

Board Reporting Updates

November 2025



NWEA MAP Updates

Impact on Board GPMs 2025-26



In June of 2025, NWEA MAP made three substantial updates that will impact Board reporting.

There are 3 key changes to MAP:

1

New National Norms

- Used more recent national student data to update norms to more accurately predict proficiency and growth

2

Updated Linking Study

- Reconnects MAP scores to the STAAR test to better align predictions

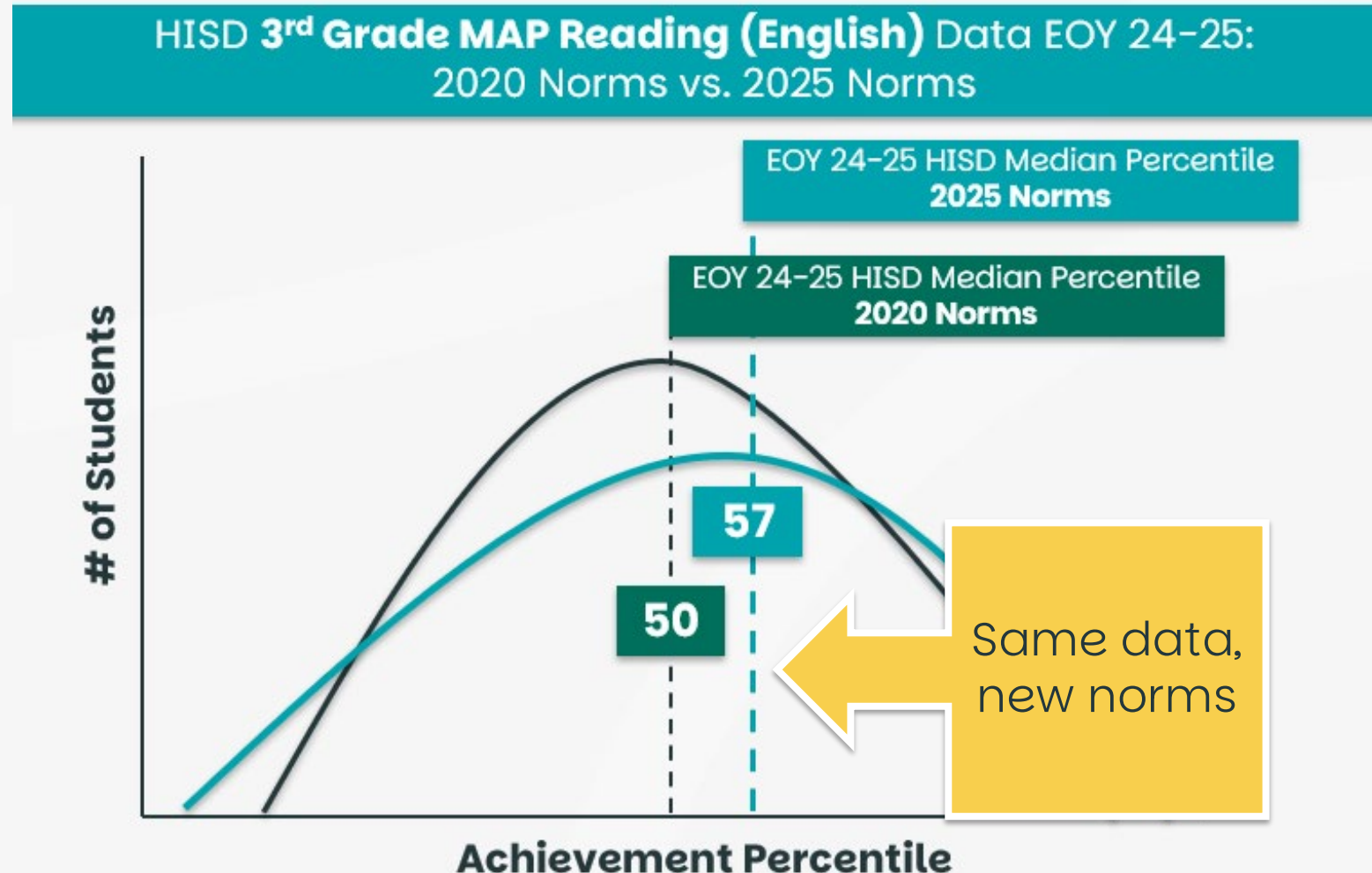
3

New Testing Algorithm

- Changed the questions students see to better align to grade level

What Changed: Achievement Norms

- Under the new norms, the same score now earns a higher percentile.
- This indicates HISD students are achieving higher than new national averages.



What Changed: Growth Expectations

- In Reading, students are expected to grow less in one year in nearly all grade levels and across percentiles.
- In Math, some students are expected to grow more and some less depending on achievement percentile.

Fall-to-Spring Growth

Grade	Reading			Math		
	25th	50th	75th	25th	50th	75th
K	-5	-3	0	-2	-1	1
1st	-5	-3	0	-1	-1	0
2nd	-3	-2	-1	-1	0	1
3rd	-2	-1	0	1	2	4
4th	-3	-2	-1	1	2	3
5th	-3	-2	-1	-1	0	1
6th	-3	-2	-1	1	2	3
7th	-3	-2	-1	-1	0	2
8th	-3	-2	0	0	1	3

Note. Columns show the difference in growth in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

New national norms reset where HISD achievement falls among national peers. It also reset expectations for how much students are expected grow in one year.

