ISSUES IN MICHIGAN'S PUBLIC SCHOOL ACADEMY INITIATIVE PHASE II

July 2000

Prepared by
Public Sector Consultants, Inc.

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Michigan Department of Education

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Key Findings

The Michigan Department of Education contracted with Public Sector Consultants, Inc. to conduct a targeted evaluation of selected public school academies in southeastern Michigan. The evaluation covered the impact of public school academies on traditional public schools, student mobility, the effects of management companies on public school academies, and student achievement at public school academies compared with traditional public schools. Based on our research, conducted July 1999–June 2000, we compiled this list of key findings.

To date, public school academies (PSAs) appear to have had little impact on local traditional public schools, with two exceptions:

- We find that local schools are likely to add specific features that their neighboring PSAs offer (such as all-day kindergarten, before- and after-school programs, and emphasis on character education).
- Local schools are now engaging in marketing to win families back to the district or keep them from transferring to public school academies or other districts.

In addition, we found the following:

- The PSAs that appear to have an impact on the community in which they are located are most often located in the Detroit area. Their impact is usually increased community education.
- Building-level student mobility data is either incomplete or not available because not all of the study-area schools collect this information on a consistent basis. In addition, those that *do* collect the information do so in a limited manner. They do not track where the student goes or the student's perceptions of the PSA from which they transferred. Furthermore, they do not collect the same information every school year.

There are advantages and disadvantages to being affiliated with a management company.

- One of the advantages is that it allows the lead manager/principal to focus on day-to-day operations as well as longer-term goals and programs instead of administrative tasks.
- Another advantage is that chain management companies (both local and national) can raise funding for building renovation or procurement, or they can purchase a building and lease it to the school at a lower price than a school would otherwise pay.
- One of the disadvantages of being affiliated with a management company is that the fee is on average about 10 percent. This money might be better allocated to instruction.
- We do not find that management companies impact curriculum, except for the national chain management companies, which develop the curriculum as part of their service.

In terms of student achievement, we discovered the following:

- Compared to earlier years, we find a decline in the percentage of students in both PSAs and traditional public schools with MEAP/HST scores that place them in the highest performance category. Overall, the decline was greater among PSAs than among traditional public schools.
- Both PSAs and traditional public schools show a wide variation in the percentage of students with scores that place them in the highest performance category on the MEAP/HST. Statements about the overall achievement levels of students in PSAs or traditional public schools tend to hide this range of variation.

- The percentage of students at PSAs scoring "satisfactory" on the MEAP tests or in the "exceeds standards" and "meets standards" category on the HST tests is lower than at a majority of traditional public schools.
- On the Michigan Department of Education's measure of "adequate yearly progress" (approved for assessing the performance of federally funded Title I programs) between school years (SYs) 1997–98 and 1998–99, PSAs and traditional public schools performed similarly, while between SYs 1996–97 and 1997–98, PSAs outperformed traditional public schools.
- Over the span of years for which data are now available, PSAs outperformed traditional public schools on the Michigan Department of Education's measure of "adequate yearly progress" in all subject areas.
- PSAs in their third year of operation generally perform better than PSAs that have been in operation for more or fewer years.
- PSAs not affiliated with a management company perform better than PSAs affiliated with management companies on some performance measures.
- PSAs outside of the Wayne Intermediate School District generally perform better than PSAs within the district.

PART ONE

Introduction
Key Observations from Site Visits and Telephone Interviews
Study Area One: Impact on Local Schools and Communities
Study Area Two: Student Mobility
Study Area Three: Management Companies

INTRODUCTION

We begin the report by discussing the current environment of public school academies (PSAs), also known as charter schools, both nationwide and in Michigan, and then discuss the methodology of Phase II of the Michigan Department of Education (MDE) study conducted by Public Sector Consultants, Inc.

BACKGROUND

Public School Academies Nationwide

According to a U.S. Department of Education report, *The State of Charter Schools*,[1] as of September 1999, 421 new charter schools have opened nationwide. This dramatic growth was led by a few states with large increases. For example, in 1999 Texas added 64 new PSAs and California added 56. Exhibit 1 presents the 32 states (this number includes the District of Columbia) that had public school academies in operation in September 1999 and the number of schools that were in operation in each state. Arizona had the most schools (222), while Mississippi and Nevada had the least (one each). Michigan had 146 PSAs. In September 1999 there were a total of 1,484 PSAs in operation serving an estimated 250,000 students, and 70 percent of the schools reported having a waiting list.

EXHIBIT 1

Number of Public School Academies in Operation, September 1999, by State

Rank	State	Number of Schools	Rank	State	Number of Schools
1	Arizona	222	17	Alaska	18
2	California	210	18	Louisiana	18
3	Texas	168	19	Connecticut	17
4	**Michigan**	**146[a]**	20	Kansas	15
5	Florida	109	21	Missouri	15
6	North Carolina	78	22	South Carolina	10
7	Colorado	68	23	Idaho	8
8	Minnesota	54	24	Utah	6
9	New Jersey	49	25	Delaware	5
10	Pennsylvania	48	26	New York	5
11	Ohio	46	27	New Mexico	3
12	Wisconsin	40	28	Hawaii	2
13	Massachusetts	39	29	Rhode Island	2
14	Georgia	31	30	Oklahoma	2
15	District of Columbia	28	31	Mississippi	1
16	Illinois	20	32	Nevada	1
				Total	**1,484[b]**

SOURCE: *State Policy Reports*, Feb. 2000, Vol. 18, Issue 3.

[a]According to MAPSA, the number of PSAs in Michigan (as of September 1999) was 173.

[b]According to *Education Week,* Vol. XIX, No. 37, May 24, 2000, 1,700 PSAs exist in 34 states and the District of Columbia (as of September 2000). No information is available on which additional three states are reported to have PSAs.

[1]*The State of Charter Schools* can be downloaded from the following Web site: *http://ed.gov/PDFDocs/4yrrpt.pdf*. The information that follows was taken from *State Policy Reports*, Feb. 2000, Vol. 18, Issue 3, pp. 20–23.

There are four different ways that states authorize charter schools: (1) the local board of education only grants charters, (2) a state-level agency only grants charters, (3) multiple agencies including local boards and state agencies grant charters, and (4) universities only grant charters. Charter terms range from three to fifteen years.[2]

The State of Charter Schools cites a number of reasons why PSAs are started, the most common of which is to realize an alternative vision of education. The second most frequently cited reason is to serve a special population. The reports lists the four most frequently cited problems that PSAs encounter as (1) a lack of start-up funds, (2) inadequate operating funds, (3) a lack of planning time, and (4) inadequate facilities. These correspond to the most frequently cited problems in traditional public schools, though a larger percentage of PSAs cite them.

The State of Charter Schools also discusses the following information on specific state laws regulating the creation and number of public school academies:

- All states except Mississippi allow newly created public school academies.
- All states allow what were previously traditional public schools to convert to charter status.
- Ten states allow private schools to convert directly to charter status, while three others only allow this conversion under special circumstances.
- Thirteen states have no limit (i.e., "cap") on the number of public school academies.
- Two states (Texas and Nevada) limit the number of public school academies but not the number that enroll at-risk students.
- Twenty-two states limit the total number of PSAs allowed (1) in the state, (2) in a specific district, or (3) per year.

While PSAs may be growing, they still represent a small share of total public school enrollment (see Exhibit 2). In fact, more than half of all public school students enrolled in PSAs are enrolled in three states (Arizona, California, and Michigan). However, the percent of students enrolled in PSAs increased in every state that offered PSAs between SYs 1997–98 and 1998–99.

The State of Charter Schools provides the following general facts on PSAs in its report:

- The median number of children enrolled in PSAs is 37; the median number of children enrolled in all public schools (traditional and PSAs) is 475.
- Eight percent of PSAs enroll more than 600 students compared to 10.6 percent of all public schools.
- PSAs are three times more likely to serve children in grades K–8 (15.7 percent of all public school academies) as are traditional public schools (5.6 percent of all public schools serve K–8).

Public School Academies in Michigan

In this section, we present current numbers on PSAs in Michigan, discuss current studies in the state, mention briefly legislation that has been debated this year (2000), and cover other current news on the PSA initiative in the state.

[2]Michigan's charter term is five years.

EXHIBIT 2

Percentage of All Public School Students in Public School Academies, September 1999

Rank	State[a]	Percentage of Students	Rank	State[a]	Percentage of Students
1	District of Columbia	4.4%	13	Florida	0.5%
2	Arizona	4.0	15	Hawaii	0.4
3	Colorado	2.0	16	New Jersey	0.3
4	Alaska	1.6	16	Pennsylvania	0.3
5	**Michigan**	**1.5**	16	Connecticut	0.3
6	Georgia	1.4	16	Kansas	0.3
6	New Mexico	1.4	16	Rhode Island	0.3
8	California	1.3	21	Wisconsin	0.2
9	Massachusetts	1.0	21	Illinois	0.2
10	Delaware	0.9	21	Louisiana	0.2
11	North Carolina	0.8	24	Ohio	0.1
	U.S. Average	**0.8**	24	South Carolina	0.1
12	Minnesota	0.6	24	Idaho	0.1
13	Texas	0.5	24	Mississippi	0.1

SOURCE: *State Policy Reports*, February 2000 (Vol. 18, Issue 3).
[a]States with insignificant percentages (less than 0.1 percent) of students enrolled in PSAs are not listed.

Current Numbers

As of SY 1999–2000, Michigan had 173 PSAs serving over 50,000 students. In terms of the bodies that authorized them,[3]

- 143 were licensed by universities;
- 1 was licensed by a community college;
- 16 were licensed by intermediate school districts (ISDs); and
- 13 were licensed by local school districts.

PSAs are located in 39 of Michigan's 57 ISDs and in 81 of Michigan's 524 local school districts.

Recent Studies

Two recent studies have been conducted about Michigan PSAs. The study conducted by Michigan State University and entitled *School Choice Policies in Michigan: The Rules Matter* (1999) is the first to investigate the combined impact of PSAs and inter-district student transfers. The study reports that school choice policies have both positive and negative effects on Michigan's educational system.

The authors list six key findings:

- *Michigan's school choice policies have had limited impact on enrollments in most school districts. They have had a moderate impact in others, and a large impact in a small but vital few. Some high-impact districts have experienced major losses of students and revenues, while others have enjoyed substantial gains.*
- *To date, PSAs are not pioneering innovations in teaching and learning.*

[3]Numbers were provided by the Michigan Association of Public School Academies (MAPSA).

- *PSAs feature new approaches to school governance and management*.
- *School districts challenged by PSAs and inter-district choice have begun to respond in a variety of ways*.
- *School choice policies accelerate trends toward social sorting of students, families, and communities*.
- *An important criterion for program design and student selection in PSAs appears to be cost*.

(Pages ii–v)

The second study, conducted by the TEACH Michigan Education Fund, is entitled *Waiting in Line: An Analysis of the Demand for and Availability of School Choice in the State of Michigan* (2000). This 31-page study finds that there is increasing demand for school choice across the state (especially among minorities and poorer families).

The author lists seven key findings:

- *There is great demand for school choice in Michigan*.
- *The use of school choice in Michigan (though still small) is growing rapidly*.
- *The demand for school choice is outstripping the current supply*.
- *Current legislated barriers limit the supply of school choice*.
- *The demand for school choice is greatest amongst poorer families*.
- *The demand for school choice is greatest among minorities*.
- *The demand for school choice is not limited to urban areas*.

(Pages 18–29)

Legislation

Two key pieces of legislation pertaining to PSAs have been the focus of debate this year. In April, the House Education Committee passed legislation designed to help the MDE provide better monitoring of school performance. The bill, HB 5212, would require school districts to provide their immediate school district with updated information on graduation rates, number of students taking the American College Test (ACT), percentage of graduates accepted to four-year colleges and universities, and funds going to direct education, teacher salaries, and administration.

In early June, Gov. John Engler's proposed charter school expansion was thwarted by the legislature. Engler had been pursuing the passage of HB 4706—the elimination of the 150-school cap on university-sponsored PSAs—and even tied the issue this year to his proposed school-aid increase (a minimum of $6,500 per student in SY 2003–2004).

Other Current News

On June 5 of this year, Edison Schools—America's largest private management company of public schools—announced an agreement with the Inkster School District, which is comprised of three schools serving approximately 1,800 Pre-K to twelfth-grade students. Edison will manage the three schools beginning in the fall of 2000 for five years. At the current enrollment level of 1,800 (projected to increase to 2,400 in five years), this represents an annual revenue stream of $11 million for Edison.

It will be interesting to note whether (1) the school district improves and by how much, and (2) other school districts in the state (such as Benton Harbor) will move in the same direction as Inkster.

METHODOLOGY

Per the 1996 and 1997 appropriations bills,[4] the MDE was required to contract with two separate firms or agencies—one private sector firm and one public sector agency—to evaluate the state's PSAs. Thus far, there have been two phases in the evaluation of Michigan's PSAs. Both Phase I (which began August 1, 1997 and ended December 23, 1998) and Phase II (which began July 1, 1999 and ended June 30, 2000) of the study were conducted by The Evaluation Center at Western Michigan University (WMU) and Public Sector Consultants, Inc. (PSC) of Lansing. Two separate Phase I reports were completed, one in January 1999 by WMU (*Evaluation of the Michigan Public School Academy Initiative*) and one in February 1999 by PSC (*Michigan's Charter School Initiative: From Theory to Practice*).

