
2019 Assessment Data

M-STEP, PSAT, SAT, NWEA

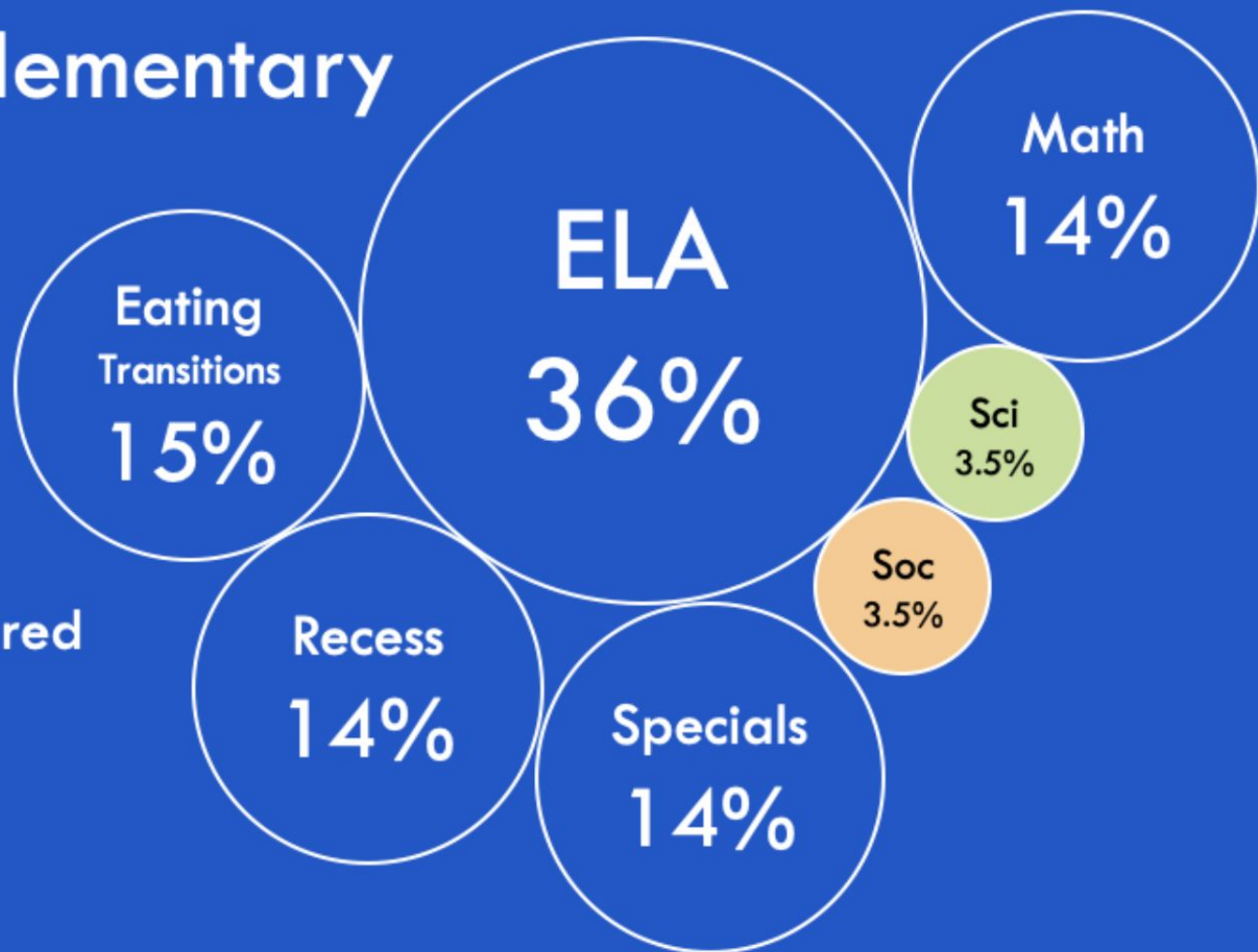
MSTEP Trend data

MSTEP data	2016	2017	2018	2019
Grade 3 ELA	53%	57%	63%	58%
Grade 4 ELA	70%	59%	63%	62%
Grade 5 ELA	64%	73%	54%	54%
Grade 6 ELA	70%	71%	66%	55%
Grade 7 ELA	66%	77%	73%	73%
Grade 3 MATH	68%	74%	74%	72%
Grade 4 MATH	87%	76%	75%	73%
Grade 5 MATH	66%	77%	64%	56%
Grade 6 MATH	71%	71%	71%	65%
Grade 7 MATH	59%	75%	75%	72%

Spring Assessment READING 2019

Grade	Percent Proficient	County Percentage	Comparison to last year	Rank in the county
3	58	56	↓	4
4	62	55	↓	3
5	54	56	same	5
6	55	53	↓	3
7	73	57	same	1
PSAT 8	86	NA	NA	NA
SAT 11	82	NA	NA	NA

Typical Elementary Schedule

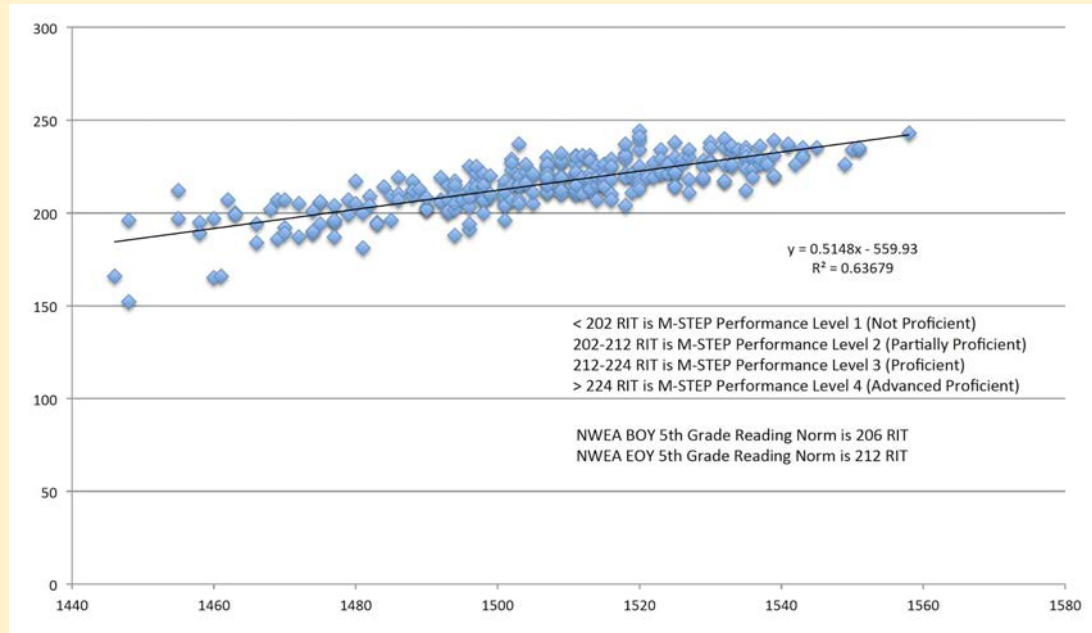


What is measured
gets taught

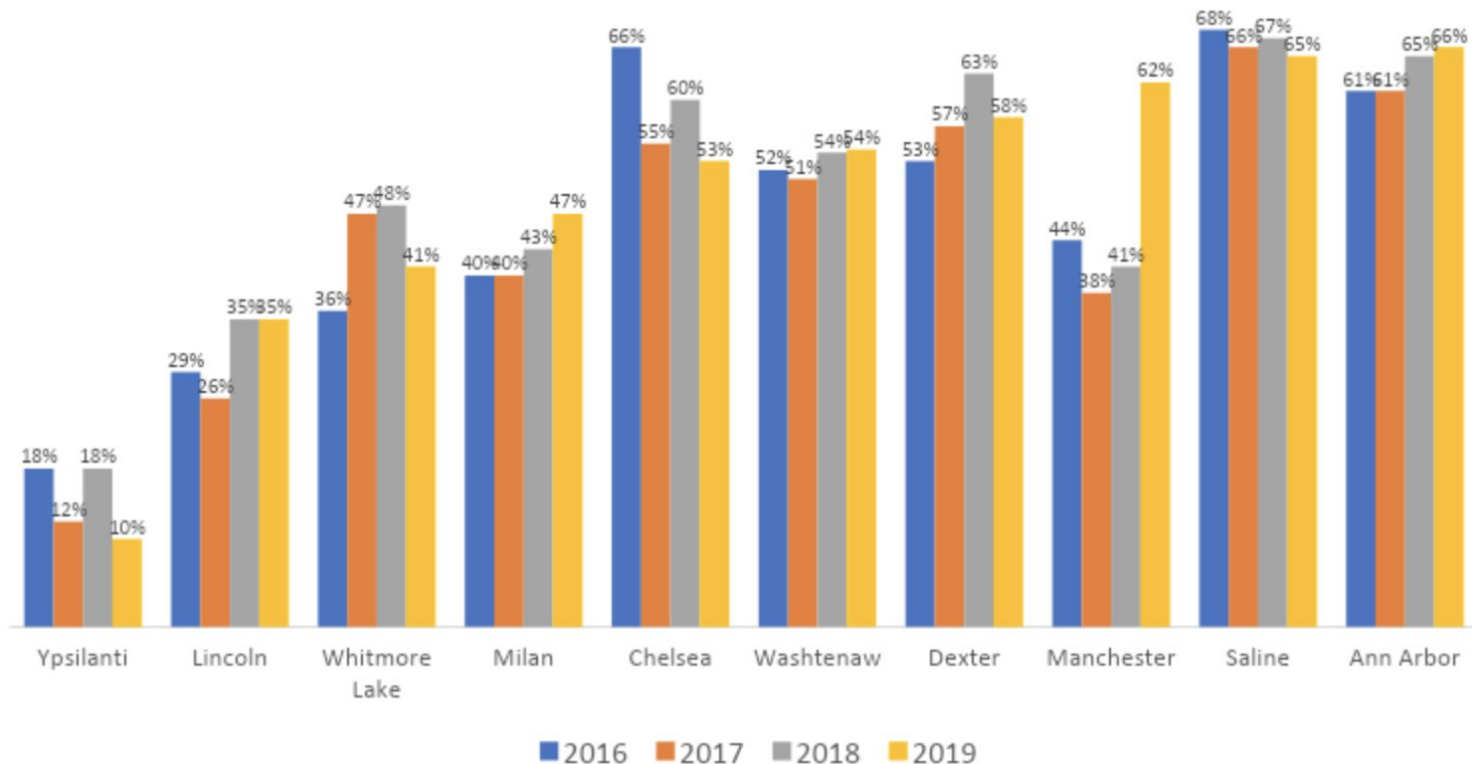
Program bloat

Historic NWEA:MStep Correlation

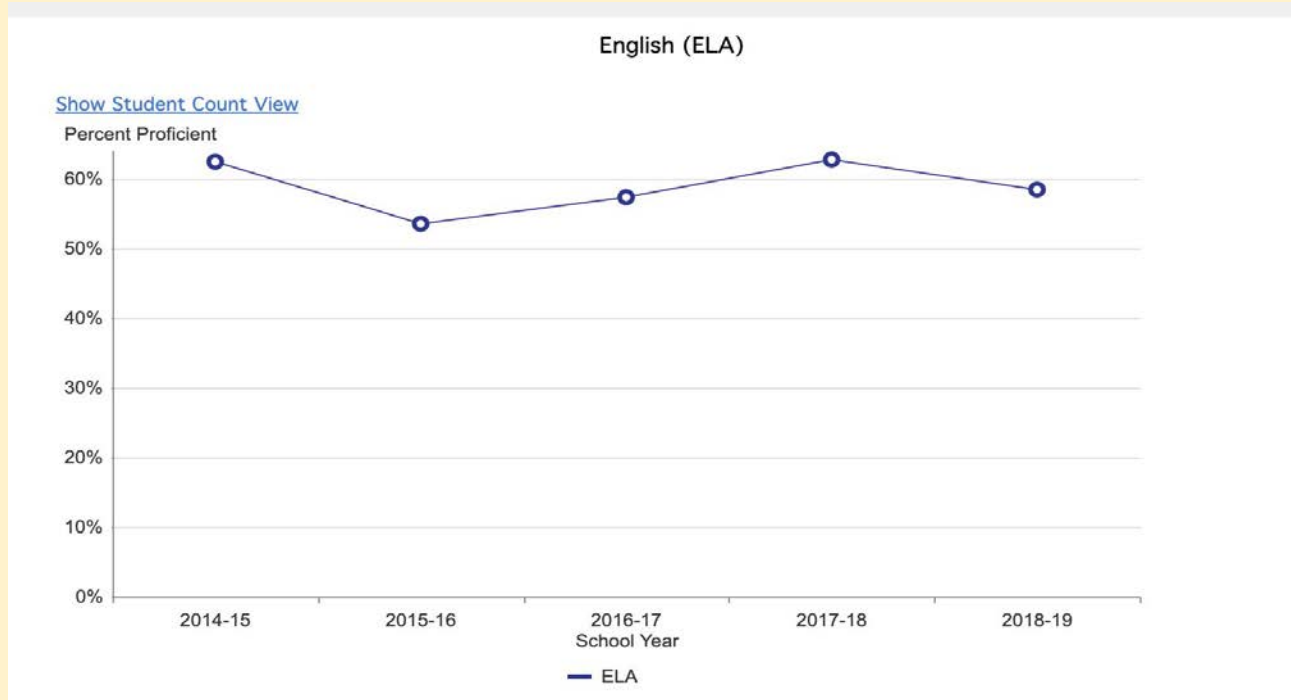
The historic pattern is a strong correlation between M-Step and NWEA scores. This is an example of the historic 5th grade pattern.



