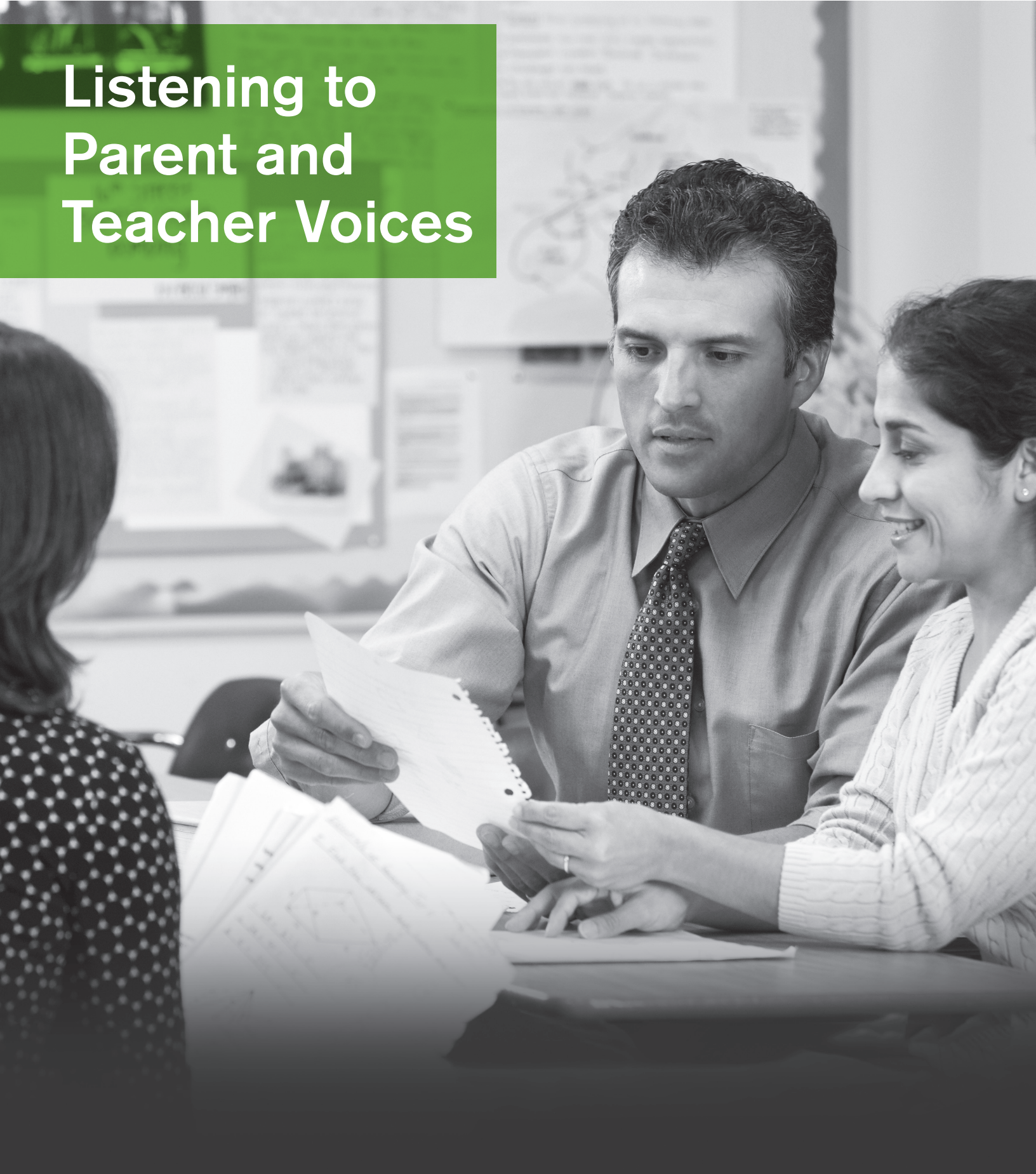




Listening to Parent and Teacher Voices



Introduction

Assessments are an essential part of teaching and learning. While elected officials and education leaders attempt to develop laws and programs that deliver the right assessments to support student learning, too often students, parents and teachers lack the information they need about these assessments.¹ As a result, most education systems in the U.S. are rich in data, but their communities continue to have a poor understanding of assessments.² The Every Student Succeeds Act (ESSA) offers states new opportunities to better support equitable education for all students through multiple assessment measures, but clear communication between schools and families³ about these efforts remains imperative.

In its first state-focused study, the global, not-for-profit educational services organization NWEA turns to Texas to explore how parents and teachers feel about assessments. With over 5 million K-12 students,⁴ taught by more than 350,000 teachers,⁵ Texas offers a large and diverse setting to examine perceptions about assessments.⁶ After California, Texas has the second-largest number of students of any U.S. state.⁷ Nearly 60% of the students in Texas public schools are economically disadvantaged, and almost 19% are classified as English-language learners.⁸

The study asked Texas parents and teachers about the purpose and utility of various K-12 assessments such as state accountability assessments (State of Texas Assessments of Academic Readiness, or STAAR) and classroom tests and quizzes, as well as their opinions about accountability policies and communication between parents and teachers regarding assessments. This report compares some of the findings from this Texas study with results from the 2016 national Gallup-NWEA study, *Make Assessment Work for All Students: Multiple Measures Matter*. Some differences may exist between the national teacher comparison points included in this report and results that Gallup and NWEA have previously released because this report focuses specifically on teachers who teach grades five to 12. This report contrasts national views with a Texas perspective that is one of a kind. Texas has forged its own path at times in assessment policy, perhaps best represented by the state's decision to prohibit the use of Common Core State Standards in its schools. Instead, the Texas Essential Knowledge and Skills (TEKS) are "the state standards for what students should know and be able to do."⁹

As education leaders in Texas finalize their plans to implement federal and state policies under ESSA and move forward with conversations with stakeholders about assessments and new programs, it is crucial to understand how parents and teachers feel about assessments and accountability. This study seeks to elevate the voices of parents and teachers to better discern their points of view about assessments in Texas today as they work together to drive better learning for every student in their state.

