

# What's New on MI School Data

**Fall 2017 Michigan Education Research Association Conference**

November 21, 2017



# Presenters

- Jessica Fenby
- Dana Frederick
- Cheryl Twichell



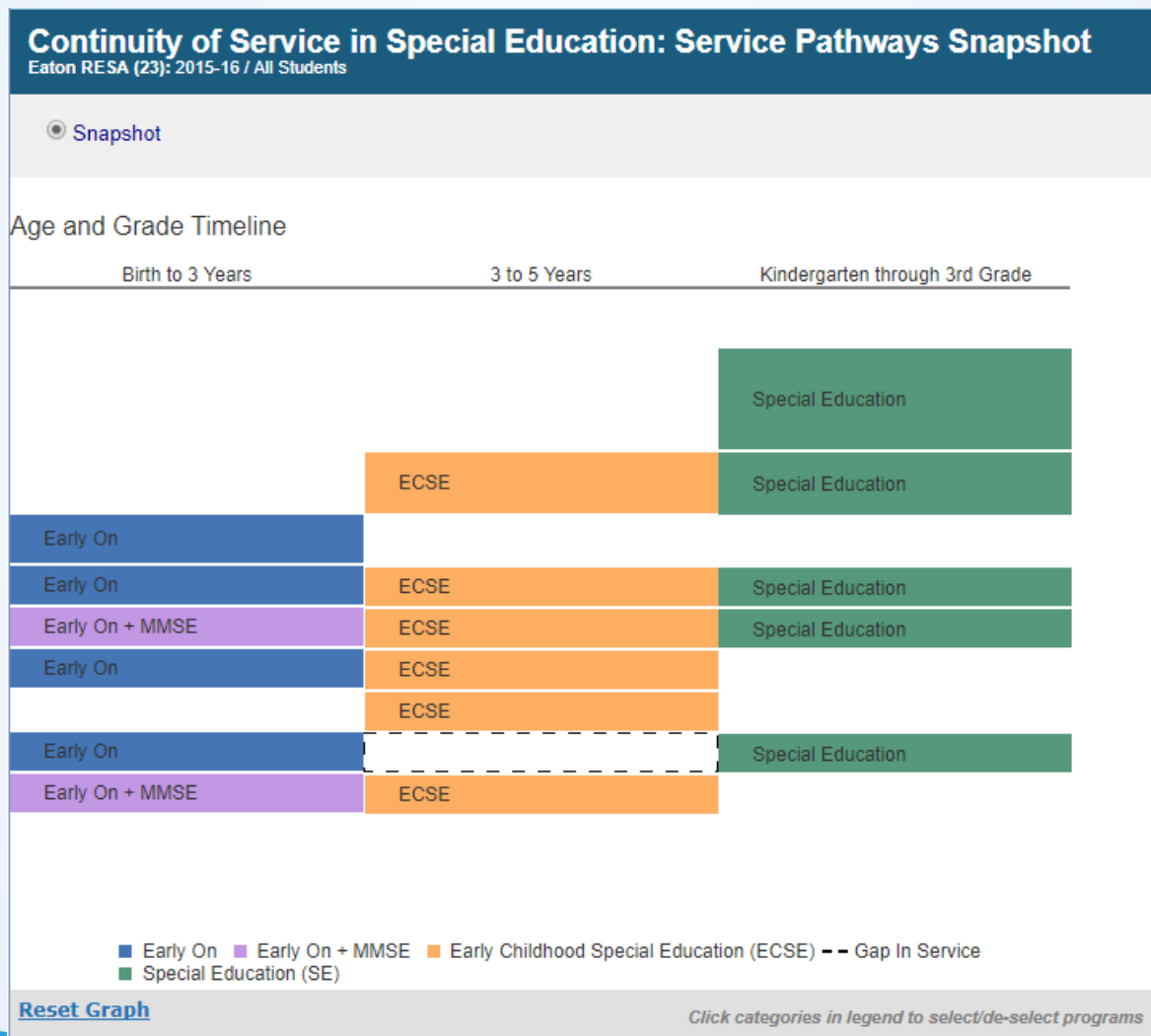
# Agenda

- New and Upcoming Reports
  - Early Childhood Continuity of Services
  - Early Childhood Head Start and 3<sup>rd</sup> Grade Assessments
  - M-STEP Student Breakdown and Target Analysis Reports
- Coming Soon
- Wrap-Up

