THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

GUIDANCE DOCUMENT

for the Academic Performance Report

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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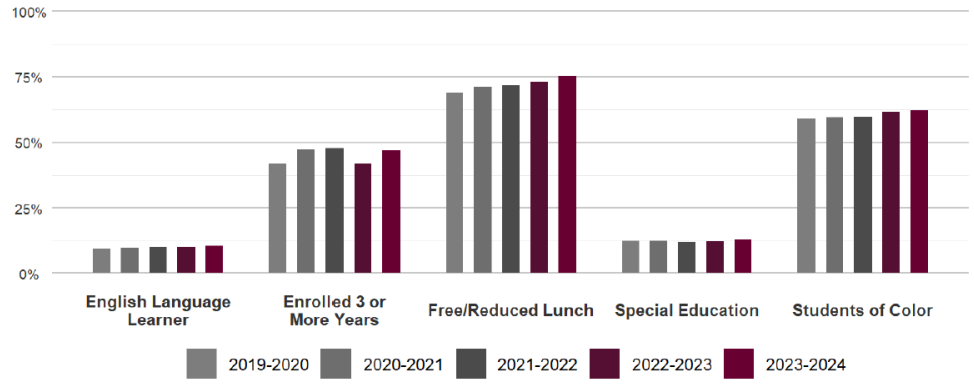
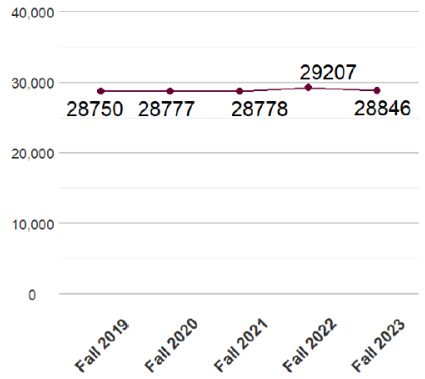
Overview



	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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NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-24 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
42%	+8	43%	+1

Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-24 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
57%	+14	45%	+1

2023-24 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
58th	44th

Summary

The data contained in this report uses NWEA's new enhanced item-selection algorithm. NWEA reports that the new algorithm results in higher math scores. At the national level, NWEA reports that, on average, Spring Achievement percentiles are expected to be 8 percentile points higher. This affects achievement metrics and has a noticeable impact on student growth scores. NWEA has provided guidance and a FAQ to help schools understand the impact of the new algorithm on individual student scores. Please see links on the Resources page. **Schools are urged to use caution when making year over year comparisons, particularly in mathematics.**

The information on this page displays a summary of academic achievement and growth results against the primary measures and targets outlined in the academy's contract. Section 7b – Educational Goal and Related Matters of the contract contains performance expectations in two broad categories:

- Measure 1: Achievement – What a student knows at a point in time.
- Measure 2: Growth – What a student has learned over a period of time, typically a school year.

The Center sets separate expectations for each measure. For academies that serve students in grades 3 through 8, the achievement expectation is that at least 50% of students in grades 3 – 8, enrolled for the full year, earn spring assessment scores at or above the national norm for their grade level in Mathematics and Reading. The growth expectation utilizes conditional student growth percentiles and sets forth the expectation that a academy should earn a median conditional student growth percentile of at least 50. A conditional student growth percentile equal to 50 means that a student earned a spring score consistent with other students across the country who started at the same score in the fall.

Source: NWEA MAP Growth with enhanced item-selection algorithm: Updates on score comparability

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2023-24 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
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2023-24 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
58th	44th

Summary Continued

When an academy fails to meet Measure 1 and/or Measure 2, the Center determines if the academy is making progress towards those measures. For Achievement, we determine if more students are at or above the 50th percentile than the average of the prior three years. For Growth, we determine if more students are making at least average Growth (Growth at the 50th percentile) compared to an average of the prior three years.

We call this measure a Trend Score, and it is calculated as (CY - AVG(PY1 + PY2 + PY3)), where CY is the current year's score, and PY1, PY2, and PY3 are the three previous year's scores.

Section 7b – Educational Goal and Related Matters of the contract outlines that the Trend Score is calculated using the three prior years of data when available. Only the previous two years are used for the 2023-2024 school year report. Data from the 2020-2021 school year was not used for accountability purposes due to the nature of the impact the COVID-19 pandemic had on students and school operations.

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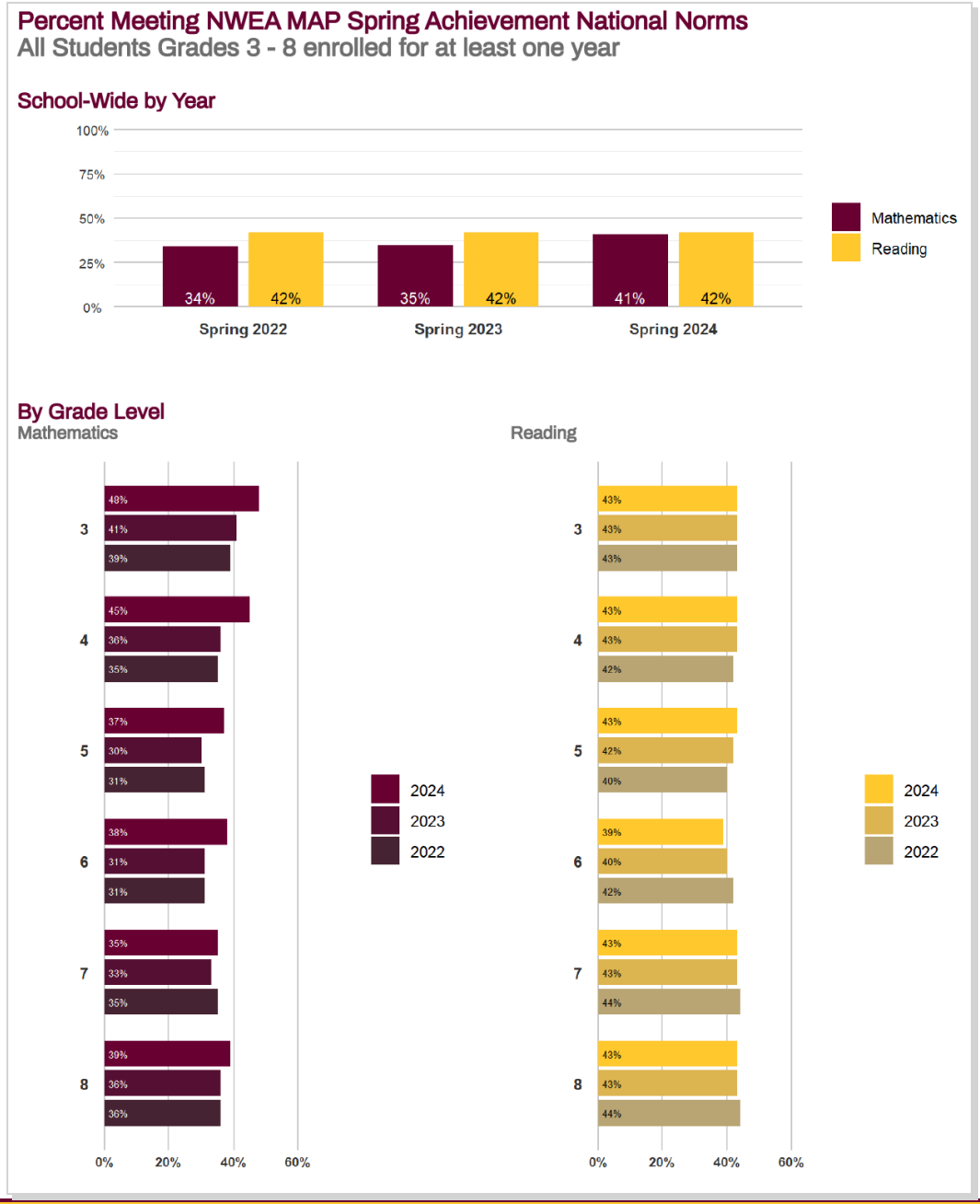

Summary

Spring Achievement National Norms

The percent of students meeting national norms displays how well students are performing against the 2020 NWEA national grade-level norms in Mathematics and Reading. The percentages reported represent the proportion of students who achieved a spring score at or above the national norm.

Source: NWEA MAP Growth - Spring Assessment

Academy-Wide by Year

Displaying multiple years of data illustrates how achievement levels have changed at the academy, over time. The 2020 NWEA national norms are used for all of the years in this report.

By Grade Level

The grade-level achievement charts provide specific levels of spring achievement for each applicable grade in each subject for the last two years. The 2020 NWEA national norms are used for these charts as well.

