

Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D. *Lillian M. Lowery*

DATE: July 22, 2014

SUBJECT: Maryland School Assessment Score

PURPOSE:

The purpose of this agenda item is to report on the Maryland School Assessment results in Reading and Mathematics and to show how the data can be used by local school districts in the development of Student Learning Objectives (SLOs).

BACKGROUND:

Maryland and 14 other states plus the district field tested the Partnership for Assessment of Readiness for College and Career (PARCC) assessments during the 2013-2014 school year. The field test in Maryland was one of the nations' most extensive with virtually every Maryland school having at least one classroom in each school taking the PARCC assessment. With rare exception, students that participated in the PARCC field test did not take the MSA. Nearly 40,000 students in Maryland participated in one of the two PARCC assessments. A total of 21,090 students participated in the English language arts/literacy exam (11,030 elementary and 10,060 middle school students). In Math a total of 18,887 students participated (10,023 elementary and 8,864 middle school students).

SUMMARY:

Since 2003, there continues to be significant improvement in proficiency over the long term. The MSA was administered for the last time in 2014. Even though this was the last year for the MSA, there are several facts from this year's results that are worth pointing out. Over 80 percent of elementary students are demonstrating proficient or better in reading and over 75 percent are demonstrating proficient or better in mathematics. Nearly 80 percent of middle school students met the performance standard in reading and in mathematics 63 percent of middle school students met the performance standard. The science test was administered in 5th and 8th grade and over 60 percent of elementary and middle school students met the performance standard with 64 percent for

elementary students and 69 percent for middle school students. Performance results in 2014 have declined from 2013 results for elementary and middle school students for reading, math and science. All subgroups had decreases in performance compared to 2013 except for middle school science where the American Indian and 2 or more races subgroups increased.

Below is a data table to provide an orientation to this year's MSA results.

MSA 2014 Percent Proficient by Subgroup, Including Change Compared to 2013

Group	Elementary Reading		Middle Reading		Elementary Mathematics		Middle Mathematics		Elementary Science		Middle Science	
	% Prof.	Growth	% Prof.	Growth	% Prof.	Growth	% Prof.	Growth	% Prof.	Growth	% Prof.	Growth
All Students	84.3	-2.1	79.6	-3.8	75.8	-8.1	63.1	-9.2	64.2	-2.8	69.4	-2.0
Hispanic	77.8	-4.0	74.1	-4.9	65.8	-12.1	52.7	-11.4	51.4	-5.3	59.3	-1.6
Amer. Indian	80.3	-4.6	75.8	-6.2	71.8	-7.4	55.0	-15.3	57.8	-6.4	71.9	1.4
Asian	93.8	-0.7	92.7	-1.2	91.8	-3.0	88.1	-3.5	82.9	-1.9	88.4	-0.8
African American	75.4	-2.5	68.1	-5.2	61.3	-12.7	44.7	-11.6	44.6	-3.6	50.3	-2.8
Hawaiian/Pacific Islander	86.4	-1.0	72.9	-4.2	80.2	-5.5	61.0	-8.7	61.5	-5.2	63.7	-8.0
White	91.7	-1.4	88.1	-3.0	87.8	-4.1	77.0	-7.5	80.1	-1.8	84.5	-1.5
Two or More Races	88.8	-1.5	85.1	-3.2	82.0	-5.7	69.9	-8.5	74.6	-0.7	79.8	0.1
FARMS	74.6	-3.3	67.2	-5.6	61.9	-12.7	44.9	-12.1	45.6	-3.4	50.4	-2.8
ELL	58.9	-12.3	38.8	-10.9	46.2	-21.4	21.8	-18.8	16.9	-13.4	20.6	-3.5
Special Education	58.5	-4.7	39.0	-8.1	39.4	-12.4	22.1	-11.1	27.5	-3.3	26.2	-4.8

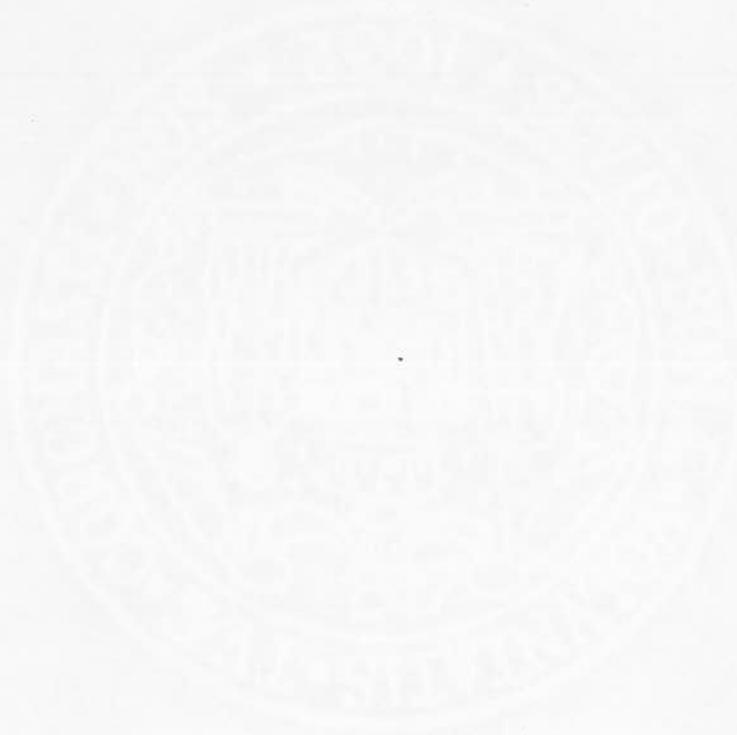
The attached document – MSDE Guidance for Student Learning Objectives Informed by State Test Data – has been distributed to local school system superintendents, assistant superintendents and others. MSDE will continue to send school systems information about this process as it is updated.

