



Spring 2021

# Interpretive Guide to MI-Access Reports

- Functional Independence
- Supported Independence
- Participation

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## Section 1: Introduction

### What's in this Guide?

This guide was developed to help educators understand and use the MI-Access assessment results.

MI-Access reports provide educators, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in specific content areas. To make the assessments more meaningful to students, all items selected for inclusion:

- were designed with input from classroom teachers
- are applicable to real world situations; that is, they reflect the knowledge and skills students need to be successful in school and as adults

Understanding MI-Access results is important because when the results are used in meaningful ways, they translate into better learning and improved student achievement.

The reports prepared for MI-Access include student-level reports including:

- Student Record Labels
- Individual Student Reports
- Parent Reports
- Student Roster Reports
- Student Overview Reports
- Student Growth and Performance Report (FI only)

The reports also include summary or aggregate-level reports:

- Expectation and Scoring Focus Analysis Reports
- Demographic Reports
- Comprehensive Reports

The student-level and aggregate-level reports are intended to reflect the data needed to meet the expectations of state and federal

legislation. In accordance with these mandates, results are provided for the following three assessment types:

1. Functional Independence (FI)
2. Supported Independence (SI)
3. Participation (P)

As required by federal law, the assessments are based on Michigan's alternate content expectations. These expectations include:

- The Essential Elements (EEs)<sup>1</sup> with the Michigan-defined range of complexity (High, Medium, and Low for English language arts [ELA] and mathematics)
- Extended Grade Level Content Expectations (EGLCEs for social studies)
- Extended High School Content Expectations (EHSCEs for social studies)
- Extended Benchmarks (EBs for science)

The EEs, EGLCEs, EHSCEs, and EBs on which the MI-Access assessments are based can be downloaded from the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

#### Note:

- The samples in this guide are actual images of the reports: the data has been altered to protect student information and entity details.
- The Michigan Department of Education (MDE) no longer suppresses aggregate data for fewer than ten students. Data representing small numbers of students should also be considered federally protected student data.

<sup>1</sup> Target Essential Elements as developed by the Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements, Lawrence, KS: University of Kansas.

## Report Descriptions

Report	Description	Aggregation	Distribution
Student Record Labels	Summarizes individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>Secure Site</li> <li>Mailed to School</li> </ul>
Individual Student Report (ISR)	Separated by content area, provides detailed information on individual student achievement—including overall score and performance level—and summarized by claim, strand, or discipline; student growth data are included for FI reports	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>MiLearn – Educator</li> <li>Dynamic Score Reporting Site</li> </ul>
Parent Report	Summarizes individual student achievement in each content area, including overall score, performance level, and summarized claim, strand, or discipline data	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>MiLearn – Educator, Parent, Student</li> <li>Secure Site</li> <li>Dynamic Score Reporting Site</li> <li>Mailed to School</li> </ul>
Student Roster	Separated by content area, provides detailed information on student achievement for groups of students, including overall score, growth data (FI only), performance level, and summarized claim, strand, or discipline data; summary proficiency information is also included for rostered students, school, district, and state aggregate groups	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>MiLearn – Educator</li> <li>Dynamic Score Reporting Site</li> </ul>
Student Overview	Summarizes student achievement for all content areas, including overall score, performance level information, and student growth data (FI only)	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>MiLearn – Educator</li> <li>Dynamic Score Reporting Site</li> </ul>
Expectation/Scoring Focus Analysis Report	Provides the percentage of points earned by grade and content area expectation/scoring focus and the number of students scoring in each of four quartiles; this report is intended to provide an overview of performance by content area	<ul style="list-style-type: none"> <li>School</li> <li>District</li> <li>State</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> </ul>
Demographic Report	Provides a comparison of students by grade and content area, aggregated across selected demographic groups, showing mean scores and percentages of students in each performance level	<ul style="list-style-type: none"> <li>School</li> <li>District</li> <li>State</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> </ul>
Comprehensive Report	Provides a comparison of students by grade and content area by schools within a district; mean scores and percentages of students in each performance level are reported	<ul style="list-style-type: none"> <li>District</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> </ul>
Student Growth and Performance Report (FI Only)	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	<ul style="list-style-type: none"> <li>Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic Score Reporting Site (available later this fall)</li> </ul>

## Family Educational Rights and Privacy Act (FERPA)

Reports that provide student-level data include federally protected data. Some aggregate reports may contain score data representing small numbers of students. The Michigan Department of Education no longer suppresses aggregate data for fewer than ten students. Data representing small numbers of students is also considered to be federally protected student data. It is imperative that report users understand the sensitive and confidential nature of the data presented on MI-Access reports and comply with all [Family Educational Rights and Privacy Act](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) regulations.

## Content Areas Assessed with MI-Access

The MI-Access Functional Independence assessment covers the four content areas assessed at the state level:

- English language arts (ELA): Accessing Print and Using Language/Expressing Ideas
- mathematics
- science
- social studies

MI-Access Supported Independence and Participation assessments cover:

- ELA (which includes reading and writing)
- mathematics
- science

Social studies assessments currently are not provided for P and SI (Individualized Education Program [IEP] teams must determine whether to use a locally-developed or a district-approved test to assess students in SI and P; the SI/P test administration manual provides detailed instructions for how to provide this documentation).

The following table lists the content areas for the MI-Access assessments and the grades in which they are administered.

Content Area	Grade						
	3rd	4th	5th	6th	7th	8th	11th
ELA	X	X	X	X	X	X	X
mathematics	X	X	X	X	X	X	X
science		X			X		X
social studies (FI only)			X			X	X

## Section 2: Scoring

All processes employed to assess overall student performance begin with the student's responses to a variety of item types. Depending on the type of testing administered (FI, SI, or P), there are four types of items:

- Multiple Choice (MC)
- Selected Response (SR)
- Constructed Response (CR)
- Activity Based Observations (ABO) items

Item responses are reported as raw scores (points earned/points possible) for each content area and are used in the Item Response Theory models calibration process and transformations that result in scale scores for FI. The SI and P scores are provided as the sum of points earned.

### FI Scoring

For the Functional Independence assessments, students earn one point for each correct answer; an exception is the Expressing Ideas assessment, where they can earn up to four points for their response to the prompt. The scores for each item are added together to determine the student's total points earned for the assessment. In addition to points earned, students receive a scale score and are assigned a performance level.

### Explaining FI Scale Scores

All students who receive the same total points earned in a given year on a particular assessment will have the same scale score and performance level. However, students who have the same total points earned on a particular assessment in consecutive years may not have the same

scale score or performance levels, since assessments in consecutive years may differ slightly in difficulty. These slight differences in difficulty between assessments are controlled during the process used to create scale scores each year. The scale scores and performance levels are comparable and designed to have the same meaning across years. Scale scores and performance levels are computed for ELA, mathematics, social studies, and science. The ELA scale score is derived from a combination of the Accessing Print/Using Language (APUL) and Expressing Ideas (EI) points earned applied to scale score conversion. The minimum and maximum FI scores may also vary from year to year; however, the cuts between the performance levels remain the same.

**Note:** Students must complete both APUL and EI to earn a valid ELA score.

### Explaining Supported Independence and Participation (SI/P) Scores

During the assessment, each student taking a P- or an SI-level assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student's responses using a standardized scoring rubric that:

- is based on the student responses
- takes into consideration the level of assistance needed to engage the student in the item

The SI/P scoring rubrics are shown in the table on the following page. The PAA and SAA scores are added together to calculate a score for each item. Then, all of the item scores are added together to determine the student's total points earned for the assessment. (Condition codes A, B, and C count as zero points.) In addition to points earned, students are assigned a performance level.

**MI-Access SI/P Scoring Rubrics**

P Score Point/ Condition Code	SI Score Point/ Condition Code	Term
3	2	Responds correctly with no assessment administrator assistance
2	1	Responds correctly after assessment administrator provides verbal/physical cues
1	Not Allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides step-by-step directions and/or hand-over-hand assistance

**Scoring Focus for SI/P**

This is a component of the SI/P assessment items that shows what administrators should look for when observing and scoring a student. It also is linked to the Essential Elements, Extended Grade Level Content Expectations, Extended High School Content Expectations, and Extended Benchmarks being measured.

## Section 3: How Scores are Reported and Used

### Scale Scores and Points Earned

MI-Access FI scale scores are created from the raw score responses by utilizing Item Response Theory scoring models to convert to a scale score. Some of the student-level reports will display the actual points earned and the accompanying scale scores.

The SI- and P-level scores display Points Earned as the final scores. The reports will provide the Points Possible, to use as a comparison point against the students points earned.

### Claim, Strand, and Discipline Subscores

Subscores are reported by content area as raw scores (points earned/points possible). Detailed data are then reported by content:

- ELA and mathematics – Claims
- science – Strands
- social studies - Disciplines

### Student Growth Data (FI Only)

Student Growth Data will appear on the Individual Student Report, Student Roster, Student Growth and Performance Report, Student Overview, and in the student data files accessed through the Office of Educational Assessment and Accountability (OEAA) Secure Site. The data reported will include:

- Student Growth Scores (previously called Student Growth Percentiles, SGP)
- Growth Target Scores (previously called Adequate Growth Percentiles, AGP)
- Growth Target Timeframe

Student Growth Scores describe a student's learning over time compared to other students with comparable prior test scores. Values for SGPs range from one to 99 and can be interpreted in similar ways to other forms of percentiles. Scores close to 50 represent average growth. Higher SGPs indicate higher growth, while lower SGPs indicate lower growth.

Growth Target Scores also range from one to 99 and represent the amount of growth above or below average a student needs to maintain year-over-year to reach or maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above-average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

Growth Target Timeframes range from one to three years and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are set based on how long it has historically taken similar students to reach or maintain proficiency.