# Early Childhood Continuity of Services

Early Childhood	Child Count	Kindergarten Count	Kindergarten Pathways
Early Childhood Impact on K-3 Absenteeism		Continuity of Service in Special Education	
Service Pathways	Service Comparisons		
<a href="#">Edit Report</a>	<a href="#">About This Report</a>		
<b>Find Location</b>			
Selected Location <b>Statewide</b>		<a href="#">Location Search</a>	
ISD	<input type="text" value="All ISDs in State"/>	<a href="#">Reset to Statewide</a>	
<small>ISD = Intermediate School District</small>			
<b>Report Settings</b>			
School Year	<input type="text" value="2015-16"/>		
Report Category	<input type="text" value="Please select an item"/>		

# Early Childhood Service Pathways



# Early Childhood Comparison of Services

## Continuity of Service in Special Education: Service Comparisons Snapshot

Wayne RESA (82): 2015-16 / All Students

Snapshot

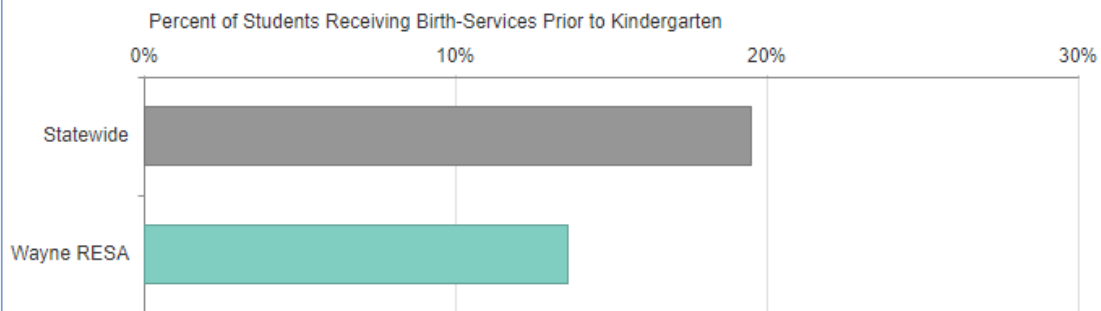
**Birth-Services Prior to Kindergarten** | [First Receiving Services in K-3](#) | [Receiving Continuous Services](#)

Children receiving Birth-Services Prior to Kindergarten are students who did not receive any special education services after they began kindergarten. These students received services from EarlyOn®, Michigan Mandatory Special Education (MMSE), Early Childhood Special Education under IDEA Part B Section 619 (3 to 5-year-olds), and/or a blend of Early On + MMSE Programs.

The chart below displays the percent of children receiving Birth-Services Prior to Kindergarten Statewide (19.5%), as well as the relative percent within Michigan's Intermediate School Districts (ISDs).

The service pathways that include Birth-Services Prior to Kindergarten include:

Early On + MMSE  
  Early On  
  MMSE Only  
  ECSE



Location Name	Birth-Services Prior to Kindergarten Child/Student Count	Percent of Total	Total Students in All Pathways
Statewide	17,050	19.5%	87,217
Wayne RESA	2,008	13.6%	14,778



# Early Childhood Comparison of Services

## Continuity of Service in Special Education: Service Comparisons Snapshot

Wayne RESA (82): 2015-16 / All Students

Snapshot

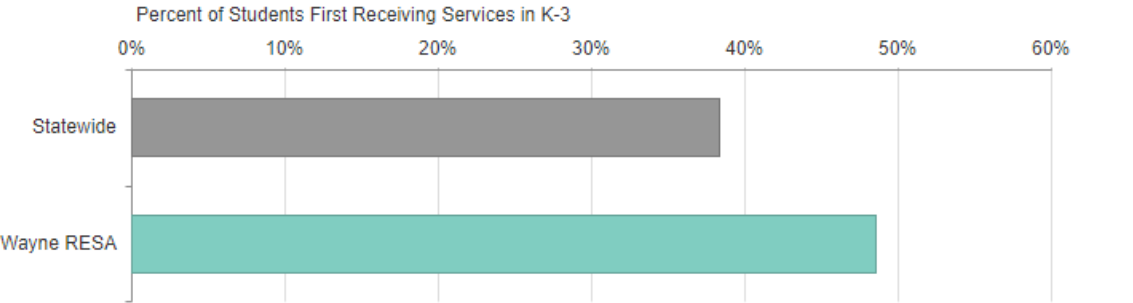
[Birth-Services Prior to Kindergarten](#) **First Receiving Services in K-3** [Receiving Continuous Services](#)

Children First Receiving Services in K-3 are students who have an IEP at some point in their Kindergarten-3rd Grade experience who have not also received services in Early Childhood Special Education (ECSE) or received services provided through Early On, Michigan Mandatory Special Education (MMSE) or a blend of EarlyOn + MMSE programs.

