

SAGINAW VALLEY STATE UNIVERSITY

**MCL 388.1875
Section 275k Legislative Report**

Submitted by:

Saginaw Valley State University

Submitted to:

House Appropriations Committee
Senate Appropriations Committee
Dr. Michael Rice, Superintendent, MDE
House and Senate Subcommittees on Higher Education
House and Senate Fiscal Agencies
State Budget Director

Submitted on:

November 29, 2024

275k REQUIREMENTS

(1) Not later than December 1 of each year, each university that receives an appropriation in section 236 that, in the current or previous academic year, serves or has served as an authorizing body as that term is defined in section 501 of the revised school code, 1976 PA 451, MCL 380.501, shall submit a report to the house and senate subcommittees on higher education, the house and senate fiscal agencies, the state budget director, and the department of education containing, at a minimum, all of the following information, as applicable:

(a) A list of all of the schools currently authorized, and the following information for each school:

(i) The year in which the school was authorized.

(ii) The location of each school.

(iii) The owner of the property at which each school is located, and the physical buildings utilized by the school, as applicable.

Name of PSA	(i) Year PSA authorized	(ii) Location	(iii) Owner of the property/building
Branch Line School	2013	16360 Hubbard Street Livonia, MI 48154	St. Andrew's Episcopal Church
Cesar Chavez Academy	1996	8126 West Vernor (K-2) Detroit, MI 48209 4100 Martin Street (3-5) Detroit, MI 48210 6782 Goldsmith (6-8) Detroit, MI 48209 1761 Waterman (9-12) Detroit, MI 48209	Allen H. Vigneron, Roman Catholic Archbishop of the Archdiocese of Detroit (K-2 & 3-5) Cesar Chavez Academy Cesar Chavez Academy
Chandler Park Academy	1997	20200 Kelly Road (PreK-5) Harper Woods, MI 48225 20100 Kelly Road (6-8) Harper Woods, MI 48225 20254 Kelly Road (9-12) Harper Woods, MI 48225	Chandler Park Academy Chandler Park Academy Chandler Park Academy
Chatfield School	1996	231 Lake Drive Lapeer, MI 48446	Chatfield School
Faxon Academy	2019	26275 Northwestern Hwy Southfield, MI 48076	Hope United Church
Flat River Academy (formerly Grattan Academy)	1996	9481 Jordan Road Greenville, MI 48838	Flat River Academy
Kingsbury Country Day School	2013	5000 Hosner Road Oxford, MI 48370	Kingsbury School, Inc.

Name of PSA	(i) Year PSA authorized	(ii) Location	(iii) Owner of the property/building
Landmark Academy	1999	4800 Lapeer Road Kimball, MI 48074	Landmark Academy
Merritt Academy	2002	59900 Havenridge New Haven, MI 48048	Merritt Academy
Muskegon Maritime Academy	2021	571 E. Apple Avenue Muskegon, MI 49442	Shoreline Community Development Corp.
New Dawn Academy	2020	8200 Irving Road Sterling Heights, MI 48312	Karnak Real Estate Development, LLC
Oakland International Academy	1999	4001 Miller Street (PK-1) Detroit, MI 48211 8228 Conant Street (2-8) Detroit, MI 48211 2619 Florian Street (9-12) Hamtramck, MI 48212	The Islamic Mosque of Yemen of Detroit (PK-1) Oakland International Academy (2-8) Allen H. Vigneron, Roman Catholic Archbishop of the Archdiocese of Detroit
Pontiac Academy for Excellence (formerly New Directions Institute)	1996	196 Cesar E. Chavez Pontiac, MI 48342	OSHS Building, LLC
Saginaw Preparatory Academy (formerly Mosaica Academy of Saginaw)	1997	5173 Lodge Saginaw, MI 48601	Saginaw Preparatory Academy
The New Standard Academy	2011	2040 W. Carpenter Flint, MI 48505	Delta Holdings, LLC
Waterford Montessori Academy	2012	4860 Midland Avenue (PK-5) Waterford, MI 48329 4350 Elizabeth Lake Rd (K-8) Waterford, MI 48328	Waterford Montessori Academy (both buildings)
Woodland School	1995	7224 Supply Road Traverse City, MI 49696	Woodland School

(b) A list identifying any schools that were closed or lost their authorization in the current or previous academic year.

Year	Name of PSAs Closed or Lost
(2023-24)	None
Current Year (2024-25)	None

(c) A description of any new contracts for the operation of a public school academy that will operate as the successor to a public school academy that is currently being operated under a contract issued by another authorizing body that is currently performing in the bottom 5% of schools.

Name of PSA	Description of New Contract
None	

(d) The academic performance of each school currently authorized, including whether a school is identified by the department of education as a partnership school. If a school is identified as a partnership school under this subdivision, the authorizing body must include a description of corrective actions in the school’s partnership agreement, the duration of the partnership agreement, and an assessment of progress toward improvement. See Attachment A.

(e) The total enrollment of each school at the time of submission, the grades served, and student turnover rate compared to the previous academic year, as applicable.

Name of PSA	Grades Served	FALL Count 2024 (non-audited)	FALL Count 2023 (audited count)	Student Turnover
Branch Line School	PreK-8	141	157.53	(16.53)
Cesar Chavez Academy	K-12	2292.83	2,202.21	90.62
Chandler Park Academy	PreK-12	2016	2065.11	(49.11)
Chatfield School	K-8	483	479.75	3.25
Faxon Academy	K-8	150	123.81	26.19
Flat River Academy	K-8	159	153.66	5.34
Kingsbury Country Day School	PreK-8	335	341.66	(6.66)
Landmark Academy	K-12	726	805.95	(79.95)
Merritt Academy	PreK-12	615.06	627.43	(12.37)
Muskegon Maritime Academy	K-5	139	97.18	41.82
New Dawn Academy	K-8	256	170	86
Oakland International Academy	PreK-12	1984	1749.55	234.45
Pontiac Academy for Excellence	K-12	553	539.05	13.95
Saginaw Preparatory Academy	PreK-8	375	322.03	52.97
The New Standard Academy	PreK-12	859	765.55	93.45
Waterford Montessori Academy	PreK-8	400.5	418.08	(17.58)
Woodland School	K-8	209	209.45	(.45)

Note 1 – PSA administrators self-reported their Fall 2024 counts (unaudited) to the School/University Partnership Office

Note 2 – Fall 2023 counts were taken from the Michigan Center for Education Performance Information Michigan Student Data System <https://www.michigan.gov/ceip/pk-12/msds>

Note 3 – Student Turnover Rate determined by subtracting Fall 2023 from Fall 2024. If the number is negative, it means there are fewer students enrolled in 2024 than there were in 2023.

(f) Aggregated student enrollment data for students with an individualized education program as well as the total amount of special education cost reimbursements received by each school during the school; most recently completed fiscal year.

Name of PSA	Special Education Cost Reimbursements Received for FY24	Students with IEPs Fall 2024
Branch Line School	\$43,435.75	23
Cesar Chavez Academy	\$465,662.98	91
Chandler Park Academy	\$58,665.73	103
Chatfield School	\$103,261.77	66
Faxon Academy	\$13,938.35	5
Flat River Academy	\$36,941.56	29
Kingsbury Country Day School	\$39,493.63	30
Landmark Academy	\$55,175.13	117
Merritt Academy	\$137,638.67	82
Muskegon Maritime Academy	\$5,714.18	25
New Dawn Academy	\$3,661.99	9
Oakland International Academy	\$53,450.01	43
Pontiac Academy for Excellence	\$30,624.21	48
Saginaw Preparatory Academy	\$37,864.07	65
The New Standard Academy	\$58,734.12	61
Waterford Montessori Academy	\$116,638.15	90
Woodland School	\$43,338.46	24

g) The total number of fees, reimbursements, contributions, or charges permitted under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502, that are assigned to each school currently authorized in a single academic year.

Name of PSA	Total fees, reimbursements, contributions, or charges permitted under section 502(6) ¹
Branch Line School	\$45,371.84
Cesar Chavez Academy	\$638,466.02
Chandler Park Academy	\$592,021.88
Chatfield School	\$138,614.62
Faxon Academy	\$35,609.15
Flat River Academy	\$42,861.31
Kingsbury Country Day School	\$99,212.21
Landmark Academy	\$235,763.04
Merritt Academy	\$179,145.56
Muskegon Maritime Academy	\$27,097.45
New Dawn Academy	\$49,473.49
Oakland International Academy	\$478,734.94
Pontiac Academy for Excellence	\$155,557.35
Saginaw Preparatory Academy	\$93,064.05
The New Standard Academy	\$220,722.65
Waterford Montessori Academy	\$120,570.80
Woodland School	\$60,360.31

Note 1 = This dollar amount is the total amount captured from October 2023 – August 2024. This time period was chosen due to it being consistent with the state-aid payments calendar.

(h) The names of the members of the board of directors of each school currently authorized and the date that each member of each board was appointed, and a description of the methodology used by the authorizing body to select members for the boards of directors for each school currently authorized by the authorizing body.

PSA Name	Board of Director Names with Original Appointment Date
Branch Line School	Kellie Etzel (4/2022); Michelle Williams (7/2023); Anne Skislak (4/2022); Shinese Johnson (3/2023); Jill Dettman (11/2024)
Cesar Chavez Academy	Brian Callaghan (7/2016); Antonio Mora-Mills (7/2020); Lawrence Garcia (7/2013); Rebeca Barrios-Hurst (7/2024); Hector Hernandez (9/2024)
Chandler Park Academy	Barbara Wynder (3/2009); Carlitta Cabell (7/2011); Michael Cheatham (7/2018); Sheldon Johnson (7/2007); Kathleen Armstrong (7/2017); Kendal Bowman (7/2021)
Chatfield School	Kristen Ball (11/2024); Alexander Wolfe (11/2024); Matthew Schaller (11/2024); Erin Viers (7/2020); Katheryn Poniatowski (2/2023)
Faxon Academy	Theresa Holmes (4/2022); Denise Wheeler (6/2019); Wyatt Jones III (7/2020); Camilla Doniver (7/2024); ChaVonne McGowan (3/2024)
Flat River Academy	James Popma (8/2021); Naomi Smith (7/2023); Ken Miller (7/2024); Kimberly Scott (7/2024); Jason Olvera (7/2018)
Kingsbury Country Day School	Jeffery Driscoll (7/2023); Dora Higbie (6/2013); James Lustig (11/2022); Michael Easlick (7/2023); Kyle Jackson (1/2022); Adam Stewart (1/2017); Sandra Bouckley (1/2022); Jodie Quisenberry (7/2021)
Landmark Academy	Dale Moore (7/2024); Kimberly Bowman (7/2014); LeAnn Loshaw (2/2022); Jeffrey Friedland (12/2023); Lucas Rietz (7/2024)
Merritt Academy	Michael Broyles (7/2023); Jean Dery (1/2016); Karen Bochatyn (7/2010); Karen Boska (7/2015)
Muskegon Maritime Academy	Melvin Burns (7/2024); Eric Hood (7/2022); Shanika Carter (10/2024)
New Dawn Academy	Suhaib Almukhtar (7/2021); Mariola Mulrooney (7/2021); Sam Almasri (7/2021); Sakenah Hamdi (7/2021); Eraqi Eraqi (3/2024)
Oakland International Academy	Ahmed El-Bohy (1/2008); Sajid Sayed (1/2021); Alaa Elmoursi (6/1999); Bassem Moez (1/2014)
Pontiac Academy for Excellence	Elsie Babcock (4/2022); Stephanie Smith (6/2022); Dorell Morrow (4/2022); Gladys Neal (4/2022)
Saginaw Preparatory Academy	Russ Pahssen (3/2024); James Perkins (7/2018); Rochenda Watson (7/2013); Darlene Simpson (8/2019); Cierra Crudup (11/2024)
The New Standard Academy	Darrellyn Parker (9/2024); Jay McDaniel (1/2022); Trachelle Bowling (7/2015); Jordan Earl (7/2022); DeAmphord Thomas (1/2017)

PSA Name	Board of Director Names with Original Appointment Date
Waterford Montessori Academy	Vickilynn Mouthaan (1/2021); Linda Williams (10/2013); Tiffany Richert (4/2024); Melissa Coulter (11/2023); Patrick Carraher (3/2013)
Woodland School	Grant Woods (7/2024); Samuel Bernard (7/2024); Maellen DeBruyn (7/2022); Mary Wodzien (7/2021); Jennifer Ulbrich (7/2006); Jane Shank (7/2024); Bethany Peek (7/2024)

Section V of the Saginaw Valley State University Policy Statement on Public School Academies states:

V. Boards of Directors of Public School Academies

Because any PSA becomes, in effect, a fully funded public school, those responsible for the governance of the PSA must be fully accountable to the public. Further, opportunity must be provided to the public for participation in the selection of those responsible for the governance of such public institutions.

The following criteria and provisions shall be applicable to the Boards of Directors of any PSA subject to a contract with the SVSU Board:

- A. The PSA Boards shall be comprised of not fewer than five persons, selected on the basis of their commitment to and interest and experience in public education. Individuals shall serve for a term of not more than three years, and the terms of PSA Board members shall be staggered to provide continuity and stability in PSA Board membership.
- B. All members of a PSA Board shall be citizens of the United States and residents of the State of Michigan.
- C. Public notice shall be given by the PSA of vacancies on its Board of Directors, and an opportunity shall be provided for interested individuals to apply for appointment to any such Board. The PSA should submit two names for each vacancy that exists on the Board of Directors after the initial board has been installed.
- D. The SVSU Board shall approve appointments to the PSA Board of Directors.
- E. At the time of any expired term or other vacancy on a PSA’s Board of Directors, the then-serving Directors shall review applicants for such vacancies and recommend to the SVSU Board persons for appointment.
- F. The SVSU Board reserves the authority to remove any person from membership of a PSA Board at its sole discretion for cause.
- G. In the event that one or more vacancies develop on the Board of Directors of a PSA such that the board does not have a minimum number of directors required by the Policy or in a manner that renders the PSA Board of Directors unable to conduct business, the President of SVSU may make interim appointments to fill the vacancies on the Board of Directors of the PSA. Such interim appointments will remain in effect until subsequent action by the SVSU Board.
- H. The PSA Board shall complete a “Conflict of Interest” assurance form annually.

(i) The name of the applicant who applied and received approval to organize each currently authorized school.

Name of PSA	Name of Applicant who Applied and Received Approval
Branch Line School	Lori Brugman
Cesar Chavez Academy	Patrick Irwin
Chandler Park Academy	Charles Arnold
Chatfield School	Jack/Betty McCauley

Name of PSA	Name of Applicant who Applied and Received Approval
Faxon Academy	Dr. Robin Cash
Flat River Academy	Cindy Idema
Kingsbury Country Day School	Michael Rowe, Tom Mecsey, Diane Haig, Donald Stephanic
Landmark Academy	Michael Hindes
Merritt Academy	Robert Bogrette
Muskegon Maritime Academy	Franklin Fudail
New Dawn Academy	Lorilyn Coggins on behalf of EMAN, Inc.
Oakland International Academy	Ashour Shwedhi
Pontiac Academy for Excellence	Robert Conaway on behalf of OLSHA
Saginaw Preparatory Academy	Dorothy Jordan
The New Standard Academy	Paul Romine on behalf of The Romine Group
Waterford Montessori Academy	Theo Papatheodoropoulos
Woodland School	Michael Farley

(j) The list of contracts and length of their terms, with education service providers associated with each school currently authorized pursuant to section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable. The contracts described in this subdivision include, but are not limited to, those described in section 502(2)(d) of the revised school code, 1976 PA 451, MCL 380.502.

Name of PSA	PSA Contract Term Dates	ESP Name	ESP Term Length
Branch Line School	7/1/22 – 6/30/26	AccessPoint	7/1/22 – 6/30/25
Cesar Chavez Academy	7/1/21 – 6/30/28	The Leona Group	7/1/21 – 6/30/28
Chandler Park Academy	7/1/20 – 6/30/27	Education Enrichment Services, LLC	7/1/20 – 6/30/27
Chatfield School	7/1/21 – 6/30/28	Chatfield Management Corporation	7/1/21 – 6/30/26
Faxon Academy	7/1/22 – 6/30/25	Global Psychological Services	7/1/22 – 6/30/25
Flat River Academy	7/1/21 – 6/30/25	Midwest Management	7/1/21 – 6/30/25
Kingsbury Country Day School	7/1/20 – 6/30/25	Choice Schools	7/1/20 – 6/30/25
Landmark Academy	7/1/23 – 6/30/27	Summit Management Consulting	7/1/23 – 6/30/27
Merritt Academy	7/1/20 – 6/30/25	The Romine Group	7/1/20 – 6/30/25
Muskegon Maritime Academy	7/1/22 – 6/30/27	Teachers First	7/1/22 – 6/30/27
New Dawn Academy	7/1/21 – 6/30/26	Education Management And Network, Inc. (EMAN)	7/1/21 – 6/30/26
Oakland International Academy	7/1/19 – 6/30/31	Education Management And Network, Inc. (EMAN)	7/1/19 – 6/30/31

Name of PSA	PSA Contract Term Dates	ESP Name	ESP Term Length
Pontiac Academy for Excellence	7/1/21 – 6/30/28	The Leona Group	4/20/22 – 6/30/28
Saginaw Preparatory Academy	7/1/22 – 6/30/27	The Leona Group	7/1/22 – 6/30/27
The New Standard Academy	7/1/19 – 6/30/29	The Romine Group	7/1/19 – 6/30/29
Waterford Montessori Academy	7/1/23 – 6/30/30	Leadership Associates, LLC	7/1/23 – 6/30/28
Woodland School	7/1/21 – 6/30/28	HR Charter Consulting, LLC	7/1/21 – 6/30/28

(k) Activities undertaken by each university to ensure that the board of directors of each school complies with the open meetings act, 1976 PA 267, MCL 15.261 to 15.275, the freedom of information act, 1976 PA 442, MCL 15.231 to 15.246, and laws prohibiting conflicts of interest.

Under the Revised School Code, the Saginaw Valley State University Board of Control (“SVSU Board”) is responsible for overseeing compliance with all applicable law, as well as the contract it issued to each public school academy.¹ Public school academies are required to comply with the Open Meetings Act, the Freedom of Information Act, and certain laws prohibiting conflicts of interest.² These obligations are also specifically mandated by the standard contract the SVSU Board uses for its public school academies that it authorizes (the “Contract”).³

In addition to the state laws that govern conflicts of interest, the Contract specifically requires academies to comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Contract also states, “Academy Board shall ensure compliance with applicable law relating to conflicts of interest.” The Contract also provides a list of prohibited conflicts of interest for purposes of the contract as well that specifically relate to possible conflicts for public school academies that State law does not specifically recognize. The Contract also prohibits academy board members from being employed at the academy in more than one full-time position and simultaneously being compensated for each position.⁴

In order to oversee compliance with these areas, the School/University Partnership Office at Saginaw Valley State University (“SUPO”), acting as the SVSU Board’s designee, takes the following actions for each public school academy authorized:

- Reviews all agendas, board postings, and minutes of all academy board of directors’ meetings.

¹ See, e.g., MCL 380.502(4).

² See, e.g., MCL 380.503(7), MCL 380.503(6)(k), MCL 380.507(4)(b), MCL 380.1203.

³ For convenience and ease of reference, the School/University Partnership Office is providing access to one contract issued in 2024. <https://drive.google.com/drive/folders/1IDBVydHbUphezvmGEffq1xJb6OSSbJeZ>. Each contract has some variations for each public school academy, but most of the provisions are identical across contracts with respect to oversight and compliance with applicable law.

⁴ See Contract, Section 6.18.

- Reviews all facilities documents, as well as SUPO’s mandatory facilities questionnaire and checklist before an academy may execute any agreements, including lease agreements and borrowing agreements pursuant to the SUPO’s lease and long-term borrowing requirements set forth in the Contract.
- Reviews educational management organization agreements, as well as the questionnaire mandated by the SUPO, prior to signing any agreements.
- SUPO representatives attend academy board of directors’ meetings.
- Answers questions with respect to any of these areas to help provide guidance where appropriate.
- Review due diligence materials for potential conflicts of interest for Board of Directors and educational service providers.
- SUPO works with SVSU officials responding to all FOIA requests as per University guidelines.
- SUPO works with public school academy representatives when any OMA or conflicts occur.

(I) A description of the activities undertaken by the university to meet the functions of an authorizing body under section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable.

As articulated in the Revised School Code and the Contract issued by SVSU Board, the SUPO has the responsibility to oversee the academy’s compliance with the contract and all applicable law. The SVSU Board articulates the responsibilities of both the academy board and the SUPO in the Oversight Agreement that is included in the Contract.⁵

Under the Oversight Agreement, the SUPO may take any of the following actions to fulfill its oversight responsibilities for each public school academy authorized:

- Conduct a review of the academy’s audited financial reports as submitted, including the auditor’s management letters, and report to the SVSU Board any exceptions as well as any failure on the part of the academy to meet generally accepted public sector accounting principles.
- Conduct a review of the records, internal controls or operations of the academy to determine compliance with the Contract and applicable law.
- Conduct a meeting annually between the academy board of directors and a designee of the SVSU Board to determine compliance with the Contract and applicable law.
- Institute action pursuant to the terms of the Contract to suspend, revoke or reform the Contract.
- Monitor the academy’s compliance with the Contract, the Revised School Code, and all other applicable law.
- Request periodic reports from the academy regarding any aspect of its operation, including, without limitation, whether the academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.
- Request evidence that the academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.
- Determine whether the academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.
- Provide supportive services to the Academy as deemed necessary and/or appropriate by the SVSU Board or its designee.

⁵ See Contract, Schedule 7.12, as a sample of such agreement.

- Evaluate whether the academy appropriately administers all optional or statutorily mandated assessments pursuant to the academy's student population, goals and programs.
- Take other actions, as authorizing body, as permitted or required by the Revised School Code.

The Oversight Agreement also requires an academy to undertake the following reporting duties as well:

- Submit information to the SVSU Board's designee, the SUPO, in accordance with the Master Calendar of Reporting Requirements adopted by the SUPO. The Master Calendar may be amended as the SUPO Director deems necessary.
- Submit monthly financial reports to the SUPO in a form and manner determined by the SUPO. Submit other financial reports as established by the SUPO.
- Permit inspection of the academy's records and/or premises at any reasonable time by the SUPO.
- Report any litigation or formal proceedings alleging violation of any applicable law by the academy to counsel for the SVSU Board as designated in Article XII of the Terms and Conditions.
- Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the SUPO.
- Provide proposed minutes of all academy board of directors' meetings to the SUPO no later than ten (10) business days after such meeting and provide approved final minutes to the SUPO within five (5) business days after the minutes are approved.
- Submit to the SUPO prior to the issuance of the Contract, copies of insurance policies evidencing all insurance as required by the Contract.
- Submit to the SUPO a copy of the academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract.
- Submit to the SUPO copies of all fire, health and safety approvals required by applicable law for the operation of a school.
- Submit annually to the SUPO, the dates, times and a description of how the academy will provide notice of the academy's pupil application and enrollment process. The academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Revised School Code. At a minimum, the academy must make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the academy. In addition, the academy must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.
- By July 1st of each year, the academy board must provide a copy of the academy board's public meeting schedule for the upcoming school year. The academy board's public meeting schedule must include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of academy board approval, the academy board must provide a copy to the SUPO of any changes to the academy board public meeting schedule.
- Prior to December 31 of each year and whenever necessary thereafter, the academy board must approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the academy's October pupil membership count; (ii) revised personnel costs; (iii) any start-up expenses incurred by the academy; and (iv) the total amount of short-term cash flow loans obtained by the academy. The academy will make budget revisions in a manner prescribed by law. Within thirty (30) days of the academy board approving the budget (original and amended, if applicable), the academy must place a copy of that budget on the academy's website within a section of the website that is accessible to the public.

- Within 5 days of its submission to the Center for Educational Performance and Information (CEPI) of the budgetary assumptions that are required by Section 1219 of the Revised School Code, the academy must provide a copy of those budgetary assumptions to the SUPO and confirm that the submitted budgetary assumptions were used in the adoption of the academy's annual budget.
- Submit copies to the SUPO of any periodic financial status reports required of the academy by the Department of Treasury.
- Provide copies of notices, reports and plans, including deficit elimination or enhanced deficit elimination plans, to the SUPO under Section 1220 of the Revised School Code.

In addition to these responsibilities, the academies are required to keep records that are complete and correct, and those records must be made available to the SVSU Board, or its designee, at all reasonable hours and conditions. The academies must also authorize the SUPO to perform audit and evaluation studies, as well as provide access to data, documents or information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, the State Board of Education, the Center for Educational Performance and Information, the Michigan DataHub or any other state or federal agency. The Oversight Agreement also requires the academies to provide the SUPO a copy of any notice from the State Treasurer that notifies the academy of the potential for fiscal stress.

This Oversight Agreement also requires that certain information be made publicly available by the academy and that certain information also be made available by the academy's educational service provider, if applicable.

Beyond the activities listed in the Oversight Agreement, the SVSU Board, through its SUPO, employs 10 individuals to help provide oversight. Positions include Director, Director of Operations, School Improvement Specialist/Student Initiatives, School Improvement Specialist/Student and Community Outreach, Quality/Curriculum Specialist, Special Education Compliance Specialist, K-12 Education Field Representatives (2), Administrative Assistants (2).

As mentioned above, the SUPO has also issued several different processes that all academies must comply. The SUPO, along with legal counsel, review proposed lease agreements, certain financing transactions, and contracts with educational management organizations to ensure that such agreements do not violate the contract, relevant Authorizer policies, or applicable law.

The SUPO follows a detailed process by which the SVSU Board considers reauthorization of any academy. In reviewing if an academy should be reauthorized, the SUPO considers whether there have been increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the SUPO. The SVSU Board and the SUPO, along with legal counsel, engage in detailed review and due diligence as part of this process.

Finally, both the Revised School Code and the Contract contain detailed procedures to address issues of non-compliance. The Contract details a number of possible mechanisms under the law and Contract to address such issues, including revocation, termination, or suspension of the Contract; reconstitution of the academy board of directors; or the ability to appoint a conservator. Each mechanism is detailed in the Contract with the process for each mechanism, due process procedures, and ultimate consequences.⁶

⁶ See Article IX of the Contract.

m) A financial report of the authorizing body's use of fees, reimbursements, contributions, or charges collected or retained under section 502(6) of the Revised School Code, 1976 PA 451, MCL 380.502. This report must include all of the following, at a minimum.

Authorizer Financial Report for Fiscal Year 2024	
i. The total amount of fees collected or retained under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502, by the authorizing body for the authorizing body's most recent fiscal year.	\$3,212,647
ii. The amount of funds reported under subparagraph (i) that were spent on compensation for faculty and staff employed primarily to meet the functions of an authorizing body. For the purposes of this subparagraph, an employee is presumed to be primarily employed to meet the functions of an authorizing body if that employee spends more than 50% of the employee's time on those activities.	\$718,191
iii. The total number of positions, organized by job title, associated with expenditures reported under subparagraph (ii).	Director – 1 FTE Director of Operations – 1 FTE School Improvement Specialist – 1 FTE Student/Community Initiatives – 1 FTE Quality/Curriculum Specialist - .5 FTE Special Education Specialist - .5 FTE Field Representatives - .5 FTE Administrative Assistant – 1 FTE Administrative Secretary - .5 FTE
iv. The amount of funds reported under subparagraph (i) that were spent on contractual services to meet the functions of an authorizing body.	\$282,811
v. The amount of funds reported under subparagraph (i) that were spent on other overhead costs to meet the functions of an authorizing body ⁷ .	\$700,000
vi. The amount of funds reported under subparagraph (i) that were transferred to another operating unit within the University ⁸ .	\$0
vii. The amount of funds reported under subparagraph (i) that were spent on activities other than functioning as an authorizing body, including a list of those activities and the amount associated with each activity.	\$0

⁷ For the purposes of this report, overhead costs are defined as the “indirect” amount of funds provided to the University for a wide range of services provided to the School/University Partnership Office, including but not limited to facility usage, human resources, some employee benefits, etc.

⁸ According to the Governmental Accounting Standards Board, “Transfers are the non-reciprocal flow of financial resources between funds within a governmental entity,” which is how transfers are defined here. While the School/University Partnership Office purchases a range of services from various other operating units within the University, these payments do not constitute a transfer.

n) An executive summary section that provides relevant summary data for reporting requirements under subdivisions (a) to (m).

EXECUTIVE SUMMARY

The Saginaw Valley State University Board of Control established the charter school office (School/University Partnership Office) in 1995. With modest beginnings, the office has grown to serve over 10,000 students in 17 academies across the state of Michigan. Our motto is "Student success is our passion." The office supports our schools by providing professional development, board training opportunities, teacher/leader scholarships, and student scholarships for students that attend SVSU after graduation from an SVSU authorized school.

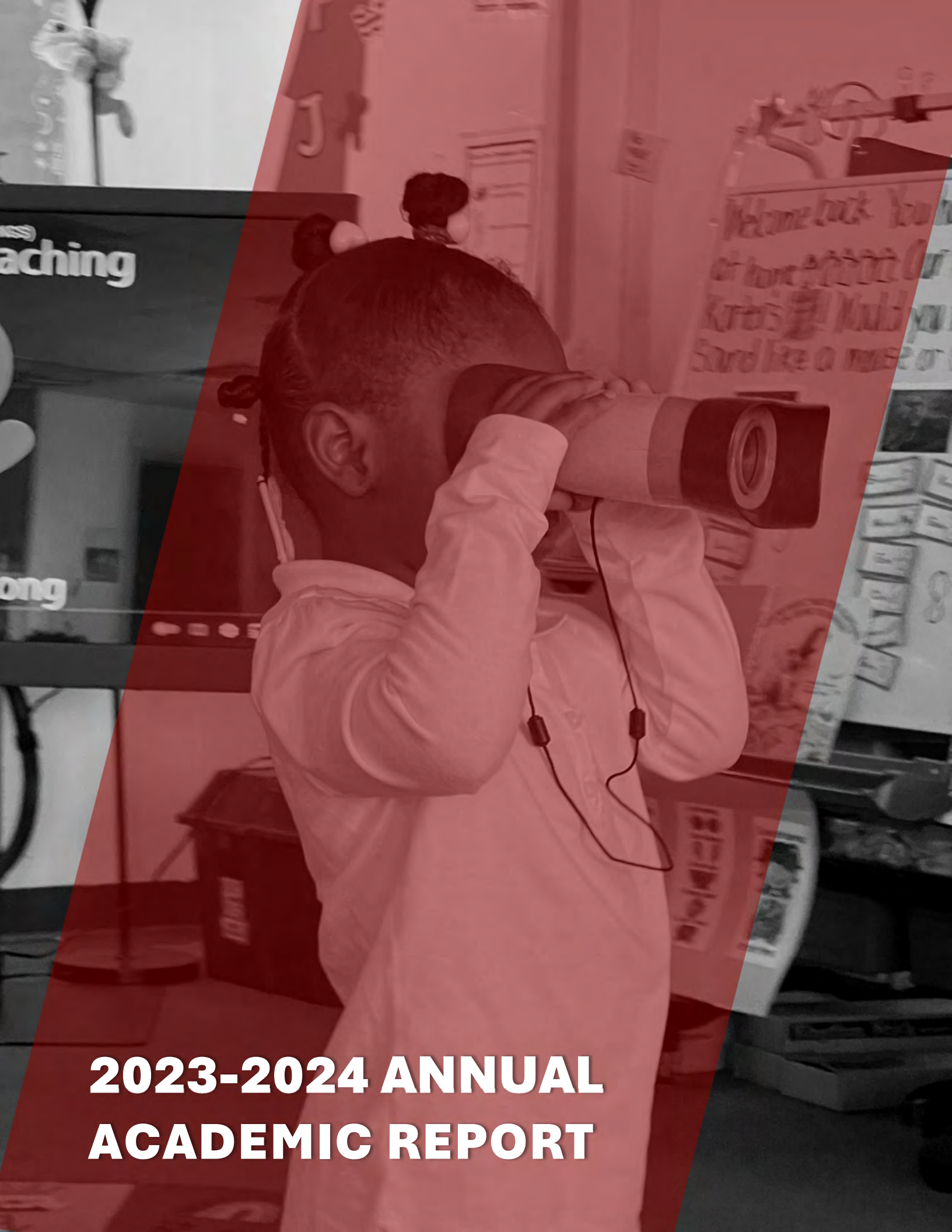
In June 2017, the School/University Partnership Office received Charter School Authorizer Accreditation from AdvancEd. An additional five years was awarded by Cognia (formerly AdvancEd) in June 2022.

Our mission is to promote accessible, quality educational opportunities that empower all participants. A quality education welcomes all, fosters creativity, and entitles learners to grow into their most authentic selves. As every difference is an asset, education should always be a celebration of diverse views and people. This purpose is our guide and commitment to our education stakeholders. This office will always build a bigger table to ensure everyone has a seat at it because **together we are better**.

Our office serves as the link between our educational stakeholders and their opportunities for success, we aspire to authorize quality Public School Academies. We value collaboration and innovation with stakeholders, continuous improvement of organizational initiatives, compliance and transparency, academic achievement, and diversity, ethics and stewardship.

At the issuance of this report, our portfolio of 17 schools serves 11,692 students and is governed by 84 board members.

ATTACHMENT A
Academy Academic Reports



aching

ong

Welcome back You
at home...
Katie's...
Sand like a mouse

LEAVE IT
8

2023-2024 ANNUAL ACADEMIC REPORT

This 2023–24 Annual Academic Report provides a measure of your academy’s performance against the benchmarks established in your Charter Contract.

The School/University Partnership Office is committed to providing transparent reporting and accountability measures to support academy leadership in understanding and enhancing their academic effectiveness. I encourage you to review the report thoroughly and reflect on any adjustments needed to drive improvement in the future.

Your partnership is invaluable as we work together to ensure quality, accessible educational opportunities for all students. Thank you for your dedication to excellence and your commitment to continuous growth.

Candice Casey
Director of Operation

Branch Line School

Norm-Referenced Test

NWEA MAP Growth Assessment

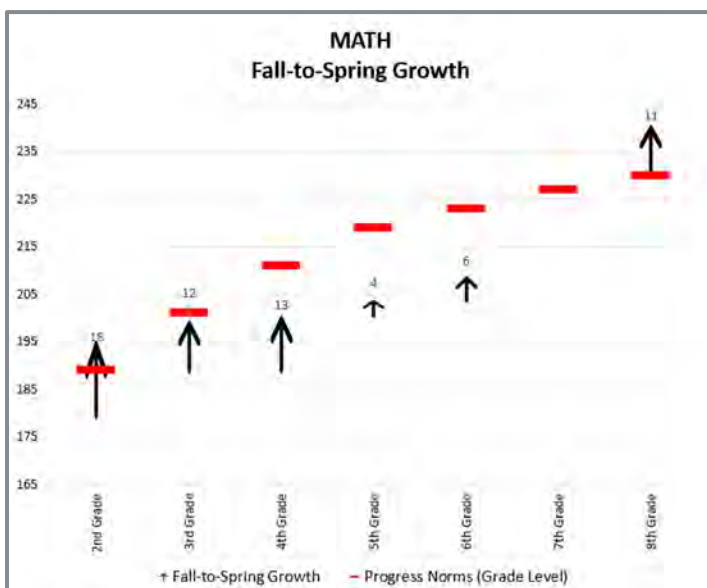
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.** *

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A	Math & Reading Growth (in points)	10.05
GOAL: 0 or Greater		
Exceeding	Math	0.4
	Reading	19.7



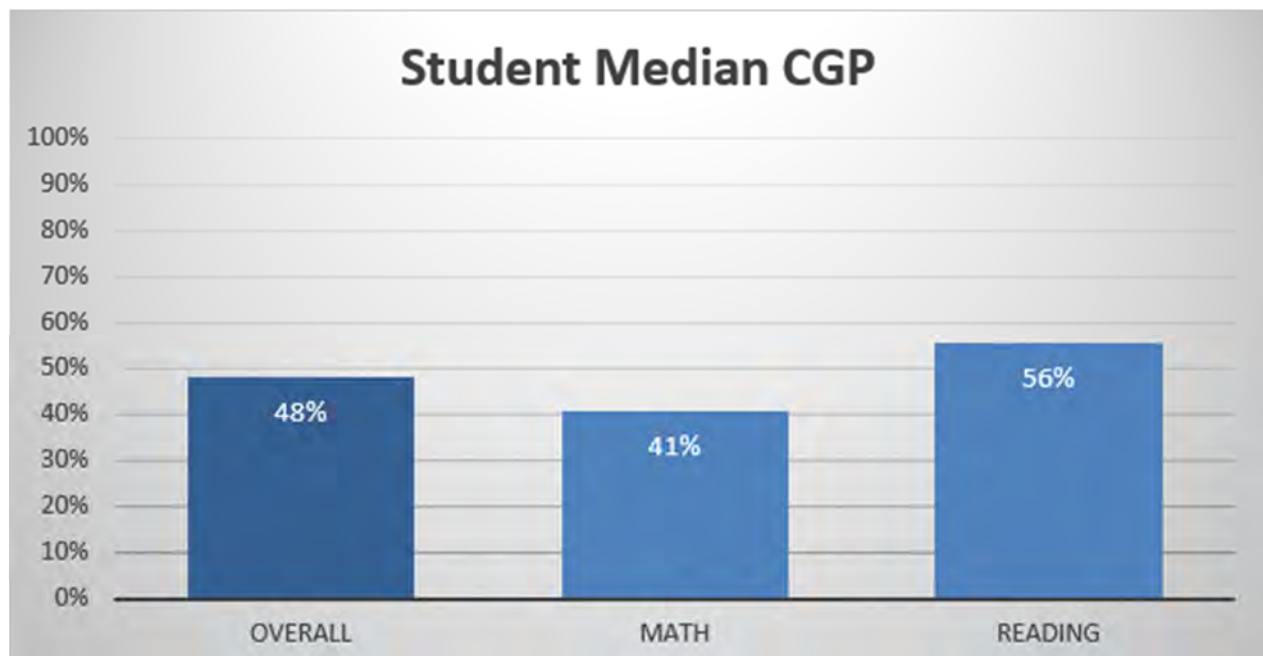
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	48%
GOAL: 50% or Greater			
Approaching	Math		41%
	Reading		56%



Branch Line School

Norm-Referenced Test

NWEA MAP Growth Assessment

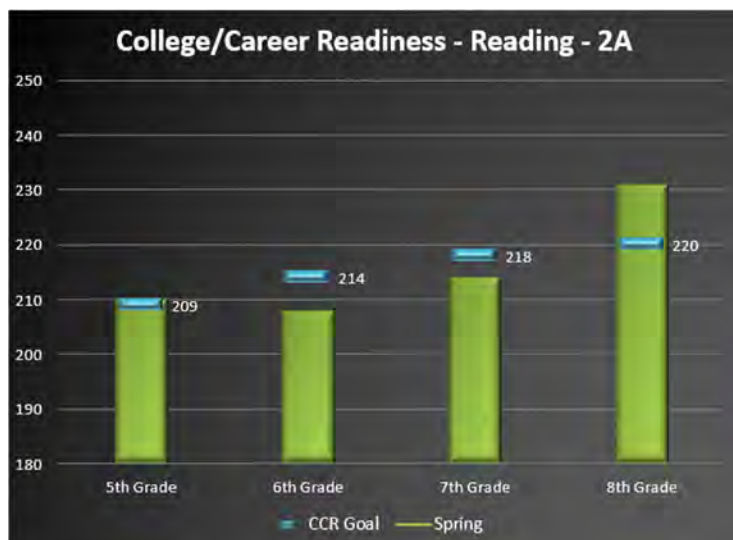
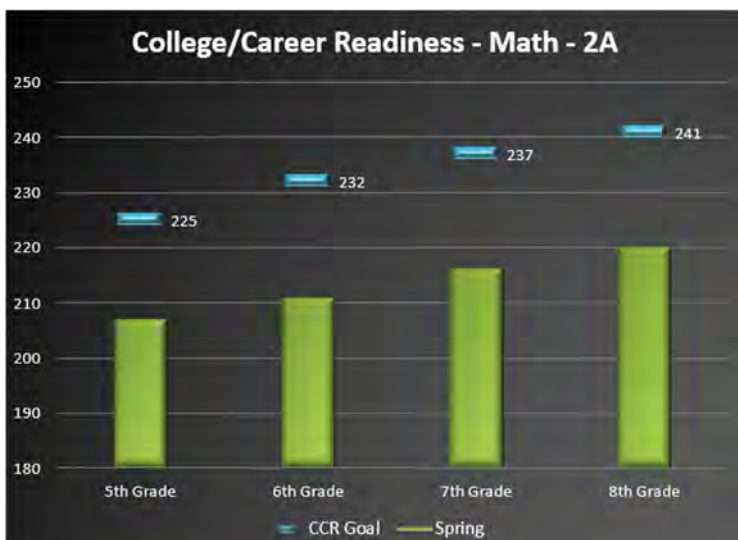
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A		Achievement Score vs CCR (in points)	-9.875
		GOAL: 0 or Greater	
Approaching	Math		-20.25
	Reading		0.5

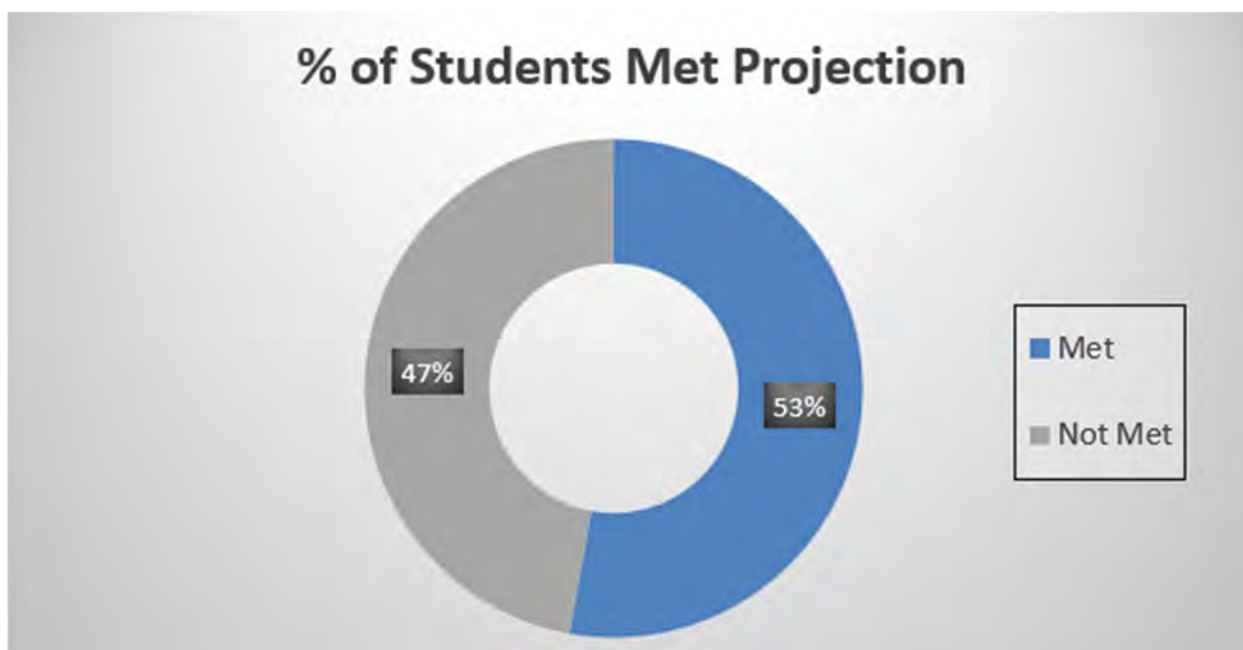


*scoring rubric attached

Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%. *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	53%
GOAL: 60% or Greater			
Approaching	Math		46%
	Reading		59%



Branch Line School

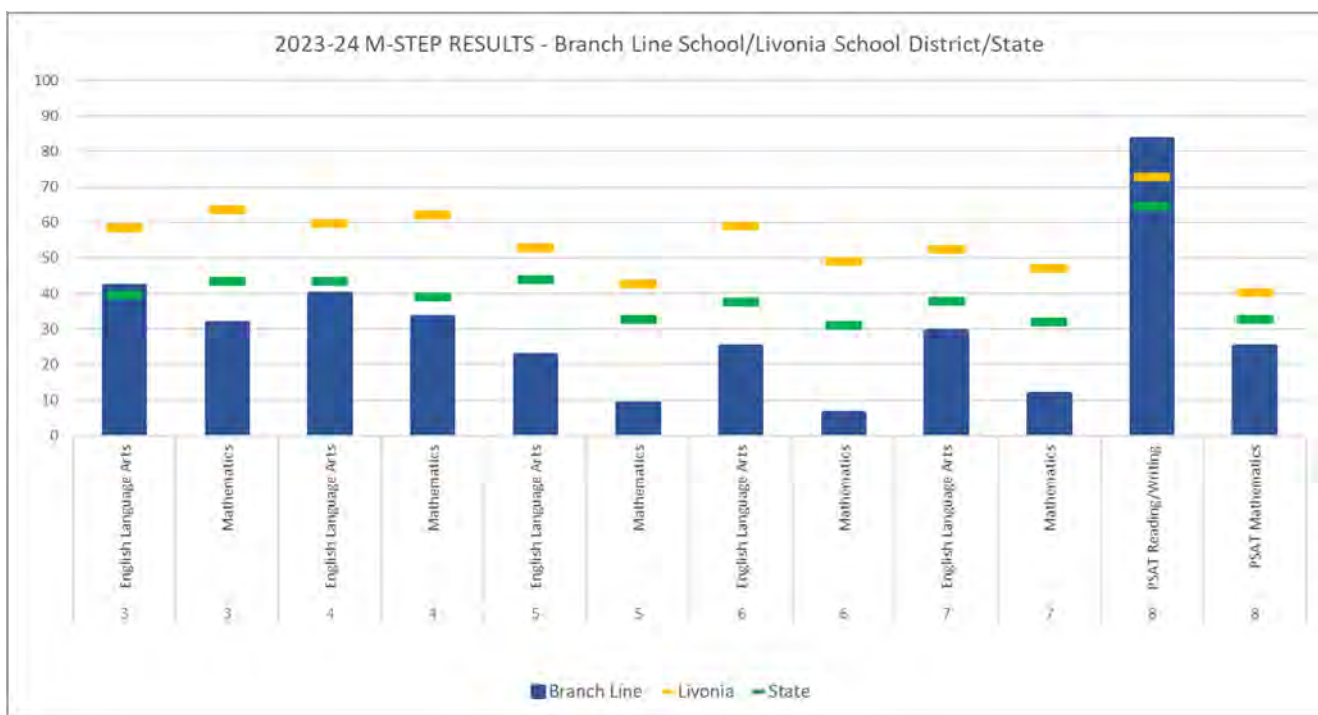
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



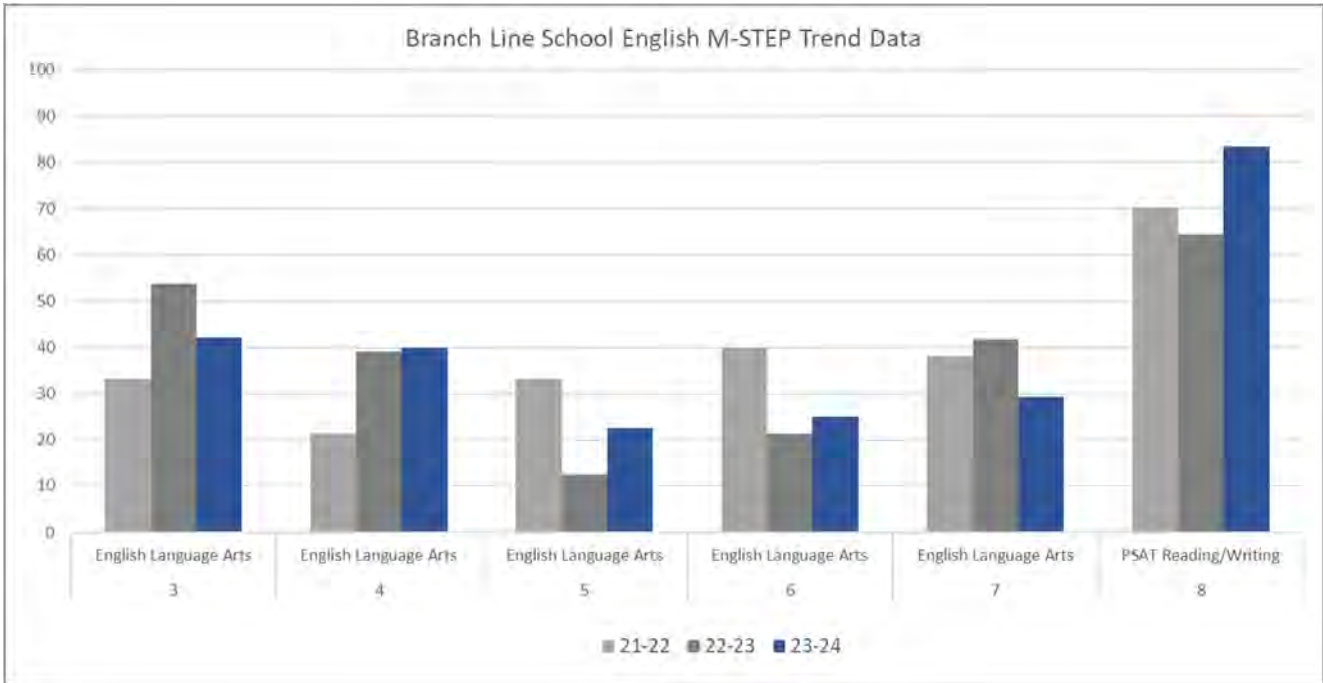
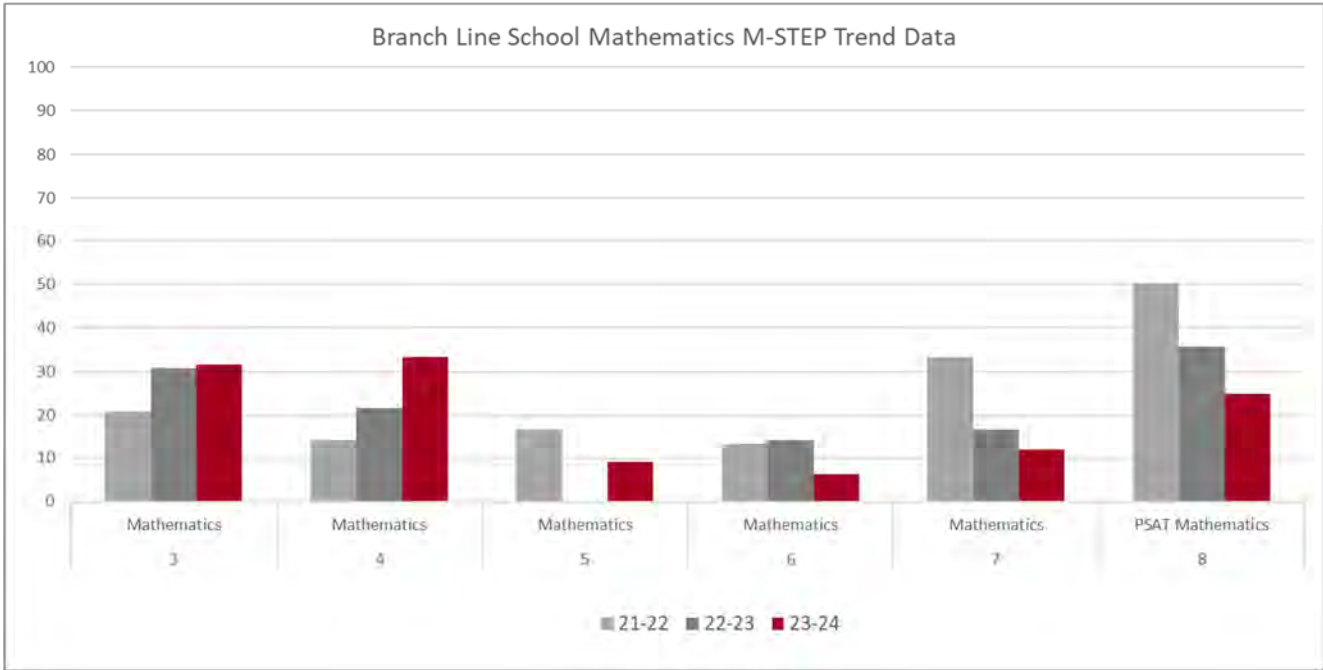
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

