



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23

ACADEMIC PERFORMANCE REPORT

Guidance Document



GUIDANCE DOCUMENT

SPRING 2022-23 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?

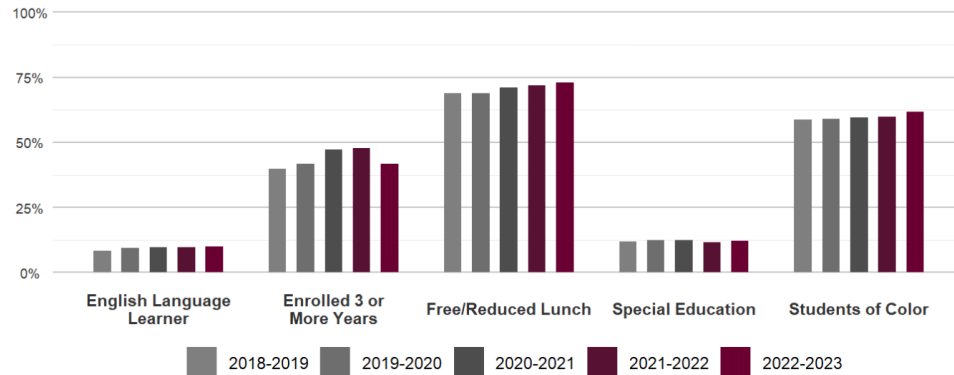
Academic performance expectations are contained within Schedule 7b – Educational Goal and Related Measures of the charter contract (contract) between CMU and the academy. The Center evaluates the performance of each academy on an annual basis using multiple measures, including standardized assessments.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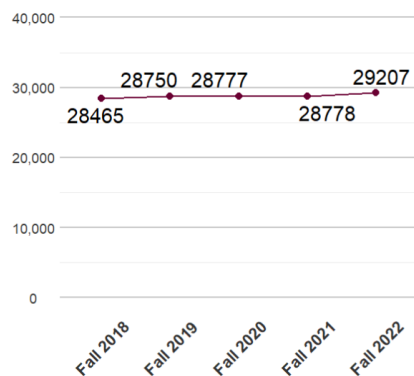
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Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	8.5%	9.4%	9.6%	9.8%	9.9%
Special Education	11.9%	12.5%	12.5%	11.7%	12.2%
Free/Reduced Lunch	69.0%	68.9%	70.9%	71.8%	72.9%
Students of Color	58.9%	59.1%	59.6%	59.9%	61.6%
Enrolled 3 or More Years	39.9%	41.7%	47.1%	47.7%	41.7%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	7124
Flint, School District of the City of	2081
Taylor School District	1391
Grand Rapids Public Schools	820
Benton Harbor Area Schools	782
Plymouth-Canton Community Schools	710
Lansing Public School District	709
Romulus Community Schools	643
Coldwater Community Schools	559
Other	14611

Summary

The Academic Performance Report for each academy begins with a demographics page. The demographics page contains important information about the student population enrolled in the academy. Enrollment is an important indicator of fiscal health. Because steady enrollment is vital to the health of a charter academy, the report contains a chart with each academy's enrollment over a five-year period. Additionally, each report contains 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

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.

2022-23 - Percent of Students Meeting Spring National Achievement Norms



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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile



Summary

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 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 score consistent with other students across the country who started at the same score in the fall.

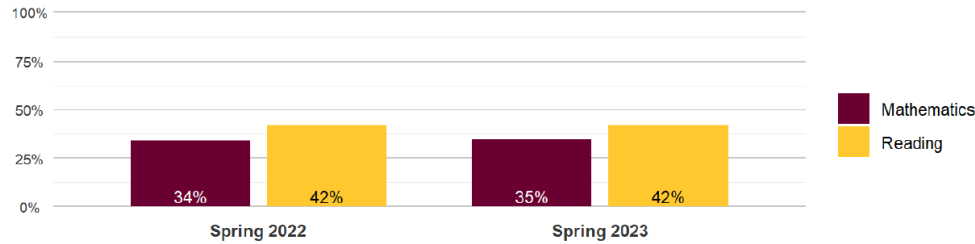
When an academy fails to meet Measure 1 and/or Measure 2, the Center measures each academy's progress toward meeting those measures. The Center examines performance over time and analyzes each academy's performance on the state assessments, when available, compared to the Composite Resident District based on where the academy draws students from. The academy can demonstrate progress towards meeting Measure 1 and/or Measure 2 by demonstrating a positive trend over time and/or outperforming its Composite Resident District.

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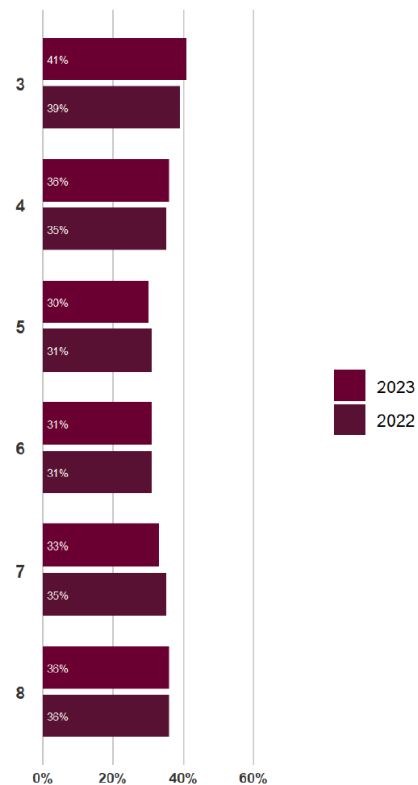
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

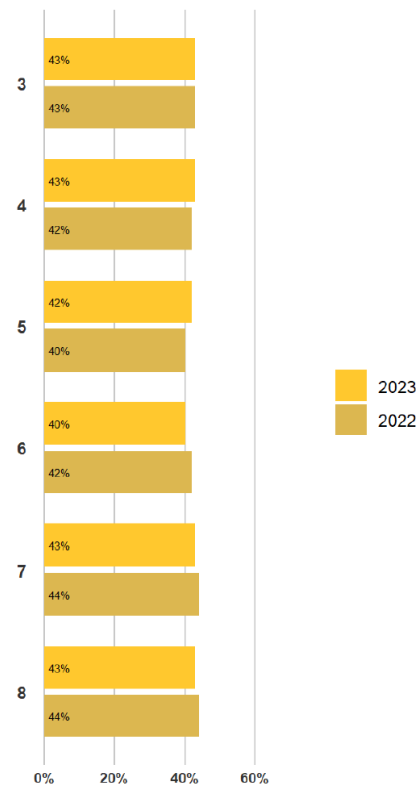


By Grade Level

Mathematics



Reading



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

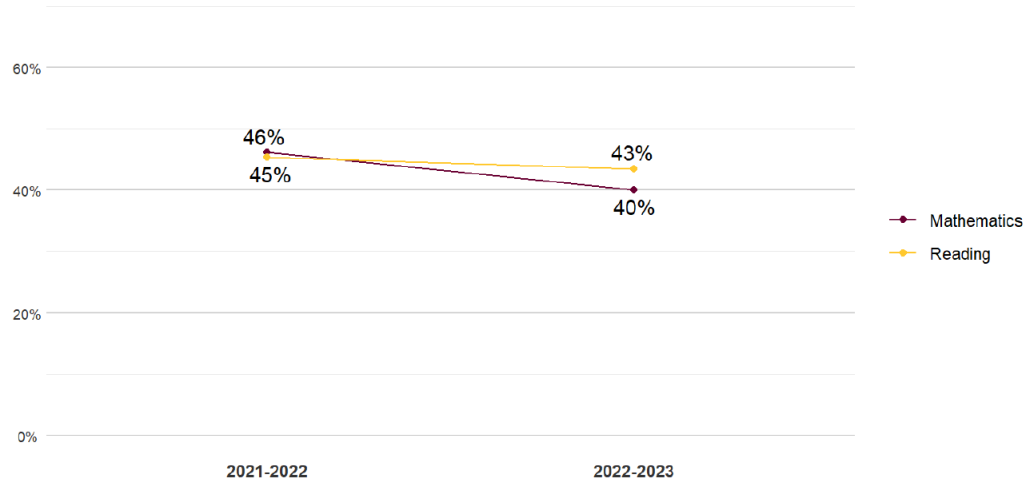
The grade-level achievement charts provide specific levels of spring achievement for each applicable grade in each subject for the last two years. The 2020 NWEA national norms are used for these charts as well.

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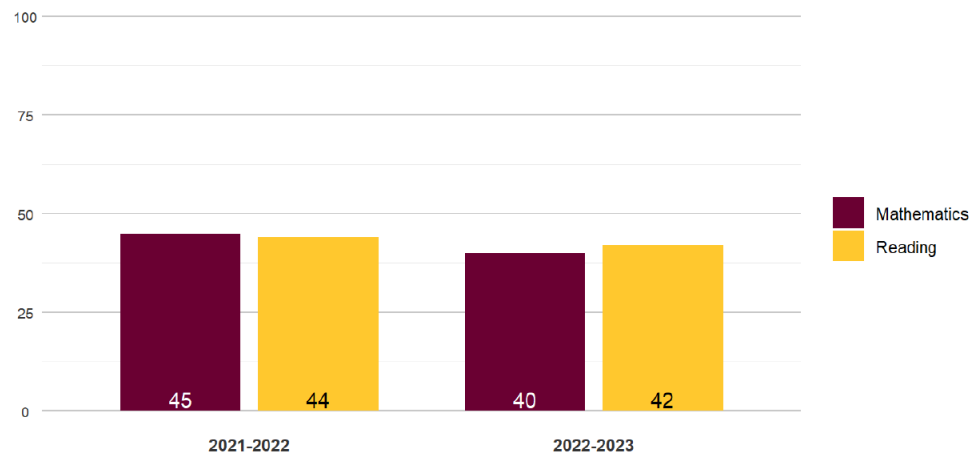
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NWEA MAP Fall-to-Spring Growth

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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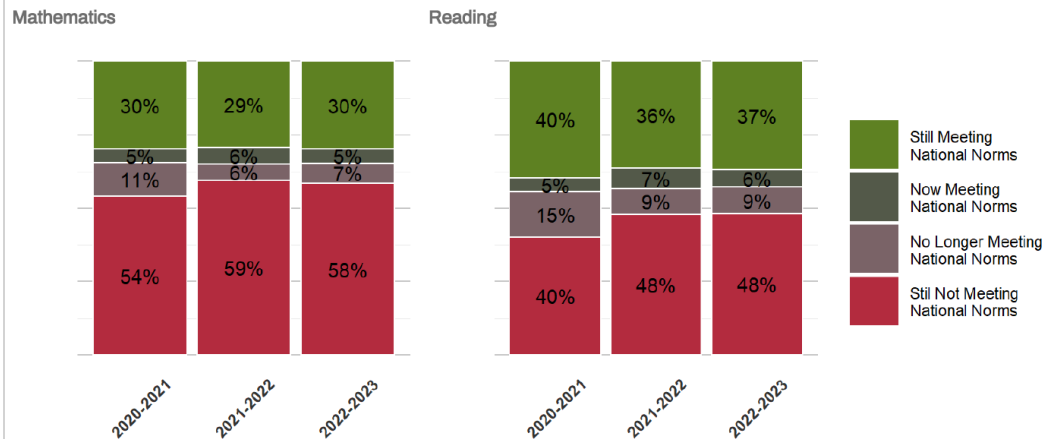
NWEA MAP Change in Achievement Status

Students Grades 3 - 8 Enrolled for 1 or More Years

Fall-to-Spring

An important measure of student success is Change in Achievement status. In this section of the report we explore this metric at the school-level and also at the student-level. The first set of charts presents the school-level. These charts show the percentage of students who met the national norms in the Fall and who also met the national norms in the Spring of the same school year. In addition, the chart shows the percentage of students who did not meet the norms in the Fall and still did not meet the norms in the Spring. As well as, the percentage of students whose status changed from Fall to Spring.

The second set of charts on the following page plots each students Fall Achievement Percentile against their Spring Achievement percentile. The vertical dashed line represents the 50th percentile for the Fall which is the national normative benchmark. The horizontal line represents the Spring benchmark. The diagonal line represents the 50th Growth Percentile. Students on the diagonal line have a growth percentile of 50. Those above the diagonal line are growing faster than their academic peers. Those below the line are growing at a slower pace than their academic peers.



Summary

These charts help show us how students have changed relative to the achievement benchmark. In order for the academy to improve its performance relative to the achievement benchmark they have to increase the percentage of students in the “Now Meeting National Norms” category while decreasing or holding steady the percentage of students in the “No Longer Meeting National Norms” category.

NWEA MAP Change in Achievement Status

Still Meeting National Norms

Percent of students who are above the achievement national norms in both the current year and the year prior.

Now Meeting National Norms

Percent of students who were below the achievement national norms in the prior year, but are above the achievement national norms in the current year.

No Longer Meeting National Norms

Percent of students who were above the achievement national norms the year prior, but had fallen below the achievement national norms in the current year.

Still Not Meeting National Norms

Percent of students who are below the achievement national norms in both the current year and the year prior.

