



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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DC MURIEL BOWSER, MAYOR

DC PUBLIC SCHOOLS

PARCC 2023 Results

August 23, 2023

Prepared by the Office of Data and Technology

Takeaways

Overall, performance increased from last year but remained lower than pre-pandemic (spring 2019). Math, which saw a greater drop in 2022, remains substantially below 2019 levels, while ELA had a less dramatic drop in 2022 and is closer to pre-pandemic performance. Inequality is a theme throughout the results, with stark gaps among subgroups in both proficiency and gains from last year, particularly in math.

Gains

- PARCC **participation**, which fell below 95% last year for both subjects, **improved** but remained below 2019 numbers, meeting the threshold in ELA (95.1%) but not Math (94.9%).
- DCPS saw **gains** in proficiency rates in **both ELA** (2.5 percentage points) **and Math** (3.1 percentage points) compared to spring 2022. 37.9% of students scored proficient (L4+L5) in ELA and 25.4% scored proficient in Math.
- DCPS's major subgroups **all** had **positive growth** from 2022 in **both ELA and Math proficiency**, though at widely varying rates.

Inequalities

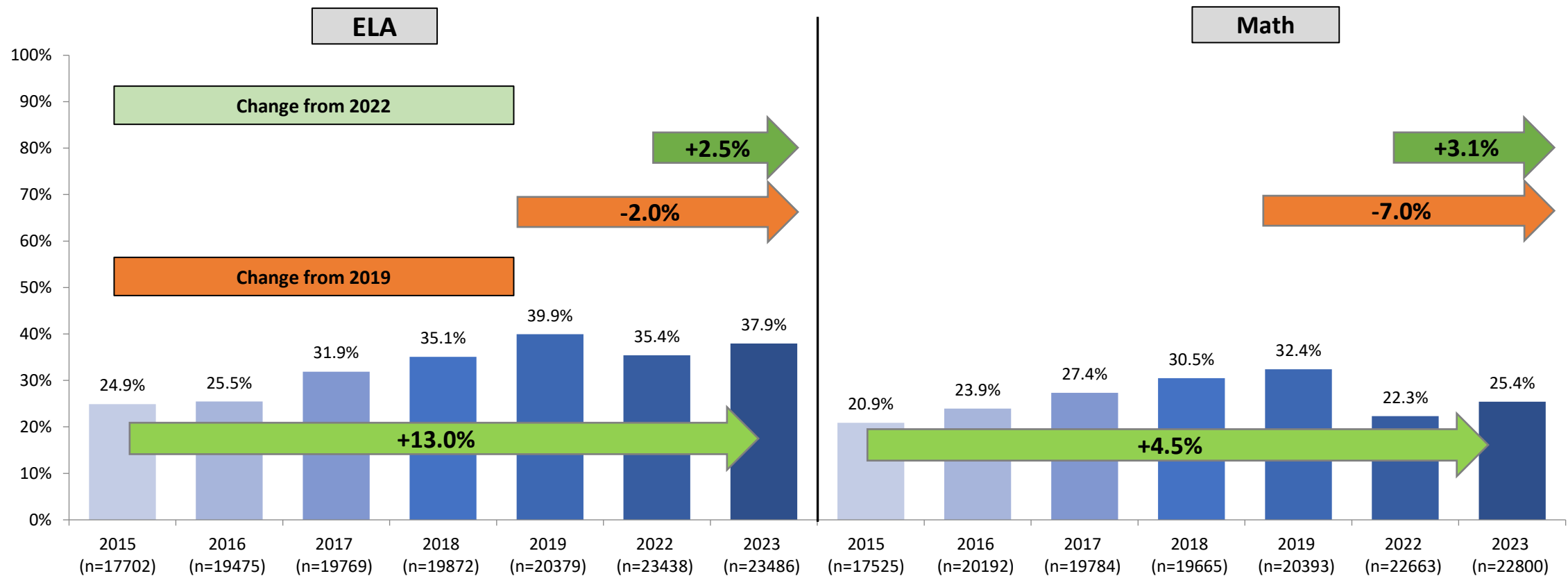
- DCPS's **Black-White opportunity gap in Math** is the largest it has ever been: 68.6 percentage points. This is the combined result of a larger drop in math proficiency for Black students last year and a faster recovery for White students this year.
- Hispanic students seem to have lost more ground** than peers during the pandemic: this subgroup's Math proficiency remains 13.1 percentage points below 2019*. Proficiency drops since 2019 were largest in Wards 1 and 4, which have the largest concentrations of Hispanic students.
- Proficiency in both ELA and Math are **extremely uneven across wards**: in Ward 3, 71% of students were proficient in ELA and 60% in Math, compared to 13% and 6%, respectively, in Ward 8.
- At the school level, a clear correlation appears between high percentages of **economically disadvantaged students and low proficiency***. However, some schools are **exceptions** to the trend, achieving above-median proficiency or top-quartile growth with above-median percentages of economically disadvantaged students.

