

NWEA/MAP Assessment: Mid-Year Update

Winter 2026

Grades 3-8

Tommy Usher, Deputy Superintendent of Academics
Dr. Kathy Howe, Chief Performance Officer
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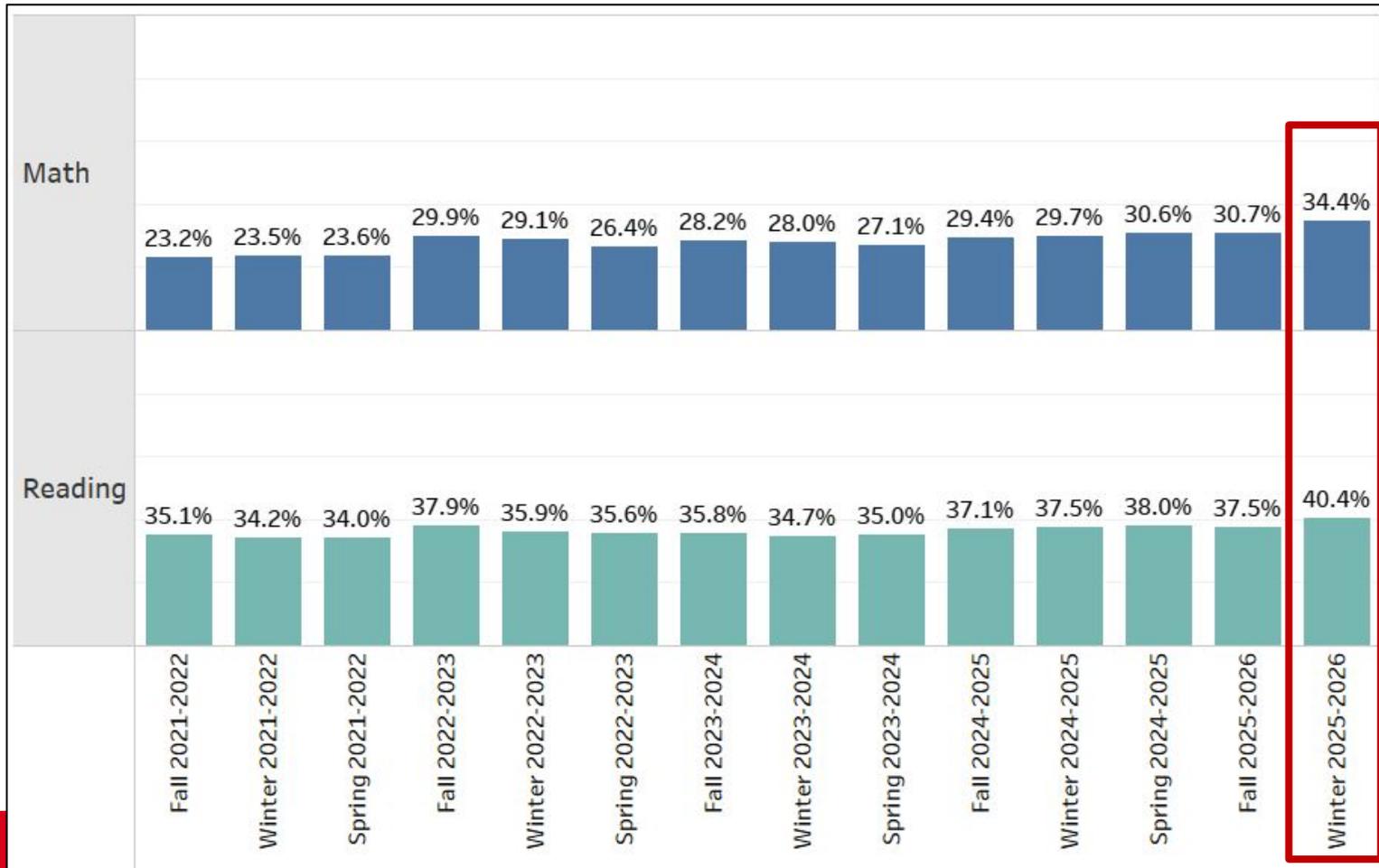
One District. One Goal. Every Child.

