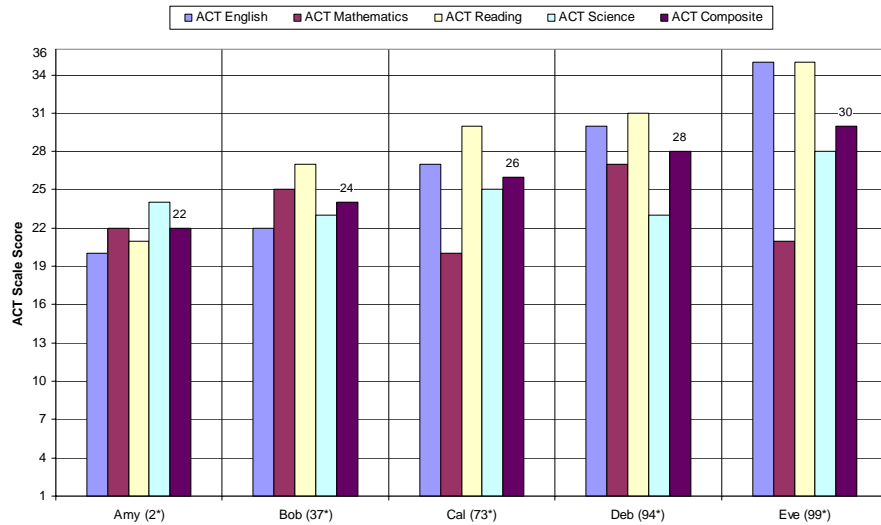


The “Which of these students is College-Ready?” Quiz

Circle the name of the student that is “College-Ready.”

To read the chart: Amy’s ACT English score was 20; her math score was 22; her reading score was 21; her science score was 24; and her ACT Composite was 22.

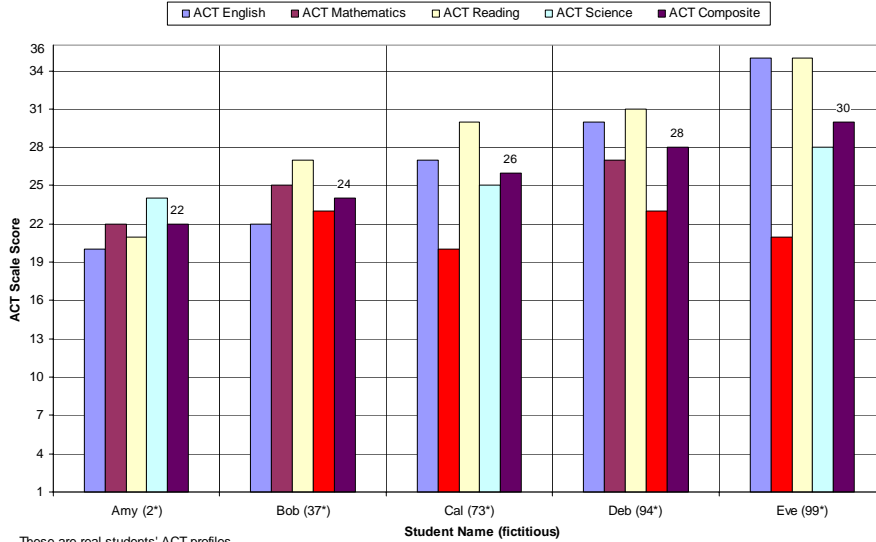


These are real students' ACT profiles.

* Percent of students with same composite score who met all 4 ACT College-Ready Benchmarks.

Circle the name of the student that is "College-Ready."

To read the chart: Amy's ACT English score was 20; her math score was 22; her reading score was 21; her science score was 24; and her ACT Composite was 22.



* Percent of students with same composite score who met all 4 ACT College-Ready Benchmarks.

What you have to know to figure it out...

Gov. Snyder's 16% College Ready

	ACT English	ACT Mathematics	ACT Reading	ACT Science	ACT Composite
ACT Scale Score Cut Score	18	22	21	24	Not Used
National Percentile Rank	37	63	53	80	
Michigan Average	18.3	19.3	19.4	19.7	19.3
Class of 2010 National Average	20.5	21	21.3	20.9	21
Class of 2010 MI Average	18.9	19.7	19.7	19.9	19.7

(Class of 2010 is primarily Spring of 2009 results plus retakes.)

Michigan is one of a handful of states where 100% of students take the ACT.

Yes, Amy, the student with the lowest ACT Composite is the student who is "College-Ready."

Eve with her ACT Composite score of 30 is not "College-Ready."

* About 37% of students with an ACT Composite score of 24 are "College-Ready."

Snyder unveils plan to reinvent Michigan's educational system
FOR IMMEDIATE RELEASE
Wednesday, April 27, 2011

"... and perhaps most startling of all, a total of 238 Michigan high schools have zero college-ready students based on the spring 2010 ACT test."

"... Additionally, the governor proposed lifting the cap on the number of public charter schools in any district with at least one academically failing school. ..."

<http://michigan.gov/mde/0,1607,7-140--255197--,00.html>

Statewide-

Of the 245 schools in the "College-Ready" downloadable file at the MDE website (the 238 is probably because some of them have closed):

10% of them have 10 or 11 students with college reportable ACT scores.
25% of them have 14 or fewer students with college reportable ACT scores.
50% of them have 24 or fewer students with college reportable ACT scores.
75% of them have 43 or fewer students with college reportable ACT scores.
90% of them have 102 or fewer students with college reportable ACT scores.
Only 3 of them have 200 or more students with college reportable ACT scores.

Oakland County-

Of the 23 High Schools in Oakland County with no "College-Ready" students:

1 has closed
2 are schools for adjudicated youth
4 are PSAs
14 are alternative high schools
1 is a special high school with all students from another district
1 is a regular high school with 113 students with college reportable ACT scores.