These data are relative to students who had comparable achievement scores on prior MI-Access tests statewide. Because of this, only students who received prior scores on the most recent state assessment in a content area and who have a valid score on this year's test will receive growth scores. Growth scores are not computed for:

- students whose current and prior assessments are a combination of M-STEP/MI-Access FI tests
- students who skipped a grade (no score for that grade test), or who missed the current year/grade test, or who do not have a valid score on the current year/grade test
- students in grades three and four, since there is no prior testing information
- students taking the grade four science test, since there is no prior testing information
- students taking the grade five social studies test, since there is no prior testing information

The addition of growth scores to the data files can provide the context in understanding the growth of individual students and growth patterns within MI-Access student results. Growth Scores are not calculated for MI-Access Supported Independence and Participation assessments.

It should be noted that growth calculations allow for the uniqueness of the MI-Access assessments and students who participate in them. When combined with achievement scores and proficiency categories, growth data may help educators understand how over time, students' achievement scores compare to those of their peers across the state, based on comparable prior test scores.

Growth data will be added to reports after the initial release of the reports due to the additional time required to calculate them. Visit the MDE Accountability website for more information on [Student Growth Resources](http://www.michigan.gov/mde/0,4615,7-140-22709_59490-298094--,00.html) (www.michigan.gov/mde/0,4615,7-140-22709\_59490-298094--,00.html).

## Invalid Test Scores

Every year it is possible that students may not receive a valid test score for a variety of reasons. The student level reports do not provide actual scores for invalid tests; however, the reports will provide a reason why the tests are invalid. The invalid test scores do not count toward accountability, and may negatively impact participation rates. Invalid test score are not included on aggregated reports.

### Invalid Test Codes

The following tables show the invalid reason codes and descriptions that may appear in the student level reports and the student data file. The additional invalid test score conditions listed may also appear, based on whether the proper test was given or otherwise marked in DRC INSIGHT Portal or on the student answer document.

Reason Code	Scenario	Report Description
1	Student does not have a match in the Michigan Student Data System (MSDS) so the enrolled grade cannot be determined	Missing MSDS data
2	Special Education flag not set in MSDS	Not marked as eligible for Special Ed in MSDS
3	Missing either the PAA or SAA scores on the online student answer document	Invalid PAA or SAA scores
4	Student administered multiple (non-adjacent) test types For example: the student is assessed with M-STEP in ELA and with MI-Access SI math	Student administered more than one test type
5	Multiple answer documents are returned for the same student/test and the first test taken cannot be determined	Invalid return of materials
7	Assessment irregularities that are documented by an incident report	Misadministrations

Reason Code	Scenario	Report Description
8	Student did not attempt to test For example: the student was assessed with Accessing Print but not with the Expressing Ideas test as well, or failed to respond enough to score the test	Test not attempted
9	Test marked as Do Not Score as indicated in an incident report	Do not score

Additional Invalid Test Score Conditions	
Prohibited Behavior as indicated in an incident report	Prohibitive Behavior
Nonstandard Accommodation as indicated in an incident report	Nonstandard Accommodation
Student has a match in MSDS where the enrolled grade does not match the grade the student tested in	Not tested in enrolled grade

**Standard Error (FI Only)** – Educational measurements are attempts to capture a student’s true score, or ability, in the area being assessed. The standard error around the student score is an estimate of the range or scores one would expect if the same student was to be measured repeatedly with parallel assessments.

## Section 4: Uses and Limitations of Report Data

### Important Note regarding 2021 MI-Access Reports

The COVID-19 pandemic created significant challenges to instruction during the 2020-21 school year. As a result, the data from the Spring 2021 MI-Access assessments should be used cautiously and in combination with other local assessment data (including benchmark assessment data) to identify the learning needs of students and to plan educational programming.

Aggregate report results may reflect non-random sampling disparities caused by changes in instructional programming during the 2020-21 school year. For example, schools across a district may have provided different, and non-comparable, learning options, including remote, in-person, and/or hybrid programs. In addition, quarantine requirements may have created variations in instructional program offerings throughout the school year, leading to variations in instruction across a school or district. District leaders know best what the 2020-21 school year looked like for their district's students; for example, some districts' school years may have had fewer interruptions and higher test participation than others. The number of participants in MI-Access testing this year was significantly lower than participation rates in previous years, making comparisons to previous years' data problematic. Thus, comparisons among school, district, and state results are discouraged this year.

Reported results will reflect only students who participated in the MI-Access assessments. As a result of the federal accountability waiver of the participation requirement, schools within a district may have variations in participation in statewide summative assessments. Additionally, schools or districts that had larger populations of students learning remotely may not have comparable quantities of students participating in assessments; these differences in participation are not random. Some communities or demographic subgroups of students may be underrepresented in reported results because of variations in assessment participation.

MI-Access report data are an important part of a comprehensive assessment system for schools and districts to use in data-driven decision making when considering curriculum development and instructional program evaluation. MI-Access assessment data should be shared with administrators, curriculum directors, resource teachers, special education leaders, and teachers. While reviewing the summative assessment data, educators must be aware of the appropriate uses and limitations of the data.

### Individual Level Data

**Uses:** Summary information is provided for individual students. Scale scores and points earned represent what the student knows and is able to do in relation to Michigan's Alternate Content Expectations. Scores are sorted into ranges of Performance Levels and used to indicate student progress toward these expectations.

**Limitations:** MI-Access is a summative assessment administered at the end of the student's instructional program. The results measure the expectations that are assessed on the MI-Access tests; they do not reflect student overall skills and abilities that are not part of the assessment content. Results of the MI-Access tests should be used together with other assessment and classroom performance information to provide a more complete picture of student achievement.

### Aggregated Data

**Uses:** Summary information about student performance is also provided by aggregate reports. This aggregated information can be used to compare the results with in the school/district. The results of a demographic group within a school or district can also be compared to the overall performance of students in the school/district.

Subscores provide information about aggregate group performance on portions of the test. Differences in mean subscores can be used to investigate the curriculum and instruction at the school or district level. Areas of relative weakness by assessment can be identified for the specified aggregate groups.

**Limitations:** Overall aggregate mean scores provide only a snapshot of information about a group of students' performances on the test. These results are to be used within a comprehensive assessment system that includes other classroom data to provide a more complete picture of overall student achievement.

Claim, strand, discipline, and expectation subscore data may represent small numbers of students and a limited number of items. Some results are assessed using fewer than five items. Use caution when interpreting results based on a few students and items on the test. These results are to be used within the context of a comprehensive assessment system of assessment.

**Note About Longitudinal Assessment Data:** Annual assessment data are usually cross-sectional. Caution should be used if making any historical (longitudinal) comparisons at any level of the student population as assessment scales may have changed over the years.

## Section 5: Performance Level Descriptors and Score Categories

### Performance Levels

MI-Access FI scale scores and SI/P Points Earned within each subject area can be described in ranges. The labels applied to these ranges are known as Performance Levels. The MI-Access performance levels are: (1) Emerging, (2) Attained, and (3) Surpassed. The divisions between each of the levels are often referred to as cut scores. Scale score and performance level range tables are shown below and on the following pages.

The cut scores are developed by panels of educators and other stakeholders throughout the state in a process known as standard setting. To set these expectations, the panels use detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the cuts that best separate each performance level from the next.

		<b>2021 MI-Access Functional Independence (FI) Performance Level Scale Score Ranges</b>		
Subject	Grade	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
<b>English Language arts</b>	3	2200-2299	2300-2318	2319-2400
	4	2300-2399	2400-2422	2423-2500
	5	2400-2498	2499-2518	2519-2600
	6	2500-2606	2607-2625	2626-2700
	7	2600-2697	2698-2712	2713-2800
	8	2700-2806	2807-2820	2821-2900
	11	3000-3150	3151-3174	3175-3300

The Michigan State Board of Education approves the final cut scores and performance level ranges.



## 2021 MI-Access Functional Independence (FI) Performance Level Scale Score Ranges (continued)

Subject	Grade	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
<b>Mathematics</b>	3	2200-2311	2312-2343	2344-2400
	4	2300-2409	2410-2429	2430-2500
	5	2400-2517	2518-2542	2543-2600
	6	2500-2610	2611-2628	2629-2700
	7	2600-2703	2704-2729	2730-2800
	8	2700-2809	2810-2830	2831-2900
	11	3000-3152	3153-3184	3185-3300
<b>Science</b>	4	2300-2399	2400-2411	2412-2500
	7	2600-2699	2700-2715	2716-2800
	11	3000-3099	3100-3117	3118-3200
<b>Social Studies</b>	5	2400-2499	2500-2510	2511-2600
	8	2700-2799	2800-2809	2810-2900
	11	3000-3099	3100-3112	3113-3200





## 2021 MI-Access Supported Independence (SI) Performance Level Points Possible Ranges

Subject	Grade(s)	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
English Language arts	3	0-27	28-42	43-60
	4	0-30	31-43	44-60
	5	0-29	30-45	46-60
	6	0-30	31-45	46-60
	7	0-30	31-45	46-60
	8	0-32	33-44	45-60
	11	0-34	35-45	46-60
Mathematics	3	0-34	35-46	47-60
	4	0-33	34-44	45-60
	5	0-30	31-45	46-60
	6	0-31	32-43	44-60
	7	0-29	30-44	45-60
	8	0-29	30-45	46-60
	11	0-32	33-46	47-60
Science	4	0-31	32-54	55-68
	7	0-32	33-54	55-68
	11	0-44	45-56	57-68





## 2021 MI-Access Participation (P) Performance Level Points Possible Ranges

Subject	Grade(s)	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
English Language arts	3	0-30	31-44	45-60
	4	0-31	32-42	43-60
	5	0-27	28-41	42-60
	6	0-28	29-40	41-60
	7	0-27	28-44	45-60
	8	0-26	27-42	43-60
	11	0-33	34-45	46-60
Mathematics	3	0-32	33-46	47-60
	4	0-31	32-46	47-60
	5	0-31	32-45	46-60
	6	0-30	31-43	44-60
	7	0-26	27-42	43-60
	8	0-27	28-42	43-60
	11	0-30	31-45	46-60
Science	4	0-45	46-71	72-90
	7	0-43	44-71	72-90
	11	0-47	48-74	75-90



## Section 6: The Dynamic Score Reporting System

MI-Access reports are available to school and district users through the Michigan Dynamic Score Reporting Site, which is accessible through the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure) . Detailed directions for navigating the MI-Access reports are documented in the [Dynamic Score Reporting Site User Guide](#), which is located on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access).

