



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Guidance Document



GUIDANCE DOCUMENT

SPRING 2023-2024 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?

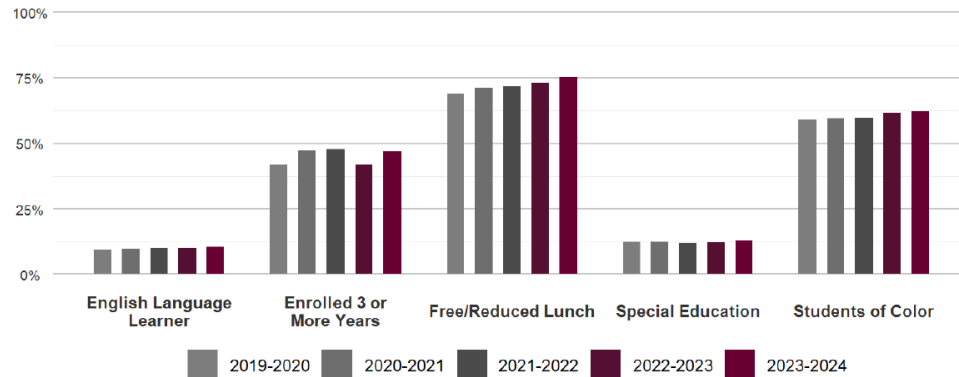
Academic performance expectations are contained within Schedule 7b – Educational Goal and Related Measures of the charter contract (contract) between CMU and the academy. The Center evaluates the performance of each academy on an annual basis using multiple measures, including standardized assessments. 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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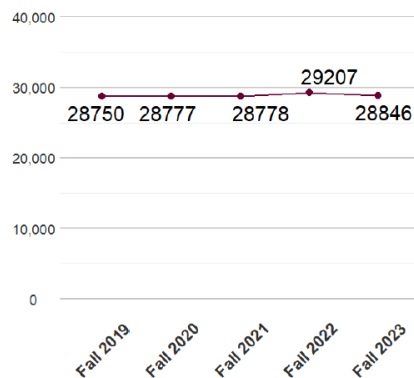
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Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	9.4%	9.6%	10.1%	9.9%	10.5%
Special Education	12.5%	12.6%	12.0%	12.2%	13.0%
Free/Reduced Lunch	68.9%	70.9%	71.8%	72.9%	75.3%
Students of Color	59.1%	59.6%	59.9%	61.6%	62.4%
Enrolled 3 or More Years	41.7%	47.1%	47.7%	41.7%	47.0%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	7049
Flint, School District of the City of	2058
Taylor School District	1336
Benton Harbor Area Schools	807
Plymouth-Canton Community Schools	740
Grand Rapids Public Schools	722
Lansing Public School District	620
Romulus Community Schools	618
Coldwater Community Schools	571
Other	13702

Summary

The Academic Performance Report for each academy begins with a demographics page containing important information about the student population enrolled in the academy. Enrollment is an important indicator of fiscal health, and enrollment trends provide a signal regarding the health of a charter academy over time. The report contains a chart showing each academy's enrollment over a five-year period. Additionally, each report includes 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 state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. 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 Reading & Writing 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.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

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.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



SAT Summary

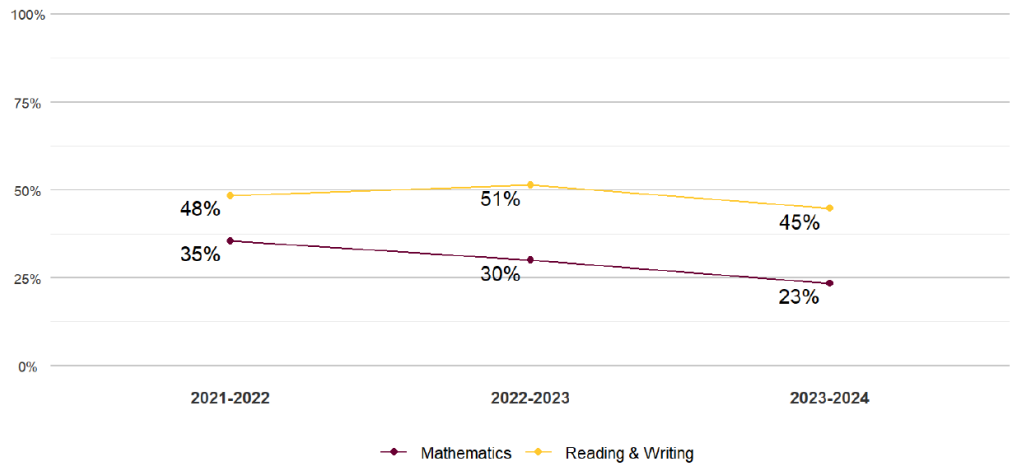
The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. The SAT helps determine whether a student is ready for college by assessing them in Reading & Writing, and Mathematics. The College Board made substantial changes to the SAT in 2024. The SAT is now administered digitally and is no longer taken with paper and pencil. As a result, the SAT takes less time for students to complete. In addition, The College Board has changed the name of the Evidence-Based Reading & Writing (EBRW) section to simply the Reading & Writing section. Many colleges and universities use the SAT to assist in their admissions decisions. Academies authorized by CMU that serve high school students have a target set forth in their charter contract which states that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics should meet or exceed the state-wide percentage of students who meet those same benchmarks. Similar to the other measures 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 Post-Secondary Readiness measure, the academy must outperform its CRD. Due to the significant changes in the way SAT was administered this year, and due to the Michigan Department of Education's statement cautioning that year-over-year growth or decline may be due to the change, the Center has opted to exclude the "1 year change" component from this year's reports.