This norms reset impacts the
STAAR linking study.



What is a STAAR Linking Study?

- NWEA uses historic data to match student scores on MAP to scores on STAAR.
- Using this data, NWEA MAP sets cut scores of where students score at each window in order to be **Projected Meets** on STAAR.
- These cut points do not represent actual STAAR achievement, but rather a **forecast that assumes typical growth**.

STAAR i Ë À§Û#©IX ≠#Û ÌRIT Score Cut Points

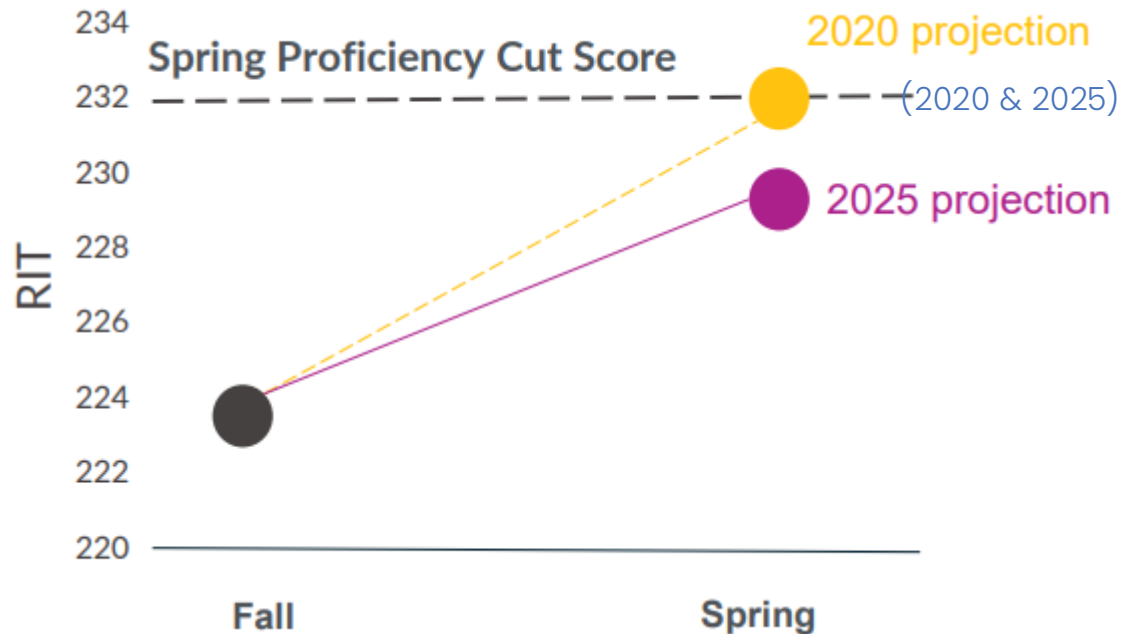
	Fall	Winter	Spring
3 rd Grade Reading	188 – 201	192 – 206	197 – 208
3 rd Grade Math	194 – 205	203 – 214	209 – 219

What Changed: Updated Linking Study

- In response to post-COVID learning shifts, the new linking study in some cases assumes lower **national growth expectations**. This means MAP expects students to grow less across the year and thus assume they are less likely to meet thresholds for projected meets.
- Given this new assumption, some students who looked ‘on track’ using the previous study, will now show as ‘off track,’ even if they are scoring at the same level.
- Additionally, the Projected Meets cut point remained the same in Reading and was increased in Math.
- This linking study affects the Projected Meets metric, which is only a forecast from MAP. This does not mean that HISD students will not meet grade level expectations at EOY, but rather,