*Economically Disadvantaged has increased from 5% to 40% of the Accountability Framework for SY23-24.

Overall Results

DCPS proficiency in ELA and Math increased from last year but remained below pre-pandemic (2019) in both ELA (by 2 percentage points) and Math (by 7 points).

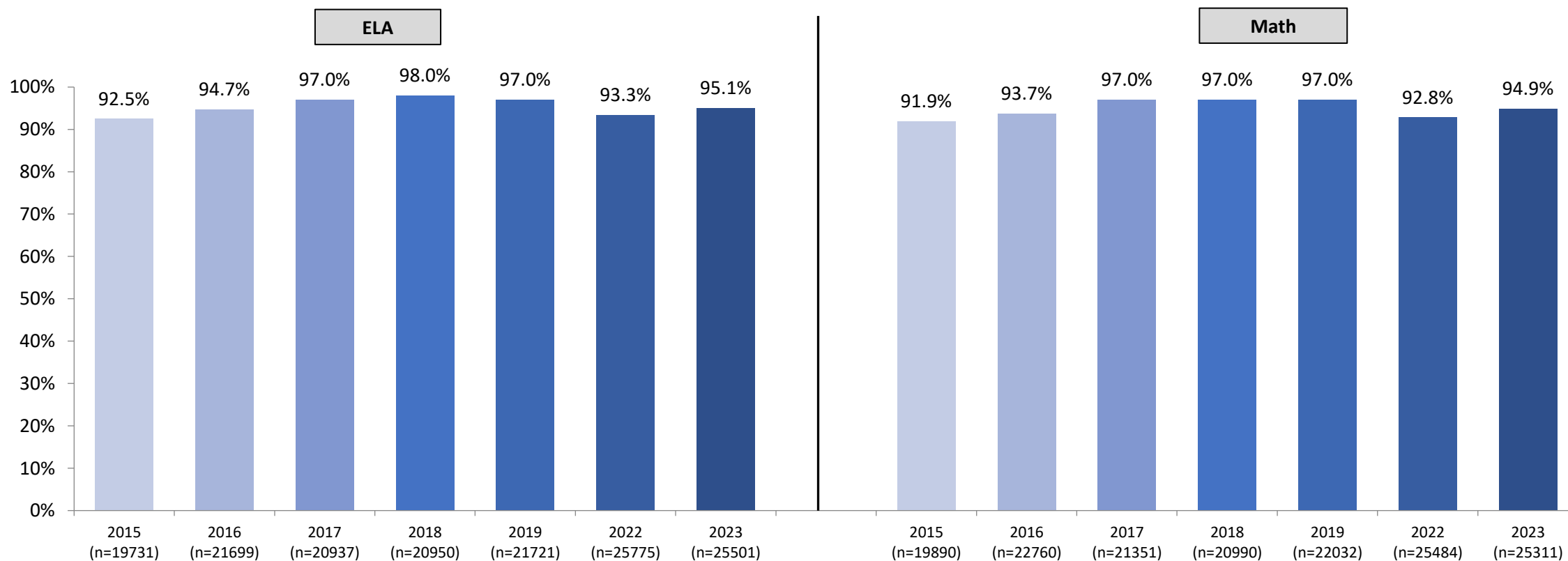
Overall DCPS PARCC Proficiency (% L4 + L5)



Note. Algebra I and English I were not required assessments until 2022. Therefore, results from 2022 and later may not be comparable to results from 2019 and before.