The chart below displays the percent of students first receiving services at some point during K-3 statewide (38.3%), as well as the relative percent within Michigan's Intermediate School Districts.

The service pathway that includes service beginning in K-3 is:

 SE



Location Name	First Receiving Services in K-3 Child/Student Count	Percent of Total	Total Students in All Pathways
Wayne RESA	7,166	48.5%	14,778
Statewide	33,391	38.3%	87,217



# Early Childhood Comparison of Services

## Continuity of Service in Special Education: Service Comparisons Snapshot

Wayne RESA (82): 2015-16 / All Students

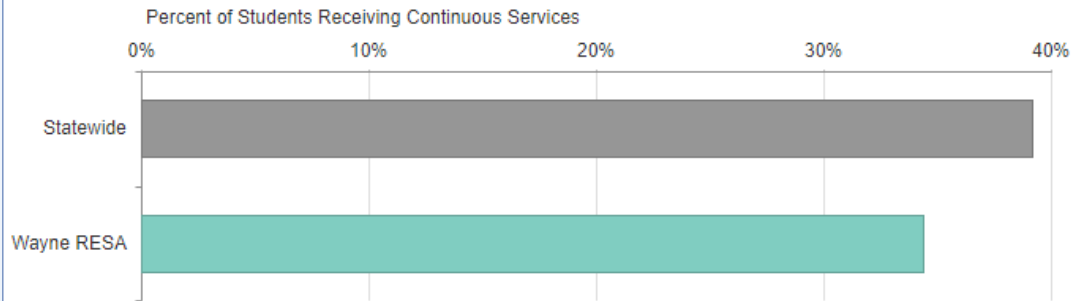
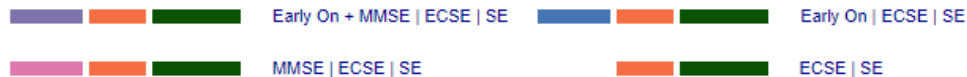
Snapshot

[Birth-Services Prior to Kindergarten](#) | [First Receiving Services in K-3](#) | **Receiving Continuous Services**

Children Receiving Continuous Services are students who have an IEP at some point in their Kindergarten-3rd Grade experience who have also received services in Early Childhood Special Education (ECSE) and may also have received services provided through Early On, MMSE or a blend of Early On + MMSE programs.

The chart below displays the percent of children Receiving Continuous Services statewide (39.2%), as well as the relative percent within Michigan's Intermediate Districts.

The service pathways that include Continuous Services include:



Location Name	Receiving Continuous Services Child/Student Count	Percent of Total	Total Students in All Pathways
Statewide	34,182	39.2%	87,217
Wayne RESA	5,091	34.4%	14,778



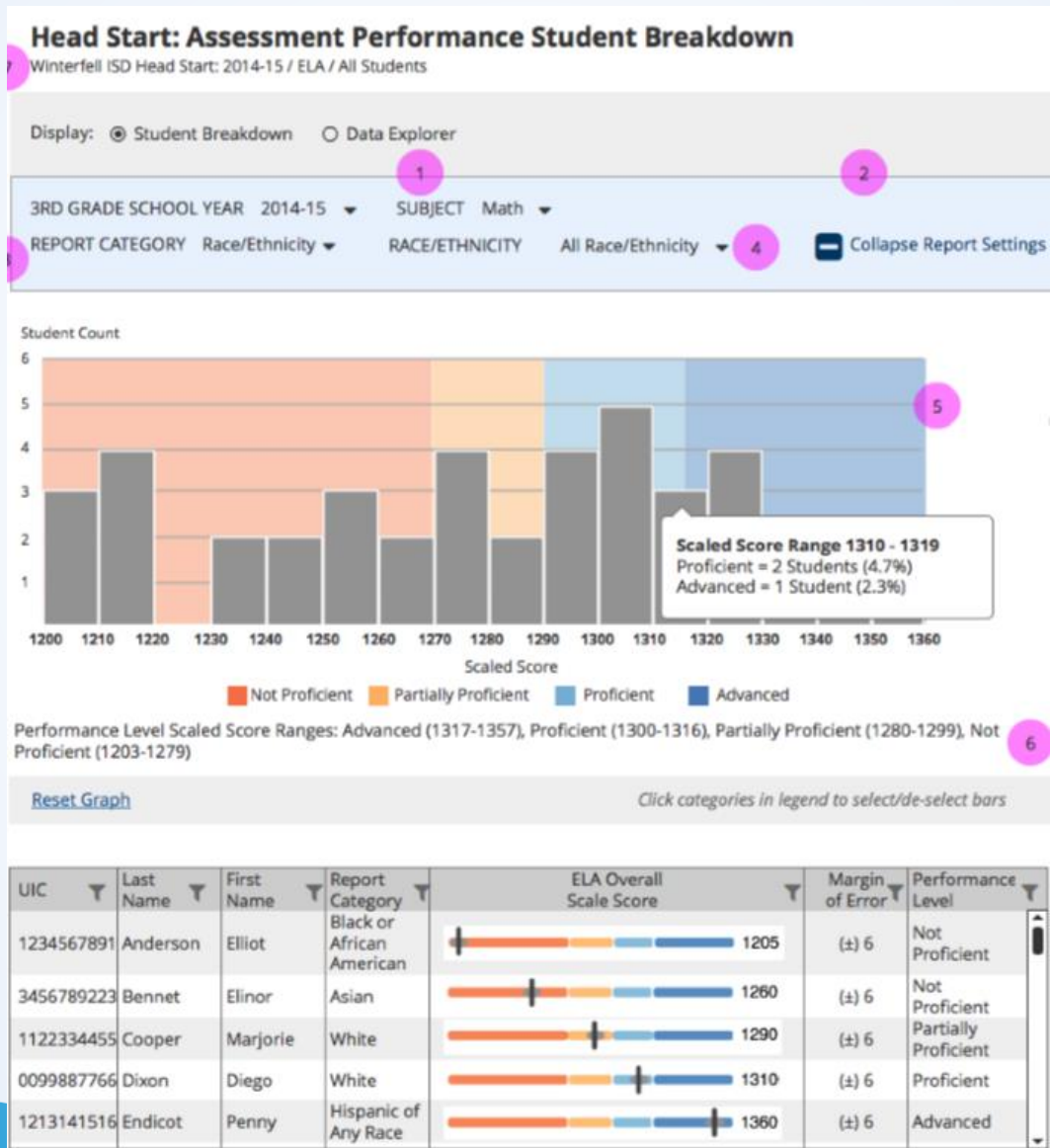


# Sneak Peek: Head Start Report

- This report will allow Head Starts to see how former students performed on M-STEP assessments in the 3<sup>rd</sup> grade and compare their proficiency to students who did not have Head Start services
- Report will join Head Start Data and assessment data both in aggregate and individual student views
- Map feature will allow Head Starts to see where past students took the 3<sup>rd</sup> grade M-STEP



# Head Start Report



# Head Start Report

## Head Start: Assessment Performance Data Explorer

Winterfell ISD Head Start: 2014-15 / All Subjects Compared / All Students 1

Display:  Student Breakdown  Data Explorer

LOCATION Winterfell ISD Head Start ▼ 3RD GRADE SCHOOL YEAR 2014-15 ▼ SUBJECT All Subjects Compared ▼  
 REPORT CATEGORY All Students ▼ [-] Collapse Report Settings