2016-2019 M-STEP -- Grade 3 ELA Percent Proficient



3rd Grade MSTEP trends



The drop in scores represents 10-12 students

3rd Grade NWEA Reading

Reading

Summary	
Total Students With Valid Growth Test Scores	242
Mean RIT	204.1
Standard Deviation	13.3
District Grade Level Mean RIT	204.1
Students At or Above District Grade Level Mean RIT	125
Norm Grade Level Mean RIT	198.6
Students At or Above Norm Grade Level Mean RIT	167

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	22	9%	33	14%	41	17%	69	29%	77	32%	203-204-205	13.3

3rd Grade

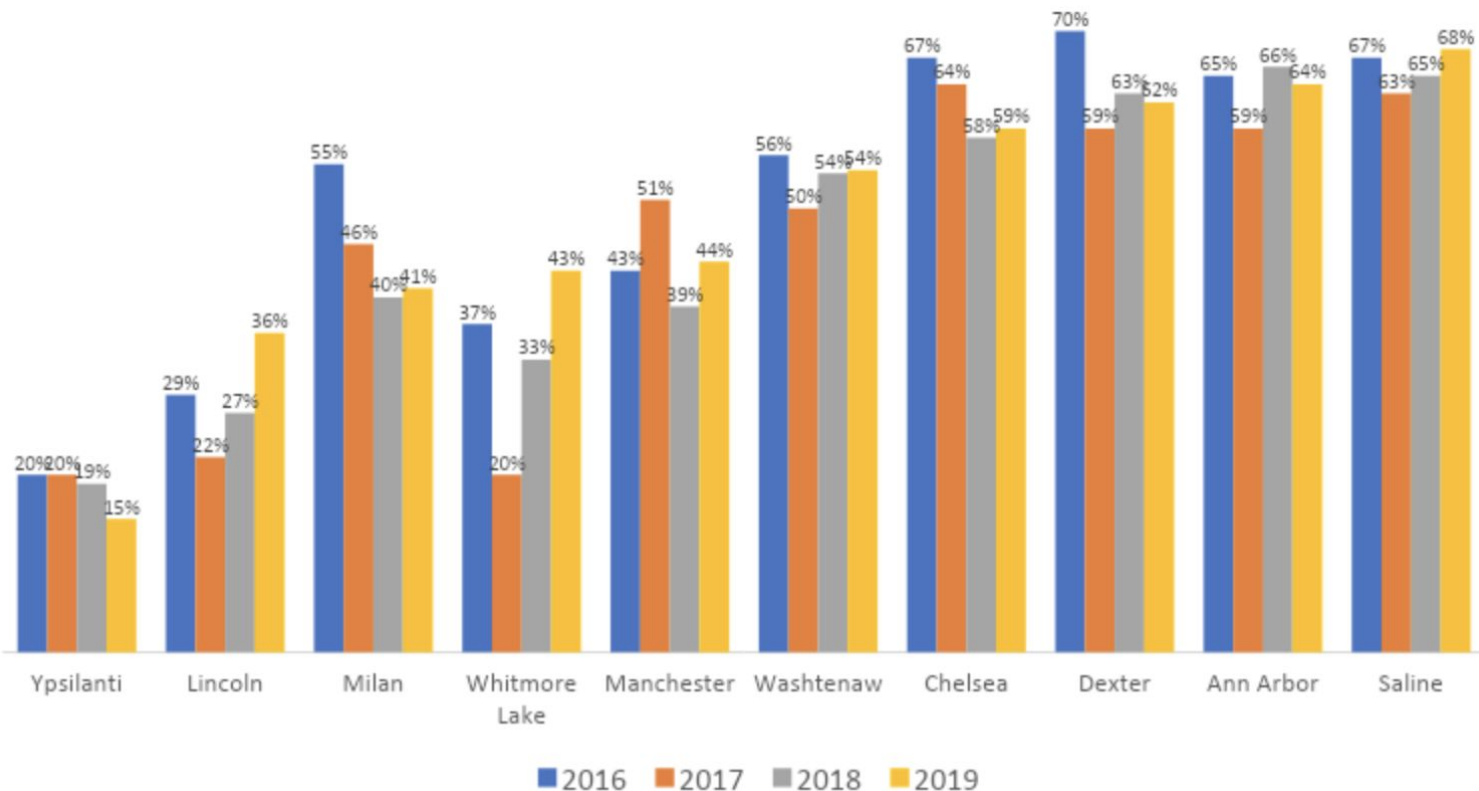
F&P

F&P suggests that:

- 72% of students are at or above grade level expectations
- 2% of students are 1 or more years below grade level

72%	Are reading at or above End of Year 3rd Grade Independent Level F&P Expectations
15%	Are reading one quarter of a year behind 3rd Grade Independent Level F&P Expectations
7%	Are reading two quarters of a year behind 3rd Grade Independent Level F&P Expectations
3%	Are reading three quarters of a year behind 3rd Grade Independent Level F&P Expectations
2%	Are reading a year or more behind 3rd Grade Independent Level F&P Expectations

2016-2019 M-STEP -- Grade 4 ELA Percent Proficient

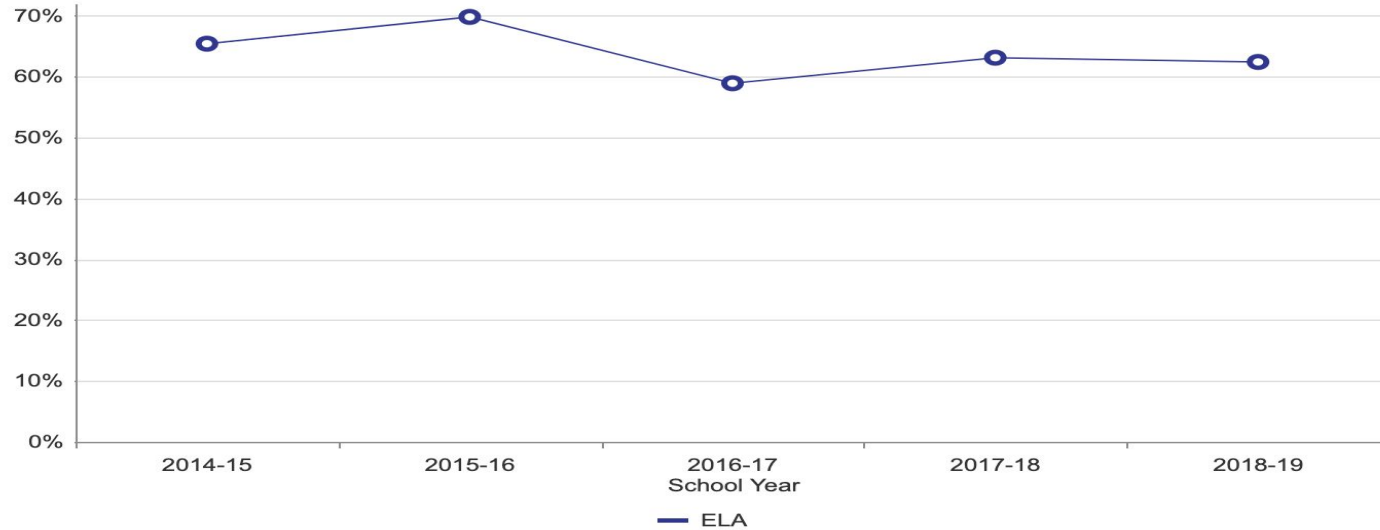


4th Grade MSTEP Trends

English (ELA)

[Show Student Count View](#)

Percent Proficient



4th Grade NWEA Reading

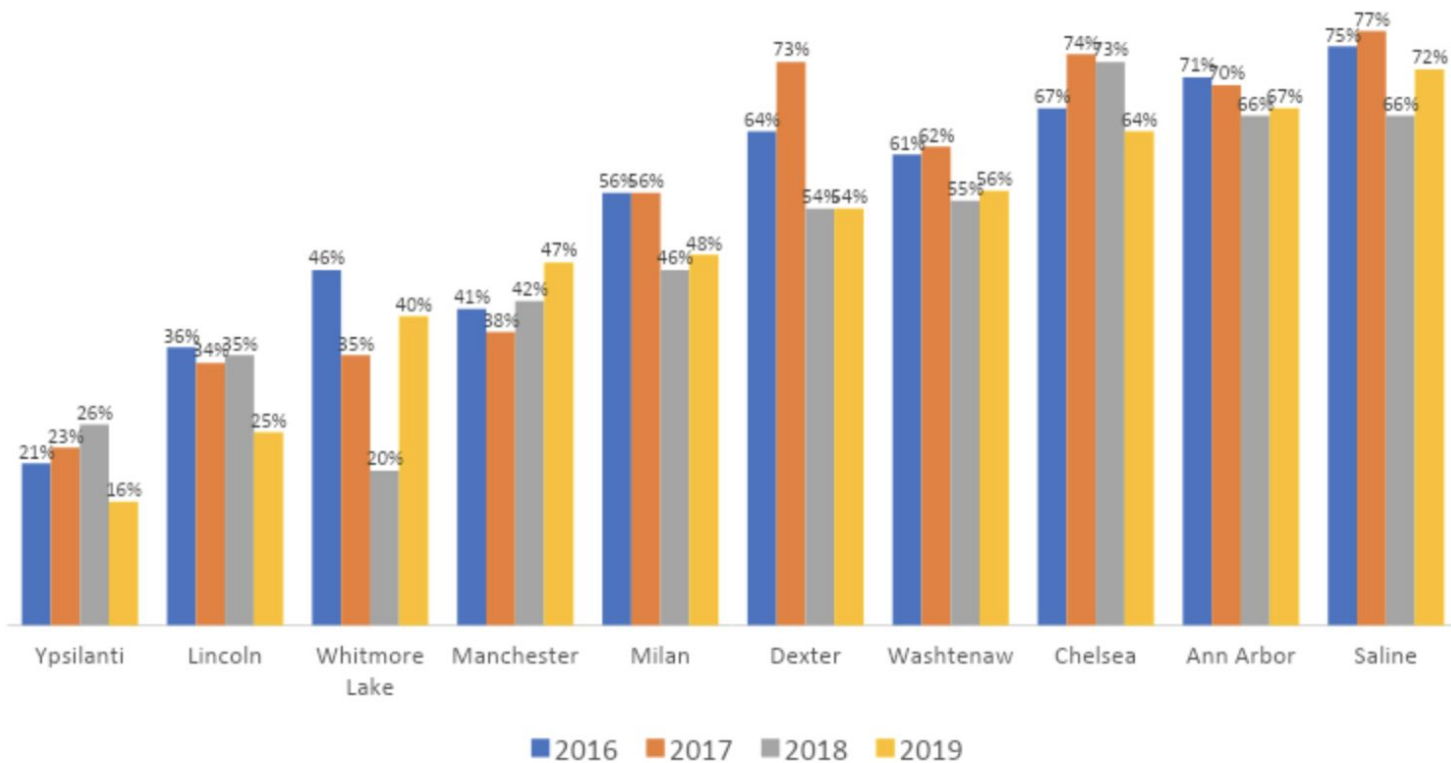
Small Group Display 10

Reading

Summary	
Total Students With Valid Growth Test Scores	237
Mean RIT	211.4
Standard Deviation	14.2
District Grade Level Mean RIT	211.4
Students At or Above District Grade Level Mean RIT	124
Norm Grade Level Mean RIT	205.9
Students At or Above Norm Grade Level Mean RIT	161

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	24	10%	31	13%	42	18%	61	26%	79	33%	210-211-212	14.2

