THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

2015 2016 | ANNUAL SCORECARD *of* SCHOOL PERFORMANCE

FlexTech High School

OUR MISSION

To transform public education through accountability, innovation and access to quality education for all students.

OUR VISION

We envision a diverse and dynamic public education marketplace that fosters academic excellence for all children.

OUR VALUES

Integrity | Respect | Compassion | Inclusiveness
Social Responsibility | Excellence | Innovation

from the
Executive Director

Cynthia M. Schumacher
Executive Director

To the dedicated board members serving Central Michigan University-authorized charter public schools:

On behalf of our entire team at The Governor John Engler Center for Charter Schools, I am pleased to present this year's annual Scorecard of School Performance (Scorecard). The Center remains committed to providing timely resources for you to utilize as you navigate future decisions. To that end, the Scorecard, the final of four documents making up the Performance Suite, integrates data from the Academic Performance Report, the Fiscal Performance Report and the Operational Performance Report.

The Scorecard provides a comprehensive review of the Academy's progress toward the expectations outlined in the Charter Contract. While the Scorecard includes information from your school's overall performance as it relates to the Charter Contract, it is not an all-encompassing report and should be reviewed in the unique context of your school.

Thank you for your dedication and sharing the vision that every student deserves the opportunity for a quality education. The leadership you provide ensures all children have the tools necessary to succeed in college, work and life.

Thank you for keeping kids first!

Cynthia M. Schumacher
Executive Director

REPORT SUITE

The annual performance report suite is made up of three distinct reports: the Academic Performance Report, the Operational Performance Report and the Fiscal Performance Report as well as one capstone report - the annual Scorecard of school performance.

These reports, shown to the right, cover each of the primary content areas and are intended to provide a greater understanding of the Academy's holistic performance for a complete academic year (July through June).

The first report is distributed in June when the academic data becomes available with the operational and fiscal reports following suit. The final report, the Scorecard, is released in the winter of the following year as the summary of the three performance reports.
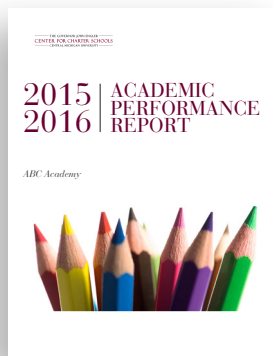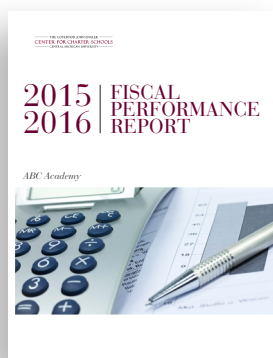
ACADEMIC PERFORMANCE REPORT

The first performance report, published annually in the summer, provides a comprehensive overview of the Academy's academic outcomes for the academic year just completed.
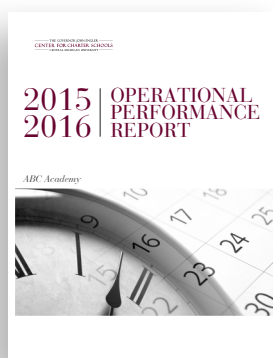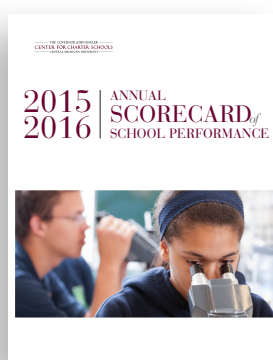
OPERATIONAL PERFORMANCE REPORT

The second performance report, published annually in the fall, provides a comprehensive overview of the Academy's operational outcomes for the academic year ending in June.

FISCAL PERFORMANCE REPORT

The third and final performance report, published annually in the winter, provides a comprehensive overview of the Academy's financial outcomes for the previous academic year.

SCORECARD OF SCHOOL PERFORMANCE

As a summary of the three performance reports, published annually in the winter, the Scorecard provides an overview of the Academy's performance as it relates to the Charter Contract.

TABLE OF CONTENTS

Knowing your students and from which communities they come helps in understanding the make-up of the Academy and the student population it serves. The data displayed in this section represents a summary of the Academy's demographics for the 2015-2016 school year and provides an overview of trending and comparison information.

FlexTech High School

Date Opened
9/6/2011

Grades Served
9-12

Charter Contract
2016-2019

Website
flextech-hs.org

Management
CS Partners, LLC/MEP Services

Address
7707 Conference Center Dr.
Brighton, MI 48114

Fig. 1

Mission Statement

FlexTech High School will prepare each student for success in career, life, and higher education by providing an opportunity to earn a high school diploma in an engaging program with flexible scheduling and authentic learning experiences. FTHS will provide a personal and caring environment where students become active participants in their learning and in their planning for the future.

Fig. 2

Total Enrollment by Year

Fig. 3
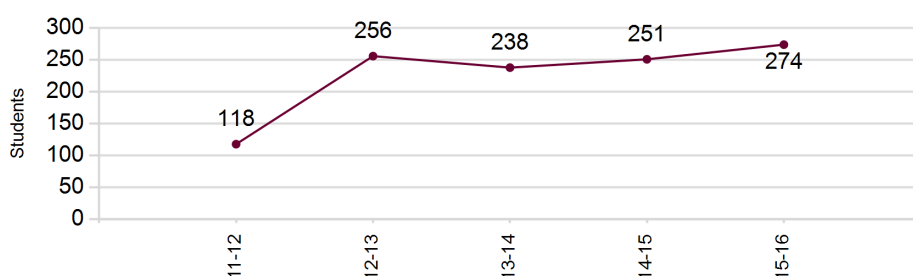
Number of Students in Each Grade

Fig. 4

Length of Student Enrollment

Fig. 5

Racial/Ethnic Breakdown

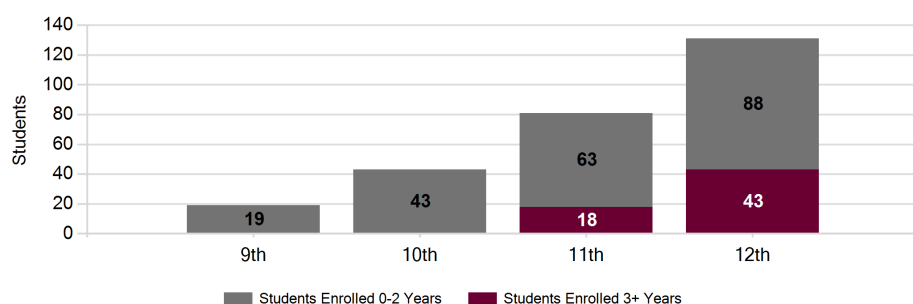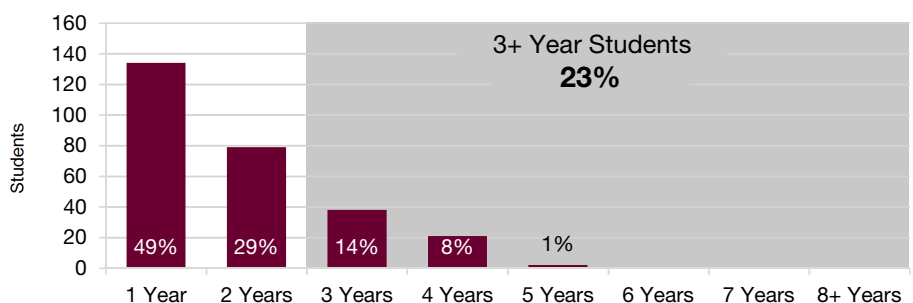| Ethnicity	Your School	CMU Average	State Average
American Indian	0.7%	0.3%	0.7%
Asian	0.0%	3.1%	3.2%
Hawaiian	0.0%	0.1%	0.1%
White	93.4%	40.0%	67.4%
Hispanic	4.4%	6.2%	7.3%
African American	0.4%	47.1%	18.0%
Multiracial	1.1%	3.2%	3.4%

