

# Agenda of Workshop Meeting

## The Board of Trustees Abilene Independent School District

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A Workshop Meeting of the Board of Trustees of Abilene Independent School District will be held Thursday, October 2, 2025, beginning at 5:00 PM in the Valley View Room, One AISD Center 241 Pine Street, Abilene, Texas 79601.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. Call to Order
  - A. Oral Communication from the Public
  - B. Board/Superintendent Announcements/Information
- II. Board Workshop Items
  - A. Measures of Academic Progress (MAP)
  - B. Quality Seats Analysis (QSA)
  - C. School Library Advisory Council (SLAC)
- III. Agenda for Regular Meeting October 6, 2025
  - A. Consent Agenda Items
    - I. Approval of Minutes
    - II. Quarterly Investment Report
  - B. Public Hearing on District of Innovation for Abilene Independent School District
  - C. Reports
    - I. Taylor County Appraisal District
    - II. Academic Performance Report
    - III. Bilingual/ESL
    - IV. Intruder Detection Audit Findings
  - D. Business Items Requiring Board Action
    - I. School Library Advisory Council (SLAC) Membership
    - II. Adoption of a Resolution for District of Innovation
    - III. Appoint a District of Innovation Planning Committee
    - IV. Jones County Appraisal District Board of Directors Nominations
    - V. Gymnastics Sport Center Resolution
- IV. Adjournment

## Abilene Independent School District Board Document - Agenda Item

Meeting Date: October 2, 2025

Meeting Type: Workshop

Item Type: Presentation

Future Action Required: No

If Yes, Month:


Subject: Understanding MAP Growth Assessments

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### Background Information:

Abilene ISD utilized the NWEA MAP Growth Assessments in grades K-8. Students in these grade levels take applicable assessments in Reading, Math, and Science three times during the school year - fall, winter, and spring. Teachers and administrators use the assessment data to plan for group and individualized instruction, identify trends, and set goals for growth.

### Attached Supporting Documents:

- NWEA MAP Growth website: <https://www.nwea.org/>
- Presentations slidedeck:
  -  Board Workshop 10/2025 - MAP Growth Assessments.pptx

### Fiscal Implications:

Cost for assessments and platform use

### Administrative Recommendation:

Informational only

### Contact Person:

Keri Thornburg, Executive Director for Elementary Curriculum and Instruction

Patti Blue, Associate Superintendent for Curriculum and Instruction

Lyndsey Williamson, Executive Director for Secondary Curriculum and Instruction



# Understanding the MAP Growth Assessments

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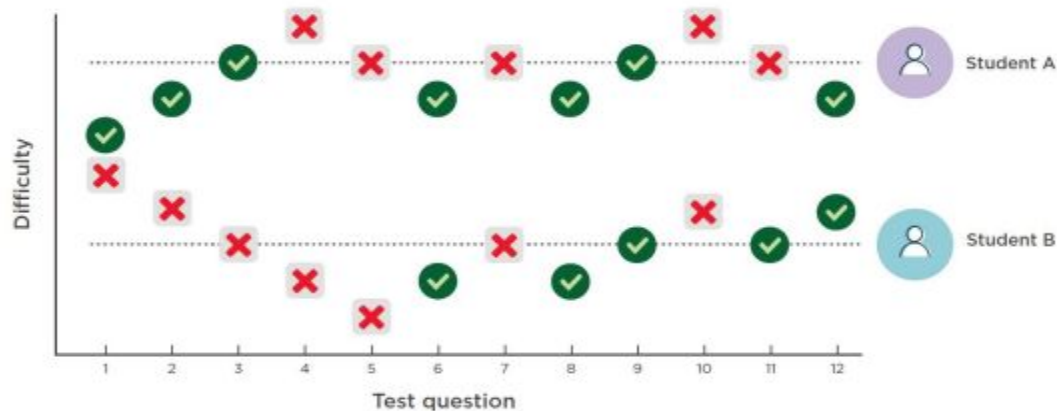
*Keri Thornburg - Executive Director for Elementary Education  
Mandi Joiner - Elementary Reading Language Arts Coordinator  
Kelli Grigsby - Elementary Math Coordinator*

# What is the MAP Growth test?



# How the Test Works

- Each student has different questions
- Test adapts to each student's answers
- Questions get harder if answered correctly
- Easier if answered incorrectly



# Information Received from MAP Assessments

- Individual student RIT (Rasch Unit scale) - achievement score
- Percentile score - performance in relation to others

# What is a Student RIT Score?

- Comes from the MAP Growth test
- Instead of a “grade” the student receives a RIT score
- A number that shows what your child knows and is ready to learn next (achievement)
- Works like a learning ruler
- Same scale across all grade levels
- Lets us track growth over time

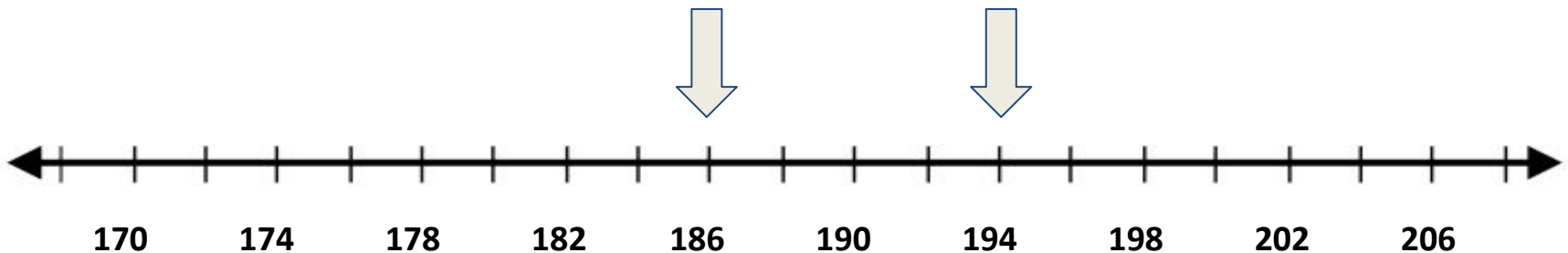
# Typical RIT Scores

- Range: about 135–300
- Younger students usually score lower
- Older students usually score higher

<b>Grade</b>	<b>Reading RIT</b>	<b>Math RIT</b>
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

# How Growth is Measured

- Students test in fall, winter, and spring
- Growth = spring score minus fall score
- Example: Fall 186 → Spring 194 = +8 points



# Typical Growth

- NWEA provides national growth norms
- Teachers compare growth to average progress
- Every child's path is unique

<b>Average Fall to Spring RIT Growth</b>		
<b>Grade</b>	<b>Reading</b>	<b>Math</b>
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

# Why Growth Matters

- Shows progress, not just a score
- Helps teachers adjust instruction
- Encourages goal setting and celebrating success

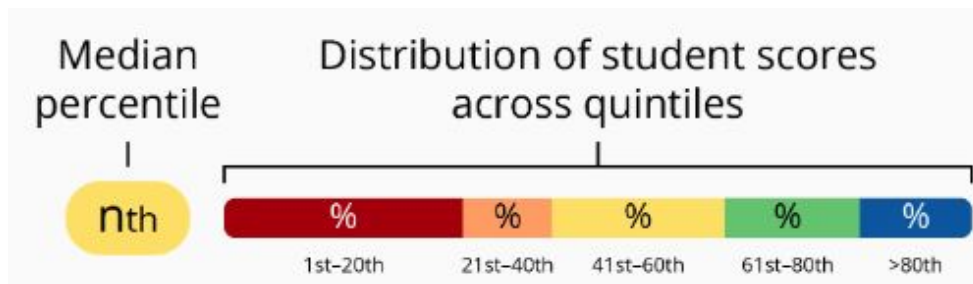
# What Does Percentile Mean?

- Shows how a student or a grade level scored compared to students in same grade
- Example: 60th percentile = scored better than 60 out of 100 students
- 50th percentile = average among all students

# Understanding the Percentiles

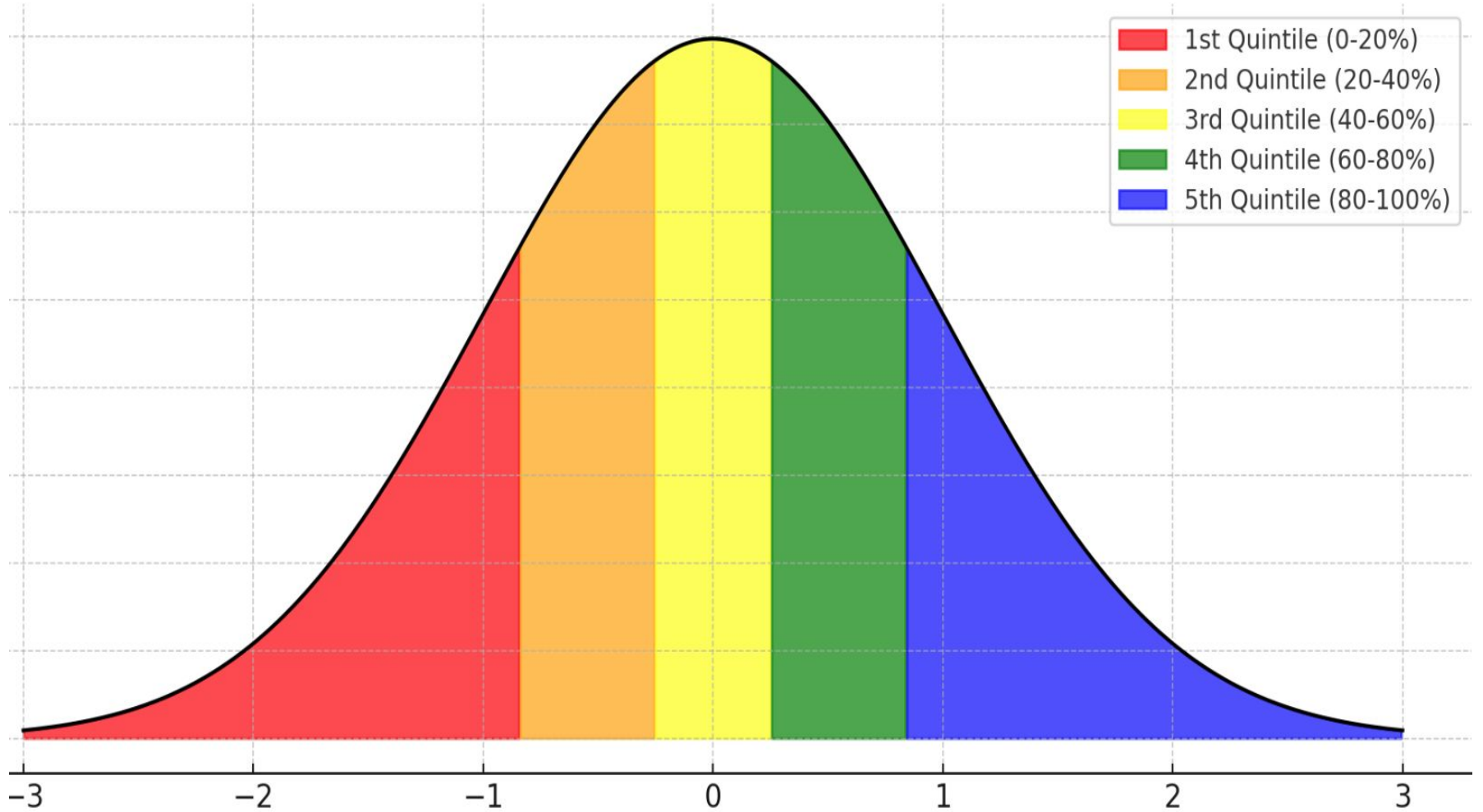
- Most students score around the middle (50th percentile)
- Higher percentile = scored above most students
- Lower percentile = scored below most students
- Growth over time is most important

MAP is reported in quintiles

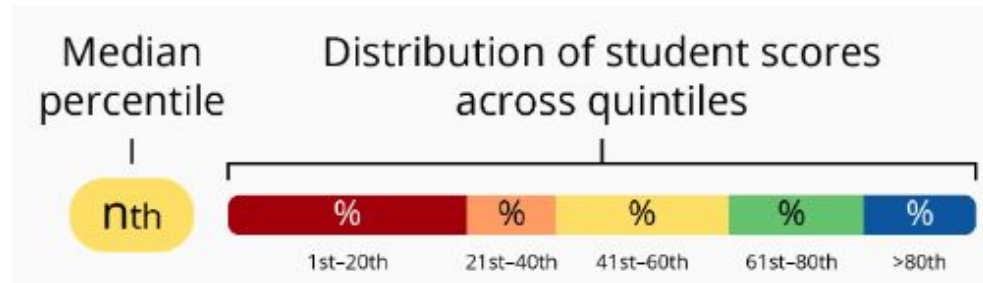


# MAP Percentile

MAP Percentiles on a Bell Curve (Quintiles)



# Percentiles in MAP Reports



District Profile		
<b>Grade 1 Achievement Overview</b>		
Abilene Independent School District   Math K-12		
School	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All schools in this grade		1069

# How Teachers Use MAP Information

- Pinpoints skills the student is ready to learn
- Helps teachers plan instruction for each student and the whole class
- Guides goal setting

## Teacher Reports:

- Class Profile
- Student Profile
- Family Reports

# District Reports

- **District Profile** - holistic view of achievement and growth across the district
- **School Profile** - school and grade level data
- **Grade Report** - detailed summary by grade level to determine priorities
- **Student Growth Summary Report** - compares data to norms of similar schools
- **Projected Proficiency Summary** - how students are projected to perform on state assessments

# Key Takeaways on MAP Testing

- MAP measures growth; not a pass/fail test
- The RIT score is like a learning ruler
- The test adapts to student's level
- Scores are compared nationally
- Teachers use MAP to guide instruction
- Parents should celebrate growth

**Abilene Independent School District Board Document - Agenda Item II.B.**

Meeting Date: October 2, 2025

Meeting Type: Workshop

Item Type: Presentation      Future Action Required: No

Subject: Quality Seats Analysis Presentation

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Background Information:

The Quality Seats Analysis (QSA) is part of Abilene ISD's broader effort to ensure every student has access to a high-quality school option. The QSA provides a clear, data-driven look at how campuses are performing in relation to district and state expectations, with a focus on Academic Outcomes, Staffing and Talent, Student Enrollment and Facility Usage. This process allows the district to identify strengths, highlight areas of need, and guide strategic decisions about programs, supports, and future planning.

This analysis will inform proposed actions in our Annual School Plan, scheduled for presentation in November, ahead of the December 1 LASO grant deadline.