18%

English Language Arts:

31.5%



Cesar Chavez Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

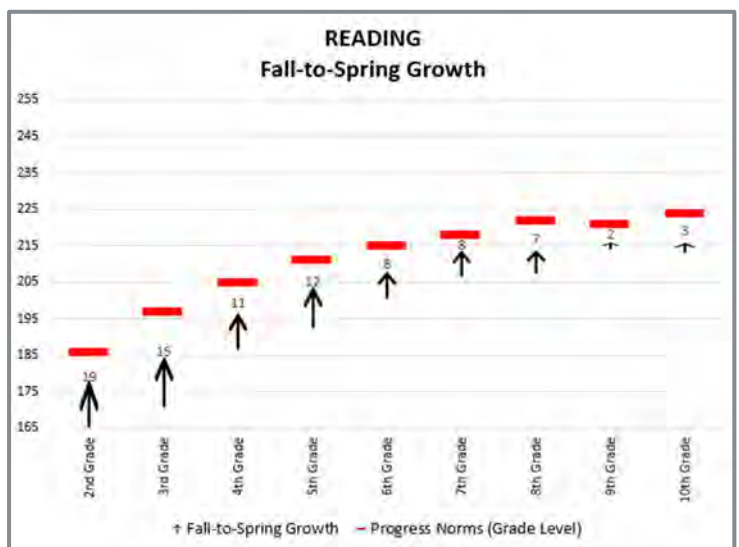
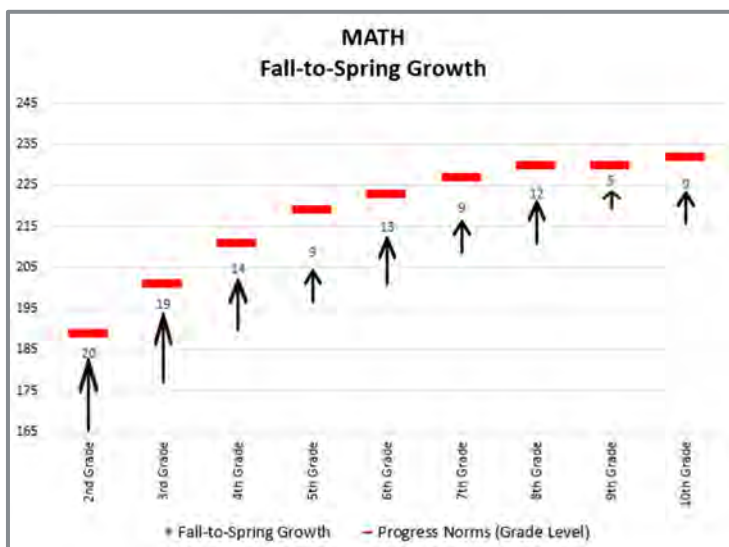
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap – bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	30.2
GOAL: 0 or Greater			
Exceeding	Math		41.4
	Reading		19

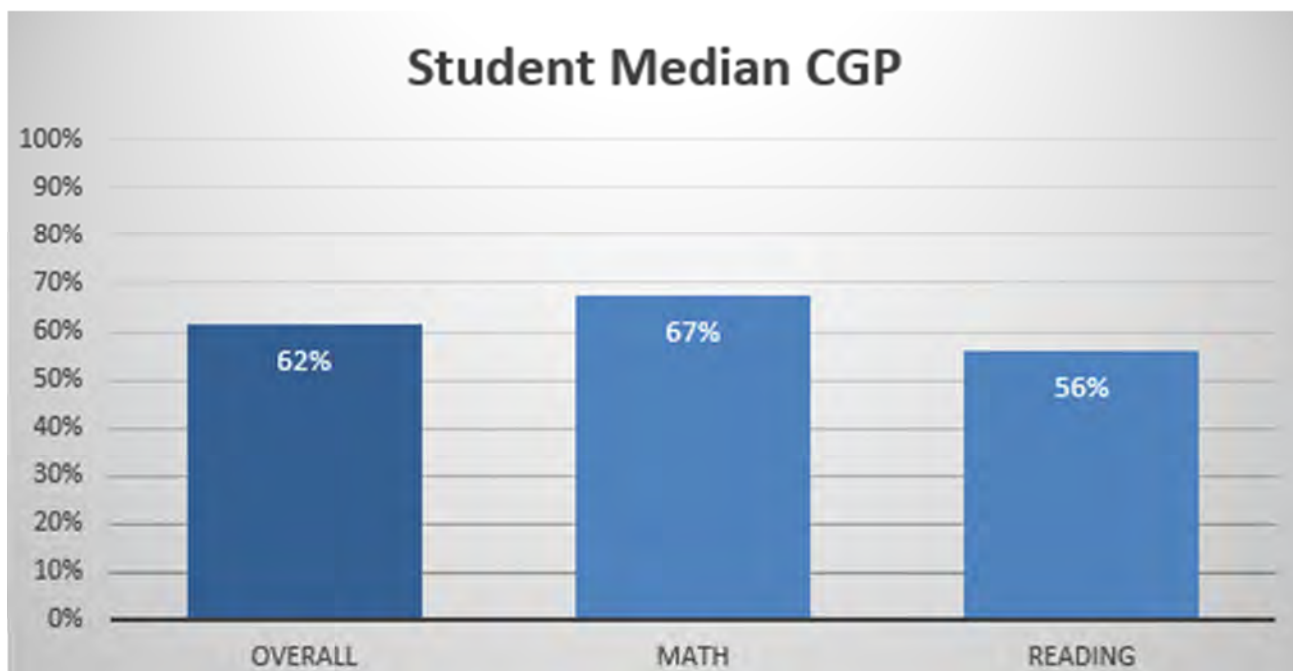


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	62%
GOAL: 50% or Greater			
Exceeding	Math		67%
	Reading		56%



Cesar Chavez Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

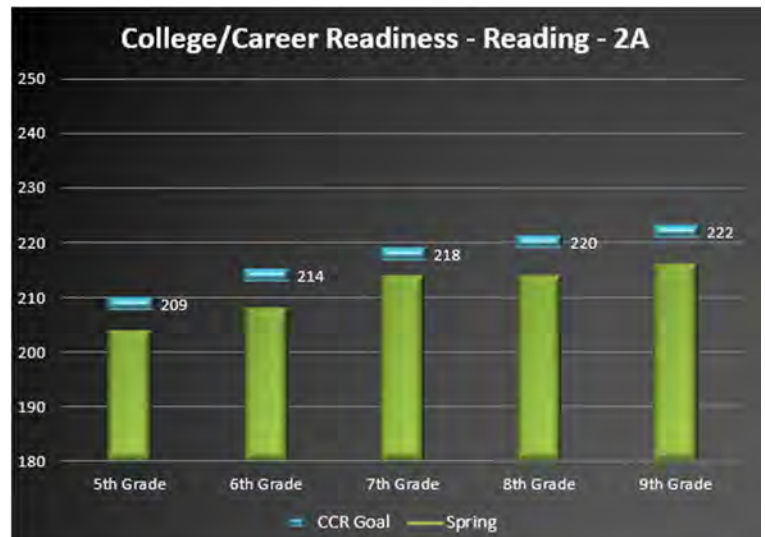
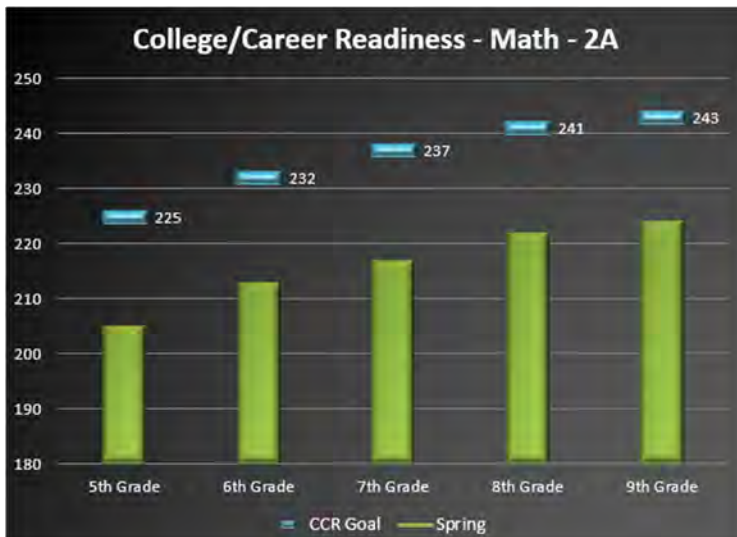
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

Achievement Score vs CCR		
2A	Target (in points)	-12.4
GOAL: 0 or Greater		
Approaching	Math	-19.4
	Reading	-5.4

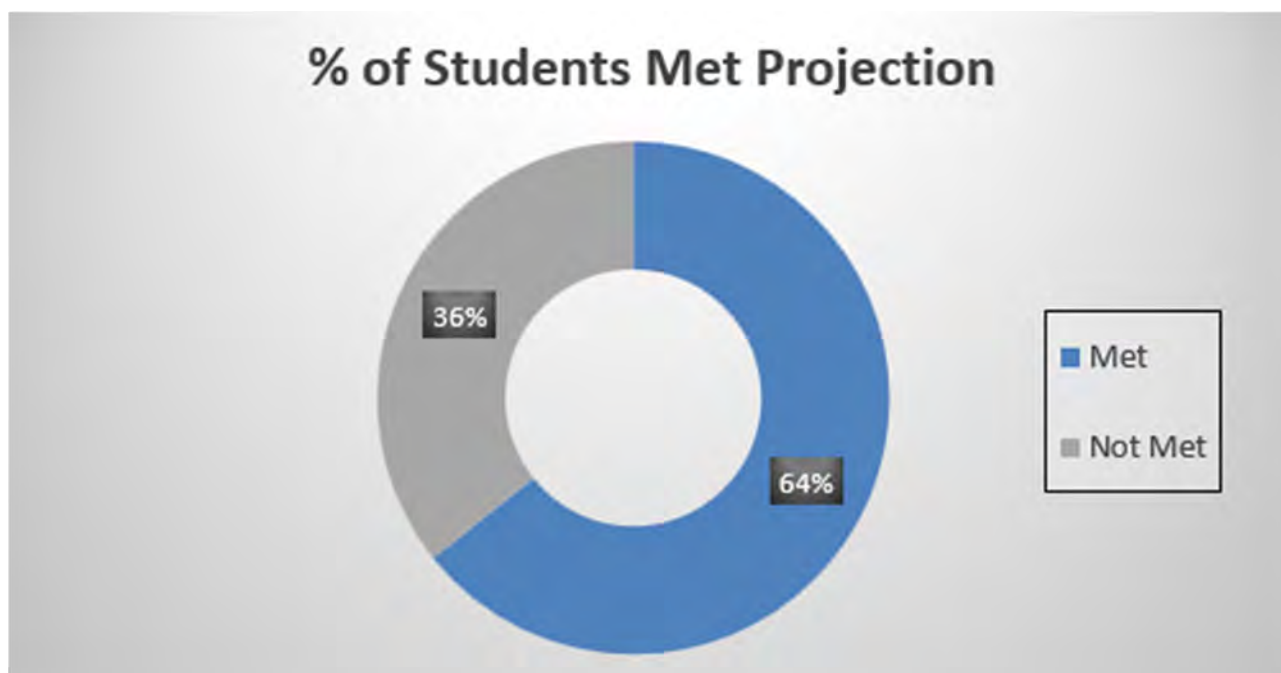


*scoring rubric attached

Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%. *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B	% of Students Met Projection	64%
GOAL: 60% or Greater		
Exceeding	Math	69%
	Reading	60%



Cesar Chavez Academy

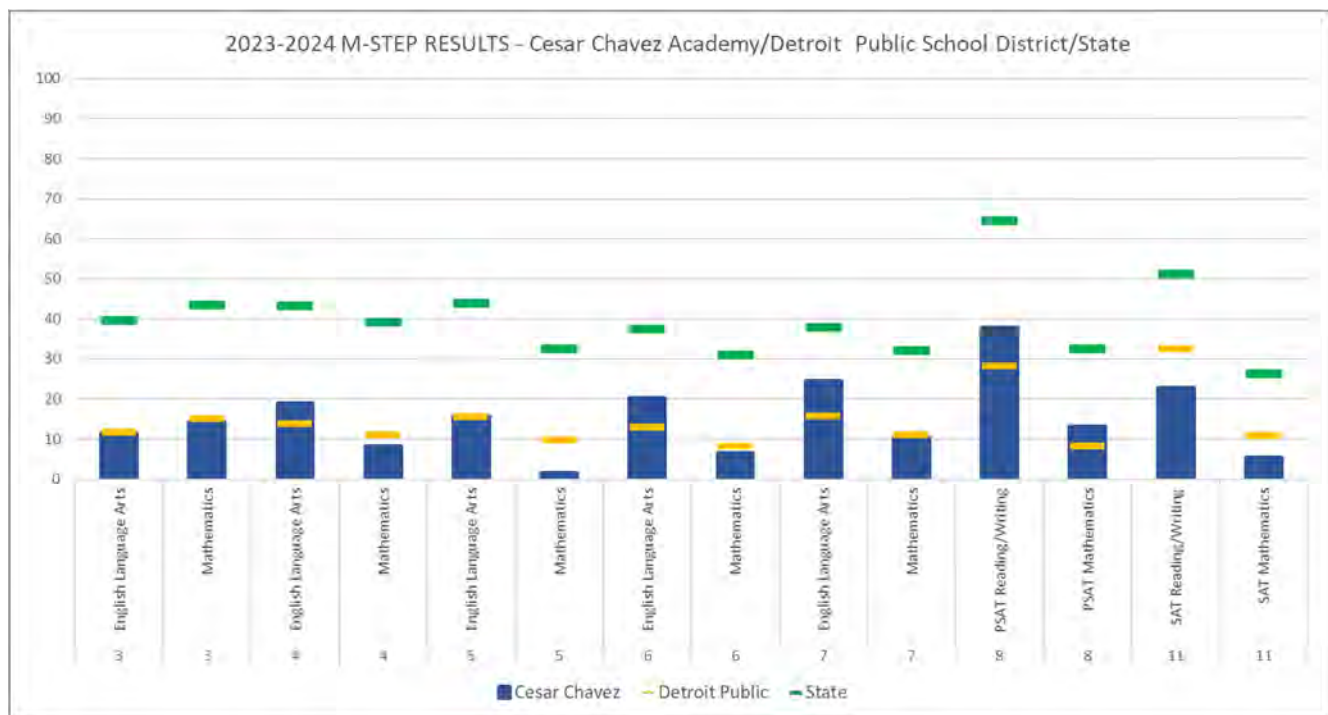
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



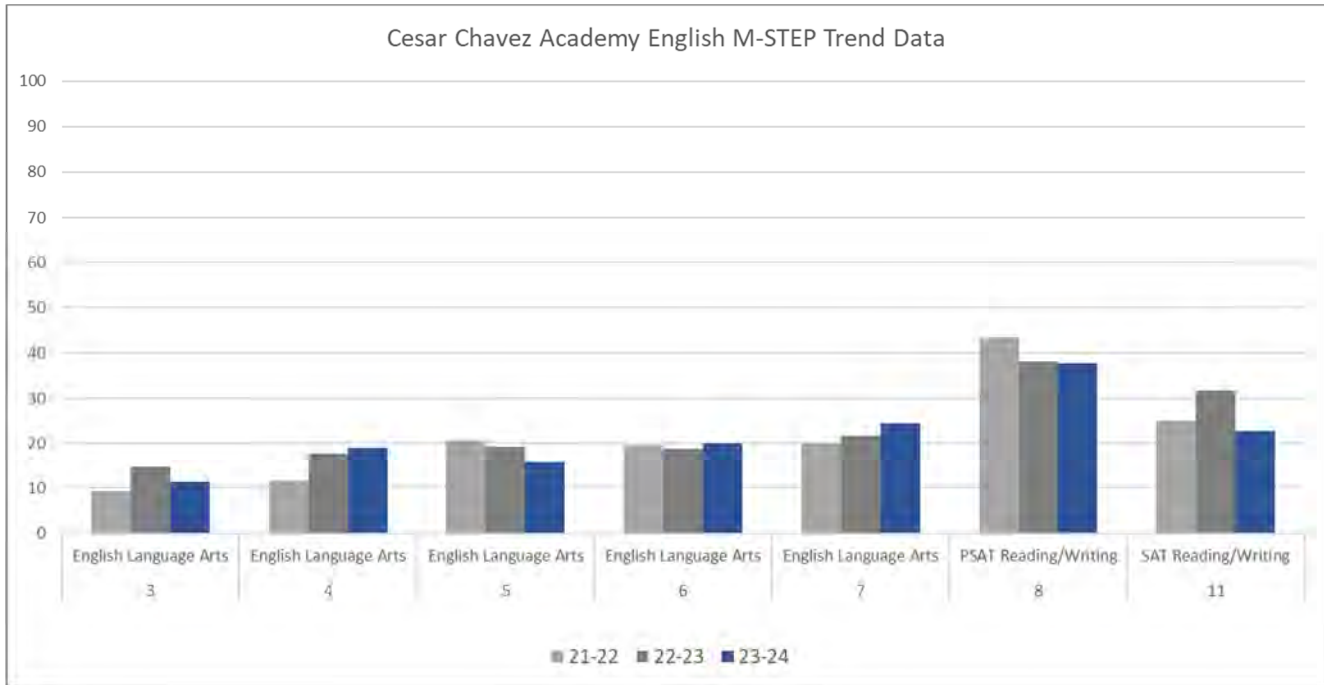
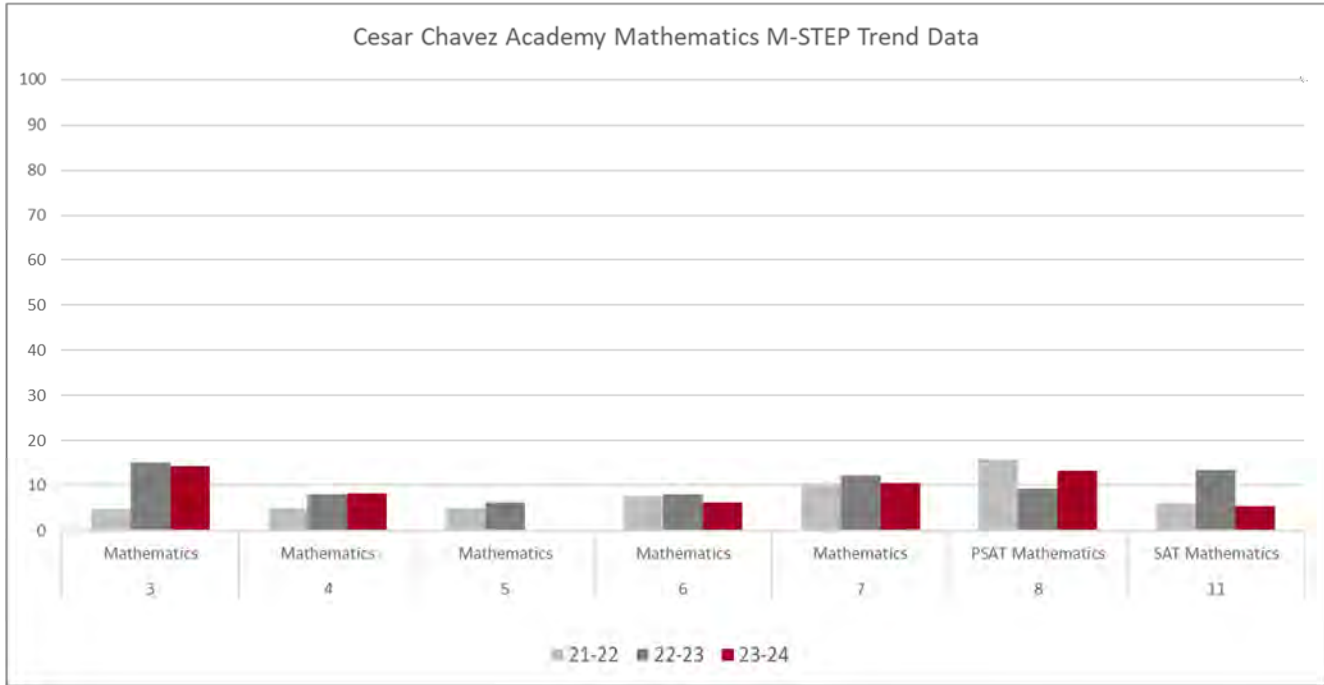
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

8.3%

English Language Arts:

18.8%



Chandler Park Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

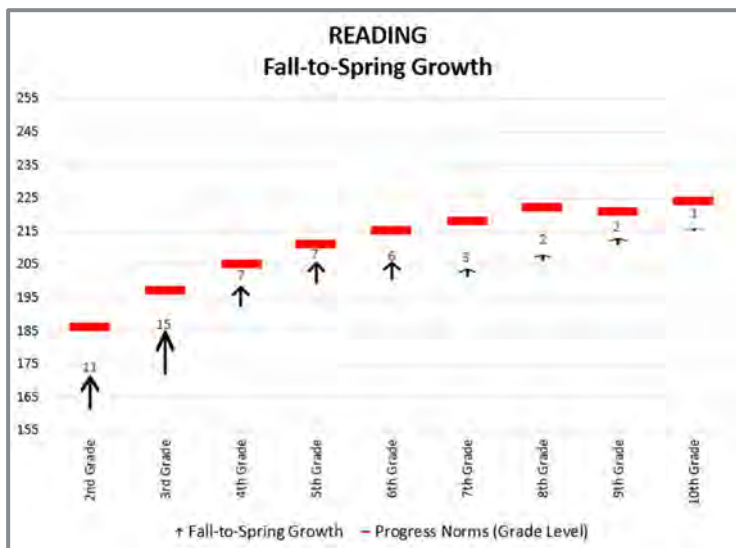
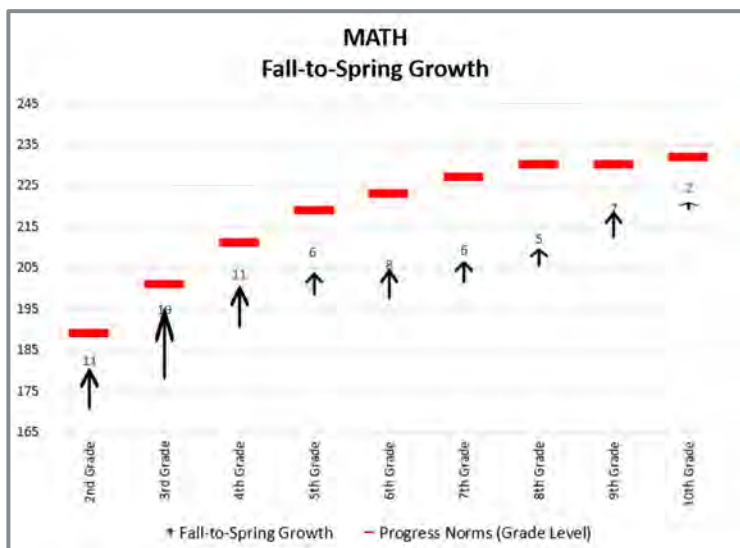
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	-1.7
GOAL: 0 or Greater			
Approaching	Math	6.9	
	Reading	-10.3	

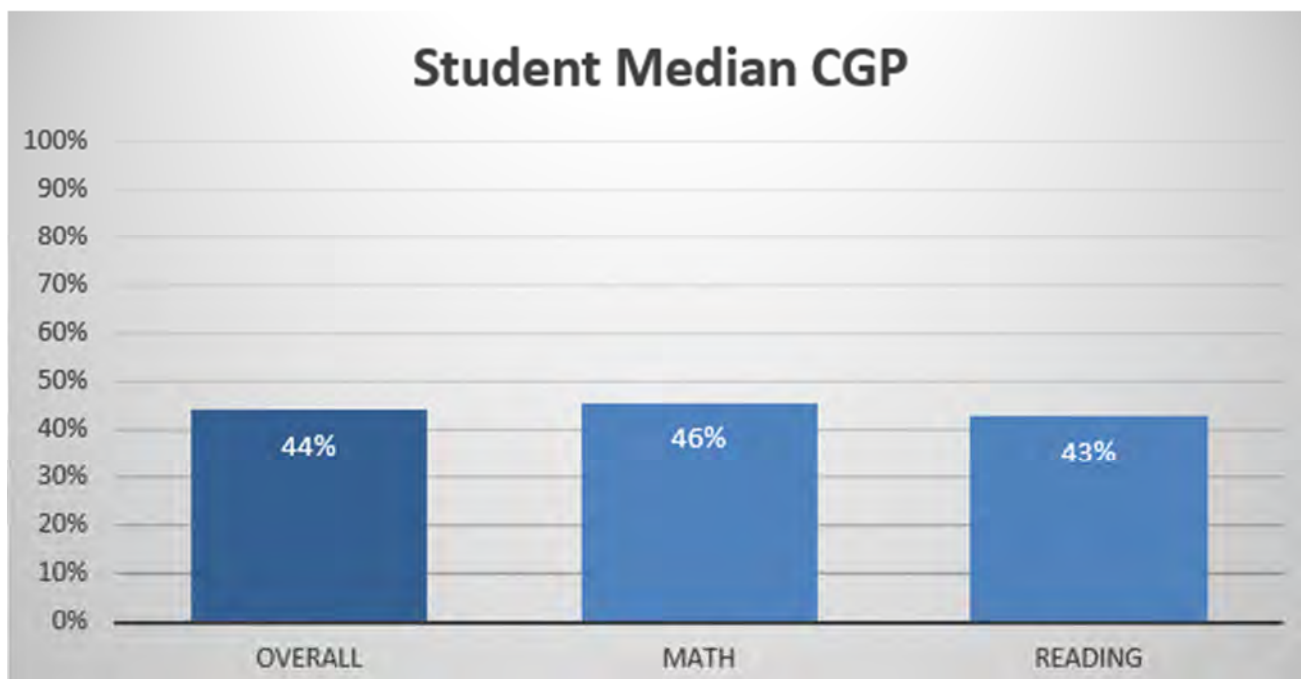


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B	Student Median CGP	44%
GOAL: 50% or Greater		
Approaching	Math	46%
	Reading	43%



Chandler Park Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

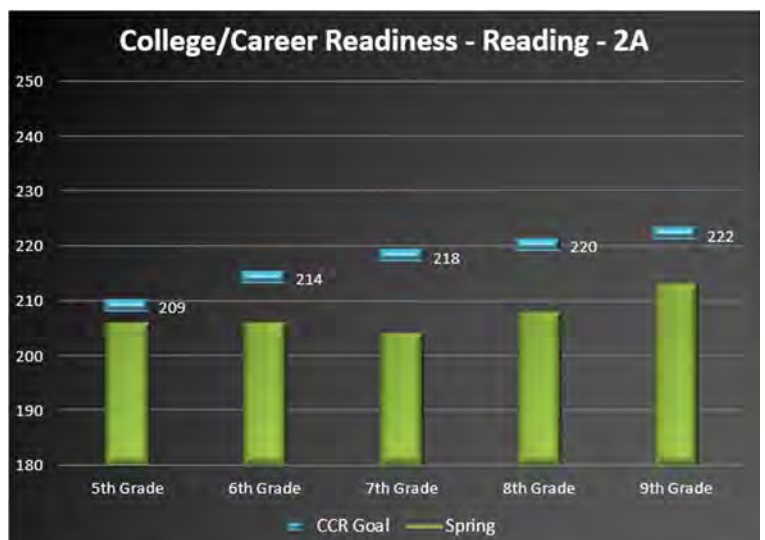
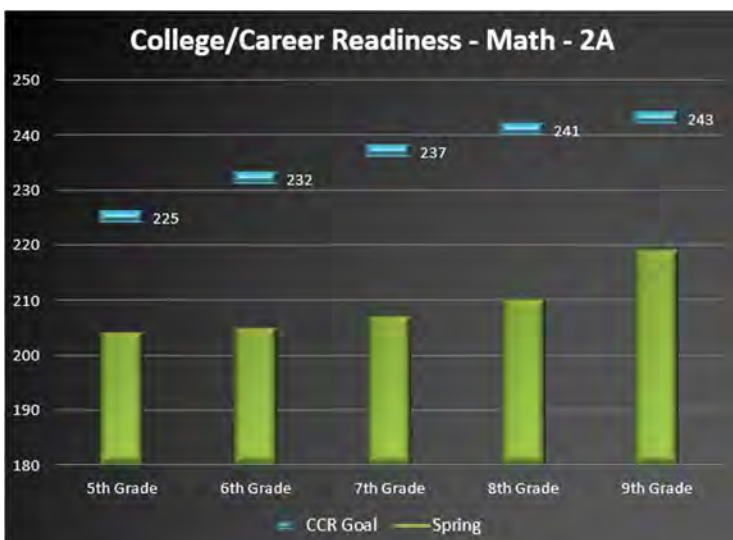
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A		Achievement Score vs CCR (in points)	-17.9
GOAL: 0 or Greater			
Approaching	Math		-26.6
	Reading		-9.2

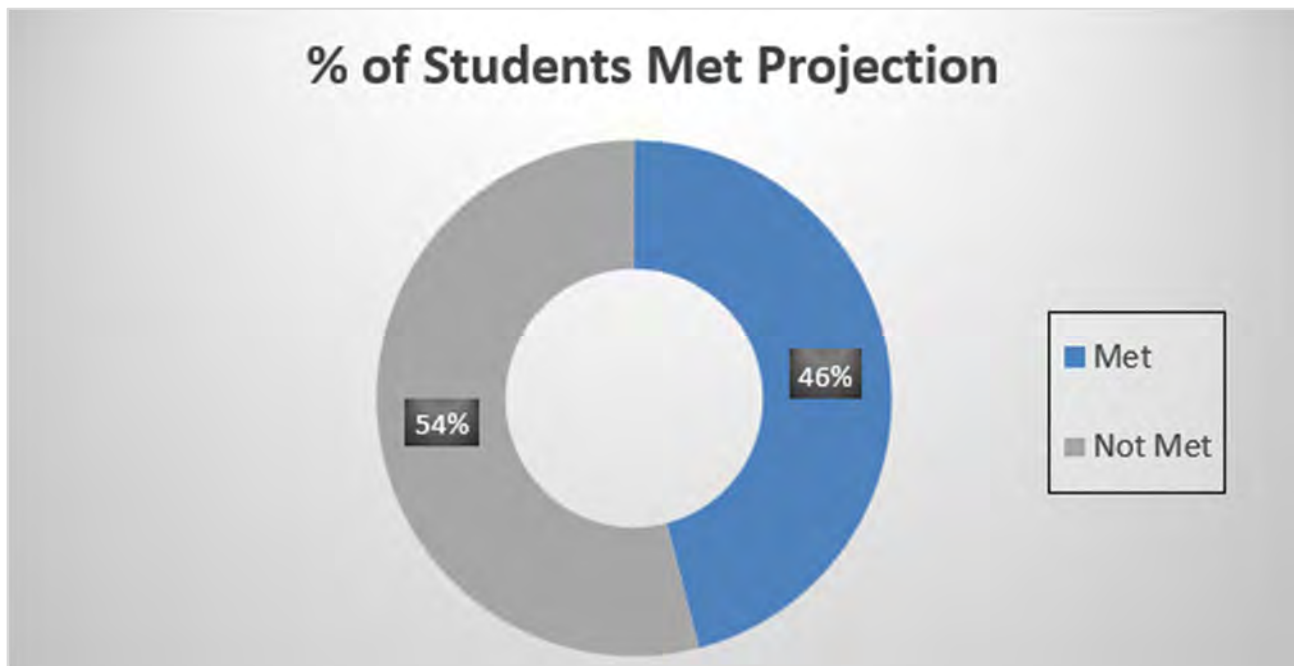


*scoring rubric attached

Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%. *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	46%
GOAL: 60% or Greater			
Approaching	Math		48%
	Reading		44%



Chandler Park Academy

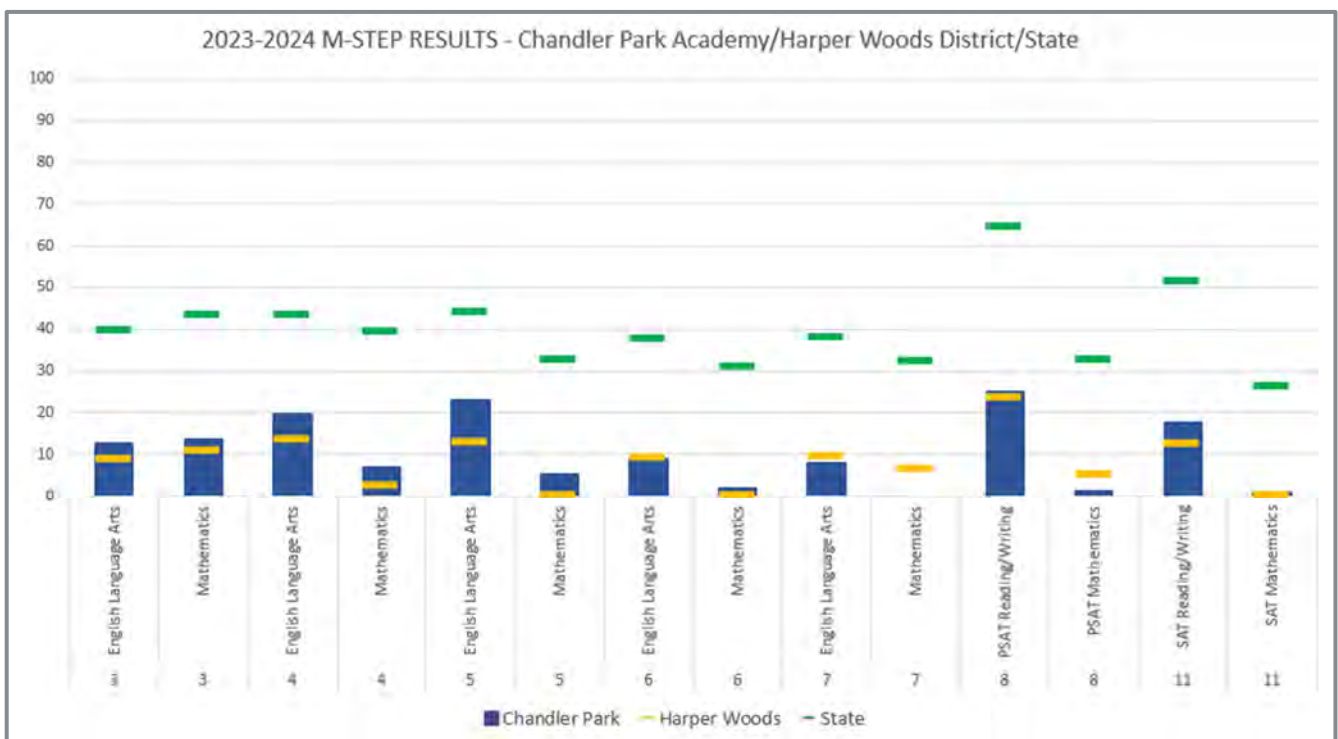
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



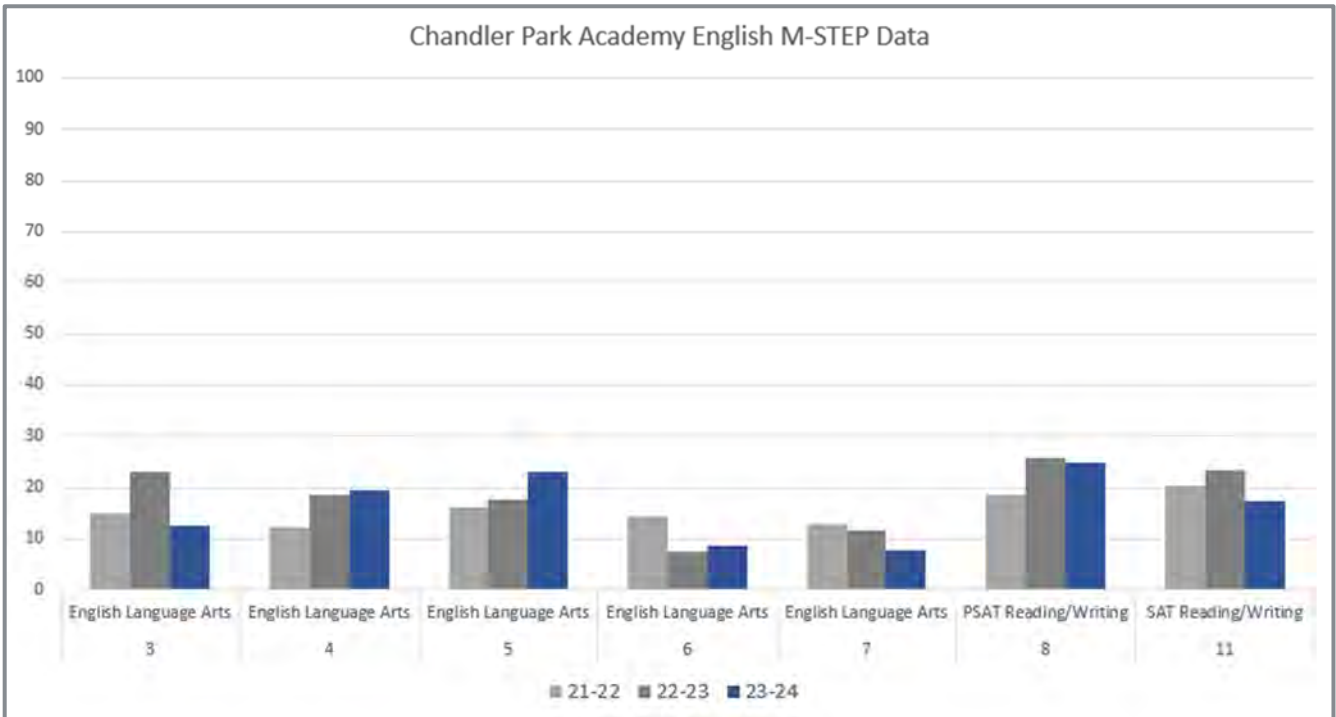
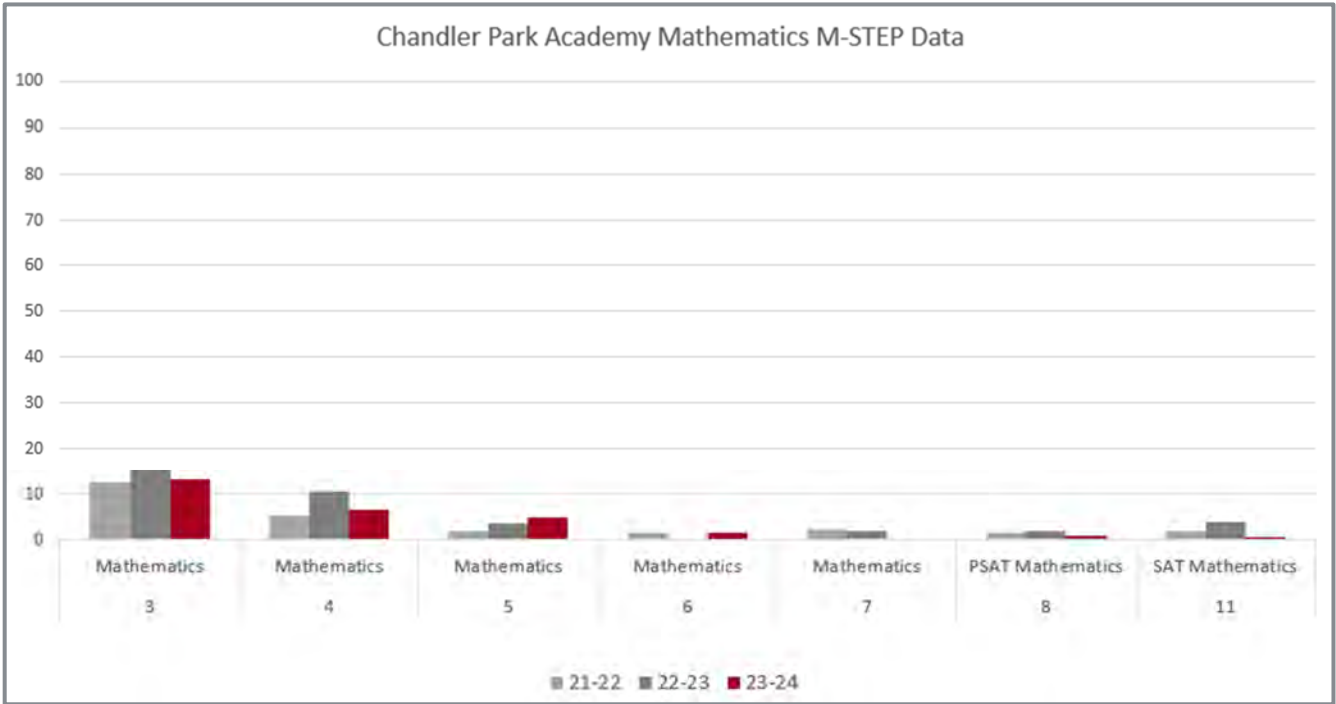
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

4.5%

English Language Arts:

13.3%



Chatfield School

Norm-Referenced Test

NWEA MAP Growth Assessment

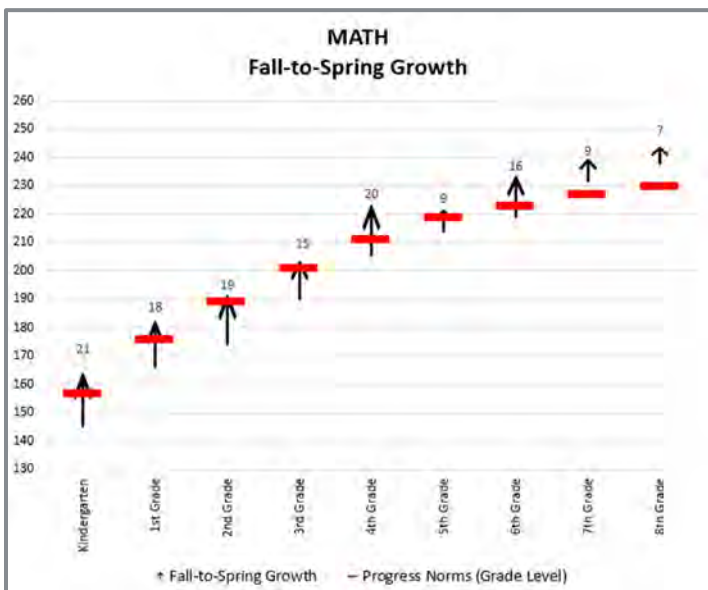
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A Math & Reading Growth (in points)		8.4
GOAL: 0 or Greater		
Exceeding	Math	25
	Reading	-8.2



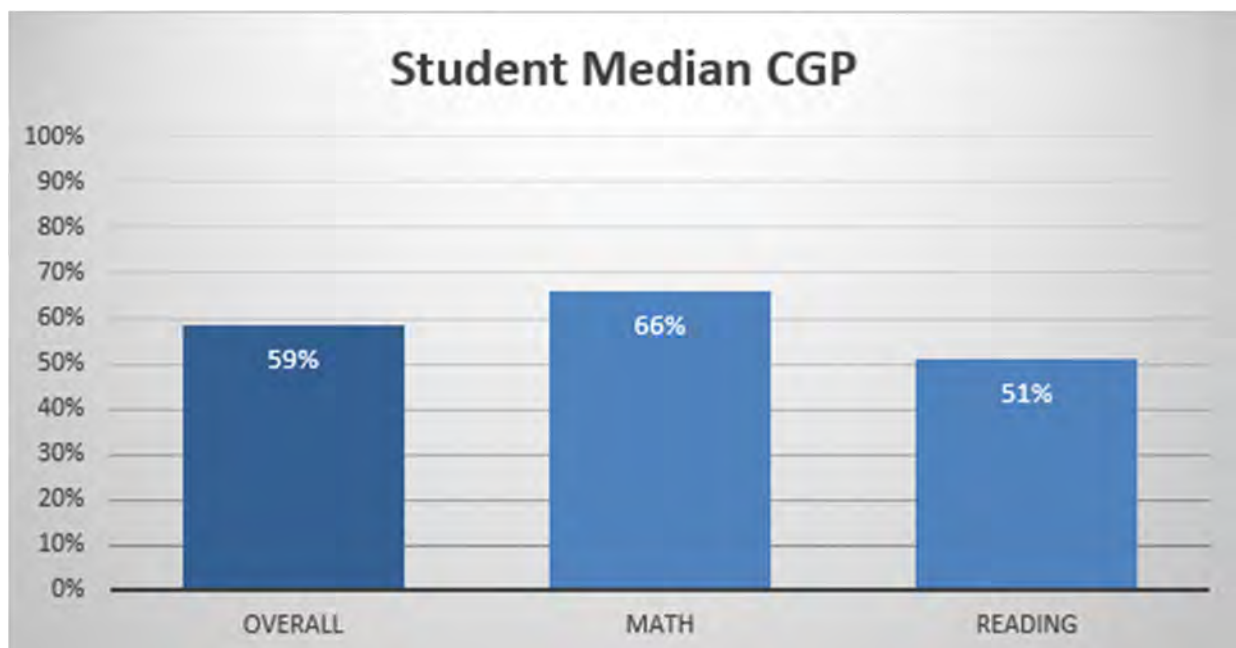
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B	Student Median CGP	59%
GOAL: 50% or Greater		
Exceeding	Math	66%
	Reading	51%



Chatfield School

Norm-Referenced Test

NWEA MAP Growth Assessment

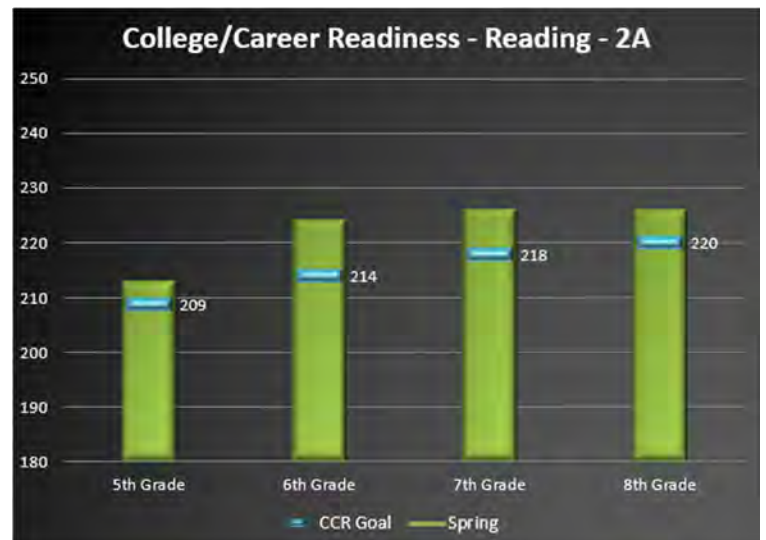
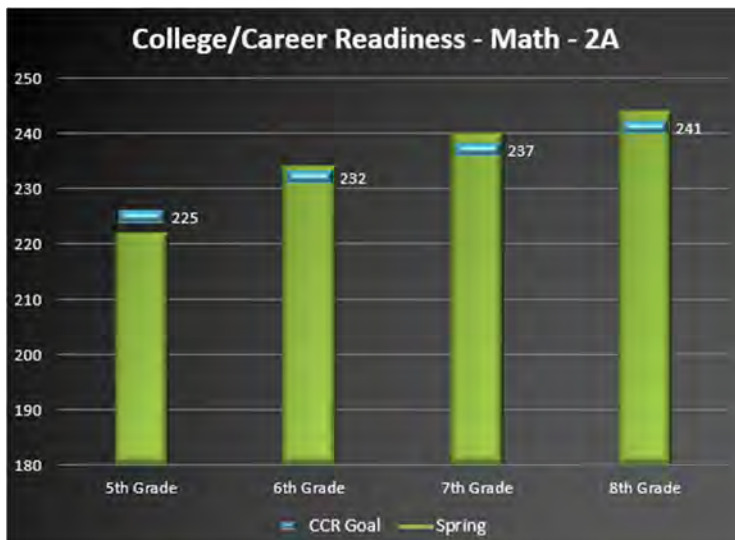
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A Achievement Score vs CCR (in points)		4.125
GOAL: 0 or Greater		
Exceeding	Math	1.25
	Reading	7