Obviously, more PSAs is the solution!

A Little Analysis of the ACT College Readiness Benchmarks Report

OR

Did you know that less than 50% of the students who actually earned an A or B in college biology were deemed “College Ready?”

ACT Research Report Series 2005-3

Using ACT Assessment® Scores to Set
Benchmarks for College Readiness

Jeff Allen
Jim Scoring

Each column needs our attention

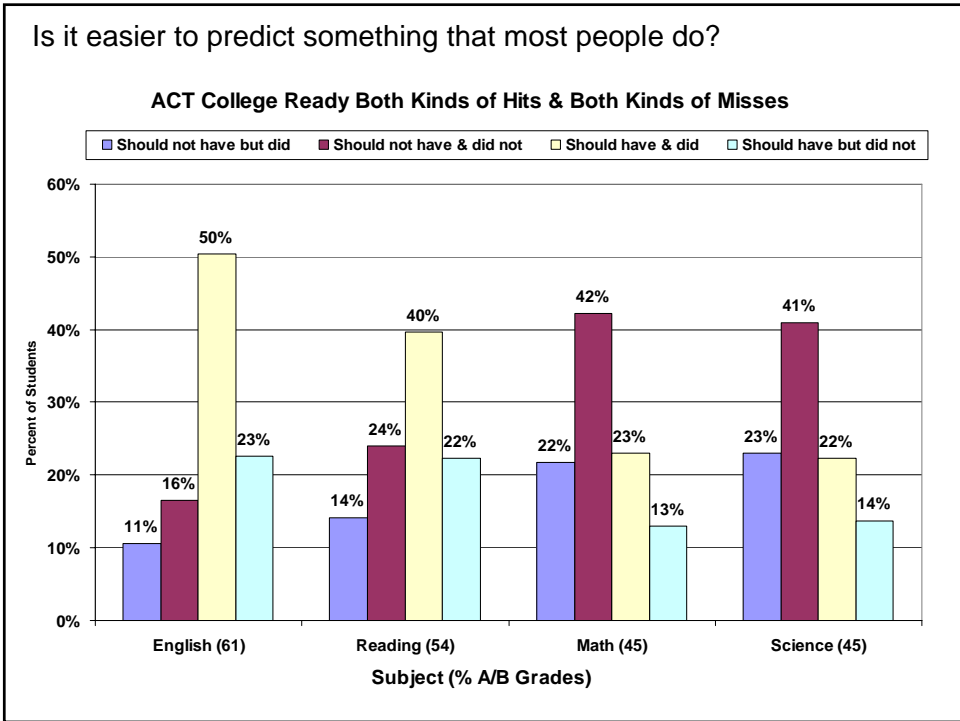
information in the report.

	of Students in the Sample			Colleges		
	Number of Students	Median ACT Score	% Successful (Grade of A or B)	Number of Colleges	Median 2 Year Average ACT Composite	College Readiness Benchmark
English Composition	76122	21	61	93	19.0	18
College Algebra	33803	20	45	85	19.1	22
Social Science	53705	22	54	102	19.3	21
Biology	14136	23	45	31	19.2	24

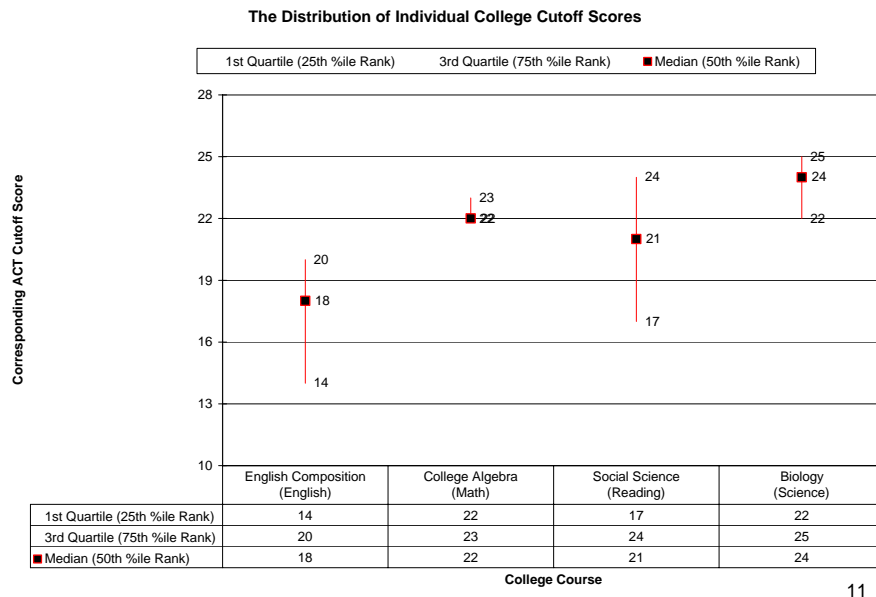
What does this mean?

	Degree of Uncertainty		
	% Above College Readiness Standard	% Above who earned an A or B.	% Below who earned an A or B.
English Composition	73	69	39
College Algebra	36	64	34
Social Science	62	64	37
Biology	36	62	36

9



What do you think these distributions mean?



This analysis is not a criticism of the research, it is an explanation of the tables and figures in the ACT Report.

It is important to consider the task that ACT took on in doing this study.

- The grades being predicted are often being given by graduate teaching assistants who know very little about grading.
- The “social science” courses are a variety of courses.
- The median student who took Biology scored a standard deviation higher than the typical student who took College Algebra.
- The ACT Science test assesses scientific reasoning (a “part” of science) and it is trying to predict a grade in biology grade (a “part” of science.)
- There are large differences in the grading practices and student populations among colleges (and community colleges).
- 75% of the variation in college grades cannot be predicted by ACT scores.

