

Parents Want Data to Understand the Impact of School Closures and Support Recovery



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The COVID-19 pandemic has created a time of uncertainty and remote learning, but parents are clear: they need data to support their students, and they want more information, including assessment data, to understand the impact of school closures on student learning and to inform future recovery efforts. The Data Quality Campaign's 2020 national parent poll surveyed parents in the midst of school closures and remote learning, seeking to better understand their experiences and needs. The poll results show that parents support the use of data and overwhelmingly want more information to support student success.

Parents see the value of data. They want more data to:

Understand the effects of school closures on student learning in their communities.



of parents are interested in information about how school closures and other coronavirus-related interruptions affected students' long-term outcomes (e.g., high school graduation, college enrollment, or future wages).



of parents want to know the amount of academic progress students made when schools were closed.



of parents want to know how the district provided support to families in need (e.g., families without reliable internet access) to ensure equitable access to virtual learning.

Inform recovery efforts to best meet students' and families' evolving needs.



of parents support their schools using data, like student grades, attendance, and discipline records, to alert them if their child is at risk of academic failure, not being on track in high school to graduate college and career ready, or dropping out of school.



of parents agree that states should resume administration of end-of-year summative assessments (e.g., state standardized tests like the Smarter Balanced Assessment Consortium exams) in math and reading in 2021 to better understand how well schools and students are meeting academic standards.



of parents support the secure sharing of data between schools and out-of-school-time partners, and 80% support sharing data between schools and other agencies to coordinate resources and provide additional supports to students and families.

But parents need better data access and supports to meet their child's needs.



of parents strongly agree that they have access to the data they need (e.g., student test scores and reading-level data) to best support their child's learning at home.



of parents report having access to their child's school records through a single online tool or website, and most who did (93%) say they received some training on that tool.



of the parents who received training on the tool say the training focused on using the data to support their child's learning.

Parents say the following types of data were or would have been helpful to know about their child's learning when schools closed:



Their child's progress toward meeting academic standards at the time of school closure



Any outstanding requirements that needed to be met by the end of the school year for their child to move to the next grade or graduate



Their child's most current test scores by subject

HIGHER INCOME PARENTS (\$50,000-plus household income) were more likely than those with lower household incomes to agree that they had access to the data they needed to support their child's learning at home (85% vs. 77%).

With the right support, parents are optimistic that remote learning can be effective in the future.



of parents agree that their child's school is prepared to implement virtual learning in the future, should schools have to close again due to a resurgence of the coronavirus.



of parents agree that high-quality virtual instruction is possible with the right supports, resources, and trainings in place.

RESOURCES

[Parents Deserve Clear Information about Student Growth in Schools](#), created in collaboration with the National PTA, outlines what parents need to know about student growth data.

[How Data Empowers Parents](#) depicts how the right data in the right format empowers parents to provide better support, make better decisions, and be better advocates for their child's education. This infographic is also available in [Spanish](#).

[Making Data Work for Personalized Learning: Lessons Learned](#) outlines steps that state education agencies can take to ensure the effective use of data to achieve their personalized learning goals, based on lessons learned from Rhode Island, South Carolina, and Vermont.

Parents value data and overwhelmingly want more information to support student success. As state leaders prepare for instruction to resume, either in person or virtually, they must prioritize parents' information needs and ensure that those closest to students have the data they need to make decisions.