

Mrs. Ty D. Andrews
Committee of the Whole Public Roundtable Testimony
Wednesday, December 6, 2023

Greetings Councilman Mendelson, Committee of the Whole, and other D.C. Council staff,

My name is Ty Andrews, and I am a Ward 8 resident, and proud parent of one child at Plummer Elementary and one at McKinley Tech. I am also a parent leader with PAVE on the Citywide/Ward 8 PLE Boards; Plummer LSAT member, and McKinley Tech PTO 1st Vice-President.

Today I am testifying about the discrepancies with the D.C. PARCC results for 2022 and 2023. As you all are aware, the PARCC test is a nationwide test that has recently had consistently low results nationwide, since the 2020 COVID pandemic. In the most recent PARCC results for DC, the data shows that there has been a small increase in results from 2022 to 2023. This is consistent nationwide as well. However, the discrepancy comes in place when you look at the D.C. PARCC results by student race. There is a huge difference in the results for black and Latino children, compared to white and Asian children.

If you review the Asian student ELA proficiency rates, you will see that 72% of Asian students were proficient in 2022 and 70% in 2023. 80% of White students were proficient in 2022 and 82% in 2023. However, Hispanic student's proficiency rates show that 31% of Hispanic students were proficient in 2022 and only 32% in 2023. Even worse, only 20% of black students were proficient in 2022 and 23% in 2023.

The 2022 and 2023 DC PARCC comparison gets worse with the proficiency in math rates. 62% of Asian students were proficient in math in 2022 and 65% in 2023. 70% of white students tested proficient in math in 2022 and 75% in 2023. 17% percent of Hispanics scored as proficient in 2022 and 19% in 2023. Last, only 9% of our black students were proficient in math in 2022 and 11% in 2023.

D.C. has recently made a few investments in education to try to help students recover academically. Part of this includes \$2.3 billion for education overall and \$14.8 million for high-impact tutoring. However, this funding does not guarantee successful implementation. Also, with the race discrepancy in test results, this number seems a little low. Our black and brown children are suffering and need additional assistance during their academic careers. Some of the other issues that contribute to these results are the implementation of SBMH, OST programs, transportation, and general school funding

by Ward. Students in wards 2 & 3 have consistently done better academically compared to students in 5-8, especially wards 7 & 8.

Additional funding needs to be provided to support our black and brown students in D.C., especially those in Wards 7 & 8. We should not be left behind due to race, nationality, or economic status. A possible solution to this issue is to create focus groups that will determine the exact gaps in education, then host meetings and sessions for students, their families, and teachers to explain the gap and come up with a plan to bridge the gap, to include mandatory tutoring for our at-risks students, which are mostly our black and brown students. There should also be mandatory evaluations for all incoming preschool students in D.C., so that we truly will not leave any child behind, by catching any learning deficiencies early, way before required school testing is required.

Please consider this information and please feel free to reach out to me if you have any questions or concerns.

Best,

Ty D. Andrews

Ty D. Andrews

PAVE Citywide / Ward 8 PLE Board