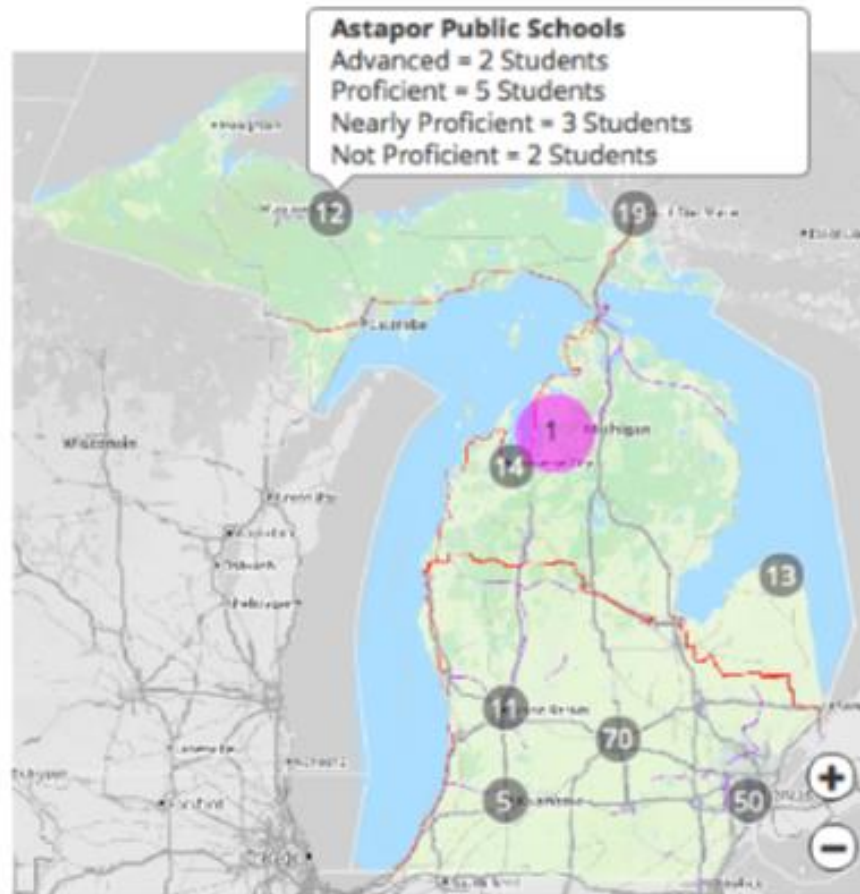
Performance Level: A Advanced P Proficient PP Partially Proficient NP Not Proficient

UIC	Last Name	First Name	Gender	Race/Ethnicity	Students with Disabilities	Economically Disadvantaged	ELA Overall	Math Overall
1234567891	Anderson	Elliot	Male	Black or African American	Yes	Yes	1305 <span style="background-color: #4682b4; border-radius: 50%; padding: 2px 5px;">P</span>	1310 <span style="background-color: #4682b4; border-radius: 50%; padding: 2px 5px;">P</span>
3456789223	Bennet	Elinor	Female	Asian	Yes	Yes	1395 <span style="background-color: #ffa500; border-radius: 50%; padding: 2px 5px;">PP</span>	1405 <span style="background-color: #4682b4; border-radius: 50%; padding: 2px 5px;">P</span>
1122334455	Cooper	Marjorie	Female	White	No	Yes	1502 <span style="background-color: #4682b4; border-radius: 50%; padding: 2px 5px;">P</span>	1390 <span style="background-color: #ffa500; border-radius: 50%; padding: 2px 5px;">PP</span>
1122334455	Woolf	Peter	Male	White	Yes	No	1445 <span style="background-color: #ff4500; border-radius: 50%; padding: 2px 5px;">NP</span>	1490 <span style="background-color: #ffa500; border-radius: 50%; padding: 2px 5px;">PP</span>
1122334455	Smith	Deanna	Female	Hispanic of Any Race	Yes	No	1620 <span style="background-color: #4682b4; border-radius: 50%; padding: 2px 5px;">A</span>	1630 <span style="background-color: #4682b4; border-radius: 50%; padding: 2px 5px;">A</span>



