

8-31-2022

Parent Survey 2022

Sarah C. McKenzie

Josh B. McGee

Charlene A. Reid

Follow this and additional works at: <https://scholarworks.uark.edu/oepreport>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Educational Psychology Commons](#), [Elementary Education Commons](#), and the [Secondary Education Commons](#)



PARENT SURVEY 2022

University of
Arkansas
Office for
Education Policy

PARENT SURVEY 2022

In late 2021, the Office for Education Policy at the University of Arkansas administered a survey about education topics to a representative sample of **500 Arkansas parents of school-aged children**. The students of these parents attended traditional public schools (66%), public charter schools (10%), public magnet schools (4%), and private schools (7%). Eleven percent of parents reported that their child was homeschooled, and 2% reported that their child attended school through a virtual platform.

We summarize their perspectives in this report.



1

ARKANSAS PARENTS FEEL LIKE THEIR STUDENTS WERE LEARNING MORE IN SCHOOL IN 2021-22 THAN IN THE PRIOR YEAR.

59% of parents indicated their student was learning much more (29%) or more (30%) than in the 2020-21 school year.

Among the 58% of parents who reported their student's instruction was primarily in person in 2020-21, **72%** reported their student was learning more or much more in 2021-22.

Among parents whose students were not primarily receiving in-person instruction in the prior year, **48%** of parents reported their student was learning more or much more in 2021-22.

Parent perspective on increased learning in 2021-22 was consistent whether their student attended a traditional public school, a public charter school, or a private school.



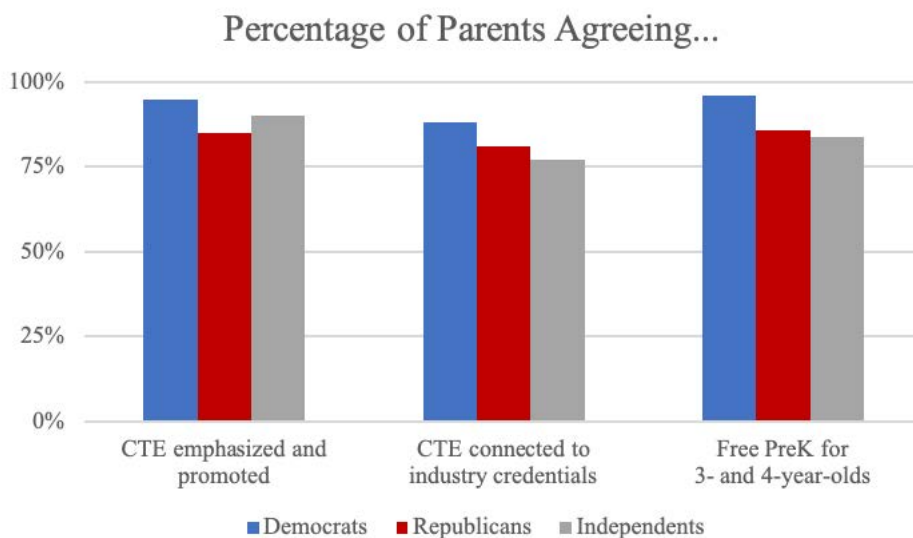
2

ARKANSAS PARENTS WIDELY SUPPORT CAREER AND TECHNICAL EDUCATION AND ACCESS TO FREE PRE-KINDERGARTEN.

88% of parents agreed that Career and Technical Education classes should be emphasized as a viable path to employment after high school and 79% of parents agreed that Career and Technical Education classes should be connected to recognized industry credentials.

81% of parents agreed that Free PreKindergarten should be available for all 3- and 4-year-old children.

Although support for CTE and free PreK was widespread, there was variation in support associated with respondent's reported political affiliation.



