



★ ★ ★ GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

2015 District of Columbia Partnership for Assessment of Readiness for College and Careers (PARCC) High School Results

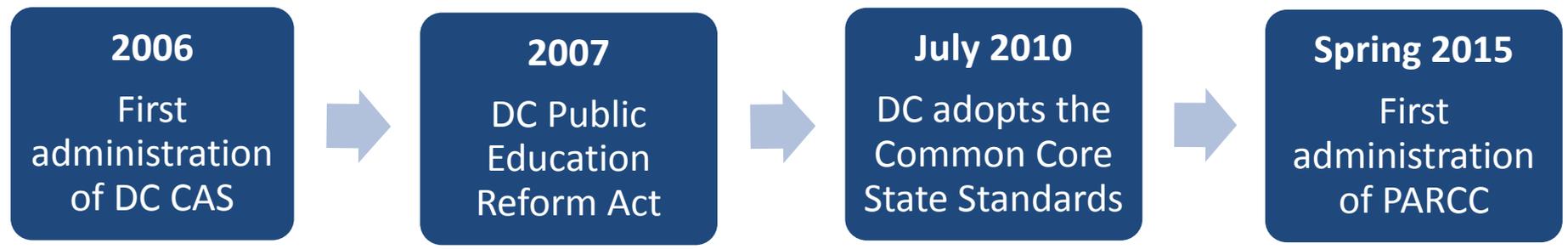


Office of the State Superintendent of Education
Hanseul Kang, State Superintendent
Tuesday, October 27, 2015





Raising the Bar for Education in DC





Background

- Too many students are unprepared for first year college coursework and unprepared for the workforce
- As a result, the District implemented the ***Partnership for Assessment of Readiness for College and Careers*** (PARCC) assessments
- DC students and students in 11 other states took PARCC in the 2014-15 school year
 - AR, CO, IL, LA, MD, MA, MS, NJ, NM, OH, RI





Transition to PARCC

- Developed through a state consortium, with input from educators across the learning spectrum
- Active participation by DC educators in question review and performance level-setting
- Required 2014-15 PARCC assessments
 - English language arts/literacy and math in grades 3-8
 - English II and Geometry/Integrated Math II in high school



DC CAS vs. PARCC

7th Grade DC CAS (pre-Common Core):
In a well-developed composition, describe what you consider to be a perfect vacation.

7th Grade PARCC: You have read a passage from *The Count of Monte Cristo* and a scene from *Blessings*. Think about the similarities and differences in how the two authors develop the themes in each text. Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.



How Was PARCC Administered in DC?

- 92 percent of DC students took PARCC online

High School Assessments

English II	Geometry/Integrated Math II*
3,642 students assessed	3,524 students assessed

6 * Only 11 students in DC took Integrated Math II.





