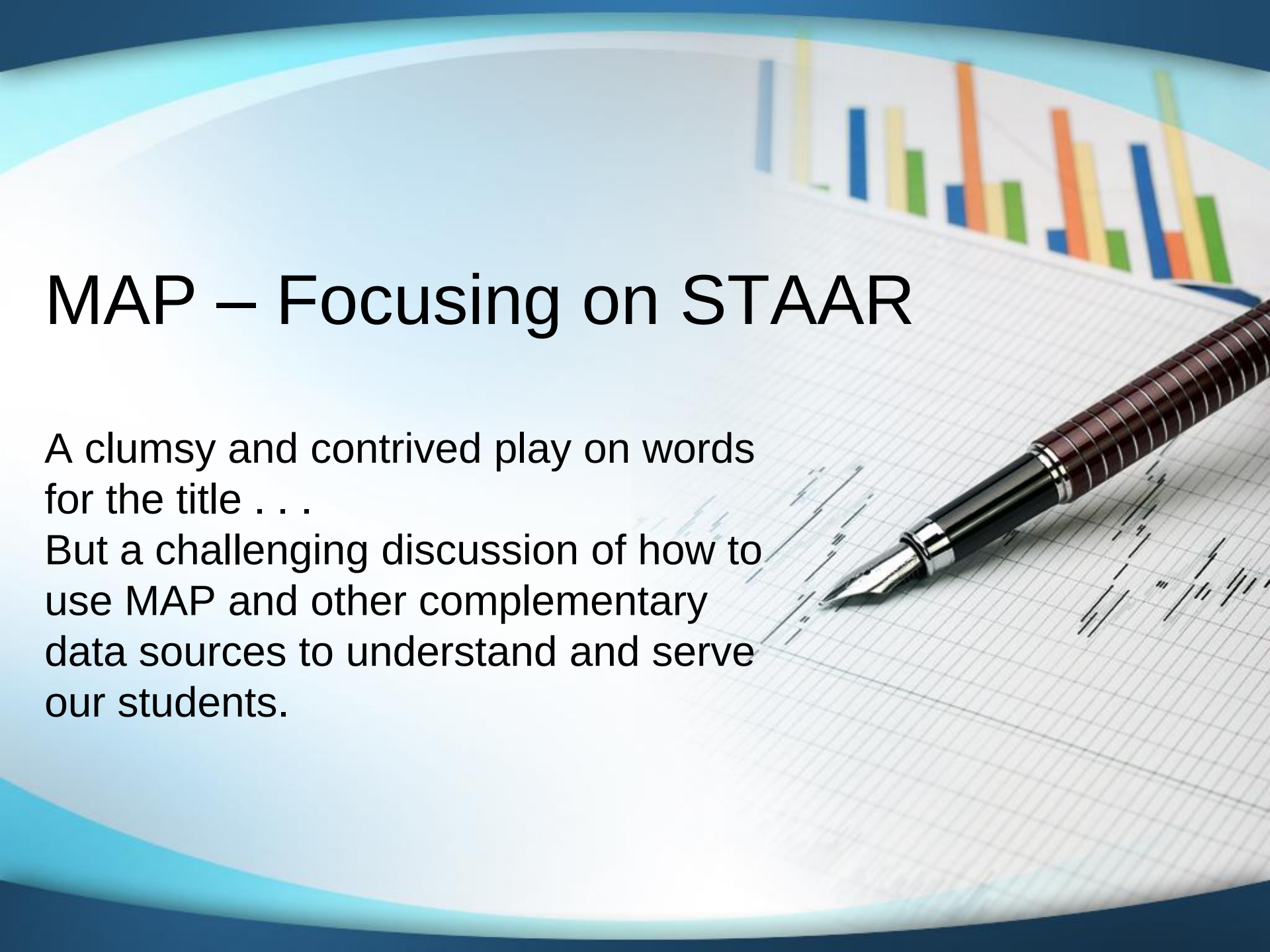




MAP – Focusing on STAAR

A clumsy and contrived play on words
for the title . . .

But a challenging discussion of how to
use MAP and other complementary
data sources to understand and serve
our students.

Let's Chat

A decorative background on the right side of the slide. It features a bar chart with several vertical bars in blue, yellow, and orange. Below the chart, a silver pen is resting on a piece of white paper with faint grid lines.

