# South San Antonio

#### SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

#### Agenda Item Summary

Meeting Date: N	March 21, 2018			
Purpose:	□ Presentation/Report	☐ Recognition	☐ Discussion/	Possible Action
☐ Work Session	☐ Recognition	☐ Discussion Only	☐ Consent	
	stro, Chief Academic Office s, Director of Teaching & I			
Item Title: Report of	on Measures of Academic P	Progress (MAP)		
Description:				
Middle of Year (M	OY) math assessment data			
Recommendation:				
Report only.				
District Goal/Strate	egy:			
	of students who perform at s will increase from 8% to 4		el standard for all	grades in state
Funding Budget Co	ode and Amount:			CFO Approval
N/A				

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

Superintendent:

Form Revised: January 2018

# Measures of Academic Progress (MAP)-Math

Middle of Year (MOY) Data

Division of Academics

# Goal Progress Measure 2

The percent of students who perform at the masters grade level standard (formerly Level III) for all grades in state mathematics exams will increase from 8% to 40% by the year 2022.

2017	2018	2019	2020	2021	2022
13.33%	18.67%	24.00%	29.33%	34.67%	40%

# Measures of Academic Progress (MAP)

- Online diagnostic assessment which identifies skills and learning standards that require targeted intervention to close learning gaps
- Reports for each classroom teacher to classify students into five groups
  - Lo, Lo-Avg, Avg, Hi-Avg, Hi

	L %ile	o < 21	Lo/ %ile	Avg 21-40	100000000000000000000000000000000000000	vg 41-60		Avg 61-80		fi > 80
Overall Performance	count	%	count	%	count	%	count	%	count	%
Mathematics	17	25%	10	14%	18	26%	16	23%	8	12%

Assessing is done three times yearly

# Measures of Academic Progress (MAP)

The grades below are assessed in the following areas:

#### **Grades K-1**

- Data Analysis and Money
- Geometry and Measurement
- Numerical Representations and Relationships
- Computations and Algebraic Relationships

#### Grades 2-5

- Numerical Representations and Relationships
- Geometry and Measurement
- Data Analysis and Monetary Transactions
- Computations and Algebraic Relationships

#### **Grades 6-8**

- Geometry and Measurement
- Data Analysis
- Numerical Representations and Probability
- Computations and Algebraic Relationships

#### Algebra I

- Number Sense, Properties, and Number Theory
- Equations and Inequalities
- Computation and Estimation with Real Numbers
- Patterns, Functions, and Graphing
- Expressions





RAYMOND's mathematics score could benefit from focus in Numerical Representations and Relationships and Geometry and Measurement. Visit Instructional Areas for more details about which skills and concepts he is ready to learn.

-()-()-

Compared to his overall score, I and Monetary Transactions. As strength when he is learning ne

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59TH

#### Norms Percentile

Achievement for this term, ranked against NWEA 2015 Norms Study

Approaches

### State of Texas Assessments of Academic Readiness

Projected result for test taken in spring

INSTRUCTION	AL AREAS	"10
198	Geometry and Measurement	$\rightarrow$
	♦ Suggested Area of Focus	
198	Numerical Representations and Relationships	$\rightarrow$
	♦ Suggested Area of Focus	
210	Computations and Algebraic Relationships	$\rightarrow$
213	Data Analysis and Monetary Transactions	$\rightarrow$
	♦ Relative Strength	