Winter 2026 NWEA/MAP showed gains in achievement and student academic growth.

- **Reading Grades 3-8 increased 2.9 percentage points (pp)** from Fall to Winter
 - **Highest** Proficient/Above rate since MAP administration began.
 - 3rd grade **improved** by 1.4 pp
 - All student groups/demographics improved
 - Decreased beginning category percentage by **3.2 pp** for all grades tested
- **Math Grades 3-8 increased 3.7 percentage points (pp)** from Fall to Winter
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 - 8th grade **improved** by 3.7 pp
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 - Decreased beginning category percentage by **1.6 pp** for all grades tested



Historical Percent Proficient/Above Rates on MAP for Grades 3-8

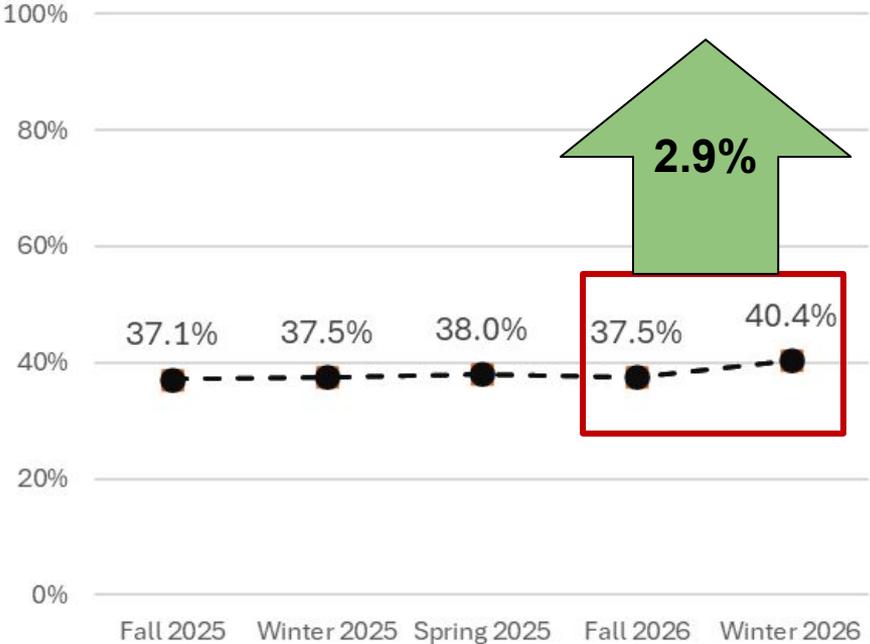


Record proficiency rates for both Math & Reading

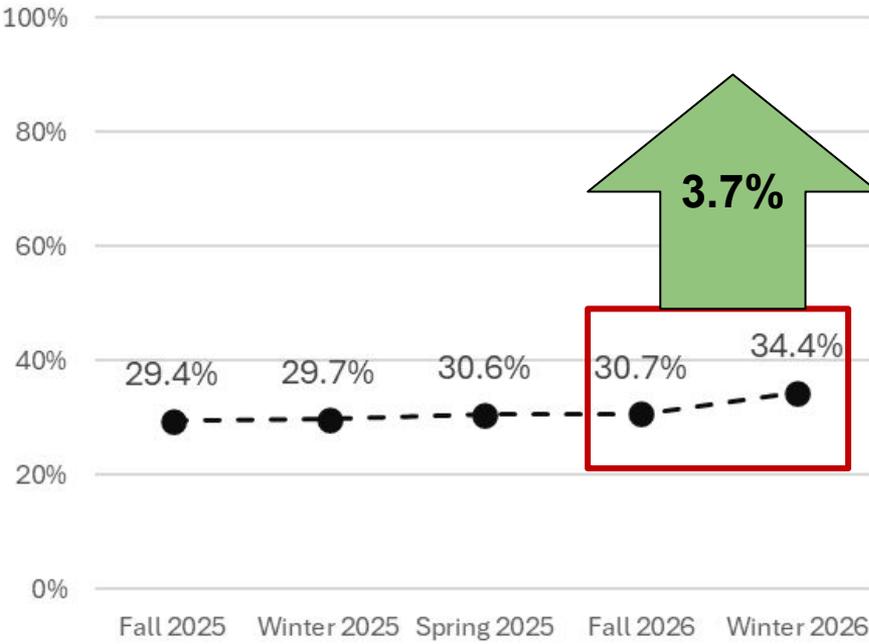


Grades 3-8 Reading and Math proficiency increased

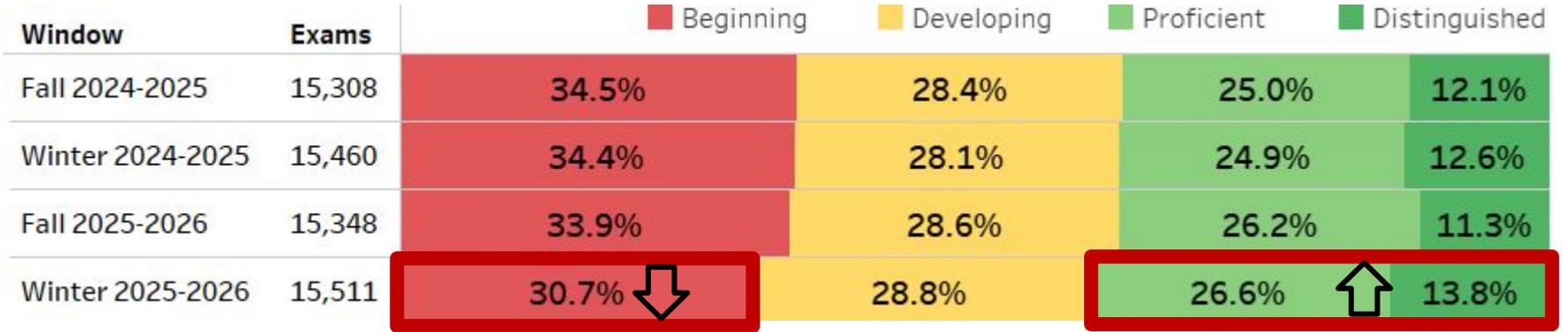
Reading 3-8 % Proficient and Above MAP



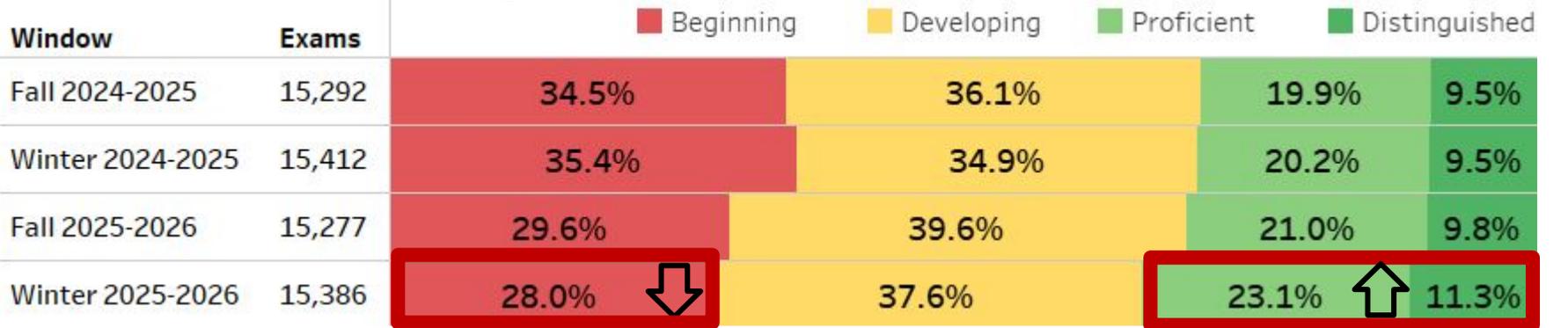
Math 3-8 % Proficient and Above MAP



Reading Grades 3-8 by Achievement Levels



Math Grades 3-8 by Achievement Levels



