

# 2014 | ACADEMIC 2015 | PERFORMANCE REPORT

*ABC Academy*



## 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

# *from the Executive Director*

*To the dedicated board members serving Central Michigan University-authorized charter public schools:*

*On behalf of our entire team at The Governor John Engler Center for Charter Schools (Center), I am pleased to provide you with this year's annual Academic Performance Report (APR). We are all dedicated to the goal of providing the academic environment necessary for our students to achieve success in college, work and life. The Center remains committed to providing timely resources for you to utilize as you navigate future decisions. The first in a series of four documents making up the Performance Suite, the APR provides data and analysis to drive continued success at your school.*

*The Center's focus in the APR is on academic performance during the 2014-2015 school year as it relates to the Educational Goal outlined in the Charter Contract. The graphic illustrations of academic performance and instructional outcomes included in the APR are designed to help you determine if your students are making measurable progress toward college readiness. This is not an all-encompassing report and should be reviewed in the unique context of your school.*

*We strive to provide you with information that is up-to-date, relevant and accurate. Thank you for your dedication and sharing the vision that every child deserves the opportunity for a quality education. The leadership you provide ensures all children have the tools necessary to succeed in college, work and life.*

*Thank you for keeping kids first!*

*Cynthia Schumacher*

*Cynthia M. Schumacher  
Executive Director*



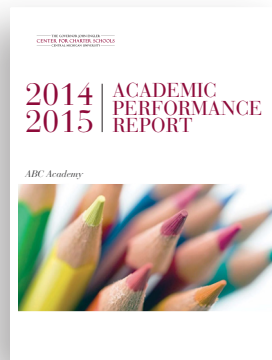
Cynthia M. Schumacher  
Executive Director

# REPORT SUITE

*The annual performance report suite is made up of three distinct reports: the Academic Performance Report, the Operational Performance Report and the Fiscal Performance Report as well as one capstone report - the annual Scorecard of school performance.*

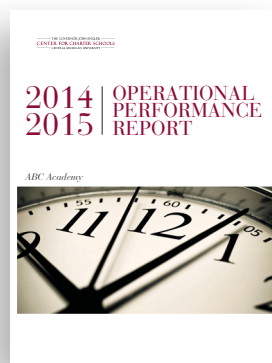
*These reports, shown to the right, cover each of the primary content areas and are intended to provide a greater understanding of the Academy's holistic performance for a complete academic year (July through June).*

*The first report is distributed in June when the academic data becomes available with the operational and fiscal reports following suit. The final report, the Scorecard, is released in the winter of the following year as the summary of the three performance reports.*



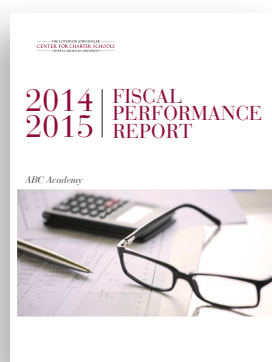
## ACADEMIC PERFORMANCE REPORT

The first performance report, published annually in the summer, provides a comprehensive overview of the Academy's academic outcomes for the academic year just completed.



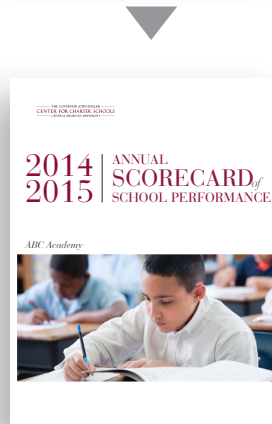
## OPERATIONAL PERFORMANCE REPORT

The second performance report, published annually in the fall, provides a comprehensive overview of the Academy's operational outcomes for the academic year ending in June.



## FISCAL PERFORMANCE REPORT

The third and final performance report, published annually in the winter, provides a comprehensive overview of the Academy's financial outcomes for the previous academic year.



## SCORECARD OF SCHOOL PERFORMANCE

As a summary of the three performance reports, published annually in the winter, the Scorecard provides an overview of the Academy's performance as it relates to the Charter Contract.

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# ACADEMY OVERVIEW

## Demographics

Knowing your students and from which communities they come helps in understanding the make-up of the Academy and the student population it serves. The data displayed in this section represents a summary of the Academy's demographics for the 2014-2015 school year and provides an overview of trending and comparison information.

### ABC Academy

**Date Opened**  
9/1/1995

**Grades Served**  
K-12

**Charter Contract**  
2012-2017

**Website**  
[www.abcacademy.org](http://www.abcacademy.org)

**Management**  
Self-managed

**Address**  
1234 Abacus Ave.  
Scholastic, MI 42860

Fig. 1

### Mission Statement

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

### Total Enrollment by Year

Fig. 2

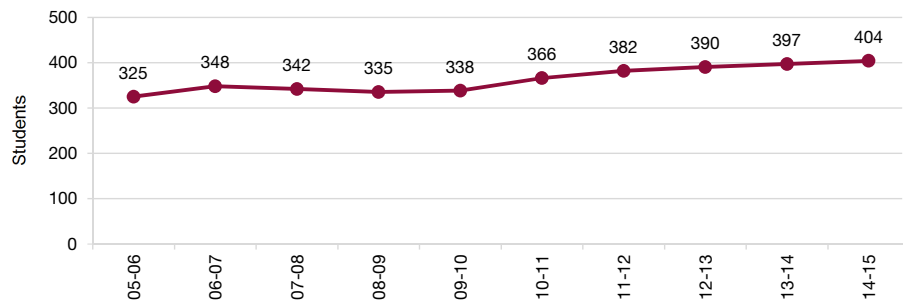


Fig. 3

### Number of Students in Each Grade

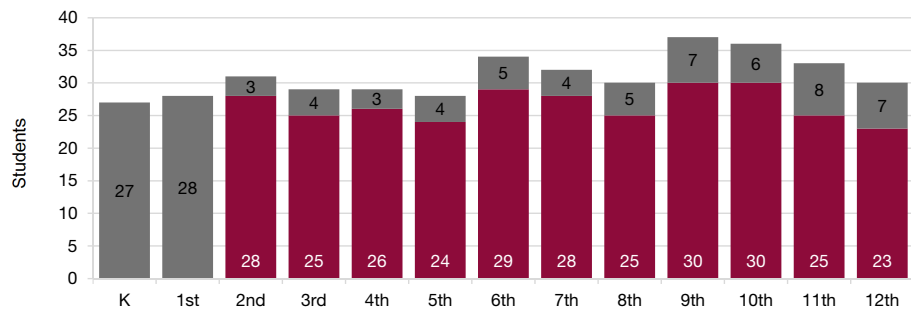


Fig. 4

### Length of Student Enrollment

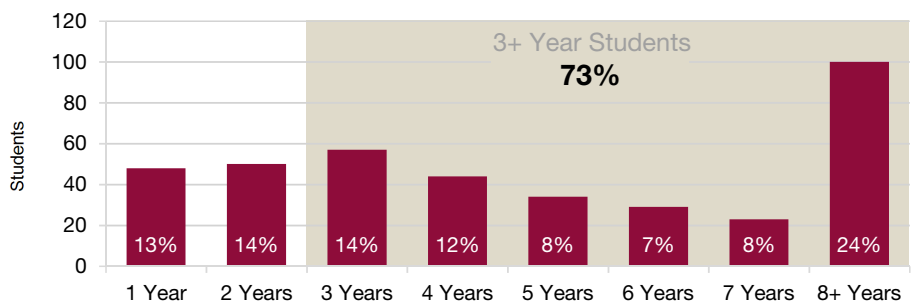


Fig. 5

## Racial/Ethnic Breakdown

Ethnicity	Your School	CMU Average	State Average
American Indian or Alaskan Native	0.3%	0.3%	0.7%
Asian American	2.0%	2.9%	3.1%
Black or African-American	65.9%	48.6%	18.1%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.1%
White	22.3%	39.1%	67.9%
Hispanic or Latino	2.3%	2.9%	7.1%
Multi-Racial	7.2%	6.1%	3.1%

