



# **PAVE Academic Survey Results Winter 2023**

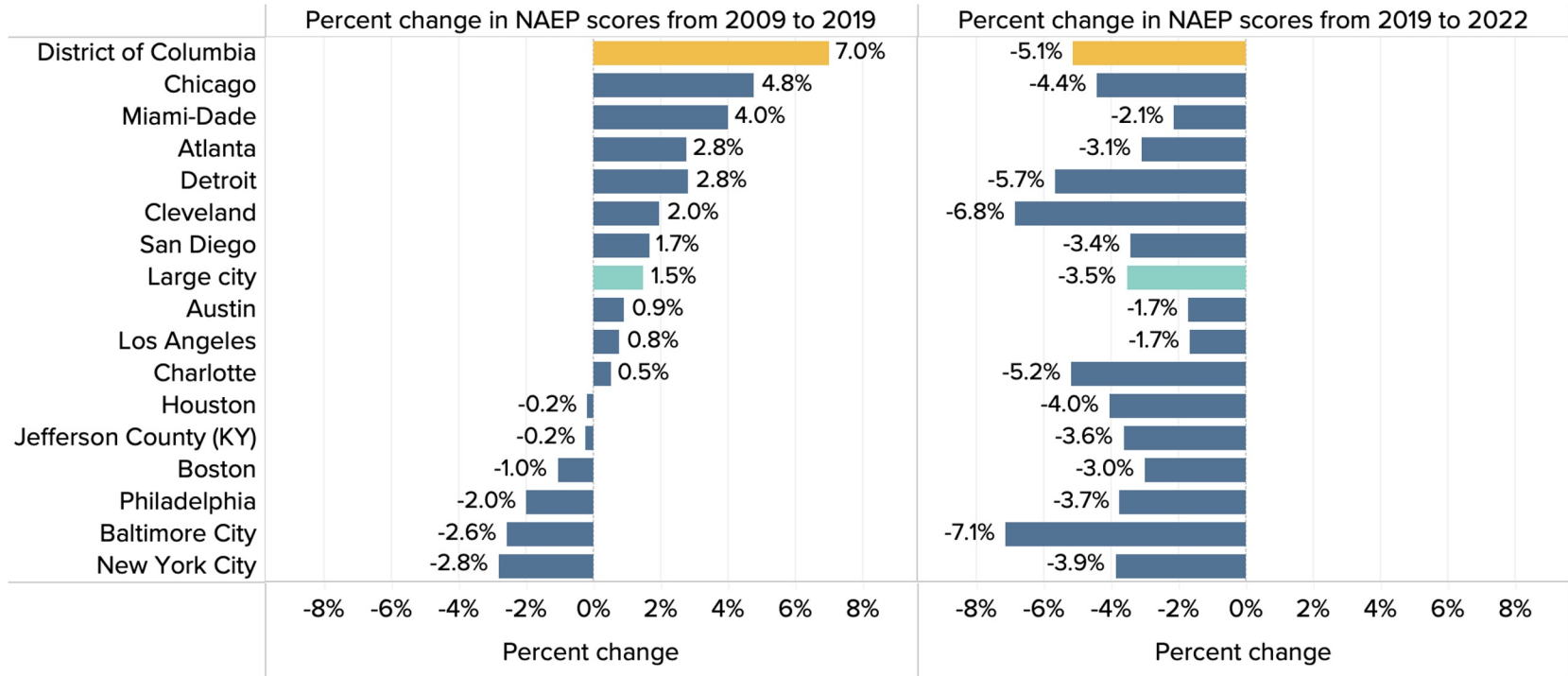


PARENTS AMPLIFYING  
VOICES in EDUCATION

# State of DC Academic Progress



## Percent change in NAEP math scores for 4th grade



Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Math Assessment. Retrieved from <https://nces.ed.gov/nationsreportcard/data/>





**D.C. POLICY CENTER**

Education Policy Initiative

# What is the goal of the survey?



**Opportunity to hear from parents and caregivers across the District on their experiences with academics to answer the following questions:**

-  How satisfied are parents with academics at their students' schools?
-  How are parents included in their children's academic growth at school?
-  How are students being supported at school?
-  What is working and what can be improved?