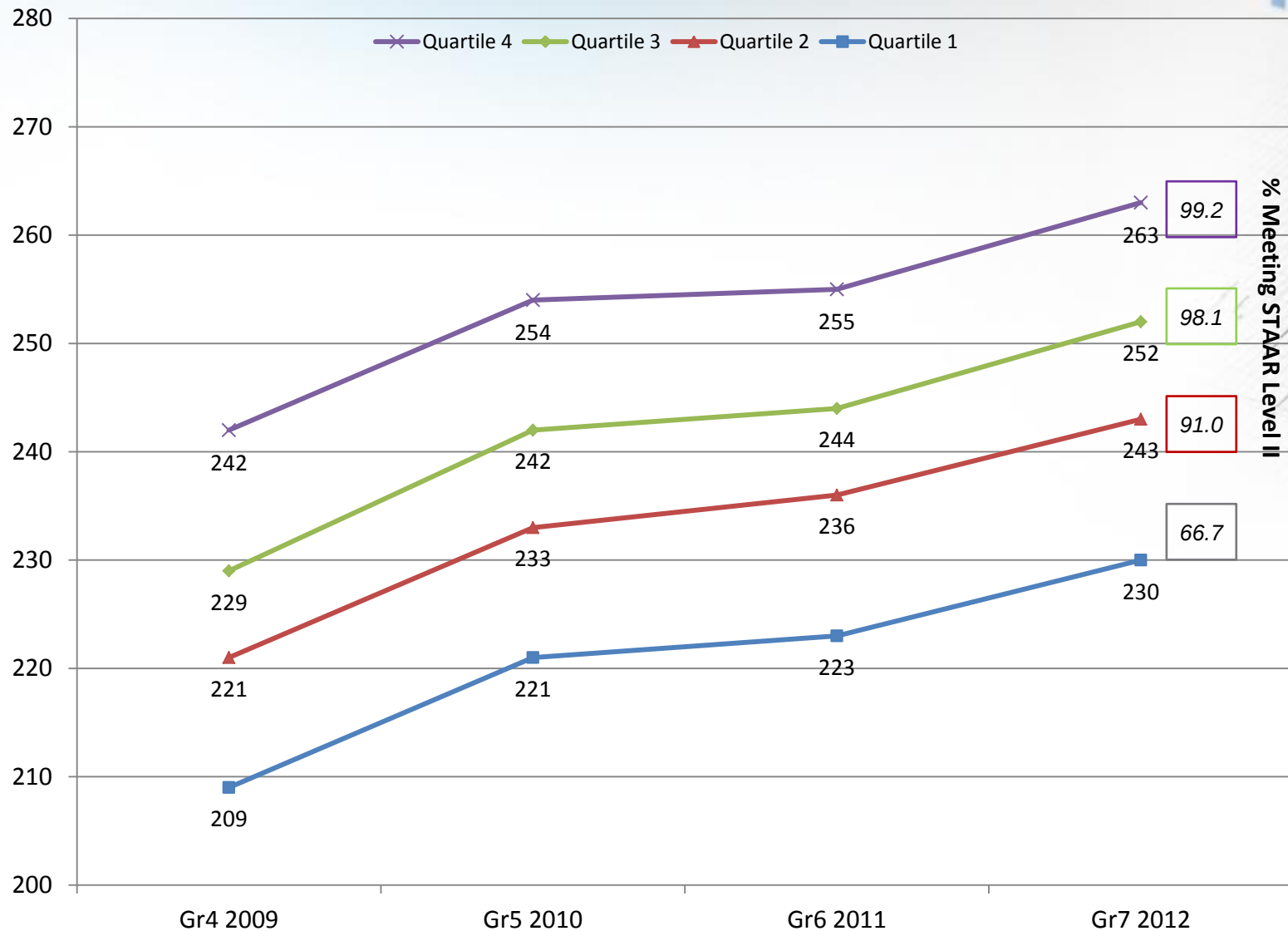
- Using longitudinal data to understand the growth paths of students
- Looking at data in ways that can lead to better instructional decisions
- How we can look at complementary data
- A hint of the effects of changing standards

