



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Guidance Document



GUIDANCE DOCUMENT

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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?

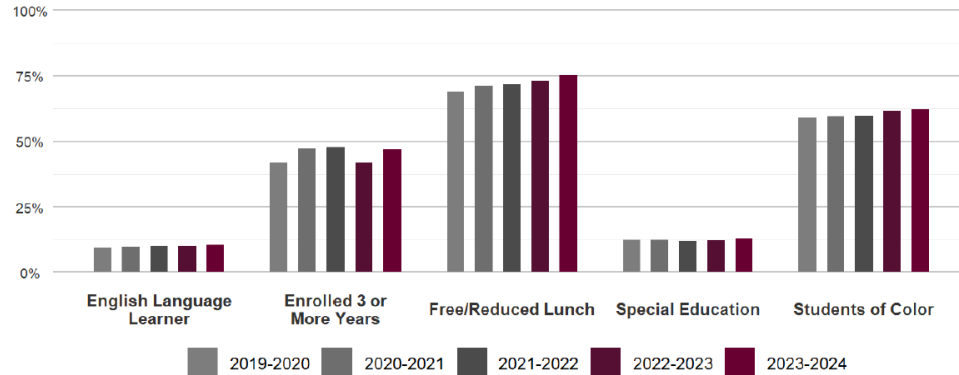
Academic performance expectations are contained within Schedule 7b – Educational Goal and Related Measures of the charter contract (contract) between CMU and the academy. The Center evaluates the performance of each academy on an annual basis using multiple measures, including standardized assessments. 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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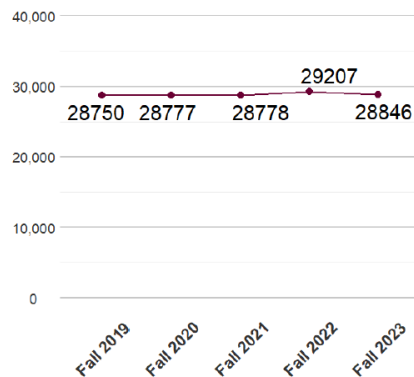
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

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

GUIDANCE DOCUMENT

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

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



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



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



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

GUIDANCE DOCUMENT

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

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Achievement

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



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



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



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.

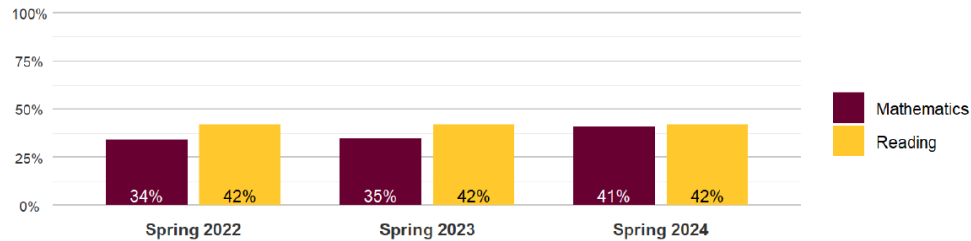
Section 7b – Educational Goal and Related Matters of the contract outlines that the Trend Score is calculated using the three prior years of data when available. Only the previous two years are used for the 2023-2024 school year report. Data from the 2020-2021 school year was not used for accountability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

GUIDANCE DOCUMENT

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

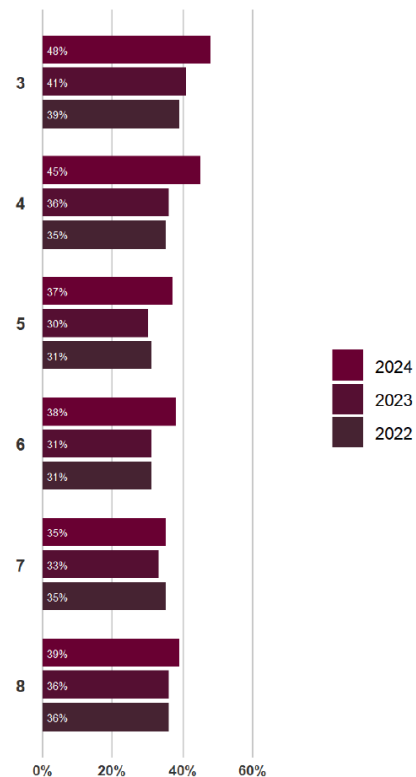
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