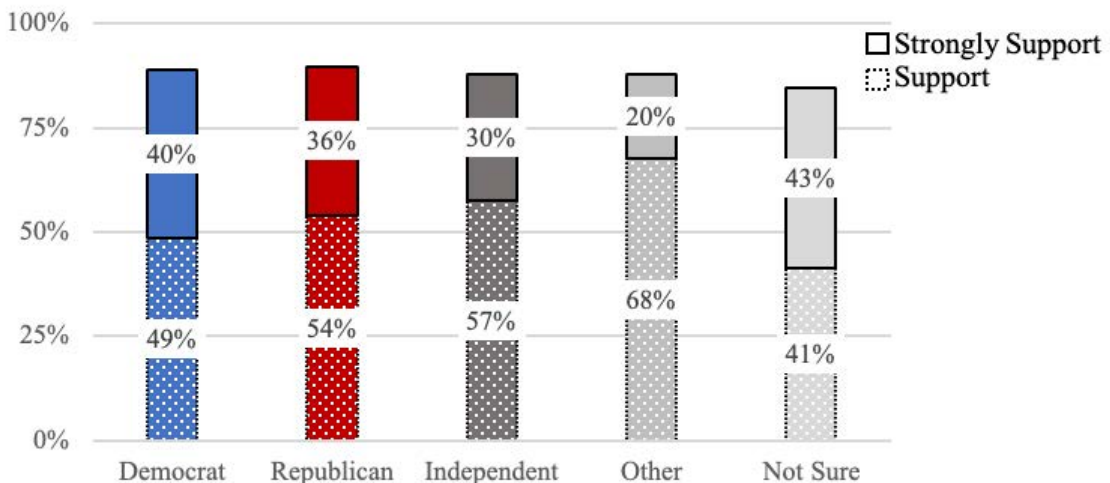
3

ARKANSAS PARENTS SUPPORT PROGRAMS THAT PROVIDE RESOURCES FOR SCHOOL CHOICE OPTIONS.

88% of parents support Arkansas’s K-12 Succeed Scholarship Program allowing students with special needs, from foster homes, or of military connected families to get a voucher (approximately \$7,000) for private school tuition. This money does not reduce the funding for public schools.

88% of parents support Arkansas’s K-12 tax-credit scholarship program, where donations from individuals and businesses will fund private school scholarships (approximately \$6,000) for lower income students (approximately \$53,000 for a family of four). Donors receive a tax credit of 100% of their donation on state tax liability.

Succeed Scholarship Support by Political Ideology





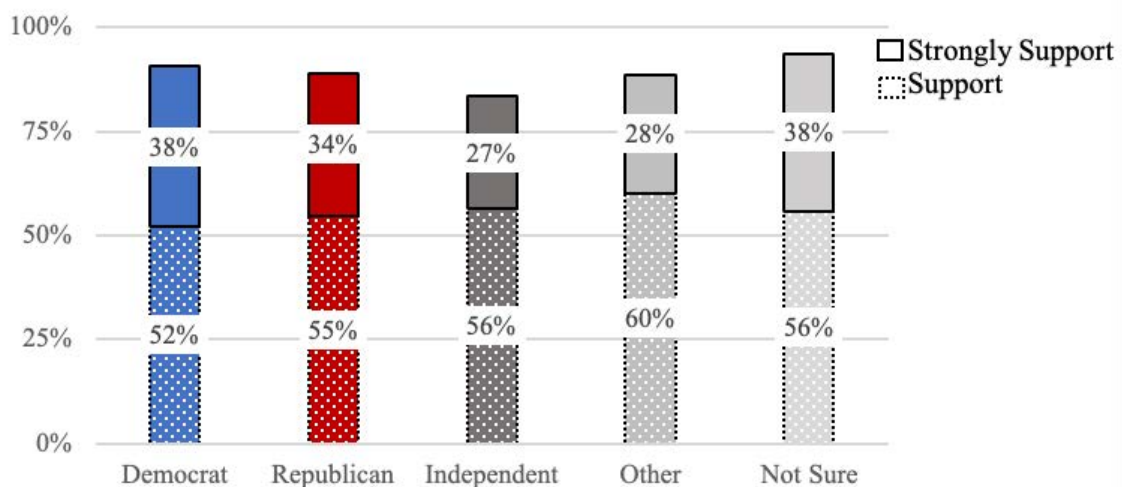
4

THE WIDESPREAD SUPPORT FOR THESE SCHOLARSHIP PROGRAMS DID NOT VARY MUCH BY POLITICAL IDEOLOGY.

73% of Arkansas parents indicated that they would be likely or very likely to use one of these scholarships to enroll a child in their household in a private school if eligibility restrictions were not a factor.