Longitudinal Data

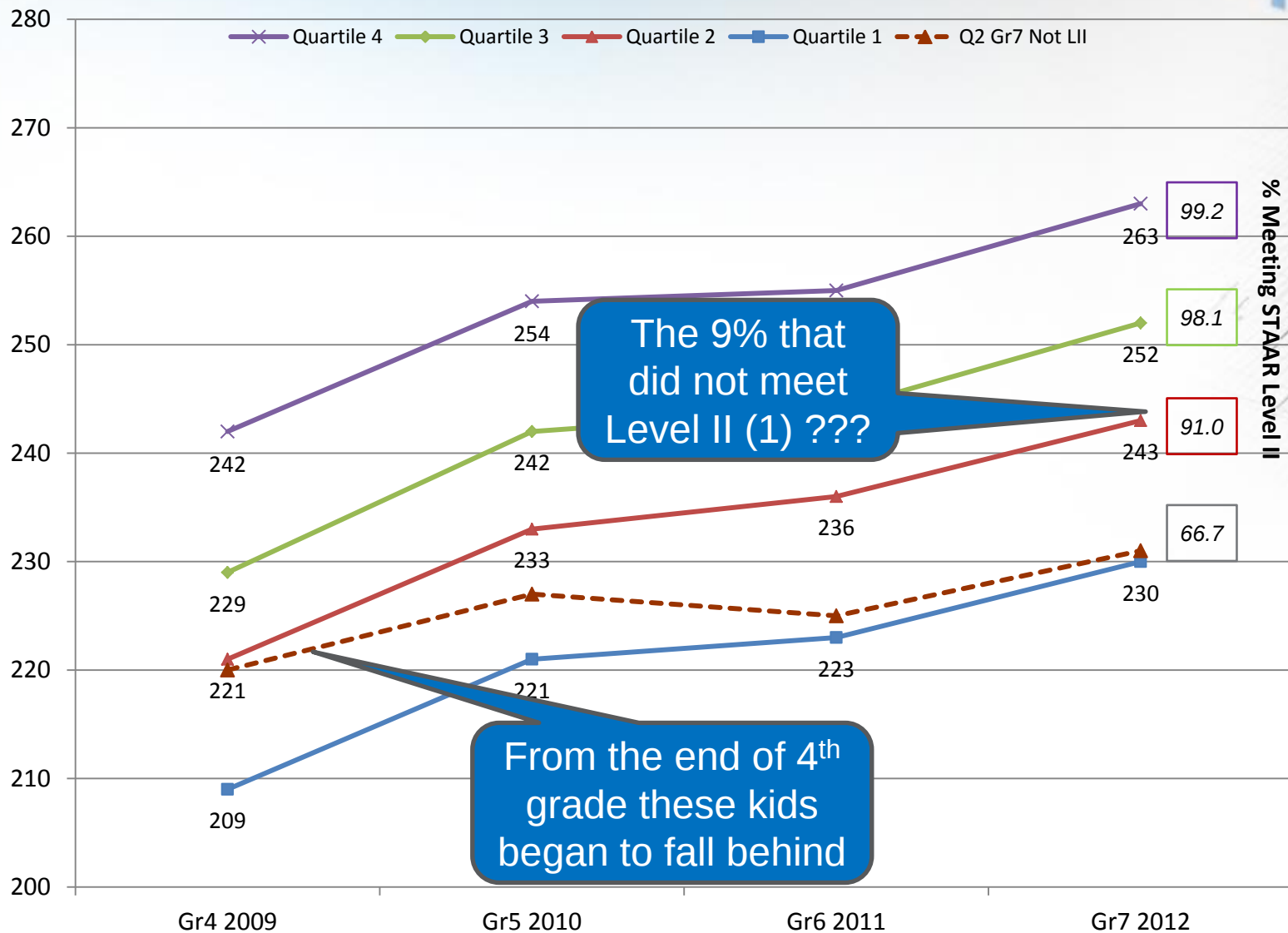
A decorative background on the right side of the slide. It features a stylized bar chart with several vertical bars in blue, yellow, and orange. Below the chart, there is a white surface with a grid pattern, resembling graph paper, and a black fountain pen lying diagonally across it.

- Cohort of students
 - 7th grade 2011-12
 - Matched MAP data each year to 2008-09
- Split the cohort into smaller groups
 - Quartiles, but quintiles would have served as well
 - Looking for relevant characteristics in the smaller groups
 - Group composition
 - Growth patterns

