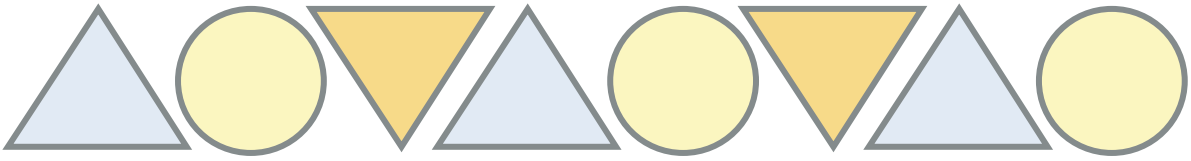
MICHIGAN
Department of Education

Target Analysis Report

Resource Document



DEFINITION OF ANALYZE

The examination of something in detail in order to understand it better or draw conclusions from it.

The Target Analysis Report is intended to provide an overview of relative strengths and weaknesses in English language arts and mathematics. The report looks at an aggregate group's performance on each assessment target as compared to the aggregate group's performance on the test as a whole.

Helpful Background to Understand Before Reviewing the Target Analysis Report

State summative assessments, like the M-STEP, offer valuable information to students, parents, educators and policymakers regarding what students know and are able to do. When used appropriately, they are one tool educators should use to analyze student achievement and to inform decisions about future instructional programming.

Summative test scores should always be used in combination with multiple measures of performance, including local assessment data, student work, course grades, behavioral data, student plans (IEPs, EL, etc.), educator observations, and other measures.

What are Claims and Targets?

Assessment Claims are broad, evidence-based statements about what students know and can do as demonstrated by their performance on the assessments. At each grade level within mathematics and English language arts, there is one overall claim encompassing the content area and four specific content claims.

Assessment Targets connect Michigan's Academic Standards to evidence that will be collected from the assessment. The targets map the standards in Michigan's Academic Standards onto assessment evidence that is required to support the claims. Assessment targets are used to guide the development of items and tasks that will measure the Michigan Academic Standards.

When viewing the Target Analysis Report

The Target Analysis Report is not a proficiency report. Rather, the Target Analysis Report identifies relative areas of strength and weakness among the identified aggregate group, based on the assessment targets in English language arts and mathematics.

The Target Analysis Report helps districts and buildings identify relative areas of weakness—regardless of proficiency level—to inform programmatic and instructional decisions.

Proficiency data is based on student performance relative to Michigan's Academic Standards. This proficiency information is available on all of the other M-STEP reports. Educators who are in need of aggregate proficiency information should review the Demographic or Comprehensive reports.

For help in finding your Target Analysis Report, go to the Dynamic Score Reporting Site User Guide on the M-STEP web page (www.michigan.gov/mstep) under the Reporting section.

How to Read this Report

This report aggregates scores to show relative strengths and weaknesses on each target as compared to performance on the test as a whole in a school, district, ISD, or the state. The relative strengths and weaknesses are only valid within the identified aggregate group. Comparisons can be made only within the aggregate group designated in the report. Comparisons between or among aggregate groups are not valid or appropriate.

Again, the relative strengths and weaknesses reported on the target level report do not imply proficiency. They show how the identified group of students' performance on each target compares to their overall performance on the test as a whole.

In the Target Analysis Report (Figure 1) below:

- 1 identifies the Number of Students Assessed with valid scores for the entity
- 2 identifies Claim 1 for the content area – either English language arts or mathematics
- 3 lists the assessment targets for that claim
- 4 contains information about the aggregate group's performance on the assessment target as compared to the test as a whole.
- 5 contains the content expectations that are assessed in the identified target

