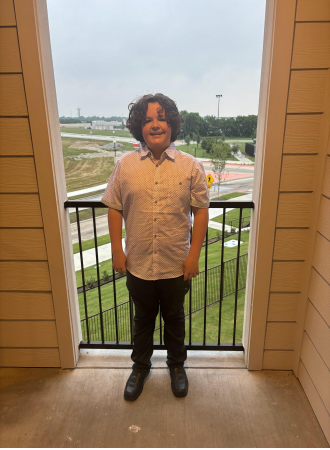




MYTHBUSTERS

MAP GROWTH EDITION

<https://tinyurl.com/4twrhb89>



Emily Christensen
Director of School Improvement & Accountability - RCISD

Year 21
Administration 12 Years
Elementary AP
High School Associate Principal
Secondary Principal
Director of Accountability and Assessment
Classroom 9 Years
Grades 5 -12: ELAR, Social Studies, Public Speaking





NORMS

- Be present and engaged.
- If you have gum...share it.
- Ask questions when you have them.
- Embrace your inner nerd.
- It's MAP...there is no "s"
- If my mascara smudges, TELL ME.
 - no...really...



YOU MIGHT BE A TEACHER NERD IF...

- Family members were a teacher OR a teacher inspired you.
- Part of a teacher social media group or Pinterest page.
- Have ever said, “Teaching is a/my calling.”
- You call your students “my kids”
- You have a TPT account.
- Spent your own money on classroom supplies.
- Got more excited than the kids about a lesson you planned.
- Cried for a student’s trauma
- Specifically shopped for “Jeans Day” jeans
- You get more excited (or possibly more depressed) than anyone when back to school supplies come out.
- You will spend your last dime to be sure you have the right outfit for spirit/red ribbon week.



attn:

BREAKING NEWS

MAP and TEA's Interims
are essentially the same.



Google search: ...what is the difference in map growth and staar interims...

✦ AI Overview

While both MAP Growth and STAAR Interims are assessments used to monitor student progress, the key difference is that **MAP Growth focuses on measuring a student's academic growth over time through multiple administrations throughout the year, whereas STAAR Interims provide a snapshot of current performance aligned to specific Texas state standards at a single point in time**, essentially acting as a practice run for the main STAAR test. [🔗](#)

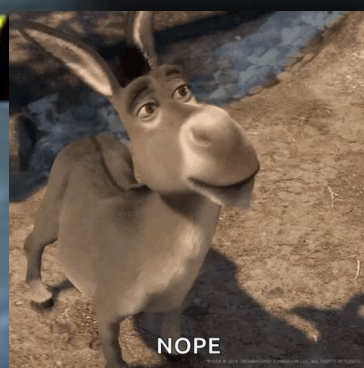
In summary, MAP Growth is a more comprehensive tool for monitoring ongoing student growth across the school year, while STAAR Interims provide a targeted practice opportunity for students to prepare for the STAAR summative assessment. [🔗](#)



attn:

BREAKING NEWS

The test is not as
valid if "I haven't
taught it yet.."





attn:

BREAKING NEWS

MAP is unfortunately less accurate for secondary students because they don't care about the test.



National [Teen/Preteen] Anthem



*Plays on repeat for approximately 8-9 years...may slightly diminish when adolescent becomes responsible for paying for their own phone and car insurance...rapidly vanishes when (s)he has his/her own children...



D G A F#

Incentives



Personal Growth:

- Hat Day
- Shoes off
- Bring a snack
- Pickle Party
- Sit anywhere

Class Growth:

- S'mores
- Coke floats
- Picnic/Learn outside the classroom
- No homework for a week...h/w pass

Class Exceeding Growth

- Popcorn party
- Lunch/movie in classroom
- Board Games

School Admin

- Crazy Hair
- Principal on the roof
- Principal/Teacher Sundaes
- Pies in the face





attn:

BREAKING NEWS

In terms of a percent score, everyone gets about a 50%...



ACCURATE

A person with a surprised expression, hands raised to their face, wearing a patterned shirt, set against a world map background.

7th Science
FALL AVG 206
235...99th%ile

All students get 50% of
their questions correct on
the MAP test.