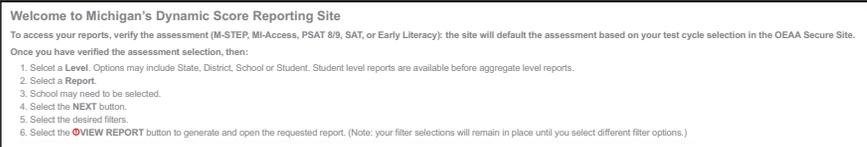
### The Secure Site

MI-Access reports are available through the Dynamic Score Reporting Site in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure). Secure Site access is only available to district and school employees with authorized user roles and permissions granted by their district. A Michigan Education Information System (MEIS) login is required in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to [Secure Site Training](http://www.michigan.gov/securisitetraining) (www.michigan.gov/securisitetraining) and click "How do I get access to the Secure Site?"

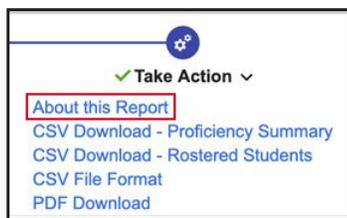
## Functionality

Michigan's Dynamic Score Reporting Site provides data for a variety of reports. Detailed information about the report features is available in the [2021 Dynamic Score Reporting Site User Guide](http://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf) (www.michigan.gov/documents/mde/How\_to\_Navigate\_Dynamic\_Score\_Reports\_532306\_7.pdf). Regardless of the report selected, users will encounter the following components:

1. **Welcome Page:** provides detailed directions for accessing the reports based on user role

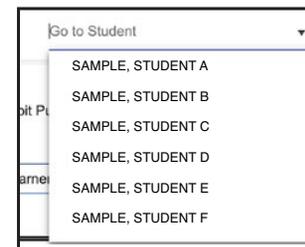


2. **Take Action button menu:** options vary depending on the report selected



- Options in this menu include:
  - About this Report
  - CSV File Download - contains all student data found in the report
  - CSV File Format - describes the data contained in the CSV file download
  - CSV Download - Proficiency Summary (Roster Report)
  - PDF Download - used to view individual or small groups of reports

3. **Go to Student Quick Link:** lets the user navigate to a student selected in the Filter Pane (only available on the Individual Student Report [ISR], Parent, and Student Overview reports)



4. **Report Body:** contains the selected report with the results of the filtered input

### Individual Student Report

Year: 20XX | Assessment: MIAccess Functional Independence | ISD Code: 00000 | ISD Name: Washtenaw ISD | District Code: 00000 | District Name: ABC Public Schools | School Code: 00000 | School Name: ABC Elementary School | Reporting Code: None  
**DOE, JOHN A | Grade 04 | English Language Arts**

UIC: 0000000000 | Student ID: 000000 | Gender: M | DOB: 00/00/0000 | Ethnicity: White | Student with Disability: Y | English Learner: N  
 Former English Learner: N | Designated Supports: Reader | Accommodations: None

#### English Language Arts Overall Performance Level and Scale Score

**2382**  
 Gray standard error

Subject	Scale Score	Standard Error	Performance Level	Student Growth Percentile
English Language Arts	2382	±7	Emerging	NA

Claims	Points Earned / Points Possible
ELA.C.1: Reading and Reading Comprehension	5 / 20
ELA.C.2: Writing and Sharing Ideas	2 / 6
ELA.C.3: Communication and Language	2 / 4
ELA.C.4: Research and Inquiry	3 / 4

5. **Filter Options:** allows the user to filter each report by several different options, including grade, content area, reporting code, and individual students. The filter options available vary depending on the report selected. Filter options may include:

**A** Grade

**B** Content Area

**C** Students  
(The Students filter has a predictive search feature. Users begin to type a student name into the search field; as they type, the student list begins to decrease based on the letters entered.)

**D** Reporting Code

**E** Performance Level

**F** Homeschooled

**G** Demographic filters include:

- Economically Disadvantaged
- English Learner
- Ethnicity
- Former English Learner
- Foster Care
- Gender
- Homeless
- Migrant
- Military Connected

**H** Navigation buttons to view the report

The screenshot shows the 'MICHIGAN Dynamic Score Reporting' interface. At the top, there are navigation elements: 'Choose Report' (labeled B), 'Select Filters' (labeled Y), 'View Report', and 'Take Action'. Below this, a breadcrumb trail shows 'MI-Access Filter' (labeled B), 'Parent Roster Report, ISD: ...' (labeled C), and 'Filters: Grades: ... Content Areas: Eng' (labeled E).

The main filter area is divided into two sections:

- Top Section (labeled A-F):**
  - Grades (A):** A list of checkboxes for grades 3 through 8.
  - Content Areas (B):** A list of checkboxes for English Language Arts, Mathematics, Science, and Social Studies.
  - Students (C):** A text input field labeled 'Type here to filter'.
  - Reporting Codes (D):** A text input field labeled 'Type here to filter'.
  - Performance Levels (E):** A list of checkboxes for All, Surpassed, Attained, and Emerging.
  - Homeschooled (F):** A list of radio buttons for All, Yes, and No.
- Bottom Section (labeled G):** A grid of demographic filters, each with a dropdown menu and radio buttons:
  - Economically Disadvantaged:** All, Yes, No
  - English Learner:** All, No
  - Ethnicity:** All, American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or More Races, White
  - Former English Learner:** All, Yes, No
  - Foster Care:** All, Yes, No
  - Gender:** All, Female, Male
  - Homeless:** All, Yes, No
  - Migrant:** All, Yes, No
  - Military Connected:** All, Yes, No

At the bottom of the interface, there are three navigation buttons (labeled H): '<< BACK', 'RESET ALL', and 'VIEW REPORT'.

## Section 7: Reports

### Student-Level Data

#### Student Record Labels

The Student Labels provide summary student performance levels for individual students. The labels are assembled by assessment type (FI, SI, and P), and include school information, student demographic information, MI-Access administration cycle information, and overall student performance level for tested content areas. The student record labels are shipped to schools.

#### Student Record Labels:

Self-adhesive Student Record Labels can be put on student record (CA-60) folders, allowing educators to view overall summary score and performance level information, for at-a-glance results.

Student-level data from the Spring 2021 MI-Access assessments results are to be used with caution and in combination with other local assessment data (including benchmark assessment data) to confirm and interpret the results of individual students.

00000 ABC PUBLIC SCHOOLS  
00455 ABC ELEMENTARY SCHOOL

**DOE, JANE A**  
UIC#: 0000000000  
DOB: 00/00/0000

Gender: F  
Grade: 3  
Spring 20XX

Content	SS	Performance Level
ELA	2400	2-Attained
Mathematics	2403	1-Emerging
Science	2445	3-Surpassed
Social Studies		

 Michigan Alternate Assessment Program

Functional Independence

00000 ABC PUBLIC SCHOOLS  
00455 ABC ELEMENTARY SCHOOL

**DOE, JOHN A**  
UIC#: 0000000000  
DOB: 00/00/0000

Gender: M  
Grade: 4  
Spring 20XX

Content	Earned/Possible Points	Performance Level
ELA	2/60	1-Emerging
Mathematics	53/60	3-Surpassed
Science	51/68	2-Attained

 Michigan Alternate Assessment Program

Supported Independence

00000 ABC PUBLIC SCHOOLS  
00455 ABC ELEMENTARY SCHOOL

**DOE, JOHN B**  
UIC#: 0000000000  
DOB: 00/00/0000

Gender: M  
Grade: 4  
Spring 20XX

Content	Earned/Possible Points	Performance Level
ELA	44/60	3-Surpassed
Mathematics	43/60	2-Attained
Science	53/90	2-Attained

 Michigan Alternate Assessment Program

Participation

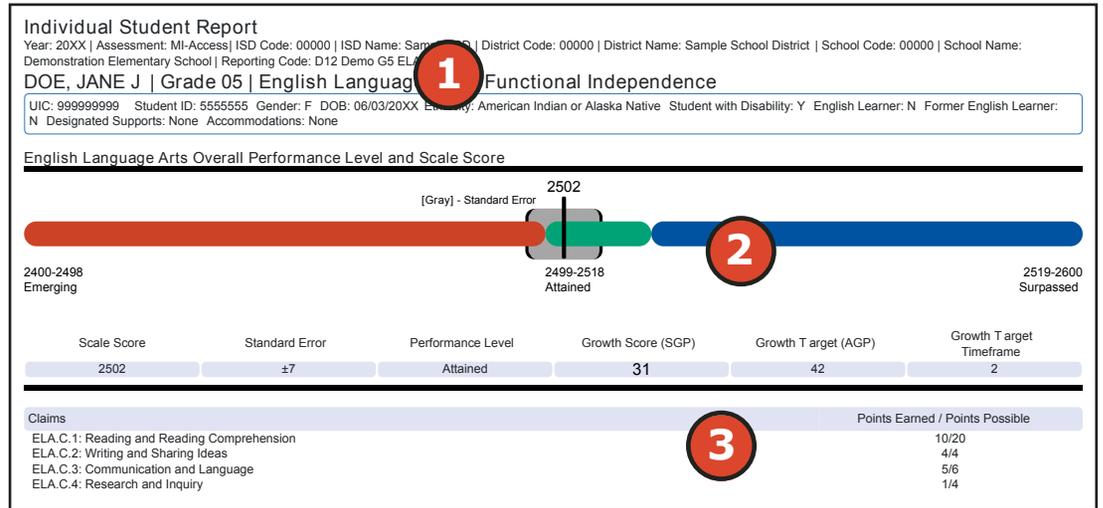
## Individual Student Report

The Individual Student Report (ISR) provides information about individual student performance by content area. Each student will have a separate ISR for each content area assessed. The report is divided into four main sections:

**1 Student Demographic Information**  
 This section provides identifying information about the student, including name, grade, and Unique Identification Code (UIC), district student ID (if provided by the school), gender, date of birth, and race/ethnicity. The report will indicate if the student has been identified in the Michigan Student Data System (MSDS) as a Student with Disability, an English Learner, or a Former English Learner. Additionally, any designated supports or accommodations the student received are displayed.

