



2019 M-STEP Reports

PHOEBE GOHS

M-STEP ADMINISTRATION AND REPORTING CONSULTANT

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Objectives

After this presentation, you will be able to:

- Identify the types of data offered in the Dynamic Score Reporting Site and usage
- Discriminate between performance level scale scores and claim performance indicators
- Describe the growth data that is reported on M-STEP reports
- Identify the uses of the student level M-STEP reports and understand their components
- Identify the uses of the aggregate level M-STEP reports and understand their components
- Identify and describe reports that will become available later this fall



Types of Reporting Data



Two Types of Data

Student-Level

- Individual data that reports student performance relative to Michigan's Academic Standards based on the individual student.
- Student level data reports the achievement of individual students.



Aggregate

- Aggregate data reports student performance relative to Michigan's standards based on defined groups of students: classroom data, grade level data, school data, district data, and state level data.
- Aggregate data shows the performance of groups of students.



M-STEP Reporting Levels

WHAT IS THE DIFFERENCE BETWEEN PERFORMANCE LEVEL AND CLAIM PERFORMANCE INDICATORS?



Performance Levels

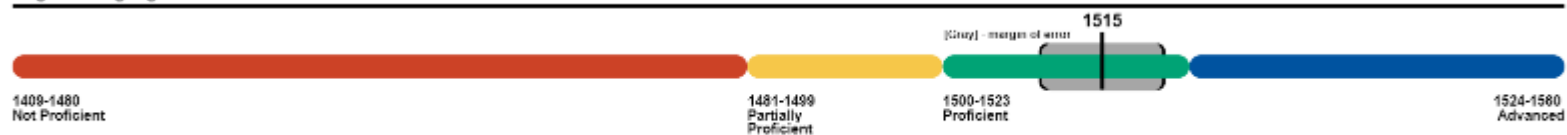
Performance Levels show student performance on a content-area test as a whole.

Performance Level	Definition
Advanced	The student's performance exceeds academic content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.
Proficient	The student's performance indicates understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.
Partially Proficient	The student's performance is not yet proficient, indicating a partial understanding and application of key academic content standards defined for Michigan students. The student needs assistance to improve achievement.
Not Proficient	The student's performance is not yet proficient and indicates minimal understanding and application of key academic content standards defined for Michigan students. The student needs intensive intervention and support to improve achievement.



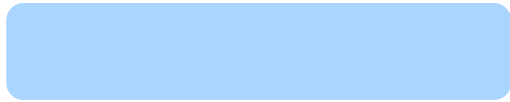
Performance Level

English Language Arts Overall Performance Level and Scale Score

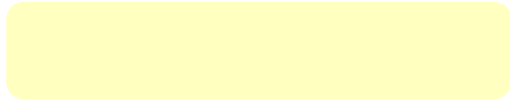




Claim Performance Indicators



The blue bar indicates the student is making adequate progress



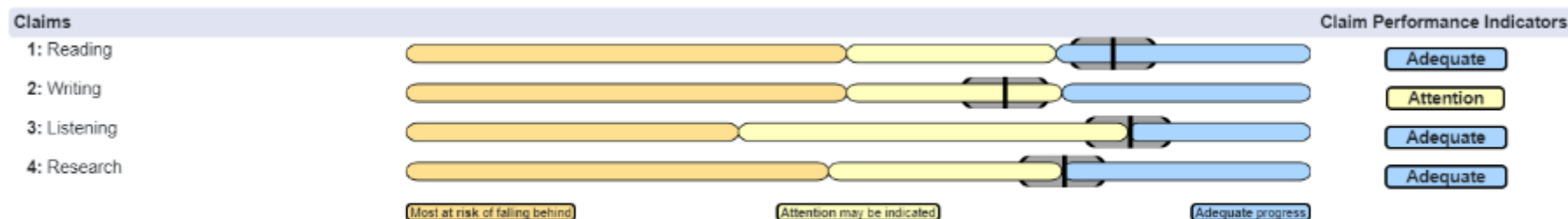
The yellow bar indicates attention may be indicated



The orange bar indicates the student is most at risk of falling behind



Claim Performance Indicator Bar






Growth Score Terms and Drill-Down




Growth Score Terms

Student Growth Scores – formerly called Student Growth Percentiles (SGP)



Growth Target Scores – formerly called Adequate Growth Percentiles (AGP)



Growth Target Timeframe



Drill-Down Feature

Report	What to Click	Drill-Down Path
District Comprehensive Report	School Name	District Comprehensive Report → School Demographic Report → Student Roster Report → Individual Student Report
School Demographic Report	Number in the Number of Students Assessed Column	School Demographic Report → Student Roster Report → Individual Student Report
Student Roster Report	Student Name	Student Roster Report → Individual Student Report
Individual Student Report	Growth Score (SGP)	Individual Student Report → Student Growth and Proficiency Report



Drill-Down Navigation

[Comprehensive Report - District](#) > [Demographic Report - School](#) > Student Roster Report-Female