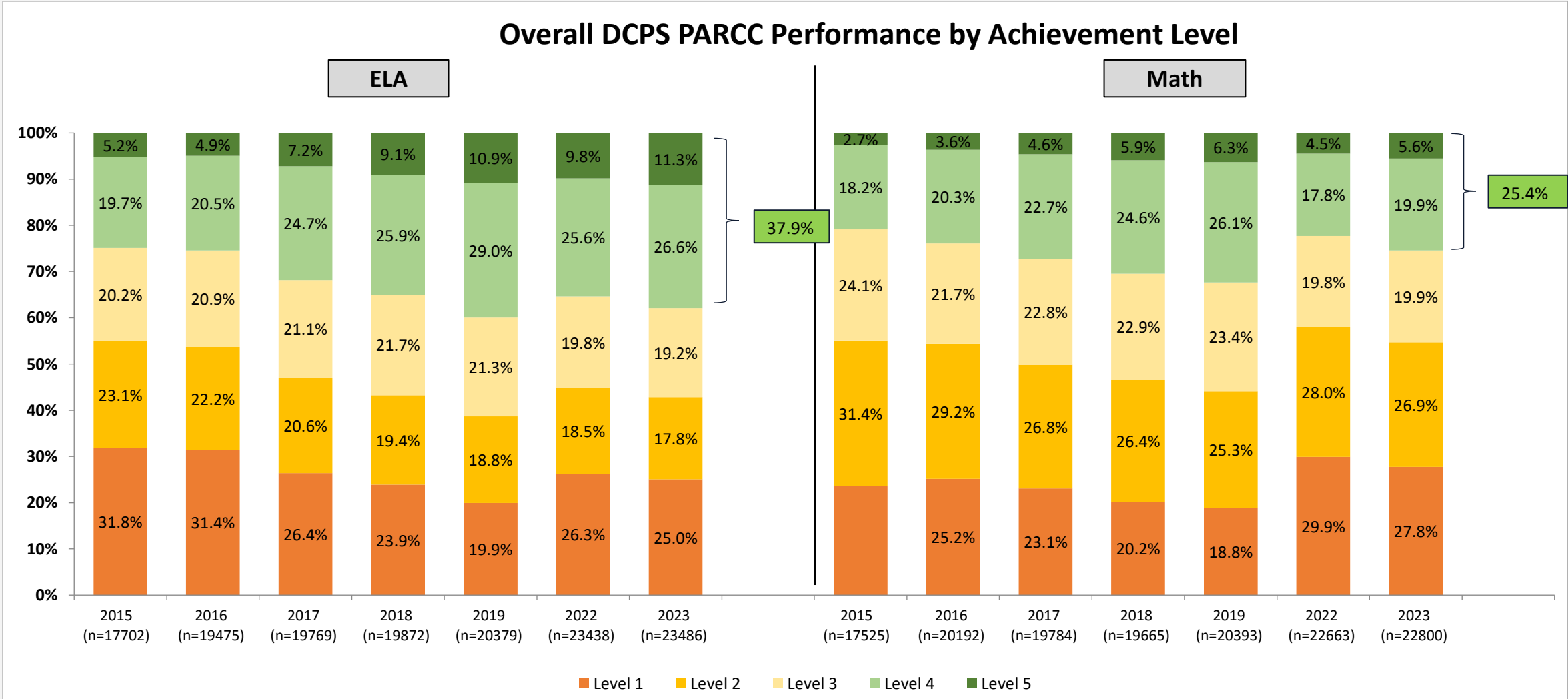
Participation for ELA (95.1%) met the requirement for 95% participation, while participation for Math was just below (94.9%).

Overall DCPS PARCC Participation



Note. *n* represents the number of eligible participants.