Fig. 6

Free and Reduced Price Lunch Eligibility

- 23.0 % Free
- 0.0 % Reduced
- 77.0 % Not-Eligible
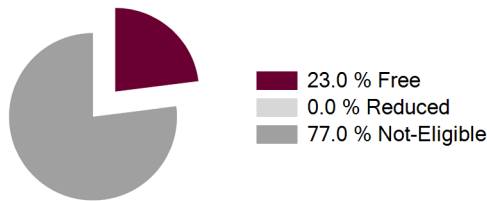
Fig. 7

General and Special Education Status

- 13.5 % Special Education
- 86.5 % General Education
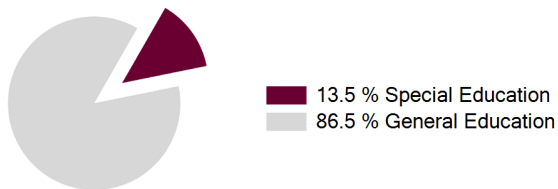
Fig. 8

English Language Learners (ELL)

- 0.0 % ELL Student Pop.
- 100.0 % General Education
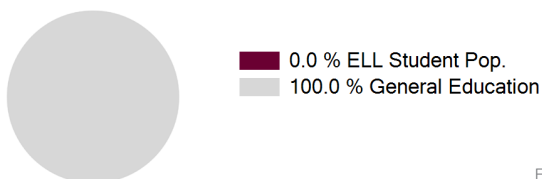
Fig. 9

CRD | COMPOSITE RESIDENT DISTRICT

The Composite Resident District (CRD) illustrates the public school districts to which students would be assigned if they were not enrolled in the Academy. A list of those resident districts along with a detailed map showing the location of the Academy is shown below. Due to geographical constraints, the map may not show all districts.

Fig. 10
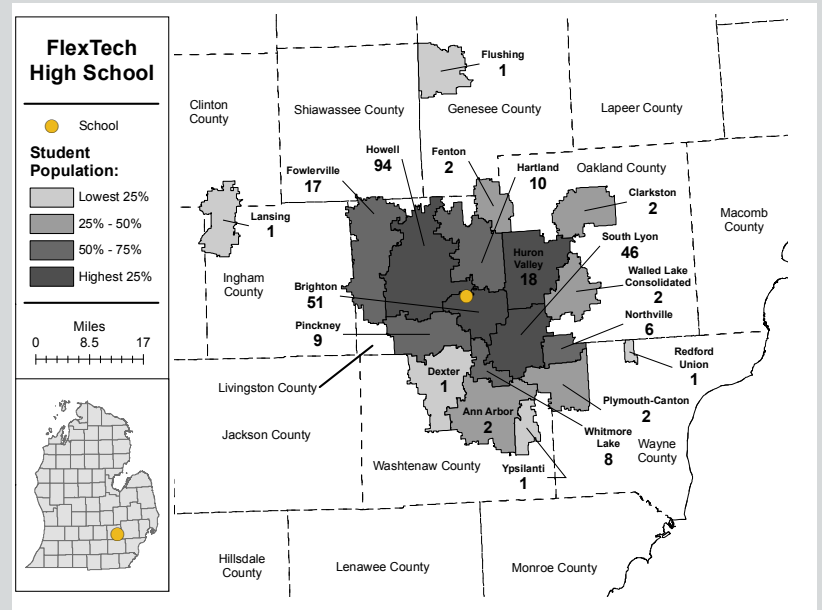
Student's Resident District	Number of Students from Resident District	Percent of Students from Resident District
Howell Public Schools	94	34.3%
Brighton Area Schools	51	18.6%
South Lyon Community Schools	46	16.8%
Huron Valley Schools	18	6.6%
Fowlerville Community Schools	17	6.2%
Hartland Consolidated Schools	10	3.6%
Pinckney Community Schools	9	3.3%
Whitmore Lake Public School District	8	2.9%
Northville Public Schools	6	2.2%
Plymouth-Canton Community Schools	2	0.7%
Clarkston Community School District	2	0.7%
Fenton Area Public Schools	2	0.7%
Walled Lake Consolidated Schools	2	0.7%
Ann Arbor Public Schools	2	0.7%
Ypsilanti Community Schools	1	0.4%
Other	4	1.5%

ACADEMIC PERFORMANCE
Student Achievement

The Center has established one educational goal: to prepare students academically for success in college, work and life. To determine whether or not students who are continuously enrolled at the Academy are meeting, or demonstrating measurable progress toward this goal, specific achievement targets have been set for each grade, and are measured by the Performance Series® by Scantron® or NWEA Measures of Academic Progress® (MAP) tests. The results of these tests are shown here, illustrating the Academy's progress toward this goal over the past three years.

Educational Goal [1]	Measure	Metric	Achievement Target
Prepare students academically for success in college, work and life. To assist in determining whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measure:	The academic achievement of all students in grades 2 through 8, who have been enrolled for three or more years at the Academy, will be assessed using the following metrics and achievement targets:	The average college readiness level based on scaled scores from the Performance Series or MAP reading and math tests administered in the spring.	Students enrolled for three or more years will on average achieve scaled scores equal to or greater than the grade-level achievement targets for reading and math identified in this schedule. NOTE: If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Performance Series or MAP Spring Results

AVERAGES FOR STUDENTS ENROLLED FOR THREE OR MORE YEARS, AS COMPARED TO THE ACHIEVEMENT TARGETS
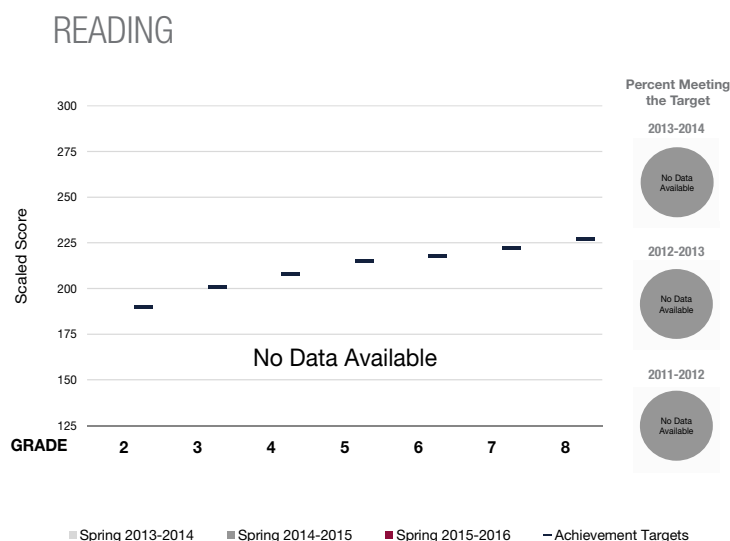
Fig. 11
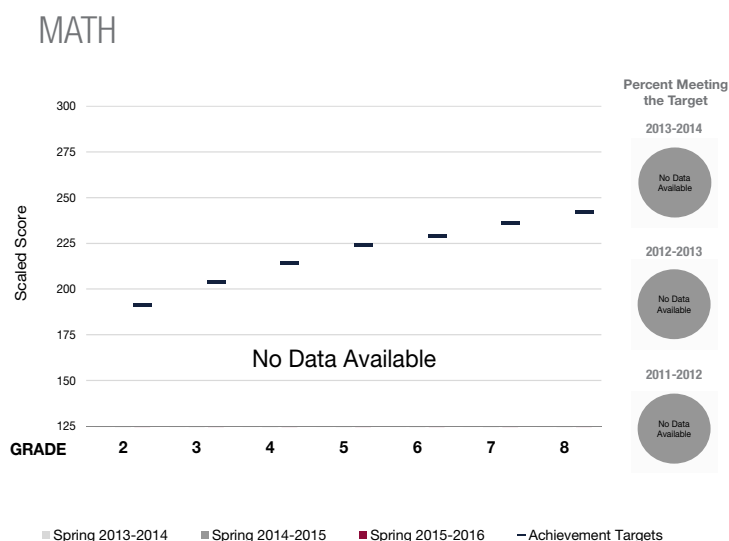
Fig. 12

UNDERSTANDING STUDENT ACHIEVEMENT

The scaled scores of students enrolled for three or more years in the Academy during the 2015-2016 school year are used in determining whether or not the Academy met the achievement targets in reading and math for grades 2 through 8. Student scores are illustrated by the dark colored bars ▬ as the average scores of students who were enrolled for three or more years. The achievement target for each grade is illustrated by a horizontal bar ▬. Additionally, student results from spring 2014 and 2015 are presented for reference.