Parents who were likely to use a scholarship program indicated the quality (75%) and school culture (39%) of private school as their top two reasons. Parents who were not likely to use a scholarship program indicated the top two reasons were they were not interested in sending their child to a private school (75%) and that private schools are too far away (51%).

Tax-Credit Scholarship Support by Political Ideology



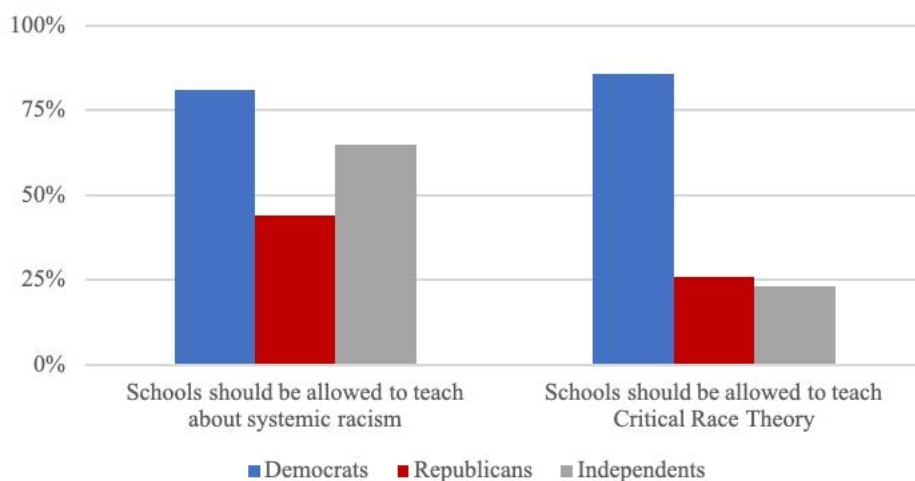


5

ARKANSAS PARENTS ARE DIVIDED OVER IF SCHOOLS SHOULD BE ALLOWED TO TEACH ABOUT HOW RACISM CAN EXIST IN SOCIETY AND ITS INSTITUTIONS OR ABOUT CRITICAL RACE THEORY (CRT).

Among surveyed parents, **60%** agreed that schools should be allowed to teach about systemic racism, but only **40%** agreed that schools should be allowed to teach Critical Race Theory. Opinions varied widely by political ideology and race.

Percentage of Parents Agreeing...



A relatively high percentage of respondents indicated that they were “Not Sure” about the topic: 19% of parents were not sure if schools should be allowed to teach about systemic racism and 29% of parents indicated that they were not sure if schools should be allowed to teach Critical Race Theory.

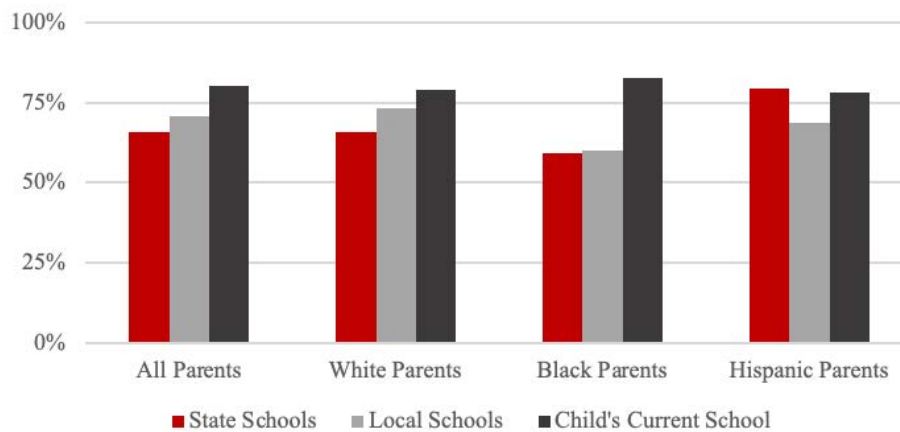


6

ARKANSAS PARENTS FEEL LIKE SCHOOLS IN THE STATE ARE GOOD, BUT THE LOCAL SCHOOL THAT THEIR CHILD ATTENDS IS EVEN BETTER.

66% of parents ranked the quality of schools in the state as Good or Excellent. Local schools received a higher percentage, with **71%** of parents responding that they were Good or Excellent. Parents felt that the school that their student was attending was the best, with **81%** identifying it as Good or Excellent. There was variation by race in the perception of the quality of schools statewide and locally, but little variation in the perception of the quality of their child's current school.

