



Board of Trustees Meeting

October 1, 2026



Measures of Academic Progress - MAP Growth and District Assessments

Melissa Scott, Executive Director of Elementary Education
Keri Thornburg, Executive Director of Secondary Education



Objectives

- Review the purpose of each assessment and our assessment cycle
- Explain how assessments like MAP are different from STAAR
- Understand how the MAP and mCLASS assessments work
- Compare end-of-year MAP assessment data with Spring 2026 STAAR data
- Explain how assessments are used to guide instruction



Different Assessments Different Purposes One Goal



Assessment	Question it Answers
NWEA MAP	Where is the student academically, and are they growing?



Assessment	Question it Answers
NWEA MAP	Where is the student academically, and are they growing?
mCLASS	Which foundational skills has this student developed or not yet developed?



Assessment	Question it Answers
NWEA MAP	Where is the student academically, and are they growing?
mCLASS	Which foundational skills has this student developed or not yet developed?
Daily Formative Checks	Did the students understand what I taught today?



Assessment	Question it Answers
NWEA MAP	Where is the student academically, and are they growing?
mCLASS	Which foundational skills has this student developed or not yet developed?
Daily Formative Checks	Did the students understand what I taught today?
Unit Assessments	Did students master the unit we just completed?



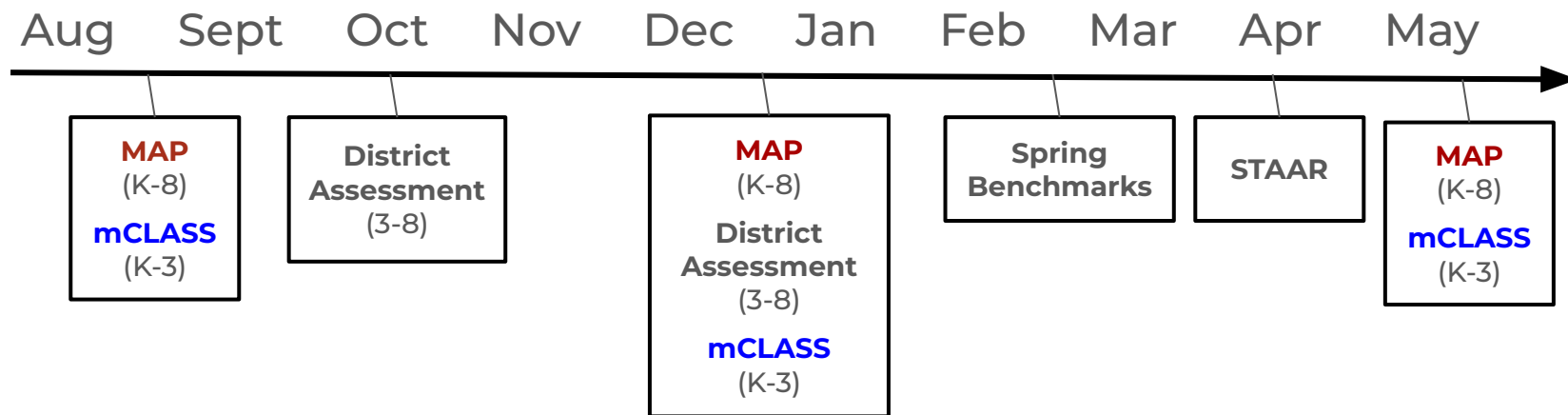
Assessment	Question it Answers
NWEA MAP	Where is the student academically, and are they growing?
mCLASS	Which foundational skills has this student developed or not yet developed?
Daily Formative Checks	Did the students understand what I taught today?
Unit Assessments	Did students master the unit we just completed?
District Assessments	Are students on track for STAAR level expectations? Are we on track to meet our Domain 1 goals?