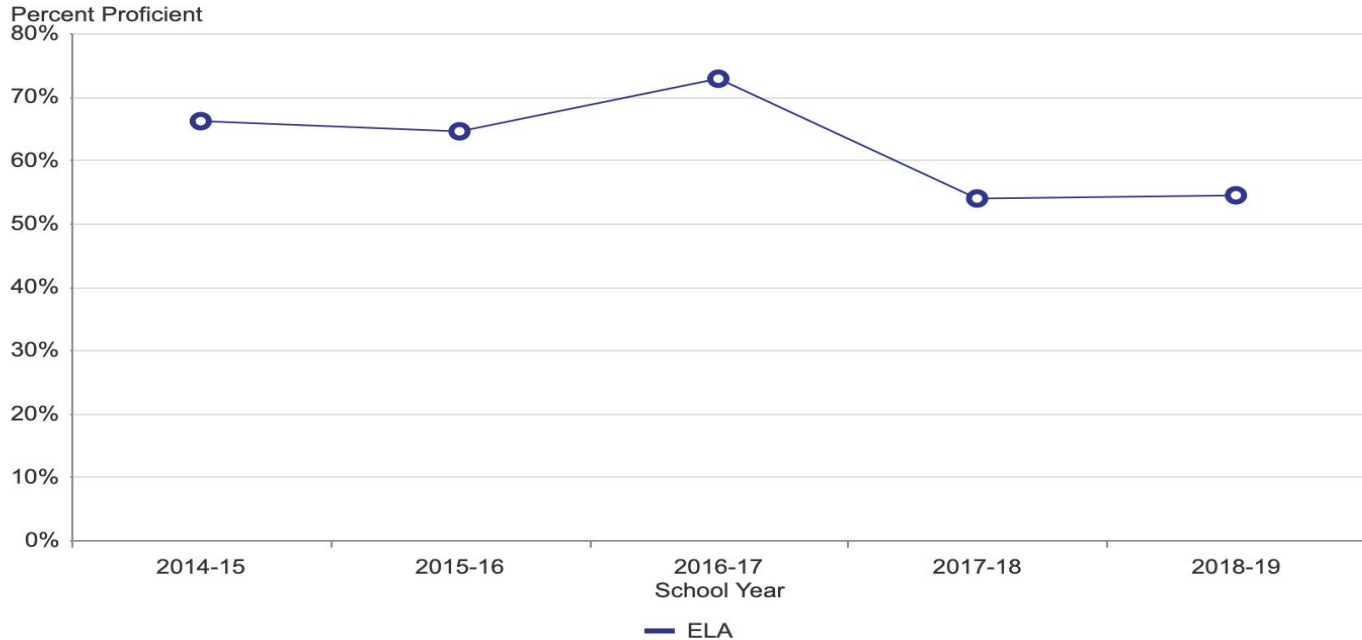
2016-2019 M-STEP -- Grade 5 ELA Percent Proficient



5th Grade MSTEP trends

English (ELA)

[Show Student Count View](#)



5th Grade NWEA Reading



Grade Report

Grade 5

Term: Spring 2018-2019
 District: Dexter Community Schools
 School: Creekside Intermediate School

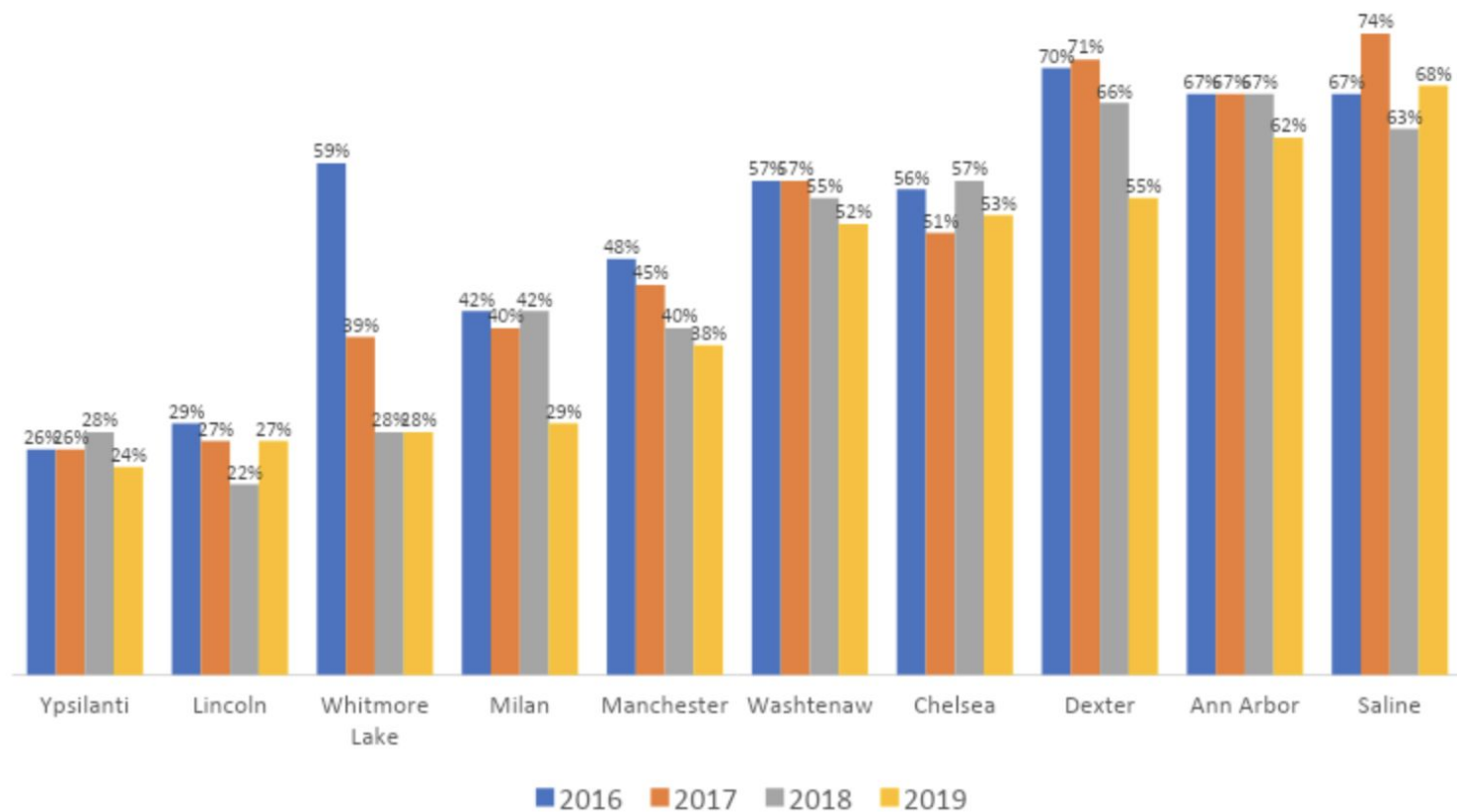
Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Grouping: None
 Small Group Display: No

Reading

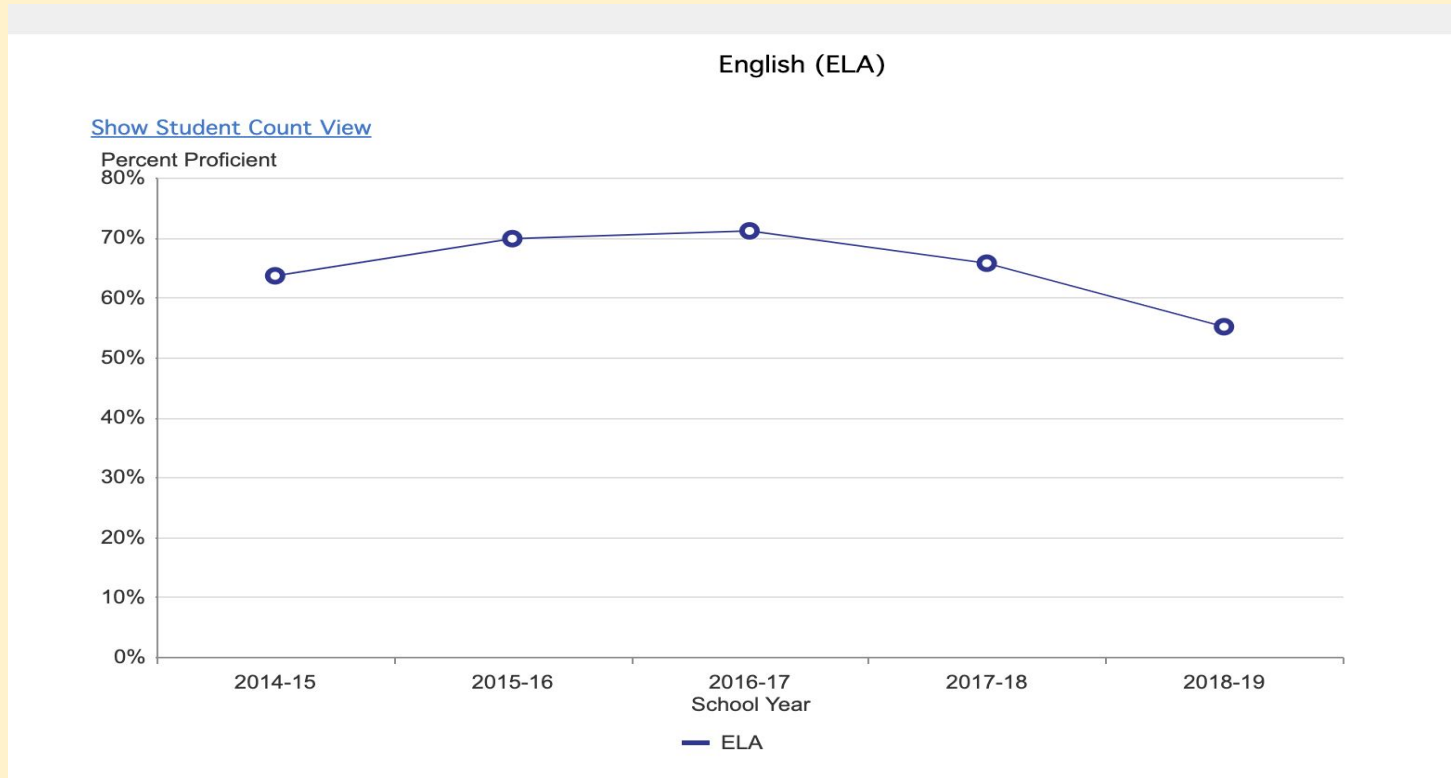
Summary	
Total Students With Valid Growth Test Scores	271
Mean RIT	214.9
Standard Deviation	14.6
District Grade Level Mean RIT	214.9
Students At or Above District Grade Level Mean RIT	158
Norm Grade Level Mean RIT	211.8
Students At or Above Norm Grade Level Mean RIT	172

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	38	14%	34	13%	53	20%	81	30%	65	24%	214-215-216	14.6

2016-2019 M-STEP -- Grade 6 ELA Percent Proficient



6th Grade MSTEP trends



The drop in scores represents 14-18 students

6th Grade NWEA Reading



Grade Report

Grade 6

Term: Spring 2018-2019
 District: Dexter Community Schools
 School: Creekside Intermediate School

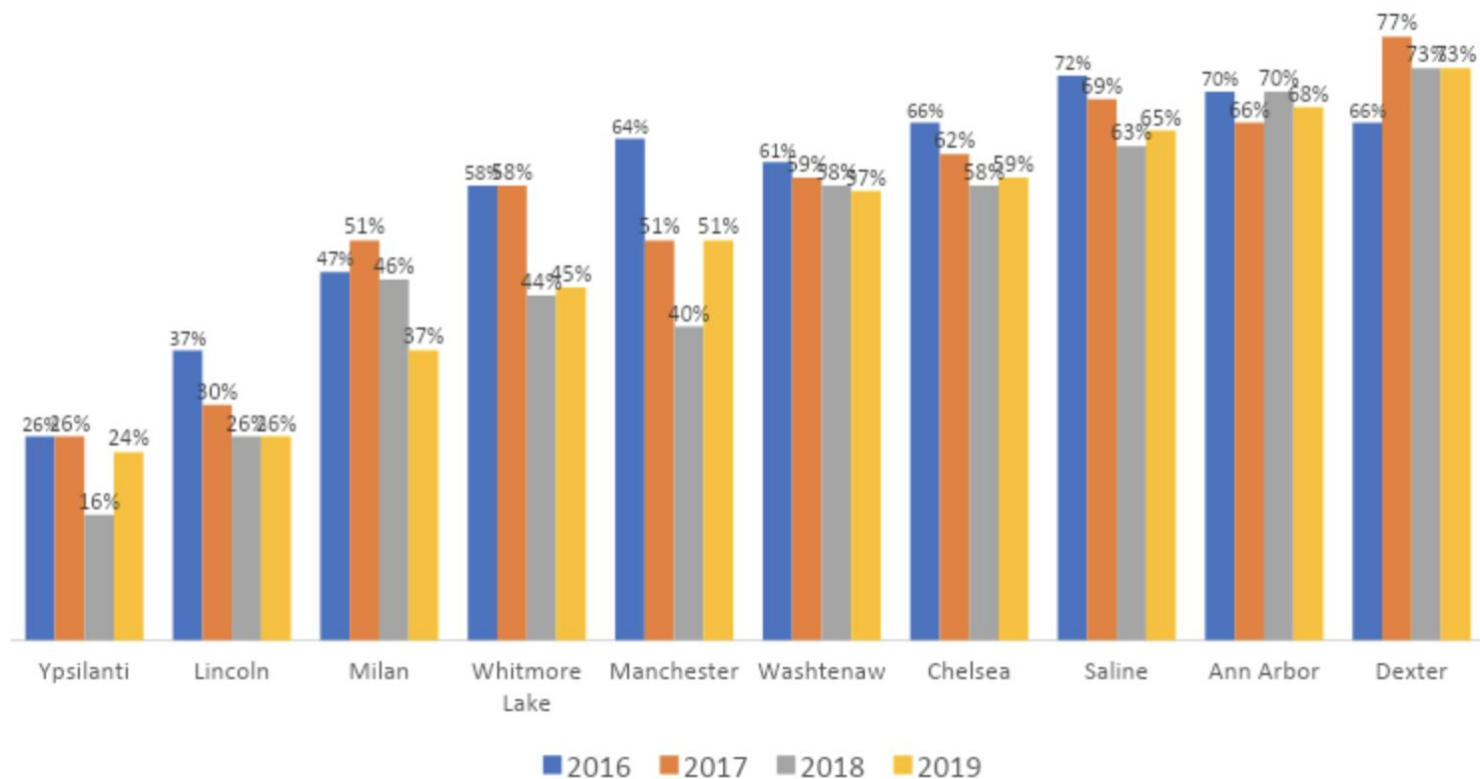
Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Grouping: None
 Small Group Display: No

