Using NWEA's MAP Growth Assessments to Predict STAAR Accountability

TAC 2024 Tuesday, November 5, 2024

Mansfield ISD
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Alf Nizam

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We will explore...

-MISD Demographics & Programs

-NWEA MAP Growth Assessments

-MAP/STAAR Correlations

-MAP/STAAR Predicted vs Actual

-Accountability Projections

-Vendor Partnerships

-Implications & Future Plans

Mansfield ISD

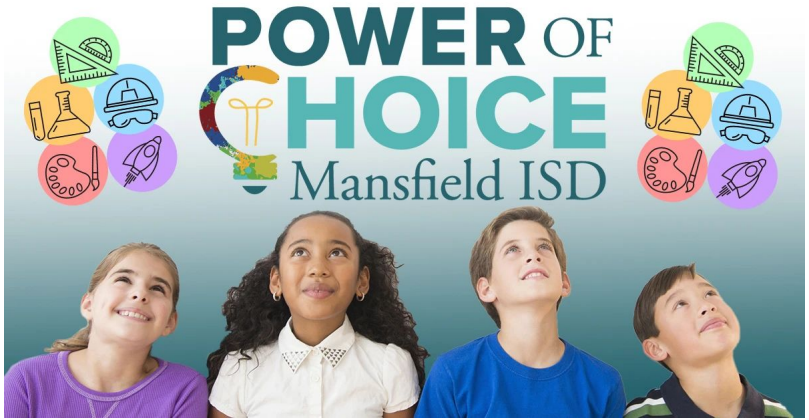
Demographics & Programs

Who is Mansfield ISD??

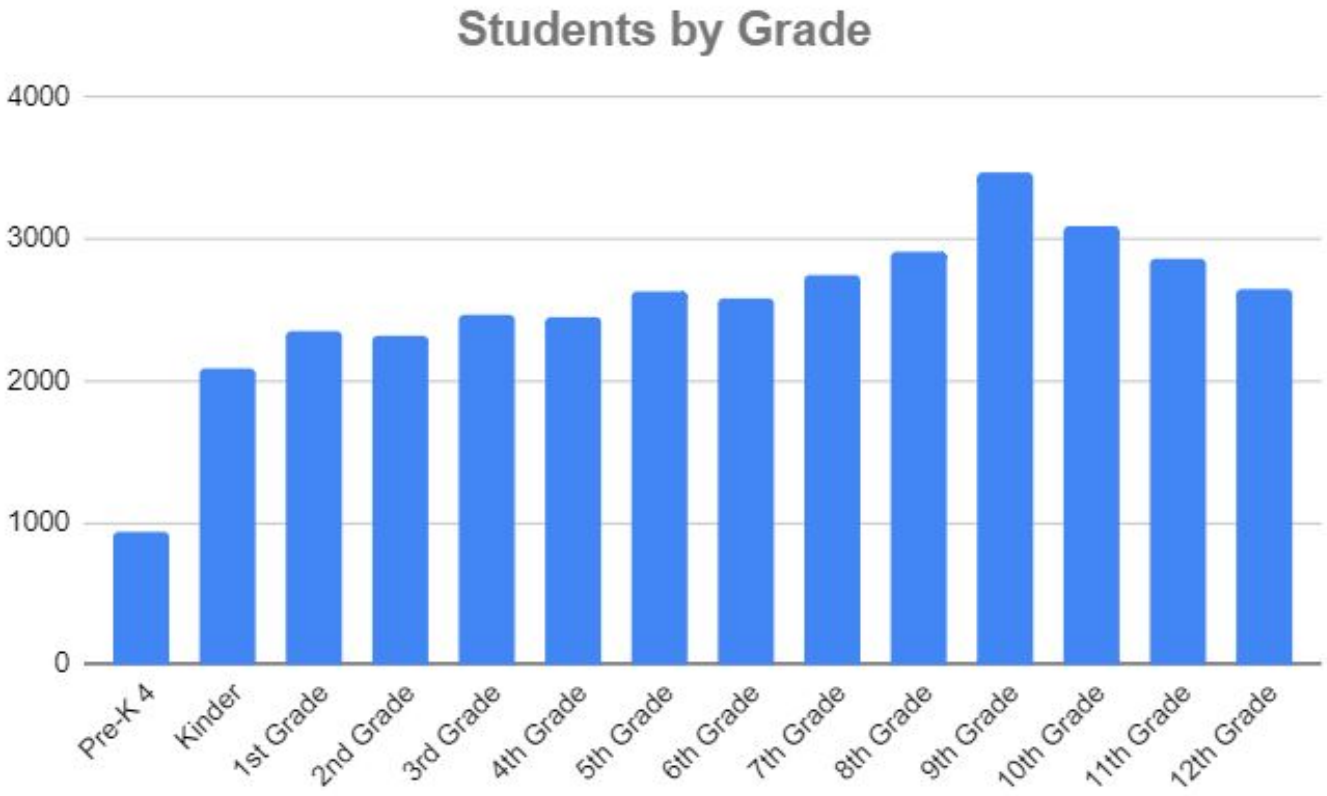
- Mansfield ISD is located south of Arlington, TX in the DFW metropolitan area.
- The City of Mansfield population is close to 75,000 with the school district enrollment at approximately 36,000 students.
- Our district includes students residing in neighboring cities and counties. Mansfield ISD serves students that live within the city of Mansfield, along with students that reside in Burleson, Arlington, and Grand Prairie.

Mansfield ISD Specialized Programs

- Five STEM Academies - One Elementary, One Intermediate, Two Middle, One High School
- One Early College High School
- Four Fine Arts Academies
- Two elementary campuses that offer Two-Way Dual Language Academies
- Summit High School P-Tech Academy
- Seven Leadership and STEAM Academies

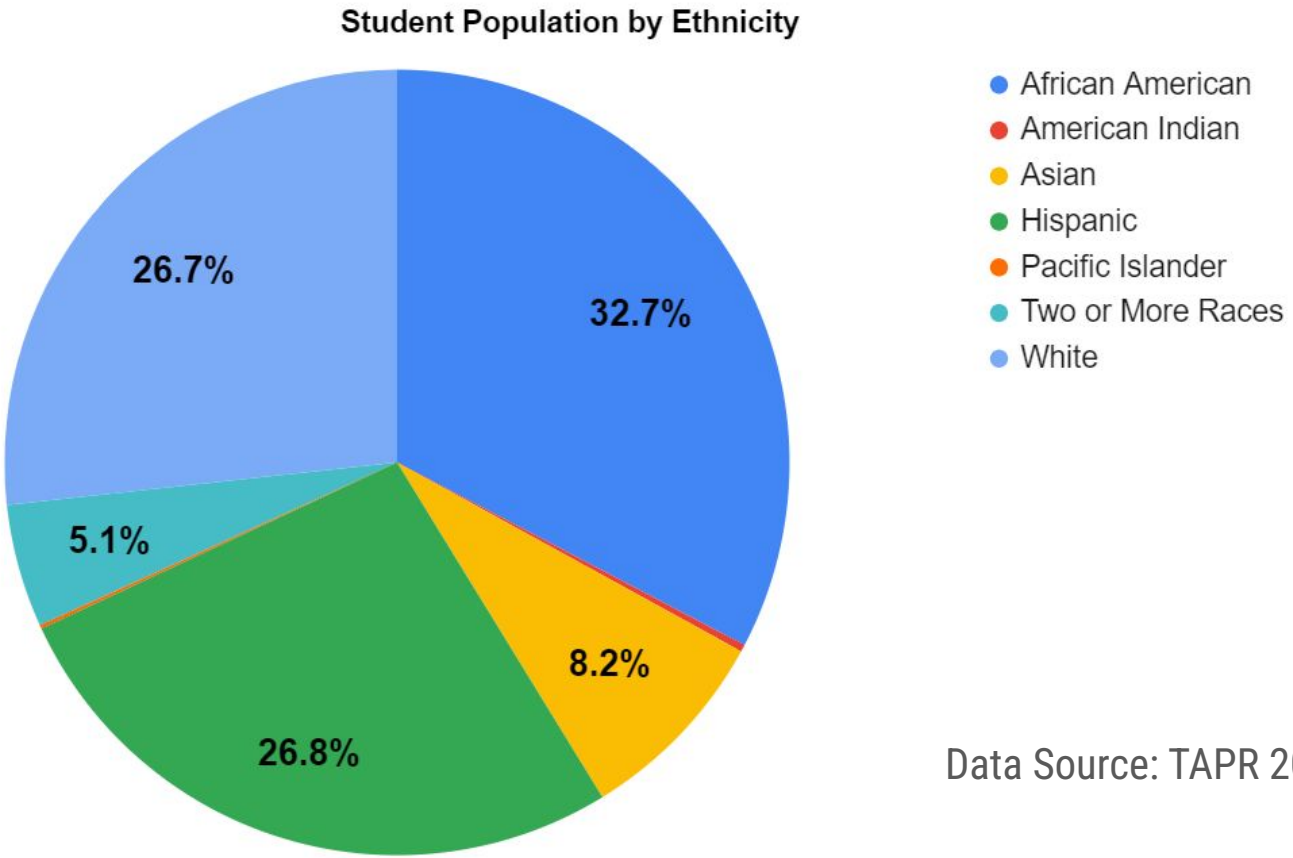


Enrollment & Campus Configuration

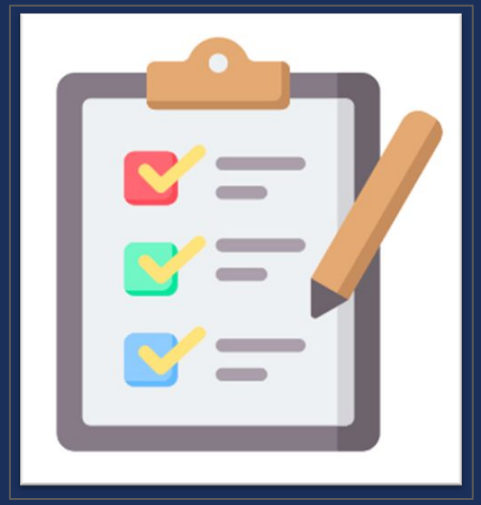


- K-4 Elementary
- 5-6 Intermediate School
- 7-8 Middle School
- 9-12 High School
- 1 Alternative Campus

District Demographics



Data Source: TAPR 2023



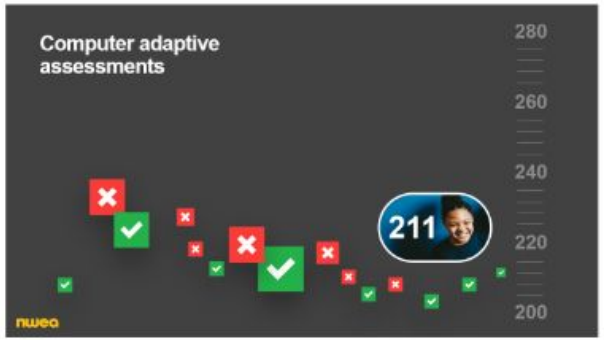
NWEA MAP Growth

Measures of Academic Progress (MAP)

Description	Timing	Subjects Tested	Purpose
Adaptive achievement and growth test for grades 3-8.	3 times per year Beginning, Middle and End of Year	3-8 Math & Reading 5 & 8 Science	• Identify what concepts and skills a student is ready to learn next • Measure growth over time • Help identify students for intervention