This report and WMU's upcoming report represent the culmination of Phase II of the ongoing evaluation. The scope of the Phase II evaluation is less comprehensive but more in-depth than the Phase I evaluation. Each of the evaluators addressed different issues in different study areas. PSC's study area was 16 predetermined PSAs in the following counties: Genesee, Livingston, Macomb, Oakland, Saginaw, St. Clair, Washtenaw, and Wayne. (A more detailed discussion of PSC's study area is provided in the next section of this report, entitled "Key Observations from Site Visits and Interviews.") WMU's issues and study area will be covered in a separate report.

PSC focused on the following four research areas:

- *One* The impact of selected types of PSAs on local schools and communities
- *Two* The extent to which students leave PSAs, the reasons they leave, and where they go when they leave (i.e., student mobility)
- *Three* The current and potential role and impact of management companies in the PSA initiative
- *Four* The impact of PSAs on student achievement; this entails identifying (1) methodologies to measure future progress compared with traditional public schools, (2) what standardized tests are administered to students other than the MEAP (Michigan Educational Assessment Program), and (3) assessment tools and the results.

The fourth research question on student achievement was addressed by an outside contractor who has a comparative advantage in this area. Specifically, PSC contracted with Policy Studies Associates in Washington, D.C. to evaluate and report the impact of PSAs on student achievement in Michigan.

Policy Studies Associates undertook the following methodology:

- First, they updated the Phase I analysis of MEAP test scores with an additional year of data using the format provided in our Phase I report, *Michigan's Charter School Initiative: From Theory to Practice*.
- Second, they reviewed alternative non-MEAP measures of student achievement used by PSAs and related them to the requirements set out in state law and in their authorizing contracts.
- Third, they explored options for a multi-year longitudinal study of student achievement at selected PSAs.

Policy Studies Associates' methodology is discussed in greater detail in the upcoming section entitled "Student Achievement."

To answer the first three research questions, PSC interviewed and surveyed representatives from ISDs in southeastern Michigan, superintendents of traditional public school districts, lead managers/princi-

[4]Respectively, these are Public Act No. 373 of 1996 and Public Act No. 89 of 1997.

pals of PSAs, decision makers at management companies, and parents of students who recently transferred from PSAs. In addition, PSC conducted a literature review of previous studies and research of the Web sites of management companies affiliated with study-area schools.

The methodology of the PSC component of the study was comprised of four types of research:

- Site visits and telephone interviews with lead managers/principals of the 16 predetermined PSAs
- A survey of the parents of students who recently transferred from a PSA (June 1999–May 2000)
- A survey of PSA administrators on testing procedures
- An analysis of financial information from the MDE Web site

We discuss the specific components of each below.

Site Visits and Telephone Interviews

PSC conducted site visits and/or phone interviews with lead managers/principals from 16 PSAs chosen for the study by the MDE and located in the counties of Genesee, Livingston, Macomb, Oakland, Saginaw, St. Clair, Washtenaw, and Wayne. The data that was gathered at the site visits or by phone interviews was qualitative in nature; that is, it was based on the perceptions of the lead manager/principal and other persons present. The interviewers followed a site interview questionnaire (see Appendix A) for presenting questions to the interviewee. The guide asks for basic background information as well as perceptions about (1) the effect that the particular school has had on the local school district and the community in which it is located and (2) the effect that the school's management company has had on the innovation of the curriculum.

The nature of the data limited our project. For example, because the data is based on perceptions and opinions rather than fact, we are not able to make policy recommendations based on the results. Furthermore, we often found that the data we gathered from the interviewee conflicted with the data we found on the MDE's Web site and/or in publications. This conflicting data includes the enrollment figures, lead manager/principal's name, and grade levels offered at the school. The findings from the site visits and phone interviews are presented in a subsequent section entitled "Key Observations from Site Visits and Interviews."

Parent Departure Surveys

PSC developed a parent departure survey to gather information regarding why students leave PSAs and where they go upon exiting. Due to the proprietary nature of the data, PSC did not mail the surveys directly to the parents. We requested each PSA disclose the number of students that departed their school from the end of SY 1998–99 to May of SY 1999–2000. We then sent the schools that complied a survey for each student that departed and asked the schools to mail the survey to the parents. The parents completed the four-question survey (see Appendix B) and returned it to PSC.

We experienced three difficulties with the parent departure survey, which resulted in an extremely low response rate:

- The majority of schools in the study area did not receive the authorization from their management company or board to administer the survey.
- We had no way of guaranteeing that the schools actually sent the surveys.
- Not many of the parents who did receive the survey returned it.

Only four schools agreed to send the surveys; therefore less than 100 surveys were mailed to parents. Of the four schools that agreed to comply with mailing the surveys, responses were returned from only one school. Thirteen out of the thirty surveys we sent to that one school were returned, for a response rate of 43 percent.

Responses from the parent departure surveys indicate the following[5]:

- The exiting students were enrolled at the school from between four months to three years.
- Nine out of thirteen students/parents chose this school for its educational standards.
- Five out of thirteen students/parents chose this school for its curriculum.
- Eleven out of thirteen students exited the school for its quality of education.
- All thirteen students transferred to a traditional public school after exiting this school.

The most interesting finding is the explanation as to why students left this PSA. In the site visit interviews, lead managers/principals reported in all 16 schools that the primary reasons for a departure were a family move or transportation problems (none of the schools in the study provide transportation). Because none of the schools collect exit information, however, they could not support this claim, and the parent surveys contradict this explanation. It is because this claim could not be substantiated by the schools that PSC attempted to collect the information directly from the parents.

PSC recommends that in the future, PSAs should be required to report student-level exit information. To ensure compliance, the information should be collected before a student's grades transfer to his/her new destination. PSC further recommends that this information be included in the Single Record Student Database, discussed in the upcoming subsection, "Financial Analysis."

Testing/Evaluation Procedures Surveys

In order to obtain particular testing or evaluation information from the 16 study-area PSAs, PSC faxed testing/evaluation procedures surveys (see Appendix C) to all schools. Respondents (lead managers/principals) were asked what standardized tests they administer, to what grades the tests are administered, and what time period in the school year the tests are administered (for example, fall or spring). PSC requested that respondents return the surveys and accompanying information by June 1, 2000. Only two PSAs completed and returned the surveys, and one of those merely provided a self-generated spreadsheet with only part of the information requested. The response rate was therefore only about 19 percent. The three completed test surveys yield no additional information from the information reported by Policy Studies Associates in their analysis of student achievement.

Financial Analysis

In order to compare certain key characteristics between PSAs and traditional public schools, we turned to the MDE Web site. We were interested in comparing such factors as the amount of money spent on instruction, average teacher salary, breakdown of administration costs, teacher-student ratio, etc. Unfortunately, the data are not consistently available due to reporting problems. Not all PSAs report the same data as traditional public schools, and not all PSAs report complete data. We followed up our data inquiry by contacting schools on numerous occasions to obtain the information directly but were unable to obtain further information.

It has been suggested that more PSAs opt to educate elementary school students as opposed to high school students because it is less expensive. Therefore, we sought to calculate the difference in the cost of educating an elementary school student versus a high school student in order to confirm or disprove this perception. According to available data, which were incomplete for many PSAs, educating high

[5]Due to the small sample size and low response rate, these findings are not statistically significant.

school students is more costly than educating elementary and middle school students. Because the data were incomplete, however, we can not say exactly how much more costly it is.

Lead managers/principals in site visits and phone interviews cited several reasons for this phenomenon:

- High school students require a greater variety of teachers, which in turn results in higher instruction costs for the both the quality (level of specialization) and quantity of teachers.
- High school instruction often requires laboratory and computer equipment and is therefore more costly to provide.
- High school students require a larger building, which leads to higher facility costs.

The interviewees also noted that educating high-school students is more challenging in that if the high school fails in some aspect of providing essential instruction (such as chemistry, computer training, sports, languages, etc.), then it fails in its primary function—to prepare students for college or the workplace.

Lead managers/principals and others have suggested that more PSAs would provide high school instruction if it were financially feasible for them to do so. One way to encourage this would be to provide at least two, if not three, tiers of foundation grant allowance. For example, if a district provides a certain level of per-pupil allowance for students at the elementary level, high school students could be allocated a certain amount, say $2,000, above this level. This would provide the incentive necessary for more PSAs to offer high-school instruction.

As previously mentioned, the lack of complete, accurate financial data presents an obstacle to researchers who wish to investigate certain issues. Fortunately, the MDE is in the process of creating a Single Record Student Database (SRSD). The primary focus of the SRSD is the accurate accounting of student-level information which, when stored in the Michigan Education Information System (MEIS)[6] warehouse, will be relationally linked to teacher data, fiscal data, and performance data. The system is expected to replace the current paper-driven method, which captures only aggregated school-level information.

Because these data will be used widely, districts are being encouraged to transmit complete and accurate information in a timely manner. In the future, if a district fails to do so, much of its state and federal funds will not be allocated on schedule. This will provide the necessary incentive to ensure that districts report information accurately and completely. SRSD and MEIS will make further analysis of PSAs and traditional public schools more thorough and accurate, which in turn will make it possible to better evaluate the performance of PSAs.[7]

[6]The MEIS is a process designed to develop an infrastructure for the educational community that would gather school data via the Internet, store the data in a secure warehouse, and make data accessible for decision makers.
[7]Contact Dr. Lucian Parshall, Director of Data, Research, and Technology Services, MEIS, at (517) 373-4333 for a copy of the publication, entitled *Single Record Student Data Basics*, which explains the SRSD.

Key Observations from Site Visits and Telephone Interviews

We describe briefly in this section the findings from our study-area site visits and phone interviews. Besides the interviews with lead managers/principals, we include (where appropriate) comments from other interviewees such as superintendents and representatives of ISDs.

Current Enrollment

Exhibit 3 presents the Phase II study-area PSAs along with relevant information such as enrollment numbers from SYs 1997–98 to 1999–2000 and the percentage change in enrollment from SYs 1997–98 to 1999–2000.

Because the PSAs in the study area either did not have complete information on enrollment numbers or did not make them available, we obtained enrollment numbers from the MDE Web site (cited in Exhibit 3) or from Central Michigan University (CMU) when MDE numbers were not available. We find that enrollment at the study-area PSAs is up at 11 of the 14 schools for which there was complete data (79 percent) and down at three of the schools (21 percent). According to the data available, enrollment is down at the Academy of Detroit, Southfield (10 percent); Thomas Gist Academy-North (6 percent); and Livingston Developmental Academy (1 percent). Enrollment increases are highest at the Academy of Detroit-Oak Park (200 percent); Summit Academy (157 percent); New Directions Institute (109 percent); and King Academy (95 percent). Two schools (Academy of Inkster and the New Horizon Academy) could not provide the information, either because the school opened in SY 1999–2000 or enrollment data was not available for any year besides SY 1999–2000.

The TEACH Michigan study (discussed previously) supports the results from the small sample size of data from the study-area PSAs, stating that 80 percent of Michigan PSAs have had statistically significant enrollment increases and only 10 percent have had enrollment decreases. It also states that 60 percent of PSAs have waiting lists.

Student Ethnicity

We found that the ethnic majority of the student population of most PSAs is African-American, though the following schools have a different ethnic majority: Summit Academy (majority European-American), Central Academy (majority Arab-American), the Academies of Detroit (various ethnicities represented), and Livingston Developmental Academy (primarily African- and European-American ethnicities represented).

Change in Lead Manager or Principal

Of the schools we visited, only two have changed their lead manager/principal since the Phase I evaluation: Colin Powell Academy and New Directions Institute. Both schools cited personality differences as the reason for the change.

Other Major Changes in SY 1999–2000 or SY 2000–2001

Three of the four Academies of Detroit changed their names to Academy of [City Location]. For example, the Academy of Detroit-East is now the Academy of Lathrup Village, and the Academy of Detroit-Oak Park is now the Academy of Oak Park, etc. New Directions Institute, which hired a new lead manager in 2000 and has undergone several changes with its management company, will change their entire program, their name, and the grades the school serves beginning in SY 2000–2001: What was formally an alternative high school for at-risk students in Pontiac will now serve K–5. Exhibit 4 presents the SY 2000–2001 name changes.

EXHIBIT 3

Study-Area Public School Academies, Background Information

School Name	Location	Grade Levels[a] SY 1999–2000	Grade Levels SY 2000–2001	Opened (School Year)	Enrollment SY 1999–2000	Enrollment[b] SY 1998–99	Enrollment[b] SY 1997–98	% Change in Enrollment SYs1997–98 to 1999–2000
Academy of Detroit-East	Lathrup Village	K–7	No Change	1995–96	470	537	407	15%
Academy of Detroit-Oak Park	Oak Park	K–12	No Change	1995–96	1,151	1,119	384	200%
Academy of Detroit-Southfield	Southfield	K–6	No Change	1995–96	358	393	398	**–10%**
Academy of Inkster	Inkster	9–10	No Change	1999–00	86	NA	NA	
Central Academy	Ann Arbor	P–12	No Change	1996–97	261	184	153	71%
Colin Powell Academy	Detroit	K–8	No Change	1996–97	250	217	195	28%
Elbert T. Clark Academy	Detroit	K–8	No Change	1996–97	308	321	162	90%
Gaudior Academy	Inkster	K–9	No Change	1996–97	192	192	170	13%
King Academy	Inkster	K–6	No Change	1997–98	214	221	110	95%
Livingston Developmental Academy	Howell	K–9	No Change	1996–97	399	409	404	**–1%**
Mosaica Academy of Saginaw	Saginaw	P–7	No Change	1997–98	462	402	261	77%
New Directions Institute	Pontiac	K, 9–12	K–5	1997–98	142	165	68	109%
The New Horizon Academy	Detroit	9–12	No Change	1998–99	512	NA	NA	
Summit Academy	Flat Rock	K–8	No Change	1997–98	520	677	202	157%
Thomas Gist Academy-North	Westland	K–8	No Change	1995–96	370	371	393	**–6%**
Warwick Pointe Academy	Grand Blanc	K–5	No Change	1995–96	394	387	282	39%

SOURCE: Site visits and phone interviews by Public Sector Consultants and the Michigan Department of Education Web site.