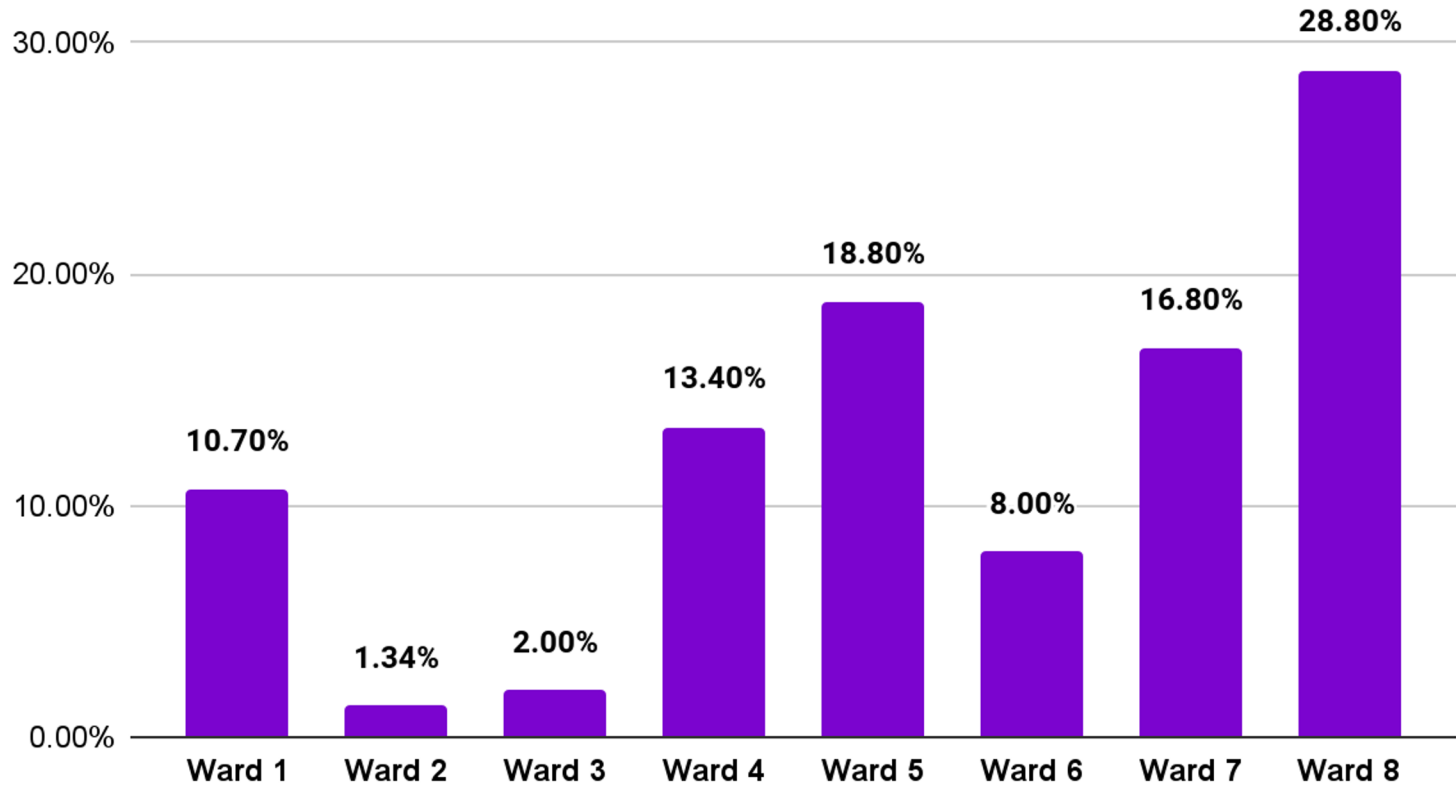
# Survey Participants



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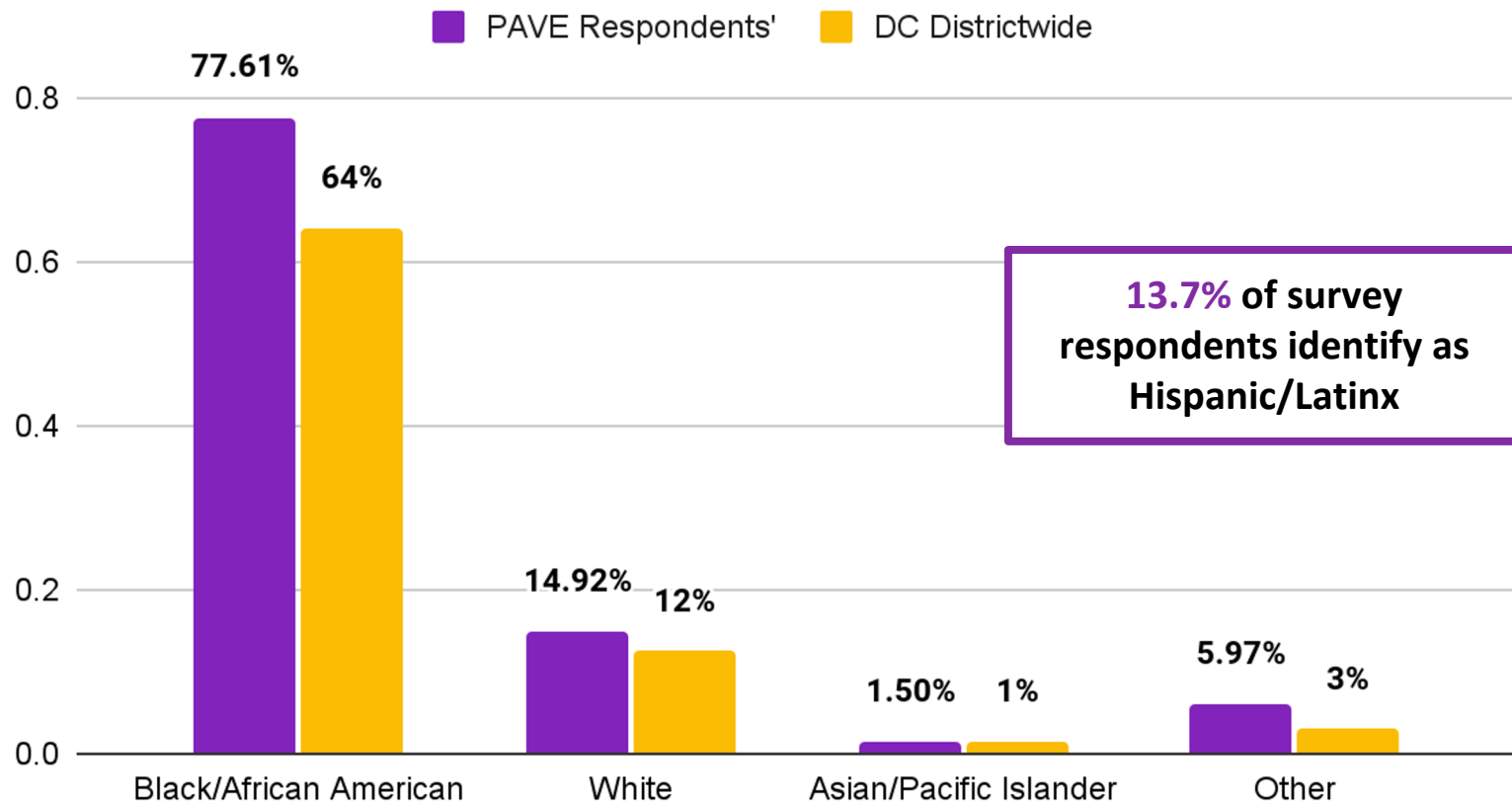