Your Academy's Performance Results

The Academy's performance demonstrates that students, on average, who remain continuously enrolled in the Academy are currently **on-track** to be academically prepared for success in college, work and life, as determined by the Academy's Charter Contract (average scaled scores equal to or greater than the grade-level achievement targets).

*[1] The Educational Goal is described in Schedule 7b of the charter contract.   * FERPA (see page 20 for more information)*
NOTE: Results for schools that made a transition in assessment within the last three years (e.g., from Performance Series to MAP) are converted to the current year's assessment scale.

The student growth measure in grades 3 through 8 determines whether or not students at the Academy are demonstrating measurable progress toward the achievement targets. This measure is the most important, but not the only factor, the Center considers when determining whether the Academy is "demonstrating measurable progress" toward the contractual goal of preparing students academically for success in college, work and life.

Educational Goal [1]	Measure	Metric	Growth Target
Prepare students academically for success in college, work and life. To assist in determining whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measure:	The academic growth of all students in grades 3 through 8 at the Academy will be assessed using the following metrics and growth targets:	Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series or MAP test.	Students' fall-to-spring academic growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math identified in this schedule.

Performance Series or MAP Fall to Spring Results

ALL STUDENT SCORES, AS COMPARED TO THE ACHIEVEMENT TARGETS

READING
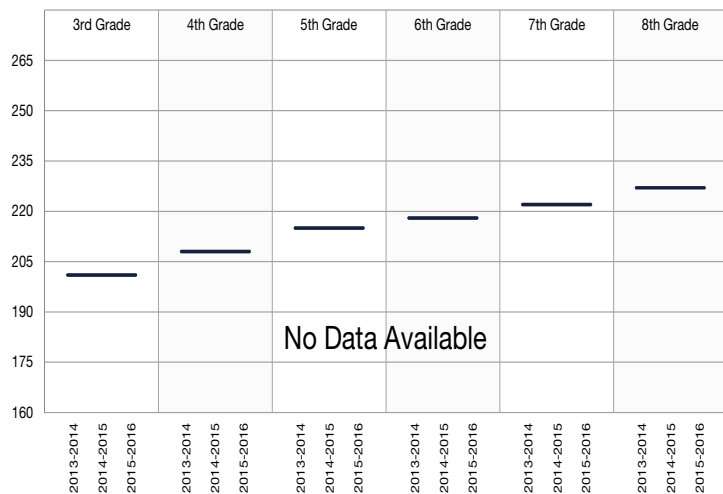
Fig. 13

MATH
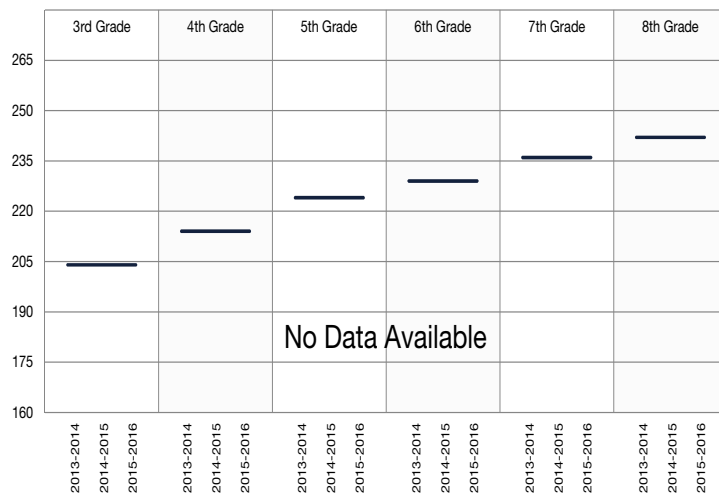
Fig. 14

UNDERSTANDING STUDENT GROWTH

The charts above illustrate student growth, from fall to spring, within a school year using a matched pairs analysis. The growth is measured toward the achievement targets identified in the charter contract. The achievement targets are shown by a dark line ▬ for grades 3 through 8. The beginning fall scores are illustrated by a dot ●, while the ending spring scores are illustrated by an arrow ⬆. The actual amount of gain (or loss) between tests is represented by the black line.

[1] The Educational Goal is described in Schedule 7b of the charter contract.

* FERPA (see page 20 for more information)

NOTE: Results for schools that made a transition in assessment within the last three years (e.g., from Performance Series to MAP) are converted to the current year's assessment scale.

MAP Fall-to-Spring Results

● Reading

■ Math

No Data Available

25TH   50TH   65TH

National Average = 50th percentile

■ Does Not Meet (1-44)   ■ Approaching (45-49)   ■ Meets (50-64)   ■ Exceeds (65-99)
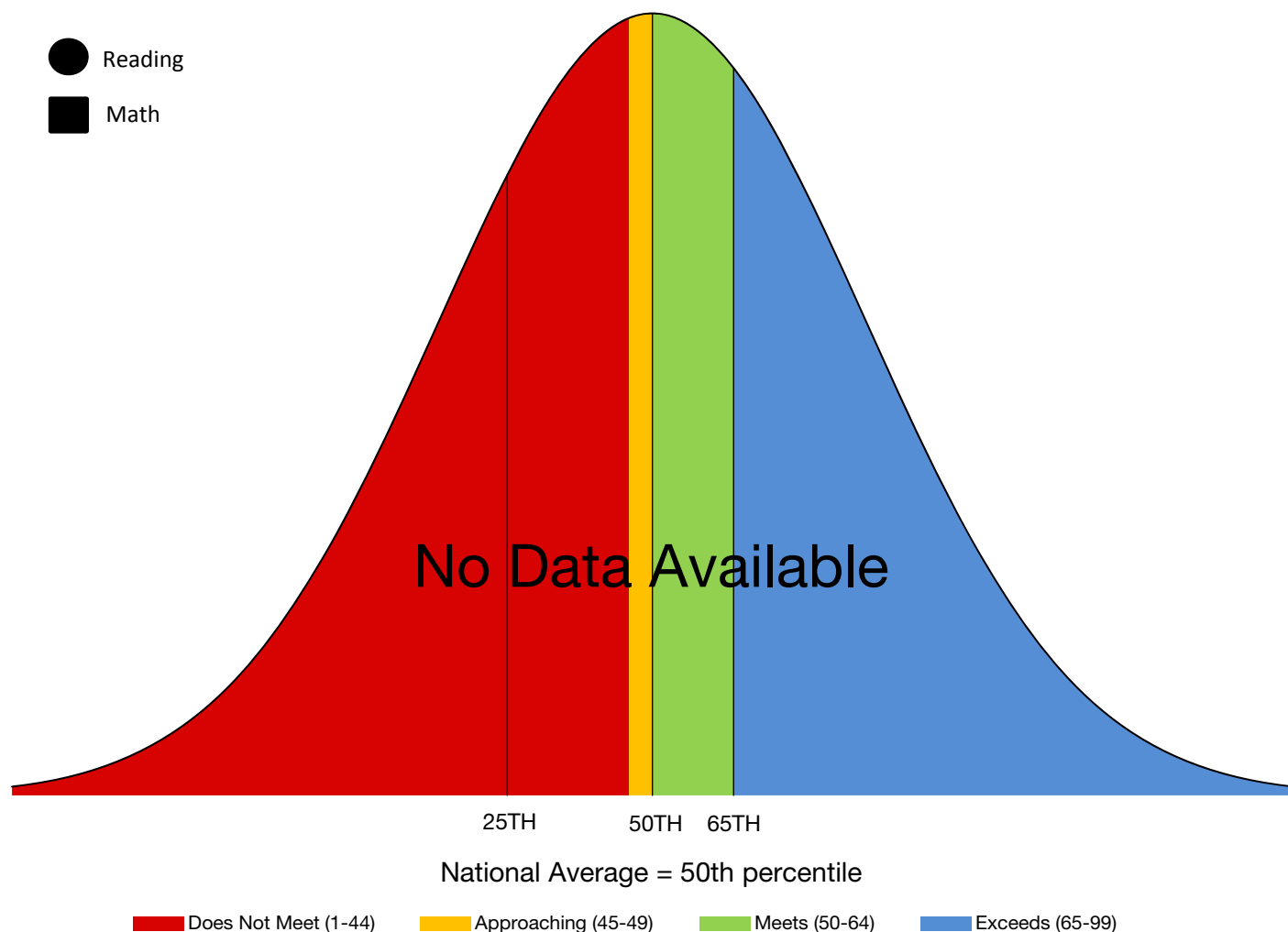
Fig. 15

UNDERSTANDING THE BELL CURVE

The bell curve chart, as a display of student growth, identifies the reading and math median growth percentile for all students in grades 3 through 8. The bell curve chart (shown below with descriptors) uses a color legend of percentile cut points divided into four categories (exceeds, meets, approaching and does not meet). The percentile cut points were established to assist in displaying the likelihood that a student will meet college-readiness targets if the median growth percentile is consistently maintained for over three years.

MAP Fall-to-Spring Reading Results

Grade 3

275
250
225
200
175
150
Fall — Spring

Grade 4

Fall — Spring

Grade 5

Fall — Spring

2015-2016[2]

No Data Available

2014-2015

No Data Available

2013-2014

No Data Available

Grade 6

275
250
225
200
175
150
Fall — Spring

Grade 7

Fall — Spring

Grade 8

Fall — Spring

● 2013-2014   ▲ 2014-2015   ■ 2015-2016

🟥 Does Not Meet (1-44)   🟧 Approaching (45-49)   🟩 Meets (50-64)   🟦 Exceeds (65-99)

Fig. 16

UNDERSTANDING THE LINE CHART

The line chart, as a display of student growth, illustrates per grade level the fall and spring scaled scores and the median growth percentile. The line chart (shown below with descriptors) displays a line per school year and grade. The line color indicates the median growth percentile cut point being met and the end points represent the fall and spring scaled scores. The line chart, like the bell curve, displays the data using the four categories of percentile cut points (exceeds, meets, approaching and does not meet).

* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

[2] For 2015-2016, NWEA 2015 norms were applied

MAP Fall-to-Spring Math Results

Grade 3 | Grade 4 | Grade 5

2015-2016[2]

No Data Available

2014-2015

No Data Available

Grade 6 | Grade 7 | Grade 8

2013-2014

No Data Available

● 2013-2014   ▲ 2014-2015   ■ 2015-2016

🟥 Does Not Meet (1-44)   🟨 Approaching (45-49)   🟩 Meets (50-64)   🟦 Exceeds (65-99)

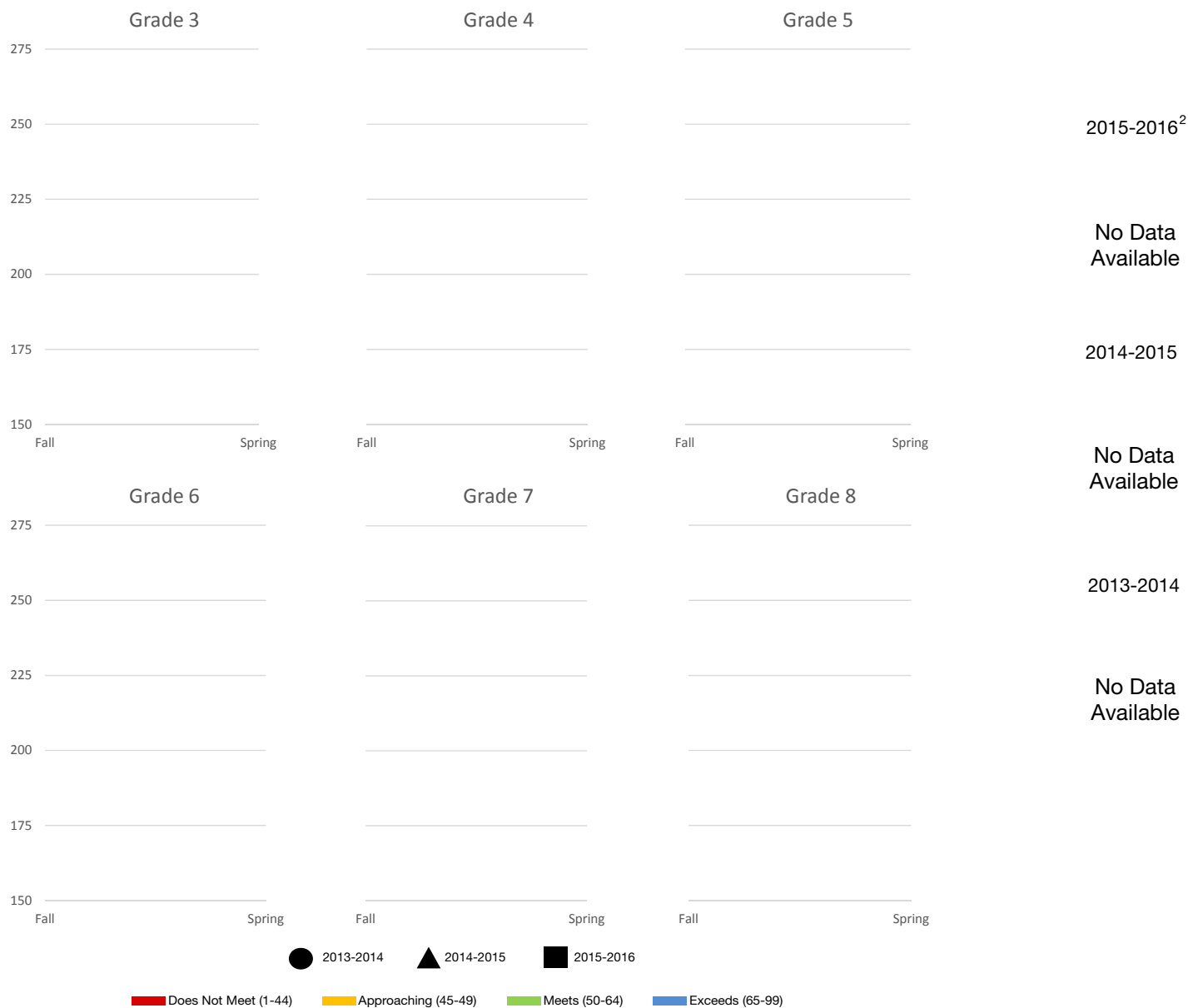Fig. 17

UNDERSTANDING THE LINE CHART

The line chart, as a display of student growth, illustrates per grade level the fall and spring scaled scores and the median growth percentile. The line chart (shown below with descriptors) displays a line per school year and grade. The line color indicates the median growth percentile cut point being met and the end points represent the fall and spring scaled scores. The line chart, like the bell curve, displays the data using the four categories of percentile cut points (exceeds, meets, approaching and does not meet).

* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

[2] For 2015-2016, NWEA 2015 norms were applied

OPERATIONAL PERFORMANCE
An Overview

Operational Performance includes the governance and day-to-day management activities which serve to ensure the Academy is in compliance with the charter contract and applicable law. These areas include: school data management, document submission, legal and reporting requirements, board meeting activities and board policies.

OVERSIGHT, COMPLIANCE & REPORTING AGREEMENT

Pursuant to the Oversight, Compliance & Reporting Agreement of the Charter Contract, the Academy will meet compliance and reporting standards, as outlined in Schedule 4, Article II, Section 2.2: Compliance and Reporting Duties.

MASTER CALENDAR OF REPORTING REQUIREMENTS

The Academy will comply with the reporting and document submission requirements set forth by applicable law and the Charter Contract including those detailed in the Master Calendar of Reporting Requirements issued annually by the Center. A copy of these requirements can be found at *www.TheCenterForCharters.org* under *Resource Center.*

Master Calendar of Reporting Requirements
DOCUMENT SUBMISSION SUMMARY

	On-Time	Within 5 Days of Due Date	More than 5 Days After Due Date	Performance Status
2012-13	100%	0%	0%	
2013-14	100%	0%	0%	
2014-15	100%	0%	0%	
2015-16	100%	0%	0%	🟢

Fig. 18

Document Submissions
2015-2016

- 0% Submissions Past Due
- 100% On-Time Submissions
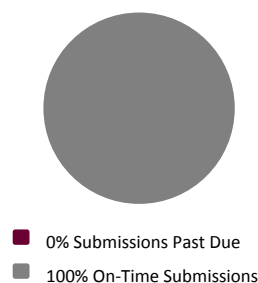
Fig. 19

BOARD STATISTICS

Board Position Vacancies
2015-2016

TOTAL NUMBER OF VACANCIES
1

90 Days ◄ | ◄ **99 Days**
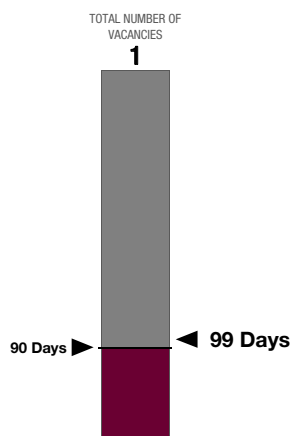
Fig. 20

Board Attendance
2015-2016

ATTENDANCE PERCENT

100% ►

ACADEMY'S AVERAGE BOARD ATTENDANCE
88.7%

0% ►
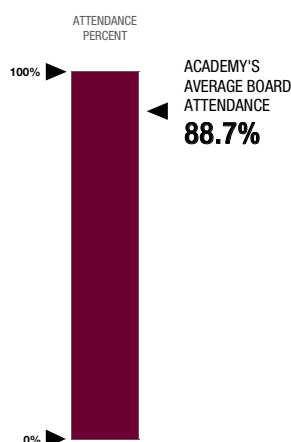
Fig. 21

BOARD POLICIES & CHARTER CONTRACT ADMINISTRATION

The charter contract states that the Academy Board shall "adopt and properly maintain governing board policies in accordance with Applicable Law." The Center provides a mechanism to all CMU-authorized schools which allows boards (at no cost) to draft and update policies with the National Charter Schools Institute. This service, if utilized, can assist boards in maintaining current policies. Additionally, the charter contract sets forth the process by which the charter contract can be amended, suspended, revoked or terminated. Below is a summary of these performance objectives.

	Performance Status
Board Policies	
Board adopted policies are current	🟢
Charter Contract Administration	
Board has properly initiated Contract Amendments	🟢
Notice of Intent to Revoke (NIR) issued within the past 5 years	No

Fig. 22

FISCAL PERFORMANCE
Revenue & Expenditures

The area of Fiscal Performance includes information regarding the current financial health of the Academy which is tied to its ability to provide a quality educational program based on the resources available to the Academy. The Academy's sustainability is determined by how well it has planned and prepared for growth and future needs as well as unforeseen challenges.

CHARTER CONTRACT TERMS AND CONDITIONS

Section 11.1. The Academy Budget: The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421, *et seq.* The Academy Board shall submit to the Center a copy of its annual budget for the upcoming fiscal year in accordance with the Master Calendar. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. In accordance with the Master Calendar, revisions or amendments to the Academy's budget shall be submitted to the Center following Academy Board approval.

Section 6.10. Accounting Standards: The Academy shall at all times comply with generally accepted public sector accounting principles, and accounting system requirements that comply with the State School Aid Act of 1979, as amended, the Uniform Budgeting and Accounting Act, MCL141.421, *et seq.*, and applicable State Board and Michigan Department of Education rules.

Section 6.11. Annual Financial Audit: The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. The Academy shall submit the annual financial statement audit and auditor's management letter to the Center in accordance with the Master Calendar. The Academy Board shall provide to the Center a copy of any responses to the auditor's management letter in accordance with the Master Calendar.

REVENUE & EXPENDITURES

Revenue & Expenditures

	2013-2014	2014-2015	2015-2016	Percent of Expenditures
Total Revenue	$1,897,163	$2,063,877	**$2,207,788**	
Expenditures				
Instruction	$775,837	$835,350	**$956,810**	44%
Supporting Services	$980,898	$1,093,040	**$1,177,845**	54%
Other	$8,967	$175,000	**$40,000**	2%
Total Expenditures	$1,765,702	$2,103,390	**$2,174,655**	
Revenues over Expenditures	$131,461	($39,513)	**$33,133**	2%
Ending Fund Balance	$392,270	$352,755	**$385,890**	18%

Fig. 23

Instructional Expenditures
2015-2016

HIGHEST CMU PERCENT 66%

ACADEMY'S INSTRUCTIONAL SPENDING **44%**

30% LOWEST CMU PERCENT

Fig. 24

Supporting Services Expenditures
2015-2016

HIGHEST CMU PERCENT 68%

ACADEMY'S SUPPORTING SERVICES SPENDING **54%**

28% LOWEST CMU PERCENT
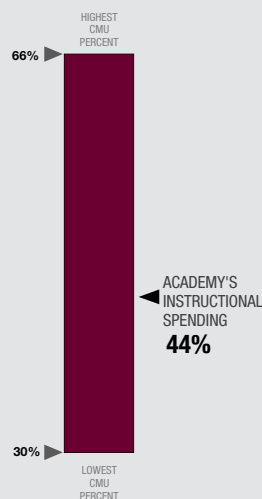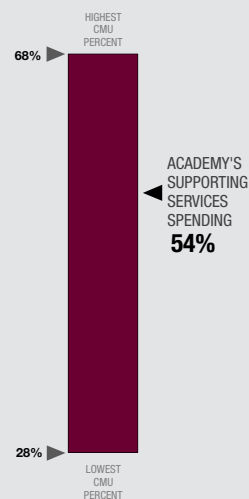
Fig.25

The majority of the Academy's revenue comes from the state in the form of state aid. Consistent with traditional public schools, charter public schools receive funding based upon a "blended student count." The 2015-2016 foundation allowance was calculated based upon a blended student count consisting of 90% of the Academy's adjusted fall headcount (October 2015) and 10% of the Academy's spring headcount (February 2016). During 2015-2016, the maximum foundation allowance a charter public school could receive was $7,391per student.

The majority of the Academy's expenditures fall under two main categories: Instruction and Supporting Services. Instructional expenditures include teacher, teacher assistants, textbooks, classroom supplies and resources dealing directly with the instructional program. These are direct classroom expenditures. Supporting Services expenditures include those services that provide administrative, technical, and logistical support to facilitate and enhance instruction. These are non-classroom expenditures.