So, Michigan replicated that research



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 6, 2011

MEMORANDUM

TO: State Board of Education

FROM: Mike Flanagan, Chairman 

SUBJECT: Approval of Recommended New Cut Scores on the Michigan Educational Assessment Program (MEAP) and Michigan Merit Examination (MME) Consistent with Career and College Readiness

This item is a follow up to the item from the February 2011 Board meeting in which the Board approved moving forward with a study to establish new MEAP and MME cut scores consistent with Career and College Readiness.

Writing was not included in the study because (1) the MEAP writing test was new in Fall 2011 and does not have the data necessary to map cut scores on the MEAP back from cut scores on the MME, (2) the MME writing cut score is already similar to the ACT writing college ready benchmark, and (3) the MEAP writing cut scores were already set to be consistent with the MME writing cut scores.

Read: The MME writing cut score would have to have been Under 1100!

What grades were predicted in Michigan's study?

Table A1. *College Courses Used for the Analysis of each MME Content Area.*

MME Content Area	College Courses Used
Mathematics	College Algebra.
Reading	Courses identified by 4-year universities. Reading-heavy courses such as entry-level literature, history, philosophy, or psychology for 2-year universities.
Science	Courses identified by 4-year universities. Entry level biology, chemistry, physics, or geology for 2-year universities.
Social Studies	Courses identified by 4-year universities. Entry level history, geography, or economics for 2-year universities.

Read: This is even funkier than ACT's study.

At the Fall 2010 MERA Conference, Joseph Martineau reported that university Research people recommended "a grade of C or better" for "College Ready."

Results

The analyses using college grades of A, B, and C were not usable. The cut scores identified when using the criterion of A or better were in many cases so high that they were not measurable on the MEAP. The cut scores identified when using the criterion of C or better were so low that they were in the range of scores attainable by chance.

The analyses using college grades of B or better from 2-year versus 4-year colleges were also unusable. While the 2-year college data resulted in slightly lower cut scores than 4-year college data, they were within measurement error of each other. Therefore, the final analyses used both 2-year and 4-year college data together.

Therefore, the results using the criteria of probabilities of $\frac{1}{3}$, $\frac{1}{2}$, and $\frac{2}{3}$ were carried out and are the ones used to establish the recommended partially proficient, proficient, and advanced cut scores.

Read: It really didn't work out all that well.

Can't wait to see the parents of a third grader trying to understand this scale!

MI School Data MICHIGAN.GOV Michigan's Official Web Site

HOME | CEPI | MDE | MICHIGAN.GOV Help Contact Login

Summary | ACT College Readiness | College Enrollment & Persistence | College Remedial Coursework

Higher Education Enrollment and Persistence Report High School Graduates from 2007-2008 and 2008-2009 School Years - PILOT

Why it Matters?

This pilot report supports metrics outlined in the State Fiscal Stabilization Fund (SFSF) reporting requirements that helped secure \$1.3 billion in federal support of statewide local public education efforts. This report contains the number and percentage of Michigan public high school graduates from the 2007-2008 and 2008-2009 school years who enrolled in an Institution of Higher Education (IHE); it also contains the number of Michigan public high school graduates from these school years who persisted in an IHE long enough to earn at least one year's worth of credits. The National Student Clearinghouse (NSC) and the Center for Educational Performance and Information (CEPI) collected the databases used to compile this report. The databases include the NSC database and CEPI's Student Transcript and Academic Record Repository (STARR). Data from both databases are combined to provide the most complete picture of Michigan public high school graduate enrollment at an IHE nationwide.

[Download College Enrollment and Persistence Excel File](#)

Michigan.gov Home | MI School Data Home | Contacts | CEPI Home | MDE Home
Accessibility Policy | Privacy Policy | Link Policy | Security Policy
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Read: We took the money, so...

Higher Education Enrollment and Persistence Report High School Graduates from 2007-2008 School Year - PILOT

District/Building Name (Code)	Michigan Public High School Graduates	Enrollees		Persistence	
		Graduates Enrolled at an IHE	Percentage of Graduates Enrolled at an IHE	Graduates Achieving at Least One Year's Worth of Credits	Percentage of Graduates Achieving at Least One Year's Worth of Credits
Statewide	117,385	85,815	73.10%	64,521	75.19%

Higher Education Enrollment and Persistence Report High School Graduates from 2008-2009 School Year - PILOT

District/Building Name (Code)	Michigan Public High School Graduates	Enrollees		Persistence	
		Graduates Enrolled at an IHE	Percentage of Graduates Enrolled at an IHE	Graduates Achieving at Least One Year's Worth of Credits	Percentage of Graduates Achieving at Least One Year's Worth of Credits
Statewide	112,736	80,491	71.40%	59,068	73.38%

The screenshot shows the MI School Data website interface. The main content area displays the title of the report and a section titled 'Why it Matters?' which explains the report's purpose and data sources. A link to download the Excel file is provided. The website header includes navigation links like HOME, CEPI, MDE, and MICHIGAN.GOV. The footer contains contact information and copyright details.

Remedial Coursework Report for Enrollees in Michigan Public Institutions of Higher Education (IHE) High School Graduates from the 2007-2008 School Year - PILOT			
District/Building Name (Code)	Graduates Enrolled at a Michigan Public IHE	Remedial Coursework Enrollment	
		Graduates Enrolled in Remedial Coursework at a Michigan Public IHE	Percent of Graduates Enrolled in Remedial Coursework at a Michigan Public IHE
State	65,026	20,769	31.94%

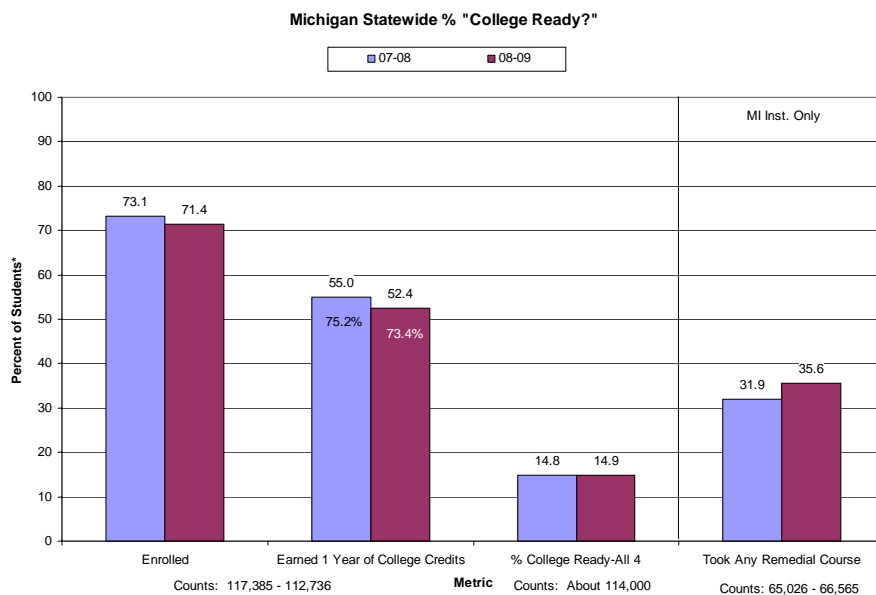
Remedial Coursework Report for Enrollees in Michigan Public Institutions of Higher Education (IHE) High School Graduates from the 2008-2009 School Year - PILOT			
District/Building Name (Code)	Graduates Enrolled at a Michigan Public IHE	Remedial Coursework Enrollment	
		Graduates Enrolled in Remedial Coursework at a Michigan Public IHE	Percent of Graduates Enrolled in Remedial Coursework at a Michigan Public IHE
Statewide	66,565	23,699	35.60%

Need remediation?

Sam Drake's MSU dissertation:

The test MSU uses to determine if a student needs to take a remedial math course doesn't work.

What did the MDE study find & how does it compare to the ACT reports?



Are MEAP and MME cut scores* low?

* Cut scores are operational
definitions of
Performance Expectations

MEAP Raw Score Cut points: Fall 06 – Fall 10

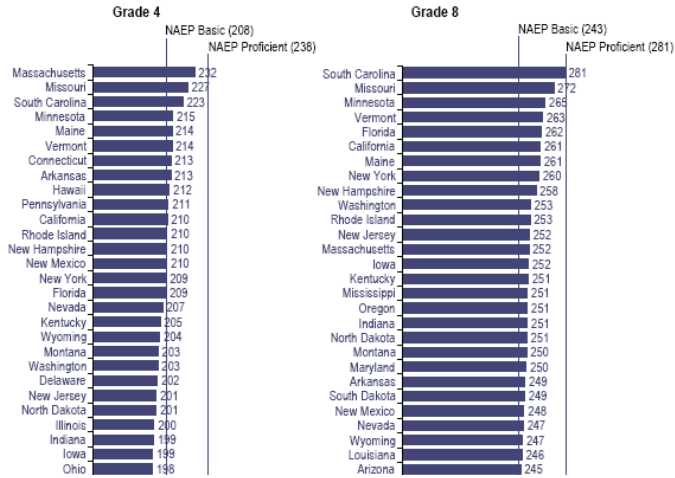
Math & Reading

Sub/ Grade	Fall 06			Fall 07			Fall 08			Fall 09			Fall 10		
	Tot	Cut	Pct	Tot	Cut	Pct	Tot	Cut	Pct	Tot	Cut	Pct	Tot	Cut	Pct
Math															
3	62	34	55%	62	29	47%	47	21	45%	45	15	33%	53	18	34%
4	65	32	49%	64	32	50%	48	20	42%	53	19	36%	59	17	29%
5	62	28	45%	61	27	44%	49	21	43%	52	21	40%	54	21	39%
6	64	27	42%	59	27	46%	47	20	43%	52	19	37%	60	21	35%
7	63	29	46%	63	28	44%	49	22	45%	53	17	32%	62	20	32%
8	58	22	38%	57	24	42%	38	13	34%	51	19	37%	49	17	35%
Reading															
3	35	16	46%	29	14	48%	30	13	43%	33	15	45%	33	15	45%
4	35	15	43%	29	14	48%	30	13	43%	33	14	42%	33	15	45%
5	35	15	43%	29	15	52%	30	14	47%	33	16	48%	33	15	45%
6	35	16	46%	29	13	45%	30	14	47%	33	16	48%	33	14	42%
7	35	16	46%	29	15	52%	30	15	50%	33	18	54%	33	17	52%
8	43	23	53%	35	19	54%	29	15	52%	30	17	57%	33	15	45%

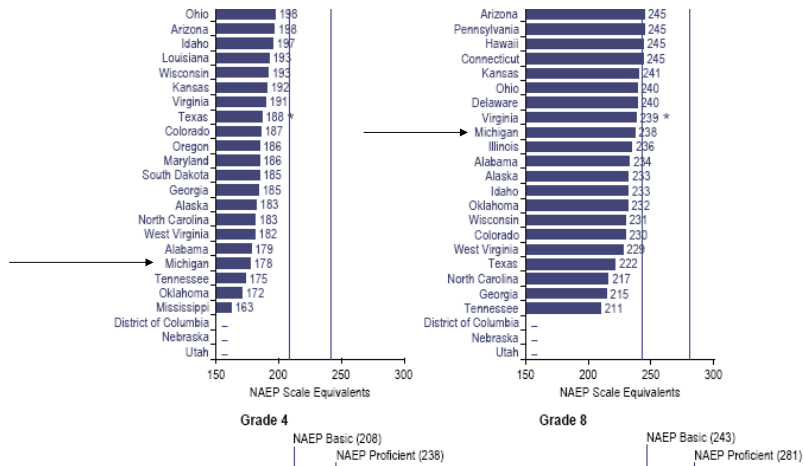
Is % Correct a meaningful “scale?,” is a very good question.

NAEP Study Comparing State Test Cut Scores to NAEP Scale -- READING

Figure 2. NAEP scale equivalent scores for the state grades 4 and 8 reading standards for proficient performance, by state: 2007



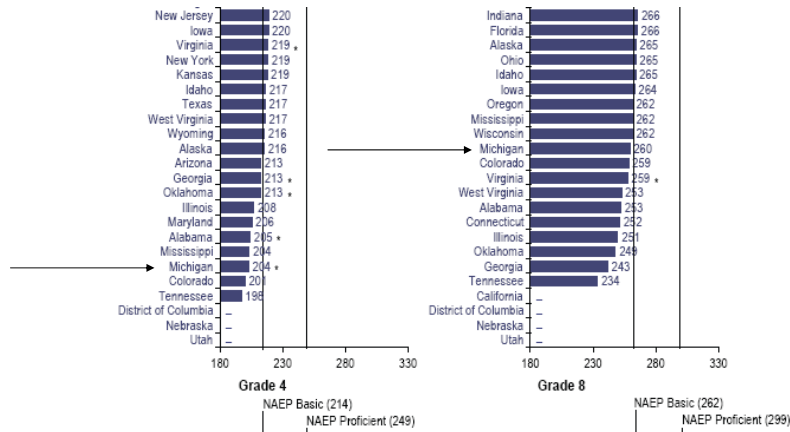
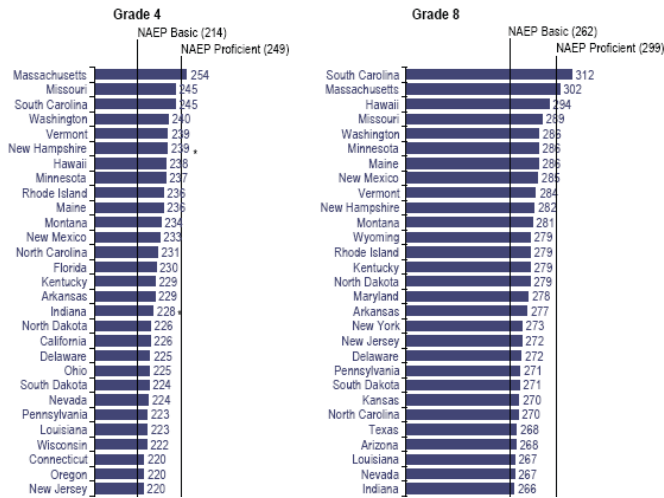
<http://nces.ed.gov/nationsreportcard/pdf/studies/2010456.pdf>



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, EDFact SY 2006-07, Washington, DC, 2008. The National Longitudinal School-Level State Assessment Score Database (NLSASD) 2008.

NAEP Study Comparing State Test Cut Scores to NAEP Scale -- MATHEMATICS

Figure 3. NAEP scale equivalent scores for the state grades 4 and 8 mathematics standards for proficient performance, by state: 2007

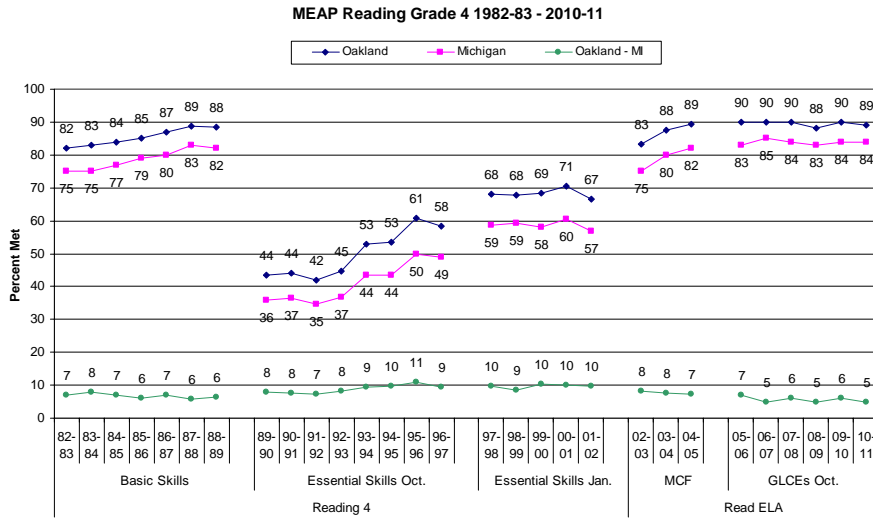


— State assessment data not available.