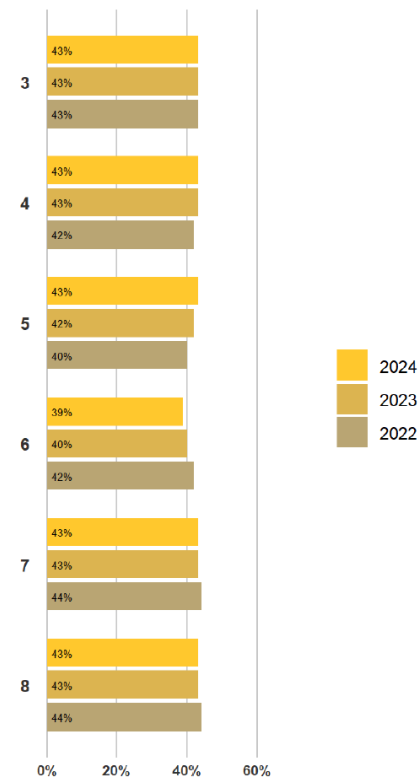


By Grade Level

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

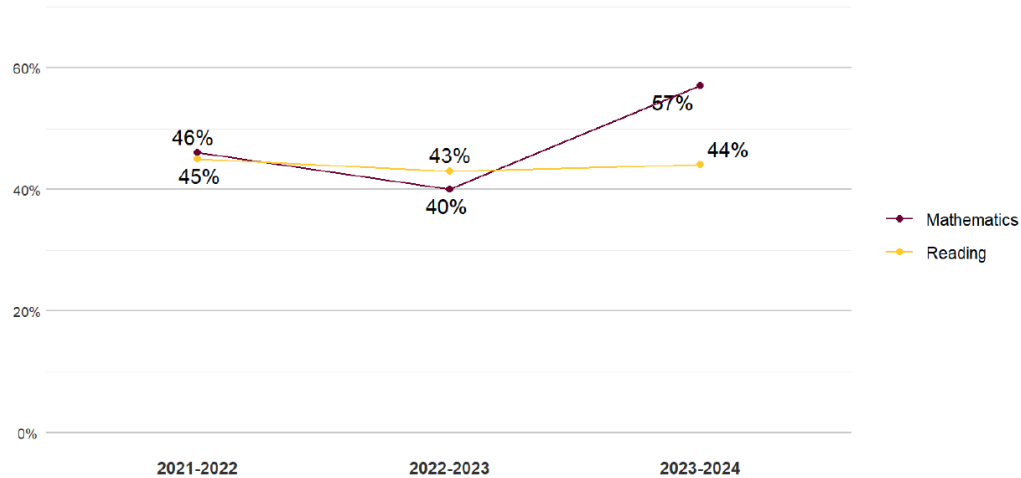
The grade-level achievement charts provide specific levels of spring achievement for each applicable grade in each subject for the last two years. The 2020 NWEA national norms are used for these charts as well.