Attached Supporting Documents: None

Fiscal Implications: None

Administrative Recommendation: None currently

Contact Person: Jay Ashby, Executive Director - Innovation & Program Development  
jay.ashby@abileneisd.org, ext. 1596



# Board Workshop

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*October 2, 2025*



# Quality Seats Analysis

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*Jay Ashby*

*Executive Director of Innovation and Program Development*

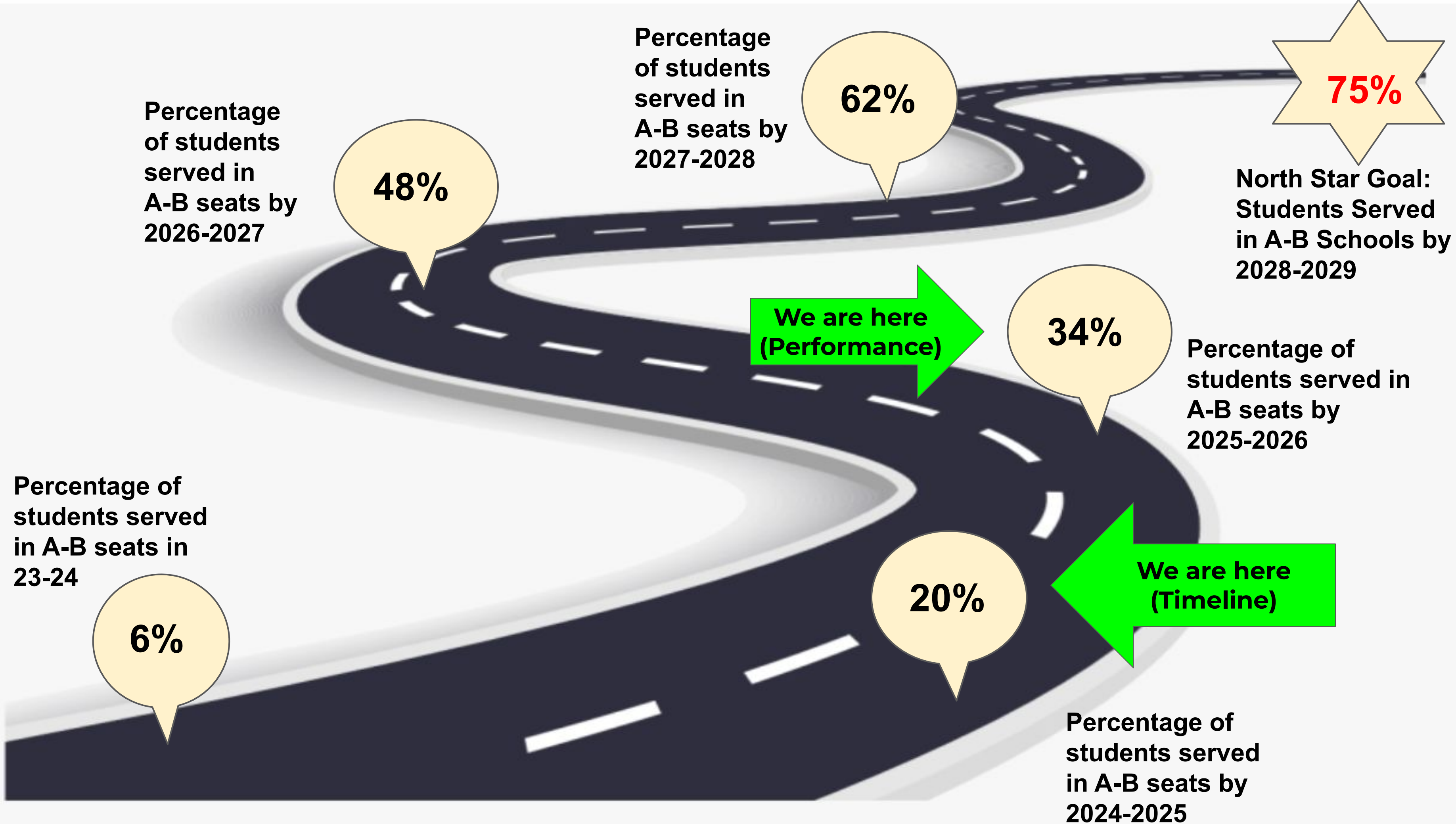
# Quality Seats Analysis: Setting the Stage

- ▶ Anchored in our North Star Goal: 75% of students in A/B schools by 2028–29
- ▶ Provides a clear, district-wide view of recent and historical school performance and needs
- ▶ Equips leaders to make clear, data-driven decisions
- ▶ Serves as a foundation for campus planning, grant alignment, and long-term strategy (Annual School Plan)



# North Star Goal

By the end of the 2028-2029 school year,  
75% of students in Abilene ISD will be in  
A or B seats.



# **Academic Outcomes**

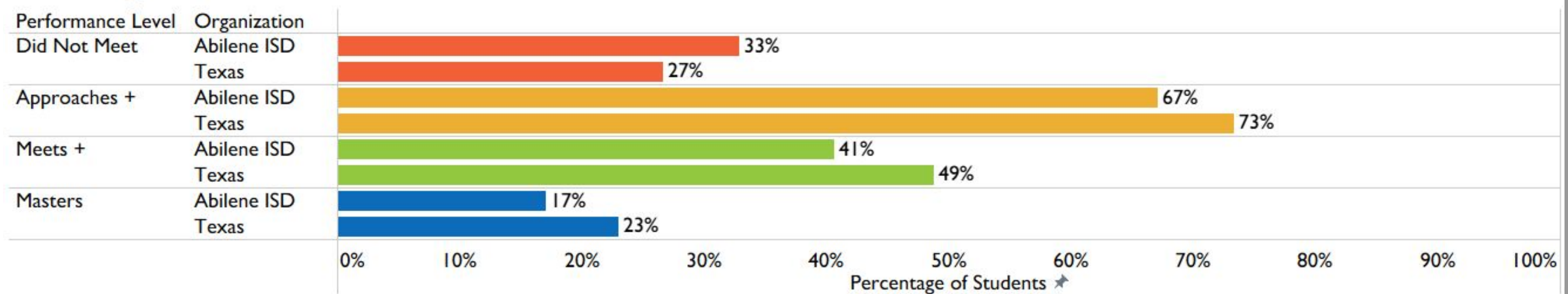
# Academic Outcomes

- ▶ STAAR and College, Career, Military Readiness (CCMR) Data
- ▶ Trends in growth and achievement over time (STAAR & MAP data)
- ▶ Connections between % of economically disadvantaged and performance
- ▶ Identifying bright spots and areas for improvement

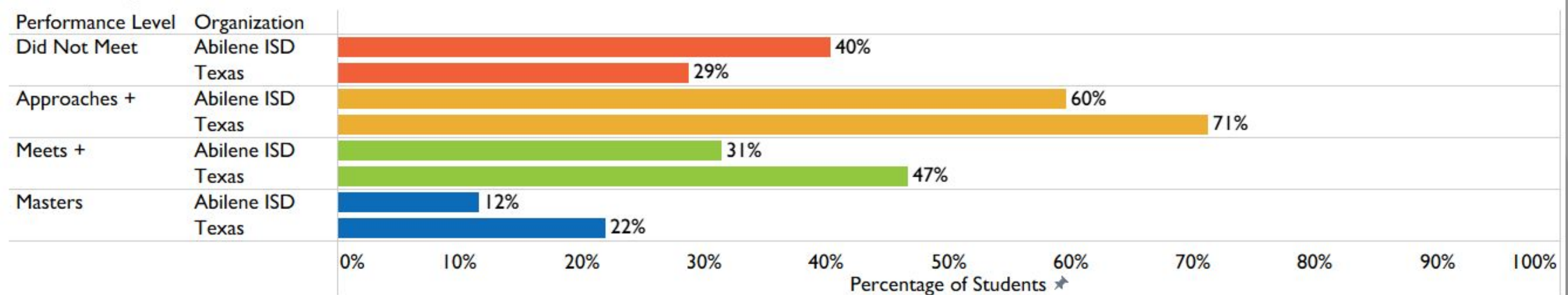
# **STAAR and College, Career, and Military Readiness (CCMR)**

# Abilene ISD and State of Texas STAAR Comparison

## Percentage of ES Students at Each STAAR Performance Level

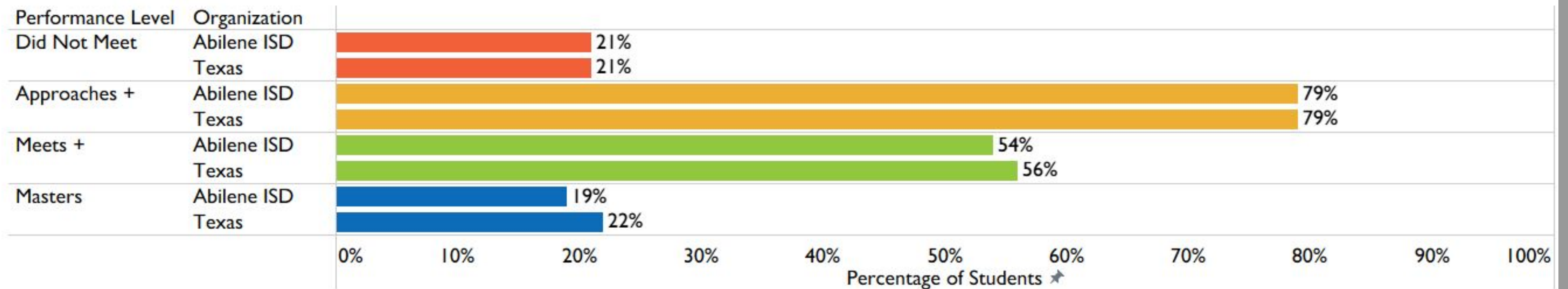


## Percentage of MS Students at Each STAAR Performance Level

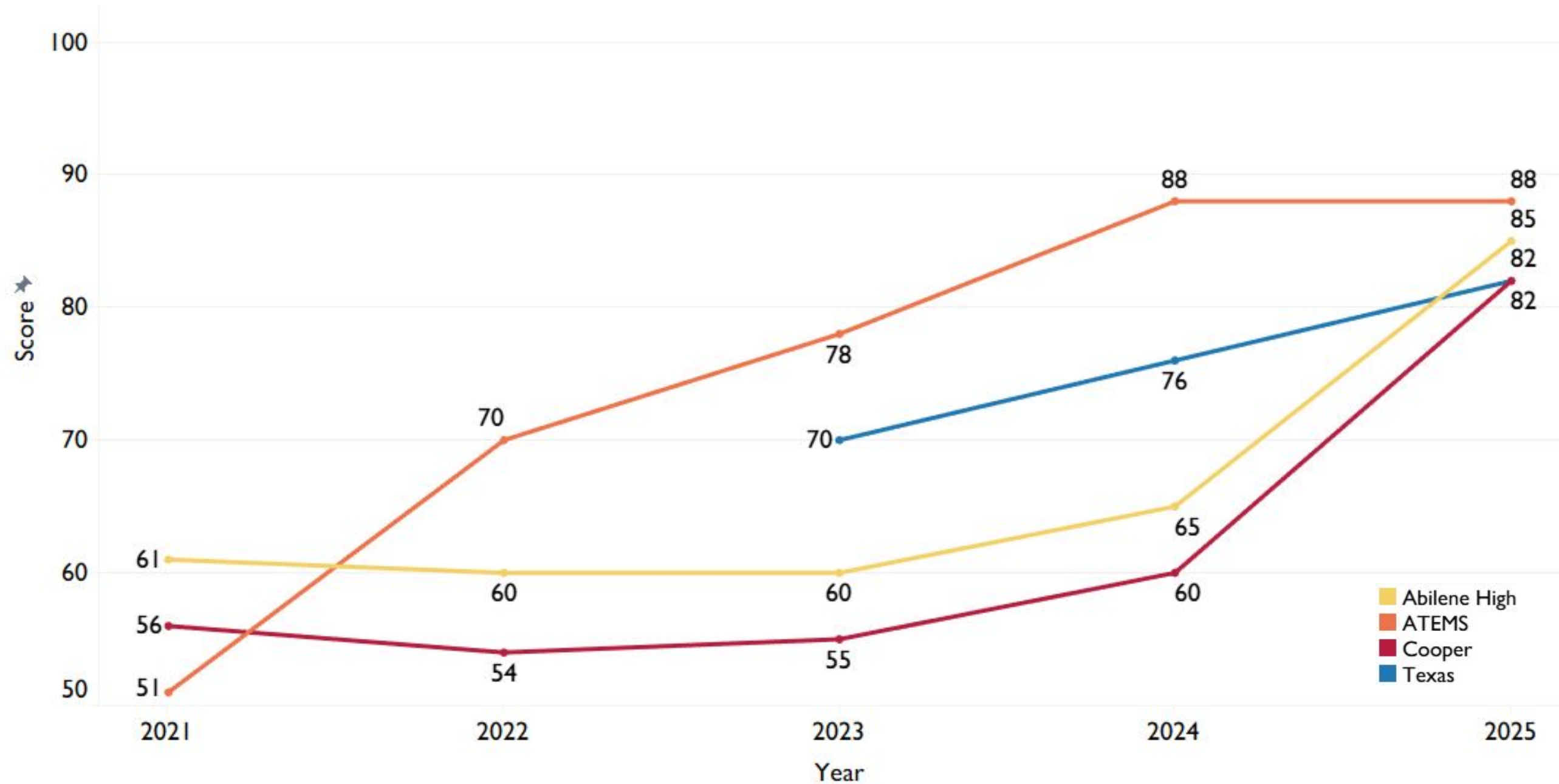


# Abilene ISD and State of Texas STAAR Comparison

Percentage of EOC Students at Each STAAR Performance Level

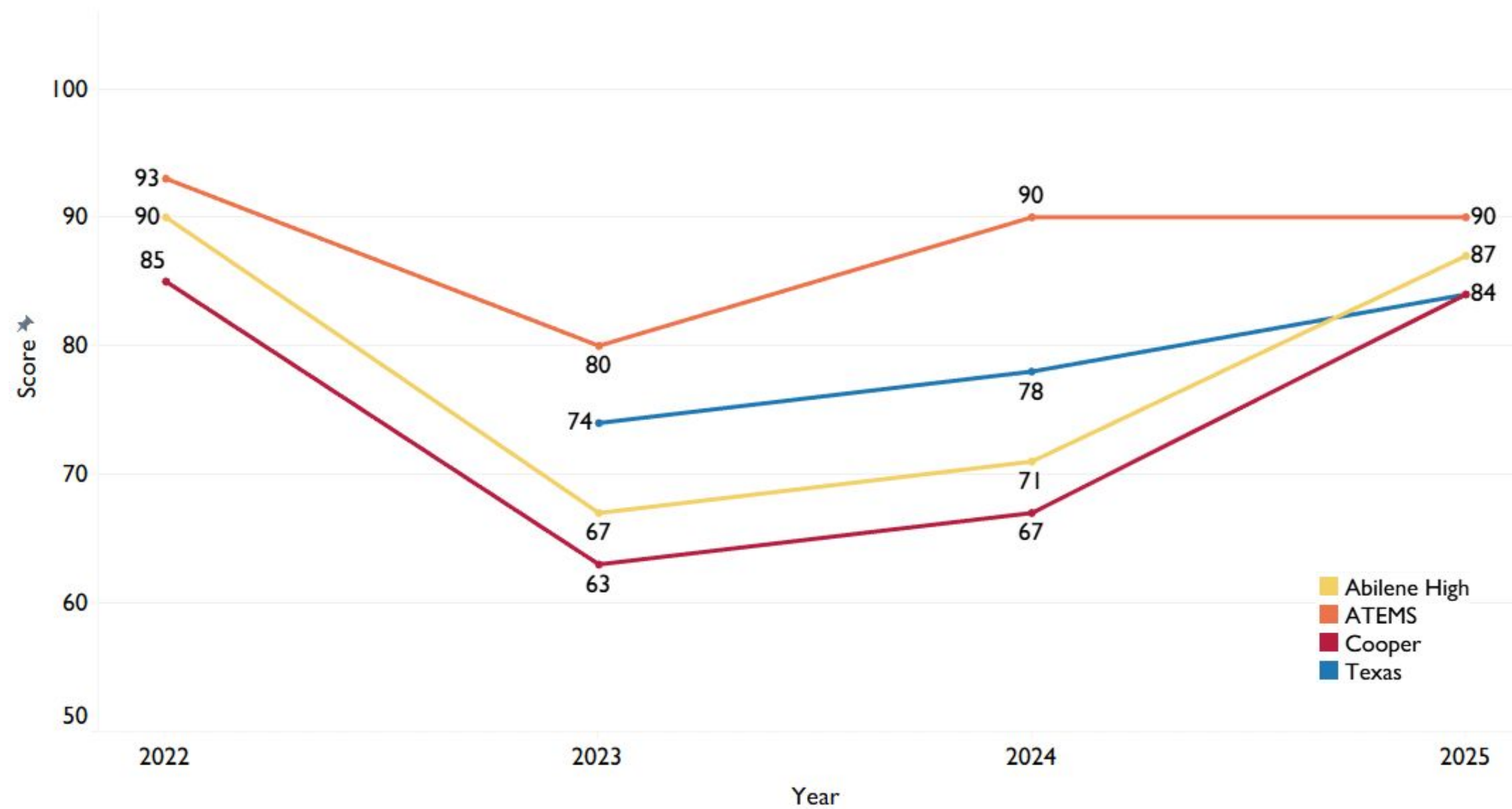


# CCMR Data - Component Score Over Time



**\*State CCMR Rules Changed\***

# CCMR Data - Scale Score Over Time

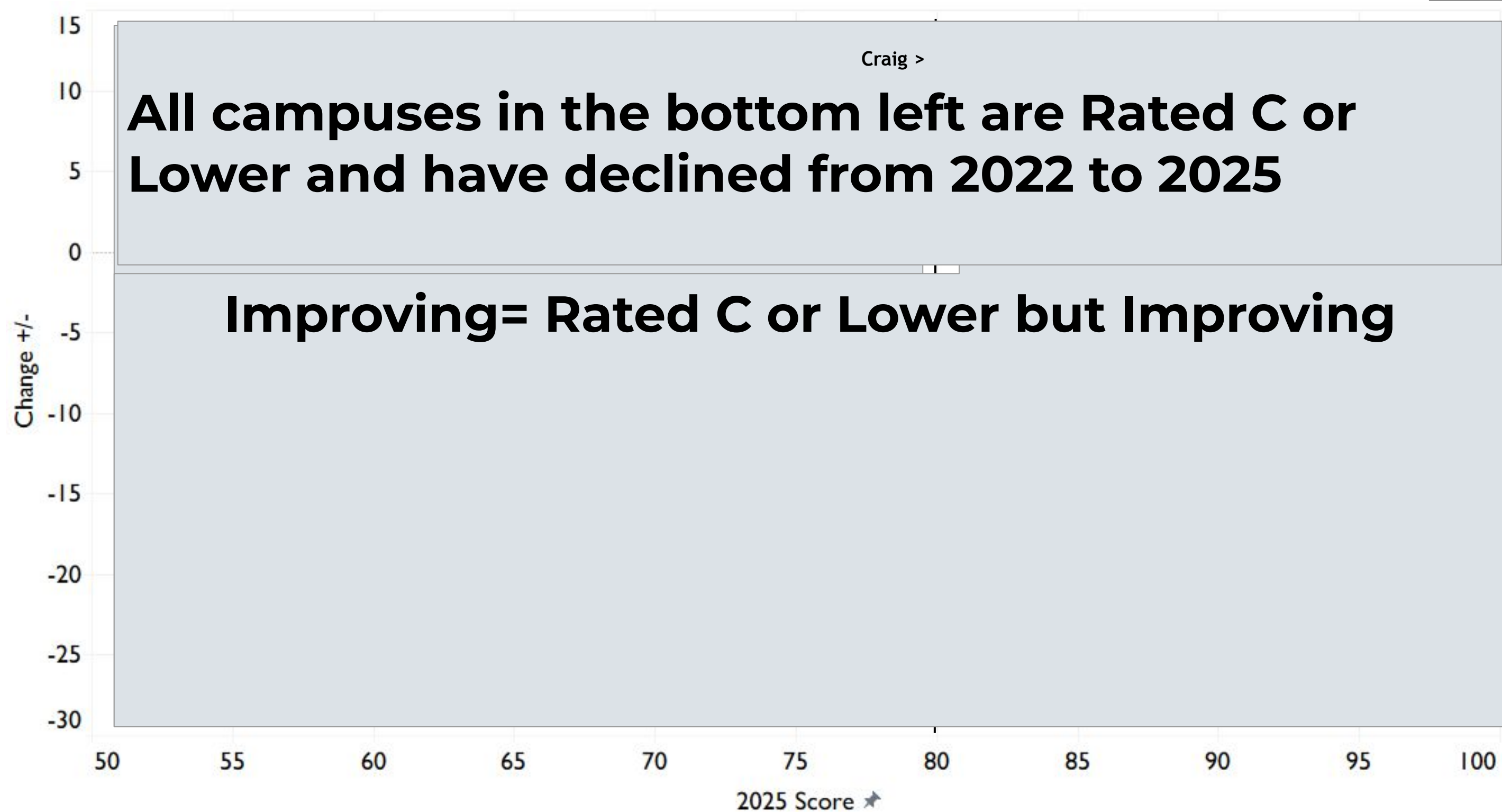


**\*State CCMR Rules Changed\***

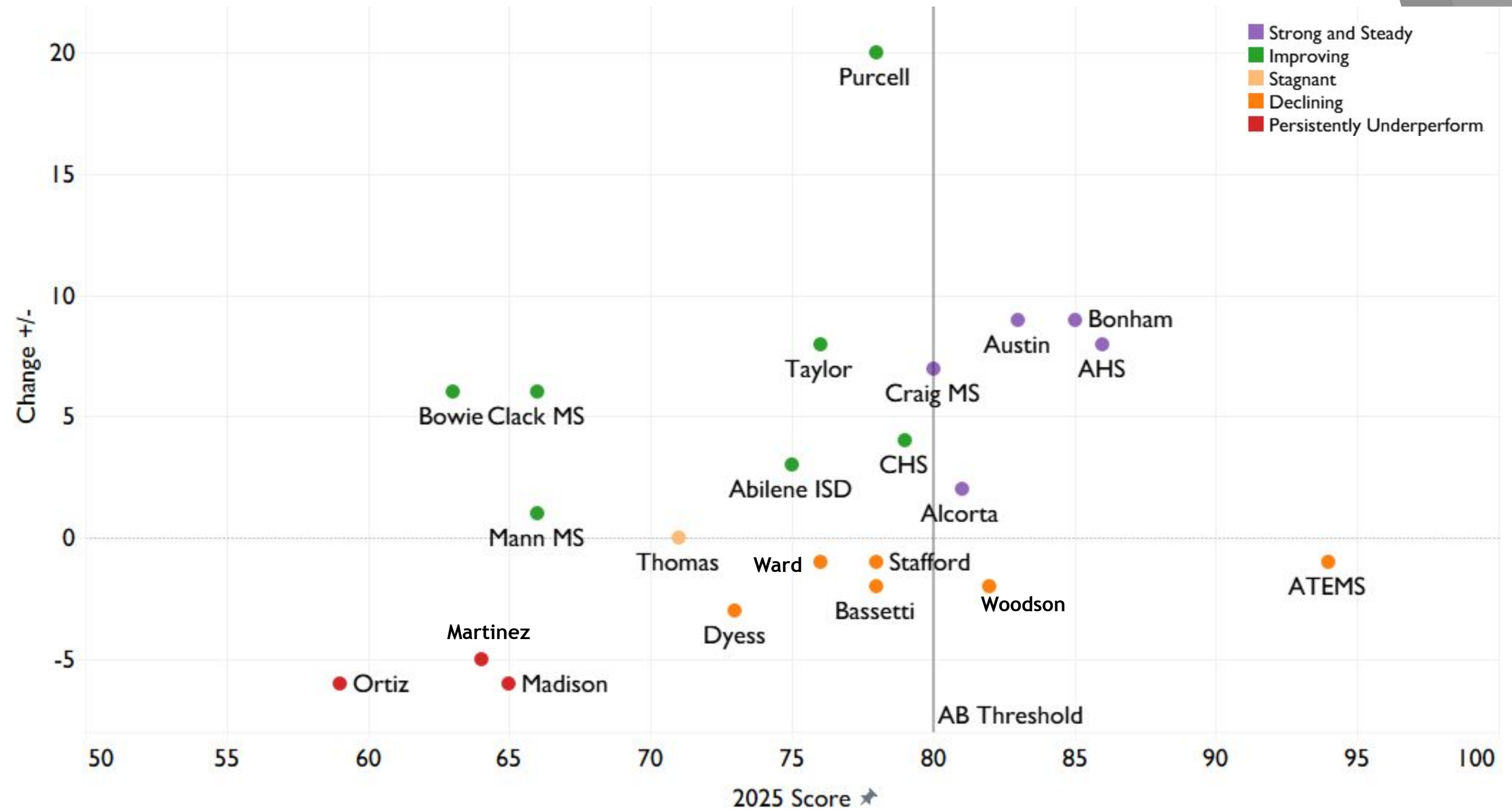
# STAAR and CCMR Talking Point

- ▶ The gap between Abilene ISD and the state average in STAAR performance is larger in grades K–8 than in grades 9–12, with the widest gap in middle school.
- ▶ AISD adapted quickly in 2022 to abrupt state rule changes and now equal or outperform the state average in CCMR at AHS, CHS, and ATEMS.

# 4-Year TEA A-F Accountability Ratings Trend: 2022 to 2025



# TEA A-F Accountability Ratings Trend: 2024 to 2025



# Accountability Talking Points

- ▶ Since 2022, 13 of the current 19 campuses have improved their A-F rating, with 6 new schools earning A/B ratings as of 2025.
- ▶ Despite improvements in some areas, 3 of our 4 middle schools are in need of significant improvement.

# **Accountability and Relative Performance**

# Relative Performance

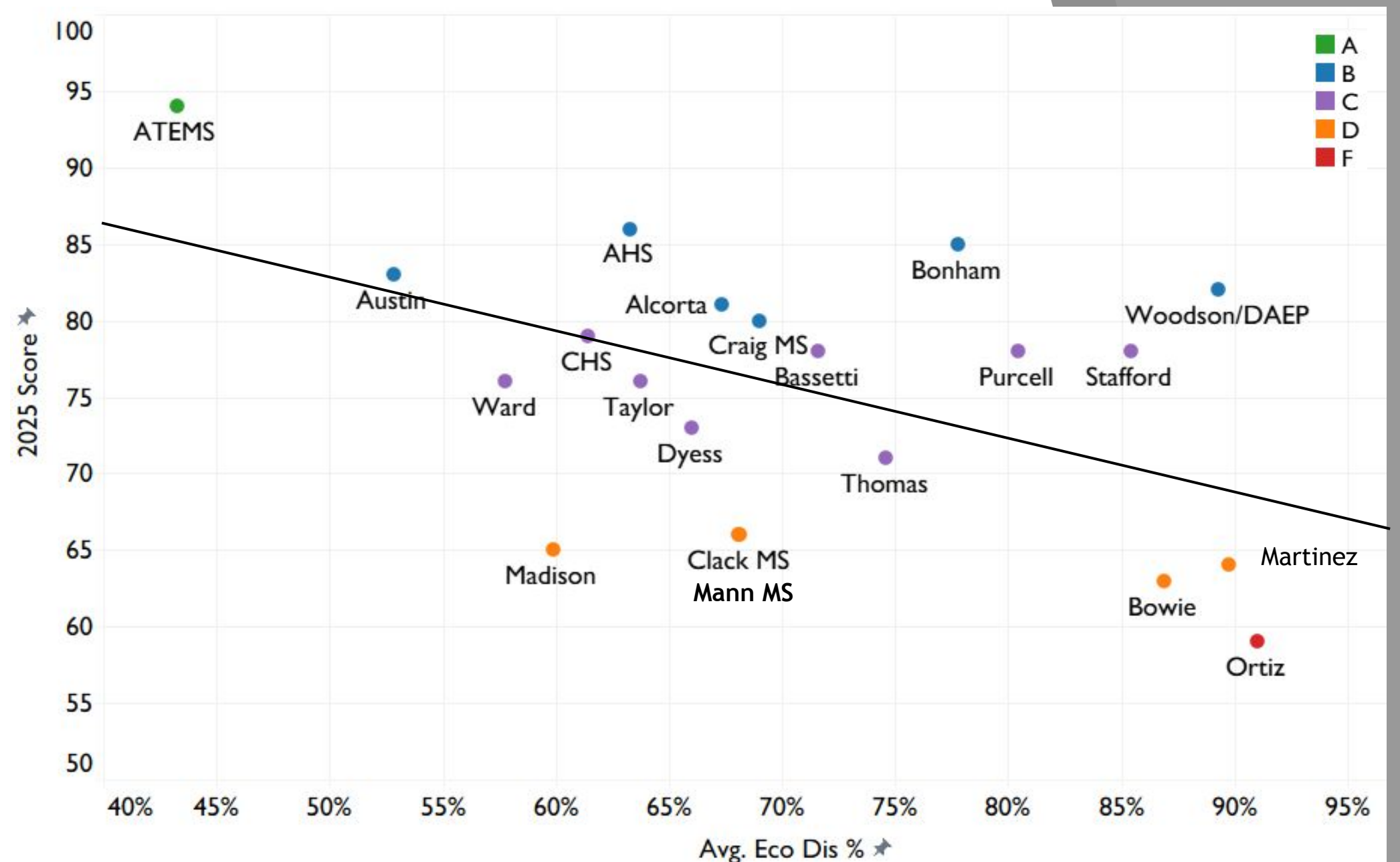
- ▶ TEA's Relative Performance tells us how well a school is doing compared to other schools with similar economically disadvantaged populations.
- ▶ Accountability scores are strongly influenced by student demographics. Campuses with higher percentages of economically disadvantaged students generally have lower ratings—a pattern consistent statewide.

# Average Percentage of EcoDis Students by Rating

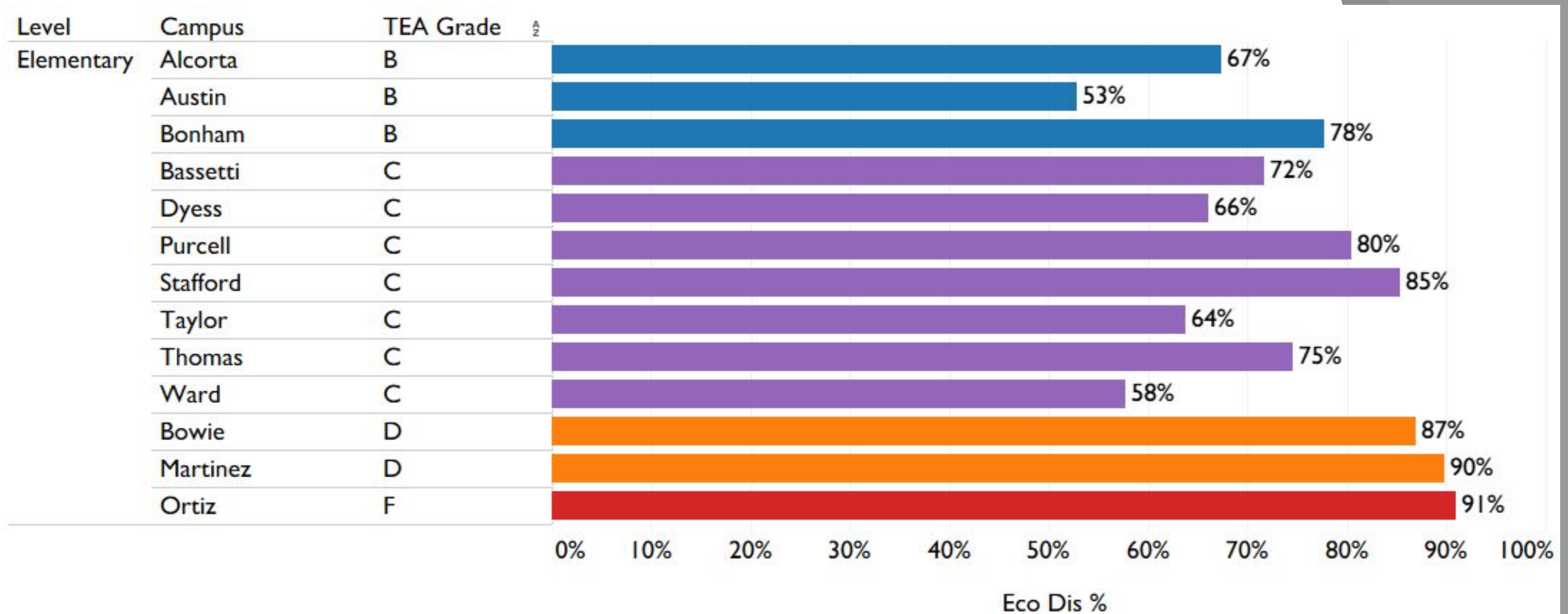
Rating	Texas Average % EcoDis	Abilene Average % EcoDis
A	47%	43%
B	64%	70%
C	70%	70%
D	78%	75%
F	83%	91%

# Accountability Scores by EcoDis Percentage

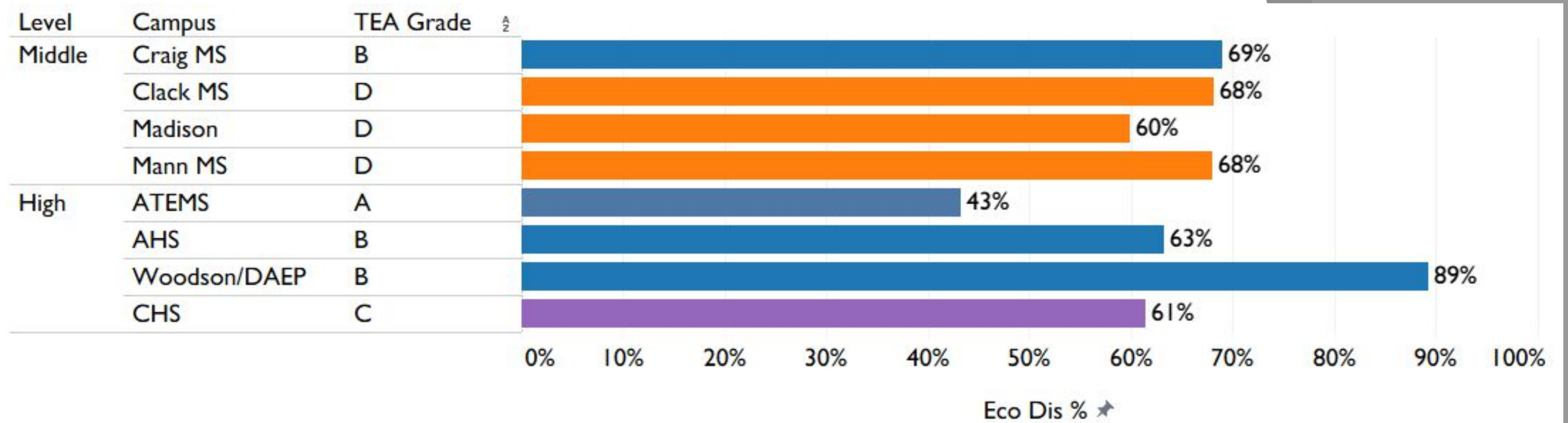
Locally, there is a moderate negative correlation of  $-0.489$  between the percentage of economically disadvantaged students at a campus and the SY25 accountability score.



# Accountability Scores by EcoDis Percentage



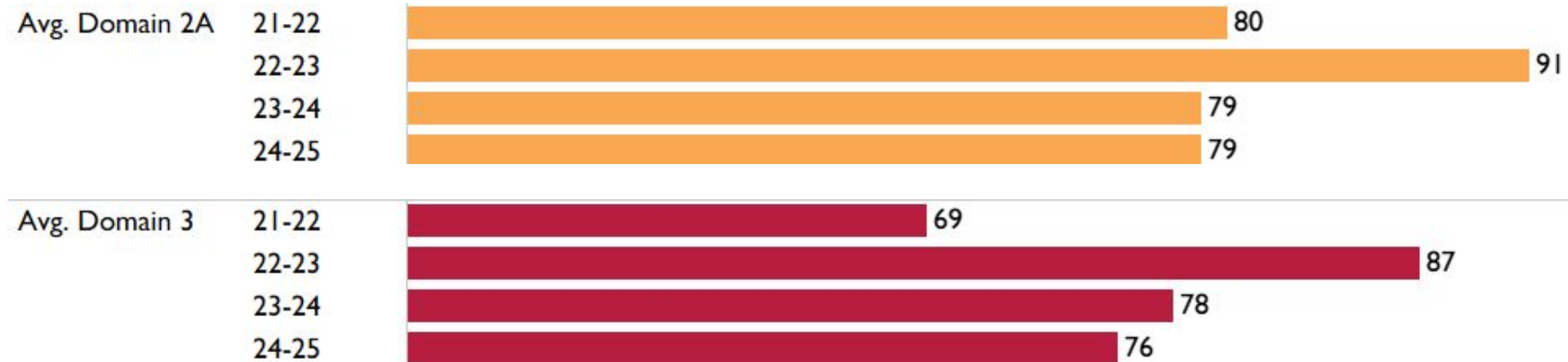
# Accountability Scores by EcoDis Percentage



# Campus Focus - Stafford

## Elementary

Stafford serves an 85% economically disadvantaged population—well above the 70% state average for other C-rated schools. The campus posted significant gains in 2022–23, increasing an average of 16 points per domain from the prior year. While scores moderated slightly in 2023–24, they have since remained steady. MAP performance has also held consistent over the last two years.



# Accountability and Relative Performance Talking Point

- ▶ Accountability scores in Abilene ISD mirror state patterns, with schools serving more economically disadvantaged students generally receiving lower ratings. This context is important to consider when assessing campus performance beyond the A–F rating.
- ▶ Within Abilene ISD we have both positive and negative campus outliers.

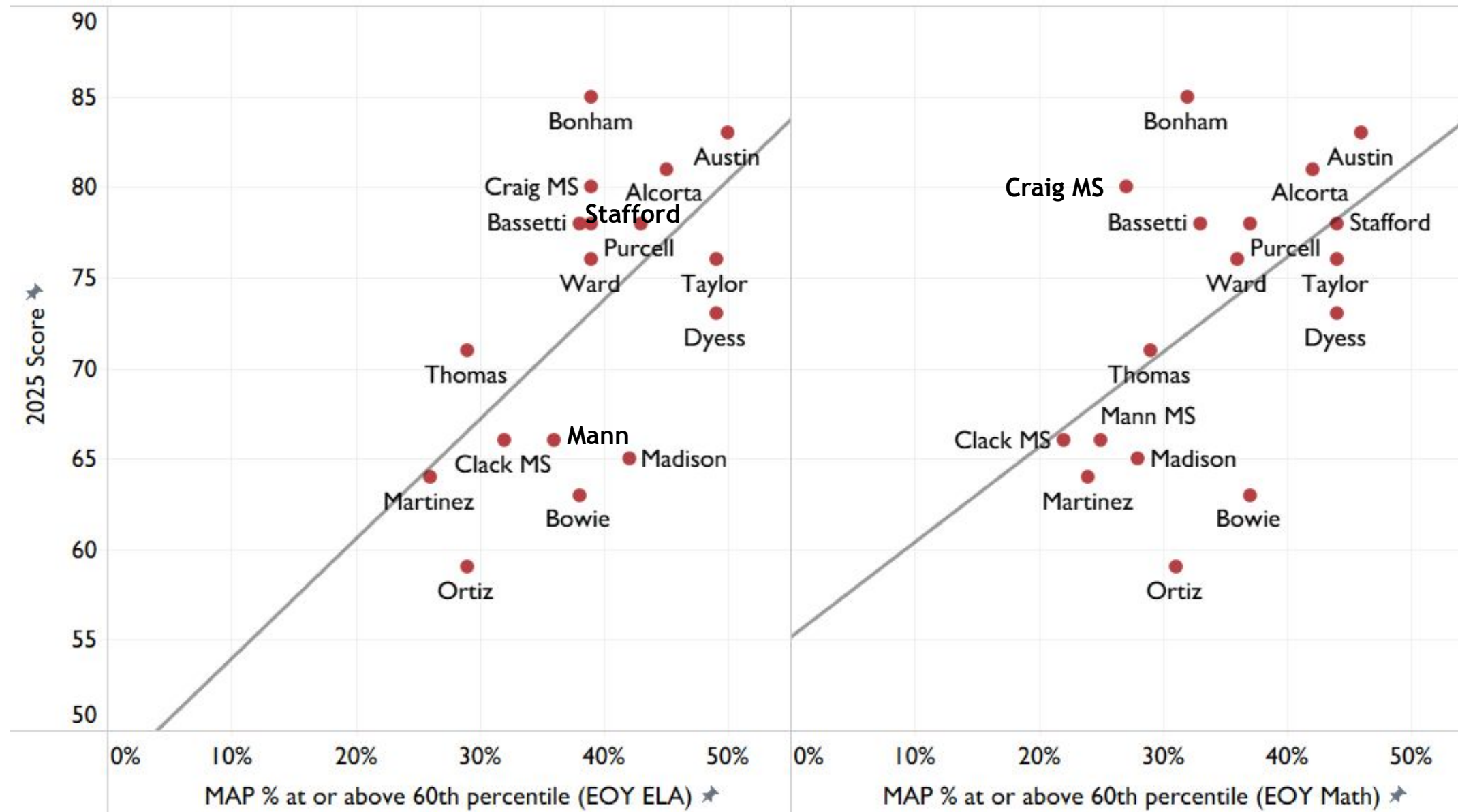
# **Accountability MAP Testing Data**

# Accountability MAP Testing Data

- ▶ MAP testing is a trusted tool that measures both student growth and achievement, aligns well with STAAR performance, and gives us an accurate view of campus and student progress.
- ▶ This section provides district and campus level analysis of MAP and STAAR performance correlation.

