

2015 | STUDENT GROWTH 2016 | MEASURE

A SUPPLEMENT TO THE ACADEMIC PERFORMANCE REPORT

ABC Academy



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

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 provide you with this supplement to the 2015 – 16 Academic Performance Report that focuses on the new measure for student growth.

The Center is continually seeking the best way to foster academic excellence for all children. Upon review of our educational goal, the Center determined that the achievement measure would remain unchanged. However, as I have previously shared, to ensure we are getting a clear and concise measurement of growth that will help drive academic performance, we are transitioning to student and median growth percentiles. This new growth measurement will provide information to assist you in monitoring student growth from fall to spring. It will also provide an appropriate platform for schools to examine and adapt programs and interventions to meet the needs of all learners.

As you are aware, the 2015 – 16 school year has served as a transition to the use of the student and median growth percentiles. To ensure you have a solid understanding of student growth percentiles, we held a series of informational sessions. The sessions were recorded and are available on the Center's website, www.TheCenterForCharters.org/StudentGrowth. Continuing with the transition, this supplement is provided to outline your school's specific academic results related to the new Measure 2 of Schedule 7b of your Charter Contract.

Thank you for your dedication and sharing the vision that every child 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!

Cindy Schumacher
Cynthia M. Schumacher

Executive Director



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Executive Director

THE EDUCATIONAL GOAL

The Charter Contract: Schedule 7b

Setting clear targets will help guide students to focus on making sufficient academic growth that will lead to greater choices and opportunities when they complete high school. The Charter Contract includes the Educational Goal (Schedule 7b) that establishes one goal with aligned measures, metrics and targets to help guide the Academy in achieving or demonstrating measurable progress toward the achievement of this goal.

Charter Contract:

Schedule 7b of the Charter Contract states that “Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this schedule. Upon request, the Academy shall provide The Center for Charter Schools with a written report, along with supporting data, assessing the Academy’s progress toward achieving this goal. In addition, the University expects the Academy will meet the State of Michigan’s accreditation standards and achieve Adequate Yearly Progress pursuant to state and federal law.”

Educational Goal to be Achieved:

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 measures:

Measure 1: Student Achievement

The academic achievement of all students in grades two through eight, who have been enrolled for three¹ or more years at the Academy, will be assessed using the following metrics and achievement targets:

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-8	The average college readiness level based on scaled scores from the NWEA MAP [®] or Performance Series [®] by Scantron [®] reading and math tests administered in the spring.	Students enrolled for three ¹ 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.

¹If 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.

Measure 2: Student Growth

The academic growth of all students in grades three through eight at the Academy will be assessed using the following metrics and growth targets:

GRADES	METRICS	GROWTH TARGETS
Grades 3-8	Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the NWEA MAP or Performance Series by Scantron.	The median growth percentile status for all students tested on NWEA MAP / Performance Series by Scantron in reading and mathematics will be at or above the 50 th percentile and demonstrating progress toward the 65 th percentile.

Please note the measure of student growth 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.

Measure 3: For Grades 9-12

The Academy will demonstrate improved pupil academic achievement for all groups of pupils as assessed on the Michigan Merit Examination pursuant to the Code.

GROWTH PERCENTILES

Overview

Student Growth Percentile

Student growth percentile (SGP) is a measure that describes how much a student has improved, or grown, academically from fall to spring as compared to his or her academic test peers. An academic test peer is a student who has the same or similar scaled score on a norm-referenced assessment. An SGP provides an increased level of individualization and accuracy in measuring student growth.

SGP is reported on a 1-99 scale, with lower numbers indicating low growth and higher numbers indicating high growth. For example, if a student has an SGP of 80, it indicates that the student has shown more growth than 80 percent of academic test peers. While knowing a student's level of achievement expresses whether the student is performing below, above or on grade level, a growth measure such as SGP indicates what kind of progress the student is making.