## **Individual Student Data**

Rounds whole numbers within 1,000,000

RAYMOND is ready to DEVELOP these skills (191-200):  Represents whole numbers within 1,000 with models  3.2.D: compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.  RAYMOND is ready to DEVELOP these skills (191-200):  Compares whole numbers within 10,000 using symbols  Compares whole numbers within 10,000 using terms  Orders whole numbers within 10,000  4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;  RAYMOND is ready to DEVELOP these skills (191-200):	1.2.C: use ob	ejects, pictures, and expanded and standard forms to represent numbers up to 120;
2.2.A: use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones;  RAYMOND is ready to DEVELOP these skills (191-200):  Represents whole numbers within 1,000 with models  3.2.D: compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.  RAYMOND is ready to DEVELOP these skills (191-200):  Compares whole numbers within 10,000 using symbols  Compares whole numbers within 10,000 using terms  Orders whole numbers within 10,000  4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;  RAYMOND is ready to DEVELOP these skills (191-200):	RAYMOND is re	ady to DEVELOP these skills (191-200):
RAYMOND is ready to DEVELOP these skills (191-200):  Represents whole numbers within 1,000 with models  3.2.D: compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.  RAYMOND is ready to DEVELOP these skills (191-200):  Compares whole numbers within 10,000 using symbols  Compares whole numbers within 10,000 using terms  Orders whole numbers within 10,000  4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;  RAYMOND is ready to DEVELOP these skills (191-200):	Reads and wri	ites whole numbers within 100 as tens and ones
Represents whole numbers within 1,000 with models  3.2.D: compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.  RAYMOND is ready to DEVELOP these skills (191-200):  Compares whole numbers within 10,000 using symbols  Compares whole numbers within 10,000 using terms  Orders whole numbers within 10,000  4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;  RAYMOND is ready to DEVELOP these skills (191-200):	2.2.A: use co ones;	ncrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and
3.2.D: compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.  RAYMOND is ready to DEVELOP these skills (191-200):  Compares whole numbers within 10,000 using symbols  Compares whole numbers within 10,000 using terms  Orders whole numbers within 10,000  4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;  RAYMOND is ready to DEVELOP these skills (191-200):	RAYMOND is re	ady to DEVELOP these skills (191-200):
RAYMOND is ready to DEVELOP these skills (191-200):  Compares whole numbers within 10,000 using symbols  Compares whole numbers within 10,000 using terms  Orders whole numbers within 10,000  4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;  RAYMOND is ready to DEVELOP these skills (191-200):	Represents wi	hole numbers within 1,000 with models
Compares whole numbers within 10,000 using symbols Compares whole numbers within 10,000 using terms Orders whole numbers within 10,000  4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;  RAYMOND is ready to DEVELOP these skills (191-200):	3.2.D: compa	are and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.
Compares whole numbers within 10,000 using terms  Orders whole numbers within 10,000  4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;  RAYMOND is ready to DEVELOP these skills (191-200):	RAYMOND is re	ady to DEVELOP these skills (191-200):
Orders whole numbers within 10,000  4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;  RAYMOND is ready to DEVELOP these skills (191-200):	Compares wh	ole numbers within 10,000 using symbols
4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;  RAYMOND is ready to DEVELOP these skills (191-200):	Compares wh	ole numbers within 10,000 using terms
RAYMOND is ready to DEVELOP these skills (191-200):	Orders whole	numbers within 10,000
	4.2.C: compa	are and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;
Compares whole gumbers greater than 10,000 using greater	RAYMOND is re	ady to DEVELOP these skills (191-200):
Compares whole numbers greater trian 10,000 using symbols	Compares wh	ole numbers greater than 10,000 using symbols

