



THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

**SPRING 2022-23**

# **ACADEMIC PERFORMANCE REPORT**

*Guidance Document*



# GUIDANCE DOCUMENT

## SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

### Overview

The Center for Charter Schools at Central Michigan University (the Center) is committed to ensuring the schools it authorizes are preparing students academically for success in college, work, and life. Each academy authorized by CMU is consistently evaluated to ensure they are offering a quality program as guided by the following core questions:

1. Is the academic program successful?
2. Is the organization viable?
3. Is the academy demonstrating good faith in following the terms of its contract and all applicable law?

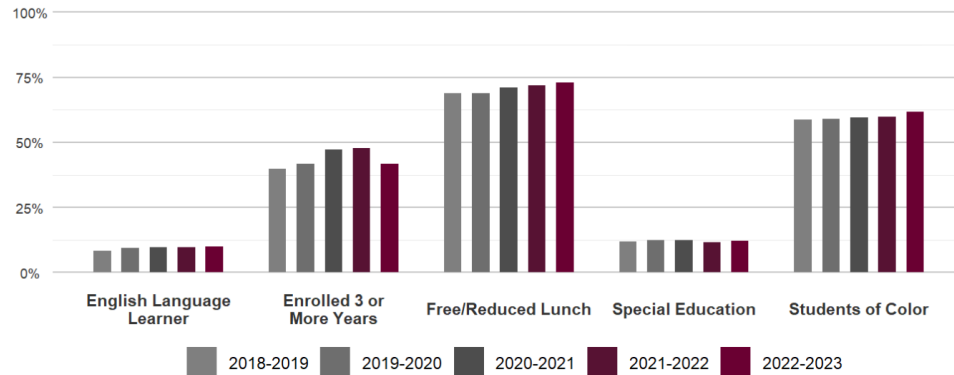
Academic performance expectations are contained within Schedule 7b – Educational Goal and Related Measures of the charter contract (contract) between CMU and the academy. The Center evaluates the performance of each academy on an annual basis using multiple measures, including standardized assessments. While the Center considers other factors in its performance evaluation from its oversight activities, the results from standardized assessments serve as the foundation of the evaluation. To aid in this oversight and provide in-depth data to academies, the Center produces Academic Performance Reports each year.

As the authorizing partner of charter public academies, the Center is committed to transparency. For this reason, the Center chooses to publish the Academic Performance Reports on its public website. The purpose of this Guidance Document is to provide an executive overview and guidance for the analyses contained within each report and to guide the reader to additional resources that may be helpful in understanding the contents of the report.

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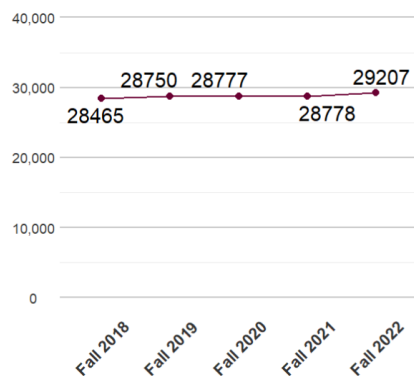
## SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

### Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	8.5%	9.4%	9.6%	9.8%	9.9%
Special Education	11.9%	12.5%	12.5%	11.7%	12.2%
Free/Reduced Lunch	69.0%	68.9%	70.9%	71.8%	72.9%
Students of Color	58.9%	59.1%	59.6%	59.9%	61.6%
Enrolled 3 or More Years	39.9%	41.7%	47.1%	47.7%	41.7%

### Enrollment



### Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	7124
Flint, School District of the City of	2081
Taylor School District	1391
Grand Rapids Public Schools	820
Benton Harbor Area Schools	782
Plymouth-Canton Community Schools	710
Lansing Public School District	709
Romulus Community Schools	643
Coldwater Community Schools	559
Other	14611

### Summary

The Academic Performance Report for each academy begins with a demographics page. The demographics page contains important information about the student population enrolled in the academy. Enrollment is an important indicator of fiscal health. Because steady enrollment is vital to the health of a charter academy, the report contains a chart with each academy's enrollment over a five-year period. Additionally, each report contains information about where the academy draws students from.

### Explanation and Data Sources

Demographic makeup of the academy over a period of five years.

*Source: CEPI Public Data; Michigan Student Data System (MSDS) fall – Unaudited*

### Enrollment

Annual achievement results can be impacted by student mobility or changes in a academy's year-to-year enrollment. If enrollment numbers change significantly from one year to the next, then the resulting analysis may not compare the same group of students from one year to the next.

*Source: CEPI Public Data*

### Where Students Come From

These data represent the public school districts to which students would be assigned if they were not enrolled in the academy and form the basis for determining a academy's Composite Resident District used for performance comparisons.