Assessment	Question it Answers
NWEA MAP	Where is the student academically, and are they growing?
mCLASS	Which foundational skills has this student developed or not yet developed?
Daily Formative Checks	Did the students understand what I taught today?
Unit Assessments	Did students master the unit we just completed?
District Assessments	Are students on track for STAAR level expectations? Are we on track to meet our Domain 1 goals?
Spring Benchmark	What final adjustments do we need before STAAR



Our Assessment Cycle





How is MAP Different from STAAR

MAP Growth Assessment

- Adaptive test -



- Measures performance and adapts assessment during the test based on student performance.

STAAR Assessment

- Static test -



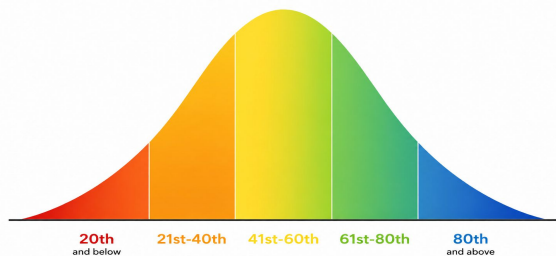
- Same test for everyone with the same measure for passing for all assessment takers.



Information Received from MAP Assessments

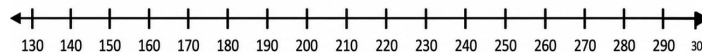
Percentile Score -

- Comparative to others using norms



Individual Student Score (RIT) -

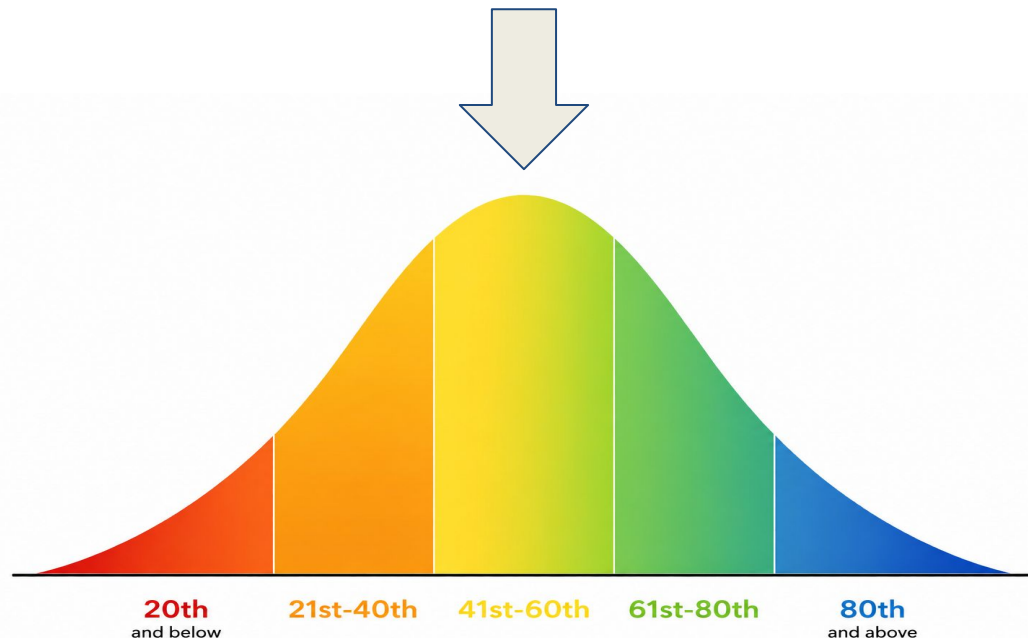
- Lets us track growth over time





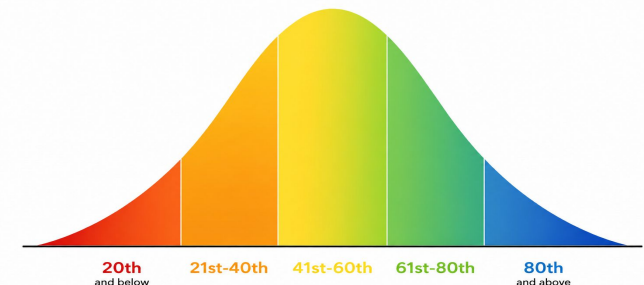
Percentile Score

- Nationally normed
- Most students score around the middle (50th percentile)