**2 Overall Content Performance**  
 Overall content area Scale Scores, including standard error (for FI) and Points Earned (for SI/P), and the associated performance level are provided as a graphic and as a table. Ranges for each performance level are also shown on the graphic. Student growth percentile is also provided for FI, if available at the time the report is generated. Each claim reports points earned out of points possible. The content expectations strand data for science and disciplines for social studies also report points earned out of total points possible.

**3 Claims, Strand, Discipline**  
 Claims, strands, and disciplines are broad statements about expected student learning. Claims apply to English language arts and mathematics, strands apply to science, and disciplines apply to social studies. Within each statement are the Essential Elements, or expectations to which students are instructed, which are organized by topic. A score reflects a student's performance on test items on the topics within that statement.



### This report helps schools to:

- inform, along with local assessment data, of student progress based on Michigan's alternate content expectations
- view overall summary score and performance level information at a glance
- view a snapshot of individual student performance based on Michigan's alternate content expectations
- analyze summary performance on the ELA and mathematics claims, science strands, and social studies disciplines

## 4 Disciplines and Strands

Disciplines and Strands are used to organize content expectations. Disciplines apply to social studies and strands apply to science. A discipline/strand score reflects the student's performance within the discipline or strand.

Each section can be expanded or collapsed using the left margin arrow symbol.

## Report Features

Features of this report are described below.

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf) ([https://www.michigan.gov/documents/mde/How\\_to\\_Navigate\\_Dynamic\\_Score\\_Reports\\_532306\\_7.pdf](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf)).

### Take Action

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- PDF Download – To view a PDF of the report, select “PDF Download”. This will open a PDF document of the reports, according to your selected filters. You can print individual or small groups of reports from this option.

### Help ?

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- [Interpretive Guide to MI-Access Reports](https://www.michigan.gov/documents/mde/2019_Interpretive_Guide_to_MI-Access_Reports_665060_7.pdf) – provides information on the interpretation and use of MI-Access reports ([https://www.michigan.gov/documents/mde/2019\\_Interpretive\\_Guide\\_to\\_MI-Access\\_Reports\\_665060\\_7.pdf](https://www.michigan.gov/documents/mde/2019_Interpretive_Guide_to_MI-Access_Reports_665060_7.pdf)).
- MDE Contact Information.

### Go to Student

The Go to Student menu allows the user to go directly to the generated report for the selected student.

Assessment Expectation Raw Scores (Points Earned / Points Possible)			
<input checked="" type="checkbox"/>	<b>Expectation ELA.C.1</b>	<b>Reading and Reading Comprehension</b>	<b>5/20</b>
EE.L.H.4.4.a	Use context clues to determine which word or words best complete a sentence		5/10
<input checked="" type="checkbox"/>	<b>Expectation ELA.C.2</b>	<b>Writing and Sharing Ideas</b>	<b>2/6</b>
EE.W.H.4.4	Use ideas, details, or examples when writing/dictating/drawing		1/4
EE.L.H.4.2.a	Identify words that should be capitalized in a sentence and choose the correct ending punctuation		1/2
<input checked="" type="checkbox"/>	<b>Expectation ELA.C.3</b>	<b>Communication and Language</b>	<b>2/4</b>
EE.L.H.4.1	Identify correct usage of grammatical structures		1/2
EE.L.H.4.3	Use language to express emotions and communicate effectively with peers and adults		1/1
<input checked="" type="checkbox"/>	<b>Expectation ELA.C.4</b>	<b>Research and Inquiry</b>	<b>3/4</b>
EE.W.H.4.1.b	Identify or list reasons to support an opinion about a given topic or text		1/2
EE.W.H.4.3.b	Identify or list words that describe an event or personal experience		1/1
EE.W.H.4.8	Sort information into categories		1/1

### Schools are not to use this report to:

- make program-placement decisions for individual students
- make day-to-day instructional decisions for individual students
- conduct item-level analysis or item-type reviews that encourage “teaching to the test” rather than the alternate content expectations
- make decisions about continuous improvement goals and strategies for schools or districts

## Student Growth and Performance Report (FI only)

The Student Growth and Performance Report provides information about student growth by content area. Each student in grades containing reportable growth data will have a separate Student Growth and Performance report for each content area taken. Student growth reporting is for Functional Independence (FI) only.

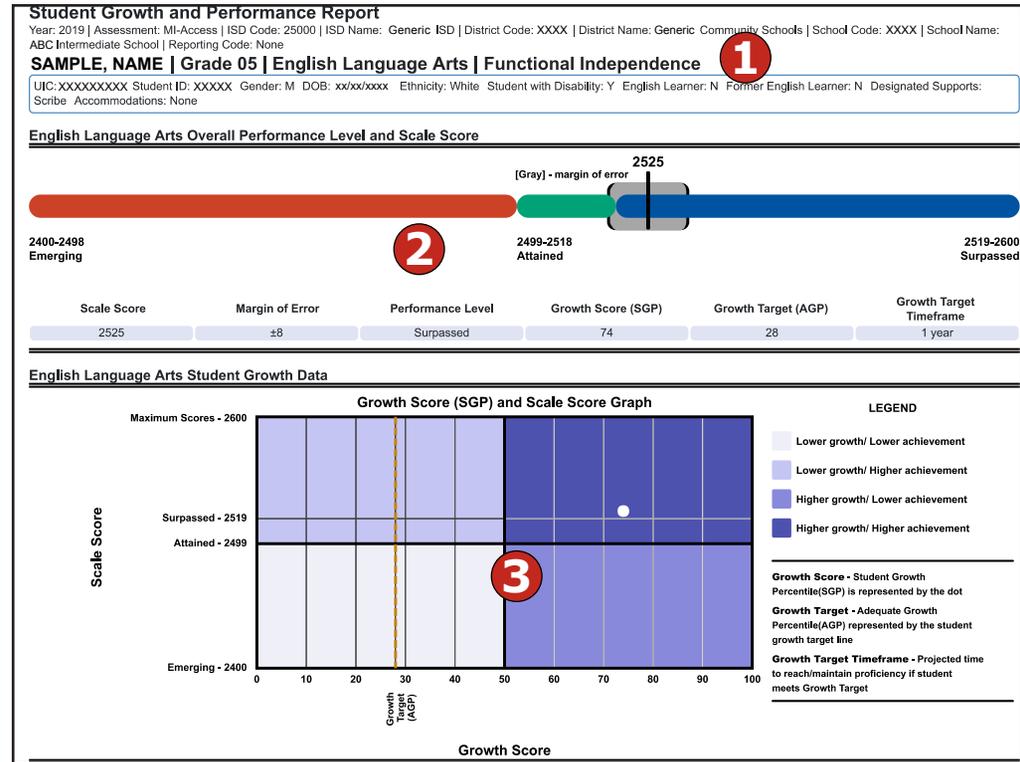
The report provides detailed information about student achievement and student growth data. It includes overall scale score, performance level, growth score, growth target, and target frame; students scale score is shown plotted against growth data.

### 1 Student Demographic Information

This section provides identifying information about the student including name, Unique Identification Code (UIC), district student ID (if provided by the school), gender, data of birth, and ethnicity.

The report will indicate if the student has been marked as an English Learner, or Former English Learner in the Michigan Student Data System (MSDS).

Additionally, any designated supports or accommodations the student received as indicated by the DRC INSIGHT Portal or on the paper answer document are displayed.



This report helps schools to:

- view overall summary score and performance level information at a glance
- view a snapshot of student performance
- view a snapshot of student growth target and timeframe to reach or maintain proficiency
- help to inform, along with other local assessment data, student performance and progress toward expectations

Schools are not to use this report to:

- make program-placement decisions for individual students
- make day-to-day instructional decisions for individual students
- make decisions about continuous improvement goals and strategies for schools or districts

## 2 Overall Content Performance

Overall content area scale scores, including standard error and the associated performance level, are provided as a graphic and as a table. Scale score ranges for each performance level are also shown on the graphic.

Growth Data are available and includes:

- Growth Score (SGP)
- Growth Target Score (AGP)
- Growth Target Timeframe

Growth scores describe a student’s learning over time compared to other students who took the same test and had similar prior test scores. Growth Scores are percentiles that range from 1 to 99, with 50 being the average; they indicate how many scores in the comparison group are below that score. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

Growth Target Scores also range from 1 to 99 and represent the amount of growth above or below average a student needs to maintain year-over-year to reach or maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

Growth Target Timeframes range from one to three years and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are set based on how long it has historically taken similar students to reach or maintain proficiency.

## 3 Student Growth Data Graph

The Growth Score (SGP) and Scale Score Graph plots student growth score against student scale score.

The horizontal axis of the graph labels the student’s growth score, ranging from one to 99. Student Growth Target is also displayed with a vertical dotted line. The growth score of 50 is marked by a bold black line that separates the “lower growth” sections from the “higher growth” sections.

The vertical axis of the graph labels the student’s scale score. Scale score is labeled for each Performance Level range. Scale score ranges for Emerging, Attained, and Surpassed are labeled. The highest possible scale score is also labeled. The Performance label is marked by a bold black line that separates the “lower achievement” sections from the “higher achievement” sections.