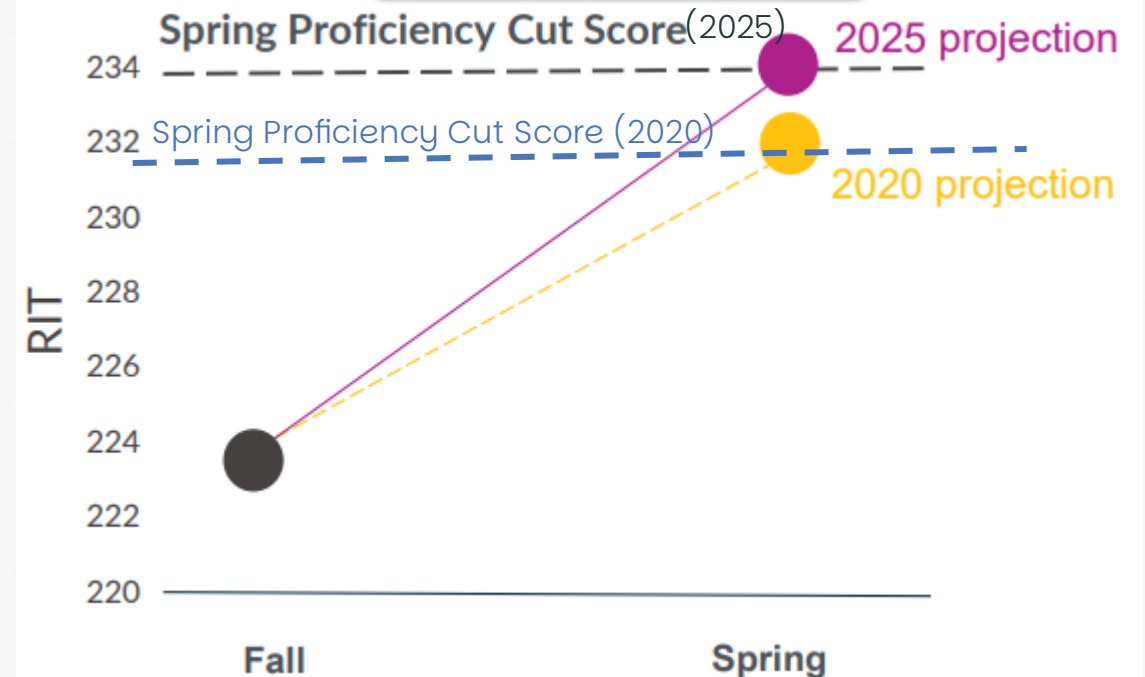
Projected Proficiency Impact by Subject

Reading



Same cut point, lower growth: Fewer students may be projected proficient.

Math

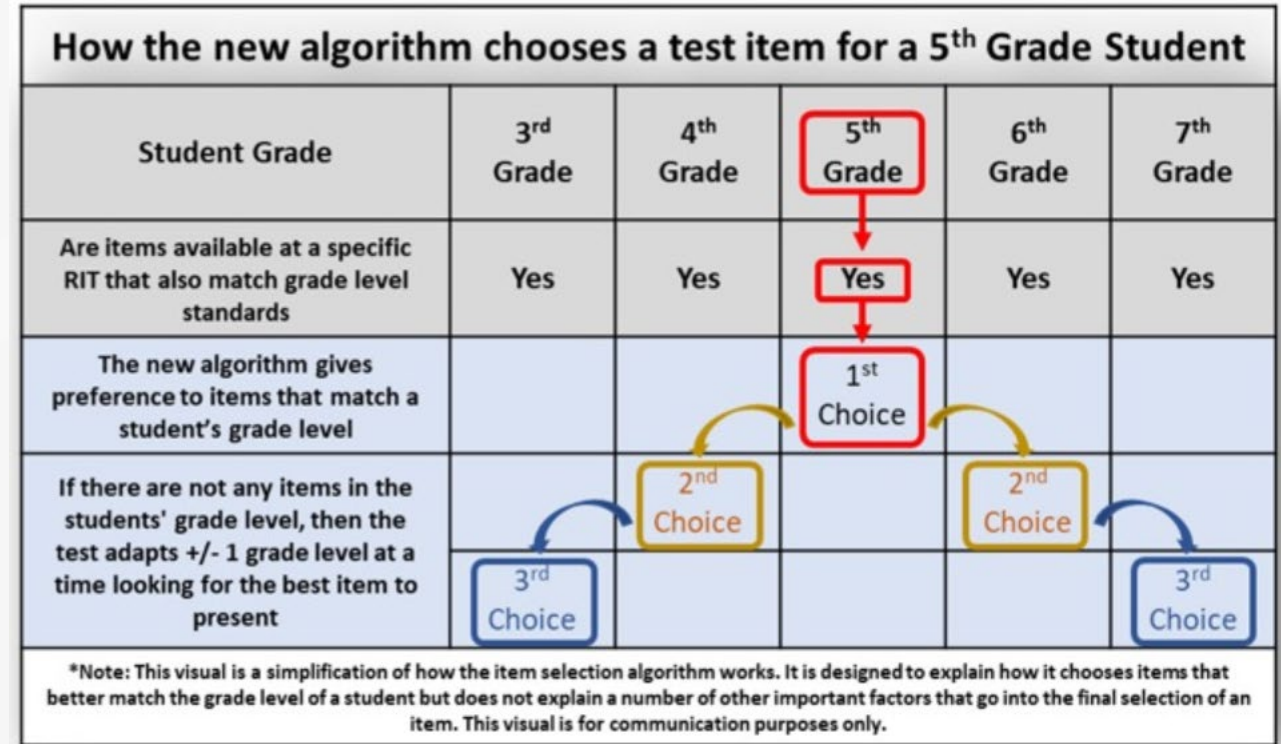


Projected Meets cut point shifted upward, which offsets changes in growth norms.

These updated growth expectations impact the MAP – STAAR linking study. Fewer students will appear “on track” because national expectations for student growth have decreased and cut points have increased.

What Changed: Enhanced Item Selection Algorithm (EISA)

- MAP now gives more grade-level questions earlier in the year.
- Students may start lower in fall because the content has not been taught but grow faster by spring.
- The order and type of questions students see during testing differ from prior years.



This change is the main reason results are not comparable year over year. HISD cannot recalculate historical testing data given the algorithm did not previously exist.

