

## 2 Analyze the Performance Level Data

### Insert for Process Step 2

- To analyze performance level data, have a paper copy of your School Summary Report in front of you. At the middle school level, you should look at the Summary Report for your current grade AND the next grade level, because with the Fall testing schedule, the MEAP assesses the standards from the previous grade. Looking at your current level will show you what your students were tested on the previous year and indicate what may need to be retaught. Looking at the report for the next grade level allows teachers to see what their current students will be tested on the next Fall. Also, depending on the grade configuration of your district, you may need to obtain the Summary Report for the next grade level from another building or access the report using the instructions provided in the previous step. For MEAP data, the first page of the report for third grade will look like the one shown. The first pages for grades 3 – 9 are similar but vary in the subjects tested.



### SCHOOL SUMMARY REPORT

All Students  
Grade 06  
Fall 2012



#### ACHIEVEMENT - SUMMARY

| READING | 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 |                          | (490-730)   |                 | (490-601)          | (602-618)              | (619-652)    | (653-730)  | (619-730)    |
|         | 2012              | 73                       | 608         | 602-613         | 41%                | 30%                    | 23%          | 5%         | 26%          |
|         | 2011              | 103                      | 609         | 604-614         | 42%                | 25%                    | 29%          | 4%         | 33%          |
|         | 2010              | 105                      | 602         | 598-606         | 50%                | 35%                    | 13%          | 2%         | 15%          |
|         | 2009              | 109                      | 608         | 604-612         | 30%                | 42%                    | 25%          | 3%         | 28%          |

|             |                   |     |           |         |           |           |           |           |           |
|-------------|-------------------|-----|-----------|---------|-----------|-----------|-----------|-----------|-----------|
| MATHEMATICS | Scale Score Range |     | (470-789) |         | (470-613) | (614-628) | (629-674) | (675-769) | (629-769) |
|             | 2012              | 73  | 616       | 610-621 | 52%       | 15%       | 33%       | 0%        | 33%       |
|             | 2011              | 103 | 613       | 609-617 | 54%       | 19%       | 26%       | 0%        | 26%       |
|             | 2010              | 105 | 623       | 618-628 | 38%       | 16%       | 45%       | 1%        | 46%       |
|             | 2009              | 106 | 605       | 601-609 | 64%       | 23%       | 13%       | 0%        | 13%       |

|                |                   |     |           |         |           |           |           |           |           |
|----------------|-------------------|-----|-----------|---------|-----------|-----------|-----------|-----------|-----------|
| SOCIAL STUDIES | Scale Score Range |     | (481-729) |         | (481-562) | (563-624) | (625-648) | (649-729) | (625-729) |
|                | 2012              | 73  | 593       | 590-596 | 48%       | 51%       | 1%        | 0%        | 1%        |
|                | 2011              | 103 | 598       | 595-601 | 33%       | 65%       | 2%        | 0%        | 2%        |
|                | 2010              | 104 | 597       | 594-600 | 33%       | 64%       | 3%        | 0%        | 3%        |
|                | 2009              | 104 | 590       | 587-593 | 61%       | 38%       | 2%        | 0%        | 2%        |

#### FALL 2011 to FALL 2012 PERFORMANCE LEVEL CHANGE COUNTS (PERCENTS)

|         | Student Group             | Performance Level Change Category |          |             |             |                         |
|---------|---------------------------|-----------------------------------|----------|-------------|-------------|-------------------------|
|         |                           | Significant Decline               | Decline  | Maintaining | Improvement | Significant Improvement |
| READING | Not Previously Proficient | 1 (2%)                            | 17 (40%) | 9 (21%)     | 12 (28%)    | 4 (9%)                  |
|         | Previously Proficient     | 1 (6%)                            | 4 (25%)  | 3 (18%)     | 7 (44%)     | 1 (6%)                  |
|         | All Students              | 2 (3%)                            | 21 (36%) | 12 (20%)    | 19 (32%)    | 5 (8%)                  |

NOTE: 59 students (81%) were successfully matched from Fall 2011 to Fall 2012

|             |                           |        |         |         |          |          |
|-------------|---------------------------|--------|---------|---------|----------|----------|
| MATHEMATICS | Not Previously Proficient | 0 (0%) | 7 (12%) | 7 (12%) | 22 (37%) | 24 (40%) |
|             | Previously Proficient     | 0 (0%) | 0 (0%)  | 0 (0%)  | 0 (0%)   | 0 (0%)   |
|             | All Students              | 0 (0%) | 7 (12%) | 7 (12%) | 22 (37%) | 24 (40%) |

NOTE: 60 students (82%) were successfully matched from Fall 2011 to Fall 2012

NA - Not Applicable.

Due to rounding percents may not sum to 100%.

This report is for school use only. It may contain data that could be used to identify individual students.

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



## SCHOOL ACHIEVEMENT REPORT

Grade 06  
Fall 2012



### ACHIEVEMENT - SUMMARY

|                | Year              | No. of Students Assessed | Scale Score |                 | Performance Levels |                        |              |            | 29%       |
|----------------|-------------------|--------------------------|-------------|-----------------|--------------------|------------------------|--------------|------------|-----------|
|                |                   |                          | Mean        | Margin of Error | 4-Not Proficient   | 3-Partially Proficient | 2-Proficient | 1-Advanced | 33%       |
| READING        | Scale Score Range |                          | (490-730)   |                 | (490-601)          | (602-618)              | (619-652)    | (653-730)  | 15%       |
|                | 2012              | 73                       | 608         | 602-613         | 41%                | 30%                    | 23%          | 5%         | 28%       |
|                | 2011              | 103                      | 609         | 604-614         | 42%                | 25%                    | 29%          | 4%         |           |
|                | 2010              | 105                      | 602         | 598-606         | 50%                | 35%                    | 13%          | 2%         |           |
|                | 2009              | 109                      | 608         | 604-612         | 30%                | 42%                    | 25%          | 3%         | (629-769) |
|                |                   |                          |             |                 |                    |                        |              |            | 33%       |
| MATHEMATICS    | Scale Score Range |                          | (470-769)   |                 | (470-613)          | (614-628)              | (629-674)    | (675-769)  | 26%       |
|                | 2012              | 73                       | 616         | 610-621         | 52%                | 15%                    | 33%          | 0%         | 46%       |
|                | 2011              | 103                      | 613         | 609-617         | 54%                | 19%                    | 26%          | 0%         | 13%       |
|                | 2010              | 105                      | 623         | 618-628         | 38%                | 16%                    | 45%          | 1%         |           |
|                | 2009              | 106                      | 605         | 601-609         | 64%                | 23%                    | 13%          | 0%         |           |
|                |                   |                          |             |                 |                    |                        |              |            | (625-729) |
| SOCIAL STUDIES | Scale Score Range |                          | (481-729)   |                 | (481-592)          | (593-624)              | (625-648)    | (649-729)  | 1%        |
|                | 2012              | 73                       | 593         | 590-596         | 48%                | 51%                    | 1%           | 0%         | 2%        |
|                | 2011              | 103                      | 598         | 595-601         | 33%                | 65%                    | 2%           | 0%         | 3%        |
|                | 2010              | 104                      | 597         | 594-600         | 33%                | 64%                    | 3%           | 0%         | 2%        |
|                | 2009              | 104                      | 590         | 587-593         | 61%                | 38%                    | 2%           | 0%         |           |

### ALL 2011 to FALL 2012 PERFORMANCE LEVEL CHANGE COUNTS (PERCENTS)

| Student Group             | Performance Level Change Category |          |             |             |                         |
|---------------------------|-----------------------------------|----------|-------------|-------------|-------------------------|
|                           | Significant Decline               | Decline  | Maintaining | Improvement | Significant Improvement |
| Not Previously Proficient | 1 (2%)                            | 17 (40%) | 9 (21%)     | 12 (28%)    | 4 (9%)                  |
| Previously Proficient     | 1 (8%)                            | 4 (25%)  | 3 (19%)     | 7 (44%)     | 1 (6%)                  |
| All Students              | 2 (3%)                            | 21 (36%) | 12 (20%)    | 19 (32%)    | 5 (8%)                  |

NOTE: 59 students (81%) were successfully matched from Fall 2011 to Fall 2012

| Student Group             | Performance Level Change Category |         |             |             |                         |
|---------------------------|-----------------------------------|---------|-------------|-------------|-------------------------|
|                           | Significant Decline               | Decline | Maintaining | Improvement | Significant Improvement |
| Not Previously Proficient | 0 (0%)                            | 7 (12%) | 7 (12%)     | 22 (37%)    | 24 (40%)                |
| Previously Proficient     | 0 (0%)                            | 0 (0%)  | 0 (0%)      | 0 (0%)      | 0 (0%)                  |
| All Students              | 0 (0%)                            | 7 (12%) | 7 (12%)     | 22 (37%)    | 24 (40%)                |

NOTE: 60 students (82%) were successfully matched from Fall 2011 to Fall 2012

3. Now, on your report for reading 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 circle or box around the percentages for these years. Have the percentages increased, decreased or stayed the same?



