

# ACADEMIC GUIDANCE DOCUMENT

*Lakeside Charter School*



*February 2020*

## OUR MISSION

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

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## OUR VISION

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

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## OUR VALUES

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

As a provider of a high quality academic program, the Academy's focus should be on both academic achievement and academic growth. The Charter Contract includes an Educational Goal (Schedule 7b) with accompanying measures, metrics and targets that define parameters and assist in the evaluation of progress toward the fulfillment of the goal in both achievement and growth.

It is important to note that the Academic Performance Report provides data for the 2018-19 academic year and prior, and this data should be reviewed in connection with the Academy's Charter Contract in effect at that time. The language below reflects the relevant contractual language in effect for the Academy during the 2018-19 school year. The Academy may have additional contractual language related to academic performance. If you have questions about specifics in the Academy's Charter Contract, please refer to the latest amendment affecting Schedule 7B of the Academy's Charter Contract. The Academy's Charter Contract can be found on the Our Schools page, under the Schools section at [www.TheCenterforCharters.org](http://www.TheCenterforCharters.org).

## 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, an academy shall provide The Center 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 pursuant to state and federal law."

## EDUCATIONAL GOAL TO BE ACHIEVED

Prepare students academically for success in college, work and life.

# Lakeside Charter School

*The Charter Contract and Educational Goal*

## MEASURES TO ASSIST IN DETERMINING MEASURABLE PROGRESS TOWARDS GOAL ACHIEVEMENT

To assist in determining whether the Academy is achieving measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measures:

### ACHIEVEMENT

The academic achievement of all eligible students<sup>1</sup>, who have been enrolled three<sup>2</sup> or more years at the Academy, will be assessed using the following measures and targets:

GRADES	MEASURE	TARGET
2-8	The percentage of students achieving scaled scores meeting or surpassing national norms on the NWEA™ MAP® reading and math tests administered in the spring.	At least 50% of eligible students will produce scaled scores that meet or surpass the grade-level nationally normed benchmarks identified in this schedule.

### NWEA MAP 2015 NATIONAL NORMS (SPRING BENCHMARK)

GRADE	READING ≥ RIT SCORE BELOW	MATH ≥ RIT SCORE BELOW
2	188.7	192.1
3	198.6	203.4
4	205.9	213.5
5	211.8	221.4
6	215.8	225.3
7	218.2	228.6
8	220.1	230.9

### GROWTH

The academic growth of all eligible<sup>3</sup> students at the Academy will be assessed using the following measures and targets:

GRADES	MEASURE	TARGET
3-8	The median of student growth percentiles reflecting fall-to-spring scaled score growth on the reading and math NWEA MAP tests.	The median growth percentile will be at or above the 50 <sup>th</sup> percentile.

### POSTSECONDARY READINESS

The 'on-track' towards college readiness rates of all students in grades nine through eleven will be assessed using the following measures and targets:

GRADES	MEASURE	TARGET
9-11	The percentage of students achieving scaled scores that surpass state-selected, grade-level college readiness benchmarks on the PSAT and SAT tests in Evidence-Based Reading and Writing (EBRW) and Math.	The percentage of students meeting or surpassing gradelevel college readiness benchmarks on the PSAT (grades 9 and 10) and SAT (grade 11) in EBRW and Math.

### COLLEGE BOARD PSAT/SAT COLLEGE READINESS BENCHMARKS

BENCHMARK	TEST	EBRW	MATH
GRADE 8	PSAT	390	430
GRADE 9	PSAT	410	450
GRADE 10	PSAT	430	480
COLLEGE READY	SAT	480	530

### PERCENT COLLEGE READY TARGETS

BENCHMARK	TEST	EBRW	MATH
GRADE 8	PSAT	60%	40%
GRADE 9	PSAT	60%	40%
GRADE 10	PSAT	60%	40%
COLLEGE READY	SAT	60%	40%

<sup>1</sup>Contracts for each school may differ in the grades referenced, ranging from grades 2-8. Only grades referenced in a school's Contract will be included in the corresponding Report.

<sup>2</sup>If the cohort enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students of the size needed will be used and the Report will reflect that cohort.

