



Academic Board Update: Beginning of Year MAP Data

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COMMUNITY

We honor traditions and history while building and valuing new relationships.



EXCELLENCE

We set high expectations and foster a mindset of success in everything we do.



INNOVATION

We provide opportunities for every student and staff member to develop and use their skills to achieve their highest potential.



LEADERSHIP

We cultivate positive relationships that engage and inspire others.



STEWARDSHIP

We are responsible with our resources, talent and partnerships for a sustainable future.



THE LEARNER EXPERIENCE

Love the learner; drive the rigor
Responsible for one's own learning
Interdependent self-managers

Systems • Structure • Scaffolding • Accountability

— Why MAP?

- More **precise** assessment of student academic achievement for a broad range of student ability levels - **no ceiling, no floor**
- Checks **progress throughout the year** with **actionable feedback**, not just an autopsy at the end of the year
- Provides achievement and growth data ***before*** state testing begins, starting in **Kindergarten**



Who is testing?

Kindergarten - Grade 8

- Math
- Reading

Grade 3 - Grade 8

- Science

Secondary Courses

- Algebra I & II
- English I & II
- Biology



School vs. Student Achievement

- School achievement allows a district to compare their campuses as a whole to national norms
- Student achievement allows a campus and teachers to evaluate students' achievement *without* school grouping keeping the following factors constant:
 - Number of weeks of instruction
 - Grade & subject tested
 - Previous achievement
- The same RIT score has a different implication depending on which set of norms is used for analysis

