



Multiple Measures & Evaluation

Data Informed Not Data Driven

Agenda

- Introduction
- Big Picture
- Contractual Measures
 - How we use assessments like NWEA and the state assessment
- Additional Measures
- Q & A



Mission

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

Vision

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



Three Authorizing Questions

The CMU Board of Trustees established chartering policies and developed the following questions that guide the work of the Center:

Is the Academy's academic program successful?

Is the Academy organizationally and financially viable?

Is there a demonstration of good faith in following the terms of the charter contract and applicable law?



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

Connection to the NACSA Performance Frameworks



INDICATOR 1 | **Student Growth**

While student progress or academic growth has always been an important part of the AF, it takes on increased significance after the most challenging pandemic years of interrupted schooling. NACSA recommends authorizers emphasize growth in the AF, using disaggregated data, in areas including literacy and math, so all students who may not be on grade level or demonstrating proficiency today make sufficient progress towards proficiency in the coming years and not fall further behind.



INDICATOR 2 | **Multiple Measures – Mission-Specific Goals**

This AF puts a new emphasis on multiple measures of student success. Strong literacy and numeracy skills are critical for success in life. There are also additional ways schools impact student learning, wellness, and other life outcomes consistent with their mission. NACSA encourages authorizers and charter schools to think more broadly about excellence by setting expectations for, and evaluating progress against, other aspects of students' learning and achievement unique to each school and its particular mission.



Connection to the NACSA Performance Frameworks



INDICATOR 4 | **Post-Secondary Readiness**

Our K-12 system is fundamentally about preparing students for life after high school: post-secondary education, work and career, and service and community. This indicator provides guidance on potential measures to evaluate high schools' effectiveness in this area and encourages authorizers and schools to think about a broad set of measures. In some instances, authorizers and schools may consider adding measures for elementary and middle schools, if contexts and policies align.



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



Think-Group-Share

Think about the following: What kind of things do you currently use or could use when evaluating a school outside of the state assessment?

Discuss as a group. Pick two to share with larger group.

Share out as a whole group.



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

Educational Goal to Be Achieved

Prepare students academically for success in college work and life.



Contractual Measures



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

NWEA: Multiple Ways

- Growth & Achievement
- Against a standard
- If the school does not meet:
 - Trend over time
 - Composite Resident District (CRD) Comparison



Student Achievement: Against a Standard

At least 50% of students will meet or surpass the current, spring, grade-level national norms on the NWEA Growth reading and math tests administered in the spring.

