Appendix Tables

Table A.1. "Significantly Behind Grade Level" Definitions and Cut Scores						
		Categorization scheme used	"Significantly behind grade level" group	Cut score type	Reading cut score	Math cut score
MAP Growth	K-1	Universal screening	Intensive Intervention	Percentile	30	30
	2	Projected M-STEP	Not Proficient	Scale score	163, 177	167, 182
	3	Projected M-STEP	Not Proficient	Scale score	178, 190	181, 194
	4	Projected M-STEP	Not Proficient	Scale score	190, 199	189, 200
	5	Projected M-STEP	Not Proficient	Scale score	197, 204	202, 212
	6	Projected M-STEP	Not Proficient	Scale score	202, 208	206, 214
	7	Projected M-STEP	Not Proficient	Scale score	206, 211	213, 219
	8	Projected M-STEP	Not Proficient	Scale score	207, 212	214, 220
i-Ready	K	Grade placement	Emerging K	Scale score	361	361
	1	Grade placement	Emerging K	Scale score	346	346
	2	Grade placement	K or below	Scale score	418	386
	3	Grade placement	1 or below	Scale score	473	412
	4	Grade placement	2 or below	Scale score	495	433
	5	Grade placement	3 or below	Scale score	541	449
	6	Grade placement	4 or below	Scale score	565	464
	7	Grade placement	5 or below	Scale score	582	479
	8	Grade placement	6 or below	Scale score	593	492
Star	K-8	Grade-level norms	At-risk/Intervention	Percentile	24	24
K-2s	K	Content expectation	Far below grade level	Scale score	443	447
	1	Content expectation	Far below grade level	Scale score	440	446
	2	Content expectation	Far below grade level	Scale score	438	448
ICA	3	Achievement level	Did not meet standard	Scale score	2366	2380
	4	Achievement level	Did not meet standard	Scale score	2415	2410
	5	Achievement level	Did not meet standard	Scale score	2441	2454
	6	Achievement level	Did not meet standard	Scale score	2456	2472
	7	Achievement level	Did not meet standard	Scale score	2478	2483
	8	Achievement level	Did not meet standard	Scale score	2486	2503

Notes: Definitions and cut scores were selected based on recommendations from each assessment provider. Students whose scale scores or percentile ranks and less than or equal to the specified cut scores are classified as "significantly behind grade level." The "Reading cut score" and "Math cut score" columns each contain two numbers for the 2nd-8th grade MAP Growth assessments. These represent the cut scores for the fall and spring testing periods, respectively. Cut scores for all other assessments are the same in the fall and spring.

Table A.2. Percent of Enrolled Students included in Mathematics Analytic Sample by Race/Ethnicity, Grade, and Assessment Provider									
Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	White	33,476	79.5	6,462	65.6			1,689	85.4
	Black	6,193	80.8	3,915	84.5			15	93.3
	Latino/a/x	3,431	79.7	1,098	82.0			66	81.8
	Asian	1,106	74.1	791	87.4			<10	---
	Other	2,826	78.3	644	69.3			82	89.0
1st	White	32,235	90.9	6,081	86.3	4,354	74.6	1,118	89.3
	Black	7,609	88.8	4,844	85.0	272	80.5	<10	---
	Latino/a/x	3,854	95.8	1,187	90.8	522	59.4	42	71.4
	Asian	1,257	90.8	782	95.5	71	95.8	<10	---
	Other	2,908	89.4	596	83.7	316	77.8	66	75.8
2nd	White	34,041	92.1	6,066	87.1	5,127	78.8	1,073	89.7
	Black	9,190	83.7	5,073	86.2	324	88.0	<10	---
	Latino/a/x	4,401	85.8	1,245	91.4	593	65.3	46	89.1
	Asian	1,478	90.7	877	97.0	94	93.6	<10	---
	Other	3,261	88.0	532	87.0	406	86.5	57	86.0
3rd	White	35,017	93.1	6,274	87.4	5,343	79.8	575	84.3
	Black	9,637	85.1	4,785	86.5	306	84.6	<10	---
	Latino/a/x	4,456	86.1	1,273	92.1	599	67.3	24	79.2
	Asian	1,568	92.2	824	94.5	100	93.0	<10	---
	Other	3,183	87.4	549	86.3	392	91.1	46	84.8
4th	White	35,465	92.5	6,411	88.1	5,390	79.4	522	93.7
	Black	9,444	85.9	4,995	85.4	396	84.6	<10	---
	Latino/a/x	4,196	88.2	1,318	93.1	598	67.6	26	80.8
	Asian	1,577	91.1	796	95.7	80	90.0	<10	---
	Other	3,148	87.8	505	85.3	382	90.3	46	97.8
5th	White	36,059	92.3	6,543	90.0	5,358	80.8	570	87.9
	Black	9,855	86.7	4,936	84.2	393	90.1	<10	---
	Latino/a/x	4,770	84.4	1,283	92.4	654	70.5	18	83.3
	Asian	1,581	92.1	743	95.7	102	91.2	<10	---
	Other	3,295	88.0	550	84.2	379	88.7	50	82.0
6th	White	37,915	89.4	5,939	87.2	5,136	77.5	584	90.1
	Black	10,105	81.4	4,699	75.7	415	82.2	<10	---
	Latino/a/x	4,873	82.9	1,138	83.2	584	73.8	27	92.6
	Asian	1,566	91.1	739	85.8	109	86.2	<10	---
	Other	3,303	83.7	472	73.9	396	88.1	37	75.7
7th	White	39,415	87.9	5,948	81.1	5,705	71.1	641	83.8
	Black	10,091	78.6	4,439	73.5	472	75.0	<10	---
	Latino/a/x	5,123	80.2	1,181	77.5	614	67.3	42	83.3
	Asian	1,779	88.4	700	51.1	117	76.9	<10	---
	Other	3,325	80.7	470	64.7	415	77.6	30	73.3
8th	White	41,171	83.1	6,245	75.7	6,400	65.0	657	76.0
	Black	10,270	77.0	4,493	74.5	465	60.4	<10	---
	Latino/a/x	5,168	78.0	1,333	78.2	668	58.1	33	81.8
	Asian	1,935	75.5	736	45.5	128	55.5	<10	---
	Other	3,337	76.1	432	56.7	390	67.9	49	61.2

Notes: For more information about this table see Appendix Note 1 below.

Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Female	22,743	80.0	6,238	75.1			883	89.6
	Male	24,289	78.9	6,672	73.4			975	81.8
1st	Female	23,350	91.3	6,588	87.1	2,743	74.7	591	87.5
	Male	24,513	90.4	6,902	86.2	2,792	73.2	642	88.2
2nd	Female	25,711	90.1	6,676	88.4	3,255	78.3	571	88.6
	Male	26,660	89.5	7,117	87.2	3,289	79.1	614	90.4
3rd	Female	26,160	90.8	6,608	88.6	3,290	79.5	306	82.4
	Male	27,701	90.6	7,097	87.2	3,450	80.0	347	85.9
4th	Female	26,144	91.1	6,853	88.4	3,301	79.3	286	91.3
	Male	27,686	90.4	7,172	87.5	3,545	79.4	317	95.3
5th	Female	27,112	90.7	6,919	88.7	3,376	81.0	315	84.8
	Male	28,448	90.0	7,136	87.8	3,510	80.9	331	89.1
6th	Female	28,425	87.7	6,177	83.0	3,203	78.2	311	92.0
	Male	29,337	86.6	6,810	81.4	3,437	78.3	344	87.2
7th	Female	29,255	86.2	6,261	76.4	3,539	71.6	345	81.2
	Male	30,478	84.4	6,477	75.3	3,784	71.4	375	85.1
8th	Female	29,957	82.0	6,446	74.7	3,973	64.7	365	78.6
	Male	31,924	80.2	6,793	71.9	4,078	63.7	379	72.0

Notes: The "Enrolled" columns represent the total number of male or female students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: Male and female students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

		MAP Growth		i-Ready		Star 360		ICA/K-2	
Grade	Subgroup	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not ED	21,503	82.4	5,368	70.9			1,040	93.5
	ED	25,529	77.0	7,542	76.6			818	75.4
1st	Not ED	20,861	95.1	5,250	89.8	2,744	80.4	688	94.5
	ED	27,002	87.6	8,240	84.7	2,791	67.6	545	79.4
2nd	Not ED	22,517	96.8	5,385	89.3	3,114	86.7	653	93.6
	ED	29,854	84.5	8,408	86.9	3,430	71.5	532	84.6
3rd	Not ED	23,705	97.8	5,459	88.9	3,316	87.2	396	87.9
	ED	30,156	85.1	8,246	87.2	3,424	72.6	257	78.6
4th	Not ED	24,483	97.5	5,581	89.5	3,357	86.6	386	97.9
	ED	29,347	85.1	8,444	86.9	3,489	72.4	217	85.3
5th	Not ED	24,858	97.7	5,681	91.8	3,376	88.6	421	90.5
	ED	30,702	84.4	8,374	85.8	3,510	73.6	225	80.4
6th	Not ED	26,407	96.0	5,172	88.7	3,446	79.7	445	92.8
	ED	31,355	79.6	7,815	77.8	3,194	76.6	210	82.4
7th	Not ED	28,534	94.0	5,425	78.8	3,813	74.7	467	88.7
	ED	31,199	77.3	7,313	73.6	3,510	68.1	253	73.1
8th	Not ED	30,320	87.7	5,792	72.0	4,333	67.4	494	78.3
	ED	31,561	74.7	7,447	74.2	3,718	60.4	250	69.2

Table A.4. Percent of Enrolled Students included in Mathematics Analytic Sample by Economically Disadvantaged, Grade, and Assessment Provider

Notes: The "Enrolled" columns represent the total number students who were and were not economically disadvantaged in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: Students who were and were not economically disadvantaged were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Gen. Ed.	40,249	83.3	11,222	78.3			1,605	88.7
	Spec. Ed.	6,783	56.6	1,688	47.3			253	65.2
1st	Gen. Ed.	40,927	93.7	11,784	89.5	4,725	76.6	1,069	90.7
	Spec. Ed.	6,936	74.0	1,706	67.1	810	58.6	164	68.9
2nd	Gen. Ed.	44,497	93.2	11,836	91.5	5,594	81.4	1,031	93.4
	Spec. Ed.	7,874	70.7	1,957	65.5	950	62.7	154	63.6
3rd	Gen. Ed.	45,770	93.8	11,654	91.4	5,732	81.7	544	88.4
	Spec. Ed.	8,091	73.5	2,051	67.6	1,008	69.0	109	63.3
4th	Gen. Ed.	45,648	93.2	11,901	90.6	5,777	81.3	520	96.2
	Spec. Ed.	8,182	77.0	2,124	73.3	1,069	68.8	83	75.9
5th	Gen. Ed.	47,304	92.6	11,945	90.6	5,844	83.0	560	89.1
	Spec. Ed.	8,256	77.6	2,110	74.7	1,042	69.4	86	73.3
6th	Gen. Ed.	49,786	89.0	11,092	84.1	5,713	79.7	563	91.7
	Spec. Ed.	7,976	75.4	1,895	70.4	927	69.3	92	76.1
7th	Gen. Ed.	51,659	87.0	10,914	77.4	6,356	72.0	634	84.7
	Spec. Ed.	8,074	74.4	1,824	66.4	967	68.5	86	72.1
8th	Gen. Ed.	53,787	82.4	11,363	74.5	7,049	64.8	660	77.7
	Spec. Ed.	8,094	72.2	1,876	65.9	1,002	60.2	84	56.0

Table A.5. Percent of Enrolled Students included in Mathematics Analytic Sample by Special Education, Grade, and Assessment Provider

Notes: The "Enrolled" columns represent the total number of general and special education students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: General and special education students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
5th	Not Proficient	13,647	88.4	4,329	91.0	1,392	76.8	85	85.9
	Partially Proficient	13,742	91.3	3,010	88.6	1,727	80.6	151	87.4
	Proficient	14,311	93.4	3,128	89.7	2,012	82.5	192	89.6
	Advanced	10,160	93.9	2,370	92.3	1,393	86.8	176	89.8
6th	Not Proficient	12,673	82.1	3,752	83.8	1,203	78.3	79	78.5
	Partially Proficient	18,197	88.3	3,483	83.0	2,209	78.5	226	88.9
	Proficient	14,011	91.2	2,587	83.5	1,809	79.6	176	94.3
	Advanced	9,043	93.4	2,016	88.7	1,020	80.8	149	95.3
7th	Not Proficient	19,775	81.2	4,783	79.1	2,158	72.0	162	80.2
	Partially Proficient	16,443	87.8	2,784	77.2	2,167	72.2	227	83.3
	Proficient	10,073	90.9	1,916	77.3	1,393	71.1	149	88.6
	Advanced	9,379	90.9	2,049	77.3	1,177	73.2	137	87.6
8th	Not Proficient	19,115	79.1	4,903	78.1	2,086	66.5	170	74.7
	Partially Proficient	17,821	85.1	3,241	75.5	2,565	65.5	229	74.2
	Proficient	11,196	85.8	2,016	74.8	1,634	65.6	165	78.8
	Advanced	9,602	79.3	1,877	65.2	1,301	61.2	148	82.4

Table A.6. Percent of Enrolled Students included in Mathematics Analytic Sample by 2019 M-STEP Proficiency, Grade, and Assessment Provider

Notes: The "Enrolled" columns represent the total number of students in each 2019 M-STEP proficiency in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: M-STEP data were provided by MDE. Enrollment data is from CEPI's, Student Count Report.

Table A.7. Percent of Enrolled Students included in Mathematics Analytic Sample by English Learner, Grade, and Assessment Provider									
Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not EL	43,613	80.4	11,611	74.8			1,854	85.5
	EL	3,419	67.8	1,299	69.3			<10	---
1st	Not EL	43,924	90.6	12,008	86.1	5,356	74.2	1,227	87.9
	EL	3,939	93.8	1,482	90.8	179	65.9	<10	---
2nd	Not EL	47,954	90.0	12,074	87.1	6,194	80.7	1,174	89.5
	EL	4,417	87.8	1,719	92.8	350	44.6	11	90.9
3rd	Not EL	49,171	91.2	11,945	87.2	6,374	81.7	633	84.2
	EL	4,690	85.5	1,760	92.2	366	46.4	20	85.0
4th	Not EL	49,668	91.0	12,412	87.3	6,494	80.8	589	93.9
	EL	4,162	87.2	1,613	92.9	352	52.0	14	71.4
5th	Not EL	52,095	90.9	12,845	87.8	6,613	82.2	641	86.9
	EL	3,465	82.0	1,210	92.4	273	50.9	<10	---
6th	Not EL	54,830	87.5	12,008	82.2	6,516	78.5	644	89.6
	EL	2,932	80.3	979	80.9	124	66.9	11	81.8
7th	Not EL	56,135	85.6	11,596	76.2	7,161	71.6	710	83.1
	EL	3,598	80.0	1,142	72.4	162	65.4	10	90.0
8th	Not EL	58,515	81.2	12,065	73.1	7,915	64.2	738	75.2
	EL	3,366	78.5	1,174	75.2	136	62.5	<10	---

Notes: The "Enrolled" columns represent the total number of English learners and English proficient students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: English learners and English proficient students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Table A.8. Percent of Enrolled Students included in Reading Analytic Sample by English Learner Status, Grade, and Assessment Provider									
Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not EL	40,656	81.77	11,032	79.84	6,687	64.6	1,399	84.56
	EL	3,356	69.34	1,296	69.98	186	58.6	<10	---
1st	Not EL	43,160	90.55	11,497	89.56	6,080	72.76	1,033	91.48
	EL	3,908	92.76	1,480	92.36	186	75.27	<10	---
2nd	Not EL	45,909	89.42	11,785	88.34	6,606	81.08	977	92.02
	EL	4,193	85.93	1,725	93.45	216	84.26	<10	---
3rd	Not EL	48,249	90.91	11,610	88.37	6,765	83.78	576	85.24
	EL	4,633	86.77	1,754	92.47	222	88.29	12	91.67
4th	Not EL	48,939	91.31	12,069	87.38	6,882	84.06	529	93.38
	EL	4,128	87.35	1,612	93.30	227	91.19	11	81.82
5th	Not EL	51,442	90.71	12,358	87.34	6,994	83.36	577	88.04
	EL	3,446	81.22	1,208	92.96	196	87.24	3	100.00
6th	Not EL	54,757	86.87	11,452	80.76	6,972	77.35	644	91.30
	EL	2,932	78.31	977	79.94	233	52.36	11	81.82
7th	Not EL	56,259	85.18	11,157	73.53	7,701	72.63	693	82.11
	EL	3,601	78.48	1,137	69.92	278	53.60	10	90.00
8th	Not EL	58,545	83.22	11,512	75.42	8,155	69.23	716	73.74
	EL	3,385	77.19	1,170	74.27	264	46.59	<10	---

Notes: The "Enrolled" columns represent the total number of English learners and English proficient students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: English learners and English proficient students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

		MAP Growth		i-Ready		Star 360		ICA/K-2	
Grade	**Subgroup**	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not Foster	46,784	81.90	12,851	77.71			1,846	85.70
	Foster	248	88.31	59	91.53			12	83.33
1st	Not Foster	47,633	93.03	13,423	89.92	5,515	74.71	1,225	87.92
	Foster	230	89.57	67	86.57	20	95.00	<10	---
2nd	Not Foster	52,191	91.92	13,709	90.89	6,521	79.74	1,183	89.52
	Foster	180	94.44	84	97.62	23	100.00	<10	---
3rd	Not Foster	53,655	92.62	13,646	90.92	6,728	79.98	653	84.38
	Foster	206	96.60	59	91.53	12	100.00	<10	---
4th	Not Foster	53,632	92.61	13,964	90.98	6,831	79.52	601	93.34
	Foster	198	93.43	61	100.00	15	100.00	<10	---
5th	Not Foster	55,385	92.08	13,996	91.31	6,868	81.00	644	86.80
	Foster	175	94.29	59	101.69	18	105.56	<10	---
6th	Not Foster	57,584	88.65	12,955	85.36	6,623	79.39	654	89.45
	Foster	178	91.57	32	100.00	17	111.76	<10	---
7th	Not Foster	59,591	86.78	12,701	79.27	7,302	73.05	719	83.17
	Foster	142	96.48	37	94.59	21	95.24	<10	---
8th	Not Foster	61,736	82.90	13,209	76.24	8,039	64.21	743	75.24
	Foster	145	84.83	30	103.33	12	91.67	<10	---

Table A.9. Percent of Enrolled Students included in Mathematics Analytic Sample by Foster Status, Grade, and Assessment Provider

Notes: The "Enrolled" columns represent the total number of foster and not foster students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: Foster and not foster students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not Foster	43,785	83.46	12,272	82.53	6,853.0	65.1	1,391	84.69
	Foster	227	91.19	56	96.43	20.0	155.0	<10	---
1st	Not Foster	46,845	93.00	12,916	93.36	6,239	73.25	1,030	91.55
	Foster	223	92.83	61	95.08	27	107.41	<10	---
2nd	Not Foster	49,927	91.40	13,426	92.17	6,800	82.00	982	92.06
	Foster	175	92.57	84	95.24	22	136.36	<10	---
3rd	Not Foster	52,681	92.52	13,307	91.99	6,976	84.12	588	85.54
	Foster	201	95.02	57	98.25	11	127.27	<10	---
4th	Not Foster	52,869	92.92	13,620	91.17	7,094	84.41	539	93.14
	Foster	198	92.93	61	100.00	15	106.67	<10	---
5th	Not Foster	54,721	91.87	13,508	90.98	7,171	83.54	578	88.06
	Foster	167	94.01	58	105.17	19	105.26	<10	---
6th	Not Foster	57,511	87.94	12,397	83.99	7,187	77.64	654	91.13
	Foster	178	89.33	32	90.63	18	100.00	<10	---
7th	Not Foster	59,719	86.28	12,259	76.61	7,956	73.35	702	82.19
	Foster	141	92.20	35	100.00	23	95.65	<10	---
8th	Not Foster	61,784	84.70	12,652	78.46	8,406	68.55	721	73.93
	Foster	146	81.51	30	103.33	13	100.00	<10	---

Table A.10. Percent of Enrolled Students included in Reading Analytic Sample by Foster Status, Grade, and Assessment Provider

Notes: The "Enrolled" columns represent the total number of foster and not foster students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: Foster and not foster students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Table A.11. Percent of Enrolled Students included in Mathematics Analytic Sample by Homeless Status, Grade, and Assessment Provider								
Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not Homeless	46,314	82.32	12,732	78.20			1,821	86.33
	Homeless	718	56.69	178	46.63			37	54.05
1st	Not Homeless	47,020	93.56	13,258	90.27	5,471	75.18	1,213	88.29
	Homeless	843	62.63	232	68.97	64	40.63	20	65.00
2nd	Not Homeless	51,432	92.46	13,552	91.48	6,474	80.14	1,165	89.79
	Homeless	939	63.05	241	60.17	70	50.00	20	75.00
3rd	Not Homeless	52,982	93.09	13,425	91.58	6,673	80.32	645	84.50
	Homeless	879	65.30	280	59.64	67	49.25	<10	---
4th	Not Homeless	52,978	93.10	13,759	91.55	6,757	79.84	587	93.53
	Homeless	852	62.44	266	63.53	89	58.43	16	87.50
5th	Not Homeless	54,626	92.61	13,807	91.93	6,807	81.33	637	86.81
	Homeless	934	61.46	248	59.27	79	58.23	<10	---
6th	Not Homeless	56,893	89.14	12,759	85.87	6,584	79.68	643	90.20
	Homeless	869	57.65	228	58.77	56	55.36	12	50.00
7th	Not Homeless	58,909	87.23	12,545	79.86	7,247	73.30	705	83.83
	Homeless	824	56.31	193	44.04	76	55.26	15	53.33
8th	Not Homeless	61,056	83.33	13,029	76.60	7,985	64.43	732	75.96
	Homeless	825	51.64	210	58.10	66	42.42	12	33.33

Notes: The "Enrolled" columns represent the total number of homeless and not homeless students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: Homeless and not homeless students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not Homeless	43,327	83.91	12,158	83.03	6,799.0	65.6	1,371	85.19
	Homeless	685	57.66	170	51.18	74.0	39.2	29	58.62
1st	Not Homeless	46,240	93.53	12,747	93.79	6,181	73.92	1,026	91.72
	Homeless	828	63.41	230	70.43	85	35.29	<10	---
2nd	Not Homeless	49,189	91.91	13,270	92.73	6,741	82.55	972	92.28
	Homeless	913	63.86	240	62.50	81	50.62	11	72.73
3rd	Not Homeless	52,011	92.96	13,091	92.70	6,909	84.54	580	85.69
	Homeless	871	66.36	273	59.34	78	52.56	<10	---
4th	Not Homeless	52,221	93.40	13,423	91.72	7,005	84.80	527	93.36
	Homeless	846	63.12	258	64.73	104	61.54	13	84.62
5th	Not Homeless	53,959	92.41	13,316	91.65	7,092	83.97	571	88.09
	Homeless	929	61.03	250	58.80	98	57.14	<10	---
6th	Not Homeless	56,823	88.41	12,207	84.48	7,142	77.93	643	91.76
	Homeless	866	57.39	222	58.11	63	50.79	12	58.33
7th	Not Homeless	59,035	86.72	12,106	77.15	7,899	73.64	688	82.41
	Homeless	825	55.52	188	46.28	80	51.25	15	73.33
8th	Not Homeless	61,099	85.16	12,479	78.82	8,349	68.80	712	74.44
	Homeless	831	50.30	203	60.10	70	44.29	10	30.00

Table A.12. Percent of Enrolled Students included in Reading Analytic Sample by Homeless Status, Grade, and Assessment Provider

Notes: The "Enrolled" columns represent the total number of homeless and not homeless students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: Homeless and not homeless students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Table A.13. Percent of Enrolled Students included in Mathematics Analytic Sample by Migrant Status, Grade, and Assessment Provider									
Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not Migrant	46,983	79.44	12,910	74.22			1,858	85.52
	Migrant	49	100.00	<10	---			<10	---
1st	Not Migrant	47,815	90.88	13,490	86.65	5,532	73.97	1,232	87.82
	Migrant	48	95.83	<10	---	<10	---	<10	---
2nd	Not Migrant	52,312	89.81	13,793	87.81	6,539	78.77	1,184	89.53
	Migrant	59	101.69	<10	---	<10	---	<10	---
3rd	Not Migrant	53,797	90.71	13,704	87.88	6,736	79.82	652	0.00
	Migrant	64	101.56	<10	---	<10	---	<10	---
4th	Not Migrant	53,774	90.71	14,025	87.96	6,839	79.44	603	0.00
	Migrant	56	100.00	<10	---	<10	---	<10	---
5th	Not Migrant	55,504	90.35	14,055	88.22	6,876	81.04	645	0.00
	Migrant	56	83.93	<10	---	10	0.00	<10	---
6th	Not Migrant	57,703	87.15	12,987	82.13	6,636	78.27	653	0.15
	Migrant	59	83.05	<10	---	<10	---	<10	---
7th	Not Migrant	59,678	85.28	12,738	75.85	7,315	71.58	719	0.14
	Migrant	55	81.82	<10	---	<10	---	<10	---
8th	Not Migrant	61,841	81.07	13,238	73.25	8,046	64.22	743	0.13
	Migrant	40	82.50	<10	---	<10	---	<10	---

Notes: The "Enrolled" columns represent the total number of migrant and not migrant students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: Migrant and not migrant students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Table A.14. Percent of Enrolled Students included in Reading Analytic Sample by Migrant Status, Grade, and Assessment Provider									
Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not Migrant	43,963	80.80	12,328	78.80	6,866.0	64.4	1,400	84.57
	Migrant	49	100.00	<10	---	<10	---	<10	---
1st	Not Migrant	47,020	90.73	12,977	89.87	6,261	72.83	1,035	91.50
	Migrant	48	95.83	<10	---	<10	---	<10	---
2nd	Not Migrant	50,043	89.12	13,510	88.99	6,816	81.18	983	92.07
	Migrant	59	100.00	<10	---	<10	---	<10	---
3rd	Not Migrant	52,818	90.53	13,363	88.92	6,983	83.90	588	85.37
	Migrant	64	103.13	<10	---	<10	---	<10	---
4th	Not Migrant	53,011	90.99	13,681	88.08	7,102	84.30	540	93.15
	Migrant	56	101.79	<10	---	<10	---	<10	---
5th	Not Migrant	54,832	90.12	13,566	87.83	7,179	83.51	580	88.10
	Migrant	56	78.57	<10	---	<10	---	<10	---
6th	Not Migrant	57,630	86.44	12,429	80.69	7,199	76.52	653	91.27
	Migrant	59	83.05	<10	---	<10	---	<10	---
7th	Not Migrant	59,805	84.78	12,294	73.20	7,971	71.97	702	82.19
	Migrant	55	85.45	<10	---	<10	---	<10	---
8th	Not Migrant	61,890	82.90	12,681	75.31	8,414	68.50	721	73.79
	Migrant	40	80.00	<10	---	<10	---	<10	---

Notes: The "Enrolled" columns represent the total number of migrant and not migrant students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: Migrant and not migrant students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not Military	46,832	79.52	12,861	74.29			1,856	85.61
	Military	200	65.50	49	57.14			<10	---
1st	Not Military	47,563	91.01	13,444	86.65	5,522	73.90	1,231	87.81
	Military	300	70.67	46	86.96	13	84.62	<10	---
2nd	Not Military	52,094	89.83	13,740	87.84	6,534	78.68	1,184	89.53
	Military	277	88.45	53	79.25	10	110.00	<10	---
3rd	Not Military	53,566	90.72	13,663	87.91	6,724	79.76	653	84.23
	Military	295	90.85	42	76.19	16	93.75	<10	---
4th	Not Military	53,541	90.71	13,985	87.95	6,831	79.33	603	93.37
	Military	289	93.43	40	90.00	15	93.33	<10	---
5th	Not Military	55,292	90.33	14,015	88.21	6,873	80.88	644	86.96
	Military	268	92.91	40	92.50	13	100.00	<10	---
6th	Not Military	57,393	87.10	12,951	82.19	6,625	78.19	655	89.47
	Military	369	93.22	36	61.11	15	100.00	<10	---
7th	Not Military	59,366	85.25	12,693	75.96	7,316	71.47	720	83.19
	Military	367	89.10	45	44.44	<10	---	<10	---
8th	Not Military	61,517	81.02	13,193	73.28	8,034	64.16	744	75.27
	Military	364	89.01	46	65.22	17	82.35	<10	---

Table A.15. Percent of Enrolled Students included in Mathematics Analytic Sample by Military Status, Grade, and Assessment Provider

Notes: The "Enrolled" columns represent the total number of military and not military students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: Military and not military students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Grade	Subgroup	MAP Growth		i-Ready		Star 360		ICA/K-2	
		Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
K	Not Military	43,860	80.84	12,284	78.85	6,859.0	64.4	1,398	84.69
	Military	152	77.63	44	65.91	14.0	50.0	<10	---
1st	Not Military	46,783	90.80	12,935	89.89	6,252	72.78	1,034	91.39
	Military	285	79.65	42	88.10	14	100.00	<10	---
2nd	Not Military	49,851	89.14	13,461	89.02	6,812	81.14	982	92.06
	Military	251	86.45	49	81.63	10	110.00	<10	---
3rd	Not Military	52,597	90.55	13,324	88.95	6,971	83.90	588	85.37
	Military	285	90.18	40	75.00	16	93.75	<10	---
4th	Not Military	52,786	90.99	13,644	88.10	7,094	84.27	540	93.15
	Military	281	93.24	37	81.08	15	93.33	<10	---
5th	Not Military	54,622	90.10	13,527	87.84	7,177	83.42	579	88.08
	Military	266	92.48	39	87.18	13	107.69	<10	---
6th	Not Military	57,320	86.40	12,393	80.79	7,190	76.50	655	91.15
	Military	369	92.68	36	50.00	15	100.00	<10	---
7th	Not Military	59,493	84.75	12,254	73.31	7,972	71.94	703	82.22
	Military	367	89.10	40	37.50	<10	---	<10	---
8th	Not Military	61,566	82.84	12,639	75.31	8,402	68.50	722	73.82
	Military	364	91.76	43	74.42	17	82.35	<10	---

Table A.16. Percent of Enrolled Students included in Reading Analytic Sample by Military Status, Grade, and Assessment Provider

Notes: The "Enrolled" columns represent the total number of military and not military students in each grade level who were enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Source: Military and not military students were identified using student demographic data in the MSDS. Enrollment data is from CEPI's, Student Count Report.

