



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

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

GMU Portfolio

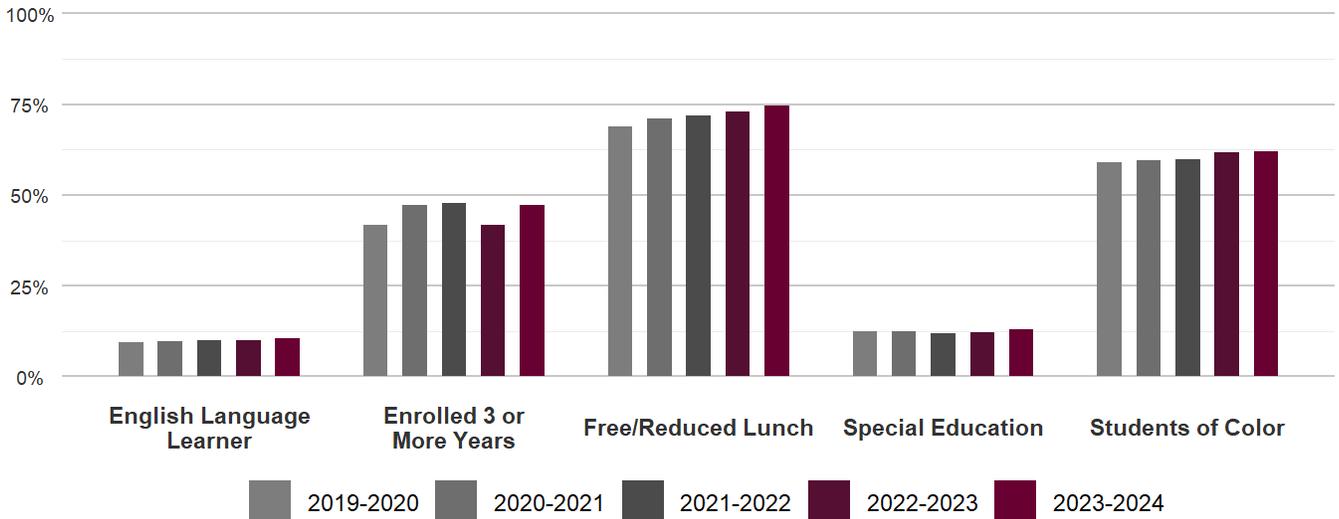


July 2024

CMU Portfolio

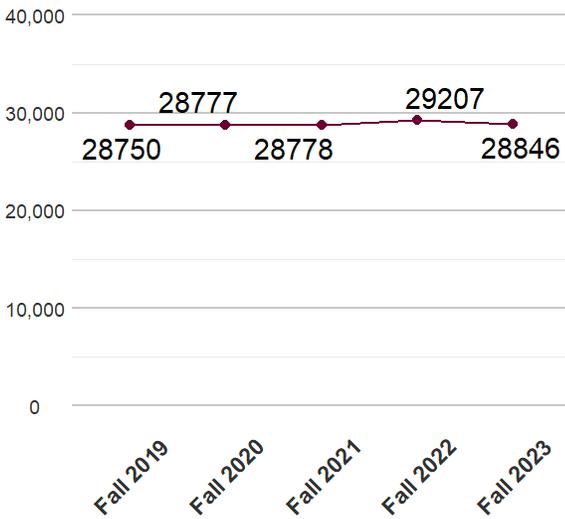
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Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	9.4%	9.6%	10.1%	9.9%	10.6%
Special Education	12.5%	12.6%	12.0%	12.2%	12.9%
Free/Reduced Lunch	68.9%	70.9%	71.8%	72.9%	74.7%
Students of Color	59.1%	59.6%	59.9%	61.6%	62.0%
Enrolled 3 or More Years	41.7%	47.1%	47.7%	41.7%	47.3%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	7049
Flint, School District of the City of	2058
Taylor School District	1336
Benton Harbor Area Schools	807
Grand Rapids Public Schools	763
Plymouth-Canton Community Schools	740
Lansing Public School District	620
Romulus Community Schools	618
Coldwater Community Schools	571
Other	14468

