

2 Analyze the Performance Level Data

Insert for Process Step 2

1. Have a paper copy of your School Summary Report in front of you. For the high school MME data, the first page of your report will look like the one shown below.



SCHOOL SUMMARY REPORT

All Students

Grade 11

Spring 2012



District Name:
District Code:

School Name:
School Code:

MME READING

		Scale Score		Performance Levels				
Year	* No. of Students Assessed	Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1080)	(1081-1107)	(1108-1140)	(1141-1250)	(1108-1250)
2012	136	1083	1080-1085	39%	42%	18%	1%	19%
2011	154	1079	1073-1085	42%	44%	12%	1%	14%
2010	113	1077	1072-1082	50%	41%	9%	0%	9%
2009	110	1083	1077-1089	43%	41%	14%	3%	16%
2008	139	1085	1080-1090	42%	37%	22%	0%	22%

MME SCIENCE

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1105)	(1106-1125)	(1126-1143)	(1144-1250)	(1126-1250)
2012	135	1063	1059-1067	90%	7%	3%	0%	3%
2011	156	1072	1066-1078	90%	8%	2%	0%	2%
2010	116	1059	1050-1068	93%	7%	0%	0%	0%
2009	103	1067	1059-1075	92%	7%	1%	0%	1%
2008	132	1076	1070-1082	87%	11%	2%	0%	2%

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2012	139	1067	1064-1069	26%	65%	9%	0%	9%
2011	161	1060	1054-1066	30%	62%	8%	0%	8%
2010	122	1056	1050-1062	29%	69%	2%	0%	2%
2009	123	1058	1051-1065	28%	63%	8%	0%	8%
2008	131	1066	1061-1071	24%	66%	9%	0%	9%

MME SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1096)	(1097-1128)	(1129-1157)	(1158-1250)	(1129-1250)
2012	135	1095	1093-1096	64%	31%	4%	0%	4%
2011	153	1097	1094-1100	50%	46%	4%	0%	4%
2010	113	1095	1092-1098	64%	35%	2%	0%	2%
2009	102	1096	1092-1100	52%	42%	5%	1%	6%
2008	136	1099	1096-1102	42%	54%	4%	0%	4%


MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1092)	(1093-1115)	(1116-1137)	(1138-1250)	(1116-1250)
2012	135	1068	1065-1071	81%	18%	1%	0%	1%
2011	152	1052	1044-1060	88%	12%	0%	0%	0%
2010	111	1048	1039-1057	91%	9%	0%	0%	0%
2009	96	1066	1059-1073	79%	19%	2%	0%	2%
2008	130	1066	1060-1072	81%	15%	5%	0%	5%


*** Value might not equal the exact sum of Level 1 & Level 2 due to rounding.

Notes: 1) Performance Levels for prior years have been adjusted to reflect scores consistent with career- and college-ready cut scores.
2) Due to rounding, percentages might not total 100%.

- On your report, review the Performance Level Data in the last column, Levels 1 & 2. This column represents the total percentage of students who achieved a Proficient or Advanced score in each subject area.



SCHOOL SUMMARY REPORT
All Students
Grade 11
Spring 2012



District Name: _____
District Code: _____

School Name: _____
School Code: _____

MME READING

Year	* No. of Students Assessed	Scale Score		Performance Levels					*** Levels 1 & 2
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced		
Scale Score Range (950-1250) (950-1080) (1081-1107) (1108-1140) (1141-1250)									
2012	136	1083	1080-1085	39%	42%	18%	1%	19%	
2011	154	1079	1073-1085	42%	44%	12%	1%	14%	
2010	113	1077	1072-1082	50%	41%	9%	0%	9%	
2009	110	1083	1077-1089	43%	41%	14%	3%	16%	
2008	139	1085	1080-1090	42%	37%	22%	0%	22%	

MME SCIENCE

Year	* No. of Students Assessed	Scale Score		Performance Levels					*** Levels 1 & 2
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced		
Scale Score Range (950-1250) (950-1105) (1106-1125) (1126-1143) (1144-1250)									
2012	135	1063	1059-1067	90%	7%	3%	0%	3%	
2011	156	1072	1065-1078	90%	8%	2%	0%	2%	
2010	116	1059	1050-1068	93%	7%	0%	0%	0%	
2009	103	1067	1059-1075	92%	7%	1%	0%	1%	
2008	132	1076	1070-1082	87%	11%	2%	0%	2%	

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels					*** Levels 1 & 2
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced		
Scale Score Range (950-1250) (950-1050) (1051-1099) (1100-1145) (1146-1250) (1100-1250)									
2012	139	1057	1054-1059	26%	65%	9%	0%	9%	
2011	161	1080	1054-1086	30%	62%	8%	0%	8%	
2010	122	1056	1050-1062	29%	69%	2%	0%	2%	
2009	123	1058	1051-1065	28%	63%	8%	0%	8%	
2008	131	1066	1051-1071	24%	66%	9%	0%	9%	

MME SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels					*** Levels 1 & 2
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced		
Scale Score Range (950-1250) (950-1096) (1097-1128) (1129-1157) (1158-1250) (1129-1250)									
2012	135	1095	1093-1098	64%	31%	4%	0%	4%	
2011	153	1097	1094-1100	50%	46%	4%	0%	4%	
2010	113	1095	1092-1098	64%	35%	2%	0%	2%	
2009	102	1096	1092-1100	52%	42%	5%	1%	6%	
2008	136	1099	1095-1102	42%	54%	4%	0%	4%	

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels					*** Levels 1 & 2
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced		
Scale Score Range (950-1250) (950-1092) (1093-1115) (1116-1137) (1138-1250) (1116-1250)									
2012	135	1058	1055-1071	81%	18%	1%	0%	1%	
2011	152	1052	1044-1060	88%	12%	0%	0%	0%	
2010	111	1048	1039-1057	91%	9%	0%	0%	0%	
2009	96	1066	1059-1073	79%	19%	2%	0%	2%	
2008	130	1066	1060-1072	81%	15%	5%	0%	5%	

*** Value might not equal the exact sum of Level 1 & Level 2 due to rounding.

Notes: 1) Performance Levels for prior years have been adjusted to reflect scores consistent with career- and college-ready cut scores.
2) Due to rounding, percentages might not total 100%.

3. On your report, look at the percentages in the Levels 1 & 2 column over the past few years to look for a trend in the percentages. Are the percentages going up, down or staying the same? Look at the most recent two years and draw a box around the percentages for these years. Have the percentages increased, decreased or stayed the same? Let's do this for each subject area in the report shown.

District Name:
District Code:

SCHOOL SUMMARY REPORT

All Students

Grade 11
Spring 2012

School Name:
School Code:

MME READING

		Scale Score		Performance Levels				(1108-1250)
Year	* No. of Students Assessed	Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	
								16%
Scale Score Range		(950-1250)		(950-1080)	(1081-1107)	(1108-1140)	(1141-1250)	14%
2012	96	1079	1076-1083	43%	42%	15%	1%	11%
2011	127	1082	1077-1087	42%	44%	13%	1%	7%
2010	129	1081	1076-1086	43%	47%	10%	1%	10%
2009	126	1071	1066-1076	63%	29%	6%	1%	
2008	109	1072	1066-1078	59%	31%	10%	0%	

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				*** Levels 1 & 2
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2012	96	1072	1069-1075	14%	76%	10%	0%	10%
2011	131	1073	1069-1077	11%	76%	13%	0%	13%
2010	133	1060	1054-1066	27%	66%	7%	0%	7%
2009	147	1051	1046-1056	40%	56%	3%	0%	3%
2008	105	1055	1050-1060	34%	64%	2%	0%	2%

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				*** Levels
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	
Scale Score Range		(950-1250)		(950-1092)	(1093-1115)	(1116-1137)	(1138-1250)	1 & 2 (1116-1250) 3% 0%
2012	91	1058	1053-1063	76%	21%	3%	0%	
2011	125	1055	1047-1063	86%	14%	0%	0%	
2010	121	1052	1043-1061	88%	12%	0%	0%	
2009	106	1052	1046-1058	93%	7%	0%	0%	
2008	104	1052	1046-1058	94%	6%	0%	0%	

MME SCIENCE

		Scale Score		Performance Levels				1 & 2
Year	* No. of Students Assessed	Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advance	(1126-1250)
		Scale Score Range		(950-1250)	(950-1105)	(1106-1125)	(1126-1143)	(1144-1250)
2012	93	1061	1057-1066	90%	8%	2%	0%	2%
2011	125	1073	1066-1080	90%	10%	0%	1%	1%
2010	124	1061	1054-1068	95%	3%	2%	0%	2%
2009	111	1056	1048-1064	96%	5%	0%	0%	0%
2008	104	1054	1045-1063	98%	1%	1%	0%	1%