1 https://www.nwea.org/content/uploads/2016/05/Make_Assessment_Work_for_All_Students_2016.pdf

2 <http://www.edweek.org/tm/articles/2015/01/27/too-much-of-a-good-thing-making.html>

3 <https://www2.ed.gov/policy/elsec/leg/essa/dcltr410207.pdf>

4 tea.texas.gov/acctres/enroll_2015-16.pdf

5 <http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539614238&libID=51539614238>

6 https://nces.ed.gov/programs/digest/d13/tables/dt13_203.20.asp

7 Ibid

8 http://tea.texas.gov/acctres/enroll_2016-17.pdf

9 <http://tea.texas.gov/index2.aspx?id=6148>

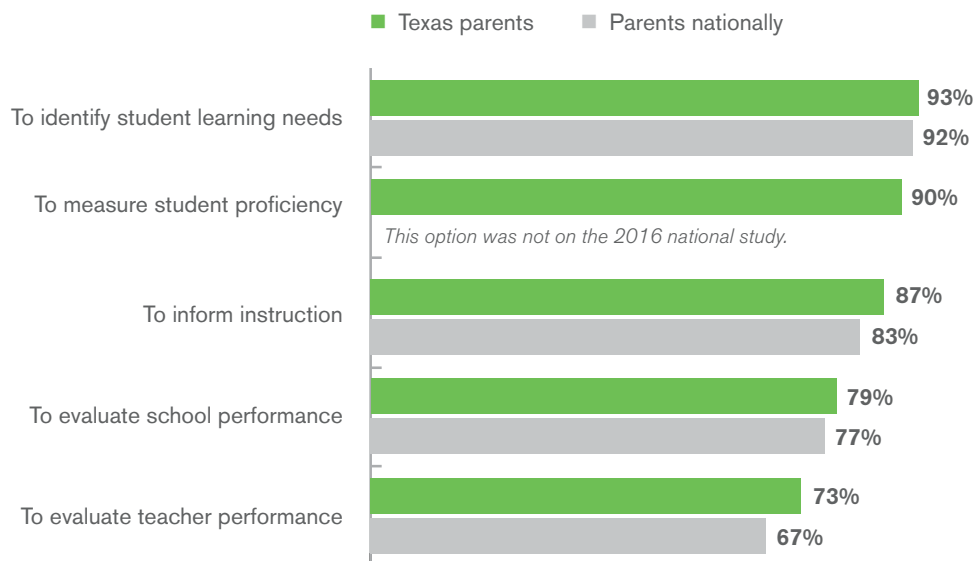
Perceptions of Assessments

Most Texas Parents and Teachers Value Assessments for Multiple Purposes

A majority of Texas parents, similar to parents nationally, view assessments as useful for students. Texas parents most strongly feel that they would like their child's school to use assessment data to identify student learning needs (93%), measure student proficiency (90%) and inform instruction (87%). From this, it is clear that Texas parents are more likely to believe assessments should be used to support student learning rather than evaluate the performance of schools and teachers.

IN WHICH OF THE FOLLOWING WAYS WOULD YOU LIKE YOUR CHILD'S SCHOOL TO USE ANY TYPE OF ASSESSMENT DATA?

(% Yes)



Assessments serve a variety of purposes. When asked to rate the helpfulness of specific types of assessments, 79% of Texas parents say classroom tests and quizzes are “very helpful” or “helpful.” Most parents also find interim assessments (75%), practice tests (71%) and end-of-course tests (68%) helpful.

Like Texas parents, Texas teachers also see value in assessments. Texas teachers say they use assessment data to set goals to improve their instructional practice (91%), adjust instructional strategies (89%), and plan and differentiate instruction for high-, average- and low-performing students (87%). They use assessment results to collaborate with peers and administrators (84%) and set learning goals with students (82%). To a slightly lesser extent, most also use them to discuss student progress with parents (77%) and to collaborate with other grade-level or subject-area teachers (71%). Texas teachers also report using assessment results from formative assessments, classroom tests and quizzes, and state accountability tests to modify their teaching approach frequently, with a majority of teachers using assessment results daily (25%) or weekly (53%).

Types of Assessments

Classroom tests and quizzes: developed by teachers to evaluate students' learning progress

Practice tests: tests that students take prior to taking a real test

Interim assessments: tests given to students over the course of the year so teachers can see where students are growing and where students need to learn more

End-of-course tests: administered at the end of a course to test students' understanding of the course content

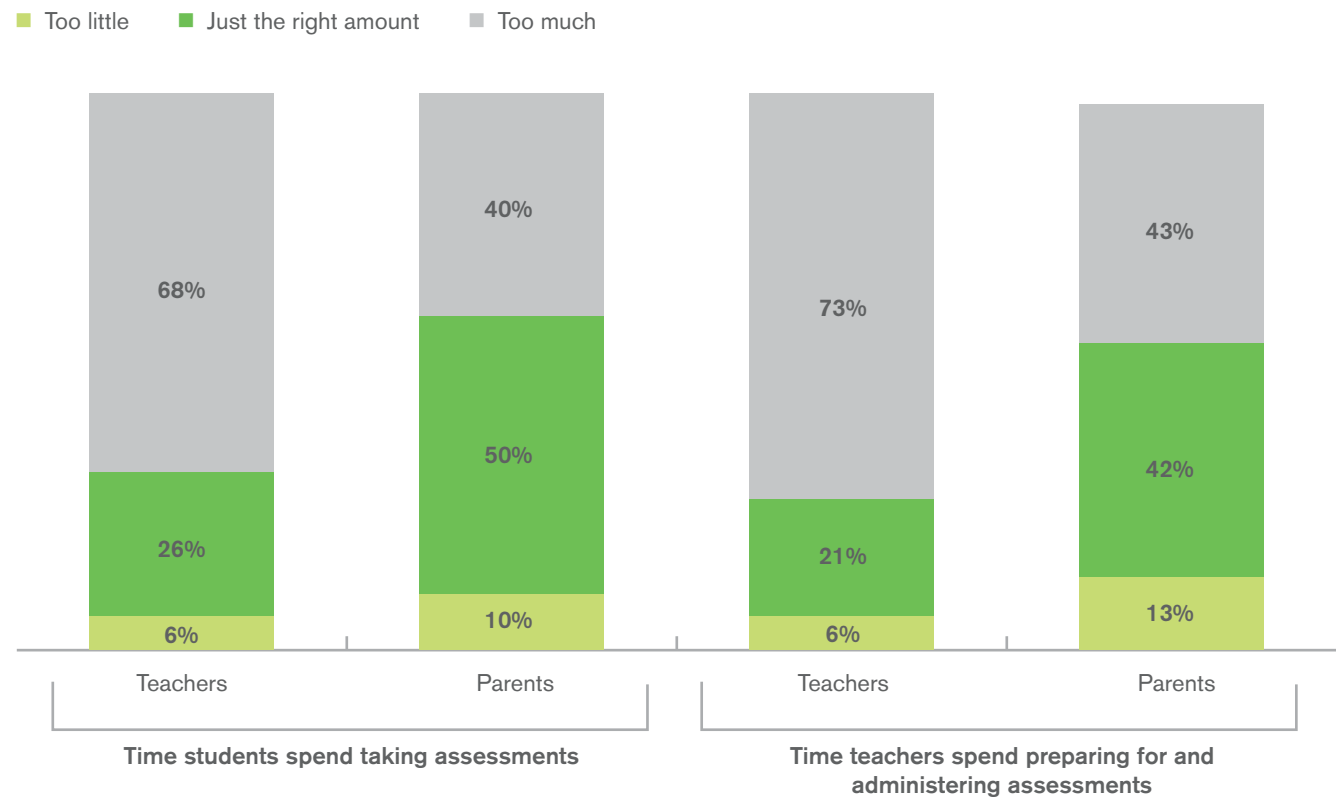
Texas Parent and Teacher Beliefs on Time Spent on Assessments Differ

