



— THE GOVERNOR JOHN ENGLER —  
CENTER FOR CHARTER SCHOOLS  
— CENTRAL MICHIGAN UNIVERSITY —

# ACADEMIC PERFORMANCE REPORT

*2013-2014*

*ABC ACADEMY*



## OUR MISSION

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

## OUR VISION

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

———— THE GOVERNOR JOHN ENGLER ————  
**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)

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

*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). As each of us works to fulfill the ambitious goal of preparing students academically for success in college, work and life, you can trust that the Center is committed to providing you with the most up-to-date, relevant and accurate information that we hope will assist you in your decision-making activities. This report, which is the first of four reports in the Performance Suite, is one tool that provides academic information to help you reach that goal.*

*This APR focuses on the Academy's academic performance throughout the 2013-2014 school year as it relates to the Educational Goal outlined in the Charter Contract. Centering on the instructional outcomes of the Academy, this report provides rich information on whether or not students are making measurable progress toward college readiness. While it includes graphic illustrations of academic performance, it is not all-encompassing and should be reviewed in the unique context of the Academy.*

*As always, the Center welcomes your feedback in order for us to maximize the usefulness of this information and to ensure you have the information you need. We cannot thank you enough for your dedication and commitment to pursuing excellence for Michigan's students. Your efforts at creating quality educational opportunities will help to ensure each and every child has the tools necessary to be successful 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.*

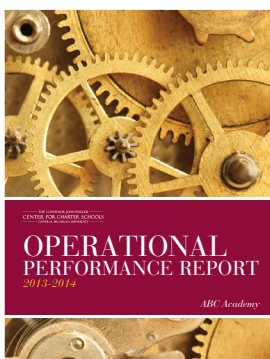
*These reports, shown to the right, cover each of the primary content areas and are intended to provide a greater understanding of the Academy's holistic performance for a complete academic year (July through June).*

*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.



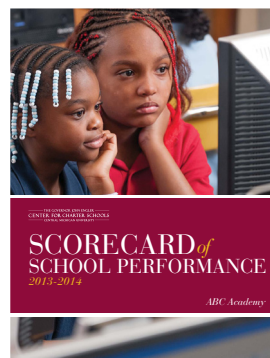
## OPERATIONAL PERFORMANCE REPORT

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 2013-2014 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

Management

Self-managed

### Mission Statement

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

### Address

1234 Abacus Ave.  
Scholastic, MI 42860

Fig. 1

### Total Enrollment by Year

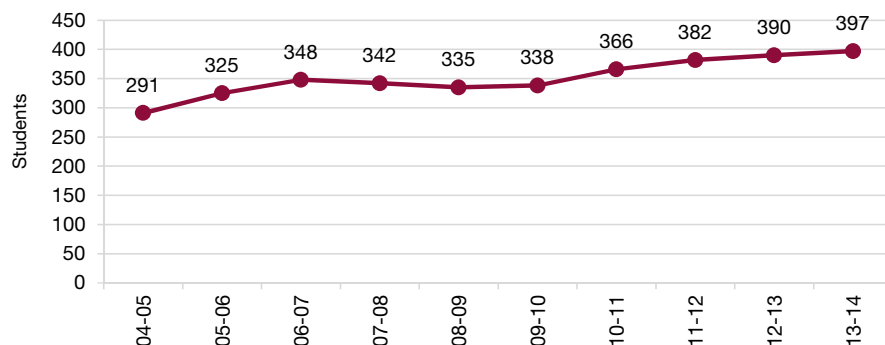


Fig. 2

### Number of Students in Each Grade

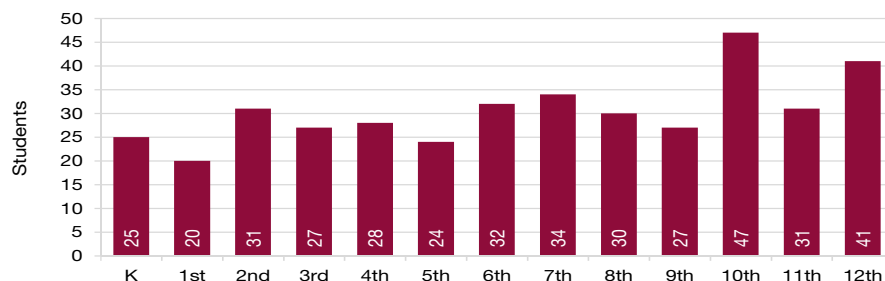


Fig. 3

### Length of Student Enrollment

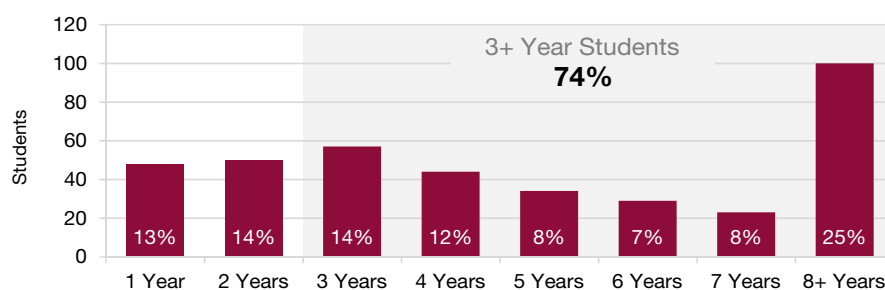


Fig. 4

### 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%	2.7%	3.0%
Black or African American	65.9%	50.2%	18.2%
Native Hawaiian or Other Pacific Islander	0.0%	0.1%	0.1%
White	22.3%	38.4%	68.5%
Hispanic or Latino	2.3%	2.8%	6.7%
Multi-Racial	7.2%	5.5%	2.8%

Fig. 5



## MEAP and MME Achievement Results

SUBJECT/ GRADE	2013-2014	2012-2013	CHANGE	COMPOSITE RESIDENT DISTRICT	STATE AVERAGE
Reading 3	61.7%	56.4%	5.3%	58.7%	61.3%
Reading 4	63.6%	69.0%	-5.4%	68.5%	70.0%
Reading 5	79.3%	60.0%	19.3%	68.3%	71.7%
Reading 6	66.7%	70.6%	-3.9%	67.2%	71.5%
Reading 7	77.4%	48.0%	29.4%	54.2%	60.4%
Reading 8	78.9%	44.0%	34.9%	66.4%	72.7%
Reading 11	72.7%	57.7%	15.0%	48.8%	58.7%
Math 3	42.6%	20.5%	22.1%	39.3%	40.2%
Math 4	52.9%	23.3%	29.6%	41.9%	45.3%
Math 5	33.3%	36.7%	-3.4%	41.7%	45.2%
Math 6	24.2%	35.3%	-11.1%	36.4%	41.5%
Math 7	39.4%	24.0%	15.4%	33.6%	39.2%
Math 8	26.3%	12.5%	13.8%	30.7%	34.5%
Math 11	28.1%	20.0%	8.1%	22.7%	28.8%

Fig. 6

\*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.

-- No Data Available.

## Free and Reduced Price Lunch Eligibility

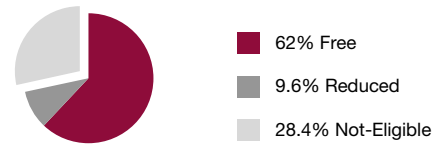


Fig. 7

## General and Special Education Status

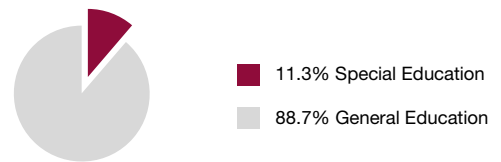


Fig. 8

## English Language Learners (ELL)

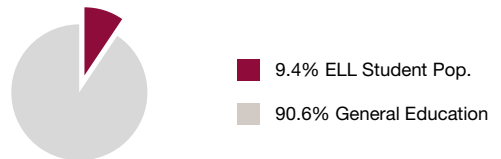
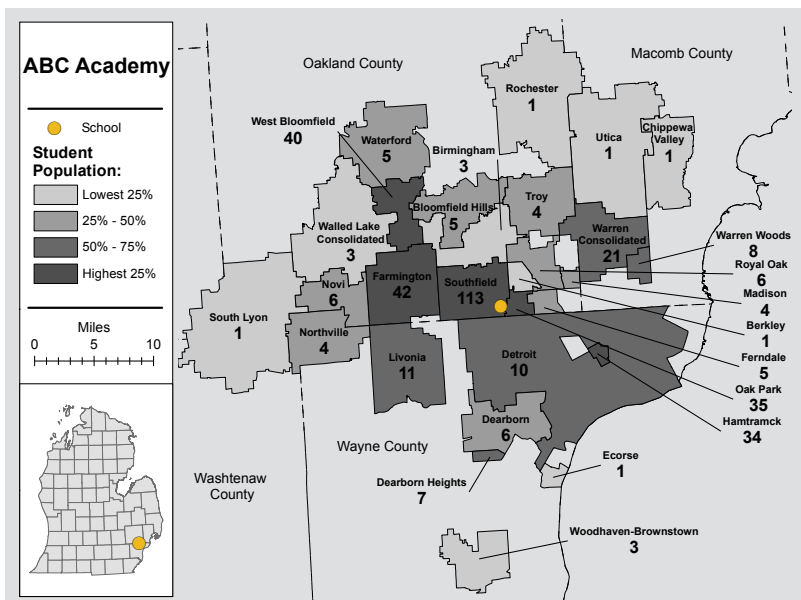