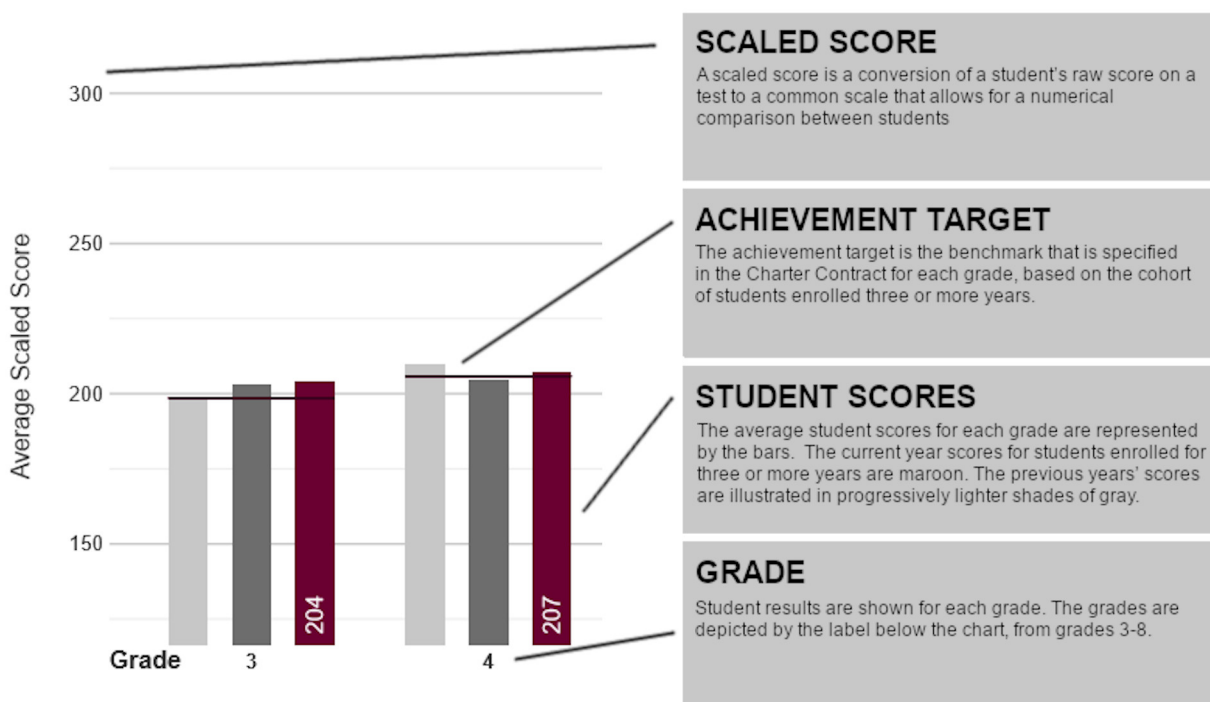
<sup>3</sup>Some school's Contracts include grade 8 and others do not. Only the grades included in a school's Contract will be included in the corresponding Report.

### MEASURING STUDENT ACHIEVEMENT IN GRADES 3-8

Academic achievement is the demonstration of student performance, evident when a student has attained a specific skill or concept, as measured against set standards. Achievement of basic skills in reading and mathematics can be measured using standardized assessments such as MAP by NWEA.

The MAP tests are computer-adaptive tests that adjust the difficulty of questions based on a student's response regardless of current grade level. This adaptability provides student level scores that are accurate, immediate and reliable based on the student's current level of academic achievement. Teachers are provided immediate, real-time results that assist in the development of instruction that can be tailored to each child's academic needs.

As the first measure of the Educational Goal, the bar graphs on pages six and eight of the Academic Performance Report illustrate whether or not students who have been continuously enrolled for three or more years<sup>4</sup> at the Academy have, on average, met the grade-level achievement targets identified in the Charter Contract.



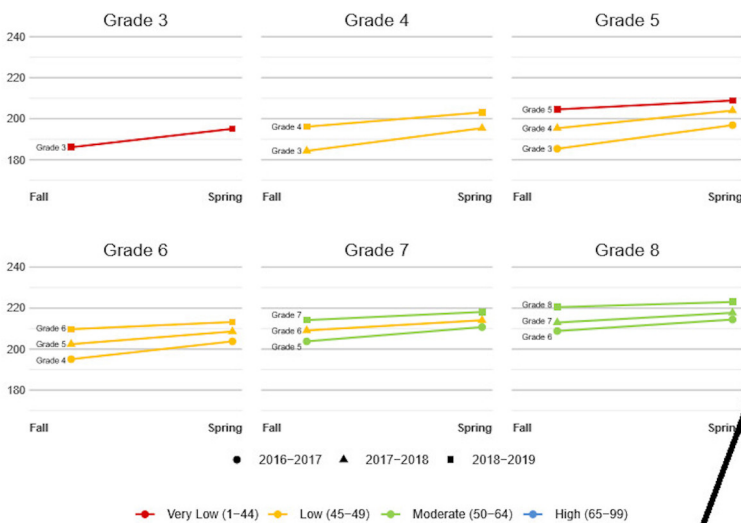
<sup>4</sup> If the cohort enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students of the size needed will be used and the Report will reflect that cohort.

Median Growth Percentile (MGP) summarizes student growth rates by school or grade level. The median is calculated by taking the individual student growth percentile for all students in applicable grade levels in a school, ordering them from lowest to highest and identifying the middle score. The MGP indicates how well a school is doing on delivering high-quality academics compared to other schools nationwide. If a student achieves a Growth Percentile of 50, it means that they have made academic gains typical of a student that started the year at the same academic level.

### UNDERSTANDING THE LINE CHARTS AND WHEELS

The line charts on pages seven and nine, as a display of student growth, illustrates per grade level, the average fall and spring scaled scores as well as the MGP cut point. The line chart (shown below with descriptors) displays a line per academic year and grade. The line color indicates the attained MGP cut point and the end points represent the beginning fall and ending spring scaled scores. The color of the line chart displays the data using the four categories of percentile cut points (very low, low, moderate and high).

In addition, the MGP wheels display the Academy's aggregate MGP (center of the wheel) as well as the percentage of students tested that are performing in each of the cut point designations. The greater the percentage of students with higher student growth percentiles, the greater the positive impact on the Academy's overall MGP. Conversely, the greater the percentage of students with low student growth percentiles, the less the positive impact on the Academy's overall MGP.



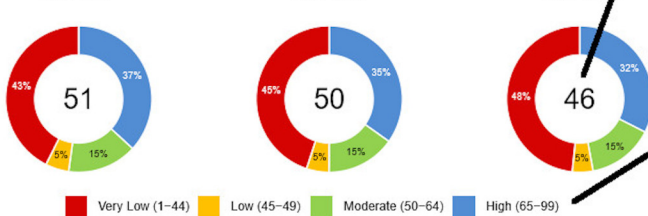
**SCALED SCORES**  
Mean fall and spring scaled scores are represented by the ends of each line.

**MEDIAN GROWTH PERCENTILE**  
The number in the middle of each wheel chart indicates the median growth percentile for all students in the school in grades 3-8.

**PERCENT OF STUDENTS**  
The percent of students in each of the four categories are represented by the four segments in the wheel charts.

**COLOR LEGEND OF PERCENTILE CUT POINTS**  
The color of the line connecting the mean scaled scores indicates the category of growth using median growth percentiles.

MEDIAN GROWTH PERCENTILE & PERCENT OF STUDENTS IN PERCENTILE CATEGORIES



# Lakeside Charter School

## Michigan Student Test of Educational Progress (M-STEP)

### M-STEP PROFICIENCY IN GRADES 3-8

The M-STEP includes the following subjects tested in the grades noted:

- English Language Arts – Grades 3-7
- Math – Grades 3-7
- Science – Grades 4 and 7
- Social Studies – Grades 5 and 8

The scores from these tests range on a scale of 1203-1868. Student scores are placed within one of four performance levels: Advanced, Proficient, Partially Proficient and Not Proficient. Performance levels four and three are considered proficient, while levels two and one are not proficient.

**PERFORMANCE LEVELS**

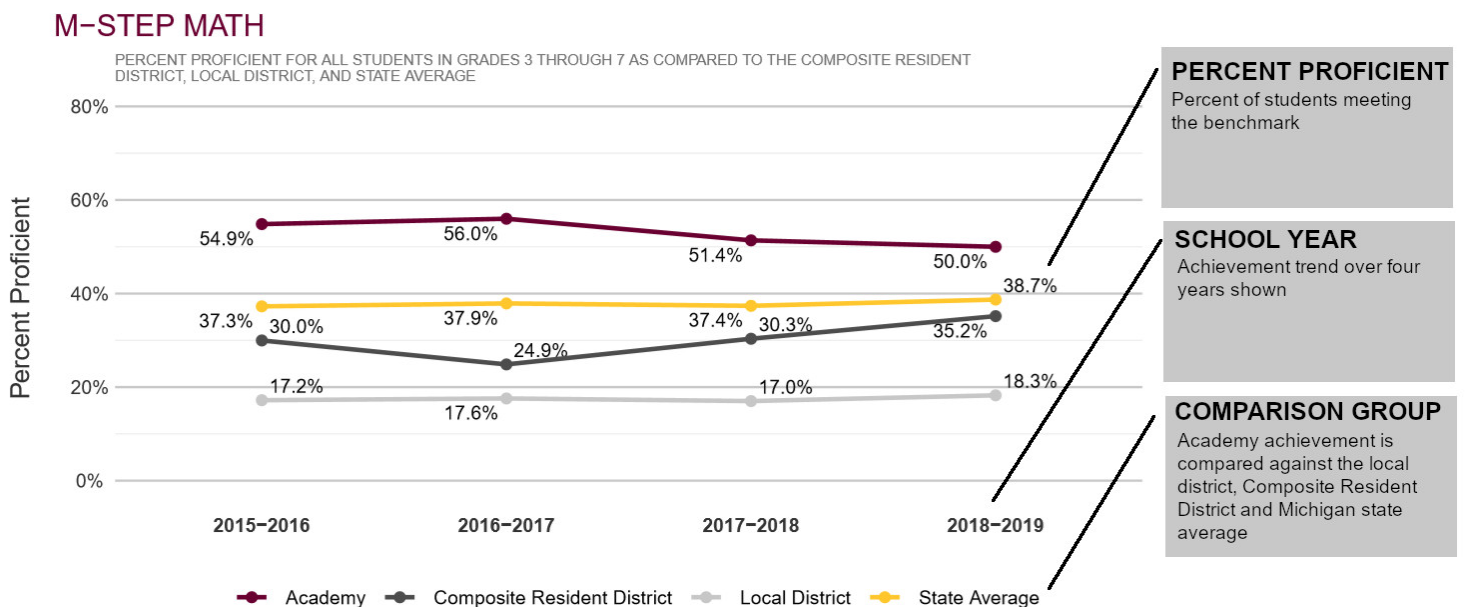
<b>Proficient</b>	}	Level 4 – Advanced Level 3 – Proficient
<b>Not-Proficient</b>	}	Level 2 – Partially Proficient Level 1 – Not Proficient

Note: Prior to 2014-2015, performance levels 1 & 2 indicated proficient and levels 3 & 4 indicated not-proficient.

The Michigan Department of Education (MDE) defines the proficiency levels as:

- Performance Level 4 (Advanced) is defined as the student's performance exceeds grade level content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.
- Performance Level 3 (Proficient) is defined as the student's performance indicates understanding and application of key grade level content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.
- Performance Level 2 (Partially Proficient) is defined as the student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level content standards defined for Michigan students.
- Performance Level 1 (Not Proficient) is defined as the student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level content standards defined for Michigan students.