Fig. 6

## Free and Reduced Price Lunch Eligibility

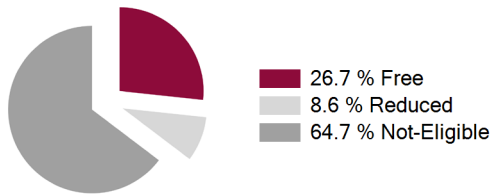


Fig. 7

## General and Special Education Status

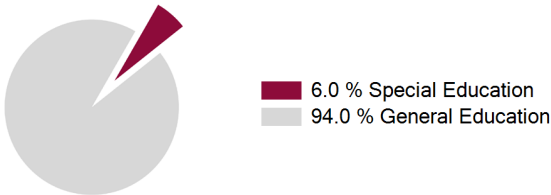


Fig. 8

## English Language Learners (ELL)

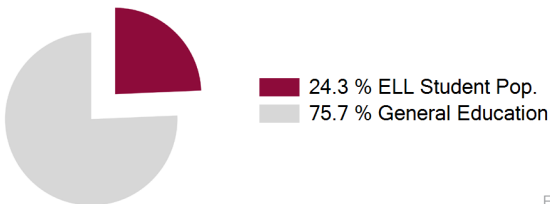


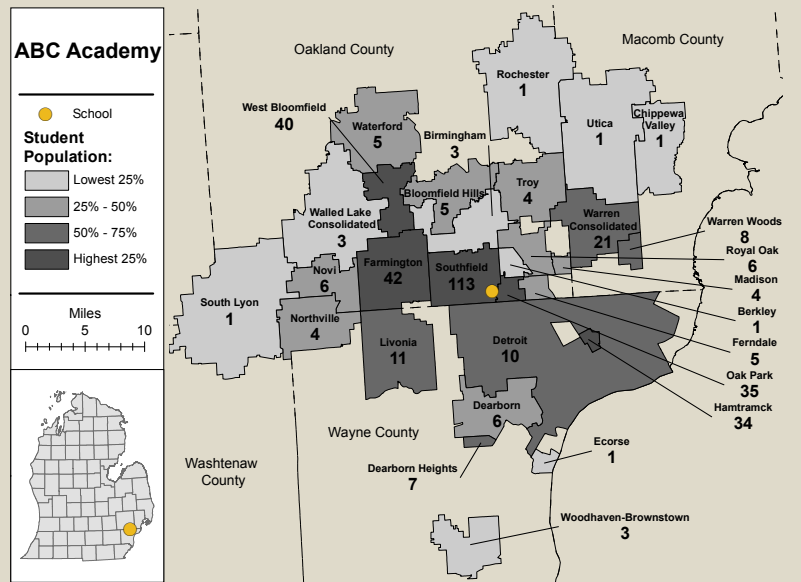
Fig. 9

# CRD

# COMPOSITE RESIDENT DISTRICT

## WHERE YOUR STUDENTS COME FROM

The Composite Resident District (CRD) illustrates the public school districts to which students would be assigned if they were not enrolled in the Academy. A list of those resident districts along with a detailed map showing the location of the Academy is shown below. Due to geographical constraints, the map may not show all districts.



Students' Resident District	Number of Students from Resident District	Percent of Students from Resident District
Southfield Public School District	113	29.7%
Farmington Public School District	42	11.0%
West Bloomfield School District	40	10.5%
Oak Park, School District of the City of Hamtramck, School District of the City of	35	9.2%
Warren Consolidated Schools	34	8.9%
Livonia Public Schools School District	21	5.5%
Detroit City School District	11	2.9%
Warren Woods Public Schools	10	2.6%
Dearborn Heights School District #7	8	2.1%
Dearborn City School District	7	1.8%
School District of the City of Royal Oak	6	1.6%
Novi Community School District	6	1.6%
Bloomfield Hills Schools	5	1.3%
Waterford School District	5	1.3%
Ferndale Public Schools	5	1.3%
Northville Public Schools	4	1.0%
Madison District Public Schools	4	1.0%
Troy School District	4	1.0%
Other	15	3.9%

Fig. 10



# THE EDUCATIONAL GOAL

## *The Charter Contract: Schedule 7b*

Setting clear targets will help guide students to focus on making sufficient academic growth that will lead to greater choices and opportunities when they complete high school. The Charter Contract includes the Educational Goal (Schedule 7b) that establishes one goal with aligned measures, metrics and targets to help guide the Academy in achieving or demonstrating measurable progress toward the achievement of this goal. The illustrations on the facing page are designed to provide you with a picture of how the targets can help the Academy aim for higher outcomes from elementary school through high school.

### 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, the Academy shall provide The Center for Charter Schools 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 and achieve Adequate Yearly Progress pursuant to state and federal law."

### Educational Goal to be Achieved:

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

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

### Measure 1: Student Achievement

The academic achievement of all students in grades 2 through 11, who have been enrolled for three<sup>1</sup> or more years at the Academy, will be assessed using the following metrics and achievement targets:

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-8	The average college readiness level based on scaled scores from the Performance Series <sup>®</sup> by Scantron <sup>®</sup> or NWEA MAP <sup>®</sup> reading and math tests administered in the spring.	Students enrolled for three <sup>1</sup> or more years will on average achieve scaled scores equal to or greater than the grade-level achievement targets for reading and math identified in this schedule.
Grades 8-11	The average college readiness level based on subject scores from the EXPLORE <sup>®</sup> , PLAN <sup>®</sup> and ACT <sup>®</sup> tests by ACT, Inc. administered in the spring.	Students enrolled for three <sup>1</sup> or more years will on average achieve EXPLORE, PLAN and ACT subject scores equal to or greater than the achievement targets for reading, math, science, and English identified in this schedule.

<sup>1</sup>If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

### Measure 2: Student Growth

The academic growth of all students in grades 3 through 11 at the Academy will be assessed using the following metrics and growth targets:

GRADES	METRICS	GROWTH TARGETS
Grades 3-8	Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series by Scantron or NWEA MAP.	Students' fall-to-spring academic growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math identified in the schedule.
Grades 9-11	Growth made by students in reading, math, science, and English as measured by subject scores on the EXPLORE, PLAN and ACT tests.	Students' academic growth between tests on average will demonstrate measurable progress toward the achievement targets for the grade-level subject scores in reading, math, science, and English identified in the schedule.

Please note the measure of student growth is the most important, but not the only factor the Center considers when determining whether the Academy is "demonstrating measurable progress" toward the contractual goal of preparing students academically for success in college, work and life.

