



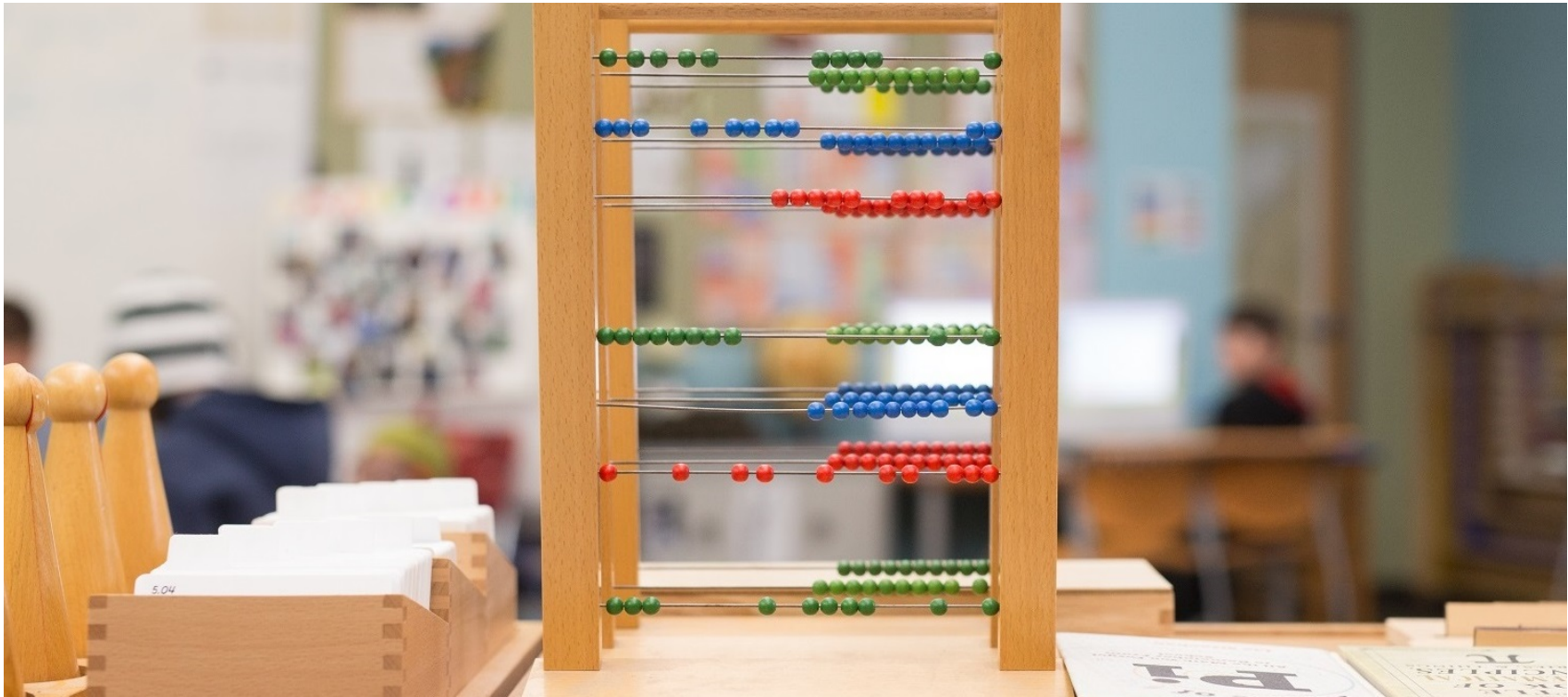
THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

SPRING 2021-22 ACADEMIC PERFORMANCE REPORT

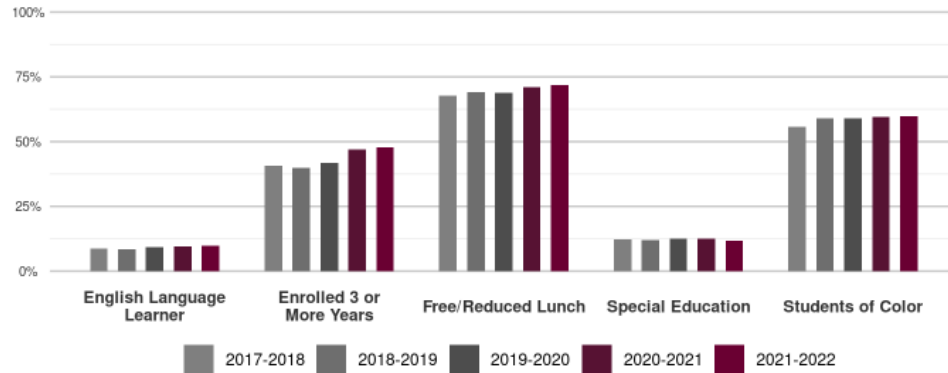
Guidance Document



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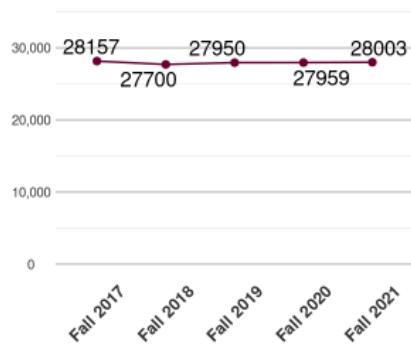
SPRING 2021-22 PERFORMANCE REPORT