In recent years, U.S. students in grades five to 11 have spent more than 22 hours, on average, taking mandated tests in a school year — or approximately four school days.¹⁰ Similarly, students in Texas spend up to five school days taking STAAR assessments.¹¹ Teachers also may spend additional classroom time preparing for these exams.

Majorities of Texas parents believe students spend just the right amount (50%) or too little time (10%) taking assessments, and that teachers spend just the right amount (42%) or too little time (13%) preparing for and administering assessments. In contrast, most teachers say assessments are too time-consuming — only one in three Texas teachers believe students spend too little or just the right amount of time taking assessments, and just one in four believe they spend too little or just the right amount of time preparing for and administering assessments.

FOR EACH OF THE FOLLOWING, PLEASE INDICATE IF YOU FEEL TOO MUCH, JUST THE RIGHT AMOUNT OR TOO LITTLE IS SPENT ON THESE TASKS.

(Asked of parents and teachers in Texas)



¹⁰ <https://eric.ed.gov/?id=ED569198>

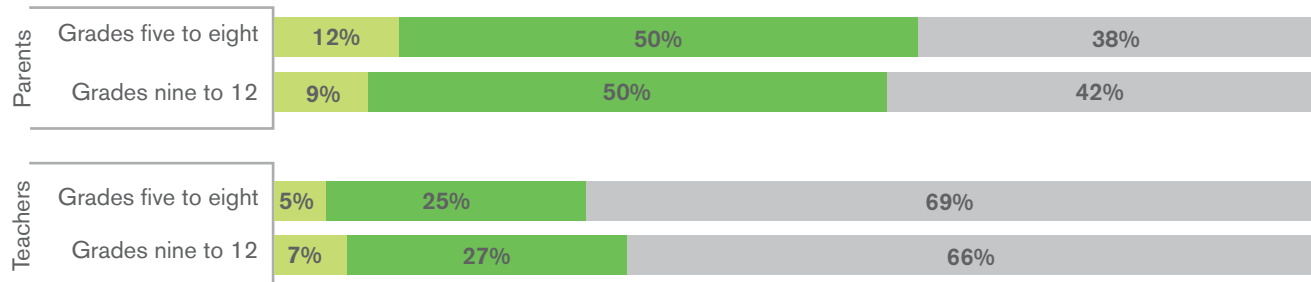
¹¹ http://tea.texas.gov/About_TEA/News_and_Multimedia/Brochures/STAAR_media_toolkit/

Parents' views about assessments are not uniform. For example, parents of high school students (grades nine to 12) are as likely as parents of students in grades five to eight to say students spend too little or just the right amount of time taking assessments (58% vs. 62%, respectively). However, they are slightly less likely to say teachers spend just the right amount or too little time preparing for and administering assessments (48% vs. 63%).

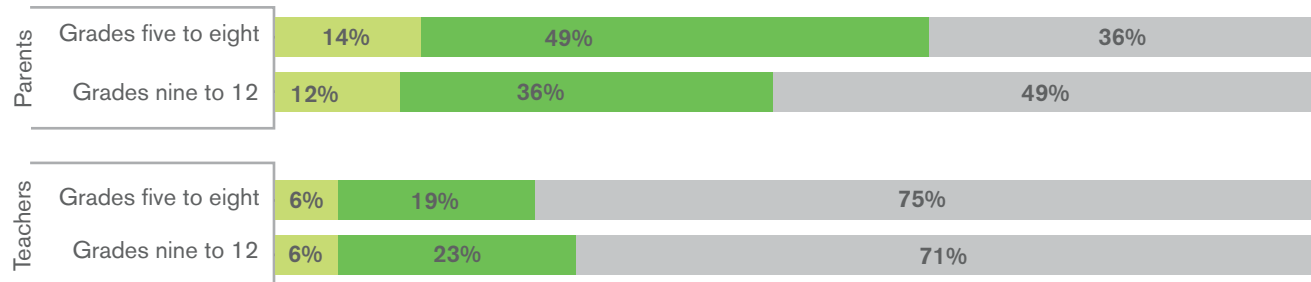
FOR EACH OF THE FOLLOWING, PLEASE INDICATE IF YOU FEEL TOO MUCH, JUST THE RIGHT AMOUNT OR TOO LITTLE IS SPENT ON THESE TASKS.

■ Too little ■ Just the right amount ■ Too much

Time students spend taking assessments



Time teachers spend preparing for and administering assessments



Due to rounding, percentages may add up to 100% +/-1%

Differences in views are also apparent in parents' socioeconomic status (SES).¹² Texas parents from low- or middle-SES households are more likely than their high-SES counterparts to say students spend too little or just the right amount of time taking assessments (67% vs. 48%, respectively) and to say teachers spend too little or just the right amount of time preparing for and administering assessments (68% vs. 35%).

¹² Low-/Middle-SES is defined as having an annual household income of \$89,999 or less. High-SES status is defined as having an annual household income of \$90,000 or more.