# Head Start Report

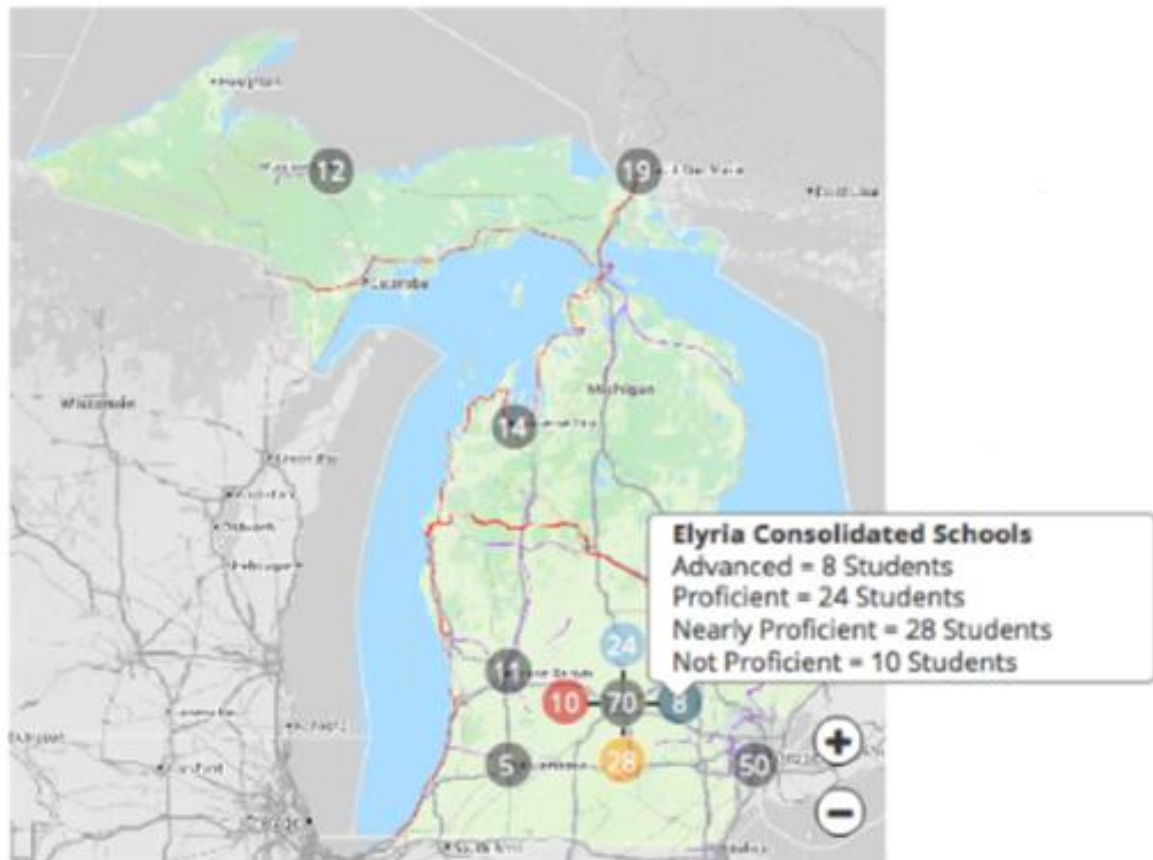
**How to interact with the map:** When students who attended Winterfell ISD Head Start take the M-STEP Grade 3 assessments a few years later, how did they perform at the districts in which they were enrolled when they were assessed? Click on a gray total student count pin to see the performance level details for students who were enrolled and assessed in that district.