Reading

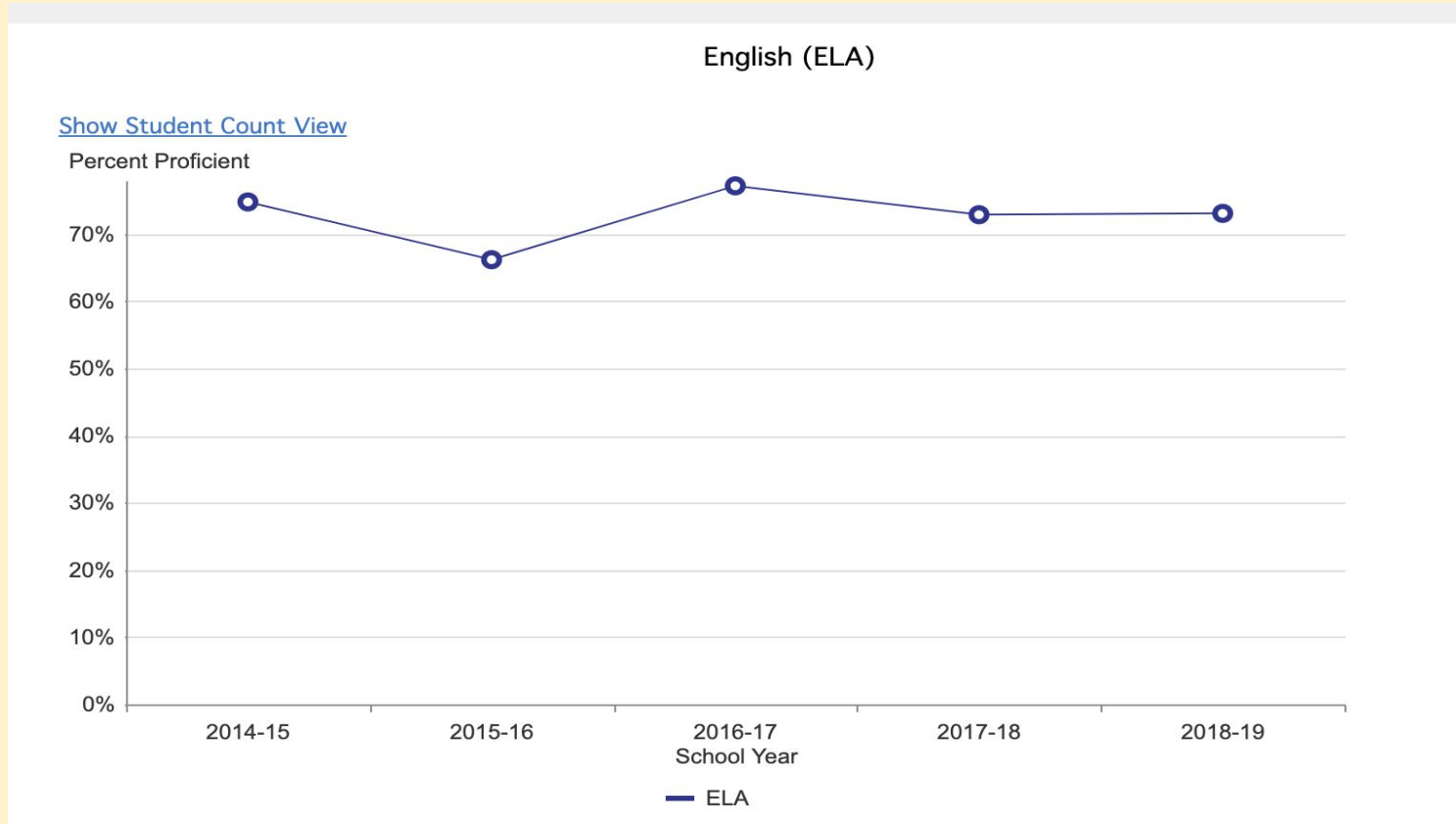
Summary	
Total Students With Valid Growth Test Scores	277
Mean RIT	220.7
Standard Deviation	14.4
District Grade Level Mean RIT	220.7
Students At or Above District Grade Level Mean RIT	149
Norm Grade Level Mean RIT	215.8
Students At or Above Norm Grade Level Mean RIT	185

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	34	12%	32	12%	59	21%	67	24%	85	31%	220-221-222	14.4

2016-2019 M-STEP -- Grade 7 ELA Percent Proficient



7th Grade MSTEP trends



7th Grade NWEA Reading



Grade Report

Grade 7

Term: Spring 2018-2019
 District: Dexter Community Schools
 School: Mill Creek Middle School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Grouping: None
 Small Group Display: No

Reading

Summary	
Total Students With Valid Growth Test Scores	287
Mean RIT	228.9
Standard Deviation	12.6
District Grade Level Mean RIT	228.9
Students At or Above District Grade Level Mean RIT	150
Norm Grade Level Mean RIT	218.2
Students At or Above Norm Grade Level Mean RIT	233

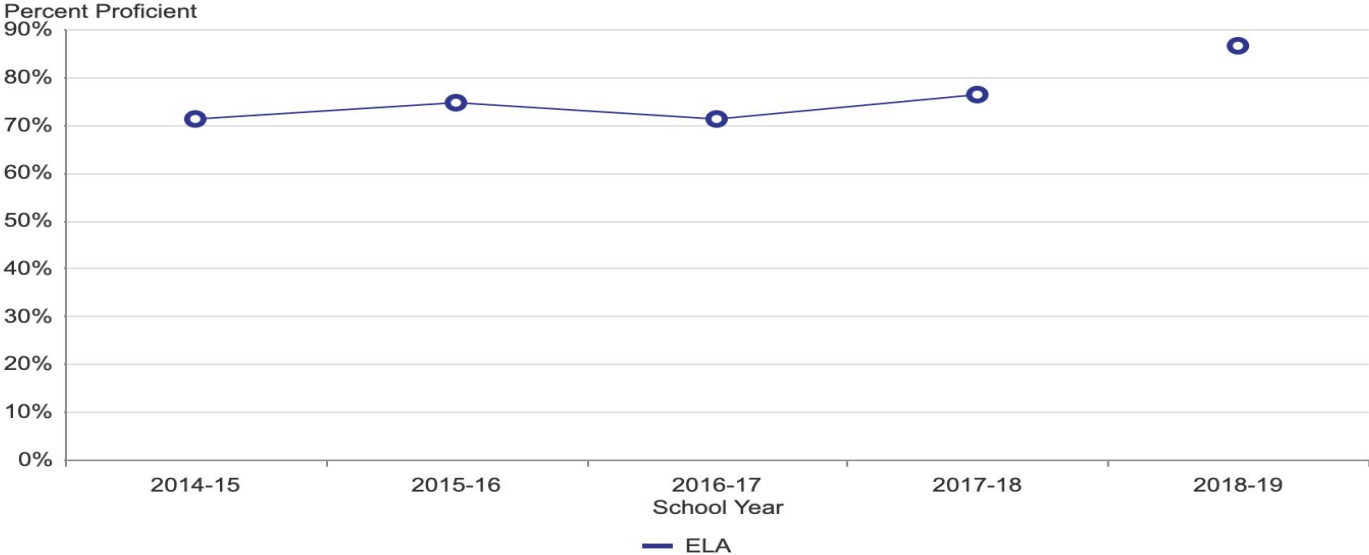
Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	10	3%	23	8%	48	17%	82	29%	124	43%	228-229-230	12.6

8th Grade MSTEP trends

English (EBRW)

[Show Student Count View](#)

← M-STEP ELA PSAT English (EBRW) →



8th Grade NWEA Reading



Grade Report

Grade 8

Term: Spring 2018-2019
 District: Dexter Community Schools
 School: Mill Creek Middle School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Grouping: None
 Small Group Display: No

Reading

Summary	
Total Students With Valid Growth Test Scores	265
Mean RIT	230.6
Standard Deviation	12.8
District Grade Level Mean RIT	230.6
Students At or Above District Grade Level Mean RIT	138
Norm Grade Level Mean RIT	220.1
Students At or Above Norm Grade Level Mean RIT	220

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	12	5%	20	8%	39	15%	93	35%	101	38%	230-231-231	12.8

How Our **BRAINS** Learn to Read

Reading is an important and fun skill that nearly everyone can learn with time and practice. Our brains are naturally set up to learn to speak, but learning to read does not happen on its own. Scientists have found that we must develop certain parts of our brains and build connections between brain areas that were not connected before. The picture below shows **four different areas of our brains** that we use when we read.

VISUAL CORTEX



This part of our brains helps us see things. We use this part when we look at and recognize written letters and words.



ROLE IN READING:
Orthographic Processing

AUDITORY CORTEX



This brain area allows us to hear and tell the difference between sounds in spoken language. When we read, we use this part of our brains to identify the sounds that make up words.



ROLE IN READING:
Phonological Processing

ANGULAR GYRUS



This brain area helps us connect sounds with letters and letters with sounds. We use this part of our brains to read words aloud or to ourselves and to put words on a page.



ROLE IN READING:
Sound-Symbol Connections and Semantic Processing

INFERIOR FRONTAL GYRUS



This part of our brains helps us make speech sounds, form words and sentences, and understand the meaning of what we listen to and read.



ROLE IN READING:
Speech Production, Fluency, and Comprehension



We Need to Teach Our Brains to **DECODE** to Become Good Readers

What we learn in school can help us build the brain connections that we need to read. The four decoding skills below help develop different parts of the brain. It is important that kindergarteners, first graders, and second graders spend a lot of time in the classroom learning and practicing these skills because they are the building blocks of reading.

At least 50% of our K-2 reading block time should focus on learning to decode. We must also build our vocabulary and comprehension skills, but learning to decode is a critical first step in becoming a lifelong reader.



Phonological Awareness

It is important that we can recognize all of the sounds in the English language to be able to read well. English has **44 different speech sounds**, which is more than many other languages.

Sound walls in our classrooms can help us learn how to make these unique sounds.



Print Concepts

To become readers, we must also recognize the **letters of our alphabet**, **the basic parts of a book**, and the **special rules** that print must follow.

Pointing out the front and back of a book, capital letters, lowercase letters, and punctuation marks can help us understand how writing works.



Phonics & Word Recognition

Once we know our sounds and the alphabet, we can begin to put them together to read words.

We learn phonics when our teachers help us to **sound out words** and know **which letters and combinations of letters make which sounds**. When we become good at this skill, we can read and spell many words.



Fluency

Now that we've learned about the connections between sounds, letters, and words, we can put it all together by **reading sentences and books!**

The more we practice sounding out words, the easier it will become to recognize both new and familiar words on the page.



EAB

District Leadership Forum

Learn more about the strategies and systems needed to **improve students' reading outcomes** by visiting our resource center on narrowing the third grade reading gap.

