



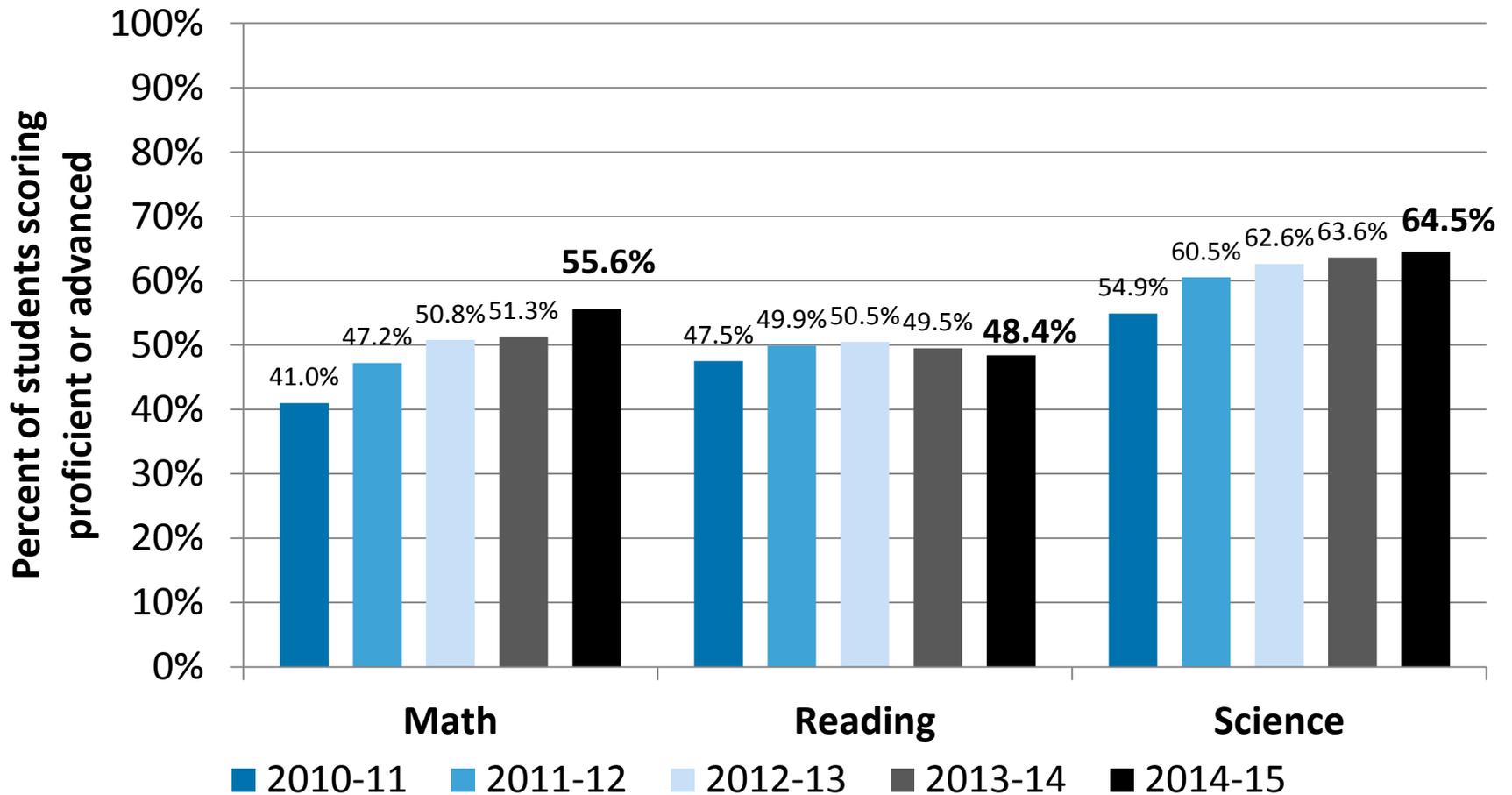
# **2015 Final State TCAP Results**

**State Board Workshop  
July 23, 2015**

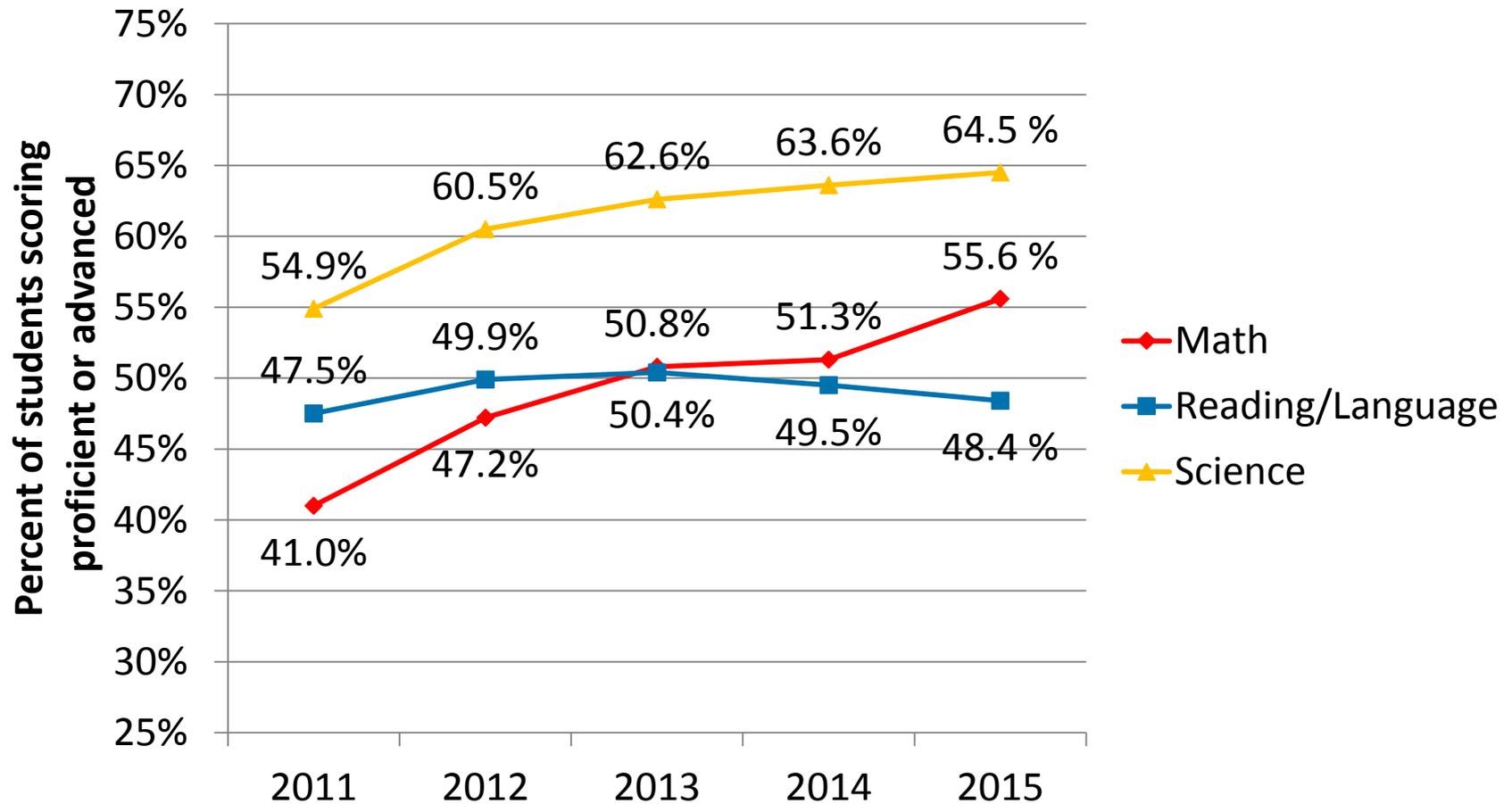