Table A.17. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & K-2 Math Assessments by Race/Ethnicity								
Grade	Race/ Ethnicity	*N* Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to White Students)		
			Fall	Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	White	1,442	3.4	0.0	-3.4			
	Black	14	7.1	0.0	-7.1	3.7	0.0	-3.7
	Latino/a/x	54	7.4	0.0	-7.4	4.0	0.0	-4.0
	Asian	<10	---	---	---	---	---	---
	Other	73	4.1	0.0	-4.1	0.7	0.0	-0.7
1st	White	998	1.0	0.1	-0.9			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	30	3.3	0.0	-3.3	2.3	(0.1)	R
	Asian	<10	---	---	---	---	---	---
	Other	50	0.0	0.0	0.0	(1.0)	(0.1)	(-0.9)
2nd	White	963	2.9	0.2	-2.7			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	41	4.9	0.0	-4.9	2.0	(0.2)	R
	Asian	<10	---	---	---	---	---	---
	Other	49	0.0	0.0	0.0	(2.9)	(0.2)	(-2.7)
Smarter Balanced ICA								
3rd	White	485	63.3	29.7	-33.6			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	19	57.9	36.8	-21.1	(5.4)	7.2	R
	Asian	<10	---	---	---	---	---	---
	Other	39	69.2	25.6	-43.6	5.9	(4.0)	R
4th	White	489	44.0	19.8	-24.1			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	21	66.7	23.8	-42.9	22.7	4.0	-18.7
	Asian	<10	---	---	---	---	---	---
	Other	45	73.3	48.9	-24.4	29.4	29.1	-0.3
5th	White	501	32.7	18.4	-14.4			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	15	26.7	20.0	-6.7	(6.1)	1.6	R
	Asian	<10	---	---	---	---	---	---
	Other	41	58.5	24.4	-34.1	25.8	6.0	-19.8
6th	White	526	41.4	20.7	-20.7			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	25	60.0	32.0	-28.0	18.6	11.3	-7.3
	Asian	<10	---	---	---	---	---	---
	Other	28	53.6	35.7	-17.9	12.1	15.0	+2.9
7th	White	537	29.8	23.1	-6.7			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	35	54.3	40.0	-14.3	24.5	16.9	-7.6
	Asian	<10	---	---	---	---	---	---
	Other	22	31.8	45.5	+13.6	2.0	22.4	+20.3
8th	White	499	41.1	34.1	-7.0			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	27	70.4	55.6	-14.8	29.3	21.5	-7.8
	Asian	<10	---	---	---	---	---	---
	Other	30	73.3	63.3	-10.0	32.3	29.3	-3.0

Notes: For more information about this table see Appendix Note 2 below.

Grade	Race/Ethnicity	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to White Students)		
			Fall	Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	White	1,083	1.3	0.0	-1.3			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	39	0.0	0.0	0.0	(1.3)	0.0	(-1.3)
	Asian	<10	---	---	---	---	---	---
	Other	48	0.0	0.0	0.0	(1.3)	0.0	(-1.3)
1st	White	879	0.8	0.0	-0.8			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	26	0.0	0.0	0.0	(0.8)	0.0	(-0.8)
	Asian	<10	---	---	---	---	---	---
	Other	38	0.0	0.0	0.0	(0.8)	0.0	(-0.8)
2nd	White	826	0.5	0.0	-0.5			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	30	3.3	0.0	-3.3	2.8	0.0	-2.8
	Asian	<10	---	---	---	---	---	---
	Other	42	2.4	0.0	-2.4	1.9	0.0	-1.9
Smarter Balanced ICA								
3rd	White	447	50.1	26.8	-23.3			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	11	45.5	18.2	-27.3	(4.7)	(8.7)	(+4.0)
	Asian	<10	---	---	---	---	---	---
	Other	37	45.9	35.1	-10.8	(4.2)	8.3	R
4th	White	448	44.6	28.6	-16.1			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	12	58.3	50.0	-8.3	13.7	21.4	+7.7
	Asian	<10	---	---	---	---	---	---
	Other	35	48.6	34.3	-14.3	3.9	5.7	+1.8
5th	White	457	23.2	13.6	-9.6			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	12	8.3	8.3	0.0	(14.9)	(5.2)	(-9.6)
	Asian	<10	---	---	---	---	---	---
	Other	38	34.2	21.1	-13.2	11.0	7.5	-3.5
6th	White	536	15.7	9.5	-6.2			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	25	28.0	28.0	0.0	12.3	18.5	+6.2
	Asian	<10	---	---	---	---	---	---
	Other	28	35.7	25.0	-10.7	20.0	15.5	-4.6
7th	White	516	17.2	12.4	-4.8			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	33	27.3	24.2	-3.0	10.0	11.8	+1.8
	Asian	<10	---	---	---	---	---	---
	Other	24	41.7	33.3	-8.3	24.4	20.9	-3.5
8th	White	481	14.3	17.0	+2.7			
	Black	<10	---	---	---	---	---	---
	Latino/a/x	25	20.0	20.0	0.0	5.7	3.0	-2.7
	Asian	<10	---	---	---	---	---	---
	Other	24	33.3	29.2	-4.2	19.0	12.1	-6.9

Table A.18. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & K-2 ELA Assessments by Race/Ethnicity

Notes: For more information about this table see Appendix Note 2 below.

Table A.19. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 Math Assessments by Race/Ethnicity									
Grade	Race/ Ethnicity	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to White Students)		
			Fall		Spring		Change	Fall	Spring	Change

Grade	Race/ Ethnicity	N Tested	Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments										
K	White	1,442	493.8	*28.5*	542.6	*35.2*	+48.8			
	Black	14	468.6	*16.7*	513.8	*25.4*	+45.2	(25.2)	(28.8)	(+3.6)
	Latino/a/x	54	490.5	*36.6*	537.5	*33.3*	+46.9	(3.3)	(5.2)	(+1.9)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	73	489.4	*27.0*	534.0	*32.4*	+44.7	(4.4)	(8.6)	(+4.2)
1st	White	998	493.7	*27.1*	534.7	*32.7*	+41.0			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	30	492.1	*25.3*	521.0	*35.9*	+28.9	(1.5)	(13.7)	(+12.2)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	50	498.1	*26.1*	535.9	*35.6*	+37.8	4.5	1.3	-3.2
2nd	White	963	494.4	*30.5*	540.5	*30.0*	+46.1			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	41	490.2	*32.8*	525.8	*30.6*	+35.6	(4.2)	(14.7)	(+10.5)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	49	496.9	*39.2*	540.7	*31.5*	+43.8	2.5	0.2	-2.3
Smarter Balanced ICA										
3rd	White	485	2355.0	*65.0*	2411.0	*71.2*	+55.9			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	19	2352.2	*70.6*	2397.3	*55.3*	+45.1	(2.8)	(13.7)	(+10.9)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	39	2337.6	*71.6*	2430.5	*89.2*	+92.9	(17.4)	19.6	R
4th	White	489	2409.9	*72.9*	2466.3	*76.3*	+56.5			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	21	2376.8	*78.0*	2442.7	*79.3*	+65.9	(33.1)	(23.7)	(-9.4)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	45	2365.7	*75.3*	2424.3	*74.4*	+58.6	(44.1)	(42.0)	(-2.1)
5th	White	501	2482.7	*75.0*	2520.0	*90.4*	+37.3			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	15	2462.3	*73.8*	2486.9	*84.7*	+24.7	(20.4)	(33.1)	(+12.7)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	41	2445.7	*84.0*	2506.1	*79.0*	+60.4	(37.0)	(13.9)	(-23.1)
6th	White	526	2484.3	*69.7*	2528.7	*88.6*	+44.4			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	25	2450.3	*73.8*	2495.4	*89.1*	+45.1	(34.0)	(33.3)	(-0.7)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	28	2466.7	*100.0*	2516.9	*89.9*	+50.3	(17.6)	(11.8)	(-5.8)
7th	White	537	2524.8	*89.6*	2552.4	*105.9*	+27.7			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	35	2478.5	*80.3*	2492.7	*112.8*	+14.2	(46.3)	(59.8)	(+13.5)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	22	2470.0	*109.1*	2522.0	*86.1*	+52.0	(54.8)	(30.4)	(-24.4)
8th	White	499	2518.4	*87.7*	2549.4	*110.6*	+31.0			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	27	2475.7	*78.5*	2504.3	*128.5*	+28.5	(42.7)	(45.1)	(+2.5)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	30	2456.6	*96.5*	2478.2	*99.5*	+21.6	(61.8)	(71.2)	(+9.4)

Notes: For more information about this table see Appendix Note 3 below.

Grade	Race/Ethnicity	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to White Students)		
			Fall		Spring		Change	Fall	Spring	Change
Table A.20. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 ELA Assessments by Race/Ethnicity										

Table A.20. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 ELA Assessments by Race/Ethnicity

Grade	Race/ Ethnicity	N Tested	Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments										
K	White	1,083	493.4	*25.1*	532.9	*27.9*	+39.5			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	39	493.4	*26.6*	532.1	*31.5*	+38.7	0.0	(0.8)	R
	Asian	<10	---	---	---	---	---	---	---	---
	Other	48	494.0	*24.9*	531.2	*29.7*	+37.2	0.7	(1.7)	R
1st	White	879	500.4	*28.7*	535.8	*28.1*	+35.4			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	26	497.2	*21.4*	529.5	*28.8*	+32.3	(3.2)	(6.3)	(+3.1)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	38	506.8	*24.2*	537.9	*22.9*	+31.2	6.4	2.1	-4.2
2nd	White	826	493.5	*28.8*	523.0	*29.2*	+29.6			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	30	487.6	*29.3*	519.8	*32.0*	+32.2	(5.9)	(3.2)	(-2.7)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	42	495.9	*33.9*	525.9	*32.2*	+30.0	2.4	2.8	+0.4
Smarter Balanced ICA										
3rd	White	447	2368.8	*78.5*	2418.7	*83.4*	+49.9			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	11	2376.7	*77.4*	2417.4	*51.8*	+40.6	7.9	(1.3)	R
	Asian	<10	---	---	---	---	---	---	---	---
	Other	37	2369.4	*78.6*	2412.1	*89.4*	+42.7	0.6	(6.6)	R
4th	White	448	2426.8	*74.3*	2461.4	*87.6*	+34.6			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	12	2398.7	*55.9*	2406.0	*69.0*	+7.3	(28.1)	(55.4)	(+27.3)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	35	2412.2	*86.9*	2442.9	*109.5*	+30.7	(14.6)	(18.5)	(+3.9)
5th	White	457	2499.0	*85.5*	2534.5	*91.5*	+35.5			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	12	2508.3	*47.7*	2523.0	*63.5*	+14.7	9.4	(11.5)	R
	Asian	<10	---	---	---	---	---	---	---	---
	Other	38	2482.2	*103.3*	2511.8	*110.1*	+29.6	(16.7)	(22.7)	(+5.9)
6th	White	536	2544.9	*90.0*	2577.9	*92.8*	+32.9			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	25	2502.8	*80.0*	2516.2	*104.7*	+13.4	(42.1)	(61.7)	(+19.6)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	28	2507.9	*95.3*	2540.7	*116.5*	+32.8	(37.0)	(37.2)	(+0.2)
7th	White	516	2561.1	*89.4*	2590.2	*105.8*	+29.1			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	33	2534.0	*75.8*	2544.5	*101.4*	+10.5	(27.1)	(45.7)	(+18.6)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	24	2513.4	*111.8*	2532.7	*116.8*	+19.3	(47.7)	(57.5)	(+9.8)
8th	White	481	2585.3	*96.2*	2593.4	*110.9*	+8.2			
	Black	<10	---	---	---	---	---	---	---	---
	Latino/a/x	25	2542.3	*77.2*	2566.2	*92.9*	+23.9	(43.0)	(27.2)	(-15.7)
	Asian	<10	---	---	---	---	---	---	---	---
	Other	24	2541.3	*86.5*	2546.8	*121.7*	+5.5	(43.9)	(46.6)	(+2.7)

Notes: For more information about this table see Appendix Note 3 below.

Table A.21. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Math Assessment by Modality								
Grade	Modality	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to In-Person All Year)		
			Fall	Spring	Change	Fall	Spring	Change
1st	In-Person All Year	2,941	17.4	12.8	-4.6			
	Hybrid All Year	190	13.7	12.1	-1.6	(3.8)	(0.7)	(-3.0)
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	494	17.0	13.2	-3.8	(0.4)	0.3	R
	Hybrid Part-Year	<10	---	---	---	---	---	---
2nd	In-Person All Year	3,426	30.2	17.0	-13.2			
	Hybrid All Year	320	35.6	23.4	-12.2	5.4	6.4	+1.0
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	792	30.6	17.9	-12.6	0.3	0.9	+0.6
	Hybrid Part-Year	<10	---	---	---	---	---	---
3rd	In-Person All Year	3,405	22.6	21.6	-1.1			
	Hybrid All Year	321	18.4	18.4	0.0	(4.3)	(3.2)	(-1.1)
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	912	25.0	24.1	-0.9	2.4	2.5	+0.2
	Hybrid Part-Year	<10	---	---	---	---	---	---
4th	In-Person All Year	3,493	24.8	20.0	-4.8			
	Hybrid All Year	337	30.0	27.0	-3.0	5.2	7.0	+1.8
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	857	24.7	23.2	-1.5	(0.0)	3.3	R
	Hybrid Part-Year	11	63.6	63.6	0.0	38.9	43.7	+4.8
5th	In-Person All Year	3,595	25.9	22.9	-3.0			
	Hybrid All Year	303	32.3	30.4	-2.0	6.4	7.5	+1.1
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	867	30.7	27.0	-3.7	4.8	4.1	-0.7
	Hybrid Part-Year	<10	---	---	---	---	---	---
6th	In-Person All Year	3,734	29.2	31.7	+2.5			
	Hybrid All Year	305	32.8	34.8	+2.0	3.6	3.1	-0.5
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	484	33.9	33.9	0.0	4.7	2.2	-2.5
	Hybrid Part-Year	<10	---	---	---	---	---	---
7th	In-Person All Year	3,730	29.3	27.2	-2.1			
	Hybrid All Year	338	30.5	28.4	-2.1	1.2	1.2	+0.0
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	527	34.3	30.7	-3.6	5.0	3.5	-1.5
	Hybrid Part-Year	<10	---	---	---	---	---	---
8th	In-Person All Year	3,637	26.8	29.0	+2.2			
	Hybrid All Year	208	32.2	36.5	+4.3	5.5	7.6	+2.1
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	565	28.0	30.6	+2.7	1.2	1.7	+0.5
	Hybrid Part-Year	<10	---	---	---	---	---	---

Notes: For more information about this table see Appendix Note 4 below.

Table A.22. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Reading and Literacy Assessments by Modality								
Grade	Modality	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to In-Person All Year)		
			Fall	Spring	Change	Fall	Spring	Change
K	In-Person All Year	2,636	26.6	18.1	-8.4			
	Hybrid All Year	340	15.3	17.1	1.8	(11.3)	(1.1)	(-10.2)
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	794	30.2	18.5	-11.7	3.7	0.4	-3.3
	Hybrid Part-Year	<10	---	---	---	---	---	---
1st	In-Person All Year	2,713	33.6	19.0	-14.6			
	Hybrid All Year	425	25.4	12.9	-12.5	(8.2)	(6.1)	(-2.1)
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	624	34.9	22.6	-12.3	1.4	3.6	+2.2
	Hybrid Part-Year	<10	---	---	---	---	---	---
2nd	In-Person All Year	3,589	37.9	23.2	-14.7			
	Hybrid All Year	377	40.8	26.3	-14.6	3.0	3.1	+0.2
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	856	31.0	22.9	-8.1	(6.9)	(0.3)	(-6.7)
	Hybrid Part-Year	<10	---	---	---	---	---	---
3rd	In-Person All Year	3,651	34.0	23.6	-10.4			
	Hybrid All Year	377	25.2	21.5	-3.7	(8.8)	(2.1)	(-6.7)
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	1,022	31.0	21.6	-9.4	(3.0)	(2.0)	(-1.0)
	Hybrid Part-Year	<10	---	---	---	---	---	---
4th	In-Person All Year	3,749	28.0	22.0	-5.9			
	Hybrid All Year	423	26.7	25.1	-1.7	(1.2)	3.0	R
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	979	29.3	23.0	-6.3	1.4	1.0	-0.4
	Hybrid Part-Year	<10	---	---	---	---	---	---
5th	In-Person All Year	3,826	29.7	28.3	-1.4			
	Hybrid All Year	390	32.6	35.1	2.6	2.8	6.8	+4.0
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	995	33.0	28.2	-4.7	3.2	(0.0)	R
	Hybrid Part-Year	<10	---	---	---	---	---	---
6th	In-Person All Year	3,984	35.3	34.8	-0.5			
	Hybrid All Year	370	30.8	37.0	6.2	(4.5)	2.2	R
	Remote All Year	23	60.9	60.9	0.0	25.6	26.1	+0.5
	In-Person Part-Year	475	39.4	40.0	0.6	4.1	5.2	+1.1
	Hybrid Part-Year	<10	---	---	---	---	---	---
7th	In-Person All Year	3,945	32.9	34.5	1.6			
	Hybrid All Year	399	36.6	43.1	6.5	3.7	8.6	+4.9
	Remote All Year	25	68.0	68.0	0.0	35.1	33.5	-1.6
	In-Person Part-Year	539	39.7	37.3	-2.4	6.9	2.8	-4.1
	Hybrid Part-Year	18	88.9	88.9	0.0	56.0	54.4	-1.6
8th	In-Person All Year	3,899	34.4	39.2	4.7			
	Hybrid All Year	440	38.9	44.5	5.7	4.4	5.4	+0.9
	Remote All Year	16	81.3	87.5	6.3	46.8	48.3	+1.5
	In-Person Part-Year	594	36.7	44.4	7.7	2.3	5.3	+3.0
	Hybrid Part-Year	<10	---	---	---	---	---	---

Notes: For more information about this table see Appendix Note 4 below.

Table A.23. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & K-2 Math Assessments by Modality								
Grade	Modality	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to In-Person All Year)		
			Fall	Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	In-Person All Year	1,592	3.6	0.0	-3.6			
	Hybrid All Year	<10	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
1st	In-Person All Year	1,084	1.0	0.1	-0.9			
	Hybrid All Year	<10	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
2nd	In-Person All Year	1,061	2.8	0.2	-2.6			
	Hybrid All Year	<10	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
Smarter Balanced ICA								
3rd	In-Person All Year	536	63.2	28.7	-34.5			
	Hybrid All Year	15	66.7	60.0	-6.7	3.4	31.3	+27.8
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
4th	In-Person All Year	551	47.0	21.6	-25.4			
	Hybrid All Year	12	91.7	66.7	-25.0	44.7	45.1	+0.4
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
5th	In-Person All Year	545	34.1	17.8	-16.3			
	Hybrid All Year	17	47.1	52.9	+5.9	12.9	35.1	+22.2
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
6th	In-Person All Year	575	42.4	21.4	-21.0			
	Hybrid All Year	11	72.7	72.7	0.0	30.3	51.3	+21.0
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
7th	In-Person All Year	578	31.3	24.9	-6.4			
	Hybrid All Year	19	21.1	26.3	+5.3	(10.3)	1.4	R
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
8th	In-Person All Year	542	44.1	36.2	-7.9			
	Hybrid All Year	17	52.9	52.9	0.0	8.8	16.8	+7.9
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---

Notes: For more information about this table see Appendix Note 4 below.

Table A.24. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & K-2 ELA Assessments by Modality								
Grade	Modality	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to In-Person All Year)		
			Fall	Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	In-Person All Year	1,185	1.2	0.0	-1.2			
	Hybrid All Year	<10	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
1st	In-Person All Year	948	0.7	0.0	-0.7			
	Hybrid All Year	<10	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
2nd	In-Person All Year	905	0.7	0.0	-0.7			
	Hybrid All Year	<10	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
Smarter Balanced ICA								
3rd	In-Person All Year	487	49.3	27.1	-22.2			
	Hybrid All Year	16	62.5	25.0	-37.5	13.2	(2.1)	R
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
4th	In-Person All Year	490	45.1	29.0	-16.1			
	Hybrid All Year	13	84.6	53.8	-30.8	39.5	24.9	-14.6
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
5th	In-Person All Year	494	22.7	12.8	-9.9			
	Hybrid All Year	17	58.8	47.1	-11.8	36.2	34.3	-1.8
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
6th	In-Person All Year	586	16.7	11.3	-5.5			
	Hybrid All Year	11	36.4	9.1	-27.3	19.6	(2.2)	R
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
7th	In-Person All Year	558	18.8	13.6	-5.2			
	Hybrid All Year	18	11.1	5.6	-5.6	(7.7)	(8.1)	(+0.4)
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---
8th	In-Person All Year	516	15.3	17.2	+1.9			
	Hybrid All Year	16	18.8	25.0	+6.3	3.4	7.8	+4.3
	Remote All Year	<10	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---

Notes: For more information about this table see Appendix Note 4 below.

Table A.25. Average Scale Scores on Renaissance Learning's Star Math Assessment by Modality									
Grade	Modality	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to In-Person All Year)		
			Fall		Spring	Change	Fall	Spring	Change
1st	In-Person All Year	2,941	296.8	*91.6*	414.5	*91.2*	+117.7			
	Hybrid All Year	190	312.1	*106.7*	409.8	*98.1*	+97.7	15.3	(4.7)	R
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	494	283.8	*83.4*	412.3	*86.7*	+128.5	(13.0)	(2.2)	(-10.8)
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
2nd	In-Person All Year	3,426	401.4	*91.6*	519.4	*89.9*	+118.0			
	Hybrid All Year	320	395.3	*104.6*	496.3	*88.8*	+101.0	(6.1)	(23.1)	(+17.0)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	792	411.4	*94.2*	522.8	*96.1*	+111.4	10.1	3.4	-6.6
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
3rd	In-Person All Year	3,405	505.7	*85.5*	594.0	*95.8*	+88.2			
	Hybrid All Year	321	513.7	*85.0*	591.1	*83.4*	+77.4	7.9	(2.9)	R
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	912	501.7	*98.8*	587.9	*103.5*	+86.2	(4.1)	(6.0)	(+2.0)
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
4th	In-Person All Year	3,493	582.2	*89.5*	665.2	*100.8*	+83.0			
	Hybrid All Year	337	569.2	*87.4*	640.6	*97.7*	+71.4	(13.0)	(24.6)	(+11.6)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	857	591.9	*98.3*	657.7	*103.5*	+65.8	9.7	(7.5)	R
	Hybrid Part-Year	11	512.7	*113.2*	543.3	*85.7*	+30.5	(69.5)	(121.9)	(+52.5)
5th	In-Person All Year	3,595	646.5	*95.7*	716.1	*109.8*	+69.6			
	Hybrid All Year	303	622.6	*96.0*	690.3	*120.7*	+67.6	(23.9)	(25.9)	(+2.0)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	867	642.3	*103.6*	710.2	*117.8*	+68.0	(4.2)	(5.9)	(+1.7)
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
6th	In-Person All Year	3,734	700.0	*97.8*	730.0	*112.9*	+30.1			
	Hybrid All Year	305	691.4	*105.1*	726.6	*112.3*	+35.2	(8.5)	(3.4)	(-5.1)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	484	695.7	*113.4*	729.2	*120.7*	+33.5	(4.3)	(0.9)	(-3.4)
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
7th	In-Person All Year	3,730	735.3	*102.4*	768.9	*113.7*	+33.5			
	Hybrid All Year	338	734.5	*107.8*	762.9	*112.8*	+28.4	(0.8)	(6.0)	(+5.2)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	527	724.1	*125.4*	755.0	*136.9*	+30.8	(11.2)	(13.9)	(+2.7)
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
8th	In-Person All Year	3,637	768.2	*104.6*	782.5	*115.0*	+14.3			
	Hybrid All Year	208	750.3	*103.9*	754.3	*121.8*	+4.1	(17.9)	(28.2)	(+10.3)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	565	756.6	*121.7*	774.8	*126.9*	+18.3	(11.6)	(7.7)	(-3.9)
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---

Notes: For more information about this table see Appendix Note 5 below.