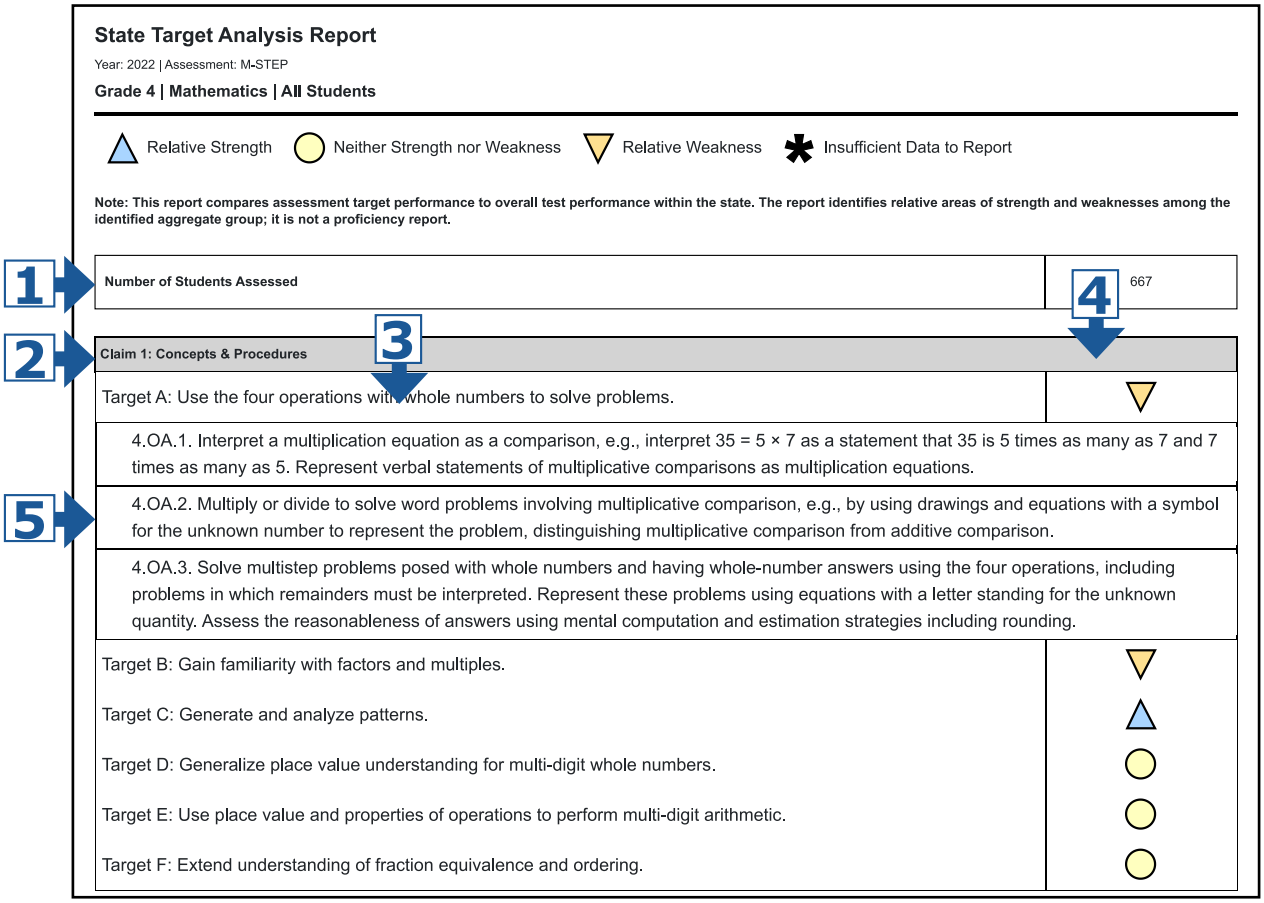
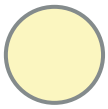


Figure 1

Each assessment target contains a symbol that indicates the aggregate group's relative performance compared to their performance on the test as a whole:

Symbol	Strength/Weakness	Description
	Relative Strength	The target is a relative strength. The identified aggregate group performed better on items from this target than on the test as a whole.
	Neither Strength nor Weakness	The target is neither a strength nor a weakness. The identified aggregate group performed about as well on items from this target as they did on the test as a whole.
	Relative Weakness	This target is a relative weakness. The identified aggregate group did not perform as well on items from this target as they did on the test as a whole
*	Insufficient Data to Report	There is not sufficient data available to determine whether this target is a relative strength or weakness. The requirements for sufficient data to exist are: • 15 unique students per target • 3 items per target • 25 responses per target

How Strengths and Weaknesses are Determined

Strengths and weaknesses are reported for groups of students based on whether there is a significant difference between that group's performance on each target compared to their performance on the test as a whole.

For example, a group of students may have performed very well in a subject, but performed slightly lower in several targets. Therefore, the downward pointing orange triangle for a target does not imply a lack of proficiency. Instead, it simply communicates that these students' performance on that target was lower than their performance across all targets put together. Although the students are doing well, an educator may want to focus instruction on these areas (American Institutes for Research, 2016).

NOTE: Only students with complete tests are included in the calculations.

How to use this Report

The purpose of the Target Analysis Report is to help schools and districts examine target level strengths and weaknesses for a group of students and to evaluate program effectiveness at the target level. The report shows the associated content standards for each target. Schools and districts can use this information to understand how the aggregate group's strengths and weaknesses align to the content standards.

The following process is adapted from Lipton and Wellman's Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry (2004). It is one way to organize collaborative data-review teams to understand and plan to improve student learning.

Part 1: Global Impressions of the Claim

- On which targets did the school do well?
- Which targets might need re-teaching to the whole school? Where might your priorities lie?
- What programming is aligned with targets in which students showed strengths and/or weaknesses?

The following questions should be used in combination with the Crosswalk documents for English language arts and mathematics, which can be found on the M-STEP web page (www.michigan.gov/mstep) listed under the **Content Specific Information** section.

Part 2: Digging Deeper

- Which Michigan Academic Standards are addressed in the targets that were identified as relative weaknesses in the Target Analysis Report?
- Which Michigan Academic Standards need to be strengthened in your curriculum or program, based on the relative weaknesses identified in the Target Analysis Report?

Part 3: Action Planning

- What can be done to build student performance on the relative weaknesses identified in the Target Analysis Report?
- Which Michigan Academic Standards need additional resources to strengthen programming?
- What steps will you take to provide these additional resources?

References

- Lipton, B. & Wellman, L. (2004).
  Data-driven dialogue: A facilitator's guide to collaborative inquiry
  Charlotte, NC: MiraVia.

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