# All Students



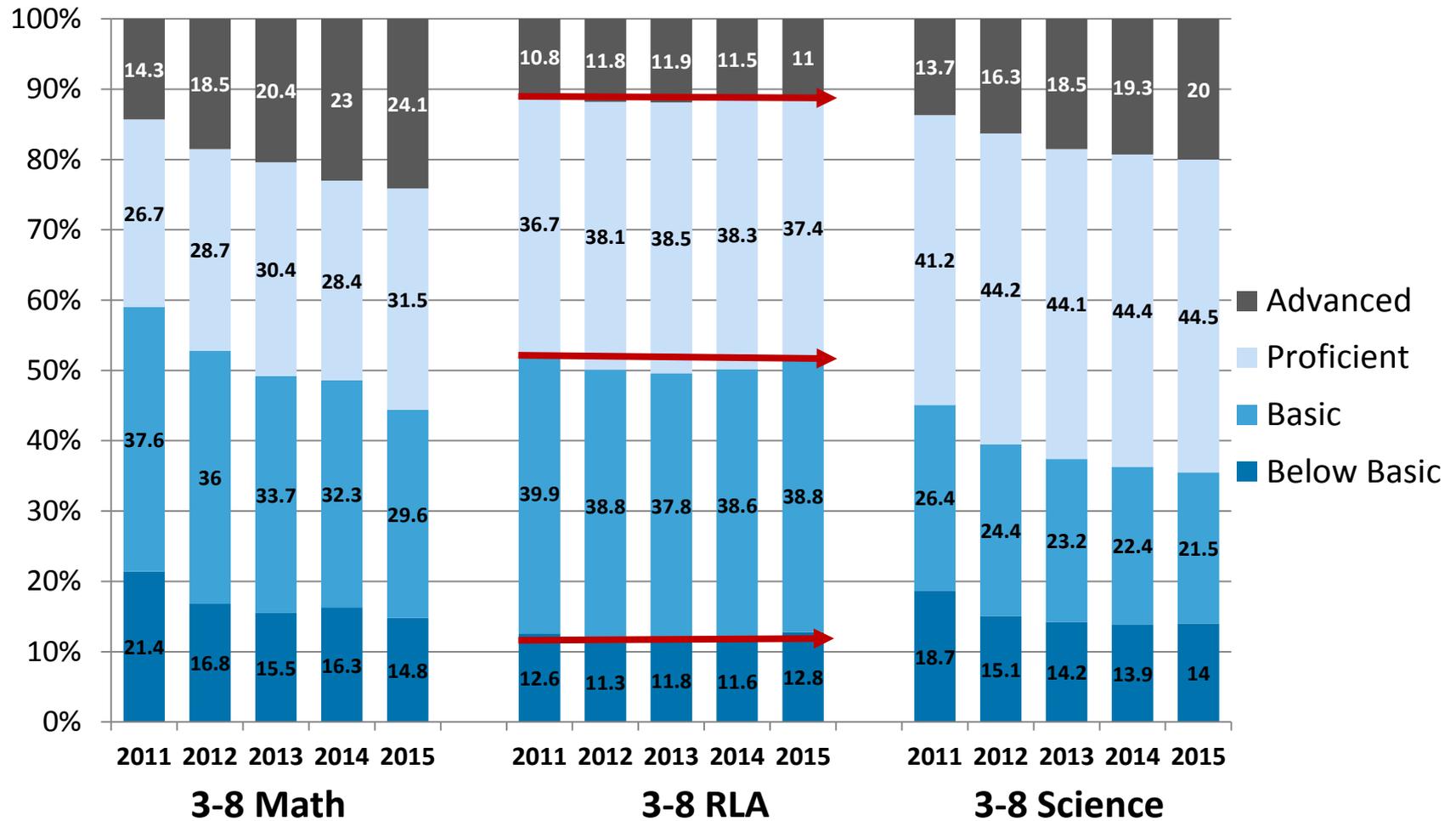
# In grades 3-8, students continued to make gains in math and science, with a slight decrease in RLA.