Table A.26. Average Scale Scores on Renaissance Learning's Star Reading and Literacy Assessments by Modality										
Grade	Modality	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to In-Person All Year)		
			Fall		Spring		Change	Fall	Spring	Change
Star Literacy										
K	In-Person All Year	2,616	530.0	*109.3*	689.1	*108.0*	+159.1			
	Hybrid All Year	340	571.2	*123.0*	690.2	*113.5*	+118.9	41.3	1.1	-40.2
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	792	530.4	*119.0*	689.4	*111.4*	+159.0	0.4	0.3	-0.1
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
1st	In-Person All Year	1,612	608.2	*109.4*	743.4	*94.0*	+135.2			
	Hybrid All Year	418	663.1	*116.2*	778.7	*85.8*	+115.5	54.9	35.2	-19.7
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	314	585.5	*103.3*	717.1	*97.2*	+131.6	(22.8)	(26.4)	(+3.6)
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
Star Reading										
2nd	In-Person All Year	3,262	210.5	*151.1*	347.5	*160.7*	+137.0			
	Hybrid All Year	370	211.0	*163.4*	329.5	*168.0*	+118.5	0.5	(18.0)	R
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	830	240.7	*161.5*	358.2	*167.2*	+117.5	30.2	10.7	-19.5
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
3rd	In-Person All Year	3,612	332.2	*161.3*	456.2	*182.1*	+123.9			
	Hybrid All Year	375	363.3	*167.0*	456.8	*182.5*	+93.5	31.1	0.6	-30.5
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	1,011	341.9	*165.0*	454.4	*169.5*	+112.6	9.6	(1.7)	R
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
4th	In-Person All Year	3,741	456.4	*180.1*	559.6	*207.4*	+103.2			
	Hybrid All Year	423	453.8	*171.9*	535.0	*205.3*	+81.2	(2.6)	(24.6)	(+22.0)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	974	457.9	*190.9*	556.1	*210.8*	+98.2	1.5	(3.5)	R
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
5th	In-Person All Year	3,816	555.0	*205.4*	636.4	*230.1*	+81.4			
	Hybrid All Year	390	536.6	*197.6*	611.0	*236.3*	+74.4	(18.5)	(25.5)	(+7.0)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	993	543.3	*214.5*	646.4	*236.8*	+103.1	(11.7)	10.0	R
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
6th	In-Person All Year	3,981	639.9	*233.2*	700.7	*256.1*	+60.9			
	Hybrid All Year	370	653.1	*228.5*	683.2	*247.9*	+30.1	13.2	(17.6)	R
	Remote All Year	15	234.7	*143.8*	257.3	*185.7*	+22.7	(405.2)	(443.4)	(+38.2)
	In-Person Part-Year	474	641.9	*259.2*	689.5	*267.1*	+47.6	2.0	(11.3)	R
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
7th	In-Person All Year	3,943	733.9	*256.5*	778.5	*269.8*	+44.7			
	Hybrid All Year	399	719.6	*250.3*	724.7	*270.5*	+5.1	(14.3)	(53.8)	(+39.6)
	Remote All Year	17	331.4	*141.3*	307.5	*118.6*	-23.9	(402.5)	(471.1)	(+68.5)
	In-Person Part-Year	539	709.5	*281.5*	749.0	*301.1*	+39.6	(24.4)	(29.5)	(+5.1)
	Hybrid Part-Year	18	449.5	*175.5*	460.1	*278.3*	+10.6	(284.4)	(318.4)	(+34.0)
8th	In-Person All Year	3,899	816.9	*276.4*	837.4	*294.6*	+20.5			
	Hybrid All Year	439	782.5	*265.7*	787.9	*267.2*	+5.4	(34.4)	(49.5)	(+15.1)
	Remote All Year	14	326.6	*177.2*	273.9	*121.5*	-52.8	(490.3)	(563.5)	(+73.3)
	In-Person Part-Year	594	798.8	*277.8*	813.3	*295.5*	+14.4	18.1	(24.1)	(+6.1)
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---

Notes: For more information about this table see Appendix Note 5 below.

Table A.27. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 Math Assessments by Modality									
Grade	Modality	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to In-Person All Year)		
			Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments									
K	In-Person All Year	1,592	493.4	*28.8*	541.9	*35.1*	+48.5			
	Hybrid All Year	<10	---	---	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
1st	In-Person All Year	1,084	493.8	*27.0*	534.3	*33.0*	+40.5			
	Hybrid All Year	<10	---	---	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
2nd	In-Person All Year	1,061	494.4	*31.0*	539.9	*30.2*	+45.6			
	Hybrid All Year	<10	---	---	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
Smarter Balanced ICA									
3rd	In-Person All Year	536	2353.7	*66.3*	2412.5	*72.2*	+58.8			
	Hybrid All Year	15	2349.9	*57.8*	2379.7	*62.7*	+29.8	(3.8)	(32.8)	(+29.0)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
4th	In-Person All Year	551	2404.5	*74.7*	2462.4	*77.6*	+57.9			
	Hybrid All Year	12	2370.3	*42.0*	2409.7	*56.1*	+39.3	(34.2)	(52.7)	(+18.5)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
5th	In-Person All Year	545	2480.4	*76.2*	2520.7	*87.7*	+40.4			
	Hybrid All Year	17	2444.6	*57.8*	2433.1	*99.2*	-11.5	(35.7)	(87.6)	(+51.9)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
6th	In-Person All Year	575	2482.4	*72.1*	2528.3	*87.2*	+45.9			
	Hybrid All Year	11	2438.1	*72.1*	2410.4	*120.7*	-27.7	(44.3)	(117.9)	(+73.7)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
7th	In-Person All Year	578	2520.0	*91.1*	2547.9	*106.8*	+27.9			
	Hybrid All Year	19	2528.4	*81.2*	2547.0	*90.7*	+18.6	8.4	(0.9)	R
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
8th	In-Person All Year	542	2513.2	*89.3*	2543.2	*111.7*	+29.9			
	Hybrid All Year	17	2493.8	*84.5*	2537.2	*148.1*	+43.4	(19.4)	(6.0)	(-13.4)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---

Notes: For more information about this table see Appendix Note 5 below.

Table A.28. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 ELA Assessments by Modality									
Grade	Modality	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to In-Person All Year)		
			Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments									
K	In-Person All Year	1,185	493	*25.3*	533	*28.2*	+39.3			
	Hybrid All Year	<10	---	---	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
1st	In-Person All Year	948	501	*28.4*	536	*28.0*	+35.2			
	Hybrid All Year	<10	---	---	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
2nd	In-Person All Year	905	494	*29.1*	523	*29.4*	+29.6			
	Hybrid All Year	<10	---	---	---	---	---	---	---	---
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
Smarter Balanced ICA									
3rd	In-Person All Year	487	2369.4	*79.6*	2417.5	*83.8*	+48.0			
	Hybrid All Year	16	2358.5	*75.7*	2427.3	*82.5*	+68.8	(10.9)	9.8	R
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
4th	In-Person All Year	490	2425.2	*76.6*	2458.5	*88.6*	+33.3			
	Hybrid All Year	13	2380.9	*41.3*	2420.4	*61.1*	+39.5	(44.3)	(38.1)	(-6.2)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
5th	In-Person All Year	494	2499.8	*85.8*	2534.4	*90.0*	+34.6			
	Hybrid All Year	17	2443.1	*82.3*	2476.0	*132.7*	+32.9	(56.7)	(58.4)	(+1.7)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
6th	In-Person All Year	586	2541.8	*90.4*	2573.4	*96.2*	+31.5			
	Hybrid All Year	11	2495.8	*65.8*	2562.5	*85.3*	+66.7	(46.0)	(10.8)	(-35.2)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
7th	In-Person All Year	558	2558.4	*90.8*	2585.2	*105.9*	+26.7			
	Hybrid All Year	18	2552.7	*67.8*	2614.8	*96.5*	+62.1	(5.7)	29.7	R
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---
8th	In-Person All Year	516	2581.3	*95.6*	2589.6	*109.9*	+8.3			
	Hybrid All Year	16	2572.4	*98.0*	2588.3	*115.5*	+15.9	(8.9)	(1.3)	(-7.6)
	Remote All Year	<10	---	---	---	---	---	---	---	---
	In-Person Part-Year	<10	---	---	---	---	---	---	---	---
	Hybrid Part-Year	<10	---	---	---	---	---	---	---	---

Notes: For more information about this table see Appendix Note 5 below.

Table A.29. Two-Year M-STEP Math Proficiency Level Trajectories between 2017-2019 and 2019-2021 by Economically Disadvantaged Status, Special Education Status, and Gender						
3rd-Grade Performance Level (2017, 2019)	Subgroup	Cohort	5th-Grade Performance Level (2019, 2021)			
			Not Proficient	Partially Proficient	Proficient	Advanced
Not Proficient	Econ. Disad.	Pandemic	94%	6%	1%	0%
		Pre-Pandemic	86%	13%	1%	0%
	Not Econ. Disad.	Pandemic	83%	15%	1%	0%
		Pre-Pandemic	73%	23%	3%	0%
	Special Education	Pandemic	95%	5%	1%	0%
		Pre-Pandemic	89%	10%	1%	0%
	General Education	Pandemic	90%	9%	1%	0%
		Pre-Pandemic	80%	17%	2%	0%
	Male	Pandemic	91%	8%	1%	0%
		Pre-Pandemic	82%	16%	2%	0%
	Female	Pandemic	91%	8%	1%	0%
		Pre-Pandemic	83%	15%	1%	0%
Partially Proficient	Econ. Disad.	Pandemic	67%	29%	4%	0%
		Pre-Pandemic	49%	41%	8%	1%
	Not Econ. Disad.	Pandemic	45%	45%	10%	1%
		Pre-Pandemic	33%	50%	15%	3%
	Special Education	Pandemic	65%	29%	6%	1%
		Pre-Pandemic	53%	37%	8%	2%
	General Education	Pandemic	56%	36%	7%	1%
		Pre-Pandemic	41%	46%	12%	2%
	Male	Pandemic	57%	35%	7%	1%
		Pre-Pandemic	42%	43%	12%	2%
	Female	Pandemic	58%	36%	6%	0%
		Pre-Pandemic	42%	46%	10%	1%
Proficient	Econ. Disad.	Pandemic	29%	47%	20%	5%
		Pre-Pandemic	15%	44%	30%	11%
	Not Econ. Disad.	Pandemic	13%	44%	32%	11%
		Pre-Pandemic	6%	36%	38%	20%
	Special Education	Pandemic	25%	43%	26%	6%
		Pre-Pandemic	17%	38%	31%	14%
	General Education	Pandemic	19%	46%	27%	8%
		Pre-Pandemic	9%	39%	35%	17%
	Male	Pandemic	19%	43%	29%	10%
		Pre-Pandemic	10%	36%	35%	19%
	Female	Pandemic	21%	48%	24%	7%
		Pre-Pandemic	10%	43%	34%	14%
Advanced	Econ. Disad.	Pandemic	7%	25%	34%	34%
		Pre-Pandemic	3%	14%	31%	52%
	Not Econ. Disad.	Pandemic	1%	14%	31%	55%
		Pre-Pandemic	0%	6%	24%	70%
	Special Education	Pandemic	5%	17%	30%	47%
		Pre-Pandemic	4%	10%	25%	61%
	General Education	Pandemic	3%	17%	32%	49%
		Pre-Pandemic	1%	8%	26%	66%
	Male	Pandemic	1%	8%	26%	65%
		Pre-Pandemic	2%	14%	30%	53%
	Female	Pandemic	1%	6%	23%	69%
		Pre-Pandemic	3%	21%	33%	43%

Notes: "Not Proficient," "Partially Proficient," "Proficient," and "Advanced" are the four proficiency levels from Michigan's summative M-STEP Mathematics and ELA assessments. The proficiency levels in the left-most column represent base year achievement levels for students in each cohort and demographic subgroup combination. Proficiency levels across the top row represents achievement

levels two years later. The percentages in each row and column combination represent the share of students from a particular cohort, demographic subgroup, and base year achievement level that scored at a particular proficiency level two years later. For example, in the top left corner of this table, among 3rd-grade economically disadvantaged Pandemic Cohort students who scored "Not Proficient" on the 2019 M-STEP Math assessment, 94% also scored "Not Proficient" on the 5th-grade assessment in 2021.

Table A.30. Two-Year M-STEP Math Proficiency Level Trajectories between 2017-2019 and 2019-2021 by Economically Disadvantaged Status, Special Education Status, and Gender

4th-Grade Performance Level (2017, 2019)	Subgroup	Cohort	6th-Grade Performance Level (2019, 2021)			
			Not Proficient	Partially Proficient	Proficient	Advanced
Not Proficient	Econ. Disad.	Pandemic	94%	6%	0%	0%
		Pre-Pandemic	87%	12%	1%	0%
	Not Econ. Disad.	Pandemic	89%	11%	0%	0%
		Pre-Pandemic	78%	20%	1%	0%
	Special Education	Pandemic	96%	4%	0%	0%
		Pre-Pandemic	92%	8%	0%	0%
	General Education	Pandemic	91%	9%	0%	0%
		Pre-Pandemic	83%	16%	1%	0%
	Male	Pandemic	93%	7%	0%	0%
		Pre-Pandemic	86%	13%	1%	0%
	Female	Pandemic	93%	7%	0%	0%
		Pre-Pandemic	85%	14%	0%	0%
Partially Proficient	Econ. Disad.	Pandemic	59%	37%	4%	0%
		Pre-Pandemic	41%	49%	9%	1%
	Not Econ. Disad.	Pandemic	40%	51%	8%	1%
		Pre-Pandemic	27%	56%	15%	2%
	Special Education	Pandemic	61%	34%	4%	0%
		Pre-Pandemic	49%	42%	8%	1%
	General Education	Pandemic	49%	45%	6%	0%
		Pre-Pandemic	34%	53%	12%	1%
	Male	Pandemic	51%	43%	6%	0%
		Pre-Pandemic	37%	50%	12%	1%
	Female	Pandemic	51%	44%	5%	1%
		Pre-Pandemic	34%	53%	12%	1%
Proficient	Econ. Disad.	Pandemic	17%	55%	24%	4%
		Pre-Pandemic	7%	43%	39%	12%
	Not Econ. Disad.	Pandemic	8%	47%	35%	10%
		Pre-Pandemic	3%	31%	45%	21%
	Special Education	Pandemic	17%	50%	27%	6%
		Pre-Pandemic	10%	37%	39%	14%
	General Education	Pandemic	11%	50%	31%	8%
		Pre-Pandemic	4%	36%	43%	18%
	Male	Pandemic	11%	50%	31%	7%
		Pre-Pandemic	5%	35%	43%	17%
	Female	Pandemic	11%	51%	30%	8%
		Pre-Pandemic	4%	36%	42%	18%
Advanced	Econ. Disad.	Pandemic	3%	23%	39%	35%
		Pre-Pandemic	1%	9%	34%	56%
	Not Econ. Disad.	Pandemic	0%	10%	33%	57%
		Pre-Pandemic	0%	4%	22%	74%
	Special Education	Pandemic	3%	15%	36%	47%
		Pre-Pandemic	2%	8%	27%	63%
	General Education	Pandemic	1%	13%	34%	52%
		Pre-Pandemic	0%	5%	25%	70%
	Male	Pandemic	1%	12%	34%	53%
		Pre-Pandemic	0%	5%	25%	69%
	Female	Pandemic	1%	14%	35%	50%
		Pre-Pandemic	0%	5%	24%	70%

Notes: "Not Proficient," "Partially Proficient," "Proficient," and "Advanced" are the four proficiency levels from Michigan's summative M-STEP Mathematics and ELA assessments. The proficiency levels in the left-most column represent base year achievement levels for students in each cohort and demographic subgroup combination. Proficiency levels across the top row represents achievement

levels two years later. The percentages in each row and column combination represent the share of students from a particular cohort, demographic subgroup, and base year achievement level that scored at a particular proficiency level two years later. For example, in the top left corner of this table, among 4th-grade economically disadvantaged Pandemic Cohort students who scored "Not Proficient" on the 2019 M-STEP Math assessment, 94% also scored "Not Proficient" on the 6th-grade assessment in 2021.

5th-Grade Performance Level (2017, 2019)	Subgroup	Cohort	7th-Grade Performance Level (2019, 2021)			
			Not Proficient	Partially Proficient	Proficient	Advanced
Not Proficient	Econ. Disad.	Pandemic	88%	11%	1%	0%
		Pre-Pandemic	81%	17%	1%	0%
	Not Econ. Disad.	Pandemic	78%	20%	2%	0%
		Pre-Pandemic	68%	29%	3%	0%
	Special Education	Pandemic	93%	7%	1%	0%
		Pre-Pandemic	89%	10%	1%	0%
	General Education	Pandemic	82%	17%	1%	0%
		Pre-Pandemic	74%	24%	2%	0%
	Male	Pandemic	85%	14%	1%	0%
		Pre-Pandemic	79%	19%	2%	0%
	Female	Pandemic	85%	14%	1%	0%
		Pre-Pandemic	76%	22%	2%	0%
Partially Proficient	Econ. Disad.	Pandemic	45%	46%	9%	1%
		Pre-Pandemic	31%	51%	17%	2%
	Not Econ. Disad.	Pandemic	30%	51%	17%	1%
		Pre-Pandemic	20%	54%	24%	3%
	Special Education	Pandemic	50%	40%	10%	0%
		Pre-Pandemic	40%	43%	16%	1%
	General Education	Pandemic	36%	49%	14%	1%
		Pre-Pandemic	24%	53%	20%	2%
	Male	Pandemic	37%	48%	14%	1%
		Pre-Pandemic	28%	50%	20%	2%
	Female	Pandemic	37%	49%	13%	1%
		Pre-Pandemic	24%	54%	20%	2%
Proficient	Econ. Disad.	Pandemic	12%	44%	37%	7%
		Pre-Pandemic	6%	32%	46%	17%
	Not Econ. Disad.	Pandemic	6%	35%	46%	13%
		Pre-Pandemic	3%	25%	49%	24%
	Special Education	Pandemic	12%	36%	41%	11%
		Pre-Pandemic	9%	28%	44%	19%
	General Education	Pandemic	8%	39%	43%	11%
		Pre-Pandemic	3%	27%	48%	21%
	Male	Pandemic	8%	36%	45%	10%
		Pre-Pandemic	4%	27%	48%	20%
	Female	Pandemic	7%	41%	41%	11%
		Pre-Pandemic	3%	28%	47%	22%
Advanced	Econ. Disad.	Pandemic	2%	15%	45%	38%
		Pre-Pandemic	1%	8%	31%	59%
	Not Econ. Disad.	Pandemic	1%	8%	33%	59%
		Pre-Pandemic	0%	3%	22%	74%
	Special Education	Pandemic	2%	14%	34%	51%
		Pre-Pandemic	3%	6%	22%	69%
	General Education	Pandemic	1%	10%	35%	54%
		Pre-Pandemic	0%	4%	24%	71%
	Male	Pandemic	1%	9%	35%	55%
		Pre-Pandemic	0%	4%	24%	72%
	Female	Pandemic	1%	10%	36%	53%
		Pre-Pandemic	0%	4%	24%	71%

Table A.31. Two-Year M-STEP Math Proficiency Level Trajectories between 2017-2019 and 2019-2021 by Economically Disadvantaged Status, Special Education Status, and Gender

Notes: "Not Proficient," "Partially Proficient," "Proficient," and "Advanced" are the four proficiency levels from Michigan's summative M-STEP Mathematics and ELA assessments. The proficiency levels in the left-most column represent base year achievement levels for students in each cohort and demographic subgroup combination. Proficiency levels across the top row represents achievement

levels two years later. The percentages in each row and column combination represent the share of students from a particular cohort, demographic subgroup, and base year achievement level that scored at a particular proficiency level two years later. For example, in the top left corner of this table, among 5th-grade economically disadvantaged Pandemic Cohort students who scored "Not Proficient" on the 2019 M-STEP Math assessment, 94% also scored "Not Proficient" on the 7th-grade assessment in 2021.

3rd-Grade Performance Level (2017, 2019)	Subgroup	Cohort	5th-Grade Performance Level (2019, 2021)			
			Not Proficient	Partially Proficient	Proficient	Advanced
Not Proficient	Econ. Disad.	Pandemic	84%	13%	2%	0%
		Pre-Pandemic	77%	18%	5%	0%
	Not Econ. Disad.	Pandemic	68%	24%	8%	1%
		Pre-Pandemic	62%	27%	10%	1%
	Special Education	Pandemic	87%	11%	2%	0%
		Pre-Pandemic	82%	15%	4%	0%
	General Education	Pandemic	77%	18%	5%	0%
		Pre-Pandemic	71%	22%	7%	0%
	Male	Pandemic	81%	15%	4%	0%
		Pre-Pandemic	71%	22%	7%	0%
	Female	Pandemic	80%	16%	4%	0%
		Pre-Pandemic	74%	20%	6%	0%
Partially Proficient	Econ. Disad.	Pandemic	80%	16%	4%	0%
		Pre-Pandemic	75%	19%	6%	0%
	Not Econ. Disad.	Pandemic	79%	17%	4%	0%
		Pre-Pandemic	71%	22%	6%	0%
	Special Education	Pandemic	47%	35%	16%	1%
		Pre-Pandemic	35%	38%	25%	2%
	General Education	Pandemic	30%	40%	27%	3%
		Pre-Pandemic	24%	38%	35%	4%
	Male	Pandemic	53%	32%	14%	1%
		Pre-Pandemic	41%	35%	22%	2%
	Female	Pandemic	38%	38%	22%	2%
		Pre-Pandemic	29%	38%	30%	3%
Proficient	Econ. Disad.	Pandemic	41%	36%	22%	2%
		Pre-Pandemic	25%	39%	33%	3%
	Not Econ. Disad.	Pandemic	40%	38%	21%	2%
		Pre-Pandemic	31%	38%	29%	3%
	Special Education	Pandemic	43%	36%	20%	2%
		Pre-Pandemic	32%	37%	28%	3%
	General Education	Pandemic	37%	39%	22%	2%
		Pre-Pandemic	28%	39%	30%	3%
	Male	Pandemic	17%	31%	44%	8%
		Pre-Pandemic	11%	26%	51%	12%
	Female	Pandemic	9%	25%	52%	14%
		Pre-Pandemic	6%	19%	55%	19%
Advanced	Econ. Disad.	Pandemic	18%	29%	43%	10%
		Pre-Pandemic	14%	25%	47%	14%
	Not Econ. Disad.	Pandemic	12%	27%	49%	12%
		Pre-Pandemic	8%	22%	54%	16%
	Special Education	Pandemic	12%	26%	47%	15%
		Pre-Pandemic	5%	20%	55%	20%
	General Education	Pandemic	12%	27%	49%	11%
		Pre-Pandemic	8%	23%	53%	16%
	Male	Pandemic	14%	27%	47%	12%
		Pre-Pandemic	10%	23%	52%	16%
	Female	Pandemic	11%	27%	50%	12%
		Pre-Pandemic	6%	22%	56%	16%

Table A.32. Two-Year M-STEP ELA Proficiency Level Trajectories between 2017-2019 and 2019-2021 by Economically Disadvantaged Status, Special Education Status, and Gender

Notes: "Not Proficient," "Partially Proficient," "Proficient," and "Advanced" are the four proficiency levels from Michigan's summative M-STEP Mathematics and ELA assessments. The proficiency levels in the left-most column represent base year achievement levels for students in each cohort and demographic subgroup combination. Proficiency levels across the top row represents achievement

levels two years later. The percentages in each row and column combination represent the share of students from a particular cohort, demographic subgroup, and base year achievement level that scored at a particular proficiency level two years later. For example, in the top left corner of this table, among 3rd-grade economically disadvantaged Pandemic Cohort students who scored "Not Proficient" on the 2019 M-STEP ELA assessment, 84% also scored "Not Proficient" on the 5th-grade assessment in 2021.