The student’s growth score plotted against the scale score is marked by a dot. This dot indicates which section the student’s growth and scale score represents. The key to the right of the graph identifies four sections. Each section is identified:

- Lower growth/lower achievement
- Lower growth/higher achievement
- Higher growth/lower achievement
- Higher growth/higher achievement

The legend to the right of the graph describes each data point for Growth Score, Growth Target, and Timeframe.

## Report Features

Features of this report are described below.

## Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf) ([https://www.michigan.gov/documents/mde/How\\_to\\_Navigate\\_Dynamic\\_Score\\_Reports\\_532306\\_7.pdf](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf)).

## Take Action

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## Help ?

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- MDE Contact Information.

## Parent Report

Parent Reports are printed and shipped to schools for distribution to parents and guardians. Parent Reports are also available electronically through the Secure Site.

The Parent Report provides information for parents about student performance in tested content areas. Translated versions of the Parent Reports are also available through the Dynamic Score Reporting Site in Spanish and Arabic. This report includes four main sections:

- 1 Superintendent Letter**  
 The Superintendent Letter to parents describes the MI-Access test administration, provides a brief overview of the data contained in the report, and contains a list of resources for the parent or guardian.
- 2 What do my student's overall scores mean?**  
 These descriptors provide an explanation for each of the levels with the student's performance in relation to the expectations.
- 3 Where can I find more information?**  
 The MI-Access web page provides resources for parents/ students to access to help understand the results and support student learning.

**Parent Report** can help educators/parents:

- see individual student scores and performance
- view a snapshot of student progress toward Michigan Alternate Content Expectations

Doe, John J | Grade 5  
 District: 00000 Demo School District  
 School: 00000 Demo Elementary School

2021 | Parent Report



Dear Parent or Guardian:

The COVID-19 pandemic has presented serious challenges for Michigan schools, and teachers have responded by teaching in new and creative ways. **1**

The Michigan Alternate Content Expectations ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)) set learning expectations for what students should learn and be able to do at each grade level. The expectations help to ensure students have the knowledge and skills to meet life, academic, or future workplace demands.

As required by state and federal law, your student took the Michigan Alternate Assessment (MI-Access) this spring. The MI-Access measures student progress based on the expectations for grades 3-8 and 11. Your child's test results are included in this report.

Please remember that these assessments are simply a snapshot of a student's achievement. I encourage you to discuss these results with teachers who know your student personally. The MI-Access results should be used with classroom performance information from your child's teachers, benchmark assessment results, and other reflections of those who work closely with your child to provide the most complete picture of your child's progress. Under no circumstances should you or anyone else judge where your child is academically solely based on results on MI-Access, particularly when administered during a pandemic.

Parents/guardians have an important role in setting high expectations and supporting their child in meeting them. If your child needs additional help or wants to learn more about a subject, I encourage you to work with your local educator(s) to find helpful resources. Families, schools, and teachers succeed when they work together to support and inspire student achievement.

Sincerely,  
  
 Michael F. Rice, Ph.D.  
 State Superintendent  
 Michigan Department of Education



What do my student's overall scores mean?

Student overall scores reflect what students know and can do in relation to Alternate Content Expectations. Overall scores are reported in one of three performance levels. **2**

- Surpassed** The students who Surpassed the Alternate Content Expectations, are typically able to demonstrate a consistent and independent ability to meet and exceed the Expectations defined for Michigan students.
- Attained** The students who Attained the Alternate Content Expectations, are typically able to independently demonstrate their ability to meet the Expectations defined for Michigan student.
- Emerging** The students who are Emerging Toward the Alternate Content Expectations, with or without assistance, are typically able to demonstrate a limited ability to meet the Expectations defined for Michigan students.

Where can I find more information?

The MI-Access webpage at <https://www.michigan.gov/mi-access> has a Parent/Student section with information designed for parents, guardians, and students, including: **3**

- Michigan's Alternate Assessment: What It Is, What It Means, and What It Offers
- Parent Guide to MI-Access Results
- Parent/Student User Guide to MLearn Assessment Score Reporting Site
- Parent Teacher Conference Guide
- MI-Access FI Online Tools Training: Functional Independence (FI) online practice with the tools and types of questions your student may have encountered while taking the FI online assessment.

## 4 Overall Content Performance

Overall content area Scale Scores, including standard error (for FI) and Points Earned (for SI/P), and the associated performance level are provided as a graphic and as a table. Ranges for each performance level are also shown on the graphic.

Raw scores for English language arts and mathematics are reported. Each claim reports points earned out of points possible.

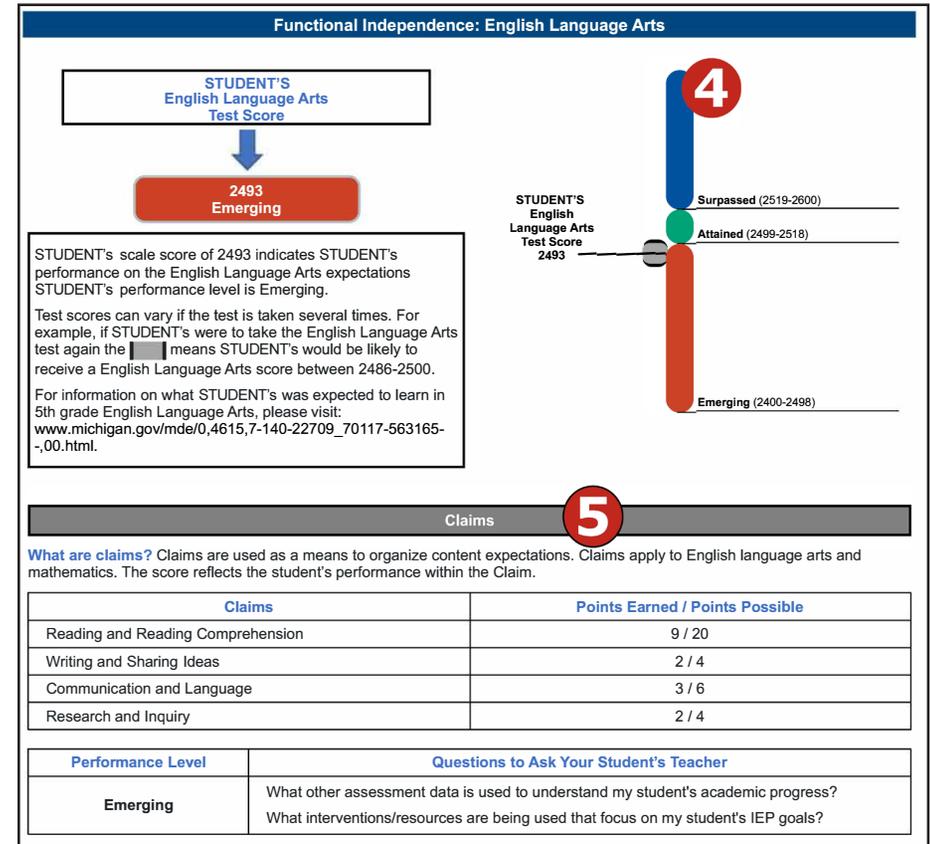
The content expectations strand data for science and disciplines for social studies also report points earned out of total points possible.

## 5 Claims, Strands, and Disciplines

**Claims** are broad statements about expected student learning. Claims apply to English language arts and mathematics. Within each claim are the Essential Elements, or expectations to which students are instructed, organized by topic. A claim score reflects a student's performance on test items on the topics within that claim.

**Disciplines and Strands** are used to organize content expectations. Disciplines apply to social studies and strands apply to science. A discipline/strand score reflects the student's performance within the discipline or strand.

Based on the student's performance, several questions are provided for parents/guardians to begin discussions with a student's teachers and other educators.



### Parent Guide to MI-Access Results:

A companion guide for the parent report has been provided this year for parents/guardians. It is located in the Parent/Student section of the MI-Access web page. This guide is designed for parents who want to have a better understanding of their student's results.

## Report Features

Features of this report are described below.

## Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf) ([https://www.michigan.gov/documents/mde/How\\_to\\_Navigate\\_Dynamic\\_Score\\_Reports\\_532306\\_7.pdf](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf)).

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- PDF Download – To view a PDF of the report, select “PDF Download”. This will open a PDF document of the reports, according to your selected filters. You can print individual or small groups of reports from this option.
- Printed Version - Presents the user with a printer-friendly version of the reports selected.

## Help ?

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- MDE Contact Information.

## Student Overview Report

The Student Overview Report provides summary data of a selected student's performance in all content areas assessed on the MI-Access. These reports are designed to provide educators a high-level snapshot of a student's performance in all content areas by grade. The overview is reported for each of the three test cycles: Functional Independence (FI), Supported Independence (SI) and Participation (P).