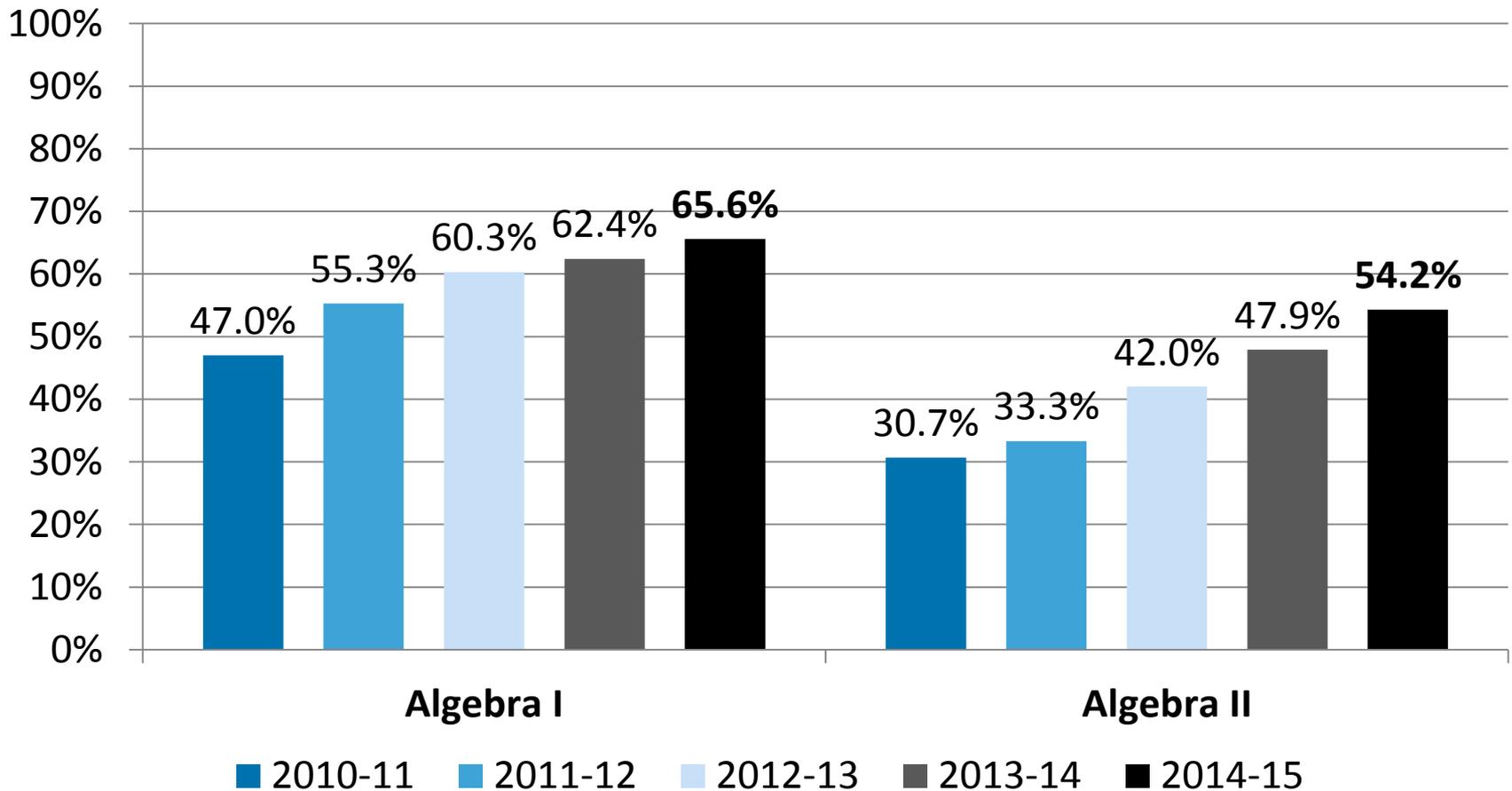
# The rate of student progress in math has eclipsed results in reading over the past five years.



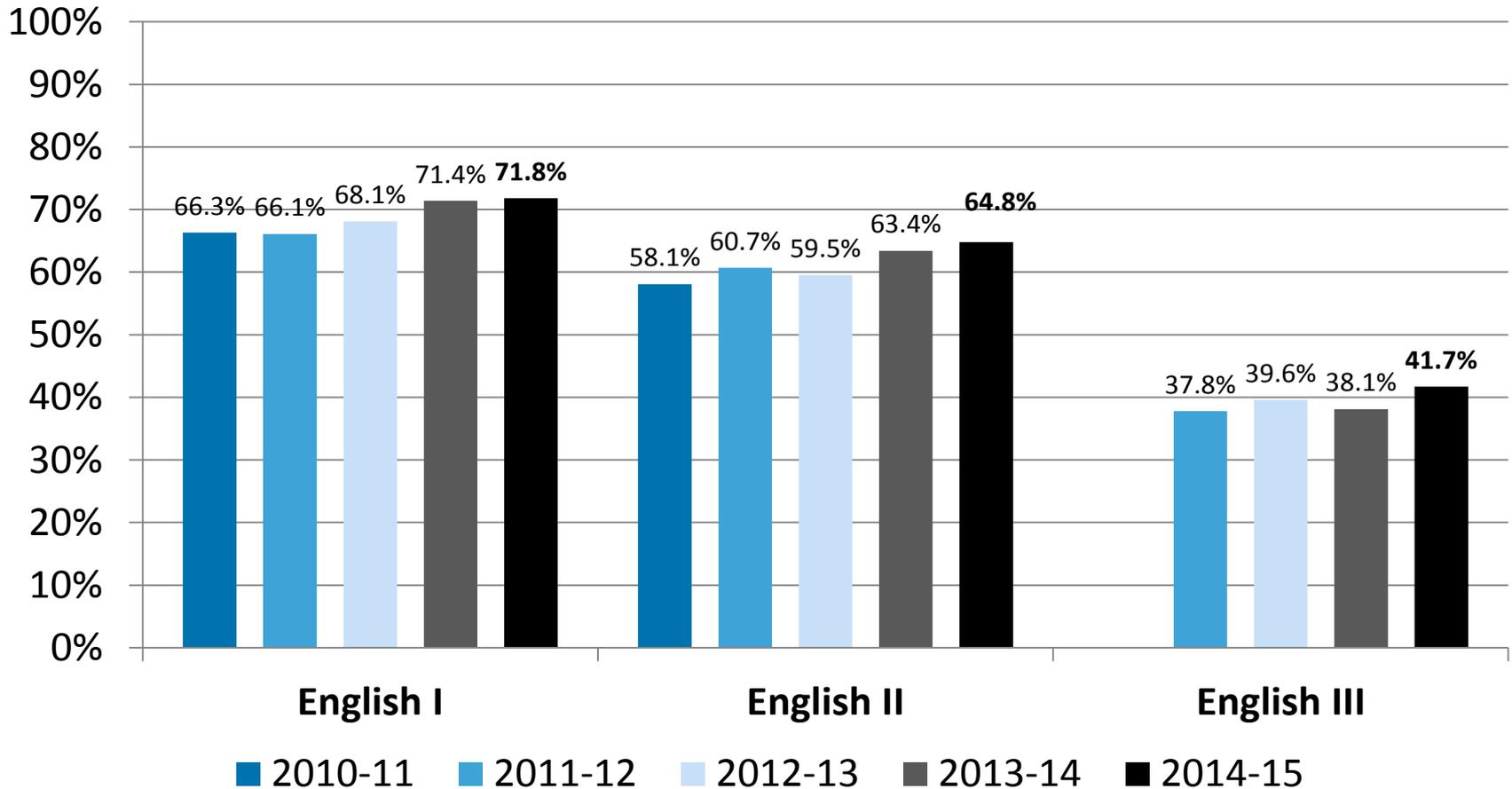
# Not only is 3-8 RLA proficiency lagging other content areas, the distribution across performance levels has also remained steady in RLA.



