



# Educational Goal Overview

Jason Sarsfield – Deputy Director

Joe Marr – Senior Advisor

2/27/23



THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER  
SCHOOLS**

CENTRAL MICHIGAN  
UNIVERSITY

# Agenda

- Educational Goal Overview
  - Big picture
- The pandemic's impact on the use of the educational goal
- Academic Performance Report (APR) Information
- Questions and Comments



# Our Mission & Focus

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

*Preparing students for college, work and life.*



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



# Reauthorization Context

We are charged with answering 3 questions:

1. Is the academic program effective?
2. Is the organization viable?
3. Is the school making a good faith effort to follow the law and Charter Contract?

*Today we are focusing on question 1*



# Ed. Goal Big Picture

- Set a standard
- Determine if the school meets the standard(s)
- If the school does not meet the standard, then we determine if the school is making progress towards meeting the standard.



# Ed. Goal Structure

- Against the Standard
  - This year
- Over time
  - This year compared to average of the prior 3
- Comparison
  - Performance compared to the district's schools draw students from



# Ed. Goal Measures

- **Achievement**
  - What a student knows or can do at one point in time, typically the spring
  - This could include “meeting the national norm,” “proficiency” and/or “career and college readiness”
- **Growth**
  - What a student has learned from fall to spring or what a student has learned between assessments



# The Comparison Measure

- **Composite Resident District (CRD)**
  - Weighted performance based on where students enrolled in the academy live
  - Compares grades the academy offers with those same grades in the CRD
  - District-level, public assessment performance data to make the calculations





# Points of Difference

1. The educational goal for schools that serve high school students is different.
  - Post-Secondary Readiness Measures
  - No Student growth for stand-alone high schools
2. Schools serving Opportunity Youth students may have different or adapted educational goals altogether.



## EDUCATIONAL GOAL AND RELATED MEASURES

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. Although an increase in academic achievement for all groups of pupils as measured by assessments and other objective criteria is the most important factor in determining the Academy's progress toward the achievement of the educational goal, the Center also considers other factors. Upon request, the Academy shall provide the Center 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 pursuant to state and federal law.

### **Educational Goal to be Achieved**

Prepare students academically for success in college, work and life.

### **Measures to Assist In Determining Measurable Progress Toward Goal Achievement**

To assist in determining whether the Academy is achieving measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measures.



THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

## Measure 1: Student Achievement

The academic achievement of **all students who have been at the academy for one or more years<sup>1</sup>** in grades **3-8** will be assessed using the following measures and targets:

Sub Indicator	Measure	Metric	Target
<b>Against a Standard:</b>	The percentage of students meeting or surpassing the current, spring, grade-level national norms <sup>2</sup> on the NWEA Growth reading and math tests administered in the spring.	Distribution (which will be in the form of percentages): Exceeds $\geq 70.0\%$ Meets $\geq 50.0\%$ Approaching $\geq 30.0\%$ Does not meet $< 30.0\%$	50%
In the event that performance against the standard falls below these required expectations, “measurable progress towards the achievement of this goal” will be defined using the following measures and targets:			
<b>Over Time:</b>	The percentage of students meeting or surpassing spring grade-level national norms over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of $-x$ to $+x$ ): Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$	3.0%
<b>Comparison Measure:</b>	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.	Portfolio Distribution (which will be in the form of $-x$ to $+x$ ): Exceeds $\geq 10.0\%$ Meets $\geq 5.0\%$ Approaching $\geq 0.0\%$ Does not meet $< 0.0\%$	5.0%



## Measure 2: Student Growth

The academic growth of all students in grades 3-8 at the Academy will be assessed using the following measures and targets:



Sub Indicator	Measure	Metric	Target
<b>Against a Standard:</b>	The median of student growth percentiles (MGP) reflecting fall-to-spring scaled score growth on the reading and math NWEA Growth tests.	MGP: Exceeds $\geq$ 65th Meets $\geq$ 50th Approaching $\geq$ 45th Does not meet $<$ 45th	Reading: 50 Math: 50
In the event that performance against the standard falls below these required expectations, “measurable progress towards the achievement of this goal” will be defined using the following measures and targets:			
<b>Over Time:</b>	The percentage of students making at least one year’s growth over time ( $CI - AVG(PY1 + PY2 + PY3)$ ).	Trend score (which will be in the form of $-x$ to $+x$ ): Exceeds $\geq$ 6.0% Meets $\geq$ 3.0% Approaching $\geq$ 1.0% Does not meet $<$ 1.0%	3.0%
<b>Comparison Measure:</b>	The mean student growth percentile reflecting growth on the two most recent state assessments will surpass the school’s Composite Resident District.	Portfolio Distribution (which will be in the form of $-x$ to $+x$ ): Exceeds $\geq$ 10.0% Meets $\geq$ 5.0% Approaching $\geq$ 0.0% Does not meet $<$ 0.0%	5.0%



# How did the pandemic impact the educational goal?

- Inhibited our ability to look at a trend
- Low state assessment participation in 2020-2021 called into question the quality of state assessment growth information





# How does the Center use the educational goal now?

- We include the parts of the educational goal that are valid, reliable and available
  - Excluded CRD growth in the most recent performance report update
  - Excluded trend data
- Increased school participation in reauthorization discussions



# Academic Performance Reports (APRs)

- Historically, the Center has released APRs every summer
  - There were no public reports released in 2020 or 2021 due to the pandemic
  - APRs were released this past summer
    - Including only post-pandemic NWEA data



# APR Schedule for 2023

- State assessment APR update (March 2023)
  - Currently embargoed, soliciting review and feedback from schools.
- 2022-2023 APRs will be released this summer
  - 2-week embargoed period for review
  - Updated in the fall of 2023 with state assessment information



# Key Takeaways

- The use of the educational goal has been impacted by the pandemic
- The educational goal is multi-faceted
- While the primary indicators are standardized assessment, we do consider other factors.



# Thank You!

## Questions and Comments

Joe Marr ([jmarr@thecenterforcharters.org](mailto:jmarr@thecenterforcharters.org))

Sherry Betcher ([sbetcher@thecenterforcharters.org](mailto:sbetcher@thecenterforcharters.org))

Jason Sarsfield ([jsarsfield@thecenterforcharters.org](mailto:jsarsfield@thecenterforcharters.org))



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