

Measuring Academic Progress

Board Development Series: June 25, 2019 and June 27, 2019

Grand Rapids, Michigan and Novi, Michigan

Jason Sarsfield

Deputy Director

The Governor John Engler Center for Charter Schools | Central Michigan University

Who is in the
room?

Thanks for all you do and for finishing the school year strong!



Measuring Academic Progress: Session Objectives

- Examine the Center's reports that contain the results of the 2018-19 NWEA™ MAP® Growth™ tests.
- Discuss how performance outlined in the reports meets contractual performance measures.
- Learn how results in the reports compare with the performance of other CMU partner schools.
- Understand changes the Center is making to the Educational Goal within the Contract.

Measuring Academic Progress: Six Roles and Responsibilities of Boards



Know and Support
the School's Mission
and Founding
Documents



Ensure Fiscal
Resources and
Provide Oversight to
Resources



Ensure Effective
Planning



Board Building



Create
Accountability



Effective
Communication and
Ambassadorship

ENROLLMENT BY SUBGROUP

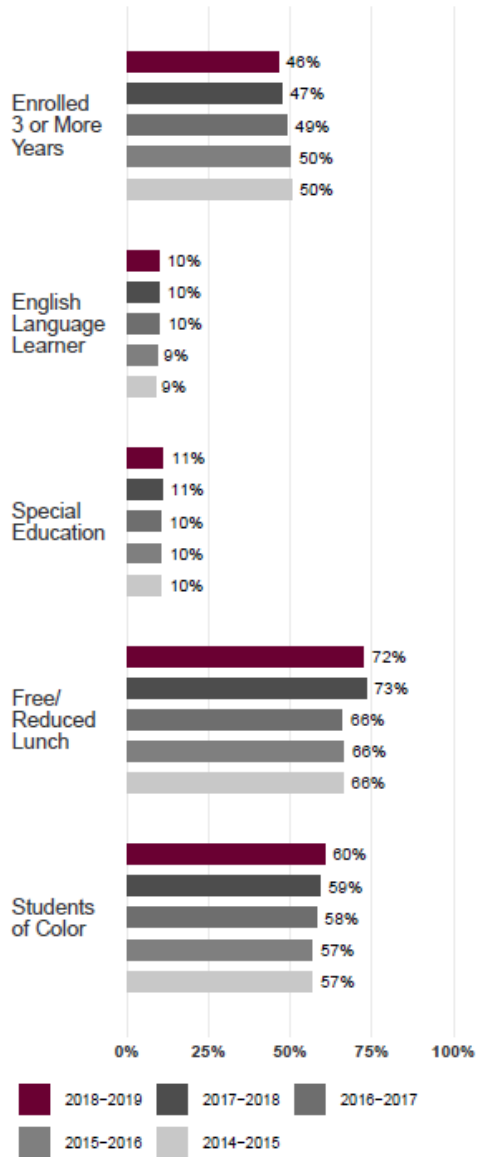


Fig. D-1

TOTAL ENROLLMENT BY YEAR

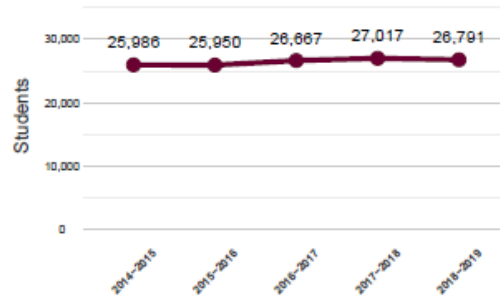


Fig. D-2

STUDENTS PER GRADE

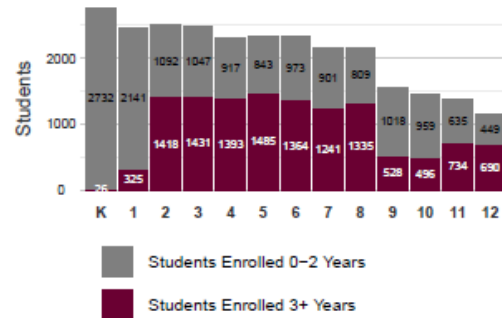


Fig. D-3

RACIAL/ETHNIC BREAKDOWN

	Your School	CMU Average	State Average
African American	45.1%	44.9%	17.6%
American Indian	0.4%	0.3%	0.6%
Asian	3.4%	3.3%	3.5%
Hawaiian	0.0%	0.0%	0.1%
Hispanic	3.4%	3.3%	8.0%
Multiracial	8.0%	8.0%	4.2%
White	39.6%	40.2%	66.0%