Performance Levels

College and Career Ready ↑

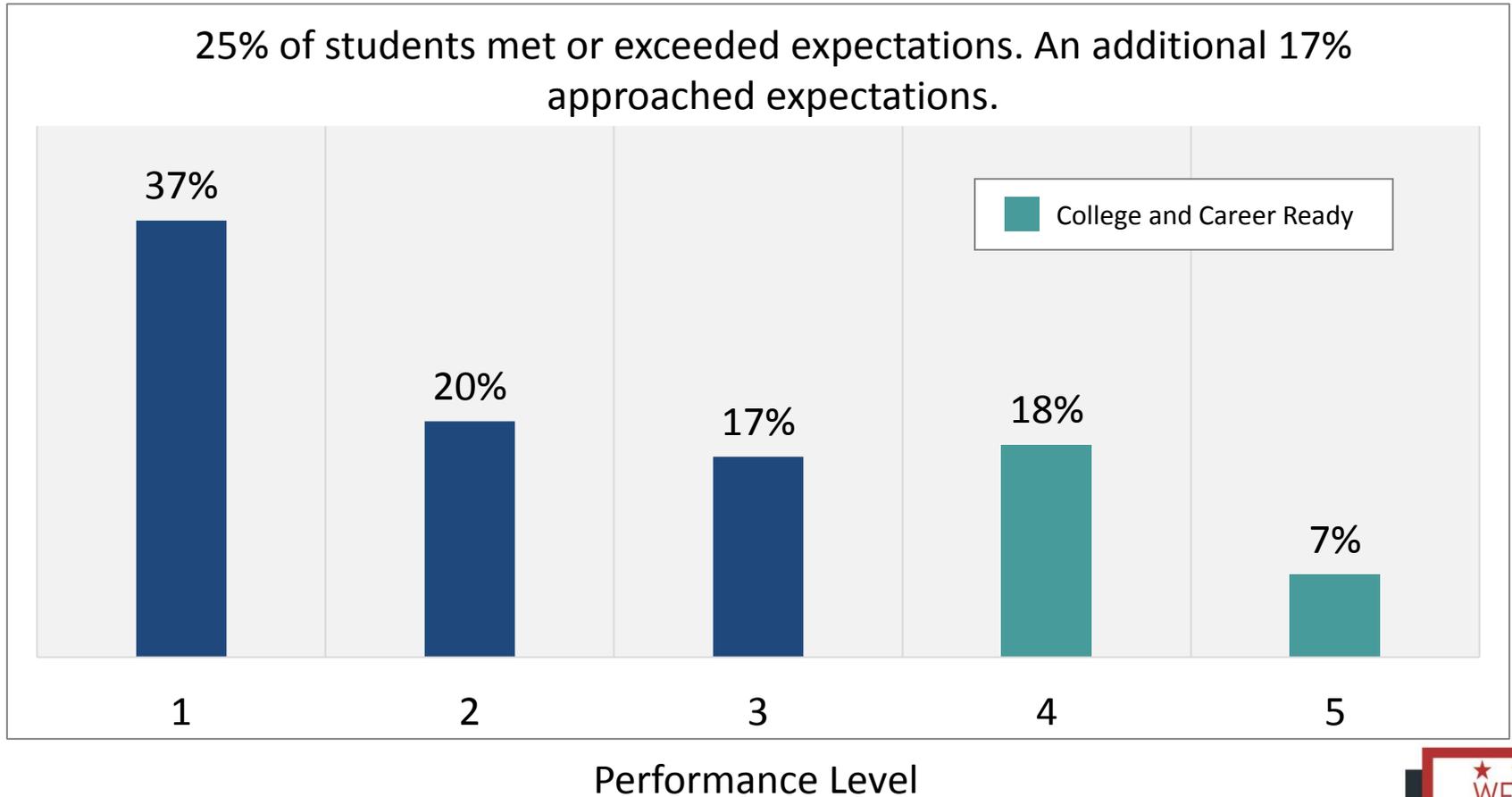
PARCC Performance Levels	
Level 5	Exceeded expectations
Level 4	Met expectations
Level 3	Approached expectations
Level 2	Partially met expectations
Level 1	Did not yet meet expectations