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-24 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-24 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-24 - Fall-to-Spring Median Growth Percentile

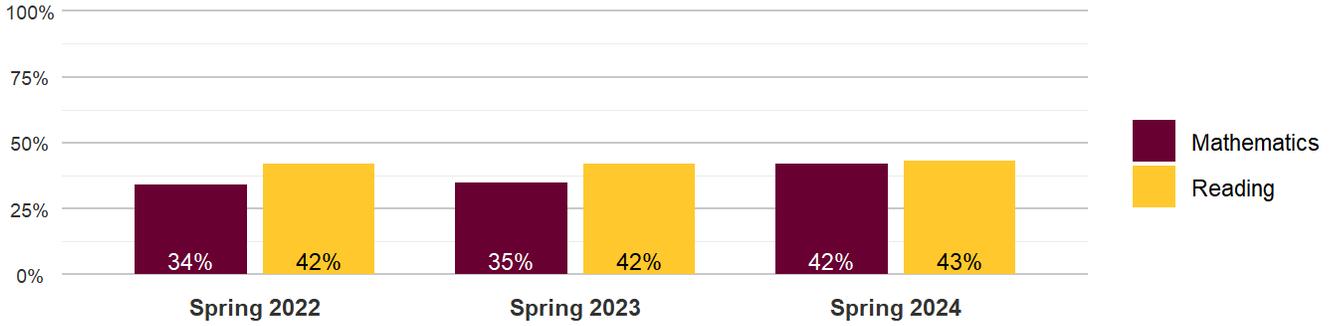


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Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