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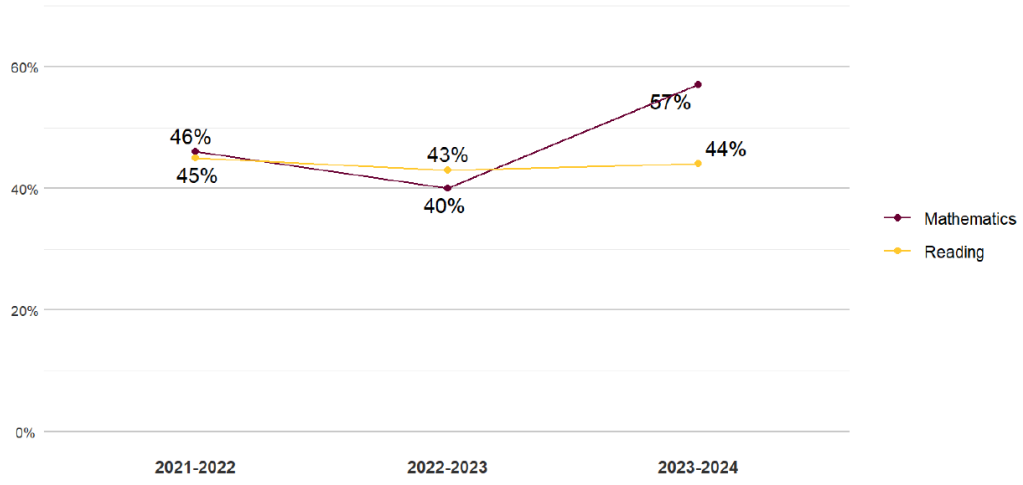
NWEA MAP Fall-to-Spring Growth

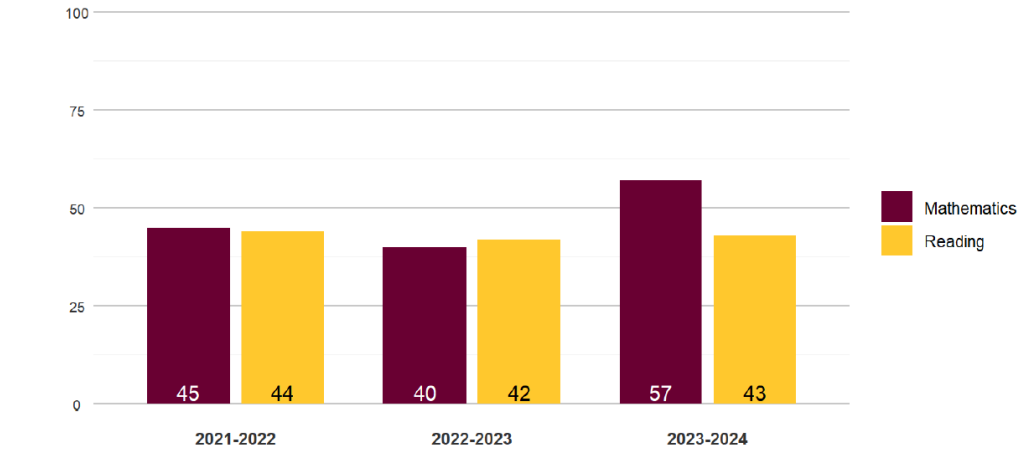
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Summary

Fall-to-Spring Growth

The 2020 NWEA national grade-level norms are used for all of the years throughout this report to create a comparable view of performance over time.

Source: NWEA MAP Growth - Fall and Spring Assessments

Students with a Growth Percentile of 50 or Greater

"One year's growth in one year's time"

The line chart shows the proportion of students that demonstrated a fall-to-spring student growth percentile of 50 or greater. If a student meets this growth benchmark, they grew academically at least as much as the typical student who began the growth period at a similar achievement level. Lower achieving students need to achieve a fall-to-spring growth percentile of more than 50 to close the gap and ultimately perform at or above the national norm.

Median Growth Percentile

A conditional growth Percentile, or simply growth percentile, is a student's percentile rank for growth among their academic peers. A growth percentile of 60 means that the student's growth was higher than 60 percent of their academic peers. A median growth percentile of 50 means that half of all students have a growth percentile of 50 or greater. That is, half of the students are growing as fast, or faster than half of their academic peers.

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Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare 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

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
53%	+7	51%	-2

Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they 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 Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+16	+10

M-STEP Summary

The state of Michigan requires schools to administer assessments to all students in grades 3-8. Students in grades 3-7 are required to take the M-STEP in English Language Arts (ELA) and Mathematics. The M-STEP is used to determine which students are proficient in ELA and Mathematics. The state uses the data collected from state assessments for informational and accountability purposes.

The Educational Goal in the charter contract does not outline specific targets in ELA and Mathematics, however the M-STEP is incorporated into the Educational Goal. In the event the academy does meet its NWEA targets, the Educational Goal specifies that the academy can demonstrate its progress toward meeting the target by exhibiting a positive trend on the NWEA assessment as well as by outperforming its Composite Resident District (CRD) on the M-STEP. 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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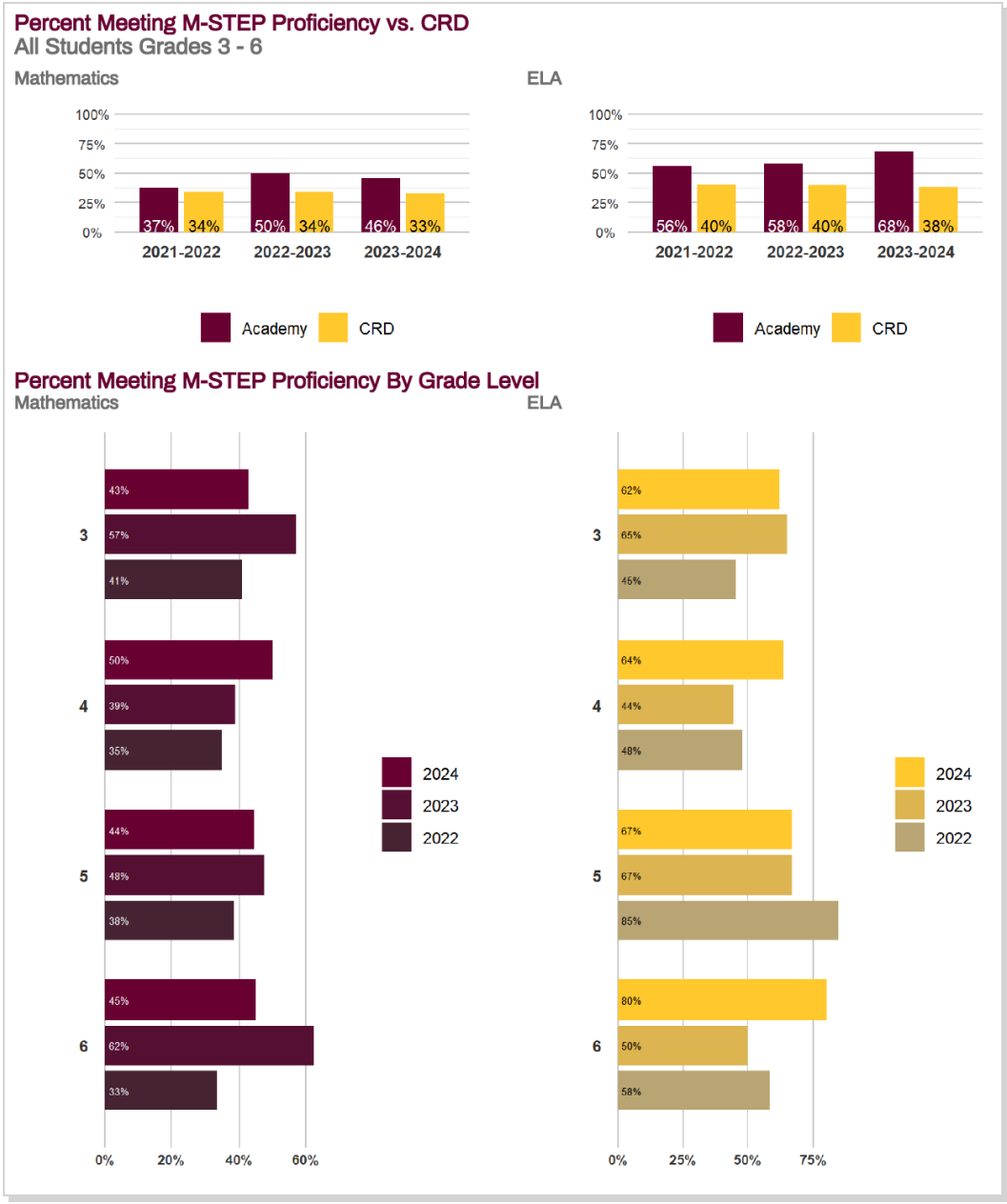

Summary

The percentage of students meeting the M-STEP proficiency benchmarks, tracked by year, demonstrates how well students attending the academy have performed on the M-STEP, over time. The most important component is the academy's performance, in each year, compared to its CRD. If the academy is outperforming its CRD it means that more students are proficient at the academy than the weighted average of all traditional districts from which students would have otherwise attended based on the traditional district they live in.

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.

By Grade Level

The grade-level proficiency charts provide levels of proficiency for each applicable grade in each subject for the last three years. Student-level data is used to calculate the percentage of students meeting the proficiency targets in each year.

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2023-2024 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
51st	53rd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SPG of the Academy's students and the mean SGP of the CRD's students.

2023-2024 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
+7	+7

Summary

The state of Michigan requires schools to administer assessments to all students in grades 3-11. The Student Growth results, published by the Michigan Department of Education, show changes in student scores over time for students who have taken two or more consecutive state assessments. State assessments used in the Student Growth results include M-STEP, PSAT 8, SAT, MI-Access and WIDA Access.

Schedule 7b - Educational Goal and Related Matters of the charter contract does not outline specific growth targets for state assessments in English Language Arts and Mathematics, however growth on state assessments in a comparative manner is considered. In the event the academy does not meet its NWEA growth targets, the academy can demonstrate its progress toward meeting the target by exhibiting a positive trend on the NWEA growth metric as well as by outperforming its Composite Resident District (CRD) on the state assessment growth metric. 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, the academy must outperform its CRD.

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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

Mathematics	Change	Reading & Writing	Change
23%	NA	45%	NA

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

Mathematics	Reading & Writing
+5	+5

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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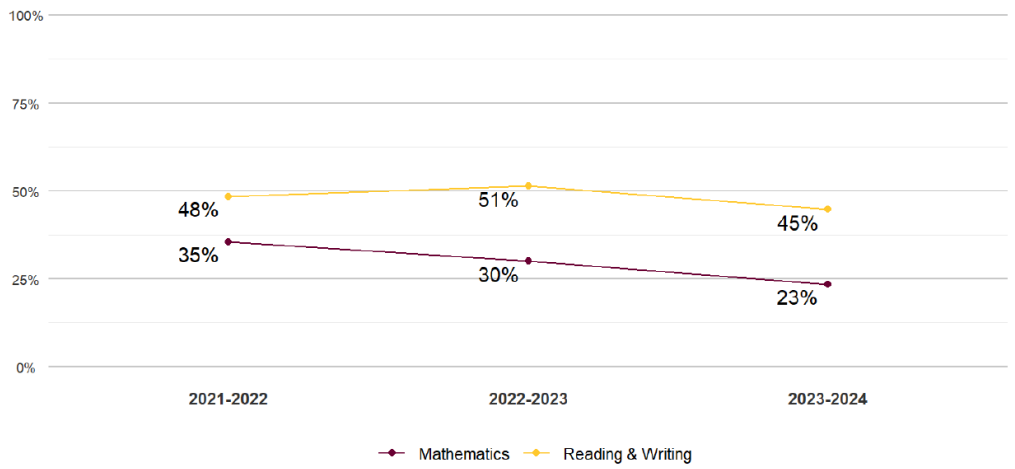
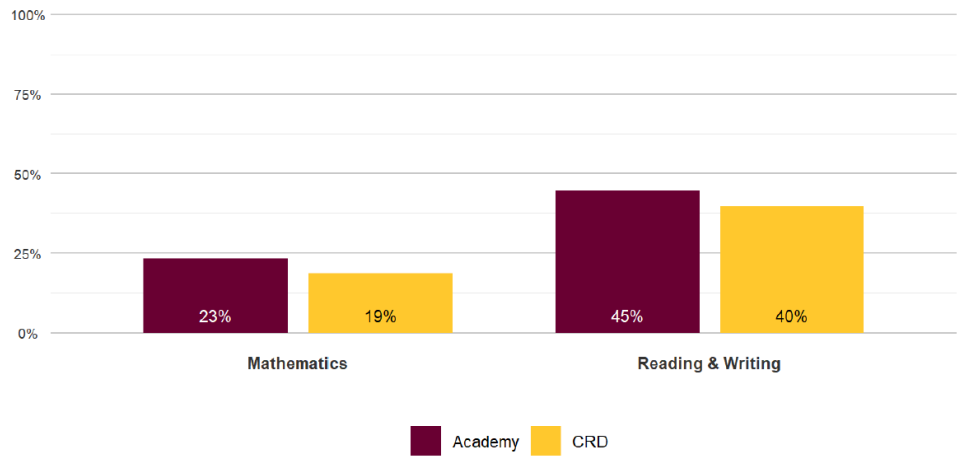
SAT Benchmark Performance

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
- CMU Educational Goal Template - https://www.thecenterforcharters.org/educationalgoal
- The Center for Charter Schools at CMU - Research and Analysis Webpage - https://www.thecenterforcharters.org/research-and-analysis
- The Center for Charter Schools at CMU - Schools Webpage - https://www.thecenterforcharters.org/schools/choice/our-schools/
- MI School Data - 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
- 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
- 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

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