Rdg Grades 3-8

% Proficient/Above by Student Group	2025 Fall MAP	2025 Winter MAP
All Students Grade 3-8	37% (n=15,348)	40% (n=15,511) 
Students with Disabilities	10% (n=3,816)	12% (n=3,788) 
English Learners	9% (n=1,770)	11% (n=1,812) 
Economically Disadvantaged*	21% (n=8,543)	24% (n=8,322) 
Asian	76% (n=258)	80% (n=257) 
Black	24% (n=9,991)	27% (n=10,125) 
Hispanic	31% (n=1,620)	34% (n=1,654) 
Multi-Racial	60% (n=661)	65% (n=668) 
White	81% (n=2,771)	84% (n=2,761) 

n=the number of students tested, Charter/Partner schools are not included

*Economically Disadvantaged for the current year is based on whether a student was identified as economically disadvantaged in the previous school year



MATH Grades 3-8

% Proficient/Above by Student Group	2025 Fall MAP	2025 Winter MAP
All Students Grade 3-8	31% (n=15,277)	34% (n=15,386) 
Students with Disabilities	8% (n=3,824)	10% (n=3,786) 
English Learners	11% (n=1,638)	14% (n=1,660) 
Economically Disadvantaged*	14% (n=8,532)	18% (n=8,291) 
Asian	73% (n=259)	78% (n=258) 
Black	16% (n=9,987)	19% (n=10,081) 
Hispanic	27% (n=1,554)	31% (n=1,573) 
Multi-Racial	54% (n=661)	59% (n=667) 
White	77% (n=2,769)	82% (n=2,762) 