Fig. 9

# 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	35	9.2%
Hamtramck, School District of the City of	34	8.9%
Warren Consolidated Schools	21	5.5%
Livonia Public Schools School District	11	2.9%
Detroit City School District	10	2.6%
Warren Woods Public Schools	8	2.1%
Dearborn Heights School District #7	7	1.8%
Dearborn City School District	6	1.6%
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%

Total Number of Districts: 28

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® by Scantron® or NWEA MAP® 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®, PLAN® and ACT® 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.

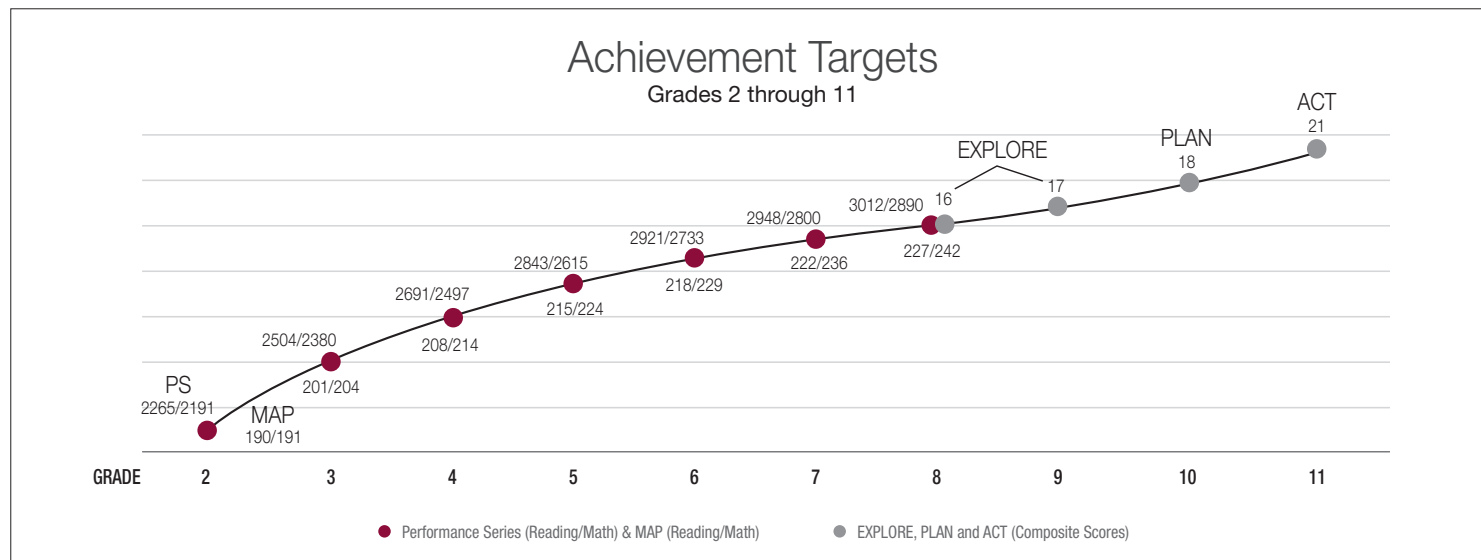


# THE EDUCATIONAL GOAL

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

## Student Achievement

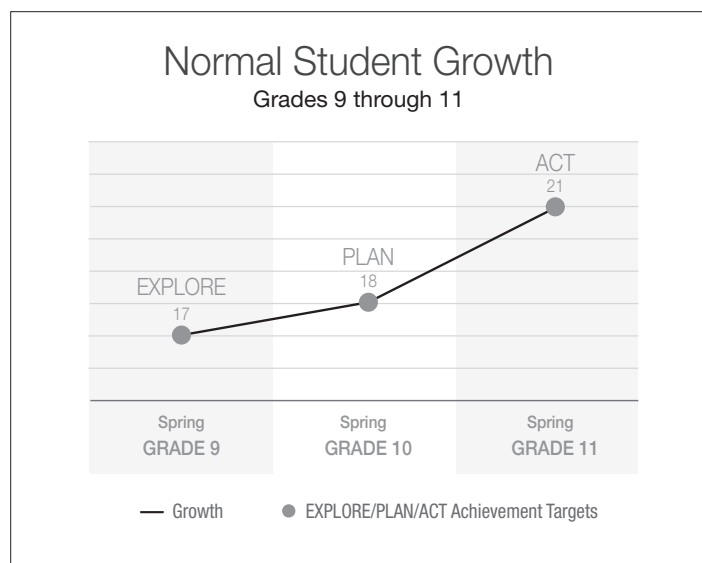
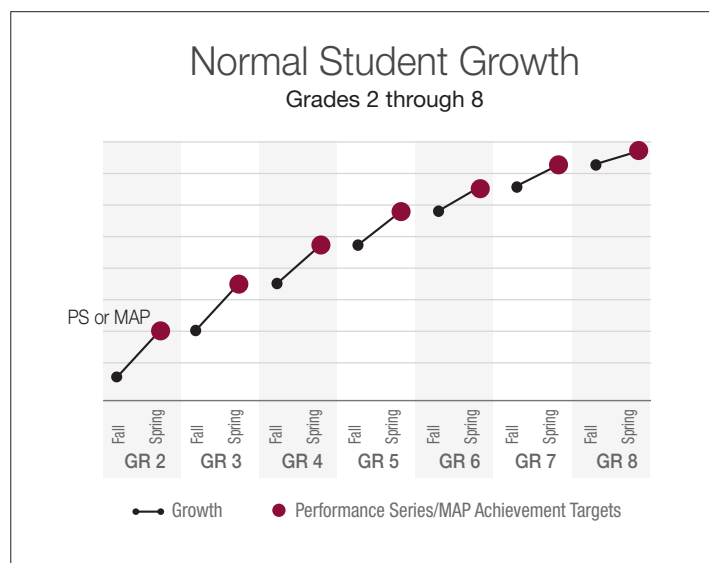
Using a projected growth curve, the graph below illustrates the achievement targets that must be met in order to remain on track to attain a composite score of 21 on the ACT by grade 11. Although academic preparedness is the goal, and not a specific ACT score, research has shown that subject scores at 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

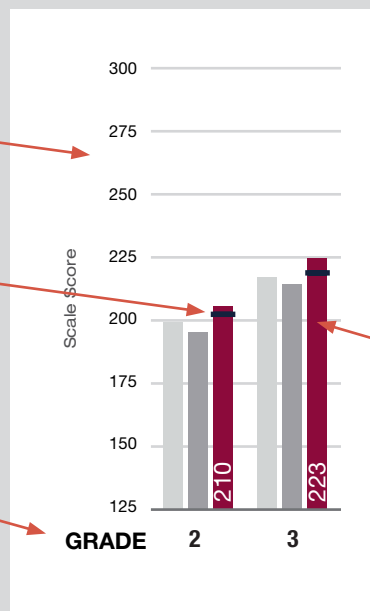
A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison between students.