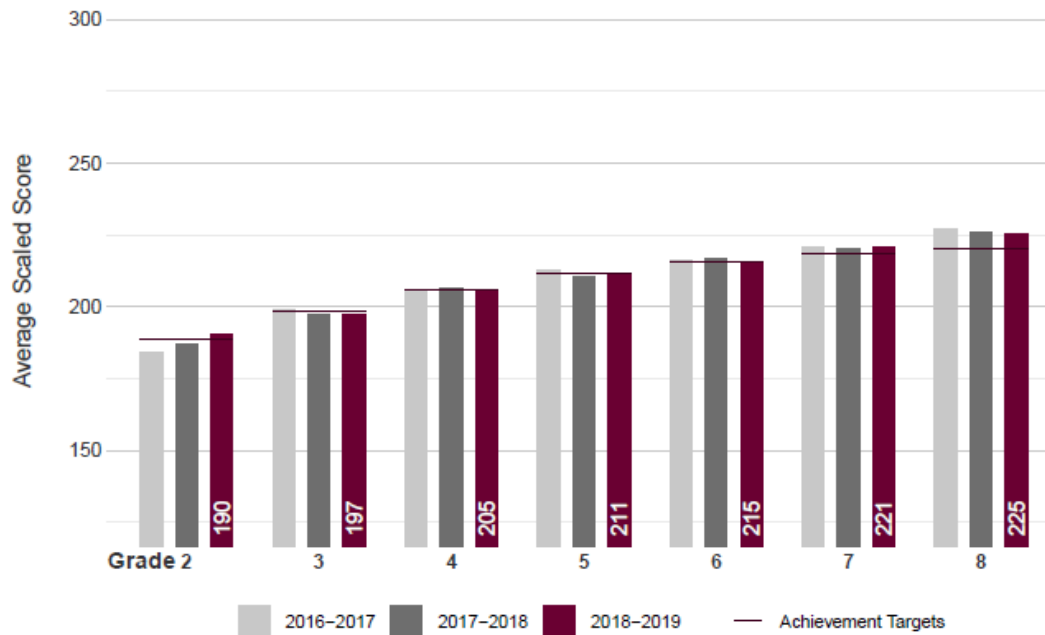
Fig. D-4

Achievement and Growth: Two Sides of The Same Coin



MAP[®] SPRING RESULTS – READING ACHIEVEMENT

