



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

**EMBARGOED UNTIL: August 30, 2016 AT 11 AM**

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## OSSE Announces Improved Statewide PARCC Results

*Results show overall rise in Mathematics and English Language Arts and score increases in most grades*

**(WASHINGTON, DC)** – Today, Mayor Muriel Bowser, Deputy Mayor for Education Jennie Niles, and State Superintendent of Education Hanseul Kang announced the District’s 2016 statewide results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. In its second year of administration, statewide PARCC results show the percentage of DC students who are on track for the next grade level and to leave high school prepared for success in college and career (scoring at level 4 or higher out of five possible levels) increased overall in mathematics and English language arts (ELA).

| PARCC DC |         |           |         |         |           |
|----------|---------|-----------|---------|---------|-----------|
| ELA      |         |           | Math    |         |           |
| 2014-15  | 2015-16 | Change    | 2014-15 | 2015-16 | Change    |
| 25%      | 27%     | <b>+2</b> | 22%     | 25%     | <b>+3</b> |

Administered in the spring of the 2015-16 school year, the PARCC assessment measures the knowledge and skills that matter most for students’ future academic success —such as reading complex texts, writing, and problem-solving. Last year’s scores set an important baseline for students and provide a starting point for assessing their readiness for college and career success.

***“The gains we are seeing in these results highlight that more students in our public schools are learning the real-world skills they will need for future success,”*** said Mayor Bowser. ***“We will continue to work hard to ensure that more and more of our students are meeting or exceeding expectations on this exam.”***

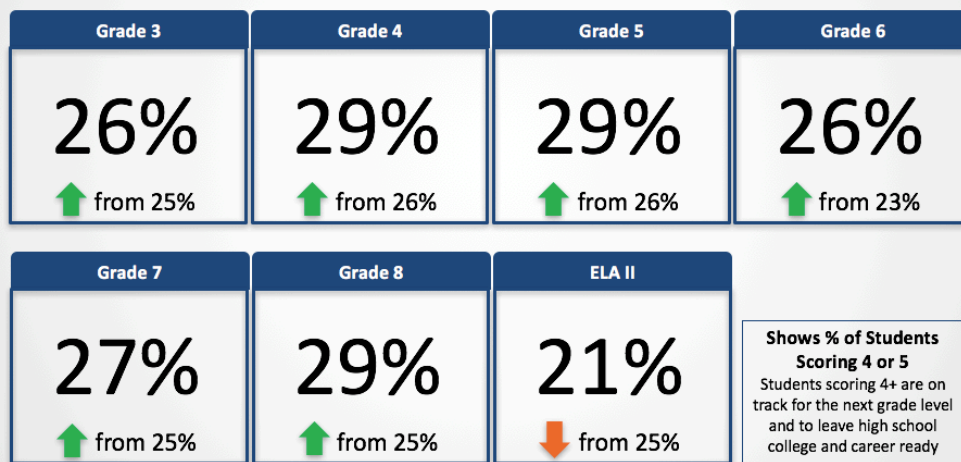
PARCC measures students’ proficiency in math and English language arts in grades 3-8 and high school. Score results for the PARCC assessments fall into five performance levels, with levels 4 and 5 indicating that students met or exceeded expectations and are on track for college and career readiness, and level 3 indicating that students approached expectations.

In addition to overall increases in math and ELA, 2015-16 school year results show that scores are up across most grade levels, with more students scoring in levels 4 and 5.



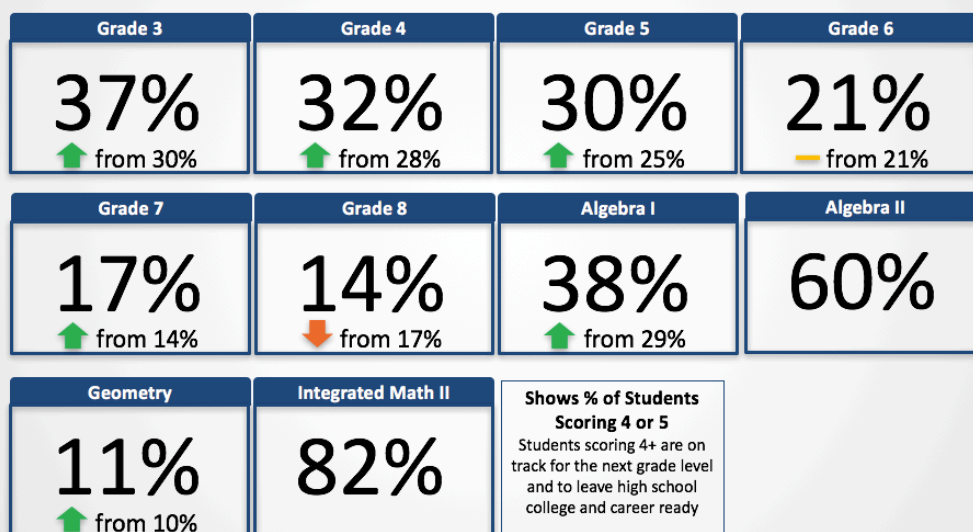
## ELA: Results by Test

The percent of students who are on track for the next grade level and to leave high school college and career ready improved across almost all tests for ELA.