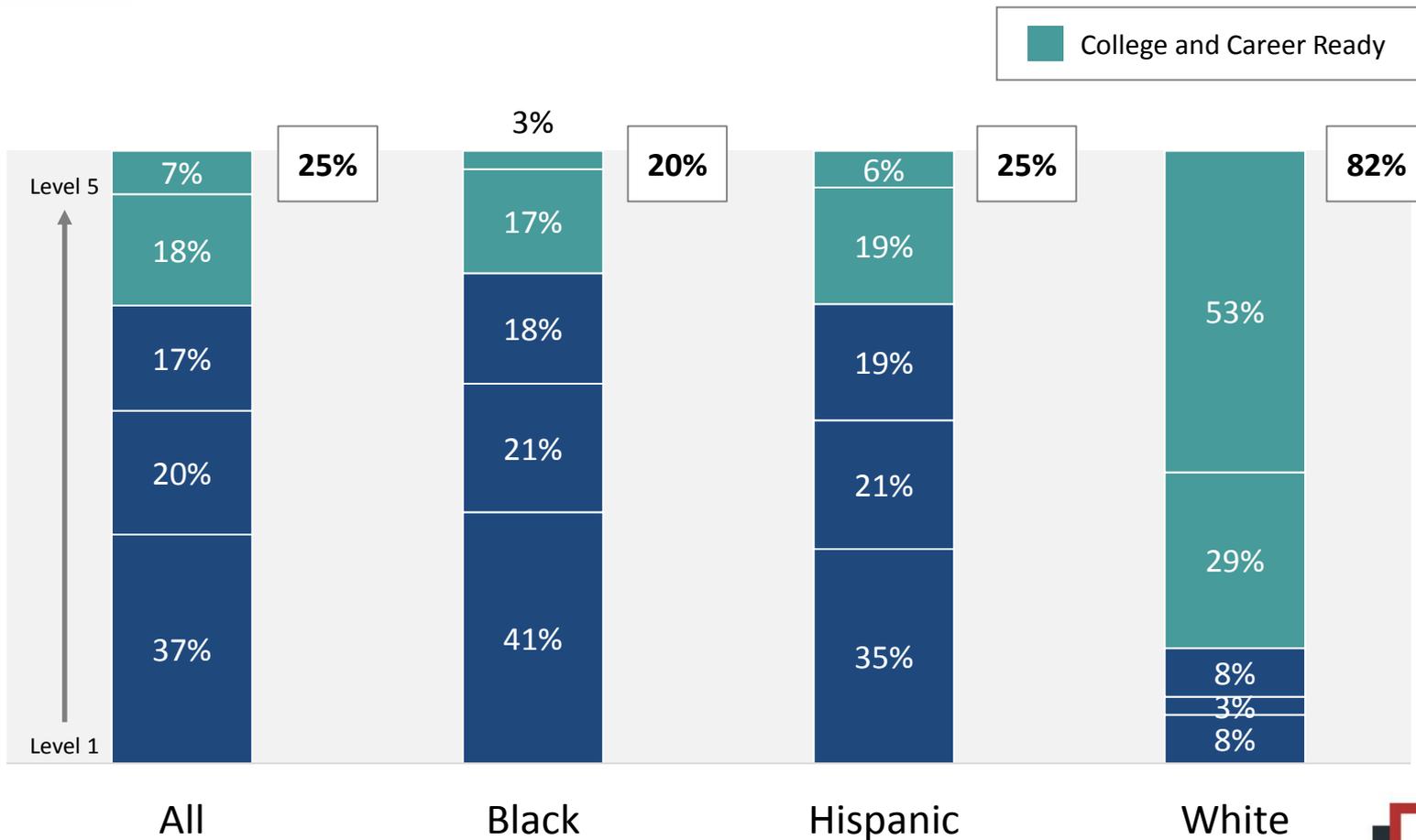
English II Results

25% of students met or exceeded expectations. An additional 17% approached expectations.