Student Roster Report



M-STEP Reports

REPORTS AVAILABLE IN THE DYNAMIC SCORE
REPORTING SITE

Aggregate Data Reports

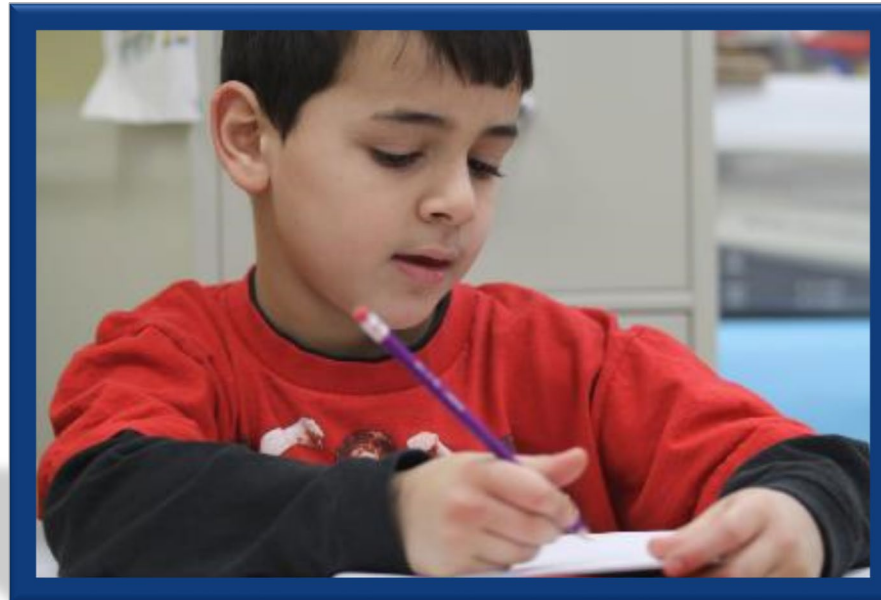
Report	Description
Comprehensive Report	Provides comparisons of student achievement by grade and content among schools within a district.
Demographic Report	Provides comparison of student achievement by grade and content, aggregated across selected demographic groups.
Target Analysis Report	Provides relative strength and weakness information on target level performance for English language arts and mathematics for grades 3-7.
Expectation Analysis	Aggregates the numbers of students in each quartile of points earned out of points possible by content expectation in social studies.
NEW! ★ Science Field Test Summary Report	This report will display aggregated raw score percentage of points earned by quartile, showing the range of observed scores, the mean and the median percentage of points earned.
NEW! ★ Claims Aggregate Report	This report will provide aggregated claim score data by school, district and state overall and by demographic group.

Note about 2019 Science Field Test

The 2019 M-STEP science test was a field test.

District and state level aggregate raw score data will be available for the field test data on the Science Field Test Summary Report.

Individual student data will be available as a percentage of points earned on the Science Field Test Individual Student Report.



Student Level Data Reports

Report	Description
Student Record Labels	Provides summary student level achievement data for all content areas.
Individual Student Report	Separated by content area, provides detailed individual student achievement data by content area. Includes scale score and performance level and subscore or claim/discipline data.
Parent Report	Summarizes individual student achievement in each content area.
Student Roster	Provides detailed information about student achievement for groups of students and student level achievement data.
Student Overview	Summarized student achievement for each content area. Includes scale score, performance level and claim or discipline information.
★ Student Growth and Proficiency Report	Provides detailed information about student achievement and student growth data. Includes overall scale score, performance level, growth score, growth target, and target timeframe. Student scale score is shown plotted against growth data.
★ Science Field Test Individual Student Report	Provides raw score data by the percentage of points earned overall.

NEW!

NEW!



Aggregate Level Reports

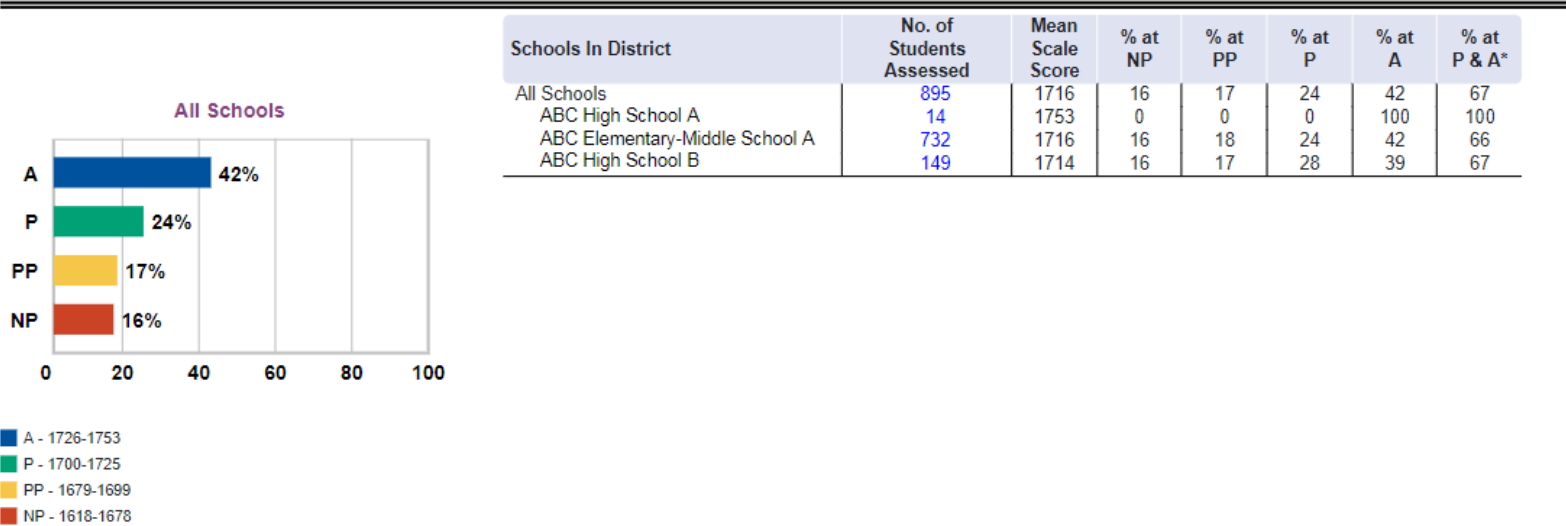


Comprehensive Report

District Comprehensive Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Sample Public Schools

Grade 7 | English Language Arts | All Students



* Value may not equal the exact sum of Proficient and Advanced due to rounding.

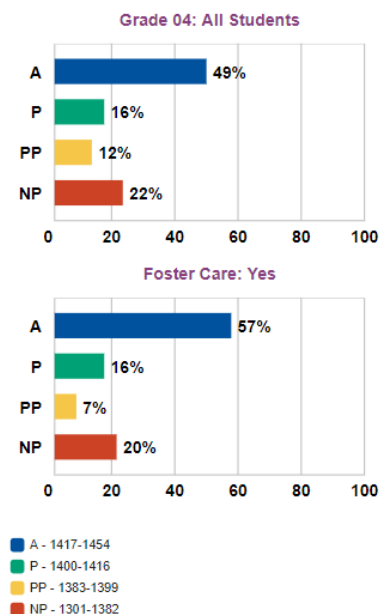
Date last modified: 04/29/19

Demographic Report

School Demographic Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Sample Public Schools | School Code: 00000 | School Name: Sample Elementary-Middle School

