

#### **BOARD OF TRUSTEES**

Date: 09/25/2025 Prepared By: D. Latham

Subject: Priority 1- Student Excellence –

mCLASS and Measures of Academic Progress (MAP) BoY Assessment

#### **Information Sheet**

#### **PURPOSE OF INFORMATION:**

This information informs the MISD Strategic Plan, Priority #1- Student Excellence and metrics. Included is comparison of Beginning of 2024 Year (BoY) to Beginning of 2025 Year (BoY) mCLASS (K-2 Early Literacy assessment) data. Also, comparison data 2024 Year (BoY) to Beginning of 2025 Year (BoY) Measures of Academic Progress (MAP) assessment results will provide baselines for targets for monitoring academic growth for grades 3-11.

These assessments are used as measures to inform HB-3 [86th Tx Leg] Board Goals. for Early Literacy and Early Math.

#### **BACKGROUND INFORMATION:**

The mCLASS assessment is administered to grades KG to 2, to provide one metric for the 2025 early literacy baseline. After two weeks of instruction for all grades, the MAP BoY assessments were administered. To provide a longitudinal look at growth for KG – 2 for our Strategic plan P#1, the MAP test windows are being shifted to later in the year from Middle (MoY) and End (EoY) of year. MAP testing windows for the upper tested grades will continue the previous test-windows, which provides data for earlier intervention.

The Board will continue to receive reports on these interim MAP and mClass results, to inform academic growth and performance toward the MISD Board HB3 goals of reading and math. This presentation aligns to the District Scorecard and MISD Priority 1 – Student Excellence.

#### **ACTION REQUIRED:**

No Action required – Board Information Only

# **mCLASS**

MISD Board Meeting September 25, 2025

**Beginning of Year (BoY)** 

Local Assessment Results



# Priority #1 STUDENT EXCELLENCE

1.1 STUDENT ACHIEVEMENT and GROWTH

1.2 STUDENT CC&MR

1.3 LIFE READY

# mCLASS

**K-2 LITERACY** 

DIBELS 8 – Dynamic Indicators of Basic Early Literacy These components are tested at each grade level, as the students grow from "learning to read [K-1]" to "reading to learn" [gr. 2-3].

**Composite score** – an approximation of subset performance weighted to a percentile and scaled. Ex. well-below, below, at, above

Short, sub-unit timed assessments of:

- a) Letter naming fluency student names letters for 60 seconds.
- b) Phonemic segmentation fluency student breaks words into phonemes for 60 secs. Ex. /c/ /a/ /t/
- c) Nonsense word fluency student reads or sounds out nonsense words for 60 secs. Ex. /h/ /a/ /p/
- d) Word reading fluency student sight reads for 60 secs.
- e) Oral reading fluency student reads a passage for 60 secs.
- f) Maze student silently reads a passage for 180 secs., answers questions/ chooses missing words.





#### DIBELS 8 – Dynamic Indicators of Basic Early Literacy

These components are tested at each grade level, as the students grow from "learning to read [K-1]" to "reading to learn" [gr. 2-3].

Maze

**Oral Reading Fluency (ORF)** 

Word Reading Fluency (WRF)

Nonsense Word Fluency (NWF)

Phonemic Segmentation Fluency (PSF)

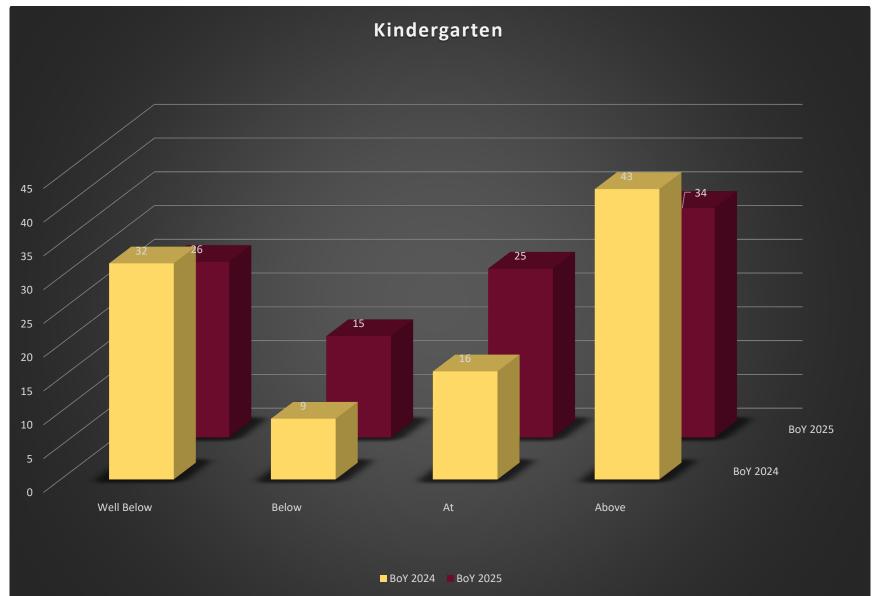
**Letter Naming Fluency (LNF)** 

Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	
Kin	dergar	ten	First Grade			Second Grade			Third Grade			





