

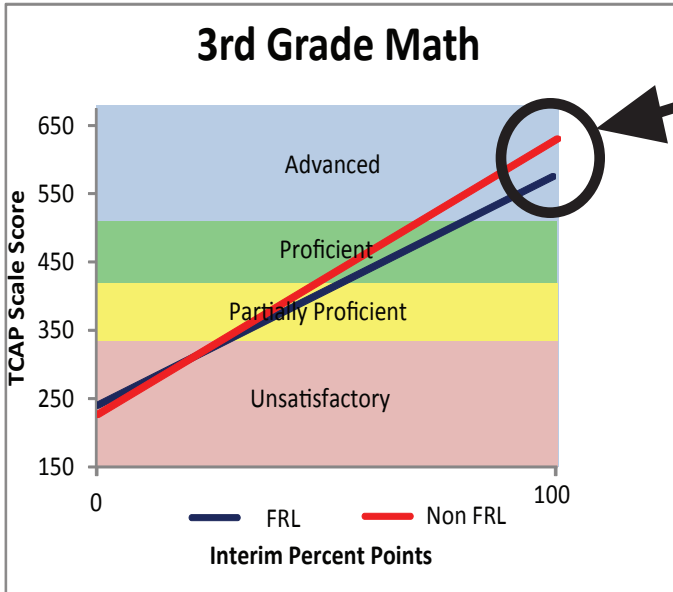
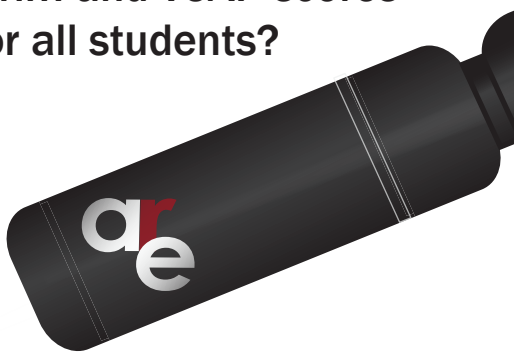


Question:

Is the relationship between the midyear interim and TCAP scores consistent for all students?

Answer:

No. Non-ELL, Non-FRL and Non-Minorities who do well on the midyear interim do better on TCAP than ELL, FRL and Minorities who do just as well on the midyear interim. This finding has implications on the achievement gap that DPS has committed to addressing.



For example, in 3rd Grade Math there is a statistically significant difference in the relationship between TCAP and midyear interim for FRL and Non-FRL students. The graph shows that given the same interim score, Non-FRL students perform higher on the TCAP than FRL students.

A similar pattern was observed in ELL vs. Non-ELL students and Minority vs. Non-Minority students: As interim scores increase, the FRL, ELL, and Minority students' TCAP scores rise at a slower rate than those of students who are not FRL, ELL or a minority.

Suggestions/Next Steps:

1. Successfully implementing the Common Core Standards will help build strong general knowledge and ability to apply skills to solve problems in a variety of contexts; this may better prepare students in all subgroups for state assessments.
2. If you have students who are ELL, FRL or are in a minority group in your classroom, provide learning opportunities for students to engage the content being taught in multiple contexts in order to increase odds that they will score in line with their peers. For example, focus on words that are used in multiple content areas (e.g., define, justify, evaluate, predict). Doing so will benefit all students, particularly English Language Learners. Additionally, be familiar with Scope and Sequence documents (<http://standardstoolkit.dpsk12.org>), specifically regarding academic language and technical language. Focus on words with multiple meanings; for example, the words *root*, *rule*, *term*, and *irrational* used in math have different meanings outside of the mathematical context.

*Previously it has been found that TCAP and the midyear interims are significantly correlated at each grade level (Math=.797 or above, Reading=.775 or above. Writing=.775 or above; all at p<.001)

**Spanish tests are excluded from this analysis.