2022-23 - Percent of Students Meeting Spring National Achievement Norms

Mathematics

53%

1 year change

+2

Reading

62%

1 year change

+2



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

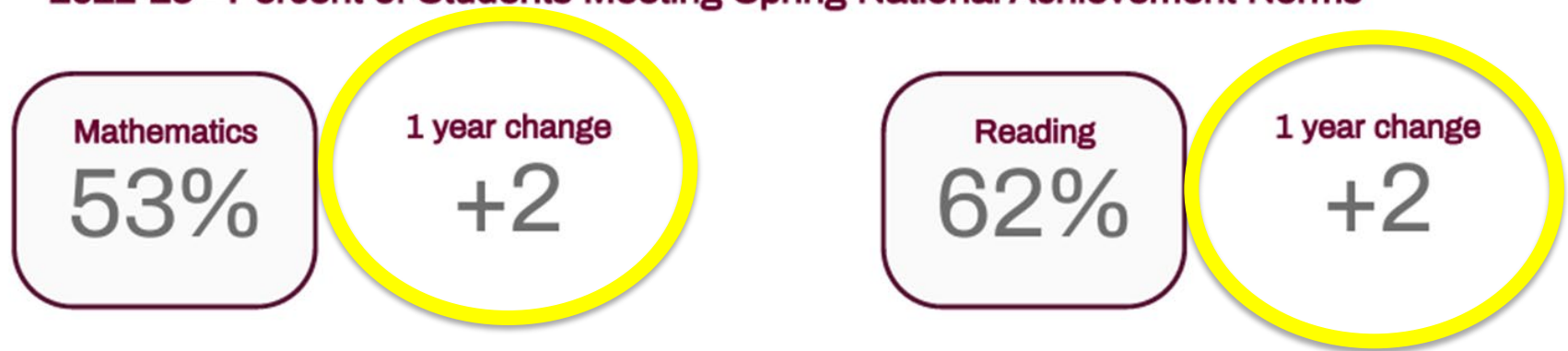
CENTRAL MICHIGAN UNIVERSITY

Student Achievement: Over Time

If an academy fails to meet the “Against a Standard” metric, then...

The percentage of students meeting or surpassing spring grade-level national norms over time will increase by at least 3% from the average of the three prior years.

2022-23 - Percent of Students Meeting Spring National Achievement Norms



Student Growth: Against a Standard

The median of student growth percentile (MGP) reflecting fall-to-spring scaled score growth in reading and math on the NWEA Growth test will be \geq the 50th percentile.

2022-23 - Fall-to-Spring Median Growth Percentile



1 year change
-5



1 year change
-1



Student Growth: Over Time

If an academy fails to meet the “Against a Standard” metric, then...

The percentage of students making at least one year’s growth over time will increase by at least 3% compared to the average of the prior 3 years.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



State Assessment Related Measures

Grades 3-7



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

Student Achievement: Comparison Measure

If an academy fails to meet the NWEA-related “Against a Standard” metric, then...

The percentage of students categorized as proficient or advanced on the most recent state assessment will surpass the school’s Composite Resident District (CRD) by at least 5%.



Student Growth: Comparison Measure

If an academy fails to meet the NWEA-related “Against a Standard” metric, then...

The mean student growth percentile reflecting growth on the two most recent state assessments will surpass the school’s Composite Resident District (CRD) by at least 5 percentile points.



Post Secondary Readiness Related Measures Grades 9-11



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

Against a Standard

The percentage of students meeting or surpassing the current grade-level college readiness benchmarks on the PSAT (grades 9 and 10) and SAT (grade 11) in 60% in Evidence-Based Reading and Writing (EBRW) and 40% in Math.



Over Time

If an academy fails to meet the “Against a Standard” metric for post-secondary readiness, then...

The percentage of students meeting or surpassing the current grade-level college readiness benchmarks on the PSAT (grades 9 and 10) and SAT (grade 11) over time will increase by 3% compared to the previous three years.



Comparison Measure

If an academy fails to meet the “Against a Standard” metric for post-secondary readiness, then...

The percentage of students meeting or surpassing the current grade-level college readiness benchmarks on the SAT (grade 11) will surpass the school’s Composite Resident District (CRD) by at least 5%.



Additional Measure (High School)

High School Growth

The percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

Exceeds $\geq 70\%$

Meets $\geq 50\%$

Approaching $\geq 30\%$

Does Not Meet $< 30\%$

2022-23 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics

38%

Reading

46%



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

Additional Measure (High School)

Comparative Graduation Rate

The 4-year graduation rate for students at the academy will meet or surpass the school's Composite Resident District's 4-year graduation rate.

Exceeds $\geq 10.0\%$

Meets $\geq 0.0\%$

Does Not Meet $< 0.0\%$

2022-23 - Academy 4-year Graduation Rate vs. the CRD 4-year Graduation Rate

Academy

35%

CRD

76%



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY



Think-Group-Share

Are there other assessments that you would take into consideration?

How could you use the data the assessment provides?

In what other ways could growth be used for evaluation?