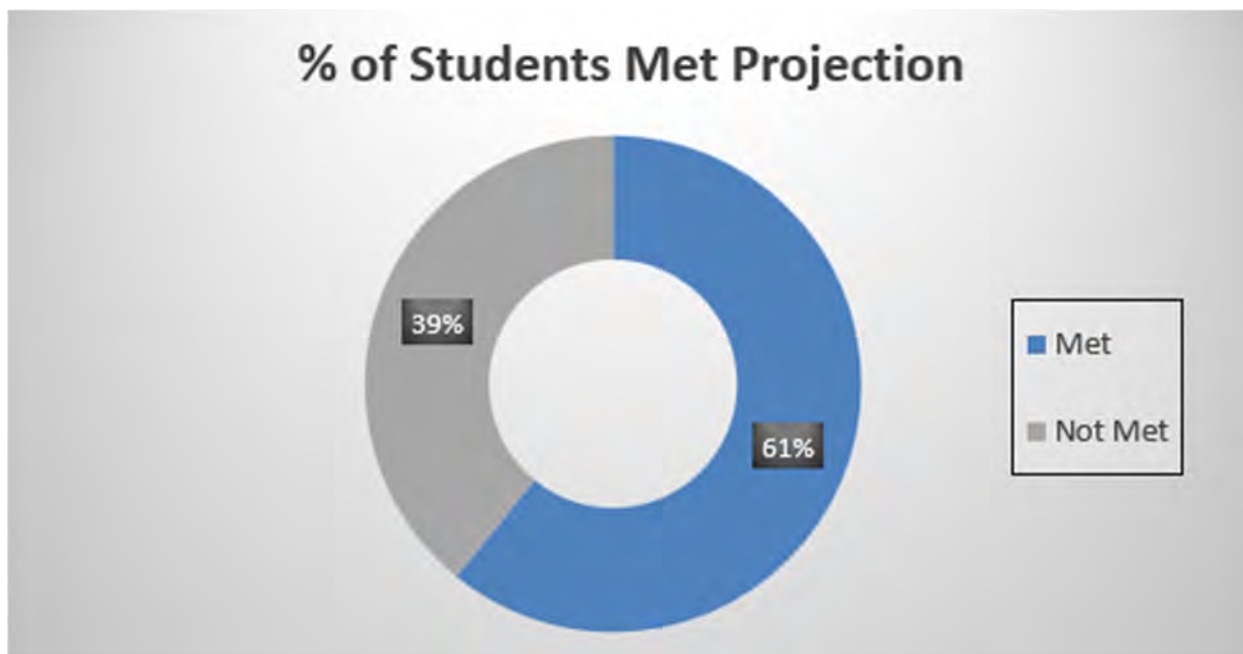


*scoring rubric attached

Educational Goal: Measure 2, Part B: **The percent of students meeting their projected score will average 60%.** *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B	% of Students Met Projection		61%
GOAL: 60% or Greater			
Exceeding	Math		69%
	Reading		53%



Chatfield School

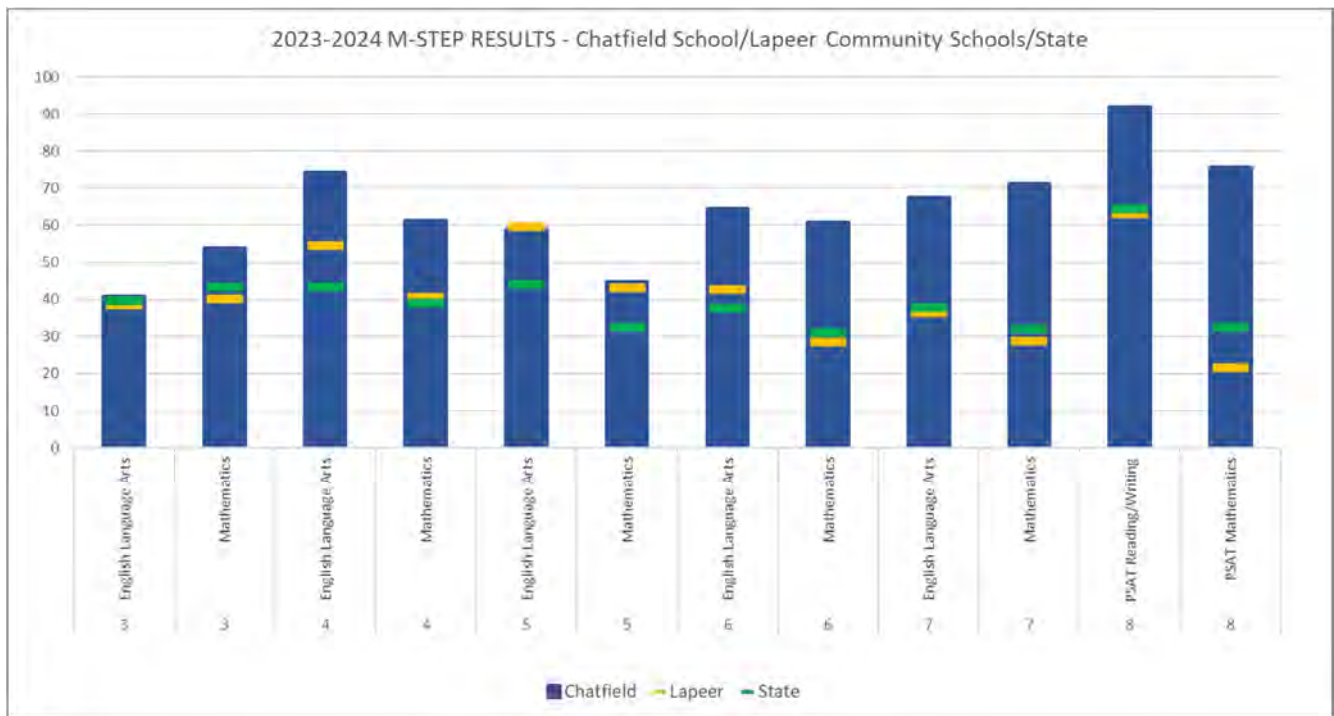
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



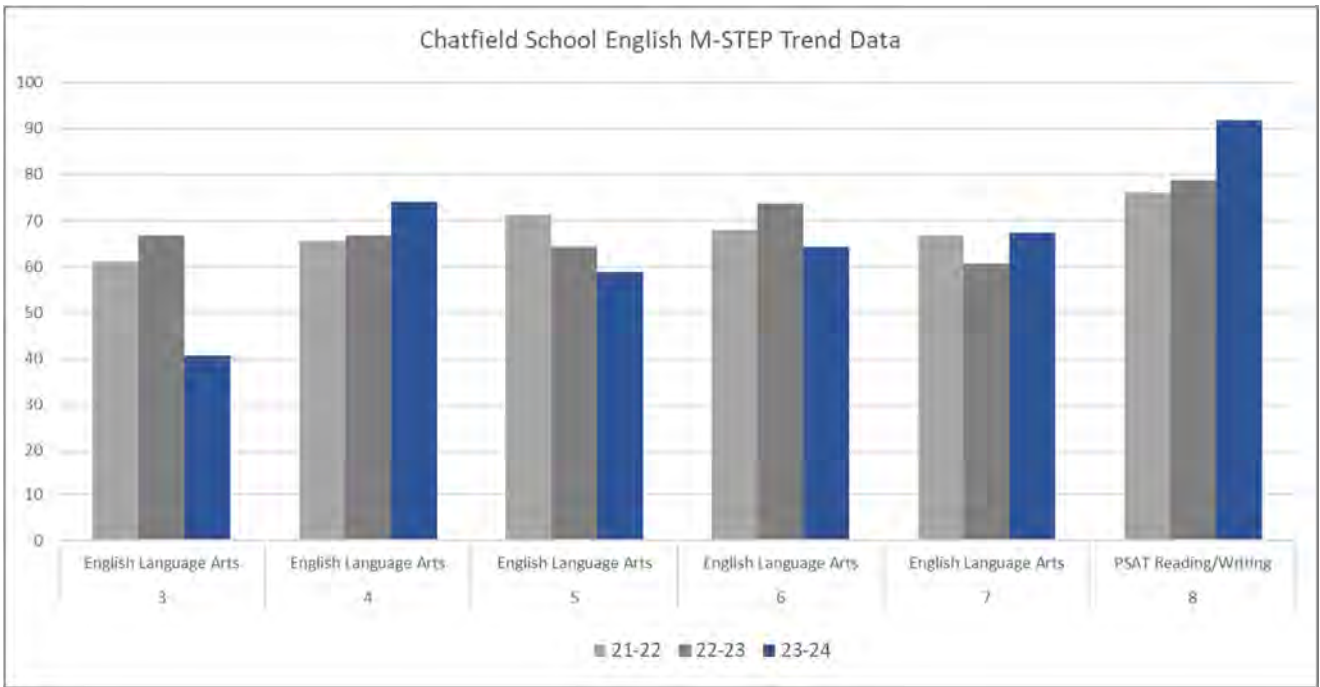
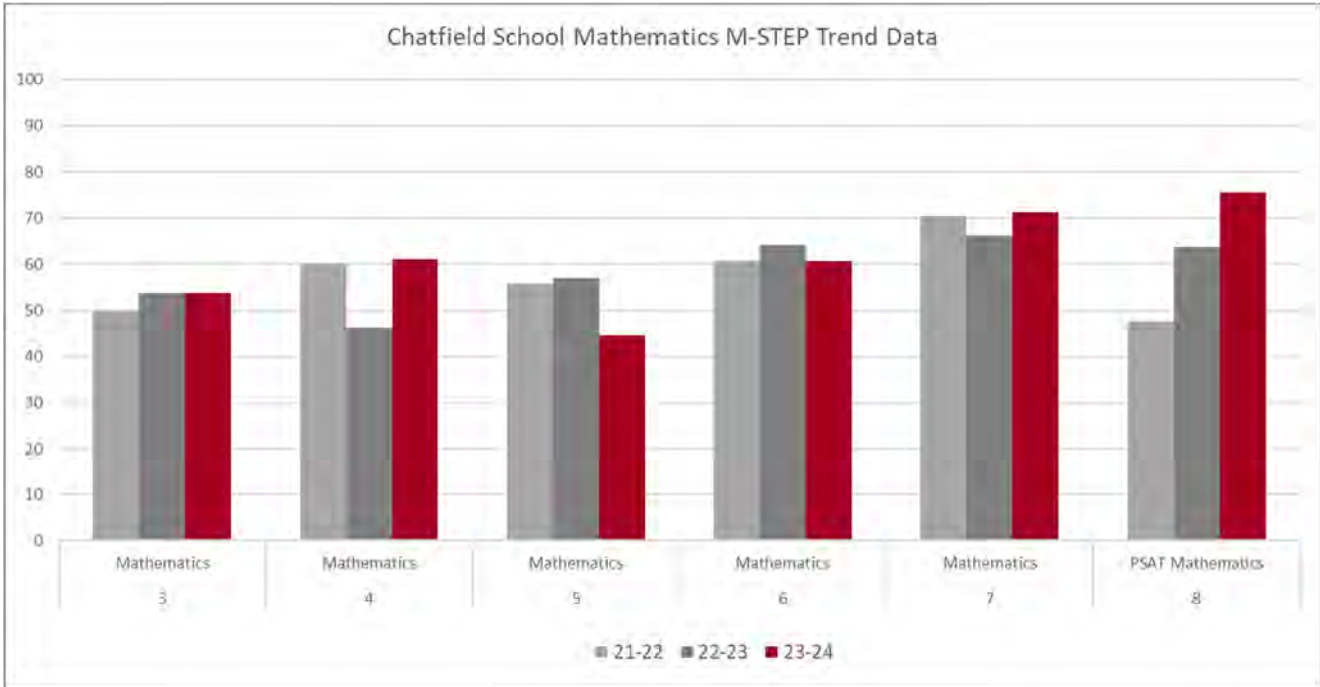
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

58.1%

English Language Arts:

61.0%



Faxon Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

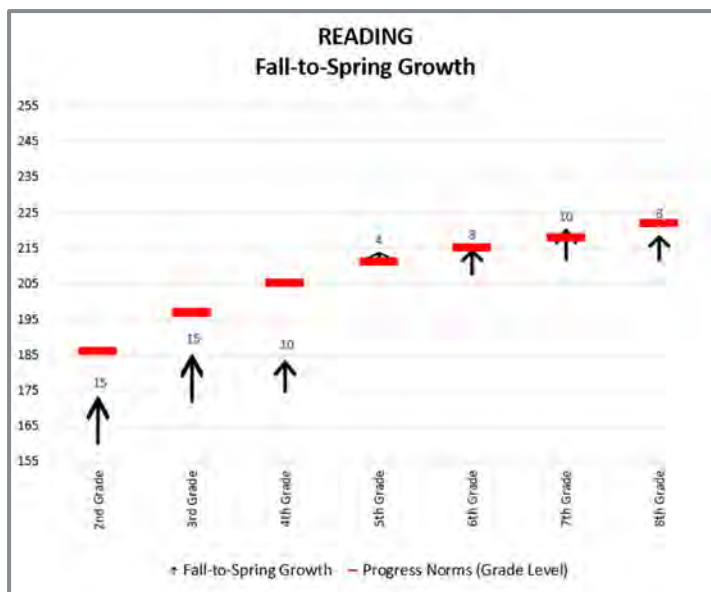
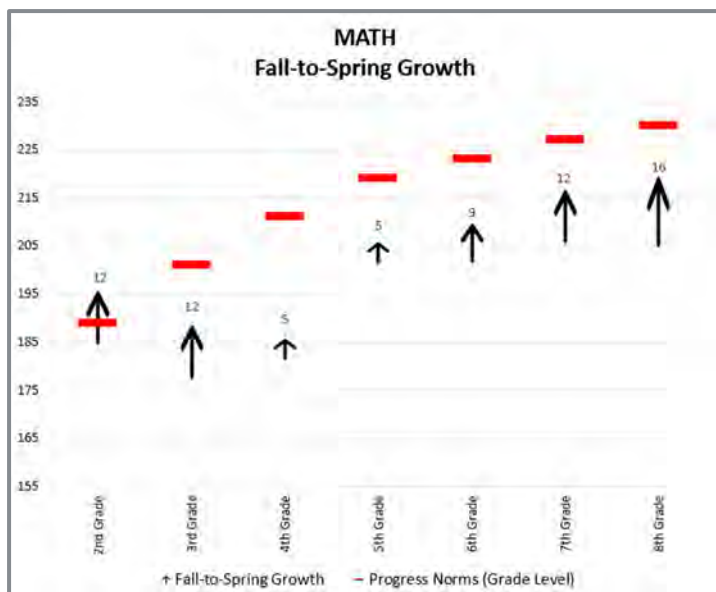
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.** *

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	17.55
GOAL: 0 or Greater			
Exceeding	Math		21.6
	Reading		13.5



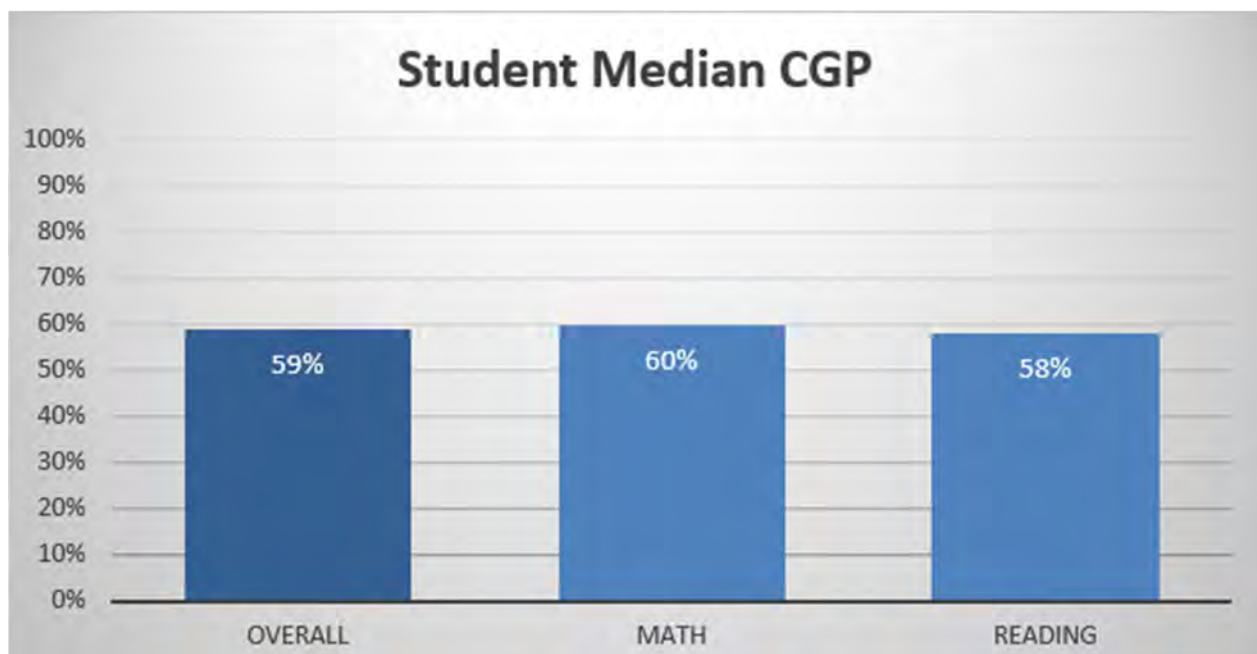
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	59%
GOAL: 50% or Greater			
Exceeding	Math		60%
	Reading		58%



Faxon Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

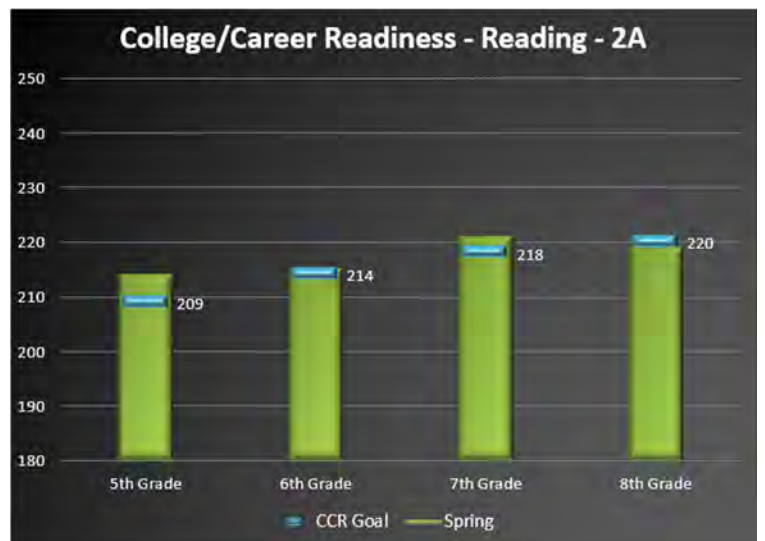
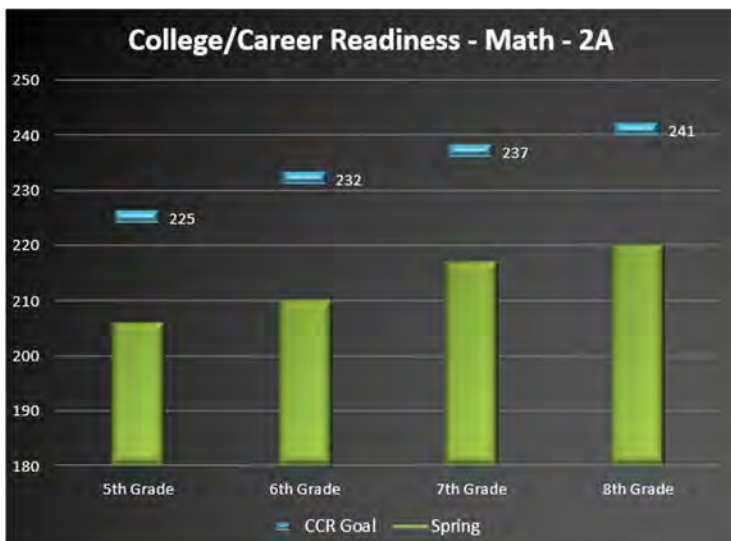
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A		Achievement Score vs CCR (in points)	-9.25
GOAL: 0 or Greater			
Approaching	Math		-20.5
	Reading		2

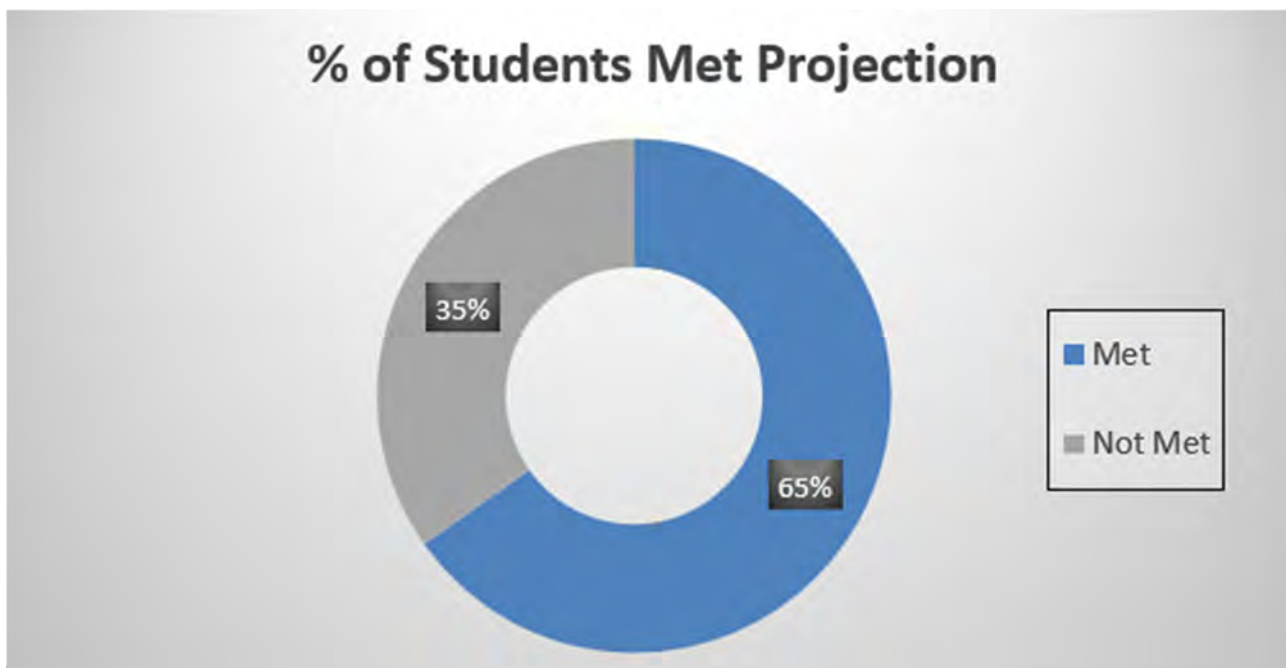


*scoring rubric attached

Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%. *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	65%
GOAL: 60% or Greater			
Exceeding	Math	66%	
	Reading	64%	



Faxon Academy

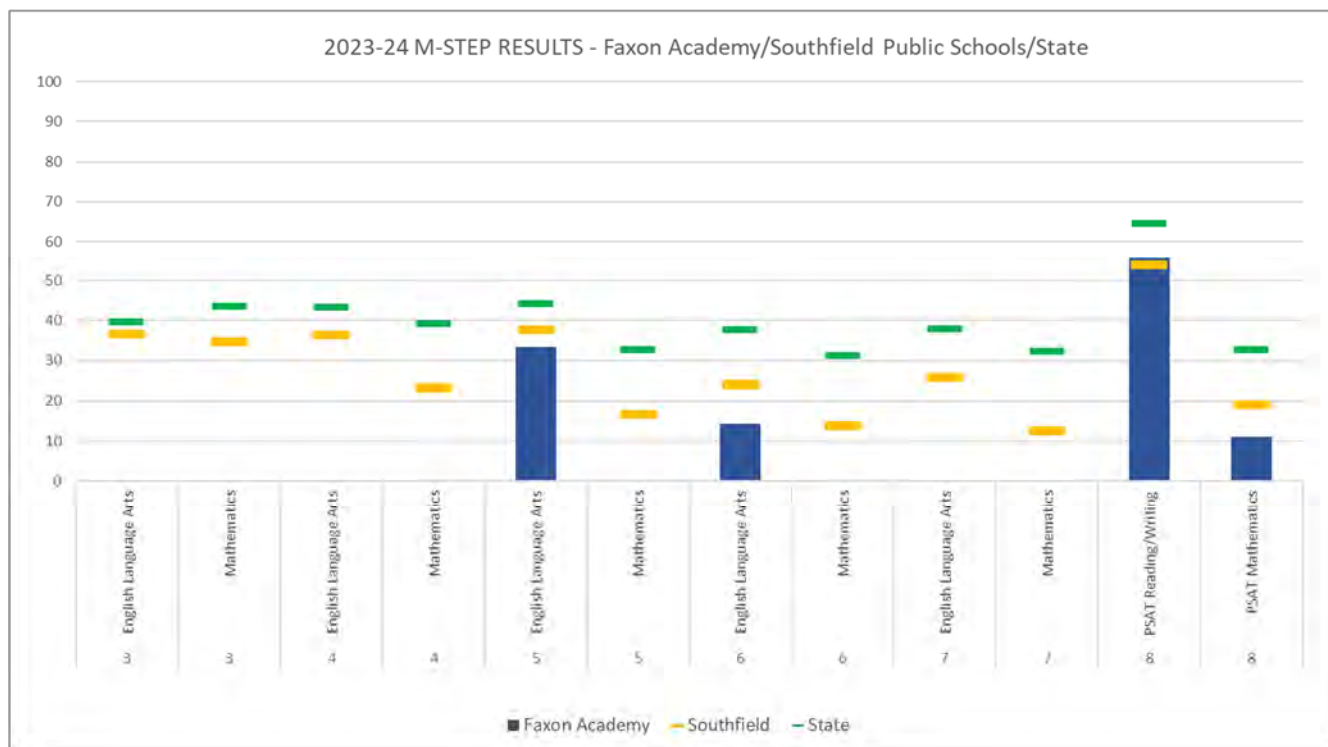
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



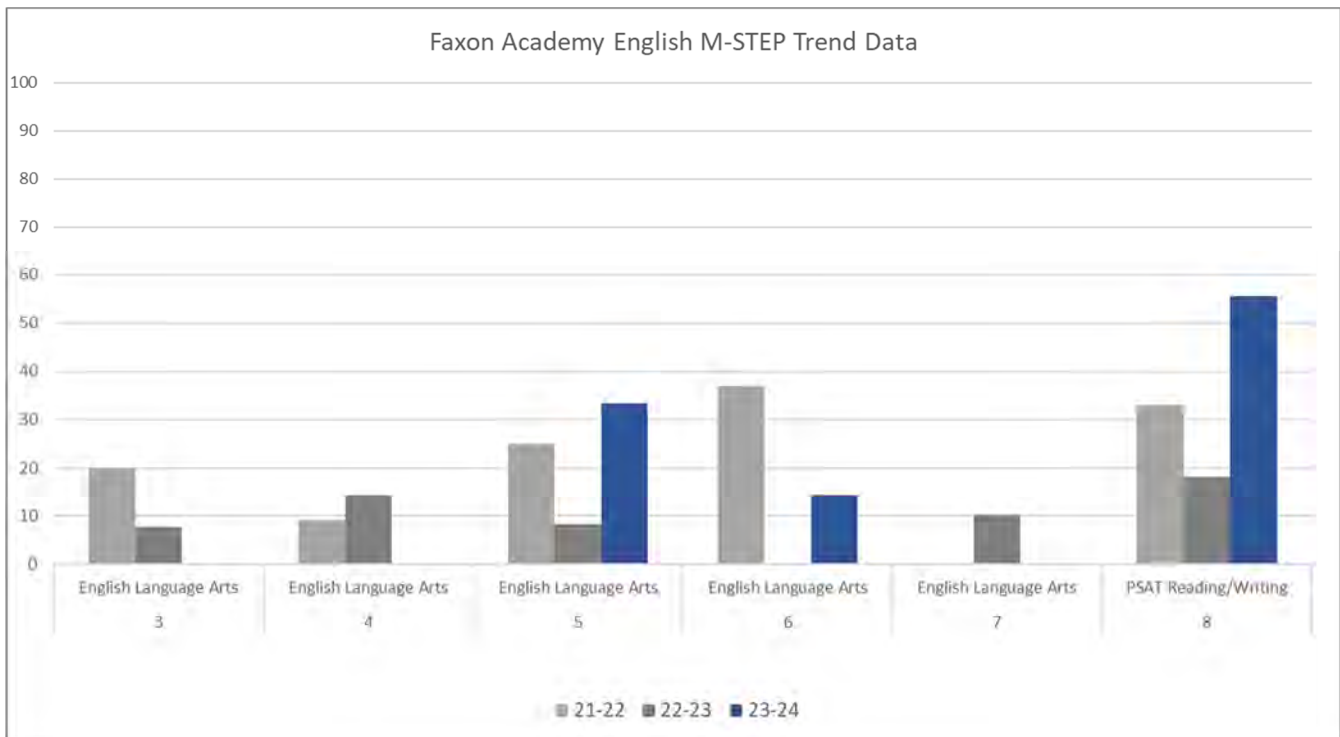
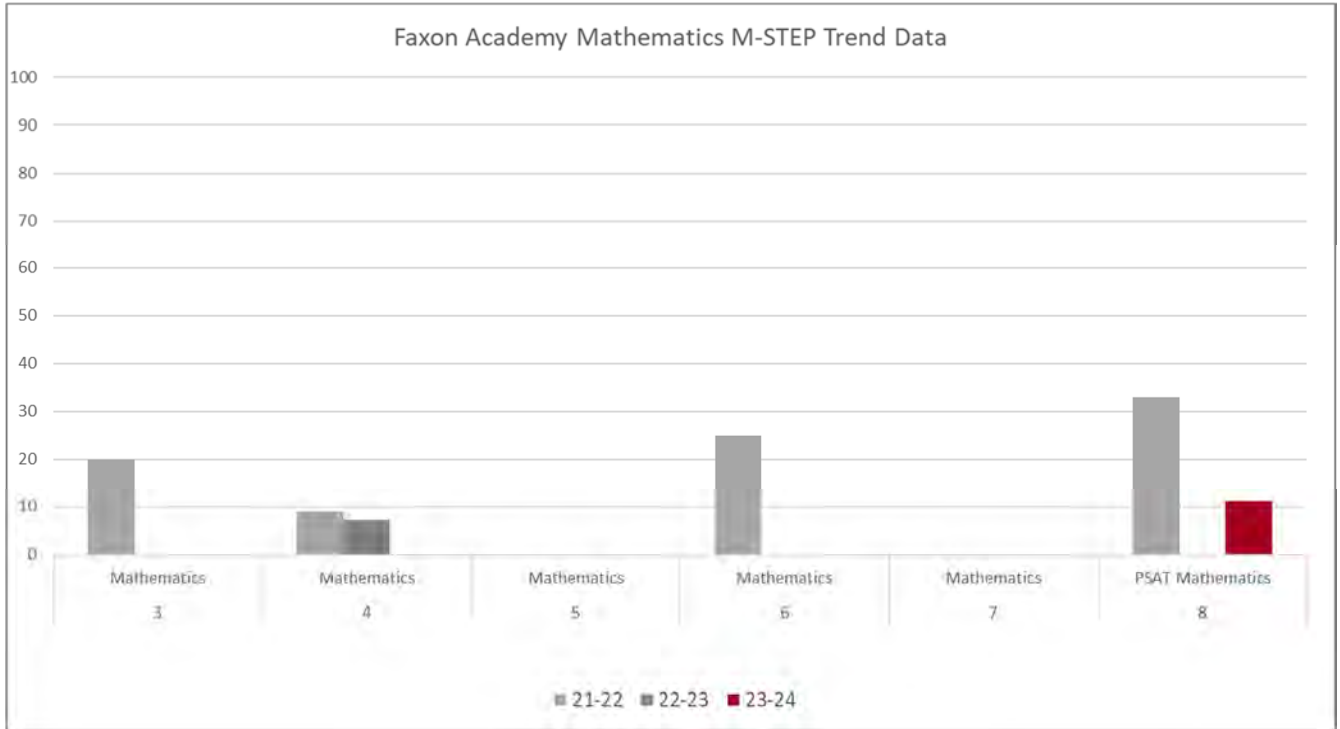
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

0.0%

English Language Arts:

10.3%



Flat River Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

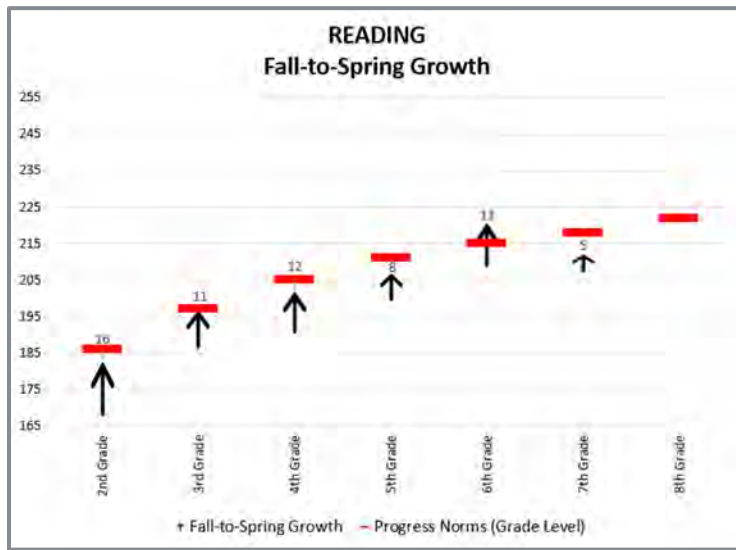
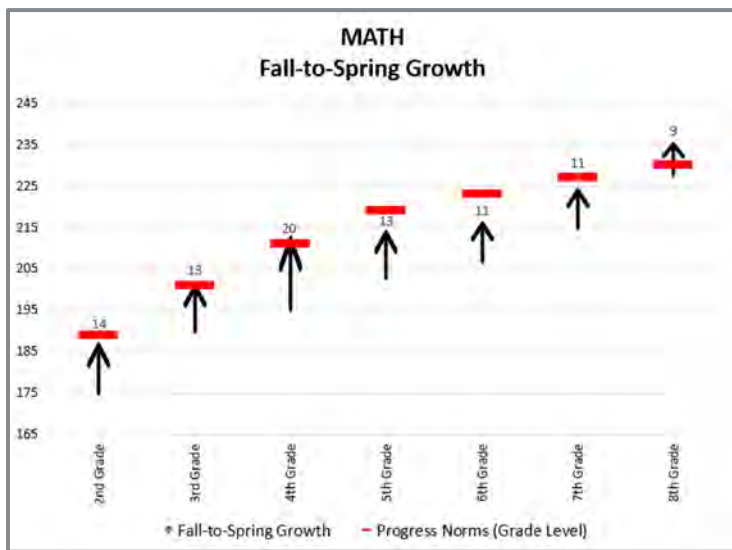
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.** *

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A Math & Reading Growth (in points)		19.05
GOAL: 0 or Greater		
Exceeding	Math	31.4
	Reading	6.7



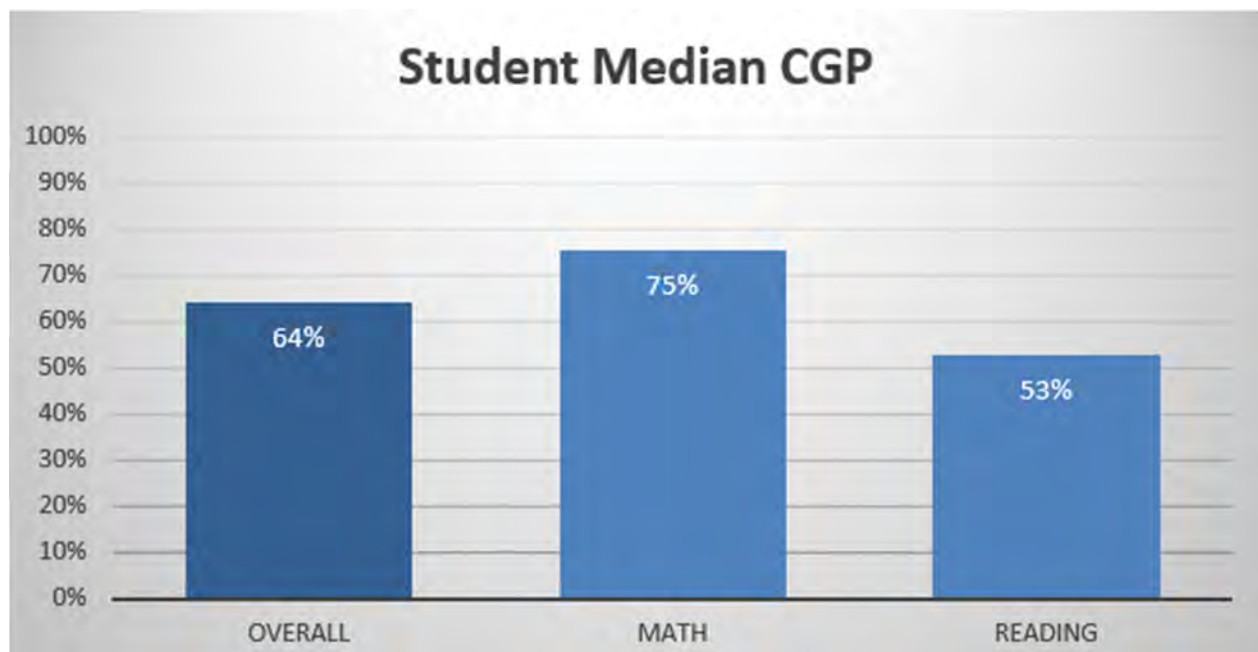
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B	Student Median CGP	64%
GOAL: 50% or Greater		
Exceeding	Math	75%
	Reading	53%



Flat River Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

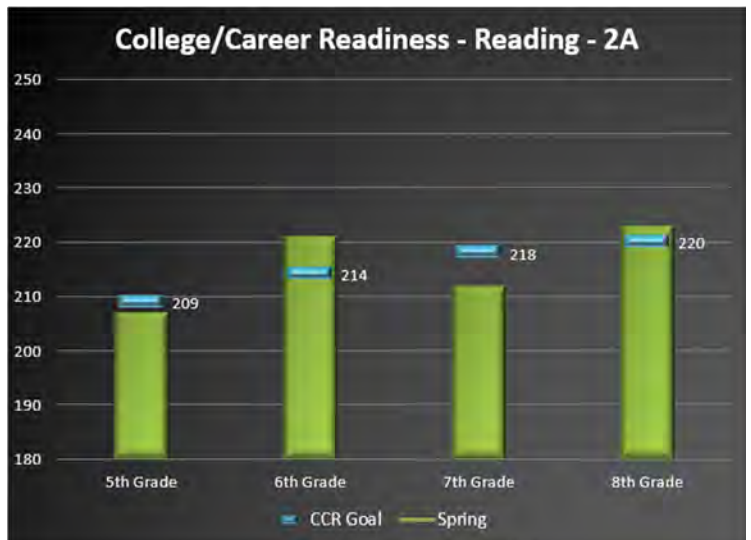
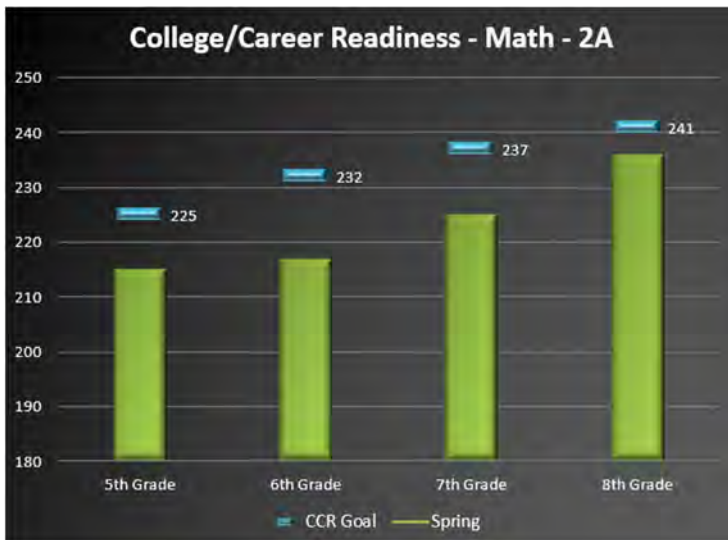
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A		Achievement Score vs CCR (in points)	-5
GOAL: 0 or Greater			
Approaching	Math		-10.5
	Reading		0.5

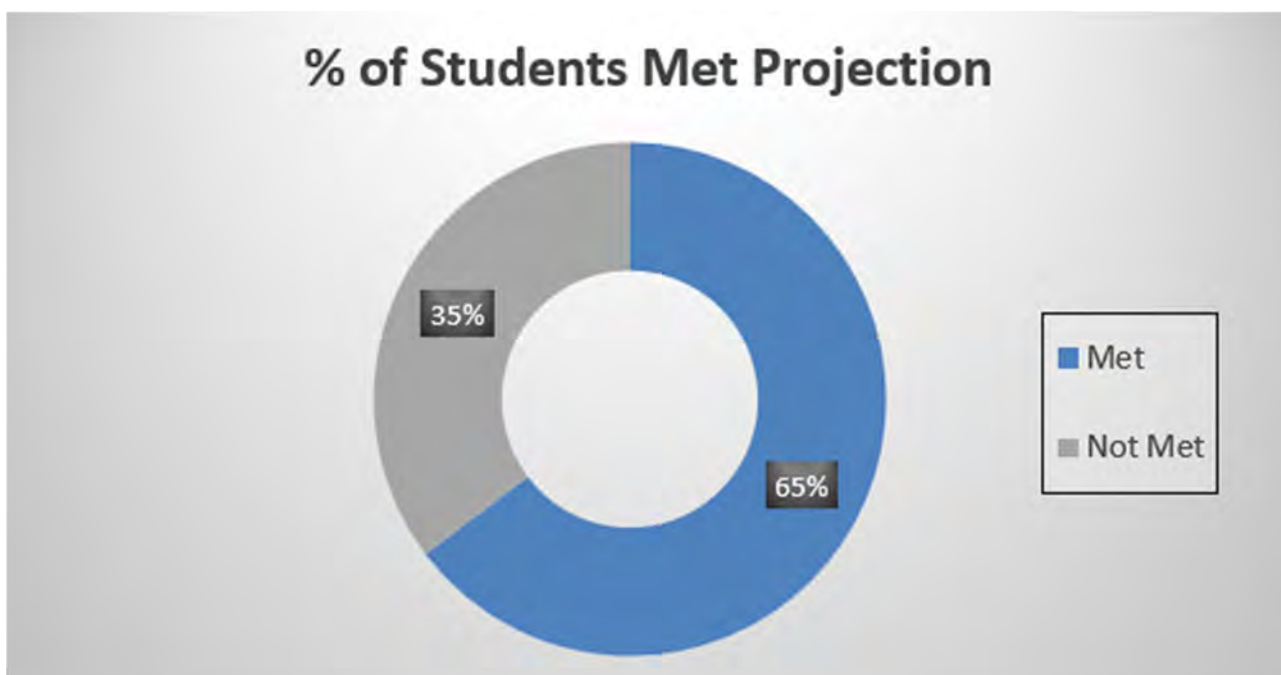


*scoring rubric attached

Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%. *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	65%
GOAL: 60% or Greater			
Exceeding	Math	72%	
	Reading	58%	



Flat River Academy

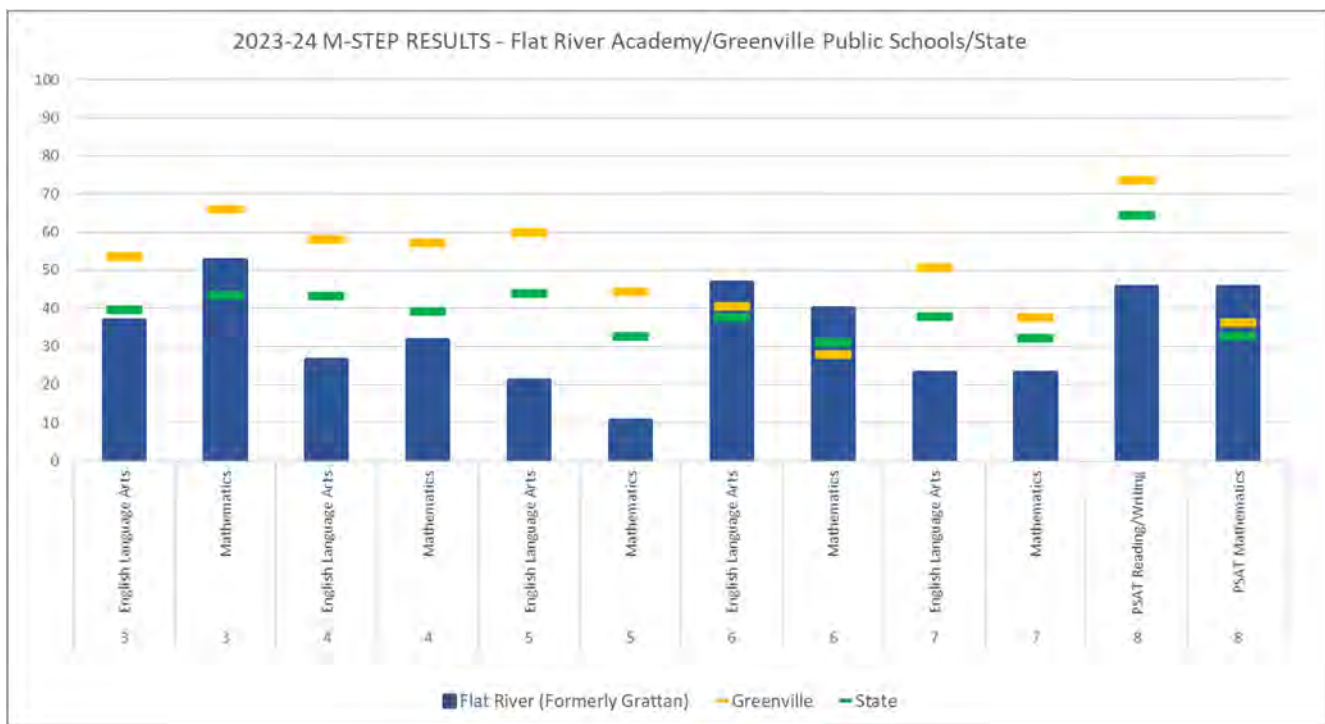
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