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ACTION:

For information only. No action required.

Attachment



MSDE Guidance for Student Learning Objectives Informed by State Test Data

“Provide a three year period (2013-2014, 2014-2015, 2015-2016) for refining the application of and increasing confidence in SLOs as a measure of student growth in the evaluation process”

1. *What is the current status of the student growth component in the Teacher/Principal Evaluation System and how do Student Learning Objectives (SLOs) fit into the system?*

The pending Elementary and Secondary Education Act (ESEA) Flexibility Waiver Extension request that was submitted to the United States Department of Education (USDE) in March 2014 allows Maryland to use SLOs that are informed by state assessment data to measure student growth in the evaluation process until the end of the 2015-2016 school year. The Maryland State Department of Education will notify local school systems when the request is approved.

2. *Why is Maryland requesting permission from USDE to focus on SLOs informed by student assessment data?*

The Maryland Teacher/Principal Evaluation Model requires the use of state assessment data. The requirement originated with the *Race to the Top* Grant Program and was bolstered by the *Elementary and Secondary Education Act Flexibility Waiver*, which further obligated the state to use growth measures based on state assessment data in evaluations. During the 2013-2014 school year, Maryland received a waiver for ESEA that requires Maryland school systems to calculate and analyze the use of growth measures but not apply them in evaluation for any type of personnel consequence. During the 2014-2015 and 2015-2016 school years, state assessment measures will not be available as Maryland transitions to the PARCC Assessment. The use of state assessment data to inform SLOs allows school systems to use available data to continue to do this work and replaces the 20% application of state assessment data on evaluations during this interim.

3. *Is this a permanent replacement of the 20% MSA student growth component for teachers and principals?*

It provides an interim solution as the MSA is phased out and multiple PARCC data points become available. The use of state assessment data as a direct component of evaluation will become possible again in the 2016-2017 school year.

4. *To whom does this interim use of assessment data to inform SLOs apply?*

The interim allowance for using state assessment data to inform SLOs applies to principals and to only those elementary, middle and high school teachers who teach in state assessed areas.

5. *What is the requirement for HSA Government and Biology teachers?*

June 17, 2014

Since the ESEA Waiver Request extends the present condition, High School Assessments are given under the same requirements they were in 2013-2014. Each teacher must have an SLO with a data point based on an HSA.

6. *What is the minimum number of SLOs that must be included for each eligible teacher and/or principal that are based on state assessment data?*

One

7. *What is meant by "inform"?*

Local school districts have much flexibility in determining how to use state assessment data to inform SLOs. For example, state assessment data may identify needs with regards to a particular subgroup, content area, or standard within a content area. Specific examples of how SLOs might be informed are below.

8. *If state test data must be used to inform the SLO, will state test data also be used as the measure of the target for the SLO?*

No, local school districts will use locally approved assessments and measures for the target.

9. *How many years will this transition phase be in place?*

This transition will be in effect for the 2014-2015 and 2015-2016 school years. During this transition from MSA/HSA to PARCC, the Maryland State Department of Education will work closely with school systems and other stakeholders to continue to examine the components of the model and to study component performance by using data simulations. This effort will allow Maryland to refine its evaluation components and process.

10. *Will the State Principal and/or Teacher Evaluation Models change as result of what is learned during the next two years?*

This plan is designed to move Maryland through this transition; however, as indicated in the response to question 9, a great deal of study and analysis will be done during the next two years. What is learned during these two years will inform improvements to the model prior to state assessment data being factored into the model in 2016-2017.

11. *Will local school systems need to modify their teacher and principal evaluation models as a result of this transition?*

At least one SLO that is informed by the MSA/HSA in 2014-2015 and PARCC in 2015-2016 that is valued at 20% must be included for principals and tested area teachers. If a school system already has this component in place, no change is necessary.

12. *Will local school systems need to submit changes to their evaluation models to MSDE for approval?*

June 17, 2014

Yes—a process of submission will be communicated once approval of the extension has been granted.

13. *What tools and resources are available for local school systems to implement this change?*

Maintaining the work of SLOs requires three conditions; a means to informing the SLO with state assessment data, a means to constructing rigorous SLOs, and a commitment by stakeholders to do the work well. During the summer of 2014, MSDE will provide sample methodologies and tools for locating the data that can be used to inform the SLO. In September and October, extensive professional development will be rolled out to LEA professional development coordinators, LEA leadership, MSDE staff, principals, and teachers to demonstrate how rigor can be incorporated into an SLO. Finally, a joint Memorandum of Understanding will be signed by MSDE, MSEA, PSSAM, MABE, MASSP, and MAESP committing all six groups to collaborate in the training, implementation, analysis, and communication of a combined effort around SLOs.