Teacher Communication and Preparedness

Texas Parents and Teachers Agree — More Communication Is Needed to Discuss Assessment Results and Purpose

Nearly three in four Texas parents (73%) agree that their child’s school does a good job of telling them when assessments will be conducted; however, far fewer agree their child’s school adequately communicates the purpose of those assessments. This is something that Texas parents and teachers agree on. Forty-one percent of Texas parents say teachers spend too little time communicating assessment results to them, while 48% of Texas teachers say teachers spend too little time communicating results to parents. Texas teachers in low-income schools are more likely than Texas teachers in middle- or high-income schools to say they spend too little time communicating assessment results to parents (55% vs. 35%, respectively).

ON A FIVE-POINT SCALE, WHERE 1 MEANS YOU STRONGLY DISAGREE AND 5 MEANS YOU STRONGLY AGREE, HOW MUCH DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

(Asked of Texas parents)

	% Agree/Strongly agree*
Generally, your child’s school does a good job of teaching parents about the purpose of assessments, such as classroom tests and quizzes, state accountability tests, and other types of assessments.	49%
Your child’s school does a good job of explaining the purpose of the STAAR tests.	47%
Your child’s school does a good job of telling parents when assessments will be conducted.	73%

**These correspond to %4 and %5, respectively, in the survey.*

Furthermore, more than half of Texas parents (58%) say their child’s teachers “rarely” or “never” discuss their child’s assessment results with them in person, by phone or via a personalized email. An additional 56% say their child’s teachers rarely give them feedback on how they can improve their child’s academic performance.

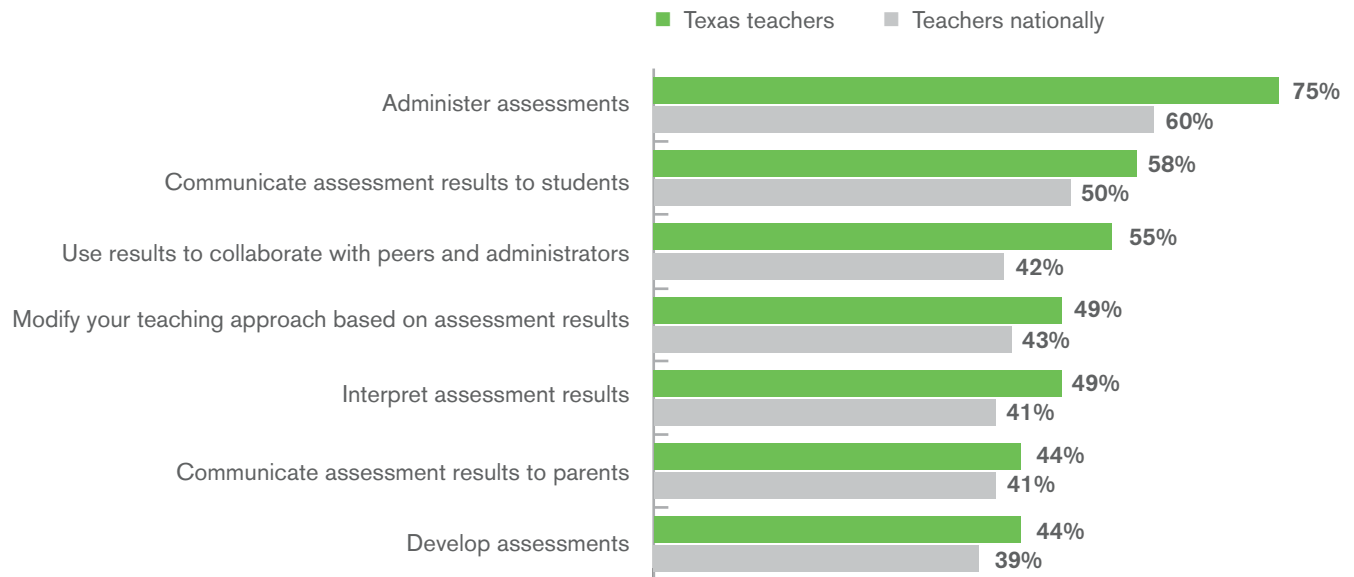
Teachers Feel Prepared to Administer Assessments; Feel Less Prepared to Use, Develop and Interpret Assessments and to Communicate Assessment Results

Although assessments have been a major part of the education landscape for the past two decades,¹³ many teachers still do not feel “very prepared” to interpret assessment results or communicate those results to parents. Of all the tasks and activities associated with assessments, Texas teachers are most likely to feel very prepared to administer assessments (75%) — and much more so than teachers nationally (60%). However, both Texas teachers and teachers nationally feel less prepared to communicate or to use the results than they do to use assessments for other purposes. In particular, Texas teachers feel relatively less prepared to communicate results to students (58%) or to communicate results to parents (44%). Less than half of Texas teachers feel very prepared to modify their teaching approach based on assessment results (49%), to interpret assessment results (49%) or to develop assessments (44%).

13 tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/Community_Conversations_about_Assessment_and_Accountability/

HOW PREPARED DO YOU FEEL TO DO EACH OF THE FOLLOWING?

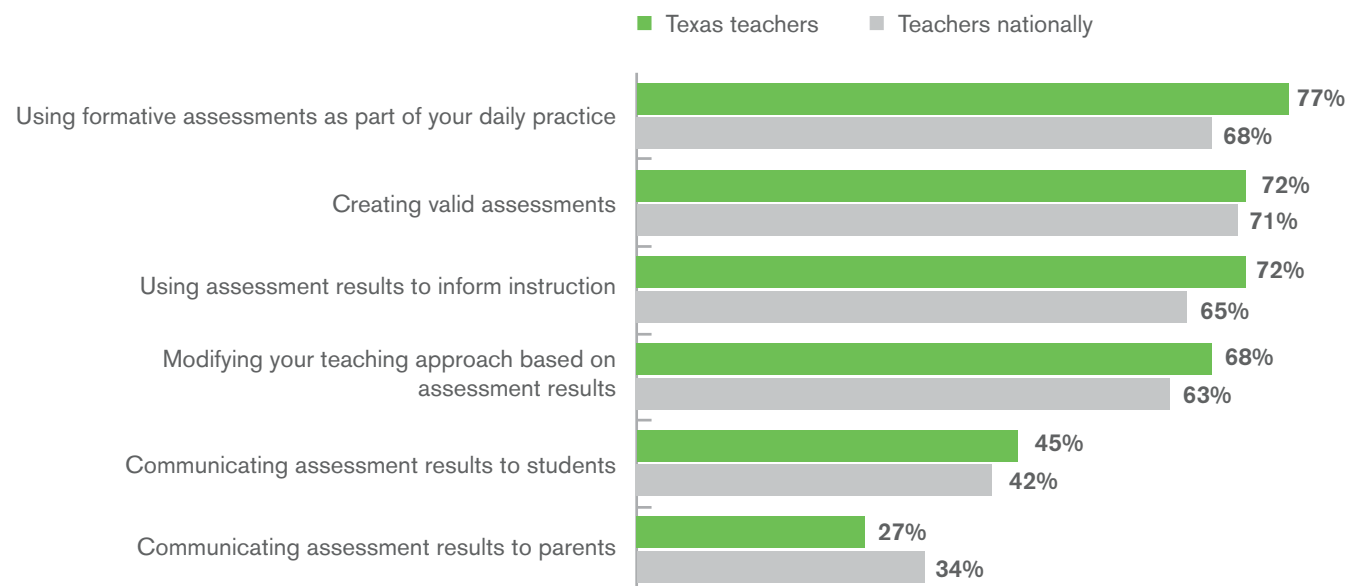
(% *Very prepared*)