MME SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels				*** Levels 1 & 2
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advance	
Scale Score Range		(950-1250)		(950-1096)	(1097-1128)	(1129-1157)	(1158-1250)	(1129-1250)
2012	92	1095	1093-1097	59%	37%	4%	0%	4%
2011	128	1098	1095-1101	53%	41%	5%	1%	5%
2010	126	1095	1092-1098	56%	44%	1%	0%	1%
2009	115	1096	1093-1099	49%	50%	1%	0%	1%
2008	110	1096	1093-1099	51%	46%	3%	0%	1%
								1%
								3%

** Value might not equal the exact sum of Level 1 & Level 2 due to rounding.

*** Value might not equal the exact sum of Level 1 & Level 2 due to rounding.

Notes: 1) Performance Levels for prior years have been adjusted to reflect scores consistent with career-ready cut scores.
2) Due to rounding, percentages might not total 100%.

* Includes students who received valid scores.

** This is the likely range within which the true mean scale score would fall for the students listed on this report.

Spring 2012 Run Date: 06/13/2012

4. You will use the data obtained above to prioritize the subject area(s) on which to work. Subject areas where the percentages have decreased, subject areas in which the percentages have remained the same or subject areas in which the performance levels increased but the percentage of proficient students is still very low will need to be addressed. The goal is to have ALL students perform at the Proficient or Advanced Levels. Remember that you are looking at this report to see the *trend* for the scores over the past few years. Occasionally, you may see a significant decrease in scores for just one year and then the scores are back on track. This may indicate that something specific happened with that one class. When you see consistently low scores over several years, however, this almost always indicates that there are curriculum and instruction issues that need to be addressed.

5. When looking at Performance Levels, it is helpful if you know your student achievement expectations for each subject area for each year, which is also known as the Annual Measurable Objective (AMO). The Michigan Department of Education will send this information to Priority schools, but you can easily calculate the growth required each year. The calculation of the AMO is provided on the next page. Here is an example of the spreadsheet that is distributed.

Student Achievement Expectations

Subject	2012										
	Proficiency	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Math	1%	9.4%	17.8%	26.2%	34.6%	43.0%	51.4%	59.8%	68.2%	76.6%	85%
Reading	19%	25.6%	32.2%	38.8%	45.4%	52.0%	58.6%	65.2%	71.8%	78.4%	85%
Writing	9%	16.6%	24.2%	31.8%	39.4%	47.0%	54.6%	62.2%	69.8%	77.4%	85%
Science	3%	11.2%	19.4%	27.6%	35.8%	44.0%	52.2%	60.4%	68.6%	76.8%	85%
Social Studies	5%	13.0%	21.0%	29.0%	37.0%	45.0%	53.0%	61.0%	69.0%	77.0%	85%

This table shows the student proficiency levels for 2012, and identifies the target proficiency to meet the goals outlined in Michigan's ESEA Flexibility.

6. To meet the goals outlined in Michigan's ESEA Flexibility Waivers, 85% of students must be Proficient or Advanced in all subject areas by 2022. To calculate these targets, you must know your current performance levels. Let's use the 2012 MME Mathematics data as an example.

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1092)	(1093-1115)	(1116-1137)	(1138-1250)	(1116-1250)
2012	135	1068	1065-1071	81%	18%	1%	0%	1%
2011	152	1052	1044-1060	88%	12%	0%	0%	0%
2010	111	1048	1039-1057	91%	9%	0%	0%	0%
2009	96	1066	1059-1073	79%	19%	2%	0%	2%
2008	130	1066	1060-1072	81%	15%	5%	0%	5%

- a. In 2012, this sample school had 1% of their students that scored either proficient or advanced in Math on the MME. First, find the difference between your current percentage and the goal of 85% by subtracting. In this case, a gain of 84% needs to be achieved by 2022.

$$85\% - 1\% = 84\%$$

- b. Now, calculate the number of years between 2012 and 2022 by subtracting. So, there are 10 years to get to the 85% goal.

$$2022 - 2012 = 10$$

- c. To calculate the target for each year until 2022, divide the growth required to reach 85% by the number of years until 2022. To move consistently toward the target of 85%, this school's MME Math proficiency level should increase by 8.4% each year. You can map this out as shown below. Keep in mind that these annual goals will be adjusted each year based on the most recent proficiency level. What do your numbers look like?

$$84\% / 10 = 8.4\%$$

Student Achievement Expectations in Math

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
1.0%	9.4%	17.8%	26.2%	34.6%	43.0%	51.4%	59.8%	68.2%	76.6%	85.0%