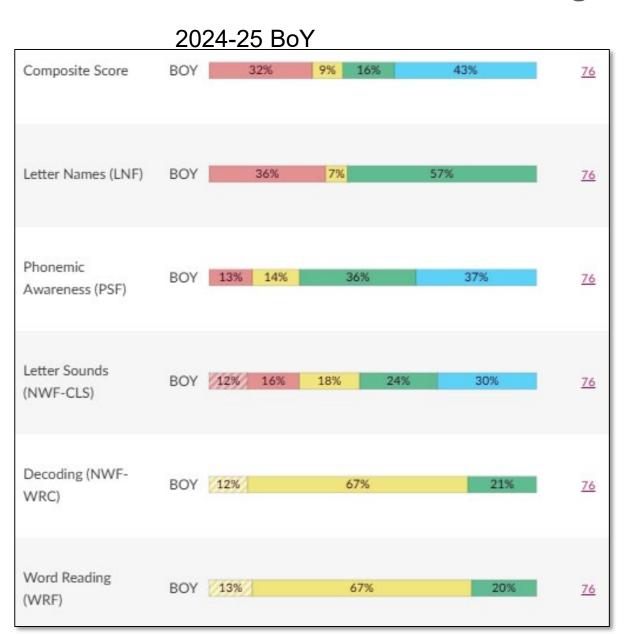
# % Students Kindergarten - Composite







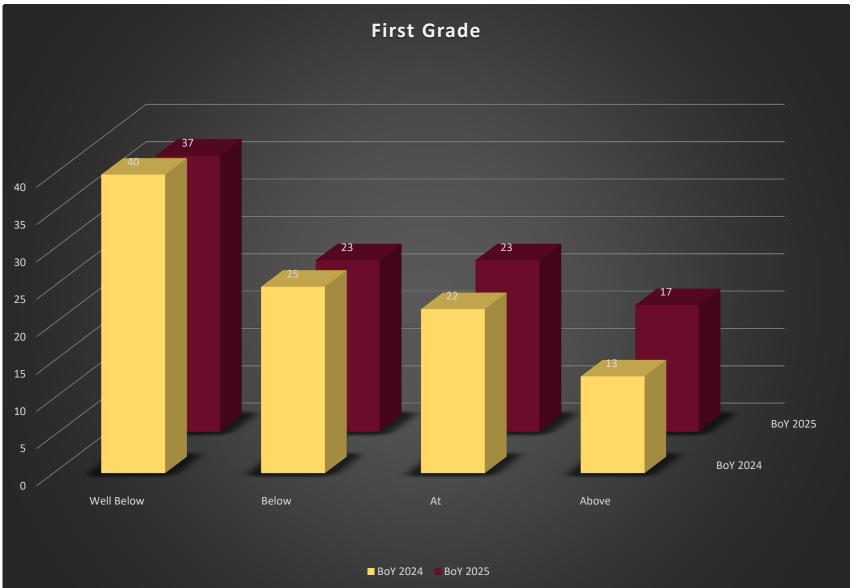
#### % Students Reading BoY to BoY - Kindergarten



