800-sample survey was conducted from July 23-31 and consisted of 400 registered voters each in Georgia and North Carolina from all political viewpoints with a 100-person oversample each of African Americans and parents. The survey was conducted via a double opt-in online panel. The margin of error is +/- 4.9 percentage points.



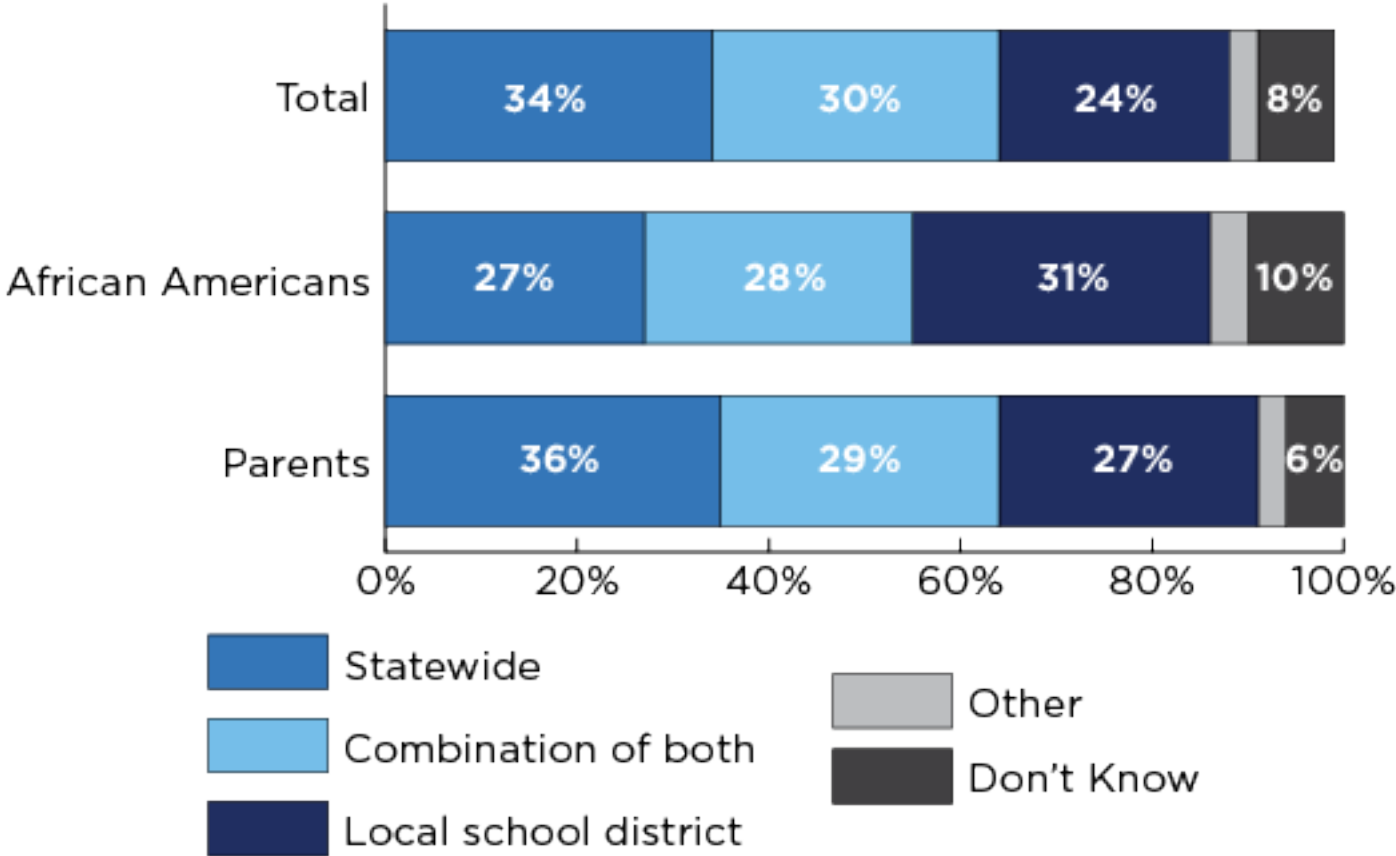
The public overwhelmingly support diagnostic assessments in the fall. We find that **79% of respondents say measuring students' curriculum in the fall is either very or somewhat important.**

Given distance learning over this past spring and summer due to COVID-19, in your opinion, how important is measuring students' curriculum retention when they return to school?