## Respondents' Ward of Residency





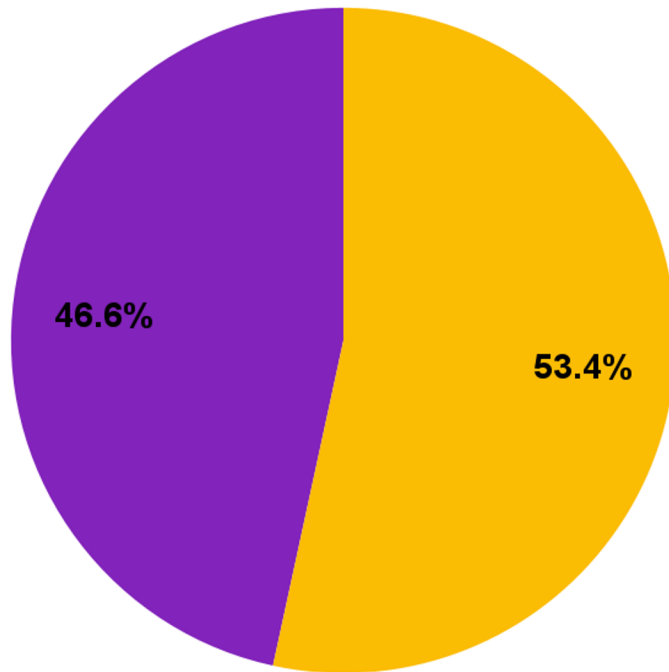
## Survey Respondents' Race vs. DC Districtwide





## Receives Services

**Comparatively:**  
About **46%** of DC  
students are  
considered “at-risk”

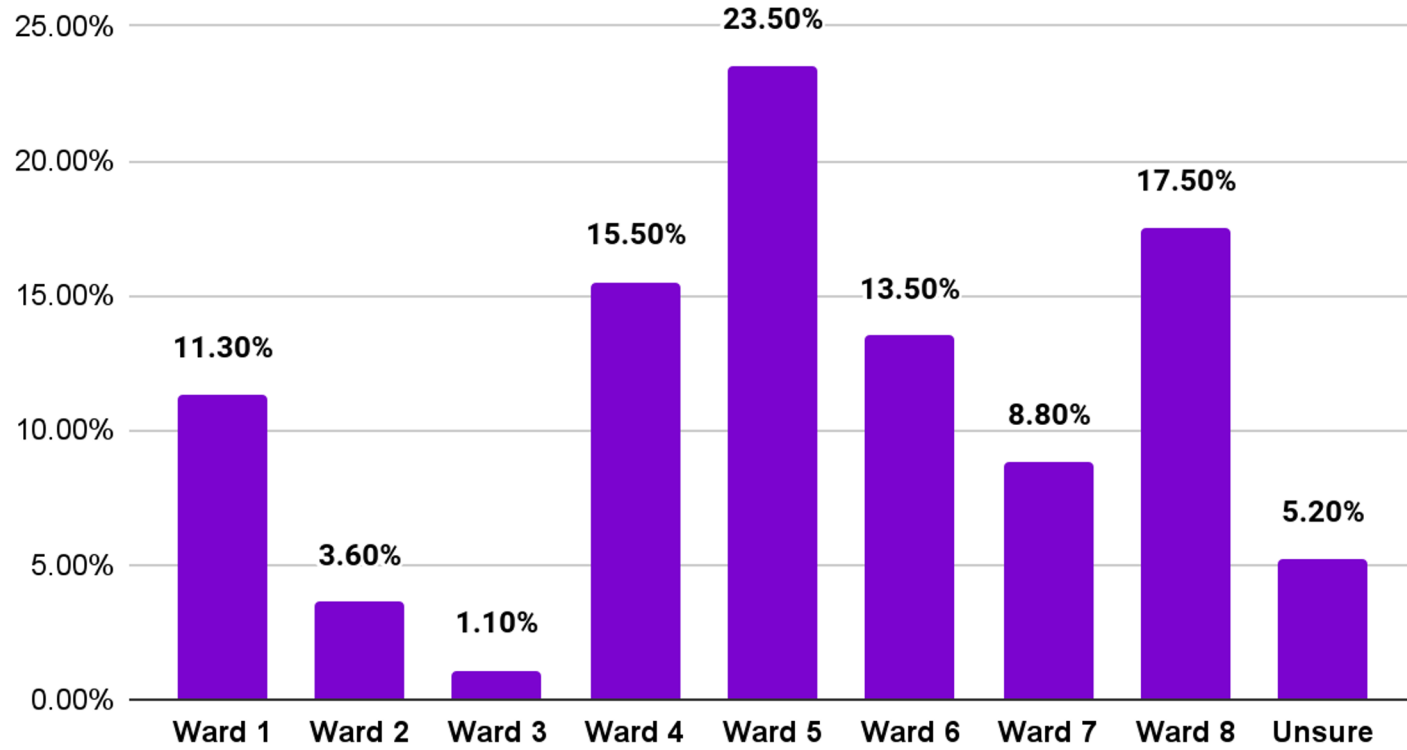


● Receives services ● Doesn't receive services

*Note: A student is considered at-risk if they are experiencing homelessness, are in the foster care system, qualify for TANF and/or SNAP, and/or are at least one year older than the high school grade for which they are enrolled*



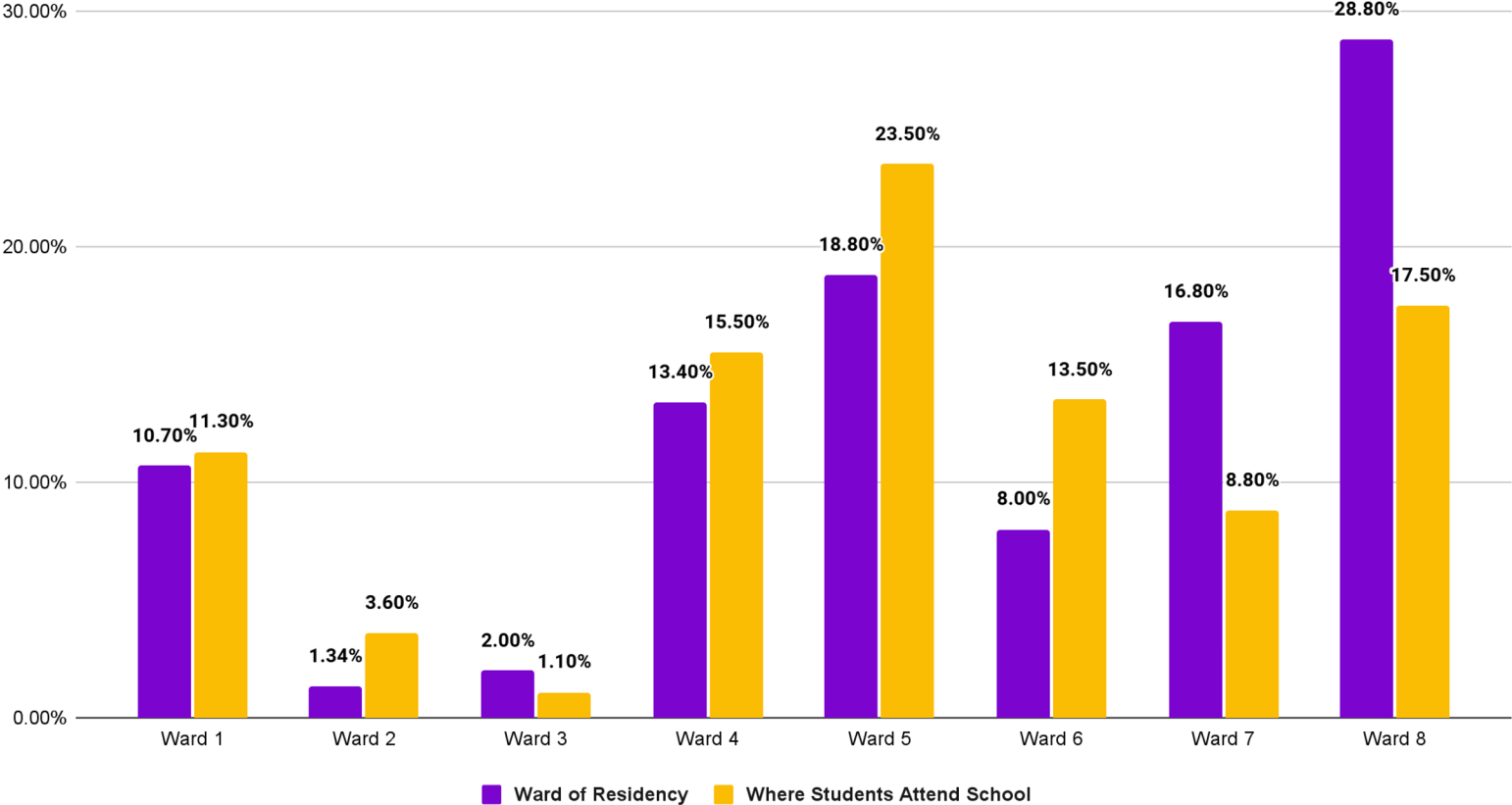
## Where Students Attend School





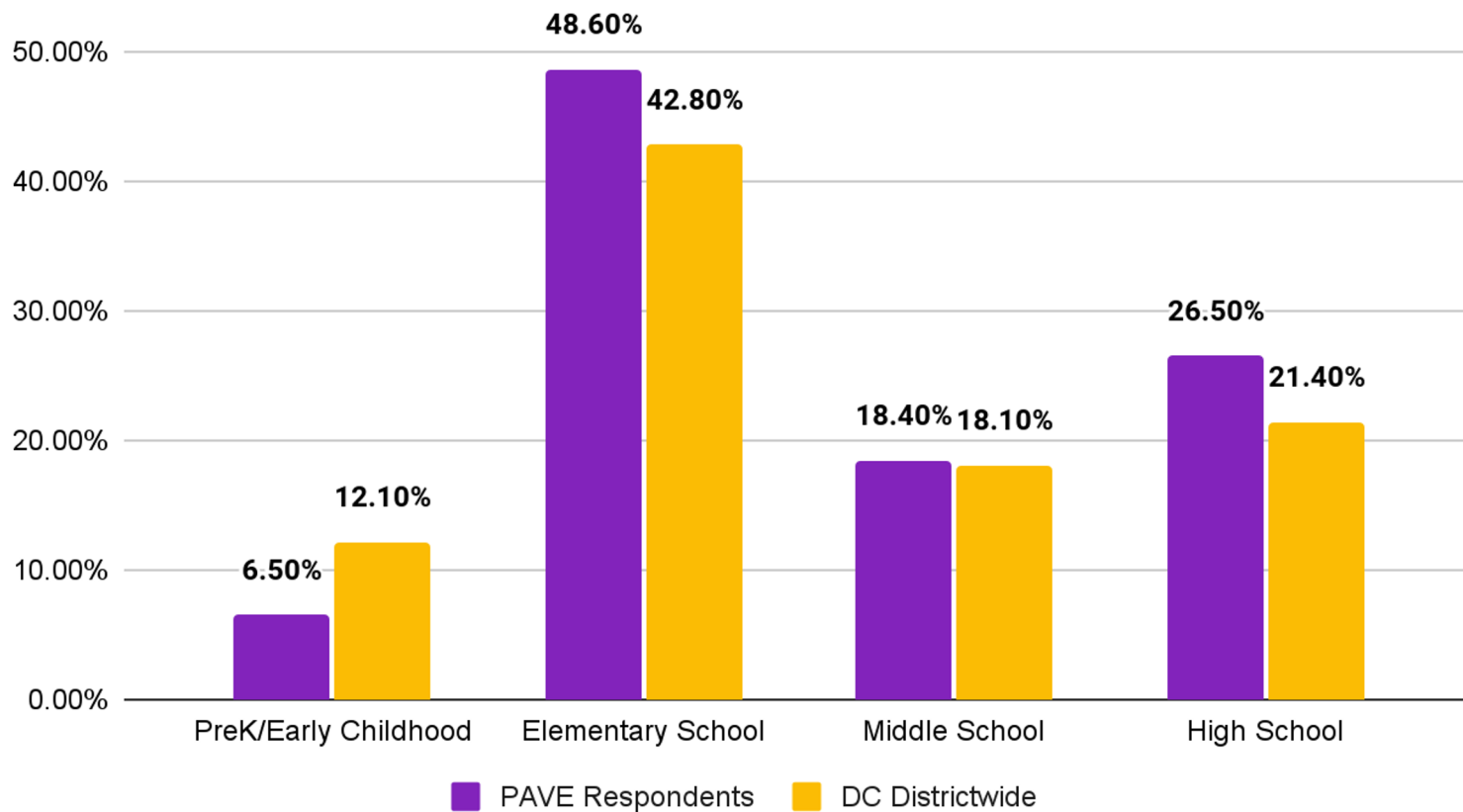


# Ward of Residency vs. Where Students Attend School



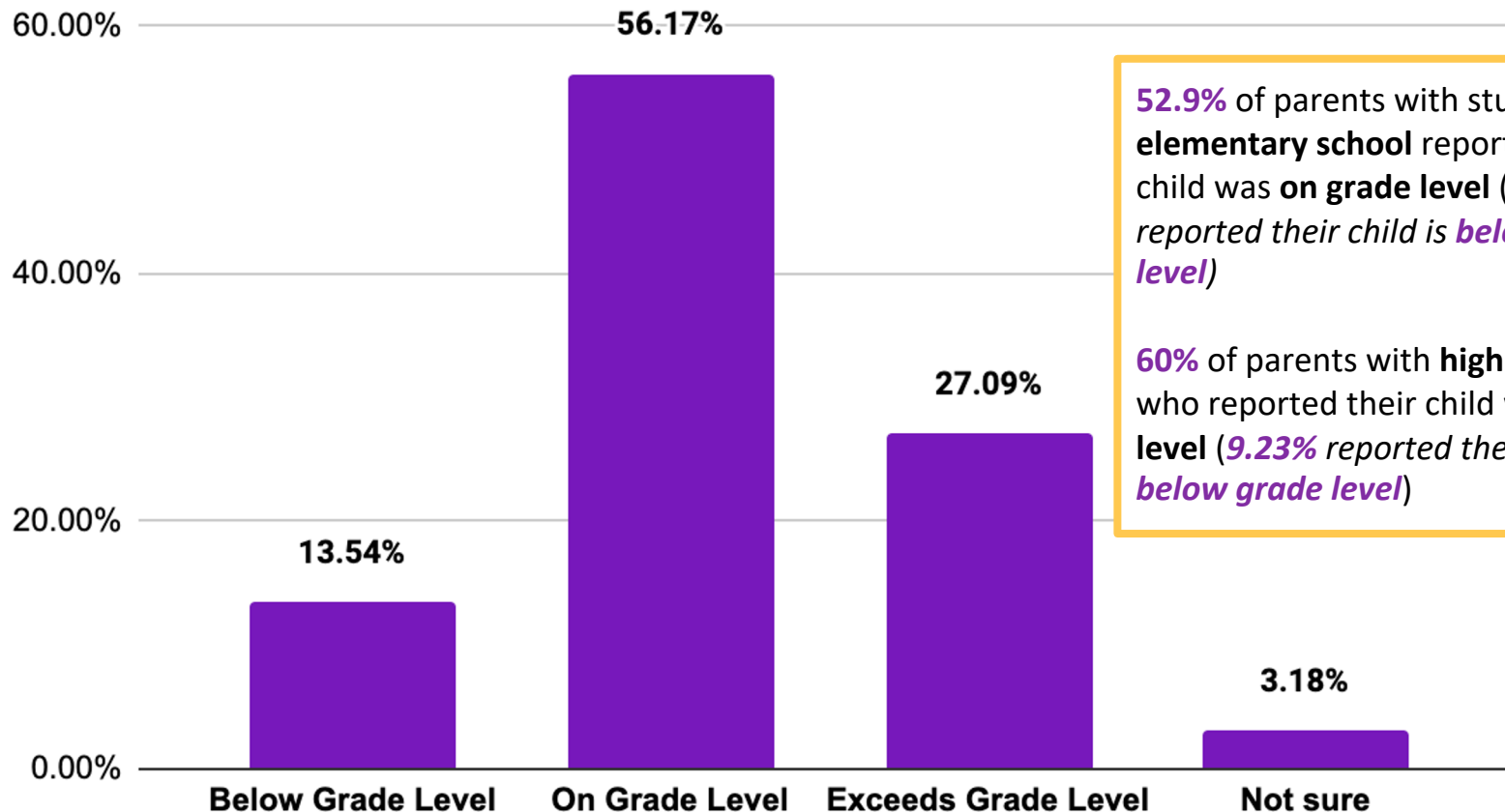


## Student Grade Level





## Parent Perceptions: Student Grade Level



**52.9%** of parents with students in **elementary school** reported that their child was **on grade level** (**15.96%** reported their child is **below grade level**)