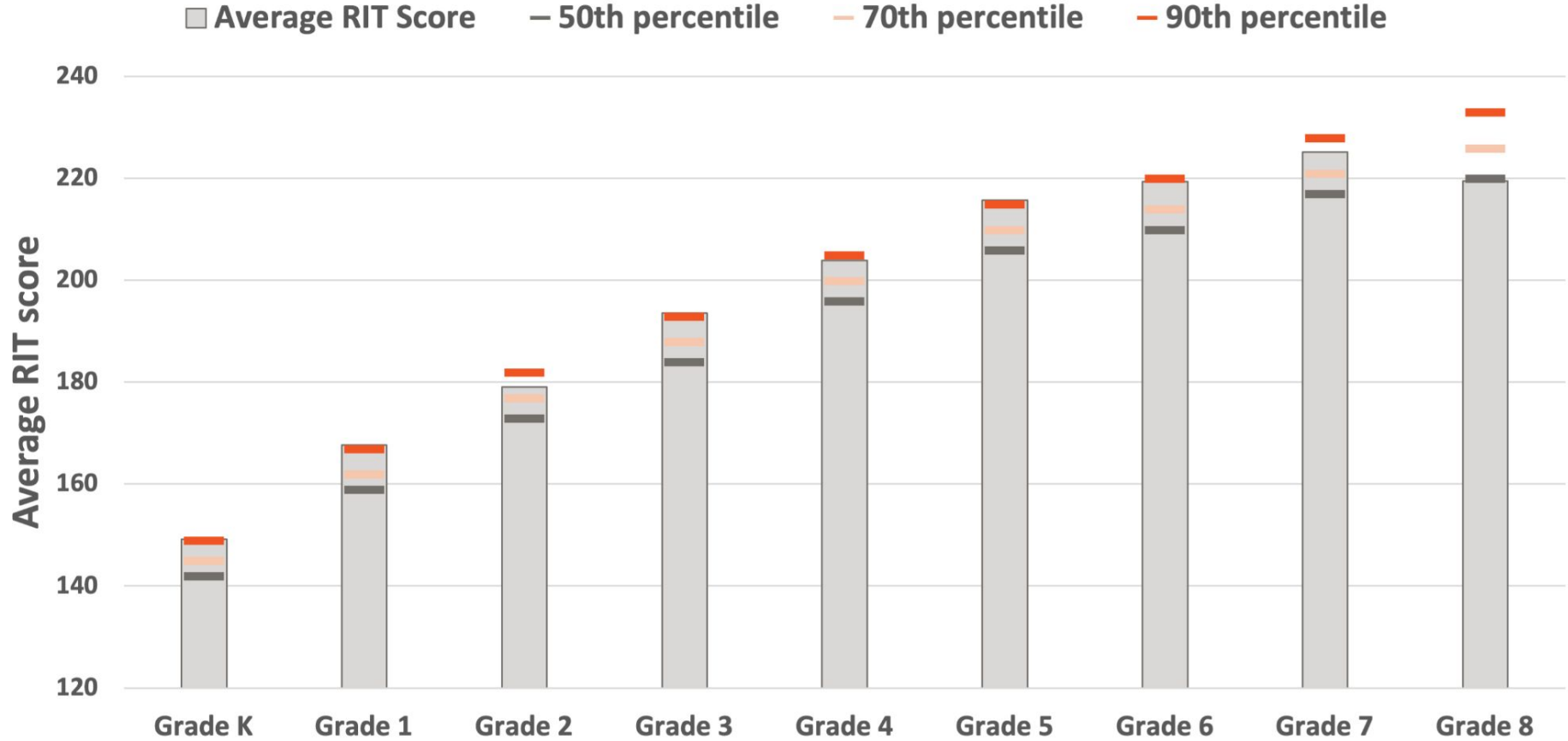


Beginning of Year: School Achievement

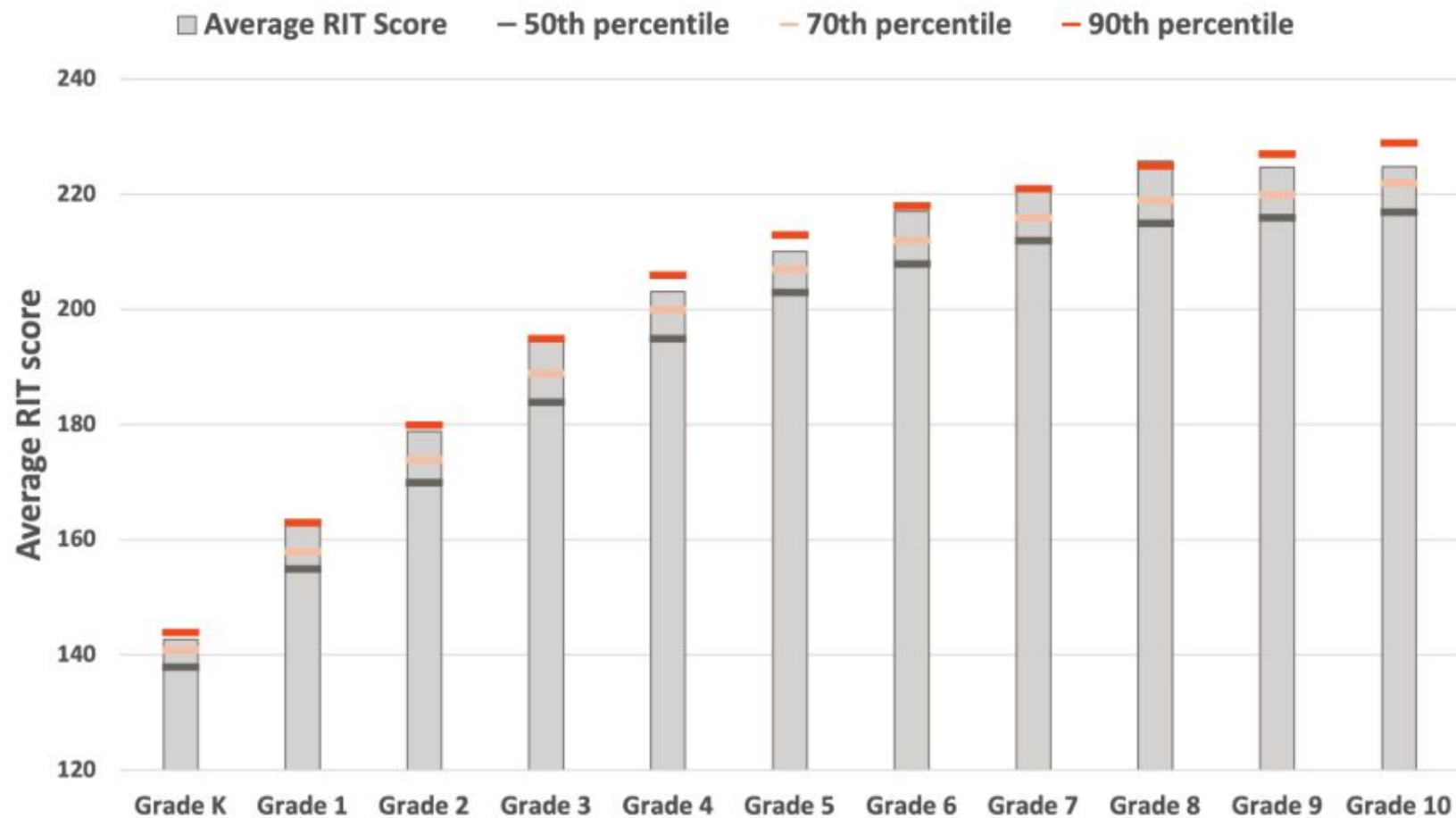
A decorative background graphic on the right side of the slide, consisting of several overlapping, curved, leaf-like shapes in a light gray color, creating a sense of movement and growth.