### 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.



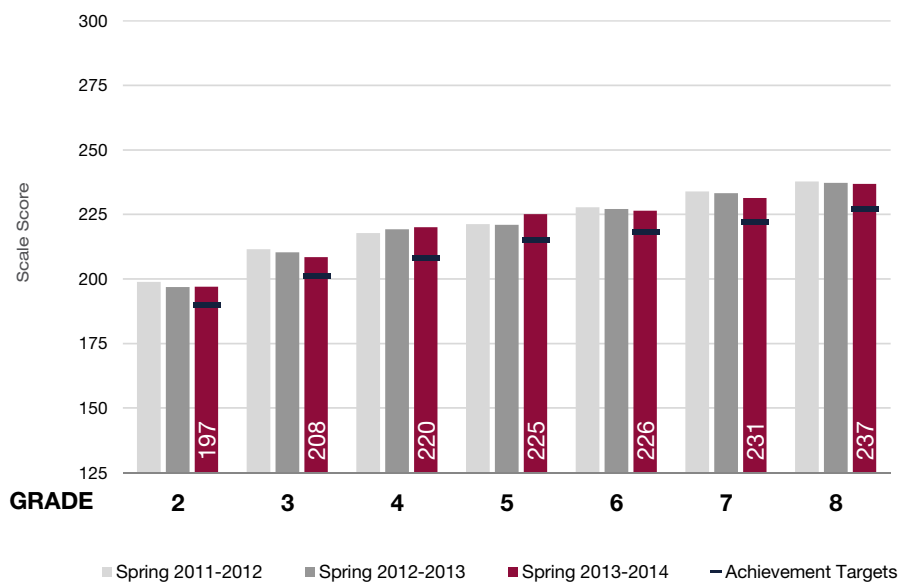
### STUDENT SCORES

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

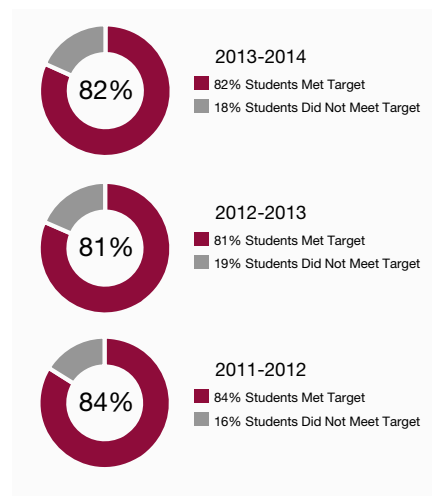
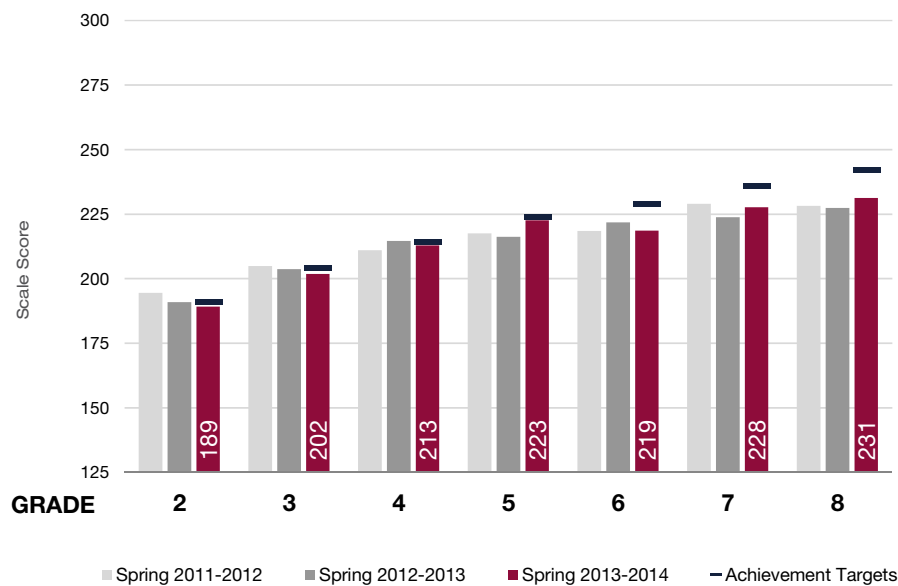


Fig. 11

### Math



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

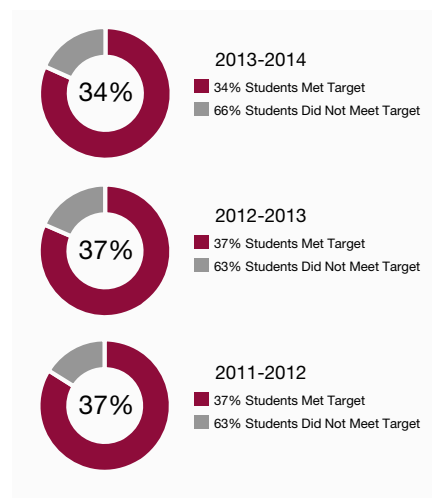


Fig. 12

<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

#### SCALED SCORE

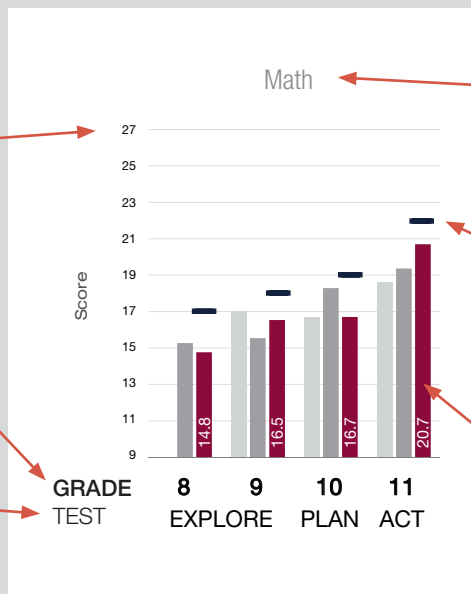
A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison between students.

#### GRADE

Student results are shown for each grade. The grades are depicted by the label below the chart, from grade 8 through grade 11.

#### TEST

Because high school students take different tests each year, the label provides the actual test students took in each grade. EXPLORE is taken in grades 8 and 9, the PLAN in grade 10 and the ACT in grade 11.



#### SUBJECT

Student results are shown for the EXPLORE, PLAN and ACT tests. The subjects are depicted by the label above the chart, which include reading, math, science and English.

#### ACHIEVEMENT TARGET

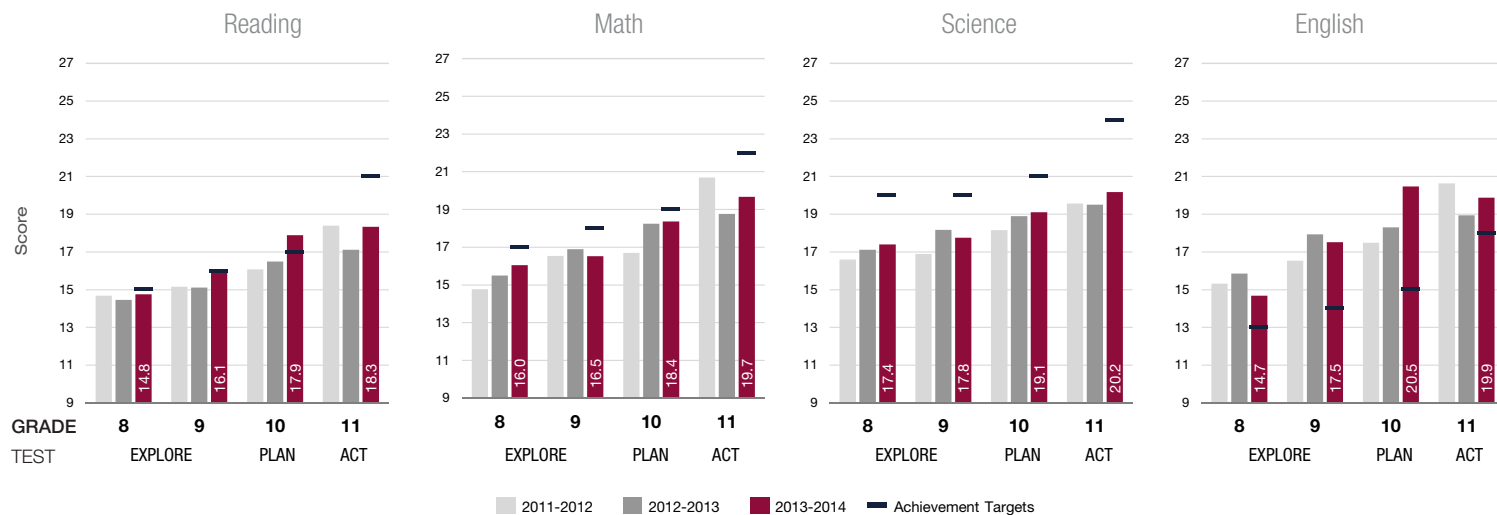
The achievement target is the benchmark that is specified in the Charter Contract for each grade based on the cohort of students enrolled three<sup>1</sup> or more years.

#### STUDENT SCORES

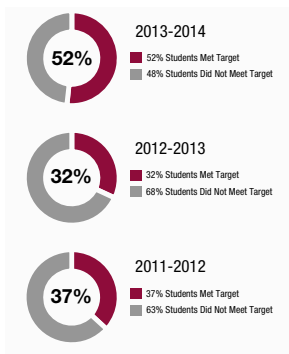
The average student scores for each grade are represented by the bars. The current year scores for students enrolled for three<sup>1</sup> or more years are maroon. The previous years' scores are illustrated in progressively lighter shades of gray.