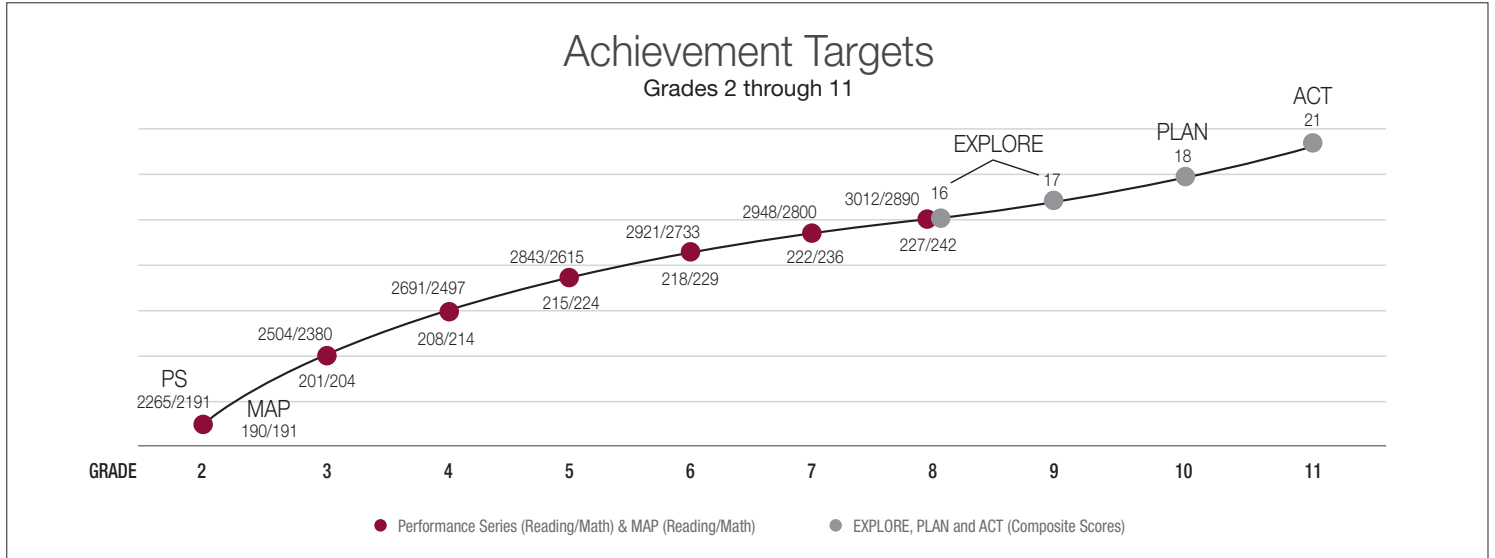


# THE EDUCATIONAL GOAL

*Preparing Students Academically for Success in College, Work and Life*

## Student Achievement

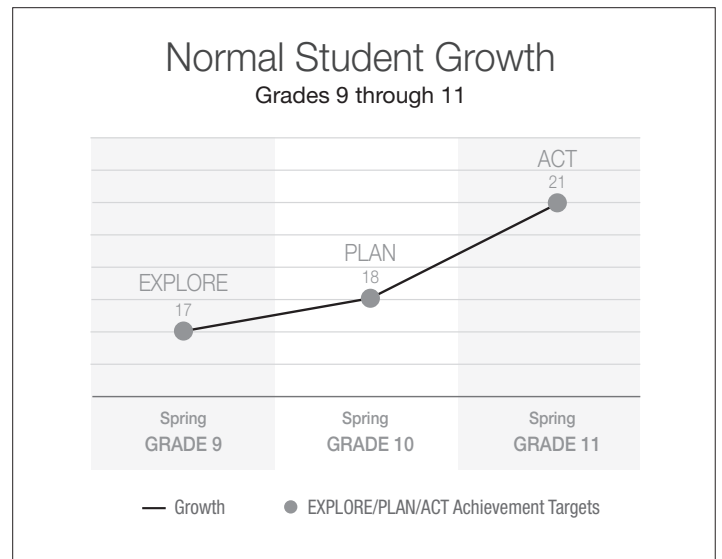
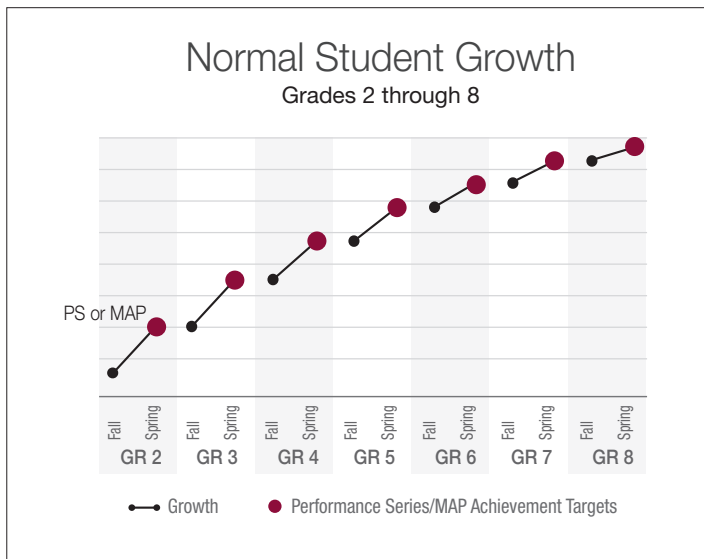
Using a projected growth curve, the graph below illustrates the achievement targets that must be met in order to remain on track to attain a composite score of 21 on the ACT by grade 11. Although academic preparedness is the goal, and not a specific ACT score, research has shown that subject scores at or above the College Readiness Benchmarks are good predictors of whether or not a student is academically prepared for success in college or a career. This graph also illustrates the relationship between the Performance Series and Measures of Academic Progress (MAP) tests, as well as the correlation between Performance Series and MAP, and the EXPLORE, PLAN and ACT tests. Student achievement targets in reading and math for grades 2 through 8 are shown, while the EXPLORE, PLAN and ACT composite scores are shown for grades 8 through 11 to help illustrate the path from grade 2 to grade 11.



FOR ILLUSTRATIVE PURPOSES ONLY

## Student Growth

Below are examples of typical test results, showing normal student growth for grades 2 through 11. The chart on the left (grades 2 through 8) illustrates the typical student gain from the fall and spring Performance Series and MAP test results. Additionally, the chart on the right (grades 9 through 11) illustrates the typical student gain from spring to spring results for the EXPLORE, PLAN, and ACT.



FOR ILLUSTRATIVE PURPOSES ONLY

# STUDENT ACHIEVEMENT

*Performance Series & MAP*

## Measuring Student Achievement in Grades 2 through 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 the Performance Series by Scantron and MAP by NWEA.

One advantage of the Performance Series and MAP tests is the use of a computer-adaptive testing system, which provides scores that are accurate, immediate and reliable. One of the greatest benefits of these computer-adaptive tests is that students are not assessed only on material from their grade level, but rather the test adapts to the student's achievement level, whether above or below the grade in which he or she has been placed. Consequently, teachers are provided immediate, real-time results with richer information about the students in their classroom than they would receive from a more traditional test.

As the first measure of the Educational Goal, the charts on the facing page illustrate whether or not students who have been continuously enrolled for three<sup>1</sup> or more years at the Academy are on-track to be academically prepared for success in college, work and life.

## Understanding the Charts

### SCALED SCORE

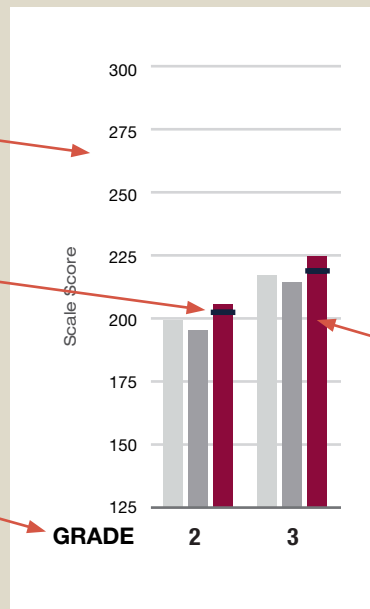
A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison between students.

### ACHIEVEMENT TARGET

The achievement target is the benchmark that is specified in the Charter Contract for each grade, based on the cohort of students enrolled three<sup>1</sup> or more years.

### GRADE

Student results are shown for each grade. The grades are depicted by the label below the chart, from grade 2 through grade 8.



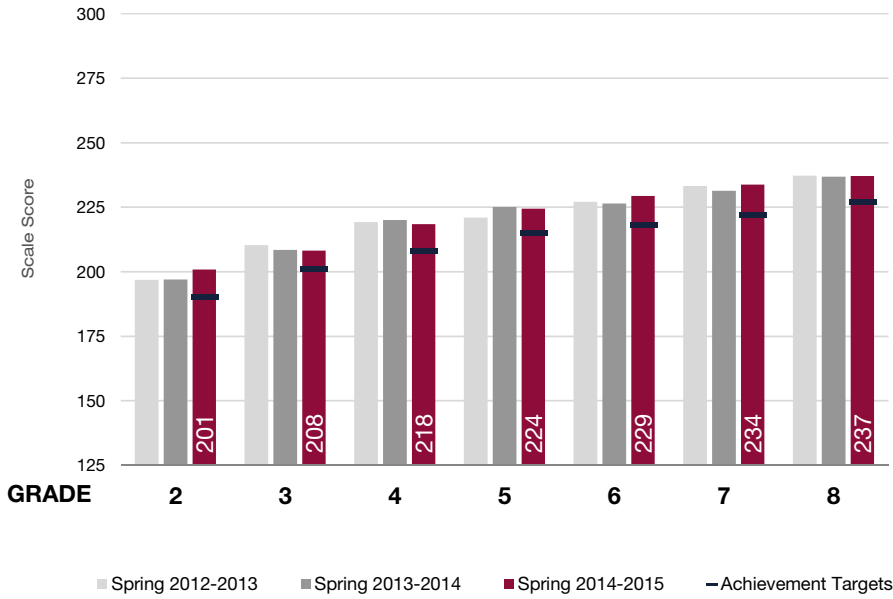
### STUDENT SCORES

The average student scores for each grade are represented by the bars. The current year scores for students enrolled for three<sup>1</sup> or more years are maroon. The previous years' scores are illustrated in progressively lighter shades of gray.