Legacy MAP v. EISA

Legacy MAP



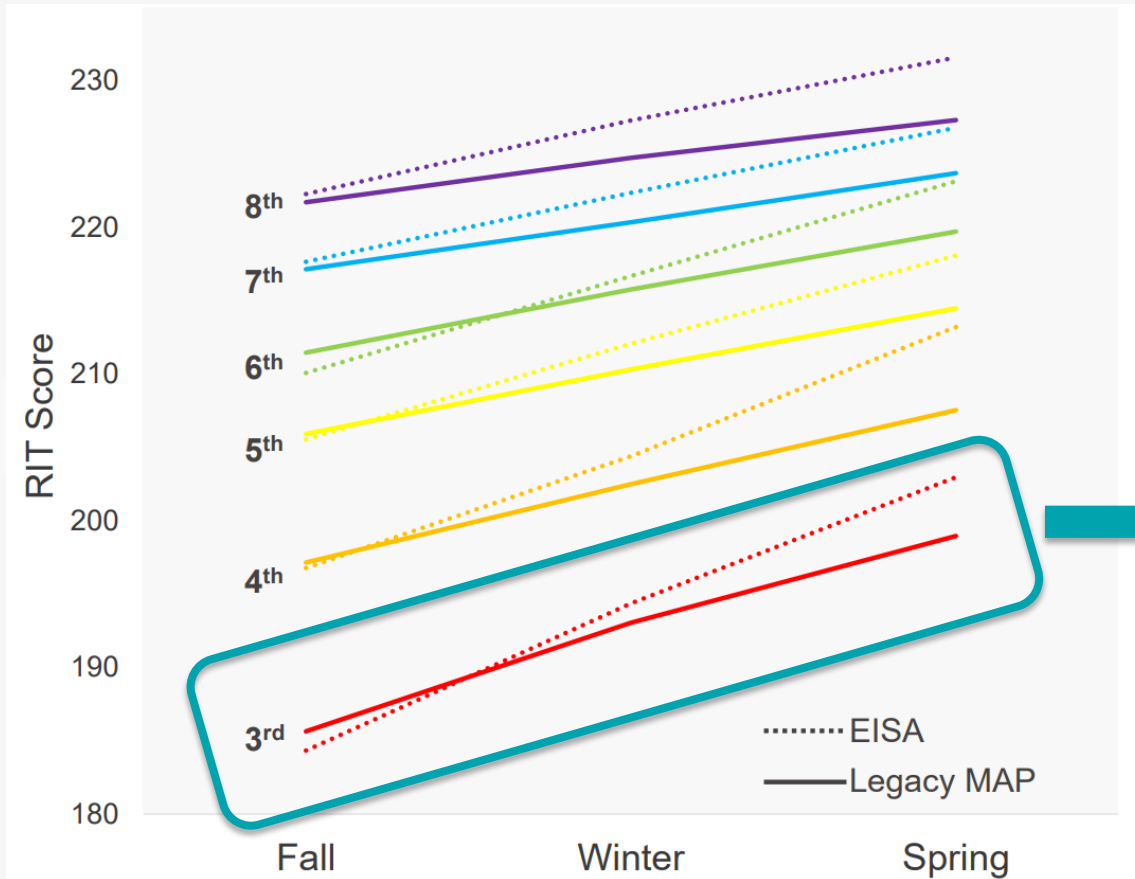
- **Random Item Selection:** Questions picked based on what student knew, but not whether they matched the grade level being taught
- **Variable Alignment:** May not consistently align with grade-level content standards
- **Mixed Instructional Relevance:** Some items may fall outside grade-level expectations

New Algorithm (EISA)



- **Grade Level Prioritization:** Questions are carefully picked to match exactly what students should be learning at their grade level
- **Enhanced Alignment:** Dynamically adjusts question distribution by state standards
- **Instructionally Relevant:** Items closely match what students are learning in class

EISA Implementation Impact – Math



When compared to results under the Legacy MAP framework, students may score lower in the Fall (BOY) due to the Enhanced Instructional Sensitivity Algorithm (EISA), which increases grade-level rigor earlier in the school year.

However, after students are now exposed to more grade-level content throughout the year, they tend to demonstrate steeper growth by Spring (EOY).

MAP has a new question algorithm and now front-loads grade-level questions. This means, students may score lower in fall but show steeper growth by spring.

Putting it all together: Student Example

SY25-26

4th grade Math Score: BOY = 204

New National Norms

- Achievement Percentile
 - 62nd (2020)
 - 73rd (2025)
- Expected Growth
 - Mean 11 pts (2020)
 - Mean 13 pts (2025)

Updated Linking Study

- Projected Meets cut point BOY = 204 (2024) 
- Projected Meets cut point BOY = 207 (2025) 

New Testing Algorithm

- This score may be lower than what this student could have scored last year at BOY due to prioritization of new grade level content.
- EISA impacts are strongest in math.

These three changes may feel like they contradict each other, or have opposite effects. Because they are all happening concurrently, it is impossible to know how HISD data will behave.

Because the new MAP norms and linking study adjusts projections and the new MAP algorithm changes test question patterns, last year's results can't be reasonably compared to this year's.

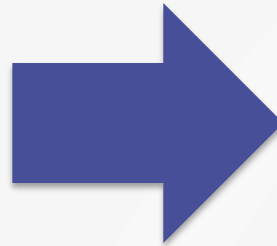
To maintain focus on student outcomes, HISD will use a one-year growth metric instead of proficiency projections that compare year over year data.

Proposed Solution

For this year only, update GPMs to MAP metrics that appropriately measure student growth in a way that is **not impacted by either the new linking student or test algorithm**. After one year of baseline data is collected, HISD may transition back to current GPMs.

Current MAP GPM Metric:
% of students projected to
meet STAAR

After one year of baseline data is collected, this metric may be used for year over year comparison.



Proposed Updated GPM MAP
Metric for SY2025-26:
% of students meeting
expected growth target

This metric looks at growth from BOY to MOY and EOY so not impacted by MAP algorithm changes. Additionally, it is already widely used by the district and principals.

Proposed Target = 55%

NWEA MAP Guidance

- NWEA MAP publishes that 50% of students are anticipated to meet expected growth. HISD remains committed to maintaining focus on higher-than-average expectations for all students.
- National growth expectations are being used because the impact of MAP changes on HISD data cannot be known at this time.

Teacher Incentive Allotment (TIA) Guidance

- TIA is built by TEA for Texas school districts to designate and reward top-performing teachers.
- Districts can identify and designate outstanding teachers based on student growth and classroom observation
- To be a Recognized teacher through TIA, 55% of students in the teacher's class must meet expected growth.

Revision Impact to GPMs

Shift current Goal Progress Measures (GPMs) that measure **proficiency** to instead measure **growth** for the 2025–26 school year only.

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	

Items in **red** are MAP proficiency metrics and must be revised for the 2025–26 school year.

Items in **yellow** are not MAP metrics but must be revised due to surpassing existing targets. Revision will be addressed later in the presentation.

Goal 1: GPM Revision Proposal

Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR reading test will increase from 41% in June 2023 to 56% in June 2028.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
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.	The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
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.	The percentage of grade 3 students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
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.	The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%

Goal 2: GPM Revision Proposal

Goal 2: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR math test will increase from 38% in June 2023 to 53% in June 2028.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
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	The percentage of all 3rd graders meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%
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	The percentage of 3rd grade students attending NES campuses meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%
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.	The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%

Goal 3: GPM Revision Proposal

Goal 3: The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026–2027 graduates.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
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.	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.	55%
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.	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.	55%

Goal 4: GPM Revision Proposal

Goal 4: Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase from 63 percent in August 2023 to 78 percent in August 2028.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
4.1	The percentage of 4th-8th students with disabilities have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.	No Change	52% (No Change)
4.2	The percentage of 4th-8th students with disabilities have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.	No Change	52% (No Change)
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.	Recommend temporary removal, due to GPMs 4.1 and 4.2 already measuring growth.	N/A

This is a one-year reset to establish a clean, comparable baseline moving forward.

Proposed 2025–26 Calendar

- Pause official reporting in December
 - Scheduled to review SPED MAP Proficiency Data
- No reports are currently scheduled in January
- Regular reporting as scheduled in February 2026
- Resume MAP reporting in March 2026

			NES)		
 December 2025	No report given MOY data not yet available				
January 2026	No report given MOY data not yet available				
February 2026	GPM 3.3	CCMR	College Credit	11th	College Board, HCC
March 2026	Goal 1- ALL GPMs	OOA (Reading)	Met Expected Growth	3rd 2nd	NWEA MAP
	Goal 2- ALL GPMs	OOA (Math)	Met Expected Growth	3rd 2nd	NWEA MAP

Proposed 2025–26 Calendar

Houston ISD TEA Lone Star Governance Monitoring Calendar TEMPORARY: 2025–26

Month	Goal/ GPM	Program / Department	Description	Grade Level	Data Source	Reporting Period
October 2025	GPM 3.2	CCMR	CTE Completer Status	10th – 12th	Summer PEIMS	EOY/BOY
November 2025	GPM 1.1 & 1.2	OOA (Reading)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
	GPM 2.1 & 2.2	OOA (Math)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
December 2025	No report given MOY data not yet available					
January 2026	No report given MOY data not yet available					
February 2026	GPM 3.3	CCMR	College Credit	11th	College Board, HCC	MOY
March 2026	Goal 1- ALL GPMs	OOA (Reading)	Met Expected Growth	3rd 2nd	NWEA MAP	MOY
	Goal 2- ALL GPMs	OOA (Math)	Met Expected Growth	3rd 2nd	NWEA MAP	MOY
April 2026	GPM 4.1 & 4.2	SPED	SWD Met Expected Growth (Reading, Math)	4th – 8th	NWEA MAP	MOY
	GPM 3.4 & 3.5	CCMR	Met Expected Growth	4th – 8th	NWEA MAP	MOY
	Constraint 1	Accountability	Campus Ratings (D/F)		Prior Year Accountability	
May 2026	No report					
June 2026	GPM 3.1	CCMR	TSI Success	11th	College Board	MOY / EOY
	Constraint 3.1	OOA	Specialized Programming		OOA	EOY
July 2026	No Meeting					
August 2026	Goal 1	STAAR	STAAR – Meets GL Reading (plus all GPMs)	3rd	STAAR	EOY
	Goal 2	STAAR	STAAR – Meets GL Math (plus all GPMs)	3rd	STAAR	
	Constraint 1	Accountability	Campus Ratings (D/F)		Accountability	
September 2026	Goal 4	STAAR (SPED)	STAAR Growth (D2A) – SPED (plus all GPMs)	4th – 8th	STAAR Accountability	EOY
	Goal 3	CCMR	Accountability	12th (Graduates)	Accountability	
	Constraint 2.1 & 2.2	SPED	SPED Compliance		SPED Audits	

2026– 2028 Calendar

Houston ISD
TEA Lone Star Governance Monitoring Calendar
2026–2028

Month	Goal/ GPM	Program / Department	Description	Grade Level	Data Source	Reporting Period
October	GPM 3.2	CCMR	CTE Completer Status	10th – 12th	Summer PEIMS	EOY/BOY
November	GPM 1.1 & 1.2	OOA (Reading)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
	GPM 2.1 & 2.2	OOA (Math)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
December	GPM 4.3	SPED	SWD Projected Meets+ GL, Reading or Math	3rd – 8th	NWEA MAP	BOY
January	<i>No report given MOY data not yet available</i>					
February	GPM 3.3	CCMR	College Credit	11th	College Board, HCC	MOY
March	Goal 1- ALL GPMs	OOA (Reading)	Projected Meets+ GL (All, NES) Projected Proficiency Growth	3rd 2nd	NWEA MAP	MOY
	Goal 2- ALL GPMs	OOA (Math)	Projected Meets+ GL (All, NES) Projected Proficiency Growth	3rd 2nd	NWEA MAP	MOY
April	GPM 4.1 & 4.2	SPED	SWD Met Expected Growth (Reading, Math)	4th – 8th	NWEA MAP	MOY
	GPM 3.4 & 3.5	CCMR	Projected Meets+ GL (Reading, Math)	4th – 8th	NWEA MAP	MOY
	Constraint 1	Accountability	Campus Ratings (D/F)		Prior Year Accountability	
May	<i>No report</i>					
June	GPM 4.3	SPED	SWD Projected Meets+ GL, Reading or Math	3rd – 8th	NWEA MAP	MOY
	GPM 3.1	CCMR	TSI Success	11th	College Board	MOY / EOY
	Constraint 3.1	OOA	Specialized Programming		OOA	EOY
July	<i>No Meeting</i>					
August	Goal 1	STAAR	STAAR – Meets GL Reading (plus all GPMs)	3rd	STAAR	EOY
	Goal 2	STAAR	STAAR – Meets GL Math (plus all GPMs)	3rd	STAAR	
	Constraint 1	Accountability	Campus Ratings (D/F)		Accountability	
September	Goal 4	STAAR (SPED)	STAAR Growth (D2A) – SPED (plus all GPMs)	4th – 8th	STAAR Accountability	EOY
	Goal 3	CCMR	Accountability	12th (Graduates)	Accountability	
	Constraint 2.1 & 2.2	SPED	SPED Compliance		SPED Audits	

Next Steps:

- Board to determine if they approve alternative MAP metrics for SY25-26
- HISD to calculate all MAP data this year so it can be used as baseline for SY26-27
- If changes approved, next board monitoring report to report Met Expected Growth progress will be March 2026.
- Revisit the board's desire to continue with proficiency or met expected growth in August 2026.

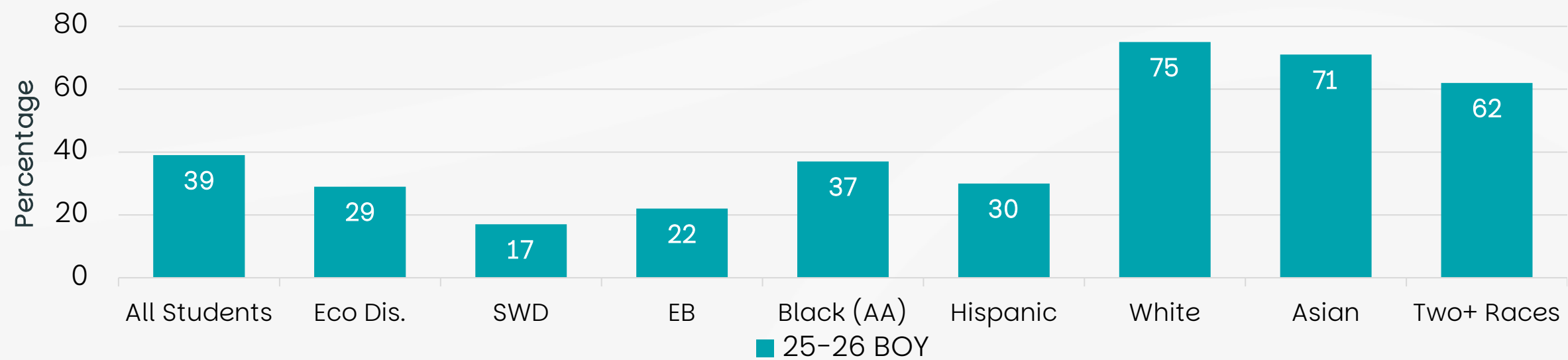
Even with new MAP norms and question patterns, HISD students continue to demonstrate steady progress aligned with national expectations.

GPM 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.

BOY
Status

Pending
New
Baseline

Figure1: Percentage of 3rd Grade Students Projected at Meets Grade Level on NWEA MAP in Reading (English), BOY 25-26 by Student Groups



	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	4,820	2,376	274	1,187	873	2,256	972	506	196
N count Total	12,221	8,123	1,614	5,377	2,387	7,470	1,296	715	315

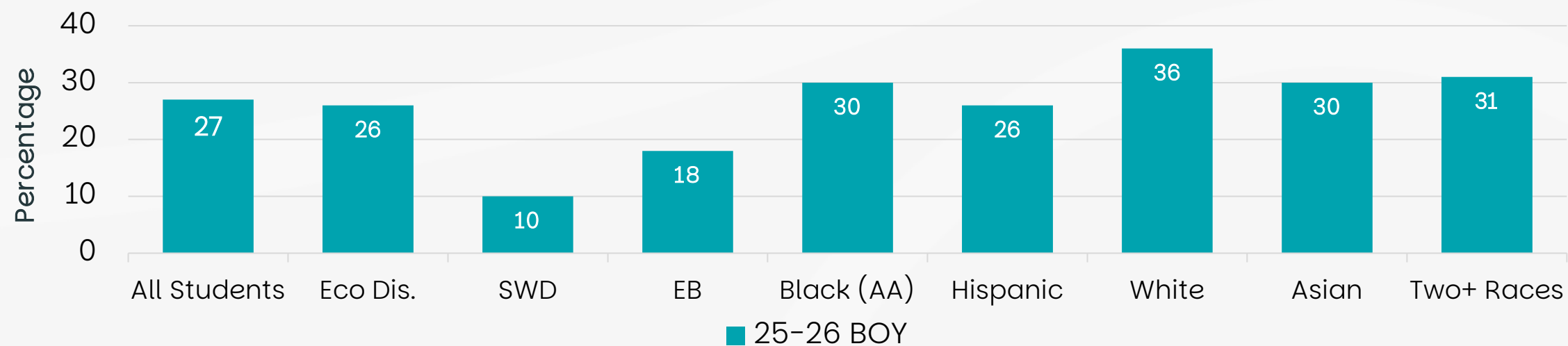
Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the “All Students” group.

GPM 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.

BOY
Status

Pending
New
Baseline

Figure 2: Percentage of Grade 3 Students Attending an NES Campus Projected at Meets Grade Level on NWEA MAP in Reading (English), BOY 25-26 by Student Groups



	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	1,351	1,118	65	428	416	853	30	27	22
N count Total	4,989	4,219	683	2,420	1,390	3,344	84	89	71

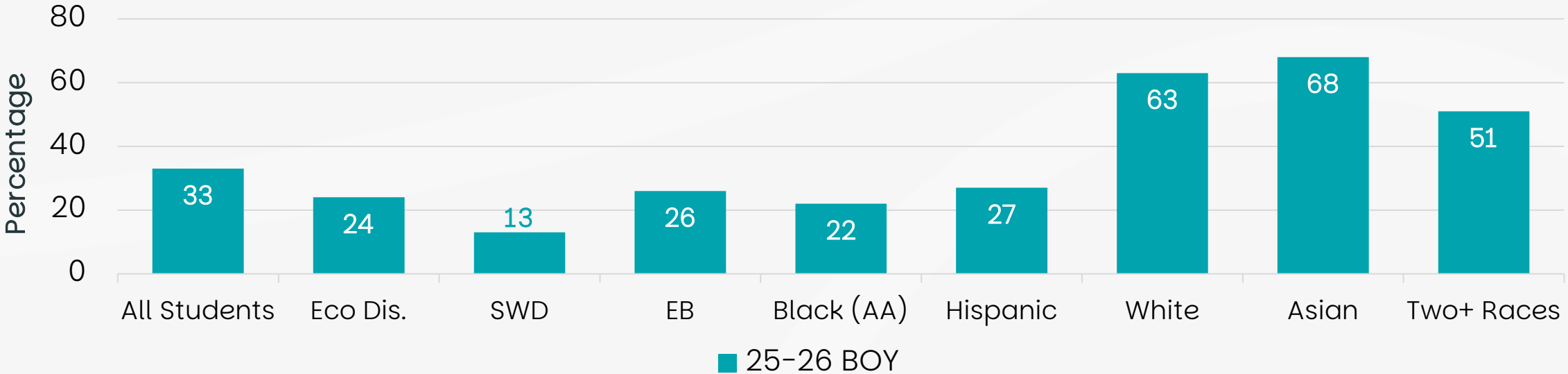
Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the “All Students” group.

GPM 2.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in math will increase from 44% in May 2024 to 53% in May 2028.

BOY
Status

Pending
New
Baseline

Figure 3: Percentage of 3rd Grade Students Projected at Meets Grade Level on NWEA MAP in Math, BOY 25-26 by Student Groups



	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	4,009	1,942	213	1,422	521	1,999	825	489	162
N count Total	12,232	8,135	1,615	5,377	2,397	7,468	1,300	716	315