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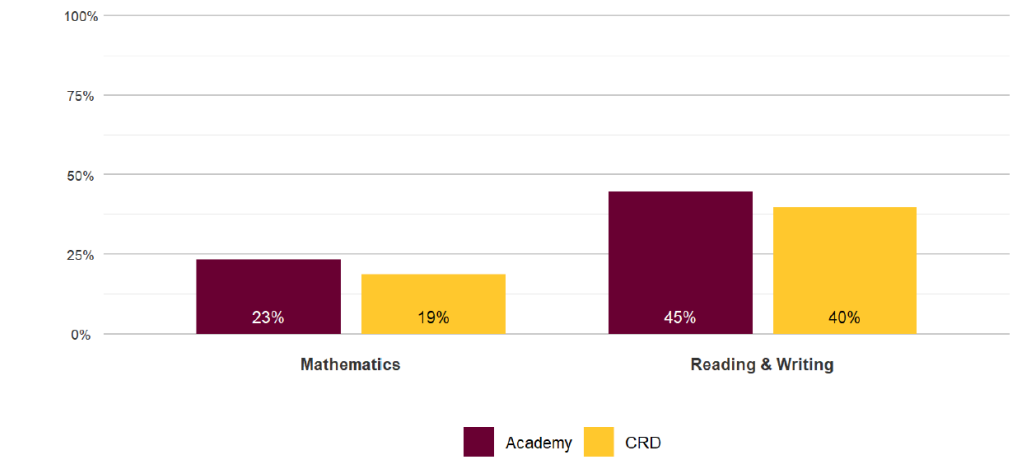
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SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Trend in SAT Benchmark Performance

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. As stated previously, there should be caution taken when comparing 2023-2024 with prior years due to changes in the way the assessment was administered.

SAT Benchmark Performance vs. CRD

The changes in the administration of SAT impact all students including those who attend districts represented in the Composite Resident District (CRD). The Academy's performance versus the CRD is included here as reference but should be interpreted cautiously with the changes made to the SAT in mind.

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Comparative Graduation Rate
An additional measure of Post-Secondary Readiness outlined in the Charter Contract is the Comparative Graduation Rate. The requirement is that the 4-year graduation rate for students at the academy will meet or surpass the school's Composite Resident District's (CRD) 4-year graduation rate.

2023-2024 - Academy 4-year Graduation Rate vs. the CRD 4-year Graduation Rate



Comparative Graduation Rate
Post-Secondary Readiness goals constitute a crucial component of the Educational Measures delineated in the Charter Contract. The metrics associated with these measures enable us to evaluate whether high school students are progressing adequately toward college and career readiness. The Comparative Graduation Rate measures the academy's 4-year graduation rate against that of its Composite Resident District (CRD). The CRD is computed similarly to the CRD for M-STEP and SAT performance. It is expected that the academy's graduation rate will meet or surpass that of its CRD.

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Resources

- [NWEA Norms](https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm?cshid=692#Norms) - <https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm?cshid=692#Norms>
- [CMU Educational Goal Template](https://www.thecenterforcharters.org/educationalgoal) - <https://www.thecenterforcharters.org/educationalgoal>
- [The Center for Charter Schools at CMU - Research and Analysis Webpage](https://www.thecenterforcharters.org/research-and-analysis) - <https://www.thecenterforcharters.org/research-and-analysis>
- [The Center for Charter Schools at CMU - Schools Webpage](https://www.thecenterforcharters.org/schools/choice/our-schools/) - <https://www.thecenterforcharters.org/schools/choice/our-schools/>
- [MI School Data](https://mischooldata.org/) - <https://mischooldata.org/>
- [NWEA Multi-state expansion of the Enhanced Item Selection Algorithm](https://connection.nwea.org/s/nwea-news/17-state-expansion-of-the-enhanced-item-selection-algorithm-MCDOB2VK7YABD3LLL5ILP3OZRLCM?language=en_US) - https://connection.nwea.org/s/nwea-news/17-state-expansion-of-the-enhanced-item-selection-algorithm-MCDOB2VK7YABD3LLL5ILP3OZRLCM?language=en_US
- [NWEA MAP Growth with enhanced item-selection algorithm: Updates on score comparability](https://www.nwea.org/uploads/Research-MAP-Growth-with-enhanced-item-selection-algorithm-updates-on-score-compatibility_NWEA_Research_Guide.pdf) - https://www.nwea.org/uploads/Research-MAP-Growth-with-enhanced-item-selection-algorithm-updates-on-score-compatibility_NWEA_Research_Guide.pdf
- [MDE statement on PSAT/SAT changes](https://www.michigan.gov/mde/news-and-information/press-releases/2024/08/28/michigan-students-improve-on-most-state-tests) - <https://www.michigan.gov/mde/news-and-information/press-releases/2024/08/28/michigan-students-improve-on-most-state-tests>



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