Every student, regardless of their grade or initial achievement level, has the opportunity to receive any SGP between 1 and 99. A student may be performing at a low level, yet experiencing a high rate of growth. Conversely, a high-performing student could demonstrate limited to no growth.

The SGP methodology provides a platform whereby a school can easily monitor growth for all students, regardless of their college-readiness status, and examine the effect of instructional interventions to ensure the school is fostering academic excellence for all students.

A SGP does the following:

1. Describes a student's growth compared to other students with similar prior test scores (academic test peers).
2. Enables a comparison of students at different academic levels (high, moderate, low and very low).
3. Demonstrates a student's academic growth, even if that student is not yet meeting the college-readiness targets.
4. Assists in answering the question, "How is our school fostering academic excellence?"
 - with students of similar academic ability
 - in differentiating learning for all students
 - in meeting the needs of those students who are significantly below grade level





Median Growth Percentile

Median growth percentile (MGP) summarizes student growth rates by school or grade level. The median is calculated by taking the individual SGP for all students (grades three through eight) in a school, ordering them from lowest to highest, and identifying the middle score. The MGP indicates how well a typical student in a school is growing in comparison to other students nationwide that have similar norm-referenced test scores.

The data displays for MGP are a bell curve and line charts (displayed and described on the upcoming pages). The same color legend and percentile cut points are used for both the bell curve and line charts. These percentile cut points pertain to the *likelihood* that students will meet the college-readiness targets if growth rates are maintained for three years. The percentile cut points were established based upon analysis of test results from CMU-authorized charter public schools over time.

For example, if a school has a MGP of 55, a typical student in that school has a moderate (50-64) *likelihood* that he/she will meet the college-readiness targets if the growth rate is consistently maintained for three years. However, if a school has a MGP of 40, a typical student in that school has a very low (1-44) *likelihood* that he/she will meet the college-readiness targets if the growth rate consistently remains in that range for three years.

Color Legend of Percentile Cut Scores

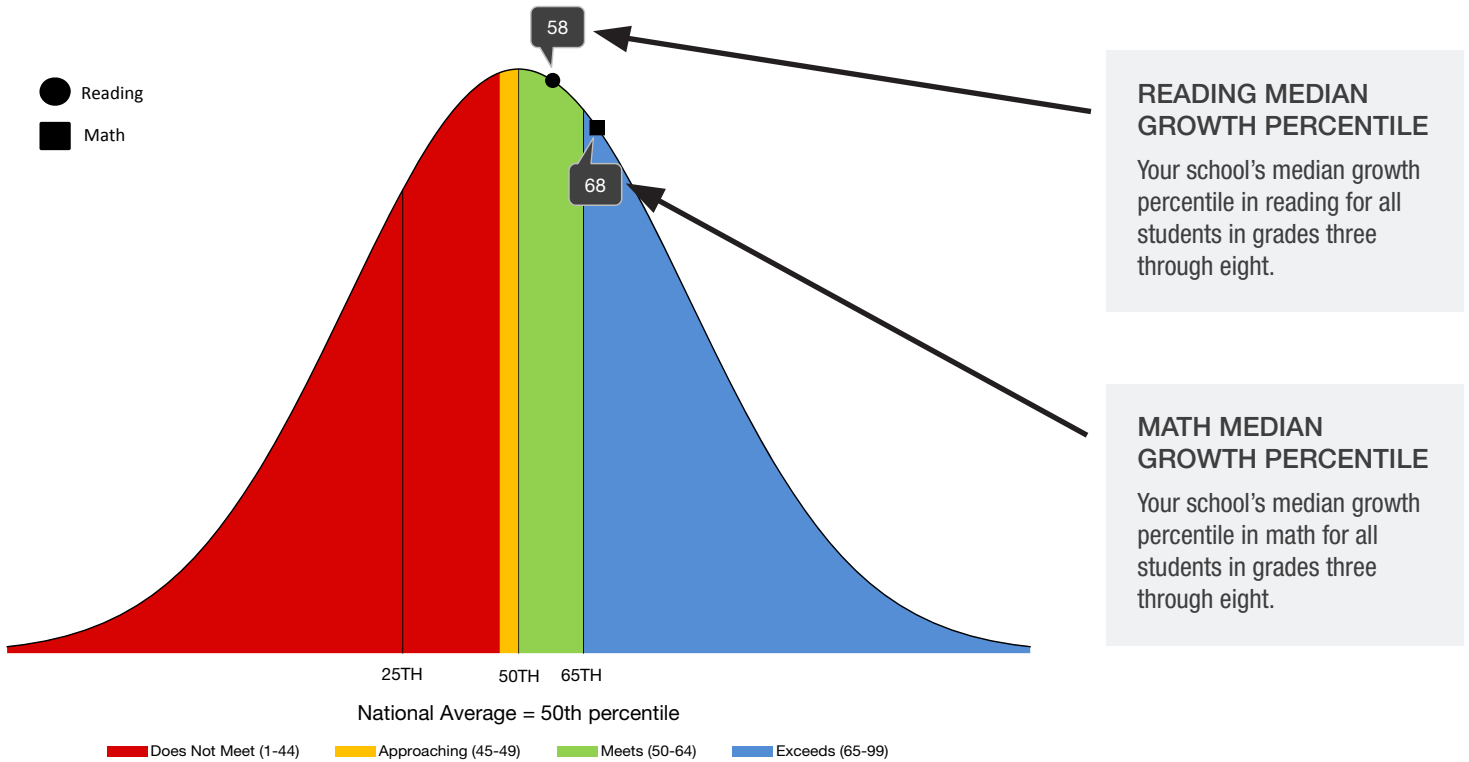
	Exceeds / High	65-99
	Meets / Moderate	50-64
	Approaching / Low	45-49
	Does Not Meet / Very Low	1-44

STUDENT GROWTH BELL CURVE

Overview

Understanding the Bell Curve

The bell curve chart, as a display of student growth, identifies the reading and math MGP for all students in grades three through eight. 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.



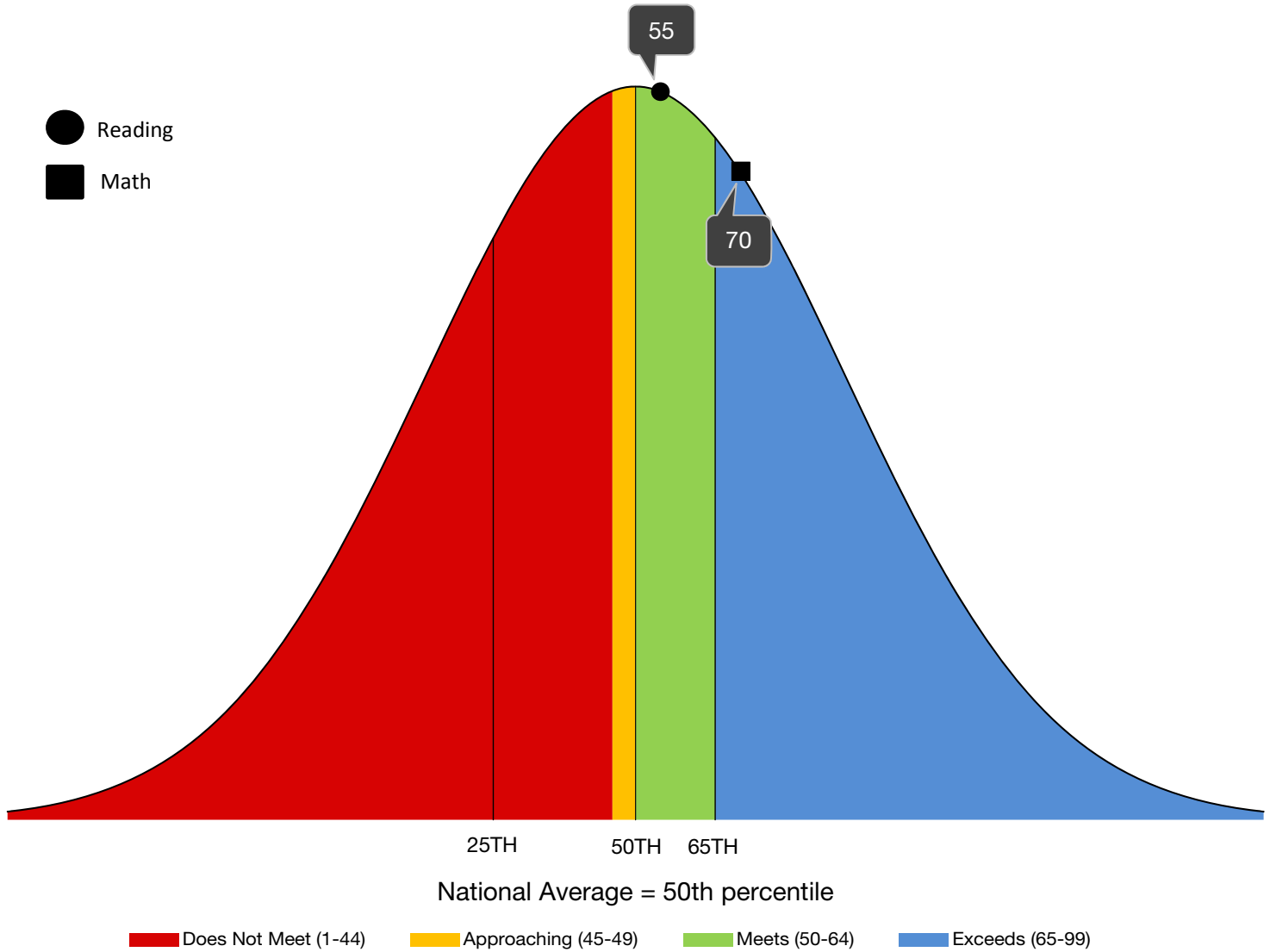
COLOR LEGEND OF PERCENTILE CUT POINTS

The color-coded percentile cut points are related to the *likelihood* that a student will meet college-readiness targets if the median growth percentile is consistently **maintained over three years**.