# MAP Spring Results

STUDENTS ENROLLED FOR THREE<sup>1</sup> OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS

## Reading



## Percent of Students Meeting the Target ENROLLED FOR THREE<sup>1</sup> OR MORE YEARS

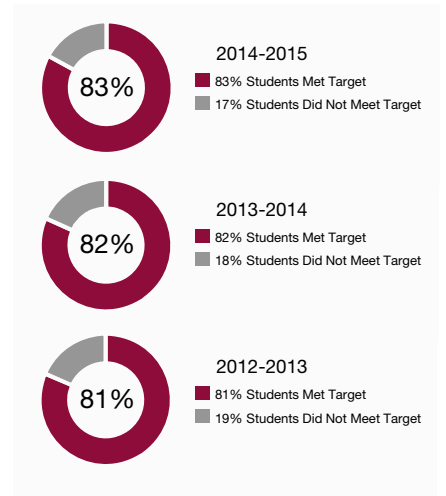
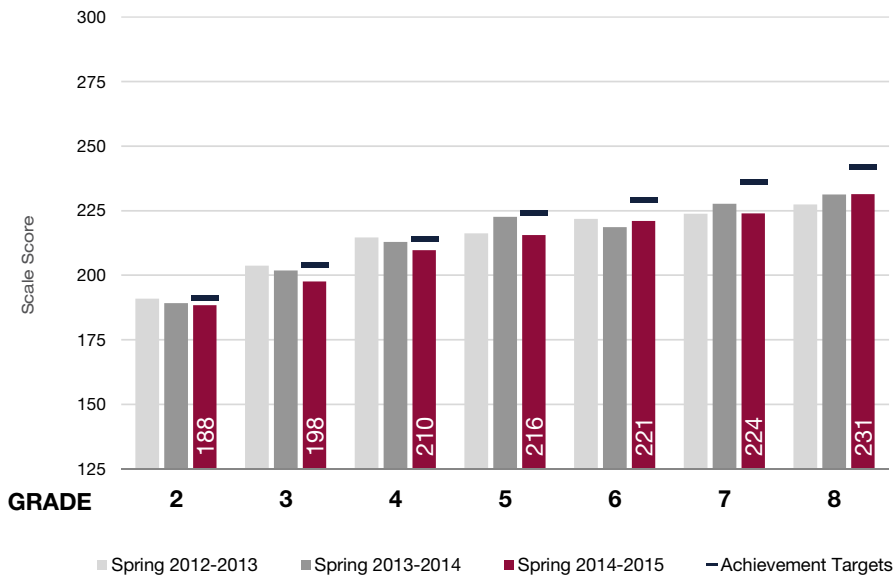


Fig. 11

## Math



## Percent of Students Meeting the Target ENROLLED FOR THREE<sup>1</sup> OR MORE YEARS

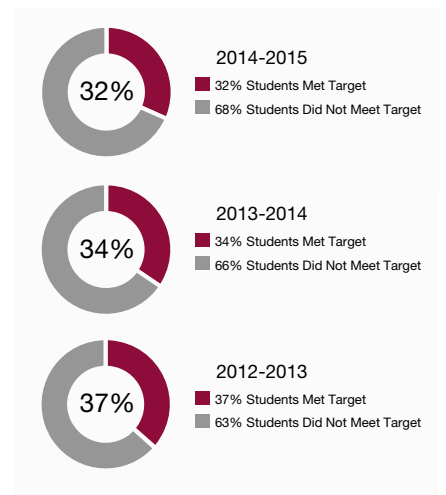


Fig. 12

<sup>1</sup>If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

\*Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

NOTE: Results for schools that made a transition in assessment within the last three years (e.g., from Performance Series to MAP) are converted to the current year's assessment scale.

# STUDENT ACHIEVEMENT

EXPLORE, PLAN & ACT

## Measuring Student Achievement in Grades 8 through 11

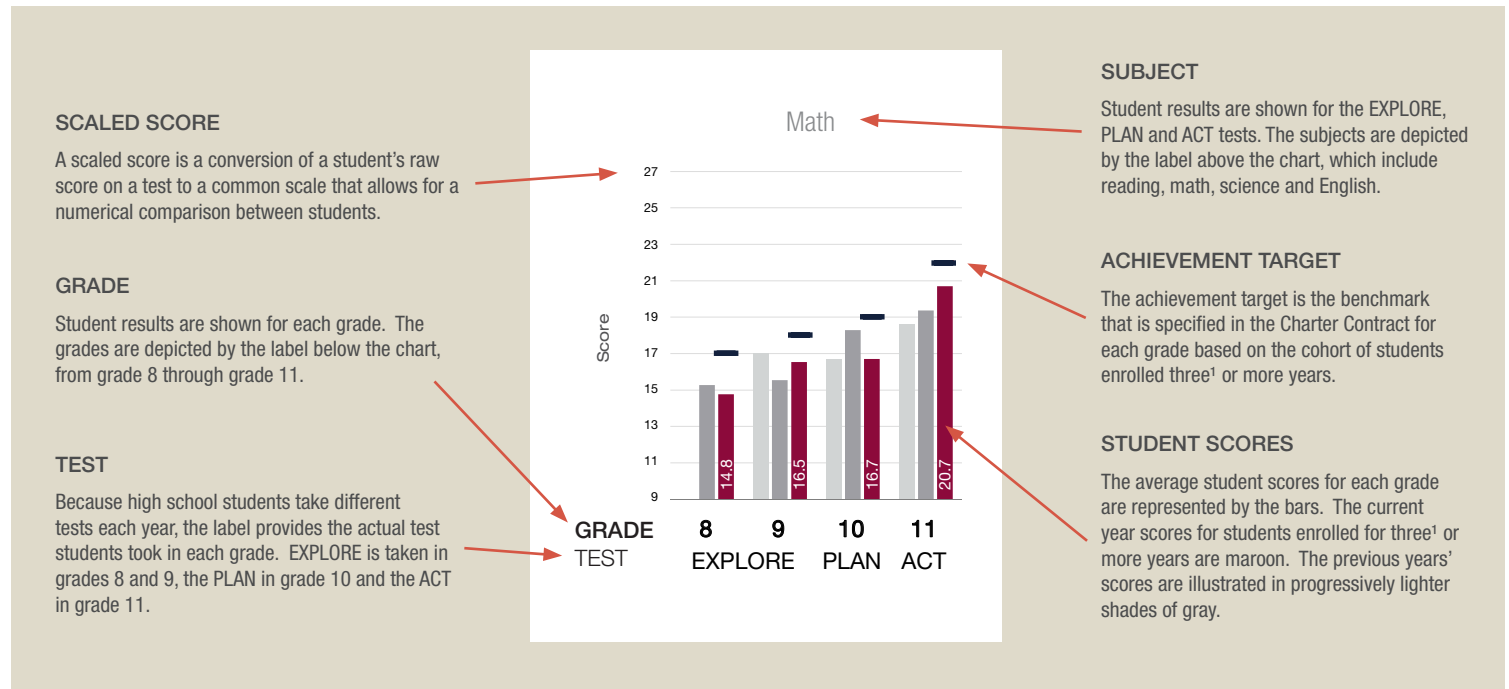
High school achievement is the demonstration of student performance evident when a student has attained a specific skill or concept measured by the Educational Planning and Assessment System® (EPAS®) by ACT, Inc.

As part of the EPAS system, the EXPLORE, PLAN and ACT tests provide rich information that allow schools to follow students' progress toward college readiness. These tests align with targets established by ACT, Inc., aptly named College Readiness Benchmark Scores.

The charts on the facing page illustrate whether or not students who have been continuously enrolled for three<sup>1</sup> or more years at the Academy are on-track to be academically prepared for success in college, work and life.

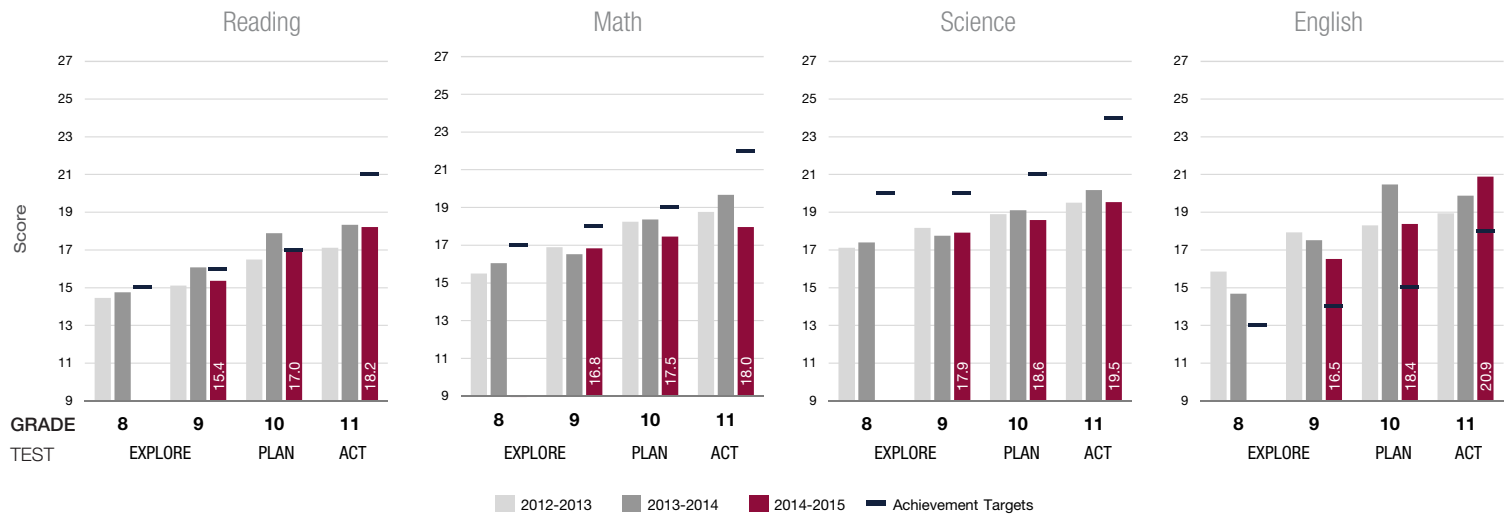
ACT College Readiness Benchmark Scores				
Test/Grade	Reading	Math	Science	English
EXPLORE Grade 8	15	17	20	13
EXPLORE Grade 9	16	18	20	14
PLAN Grade 10	17	19	21	15
ACT Grade 11	21	22	24	18

## Understanding The Charts

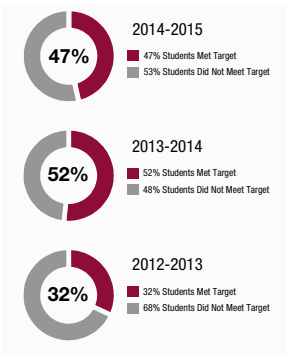


# EXPLORE, PLAN and ACT<sup>†</sup> Results

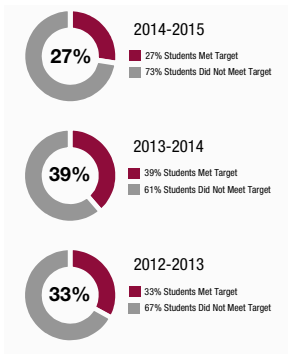
AVERAGES FOR STUDENTS ENROLLED FOR THREE<sup>1</sup> OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGET



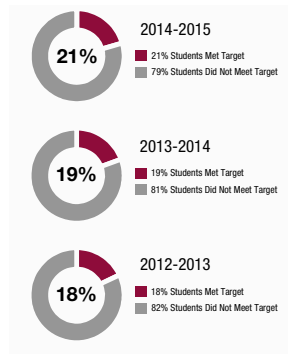
Percent of Students Meeting the Target  
ENROLLED FOR THREE<sup>1</sup> OR MORE YEARS



Percent of Students Meeting the Target  
ENROLLED FOR THREE<sup>1</sup> OR MORE YEARS



Percent of Students Meeting the Target  
ENROLLED FOR THREE<sup>1</sup> OR MORE YEARS



Percent of Students Meeting the Target  
ENROLLED FOR THREE<sup>1</sup> OR MORE YEARS

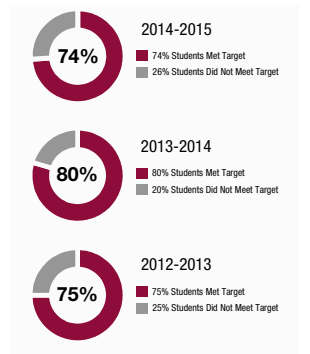


Fig. 13-16

## ACT Composite Results<sup>†</sup>

This chart shows the Academy's average composite scores for students who took the ACT test over the past three years. The chart also includes a horizontal line illustrating the ACT College Readiness Benchmark Score of 21. The maximum score that can be achieved on the ACT is a 36. The 2014 national average was a composite score of 21.

## The Academy's Composite ACT Scores

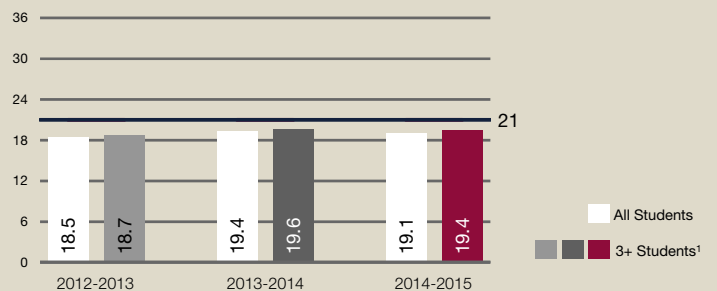


Fig. 17

# STUDENT GROWTH

Performance Series & MAP

## Measuring Student Growth in Grades 3 through 8

Student growth compares the difference between two or more tests given to a student or group over time. This is done by comparing a student's fall test score with his or her spring test score to determine the amount of change between the two tests.

Growth can provide a gauge of how much a student learned over the course of the school year. Measuring growth toward a meaningful standard, like a college readiness achievement target, will demonstrate whether students are growing the necessary amount to be college ready. Additionally, by calculating the amount of growth a student or group of students has made in the course of a year, a school can evaluate the effectiveness of the educational program and curriculum.

The charts on the facing page illustrate whether or not students at the Academy made the necessary growth from fall to spring, on average, to reach the achievement targets (see pp. 8-9 for additional information on achievement targets).

Please note that this measure of student growth is the most important, but not the only factor, the Center considers when determining whether the Academy is "demonstrating measurable progress" toward the contractual goal of preparing students academically for success in college, work and life.

## Understanding the Charts

### SCALED SCORE

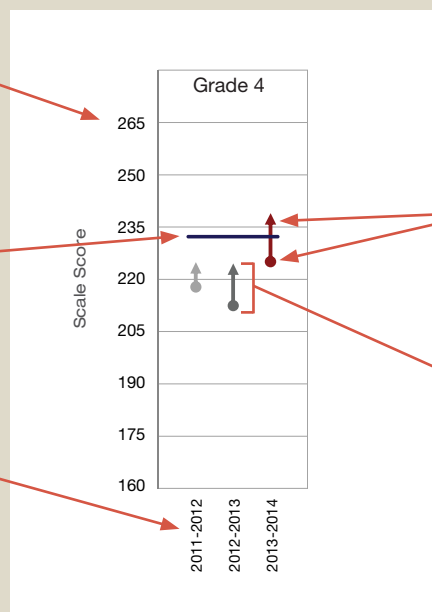
A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison to be made.

### ACHIEVEMENT TARGET

The achievement target is the benchmark that is specified in the Charter Contract for each grade, based on the cohort of students enrolled three or more years.

### TEST YEAR

Student results are shown for each grade by the year the tests were given. The grades are depicted by the label above the chart. The current school year's test results (fall to spring) are provided, as well as two prior years for comparison.



### STUDENT SCORES

Average student scores are shown as two points: a beginning score (or fall test) and an ending score (or spring test). The beginning score is the dot while the ending score is the tip of the arrow.

### GROWTH

The gain (or loss) from fall-to-spring is displayed by the line between the beginning score and the ending score. This distance indicates the simple growth between two tests.