Grade 04 | English Language Arts | All Students



Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
All	733	1414	22	12	16	49	66
Gender							
Male	373	1413	24	12	15	49	64
Female	360	1416	21	12	18	49	67
Ethnicity							
American Indian or Alaska Native	116	1411	28	9	14	49	63
Asian	91	1411	28	15	13	44	57
Black or African American	98	1416	19	11	24	46	69
Hispanic or Latino	118	1413	21	15	16	48	64
Native Hawaiian or Other Pacific Islander	114	1417	20	11	14	54	68
Two or More Races	114	1414	25	11	17	47	64
White	82	1422	12	11	18	58	77
Additional Reporting Groups							
Economically Disadvantaged: Yes	390	1416	21	14	15	51	66
Economically Disadvantaged: No	343	1413	24	10	18	48	66
English Learner: Yes	216	1410	21	17	19	43	62
English Learner: No	517	1416	23	10	15	52	67
Former English Learner: Yes	74	1414	31	5	14	50	64
Former English Learner: No	659	1415	21	13	17	49	66
Foster Care: Yes	86	1421	20	7	16	57	73
Foster Care: No	647	1414	23	13	16	48	65
Homeless: Yes	83	1419	25	4	11	60	71
Homeless: No	650	1414	22	13	17	48	65
Migrant: Yes	82	1426	12	8	16	63	79
Migrant: No	651	1413	24	12	16	48	64
Military Connected: Yes	82	1418	26	10	13	51	65
Military Connected: No	651	1414	22	12	17	49	66
Students with Disabilities: Yes	733	1414	22	12	16	49	66
Students with Disabilities: No	733	1414	22	12	16	49	66
Accommodation							
Standard Accommodation - all students	136	1415	26	8	11	54	65
Standard Accommodation - EL only	58	1418	21	10	14	55	69

* Value may not equal the exact sum of Proficient and Advanced due to rounding.

Date last modified: 04/29/19



Target Analysis Report

State Target Analysis Report

Year: 2018 | Assessment: M-STEP

Grade 05 | English Language Arts | All Students



Relative Strength



Neither Strength nor Weakness



Relative Weakness



Insufficient Data to Report

Note: This report compares assessment target performance to overall test performance within the state. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is not a proficiency report.

Number of Students Assessed	658
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Claim 1: Reading	
Target 1: Given an inference or conclusion, use explicit details from a literary text.	*
Target 2: Identify or summarize central ideas/key events in a literary text.	▲
Target 3: Determine word meaning based on context, relationships, structure, or use of resources.	▼
Target 4: Make an inference/provide a conclusion and use evidence to explain inferences from a literary text.	○
Target 5: Examine or compare relationships within or across literary texts.	▼
Target 6: Analyze literary text structures, features, or formats and their impact on meaning or presentation.	*
Target 7: Interpret fig. language/literary devices/connotative meaning and their impact on meaning or tone.	▼



Expectation Analysis Report

District Expectation Analysis Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Sample Public Schools | Reporting Code: All

Grade 08 | Social Studies | All Students

Discipline H Expectations	History	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With:			
				0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
7H1.1.02	Compare different calendar systems	1024	50.7	505	0	0	519
6H1.2.01	Explain how historians use a variety of sources	1024	4.3	980	0	0	44
6H1.2.02	Read a historical passage/identify factual knowledge	37	43.2	21	0	0	16
7H1.2.06	Identify the role of the individual in history	37	45.9	20	0	0	17
6H1.4.01	Describe cultural institutions: study an era/region	37	43.2	21	0	0	16
7W1.1.01	Explain human communities: Eastern Hemisphere	37	89.2	4	0	0	33
7W1.1.02	Explain Paleolithic/Neolithic: Africa/Western Europe/Asia	1024	21.3	806	0	0	218
6W1.2.02	Describe natural environment: agricultural settlements	1061	86	149	0	0	912
6W1.2.03	Explain the impact of the Agricultural Revolution	37	89.2	4	0	0	33
7W1.2.01	Describe natural environment: agricultural settlements	1024	48.9	523	0	0	501
7W1.2.03	Compare two early civilizations: Eastern Hemisphere	1024	26.5	753	0	0	271
6W2.1.01	Explain how environment/agriculture in Western Hemisphere	37	81.1	7	0	0	30
6W2.1.02	Describe how agriculture led: agrarian civilizations	1024	50.3	509	0	0	515
7W2.1.02	Use maps: locate river systems/early civilizations	37	54.1	17	0	0	20
7W2.1.04	Define concept of cultural diffusion	1024	58.3	427	0	0	597
6W3.1.05	Construct timeline of early societies: Western Hemisphere	1024	62.5	384	0	0	640
7W3.1.03	Compare features: city-state/civilization/empire	37	54.1	17	0	0	20
7W3.1.06	Use maps to locate trade networks: classical era	755	28.6	539	0	0	216
7W3.1.07	Use case study, describe how trade integrates culture	306	12.7	267	0	0	39
7W3.1.08	Describe role: social institutions of Eastern Hemisphere	1024	11.3	908	0	0	116
7W3.1.09	Describe legal codes, communications: regional empire	1061	48.5	546	0	0	515
7W3.2.01	Describe beliefs of five major world religions	37	48.6	19	0	0	18
8U3.3.03	Describe major issues of the Constitutional Convention	1061	57.9	447	0	0	614
8U3.3.06	Explain: Bill of Rights/limited government	1024	37.5	640	0	0	384
8U3.3.07	Describe origins: constitutional government	37	67.6	12	0	0	25
8U4.1.01	Use Washington's Farewell: issues of new nation	1024	34.6	670	0	0	354



Student Level Data Reports



Individual Student Report - ELA

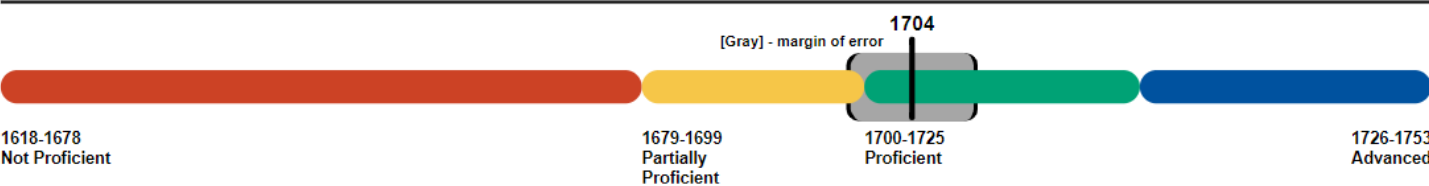
Individual Student Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Sample Public Schools | School Code: 00000 | School Name: Demo Elementary-Middle School | Reporting Code: DS00 Demo #0