While many states have been hesitant to mandate and/or provide diagnostic assessments for districts, the public largely supports a state role in these tests. **59% of respondents believe the state should be involved in the creation of standardized, curriculum retention assessments**, with even higher support among parents (63%).

In your opinion, should the student curriculum retention tests be standardized statewide or created by local school districts?

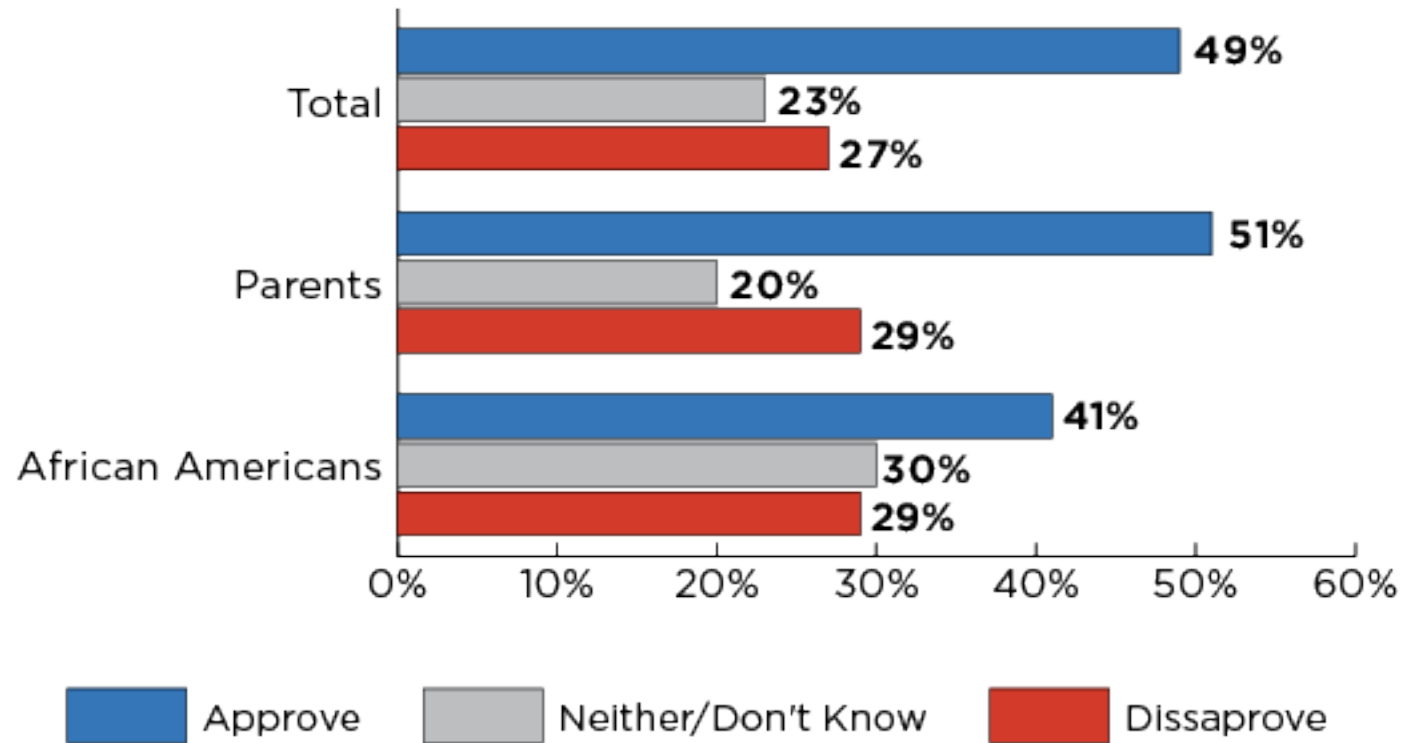


We find that adults in Georgia and North Carolina approve of end of year summative assessments in 2021 by a margin of nearly 2 to 1

49% of those polled stated they approve of summative tests being administered in the Spring of 2021, compared to just 27% who disapproved of assessments.

Support is even higher among parents, 51% of whom support giving annual assessments next spring.

Do you approve or disapprove of end of year testing in the Spring of 2021 in public K-12 schools in your state?