## SCHOOL SUMMARY REPORT

All Students

Grade 06

Fall 2012



|         | Year              | No. of Students Assessed | Scale Score |                 | Performance Levels |                        |              |            |              | PERFORMANCE LEVEL CHANGE COUNTS (PERCENTS) |          |             |             |                         |
|---------|-------------------|--------------------------|-------------|-----------------|--------------------|------------------------|--------------|------------|--------------|--|----------|-------------|-------------|-------------------------|
|         |                   |                          | Mean        | Margin of Error | 4-Not Proficient   | 3-Partially Proficient | 2-Proficient | 1-Advanced | Levels 1 & 2 | Performance Level Change Category          |          |             |             |                         |
|         |                   |                          |             |                 |                    |                        |              |            |              | Significant Decline                        | Decline  | Maintaining | Improvement | Significant Improvement |
| READING | Scale Score Range |                          | (490-730)   |                 | (490-601)          | (602-618)              | (619-652)    | (653-730)  | (619-730)    |  |          |             |             |                         |
|         | 2012              | 73                       | 608         | 602-613         | 41%                | 3%                     | 29%          | 4%         | 29%          | 2%   | 17 (40%) | 9 (21%)     | 12 (28%)    | 4 (9%)                  |
|         | 2011              | 103                      | 609         | 604-614         | 42%                | 25%                    | 29%          | 4%         | 33%          | 8%   | 4 (25%)  | 3 (19%)     | 7 (44%)     | 1 (6%)                  |
|         | 2010              | 105                      | 602         | 598-606         | 50%                | 35%                    | 13%          | 2%         | 15%          | 2 (3%)                                     | 21 (36%) | 12 (20%)    | 19 (32%)    | 5 (8%)                  |
|         | 2009              | 109                      | 608         | 604-612         | 30%                | 42%                    | 25%          | 3%         | 28%          |  |          |             |             |                         |

where successfully matched from Fall 2011 to Fall 2012

| MATHEMATICS | Scale Score Range |     | (470-769) |         | (470-613) | (614-628) | (629-674) | (675-769) | (629-769) |  |  |  |  |  |
|-------------|-------------------|-----|-----------|---------|-----------|-----------|-----------|-----------|-----------|--|--|--|--|--|
|             | 2012              | 73  | 616       | 610-621 | 52%       | 15%       | 33%       | 0%        | 33%       |  |  |  |  |  |
|             | 2011              | 103 | 613       | 609-617 | 54%       | 19%       | 26%       | 0%        | 26%       |  |  |  |  |  |
|             | 2010              | 105 | 623       | 618-628 | 38%       | 16%       | 45%       | 1%        | 46%       |  |  |  |  |  |
| 2009        | 106               | 605 | 601-609   | 64%     | 23%       | 13%       | 0%        | 13%       |           |  |  |  |  |  |

NOTE: 60 students (82%) were successfully matched from Fall 2011 to Fall 2012

| MATHEMATICS | Scale Score Range |     | (481-729) |         | (481-592) | (593-624) | (625-648) | (649-729) | (625-729) |  |  |  |  |  |
|-------------|-------------------|-----|-----------|---------|-----------|-----------|-----------|-----------|-----------|--|--|--|--|--|
|             | 2012              | 73  | 593       | 590-596 | 48%       | 51%       | 1%        | 0%        | 1%        |  |  |  |  |  |
|             | 2011              | 103 | 598       | 595-601 | 33%       | 65%       | 2%        | 0%        | 2%        |  |  |  |  |  |
|             | 2010              | 104 | 597       | 594-600 | 33%       | 64%       | 3%        | 0%        | 3%        |  |  |  |  |  |
| 2009        | 104               | 590 | 587-593   | 61%     | 38%       | 2%        | 0%        | 2%        |           |  |  |  |  |  |

When reviewing the performance level data, check to see if there has been a significant change in the Number of Students Assessed in the second column from the left. If there has been a significant increase or decrease, calculate the actual number of students performing at the Proficient or Advanced levels by multiplying the percentage in the last column by the Number of Students Assessed shown to determine the actual number of students who are proficient. If you are looking at data for a different grade, you may have data for additional subject areas. Take the time to do what we've just done on those subject areas as well.

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.

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.

4. 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        | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|----------------|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
|                | Proficiency |         |         |         |         |         |         |         |         |         |         |
| 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.

5. 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 MEAP Social Studies data as an example.

## Grade 06 Fall 2012

### ACHIEVEMENT - SUMMARY

| SOCIAL STUDIES | Scale Score Range |     | (481-729) |         | (481-592) | (593-624) | (625-648) | (649-729) | (625-729) |
|----------------|-------------------|-----|-----------|---------|-----------|-----------|-----------|-----------|-----------|
|                | 2012              | 73  | 593       | 590-596 | 48%       | 51%       | 1%        | 0%        | 1%        |
|                | 2011              | 103 | 598       | 595-601 | 33%       | 65%       | 2%        | 0%        | 2%        |
|                | 2010              | 104 | 597       | 594-600 | 33%       | 64%       | 3%        | 0%        | 3%        |
|                | 2009              | 104 | 590       | 587-593 | 61%       | 38%       | 2%        | 0%        | 2%        |

- a. In 2012, this sample school had 1% of their students that scored either proficient or advanced in Social Studies on the MEAP. 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 MEAP Social Studies 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 Social Studies

| 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% |