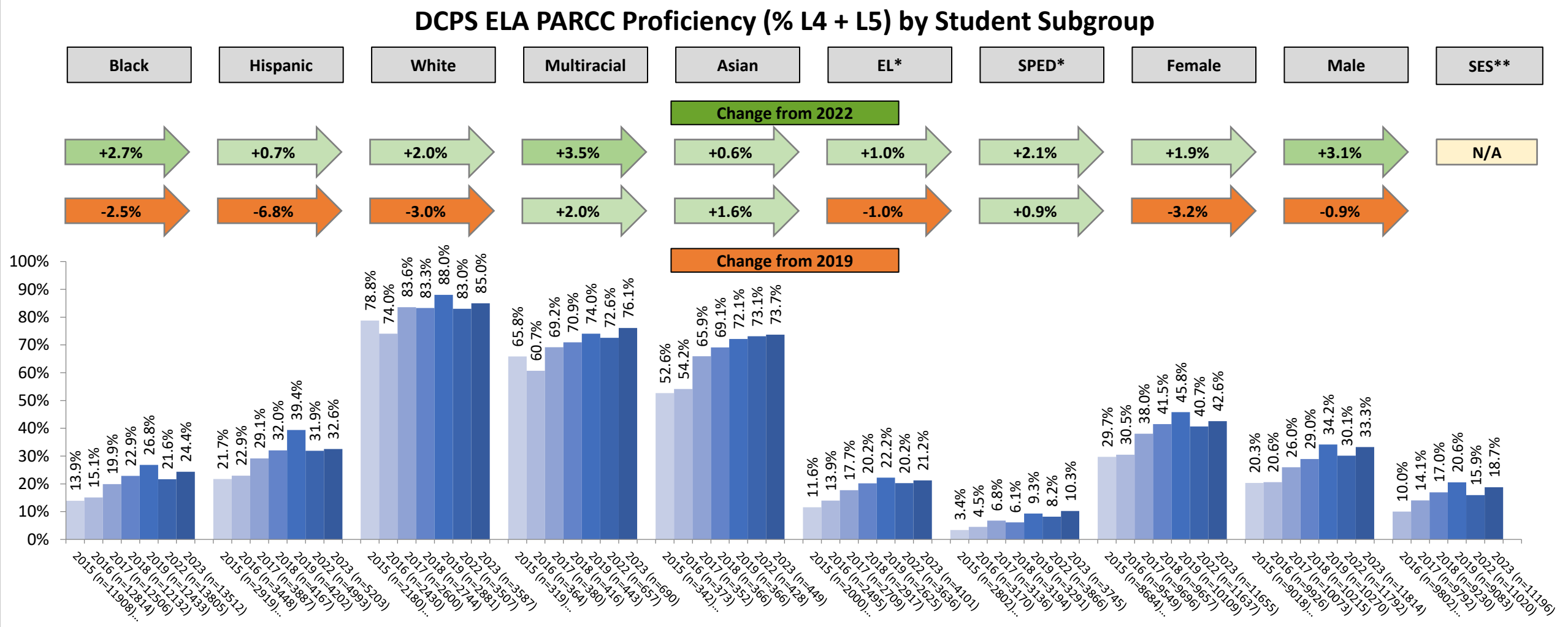
Compared to 2022, the percent of students at L4 and L5 increased in both subjects, while the percent of students at L1 and L2 decreased.



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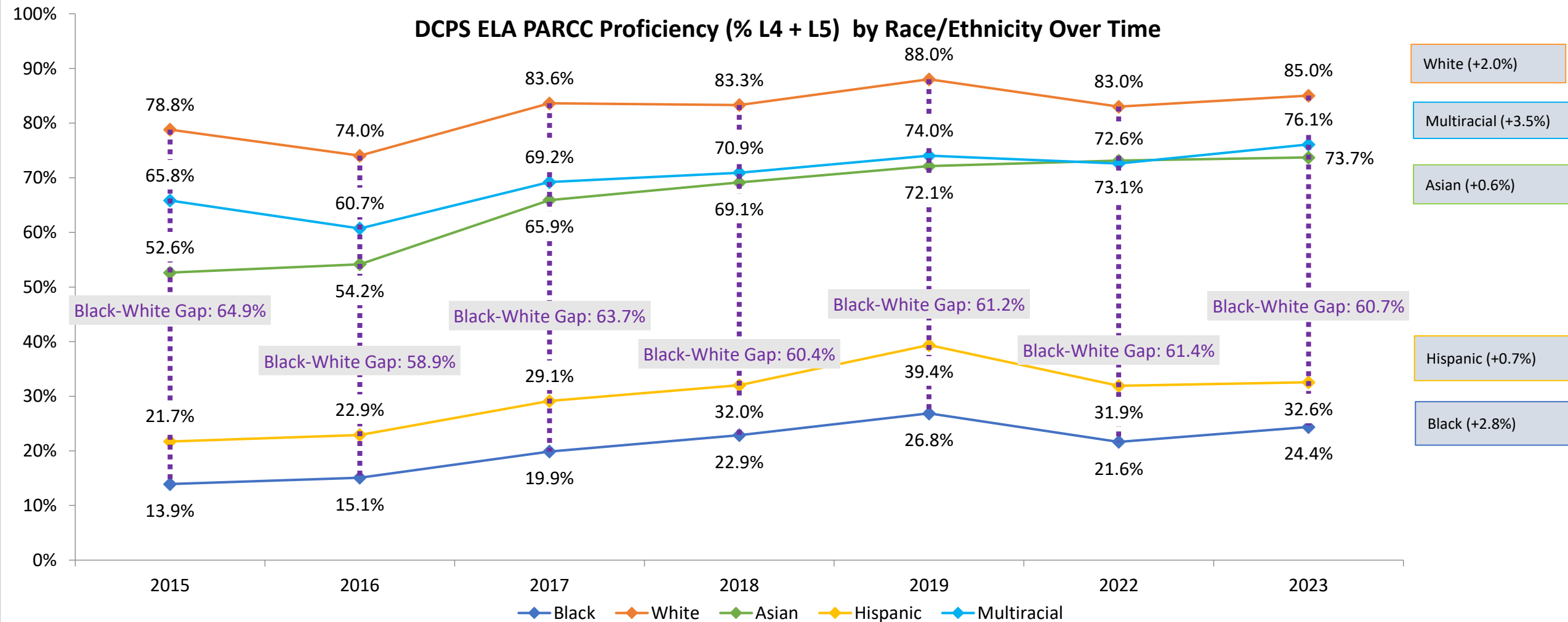
PARCC ELA: Subgroups and Schools

