PAVE Academic Survey Results
Winter 2023
State of DC Academic Progress

Percent change in NAEP math scores for 4th grade

<table>
<thead>
<tr>
<th>Percent change in NAEP scores from 2009 to 2019</th>
<th>Percent change in NAEP scores from 2019 to 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Columbia</td>
<td>-5.1%</td>
</tr>
<tr>
<td>Chicago</td>
<td>-4.4%</td>
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<tr>
<td>Miami-Dade</td>
<td>-2.1%</td>
</tr>
<tr>
<td>Atlanta</td>
<td>-5.7%</td>
</tr>
<tr>
<td>Detroit</td>
<td>-3.5%</td>
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<tr>
<td>Cleveland</td>
<td>-3.4%</td>
</tr>
<tr>
<td>San Diego</td>
<td>-1.7%</td>
</tr>
<tr>
<td>Large city</td>
<td>-1.7%</td>
</tr>
<tr>
<td>Austin</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Charlotte</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Houston</td>
<td>-1.0%</td>
</tr>
<tr>
<td>Jefferson County (KY)</td>
<td>-2.0%</td>
</tr>
<tr>
<td>Boston</td>
<td>-2.6%</td>
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<tr>
<td>Philadelphia</td>
<td>-2.8%</td>
</tr>
<tr>
<td>Baltimore City</td>
<td>-7.1%</td>
</tr>
<tr>
<td>New York City</td>
<td>-3.9%</td>
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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
13.7% of survey respondents identify as Hispanic/Latinx.
Comparatively: About 46% of DC students are considered “at-risk”.

Note: A student is considered at-risk if they are experiencing homelessness, are in the foster care system, quality for TANF and/or SNAP, and/or are at least one year older than the high school grade for which they are enrolled.
Ward of Residency vs. Where Students Attend School

- Ward 1: 10.70% Ward of Residency, 11.30% Where Students Attend School
- Ward 2: 1.34% Ward of Residency, 3.60% Where Students Attend School
- Ward 3: 2.00% Ward of Residency, 1.10% Where Students Attend School
- Ward 4: 13.40% Ward of Residency, 15.50% Where Students Attend School
- Ward 5: 23.50% Ward of Residency, 18.80% Where Students Attend School
- Ward 6: 8.00% Ward of Residency, 13.50% Where Students Attend School
- Ward 7: 8.80% Ward of Residency, 16.80% Where Students Attend School
- Ward 8: 28.80% Ward of Residency, 17.50% Where Students Attend School

Legend:
- Purple: Ward of Residency
- Yellow: Where Students Attend School
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!
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 and learning and how they can get help, activities for parents to learn the content)
- Take home resources (packets, books, etc.)
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.
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
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)