Examples for Using State Assessment Data to Inform Grade Level, Building, and System-wide SLOs

Example One

The principal and instructional leadership team at Blue Elementary School have been busy reviewing state assessment scores and data from the spring of 2014. The team was not surprised to find that the students at Blue Elementary continued to score at high levels. In fact, over half of the students in the building scored at the advanced level in reading. Even though the trend line for Blue Elementary school is quite good, the staff always spends a great deal of time looking for ways to improve. Reviewing the reading data from the MSA Administration of 2014, the staff found that while the overall percentage of students in the advanced category increased, the percentage of Hispanic students at the advanced level decreased. Another interesting factor the staff noted was that the percentage of Hispanic students in the school increased by 20% over the previous year. After reviewing all of the assessment data, the staff and the principal decided to focus on moving more Hispanic students to higher levels of achievement in reading using the SLO process. They will determine if they should write grade level or building wide SLOs as they dig deeper into other building and system data beyond what the state assessment results can provide.

Example Two

The principal and instructional leadership team at Red Middle School have been busy reviewing state assessment scores and data from the spring of 2014. The team was not surprised to find that the students at Red Middle continued to lag behind the other middle schools in their county and in the state in mathematics achievement. In fact, 40% of the students in the building scored at the basic level. As the team looked more closely at the results, they found that two of the six areas in the math assessment were causing them the most problems:

- Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic
- Geometry and Measurement

After reviewing all of the assessment data, the staff and the principal decided to focus on work around Standard 6: Knowledge of Number Relationships and Computation/Arithmetic because in the Maryland College and Career Ready Standards there is a focus in grades six and seven on two topics identified Number Relationships and Computation/Arithmetic: ratios and proportional relationships and fractions. The staff believes that if they are going to increase student achievement and prepare their students for Algebra I, they must ensure that the students have a solid understanding of fractions and ratios and proportional relationships. Staff members will mold their instruction based on what they learn and then use the SLO process to determine if progress is being made. Staff members will determine if they should write grade level SLOs or SLOs that are specific to each math course as they dig deeper into other building and system data beyond what the state assessment results can provide.

Example Three

The staff and administrators at Green Elementary School have spent time since June looking at and thinking about the State Assessment data from the spring 2014 Administration. In the area of math, staff members theorize, based on a review of data and other school-based data and information, that 4th graders may have missed some of the critical content they needed this year because of the shift from the old curriculum to the new curriculum the school system created based on the Maryland Career and College-Ready Standards. After reviewing the assessment results and other information and data available at the school level, the staff members plan to write SLOs for 5th grade math that ensure that students complete elementary mathematics with all of the necessary skills and understandings. They used the PARCC Model Content Frameworks to identify the major clusters on which to focus.

Example Four

At Orange Middle School, staff members have spent summer school improvement process time examining the results from the administration of the 2014 state reading assessment. The principal spent much of July analyzing the disaggregated data in reading. What she found was that of the student populations served in the school, the student groups based on race/ethnicity are all more than 5 points above the state average and each disaggregated group has more than 90% of the students in the proficient/advanced range. This has been the trend at Orange Middle for the past several years. When looking at the students who are economically disadvantaged however, the picture is quite different at all three grade levels. There is a considerable gap in performance for these students. The administration and staff have decided to write SLOs based on their analysis of the state assessment data that focus on improving reading comprehension, particularly in the area of informational text, for economically disadvantaged students. The staff will decide if they should use the same SLO for each grade level or customize it for each grade level as they dig deeper into other building and system data beyond what the state assessment results can provide.

**Maryland High School Assessment Program
(PARCC and HSA)**

EXECUTIVE SUMMARY:

During the 2014-2015, high school students in Maryland will take the PARCC assessments for the first time. During the upcoming school year, PARCC assessments may be administered as end of course tests for students in English 9, English 10, English 11 as well as Algebra I, Geometry and Algebra II. The administration of High School Assessments in Government and Biology will continue. Because all four assessments are a part of graduation requirements, it is important that consideration be given to the effects of the administration of the PARCC assessments on student performance during the first 2 years. Below you will find a calendar of PARCC and HSA test administrations for the 2014-2015 and 2015-2016 school year. Attached you will also find a visual depiction of this calendar for a clearer understanding of the direction of MSDE related to the Maryland High School Assessment Program (PARCC and HSA). A list of recommendations related to the administration of the PARCC and HSAs follows the testing calendar. Realizing that the transition to PARCC may create test anxiety for some students, MSDE intends to provide clarifying information to LEAs to assist them in providing support to students during the transition period. The Academic Bridge Validation program will continue as a way for students to meet assessment graduation requirements on the PARCC and HSAs.