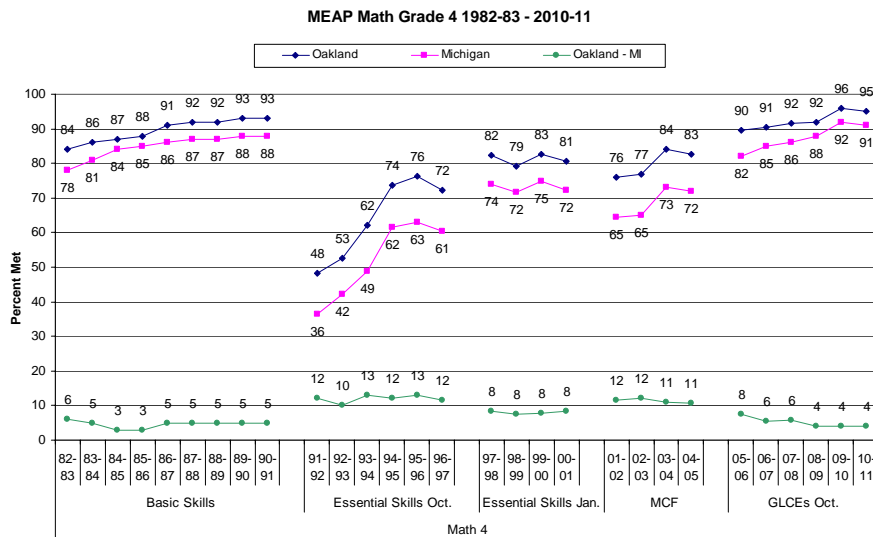
* Relative error greater than .5.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessments. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED Facts SY 2006-07, Washington, DC, 2008. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2008.

This urge to raise standards is not new. 29 Years of MEAP History - Reading
Temporary Drop

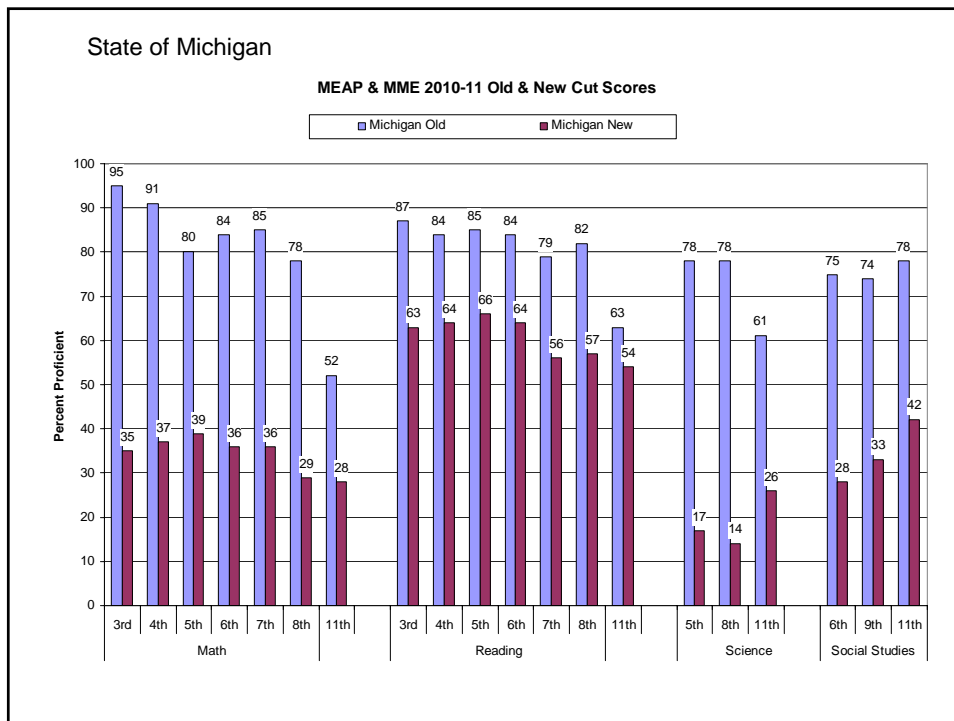


29 Years of MEAP History – 4th Grade Math
Temporary Drop



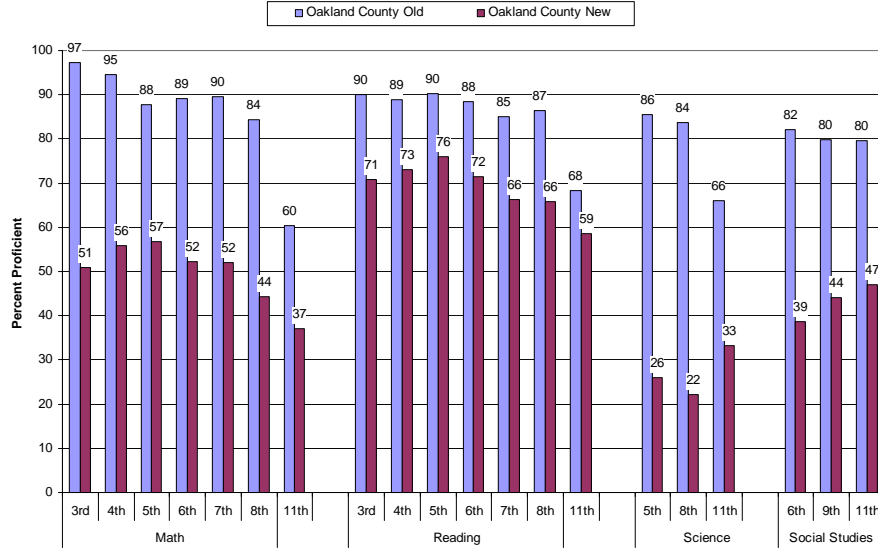
Impact of New Cut Scores* on 2010-11 MEAP & MME Results