# MAP Fall-to-Spring Results

ALL STUDENTS ANALYZED BY GROWTH TOWARD ACHIEVEMENT TARGETS BASED ON MATCHED FALL-TO-SPRING SCORES

## READING

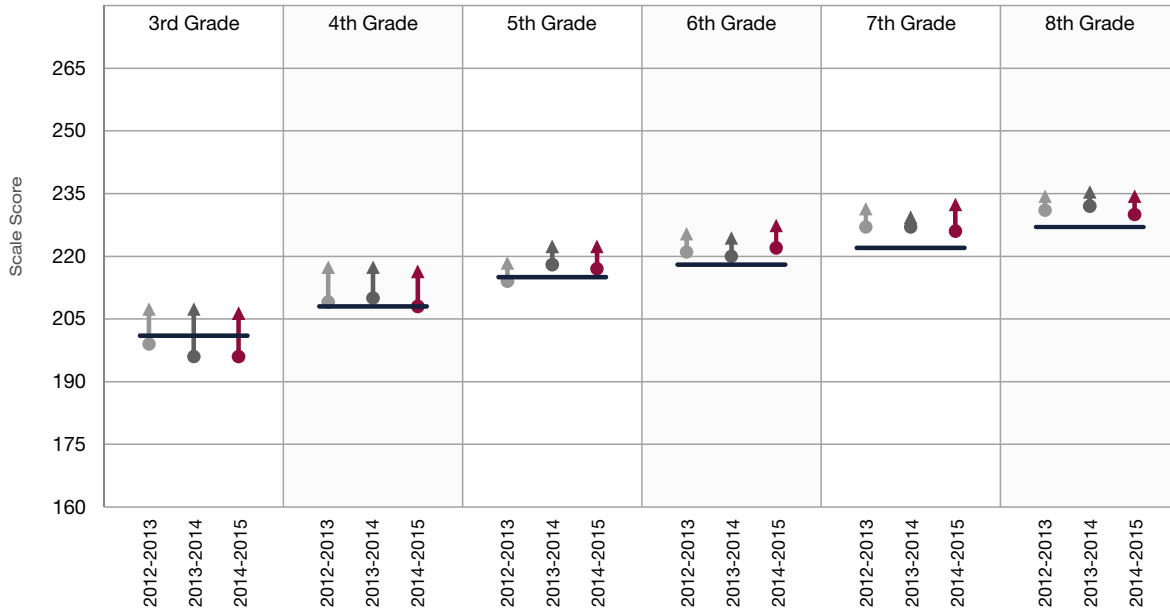


Fig. 18

## MATH

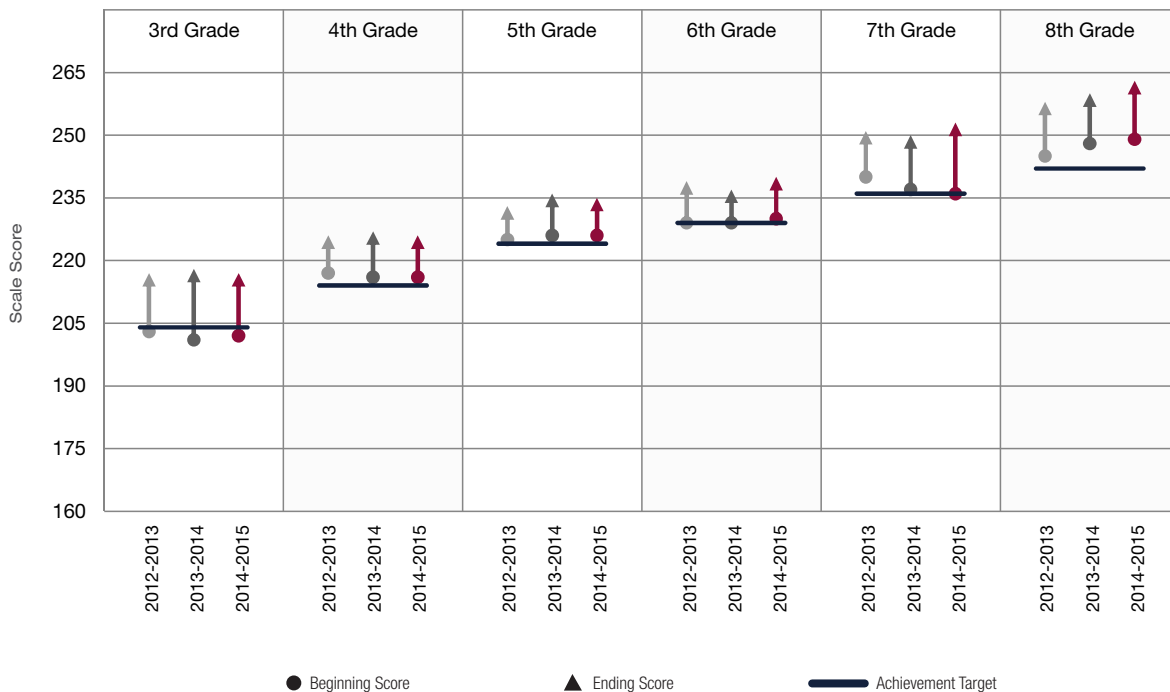


Fig. 19

● Beginning Score      ▲ Ending Score      — Achievement Target

\*Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

NOTE: Results for schools that made a transition in assessment within the last three years (e.g., from Performance Series to MAP) are converted to the current year's assessment scale.



# STUDENT GROWTH

EXPLORE to PLAN & PLAN to ACT

## Measuring Student Growth in Grades 9 through 11

Student growth compares the difference between two or more tests given to a student or group over time. This is done by comparing a student's EXPLORE/PLAN test score with his or her PLAN/ACT score the following year in order to determine the amount of change between the two tests.

Growth can provide a gauge of how much a student learned over the course of the school year. Measuring growth toward a meaningful standard, like a college readiness achievement target, will demonstrate whether students are growing the necessary amount to be college ready. Additionally, by calculating the amount of growth a student or group of students has made from year-to-year, a school can evaluate the effectiveness of the educational program and curriculum.

The charts on the facing page illustrate whether or not students at the Academy made the necessary growth between tests, on average, to reach the achievement targets (see pp. 8-9 for additional information on achievement targets).

Please note that this measure of student growth is the most important, but not the only factor, the Center considers when determining whether the Academy is "demonstrating measurable progress" toward the contractual goal of preparing students academically for success in college, work and life.

## Understanding The Charts

### SCALED SCORE

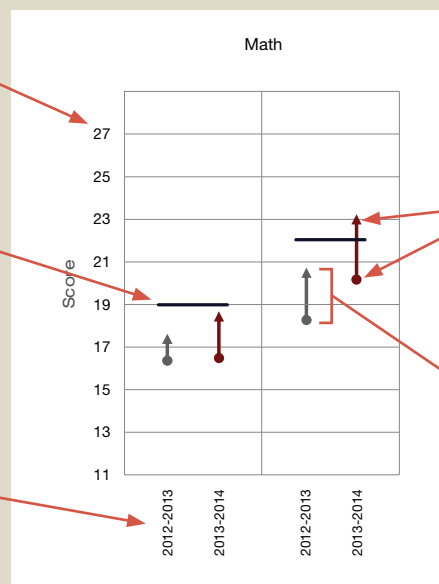
A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison to be made.

### ACHIEVEMENT TARGET

The achievement target is the benchmark that is specified in the Charter Contract for each grade, based on the cohort of students enrolled three or more years.

### TEST CYCLE

Student results are shown as a year-to-year cycle. The tests are depicted by the label above the chart, from EXPLORE in grade 9 to PLAN in grade 10, as well as PLAN in grade 10 to ACT in grade 11. The most recent year's test cycle is provided, as well as two prior cycles for comparison.



### STUDENT SCORES

Average student scores are shown as two points of data: a beginning score (grade 9) and an ending score (grade 10). The beginning score is the dot, while the ending score is the tip of the arrow.

### GROWTH

The gain (or loss) from year-to-year is displayed by the line between the beginning score and the ending score. This distance indicates the simple growth between two tests.