7th Science
FALL AVG 206
197...23rd%ile

Test #	Result	RIT	Test #	Result	RIT
1	Correct	227	21	Incorrect	229
2	Correct	237	22	Correct	224
3	Incorrect	245	23	Incorrect	226
4	Correct	238	24	Incorrect	228
5	Incorrect	248	25	Correct	222
6	Incorrect	237	26	Incorrect	226
7	Correct	228	27	Correct	225
8	Correct	237	28	Correct	225
9	Incorrect	242	29	Correct	231
10	Correct	238	30	Correct	230
11	Incorrect	242	31	Correct	232
12	Incorrect	239	32	Incorrect	235
13	Correct	235	33	Correct	234
14	Incorrect	239	34	Incorrect	239
15	Incorrect	233	35	Incorrect	234
16	Incorrect	230	36	Correct	229
17	Correct	232	37	Correct	232
18	Incorrect	233	38	Correct	237
19	Correct	227	39	Correct	238
20	Incorrect	235	40	Incorrect	244



attn:

BREAKING NEWS

Test #	Result	RIT	Test #	Result	RIT
1	Correct	177	21	Incorrect	194
2	Correct	181	22	Correct	192
3	Correct	189	23	Incorrect	194
4	Correct	201	24	Correct	195
5	Correct	207	25	Correct	197
6	Correct	216	26	Incorrect	201
7	Incorrect	225	27	Correct	194
8	Incorrect	215	28	Correct	199
9	Incorrect	210	29	Incorrect	202
10	Correct	202	30	Incorrect	201
11	Incorrect	209	31	Incorrect	197
12	Incorrect	207	32	Incorrect	194
13	Incorrect	203	33	Correct	192
14	Correct	198	34	Correct	194
15	Incorrect	205	35	Correct	198
16	Incorrect	199	36	Incorrect	201
17	Incorrect	197	37	Incorrect	198
18	Incorrect	192	38	Incorrect	195
19	Correct	190	39	Incorrect	194
20	Correct	191	40	Correct	186

RIT Ranges

181-190

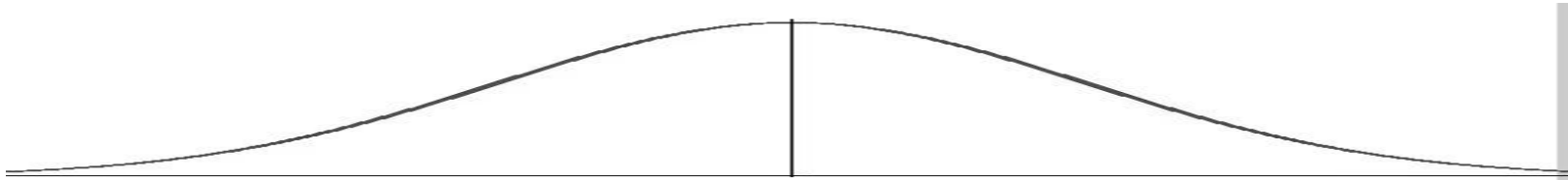
191-200

201-210

Reinforce

Develop

Introduce



Reinforce = Proficiency **(70 to 100)** % of the time

Develop = Proficiency **(40 to 60)** % of the time

Introduce = Proficiency **(0 to 30)** % of the time



attn:

BREAKING NEWS

Each student should
grow 3 points between
each round of MAP
testing.



BREAKING NEWS

Growth projections are individualized based on average growth of other students in the same grade, at the same prior RIT, at the same time of year.

Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.82	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.88	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
5	4.08	5.95	1.87	5.65	5.95	7.21
6	3.40	5.91	1.21	5.62	4.61	7.10
7	2.94	5.93	1.11	5.63	4.05	7.15
8	2.77	6.19	1.03	5.79	3.79	7.80
9	2.02	6.19	0.57	5.79	2.59	7.80
10	1.72	6.27	0.34	5.84	2.05	7.99



attn:

BREAKING NEWS

A student who grows
in the 50th%ile has
achieved "typical"
growth.