[a]Where grades are listed as pre-kindergarten (P), enrollment numbers include pre-kindergarten students.

[b]Enrollment figures from SYs 1997–98 and 1998–99 were obtained from the Michigan Department of Education Web site, *http://www.mde.state.mi.us/reports/msr*. Enrollment numbers for all years for the Academies of Detroit, Summit Academy, and Warwick Pointe Academy were provided by Central Michigan University per the February count date of the school year listed.

EXHIBIT 4

Study-Area Public School Academy Name Changes in SY 2000–2001

Former School Name	SY 2000-2001 School Name
Academy of Detroit-East	Academy of Lathrup Village
Academy of Detroit-Oak Park	Academy of Oak Park
Academy of Detroit-Southfield	Academy of Southfield
New Directions Institute	Pontiac School For Excellence

SOURCE: Site visits and phone interviews by Public Sector Consultants.
NOTE: We have elected to use the school names from SY 1999–2000 in this report because the SY 1999–2000 name corresponds to the data in the report.

Authorizer

Ten schools in the study area are authorized by CMU, two are authorized by Saginaw Valley University, one is authorized by Eastern Michigan University (EMU), one is authorized by Oakland University, one is authorized by the Inkster School District, and one is authorized by the Detroit Public Schools. We find that schools pay an average fee to the authorizer of 3 percent.

Presence of a Management Company

All but three of the PSAs have a management company that oversees the school in varying capacities. The schools that do not have management companies are Colin Powell Academy, Gaudior Academy, and Warwick Pointe Academy.

Type of Management Company

The types of management companies vary from school to school, as do their functions. Several schools have management companies that were formed specifically for that particular PSA, and those companies intend to manage one school only. These schools are Central Academy (Global Educational Enterprises), Elbert T. Clark Academy (Petra Learning Systems), King Academy (Alpha Omega Management), and The New Horizon Academy (New Vista Group). Two schools—Summit Academy (Hellicon) and Thomas Gist Academy (Leona Group)—have hired local chain management companies. Eight other schools have hired national chains: Livingston Development Academy (Smart Schools, Inc.), Mosaica Academy of Saginaw (Mosaica Education), New Directions Institute (Beacon Education Management), and the Academies of Detroit (Charter Schools Administrative Services).

Role Management Companies Play

None of the schools were created by management companies, per se. Instead, concerned parents, teachers, and local philanthropists created the schools in the study area. The founders of the schools had specific missions and curriculum in mind for the school. Therefore, with the exception of the national chain schools—which implement their own curriculum and train personnel—the management companies' impact on the school is limited to the administrative and managerial functions rather than curriculum development and implementation. For example, the Academies of Detroit were formed by local school boards which then hired Charter Schools Administrative Services to hire and fire teachers, hire vendors to provide field trip transportation and hot meal services, and oversee professional development and budgets. In addition, the management company often performs the function of grant writing.

The national chain management companies have more of a hands-on approach to curriculum development and implementation. These management companies put the curriculum in place and ensure that teachers are trained in the appropriate methods. Based on our site visits and phone interviews, we

observed that there is little innovative curriculum outside of the national chain schools. This is discussed further in the following subsection on "Curriculum."

Curriculum

The curriculum of the study-area schools varies widely. Most schools tend to work within the framework of the Michigan core curriculum. A few innovative approaches have been adopted in the study-area PSAs, however. Gaudior Academy uses Multiple Intelligences Theory, which provides education in a cooperative setting that is designed to develop lifelong learners. Livingston Developmental Academy uses the Quality School concept, which focuses on the quality rather than quantity of students' work. Mosaica Academy uses Paragon Curriculum, eight thematic units per year to teach human history. A few other schools have adopted a social or subject-matter emphasis, for example, intervening with an at-risk population (The New Horizon Academy), cultivating career-track or math and technology skills (King Academy), or emphasizing back-to-the-basics education (Colin Powell and Elbert T. Clark Academy).

While many of the Detroit area PSAs are not innovating in the traditional curriculum area because they are core knowledge schools (using a traditional Michigan core curriculum framework), they are innovative in attempting to transmit values and character. In this manner, schools teach what many parents see as good old-fashioned values that have been abandoned by traditional districts. At PSAs, many parents are demanding that schools address these values, and some PSAs are meeting the demand.

Whether PSA Rents or Owns Its Facilities

In general, the facilities at the study-area schools wherein the facilities are not owned by a chain management company are inadequate, with the exception of Central Academy, where a single-school management company has raised enough funds through private donations to build its own school. Interviewees representing PSAs in the study commonly complained that they face an unfair disadvantage in building and renovating facilities compared to traditional public schools: Their capital costs come entirely out of their operating budget, whereas traditional public schools can issue bonds for such projects.

Transportation

None of the study-area schools own buses or provide transportation. One school does contract with a local transit company, and several lease buses from the local school district for field trips. This tends to make life difficult for both parents of PSA students and for the PSA itself. All schools in the study cite transportation issues as one of the primary reasons why students exit their school. As mentioned previously, however, this claim cannot be verified, and is in fact contradicted by the small sample of parent surveys we received.

Uniforms

Most of the study-area PSAs have a uniform requirement, which appeals to parents by saving them money on school clothes. In addition, Detroit Area PSA lead managers/principals cite reduction in theft and violence as a benefit of their uniform policy, as the uniform requirements also include a restriction on gold jewelry and athletic shoes.

Level of Experience of Teachers

As most studies indicate (and according to lead managers/principals of the study-area PSAs), teachers at PSAs in Michigan and around the nation tend to be less experienced and are paid less than teachers at traditional public schools. In addition, they do not benefit from union representation, as traditional public school teachers do. Exhibit 5 presents the most current data on average teacher salaries, ob-

tained from the MDE Web site. Though the data are incomplete for seven of the study-area PSAs, the average salary for the nine remaining PSAs is $25,889, whereas the average salary for all public schools[8] is $39,158.

EXHIBIT 5

Study-Area Public School Academies, Average Teacher Salary and Corresponding Year Salary Data was Obtained

School	Average Salary[a]	Corresponding Year
Academy of Detroit-East	NA	NA
Academy of Detroit-Oak Park	NA	NA
Academy of Detroit-Southfield	NA	NA
Academy of Inkster	NA	NA
Central Academy	$25,835	SY 1997–98
Colin Powell Academy	$26,073	SY 1997–98
Elbert T. Clark Academy	$19,185	SY 1996–97
Gaudior Academy	$22,180	SY 1997–98
King Academy	$13,374	SY 1997–98
Livingston Developmental Academy	$27,868	SY 1996-97
Mosaica Academy of Saginaw	NA	NA
New Directions Institute	NA	NA
New Horizon Institute	NA	NA
Summit Academy	$21,381	SY 1996–97
Thomas Gist Academy	$35,067	SY 1996–97
Warwick Pointe Academy	$42,037	SY 1997–98
Average for study area schools	**$25,889**	
Average for all Michigan public schools[b]	**$39,158**	**1999**

SOURCE: *1999 Michigan School Report*. Building Information is from the Michigan Department of Education's Web site, *http://www.state.mi.us/mde/cfdata/msr99/_bldg.cfm.*

[a]This is the most current data from the above sources; years vary.

[b]This average was calculated by PSC from data obtained from the (calendar year) *1999 Bulletin 1014* at the MDE Web site, at *http://www.state.mi.us/mde/reports/B1014/index*. This calculation includes available data from study-area PSAs.

Maximum Class Size (If Any)

One advantage of the PSA movement—as evidenced by the study-area schools—is that a majority of schools tend to have a cap on the number of students per classroom. Of those schools that do have a maximum class size, the range tends to be between 20 and 25 students per teacher. This seems to be an advantage that the Detroit Area PSAs in particular have over their traditional public school counterparts. Interviewees indicated that this is an important determining factor in whether a parent enrolls his/her child/children in a Detroit Area PSA.

One school (Summit Academy) has a maximum class size of 50, but each class has two teachers plus aides. Another school, Gaudior Academy, has established a permanent cap of 200 on the total number of students enrolled in the school.

Parental Involvement

Most of the schools in the study area require parents to volunteer a certain number of hours during a school year or semester. Parents can assist teachers in the classroom, fundraise, accompany students on

[8]This includes the study-area PSAs that were able to provide such data.

field trips, or volunteer in the office. Lead managers/principals report that parental involvement makes parents more interested in their children's performance and more aware of how the school operates.

Extracurricular Activities

All but three of the study-area PSAs have extra-curricular activities. We found that it is important for PSAs to have such activities, particularly at the middle-school level, if the schools wish to retain their students. PSA students want to participate in the same sports and activities that their neighborhood traditional public school peers do. If PSA students are not offered extracurricular activities at their school, then they tend to return to traditional public schools when they are in middle school.

Marketing

Eight study area schools conduct some form of marketing to maintain or increase enrollment. Five schools (the Academies of Detroit and Thomas Gist Academy) allocate the responsibility of marketing to their management company, and three (Elbert T. Clark Academy, Summit Academy, and Gaudior Academy) do not use marketing at all, relying solely on word of mouth advertising. The types of marketing used range from billboard, newspaper, and radio advertisements to brief spots at the local cinema, flyers, and brochures. The most effective form of marketing is word of mouth advertising, which is free but cannot be controlled by the school.

Special Education Population and Provisions

With the exception of two schools, none of the schools in the study area have a reputation for addressing the special education population: Only Mosaica of Saginaw and Academy of Inkster have adequate special education resources (full-time special education teachers and special education resource rooms). Other schools attempt to work with students who have previously been labeled special education, but whose parents prefer that they not be separated from their peers. In such cases, students work with an aide for several hours a week but are not labeled as special education, and no other arrangements are made aside from tracking the students' progress more carefully. One school outsources special education services to community organizations. Many of the schools have a psychologist and social worker at their disposal if the need arises.

We have two concerns with the PSA movement and the special education population based on our conversations with ISDs and our observations from site visits and phone interviews. First, we question whether PSAs are fully living up to their obligation to serve the special education population and believe that this issue should be investigated further in future research. Second, throughout our interviews with superintendents of traditional public school districts and ISDs it was rumored that some PSAs admit a large number of special education students, who are allocated a larger per-pupil allowance than their nonspecial education counterparts, and then "counsel out" the students after the fall count date. The interviewees inferred that parents are encouraged to go elsewhere for their children's education, since the school may not be appropriate for their child. This accusation cannot be substantiated, but it was repeated often enough that we believe it should be investigated further.

STUDY AREA ONE:
The Impact on Local Schools and Communities

Local Schools

In terms of the impact that that the selected (study-area) Michigan PSAs have on the local traditional public schools, we find that our observations are consistent with what researchers have found at the national level.[9] One effect has been that local traditional schools often add specific features that are attractive to parents that their neighboring PSAs offer, for example, all-day kindergarten, before- and after-school programs, and character education. Another effect is that districts are spending more money on marketing to win back families or retain them. Like PSAs, local traditional public schools are now using advertising such as billboards, inserts in newspapers, and radio and television spots.

Aside from the innovations in the curriculum at the national chain PSAs, there appear to be few innovations in the area of curriculum in the PSAs in the study area, outside of character education efforts. If anything, the line of direction for curriculum innovation has gone from traditional public schools to PSAs (as discussed earlier).

Furthermore, there are few networks through which information can be disseminated from PSAs to local traditional schools, even if PSAs are innovating. This is especially true in districts where local traditional schools are hostile toward PSAs. Finally, many PSAs are so busy running the day-to-day operations of the schools that they have no time to share ideas.

Communities

The data on the general impact that PSAs in Detroit have had on their community are based on the perceptions of lead managers/principals. PSAs report that the community seminars that their schools provide on a weekly or monthly basis help educate the population in family matters and developing skills (such as computer training) and make the attendees feel a sense of community. The mandatory or suggested parental involvement at PSAs also may have a positive impact on the community.

From the site visits we conducted, we found that except through community education, PSAs do not have a substantial impact on their communities. Elbert T. Clark is the only school that mentioned having had a specific impact on the surrounding community. The impacts the school cited include increased economic activity in the immediate vicinity for mom-and-pop stores and—as people begin to view the community as safer and homes become more valuable due to the proximity of the school—an increase in property values. The school also has caused people to view the school's surrounding neighborhoods (as opposed to the immediate neighborhood) more positively. Future research in this area could focus on determining actual property values in communities before and after a PSA opens and comparing/contrasting the property values in communities with PSAs and traditional public schools.

