

2015 | ACADEMIC 2016 | 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 our entire team at The Governor John Engler Center for Charter Schools, I am pleased to provide you with this year's Academic Performance Report (APR). We are all dedicated to the goal of providing the academic environment necessary for our students to achieve success in college, work and life. The Center remains committed to providing timely resources for you to utilize as you navigate future decisions. The first in a series of four documents making up the Performance Suite, the APR provides data and analysis to drive continued success at your school.

The Center's focus in the APR is on academic performance during the 2015-16 school year as it relates to the Educational Goal outlined in the Charter Contract. The graphic illustrations of academic performance and instructional outcomes included in the APR are designed to help you determine if your students are making measurable progress toward college readiness. This is not an all-encompassing report and should be reviewed in the unique context of your school.

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

Thank you for keeping kids first!



*Cynthia M. Schumacher
Executive Director*



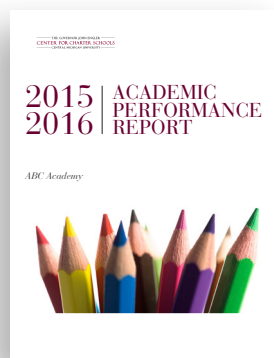
Cynthia M. Schumacher
Executive Director

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.

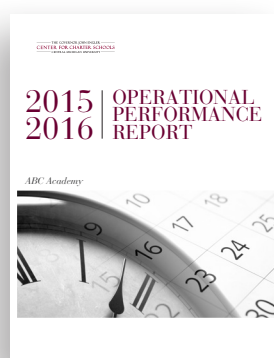
These reports, shown to the right, cover each of the primary content areas and are intended to provide a greater understanding of the Academy's holistic performance for a complete academic year (July through June).

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.



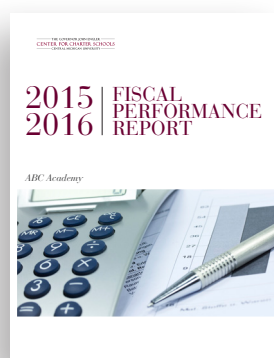
ACADEMIC PERFORMANCE REPORT

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.



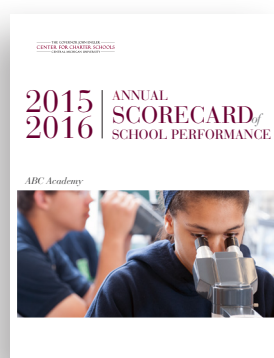
OPERATIONAL PERFORMANCE REPORT

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 2015-2016 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

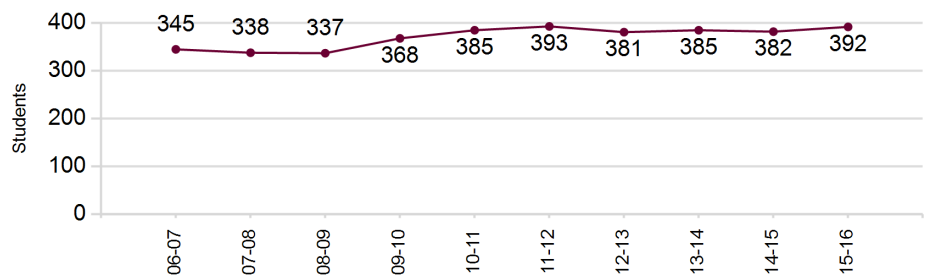
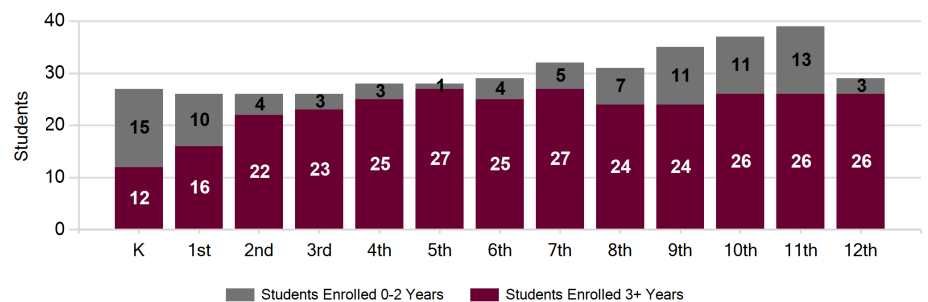


Fig. 3

Number of Students in Each Grade



Special Note: The display of 3+ students in Kindergarten and 1st grade is due to the enrollment date provided in the fall 2015 MSDS.