SMITH, JOHN | Grade 07 | English Language Arts

UIC: 0000000000 Student ID: 00000000 Student with Disability: N English Learner: N Former English Learner: N Designated Supports: None Accommodations: None

English Language Arts Overall Performance Level and Scale Score



Scale Score	Margin of Error	Performance Level	Growth Score (SGP)	Growth Target (AGP)	Growth Target Timeframe
1704	±6	Proficient	NA	NA	NA

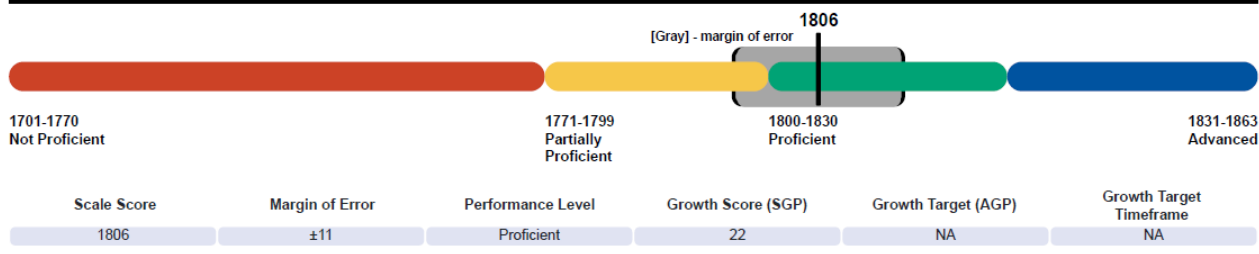
Claims	Claim Performance Indicators
1:Reading	Attention
2:Writing	Adequate
3:Listening	Attention
4:Research	Attention

Most at risk of falling behind Attention may be indicated Adequate progress

Passage-based Writing Prompt - (part of Claim 2 - Writing)
Passage-based Writing Prompt Score: 4/4

Individual Student Report – Social Studies

Social Studies Overall Performance Level and Scale Score



Disciplines	Points Earned / Points Possible
H: History	20 / 21
G: Geography	0 / 14
C: Civics and Government	4 / 4
E: Economics	5 / 5

Assessment Expectation Raw Scores (Points Earned / Points Possible)

Expectation H	History	20/21
6H1.2.02	Read a historical passage/identify factual knowledge	1/1
7H1.2.06	Identify the role of the individual in history	1/1
6H1.4.01	Describe cultural institutions: study an era/region	1/1
7W1.1.01	Explain human communities: Eastern Hemisphere	1/1
6W1.2.02	Describe natural environment: agricultural settlements	1/1
6W1.2.03	Explain the impact of the Agricultural Revolution	1/1
6W2.1.01	Explain how environment/agriculture in Western Hemisphere	1/1
7W2.1.02	Use maps: locate river systems/early civilizations	1/1
7W3.1.03	Compare features: city-state/civilization/empire	1/1
7W3.1.06	Use maps to locate trade networks: classical era	1/1
7W3.1.09	Describe legal codes, communications: regional empire	1/1



Individual Student Report – Social Studies page 2

Assessment Expectation Raw Scores (Points Earned / Points Possible)

Expectations	History	14/19
3H3.0.05	Use text: how American Indians adapted to environment	1/1
3H3.0.06	Describe interactions: American Indians and Europeans	1/1
3H3.0.09	Describe how Michigan attained statehood	0/1
3H3.0.10	Create a timeline to sequence early Michigan history	0/1
4H3.0.02	Use primary/secondary to explain Michigan migration	1/1
4H3.0.03	How do natural resources/industries affect MI cities	0/1
4H3.0.05	Use visual data to compare past/present MI economy	1/1
5U1.1.01	Use maps to locate peoples in various US regions	1/1
5U1.2.02	Use case studies: compare goals of European explorers	1/1

Parent Report

SMITH, SUSAN | Grade 5

District: 00000 Sample Public Schools
School: 00000 Sample Elementary-Middle School



Dear Parent or Guardian:

This spring, your student took the Michigan Student Test of Educational Progress (M-STEP™). The M-STEP assessment is given to students once each spring to measure what students know and are able to do in relation to Michigan's academic standards established for each grade and subject. All students in grades 3-7 were assessed in mathematics and English language arts. In addition, students in grade 5 were assessed in social studies.

In 2015, the State Board of Education adopted new science standards. To measure these new standards, the Michigan Department of Education (MDE) is developing a new M-STEP science test. The MDE concluded the second year of a two-year science field test this past spring. A field test is meant to verify that the questions on the test measure what they are intended to. Individual science results are not included on this report because student proficiency was not calculated.

This report provides an overview of your student's performance on the Spring 2019 M-STEP. Please remember that these assessments are only a snapshot of achievement. I encourage you to discuss these results with teachers and other school professionals who know your student personally. Results of the M-STEP can be used together with other assessment and classroom performance information to provide a more complete picture of student achievement. This creates opportunities for schools and parents to collaborate and discuss strategies to make every student in Michigan career- and college-ready by the time they graduate.

For additional information on the M-STEP and Michigan's academic standards, please visit www.michigan.gov/mstep. Under the Parent/Student Information section, you will find:

- Michigan's Education Assessment System: What It Is, What It Means, and What It Offers
- What Parents Should Know About Assessments
- How to Read Your Child's Score Report for Grades 3-7
- Parent Report Video for Grades 3-8 and 11 outlining how to read this report
- Online Practice for M-STEP which contains examples of the types of questions your student may have experienced while taking the M-STEP assessments

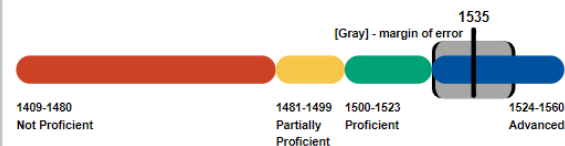
Michigan students are our most important resource. Families, schools, and teachers succeed when they work together to support and inspire student achievement which will help us reach the goal of making Michigan a Top 10 education state in 10 years.