Training and discussion with fellow teachers can be important for building effective assessment skills. When asked to reflect on their undergraduate, graduate or teacher training programs, 27% of Texas teachers say they received training on communicating assessment results to parents — lower than teachers nationally (34%). But Texas teachers (77%) are more likely than teachers nationally (68%) to say they have received training on using formative assessment results as part of their daily practice.

WHILE ENROLLED IN UNDERGRADUATE, GRADUATE OR TEACHER TRAINING PROGRAMS, DID YOU RECEIVE TRAINING ON EACH OF THE FOLLOWING?

(% *Yes, received training*)



Perceived Purpose and Usefulness of State Accountability Tests

Texas introduced its state standardized student assessment program in 1980 and published the first accountability ratings for schools and districts in 1994. Texans, like people in many states, have had many conversations and concerns about the role of accountability in their education system over the years, and education leadership in Texas has been very active in determining the best solutions for students.

Most recently, the Texas State Board of Education hosted a series of Community Conversation meetings between October 2015 and March 2016 and conducted an online survey June 14-30, 2016, that was available to all Texans. Participant groups included legislators, educators, parents, students and business leaders.

Findings from these meetings and the survey were published in a July 2016 report, *Texans Speak: Public Feedback on Assessment*, which found that the most widely supported goal of the state assessment program is to assess student learning and progress and make the results useful to all stakeholder groups. Eighty-nine percent or more of each surveyed group favored making state assessment data accessible and easy to understand. The study also highlighted the low level of support for using accountability tests in Texas for the purpose of grade-level promotion or high school graduation:



“In contrast to long-standing state law, no survey group supports tying grade-level promotion or high school graduation to state assessment results. ... Students opposed this requirement by 86%. Opposition to the policy for the other groups ranged from 74% to 84%.”

The current study confirms the concerns that education stakeholders have expressed about the use of assessments for graduation and promotion, and provides additional insight to this conversation on what Texas teachers and parents think and feel about accountability and assessments.

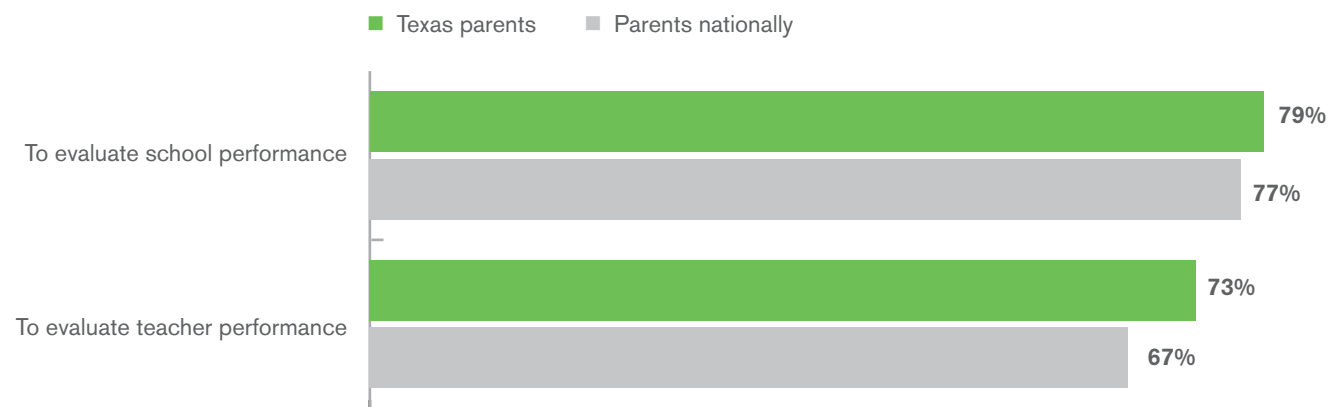
The Use of Assessment Data in Accountability Policies

More Than Seven in 10 Texas Parents Want to Use Assessment Data to Hold Schools and Teachers Accountable

Texas parents and parents nationally are similarly likely to want schools to use assessment data to evaluate school performance (79% vs. 77%, respectively). Seventy-three percent of Texas parents want schools to use assessment data to evaluate teacher performance, while 67% of parents nationally say the same.

IN WHICH OF THE FOLLOWING WAYS WOULD YOU LIKE YOUR CHILD'S SCHOOL TO USE ANY TYPE OF ASSESSMENT DATA?

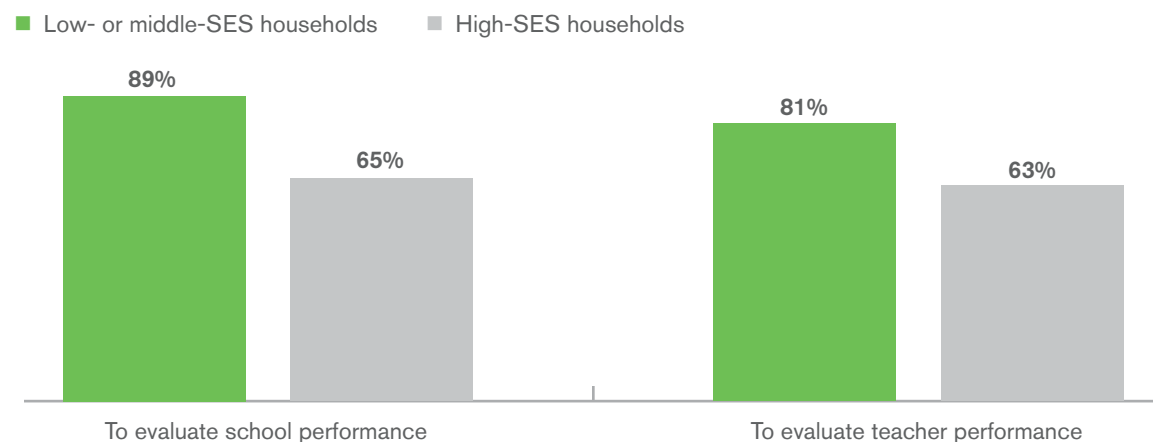
(% Yes)