## EXPLORE, PLAN and ACT Results

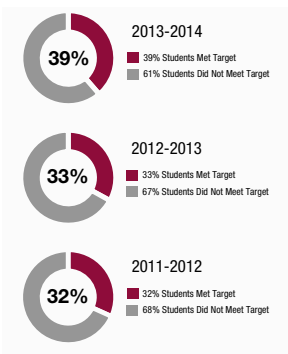
AVERAGES FOR STUDENTS ENROLLED FOR THREE<sup>1</sup> OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGET



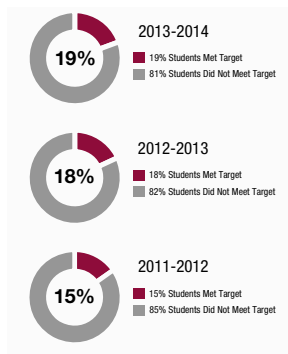
Percent of Students Meeting the Target  
ENROLLED FOR THREE<sup>1</sup> OR MORE YEARS



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

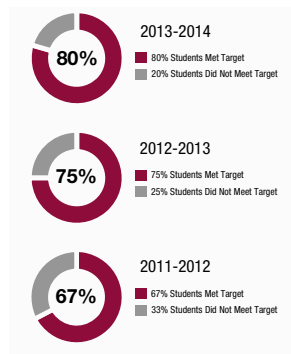


Fig. 13-16

## ACT Composite Results

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 2012-13 national average for students entering college was a composite score of 21.

## The Academy's Composite ACT Scores

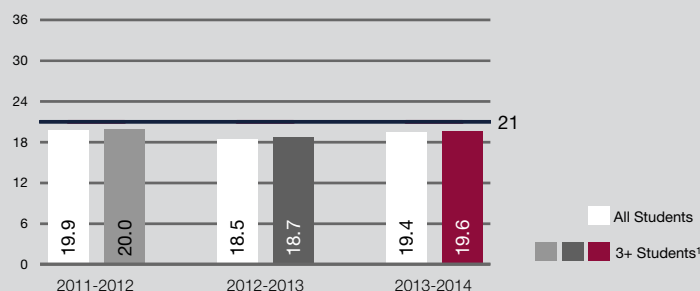


Fig. 17

<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.

# 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

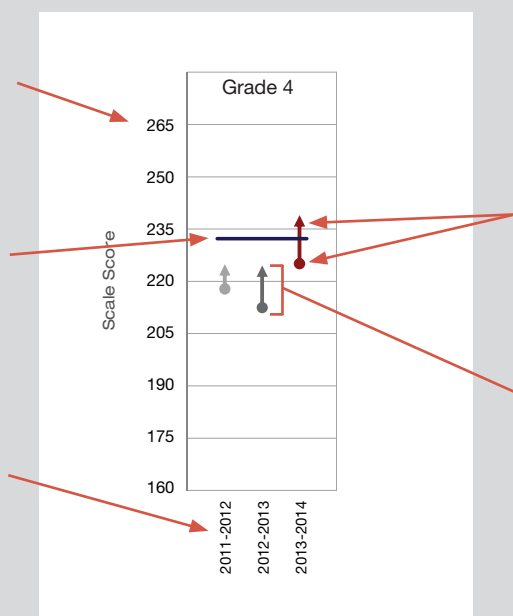
A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison to be made.

#### 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

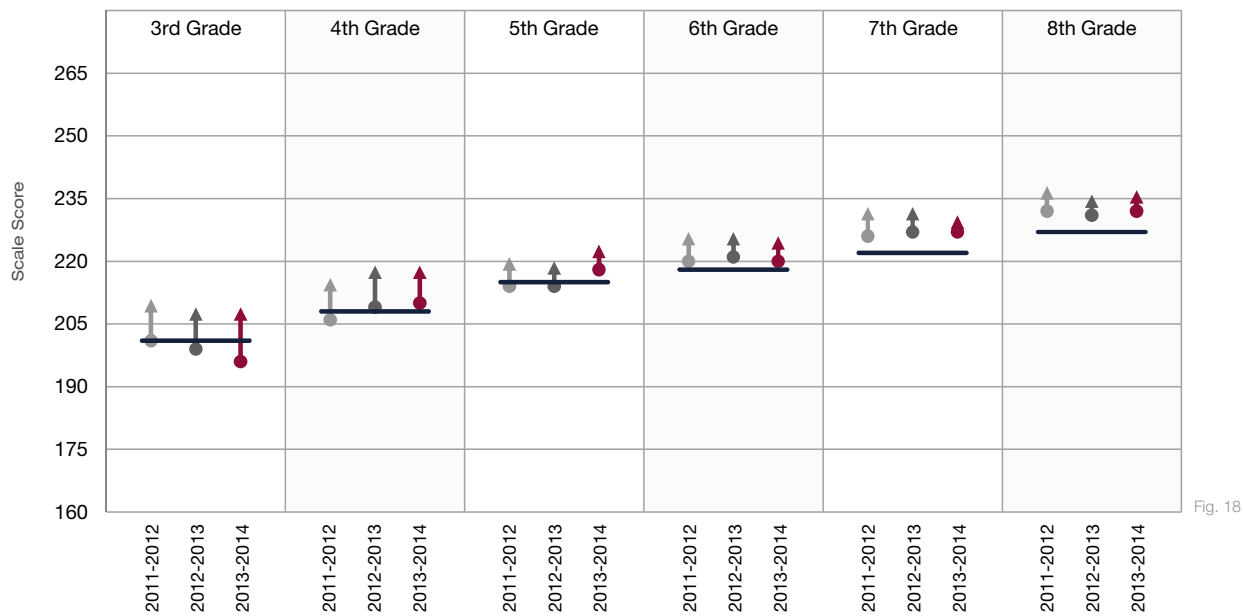


Fig. 18

## MATH

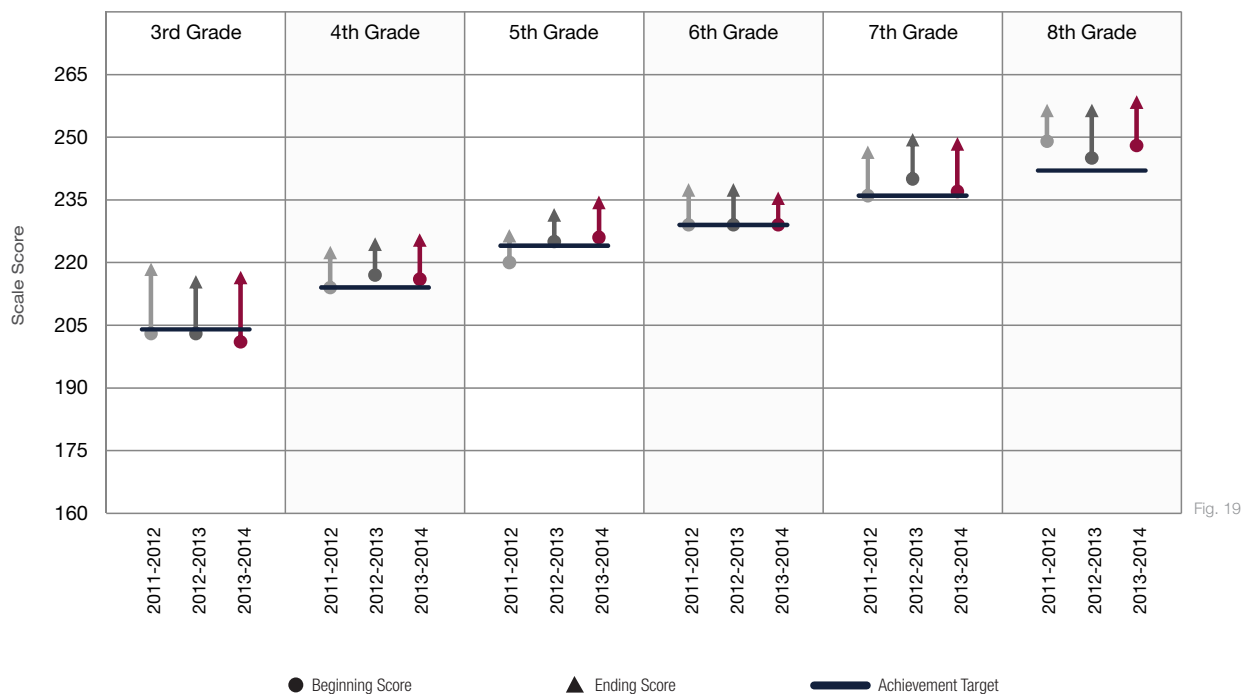


Fig. 19

● 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

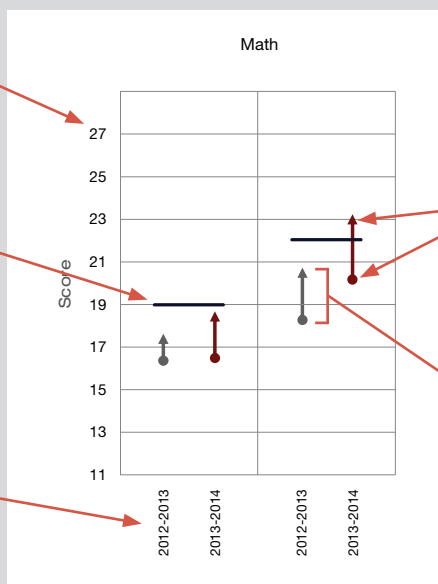
A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison to be made.

