

Multiple Measurement System Summary

SLEEPY EYE ELEMENTARY

Multiple Measurement Designation

This school is currently designated as a REWARD school.

Multiple Measurement Rating(MMR) 82.10%

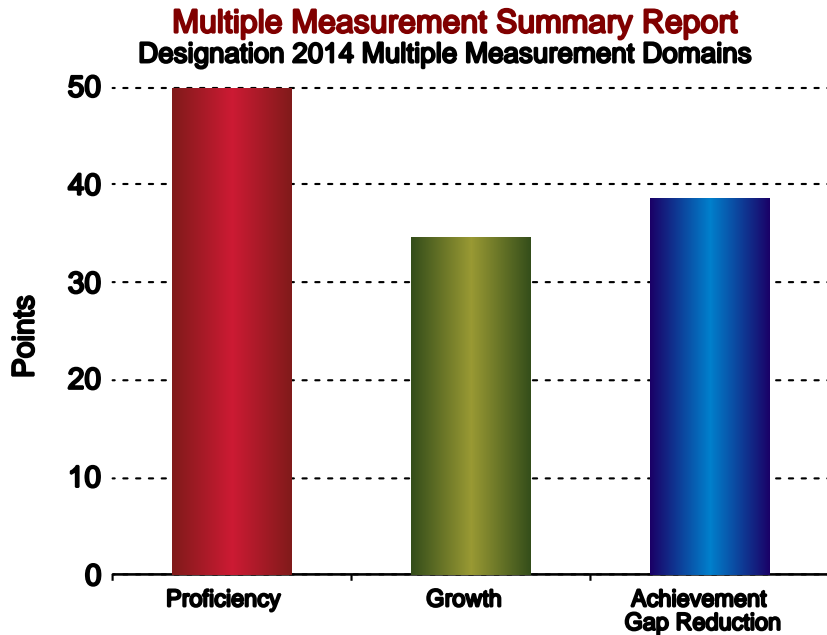
Reward Schools are in the top 15 percent of Title I schools based on their Multiple Measurements Rating.

Comparison Group

Elementary School

Title I Status

Applied for Title I funding in 2015 (2014-15 school year)



Multiple Measurement System Summary

Multiple Measurement Domain Summary

Each Multiple Measurement domain has common summary components that are averaged to create the Multiple Measurement Rating for a school. Summary numbers for number of students (n-counts), raw numbers and final MMR points are shown below. If a school does not qualify for any one domain, the Multiple Measurement Rating is determined using available information. Further domain detail is available in the charts below. "What is important?" questions are included in each domain to guide improvement planning.

<u>Domains</u>	<u>Year</u>	<u>Number of Students</u>	<u>Measurement</u>	<u>Score</u>	<u>Points</u>
Proficiency	2013	157	Weighted Percent of Cells Reaching Target	100.0%	25.00
	2014	162	Weighted Percent of Cells Reaching Target	100.0%	25.00
Growth	2013	106	Average Growth Z Score	0.3471	20.47
	2014	121	Average Growth Z Score	0.0858	14.07
Achievement Gap Reduction	2013	58	Achievement Gap Score	-0.2777	22.19
	2014	74	Achievement Gap Score	-0.0529	16.41
Designation 2014			MMR: 123.15 total points out of 150 possible points = 82.10%		

WHAT IS IMPORTANT? Each domain has a maximum of 25 points. Are any domains awarded points well below the 25 possible points?

**Designation 2014 Proficiency Detail -
District: SLEEPY EYE PUBLIC SCHOOL DISTRICT
School: SLEEPY EYE ELEMENTARY**

2013 Mathematics Proficiency Detail

	Number of Students	Proficiency Index	Target	Meets Target	Included in Numerator
<i>All Students</i>	157	90.45	71.08	Yes	Yes
<i>Asian</i>	1	100.00	0.00	-	-
<i>Hispanic</i>	37	86.49	46.65	Yes	Yes
<i>Black</i>	1	100.00	0.00	-	-
<i>White</i>	118	91.53	75.94	Yes	Yes
<i>LEP</i>	12	70.83	31.92	-	-
<i>Special</i>	23	69.57	40.14	Yes	Yes
<i>FRP</i>	87	88.51	57.02	Yes	Yes

WHAT IS IMPORTANT?

The proficiency index rate of each student group is compared to the established target, and schools should aim to have a "Yes" in the Meets Target column. Only student groups in the school with at least 20 students are included in the Proficiency domain.