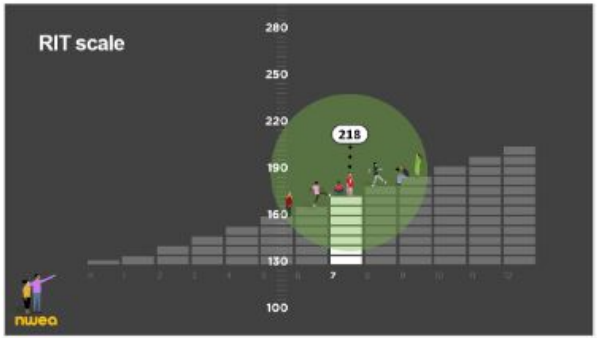
map GROWTH

Computer Adaptive

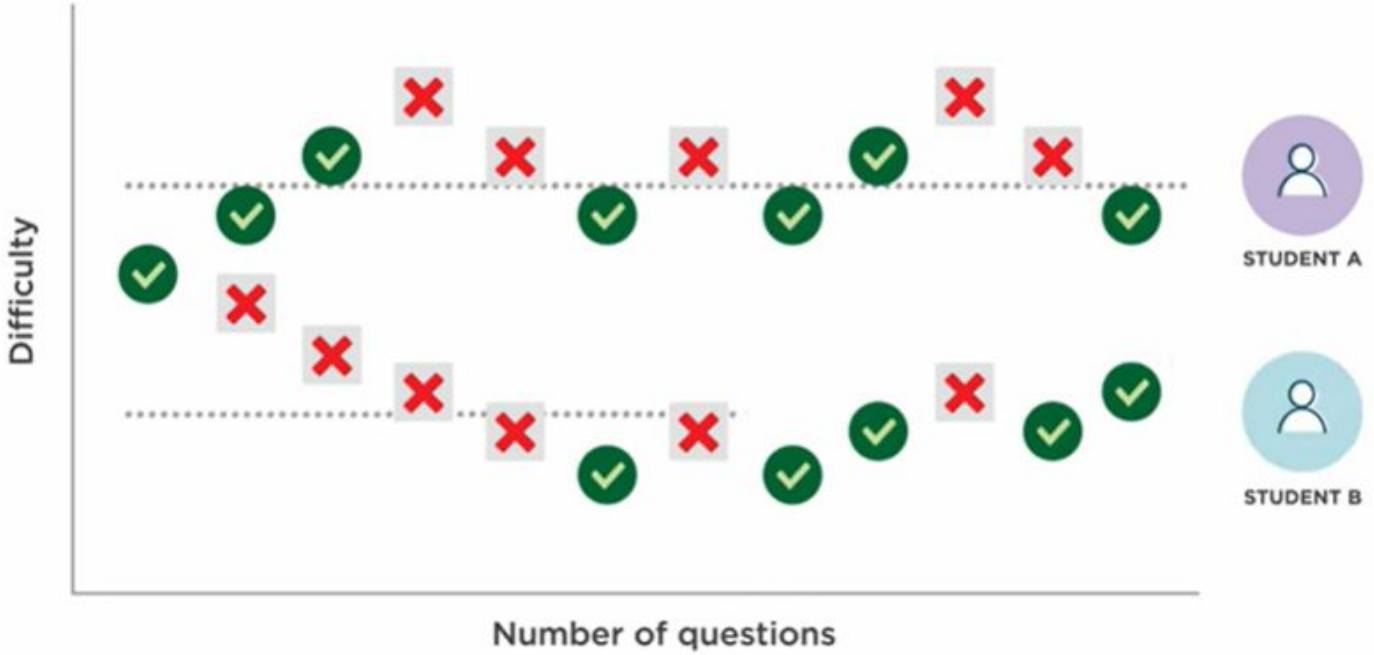


Growth Over Time

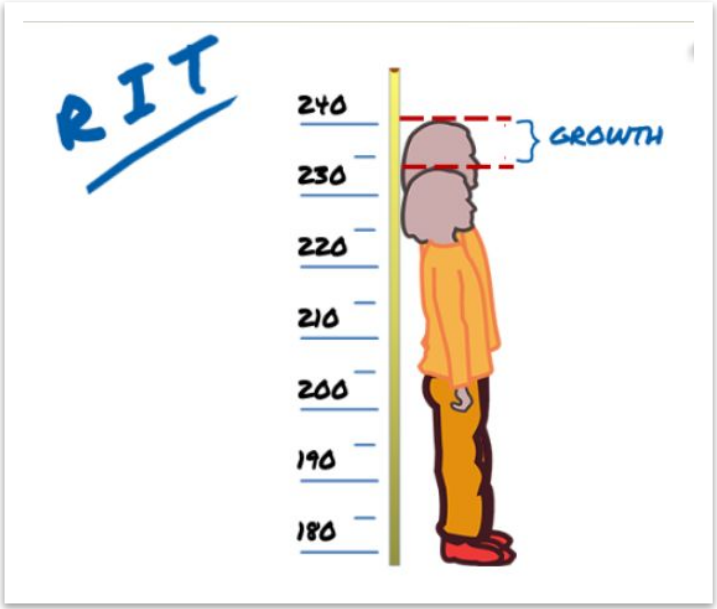
Actionable Data

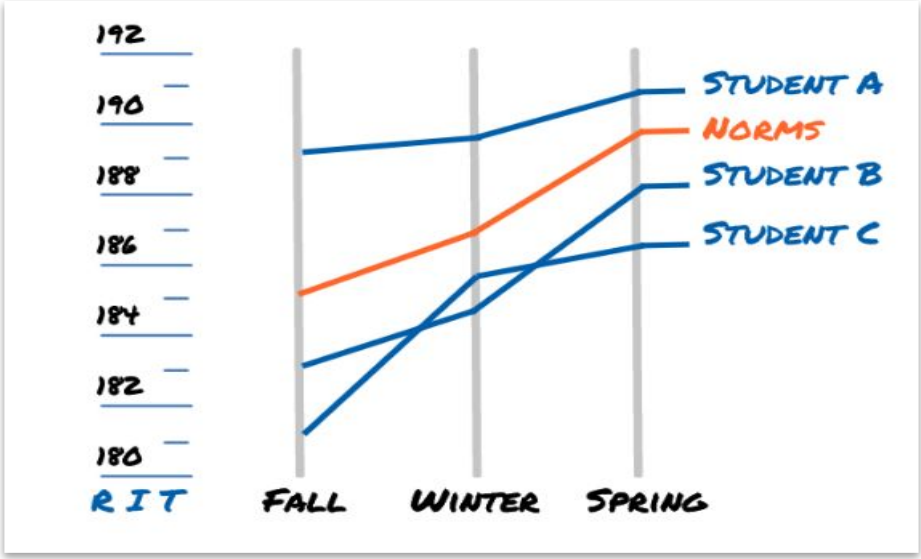


Traditional vs MAP Assessments

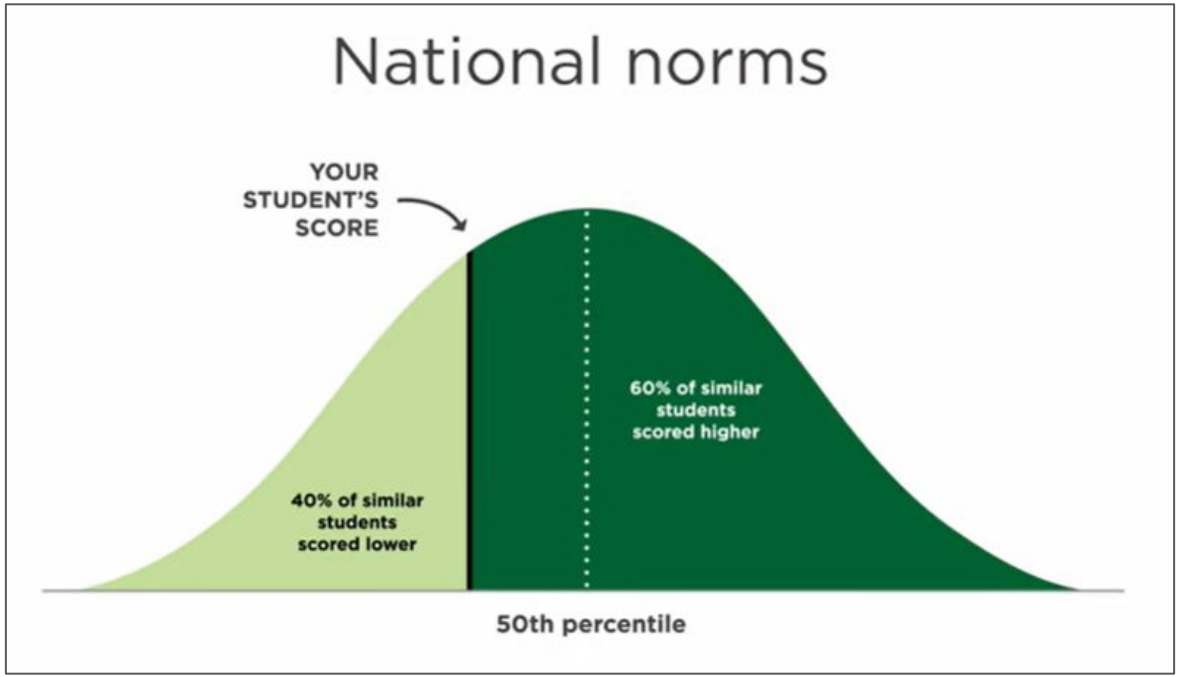


Rasch Unit - RIT

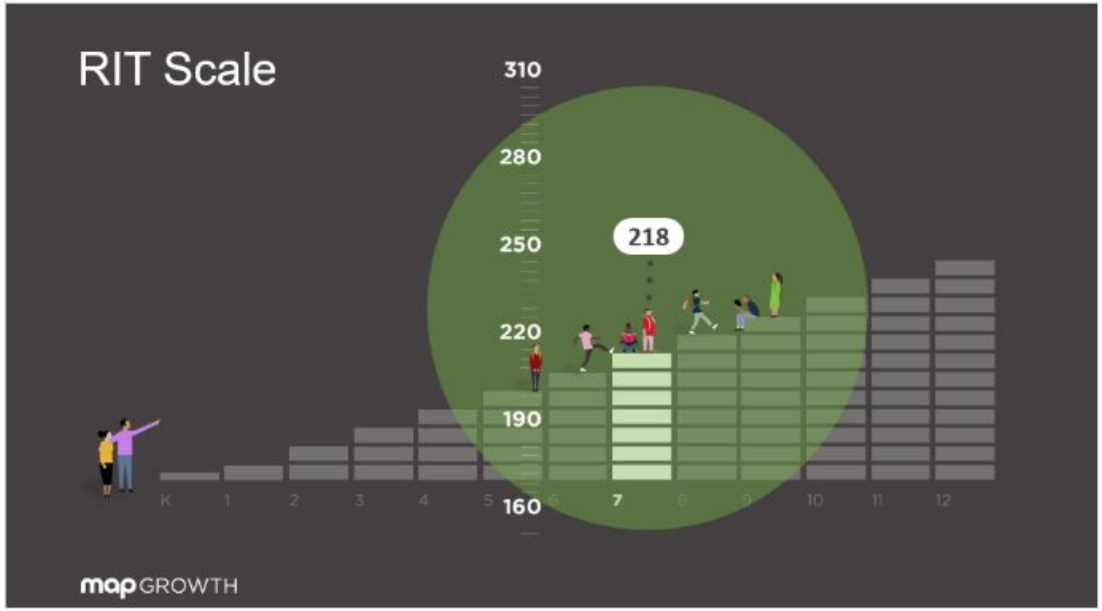




National Norms & TX Linking Study



Achievement and Growth



Achievement How a student **performs** in a tested subject relative to grade-level peers (RIT score and *percentile*)

**Achievement Scores are linked to proficiency projections*

Growth How a student **progresses** in the tested subject relative to all students (RIT difference, growth index, and *percentile*)

PERCENTILES				
LOW	LOWAVG	AVERAGE	HIGHAVG	HIGH
< 21ST	21ST – 40TH	41ST – 60TH	61ST – 80TH	> 80TH

map GROWTH

Growth Projections

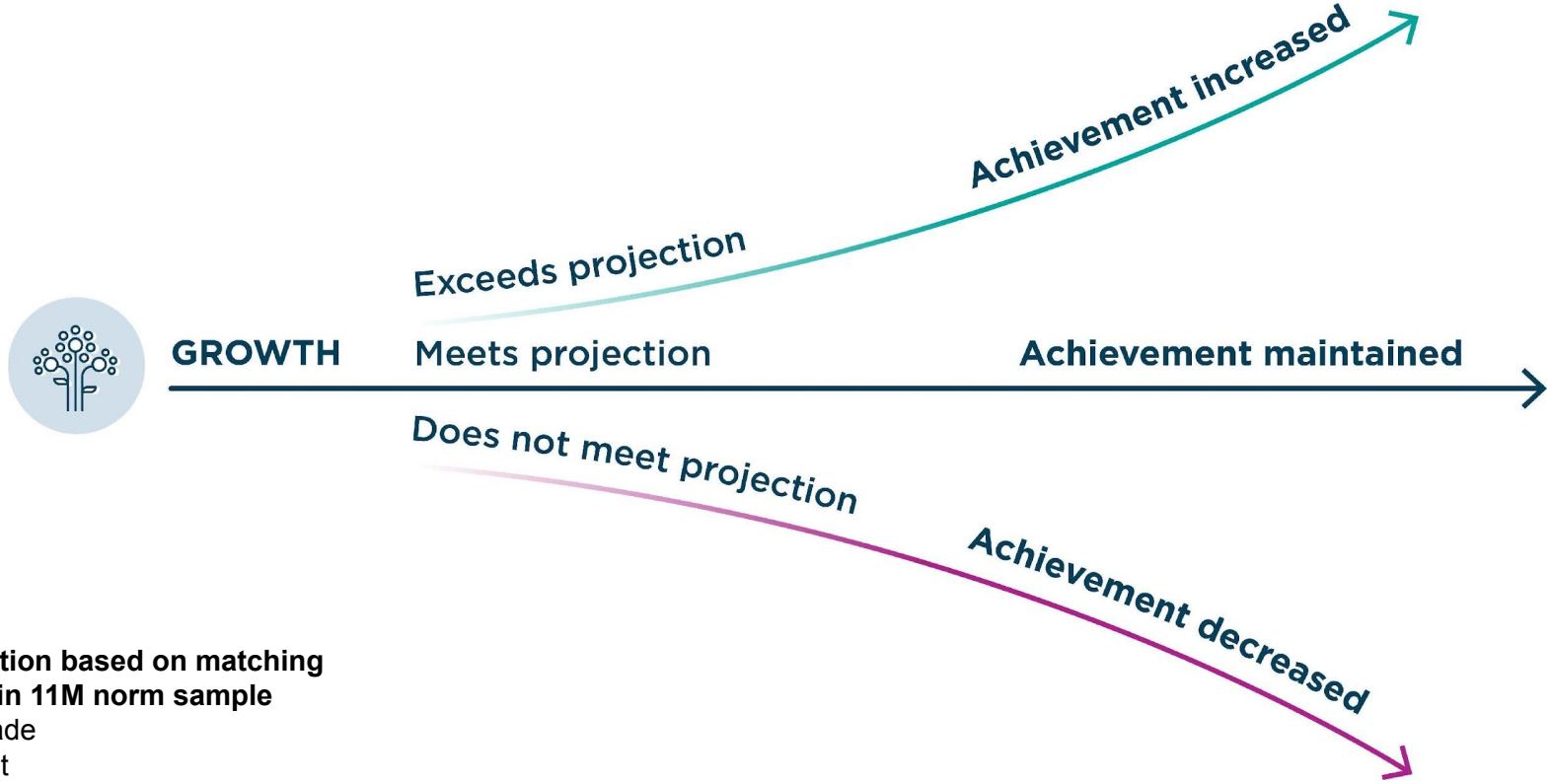
The Student's Starting RIT Score in the initial test term for Reading

Average Growth of Matched Peers
Example: 5 RIT Points

- Projections based on average growth of matched peers (same grade, test, instructional weeks, starting score)
- All growth projections are set at the 50th growth percentile (average growth)

map GROWTH

Achievement and Projected Growth



Projection based on matching peers in 11M norm sample

- ✔ Grade
- ✔ Test
- ✔ Instructional week
- ✔ Starting RIT score

Achievement, Growth, and Proficiency Relationship

Fall to Spring
11 RIT points

208

14 RIT points = 65th percentile growth
44th percentile achievement
(Approaches STAAR Projection)

205

11 RIT points = 50th percentile growth
35th percentile achievement
(Did Not Meet STAAR Projection)

202

8 RIT points = 31st percentile growth
30th percentile achievement
(Did Not Meet STAAR Projection)

Sofia

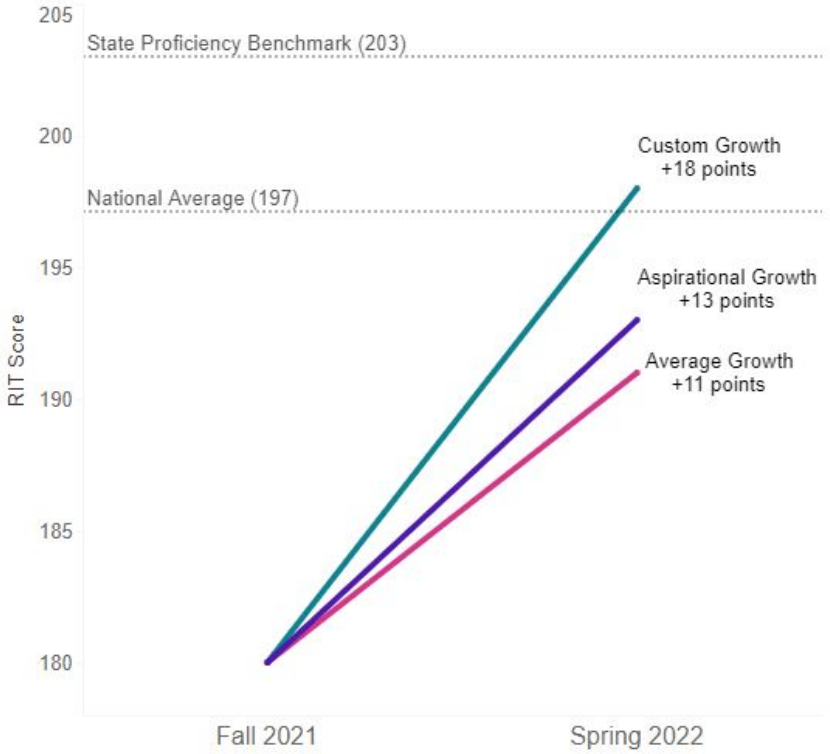
- ✔ 4th grade
- ✔ Math
- ✔ 4th week
- ✔ 194 RIT = 35th percentile (Did Not Meet STAAR Projection)

Student Growth Goals

Average Growth Goals

Aspirational Growth Goals

Custom Growth Goals



Student Achievement Norms

Achievement: How well a student has learned skills in a subject compared to similar students nationwide.

2020 Mathematics Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Reading Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 General Science Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07

Student Growth Norms

Growth: A measure of a student's progress over the year.

2020 Mathematics Student Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	5.15	6.97	4.77	17.54	6.63
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

2020 Reading Student Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
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

2020 General Science Student Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	6.88	6.74	3.29	6.13	10.17	9.09
3	5.45	6.17	2.59	5.78	8.04	7.75
4	4.50	5.84	2.07	5.58	6.57	6.93
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

Texas Linking Study Report

Table 3.6. MAP Growth Cut Scores—Mathematics

STAAR Mathematics								
Grade	*Did Not Meet*		*Approaches*		*Meets*		*Masters*	
3	826–1359		1360–1485		**1486**–1595		1596–1889	
4	944–1466		1467–1588		**1589**–1669		1670–1997	
5	963–1499		1500–1624		**1625**–1723		1724–2062	
6	1068–1535		1536–1652		**1653**–1771		1772–2137	
7	1078–1574		1575–1687		**1688**–1797		1798–2169	
8	1034–1594		1595–1699		**1700**–1853		1854–2172	
MAP Growth Mathematics*								
	Did Not Meet		*Approaches*		*Meets*		*Masters*	
Grade	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Fall								
2	100–169	1–34	170–182	35–72	**183**–192	73–91	193–350	92–99
3	100–183	1–36	184–195	37–70	**196**–203	71–87	204–350	88–99
4	100–195	1–39	196–208	40–73	**209**–215	74–86	216–350	87–99
5	100–198	1–24	199–214	25–64	**215**–224	65–84	225–350	85–99
6	100–204	1–26	205–220	27–64	**221**–231	65–85	232–350	86–99
7	100–209	1–27	210–226	28–64	**227**–238	65–85	239–350	86–99
8	100–210	1–22	211–229	23–60	**230**–243	61–83	244–350	84–99
Winter								
2	100–178	1–34	179–191	35–72	**192**–200	73–89	201–350	90–99
3	100–191	1–37	192–202	38–68	**203**–211	69–87	212–350	88–99
4	100–202	1–41	203–215	42–74	**216**–222	75–86	223–350	87–99
5	100–204	1–26	205–220	27–64	**221**–230	65–84	231–350	85–99
6	100–209	1–27	210–225	28–64	**226**–236	65–84	237–350	85–99
7	100–212	1–26	213–230	27–64	**231**–242	65–84	243–350	85–99
8	100–214	1–24	215–232	25–59	**233**–246	60–83	247–350	84–99
Spring								
2	100–184	1–36	185–196	37–70	**197**–205	71–88	206–350	89–99
3	100–196	1–38	197–207	39–68	**208**–215	69–84	216–350	85–99
4	100–206	1–40	207–219	41–72	**220**–226	73–85	227–350	86–99
5	100–208	1–27	209–224	28–64	**225**–234	65–82	235–350	83–99
6	100–212	1–28	213–228	29–63	**229**–239	64–83	240–350	84–99
7	100–215	1–27	216–233	28–64	**234**–245	65–84	246–350	85–99
8	100–216	1–24	217–234	25–58	**235**–248	59–82	249–350	83–99

*Cut scores for fall and winter are derived from the spring cuts and growth norms based on the typical instructional weeks. Spring cut scores for Grade 2 were derived from the Grade 3 cuts using the growth norms. Bolded numbers indicate the cut scores considered to be at least proficient for accountability purposes.

Table 3.5. MAP Growth Cut Scores—Reading

STAAR Reading								
Grade	*Did Not Meet*		*Approaches*		*Meets*		*Masters*	
3	765–1344		1345–1467		**1468**–1554		1555–1893	
4	842–1433		1434–1549		**1550**–1632		1633–1971	
5	870–1469		1470–1581		**1582**–1666		1667–1998	
6	905–1516		1517–1628		**1629**–1717		1718–2054	
7	969–1566		1567–1673		**1674**–1752		1753–2116	
8	968–1586		1587–1699		**1700**–1782		1783–2153	
MAP Growth Reading*								
	Did Not Meet		*Approaches*		*Meets*		*Masters*	
Grade	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Fall								
2	100–163	1–28	164–180	29–71	**181**–190	72–88	191–350	89–99
3	100–178	1–31	179–192	32–64	**193**–202	65–83	203–350	84–99
4	100–190	1–36	191–204	37–68	**205**–212	69–82	213–350	83–99
5	100–197	1–34	198–210	35–64	**211**–218	65–80	219–350	81–99
6	100–201	1–30	202–216	31–65	**217**–225	66–82	226–350	83–99
7	100–203	1–26	204–217	27–58	**218**–227	59–79	228–350	80–99
8	100–203	1–20	204–218	21–51	**219**–229	52–75	230–350	76–99
Winter								
2	100–172	1–28	173–188	29–69	**189**–197	70–86	198–350	87–99
3	100–186	1–32	187–199	33–64	**200**–207	65–80	208–350	81–99
4	100–196	1–36	197–209	37–67	**210**–216	68–80	217–350	81–99
5	100–202	1–34	203–214	35–63	**215**–222	64–80	223–350	81–99
6	100–205	1–30	206–219	31–64	**220**–227	65–80	228–350	81–99
7	100–206	1–26	207–220	27–59	**221**–229	60–78	230–350	79–99
8	100–206	1–20	207–221	21–53	**222**–230	54–73	231–350	74–99
Spring								
2	100–177	1–30	178–192	31–67	**193**–201	68–85	202–350	86–99
3	100–190	1–34	191–202	35–63	**203**–210	64–79	211–350	80–99
4	100–199	1–37	200–211	38–66	**212**–218	67–80	219–350	81–99
5	100–204	1–34	205–216	35–64	**217**–223	65–78	224–350	79–99
6	100–207	1–31	208–220	32–63	**221**–228	64–79	229–350	80–99
7	100–208	1–27	209–221	28–58	**222**–230	59–77	231–350	78–99
8	100–208	1–22	209–222	23–52	**223**–231	53–72	232–350	73–99

*Cut scores for fall and winter are derived from the spring cuts and growth norms based on the typical instructional weeks. Spring cut scores for Grade 2 were derived from the Grade 3 cuts using the growth norms. Bolded numbers indicate the cut scores considered to be at least proficient for accountability purposes.