* Approved by
State Board of Education
September 13, 2011



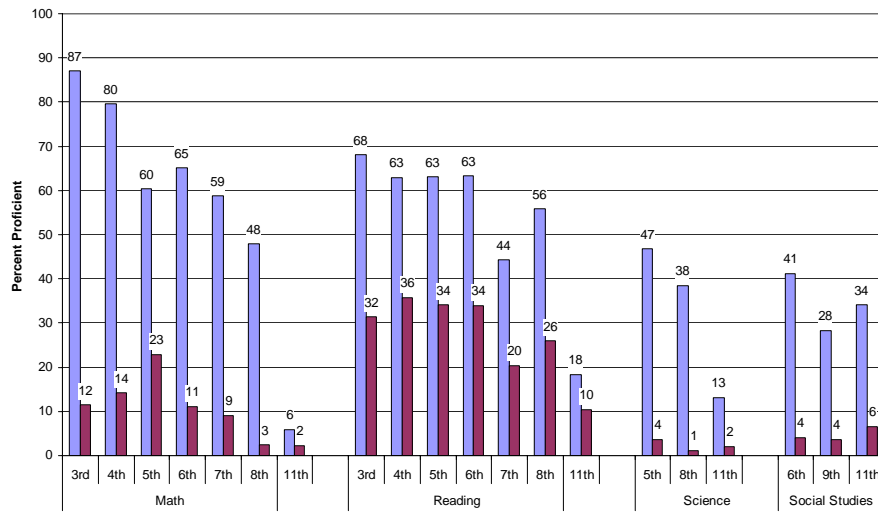
Oakland County

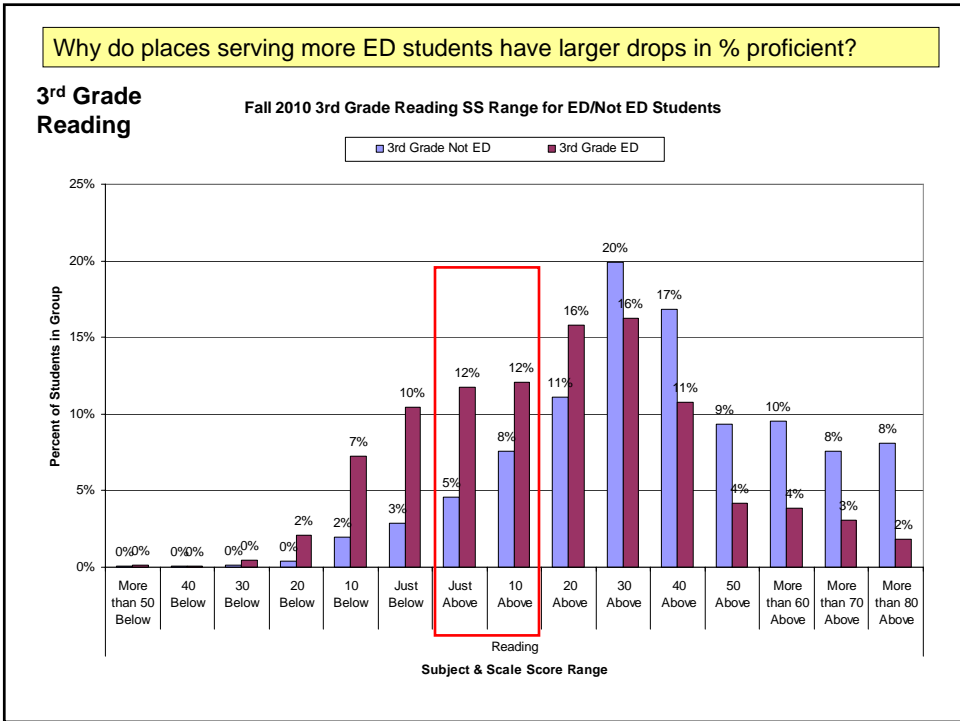
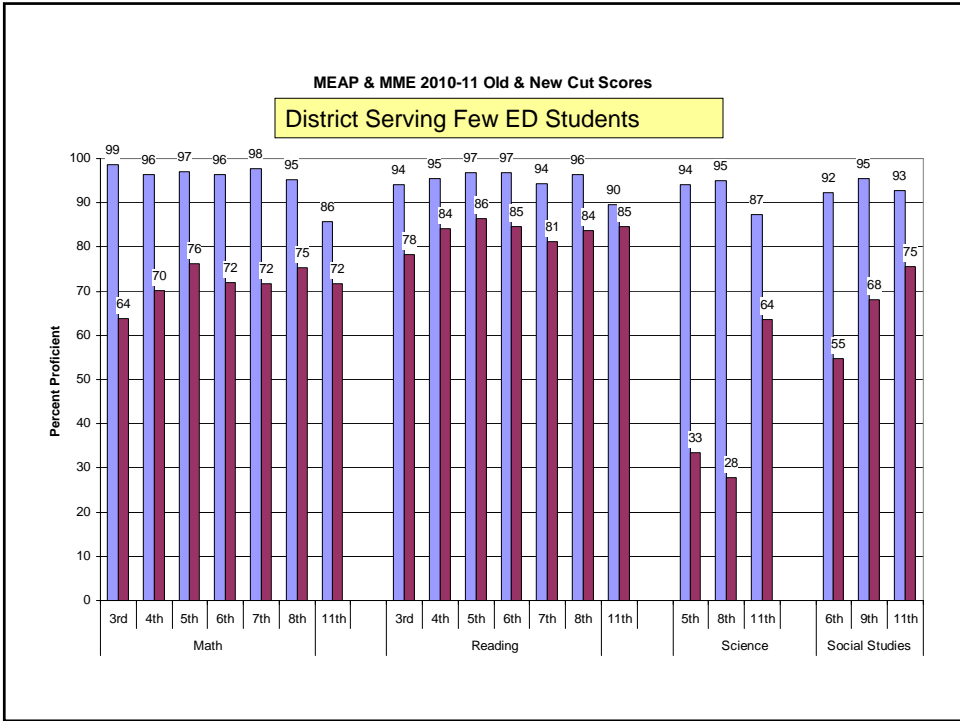
MEAP & MME 2010-11 Old & New Cut Scores



