



JENNIFER M. GRANHOLM  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING




MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

March 22, 2010

**MEMORANDUM**

TO: Members of the State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Presentation on 2009 Public School Academy Report to the Legislature

Attached is the Michigan Department of Education (MDE) report summarizing authorizer and Public School Academy (PSA) activity since the February 2009 report, in fulfillment of MDE's statutory obligation. An important element of accountability for PSAs is the routine and timely public disclosure of factual information, such as that contained in this report. Additionally, a shared understanding of the PSA experience in Michigan is an important foundation for the Board's ongoing policy deliberations.

In order to include the most recent information available regarding demographics, academic achievement and financial factors, this report consolidates information from the 2007-08 and 2008-09 school years.

The report outlines PSA progress and makes policy and practical recommendations for improving performance in this sector in the future.

The report will be presented for approval at the May 2010 Board meeting.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909  
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# 2009 Public School Academy Report to the Legislature



# Statutory Foundation

This report is submitted to the Michigan Legislature in fulfillment of the State Board of Education's responsibilities pursuant to sections 501a and 1311c of 1976 PA 451 (MCL 380.501a and MCL 380.1311c), which state:

## **380.501a Public school academy; report to legislative committees on education.**

Sec. 501a.

Not later than 1 year after the effective date of this section, and at least annually thereafter, the state board shall submit a comprehensive report, with findings and recommendations, to the house and senate committees on education. The report shall evaluate public school academies generally, including, but not limited to, an evaluation of whether public school academies are fulfilling the purposes specified in section 511(1). The report also shall contain, for each public school academy, a copy of the academy's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, and number of and comments on supervisory visits by the authorizing body.

## **380.1311c Strict discipline academy; report; evaluation; contents.**

Sec. 1311c.

Not later than 1 year after the effective date of this section, and at least annually thereafter, the state board shall submit a comprehensive report, with findings and recommendations, to the house and senate committees on education. The report shall evaluate strict discipline academies generally, including, but not limited to, an evaluation of whether strict discipline academies are fulfilling the purposes specified in former section 511(1). The report also shall contain, for each strict discipline academy, a copy of the academy's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, and number of and comments on supervisory visits by the authorizing body.

The purposes specified in section 511(1) are as follows:

- (a) To improve pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment.
- (b) To stimulate innovative teaching methods.
- (c) To create new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level.
- (d) To achieve school accountability for pupil educational performance by placing full responsibility for performance at the school site level.
- (e) To provide parents and pupils with greater choices among public schools, both within and outside their existing school districts.
- (f) To determine whether state educational funds can be more effectively, efficiently, and equitably utilized by allocating funds on a per pupil basis directly to the school rather than through school district administration.

# PSA Statistics

- 240 PSAs in 2008-09
- 103,000 students or 6.0 percent of the total K-12 population
- Geographically clustered in the state's urban areas. The school districts with three or more PSAs inside their boundaries during 2008-09 are:

<u>District Name</u>	<u># of PSAs</u>	<u>District Name</u>	<u># of PSAs</u>
Ann Arbor	5	Midland	3
Benton Harbor	4	Pontiac	5
Dearborn	7	Port Huron	4
Detroit	50	Saginaw	3
Flint	4	Inkster	3
Grand Rapids	3	Ypsilanti	3
Hamtramck	4	Southfield	7
Highland Park	4	Taylor	3
Holland	3	Traverse City	3
Jackson	3	Warren	3
Lansing	6	Wayne-Westland	4
Marysville	7		

- Approximately 10% of PSA students received special education services in 2008-09
- 64% of PSA students qualified for free or reduced lunch in 2008-09
- MEAP/MME proficiency trending upward though still below state averages
- 56% graduation rate in PSAs
- Two-thirds of PSAs have waiting lists
- On average, PSAs received \$7,412 per pupil during 2008-09
- Approximately 72% of Michigan PSAs made AYP in 2008-09



**Measuring any school's unique program through the blunt instrument of peer comparison alone is like using a straight ruler to measure the dimensions of an apple. It is simply not sufficient as a means of telling the whole story.**

As Michigan's charter school sector enters its fifteenth year, the dialogue surrounding the growth and effectiveness of these schools has taken on new significance.

During the past twelve months, the Obama Administration has expressed support for successful charter schools. In the Michigan Legislature, multiple packages of bills have been introduced to replicate the charter model and establish new schools inside the boundaries of failing districts. With Detroit no longer meeting the criteria for a "first class" district, community college authorizers are now able to establish an uncapped number of charters within the city.

The increased level of interest in charter schools, or public school academies (PSAs) as they are known in Michigan, also brings new scrutiny to the performance of existing schools across the state. This report is submitted in response to a statutory mandate included in Part 6A of Michigan's Revised School Code, and addresses many required PSA performance issues.

# Introduction

## Approaching the Data

During the fifteen years since Michigan's first PSAs were established, educators and policymakers alike have been seeking an effective means of evaluating their impact. Many different methods have been used to explore PSA outcomes, with varying degrees of success.

A common approach to reviewing PSA performance is to aggregate results and make comparisons among different segments of Michigan's educational community. These efforts to derive peer comparisons have proven unwieldy, however, and often raise more questions than they answer. Measuring any school's unique program through the blunt instrument of peer comparison alone is like using a straight ruler to measure the dimensions of an apple. It is simply not sufficient as a means of telling the whole story.

What's more, dividing and comparing groups of schools based solely on their governance structure does not generate the answers we most need about how any school is performing.

Even a basic comparison between a PSA and its referent district may not make sense, as it does not account for the fact that a PSA's students may be drawn primarily from an adjacent community. There are so many variables at play in evaluating charter schools that broad comparisons are difficult and sometimes unfair to the schools on one or both sides of the equation.

PSA comparison methods may not always be so limited. Researchers are working to develop more sophisticated models of understanding PSA performance that help accommodate inherent variables. For example, the use of data to create composite statistical peers is a promising approach that may be used more broadly in the future. This report helps support this type of thinking by including, for the first time, residency breakdowns for each PSA's student population.

Until this type of sophisticated comparative measurement has been fully developed and tested, however, it is most appropriate to track and measure PSA progress in the field where it is happening every day - at the local level, school by school. Performance growth is measured as it should be: not against any other school, but against the PSA's own track record of achievement.

Those PSAs that are not performing must answer tough questions on their own and not have their results masked in aggregate format, while PSAs that are doing well can be singled out and examined for best practices.

This year's Public School Academy Report to the Legislature includes two-page profiles of each Michigan PSA. These profiles offer academic trend data, local financial information, teacher longevity and qualifications, state

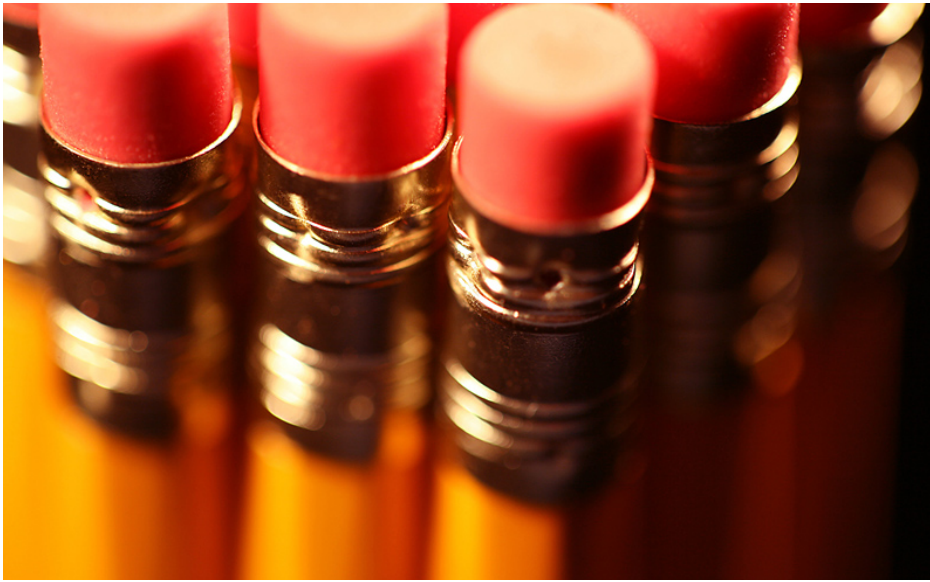
and federal accountability status, and more.

The remainder of the report is structured in accordance with the information specified by statute.

Findings and recommendations for future improvements in

Michigan's PSA sector are included in the report's conclusion.

**...It's most appropriate to track and measure PSA progress in the field where it's happening every day - at the local level, school by school.**



### Question 1:

**Do PSAs improve pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment?**

**(MCL 511(1)(a))**

The nature and quality of PSA learning environments across Michigan are as varied as the schools themselves. A wide array of programmatic approaches are emphasized, including, but not limited to:

- Fine arts
- Service and leadership
- Science and math
- Technology
- College preparatory
- Environmental science
- Vocational training
- Montessori
- Cultural immersion
- Strict discipline

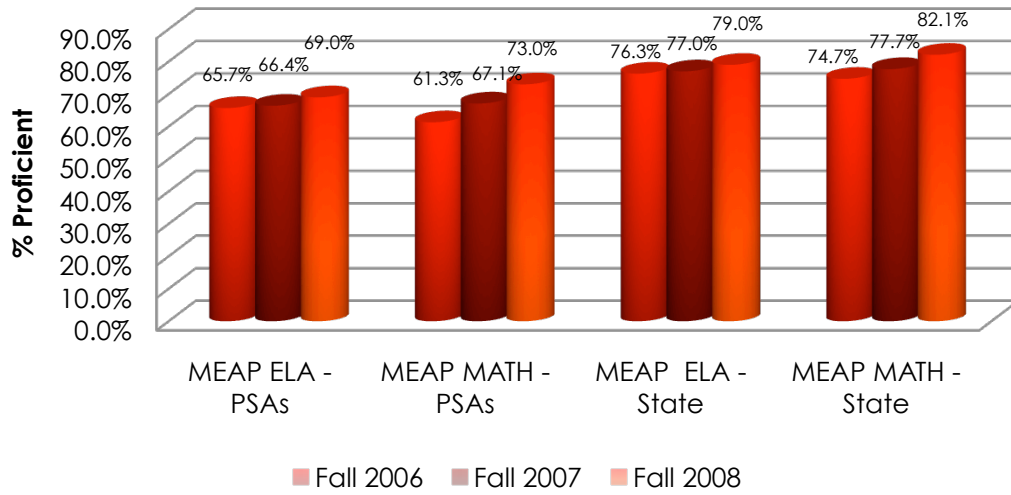
In addition, PSAs have developed a unique capacity to operate alternative and "second chance" programs that deliver educational programs to students who have either dropped out of school or are at risk of doing so. These programs offer flexible options for obtaining a diploma while still managing work and family issues.

Student achievement in charters appears to be improving. Aggregate MEAP and MME scores for PSAs has been generally trending upward over time, as shown in **Figures 1 and 2**. To fully understand the level of educational improvement attained in individual PSAs, please reference the two-page profiles included with this report.

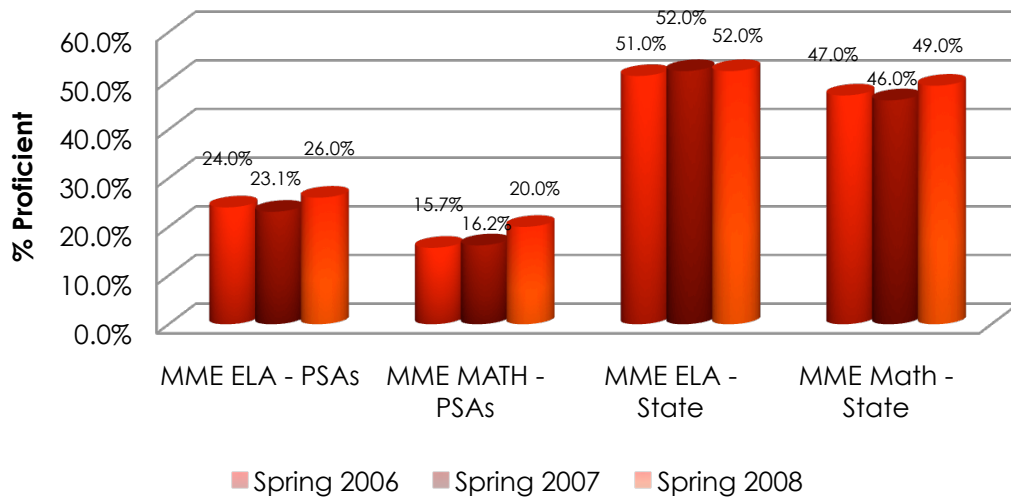
Special education pupils have a place in Michigan PSAs. Approximately ten percent of all PSA students received special education services during 2008-09. Again, reference each school's profile to determine its level of service in this area.

The nature and quality of PSA learning environments across Michigan are as varied as the schools themselves.

**Figure 1: MEAP Proficiency in PSAs  
2006-08**



**Figure 2: MME Proficiency in PSAs  
2006-08**



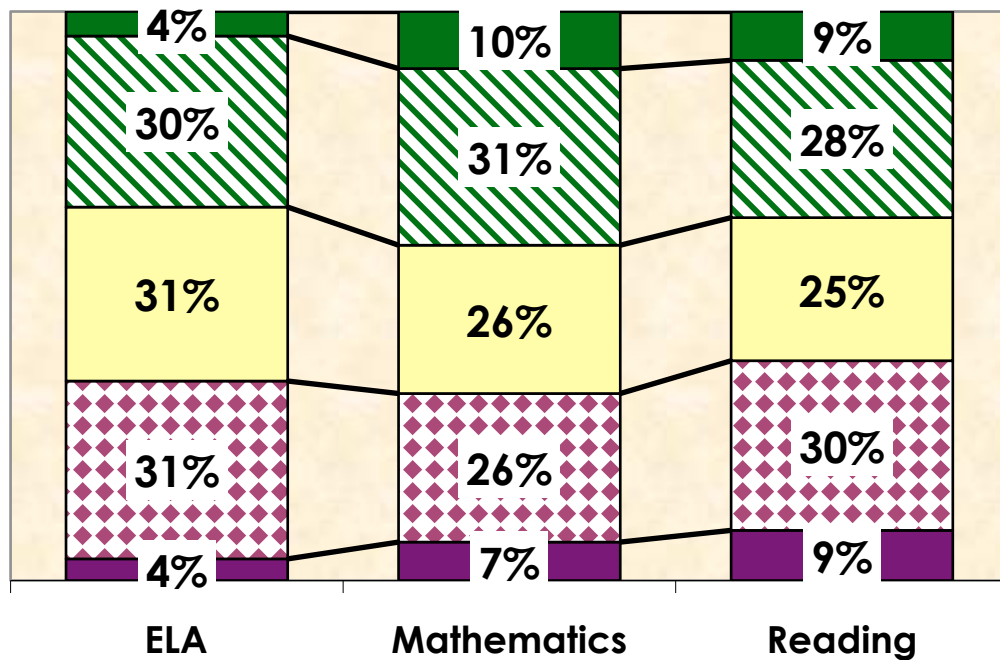
Michigan PSAs also serve students living in poverty. Approximately 64 percent of PSA pupils qualified for free or reduced-price lunch during the 2008-09 school year.

PSAs are the schools of choice for more than 103,000 students and families and, for many students, they offer educational programming that is seen as a good fit.



**Figure 3** below shows student progress on the MEAP as demonstrated through Michigan's growth model. This model allows students to demonstrate their progress toward proficiency and can serve as a good indication of the value added by schools. Again, each individual school's progress according to this model is included in its two-page profile.

**Figure 3: Student Progress from 2007-2008 MEAP tests for Michigan PSAs**

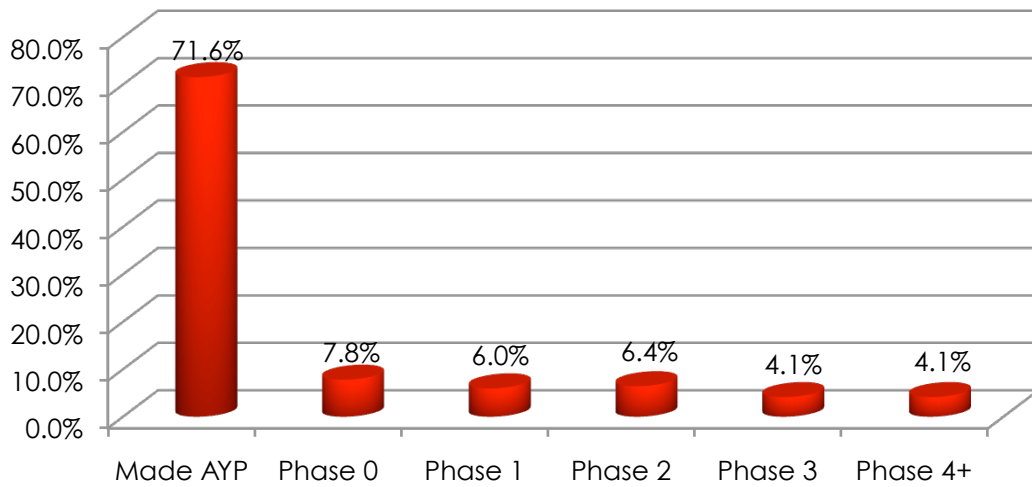


■ Significant Improvement ■ Improvement ■ No Change □ Decline ■ Significant Decline

PSA high school students have achieved a 56 percent graduation rate.

The following page presents Michigan PSA progress toward meeting federal Adequate Yearly Progress (AYP) requirements.

## AYP Status of PSAs 2008-09





## Question 2:

**Do PSAs stimulate innovative teaching methods?**

**(MCL 511(1)(b))**

Michigan PSAs have an average student-teacher ratio of 14:1. This allows for a small school environment with site-based management, where teachers say they can easily track individual student progress and respond accordingly. Many PSAs utilize performance testing systems (e.g., Scantron Performance Series, Stanford 10, or the NWEA MAP test) that evaluate student progress multiple times during the year. PSAs are using these formative assessments to impact the teaching methods utilized in the classroom and allow for targeting of services to students in need of particular support.

Michigan PSAs offer a variety of educational approaches and learning environments, as listed on page six of this report. In addition to these programmatic alternatives, many PSAs also provide extended school days and years, tutoring services, character education, college tours and early foreign language instruction. Information about each PSA's mission and approach is found in its two-page profile.

PSAs' varying approaches have delivered educational options that hold appeal for many students and families. Over two-thirds of PSAs have waiting lists. Many schools face the challenge of balancing parental requests to expand while still maintaining the small school culture and environment as the perceived foundation for their success.

PSAs are using...formative assessments to impact the teaching methods utilized in the classroom and allow for improved targeting of services.

MDE has encouraged the sharing of innovative PSA teaching methods through grant and waiver opportunities, conference presentations, and opportunities to publish MI-MAP toolkits and electronic web resources. In particular, the Department administers federal dissemination grant funds, awarding subgrants to PSAs in support of effective practices. In 2008-09, the following dissemination subgrants were awarded in support of the following innovative teaching practices:

- Trillium Academy has established a mentoring program that assists participating development teams in establishing effective processes for hiring and maintaining an energetic and effective teaching staff.
- Detroit Service Learning Academy is implementing a plan and toolkit that will set forth effective strategies for helping teachers engage and encourage parents to become more involved with their school community.
- The A.G.B.U. Alex and Marie Manoogian School is implementing the Strategic Intervention for MEAP Success (SIMS) program. As an evaluation grant program, SIMS tests a promising hypothesis concerning an innovative approach to using the Scantron Computer Adaptive Performance Series™ (PST) assessment to enhance student preparedness.
- The Bay-Arenac Community High School is researching and evaluating data that tests the hypothesis that improving self-efficacy in at-risk students also increases academic achievement. The project employs a quasi-experimental research design to test the effect of its "Tri-C's Model" of intervention.
- Outlook Academy is working to establish and lead a learning community of multiple strict discipline academies across Michigan. These schools will work together to review and evaluate effective approaches to reaching students that have been adjudicated or permanently expelled from other schools.
- The da Vinci Institute is mentoring a number of new charter schools and developers as they develop effective board governance practices and expectations that effectively support quality teaching and learning.

While these are not the only innovative teaching practices occurring in Michigan PSAs, these subgrantees represent a good cross-section of the types of innovative practices currently being employed.

MDE has encouraged the sharing of innovative PSA teaching methods.



### Question 3:

**Do PSAs create new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level?**

**(MCL 511(1)(c))**

PSA teachers are required to meet all state and federal certification requirements including the “highly qualified” requirement under No Child Left Behind. Details about staff qualifications and longevity are included in each PSA's two-page profile.

In aggregate, 16 percent of Michigan PSA teachers have attained a BA/BS degree, and 57 percent have attained an MA/MS degree. The remaining 26 percent have earned other advanced credentials, such as doctoral, law or medical degrees. Two-thirds of PSA teachers have been working in their buildings for a period of two years or less.

Due to the generally small staff sizes in PSAs, many teachers are given additional opportunities to provide leadership on campus. According to a 2007 report by the Michigan Council of Charter School Authorizers:

“...Critical administrative duties at the charter school may be undertaken by teacher leaders that have been empowered to assume additional responsibilities. Typical arrangements include teachers working to provide curriculum leadership and support, special education leadership, and other administrative functions. This approach is not only cost-effective, but also results in teachers that feel empowered and invested in the future of the charter school.” (MCCSA, 2007)

In this way, Michigan PSAs are able to provide new professional opportunities for teachers and ensure site-based management. This approach has been similarly piloted in traditional district schools across Michigan. The efficacy of such arrangements has yet to be proven, though anecdotal evidence suggests this structure is being well received by teachers and school leaders alike.

Due to the generally small staff sizes in PSAs, many teachers are given additional opportunities to provide leadership on campus.

To help ensure effective school leadership in all Michigan public schools, the SBE recommends that all principals attain appropriate certification and endorsement based on their prior experiences and education. Currently, certification of central office administrators is voluntary rather than mandatory; the SBE believes more is needed to ensure appropriate qualifications for school leaders.

...The SBE believes more is needed to ensure appropriate qualifications for school leaders.



#### Question 4:

**Do PSAs achieve school accountability for pupil educational performance by placing full responsibility for performance at the school site level?**

**(MCL 511(1)(d))**

Entities that apply to start a PSA go through a competitive evaluation process to obtain a charter contract. The authorizing body is responsible for providing ongoing oversight and evaluation of each school's performance to ensure it complies with the charter contract and all state and federal laws. This contractual structure places responsibility for performance directly at the school site level.

Over the past 15 years, 39 PSAs have been closed for not meeting performance requirements. The most common reasons for closure are related to financial management, governance, and academic performance. Please see Appendix A for more detail regarding PSA closure reasons. Appendix B also offers information about PSA openings, closures, and site changes in 2009.

Authorizer monitoring of fiscal, legal and academic results occurs on an ongoing basis through the use of regular site visits and reporting systems. The contract renewal process is a comprehensive performance review that begins approximately one year prior to contract expiration. Results of the review determine if a contract renewal is granted and also influence the term of the renewal, which typically ranges anywhere from one to seven years.

While meeting the state, federal and authorizer requirements is a constant focus for PSA staff, these schools also must meet the daily school site performance expectations of parents and students. Student enrollment is an unbiased measure of PSA performance at the school site level. Enrollment trends for each PSA are included in the two-page profiles found in this report.

[The PSA]  
contractual structure  
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site level.





## Question 5:

**Do PSAs provide parents and pupils with greater choices among public schools, both within and outside their existing school districts?**

**(MCL 511(1)(e))**

Last year, 240 PSAs provided Michigan parents and students with a public school choice. In total, over 103,000 students (2008-09), or 6.0 percent of the total K-12 population, selected a charter public school educational option.

Geographically, charter schools are clustered in the state's urban areas. The school districts with three or more PSAs inside their boundaries during 2008-09 are listed below:

<u>District Name</u>	<u># of PSAs</u>	<u>District Name</u>	<u># of PSAs</u>
Ann Arbor	5	Midland	3
Benton Harbor	4	Pontiac	5
Dearborn	7	Port Huron	4
Detroit	50	Saginaw	3
Flint	4	Inkster	3
Grand Rapids	3	Ypsilanti	3
Hamtramck	4	Southfield	7
Highland Park	4	Taylor	3
Holland	3	Traverse City	3
Jackson	3	Warren	3
Lansing	6	Wayne-Westland	4
Marysville	7		





### Question 6:

**Can state educational funds be more effectively, efficiently, and equitably utilized by allocating funds on a per pupil basis directly to the school rather than through school district administration?**

**(MCL 511(1)(f))**

Like all public schools in Michigan, PSAs receive a portion of their state funding in the form of a per pupil foundation allowance. The per pupil foundation allowance amount is capped for PSAs,

PSAs are also eligible for categorical funding and competitive grants. Unlike other local school districts, however, PSAs cannot levy taxes for buildings and infrastructure. Thus, PSAs must also pay for their facilities solely from their operating budgets. In addition, 3.0 percent of each school's per pupil foundation allowance is paid to the school authorizer to cover legally-required oversight, administrative, and programmatic costs. Based on this funding structure, PSAs are tasked with managing daily operations, oversight, and facility costs with fewer resources than most traditional districts have at their disposal. Conversely, most traditional public schools incur expenses for services that many PSAs do not provide, such as transportation, meals, athletics, and co-curricular activities. In addition, PSAs also serve fewer students with special needs.

On average, PSAs received approximately \$7,412 per pupil during 2008-09. More details on the amount of funding reaching the classroom level can be found in the individual charter public school profiles provided.

The efficacy of this funding model is difficult to quantify. These determinations require additional scrutiny of school funding levels and performance on a case-by-case basis using the two-page profiles included in this report.

PSAs are tasked with managing daily operations, oversight, and facility costs with fewer resources than most traditional districts have at their disposal.



**MDE's findings show authorizers are active in their compliance monitoring efforts and that they have, in many instances, developed a broad menu of tools and resources for supporting the academic and financial performance of the schools they oversee.**

## Supervisory Visits by Authorizing Body

Like the PSAs they oversee, Michigan authorizers use a variety of approaches to ensure PSA quality and compliance.

At minimum, PSA authorizers are responsible for all of the following activities under Michigan law:

- Reviewing applications and awarding charters to qualified applicants,
- Establishing the method of selection and appointment for board members,
- Issuing charter contracts that include clear expectations for performance,
- Acting as a fiscal agent for state school aid funds,
- Gathering and evaluating data related to school compliance and performance,
- Taking action based on a school's performance relative to the expectations set forth in the charter contract.

During the past four years, MDE has, through its pilot Assurances and Verification program, conducted on-site visits and

operational reviews of 16 Michigan authorizers. MDE's findings show authorizers are active in their compliance monitoring efforts and that they have, in many instances, developed a broad menu of tools and resources for supporting the academic and financial performance of the PSAs they oversee.

These "assurances and verification" visits, as they are known, show that authorizers are visiting PSA sites on a regular basis. Common visit purposes include:

- Site/facilities review,
- Classroom observation,
- Board meeting attendance/participation,
- Review of key records.

In addition, the authorizer community has developed a common set of oversight and accountability standards. Adherence to these standards supports consistent authorizer attention to all minimal statutory functions and related development activities.

# Findings and Recommendations



**[Some PSAs] are doing extremely well at educating pupils and managing resources, while others are simply not making the grade.**

The two-page PSA profiles included in this report demonstrate varying degrees of school performance and growth. Some schools are doing extremely well at educating pupils and managing resources, while others are simply not making the grade.

The Michigan State Board of Education (SBE) is interested in boosting results across all public schools, including the state's PSA sector. To that end, the following recommendations are made:

## **Identify, support, and sustain quality wherever it is found.**

Effective public schools - regardless of governance type - must have a favorable policy environment in order to continue thriving. The SBE supports legislative policies that balance appropriate levels of regulation with opportunities to innovate. It is imperative that Michigan boost the number of high-quality schools, charter and traditional alike.

## **Compel action where schools have a history of low performance.**

In instances where traditional public school or PSA performance is poor and failing to improve, districts and authorizers must be

called upon to act in the interest of the students being served. The SBE supports efforts to compel district and/or authorizer action where school programs do not appear sustainable.

**Ensure the SBE and Michigan Department of Education (MDE) have appropriate rule-making authority.** If the Superintendent of Public Instruction finds that an authorizer is not exercising adequate oversight, he has statutory authority [MCLA 502(5)] to suspend the power to authorize new contracts. However, statute fails to give the Superintendent authority to promulgate rules to set forth criteria on which he would base such a suspension. MDE and the SBE recommend that the legislature assign to MDE the power to promulgate rules that would set criteria for suspending authorizers who are failing to oversee their PSAs .

## **Provide adequate funding and staffing for MDE's PSA Program.**

Michigan law permits authorizers to assess up to 3% of each PSA's State Aid for the purpose of oversight. SBE recommends that

it be allocated 0.5% of each authorizer's 3% fee for the purposes of oversight and administration.

**Clarify procedures for wind-up and dissolution of closed PSAs.**

When an authorizer does not renew a charter contract, the authorizer's legal relationship with the non-profit corporation to which it gave the charter ceases to exist. Left with no formal accountability structure, the non-profit corporations are slow to dissolve the corporation and provide final accounting for the public assets received while a PSA. MDE and the SBE believe that state statute should be amended to charge authorizers with overseeing responsible wind-up and dissolution of a PSA's corporation when a contract is ended so that it can be laid down in an orderly manner.



**Effective public schools - regardless of governance type - must have a favorable policy environment in order to continue thriving.**

**Alternative Education Program**

Alternative education is a program operated as a subdivision of the regular K -12 program. It is designed for students who can be better served in an alternative delivery system. Alternative education pupils are funded under the K-12 foundation rate. Students served include those who have special needs and are lacking sufficient credit to graduate with their class. Alternative education programs often include expanded services from the regular program such as counseling, childcare, and transportation.

**Attendance Rate**

The percentage of total school days that students in a school or district are present in school. Attendance data for State, District, and School Attendance Data 2006-07, 2007-08, and 2008-09 are available on the Michigan Department of Education website, under Michigan School Report Cards.

**Authorizer**

A public institution identified in Michigan statute as able to issue a contract to organize and operate one or more public school academies. Michigan law recognizes local school districts, intermediate school districts, community colleges, and public universities as authorizers.

**Adequate Yearly Progress (AYP)**

The measure specified in the Elementary and Secondary Education Act (ESEA) for use in holding schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on Michigan Educational Assessment Program (MEAP) test results, participation rates in MEAP testing, and attendance or graduation rates. AYP data is available at the Office of Educational Assessment and Accountability (OEAA) website.

**Categorical Funding**

Support from the state and federal governments that is targeted for particular categories of children or families, special programs, and special purposes. This money is granted in addition to school districts' general purpose revenue, and it almost always has restrictions on its use.

**The Center for Educational Performance and Information (CEPI)**

Michigan state agency in the Department of Management and Budget charged with collecting and reporting data about Michigan's K -12 public schools.

**Dropout Rate**

Total number of students who left high school permanently at any time during the four-year or five-year cohort period, or whose whereabouts are unknown. Graduation and dropout rates are collected and reported by CEPI.



**Education YES!**

The state accountability system used in Michigan to determine how well a school is performing based on MEAP or MME results and other school characteristics. Each school is graded on its MEAP/MME achievement and MEAP improvement, as well as 11 other performance indicators, such as engagement, instructional quality, and learning opportunities.

**ELA**

Acronym for English Language Arts. The MEAP test weighs Reading as 2/3rds and Writing as 1/3 of the ELA score. Data for MEAP and MME are available from [www.michigan.gov/meap](http://www.michigan.gov/meap).

**Elementary and Secondary Education Act (ESEA)**

The principal federal law affecting K -12 education, sometimes referred to as "No Child Left Behind" or "NCLB."

**Foundation Grant**

State-funded revenues received by schools on a per-pupil basis. The foundation grant is the basic amount allocated by the State to local education agencies and PSAs through the State School Aid Act. PSA foundation grants are tied to the local traditional school district in which they were originally located, but were capped at \$7,475 during 2007-08, the most recent year for which data are available. Data for the foundation grant for each PSA is available on the MDE website under the Office of State Aid and School Finance.

**Free/Reduced Price Lunch (FRL)**

Children whose families have income of 130% or less of the Federal poverty guideline as well as those who receive food stamps or Temporary Assistance for Needy Families (TANF) are eligible for free lunch. Those whose families have incomes from 131% to 185% of the poverty guideline are eligible for reduced -price meals. For purposes of this report, FRL is used as a proxy for economic status. Data for students receiving free or reduced price lunches is available from CEPI.

**FTE**

An individual pupil's pro rata share of school membership pursuant to the State School Aid Act. In no case may a pupil generate more than 1.00 FTE. The total number of FTEs in a school is used to determine membership for purposes of awarding state aid. Data on FTEs is available from CEPI.

**Fund Balance**

An amount of money retained in a PSA or traditional school district's general operating fund after all expenditures are made. Data for Unreserved Fund Balance is collected and posted in August according to Financial Accounting for Local and State School Systems.

**Grade Level Content Expectations (GLCE)**

The Michigan framework for grade-by-grade assessments in grades K-8, which offers teachers a guide for their instructional and curricular emphases in classrooms. GLCEs provide greater clarity for what students are expected to know and be able to do by the end of each grade.

### **Graduation Rate**

The "five-year adjusted cohort graduation rate" is calculated by tracking individual students from the time they were enrolled as first-time ninth-graders, with a five-year expected completion rate. The formula accounts for students who leave school and return later, for students retained in a grade and stay in school, and for students who transferred into and out of the public school system. Thus, this is a more accurate measure of the Graduation rate. Students included in building rates must have been reported to the state for two or more count days. Students included in district rates must have been reported to the state for one or more count days.

### **High School Content Expectations (HSCE)**

The Michigan framework for grade-by-grade assessments in grades 9-12, which offers teachers a guide for their instructional and curricular emphases in classrooms. HSCEs provide greater clarity for what students are expected to know and be able to do by the end of each grade.

### **Michigan Educational Assessment Program (MEAP)**

An annual assessment given to students in grades 3-9 based on the Michigan Curriculum Framework. Data on student results of the MEAP test are available from [www.michigan.gov/meap](http://www.michigan.gov/meap) website.

### **Michigan Merit Examination (MME)**

The 2007-08 Michigan Merit Examination (MME) assessed students in grade 11 based on Michigan high school content standards. For 2008-09, it consisted of three components:

- ACT Plus Writing® college entrance examination

- WorkKeys® job skills assessments in reading, mathematics and locating information

- Michigan-developed assessments in science, social studies, math, and writing

Data on student results of the MME are available from [www.michigan.gov/mme](http://www.michigan.gov/mme).

### **Operating Expenditures Spent on Instruction**

The percentage of expenditures that are used directly for teaching of students in the classroom or in a classroom situation. The percentage is derived by dividing the Total General Fund Current Operating Expenditures by Total Basic Instruction Expenditures. Data is from Bulletin 1014.

### **Public School Academy (PSA)**

A PSA is a state-supported public school, also known as a charter school, authorized pursuant to Part 6A of Michigan's Revised School Code. According to Section 380.504(4), "A public school academy may include any grade up to grade 12 or any configuration of those grades, including kindergarten and early childhood education, as specified in its contract."

### **School Report Card**

A public reporting tool utilized as part of Michigan's Education YES! accountability program. Each Michigan school is graded on its MEAP achievement and MEAP improvement, as well as 11 other performance indicators.

**Service Provider (Management Company)**

A private organization that contracts with a PSA board to deliver various school staffing and support functions, which may include facility management, personnel management, payroll and accounting, curriculum development, and professional development services for staff and teachers. In some instances, a service provider (management company) may be used to manage the entire operations of a school.

**Strict Discipline Academy**

A Michigan school chartered under Public Act 23 of 1999 to serve suspended, expelled, or incarcerated young people.

**Traditional Public School**

An elementary or secondary school in the United States supported by public funds and providing free education for children of a community or district.

**Urban High School**

A Michigan school chartered under part 6C of the revised school code to operate within Detroit.



# Data Sources

The Michigan Department of Education would like to thank Michigan State University's Office of K-12 Outreach for their assistance with the data included in this report. The sources of data included in the two-page profiles for each school are listed below.

## **Page One**

- School Opened: Center for Educational Performance and Information (CEPI)
- Educational Service Provider (fall 2008): CEPI
- Current Contract Term: Public Schools Academy Program, Michigan Department of Education
- Authorizer: CEPI
- Mission Statement (Fall 2008): Self reported to Public Schools Academy Program, Michigan Department of Education
- Address and Grades: Educational Entity Master, CEPI
- Students: Public School Headcount 2008
- Made AYP, AYP Phase, and Ed YES! Grade: 2009 AYP/Education YES! State Status Report, Office of Educational Assessment and Accountability (OEAA)
- Student Demographics (08-09)
  - Racial/ethnic composition: Public Schools Headcount 2008-09, CEPI
  - Students receiving free or reduced price lunch: Free and Reduced Lunch Counts, 2008-09, CEPI
  - Special education students: Special Education counts, December 1, 2008, CEPI
  - Attendance Rate: School Report Card, OEAA
  - Where Do Students Come From: Non-Resident Student Research Tool, CEPI
  - Student Count Trend: Public Schools Headcount longitudinal data, CEPI
- Teacher/Administrator Data (Fall, 2008)
  - Teacher and Administrator Degrees: Highest Education Level, Registry of Educational Personnel (REP), CEPI
  - Administrator longevity in school: Longevity, Registry of Educational Personnel (REP), CEPI
- Teacher longevity in school: Longevity, Registry of Educational Personnel (REP), CEPI
- Teacher/Student Ratio: Public Schools Headcount and Registry of Educational Personnel, CEPI
- Financial Information (2007-08)
  - Foundation Grant: Office of State Aid and School Finance, MDE
  - Unreserved Fund Balance: FID data files, CEPI
  - % Operating Expenditures Spent on Instruction: Total General Fund Current Operating Expenditures and Total Basic Instruction Expenditures, Bulletin 1014

## **Page Two Achievement Data**

- Achievement (Percentage Proficient on MEAP/MME): OEAA
- Student Progress from 2007-2008 MEAP tests for All Grades: 2008 All Students Progress datafile, OEAA. The graph shows the percentage of students making each category of performance level change in the school or district in ELA, Reading, and Math.
- Percentage of 5<sup>th</sup> Graders or 8<sup>th</sup> Graders Proficient on MEAP in ELA, Math, and Reading in 2006, 2007, and 2008, OEAA
- College Ready Report for Class of 2009 by school: Spring 2009 MME Public ACT College Readiness Report, OEAA
- ELA and Math MME for 2007, 2008, and 2009 compared to the state: MME Spring 2007, 2008, and 2009 School and District Data Files, OEAA
- Average MME Scale Scores 2009: Spring 2009 MME Public Demographic Reports, OEAA
- 5 Year Graduation and Dropout Rates for 2008: Michigan Cohort Graduation and Dropout Reports, CEPI

## Appendix A: Closed PSAs

Total Never Opened	6
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Total Closures	34
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Total Revocation	5
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Total Non-Renewal	21
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Voluntarily Dissolved	8
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Total Transferred Legal Status	1
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### Reasons

Governance/Management Concerns	11
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Financial Viability	10
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Academic Viability	10
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Changed structure/status*	3
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Facility Concerns	2
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Feasibility Concerns	2
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Enrollment/Size	4
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Other	1
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\*In two cases, this denotes closure as charter and re-opening as program operated by local district. In one instance, this denotes closure as PSA authorized under Part 6A and opening as an urban high school academy authorized under Part 6C.

## Appendix B: PSA Openings, Closings and Status Changes

See following pages.

## PSA STATUS UPDATE

### PSAs Opened Fall 2009

Authorizer	PSA	Proposed Location	Est. Date of Opening	Expected Enrollment	Status on Authorizing Contract
Bay Mills Community College	<b>Three Lakes Academy</b> W17540 Main Street Curtis, MI 49820	Curtis	Fall 2009	Grades K-6 Enrollment: 100	district code:49901 building code: 00130
	<b>Lansing Charter Academy (NHA)</b> 13300 Express Court Lansing, MI 48910	Lansing	Fall 2009	Grade K-5 Enrollment: 426	district code: 33910 building code: 00111
Central Michigan University	<b>Quest Charter Academy (NHA)</b> 24745 Van Born Road Taylor, MI 48180	Taylor	Fall 2009	Grade K-5 Enrollment: 426	district code:82718 building code: 00097
Grand Valley State University	<b>Henry Ford Academy of Creative Studies (New Urban Learning)</b> 435/485 West Milwaukee Detroit, MI 48202	Detroit	Fall 2009	Grades 6-9 Enrollment: 300	district code: 82703 building code: 00101
	<b>Achieve Academy (NHA)</b> 3250 Denton Road Canton, MI 48187	Canton	Fall 2009	Grades K-6 Enrollment: 561	district code: 82717 building code: 00110
	<b>Michigan Math and Science Academy (Concept Schools)</b> 99 E. Woodward Heights Blvd. Hazel Park, MI 48030	Hazel Park	Fall 2009	Grades 5-8 Enrollment: 200	district code: 63924 building code: 00129
	<b>Washington-Parks Academy (Three Pillars)</b> 11685 Appleton Redford, MI 48239	Redford	Fall 2009	Grades K-8 Enrollment 276	district code: 82719 building code: 00132

Oakland University	<b>Four Corners Montessori Academy</b> (Choice Schools) 1087 E. Gardenia Madison Heights, MI 48071	Madison Heights	Fall 2009	Grades PreK-8 Enrollment: 154	district code: 63923 building code: 00117
St. Clair RESA	<b>Virtual Learning Academy of St. Clair</b> 499 Range Road Marysville, MI 48040	Port Huron	Fall 2009	Grades 9-12 Enrollment: 100	district code: 74912 building code: 00195
Wayne RESA	<b>McGivney School (SDA)</b> 5690 Cecil Detroit, MI 48202	Detroit	Fall 2009	Grades 7-12 Enrollment: 100	district code: 82721 building code: 00182 building code: 00183
	<b>Lincoln-King Academy (Three Pillars)</b> 13436 Grove Street Detroit, MI	Detroit	Fall 2009	Grades K-8 Enrollment 345	district code: 82720 building code: 00133

### PSAs Intending to Open Fall 2010

Authorizer	PSA	Proposed Location	Est. Date of Opening	Expected Enrollment	Status on Authorizing Contract
Central Michigan University	<b>Detroit International Academy</b>	Detroit	Fall 2010	Grades 1-5 Enrollment: 1250	Contract not yet received at MDE

### PSAs Closing 2010

Authorizer	PSA	District #	Location	ESP	2008-09 FTE Enrollment	Most Recent Status
Ferris State	<b>New City Academy</b>	33908	Lansing			Contract terminates 6/30/10- nonrenewal

## PSAs Closed 2009

Authorizer	PSA	District #	Location	ESP	2008-09 FTE Enrollment	Most Recent Status
Saginaw ISD	Academy for Technology and Enterprise	73903	Saginaw			Mutual decision between PSA and Authorizer
GVSU	Discovery Elementary School	03901	Fennville			Board decision to close at end of 08-09 school year.
CMU	Thomas Gist Academy	82908	Detroit	Self-managed	346	Contract terminates 6/30/09 - nonrenewal

## Name Changes for Fall 2009

District Code	NEW PSA Name	Former name
63910	Dr. Joseph F. Pollack Academic Center of Excellence	Edison-Oakland Public School Academy

## Grade Level Changes for Fall 2009

District Code	PSA Name	Grade Level Changes	Resulting 08-09 Grade Level Offered
04901	Bingham Arts Academy	Add Grades 7 and 8	K-8
63917	Bradford Academy	Add Grade 11	K-11
33901	Cole Academy	Add Grade 6	K-6
50904	Conner Creek Academy	Delete Grade 12	K-11
63921	Crescent Academy	Add PreK and Grade 9	PreK-9
41916	Cross Creek Charter Academy	Delete Grade 9	K-8
82988	Discovery Arts & Technology Academy	Add Grade 8	K-8
82930	Dove Academy of Detroit	Add Grade 7	K-7
11905	Dream Academy	Add Grade 12	9-12
81908	Eastern Washtenaw Multicultural Academy	Add Grades PK, 11 , 12	PreK-12
82915	Eaton Academy	Add Grade 8	K-12
41905	Excel Charter Academy	Add Grade 10	K-10
63923	Four Corners Montessori	Add Grades 4-8	PK-8

District Code	PSA Name	Grade Level Changes	Resulting 08-09 Grade Level Offered
73912	International Academy of Saginaw	Add Grade 5	K-5
74903	Landmark Academy	Add Grade 11	K-11
41922	Lighthouse Academy	Add Grades 2-6 and 12	2-12
25911	Madison Academy	Add Grade 10	K-10
11904	Mildred C. Wells Preparatory Academy	Add Grade 7	K-7
52901	North Star Academy	Adds Grades K-5	K-12
03902	Outlook Academy	Adds Grades 11-12	5-12
82939	Pierre Toussaint Academy	Add Grade 9	K-9
82904	Plymouth Educational Center	Add Grade 10	K-10
50912	Reach Charter Academy	Add Grade 6	K-6
82982	Universal Learning Academy	Adds PreK and Grade 5	PK-5
82701	University Preparatory Science & Math	Add Grade 8	6-8
61903	WayPoint Academy	Delete Grade 5	6-12
82943	Weston Preparatory Academy	Add Grade 8	K-12
63919	Woodmont Academy	Add Grade 6	K-6

## Location Changes for Fall 2009

District Code	PSA	Description of changes
82909	Academy of Detroit-West	Closed West McNichols (08294) moved students to Elmira site
63914	Advanced Technology Academy	Closing Calhoun site moving all students to 4801 Oakman site
82981	American Montessori Academy	Adding a new site – 17175 Olympia Street, Redford to house grades 3-6
81902	Central Academy	08883 – 2459 S. Industrial will serve PK-K, 5-12; 09093 2455 S. Industrial will serve 1-4
82918	Cesar Chavez Academy	Adding a new site – 4100 Martin Street to house grades 4-5
63910	Edison-Oakland Public School Academy	Moved from 2111 Woodward; Ferndale to 23777 Southfield Road, Southfield
15902	Northwest Academy	Adding a new site – 08700 Mercer Boulevard; Charlevoix to house grade K
03902	Outlook Academy	Adding a new site – 2243 33 <sup>rd</sup> Street; Allegan, MI – grades 5-12 (09987)
63906	Pontiac Academy for Excellence	Adding building codes for middle school (09985) and high school (09986)
82982	Universal Learning Academy	Moving K to PK site
82701	University Preparatory Science & Math	Move from One Campus Martius to 5100 John R in Detroit
81907	Victory Academy Charter School	Moved from 855 Jefferson, Ypsilanti to 1715 Forest Avenue, Ypsilanti

## ESP Changes for Fall 2009

District Code	PSA	Former Education Service Provider:	New Education Service Provider:
25908	Academy of Flint	Varner & Associates	Self-managed
50910	Ben Ross Public School Academy	Edison Schools	Edison Learning, Inc.
82980	Business Entrepreneurship Science, Tech	Mosaica Education	Choice Schools Associates
15901	Concord Academy Boyne	Northstar Educational	Lakeshore Educational
50905	Conner Creek Academy	Imagine Schools	Choice Schools Associates
50902	Conner Creek Academy East	CS Partners	Michigan Educational Personnel Services
63910	Edison-Oakland Public School Academy	Edison Schools	Visions Educational Development Corp.
41911	Grattan Academy	Choice Schools Associates	Helicon Associates
63907	Great Lakes Academy	Midwest Management, Inc.	ADP Total Source
82916	Summit Academy	Helicon Associates	Self-managed
82938	Summit Academy North	Helicon Associates	Self-managed
63919	Woodmont Academy	Imagine Schools	Visions Education Consortium, LLC



## Appendix C: PSA Profiles

See following pages.