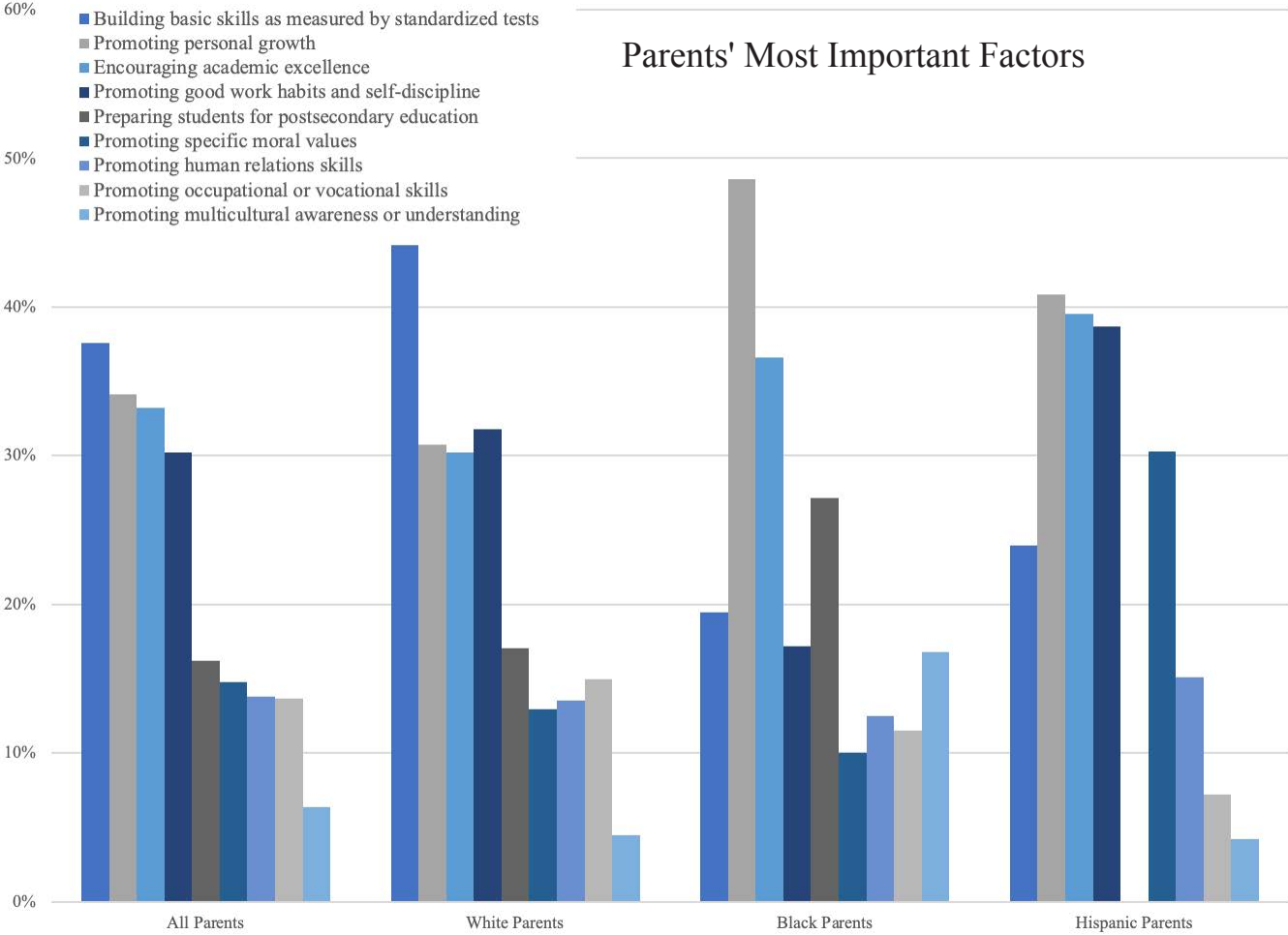
Percentage of Parents Reporting that Schools are "Good" or "Excellent"



7

ARKANSAS PARENTS HAVE DIFFERING OPINIONS ABOUT WHAT FACTORS ARE THE MOST IMPORTANT WHEN CONSIDERING A SCHOOL FOR THEIR CHILD.