## Math: Results by Test

As in ELA, the percent of students scoring 4+ improved across most tests for math.



Increases are seen among specific groups of students as well, including improved results for students with disabilities, English language learners, students who are economically disadvantaged, students at-

risk, and Black and Hispanic students. These improvements are a testament to the hard work of educators and students.



## ELA: Results for Specific Groups

Nearly all specific groups of students saw growth in the percent of students scoring 4+ with the greatest gains for economically disadvantaged students at 4 points.

|                         | % scoring Level 4 or 5 |         |
|-------------------------|------------------------|---------|
|                         | 2016                   | Change  |
| All                     | 27%                    | ▲ 1.9%  |
| <b>Race / Ethnicity</b> |                        |         |
| Black                   | 19%                    | ▲ 2.3%  |
| Hispanic                | 25%                    | ▲ 2.9%  |
| White                   | 74%                    | ▼ -4.8% |
| <b>Race by Gender</b>   |                        |         |
| Black Female            | 24%                    | ▲ 2.6%  |
| Black Male              | 15%                    | ▲ 2.1%  |
| Hispanic Female         | 30%                    | ▲ 3.9%  |
| Hispanic Male           | 19%                    | ▲ 2.0%  |

|                            | % scoring Level 4 or 5 |        |
|----------------------------|------------------------|--------|
|                            | 2016                   | Change |
| <b>Gender</b>              |                        |        |
| Female                     | 32%                    | ▲ 2.3% |
| Male                       | 22%                    | ▲ 1.5% |
| <b>Special Populations</b> |                        |        |
| Special Education          | 5%                     | ▲ 1.2% |
| English Language Learner   | 14%                    | ▲ 2.7% |
| Economically Disadvantaged | 18%                    | ▲ 3.8% |
| At-Risk                    | 13%                    | ▲ 1.8% |



## Math: Results for Specific Groups

Gains in the percent of students scoring 4+ for specific groups are consistent across the board in math, ranging from 2 to 3 points.

|                         | % scoring Level 4 or 5 |        |
|-------------------------|------------------------|--------|
|                         | 2016                   | Change |
| All                     | 25%                    | ▲ 2.7% |
| <b>Race / Ethnicity</b> |                        |        |
| Black                   | 17%                    | ▲ 2.2% |
| Hispanic                | 22%                    | ▲ 2.0% |
| White                   | 71%                    | ▲ 2.7% |
| <b>Race by Gender</b>   |                        |        |
| Black Female            | 19%                    | ▲ 2.9% |
| Black Male              | 16%                    | ▲ 1.6% |
| Hispanic Female         | 22%                    | ▲ 2.0% |
| Hispanic Male           | 22%                    | ▲ 2.1% |

|                            | % scoring Level 4 or 5 |        |
|----------------------------|------------------------|--------|
|                            | 2016                   | Change |
| <b>Gender</b>              |                        |        |
| Female                     | 26%                    | ▲ 3.2% |
| Male                       | 24%                    | ▲ 2.4% |
| <b>Special Populations</b> |                        |        |
| Special Education          | 6%                     | ▲ 2.5% |
| English Language Learner   | 19%                    | ▲ 2.8% |
| Economically Disadvantaged | 17%                    | ▲ 2.9% |
| At-Risk                    | 13%                    | ▲ 1.9% |

While there is a great deal of progress, there is still much work to be done to ensure that all students are on track for success in college and career. Overall, fewer than 30 percent of the District's students are currently on track for college and career readiness on the PARCC assessment.

State Superintendent Kang sees the results as important indicators that the District is moving in the right direction but also acknowledges the hard work ahead.

"At OSSE, we are proud to see more of our students performing at the highest levels of the PARCC assessment. There is still much more work to do to ensure that all our students do well on PARCC – an important indicator for readiness in college and career," said Superintendent Kang.

PARCC results are one of several measures — including report card grades, classroom performance, and teacher feedback — that create a broader picture of a student's progress. Schools will receive individual student reports in early September. OSSE has prepared a suite of resources, available at [osse.dc.gov/parcc](https://osse.dc.gov/parcc), that help parents and teachers use the scores to further improve student progress.

"As the District's state education agency, OSSE is continuously working to ensure equitable access to quality education across DC. At OSSE, we believe in the potential of all students, and know that all students can learn and achieve at high levels," Superintendent Kang said. "We are continuing to support educators by providing resources and professional development so they can use this information to further strengthen instruction and improve student outcomes."

For more information about PARCC, the 2016 PARCC scores, and support resources, visit [osse.dc.gov/parcc](https://osse.dc.gov/parcc).

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