# Class Breakdown by Goal

#### Mathematics

Growth: Math 2-5 TX 2012 / TX Essential Knowledge and Skills Math: 2012

Goal				Goal	Score			
Goal	151-160	161-170	171-180	181-190	191-200	201-210	211-220	221-230
Numerical Representations and Relationships		D. Domio (159) M. ALDANA (168) F. GUTIERREZ (169) D. RANGEL (176)	A.M. Hernandez (171) B. RODRIGUEZ (187)	G. HERNANDEZ (177) R. GARZA (182)	C. RODRIGUEZ (190) J. GARZA (191) J. MENDEZ (196) J. MEDRANO (200) A. ZERTUCHE (201) E. GARZA (202) R. CHAVEZ (205)	C. MENDOZA (203) J. CELESTINO (205) A. BOSMANS (207) T. MAYBERRY (207) H. LOPEZ (208)	J. BOHNENBLUST (20 J. LOPEZ (201) A. GARZA (208)	M. CORTEZ (227)
Computations and Algebraic Relationships	D. Dormio (159)	M. ALDANA (168)	F. GUTIERREZ (169) A.M. Hernandez (171) D. RANGEL (176) R. GARZA (182)	G. HERNANDEZ (177) C. RODRIGUEZ (190) J. GARZA (191)	B. RODRIGUEZ (187) J. MENDEZ (196) J. BOHNENBLUST J. LOPEZ (201) A. GARZA (208)	J. MEDRANO (200) A. ZERTUCHE (201) E. GARZA (202) C. MENDOZA (203) J. CELESTINO (205) R. CHAVEZ (205) A. BOSMANS (207) T. MAYBERRY (207)	H. LOPEZ (208)	M. CORTEZ (227)
Geometry and Measurement	D. Dormio (159)		M. ALDANA (168) F. GUTIERREZ (169) A.M. Hernandez (171) G. HERNANDEZ (177)	D. RANGEL (176) B. RODRIGUEZ (187) J. BOHNENBLUST	R. GARZA (182) C. RODRIGUEZ (190) J. GARZA (191) J. MENDEZ (196) J. LOPEZ (201) A. ZERTUCHE (201) E. GARZA (202) C. MENDOZA (203) J. CELESTINO (205) R. CHAVEZ (205)	J. MEDRANO (200) A. BOSMANS (207) T. MAYBERRY (207) H. LOPEZ (208)	A. GARZA (208)	
Data Analysis and Monetary Transactions	D. Dormio (159) F. GUTIERREZ (169) A.M. Hernandez (171)	M. ALDANA (168) G. HERNANDEZ (177) R. GARZA (182)	D. RANGEL (176)	C. RODRIGUEZ (190) J. GARZA (191)	B. RODRIGUEZ (187) J. MENDEZ (196) J. MEDRANO (200) J. LOPEZ (201)	A. ZERTUCHE (201) E. GARZA (202) C. MENDOZA (203) T. MAYBERRY (207) A. GARZA (208)	J. BOHNENBLUST (20 J. CELESTINO (205) R. CHAVEZ (205) A. BOSMANS (207) H. LOPEZ (208)	

# Learning Continuum --Class View

K.2.I: compose and decompose numbers up to 10 with objects and pictures.

. Decomposes whole numbers within 10 in more than one way, using models

1.2.C: use objects, pictures, and expanded and standard forms to represent numbers up to 120:

- Represents whole numbers within 100 with models
- · Represents whole numbers within 20 with models

1.2.E: use place value to compare whole numbers up to 120 using comparative language;

· Compares whole numbers within 100 using terms

1.2.G: represent the comparison of two numbers to 100 using the symbols >, <, or =.

· Compares whole numbers within 10 using symbols

2.2.A: use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones;

Represents whole numbers within 1,000 with models

161-170

2.2.B: use standard, word, and expanded forms to represent numbers up to 1,200;

- · Knows place value names through hundred thousands
- Reads and writes whole numbers within 1,000 as hundreds, tens, and ones
- · Reads and writes whole numbers within 1,000 in word form
- Reads and writes whole numbers within 100 in word form.

3.2.A: compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate;

Knows place value names through hundred thousands

4.2.C: compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =;

Compares whole numbers greater than 10,000 using terms

5.2.B: compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =; and

 Compares decimals to the hundredths, with the same number of digits after the decimal point, using terms Dormio, Darnell

Overall RIT: 159 Goal Range: 156-168

ALDANA, MAX

Overall RIT: 168 Goal Range: 162-174

**GUTIERREZ, FAITH** 

Overall RIT: 169 Goal Range: 163-175

RANGEL, DEZYRE

Overall RIT: 176 Goal Range: 162-174

Grade	Beginning of Year Mean RIT	Middle of Year Mean RIT	Growth
Kindergarten	139.0	145.8	5.8
Grade 1	156.8	162.4	5.6
Grade 2	174.8	179.7	4.9
Grade 3	185.0	190.2	5.2
Grade 4	197.4	200.8	4.4
Grade 5	208.1	212.6	4.5
Grade 6	208.8	208.2	-0.6
Grade 7	213.7	214.0	0.3
Grade 8	214.5	213.9	-0.6

### Implementation

- Teachers have access to a variety of reports--individual and class--to create groups and plan for interventions
- Individual student data shows where students are working below grade level, on grade level, and above grade level in specific skills
- Individual interventions to address MOY data will be implemented to improve performance on STAAR and on the end of year test in May