BOY 2026 MAP - Math

School Achievement Percentile

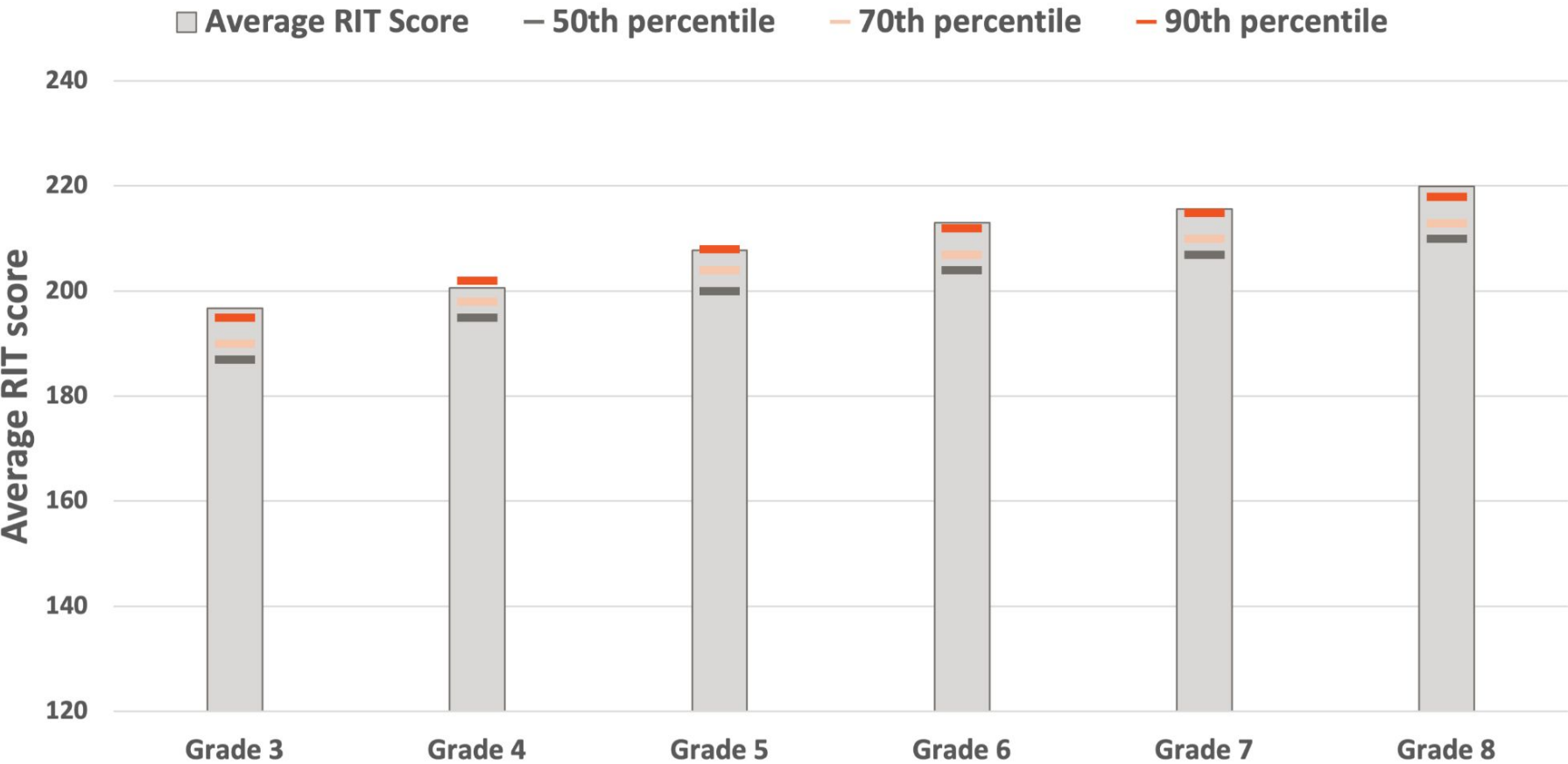


BOY 2026 MAP - Reading School Achievement Percentile



BOY 2026 MAP - Science

School Achievement Percentile