Table 3.7. MAP Growth Cut Scores—Science

STAAR Science								
Grade	*Did Not Meet*		*Approaches*		*Meets*		*Masters*	
5	1174–3549		3550–3999		**4000**–4401		4402–5566	
8	793–3549		3550–3999		**4000**–4405		4406–6202	
MAP Growth Science*								
	Did Not Meet		*Approaches*		*Meets*		*Masters*	
Grade	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Fall								
5	100–198	1–45	199–211	46–83	**212**–220	84–95	221–350	96–99
8	100–201	1–27	202–215	28–67	**216**–225	68–88	226–350	89–99
Winter								
5	100–202	1–45	203–214	46–81	**215**–222	82–93	223–350	94–99
8	100–205	1–30	206–217	31–65	**218**–226	66–86	227–350	87–99
Spring								
5	100–204	1–45	205–215	46–78	**216**–223	79–92	224–350	93–99
8	100–206	1–31	207–218	32–65	**219**–227	66–85	228–350	86–99

*Cut scores for fall and winter are derived from the spring cuts and growth norms based on the typical instructional weeks. Bolded numbers indicate the cut scores considered to be at least proficient for accountability purposes.

Student Profile Report

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile		Quadrant Chart
GROWTH	ACHIEVEMENT	
- -	Below Mean	- -
No growth tests available Why?	24TH	No growth tests available Why?

PROJECTIONS

	Projected result for tests
Did not Meet	State of Texas Assessments of Academic Readiness If taken in the spring

QUANTILE MEASURES

About ranges

Quantile*
55Q - 155Q

INSTRUCTIONAL AREAS

173	Computations and Algebraic Relationships
176	Data Analysis and Monetary Transactions
181	Numerical Representations and Relationships
186	Geometry and Measurement

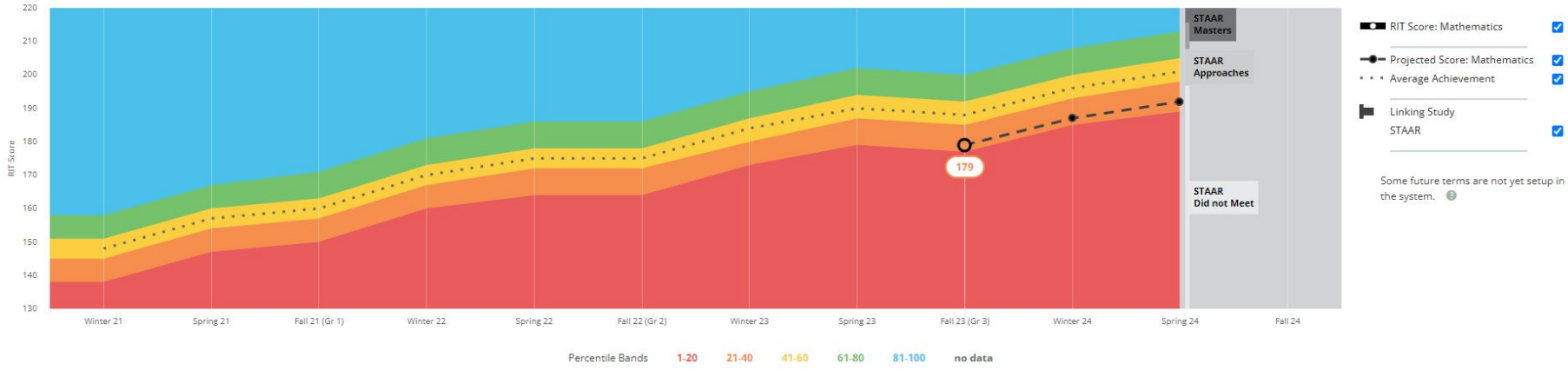
GROWTH GOALS

WINTER 2024

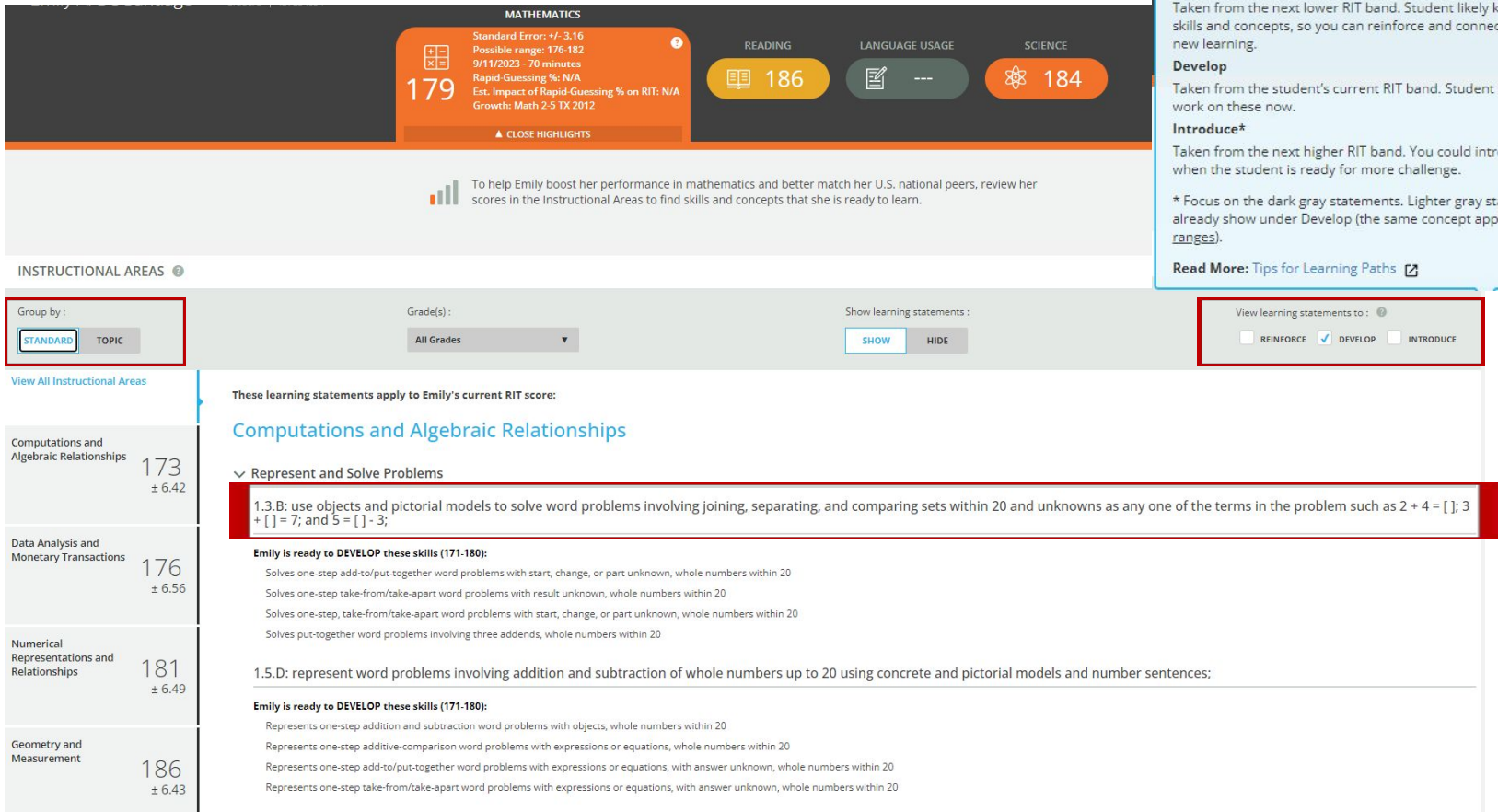
Customize the growth target for this student by setting a growth goal

Past Goals

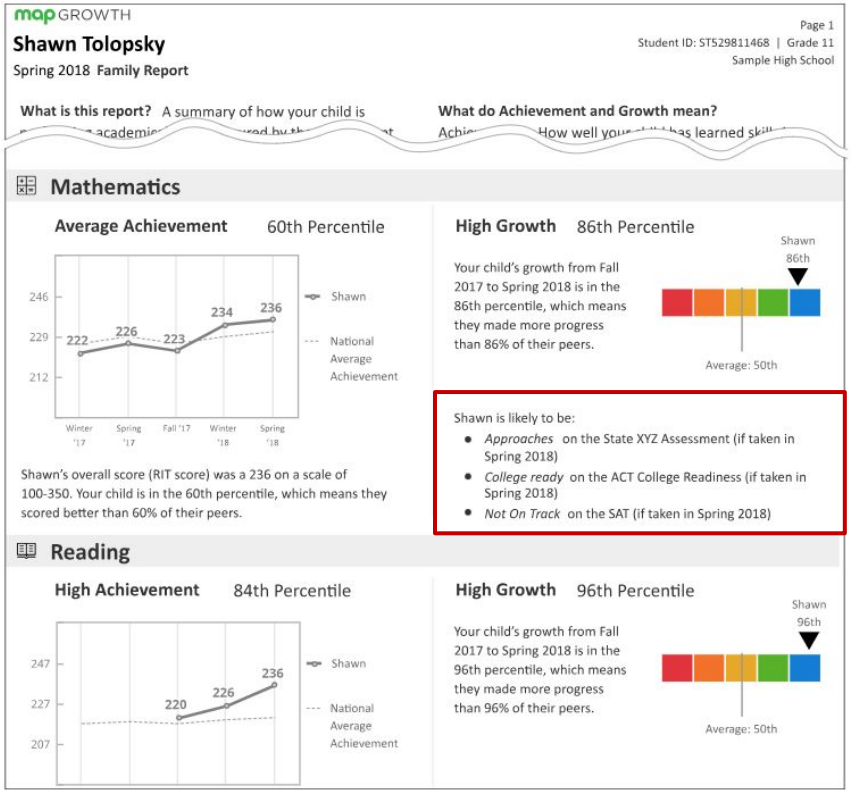
There are no previous goals for this student.



Instructional Areas by Standard



Family Report



map GROWTH

Shawn Tolopsky

Spring 2018 Family Report

Page 1

Student ID: ST529811468 | Grade 11

Sample High School

What is this report? A summary of how your child is

What do Achievement and Growth mean?

How well your

Mathematics

Average Achievement 60th Percentile

246
229
212

222 226 223 234 236

Winter '17 · Spring '17 · Fall '17 · Winter '18 · Spring '18

Shawn

National Average Achievement

Shawn's overall score (RIT score) was a 236 on a scale of 100-350. Your child is in the 60th percentile, which means they scored better than 60% of their peers.

High Growth 86th Percentile

Your child's growth from Fall 2017 to Spring 2018 is in the 86th percentile, which means they made more progress than 86% of their peers.

Shawn 86th

Average: 50th

Shawn is likely to be:

- *Approaches* on the State XYZ Assessment (if taken in Spring 2018)
- *College ready* on the ACT College Readiness (if taken in Spring 2018)
- *Not On Track* on the SAT (if taken in Spring 2018)

Reading

High Achievement 84th Percentile

247
227
207

220 226 236

Shawn

National Average Achievement

High Growth 96th Percentile

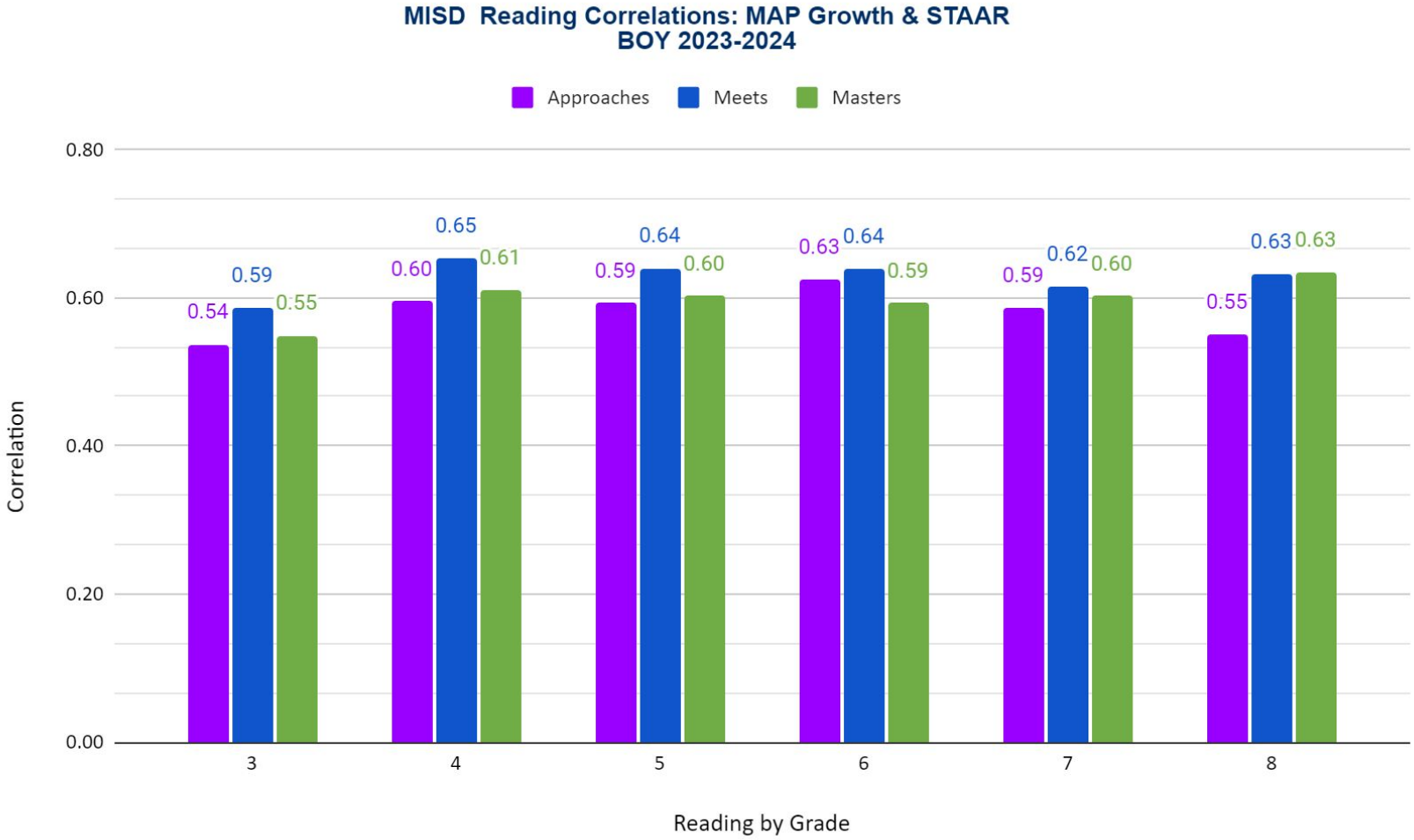
Your child's growth from Fall 2017 to Spring 2018 is in the 96th percentile, which means they made more progress than 96% of their peers.

Shawn 96th

Average: 50th

Sent home within a week after the end of the testing window.