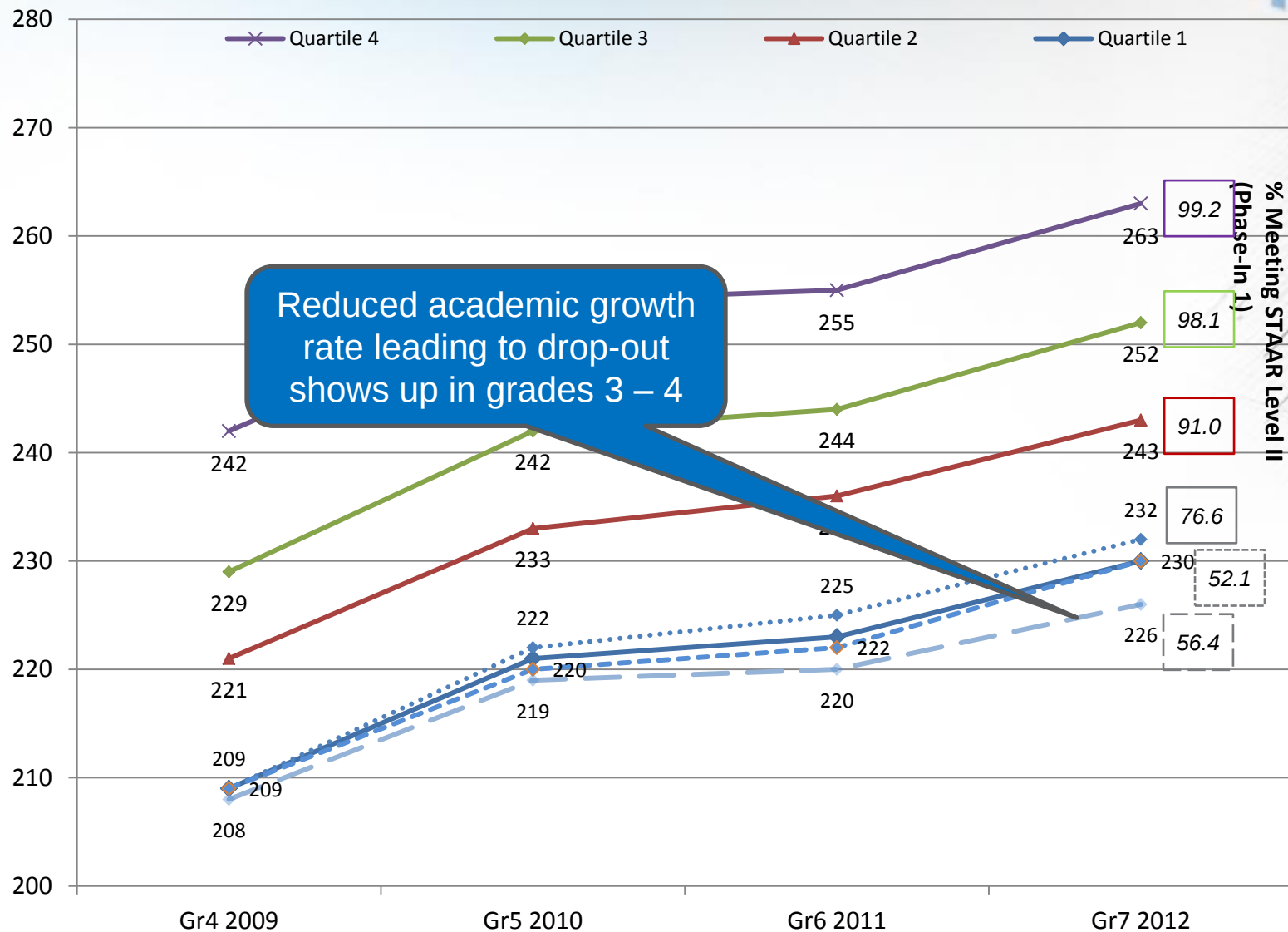
Math Cohort Grade 7 (2011-12)



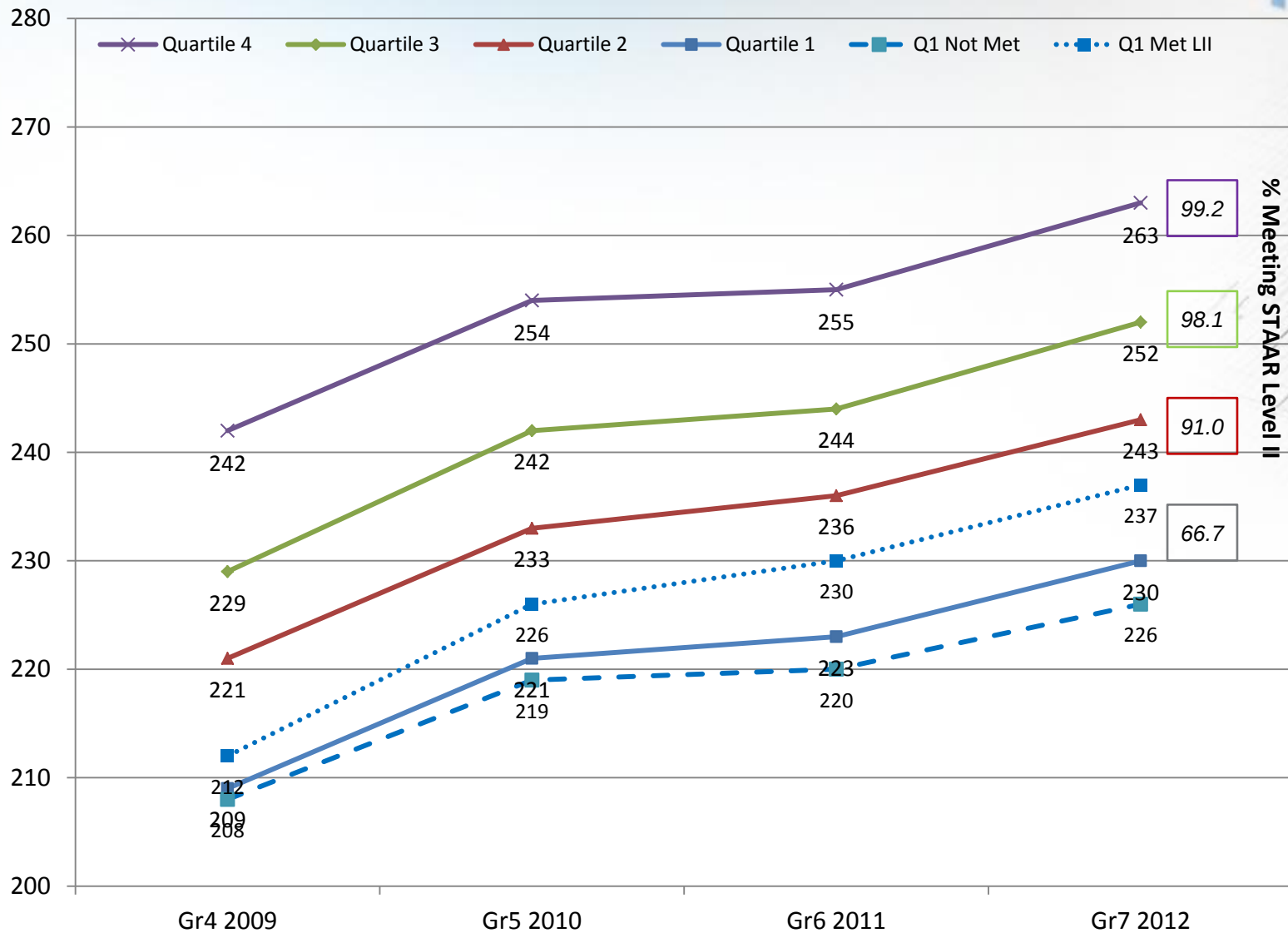
Quartile 2 Math



Economic Disadvantage



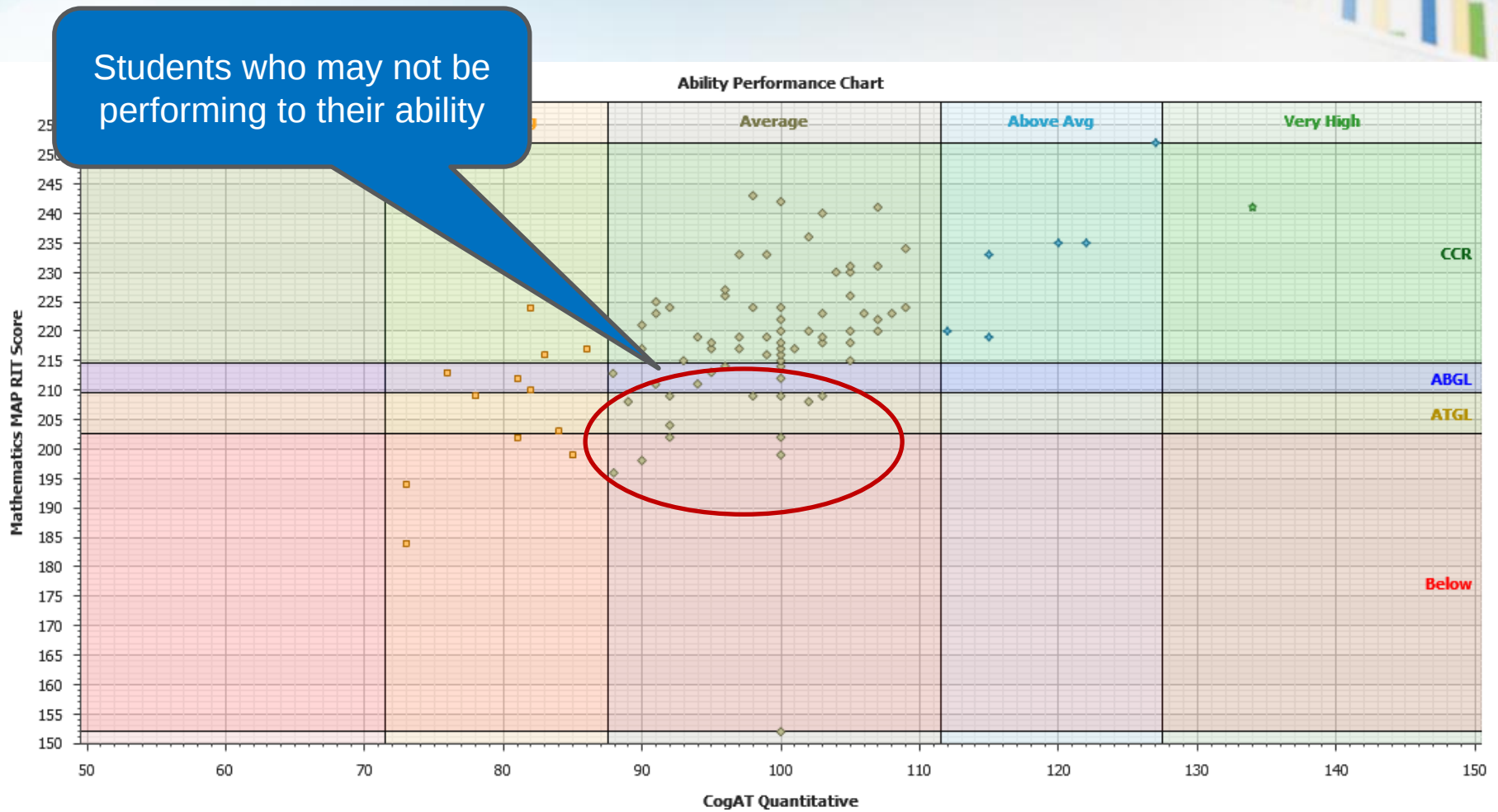
The Summary



Cognitive Similarities

		CogAT Battery	Math Percentile Group 2008-09							
			Q1		Q2		Q3		Q4	
			N	CogAT mean	N	CogAT mean	N	CogAT mean	N	CogAT mean
Math Percentile Group 2011-12	Q1	SASN	449	95	116	102	16	104	0	
		SASV	442	88	117	96	16	99	0	
		SASQ	434	89	117	98	16	100	0	
	Q2	SASN	233	103	310	108	156	113	24	118
		SASV	233	98	310	103	156	108	24	110
		SASQ	232	98	310	103	155	110	24	115
	Q3	SASN	46	107	221	112	396	117	165	120
		SASV	46	103	221	110	396	113	165	118
		SASQ	45	106	221	111	395	114	165	120
	Q4	SASN	3	111	31	116	248	121	589	128
		SASV	3	111	31	113	248	117	588	124
		SASQ	3	107	31	113	248	120	589	129