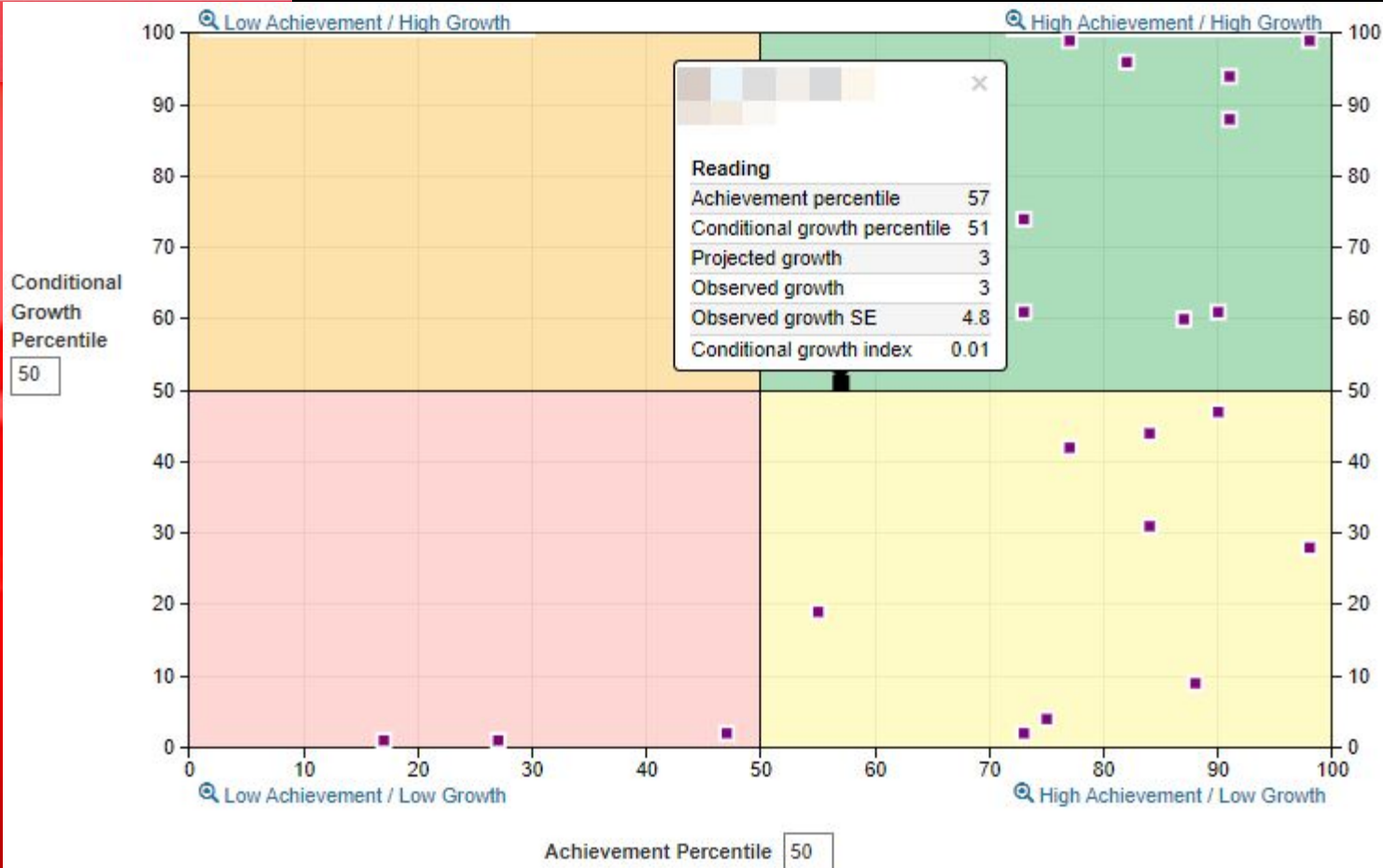


THAT'S A FACT!



BREAKING NEWS

A student who grows in the 50th%ile has achieved "typical" growth.

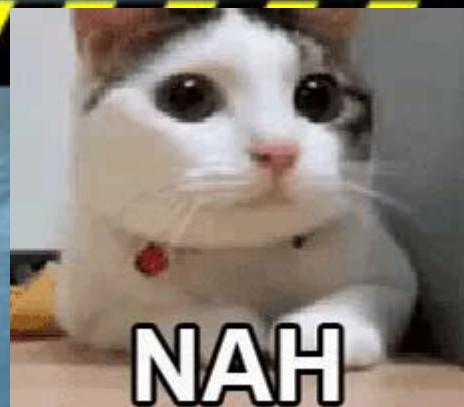




attn:

BREAKING NEWS

A student who scored in the 20th%ile for achievement in the Fall and scores in the 20th%ile for achievement in the Winter didn't grow.