Table A.33. Two-Year M-STEP ELA Proficiency Level Trajectories between 2017-2019 and 2019-2021 by Economically Disadvantaged Status, Special Education Status, and Gender

4th-Grade Performance Level (2017, 2019)	Subgroup	Cohort	6th-Grade Performance Level (2019, 2021)			
			Not Proficient	Partially Proficient	Proficient	Advanced
Not Proficient	Econ. Disad.	Pandemic	80%	18%	2%	0%
		Pre-Pandemic	73%	23%	4%	0%
	Not Econ. Disad.	Pandemic	66%	29%	5%	0%
		Pre-Pandemic	58%	34%	8%	0%
	Special Education	Pandemic	85%	13%	1%	0%
		Pre-Pandemic	79%	18%	3%	0%
	General Education	Pandemic	73%	24%	4%	0%
		Pre-Pandemic	66%	28%	6%	0%
	Male	Pandemic	78%	19%	3%	0%
		Pre-Pandemic	69%	26%	5%	0%
	Female	Pandemic	76%	21%	3%	0%
		Pre-Pandemic	69%	26%	5%	0%
Partially Proficient	Econ. Disad.	Pandemic	77%	20%	3%	0%
		Pre-Pandemic	71%	24%	5%	0%
	Not Econ. Disad.	Pandemic	74%	23%	3%	0%
		Pre-Pandemic	66%	29%	5%	0%
	Special Education	Pandemic	44%	42%	14%	0%
		Pre-Pandemic	30%	46%	23%	1%
	General Education	Pandemic	30%	48%	21%	1%
		Pre-Pandemic	21%	47%	30%	2%
	Male	Pandemic	48%	38%	13%	0%
		Pre-Pandemic	32%	43%	24%	1%
	Female	Pandemic	36%	46%	17%	0%
		Pre-Pandemic	25%	47%	27%	1%
Proficient	Econ. Disad.	Pandemic	39%	46%	15%	0%
		Pre-Pandemic	25%	48%	26%	1%
	Not Econ. Disad.	Pandemic	38%	45%	17%	0%
		Pre-Pandemic	26%	46%	26%	1%
	Special Education	Pandemic	40%	43%	17%	1%
		Pre-Pandemic	28%	45%	26%	1%
	General Education	Pandemic	35%	47%	17%	0%
		Pre-Pandemic	24%	48%	27%	1%
	Male	Pandemic	18%	41%	38%	3%
		Pre-Pandemic	10%	33%	50%	7%
	Female	Pandemic	10%	37%	48%	6%
		Pre-Pandemic	6%	28%	56%	11%
Advanced	Econ. Disad.	Pandemic	21%	38%	37%	5%
		Pre-Pandemic	12%	32%	48%	8%
	Not Econ. Disad.	Pandemic	13%	39%	44%	5%
		Pre-Pandemic	7%	30%	53%	9%
	Special Education	Pandemic	14%	41%	40%	5%
		Pre-Pandemic	8%	30%	54%	8%
	General Education	Pandemic	13%	38%	44%	5%
		Pre-Pandemic	7%	30%	53%	9%
	Male	Pandemic	16%	38%	42%	4%
		Pre-Pandemic	9%	30%	52%	9%
	Female	Pandemic	11%	39%	45%	5%
		Pre-Pandemic	6%	30%	54%	10%

Notes: "Not Proficient," "Partially Proficient," "Proficient," and "Advanced" are the four proficiency levels from Michigan's summative M-STEP Mathematics and ELA assessments. The proficiency levels in the left-most column represent base year achievement levels for students in each cohort and demographic subgroup combination. Proficiency levels across the top row represents achievement

levels two years later. The percentages in each row and column combination represent the share of students from a particular cohort, demographic subgroup, and base year achievement level that scored at a particular proficiency level two years later. For example, in the top left corner of this table, among 4th-grade economically disadvantaged Pandemic Cohort students who scored "Not Proficient" on the 2019 M-STEP ELA assessment, 80% also scored "Not Proficient" on the 6th-grade assessment in 2021.

Table A.34. Two-Year M-STEP ELA Proficiency Level Trajectories between 2017-2019 and 2019-2021 by Economically Disadvantaged Status, Special Education Status, and Gender

5th-Grade Performance Level (2017, 2019)	Subgroup	Cohort	7th-Grade Performance Level (2019, 2021)			
			Not Proficient	Partially Proficient	Proficient	Advanced
Not Proficient	Econ. Disad.	Pandemic	78%	20%	2%	0%
		Pre-Pandemic	77%	20%	3%	0%
	Not Econ. Disad.	Pandemic	63%	32%	5%	0%
		Pre-Pandemic	64%	30%	6%	0%
	Special Education	Pandemic	83%	16%	2%	0%
		Pre-Pandemic	82%	16%	2%	0%
	General Education	Pandemic	70%	27%	4%	0%
		Pre-Pandemic	71%	25%	4%	0%
	Male	Pandemic	78%	20%	2%	0%
		Pre-Pandemic	75%	22%	3%	0%
	Female	Pandemic	73%	24%	3%	0%
		Pre-Pandemic	74%	23%	4%	0%
Partially Proficient	Econ. Disad.	Pandemic	76%	22%	3%	0%
		Pre-Pandemic	77%	20%	3%	0%
	Not Econ. Disad.	Pandemic	70%	26%	3%	0%
		Pre-Pandemic	70%	26%	4%	0%
	Special Education	Pandemic	39%	45%	16%	0%
		Pre-Pandemic	37%	46%	16%	0%
	General Education	Pandemic	28%	50%	22%	1%
		Pre-Pandemic	26%	49%	23%	1%
	Male	Pandemic	45%	41%	13%	0%
		Pre-Pandemic	41%	43%	15%	1%
	Female	Pandemic	32%	48%	19%	0%
		Pre-Pandemic	32%	48%	20%	1%
Proficient	Econ. Disad.	Pandemic	38%	46%	15%	0%
		Pre-Pandemic	36%	47%	17%	0%
	Not Econ. Disad.	Pandemic	33%	48%	19%	0%
		Pre-Pandemic	32%	48%	19%	1%
	Special Education	Pandemic	36%	45%	18%	0%
		Pre-Pandemic	36%	45%	18%	1%
	General Education	Pandemic	31%	50%	19%	0%
		Pre-Pandemic	29%	51%	20%	1%
	Male	Pandemic	12%	37%	46%	4%
		Pre-Pandemic	11%	35%	48%	6%
	Female	Pandemic	7%	31%	56%	7%
		Pre-Pandemic	6%	29%	55%	10%
Advanced	Econ. Disad.	Pandemic	14%	38%	43%	6%
		Pre-Pandemic	13%	33%	47%	8%
	Not Econ. Disad.	Pandemic	9%	33%	53%	6%
		Pre-Pandemic	8%	32%	52%	8%
	Special Education	Pandemic	11%	39%	46%	4%
		Pre-Pandemic	10%	37%	47%	6%
	General Education	Pandemic	9%	33%	52%	6%
		Pre-Pandemic	8%	31%	52%	8%
	Male	Pandemic	11%	33%	50%	6%
		Pre-Pandemic	10%	32%	50%	8%
	Female	Pandemic	8%	33%	54%	6%
		Pre-Pandemic	6%	31%	54%	8%

Notes: "Not Proficient," "Partially Proficient," "Proficient," and "Advanced" are the four proficiency levels from Michigan's summative M-STEP Mathematics and ELA assessments. The proficiency levels in the left-most column represent base year achievement levels for students in each cohort and demographic subgroup combination. Proficiency levels across the top row represents achievement

levels two years later. The percentages in each row and column combination represent the share of students from a particular cohort, demographic subgroup, and base year achievement level that scored at a particular proficiency level two years later. For example, in the top left corner of this table, among 5th-grade economically disadvantaged Pandemic Cohort students who scored "Not Proficient" on the 2019 M-STEP ELA assessment, 78% also scored "Not Proficient" on the 7th-grade assessment in 2021.

Table A.35. Percentage of Students "Significantly Behind Grade Level" on NWEA's MAP Growth Mathematics Assessment by English Learner Status								
Grade	English Learner Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not EL Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not EL	35,054	10.2	19.9	9.8			
	EL	2,319	21.9	32.7	10.8	11.7	12.8	+1.1
1st	Not EL	39,805	22.1	25.9	3.8			
	EL	3,694	27.2	37.2	10.1	5.1	11.3	+6.3
2nd	Not EL	43,163	26.0	32.0	6.0			
	EL	3,876	33.3	47.1	13.8	7.3	15.1	+7.8
3rd	Not EL	44,851	34.0	37.2	3.2			
	EL	4,011	41.7	50.2	8.5	7.7	12.9	+5.3
4th	Not EL	45,208	25.5	31.2	5.7			
	EL	3,628	38.0	46.4	8.3	12.5	15.2	+2.7
5th	Not EL	47,352	36.1	44.3	8.1			
	EL	2,842	61.2	72.0	10.8	25.1	27.7	+2.6
6th	Not EL	47,980	32.3	38.9	6.5			
	EL	2,355	67.3	74.6	7.3	35.0	35.8	+0.8
7th	Not EL	48,060	33.5	38.6	5.1			
	EL	2,877	63.4	68.6	5.2	29.9	30.0	+0.1
8th	Not EL	47,524	25.2	32.6	7.3			
	EL	2,642	52.7	62.4	9.7	27.5	29.9	+2.4

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	English Learner Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not EL Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not EL	33,246	6.2	22.3	16.1			
	EL	2,327	16.1	37.9	21.9	9.9	15.7	+5.8
1st	Not EL	39,082	22.2	28.1	5.9			
	EL	3,625	30.3	40.3	10.0	8.1	12.3	+4.1
2nd	Not EL	41,053	29.8	31.9	2.2			
	EL	3,603	39.9	45.0	5.1	10.1	13.1	+2.9
3rd	Not EL	43,863	27.8	33.0	5.2			
	EL	4,020	38.8	48.9	10.1	11.0	15.9	+4.9
4th	Not EL	44,686	27.4	34.6	7.2			
	EL	3,606	44.0	54.6	10.6	16.6	20.0	+3.4
5th	Not EL	46,662	27.3	34.9	7.6			
	EL	2,799	58.5	65.6	7.1	31.2	30.8	-0.5
6th	Not EL	47,570	25.2	33.0	7.8			
	EL	2,296	64.0	72.3	8.3	38.8	39.3	+0.4
7th	Not EL	47,923	24.6	31.5	6.9			
	EL	2,826	57.2	65.0	7.8	32.6	33.6	+0.9
8th	Not EL	48,723	19.9	28.3	8.3			
	EL	2,613	54.0	60.8	6.9	34.0	32.6	-1.5

Table A.36. Percentage of Students "Significantly Behind Grade Level" on NWEA's MAP Growth Reading Assessment by English Learner Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.37. Percentage of Students "Significantly Behind Grade Level" on Curriculum Associates' i-Ready Math Assessment by English Learner Status								
Grade	English Learner Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not EL Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not EL	8,682	58.5	30.5	-28.0			
	EL	900	62.7	32.8	-29.9	4.1	2.2	-1.9
1st	Not EL	10,343	14.3	6.7	-7.6			
	EL	1,346	16.0	6.2	-9.9	1.7	(0.5)	R
2nd	Not EL	10,515	32.5	19.2	-13.4			
	EL	1,596	36.4	16.8	-19.6	3.9	(2.4)	R
3rd	Not EL	10,421	39.2	24.8	-14.4			
	EL	1,622	42.4	21.8	-20.6	3.2	(3.0)	R
4th	Not EL	10,837	41.7	29.2	-12.5			
	EL	1,499	46.6	30.1	-16.5	4.8	0.9	-4.0
5th	Not EL	11,282	39.9	31.0	-8.9			
	EL	1,118	56.6	41.8	-14.8	16.7	10.7	-6.0
6th	Not EL	9,874	43.7	35.0	-8.7			
	EL	792	64.9	52.8	-12.1	21.2	17.8	-3.4
7th	Not EL	8,835	45.5	39.0	-6.5			
	EL	827	66.0	52.5	-13.5	20.6	13.5	-7.0
8th	Not EL	8,815	48.7	43.9	-4.8			
	EL	883	70.8	56.3	-14.5	22.1	12.4	-9.7

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	English Learner Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not EL Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not EL	8,808	48.5	18.8	-29.6			
	EL	907	52.5	20.9	-31.5	4.0	2.1	-1.9
1st	Not EL	10,297	8.1	3.7	-4.4			
	EL	1,367	11.6	3.4	-8.2	3.5	(0.3)	R
2nd	Not EL	10,411	31.6	19.4	-12.2			
	EL	1,612	36.8	17.4	-19.5	5.3	(2.0)	R
3rd	Not EL	10,260	38.2	27.2	-10.9			
	EL	1,622	46.5	29.2	-17.3	8.4	2.0	-6.4
4th	Not EL	10,546	33.3	26.0	-7.3			
	EL	1,504	45.0	30.0	-15.0	11.7	4.0	-7.7
5th	Not EL	10,793	45.1	36.3	-8.7			
	EL	1,123	75.8	61.4	-14.3	30.7	25.1	-5.6
6th	Not EL	9,249	46.9	41.5	-5.4			
	EL	781	83.7	72.1	-11.7	36.8	30.6	-6.2
7th	Not EL	8,204	49.0	43.8	-5.2			
	EL	795	76.7	63.3	-13.5	27.7	19.5	-8.2
8th	Not EL	8,682	47.9	42.9	-5.0			
	EL	869	78.8	63.1	-15.8	30.9	20.1	-10.8

Table A.38. Percentage of Students "Significantly Behind Grade Level" on Curriculum Associates' i-Ready Reading Assessment by English Learner Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	English Learner Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not EL Students)		
			Fall	Spring	Change	Fall	Spring	Change
1st	Not EL	3,974	15.3	11.2	-4.1			
	EL	118	21.2	19.5	-1.7	5.9	8.2	+2.4
2nd	Not EL	4,996	28.1	16.7	-11.4			
	EL	156	31.4	24.4	-7.1	3.3	7.6	+4.4
3rd	Not EL	5,208	21.4	20.4	-1.0			
	EL	170	28.8	31.8	2.9	7.4	11.4	+3.9
4th	Not EL	5,250	23.2	19.7	-3.5			
	EL	183	32.2	31.7	-0.5	9.1	12.0	+2.9
5th	Not EL	5,433	25.1	22.6	-2.4			
	EL	139	48.2	43.9	-4.3	23.2	21.3	-1.9
6th	Not EL	5,112	28.7	30.5	1.8			
	EL	83	53.0	62.7	9.6	24.3	32.1	+7.8
7th	Not EL	5,130	28.8	26.5	-2.3			
	EL	106	48.1	50.9	2.8	19.3	24.4	+5.1
8th	Not EL	5,084	26.3	27.6	1.3			
	EL	85	45.9	49.4	3.5	19.6	21.8	+2.2

Table A.39. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Math Assessment by English Learner Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.40. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Reading and Literacy Assessments by English Learner Status								
Grade	English Learner Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not EL Students)		
			Fall	Spring	Change	Fall	Spring	Change
Star Literacy								
K	Not EL	4,318	23.1	16.7	-6.3			
	EL	109	45.9	33.0	-12.8	22.8	16.3	-6.5
1st	Not EL	4,424	29.2	17.1	-12.2			
	EL	140	38.6	22.9	-15.7	9.3	5.8	-3.6
Star Reading								
2nd	Not EL	5,356	34.7	21.8	-12.9			
	EL	182	33.0	33.0	0.0	(1.7)	11.2	R
3rd	Not EL	5,668	30.6	21.7	-8.9			
	EL	196	45.9	37.2	-8.7	15.3	15.5	+0.2
4th	Not EL	5,785	25.5	20.3	-5.2			
	EL	207	47.3	36.2	-11.1	21.8	15.9	-5.9
5th	Not EL	5,830	27.8	26.1	-1.7			
	EL	171	70.8	63.2	-7.6	43.0	37.1	-5.9
6th	Not EL	5,393	33.2	33.7	0.5			
	EL	122	76.2	72.1	-4.1	43.1	38.5	-4.6
7th	Not EL	5,593	31.7	32.6	0.9			
	EL	149	67.8	67.1	-0.7	36.1	34.5	-1.6
8th	Not EL	5,646	33.0	37.3	4.2			
	EL	123	73.2	78.0	4.9	40.1	40.8	+0.7

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	English Learner Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not EL Students)		
			Fall	Spring	Change	Fall	Spring	Change
Table A.41. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & MDE's K-2 Math Assessments by English Learner Status								
MDE K-2 Benchmark Assessments								
K	Not EL	1,585	3.5	0.0	-3.5			
	EL	<10	---	---	---	---	---	---
1st	Not EL	1,079	1.0	0.1	-0.9			
	EL	<10	---	---	---	---	---	---
2nd	Not EL	1,051	2.9	0.2	-2.7			
	EL	10	0.0	0.0	0.0	(2.9)	(0.2)	(-2.7)
Smarter Balanced ICA								
3rd	Not EL	533	63.0	28.5	-34.5			
	EL	17	70.6	64.7	-5.9	7.5	36.2	+28.6
4th	Not EL	553	47.0	21.9	-25.1			
	EL	10	80.0	60.0	-20.0	33.0	38.1	+5.1
5th	Not EL	557	33.9	18.3	-15.6			
	EL	<10	---	---	---	---	---	---
6th	Not EL	577	42.3	21.5	-20.8			
	EL	<10	---	---	---	---	---	---
7th	Not EL	590	30.5	24.6	-5.9			
	EL	<10	---	---	---	---	---	---
8th	Not EL	555	44.1	36.4	-7.7			
	EL	<10	---	---	---	---	---	---

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	English Learner Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not EL Students)		
			Fall	Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	Not EL	1,183	1.18	0.00	-1.18			
	EL	<10	---	---	---	---	---	---
1st	Not EL	945	0.74	0.00	-0.74			
	EL	<10	---	---	---	---	---	---
2nd	Not EL	899	0.67	0.00	-0.67			
	EL	<10	---	---	---	---	---	---
Smarter Balanced ICA								
3rd	Not EL	491	49.29	27.29	-22.00			
	EL	11	63.64	27.27	-36.36	14.3	0.0	-14.4
4th	Not EL	494	44.74	28.95	-15.79			
	EL	<10	---	---	---	---	---	---
5th	Not EL	508	23.43	13.39	-10.04			
	EL	<10	---	---	---	---	---	---
6th	Not EL	588	16.50	10.37	-6.12			
	EL	<10	---	---	---	---	---	---
7th	Not EL	569	18.28	13.53	-4.75			
	EL	<10	---	---	---	---	---	---
8th	Not EL	528	14.96	17.23	2.27			
	EL	<10	---	---	---	---	---	---

Table A.42. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & MDE's K-2 ELA Assessments by English Learner Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	English Learner Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not EL Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not EL	35,054	149.2	15.1	161.8	14.7	12.6			
	EL	2,319	146.4	18.5	159.7	18.7	13.3	(2.8)	(2.1)	(-0.7)
1st	Not EL	39,805	164.1	15.3	177.5	15.3	13.3			
	EL	3,694	165.1	19.2	175.2	18.2	10.0	1.0	(2.3)	R
2nd	Not EL	43,163	175.7	14.5	188.2	15.0	12.5			
	EL	3,876	173.9	15.4	183.8	15.4	9.9	(1.8)	(4.4)	(+2.6)
3rd	Not EL	44,851	186.7	13.9	197.8	15.4	11.2			
	EL	4,011	184.7	15.1	193.6	15.9	8.8	(1.9)	(4.2)	(+2.3)
4th	Not EL	45,208	197.7	14.1	207.3	16.5	9.7			
	EL	3,628	193.6	14.3	201.1	15.6	7.6	(4.1)	(6.2)	(+2.1)
5th	Not EL	47,352	206.8	15.2	214.5	17.8	7.7			
	EL	2,842	198.0	14.5	203.7	16.5	5.7	(8.8)	(10.8)	(+2.0)
6th	Not EL	47,980	212.1	15.1	218.2	17.3	6.1			
	EL	2,355	200.9	13.6	205.3	15.6	4.3	(11.2)	(12.9)	(+1.7)
7th	Not EL	48,060	219.1	16.4	223.9	18.4	4.8			
	EL	2,877	208.3	15.2	212.0	17.3	3.7	(10.8)	(11.9)	(+1.1)
8th	Not EL	47,524	224.8	17.5	228.2	19.3	3.4			
	EL	2,642	212.7	16.5	215.2	18.4	2.5	(12.1)	(13.0)	(+1.0)

Table A.43. Average Scale Scores on NWEA's MAP Growth Mathematics Assessments by English Learner Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

	Table A.44. Average Scale Scores on NWEA's MAP Growth Reading Assessments by English Learner Status								
Grade	English Learner Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not EL Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not EL	33,246	146.0	15.2	157.5	14.7	11.5			
	EL	2,327	142.2	15.9	153.9	16.9	11.7	(3.8)	(3.7)	(-0.2)
1st	Not EL	39,082	160.8	16.1	172.5	15.7	11.7			
	EL	3,625	159.3	18.0	168.5	17.0	9.2	(1.5)	(3.9)	(+2.5)
2nd	Not EL	41,053	174.0	17.2	185.0	16.6	11.0			
	EL	3,603	169.7	16.8	179.8	16.3	10.1	(4.3)	(5.2)	(+0.9)
3rd	Not EL	43,863	188.5	17.3	196.4	16.8	7.8			
	EL	4,020	182.9	17.1	189.5	17.0	6.7	(5.7)	(6.8)	(+1.1)
4th	Not EL	44,686	198.5	16.2	203.9	16.2	5.4			
	EL	3,606	190.8	15.5	196.1	15.3	5.3	(7.7)	(7.8)	(+0.1)
5th	Not EL	46,662	205.3	15.6	208.8	16.1	3.5			
	EL	2,799	192.7	15.7	196.7	15.9	4.0	(12.6)	(12.1)	(-0.5)
6th	Not EL	47,570	211.2	15.2	213.4	15.8	2.2			
	EL	2,296	196.3	14.6	199.2	14.6	2.9	(14.9)	(14.2)	(-0.7)
7th	Not EL	47,923	215.6	15.6	217.2	16.1	1.6			
	EL	2,826	201.9	14.9	204.4	15.1	2.5	(13.6)	(12.8)	(-0.9)
8th	Not EL	48,723	219.2	15.8	219.9	16.6	0.7			
	EL	2,613	204.1	15.6	206.1	16.1	2.0	(15.1)	(13.8)	(-1.3)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	English Learner Status	*N* Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not EL Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not EL	8,682	358.2	36.3	378.9	34.1	20.7			
	EL	900	354.2	38.3	378.6	35.3	24.4	(4.0)	(0.3)	(-3.7)
1st	Not EL	10,343	380.3	33.0	400.3	34.6	20.0			
	EL	1,346	381.4	36.8	403.9	36.5	22.5	1.1	3.6	+2.5
2nd	Not EL	10,515	399.3	31.2	417.3	35.0	18.1			
	EL	1,596	398.1	31.7	417.6	35.1	19.5	(1.2)	0.2	R
3rd	Not EL	10,421	419.3	30.8	437.4	37.8	18.2			
	EL	1,622	418.0	31.3	438.5	36.0	20.5	(1.3)	1.1	R
4th	Not EL	10,837	437.6	32.9	455.0	40.7	17.4			
	EL	1,499	433.6	31.2	450.7	36.8	17.1	(4.0)	(4.3)	-0.3
5th	Not EL	11,282	454.9	34.1	468.8	41.3	14.0			
	EL	1,118	441.3	32.2	455.8	36.6	14.5	(13.5)	(13.0)	(-0.5)
6th	Not EL	9,874	469.3	36.6	479.9	42.6	10.6			
	EL	792	453.9	31.3	464.7	39.0	10.8	(15.4)	(15.2)	(-0.2)
7th	Not EL	8,835	479.9	36.9	488.4	42.7	8.5			
	EL	827	463.4	34.8	475.7	45.1	12.3	(16.5)	(12.6)	(-3.8)
8th	Not EL	8,815	489.1	39.9	495.5	44.2	6.3			
	EL	883	471.6	35.7	486.8	44.5	15.2	(17.5)	(8.7)	(-8.9)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.46. Average Scale Scores on Curriculum Associates' i-Ready Reading Assessment by English Learner Status									
Grade	English Learner Status	*N* Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not EL Students)	
			Fall		Spring		Change	Fall	Spring	Change
K	Not EL	8,808	376.1	53.9	404.7	50.4	28.6			
	EL	907	365.4	53.3	401.9	50.2	36.5	(10.6)	(2.8)	(-7.9)
1st	Not EL	10,297	412.5	52.9	442.3	56.6	29.8			
	EL	1,367	408.3	54.3	441.8	56.2	33.5	(4.2)	(0.5)	(-3.7)
2nd	Not EL	10,411	453.2	57.8	481.7	63.4	28.4			
	EL	1,612	442.3	54.6	474.7	57.3	32.4	(11.0)	(7.0)	(-4.0)
3rd	Not EL	10,260	489.5	59.0	512.0	64.6	22.5			
	EL	1,622	476.1	55.7	503.2	59.2	27.1	(13.5)	(8.8)	(-4.6)
4th	Not EL	10,546	518.0	59.5	535.3	64.6	17.3			
	EL	1,504	497.0	54.3	518.1	56.9	21.0	(20.9)	(17.2)	(-3.7)
5th	Not EL	10,793	542.0	58.5	556.1	63.8	14.1			
	EL	1,123	505.1	53.4	521.6	57.7	16.5	(36.9)	(34.5)	(-2.4)
6th	Not EL	9,249	561.7	59.9	570.2	64.7	8.5			
	EL	781	517.2	53.1	527.7	60.8	10.5	(44.5)	(42.5)	(-2.1)
7th	Not EL	8,204	574.7	60.4	581.6	64.4	6.9			
	EL	795	536.7	61.6	552.4	67.0	15.7	(37.9)	(29.1)	(-8.8)
8th	Not EL	8,682	587.0	61.0	593.1	64.5	6.2			
	EL	869	546.6	58.6	564.0	67.9	17.4	(40.4)	(29.2)	(-11.2)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

			Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not EL Students)		
Grade	**English Learner Status**	**N Tested**	**Fall**		**Spring**	**Change**	**Fall**	**Spring**	**Change**

Table A.47. Average Scale Scores on Renaissance Learning's Star Math Assessment by English Learner Status

