THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

CHARTER CONTRACT

EDUCATIONAL GOAL

2012-2013

SCHEDULE 7b OF THE CHARTER CONTRACT

© 2012 Central Michigan University, The Governor John Engler Center for Charter Schools

THE EDUCATIONAL GOAL

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.2, the Academy **shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement** of the educational goal identified in this schedule. Upon request, the Academy shall provide The Governor John Engler Center for Charter Schools (Center) with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the University expects the Academy will meet the State of Michigan's accreditation standards and achieve Adequate Yearly Progress (AYP) pursuant to state and federal law.

Educational Goal to Be Achieved:

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

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measures[1]:

Measure 1: Student Achievement

The academic achievement of all students in grades 2 through 11, who have been enrolled for three* or more years at the Academy, will be assessed using the following metrics and achievement targets:

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-7	The average college readiness level based on scaled scores from the Performance Series® by Scantron® or NWEA MAP® reading and math tests administered in the spring.	Students enrolled for three* or more years will on average achieve scaled scores equal to or greater than the grade-level achievement targets for reading and math identified in this schedule.
Grades 8-11	The average college readiness level based on subject scores from the EXPLORE®, PLAN® and ACT® tests by ACT, Inc. administered in the spring.	Students enrolled for three* or more years will on average achieve EXPLORE, PLAN and ACT subject scores equal to or greater than the achievement targets for reading, math, science, and English identified in this schedule.

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Measure 2: Student Growth

The academic growth of all students in grades 3 through 11 at the Academy will be assessed using the following metrics and growth targets:

GRADES	METRICS	GROWTH TARGETS
Grades 3-8	Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series by Scantron or NWEA MAP.	Students' fall-to-spring academic growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math identified in the schedule.
Grades 9-11	Growth made by students in reading, math, science, and English as measured by subject scores on the EXPLORE, PLAN and ACT tests.	Students' academic growth between tests on average will demonstrate measurable progress toward the achievement targets for the grade-level subject scores in reading, math, science, and English identified in the schedule.

[1]Please note that the measure of student growth is the most important, but not the only factor, the Center considers when determining whether the Academy is "demonstrating measurable progress" toward the contractual goal of "preparing students academically for success in college, work and life."

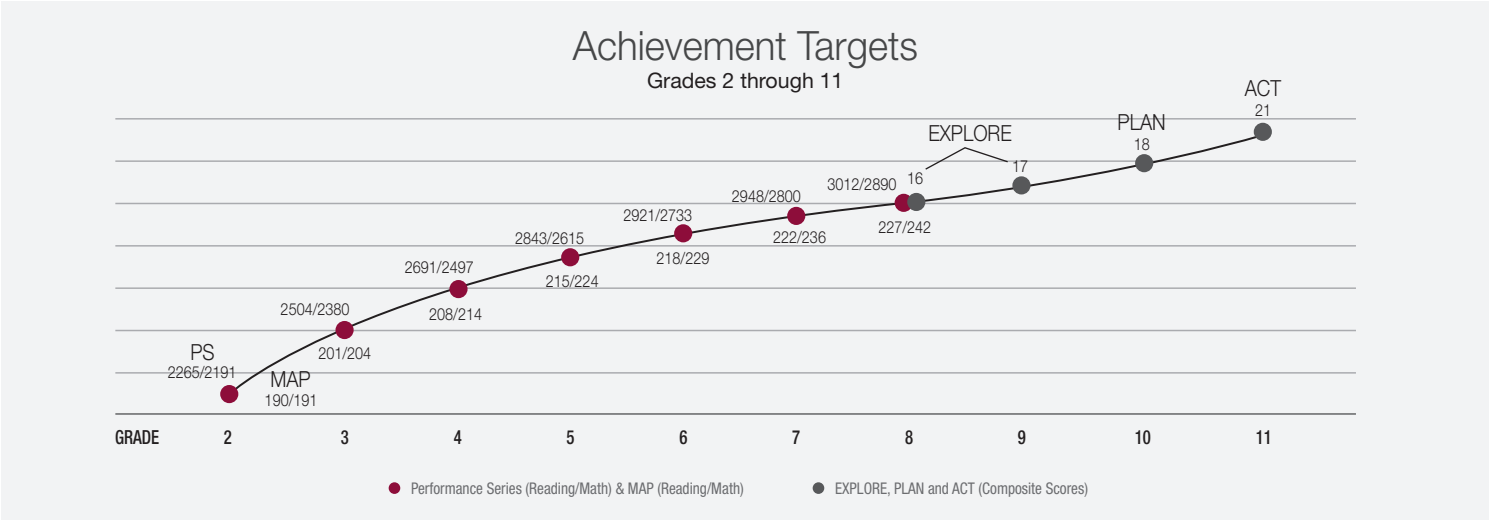
Copyright 2012 © The Governor John Engler Center for Charter Schools at Central Michigan University