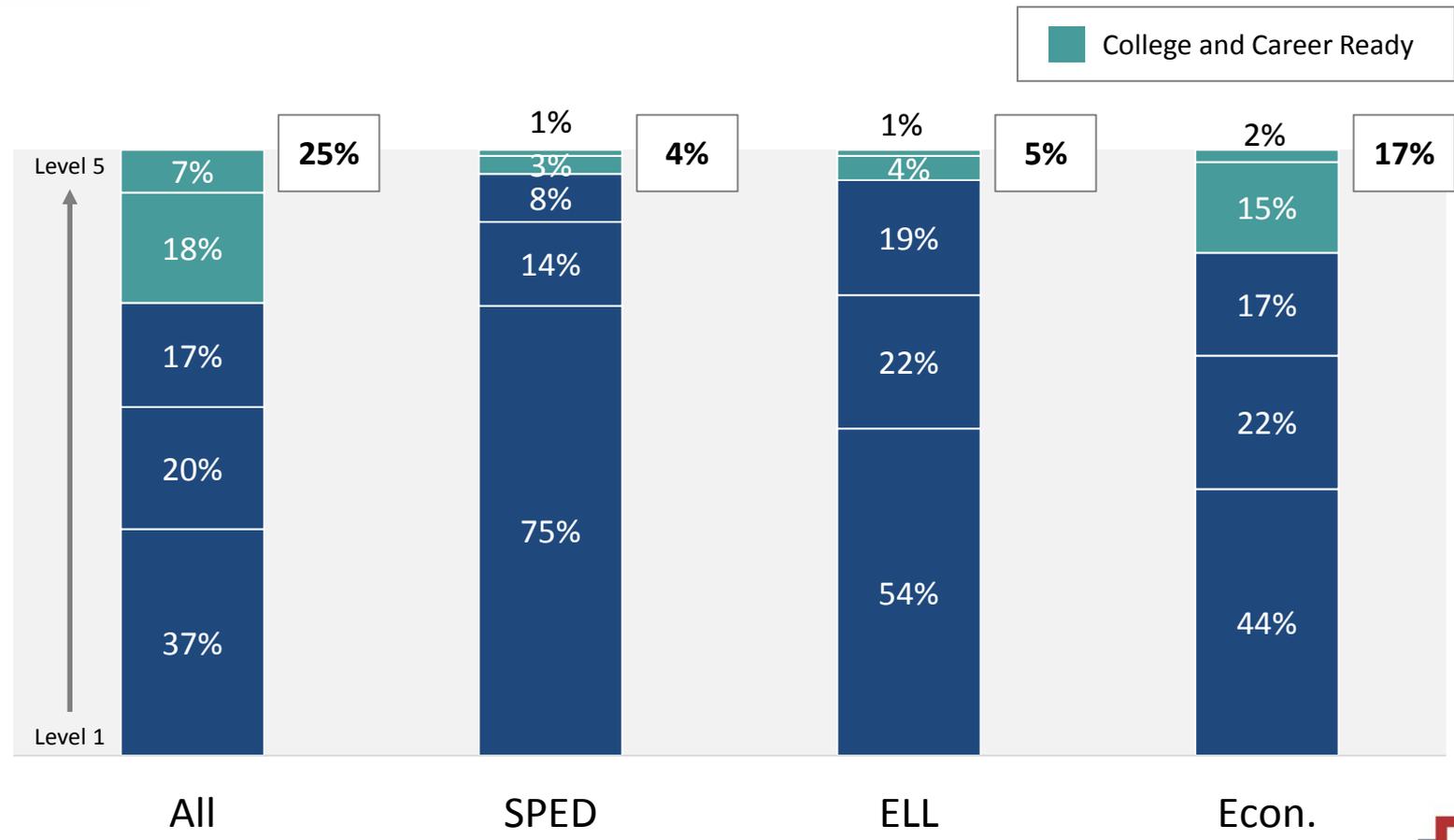


English II Results by Race/Ethnicity





English II Results by Special Population