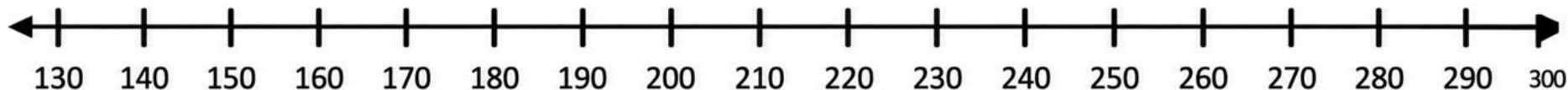
Percentiles in MAP Reports



District Profile		
Grade 1 Achievement Overview		
Abilene Independent School District Math K-12		
School	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All schools in this grade	48th 18% 20% 29% 19% 14%	1069



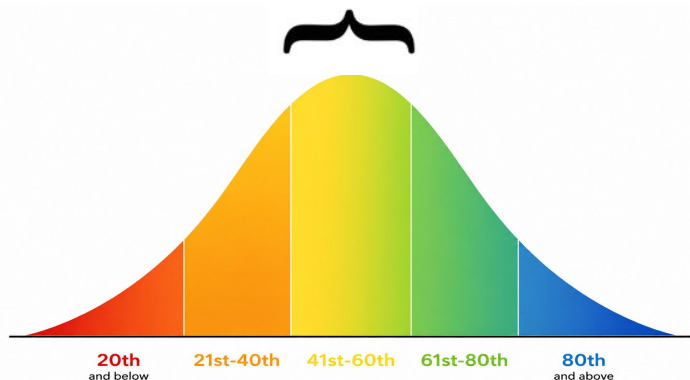
Individual Student Score Range



The learning continuum range for a subject area is approximately 135 - 300 representing all grade levels and skills.



Typical Individual Student Score

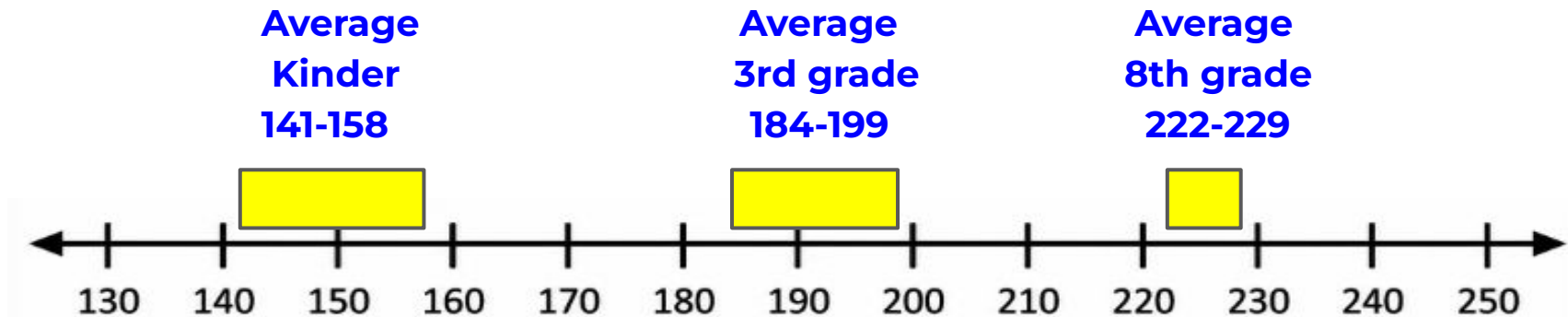


Average RIT Scores by Grade Level

Grade	Reading RIT	Math RIT
K	138-152	141-158
1	155-168	159-175
2	170-182	173-187
3	185-194	184-199
4	196-202	197-210
5	204-208	206-216
6	209-212	210-220
7	212-215	217-224
8	216-218	222-229