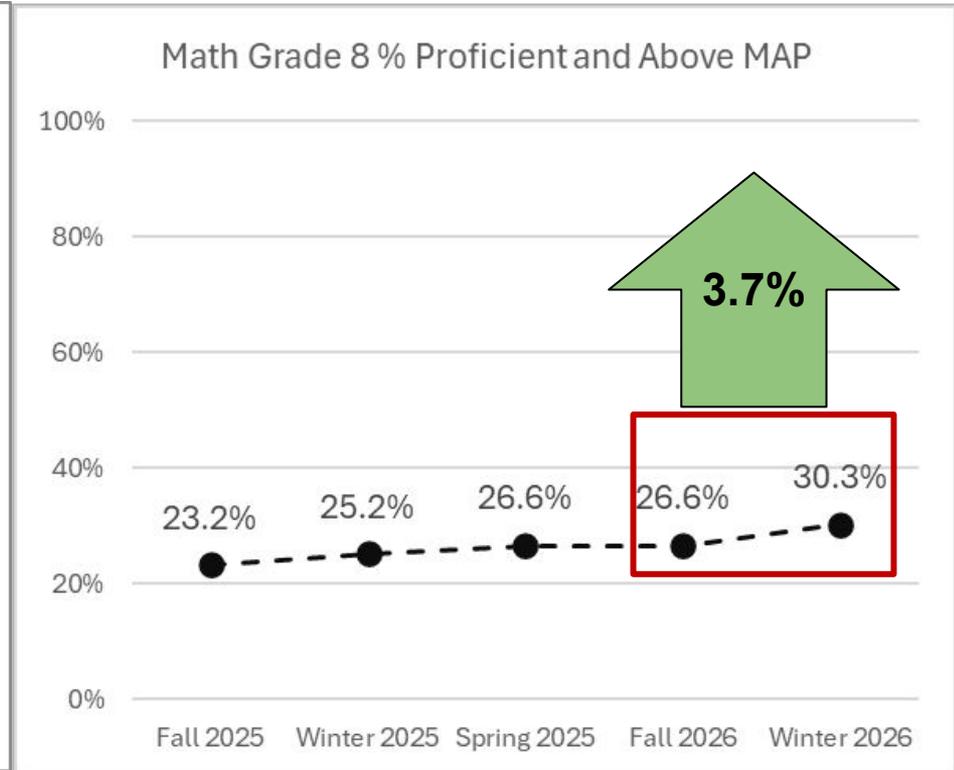
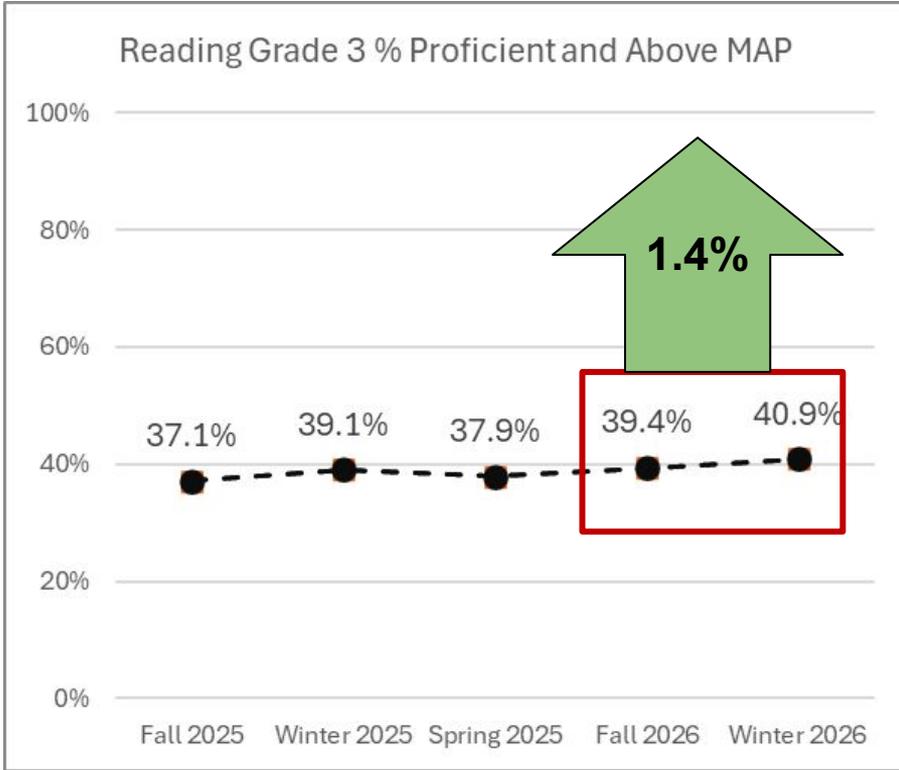