### 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 Results

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

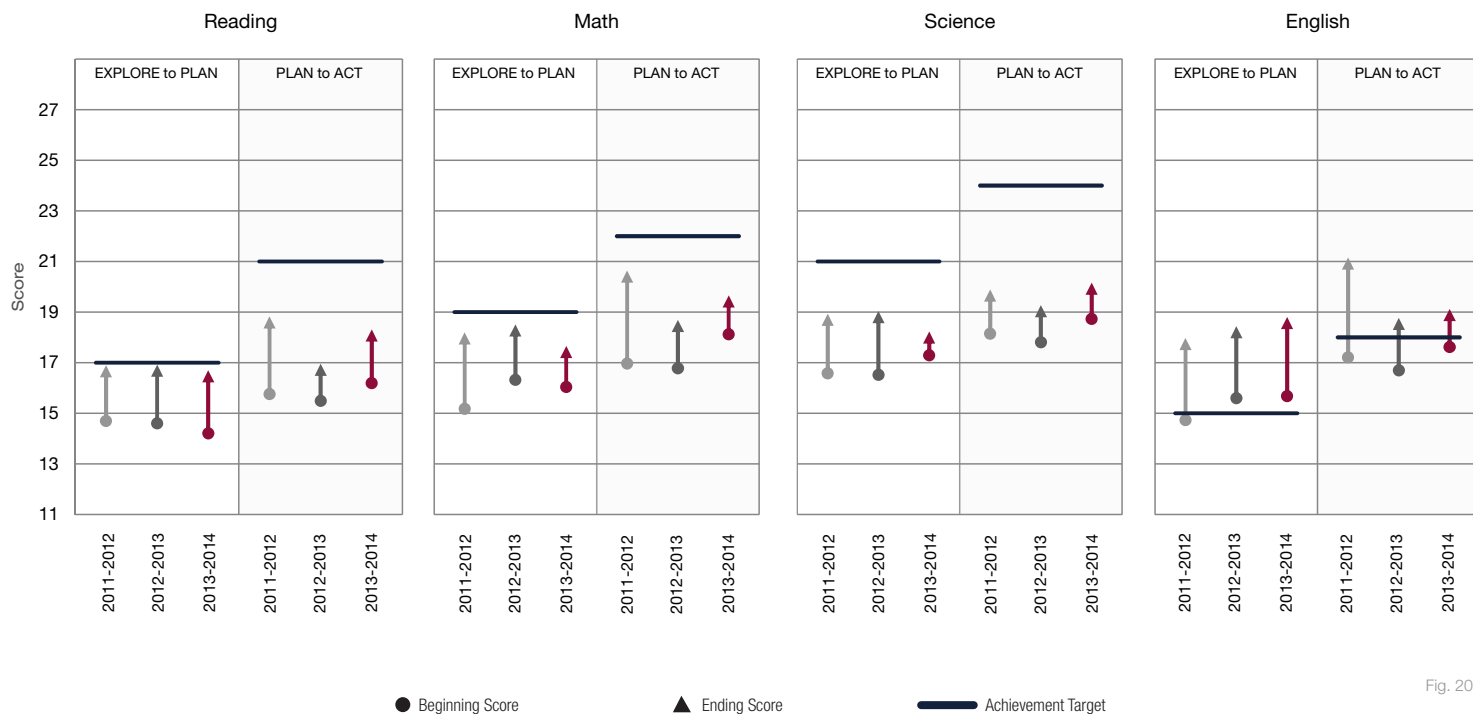


Fig. 20

\*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.

# STATE & FEDERAL ACCOUNTABILITY

## *State Accreditation & the State Accountability Scorecard*

### 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 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 (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 (new for 2013)

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:** *The state remains in the process of transitioning to the accountability system designed under the federal waiver. 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

## Accountability Flowchart

	ASSESSMENT SYSTEMS	
TEST	Michigan Educational Assessment Program (MEAP)	Michigan Merit Exam (MME)
GRADES	Grades 3 through 9	Grade 11 (and eligible students in Grade 12)
SUBJECTS	Reading & Math (3-8), Writing (4 & 7), Science (5 & 8) & Social Studies (6 & 9)	Reading, Writing, Math, Science & Social Studies



	ACCOUNTABILITY SYSTEMS		
ITEM	Education YES! (Accreditation)	Top-to-Bottom Ranking	Accountability Scorecard
ELEMENTS	<ul style="list-style-type: none"> <li>• MEAP &amp; MME: Proficiency &amp; Change - All Subjects</li> <li>• Self Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• MEAP &amp; MME: Proficiency &amp; Change - Reading &amp; Math (MEAP—2 year average)* (MME—3 year average)*</li> <li>• Achievement Gap - Top 30% vs. Bottom 30%</li> <li>• Graduation Rate &amp; Improvement - HS Only</li> </ul> <p><small>*at least 30 Full Academic Year students (FAY) NOTE: Methodology and elements have changed yearly.</small></p>	<ul style="list-style-type: none"> <li>• MEAP &amp; MME: Proficiency &amp; Change - All Subjects* (Proficiency targets set for subgroups to reach 85% by 2022)</li> <li>• Compliance</li> <li>• Status of Educator Evaluations</li> <li>• Graduation Rate</li> <li>• Attendance</li> </ul> <p><small>*at least 30 Full Academic Year students (FAY)</small></p>
OUTPUTS	<ul style="list-style-type: none"> <li>• State Report Card with Status &amp; Letter Grade: Summary Accredited (A) Interim Accredited (B, C or D) Unaccredited (F)</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide Percentile Ranking</li> </ul>	<ul style="list-style-type: none"> <li>• Color-coded scorecard based on subgroup performance and other indicators</li> </ul>



	OUTCOMES			
STATUS	Priority School	Focus School	Reward School	No Designation
CRITERIA	<ul style="list-style-type: none"> <li>• Bottom 5% of Top-to-Bottom list</li> </ul>	<ul style="list-style-type: none"> <li>• 10% of schools with largest achievement gap (Top 30% vs. Bottom 30% of students)</li> </ul>	<ul style="list-style-type: none"> <li>• High Performing, High Improvement, or "Beating the Odds"</li> </ul>	<ul style="list-style-type: none"> <li>• The school has not been identified as a Priority, Focus or Reward school</li> </ul>
REQUIRED ACTION	<ul style="list-style-type: none"> <li>• Placed under supervision of State Reform Officer</li> <li>• Required to develop a 4-year reform/redesign plan: - Transformation, Turn-around, Restart or Closure</li> <li>• Required to set aside Title I funds</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned an ISD Intervention Specialist</li> <li>• Required to develop a 4-year plan to address the achievement gap</li> <li>• Required to set aside Title I funds</li> </ul>	<ul style="list-style-type: none"> <li>• Recognized publicly by the MDE at conferences and other events</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

# STATE & FEDERAL ACCOUNTABILITY

## Michigan Educational Assessment Program

### MEAP Proficiency in Grades 3 through 9

The Michigan Educational Assessment Program (MEAP) test was created to evaluate what Michigan educators believe all students should know and be able to do in the core academic areas of reading, math, science, social studies and writing. These tests reveal how Michigan's students and schools are doing based on standards established by the Michigan Department of Education. The MEAP test is the only common academic measure given to all Michigan students and serves as a measure for school accountability under the No Child Left Behind Act (NCLB) and the Education YES! accreditation system.

Each October, the MEAP test is administered to students in grades 3 through 9. Although not all subjects are tested each year, math and reading are an annual component of the MEAP in grades 3 through 8. Based on state-specified Grade-Level Content Expectations (GLCE), the MEAP is used to determine how much students have learned. Because students are tested in the fall, the content expectations tested are from the previous grade level. The results of the tests are released in the spring, making it difficult for teachers to use this information for instruction.