Overview



	2017-18	2018-19	2019-20	2020-21	2021-22
English Language Learner	8.7%	8.5%	9.4%	9.6%	9.8%
Special Education	12.3%	11.9%	12.5%	12.5%	11.7%
Free/Reduced Lunch	67.6%	69.0%	68.9%	70.9%	71.8%
Students of Color	55.6%	58.9%	59.1%	59.6%	59.9%
Enrolled 3 or More Years	40.8%	39.9%	41.7%	47.1%	47.7%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	6934
Flint, School District of the City of	2008
Taylor School District	1195
Grand Rapids Public Schools	833
Lansing Public School District	800
Benton Harbor Area Schools	766
Romulus Community Schools	703
Plymouth-Canton Community Schools	686
Coldwater Community Schools	545
Other	13790

Guidance for this Page

Overview

Demographic makeup of the school.

Source: CEPI Public Data; Michigan Student Data System (MSDS) fall – Unaudited

Enrollment

Annual achievement results can be impacted by changes in the year to year enrollment. If enrollment numbers change significantly from one year to the next, then the resulting analysis may not compare the same group of students from one year to the next.

Source: CEPI Public Data

Where Students Come From

These data represent the public school districts to which students would be assigned if they were not enrolled in the school.

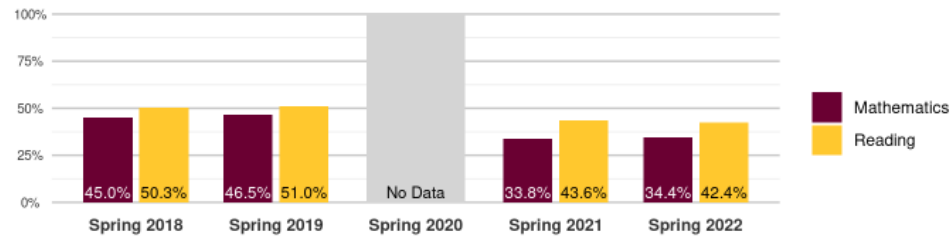
Source: MSDS fall – Unaudited

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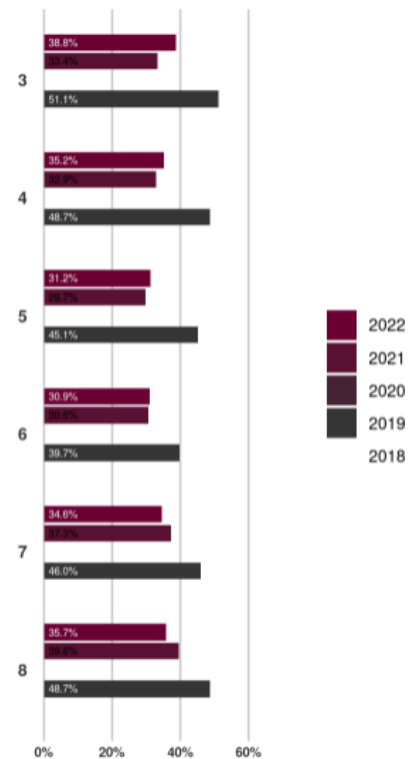
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 Enrolled for 1 or More Years

School-Wide by Year

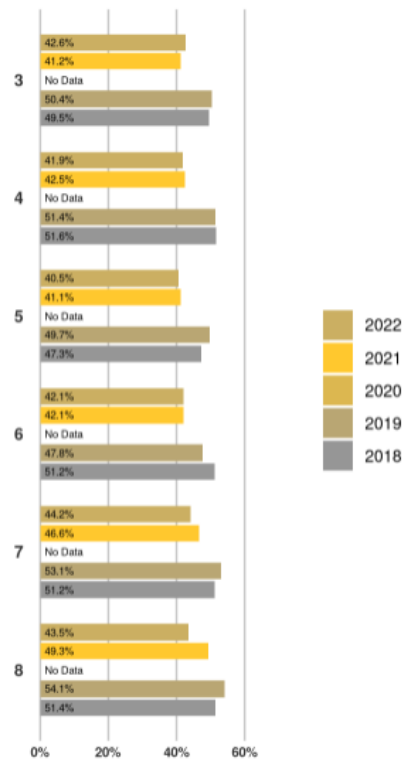


By Grade Level

Mathematics



Reading



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Spring Achievement National Norms

The percent of students meeting national norms displays how well students are performing against the 2020 NWEA national norms in mathematics and reading. The percentages reported represent the proportion of students who achieved a spring RIT score at or above the national status norm.