[9] *Education Week*, Vol. XIX, Number 37, May 24, 2000, "Gauging the Impact of Competition."

STUDY AREA TWO:
Student Mobility

We refer to data on student mobility using two categories:

- Students who transfer but do not graduate from a PSA
- Students who are graduating or completing the PSA's curriculum

Tracking mobility requires specific information on both groups. For the first group, it is necessary to know why the students left the PSA, whether they intend to continue their studies, and, if so, where. For the second group, it is necessary to know if and where the students intend to continue their studies and their overall impressions of the PSA. Of the schools that we visited and interviewed, however, none collect student mobility data at the building level, making analysis impossible.

We feel strongly that in order for such data to be collected at every school and for the data to be collected consistently (every year, every school, and every student), there needs to be a mandate from the MDE. This information will be beneficial in discerning mobility trends and may help traditional public schools forecast enrollment. The information also will help PSAs track their performance and market themselves better. The Single Record Student Database (SRSD), mentioned previously, is a good place for this information to be collected and made available to the public.

STUDY AREA THREE:
Management Companies

In Phase I of our evaluation, we discussed what a management company[10] is and the role management companies play in the charter school movement. We noted how PSAs are run differently from traditional public schools and what services management companies provide, for example,

- making loans,
- assisting with state reporting requirements,
- assisting with financial tasks at the school,
- establishing education design,
- establishing education standards,
- exempting the school from the state teacher retirement system, and
- taking advantage of economies of scale.

We also described in detail the two types of management companies—chain companies (local and national) and single-school companies. For the purposes of Phase II, the current study, we discuss the impact that these for-profit companies have on the PSA initiative. We divide the discussion between the advantages and disadvantages of being affiliated with a management company, based on our discussions and observations from the site visits and phone interviews with study-area PSAs.

Advantages

One of the main advantages of being affiliated with a management company is that it allows the lead manager/principal to focus on curriculum development, hiring teachers, networking with other PSAs and local traditional public schools, and writing grants. In addition, management companies, particularly the large national chains, can raise private funding for building renovation or procurement and take advantage of economies of scale in procuring equipment and supplies.

Disadvantages

One of the main disadvantages of being affiliated with a management company is the fee that schools must pay for their services—on average 10 percent. This fee is charged in addition to the average 3 percent that is paid to authorizers. Thus these PSAs pay out an average of 13 percent of their per-pupil allowance before they can budget for supplies, equipment, teacher salaries, additional administrative costs (if any), and building renovation and maintenance (if the management company does not pay these costs).

Although much debate about management companies has centered on their impact on curriculum innovation, we find that only national school chains—which design the curriculum in their schools at the request of school boards—have an impact on innovation. Single school management companies do not impact the curriculum at the schools they manage; they leave that task to the school board and the teachers. We also find that schools that do not have management companies appear to have higher parental satisfaction and provide a curriculum which is more closely followed and better integrated. Lead managers/principals in PSAs without a management company, however, appear to be overworked and overwhelmed by the multitude of tasks they perform.

[10]Management companies are also called "educational service providers." We follow the prevailing research and refer to them as management companies.

PART TWO

Study Area Four: Student Achievement
A Report by Policy Studies Associates

STUDY AREA FOUR: Student Achievement

Our analysis of the achievement of students in Michigan's PSAs addresses two research questions:

- How do the achievement levels of students in PSAs compare to those of students in traditional public schools?
- How does attending a PSA affect student performance compared to the effect of attending a traditional public school? In other words, is the value of a PSA education better, worse, or about the same as a traditional public school?

In our report published in February 1999, we used data through SY 1997–98 to address these same issues. At that time, we found that while the achievement level of students in PSAs was typically lower than that of students in traditional public schools, the average achievement scores of students in PSAs were improving more rapidly.

One of the caveats to the analysis presented in the earlier report was the small number of PSAs for which there was more than one year of test data to analyze. Furthermore, three years was the maximum span of years for which data was available. The fact that we had data for so few years made it difficult to distinguish trends in student achievement, as reflected in test scores, from normal year-to-year variation. This report updates the analyses of the earlier report by adding test data for an additional year—the results from the MEAP and HST exams for SY 1998–99. This increases (1) the maximum number of years over which we can observe changes in test scores from three to four and (2) the number of PSAs for which we have at least two years of data to examine.

We still believe, however, that even with the additional year of testing results available for this report, it is premature to make a definitive statement on the impact of the PSAs on student achievement. While we are able to show student achievement as measured by the MEAP and HST for PSAs and traditional public schools, we cannot yet say how much of this achievement can be attributed to the schools rather than to changes in the composition of the student body of each school or changes in other nonschool factors. We present our analyses as an interim indicator, providing tentative conclusions about student achievement in PSAs.

Methodology

Because the MEAP and HST exams are the only measure of student achievement that is available for all PSAs and for traditional public schools, our analysis of student achievement is based on the results of these exams. We are well aware of the criticisms and limitations of these exams and of the way scores are reported.

In addition, the reader would be wise to remember that just as there is no single educational model in place at Michigan's PSAs, there is no single statement that can be made about all PSAs with respect to student achievement.

Data Available

The results of the MEAP data used for this study are those available to the public from the MDE's Web site. We used the data for all of the MEAP and HST tests—the math and reading tests administered to fourth, seventh, and eleventh graders, and the science and writing tests administered to fifth, eighth, and eleventh graders.

As the first of Michigan's PSAs began operation in SY 1995–96, our analyses is limited to the results of the tests administered during four school years, 1995–96, 1996–97, 1997–98, and 1998–99. The analyses also is limited to the 76 PSAs that operated during any of these four school years in the Livingston, Macomb, Wayne, Oakland, Saginaw, Genessee, Washtenaw, and St. Clair ISDs. A complete list of the schools is presented in Appendix D.

The results of the MEAP and HST tests are reported by the MDE only in the form of aggregate scores on each test for each public school in Michigan. For elementary and middle schools, results are presented as the percent of students at each school whose scores place them into one of three categories—"satisfactory," "moderate," or "low." Since SY 1997–98, the results for the tests administered to eleventh-grade students are reported as the percent of students in one of four categories—"exceeded standards," "met standards," "basic," and "not endorsed." Prior to that, the results were reported in terms of the percent of students placed in three categories—"proficient," "novice," and "not yet novice."

The number of PSAs for which MEAP and HST test results are reported has increased each year, as shown in Exhibit 6. The expansion is the result of (1) the increase in the number of PSAs and (2) existing PSAs choosing to offer additional grade levels, including those tested under the MEAP/HST system.

EXHIBIT 6

Number of PSAs that Reported MEAP/HST Test Scores (SYs 1995–96 through 1998–99)

Test	Grade	1998–99	1997–98	1996–97	1995–96	Total
Math	4th Grade	44	30	17	2	93
	7th Grade	29	15	10	3	57
	11th Grade	15	8	6	5	34
	Total	*88*	*53*	*33*	*10*	*184*
Reading	4th Grade	44	30	17	2	93
	7th Grade	30	15	9	3	57
	11th Grade	16	8	5	5	34
	Total	*90*	*53*	*31*	*10*	*184*
Science	5th Grade	41	26	18	5	90
	8th Grade	27	16	9	4	56
	11th Grade	12	8	5	4	29
	Total	*80*	*50*	*32*	*13*	*175*
Writing	5th Grade	42	27	18	5	92
	8th Grade	28	16	9	4	57
	11th Grade	15	8	5	4	32
	Total	*85*	*51*	*32*	*13*	*181*

SOURCE: The Michigan Department of Education.

The number of years for which MEAP or HST scores are available for each test from each PSA also varies among the PSAs. For example, four years of results for the fourth-grade math exam are available for only one PSA out of 50 PSAs that offer (or have offered) at least one elementary grade since SY 1995–96. Three years of results are available for 13 schools, two years for 18 schools, and only a single year for 14 schools. No data are available from four schools that served the elementary grades, either because they did not offer the fourth grade, or because fewer than five students took the fourth-grade math exam. Consequently, although an additional year of data are used in the analyses presented in this report, data are still only available for a few schools and for a relatively brief span of years. It may take ten years or more before sufficient data becomes available to make rigorous trend analyses possible.

Measures Computed

We examined the MEAP/HST scores in three ways. First, we looked at the percent of students scoring "satisfactory" on the SY 1998–99 administration of each of the tests. Second, we calculated the percentage increase in the percent of students scoring "satisfactory" between SYs 1997–98 and 1998–99 and over three- and four-year intervals.

The third method used to examine the MEAP/HST scores of PSAs was the standard of "adequate yearly progress." This measure has been adopted by the MDE for the review of the performance of the Title I programs in the state's public schools. The specific calculations are described later in this chapter. We feel this measure presents the most balanced assessment of changes in MEAP/HST scores from year to year. Adequate yearly progress provides a single measure that takes into account not only the number of students moving from the "moderate" and "low" categories into the "satisfactory" category, but also the success of a school in moving lower achieving students from the "low" category into the "moderate" and "satisfactory" categories. This indicator provides a more complete picture of the school's success in improving achievement for students at all performance levels.

Comparison Schools and School Districts

The presentation of the MEAP scores for PSAs alone does not answer the basic policy research question regarding student achievement in PSAs: How do the scores of students in Michigan's PSAs compare to the scores of students in traditional public schools?

It is not appropriate, however, simply to compare the scores from the PSAs to the state averages on each test. Even among the traditional public schools, there is very wide variation in MEAP/HST scores. On each test, there are traditional public schools where nearly 100 percent of the students scored "satisfactory" and other schools where no students scored at this level. The variation in student performance is thought to result from a combination of the effectiveness of these schools and nonschool factors, such as differences in poverty levels between the communities schools serve, or the percent of students who are non-native English speakers. Administrators of many of the PSAs point out that in addition to these factors, their schools were created specifically to serve at-risk populations, such as school dropouts, students returning from residential juvenile detention, or recent immigrants. Therefore, it should be expected that the aggregate scores for their schools are on the low end of the distribution of MEAP/HST scores, because the students are entering these schools with less preparation and lower achievement levels. What is important in assessing the effect of PSAs on student performance is how much they help their students *increase* their performance.

Comparison Schools

To ensure that we were making appropriate comparisons, for each PSA in our study we designated a traditional public school as its "comparison school." The comparison schools were selected based on three criteria:

- Geographic proximity to the PSA (the comparison schools are drawn from the ISD that surrounds the charter school)
- Roughly equivalent percentage of students who are nonwhite
- Similar composite student MEAP/HST performance in the year that the PSA began reporting. (We used the average percent of students scoring satisfactory on all of the tests administered at a school to compute one composite score)[11]

[11]We attempted to use a measure of poverty as an additional criterion. U.S. Census data on the percentage of the population below the poverty level is not available for the school districts represented by PSAs. The percentage of students eligible for the USDA Free and Reduced Lunch Program would have been an appropriate proxy measure. However, most PSAs do not yet operate a school lunch program and data on the percent of their students who would be eligible is not available.

The comparison schools were selected by scanning all of the traditional public schools in each PSA's ISD. Those with similar MEAP/HST scores were tagged. Of those schools, the one with the percentage of nonwhite students that was closest to the percentage in the PSA was chosen as the comparison school.

By using the MEAP/HST score for the first year they were available for each PSA as a selection criterion, we established a comparable baseline for each school. Using this matching procedure, we hoped to control for the additional nonschool (socioeconomic) factors that are associated with student achievement when we compared the scores of the PSA and its comparison school.

A table showing each PSA and its comparison school is contained in Appendix E. The reader should note that we did not select comparison schools for the PSAs that have not administered the MEAP. These were schools that did not offer a grade level in which a MEAP test is administered. For example, a school offering only grades K–3 would not have a comparison school.

Comparison School Districts

For an analysis of how the SY 1998–99 MEAP/HST scores of PSAs compare to the distribution of scores in traditional public schools, we identified a "comparison school district" rather than an individual comparison school. If we had only used a single comparison school, the one-year differences between a PSA and its single comparison school would be meaningless. It would tell us much more about the exactness of our match than it would about the differences in the impact of either school on student achievement. It also would be relatively easy to guarantee that the PSAs appeared superior, or inferior, to traditional public schools by consistently choosing comparison schools that have scores a little below or a little above the PSAs.

Comparing the MEAP/HST scores of a PSA to a comparison school district answers questions regarding the level of student achievement in PSAs today more meaningfully. Instead of abstract percentages, it shows how the PSA compares to other schools—some of which serve similar students bodies—in the same geographic area. If most PSAs fall within the range of test scores achieved by traditional public schools, one might assume that the PSAs are performing at least as well as the traditional schools.

To select a comparison school district, we selected the comparison school and proceeded to do the following:

- For fourth- and fifth-grade scores we used all of the other elementary schools in the comparison school's local traditional school district, except for with the Detroit Public Schools district, where we used the elementary schools in the same Detroit region (designated as Region A, B, etc. in the *1999 Michigan School Report*).
- For seventh- and eighth-grade scores we used all of the middle and junior high schools in the ISD of the comparison school, except for with the Detroit Public Schools district, where we used all the middle and junior high schools in the same Detroit region.
- For eleventh-grade scores we used all of the high schools in the ISD of the comparison school, except for with the Detroit Public Schools district, where we used all the high schools in the same Detroit region.