Student scores are placed within one of four performance levels: Advanced, Proficient, Partially Proficient and Not Proficient. These performance levels correspond to the scaled scores and are defined as a range of the student's achievement level.

PERFORMANCE LEVELS	
Proficient	Level 1 – Advanced
	Level 2 – Proficient
Not-Proficient	Level 3 – Partially Proficient
	Level 4 – Not Proficient

### MEAP Results

AVERAGES FOR ALL STUDENTS IN GRADES 3 THROUGH 9 AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT AND STATE AVERAGES

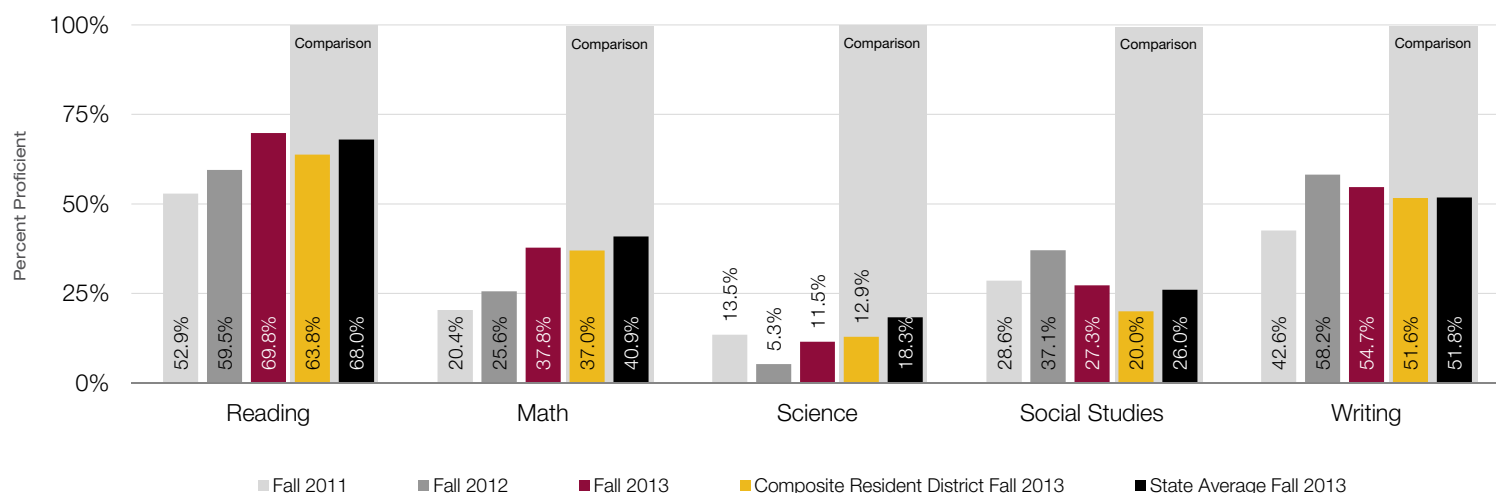


Fig. 21

\*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.



## MEAP Sub-Groups

In order to better determine if the Academy is meeting the needs of all students, state legislation was passed in 2012 that requires schools to analyze student data by sub-group. The tables below present the MEAP scores by main sub-groups.

## MEAP Results by Sub-Group

PERCENT PROFICIENT IN READING AND MATH FOR EACH SUB-GROUP IN GRADES 3 THROUGH 8 AS COMPARED TO STATE AVERAGES

### Reading

	Academy Percent Proficient		
	2011-2012	2012-2013	2013-2014
<b>All Students</b>	52.9%	59.5%	69.8%
<b>Ethnic/Racial Minorities</b>	54.1%	61.0%	73.2%
<b>Students with Disabilities</b>	10.3%	13.0%	37.5%
<b>Limited English Proficient</b>	--	--	--
<b>Economically Disadvantaged</b>	46.8%	55.5%	63.6%
<b>Male</b>	47.0%	50.6%	63.3%
<b>Female</b>	57.5%	66.7%	76.6%

Fig. 22

### Math

	Academy Percent Proficient		
	2011-2012	2012-2013	2013-2014
<b>All Students</b>	20.4%	25.6%	37.8%
<b>Ethnic/Racial Minorities</b>	9.8%	20.3%	31.9%
<b>Students with Disabilities</b>	3.2%	4.3%	10.0%
<b>Limited English Proficient</b>	--	--	--
<b>Economically Disadvantaged</b>	14.3%	22.5%	32.8%
<b>Male</b>	18.8%	27.6%	42.0%
<b>Female</b>	21.7%	24.1%	33.3%

Fig. 23

\*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.

-- No Data Available.

# STATE & FEDERAL ACCOUNTABILITY

## Michigan Merit Exam

### MME Proficiency

The Michigan Merit Exam (MME) is based on state-specific High School Content Expectations (HSCE) covering what students should know and be able to do before they graduate from high school. A student's MME score is based on a complete set of items from all three parts of the exam: the ACT test; the WorkKeys® assessment by ACT, Inc.; and Michigan-developed assessments in mathematics, science and social studies.

Each spring, the MME is administered to students in grade 11 in reading, math, science, social studies and writing. Based on the HSCE from the Michigan Merit Curriculum, the MME is used to determine how much students have learned.

The scores from these tests range on a scale of 950 to 1250. Student scores are placed within one of four performance levels: Advanced, Proficient, Partially Proficient and Not Proficient. Levels one and two are considered proficient, while levels three and four are not proficient.

PERFORMANCE LEVELS	
Proficient	Level 1 – Advanced
	Level 2 – Proficient
Not-Proficient	Level 3 – Partially Proficient
	Level 4 – Not Proficient

### MME Results

AVERAGES FOR ALL STUDENTS IN GRADE 11

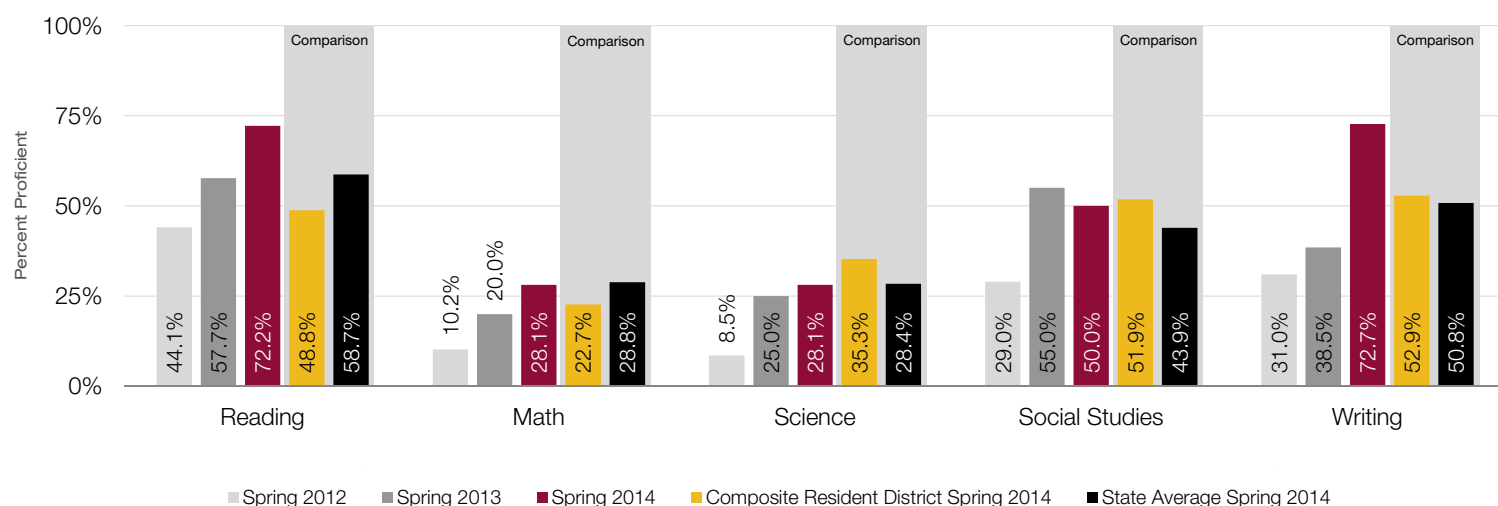


Fig. 24

\*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.

## MME Sub-Groups

In order to better determine if the Academy is meeting the needs of all students, state legislation was passed in 2012 that requires schools to analyze student data by sub-group. The tables below present the MME scores by main sub-groups.