Additional Data and Observation

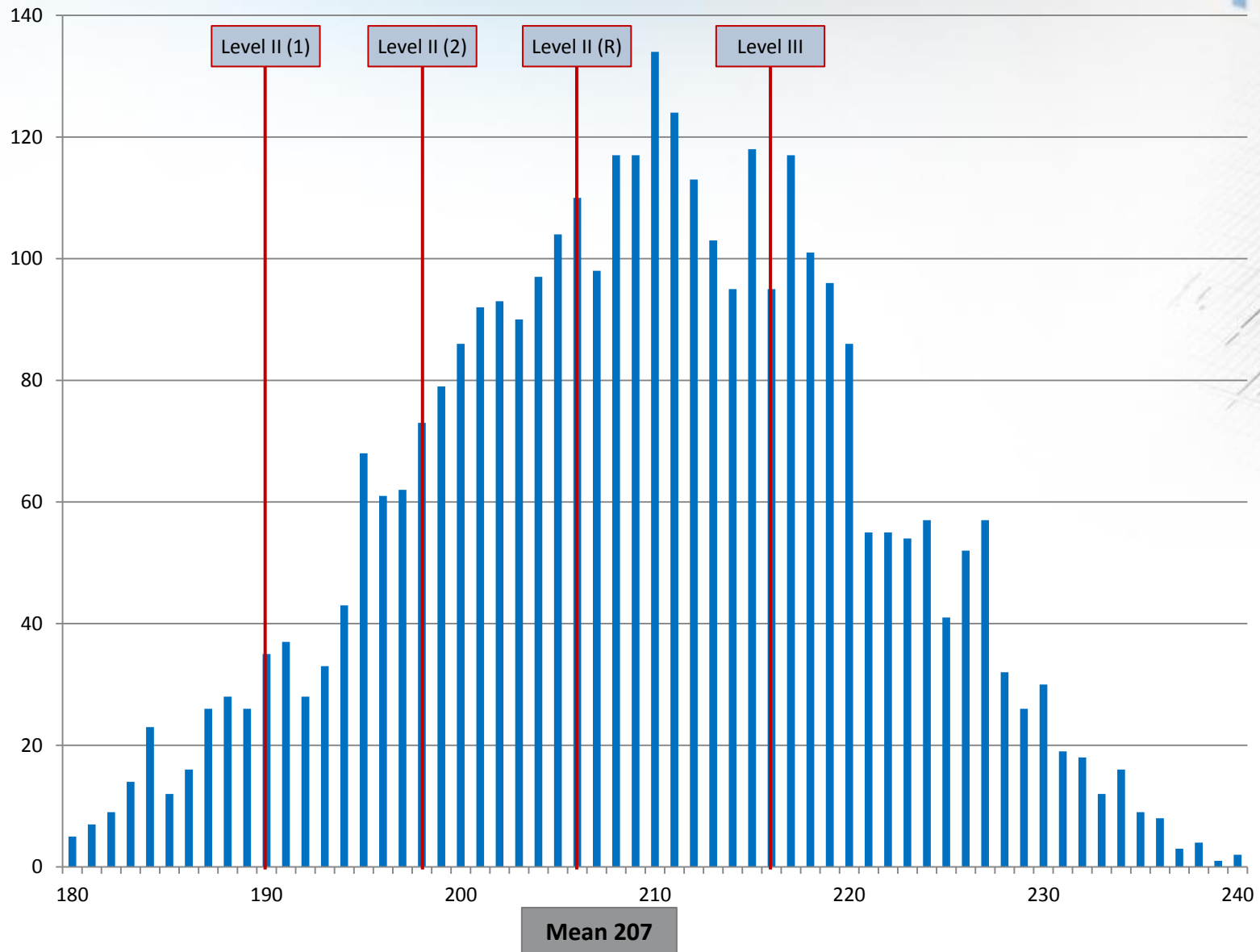


Matching MAP to STAAR Standards

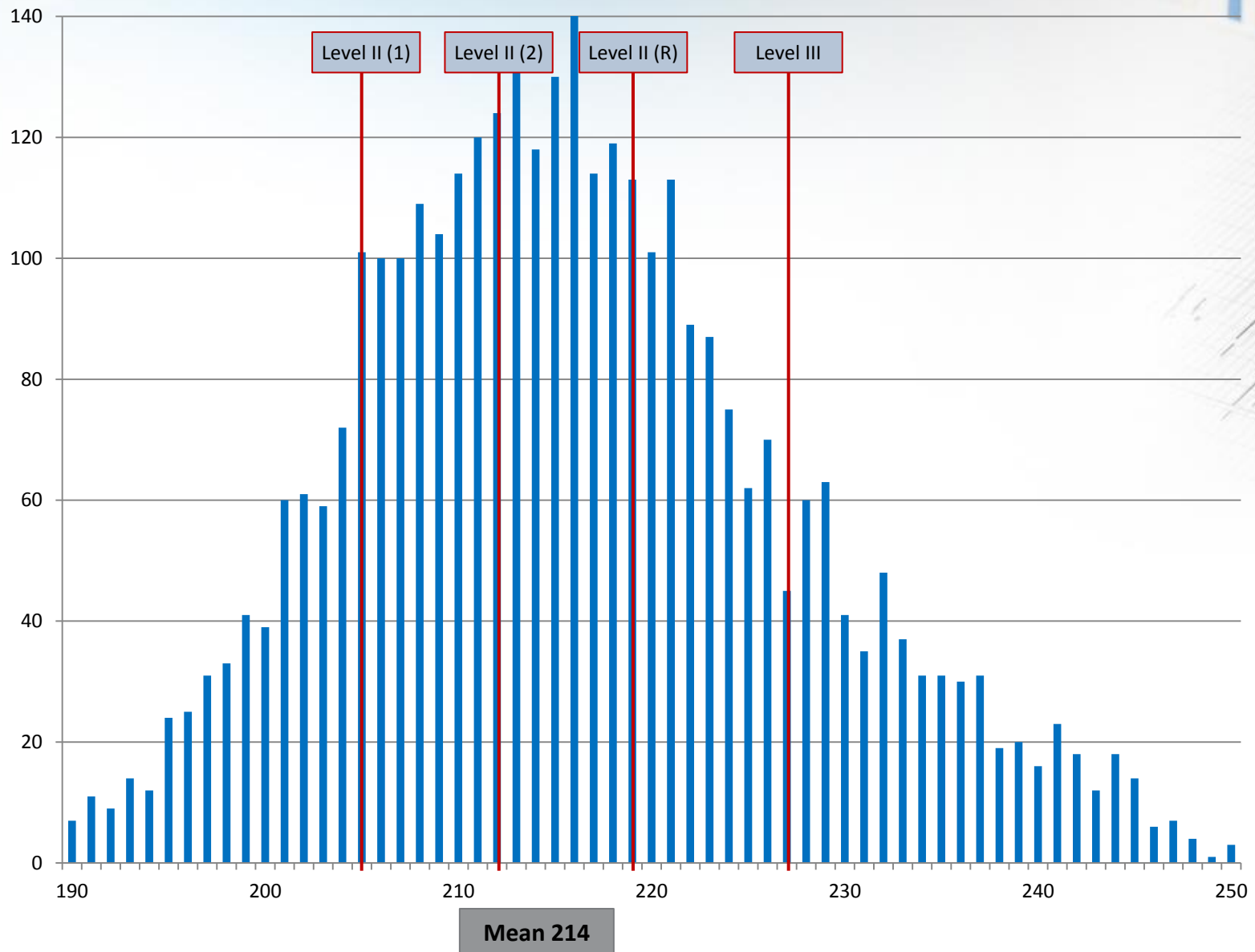
The background of the slide features a light blue gradient at the top. On the right side, there is a faint, stylized image of a bar chart with several vertical bars in blue, yellow, and green. Below the chart, a silver fountain pen is shown resting on a white document with faint grid lines.