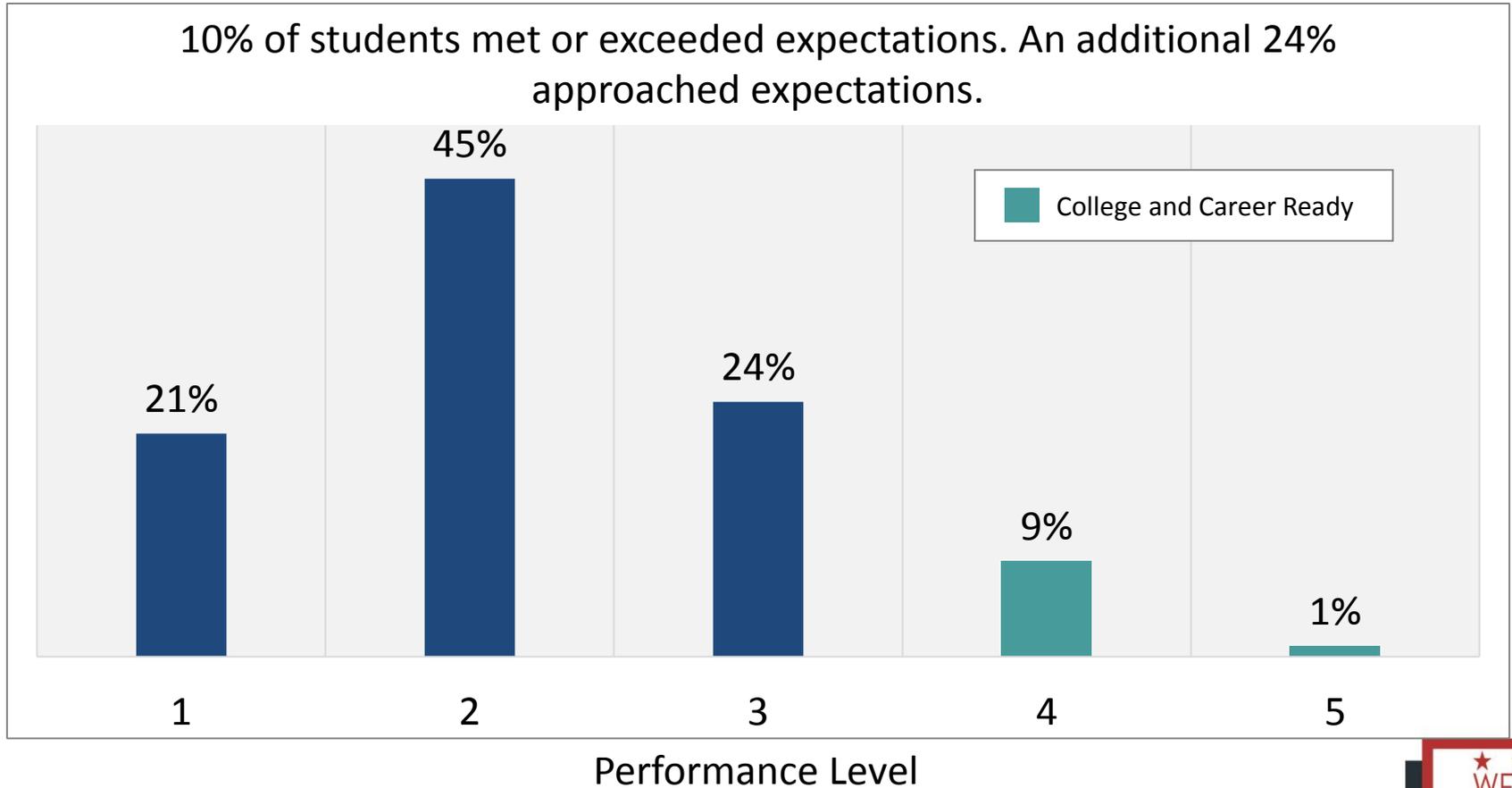
*Percentage of test takers by special population: SPED (N=610; 17%), ELL (N=295; 8%), Econ. Disadvantaged (N=2,837; 78%)