Source: NWEA MAP Growth - Fall Assessment

School-Wide by Year

Displaying multiple years of comparative data illustrates the levels of fall achievement before the pandemic and how those levels of achievement compare to current levels. The 2020 NWEA national norms are used for all of the years in this report.

By Grade Level

The grade-level achievement charts provide specific levels of fall achievement for each applicable grade in each subject. In a normal environment, one goal would be to increase these levels of achievement over time. Most schools have experienced a smaller percentage of students achieving at or above the national norm recently in both subjects, particularly in earlier grades.

Enrolled for 1 or more years (1+)

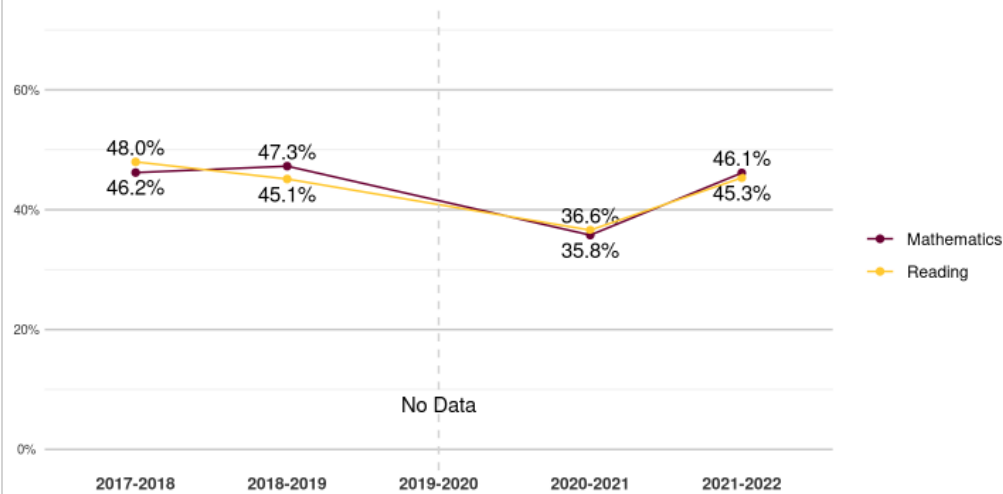
Only students enrolled in the school for at least one year are included in the academic performance report.

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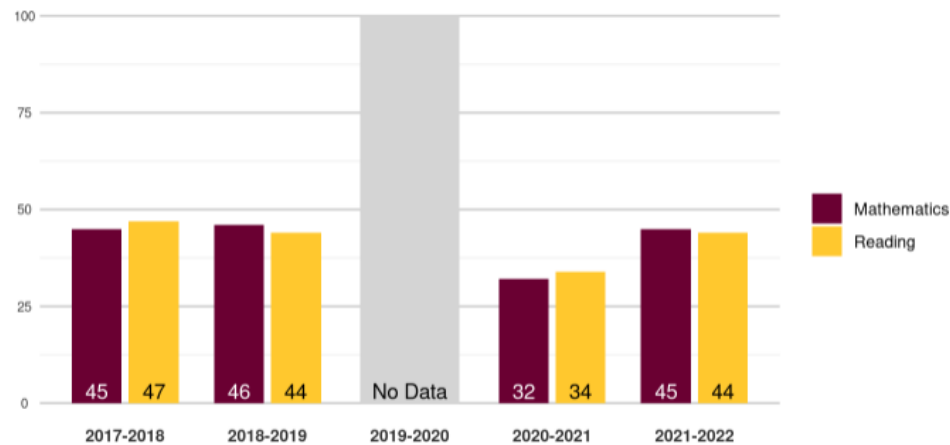
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NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



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Fall-to-Spring Growth

In the spring of 2020, requirements for standardized testing were suspended due to the COVID-19 pandemic. This results in no growth data for the 2019-2020 school year. It is important to note that these results will not match previous Performance Reports issued by the Center because they use the new 2020 NWEA norms. The 2020 NWEA norms were used for all of the years throughout this report to create a comparable view of performance over time.

Source: NWEA MAP Growth - Spring Assessment

Students with Growth Percentile 50 or Greater "One year's growth in one year's time"

The line chart shows the proportion of students that demonstrated a fall-to-fall student growth percentile of 50 or greater. If a student meets this growth benchmark, they grew at least as fast as the typical student who began the growth period at a similar achievement level. Lower achieving students need to achieve a fall-to-spring growth percentile of more than 50 to close the gap and ultimately perform at or above the national norm.

