



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: December 20, 2017

Purpose: Report Only Recognition Discussion/ Possible Action

From: Amy Shields, Director of Teaching & Learning
Denise Orosco, Director of Research, Evaluation, and Information Systems

Item Title: Report on Measures of Academic Progress (MAP)

Description:

Beginning of Year baseline math assessment data

Recommendation:

Report Only.

District Goal/Strategy:

Goal 2 The percent of students who perform at the Masters Grade Level standard for all grades in state mathematics exams will increase from 8% to 40% by 2022.

Funding Budget Code and Amount:

CFO Approval

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

Superintendent:

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12-4-2017

Measures of Academic Progress (MAP)-Math Beginning of Year

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

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	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

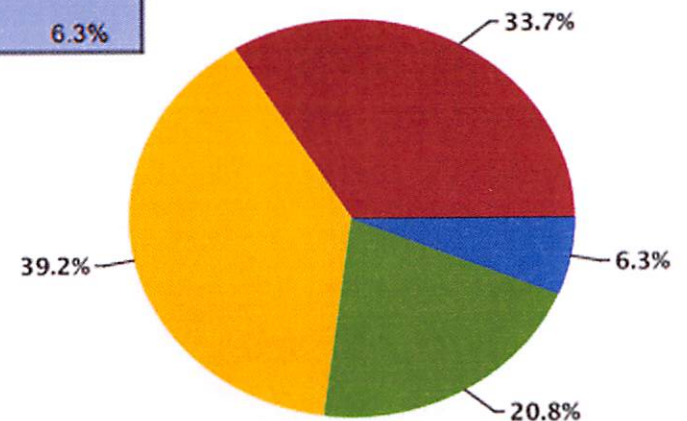
Algebra I

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

BOY Performance Projections for STAAR

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	688	201	29.2%	237	34.4%	175	25.4%	75	10.9%
3	694	293	42.2%	226	32.6%	139	20.0%	36	5.2%
4	767	301	39.2%	299	39.0%	130	16.9%	37	4.8%
5	711	168	23.6%	292	41.1%	173	24.3%	78	11.0%
6	559	190	34.0%	235	42.0%	117	20.9%	17	3.0%
7	635	236	37.2%	288	45.4%	92	14.5%	19	3.0%
8	630	189	30.0%	260	41.3%	150	23.8%	31	4.9%
Total	4684	1578	33.7%	1837	39.2%	976	20.8%	293	6.3%

- For each of three diagnostic tests given, STAAR Performance is projected.



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**
- **Interventions to address BOY data will take place between now and late February/early March when we will take MOY test to see growth**