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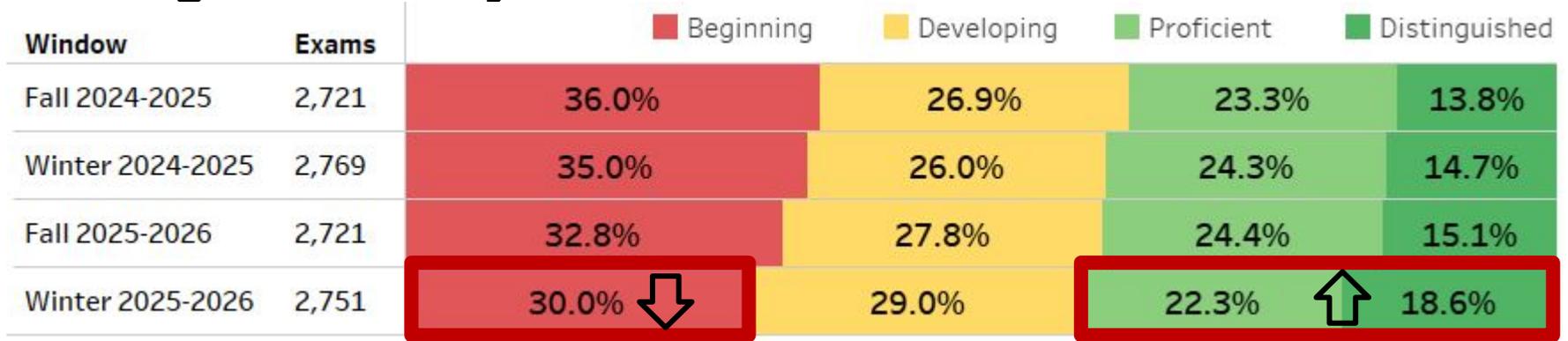