Opportunity Youth Goals



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

MEASURE 1: Educational Goal The academic achievement of all students in grades nine through twelve, who have been enrolled at the Academy, will be assessed using the following measures and targets:

Sub Indicator	Measure	Metric	Target
Grade Level Progress	The percentage of students with scaled scores that progressed by at least one grade level between pre and post-tests in reading and mathematics on NWEA MAP Growth tests	Distribution of students who progressed at least one grade level between pre and post-tests (which will be in the form of percentages): Meets $\geq 50.0\%$ Does not meet $< 50.0\%$	The percentage of students with scaled scores that progressed by at least one grade level between pre and post-tests will be $\geq 50\%$

*Post-tests should be administered at least 9 months after pre-tests

Fall, Winter and Spring Grade-Level 2020 National Norms

Grade	Reading Fall	Math Fall	Reading Winter	Math Winter	Reading Spring	Math Spring
3	186.62	188.48	193.90	196.23	197.12	201.08
4	196.67	199.55	202.50	206.05	204.83	210.51
5	204.48	209.13	209.12	214.70	210.98	218.75
6	210.17	214.75	213.81	219.56	215.36	222.88
7	214.20	220.21	217.09	224.04	218.36	226.73
8	218.01	224.92	220.52	228.12	221.66	230.30
9	218.90	226.43	220.52	228.67	221.40	230.03
10	221.47	229.07	222.91	231.21	223.51	232.42
11	223.53	231.72	224.64	233.49	224.71	234.25
12	223.80	233.02	223.85	233.31	224.33	234.19



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

MEASURE 2: Educational Goal The enrollment of all students in grades nine through twelve will be evaluated using the following measures and targets:

Sub Indicator	Measure	Metric	Target
Yearly Enrollment	The percentage of students enrolled for nine months or more	Percentage of students who have been at the Academy for nine months or more by the end of the school year (July 31 st) Meets $\geq 40.0\%$ Does not meet $< 40.0\%$	The percentage of students enrolled for nine months or more will be $\geq 40\%$

Note: This measure should be updated with new baselines during the next reauthorization process



Educational Program Review (EPR)



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

Learning Environment

Learning Environment	Below Expectations €	Approaching Expectations €	Meets Expectations €	Exceeds Expectations €
Key Question <i>How does the teacher ensure a safe and respectful environment conducive to learning?</i>	€ Teacher has little or no established classroom management structures and lacks control of the classroom environment.	€ Teacher has some established classroom management structures but exhibits inconsistent control of the classroom environment.	€ Teacher has established many classroom management structures and exhibits consistent control of the classroom environment.	€ Teacher has implemented highly effective classroom management structures which systematically demonstrate high expectations and scholarly behavior as the norm.
Observable Evidence <i>"Classroom management structures" examples include, but are not limited to proximity, circulating, time use, rules, attention signals, routines, norms, contracts and behavior charts.</i> <i>"Rapport" evidence includes but is not limited to respectful tone of voice, affirming words and body language, pleasant and positive interactions, a sense of community, synergy and safety.</i> <i>"Resources" include but are not limited to staff, furniture, literature books, technology, manipulatives, textbooks, and anchor charts on walls.</i>	€ Teacher and students do not demonstrate mutual respect and rapport.	€ Teacher and students partially demonstrate mutual respect and rapport, yet some negativity is evident.	€ Teacher and students consistently demonstrate mutual respect and rapport which conveys a sense of community.	€ Teacher and students constantly demonstrate mutual respect and rapport which conveys a sense of safety and community.
	€ Student behaviors are inappropriate and disrupt instruction and learning.	€ Student behaviors are somewhat appropriate, but some disruptions occur to instruction and learning.	€ Student behaviors are appropriate with limited to no disruption to instruction and learning.	€ Student behaviors are consistently appropriate with no disruption to instruction and learning.
	€ Teacher utilizes little or no accountability measures for behavior.	€ Teacher utilizes limited or inconsistent accountability measures for behavior.	€ If needed, the teacher utilizes consistent accountability measures for behavior.	€ If needed, the teacher utilizes strategic and seamless accountability measures for behavior that do not disrupt the flow of the lesson.
	€ Teacher does not utilize time appropriately (e.g., excessive time is spent on non-instructional activities).	€ Teacher utilizes time somewhat appropriately (e.g., some instructional time is lost).	€ Teacher consistently utilizes time appropriately (e.g., minimal, if any, instructional time is lost).	€ Teacher strategically utilizes instructional time with emphasis on rigorous pacing.
	€ Teacher does not ensure provision of necessary instructional resources.	€ Teacher provides some instructional resources, but others are lacking.	€ Teacher provides the appropriate instructional resources .	€ Teacher provides ample and innovative instructional resources.



Overall Rating Per Element

Below Expectations (B), Approaching Expectations (A), Meets Expectations (M), or Exceeds Expectations (E)

Element	Rating				Notes
Learning Environment	B	A	M	E	creative furniture
Cognitive Challenge	B	A	M	E	math strategies -- conversions
Student Engagement	B	A	M	E	Partners timer
Research-Based Strategies	B	A	M	E	Tech Grad Release math "songs" manip
Assessment & Adjustment	B	A	M	E	cold call GIS Tech Paper/pencil



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

ACADEMY SITE VISIT SUMMARY

Site Visit Date: |

Previous Site Visit Date(s):

Educational Program Review Standards

Standard I: Implementation and Support of the Educational Program set forth in the Charter Contract

● A. Indicators for Curriculum

The school's curriculum aligns to the Educational Program and there is the provision of appropriate grade-level, content-specific materials and resources. The school communicates curricular expectations to all staff and monitors the implementation of curriculum and has effective processes for curricular review.

● B. Indicators for Instructional Practices

The school's instructional practices align to the Educational Program and instruction demonstrates *use of some research-based instructional strategies and methodologies; however, there is a lack of appropriate rigor and specific, targeted feedback given to enhance mastery learning.* There are systematic processes for instructional intervention and differentiation within the structure of classroom instruction.

● C. Indicators for Assessment Administration, Analysis, and Adjustment

The school's assessment administration practices align with the Educational Program and the staff have effective processes for routine data analysis that inform curricular and instructional decisions. The school utilizes assessment results to identify individual student needs and adjusts instruction accordingly.

Standard II: Supervision of the implementation and support of the Educational Program as set forth in the Charter Contract

● A. Indicators for Leadership Skills

The school leader demonstrates the skills of an instructional leader and supports the effective implementation of the Educational Program. The school leader ensure the integration of the mission and vision into daily operations and builds relationships with staff, operates with candor and transparency, and routinely and effectively communicates with all stakeholders.

● B. Indicators for Instructional Leadership

The school leader establishes and communicates school-wide goals and strategies and routinely conducts classroom observations to monitor staff and student performance. The school leader analyzes all school-wide data to monitor performance and makes adjustments to ensure progress toward goals and ensures appropriate professional development that aligns with academic improvement strategies that support effective teaching and learning.

● SPECIAL EDUCATION

The school has well-established systems and processes for the delivery of specialized educational services for qualified students that demonstrate compliance with all federal and state laws and regulatory guidelines.



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

Culture of Learning/Relationships

4 – Positive teacher/student relationships with no disrespectful behavior, teacher knows and values all students with high expectations set for ALL students.

3 – Evidence of positive teacher/student relationships with most students and teacher successfully responds to disrespectful behavior with high expectations set for MOST students

2- Occasional disrespect is observed between teacher/students and teacher attempts to respond to disrespectful behavior with uneven results and high expectations are the norm for only a few students.

1- Teacher disregards disrespectful interactions and most students unwilling to participate and low expectations are the norm for most students.

Student Engagement

4- Virtually all students are highly engaged in lesson with activities requiring a high level of student thinking

3- Most students are intellectually engaged with most learning tasks encouraging higher order thinking'

2- Some students are intellectually engaged with a mix of learning tasks requiring thinking and recall

1- Few students are intellectually engaged with learning tasks requiring only recall or single correct responses/methods

School Climate: Outside the Classroom

4 – Positive adult to student & student to student relationships with no disrespectful behavior; adults know and values all students; high expectations set for ALL students.

3 – Positive adult to student & student to student to student relationships; adults successfully respond to disrespectful behavior; high expectations set for MOST students

2- Occasional disrespect is observed and adults attempts to respond to disrespectful behavior with uneven results; high expectations are the norm for only a few students.

1- Adults disregards disrespectful interactions; most students unwilling to participate; low expectations are the norm for most students.

Clear Established Processes and Procedures

4- Instructional time is maximized with well understood routines which are initiated by students

3- Little loss of instructional time due to effective routines with smooth transitions between activities requiring little guidance

2- Some loss of instructional time due to partially effective routines and students require regular guidance

1- Little evidence students know or follow routines causing loss of much instructional time



Other Quantitative Measure



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



SchoolWorks
Assessing Quality, Building Capacity



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



Are all academy plans aligned with the ultimate expectation that the academy will meet charter contract educational goals and measures?

Are MICIP goals informed by charter contract feedback (Annual Performance Reports and Educational Program Reviews) as well as root cause analysis?

Are measures in place to determine the success of the plan mid-year and at the end of the year?

What lead indicators are examined on a regular basis to make sure the plan is on track?

What strategies are to be put in place to reach the goals? What data supported the choice of these strategies?



Measure	Target Type	Target	Business Rules
Growth: ELA & Math	Contract	Growth value on the MDE School Index will be 50 or higher.	MDE School Index
Growth: ELA & Math	Contract	Fall to spring average of all NWEA MAP (grades 2-8) "School Conditional Growth Percentiles" will be at the 50 th percentile.	NWEA MAP
Growth: ELA & Math	Contract	Percentage of students meeting proficiency on the M-STEP will increase by 3% each year.	M-STEP
Achievement: ELA & Math	Contract	Overall value on the MDE School Index will be 45 or higher.	MDE School Index
Achievement: ELA & Math	Contract	At least 50% of students will meet the grade level norms on NWEA MAP.	NWEA MAP
Achievement: ELA & Math	Contract	The academy will outperform their composite district by at least 3% using the average percent proficient on M-STEP.	M-STEP



School Climate & Social-Emotional Development	Bottom-Line Target for Continuous Improvement	<p>The school agrees to survey at least 95% their students with the FSU CSO approved school climate scales to understand their students and create strategies for students' social-emotional learning.</p> <p>AND</p> <p>The school's percent of students responding favorably will exceed that of the school's comparison group (based on percent F/R priced lunch within 10%, charter status, urbanicity) on three out of the four selected scales, which include:</p> <ul style="list-style-type: none"> • School climate • Rigorous expectations • School belonging • School safety 	<p>Use of Panorama</p> <p><u>Numerator:</u> Number of valid responses from students</p> <p><u>Denominator:</u> Number of students enrolled in school when school climate survey is administered.</p>
Re-Enrollment	Bottom-Line Target for Continuous Improvement	At least 80% of eligible students re-enroll in the school from fall Y1 to fall Y2.	<p><u>Numerator:</u> Number of students in all grades (K-8) in Y2 who were enrolled the school in Y1.</p> <p><u>Denominator:</u> Number of students in Y1.</p>
Attendance	Bottom-Line Target for Continuous Improvement	<p>92% of eligible students will attend school on a daily basis.</p> <p>OR</p> <p>Fewer than 10% of students identified as chronically absent.</p>	Average Daily Attendance



Bottom-Line Target #1:

Related MICIP Goal:

School Year: 2022-2023	Baseline Data:	
Spring 2023 Annual Target:		
Action Steps to Meet Target		
Strategies	Timeline	How will you measure the success of these strategies?



Plan for the Future

What other sources of data/information would you consider when making renewal or reauthorization decisions?

How could you operationalize these? What obstacles would you need to overcome?

Share with partner or small group.



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY



THANK YOU