For the selected student, the following data is displayed for each tested content in both graphic and table formats:

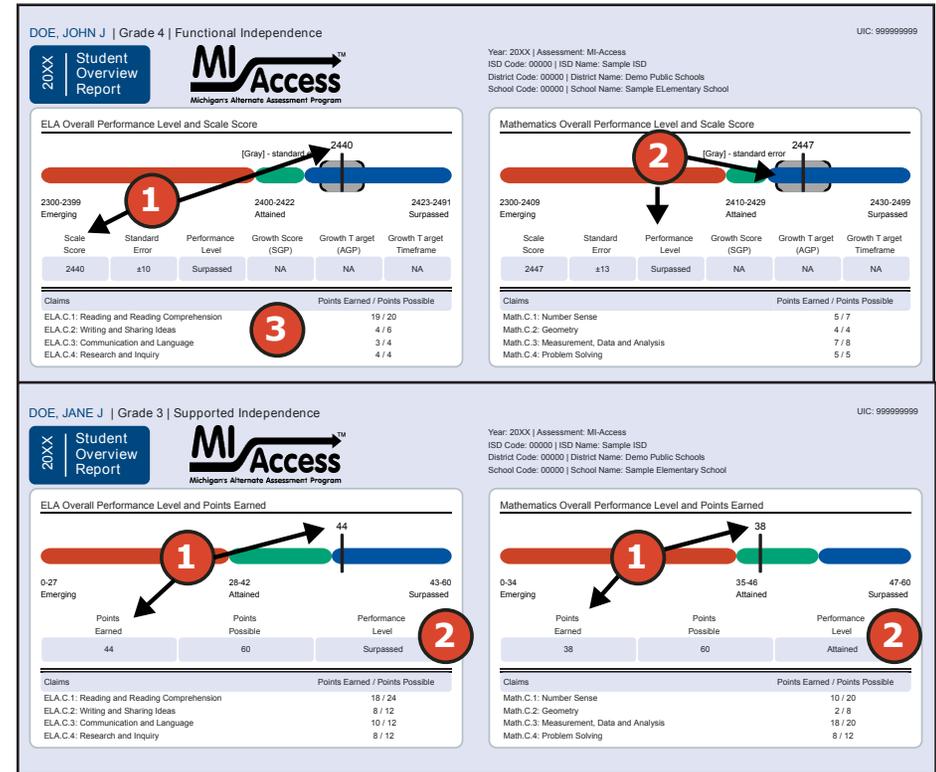
- 1** Scale Score (FI) or Points Earned (SI/P)
- 2** Performance level, including Standard Error (FI only)
- 3** Sub-Score (Claim, Strands, or Discipline) Performance with Points Earned out of Points Possible

### Report Features

Detailed information about the report features is available in the [2021 Dynamic Score Reporting Site User Guide](http://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf) (www.michigan.gov/documents/mde/How\_to\_Navigate\_Dynamic\_Score\_Reports\_532306\_7.pdf).

#### Schools are not to use this report to:

- make program-placement decisions for individual students
- make day-to-day instructional decisions for individual students
- conduct item-level analysis or item-type reviews that encourage "teaching to the test" rather than the alternate content expectations
- make decisions about continuous improvement goals and strategies for schools or districts



#### This report helps schools to:

- inform, when used with other local assessment data, about student proficiency and progress toward proficiency based on Michigan's alternate expectations
- view overall summary score and performance-level information at a glance
- view a snapshot of individual student performance based on Michigan's alternate expectations
- analyze summary performance on the English language arts, mathematics claims, social studies disciplines, and science strands

## Report Features

Features of this report are described below.

## Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf) ([https://www.michigan.gov/documents/mde/How\\_to\\_Navigate\\_Dynamic\\_Score\\_Reports\\_532306\\_7.pdf](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf)).

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- MDE Contact Information.

## Go to Student

The Go to Student menu allows the user to go directly to the generated report for the selected student

## Student Roster Report

The Student Roster Report allows users to view student scale scores and standard error (for FI), Possible Points (for SI/P), and performance levels by assessment type, content area, and grade.

The report is divided into five main sections:

1

### Overall Proficiency Summary

The data for each group is displayed in graphic format for each group.

- State: all students in the state
- District: all students in the district
- School: all students in the school
- Rostered Students: students displayed in the roster according to user filter selections

The data displayed in the graph is:

- Mean scale score (FI)
- Earned Points out of Points Possible (for SI and P)
- Number of valid tests in each performance level (Emerging, Attained, and Surpassed) – displayed in the hover feature
- Percentage of valid tests in each performance level (Emerging, Attained, and Surpassed)

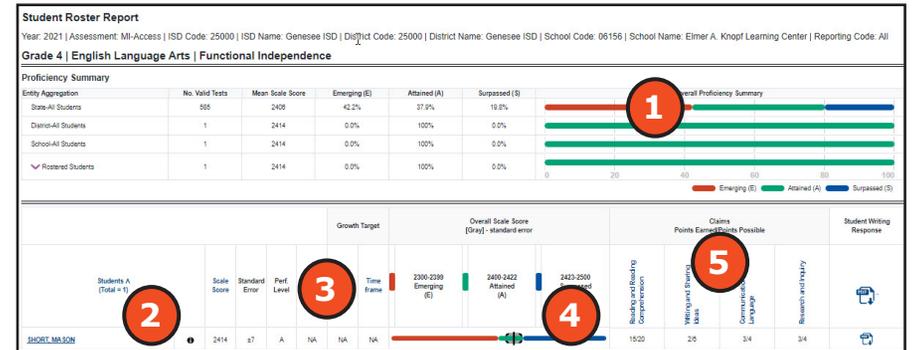
2

### Rostered Students Description

Students meeting the selected filter criteria are displayed in ascending alphabetical order by last name, then first name. The sort sequence can be changed to sort in descending alphabetical order.

The following data is displayed in this section:

- Number of students displayed in the student roster; this represents all students who tested in the selected filters including students with invalid tests
- Student Name, by last name, first name, middle initial; student name is sortable
- Unique Identification Code (UIC) – displayed when the Information icon *i* is clicked.
- Date of Birth (DOB) – displayed when the Information icon *i* is clicked



3

### Overall Content Performance (Table Format) Description

The table contains overall scores, including standard error (FI), the associated performance level, Growth Score, Growth Target Score, and Growth Target Timeframe. The blue text for scores, SGP, AGP, and timeframe are sortable. Note: Growth data are displayed only in FI reports.

4

### Overall Content Performance (Graphic Format) Description

The performance data for each selected student is also displayed in graphic format. The ranges for the three performance levels are provided in the legend.

5

### Subscore (Claim, Strand, or Discipline) Data

Claims, strands, and disciplines are displayed for English language arts, mathematics, science, and social studies as subscores. These are reported as Points Earned out of Points Possible (PE/PP). The blue text in each of the headers allows users to sort by each column in ascending and descending order.

## Report Features

Features of this report are described below.

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf) ([https://www.michigan.gov/documents/mde/How\\_to\\_Navigate\\_Dynamic\\_Score\\_Reports\\_532306\\_7.pdf](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf)).

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- CSV Download – two downloadable files that contain all student data that is contained on the report: one file contains the data in the overall proficiency summary and one file contains the data from the student roster.
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### Help ?

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- [Interpretive Guide to MI-Access Reports](#) – provides information on the interpretation and use of MI-Access reports ([https://www.michigan.gov/documents/mde/2019\\_Interpretive\\_Guide\\_to\\_MI-Access\\_Reports\\_665060\\_7.pdf](https://www.michigan.gov/documents/mde/2019_Interpretive_Guide_to_MI-Access_Reports_665060_7.pdf)).
- MDE Contact Information.

## Sort Options

There are several sort options available in the Student Roster Report.

- Claims/Strands/Disciplines can be sorted individually. The first click sorts from high to low, the second click will sort from low to high.
- Growth Score (SGP) can be sorted from high to low on the first click; if clicked a second time, the Growth Score sorts from low to high.
- Growth Target (AGP) can be sorted from high to low on the first click; if clicked a second time, the Growth Target sorts from low to high.
- Growth Target Timeframe can be sorted from high to low on the first click; if clicked a second time, the Growth Target sorts from low to high. The secondary sort for Growth Target Timeframe is the Growth Target score.
- Scores can be sorted from high to low on the first click; if clicked a second time, the Score sorts from low to high.
- Student Name initially displays the report in alphabetical order, with invalid reports grouped at the bottom of the report. Users can click to sort in reverse alphabetical order; invalid reports will display at the top.

## Drill-Down Feature

The Student Roster Report includes a drill-down feature that allows the user to select a student’s name on the Student Roster Report to open an Individual Student Report.

After a user has selected a student name to drill down into the Individual Student Report and the Individual Student Report displays, a breadcrumb area appears below the District/School entity information that displays ‘Student Roster Report – Individual Student Report’.

Each report name in the breadcrumb is an active link. To return to the Student Roster Report, the user selects 'Student Roster Report'. A user may drill down into a Student Roster Report from the School Demographic Report. When a user accesses the Student Roster Report in this way, the user cannot make any additional filter selections in the report. The user can view the report and use its sorting functionality, or drill down further into an Individual Student Report. However, to use the filter options in the Student Roster Report, the user must select the Student Roster Report from the report's drop-down menu.

### Schools are not to use this report to:

- make program-placement decisions for individual students unless required bylaw
- make day-to-day instructional decisions for individual students
- make decisions about continuous improvement goals and strategies for schools or districts

### Student Writing Responses (PDF)

The FI ELA: Expressing Ideas will include the written/drawn responses for all students with valid ELA scores. The responses will be listed as a PDF for each student and a bulk download for all students.

These responses are now displayed in the Roster report when they first become available, through the Secure Site in the Dynamic Score Reporting System.

To support the use of the Expressing Ideas results, the Scoring Guides for the writing responses are posted on the [MI-Access web page](http://www.michigan.gov/mi-access) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)) under the **Reporting** section.

## Aggregate-Level Data

### Expectation/Scoring Focus Analysis Reports

The Analysis Report is produced in two formats. The **Expectation Analysis Report** is for FI and the **Scoring Focus Analysis Report** is for SI/P. These reports provide the percentage of points earned by grade and content area expectation or scoring focus.

The report can be run by:

- Assessment Type (FI, SI, and P)
- Report Level (School, District, and State)

Click on the carat to the left of a claim to expand and collapse the claims, strands, and disciplines.

The report is divided into three main sections:

- 1 Expectation/Scoring Focus Information**  
The expectation/scoring focus is listed and along with detailed descriptions. The headers in the gray rows can be collapsed/expanded by selecting the caret in the left margin.
- 2 Number of Students Assessed**  
The number of students assessed for each expectation/scoring focus is displayed as well as the average percentage of points earned out of points possible.
- 3 Aggregate Student Data**  
The report displays the number of students receiving expectations/scoring focus scores within one of four bands: 0-25%, 26-50%, 51-75%, and 76-100%. Individual students may have a different number of points possible associated with an expectation, depending on the test form they received.

**Note:** The data found in this report is designed only for school and district use and should not be disseminated to the public.