**60%** of parents with **high schoolers** who reported their child was **on grade level** (**9.23%** reported their child is **below grade level**)

# Overall Satisfaction: An Overview



## **What was asked → Parents' satisfaction with:**

- Classroom learning
- Resources for parents and students (academics, mental health, wraparound services)
- Communication with teachers and school administration
- Student supports and services (special education, academic supports, and English Language Learning)
- School culture



## **What we found: Parents are pretty satisfied with their children's schools**



**Most notably: Parents are pretty satisfied with their children's schools around academics**

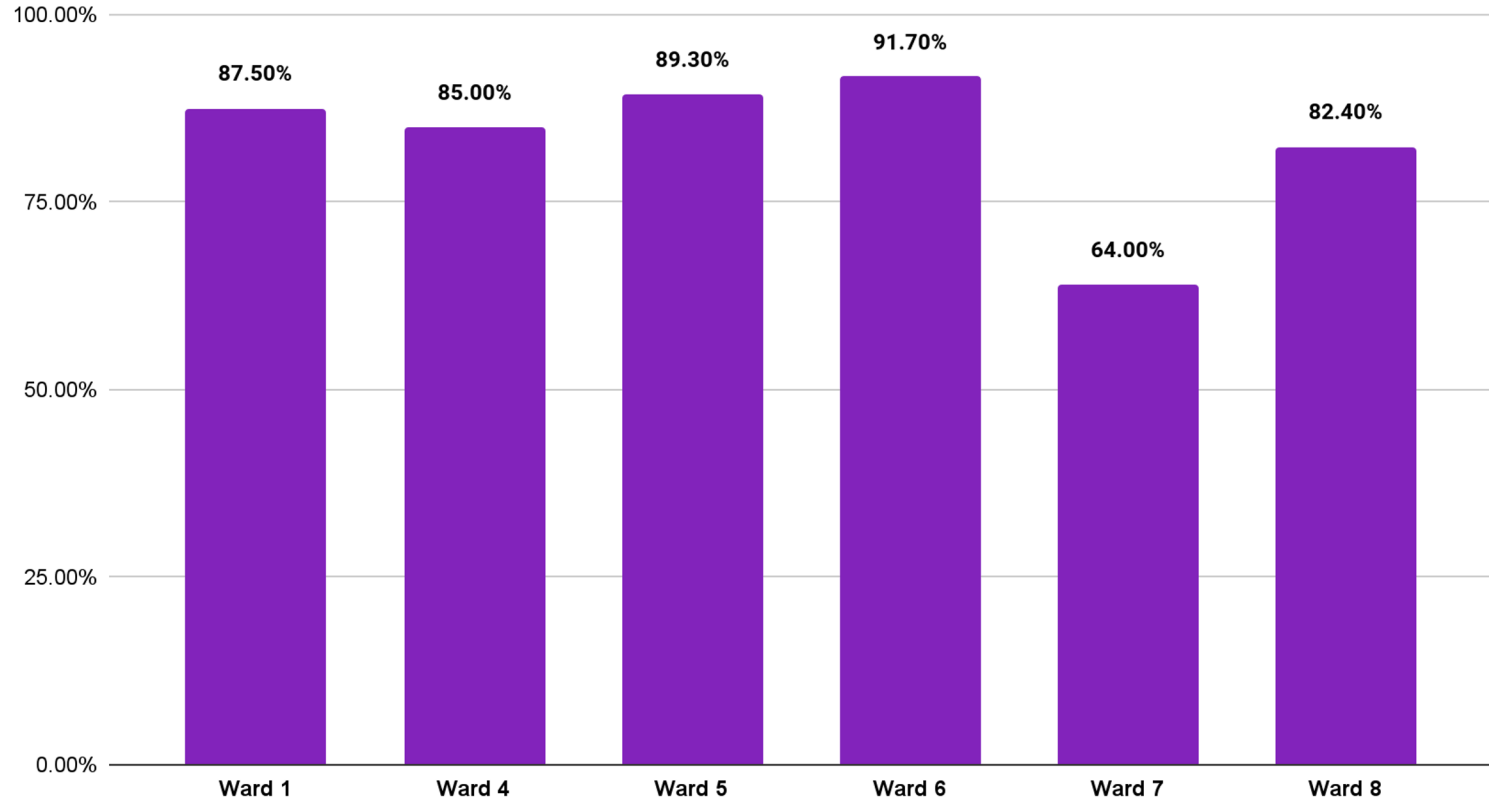


**Let's Dig In!**





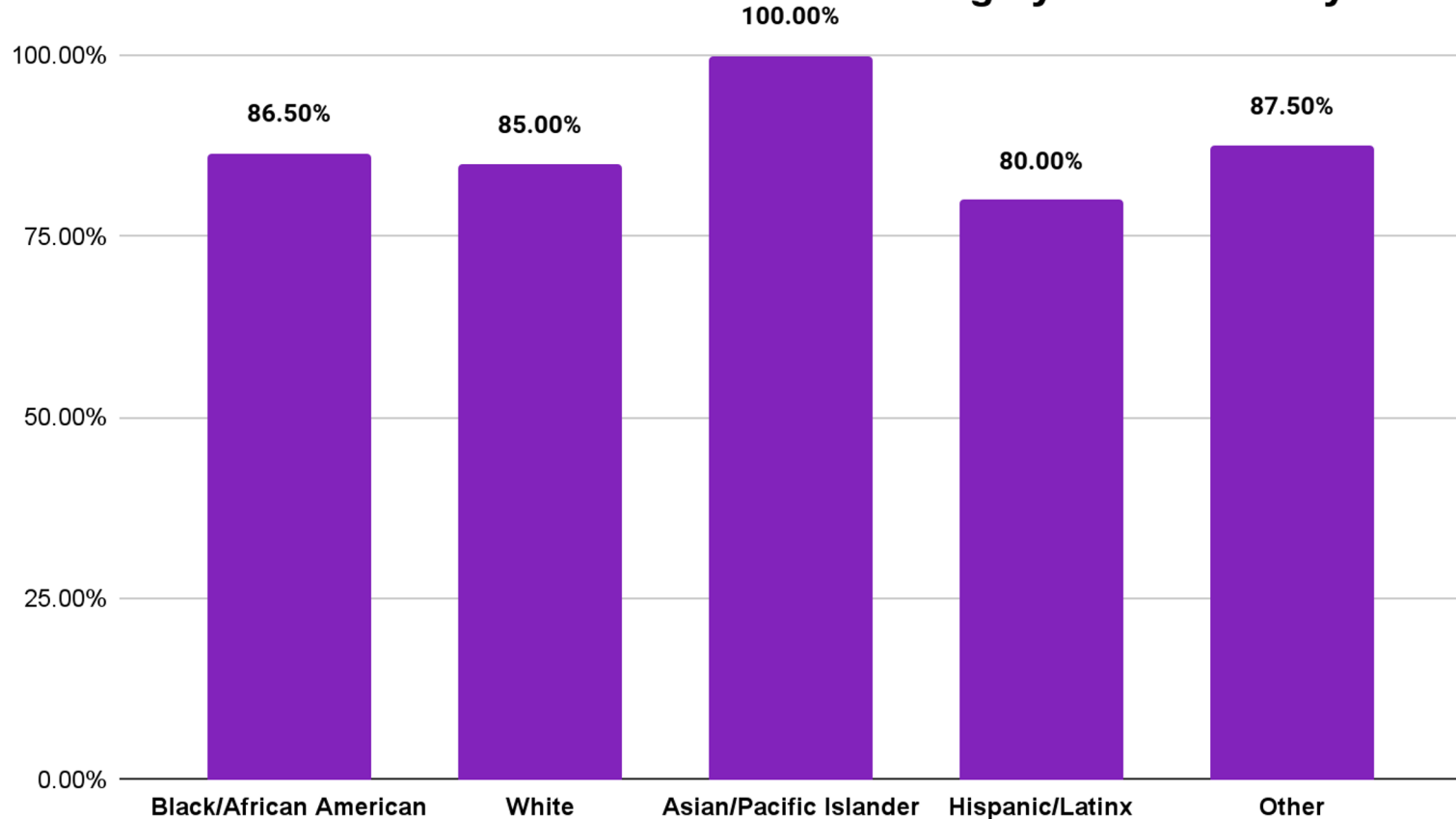
## Parent Satisfaction with Classroom Learning by Ward



*Note: Ward 2 and Ward 3 sample sizes are too small to compare*



## Parent Satisfaction with Classroom Learning by Race/Ethnicity



*Note: Asian/Pacific Islander sample size is too small to compare*