Grade 3 Reading & Grade 8 Math proficiency increased

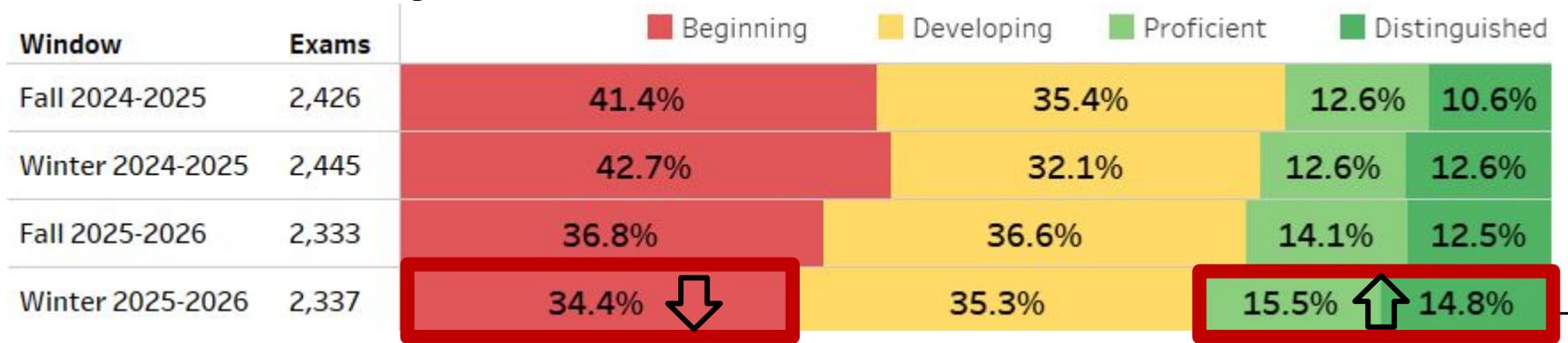
APS Strategic Goals



Reading Grade 3 by Achievement Levels



Math Grade 8 by Achievement Levels



Reading Grade 3

% Proficient/Above by Student Group	SY2026 Fall MAP	SY2026 Winter MAP
All 3rd Grade Students	39% (n=2,721)	41% (n=2,753) 
Students with Disabilities	12% (n=267)	16% (n=269) 
English Learners	19% (n=175)	20% (n=178) 
Economically Disadvantaged*	23% (n=1,438)	24% (n=1,382) 
Asian	73% (n=55)	73% (n=56) 
Black	25% (n=1,698)	27% (n=1,723) 
Hispanic	36% (n=297)	36% (n=301) 
Multi-Racial	57% (n=131)	62% (n=133) 
White	77% (n=533)	81% (n=533) 

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MATH Grade 8

% Proficient/Above by Student Group	SY2026 Fall MAP	SY2026 Winter MAP
All 8th Grade Students	26% (n=2,346)	30% (n=2,350) 
Students with Disabilities	6% (n=313)	8% (n=301) 
English Learners	14% (n=181)	18% (n=185) 
Economically Disadvantaged*	12% (n=1,395)	15% (n=1,353) 
Asian	66% (n=21)	78% (n=22) 
Black	13% (n=1,604)	18% (n=1,605) 
Hispanic	23% (n=238)	25% (n=241) 
Multi-Racial	33% (n=98)	58% (n=98) 
White	76% (n=375)	80% (n=374) 