HIGH SCHOOL ASSESSMENT CALENDAR

YEAR ONE (2014-2015)

- **October, 2014**- Algebra I/Data Analysis, English 10, Government and Biology HSAs and MOD HSAs (all 4 tests) administered to students who failed to meet passing score requirements during the spring, 2013 administration
- **November, 2014-January, 2015**- PARCC Operational assessments (performance-based (PBA) and end of year (EOY) along with HSAs in Government and Biology administered to students in block schedule schools only.
- **December, 2014**- The Academic Bridge Validation program window opens for HSA Algebra/Data Analysis, English 10, Government and Biology only.
- **January, 2015**- HSAs and MOD HSAs administered to students who failed to meet passing score requirements during Spring, 2013 and October, 2014 administrations
- **March-April, 2015**- PARCC PBA (performance-based) assessments administered (online and paper/pencil)
- **April, 2015**- Senior (Class of 2015) administration of HSA/MOD HSAs
- **May-June, 2015**- PARCC EOY (end of year) assessments and HSA Government and Biology administered (online and paper/pencil)
- **May, 2015**- HSAs/MOD HSAs administered to students who failed to meet passing score requirements during spring, 2013, Fall, 2014 administrations
- **Summer, 2015**- Final administration of HSAs in English 10 and Algebra I/Data Analysis and MOD HSAs in English 10, Algebra I/Data Analysis, Government and Biology
- **July-August, 2015**- Scale score and standard setting completed by PARCC consortium for PARCC assessments
- **September, 2015**- College and Career Determination set for students in Algebra II
- **September, 2015**- Score reports sent to students and parents.

YEAR TWO (2015-2016)

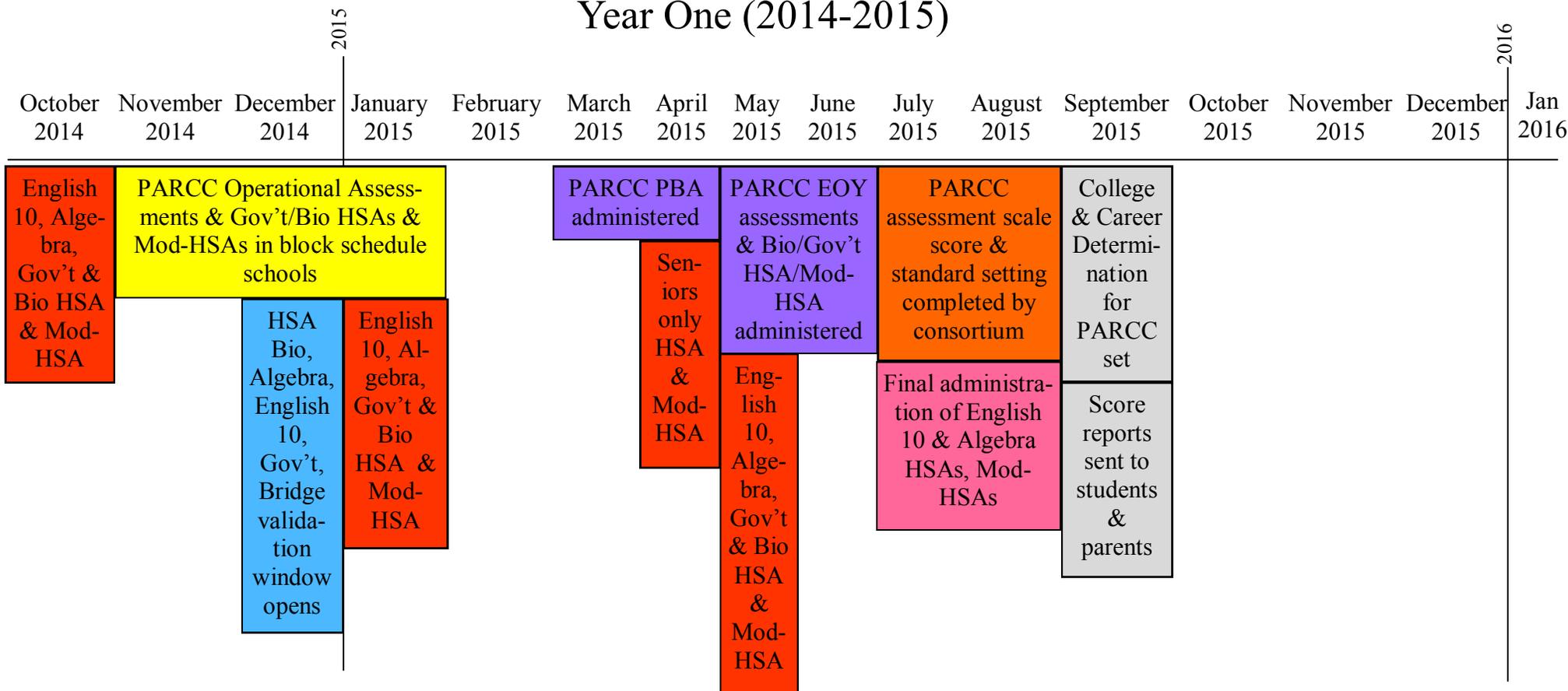
- **November, 2015-January, 2016**- PARCC PBA (performance-based) and EOY (end of year) tests along with HSA Government and Biology administered to students in block schedule schools (online and paper/pencil)
- **November, 2015-January, 2016**- PARCC “re-takes” administered to students who failed to meet passing requirements during the Fall, 2014 and Spring, 2014 administration of PARCC assessments
- **December, 2015**- The Academic Bridge Validation program window opens for students in HSA Government, Biology, English 10 and Algebra I/Data Analysis
- **March-April, 2016**- PARCC PBA (performance-based) assessments administered (online and paper/pencil)
- **May-June, 2016**- PARCC EOY(end of year) assessments along with HSAs in Government and Biology administered (online and paper/pencil)
- **July-August, 2016**- PARCC PBA (performance –based) and EOY(end of year)assessments along with HSAs in Government and Biology administered to students who failed to meet passing requirements during Fall, 2015 and Spring, 2016 administrations
- **August, 2016**- College and Career Determination set for students in PARCC English 11
- **August, 2016**- Score Reports sent to students and parents
- **September, 2016**- The Academic Bridge Validation program window opens for students in PARCC Algebra and PARCC English 10 along with HSAs in Government and Biology