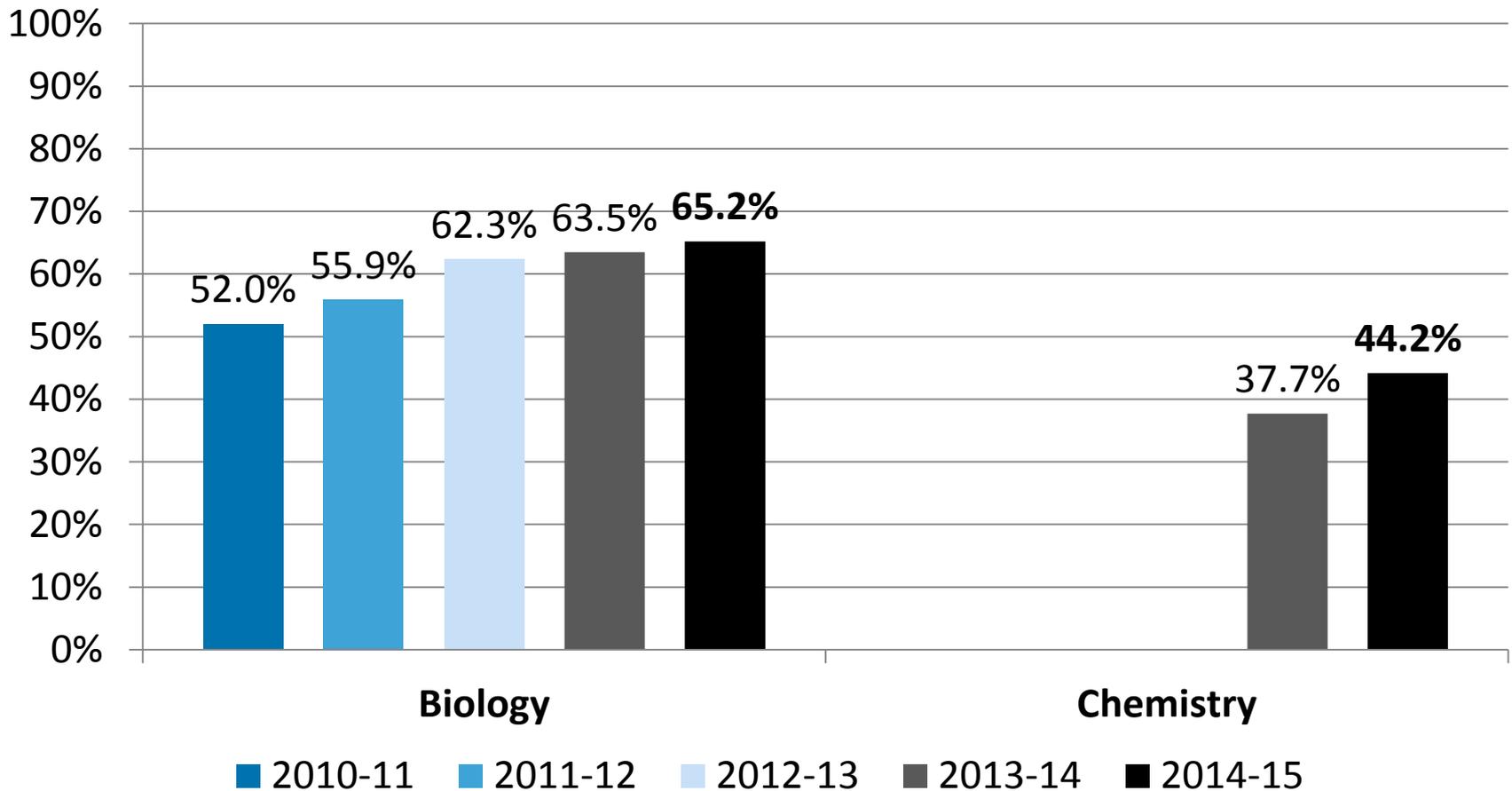
# High school students continued to make large gains in math.