Sincerely,

Sheila A. Alles
Chief Deputy Superintendent
Michigan Department of Education



English Language Arts Overall Performance Level and Scale Score



Claims	Claim Performance Indicators
Reading	Adequate
Writing	Attention
Listening	Adequate
Research	At Risk

Most at risk of falling behind | Attention may be indicated | Adequate progress

Definitions

Claims Claims are used as a means to organize assessment targets. Claims apply to English language arts (ELA) and mathematics. Within the claims, assessment targets are used to organize the standards. A claim score reflects a student's performance on test items within that claim.

Claim Performance Indicator Graphs Claim performance for individual ELA and mathematics claims is indicated by the Claim Performance Indicator graph. The graph provides a visual representation of student performance relative to the range of possible performance within each claim. The orange portion of the graph indicates the student is most at risk of falling behind on a claim. The yellow portion of the graph indicates attention may be indicated for a student to continue meeting the claim. The blue portion of the graph indicates the student is making adequate progress on a claim.

Disciplines Disciplines are used to organize content standards and expectations. Disciplines apply to social studies. A discipline score reflects a student's performance on the test items within the discipline.

Margin of Error Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range of scores one would expect if the same student was to be measured repeatedly with parallel assessments.

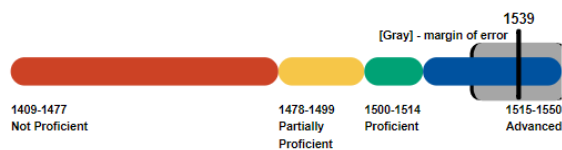




Parent Report

SMITH, SUSAN

Mathematics Overall Performance Level and Scale Score



Claims

Concepts & Procedures



Claim Performance Indicators

Adequate

Problem Solving Modeling & Data Analysis



Adequate

Communicating Reasoning



Attention

Most at risk of falling behind

Attention may be indicated

Adequate progress

Performance Level Descriptors

Not Proficient The student's performance is not yet proficient and indicates minimal understanding and application of key academic content standards defined for Michigan students. The student needs intensive intervention and support to improve achievement.

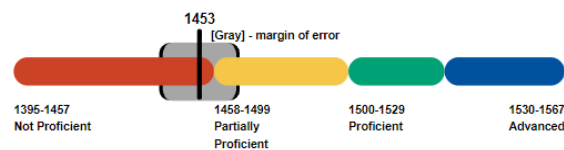
Partially Proficient The student's performance is not yet proficient, indicating a partial understanding and application of key academic content standards defined for Michigan students. The student needs assistance to improve achievement.

Proficient The student's performance indicates understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.

Advanced The student's performance exceeds academic content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.

Additional information can be found at www.michigan.gov/mstep

Social Studies Overall Performance Level and Scale Score



Disciplines

History

7/19

Geography

0/7

Civics and Government

5/10

Economics

0/7

Public Discourse

0/2



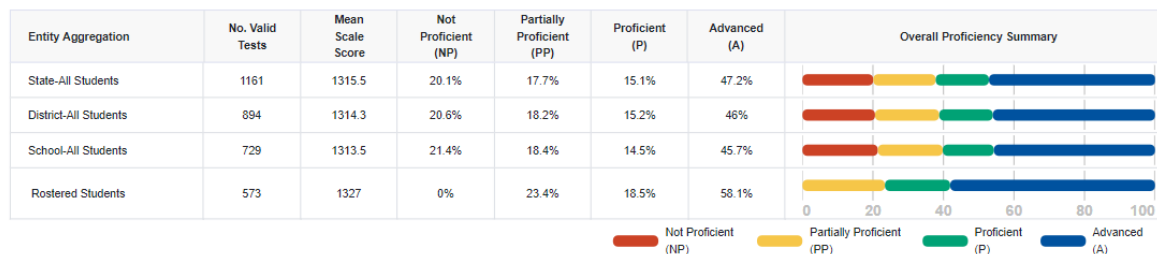
Student Roster

Student Roster Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Sample Public Schools | School Code: 00000 | School Name: Demo Elementary-Middle School | Reporting Code: All

Grade 03 | English Language Arts

Proficiency Summary



[Gray] - margin of error **Most at risk of falling behind** **Attention may be indicated** **Adequate progress** PE/PP - Points Earned/Points Possible

Students ▲ (Total = 573)	Scale Score	Margin of Error	Perf. Level	SGP	AGP	Time frame	Overall Scale Score				Reading	Writing	Listening	Research	Passage-based Writing PE/PP
							1203-1279 Not Proficient (NP)	1280-1299 Partially Proficient (PP)	1300-1316 Proficient (P)	1317-1357 Advanced (A)					
ABCD, STUDENT A	1357	±13	A	NA	NA	NA					Adequate	Adequate	Adequate	Adequate	4/4
ABCD, STUDENT B	1296	±6	PP	NA	NA	NA					Attention	Attention	Attention	Attention	2/4
ABCD, STUDENT C	1294	±6	PP	NA	NA	NA					Attention	Attention	Attention	Attention	4/4
ABCD, STUDENT D	1329	±6	A	NA	NA	NA					Adequate	Adequate	Adequate	Attention	4/4
ABCD, STUDENT E	1309	±6	P	NA	NA	NA					Adequate	Attention	Attention	At Risk	
ABCD, STUDENT F	1323	±6	A	NA	NA	NA					Adequate	Adequate	Adequate	Adequate	4/4
ABCD, STUDENT G	1323	±6	A	NA	NA	NA					Attention	Adequate	Adequate	Attention	4/4
ABCD, STUDENT H	1357	±13	A	NA	NA	NA					Adequate	Adequate	Adequate	Adequate	4/4