The Proficiency domain uses the weighted percentage of student groups that meet the target, and the weighting is based on the size of the student groups with larger student groups being weighed more heavily in the score. Only student groups that meet the target count positively in the Proficiency domain, and schools should pay particular attention to student groups that are not meeting the target.

Minnesota set a goal to close the achievement gap in half in six years, and the targets will continue to increase each year up to 2017.

Schools can meet the proficiency index target in alternate ways. The following abbreviations are used to show how the school met the target:

- A-2YR: Multi-year Averaging Over 2 Years
- A-3YR: Multi-year Averaging Over 3 Years

2013 Reading Proficiency Detail

	Number of Students	Proficiency Index	Target	Meets Target	Included in Numerator
<i>All Students</i>	157	75.80	62.96	Yes	Yes
<i>Asian</i>	1	100.00	0.00	-	-
<i>Hispanic</i>	37	59.46	35.76	Yes	Yes
<i>Black</i>	1	100.00	0.00	-	-
<i>White</i>	118	80.51	69.72	Yes	Yes
<i>LEP</i>	12	33.33	17.47	-	-
<i>Special</i>	23	45.65	29.54	Yes	Yes
<i>FRP</i>	87	70.11	44.13	Yes	Yes

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2014 Mathematics Proficiency Detail

	Number of Students	Proficiency Index	Target	Meets Target	Included in Numerator
<i>All Students</i>	162	88.27	73.05	Yes	Yes
<i>Asian</i>	2	100.00	0.00	-	-
<i>Hispanic</i>	42	78.57	50.45	Yes	Yes
<i>Black</i>	3	100.00	0.00	-	-
<i>White</i>	115	91.30	77.29	Yes	Yes
<i>LEP</i>	13	65.38	36.51	-	-
<i>Special</i>	26	75.00	45.37	Yes	Yes
<i>FRP</i>	86	82.56	58.80	Yes	Yes

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2014 Reading Proficiency Detail

	Number of Students	Proficiency Index	Target	Meets Target	Included in Numerator
<i>All Students</i>	162	82.41	67.01	Yes	Yes
<i>Asian</i>	2	75.00	0.00	-	-
<i>Hispanic</i>	42	78.57	42.77	Yes	Yes
<i>Black</i>	3	66.67	0.00	-	-
<i>White</i>	115	84.35	72.53	Yes	Yes
<i>LEP</i>	13	69.23	21.87	-	-
<i>Special</i>	26	59.62	36.09	Yes	Yes
<i>FRP</i>	86	80.23	50.67	Yes	Yes

WHAT IS IMPORTANT?

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**Designation 2014 Growth Detail -
District: SLEEPY EYE PUBLIC SCHOOL DISTRICT
School: SLEEPY EYE ELEMENTARY**

AYP Year		Number of Students	Average Growth Score
2013	<i>Subjects Combined</i>	209	0.3471
	<i>Math</i>	104	0.7922
	<i>Reading</i>	105	-0.0938
2014	<i>Subjects Combined</i>	241	0.0858
	<i>Math</i>	120	0.1252
	<i>Reading</i>	121	0.0467

WHAT IS IMPORTANT?

The Growth domain measures the ability of schools to get students to meet or exceed expected growth. Each student receives an individual growth z score in reading and math, and this domain uses the average school growth z score in both subjects. The Growth domain does not consider student groups.

Growth targets or expectations are established based on the students last assessment result, and the student growth z scores are determined based on whether the student assessment result was above or below the expectation.

A positive average growth z score indicates that the students are making more growth than what is expected, and a negative average growth z score indicates that the students are making less growth than what is expected.

**Designation 2014 Achievement Gap Reduction Detail -
District: SLEEPY EYE PUBLIC SCHOOL DISTRICT
School: SLEEPY EYE ELEMENTARY**

AYP Year		Number of Records	Average Gap Reduction Score
2013	<i>Subjects Combined</i>	191	-0.2777
	<i>Math</i>	95	-0.8561
	<i>Reading</i>	96	0.2977
2014	<i>Subjects Combined</i>	244	-0.0529
	<i>Math</i>	121	0.0069
	<i>Reading</i>	123	-0.1121

WHAT IS IMPORTANT?