STUDENT GROWTH BELL CURVE

Your School's Data

MAP Fall-to-Spring Results

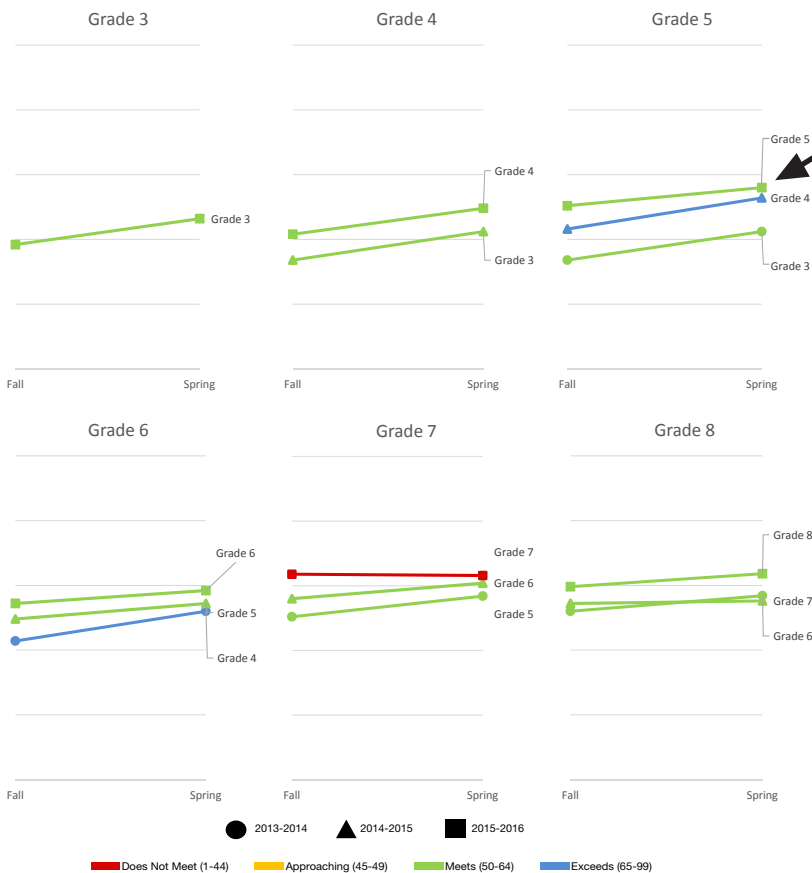


STUDENT GROWTH LINE CHART

Overview

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 MGP 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).



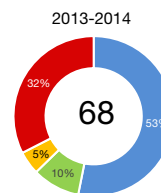
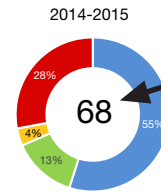
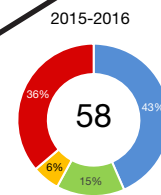
SCALED SCORES

Fall and spring scaled scores are represented by the ends of each line.

- 2015-16
- ▲ 2014-15
- 2013-14

MEDIAN GROWTH PERCENTILE

The number in the middle of each donut chart indicates the median growth percentile for all students in the school in grades three through eight.



PERCENT OF STUDENTS

The percent of students in each of the four percentile cut-point categories.

- Exceeds / High 65-99
- Meets / Moderate 50-64
- Approaching / Low 45-49
- Does Not Meet / Very Low 1-44

