

2014 | OPERATIONAL 2015 | PERFORMANCE REPORT

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.

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 the entire team at The Governor John Engler Center for Charter Schools (Center), I am pleased to provide you with this year's Operational Performance Report (OPR). We are all dedicated to the goal of preparing students academically for success in college, work and life. The Center remains committed to providing you with the most up-to-date, relevant and accurate data and information to assist you in your decision-making activities. The second in a series of four documents making up the Performance Suite, the OPR provides operational information to help you reach your goals.

Although academic achievement is your most critical work, it is also important to ensure the school is operating effectively, efficiently and in full compliance with applicable law. This report illustrates various data points that allow the Academy Board and administration to discern whether the Academy is meeting its operational performance standards. The OPR highlights areas of the Academy's Charter Contract, governance activities for the 2014-2015 school year and information regarding the school's compliance with certain federal, state and local requirements.

The Center understands the challenges of document submissions, due dates and other requirements facing school leaders and board members. The Center-established electronic document submission portal, known as AOIS, partnered with valuable calendars and checklists, are only some of the resources that the Center provides to assist with requirements and allow you to focus on what really matters – your students. 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



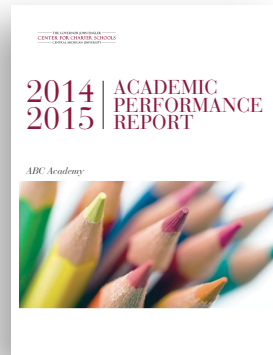
Cynthia M. Schumacher
Executive Director

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.

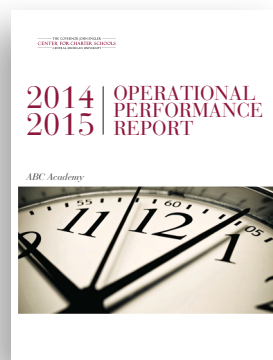
These reports, shown to the right, cover each of the primary content areas and are intended to provide a greater understanding of the Academy's holistic performance for a complete academic year (July through June).

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.



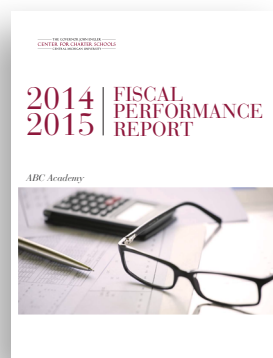
ACADEMIC PERFORMANCE REPORT

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.



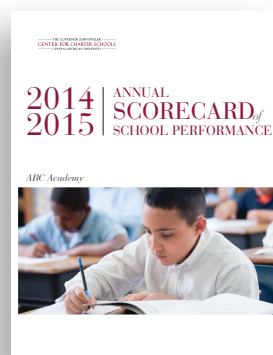
OPERATIONAL PERFORMANCE REPORT

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.abccademy.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