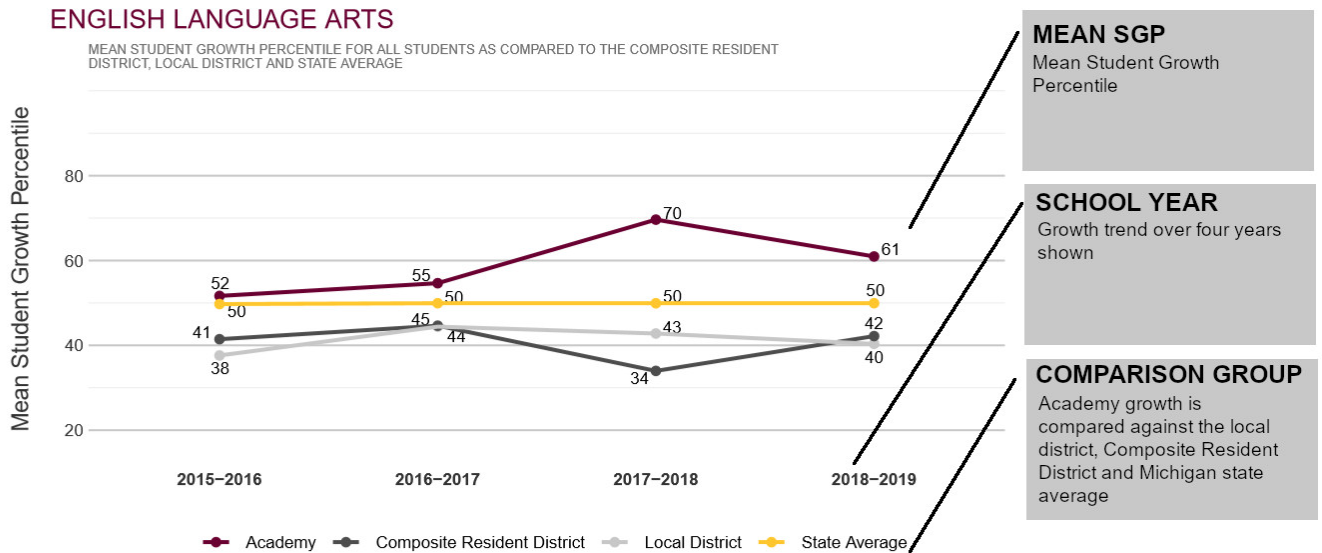
### UNDERSTANDING THE M-STEP ACHIEVEMENT CHART



### MEAN STUDENT GROWTH PERCENTILE

The method used by the MDE for calculating student growth is Student Growth Percentile (SGP). SGP groups together students with a similar score history in a given subject, and then compares their performance on the most recent test. MDE combines SGPs from the M-STEP, MI-Access, PSAT and SAT assessments for students in grades 4-8 and grade 11 to calculate Mean Student Growth Percentiles.

### UNDERSTANDING THE STUDENT GROWTH CHART



### PSAT™ IN GRADES 8, 9, & 10 AND SAT IN GRADE 11

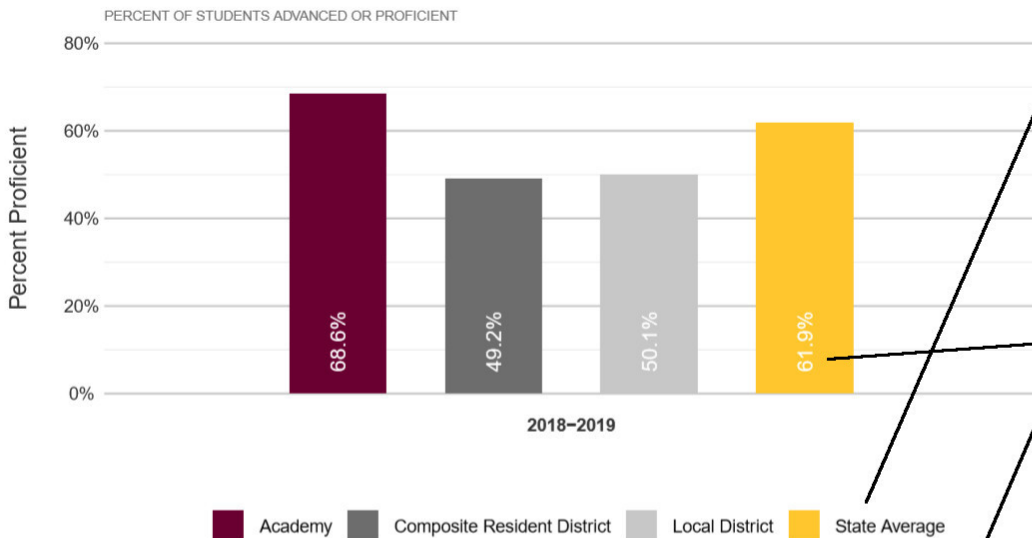
The PSAT and SAT tests include sections on evidence-based reading and writing as well as math to assess the likelihood of success in college and career for a student. The scores from the tests range from 240-1440 for grade nine, 320-1520 for grades 10 and 11, and 400-1600 for the SAT. When a student achieves the grade-level benchmark, this indicates, with a 75% likelihood, that the student can achieve a grade of C (a universally accepted marker of college readiness) in a particular subject area in an undergraduate institution. This data is utilized to evaluate the Academy against the Charter Contract measure.