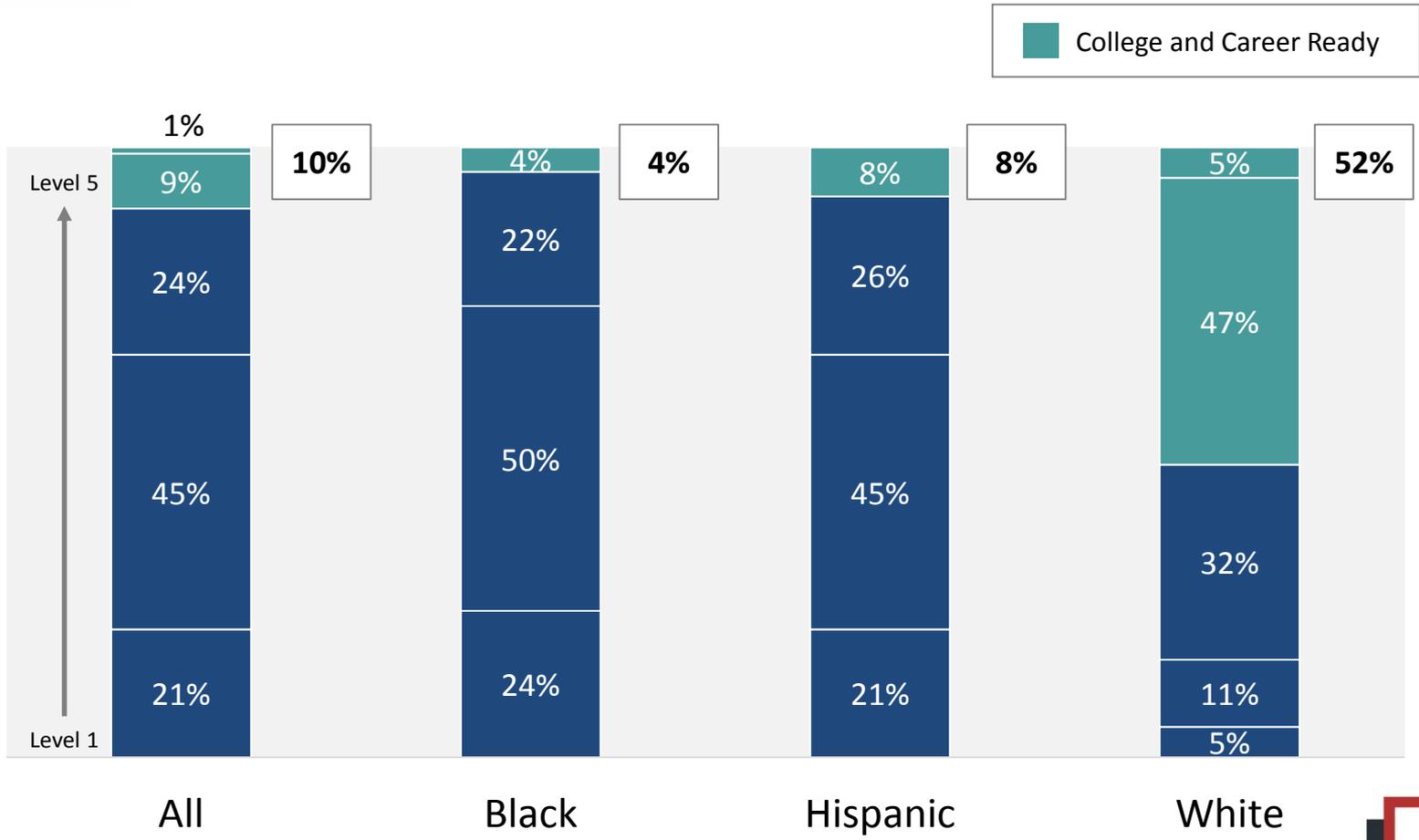
Math Results

10% of students met or exceeded expectations. An additional 24% approached expectations.