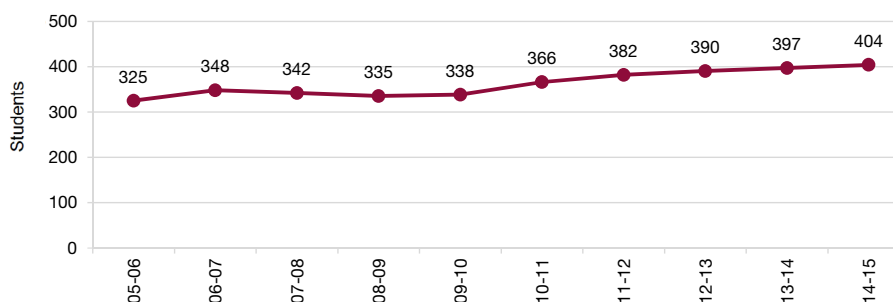


Fig. 3

Number of Students in Each Grade

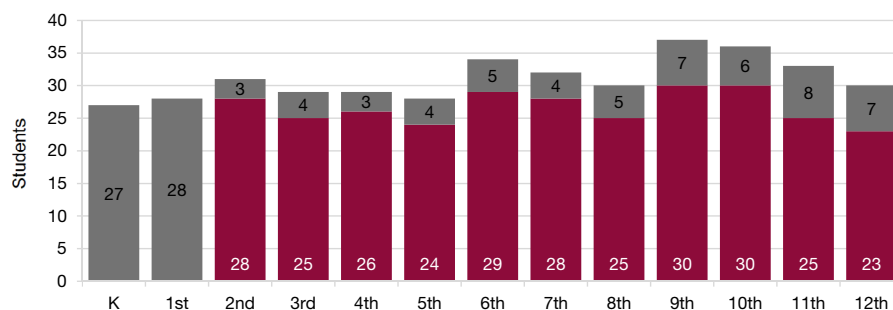


Fig. 4

Length of Student Enrollment

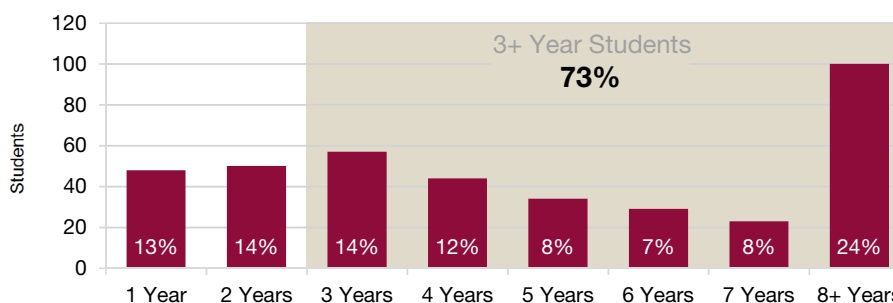


Fig. 5

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

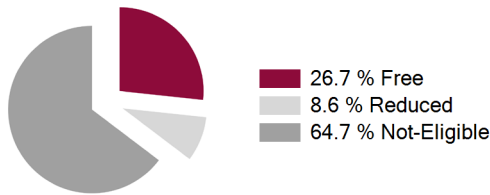


Fig. 7

General and Special Education Status

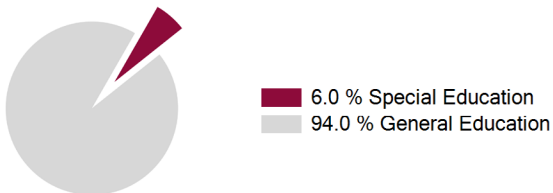


Fig. 8

English Language Learners (ELL)

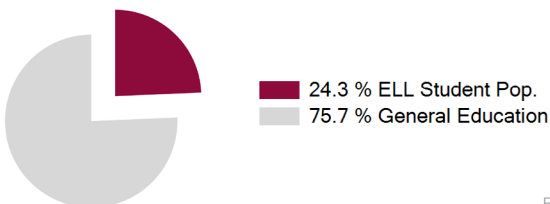


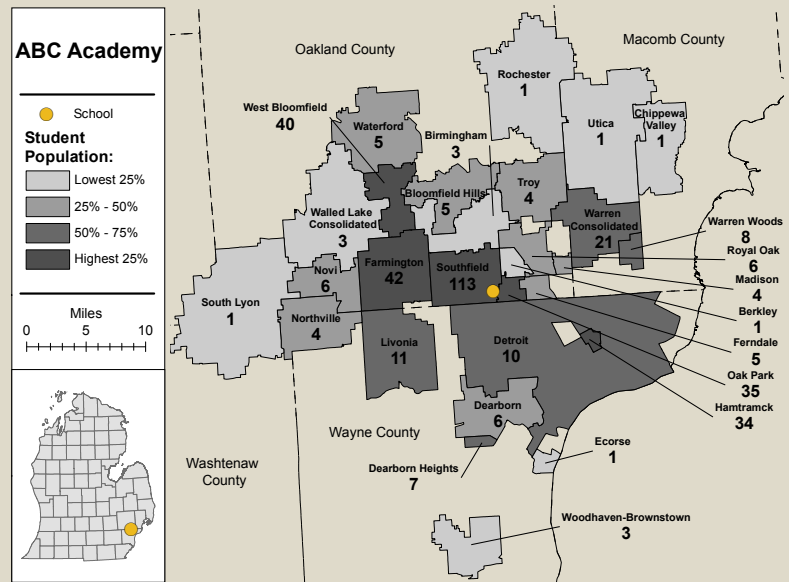
Fig. 9

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 | 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% |

Fig. 10

THE CHARTER CONTRACT

An Overview of the Charter Contract

The Charter Contract

Prior to executing a charter contract, the Academy Board of Directors (Academy Board) formed as a non-profit entity in accordance with the Michigan Nonprofit Corporation Act, as amended. The action by Central Michigan University's Board of Trustees (University Board) to authorize the entity as a public school academy culminated in the execution of the Academy's Charter Contract, a fixed-term performance agreement. A listing of the items included in the Academy Board's Charter Contract is outlined in the box to the right.

Performance Agreement

The Academy Board's responsibility and main charge is organizational governance, meaning the Academy Board holds the ultimate authority within the organization and is responsible for its overall effectiveness. As a performance agreement, the Charter Contract helps define roles and responsibilities and guide how the Academy's performance will be measured. The minimum requirements for the Charter Contract are established within the Revised School Code. With the exception of the standard legal documents required by the Center, most Charter Contract documents are provided by the Academy through the charter application and/or Charter Contract preparation submissions.

The Charter Contract Terms and Conditions establishes the relationship between the University Board and the Academy Board (Article II) as well as the role of the University Board as the authorizing body (Article III). The operating requirements (Article VI) are further described within schedules 5, 6, 7, and 8. The Terms and Conditions include language on amending the Charter Contract (Article IX) as well as revocation, termination and suspension (Article X) of the Charter Contract.

The Oversight, Compliance and Reporting Agreement (Schedule 4) delineates the responsibilities of the Center in order to fulfill the University Board's oversight responsibilities as the Academy's authorizer. It also lists the oversight, compliance, and reporting responsibilities of the Academy Board (Article II).

Contract Documents

Terms and Conditions

Contract Schedules

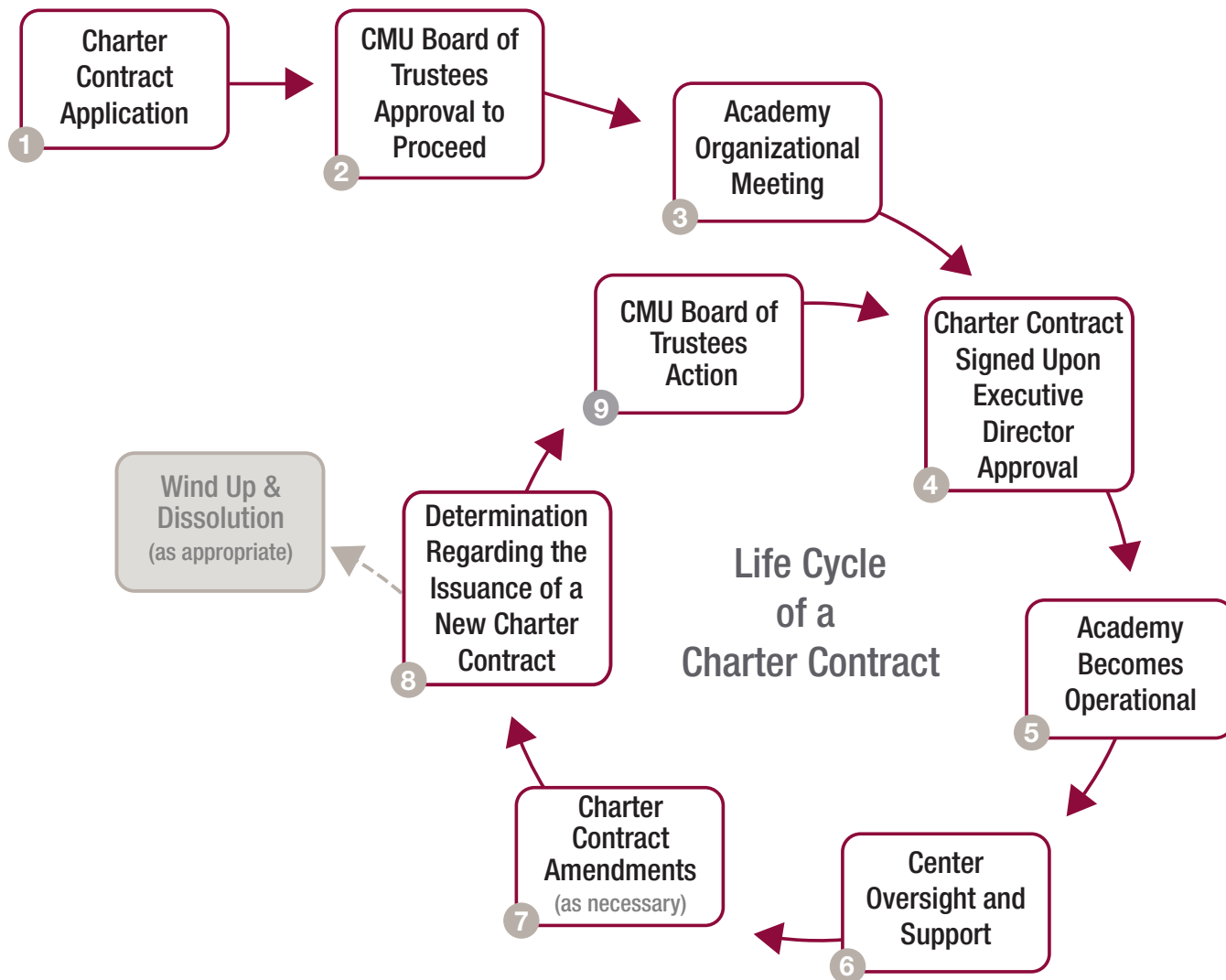
- 1. Restated Articles of Incorporation**
- 2. (Amended) Bylaws**
- 3. Fiscal Agent Agreement**
- 4. Oversight, Compliance and Reporting Agreement**
- 5. Description of Staff Responsibilities¹**
- 6. Physical Plant Description¹**
- 7. Requirements Information**
 - a. Governance Structure**
 - b. Educational Goal and Related Measures**
 - c. Educational Programs¹**
 - d. Curriculum¹**
 - e. Methods of Pupil Assessment**
 - f. Application and Enrollment of Students**
 - g. School Calendar and School Day Schedule¹**
 - h. Age or Grade Range for Pupils¹**
- 8. Information Available to the Public and the Center**

¹ Documents Developed by the Academy

NOTE: The Center provides a link to all active University-authorized Charter Contracts on its website at: www.TheCenterForCharters.org → Schools → School Listing.

THE CHARTER CONTRACT

Life Cycle of a Charter Contract



THE CHARTER CONTRACT

The Oversight, Compliance and Reporting Agreement & the Master Calendar

The Oversight, Compliance and Reporting Agreement and The Master Calendar of Reporting Requirements

The Oversight, Compliance and Reporting Agreement (Schedule 4 of the Charter Contract), provides a description of the oversight responsibilities of the University Board, as well as the compliance and reporting duties of the Academy. In order to support the Academy, the Center has developed tools that both streamline and automate the regulatory reporting process. The Master Calendar of Reporting Requirements and the Authorizers Oversight Information System (AOIS) Document Submission Tool (DST) are two such tools.

Additionally, the Center conducts various site visits and reviews, and regularly provides the Academy with detailed reports regarding the Academy's performance, per the Charter Contract. The purpose of these tools, reviews and resources is to give critical feedback for continuing improvement and to allow more time for schools to focus on academic achievement.

For more information on the Master Calendar of Reporting Requirements and DST, please visit:

<http://www.TheCenterforCharters.org> → Administrators



MASTER CALENDAR OF
REPORTING
REQUIREMENTS | 2015-16
MASTER CALENDAR OF REPORTING REQUIREMENTS FOR 2015-2016

3RD QUARTER AT-A-GLANCE | 2015-2016

THE GEVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

State/Federal-Required or General Reminder

University-Required

Measures of Academic Progress® (MAP) and Performance Series® (PS) Testing Window

January 2016

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

January 3:

January 6-
January 31:

January 10:

January 31:

February 2016

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

February 1:

February 7:

February 12:

February 14:

March 2016

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

March 19:

March 26:

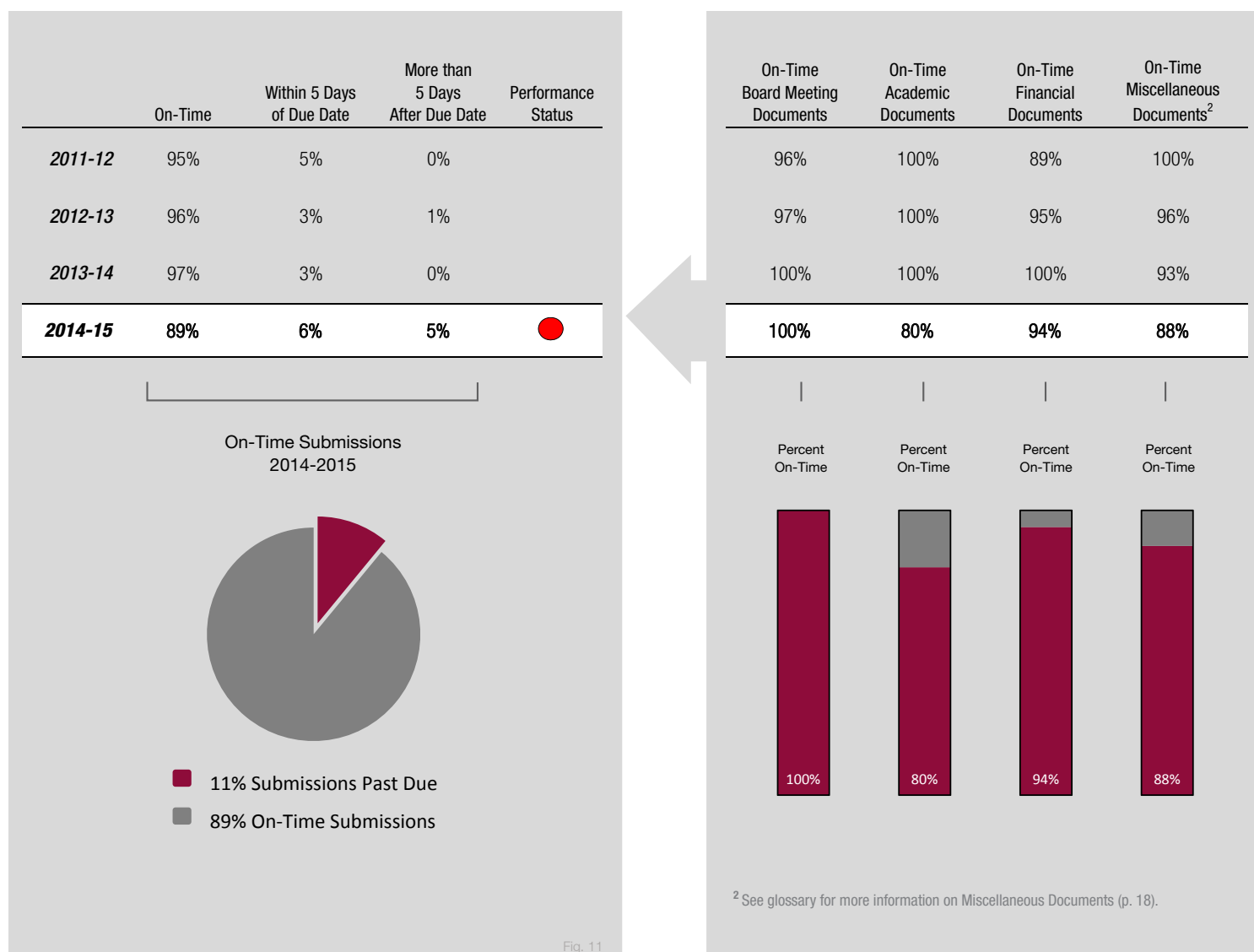
To view the full 2013-2014 Master Calendar of Reporting Requirements please [CLICK HERE](#) or visit the Center's website at www.TheCenterforCharters.org and click on the "Administrators" tab.

THE CHARTER CONTRACT

Compliance

Compliance and Document Submissions

Below are the Academy's compliance percentages, organized by the Academy's overall performance, as well as its performance within specific document type categories. In order to receive a green indicator in this report, the percent of Master Calendar of Reporting Requirements documents received on-time by the Center must have been greater than or equal to 90%, and 100% of the documents must be received within five days of the due date. Upon request, the Center can provide detailed reports supporting these percentages.



THE CHARTER CONTRACT

Charter Contract Administration

Charter Contract Administration

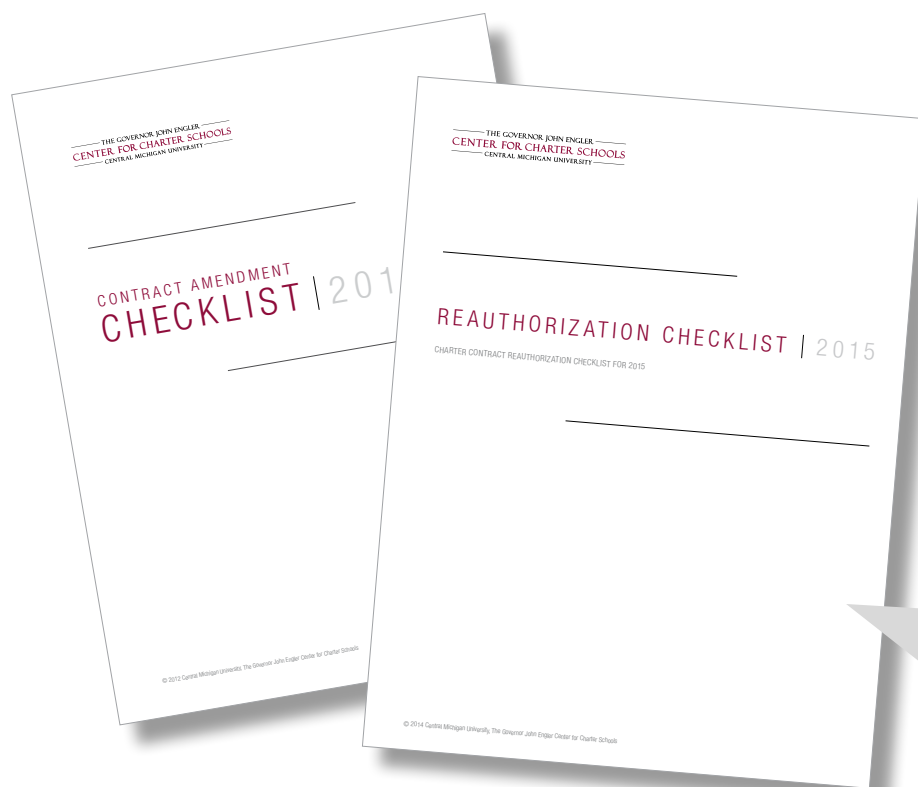
The Center has established a process that provides an open and productive dialogue regarding the Academy's performance, successes and challenges. The Charter Contract is a fixed-term contract. The University Board takes the Academy's performance into consideration when determining the length of term of the Charter Contract.

The University Board's issuance of a new Charter Contract, in general, is guided by three core questions:

- 1. Is the academic program successful?**
- 2. Is the organization viable?**
- 3. Is the Academy demonstrating good faith in following the terms of its Charter Contract and all applicable law?**

In addition, it is crucial to keep the Charter Contract up-to-date through amendments that accurately reflect the Academy's current educational program, curriculum, site and facility information as well as the other required components. The Charter Contract Terms and Conditions (Article IX) provides for and describes the process by which the University Board or the Academy can initiate amendments.

To lessen the ambiguity and provide boards (and administration) with clear, concise and consistent expectations, the Center provides checklists for both the **Charter Contract Amendment** and **Reauthorization** processes. The Charter Contract Terms and Conditions (Article X) also contains provisions that address an academy's breach of contract.



For more information on both the Charter Contract Amendment and Reauthorization Checklists please visit:

<http://www.TheCenterforCharters.org> →
Administrators

THE CHARTER CONTRACT

Amendments, New Charter Contracts & the Charter Contract Timeline

Charter Contract Amendments and New Charter Contracts

The Academy's Terms and Conditions of the Charter Contract (Article IX) establishes the process for amendments. In order to receive a green indicator on the Performance Status shown below the Academy must have, if needed, properly initiated Charter Contract amendments for the prior year.

Charter Contract Administration

Perf.
Status

Board has properly initiated Contract Amendments



Fig. 12

Charter Contract Timeline

The initial authorization, plus subsequent Charter Contracts and Charter Contract amendments, are captured in the timeline below. This graphic illustrates the history of the Academy as a public school academy with the University Board as its authorizer. The Academy's length of term is based on a holistic evaluation of performance as described on page 12. Additionally, there could be extenuating circumstances that lead to a specific term that may not be noted in this report.

| Length of Term | Key Contract Changes | | Notice of Intent to Revoke |
|-------------------|---|---|----------------------------|
| 5 YEARS | START August 31, 1995 EXPIRE August 31, 2000 | Grade Addition / Removal | -- |
| 5 YEARS | START September 1, 2000 EXPIRE June 30, 2005 | Enrollment Increase, Facility Change | -- |
| 5 YEARS | START July 1, 2005 EXPIRE June 30, 2010 | Facility Change | -- |
| 7 YEARS | START July 1, 2010 EXPIRE June 30, 2017 | Enrollment Increase, Standard Legal Documents | -- |

Fig. 13

Length of Contract

Initial Contract Term
 1 to 2 Years
 3 to 4 Years
 5 Years or Greater

ORGANIZATIONAL STRUCTURE

Overview

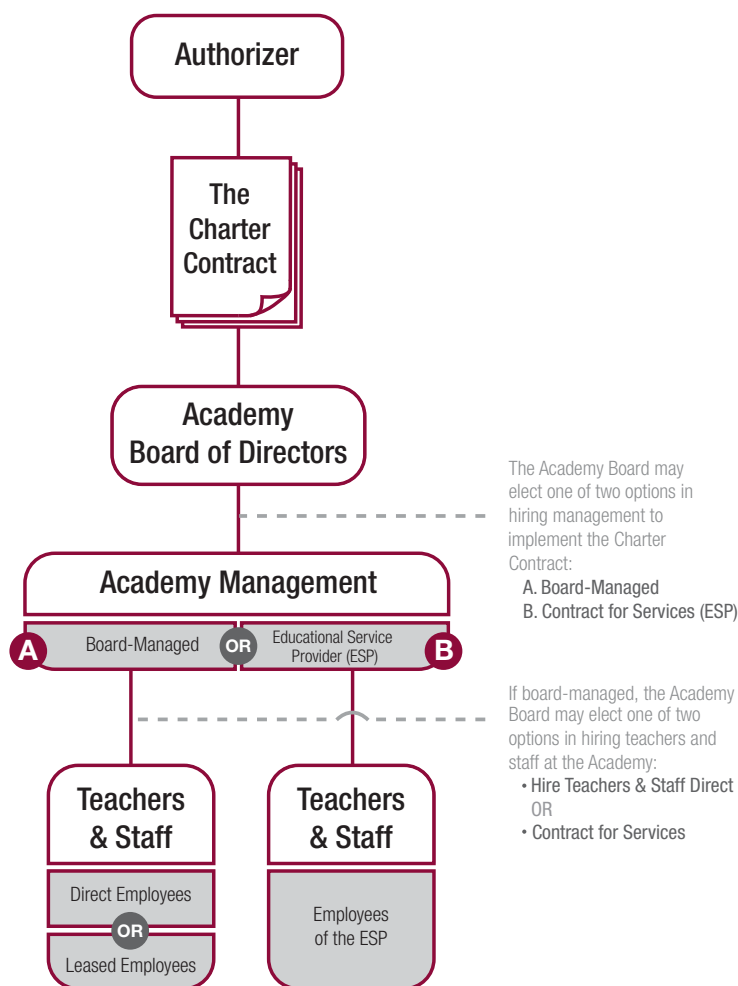
Organizational Structure

Under the Charter Contract Terms and Conditions, the University Board authorizes the Academy Board to employ or contract for personnel according to the position information outlined in Schedule 5 of the Charter Contract. This provision of the Charter Contract enables the Academy Board to determine its organizational structure which may include: directly employing personnel (Board-managed) to perform services or work at the Academy, contracting with an employee leasing company to provide services, contracting with an educational service

provider, or a hybrid of these. Academy Boards that opt to enter into an agreement with an educational service provider or an employee leasing company must comply with the **Educational Service Provider Policies** issued by the Center.

For more information on Educational Service Provider Policies, please visit:

<http://www.TheCenterforCharters.org/> → Administrators → Policies



Direct Employees

Any direct employee of the Academy Board is considered to be an employee of the Academy Board for all purposes and not an employee of the University Board for any purpose. With respect to direct Academy Board employees, the Academy Board has the power and responsibility to:

1. Select and engage employees
2. Pay wages, benefits, and applicable taxes
Including enrollment in the Michigan Public School Employees Retirement System (MPERS)
3. Dismiss employees
4. Control the employees' conduct, including the method by which the employee carries out his or her work.

The Academy Board is responsible for carrying workers' compensation insurance and unemployment insurance for its employees.

If applicable, a copy of the agreement between the Academy Board and the educational service provider or employee leasing company is contained within Schedule 5 of the Charter Contract.

BOARD OF DIRECTORS

Overview of the Academy Board of Directors & Board Demographics

Academy Board of Directors: Overview

The Academy Board is comprised of governing officials who have a fiduciary responsibility to the public. Through its action in a publicly held meeting, the Academy Board's organizational governance structure guides the process in which business is conducted and decisions are made. Ultimately, the Academy Board is responsible for the Academy's outcomes and overall effectiveness: are the kids learning and is the money being taken care of?

As stewards of the Academy – and to the public good – the Academy Board should serve as active partners in strategic thinking, generating high-quality action plans that help advance the Academy's mission and hold the Academy's administration accountable for results. These activities also provide an excellent forum for engaging staff, parents and other stakeholders and can be a valuable tool for enriching the community.

After the University Board appoints the initial Academy Board, the Academy Board is designed to be self-perpetuating – meaning as vacancies occur, the Academy Board nominates and recommends new board members for the University Board's consideration. The Center has an extensive review process for academy-nominated candidates including a board application, an in person conversation, and a criminal

background check to determine whether or not the candidate will be considered by the University Board. The University Board also maintains the right, in accordance with the Charter Contract, to directly appoint candidates to the Academy Board when it determines it to be in the best interest of the Academy. The Academy Board's decision to nominate candidates should be an ongoing and active process followed by a thorough plan for orienting new colleagues to their responsibilities.

When preparing to fill a vacancy, the Academy Board should consider the following:

1. Who is currently sitting on the Board and what skill set does each individual bring to the table?

2. Based on the Academy's mission and performance, what additional skills would be helpful to continue progress toward fulfilling the Academy's mission?

3. How will a new board member complement the existing board?

Once the desired skills have been identified, the Academy Board should seek individuals with matching qualities from within the Academy's community. Academy Board member demographics are identified in the table below.

Academy Board Demographics as of June 30th

| Board Member | Office | Term Expiration | Length of Service | Employer |
|----------------------|----------------|-----------------|-------------------|---------------------------|
| Mr. Daniel S. Tiger | President | 3/1/2016 | 13 Years | Counter Clockwise Company |
| Ms. Elaine Fairchild | Vice President | 3/1/2016 | 9 Years | Museum-Go-Round, LLC. |
| Mrs. Harriet E. Cow | Treasurer | 3/1/2018 | 3 Years | Someplace Else, Inc. |
| Mrs. Sara Saturday | Secretary | 3/1/2017 | 1 Year | Homemaker |
| VACANT | VACANT | | VACANT | |

BOARD OF DIRECTORS

Board Governance

Academy Board Meetings, Board Attendance and Board Position Vacancies

The Academy Board's governance activities set the tone for the entire organization. By conducting annual self-assessments, the Academy Board can reflect on its own decisions and the overall effectiveness of the Academy. Additionally, by fulfilling its commitment to regularly hold and attend board meetings and quickly filling Board vacancies, the Academy Board holds itself to the same high standards it sets for the administrative and teaching staff.

The Academy Board's meeting statistics are illustrated below and are presented as a total of all meetings scheduled, regular and special meetings held, and total meetings not held. The Academy Board's average attendance is also illustrated, along with the number of days Board positions were vacant. Upon request, the Center can provide detailed reports supporting these percentages.

Board Meetings

2014-15

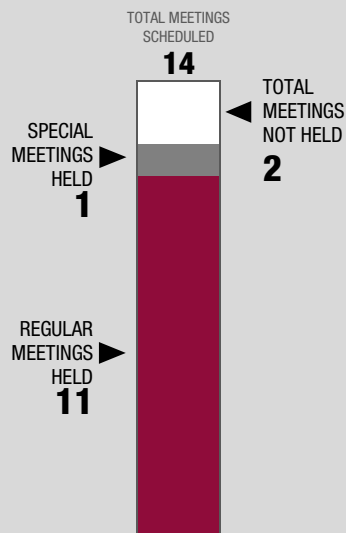


Fig. 15

Board Attendance

2014-15

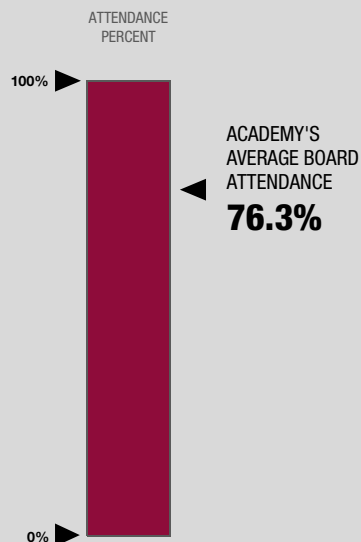


Fig. 16

Board Position Vacancies

2014-15

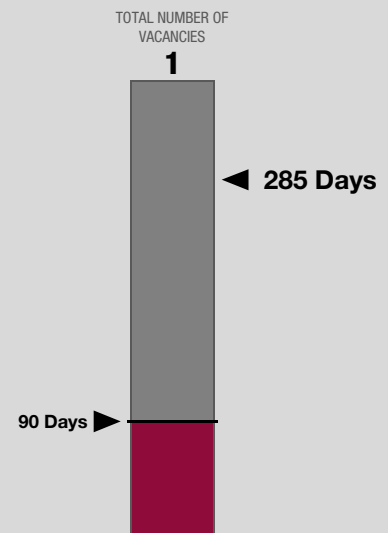


Fig. 17

BEST PRACTICE:

Board vacancies should be filled within 90-days. In order to accommodate this, boards should regularly discuss terms and have a transition plan in place for situations when a board member is planning on vacating a position.

TOOLS & RESOURCES

Academy Reviews, Board Policies & Board Development

Academy Reviews

In addition to providing reports regarding the Academy's academic, fiscal and operational performance, the Center conducts site visits and reviews as part of its ongoing oversight activities. Staff Reviews and Site & Facility Reviews provide critical information regarding the Academy's compliance with the Charter Contract and applicable law. Correspondence, including any findings, is used to inform the Academy Board of its operational activities and to help illustrate the Academy's overall performance. The table below displays the reviews that were conducted during the past four years.

| Review Conducted | 2015 | 2014 |
|--------------------------|------|------|
| Staff Review | | ✓ |
| Site & Facilities Review | ✓ | |

Fig. 18

Board Policies

Well-written policies are the connection between the Academy Board's vision and the Academy's day-to-day operations. They predefine the administrative and teaching staff's limits, roles and responsibilities and guide the Academy without constant intervention. The Charter Contract (Schedule 4) states that the Academy Board shall adopt and properly maintain governing board policies in accordance with Applicable Law. The Center provides a value-added service, at no cost to the Academy, which allows boards to draft and update customized policies with the National Charter Schools Institute. This service, when utilized, ensures that boards are maintaining their policies on a biannual cycle. The table below displays whether or not the Academy Board has outstanding board policy updates as of June 30, of each year. In order to receive a green indicator the Academy must have current legally required (state and federal) policies.

| Policy Information | Perf. Status | Fall 2014 | Fall 2012 |
|----------------------|--------------|-----------|-----------|
| Policies are Current | ● | N | N |

Fig. 19



Board channel, a component of Board Gear, includes informative video messages designed to educate and inspire. Each month's session is uploaded, and archived to the Board Gear site and can be viewed at your convenience. Board Essentials and the Board Calendar, also found on the Board Gear site, offer a user-friendly format of the tools, connections, and references needed to lead your school effectively. Think about it as your personal GPS to reaching your school's mission!

Board Development

The Center has more than 20 years' experience in working with board members who represent the diverse portfolio of academies authorized by the University. Through the years, the Center has created and refined policies and practices to help make board members, and the academies they lead, be as successful as possible. Understanding that sound board governance is the foundation upon which all sustained, successful organizations function, the Center launched the Board Development Series (BDS) in 2007. In addition to fulfilling the board member's commitment to development, this series offers board members opportunities to hear from the experts on issues pertinent to charter schools.

In addition to updates, news and resources, the Center has a web-based tool, Board Gear, designed to support the unique needs of charter schools. Board Gear can be launched from the Center's main site www.TheCenterForCharters.org through the Board Gear tab on the navigation bar.

END NOTES

Acronyms & Glossary

Academic Documents – Documents included in this category are student assessment and education related (see DST for specific document types listing).

Applicable Law – This refers to all laws, in addition to the charter contract, that apply to the Academy, including federal, state, local.

AOIS – Authorizers Oversight Information System

Board Meetings Documents – Documents included in this category include board meeting minutes (proposed and approved) and board meeting schedules (see DST for specific document types listing).

Board Vacancy – The length of time in days when a position on the academy board is vacant.

Center – The Governor John Engler Center for Charter Schools

Charter Contract – The document that establishes the relationship between Central Michigan University Board of Trustees and the Academy Board of Directors. As a performance agreement, the Charter Contract helps define roles and responsibilities and guides how the Academy's performance will be measured.

Composite Resident District (CRD) – A breakdown of which traditional public school districts students would be assigned to if they were not enrolled in your Academy.

DST – AOIS Document Submission Tool

ESP – Educational Service Provider or Management Company

Financial Documents – Documents included in this category include budgets (amended and original), quarterly financial statements, audited financial statements, engagement letters, management letters and management letter responses (see DST for specific document types listing).

MCRR – The Master Calendar of Reporting Requirements

Miscellaneous Documents – All other documents not included in the Board Meetings and Financial Documents categories (see DST for specific document type listing). For example, Contract Authorization, Reauthorization and Amendment related documents, Annual Non-Profit Corp Information Update, Insurance Certificates, and Staff Review documents.

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: AOIS Document Submissions
- BUSINESS RULE: The percent of Master Calendar of Reporting Requirements documents received on-time by the Center for the, as of June 30th, must be greater than or equal to 90% of documents in by the due date, AND 100% within 5 days.
- Fig. 12 Source: Charter Contract Amendment Requests
- Fig. 13 Source: Charter Contracts and Charter Contract Amendments
- Fig. 14 Source: Board Member Applications, Board Meeting Minutes, Oaths of Public Office and Central Michigan University Board of Trustees Resolutions
- BUSINESS RULE: Years of Service for a board director is being calculated as the time between each Oath Taken Date and Term Expiration Date (or Departure Date) for each appointment and reappointment of the board director.
- Fig. 15 Source: Board Meeting Schedules and Postings
- Fig. 16 Source: Board Meeting Minutes
- Fig. 17 Source: Resignation Letters, Board Meeting Minutes, Board Appointment Materials and Oaths of Public Office
- BUSINESS RULE: A vacancy on the board is identified as the time between a term expiration date (or departure date, if applicable) and the completion date of the Oath of Public Office in the same position. Vacancies that are less than 30 days are not shown.
- Fig. 18 Center Staff Review and Site and Facility Review Timelines and Reports
- Fig. 19 Source: Board Meeting Minutes and National Charter Schools Institute Monthly Status Files
- BUSINESS RULE: In accordance with the Charter Contract, specifically, Schedule 4 (Oversight, Compliance and Reporting Agreement), Section 2.02 (a), the Academy Board shall adopt and properly maintain governing board policies in accordance with Applicable Law. This indicator is based on the status of the Academy's legally required (state and federal) policies for the fiscal year ending June 30th.

———— 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

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