Student Roster

[Gray] - margin of error

Points Earned/Points Possible

				Growth Target		Overall Scale Score								
Scale Score	Margin of Error	Perf. Level	SGP	AGP	Time frame	1395-1457 Not Proficient (NP)	1458-1499 Partially Proficient (PP)	1500-1529 Proficient (P)	1530-1567 Advanced (A)	History	Geography	Civics and Government	Economics	Public Discourse
1453	±12	NP	NA	NA	NA					7/19	0/7	5/10	0/7	0/2
1478	±10	PP	NA	NA	NA					7/19	0/7	10/10	6/7	0/2
1478	±10	PP	NA	NA	NA					7/19	0/7	10/10	6/7	0/2
1478	±10	PP	NA	NA	NA					7/19	0/7	10/10	6/7	0/2



Student Roster

[Gray] - margin of error

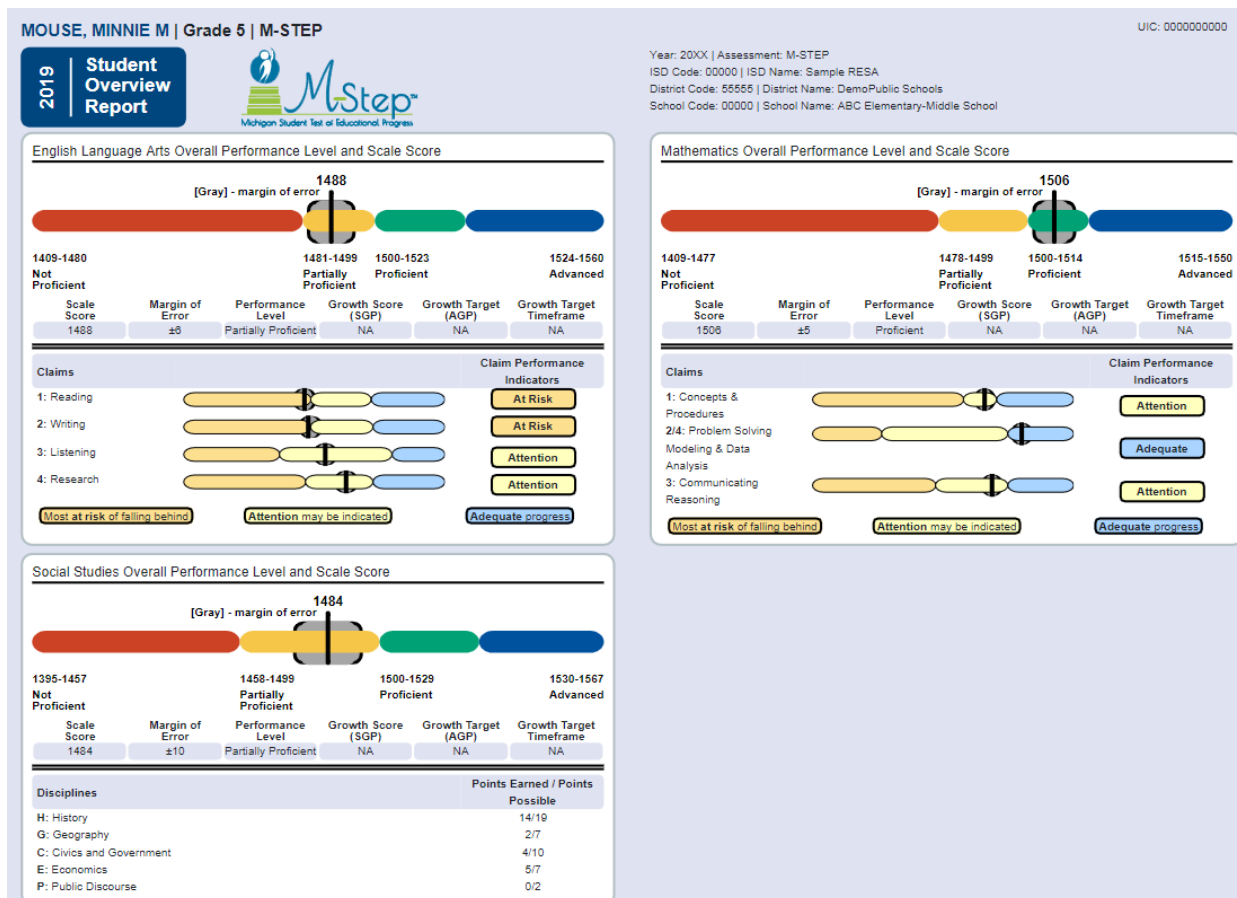
Most at risk of falling behind

Attention may be indicated

Adequate progress

Growth Target						Overall Scale Score				Concepts & Procedures	Problem Solving / Modeling & Data Analysis	Communicating Reasoning
Scale Score ▼	Margin of Error	Perf. Level	SGP	AGP	Time frame	1217-1280 Not Proficient (NP)	1281-1299 Partially Proficient (PP)	1300-1320 Proficient (P)	1321-1361 Advanced (A)			
1361	±17	A	NA	NA	NA					Adequate	Attention	Adequate
1361	±7	A	NA	NA	NA					Adequate	Adequate	Adequate
1361	±8	A	NA	NA	NA					Adequate	Adequate	Adequate
1360	±7	A	NA	NA	NA					Adequate	Adequate	Adequate
1358	±18	A	NA	NA	NA					Adequate	Attention	Adequate
1357	±6	A	NA	NA	NA					Adequate	Adequate	Adequate
1355	±6	A	NA	NA	NA					Adequate	Adequate	Adequate
1353	±6	A	NA	NA	NA					Adequate	Adequate	Adequate
1351	±6	A	NA	NA	NA					Adequate	Adequate	Adequate
1349	±6	A	NA	NA	NA					Adequate	Adequate	Adequate
1348	±6	A	NA	NA	NA					Adequate	Adequate	Adequate
1348	±6	A	NA	NA	NA					Adequate	Adequate	Adequate
1347	±6	A	NA	NA	NA					Adequate	Adequate	Adequate
1347	±6	A	NA	NA	NA					Adequate	Adequate	Adequate
1346	±6	A	NA	NA	NA					Adequate	Adequate	Adequate