Texas parents from low- or middle-SES households are significantly more likely than those from high-SES households to want to use assessment data to hold schools and teachers accountable. For example, 89% of parents from low- or middle-SES households want their child's school to use assessment data to evaluate school performance, versus 65% of parents from high-SES households. The same pattern is evident regarding using assessments to evaluate teacher performance: 81% of low- or middle-SES parents favor this, compared with 63% of high-SES parents.

IN WHICH OF THE FOLLOWING WAYS WOULD YOU LIKE YOUR CHILD'S SCHOOL TO USE ANY TYPE OF ASSESSMENT DATA?

(% Yes; asked of Texas parents)



Student Accountability: At Most, Half of Parents and Teachers in Texas Want State Accountability Tests to Be Used in Determining Grade Promotion or Graduation

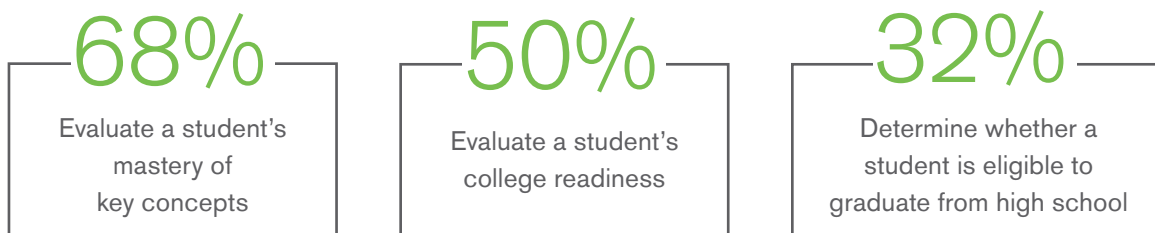
For two decades, every student in Texas has been required to pass state tests to graduate, while grade-level promotion requirements have been in effect for some grades since the 2002-2003 school year.¹⁴ Most recently, the STAAR assessments have been the benchmark measure for graduation and grade promotion.

Furthermore, Texas students have to pass five end-of-course (EOC) assessments to graduate high school — Algebra I, biology, English I, English II and U.S. history. Although similar to federal standards, the structure of assessments in Texas differs slightly: English-language arts, math and science assessments are required by federal law; there are no federal requirements to assess other areas or EOC.¹⁵ See Appendix A for a full comparison.

In terms of how state accountability tests should be used, more than two-thirds of Texas teachers believe state accountability test results should be used to evaluate a student's mastery of key concepts. Fewer Texas teachers say that those assessments should be used to evaluate a student's college readiness (50%) or determine whether a student is eligible to graduate from high school (32%).

IN YOUR OPINION, SHOULD STATE ACCOUNTABILITY TEST RESULTS BE USED FOR EACH OF THE FOLLOWING REASONS?

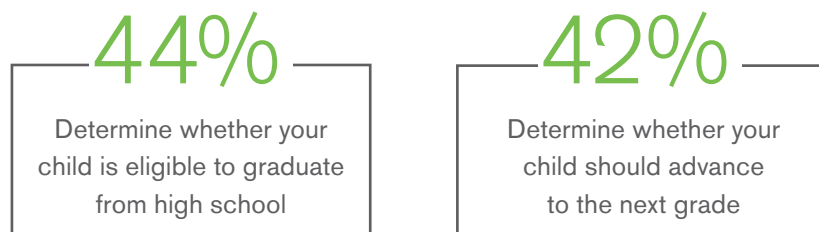
(% Yes; asked of Texas teachers)



Among Texas parents, less than half say state accountability test results should be used to determine whether their child is eligible to graduate from high school (44%) or to determine whether their child should advance to the next grade (42%). In contrast, a majority of Texas parents say state accountability assessment results should be used to hold the Texas education system and Texas teachers accountable, suggesting that the majority of parents do not want to use assessment results as a roadblock or punishment for Texas students.

IN YOUR OPINION, SHOULD STATE ACCOUNTABILITY TEST RESULTS BE USED TO:

(% Yes; asked of Texas parents)



¹⁴ http://tea.texas.gov/acctres/retention_index.html#reports_2010-11

¹⁵ <http://tea.texas.gov/student.assessment/staar/>

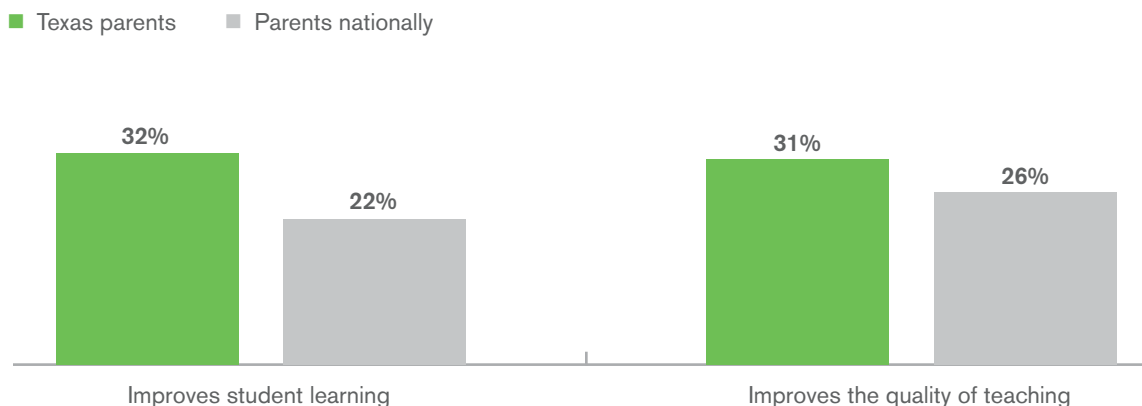
Less Than Half of Texas Parents Think State Accountability Tests Are Used Effectively to Meet Students' Learning Needs; Perceptions Differ by Socioeconomic Status

Forty-eight percent of Texas parents say their child's teachers are "very effectively" or "effectively" using results from state accountability tests to meet their child's learning needs. But differences emerge when looking at parents by socioeconomic status. Parents from low- or middle-SES households (64%) are significantly more likely than parents from high-SES households (41%) to say their child's teachers are effectively or very effectively using results from state accountability tests to meet their child's learning needs.