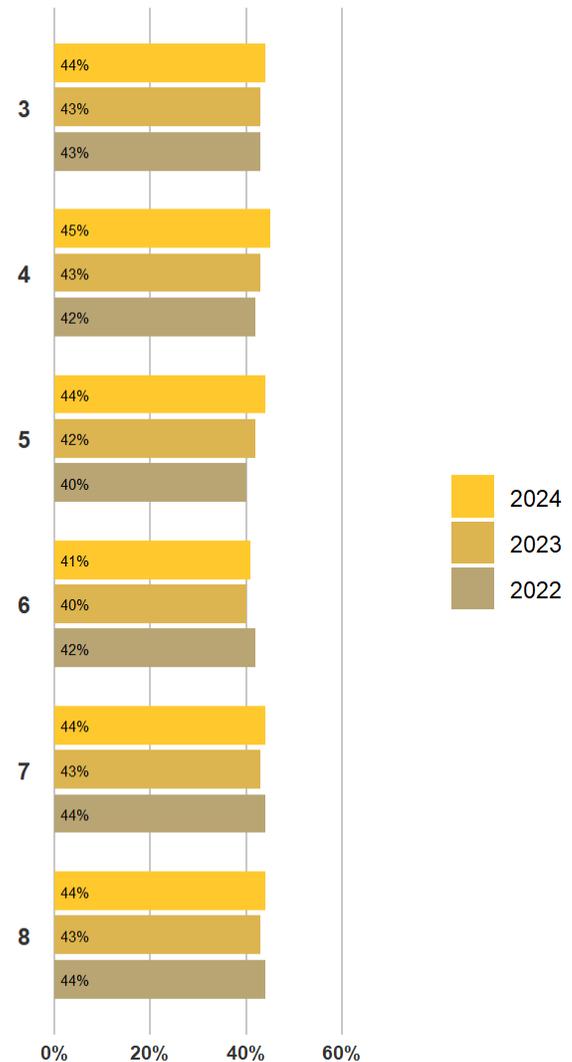
School-Wide by Year



By Grade Level Mathematics

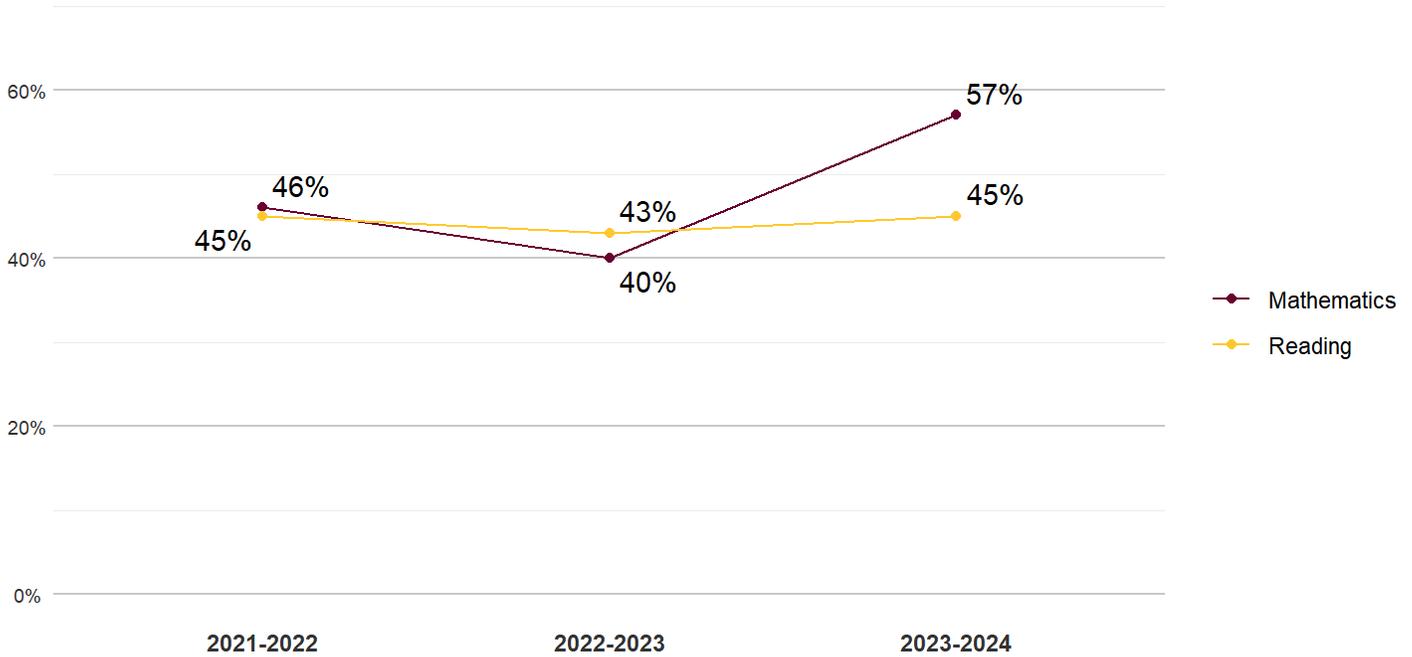


Reading

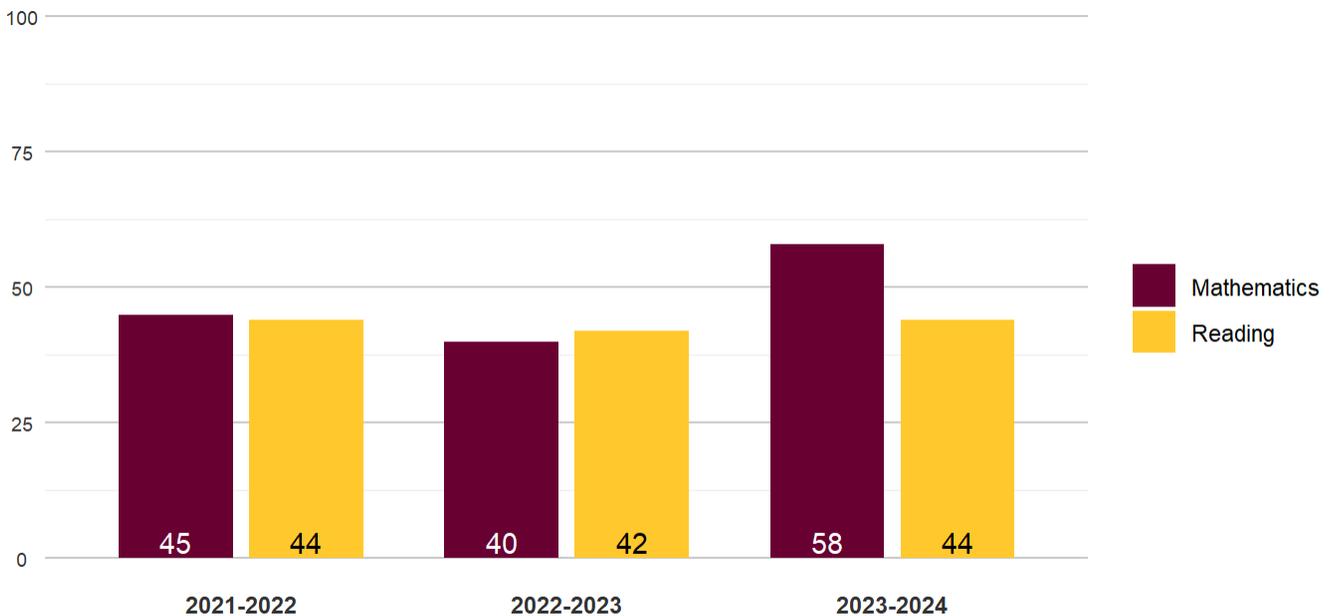


NWEA MAP Fall-to-Spring Growth

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



NWEA MAP Change in Achievement Status Appendix

This section is for internal use only.

The following two pages are are for internal use only.