7th Grade Reading

BOY Avg: 214

MOY Avg: 217

Student: Chris

*SPED student

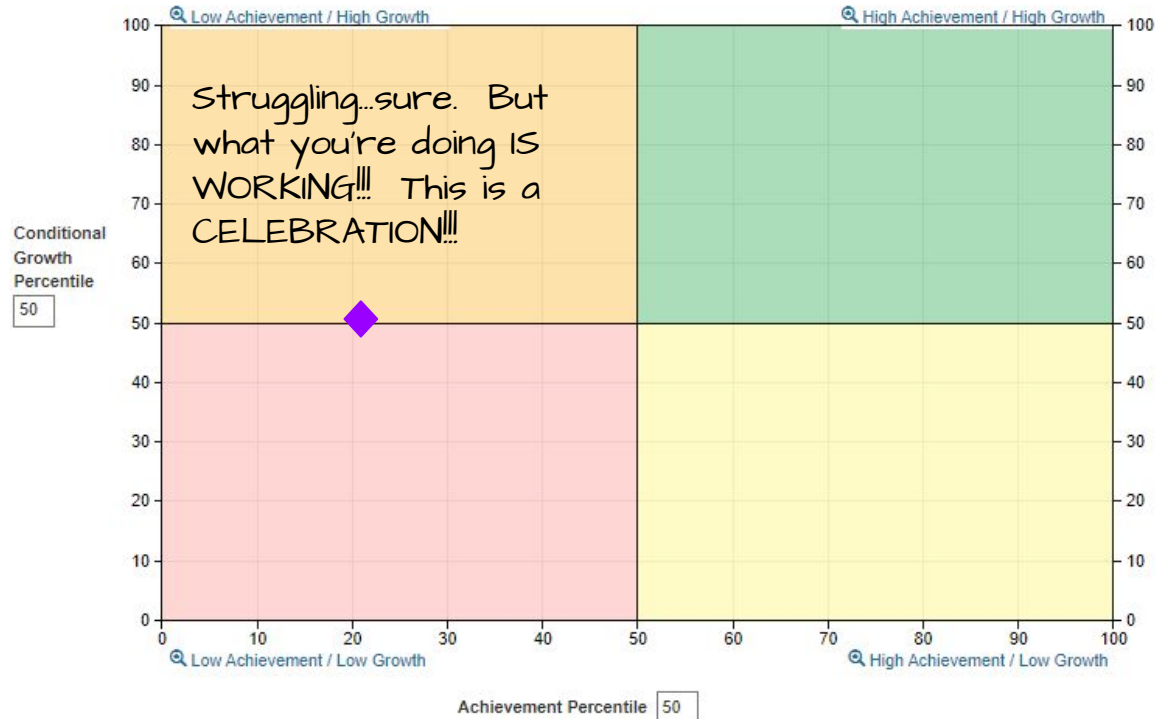
*Struggles to maintain C average

*Projected Does Not Meet

*Fall RIT: 200...20th%ile

* Growth Projection: 4 points

*Winter RIT: 204...21%ile



7th Grade Reading

BOY Avg: 214

MOY Avg: 217

Student: Justin

*GT student

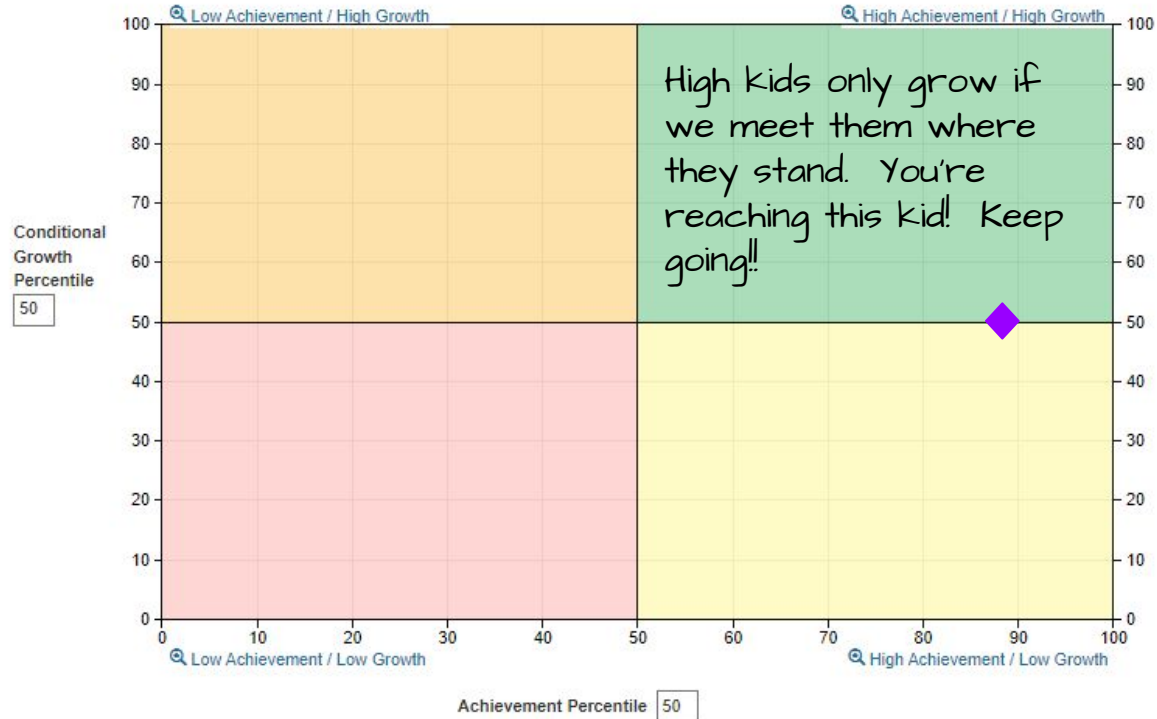
*Straight A's

* Projected for Masters

* Fall RIT: 236...91st%ile

*Growth Projection: 1 point

* Winter RIT: 237...90th%ile



7th Grade Reading

BOY Avg: 214

MOY Avg: 217

Student: Joey

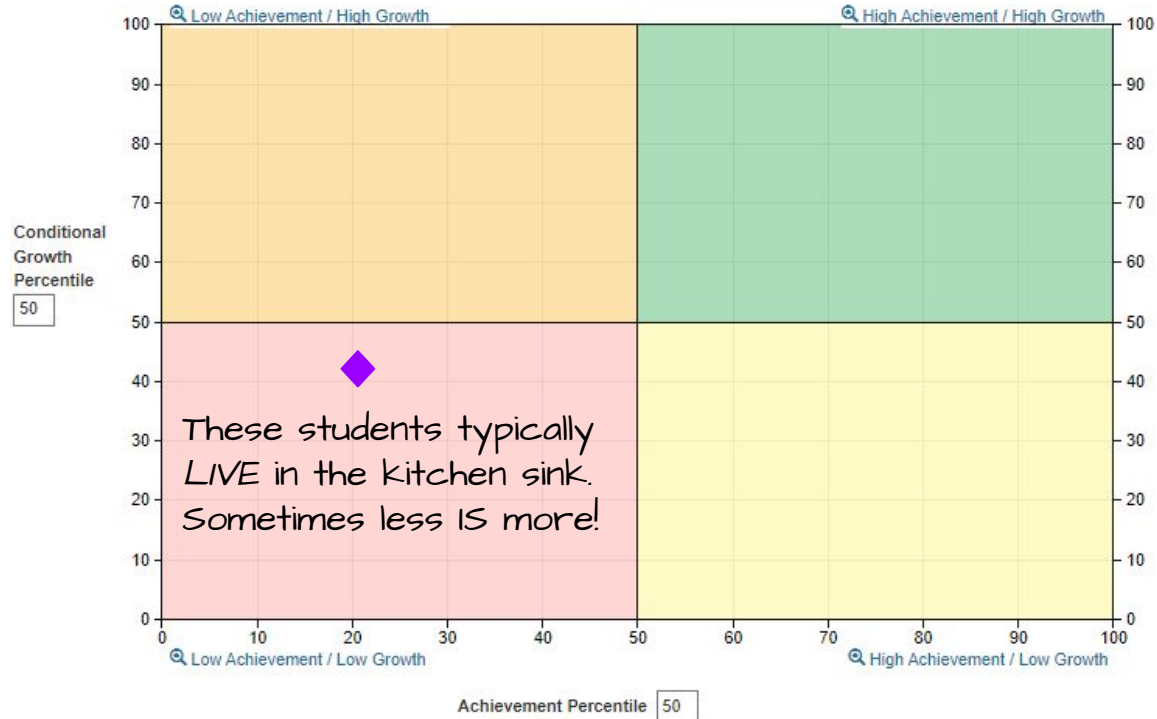
*Averages Ds and Fs

*Projected Does Not Meet

*Fall RIT: 201...22nd%ile

* Growth Projection: 4 points

*Winter RIT: 204...21%ile



7th Grade Reading

BOY Avg: 214

MOY Avg: 217

Student: Lance

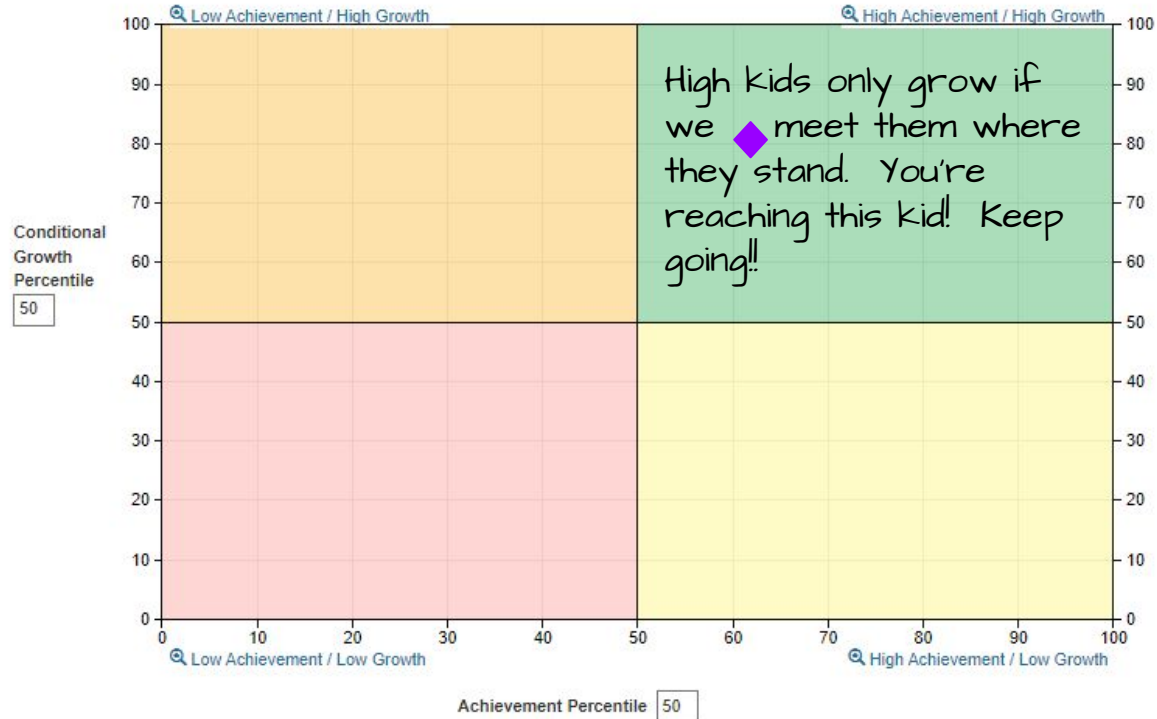
*Mostly B and C student

*Projected Meets

*Fall RIT 218...60th%ile

*Growth Projection: 2 points

*Winter RIT: 222...63%ile



7th Grade Reading

BOY Avg: 214

MOY Avg: 217

Student: JC

*504 for ADHD

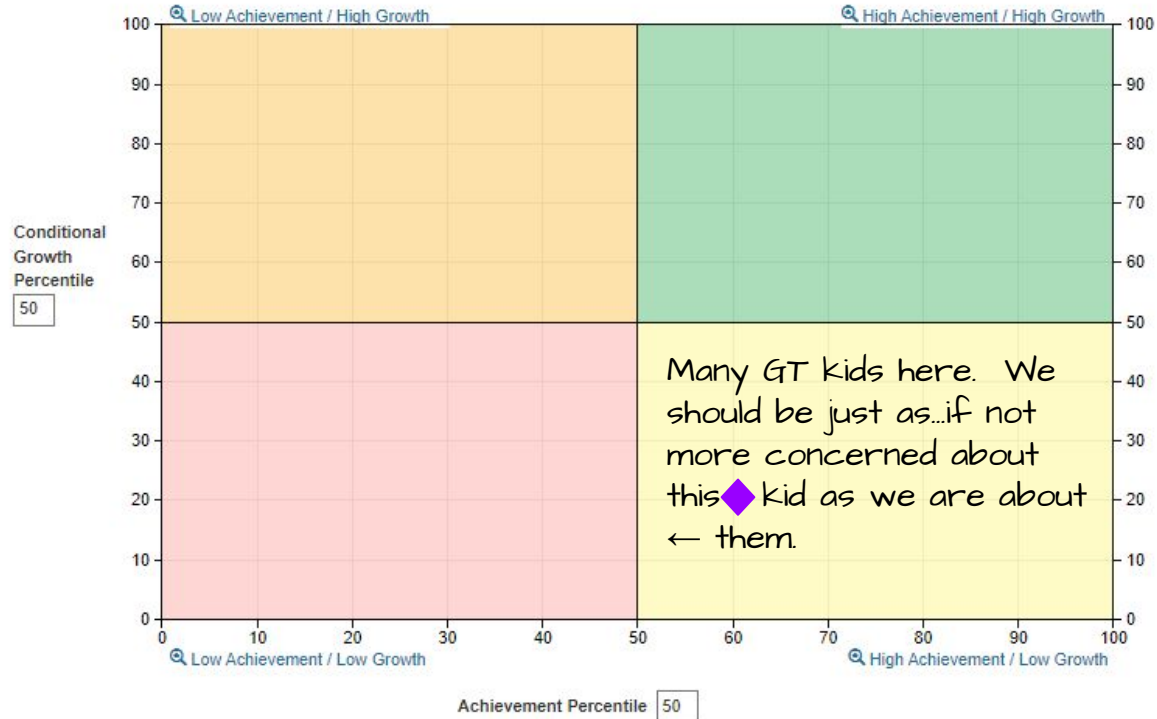
*B and C student

* Projected for Meets

* Fall RIT: 222...69th%ile

* Growth Projection: 2 points

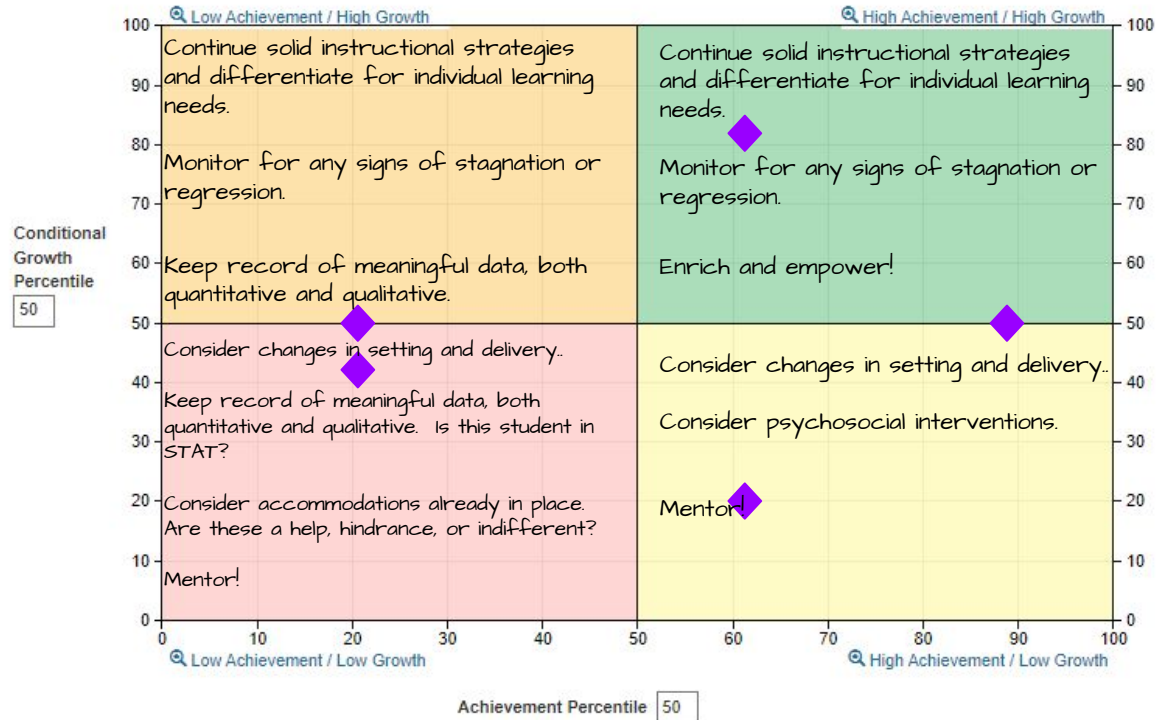
* Winter RIT: 222...61st%ile



7th Grade Reading:

Reflect:

- Which students are high and growing?
- Which students are high but not growing?
- Which students struggle but are growing?
- Which students are struggling and stagnant?
- Which students surprised you?





attn:

BREAKING NEWS

Identification students in need of intervention is as simple as looking at students at or below the 20th%ile or students who didn't grow.



Fact or Fib (and freeze)- Domain IIA Transition Table

Low Does
Not Meet GL

High Does
Not Meet GL

Low
Approaches GL

High
Approaches GL

Meets GL

Masters GL



1 point is awarded to
Masters staying Masters



Fact or Fib (and freeze)- Domain IIA Transition Table

Low Does
Not Meet GL

High Does
Not Meet GL

Low
Approaches GL

High
Approaches GL

Meets GL

Masters GL

A student who was
Masters last year can
go down, as long as they
don't go below Meets.



Fact or Fib (and freeze)- Domain IIA Transition Table

Low Does
Not Meet GL

High Does
Not Meet GL

Low
Approaches GL

High
Approaches GL

Meets GL

Masters GL

1 point is awarded to Meets
who stay Meets



Fact or Fib (and freeze)- Domain IIA Transition Table

Low Does
Not Meet GL

High Does
Not Meet GL

Low
Approaches GL

High
Approaches GL

Meets GL

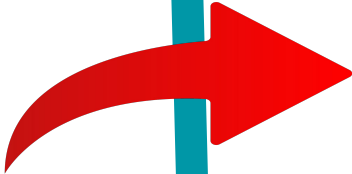
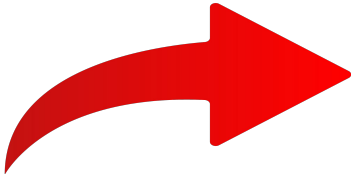
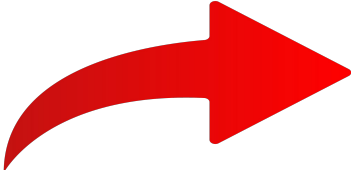
Masters GL

Essentially, all students scoring below Meets in the previous year need to make a half step toward Meets to receive 1 point for growth.



Fact or Fib (and freeze)- Domain II Transition Table

Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
-------------------------	--------------------------	----------------------	-----------------------	----------	------------



BREAKING NEWS

Transfer to Target List

NoGrow-NoSTAAR (Student did not grow AND is projected to be below targeted proficiency)

Grew-NoSTAAR (Student GREW BUT is still not projected to be at targeted proficiency)

No Grow-YesSTAAR (Student did NOT grow, but is still projected to be at STAAR proficiency goal)

Grew-STAAR (Student Grew AND is projected to be at STAAR proficiency goal)



attn:

BREAKING NEWS

The color spectrum
provided with MAP helps
us to identify
Approaches, Meets, and
Masters.





19
178.1
180
11.8
3.4
14
174.4

1 semester behind grade level

ON GRADE LEVEL

1 semester above grade level

2+ semesters above grade level

2+ semesters above grade level

Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
1	5%	4	21%	3	16%	7	37%	4	21%

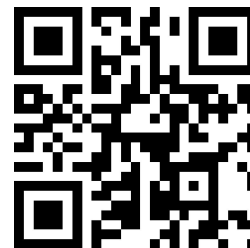
Mean RIT Score (+/- Smp Err)
175-178-181

RIT to Concept

...because Academic Vocabulary IS a second language for ALL students...

...because first teach CANNOT be first exposure for struggling learners...

Mathematics			
RIT Band	Concepts to Introduce		
201–210	Concepts building on topics from prior RIT bands:		
	associative property	kilometer	mode
	centimeter	liter	nets
	commutative property	mean	outliers
	diagonal	median	quadrants
	distance	meter	scalene
	distributive property	milliliter	y-intercept
	inverse	millimeter	
	Decimals—Compare/Order:		
	Decimals—Represent/Model:		
	hundredths		
	tenths		
	thousandths		
	Volume:		
	prism		
	pyramid		
	unit cube		
Similarity:			
scale factor			
Rational Numbers—Solve Real-World and Mathematical Problems:			
rate			
simplify			
Additional Learning Continuum topics:			
- Congruence		- Populations/Random Processes	
- Measures of Center and Spread (Variability)		- Transformations	



The Texas Linking Study



The Texas Linking Study was developed by identifying students in each proficiency of the **(STAAR)** or **(EOC)** test and backtracking to determine the **(RIT)** range those students achieved in that year's Fall, Winter, and Spring testing terms in order to make a conservative projection of how students who fall into the same **(RIT)** range will likely score on their STAAR test.

PRO TIP : The linking study is actually a range of **(likelihood)** of achieving a specified proficiency.

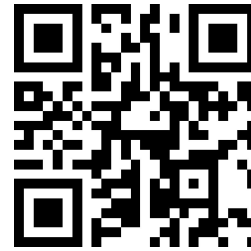
Example: 4th Grade Math Meets (Fall): 209 - 215

209 has a **(50%)** likelihood to score Meets/**(Approaches)**

212 is very **(likely)** to score Meets

215 has a **(50%)** likelihood to score Meets/**(Masters)**

MAP Percentile Thresholds re: STAAR



MATH	AGL			Meets			Masters		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
2	29	29	32	68	68	66	92	90	89
3	32	32	33	66	64	64	88	88	85
4	35	37	36	62	63	61	84	84	82
5	23	23	24	52	53	53	80	80	79
6	25	26	27	60	60	59	86	85	84
7	30	29	30	52	52	53	83	83	82
8	25	27	27	48	48	57	79	78	77
AVERAGE:	28	29	30	58	58	59	85	84	83

READING	AGL			Meets			Masters		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
2	11	13	14	52	52	51	86	84	82
3	16	18	19	49	50	50	79	77	77
4	21	22	23	58	59	58	80	78	77
5	21	20	23	49	50	50	76	75	73
6	21	23	24	50	48	49	76	76	75
7	18	19	21	45	45	44	72	71	70
8	15	16	15	41	42	41	68	67	67
AVERAGE:	18	19	20	49	49	49	77	75	74



Tour de Performance Level Descriptors

Did Not Meet Grade Level

Approaches Grade Level

Meets Grade Level

Masters Grade Level

Student is unlikely to succeed in the next grade or course without significant ongoing academic intervention

Student is likely to succeed in the next grade or course with targeted academic intervention

Student has a high likelihood of success in the next grade or course but still may need some short-term, targeted academic intervention

Student is expected to succeed in the next grade or course with little or no academic intervention.

Demonstrates a minimal understanding of the content/concepts

Demonstrates a basic understanding of the content/concepts

Demonstrates the ability to think critically and apply the TEKS in familiar contexts

Demonstrates the ability to think critically and apply the TEKS in familiar and unfamiliar contexts

Requires explanation or clarification to understand the task

Requires a model or scaffold to start the task

Initiates a strategy independently before asking for support

Tries optional strategies independently

Requires prompting to explain understanding content/concepts

Identifies important details

Communicates solution/process by connecting the important details

Communicates solution/process in more than one way

Want more info/resources?

[Click here](#) or scan the QR code below!