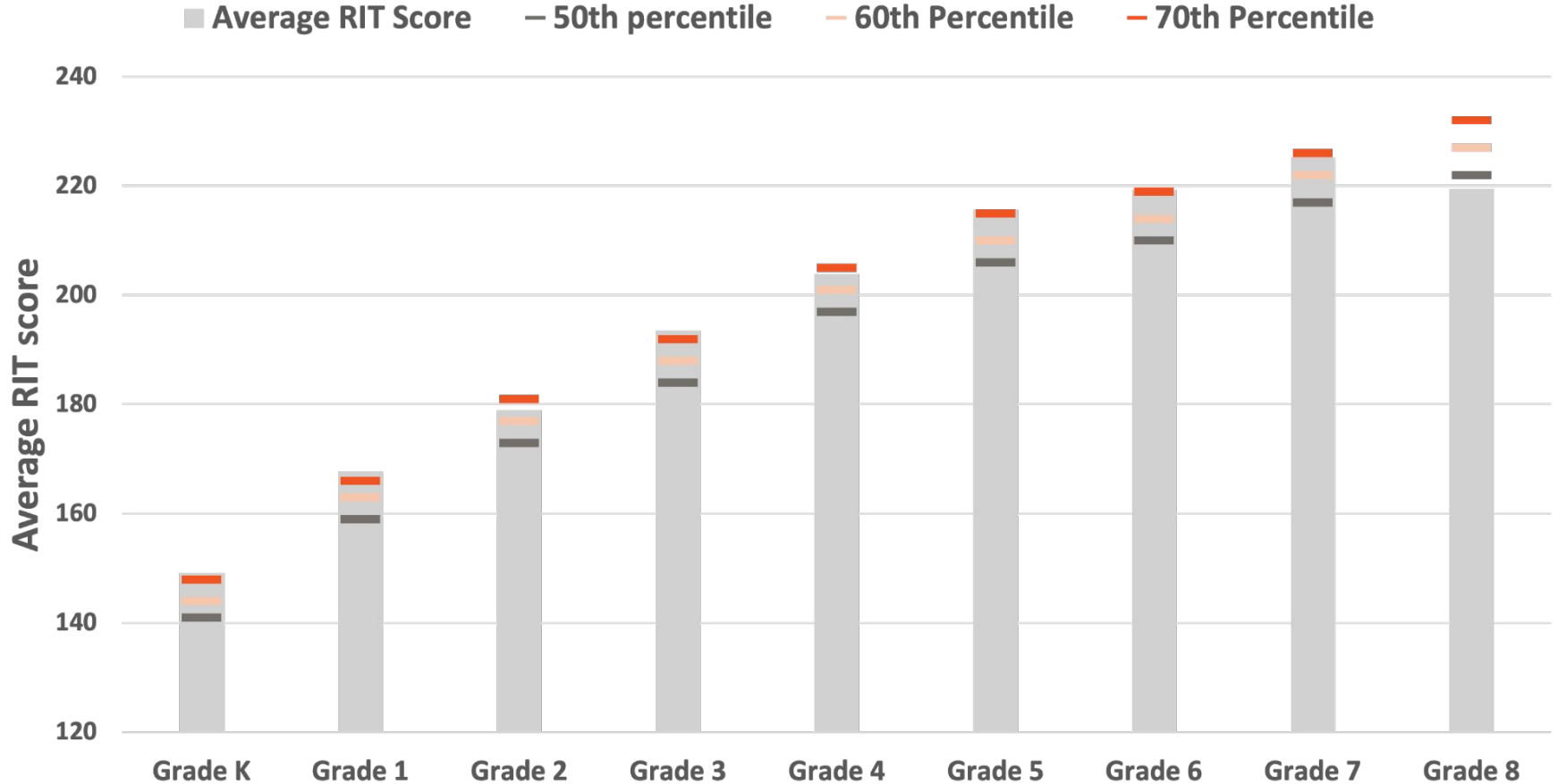


Beginning of Year: Student Achievement

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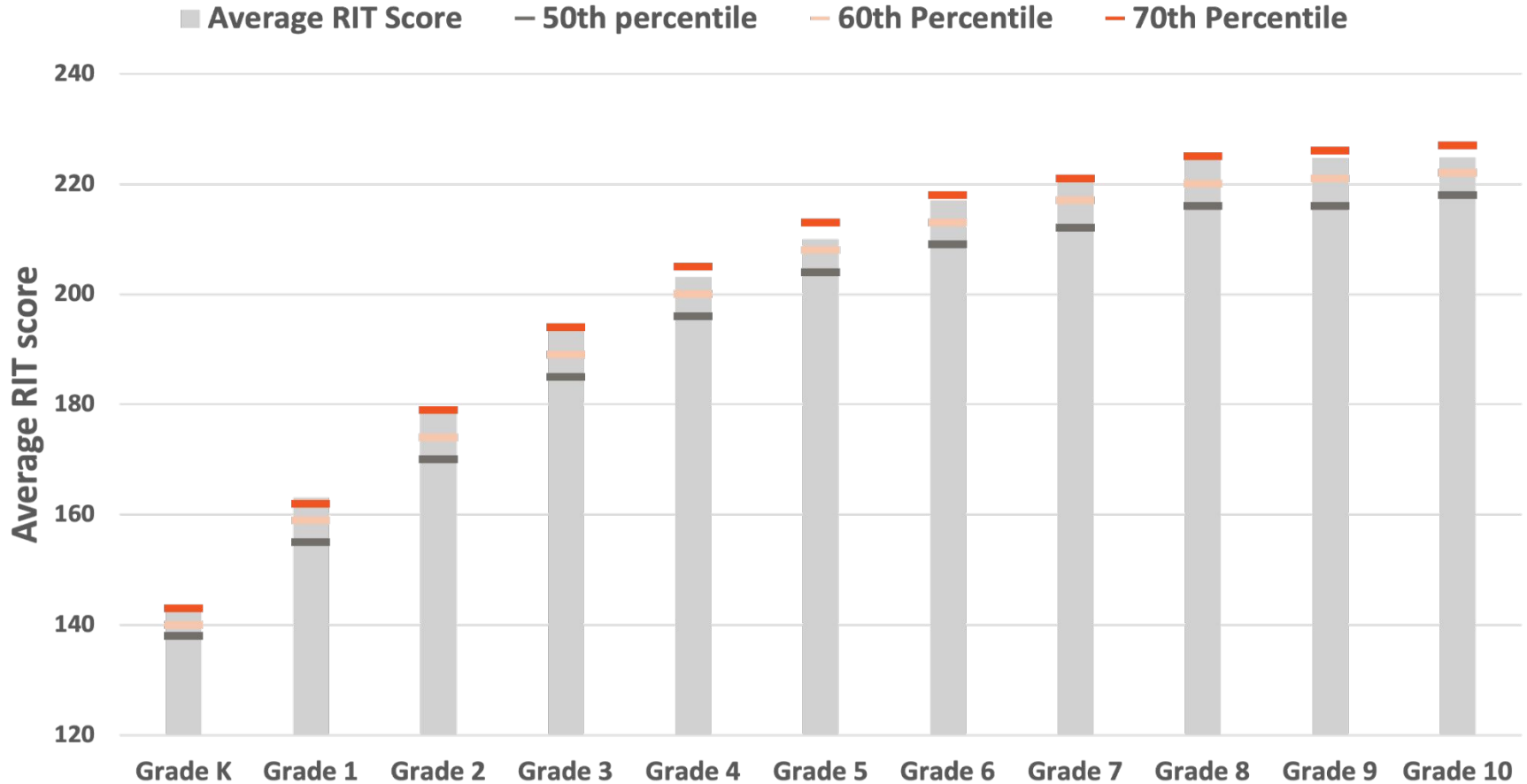
BOY 2026 MAP - Math