#### 2025-26 BoY



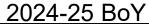
# % Students First - Composite







#### % Students Reading BoY to BoY – First Grade

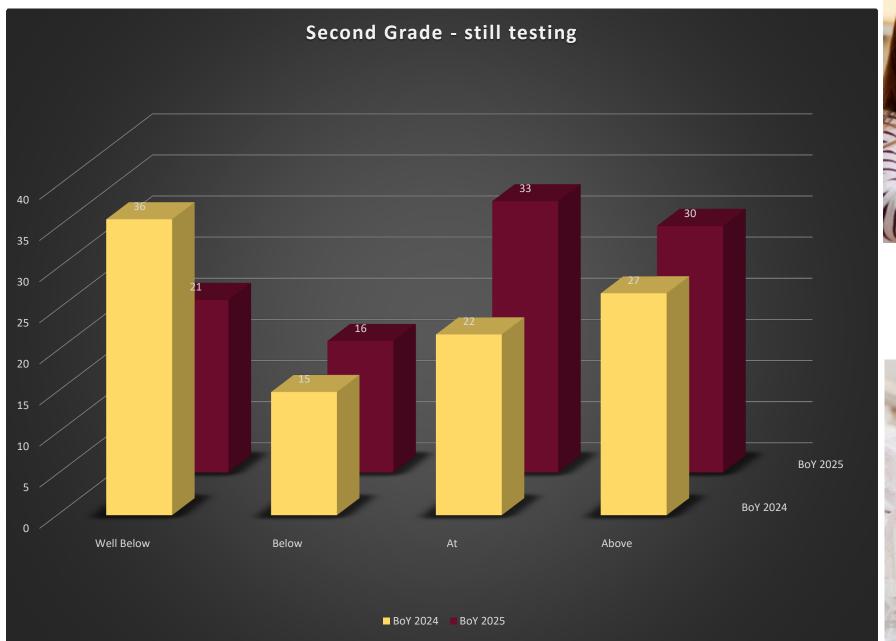




#### 2025-26 BoY



## % Students Second - Composite







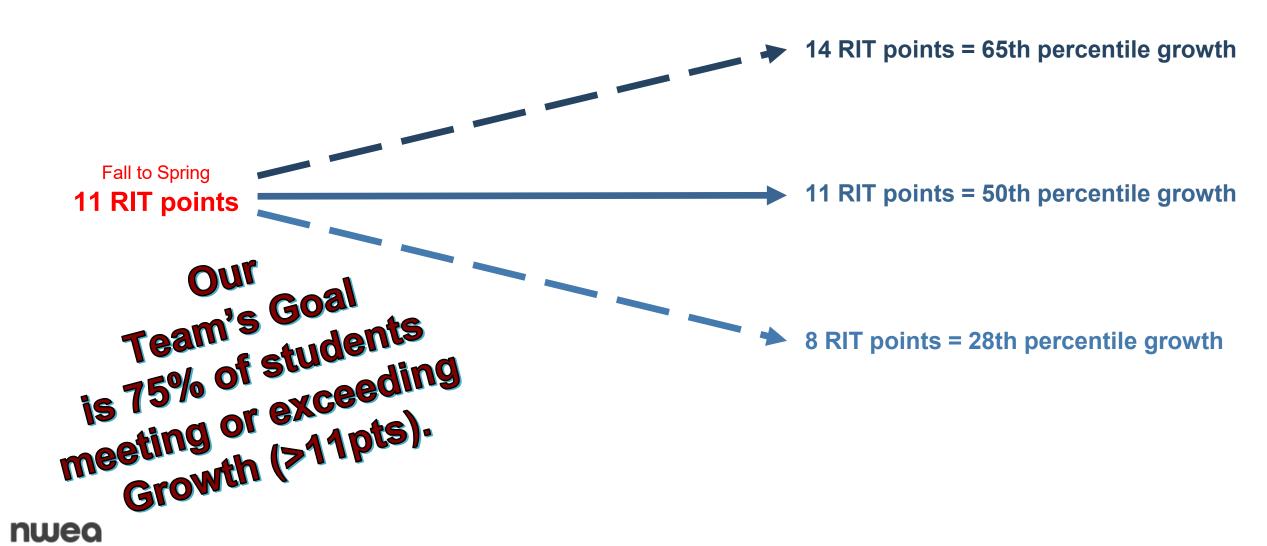
#### % Students Reading BoY to BoY – Second Gr.





GRADES 3-5 READING and MATH

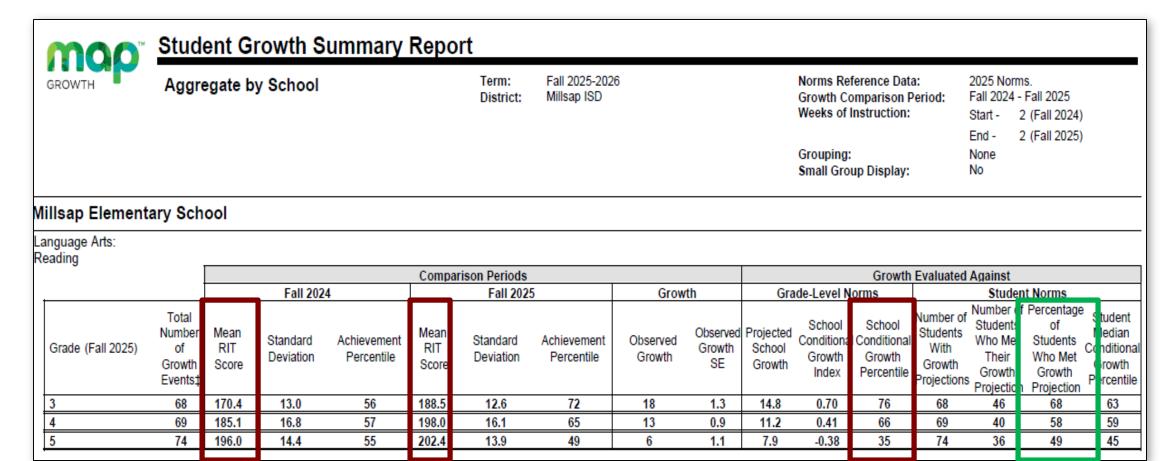
# What is MAP Growth?