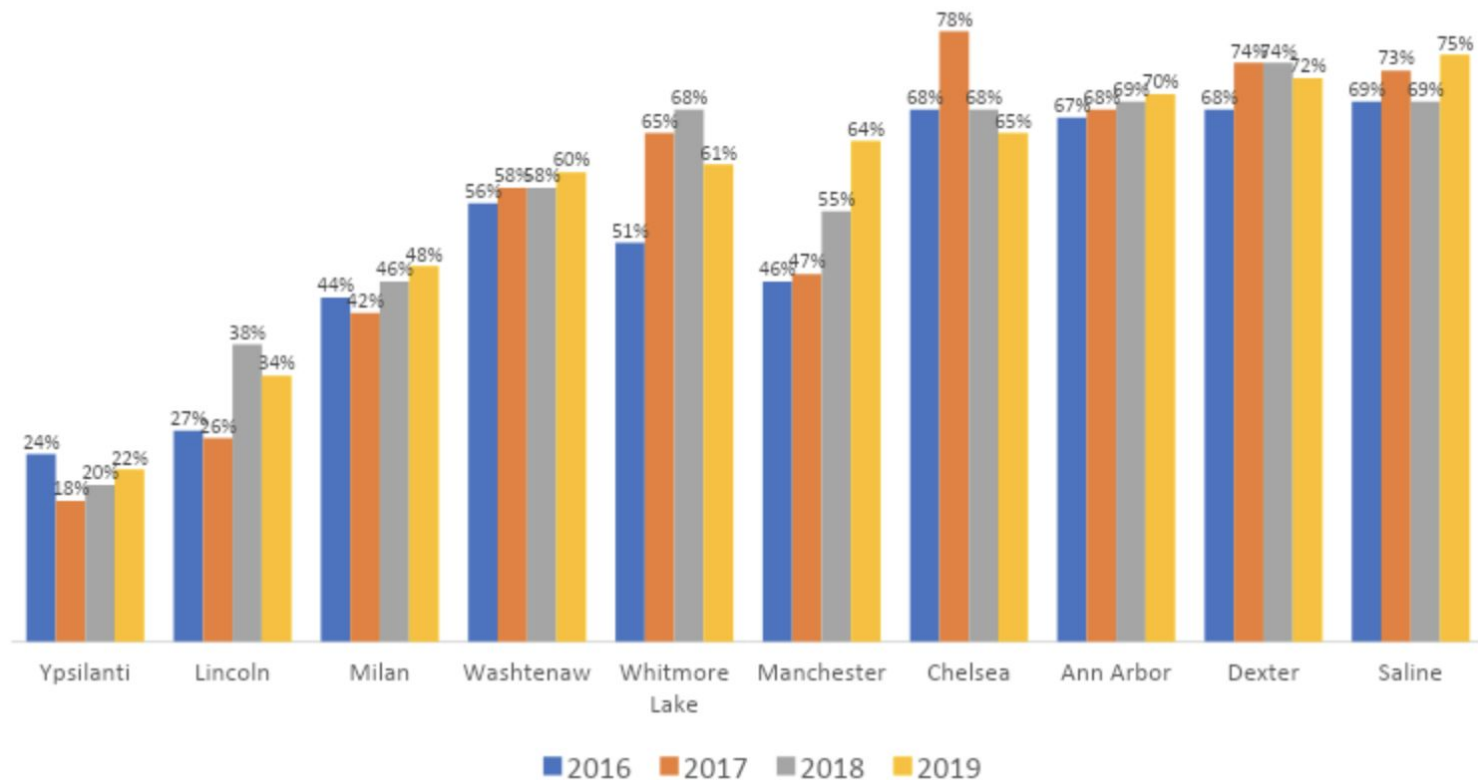
eab.com/ReadingResourceCenter

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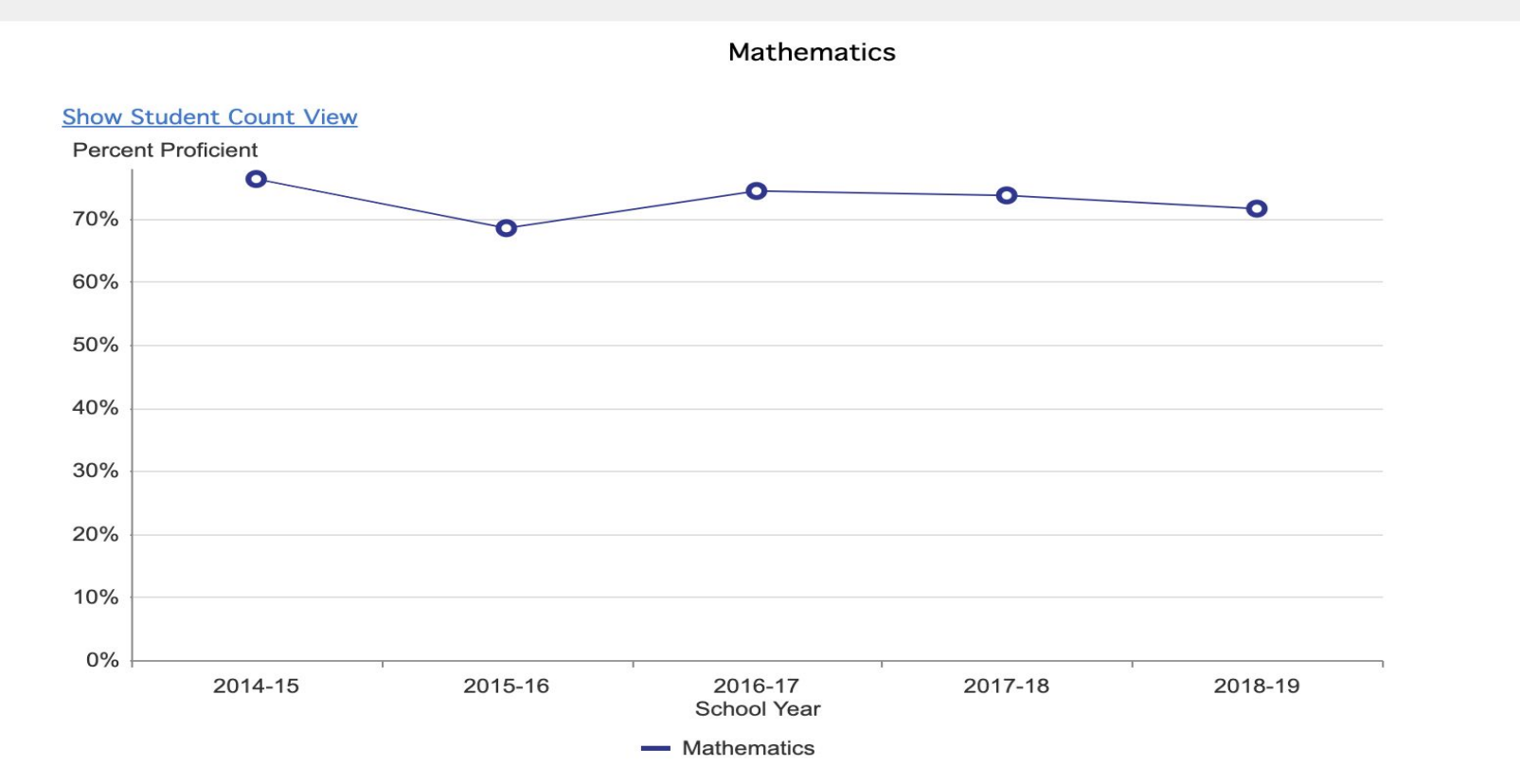
Spring Assessment MATH 2019

Grade	Percent Proficient	County Percentage	Comparison to last year	Rank in the county
3	72	62	↓	2
4	73	58	↓	1
5	56	54	↓	4
6	65	53	↓	2
7	72	54	↓	2
PSAT 8	71	NA	NA	NA
SAT 11	66	NA	NA	NA

2016-2019 M-STEP -- Grade 3 MATH Percent Proficient



3rd Grade MSTEP Math



3rd Grade NWEA Math



Grade Report

Grade 3

Term: Spring 2018-2019
 District: Dexter Community Schools
 School: Wylie Elementary School

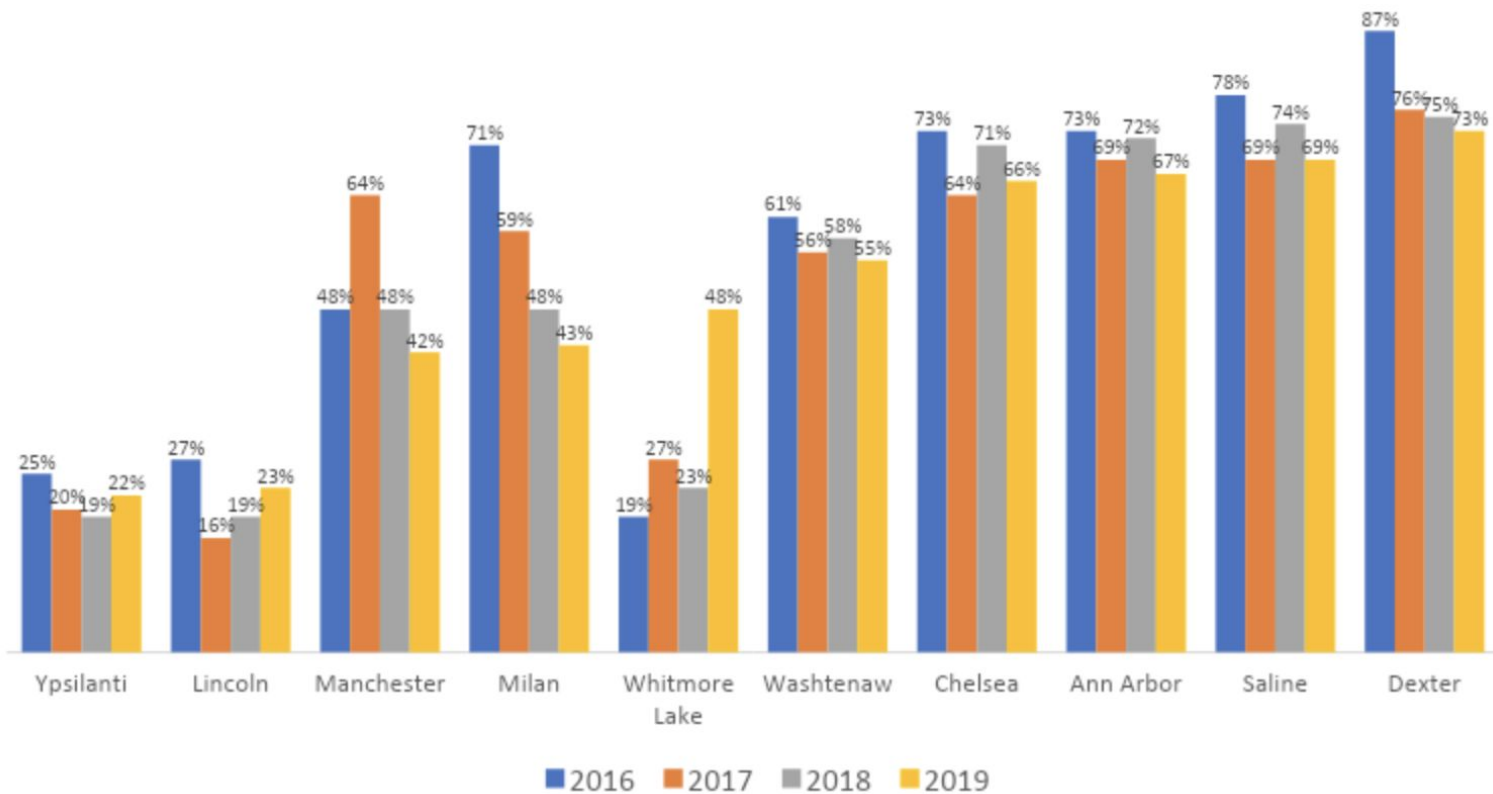
Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Grouping: None
 Small Group Display: No