## MME Results by Sub-Group

PERCENT PROFICIENT IN READING AND MATH FOR EACH SUB-GROUP IN GRADE 11 AS COMPARED TO STATE AVERAGES

	Reading		
	Academy Percent Proficient		
	2011-2012	2012-2013	2013-2014
<b>All Students</b>	44.1%	57.7%	72.7%
<b>Ethnic/Racial Minorities</b>	*	*	--
<b>Students with Disabilities</b>	*	*	*
<b>Limited English Proficient</b>	--	--	--
<b>Economically Disadvantaged</b>	31.3%	*	*
<b>Male</b>	39.1%	27.3%	64.3%
<b>Female</b>	47.2%	80.0%	78.9%

Fig. 25

	Math		
	Academy Percent Proficient		
	2011-2012	2012-2013	2013-2014
<b>All Students</b>	10.2%	20.0%	28.1%
<b>Ethnic/Racial Minorities</b>	*	*	--
<b>Students with Disabilities</b>	*	*	*
<b>Limited English Proficient</b>	--	--	--
<b>Economically Disadvantaged</b>	6.3%	*	*
<b>Male</b>	13.0%	*	30.8%
<b>Female</b>	8.3%	25.0%	26.3%

Fig. 26

\*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.

-- No Data Available.

# STATE & FEDERAL ACCOUNTABILITY

## State Accountability

### Education YES! Report Card & AYP

Michigan 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 No Child Left Behind or NCLB). The waiver was approved by the US Department of Education in August 2012. Michigan's new School Accountability Scorecard system replaced the prior system of Adequate Yearly Progress (AYP) in August 2013.

### Top-to-Bottom Designation

Michigan's Top-to-Bottom Ranking includes a designation for schools that meet specific criteria outlined in the accountability system.

- **Reward Schools:** based on the top 5% of schools in the ranking as well as the schools with the highest improvement values from this list. "Beating the Odds" schools, which are those schools either outperforming their expected ranking or outperforming other similarly-situated schools, are also Reward Schools.
- **Focus Schools:** based on the achievement gap component of this list.
- **Priority Schools:** based on the bottom 5% of this list.

The graphic below shows the Academy's results of the 2012-2013 Top-to-Bottom designation:

#### 2012-2013 Academy Status

No Designation

### Michigan School Accountability Scorecard

The Accountability Scorecards replaced Michigan's AYP report cards under a waiver Michigan received from the U.S. Department of Education in 2012 from certain requirements of the NCLB Act of 2001. Each school building and district receives an overall color (Green, Lime, Yellow, Orange or Red) based on the components within the Accountability Scorecard. The table below shows the Academy's results on the 2012-2013 Michigan School Accountability Scorecard:

#### 2012-2013 Academy Accountability Scorecard Overview

Math	Reading	Social Studies	Science	Writing	Completion Rate	Attendance Rate	Educator Evaluations	Compliance Factors	Overall
Green	Green	Green	Green	Green	Green	--	Green	Green	Yellow

Fig. 27

The information provided in this report was retrieved from the Michigan Department of Education and state's MI School Data website. To access this information, including detailed reports, please visit: <http://www.michigan.gov/mde/0,4615,7-140-22709---,00.html> and <https://www.mischooldata.org>.

For more information about the Michigan School Accountability Scorecards and how to read these reports, please visit: [http://www.michigan.gov/mde/0,1607,7-140-22709\\_25058---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_25058---,00.html).

# STATE & FEDERAL ACCOUNTABILITY

## Top-to-Bottom Ranking & ACT Composite Results

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

2012-2013 Michigan Department of Education

#### 75th Percentile and Above

	Statewide Percentile Ranking	Charter School Ranking
Canton Charter Academy	98	2
South Arbor Charter Academy	95	4
Holly Academy	94	5
Charyl Stockwell Academy	93	8
Eagle Crest Charter Academy	91	9
Cross Creek Charter Academy	90	10
Charyl Stockwell Academy - High School	89	11
Midland Academy of Advanced and Creative Studies	85	14
Summit Academy North High School	84	16
West MI Academy of Environmental Science	81	18
Island City Academy	79	21
Walden Green Montessori	75	27

#### 50th - 74th Percentile

Morey Montessori Public School Academy	70	34
Summit Academy	69	36
Central Academy	68	38
Summit Academy North Middle School	66	41
Summit Academy North Elementary School	65	42
Global Preparatory Academy	65	43
Trillium Academy	63	44
Cole Academy	59	47
New Beginnings Academy	53	54
West Village Academy	52	59
International Academy of Flint (K-12)	51	60
AGBU Alex-Marie Manoogian School	50	62

#### 25th - 49th Percentile

Da Vinci Institute (K-8)	49	66
Old Redford Academy - Middle	45	71
Renaissance Public School Academy	44	73
Riverside Academy - West Campus	43	76
Nataki Talibah Schoolhouse of Detroit	41	79
Woodland Park Academy	39	85
New Branches Charter Academy	36	92
Riverside Academy	35	96
Countryside Academy-Middle/High School	31	108
Countryside Academy-Elementary	30	111
The Dearborn Academy	30	115
Michigan Technical Academy Middle School	28	118
Old Redford Academy - High	28	119
Flagship Charter Academy	28	121
Linden Charter Academy	27	123
Plymouth Educational Center	26	126
Plymouth Educational Center Preparatory High School	25	131

#### Below the 25th Percentile

Quest Charter Academy	20	143
North Saginaw Charter Academy	20	147
Dr. Charles Drew Academy	18	154
Taylor International Academy	14	166
Old Redford Academy - Elementary	14	168
Detroit West Preparatory Academy	13	171
Academy of Southfield	12	176
El-Hajj Malik El-Shabazz Academy	11	181
Threshold Academy	10	185
Woodward Academy	9	189
Eaton Academy	9	191
Detroit Leadership Academy	8	194
Pansophia Academy	6	205
Michigan Technical Academy Elementary	3	219
Mid-Michigan Leadership Academy	0	236

Fig. 28

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 2012-2013, 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

2013-2014 ACT RESULTS AS COMPARED TO THE COLLEGE READINESS BENCHMARK

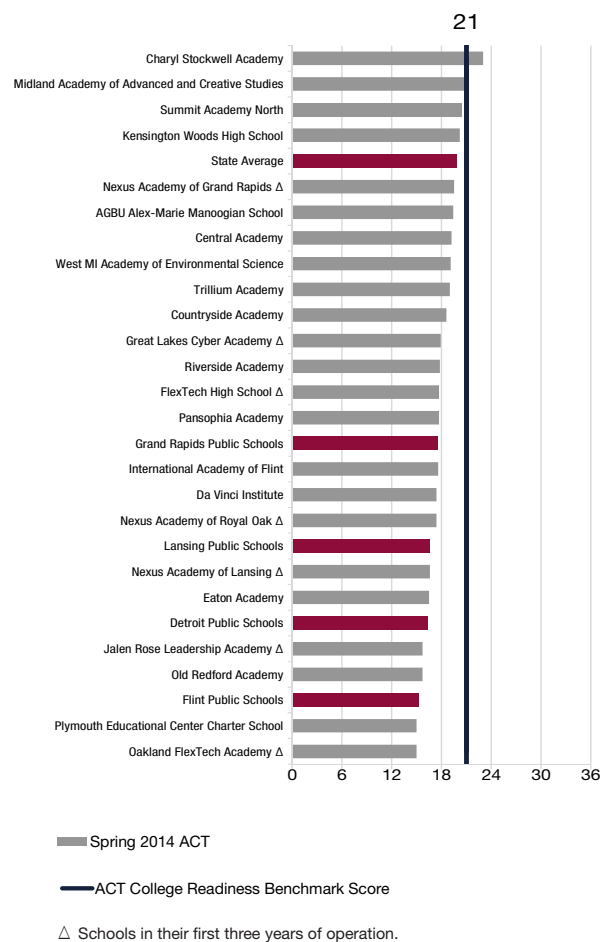


Fig. 29

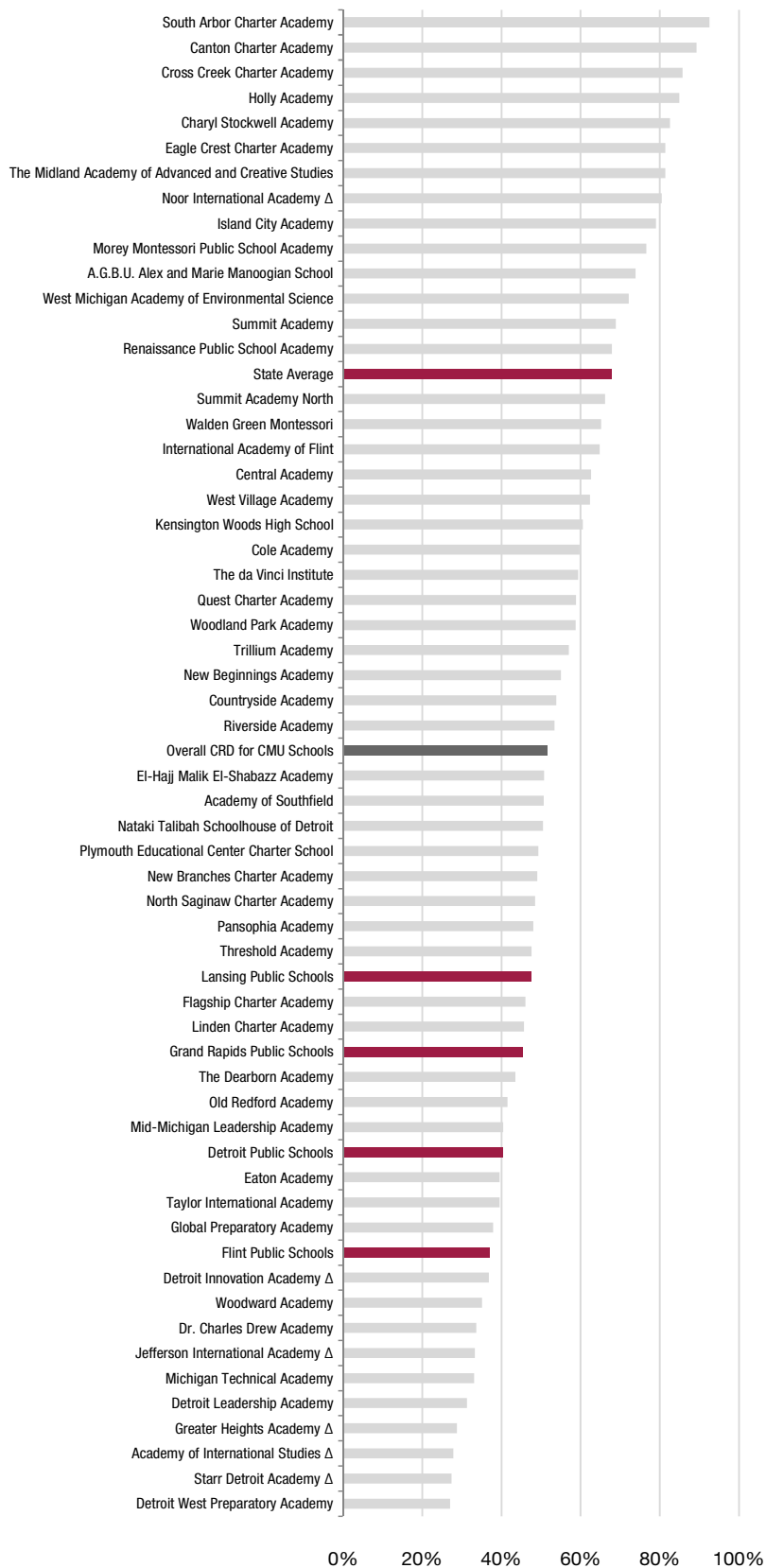
# ACADEMY COMPARISON

## MEAP Rankings

### MEAP Proficiency

2013-2014 MEAP RESULTS AS COMPARED TO THE STATE, MAJOR DISTRICTS  
& COMPOSITE RESIDENT DISTRICT AVERAGES

### Reading



Δ Schools in their first three years of operation.

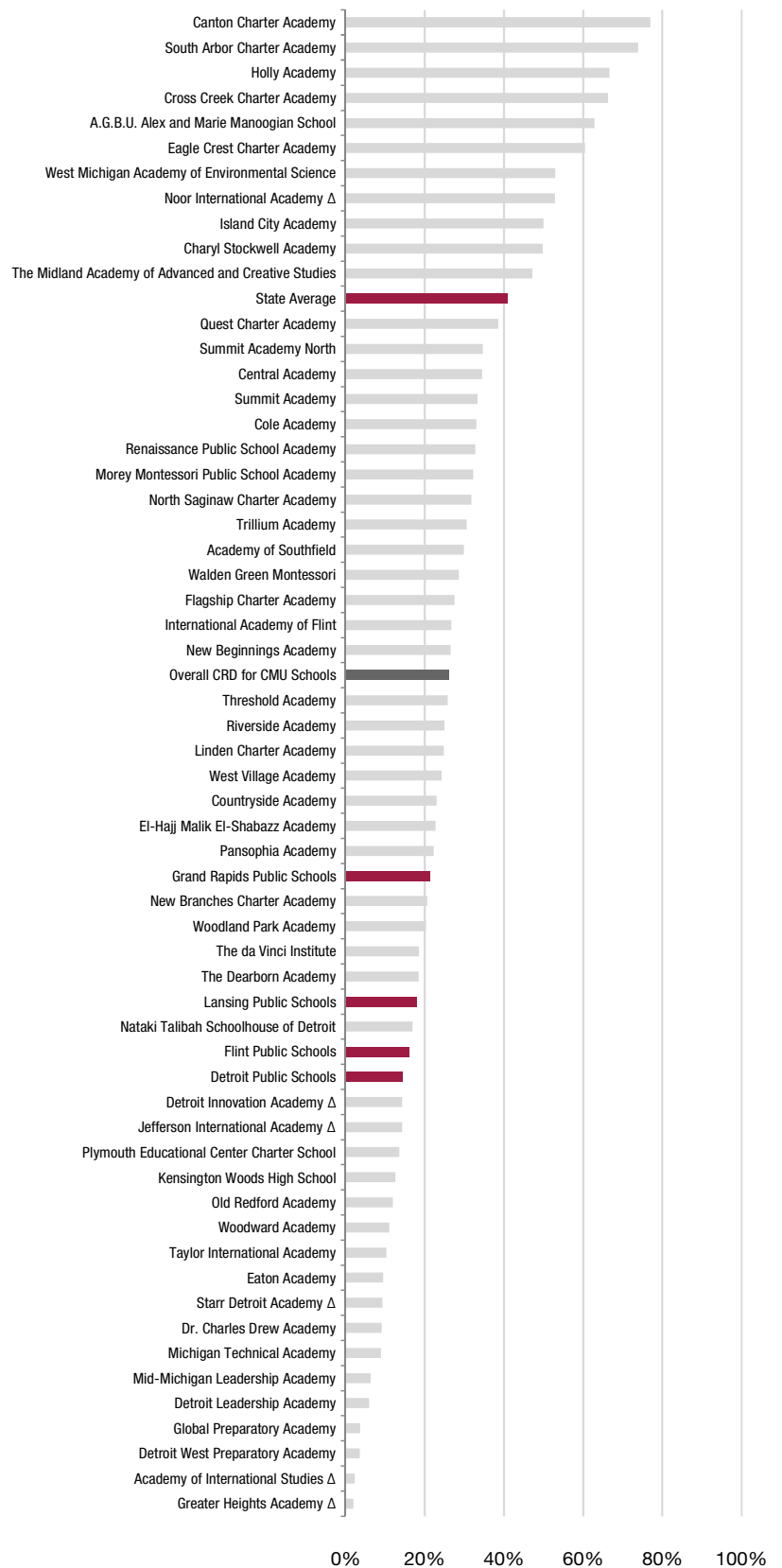
Fig. 30



## MEAP Proficiency

2013-2014 MEAP RESULTS AS COMPARED TO THE STATE, MAJOR DISTRICTS  
& COMPOSITE RESIDENT DISTRICT AVERAGES

## Math



Δ Schools in their first three years of operation.

Fig. 31

# 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.

# NOTES

# 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: Michigan Department of Education, CEPI Public Data
Fig. 3	Source: Michigan Department of Education, CEPI Public Data
Fig. 4	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 5	Source: Michigan Department of Education, CEPI Public Data
Fig. 6	Source: Michigan Department of Education, MEAP and MME
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, MEAP
Fig. 22	Source: Michigan Department of Education, MEAP
Fig. 23	Source: Michigan Department of Education, MEAP
Fig. 24	Source: Michigan Department of Education, MME
Fig. 25	Source: Michigan Department of Education, MME
Fig. 26	Source: Michigan Department of Education, MME
Fig. 27	Source: Michigan Department of Education, Michigan Accountability Scorecards
Fig. 28	Source: Michigan Department of Education, Top-to-Bottom Ranking
Fig. 29	Source: Michigan Department of Education, MME ACT; Benchmark established by ACT, Inc.
Fig. 30	Source: Michigan Department of Education, MEAP reading
Fig. 31	Source: Michigan Department of Education, MEAP math

———— THE GOVERNOR JOHN ENGLER ————  
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Central Michigan University | Mount Pleasant, MI 48859  
989-774-2100 | [www.TheCenterForCharters.org](http://www.TheCenterForCharters.org)