NWEA MAP Change in Achievement Status

Students Grades 3 - 8 Enrolled for 1 or More Years

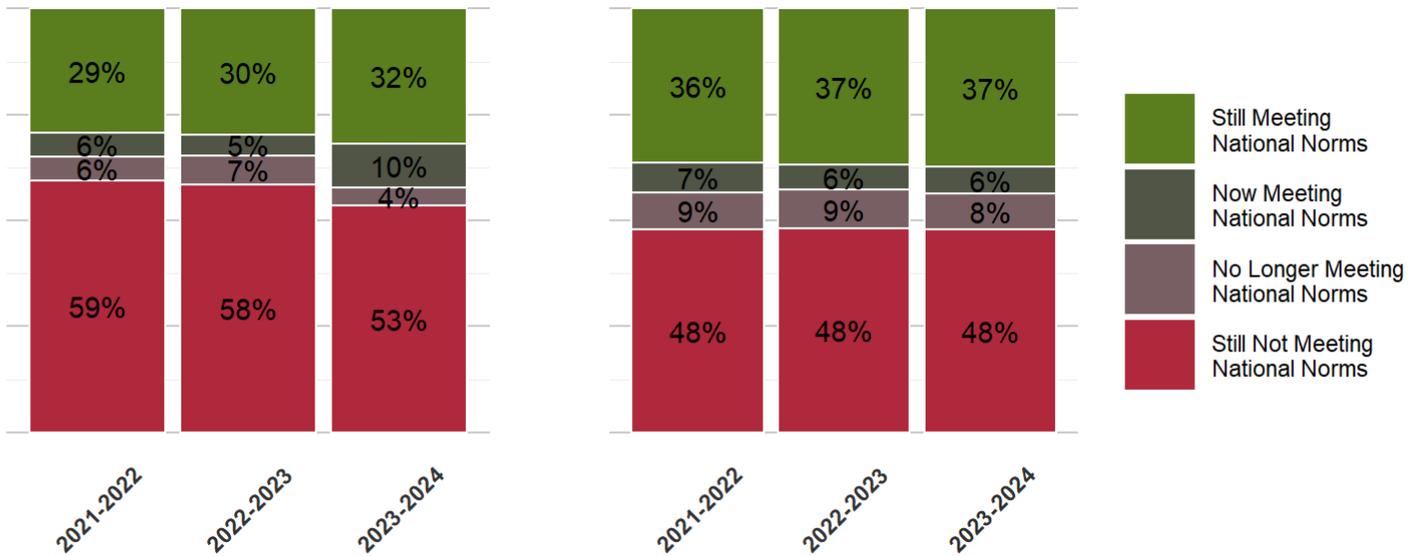
Fall-to-Spring

An important measure of student success is Change in Achievement status. In this section of the report we explore this metric at the school-level and also at the student-level. The first set of charts presents the school-level. These charts show the percentage of students who met the national norms in the Fall and who also met the national norms in the Spring of the same school year. The chart shows the percentage of students who did not meet the norms in the Fall and still did not meet the norms in the Spring. In addition, this chart contains the percentage of students whose status changed from Fall to Spring.

The second set of charts on the following page plots each student's Fall Achievement Percentile against their Spring Achievement percentile. The vertical dashed line represents the 50th percentile for the Fall which is the national normative benchmark. The horizontal line represents the Spring benchmark. The diagonal line represents the 50th Growth Percentile. Students on the diagonal line have a growth percentile of 50. Those above the diagonal line are growing faster than their academic peers. Those below the line are growing at a slower pace than their academic peers.