# Parent Satisfaction with Resources to Support Their Child(ren)'s Learning



**73.5%** of respondents shared that they are satisfied or somewhat satisfied with **resources** available

Breaking down by **income** (whether one receives benefits)

- **73%** of respondents who receive benefits are satisfied or somewhat satisfied
- **67.6%** of respondents who do *not* receive benefits are satisfied or somewhat satisfied

**What supports exist for parents to support their children's learning?**

Most common support → **parent-teacher conferences**

Followed by (*in order of most commonly reported to least*):

- Emails from teachers
- Calls from teachers
- Workshops (i.e. hands-on activities to show what students are learning and how they can get help, activities for parents to learn the content)
- Take home resources (packets, books, etc.)

# Teacher and School Administration Communication

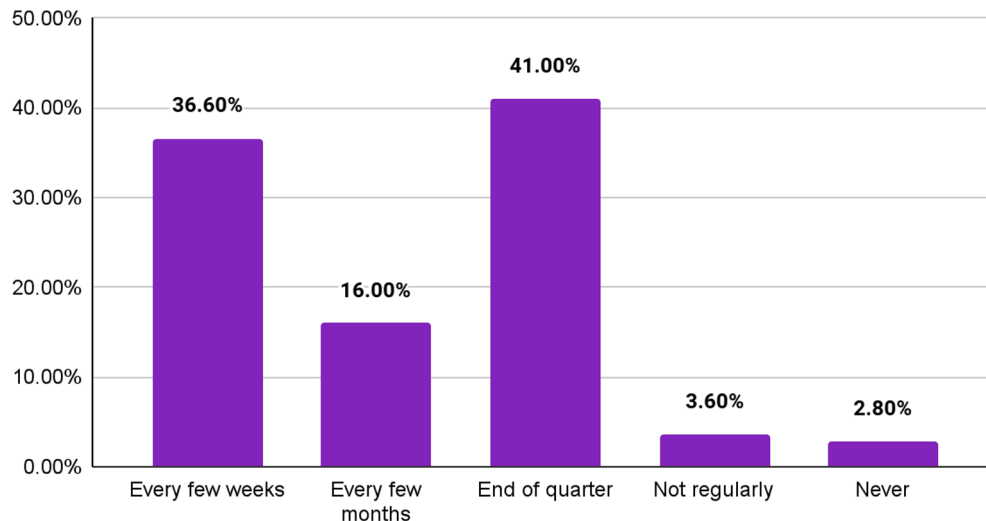


**81.81%** of parents are **satisfied or somewhat satisfied** with **communication** from their child(ren)'s **school's administration**

**81.16%** of parents are **satisfied or somewhat satisfied** with **teacher communication**

*However, when it comes to **frequency of receiving academic supports**, we see a **lack of consistent communication***