FISCAL PERFORMANCE
Fund Balance, Liquidity, Borrowing History & Financial Audit

Fund Balance
TOTAL FUND BALANCE AS A PERCENT OF TOTAL EXPENDITURES

- FYE 2014: 22%
- FYE 2015: 17%
- FYE 2016: 18%

■ Fund Balance

Fig. 26

Liquidity
CURRENT RATIO

- FYE 2014: 2.6
- FYE 2015: 2.0
- FYE 2016: 2.0

■ Current Ratio
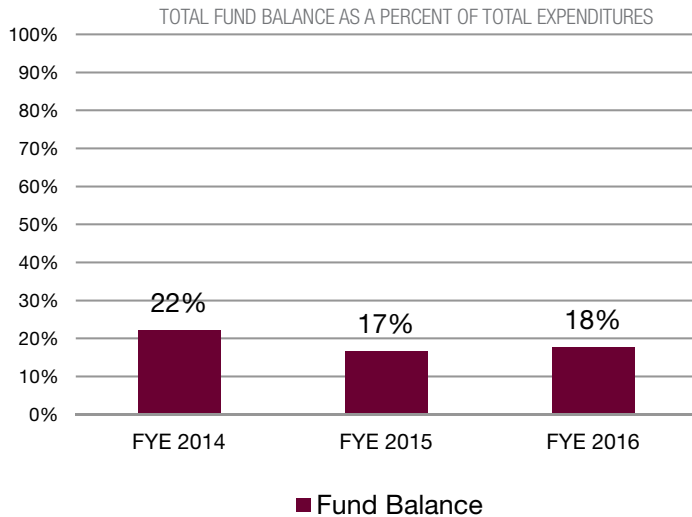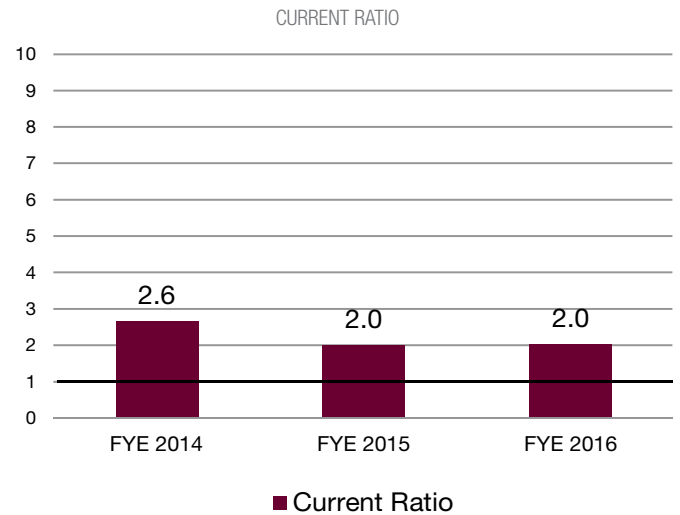
Fig. 27

BORROWING HISTORY

	Academy Short-term Borrowing				CMU Average Short-term Borrowing		
	Borrowed Amount #1	Percentage Rate #1	Borrowed Amount #2	Percentage Rate #2	Borrowed Amount	Percentage Rate	Total Outstanding Long-term Debt
2013-2014	$394,000	4.50%	--	--	$896,133	3.29%	--
2014-2015	$350,000	4.00%	--	--	$854,710	3.06%	--
2015-2016	$250,000	4.00%	--	--	$847,250	3.87%	$4,405,875

-- No Data Available.

NOTE: Variable rates have been excluded from the CMU Average.

Fig. 28

FINANCIAL AUDIT & MANAGEMENT LETTER

The Academy Audit: The audit findings/recommendations and board-approved responses are outlined in the Academy's 2015-2016 annual audit, and highlighted in the Fiscal Performance Report produced annually by the Center. Please see these documents for detailed information.

Findings & Recommendations Summary

	Total Findings and Recommendations	Total Repeat Findings and Recommendations
2013-2014	0	0
2014-2015	0	0
2015-2016	0	0

Fig. 29

English Language Arts

2015-2016 M-STEP RESULTS AS COMPARED TO THE COMPOSITE RESIDENT
DISTRICT, MAJOR DISTRICTS AND STATE AVERAGE

Fig. 30

* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

△ Schools in their first three years of operation.

Math

2015-2016 M-STEP RESULTS AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT, MAJOR DISTRICTS AND STATE AVERAGE

School	
South Arbor Charter Academy	
Canton Charter Academy	
Eagle Crest Charter Academy	
Cross Creek Charter Academy	
Noor International Academy	
A.G.B.U. Alex and Marie Manoogian School	
Walden Green Montessori	
Island City Academy	
West Michigan Academy of Environmental Science	
Holly Academy	
Charyl Stockwell Academy	
The Midland Academy of Advanced and Creative Studies	
Quest Charter Academy	
State Average	
Central Academy	
Cole Academy	
Renaissance Public School Academy	
The Dearborn Academy	
Morey Montessori Public School Academy	
Trillium Academy	
The da Vinci Institute	
Summit Academy North	
Overall CRD for CMU Schools	
New Branches Charter Academy	
Summit Academy	
Kensington Woods Schools	
Countryside Academy	
Grand Rapids Public Schools	
International Academy of Flint	
Pansophia Academy	
El-Hajj Malik El-Shabazz Academy	
Riverside Academy	
West Village Academy	
Lansing Public Schools	
Woodland Park Academy	
Flagship Charter Academy	
Academy of International Studies	
North Saginaw Charter Academy	
Jefferson International Academy △	
Mid-Michigan Leadership Academy	
Detroit Innovation Academy	
Linden Charter Academy	
Greater Heights Academy △	
Starr Detroit Academy	
Old Redford Academy	
Global Preparatory Academy	
Taylor International Academy	
Detroit Public Schools	
Flint Public Schools	
New Beginnings Academy	
Detroit Leadership Academy	
Woodward Academy	
Insight School of Michigan △	
Michigan Technical Academy	
Eaton Academy	
Plymouth Educational Center Charter School	
CRD for FlexTech High School	*