Student Score Range = Math Example





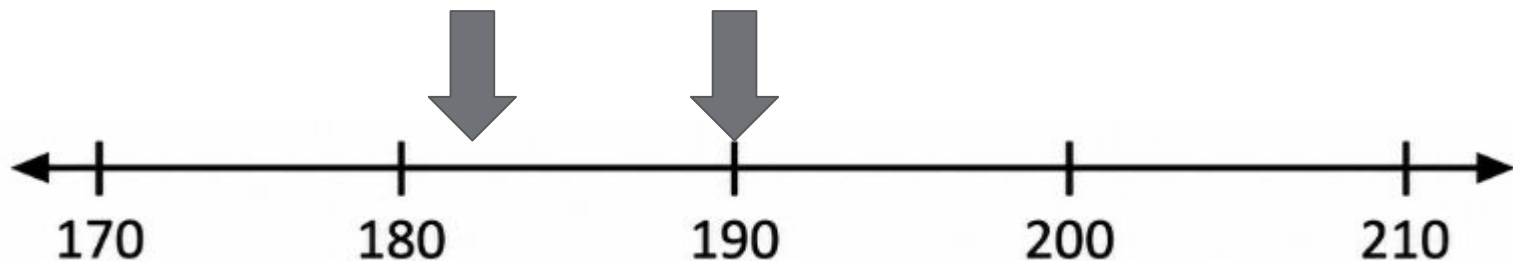
Typical Individual Student Growth from beginning-of-year to end-of-year MAP assessments

Average Fall to Spring RIT Growth		
Grade	Reading	Math
K	8-14	9-17
1	7-12	9-16
2	7-12	8-15
3	5-9	9-15
4	4-6	7-13
5	3-5	6-10
6	2-3	6-10
7	1-2	4-7
8	1-2	4-7



Score Growth = 3rd Grade Reading Example

Fall score = 182 / Spring score = 190 / 8 points of growth





Reports from MAP Assessments

- Reports are available at the whole District, Campus, Teacher, and Student level
- Parent report informs families of student achievement and progress / areas of strength and areas for growth
- Teachers can identify targeted skills and student groups



mCLASS

Early identification allows for early intervention

Reading: K-2

- Letter Names
- Phonemic Awareness
- Letter Sounds
- Decoding
- Word Reading
- Reading Accuracy
- Reading Fluency
- Vocabulary
- Spelling

Math: K-3

- Counting & Cardinality
- Algebraic Thinking
- Numbers & Operations
- Fractions
- Measurement & Data
- Geometry



Beginning of Year		Middle of Year	End of Year	Summary				Kindergarten
Class Summary			Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	
		Well Below Benchmark	55% 11 Students	25% 5 Students	70% 14 Students	0% 0 Students	0% 0 Students	
		Below Benchmark	20% 4 Students	25% 5 Students	15% 3 Students	100% 20 Students	90% 18 Students	
		At Benchmark	10% 2 Students	30% 6 Students	15% 3 Students	0% 0 Students	10% 2 Students	
		Above Benchmark	15% 3 Students	20% 4 Students	0% 0 Students	0% 0 Students	0% 0 Students	
20/20	Students Assessed							
0	Not Assessed							
0	In Progress							



	Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Vocabulary	Spelling	Phonological Processing
Composite Goal 330	LNF Goal 42	PSF Goal 31	NWF-CLS Goal 30	NWF-WRC Goal 5	WRF Goal 12	ORF-Accu Goal 67%	ORF Goal 10	VOCAB Goal 18	SPELL Goal 29	RAN Goal 62
316 Well Below	37 Below	14 Well Below	17 Well Below	5 Benchmark	3 Well Below	0% Well Below	0 Well Below	—	—	—
339 Benchmark	49 Benchmark	45 Benchmark	31 Benchmark	8 Benchmark	17 Benchmark	81% Benchmark	21 Benchmark	—	—	—
352 Benchmark	43 Benchmark	36 Benchmark	42 Benchmark	13 Benchmark	25 Above	95% Benchmark	38 Above	—	—	—
395 Above	62 Benchmark	36 Benchmark	84 Above	28 Above	42 Above	100% Benchmark	73 Above	—	—	—
330 Benchmark	50 Benchmark	30 Below	29 Below	9 Benchmark	14 Benchmark	55% Below	6 Below	—	—	—
321 Below	39 Below	6 Well Below	14 Well Below	4 Below	12 Benchmark	60% Below	9 Below	—	—	—