Mathematics

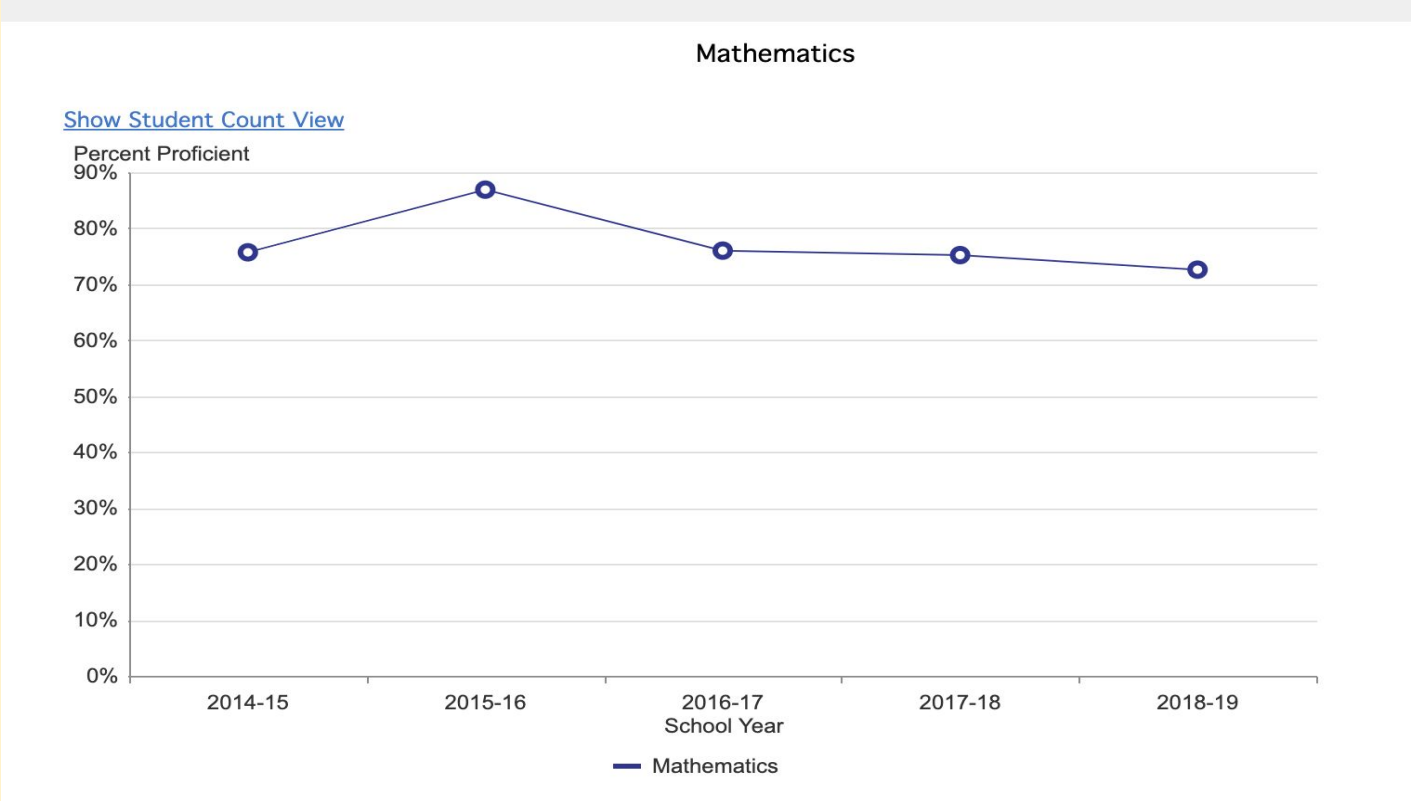
Summary	
Total Students With Valid Growth Test Scores	241
Mean RIT	208.2
Standard Deviation	11.1
District Grade Level Mean RIT	208.2
Students At or Above District Grade Level Mean RIT	124
Norm Grade Level Mean RIT	203.4
Students At or Above Norm Grade Level Mean RIT	170

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	20	8%	27	11%	59	24%	82	34%	53	22%	207-208-209	11.1

2016-2019 M-STEP -- Grade 4 MATH Percent Proficient



4th Grade MSTEP trends



4th Grade NWEA Math



Grade Report

Grade 4

Term: Spring 2018-2019
 District: Dexter Community Schools
 School: Wylie Elementary School

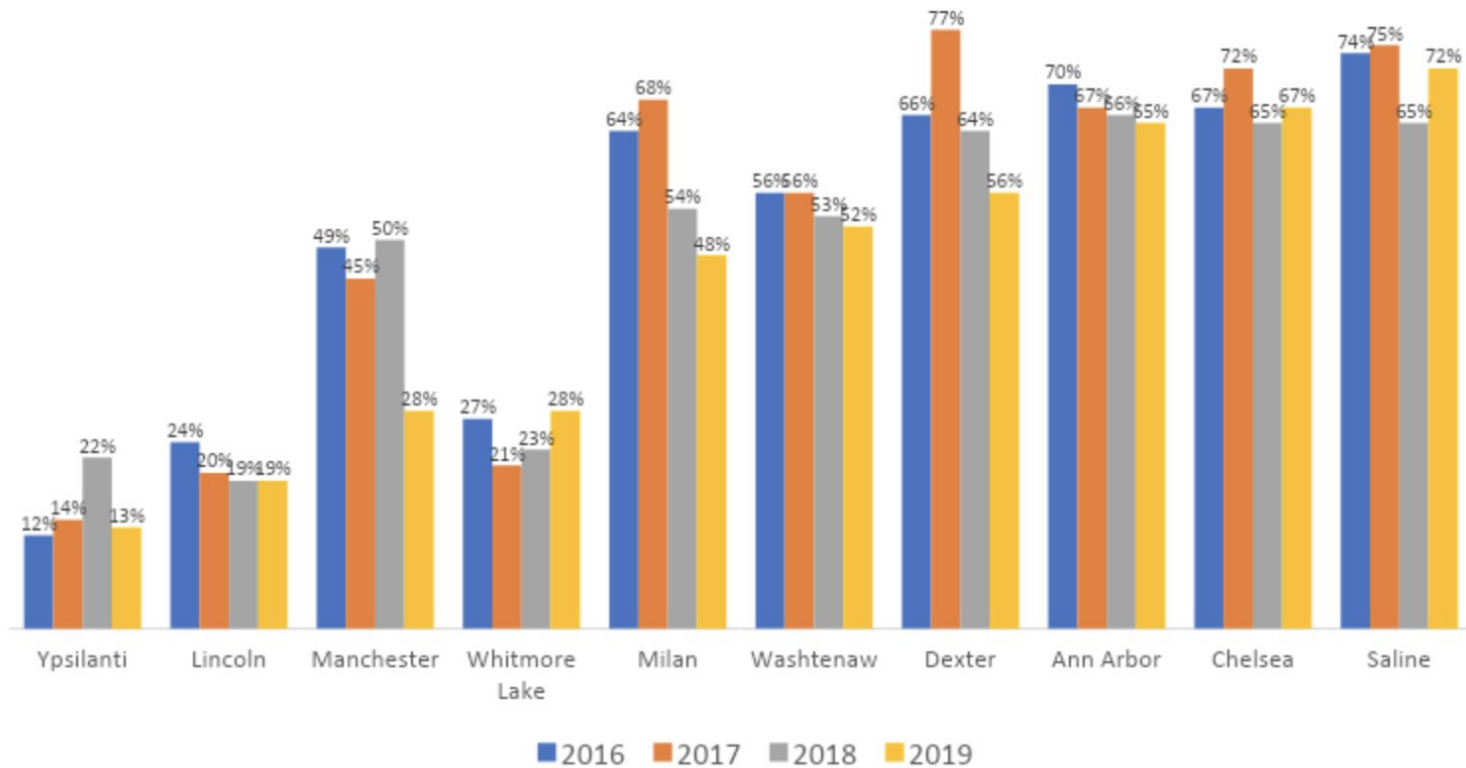
Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Grouping: None
 Small Group Display: No

Mathematics

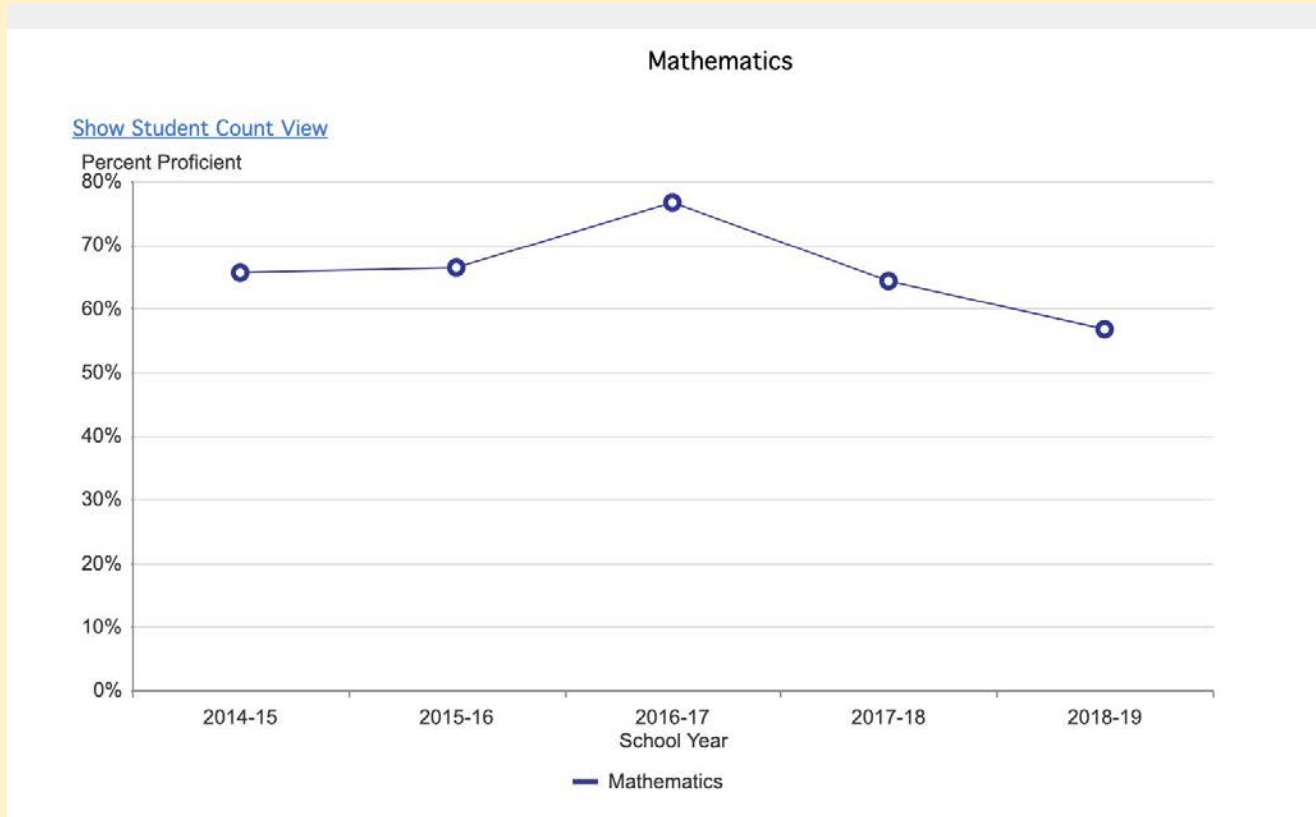
Summary	
Total Students With Valid Growth Test Scores	237
Mean RIT	220
Standard Deviation	13.7
District Grade Level Mean RIT	220
Students At or Above District Grade Level Mean RIT	125
Norm Grade Level Mean RIT	213.5
Students At or Above Norm Grade Level Mean RIT	171

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	18	8%	25	11%	52	22%	67	28%	75	32%	219-220-221	13.7

2016-2019 M-STEP -- Grade 5 MATH Percent Proficient



5th Grade MSTEP trends



5th Gr Math NWEA



Grade Report

Grade 5

Term: Spring 2018-2019
 District: Dexter Community Schools
 School: Creekside Intermediate School

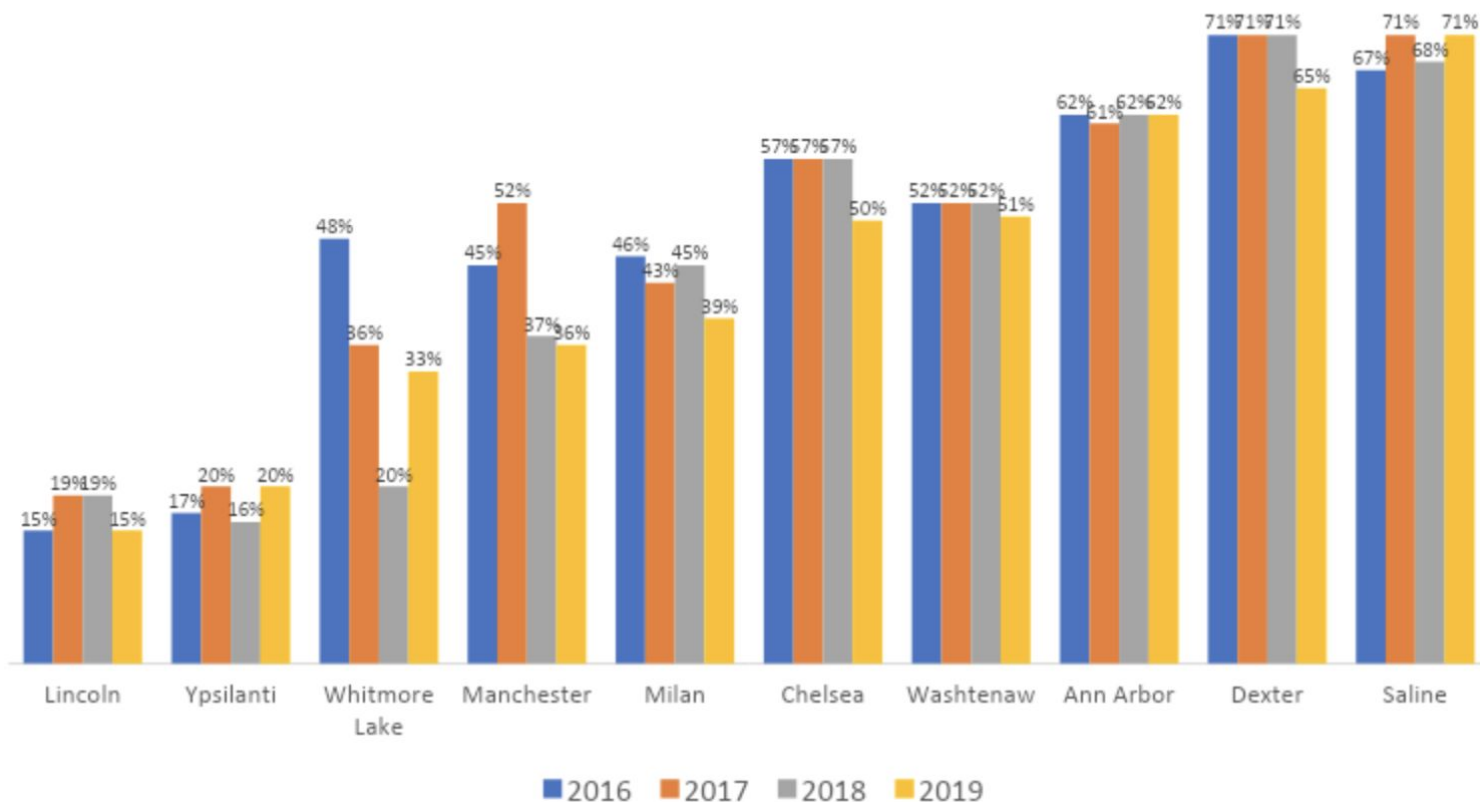
Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Grouping: None
 Small Group Display: No