- Equipercentile equating
- Regression of MAP prior spring scores to STAAR scores
- Identifying MAP scores that may be used as indicators to support instruction
- A visual of the effects of new standards

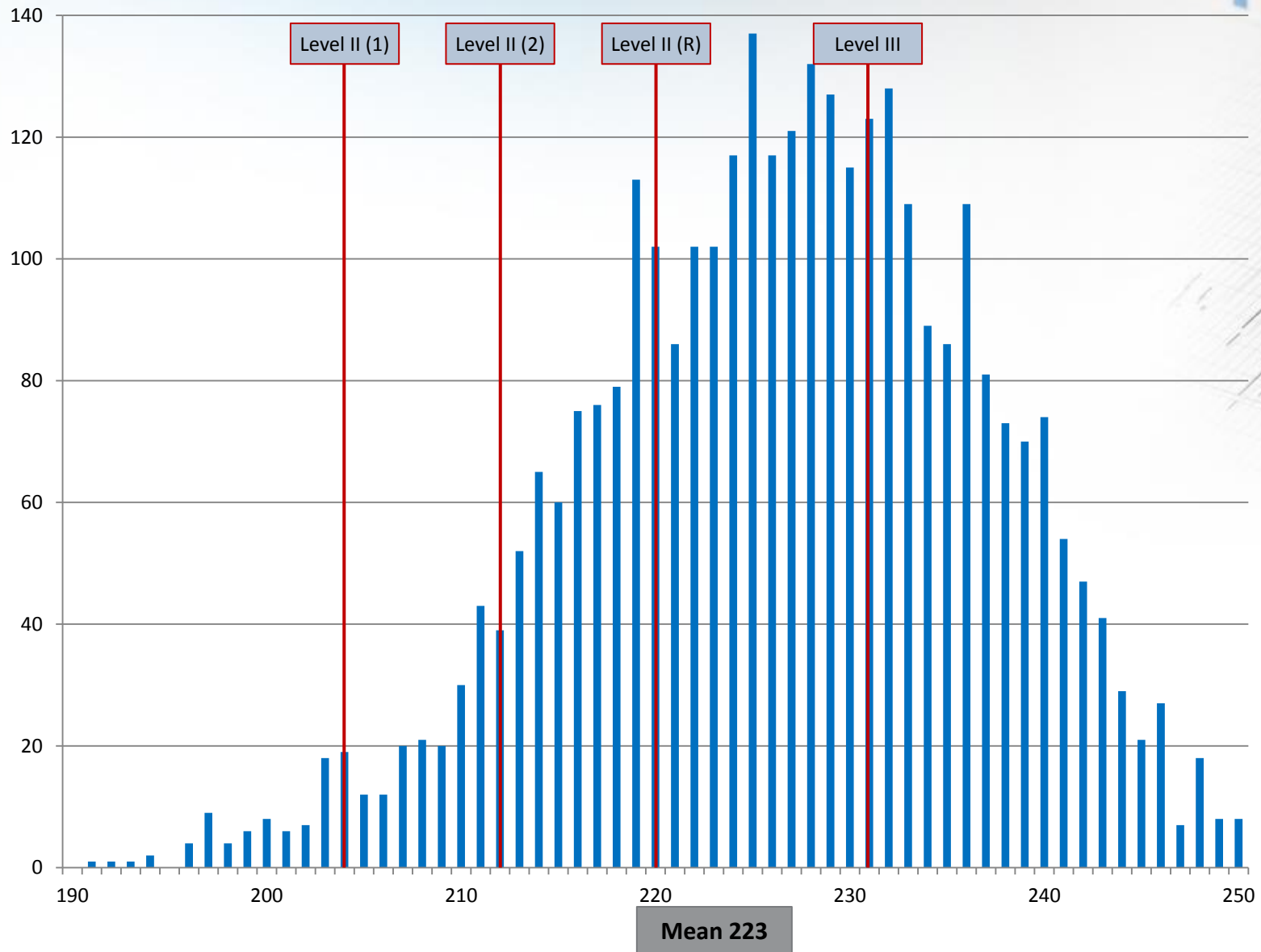
MAP Reading – Grade 4



MAP Math – Grade 4



MAP Reading – Grade 7



MAP Math – Grade 7