Median Growth Percentile

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 60 means that the student's growth was higher than 60 percent of their academic peers. A Median Growth Percentile of 50 means that half of all students have a CGP of 50 or greater. That is, half of the students are growing as fast or faster than half of their academic peers.

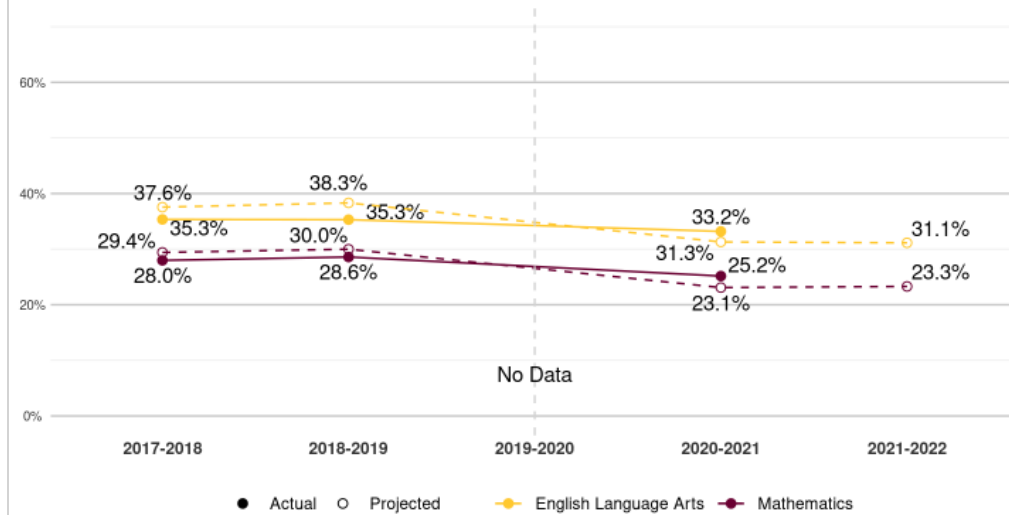
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M-STEP Projections Using Spring NWEA Achievement

Percent of students Advanced or Proficient on M-STEP Mathematics and English Language Arts

All Students Grades 3 - 7

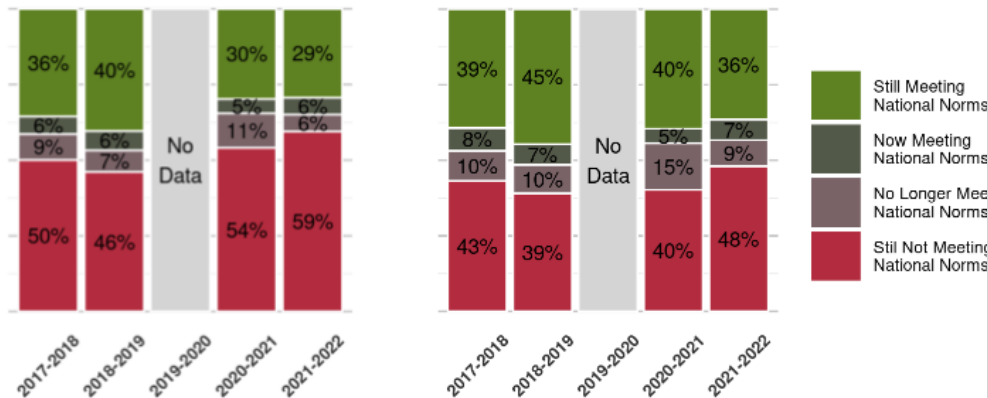


NWEA MAP Change in Achievement Status

Students Grades 3 - 8

Fall-to-Spring
Mathematics

Reading



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M-STEP Projections

Using research conducted by NWEA, it is possible to project how students are likely to perform on the M-STEP based on their spring NWEA MAP test score. These projections are what schools might expect their level of proficiency to be in the spring of 2022. These data can help inform the allocation of resources designed to accelerate learning.

Source: NWEA MAP Growth - Spring Assessment; M-STEP - Spring Assessment

NWEA MAP Change in Achievement Status

Still Meeting National Norms

Percent of students who are above the achievement national norms in both the fall and the spring of the current school year.

Now Meeting National Norms

Percent of students who were below the achievement national norms in the fall, but are above the achievement national norms in the spring of the current school year.

No Longer Meeting National Norms

Percent of students who were above the achievement national norms in the fall, but have fallen below the achievement national norms in the spring of the current school year.

Still Not Meeting National Norms

Percent of students who are below the achievement national norms in both the fall and the spring of the current school year.

Source: NWEA MAP Growth - Spring Assessment



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CENTRAL MICHIGAN UNIVERSITY | MOUNT PLEASANT, MI 48859
(989) 774-2100 | www.TheCenterForCharters.org