Math Results by Race/Ethnicity

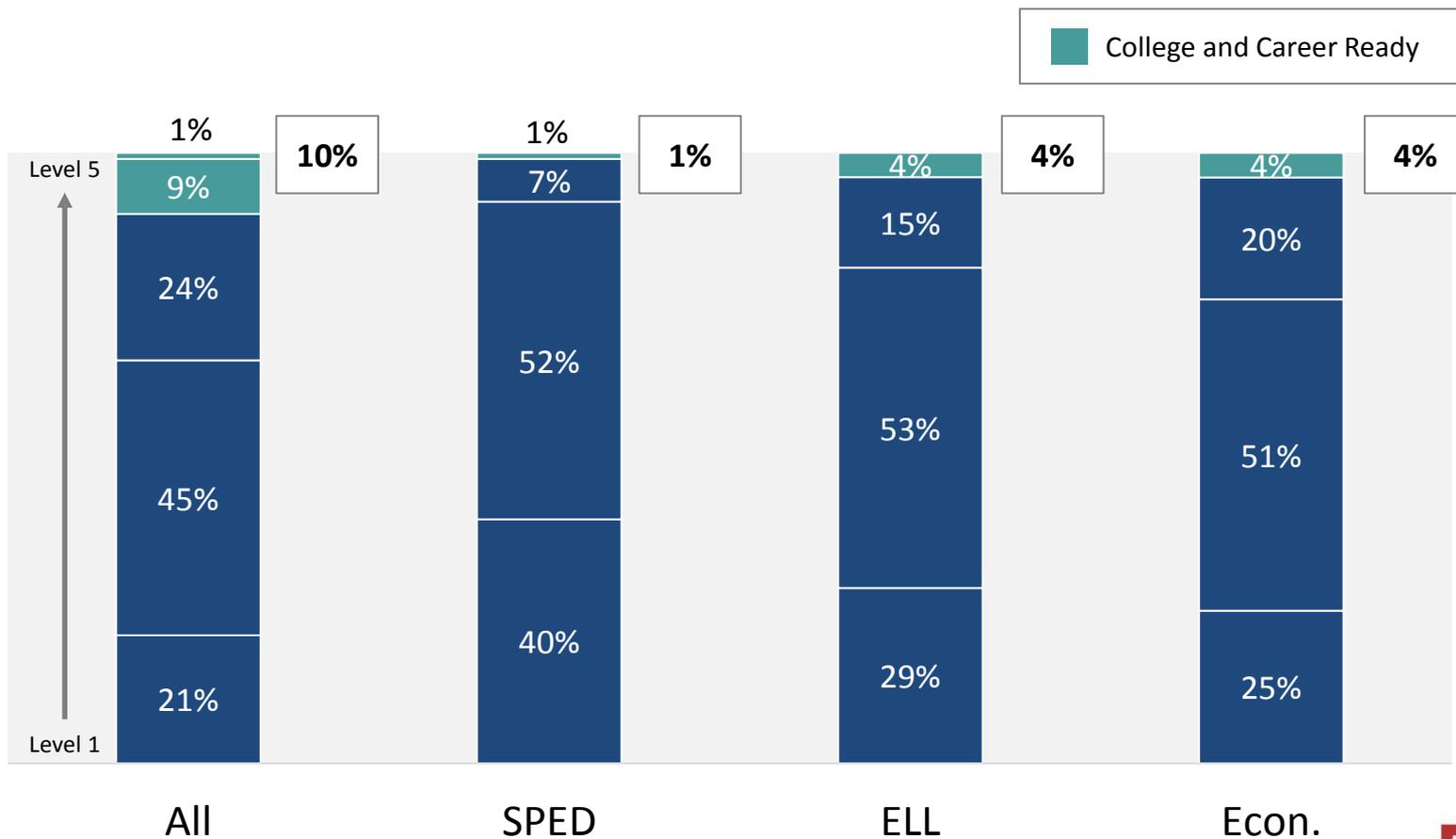


*Percentage of test takers by race/ethnicity: Black (N=2,680; 76%), Hispanic (N=459; 13%), White (N=279; 8%)





Math Results by Special Population



*Percent of test takers by special population: SPED (N=555; 16%), ELL (N=279; 8%), Econ. Disadvantaged (N=2,684; 76%)





New Supports for Families and Educators

- Available today at osse.dc.gov/parcc
 - Resources for families, educators, and schools to understand PARCC score reports and help support students
 - Links to PARCC-provided resources, including extensive released test items with student work samples
- Coming soon
 - DC PARCC reporting portal for educators to dive deeper into results
 - Individual student PARCC score reports sent home to families



New, Improved Reports for Families

Gr. 5 ELA Details Performance Level **Level 2** Score **721**

How Did Scott Score in ELA Categories?
 Students who performed at Level 4 on this assessment met 5th Grade expectations and are likely prepared for the next grade or course. This section shows if your student performed as well, nearly as well, or not as well as other groups of students.

Reading Performance			Writing Performance	
Reading Performance Score 20 Average score where students met or nearly met expectations: 46			Writing Performance Score 25 Average score where students met or nearly met expectations: 35	
Literary Text Meets or Exceeds Read/analyze fiction, drama and poetry	Informational Text Nearly Meets Read/analyze non-fiction history, science, and arts	Vocabulary Below Use context to determine word and phrase meaning	Writing Expression Nearly Meets Compose well-developed writing using details from texts	Knowledge and use of language conventions Below Compose writing using rules of standard English

✓ Meets or Exceeds Expectations • Nearly Meets Expectations — Below Expectations

How Does Scott's Performance Compare to Past Performance?
 The last ELA test that Scott took was the Grade 4 DC CAS. This report does not make a direct comparison between the PARCC and DC CAS because they are very different tests. First, the scoring and performance levels are different. Second, the PARCC is considered more challenging because of the real-world questions that measure the knowledge and skills students need to succeed in their grade, and ultimately in college and careers.