School Expectation Analysis Report									
Year: 20XX   Assessment: MI-Access   ISD Code: 00000   ISD Name: Sample ISD   District Code: 00000   District Name: Demo ISD   School Code: 00000   School Name: Sample Learning Center									
Grade 04   English Language Arts   Functional Independence									
Claim	Reading and Reading Comprehension		No. of Students Assessed	Average % Points Earned	0-25% Points Earned	Number of Students With:			
Expectation: ELA.C.1						26-50% Points Earned	51-75% Points Earned	76-100% Points Earned	
EE.RL.H.4.1	Use details to answer questions about narrative text		73.3	1	0	0	0	2	
EE.RJ.H.4.2	Identify the main idea of a paragraph informational text		100	0	0	0	0	3	
EE.RI.H.4.5	Identify elements of informational text		66.7	0	2	0	0	1	
EE.RI.H.4.7	Use information presented visually and/or orally to answer questions		3	100	0	0	0	3	
EE.LH.4.4.a	Use context clues to determine which word or words best completes a sentence		3	86.7	0	0	0	3	
EE.LH.4.5.c	Identify the meaning of words in narrative and informational texts		3	66.7	1	0	0	2	
Claim	Writing and Sharing Ideas		No. of Students Assessed	Average % Points Earned	0-25% Points Earned	Number of Students With:			
Expectation: ELA.C.2						26-50% Points Earned	51-75% Points Earned	76-100% Points Earned	
EE.WH.4.3.a	Write/dictate/draw about an event or personal experience		3	58.3	1	0	2	0	
EE.LH.4.2.a	Identify words that should be capitalized in a sentence and choose the correct ending punctuation		3	33.3	1	2	0	0	
Claim	School Scoring Focus Analysis Report								
Year: 20XX   Assessment: MI-Access   ISD Code: 00000   ISD Name: Sample ISD   District Code: 00000   District Name: Demo Public Schools   School Code: 00000   School Name: Sample Learning Center									
Grade 11   Mathematics   Participation									
Claim	Scoring Focus: Math.C.1		No. of Students Assessed	Points Possible	0-25% Points Earned	Number of Students With:			
EE.N-RN.L.1	Select appropriate numbers/quantities to 5 to solve problems			12	0	1	0	0	
Claim	Scoring Focus: Math.C.2		No. of Students Assessed	Points Possible	0-25% Points Earned	Number of Students With:			
EE.G-CO.L.6-8	Determine which of two similar shapes/objects is bigger/smaller		1	12	0	0	0	1	
Claim	Scoring Focus: Math.C.3		No. of Students Assessed	Points Possible	0-25% Points Earned	Number of Students With:			
EE.S-ID.L.3	Sort given data into two groups		1	6	0	0	0	1	
EE.S-IC.L.1-2	Identify one possible outcome of a real-world event		1	6	0	0	0	1	
Claim	Scoring Focus: Math.C.4		No. of Students Assessed	Points Possible	0-25% Points Earned	Number of Students With:			
EE.A-SSE.L.4	Recognize double the quantity of an item (total up to 10)		1	12	0	1	0	0	
EE.F-IF.L.1.3	Identify which of 2 choices is needed to solve a problem		1	6	0	0	0	1	
EE.F-BF.L.2	Use ordinal terms to identify position in a pattern or sequence		1	6	0	0	1	0	

### Expectation Analysis/Scoring Focus Report can help educators:

- identify the need for changes in academic programs or in continuous improvement goals
- identify strengths and weaknesses in aggregate groups by assessment expectations
- analyze curricular alignment to expectations/scoring focus; that is, "Are all expectations in each content expectations/scoring focus being taught?"

## Report Features

Features of this report are described below.

## Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf) ([https://www.michigan.gov/documents/mde/How\\_to\\_Navigate\\_Dynamic\\_Score\\_Reports\\_532306\\_7.pdf](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf)).

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- MDE Contact Information.

## Demographic Report

The Demographic Report provides a comparison of students by grade and Content Area, aggregated across reporting and demographic groups, showing the percentages at each level (Emerging, Attained, and Surpassed).

The report can be run by:

- Assessment Type (FI, SI, and P)
- Report Level (School, District, and State)

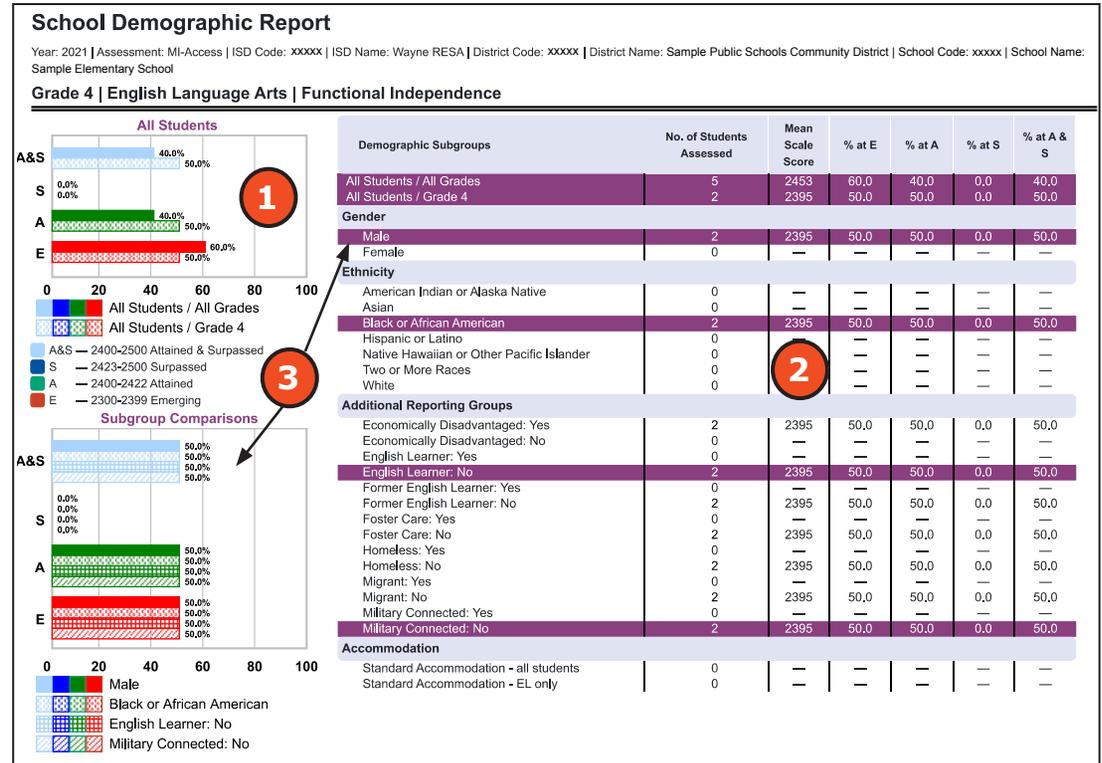
Filters available for this report are:

- Grade
- Content Area

Users may use the expand and collapse feature for these fields.

The report is divided into three main sections:

- Overall Performance Level Graphic**  
 The report defaults to the performance levels as a percentage for the selected grade and all students in that grade in a graphic format. The legend, with score ranges, is provided underneath the graph.
- Demographic Subgroup Performance Level Data Table**  
 Performance level data—including the number of students assessed, mean scale score/points earned, and percentages of students in each performance level (Emerging, Attained, and Surpassed, and Attained/Surpassed combined)—are displayed for a number of demographic subgroups in a table.



The demographic subgroups reported are:

### Gender

- Male
- Female

### Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

## Additional Reporting Groups

- Economically Disadvantaged: Yes/No
- English Learner: Yes/No
- Former English Learner: Yes/No
- Foster Care: Yes/No
- Homeless: Yes/No
- Migrant: Yes/No
- Military Connected: Yes/No

## Accommodations (FI only)

- Standard Accommodation—all students
- Standard Accommodation—EL only

- 3 Demographic Subgroup Percentage Graph**  
 When a demographic subgroup is selected, its row will highlight and display a chart graphic showing performance level percentages for that subgroup. This graph is displayed under the overall graph for easy comparison for up to 8 subgroup selections.

## Report Features

Features of this report are described below.

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf) (https://www.michigan.gov/documents/mde/How\_to\_Navigate\_Dynamic\_Score\_Reports\_532306\_7.pdf).

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This report helps schools to:

- compare overall performance for each aggregated group of students
- compare school performance to other schools in the district if assessment participation was consistent across the district
- identify needs for academic program improvement or continuous improvement goals
- analyze summary performance by demographic group
- compare demographic group performance to overall performance
- identify areas of strength and weakness by demographic group
- analyze curricular alignment and impact by demographic group
- analyze school-level overall performance
- analyze curricular alignment to Alternate Content Expectations

## Comprehensive Report

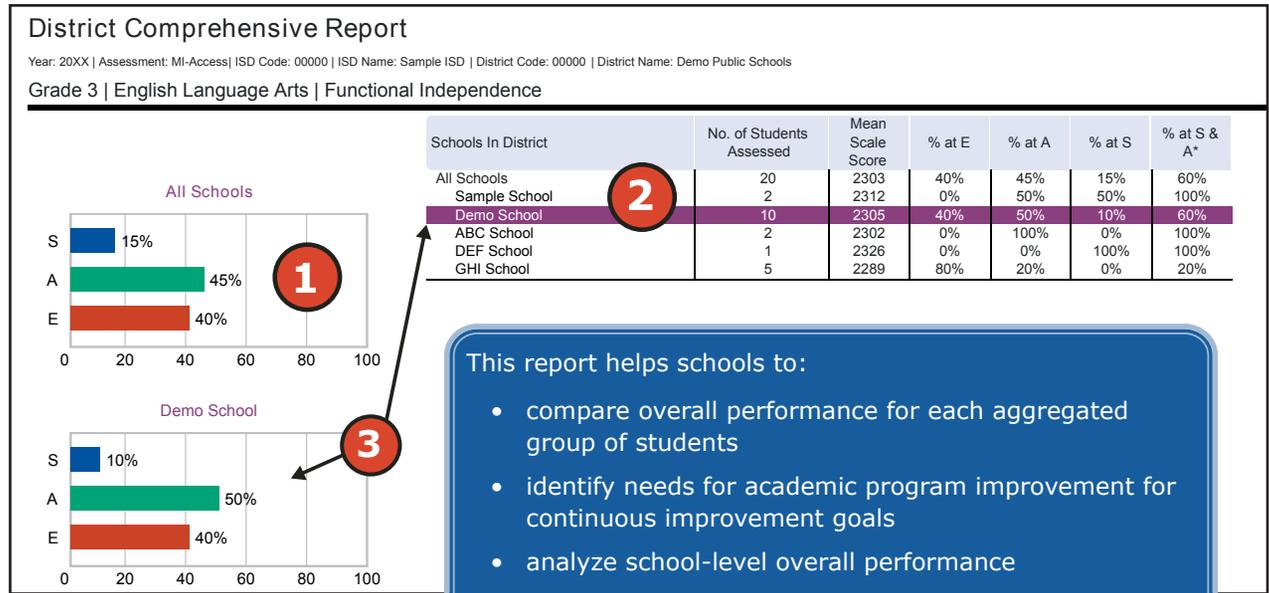
The Comprehensive Report provides a comparison of students by grade and content area, aggregated for schools in the district, showing the percentages of student performance at each level (Emerging, Attained, and Surpassed).