# EXPLORE to PLAN and PLAN to ACT<sup>†</sup> Results

ALL STUDENTS ANALYZED BY GROWTH TOWARD ACHIEVEMENT BASED ON MATCHED YEAR TO YEAR SCORES

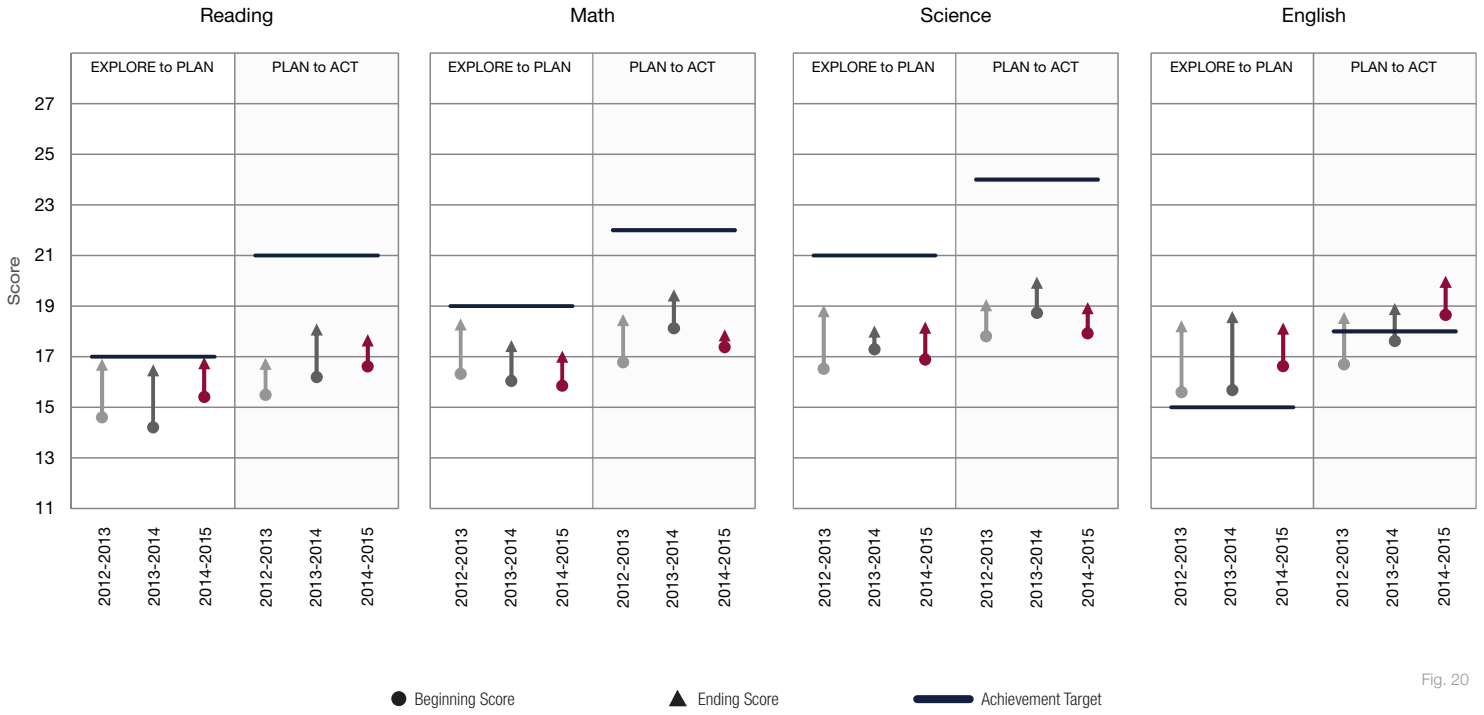


Fig. 20

### Accreditation & Elementary and Secondary Education Act (ESEA) Waiver

Michigan has transitioned to a new state and federal accountability system developed under a waiver of certain requirements of the Elementary and Secondary Education Act (commonly known as NCLB). The waiver was approved by the US Department of Education (USED) in August 2012. The new accountability system replaced the previous system of Adequate Yearly Progress (AYP) in August 2013. Both the old and new systems use the MEAP, now the M-STEP (grades 3 through 8), and MME (grade 11). The new accountability system has three components:

1. Michigan school accreditation system (Education YES!)
2. Top-to-Bottom Ranking
3. Accountability Scorecard

As illustrated on the following page, all schools will receive a state report card grade and accreditation status under Education YES!, a percentile ranking on the Top-to-Bottom Ranking, and an Accountability Scorecard. This information will be reported publicly for all schools. In addition, some schools, based on the Top-to-Bottom ranking, are identified as either a Priority School, a Focus School or a Reward School.

As required by state law, schools in the bottom 5% of the Top-to-Bottom list are identified as Priority Schools and must develop a plan for transformation, turn-around, restart or closure under the supervision of the State Reform Officer. Schools with the largest achievement gap between the top 30% and bottom 30% of students are identified as Focus Schools and must develop a plan to address the achievement gap. High-achieving, high-growth or “Beating the Odds” schools are identified as Reward Schools. Reward schools will be recognized by the MDE.

**NOTICE:** *With the current waiver set to expire in June 2015, the MDE has submitted a revised waiver application to USED that is expected to be approved and implemented before the beginning of the 2015-16 school year. For the 2014-15 school year, the MDE transitioned to the M-STEP which replaces the MEAP for grades 3 through 8 and is administered in the spring. The M-STEP summative assessments are also one of the components of the MME in grade 11, while the other components will be transitioning from the ACT to the SAT in the spring of 2015-16. For these reasons, M-STEP and MME data are not included in this report. Applicable law may require provisions not addressed in this publication at the time it was printed. The Center strongly encourages the Academy Board and the administration to remain current with the reporting changes at both the state and federal levels. The Center will continue to alert and inform academies and stakeholders as revisions are made available.*

# STATE & FEDERAL ACCOUNTABILITY

## MDE's Top-to-Bottom Ranking & ACT Composite Results

### Top-to-Bottom Ranking of All CMU Schools

2013-2014 Michigan Department of Education

#### 75th Percentile and Above

	Statewide Percentile Ranking	Charter School Ranking
Canton Charter Academy	98	2
South Arbor Charter Academy	97	3
Holly Academy	95	6
Noor International Academy	94	8
Charyl Stockwell Academy - High School	93	12
Cross Creek Charter Academy	92	14
Eagle Crest Charter Academy	86	17
Summit Academy North High School	84	19
West MI Academy of Environmental Science	81	21
Charyl Stockwell Academy	80	22
Island City Academy	75	27

#### 50th - 74th Percentile

Summit Academy	73	29
AGBU Alex-Marie Manoogian School	72	30
Morey Montessori Public School Academy	69	35
Walden Green Montessori	67	37
Midland Academy of Advanced and Creative Studies	65	40
Summit Academy North Elementary School	62	43
Trillium Academy	60	46
West Village Academy	59	47
Central Academy	55	53
Countryside Academy-Middle/High School	54	54

#### 25th - 49th Percentile

Summit Academy North Middle School	49	62
Cole Academy	45	67
International Academy of Flint (K-12)	44	74
Renaissance Public School Academy	44	75
Old Redford Academy - High	40	83
Riverside Academy - West Campus	40	84
Quest Charter Academy	39	87
Woodland Park Academy	36	94
Riverside Academy	31	106
New Beginnings Academy	31	107
Linden Charter Academy	30	109
Nataki Talibah Schoolhouse of Detroit	30	110
North Saginaw Charter Academy	30	111
Old Redford Academy - Middle	29	114
New Branches Charter Academy	28	115
The Dearborn Academy	27	116
Flagship Charter Academy	26	120
Global Preparatory Academy	25	126

#### Below the 25th Percentile

Da Vinci Institute (K-8)	24	134
El-Hajj Malik El-Shabazz Academy	22	139
Countryside Academy-Elementary	22	141
Old Redford Academy - Elementary	15	164
Plymouth Educational Center	14	172
Pansophia Academy	12	185
Michigan Technical Academy Middle School	11	189
Woodward Academy	8	202
Taylor International Academy	7	206
Eaton Academy	6	211
Mid-Michigan Leadership Academy	4	225
Plymouth Educational Center Preparatory High School	3	226
Detroit Leadership Academy Elementary	2	230
Michigan Technical Academy Elementary	1	234
Academy of Southfield	0	241

Fig. 21

On January 4, 2010, the State passed a seminal education reform law requiring the Michigan Department of Education to annually publish a list of “persistently low-achieving” schools. In response to this law, on August 16, 2010, the Michigan Department of Education published a Top-to-Bottom List ranking all public schools by proficiency and growth on the MEAP and MME.