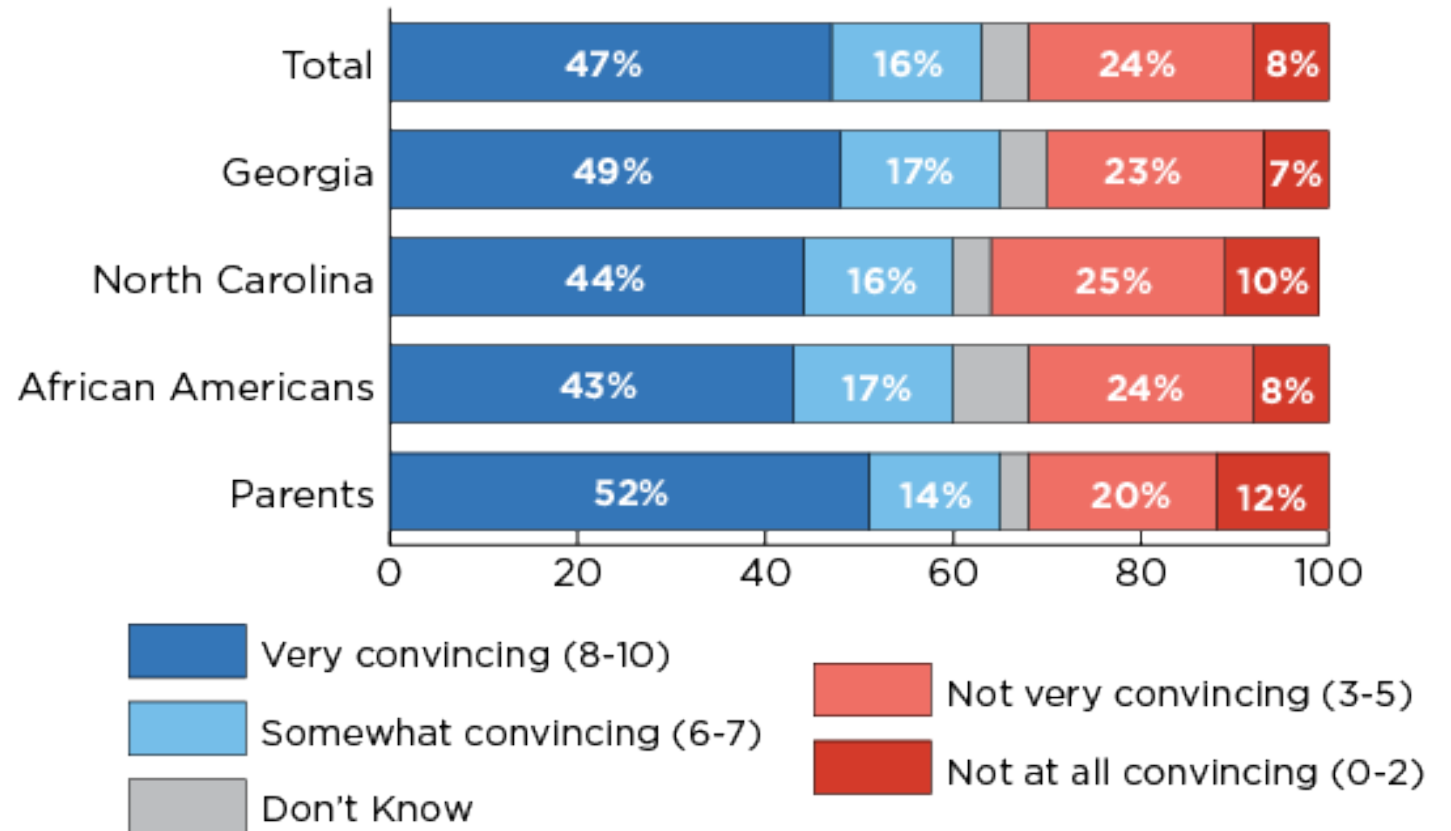


**Combines strongly and somewhat approve/disapprove*

Respondents found the argument that assessments are more important than ever during COVID-19 the most convincing of the pro-assessment statements, particularly among parents, 52% of whom found this argument extremely convincing.

This argument also resonated strongly **in Georgia, where the Governor already asked for a waiver from testing next year: 49% believe the idea that testing must continue to provide critical data for educators is very convincing with another 17% somewhat convinced.**

End of year assessments will be especially important next year to gauge how students fared under new school models that combine in-school and at-home instruction and to provide supports to students who most need them.

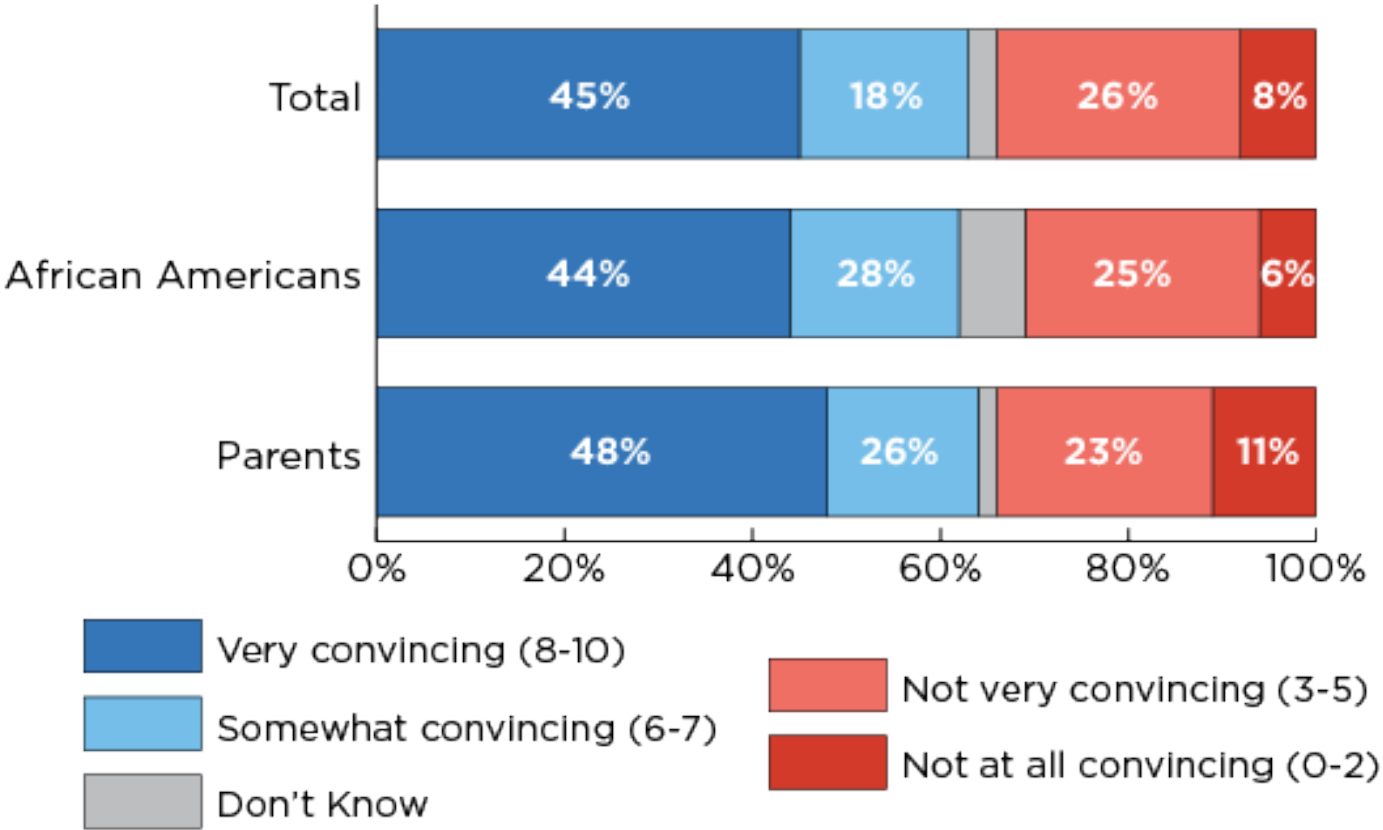


More than half of respondents (63%) were strongly or somewhat convinced that spring assessments provided important information to parents not provided through grades and report cards.

Unsurprisingly, this statement was even more convincing among parents, 74% of whom were very or somewhat convinced that assessments provided critical information.