The report can be filtered by:

- Grade
- Content Area

After the user selects a grade and/or content area(s) to view, the content area(s) for that grade are displayed individually in alphabetical order.

The report is divided into three main sections:



**1 Overall Performance Level Percentages Graphic**  
 For all students with valid test scores in the selected grade, student population, and displayed content, the percentages of Surpassed, Attained, and Emerging students are displayed in a horizontal bar graph. The legend beneath the graph provides the score ranges associated with each performance level.

**2 Entity Performance Level Data Table**  
 Performance level data—including the number of students assessed, mean scale score, and percentages of students in each performance level (Emerging, Attained, Surpassed, and Attained/Surpassed combined)—are displayed for the applicable district in a table. The report displays performance data for the schools, excluding nonpublic schools and homeschooled students.

**3 Entity Performance Level Percentages Graphic**  
 The user may make up to 8 selections from the entity table to compare against the overall intermediate or local school district performance data. The selected entity will be highlighted and a corresponding horizontal bar graph of the performance level percentages will display under the overall performance level graph.

## Report Features

Features of this report are described below.

## Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf) ([https://www.michigan.gov/documents/mde/How\\_to\\_Navigate\\_Dynamic\\_Score\\_Reports\\_532306\\_7.pdf](https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf)).

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- MDE Contact Information.

## Drill-Down Feature

The Student Roster Report includes a drill-down feature that allows the user to select a student’s name on the Student Roster Report to open an Individual Student Report.

After a user has selected a student name to drill down into the Individual Student Report and the Individual Student Report displays, a breadcrumb area appears below the District/School entity information that displays ‘Student Roster Report – Individual Student Report’.

## OEAA Secure Site Data Files

Data files are available for download by authorized school and district users under the **Student Test Scores** tab of the Office of Educational Assessment and Accountability ([OEAA Secure Site](http://www.michigan.gov/oeea-secure) ([www.michigan.gov/oeea-secure](http://www.michigan.gov/oeea-secure))).

### Student Data File

The Student Data File contains detailed individual student data in a Microsoft Excel file. The data includes school information, student demographic data, test administration data, and student performance data.

**School information**—includes Student ISD, District, and School Code

#### MI-Access Student Data File Format

The downloaded file containing student test scores is a Comma Delimited File (CSV) with the following fields in order:

*Please note: fields containing "Reporting Level" information are referring to claim for ELA/math, strand for science, and disciplines for social studies.*

Excel Column	Field	Descriptor	Field Type (length)	Format
A	TestCycleName	MI-Access FI, MI-Access SI, or MI-Access P	text(20)	
B	ISDCode	ISD code number	varchar(5)	99999
C	DistrictCode	District code number	varchar(5)	99999
D	SchoolCode	School code number	varchar(5)	99999
E	Grade	Student grade	varchar(2)	
F	LastName	Student last name	varchar(25)	
G	FirstName	Student first name	varchar(25)	
H	MiddleInitial	Student middle initial	char(1)	
I	Gender	Student's gender M = Male, F = Female	char(1)	
J	Ethnicity	Student's ethnic code 0 = Native Hawaiian or Other Pacific Islander 1 = American Indian or Alaska Native 3 = Black or African American 4 = Hispanic or Latino 5 = White 6 = Two or more Races 9 = Asian	int(1)	9

**Student Demographic Data**—includes grade, name, gender, ethnicity, UIC, Date of Birth; also subgroup data including Economically Disadvantaged, Special Education, English Learner, Former English Learner, Migrant, Homeless, Foster Care, Military Connected, and Homeschooled

**Test Administration Data**—includes online/paper-pencil format; also valid or invalid test – if invalid, includes reason for invalidation of the test; if student received accommodations

**Student Performance Data**—includes student scores, student growth data (FI only), raw strand data for science, discipline data for social studies, and claim performance for ELA and mathematics

The Student Data File is provided for schools to use as a data resource for school- or district-level data reviews. Schools or districts can use the Student Data File to manipulate and evaluate data in ways that support school improvement goals or other data-based decision-making purposes.

### Aggregate Data File (Available in Secure Site only)

The Aggregate Data File contains student performance data used in the selected report. This data includes school information, student population, demographic group, and student performance data.

- **School information**—ISD, district, and school information included in the selected report
- **Demographic Data**—demographic data, such as Gender, Ethnicity, Economically Disadvantaged, Migrant Status, English learner, Foster Care, and Military Connected, based on the data contained in the selected report
- **Student Performance Data**—student or student aggregate group scores and claim, strand, or discipline, based on the data contained in the selected report

The Aggregate Data File is provided for schools to use as a data resource for school- or district-level data reviews. Schools or districts can use the Aggregate Data Files to evaluate data in ways that support school improvement goals or other data-based decision-making purposes.

## Section 8: Additional Resources

### Additional Sources of Assessment Results

#### MI School Data

MI School Data is an online public portal that provides views of Michigan education data to guide informed educational decisions, to help improve instruction, and to enable school systems to prepare a higher percentage of students to succeed in rigorous high school courses, college, and challenging careers. ([www.michigan.gov/mischooldata](http://www.michigan.gov/mischooldata))

#### MiLearn

The [Michigan Linked Educational Assessment Reporting Network \(MiLearn\)](#) is a Michigan Department of Education service that delivers state assessment data electronically to students, parents, and educators directly through the district's Student Information System (SIS). MiLearn is updated daily using the Michigan Data Hub data to reflect student enrollment changes.

When users log into the SIS, no second login or password is needed to access MiLearn. The user clicks a "State Assessment Data" link in the SIS to access MiLearn and their reports. Currently, districts on the Michigan Data Hub that use PowerSchool, MISTAR, Skyward, or Synergy as their SIS are able to integrate this free service. MDE continues to work with the remaining SIS vendors that are supported by the Michigan Data Hub to provide access to MiLearn. If your district is not yet on the Michigan Data Hub, contact [support@michigandatahub.org](mailto:support@michigandatahub.org).

The MiLearn system has been designed with flexibility and convenience for districts. You control who sees the data. District administrative staff configure their system security to locally govern which data is provided

to their users. Since MiLearn receives rostering updates nightly, your data is always current and reflects the current school and district enrollment. This also means you will see the available state assessment results for new students in the district the next day. Currently, MiLearn houses three years' worth of data for M-STEP, WIDA, and MI-Access results. Beginning with the Spring 2021 score results, results of PSAT, SAT, and ACT assessments will be added to the system. For more information on MiLearn, contact Tim Hall at [hallt@michigan.gov](mailto:hallt@michigan.gov).

#### General Resources

General additional resources are available on the [MI-Access web page](#) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)):

- For instructions on how to obtain access to the Dynamic Reporting Site, go to the [Secure Site Training web page](#) ([www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining)) and click [How do I get access to the Secure Site?](#)
- [MI-Access Performance Level Score Ranges](#)
- [Dynamic Score Reporting Site User Guide](#)
- [Statewide Summative Assessments Calendar](#)
- [Parent Guide to MI-Access: What it is, What it means, and What it Offers document](#)
- [Parent Guide to State Assessments in Michigan](#)
- [Parent Guide to MI-Access Results](#)

Also, be sure to sign up for the [Spotlight on Student Assessment and Accountability Newsletter](#) ([www.michigan.gov/mde-spotlight](http://www.michigan.gov/mde-spotlight)) for weekly up-to-date information about statewide summative assessments.

## Section 9: Contact Information

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School administrators, teachers, and counselors are urged to become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Interpretive Guide to MI-Access Reports; or if you need additional information about MI-Access administration procedures, content, scheduling, appropriate assessment of or accommodations for students with disabilities or English Learners (ELs); you can contact the Michigan Department of Education Office of Educational Assessment and Accountability (OEAA), using the contact information listed below:

**Office of Educational Assessment and Accountability**

**Andrew Middlestead**, Director, OEAA

**Katherine Cermak**, Manager, Test Administration and Reporting

**TBA**, MI-Access Consultant for Students with Disabilities

**Dan Evans**, MI-Access Analyst, Test Administration and Reporting

**TBA**, Manager, Test Development

**Nicole Mosser**, ELA Consultant

**Julie Murphy**, K-5 Consultant

**Kyle Ward**, Mathematics Consultant

**Susan Palmiter**, Social Studies Consultant

**Tamara Heck**, Science Consultant

**Jennifer Paul**, Assessment Consultant for English Learners

**Shiqi Hao, Ph.D.**, Lead Psychometrician, Psychometrics

**Phone:** 1-877-560-8378, option 3

**Fax:** 517-335-1186

**Website:** [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)

**E-mail:** [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov)