

MAP Progress Monitoring Update

Executive Summary

The Houston Independent School District (HISD) School Board adopted a set of updated Goal Progress Measures (GPMs) and GPM targets at the March 2025 meeting related to the NWEA Measures of Academic Progress (MAP) assessment. These targets were developed based on HISD’s NWEA MAP results at the End of Year (EOY) assessment in the 2023-2024 school year (SY).

After the 2023-2024 SY EOY MAP test and data analysis was complete, NWEA released updated research via a linking study which recalibrates the formula to project State of Texas Assessments of Academic Readiness (STAAR) 2.0 results based on a student’s MAP scores. MAP researchers recommend HISD apply new linking study formulas retroactively to HISD historical data to allow for year-over-year comparison among the 2023-2024 SY, 2024-2025 SY, and beyond. This update will also prevent misinterpretation of HISD progress over time.

Using the new MAP research formulas retroactively would result in an updated EOY baseline for GPMs. HISD recommends GPM targets are adjusted in accordance with updated baseline data. The School Board is asked to consider and approve revisions to targets for GPMs 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.4, 3.5, and 4.3. Goal progress measures 4.1 and 4.2 remain unchanged from the March 2025 approved proposal, as they are based on Met Expected Growth metrics, and the updated linking study did not impact their baseline data.

Overview of Proposed Revisions

Goal 1	Goal 2	Goal 3	Goal 4
GPM 1.1	GPM 2.1	GPM 3.1	GPM 4.1
GPM 1.2	GPM 2.2	GPM 3.2	GPM 4.2
GPM 1.3	GPM 2.3	GPM 3.3	GPM 4.3
		GPM 3.4	
		GPM 3.5	

GPMs in blue were Approved at the March board meeting and baseline revisions are now needed.
GPMs in red were not changed in March but require revision due since they are proficiency-based metrics.
GPMs in green were approved in March board meeting and not affected by the updated linking study; no revision needed.
GPMs in black are not MAP-related and not included in this revision process.

Upon approval, the revised progress measure targets will be published on the Lone Star Governance (LSG) section of the HISD public website.

What is a MAP Linking Study?

The NWEA MAP Linking Study is a research-based analysis that connects student scores on the MAP Growth assessment to performance levels on a state’s summative STAAR test. The linking study is designed to help a district answer the question, “Based on a student’s MAP Growth score, how likely are they to meet or exceed proficiency on the STAAR?”

In accordance with House Bill (HB) 3906, TEA redesigned the STAAR test to more closely align it with the classroom experience. These changes included the transition to online testing with

accommodation supports, new question types, the addition of cross-curricular passages, and a focus on evidence-based writing. These STAAR 2.0 changes were implemented in the 2022-2023 school year.

After a change is made to the STAAR, MAP must wait to collect enough data from students taking both the STAAR 2.0 redesign and MAP test to update the linking study. MAP completed updating the linking study on July 1, 2024.

What is the impact of linking studies to Board progress monitoring?

The NWEA MAP Linking Study provides a research-based connection between MAP Growth scores and STAAR proficiency. This allows the district to use MAP data to monitor Board goal progress in real time, rather than waiting for STAAR results. With updated projections aligned to current STAAR standards, the new study supports accurate, timely, and responsive tracking of student progress toward proficiency-based goals. Given this, it is recommended that HISD always use the most up to date linking study to project proficiency levels on STAAR.

However, as new linking studies are released, MAP results are not comparable year over year unless projections are calculated using the same linking study. To solve this problem, MAP retroactively recalculates and updates all prior year assessment results using the new linking study and recommends districts use this updated, historical data for progress monitoring.

To follow this NWEA MAP-recommended research best practice, HISD recommends the district re-establish baselines using the updated historical data and then revise the 2025 – 2028 targets based on the updated baselines. Failing to do so will result in inflated or deflated perceptions of progress over time, leading to misinterpretations and missed opportunities for timely intervention.