The first year the state required all students to take the PSAT 8 test instead of M-STEP was 2018-19. For this reason, there is no line depicting performance from year to year. The PSAT 9 and 10 are taken in 9th and 10th grade. The different colored bars represent the Academy's performance on PSAT 9 and 10 in 2018-19 and the two previous years. There is no publicly available data to report as a comparison of the Academy's performance.

### UNDERSTANDING THE PSAT AND SAT CHARTS

The diagram below pertains to PSAT for the Grade 8 and Grades 9 and 10 charts. The SAT charts are identical to the M-STEP chart described on the previous page.

#### PSAT GRADE 8 EVIDENCE-BASED READING AND WRITING



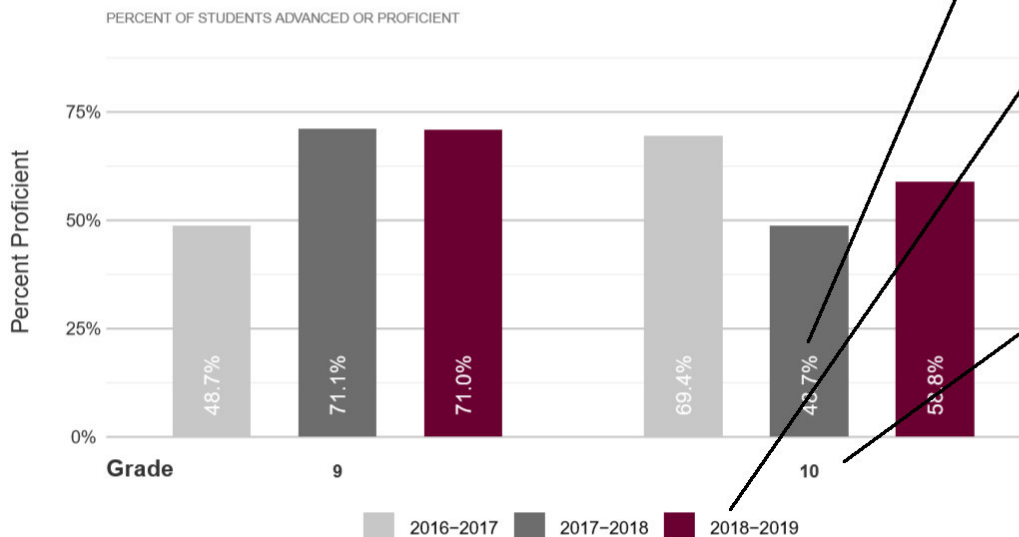
#### COMPARISON GROUP

Academy achievement is compared against the local district, Composite Resident District and Michigan state average

#### PERCENT PROFICIENT

Percent of students meeting the benchmark

#### PSAT GRADES 9 & 10 EVIDENCE-BASED READING AND WRITING



#### SCHOOL YEAR

Achievement trend over three years shown

#### GRADE LEVEL

PSAT 9 and 10 are both shown on the same graph

**Charter Contract** - The Charter Contract is 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.

**Educational Goal (Schedule 7b)** - prepare students academically for success in college, work and life.

**Measures of Academic Progress® (MAP®)** - a computer-adaptive test provided by Northwest Evaluation Association.

**Students' Observed Scores/Scaled Score** - a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison between students.

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

**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 student's readiness for college, work and life.

**Scholastic Aptitude Test® (SAT®)** - test taken in grade 11.





THE GOVERNOR JOHN ENGLER CENTER FOR CHARTER SCHOOLS  
CENTRAL MICHIGAN UNIVERSITY | MOUNT PLEASANT, MI 48859  
(989) 774-2100 | [www.TheCenterForCharters.org](http://www.TheCenterForCharters.org)