MEAP & MME 2010-11 Old & New Cut Scores

District Serving Lots of ED Students

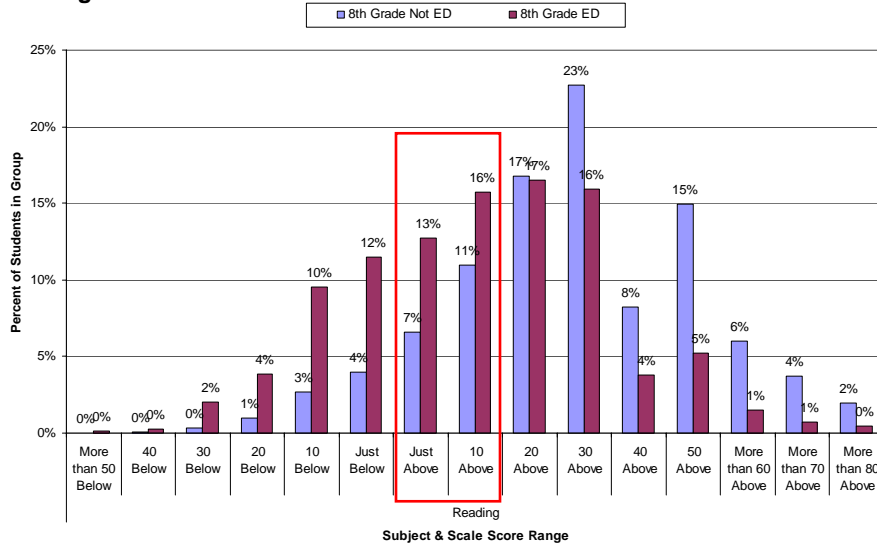




Why do places serving more ED students have larger drops in % proficient?

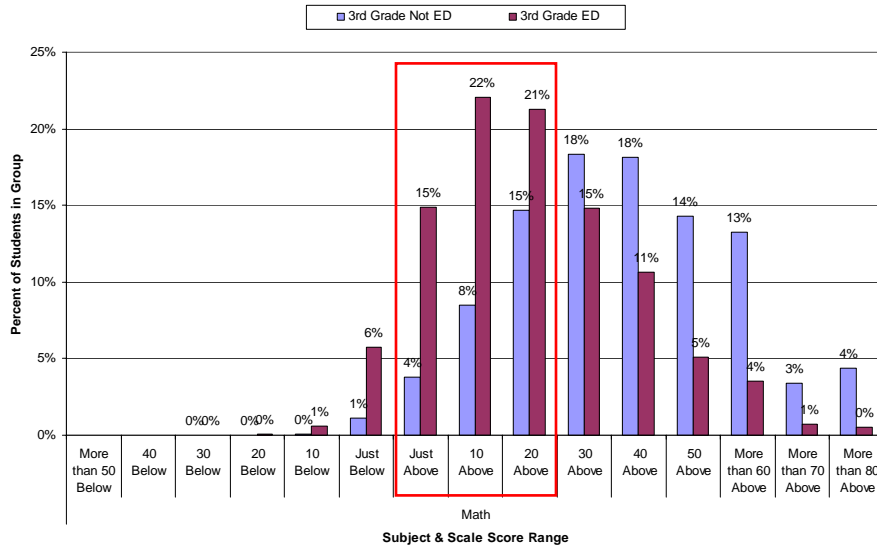
8th Grade Reading

Fall 2010 8th Grade Reading SS Range for ED/Not ED Students



3rd Grade Mathematics

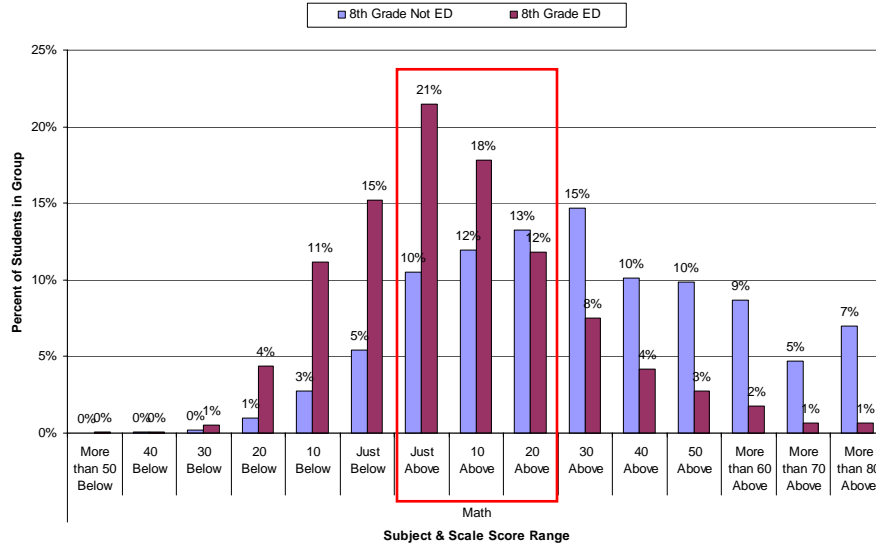
Fall 2010 3rd Grade Mathematics SS Range for ED/Not ED Students



Why do places serving more ED students have larger drops in % proficient?

8th Grade Mathematics

Fall 2010 8th Grade Mathematics SS Range for ED/Not ED Students



Conclusion/Talking Points

- Everything is relative... always show your results in relation to Michigan's, your ISD's, or similar districts.
- "College-Ready" is a goal most people want but we don't know what it really means.
- Our data shows...
- Lansing is occupied by leaders who talk a lot about being data driven, but seem to willingly misinterpret lots of data about education.