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



PERCENT OF STUDENTS MEETING THE TARGET

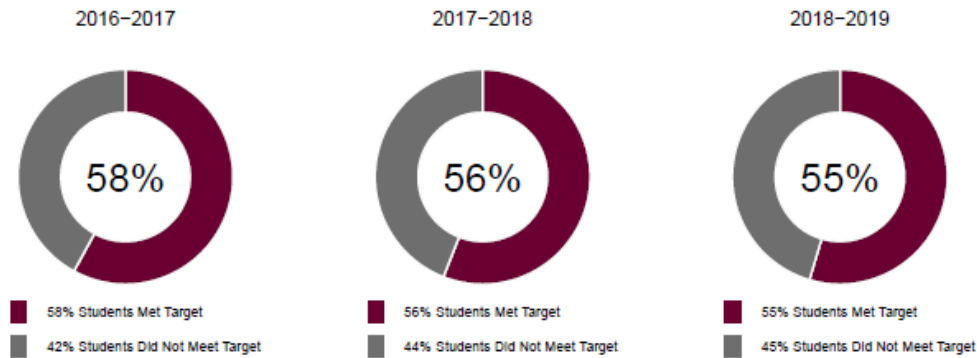
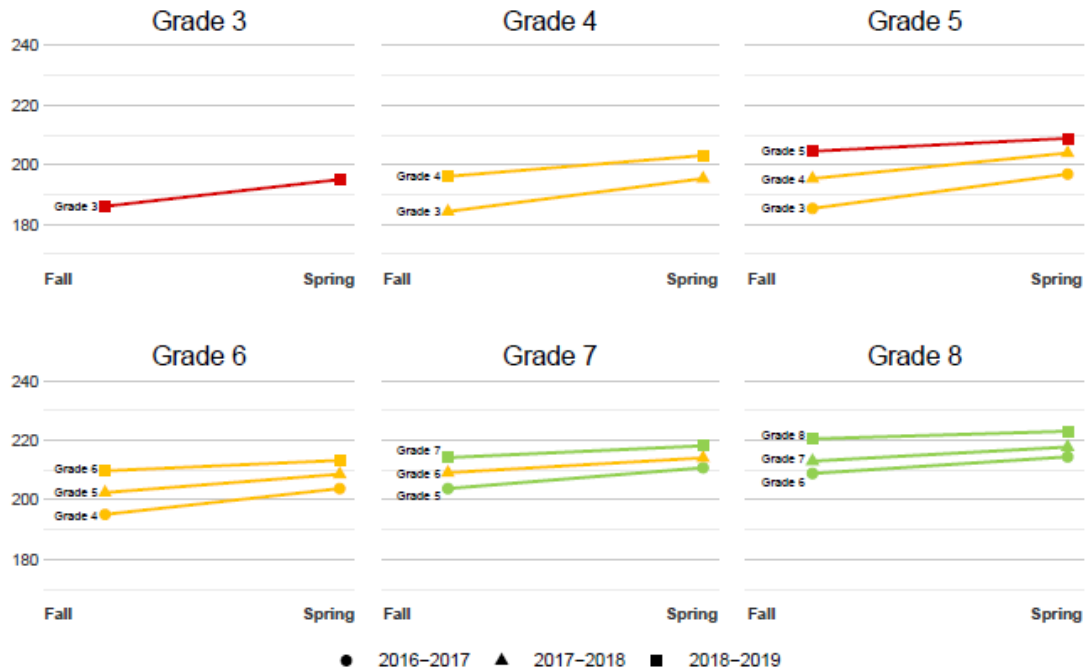