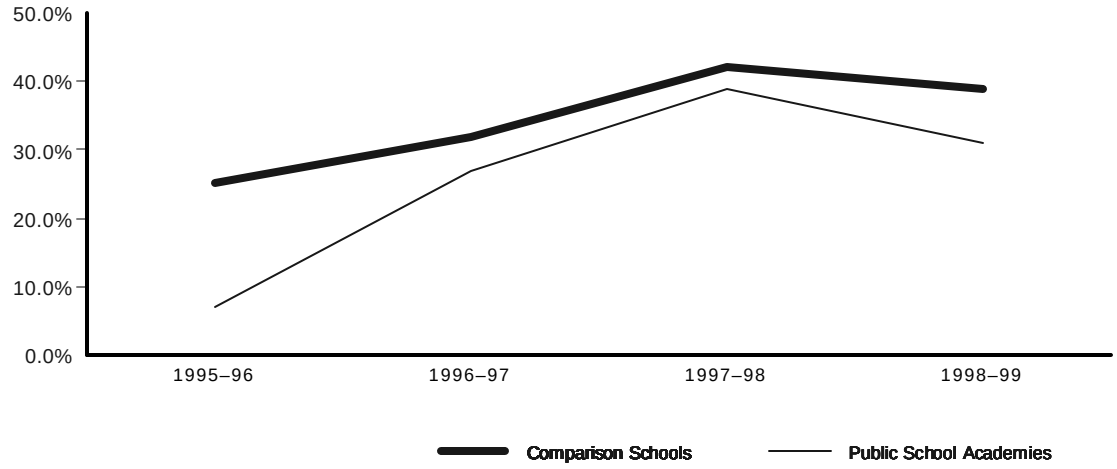
Overall Pattern of Achievement Scores, PSAs and Comparison Schools

As preparation for our analyses, we first looked at the trend in test scores for the PSAs and their comparison schools. An example of the trend for scores on the math exams is presented in Exhibit 7. When we analyzed the first three years of data (SYs 1995–96 to 1997–98) for the Phase I February 1999 report, the aggregate trend for both groups of schools was an annual improvement in the scores. While

the PSAs, on average, had lower scores, the rate of increase was greater among PSAs than among the traditional public schools. However, one exception is the SY 1998–99 MEAP/HST test, for which the aggregate scores showed a decrease from the year before, rather than the expected increase.

EXHIBIT 7

Trends in Student Math Achievement (PSAs and Comparison[a] Schools)
Average Percent "Satisfactory" on MEAP/HST Test (SYs 1995–96 to 1998–99)



SOURCE: The Michigan Department of Education.
[a]For each charter school we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the charter school's scores were reported, (2) location, and (3) percent of nonwhite students.

It is clear that the PSAs, as a group, lost ground in SY 1998–99. Their scores decreased more sharply than did those of the comparison schools. In the analysis of the SY 1998–99 data, we will focus on these changes in student performance and explore whether several variable factors are associated with changes in student performance as captured by the MEAP/HST test system.

PSAs Position Relative to Comparison Districts on the SY 1998–99 MEAP/HST Tests

On average, the PSAs included in this study score lower than the traditional public schools from the same group of ISDs. However, it is not clear that this is the most appropriate comparison. Rather than averaging the scores from all PSAs and comparing them to the average of the scores from all traditional public schools, we think it is more appropriate to compare each PSA to the traditional schools in the comparison school district identified for each school. This way we ensure that at least some of the traditional public schools operate in the same context and serve students from the same communities as the charter school.

To simplify the presentation of the results, we used the average of the percentage of the students scoring satisfactory in math combined with the percentage of student scoring satisfactory in reading as a single measure of performance. (We performed the same analyses using separate math and reading scores as well as separate science and writing scores but found little difference in the overall pattern of results.)

To make the comparison between a PSA's math/reading scores and those of its comparison school district, we first identified the range of the scores reported for all of the schools in the comparison school's district. To describe the distribution of scores across this range, we computed the *quartiles* of

the scores for each comparison district. This is done by arranging schools in each comparison school district on the composite MEAP/HST score from the highest score to the lowest. We then divided this range of performance scores for the comparison schools into four even-sized groups, or quartiles, each representing 25 percent of the scores. The schools in the top quartile are those with MEAP scores in the top 25 percent of all scores. The second quartile comprises the next highest 25 percent of scores, and the next highest 25 percent are represented by the third quartile. The 25 percent of the schools with the lowest performance scores is the fourth quartile of scores.

We then compared the composite MEAP/HST score for each PSA to the distribution of the composite scores in its comparison school district to determine the quartile in which the PSA would have been placed had it been a traditional public school in that school district. We also created categories for when the PSA's score was higher and lower than the scores of any of the schools in the comparison school district. We labeled the placement on the quartiles as the PSAs "position relative to comparison district schools."

Overall, we found that the performance of PSA students on the MEAP and HST tests was within the range of the performance of students in the comparison school districts. However, the PSAs tended to be near the bottom of these distributions. A summary of the position of the PSAs in the study area relative to their comparison school districts is shown in Exhibit 8.

EXHIBIT 8

PSAs' Position Relative to Comparison District[a] Schools
MEAP/HST Math/Reading Composite Scores (SY 1998–99)

Highest scoring school in area	3%
Among highest quartile of schools in area	3
Among the second quartile of schools in area	11
Among the third quartile of schools in area	8
Among the lowest quartile of schools in area	43
Lowest scoring school in area	32

SOURCE: The Michigan Department of Education.
[a]The comparison district is made up of the traditional public schools at the same grade level in the surrounding or adjacent school district.

Three percent of the PSAs had a composite MEAP or HST score in math and reading that was higher than any of the schools in its comparison school district. An additional 3 percent had composite scores that place them in the top quartile (or 25 percent). Eleven percent of the PSAs were in the second quartile, and 8 percent were in the third quartile. However, 43 percent of the PSAs were in the lowest quartile, and an additional 32 percent had a composite MEAP score that was lower than any school in their comparison district.

School Start-Up Period

In our February 1999 report, we noted that the first years of the operation of a PSA were a difficult period. The PSA leadership and faculty face numerous challenges and adjustments during the startup of their school. We found evidence on the SY 1997–98 tests that the performance of the students on the MEAP and HST test also was affected by the startup experience. Relative to their comparison school districts, the composite math/reading scores of PSA students were higher in schools that had been in operation for a longer period of time.

Our analysis of the SY 1998–99 MEAP scores showed that this pattern still remains. As shown in Exhibit 9, 77 percent of PSAs in their first year of operation and 78 percent of those in their second year had composite math/reading MEAP/HST scores in the lowest quartile. Among PSAs in their

fourth year, only 41 percent of schools fell in this category. In addition, the only PSAs that had scores higher than any school in their comparison school were in their third or fourth year of operation.

EXHIBIT 9

PSAs' Position Relative to Comparison District[a] Schools
MEAP/HST Math/Reading Composite Scores (SY 1998–99) by Years of Operation

	PSAs in First Year	PSAs in Second Year	PSAs in Third Year	PSAs in Fourth Year
Highest scoring school in area	0%	0%	8%	7%
Among top quartile of schools in area	5	0	0	7
Among the second quartile of schools in area	14	17	8	4
Among the third quartile of schools in area	5	6	15	41
Among the lowest quartile of schools in area	50	39	42	37
Lowest scoring school in area	27	39	27	4

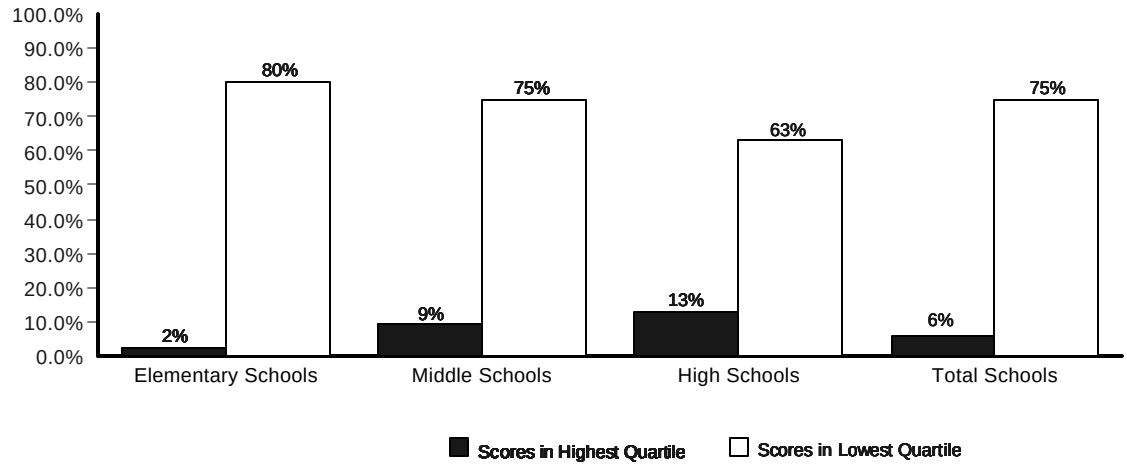
SOURCE: The Michigan Department of Education.
[a]The comparison district is made up of the traditional public schools at the same grade level in the surrounding or adjacent school district.

Grade Level

The relative position of the PSAs varies by the grade level of the MEAP/HST test. On the high-school tests, PSAs compared better relative to the traditional public schools in the comparison districts than on the tests given at other grade levels. Exhibit 10 shows that PSAs achieved their best relative position on the high-school tests (13 percent), followed by the middle-school tests (9 percent). PSAs were found to have the worst position (2 percent) relative to schools in their comparison school district on the elementary grade tests.

EXHIBIT 10

PSAs' Position Relative to Comparison District[a] Schools
MEAP/HST Math/Reading Composite Scores (SY 1998–99) by School Level



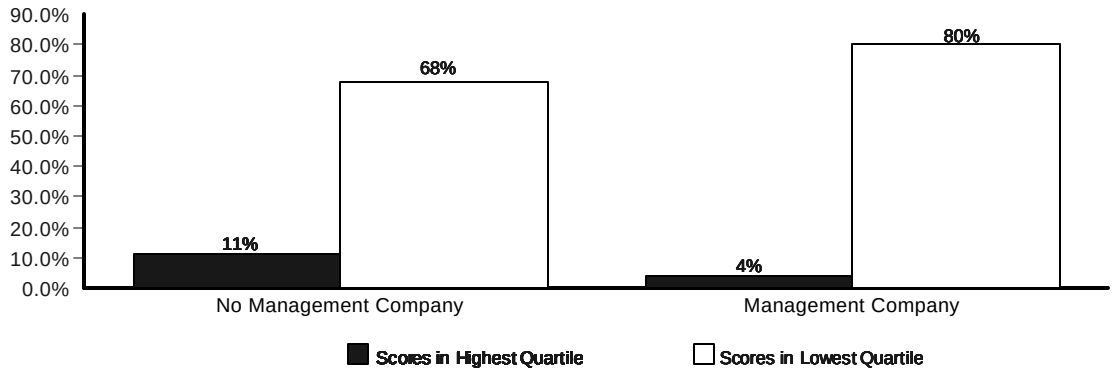
SOURCE: The Michigan Department of Education.
[a]The comparison district is made up of the traditional public schools at the same grade level in the surrounding or adjacent school district.

Affiliation with Management Company

We also found that the relative position of the PSAs varied by whether the school used the services of a management company. Overall, Exhibit 11 shows the schools with management companies compared less favorably to their comparison school district than did the schools not affiliated with management companies. For example, 11 percent of PSAs not affiliated with a management company had composite MEAP/HST scores in the highest percentile during SY 1998–99, while only 4 percent of PSAs affiliated with a management company did. With the data available, we cannot determine whether the schools that use management companies are less effective in improving student achievement, or that the schools that serve at-risk students are more likely to seek assistance from such a company.

EXHIBIT 11

PSAs' Position Relative to Comparison District[a] Schools
MEAP/HST Math/Reading Composite Scores (SY 1998–99)
by Whether School is Affiliated with Management Company



SOURCE: The Michigan Department of Education.
[a]The comparison district is made up of the traditional public schools at the same grade level in the surrounding or adjacent school district.

Location of School

The relative position of a PSA within the Wayne ISD was more likely than a PSA in the other ISDs in our study area to be either among the lowest quartile or lower than that of any traditional public school. Seventy-eight percent of PSAs within the Wayne ISD had scores that placed them in the lowest quartile or as the lowest score in the area, compared to 68 percent of PSAs in other ISDs, as shown in Exhibit 12. Furthermore, 11 percent of the PSAs in the other ISDs scored either higher than any of the traditional public schools or within the top 25 percent compared to 5 percent of the Wayne ISD PSAs.