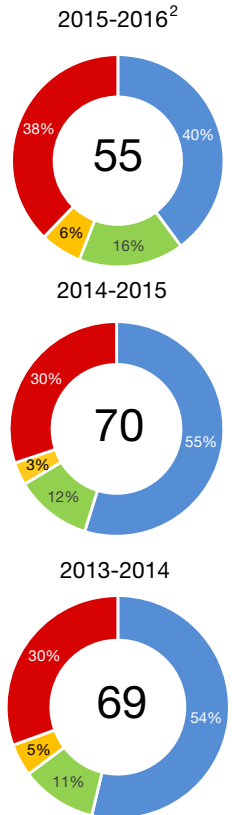
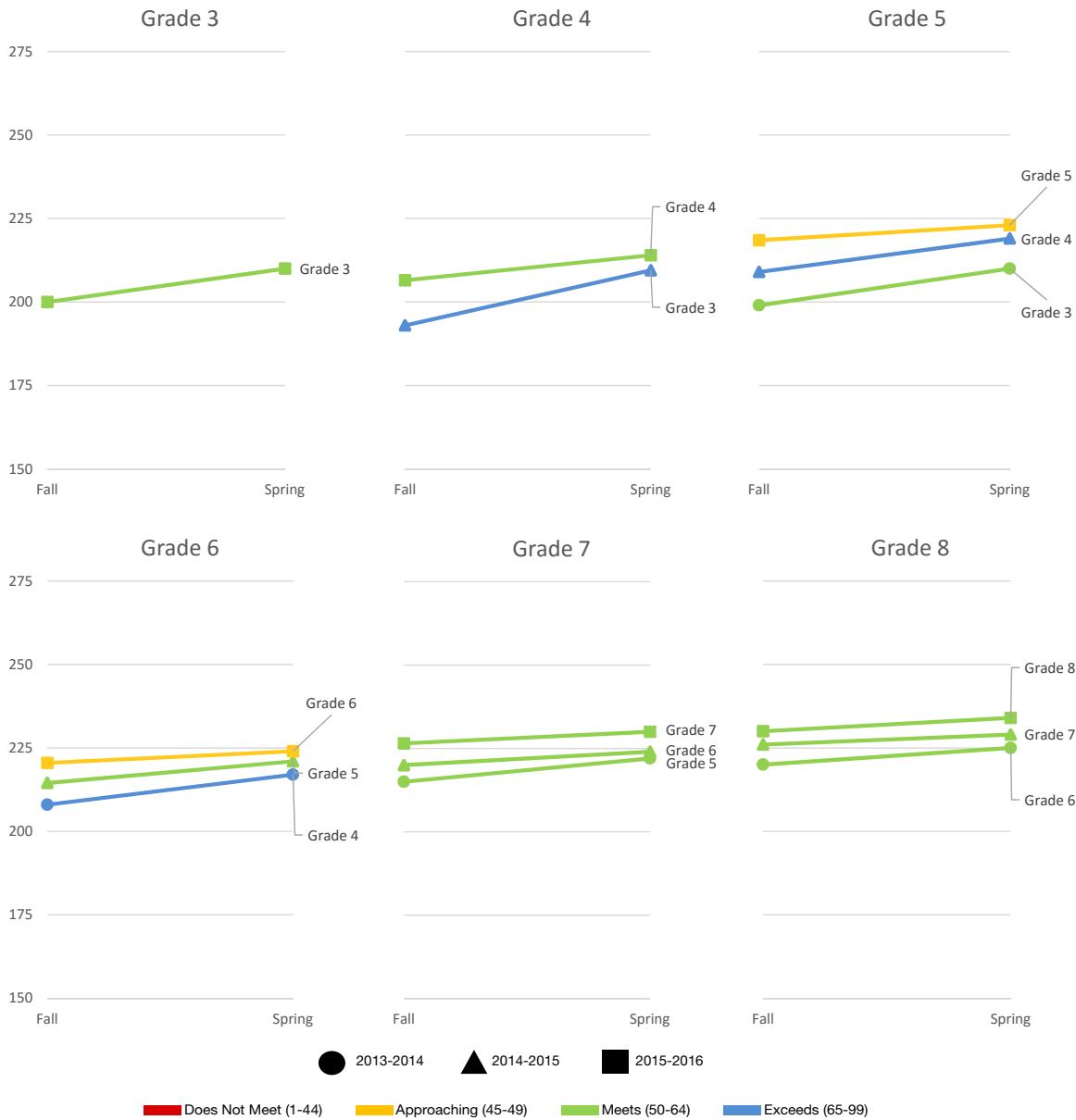
COLOR LEGEND OF PERCENTILE CUT POINTS

The color of the line connecting the fall and spring scaled scores indicates the median growth percentile for the identified grade and school year.