Mathematics

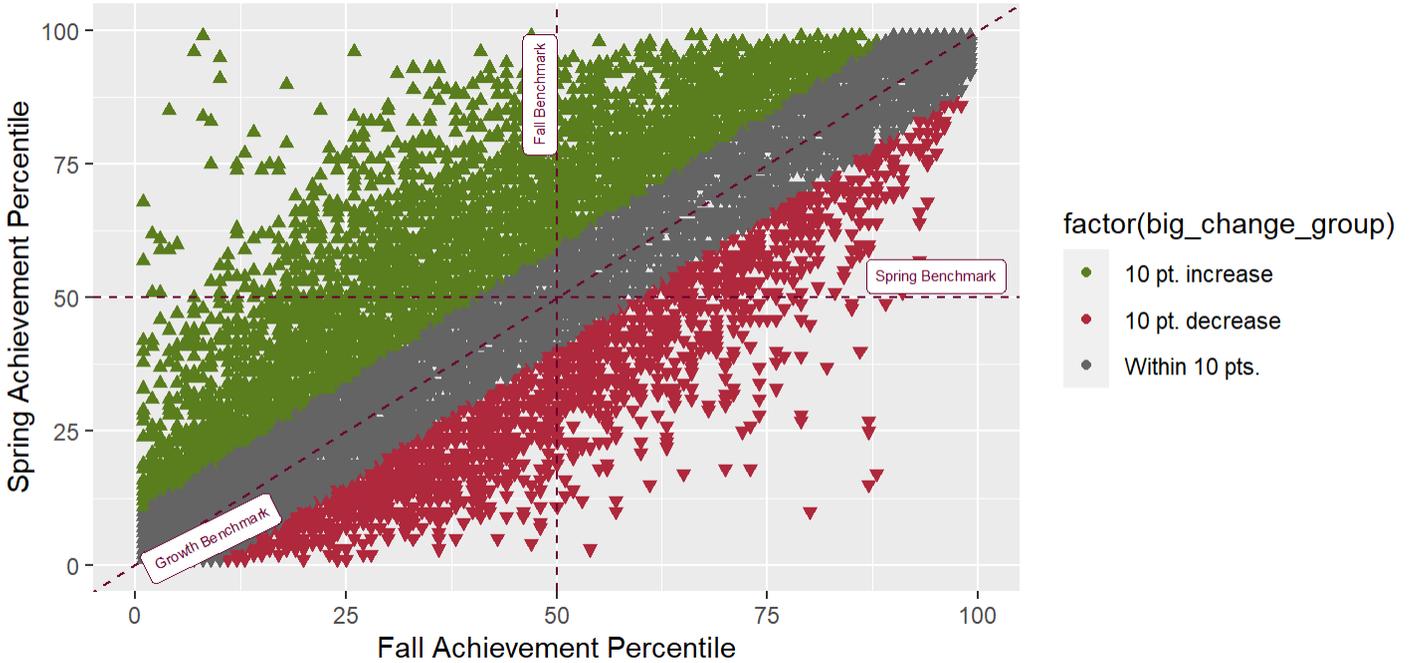
Reading



NWEA MAP Change in Achievement Status

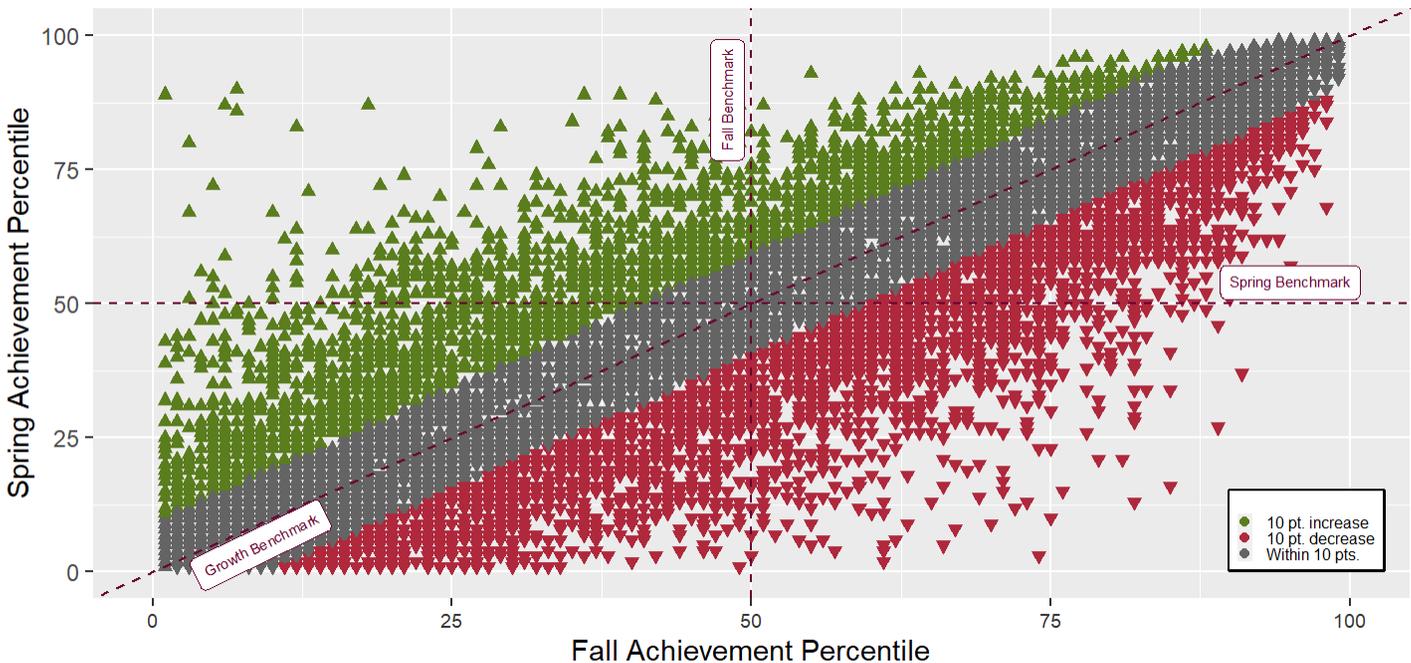
Fall and Spring Achievement Comparison - Math 2023-2024

All Students Grades 3 - 8 Enrolled for 1 or More Years



Fall and Spring Achievement Comparison - Reading 2023-2024

All Students Grades 3 - 8 Enrolled for 1 or More Years





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