Student Achievement Percentiles



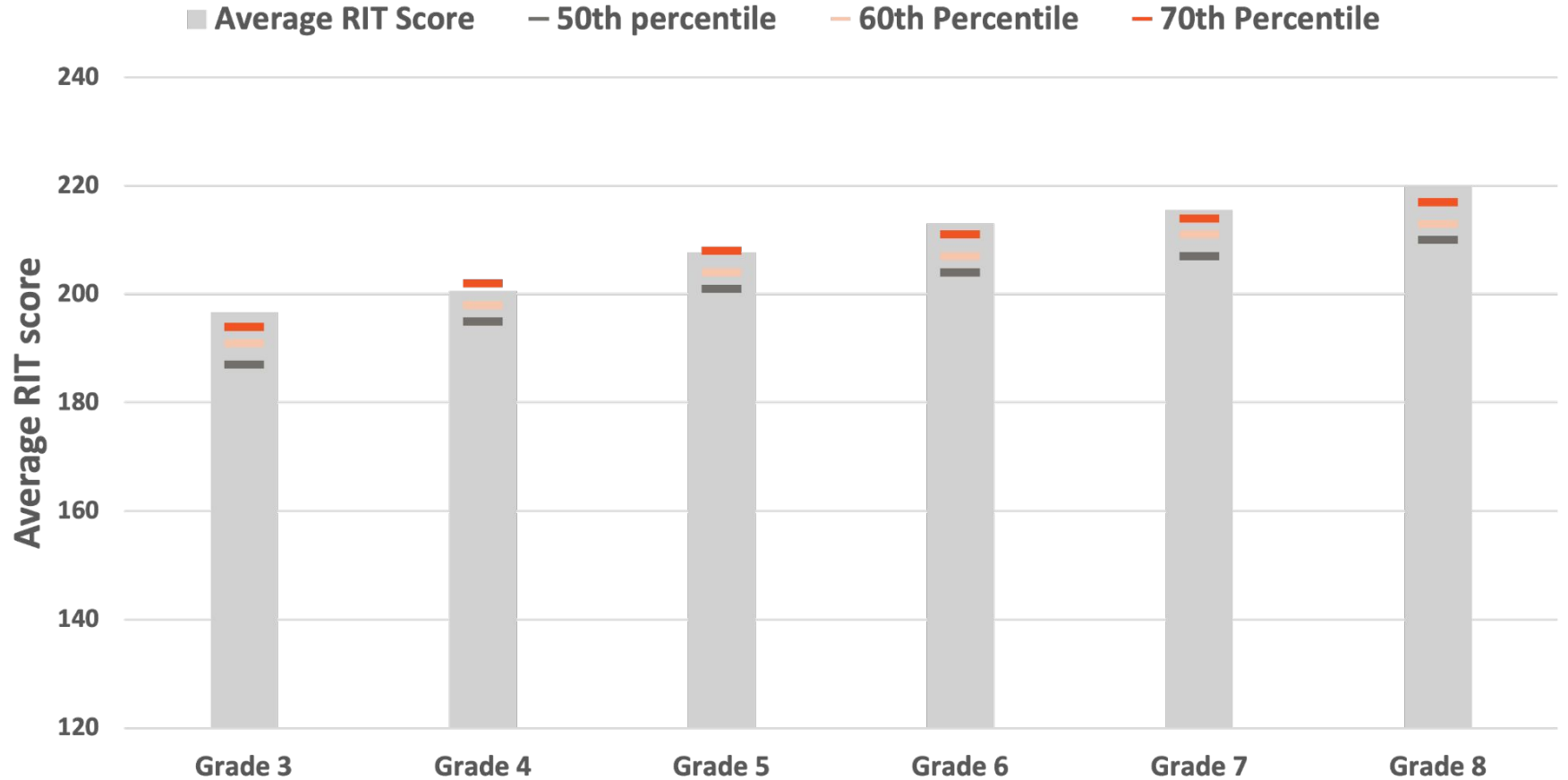
BOY 2026 MAP - Reading

Student Achievement Percentiles



BOY 2026 MAP - Science

Student Achievement Percentiles



RIT Score Growth

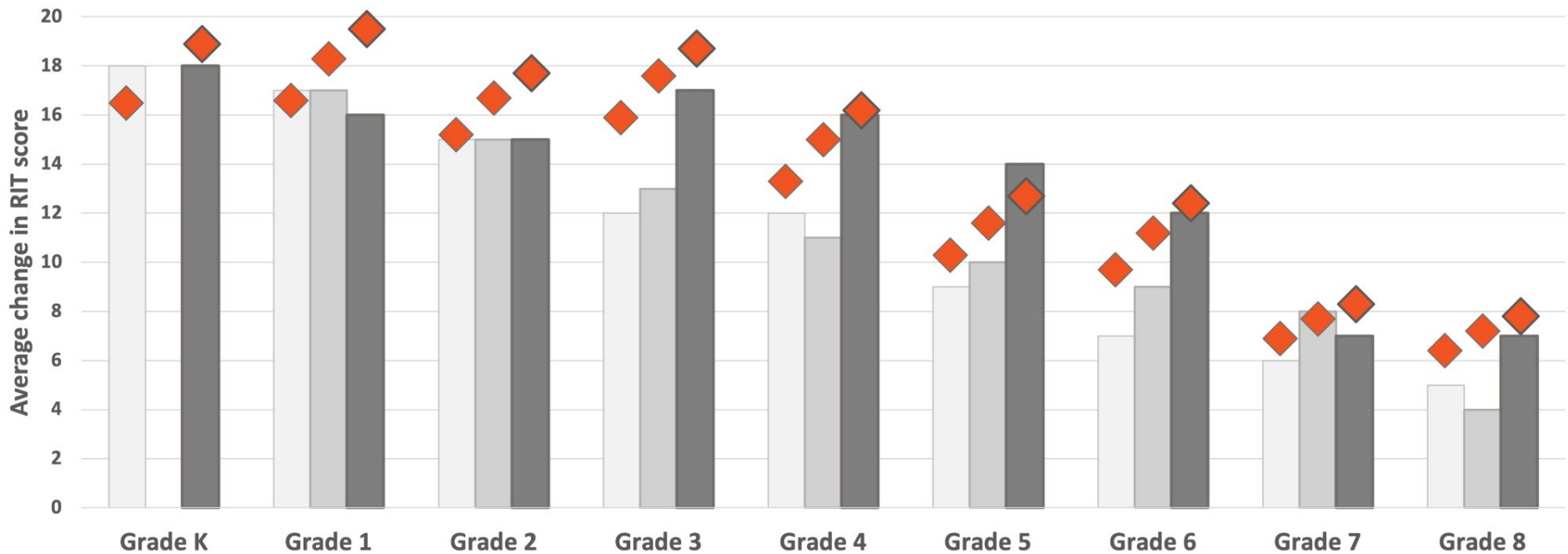
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EOY MAP - Math