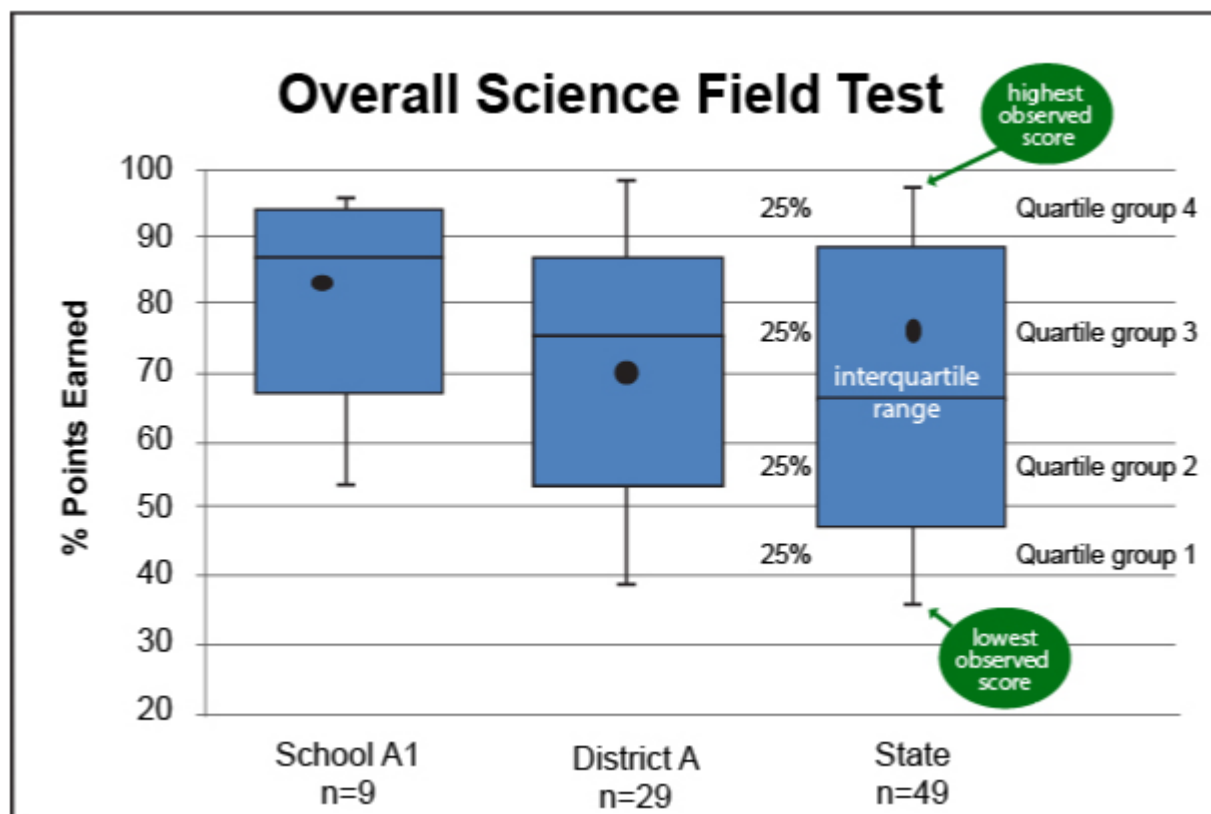
Student Overview





Reports Coming Soon!

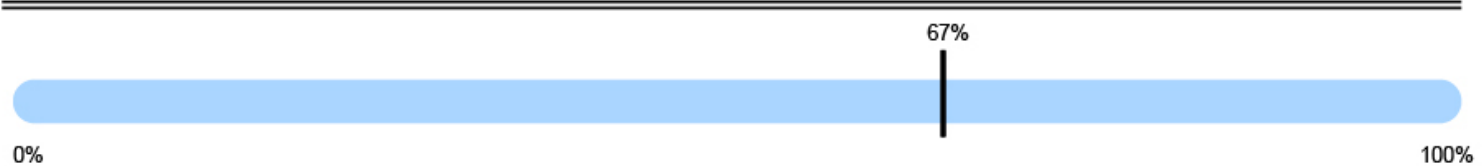
Science Field Test Summary Report





Science Field Test Individual Student Report

Science Field Test Overall Raw Score Percentage



Claims Aggregate Report

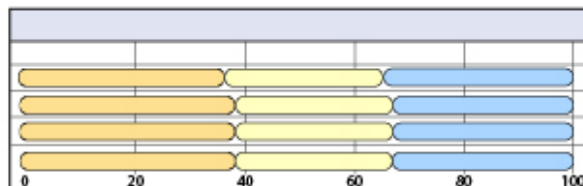
Demographic Claims Aggregate Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Demonstration Public Schools | School Code: 03558 | School Name: Sample Elementary-Middle School

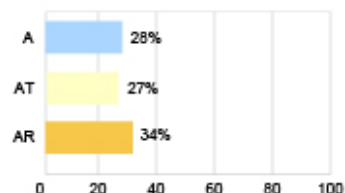
Grade 05 | English Language Arts

Claims Summary

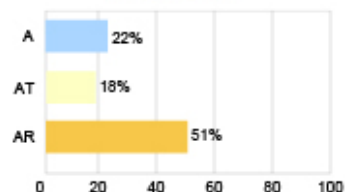
	No. Valid Tests	% at Risk	% at Attention	% at Adequate
Overall Claims				
Reading	1236	44.5	31.1	24.4
Writing	630	40.0	33.5	26.5
Listening	70	41.4	32.9	25.7
Research	70	40.4	32.9	25.7