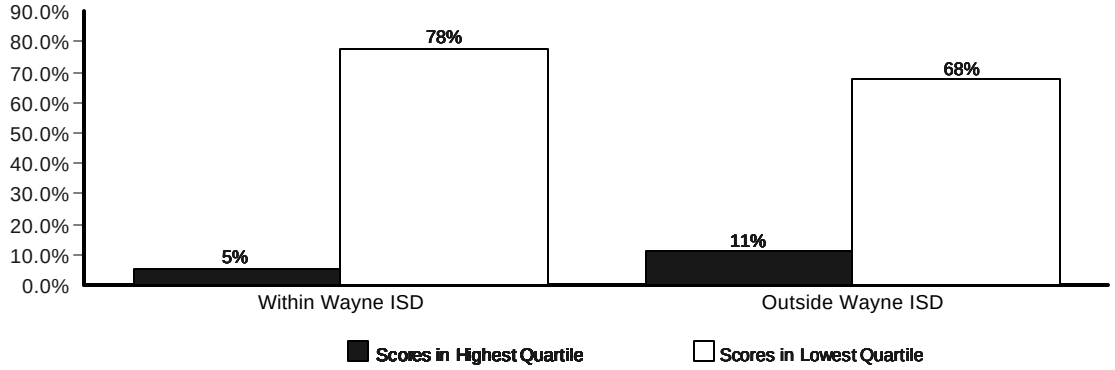
Comparison of Percentage Change in Test Scores, SYs 1997–98 to 1998–99

Our study team felt that it was important to look at the growth in the scores over time, rather than simply comparing the scores of PSAs with those of traditional public schools. This approach takes into account the starting point for the schools, which is particularly important for the PSAs that have adopted the mission of serving the lowest performing students. By taking into account the performance level of students at the start of an observation period, we are better able to measure the impact of the school on student achievement.

One way to look at the change in student achievement over time is to look at the percentage change in the most recent scores of students on the MEAP/HST tests compared to the scores of students in the base year. However, the data needed to compute the actual average score on the MEAP/HST test for students at each school is not available. As a proxy measure, we computed the percentage change in the proportion of students scoring "satisfactory" on MEAP/HST tests over time.

EXHIBIT 12

PSAs' Position Relative to Comparison District[a] Schools
MEAP/HST Math/Reading Composite Scores (SY 1998–99) by Location



SOURCE: The Michigan Department of Education.
[a]The comparison district is made up of the traditional public schools at the same grade level in the surrounding or adjacent school district.

The calculation is straightforward: To compute the percentage change between SY 1997–98 and 1998–99, we first subtract the proportion of students scoring satisfactory in 1997–98 from the percentage doing so in SY 1998–99 on the math, reading, science, and writing tests. This difference is then divided by the proportion scoring at the satisfactory level in SY 1997–98. If more students scored satisfactory in SY 1998–99 than in SY 1997–98, then the percentage change is positive; if fewer scored at this level in SY 1998–99, then the percentage change is negative; if the same number of students scored satisfactory, then the percentage change is zero.

We then computed the percentage change between SYs 1997–98 and 1998–99, and repeated it for every pair of years (SYs 1996–97 to 1997–98 and 1995–96 to 1996–97) for which we had data for each of the PSAs in our study area.[12] We also computed the percentage change over two longer periods—a three-year span from SYs 1996–97 to 1998–99 and a four-year span from SYs 1995–96 to 1998–99. The results are shown in Appendix F.

Overall, between SYs 1997–98 and 1998–99, the PSAs had a larger percentage gain than their comparison schools about half the time, as shown in Exhibit 13. In math, 55 percent of the PSAs had a larger percentage gain than their comparison school, and in science 62 percent of PSAs did so. In reading and writing, fewer than half of the PSAs had a larger percentage change than did their comparison schools: Forty-five percent of the PSAs had a larger percentage change on the reading test than did their comparison school, and on the writing test, 47 percent of PSAs had the larger percentage change.

School Start-Up Period

We extended our analysis of the percentage change in test scores to take into account four characteristics of the PSAs: the number of years since they began operation, grade levels offered, use of a management company, and location within or outside the Wayne ISD.

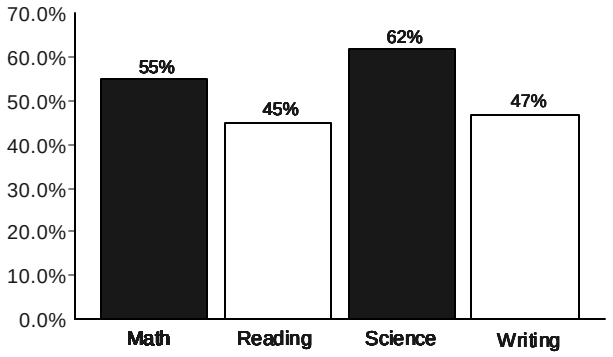
[12]For the high school test, "satisfactory" was defined as the sum of the percentage achieving "exceeds standard" and "meets standard" for the SYs 1997–98 and 1998–99 tests, and the percentage achieving "proficient" on the SYs 1995–96 and 1996–97 tests. When making comparisons across years, we do not include the high schools in any comparisons that span the 1996–97 and 1997–98 school years, due to changes in test scoring.

We found no consistent relationship between the number of years a PSA has been operating at the time the SY 1998–99 MEAP/HST exams were administered and whether it achieved a larger percentage gain in student test scores between SYs 1997–98 and 1998–99 than did its comparison school, as shown in Exhibit 14. PSAs that had been in operation only two years more frequently achieved larger percentage gains than their comparison schools in math and science (75 and 73 percent, respectively) than did the PSAs that had been in operation for three or four years.

The PSAs that had been operating for three years in SY 1998–99 had the best overall performance on the percentage gain measure. An equal or larger proportion of the three-year-old PSAs had larger percentage gains than their comparison schools on all four exams: In math and reading, more of these PSAs achieved larger percentage gains than their comparison schools, and they were equally likely as their comparison school to have the larger percentage gain in science and writing. Neither the two-year-old or four-year-old PSAs had larger percentage gains than their comparison schools more often or equally often in all four subject areas.

EXHIBIT 13

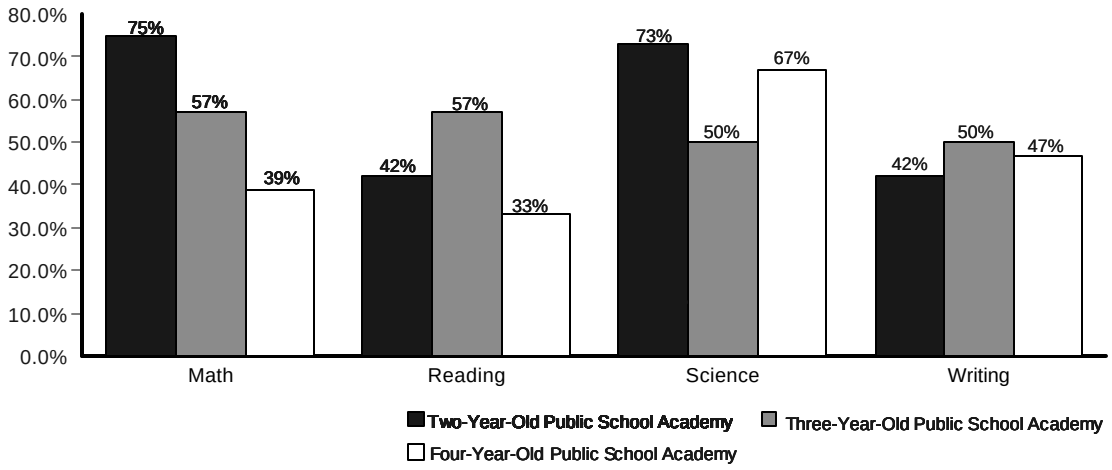
Percent of PSAs That Had Percentage Gains in "Satisfactory" Scores on MEAP/HST Tests Greater Than or Equal to Their Comparison School[a] (between SYs 1997–98 and 1998–99)



SOURCE: The Michigan Department of Education.
[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

EXHIBIT 14

Percent of PSAs That Had Percentage Gains in "Satisfactory" Scores on MEAP/HST Tests Greater Than or Equal to Their Comparison School[a] (between SYs 1997–98 and 1998–99) by Years of Operation



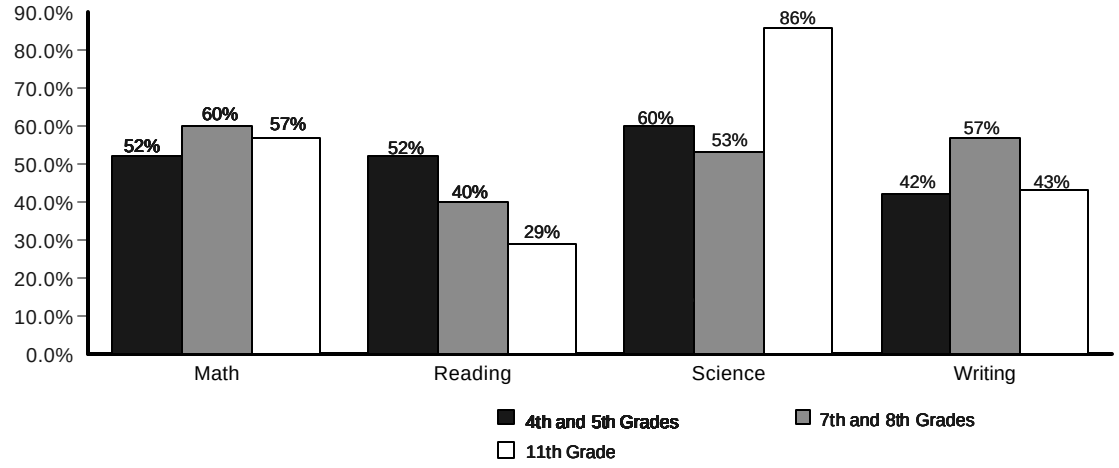
SOURCE: The Michigan Department of Education.
[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

Grade Level

There was no clear overall pattern between the grade level the test is administered to and the relative percentage gains of the PSAs and their comparison schools, as shown in Exhibit 15. On the math and science tests, the majority of PSAs had larger percentage gains than their comparison school at all grade levels. The differential was greatest on the eleventh-grade science test, wherein 86 percent of the PSAs had larger gains than their comparison schools. PSAs were slightly more likely to have larger percentage gains than their comparison school on the fourth- and fifth-grade reading test (52 percent). However, this differential in improvement in student achievement in reading does not carry into the higher grades. On the seventh- and eighth- grade reading test, only 40 percent of PSAs had larger gains, and on the eleventh-grade test, only 29 percent of PSA had larger percentage gains.

EXHIBIT 15

Percent of PSAs That Had Percentage Gains in "Satisfactory" Scores on MEAP/HST Tests Greater Than or Equal to Their Comparison School[a] (between SYs 1997–98 and 1998–99) by Grade Level



SOURCE: The Michigan Department of Education.

[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

Affiliation with Management Company

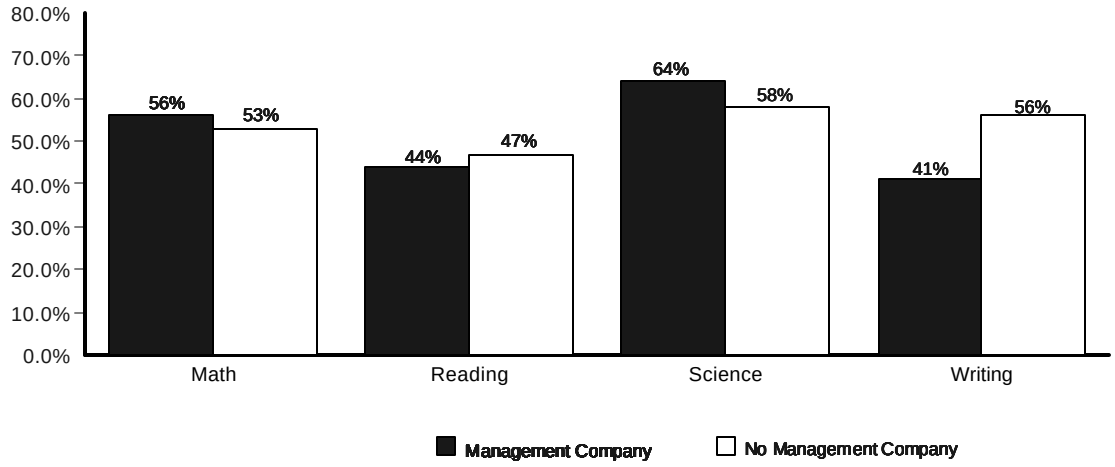
We found little relationship between the likelihood that a PSA would have a larger percentage gain than its comparison school and whether the school uses a management company. Exhibit 16 shows that PSAs with management companies were slightly more likely than those without them to have larger percentage gains than their comparison school in math and science, while the reverse was true on the reading and writing exams.

Location of School

We looked at the comparative performance of PSAs by the ISD in which they were located. Only by dividing all of the PSAs into those located within the Wayne ISD and those within all of the other ISDs in our study area did we have enough schools in each category to analyze performance.