On this year's PARCC, Scott scored better than **42%** of DC 5th graders.

On the Grade 4 DC CAS, Scott scored better than **37%** of DC 4th graders.

How Does Scott's Score Compare to Other 5th Grade Students?
 Compared to other 5th Grade students tested on this year's PARCC, Scott scored better than this percentage of students:

Scott's School	DCPS	DC
35%	40%	42%

How Does Scott Compare to Students at the Same School?
 Below is the percent of 5th grade students in each PARCC ELA Performance Level in Anywhere ES.

Scott's Performance Level	Percent of Students
Level 5	10%
Level 4	15%
Level 3	35%
Level 2	25%
Level 1	15%

What is next?
 What Can You Ask Scott's Teachers?
 • What are Scott's learning goals in language arts and literacy this year?
 • How is Scott performing in language arts and literacy class?
 • What extra support in school and at home does Scott need to meet these goals?
 Where Can You Find More Information?
 • LearnDC.org
 • PARCConline.org
 • OSSE.DC.gov

More detailed information about where the student did well or needs more support

Display of performance relative to peers on PARCC and on last year's DC CAS

Information about how the student scored relative to other students at his/her school and throughout DC

Questions to ask teachers and places to go for more resources





What Can You Expect Next?

- **Today, Oct. 27:** Release of PARCC high school results on osse.dc.gov
- **Oct. 28:** Results from the National Assessment of Educational Progress (NAEP) for 4th and 8th grade
- **Mid-November:** Release of PARCC results for grades 3-8
- **December:** Individual student PARCC score reports will be sent home by schools to families; additional reports available online to educators



Supporting the Needs of Our Students

- Empowering Males of Color Initiative
 - 500 for 500 mentoring through literacy
 - Aiming to open an all-boys high school
- Community Schools
- Extended Day Offerings at DCPS and PCS
- Career Academies



Appendices





English II Results by Sector

	Student Results by Performance Level						
	% 1	% 2	% 3	% 4	% 5	% 3 +	% 4+
Statewide	37%	20%	17%	18%	7%	43%	25%
Public Charter Schools (PCS)	33%	24%	21%	19%	4%	43%	23%
DCPS	40%	17%	16%	18%	9%	43%	27%





Math Results by Sector

	Student Results by Performance Level						
	% 1	% 2	% 3	% 4	% 5	% 3+	% 4+
Statewide	21%	45%	24%	9%	1%	34%	10%
Public Charter Schools (PCS)	19%	50%	24%	6%	1%	32%	7%
DCPS	22%	43%	24%	11%	1%	35%	12%





English II Results by Subgroup

	Aggregate Student Performance by Sector					
	Statewide 3+	Statewide 4+	PCS 3+	PCS 4+	DCPS 3+	DCPS 4+
All	43%	25%	43%	23%	43%	27%
Black	38%	20%	41%	20%	36%	20%
Hispanic	44%	26%	39%	19%	47%	28%
White	89%	82%	95%	82%	87%	81%
SPED	11%	4%	16%	5%	8%	3%
ELL	23%	5%	23%	4%	23%	5%
Econ. Disadvant.	34%	16%	40%	19%	30%	15%
Female	50%	31%	48%	27%	51%	33%
Male	35%	19%	38%	18%	34%	20%





Math Results by Subgroup

Aggregate Student Performance by Sector						
	Statewide 3+	Statewide 4+	PCS 3+	PCS 4+	DCPS 3+	DCPS 4+
All	34%	10%	32%	7%	35%	12%
Black	27%	5%	28%	5%	26%	5%
Hispanic	34%	9%	41%	9%	33%	9%
White	84%	52%	88%	63%	83%	50%
SPED	8%	1%	11%	1%	6%	0%
ELL	19%	4%	25%	3%	17%	4%
Econ. Disadvant.	24%	4%	27%	4%	22%	4%
Female	36%	11%	33%	6%	39%	14%
Male	31%	9%	30%	8%	32%	10%