Grade	English Learner Status	N Tested	Fall		Spring		Change	Fall	Spring	Change
1st	Not EL	3,974	301.0	93.6	417.0	92.1	116.0			
	EL	118	316.3	118.2	415.5	105.3	99.2	15.3	(1.5)	R
2nd	Not EL	4,996	407.5	95.9	519.3	92.7	111.8			
	EL	156	413.8	98.6	504.9	100.6	91.1	6.3	(14.4)	R
3rd	Not EL	5,208	506.2	89.0	592.4	97.7	86.1			
	EL	170	485.9	99.4	565.5	113.2	79.6	(20.4)	(26.9)	(+6.5)
4th	Not EL	5,250	584.6	91.1	662.0	101.4	77.4			
	EL	183	559.6	97.9	624.5	107.4	64.9	(25.0)	(37.5)	(+12.5)
5th	Not EL	5,433	645.2	98.2	713.1	112.5	67.8			
	EL	139	592.3	108.4	649.3	119.9	57.0	(52.9)	(63.8)	(+10.9)
6th	Not EL	5,112	698.4	100.4	730.4	113.1	32.0			
	EL	83	644.1	98.0	651.0	116.1	6.9	(54.3)	(79.4)	(+25.1)
7th	Not EL	5,130	732.6	107.2	765.8	116.4	33.2			
	EL	106	681.0	106.1	703.3	121.3	22.3	(51.6)	(62.5)	(+10.9)
8th	Not EL	5,084	764.7	107.7	782.5	116.7	17.7			
	EL	85	719.0	110.9	734.1	113.4	15.1	(45.7)	(48.4)	(+2.7)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.48. Average Scale Scores on Renaissance Learning's Star Reading and Literacy Assessments by English Learner Status									
Grade	English Learner Status	*N* Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not EL Students)		
			Fall		Spring		Change	Fall	Spring	Change
Star Literacy										
K	Not EL	4,296	544.7	*116.6*	690.2	*110.2*	145.6			
	EL	109	490.7	*125.2*	629.9	*124.4*	139.2	(54.0)	(60.4)	(+6.4)
1st	Not EL	3,046	627.8	*116.6*	752.6	*93.9*	124.8			
	EL	113	609.2	*111.3*	733.6	*98.0*	124.4	(18.6)	(19.0)	(+0.4)
Star Reading										
2nd	Not EL	5,006	219.7	*158.2*	351.8	*167.3*	132.2			
	EL	175	214.9	*150.6*	297.0	*145.0*	82.2	(4.8)	(54.8)	(+50.0)
3rd	Not EL	5,621	338.3	*164.8*	458.3	*182.6*	120.0			
	EL	194	273.2	*135.1*	374.9	*172.8*	101.7	(65.1)	(83.4)	(+18.3)
4th	Not EL	5,772	460.4	*182.2*	561.8	*208.2*	101.4			
	EL	207	364.3	*152.0*	462.6	*171.4*	98.3	(96.1)	(99.2)	(+3.1)
5th	Not EL	5,818	556.7	*208.5*	644.9	*233.1*	88.2			
	EL	171	372.3	*155.0*	444.7	*183.6*	72.4	(184.5)	(200.2)	(+15.8)
6th	Not EL	5,389	644.6	*236.7*	699.9	*257.3*	55.3			
	EL	114	398.8	*193.2*	448.3	*198.0*	49.5	(245.8)	(251.6)	(+5.8)
7th	Not EL	5,591	733.0	*261.0*	775.5	*275.3*	42.5			
	EL	140	481.8	*197.1*	525.0	*223.2*	43.2	(251.2)	(250.5)	(-0.7)
8th	Not EL	5,645	816.0	*276.8*	839.7	*292.3*	23.7			
	EL	121	544.1	*235.7*	555.6	*245.9*	11.5	(271.9)	(284.1)	(+12.2)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.49. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 Math Assessments by English Learner Status									
Grade	English Learner Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not EL Students)		
			Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments										
K	Not EL	1,585	493.4	28.7	542.0	35.1	48.5			
	EL	<10	---	---	---	---	---	---	---	---
1st	Not EL	1,079	493.8	27.0	534.4	32.9	40.6			
	EL	<10	---	---	---	---	---	---	---	---
2nd	Not EL	1,051	494.5	31.1	540.2	30.2	45.7			
	EL	10	481.5	22.3	511.3	25.4	29.8	(13.0)	(28.9)	(+15.9)
Smarter Balanced ICA										
3rd	Not EL	533	2353.7	66.2	2412.9	72.3	59.2			
	EL	17	2348.8	64.1	2371.5	55.9	22.8	(5.0)	(41.4)	(+36.4)
4th	Not EL	553	2404.2	74.5	2462.1	77.7	57.9			
	EL	10	2380.9	61.3	2415.7	50.3	34.8	(23.3)	(46.4)	(+23.1)
5th	Not EL	557	2480.0	75.7	2519.5	87.9	39.5			
	EL	<10	---	---	---	---	---	---	---	---
6th	Not EL	577	2482.8	71.9	2528.3	86.9	45.5			
	EL	<10	---	---	---	---	---	---	---	---
7th	Not EL	590	2521.6	90.0	2548.9	105.7	27.4			
	EL	<10	---	---	---	---	---	---	---	---
8th	Not EL	555	2513.0	89.3	2544.2	111.9	31.2			
	EL	<10	---	---	---	---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.50. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 ELA Assessments by English Learner Status									
Grade	English Learner Status	*N* Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not EL Students)		
			Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments										
K	Not EL	1,183	493.4	25.3	532.7	28.2	39.3			
	EL	<10	---	---	---	---	---	---	---	---
1st	Not EL	945	500.6	28.4	535.8	28.1	35.2			
	EL	<10	---	---	---	---	---	---	---	---
2nd	Not EL	899	493.6	29.1	523.2	29.4	29.6			
	EL	<10	---	---	---	---	---	---	---	---
Smarter Balanced ICA										
3rd	Not EL	491	2369.9	79.8	2417.8	84.1	47.9			
	EL	11	2342.4	55.3	2414.4	74.1	72.0	(27.5)	(3.4)	(-24.1)
4th	Not EL	494	2425.1	76.3	2458.5	88.4	33.5			
	EL	<10	---	---	---	---	---	---	---	---
5th	Not EL	508	2498.5	86.1	2533.2	91.9	34.8			
	EL	<10	---	---	---	---	---	---	---	---
6th	Not EL	588	2542.4	90.0	2575.5	94.6	33.1			
	EL	<10	---	---	---	---	---	---	---	---
7th	Not EL	569	2559.1	90.3	2587.1	105.4	28.0			
	EL	<10	---	---	---	---	---	---	---	---
8th	Not EL	528	2581.8	95.4	2589.8	109.6	8.0			
	EL	<10	---	---	---	---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.51. Percentage of Students "Significantly Behind Grade Level" on NWEA's MAP Growth Mathematics Assessment by Foster Status								
Grade	Foster Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Foster Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Foster	38,315	10.8	20.7	9.9			
	Foster	219	20.1	33.3	13.2	9.3	12.6	+3.3
1st	Not Foster	44,315	22.3	26.8	4.5			
	Foster	206	38.3	44.2	5.8	16.1	17.4	+1.3
2nd	Not Foster	47,974	26.4	33.2	6.8			
	Foster	170	43.5	51.2	7.6	17.2	18.0	+0.8
3rd	Not Foster	49,694	34.5	38.3	3.8			
	Foster	199	62.8	56.3	-6.5	28.3	17.9	-10.3
4th	Not Foster	49,669	26.4	32.3	5.9			
	Foster	185	49.7	51.9	2.2	23.4	19.6	-3.7
5th	Not Foster	50,997	37.4	45.8	8.3			
	Foster	165	60.6	68.5	7.9	23.2	22.7	-0.5
6th	Not Foster	51,050	33.8	40.5	6.6			
	Foster	163	69.9	74.2	4.3	36.1	33.8	-2.4
7th	Not Foster	51,713	35.2	40.3	5.1			
	Foster	137	62.0	74.5	12.4	26.9	34.2	+7.3
8th	Not Foster	51,182	26.7	34.1	7.4			
	Foster	123	48.8	60.2	11.4	22.1	26.1	+4.0

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.52. Percentage of Students "Significantly Behind Grade Level" on NWEA's MAP Growth Reading Assessment by Foster Status								
Grade	Foster Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Foster Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Foster	36,544	6.8	23.4	16.6			
	Foster	207	8.2	35.3	27.1	1.4	11.9	+10.5
1st	Not Foster	43,564	22.6	29.0	6.5			
	Foster	207	36.7	45.9	9.2	14.2	16.9	+2.7
2nd	Not Foster	45,633	30.4	33.0	2.6			
	Foster	162	45.7	46.9	1.2	15.3	13.9	-1.4
3rd	Not Foster	48,738	28.5	34.2	5.7			
	Foster	191	51.3	56.5	5.2	22.8	22.3	-0.5
4th	Not Foster	49,124	28.5	36.0	7.5			
	Foster	184	47.8	53.8	6.0	19.3	17.8	-1.5
5th	Not Foster	50,271	29.0	36.6	7.6			
	Foster	157	46.5	58.6	12.1	17.5	22.0	+4.5
6th	Not Foster	50,573	26.9	34.8	7.9			
	Foster	159	52.2	59.7	7.5	25.3	25.0	-0.3
7th	Not Foster	51,525	26.4	33.4	7.0			
	Foster	130	49.2	50.0	0.8	22.8	16.6	-6.2
8th	Not Foster	52,333	21.7	30.0	8.3			
	Foster	119	38.7	56.3	17.6	16.9	26.3	+9.4

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.53. Percentage of Students "Significantly Behind Grade Level" on Curriculum Associates' i-Ready Math Assessment by Foster Status								
Grade	Foster Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Foster Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Foster	9,986	58.6	31.2	-27.4			
	Foster	54	79.6	48.1	-31.5	21.0	16.9	-4.1
1st	Not Foster	12,070	14.4	6.7	-7.7			
	Foster	58	29.3	8.6	-20.7	14.9	1.9	-13.0
2nd	Not Foster	12,460	33.0	18.8	-14.1			
	Foster	82	62.2	30.5	-31.7	29.2	11.7	-17.6
3rd	Not Foster	12,407	39.6	24.3	-15.3			
	Foster	54	70.4	44.4	-25.9	30.8	20.1	-10.7
4th	Not Foster	12,704	42.3	29.3	-12.9			
	Foster	61	70.5	49.2	-21.3	28.2	19.9	-8.4
5th	Not Foster	12,780	41.6	32.1	-9.5			
	Foster	60	65.0	45.0	-20.0	23.4	12.9	-10.5
6th	Not Foster	11,058	45.6	36.5	-9.1			
	Foster	32	65.6	56.3	-9.4	20.0	19.7	-0.3
7th	Not Foster	10,068	47.6	40.5	-7.1			
	Foster	35	82.9	71.4	-11.4	35.3	30.9	-4.4
8th	Not Foster	10,071	50.9	45.0	-5.9			
	Foster	31	77.4	74.2	-3.2	26.5	29.2	+2.7

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.54. Percentage of Students "Significantly Behind Grade Level" on Curriculum Associates' i-Ready Reading Assessment by Foster Status								
Grade	Foster Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Foster Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Foster	10,128	48.4	19.4	-29.0			
	Foster	54	77.8	27.8	-50.0	29.4	8.4	-21.0
1st	Not Foster	12,059	8.4	3.6	-4.8			
	Foster	58	17.2	10.3	-6.9	8.8	6.7	-2.1
2nd	Not Foster	12,375	31.9	19.0	-12.9			
	Foster	80	65.0	35.0	-30.0	33.1	16.0	-17.1
3rd	Not Foster	12,241	39.2	27.4	-11.8			
	Foster	56	60.7	42.9	-17.9	21.5	15.4	-6.0
4th	Not Foster	12,417	34.4	26.3	-8.1			
	Foster	61	60.7	49.2	-11.5	26.3	22.9	-3.4
5th	Not Foster	12,290	47.8	38.5	-9.3			
	Foster	61	68.9	54.1	-14.8	21.1	15.6	-5.5
6th	Not Foster	10,412	49.8	43.9	-5.9			
	Foster	29	82.8	65.5	-17.2	33.0	21.6	-11.3
7th	Not Foster	9,392	51.4	45.6	-5.8			
	Foster	35	88.6	77.1	-11.4	37.2	31.5	-5.7
8th	Not Foster	9,927	50.8	44.7	-6.0			
	Foster	31	77.4	61.3	-16.1	26.6	16.6	-10.1

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.55. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Math Assessment by Foster Status								
Grade	Foster Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Foster Students)		
			Fall	Spring	Change	Fall	Spring	Change
1st	Not Foster	4,120	15.5	11.4	-4.1			
	Foster	19	47.4	52.6	5.3	31.8	41.2	+9.4
2nd	Not Foster	5,200	28.3	17.1	-11.2			
	Foster	23	56.5	43.5	-13.0	28.2	26.4	-1.9
3rd	Not Foster	5,381	21.7	20.8	-0.9			
	Foster	12	25.0	16.7	-8.3	3.3	-4.1	R
4th	Not Foster	5,432	23.4	20.1	-3.3			
	Foster	15	53.3	26.7	-26.7	29.9	6.6	-23.3
5th	Not Foster	5,563	25.6	23.1	-2.5			
	Foster	19	36.8	47.4	10.5	11.2	24.3	+13.1
6th	Not Foster	5,258	28.7	30.7	2.0			
	Foster	19	68.4	73.7	5.3	39.7	43.0	+3.3
7th	Not Foster	5,334	29.0	26.9	-2.1			
	Foster	20	75.0	75.0	0.0	46.0	48.1	+2.1
8th	Not Foster	5,162	26.5	27.9	1.4			
	Foster	11	72.7	63.6	-9.1	46.2	35.8	-10.4

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Foster Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Foster Students)		
			Fall	Spring	Change	Fall	Spring	Change
			Star Literacy					
K	Not Foster	4,461	23.7	17.1	-6.6			
	Foster	31	54.8	38.7	-16.1	31.1	21.6	-9.5
1st	Not Foster	4,570	29.5	17.1	-12.3			
	Foster	29	65.5	55.2	-10.3	36.1	38.0	+2.0
			Star Reading					
2nd	Not Foster	5,576	34.7	22.2	-12.5			
	Foster	30	60.0	40.0	-20.0	25.3	17.8	-7.5
3rd	Not Foster	5,868	31.2	22.2	-8.9			
	Foster	14	35.7	28.6	-7.1	4.6	6.3	+1.8
4th	Not Foster	5,988	26.3	20.8	-5.4			
	Foster	16	43.8	37.5	-6.3	17.5	16.7	-0.8
5th	Not Foster	5,991	29.0	27.1	-1.9			
	Foster	20	45.0	40.0	-5.0	16.0	12.9	-3.1
6th	Not Foster	5,580	33.9	34.3	0.4			
	Foster	18	33.3	38.9	5.6	-0.6	4.6	R
7th	Not Foster	5,836	32.3	33.3	1.0			
	Foster	22	63.6	59.1	-4.5	31.3	25.8	-5.5
8th	Not Foster	5,762	33.9	38.1	4.2			
	Foster	13	69.2	76.9	7.7	35.4	38.9	+3.5

Table A.56. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Reading and Literacy Assessments by Foster Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.57. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & MDE's K-2 Math Assessments by Foster Status							
Grade	Foster Status	*N* Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Foster Students)		
			Fall	Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	Not Foster	1,582	3.6	0.0	-3.6			
	Foster	10	0.0	0.0	0.0	-3.6	0.0	3.6
1st	Not Foster	1,077	1.0	0.1	-0.9			
	Foster	<10	---	---	---	---	---	---
2nd	Not Foster	1,059	2.8	0.2	-2.6			
	Foster	<10	---	---	---	---	---	---
Smarter Balanced ICA								
3rd	Not Foster	551	63.3	29.6	-33.8			
	Foster	<10	---	---	---	---	---	---
4th	Not Foster	561	47.4	22.5	-25.0			
	Foster	<10	---	---	---	---	---	---
5th	Not Foster	559	34.2	18.8	-15.4			
	Foster	<10	---	---	---	---	---	---
6th	Not Foster	585	42.9	22.2	-20.7			
	Foster	<10	---	---	---	---	---	---
7th	Not Foster	598	31.1	24.9	-6.2			
	Foster	<10	---	---	---	---	---	---
8th	Not Foster	559	44.4	36.7	-7.7			
	Foster	<10	---	---	---	---	---	---

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Foster Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Foster Students)		
			Fall	Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	Not Foster	1,178	1.2	0.0	-1.2			
	Foster	<10	---	---	---	---	---	---
1st	Not Foster	943	0.7	0.0	-0.7			
	Foster	<10	---	---	---	---	---	---
2nd	Not Foster	904	0.7	0.0	-0.7			
	Foster	<10	---	---	---	---	---	---
Smarter Balanced ICA								
3rd	Not Foster	503	49.7	27.2	-22.5			
	Foster	<10	---	---	---	---	---	---
4th	Not Foster	502	45.4	29.7	-15.7			
	Foster	<10	---	---	---	---	---	---
5th	Not Foster	509	23.6	13.8	-9.8			
	Foster	<10	---	---	---	---	---	---
6th	Not Foster	596	16.9	11.2	-5.7			
	Foster	<10	---	---	---	---	---	---
7th	Not Foster	577	18.7	13.9	-4.9			
	Foster	<10	---	---	---	---	---	---
8th	Not Foster	533	15.4	17.6	2.3			
	Foster	<10	---	---	---	---	---	---

Table A.58. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & MDE's K-2 ELA Assessments by Foster Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Foster Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not Foster Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not Foster	38,315	149.2	15.5	161.7	15.0	12.5			
	Foster	219	143.0	13.5	155.9	13.6	12.9	(6.2)	(5.8)	(-0.4)
1st	Not Foster	44,315	164.3	15.7	177.3	15.6	13.0			
	Foster	206	156.3	13.0	170.3	13.1	14.0	(8.0)	(7.0)	(-1.0)
2nd	Not Foster	47,974	175.7	14.6	187.8	15.1	12.2			
	Foster	170	168.0	13.3	181.6	14.6	13.6	(7.7)	(6.3)	(-1.4)
3rd	Not Foster	49,694	186.6	14.0	197.5	15.5	10.9			
	Foster	199	177.3	13.3	189.3	15.4	11.9	(9.2)	(8.2)	(-1.0)
4th	Not Foster	49,669	197.4	14.1	206.9	16.5	9.5			
	Foster	185	187.3	15.1	197.6	16.5	10.3	(10.1)	(9.3)	(-0.8)
5th	Not Foster	50,997	206.3	15.3	213.9	17.9	7.6			
	Foster	165	197.2	15.5	204.0	16.6	6.8	(9.2)	(9.9)	(+0.8)
6th	Not Foster	51,050	211.7	15.2	217.6	17.4	6.0			
	Foster	163	199.0	13.5	204.9	16.4	5.9	(12.7)	(12.7)	(+0.1)
7th	Not Foster	51,713	218.5	16.5	223.2	18.5	4.7			
	Foster	137	206.8	15.7	210.4	16.2	3.7	(11.7)	(12.8)	(+1.1)
8th	Not Foster	51,182	224.2	17.6	227.5	19.5	3.4			
	Foster	123	212.2	17.0	212.8	19.3	0.6	(12.0)	(14.7)	(+2.7)

Table A.59. Average Scale Scores on NWEA's MAP Growth Mathematics Assessments by Foster Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.60. Average Scale Scores on NWEA's MAP Growth Reading Assessments by Foster Status										
Grade	Foster Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not Foster Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not Foster	36,544	146.0	15.4	157.3	14.9	11.3			
	Foster	207	140.5	11.4	151.9	12.9	11.4	(5.5)	(5.4)	(-0.1)
1st	Not Foster	43,564	160.8	16.3	172.2	15.9	11.4			
	Foster	207	153.6	14.3	165.0	14.0	11.3	(7.1)	(7.2)	(+0.0)
2nd	Not Foster	45,633	173.7	17.2	184.5	16.6	10.8			
	Foster	162	165.9	15.3	178.9	15.9	13.0	(7.8)	(5.6)	(-2.2)
3rd	Not Foster	48,738	188.1	17.4	195.8	17.0	7.7			
	Foster	191	177.4	17.3	186.8	16.6	9.4	(10.7)	(9.0)	(-1.7)
4th	Not Foster	49,124	198.0	16.2	203.4	16.3	5.3			
	Foster	184	188.2	17.6	195.0	17.5	6.9	(9.8)	(8.3)	(-1.5)
5th	Not Foster	50,271	204.6	15.9	208.1	16.3	3.5			
	Foster	157	196.4	16.6	200.1	16.2	3.7	(8.2)	(8.0)	(-0.2)
6th	Not Foster	50,573	210.6	15.5	212.8	16.0	2.2			
	Foster	159	202.2	14.9	204.6	16.0	2.4	(8.4)	(8.2)	(-0.2)
7th	Not Foster	51,525	214.8	15.9	216.5	16.3	1.7			
	Foster	130	205.8	15.0	208.2	15.0	2.4	(9.0)	(8.2)	(-0.8)
8th	Not Foster	52,333	218.5	16.1	219.2	16.9	0.7			
	Foster	119	208.5	18.0	207.9	18.9	-0.6	(10.0)	(11.3)	(+1.3)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

			Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not Foster Students)		
Grade	Foster Status	N Tested	Fall		Spring		Change	Fall	Spring	Change
K	Not Foster	9,986	358.2	36.5	378.6	34.3	20.5			
	Foster	54	341.0	33.3	367.4	35.5	26.4	(17.2)	(11.2)	(-5.9)
1st	Not Foster	12,070	380.5	33.4	400.5	34.8	20.0			
	Foster	58	361.9	26.9	385.3	34.1	23.4	(18.6)	(15.2)	(-3.4)
2nd	Not Foster	12,460	399.1	31.1	417.2	34.9	18.1			
	Foster	82	378.9	27.0	400.0	32.4	21.1	(20.1)	(17.1)	(-3.0)
3rd	Not Foster	12,407	419.1	30.8	437.5	37.5	18.4			
	Foster	54	397.4	31.2	416.4	33.7	19.0	(21.6)	(21.1)	(-0.6)
4th	Not Foster	12,704	437.0	32.6	454.3	40.1	17.2			
	Foster	61	414.8	30.8	428.6	35.1	13.8	(22.3)	(25.7)	(+3.4)
5th	Not Foster	12,780	453.5	34.0	467.5	40.8	14.0			
	Foster	60	437.9	29.5	450.8	37.0	12.8	(15.6)	(16.7)	(+1.1)
6th	Not Foster	11,058	468.0	36.2	478.4	42.2	10.5			
	Foster	32	445.2	33.2	450.2	48.0	4.9	(22.7)	(28.3)	(+5.5)
7th	Not Foster	10,068	478.3	36.8	487.0	42.8	8.7			
	Foster	35	450.0	30.9	457.3	37.3	7.3	(28.3)	(29.7)	(+1.4)
8th	Not Foster	10,071	487.5	39.6	494.7	44.2	7.2			
	Foster	31	462.2	36.9	469.6	43.0	7.4	(25.3)	(25.1)	(-0.2)

Table A.61. Average Scale Scores on Curriculum Associates' i-Ready Math Assessment by Foster Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Foster Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not Foster Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not Foster	10,128	375.6	54.2	404.2	50.6	28.6			
	Foster	54	353.6	47.3	389.9	46.3	36.2	(22.0)	(14.3)	(-7.6)
1st	Not Foster	12,059	412.2	53.0	442.1	56.5	29.9			
	Foster	58	381.4	35.0	411.3	50.5	29.9	(30.7)	(30.8)	(+0.0)
2nd	Not Foster	12,375	451.9	57.4	480.6	62.5	28.6			
	Foster	80	415.0	43.7	445.7	50.6	30.8	(37.0)	(34.9)	(-2.1)
3rd	Not Foster	12,241	487.8	58.6	510.9	64.0	23.1			
	Foster	56	453.3	56.2	482.9	57.5	29.6	(34.6)	(28.0)	(-6.5)
4th	Not Foster	12,417	515.6	59.0	533.3	63.6	17.6			
	Foster	61	480.0	57.6	496.9	63.7	17.0	(35.7)	(36.4)	(+0.7)
5th	Not Foster	12,290	538.7	58.8	553.1	63.7	14.4			
	Foster	61	509.9	50.9	523.0	71.4	13.2	(28.8)	(30.0)	(+1.2)
6th	Not Foster	10,412	558.3	60.4	567.0	65.1	8.6			
	Foster	29	507.6	63.4	513.3	81.9	5.7	(50.7)	(53.6)	(+2.9)
7th	Not Foster	9,392	571.5	61.2	579.1	64.8	7.5			
	Foster	35	527.5	48.3	536.7	56.3	9.2	(44.1)	(42.4)	(-1.7)
8th	Not Foster	9,927	583.3	61.6	590.6	65.1	7.3			
	Foster	31	561.1	58.3	558.1	78.3	-3.0	(22.2)	(32.5)	(+10.3)

Table A.62. Average Scale Scores on Curriculum Associates' i-Ready Reading Assessment by Foster Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.63. Average Scale Scores on Renaissance Learning's Star Math Assessment by Foster Status									
Grade	Foster Status	*N* Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Foster Students)		
			Fall		Spring		Change	Fall	Spring	Change
1st	Not Foster	4,120	301.1	94.4	417.2	92.2	116.1			
	Foster	19	234.0	88.7	293.9	104.8	59.9	(67.1)	(123.2)	(+56.1)
2nd	Not Foster	5,200	407.4	95.8	518.5	93.0	111.0			
	Foster	23	337.6	112.8	460.1	112.8	122.5	(69.8)	(58.4)	(-11.4)
3rd	Not Foster	5,381	505.6	89.6	591.5	98.7	85.9			
	Foster	12	493.7	68.2	568.4	85.7	74.8	(11.9)	(23.0)	(+11.1)
4th	Not Foster	5,432	583.8	91.6	660.7	102.2	76.9			
	Foster	15	532.3	59.2	637.9	92.3	105.5	(51.5)	(22.8)	(-28.7)
5th	Not Foster	5,563	643.9	98.9	711.5	113.4	67.6			
	Foster	19	599.9	119.8	654.7	105.5	54.7	(44.0)	(56.8)	(+12.8)
6th	Not Foster	5,258	698.4	100.6	729.9	113.5	31.5			
	Foster	19	610.2	109.1	634.5	123.4	24.3	(88.2)	(95.4)	(+7.3)
7th	Not Foster	5,334	732.4	107.2	765.2	116.2	32.9			
	Foster	20	617.4	100.6	642.6	124.0	25.2	(115.0)	(122.6)	(+7.7)
8th	Not Foster	5,162	764.2	107.8	781.8	116.8	17.7			
	Foster	11	647.9	86.6	659.4	120.7	11.5	(116.3)	(122.5)	(+6.2)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Foster Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Foster Students)		
			Fall		Spring	Change	Fall	Spring	Change
Table A.64. Average Scale Scores on Renaissance Learning's Star Reading and Literacy Assessments by Foster Status									
Star Literacy									
K	Not Foster	4,439	543.3	117.1	689.1	110.8	145.8			
	Foster	31	452.6	71.5	607.0	108.6	154.5	(90.8)	(82.1)	(-8.7)
1st	Not Foster	3,159	627.5	116.9	752.1	94.2	124.6			
	Foster	22	530.4	105.5	672.9	108.2	142.5	(97.1)	(79.2)	(-17.9)
Star Reading									
2nd	Not Foster	5,217	219.4	157.6	349.8	166.7	130.3			
	Foster	28	122.6	110.7	248.1	165.3	125.5	(96.8)	(101.7)	(+4.8)
3rd	Not Foster	5,816	336.3	164.4	455.7	183.1	119.4			
	Foster	14	286.4	152.4	405.5	111.2	119.1	(49.9)	(50.2)	(+0.3)
4th	Not Foster	5,975	457.2	182.2	558.3	207.9	101.1			
	Foster	16	390.6	146.4	553.2	263.6	162.6	(66.6)	(5.1)	(-61.5)
5th	Not Foster	5,979	551.8	209.7	639.5	234.5	87.7			
	Foster	20	460.0	151.4	555.0	181.0	95.0	(91.8)	(84.4)	(-7.3)
6th	Not Foster	5,570	640.5	238.7	695.6	258.4	55.1			
	Foster	16	562.9	182.9	626.1	235.4	63.2	(77.5)	(69.4)	(-8.1)
7th	Not Foster	5,825	728.9	262.2	771.2	276.5	42.4			
	Foster	22	535.3	201.8	580.0	239.2	44.7	(193.6)	(191.3)	(-2.3)
8th	Not Foster	5,759	810.6	278.6	834.3	294.0	23.7			
	Foster	13	647.4	324.8	589.2	328.3	-58.2	(163.2)	(245.1)	(+81.9)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.65. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 Math Assessments by Foster Status								
Grade	Foster Status	*N* Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Foster Students)		
			Fall		Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	Not Foster	1,582	493.4	28.8	542.0	35.1	48.6			
	Foster	10	491.1	25.8	523.3	24.4	32.2	(2.3)	(18.7)	(+16.4)
1st	Not Foster	1,077	493.8	27.0	534.3	32.9	40.5			
	Foster	<10	---	---	---	---	---	---	---	---
2nd	Not Foster	1,059	494.4	31.1	540.0	30.3	45.6			
	Foster	<10	---	---	---	---	---	---	---	---
Smarter Balanced ICA								
3rd	Not Foster	551	2353.6	66.0	2411.6	72.1	58.0			
	Foster	<10	---	---	---	---	---	---	---	---
4th	Not Foster	561	2404.2	74.1	2461.2	77.2	57.0			
	Foster	<10	---	---	---	---	---	---	---	---
5th	Not Foster	559	2479.7	75.8	2518.4	89.3	38.7			
	Foster	<10	---	---	---	---	---	---	---	---
6th	Not Foster	585	2481.7	72.2	2526.4	89.0	44.7			
	Foster	<10	---	---	---	---	---	---	---	---
7th	Not Foster	598	2520.2	90.7	2547.7	106.3	27.5			
	Foster	<10	---	---	---	---	---	---	---	---
8th	Not Foster	559	2512.7	89.1	2543.1	112.7	30.4			
	Foster	<10	---	---	---	---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Foster Status	N Tested	Mean Scale Score (SD in *italics*)			Score Gap (Relative to Not Foster Students)		
			Fall	Spring	Change	Fall	Spring	Change
Table A.66. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 ELA Assessments by Foster Status								
MDE K-2 Benchmark Assessments								
K	Not Foster	1,178	493.5 25.3	532.7 28.2	39.2			
	Foster	<10	--- ---	--- ---	---	---	---	---
1st	Not Foster	943	500.6 28.4	535.7 27.9	35.1			
	Foster	<10	--- ---	--- ---	---	---	---	---
2nd	Not Foster	904	493.6 29.1	523.2 29.4	29.6			
	Foster	<10	--- ---	--- ---	---	---	---	---
Smarter Balanced ICA								
3rd	Not Foster	503	2369.1 79.4	2417.8 83.7	48.7			
	Foster	<10	--- ---	--- ---	---	---	---	---
4th	Not Foster	502	2424.1 76.2	2457.4 88.2	33.3			
	Foster	<10	--- ---	--- ---	---	---	---	---
5th	Not Foster	509	2498.4 85.9	2532.6 92.2	34.2			
	Foster	<10	--- ---	--- ---	---	---	---	---
6th	Not Foster	596	2541.2 90.1	2573.3 95.9	32.2			
	Foster	<10	--- ---	--- ---	---	---	---	---
7th	Not Foster	577	2558.1 90.2	2585.8 105.7	27.8			
	Foster	<10	--- ---	--- ---	---	---	---	---
8th	Not Foster	533	2580.9 95.6	2589.4 109.9	8.5			
	Foster	<10	--- ---	--- ---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Homeless Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Homeless Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Homeless	38,127	10.7	20.6	9.9			
	Homeless	407	20.1	36.4	16.2	9.4	15.8	+6.4
1st	Not Homeless	43,993	22.2	26.6	4.5			
	Homeless	528	36.9	47.5	10.6	14.8	20.9	+6.1
2nd	Not Homeless	47,552	26.2	33.0	6.8			
	Homeless	592	43.4	53.5	10.1	17.2	20.5	+3.3
3rd	Not Homeless	49,319	34.3	38.1	3.8			
	Homeless	574	63.4	67.1	3.7	29.1	29.0	-0.1
4th	Not Homeless	49,322	26.2	32.1	5.9			
	Homeless	532	50.6	54.7	4.1	24.4	22.6	-1.8
5th	Not Homeless	50,588	37.2	45.6	8.4			
	Homeless	574	62.5	69.9	7.3	25.3	24.3	-1.0
6th	Not Homeless	50,712	33.7	40.3	6.6			
	Homeless	501	55.9	65.3	9.4	22.2	24.9	+2.8
7th	Not Homeless	51,386	35.0	40.2	5.1			
	Homeless	464	60.1	65.1	5.0	25.1	24.9	-0.2
8th	Not Homeless	50,879	26.6	34.0	7.4			
	Homeless	426	48.1	55.4	7.3	21.6	21.4	-0.2

Table A.67. Percentage of Students "Significantly Behind Grade Level" on NWEA's MAP Growth Mathematics Assessment by Homeless Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Homeless Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Homeless Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Homeless	36,356	6.7	23.3	16.6			
	Homeless	395	12.9	35.2	22.3	6.2	11.9	+5.7
1st	Not Homeless	43,246	22.5	28.8	6.4			
	Homeless	525	36.0	50.1	14.1	13.5	21.2	+7.7
2nd	Not Homeless	45,212	30.2	32.8	2.6			
	Homeless	583	48.7	52.5	3.8	18.5	19.7	+1.2
3rd	Not Homeless	48,351	28.3	34.0	5.7			
	Homeless	578	55.7	59.3	3.6	27.4	25.3	-2.1
4th	Not Homeless	48,774	28.3	35.8	7.5			
	Homeless	534	52.1	60.3	8.2	23.7	24.5	+0.7
5th	Not Homeless	49,861	28.8	36.4	7.6			
	Homeless	567	50.3	58.0	7.8	21.5	21.6	+0.2
6th	Not Homeless	50,235	26.8	34.6	7.9			
	Homeless	497	48.7	54.9	6.2	21.9	20.3	-1.7
7th	Not Homeless	51,197	26.3	33.3	6.9			
	Homeless	458	43.7	51.5	7.9	17.3	18.3	+0.9
8th	Not Homeless	52,034	21.6	29.9	8.3			
	Homeless	418	40.7	46.9	6.2	19.1	17.0	-2.1

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

			Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Homeless Students)		
Grade	Homeless Status	N Tested	Fall	Spring	Change	Fall	Spring	Change
K	Not Homeless	9,957	58.6	31.2	-27.4			
	Homeless	83	71.1	42.2	-28.9	12.5	10.9	-1.5
1st	Not Homeless	11,968	14.3	6.7	-7.7			
	Homeless	160	22.5	11.3	-11.3	8.2	4.6	-3.6
2nd	Not Homeless	12,397	32.9	18.7	-14.2			
	Homeless	145	56.6	37.2	-19.3	23.7	18.6	-5.1
3rd	Not Homeless	12,294	39.5	24.0	-15.4			
	Homeless	167	58.1	52.7	-5.4	18.6	28.7	+10.1
4th	Not Homeless	12,596	42.0	29.0	-13.0			
	Homeless	169	70.4	60.9	-9.5	28.4	32.0	+3.6
5th	Not Homeless	12,693	41.3	31.8	-9.5			
	Homeless	147	72.1	63.9	-8.2	30.8	32.1	+1.4
6th	Not Homeless	10,956	45.4	36.2	-9.1			
	Homeless	134	70.1	68.7	-1.5	24.8	32.4	+7.7
7th	Not Homeless	10,018	47.4	40.3	-7.1			
	Homeless	85	77.6	75.3	-2.4	30.2	35.0	+4.8
8th	Not Homeless	9,980	50.6	44.7	-5.9			
	Homeless	122	81.1	74.6	-6.6	30.5	29.9	-0.7

Table A.69. Percentage of Students "Significantly Behind Grade Level" on Curriculum Associates' i-Ready Math Assessment by Homeless Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.70. Percentage of Students "Significantly Behind Grade Level" on Curriculum Associates' i-Ready Reading Assessment by Homeless Status							
Grade	Homeless Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Homeless Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Homeless	10,095	48.4	19.3	-29.1			
	Homeless	87	62.1	33.3	-28.7	13.7	14.0	+0.4
1st	Not Homeless	11,955	8.4	3.6	-4.7			
	Homeless	162	16.0	5.6	-10.5	7.7	1.9	-5.8
2nd	Not Homeless	12,305	31.8	18.8	-13.0			
	Homeless	150	57.3	42.0	-15.3	25.5	23.2	-2.3
3rd	Not Homeless	12,135	39.0	27.1	-11.9			
	Homeless	162	64.2	57.4	-6.8	25.2	30.3	+5.1
4th	Not Homeless	12,311	34.2	26.0	-8.1			
	Homeless	167	58.7	52.1	-6.6	24.5	26.1	+1.6
5th	Not Homeless	12,204	47.6	38.2	-9.4			
	Homeless	147	71.4	69.4	-2.0	23.8	31.2	+7.3
6th	Not Homeless	10,312	49.5	43.7	-5.9			
	Homeless	129	78.3	65.9	-12.4	28.8	22.2	-6.5
7th	Not Homeless	9,340	51.3	45.5	-5.8			
	Homeless	87	79.3	74.7	-4.6	28.1	29.3	+1.2
8th	Not Homeless	9,836	50.6	44.5	-6.1			
	Homeless	122	74.6	67.2	-7.4	24.0	22.7	-1.3

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Homeless Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Homeless Students)		
			Fall	Spring	Change	Fall	Spring	Change
1st	Not Homeless	4,113	15.6	11.5	-4.1			
	Homeless	26	26.9	19.2	-7.7	11.3	7.7	-3.6
2nd	Not Homeless	5,188	28.2	17.1	-11.1			
	Homeless	35	54.3	34.3	-20.0	26.0	17.2	-8.9
3rd	Not Homeless	5,360	21.5	20.7	-0.8			
	Homeless	33	45.5	36.4	-9.1	23.9	15.7	-8.3
4th	Not Homeless	5,395	23.2	19.9	-3.3			
	Homeless	52	53.8	38.5	-15.4	30.6	18.5	-12.1
5th	Not Homeless	5,536	25.5	23.0	-2.5			
	Homeless	46	45.7	41.3	-4.3	20.1	18.3	-1.9
6th	Not Homeless	5,246	28.8	30.7	1.9			
	Homeless	31	45.2	54.8	9.7	16.4	24.1	7.8
7th	Not Homeless	5,312	28.9	26.9	-2.0			
	Homeless	42	61.9	52.4	-9.5	33.0	25.5	-7.5
8th	Not Homeless	5,145	26.5	27.8	1.4			
	Homeless	28	57.1	53.6	-3.6	30.7	25.8	-4.9

Table A.71. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Math Assessment by Homeless Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Homeless Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Homeless Students)		
			Fall	Spring	Change	Fall	Spring	Change
Star Literacy								
K	Not Homeless	4,463	23.9	17.2	-6.7			
	Homeless	29	27.6	20.7	-6.9	3.7	3.5	-0.2
1st	Not Homeless	4,569	29.6	17.3	-12.3			
	Homeless	30	43.3	23.3	-20.0	13.7	6.0	-7.7
Star Reading								
2nd	Not Homeless	5,565	34.7	22.2	-12.6			
	Homeless	41	43.9	36.6	-7.3	9.2	14.4	+5.2
3rd	Not Homeless	5,841	31.0	22.2	-8.9			
	Homeless	41	51.2	34.1	-17.1	20.2	12.0	-8.2
4th	Not Homeless	5,940	26.1	20.7	-5.4			
	Homeless	64	50.0	40.6	-9.4	23.9	20.0	-4.0
5th	Not Homeless	5,955	28.8	26.9	-1.9			
	Homeless	56	50.0	51.8	1.8	21.2	24.9	3.7
6th	Not Homeless	5,566	33.8	34.2	0.4			
	Homeless	32	56.3	65.6	9.4	22.4	31.5	+9.0
7th	Not Homeless	5,817	32.3	33.2	1.0			
	Homeless	41	58.5	56.1	-2.4	26.3	22.9	-3.4
8th	Not Homeless	5,744	33.8	38.1	4.3			
	Homeless	31	64.5	54.8	-9.7	30.7	16.8	-14.0

Table A.72. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Reading and Literacy Assessments by Homeless Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Homeless Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Homeless Students)		
			Fall	Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	Not Homeless	1,572	3.6	0.0	-3.6			
	Homeless	20	0.0	0.0	0.0	(3.6)	0.0	R
1st	Not Homeless	1,071	1.0	0.1	-0.9			
	Homeless	13	0.0	0.0	0.0	(1.0)	(0.1)	(-0.9)
2nd	Not Homeless	1,046	2.9	0.2	-2.7			
	Homeless	15	0.0	0.0	0.0	(2.9)	(0.2)	(-2.7)
Smarter Balanced ICA								
3rd	Not Homeless	545	62.9	29.7	-33.2			
	Homeless	<10	---	---	---	---	---	---
4th	Not Homeless	549	46.8	21.9	-25.0			
	Homeless	14	78.6	50.0	-28.6	31.8	28.1	-3.6
5th	Not Homeless	553	33.6	18.6	-15.0			
	Homeless	<10	---	---	---	---	---	---
6th	Not Homeless	580	42.9	22.4	-20.5			
	Homeless	<10	---	---	---	---	---	---
7th	Not Homeless	591	31.3	25.0	-6.3			
	Homeless	<10	---	---	---	---	---	---
8th	Not Homeless	556	44.2	36.7	-7.6			
	Homeless	<10	---	---	---	---	---	---

Table A.73. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & MDE's K-2 Math Assessments by Homeless Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

			Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Homeless Students)		
Grade	Homeless Status	N Tested	Fall	Spring	Change	Fall	Spring	Change
Table A.74. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & MDE's K-2 ELA Assessments by Homeless Learner Status								
MDE K-2 Benchmark Assessments								
K	Not Homeless	1,168	1.2	0.0	-1.2			
	Homeless	17	0.0	0.0	0.0	(1.2)	0.0	R
1st	Not Homeless	941	0.7	0.0	-0.7			
	Homeless	<10	---	---	---	---	---	---
2nd	Not Homeless	897	0.7	0.0	-0.7			
	Homeless	<10	---	---	---	---	---	---
Smarter Balanced ICA								
3rd	Not Homeless	497	49.5	27.2	-22.3			
	Homeless	<10	---	---	---	---	---	---
4th	Not Homeless	492	44.9	29.1	-15.9			
	Homeless	11	72.7	54.5	-18.2	27.8	25.5	-2.3
5th	Not Homeless	503	23.7	13.7	-9.9			
	Homeless	<10	---	---	---	---	---	---
6th	Not Homeless	590	16.9	11.0	-5.9			
	Homeless	<10	---	---	---	---	---	---
7th	Not Homeless	567	18.5	13.8	-4.8			
	Homeless	11	36.4	27.3	-9.1	17.8	13.5	-4.3
8th	Not Homeless	530	15.5	17.5	2.1			
	Homeless	<10	---	---	---	---	---	---

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Homeless Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Homeless Students)		
			Fall		Spring		Change	Fall	Spring	Change

Table A.75. Average Scale Scores on NWEA's MAP Growth Mathematics Assessments by Homeless Status

Grade	Homeless Status	N Tested	Fall		Spring		Change	Fall	Spring	Change
K	Not Homeless	38,127	149.2	15.5	161.7	15.0	12.5			
	Homeless	407	144.5	15.8	156.0	15.0	11.5	(4.7)	(5.8)	(+1.0)
1st	Not Homeless	43,993	164.4	15.6	177.4	15.6	13.0			
	Homeless	528	158.5	16.0	170.1	16.2	11.6	(5.9)	(7.3)	(+1.4)
2nd	Not Homeless	47,552	175.7	14.6	187.9	15.0	12.2			
	Homeless	592	169.2	14.2	180.6	14.3	11.4	(6.5)	(7.3)	(+0.8)
3rd	Not Homeless	49,319	186.6	14.0	197.6	15.4	10.9			
	Homeless	574	176.9	12.9	187.2	15.1	10.2	(9.7)	(10.4)	(+0.7)
4th	Not Homeless	49,322	197.5	14.1	207.0	16.5	9.5			
	Homeless	532	189.5	14.0	197.0	15.6	7.5	(7.9)	(10.0)	(+2.0)
5th	Not Homeless	50,588	206.4	15.3	214.0	17.9	7.6			
	Homeless	574	196.8	15.1	203.1	17.2	6.3	(9.6)	(10.9)	(+1.3)
6th	Not Homeless	50,712	211.7	15.2	217.7	17.4	6.0			
	Homeless	501	202.8	14.5	208.0	16.1	5.2	(8.9)	(9.7)	(+0.8)
7th	Not Homeless	51,386	218.5	16.5	223.3	18.5	4.8			
	Homeless	464	209.2	15.4	213.1	16.6	3.9	(9.3)	(10.2)	(+0.8)
8th	Not Homeless	50,879	224.2	17.6	227.6	19.5	3.4			
	Homeless	426	213.7	17.3	216.7	18.3	3.1	(10.6)	(10.9)	(+0.3)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.76. Average Scale Scores on NWEA's MAP Growth Reading Assessments by Homeless Status										
Grade	Homeless Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not Homeless Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not Homeless	36,356	146.0	15.4	157.3	14.9	11.3			
	Homeless	395	143.0	16.4	153.4	14.9	10.4	(3.0)	(3.9)	(+1.0)
1st	Not Homeless	43,246	160.8	16.2	172.2	15.9	11.4			
	Homeless	525	155.1	16.3	164.1	15.1	8.9	(5.7)	(8.2)	(+2.5)
2nd	Not Homeless	45,212	173.8	17.2	184.6	16.6	10.8			
	Homeless	583	165.9	15.7	176.3	15.3	10.4	(7.9)	(8.3)	(+0.4)
3rd	Not Homeless	48,351	188.2	17.4	195.9	16.9	7.7			
	Homeless	578	176.9	17.1	185.0	17.3	8.1	(11.3)	(10.9)	(-0.4)
4th	Not Homeless	48,774	198.1	16.2	203.4	16.3	5.4			
	Homeless	534	188.5	17.2	194.2	16.7	5.7	(9.5)	(9.2)	(-0.3)
5th	Not Homeless	49,861	204.7	15.8	208.2	16.3	3.5			
	Homeless	567	195.3	17.3	199.3	17.5	4.0	(9.4)	(8.9)	(-0.5)
6th	Not Homeless	50,235	210.6	15.5	212.9	16.0	2.2			
	Homeless	497	202.1	16.0	205.0	16.2	2.9	(8.5)	(7.8)	(-0.7)
7th	Not Homeless	51,197	214.9	15.9	216.5	16.3	1.7			
	Homeless	458	207.1	15.7	209.2	16.5	2.1	(7.7)	(7.3)	(-0.4)
8th	Not Homeless	52,034	218.5	16.1	219.2	16.9	0.7			
	Homeless	418	209.0	17.0	210.6	17.3	1.6	(9.5)	(8.6)	(-0.9)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Homeless Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Homeless Students)		
			Fall		Spring	Change	Fall	Spring	Change
K	Not Homeless	9,957	358.1	36.5	378.6	34.4	20.5			
	Homeless	83	347.4	35.5	372.9	33.7	25.5	(10.8)	(5.7)	(-5.1)
1st	Not Homeless	11,968	380.6	33.4	400.7	34.8	20.1			
	Homeless	160	365.5	32.0	381.0	30.2	15.4	(15.1)	(19.7)	(+4.7)
2nd	Not Homeless	12,397	399.1	31.1	417.3	34.9	18.2			
	Homeless	145	381.4	30.3	394.5	31.6	13.1	(17.7)	(22.9)	(+5.1)
3rd	Not Homeless	12,294	419.2	30.8	437.8	37.4	18.6			
	Homeless	167	403.2	31.5	409.5	34.4	6.3	(16.0)	(28.3)	(+12.3)
4th	Not Homeless	12,596	437.2	32.6	454.5	40.0	17.3			
	Homeless	169	416.1	28.4	425.5	36.8	9.4	(21.1)	(29.0)	(+8.0)
5th	Not Homeless	12,693	453.7	34.0	467.8	40.7	14.1			
	Homeless	147	432.6	28.3	435.4	41.2	2.7	(21.1)	(32.4)	(+11.3)
6th	Not Homeless	10,956	468.2	36.1	478.7	42.2	10.5			
	Homeless	134	441.7	39.2	448.7	36.1	7.0	(26.5)	(30.0)	(+3.5)
7th	Not Homeless	10,018	478.4	36.8	487.1	42.7	8.7			
	Homeless	85	453.1	33.8	457.6	39.1	4.5	(25.3)	(29.5)	(+4.2)
8th	Not Homeless	9,980	487.7	39.5	494.9	44.2	7.2			
	Homeless	122	461.6	34.6	465.9	41.5	4.3	(26.1)	(29.1)	(+2.9)

Table A.77. Average Scale Scores on Curriculum Associates' i-Ready Math Assessment by Homeless Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Homeless Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not Homeless Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not Homeless	10,095	375.6	54.2	404.3	50.6	28.7			
	Homeless	87	360.7	49.9	386.0	45.0	25.3	(14.9)	(18.3)	(+3.4)
1st	Not Homeless	11,955	412.3	53.0	442.4	56.4	30.0			
	Homeless	162	389.1	50.8	411.9	50.7	22.8	(23.2)	(30.5)	(+7.2)
2nd	Not Homeless	12,305	452.1	57.3	480.9	62.4	28.8			
	Homeless	150	419.3	52.8	437.5	56.5	18.2	(32.8)	(43.4)	(+10.6)
3rd	Not Homeless	12,135	488.1	58.5	511.4	63.7	23.3			
	Homeless	162	455.0	55.8	463.6	64.9	8.7	(33.1)	(47.8)	(+14.6)
4th	Not Homeless	12,311	515.9	59.0	533.6	63.5	17.7			
	Homeless	167	481.9	57.2	493.0	61.3	11.1	(34.0)	(40.6)	(+6.6)
5th	Not Homeless	12,204	538.9	58.8	553.5	63.7	14.5			
	Homeless	147	510.0	53.9	510.9	58.2	0.9	(28.9)	(42.6)	(+13.7)
6th	Not Homeless	10,312	558.6	60.3	567.2	65.1	8.6			
	Homeless	129	520.6	59.4	534.2	60.8	13.6	(38.0)	(33.0)	(-5.0)
7th	Not Homeless	9,340	571.8	61.1	579.3	64.7	7.6			
	Homeless	87	531.4	60.8	532.1	67.8	0.8	(40.4)	(47.2)	(+6.8)
8th	Not Homeless	9,836	583.6	61.5	590.9	65.0	7.3			
	Homeless	122	549.6	61.7	551.8	67.6	2.1	(34.0)	(39.2)	(+5.2)

Table A.78. Average Scale Scores on Curriculum Associates' i-Ready Reading Assessment by Homeless Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Homeless Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Homeless Students)		
			Fall		Spring	Change	Fall	Spring	Change
1st	Not Homeless	4,113	301.1 *94.5*	417.0 *92.6*		115.9			
	Homeless	26	251.2 *85.7*	356.5 *77.1*		105.3	(49.9)	(60.5)	(+10.6)
2nd	Not Homeless	5,188	407.5 *95.9*	518.5 *93.0*		111.0			
	Homeless	35	344.1 *87.8*	468.6 *103.8*		124.5	(63.5)	(49.9)	(-13.5)
3rd	Not Homeless	5,360	505.9 *89.5*	591.7 *98.7*		85.8			
	Homeless	33	451.6 *79.8*	552.2 *84.7*		100.6	(54.3)	(39.5)	(-14.8)
4th	Not Homeless	5,395	584.2 *91.3*	661.1 *102.0*		76.9			
	Homeless	52	534.8 *104.1*	612.7 *102.3*		77.9	(49.3)	(48.4)	(-0.9)
5th	Not Homeless	5,536	644.4 *98.5*	711.9 *113.0*		67.5			
	Homeless	46	573.6 *132.8*	640.7 *144.6*		67.1	(70.8)	(71.2)	(+0.4)
6th	Not Homeless	5,246	698.4 *100.8*	729.8 *113.8*		31.5			
	Homeless	31	653.1 *86.8*	686.8 *83.2*		33.7	(45.3)	(43.0)	(-2.3)
7th	Not Homeless	5,312	732.5 *107.1*	765.2 *116.3*		32.7			
	Homeless	42	661.5 *112.0*	711.6 *118.7*		50.1	(71.0)	(53.6)	(-17.4)
8th	Not Homeless	5,145	764.4 *107.6*	782.2 *116.3*		17.8			
	Homeless	28	683.5 *134.3*	676.8 *167.6*		-6.7	(80.9)	(105.4)	(+24.5)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

			Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Homeless Students)		
Grade	**Homeless Status**	***N* Tested**	**Fall**		**Spring**	**Change**	**Fall**	**Spring**	**Change**
Table A.80. Average Scale Scores on Renaissance Learning's Star Reading and Literacy Assessments by Homeless Status									

Table A.80. Average Scale Scores on Renaissance Learning's Star Reading and Literacy Assessments by Homeless Status

Grade	Homeless Status	*N* Tested	Fall		Spring		Change	Fall	Spring	Change
**Star Literacy**										
K	Not Homeless	4,441	543.0	*117.2*	688.7	*111.1*	145.7			
	Homeless	29	499.3	*102.4*	666.1	*95.6*	166.8	(43.7)	(22.7)	(-21.1)
1st	Not Homeless	3,156	627.2	*117.0*	751.7	*94.5*	124.5			
	Homeless	25	579.0	*110.6*	727.6	*81.4*	148.6	(48.2)	(24.1)	(-24.1)
**Star Reading**										
2nd	Not Homeless	5,211	219.1	*157.8*	349.5	*167.0*	130.4			
	Homeless	34	186.2	*117.3*	307.5	*144.3*	121.4	(33.0)	(42.0)	(+9.0)
3rd	Not Homeless	5,789	336.7	*164.4*	456.1	*183.0*	119.4			
	Homeless	41	262.4	*143.2*	377.6	*156.8*	115.2	(74.3)	(78.5)	(+4.2)
4th	Not Homeless	5,927	458.1	*182.0*	559.5	*207.6*	101.4			
	Homeless	64	360.8	*172.4*	453.1	*221.8*	92.3	(97.3)	(106.3)	(+9.1)
5th	Not Homeless	5,943	552.4	*209.2*	640.9	*234.0*	88.5			
	Homeless	56	452.9	*225.8*	463.3	*204.5*	10.4	(99.5)	(177.5)	(+78.1)
6th	Not Homeless	5,554	641.0	*238.7*	696.2	*258.4*	55.2			
	Homeless	32	510.9	*184.6*	550.7	*208.0*	39.8	(130.0)	(145.5)	(+15.4)
7th	Not Homeless	5,806	729.1	*262.3*	771.4	*276.5*	42.4			
	Homeless	41	596.5	*226.6*	638.0	*260.4*	41.5	(132.5)	(133.4)	(+0.9)
8th	Not Homeless	5,741	811.1	*278.4*	834.5	*294.0*	23.4			
	Homeless	31	642.7	*305.3*	701.6	*316.5*	58.9	(168.4)	(132.8)	(-35.5)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.81. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 Math Assessments by Homeless Status								
Grade	Homeless Status	*N* Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Homeless Students)		
			Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	Not Homeless	1,572	493.4	28.9	541.9	35.1	48.5			
	Homeless	20	490.5	18.6	543.7	39.1	53.2	(2.9)	1.8	R
1st	Not Homeless	1,071	493.9	27.0	534.3	33.0	40.4			
	Homeless	13	484.5	23.2	532.6	27.7	48.2	(9.4)	(1.7)	(-7.7)
2nd	Not Homeless	1,046	494.6	31.1	540.3	30.2	45.6			
	Homeless	15	477.5	18.1	518.3	28.5	40.8	(17.2)	(22.0)	(+4.8)
Smarter Balanced ICA								
3rd	Not Homeless	545	2354.5	65.6	2411.5	72.3	57.0			
	Homeless	<10	---	---	---	---	---	---	---	---
4th	Not Homeless	549	2405.6	73.1	2462.3	76.3	56.7			
	Homeless	14	2333.2	88.2	2422.3	111.7	89.1	(72.4)	(40.0)	(-32.4)
5th	Not Homeless	553	2480.7	75.3	2518.9	89.5	38.2			
	Homeless	<10	---	---	---	---	---	---	---	---
6th	Not Homeless	580	2481.5	71.9	2526.0	89.4	44.5			
	Homeless	<10	---	---	---	---	---	---	---	---
7th	Not Homeless	591	2520.1	91.2	2547.6	106.6	27.5			
	Homeless	<10	---	---	---	---	---	---	---	---
8th	Not Homeless	556	2512.6	88.9	2543.3	112.8	30.7			
	Homeless	<10	---	---	---	---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Homeless Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Homeless Students)		
			Fall		Spring		Change	Fall	Spring	Change

Table A.82. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 ELA Assessments by Homeless Status

Grade	Homeless Status	N Tested	Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments										
K	Not Homeless	1,168	493.5	25.4	532.9	28.2	39.4			
	Homeless	17	486.4	13.1	520.3	22.4	33.9	(7.1)	(12.6)	(+5.5)
1st	Not Homeless	941	500.6	28.5	535.8	28.1	35.2			
	Homeless	<10	---	---	---	---	---	---	---	---
2nd	Not Homeless	897	493.7	29.1	523.3	29.3	29.6			
	Homeless	<10	---	---	---	---	---	---	---	---
Smarter Balanced ICA										
3rd	Not Homeless	497	2369.4	79.8	2418.1	84.0	48.8			
	Homeless	<10	---	---	---	---	---	---	---	---
4th	Not Homeless	492	2424.8	76.6	2459.2	87.0	34.4			
	Homeless	11	2391.5	49.3	2381.6	108.7	-9.9	(33.2)	(77.6)	(+44.3)
5th	Not Homeless	503	2498.7	86.2	2532.8	92.1	34.2			
	Homeless	<10	---	---	---	---	---	---	---	---
6th	Not Homeless	590	2541.2	90.2	2573.7	95.8	32.5			
	Homeless	<10	---	---	---	---	---	---	---	---
7th	Not Homeless	567	2558.8	90.2	2587.0	104.8	28.3			
	Homeless	11	2510.1	87.2	2509.4	138.4	-0.7	(48.7)	(77.6)	(+29.0)
8th	Not Homeless	530	2581.1	95.7	2589.7	110.0	8.6			
	Homeless	<10	---	---	---	---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

**Table A.83. Percentage of Students "Significantly Behind Grade Level" on NWEA's MAP Growth Mathematics Assessment by Migrant Status**
Grade	Migrant Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Migrant Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Migrant	37,324	10.9	20.7	9.8			
	Migrant	49	30.6	51.0	20.4	19.7	30.4	+10.6
1st	Not Migrant	43,453	22.5	26.9	4.4			
	Migrant	46	50.0	50.0	0.0	27.5	23.1	-4.4
2nd	Not Migrant	46,979	26.5	33.2	6.6			
	Migrant	60	48.3	71.7	23.3	21.8	38.5	+16.7
3rd	Not Migrant	48,797	34.6	38.3	3.6			
	Migrant	65	66.2	63.1	-3.1	31.5	24.8	-6.7
4th	Not Migrant	48,780	26.4	32.3	5.9			
	Migrant	56	53.6	57.1	3.6	27.1	24.9	-2.3
5th	Not Migrant	50,147	37.5	45.8	8.3			
	Migrant	47	74.5	78.7	4.3	37.0	32.9	-4.0
6th	Not Migrant	50,286	33.9	40.5	6.6			
	Migrant	49	61.2	65.3	4.1	27.3	24.8	-2.5
7th	Not Migrant	50,892	35.2	40.3	5.1			
	Migrant	45	64.4	71.1	6.7	29.3	30.8	+1.5
8th	Not Migrant	50,133	26.7	34.1	7.4			
	Migrant	33	51.5	69.7	18.2	24.9	35.6	+10.7

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Migrant Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Migrant Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Migrant	35,524	6.8	23.3	16.5			
	Migrant	49	26.5	55.1	28.6	19.7	31.8	+12.1
1st	Not Migrant	42,661	22.8	29.1	6.3			
	Migrant	46	60.9	54.3	-6.5	38.1	25.3	-12.8
2nd	Not Migrant	44,597	30.6	32.9	2.4			
	Migrant	59	57.6	62.7	5.1	27.1	29.8	2.7
3rd	Not Migrant	47,817	28.6	34.3	5.6			
	Migrant	66	66.7	66.7	0.0	38.0	32.4	-5.6
4th	Not Migrant	48,235	28.6	36.1	7.5			
	Migrant	57	42.1	54.4	12.3	13.5	18.3	+4.8
5th	Not Migrant	49,417	29.1	36.6	7.5			
	Migrant	44	50.0	61.4	11.4	20.9	24.8	+3.8
6th	Not Migrant	49,817	27.0	34.8	7.8			
	Migrant	49	51.0	59.2	8.2	24.0	24.4	+0.3
7th	Not Migrant	50,702	26.4	33.3	7.0			
	Migrant	47	59.6	57.4	-2.1	33.2	24.1	-9.1
8th	Not Migrant	51,304	21.7	29.9	8.2			
	Migrant	32	46.9	53.1	6.3	25.2	23.2	-2.0

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Migrant Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Migrant Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Migrant	9,582	58.9	30.8	-28.2			
	Migrant	<10	---	---	---	---	---	---
1st	Not Migrant	11,689	14.5	6.6	-7.9			
	Migrant	<10	---	---	---	---	---	---
2nd	Not Migrant	12,111	33.0	18.8	-14.2			
	Migrant	<10	---	---	---	---	---	---
3rd	Not Migrant	12,043	39.7	24.4	-15.3			
	Migrant	<10	---	---	---	---	---	---
4th	Not Migrant	12,336	42.3	29.3	-13.0			
	Migrant	<10	---	---	---	---	---	---
5th	Not Migrant	12,399	41.4	32.0	-9.4			
	Migrant	<10	---	---	---	---	---	---
6th	Not Migrant	10,666	45.3	36.3	-9.0			
	Migrant	<10	---	---	---	---	---	---
7th	Not Migrant	9,662	47.2	40.1	-7.1			
	Migrant	<10	---	---	---	---	---	---
8th	Not Migrant	9,697	50.7	45.0	-5.7			
	Migrant	<10	---	---	---	---	---	---

Table A.85. Percentage of Students "Significantly Behind Grade Level" on Curriculum Associates' i-Ready Math Assessment by Migrant Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.86. Percentage of Students "Significantly Behind Grade Level" on Curriculum Associates' i-Ready Reading Assessment by Migrant Status								
Grade	Migrant Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Migrant Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Migrant	9,715	48.9	19.0	-29.8			
	Migrant	<10	---	---	---	---	---	---
1st	Not Migrant	11,663	8.5	3.6	-4.9			
	Migrant	<10	---	---	---	---	---	---
2nd	Not Migrant	12,023	32.3	19.1	-13.2			
	Migrant	<10	---	---	---	---	---	---
3rd	Not Migrant	11,882	39.3	27.5	-11.8			
	Migrant	<10	---	---	---	---	---	---
4th	Not Migrant	12,050	34.7	26.5	-8.2			
	Migrant	<10	---	---	---	---	---	---
5th	Not Migrant	11,915	48.0	38.7	-9.3			
	Migrant	<10	---	---	---	---	---	---
6th	Not Migrant	10,029	49.8	43.9	-5.9			
	Migrant	<10	---	---	---	---	---	---
7th	Not Migrant	8,999	51.5	45.5	-5.9			
	Migrant	<10	---	---	---	---	---	---
8th	Not Migrant	9,550	50.7	44.8	-6.0			
	Migrant	<10	---	---	---	---	---	---

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.87. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Math Assessment by Migrant Status								
Grade	Migrant Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Migrant Students)		
			Fall	Spring	Change	Fall	Spring	Change
1st	Not Migrant	461	0.0	0.0	0.0			
	Migrant	<10	---	---	---	---	---	---
2nd	Not Migrant	4,092	15.5	11.5	-4.0			
	Migrant	<10	---	---	---	---	---	---
3rd	Not Migrant	5,151	28.2	16.9	-11.3			
	Migrant	<10	---	---	---	---	---	---
4th	Not Migrant	5,377	21.6	20.8	-0.9			
	Migrant	<10	---	---	---	---	---	---
5th	Not Migrant	5,433	23.5	20.1	-3.4			
	Migrant	<10	---	---	---	---	---	---
6th	Not Migrant	5,572	25.6	23.2	-2.5			
	Migrant	<10	---	---	---	---	---	---
7th	Not Migrant	5,194	29.1	31.0	2.0			
	Migrant	<10	---	---	---	---	---	---
8th	Not Migrant	5,236	29.2	27.0	-2.2			
	Migrant	<10	---	---	---	---	---	---

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.88. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Reading and Literacy Assessments by Migrant Status							
Grade	Migrant Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Migrant Students)		
			Fall	Spring	Change	Fall	Spring	Change
Star Literacy								
K	Not Migrant	4,421	23.5	17.1	-6.4			
	Migrant	<10	---	---	---	---	---	---
1st	Not Migrant	4,560	29.5	17.2	-12.3			
	Migrant	<10	---	---	---	---	---	---
Star Reading								
2nd	Not Migrant	5,533	34.6	22.1	-12.5			
	Migrant	<10	---	---	---	---	---	---
3rd	Not Migrant	5,859	31.1	22.2	-8.9			
	Migrant	<10	---	---	---	---	---	---
4th	Not Migrant	5,987	26.3	20.8	-5.4			
	Migrant	<10	---	---	---	---	---	---
5th	Not Migrant	5,995	29.0	27.1	-1.9			
	Migrant	<10	---	---	---	---	---	---
6th	Not Migrant	5,509	34.1	34.5	0.4			
	Migrant	<10	---	---	---	---	---	---
7th	Not Migrant	5,737	32.6	33.5	0.9			
	Migrant	<10	---	---	---	---	---	---
8th	Not Migrant	5,764	33.9	38.1	4.2			
	Migrant	<10	---	---	---	---	---	---

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

			Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Migrant Students)		
Grade	**Migrant Status**	**N Tested**	Fall	Spring	Change	Fall	Spring	Change
**Table A.89. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & MDE's K-2 Math Assessments by Migrant Status**

Grade	**Migrant Status**	**N Tested**	Fall	Spring	Change	Fall	Spring	Change
**MDE K-2 Benchmark Assessments**
K	Not Migrant	1,589	3.6	0.0	-3.6			
	Migrant	<10	---	---	---	---	---	---
1st	Not Migrant	1,082	1.0	0.1	-0.9			
	Migrant	<10	---	---	---	---	---	---
2nd	Not Migrant	1,060	2.8	0.2	-2.6			
	Migrant	<10	---	---	---	---	---	---
**Smarter Balanced ICA**
3rd	Not Migrant	550	63.3	29.6	-33.6			
	Migrant	<10	---	---	---	---	---	---
4th	Not Migrant	563	47.6	22.6	-25.0			
	Migrant	<10	---	---	---	---	---	---
5th	Not Migrant	562	34.5	18.9	-15.7			
	Migrant	<10	---	---	---	---	---	---
6th	Not Migrant	585	42.9	22.2	-20.7			
	Migrant	<10	---	---	---	---	---	---
7th	Not Migrant	598	31.3	25.1	-6.2			
	Migrant	<10	---	---	---	---	---	---
8th	Not Migrant	559	44.4	36.7	-7.7			
	Migrant	<10	---	---	---	---	---	---

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Migrant Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Migrant Students)		
			Fall	Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	Not Migrant	1,184	1.2	0.0	-1.2			
	Migrant	<10	---	---	---	---	---	---
1st	Not Migrant	947	0.7	0.0	-0.7			
	Migrant	<10	---	---	---	---	---	---
2nd	Not Migrant	905	0.7	0.0	-0.7			
	Migrant	<10	---	---	---	---	---	---
Smarter Balanced ICA								
3rd	Not Migrant	502	49.6	27.3	-22.3			
	Migrant	<10	---	---	---	---	---	---
4th	Not Migrant	503	45.5	29.6	-15.9			
	Migrant	<10	---	---	---	---	---	---
5th	Not Migrant	511	23.9	13.9	-10.0			
	Migrant	<10	---	---	---	---	---	---
6th	Not Migrant	596	16.9	11.1	-5.9			
	Migrant	<10	---	---	---	---	---	---
7th	Not Migrant	577	18.9	14.0	-4.9			
	Migrant	<10	---	---	---	---	---	---
8th	Not Migrant	532	15.4	17.5	2.1			
	Migrant	<10	---	---	---	---	---	---

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Migrant Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not Migrant Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not Migrant	37,324	149.0	15.4	161.7	14.9	12.7			
	Migrant	49	137.5	13.0	149.9	10.4	12.4	(11.5)	(11.8)	(+0.3)
1st	Not Migrant	43,453	164.2	15.6	177.3	15.6	13.1			
	Migrant	46	151.2	11.0	167.7	10.8	16.5	(13.0)	(9.6)	(-3.4)
2nd	Not Migrant	46,979	175.6	14.6	187.9	15.1	12.3			
	Migrant	60	164.9	11.9	176.4	11.0	11.5	(10.7)	(11.4)	(+0.8)
3rd	Not Migrant	48,797	186.5	14.0	197.5	15.5	11.0			
	Migrant	65	175.9	15.5	187.7	16.6	11.8	(10.6)	(9.8)	(-0.8)
4th	Not Migrant	48,780	197.4	14.1	206.9	16.5	9.5			
	Migrant	56	187.8	11.6	198.2	13.9	10.4	(9.6)	(8.7)	(-0.9)
5th	Not Migrant	50,147	206.3	15.3	213.9	17.9	7.6			
	Migrant	47	194.5	13.3	202.1	14.3	7.6	(11.8)	(11.8)	(-0.1)
6th	Not Migrant	50,286	211.6	15.2	217.6	17.4	6.0			
	Migrant	49	201.3	14.1	210.0	15.4	8.7	(10.3)	(7.5)	(-2.7)
7th	Not Migrant	50,892	218.5	16.5	223.2	18.5	4.8			
	Migrant	45	207.7	14.7	211.8	14.5	4.0	(10.7)	(11.5)	(+0.7)
8th	Not Migrant	50,133	224.2	17.6	227.6	19.5	3.4			
	Migrant	33	212.2	17.8	213.3	19.5	1.1	(12.0)	(14.2)	(+2.3)

Table A.91. Average Scale Scores on NWEA's MAP Growth Mathematics Assessments by Migrant Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Migrant Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Migrant Students)		
			Fall		Spring		Change	Fall	Spring	Change

Table A.92. Average Scale Scores on NWEA's MAP Growth Reading Assessments by Migrant Status

Grade	Migrant Status	N Tested	Fall		Spring		Change	Fall	Spring	Change
K	Not Migrant	35,524	145.8	15.3	157.3	14.9	11.5			
	Migrant	49	135.3	10.8	144.7	9.3	9.4	(10.4)	(12.6)	(+2.1)
1st	Not Migrant	42,661	160.6	16.2	172.1	15.9	11.5			
	Migrant	46	146.7	11.9	162.5	8.8	15.8	(14.0)	(9.7)	(-4.3)
2nd	Not Migrant	44,597	173.7	17.2	184.6	16.6	10.9			
	Migrant	59	160.9	13.0	171.3	13.5	10.3	(12.7)	(13.3)	(+0.6)
3rd	Not Migrant	47,817	188.1	17.4	195.8	17.0	7.7			
	Migrant	66	171.4	18.0	181.6	19.0	10.3	(16.7)	(14.2)	(-2.5)
4th	Not Migrant	48,235	198.0	16.2	203.3	16.3	5.4			
	Migrant	57	189.3	16.1	195.6	14.0	6.3	(8.6)	(7.7)	(-0.9)
5th	Not Migrant	49,417	204.6	15.9	208.1	16.3	3.5			
	Migrant	44	193.7	14.8	199.0	13.2	5.3	(10.9)	(9.1)	(-1.8)
6th	Not Migrant	49,817	210.5	15.5	212.8	16.0	2.2			
	Migrant	49	198.9	15.3	203.8	13.2	5.0	(11.7)	(8.9)	(-2.7)
7th	Not Migrant	50,702	214.8	15.9	216.5	16.3	1.7			
	Migrant	47	200.7	17.7	205.6	15.4	4.9	(14.1)	(10.9)	(-3.2)
8th	Not Migrant	51,304	218.5	16.1	219.2	16.9	0.8			
	Migrant	32	207.7	17.0	209.0	18.2	1.3	(10.8)	(10.2)	(-0.6)

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.93. Average Scale Scores on Curriculum Associates' i-Ready Math Assessment by Migrant Status									
Grade	Migrant Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Migrant Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not Migrant	9,582	357.8	36.5	378.9	34.2	21.1			
	Migrant	<10	---	---	---	---	---	---	---	---
1st	Not Migrant	11,689	380.4	33.5	400.7	34.9	20.3			
	Migrant	<10	---	---	---	---	---	---	---	---
2nd	Not Migrant	12,111	399.1	31.2	417.4	35.0	18.2			
	Migrant	<10	---	---	---	---	---	---	---	---
3rd	Not Migrant	12,043	419.1	30.9	437.6	37.6	18.5			
	Migrant	<10	---	---	---	---	---	---	---	---
4th	Not Migrant	12,336	437.1	32.8	454.5	40.3	17.4			
	Migrant	<10	---	---	---	---	---	---	---	---
5th	Not Migrant	12,399	453.6	34.2	467.7	41.1	14.0			
	Migrant	<10	---	---	---	---	---	---	---	---
6th	Not Migrant	10,666	468.2	36.5	478.8	42.5	10.6			
	Migrant	<10	---	---	---	---	---	---	---	---
7th	Not Migrant	9,662	478.5	37.0	487.3	43.0	8.8			
	Migrant	<10	---	---	---	---	---	---	---	---
8th	Not Migrant	9,697	487.5	39.8	494.7	44.3	7.1			
	Migrant	<10	---	---	---	---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Migrant Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not Migrant Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not Migrant	9,715	375.1	54.0	404.4	50.3	29.4			
	Migrant	<10	---	---	---	---	---	---	---	---
1st	Not Migrant	11,663	412.0	53.1	442.2	56.6	30.2			
	Migrant	<10	---	---	---	---	---	---	---	---
2nd	Not Migrant	12,023	451.8	57.5	480.7	62.7	29.0			
	Migrant	<10	---	---	---	---	---	---	---	---
3rd	Not Migrant	11,882	487.7	58.7	510.8	63.9	23.1			
	Migrant	<10	---	---	---	---	---	---	---	---
4th	Not Migrant	12,050	515.4	59.3	533.1	63.9	17.8			
	Migrant	<10	---	---	---	---	---	---	---	---
5th	Not Migrant	11,915	538.5	59.0	552.9	64.0	14.4			
	Migrant	<10	---	---	---	---	---	---	---	---
6th	Not Migrant	10,029	558.3	60.6	566.9	65.4	8.6			
	Migrant	<10	---	---	---	---	---	---	---	---
7th	Not Migrant	8,999	571.3	61.4	579.0	65.1	7.7			
	Migrant	<10	---	---	---	---	---	---	---	---
8th	Not Migrant	9,550	583.3	61.8	590.5	65.3	7.2			
	Migrant	<10	---	---	---	---	---	---	---	---

Table A.94. Average Scale Scores on Curriculum Associates' i-Ready Reading Assessment by Migrant Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.95. Average Scale Scores on Renaissance Learning's Star Math Assessment by Migrant Status									
Grade	Migrant Status	*N* Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Migrant Students)		
			Fall		Spring		Change	Fall	Spring	Change
1st	Not Migrant	4,092	301.4	94.5	416.9	92.7	115.5			
	Migrant	<10	---	---	---	---	---	---	---	---
2nd	Not Migrant	5,151	407.7	96.0	518.9	93.0	111.2			
	Migrant	<10	---	---	---	---	---	---	---	---
3rd	Not Migrant	5,377	505.6	89.5	591.5	98.4	85.9			
	Migrant	<10	---	---	---	---	---	---	---	---
4th	Not Migrant	5,433	583.7	91.5	660.8	101.9	77.0			
	Migrant	<10	---	---	---	---	---	---	---	---
5th	Not Migrant	5,572	643.9	98.9	711.5	113.3	67.6			
	Migrant	<10	---	---	---	---	---	---	---	---
6th	Not Migrant	5,194	697.6	100.6	729.2	113.6	31.6			
	Migrant	<10	---	---	---	---	---	---	---	---
7th	Not Migrant	5,236	731.5	107.4	764.5	116.8	33.0			
	Migrant	<10	---	---	---	---	---	---	---	---
8th	Not Migrant	5,167	764.0	107.9	781.7	116.8	17.6			
	Migrant	<10	---	---	---	---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Migrant Status	N Tested	Mean Scale Score (SD in *italics*)			Score Gap (Relative to Not Migrant Students)		
			Fall	Spring	Change	Fall	Spring	Change
			Star Literacy					
K	Not Migrant	4,399	543.5 117.1	688.9 111.0	145.4			
	Migrant	<10	--- ---	--- ---	---	---	---	---
1st	Not Migrant	3,156	627.3 116.8	752.1 94.2	124.8			
	Migrant	<10	--- ---	--- ---	---	---	---	---
			Star Reading					
2nd	Not Migrant	5,176	219.6 158.1	350.2 167.1	130.5			
	Migrant	<10	--- ---	--- ---	---	---	---	---
3rd	Not Migrant	5,810	336.2 164.4	455.6 183.0	119.4			
	Migrant	<10	--- ---	--- ---	---	---	---	---
4th	Not Migrant	5,974	457.2 182.1	558.5 207.8	101.3			
	Migrant	<10	--- ---	--- ---	---	---	---	---
5th	Not Migrant	5,983	551.7 209.3	639.5 234.1	87.7			
	Migrant	<10	--- ---	--- ---	---	---	---	---
6th	Not Migrant	5,497	639.7 238.4	694.9 258.7	55.1			
	Migrant	<10	--- ---	--- ---	---	---	---	---
7th	Not Migrant	5,726	727.1 262.4	769.6 276.8	42.5			
	Migrant	<10	--- ---	--- ---	---	---	---	---
8th	Not Migrant	5,761	810.6 278.5	834.1 294.1	23.5			
	Migrant	<10	--- ---	--- ---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.97. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 Math Assessments by Migrant Status									
Grade	Migrant Status	*N* Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative to Not Migrant Students)		
			Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments										
K	Not Migrant	1,589	493.3	28.8	541.9	35.1	48.6			
	Migrant	<10	---	---	---	---	---	---	---	---
1st	Not Migrant	1,082	493.8	27.0	534.3	32.9	40.5			
	Migrant	<10	---	---	---	---	---	---	---	---
2nd	Not Migrant	1,060	494.4	31.0	540.0	30.2	45.6			
	Migrant	<10	---	---	---	---	---	---	---	---
Smarter Balanced ICA										
3rd	Not Migrant	550	2353.6	66.1	2411.6	72.2	58.0			
	Migrant	<10	---	---	---	---	---	---	---	---
4th	Not Migrant	563	2403.8	74.3	2461.3	77.5	57.5			
	Migrant	<10	---	---	---	---	---	---	---	---
5th	Not Migrant	562	2479.3	75.9	2518.1	89.3	38.8			
	Migrant	<10	---	---	---	---	---	---	---	---
6th	Not Migrant	585	2481.7	72.2	2526.6	88.5	44.9			
	Migrant	<10	---	---	---	---	---	---	---	---
7th	Not Migrant	598	2520.0	90.8	2547.4	106.5	27.4			
	Migrant	<10	---	---	---	---	---	---	---	---
8th	Not Migrant	559	2512.8	89.0	2542.9	112.9	30.1			
	Migrant	<10	---	---	---	---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Migrant Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative to Not Migrant Students)		
			Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments										
K	Not Migrant	1,184	493.4	25.3	532.7	28.2	39.3			
	Migrant	<10	---	---	---	---	---	---	---	---
1st	Not Migrant	947	500.6	28.4	535.8	28.0	35.2			
	Migrant	<10	---	---	---	---	---	---	---	---
2nd	Not Migrant	905	493.5	29.1	523.1	29.4	29.6			
	Migrant	<10	---	---	---	---	---	---	---	---
Smarter Balanced ICA										
3rd	Not Migrant	502	2369.3	79.4	2417.7	83.8	48.4			
	Migrant	<10	---	---	---	---	---	---	---	---
4th	Not Migrant	503	2424.0	76.2	2457.5	88.2	33.5			
	Migrant	<10	---	---	---	---	---	---	---	---
5th	Not Migrant	511	2497.9	86.2	2532.4	92.2	34.5			
	Migrant	<10	---	---	---	---	---	---	---	---
6th	Not Migrant	596	2541.2	90.1	2573.6	95.5	32.4			
	Migrant	<10	---	---	---	---	---	---	---	---
7th	Not Migrant	577	2557.9	90.4	2585.6	106.0	27.7			
	Migrant	<10	---	---	---	---	---	---	---	---
8th	Not Migrant	532	2581.1	95.6	2589.6	109.9	8.5			
	Migrant	<10	---	---	---	---	---	---	---	---

Table A.98. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 ELA Assessments by Migrant Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.99. Percentage of Students "Significantly Behind Grade Level" on NWEA's MAP Growth Mathematics Assessment by Military Status								
Grade	Military Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Military Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Military	37,242	10.9	20.7	9.8			
	Military	131	10.7	19.8	9.2	(0.2)	(0.9)	(+0.7)
1st	Not Military	43,287	22.5	26.9	4.4			
	Military	212	20.8	18.4	-2.4	(1.8)	(8.5)	(+6.8)
2nd	Not Military	46,794	26.6	33.3	6.7			
	Military	245	22.0	21.6	-0.4	(4.6)	(11.6)	(+7.1)
3rd	Not Military	48,594	34.7	38.4	3.7			
	Military	268	27.2	25.4	-1.9	(7.5)	(13.0)	(+5.5)
4th	Not Military	48,566	26.5	32.4	5.9			
	Military	270	15.2	17.0	1.9	(11.3)	(15.4)	(+4.0)
5th	Not Military	49,945	37.6	45.9	8.3			
	Military	249	26.9	37.8	10.8	(10.7)	(8.1)	(-2.6)
6th	Not Military	49,991	34.1	40.6	6.6			
	Military	344	20.6	26.5	5.8	(13.4)	(14.2)	(+0.8)
7th	Not Military	50,610	35.2	40.4	5.1			
	Military	327	26.3	29.4	3.1	(8.9)	(11.0)	(+2.1)
8th	Not Military	49,842	26.7	34.2	7.5			
	Military	324	16.4	18.2	1.9	(10.4)	(16.0)	(+5.6)

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

			Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Military Students)		
Grade	Military Status	N Tested	Fall	Spring	Change	Fall	Spring	Change
K	Not Military	35,455	6.8	23.3	16.5			
	Military	118	8.5	25.4	16.9	1.7	2.1	+0.5
1st	Not Military	42,480	22.9	29.1	6.3			
	Military	227	23.8	25.1	1.3	0.9	-4.0	R
2nd	Not Military	44,439	30.6	33.0	2.4			
	Military	217	22.1	23.5	1.4	(8.5)	(9.5)	(+1.0)
3rd	Not Military	47,626	28.7	34.4	5.6			
	Military	257	24.5	24.9	0.4	(4.2)	(9.5)	(+5.2)
4th	Not Military	48,030	28.6	36.2	7.5			
	Military	262	22.5	26.0	3.4	(6.1)	(10.2)	(+4.1)
5th	Not Military	49,215	29.1	36.7	7.5			
	Military	246	19.1	28.0	8.9	(10.0)	(8.6)	(-1.4)
6th	Not Military	49,524	27.1	34.9	7.9			
	Military	342	17.3	20.5	3.2	(9.8)	(14.5)	(+4.7)
7th	Not Military	50,422	26.4	33.4	7.0			
	Military	327	21.1	24.8	3.7	(5.3)	(8.6)	(+3.3)
8th	Not Military	51,002	21.7	30.0	8.3			
	Military	334	18.3	19.2	0.9	(3.4)	(10.8)	(+7.4)

Table A.100. Percentage of Students "Significantly Behind Grade Level" on NWEA's MAP Growth Reading Assessment by Military Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.101. Percentage of Students "Significantly Behind Grade Level" on Curriculum Associates' i-Ready Math Assessment by Military Status								
Grade	Military Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Military Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Military	9,554	58.9	30.8	-28.1			
	Military	28	67.9	28.6	-39.3	9.0	(2.2)	R
1st	Not Military	11,649	14.5	6.6	-7.9			
	Military	40	17.5	0.0	-17.5	3.0	(6.6)	R
2nd	Not Military	12,069	33.1	18.9	-14.2			
	Military	42	31.0	11.9	-19.0	(2.1)	(7.0)	(+4.9)
3rd	Not Military	12,011	39.6	24.4	-15.2			
	Military	32	43.8	12.5	-31.3	4.1	(11.9)	R
4th	Not Military	12,300	42.4	29.4	-13.0			
	Military	36	27.8	16.7	-11.1	(14.6)	(12.7)	(-1.9)
5th	Not Military	12,363	41.4	32.0	-9.4			
	Military	37	35.1	16.2	-18.9	(6.3)	(15.8)	(+9.6)
6th	Not Military	10,644	45.3	36.4	-9.0			
	Military	22	13.6	13.6	0.0	(31.7)	(22.7)	(-9.0)
7th	Not Military	9,642	47.3	40.2	-7.1			
	Military	20	35.0	25.0	-10.0	(12.3)	(15.2)	(+2.9)
8th	Not Military	9,668	50.7	45.0	-5.7			
	Military	30	50.0	43.3	-6.7	(0.7)	(1.7)	(+0.9)

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.102. Percentage of Students "Significantly Behind Grade Level" on Curriculum Associates' i-Ready Reading Assessment by Military Status								
Grade	Military Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Military Students)		
			Fall	Spring	Change	Fall	Spring	Change
K	Not Military	9,686	48.8	19.1	-29.8			
	Military	29	62.1	10.3	-51.7	13.2	(8.7)	R
1st	Not Military	11,627	8.5	3.6	-4.9			
	Military	37	5.4	0.0	-5.4	(3.1)	(3.6)	(+0.5)
2nd	Not Military	11,983	32.3	19.1	-13.2			
	Military	40	15.0	7.5	-7.5	(17.3)	(11.6)	(-5.7)
3rd	Not Military	11,852	39.4	27.6	-11.8			
	Military	30	23.3	6.7	-16.7	(16.0)	(20.9)	(+4.9)
4th	Not Military	12,020	34.7	26.5	-8.2			
	Military	30	36.7	23.3	-13.3	1.9	(3.2)	R
5th	Not Military	11,882	48.0	38.8	-9.3			
	Military	34	35.3	23.5	-11.8	(12.7)	(15.2)	(+2.5)
6th	Not Military	10,012	49.8	43.9	-5.9			
	Military	18	27.8	16.7	-11.1	(22.0)	(27.2)	(+5.2)
7th	Not Military	8,984	51.5	45.5	-5.9			
	Military	15	53.3	40.0	-13.3	1.9	(5.5)	R
8th	Not Military	9,519	50.7	44.8	-5.9			
	Military	32	56.3	43.8	-12.5	5.5	(1.0)	R

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Military Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Military Students)		
			Fall	Spring	Change	Fall	Spring	Change
1st	Not Military	4,081	15.4	11.4	-4.0			
	Military	11	27.3	27.3	0.0	11.8	15.8	+4.0
2nd	Not Military	5,141	28.2	17.0	-11.2			
	Military	11	36.4	9.1	-27.3	8.1	(7.9)	R
3rd	Not Military	5,363	21.6	20.8	-0.8			
	Military	15	20.0	6.7	-13.3	(1.6)	(14.1)	(+12.5)
4th	Not Military	5,419	23.5	20.1	-3.4			
	Military	14	28.6	14.3	-14.3	5.1	(5.8)	R
5th	Not Military	5,559	25.6	23.2	-2.4			
	Military	13	30.8	15.4	-15.4	5.2	(7.8)	R
6th	Not Military	5,180	29.1	31.0	1.9			
	Military	15	26.7	46.7	20.0	(2.4)	15.7	R
7th	Not Military	5,229	29.2	27.0	-2.2			
	Military	<10	---	---	---	---	---	---
8th	Not Military	5,155	26.6	27.9	1.3			
	Military	14	21.4	35.7	14.3	(5.2)	7.8	R

Table A.103. Percentage of Students "Significantly Behind Grade Level" on Renaissance Learning's Star Math Assessment by Military Status

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Military Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Military Students)		
			Fall	Spring	Change	Fall	Spring	Change
			Star Literacy					
K	Not Military	4,420	23.6	17.1	-6.5			
	Military	<10	---	---	---	---	---	---
1st	Not Military	4,550	29.5	17.3	-12.3			
	Military	14	35.7	21.4	-14.3	6.2	4.2	-2.0
			Star Reading					
2nd	Not Military	5,527	34.7	22.1	-12.5			
	Military	11	27.3	18.2	-9.1	(7.4)	(4.0)	(-3.4)
3rd	Not Military	5,849	31.1	22.3	-8.9			
	Military	15	40.0	13.3	-26.7	8.9	(8.9)	R
4th	Not Military	5,978	26.3	20.9	-5.4			
	Military	14	28.6	21.4	-7.1	2.3	0.6	-1.7
5th	Not Military	5,987	29.0	27.1	-1.9			
	Military	14	21.4	28.6	7.1	(7.6)	1.5	R
6th	Not Military	5,500	34.2	34.5	0.4			
	Military	15	13.3	26.7	13.3	(20.8)	(7.9)	(-13.0)
7th	Not Military	5,735	32.6	33.5	0.9			
	Military	<10	---	---	---	---	---	---
8th	Not Military	5,755	33.9	38.1	4.2			
	Military	14	21.4	57.1	35.7	(12.5)	19.1	R

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.105. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & MDE's K-2 Math Assessments by Military Status								
Grade	Military Status	N Tested	Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Military Students)		
			Fall	Spring	Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments								
K	Not Military	1,589	3.6	0.0	-3.6			
	Military	<10	---	---	---	---	---	---
1st	Not Military	1,081	1.0	0.1	-0.9			
	Military	<10	---	---	---	---	---	---
2nd	Not Military	1,060	2.8	0.2	-2.6			
	Military	<10	---	---	---	---	---	---
Smarter Balanced ICA								
3rd	Not Military	550	63.3	29.6	-33.6			
	Military	<10	---	---	---	---	---	---
4th	Not Military	563	47.6	22.6	-25.0			
	Military	<10	---	---	---	---	---	---
5th	Not Military	560	34.5	18.8	-15.7			
	Military	<10	---	---	---	---	---	---
6th	Not Military	586	43.0	22.4	-20.6			
	Military	<10	---	---	---	---	---	---
7th	Not Military	599	31.2	25.0	-6.2			
	Military	<10	---	---	---	---	---	---
8th	Not Military	560	44.5	36.8	-7.7			
	Military	<10	---	---	---	---	---	---

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

			Percent "Significantly Behind"			Percentage Point Gap (Relative to Not Military Students)		
Grade	Military Status	N Tested	Fall	Spring	Change	Fall	Spring	Change
Table A.106. Percentage of Students "Significantly Behind Grade Level" on DRC's Smarter Balanced ICA & MDE's K-2 ELA Assessments by Military Status								
MDE K-2 Benchmark Assessments								
K	Not Military	1,184	1.2	0.0	-1.2			
	Military	<10	---	---	---	---	---	---
1st	Not Military	945	0.7	0.0	-0.7			
	Military	<10	---	---	---	---	---	---
2nd	Not Military	904	0.7	0.0	-0.7			
	Military	<10	---	---	---	---	---	---
Smarter Balanced ICA								
3rd	Not Military	502	49.6	27.3	-22.3			
	Military	<10	---	---	---	---	---	---
4th	Not Military	503	45.5	29.6	-15.9			
	Military	<10	---	---	---	---	---	---
5th	Not Military	510	23.9	13.9	-10.0			
	Military	<10	---	---	---	---	---	---
6th	Not Military	597	17.1	11.2	-5.9			
	Military	<10	---	---	---	---	---	---
7th	Not Military	578	18.9	14.0	-4.8			
	Military	<10	---	---	---	---	---	---
8th	Not Military	533	15.4	17.6	2.3			
	Military	<10	---	---	---	---	---	---

Notes: The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Military Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative Not Military Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not Military	37,242	149.0	15.4	161.7	15.0	12.7			
	Military	131	147.2	12.7	159.4	11.7	12.2	(1.8)	(2.3)	(+0.5)
1st	Not Military	43,287	164.2	15.6	177.3	15.6	13.1			
	Military	212	164.2	14.8	178.3	13.9	14.1	0.0	1.0	+1.0
2nd	Not Military	46,794	175.6	14.6	187.8	15.1	12.3			
	Military	245	176.8	12.2	191.1	12.8	14.2	1.3	3.2	+1.9
3rd	Not Military	48,594	186.5	14.0	197.5	15.5	11.0			
	Military	268	188.6	13.0	200.4	13.3	11.8	2.1	2.9	+0.8
4th	Not Military	48,566	197.4	14.2	206.9	16.5	9.5			
	Military	270	200.3	11.7	211.0	13.8	10.7	3.0	4.2	+1.2
5th	Not Military	49,945	206.3	15.3	213.9	17.9	7.6			
	Military	249	209.3	12.7	216.5	15.1	7.2	3.1	2.6	-0.5
6th	Not Military	49,991	211.6	15.2	217.6	17.4	6.0			
	Military	344	216.0	12.8	221.5	14.1	5.5	4.4	3.9	-0.5
7th	Not Military	50,610	218.4	16.5	223.2	18.6	4.8			
	Military	327	221.5	14.2	226.5	16.0	5.0	3.1	3.4	+0.2
8th	Not Military	49,842	224.1	17.7	227.5	19.5	3.4			
	Military	324	227.3	16.0	232.9	17.6	5.5	3.2	5.4	+2.2

Table A.107. Average Scale Scores on NWEA's MAP Growth Mathematics Assessments by Military Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

			Mean Scale Score (SD in *italics*)					Score Gap (Relative Not Military Students)		
Grade	Military Status	N Tested	Fall		Spring		Change	Fall	Spring	Change
K	Not Military	35,455	145.8	15.3	157.3	14.9	11.5			
	Military	118	141.8	12.1	153.7	10.5	11.9	(4.0)	(3.6)	(-0.4)
1st	Not Military	42,480	160.6	16.2	172.1	15.9	11.5			
	Military	227	159.0	15.0	172.0	15.2	13.1	(1.7)	(0.1)	(-1.6)
2nd	Not Military	44,439	173.6	17.3	184.5	16.6	10.9			
	Military	217	175.0	13.7	186.8	14.2	11.8	1.4	2.3	+0.9
3rd	Not Military	47,626	188.1	17.4	195.8	17.0	7.7			
	Military	257	189.4	15.9	199.6	14.1	10.3	1.3	3.8	+2.5
4th	Not Military	48,030	197.9	16.3	203.3	16.3	5.4			
	Military	262	201.0	14.6	207.4	13.6	6.3	3.1	4.1	+1.0
5th	Not Military	49,215	204.5	15.9	208.1	16.3	3.5			
	Military	246	208.2	13.7	211.0	13.3	2.8	3.7	2.9	-0.7
6th	Not Military	49,524	210.5	15.5	212.7	16.0	2.2			
	Military	342	214.7	12.4	217.9	13.2	3.2	4.2	5.1	+1.0
7th	Not Military	50,422	214.8	15.9	216.5	16.3	1.7			
	Military	327	216.5	14.5	219.8	13.8	3.4	1.7	3.4	+1.7
8th	Not Military	51,002	218.5	16.1	219.2	16.9	0.7			
	Military	334	219.6	15.7	223.6	15.4	4.0	1.1	4.4	+3.3

Table A.108. Average Scale Scores on NWEA's MAP Growth Reading Assessments by Military Status

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Military Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative Not Military Students)		
			Fall		Spring		Change	Fall	Spring	Change

Table A.109. Average Scale Scores on Curriculum Associates' i-Ready Math Assessment by Military Status

Grade	Military Status	N Tested	Fall		Spring		Change	Fall	Spring	Change
K	Not Military	9,554	357.9	36.5	378.9	34.3	21.0			
	Military	28	349.9	35.6	378.4	27.8	28.5	(8.0)	(0.6)	(-7.5)
1st	Not Military	11,649	380.4	33.5	400.7	34.9	20.2			
	Military	40	374.4	33.2	405.4	23.5	31.0	(6.1)	4.7	R
2nd	Not Military	12,069	399.1	31.3	417.3	35.1	18.2			
	Military	42	399.6	26.3	418.5	24.8	18.9	0.5	1.2	+0.7
3rd	Not Military	12,011	419.1	30.9	437.6	37.6	18.5			
	Military	32	422.5	19.9	446.6	30.1	24.1	3.4	9.0	+5.6
4th	Not Military	12,300	437.1	32.8	454.5	40.3	17.4			
	Military	36	442.8	32.1	466.5	35.7	23.7	5.8	12.0	+6.3
5th	Not Military	12,363	453.6	34.2	467.6	41.1	14.0			
	Military	37	454.6	33.6	482.7	33.2	28.1	1.0	15.1	+14.1
6th	Not Military	10,644	468.1	36.4	478.7	42.5	10.6			
	Military	22	491.0	35.5	506.6	34.3	15.6	22.9	27.9	+5.1
7th	Not Military	9,642	478.5	37.0	487.3	43.0	8.8			
	Military	20	486.5	36.8	495.4	41.9	8.9	8.1	8.1	+0.1
8th	Not Military	9,668	487.5	39.8	494.7	44.3	7.2			
	Military	30	495.5	41.2	495.8	49.2	0.3	8.0	1.1	-6.9

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Military Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative Not Military Students)		
			Fall		Spring		Change	Fall	Spring	Change
K	Not Military	9,686	375.1	*54.0*	404.4	*50.4*	29.3			
	Military	29	365.5	*43.5*	408.8	*46.6*	43.2	(9.6)	4.4	R
1st	Not Military	11,627	412.1	*53.1*	442.2	*56.6*	30.2			
	Military	37	407.3	*43.8*	451.7	*51.0*	44.4	(4.8)	9.5	R
2nd	Not Military	11,983	451.7	*57.5*	480.7	*62.7*	29.0			
	Military	40	473.6	*61.5*	495.2	*53.8*	21.6	21.9	14.5	-7.4
3rd	Not Military	11,852	487.6	*58.7*	510.7	*64.0*	23.1			
	Military	30	511.5	*47.1*	537.8	*51.3*	26.3	23.9	27.1	+3.2
4th	Not Military	12,020	515.4	*59.2*	533.1	*63.9*	17.7			
	Military	30	516.1	*73.5*	541.7	*68.5*	25.6	0.7	8.6	+7.9
5th	Not Military	11,882	538.5	*59.0*	552.8	*64.0*	14.3			
	Military	34	553.0	*51.7*	579.9	*51.4*	26.9	14.6	27.1	+12.6
6th	Not Military	10,012	558.2	*60.6*	566.8	*65.4*	8.6			
	Military	18	589.6	*54.3*	606.2	*48.9*	16.7	31.3	39.4	+8.1
7th	Not Military	8,984	571.3	*61.4*	579.0	*65.1*	7.7			
	Military	15	584.7	*58.2*	577.1	*72.9*	-7.5	13.4	(1.8)	R
8th	Not Military	9,519	583.2	*61.9*	590.4	*65.4*	7.2			
	Military	32	593.7	*54.8*	606.9	*51.9*	13.2	10.5	16.4	+6.0

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.111. Average Scale Scores on Renaissance Learning's Star Math Assessment by Military Status										
Grade	Military Status	N Tested	Mean Scale Score (SD in *italics*)					Score Gap (Relative Not Military Students)		
			Fall		Spring		Change	Fall	Spring	Change
1st	Not Military	4,081	301.5	94.5	417.0	92.7	115.5			
	Military	11	263.0	86.3	382.8	104.8	119.8	(38.5)	(34.2)	(-4.3)
2nd	Not Military	5,141	407.7	96.0	518.8	93.1	111.2			
	Military	11	415.0	89.3	528.9	99.1	113.9	7.3	10.1	+2.7
3rd	Not Military	5,363	505.6	89.5	591.4	98.5	85.8			
	Military	15	517.7	77.5	627.7	55.5	109.9	12.2	36.3	+24.1
4th	Not Military	5,419	583.8	91.5	660.7	101.9	77.0			
	Military	14	576.0	111.7	664.9	105.2	88.9	(7.8)	4.1	R
5th	Not Military	5,559	643.9	98.9	711.4	113.3	67.6			
	Military	13	661.8	92.6	732.5	105.8	70.6	18.0	21.0	+3.1
6th	Not Military	5,180	697.5	100.7	729.1	113.7	31.6			
	Military	15	711.1	68.8	740.6	82.2	29.5	13.6	11.5	-2.1
7th	Not Military	5,229	731.6	107.4	764.5	116.8	32.9			
	Military	<10	---	---	---	---	---	---	---	---
8th	Not Military	5,155	763.9	107.9	781.7	116.9	17.8			
	Military	14	792.3	99.0	786.8	81.8	-5.5	28.4	5.1	-23.3

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Grade	Military Status	N Tested	Mean Scale Score (SD in *italics*)			Score Gap (Relative Not Military Students)		
			Fall	Spring	Change	Fall	Spring	Change
Star Literacy								
K	Not Military	4,398	543.4 117.1	688.8 111.0	145.3			
	Military	<10	--- ---	--- ---	---	---	---	---
1st	Not Military	3,152	627.3 116.8	752.0 94.3	124.7			
	Military	<10	--- ---	--- ---	---	---	---	---
Star Reading								
2nd	Not Military	5,172	219.4 158.2	349.9 167.2	130.5			
	Military	<10	--- ---	--- ---	---	---	---	---
3rd	Not Military	5,800	336.2 164.4	455.5 183.0	119.2			
	Military	15	297.5 137.5	488.9 164.8	191.4	(38.8)	33.4	R
4th	Not Military	5,965	457.1 182.2	558.3 207.9	101.2			
	Military	14	441.0 163.7	563.4 222.5	122.4	(16.1)	5.0	R
5th	Not Military	5,975	551.4 209.4	639.3 234.2	87.9			
	Military	14	580.3 229.1	590.1 242.1	9.8	28.8	(49.2)	R
6th	Not Military	5,488	639.1 238.4	694.2 258.5	55.1			
	Military	15	768.1 221.2	849.3 286.5	81.1	129.0	155.0	+26.0
7th	Not Military	5,724	727.0 262.5	769.4 276.9	42.5			
	Military	<10	--- ---	--- ---	---	---	---	---
8th	Not Military	5,752	810.2 278.9	834.0 294.3	23.8			
	Military	14	832.6 180.4	724.9 274.0	-107.8	22.4	(109.2)	R

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.113. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 Math Assessments by Military Status									
Grade	Military Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative Not Military Students)		
			Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments										
K	Not Military	1,589	493.3	28.8	541.9	35.1	48.6			
	Military	<10	---	---	---	---	---	---	---	---
1st	Not Military	1,081	493.8	27.0	534.2	33.0	40.4			
	Military	<10	---	---	---	---	---	---	---	---
2nd	Not Military	1,060	494.4	31.1	539.9	30.3	45.5			
	Military	<10	---	---	---	---	---	---	---	---
Smarter Balanced ICA										
3rd	Not Military	550	2353.6	66.1	2411.6	72.2	58.0			
	Military	<10	---	---	---	---	---	---	---	---
4th	Not Military	563	2403.8	74.3	2461.3	77.5	57.5			
	Military	<10	---	---	---	---	---	---	---	---
5th	Not Military	560	2479.4	76.0	2518.4	89.2	39.0			
	Military	<10	---	---	---	---	---	---	---	---
6th	Not Military	586	2481.5	72.3	2526.1	89.3	44.6			
	Military	<10	---	---	---	---	---	---	---	---
7th	Not Military	599	2520.0	90.7	2547.5	106.4	27.5			
	Military	<10	---	---	---	---	---	---	---	---
8th	Not Military	560	2512.6	89.1	2542.8	112.8	30.3			
	Military	<10	---	---	---	---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

Table A.114. Average Scale Scores on DRC's Smarter Balanced ICA & K-2 ELA Assessments by Military Status									
Grade	Military Status	N Tested	Mean Scale Score (SD in *italics*)				Score Gap (Relative Not Military Students)		
			Fall		Spring		Change	Fall	Spring	Change
MDE K-2 Benchmark Assessments										
K	Not Military	1,184	493.4	25.3	532.7	28.2	39.3			
	Military	<10	---	---	---	---	---	---	---	---
1st	Not Military	945	500.6	28.4	535.8	28.1	35.2			
	Military	<10	---	---	---	---	---	---	---	---
2nd	Not Military	904	493.5	29.1	523.1	29.4	29.6			
	Military	<10	---	---	---	---	---	---	---	---
Smarter Balanced ICA										
3rd	Not Military	502	2369.3	79.4	2417.7	83.8	48.4			
	Military	<10	---	---	---	---	---	---	---	---
4th	Not Military	503	2424.0	76.2	2457.5	88.2	33.5			
	Military	<10	---	---	---	---	---	---	---	---
5th	Not Military	510	2498.0	86.3	2532.5	92.3	34.5			
	Military	<10	---	---	---	---	---	---	---	---
6th	Not Military	597	2541.0	90.2	2573.2	96.0	32.2			
	Military	<10	---	---	---	---	---	---	---	---
7th	Not Military	578	2557.8	90.3	2585.5	105.9	27.7			
	Military	<10	---	---	---	---	---	---	---	---
8th	Not Military	533	2580.9	95.6	2589.4	109.9	8.5			
	Military	<10	---	---	---	---	---	---	---	---

Notes: The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

APPENDIX NOTES

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[1] Due to the low number of students identified as American Indian or Alaskan Native and Native Hawaiian or Pacific Islander, we combined these groups with students identified as two or more races, to create a single "Other" category. The "Enrolled" columns represent the total number of students from a specific racial/ethnic subgroup and grade level enrolled in districts that offered a particular benchmark assessment. The "% Tested" columns represent the percentage of students from each subgroup-grade-assessment provider combination with valid reading/ELA benchmark assessment scores and included in the reading/ELA analytic sample. Student demographic data were obtained from the MSDS. Enrollment data is from CEPI's, Student Count Report.

[2] The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

[3] The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-

spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

[4] The "Percentage Point Gap" panel shows the differences between the shares of students who are "significantly behind grade level" for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: Student demographic data were obtained from the MSDS. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.

[5] The "Score Gap" panel shows the differences between the average scale scores for a focal group and for a comparison (or reference) group. We use parentheses to denote gaps in which the reference group has a higher percentage than the focal group. Changes in these gaps reflect the change in the absolute value of the gap (e.g., a positive change indicates that the gap became larger in magnitude from fall to spring, regardless of the direction of the gap). Gaps that reverse in direction from fall to spring are denoted by the letter "R." All percentages, mean scale scores, fall-to-spring changes, and subgroup gaps shown in the "significantly behind grade level" and scale score tables are rounded to one decimal place. We calculated all fall-to-spring changes and subgroup gaps from the exact (unrounded) percentages and mean scale scores. This method ensures that our calculations are as precise as possible but means that some may be slightly different than calculations based on the rounded percentages and mean scale scores shown in the tables. Source: M-STEP data were provided to EPIC by MDE. School districts submitted benchmark assessment data directly to MDH, and these data were provided to EPIC through a collaboration between EPIC, MEDC, and MDE.