# Head Start Report

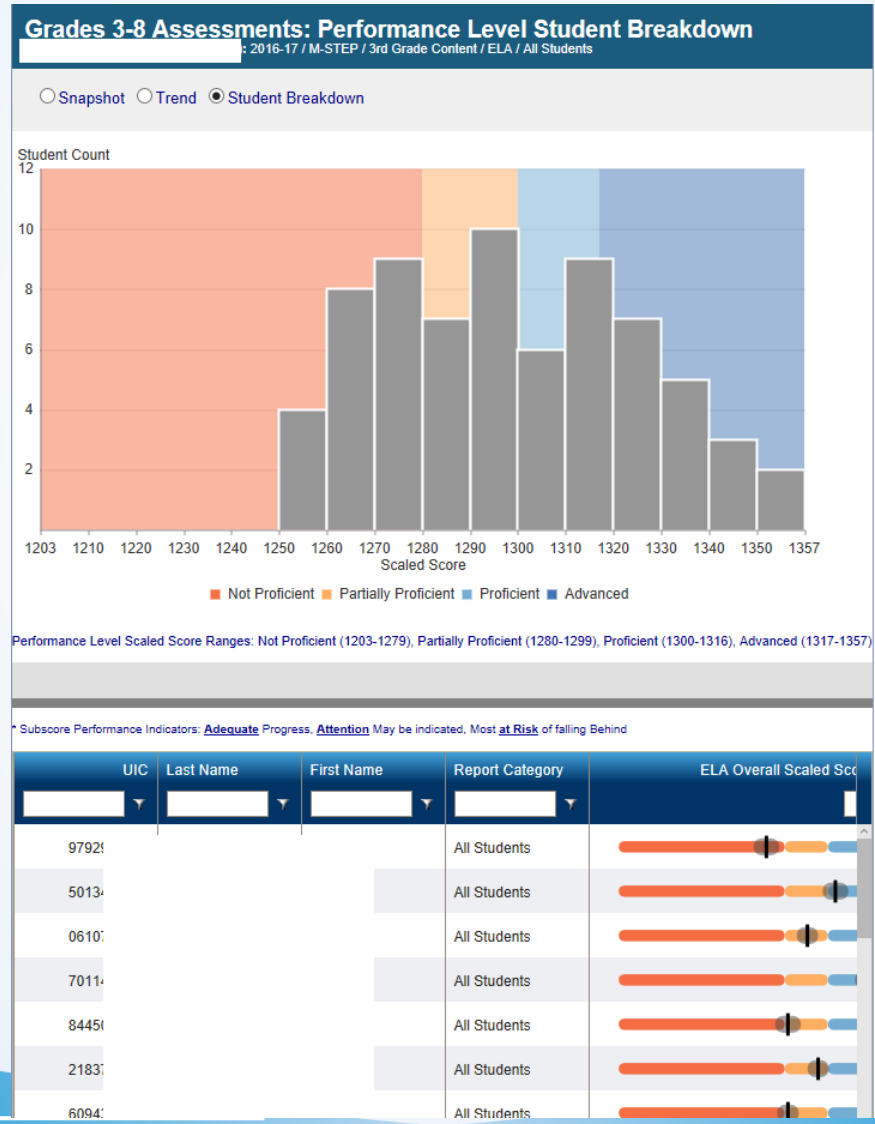
**How to interact with the map:** When students who attended Winterfell ISD Head Start take the M-STEP Grade 3 assessments a few years later, how did they perform at the districts in which they were enrolled when they were assessed? Click on a gray total student count pin to see the performance level details for students who were enrolled and assessed in that district.



Performance Level: ● Advanced ● Proficient ● Partially Proficient ● Not Proficient



# M-STEP Student Breakdown



# M-STEP Target Analysis

<b>Grades 3-8 Assessments: Performance Level Snapshot</b> <small>2016-17 / M-STEP / 3rd Grade Content / ELA / All Students</small>			
<input checked="" type="radio"/> Snapshot <input type="radio"/> Trend <input type="radio"/> Student Breakdown			
<a href="#">ELA Overall</a>   <a href="#">Subscores</a>   <b>Target Analysis</b>			
Target Analysis			
Claim	Target	Target Text	Performance Indicator
Claim 1: Reading	7	Interpret language, distinguish literal from nonliteral meaning of words/phrases used in context.	Neither Strength nor Weakness
Claim 1: Reading	6	Relate knowledge of literary text structures to obtain, interpret, explain, connect information.	Relative Weakness
Claim 1: Reading	5	Examine or compare relationships within or across literary texts.	Relative Strength
Claim 1: Reading	9	Identify central ideas, key events, or procedures and details.	Neither Strength nor Weakness
Claim 1: Reading	13	Relate knowledge of informational text structures/text features.	Neither Strength nor Weakness
Claim 1: Reading	4	Make an inference/provide a conclusion and use supporting evidence to justify/explain inferences.	Neither Strength nor Weakness
Claim 1: Reading	1	Given an inference or conclusion, use supporting details and information from a literary text.	Neither Strength nor Weakness
Claim 1: Reading	11	Make an inference/provide a conclusion of informational texts.	Relative Strength
Claim 1: Reading	10	Determine word meaning based on context, relationships, structure, or use of resources.	Neither Strength nor Weakness
Claim 1: Reading	12	Examine, integrate, or compare information or presentation of	Neither Strength nor Weakness



# Coming Soon

- Staffing Reports- Addition of longevity, age range, and highest education level into the dynamic reports
- Success Rates-Enhancement to report including addition of race/ethnicity, race/ethnicity by gender, and gender data views.
- Transparency Dashboard-New Report





# Questions?

- Jessica Fenby, Portal Analyst  
[fenbyj@Michigan.gov](mailto:fenbyj@Michigan.gov) and (517)284-4188
- Dana Frederick, Senior Portal Analyst  
[frederickd4@Michigan.gov](mailto:frederickd4@Michigan.gov)  
and 517-284-4189

For more reports and to view reports covered here, please visit [MI School Data](http://www.mischooldata.org).



# Thank you.



*Education matters. Discover what's working in Michigan.*