The largest subgroups all increased in ELA proficiency from last year. Three groups reached their highest PARCC ELA proficiency yet: SPED students (10.3%), Multiracial students (76.1%), and Asian students (73.7%).



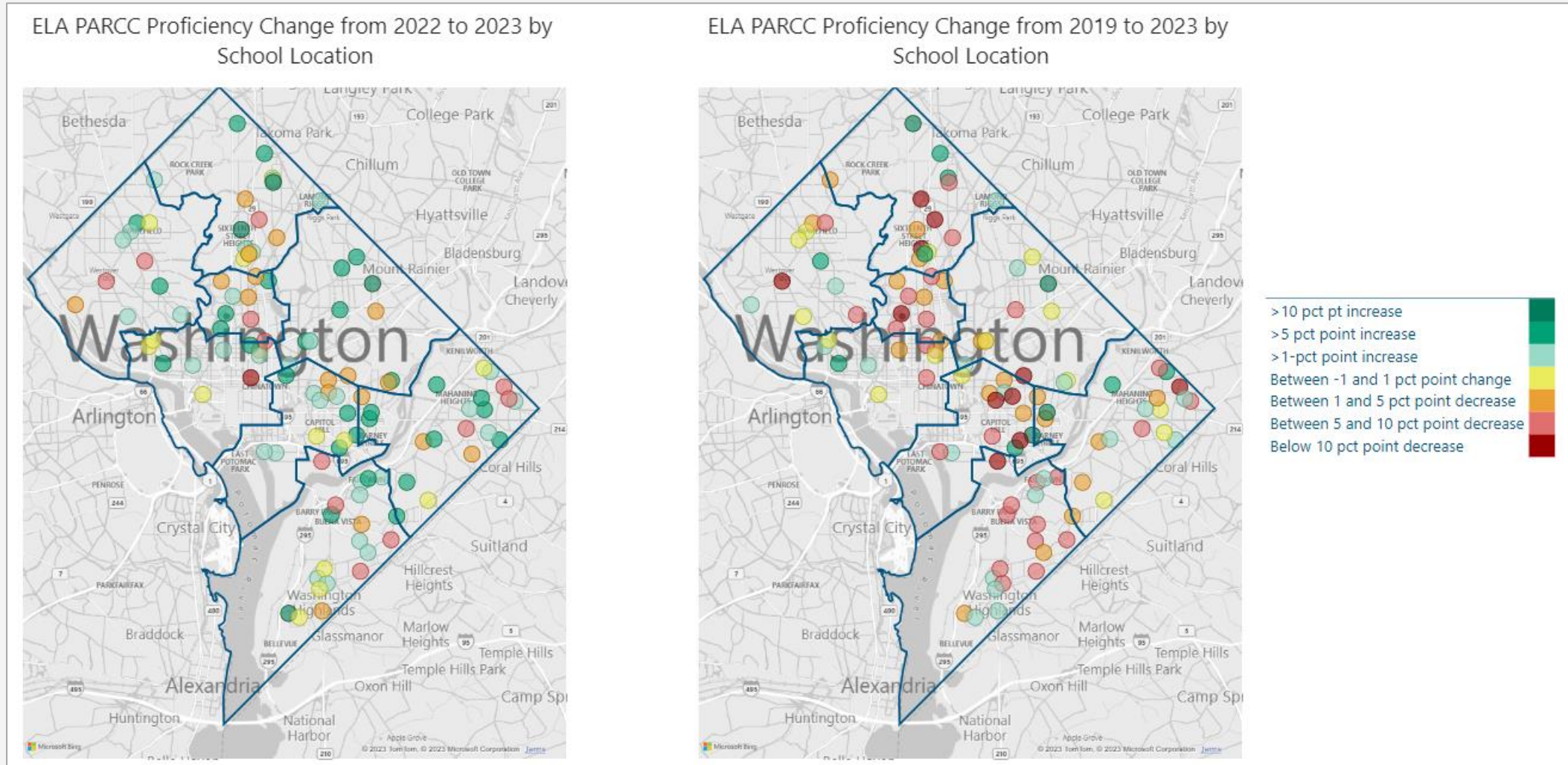
*EL (English Learners) includes both students who are active ELs and those who are being monitored. SPED (Special Education) includes only students who have an active IEP.
**Socioeconomic Status (SES): At-Risk was used by OSSE as an SES measure from 2018 through 2022. It includes students who are homeless, under the care of the District's foster care system, qualify for TANF or SNAP, or high school students who are overage. In 2023 OSSE switched to using Economically Disadvantaged as an SES measure, representing the same subgroup but without overage HS students. For this reason, the SES measure in 2023 is NOT an exact comparison to the measure for 2022 and before.

The opportunity gap between the ELA PARCC proficiency of White and Black students, which was widest in 2015 (64.9 percentage points), decreased slightly from last year to 60.7 points.



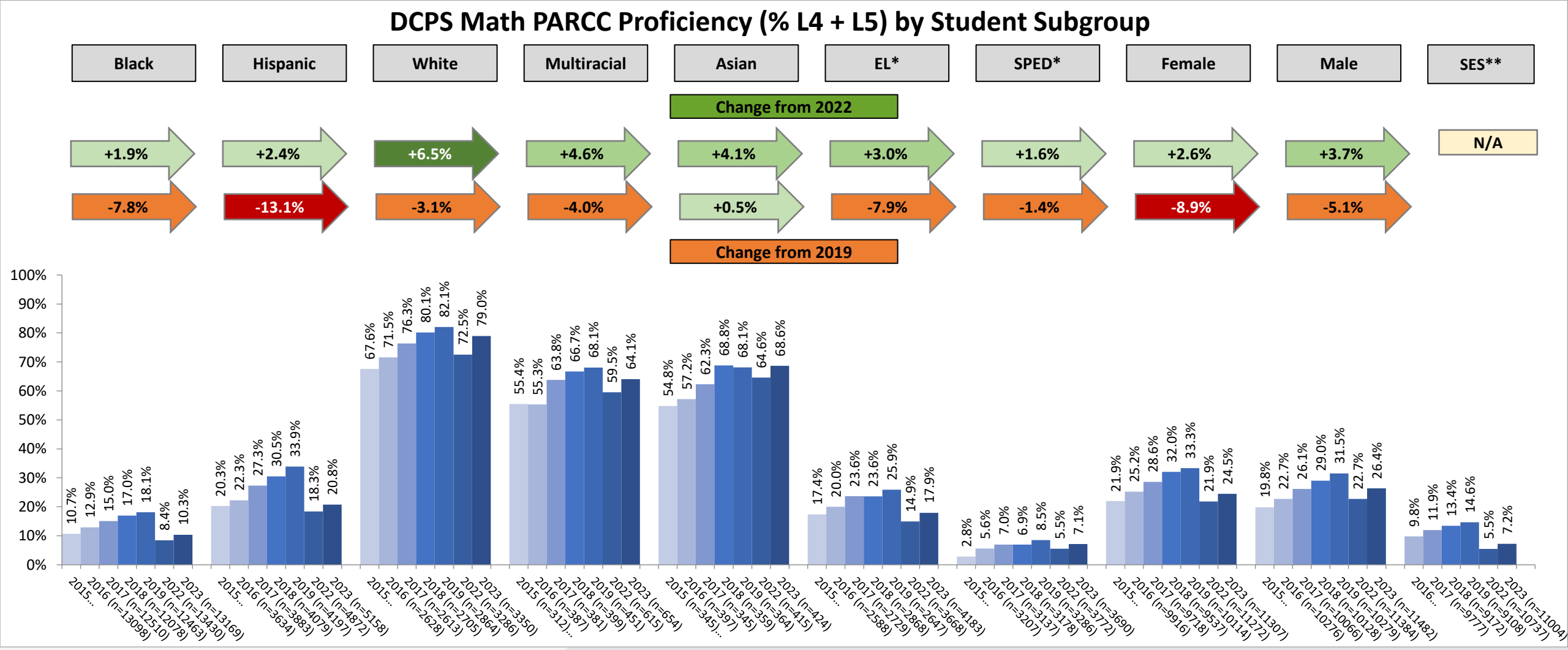
Note. English I was not a required assessment until 2022. Therefore, results from 2022 and later may not be comparable to 2019 and before.

72 individual schools increased in proficiency in PARCC ELA from 2022, though only 39 increased from 2019.



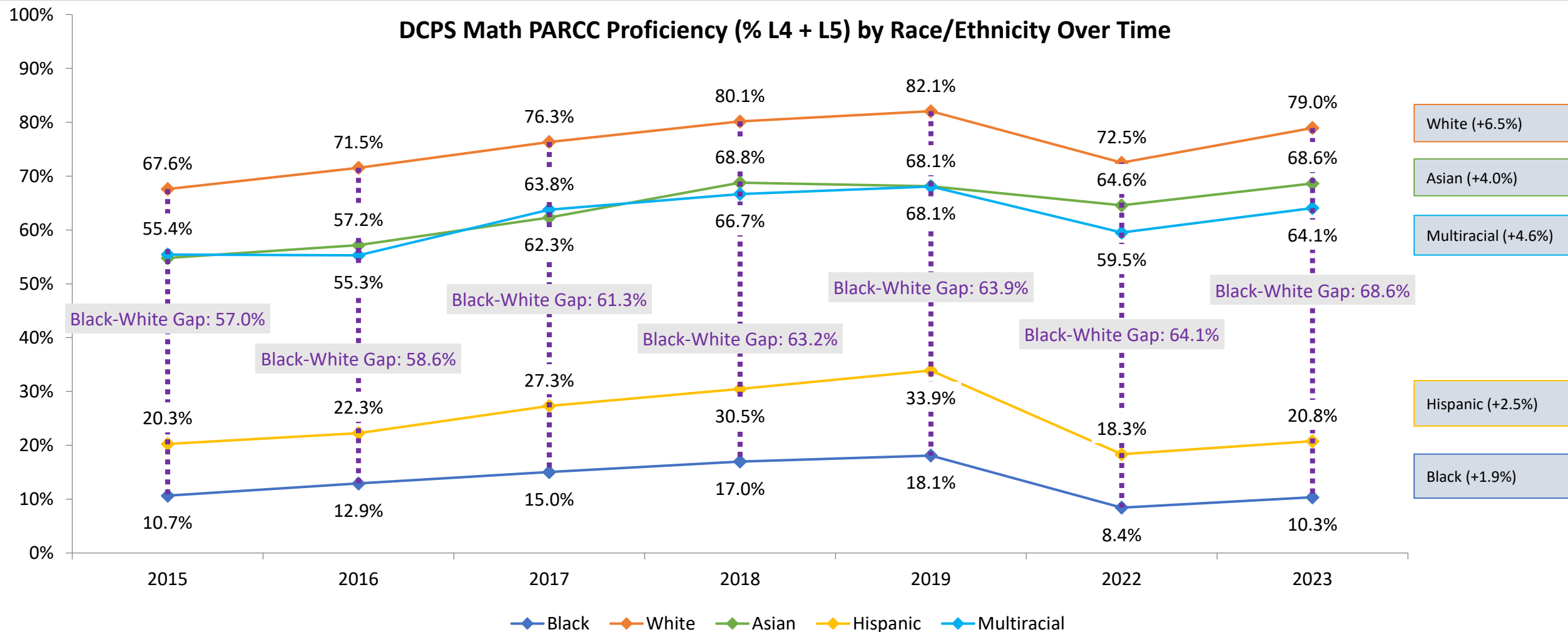
PARCC Math: Subgroups and Schools

Almost universally, the largest subgroups increased proficiency in PARCC Math from 2022 but remained below pre-pandemic levels. Notably, Hispanic student proficiency was 13.1 percentage points below 2019.



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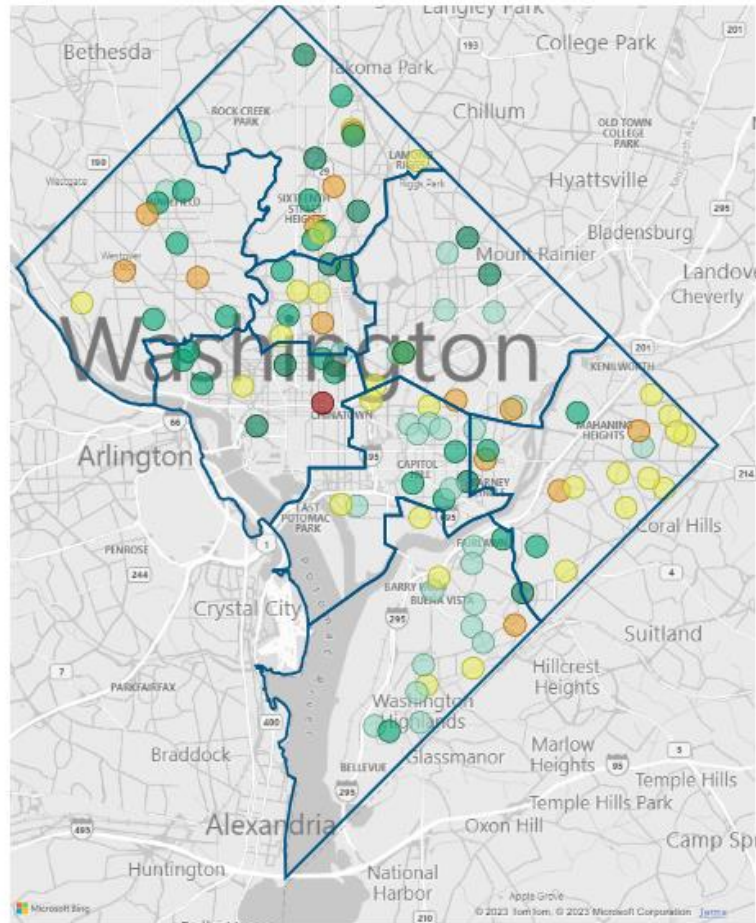
The opportunity gap between the Math PARCC proficiency of White and Black students was its widest ever, 68.6 percentage points, while Hispanic student proficiency gained back just 2.5 of the 14.2 points lost in 2022.



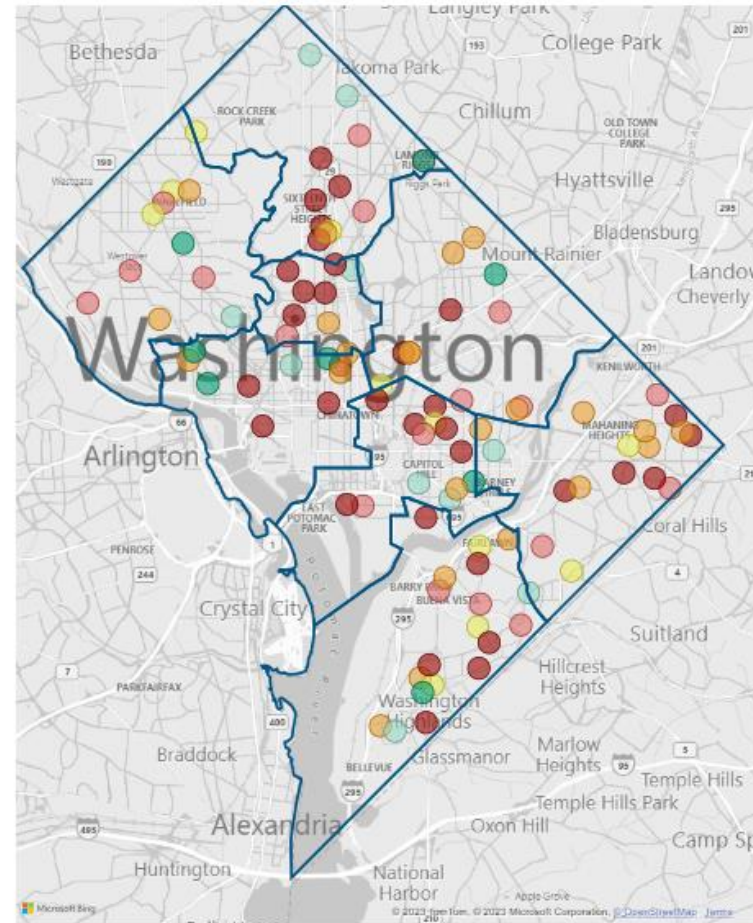
Note: Algebra I was not a required assessment until 2022. Therefore, results from 2022 or later may not be comparable to 2019 and before.

78 individual schools increased their proficiency in PARCC Math from 2022, though only 23 increased from 2019.

Math PARCC Proficiency Change from 2022 to 2023 by School Location



Math PARCC Proficiency Change from 2019 to 2023 by School Location



> 10 pct pt increase
> 5 pct point increase
> 1-pct point increase
Between -1 and 1 pct point change
Between 1 and 5 pct point decrease
Below 10 pct point decrease



Note. Algebra I was not a required assessment until 2022. Therefore, results from 2022 or later may not be comparable to 2019 and before.