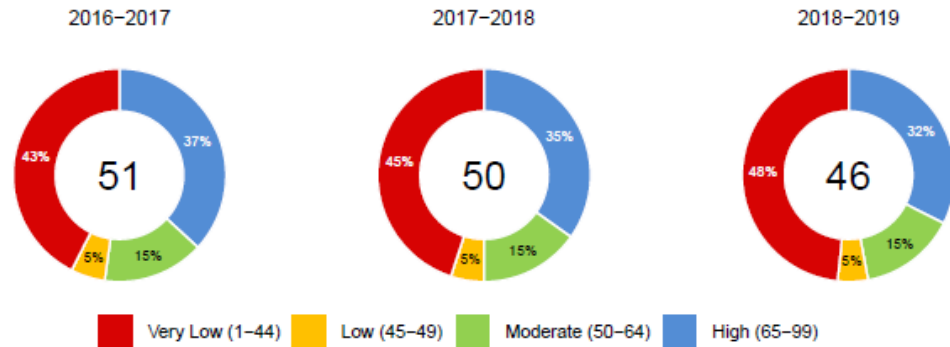
Fig. A-1

MAP FALL-TO-SPRING RESULTS - READING GROWTH

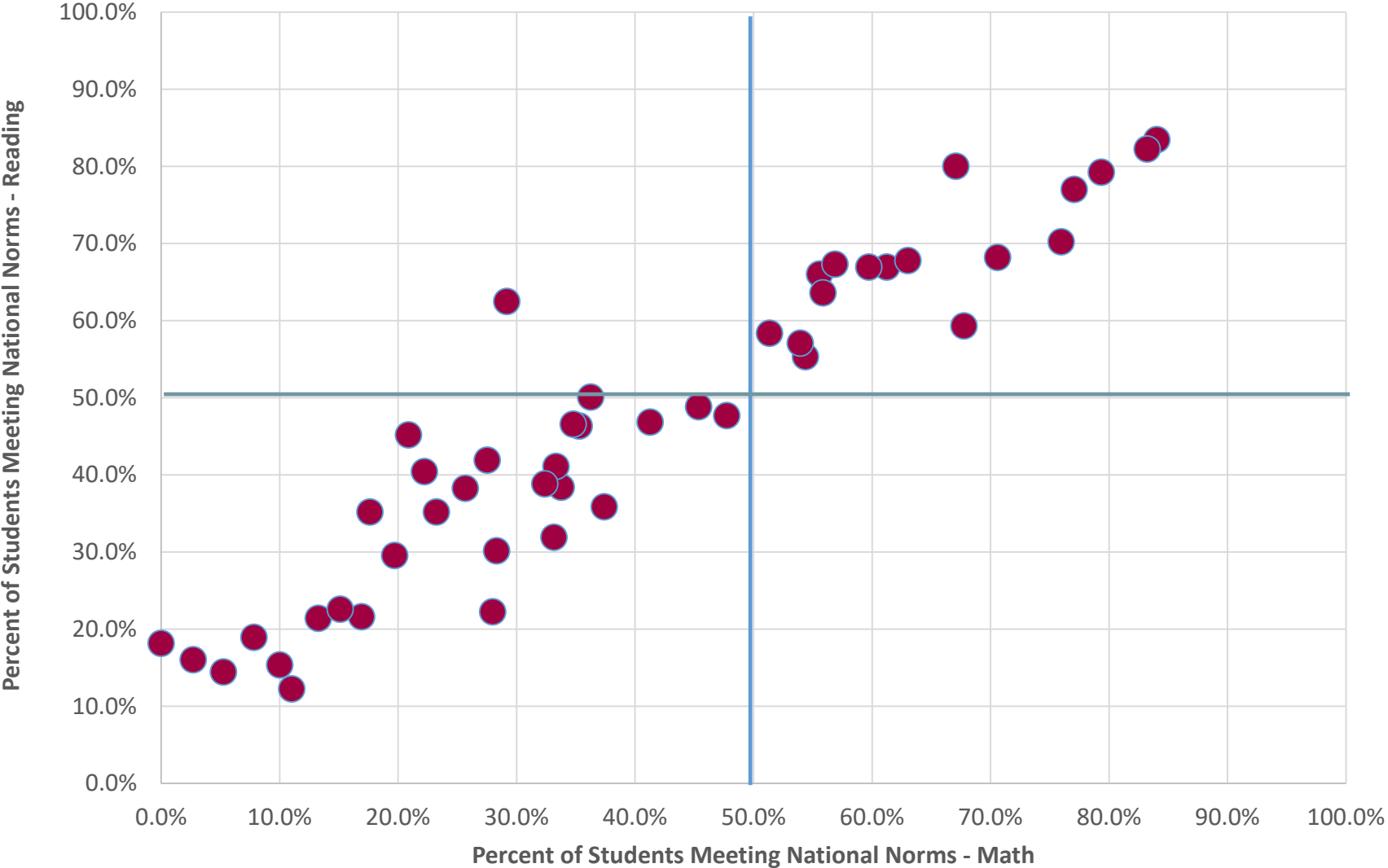


● Very Low (1-44) ● Low (45-49) ● Moderate (50-64) ● High (65-99)