# Students also improved in high school English, with the largest increase in English III.



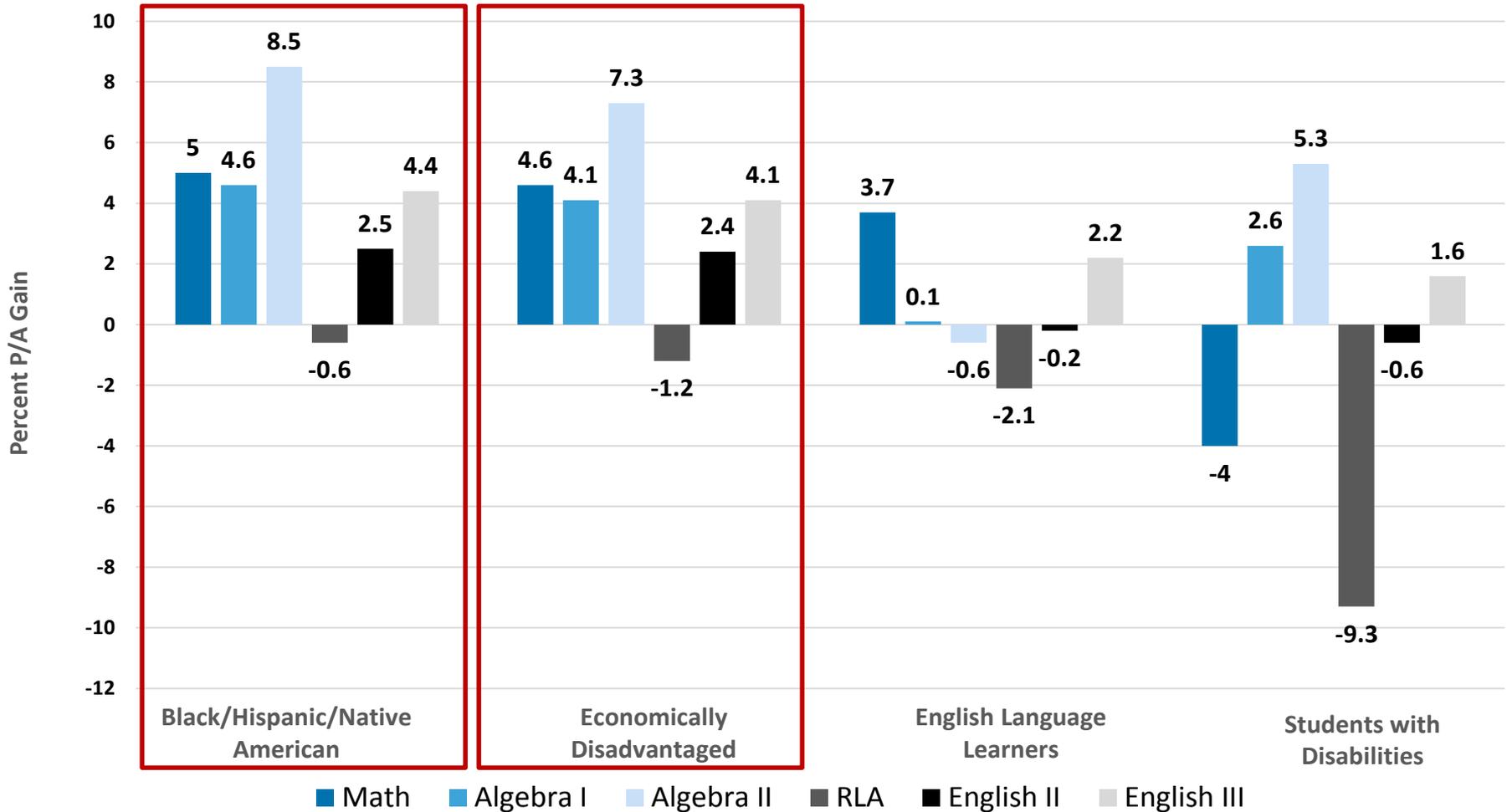
# Similarly, students made progress in high school science, with Chemistry results greatly improving over last year.