Source: NWEA MAP Growth - Fall and Spring Assessments

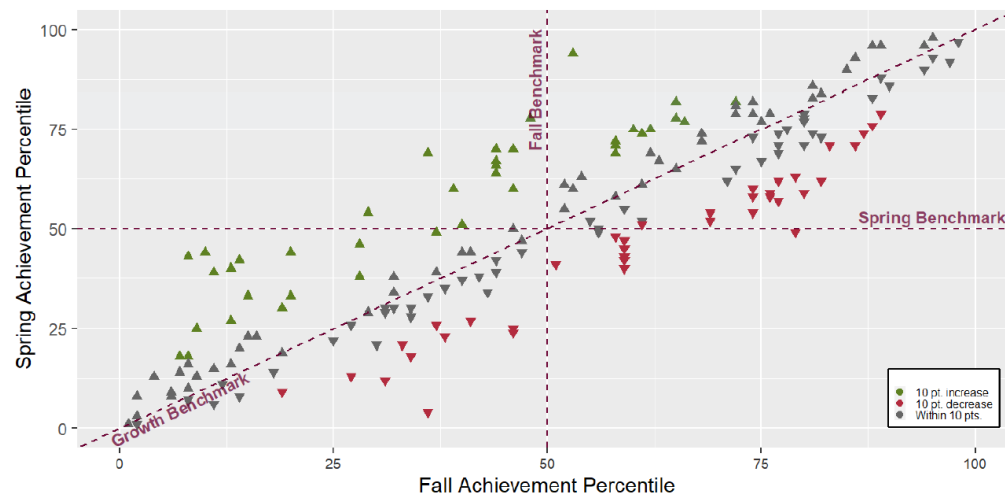
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NWEA MAP Change in Achievement Status

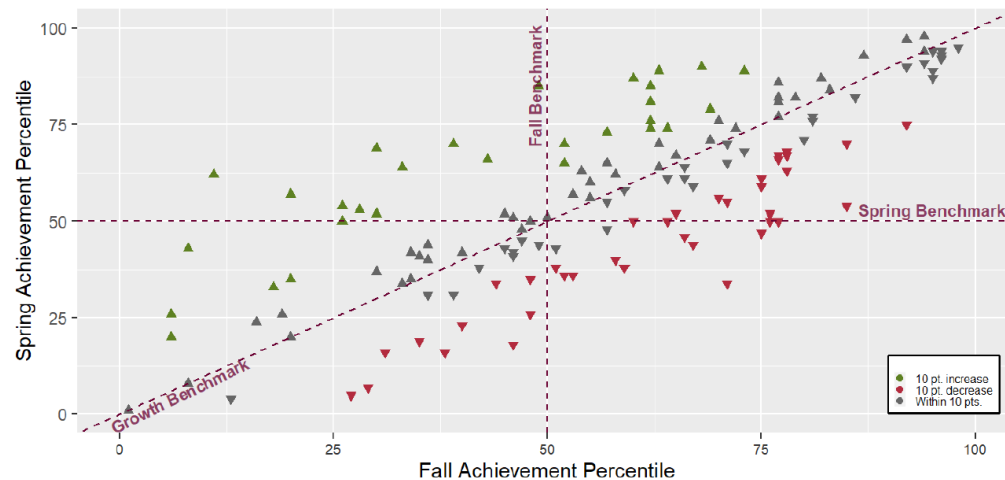
Fall and Spring Achievement Comparison - Math 2022-2023

All Students Grades 3 - 8 Enrolled for 1 or More Years



Fall and Spring Achievement Comparison - Reading 2022-2023

All Students Grades 3 - 8 Enrolled for 1 or More Years



Summary

NWEA MAP Change in Achievement Status

The scatterplot charts on this page show each student's level of achievement in the fall and in the spring.

The horizontal axis represents each student's fall achievement percentile, while the vertical axis represents each student's spring achievement percentile. Green arrows represent a student that has improved by more than 10 achievement percentile points from fall-to-spring, and the red arrows represent a student who has decreased by 10 or more achievement percentile points from fall-to-spring. The gray data points represent students whose achievement percentile remained roughly the same from fall-to-spring.

Using this method to visualize the change in achievement for each student from fall-to-spring allows us to show the relationship between achievement and growth. A student who meets their projected growth and earns a Growth Percentile of 50 from fall-to-spring would remain at roughly the same achievement percentile. The green arrows represent students with Growth Percentiles significantly higher than 50. The red arrows represent students with Growth Percentiles significantly less than 50. The gray data points represent students with growth percentiles nearest to 50.