MAP/STAAR Correlations


MISD Reading Correlations: MAP Growth & STAAR
BOY 2023-2024
Approaches
Meets
Masters
0.80
0.60
0.40
0.20
0.00
Correlation
0.54
0.59
0.55
0.60
0.65
0.61
0.59
0.64
0.60
0.63
0.64
0.59
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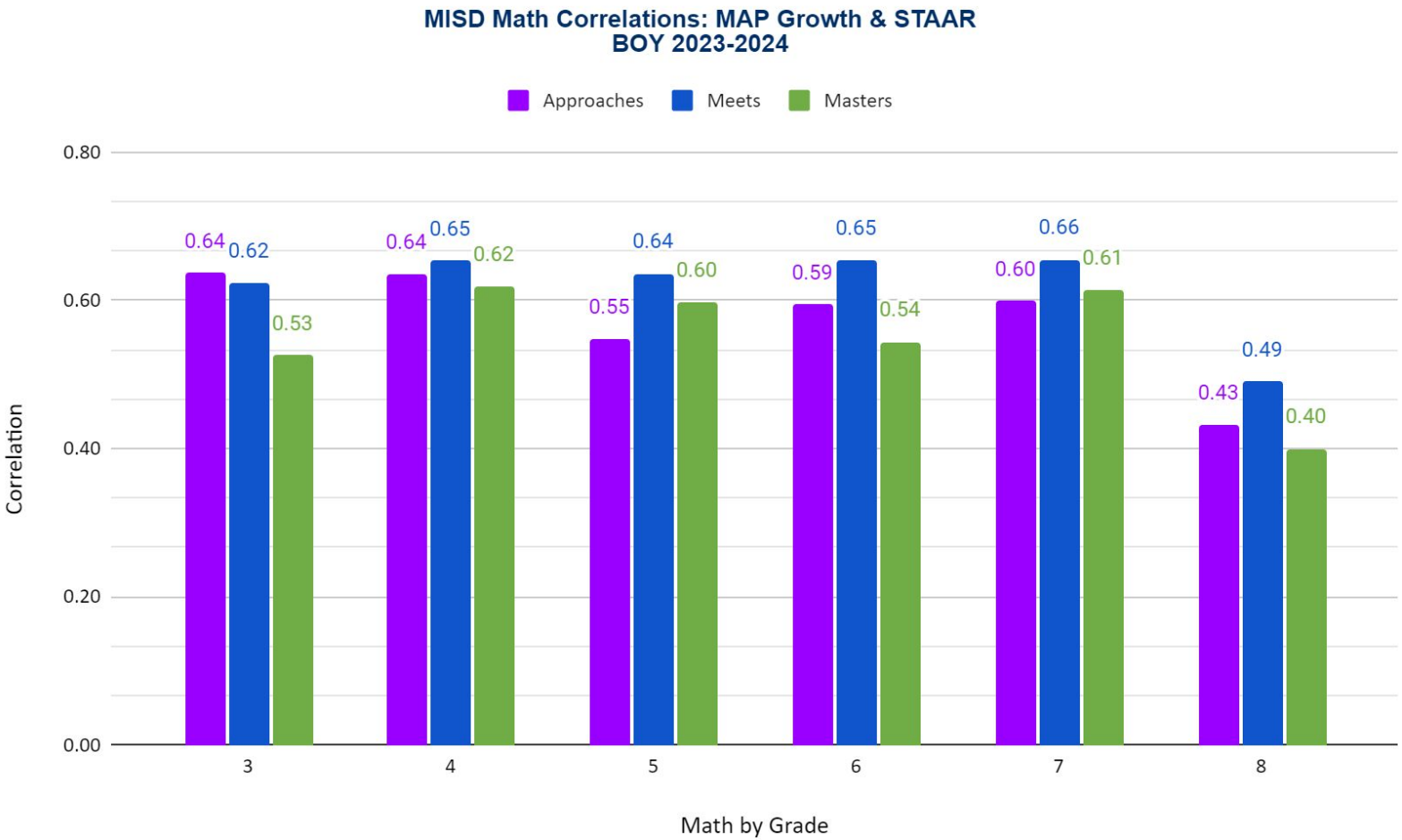
0.63
3
4
5
6
7
8
Reading by Grade


MISD Math Correlations: MAP Growth & STAAR
BOY 2023-2024
Approaches
Meets
Masters
Correlation
0.80
0.60
0.40
0.20
0.00
0.64
0.62
0.53
0.64
0.65
0.62
0.55
0.64
0.60
0.59
0.65
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0.60
0.66
0.61
0.43
0.49
0.40
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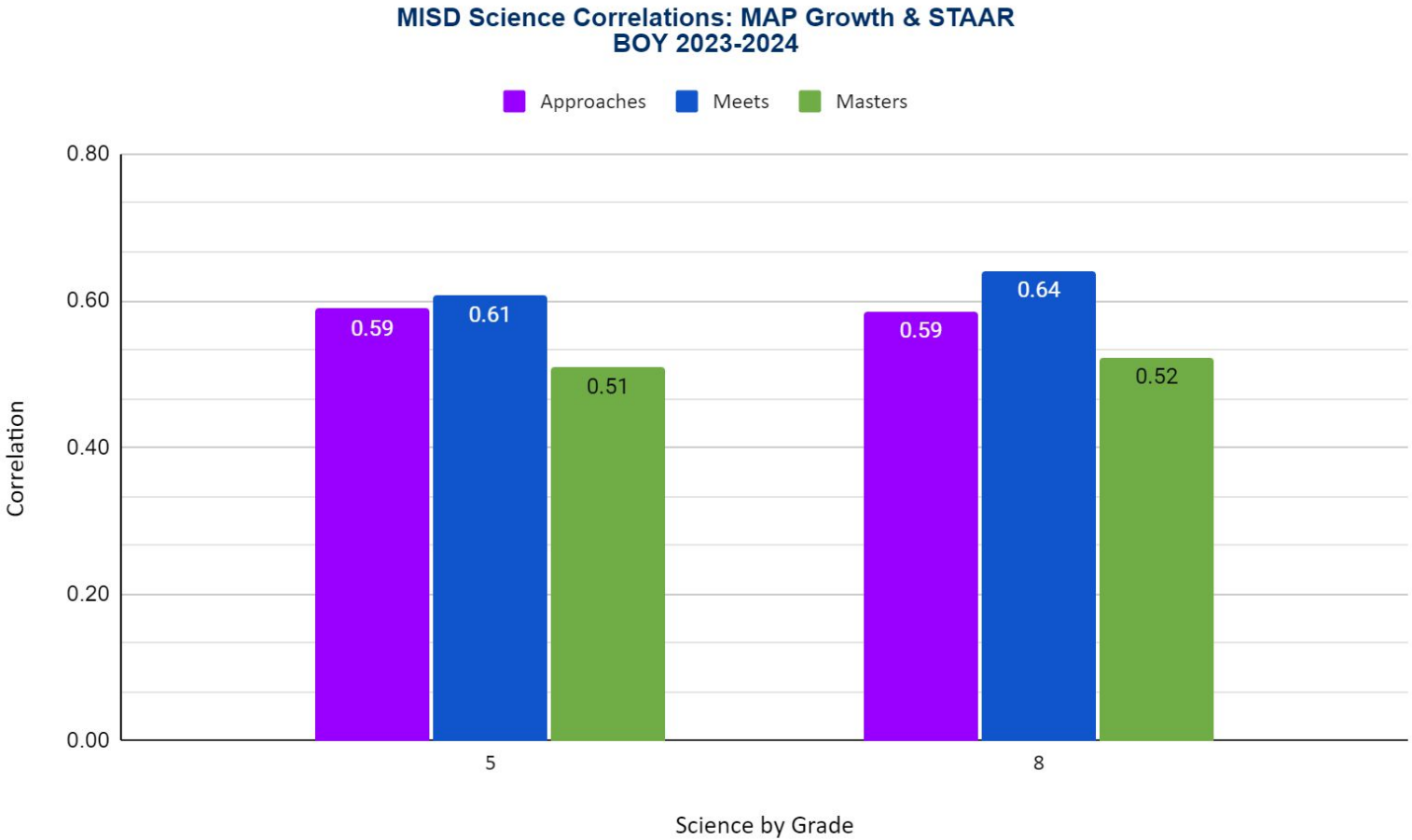
8
Math by Grade


MISD Science Correlations: MAP Growth & STAAR
BOY 2023-2024
Approaches
Meets
Masters
0.80
0.60
0.40
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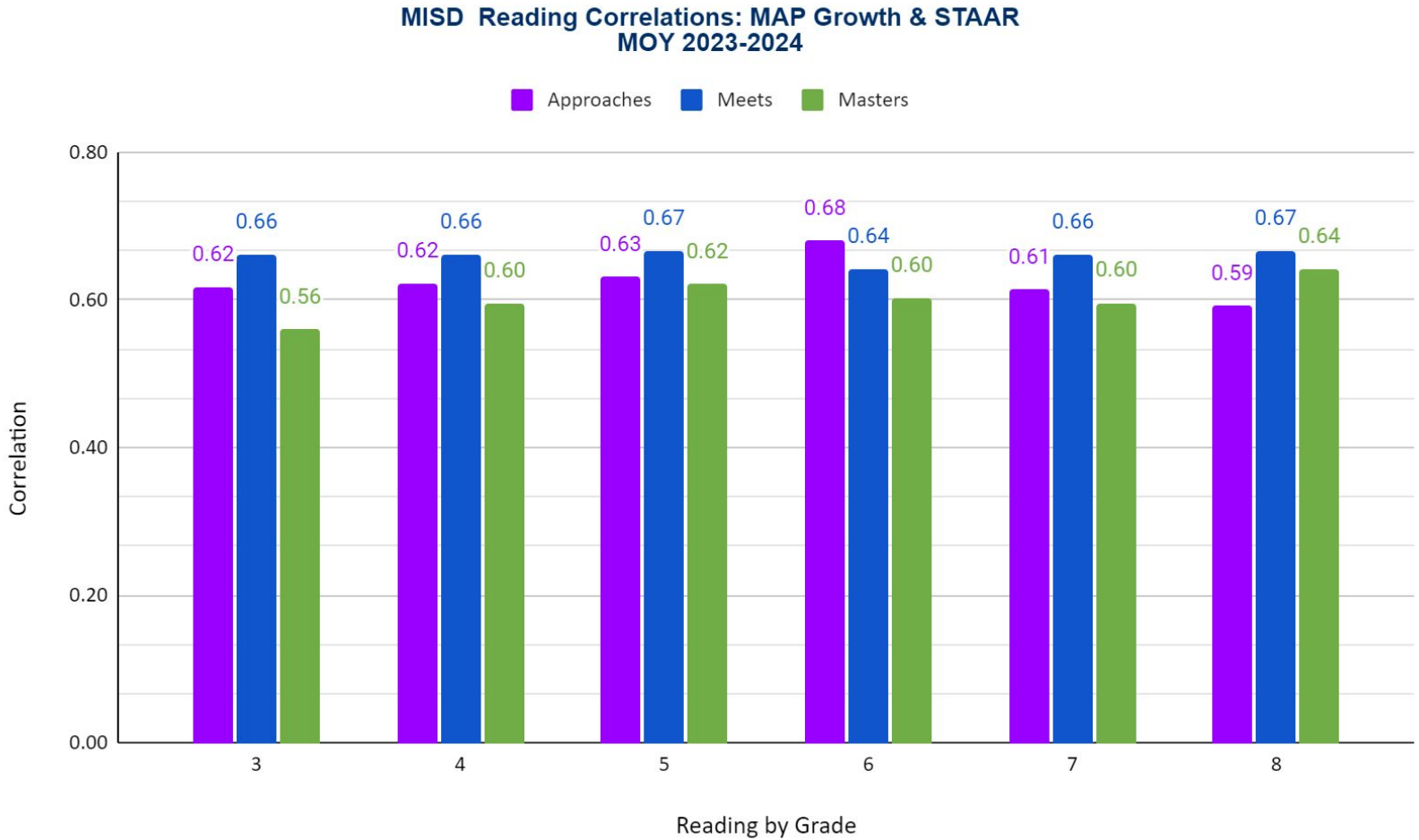
Correlation
0.59
0.61
0.51
0.59
0.64
0.52
5
8
Science by Grade


MISD Reading Correlations: MAP Growth & STAAR
MOY 2023-2024
Approaches
Meets
Masters
Correlation
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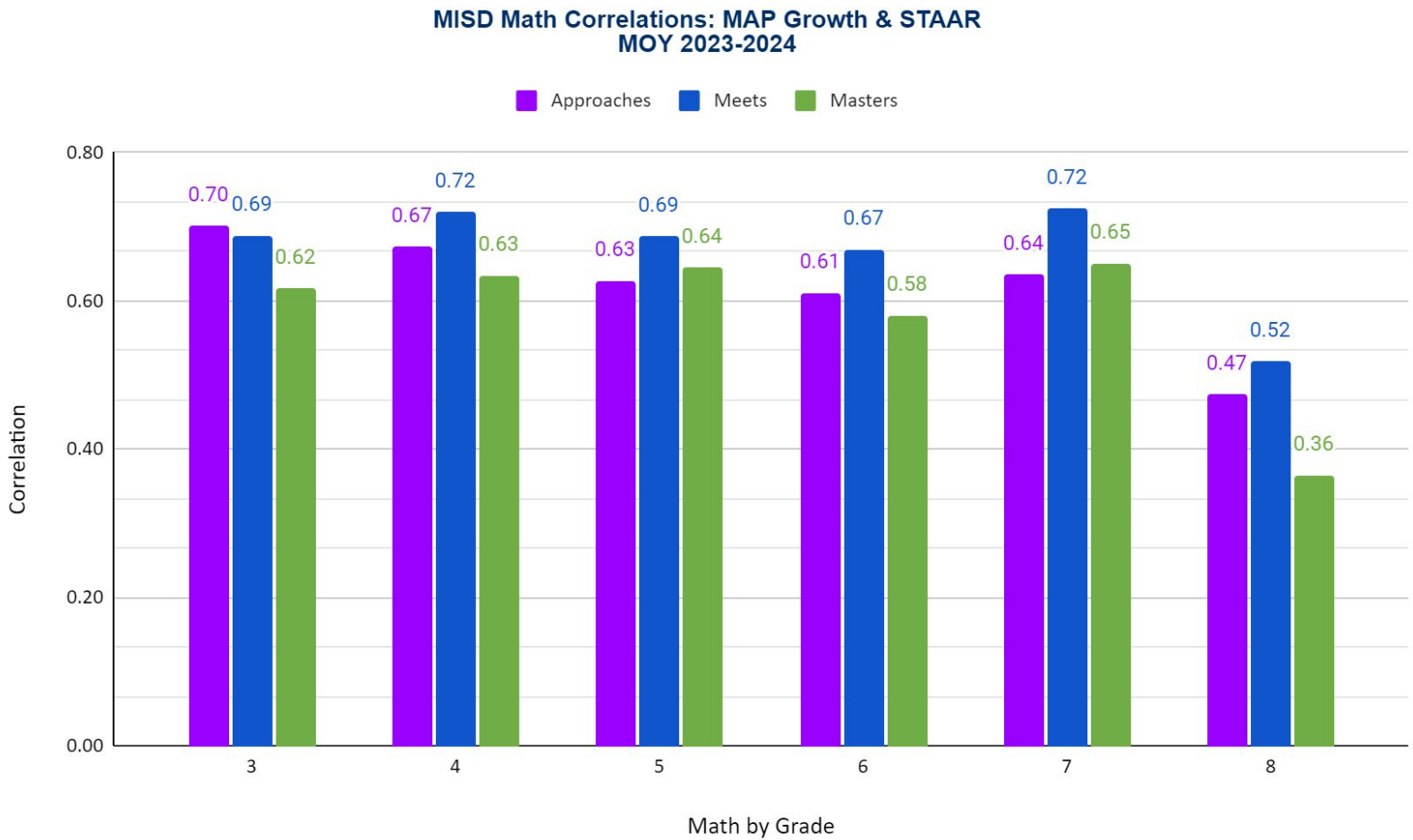
Reading by Grade


MISD Math Correlations: MAP Growth & STAAR
MOY 2023-2024
Approaches
Meets
Masters
Correlation
0.80
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0.62
0.67
0.72
0.63
0.63
0.69
0.64
0.61
0.67
0.58
0.64
0.72
0.65
0.47
0.52
0.36
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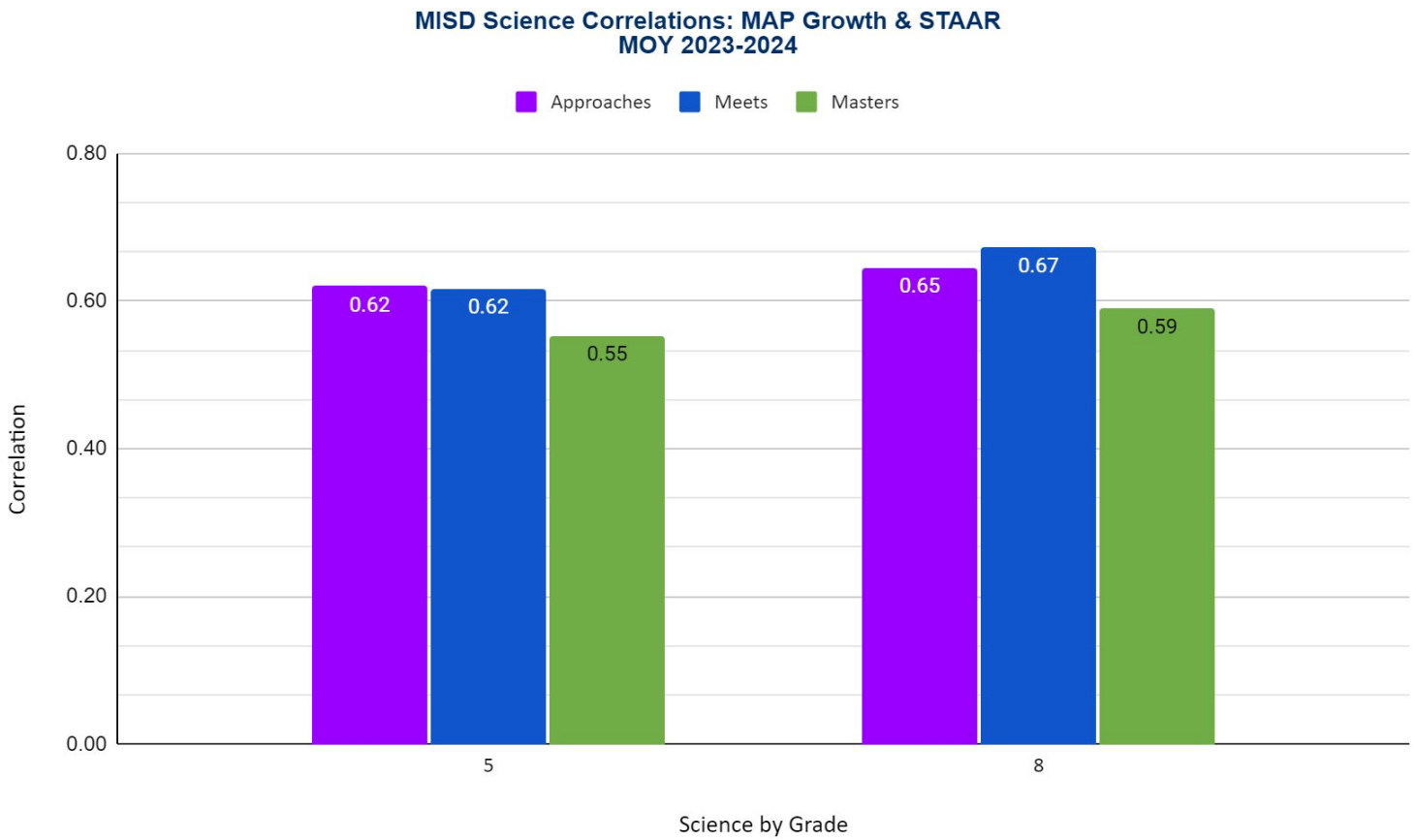
Math by Grade