The Achievement Gap Reduction domain measures the ability of schools to get higher levels of growth from lower-performing student groups than statewide average growth for higher-performing groups. Comparisons of growth z scores are made in the following way:

- School American Indian growth compared to statewide White growth
- School Asian growth compared to statewide White growth
- School Hispanic growth compared to statewide White growth
- School Black growth compared to statewide White growth
- School EL growth compared to statewide non-EL growth
- School Special Ed growth compared to statewide non-Special Ed growth
- School FRP growth compared to statewide non-FRP growth

Schools should aim to have student group growth scores at or above the statewide growth scores and should pay close attention to those student groups with very low growth scores.

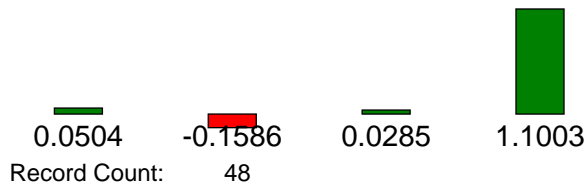
Schools need at least 20 unique students in the seven student groups above to have an Achievement Gap Reduction domain included in the MMR. 20 total students overall is needed, but a school does not need 20 students in each student group.

Hispanic-2013

White	Hispanic	White	Hispanic
Statewide	School	Statewide	School
Growth	Growth	Growth	Growth

Reading

Math



Reading Achievement Gap Reduction Score: (0.0504) - (-0.1586) = 0.2090

Math Achievement Gap Reduction Score: (0.0285) - (1.1003) = -1.0718

Reading:

Hispanic students are making less growth than white students statewide.
This school is not closing the achievement gap in Reading.

Math:

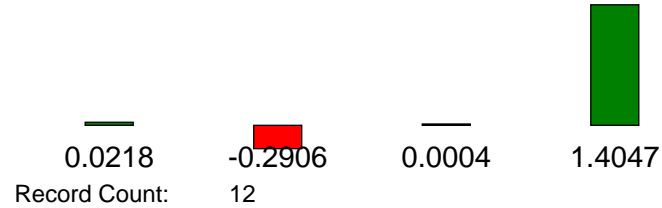
Hispanic students are making more growth than white students statewide.
This school is closing the achievement gap in Math.

English Learners-2013

Non-EL	EL	Non-EL	EL
Statewide	School	Statewide	School
Growth	Growth	Growth	Growth

Reading

Math



Reading Achievement Gap Reduction Score: (0.0218) - (-0.2906) = 0.3124

Math Achievement Gap Reduction Score: (0.0004) - (1.4047) = -1.4043

Reading:

English Learner students are making less growth than native English speakers statewide.
This school is not closing the achievement gap in Reading.

Math:

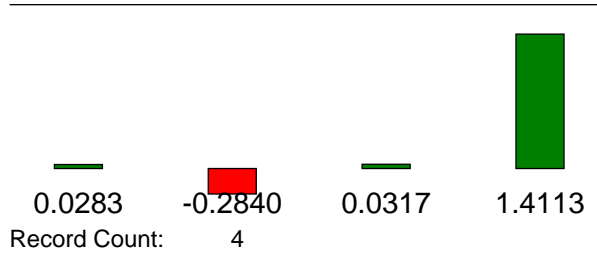
English Learner students are making more growth than native English speakers statewide.
This school is closing the achievement gap in Math.

Asian-2014

White	Asian	White	Asian
Statewide	School	Statewide	School
Growth	Growth	Growth	Growth

Reading

Math



Reading Achievement Gap Reduction Score: (0.0283) - (-0.2840) = 0.3123

Math Achievement Gap Reduction Score: (0.0317) - (1.4113) = -1.3796

Reading:

Asian students are making less growth than white students statewide.
This school is not closing the achievement gap in Reading.

Math:

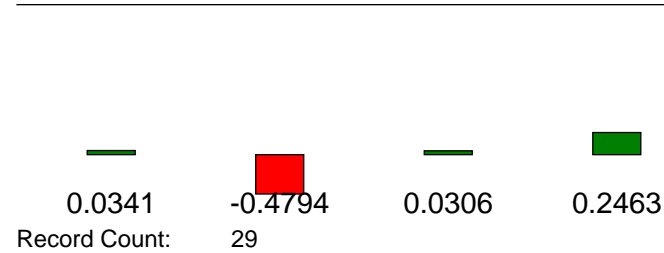
Asian students are making more growth than white students statewide.
This school is closing the achievement gap in Math.