Source: NWEA MAP Growth - Fall and Spring Assessments

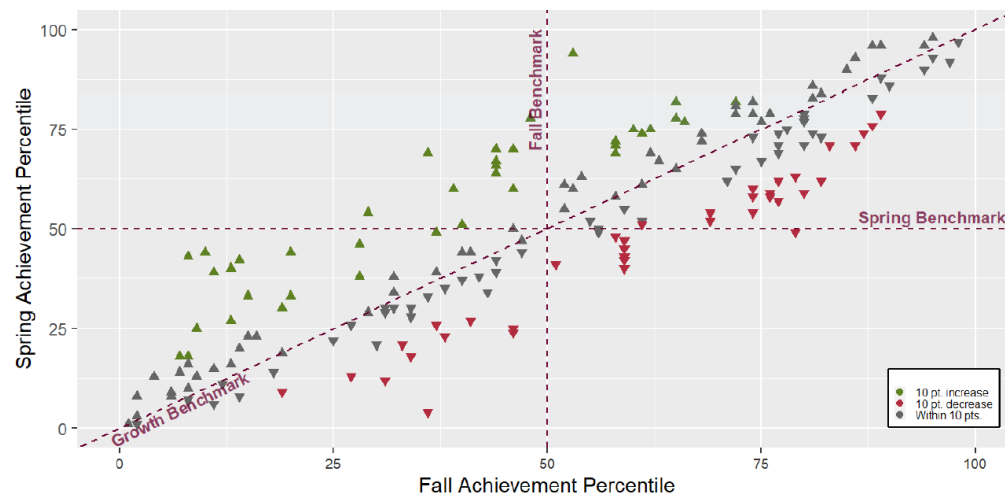
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NWEA MAP Change in Achievement Status

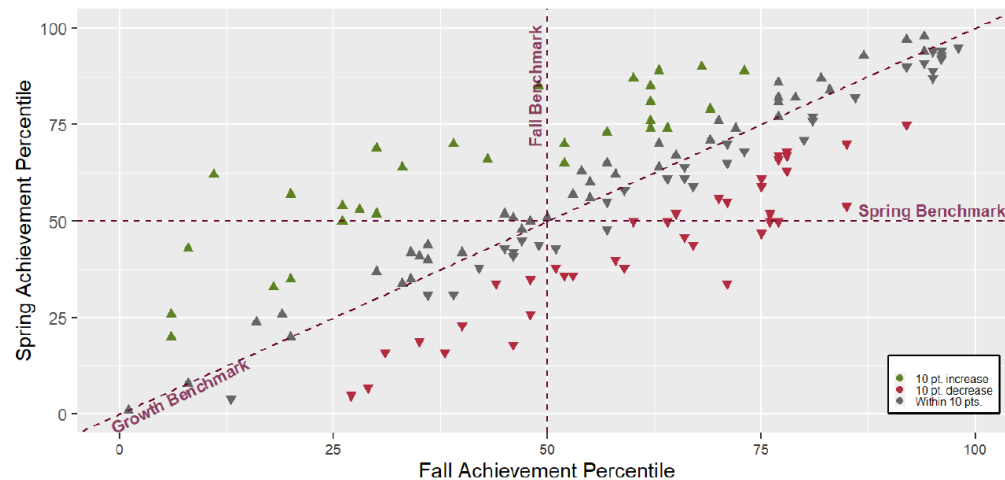
Fall and Spring Achievement Comparison - Math 2022-2023

All Students Grades 3 - 8 Enrolled for 1 or More Years



Fall and Spring Achievement Comparison - Reading 2022-2023

All Students Grades 3 - 8 Enrolled for 1 or More Years



Summary

NWEA MAP Change in Achievement Status Continued

Academies with students clustered in the lower left quadrant of the chart need to have more students changing by more than 10 percentile points from fall-to-spring for the students represented by data points in this quadrant to ultimately "catch up" to the achievement benchmark. Academies with students clustered in the upper right quadrant are those with large numbers of students who were meeting the benchmark in the fall and the spring. Students represented by gray or green arrows in the upper left quadrant are students who "caught up," that is, these students did not meet the achievement benchmark in the fall but grew academically at a significant enough rate to meet the benchmark in the spring. Students who occupy the lower right quadrant are falling behind, having failed to meet the achievement benchmark in the fall, and who grew academically at a slower rate from fall-to-spring than their academic peers.

Source: NWEA MAP Growth - Fall and Spring Assessments

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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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



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 is the difference between the Academy's and the CRD's percentages.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



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.