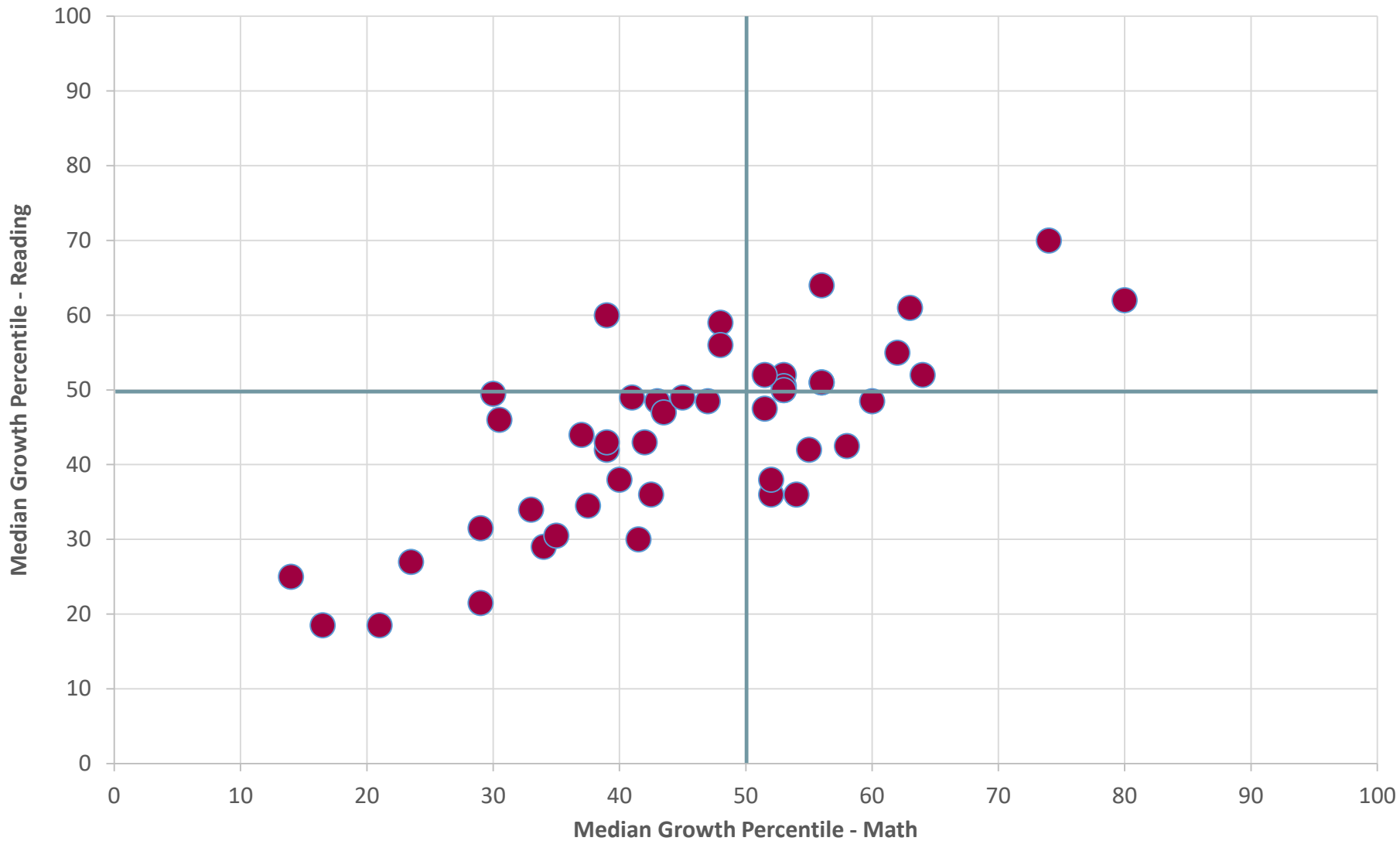
MEDIAN GROWTH PERCENTILE & PERCENT OF STUDENTS IN PERCENTILE CATEGORIES



2018-19 MAP Achievement: CMU Partner Schools Analysis



2018-19 MAP Growth: CMU Partner Schools Analysis



Changes to the Educational Goal: Adding Thresholds and Measures

Measure 1: Student Achievement					
The academic achievement of all students in grades 3-8 (NWEA), who have been enrolled one or more years at the Academy, will be assessed using the following measures and targets					
Sub Indicator	Measure	Not Meeting	Approaching	Meeting	Exceeding
Against a Standard	The percentage of students meeting or surpassing grade-level norms on the NWEA MAP reading and math tests administered in the spring.	Less Than 30%	30-49%	50-69%	70% and Higher
In the event that performance against the standard falls below these required expectations, “measurable progress toward the achievement of this goal” will be defined using the following measures and targets.					
Over Time	The percentage of students meeting or surpassing grade-level national norms over time. (CY-AVG(PY1+PY2+PY3))	Less than 1% Point	1.0-2.9% Points	3.0-5.9% Points	6.0% Points or More
Comparison	The percentage of students categorized as proficient or advanced on the most recent state assessment will surpass the school’s Composite Resident District (CRD) percentage.	Underperforms CRD	Outperforms CRD between .01-4.9% Points	Outperforms CRD between 5.0-9.9% Points	Outperforms CRD by 10.0% Points or More

Changes to the Educational Goal: Adding Thresholds and Measures

Measure 2: Student Growth					
The academic achievement of all students in grades 3-8 (NWEA), who have been enrolled one or more years at the Academy, will be assessed using the following measures and targets					
Sub Indicator	Measure	Not Meeting	Approaching	Meeting	Exceeding
Against a Standard	The median of student growth percentiles (MGP) reflecting fall-to-spring growth on the reading and math NWEA MAP tests.	MGP of Less Than 30	MGP of 30-49	MGP of 50-64	MGP of 65 or Higher
In the event that performance against the standard falls below these required expectations, “measurable progress toward the achievement of this goal” will be defined using the following measures and targets.					
Over Time	The percentage of students making at least one year’s growth over time. (CY-AVG(PY1+PY2+PY3))	Less than 1% Point	1.0-2.9% Points	3.0-5.9% Points	6.0% Points or More