Grade 05: All Students



Two or More Races

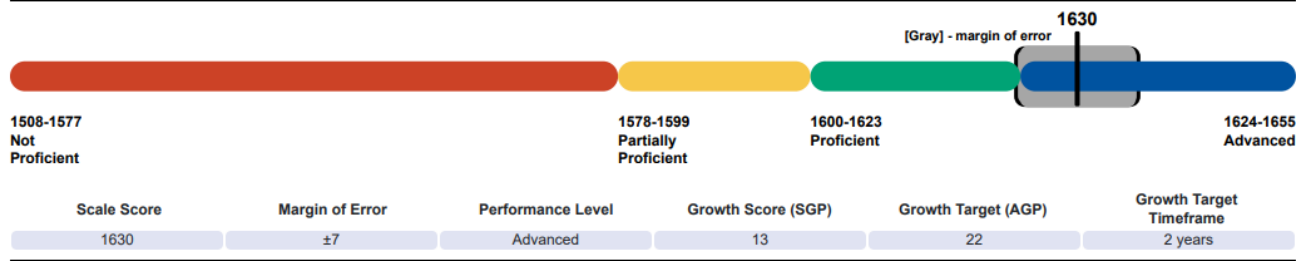


Demographic Subgroups	% at Risk	% at Attention	% at Adequate
Reading Claim	630	1493	34
Gender			
Male	317	1490	39
Female	313	1496	28
Ethnicity			
American Indian or Alaska Native	<		
Asian	<		
Black or African American	18	1475	56
Hispanic or Latino	57	1492	32
Native Hawaiian or Other Pacific Islander	<		
Two or More Races	45	1486	51
White	502	1494	31
Additional Reporting Groups			
Economically Disadvantaged: Yes	384	1487	43
Economically Disadvantaged: No	246	1501	19
English Learner: Yes	<		
English Learner: No	624	1493	33
Former English Learner: Yes	<		
Former English Learner: No	627	1463	34
Homeless: Yes	2		67
Homeless: No	628	1462	33
Migrant: Yes	628		
Migrant: No	2		34
Students with Disabilities: Yes	72	1462	79
Students with Disabilities: No	558	1496	28

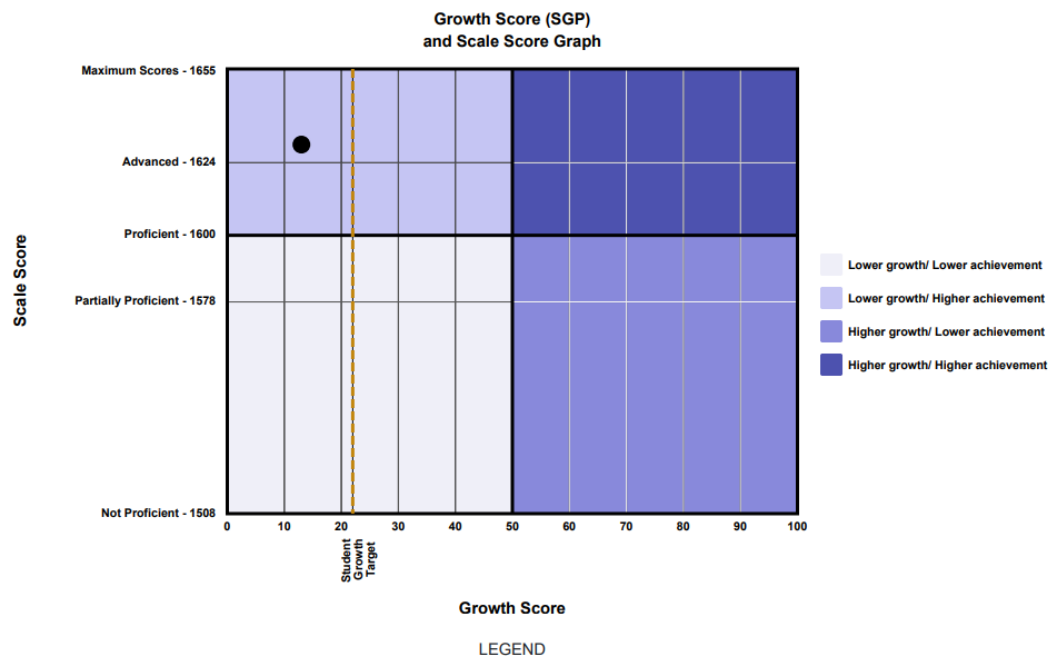


Student Growth and Proficiency Report

English Language Arts Overall Performance Level and Scale Score



English Language Arts Student Growth Data



Growth Score - Student Growth Percentile (SGP) is represented by the dot
Growth Target - Adequate Growth Percentile (AGP) represented by the student growth target line
Growth Target Timeframe - Projected time to reach/maintain proficiency if student meets Growth Target

Stay Informed

Spotlight

on Student Assessment and Accountability

June 27, 2019

Quick Links... take you directly to articles or sections...

- Embargo Reminder
- Spring 2019 Administration Surveys Close June 30, 2019
- Fall 2019 WIDA Workshop Registration is Now Open
- College Board Corner
- ACT WorkKeys
- Important Dates
- Contacts

Embargo Reminder

Score reports and data from the April School Day administrations of the SAT and the PSAT 8/9 for grade 8 have been released to educators on College Board's K-12 Reporting Portal. All test results are embargoed until the public release of Spring 2019 assessment results in late summer. Please ensure all staff with access to these assessment results in the College Board K-12 Reporting Portal are aware of the embargo.

Prior to the public release, results for the SAT and PSAT-related assessments may be shared with building and district staff to support their work with students, school improvement, and other internal efforts. However, it is not permissible to share any school-, district-, or state-level results with parents, the community, or other external parties until the embargo is lifted by the Michigan Department of Education (MDE). School board meetings are considered open meetings; therefore, the sharing of embargoed assessment results at these meetings is not permissible until the embargo is lifted.



Scores in the College Board portal are not official accountability results. In some cases, educators will receive student scores in the K-12 score reporting portal that are not reflected in the MDE score results.

Reasons for this include, but are not limited to:

- students being administered the SAT, PSAT 10, or PSAT 8/9 in an enrolled grade other than what is allowed for the April School Day testing
- students with unresolved score holds when the final score results are delivered to MDE that are later resolved by the College Board
- schools that do not submit a missing test issue during the MDE Answer Document Verification window

[Sign up for Spotlight](#) (www.michigan.gov/mde-spotlight) and/or access previous editions

Call Center: 877-560-8378



The Spotlight will be on vacation during the month of July. Weekly communications will resume in August.

Sign up to receive weekly Spotlight issues to stay up-to-date on all assessment-related issues at:
www.michigan.gov/mde-spotlight

You'll find:

- Date Reminders
- Assessment Task reminders
- Administration Updates
- Report Information
- Much more!

A person with blonde hair in pigtails, wearing a pink sweater and a headset, is seen from behind, sitting at a desk in a computer lab. They are holding a microphone to their mouth. In the background, there are several computer monitors and keyboards.

Questions?

Contact us at:

- E-mail: mde-oeaa@michigan.gov
- Phone: 1-877-560-8378 Option 3.