RECOMMENDATIONS

Because of the significance of high school assessments as part of the graduation requirements, the following recommendations are offered for consideration by the State Superintendent and the State Board:

1. During the 2014-2015 school year, students will be administered the end of course tests in PARCC English 10, PARCC Algebra I and PARCC Algebra II ONLY. The PARCC English 10 and PARCC Algebra I tests are graduation requirement assessments and the PARCC Algebra II test is an assessment that will be used to determine college and career readiness as part of the Maryland College and Career Readiness and College Completion Act of 2013.
2. The Maryland State Board of Education will determine the passing scores for students after administration during the 2014-2015 school year. Passing scores in Maryland *may* be different from the recommended passing scores designated by the PARCC consortium.
3. During the 2015-2016 school year, the PARCC assessments in English 9, English 11 and Geometry *may* be added to the list of end of course assessments for high school students.
4. HSAs/MOD HSAs in English 10 and Algebra I/Data Analysis will be administered for the final time during the Summer, 2015

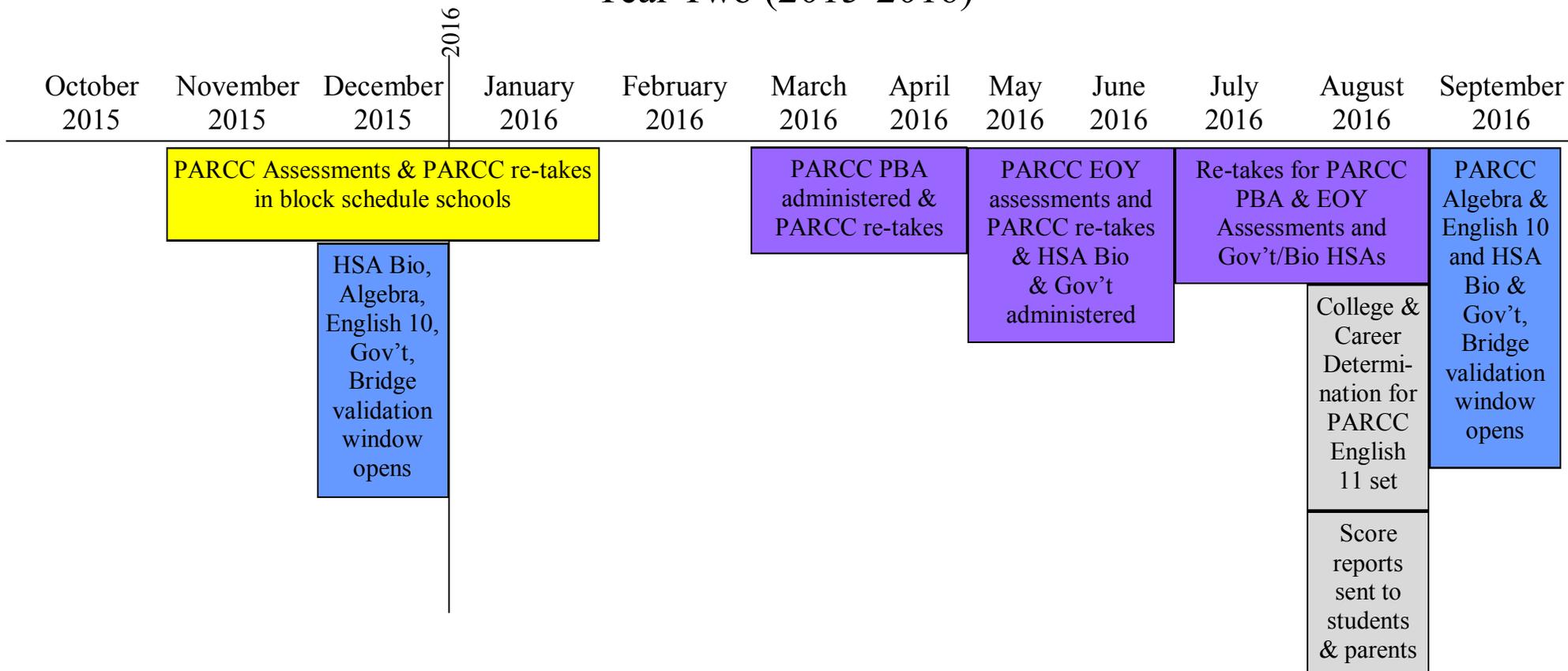
Maryland High School Assessment Program (PARCC and HSA) Year One (2014-2015)