The table to the left shows the state-wide percentile ranking for each school chartered by CMU during 2013-2014, the latest year in which information is available. The highest performing public school in the state received a ranking of 100 while the lowest performing school received a ranking of 0. The Charter School Ranking is the school's rank out of 220 Michigan charter schools that received a statewide percentile ranking. For more information on the State's Top-to-Bottom Ranking, please visit:

[http://www.michigan.gov/mde/0,1607,7-140-37818\\_56562---,00.html](http://www.michigan.gov/mde/0,1607,7-140-37818_56562---,00.html)

### ACT Composite Results

2014-2015 ACT RESULTS AS COMPARED TO THE COLLEGE READINESS BENCHMARK

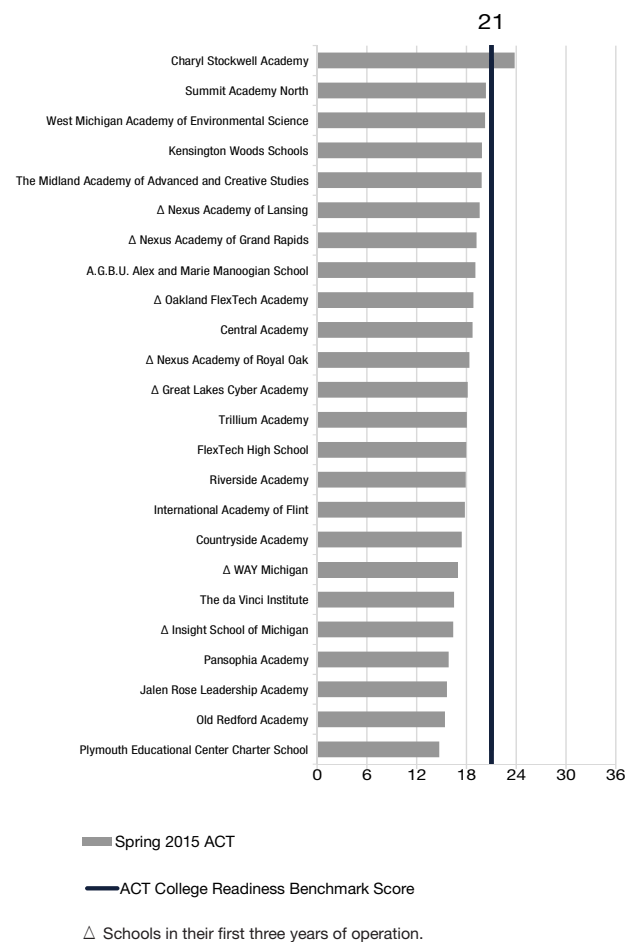


Fig. 22

# OTHER MEASURES

## Program Reviews

### Program Reviews

The Educational Program described in Schedule 7c of the Charter Contract is designed by the Academy and describes the educational philosophy of the school and the manner in which the curriculum is implemented. As part of its general oversight responsibilities, the Center may elect to conduct an Educational Program Review (EPR) or contract for a Quality School Review (QSR) to assist the Center in evaluating the Academy's implementation, delivery and support of the Educational Program. From each of these reviews, a report is generated, which provides the Center with written documentation of the findings. These reports are a part of the body of information that illustrates the Academy's academic performance and will be considered throughout the reauthorization process. These reports may also serve as a platform for dialogue to assist the Academy with its improvement efforts.

#### QUALITY SCHOOL REVIEW

The Center may elect to contract with a nationally recognized expert in the area of charter school reviews to conduct a Quality School Review (QSR). An external review team conducts a multi-day site visit utilizing the QSR Protocol, which is grounded in the Charter Contract and focuses on critical areas of inquiry associated with curriculum, instruction, assessment and a limited fiscal review of support of the Educational Program. The external team conducts classroom observations and schedules interviews with board members, administrators, staff members and students.

#### EDUCATIONAL PROGRAM REVIEW

The Center may elect to conduct an Educational Program Review (EPR) that is conducted by a team of Center staff and consultants. The team conducts a multi-day site visit utilizing the EPR Standards, which are grounded in the Charter Contract and focus on key questions related to the: 1) implementation of the Academy's curriculum, 2) quality of the delivery of instruction, 3) utilization of assessment data for improvement efforts and 4) overall effectiveness of the Academy leadership to ensure high quality, academic outcomes. The review team conducts classroom observations and interviews administrators, staff members and students. The EPR does not include a limited fiscal review or interview of board members.

#### SPECIAL EDUCATION REVIEW

The Center employs special education consultants who provide technical assistance and oversight for CMU authorized schools and act as liaisons between the Academy and local and state agencies. For schools that may be considered for issuance of a new Charter Contract, via reauthorization, the Center's consultants conduct a comprehensive site visit to ensure the Academy is compliant with the *Individuals with Disabilities Education Improvement Act*. The consultants document the findings related to the Academy's special education policies, procedures and practices to ensure compliance with federal and state laws.



# END NOTES

## *Acronyms & Glossary*

**ACT, Inc.** - the service provider for the EXPLORE®, PLAN® and ACT®

**ACT®** - a test that assesses high school students' general educational development and their ability to complete college-level work

**AYP** - Adequate Yearly Progress

**Center** - The Governor John Engler Center for Charter Schools

**CMU** - Central Michigan University

**Composite Resident District (CRD)** - a breakdown of which traditional public school districts students would be assigned if they were not enrolled in your school

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

**Embargo** - when the data in the identified chart may not be released or discussed with the public or the news media until after it has been publicly released

**EXPLORE®** - a test given in grades 8 and 9 provided by ACT, Inc. and utilized by the Academy and the Center in gauging their students' performance

**Family Education Rights and Privacy Act (FERPA)** - Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data (Represented by a \* on charts)

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

**Michigan Educational Assessment Program (MEAP)** - a test created to evaluate what Michigan educators believe all students should know in the core academic areas in specific grade levels

**Michigan Merit Exam (MME)** - a test taken in grade 11 which consists of three parts: ACT® test, WorkKeys® by Act, Inc. and any additional tests necessary to ensure Michigan High School Content Expectations (HSCE) are met. This is the final test to assess whether a student is on track for success in college, work and life prior to their high school graduation

**NCLB** - No Child Left Behind

**Northwest Evaluation Association (NWEA)** - the service provider for the Measures of Academic Progress computer-adaptive test

**Performance Series®** - a computer-adaptive test provided by Scantron and utilized by the Academy and the Center in gauging their students' performance

**PLAN®** - a test given in grade 10 provided by ACT, Inc. and utilized by the Academy and the Center in gauging student performance

**Scantron®** - the service provider for the Performance Series computer-adaptive test

**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



# END NOTES

## *Sources & Citations*

- Fig. 1 Source: The Charter Contract and Educational Service Provider Agreement (if applicable)
- Fig. 2 Source: The Charter Contract
- Fig. 3 Source: Michigan Department of Education, CEPI Public Data
- Fig. 4 Source: Michigan Department of Education, CEPI Public Data
- Fig. 5 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 6 Source: Michigan Department of Education, CEPI Public Data
- Fig. 7 Source: Michigan Department of Education, CEPI Public Data
- Fig. 8 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 9 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 10 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 11 Source: Scantron's Performance Series or NWEA's MAP: spring reading
- Fig. 12 Source: Scantron's Performance Series or NWEA's MAP: spring math
- Fig. 13 Source: ACT, Inc. EXPLORE & PLAN and MME ACT
- Fig. 14 Source: ACT, Inc. EXPLORE & PLAN and MME ACT
- Fig. 15 Source: ACT, Inc. EXPLORE & PLAN and MME ACT
- Fig. 16 Source: ACT, Inc. EXPLORE & PLAN and MME ACT
- Fig. 17 Source: MME ACT spring
- Fig. 18 Source: Scantron's Performance Series or NWEA's MAP: spring reading
- Fig. 19 Source: Scantron's Performance Series or NWEA's MAP: spring math
- Fig. 20 Source: ACT, Inc. EXPLORE & PLAN and MME ACT
- Fig. 21 Source: Michigan Department of Education, Top-to-Bottom Ranking
- Fig. 22 Source: Michigan Department of Education, MME ACT; Benchmark established by ACT, Inc.

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**CENTER FOR CHARTER SCHOOLS**  
———— CENTRAL MICHIGAN UNIVERSITY ————

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)