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Our Next Steps

Student achievement requires our targeted focus

1. Implement **Tiered Support Model** for schools from central office
2. Collaborate with School Leaders on **second semester adjustments** based on data
3. Provide **just in time training for teachers and leaders** based on needs observed across the system



Our Next Steps

Student achievement requires our targeted focus

1. Provide just in time **Professional Learning** for schools leaders from central office
2. Provide dedicated planning time for School Leaders **on second semester adjustments** based on data
3. Plan **monitoring and support** structures for the second semester



ATLANTA PUBLIC SCHOOLS
Division of Schools

Leadership Meeting for Principals and Assistant Principals
MEETING AGENDA

Wednesday, January 14, 2026
8:00 AM – 3:30 PM
Phoenix Academy
256 Clifton Street, SE
Atlanta, GA 30317

Time	Topic & Location	Facilitator
8:00 AM-8:30 AM	BREAKFAST AND REGISTRATION	
8:30 AM-8:50 AM	FRAMING OF THE DAY	Dr. B. Johnson T. Usher
8:50 AM-9:30 AM	BUDGET AND HUMAN RESOURCES OFFICE HOURS WRAP-UP	Dr. L. Brackem F. Lester Dr. N. Mighly
9:30 AM-9:40 AM	TRANSITION	
SESSIONS	ELEMENTARY Gymnasium	SECONDARY Auditorium
9:40 AM-10:40 AM	What We Do Next: Practical Strategies for Driving Growth and Sustaining Strong Student Outcomes PART A	What We Do Next: Practical Strategies for Driving Growth and Sustaining Strong Student Outcomes PART A
10:40 AM - 10:50 AM	BREAK	
10:50 AM - 12:00 PM	What We Do Next: Practical Strategies for Driving Growth and Sustaining Strong Student Outcomes PART B	What We Do Next: Practical Strategies for Driving Growth and Sustaining Strong Student Outcomes PART B
12:00 PM-1:00 PM	LUNCH	
1:00 PM-1:10 PM	TRANSITION	
1:10 PM - 2:10 PM	What We Do Next: Practical Strategies for Driving Growth and Sustaining Strong Student Outcomes PART C	What We Do Next: Practical Strategies for Driving Growth and Sustaining Strong Student Outcomes PART C
2:10 PM - 2:20 PM	BREAK	
2:20 PM - 3:30 PM	Scheduling for Impact: Designing a Schedule that Works for ALL students	Scheduling for Impact: Designing a Schedule that Works for ALL students
3:30 PM	CLOSING	

One District. One Goal. Every Child.