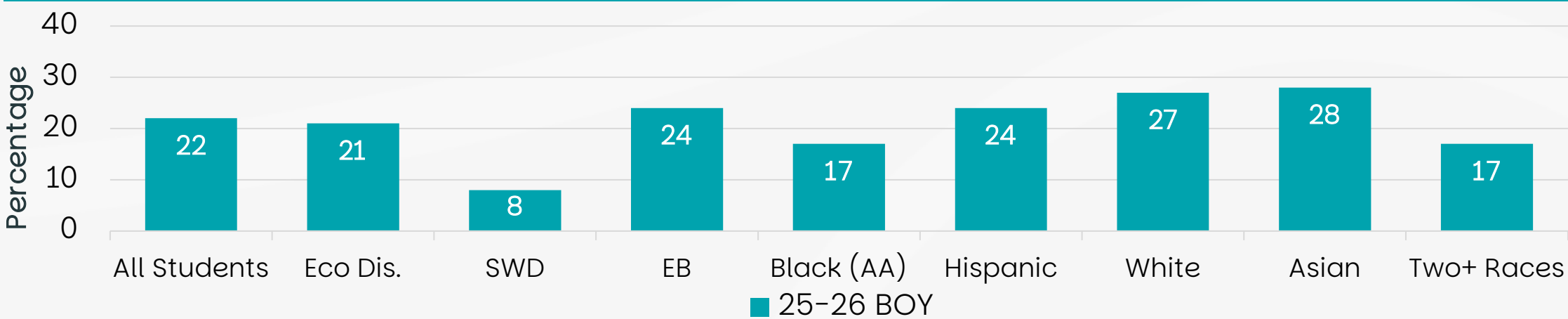
Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the “All Students” group.

GPM 2.2: The percentage of grade 3 students attending New Education System (NES) campuses projected at Meets Grade Level on NWEA MAP in math will increase from 38% in May 2024 to 47% in May 2028.

BOY
Status

Pending
New
Baseline

Figure 4 : Percentage of Grade 3 Students Attending NES Campuses Projected at Meets Grade Level on NWEA MAP in Math, BOY 25-26 by Student Groups



	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	1,114	904	53	584	233	819	23	25	12
N count Total	4,993	4,225	684	2,420	1,393	3,345	85	89	71

Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the “All Students” group.

Figure 5: NWEA MAP Reading (English) Median Achievement Percentile, BOY Change from 2023-2024 through 2025-2026

**BOY
Status**

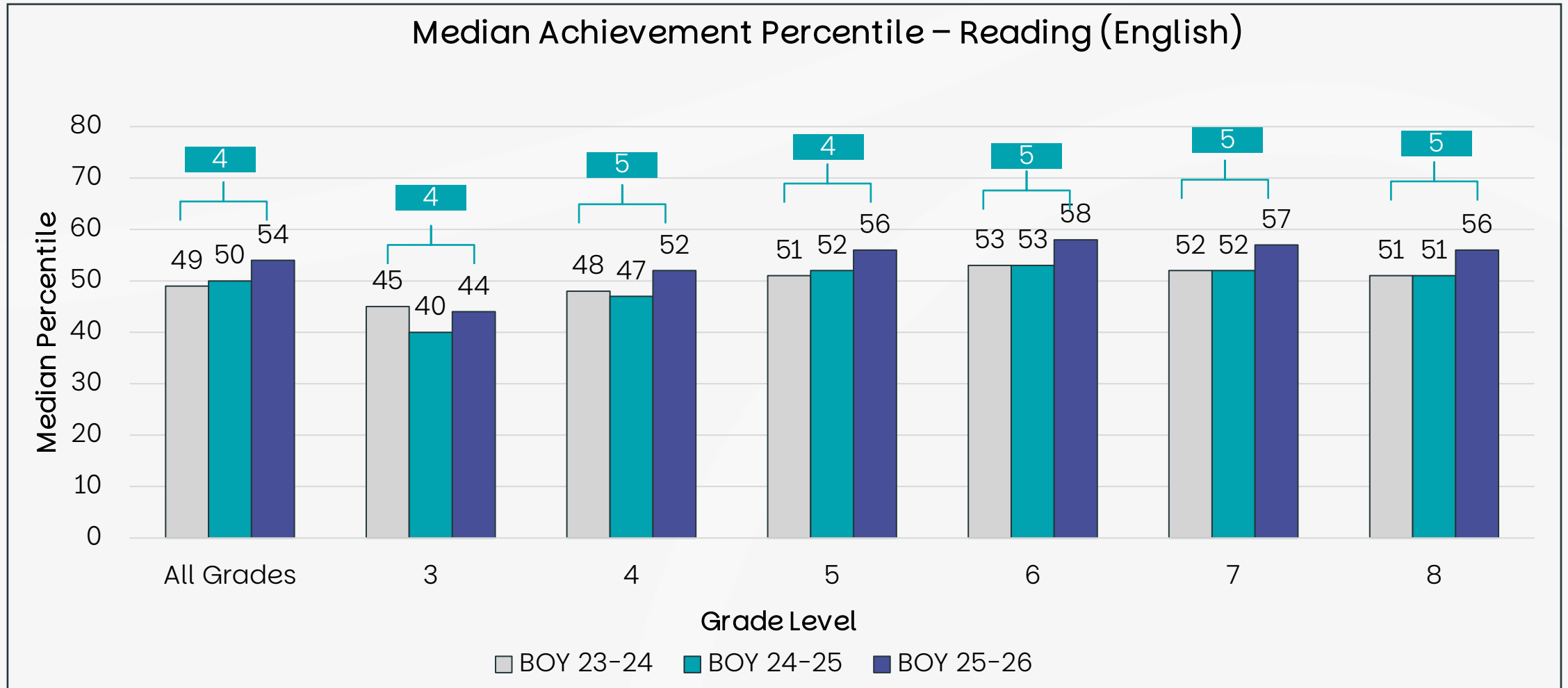


Figure 6: NWEA MAP Math K-12 Median Achievement Percentile, BOY Change from 2023-2024 through 2025-2026

**BOY
Status**