Still, Texas parents are more likely than parents nationally to agree or strongly agree that the use of state accountability tests in their child's school improves student learning (32% vs. 22%, respectively) or improves the quality of teaching (31% vs. 26%).

BASED ON A FIVE-POINT SCALE, WHERE 1 MEANS YOU STRONGLY DISAGREE AND 5 MEANS YOU STRONGLY AGREE, HOW MUCH DO YOU AGREE OR DISAGREE THAT THE USE OF STATE ACCOUNTABILITY TESTS IN YOUR CHILD'S SCHOOL ...

(% Agree/Strongly agree*)



*These correspond to %4 and %5, respectively, in the survey.

This is another area in which there are significant differences between Texas parents from low- or middle-SES households and Texas parents from high-SES households. Forty-four percent of Texas parents from low- or middle-SES households agree or strongly agree that the use of state accountability tests improves student learning, while only 13% of Texas parents from high-SES households agree or strongly agree.

Similarly, 43% of Texas parents from low- or middle-SES households agree or strongly agree that the use of state accountability tests improves the quality of teaching in schools, higher than the 11% of Texas parents from high-SES households. The view that accountability testing in particular advances educational equity by forcing schools to grapple with achievement gaps based on race, ethnicity and socioeconomic status¹⁶ may help explain why low- or middle-SES Texas parents are more likely than high-SES parents to agree or strongly agree that state tests improve learning.

16 <https://www2.ed.gov/policy/elsec/leg/essa/dcltr410207.pdf>

Texas Parents: Teachers Should Make Decisions on Use of Assessments

A majority of Texas parents think assessment decisions should be made at the classroom or school level. Forty-six percent of Texas parents and 59% of parents nationally identify teachers as the ones who should be making the majority of decisions regarding the use of assessments in their child’s school, while 24% of Texas parents and 12% of parents nationally identify principals as those decision-makers.

IN YOUR OPINION, WHO SHOULD BE MAKING THE MAJORITY OF DECISIONS ABOUT THE USE OF ASSESSMENTS IN YOUR CHILD'S SCHOOL?

(% Yes)

	Texas parents	Parents nationally
Teachers	46%	59%
Principals	24%	12%
Parents	14%	12%
Superintendents	9%	11%
State or federal policymakers	7%	6%

Texas Parents: State Accountability Tests Are Most Useful for School Administrators and Teachers

Most Texas parents believe that results from classroom tests and quizzes are more useful than results from state accountability tests to various stakeholders. In particular, more than half of Texas parents say that results from state accountability tests are “useful” or “very useful” to school administrators (54%) and teachers (53%), which is lower than the perceived usefulness of classroom tests and quizzes for the same groups (61% and 79%, respectively).

IN YOUR OPINION, HOW USEFUL ARE RESULTS FOR EACH OF THE FOLLOWING GROUPS OF PEOPLE?

(% Useful/Very useful; asked of Texas parents)

	Results from classroom tests and quizzes	Results from state accountability tests
Teachers	79%	53%
Students	70%	40%
Parents	66%	41%
School administrators	61%	54%



Conclusion

Findings from this study suggest that Texas parents and teachers find value in assessments for multiple purposes. Generally, Texas parents find greater utility in assessments that support student learning over state accountability assessments. Most Texas parents want to use state accountability assessment data to hold schools and teachers accountable, but significantly fewer parents want state accountability tests to be used to determine if their child is eligible to advance to the next grade or graduate high school. Perceptions also vary by parents' socioeconomic status, as parents from low- or middle-SES households view assessments more favorably than parents from high-SES households do. Similarly, Texas teachers view assessments as a means to support learning, identify students who need additional support, and measure student learning and growth. Like parents, many teachers do not believe state accountability tests should be used to determine a student's college readiness or eligibility to advance to the next grade. Both parents and teachers agree that more communication between them is needed about the purpose of assessments and what the results mean.

NWEA's Final Remarks and Recommendations

Texas has an opportunity under ESSA to create assessments to support its students, schools, teachers and all education stakeholders. Assessment policy under ESSA should support the goal of equity for all children in all schools.

“It is both our responsibility and moral obligation to build on the civil rights legacy of ESEA by implementing ESSA with a laser focus on ensuring that low-income, high-need students receive the resources they need and that all children — especially the most vulnerable — are provided with the world-class education they deserve.”

—John B. King Jr., President, The Education Trust
May 17, 2017, on the 63rd anniversary of *Brown v. Board of Education* decision¹⁷

Over the past two decades, schools, teachers and states have become “assessment-rich” environments, with increasingly more data about student performance, focus on state accountability preparation and test date planning. However, this study’s findings suggest that the opportunities for parents and teachers to use student assessment data to support student learning as well as effective communication between families and schools have yet to be fully realized. That kind of communication is best when it happens on a regular basis throughout the school year, and when results can be useful for improving student learning rather than merely communicating results one time late in the school year or into the summer. Yet Texas teachers, like teachers nationally, say they do not feel very prepared to discuss assessment results with parents. The data collected in this study represent the opinions of parents and teachers and reveal an important gap in communication in relation to assessments. NWEA offers a few recommendations to bridge this gap and strengthen family-school relationships.

Learning from the voices of parents and teachers on assessment, one important takeaway is that **assessment education needs to be strengthened so that more education stakeholders are “assessment literate.”** Among the steps to improve assessment literacy:

- Teachers should be well-prepared to develop assessments and use assessment data in their classrooms and to collaborate with parents and provide them with guidance and resources to support student learning beyond the classroom.
- Higher education programs in Texas can work to ensure that teacher preparation programs include assessment literacy as a key element in their curriculum. More specifically, supporting productive partnerships between teacher preparation programs and K-12 districts where pre-service teachers have real-world opportunities with district and state assessment systems as a part of their professional preparation could help new teachers jump-start their use of assessments as tools for improving student learning.
- Policymakers can support legislation for K-12 systems to be able to provide ongoing resources to ensure that all in-service K-12 teachers are assessment literate and are able to support parents and students in a personalized and customized way.
- Education leaders should continue to explore innovative ways to assess student proficiency and growth that deliver results during the school year and ensure assessment data are delivered in time to influence student learning in meaningful ways.