MISD Science Correlations: MAP Growth & STAAR
MOY 2023-2024
Approaches
Meets
Masters
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Correlation
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0.62
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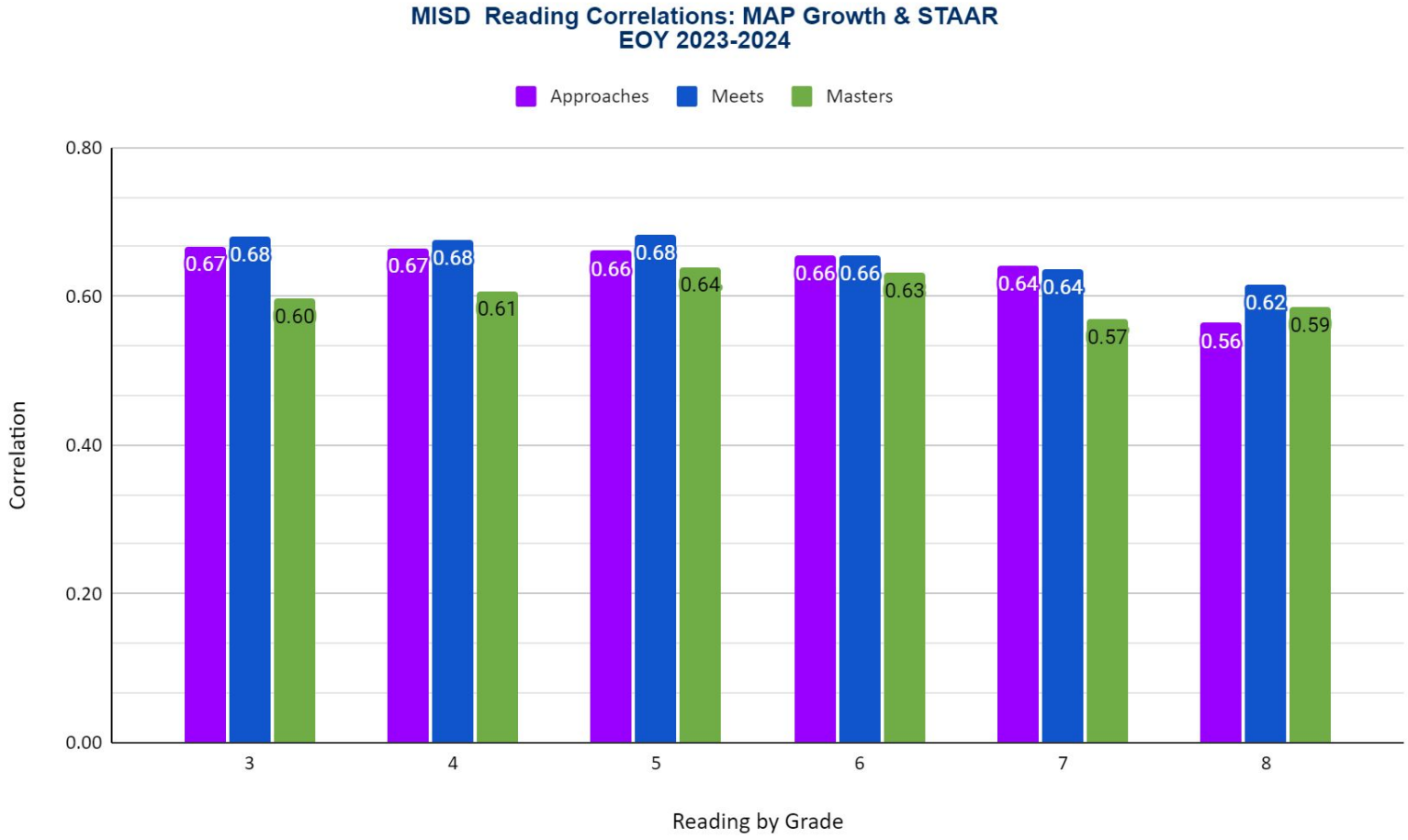
8
Science by Grade


MISD Reading Correlations: MAP Growth & STAAR
EOY 2023-2024
Approaches
Meets
Masters
0.80
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Correlation
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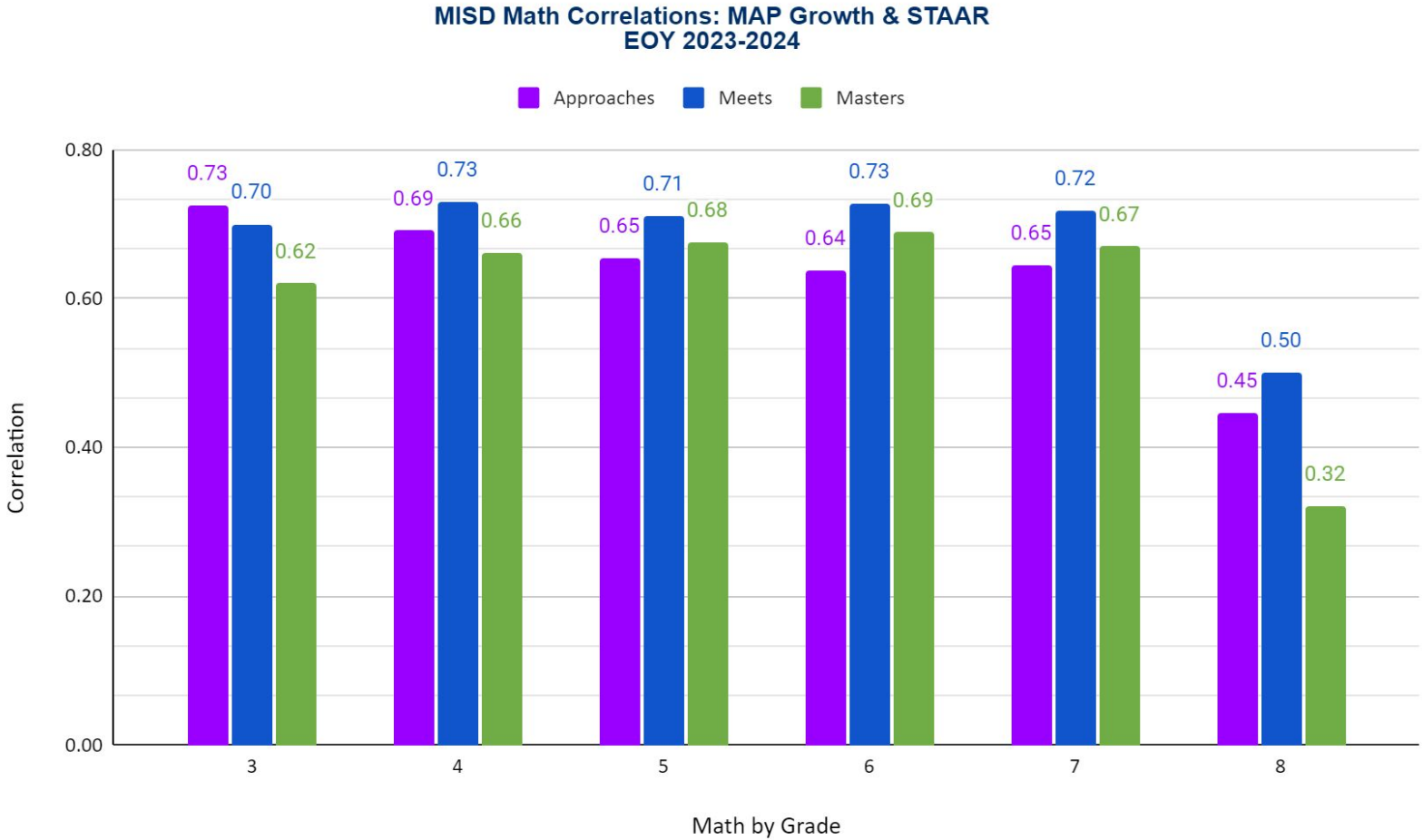
Reading by Grade


MISD Math Correlations: MAP Growth & STAAR
EOY 2023-2024
Approaches
Meets
Masters
Correlation
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0.71
0.68
0.64
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0.72
0.67
0.45
0.50
0.32
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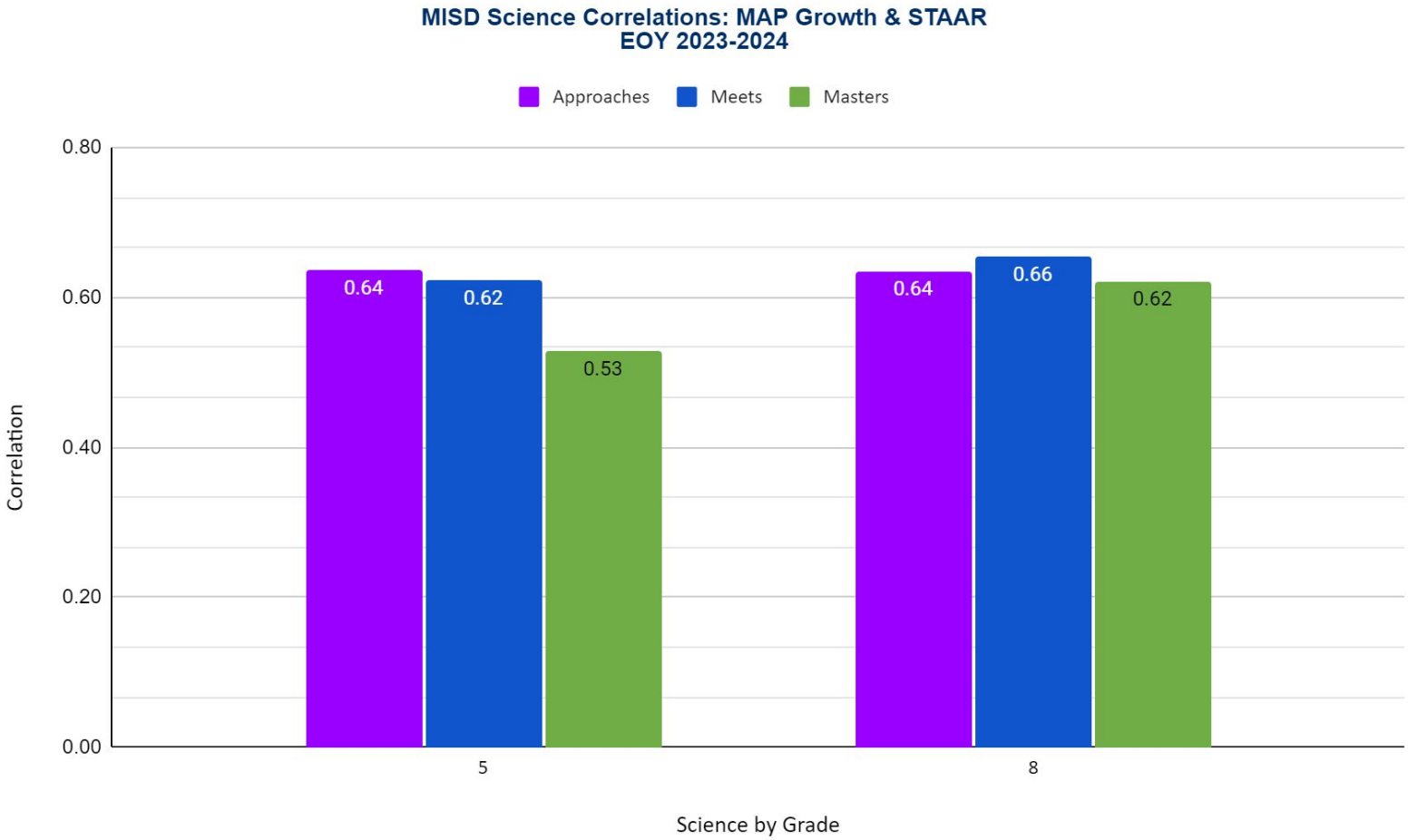
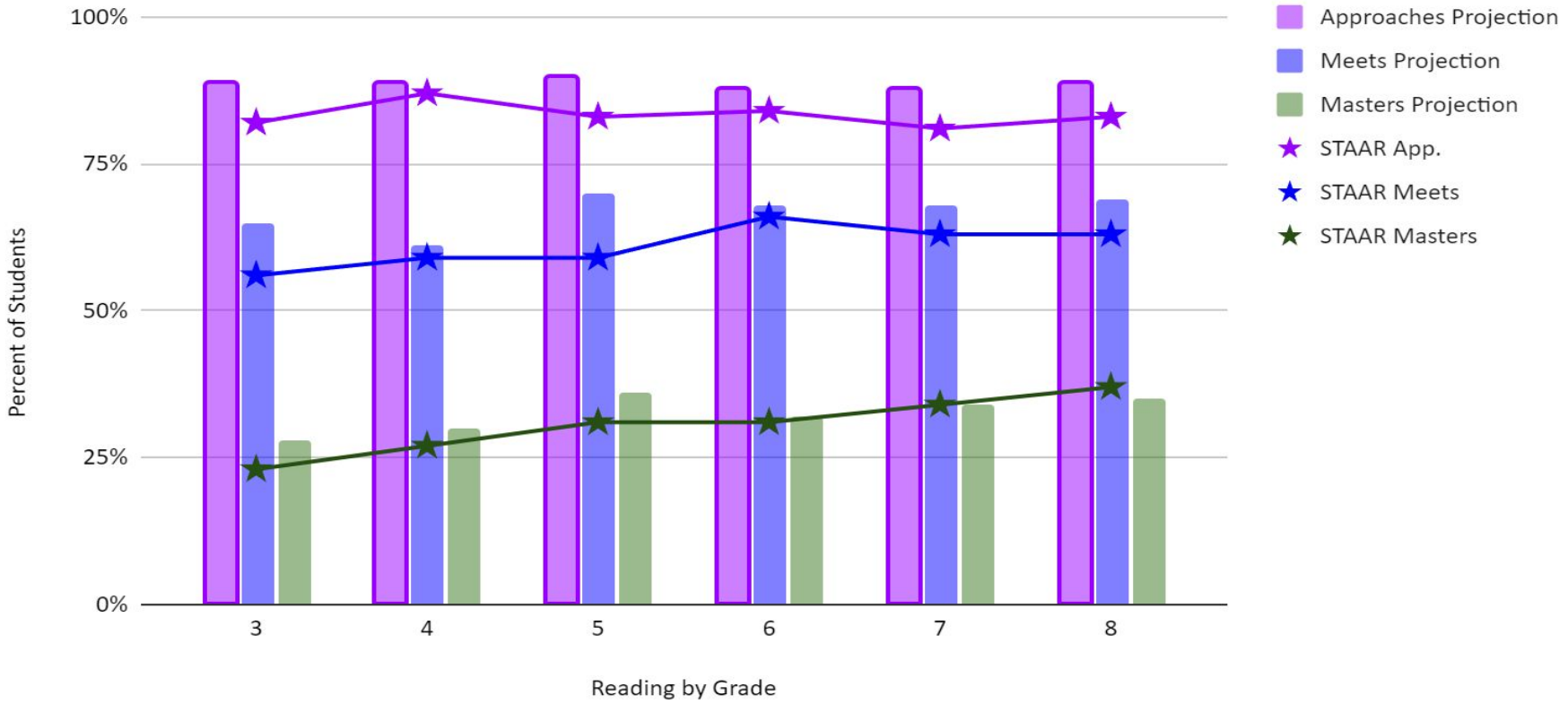
Math by Grade


MISD Science Correlations: MAP Growth & STAAR
EOY 2023-2024
Approaches
Meets
Masters
0.80
0.60
0.40
0.20
0.00
Correlation
0.64
0.62
0.53
0.64
0.66
0.62
5
8
Science by Grade