ACHIEVEMENT AND GROWTH

Setting clear targets will help guide students to focus on making sufficient academic growth that will lead to greater choices and opportunities when they complete high school. The illustrations below are designed to provide a picture of how the targets can help the Academy aim for higher outcomes from elementary school through high school.

Student Achievement

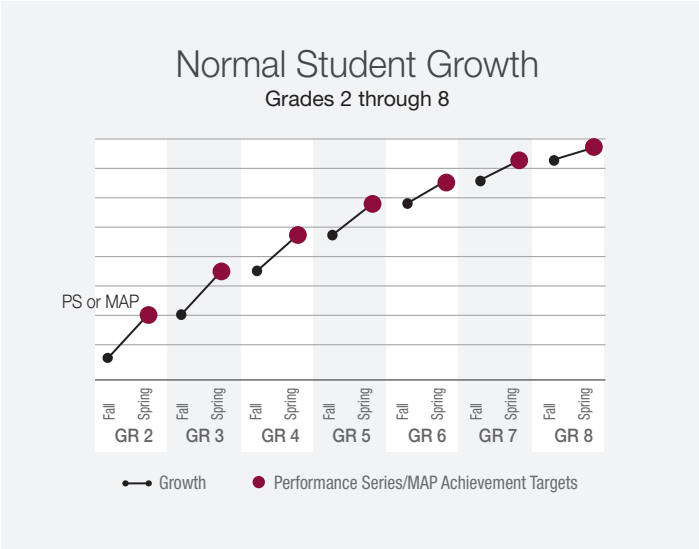
Using a projected growth curve, the graph below illustrates the achievement targets that must be met in order to remain on track to attain a composite score of 21 on the ACT by grade 11. Although academic preparedness is the goal, and not a specific ACT score, research has shown that subject scores at or above the College Readiness Benchmarks are good predictors of whether or not a student is academically prepared for success in college or a career. This graph also illustrates the relationship between the Performance Series and Measures of Academic Progress (MAP) tests, as well as the correlation between Performance Series and MAP, and the EXPLORE, PLAN and ACT tests. Student achievement targets in reading and math for grades 2 through 8 are shown, while the EXPLORE, PLAN and ACT composite scores are shown for grades 8 through 11 to help illustrate the path from grade 2 to grade 11.

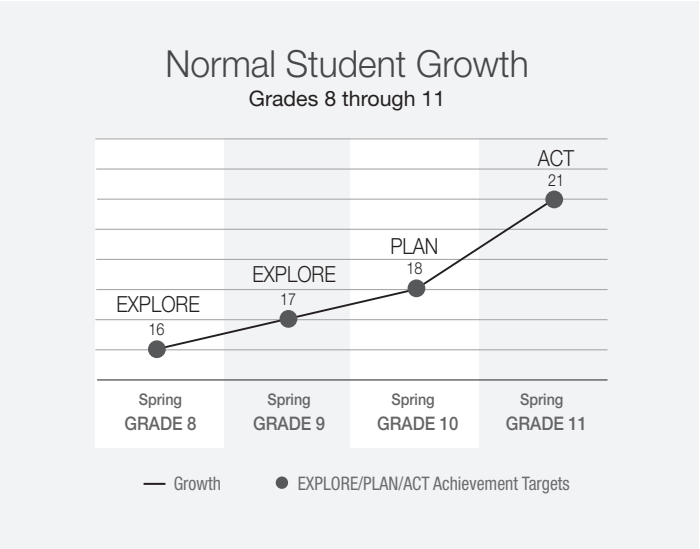


FOR ILLUSTRATIVE PURPOSES ONLY

Student Growth

Below are examples of typical test results, showing normal student growth for grades 2 through 11. The chart on the left (grades 2 through 8) illustrates the typical student gain from the fall and spring Performance Series and MAP test results. Additionally, the chart on the right (grades 8 through 11) illustrates the typical student gain from spring to spring results for the EXPLORE, PLAN, and ACT.





FOR ILLUSTRATIVE PURPOSES ONLY

Copyright 2012 © The Governor John Engler Center for Charter Schools at Central Michigan University

Is the goal to achieve a 21 on the ACT?

No. **The goal is to prepare students academically for success in college, work and life.** Subject area scores at or above the College Readiness Benchmarks are good predictors of determining if students are academically prepared for college and the 21st century workplace and are used to determine whether the Academy has achieved this goal. Solid research confirms that these scores are a predictor of whether a student is likely to succeed in first year college courses. ACT Inc. backward mapped the score of 21 in grade 11 to subject area scores in grade 8. Students' scores that meet or exceed the College Readiness Benchmark scores on the EXPLORE test are considered "on-track" to demonstrate college readiness on the ACT test. The Center used similar methodology to backward map subject area scores on the EXPLORE test to scores on the Performance Series and MAP tests when administered in grade 2 through 8.

How will the Academy's achievement of this goal be measured?

There are **two measures** that will be used to determine whether the Academy has achieved the goal. Using Scantron's Performance Series test, or NWEA's MAP test and using the EXPLORE, PLAN, and ACT tests by ACT, Inc., the **student achievement measure** asks, "Did students who were in the Academy for at least three* years achieve target scores by the end of grades 2 through 11?" Secondly, using the Performance Series or the MAP test in grades 3 through 8, and the EXPLORE, PLAN and ACT tests in high school, the **student growth measure** asks, "Did students grow enough each year to be on-track to achieve the goal?" The spring achievement targets for each grade/subject are as follows:

GRADE	Perf. Series Reading	MAP Reading	Perf. Series Math	MAP Math
2	2265	190	2191	191
3	2504	201	2380	204
4	2691	208	2497	214
5	2843	215	2615	224
6	2921	218	2733	229
7	2948	222	2800	236
8	3012	227	2890	242

GRADE/TEST	Reading	Math	Science	English
8 - EXPLORE	15	17	20	13
9 - EXPLORE	16	18	20	14
10 - PLAN	17	19	21	15
11 - ACT	21	22	24	18

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

What about the unique nature of our charter school?

The Center's assessment approach consists of many factors and takes into account **the Academy's unique mission and educational philosophy** expressed in the educational program and curriculum sections of the Charter Contract. Although the Academy may choose to adopt its own goals, the Center does not include them in the charter contract. For those schools, however, that have special populations (full special needs, adjudicated youth, etc.) then individualized goals may become a significant part of how the Academy demonstrates performance. For more information on how to develop school specific goals, please review the Center's publication, ***Making the Mission Matter,*** which is a step-by-step guide to help schools create valid and reliable measures that demonstrate **progress toward and achievement of the Academy's unique and important mission.**

For more information, please contact The Governor John Engler Center for Charter Schools at Central Michigan University (989) 774-2100.

The Governor John Engler Center for Charter Schools
Central Michigan University | Mount Pleasant, MI 48859
(989) 774-2100 | www.TheCenterForCharters.org

Printed August 25, 2012

Copyright 2012 © The Governor John Engler Center for Charter Schools at Central Michigan University