EXHIBIT 16

Percent of PSAs That Had Percentage Gains in "Satisfactory" Scores on MEAP/HST Tests Greater Than or Equal to Their Comparison School[a] (between SYs 1997–98 and 1998–99) by Whether Affiliated with Management Company

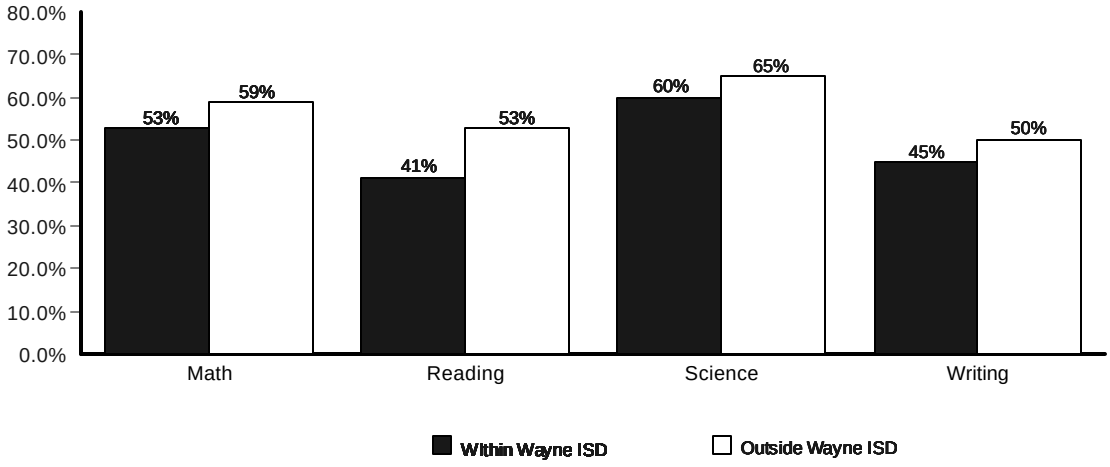


SOURCE: The Michigan Department of Education.
[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

Overall, the PSAs outside of the Wayne ISD were more likely to have higher percentage changes than their comparison schools in each of the four subject areas tested. However, as shown in Exhibit 17, the differences are small.

EXHIBIT 17

Percent of PSAs That Had Percentage Gains in "Satisfactory" Scores on MEAP/HST Tests Greater Than or Equal to Their Comparison School[a] (between SYs 1997–98 and 1998–99) by Location



SOURCE: The Michigan Department of Education.
[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

Comparison of Percentage Change in Test Scores Over Longer Periods

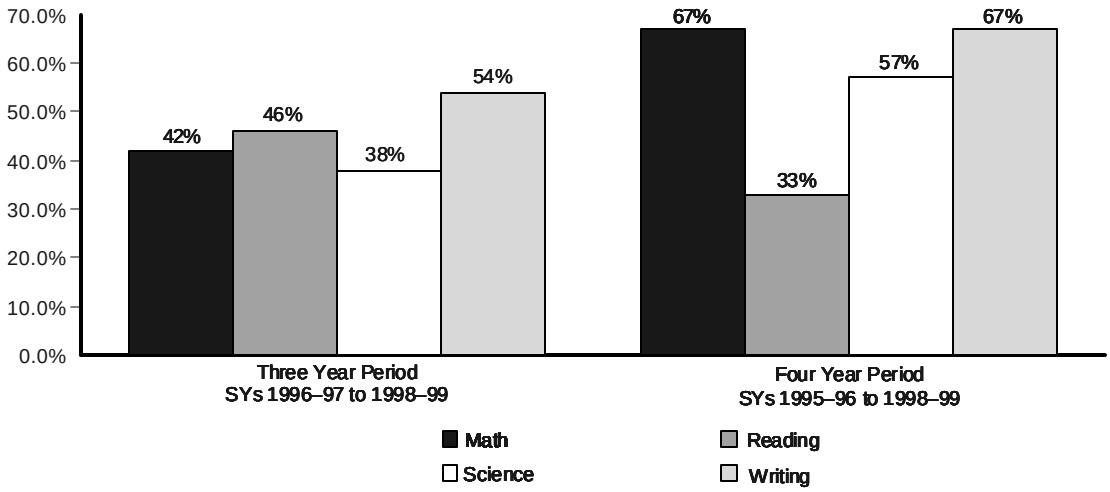
We applied the measure of the percentage change in the percentage of students scoring at the satisfactory level over three years, from SYs 1996–97 to 1998–99, for the 24 PSAs for which test results were reported over these years.[13] We also computed the percentage change in test scores over four years, from SYs 1995–96 to 1998–99, for the three schools for which we had scores in reading and math and the seven schools for which we had scores in science and writing.

Over the three-year period (SYs 1996–97 to 1998–99), Exhibit 18 shows that the comparison traditional public schools had larger percentage gains in every area but writing. Comparison schools had the larger percentage gain on the math test 58 percent of the time, on the reading test 54 percent of the time, on the science test 62 percent of the time, and on the writing test 46 percent of the time.

Among the few schools for which we had test scores for SYs 1995–96 to 1998–99, more of the PSAs had a larger percentage gain than their comparison schools on the math, science, and writing exams. On the reading exam, more comparison schools than PSAs had larger percentage gains.

EXHIBIT 18

Percent of PSAs That Had Percentage Gains in "Satisfactory" Scores on MEAP/HST Tests Greater Than or Equal to Their Comparison School[a] (between SYs 1995–96/1996–97 and 1998–99)



SOURCE: The Michigan Department of Education.

[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

We computed percentage gains for enough PSAs (24) on the SY 1996–97 and SY 1998–99 MEAP and HST tests to allow us to examine the relationship between some of the characteristics of the PSAs and whether they achieved a higher percentage gain over this three-year period than did their comparison schools. We found that over three years these factors more often were associated with PSAs experiencing larger percentage gains than comparison schools than we observed over the two-year period.

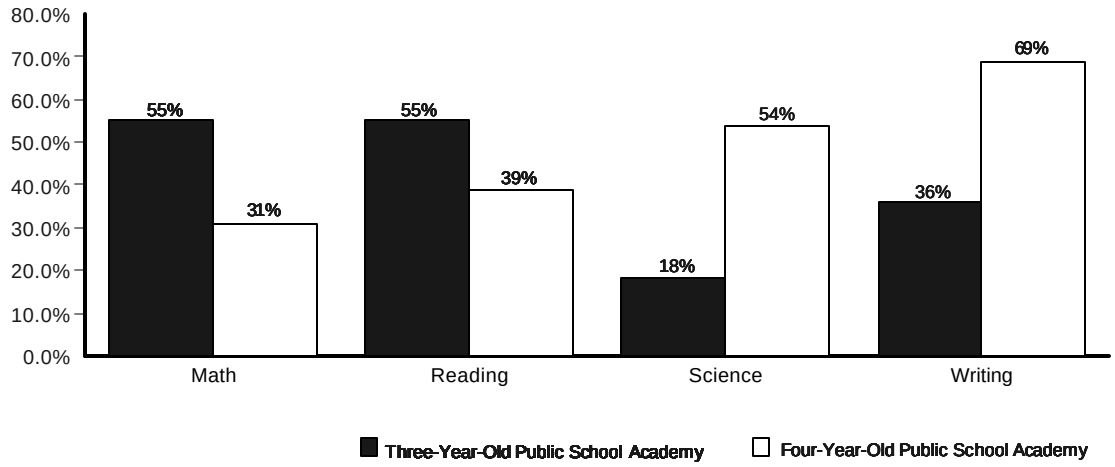
[13]Test scores from the eleventh-grade tests are not included in this analysis because of the changes in the test and scoring between the 1996–97 and 1997–98 school years.

Start-Up Period

PSAs in their third year of operation in SY 1998–99 were more likely than PSAs in their fourth year of operation to have a larger percentage gain on the math and reading exams than their comparison schools. On the science and writing exams, the relationship was reversed; PSAs in their fourth year of operation were more likely to have larger percentage gains, as shown in Exhibit 19.

EXHIBIT 19

Percent of PSAs That Had Percentage Gains in "Satisfactory" Scores on MEAP/HST Tests Greater Than or Equal to Their Comparison School[a] (between SYs 1995–96/1997–98 and 1998–99) by Years of Operation



SOURCE: The Michigan Department of Education.

[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

Grade Level

There was little difference in the percentage of PSAs having a larger percentage gain over the three years than their comparison school by the grade level the test was administered to. The only noteworthy point was that on the fourth- and fifth-grade science test, PSAs had a larger percentage gain than their comparison school 50 percent of the time, while on the seventh- and eighth-grade test, PSAs had a larger percentage only 13 percent of the time.

Affiliation with Management Company

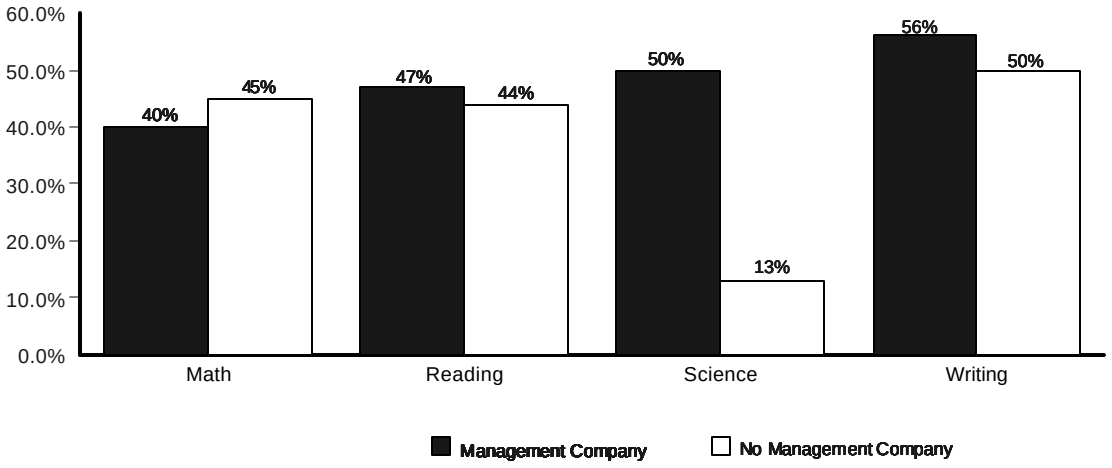
Exhibit 20 shows that PSAs that are not affiliated with a management company were more likely to have a larger percentage gain than their comparison school on the writing, math, and reading tests from SYs 1996–97 to 1998–99. On the science test, the PSAs affiliated with a management company were more likely to have the larger percentage gain. These differences are substantially larger for the percentage change computed over three years than they were for the percentage change computed over the two most recent years.

Location of School

Exhibit 21 shows that on the math, reading, and writing exams, the PSAs outside of the Wayne ISD more frequently had larger percentage gains between SYs 1996–97 and 1998–99 than their comparison schools compared to the PSAs within the Wayne ISD. On the science exam, the proportion of PSAs outperforming their comparison schools was the same (38 percent).

EXHIBIT 20

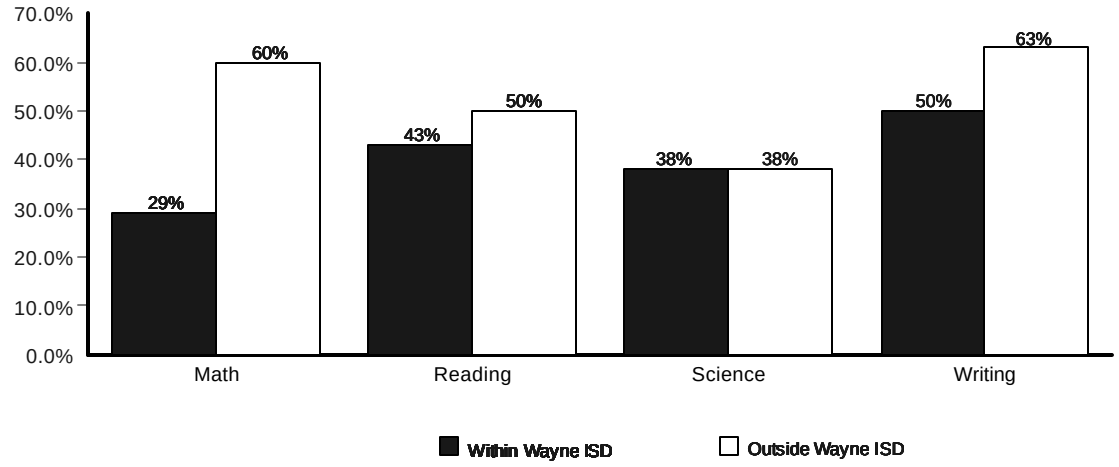
Percent of PSAs That Had Percentage Gains in "Satisfactory" Scores on MEAP/HST Tests Greater Than or Equal to Their Comparison School[a] (between SYs 1996–97 and 1998–99) by Whether Affiliated with Management Company



SOURCE: The Michigan Department of Education.
[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

EXHIBIT 21

Percent of PSAs That Had Percentage Gains in "Satisfactory" Scores on MEAP/HST Tests Greater Than or Equal to Their Comparison School[a] (between SYs 1996–97 and 1998–99) by Location



SOURCE: The Michigan Department of Education.
[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

Application of the Standard of "Adequate Yearly Progress," SYs 1997–98 to 1998–99

We feel that the best means for comparing the academic achievement of students at PSAs to those at traditional public schools with the test results as they are currently available is the standard of "adequate yearly progress" (AYP). This methodology for assessing change in school performance has been approved as a measure to be used for monitoring Michigan schools participating in the federally funded

Title I program. We feel this measure is superior because it takes into account the efforts of a school to improve by having more students score at the highest level on the MEAP/HST tests and fewer students score at the lowest level. This standard summarizes complex information into a single measure of the school's effectiveness in improving student achievement and takes into account each school's starting point when measuring increases in student achievement.

The calculation of the measure of adequate yearly progress involves test scores from two consecutive years and has four steps.