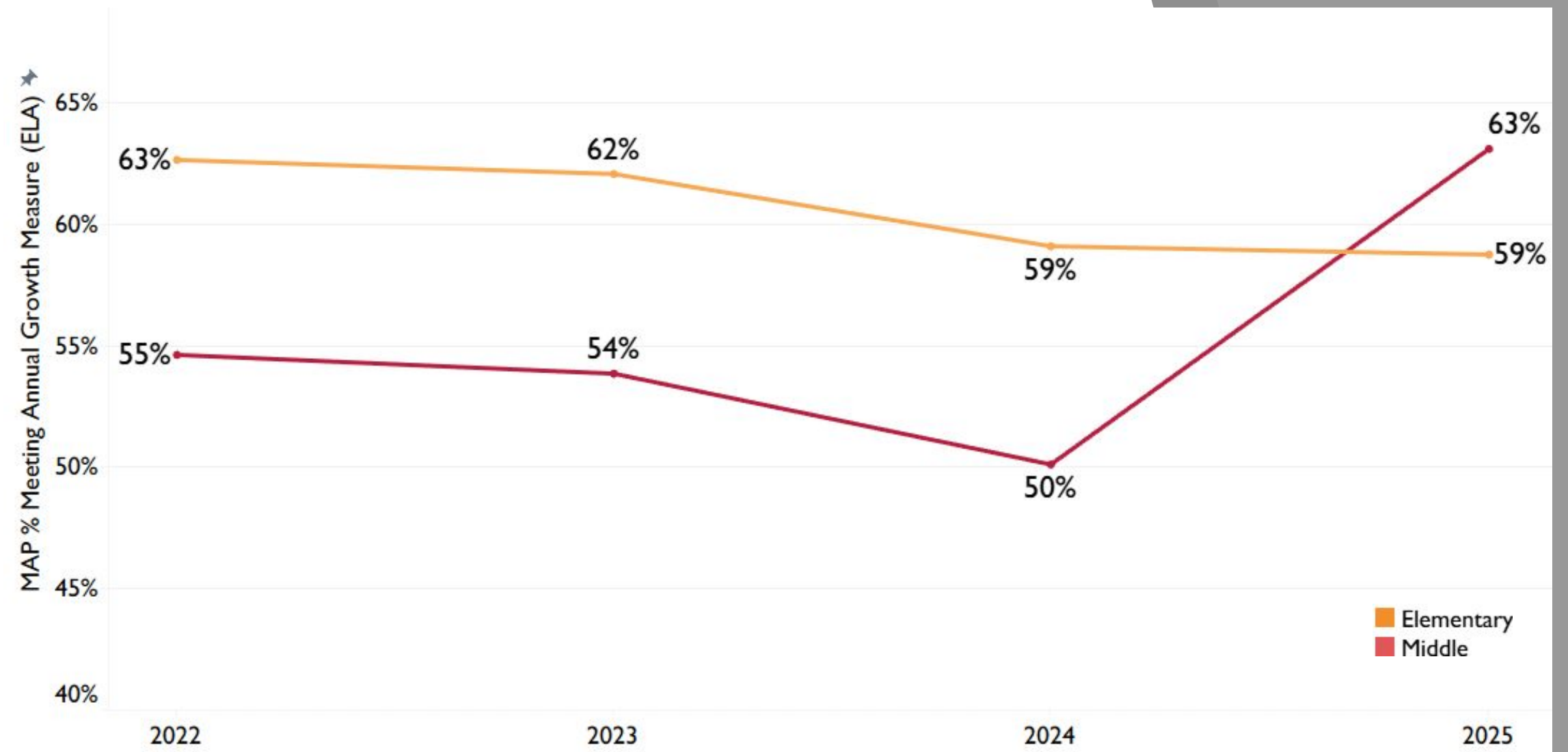
# Accountability and MAP Achievement (60th Percentile)

In SY25, there was a positive correlation between Accountability scores and MAP achievement in ELA and Math.

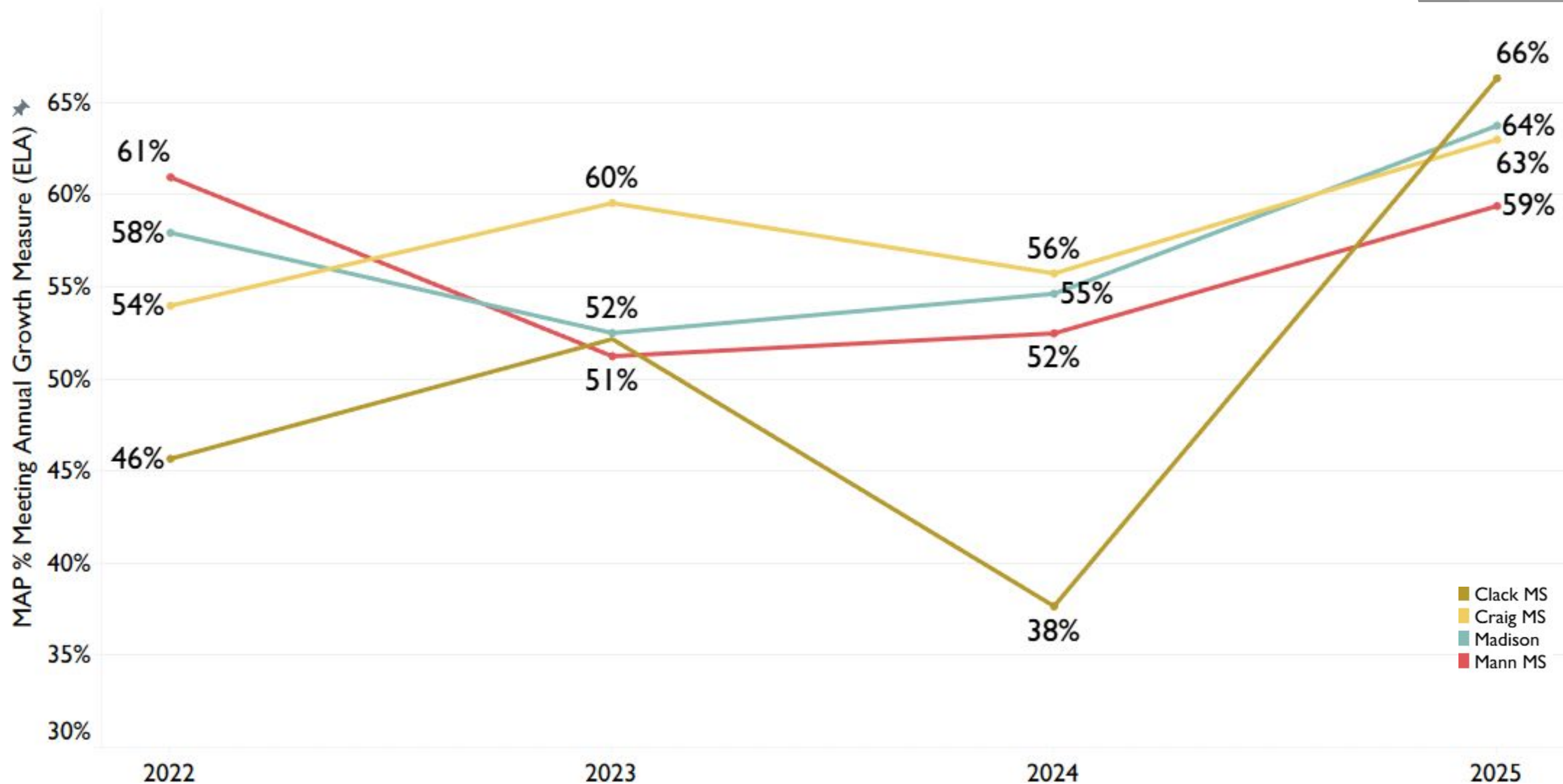


# MAP ELA Growth Over Time

SY25 saw a significant increase in the percentage of middle school students meeting annual growth targets in ELA, while it remained stable for elementary students.

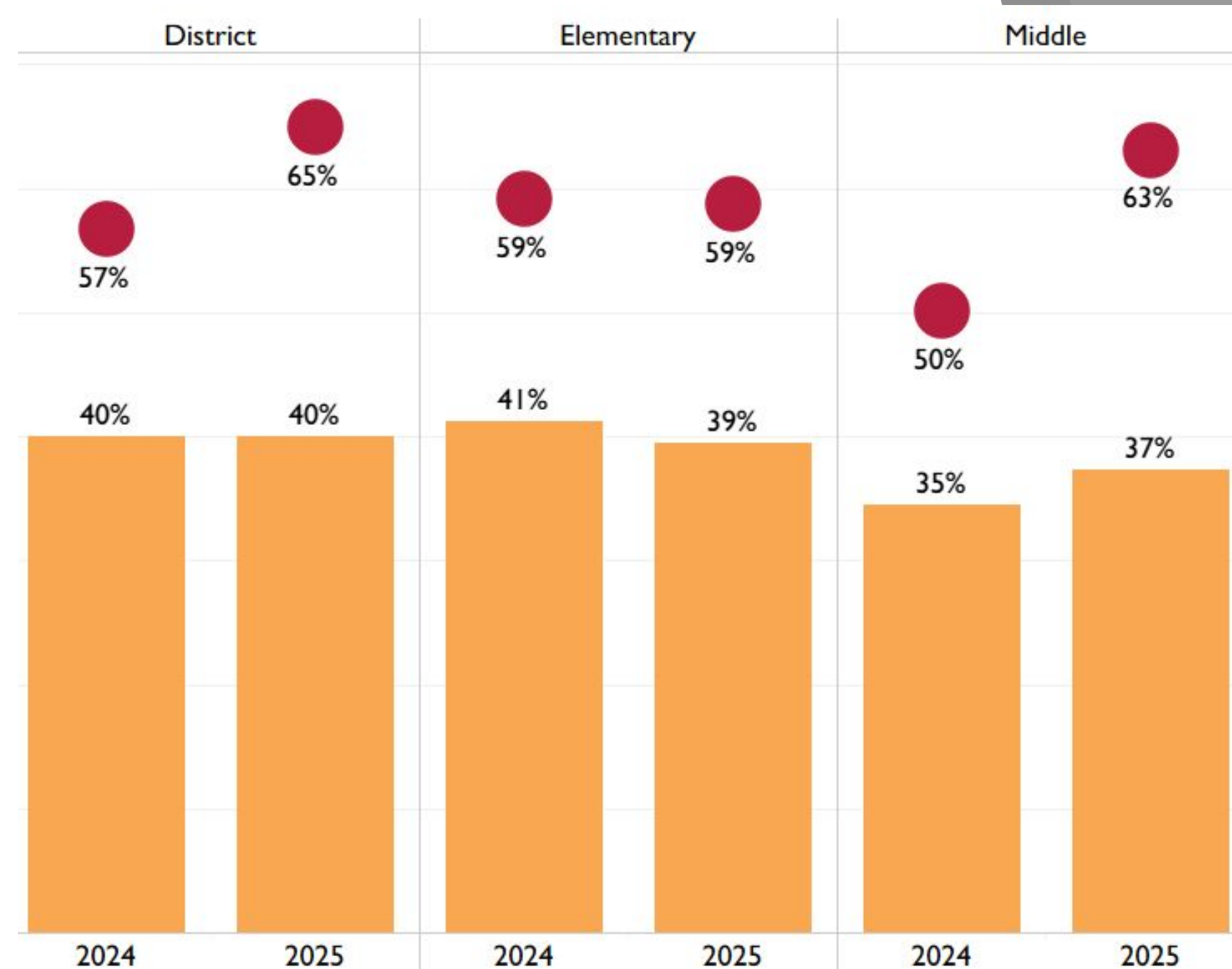


# MAP ELA Growth Over Time - MS Level



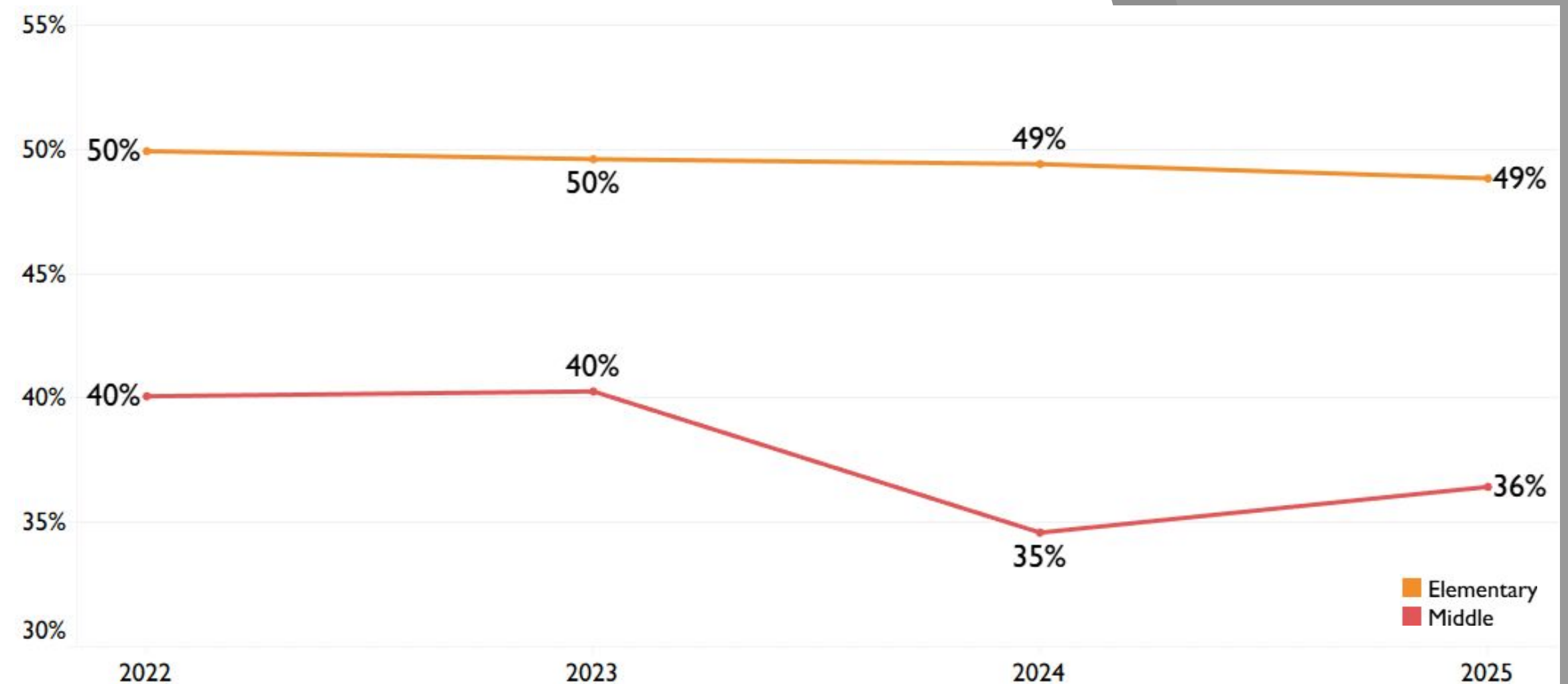
# MAP ELA Growth and Achievement

Over the past two years, middle school students improved in growth (red) and made slight gains in achievement (orange), while overall MAP achievement has remained flat across grade levels.