STUDENT GROWTH LINE CHART

Your School's Data

MAP Fall-to-Spring Reading Results



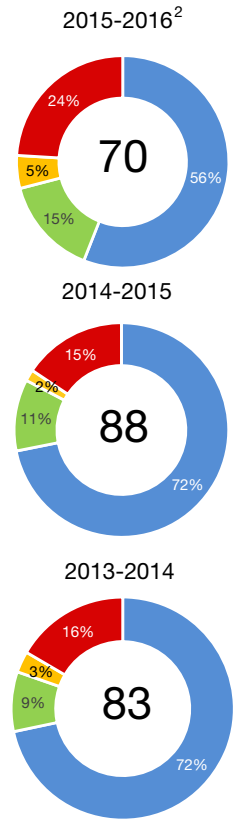
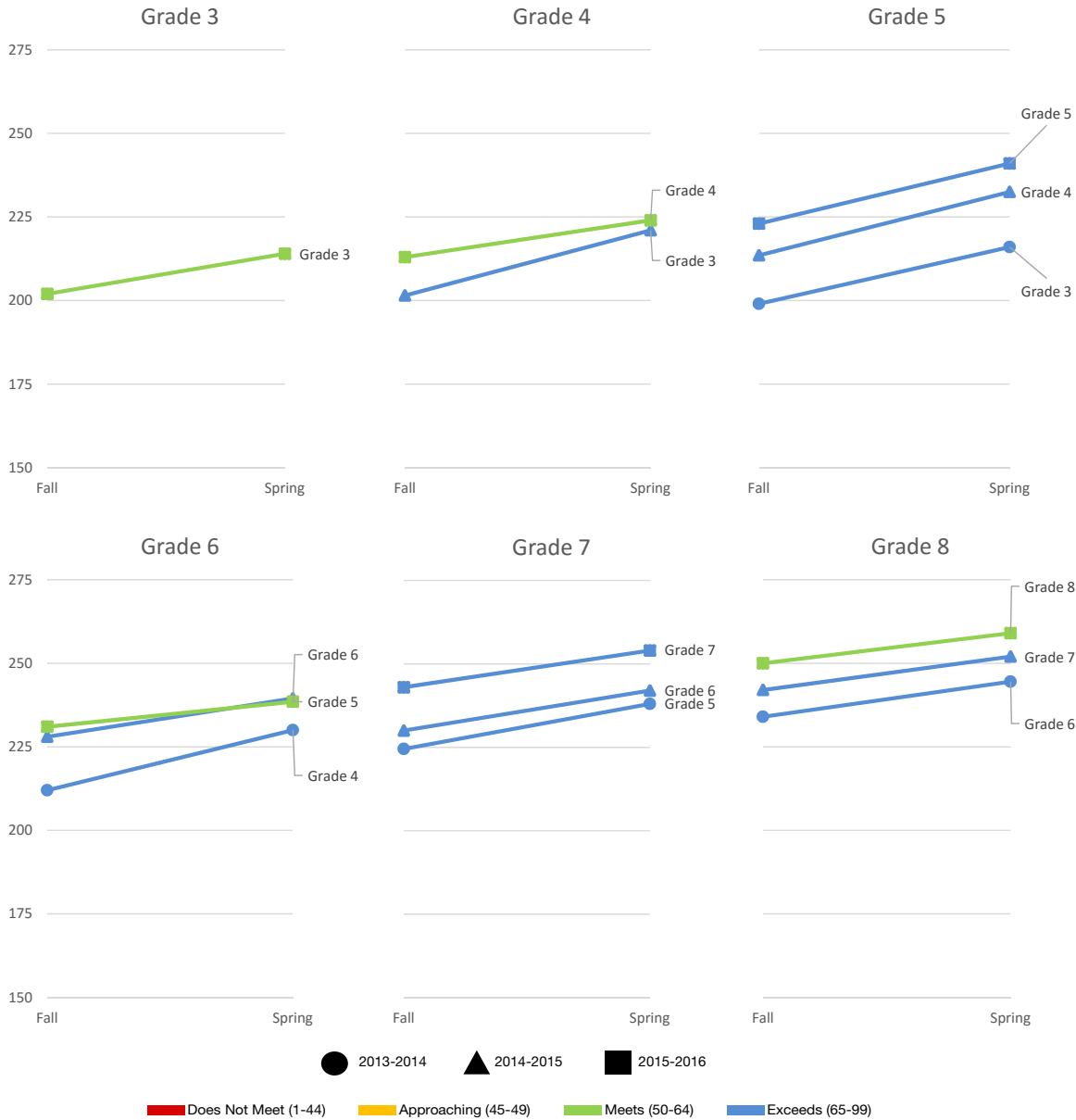
* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

² For 2015-2016, NWEA 2015 norms were applied

STUDENT GROWTH LINE CHART

Your School's Data

MAP Fall-to-Spring Math Results



* 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

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