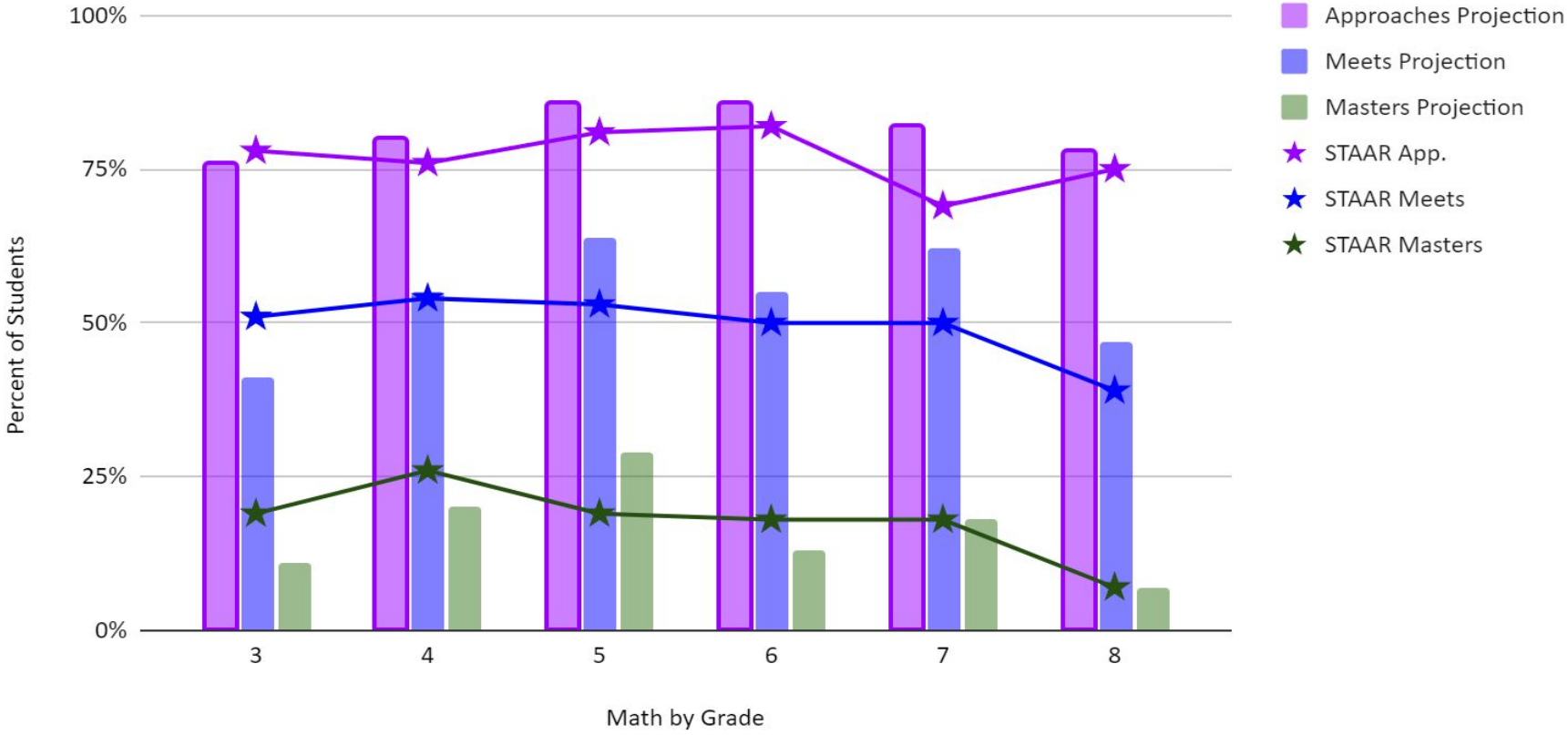
MAP Projected STAAR vs Actual 2024 STAAR Proficiency Correlations

- Correlation values range from -1 to +1. Absolute values of approximately 0.1 to 0.29 represent a small relationship, absolute values of approximately 0.3 to 0.49 represent a moderate relationship, and absolute values of 0.5 or higher represent a strong relationship.
- At the Approaches level, for most grades and subjects, the correlation coefficient increased from Beginning of Year to End of Year.
- In general, for most grades and subjects, the correlation coefficient increased at the Meets level from Beginning of Year to End of Year.
- In general, for most grades and subjects, the correlation coefficient increased at the Masters level from Beginning of Year to End of Year.

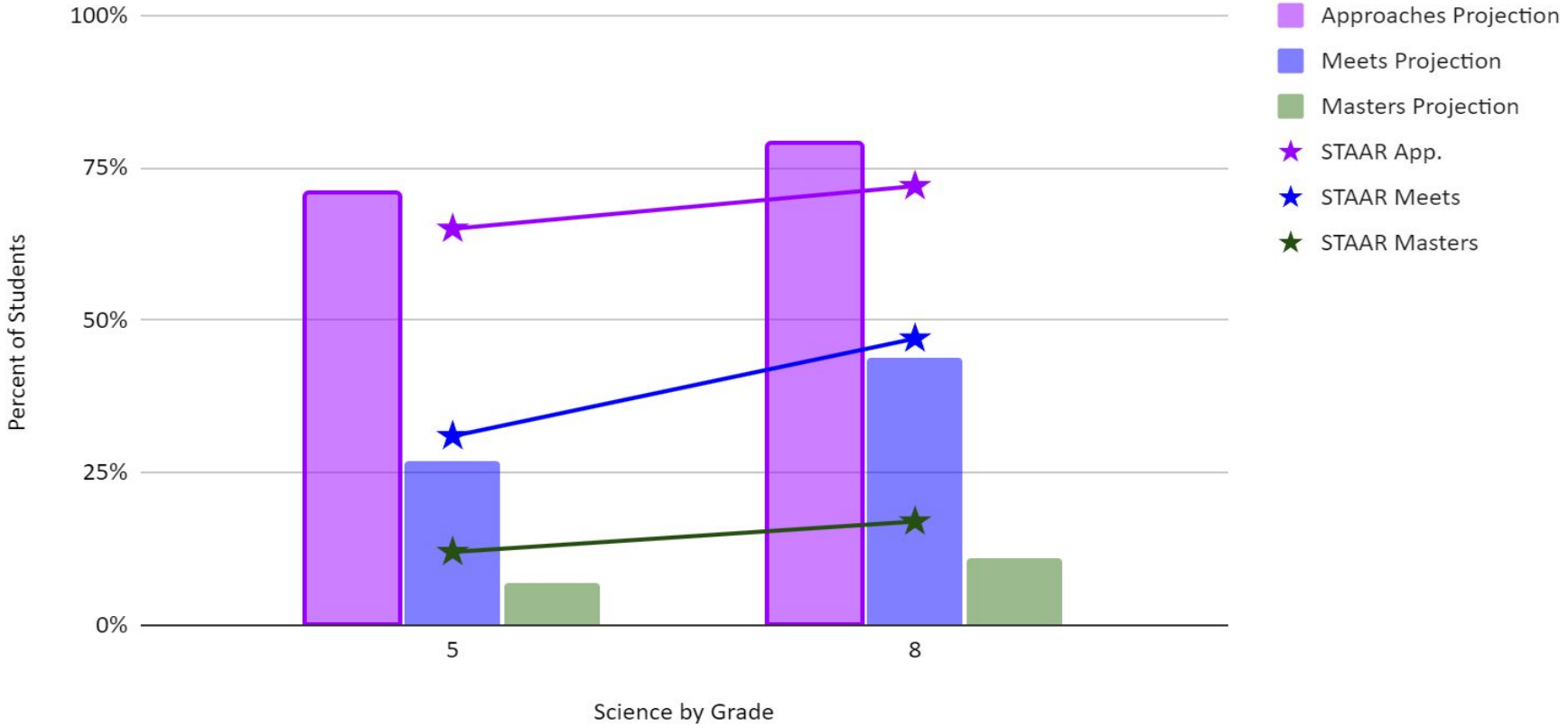
23-24 MAP BOY Reading Projected STAAR Proficiency vs Actual



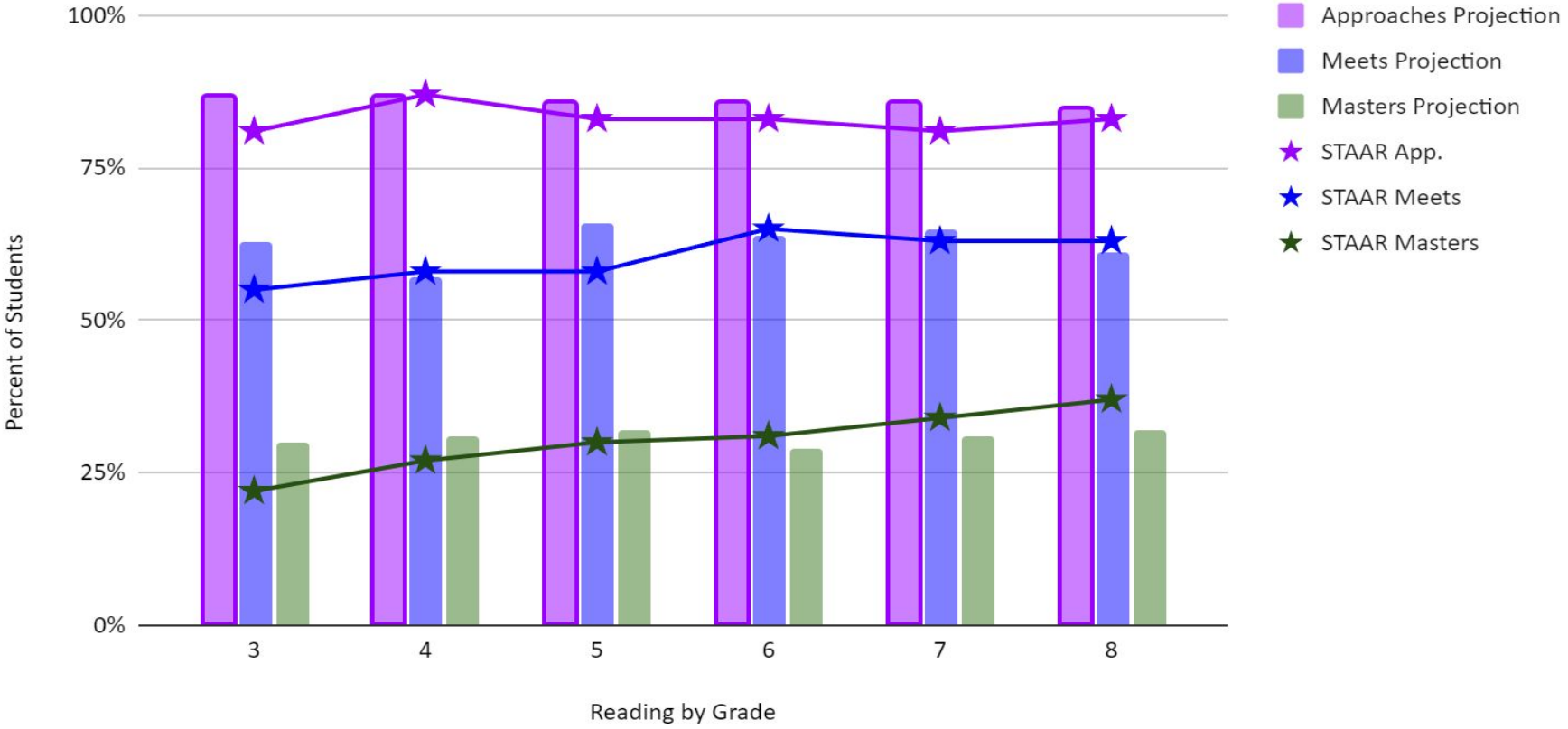
23-24 MAP BOY Math Projected STAAR Proficiency vs Actual



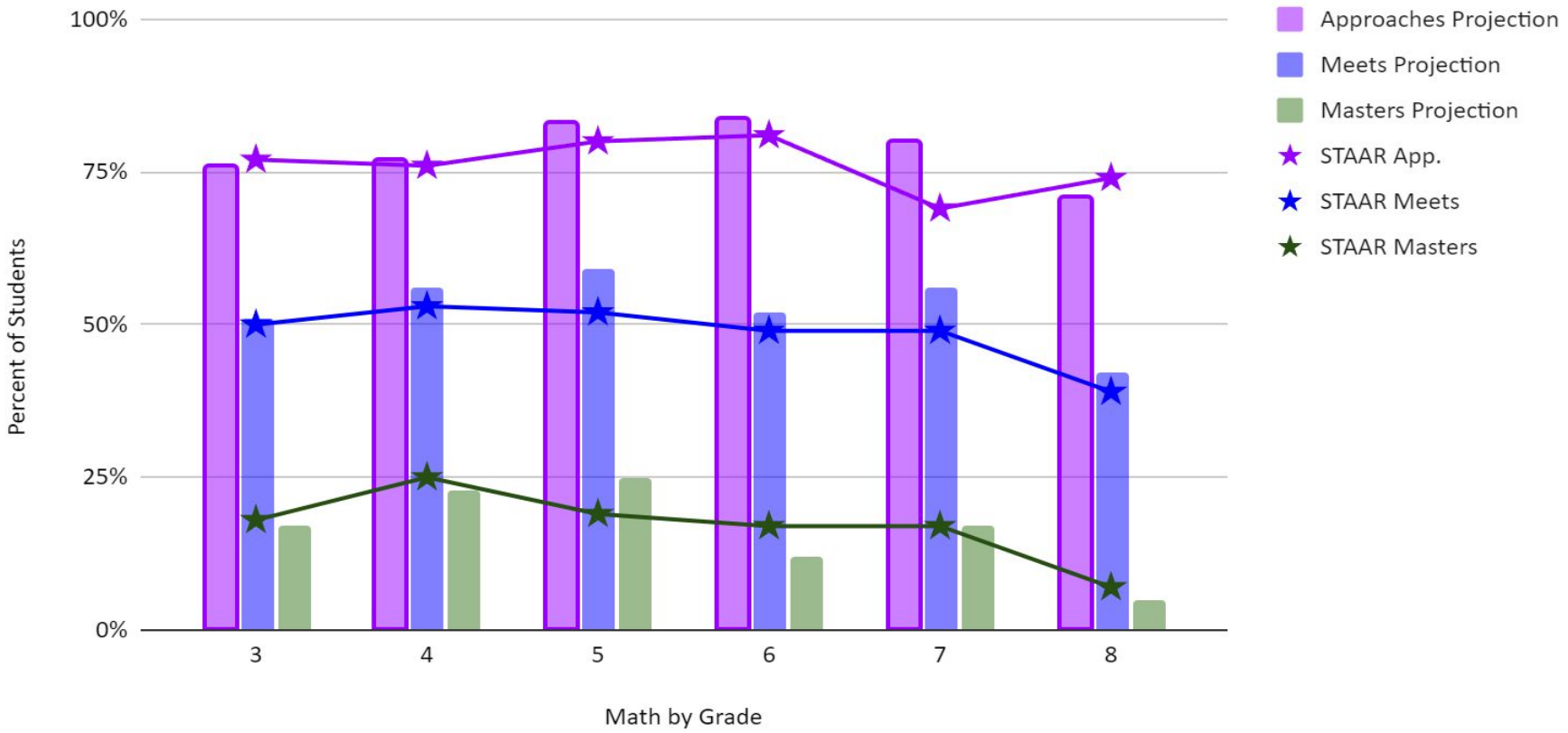
23-24 MAP BOY Science Projected STAAR Proficiency vs Actual



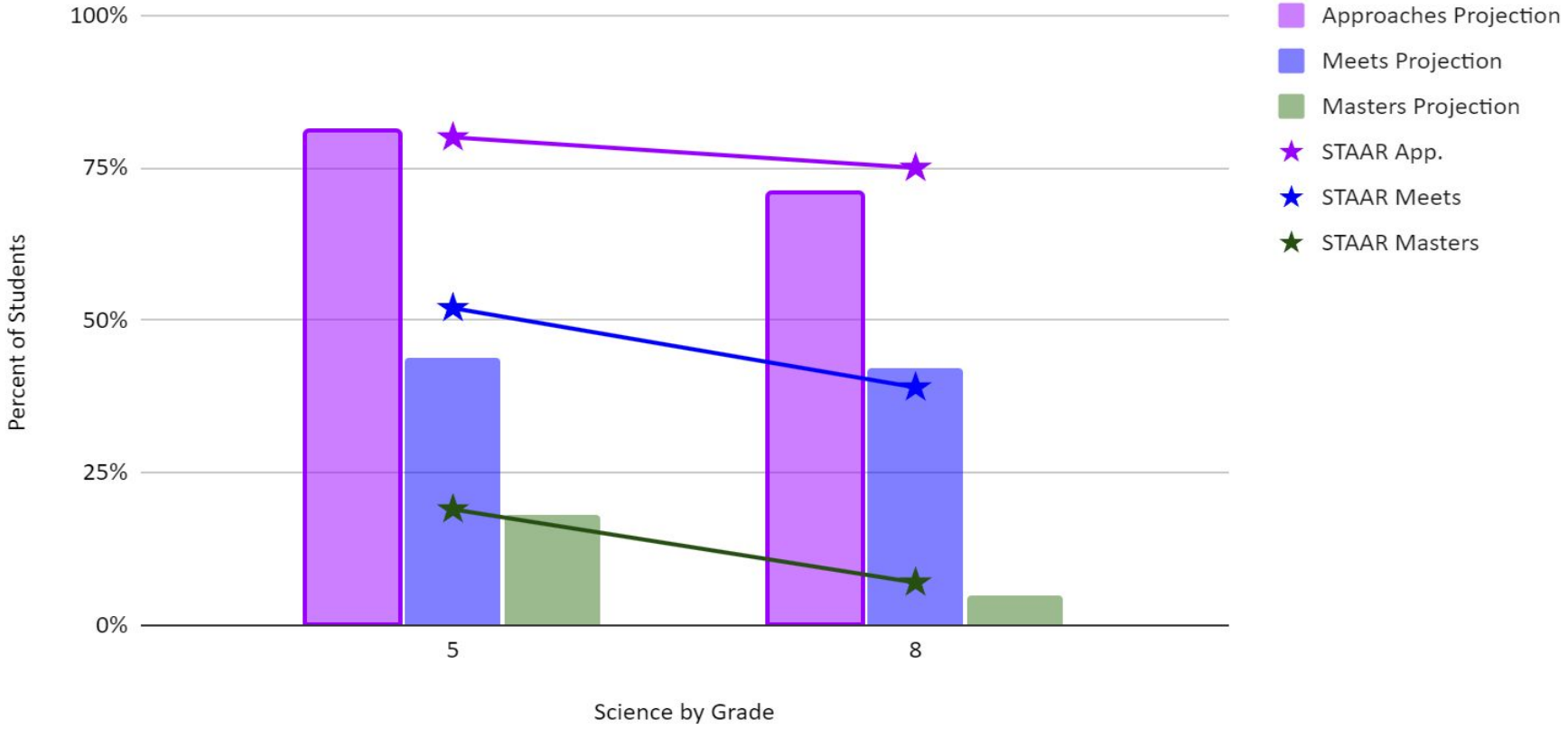
23-24 MAP MOY Reading Projected STAAR Proficiency vs Actual