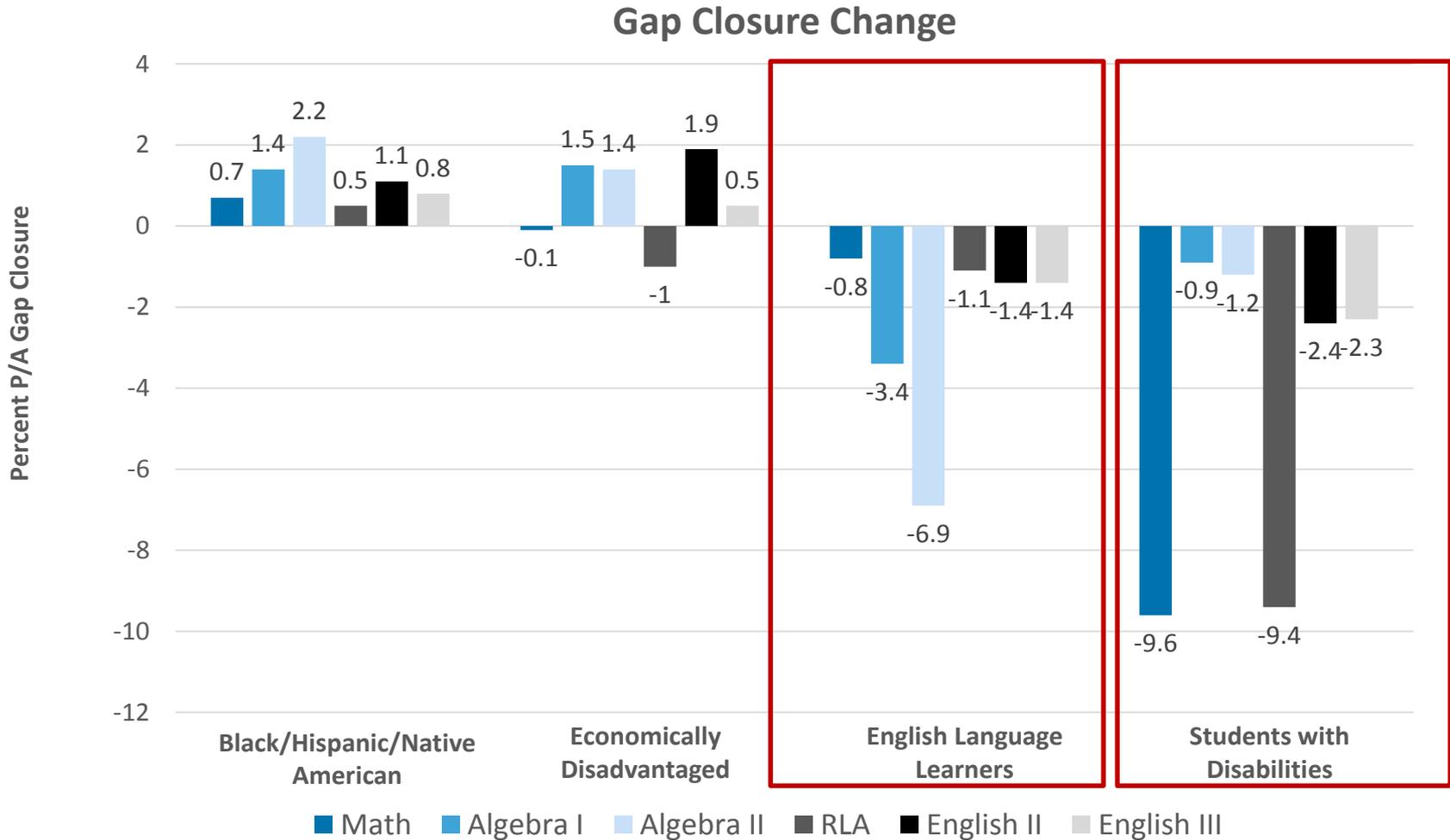
# Subgroups and Gaps



# BHN and ED students had consistent and substantial gains in proficiency across subjects.

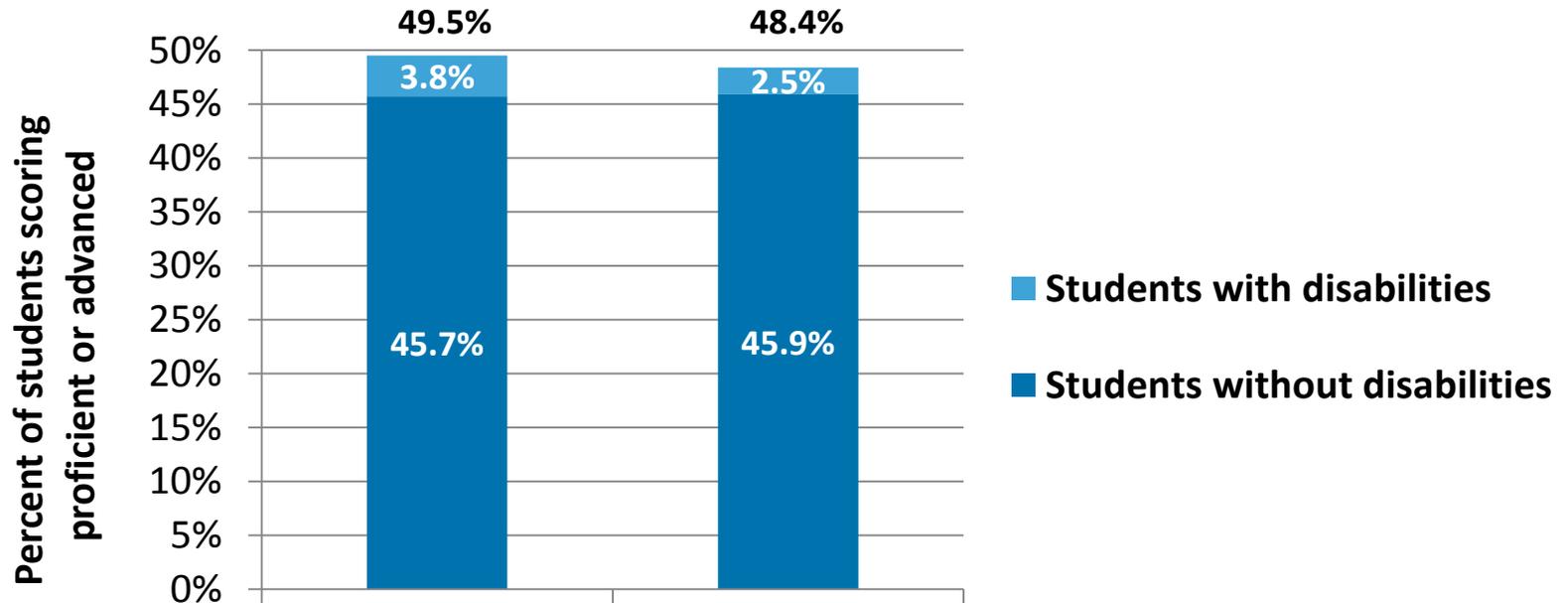


# Gaps continue to widen between SWD and ELL students versus their comparison groups.



**This year, we raised expectations for *Students with Disabilities (SWD)* by transitioning all non-portfolio students from MAAS to standard TCAP Achievement tests in grades 3-8.**

*These results reflect a new baseline for SWD performance.*



Students	2014	2015	Change
SWD	3.8%	2.5%	-1.3%
Non-SWD	45.7%	45.9%	+0.2%
All	49.5%	48.4%	-1.1%

# State Accountability Results Summary

- Students made gains in 13 of 18 tests in 3-8 math, reading, and science.
  - 3-8 math and science increased.
  - 3-8 reading declined slightly, continuing a trend of comparatively weak results over the last four years.
- Students made gains in all high school subjects.
- Students made gains in math across all individual grades.
- Black/Hispanic/Native American (BHN) and Economically Disadvantaged (ED) student subgroups continued to show progress.
  - BHN students narrowed gaps in both 3-8 math and reading.
  - BHN and ED student subgroups narrowed gaps in all high school subjects.
- Achievement gaps for Students with Disabilities (SWD) and English Language Learners (ELL) increased.