Red-HSA Re-takes
Yellow- PARCC test window-Block Schedule schools
Purple- PARCC test window- Other schools
Pink- Final HSA test: English 10 & Algebra
White- College and Career Determination/Score Reports
Blue- Bridge Program
Orange- PARCC score & standard setting



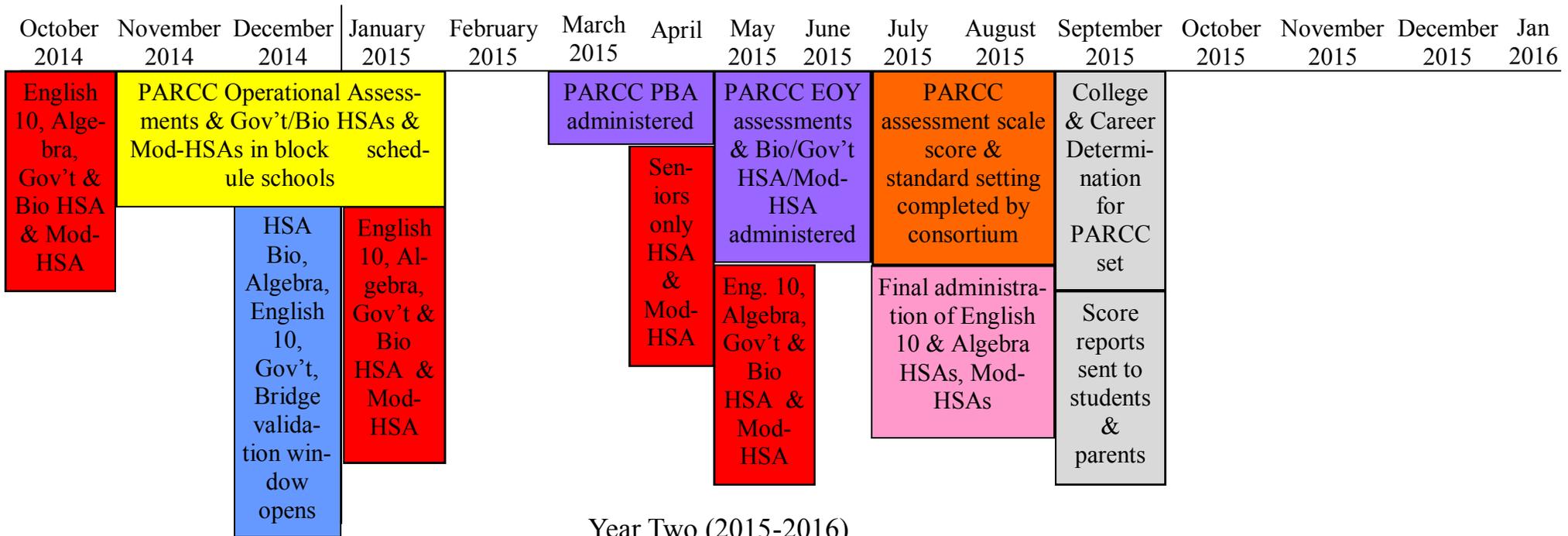
Maryland High School Assessment Program (PARCC and HSA) Year Two (2015-2016)