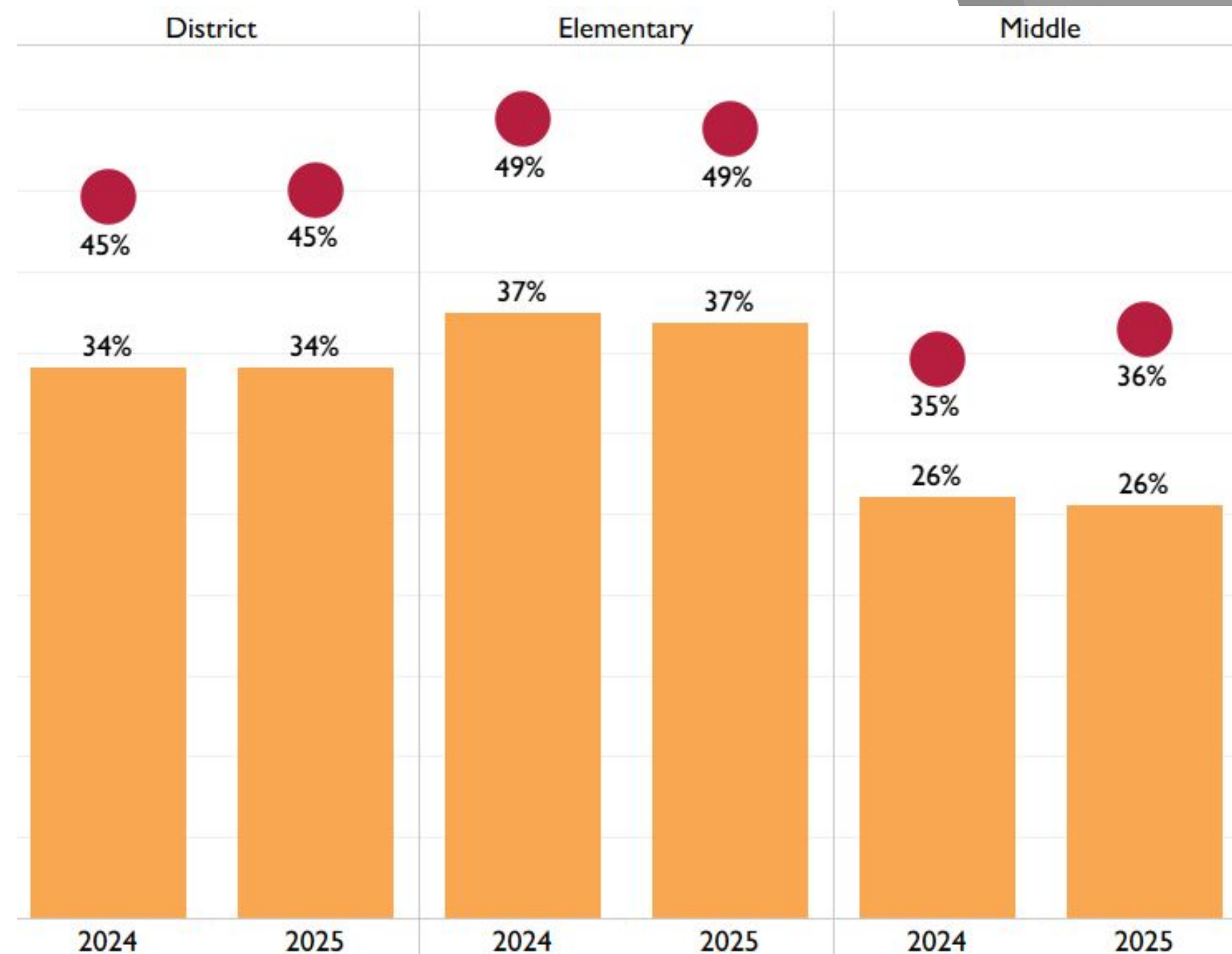
# MAP Math Growth Over Time

Elementary growth has been flat over the last four years, while middle school growth saw a slight improvement in SY25 after declining in SY24.



# MAP Math Growth and Achievement

Over the past two years, growth (red) and achievement (orange) in MAP Math have remained flat.

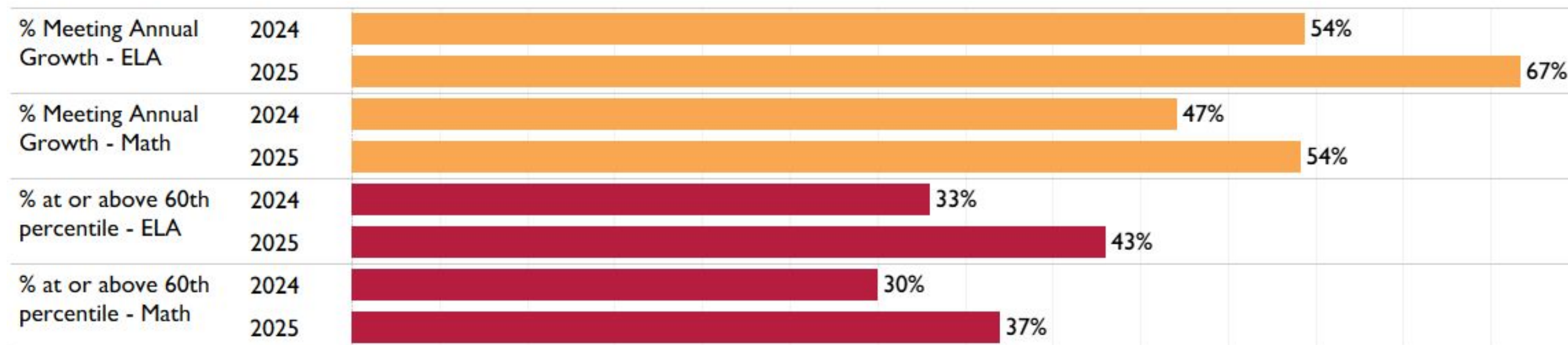


# District MAP Data Summary

- ▶ Overall MAP achievement mirrors STAAR trends.
- ▶ Overall, MAP data in growth and achievement over the last few years shows little system-wide improvement.
- ▶ While there are many campus bright spots, the overall data is balanced by campuses in need of improvement.

# Campus Bright Spots - Purcell Elementary

After seeing a dip in accountability scores in 22-23 and 23-24, Purcell saw significant improvement in all accountability domains in 24-25. **Their overall campus rating improved from a 58 in 23-24 to a 77 in 24-25.** This improvement is mirrored in their MAP growth and achievement scores.



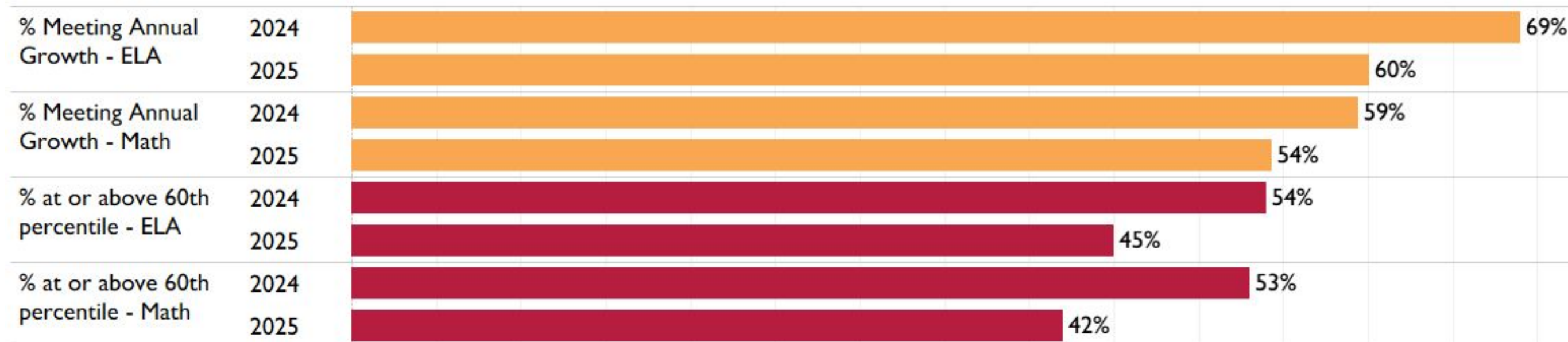
# Campus Bright Spots - Austin Elementary

Over the past four years, Austin Elementary has shown consistent growth in all accountability domains. **The campus rating grew from an overall rating of 72 to 82.** This growth is mirrored in their MAP achievement, as seen in the chart below.



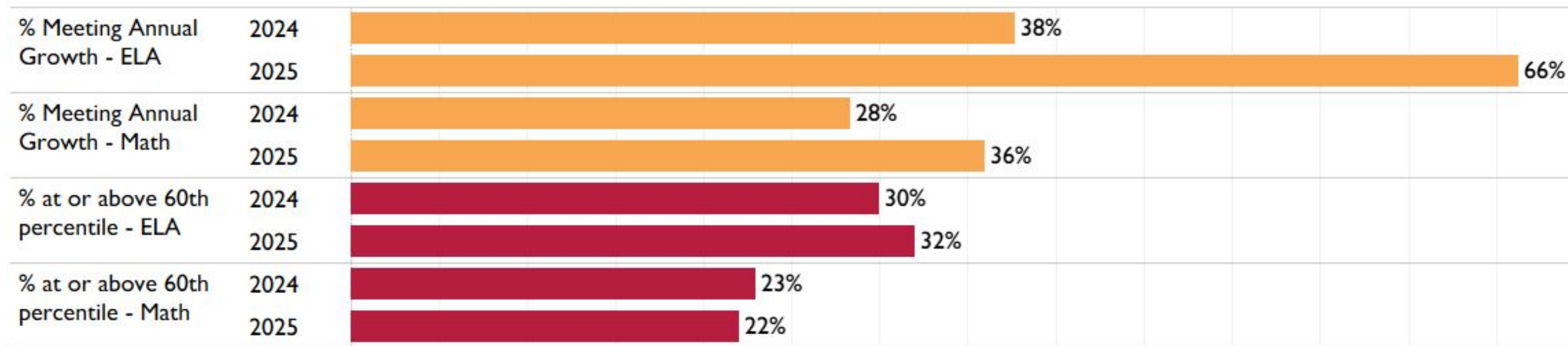
# Campus Focus - Alcorta Elementary

Over the past four years, Alcorta has grown steadily in Accountability Domains 2A (Student Growth) and 3 (Closing the Gaps). The campus saw some drops in Domains 1 and 2B in SY25, along with declines in MAP achievement. However, **it remains a B rated campus (81).**



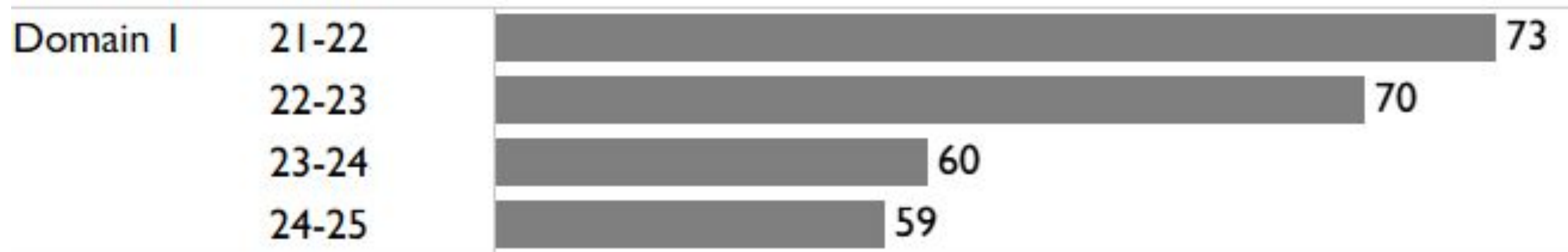
# Opportunity Areas - Clack Middle

Over the past two years, Clack Middle has remained a D school, falling from a C rating in 22-23. However, Clack saw significant MAP growth in 24-25. **Their Closing the Gaps score improved from a 45 in 23-24 to a 72 in 24-25.** They remain an area of opportunity to focus on.



# Opportunity Areas - Bowie Elementary

Bowie Elementary has seen a decline in accountability scores over the past four years, which is also present in their MAP scores. While Bowie showed signs of growth last year in Domain 2 (Academic Growth) and Domain 3 (Closing the Gaps), Bowie represents an area of opportunity for us with our School Action Fund in planning for 26-27.



# Accountability and Map Data Talking Point

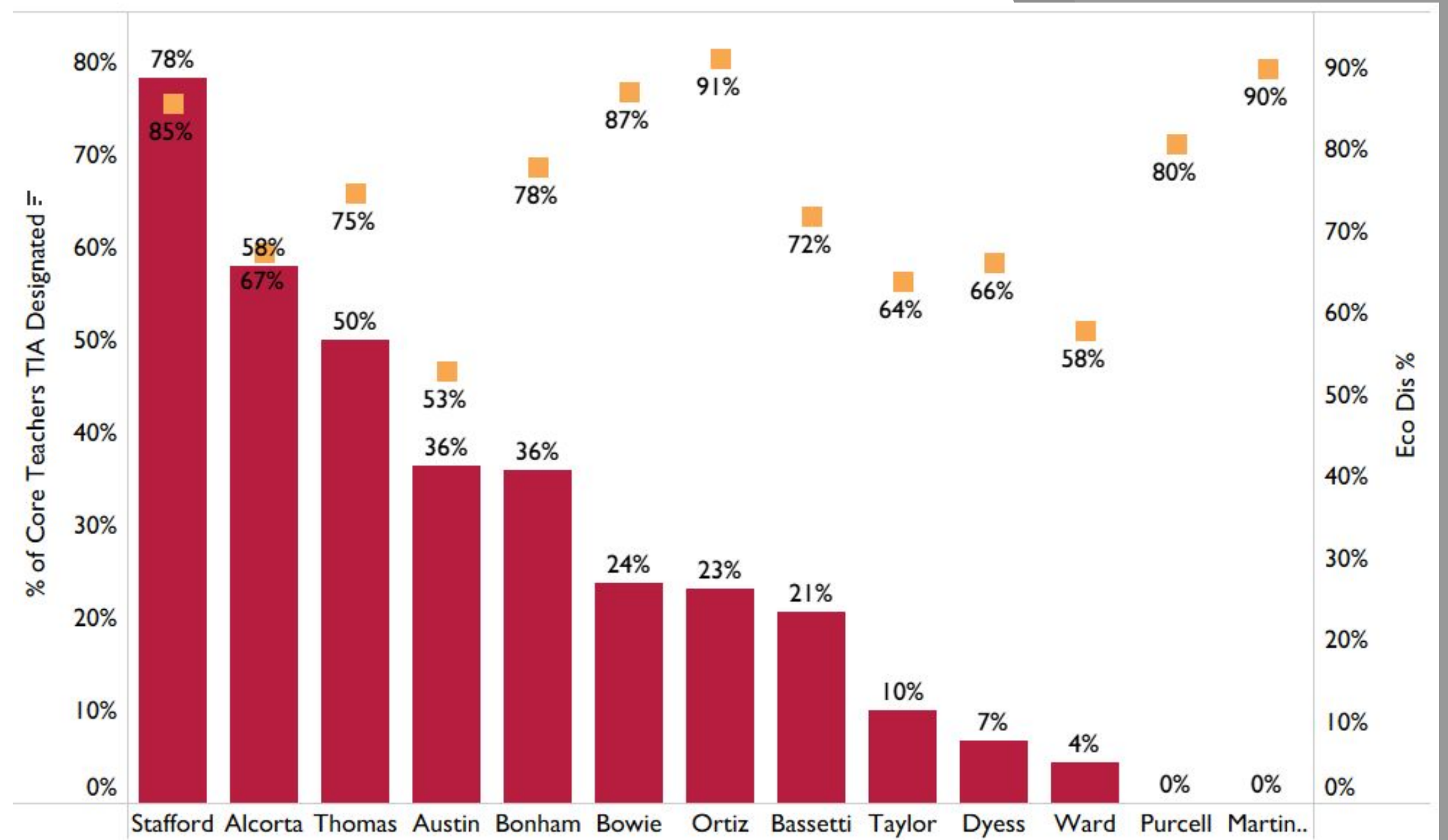
- ▶ Overall MAP data in growth and achievement over the last few years shows little system wide improvement.
- ▶ While there are many campus bright spots, these positive trends are offset by campuses in need of improvement.

# Staffing and Talent

# 24-25 Elementary Core Teacher TIA Designated Campus Comparison

The percentage of core teachers with a TIA designation ranges from 78% at Stafford to 0% at Purcell and Martinez, largely reflecting when each campus chose to participate in TIA.

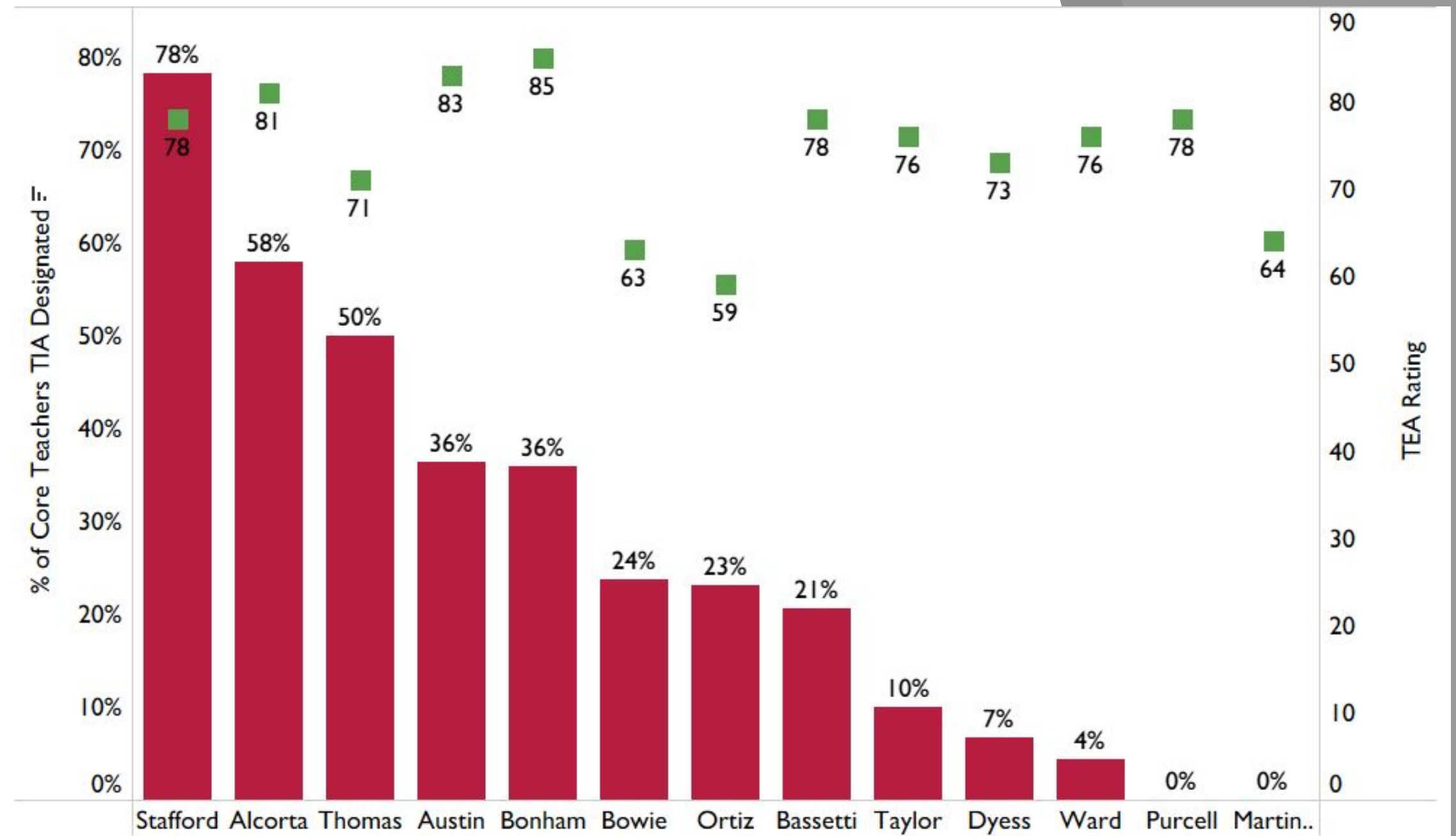
There is no significant relationship between the percentage of TIA designated teachers (red bars) and the percentage of economically disadvantaged students (orange squares).



# Elementary Core Teacher TIA Designated Campus Comparison

No clear relationship exists between the percentage of TIA-designated core teachers and Accountability scores, retention, or MAP performance.

This indicates strong potential to expand the number of TIA-designated teachers districtwide without adverse impact.

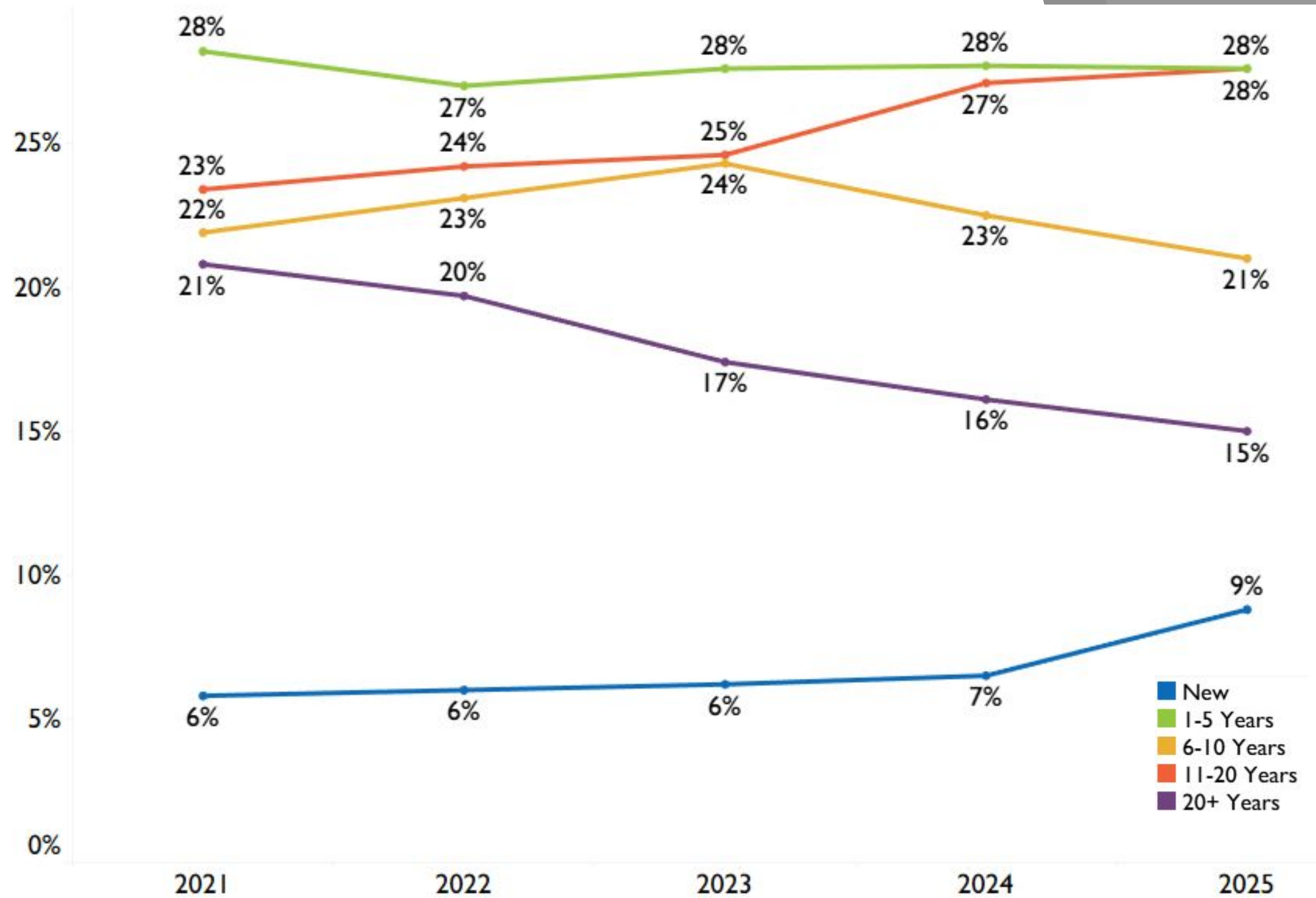


# Teacher Experience Over Time

Districtwide over the past five years, the percentage of new teachers and teachers with 11-20 years of experience has grown, while the percentage of teachers with 6-10 years and 20+ years has declined.

By level, the largest group is:

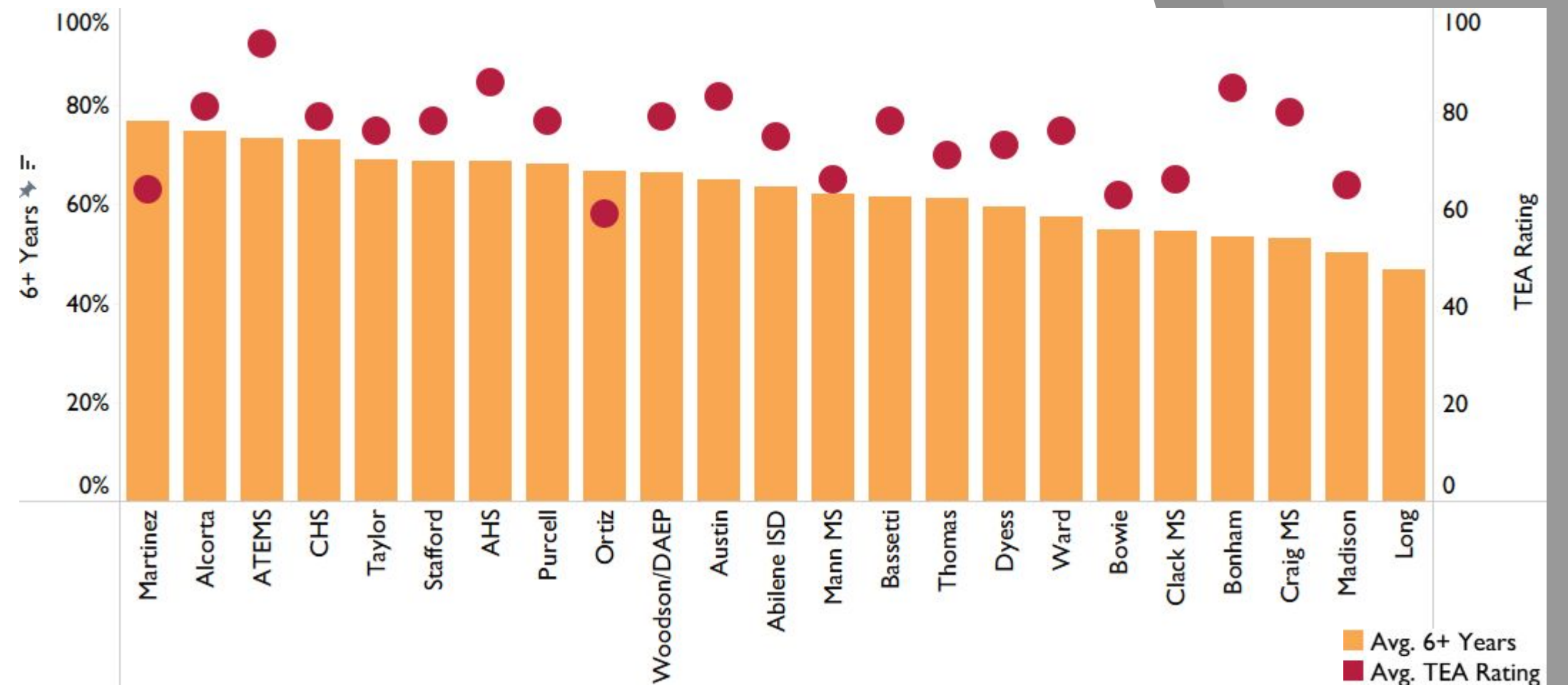
- ▶ Elementary: 1-5 and 11-20 years of experience (25% each)
- ▶ Middle: 1-5 years (36%) and
- ▶ High: 11-20 years (32%)



# Teacher Experience and Accountability Scores

When we look at the percentage of teachers with 6+ years of experience (yellow bars) and the SY25 Accountability score (red circles), there are a few outliers:

- ▶ Martinez and Ortiz are in the top half of experienced teachers, but their accountability rating is lower than their similarly experienced peers.
- ▶ Bonham and Craig have a lower percentage of experienced staff, but higher accountability ratings.

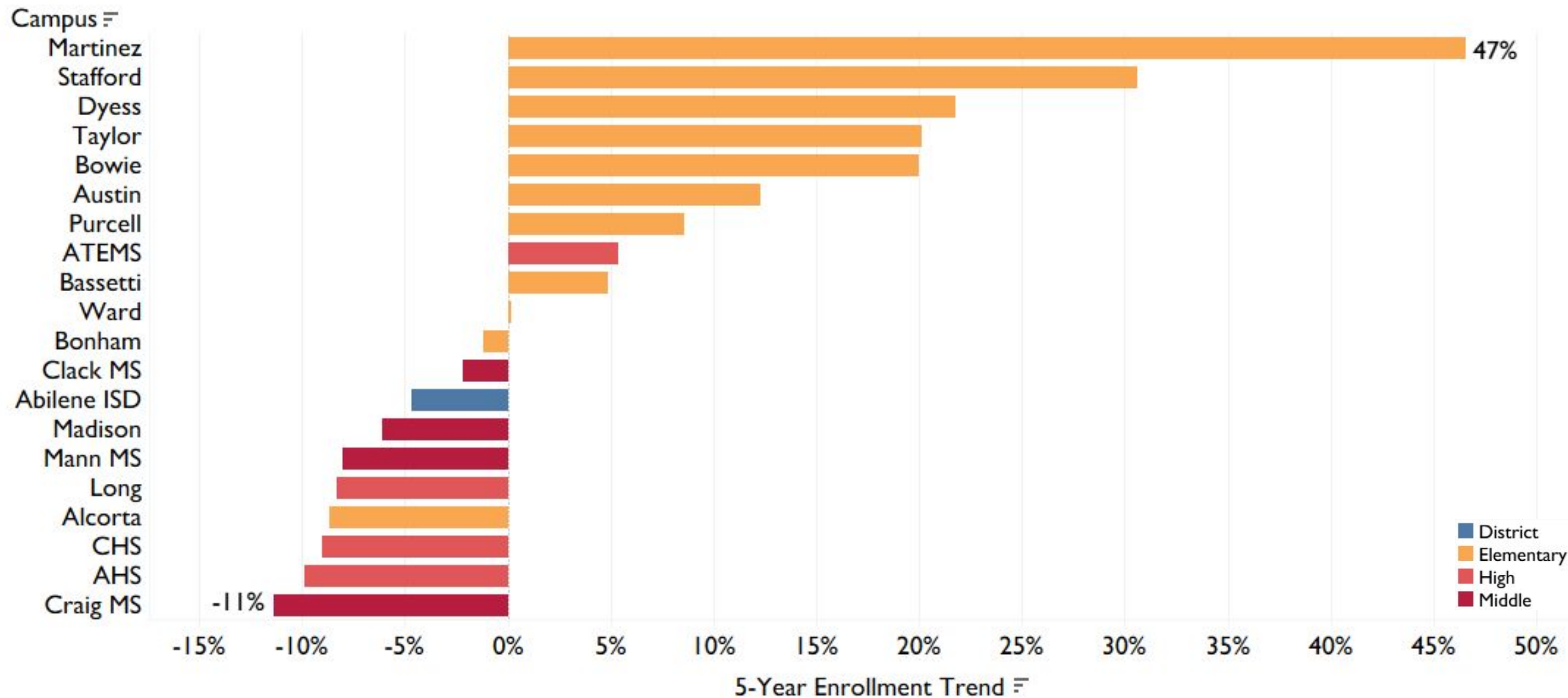


# Talent and Staffing Talking Point

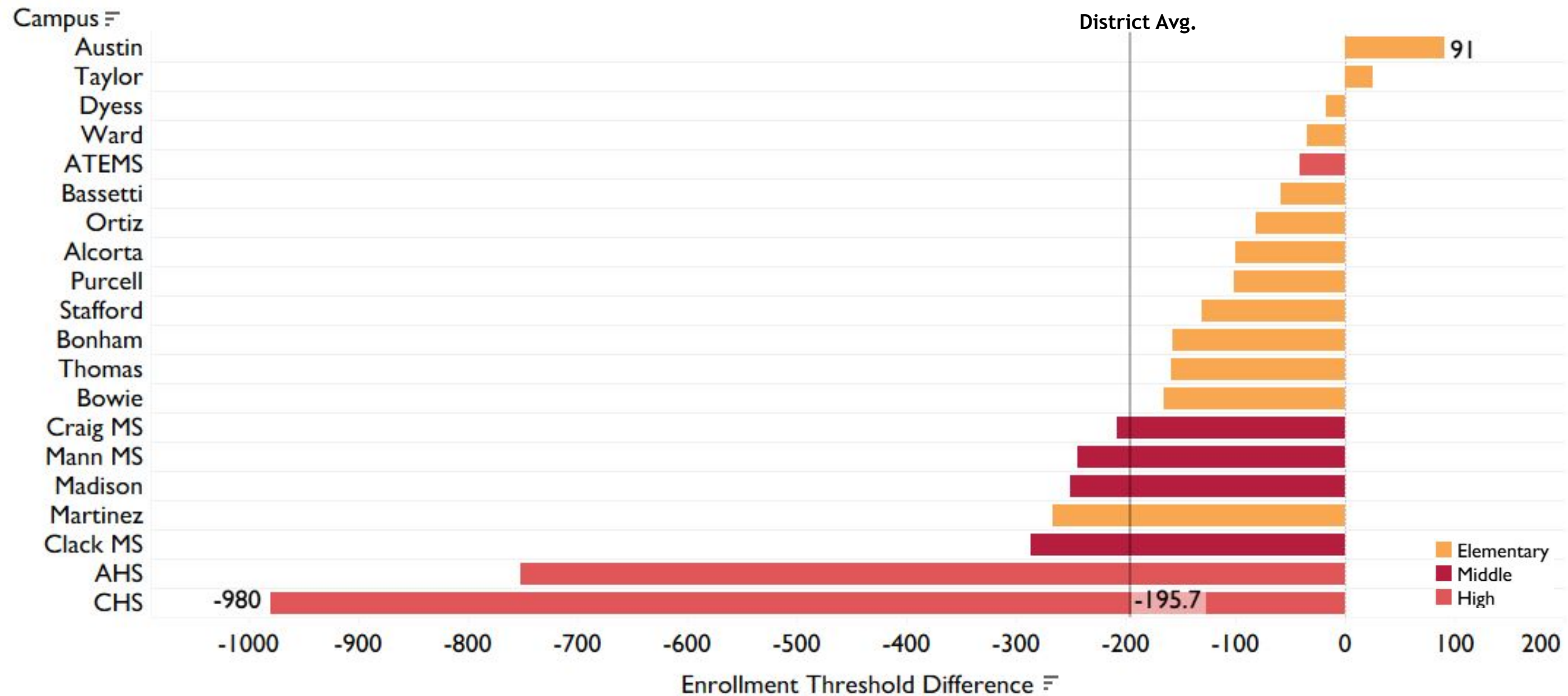
- With all campuses now participating in TIA, the district has significant potential to increase the percentage of designated teachers moving forward.
- Locally, campus ratings show no clear link to teacher experience.

# **Student Enrollment and Facility Usage**

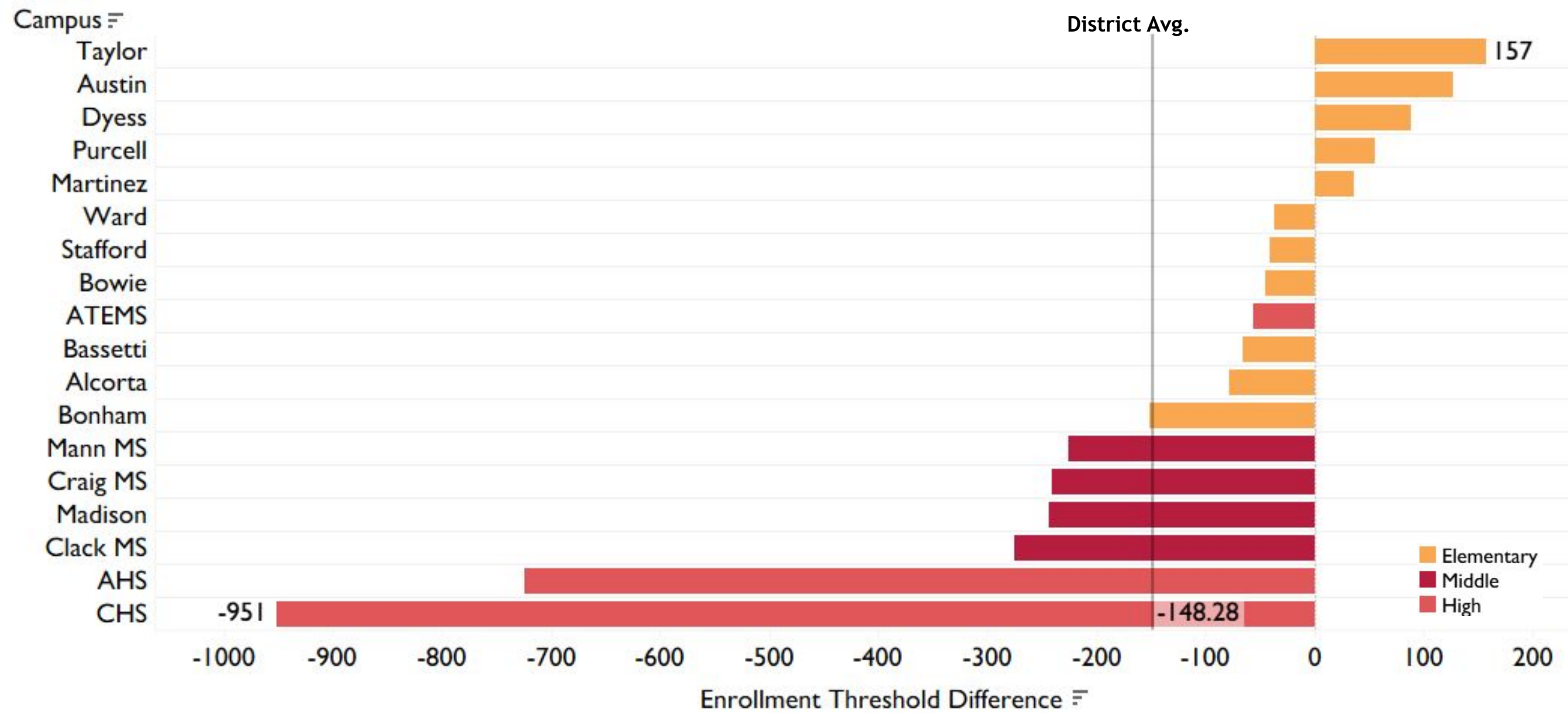
# Campus Enrollment Trend, SY22 to SY26



# Last Year Total Students Above/Below 85% Capacity



# 25-26 Total Students Above/Below 85% Capacity



# Facility Usage Talking Point

- Elementary footprint efforts have improved efficiency, and data now points to opportunities for evaluating secondary school facility usage.

# Summary of Talking Points

## **Academic Outcomes**

- ▶ STAAR gaps with the state are greatest in K–8, especially middle school.
- ▶ AISD equals or outperforms the state in CCMR at AHS, CHS, and ATEMS.
- ▶ 13 of 19 campuses have improved ratings since 2022, including 6 new A/B schools.
- ▶ Three of four middle schools continue to need significant improvement.

## **MAP Data and STAAR Performance**

- ▶ Accountability results mirror state patterns tied to student demographics, with notable campus outliers.
- ▶ MAP data shows limited overall system growth, though bright spots exist.

## **Staffing and Talent**

- ▶ All campuses now participate in TIA, creating strong potential for teacher designations.
- ▶ No clear link between teacher experience and campus rating locally.

## **Facility Usage**

- ▶ Elementary efficiency has improved, creating an opportunity to assess secondary usage.

# Next Steps

- ▶ The QSA provides the foundation for our Annual School Plan, guiding strategy, resources, and goals to accelerate student achievement and advance our North Star Goal.

**Questions?**

## Abilene Independent School District Board Document – Item II.B

Meeting Date: September 25, 2025

Meeting Type: Board Workshop

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: October 6, 2025

Subject: Local School Library Advisory Council (SLAC) Selection

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### Background Information:

In compliance with Senate Bill 13 and in alignment with the Board's decision to establish a Local School Library Advisory Council (LSLAC), each trustee is now asked to appoint one member to serve on the council, resulting in a total of seven voting members. The policy states that "the majority of the voting members must be parents of students currently enrolled in the district who are not employed by the district." From this information, 4 of the 7 voting members must be parents of enrolled students who are not employed by the district. Nonvoting members appointed to the council may be from the following categories: classroom teachers employed by the district, librarians employed by the district, certified school counselors employed by the district, school administrators employed by the district, members of the business community, and/or clergy. Each board member should appoint one member who meets the above criteria. One member will be named the chairperson of the SLAC.

### Attached Supporting Documents:

Curriculum & Instruction: Presentation

Fiscal Implications: None

### Administrative Recommendation:

Approval of board appointed voting members at the October 6<sup>th</sup> school board meeting and allow district personnel to appoint the nonvoting members following workshop discussion.

### Contact Person:

Lyndsey Williamson, Executive Director of Secondary Education

Patti Blue, Associate Superintendent of Curriculum and Instruction



## **SB 13: School Library Advisory Council**

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*Lyndsey Williamson,  
Executive Director of Secondary Education*

# Responsibilities of the Local School Library Advisory Council (SLAC) Include:

- **Advise on library acquisition/removal policies** to reflect community values.
- **Review and recommend materials** before they are added or removed from catalogs.

## **Assist with challenge process:**

- Review challenged materials.
- Recommend district action (retain, restrict, or remove).
- **Help define the district's reconsideration process.**
- **Advise on partnerships** (e.g., with public libraries), if feasible.

# SLAC Members

- **Seven voting members**, all appointed by the board.
- The majority of the voting members must be parents of students currently enrolled in the district who are not employed by the district.
- One member will serve as **Chairperson**.

# SLAC Members

**Optional non-voting members** may include teachers, librarians, administrators, counselors, local clergy and business leaders.

We recommend the nonvoting members consist of the following:

- Lyndsey Williamson
- Patti Blue
- One elementary librarian
- One secondary librarian
- One elementary principal
- One secondary principal
- One elementary teacher
- One middle school teacher
- One high school teacher

# Meeting & Transparency Requirements

- SLAC must meet at least **twice per year**.\*
- **72-hour public notice** required (on district website and each campus office).
- Meetings must be **audio/video recorded**.
- **Meeting minutes and recordings** must be posted publicly **within 10 days**.

\* May be required to meet more frequently, as needed, to fulfill its duties under SB 13

# Timeline

1. Librarians build lists of books they would like to add to the campus library collections. They consider the following:

- Materials that enrich and support the curriculum
- Student needs and interests
- Age appropriateness/developmental level
- Content quality (literary and artistic value)
- Professional reviews
- Diversity and representation
- Parental and community values

# Timeline

2. Book lists are posted to the district webpage, along with a feedback form, for public comment (this must be posted for 30 days)

- Includes books librarians are requesting to purchase and possible donations to the district
- Replacement/reordering of books with the same International Standard Book Number do not require SLAC/board approval

3. Mid-October: Schedule orientation meeting with SLAC members

# Timeline

4. Early November: Schedule first official meeting to do the following:
  - Review the list of materials to be procured (or donated).
  - Consider any parent feedback provided
  - Review any materials that have been challenged
  - Review policies and procedures, if needed
  - Determine recommendation to the board of trustees
  
5. December School Board Meeting: Board consider approval of recommendations from the SLAC

# Timeline

6. Follow the same process in the Spring semester. The timeline of this meeting and future meetings should be considered at the November SLAC meeting.

- Recommendation is to present to the board any additions or removals at the March School Board Meeting.

7. Additional meetings, if necessary, to address needs related to SB 13.

# Questions/Discussion

## Board appointees?