### MAP READING – FALL 2024 TO FALL 2025 (BoY)

This data provides staff with a Baseline of Growth Performance for 2025. Teachers will focus on growing each student to meet their projected growth target. This data is norm-referenced against their grade level peers, across the state and nation (see School Conditional Growth Percentile).

Think of the Rausch Unit (RIT) scores as a Beginning of Year Batting Average. Each student's has a "Growth Projection" calculated for their next administration. The green box shows the % of students that met their projected growth from 2024 BoY to 2025 BoY (see next slide).



Growth Evaluated Against												
Grad	le-Level N	orms	Student Norms									
Projected School Growth	School Conditiona Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Students Who Me Their	f Percentage of Students Who Met Growth Projection	rowth						
14.8	0.70	76	68	46	68	63						
11.2	0.41	66	69	40	58	59						
7.9	-0.38	35	74	36	49	45						

# MAP MATH – FALL 2024 TO FALL 2025 (BoY)

This data provides staff with a Baseline of Growth Performance for 2025. Teachers will focus on growing each student to meet their projected growth target. This data is norm-referenced against their grade level peers, across the state and nation (see School Conditional Growth Percentile).

Think of the Rausch Unit (RIT) scores as a Beginning of Year Batting Average. Each student's has a "Growth Projection" calculated for their next administration. The green box shows the % of students that met their projected growth from 2024 BoY to 2025 BoY (see next slide).

Millsap Elementary School																
Math: Math K-12																
Comparison Periods Growth Evaluated Against																
			Fall 202	4	Fall 2025			Growth		Grade-Level Norms		Student Norms				
Grade (Fall 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditiona Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Who Me Their	Percentage of Students Who Met Growth Projection	Student Median ( ondition Growth Percentil
3	69	173.5	12.8	57	188.3	12.7	77	15	1.0	11.4	0.82	79	69	49	71	69
4	69	188.6	15.2	78	202.5	13.8	85	14	1.0	12.8	0.30	62	69	38	55	54
5	73	200.2	13.6	76	206.9	11.2	60	7	0.9	9.6	-0.52	30	73	26	36	30

	Growth Evaluated Against												
Gra	de-Level N	orms	Student Norms										
Projected School Growth	School Conditiona Growth Index	School Conditional Growth Percentile	lumber of Students With Growth Projections	Students Who Me Their Growth	Percentage of Students Who Met Growth Projection	Student Median onditional Growth Percentile							
11.4	0.82	79	69	49	71	69							
12.8	0.30	62	69	38	55	54							
9.6	-0.52	30	73	26	36	30							

#### Exported by dlatham on 9/18/2023 Student Profile Grade: 2 **翻 MATHEMATICS** Fall 2023-24 Rapid-Guessing %: 12% Est. impact of Rapid-Guessing % on RIT-1 Standard Error: +/- 3.37 Possible range: 172-178 Growth: Math 2-5 TX 2012 8/21/2023 -43 minutes

#### INSTRUCTIONAL AREAS

Concepts to : Develop Group by: Topic

# Computations and Algebraic Relationships

Represent and Solve Problems

# Number Sentences/Equations/Equivalence

- Determines start or change unknown in subtraction equations with whole numbers within 20
- Determines unknown parts in addition equations with whole numbers, sums within 20

# Whole Numbers: Represent and Solve Word Problems

- Represents addition word problems involving three addends with expressions or equations, whole number that the second sec
- Represents one-step addition and subtraction word problems with objects, whole numbers within 20 — Represents one-step additive-comparison word problems with expressions or equations, whole number
- Represents one-step add-to/put-together word problems with expressions or equations, with answer
- Solves one-step equal-groups multiplication word problems, whole numbers with products within 100 unknown, whole numbers within 20
- Solves one-step add-to/put-together word problems with result unknown, whole numbers within 20 — Solves one-step add-to/put-together word problems with start, change, or part unknown, whole number
- Solves one-step take-from/take-apart word problems with result unknown, whole numbers within 20