Special Education-2013

Non-SpEd	SpEd	Non-SpEd	SpEd
Statewide	School	Statewide	School
Growth	Growth	Growth	Growth

Reading

Math



Reading Achievement Gap Reduction Score: (0.0341) - (-0.4794) = 0.5135

Math Achievement Gap Reduction Score: (0.0306) - (0.2463) = -0.2157

Reading:

Special Education students are making less growth than non-special education students statewide.
This school is not closing the achievement gap in Reading.

Math:

Special Education students are making more growth than non-special education students statewide.
This school is closing the achievement gap in Math.

Hispanic-2014

White	Hispanic	White	Hispanic
Statewide	School	Statewide	School
Growth	Growth	Growth	Growth

Reading

Math

0.0283	0.2233	0.0317	0.0812
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Record Count: 58

Reading Achievement Gap Reduction Score: (0.0283) - (0.2233) = -0.1950

Math Achievement Gap Reduction Score: (0.0317) - (0.0812) = -0.0495

Reading:

Hispanic students are making more growth than white students statewide.
This school is closing the achievement gap in Reading.

Math:

Hispanic students are making more growth than white students statewide.
This school is closing the achievement gap in Math.

Students Eligible for Free and Reduced Price Lunch-2013

Non-FRP	FRP	Non-FRP	FRP
Statewide	School	Statewide	School
Growth	Growth	Growth	Growth

Reading

Math

0.0916	-0.1447	0.0896	0.9453
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Record Count: 102

Reading Achievement Gap Reduction Score: (0.0916) - (-0.1447) = 0.2363

Math Achievement Gap Reduction Score: (0.0896) - (0.9453) = -0.8557

Reading:

FRP students are making less growth than non-FRP students statewide.
This school is not closing the achievement gap in Reading.

Math:

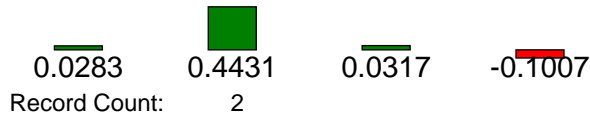
FRP students are making more growth than non-FRP students statewide.
This school is closing the achievement gap in Math.

Black-2014

White	Black	White	Black
Statewide	School	Statewide	School
Growth	Growth	Growth	Growth

Reading

Math



Reading Achievement Gap Reduction Score: (0.0283) - (0.4431) = -0.4148

Math Achievement Gap Reduction Score: (0.0317) - (-0.1007) = 0.1324

Reading:

Black students are making more growth than white students statewide.
This school is closing the achievement gap in Reading.

Math:

Black students are making less growth than white students statewide.
This school is not closing the achievement gap in Math.

English Learners-2014

Non-EL	EL	Non-EL	EL
Statewide	School	Statewide	School
Growth	Growth	Growth	Growth

Reading

Math



Reading Achievement Gap Reduction Score: (0.0035) - (0.0541) = -0.0506

Math Achievement Gap Reduction Score: (0.0034) - (-0.3685) = 0.3719

Reading:

English Learner students are making more growth than native English speakers statewide.
This school is closing the achievement gap in Reading.

Math:

English Learner students are making less growth than native English speakers statewide.
This school is not closing the achievement gap in Math.

Special Education-2014

Non-SpEd	SpEd	Non-SpEd	SpEd
Statewide	School	Statewide	School
Growth	Growth	Growth	Growth

Reading

Math

0.0210

0.1882

0.0265

-0.1582

Record Count: 33

Reading Achievement Gap Reduction Score: (0.0210) - (0.1882) = -0.1672

Math Achievement Gap Reduction Score: (0.0265) - (-0.1582) = 0.1847

Reading:

Special Education students are making more growth than non-special education students statewide.
This school is closing the achievement gap in Reading.

Math:

Special Education students are making less growth than non-special education students statewide.
This school is not closing the achievement gap in Math.

Students Eligible for Free and Reduced Price Lunch-2014

Non-FRP Statewide Growth	FRP School Growth	Non-FRP Statewide Growth	FRP School Growth
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Reading

Math

0.0686

0.1559

0.0818

0.0259

Record Count: 131

Reading Achievement Gap Reduction Score: (0.0686) - (0.1559) = -0.0873

Math Achievement Gap Reduction Score: (0.0818) - (0.0259) = 0.0559

Reading:

FRP students are making more growth than non-FRP students statewide.
This school is closing the achievement gap in Reading.

Math:

FRP students are making less growth than non-FRP students statewide.
This school is not closing the achievement gap in Math.