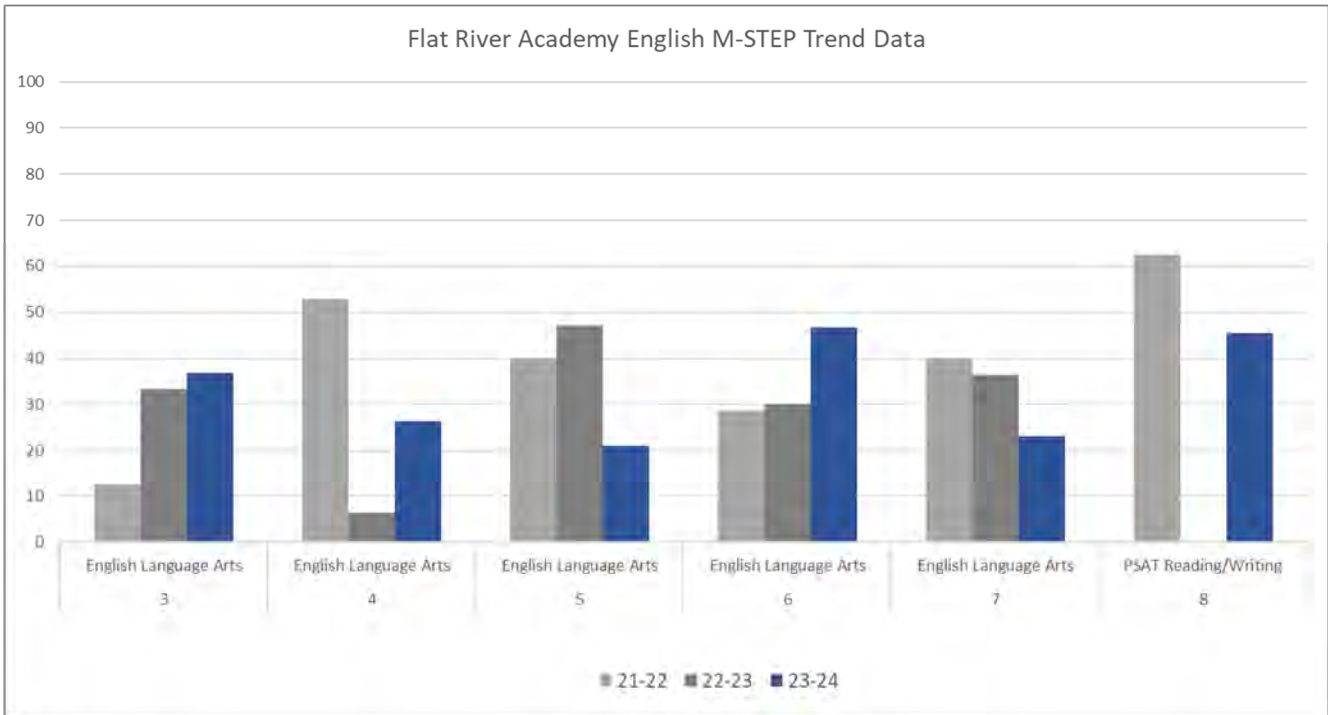
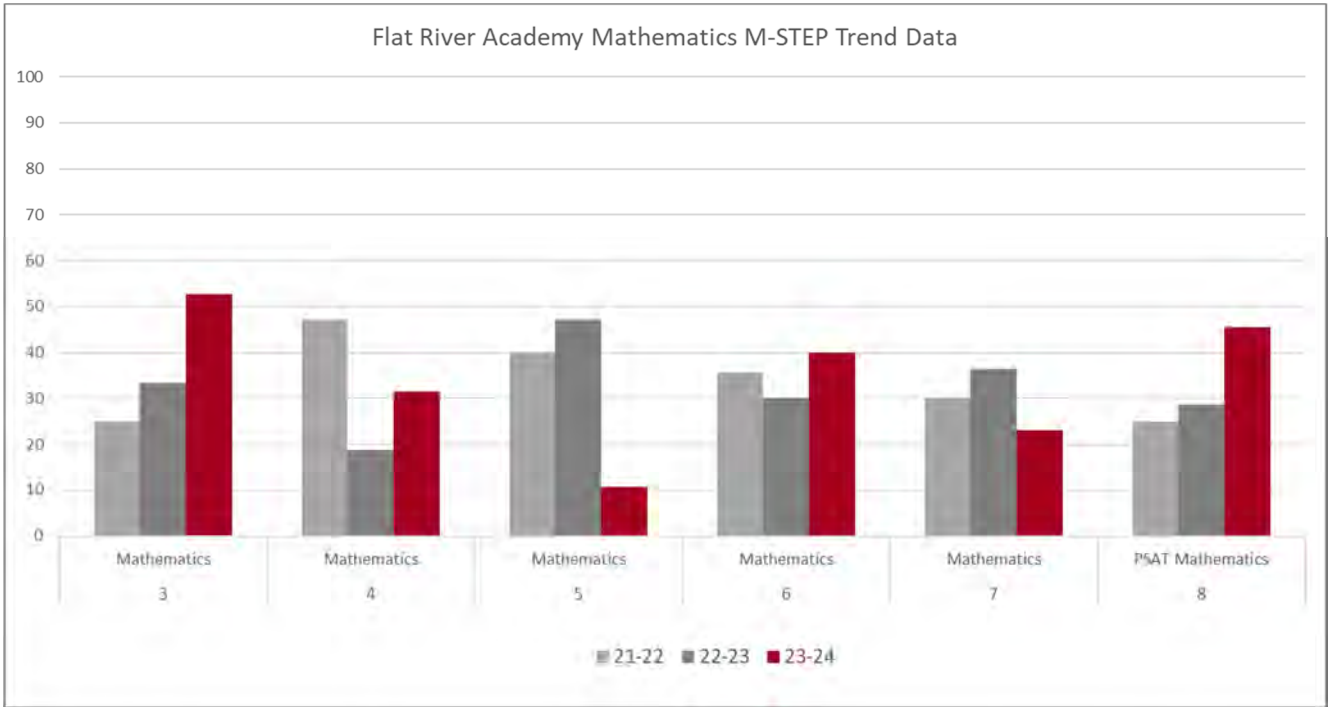
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

35.6%

English Language Arts:

40.5%



Kingsbury Country Day School

Norm-Referenced Test

NWEA MAP Growth Assessment

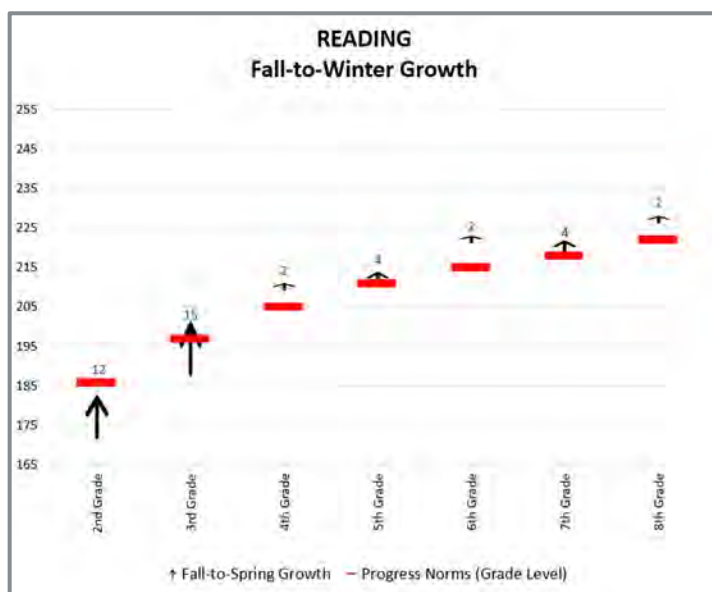
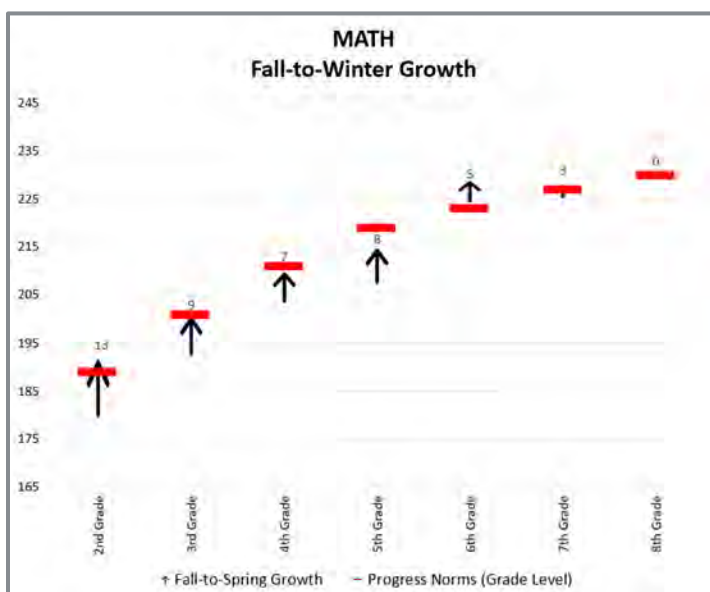
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets. ***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A Math & Reading Growth (in points)		6.1
GOAL: 0 or Greater		
Exceeding	Math	7.7
	Reading	4.5



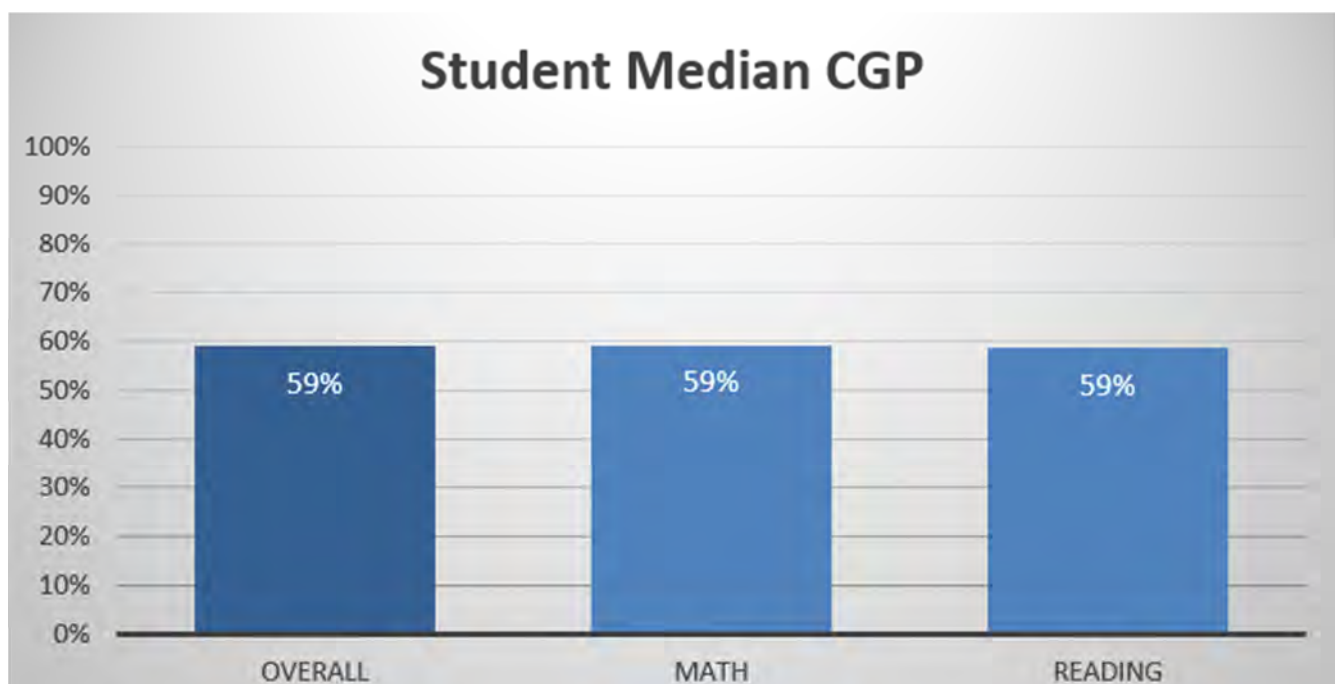
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	59%
GOAL: 50% or Greater			
Exceeding	Math		59%
	Reading		59%



Kingsbury Country Day School

Norm-Referenced Test

NWEA MAP Growth Assessment

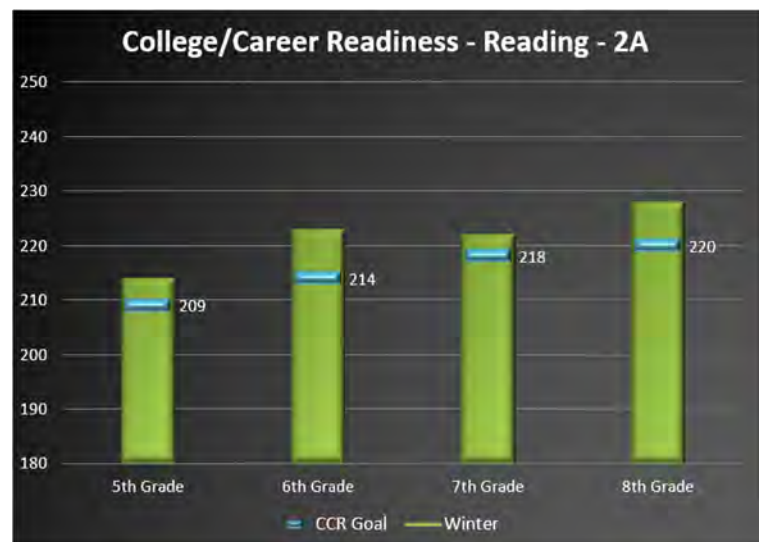
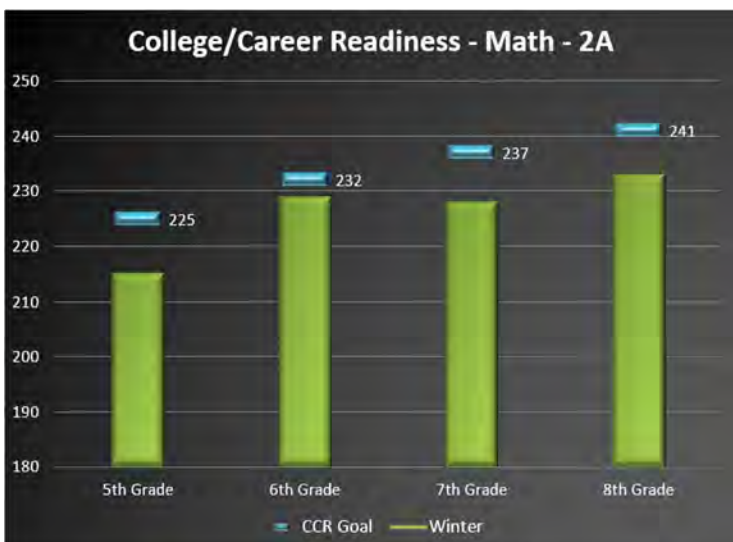
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A		Achievement Score vs CCR (in points)	-0.5
GOAL: 0 or Greater			
Approaching	Math		-7.5
	Reading		6.5

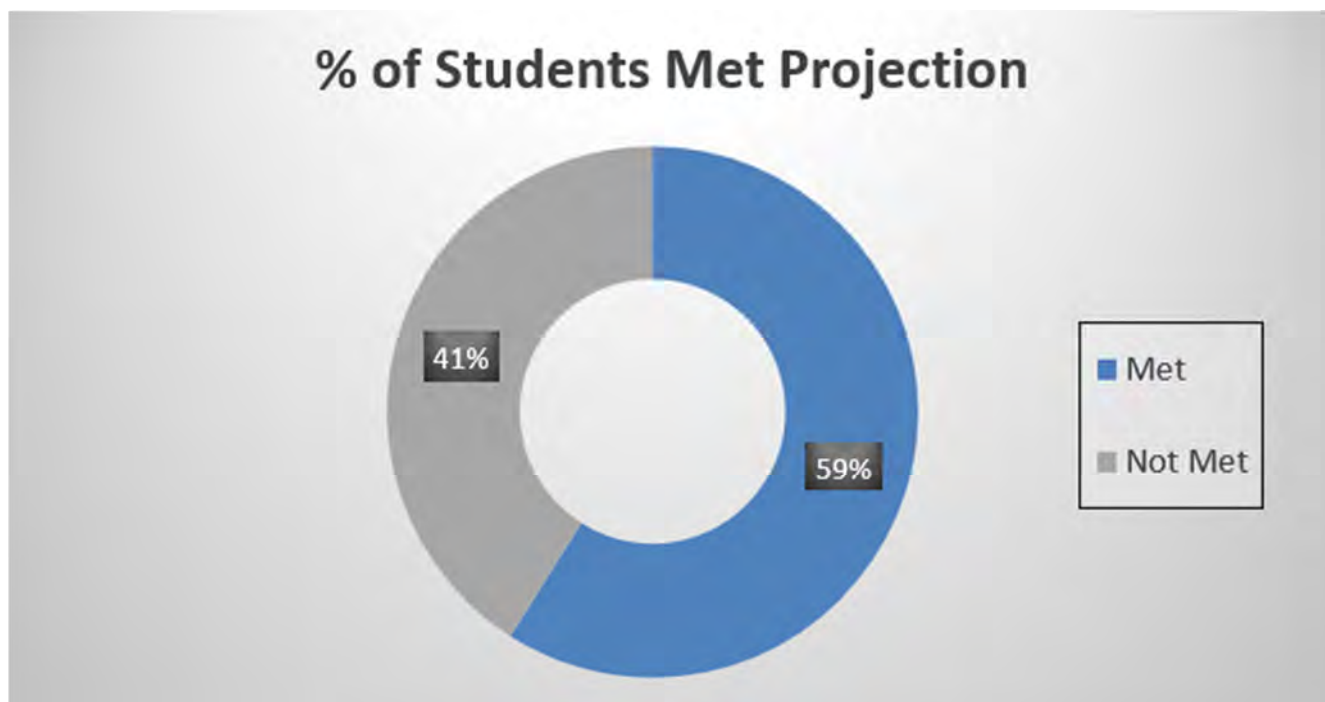


*scoring rubric attached

Educational Goal: Measure 2, Part B: **The percent of students meeting their projected score will average 60%.** *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	59%
GOAL: 60% or Greater			
Approaching	Math		59%
	Reading		59%



Kingsbury Country Day School

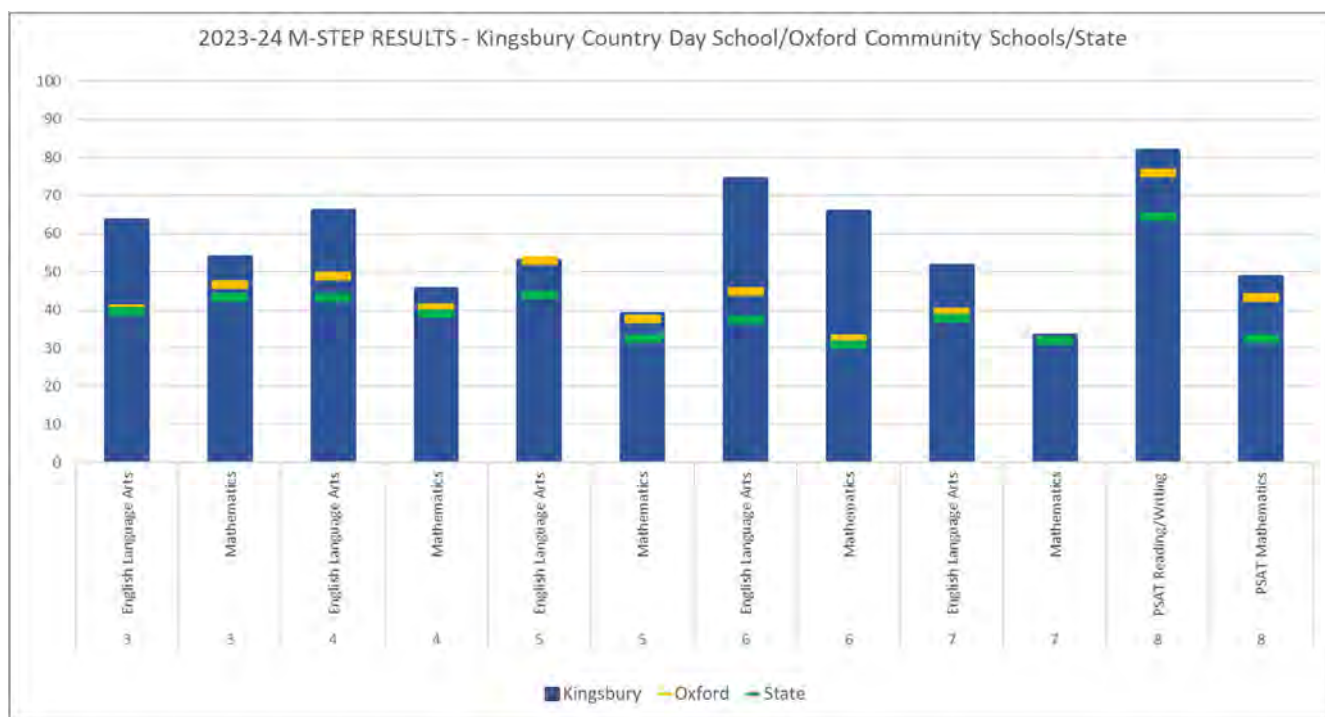
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



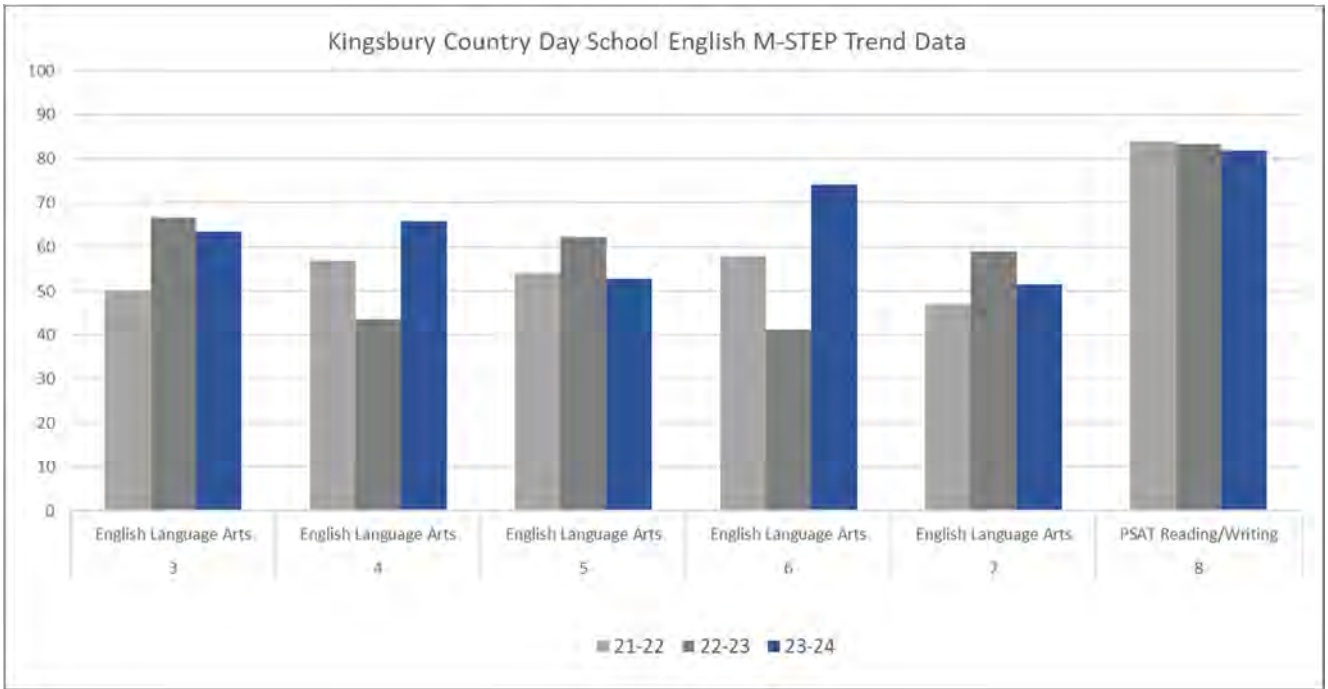
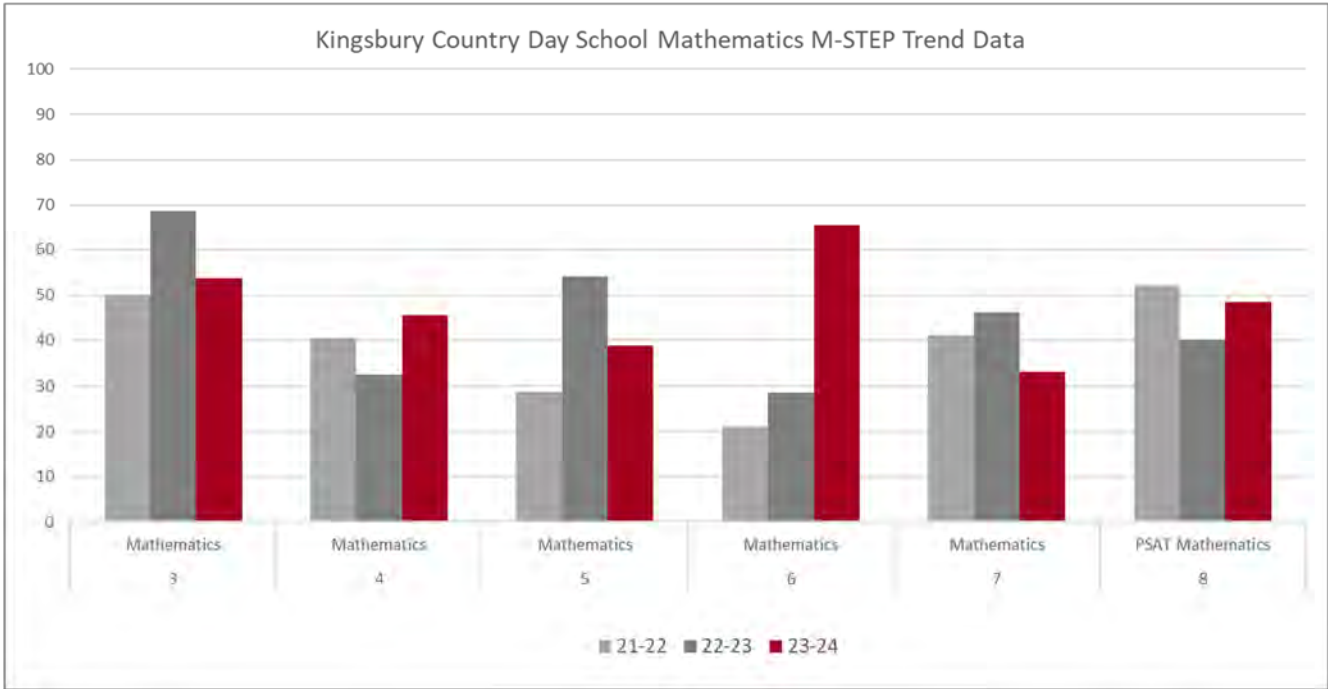
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

47.3%

English Language Arts:

61.6%



Landmark Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

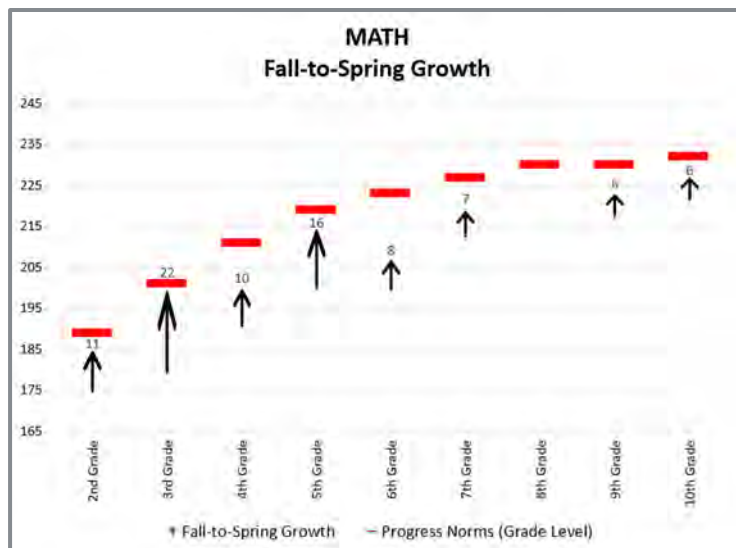
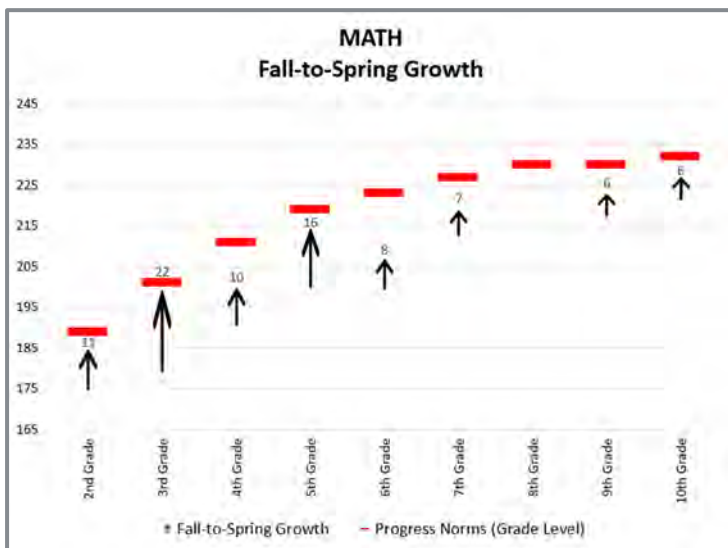
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	3.65
GOAL: 0 or Greater			
Exceeding	Math		11.3
	Reading		-4



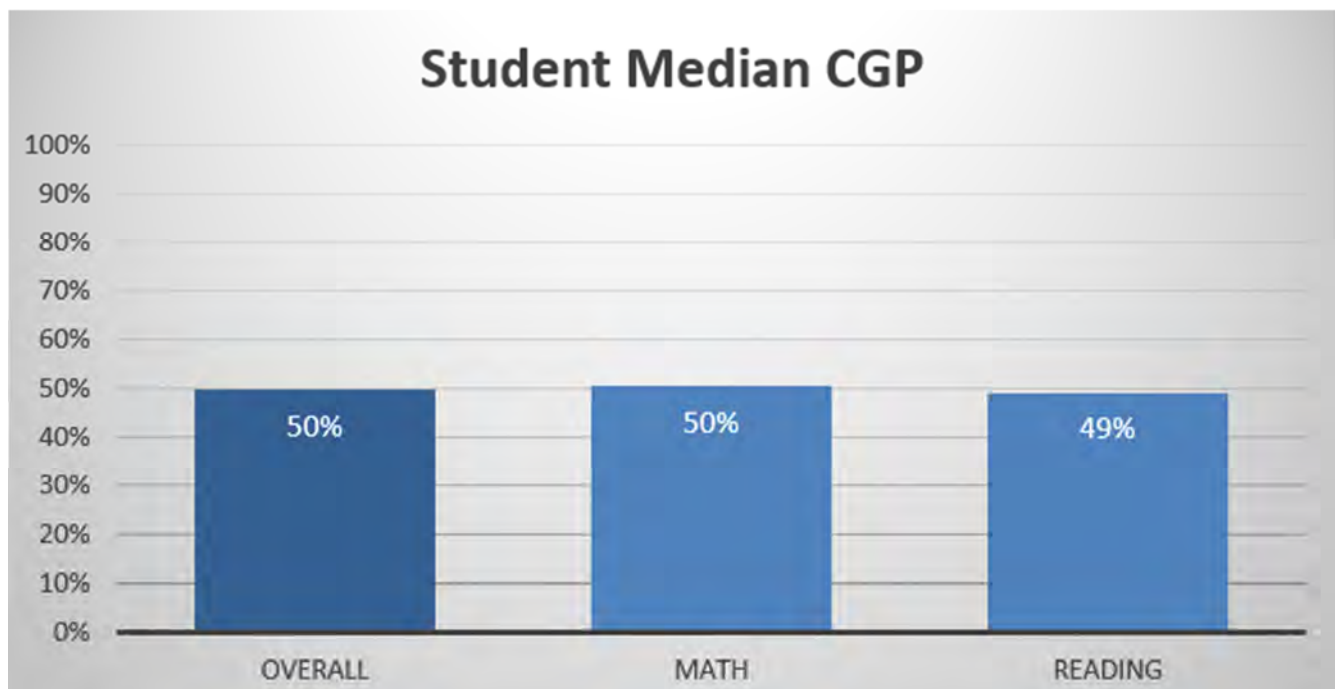
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	50%
GOAL: 50% or Greater			
Meeting	Math	50%	
	Reading	49%	



Landmark Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

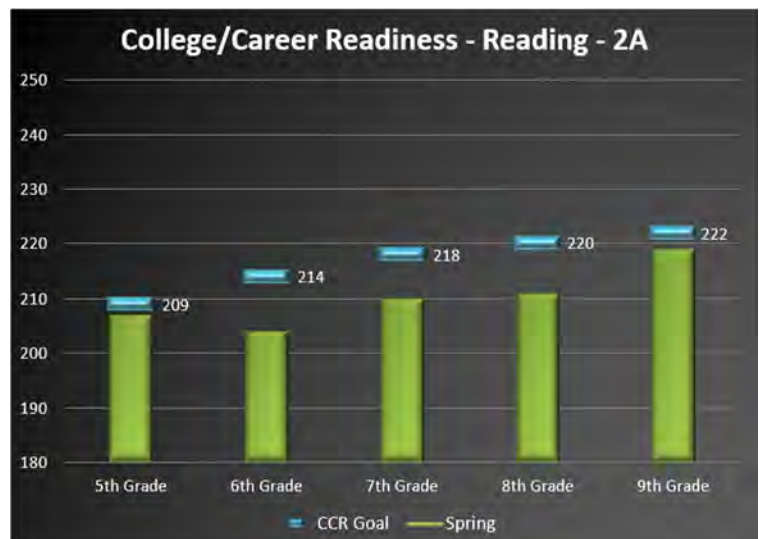
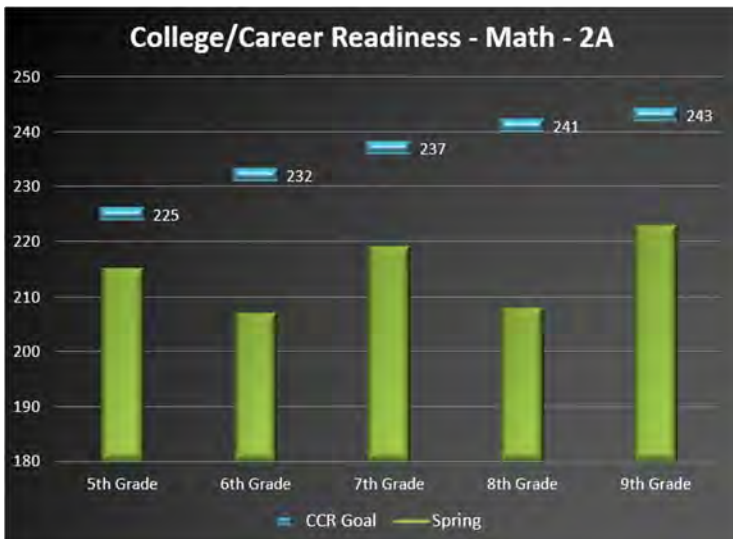
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A		Achievement Score vs CCR (in points)
		-16.5
GOAL: 0 or Greater		
Approaching	Math	-24.2
	Reading	-8.8

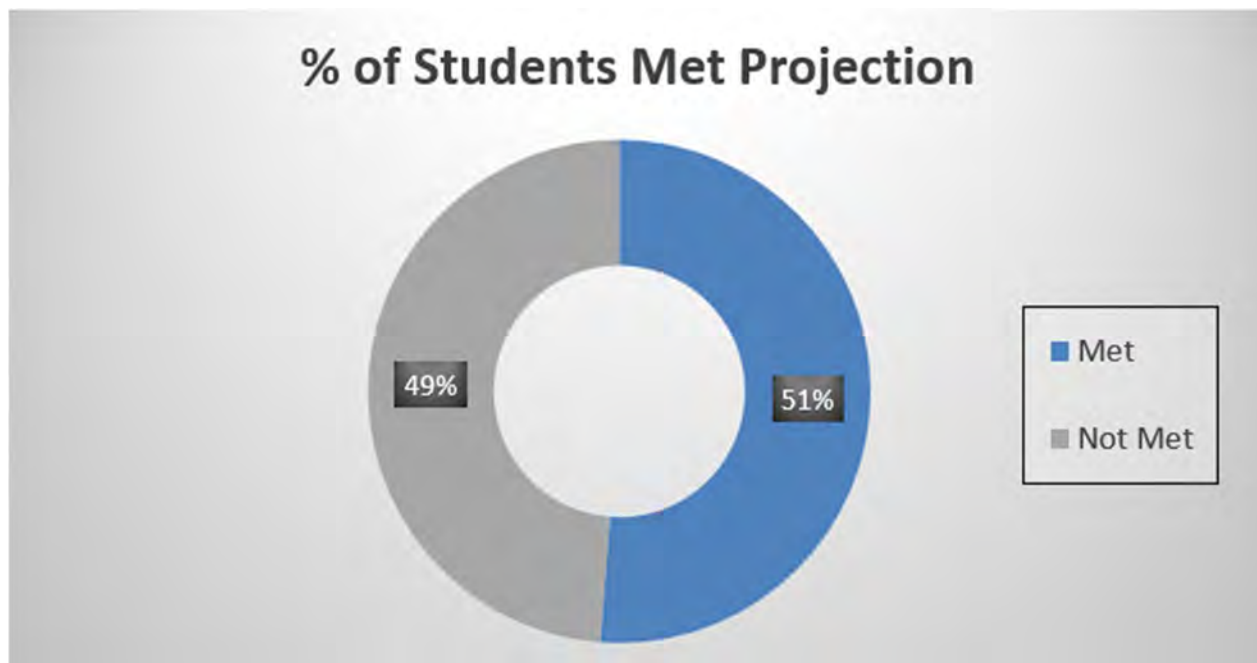


*scoring rubric attached

Educational Goal: Measure 2, Part B: **The percent of students meeting their projected score will average 60%.** *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	51%
GOAL: 60% or Greater			
Approaching	Math		53%
	Reading		50%



Landmark Academy

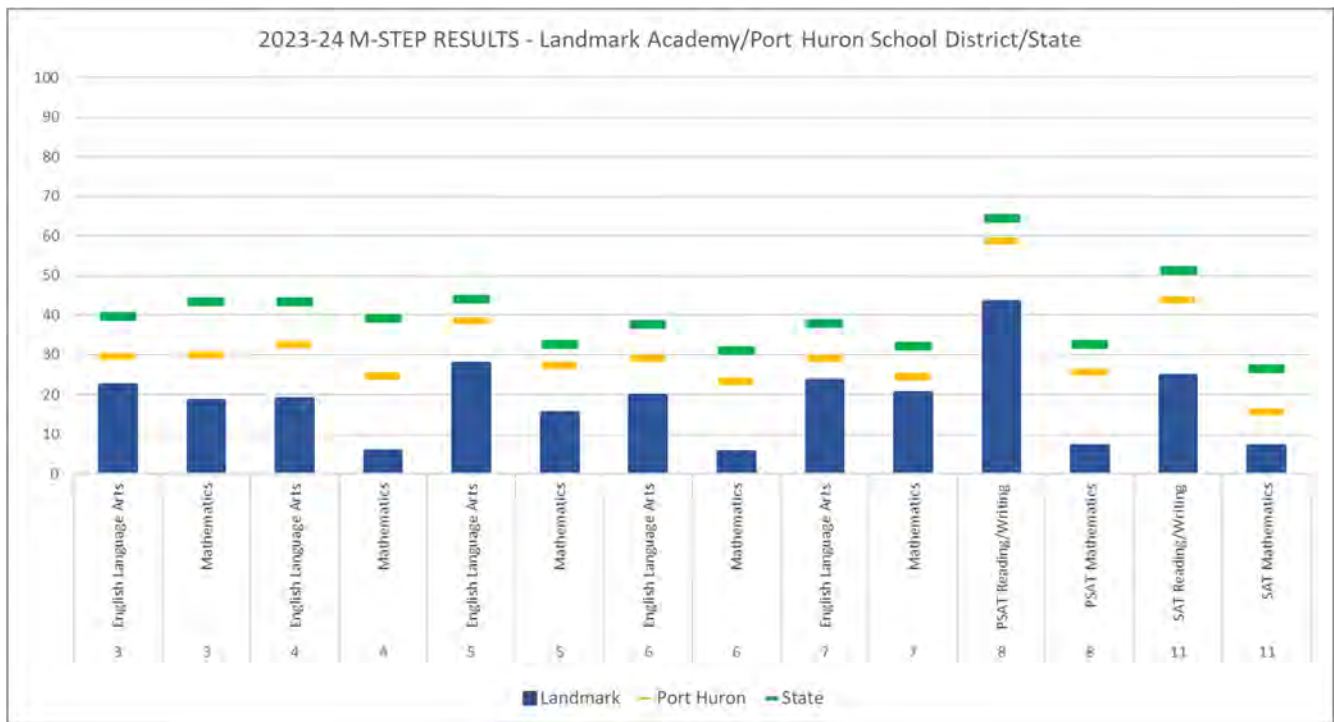
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

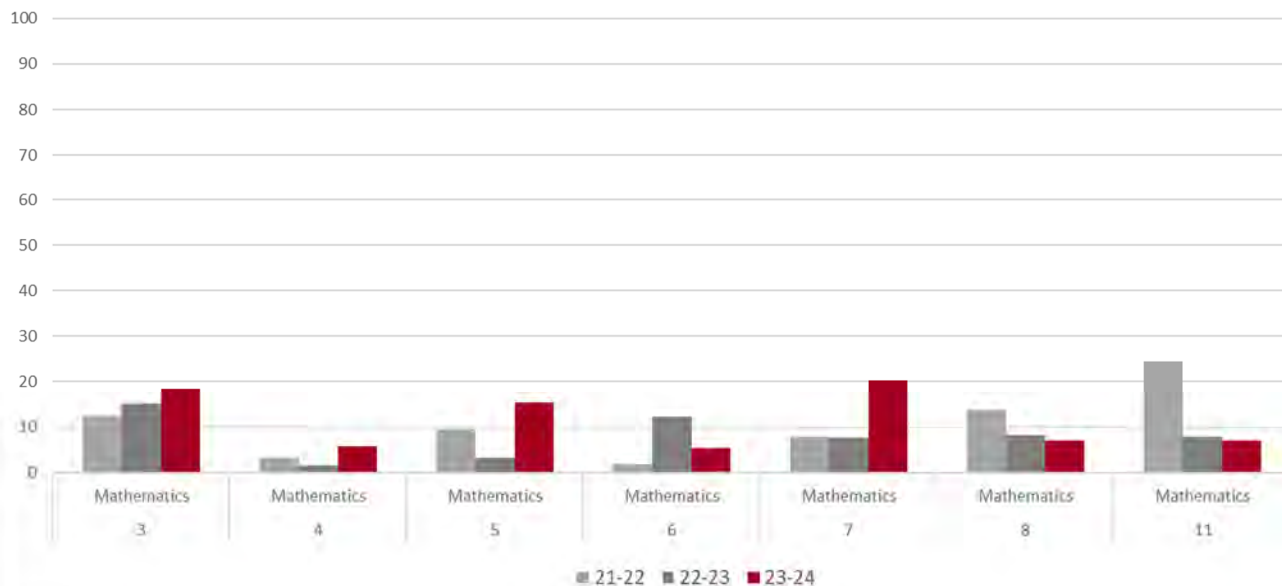
Mathematics:

13.2%

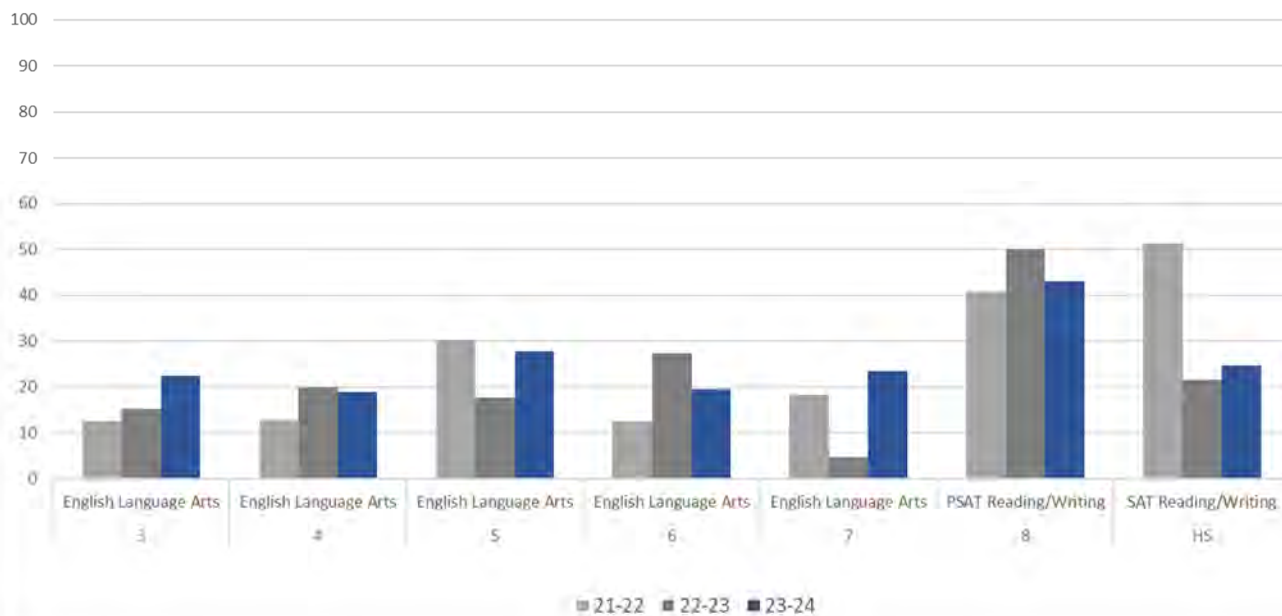
English Language Arts:

22.6%

Landmark Academy Mathematics M-STEP Trend Data



Landmark Academy English M-STEP Trend Data



Merritt Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

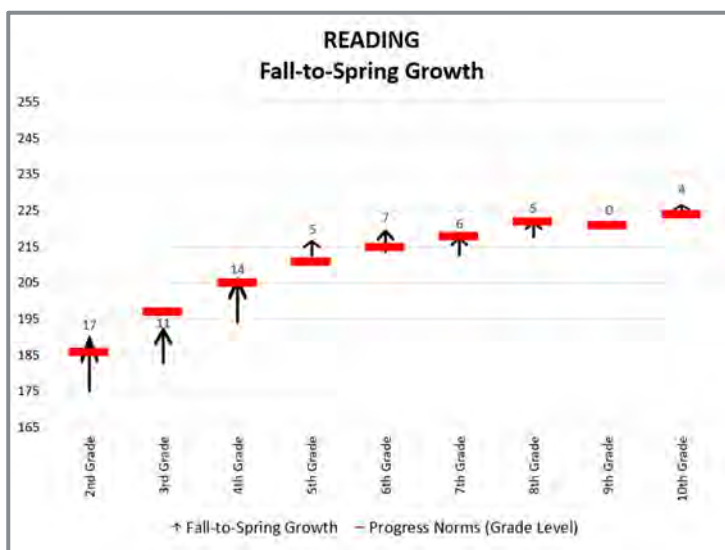
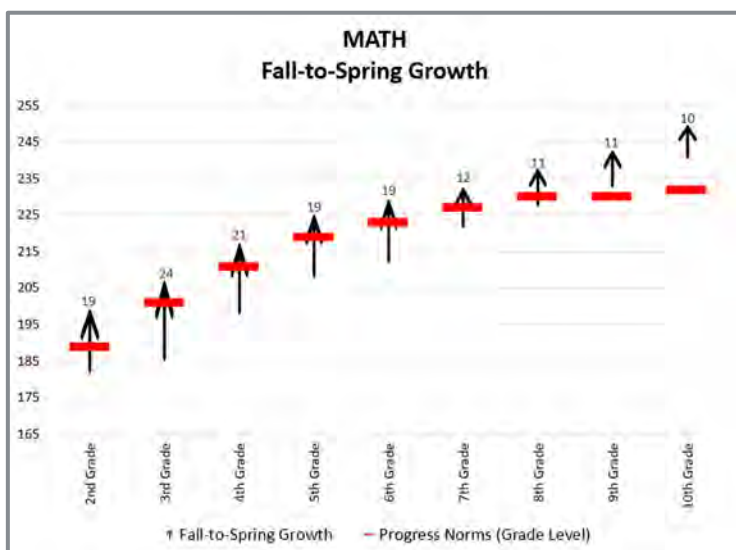
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.** *

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A Math & Reading Growth (in points)		42.95
GOAL: 0 or Greater		
Exceeding	Math	68.1
	Reading	17.8



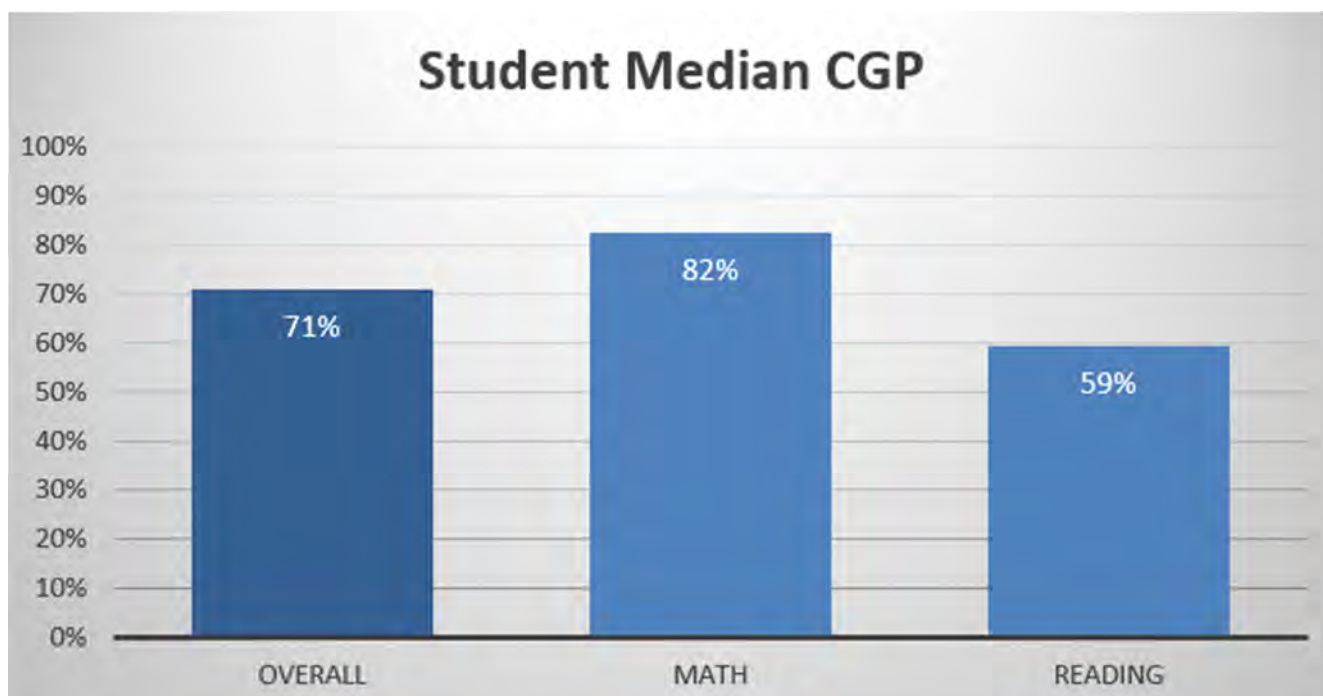
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B	Student Median CGP	71%
GOAL: 50% or Greater		
Exceeding	Math	82%
	Reading	59%



Merritt Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

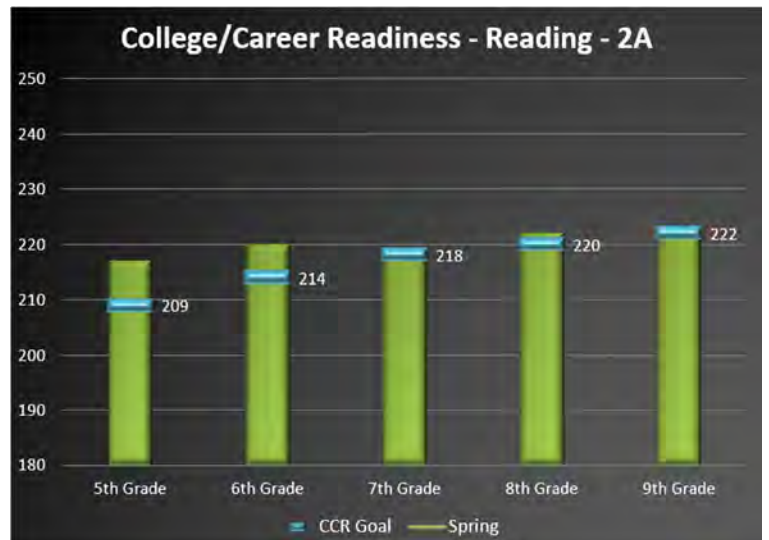
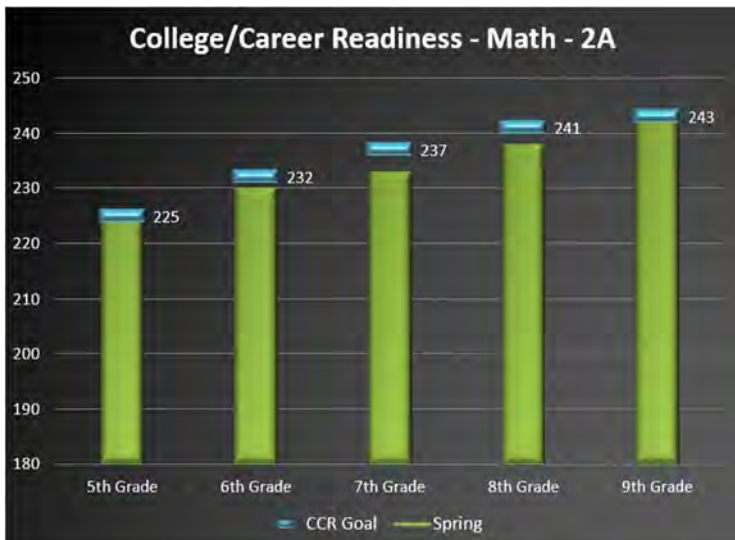
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A		Achievement Score vs CCR (in points)	0.8
GOAL: 0 or Greater			
Exceeding	Math	-1.6	
	Reading	3.2	



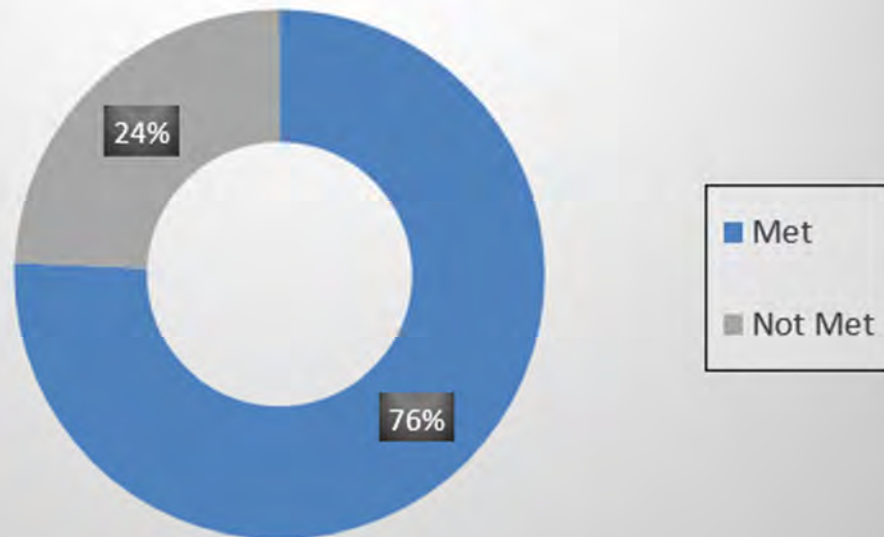
*scoring rubric attached

Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%. *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	76%
GOAL: 60% or Greater			
Exceeding	Math		87%
	Reading		65%

% of Students Met Projection



Merritt Academy

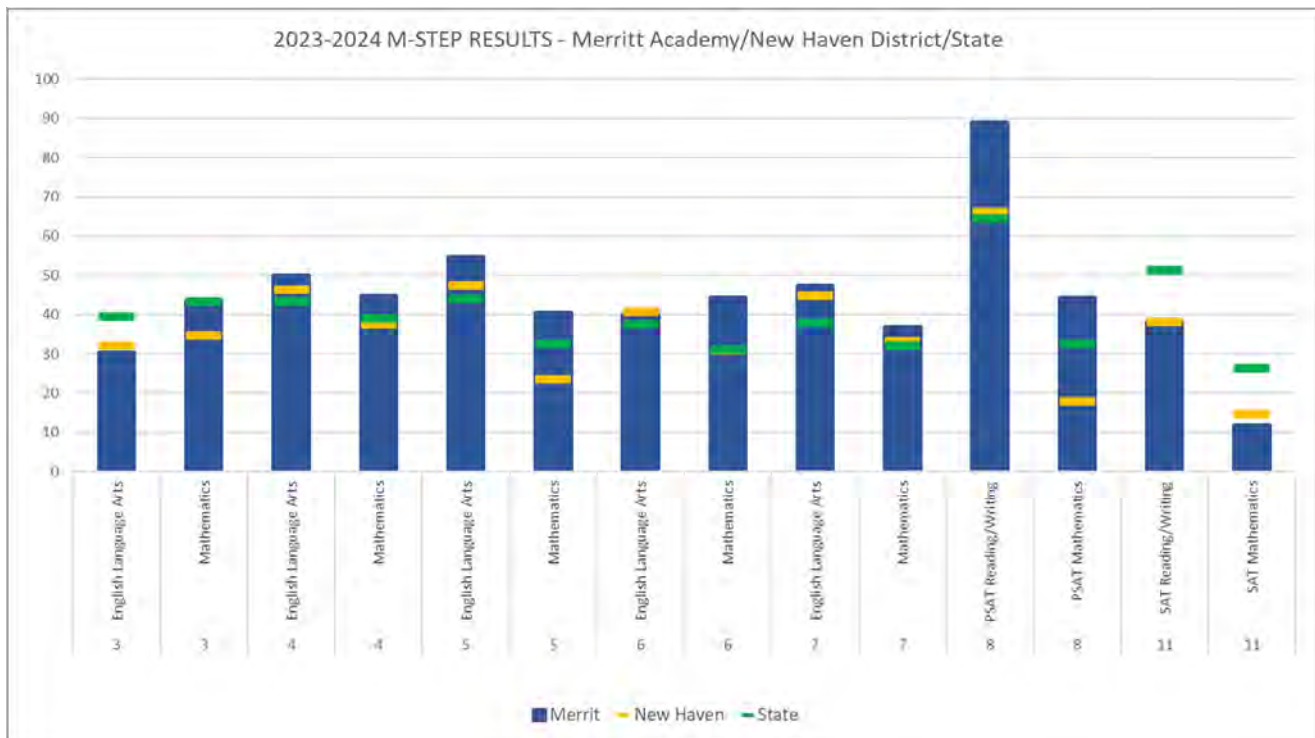
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



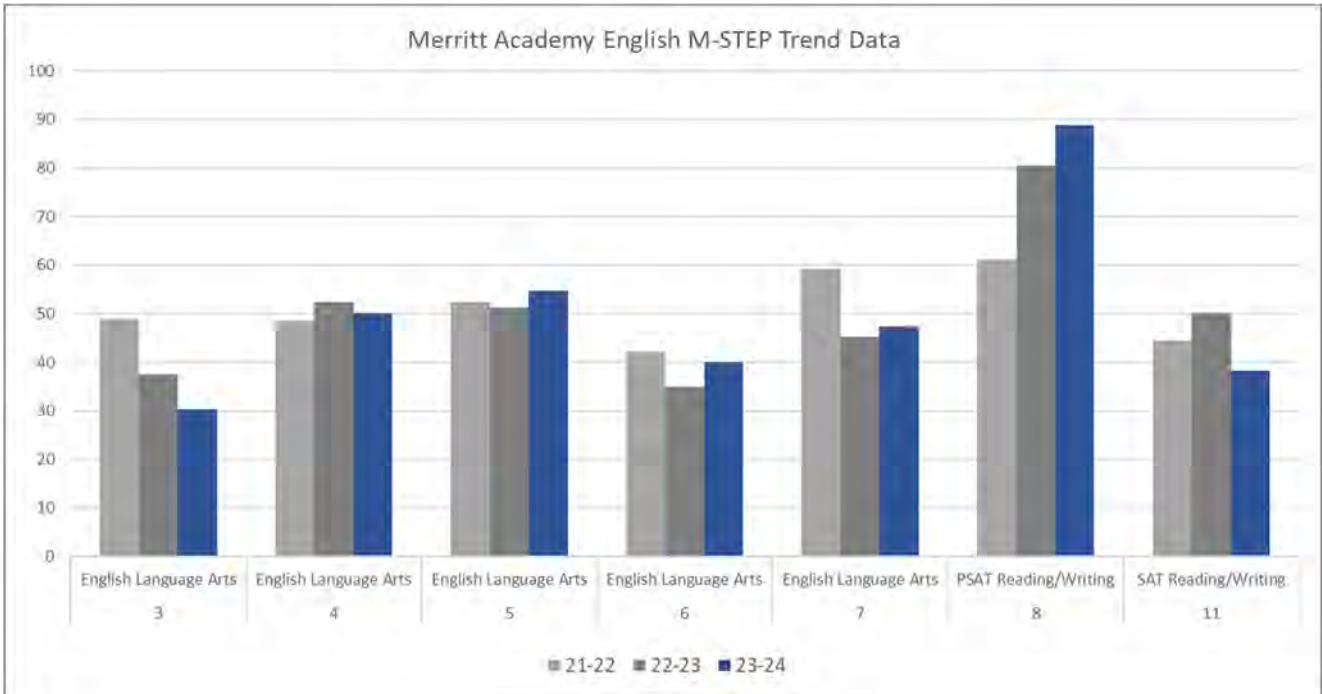
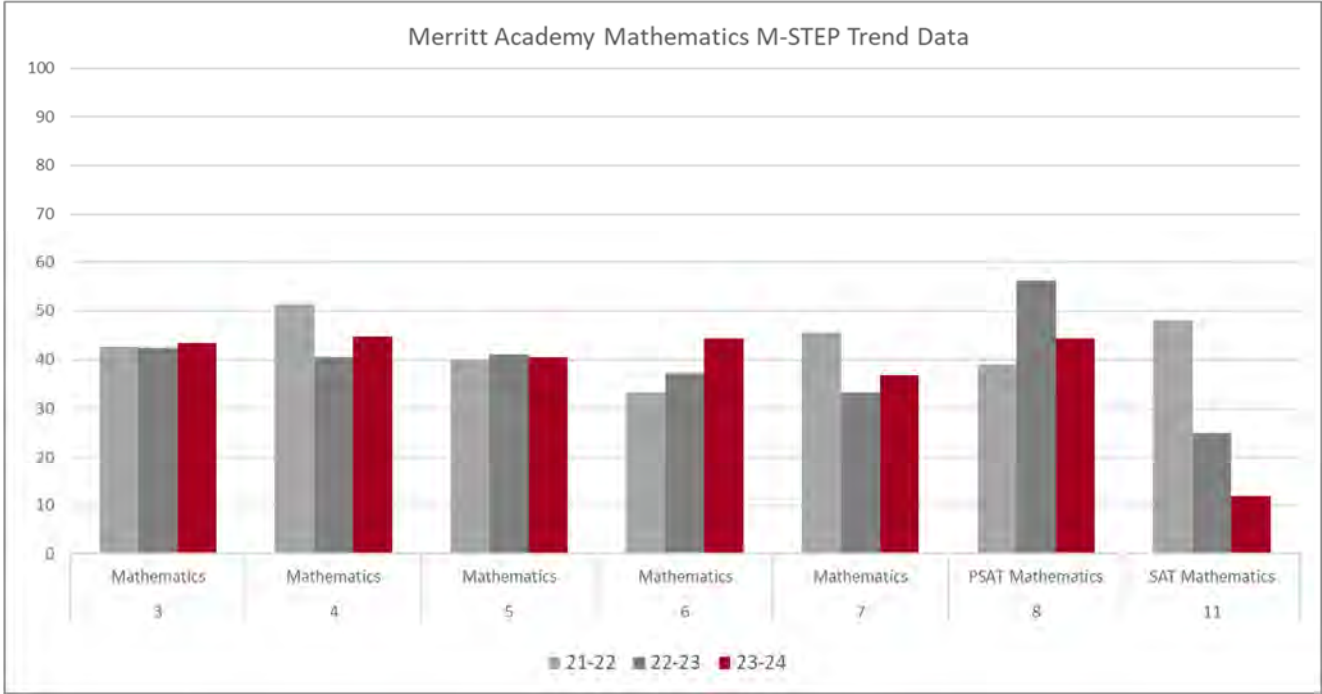
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

42.1%

English Language Arts:

44%



Muskegon Maritime Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

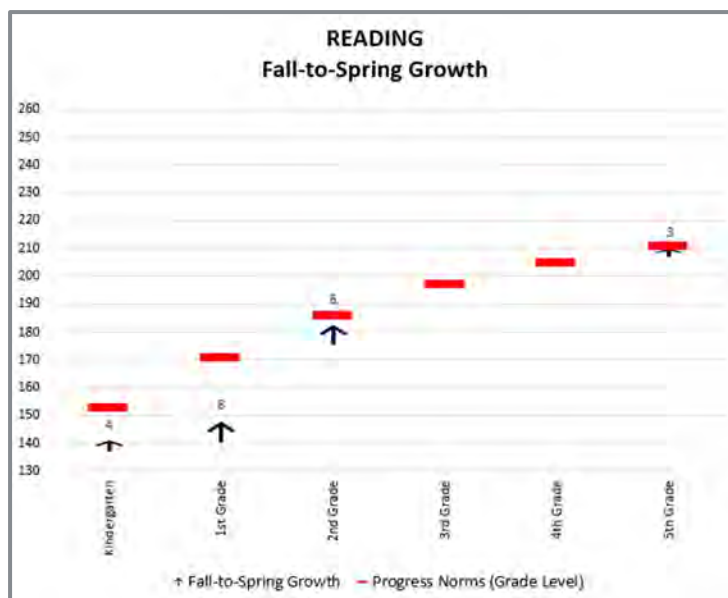
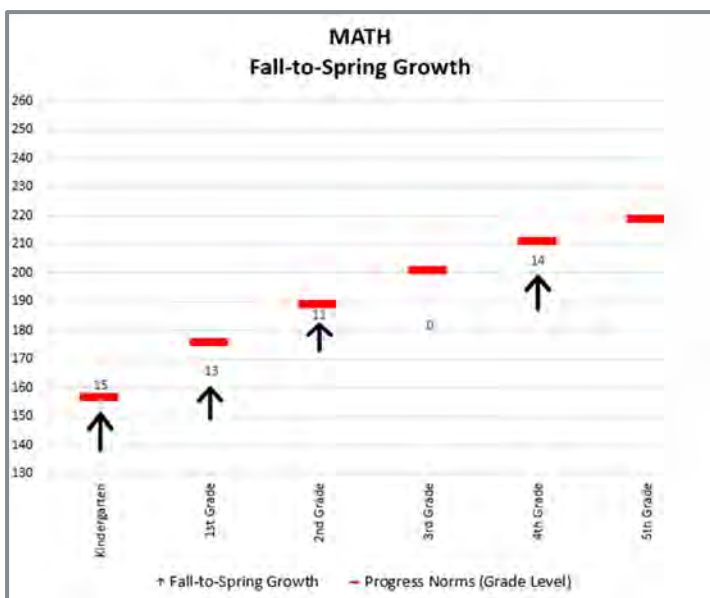
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	-29.8
GOAL: 0 or Greater			
Deficient		Math	-27.7
		Reading	-31.9



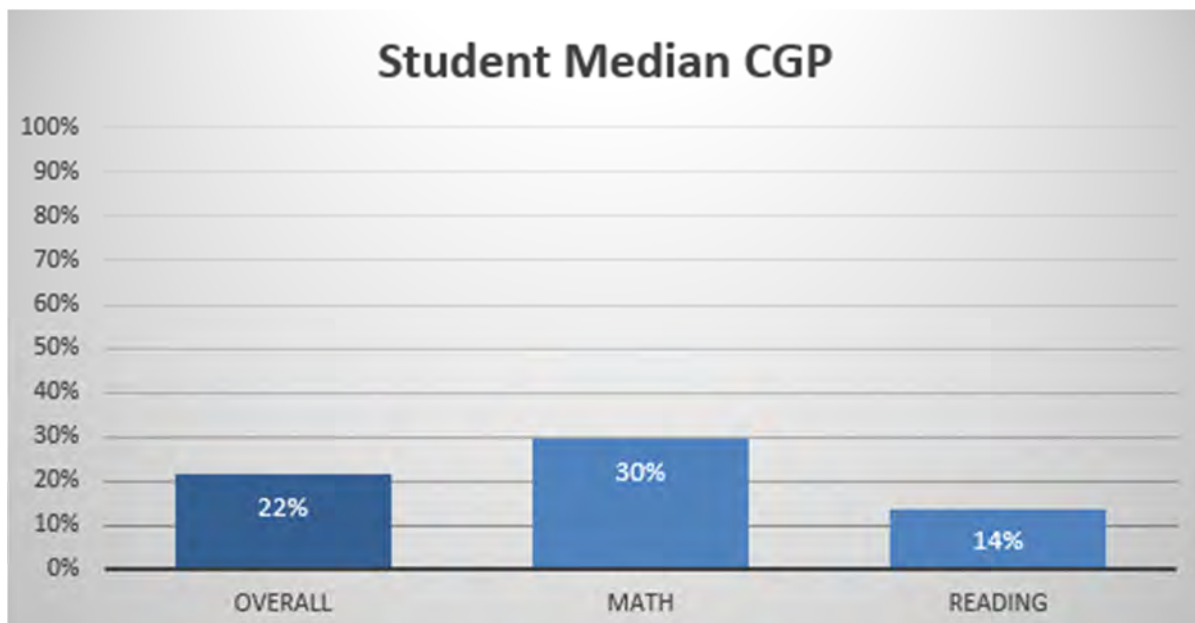
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	22%
GOAL: 50% or Greater			
Deficient	Math		30%
	Reading		14%



Muskegon Maritime Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

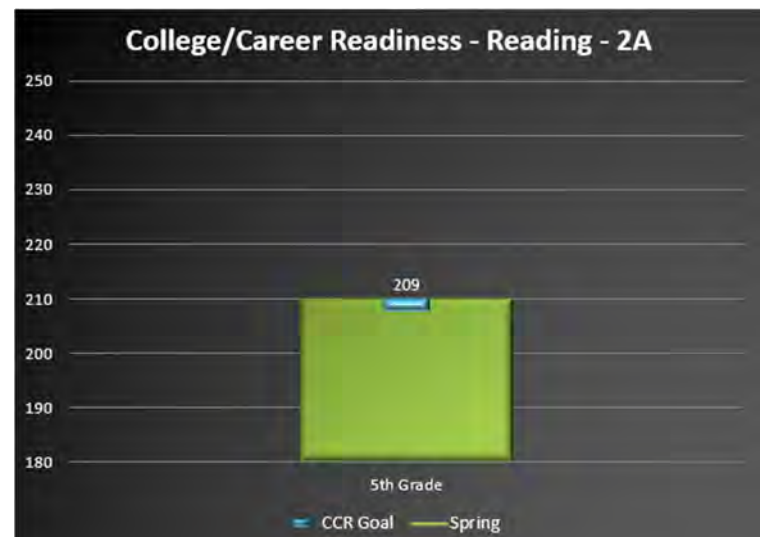
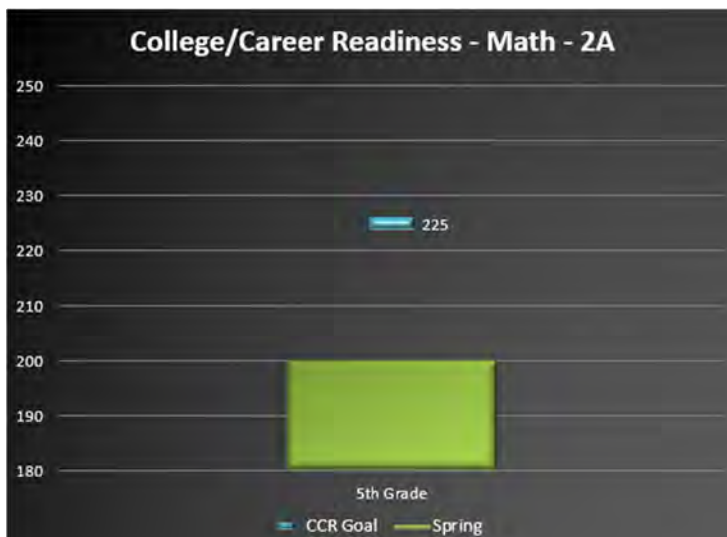
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

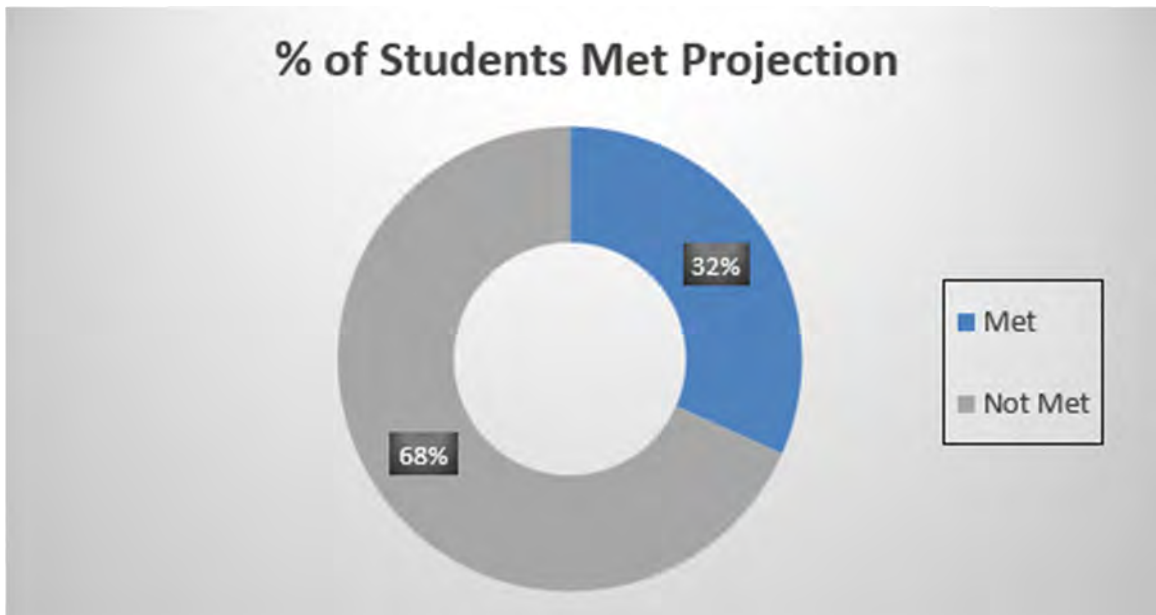
2A		Achievement Score vs CCR (in points)	-3
GOAL: 0 or Greater			
Approaching	Math		-6.25
	Reading		0.25



Educational Goal: Measure 2, Part B: **The percent of students meeting their projected score will average 60%.** *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B	% of Students Met Projection	32%
GOAL: 60% or Greater		
Deficient	Math	30%
	Reading	34%



Muskegon Maritime Academy

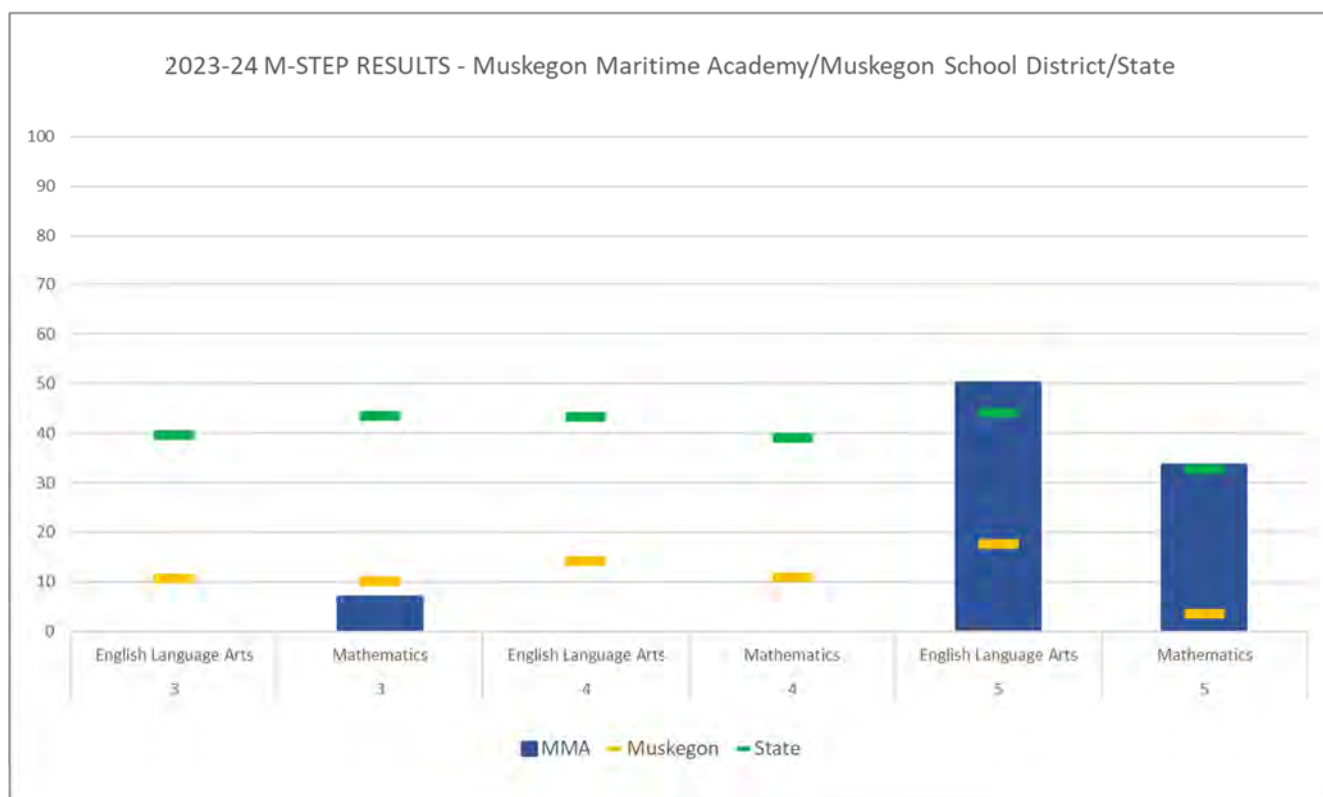
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

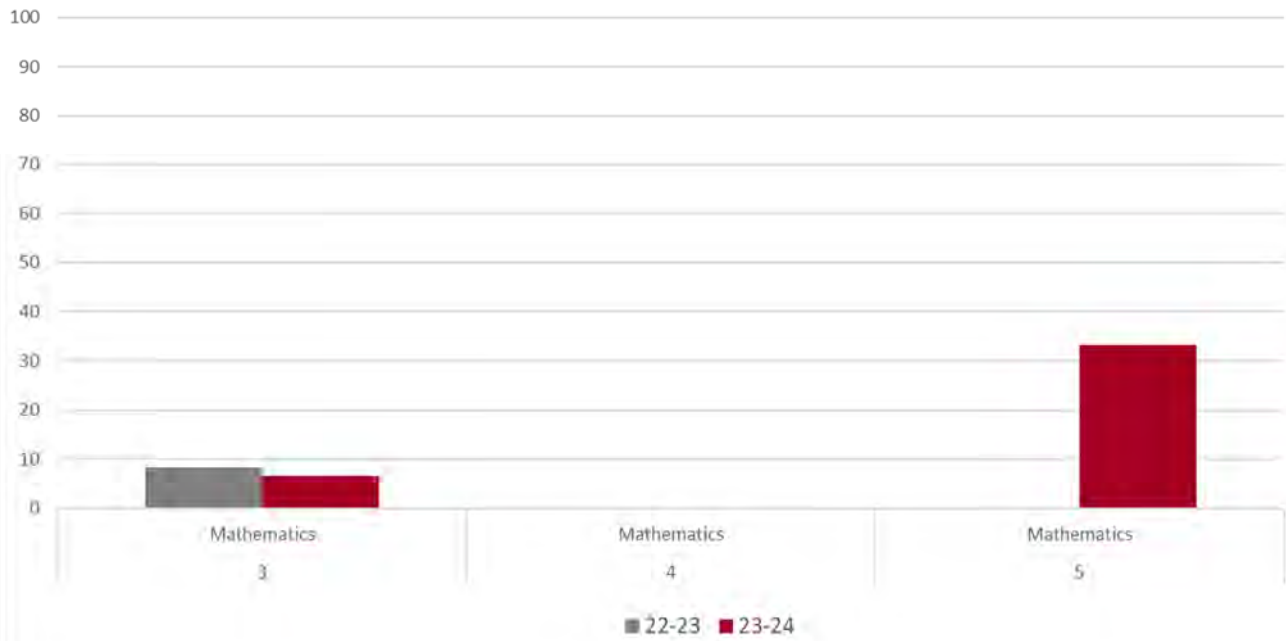
Mathematics:

5.7%

English Language Arts:

2.9%

Muskegon Maritime Academy Mathematics M-STEP Trend Data



Muskegon Maritime Academy English M-STEP Trend Data



New Dawn Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

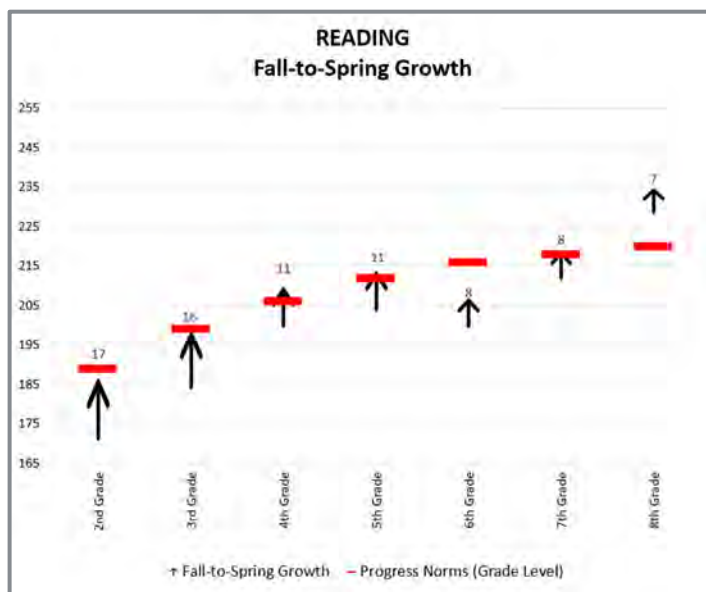
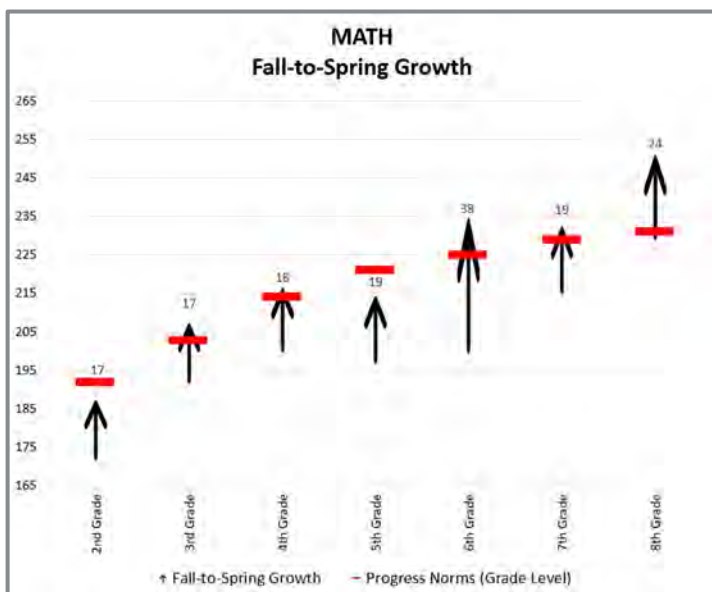
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	54.5
GOAL: 0 or Greater			
Exceeding	Math		67.5
	Reading		41.5

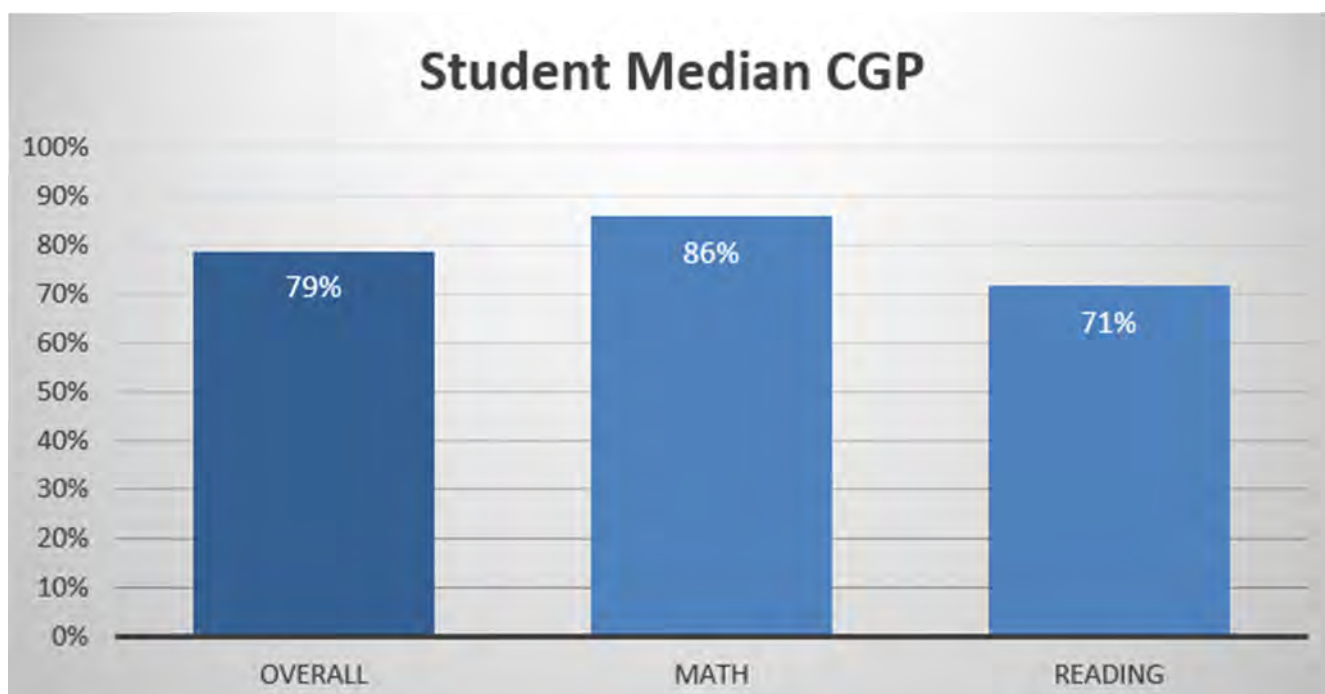


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B	Student Median CGP	79%
GOAL: 50% or Greater		
Exceeding	Math	86%
	Reading	71%



New Dawn Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

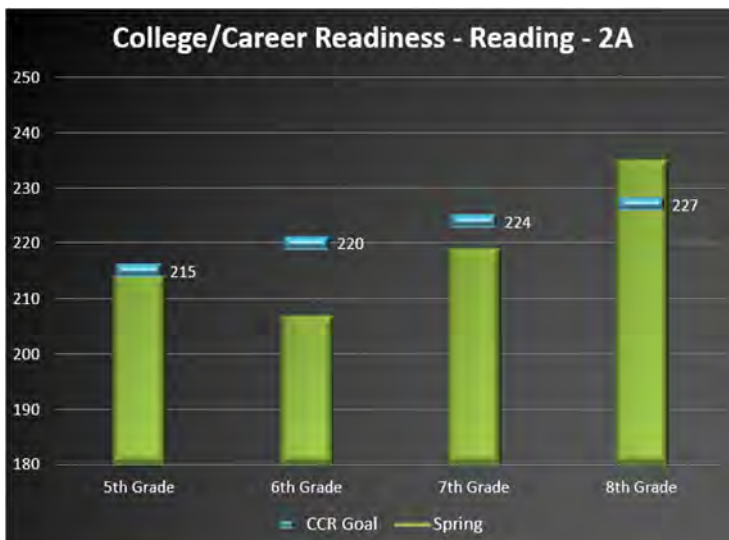
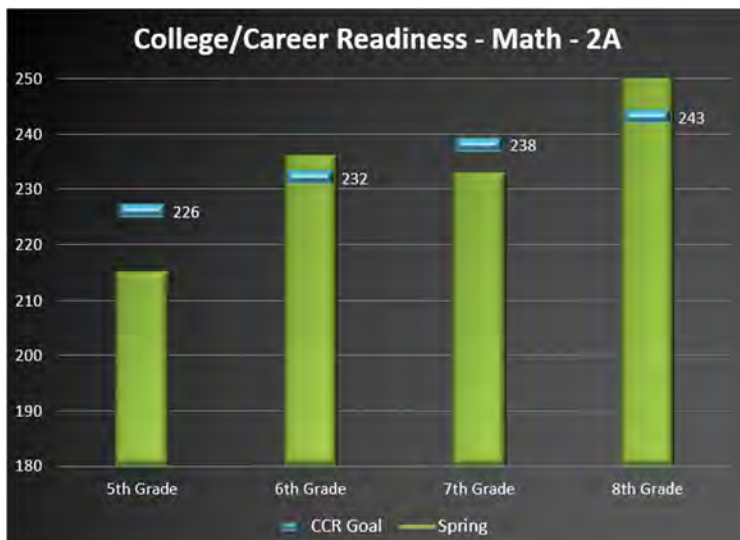
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A		Achievement Score vs CCR (in points)
		-1.75
GOAL: 0 or Greater		
Approaching	Math	-0.75
	Reading	-2.75

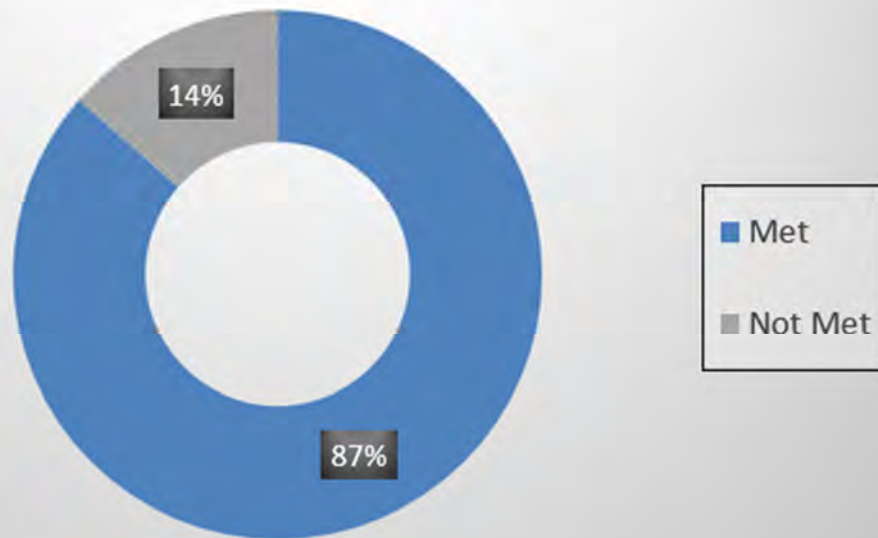


Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%. *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	87%
GOAL: 80% or Greater			
Exceeding	Math		89%
	Reading		84%

% of Students Met Projection



New Dawn Academy

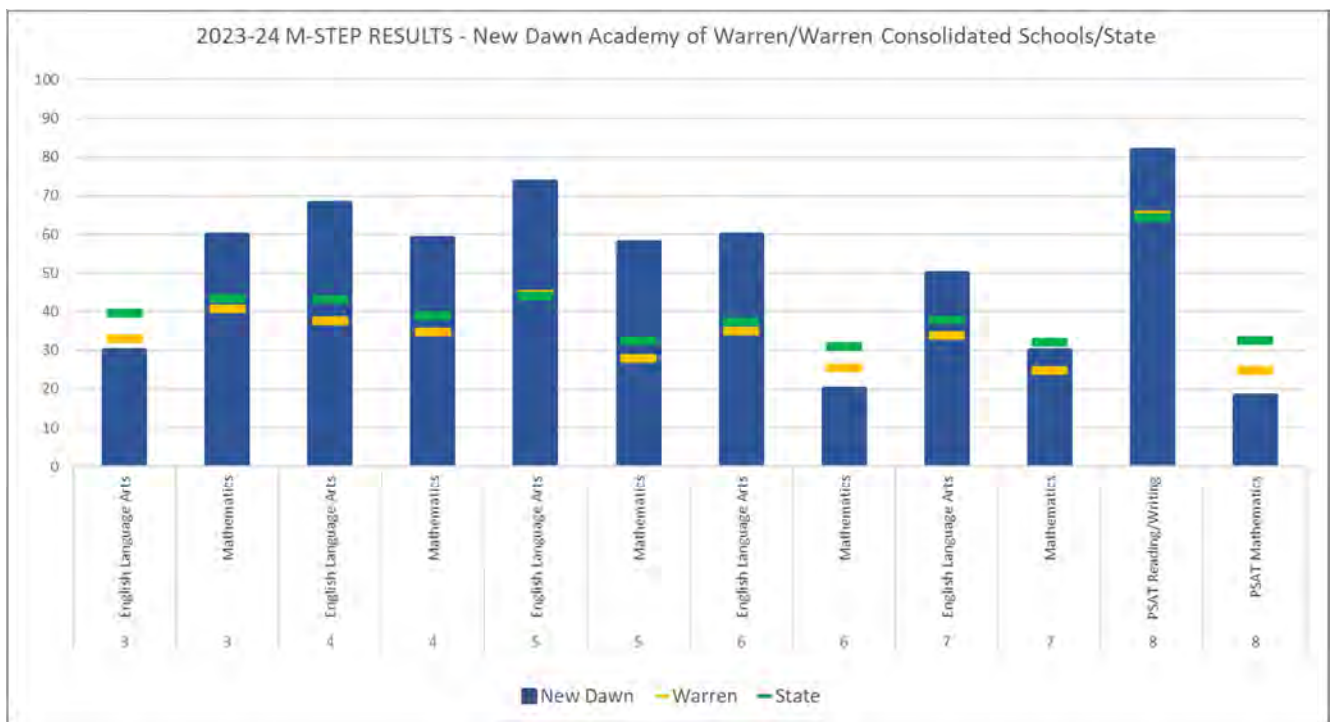
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



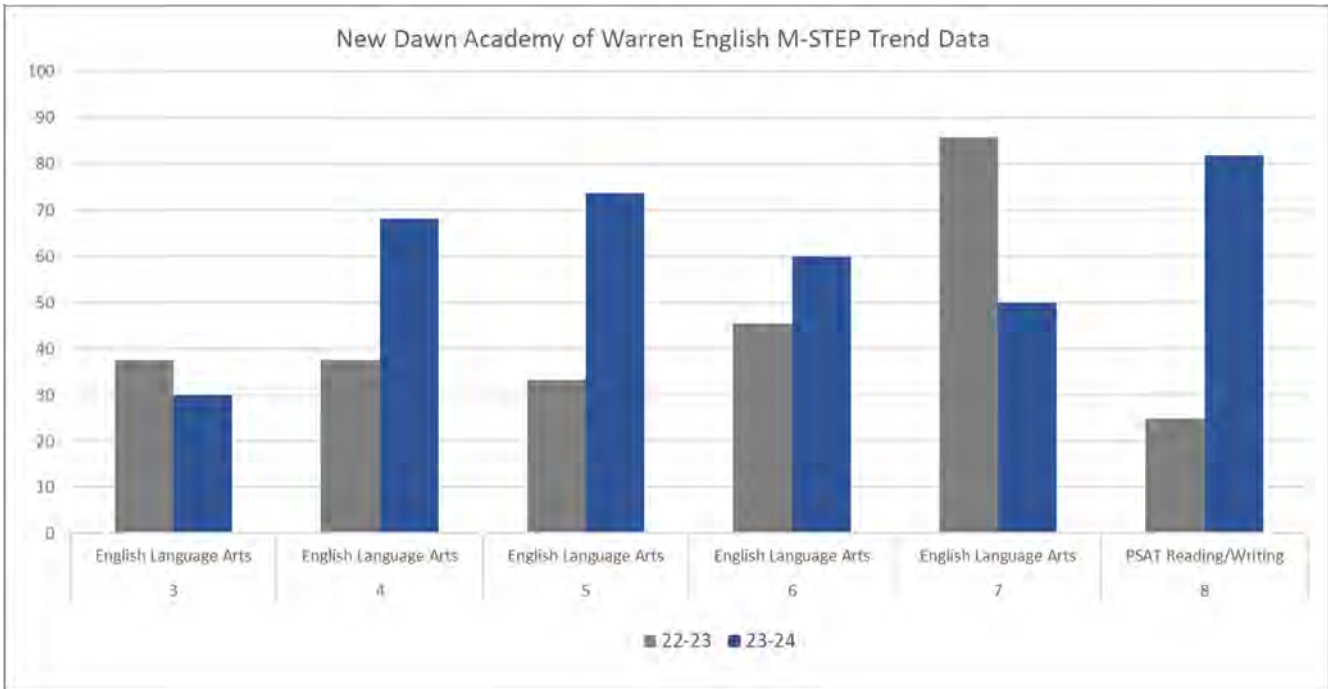
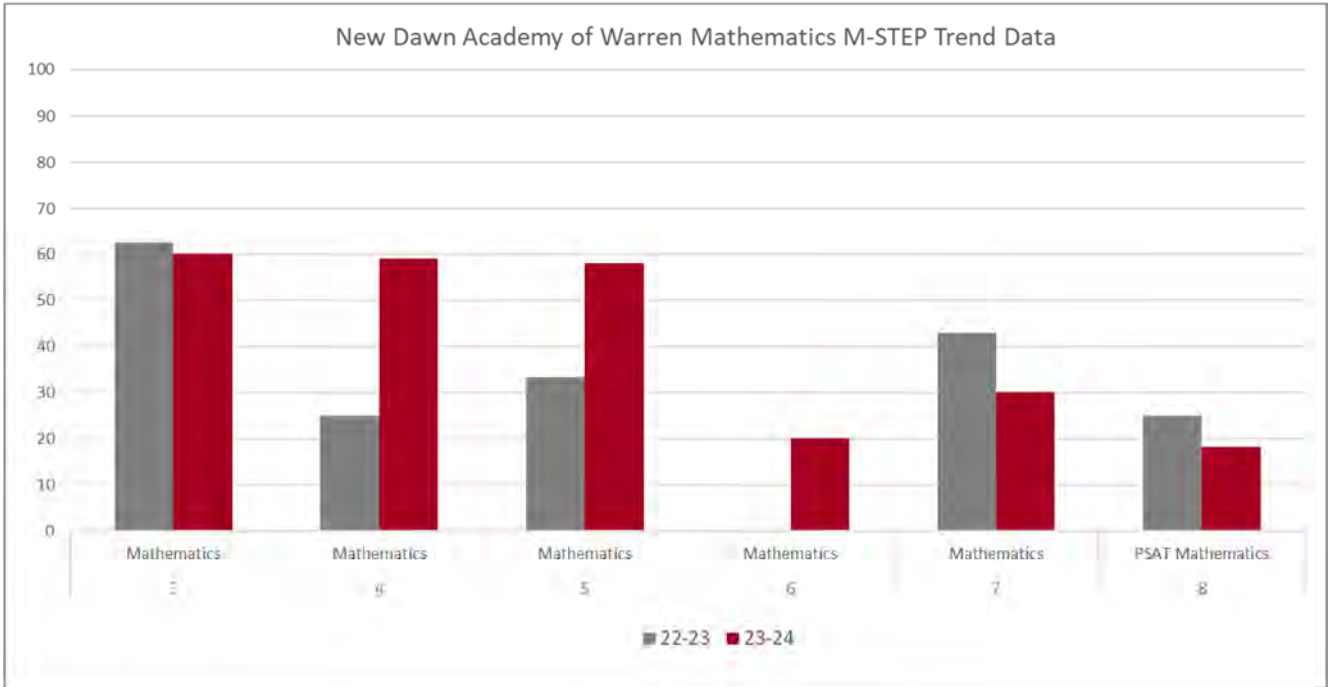
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

43.8%

English Language Arts:

58.3%



Oakland International Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

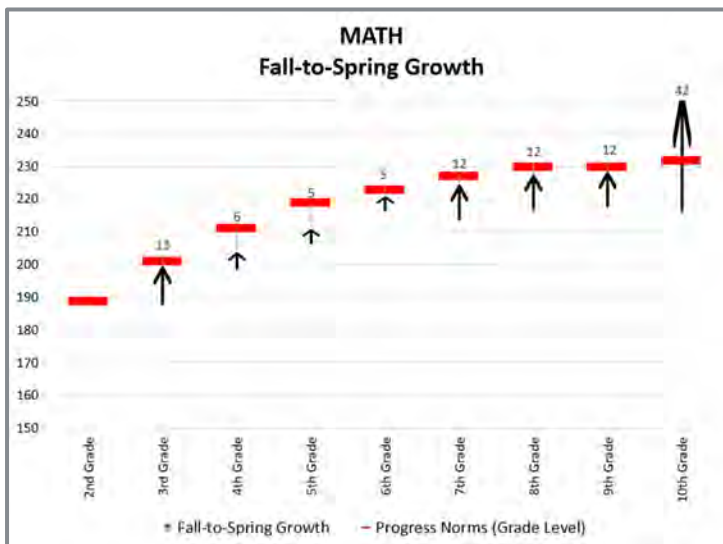
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A Math & Reading Growth (in points)		15.15
GOAL: 0 or Greater		
Exceeding	Math	21.2
	Reading	9.1



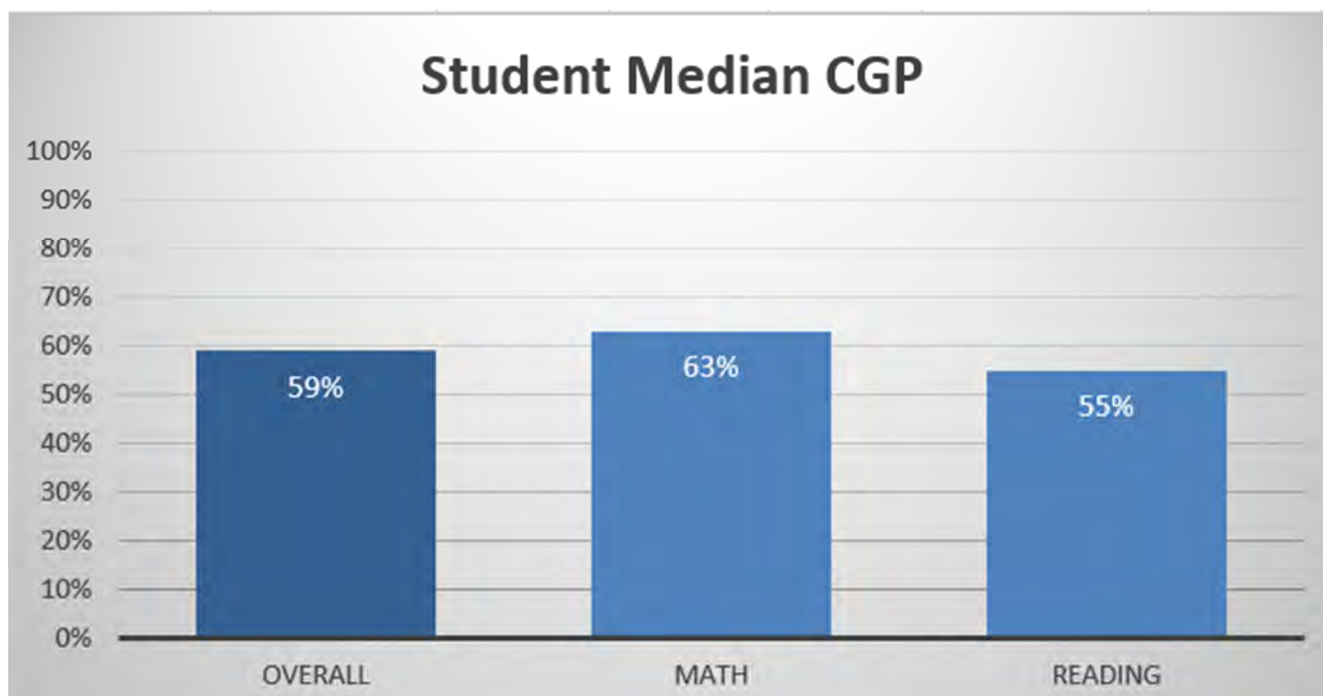
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	59%
GOAL: 50% or Greater			
Exceeding	Math		63%
	Reading		55%



Oakland International Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

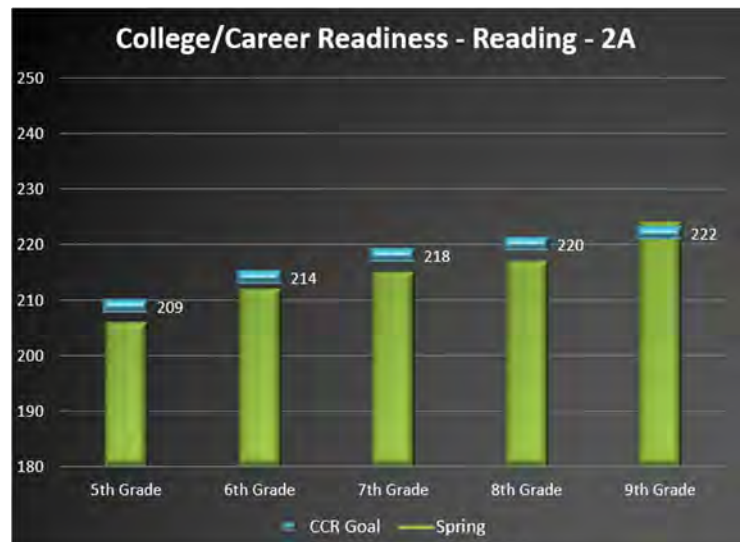
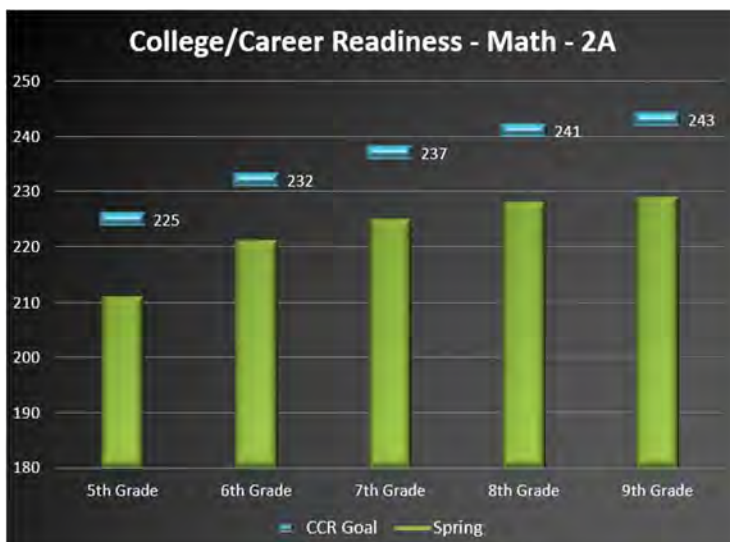
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

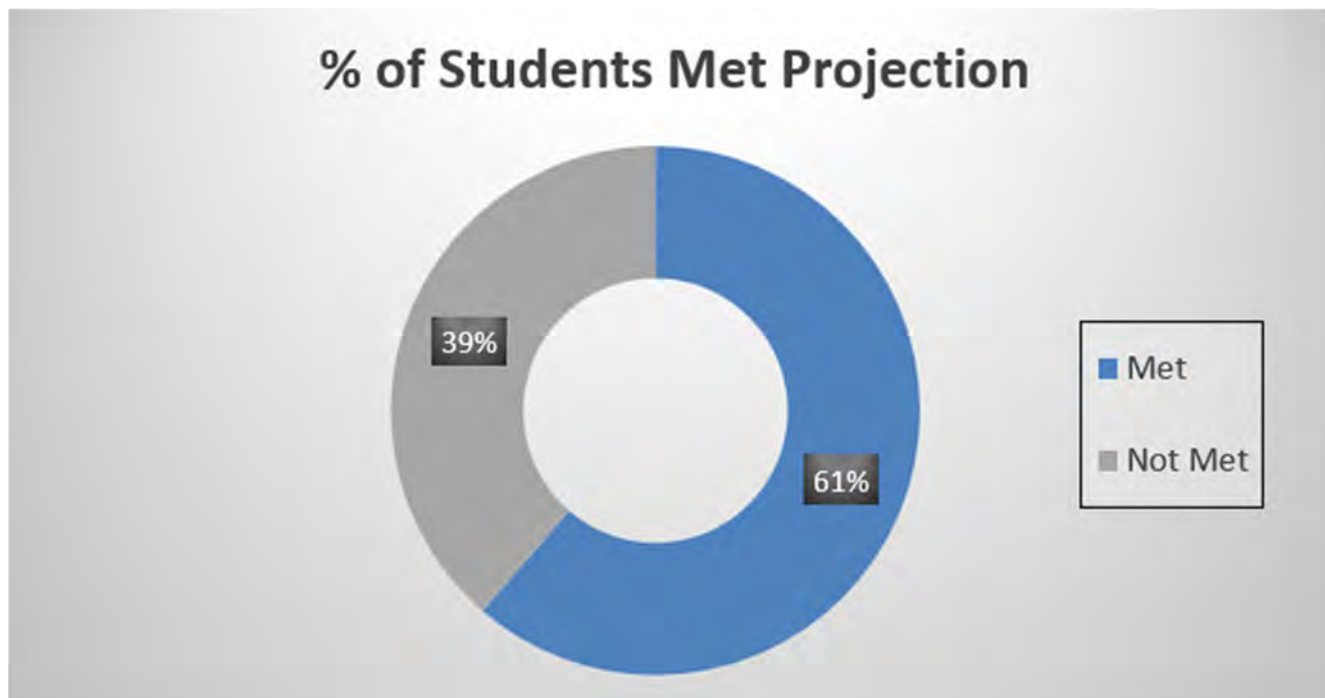
2A		Achievement Score vs CCR (in points)
		-7.3
GOAL: 0 or Greater		
Approaching	Math	-12.8
	Reading	-1.8



Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%. *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	61%
GOAL: 60% or Greater			
Exceeding	Math		66%
	Reading		57%



Oakland International Academy

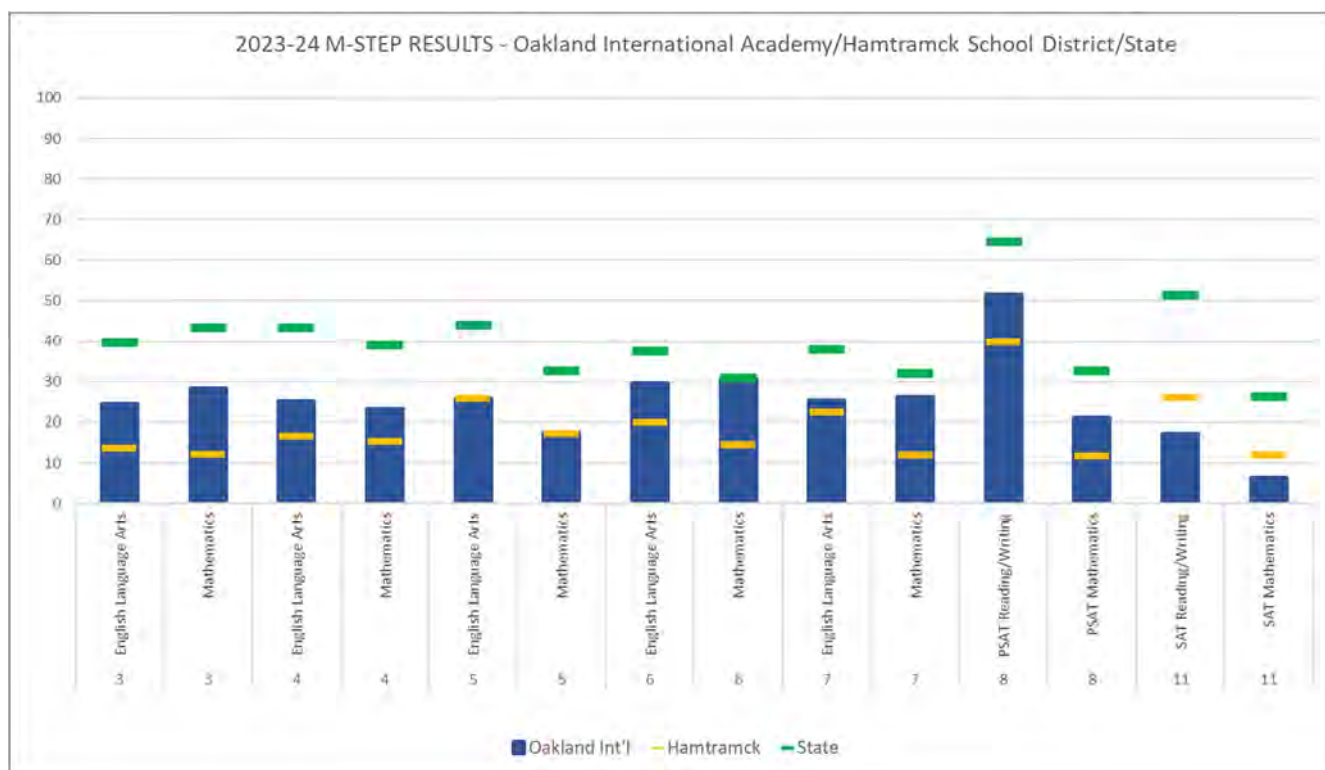
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



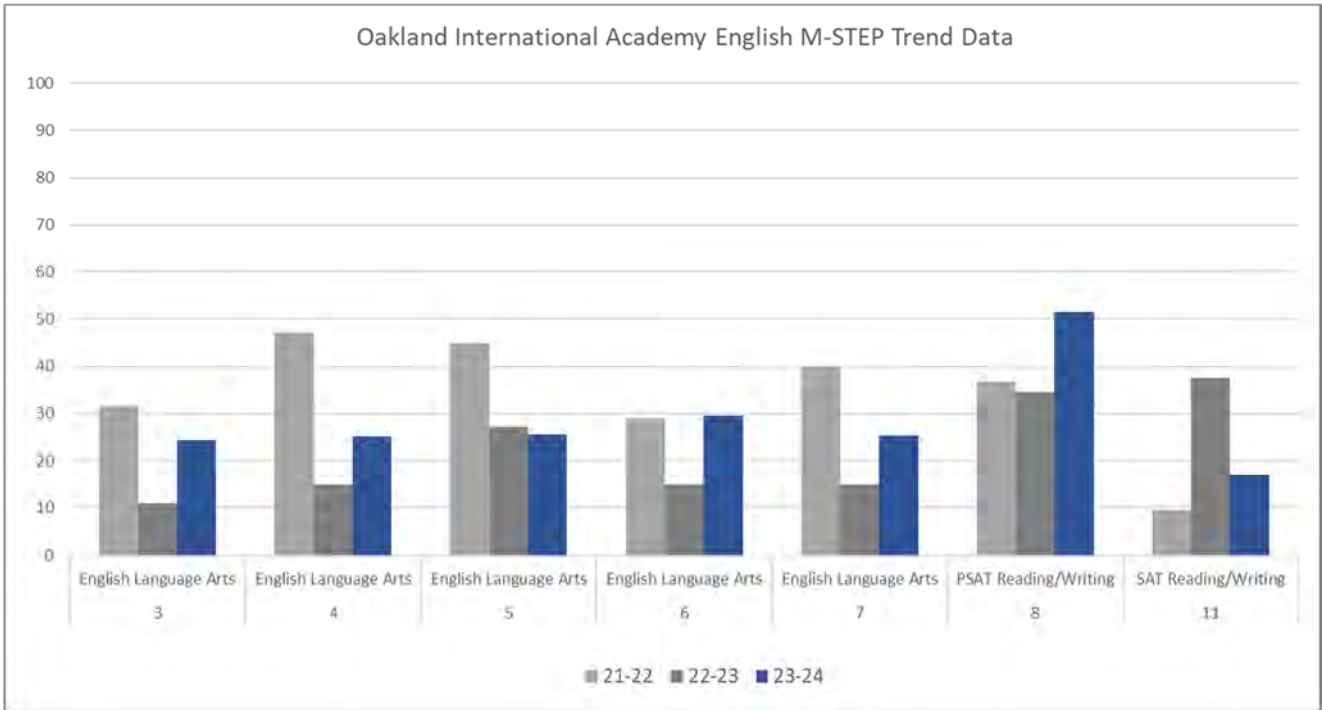
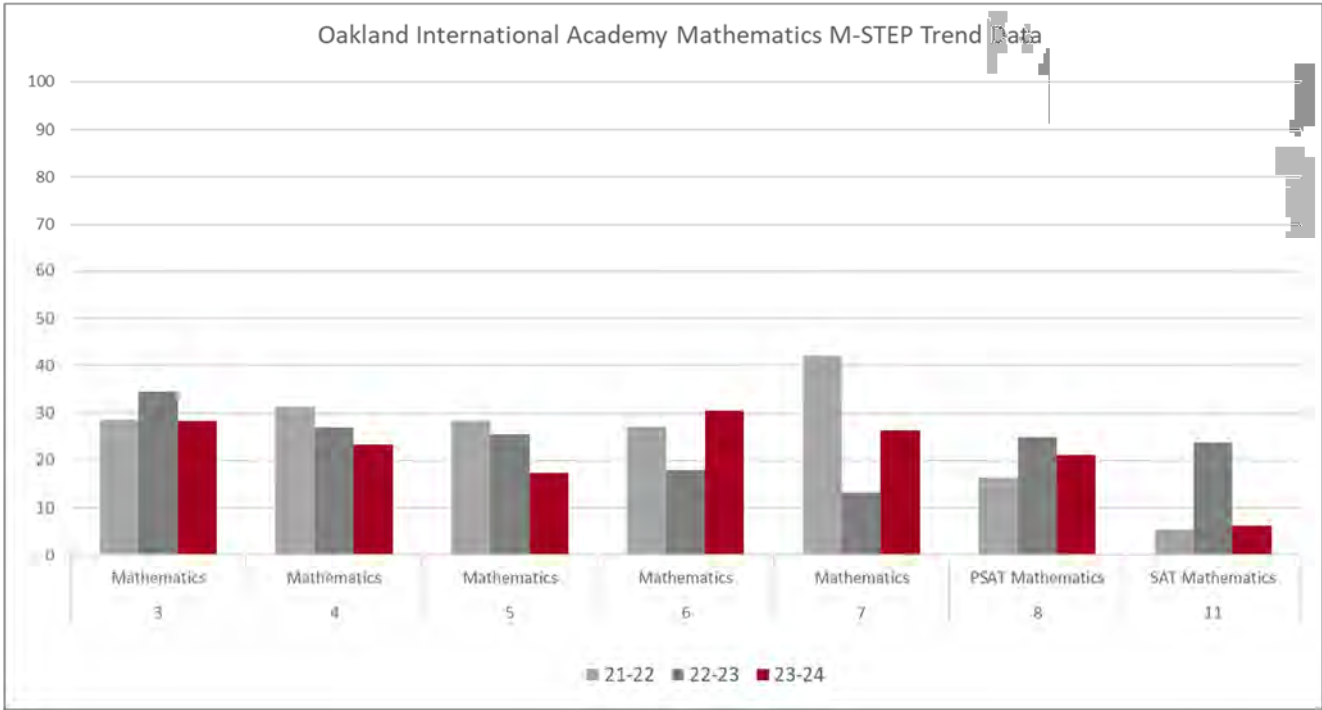
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

25.7%

English Language Arts:

26.3%



Pontiac Academy for Excellence

Norm-Referenced Test

NWEA MAP Growth Assessment

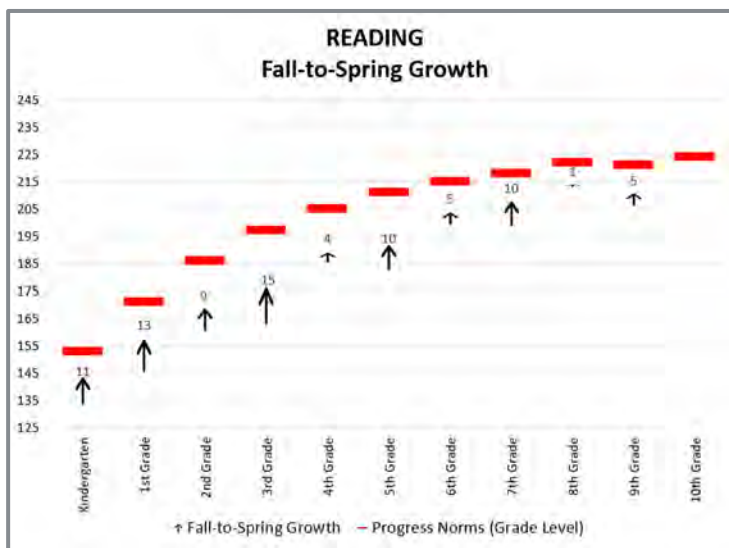
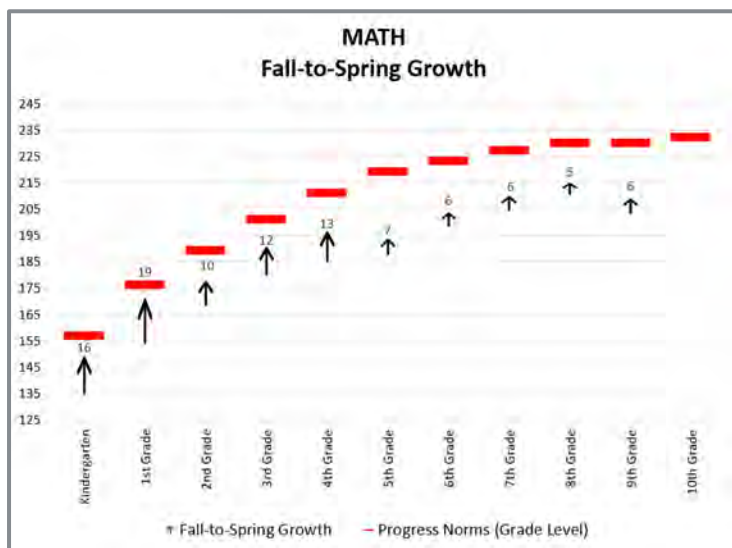
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A Math & Reading Growth (in points)		-8.85
GOAL: 0 or Greater		
Approaching	Math	-3.7
	Reading	-14



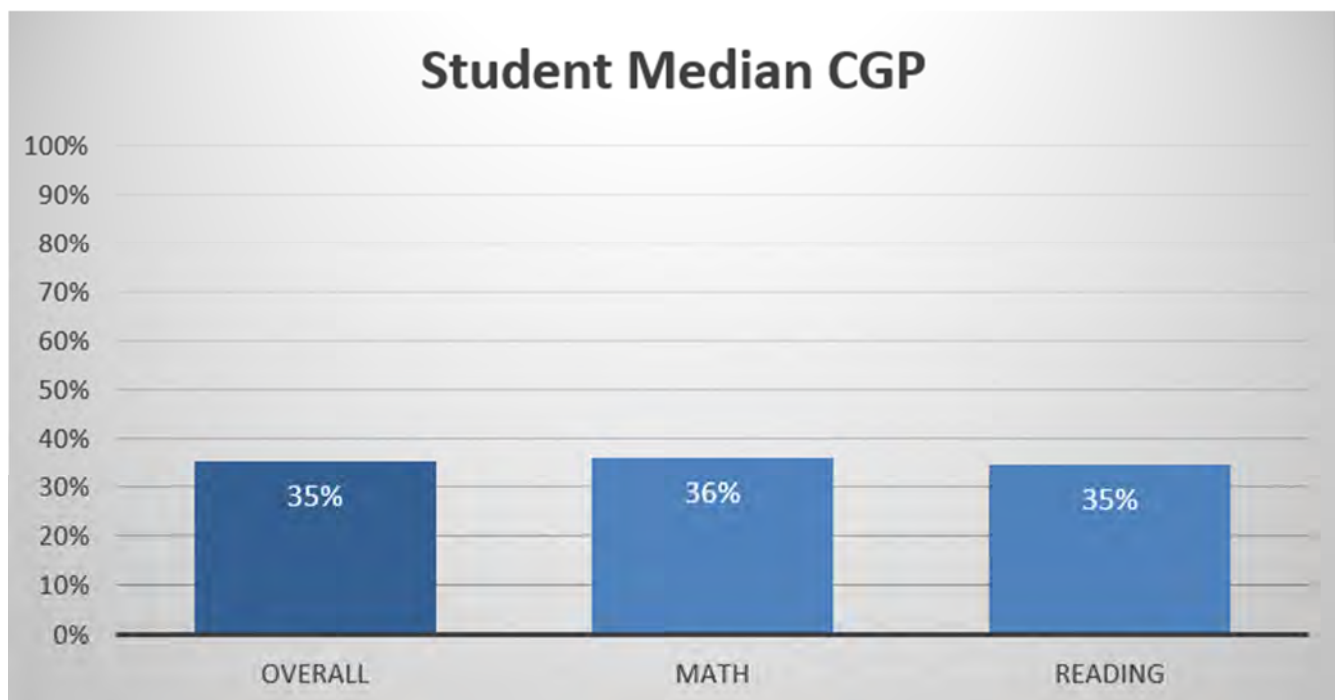
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	35%
GOAL: 50% or Greater			
Deficient		Math	36%
		Reading	35%



Pontiac Academy for Excellence

Norm-Referenced Test

NWEA MAP Growth Assessment

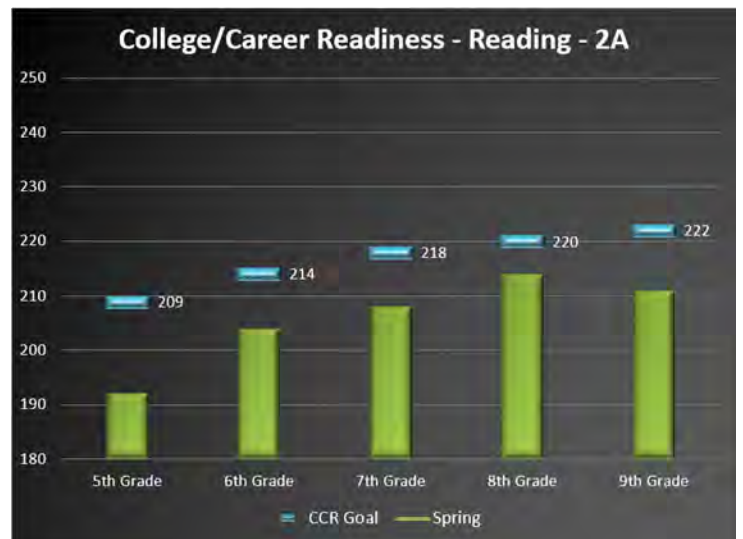
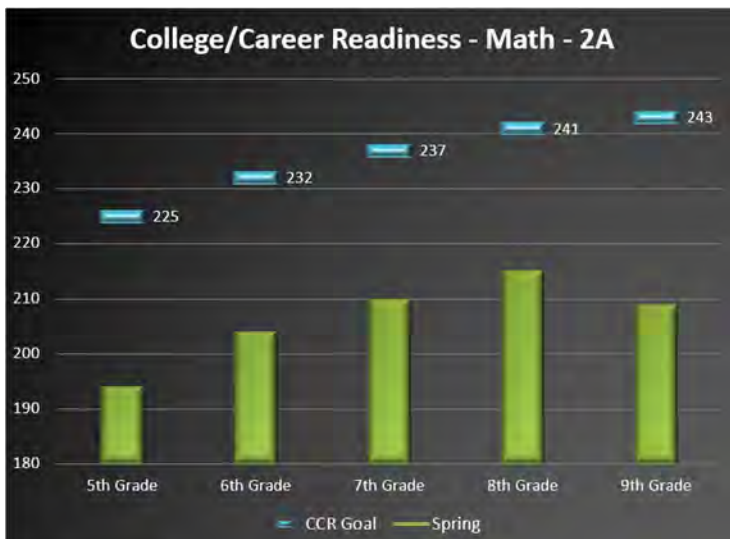
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A Achievement Score vs CCR (in points)		-20
GOAL: 0 or Greater		
Approaching	Math	-29.2
	Reading	-10.8

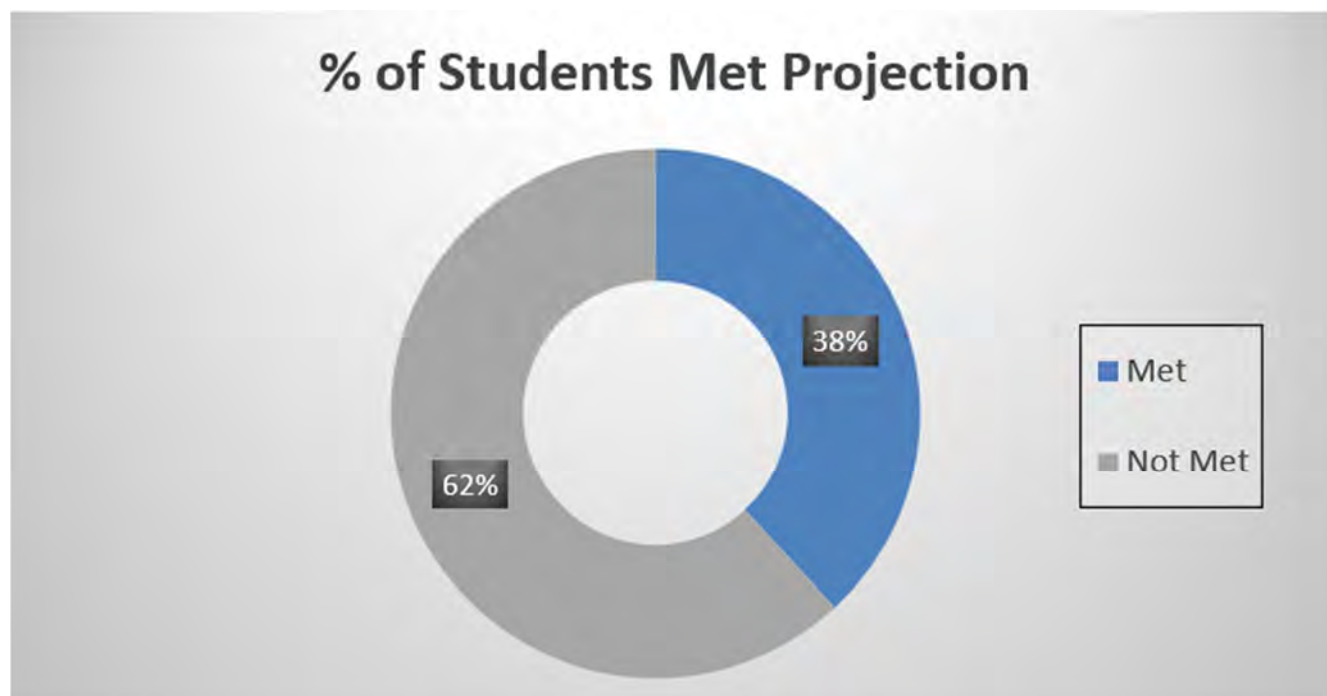


*scoring rubric attached

Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%. *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	38%
GOAL: 60% or Greater			
Deficient	Math		38%
	Reading		38%



Pontiac Academy for Excellence

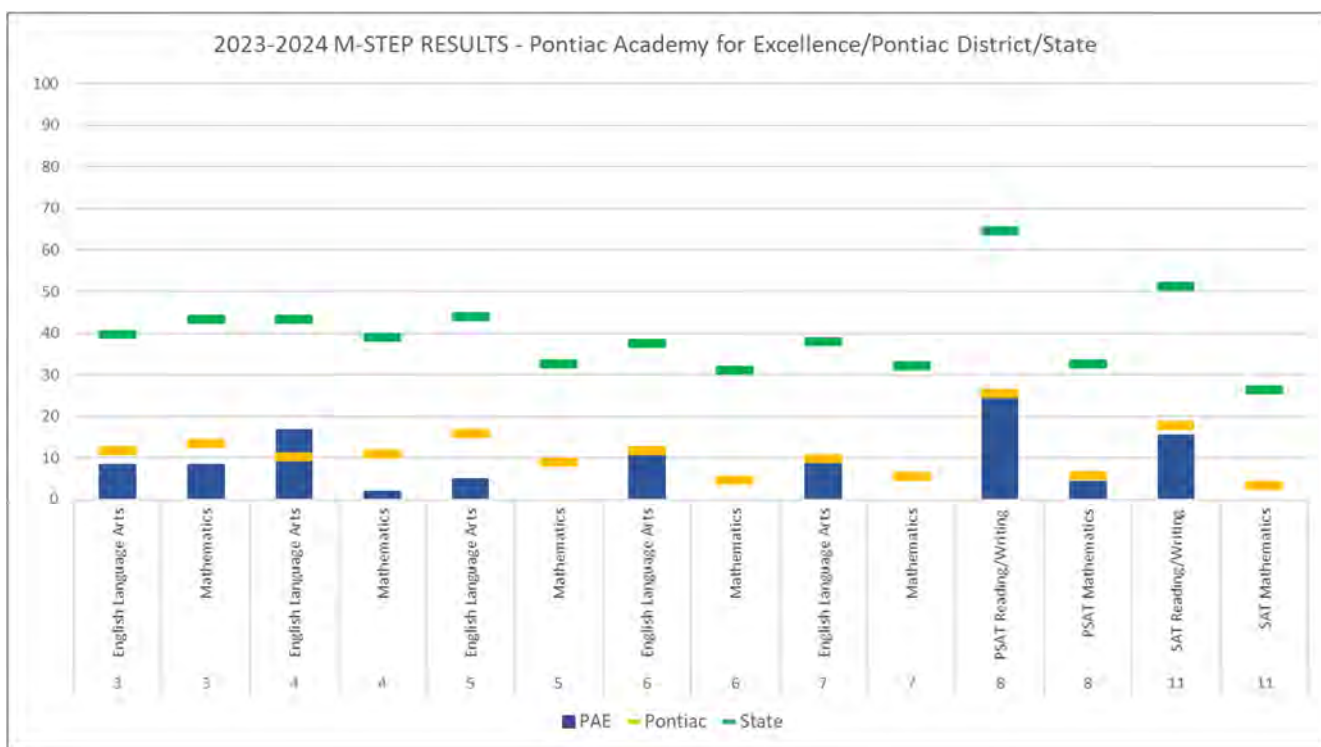
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

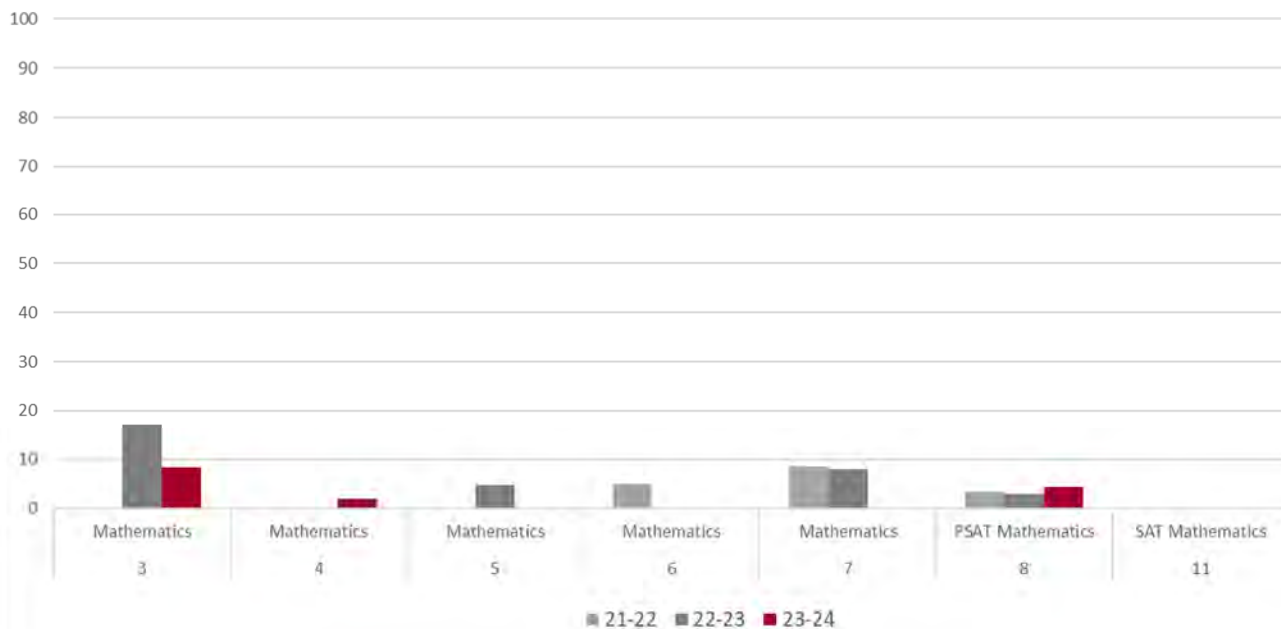
Mathematics:

1.7%

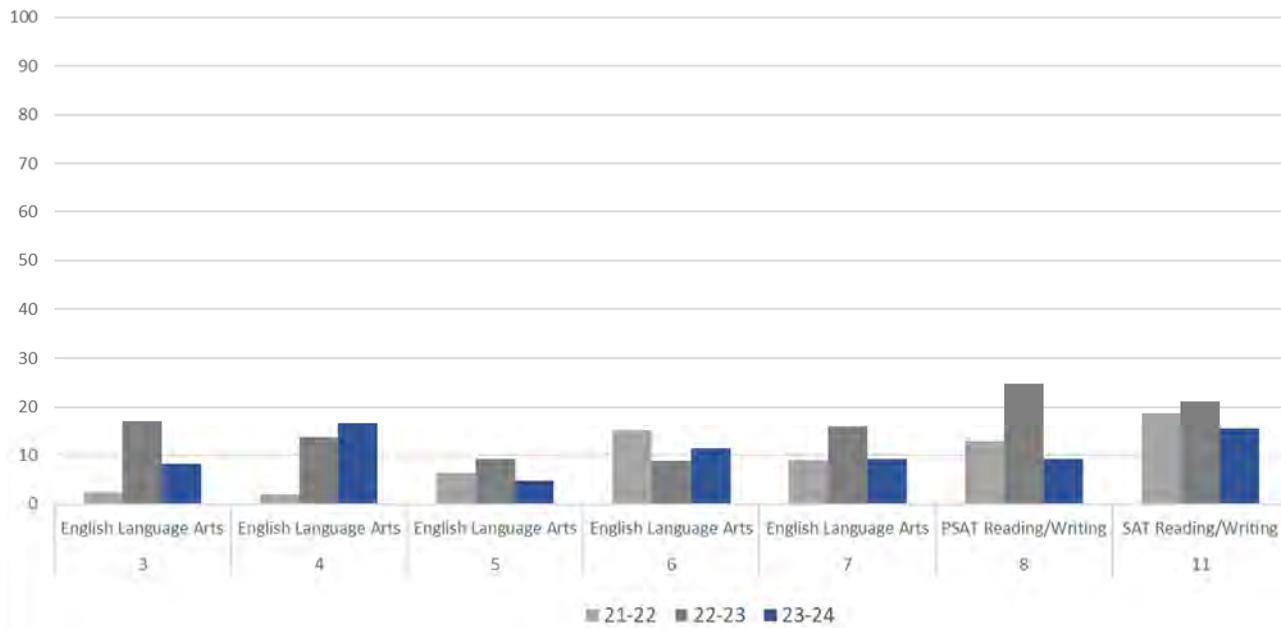
English Language Arts:

10.3%

Pontiac Academy for Excellence Mathematics M-STEP Trend Data



Pontiac Academy for Excellence English M-STEP Trend Data



Saginaw Preparatory Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

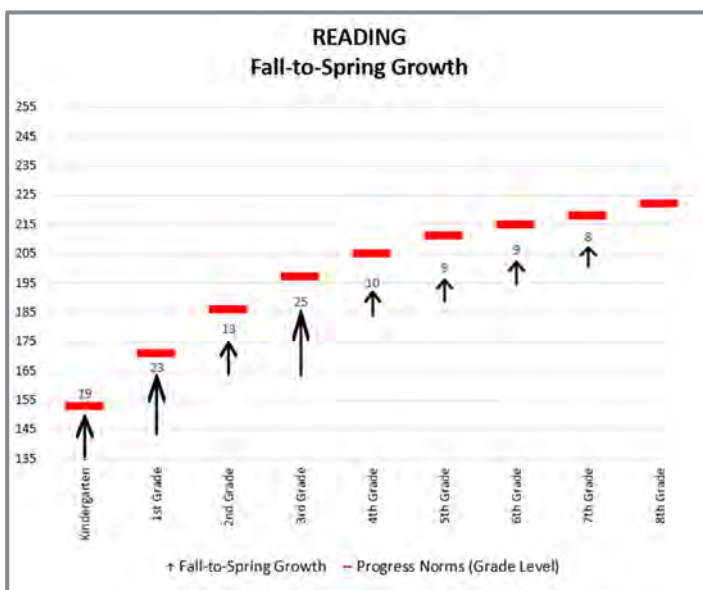
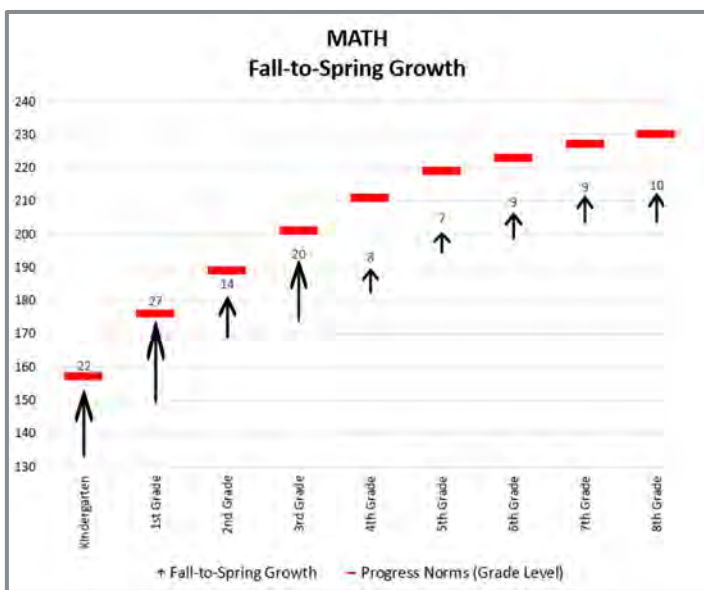
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	26.85
GOAL: 0 or Greater			
Exceeding	Math		36.1
	Reading		17.6



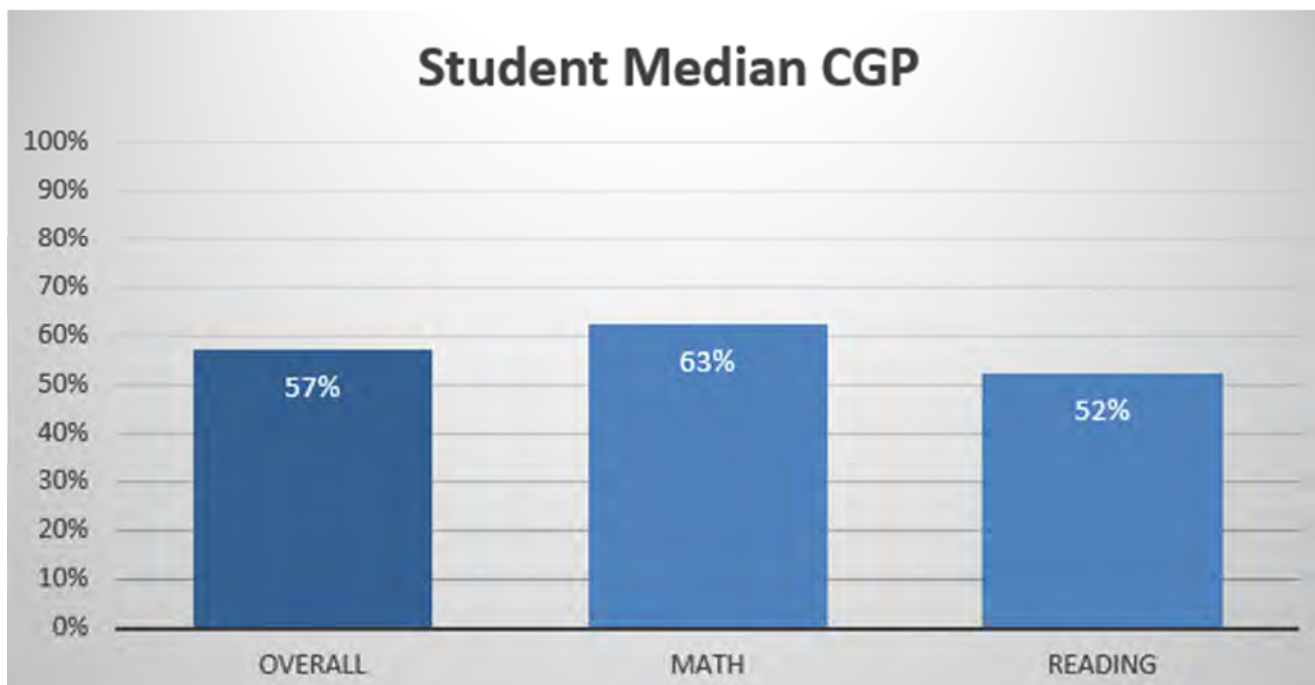
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	57%
GOAL: 50% or Greater			
Exceeding	Math		63%
	Reading		52%



Saginaw Preparatory Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

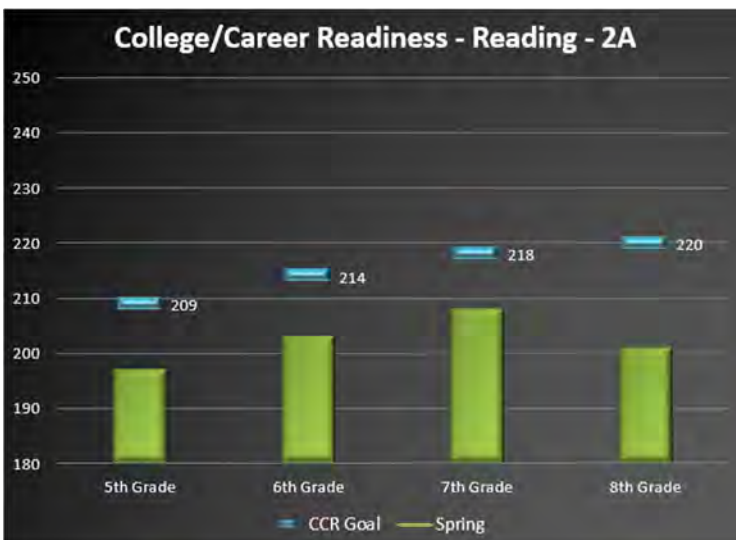
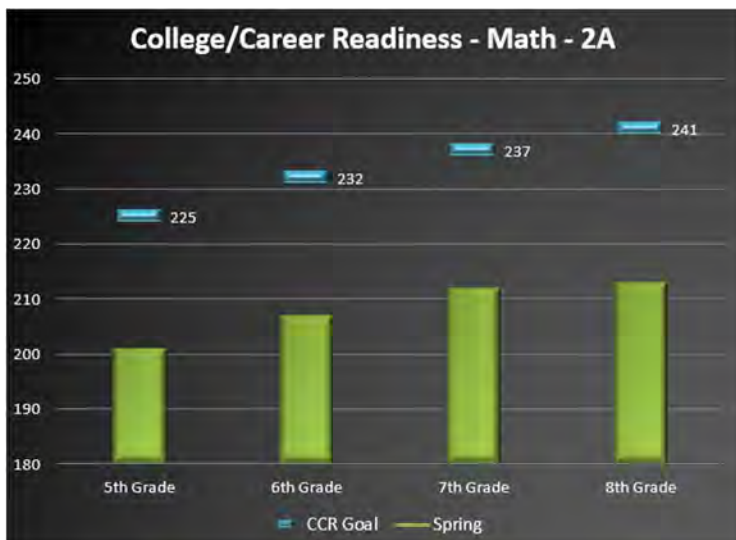
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A		Achievement Score vs CCR (in points)	-19.25
GOAL: 0 or Greater			
Approaching	Math		-25.5
	Reading		-13

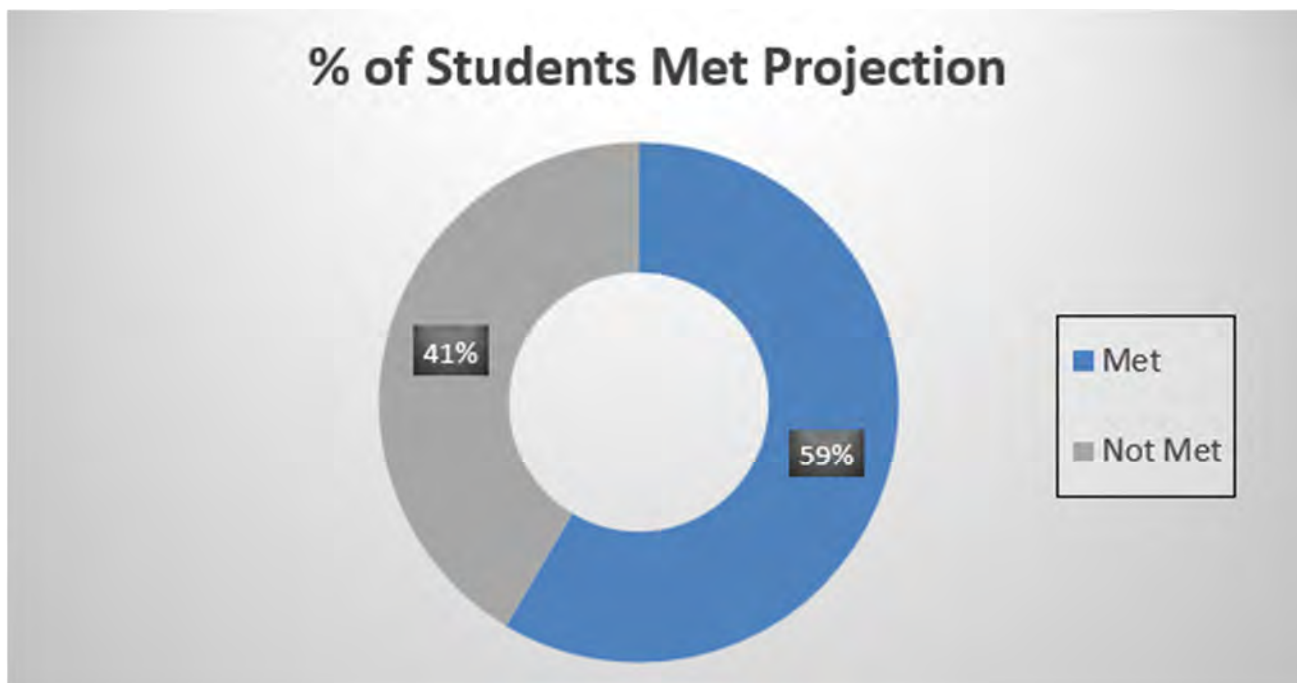


*scoring rubric attached

Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%.*

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	59%
GOAL: 60% or Greater			
Approaching	Math	64%	
	Reading	53%	