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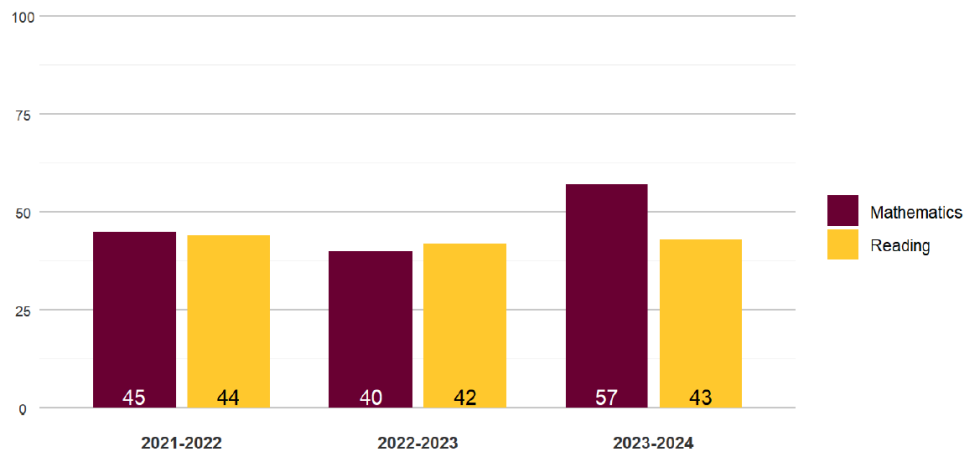
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

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.

GUIDANCE DOCUMENT

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

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



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



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.

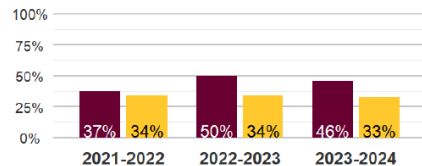
The Educational Goal in the charter contract does not outline specific targets in ELA and Mathematics, however the M-STEP is incorporated into the Educational Goal. In the event the academy does meet its NWEA targets, the Educational Goal specifies that the academy can demonstrate its progress toward 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.

GUIDANCE DOCUMENT

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

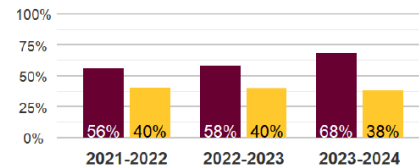
Percent Meeting M-STEP Proficiency vs. CRD
All Students Grades 3 - 6

Mathematics



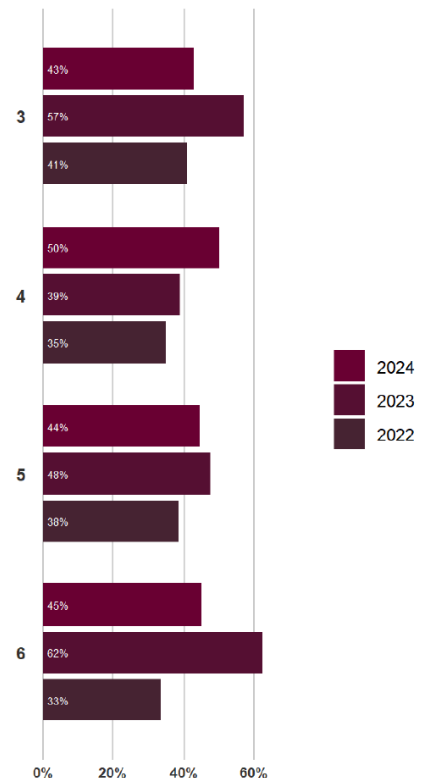
Academy CRD

ELA



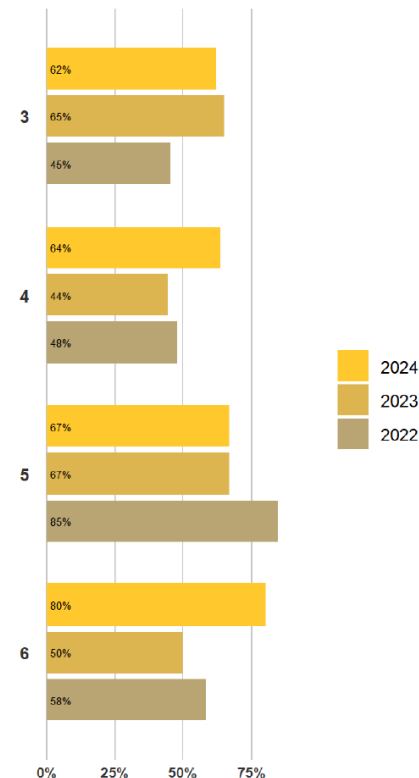
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level
Mathematics



2024
2023
2022

ELA



2024
2023
2022

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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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

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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