Comparison	The mean student growth percentile reflecting growth on the two most recent state assessments will surpass the school’s Composite Resident District (CRD).	Underperforms CRD	Outperforms CRD between .01-4.9% Points	Outperforms CRD between 5.0-9.9% Points	Outperforms CRD by 10.0% Points or More

Changes to the Educational Goal: Adding Thresholds and Measures

Measure 3: Postsecondary Readiness					
The “on-track” towards college readiness rates of all students in grades nine through eleven (PSAT/SAT) will be assessed using the following measures and targets.					
Sub Indicator	Measure	Not Meeting	Approaching	Meeting	Exceeding
Against a Standard	The percentage of students achieving scaled scores that surpass state selected on-track benchmarks for college readiness on the PSAT and ST test in Evidence-Based Reading and Writing (EBRW) and Math.	EBRW: Less than 50.0% Math: Less than 30.0%	EBWR: 50.0-59.9% Math: 30.0-39.9%	EBRW: 60.0-69.9% Math: 40.0-49.9%	EBRW: 70.0% or More Math: 50.0% or More
In the event that performance against the standard falls below these required expectations, “measurable progress toward the achievement of this goal” will be defined using the following measures and targets.					
Over Time	The percentage of students meeting or surpassing grade-level on track benchmarks for college readiness on the PSAT and SAT over time (CY-AVG(PY1+PY2+PY3))	Less than 1% Point	1.0-2.9% Points	3.0-5.9% Points	6.0% Points or More
Comparison	The percentage of students meeting or surpassing grade-level on-track benchmarks will surpass the school’s Composite Resident District percentage.	Underperforms CRD	Outperforms CRD between .01-4.9% Points	Outperforms CRD between 5.0-9.9% Points	Outperforms CRD by 10.0% Points or More

Changes to the Educational Goal: Student Cohort

- Changing the cohort of analysis from 3+ to 1+ years.
(13,795 vs. 8,258)
- MAP achievement and growth measures will include grades 3-8 for all schools as applicable.
- Future reports will align with these updates.

Implementation: Timing of Changes to the Educational Goal

- Some contracts already contain portions of the changes.
- Reauthorized Contracts
 - Class of 2019
 - Class of 2020
- Contract Amendments to address grade range, cohort and/or additional measures.

Questions?

Comments?

Thoughts?

CONTACT INFORMATION AND QUESTIONS

Jason Sarsfield

Deputy Director

989-774-2100 | JSarsfield@TheCenterForCharters.org