Saginaw Preparatory Academy

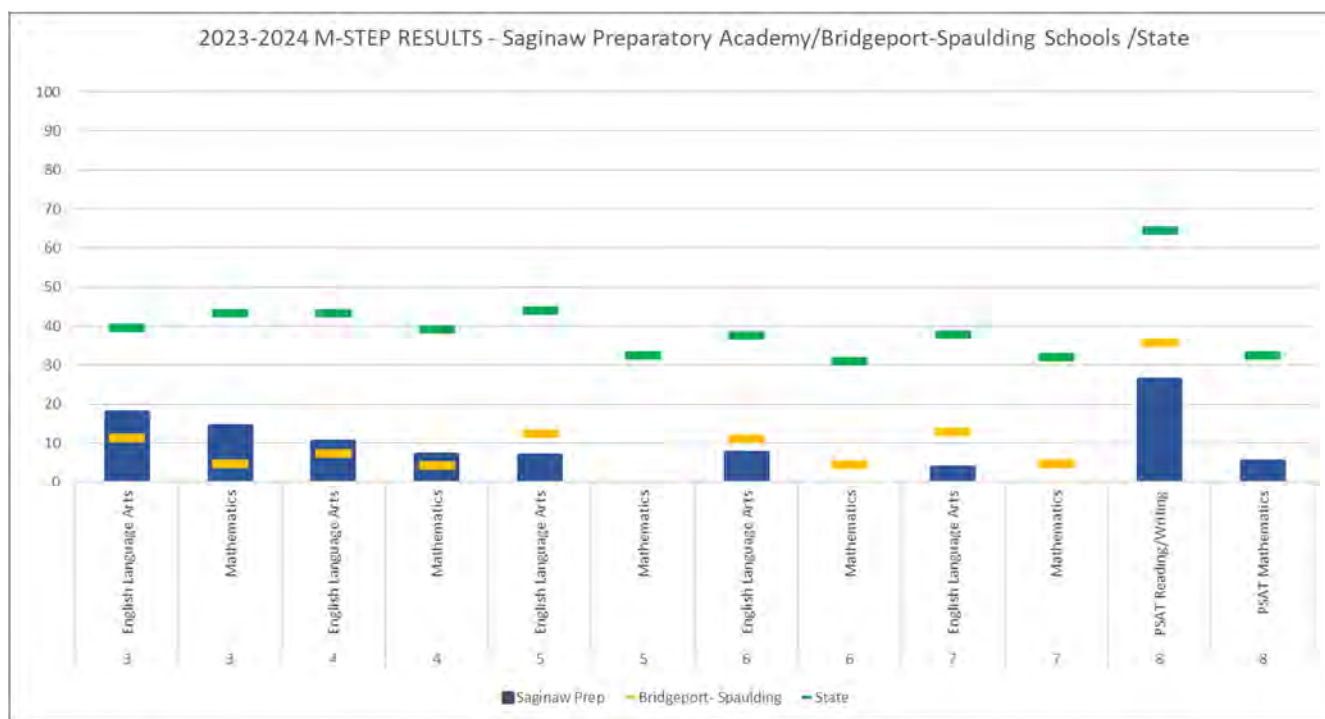
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

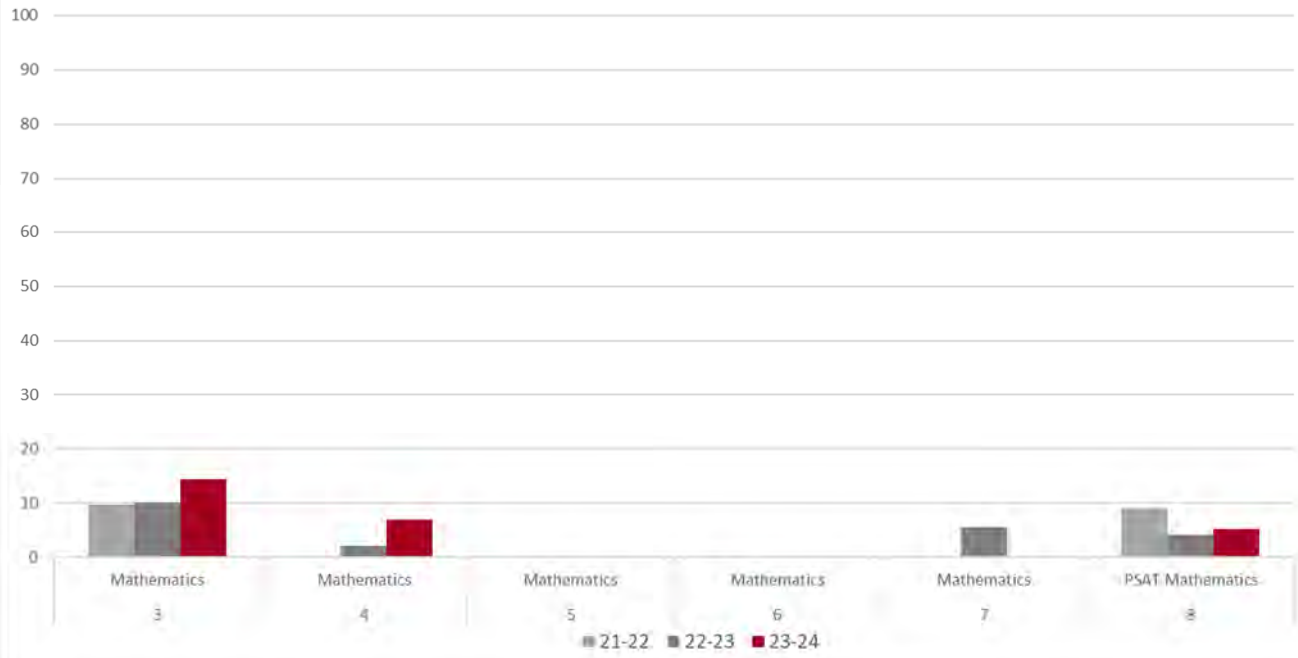
Mathematics:

3.9%

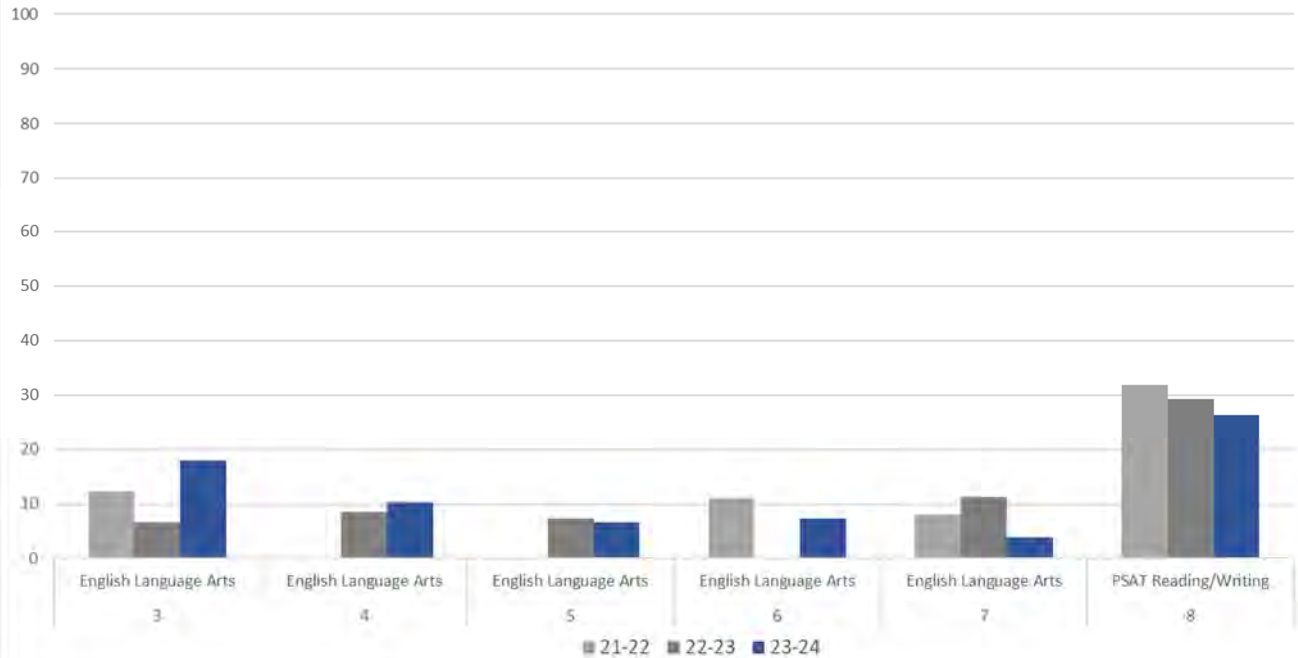
English Language Arts:

9.0%

Saginaw Preparatory Academy Mathematics M-STEP Trend Data



Saginaw Preparatory Academy English M-STEP Trend Data



The New Standard Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

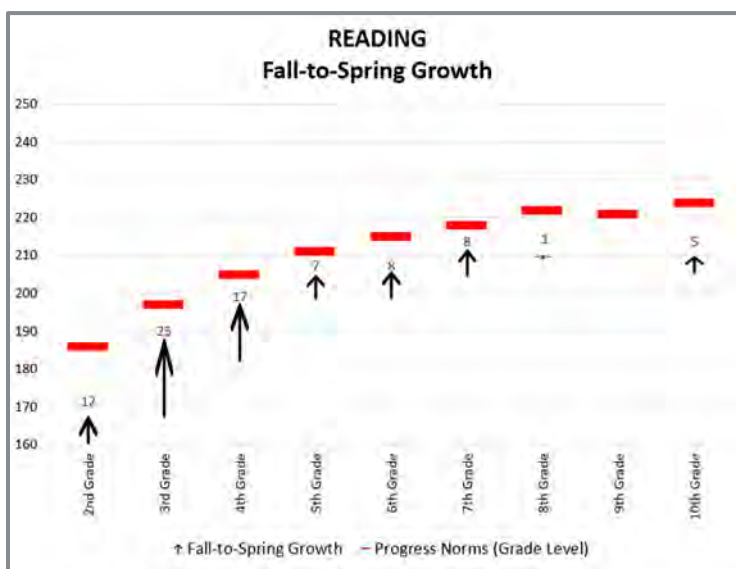
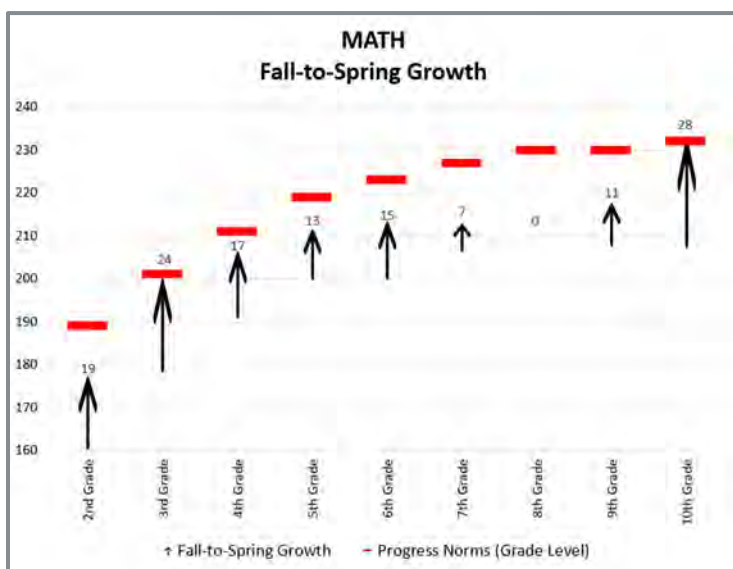
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	43.1
GOAL: 0 or Greater			
Exceeding	Math		67.1
	Reading		19.1



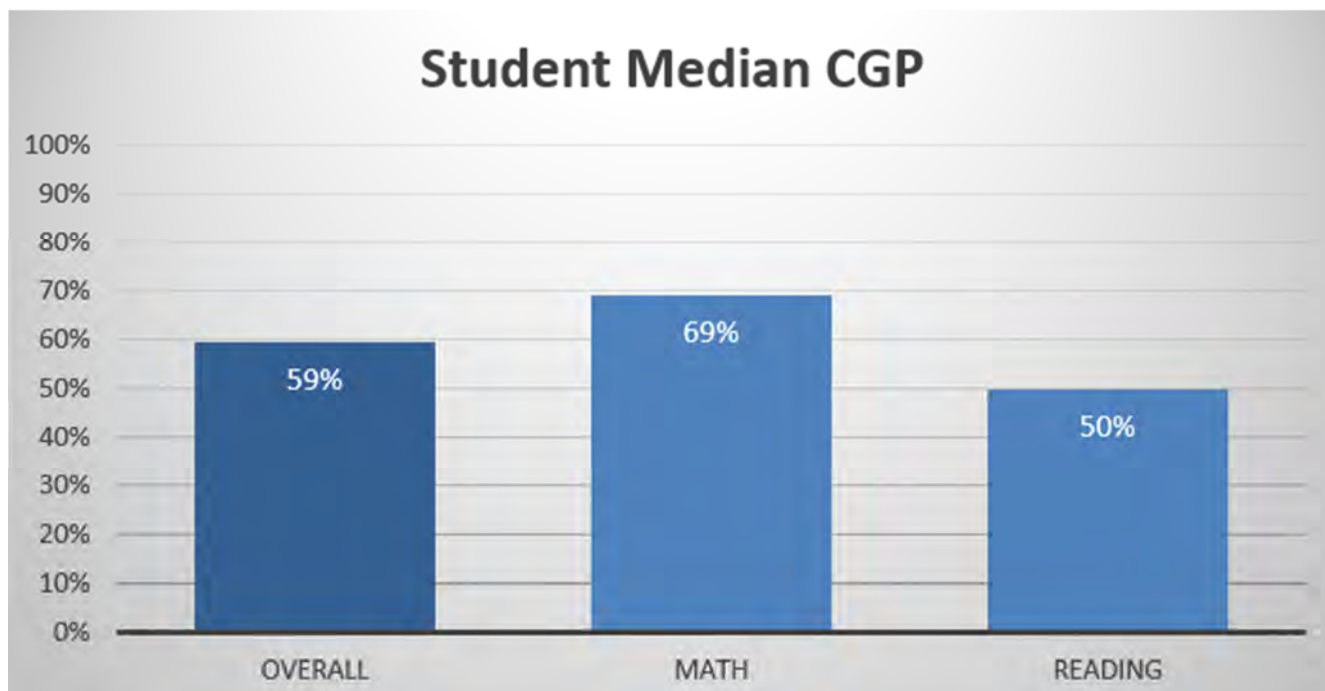
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B	Student Median CGP	59%
GOAL: 50% or Greater		
Exceeding	Math	69%
	Reading	50%



The New Standard Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

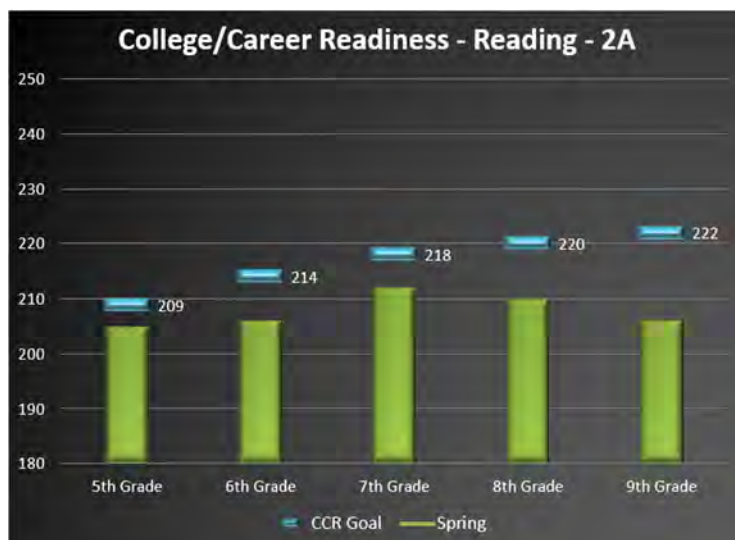
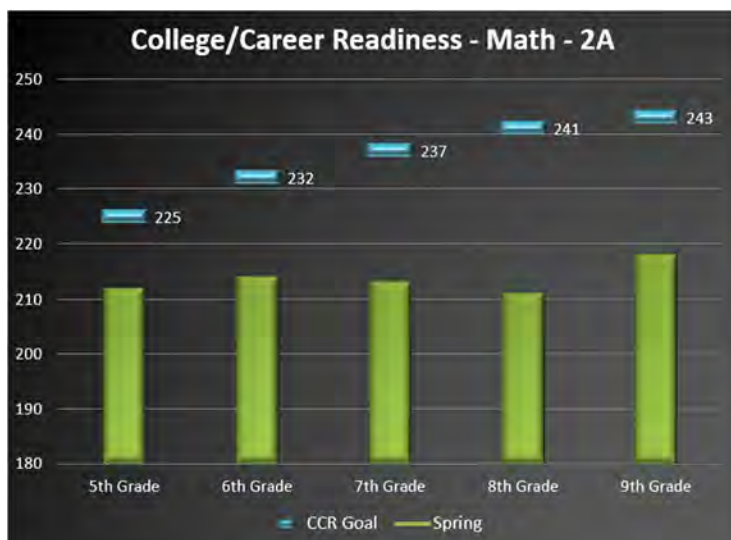
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

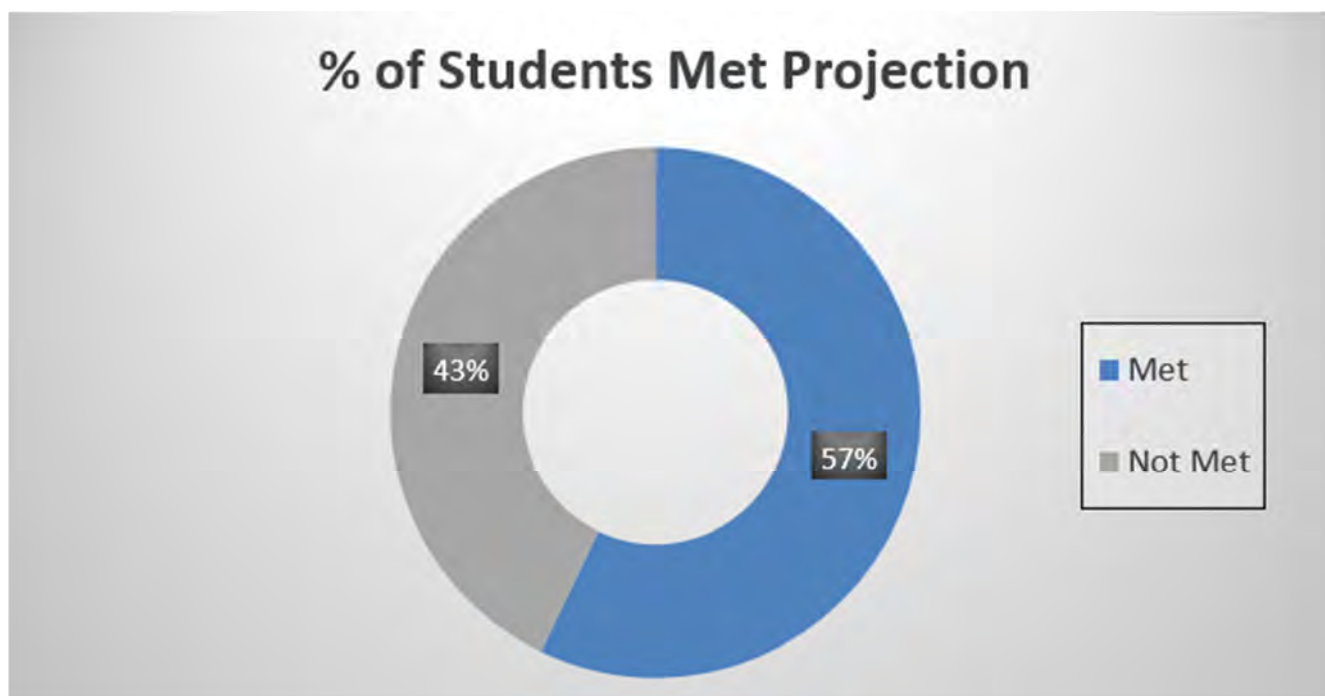
Achievement Score vs CCR		
2A	Target (in points)	-15.4
GOAL: 0 or Greater		
Approaching	Math	-22
	Reading	-8.8



Educational Goal: Measure 2, Part B: The percent of students meeting their projected score will average 60%. *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	57%
GOAL: 60% or Greater			
Approaching	Math		61%
	Reading		53%



The New Standard Academy

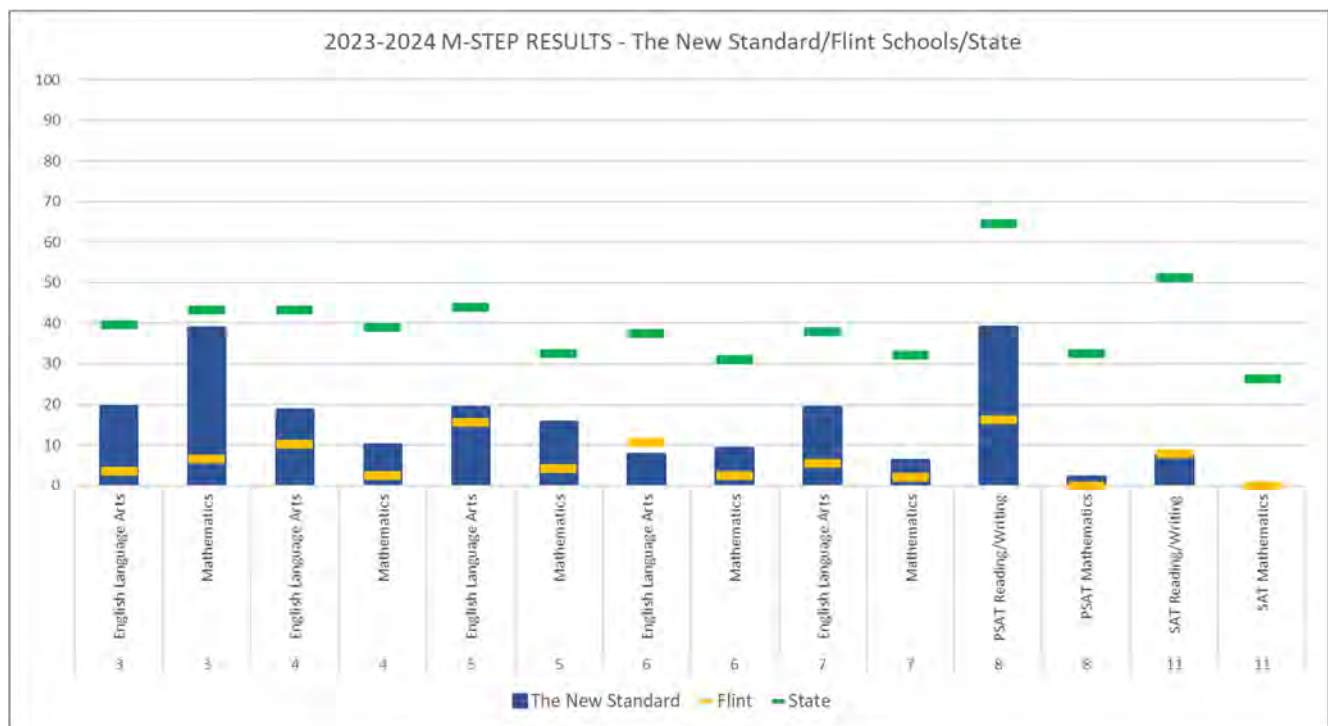
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

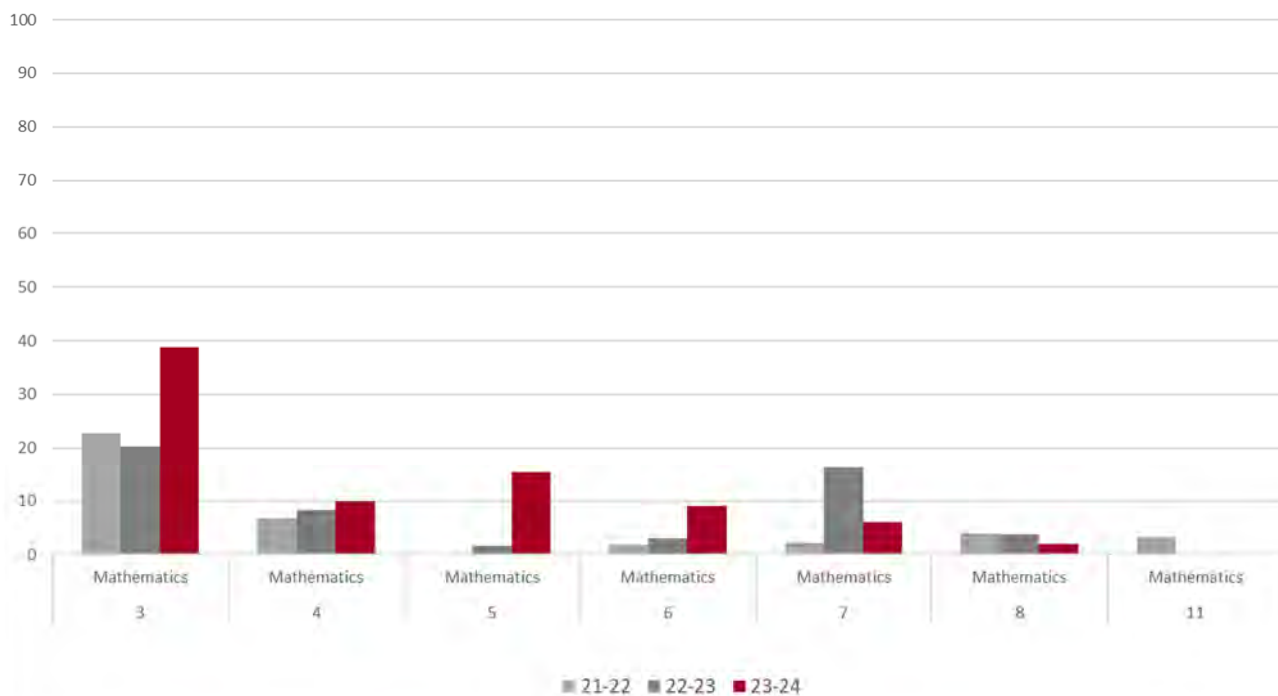
Mathematics:

15.5%

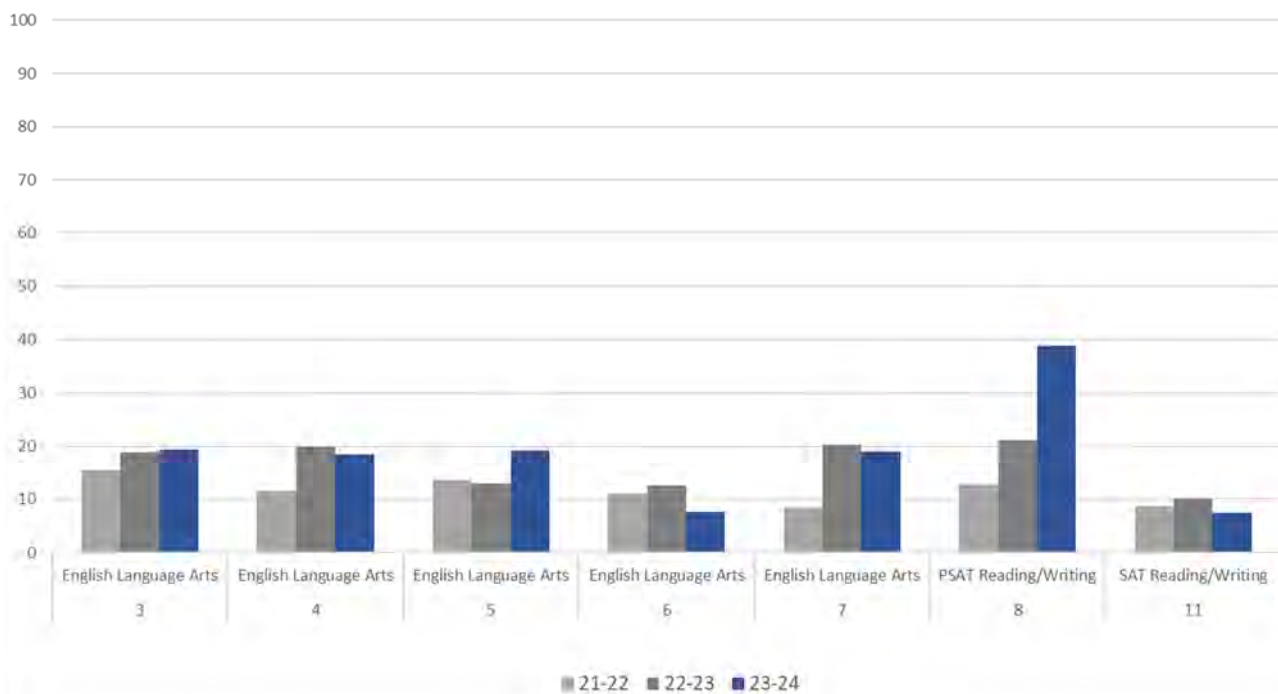
English Language Arts:

16.7%

The New Standard Mathematics M-STEP Trend Data



The New Standard English M-STEP Trend Data



Waterford Montessori Academy - Elizabeth Lake

Norm-Referenced Test

NWEA MAP Growth Assessment

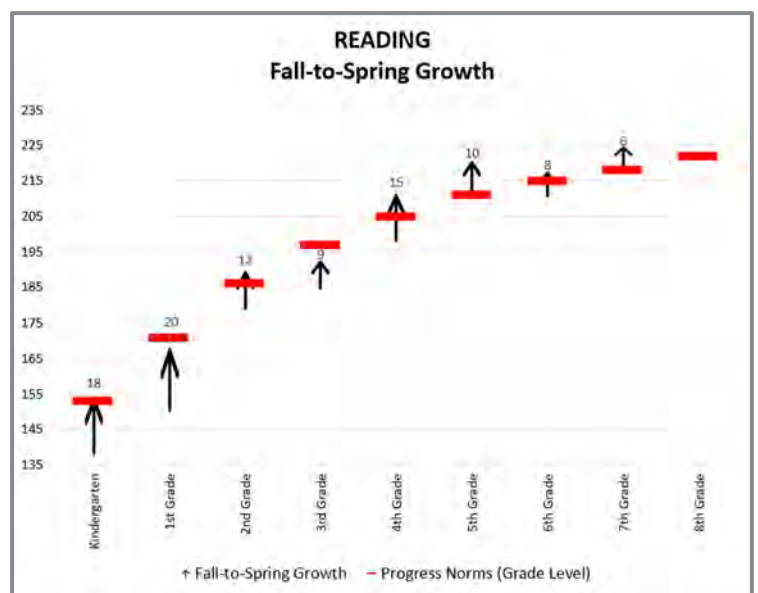
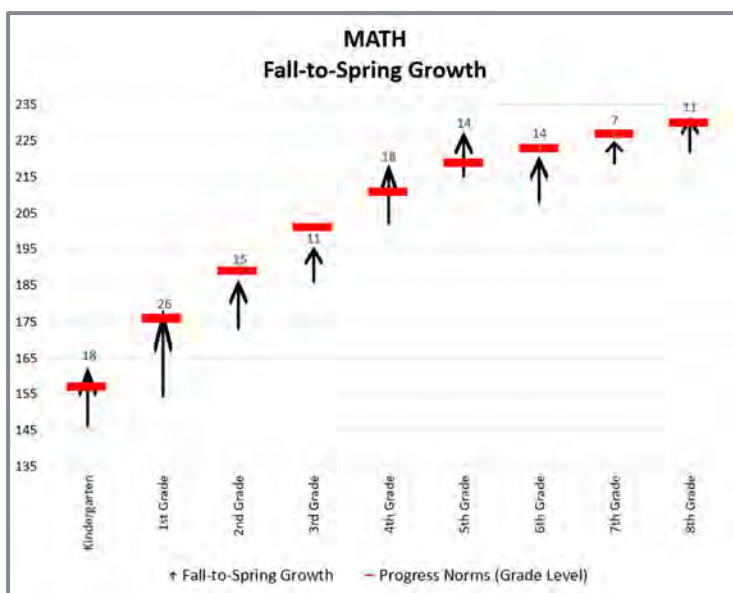
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.** *

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	22.75
GOAL: 0 or Greater			
Exceeding	Math		29.7
	Reading		15.8



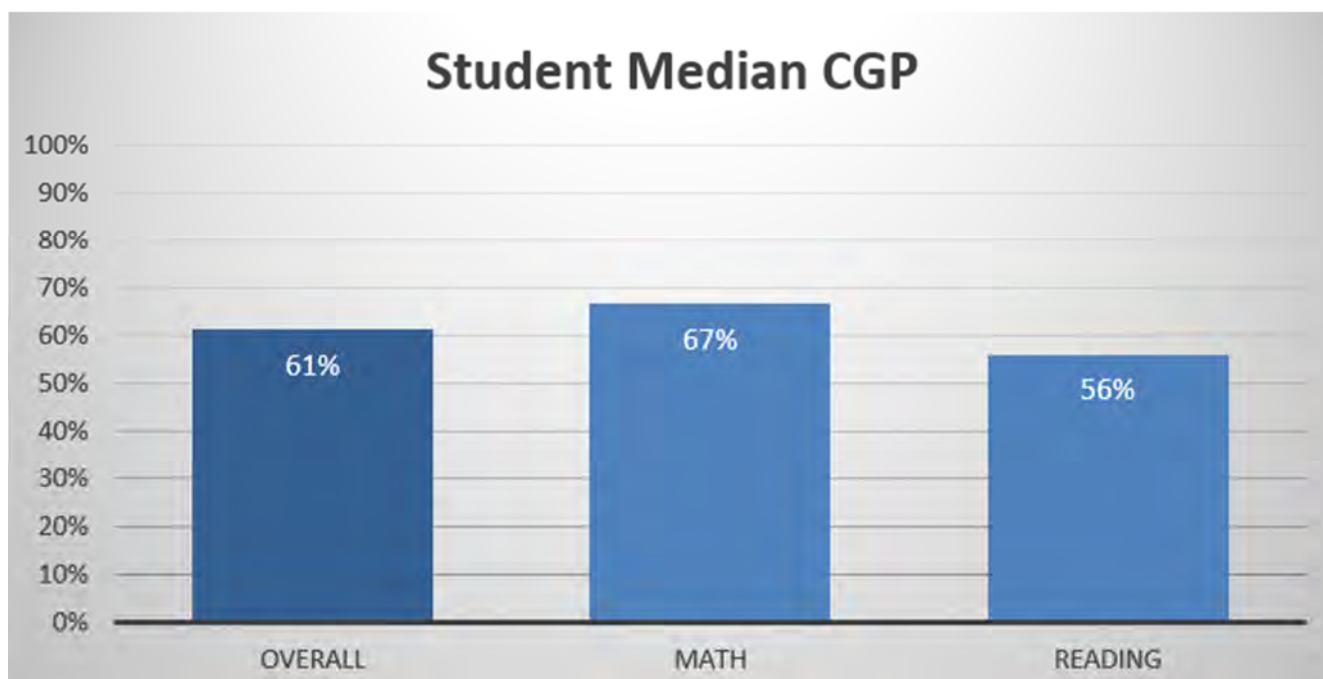
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	61%
GOAL: 50% or Greater			
Exceeding	Math		67%
	Reading		56%



Waterford Montessori Academy - Elizabeth Lake

Norm-Referenced Test

NWEA MAP Growth Assessment

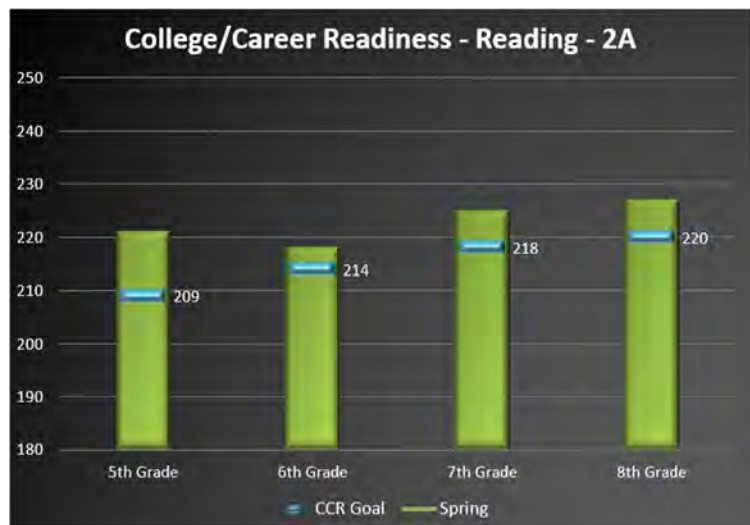
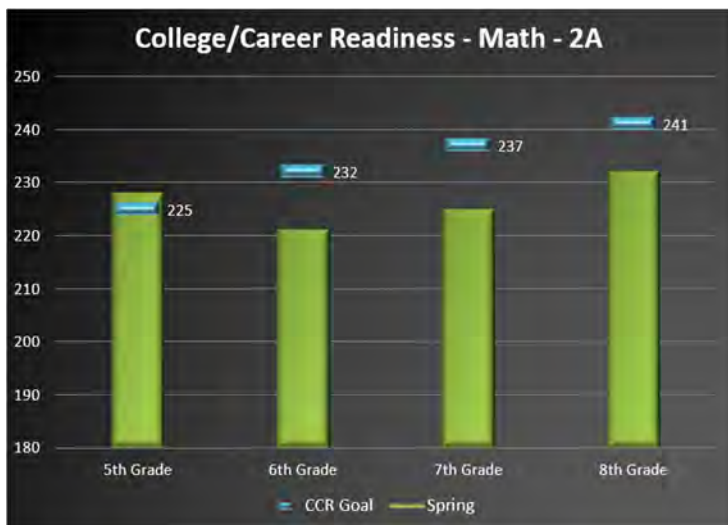
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, Grades 5-10.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A Achievement Score vs CCR Target (in points)		0.125
GOAL: 0 or Greater		
Exceeding	Math	-7.25
	Reading	7.5

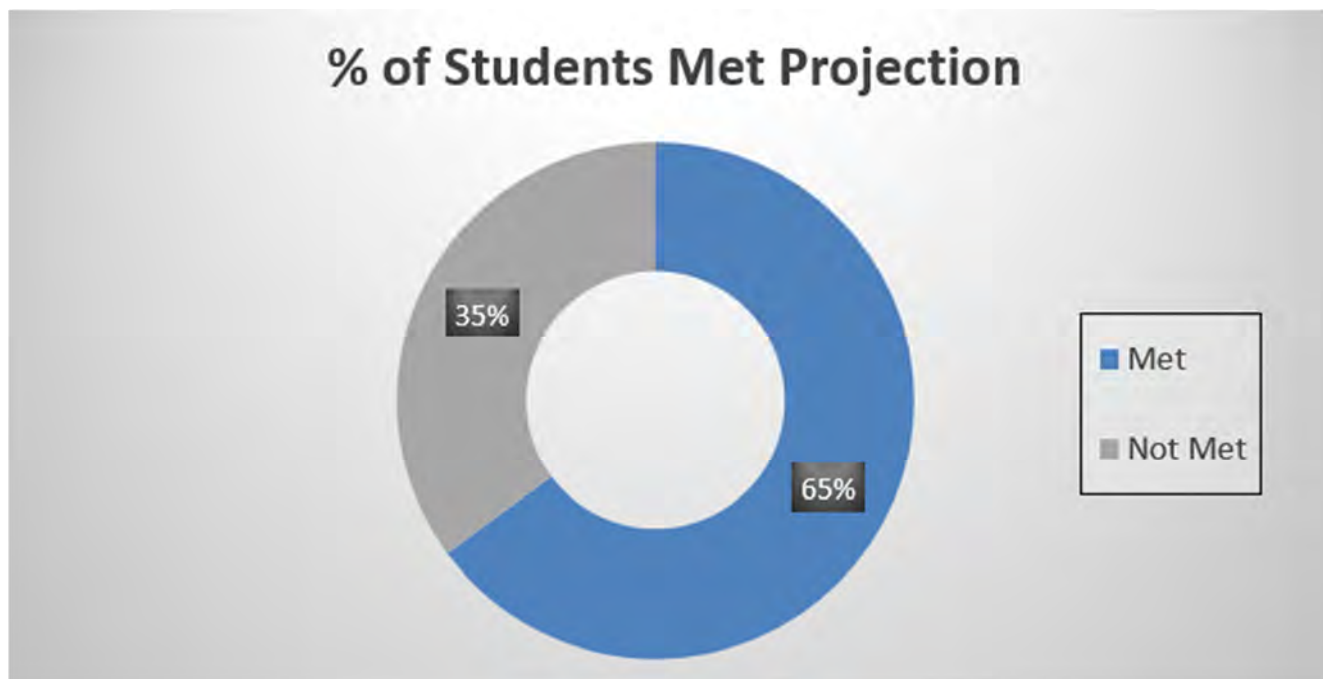


*scoring rubric attached

Educational Goal: Measure 2, Part B: **The percent of students meeting their projected score will average 60%.** *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	65%
GOAL: 60% or Greater			
Exceeding	Math		71%
	Reading		59%



Waterford Montessori Academy - Elizabeth Lake

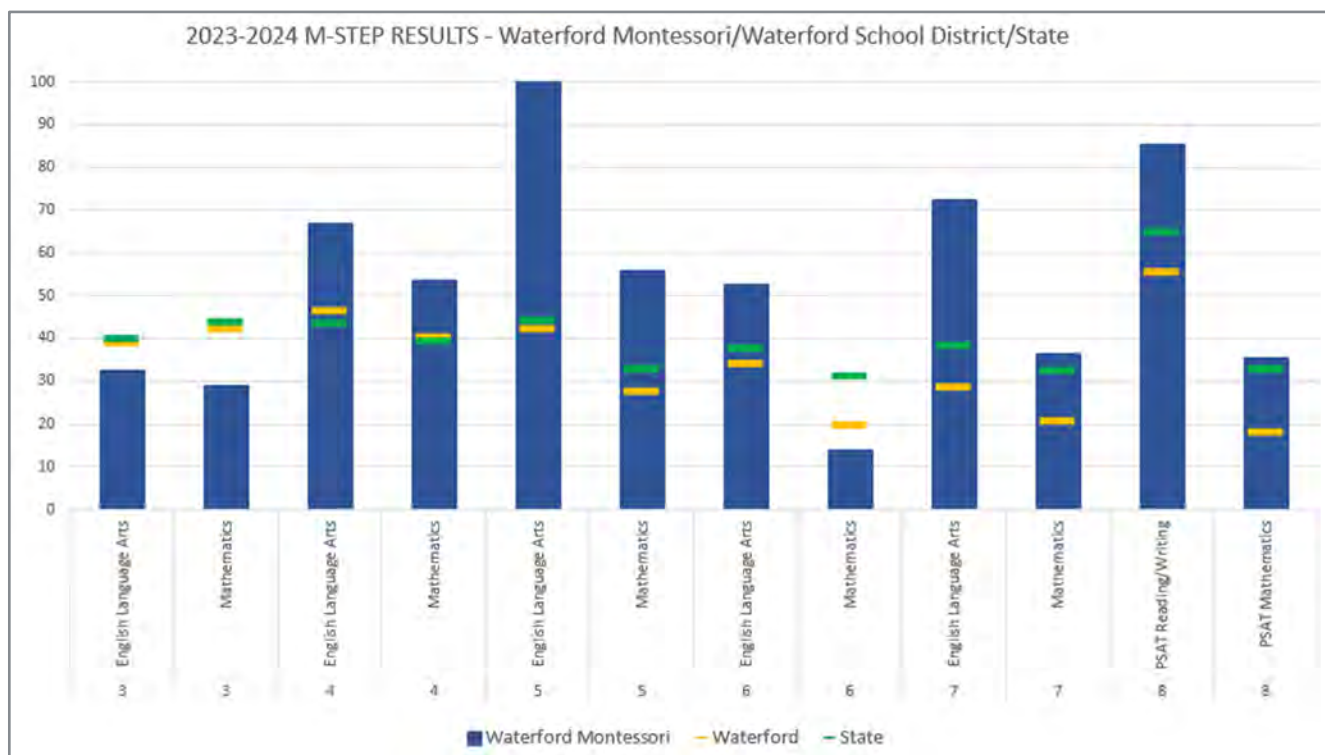
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

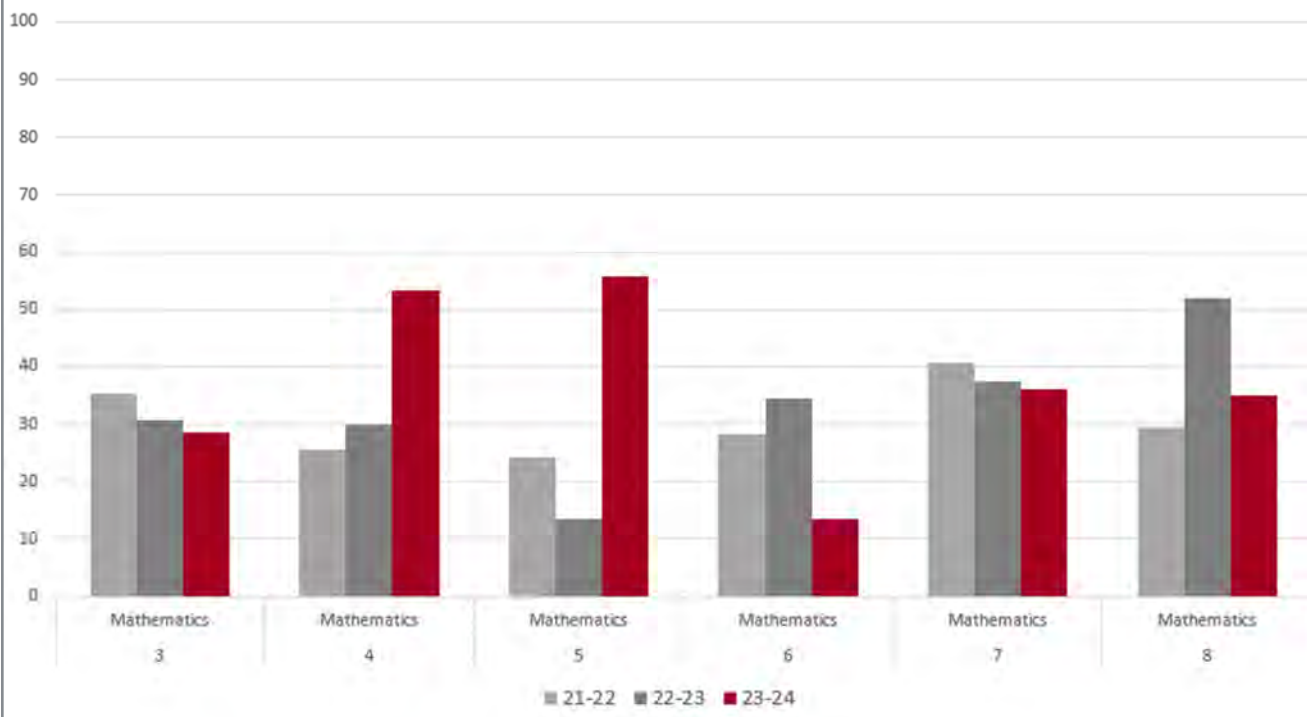
Mathematics:

29.8%

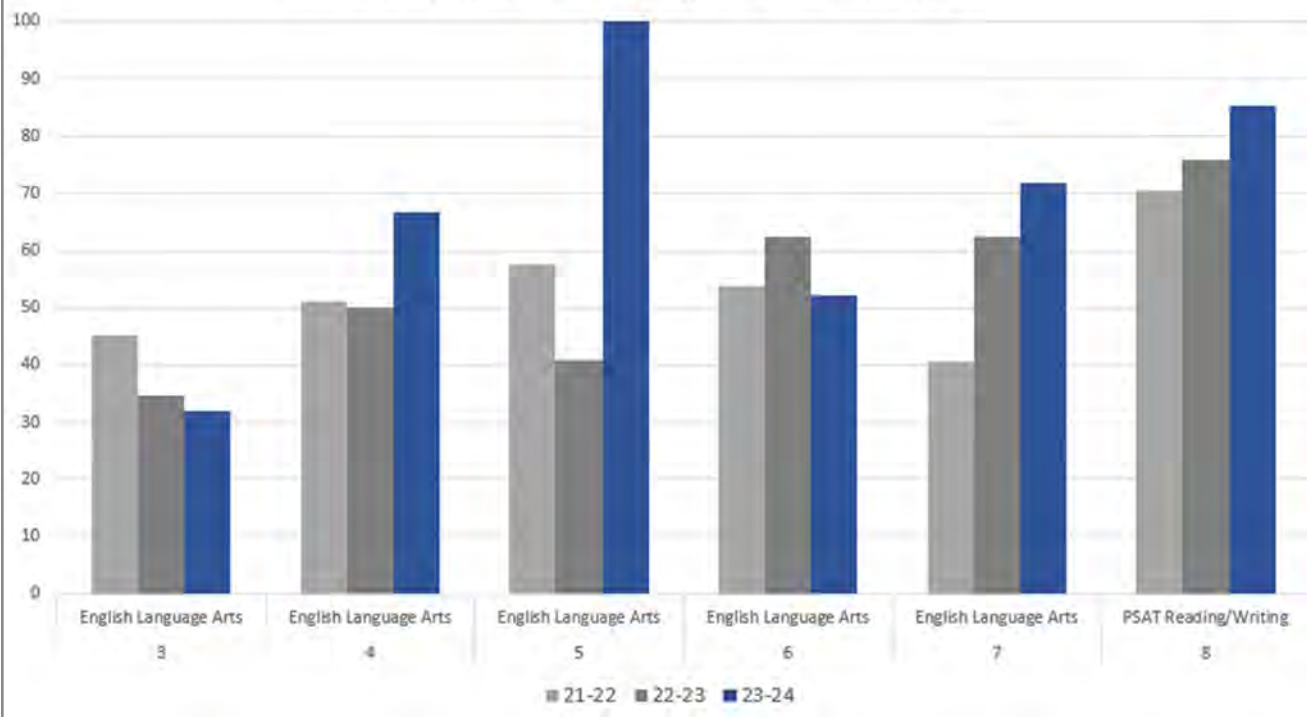
English Language Arts:

57%

Waterford Montessori Academy Mathematics M-STEP Trend Data



Waterford Montessori Academy English M-STEP Trend Data



Waterford Montessori Academy - Midland

Norm-Referenced Test

NWEA MAP Growth Assessment

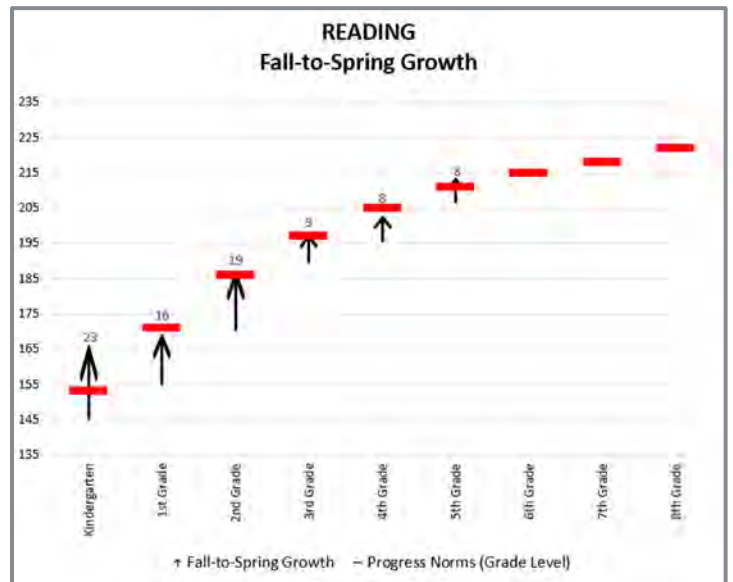
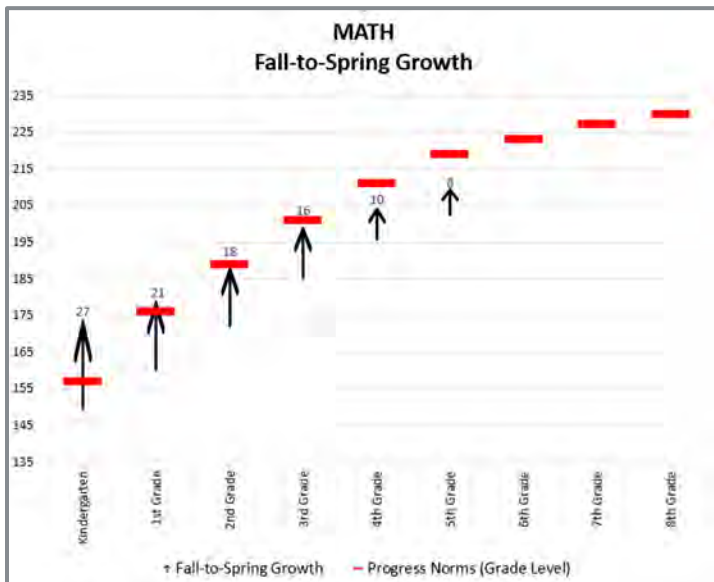
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	17.3
GOAL: 0 or Greater			
Exceeding	Math		19.2
	Reading		15.4

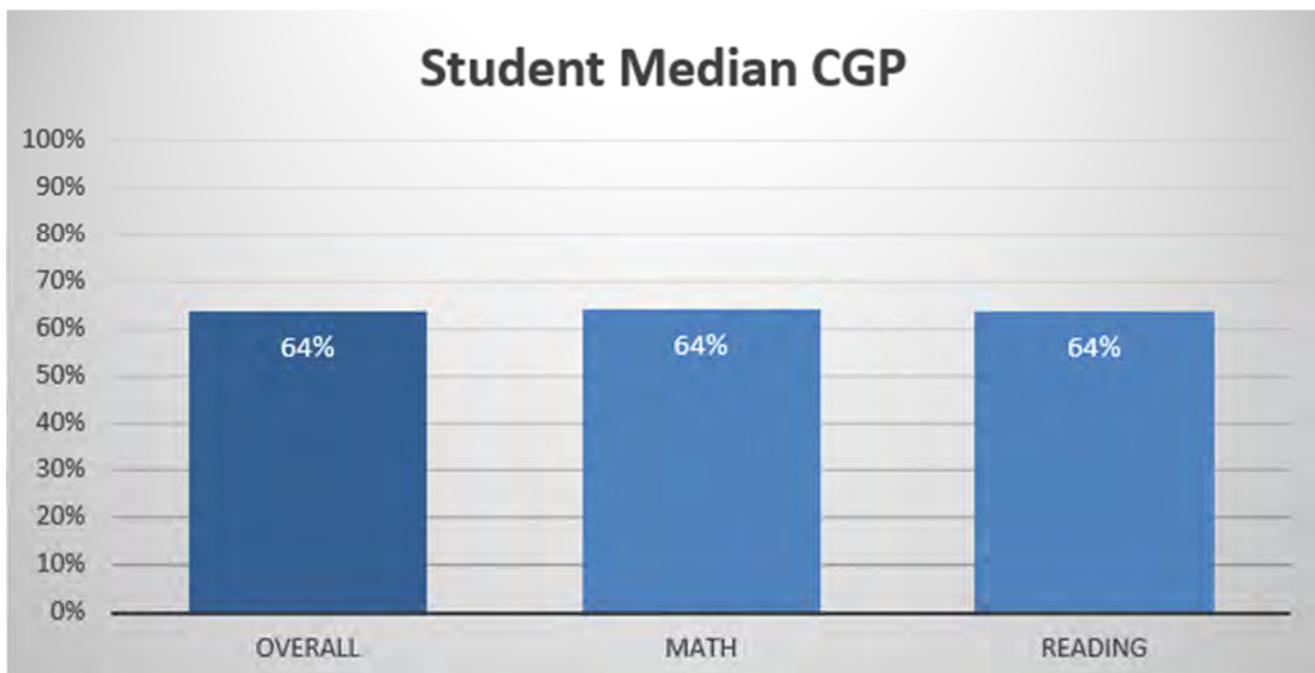


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	64%
GOAL: 50% or Greater			
Exceeding	Math		64%
	Reading		64%



Waterford Montessori Academy - Midland

Norm-Referenced Test

NWEA MAP Growth Assessment

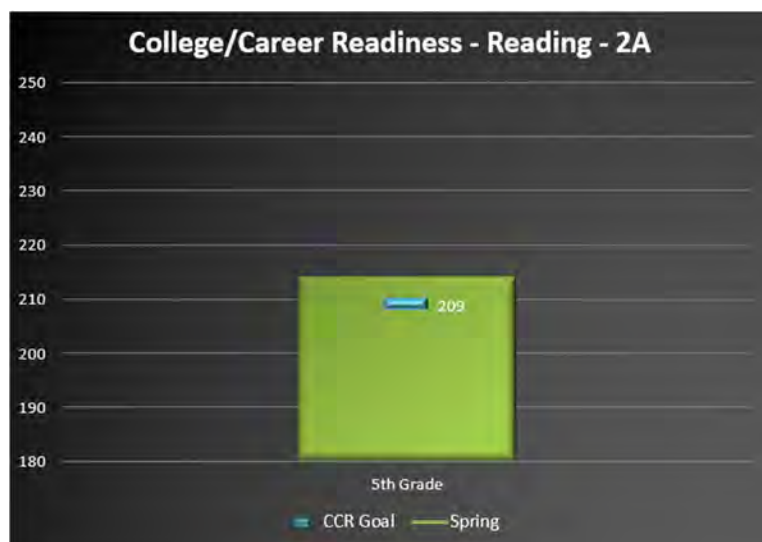
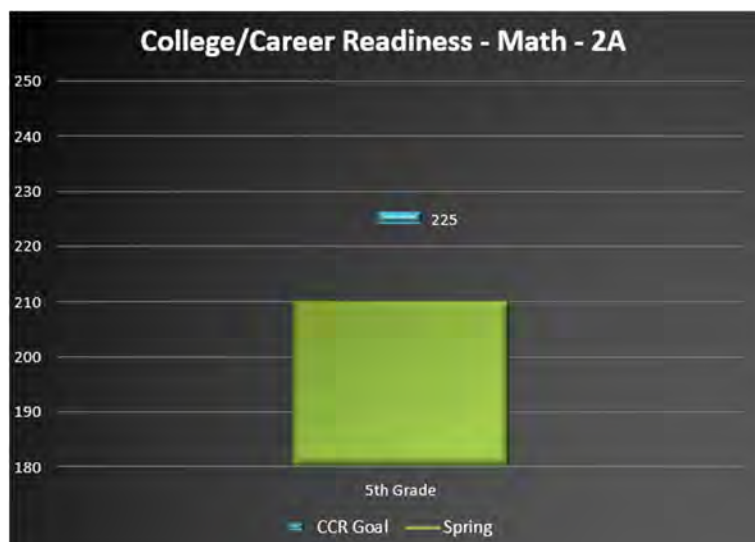
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

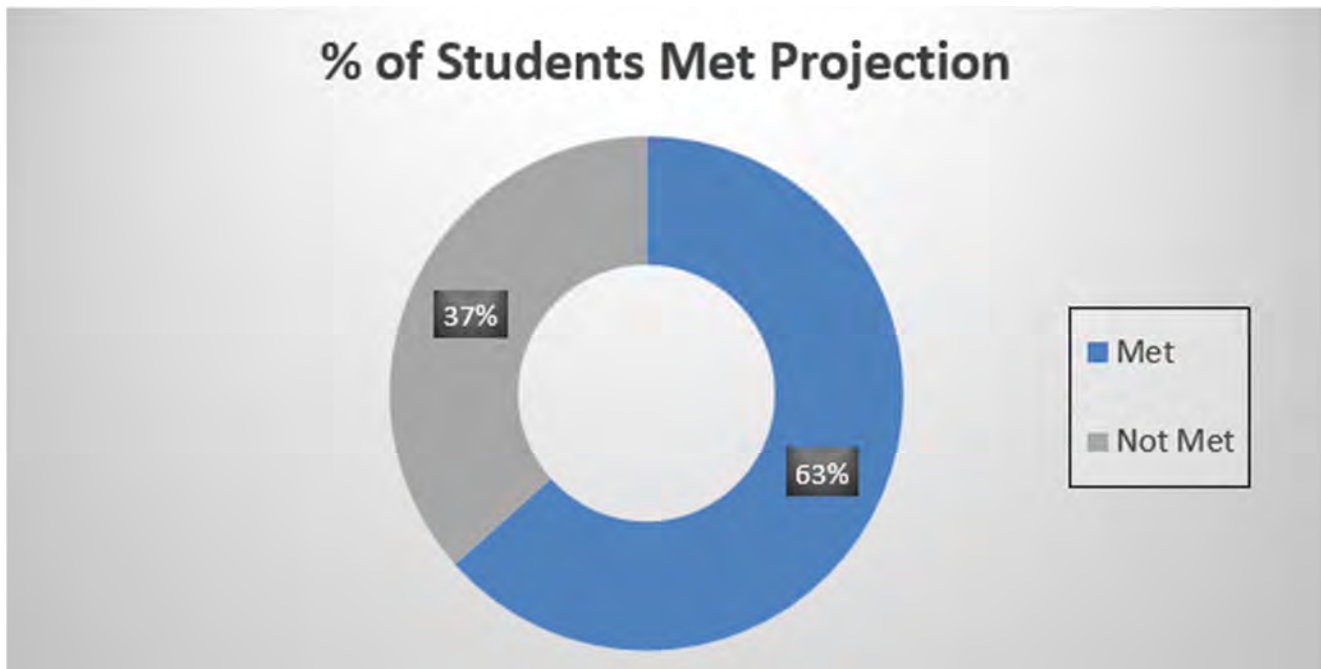
2A Achievement Score vs CCR Target (in points)		-1.25
GOAL: 0 or Greater		
Approaching	Math	-3.75
	Reading	1.25



Educational Goal: Measure 2, Part B: **The percent of students meeting their projected score will average 60%.** *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	63%
GOAL: 60% or Greater			
Exceeding	Math		64%
	Reading		63%



Waterford Montessori Academy - Midland

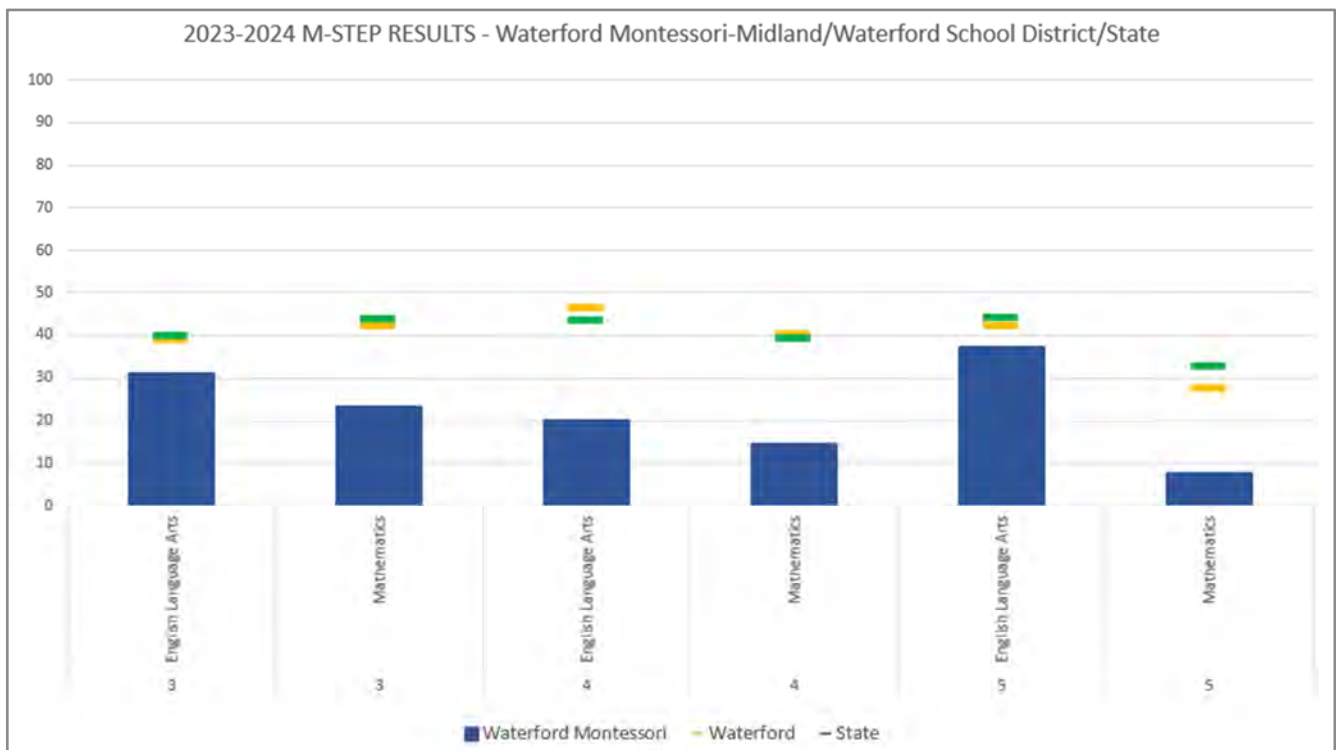
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



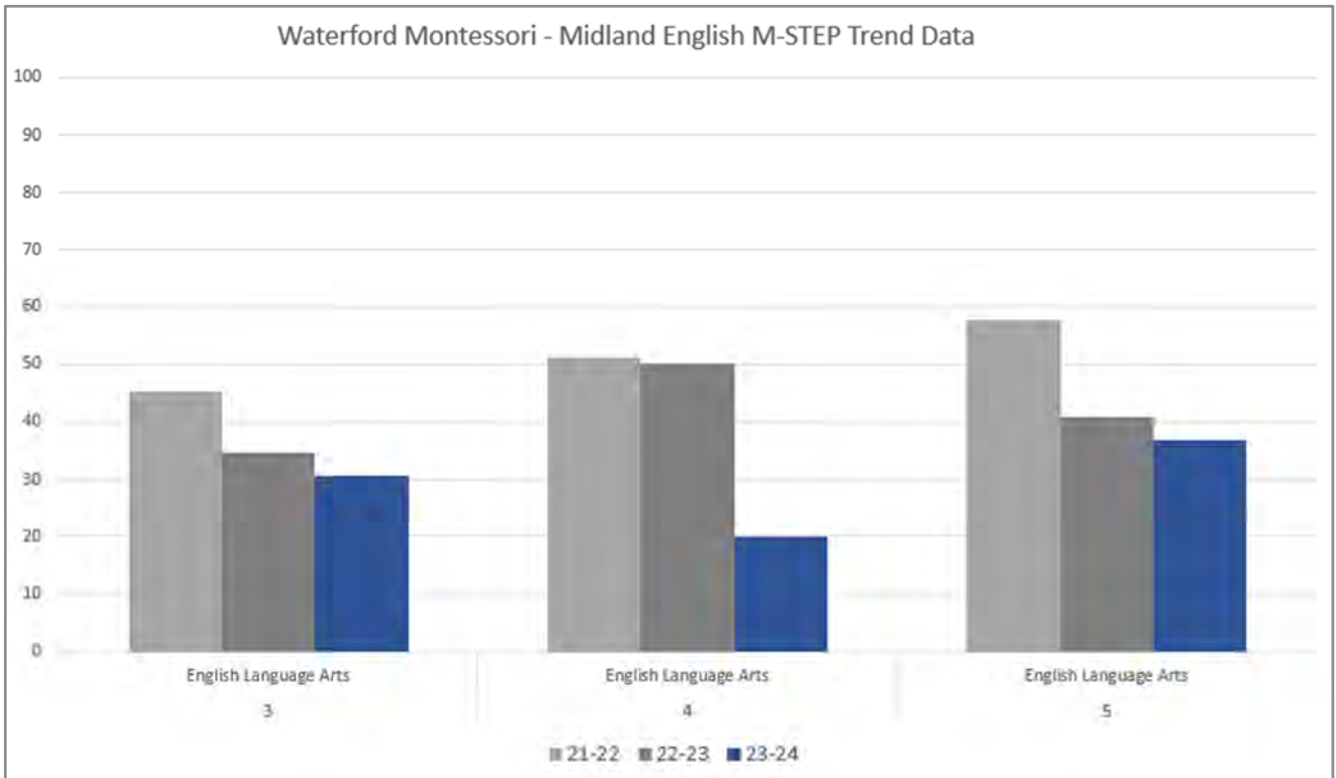
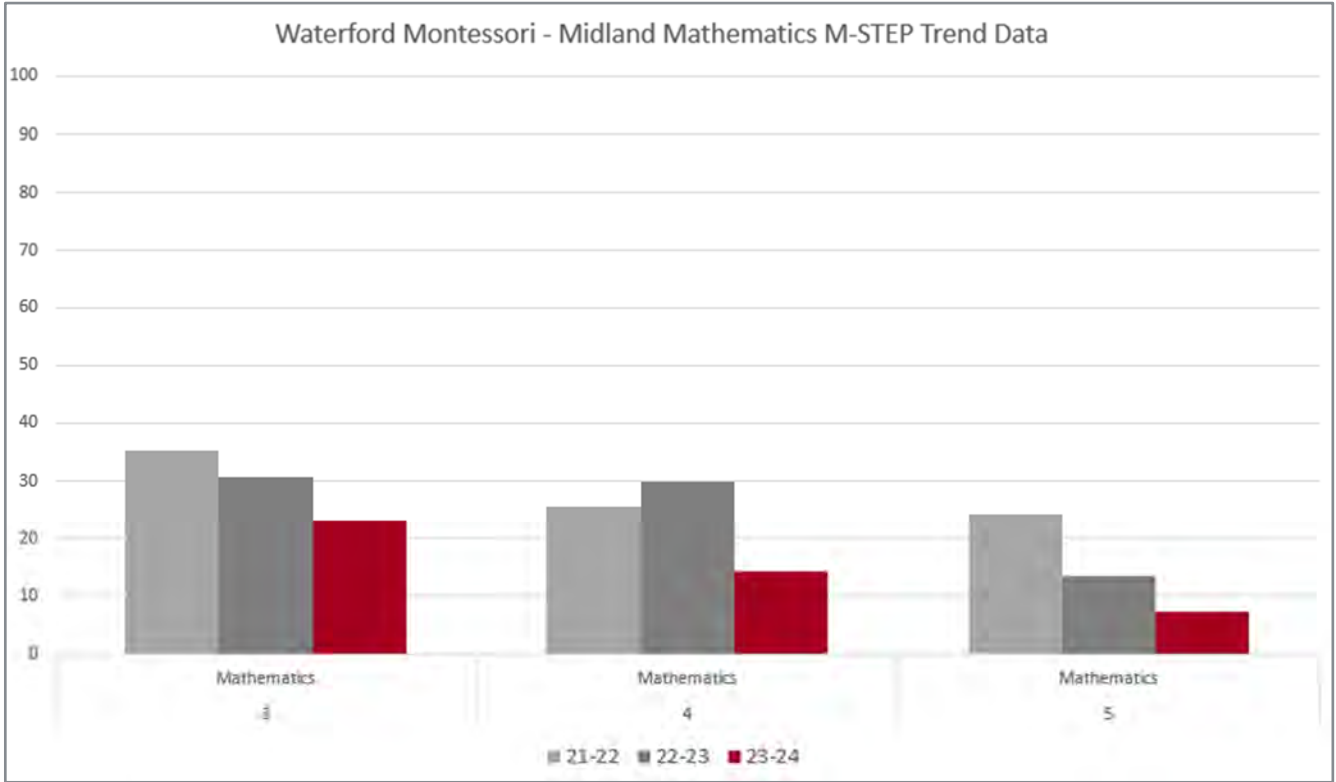
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

14.8%

English Language Arts:

28.4%



Woodland School

Norm-Referenced Test

NWEA MAP Growth Assessment

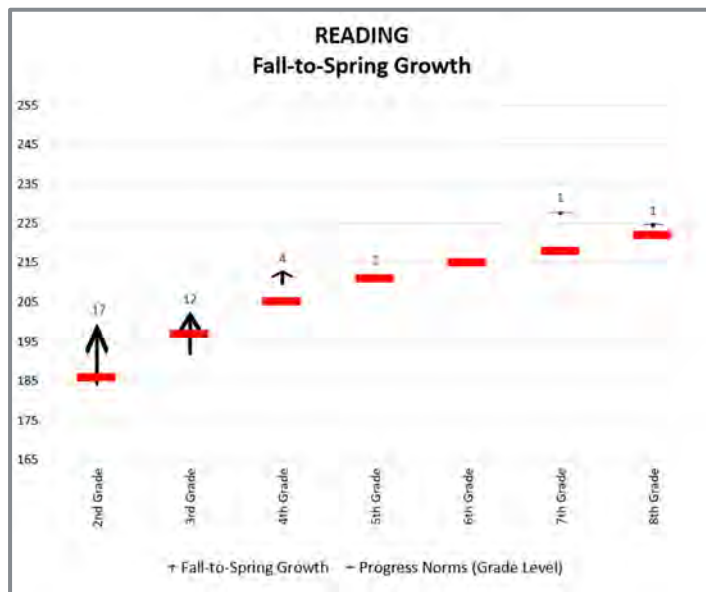
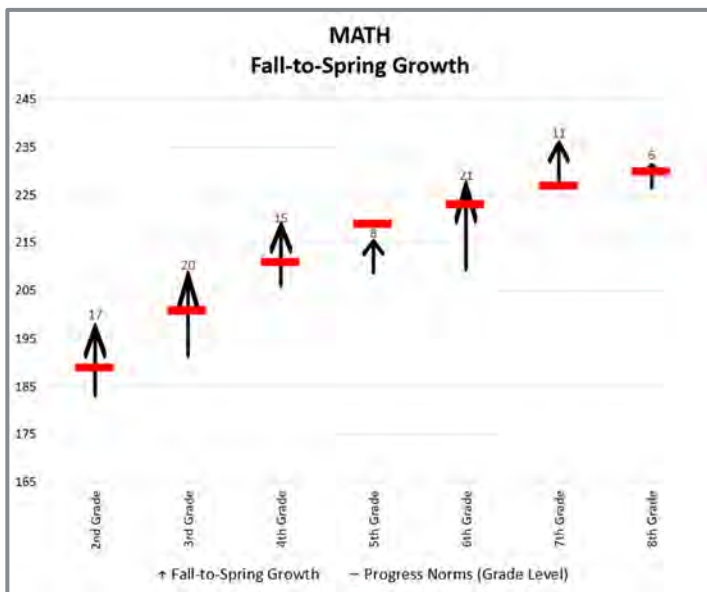
Growth

Educational Goal: Measure 1, Part A: **Students' fall-to-spring growth demonstrates measurable progress toward grade level targets.***

Actual student Growth (observed growth) compared to Expected Student Growth (projected growth), closing the gap - bringing students closer to grade level, *Grades 2-10*.

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth.

1A		Math & Reading Growth (in points)	-10.1
GOAL: 0 or Greater			
Deficient		Math	11.9
		Reading	-32.1



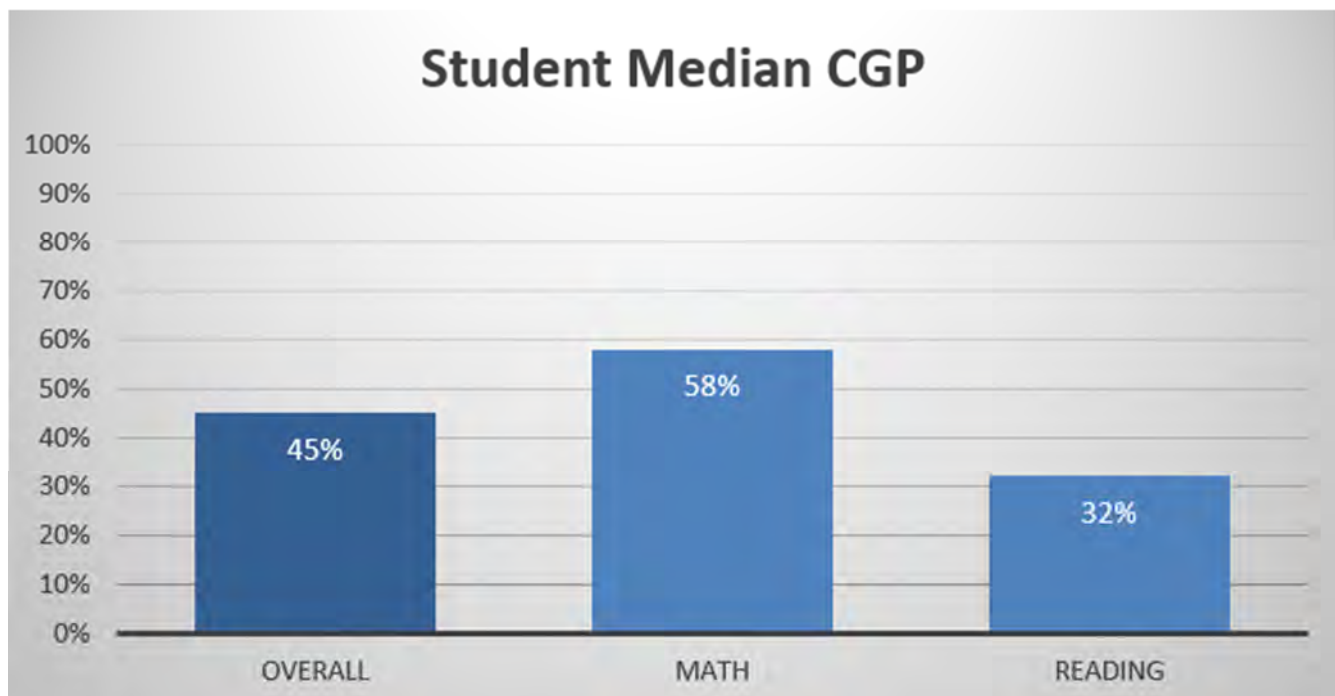
*scoring rubric attached

Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

Student Growth Percentiles describe a student's learning over time compared to other students with comparable prior test scores. Student Growth Percentiles help determine if a student's learning is above, near, or below the average of their comparison group. The "average student" in the group is described by the median score (O), so 50 percent of the scores will be above and 50 percent will be below.

1B		Student Median CGP	45%
GOAL: 50% or Greater			
Approaching	Math		58%
	Reading		32%



Woodland School

Norm-Referenced Test

NWEA MAP Growth Assessment

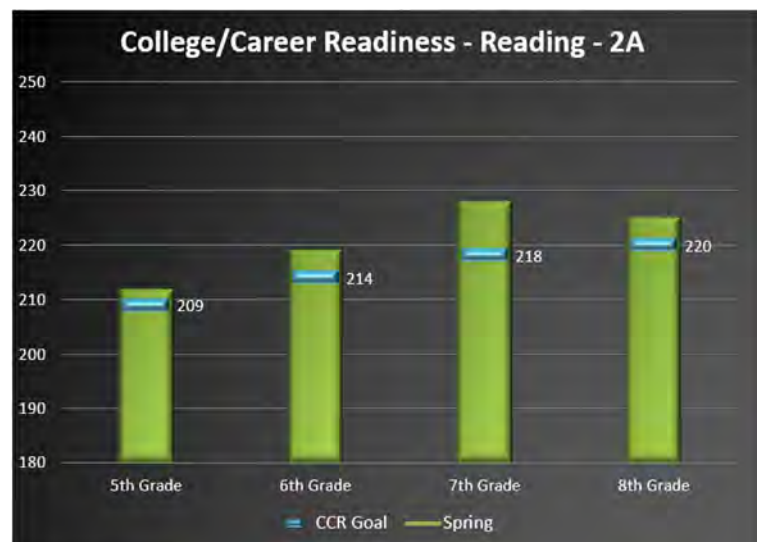
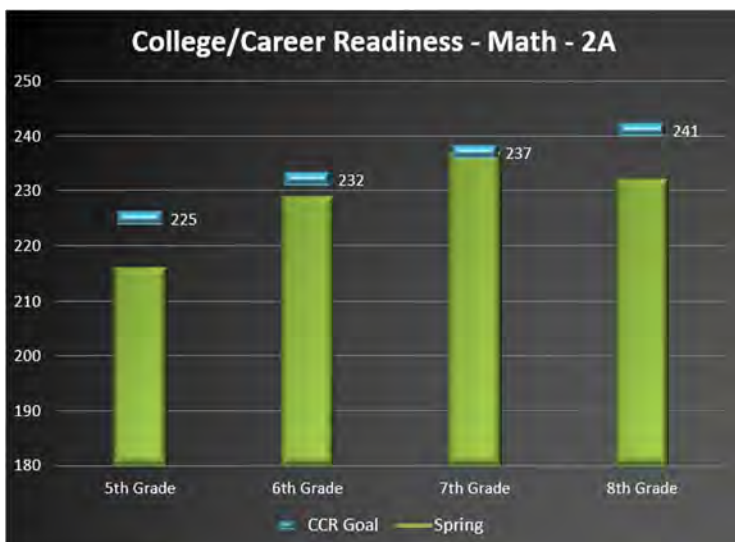
Achievement

Educational Goal: Measure 2, Part A: Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target. *

Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A Achievement Score vs CCR (in points)		0.25
GOAL: 0 or Greater		
Exceeding	Math	-5.25
	Reading	5.75

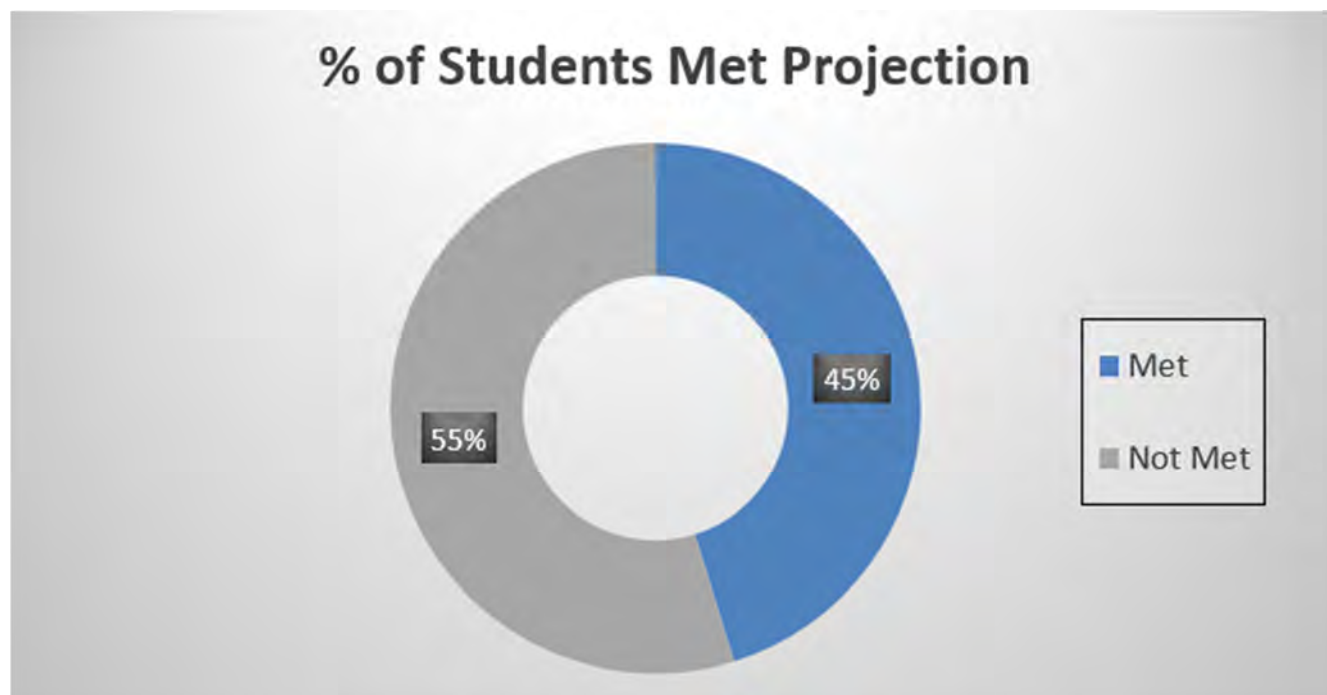


*scoring rubric attached

Educational Goal: Measure 2, Part B: **The percent of students meeting their projected score will average 60%.** *

Projected Student Growth is based on the student's grade, the student's starting RIT score and the subject in which the student was tested. The expected growth represents an estimate of the average or typical performance for students in the same grade, with the same starting RIT score and the same subject. The growth projection equates to one-year of academic growth, *Grades 2-10*.

2B		% of Students Met Projection	45%
GOAL: 60% or Greater			
Approaching	Math	58%	
	Reading	32%	



Woodland School

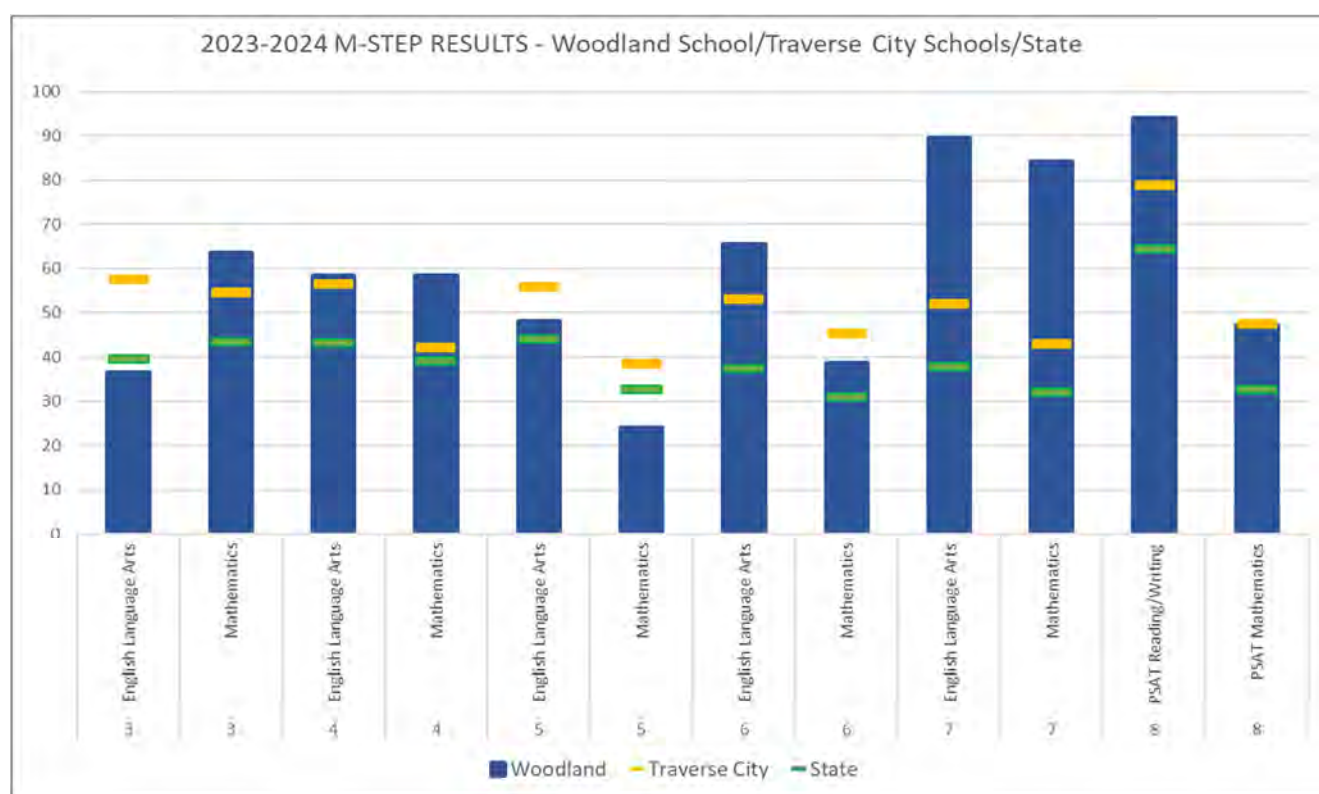
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

Educational Goal: Students are making sufficient progress to meet the proficiency targets per content/grade level.

M-STEP is the state of Michigan's summative assessment of how well students are mastering state academic standards. The proportion of the students in a school who are either Advanced or Proficient shows us how well students are achieving against the standards.

The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



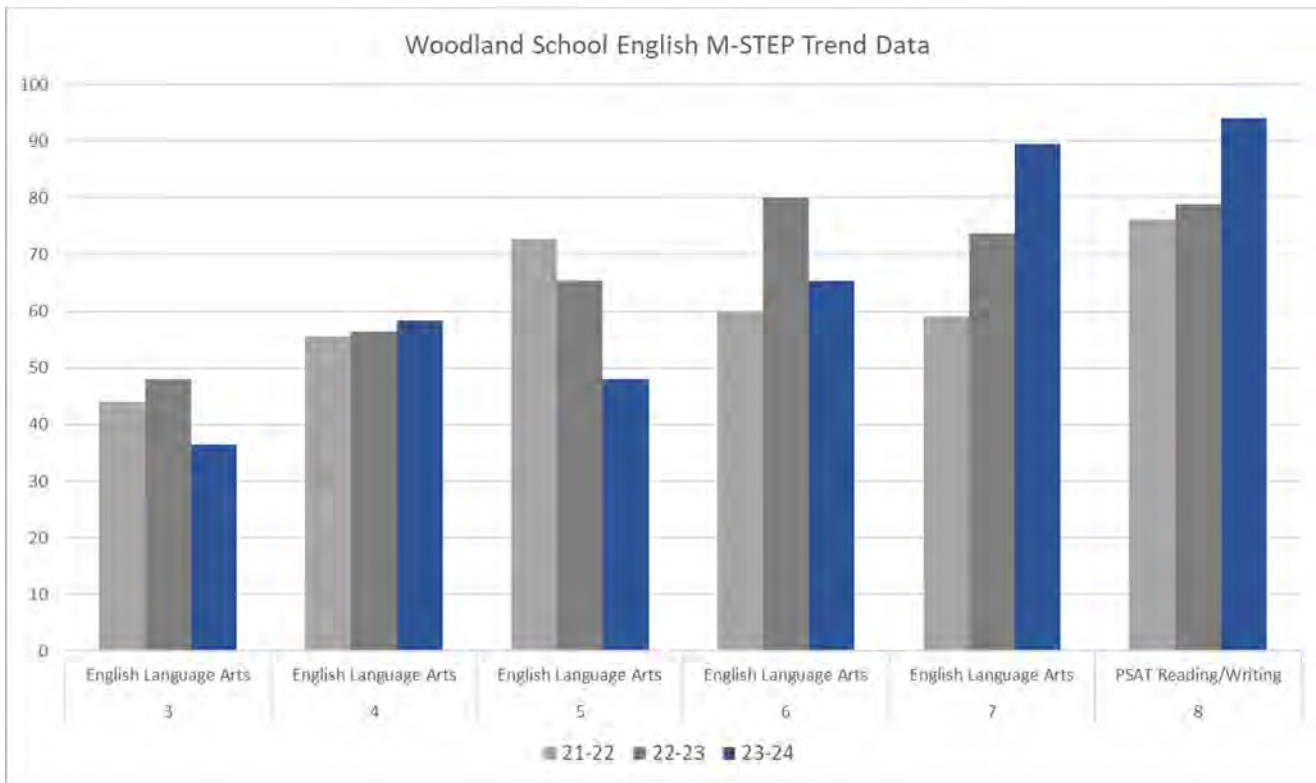
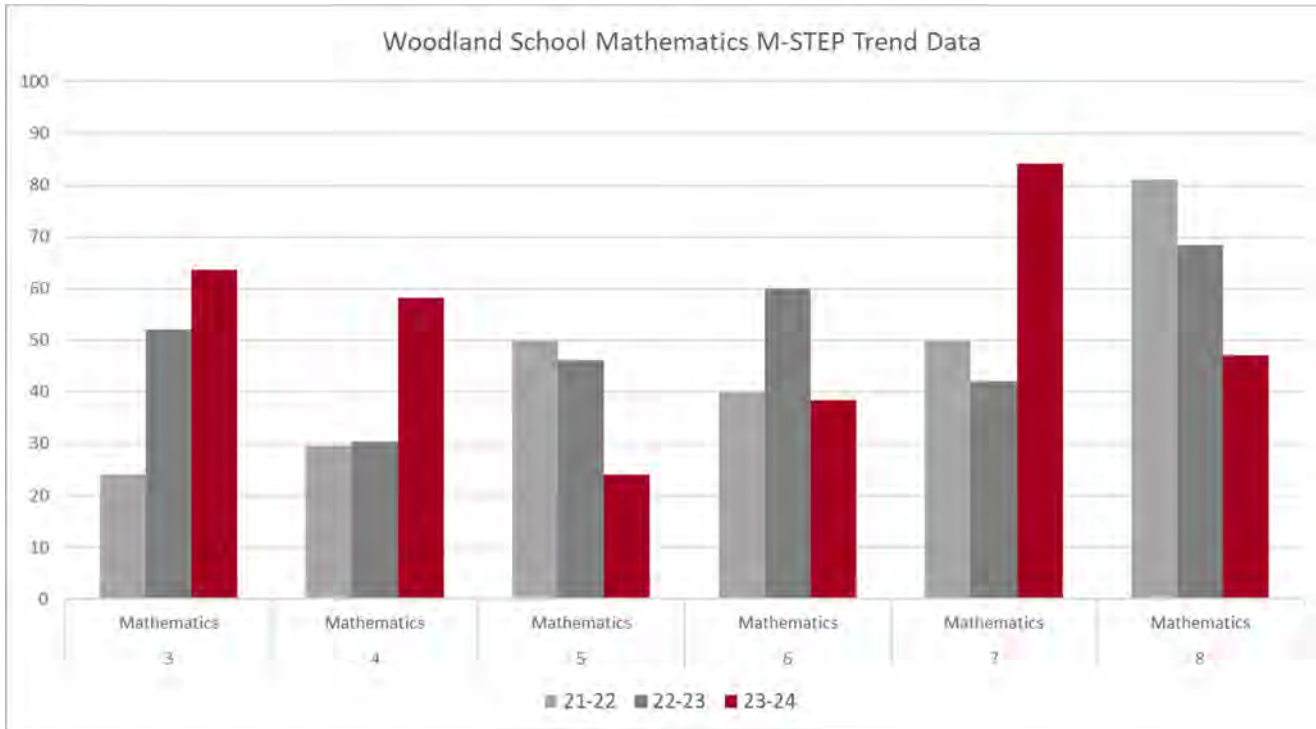
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

Mathematics:

51.7%

English Language Arts:

58.6%



NWEA RUBRICS:

Measure 1: Student Growth on NWEA: Part A					
	Exceeding	Meeting	Approaching	Deficient	Reviewer Comments
Students' fall-to-spring growth demonstrates measurable progress toward grade level targets. (Grades 2-10)	The distance from the actual growth compared to the expected growth is greater than 0 points.	The distance from the actual growth compared to the expected growth is equal to 0 points.	The distance from the actual growth compared to the expected growth -1 to -10 points.	The distance from the actual growth compared to the expected growth is > -10 points.	
Measure 1: Student Growth on NWEA: Part B					
	Exceeding	Meeting	Approaching	Deficient	Reviewer Comments
Students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher. (Grades 2-10)	The SCGP is >50%.	The SCGP is 50%.	The SCGP is between 40% - 49%.	The SCGP is below 40%.	

NWEA RUBRICS (continued):

Measure 2: Student Achievement on NWEA: Part A					
	Exceeding	Meeting	Approaching	Deficient	Reviewer Comments
<p>Students will achieve scores equal to or greater than the grade level reading and math college/career readiness target.</p> <p>(Grades 5-10)</p>	<p>The median scaled achievement score for students is greater than the college/career readiness target.</p>	<p>The median scaled achievement score for students is equal to the college/career readiness target.</p>	<p>The median scaled achievement score for students is 1 to 20 points below the college/career readiness target.</p>	<p>The median scaled achievement score for students is greater than 20 points below the college/career readiness target.</p>	
Measure 2: Student Achievement on NWEA: Part B					
	Exceeding	Meeting	Approaching	Deficient	Reviewer Comments
<p>The percent of students meeting their projected score will average 60%.</p> <p>(Grades 2-10)</p>	<p>Achievement of projected score is > 60%.</p>	<p>Achievement of projected score is 60%.</p>	<p>Achievement of projected score is 40% - 59%.</p>	<p>Achievement of projected score is below 40%.</p>	

ATTACHMENT B
Partnership Agreements

The Michigan Department of Education (MDE) has developed a process to identify school districts across the state requiring Comprehensive Support and Improvement through the creation of District Partnership Agreements.

Saginaw Valley State University (SVSU) plays an active role as a collaborative stakeholder in the partnership process by attending monthly partnership meetings, allocating appropriate resources to support academies in achieving their partnership goals, and monitoring and ensuring accountability for progress.

It is important to note that in the formal relationship between SVSU and any of its authorized schools, the terms of the Contract take precedence over the Partnership Agreement.

Below is a list of SVSU-authorized schools identified by the MDE as part of a District Partnership Agreement, along with details about each school's corrective action plan and their progress toward improvement.

Faxon Academy

Duration of Agreement: November 29, 2022 – November 28, 2025

Goal Area	18-Month Interim Target	Progress**
Math	Students in grades 3-7, math proficiency based on MSTEP will increase from 6.56% to 8.06%	Target Pending
Math	By August 2024, Faxon Academy grades 2-7 will have increased its proficiency in math from 3.2% to 4.7% using the projected proficiency summary report.	Target Pending
Reading	Students in 3-7 grade reading proficiency based on MSTEP will increase from 5.2% to 6.7% by 2024	Target Pending
Reading	By August 2024, Faxon Academy grades 2-7 will have increased its proficiency in ELA from 7.8% to 9.3% using the projected proficiency summary report.	Target Pending
Student Attendance	Decrease the percentage of chronically absent students, as defined by state, from 56% in the 22- 23 school year to 51% in the 2023 - 2024 school year.	Target Pending
MTSS - Whole Child	By August 2024, Faxon Academy will increase capacity and begin implementation of our MTSS process school wide.	Target Pending
Talent Management	Develop and implement internal certification pathways, that support teachers in acquiring a Michigan Certification.	Target Pending
Talent Management	To begin initial implementation of school wide professional development, observations and feedback to teachers during an academic school year.	Target Pending

**18-month Benchmark Review scheduled for Tuesday, December 10, 2024

*Information regarding MDE's Office of Partnership Districts is available at <https://www.michigan.gov/mde/services/school-performance-supports/partnership-districts>, including copies of all current District Partnership Agreements.