¹⁷ <https://edtrust.org/the-equity-line/education-remains-civil-rights-issue-time/>

Methodology

2017 Texas Study

Results for the *2017 Assessment Perceptions in Texas: Listening to Parent and Teacher Voices* report are based on surveys conducted with parents and teachers in Texas.

Telephone interviews were conducted with parents currently living in Texas using a sample of respondents who had previously participated in the Gallup Daily tracking survey. The Gallup Daily tracking survey sample includes national adults with a minimum quota of 70% cellphone respondents and 30% landline respondents, with additional minimum quotas by time zone within region. Landline and cellphone numbers are selected using random-digit-dial (RDD) methods. Landline respondents are chosen at random within each household based on which member had the most recent birthday. Eligible Gallup Daily tracking respondents who previously agreed to future contact were contacted to participate in this study. Parent interviews were conducted in English and Spanish.

Parent telephone interviews were conducted May 10-28, 2017, with a sample of 301 parents with at least one child in grades five to 12.

Teachers currently teaching in Texas were interviewed by telephone after completing a web screener survey. The sample of teachers was obtained from a third party and is not representative of teachers who teach grades five to 12 in Texas, although it is comprehensive. Teachers were invited to participate in an online web screener survey. Respondents who indicated that they teach grades five to 12 and subjects of interest were asked to provide contact information for a follow-up phone interview. Teachers who teach only art, only foreign language, only music or band, or only physical education or health were not included in this study because those subjects include fewer assessments. Teacher surveys and interviews were conducted in English only.

Teacher telephone interviews were conducted May 15-28, 2017, with a sample of 302 teachers who teach grades five to 12 in Texas.

The parent sample is weighted to correct for unequal selection probability and nonresponse. Parent data are weighted to match state demographics of age, gender, education, race and ethnicity. Demographic weighting targets are based on Gallup Daily tracking information compiled over the past four years.

The teacher data are weighted to match state demographics of age, gender, education, race and ethnicity for all teachers in Texas. Demographic weighting targets are based on Gallup Daily tracking information compiled over the past four years.

All reported margins of sampling error include the computed design effects for weighting.

- For results based on the total sample of parents, the margin of sampling error is ± 6.9 percentage points at the 95% confidence level.
- For results based on the total sample of teachers, the margin of sampling error is ± 6.3 percentage points at the 95% confidence level. Results are not representative of teachers who teach grades five to 12 in Texas.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion surveys.

2016 National Study

Results for the *Make Assessment Work for All Students: Multiple Measures Matter* report are based on surveys conducted with students, parents, teachers, principals and superintendents. Only results for parents and teachers are included in the 2017 study.

Telephone interviews were conducted with parents and teachers currently living in all 50 states and the District of Columbia using the Gallup Panel™. The Gallup Panel is a proprietary, probability-based panel of U.S. adults selected using random-digit-dial (RDD) and address-based sampling methods. The Gallup Panel is not an opt-in panel.

Parent interviews were conducted in English only. Parent telephone interviews were conducted Feb. 10-29, 2016, with a sample of 1,011 parents with at least one child in grades five to 12.

Telephone interviews were conducted with teachers currently living in all 50 states and the District of Columbia using a combination of two sample sources: the Gallup Panel and the Gallup Daily tracking survey. The Gallup Daily tracking survey sample included national adults with a minimum quota of 60% cellphone respondents and 40% landline respondents, with additional minimum quotas by time zone within region. Prior to September 2015, a minimum quota of 50% cellphone respondents and 50% landline respondents, with additional minimum quotas by time zone within region, was used. Landline and cellphone numbers were selected using RDD methods. Landline respondents were chosen at random within each household based on which member had the most recent birthday. Eligible Gallup Daily tracking respondents who previously agreed to future contact were contacted to participate in this study.

Teacher interviews were conducted in English only. Teacher telephone interviews were conducted Jan. 4-28, 2016, with a sample of 1,004 teachers. Teachers who teach only art, only foreign language, only music or band, or only physical education or health were not included in this study because those subjects include fewer assessments.

The parent sample is weighted to correct for unequal selection probability and nonresponse. Parent data are weighted to match national demographics of age, gender, education, race, ethnicity and region. Demographic weighting targets are based on the Current Population Survey 2015. Teacher data are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match national demographics of age, gender, education, race, ethnicity and region. Demographic weighting targets are based on Gallup Daily tracking information compiled over the past three years.

All reported margins of sampling error include the computed design effects for weighting.

- For results based on the total sample of parents, the margin of sampling error is ± 4.6 percentage points at the 95% confidence level.
- For results based on the total sample of teachers, the margin of sampling error is ± 4.4 percentage points at the 95% confidence level.

Results listed in this report may not add to 100% due to rounding and nonresponse. In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion surveys.



About Gallup

Gallup delivers analytics and advice to help leaders and organizations solve their most pressing problems. Combining more than 80 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of employees, customers, students and citizens than any other organization in the world. For more information, visit www.gallup.com or education.gallup.com.

About NWEA

NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions and advocating for the learning needs of each student. For 40 years, NWEA has developed innovative assessments and professional learning that fosters educators' ability to accelerate student learning and has engaged in research examining issues in education policy, psychometrics and assessment innovation. Visit NWEA.org to find out how NWEA can partner with you to help all kids learn.



Appendix A: Testing Guidelines Under ESSA and Under Texas Authority

TESTING GUIDELINES

Subject	Every Student Succeeds Act (ESSA) ¹⁸	Texas Authority ¹⁹
Reading/Language arts	Grades three to eight (annually) Grades nine to 12 (at least once)	Grades three to eight (annually)
Math	Grades three to eight (annually) Grades nine to 12 (at least once)	Grades three to eight (annually)
Science	Grades three to five (at least once) Grades six to nine (at least once) Grades 10-12 (at least once) (Same as NCLB)	Grade five Grade eight
Writing		Grade four Grade seven
Social studies		Grade eight
End-of-course assessments		English I, English II, Algebra I, biology, U.S. history

¹⁸ https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Governance/documents/update_on_essa.pdf

¹⁹ <http://tea.texas.gov/student.assessment/staar/>

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