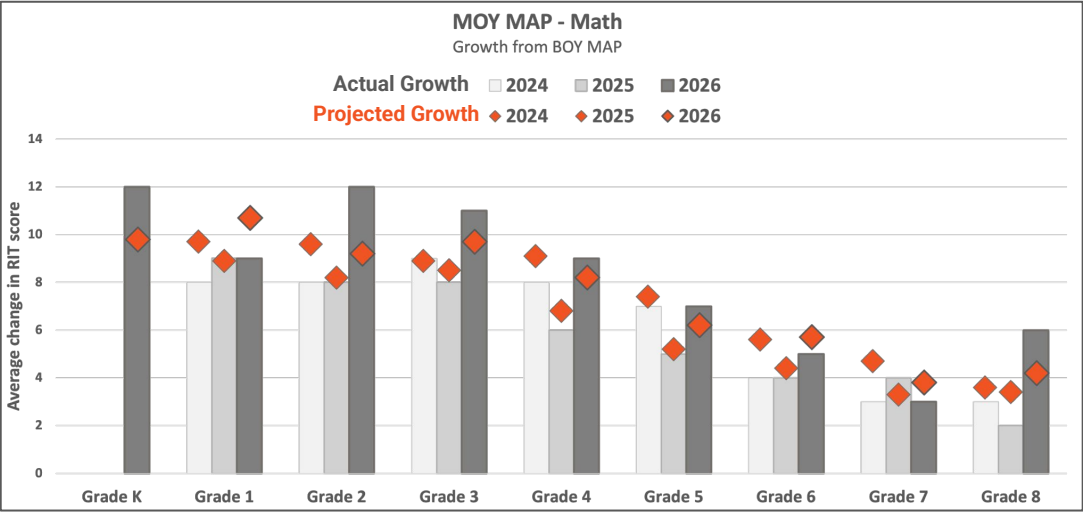
Growth from BOY MAP

Actual Growth 2024 2025 2026

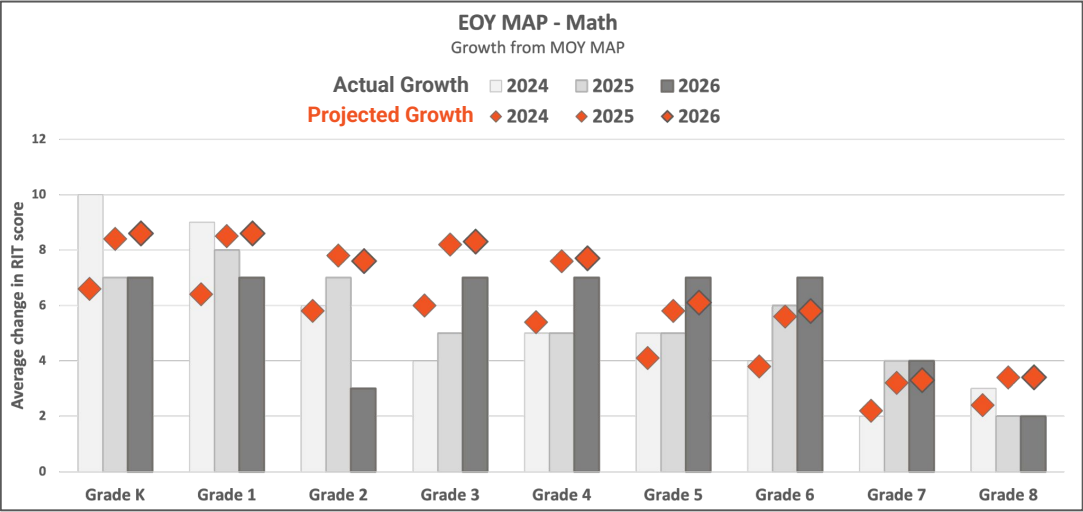
Projected Growth 2024 2025 2026



Math: BOY to MOY RIT Score Growth



Math: MOY to EOY RIT Score Growth

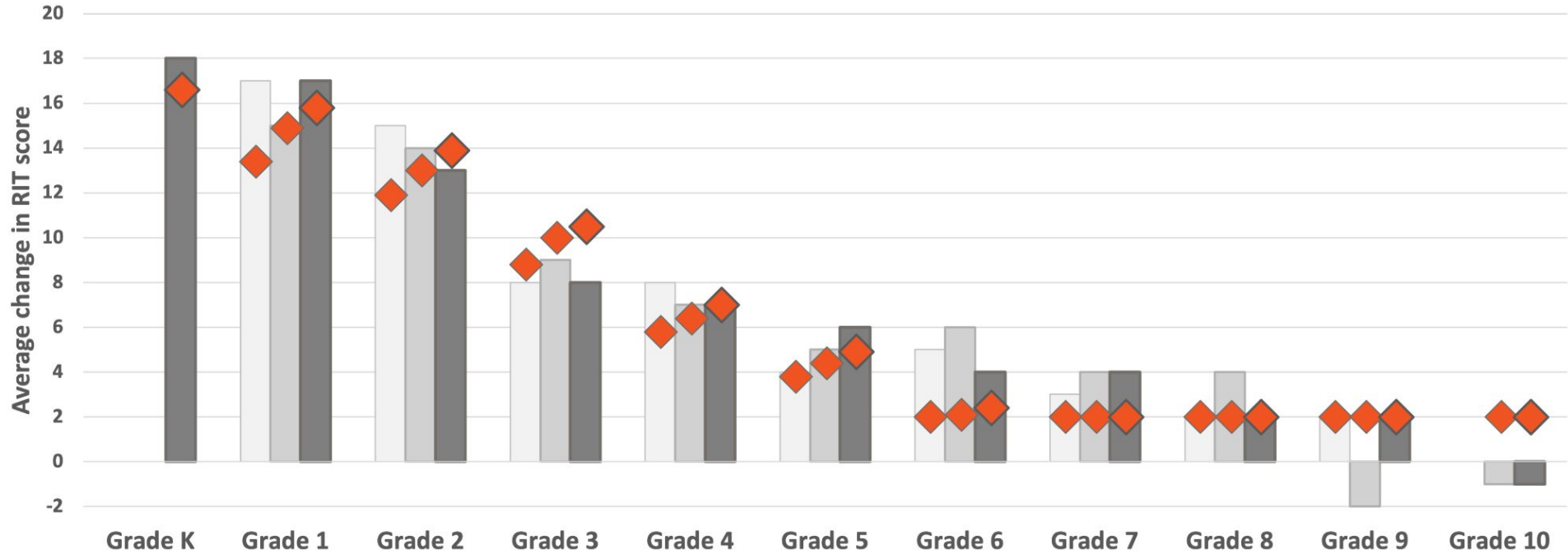


EOY MAP - Reading

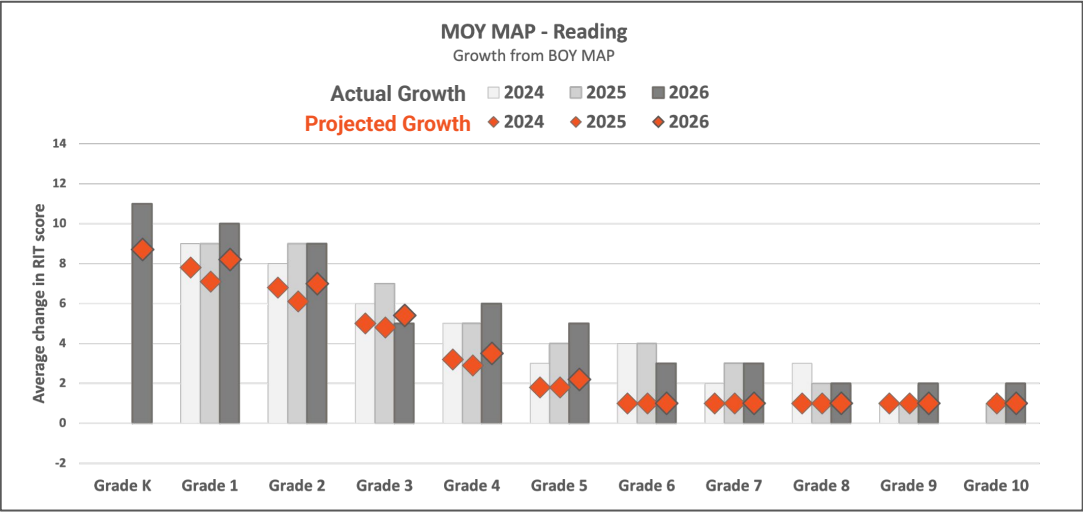
Growth from BOY MAP

Actual Growth 2024 2025 2026

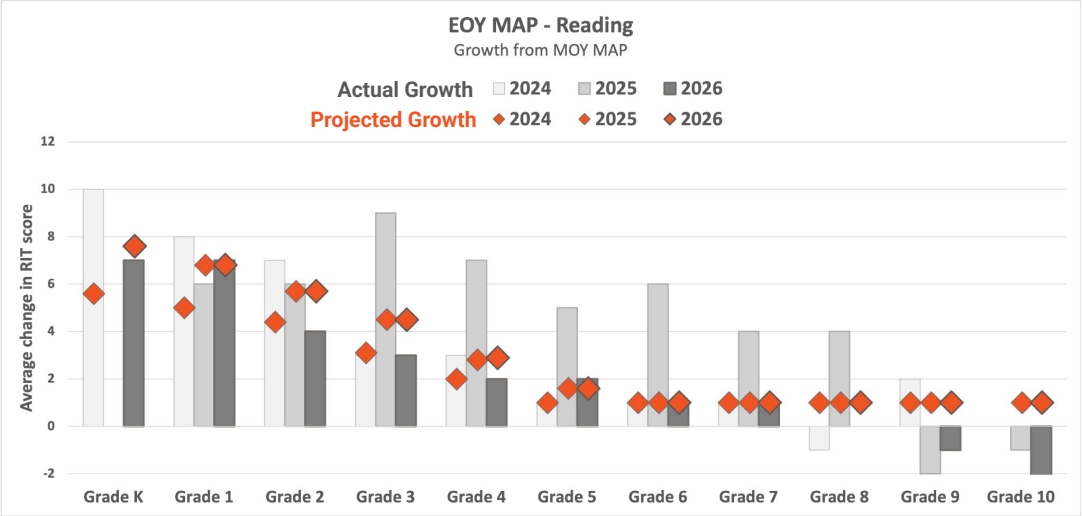
Projected Growth 2024 2025 2026



Reading: BOY to MOY RIT Score Growth

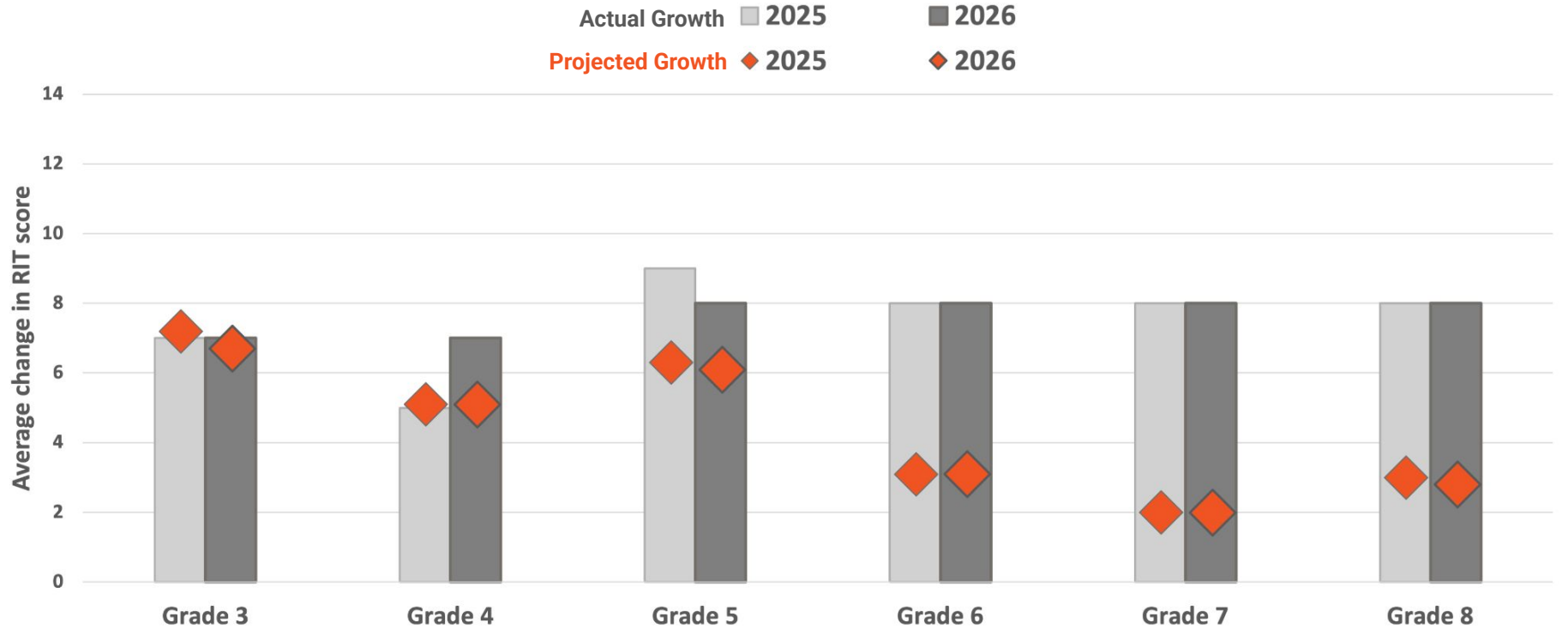


Reading: MOY to EOY RIT Score Growth

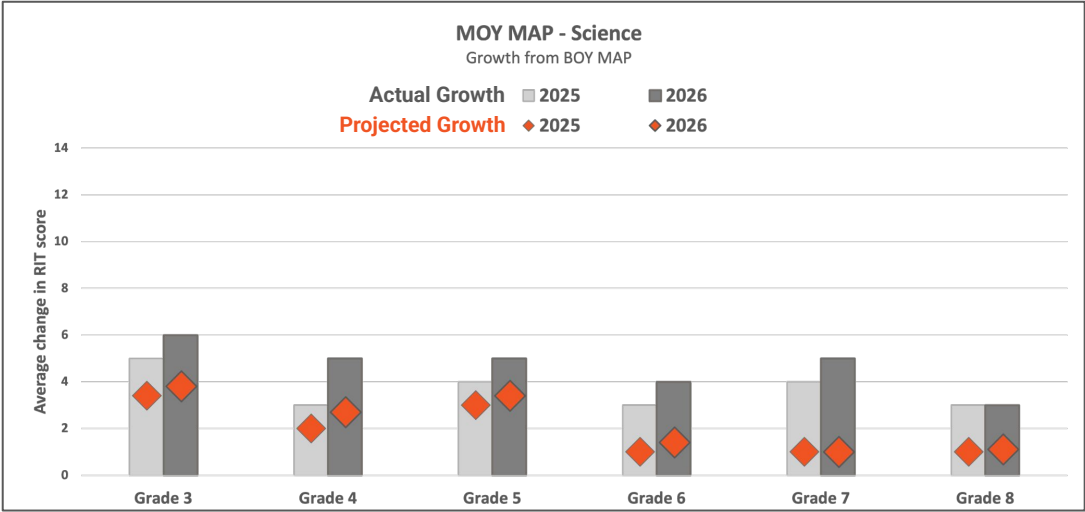


EOY MAP - Science

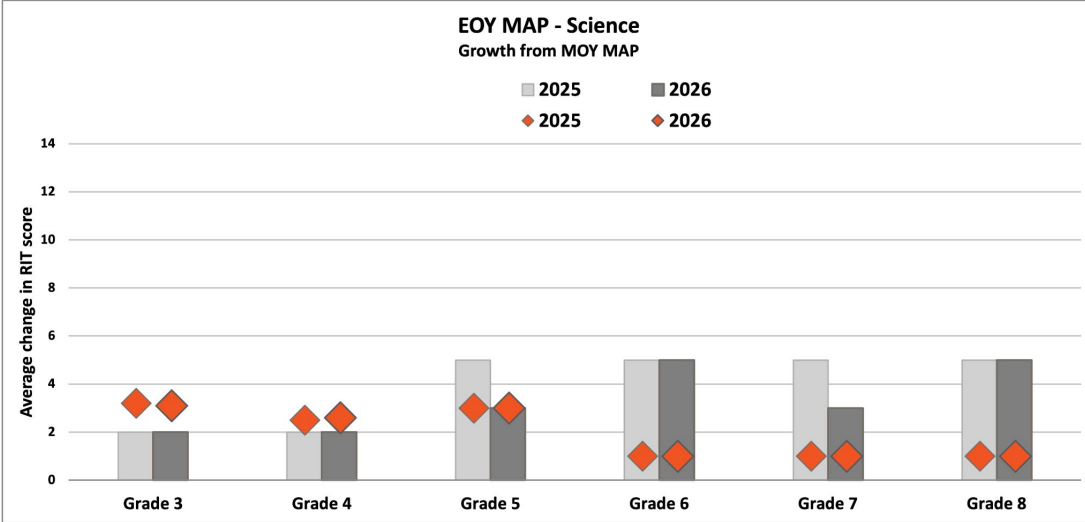
Growth from BOY MAP



Science: BOY to MOY RIT Score Growth



Science: MOY to EOY RIT Score Growth



STAAR Proficiency Projections

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MAP Proficiency Projections for 2026 STAAR