*Source: MSDS fall – Unaudited*

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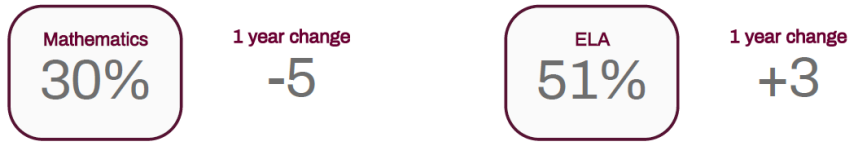
### Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over-time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

#### Achievement

SAT (grade 11) in Evidence-Based Reading and Writing (EBRW) and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

#### 2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



#### Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

#### 2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



### SAT Summary

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. The SAT is used to help determine whether a student is ready for college and career by assessing them in English Based Reading & Writing (EBRW) and Mathematics. Academies authorized by CMU that serve high school students have a target set forth in its charter contract which states that 60% of 11th grade students will meet the College and Career Readiness Benchmarks in EBRW and 40% will meet the benchmark in Mathematics. Similar to the other goals set forth in the charter contract, an academy that does not meet the targets can demonstrate its progress toward meeting the target by exhibiting a positive trend over-time and outperforming its Composite Resident District (CRD). The CRD is a weighted average of the performance of all traditional districts' students would attend if not enrolled in the academy. To demonstrate progress toward meeting the educational goal, the academy must outperform its CRD.

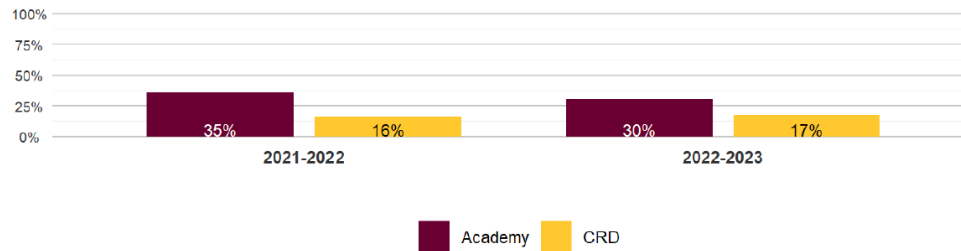
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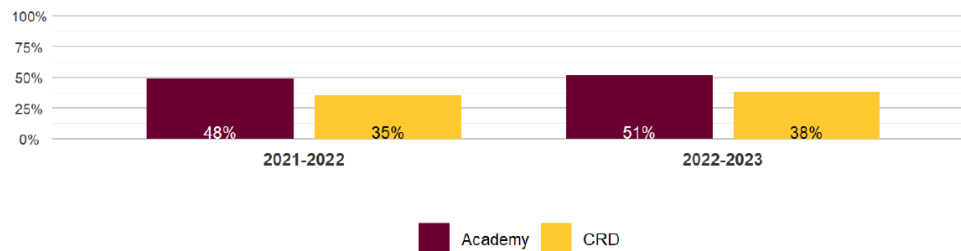
### Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

#### School-Wide by Year

##### Mathematics



##### EBRW



## Summary

The percentage of 11th grade students meeting the SAT career and college readiness benchmarks, tracked by year, demonstrates how well students attending the academy have performed on the SAT, over-time. The charter contract utilizes SAT results in several different ways. The primary target contained within the Educational Goal is that 60% of students demonstrate College and Career Readiness in EBRW and 40% demonstrate College and Career Readiness in Mathematics. If an academy does not meet the targets, they can demonstrate progress toward meeting the targets by exhibiting a positive trend over-time and by outperforming its Composite Resident District.

### Academy Proficiency by Year

Displaying multiple years of data illustrates how proficiency has changed at the academy and the CRD, over-time. Public data is used to calculate the CRD for each year and student-level data is used to calculate the performance of each academy, in each school year.

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### **Resources**

- NWEA Norms - <https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm?cshid=692#Norms>
- CMU Educational Goal Template – [www.thecenterforcharters.org/educationalgoal](http://www.thecenterforcharters.org/educationalgoal)
- The Center for Charter Schools at CMU - Research and Analysis Webpage - [www.thecenterforcharters.org/research-and-analysis](http://www.thecenterforcharters.org/research-and-analysis)
- The Center for Charter Schools at CMU - Schools Webpage - [www.thecenterforcharters.org/schools/choice/our-schools/](http://www.thecenterforcharters.org/schools/choice/our-schools/)
- MI School Data - [mischooldata.org/](http://mischooldata.org/)



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CENTRAL MICHIGAN UNIVERSITY | MOUNT PLEASANT, MI 48859  
(989) 774-2100 | [www.TheCenterForCharters.org](http://www.TheCenterForCharters.org)