For example, the updated NWEA linking study lowered MAP RIT cut points for a student to **meet** grade level which led to higher projected proficiency rates for STAAR in MAP reports. While student performance has improved in most content areas and grades compared to the previous year, results would be exaggerated if HISD used the new linking study to report this year's results and the old linking study to report last year's results.

What are MAP Business Rules and why are they important?

As a part of the District data integration efforts, the Administration is using this opportunity to review and clarify all business rules related to MAP data across teams to ensure the criteria used is consistent and transparent for all reporting. The business rule process will clearly define how data is cleansed when pulling from data systems and what rules are used if any calculations are required for metric reporting.

For the purposes of MAP, a group of cross functional HISD teams have established MAP business rules to help ensure MAP reporting is conducted in a way to most closely align with STAAR results. Additionally, we enhanced the usability of the cleaned data file, making it a reliable source of truth for multiple departments to use consistently, even when interpreting the data in different ways.

Goal Progress Measure (GPM) Target Proposals

The Administration recommendation to is revise baseline 2024 actual results using the new MAP linking study and then updates 2025 – 2028 targets using the updated baselines. The following table provides an overview of the revised baseline and updated proposed annual targets for all impacted GPMs using MAP data.

GPM	GPM Language (Revised Baseline and Target)	Metric Overview	Rationale for Target Growth Rates	Old Linking Study	New Linking Study	Proposed Yearly Targets			
				2024 EOY Actual	2024 EOY Actual	2025	2026	2027	2028
1.1	The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 47% in May 2024 to 56% in May 2028.	Projected Proficiency 3 rd – All Reading	<i>GPM target backward mapped from Goal 1 2028 STAAR target given both measure proficiency for all schools</i>	29	47	49	51	53	56
1.2	The percentage of grade 3 students attending a New Education System (NES) campus projected at Meets Grade Level in reading on NWEA MAP will increase from 40% in May 2024 to 49% in May 2028.	Projected Proficiency 3 rd – NES Reading	<i>GPM target increases at same rate as GPM 1.1 to ensure NES proficiency rates grow at same rate as full district.</i>	30	40	42	44	46	49
1.3	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Reading will increase from 43% in May 2024 to 51% in May 2028.	Projected Proficiency Growth 2 nd – All Reading	<i>GPM target increases +2 percentage pts/year (higher rate than state and urban district trend)</i>	41	43	45	47	49	51
2.1	The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 44% in May 2024 to 53% in May 2028.	Projected Proficiency 3 rd – All Math	<i>GPM target backward mapped from Goal 2 2028 STAAR target given both measure proficiency for all schools</i>	39	44	46	48	50	53
2.2	The percentage of 3rd grade students attending NES campuses projected at Meets GL on NWEA MAP in math will increase from 38% in May 2024 to 47% in May 2028.	Projected Proficiency 3 rd – NES Math	<i>GPM target increases at same rate as GPM 2.1 to ensure NES proficiency rates grow at same rate as full district.</i>	34	38	40	42	44	47
2.3	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Math will increase from 38% in May 2024 to 46% in May 2028.	Projected Proficiency Growth 2 nd – All Math	<i>GPM target increases +2 percentage pts/year (higher rate than state and urban district trend)</i>	51	38	40	42	44	46
3.4	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.	Projected Proficiency 4 th – 8 th (All) Reading	<i>GPM target increases +2 percentage pts/year (higher rate than state and urban district trend)</i>	40	51	53	55	57	59
3.5	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in math on NWEA MAP will increase from 41% May 2024 to 49% in May 2028.	Projected Proficiency 4 th – 8 th (All) Math	<i>GPM target increases +2 percentage pts/year (higher rate than state and urban district trend)</i>	35	41	43	45	47	49
4.3	The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.	Projected Proficiency 3 rd – 8 th SWD Reading or Math	<i>+2 percentage pts/year aligns with typical proficiency growth expectations of the district</i>	19	27	29	31	33	35

Note: GPMs 3.1, 3.2 and 3.3 are not included in the chart given they do not use MAP data. GPMs 4.1 and 4.2 are not included in the chart because, while they use MAP data, the specific MAP metric used (percent met expected growth) is not impacted by the new linking study.