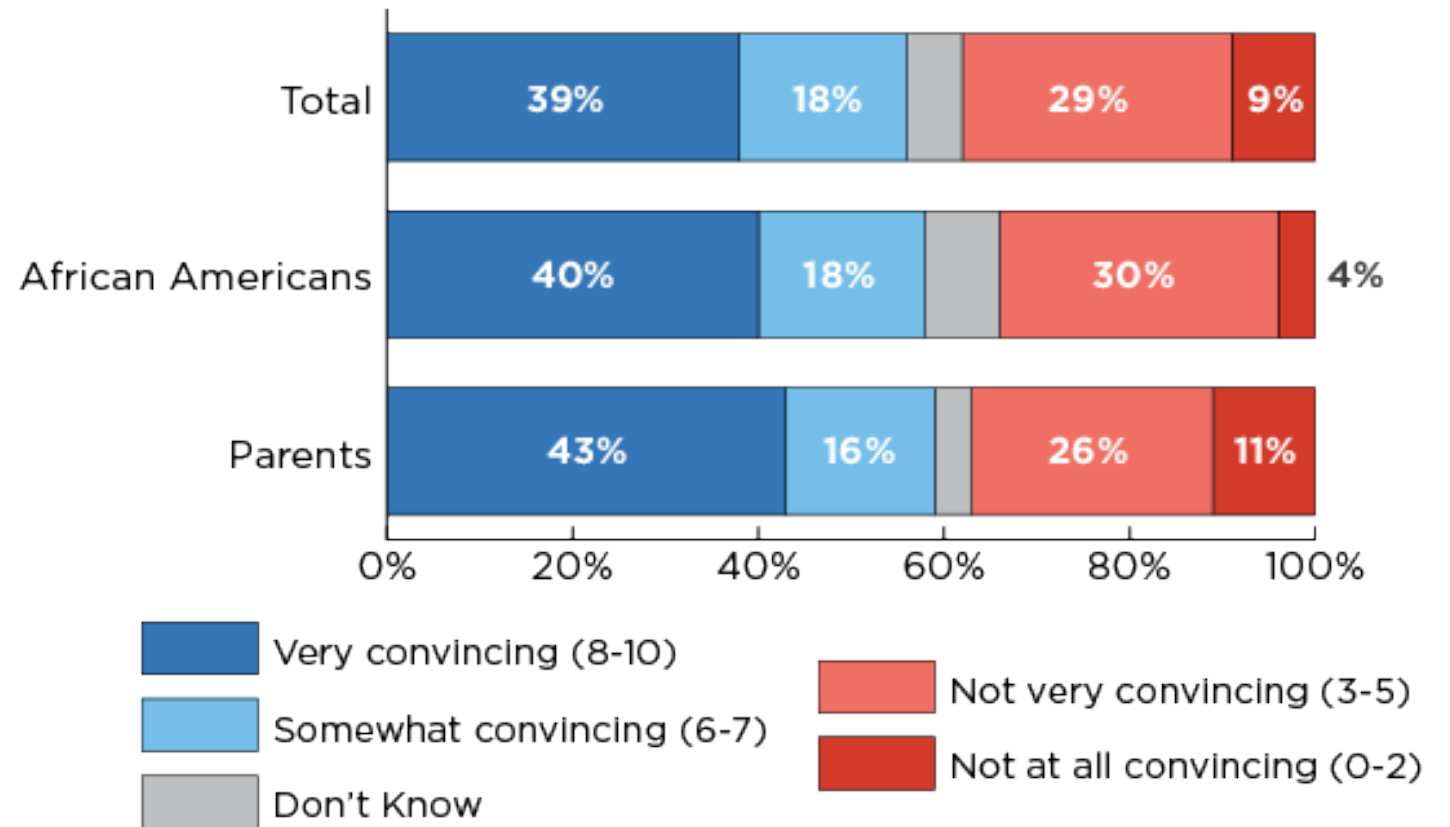
Strong reaction to this statement also tracks closely with the anti-testing argument that asserts testing needs to be part of a suite of indicators of success.

End of year assessments are one measure of student progress and can provide important information to parents on their children’s academic progress that is not fully captured in student grades and report cards.



Encouragingly, **57% of respondents were convinced that advocates need data from assessments to fight for change**, particularly for students of color, students from low-income families, students with disabilities and English learners—meaning the public is firmly behind our mission.

End of year assessments help advocates fight for change and funding to improve low-performing schools and help students. Without such information, schools may provide policymakers and stakeholders a misleading picture of their success in providing equal educational opportunity to all students - particularly students of color, students from low-income families, students with disabilities and English learners.



The public is also strongly aligned with by intersection of resource equity and assessments:

61% of respondents were convinced that summative assessment data help direct resources to the students who need them most.

End of year assessments help direct resources to the schools and students who need them most. When school leaders and policymakers know what is working and what is not, they can make targeted investments that help level the educational playing field and ensure the right of every child to a high-quality public education.