MAP Proficiency Projections for 2026 STAAR

- Proficiency projections are *probabilities*
- Probabilities are dependent on how the student scores
- MAP RIT score correlation to STAAR scores is high in statistical terms & remains one of the best tools available for measuring achievement quickly and unobtrusively

STAAR Proj Prof Level (MAP)	2026 STAAR Performance Level			
	Did Not Meet	Approaches	Meets	Masters
Math	676	883	906	708
Did Not Meet	402	90	6	
Approaches	236	396	129	3
Meets	35	305	498	81
Masters	3	42	273	624
Reading	457	668	1178	1277
Did Not Meet	244	76	24	
Approaches	167	347	181	21
Meets	33	215	705	264
Masters	13	30	268	992
Science	176	295	387	488
Did Not Meet	93	42	3	
Approaches	68	139	75	7
Meets	14	88	213	144
Masters	1	26	96	337

"MAP projected 402 student would have DNM that earned DNM on STAAR Math, while 236 students were projected to earn Approaches that earned DNM on STAAR, and 35 students were projected to earn Meets that earned DNM on STAAR, and 3 were projected to earn Masters who earned DNM on STAAR"

*Green were projected correctly by MAP

*Orange exceeded MAP projection

*Blue did not meet or exceed MAP projection

Response to Data



Response and Next Steps

- **Continuous Data Analysis**
 - Principal Data Update
 - Parent Communication
- **Focus on Student Growth**
 - Prioritize individual student growth goals
 - Ongoing data cycles that identify gaps, monitor growth, and drive instructional decision
- **Strengthen Instruction**
 - Targeted professional learning opportunities- September and October district days, grade level collaboration, ongoing job-embedded PD
 - Design Teams are currently implementing their response systems (targeted intervention and enrichment opportunities for all students)
- **Next Steps**
 - MOY Testing Window and Data Analysis- January
 - MOY MAP Data shared with the Board - February or March Board Meeting