0%   20%   40%   60%   80%   100%

* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

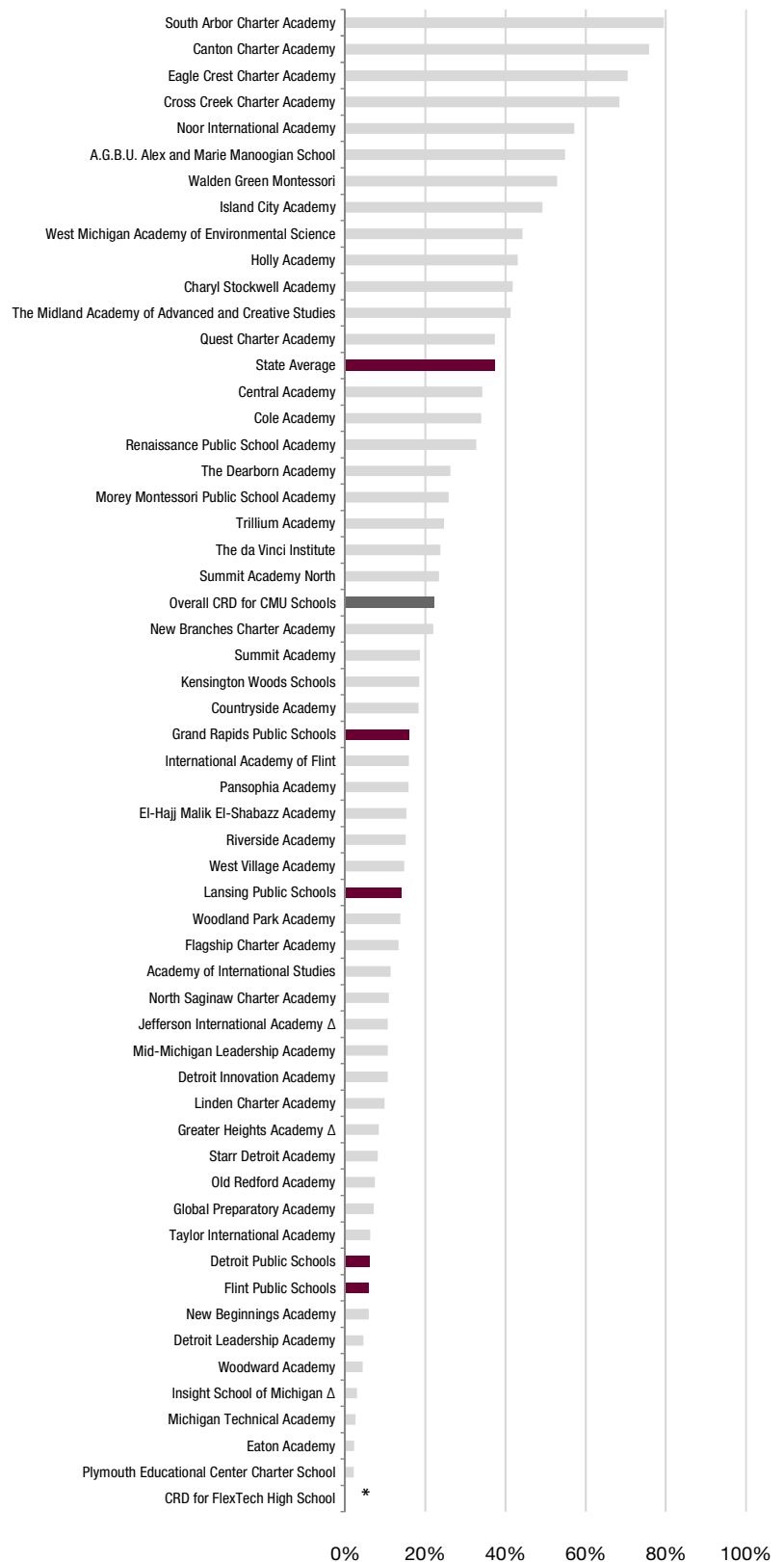△ Schools in their first three years of operation.

Fig. 31

Top-to-Bottom Ranking of All CMU Schools
2015-2016 Michigan Department of Education

75th Percentile and Above	Statewide Percentile Ranking	Charter School Ranking
South Arbor Charter Academy	99	1
Canton Charter Academy	99	3
Eagle Crest Charter Academy	97	6
Cross Creek Charter Academy	95	7
Island City Academy	89	11
AGBU Alex-Marie Manoogian School	87	17
Walden Green Montessori	87	18
Central Academy	79	27
West MI Academy of Environmental Science	76	32
50th - 74th Percentile		
Holly Academy	73	34
Charyl Stockwell Academy - High School	73	35
Charyl Stockwell Academy	67	41
Noor International Academy	64	44
Midland Academy of Advanced and Creative Studies	61	47
Summit Academy North Elementary School	60	49
The Dearborn Academy	58	52
Summit Academy North High School	54	62
Trillium Academy	50	68
25th - 49th Percentile		
Quest Charter Academy	44	81
Nexus Academy of Grand Rapids	41	89
Summit Academy	40	91
New Branches Charter Academy	38	97
Kensington Woods Schools	35	102
Renaissance Public School Academy	33	107
Da Vinci Institute (K-8)	32	110
Countryside Academy - Elementary	30	113
Cole Academy	30	115
Old Redford Academy - Middle	29	117
Summit Academy North Middle School	29	118
Countryside Academy - Middle/High School	25	126
Below the 25th Percentile		
New Beginnings Academy	23	130
Woodland Park Academy	22	137
Jefferson International Academy	21	141
Riverside Academy	21	143
Mid-Michigan Leadership Academy	20	145
El-Hajj Malik El-Shabazz Academy	20	146
West Village Academy	20	148
Nexus Academy of Lansing	20	153
North Saginaw Charter Academy	18	161
Linden Charter Academy	18	162
Great Lakes Cyber Academy	18	164
Old Redford Academy - Elementary	17	170
Morey Montessori Public School Academy	17	171
Riverside Academy - West Campus	16	174
Global Preparatory Academy	14	183
FlexTech High School	14	187
Pansophia Academy	13	191
Flagship Charter Academy	12	203
Nataki Talibah Schoolhouse of Detroit	12	205
International Academy of Flint (K-12)	11	207
Eaton Academy	10	211
Jalen Rose Leadership Academy	8	225
Detroit Leadership Academy Elementary	8	231
Old Redford Academy - High	7	234
Academy of International Studies	6	251
Insight School of Michigan	6	252
Greater Heights Academy	5	255
Detroit Innovation Academy	5	257
Taylor International Academy	5	259
Plymouth Educational Center	4	262
Woodward Academy	4	263
Michigan Technical Academy Middle School	3	269
Starr Detroit Academy	3	271
Detroit Leadership Academy Middle/High	1	284
Michigan Technical Academy Elementary	0	287

Fig. 32

On January 4, 2010, the State passed a seminal education reform law requiring the Michigan Department of Education to annually publish a list of "persistently low-achieving" schools. In response to this new law, on August 16, 2010, the Michigan Department of Education published a Top-to-Bottom List ranking all public schools by proficiency and growth on the MEAP and MME.

The table to the left shows the state-wide percentile ranking for each school chartered by CMU during 2013-2014, the latest year in which information is available. The highest performing public school in the state received a ranking of 100 while the lowest performing school received a ranking of 0. The Charter School Ranking is the school's rank out of 220 charter schools in Michigan that received a statewide percentile ranking.

SAT Total Score
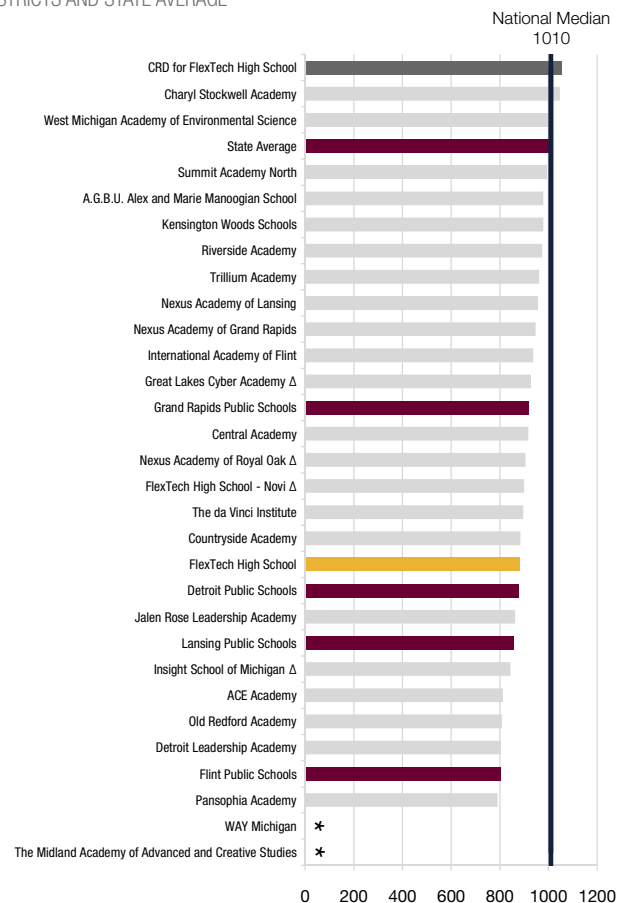2015-2016 SAT RESULTS AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT, MAJOR DISTRICTS AND STATE AVERAGE

Fig. 33

* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

△Schools in their first 3 years of operation.