Fig. 4

Length of Student Enrollment

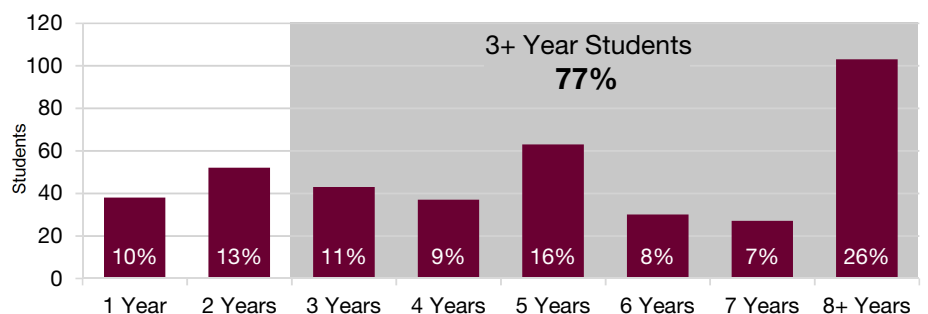


Fig. 5

Racial/Ethnic Breakdown

Ethnicity	Your School	CMU Average	State Average
American Indian	0.4%	0.3%	0.7%
Asian	2.6%	3.1%	3.2%
Hawaiian	0.1%	0.1%	0.1%
White	45.5%	40.0%	67.4%
Hispanic	5.5%	6.2%	7.3%
African American	41.7%	47.1%	18.0%
Multiracial	4.3%	3.2%	3.4%

Fig. 6

Free and Reduced Price Lunch Eligibility

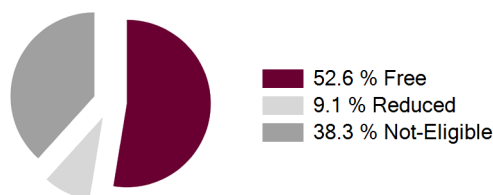


Fig. 7

General and Special Education Status

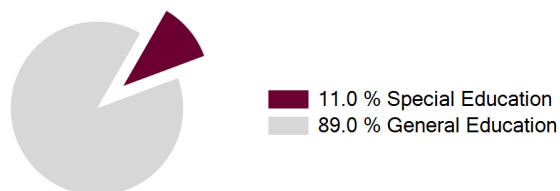


Fig. 8

English Language Learners (ELL)

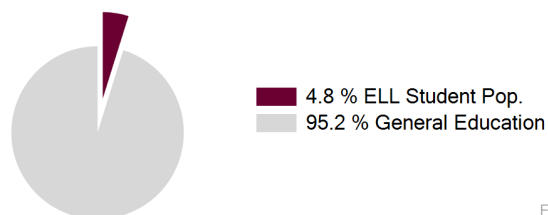
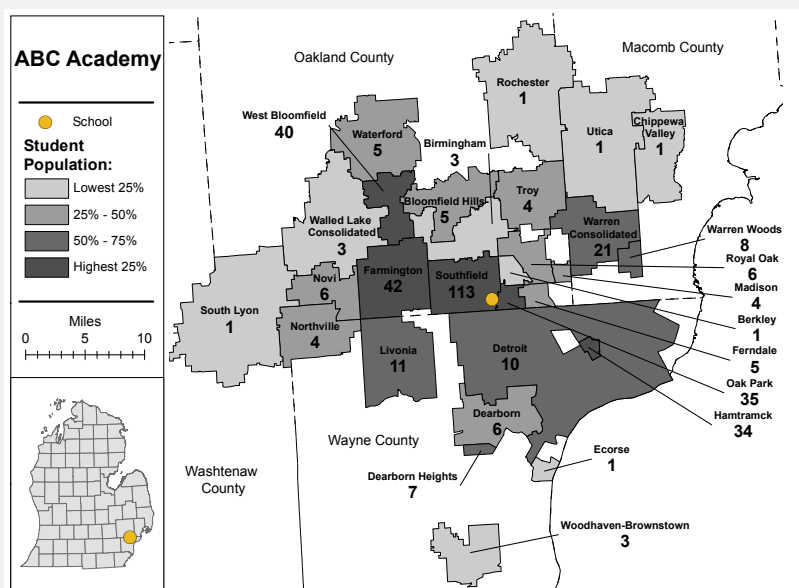


Fig. 9

CRD | COMPOSITE RESIDENT DISTRICT

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 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 assist in determining 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 two through eight, who have been enrolled for three¹ 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 NWEA MAP® or Performance Series® by Scantron® reading and math tests administered in the spring.	Students enrolled for three ¹ 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.

¹If 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 three through eight 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 NWEA MAP or Performance Series by Scantron.	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.

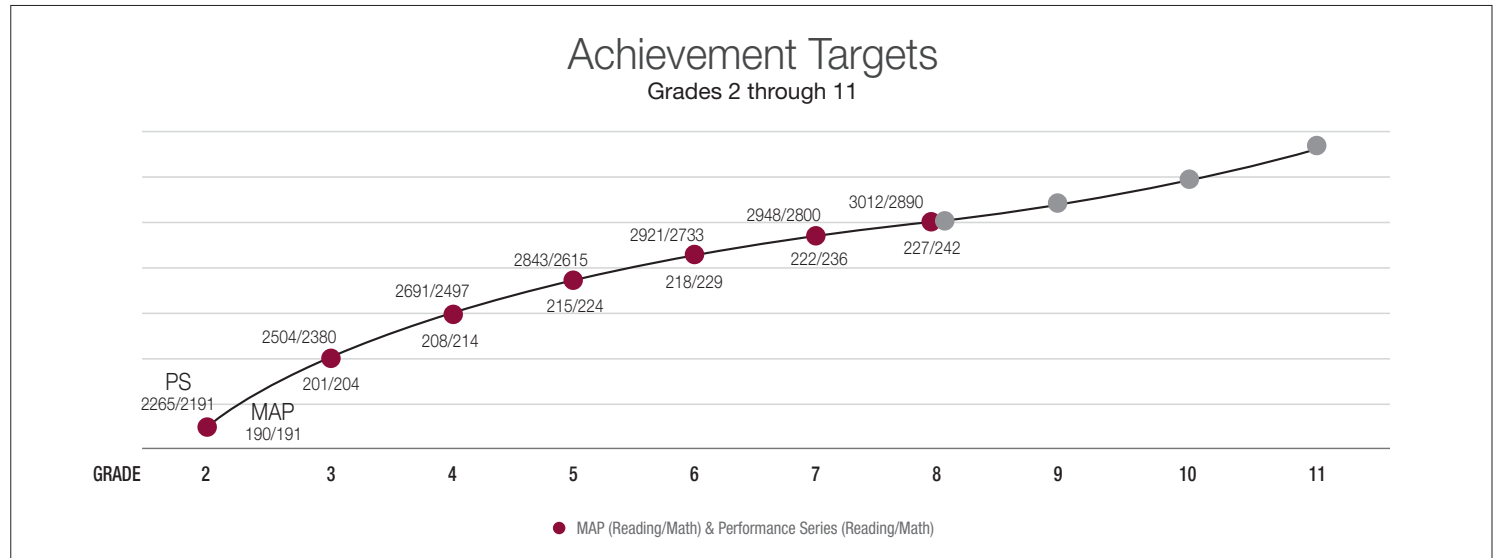
Please note the measure of student growth is the most important, but not the only factor the Center considers when determining whether the Academy is "demonstrating measurable progress" toward the contractual goal of preparing students academically for success in college, work and life.

THE EDUCATIONAL GOAL

Preparing Students Academically for Success in College, Work and Life

Student Achievement

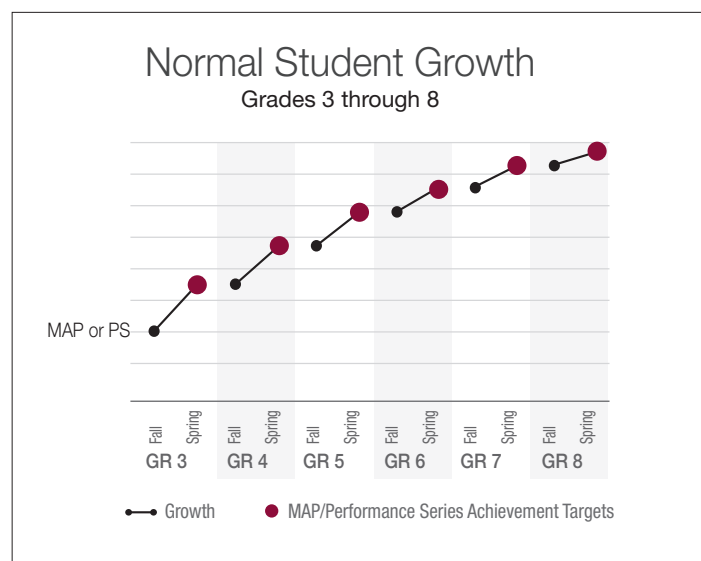
Using a projected growth curve, the graph below illustrates the achievement targets that must be met in order to remain on track to be academically prepared for college, work and life by grade eleven. Although academic preparedness is the goal, and not a specific test score, research has shown that subject scores at or above the student achievement targets 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 Measures of Academic Progress (MAP) and Performance Series tests. Student achievement targets in reading and math for grades two through eight are shown, while estimated targets are shown for grades eight through eleven to help illustrate the full path from grade two to grade eleven.



FOR ILLUSTRATIVE PURPOSES ONLY

Student Growth

Below are examples of typical test results, showing normal student growth for grades three through eight. The chart illustrates the typical student gain from the fall and spring MAP and Performance Series test results.



FOR ILLUSTRATIVE PURPOSES ONLY

STUDENT ACHIEVEMENT

MAP & Performance Series

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 MAP by NWEA and Performance Series by Scantron.

One advantage of the MAP and Performance Series 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 the test adapts to the student's achievement level, whether above or below the grade in which they have been placed. Teachers are provided immediate, real-time results with information about the students in their classroom.

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 three¹ 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

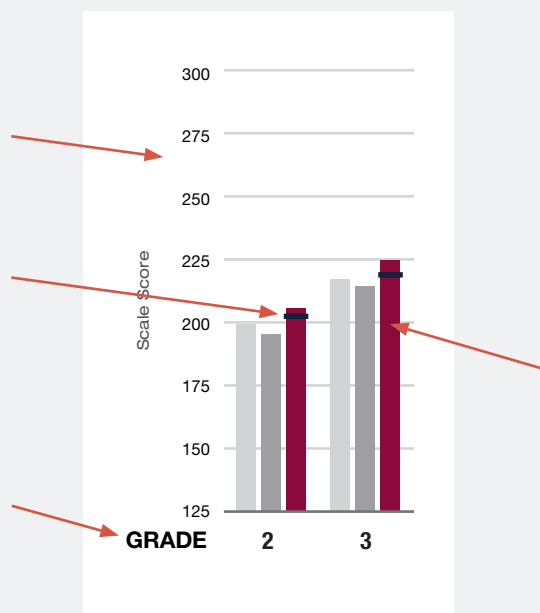
A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison between students.

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 three¹ or more years.

GRADE

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



STUDENT SCORES

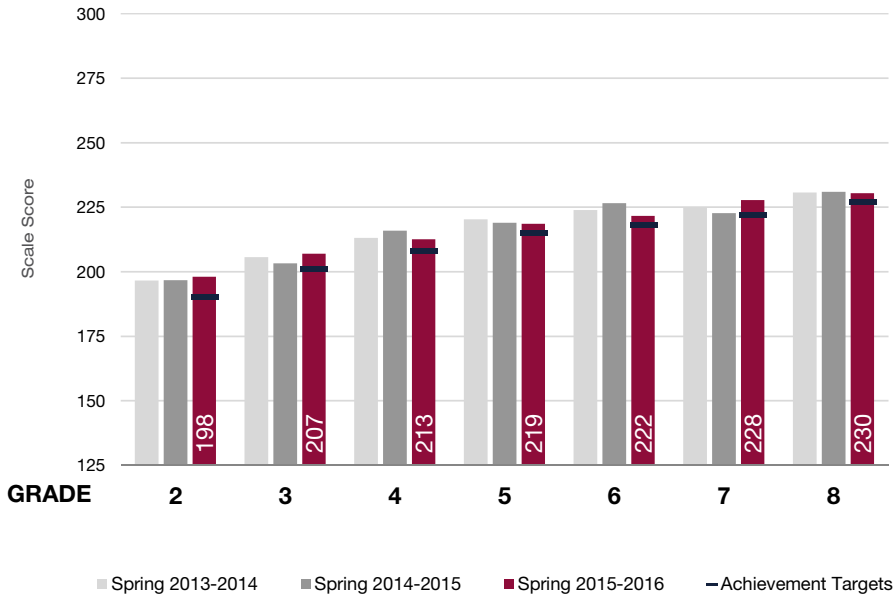
The average student scores for each grade are represented by the bars. The current year scores for students enrolled for three¹ or more years are maroon. The previous years' scores are illustrated in progressively lighter shades of gray.

¹If 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.

MAP Spring Results

STUDENTS ENROLLED FOR THREE¹ OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS

Reading



Percent of Students Meeting the Target ENROLLED FOR THREE¹ OR MORE YEARS

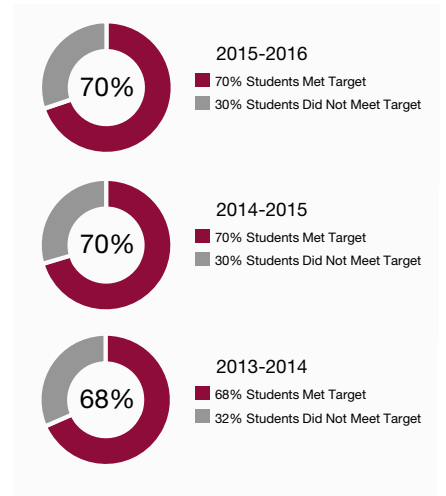
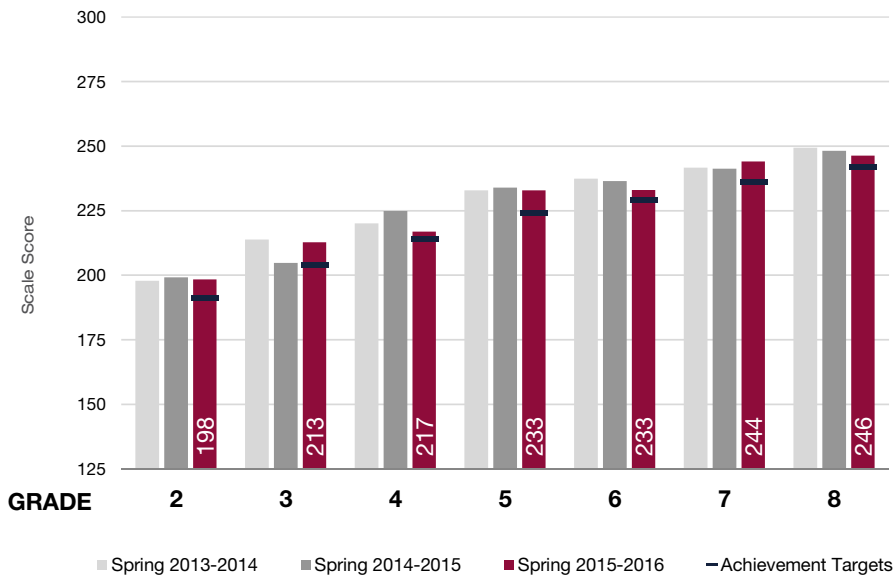


Fig. 11

Math



Percent of Students Meeting the Target ENROLLED FOR THREE¹ OR MORE YEARS

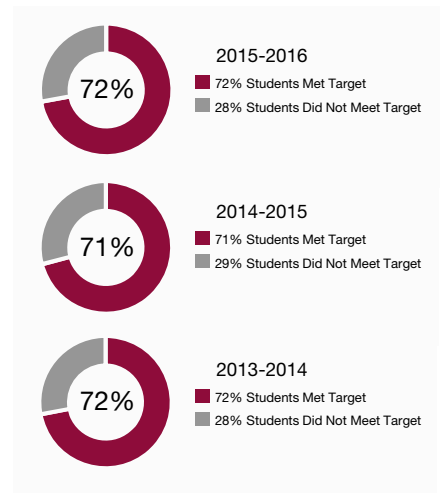


Fig. 12

¹If 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 GROWTH

MAP & Performance Series

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 their 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

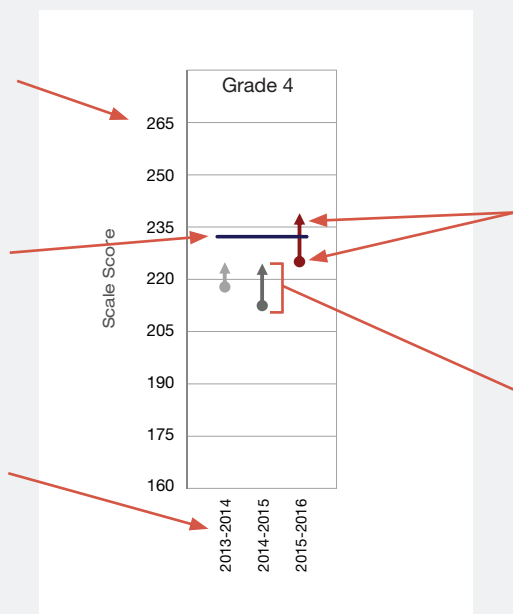
A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison to be made.

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

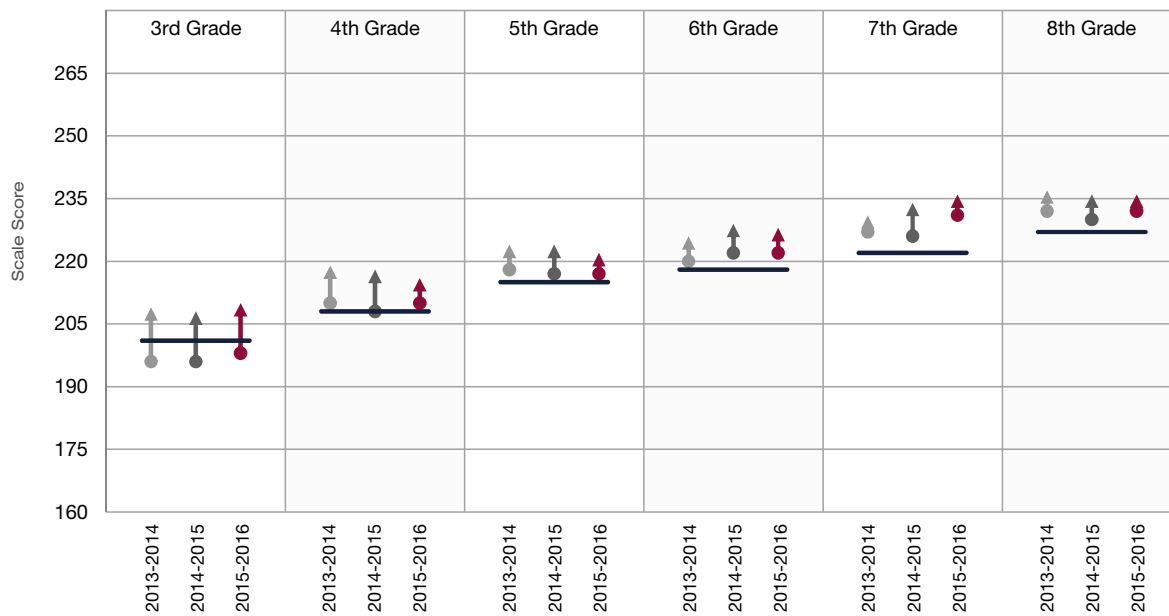


Fig. 13

MATH

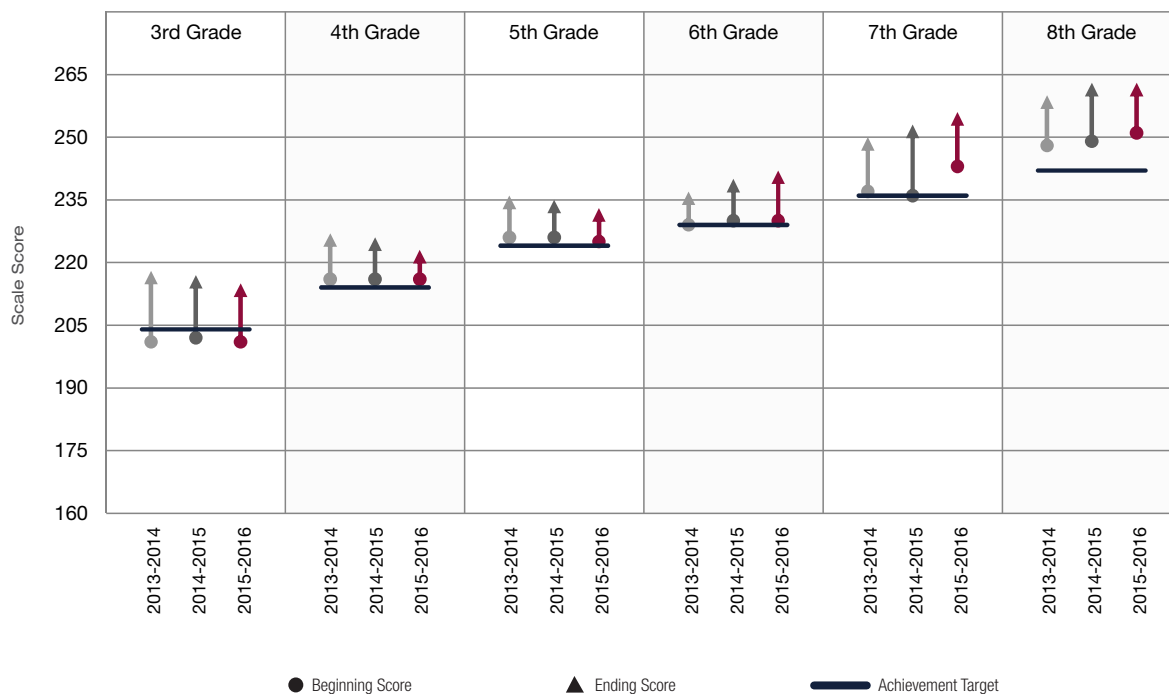


Fig. 14

● 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.

OTHER MEASURES

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

END NOTES

Acronyms & Glossary

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

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 an * on charts)

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

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

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

Sources & Citations

Fig. 1	Source: The Charter Contract and Educational Service Provider Agreement (if applicable)
Fig. 2	Source: The Charter Contract
Fig. 3	Source: Michigan Department of Education, CEPI Public Data
Fig. 4	Source: Michigan Department of Education, CEPI Public Data
Fig. 5	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 6	Source: Michigan Department of Education, CEPI Public Data
Fig. 7	Source: Michigan Department of Education, CEPI Public Data
Fig. 8	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 9	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 10	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 11	Source: NWEA's MAP or Scantron's Performance Series: spring reading
Fig. 12	Source: NWEA's MAP or Scantron's Performance Series: spring math
Fig. 13	Source: NWEA's MAP or Scantron's Performance Series: fall and spring reading
Fig. 14	Source: NWEA's MAP or Scantron's Performance Series: fall and spring math

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CENTER FOR CHARTER SCHOOLS
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