ATLANTA PUBLIC SCHOOLS

Appendix

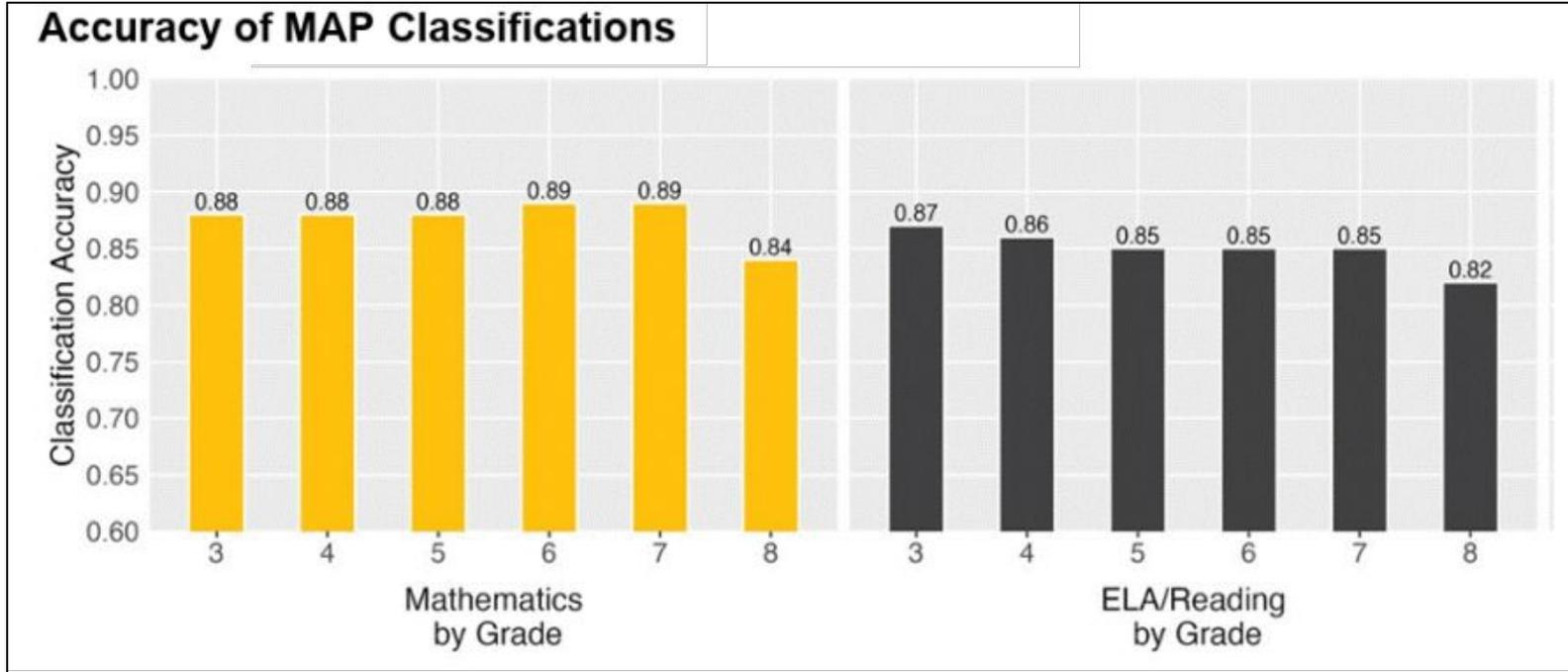


What is the MAP NWEA exam?

- **Why MAP?** Historically, MAP data has served as a reliable predictor of Milestones performance.
- **MAP NWEA is a standardized test taken on a computer that adapts to the student's performance in real time:** The test is computer-adaptive, getting harder or easier based after every answer. This pinpoints a student's exact skill level rather than just testing their grade level. This approach avoids "floor" and "ceiling" effects. A high-achieving student won't get bored by easy questions, and a struggling student won't be frustrated by impossible ones. The goal is to find the student's exact "instructional level."
- **MAP National Norming:** Scores are compared against a massive **nationwide data set** supported by a 30 year research base. Norms tell how students' performance and growth rank against their peers across the country, not just those in their specific school. Norms are updated approximately every 5 years and most recently in 2025.
- **MAP Measures Growth (RIT Score):** Students receive an "RIT score" (Rauch Unit) that stays on the same scale from Kindergarten through 12th grade. Think of a RIT score like marks on a growth chart used by a pediatrician to measure "academic" height and year over year progress/growth. So, MAP measures achievement and growth. **Why this matters?** A student might have "low achievement" (30th percentile) but "high growth" (improving more than their peers), which is a sign of strong instruction even if overall achievement is not where we want it to be.
- **Guides Instruction:** Results are available immediately, allowing teachers to instantly adjust their lessons and group students by what they are ready to learn next.



MAP is a reliable predictor of Proficiency on Milestones



This is from the Georgia MAP Linking study that was just released last month available publicly here:

<https://www.nwea.org/resources/georgia-linking-study/>