**Frequency of Receiving Academic Reports**

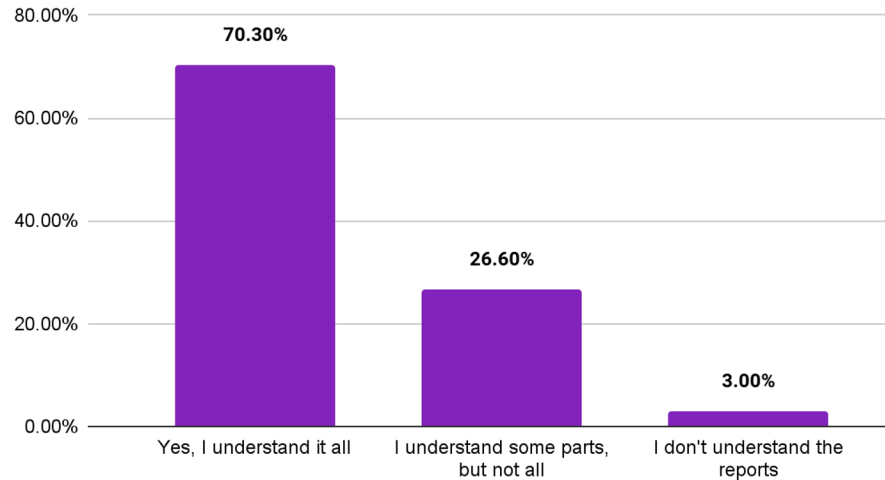




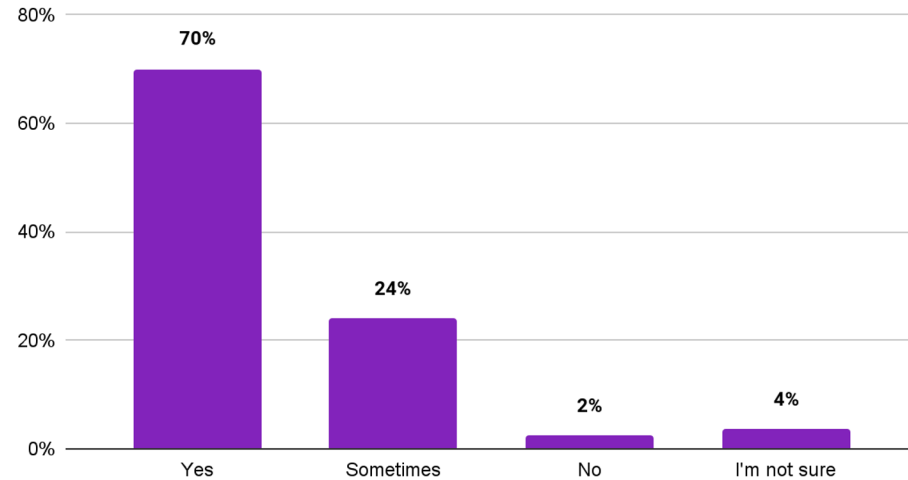


# Understanding Academic Reports

**Understanding Student Academic Reports**



**Understanding Students' Areas for Improvement**



*From our data, those who understand academic reports also understand their students' areas for improvement and growth*

# Academic Support and Quality



**57.37%** of parents reported that their child's school helps their child's academic growth  
(**33.46%** reported only "*sometimes*")

Of those who have received academic supports (67% of respondents), only **27.38%** reported seeing a "**big impact**" on their child's academic performance

- **50.6%** of respondents reported "**some impact**"
- *Notably:* **20.24%** of parents were **unsure of the impact** of the academic supports on their kids

**59.7%** of survey respondents did not seek any outside academic supports

- For those who did, a **majority used a free program** (ex. Tutoring, after school program)
- Followed by (in order):
  - Purchasing textbooks or other resources to support their children's learning,
  - Paid programs (ex. Tutoring, after school program),
  - Mentorship program

# Areas for improvement: School Supports



**67.81%** of parents whose children qualify for ELL services are **satisfied or somewhat satisfied with ELL supports**



**65.25%** of parents are **satisfied or somewhat satisfied with the before and after care/programs** offered at their child(ren)'s schools



**70%** of parents are **satisfied or somewhat satisfied with the mental health resources** offered at their child(ren)'s schools



**68.08%** of parents are **satisfied or somewhat satisfied with the wraparound services** offered at their child(ren)'s schools

# Key Takeaways



## Bright Spots:



Parents are satisfied with classroom learning, communication from their teachers and school leaders, and academic supports offered at their children's schools



Majority of parents are receiving academic reports either every few weeks or at the end of the quarter

## Places for Improvement:



Lack of consistency around frequency of sharing academic reports with parents



Satisfaction with ELL services offered at schools



Opportunities to strengthen non-academic resources (mental health services, OST programs, wraparound programs) that all can significantly impact students' academic growth and success

# Appendix



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## Frequency of receiving reports and parents' perception of how their children are doing:

If a parent receives reports at the end of quarter, they view their students as:

- Below grade level: 16.5% (17 respondents)
- **On grade level: 62.13% (64 respondents)**
- Exceeds grade level: 17.47% (18 respondents)
- Not sure: 3.88% (4 respondents)

If a parent receives reports every few months, they view their students as:

- Below grade level: 7.5% (3 respondents)
- **On grade level: 70% (28 respondents)**
- Exceeds grade level: 22.5% (9 respondents)
- Not sure: 0 respondents

If a parent receives reports every few weeks

- Below grade level: 15.21% (14 respondents)
- **On grade level: 42.47% (40 respondents)**
- Exceeds grade level: 38.04% (35 respondents)
- Not sure: 3.26% (3 respondents)

If a parent has never received a report this school year:

- Below grade level: 0 respondents
- **On grade level: 71.42% (5 respondents)**
- Exceeds grade level: 28.5% (2 respondents)
- Not sure: 0 respondents

If a parent does not receive a report regularly

- Below grade level: 0 respondents
- **On grade level: 44.44% (4 respondents)**
- Exceeds grade level: 44.44% (2 respondents)
- Not sure: 11.1% (1 respondent)