	Composite Score	Algebraic Thinking	Geometry	Measurement & Data	Numbers & Operations
Goal 349					
Above		Interpretation			
360 Benchmark	Below	No Interpretation	Benchmark	Benchmark	
384 Above	Benchmark	No Interpretation	Benchmark	Benchmark	
413 Above	Benchmark	No Interpretation	Benchmark	Benchmark	
319 Well Below	Below	No Interpretation	Well Below	Well Below	
384 Above	Benchmark	No Interpretation	Below	Benchmark	
288	Well Below	No Interpretation	Well Below	Below	



EOY 2026 MAP Prediction / STAAR Comparisons

Reading Grades 3 - 8

	Approaches +			Meets +			Masters		
Grade	MAP	STAAR	Difference	MAP	STAAR	Difference	MAP	STAAR	Difference
3	74.5	63	-11.5	48.9	40	-8.9	22.8	18	-4.8
4	77.5	72	-5.5	41.9	44	2.1	19.6	19	-0.6
5	75	71	-4	49.5	46	-3.5	21.9	24	2.1
6	72.4	67	-5.4	43.1	46	2.9	18.9	21	2.1
7	69.4	70	0.6	41.6	40	-1.6	17.7	19	1.3
8	73.7	75	1.3	49.2	45	-4.2	22.6	20	-2.6



EOY 2026 MAP Prediction / STAAR Comparisons

Math Grades 3 - 6 and Algebra I (8th grade)

	Approaches +			Meets +			Masters		
Grade	MAP	STAAR	Difference	MAP	STAAR	Difference	MAP	STAAR	Difference
3	63.7	55	-8.7	36.8	32	-4.8	13.2	13	-0.2
4	62.8	56	-6.8	39.1	35	-4.1	13.8	15	1.2
5	70.2	65	-5.2	45	35	-10	22.4	13	-9.4
6	61.1	61	-0.1	28	26	-2	9.8	8	-1.8
8 Algebra 1	98.8	99	0.2	71	82	11	36.1	54	17.9



Assessment Data Only Matters When It Changes What We Do



Assessment Data Only Matters When It Changes What We Do

Teacher Response

- Identify misconceptions
- Reteach priority TEKS
- Provide targeted small groups
- Monitor student learning



Assessment Data Only Matters When It Changes What We Do

Teacher Response

- Identify misconceptions
- Reteach priority TEKS
- Provide targeted small groups
- Monitor student learning

Campus Response

- Identify priority grade levels and content areas
- Focus PLCs on identified gaps
- Monitor student work and formative data
- Set short cycle progress goals



Assessment Data Only Matters When It Changes What We Do

Teacher Response

- Identify misconceptions
- Reteach priority TEKS
- Provide targeted small groups
- Monitor student learning

Campus Response

- Identify priority grade levels and content areas
- Focus PLCs on identified gaps
- Monitor student work and formative data
- Set short cycle progress goals

District Response

- Deploy coaches and coordinators strategically
- Provide targeted campus support
- Provide targeted professional learning
- Scale successful practices across campuses



Key Takeaways

- The District uses a variety of assessment tools throughout the school year to monitor student progress.
- Teachers use assessment data intentionally to plan instruction for whole group and individualized instruction.
- The MAP test allows us to track student growth and progress throughout the year.
- The STAAR test gives us information about grade level achievement on one snapshot test.



Questions