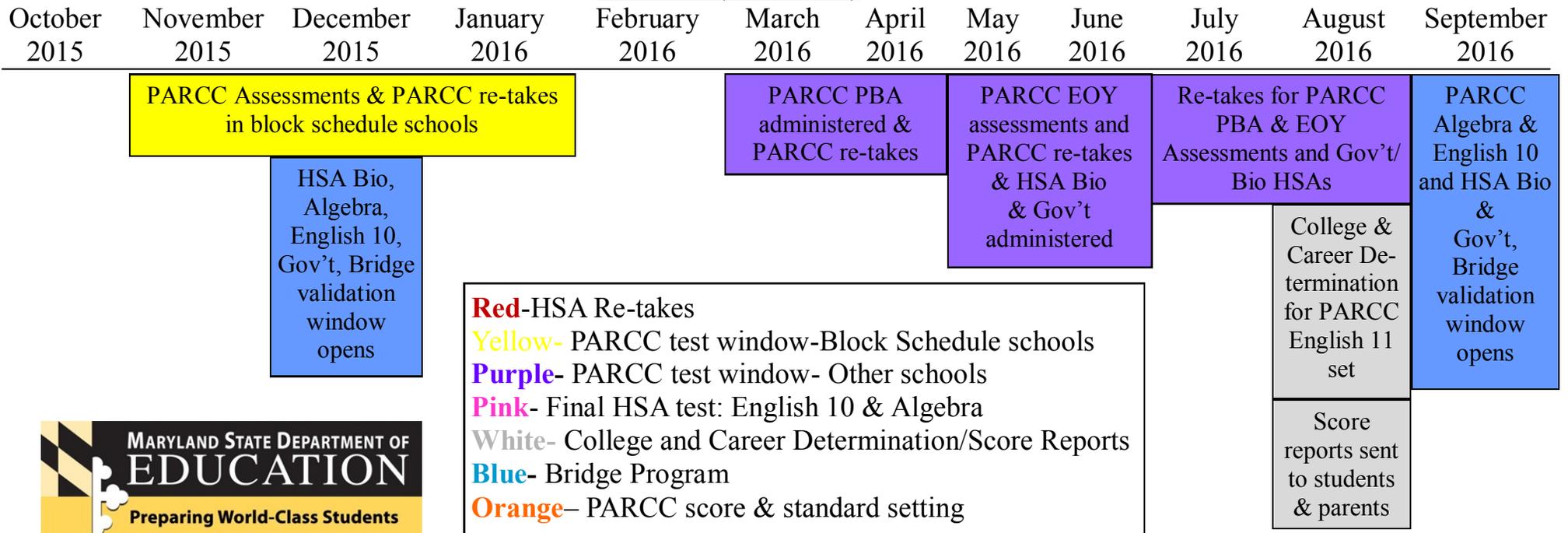
Red-HSA Re-takes
Yellow- PARCC test window-Block Schedule schools
Purple- PARCC test window- Other schools
Blue- Bridge Program

Maryland High School Assessment Program (PARCC and HSA) Revised 12/14

Year One (2014-2015)



Year Two (2015-2016)



BUILDING A MSA-BASED MEASURE FOR THE TEACHER EVALUATION SYSTEM IN CECIL COUNTY PUBLIC SCHOOLS

*A Presentation to the
Maryland State Board of Education*

July 22, 2014

IN CECIL COUNTY, THE MSA INFORMS US THAT

Students who are absent more than ten days, and have been suspended only one time, and have at least one D or F will score lower than their peers on the Maryland State Assessment.

- In grade Six there is a 30 point difference.
 - In grades Seven and Eight there is a 50 point difference.
-

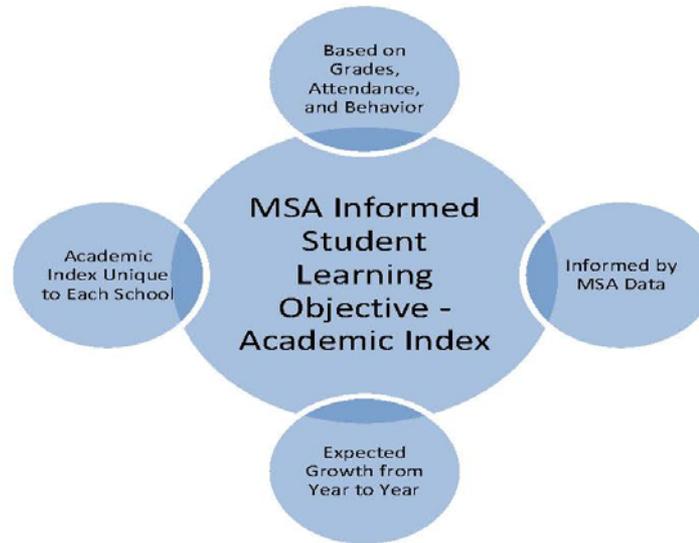
BASED ON OUR MSA DATA, WE BELIEVE THAT

- Students who are in jeopardy of falling into the aforementioned categories must be identified early and receive supports and interventions to address these root causes.
 - Supporting these students is a collective responsibility of all school staff.
 - Teachers want to see their students' academic and life circumstances improve.
-

Student Learning Objectives

Informed by the Maryland Student Assessment

A Growth Model for Cecil County Public Schools



Abstract

As part of the ongoing effort to refine the teacher evaluation process, Cecil County Public Schools is working to develop a new State Measure, which would count for twenty percent of the teachers' final rating in the evaluation process. This new measure will replace the School Progress Index (SPI) and the Maryland Tiered Achievement Index (MTAI). In CCPS, Maryland Student Assessment (MSA) data clearly show that students who attend school regularly, earn passing grades in all classes, and adhere to the Student Code of Conduct and more likely to perform well on the MSA. In this proposal, CCPS expresses our intent to create an 'Academic Index' for each student and to use the Academic Indices to measure growth in student performance from one year to the next. This method is outlined on the next page and articulates a Student Academic Index for each student based on that student's behavior, attendance, and classroom performance. Students are classified as green, yellow, or red. Each school will have a SLO that will reduce the number of yellow and red zone students by a number that is unique to the school's circumstances. This approach is the result of collaboration between the school system's leadership and the Cecil County Classroom Teachers Association. The numbers and calculations on the attached model should not be considered absolute, but instead reflect a model with real parameters to be determined during the summer of 2014.