Mathematics

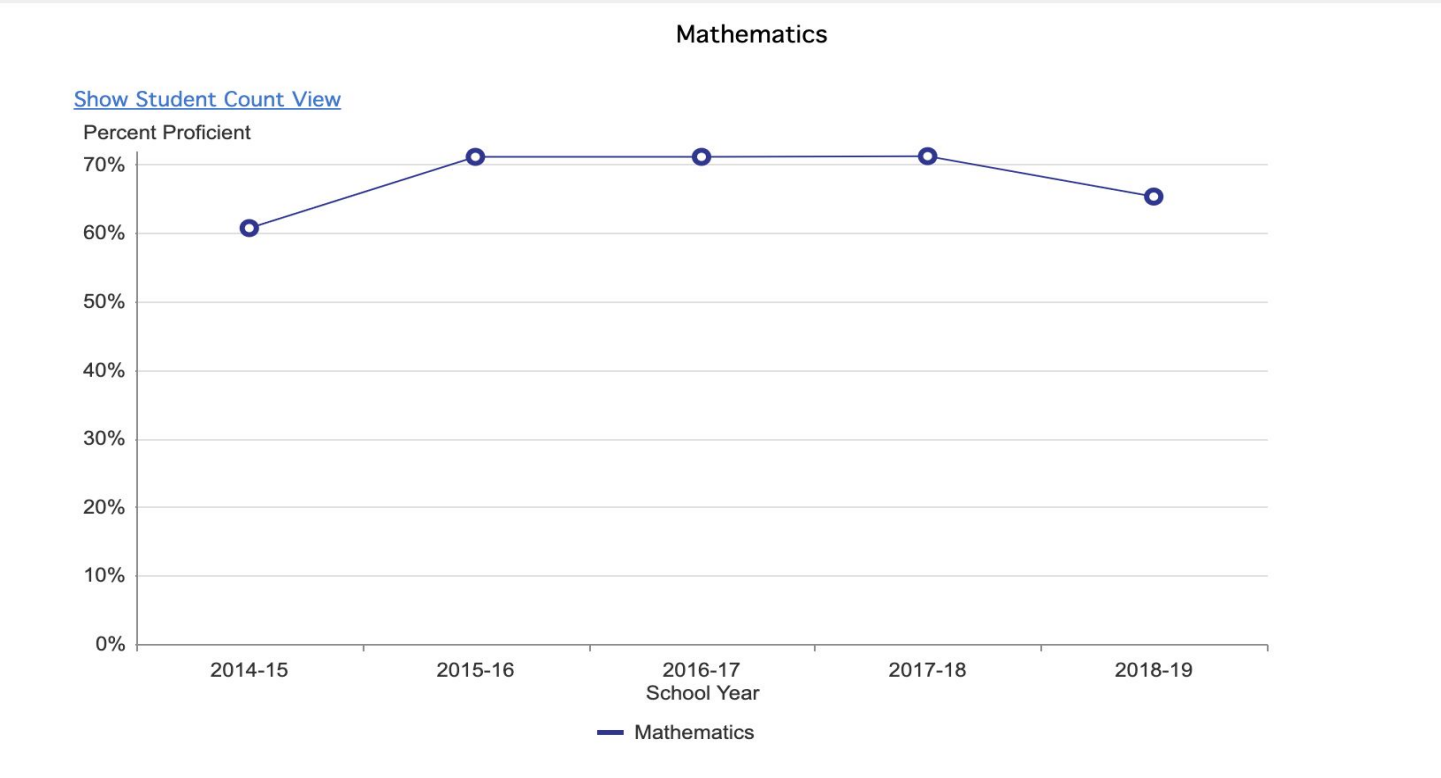
Summary	
Total Students With Valid Growth Test Scores	270
Mean RIT	226
Standard Deviation	15.4
District Grade Level Mean RIT	226
Students At or Above District Grade Level Mean RIT	142
Norm Grade Level Mean RIT	221.4
Students At or Above Norm Grade Level Mean RIT	176

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	27	10%	41	15%	60	22%	85	31%	57	21%	225-226-227	15.4

2016-2019 M-STEP -- Grade 6 MATH Percent Proficient



6th Grade MSTEP trends



6th Grade NWEA Math



Grade Report

Grade 6

Term: Spring 2018-2019
 District: Dexter Community Schools
 School: Creekside Intermediate School

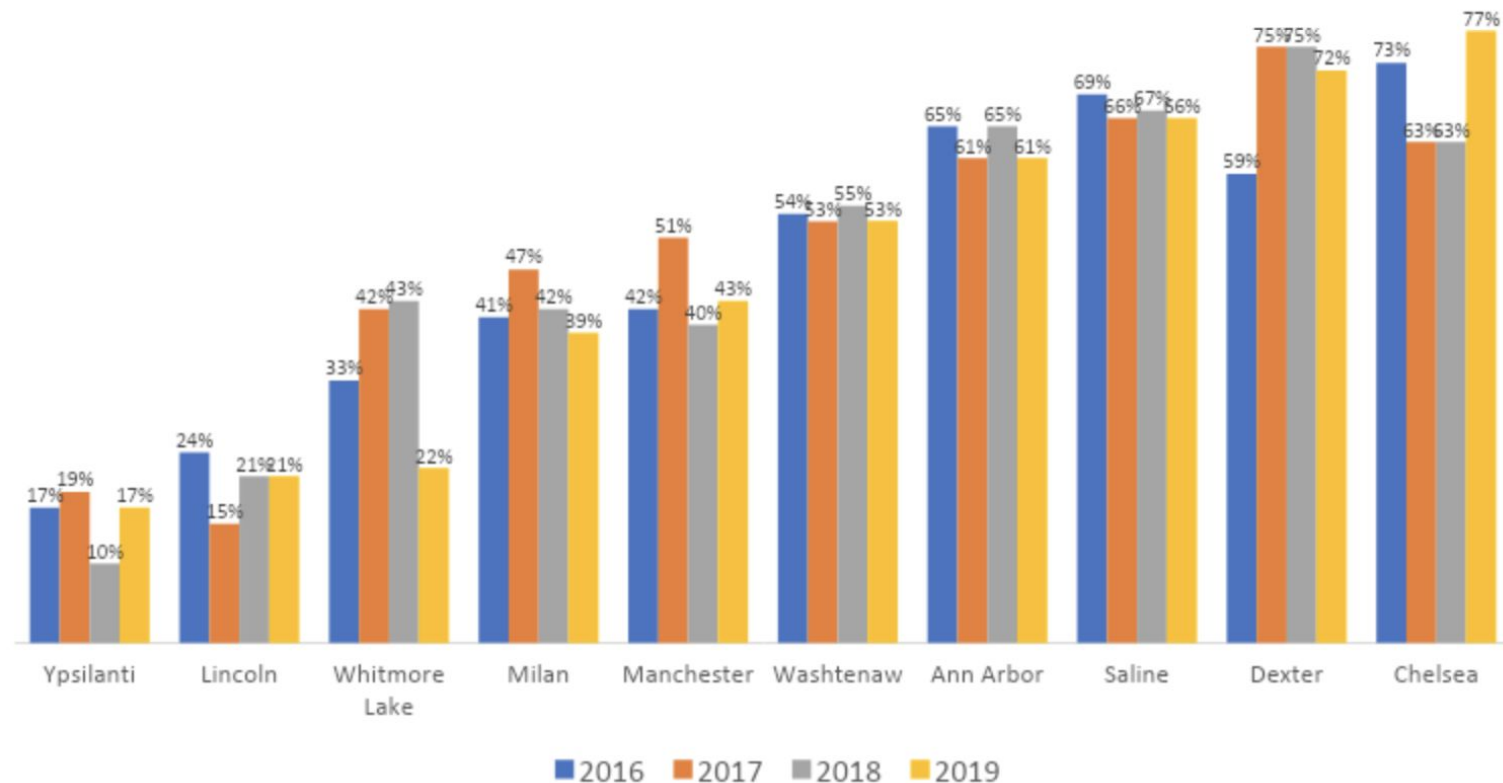
Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Grouping: None
 Small Group Display: No

Mathematics

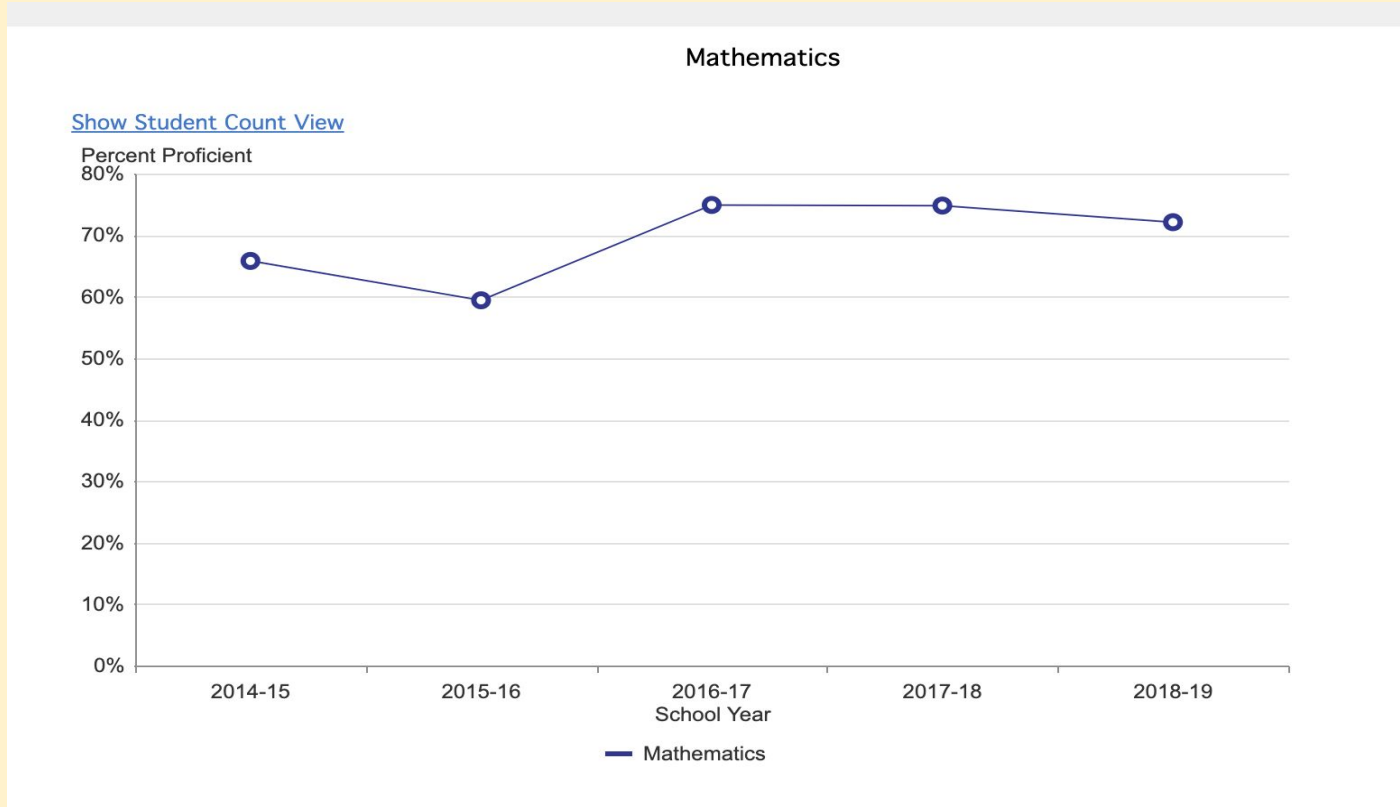
Summary	
Total Students With Valid Growth Test Scores	277
Mean RIT	230.4
Standard Deviation	17.2
District Grade Level Mean RIT	230.4
Students At or Above District Grade Level Mean RIT	156
Norm Grade Level Mean RIT	225.3
Students At or Above Norm Grade Level Mean RIT	190