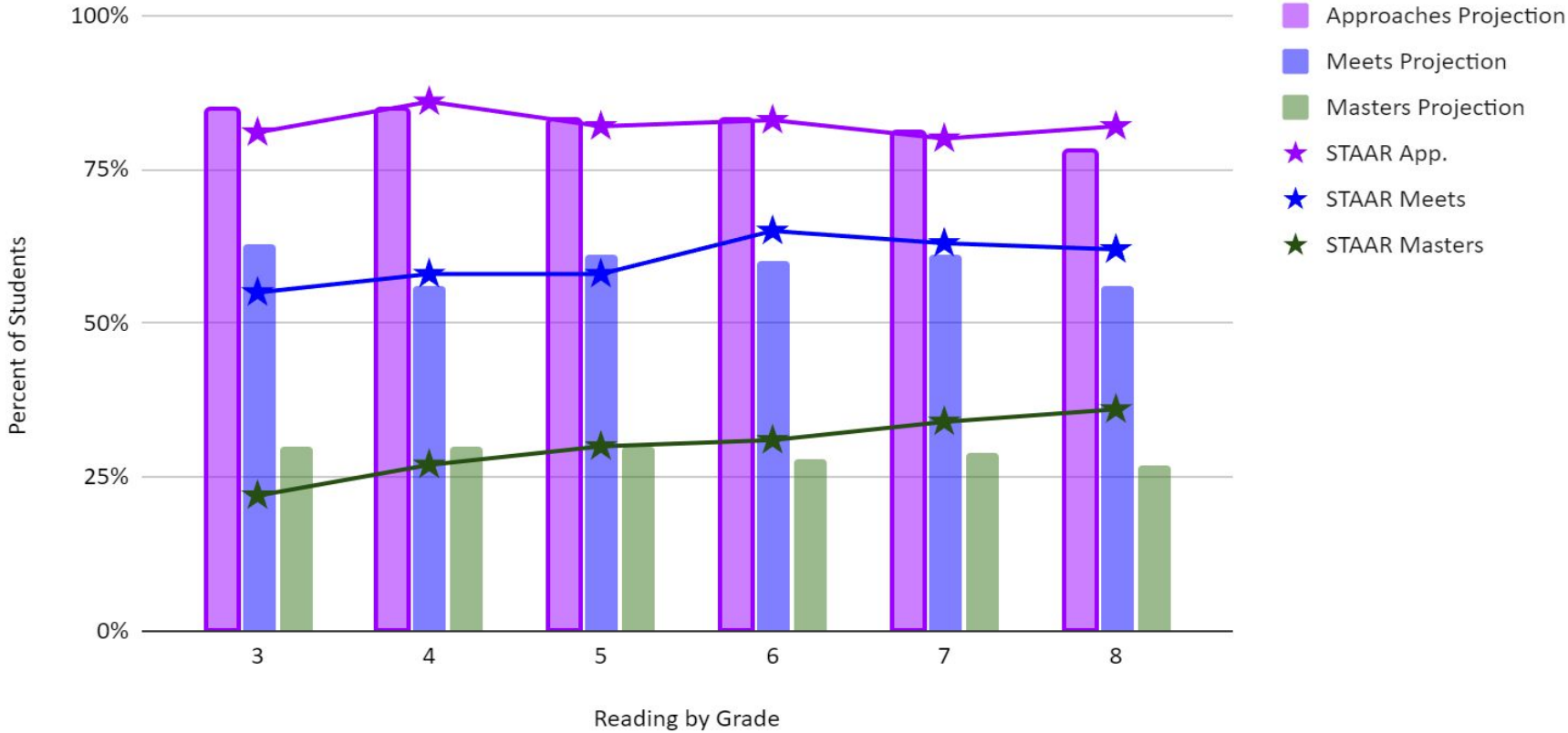
23-24 MAP MOY Math Projected STAAR Proficiency vs Actual



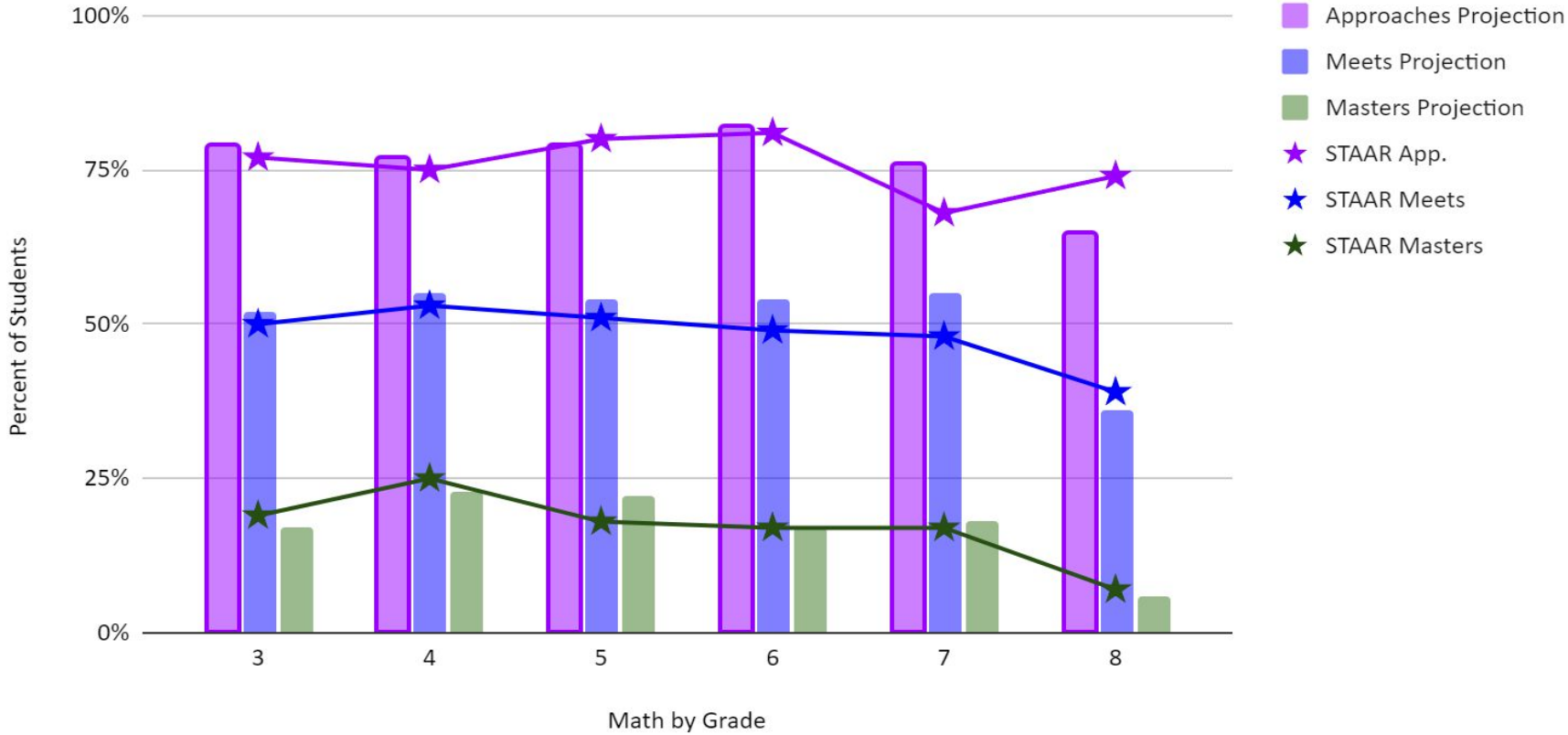
23-24 MAP MOY Science Projected STAAR Proficiency vs Actual



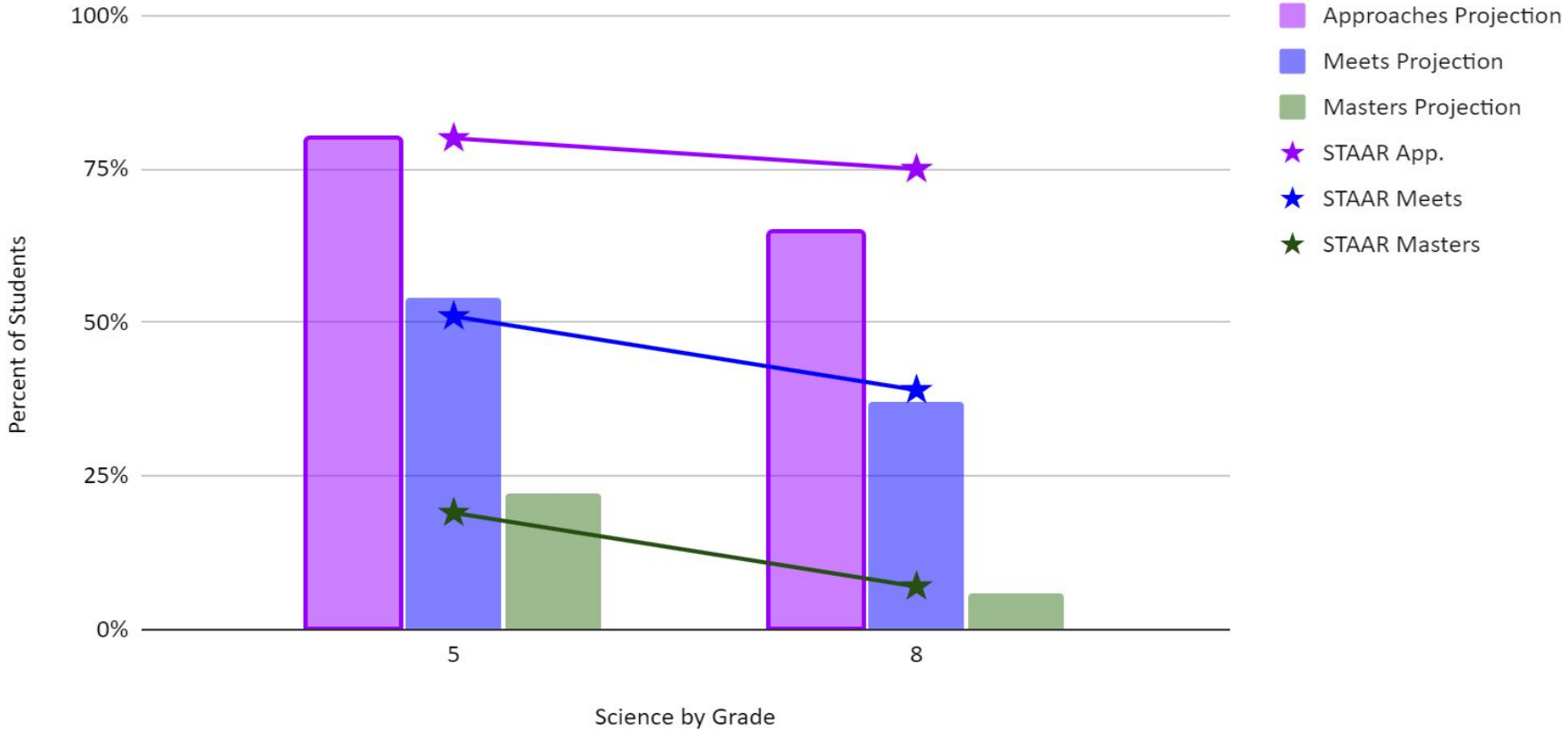
23-24 MAP EOY Reading Projected STAAR Proficiency vs Actual



23-24 MAP EOY Math Projected STAAR Proficiency vs Actual



23-24 MAP EOY Science Projected STAAR Proficiency vs Actual



MAP Projected STAAR vs Actual 2024 STAAR Proficiencies

- For all grades (4-8) in Reading, the number of students scoring at the Approaches or Meets level is equal to or higher than predicted by the EOY MAP.
- For most students (3-8) in Math, students performed at or close to the level that was predicted by the EOY MAP.
- 5th and 6th grade students showed the greatest increases in percent of students scoring at a higher level on STAAR.
- More 6th, 7th, and 8th grade students performed at the Masters level in Reading than predicted at the Beginning of the Year.
- 7th and 8th grade students had the highest increase of students scoring at the Masters level in Math than predicted at the beginning of the year.

MAP Accountability Projections

Disclaimers

- The projections are based on the accountability manual released in May 2024.
- The STAAR projected proficiencies are based on the 2024 NWEA STAAR linking study.
- Algebra I students are not included in the computations.
- No Social Studies tests were administered.
- Data reflects only students with valid MAP scores. Only English versions of the tests are included.
- ELP Data and STAAR Alt 2 are not included. Only grades 3-8 are included.

Domain I

MAP Performance = $\frac{\text{\% Approaches Grade Level or Above} + \text{\% Meets Grade Level or Above} + \text{\% Masters Grade Level}}{3}$

- Includes students with valid scores in the current year only.

Domain II

- Percent of students who grew and maintained their predicted STAAR performance on the MOY MAP compared to the 2023 STAAR.
- Includes only students with valid scores in MAP and STAAR assessments.
- No 2024 Spanish Linking study - Spanish MAP test are excluded in 2024.
- Students with English MAP assessments and Spanish STAAR assessments are included.
- HB 1416 Students who passed are awarded 0.25 bonus points.

Domain II

MAP - Current Year

MAP - Previous Year	DNM	APP	MEETS	MASTERS
DNM	0	1	1	1
APP	0	0.5	1	1
MEETS	0	0	1	1
MASTERS	0	0	0	1

HB4545/1416 Accerelated (Bonus)

	DNM	APP	MEETS	MASTERS
DNM	0	1	1	1

$$\frac{\text{Sum of ELAR \& Math Growth Points} + \text{Sum of ELAR/Math Bonus Pts x 0.25}}{\text{Sum of Maximum ELAR/Math Growth Points}}$$

Only students with scores in both years are included. Retesters are excluded.

Domain III

- Percent of students at predicted to perform at Meets GL and above in ELAR & Math
- Percent of students who grew in ELAR & Math
- MAP Performance by student groups
- No ELP Component - 10 points are distributed evenly across the other 3 components

Sample Projections MOY MAP & STAAR Accountability Predictions

Projected 2024 Accountability Rating Calculation - District Rollup - Based on MOY MAP Assessments

nter 6-Digit District Numb

These projections are based on the MOY MAP Assessments predicted proficiences and accountability manual released on October 31, 2023. These projections depict how the campuses would be rated if this was STAAR and the campuses performed at the same level. These data are subject to change and are meant for internal evaluation and use only.

	Domain I			Domain II-A			Domain II-B			Domain III			Overall
Campus	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
ELEM SCH 1	0.9%	91	0.8	0.9%	87	0.8	0.9%	81	0.7	0.9%	85	0.8	89
ELEM SCH 2	0.9%	92	0.8	0.9%	81	0.7	0.9%	82	0.7	0.9%	84	0.8	90
ELEM SCH3	0.5%	88	0.4	0.5%	83	0.4	0.5%	85	0.4	0.5%	84	0.4	87

Preliminary 2024 Accountability Rating Calculation - District Proportional Weights

nter 6-Digit District Numb

These 2024 Accountability projections based on all data we have received through June 13th. These projections do not include the STAAR-ALT 2 data becasuse Cambium has not released the STAAR-ALT 2 preliminary accountability data. These projections are our "best guesstimate" and are subject to change. Therefore, caution is advised in the use and distribution of these data.

	Domain I			Domain II-A			Domain II-B			Domain III			Overall
Campus	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
ELEM SCH1	0.9%	88	0.8	0.9%	68	0.6	0.9%	75	0.7	0.9%	76	0.7	84
ELEM SCH2	0.9%	92	0.8	0.9%	81	0.7	0.9%	84	0.8	0.9%	79	0.7	88
ELEM SCH3	0.5%	78	0.4	0.5%	75	0.4	0.5%	80	0.4	0.5%	77	0.4	79

Sample Projections MOY MAP & STAAR Accountability Predictions

Projected 2024 Accountability Rating Calculation - District Rollup - Based on MOY MAP Assessments

nter 6-Digit District Numb

These projections are based on the MOY MAP Assessments predicted proficiences and accountability manual released on October 31, 2023. These projections depict how the campuses would be rated if this was STAAR and the campuses performed at the same level. These data are subject to change and are meant for internal evaluation and use only.

	Domain I			Domain II-A			Domain II-B			Domain III			Overall
Campus	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
IS SCH1	2.3%	83	1.9	2.3%	83	1.9	2.3%	82	1.9	2.3%	83	1.9	83
IS SCH2	2.9%	82	2.4	2.9%	82	2.4	2.9%	87	2.5	2.9%	91	2.6	88
IS SCH3	2.7%	90	2.4	2.7%	88	2.4	2.7%	82	2.2	2.7%	92	2.5	91

Preliminary 2024 Accountability Rating Calculation - District Proportional Weights

nter 6-Digit District Numb

These 2024 Accountability projections based on all data we have received through June 13th. These projections do not include the STAAR-ALT 2 data becasuse Cambium has not released the STAAR-ALT 2 preliminary accountability data. These projections are our "best guesstimate" and are subject to change. Therefore, caution is advised in the use and distribution of these data.

	Domain I			Domain II-A			Domain II-B			Domain III			Overall
Campus	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
IS SCH1	2.3%	79	1.8	2.3%	70	1.6	2.3%	77	1.8	2.3%	67	1.5	75
IS SCH2	3.0%	81	2.4	3.0%	76	2.3	3.0%	86	2.6	3.0%	82	2.5	85
IS SCH3	2.7%	88	2.4	2.7%	82	2.2	2.7%	80	2.2	2.7%	87	2.3	88

Sample Projections MOY MAP & STAAR Accountability Predictions

Projected 2024 Accountability Rating Calculation - District Rollup - Based on MOY MAP Assessments

nter 6-Digit District Numb

These projections are based on the MOY MAP Assessments predicted proficiences and accountability manual released on October 31, 2023. These projections depict how the campuses would be rated if this was STAAR and the campuses performed at the same level. These data are subject to change and are meant for internal evaluation and use only.

	Domain I			Domain II-A			Domain II-B			Domain III			Overall
Campus	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
MIDDLE SCH1	2.4%	84	2.0	2.4%	85	2.0	2.4%	83	2.0	2.4%	90	2.2	87
MIDDLE SCH2	2.9%	86	2.5	2.9%	85	2.5	2.9%	79	2.3	2.9%	91	2.6	88
MIDDLE SCH3	2.8%	75	2.1	2.8%	79	2.2	2.8%	82	2.3	2.8%	74	2.1	80

Preliminary 2024 Accountability Rating Calculation - District Proportional Weights

nter 6-Digit District Numb

These 2024 Accountability projections based on all data we have received through June 13th. These projections do not include the STAAR-ALT 2 data becasuse Cambium has not released the STAAR-ALT 2 preliminary accountability data. These projections are our "best guesstimate" and are subject to change. Therefore, caution is advised in the use and distribution of these data.

	Domain I			Domain II-A			Domain II-B			Domain III			Overall
Campus	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
MIDDLE SCH1	2.4%	81	1.9	2.4%	82	2.0	2.4%	80	1.9	2.4%	86	2.1	83
MIDDLE SCH2	2.9%	90	2.6	2.9%	87	2.5	2.9%	83	2.4	2.9%	93	2.7	91
MIDDLE SCH3	2.8%	75	2.1	2.8%	80	2.2	2.8%	81	2.3	2.8%	75	2.1	79

lead4ward Tools

Report Card/D3 Templates

2024 Accountability Report Card - Middle School

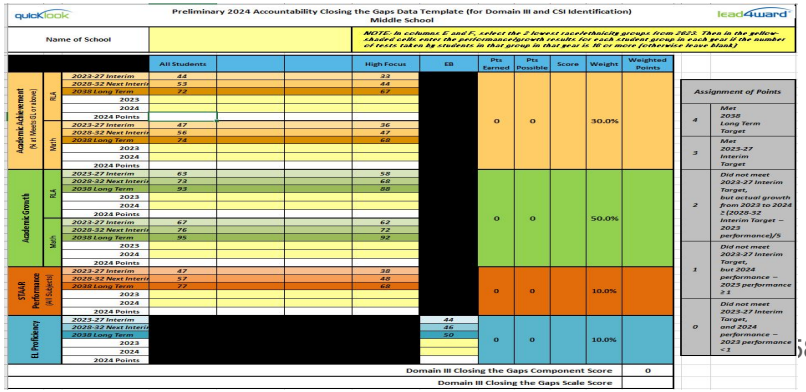
What 2024 Accountability would look like based on Proposed 2024 Accountability Manual and possible "raw scores" for each component

Campus Name					Campus Number		
%EcoDis (Fall 2023 Snapshot)					*Enter 9-digit county-district-campus # ↑ (no hyphens or spaces)*		
	Component Score	Scale Score	Letter Grade	Overall Grade Components		Weight	Total
Domain I - Student Achievement STAAR Performance				Best Scale Score: Domain I *or* Domain II		70%	
Domain II - School Progress *(Better of Part A or Part B)*							
Part A - Academic Growth							
Part B - Relative Performance							
Domain III - Closing the Gaps				Domain III Scale Score		30%	
					Overall Score		
					Overall Letter Grade		

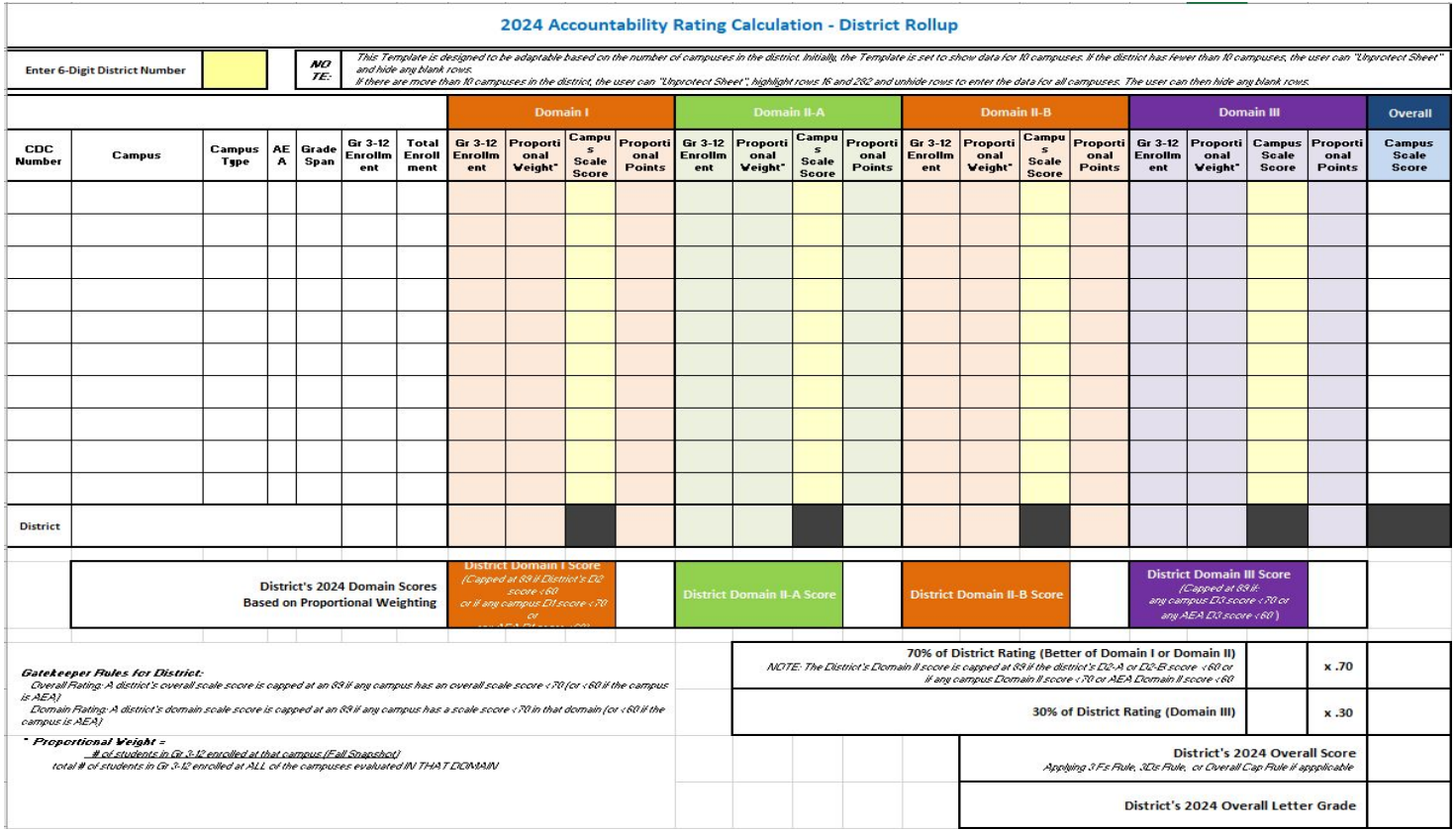
2023 Academic Achievement - Reading and Math

Identifying the 2 lowest Race/Ethnicity groups to be included in a Campus's Domain 3 for 2024 Accountability

Campus Name					Campus Number *(enter 9-digit county-district-campus #, no hyphens or spaces)*			
		Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races
2023 Academic Achievement: % at or above Meets Grade Level								
RLA	#≥ Meets GL							
	Total Tests							
	%≥ Meets GL							
Math	#≥ Meets GL							
	Total Tests							
	%≥ Meets GL							
Combined Reading and Math	#≥ Meets GL							
	Total Tests							
	%≥ Meets GL							
Two Lowest Performing R/E Groups for 2024 Accountability								



District Rollup



2024 Accountability Rating Calculation - District Rollup

Enter 6-Digit District Number

NOTE: This Template is designed to be adaptable based on the number of campuses in the district. Initially, the Template is set to show data for 10 campuses. If the district has fewer than 10 campuses, the user can "Unprotect Sheet" and hide any blank rows.
If there are more than 10 campuses in the district, the user can "Unprotect Sheet", highlight rows 16 and 282 and unhide rows to enter the data for all campuses. The user can then hide any blank rows.

							Domain I				Domain II-A				Domain II-B				Domain III				Overall
CDC Number	Campus	Campus Type	AEA	Grade Span	Gr 3-12 Enrollment	Total Enrollment	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
District																							

District's 2024 Domain Scores Based on Proportional Weighting	District Domain I Score (Capped at 69 if District's D02 score < 60 or if any campus D1 score < 70 or any AEA D1 score < 60)		District Domain II-A Score		District Domain II-B Score		District Domain III Score (Capped at 69 if: any campus D3 score < 70 or any AEA D3 score < 60)	

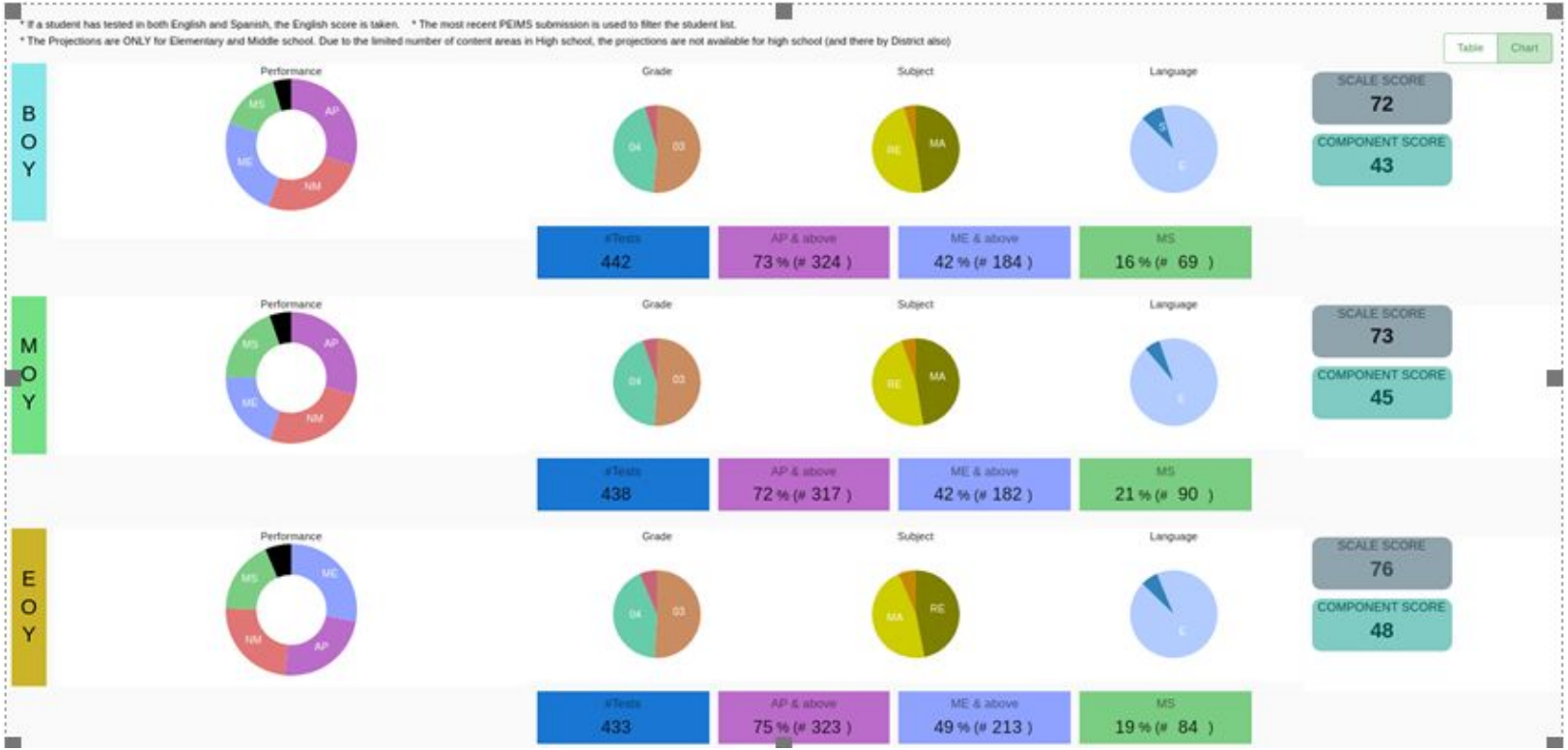
Gatekeeper Rules for District:
Overall Rating: A district's overall scale score is capped at an 69 if any campus has an overall scale score < 70 (or < 60 if the campus is AEA)
Domain Rating: A district's domain scale score is capped at an 69 if any campus has a scale score < 70 in that domain (or < 60 if the campus is AEA)

* **Proportional Weight =**
# of students in Gr 3-12 enrolled at that campus (Fall Snapshot)
total # of students in Gr 3-12 enrolled at ALL of the campuses evaluated IN THAT DOMAIN

70% of District Rating (Better of Domain I or Domain II) NOTE: The District's Domain II score is capped at 69 if the district's D2-A or D2-B score < 60 or if any campus Domain II score < 70 or AEA Domain II score < 60		x .70	
30% of District Rating (Domain III)		x .30	
District's 2024 Overall Score Applying 3 Fs Rule, 3Ds Rule, or Overall Cap Rule if applicable			
District's 2024 Overall Letter Grade			

Edugence

Domain I Summary



Domain IIA & IIB

Overview | Domain 1 | Domain 2A | Domain 2B | Audit

BOY

	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	26	4	1	0
Approaches	28	11	10	0
Meets	7	15	14	7
Masters	0	1	13	18

Accelerated Learning - Current Year Performance

Prior Year Performance	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	26	11	7	0

MOY

	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	31	9	1	0
Approaches	11	27	7	4
Meets	1	16	19	13
Masters	0	3	13	19

Accelerated Learning - Current Year Performance

Prior Year Performance	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	31	11	1	0

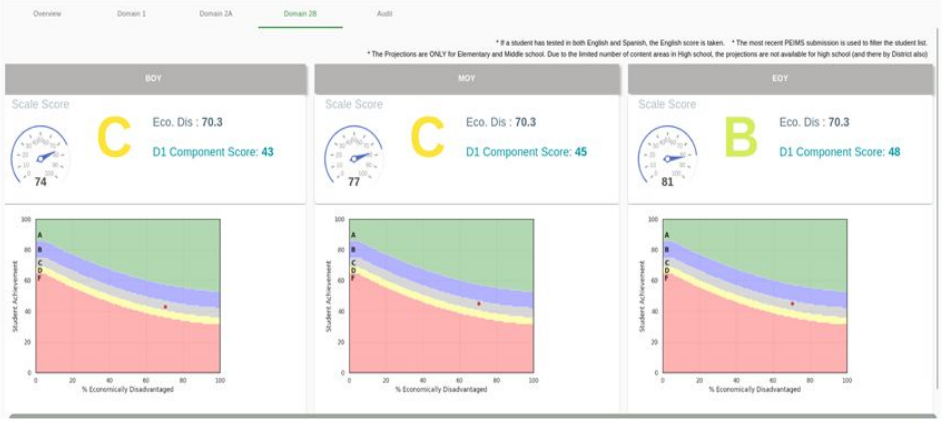
EOY

	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	32	4	0	0
Approaches	13	34	6	2
Meets	2	8	17	9
Masters	0	0	15	24

Accelerated Learning - Current Year Performance

Prior Year Performance	Did Not Meet	Approaches	Meets	Masters
Did Not Meet	32	13	2	0

Domain 2b:



Overview | Domain 1 | Domain 2A | Domain 2B | Audit

* If a student has tested in both English and Spanish, the English score is taken. * The most recent PEIMS submission is used to filter the student list.
* The Projections are ONLY for Elementary and Middle school. Due to the limited number of content areas in High school, the projections are not available for high school (and there by District also)

BOY	MOY	EOY
Scale Score	Scale Score	Scale Score
74	77	81
C	C	B
Eco. Dis : 70.3	Eco. Dis : 70.3	Eco. Dis : 70.3
D1 Component Score: 43	D1 Component Score: 45	D1 Component Score: 48

Student Achievement (A, B, C, D, F) — % Economically Disadvantaged

[Demo Edugence Site]

Implications & Future Plans

Implications/Future Plans

- These projections suggest that MAP can potentially predict STAAR accountability.
- If campuses intentionally address students' needs based on MAP assessments and MISD MAP projected accountability, they can positively impact their STAAR performance and accountability.
- Continue to partner with NWEA to ensure that the stakeholders understand how to use MAP assessments to drive instruction and set student growth goals.
- Enhance the MAP Trainer of Trainers model whereby we train one campus staff member to coach other teachers in the use of MAP data to make instruction and intervention decisions.
- Maintain partnerships with NWEA, Lead4Ward, and Edugence.

What is one thing you learned and one wondering?

Questions


Thank
you!