Academic Index

The Academic Index brings into account academic factors that may impact a student's success in school such as Absences, Discipline, and Grades. Particularly at the secondary level, this report can be used as an early predictive tool for students at-risk of dropping out. The Academic Index is calculated based on grade cluster cutpoints for Attendance, Discipline, and Grading as defined below. Students with 4 or more points are displayed in **Red**; those with 2-3 points are displayed in **Yellow**; and students with 0-1 points are displayed in **Green**.

Attendance for school year

Calculate on Attendance Rate.

Member days – Absences (AU and AE)/Member days = Attendance Rate

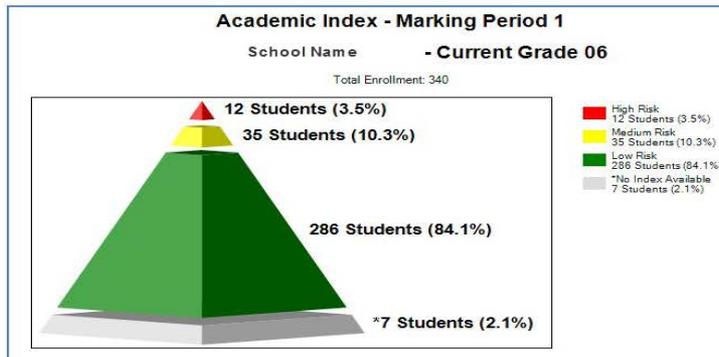
Area	Criteria	Points
Excused and Unexcused Absences	<10%	0
	10% - 15%	1
	15% - 20%	2
	>20%	3

Suspensions for school year

Area	Suspension	Points
Out of School Suspensions	0	0
	1	1
	2 - 3	2
	>3	3

Grades for marking period

Criteria	Points
0 D or F (HD)	0
1 D or F (HD)	1
2 - 3	2
4 or greater	3



Risk Level	Index Range
Green	0 – 1.5
Yellow	>1.5 – 3.5
Red	>3.5

Dashboards

Teachers and Administrators can view the Academic Index and the associated data via the Academic Dashboard which can be generated for the following groups of students: grade, homerooms, classes, intervention groups and cohort groups.

How it Works

The Academic Index is calculated on a marking period basis so students have an opportunity to improve their index if interventions are implemented. For instance, if a student has poor grades due to attendance issues, the school could implement an intervention where the goal is to improve the student's attendance. If the intervention is successful, and the attendance improves, in theory the student's academic performance should improve as well.

Class Academic Index Dashboard

Return to Schedule | Teacher Name: | Index: | Student: |
 Course Title: English 8 |
 Course Number-Section: 8104-33 |
 Academic Index Period: 2009/2010 | Marking Period: |

Student Name	Grade	Student ID	Programs	Acad. Index	Total Abs.	Total Attend	Total OSS	ISS	Interim Math	Interim Grade Math	Interim EIA	Math Teacher	EIA Teacher	# Retentions	Index School	
Adams, Susan	08	10108		2	1	4	97%	12	0	12	C	F	Michaela Bullock	Michaela Bullock	0	1000
Adams, Benjamin	08	10109		3	1	9	94%	1	1	0	F	F	Christina Brinkman	Christina Brinkman	0	1000
Adams, Benjamin	08	10110		2	2	2	98%	0	0	0	B	F	Michaela Bullock	Michaela Bullock	0	1000
Adams, Benjamin	08	10111		2	1	1	99%	0	0	0	C	F	Michaela Bullock	Michaela Bullock	0	1000
Adams, Benjamin	08	10112		1	1	1	97%	5	0	3	C	D	Michaela Bullock	Michaela Bullock	0	1000
Adams, Benjamin	08	10113		1	2	10	93%	1	0	5	D	F	Michaela Bullock	Michaela Bullock	0	1000
Adams, Benjamin	08	10114		2	6	0	97%	0	6	0	F	F	Christina Brinkman	Christina Brinkman	0	1000
Adams, Ben	08	10115		0	0	6	97%	0	0	0	B	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10116		0	2	1	98%	0	0	0	C	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10117		0	0	6	97%	3	0	0	C	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10118		0	1	0	95%	2	0	0	A	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10119		1	26	15	76%	0	0	0	A	C	Michaela Bullock	Michaela Bullock	1	1000
Adams, Ben	08	10120		0	1	1	97%	1	0	0	C	B	Michaela Bullock	Michaela Bullock	1	1000
Adams, Ben	08	10121		1	1	2	97%	0	2	0	C	C	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10122		0	3	2	96%	0	0	0	C	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10123		2	6	0	91%	0	0	0	D	D	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10124		0	0	0	100%	0	0	0	C	C	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10125		0	3	1	95%	0	0	0	B	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10126		0	0	9	95%	3	0	0	B	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10127		0	1	1	99%	1	0	2	B	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10128		0	0	2	99%	0	0	0	B	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10129		0	1	1	99%	0	0	0	B	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10130		2	3	1	95%	2	3	3	B	F	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10131		1	20	8	88%	2	0	0	B	B	Michaela Bullock	Michaela Bullock	0	1000
Adams, Ben	08	10132		0	3	1	95%	8	3	12	F	F	Michaela Bullock	Michaela Bullock	0	1000