Parents from different racial/ethnic groups ranked the most important factors when considering a school for their child differently. White parents were most likely to identify building basic skills (reading, math, etc.) as measured by standardized tests as the most important, followed by promoting good work habits and self-discipline. Black and Hispanic parents were most likely to identify promoting personal growth (self-esteem, self-knowledge, etc.), followed by encouraging academic excellence. Black parents were more likely than other groups to value preparation for post-secondary instruction, while Hispanic parents were more interested in promoting good work habits and specific moral values than other groups.





8

ARKANSAS PARENTS HAVE DIVERSE PERSPECTIVES OF TEACHER SALARY.

50% of parents surveyed underestimated the average teacher salary in their local district by more than \$10,000. Average teacher salary in the local districts of surveyed parents was \$51,700, but on average, parents estimated that the average teacher in their district earned about \$43,000 each year. About 10% of parents overestimated teacher salary by more than \$10,000. The rates of under- and over-estimation of teacher salary were consistent across the reported family income levels of surveyed parents.

50%

UNDERESTIMATE
teacher salary
by > \$10,000

39%

WITHIN
\$10,000 of average
teacher salary for district

11%

OVER-ESTIMATE
teacher salary
by > \$10,000



9

ARKANSAS PARENTS FEEL WELCOME AT THEIR STUDENT'S SCHOOL, ARE PLEASED WITH INSTRUCTION AND THINK DISCIPLINE AND GRADING PRACTICES ARE FAIR.

87% of parents surveyed agreed or strongly agreed that they feel welcome at their student's school, and there was no variation among parents of different races.

86% of parents indicated that they trust the teachers at their student's school, although there was some variation with Hispanic parents reporting slightly lower trust (81%) and African American parents reporting higher levels of trust in the teachers (93%).

81% of parents were satisfied or very satisfied with the instruction and 79% were satisfied with the extracurricular activities at their student's school. African American parents, however, were 3 percentage points less likely to be satisfied with instruction and extracurricular activities.

88% of parents indicated that they feel grading practices at their student's school are fair, although there was some variation among by parent race/ethnicity. Only 75% of Hispanic parents reported grading fairness, while 90% of African American parents felt that grading was fair.

82% of parents indicated that they feel discipline practices at their student's school are fair. Hispanic parents were 6 percentage points more likely to feel discipline practices at their student's school are fair.

About the sample n=500:

Demographics:

55% Female
70% White
15% Black/African American
10% Hispanic
5% Other Races
(Asian, Native American,
Two or more races, Other
Race, Middle Eastern)

Political Party:

20% Democrat
34% Republican
28% Independent
4% Other
14% Not Sure

Annual Household Income:

50% Less than \$50k
25% Between \$50k and \$100k
12% More than \$100k
13% Declined to disclose

The respondents were matched to a sampling frame on gender, age, race, and education. The frame was constructed by stratified sampling from the full 2019 American Community Survey (ACS) 1-year sample with selection within strata by weighted sampling with replacements (using the person weights on the public use file). The matched cases were weighted to the sampling frame using propensity scores. The matched cases and the frame were combined, and a logistic regression was estimated for inclusion in the frame. The propensity score function included age, gender, race/ethnicity, years of education, and region. The propensity scores were grouped into deciles of the estimated propensity score in the frame and post stratified according to these deciles. The weights were then post-stratified on 2016 and 2020 Presidential vote choice, and a four-way stratification of gender, age (4-categories), race (4-categories), and education (4-categories), to produce the final weight.



Office for Education Policy University of Arkansas

201 Graduate Education Building
Fayetteville, AR 72701
Phone: (479) 575-3773
Fax: (479) 575-3196
E-mail: oep@uark.edu
www.officeforeducationpolicy.org
Twitter: @Office4EdPolicy
Facebook: Office for Education Policy

Mission:

The Office for Education Policy (OEP) provides relevant education research, data, and policy analysis to support data-driven decision-making for Arkansas PK-12 policymakers and educators.

Sarah McKenzie, PhD
OEP Executive Director

Josh McGee, PhD
OEP Associate Director

Charlene Reid
Research Staff