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	29	10%	36	13%	52	19%	82	30%	78	28%	229-230-231	17.2

2016-2019 M-STEP -- Grade 7 MATH Percent Proficient



7th Grade MSTEP trends



7th Gr Math NWEA



Grade Report

Grade 7

Term: Spring 2018-2019
 District: Dexter Community Schools
 School: Mill Creek Middle School

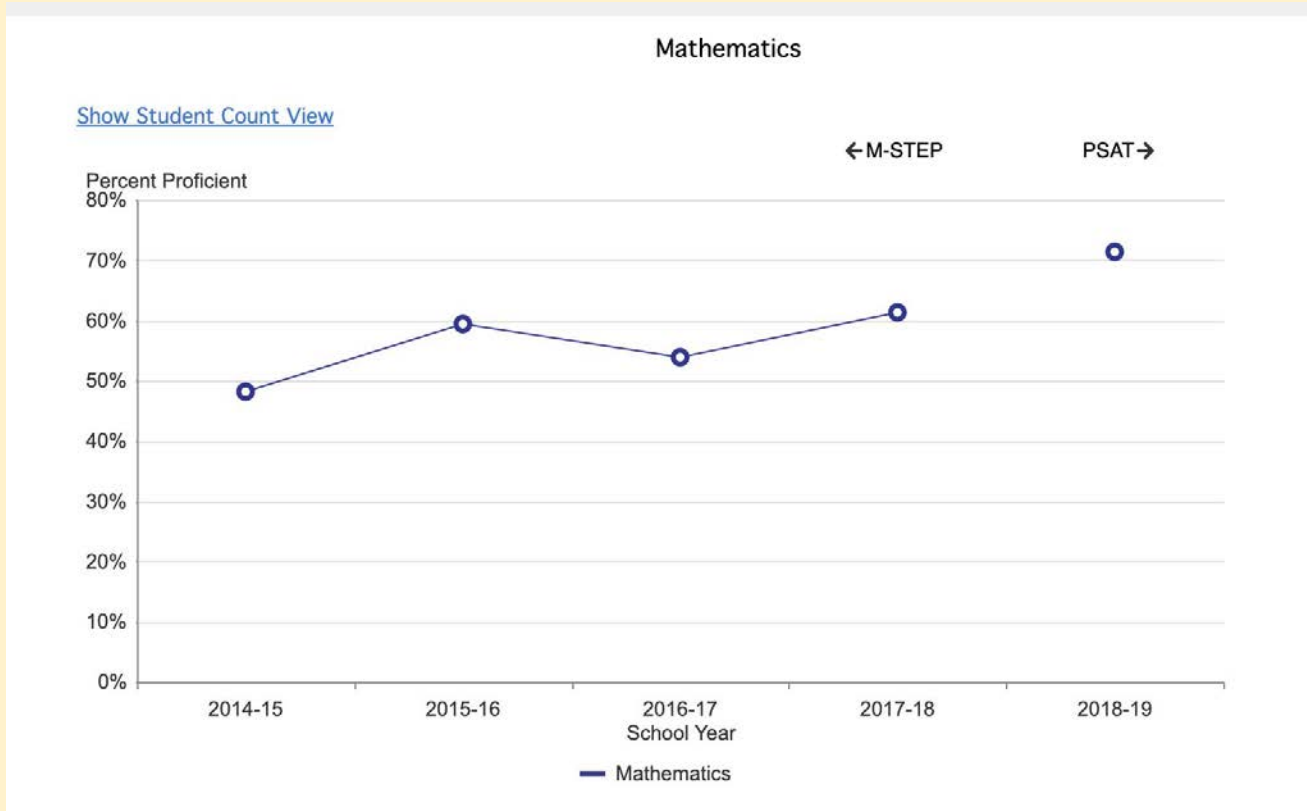
Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Grouping: None
 Small Group Display: No

Mathematics

Summary	
Total Students With Valid Growth Test Scores	285
Mean RIT	240.6
Standard Deviation	16.1
District Grade Level Mean RIT	240.6
Students At or Above District Grade Level Mean RIT	142
Norm Grade Level Mean RIT	228.6
Students At or Above Norm Grade Level Mean RIT	225

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	12	4%	34	12%	46	16%	73	26%	120	42%	240-241-242	16.1

8th grade PSAT Math



8th Grade NWEA Math



Grade Report

Grade 8

Term: Spring 2018-2019
 District: Dexter Community Schools
 School: Mill Creek Middle School

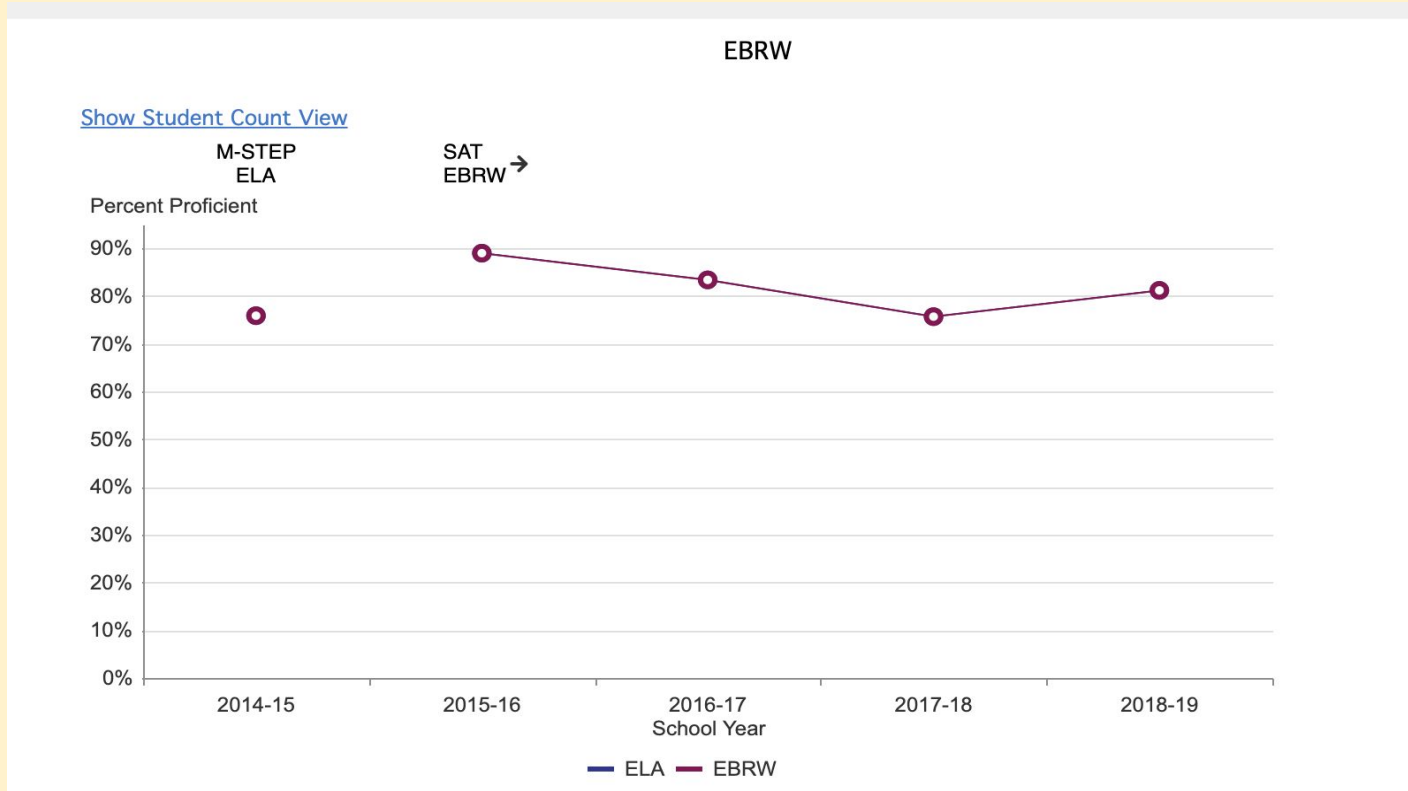
Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Grouping: None
 Small Group Display: No

Mathematics

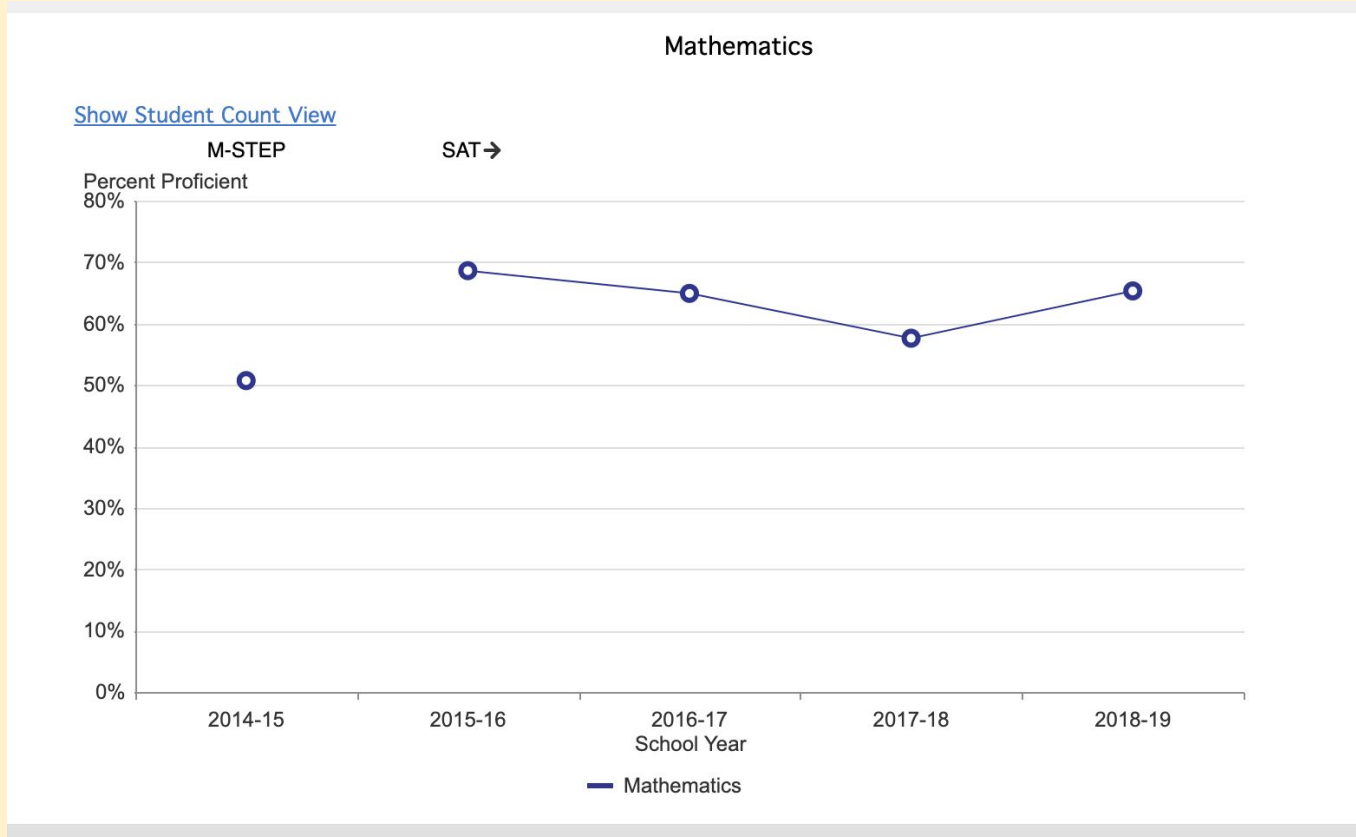
Summary	
Total Students With Valid Growth Test Scores	265
Mean RIT	244.5
Standard Deviation	16.5
District Grade Level Mean RIT	244.5
Students At or Above District Grade Level Mean RIT	140
Norm Grade Level Mean RIT	230.9
Students At or Above Norm Grade Level Mean RIT	226

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	13	5%	16	6%	47	18%	68	26%	121	46%	244-245-246	16.5

DHS SAT Reading



DHS SAT Math



Reasons for data change

Our M-STEP and NWEA data points are no longer correlating. We need to run new predictive measurements. We are using NWEA, F&P, and Internal Curriculum Assessments to inform our instruction and each of these measures are showing more growth than the M-Step data. NWEA appears to be correlating with PSAT.