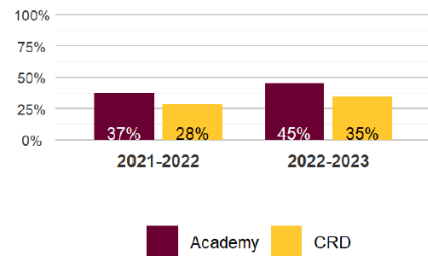
The Educational Goal in the charter contract does not outline specific targets in ELA and Mathematics, however the M-STEP is incorporated into the Educational Goal. In the event the academy does meet its NWEA targets, the Educational Goal specifies that the academy can demonstrate its progress toward 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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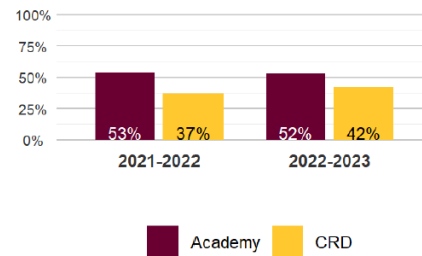
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Percent Meeting M-STEP Proficiency vs. CRD
All Students Grades 3 - 7

Mathematics

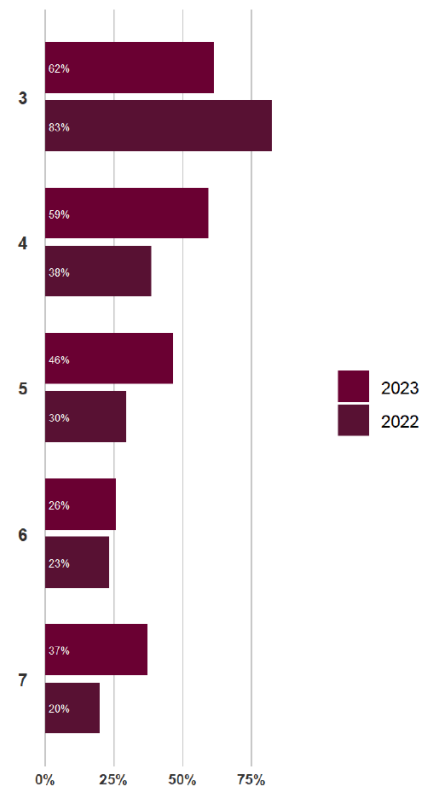


ELA

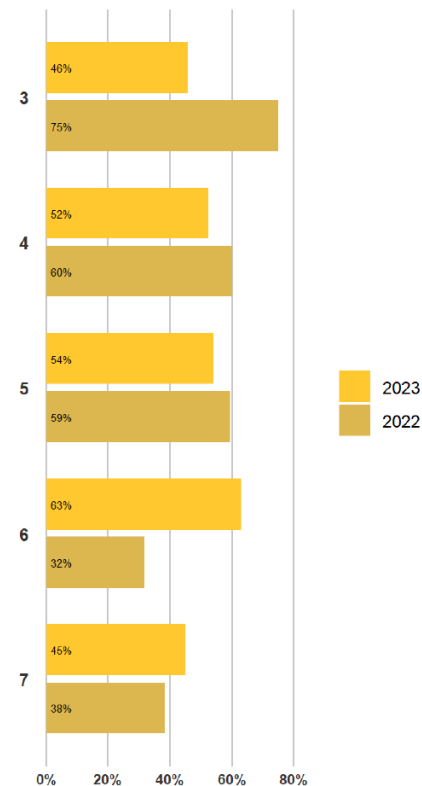


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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 two years. Student-level data is used to calculate the percentage of students meeting the proficiency targets in each year.

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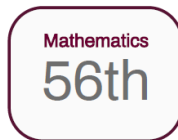
State Assessment Student Growth Percentile (SGP)

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.

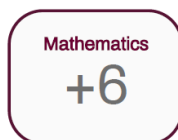
2022-23 - Mean SGP on State Assessments in Mathematics and English Language Arts



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.

2022-23 - Mean SGP on State Assessments vs. CRD



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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Resources

- NWEA Norms - <https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm?cshid=692#Norms>
- CMU Educational Goal Template – www.thecenterforcharters.org/educationalgoal
- The Center for Charter Schools at CMU - Research and Analysis Webpage - www.thecenterforcharters.org/research-and-analysis
- The Center for Charter Schools at CMU - Schools Webpage - www.thecenterforcharters.org/schools/choice/our-schools/
- MI School Data - mischooldata.org/



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