The Scorecard is a comprehensive summary of the three performance reports from the prior year; the Academic Performance Report, the Fiscal Performance Report and the Operational Performance Report.

PERFORMANCE AREAS

ACADEMIC PERFORMANCE

Student Achievement: Assesses whether or not students at the Academy are meeting or demonstrating measurable progress toward meeting achievement targets as measured by the Performance Series® test by Scantron® or the MAP® test by NWEA™ in grades 2 through 8.

Student Growth: Assesses whether or not students at the Academy are making academic progress over time and demonstrating measurable growth toward the achievement targets.

OPERATIONAL PERFORMANCE

Compliance & Reporting: Assesses the governance and day-to-day management activities which serve to ensure the Academy is in compliance with the charter contract and applicable law. These include: governance, legal requirements, reporting requirements and school data management.

FISCAL PERFORMANCE

Fiscal Performance & Accountability: Provides an overview of the current financial health of the organization and its ability to provide a quality educational program. The Academy's sustainability is determined by how well it has planned and prepared for growth, future needs and unforeseen challenges. This section consists of financial data (including board-approved budgets, interim financial statements, internal controls at the Academy, and annual audits that must comply with financial reporting requirements and the charter contract) as submitted to the academy board, authorizer and other required authorities.

INDICATORS

ACADEMIC INDICATORS

The academic performance indicators display the Academy's overall performance in the area of student achievement. The achievement indicators are determined by the following criteria:

Grades 2-8 Achievement
Students who were enrolled in the Academy for three or more years, on average, have met or exceeded the achievement targets in reading and math.

OPERATIONAL INDICATORS

The operational performance indicators display the Academy's overall performance in certain areas. These indicators are displayed in the following three levels:

Meeting Expectations
Signifies that there is clear evidence demonstrating the Academy is performing at or above the required expectations or performance targets, as outlined in the charter contract.

Not Meeting Expectations
Signifies that there is no/not enough evidence to demonstrate the Academy is performing at the required expectations, as outlined in the charter contract.

No Data Available
There is currently no data available for this area.

FISCAL INDICATORS

The Center acknowledges that there are differing models of management approaches utilized by academies and accounts for these differences through various reviews and analysis of the Academy's fiscal performance. Those reviews include all aspects of the Academy's financial reporting from budgets (original and amended) to the audited financial statements and associated management letter. Given the differences in models, performance indicators are not presented within this section.

Blended Student Count – Public schools receive funding based upon a "blended student count." The 2015-2016 foundation allowance was calculated based upon a blended student count consisting of 90% of the Academy's adjusted fall headcount (October 2015) and 10% of the Academy's spring headcount (February 2016).

Center – The Governor John Engler Center for Charter Schools

Charter Contract – The document that establishes the relationship between Central Michigan University Board of Trustees and the Academy Board of Directors. As a performance agreement, the Charter Contract helps define roles and responsibilities and guides how the Academy's performance will be measured.

CMU – Central Michigan University

Composite Resident District (CRD) – Breakdown of which public school districts students would be assigned to if they were not enrolled in the Academy.

ESP – Educational Service Provider or Management Company

Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student identifiable data (Represented by a * on charts).

Financial Information Database (FID) – For purposes of this report, all source references to the Academy's FID are related to the FID data files for the General Fund only.

Fund Balance – Term used for governmental funds representing the difference between assets and liabilities. Fund balance must be classified as non-spendable, restricted, committed, assigned or unassigned.

Instructional Expenditures – Include teachers, teacher assistants, textbooks, classroom supplies and resources directly dealing with the instructional program. These are direct classroom expenditures.

Liquidity – The ability to convert short-term assets into cash.

Measures of Academic Progress® (MAP®) – Computer-adaptive test provided by Northwest Evaluation Association.

Michigan Merit Exam (MME) – Test taken in grade 11 which consists of three parts a college entrance exam, a work skills assessment and summative assessments in evidence-based reading and writing, math, science and social studies.

Michigan Student Test of Educational Progress (M-STEP) – Test taken in grades 3 through 8.

Performance Series® (PS®) – Computer adaptive test provided by Scantron and utilized by the Academy and the Center in gauging student performance.

Per-pupil Foundation Allowance – This amount is established by the legislature each year and accounts for the majority of the Academy's state revenue.

Preliminary Scholastic Aptitude Test™ (PSAT™) – Test taken in grades 8, 9 and 10 as a precursor to the SAT and as a continuation of evaluating a students readiness for college, work and life.

Scholastic Aptitude Test® (SAT®) – Test taken in grade 11 as part of the MME.

Supporting Services Expenditures – Services that provide administrative, technical and logistical support to facilitate and enhance instruction. This classification of expenditures includes non-classroom expenditures.

Fig. 1	Source: The Charter Contract and Educational Service Provider Agreement
Fig. 2	Source: Michigan Department of Education, CEPI Public Data
Fig. 3	Source: Michigan Department of Education, CEPI Public Data
Fig. 4	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 5	Source: Michigan Department of Education, CEPI Public Data
Fig. 6	Source: Michigan Department of Education, MEAP and MME
Fig. 7	Source: Michigan Department of Education, CEPI Public Data
Fig. 8	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 9	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 10	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 11 & 12	Source: Scantron's Performance Series or NWEA's MAP: spring reading and math
	BUSINESS RULE: To be "on-track" the average achievement scores for students enrolled for three or more years must be equal to or greater than the achievement targets identified in the charter contract. If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.
Fig. 13 & 14	Source: Scantron's Performance Series or NWEA's MAP: spring reading and math
Fig. 15	Source: Source: Scantron's Performance Series or NWEA's MAP: spring reading and math
Fig. 16	Source: Source: Scantron's Performance Series or NWEA's MAP: spring reading
Fig. 17	Source: Scantron's Performance Series or NWEA's MAP: spring math
Fig. 18	Source: Document Submissions
	BUSINESS RULE: The percent of Master Calendar of Reporting Requirements documents received on-time by the Center, as of June 30, must be greater than or equal to 90% of documents in by the due date, AND 100% within 5 days.
Fig. 19	Source: Document Submissions
Fig. 20	Source: Resignation Letters, Board Meeting Minutes, Board Appointment Materials and Oaths of Public Office
Fig. 21	Source: Board Meeting Minutes
Fig. 22	Source: Board Policies - The National Charter Schools Institute or the Academy's Board Meeting Minutes; Charter Contract Administration - Academy's Requests for Contract Amendments; Notice of Intent to Revoke - notice documents as issued by the Center; Staff Reviews and Site & Facility Reviews - Timelines and Reports
	BUSINESS RULE: In accordance with the Charter Contract, specifically, Schedule 4 (Oversight, Compliance and Reporting Agreement), Section 2.02 (a), the Academy Board shall adopt and properly maintain governing board policies in accordance with Applicable Law. This indicator is based on the status of the Academy's legally required (state and federal) policies for the fiscal year ending June 30, 2016.
Fig. 23	Source: FID
Fig. 24	Source: FID
Fig. 25	Source: FID
Fig. 26	Source: FID
Fig. 27	Source: FID
Fig. 28	Source: Short-term borrowing documents a recieved by the Center; Audited Financial Statements.
Fig. 29	Source: Audited Financial Statements and letters issued by the auditor.
Fig. 30	Source: Michigan Department of Education, M-STEP Public Release; English language arts and MSDS fall – unaudited
Fig. 31	Source: Michigan Department of Education, M-STEP Public Release; Math and MSDS fall - unaudited
Fig. 32	Source: Michigan Department of Education
Fig. 33	Source: Michigan Department of Education, MME & SAT

NOTES

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THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY