

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. Sue Carnell, Interim Superintendent, MDE
House and Senate Subcommittees on Higher Education
House and Senate Fiscal Agencies
State Budget Director

Submitted on:
December 1, 2025

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	32940 Schoolcraft Road Livonia, MI 48150	Branch Line School
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
Martin Luther King, Jr. Education Center Academy	2025	16827 Appoline Detroit, MI 48235	Legacy Educational Enterprises, Inc.
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	OSHA 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 (formerly Traverse Bay Community 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
(2024-2025 & 2025-2026)	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.

Academic Performance – see Attachment A. Partnership Agreements – see Attachment B.

(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 2025 (non-audited)	FALL Count 2024 (audited count)	Student Turnover
Branch Line School	PreK-8	151	141	10
Cesar Chavez Academy	K-12	2257	2293	(36)
Chandler Park Academy	PreK-12	1944	2018	(74)
Chatfield School	K-8	482.6	483	(.4)
Faxon Academy	K-8	165	150	15
Flat River Academy	K-8	146	159	(13)
Kingsbury Country Day School	PreK-8	335	335	0
Landmark Academy	K-12	668.25	726	(57.75)
Merritt Academy	PreK-12	596.99	615.06	(18.07)
Muskegon Maritime Academy	K-5	120	139	(19)
New Dawn Academy	K-8	317	256	61
Oakland International Academy	PreK-12	2168	1984	184
Pontiac Academy for Excellence	K-12	535	553	(18)
Saginaw Preparatory Academy	PreK-8	382	375	7
The New Standard Academy	PreK-12	881	859	22
Waterford Montessori Academy	PreK-8	393	400.5	(7.5)
Woodland School	K-8	212	209	3

Note 1 – PSA administrators self-reported their Fall 2025 counts (unaudited) to The Charter Collaborative

Note 2 – Fall 2024 counts were taken from the Michigan Center for Education Performance Information Michigan Student Data System <https://www.michigan.gov/cepi/pk-12/msds>

Note 3 – Student Turnover Rate determined by subtracting Fall 2024 from Fall 2025. If the number is negative, it means there are fewer students enrolled in 2025 than there were in 2024.

Name of PSA	Special Education Cost Reimbursements Received for FY25	Students with IEPs Fall 2025
Branch Line School	\$51,991.56	32
Cesar Chavez Academy	\$427,790.90	310
Chandler Park Academy	\$136,327.02	85
Chatfield School	\$121,523.95	69
Faxon Academy	\$14,288.30	10
Flat River Academy	\$45,856.19	32
Kingsbury Country Day School	\$40,349.46	34
Landmark Academy	\$69,408.78	105
Martin Luther King, Jr. Education Center Academy	NA	6
Merritt Academy	\$131,749.95	94
Muskegon Maritime Academy	\$27,301.57	22
New Dawn Academy	\$31,985.36	11
Oakland International Academy	\$161,122.88	44
Pontiac Academy for Excellence	\$73,179.51	42
Saginaw Preparatory Academy	\$8,158.08	62
The New Standard Academy	\$54,319.01	72
Waterford Montessori Academy	\$128,328.31	79
Woodland School	\$26,885.24	31

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	\$40,979.08
Cesar Chavez Academy	\$656,449.33
Chandler Park Academy	\$577,653.15
Chatfield School	\$138,801.98
Faxon Academy	\$42,472.16
Flat River Academy	\$45,475.60
Kingsbury Country Day School	\$96,791.00
Landmark Academy	\$212,764.35
Merritt Academy	\$170,258.69
Muskegon Maritime Academy	\$36,727.54
New Dawn Academy	\$71,177.98
Oakland International Academy	\$565,149.28
Pontiac Academy for Excellence	\$158,843.21
Saginaw Preparatory Academy	\$105,219.13
The New Standard Academy	\$241,398.11
Waterford Montessori Academy	\$115,267.19
Woodland School	\$59,971.19

Note 1 = This dollar amount is the total amount captured from October 2024 – August 2025. 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); Shinese Johnson (3/2023); Jill Dettman (11/2024)
Cesar Chavez Academy	Brian Callaghan (7/2016); Antonio Mora-Mills (7/2020); Alicia Hinojosa (7/2025); 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); Lucy Cowan-Pitts (7/2025)
Chatfield School	Kristen Ball (11/2024); Alexander Wolfe (11/2024); Matthew Schaller (11/2024); Stephen Elzerman (7/2025); Jennifer Vanecek (7/2025)
Faxon Academy	Theresa Holmes (4/2022); 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	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)
Martin Luther King, Jr. Education Center Academy	Audrey Bibbs (7/2025); Evangeline Burden (7/2025); Thelma Cobb (7/2025); Arthur Dudley II (7/2025); Deborah Easter (7/2025)
Merritt Academy	Michael Broyles (7/2023); Jean Dery (1/2016); Karen Bochatyn (7/2010); Norma Joshua-Lee (12/2024); Kiersten Clarkson (7/2024)
Muskegon Maritime Academy	Melvin Burns (7/2024); Eric Hood (7/2022); Portia Kidd (1/2025); Henrietta Hadley (12/2024); Britney Buchholz (3/2025)
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); Mohamad Charbaji (7/2025); Alaa Elmoursi (6/1999); Bassem Moez (1/2014); Akram Turk (1/2025)

PSA Name	Board of Director Names with Original Appointment Date
Pontiac Academy for Excellence	Elsie Babcock (4/2022); Stephanie Smith (6/2022); Dorell Morrow (4/2022); Gladys Neal (4/2022)
Saginaw Preparatory Academy	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); Donald Ridge (10/2025); DeAmphord Thomas (1/2017)
Waterford Montessori Academy	Vickilynn Mouthaan (1/2021); Linda Williams (10/2013); Amy Goletz (7/2025); Melissa Coulter (11/2023); Patrick Carraher (3/2013)
Woodland School	Grant Woods (7/2024); Julie Nesky (7/2025); Dana Matson (7/2025); Mary Wodzien (7/2021); 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
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
Martin Luther King, Jr. Education Center Academy	Dr. Constance Price
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 – 6/30/26
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	Teacher's First, Inc.	3/1/25 – 6/30/28
Faxon Academy	7/1/25 – 6/30/27	Global Psychological Services	7/1/25 – 6/30/27
Flat River Academy	7/1/25 – 6/30/29	Teacher's First, Inc.	7/1/25 – 6/30/29
Kingsbury Country Day School	7/1/25 – 6/30/30	Choice Schools	7/1/25 – 6/30/30
Landmark Academy	7/1/23 – 6/30/27	Summit Management Consulting	7/1/23 – 6/30/27
Merritt Academy	7/1/25 – 6/30/29	The Romine Group	7/1/25 – 6/30/29
Muskegon Maritime Academy	7/1/22 – 6/30/27	Teachers First	7/1/22 – 6/30/27

Name of PSA	PSA Contract Term Dates	ESP Name	ESP Term Length
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
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	7/1/25 – 6/30/29	The Romine Group	7/1/25 – 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

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 Charter Collaborative is providing access to one contract issued in 2024. <https://drive.google.com/drive/folders/1IDBVydHbUphczvmGEffq1xJb6OS5bJeZ>. 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.

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 Charter Collaborative at Saginaw Valley State University, 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.
- Reviews all facilities documents, as well as mandatory facilities questionnaire and checklist before an academy may execute any agreements, including lease agreements and borrowing agreements pursuant to the lease and long-term borrowing requirements set forth in the Contract.
- Reviews educational management organization agreements, as well as the questionnaire mandated by The Charter Collaborative, prior to signing any agreements.
- The Charter Collaborative 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.
- The Charter Collaborative works with SVSU officials responding to all FOIA requests as per University guidelines.
- The Charter Collaborative 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 Charter Collaborative 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 Charter Collaborative in the Oversight Agreement that is included in the Contract.⁵

Under the Oversight Agreement, The Charter Collaborative 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.

⁴ See Contract, Section 6.18.

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

- 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.
- 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 Charter Collaborative, in accordance with the Master Calendar of Reporting Requirements. The Master Calendar may be amended as necessary.
- Submit monthly financial reports to The Charter Collaborative in the form and manner determined by The Charter Collaborative. Submit other financial reports as established by The Charter Collaborative.
- Permit inspection of the academy's records and/or premises at any reasonable time by The Charter Collaborative.
- 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 Charter Collaborative.
- Provide proposed minutes of all academy board of directors' meetings to The Charter Collaborative no later than ten (10) business days after such meeting and provide approved final minutes to The Charter Collaborative within five (5) business days after the minutes are approved.
- Submit to The Charter Collaborative prior to the issuance of the Contract, copies of insurance policies evidencing all insurance as required by the Contract.
- Submit to The Charter Collaborative a copy of the academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract.
- Submit to The Charter Collaborative copies of all fire, health and safety approvals required by applicable law for the operation of a school.
- Submit annually to The Charter Collaborative, 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 Charter Collaborative 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 Charter Collaborative and confirm that the submitted budgetary assumptions were used in the adoption of the academy's annual budget.
- Submit copies to The Charter Collaborative 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 Charter Collaborative 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 Charter Collaborative 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 Charter Collaborative 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 The Charter Collaborative, employs 10 individuals to help provide oversight. Positions include Director, Assistant Director for Cardinal Partnerships, School Improvement Specialist, Quality/Curriculum Specialist, Special Education Compliance Specialist, K-12 Education Field Representatives (2), Administrative Assistants (2), Charter Admissions & Outreach Representative.

As mentioned above, The Charter Collaborative has also issued several different processes that all academies must comply. The Charter Collaborative, 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 Charter Collaborative follows a detailed process by which the SVSU Board considers reauthorization of any academy. In reviewing if an academy should be reauthorized, The Charter Collaborative 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 Charter Collaborative. The SVSU Board and

The Charter Collaborative, 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

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 2025	
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.	\$3,335,399
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.	\$783,090
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 Assistant Director of Cardinal Partnerships – 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.	\$360,608
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 .	\$600,000

⁶ See Article IX of the Contract.

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 Charter Collaborative, including but not limited to facility usage, human resources, some employee benefits, etc.

Authorizer Financial Report for Fiscal Year 2025	
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

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 (The Charter Collaborative) in 1995. With modest beginnings, the office has grown to serve over 10,000 students in 18 academies across the state of Michigan. 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 Charter Collaborative 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 18 schools serves 11,915 students and is governed by 90 board members.

(2) A report submitted under this section must be in a format that meets accessibility standards for viewing on the internet under the Americans with disabilities act of 1990, Public Law 101-336.

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 Charter Collaborative purchases a range of services from various other operating units within the University, these payments do not constitute a transfer.

(3) A report submitted under this section must be published and updated through a link on the homepage of a public university's website.

(4) In addition to the reporting requirements under this section, each authorizing body that receives an appropriation under section 236 shall adopt a facilities policy ensuring that any structures or other property vacated by a public school academy that ceases operation not contribute to blight in the surrounding neighborhood or community in which the school had previously operated.

As of the date of this Report, The Charter Collaborative is working with its legal counsel to develop a policy intended to comply with this requirement.

(5) As used in this section, "authorizing body" means that term as defined in section 501 of the revised school code, 1976 PA 451, MCL 380.501.

ATTACHMENT A
Academy Academic Reports



2024-2025 ANNUAL ACADEMIC REPORT



THE
CHARTER
COLLABORATIVE

SAGINAW VALLEY STATE UNIVERSITY

advancing public education through charter school partnerships

The 2024–2025 Annual Academic Report provides a comprehensive measure of your academy’s performance against the academic and organizational benchmarks outlined in your Charter Contract.

At The Charter Collaborative at SVSU, we remain committed to ensuring transparent reporting and meaningful accountability practices that empower academy leaders to make informed, data-driven decisions. This report is designed to highlight areas of success and identify opportunities for continued growth as we collectively work toward advancing student achievement and school improvement.

I encourage you to review the report closely, celebrate your accomplishments, and reflect on strategies that will strengthen instructional impact in the year ahead.

Your partnership continues to be invaluable as we work together to ensure that every student has access to a high-quality, equitable education. Thank you for your leadership, dedication, and commitment to continuous improvement.

Candice Casey
Director

Branch Line School

Norm-Referenced Test

NWEA MAP Growth Assessment

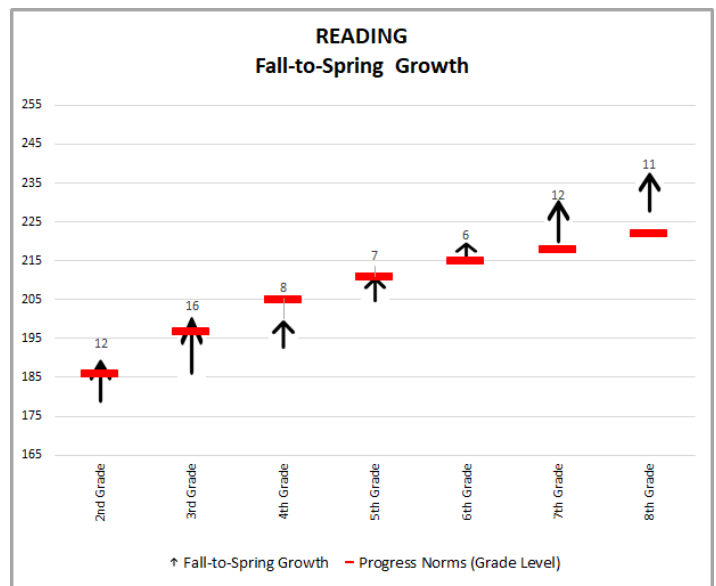
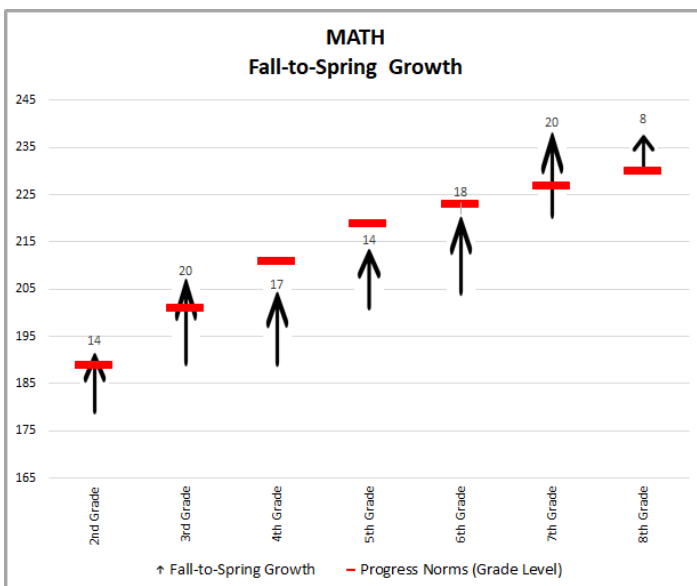
Growth

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) 12.5		
GOAL: 0 or Greater		
Exceeding	Math	3
	Reading	22

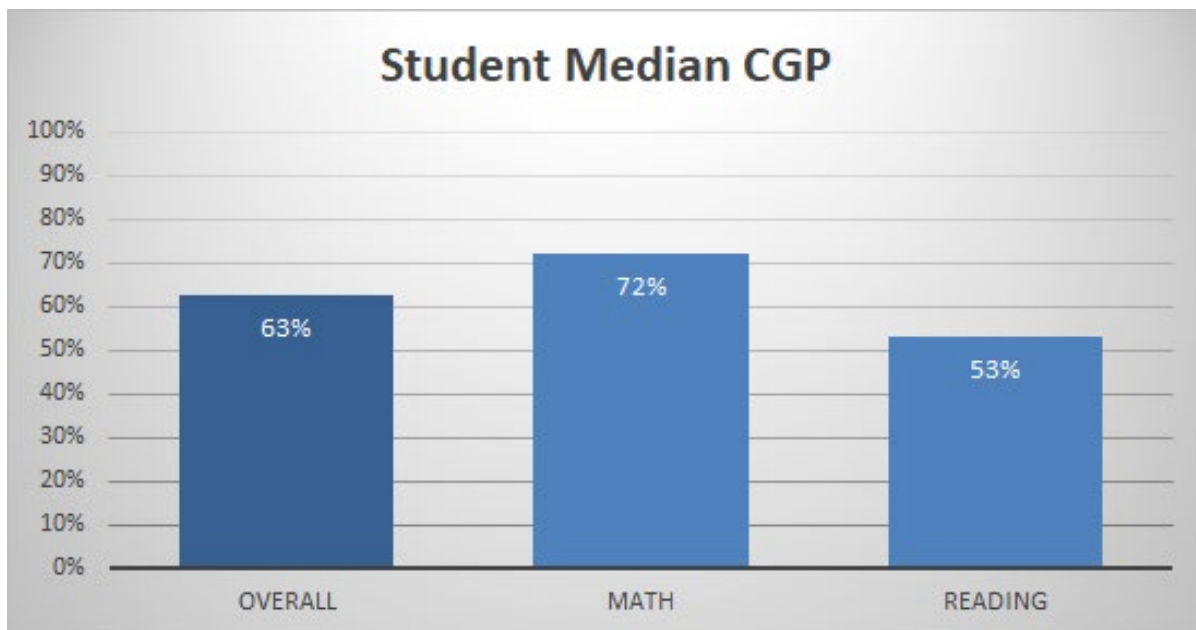


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher.***

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 63%		
GOAL: 50% or Greater		
Exceeding	Math	72%
	Reading	53%



Branch Line School

Norm-Referenced Test

NWEA MAP Growth Assessment

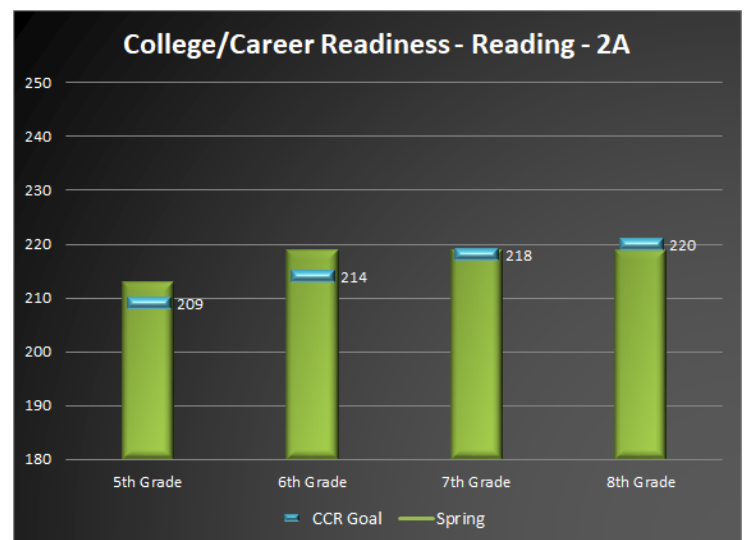
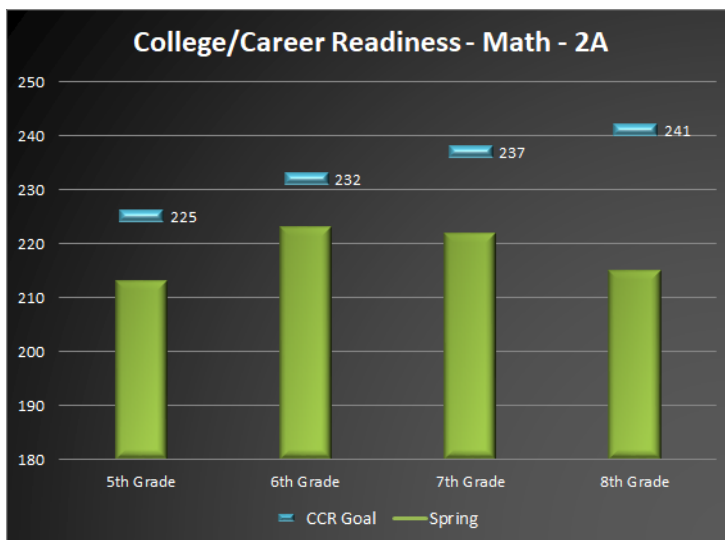
Achievement

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.

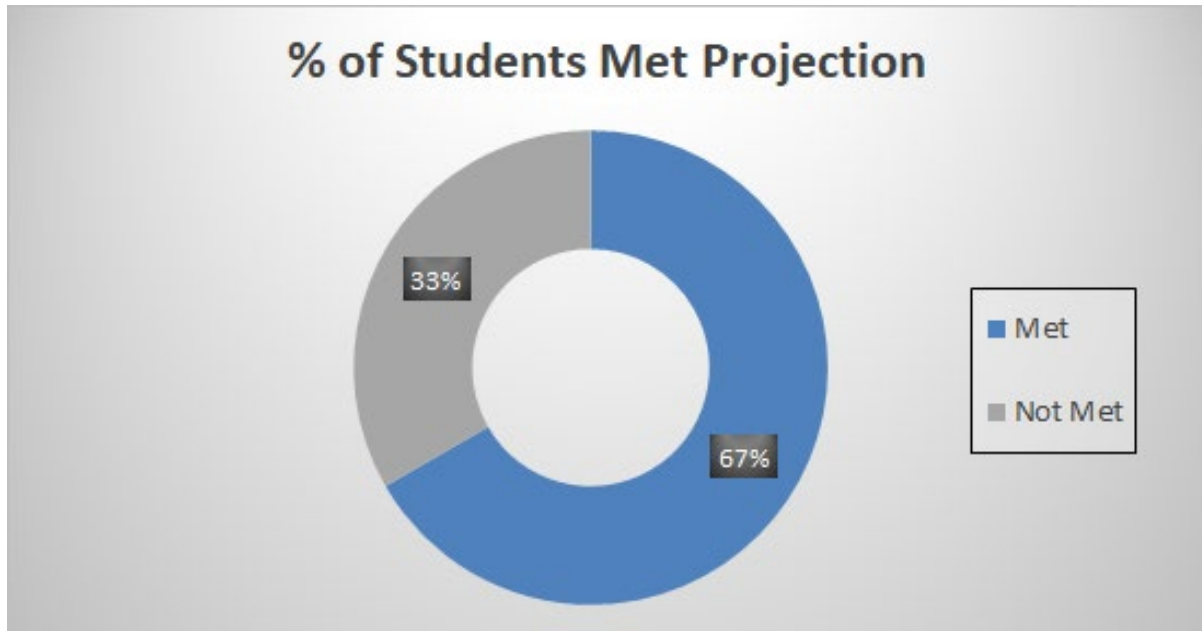
2A Achievement Score vs CCR Target (in points)		
GOAL: 0 or Greater		
Approaching	Math	-15.5
	Reading	2.25



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 67%		
GOAL: 60% or Greater		
Exceeding	Math	74%
	Reading	59%



Branch Line School

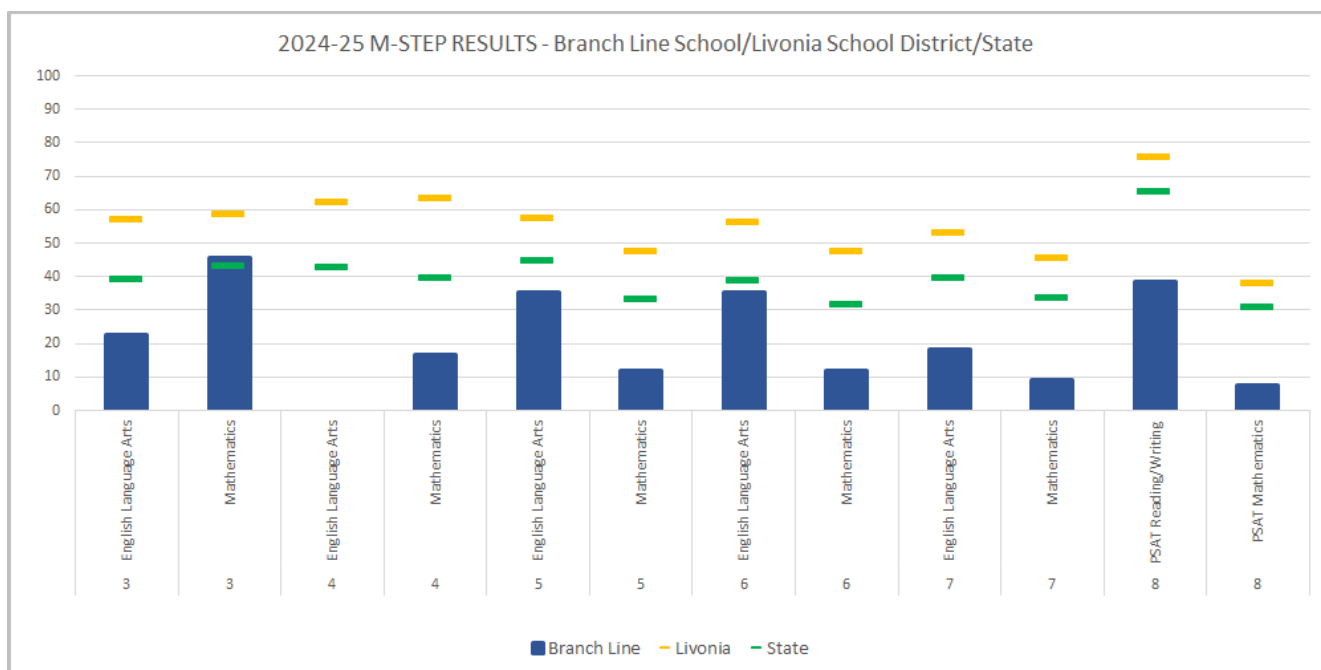
State Assessment

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.

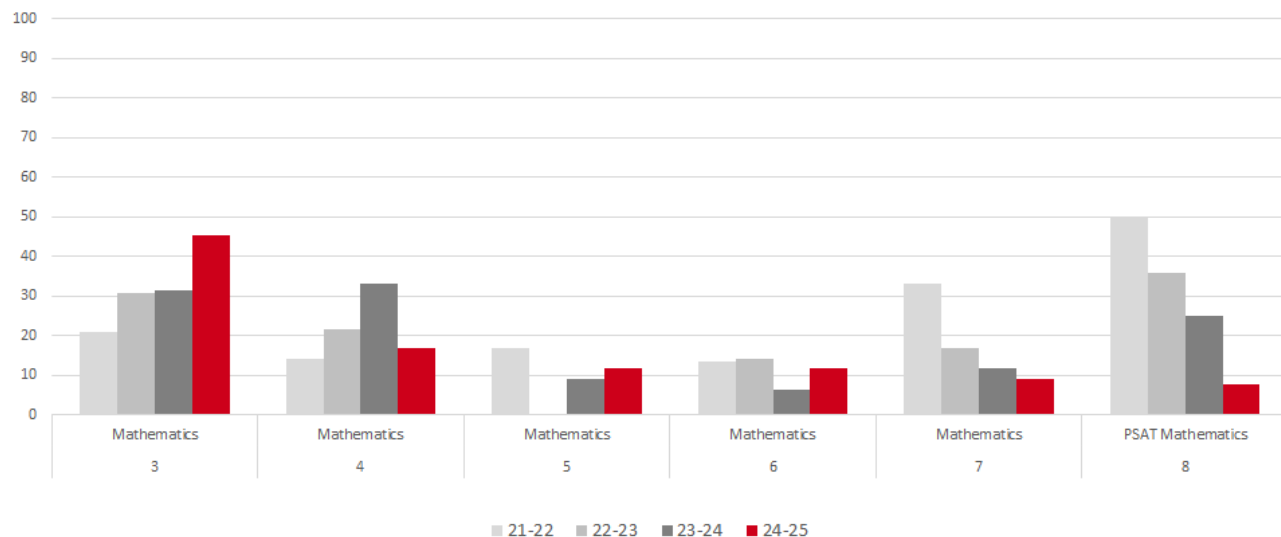
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



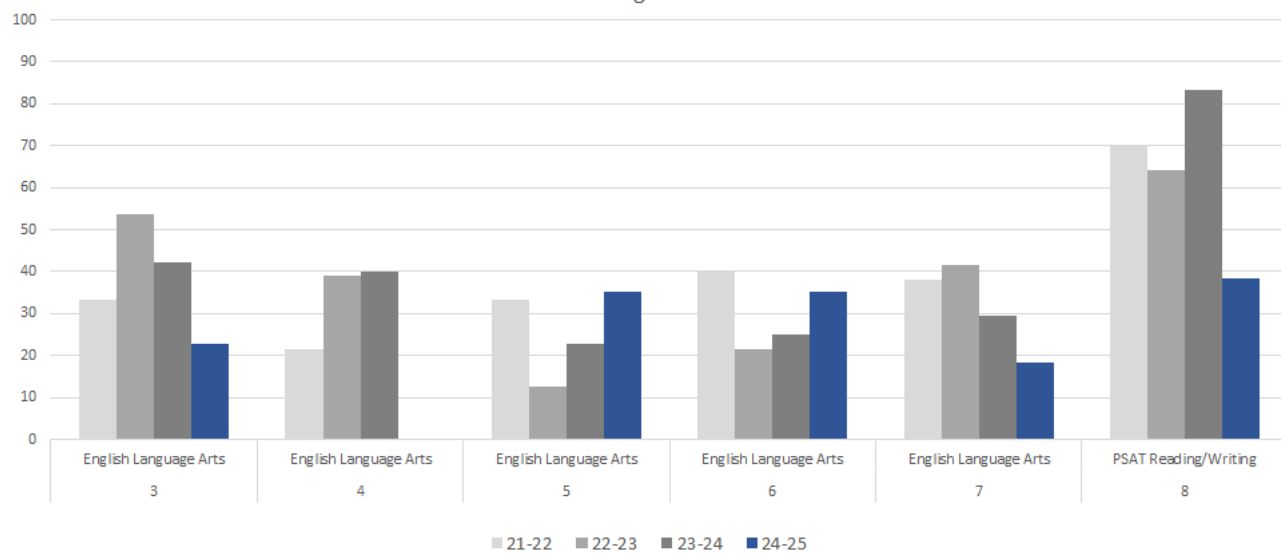
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	18%	21.5%
English Language Arts:	31.5%	24.1%

Branch Line School Mathematics M-STEP Trend Data



Branch Line School English M-STEP Trend Data



Cesar Chavez Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

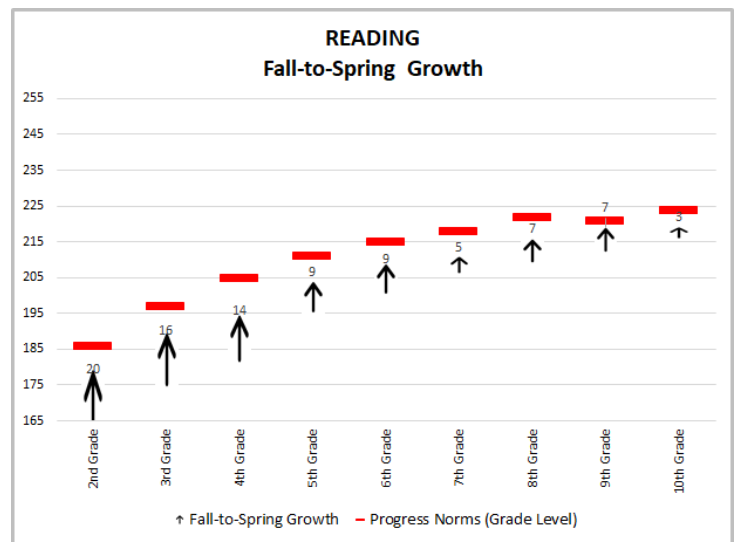
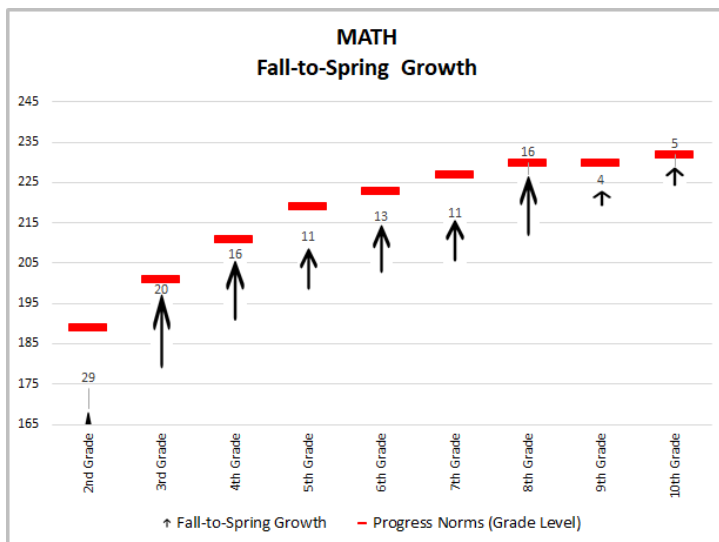
Growth

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)		
GOAL: 0 or Greater		39
Exceeding	Math	52
	Reading	26

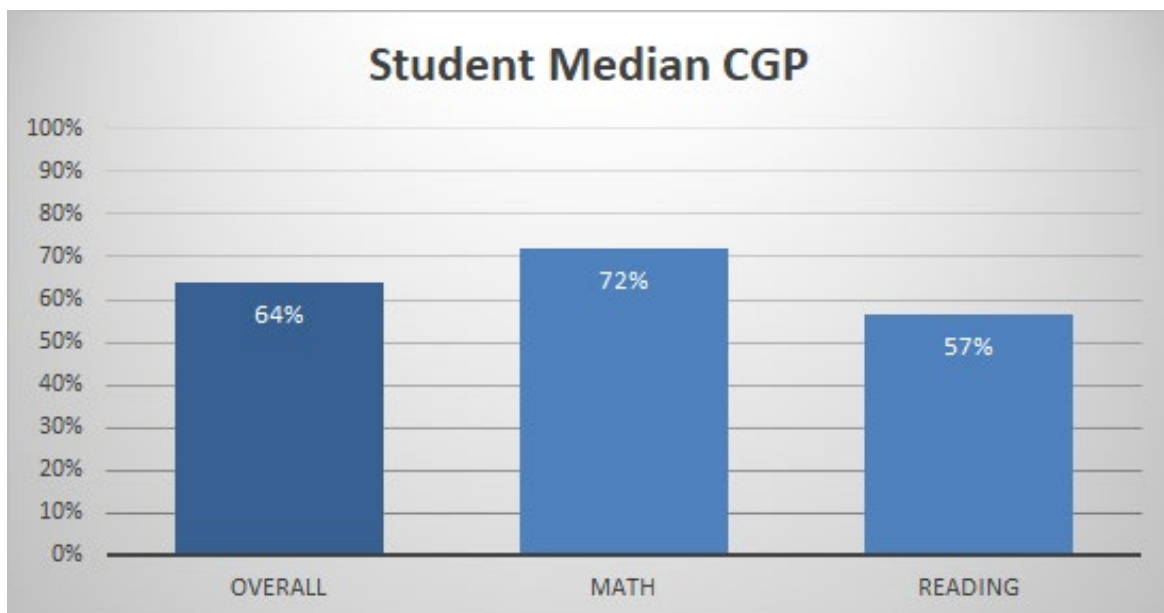


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

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	72%
	Reading	57%



Cesar Chavez Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

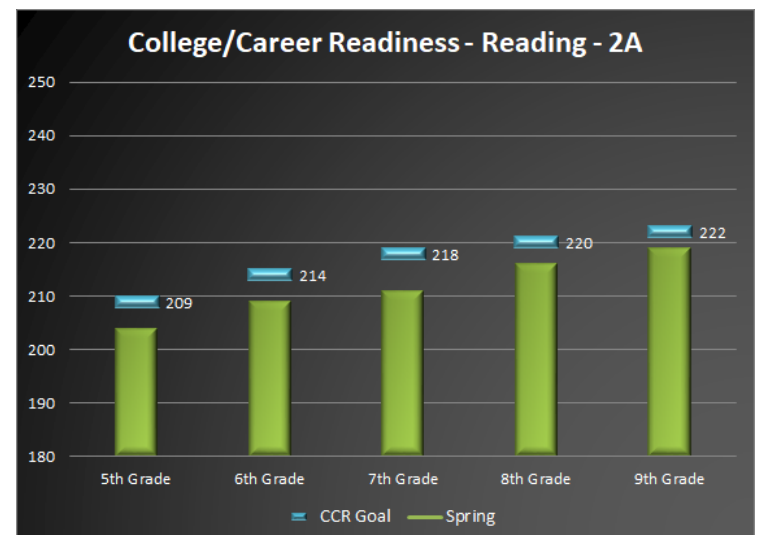
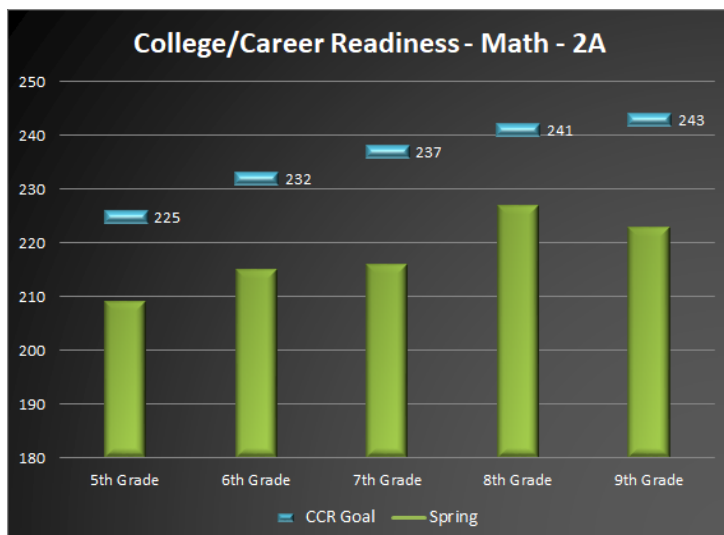
Achievement

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.

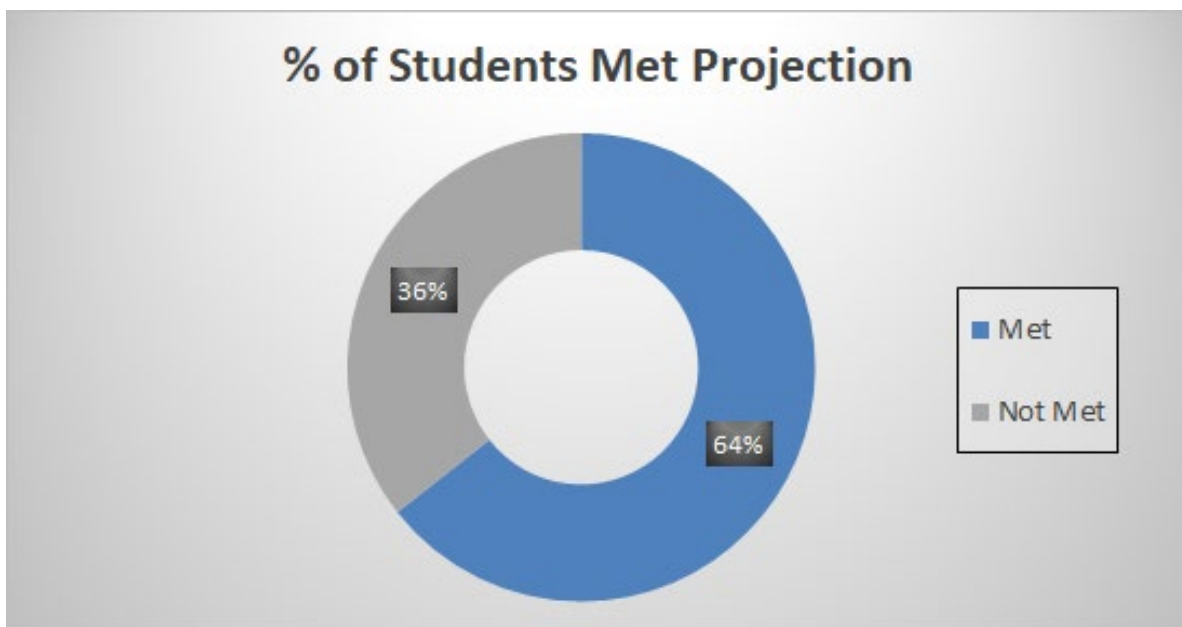
2A	Achievement Score vs CCR Target (in points)	
	GOAL: 0 or Greater	
Approaching	Math	-17.6
	Reading	-4.8



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 64%		
GOAL: 60% or Greater		
Exceeding	Math	69%
	Reading	59%



Cesar Chavez Academy

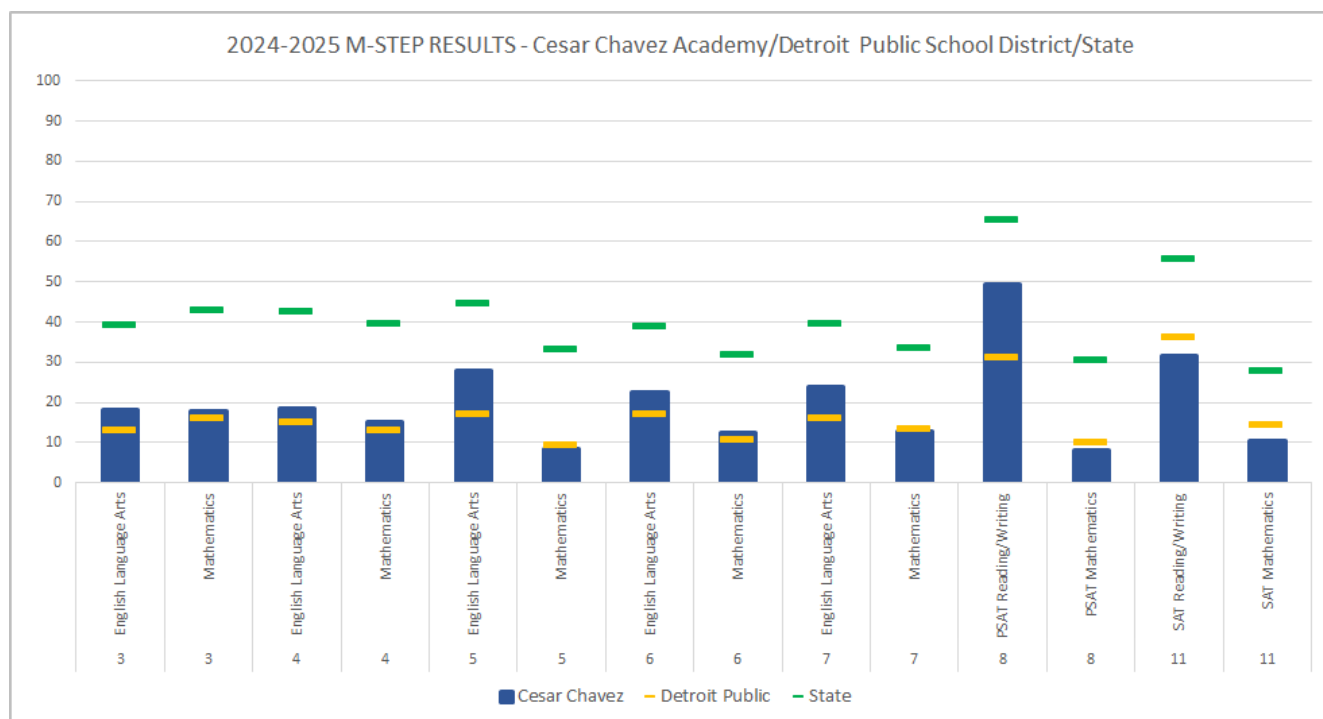
State Assessment

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.

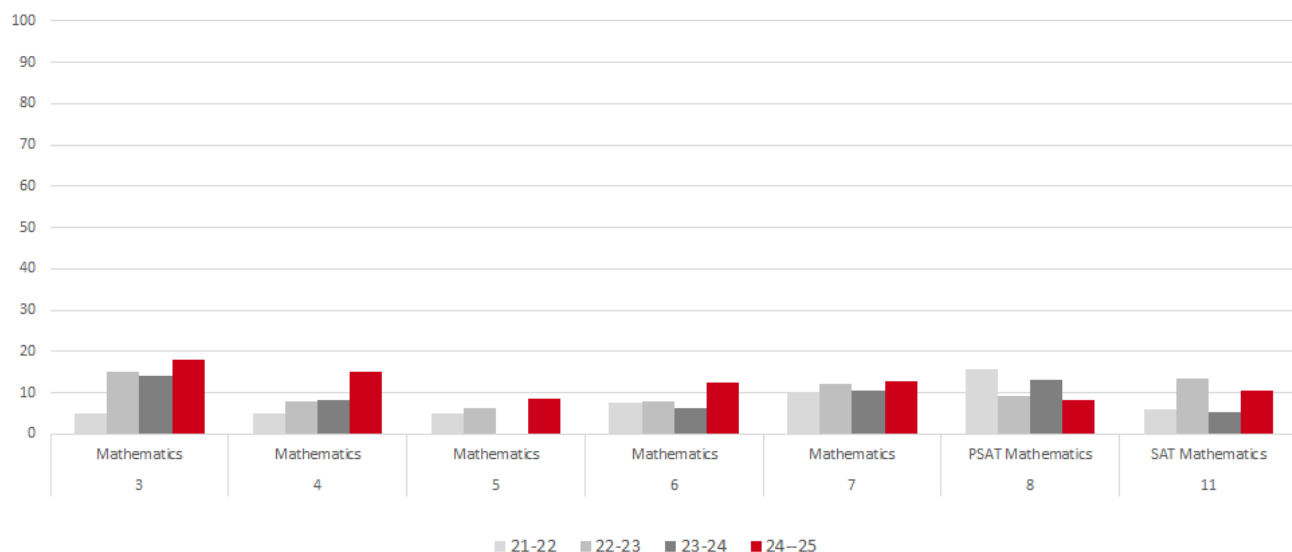
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



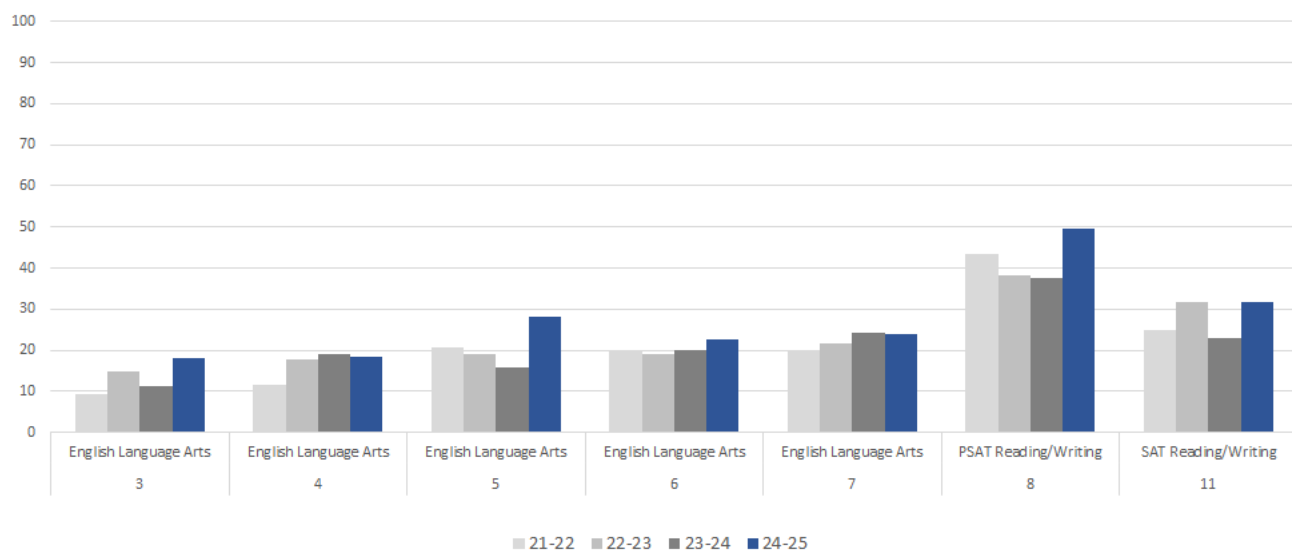
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	8.3%	13.3%
English Language Arts:	18.8%	22.3%

Cesar Chavez Academy Mathematics M-STEP Trend Data



Cesar Chavez Academy English M-STEP Trend Data



Chandler Park Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

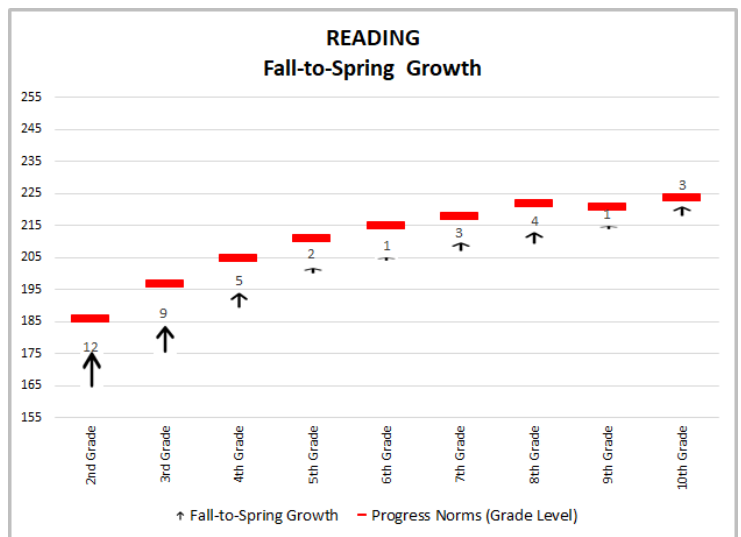
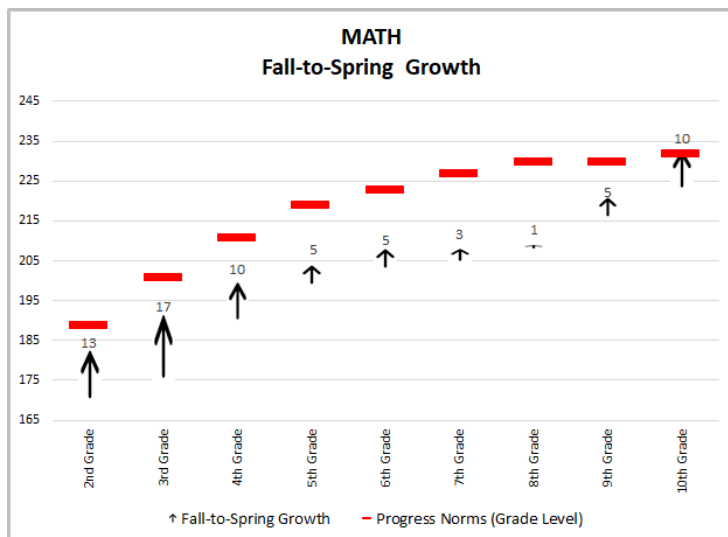
Growth

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)		
GOAL: 0 or Greater		
Approaching	Math	2
	Reading	-16

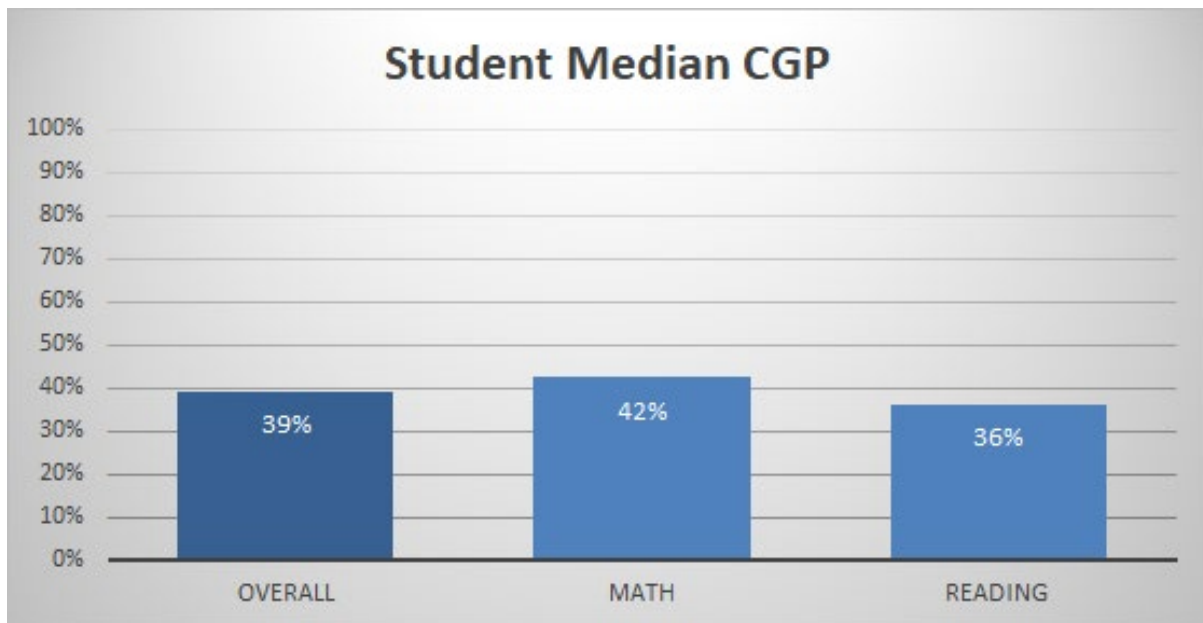


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

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	39%
GOAL: 50% or Greater				
Deficient	Math		42%	
	Reading		36%	



Chandler Park Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

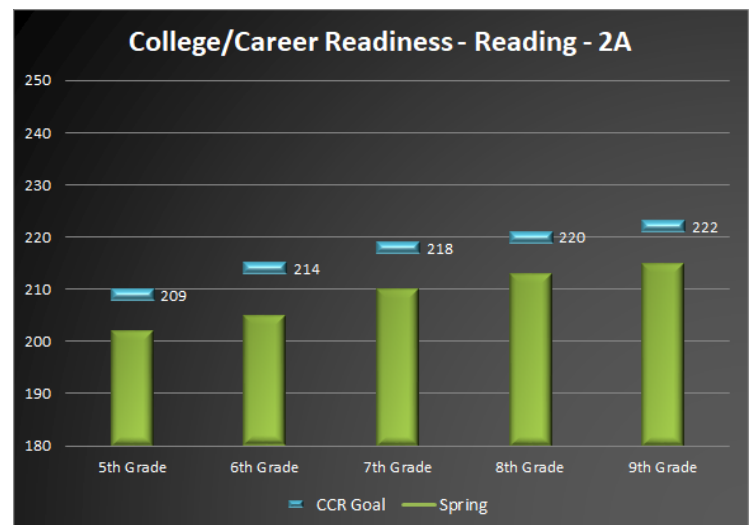
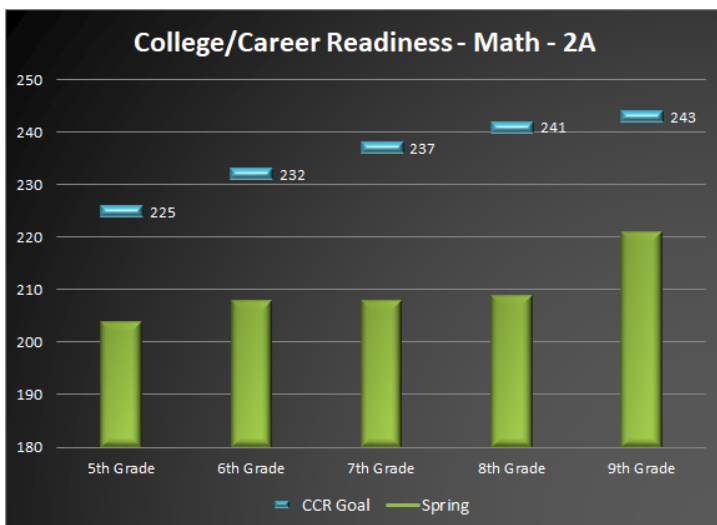
Achievement

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.

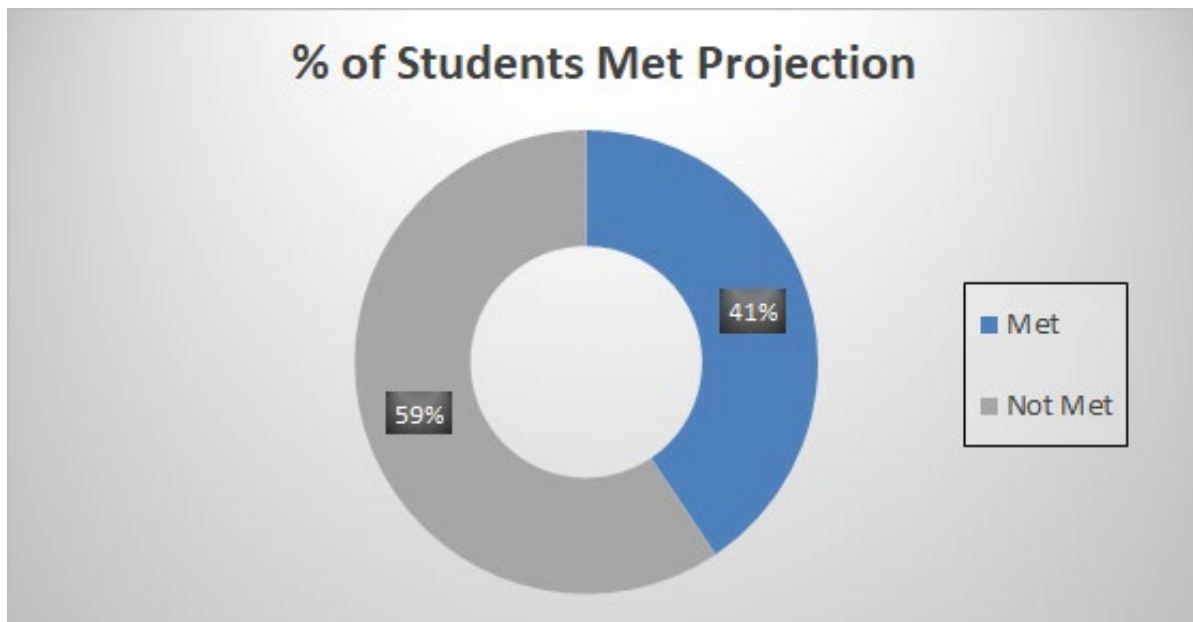
2A Achievement Score vs CCR Target		
(in points)		
GOAL: 0 or Greater		
Approaching	Math	-25.6
	Reading	-7.6



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 41%		
GOAL: 60% or Greater		
Approaching	Math	43%
	Reading	38%



Chandler Park Academy

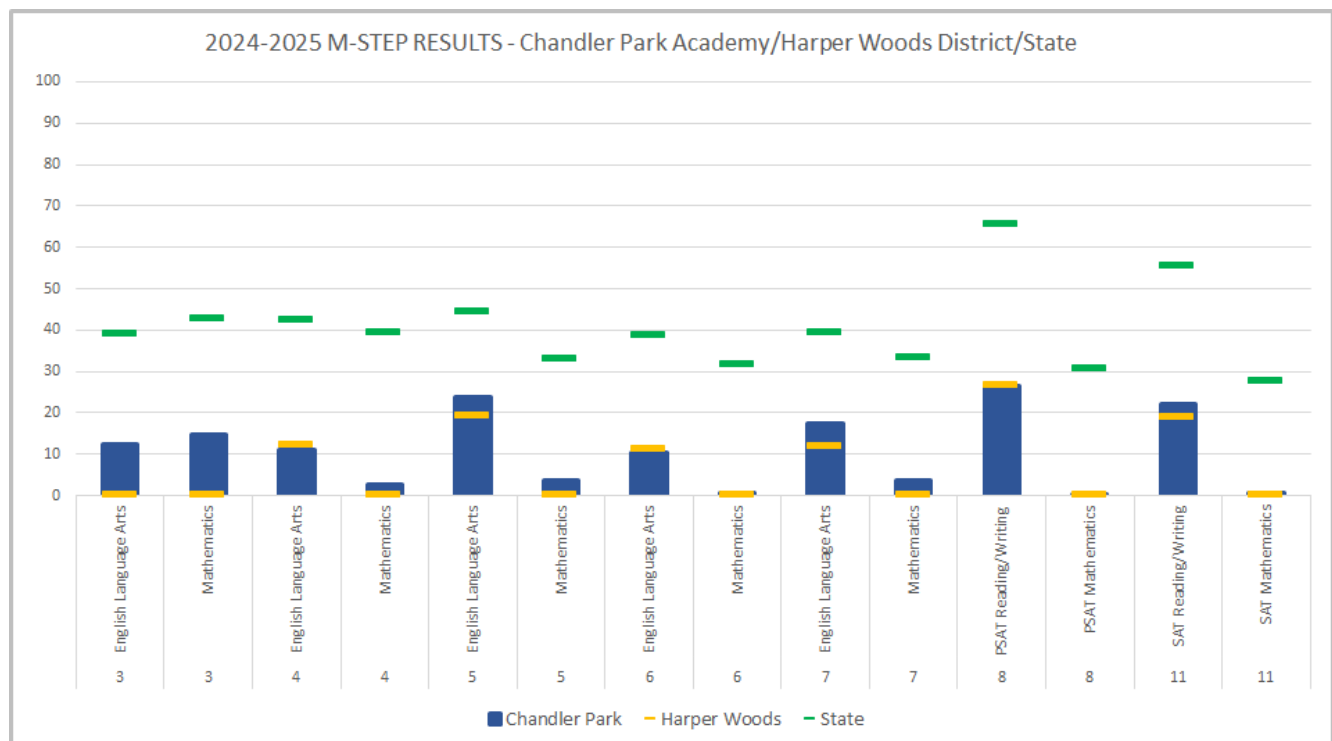
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

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

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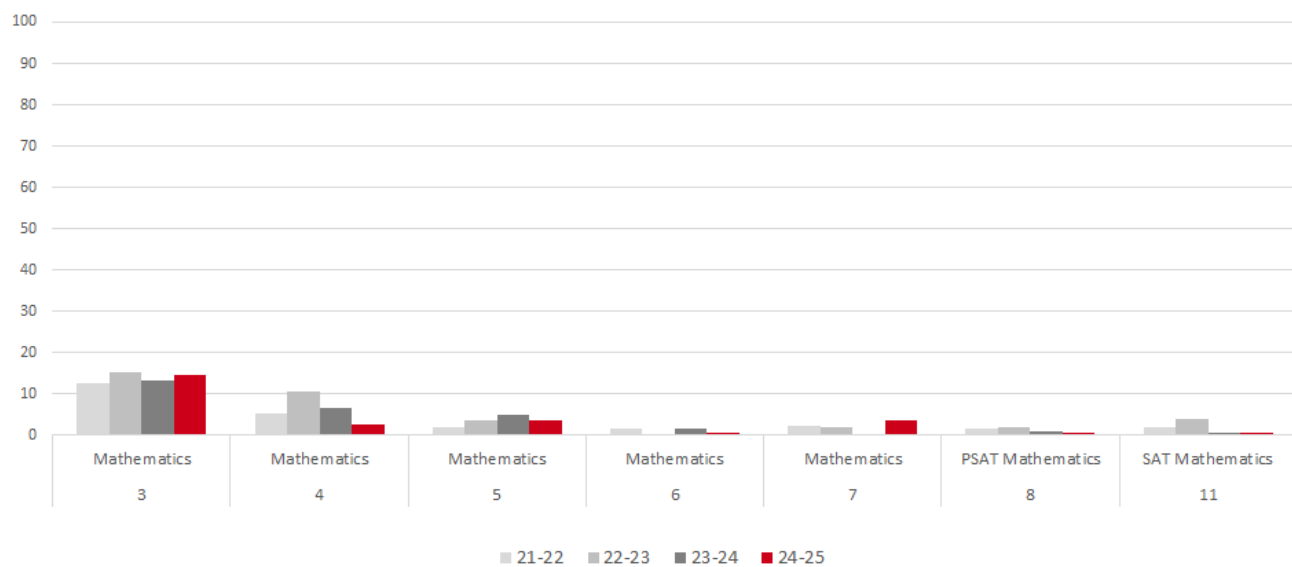
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



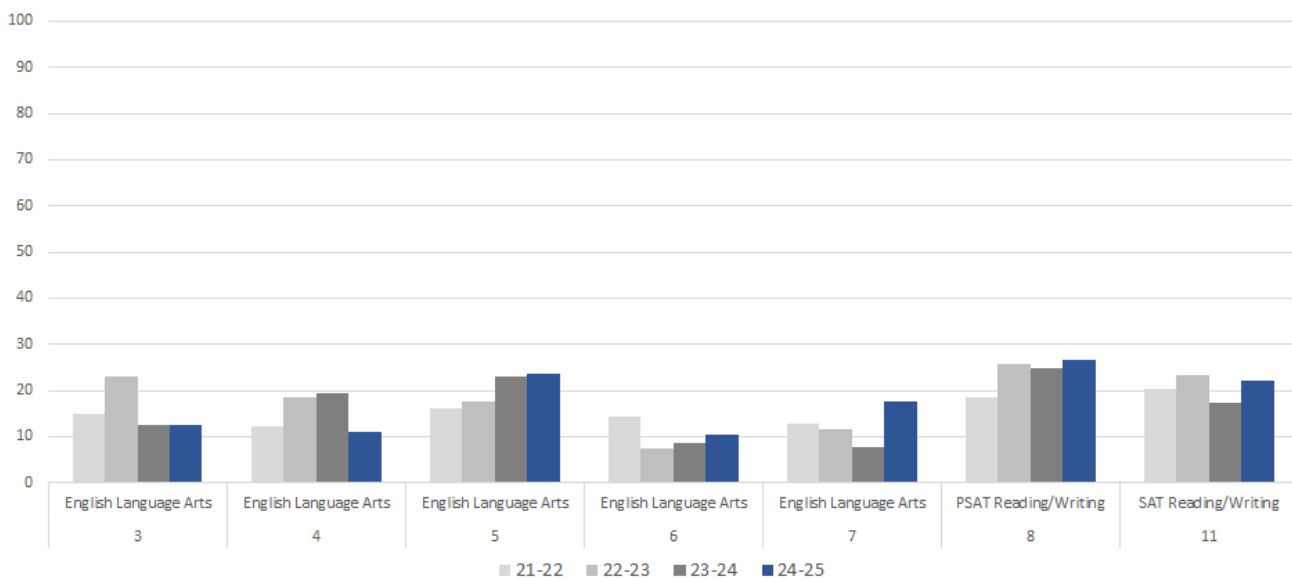
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	4.5%	5.1%
English Language Arts:	13.3%	15.2%

Chandler Park Academy Mathematics M-STEP Data



Chandler Park Academy English M-STEP Data



Chatfield School

Norm-Referenced Test

NWEA MAP Growth Assessment

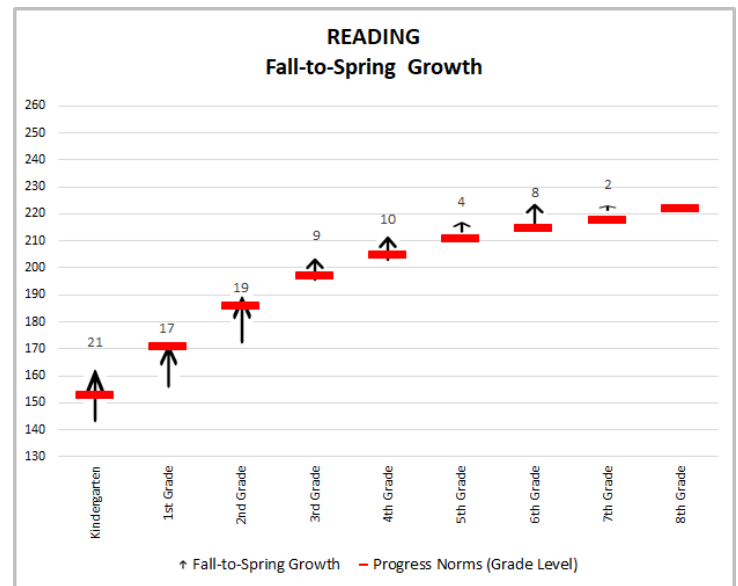
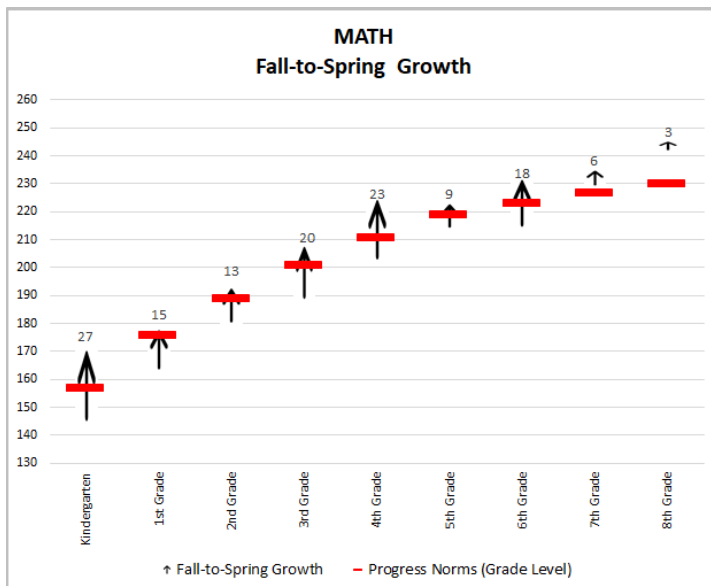
Growth

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*.

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1A Math & Reading Growth (in points)		
GOAL: 0 or Greater		
Exceeding	Math	32
	Reading	3

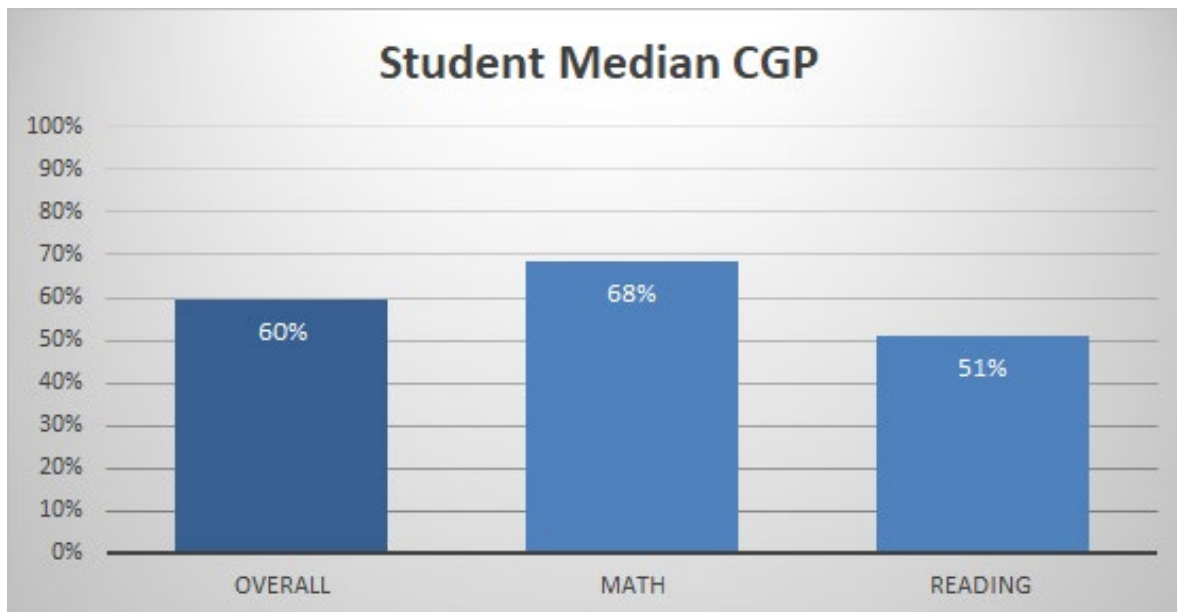


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

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 60%		
GOAL: 50% or Greater		
Exceeding	Math	68%
	Reading	51%



Chatfield School

Norm-Referenced Test

NWEA MAP Growth Assessment

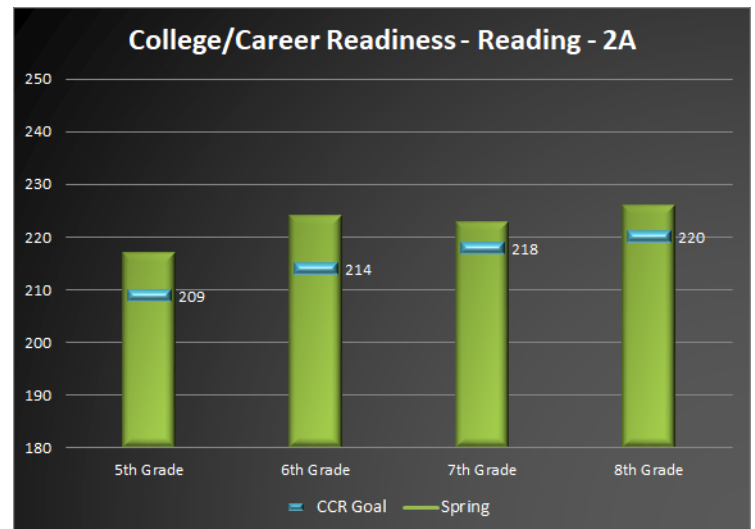
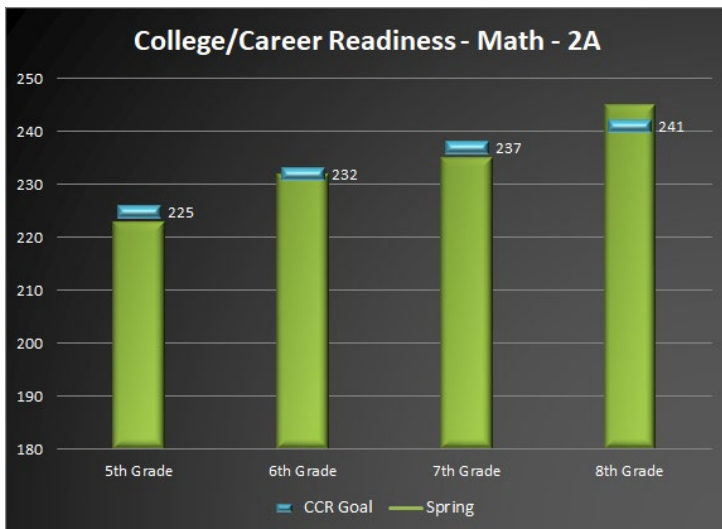
Achievement

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.

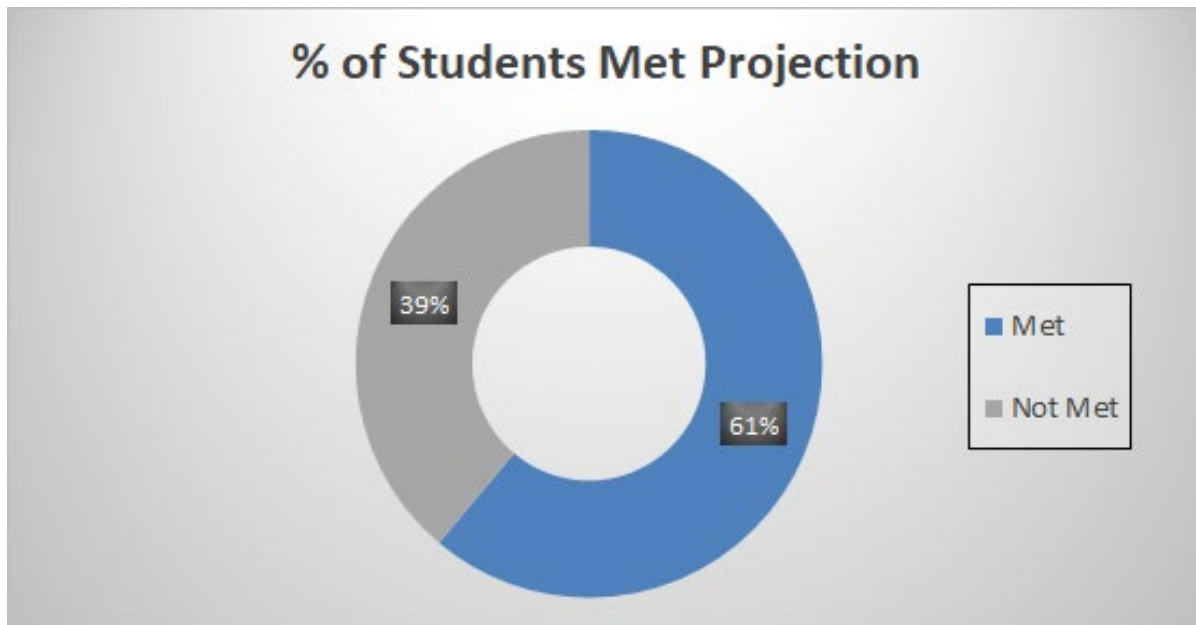
2A Achievement Score vs CCR Target (in points) 3.625		
GOAL: 0 or Greater		
Exceeding	Math	0
	Reading	7.25



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 61%		
GOAL: 60% or Greater		
Exceeding	Math	69%
	Reading	54%



Chatfield School

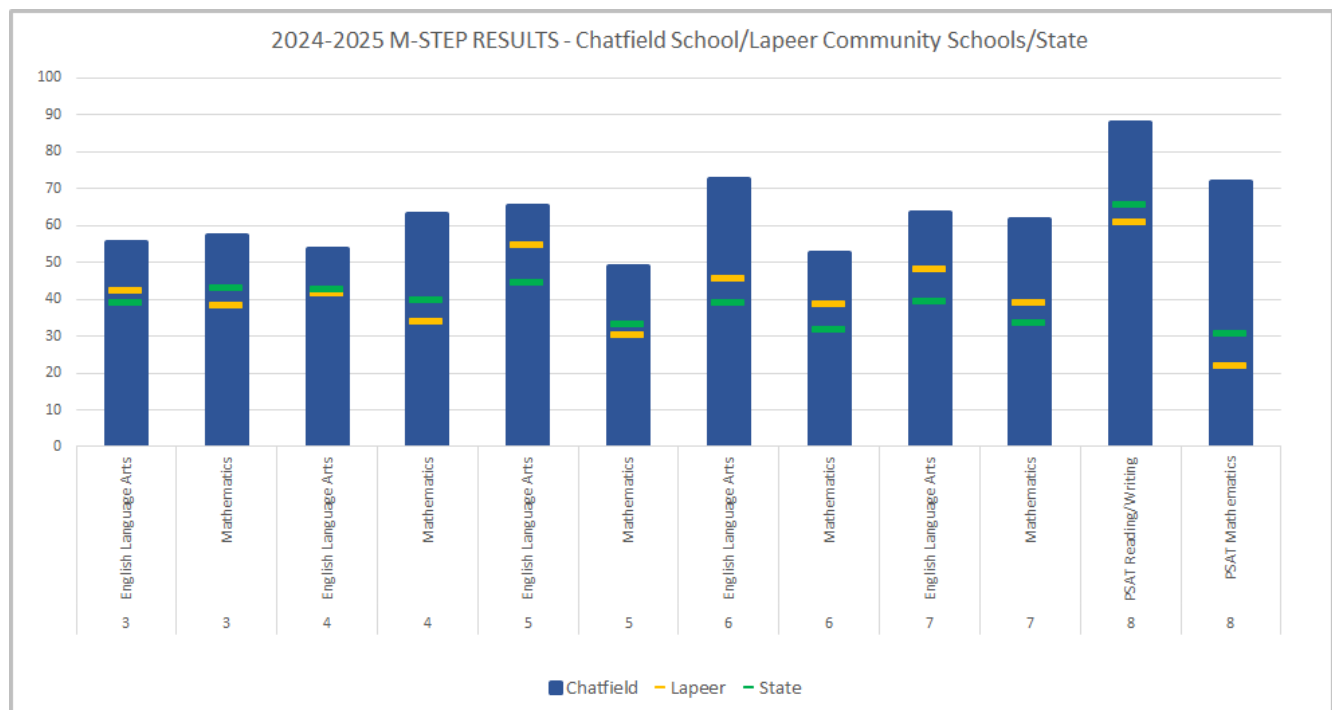
State Assessment

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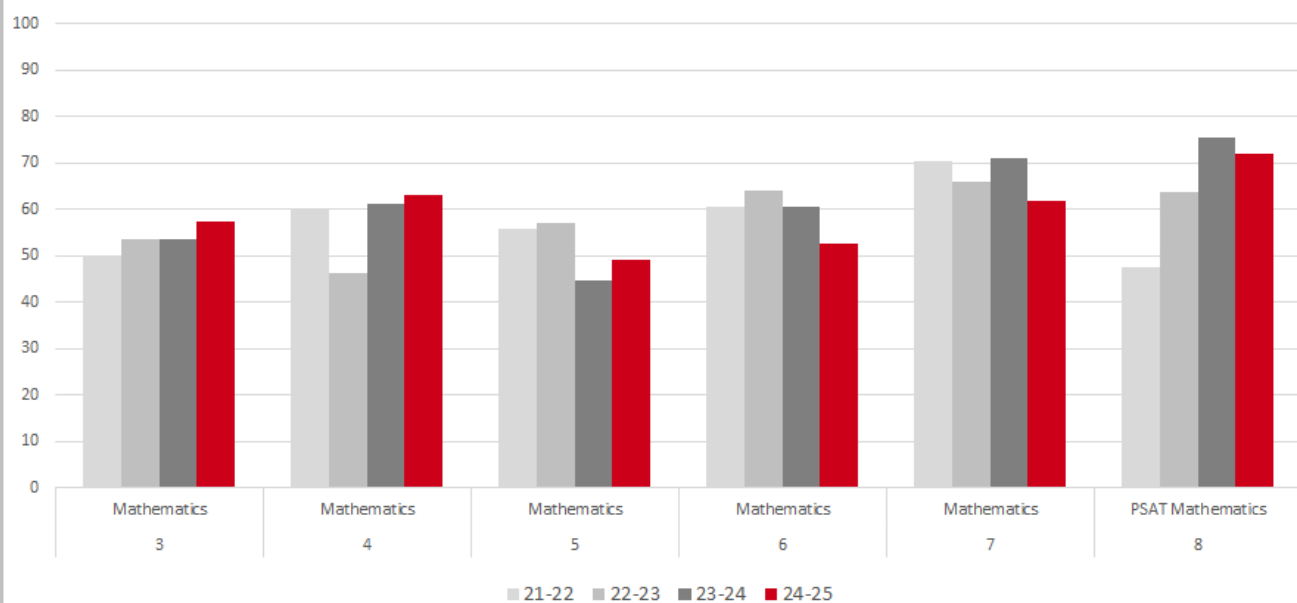
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



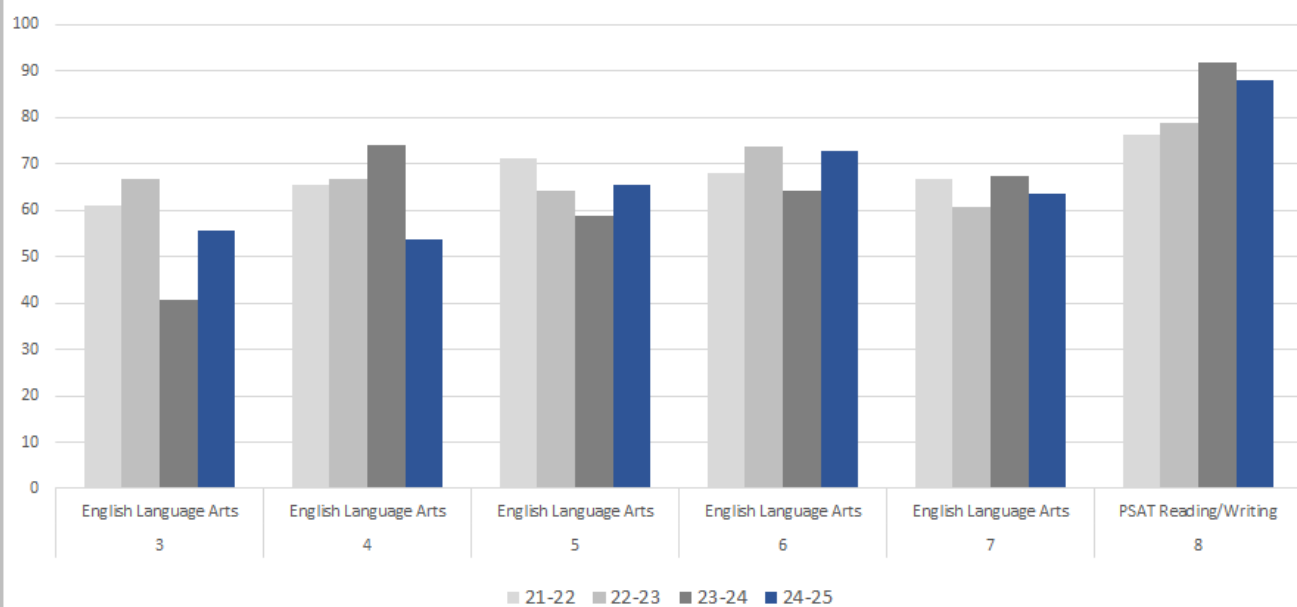
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	58.1%	56.8%
English Language Arts:	61.0%	62.3%

Chatfield School Mathematics M-STEP Trend Data



Chatfield School English M-STEP Trend Data



Faxon Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

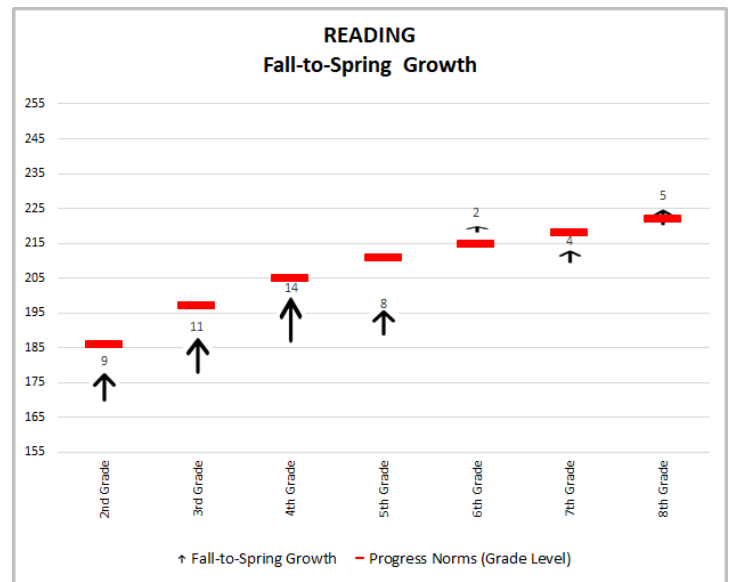
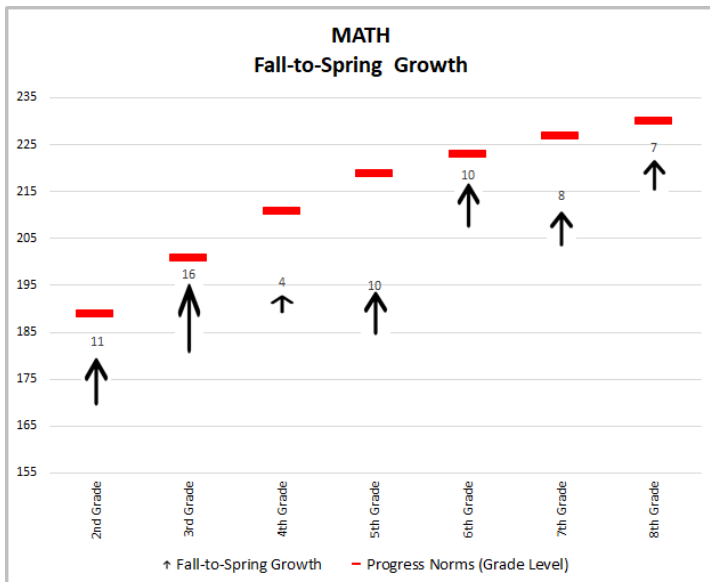
Growth

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)	0.5
	GOAL: 0 or Greater	
Exceeding	Math	-10
	Reading	11

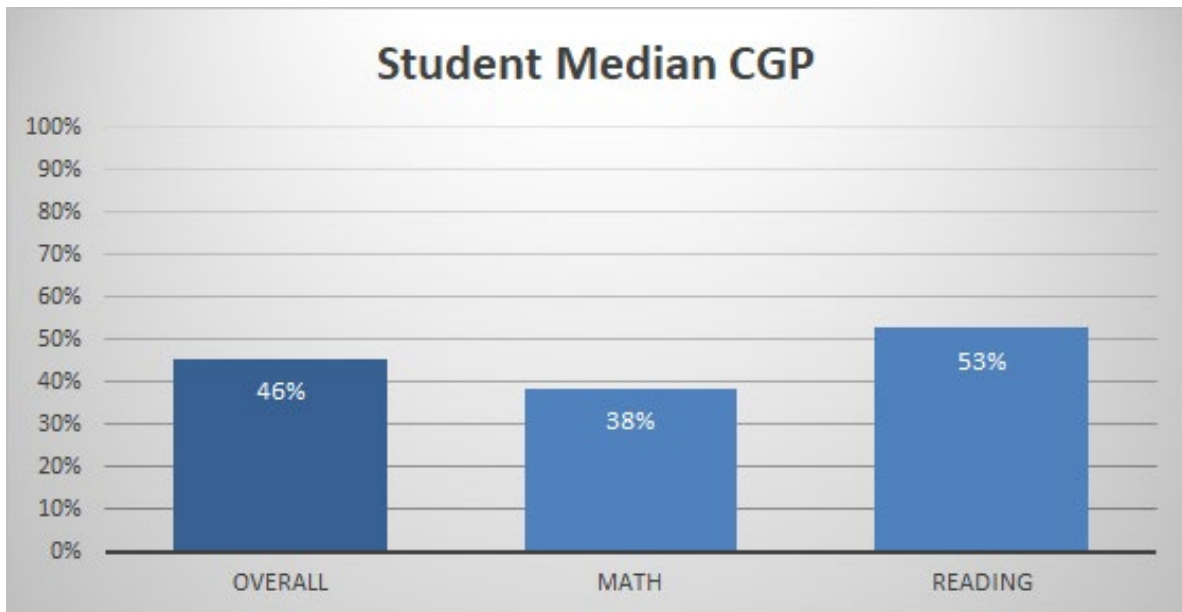


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

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 46%		
GOAL: 50% or Greater		
Approaching	Math	38%
	Reading	53%



Faxon Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

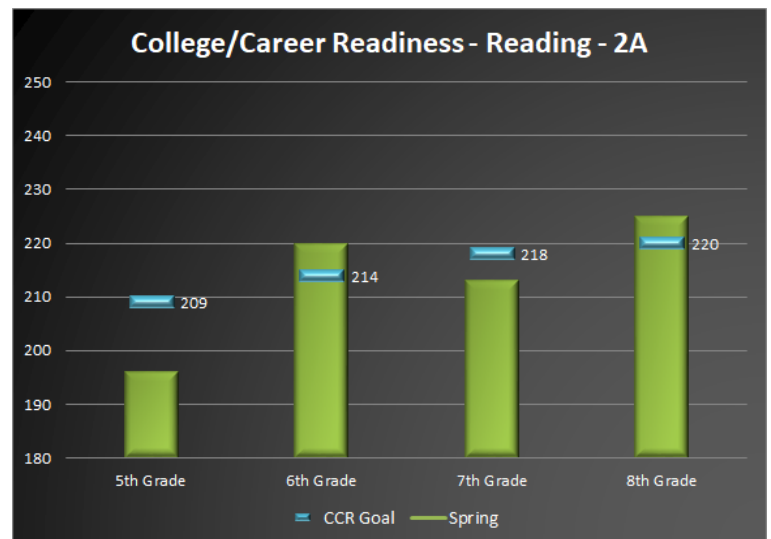
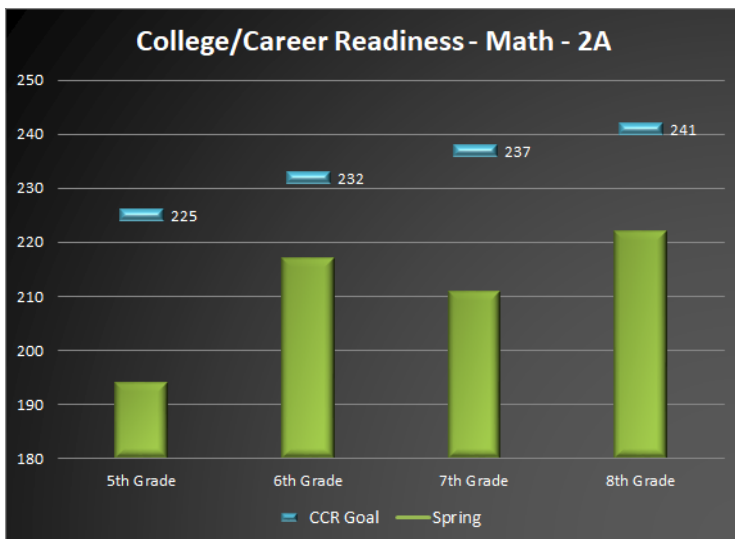
Achievement

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.

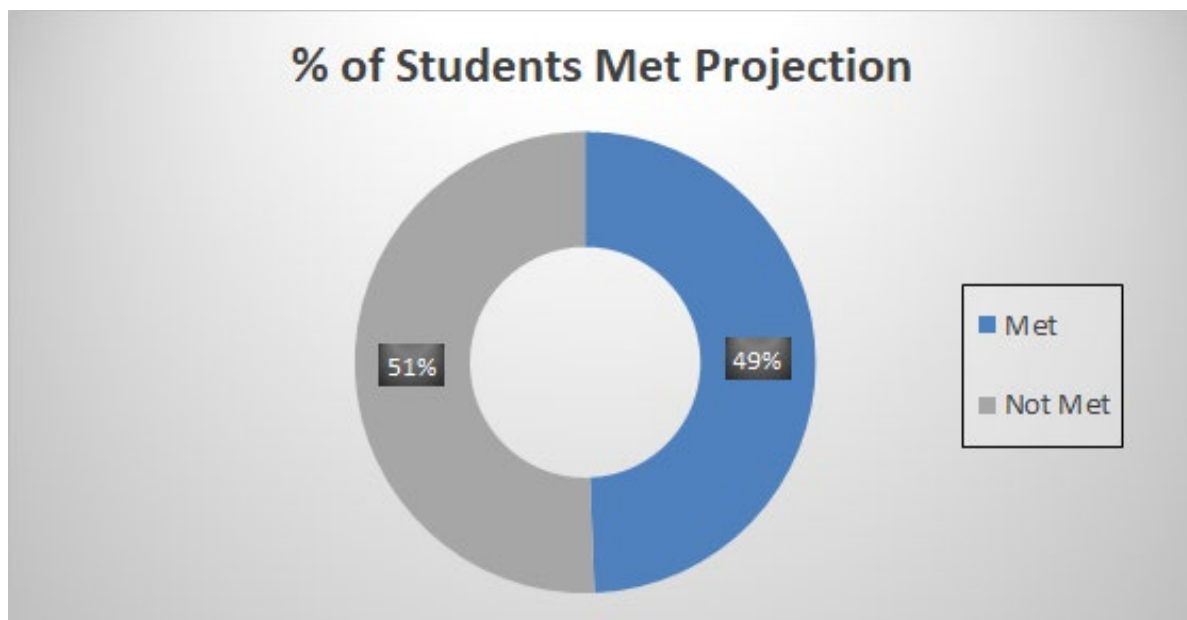
2A Achievement Score vs CCR Target (in points) -12.25		
GOAL: 0 or Greater		
Approaching	Math	-22.75
	Reading	-1.75



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 49%		
GOAL: 60% or Greater		
Approaching	Math	42%
	Reading	57%



Faxon Academy

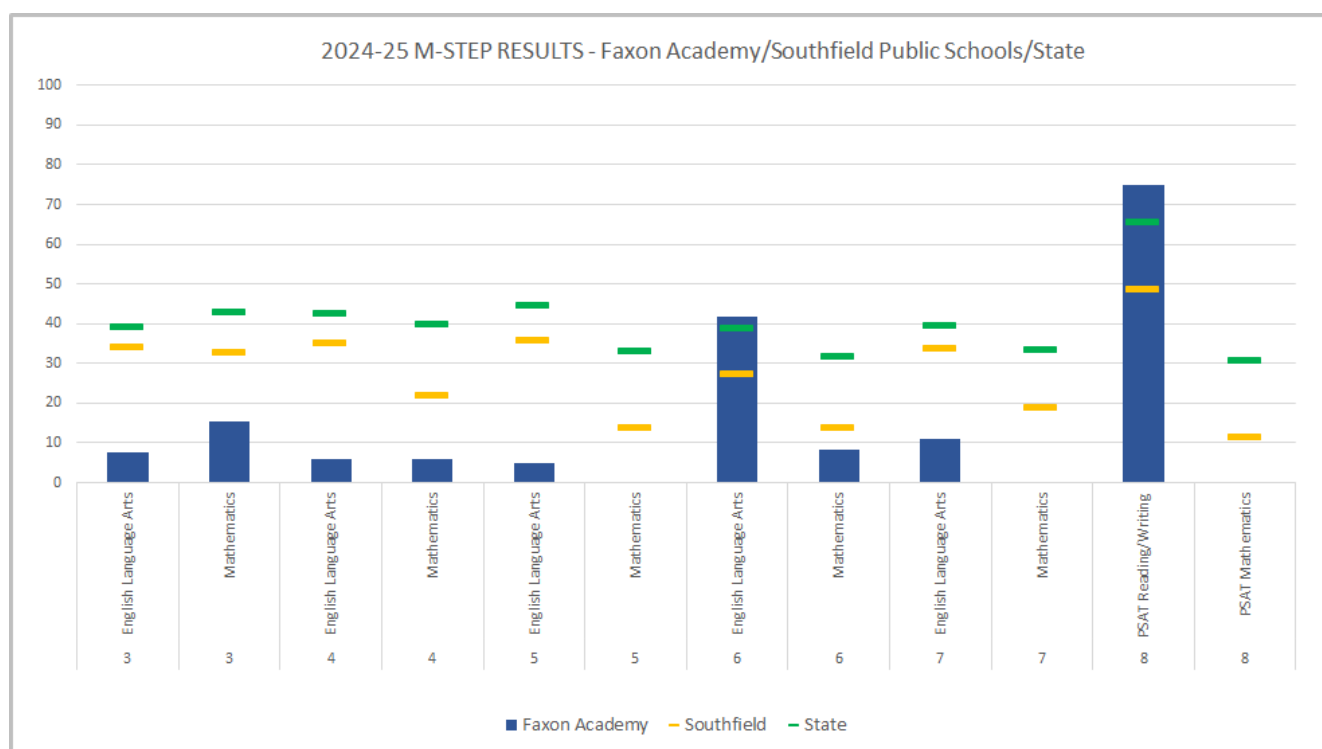
State Assessment

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.

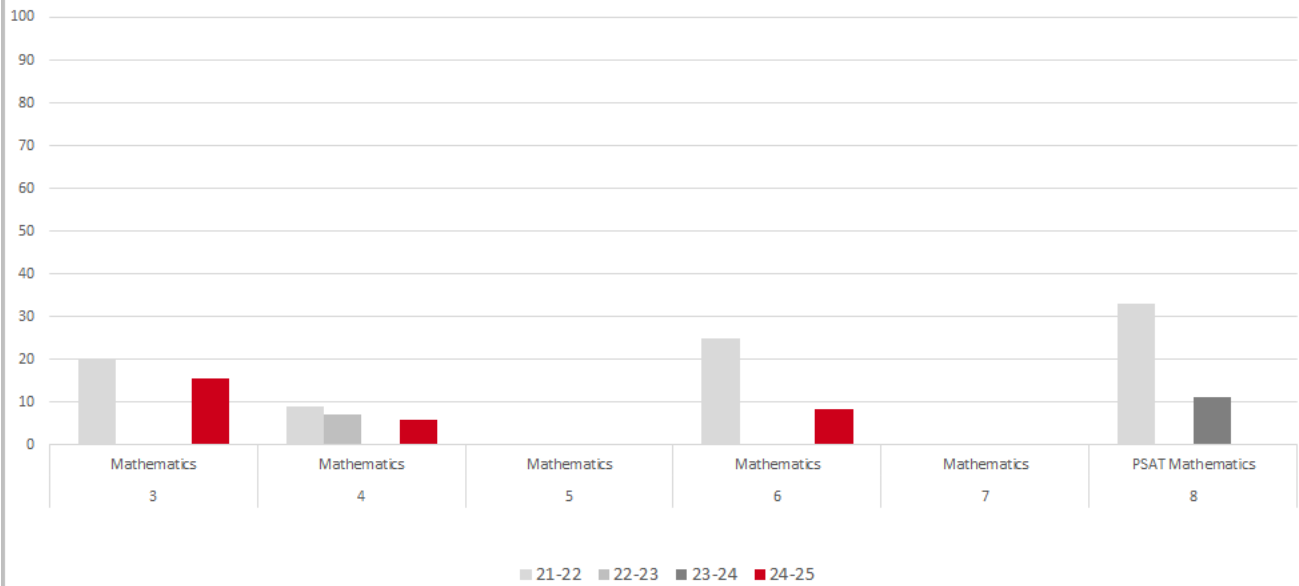
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



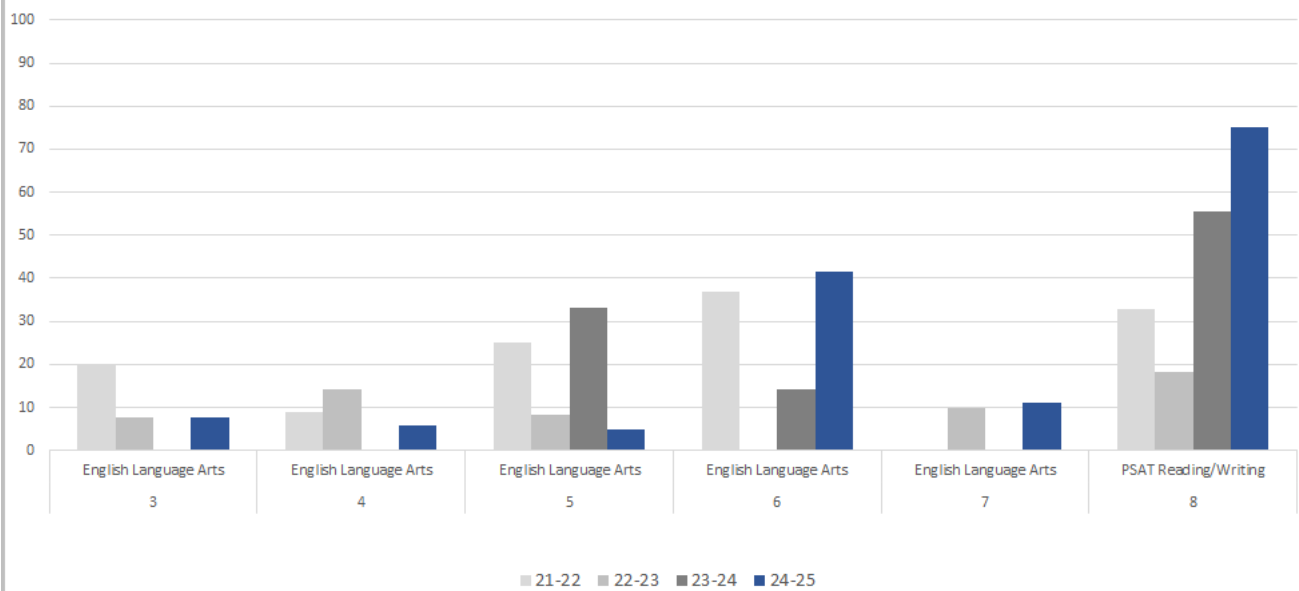
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	0.0%	5.0%
English Language Arts:	10.3%	12.5%

Faxon Academy Mathematics M-STEP Trend Data



Faxon Academy English M-STEP Trend Data



Flat River Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

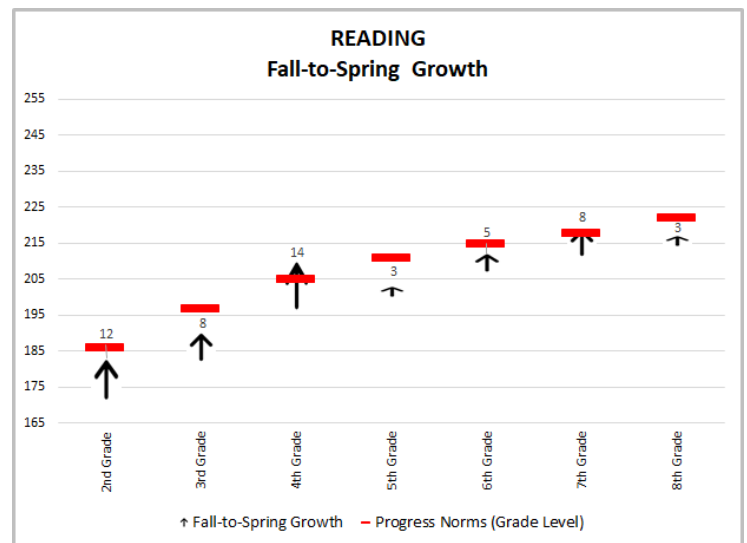
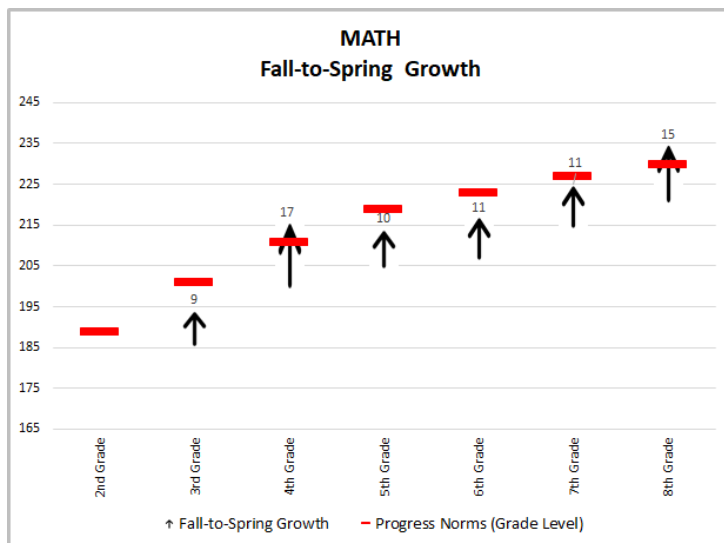
Growth

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*.

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1A Math & Reading Growth (in points)		
GOAL: 0 or Greater		
Exceeding	Math	30
	Reading	2

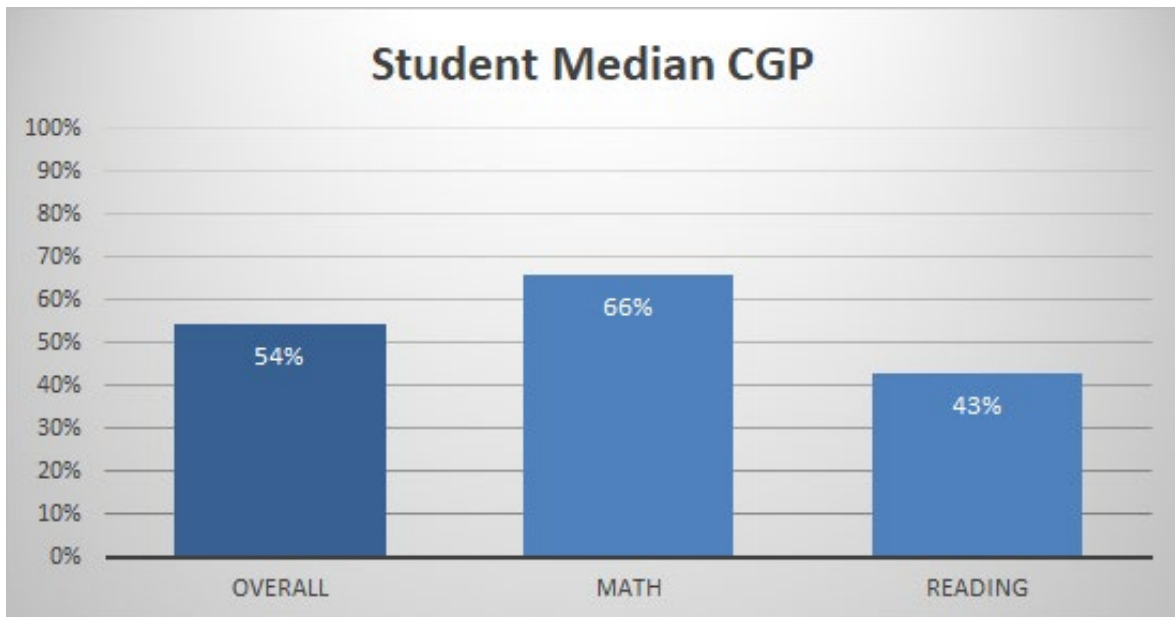


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Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

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1B Student Median CGP 54%		
GOAL: 50% or Greater		
Exceeding	Math	66%
	Reading	43%



Flat River Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

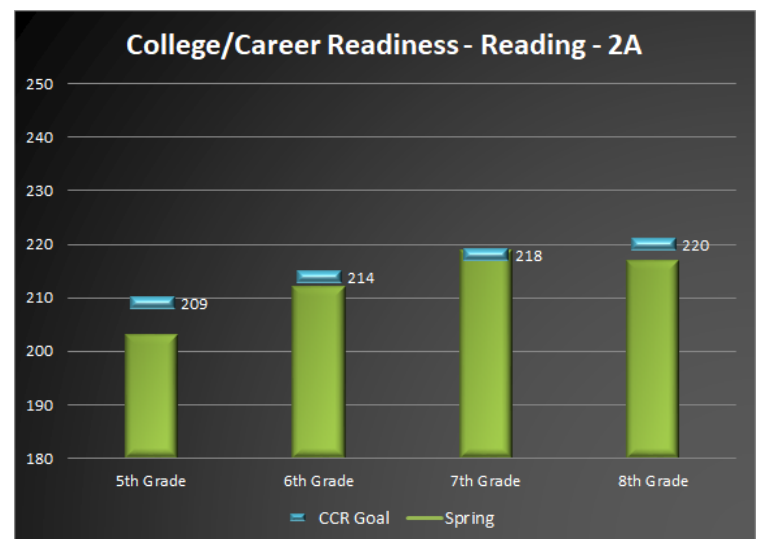
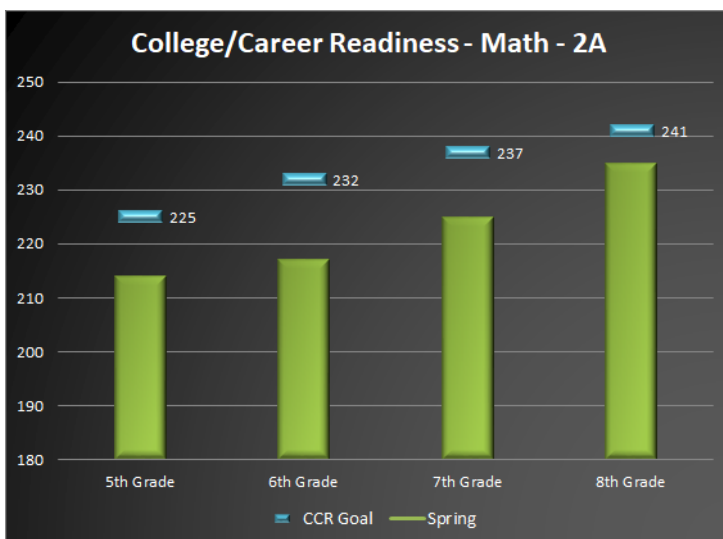
Achievement

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.

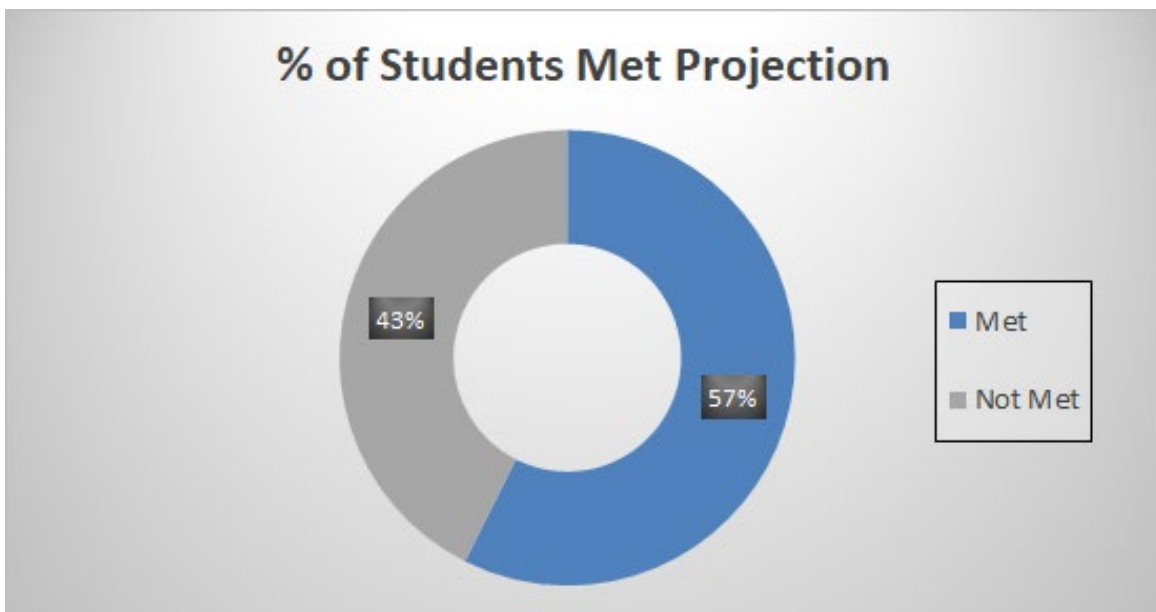
2A Achievement Score vs CCR Target (in points)		
GOAL: 0 or Greater		
Approaching	Math	-11
	Reading	-2.5



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	70%
	Reading	45%



Flat River Academy

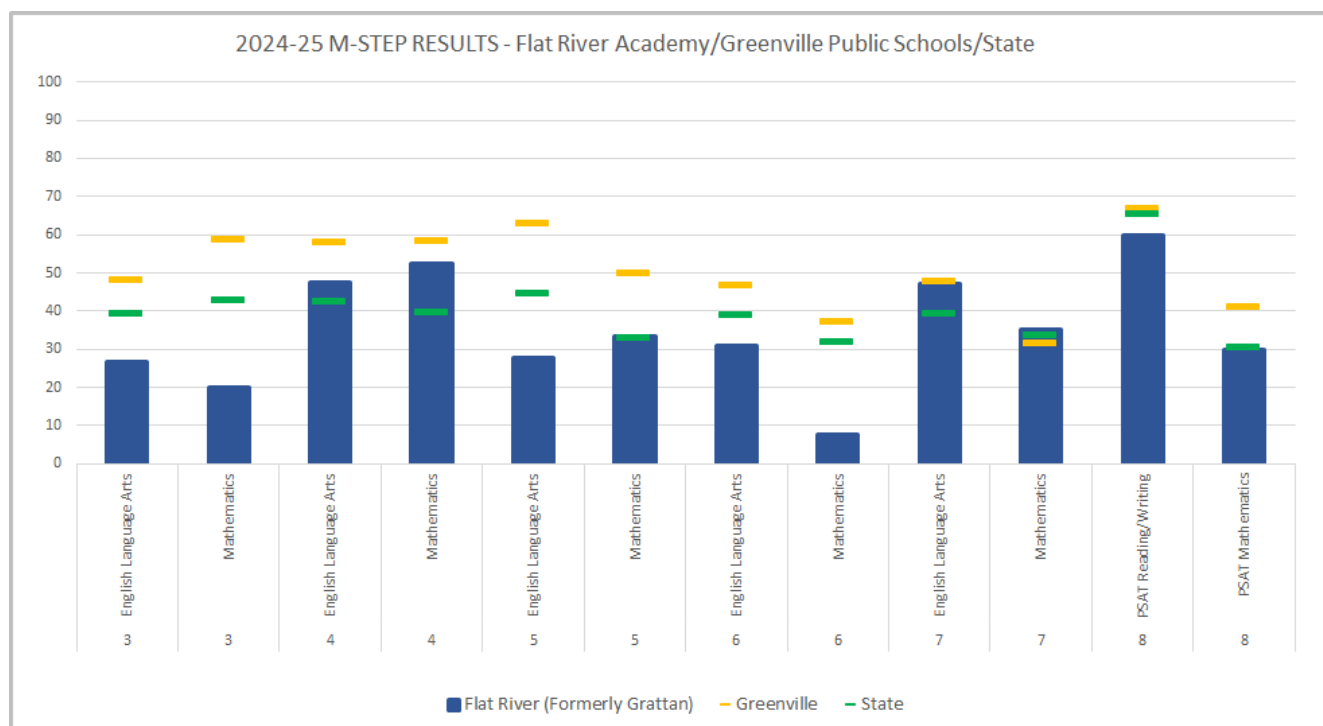
State Assessment

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.

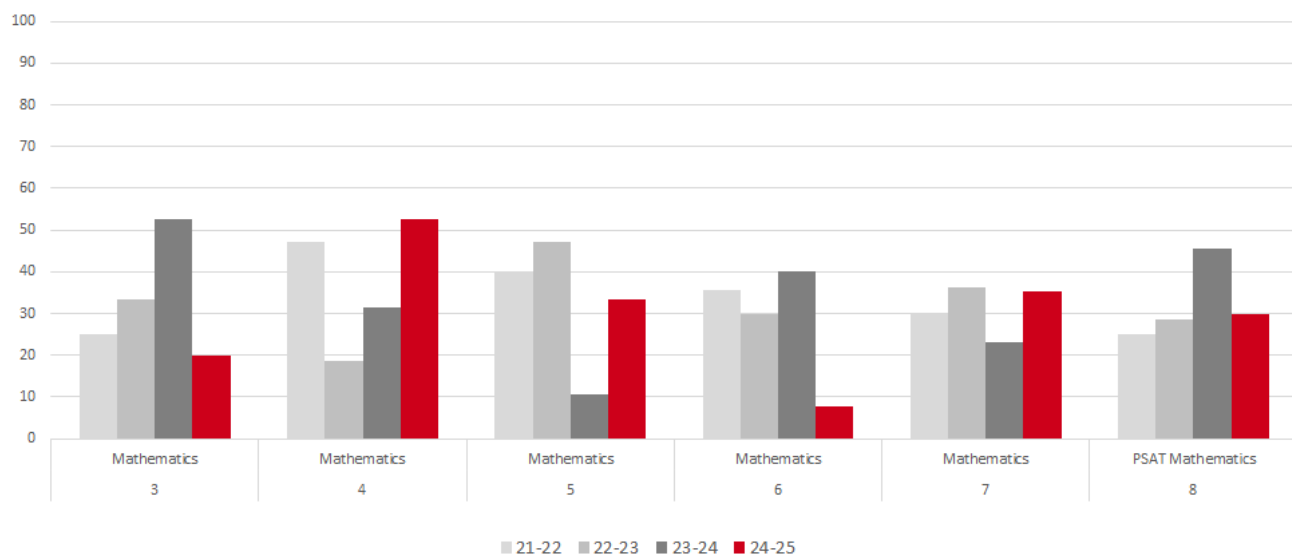
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



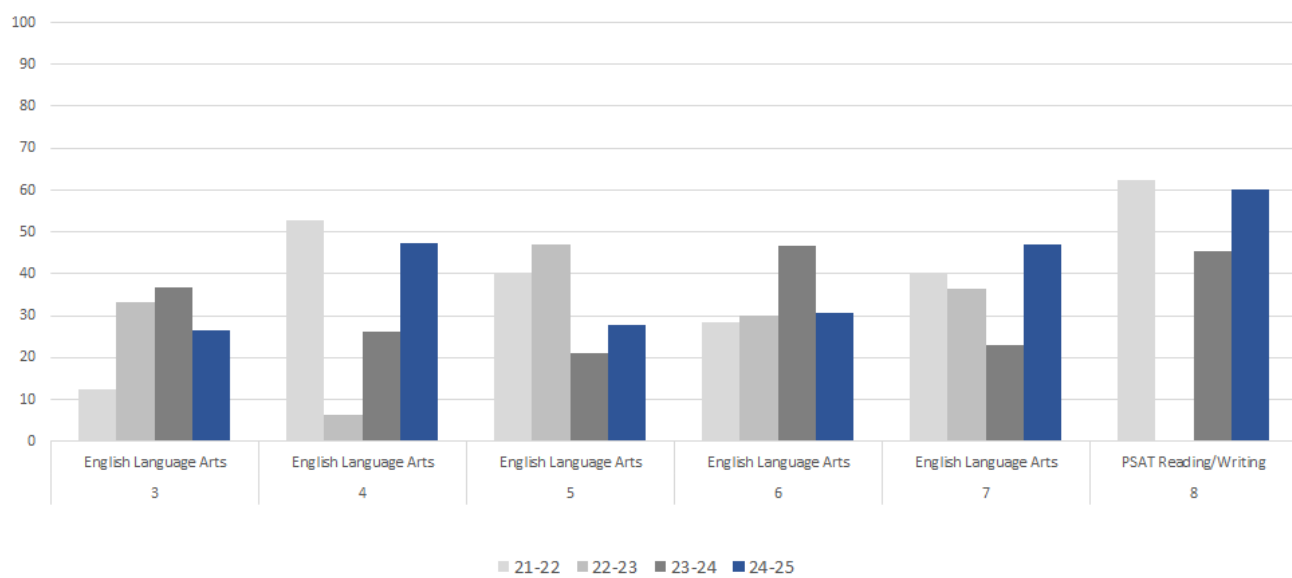
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	35.6%	31.7%
English Language Arts:	40.5%	36.6%

Flat River Academy Mathematics M-STEP Trend Data



Flat River Academy English M-STEP Trend Data



Kingsbury Country Day School

Norm-Referenced Test

NWEA MAP Growth Assessment

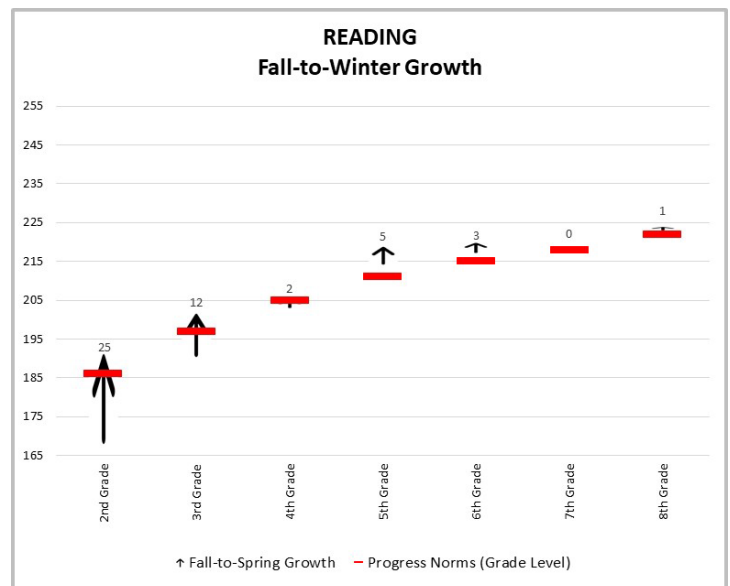
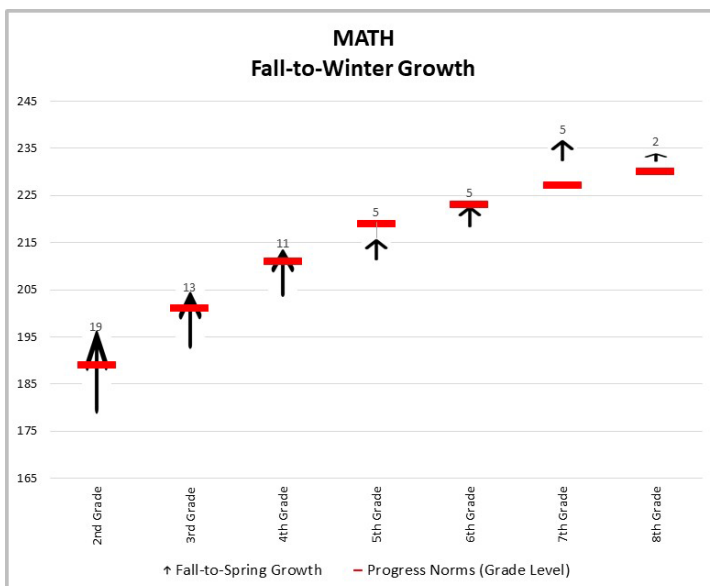
Growth

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*.

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1A Math & Reading Growth (in points)		
GOAL: 0 or Greater		
Exceeding	Math	10
	Reading	3

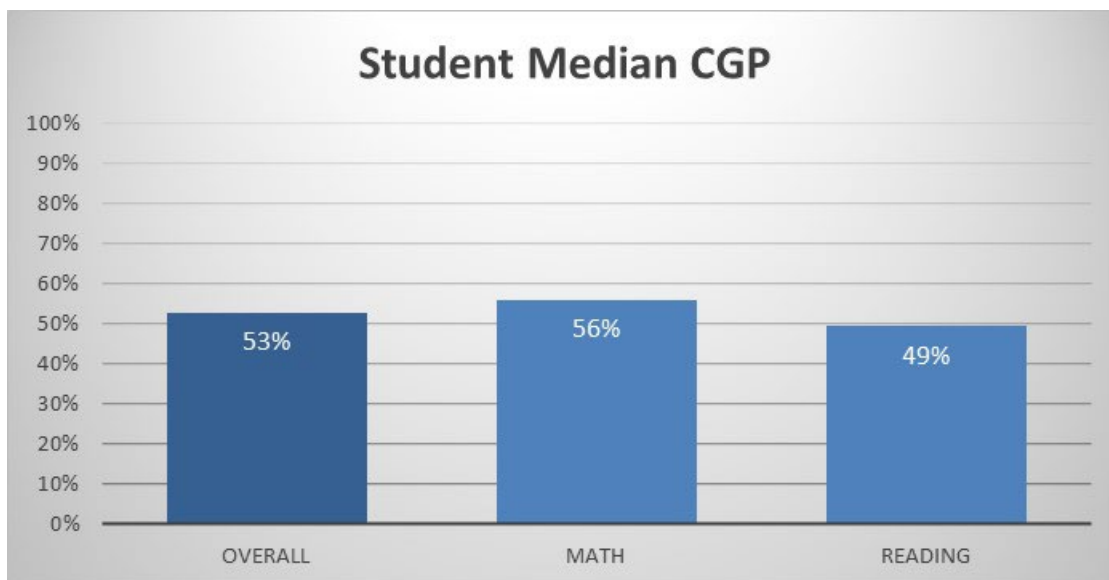


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1B Student Median CGP 53%		
GOAL: 50% or Greater		
Exceeding	Math	56%
	Reading	49%



Kingsbury Country Day School

Norm-Referenced Test

NWEA MAP Growth Assessment

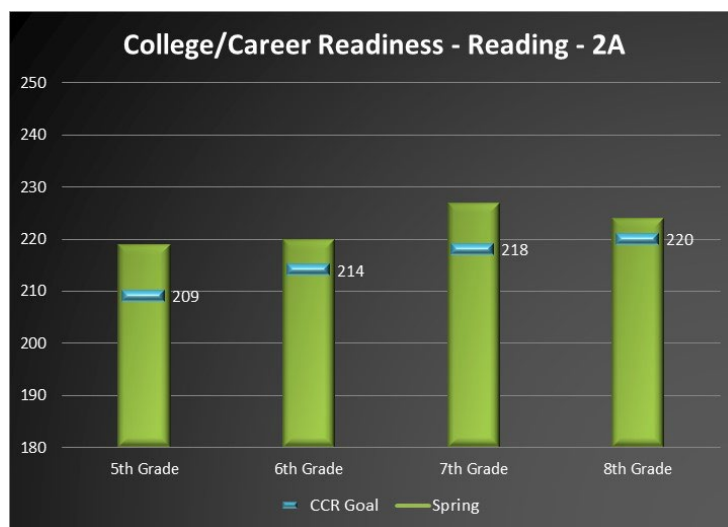
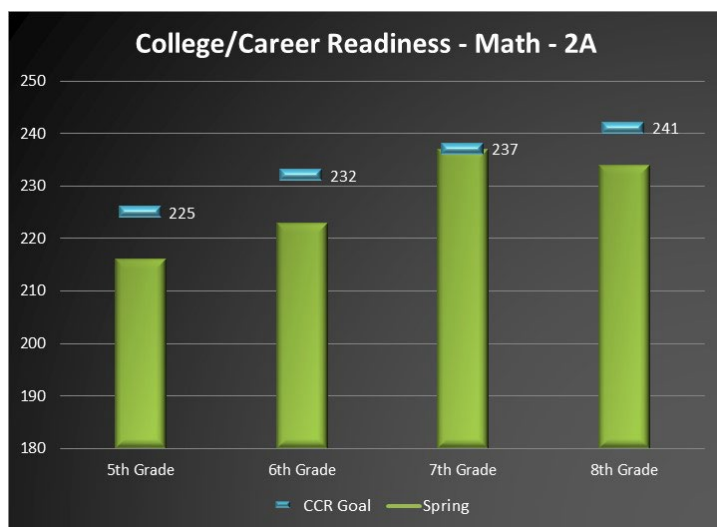
Achievement

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*.

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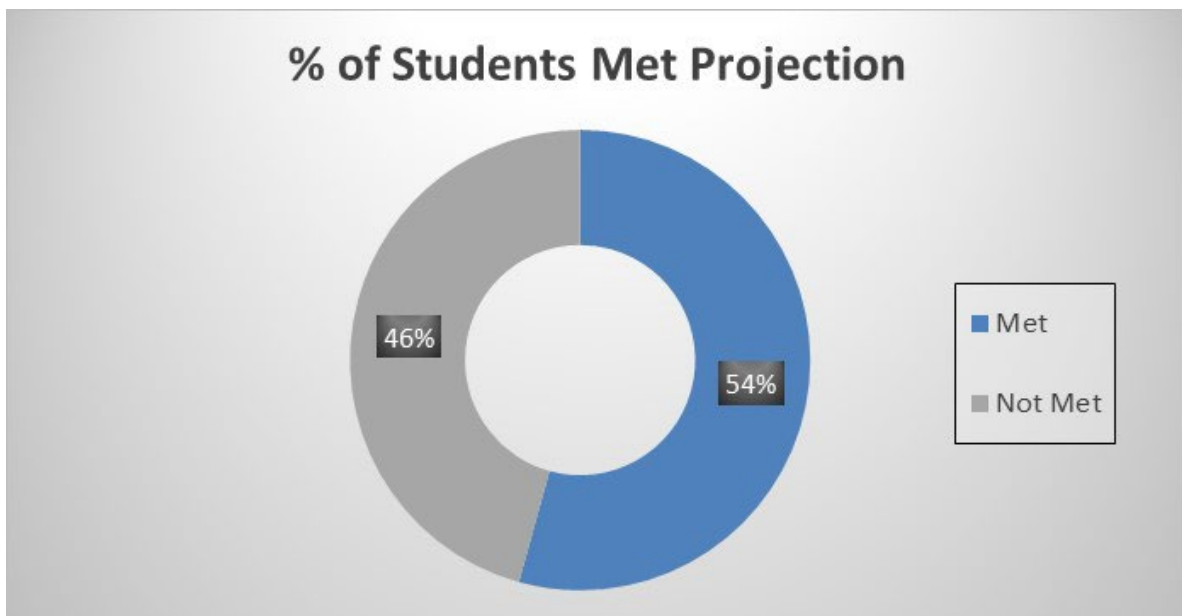
2A Achievement Score vs CCR Target		
(in points)		
GOAL: 0 or Greater		
Exceeding	Math	-6.25
	Reading	7.25



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

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2B % of Students Met Projection 54%		
GOAL: 60% or Greater		
Approaching	Math	59%
	Reading	49%



Kingsbury Country Day School

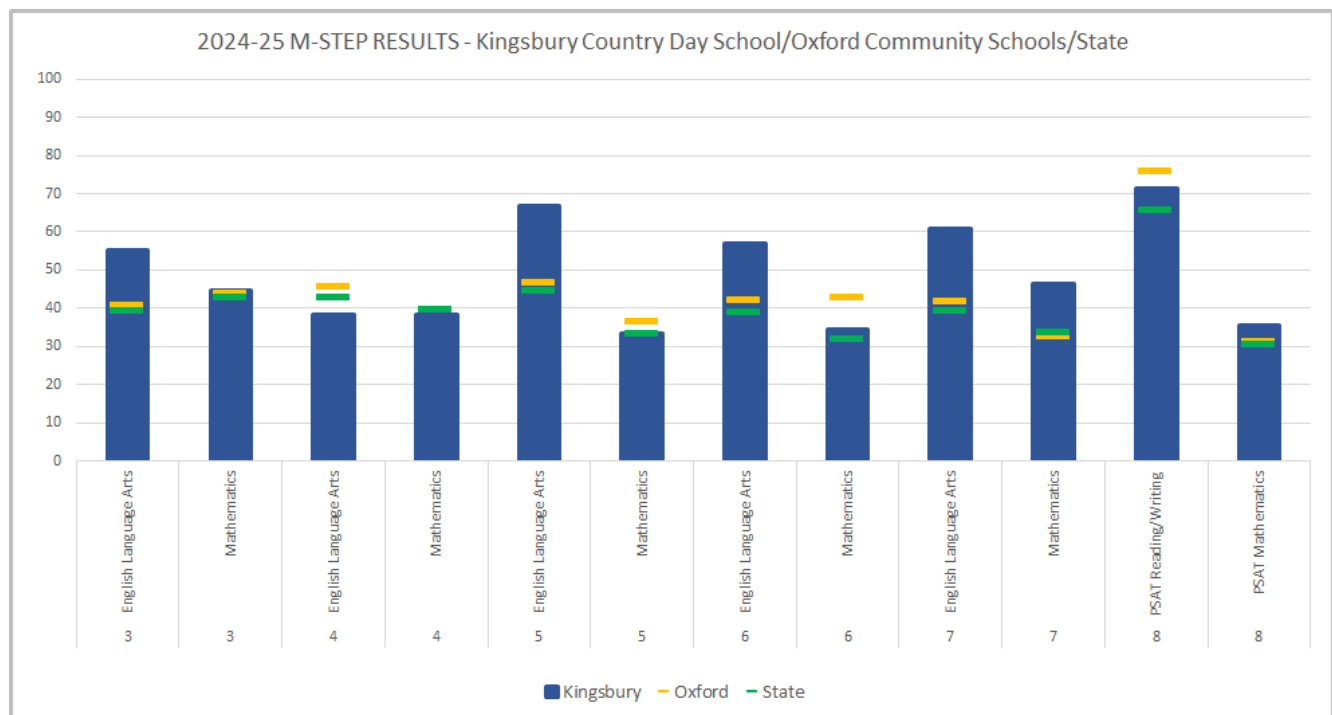
State Assessment

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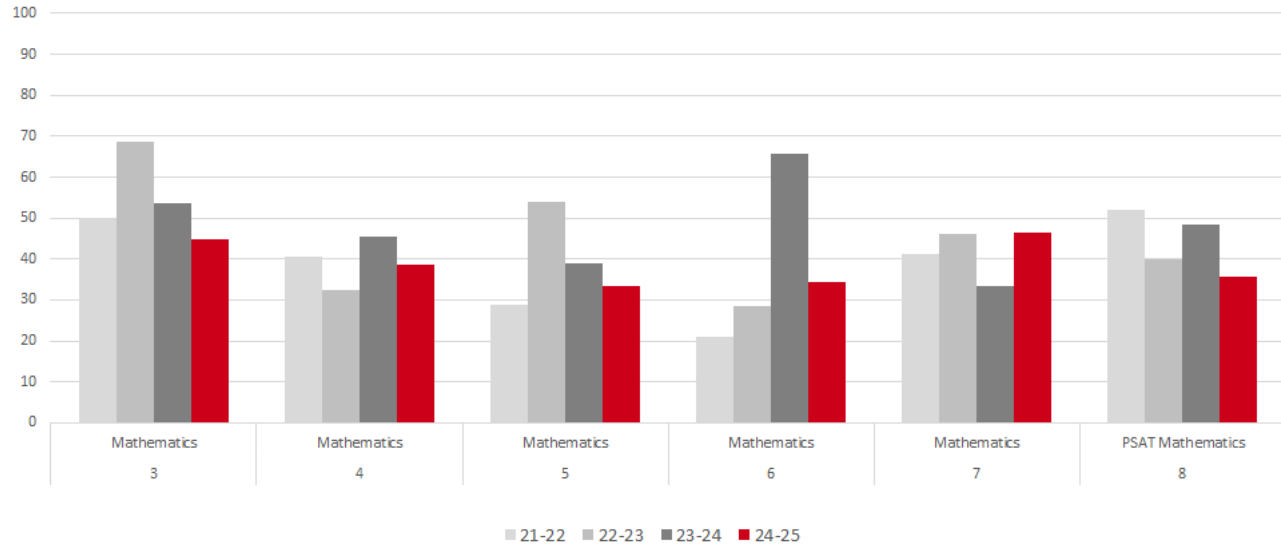
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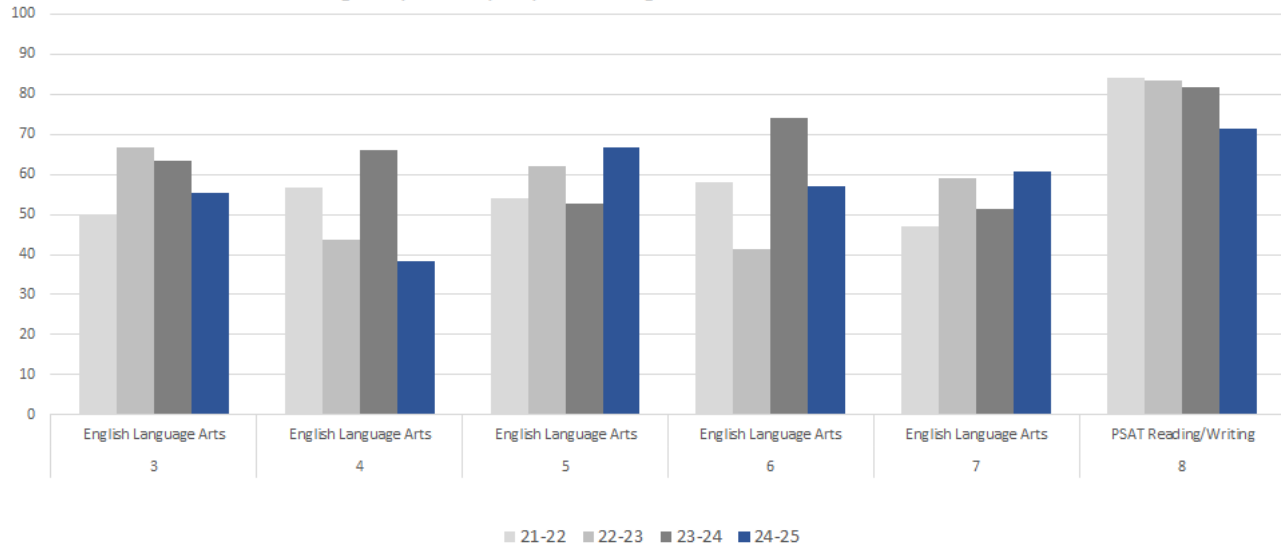
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	47.3%	39.2%
English Language Arts:	61.6%	55.1%

Kingsbury Country Day School Mathematics M-STEP Trend Data



Kingsbury Country Day School English M-STEP Trend Data



Landmark Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

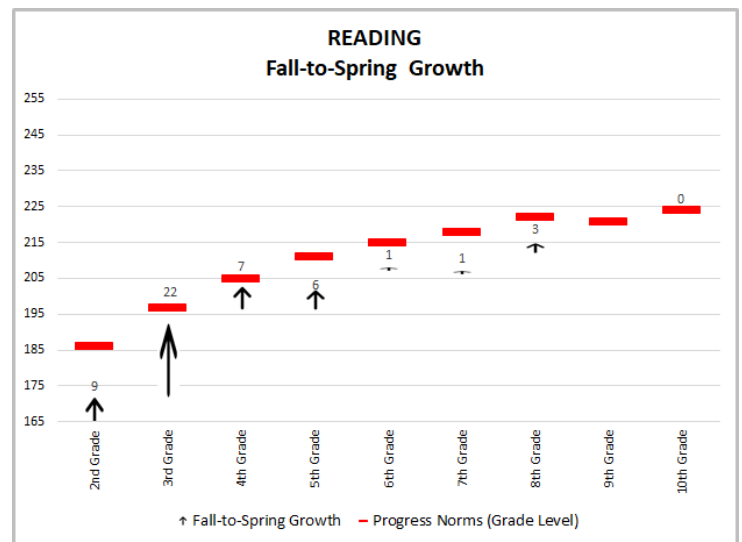
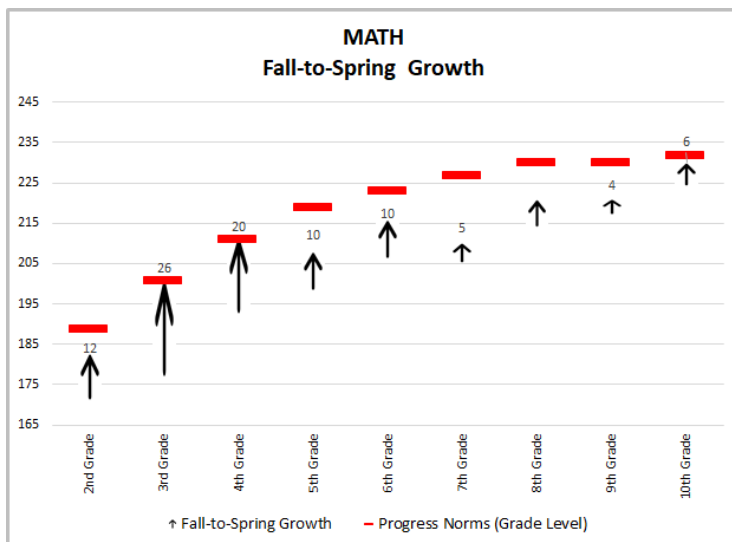
Growth

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)		
GOAL: 0 or Greater		
Approaching	Math	14
	Reading	-15

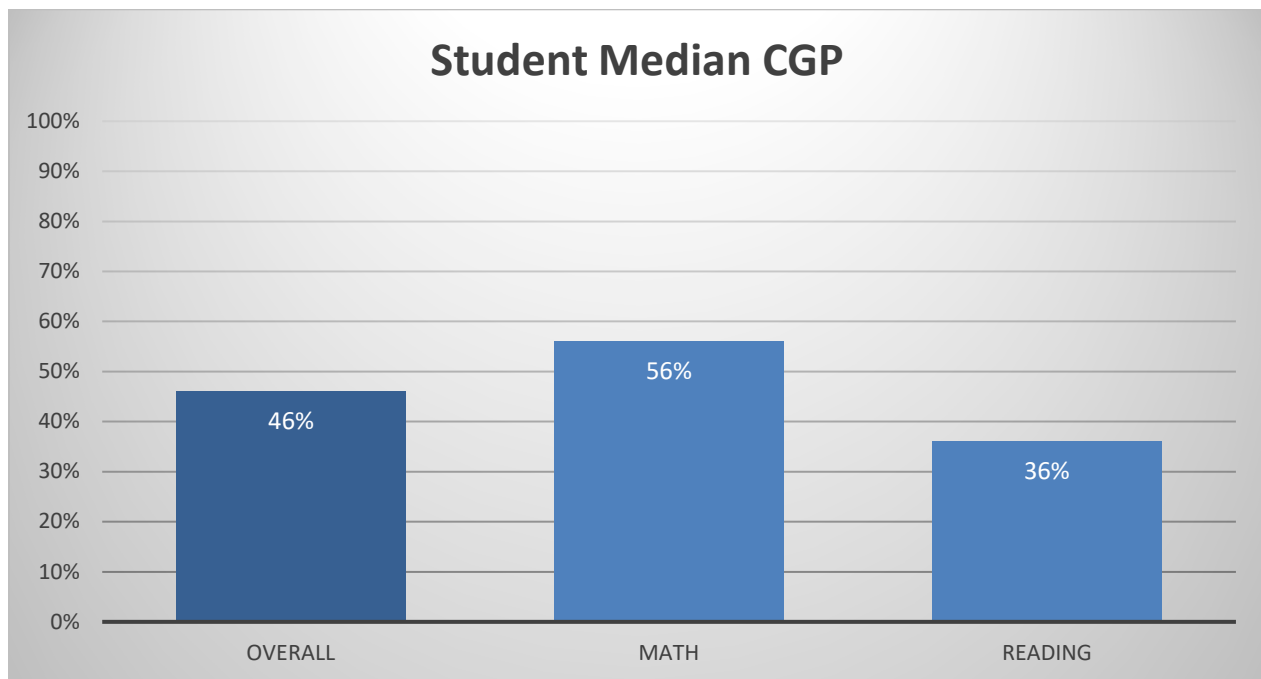


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1B Student Median CGP 46%		
GOAL: 50% or Greater		
Approaching	Math	56%
	Reading	36%



Landmark Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

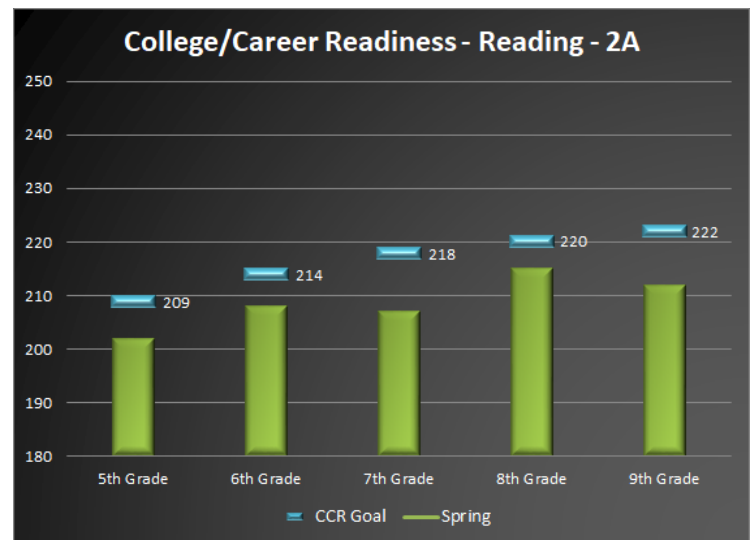
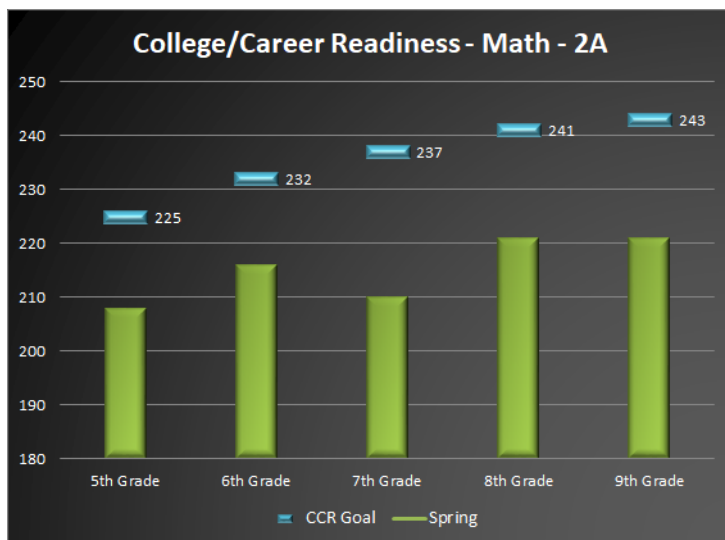
Achievement

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.

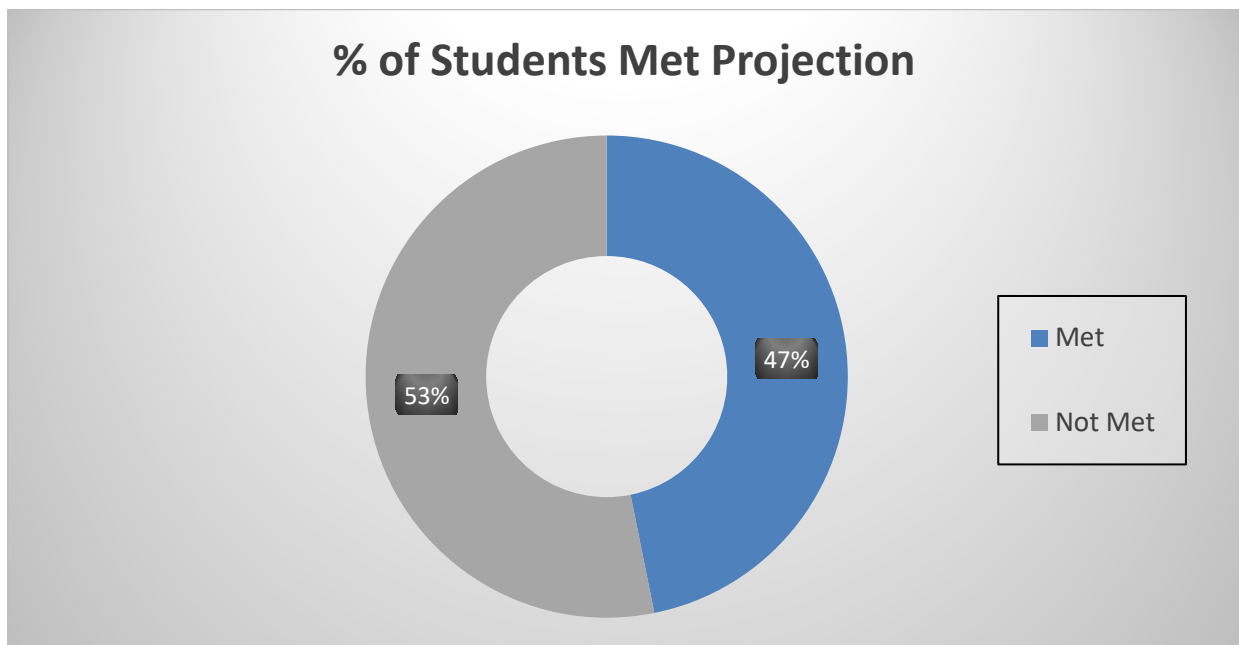
2A Achievement Score vs CCR Target (in points)		
GOAL: 0 or Greater		
Approaching	Math	-23.2
	Reading	-8.4



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

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2B % of Students Met Projection 47%		
GOAL: 60% or Greater		
Approaching	Math	55%
	Reading	39%



Landmark Academy

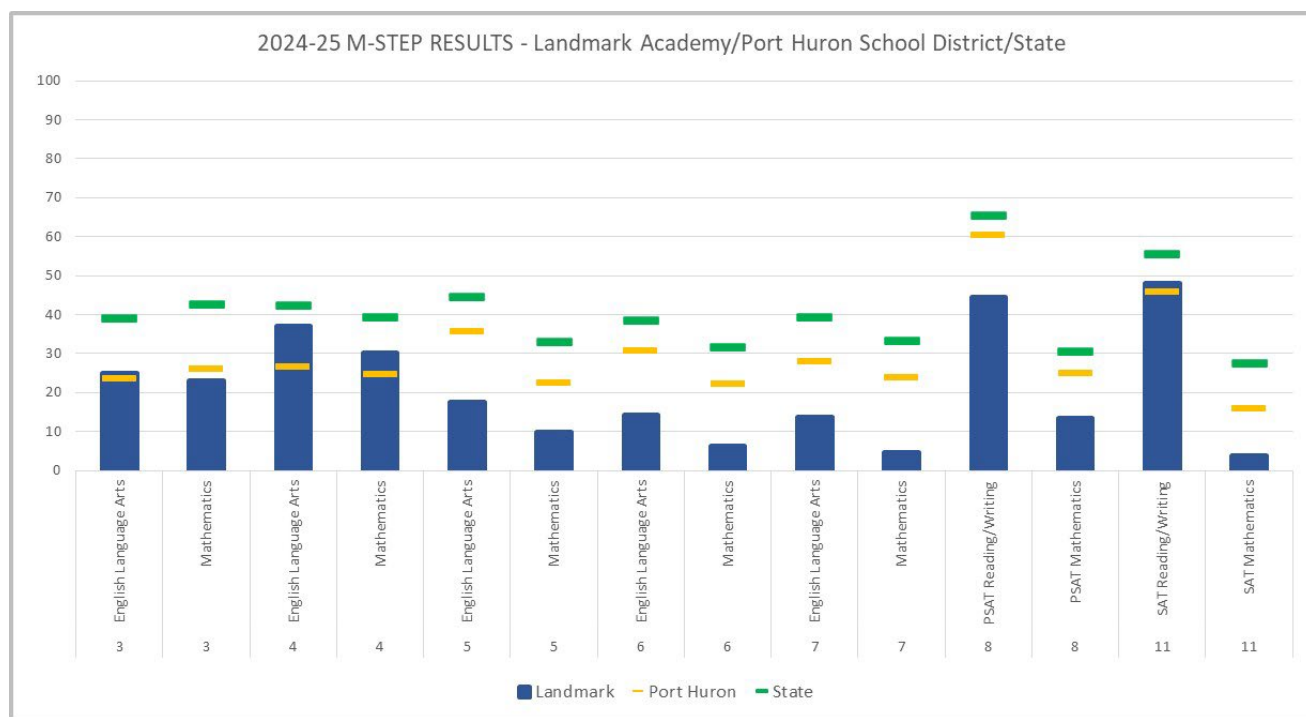
State Assessment

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

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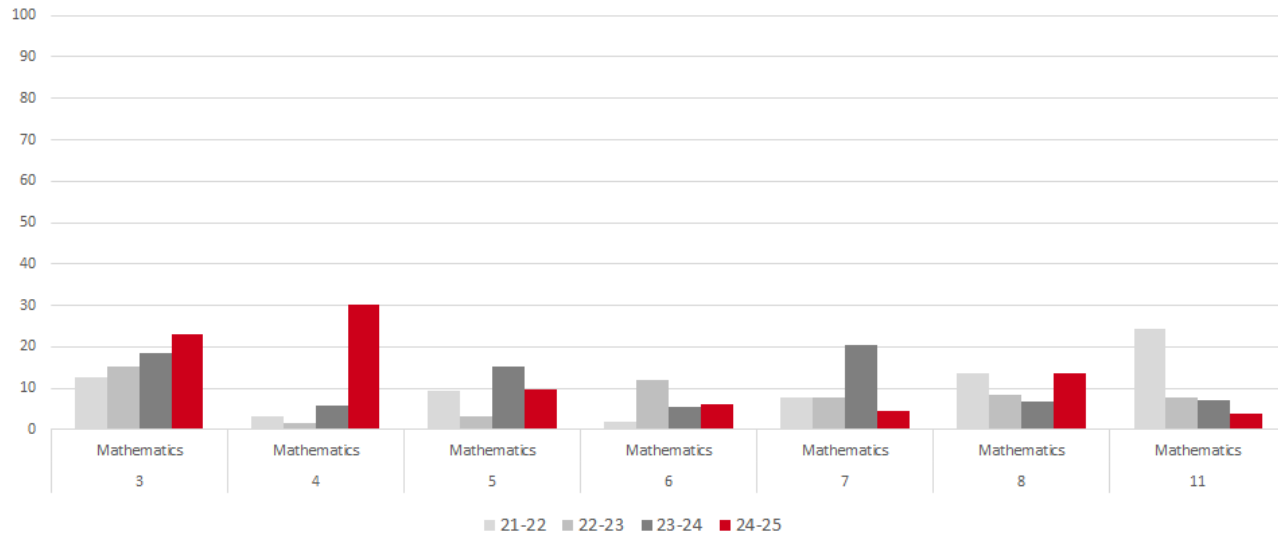
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



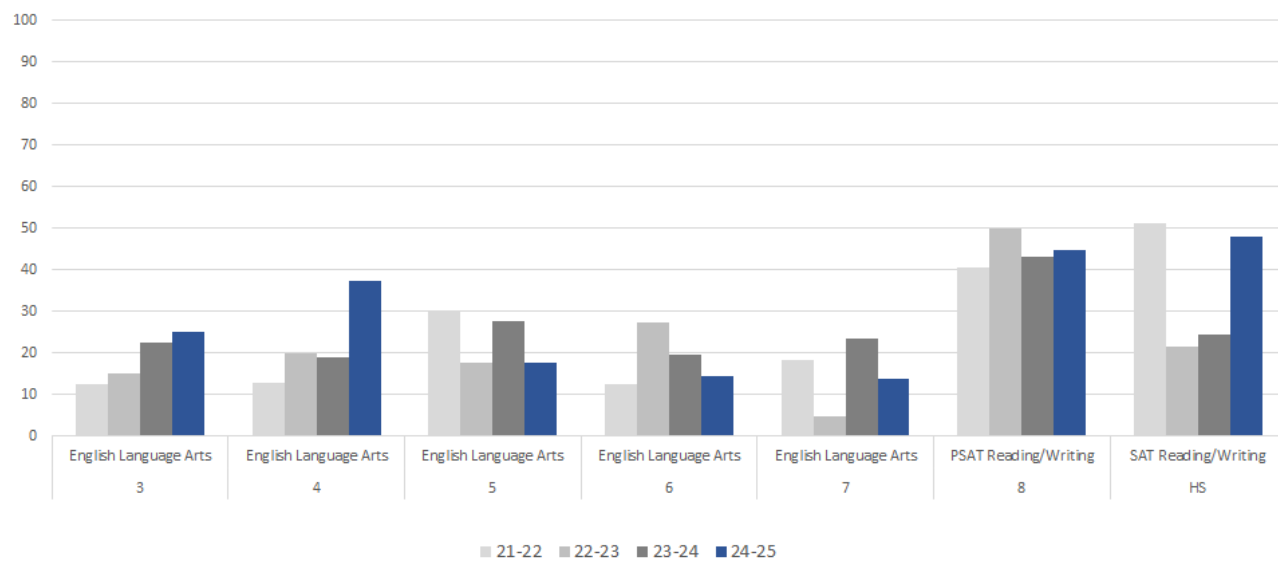
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	13.2%	13.7%
English Language Arts:	22.6%	20.5%

Landmark Academy Mathematics M-STEP Trend Data



Landmark Academy English M-STEP Trend Data



Merritt Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

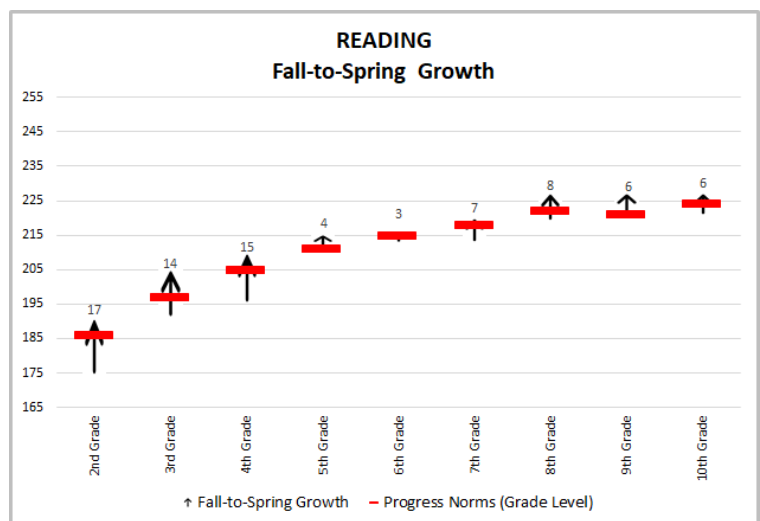
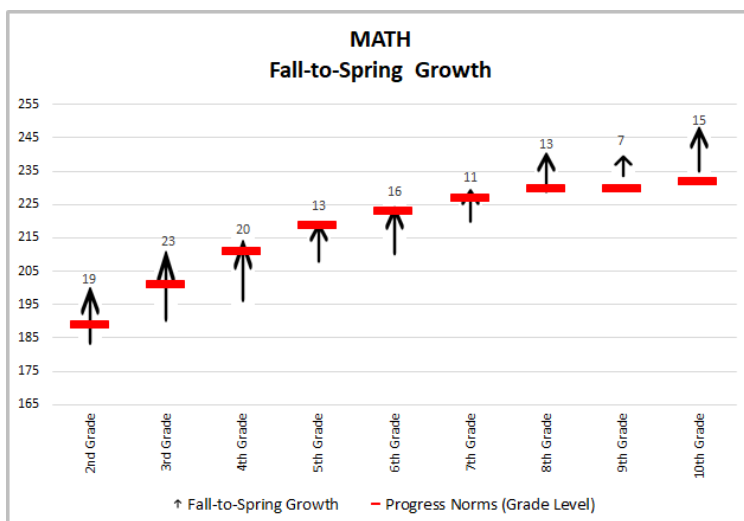
Growth

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1A Math & Reading Growth (in points)		
GOAL: 0 or Greater		
Exceeding	Math	68.1
	Reading	25

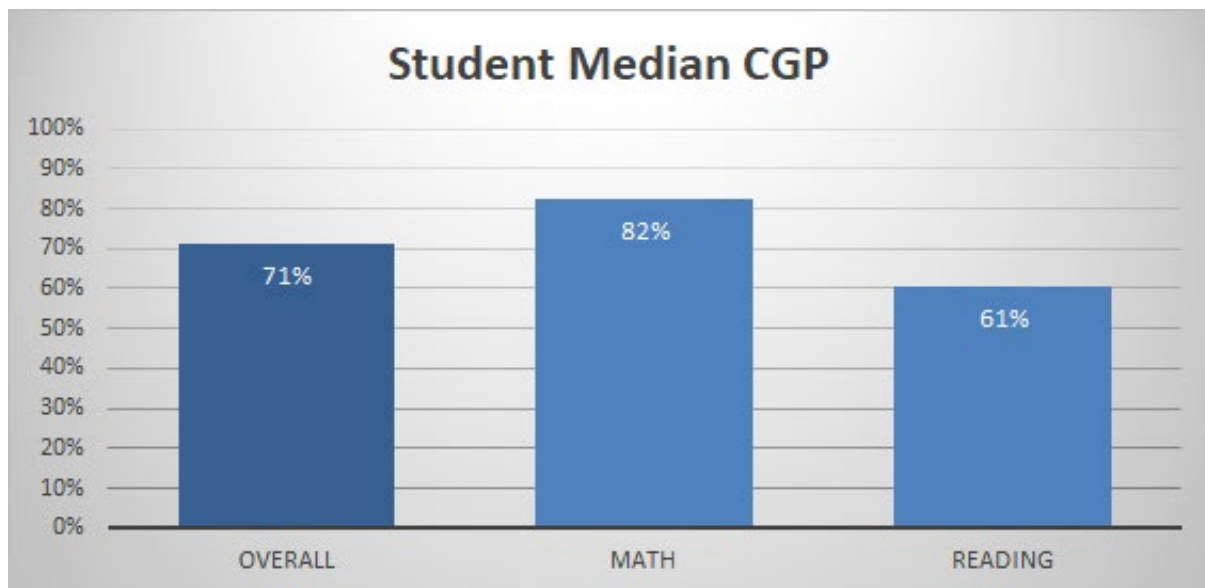


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1B Student Median CGP 71%		
GOAL: 50% or Greater		
Exceeding	Math	82%
	Reading	61%



Merritt Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

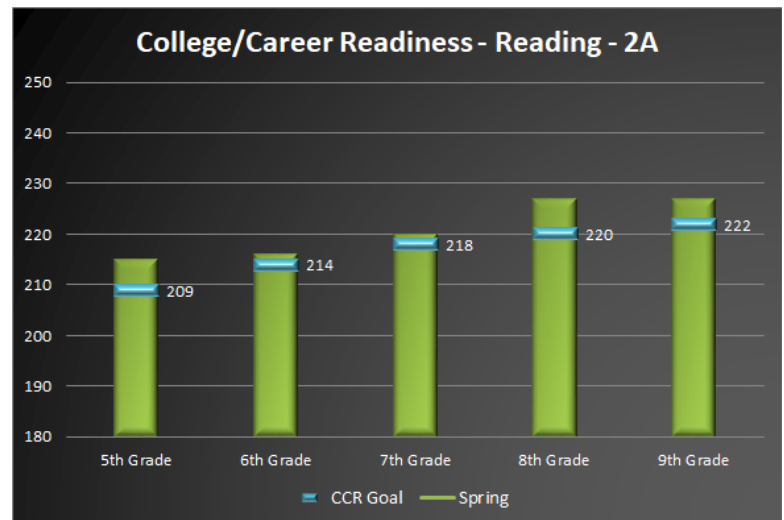
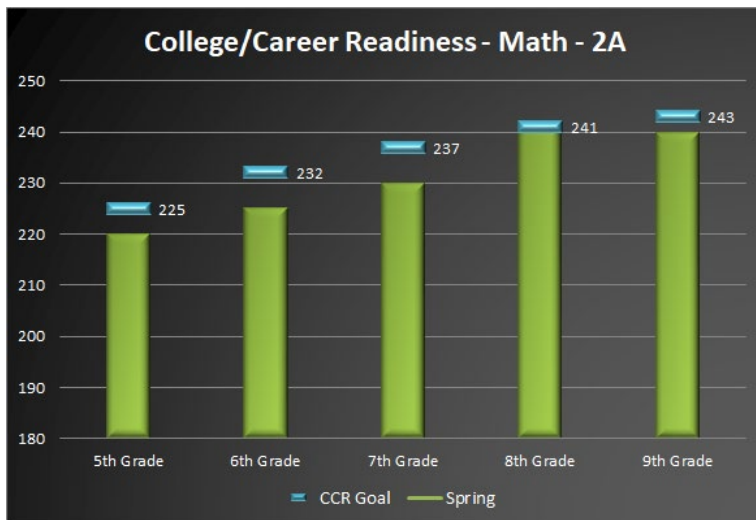
Achievement

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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.

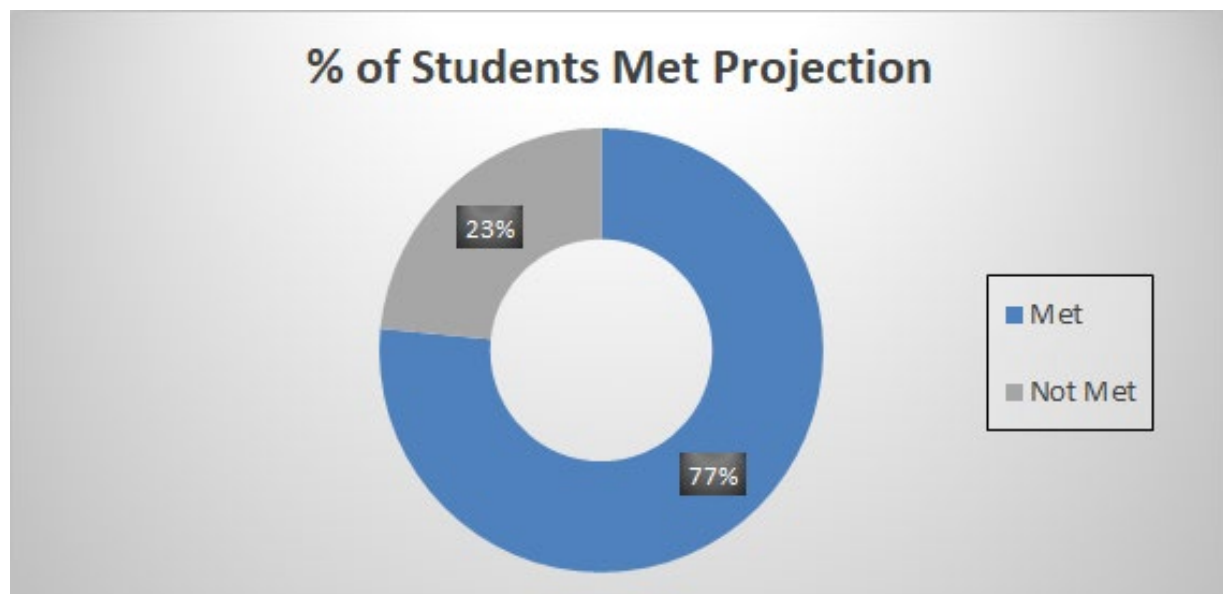
2A Achievement Score vs CCR Target (in points)		
GOAL: 0 or Greater		
Meeting	Math	-4.4
	Reading	4.4



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

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2B % of Students Met Projection 77%		
GOAL: 60% or Greater		
Exceeding	Math	87%
	Reading	66%



Merritt Academy

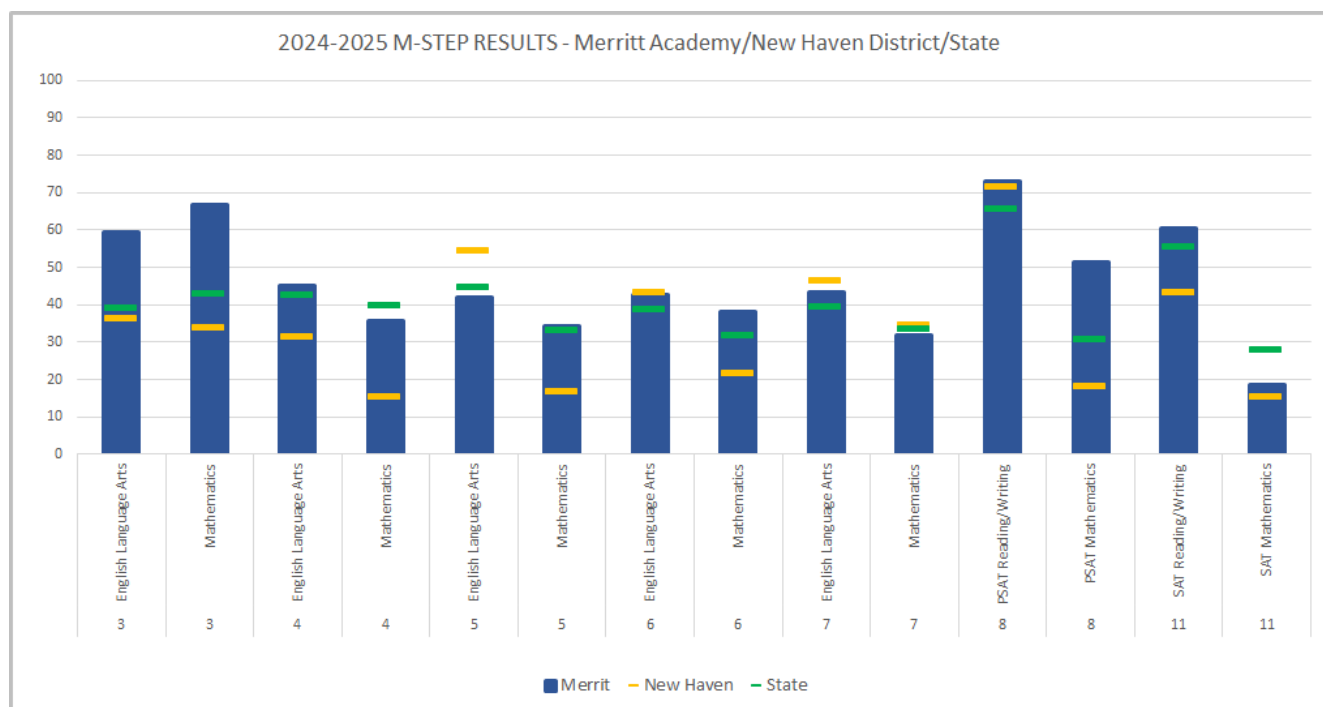
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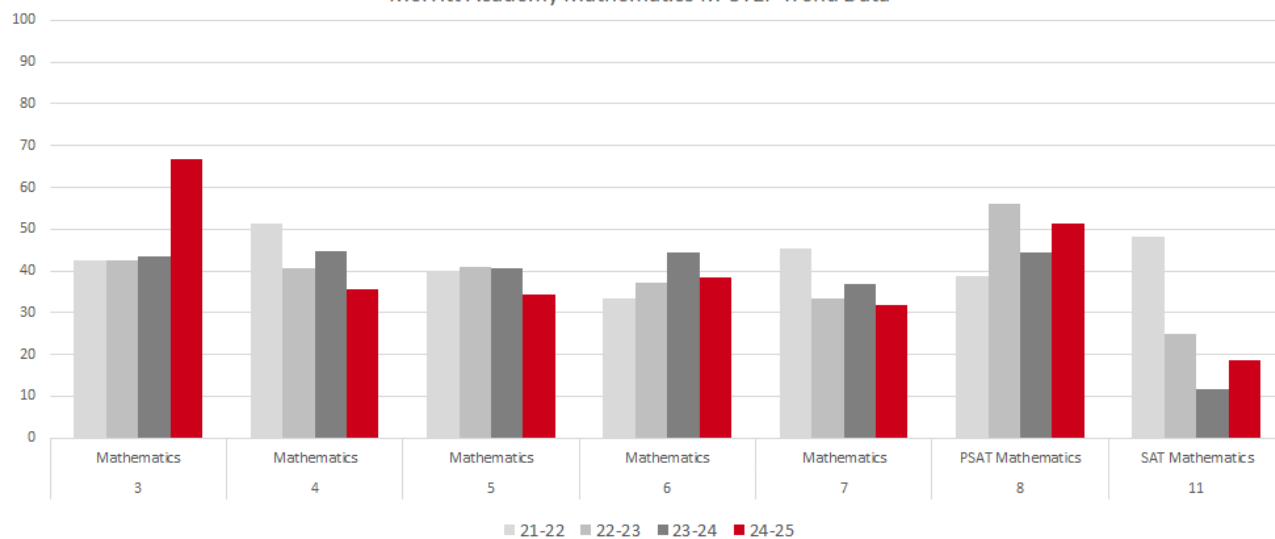
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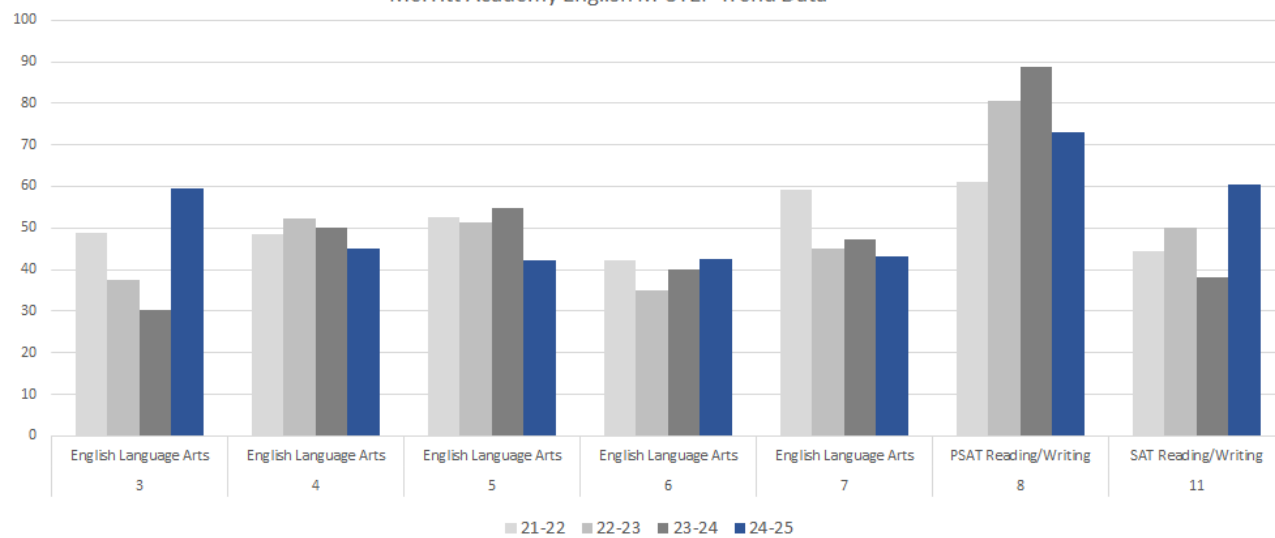
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	42.1%	41.3%
English Language Arts:	44%	46.5%

Merritt Academy Mathematics M-STEP Trend Data



Merritt Academy English M-STEP Trend Data



Muskegon Maritime Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

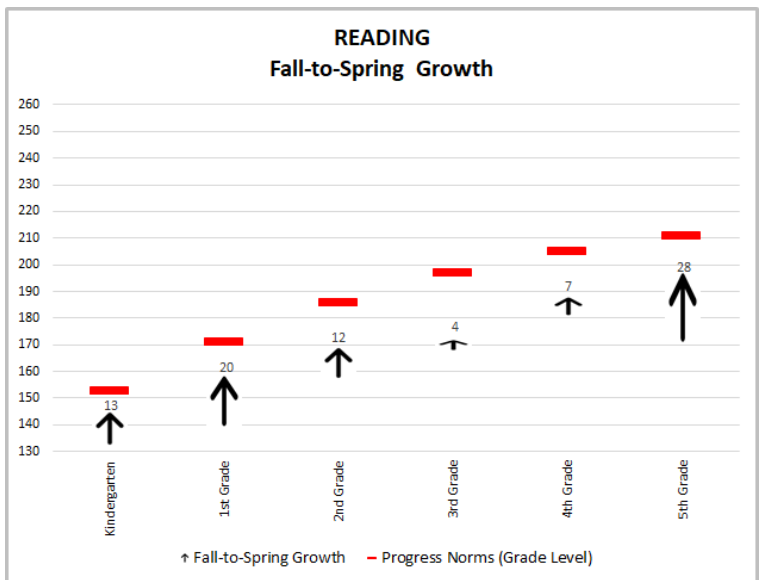
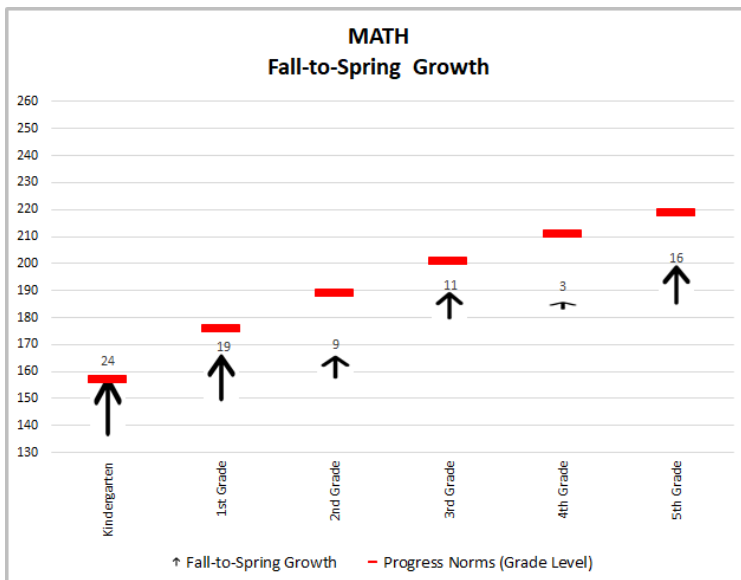
Growth

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)		
GOAL: 0 or Greater		
Approaching	Math	-4
	Reading	1



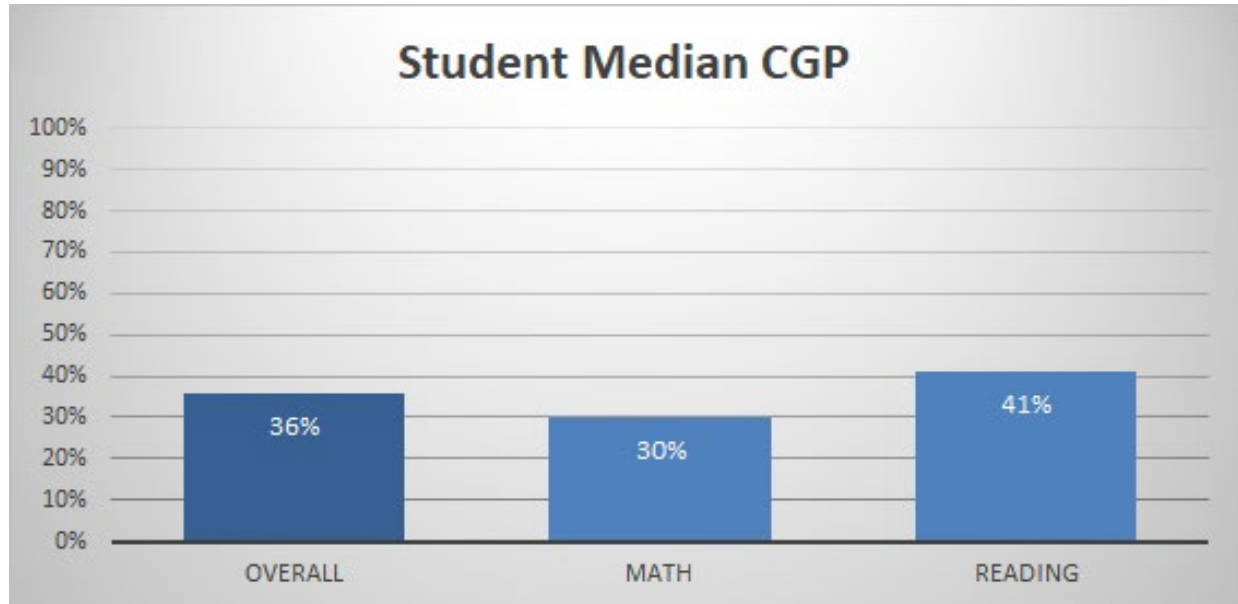
*scoring rubric attached

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 36%		
GOAL: 50% or Greater		
Deficient	Math	30%
	Reading	41%



Muskegon Maritime Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

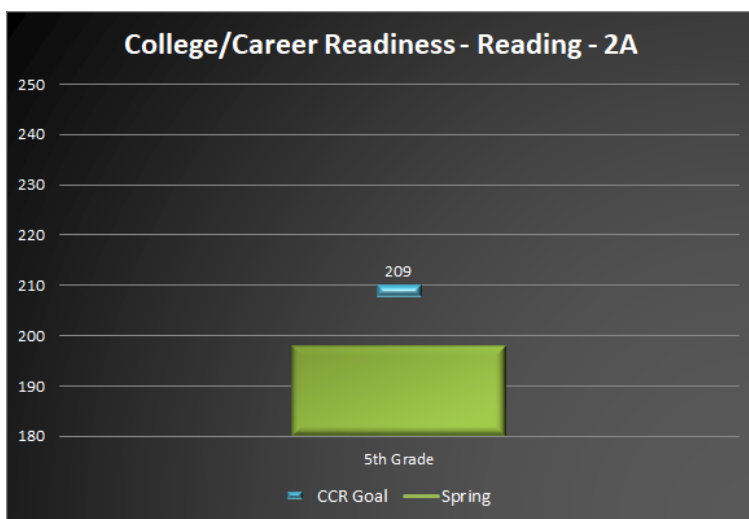
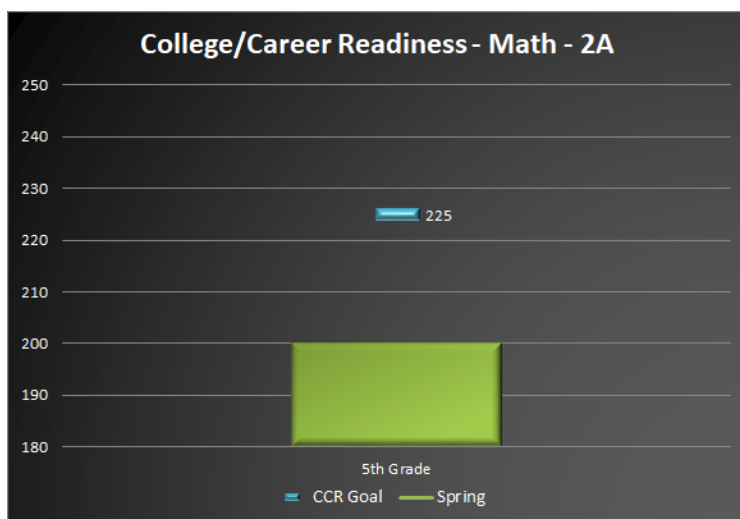
Achievement

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.

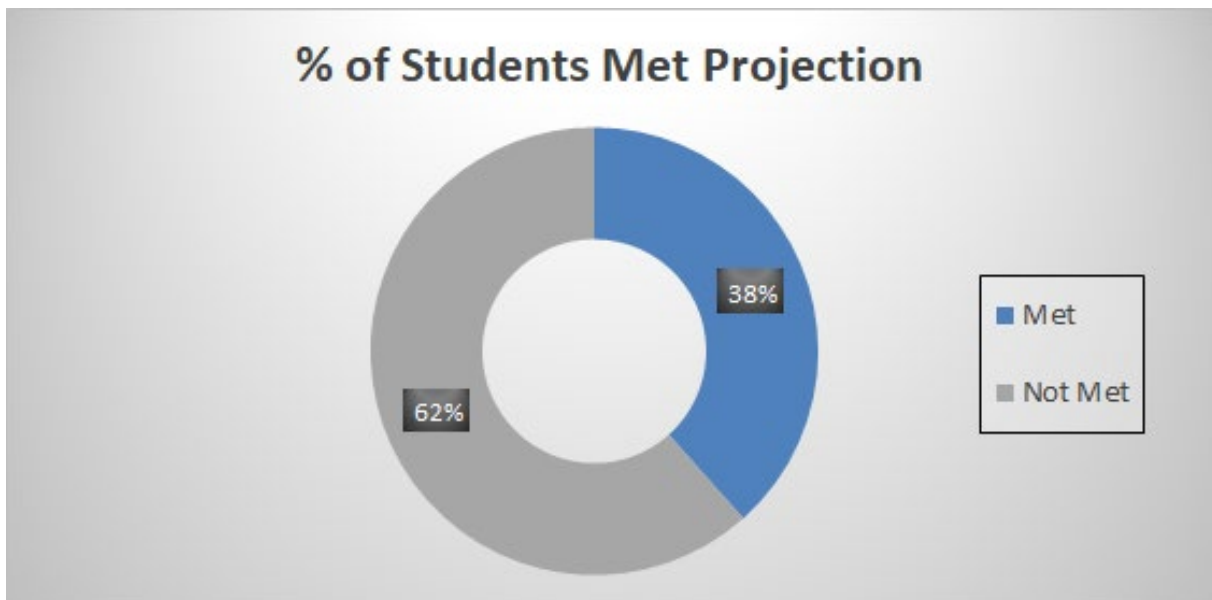
2A Achievement Score vs CCR Target (in points)		
GOAL: 0 or Greater		
Approaching	Math	-6.25
	Reading	-2.75



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 38%		
GOAL: 60% or Greater		
Deficient	Math	34%
	Reading	43%



Muskegon Maritime Academy

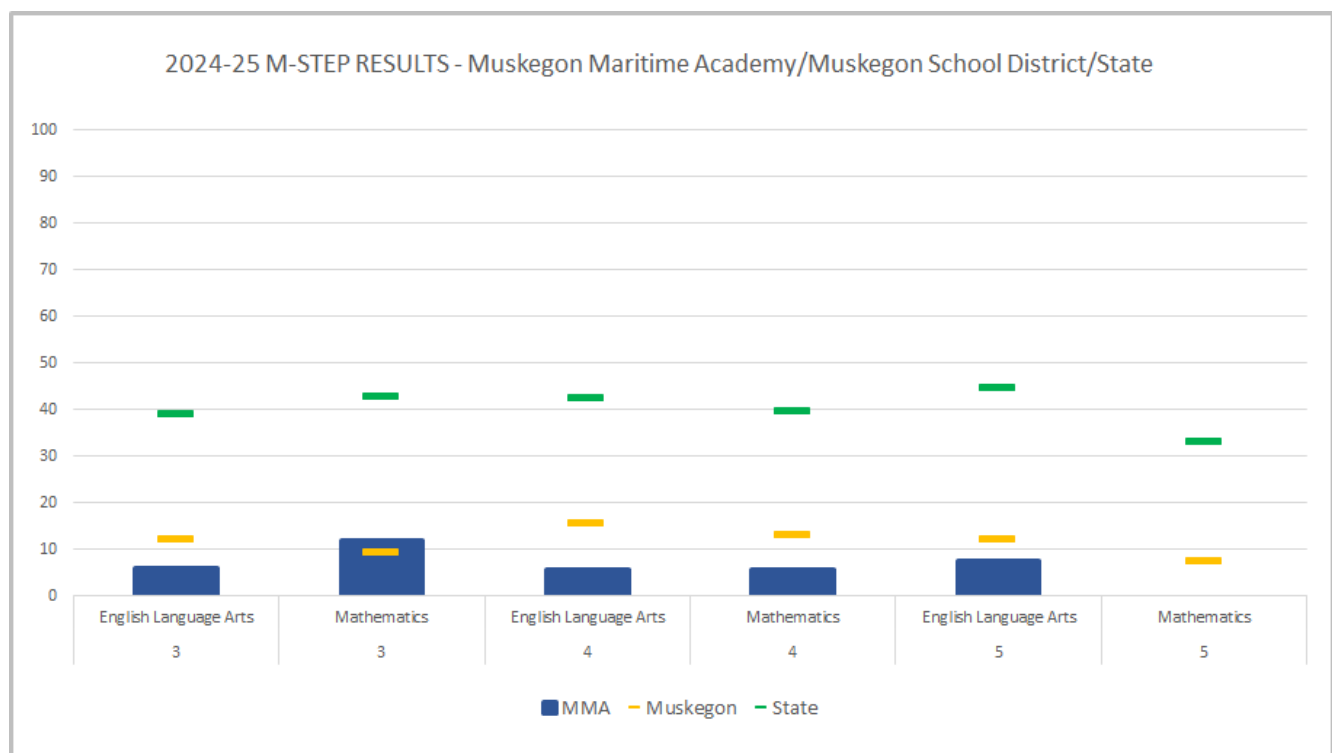
State Assessment

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.

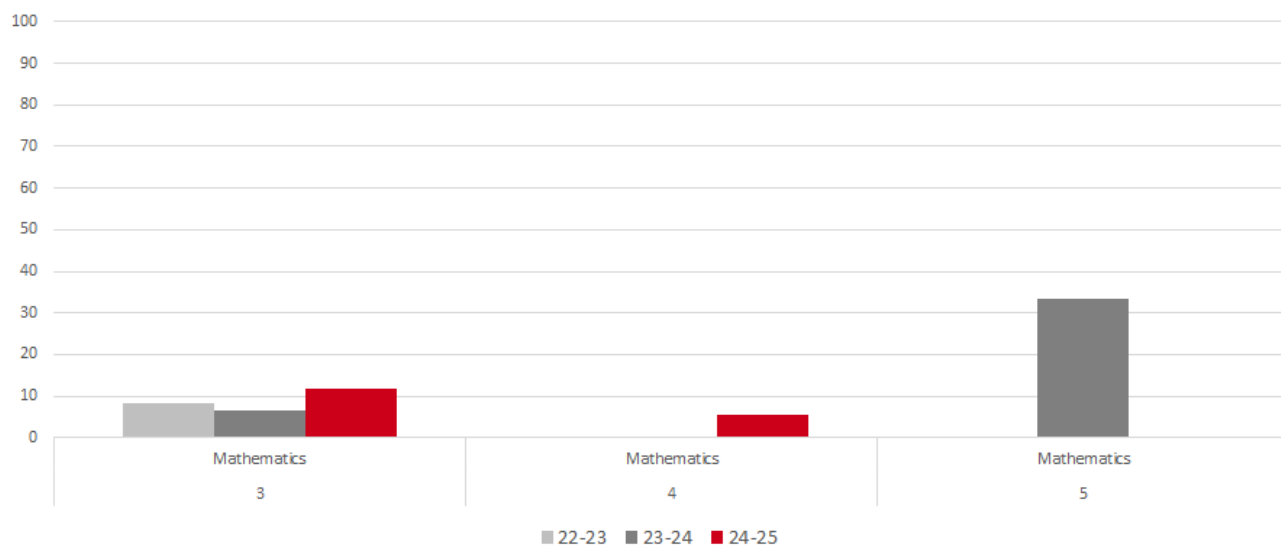
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



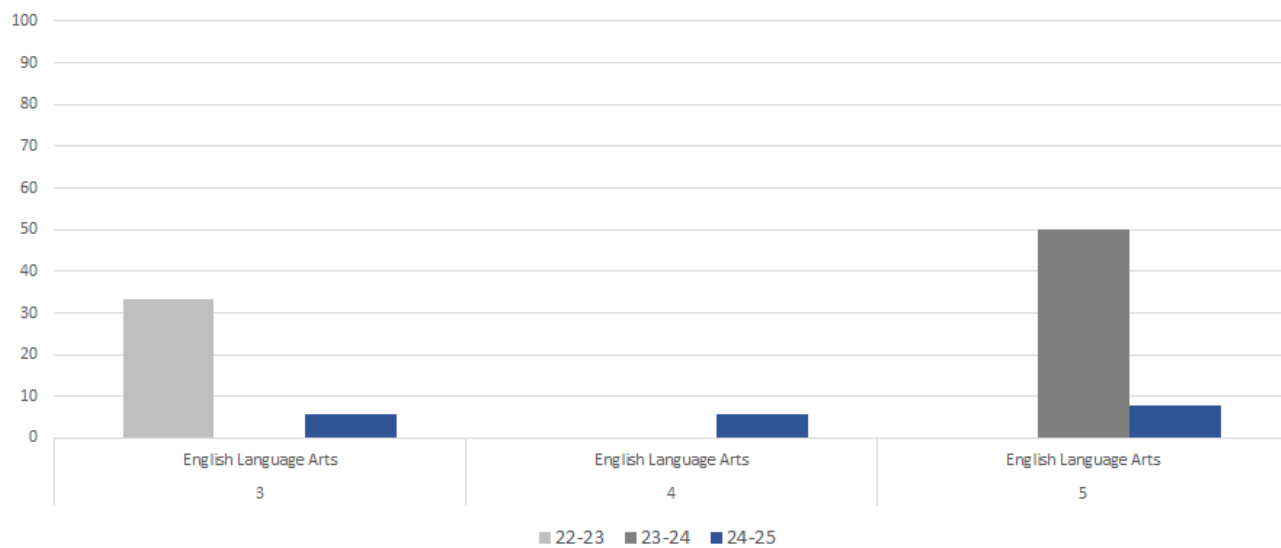
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	5.7%	6.4%
English Language Arts:	2.9%	6.3%

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

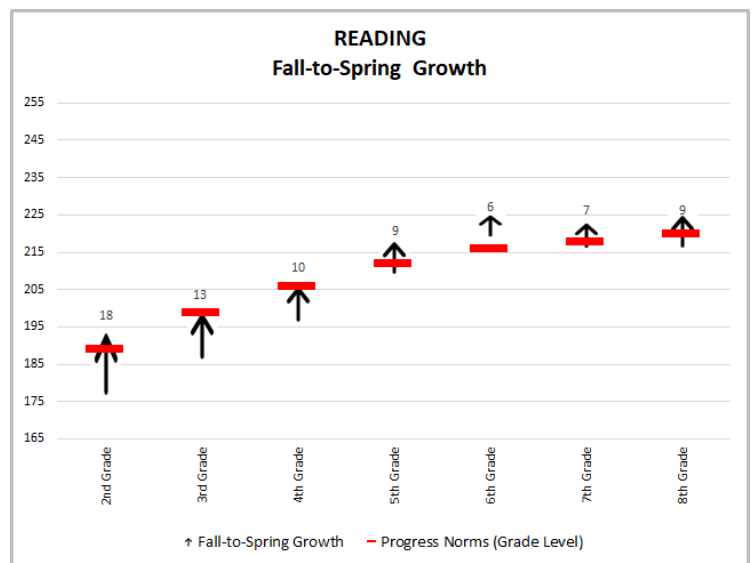
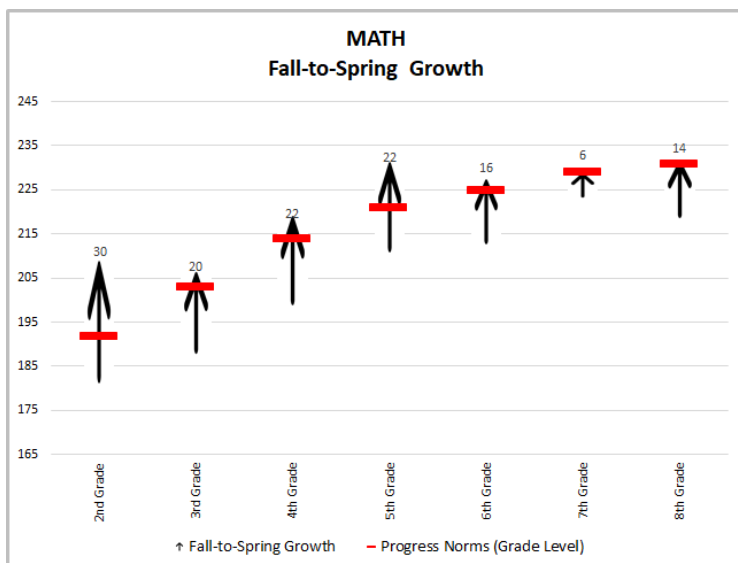
Growth

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)	50
GOAL: 0 or Greater		
Exceeding	Math	64
	Reading	36

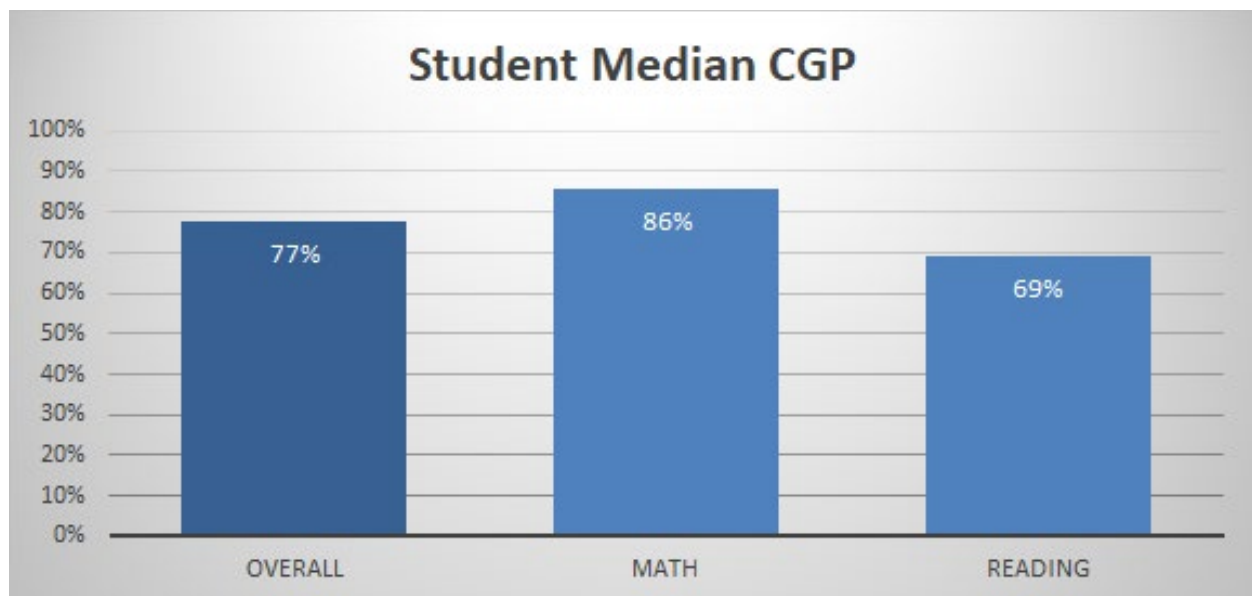


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Median Student Conditional Growth Percentile: 50%, compares like students, with similar scores – not grade specific, *Grades 2-10*.

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1B Student Median CGP 77%		
GOAL: 50% or Greater		
Exceeding	Math	86%
	Reading	69%



New Dawn Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

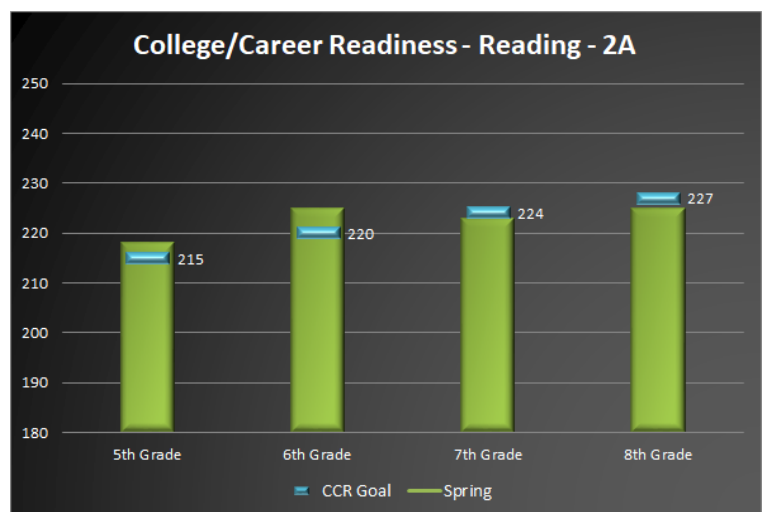
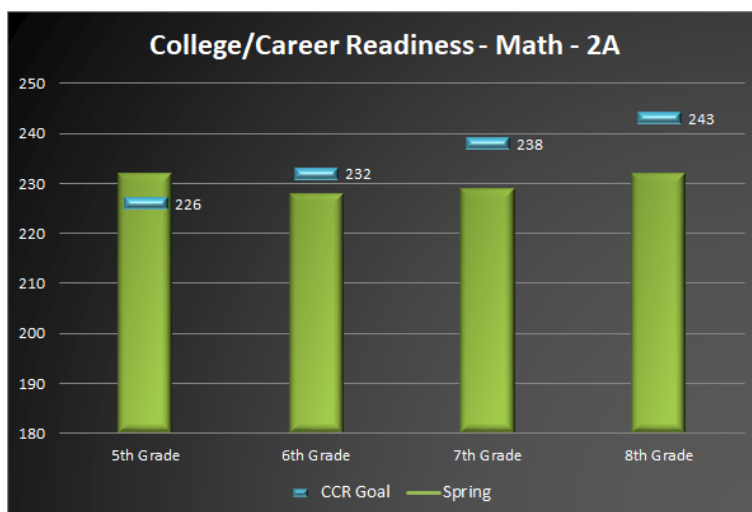
Achievement

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.

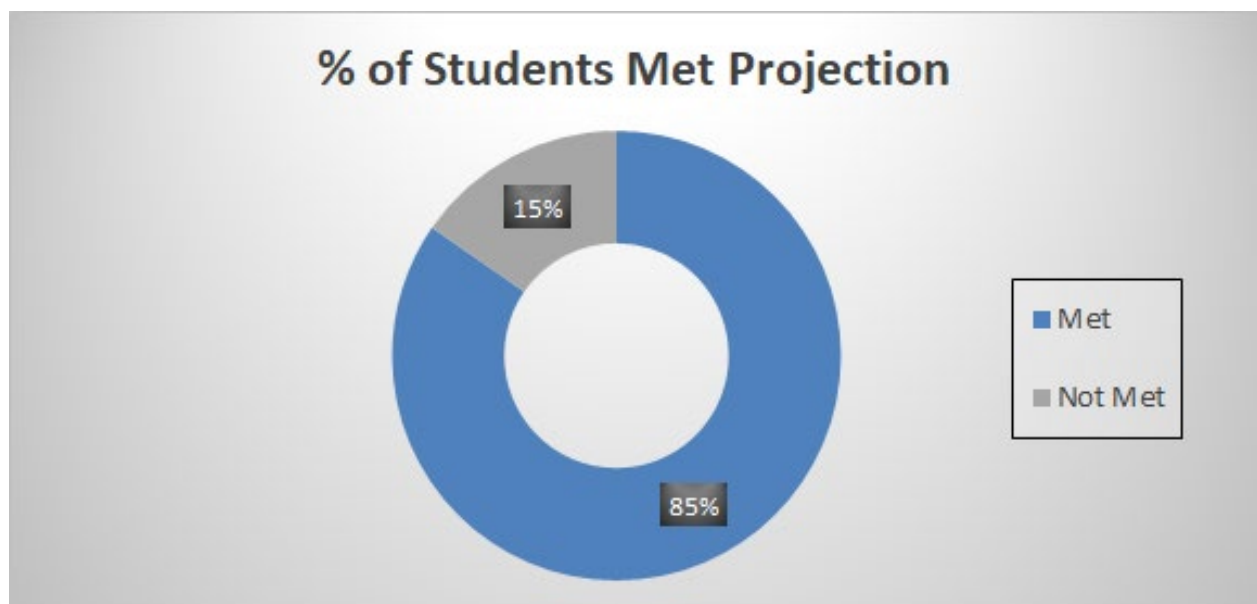
2A Achievement Score vs CCR Target (in points)		
GOAL: 0 or Greater		
Approaching	Math	-4.5
	Reading	1.25



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 85%		
GOAL: 60% or Greater		
Exceeding	Math	89%
	Reading	81%



New Dawn Academy

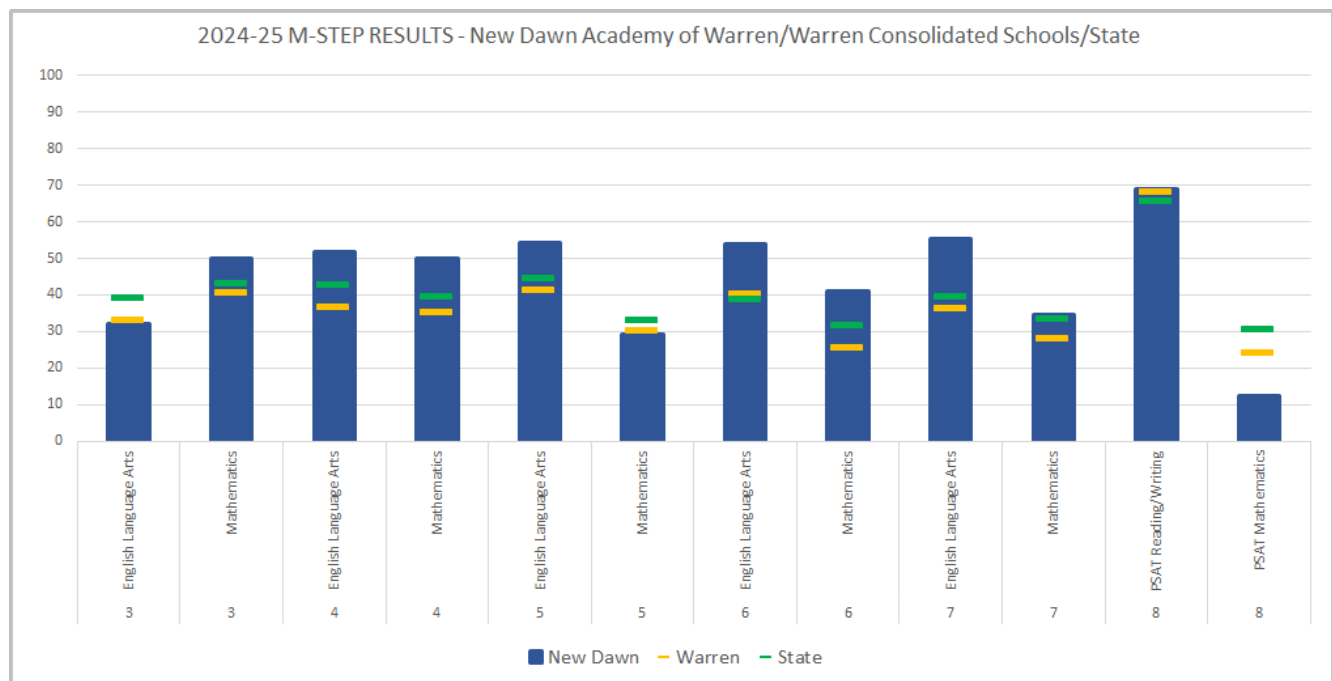
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

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

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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:

23-24

43.8%

24-25

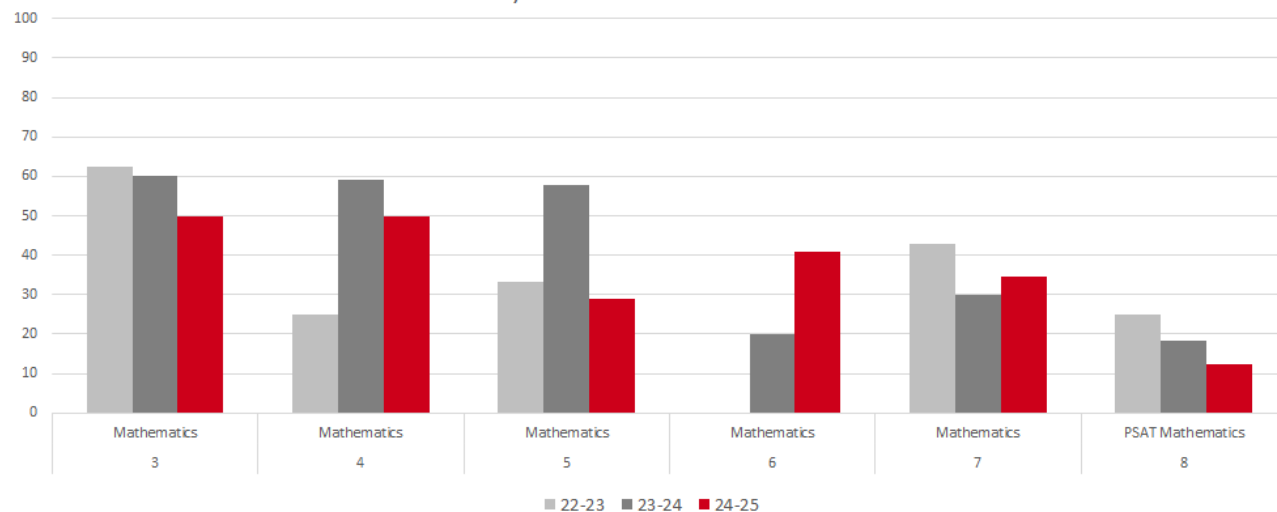
41.1%

English Language Arts:

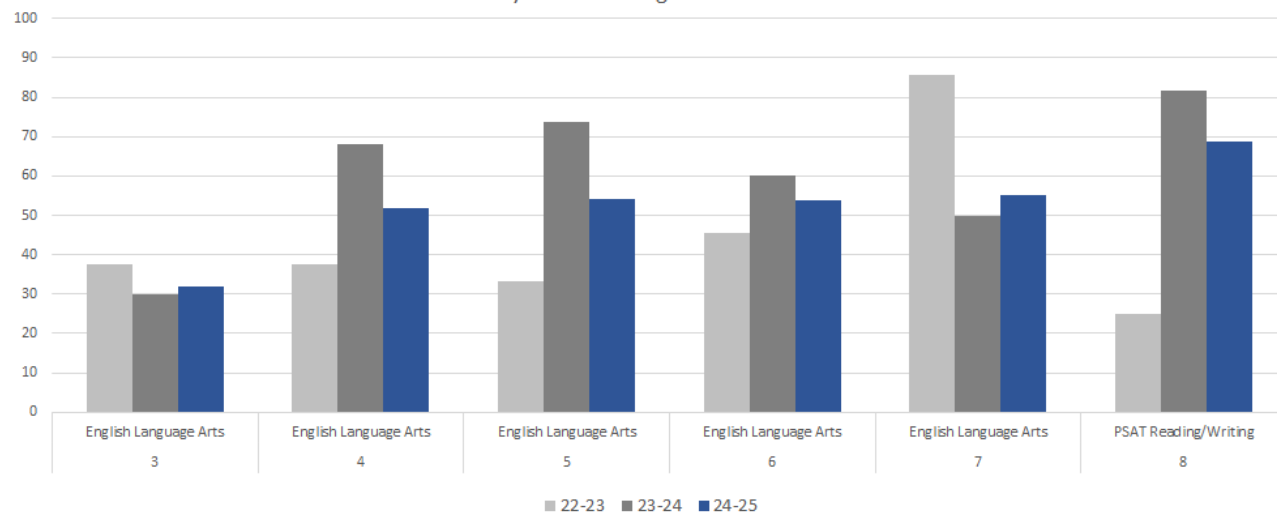
58.3%

50%

New Dawn Academy of Warren Mathematics M-STEP Trend Data



New Dawn Academy of Warren English M-STEP Trend Data



Oakland International Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

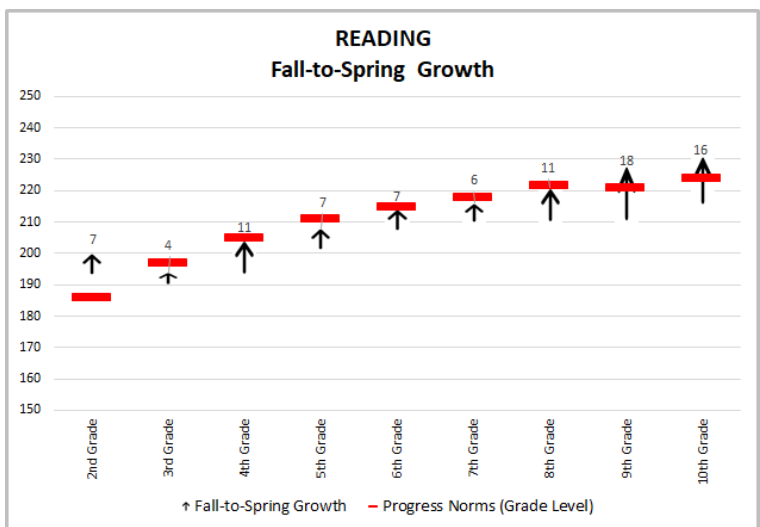
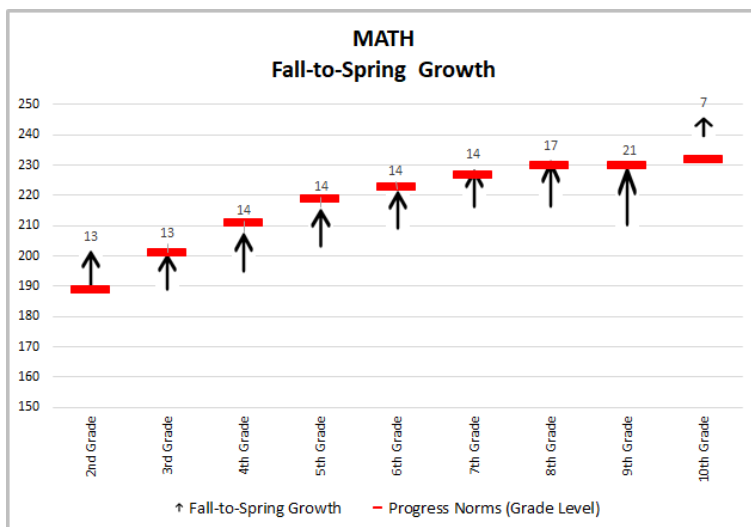
Growth

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)		
GOAL: 0 or Greater		
Exceeding	Math	74
	Reading	40

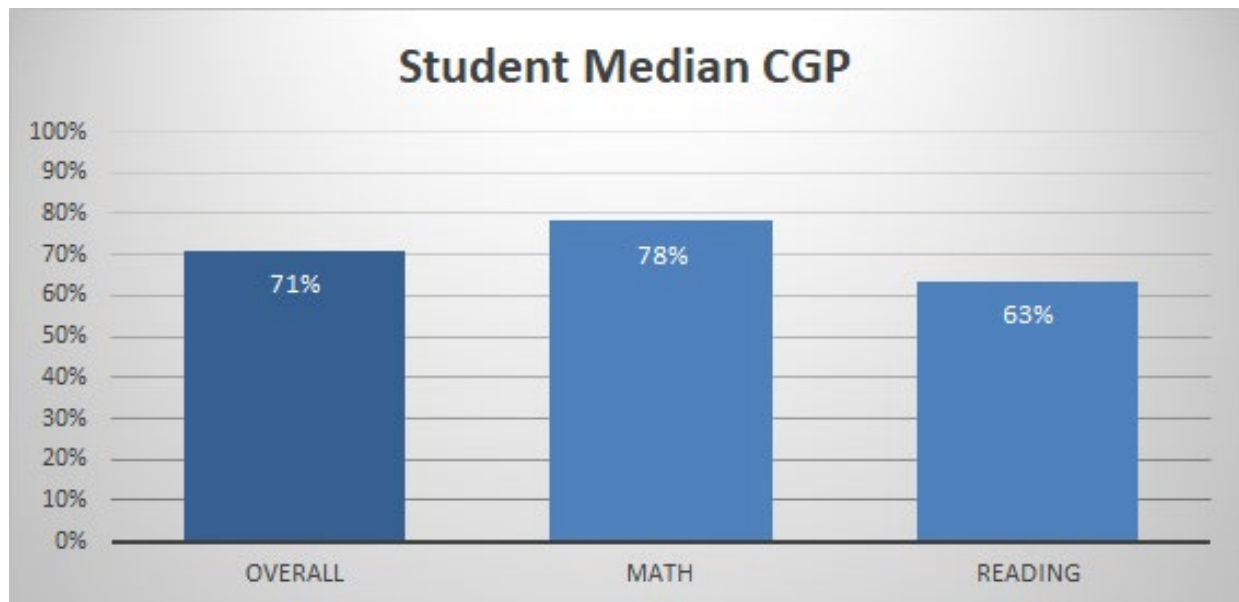


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1B Student Median CGP 71%		
GOAL: 50% or Greater		
Exceeding	Math	78%
	Reading	63%



Oakland International Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

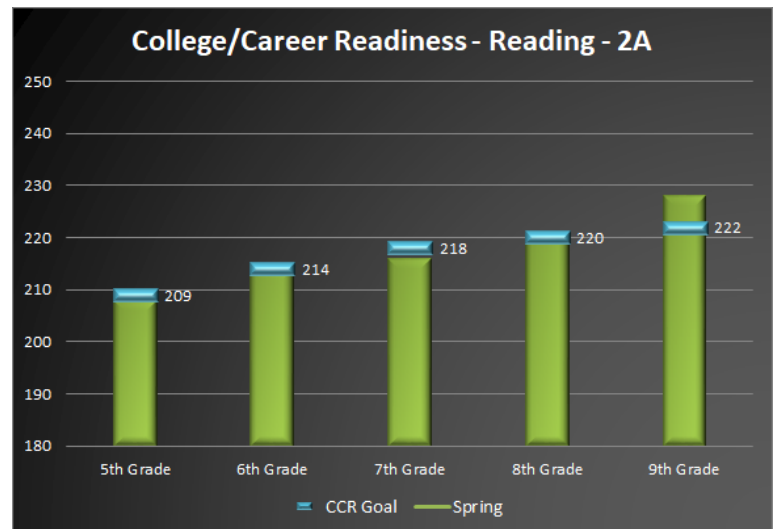
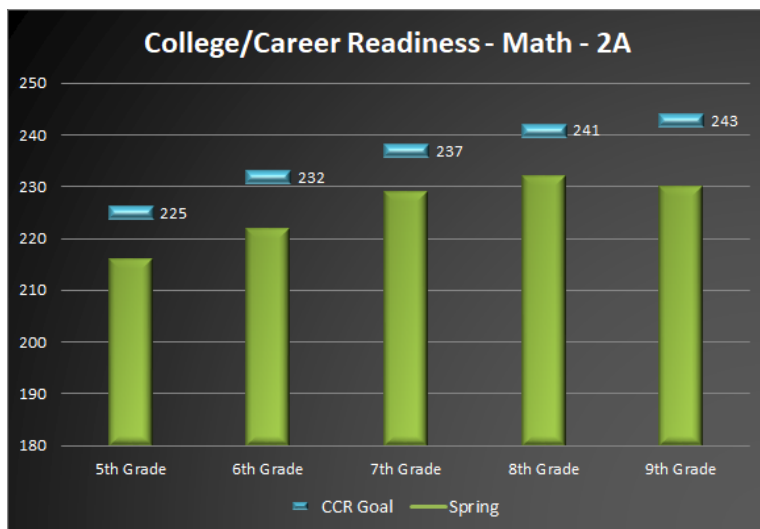
Achievement

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.

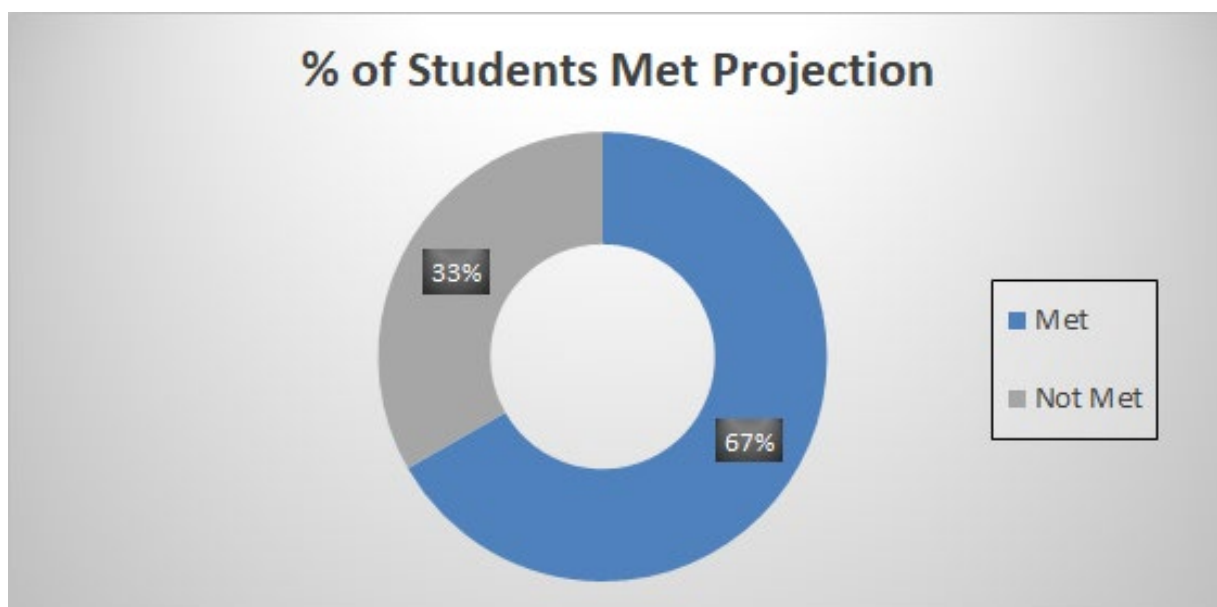
2A Achievement Score vs CCR (in points)		
GOAL: 0 or Greater		
Approaching	Math	-9.8
	Reading	0.8



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 67%		
GOAL: 60% or Greater		
Exceeding	Math	71%
	Reading	62%



Oakland International Academy

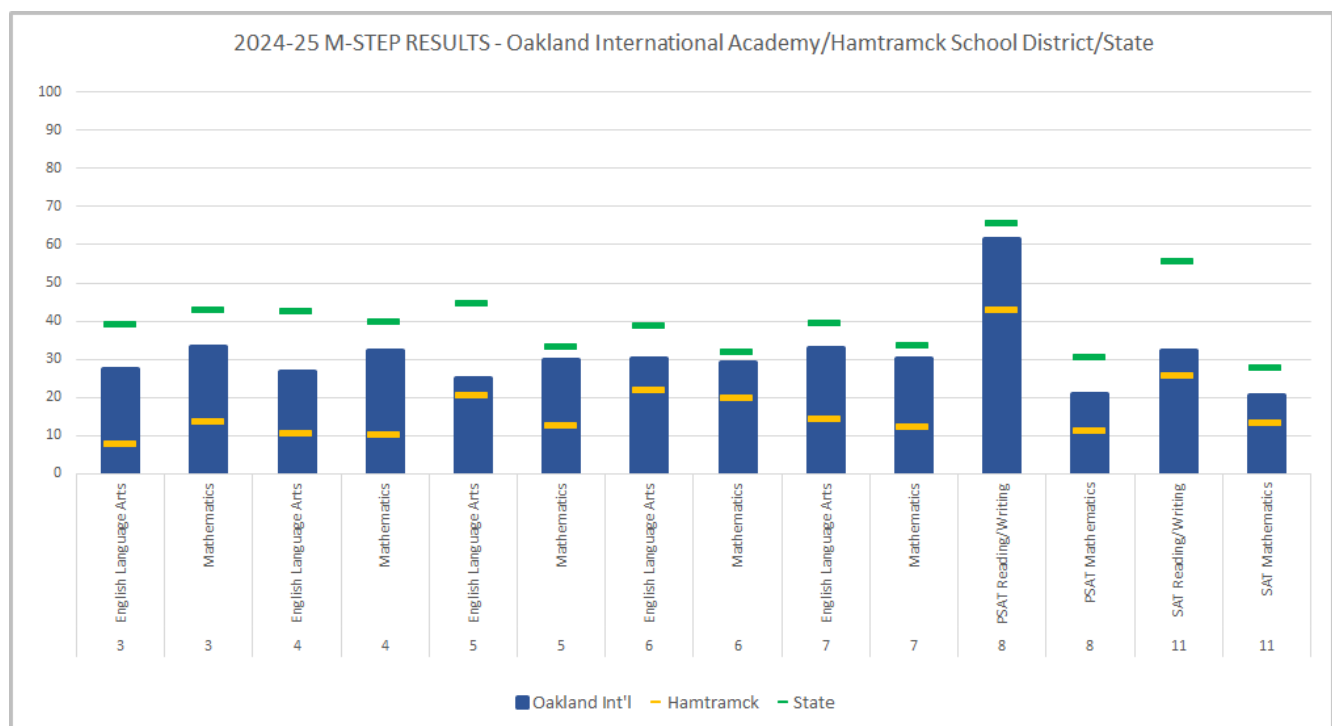
State Assessment

Michigan Student Test of Educational Progress (M-STEP)

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

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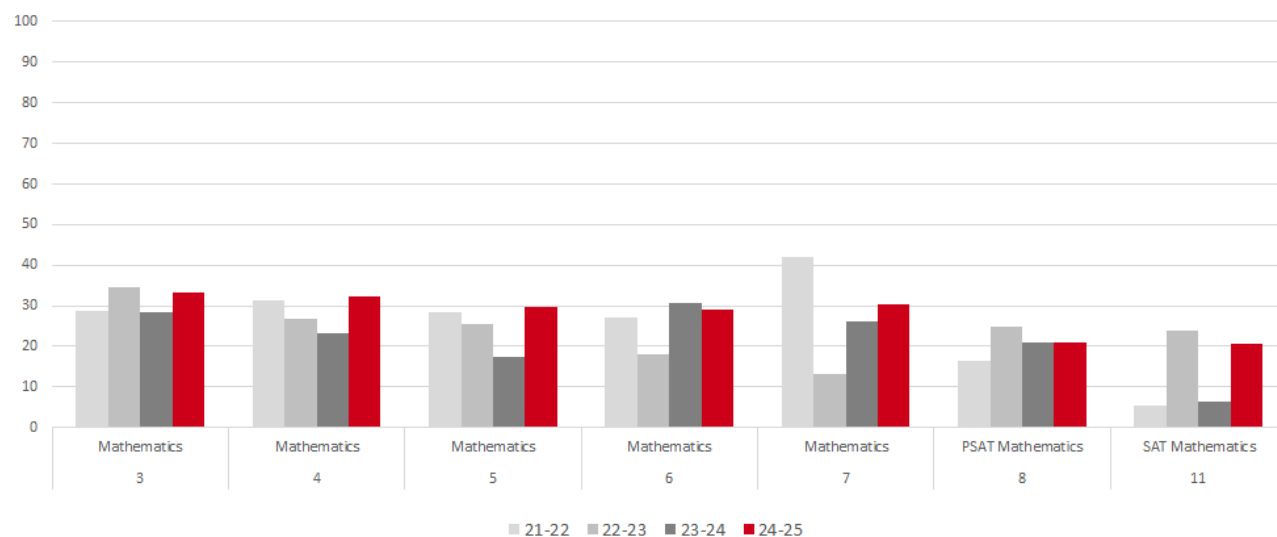
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



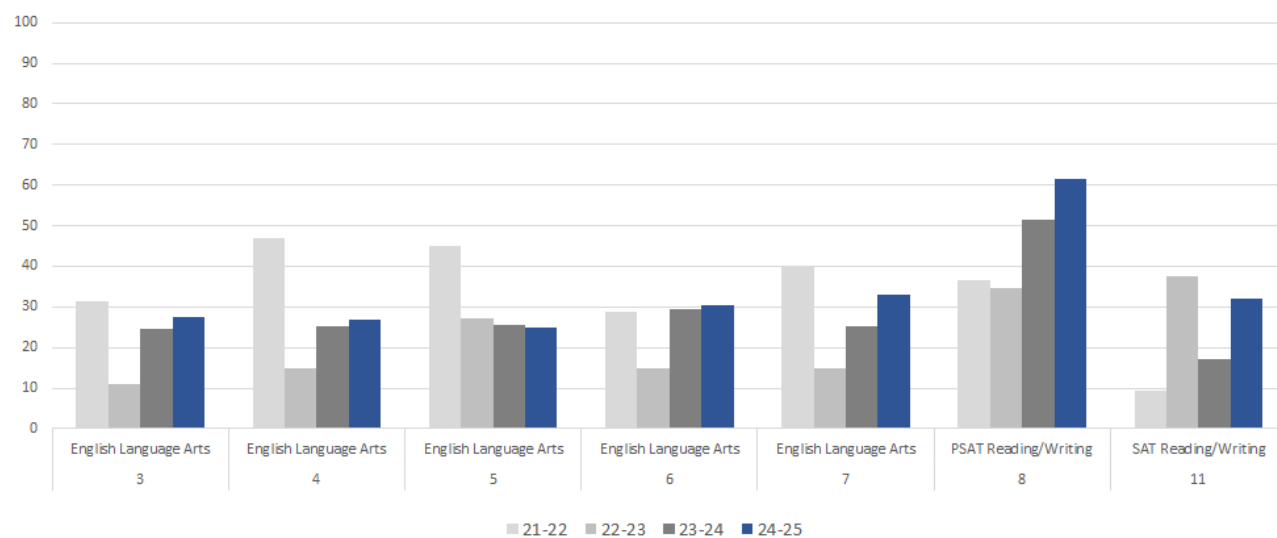
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	25.7%	31.1%
English Language Arts:	26.3%	28.3%

Oakland International Academy Mathematics M-STEP Trend Data



Oakland International Academy English M-STEP Trend Data



Pontiac Academy for Excellence

Norm-Referenced Test

NWEA MAP Growth Assessment

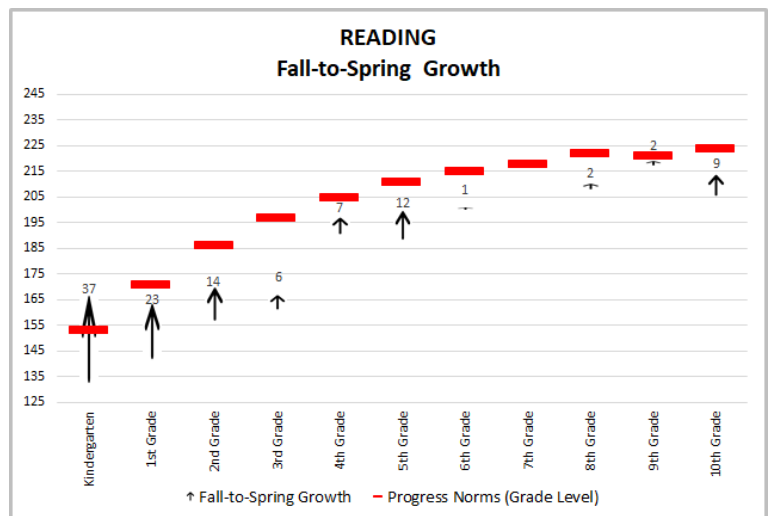
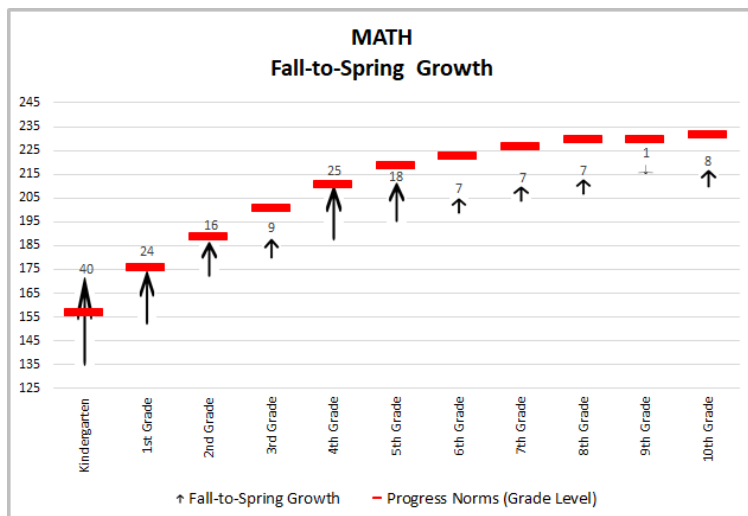
Growth

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

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1A Math & Reading Growth (in points)		
GOAL: 0 or Greater		
Exceeding	Math	38
	Reading	18.4

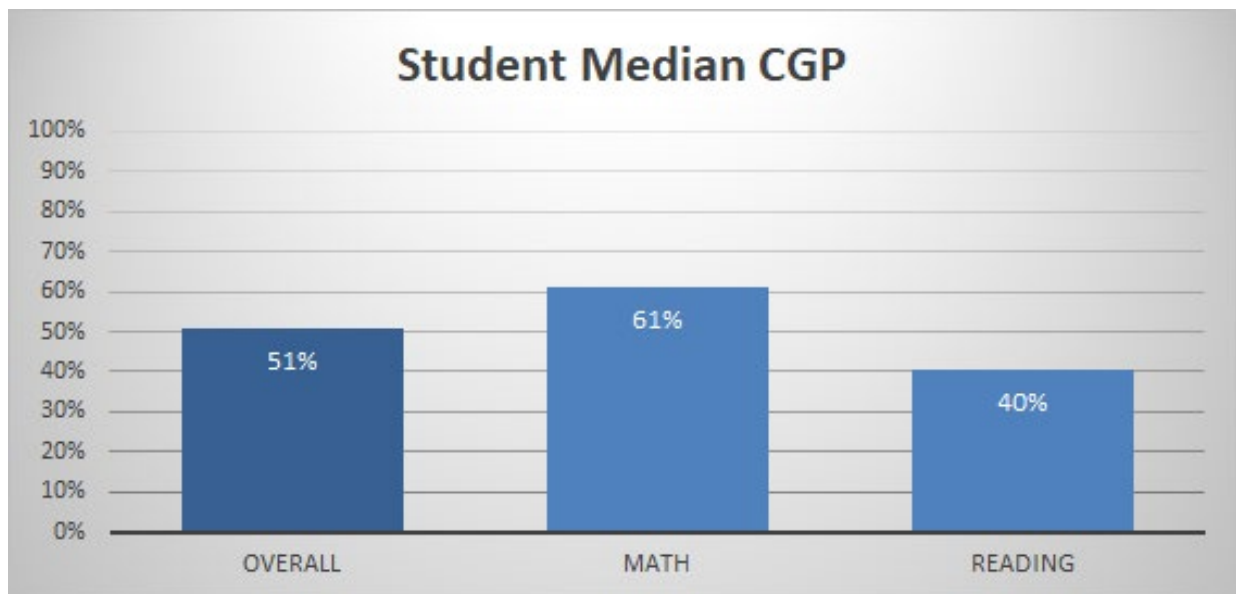


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1B Student Median CGP 51%		
GOAL: 50% or Greater		
Exceeding	Math	61%
	Reading	40%



Pontiac Academy for Excellence

Norm-Referenced Test

NWEA MAP Growth Assessment

Achievement

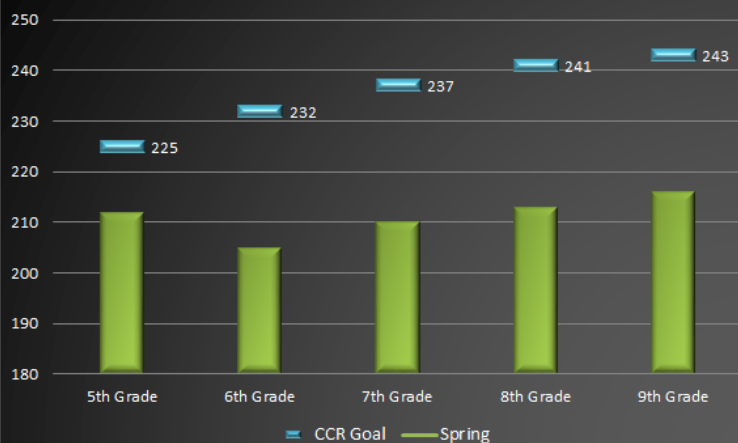
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Median scaled score is equal to the College/Career Readiness target, *Grades 5-10*.

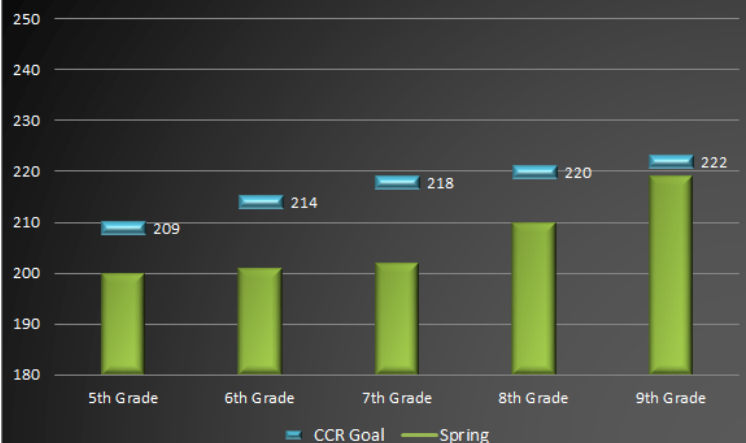
Student's spring median scores will be compared to the college/career readiness targets established by the NWEA Research: Comparative Data to Inform Instructional Decisions. These scores are currently based on the benchmarks established in 2020.

2A Achievement Score vs CCR (in points)		
GOAL: 0 or Greater		
Approaching	Math	-24.4
	Reading	-10.2

College/Career Readiness - Math - 2A



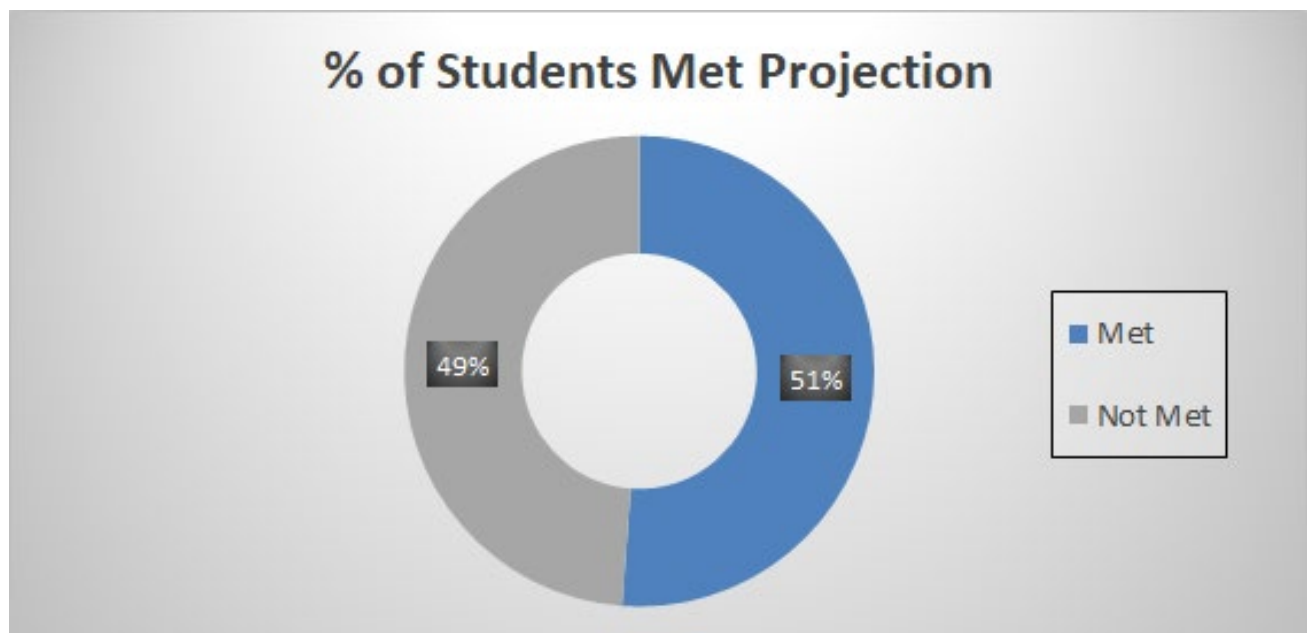
College/Career Readiness - Reading - 2A



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

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2B % of Students Met Projection 51%		
GOAL: 60% or Greater		
Approaching	Math	60%
	Reading	43%



Pontiac Academy for Excellence

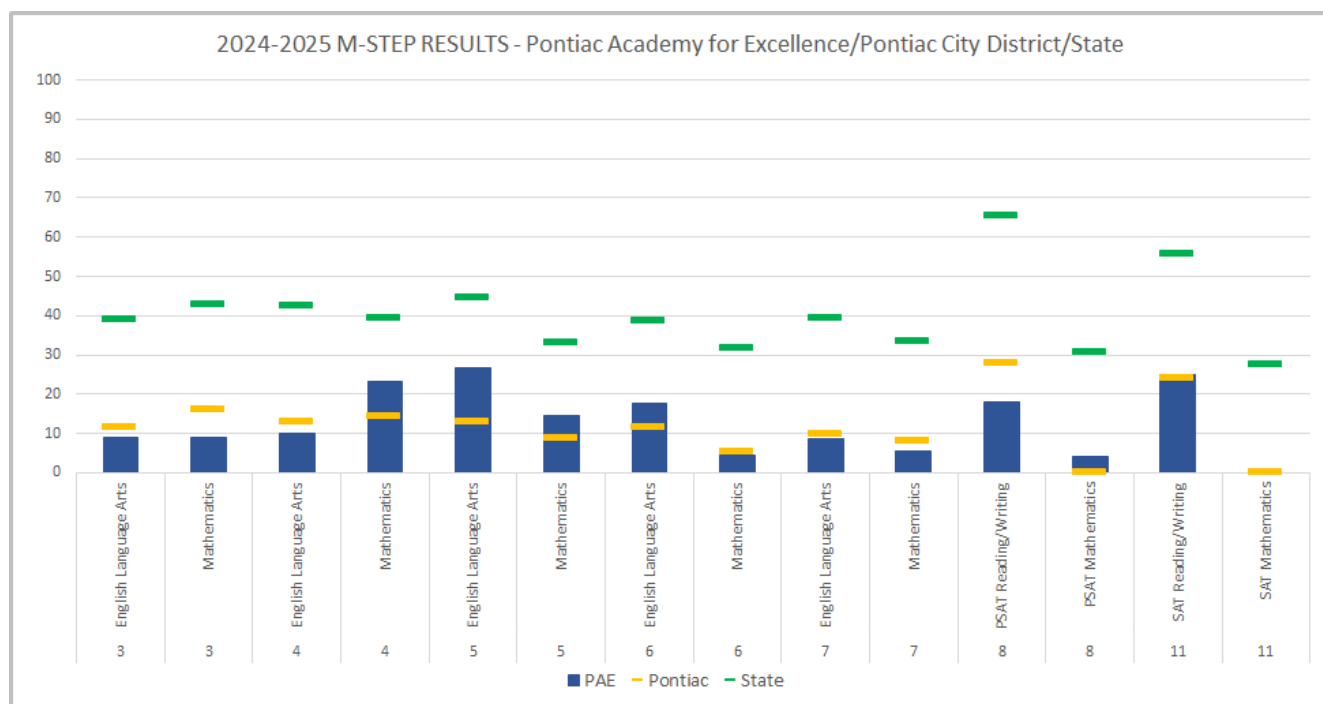
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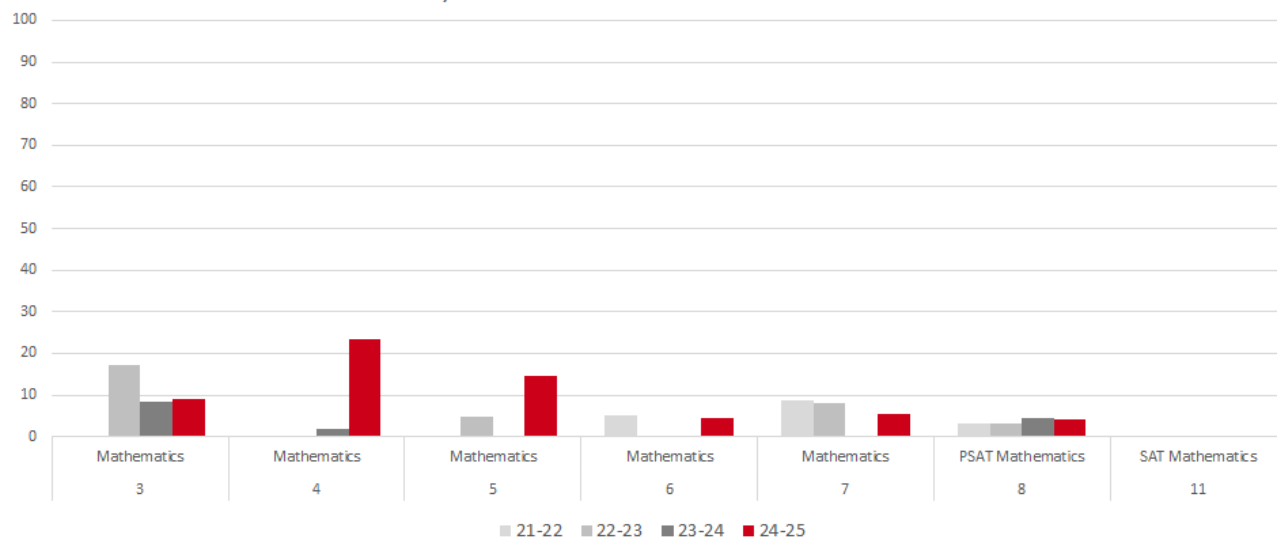
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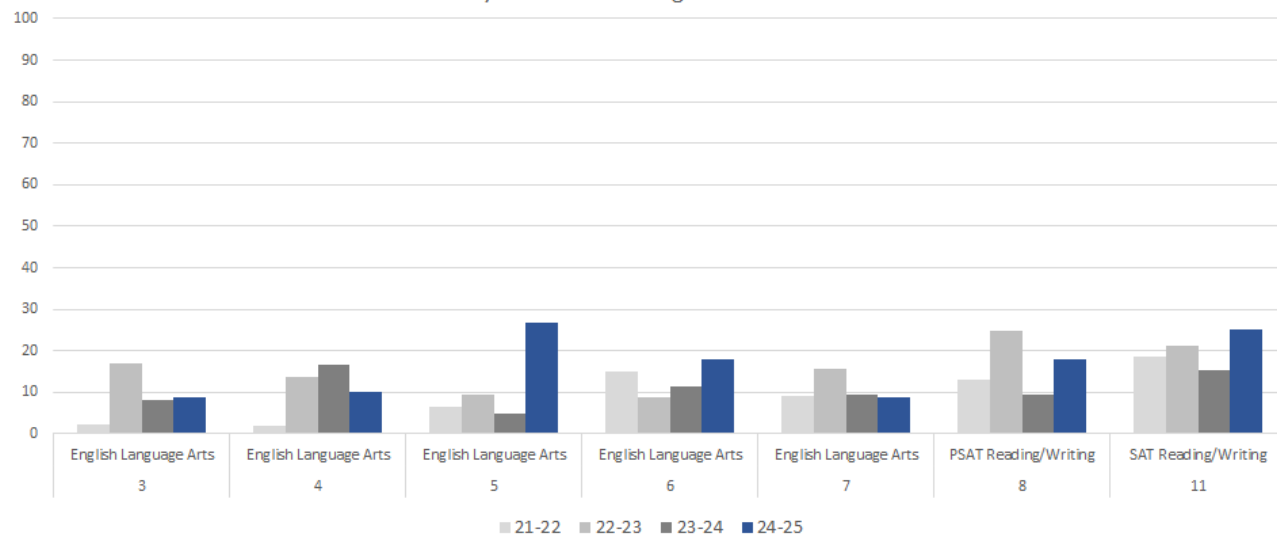
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	1.7%	10.2%
English Language Arts:	10.3%	14.2%

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

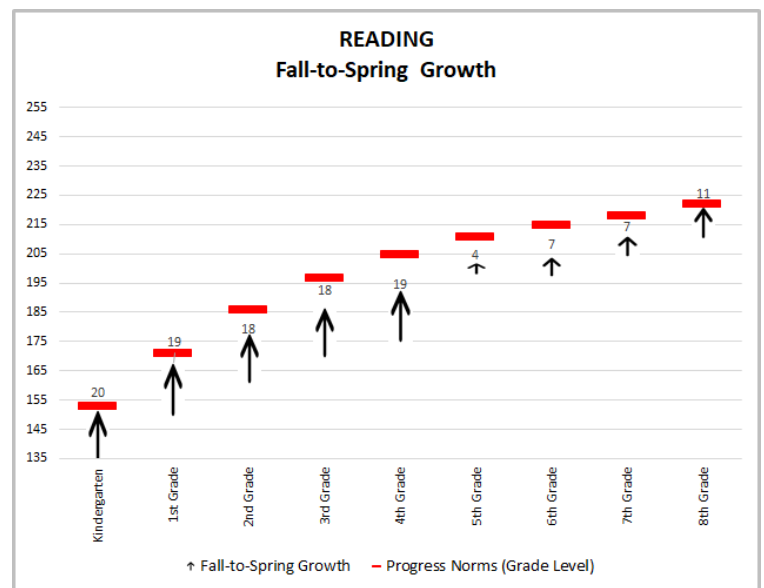
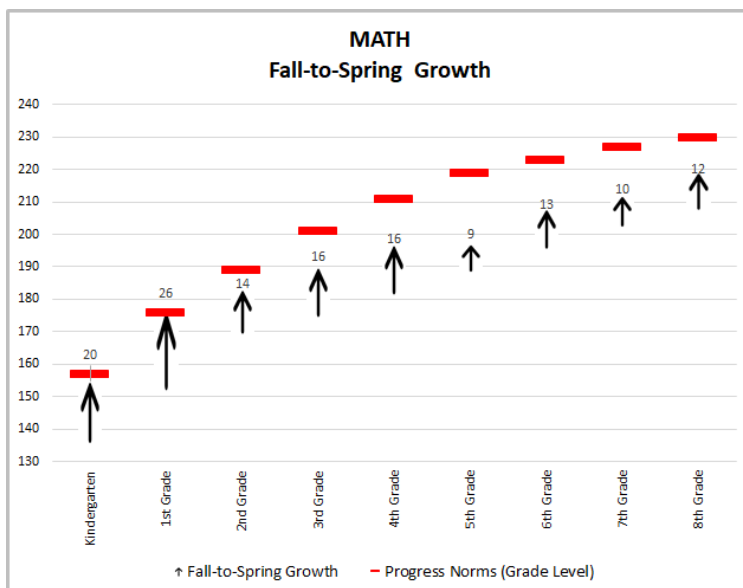
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1A Math & Reading Growth (in points)		
GOAL: 0 or Greater		
Exceeding	Math	41
	Reading	28

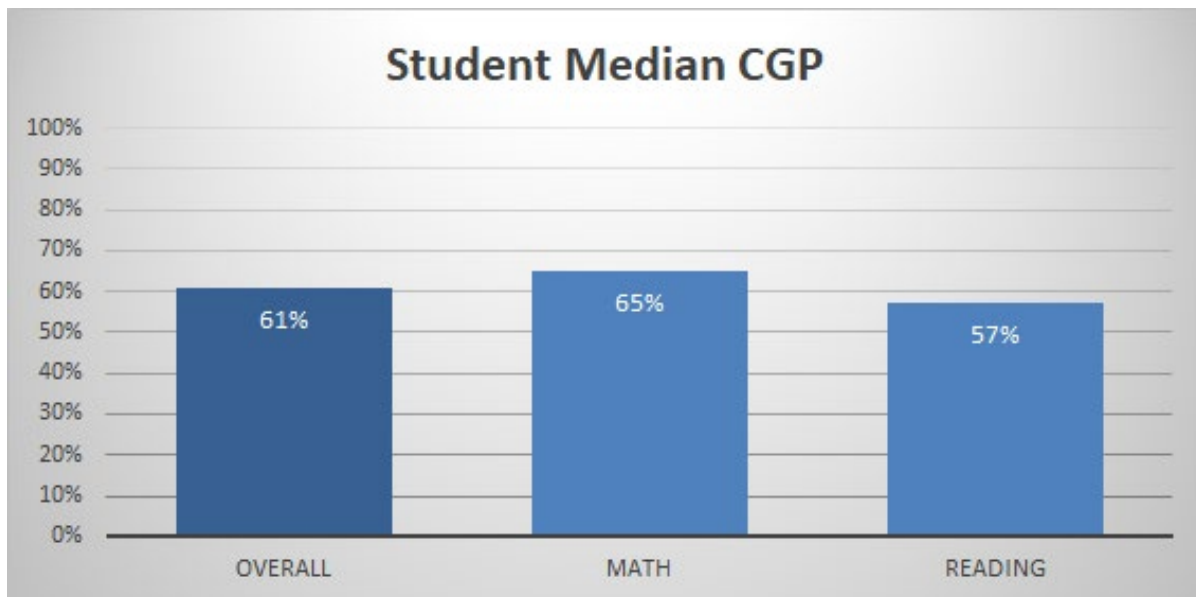


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1B Student Median CGP 61%		
GOAL: 50% or Greater		
Exceeding	Math	65%
	Reading	57%



Saginaw Preparatory Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

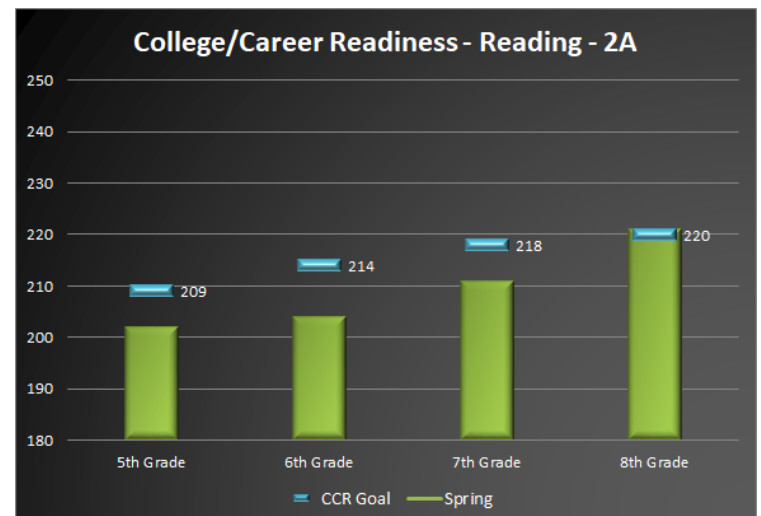
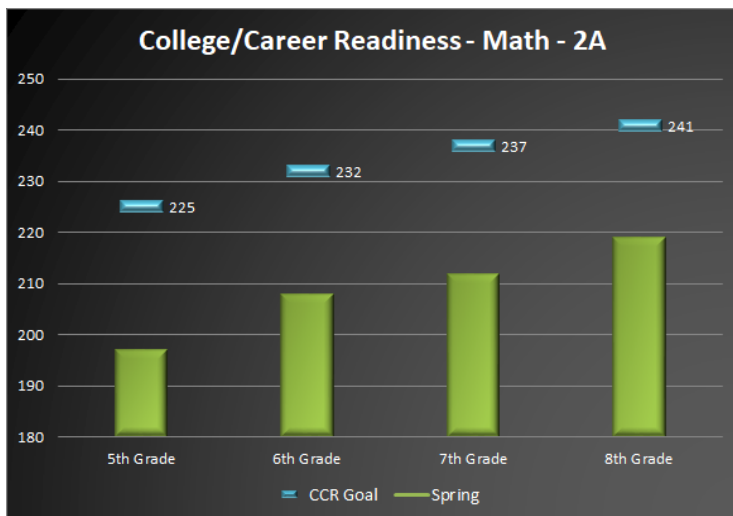
Achievement

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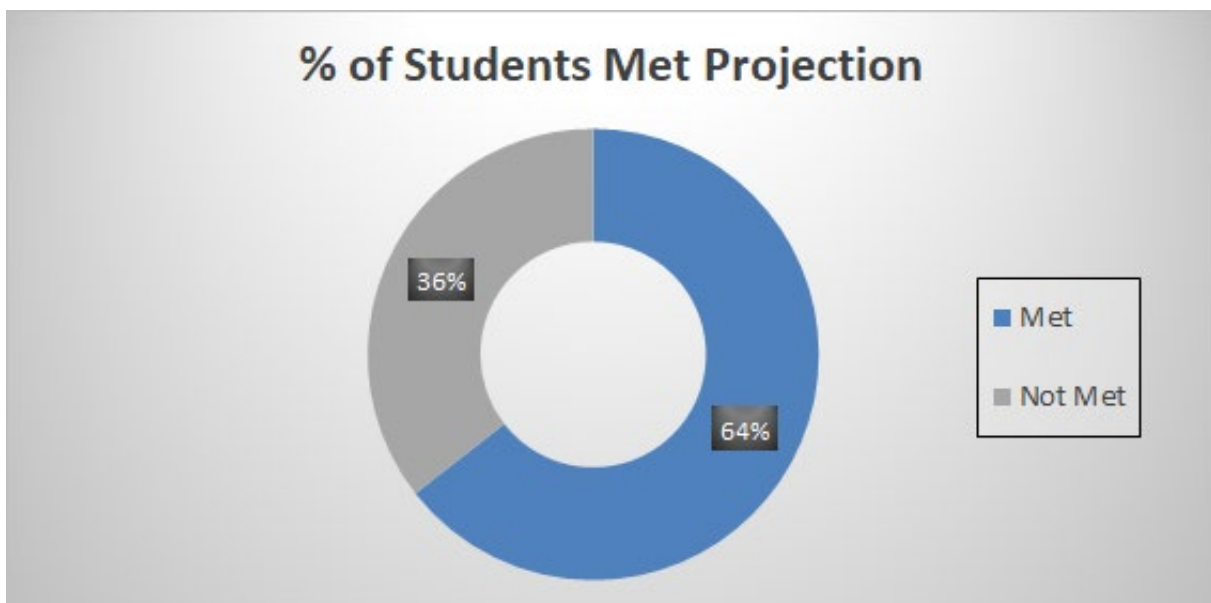
2A Achievement Score vs CCR (in points)		
GOAL: 0 or Greater		
Approaching	Math	-24.75
	Reading	-5.75



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 64%		
GOAL: 60% or Greater		
Exceeding	Math	68%
	Reading	61%



Saginaw Preparatory Academy

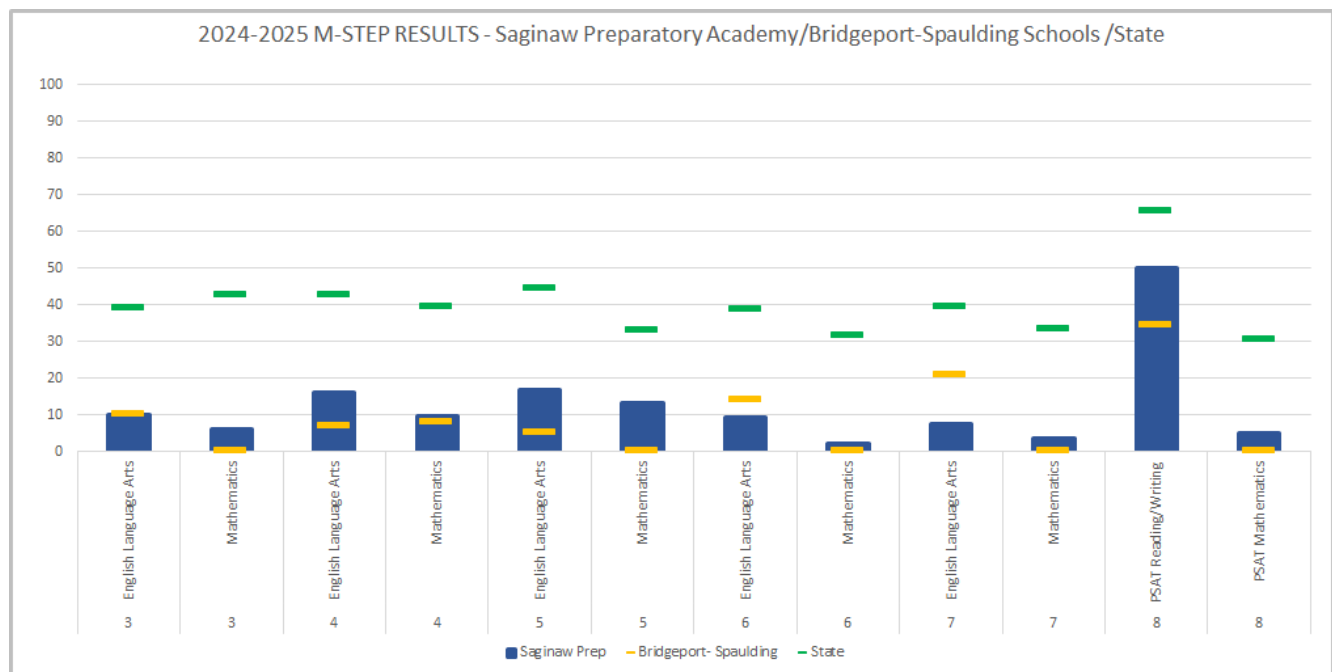
State Assessment

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:

23-24

3.9%

24-25

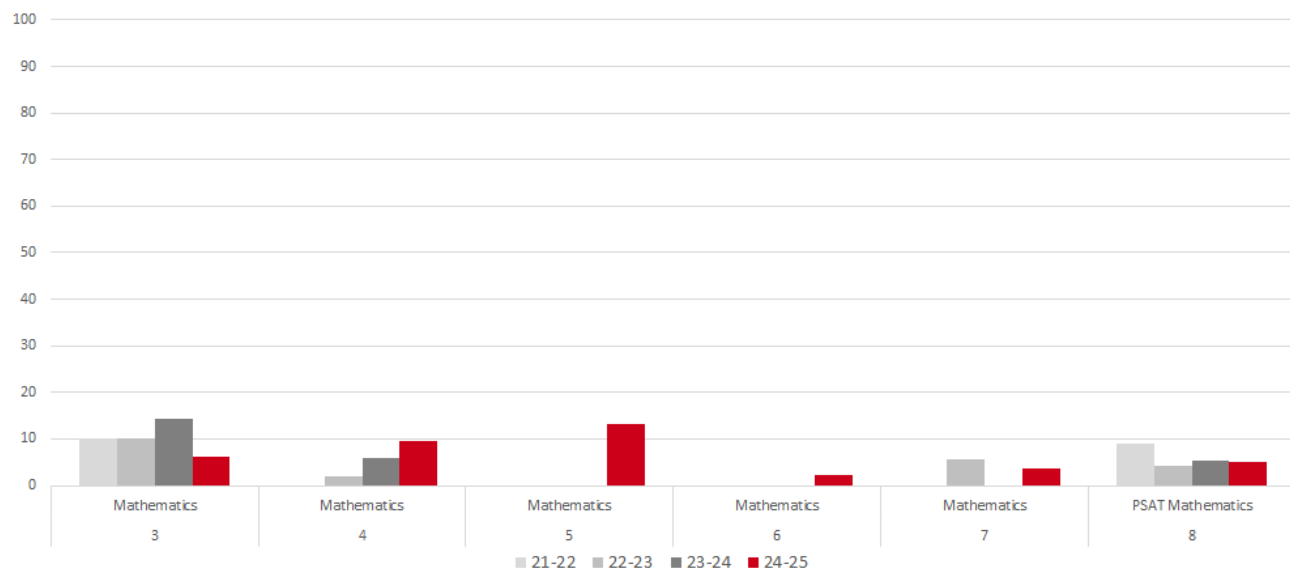
6.7%

English Language Arts:

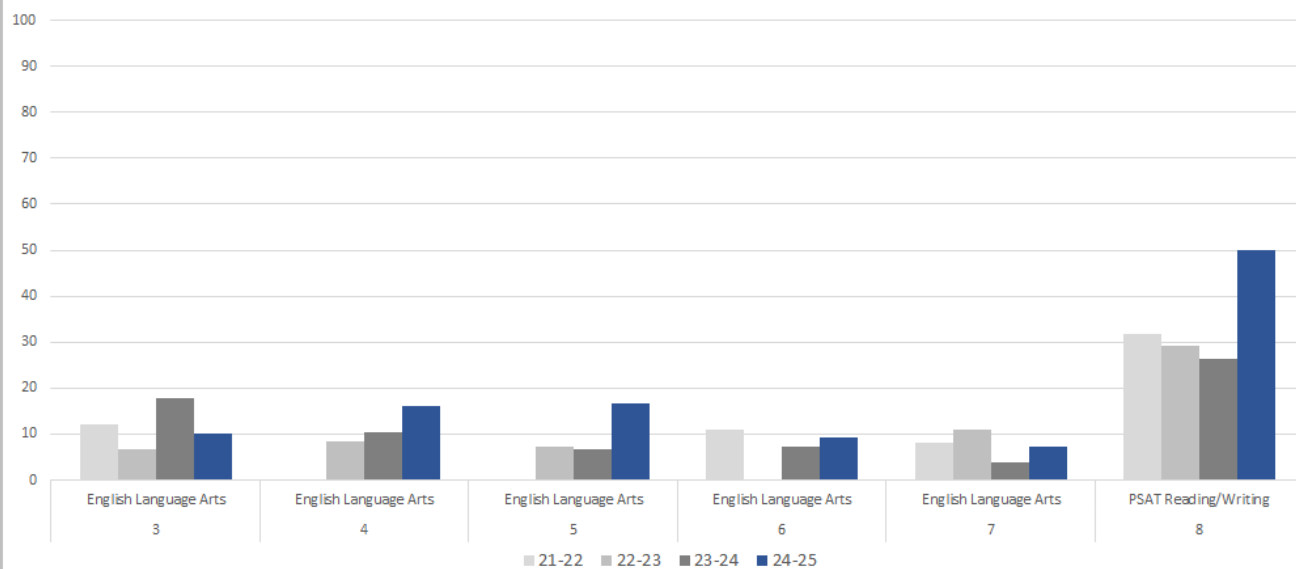
9.0%

11.6%

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

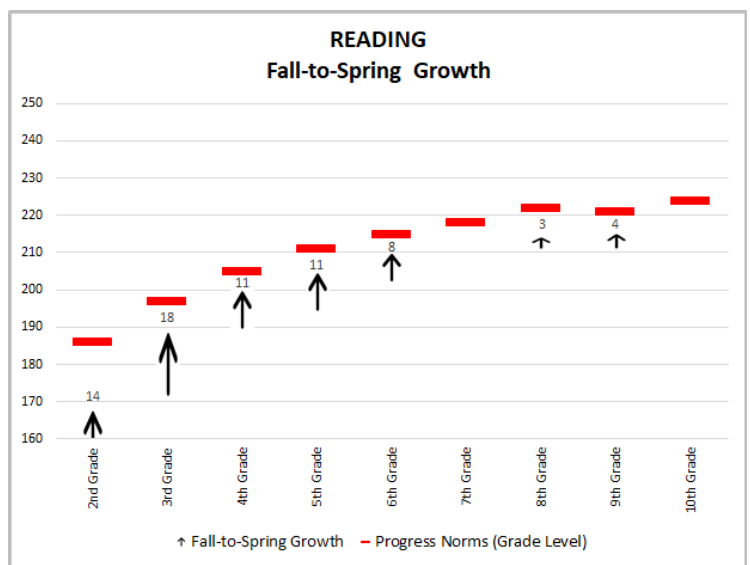
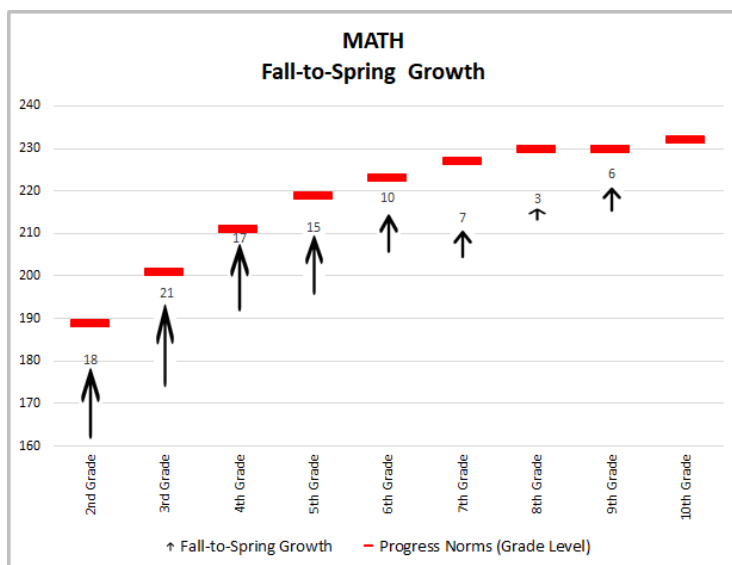
Growth

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)		
GOAL: 0 or Greater		
Exceeding	Math	40
	Reading	10

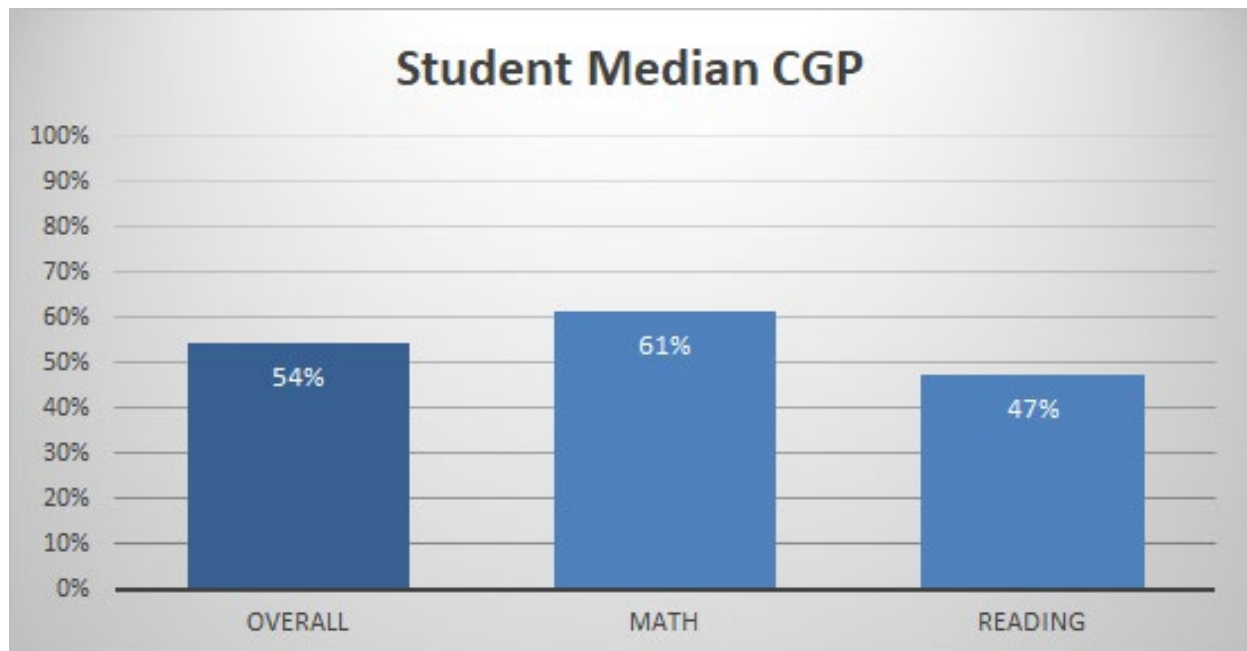


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher. ***

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 54%		
GOAL: 50% or Greater		
Exceeding	Math	61%
	Reading	47%



The New Standard Academy

Norm-Referenced Test

NWEA MAP Growth Assessment

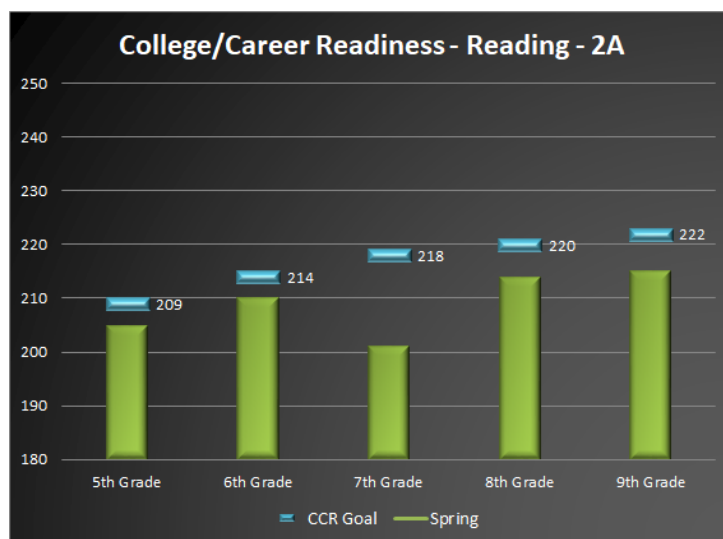
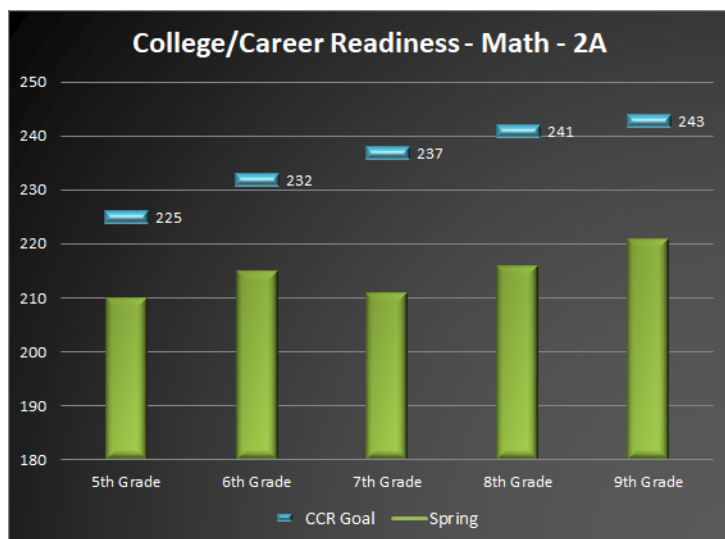
Achievement

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.

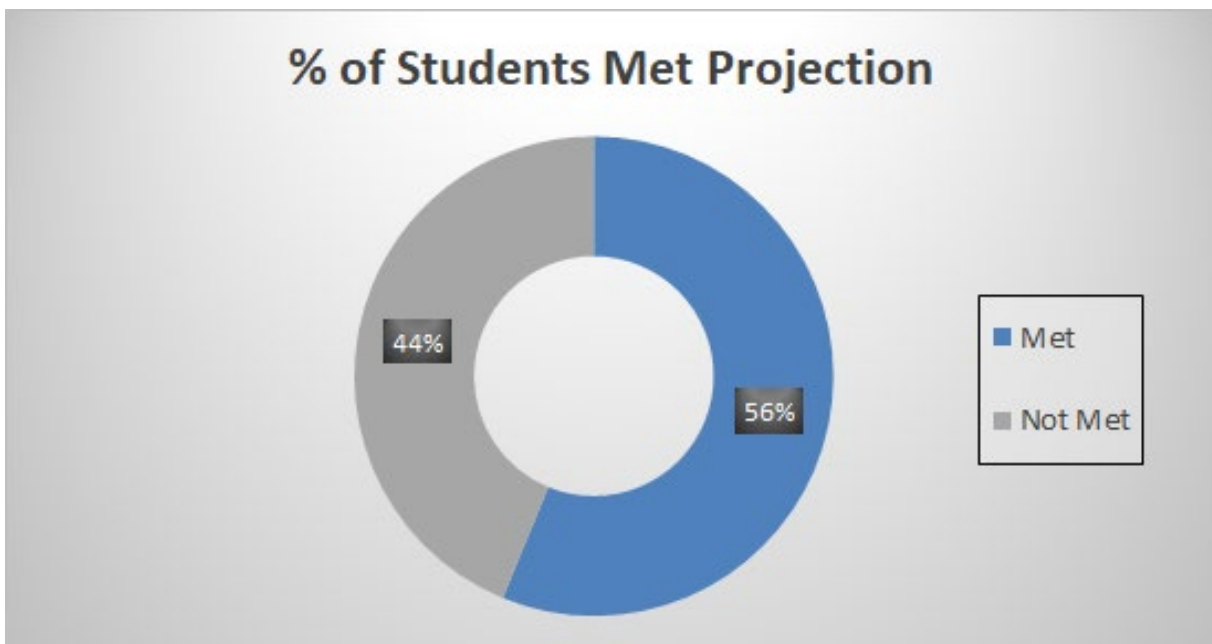
Achievement Score vs CCR		
2A	Target (in points)	-14.3
GOAL: 0 or Greater		
Approaching	Math	-21
	Reading	-7.6



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 56%		
GOAL: 60% or Greater		
Approaching	Math	61%
	Reading	52%



The New Standard Academy

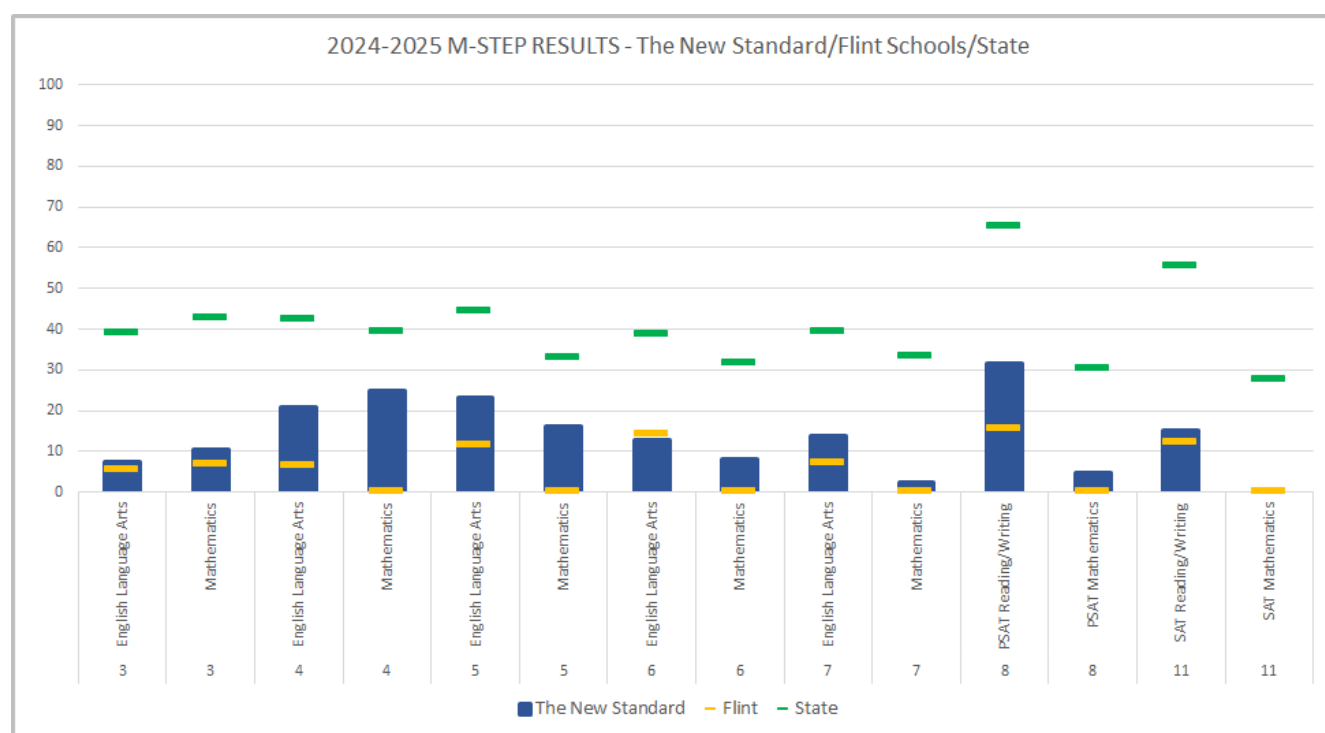
State Assessment

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.

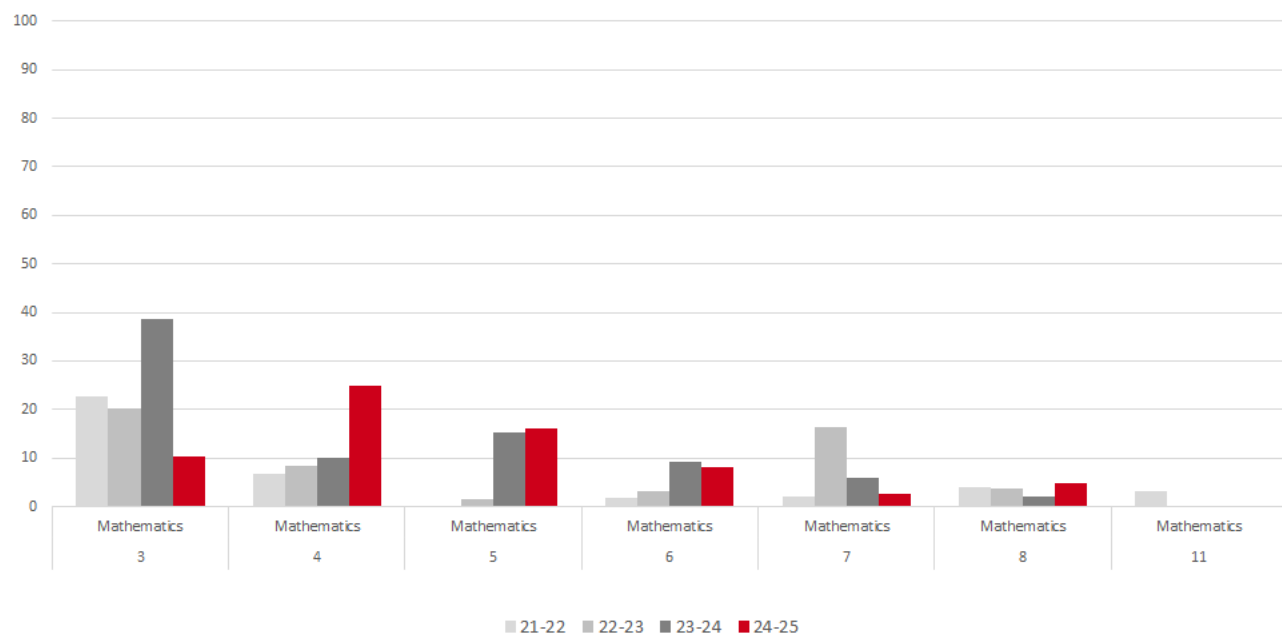
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



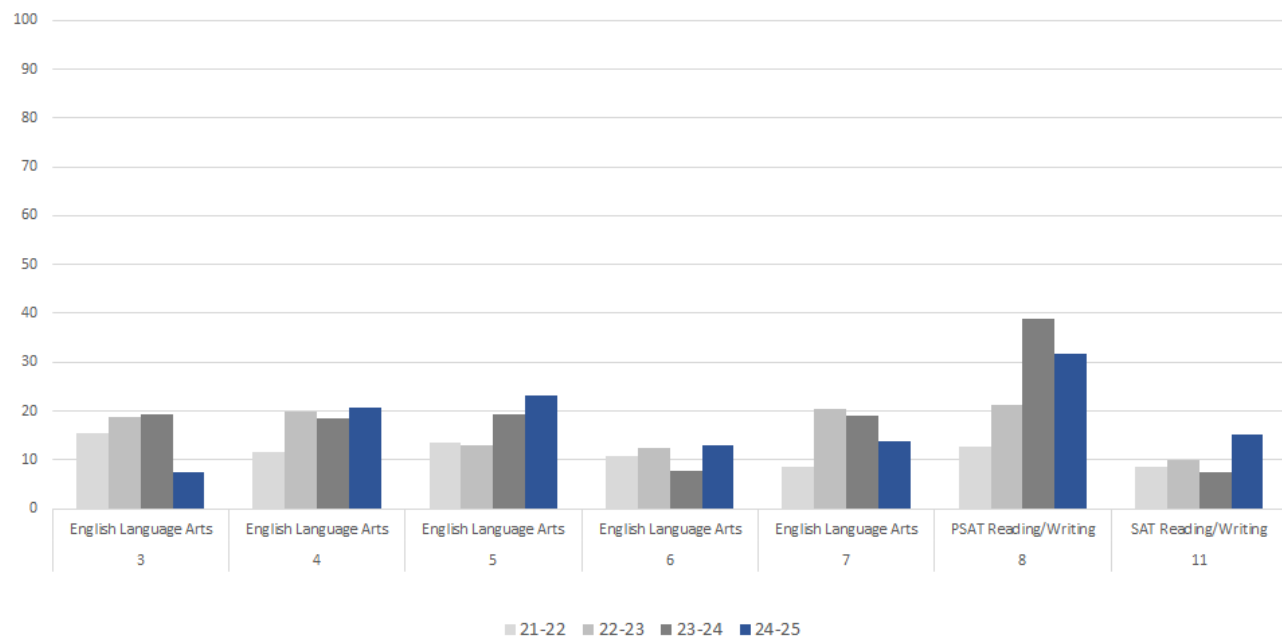
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	15.5%	12.4%
English Language Arts:	16.7%	15.7%

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

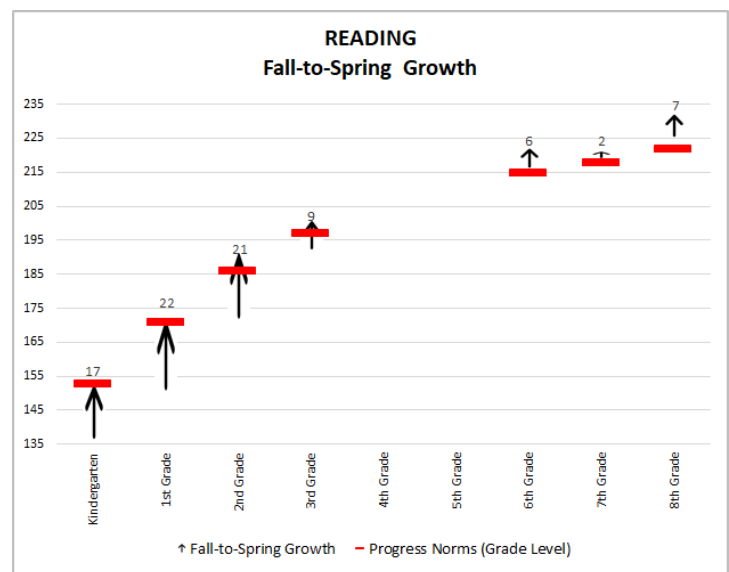
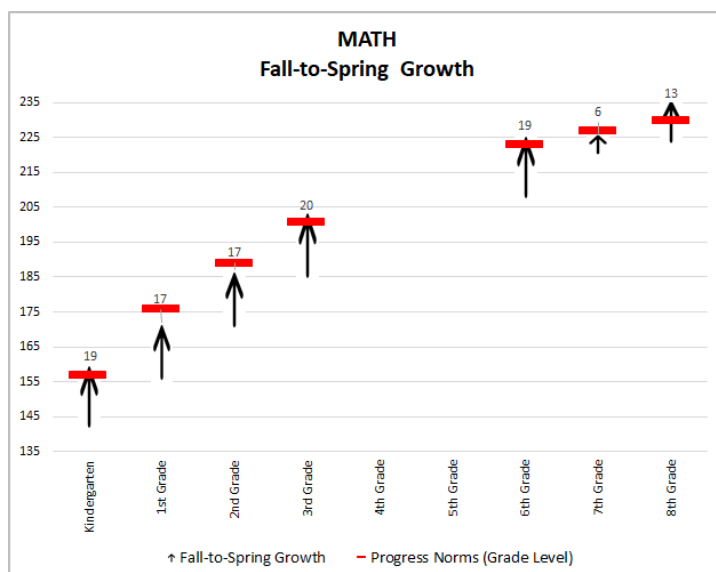
Growth

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)		
27.5		
GOAL: 0 or Greater		
Exceeding	Math	30
	Reading	25

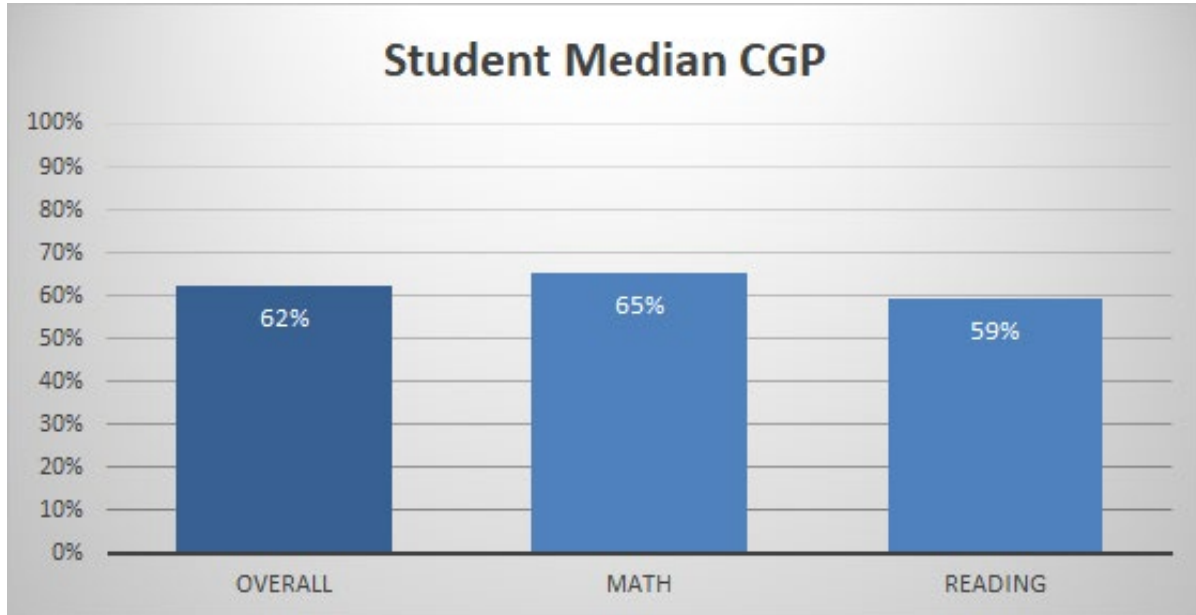


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher.***

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		65%	
	Reading		59%	



Waterford Montessori Academy - Elizabeth Lake

Norm-Referenced Test

NWEA MAP Growth Assessment

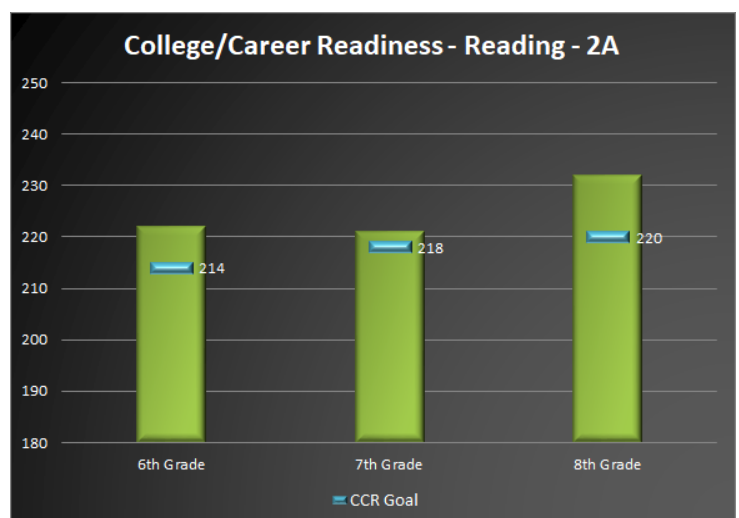
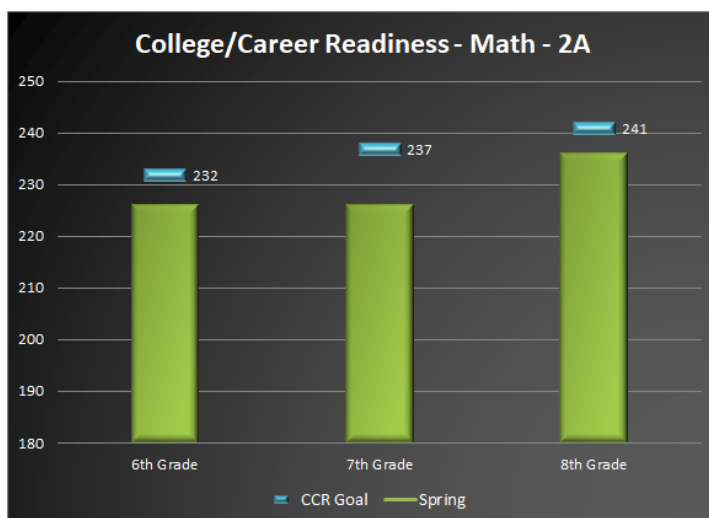
Achievement

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.

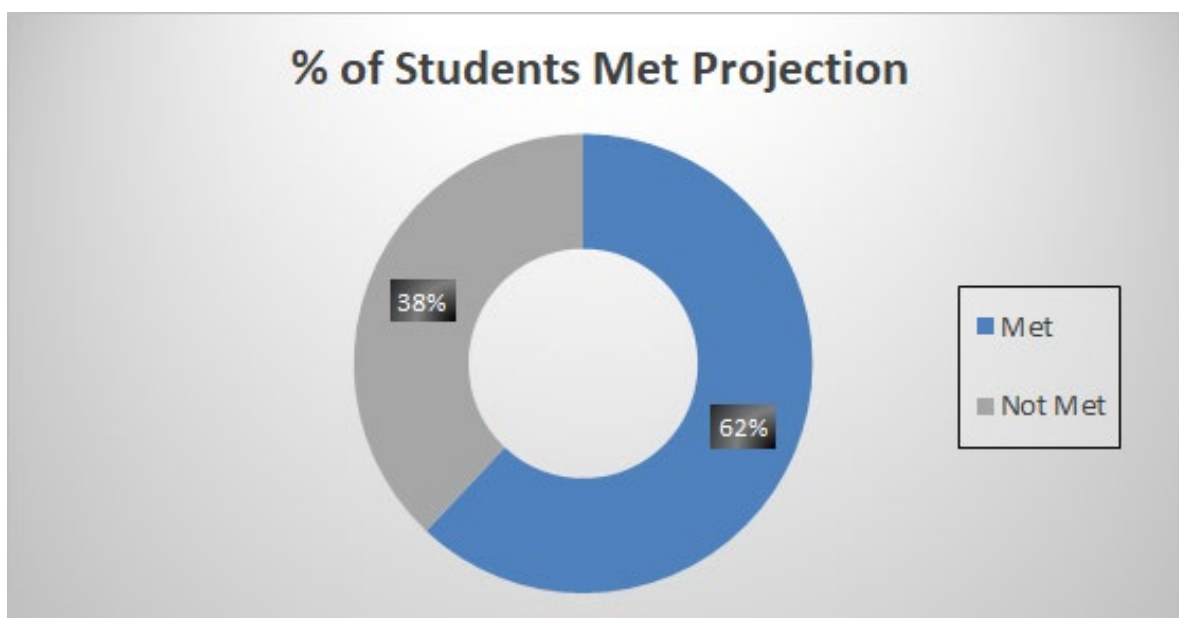
2A Achievement Score vs CCR Target (in points)		
GOAL: 0 or Greater		
Exceeding	Math	-5.5
	Reading	5.75



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 62%		
GOAL: 60% or Greater		
Exceeding	Math	64%
	Reading	61%



Waterford Montessori Academy - Elizabeth Lake

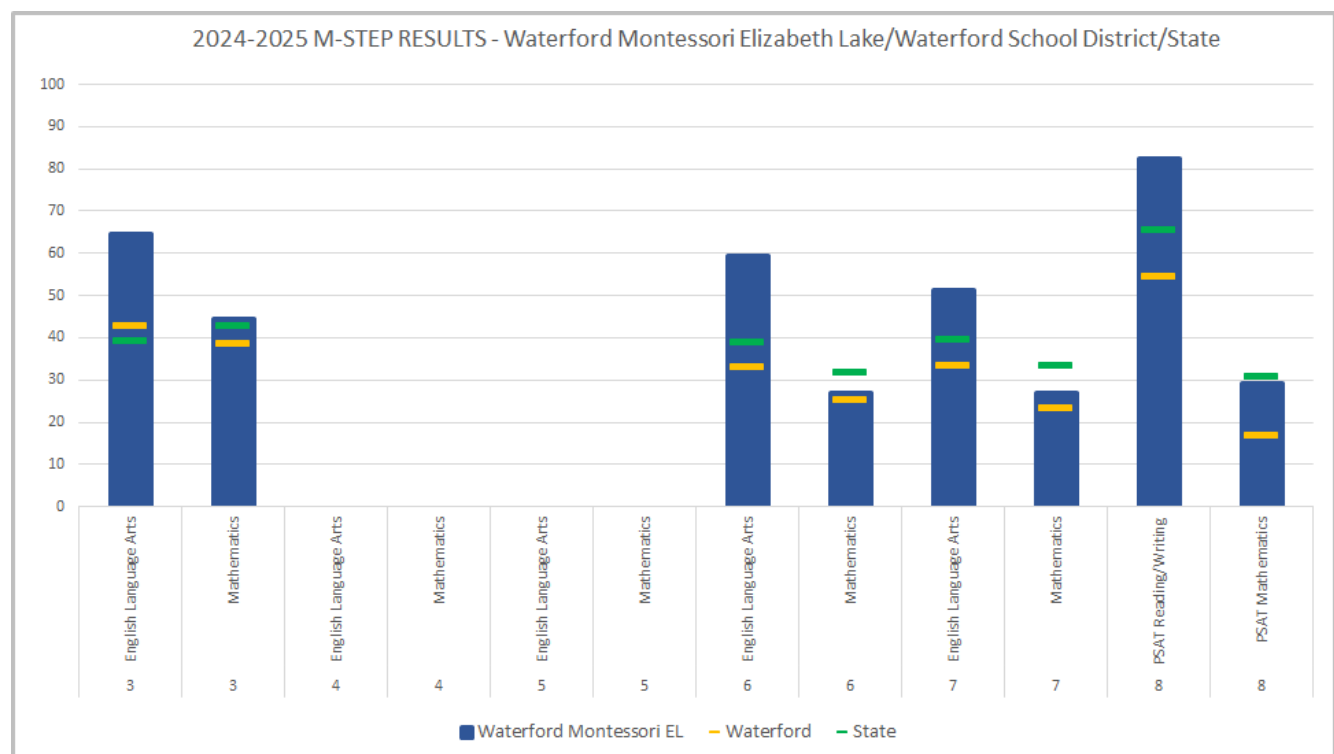
State Assessment

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:

23-24

29.8%

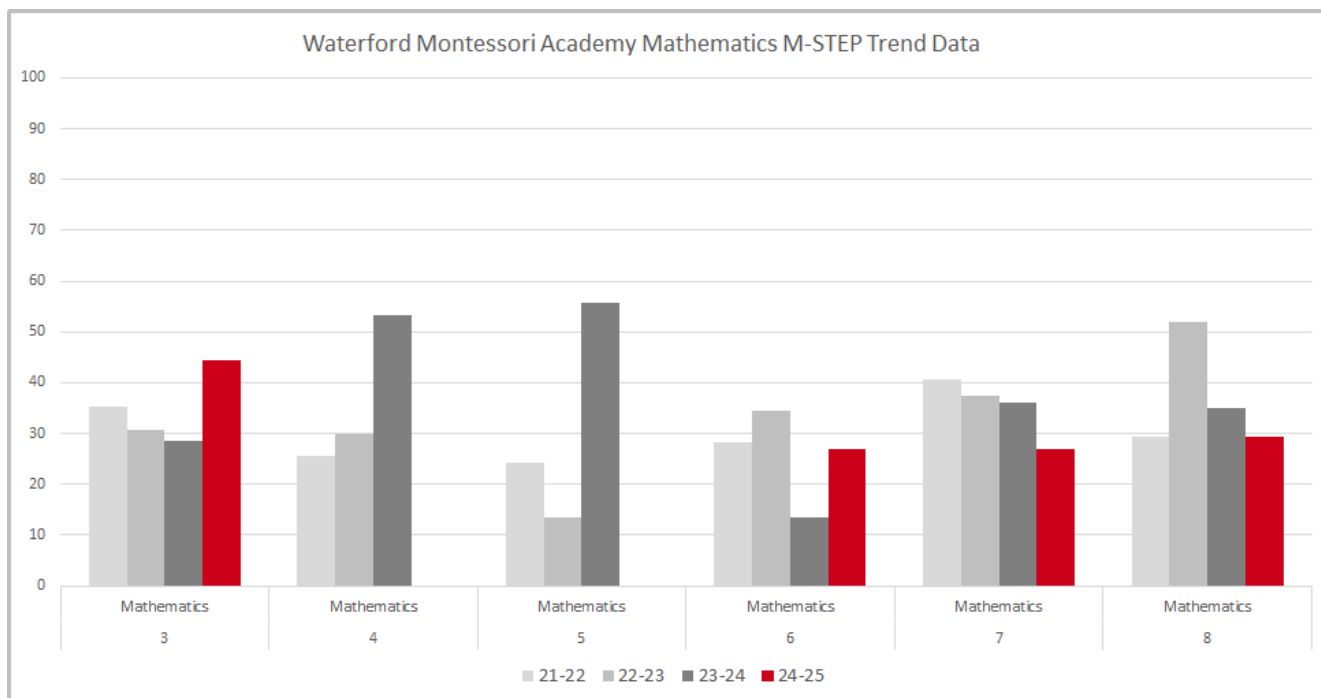
24-25

30.4%

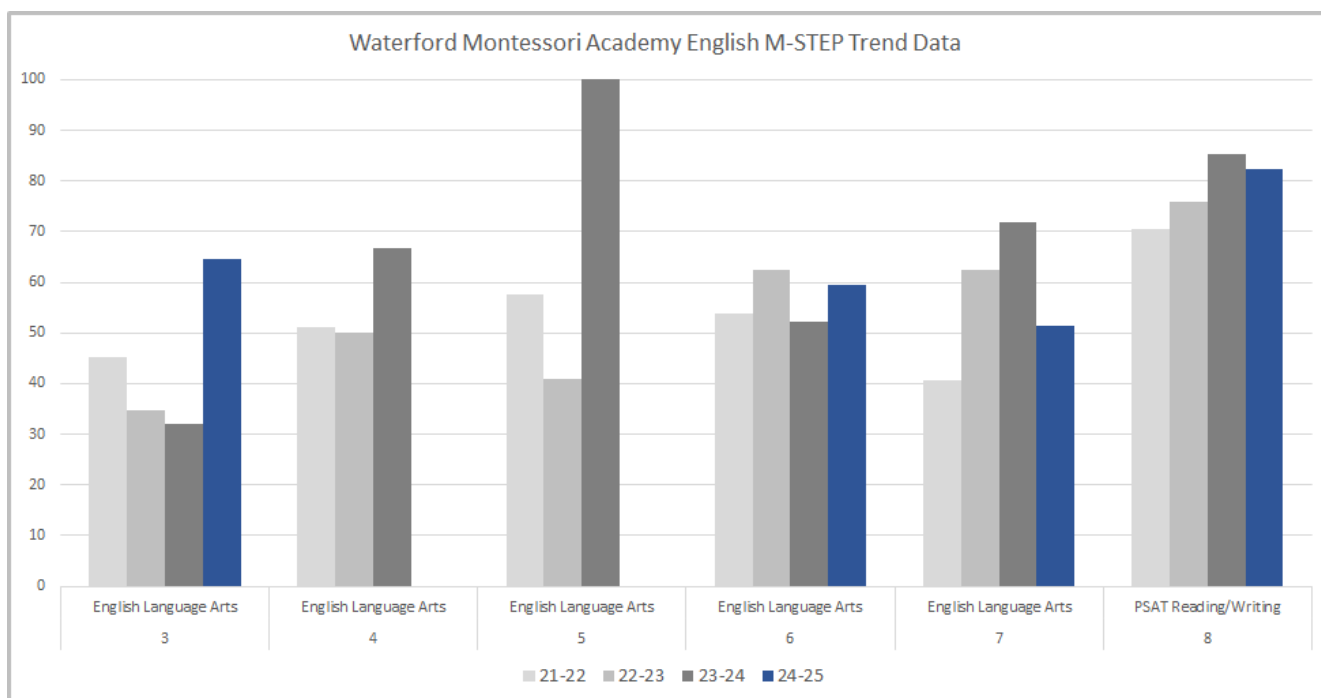
English Language Arts:

57%

57.1%



*no 4th or 5th grade in 2024-25



*no 4th or 5th grade in 2024-25

Waterford Montessori Academy - Midland

Norm-Referenced Test

NWEA MAP Growth Assessment

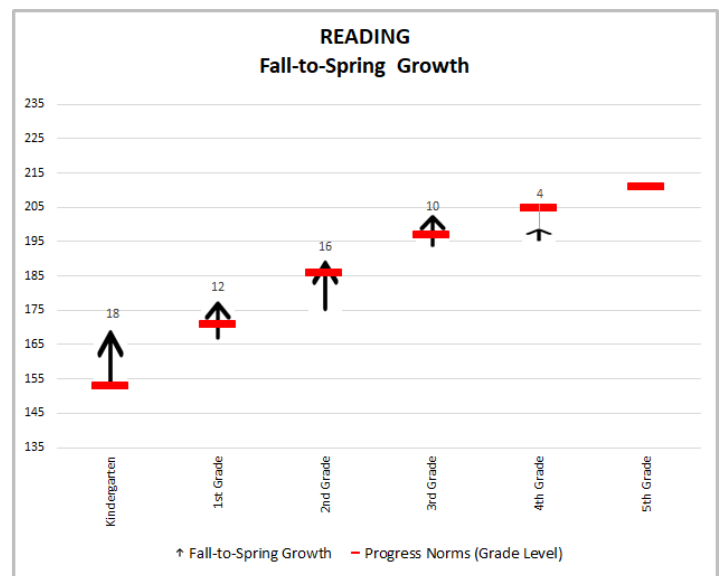
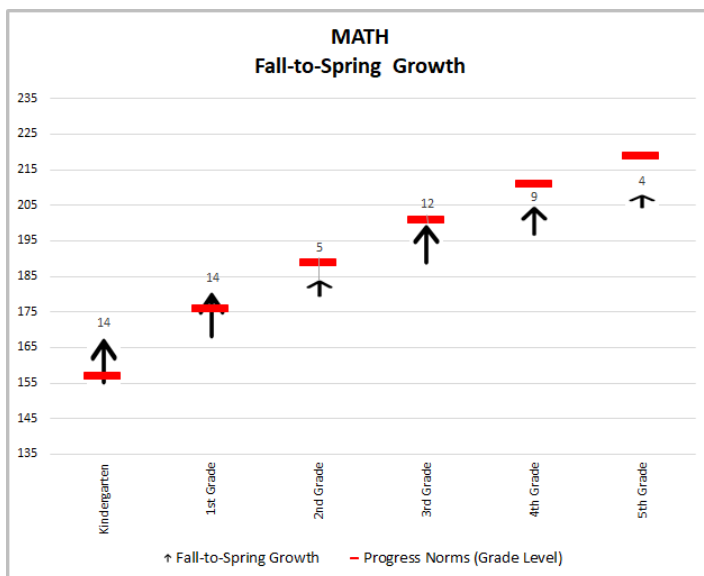
Growth

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)		
GOAL: 0 or Greater		
Approaching	Math	-2
	Reading	-7

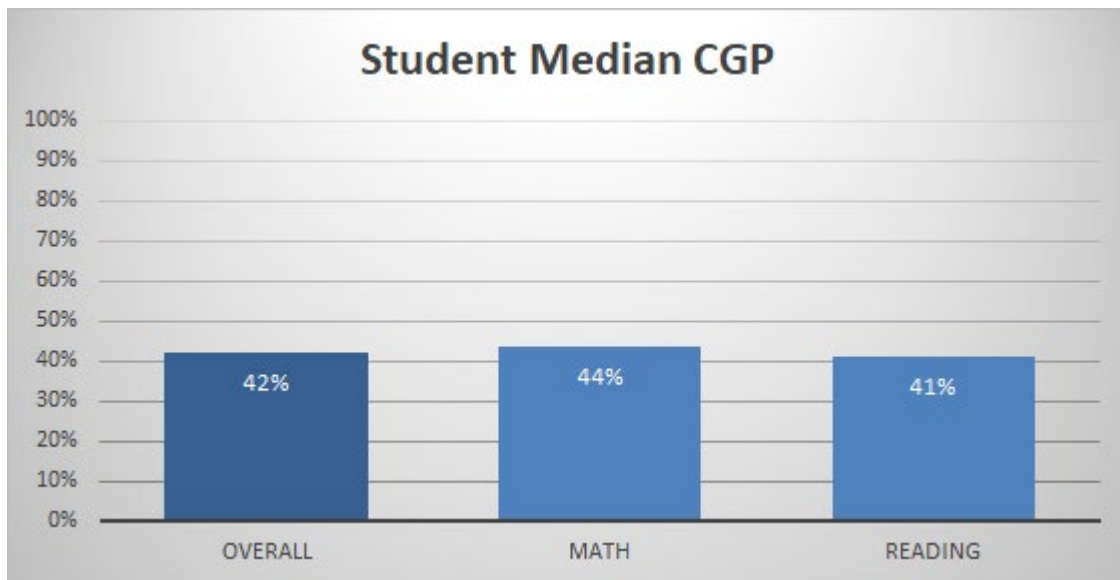


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher.***

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 42%		
GOAL: 50% or Greater		
Approaching	Math	44%
	Reading	41%



Waterford Montessori Academy - Midland

Norm-Referenced Test

NWEA MAP Growth Assessment

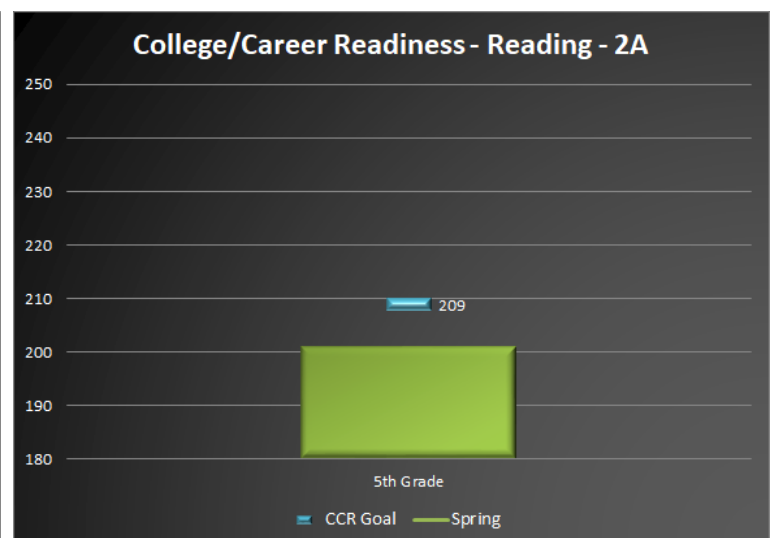
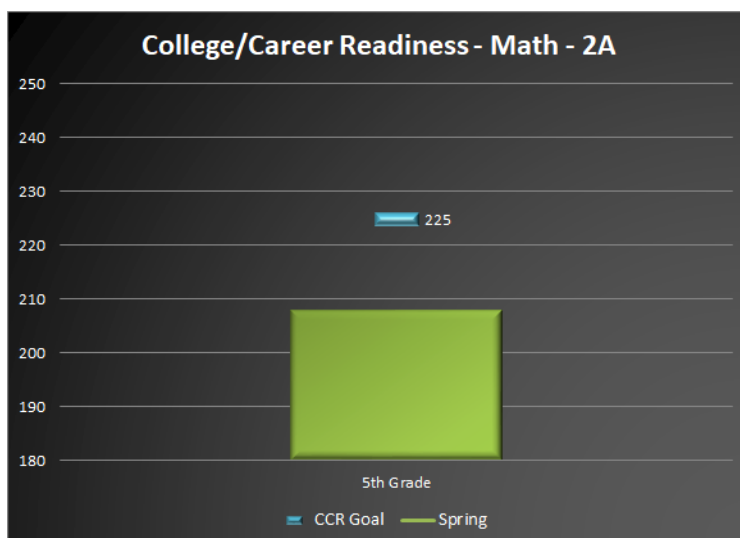
Achievement

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.

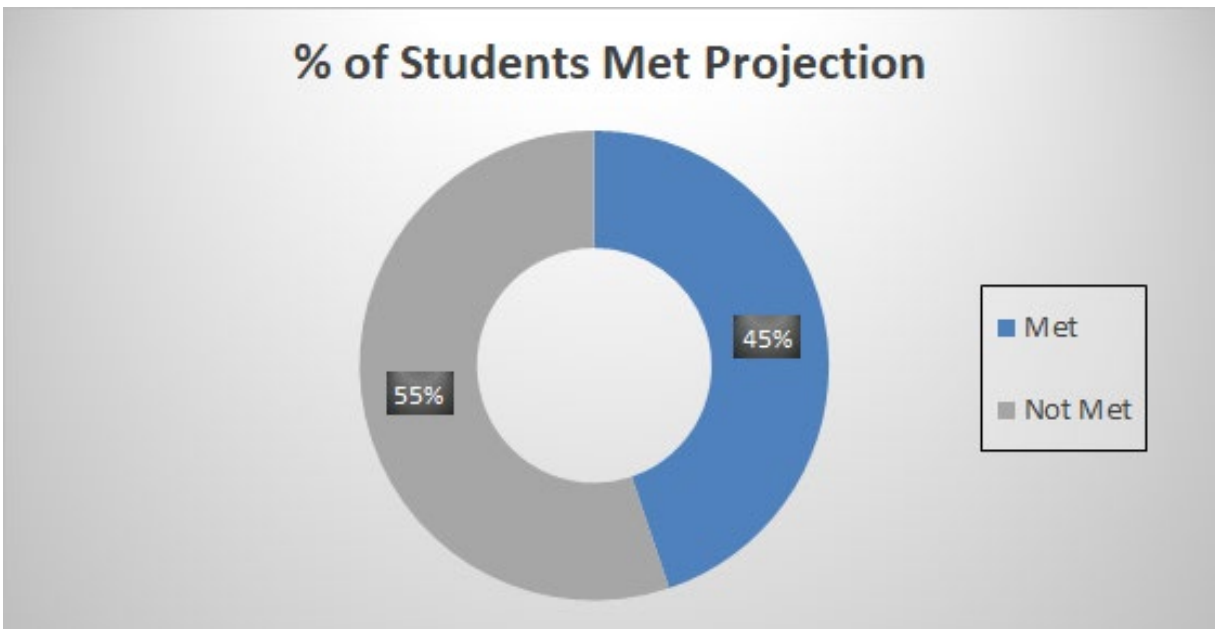
2A Achievement Score vs CCR Target (in points)		
GOAL: 0 or Greater		
Approaching	Math	-4.25
	Reading	-2



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	46%
	Reading	44%



Waterford Montessori Academy - Midland

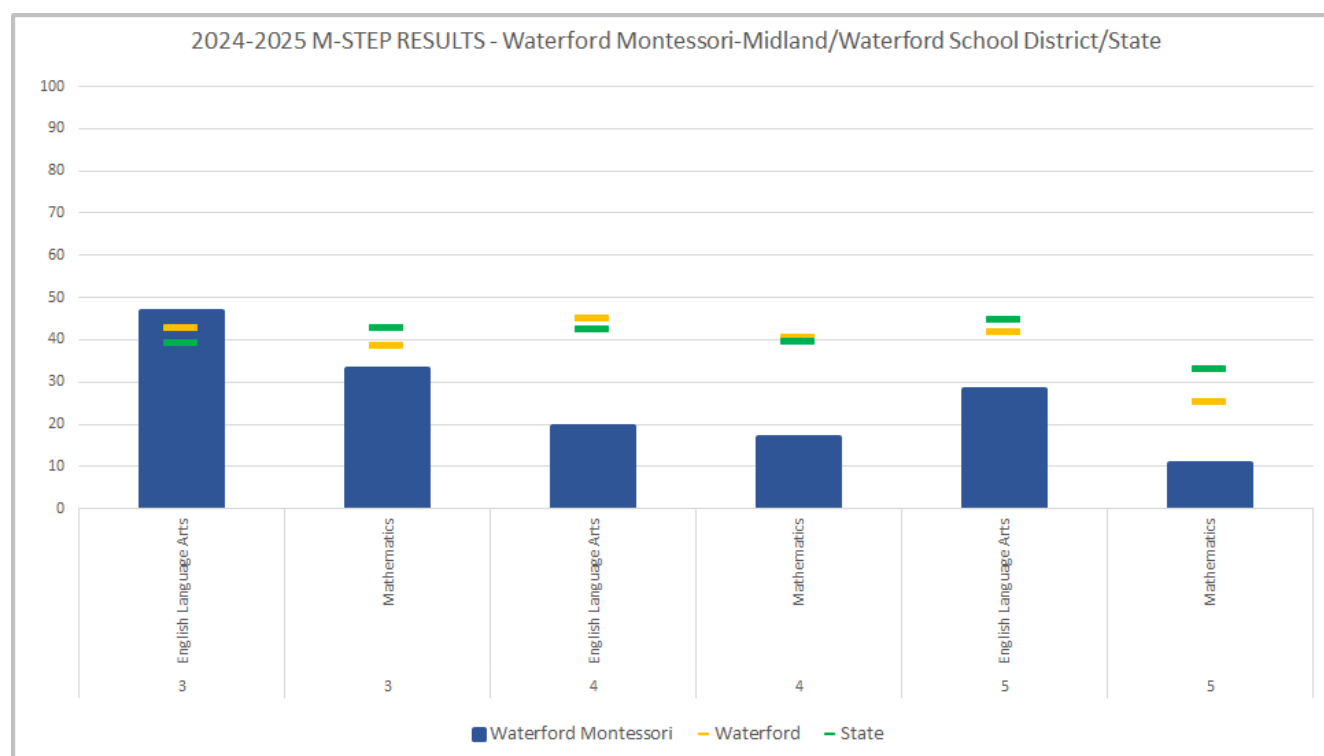
State Assessment

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:

23-24

14.8%

24-25

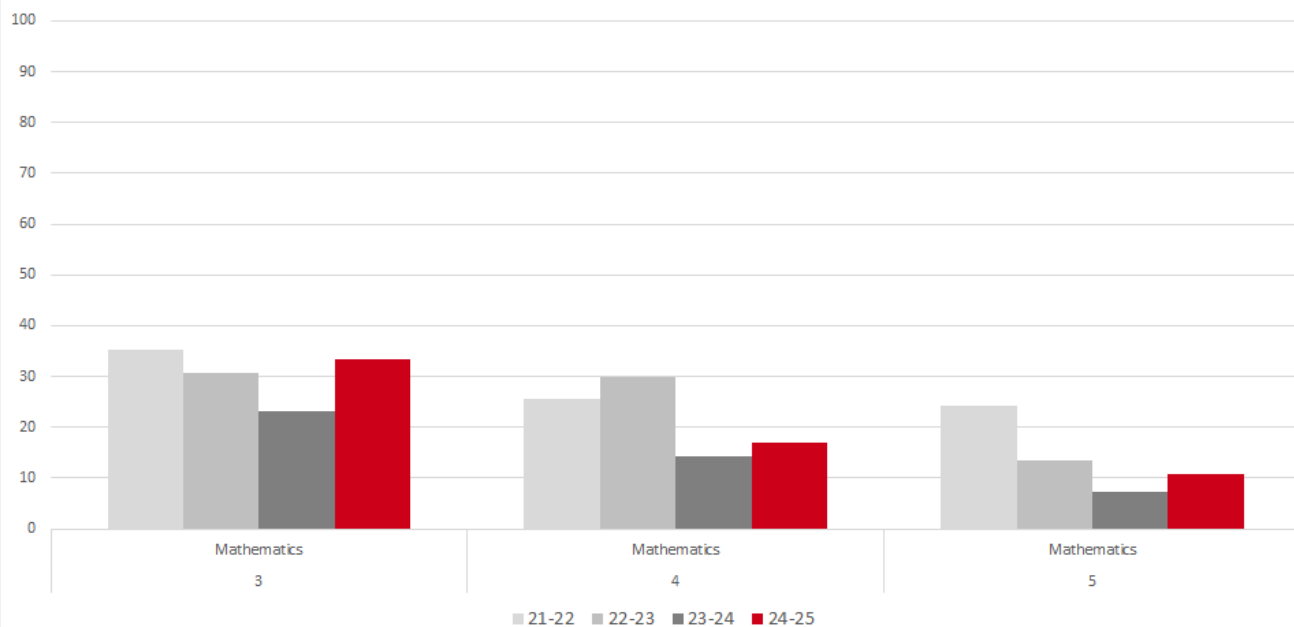
18.7%

English Language Arts:

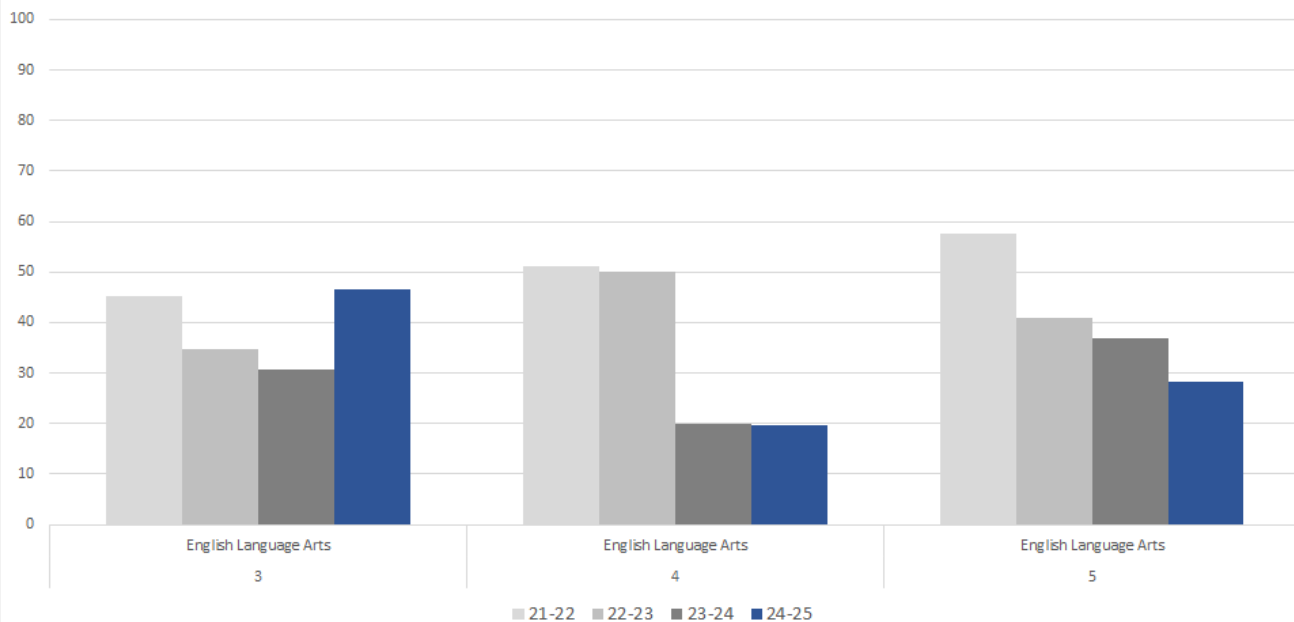
28.4%

29.5%

Waterford Montessori - Midland Mathematics M-STEP Trend Data



Waterford Montessori - Midland English M-STEP Trend Data



Woodland School

Norm-Referenced Test

NWEA MAP Growth Assessment

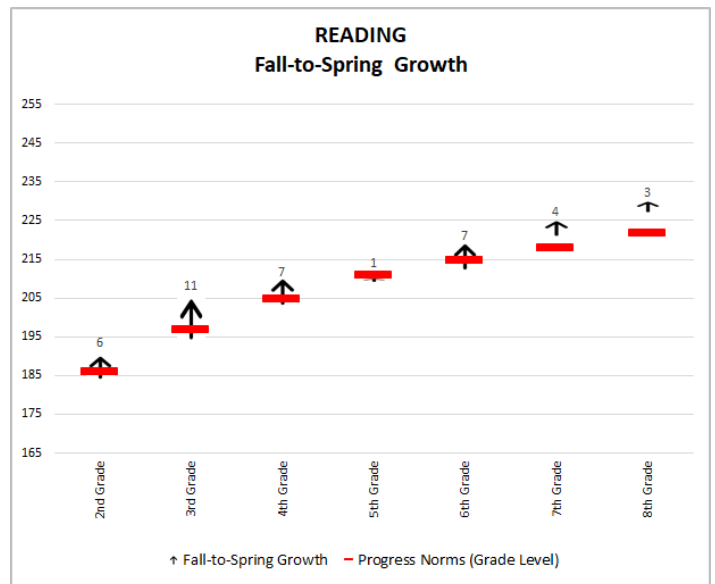
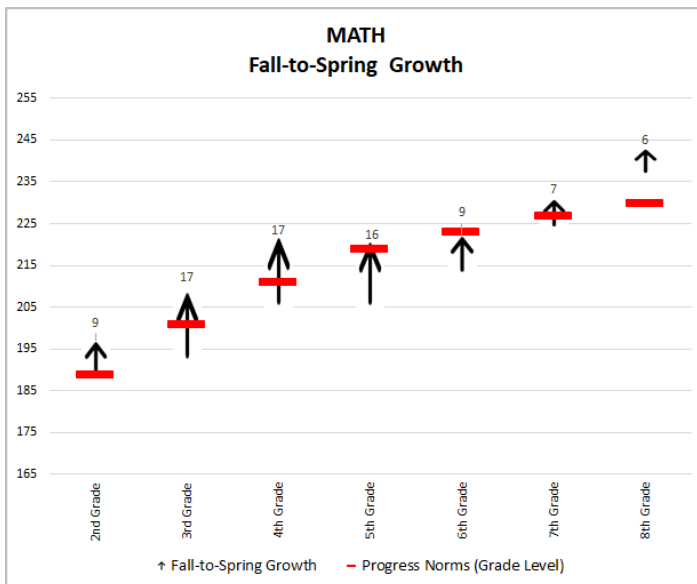
Growth

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)	4
	GOAL: 0 or Greater	
Exceeding	Math	14
	Reading	-6

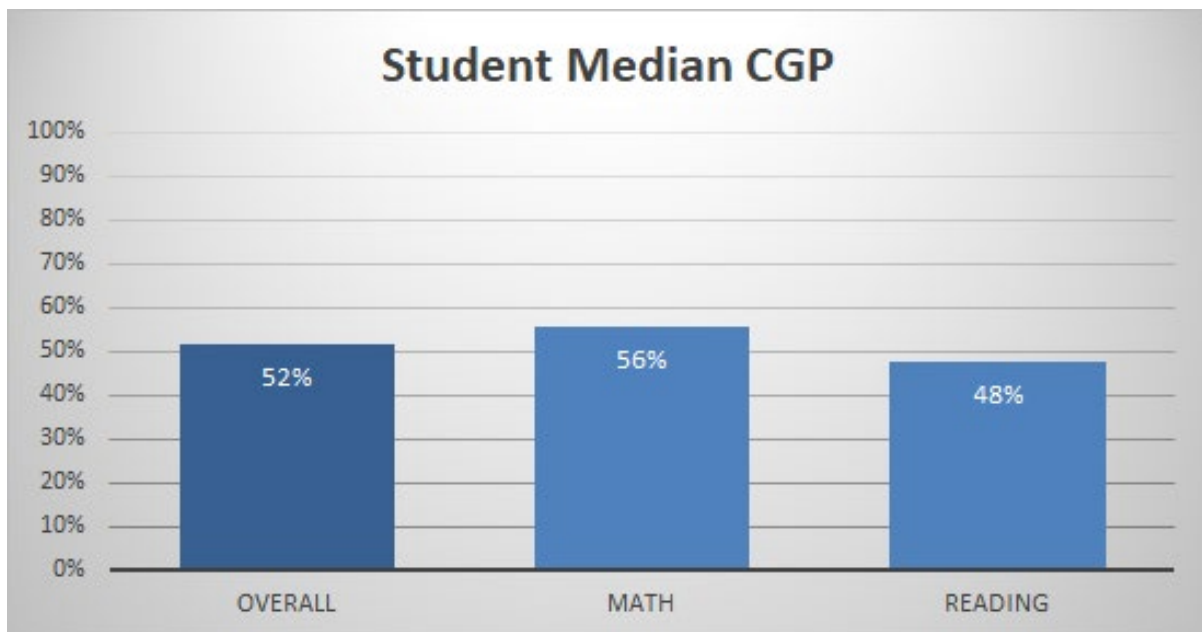


Educational Goal: Measure 1, Part B: **Students' median fall-to-spring Student Conditional Growth Percentile (SGCP) will be at the fiftieth percentile or higher. ***

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 52%		
GOAL: 50% or Greater		
Exceeding	Math	56%
	Reading	48%



Woodland School

Norm-Referenced Test

NWEA MAP Growth Assessment

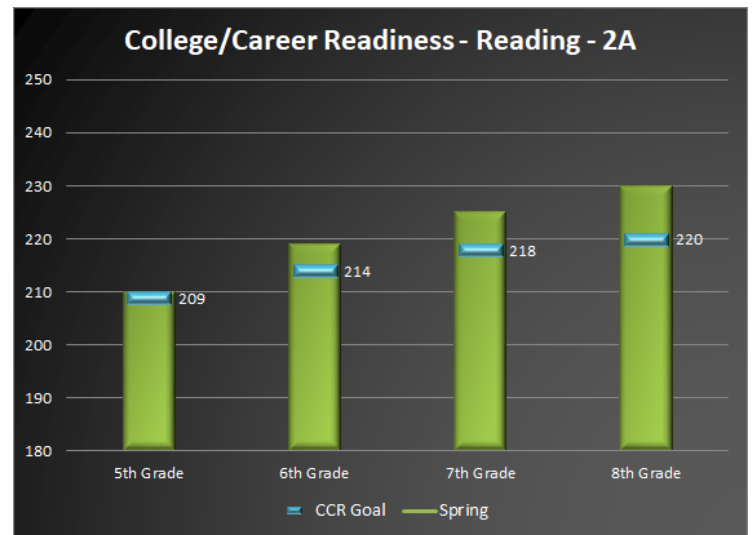
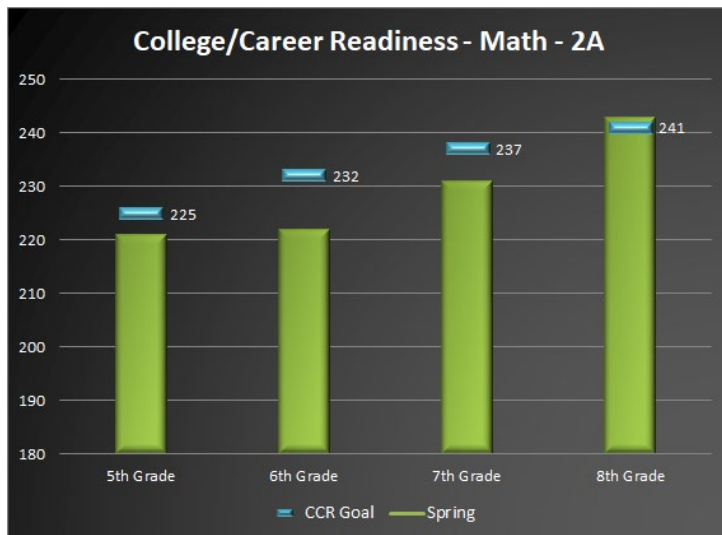
Achievement

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.

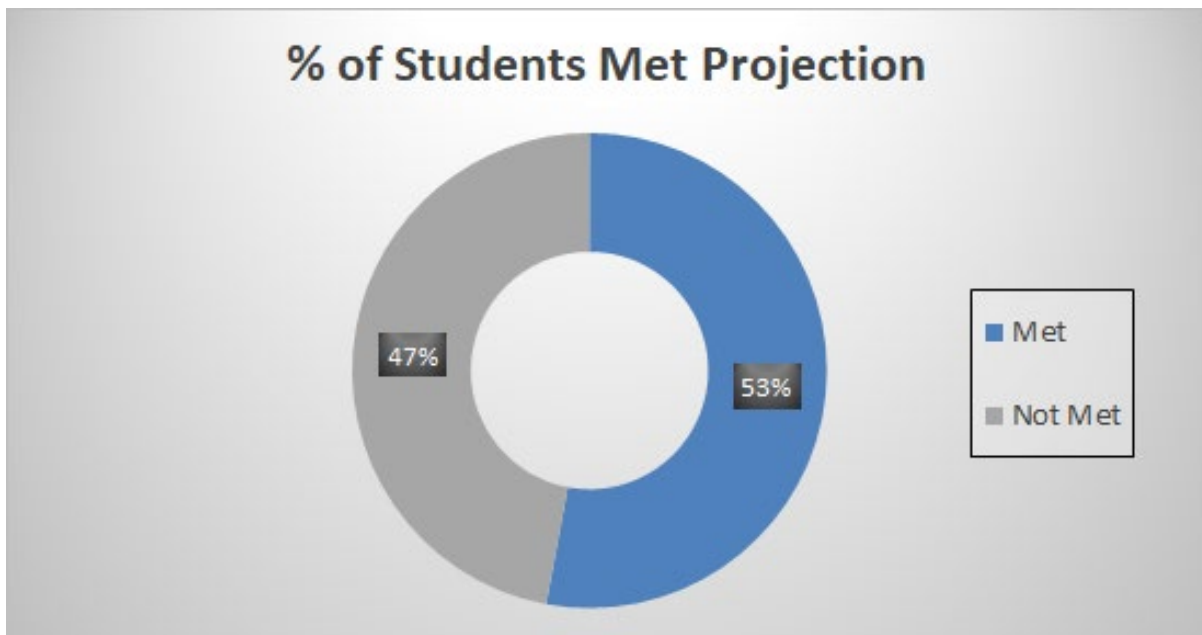
2A Achievement Score vs CCR Target (in points) 0.625		
GOAL: 0 or Greater		
Exceeding	Math	-4.5
	Reading	5.75



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 53%		
GOAL: 60% or Greater		
Approaching	Math	56%
	Reading	50%



Woodland School

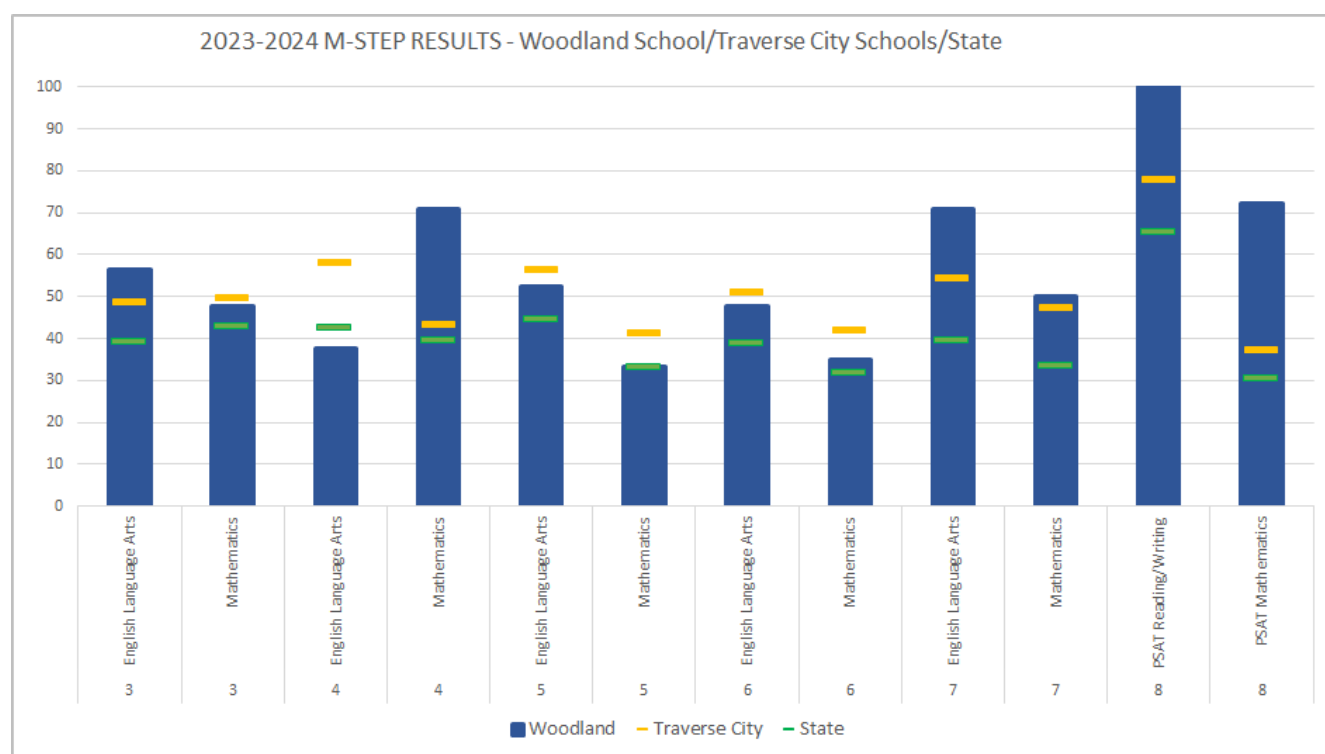
State Assessment

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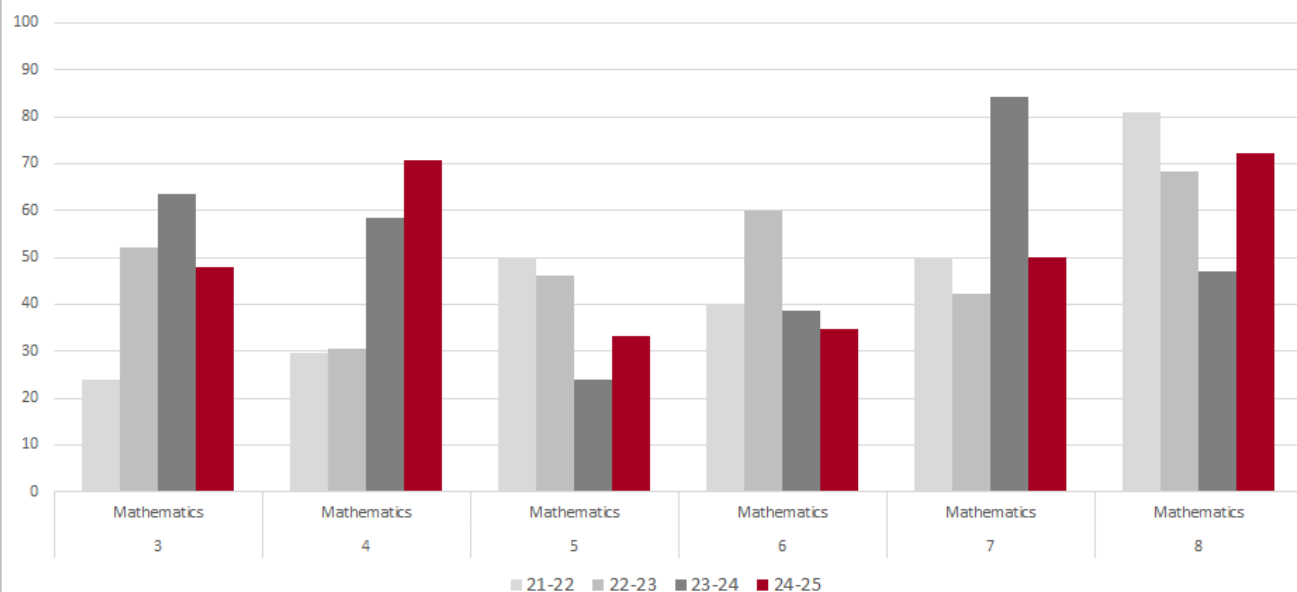
The percentage of students who are advanced or proficient from the academy or compared to the Resident District as well as the state average.



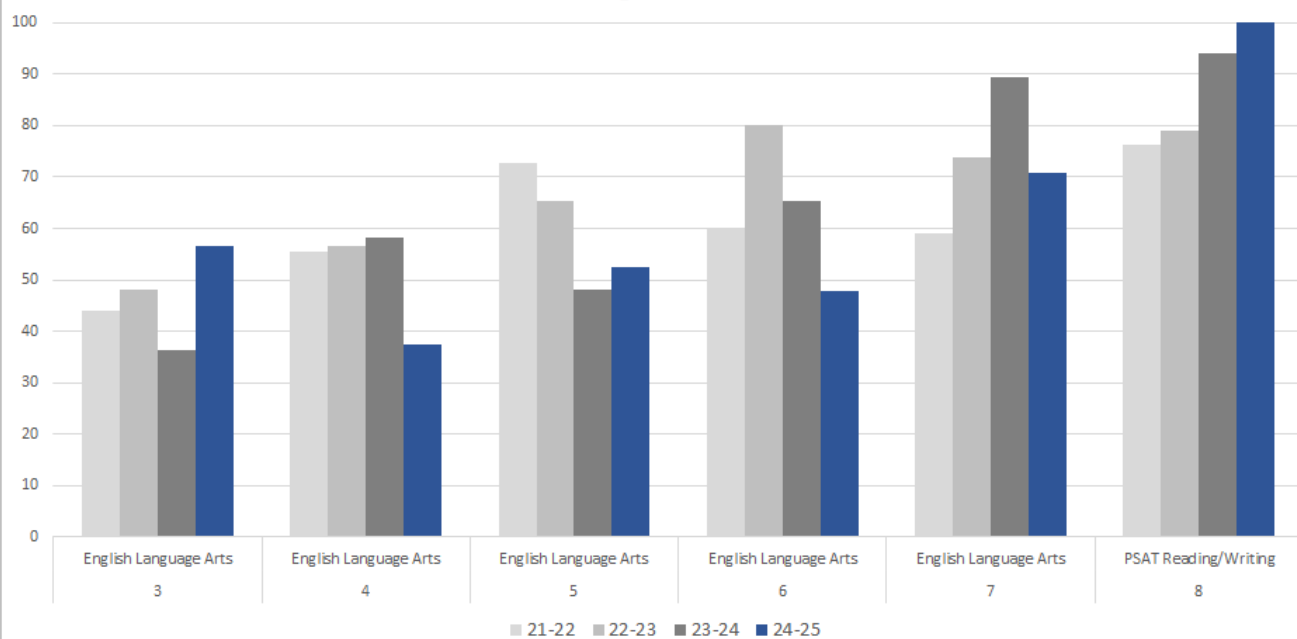
School-wide percent of students Advanced or Proficient on M-STEP Mathematics and ELA.

	23-24	24-25
Mathematics:	51.7%	47.8%
English Language Arts:	58.6%	53%

Woodland School Mathematics M-STEP Trend Data



Woodland School English M-STEP Trend Data



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
Students will achieve scores equal to or greater than the grade level reading and math college/career readiness target. (Grades 5-10)	The median scaled achievement score for students is greater than the college/career readiness target.	The median scaled achievement score for students is equal to the college/career readiness target.	The median scaled achievement score for students is 1 to 20 points below the college/career readiness target.	The median scaled achievement score for students is greater than 20 points below the college/career readiness target.	

Measure 2: Student Achievement on NWEA: Part B

	Exceeding	Meeting	Approaching	Deficient	Reviewer Comments
The percent of students meeting their projected score will average 60%. (Grades 2-10)	Achievement of projected score is > 60%.	Achievement of projected score is 60%.	Achievement of projected score is 40% - 59%.	Achievement of projected score is below 40%.	

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	36-Month End Target Outcomes	Progress**
Math	Students in grades 3-7, math proficiency based on MSTEP, will increase from 6.56% to 9.56%	Target Pending
Math	By June 2025, Faxon Academy grades 2-7 will have increased its proficiency in math from 3.2% to 6.2% using the projected proficiency summary report.	Target Pending
Reading	Students in 3-7 grades, reading proficiency based on MSTEP, will increase from 5.2% to 8.2% by 2025	Target Pending
Reading	By June 2025, Faxon Academy grades 2-7 will have increased its proficiency in reading from 7.8% to 10.8% using the projected proficiency summary report.	Target Pending
Student Attendance	Decrease the percentage of chronically absent students, as defined by the state, from 56% in the 22-23 school year to 46% in the 2024 -2025 school year.	Target Pending
MTSS Whole Child	By June 2025, Faxon Academy will implement an MTSS process with 90% or greater fidelity across all instructional staff.	Target Pending
Talent Management	To increase the percentage of certified teachers at Faxon Academy from 22% to 50% by 2025.	Target Pending

Talent Management	To increase the amount of school-wide professional development, observations, and feedback delivered to teachers during an academic school year.	Target Pending
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**36-month Academic Outcome Evaluation scheduled for Wednesday, December 17, 2025

Note: 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.