- First, an "achievement gap" is computed for each school using the base-year test data. It is the total of
  —the difference between the current percentage of students scoring in the highest achievement category[14] and the ideal of 100 percent and
  —the difference between the current percentage of students scoring in the lowest achievement category and the ideal of 0 percent.
- The second step is the calculation of a "gain target." The gain target is set at 10 percent of the achievement gap.
- The third step is the calculation of the "actual gain," thus comparing the base-year test results to the second year's test results. The actual gain is the total of
  —the addition in the percentage of students scoring in the highest achievement category and
  —the reduction in the percentage of students scoring in the lowest achievement category.
- The final step is the comparison of the actual gain to the gain target. Schools are categorized as achieving "adequate yearly progress" if the actual gain exceeds the target, and as failing to achieve adequate progress if the actual gain is smaller than the target. (See Appendix G for results.)

The analysis of AYP from SYs 1997–98 to 1998–99 found that the AYP was a high standard for both categories of schools. Exhibit 22 shows that PSAs and comparison schools were equally likely to achieve adequate progress (AYP) in math, with just 37 percent of both PSAs and comparison schools reaching this standard. In reading, 33 percent of PSAs and 31 percent of comparison schools achieved AYP. PSAs also were more likely to achieve their target gains in science (34 percent to 11 percent) and in writing (25 percent to 15 percent).

In comparing the results for SY 1998–99 to those of SY 1997–98 in Exhibit 23, the following becomes clear:

- Fewer of either the PSAs or comparison schools met the target for adequate yearly progress in SY 1998–99 than had done so in SY 1997–98.
- The declines in the proportion of the PSAs and their comparison schools achieving AYP between SYs 1997–98 and 1998–99 were greatest in math and reading.
- The PSAs outperformed or performed equally as well as their comparison schools in achieving AYP betwen SYs 1997–98 and 1998–99 in every subject. The most dramatic comparative change was on the science exam, where 23 percent more PSAs than comparison schools achieved AYP between SYs 1997–98 and 1998–99 compared to 12 percent fewer PSAs than their comparison schools doing so between SYs 1996–97 and 1998–98.[15]

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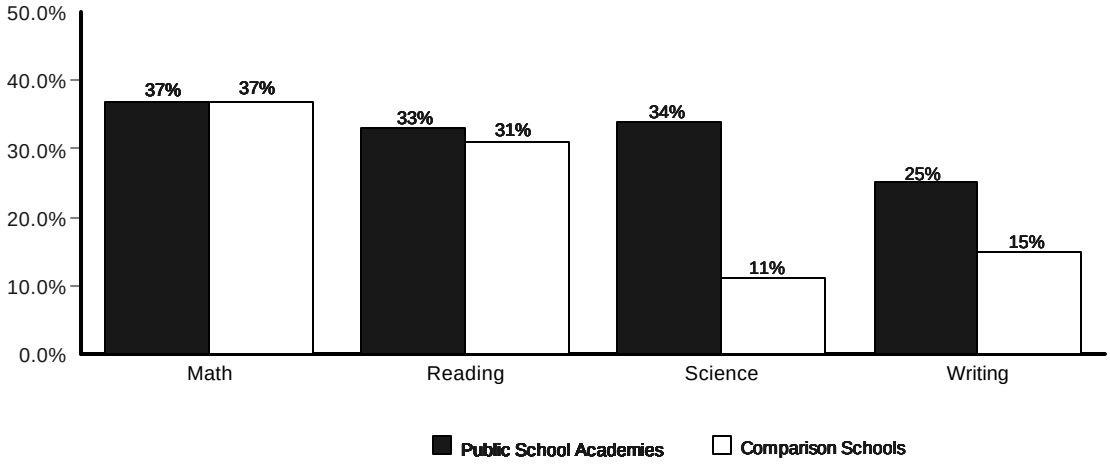
[14] For the analysis of "adequate yearly progress" in high schools, we combined the top two performance categories, "exceeded standards" and "met standards" into one category, allowing the use of this "adequate yearly progress" formula. This practice is modeled after that used by the Michigan Department of Education.

[15] To make the comparison with SY 1997–98, the figures for high schools were excluded from the analysis of "adequate yearly progress." Between SYs 1996–97 and 1997–98, the high school assessment test was revised, and the scores are not comparable.

EXHIBIT 22

Percentage of PSAs and Their Comparison Schools[a] Achieving "Adequate Yearly Progress"[b] (between SYs 1997–98 and 1998–99)



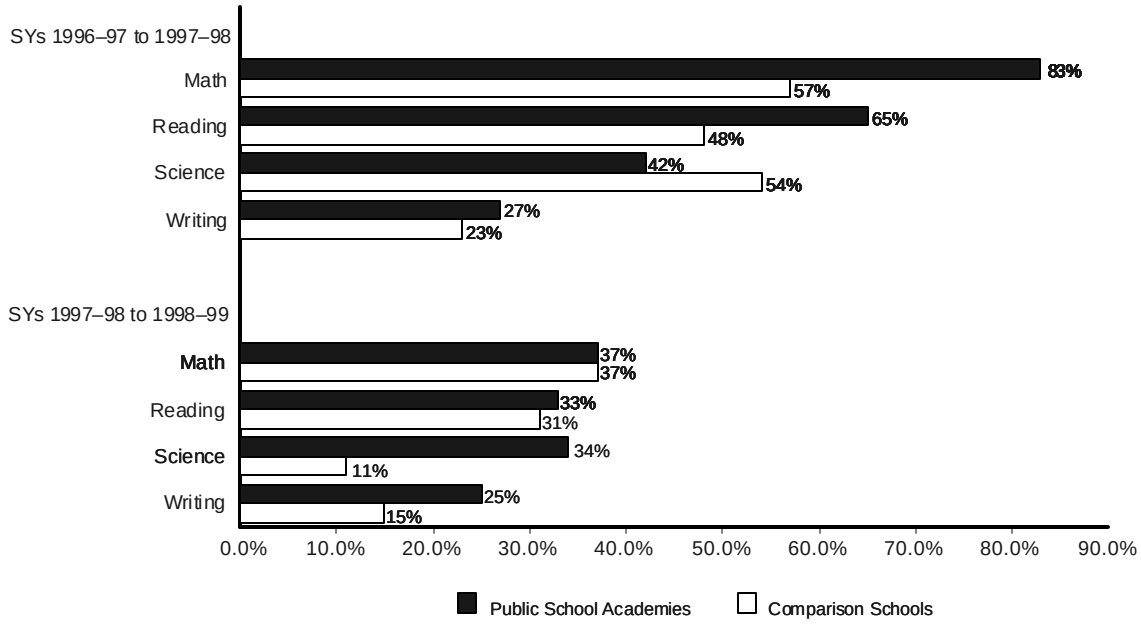
SOURCE: The Michigan Department of Education.

[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

[b]The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded Title I Program.

EXHIBIT 23

Percentage of PSAs and Their Comparison Schools[a] Acheiving "Adequate Yearly Progress"[b] (between SYs 1996–97/1997–98 and 1998–99)



SOURCE: The Michigan Department of Education.

[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

[b]The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded Title I Program.

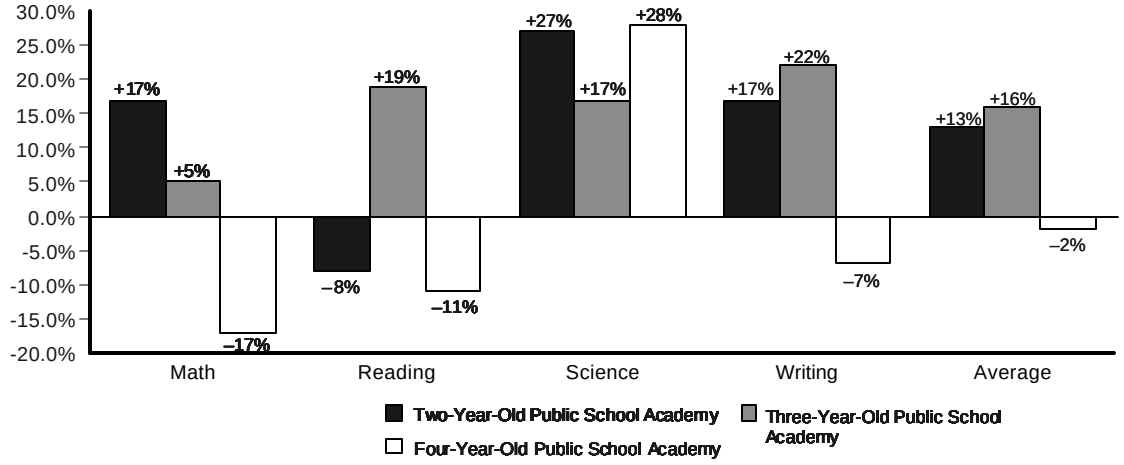
Start-Up Period

There was no consistent pattern between the number of years a PSA had operated and whether it was more or less likely than its comparison school to achieve AYP. Among the PSAs, an average of 36 percent of all schools in their second year of operation achieved AYP on each test, followed by 32 percent of third-year schools, and 31 percent of fourth-year schools. The corresponding figures for the comparison schools of each group were 23 percent, 16 percent, and 32 percent, respectively.

Exhibit 24 shows that the differential between the percent of PSAs and their comparison schools achieving AYP was greatest for the PSAs in their third year of operation. Among these schools, an average of 16 percent more PSAs than comparison schools achieved AYP on each test. PSAs in their second year outperformed their comparison schools in achieving AYP in science, writing, and math, but fell behind in reading. The fourth-year PSAs were outperformed by their comparison schools on every test but science.

EXHIBIT 24

PSA Differentiation (Percentage) from Comparison Schools[a] in Acheiving "Adequate Yearly Progress"[b] (between SYs 1995–96 and 1998–99) by Years of Operation



SOURCE: The Michigan Department of Education.

[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

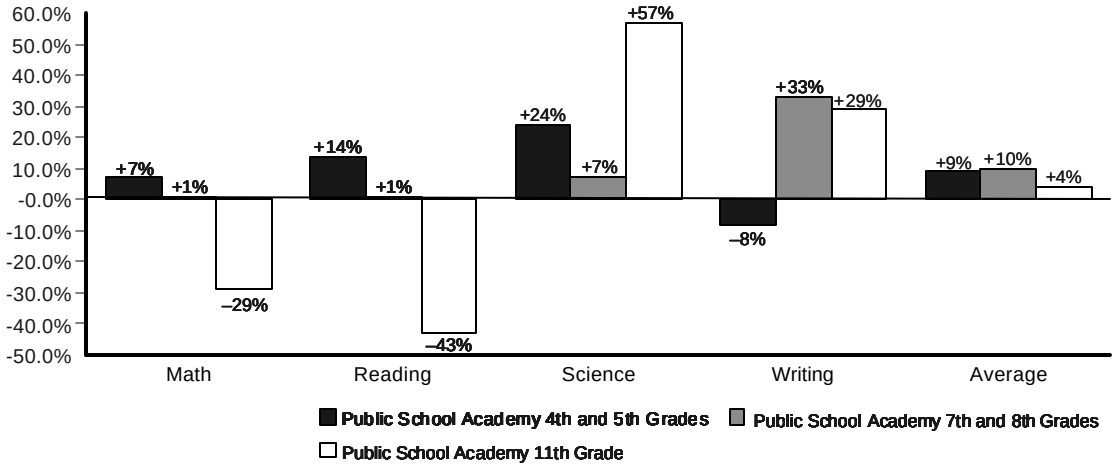
[b]The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded Title I Program.

Grade Level

There was considerable variation by the grade level of the examination and by subject area. Exhibit 25 shows that on the fourth- and fifth-grade tests, PSAs were more likely to achieve adequate yearly progress than their comparison schools in three of the four test areas. Seven percent more PSAs than comparison schools reached AYP on the fourth-grade math exam, 14 percent in reading, and 24 percent on the fifth-grade science exam. The PSAs were 8 percent less likely, however, to reach AYP on the fifth-grade writing exam than the comparison schools. On the eleventh-grade tests, 29 percent fewer PSAs reached AYP in math, and 43 percent fewer reached AYP in reading. Conversely, the PSAs that offered the eleventh grade did better than their comparison schools on the science and writing exams: None of the comparison schools achieved AYP on either of these tests, while 57 percent of PSAs reached AYP in science and 29 percent did so in writing. On the seventh and eighth grade tests, the percentage of PSAs and comparison schools reaching AYP was similar, except on the writing test, where in 33 percent more PSAs than comparison school achieved AYP.

EXHIBIT 25

PSA Differentiation (Percentage) from Comparison Schools[a] in Acheiving "Adequate Yearly Progress"[c] (between SYs 1997–98 and 1998–99) by Grade Level



SOURCE: The Michigan Department of Education.

[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

[b]The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded Title I Program.

Affiliation with Management Company

Looking at the two groups of PSAs shown in Exhibit 26, those associated with management companies and those that are not, the PSAs that are not working with management companies were slightly more likely to outperform their comparison schools on the AYP measure. The PSAs not associated with management companies were 5 percent more likely to achieve the AYP on the math exams than their comparison schools, while those with a management company were 3 percent less likely to achieve AYP than their comparison schools. For the PSAs not affiliated with a management company, the differential in the percent of the PSAs and their comparison schools achieving AYP on the science exam was 32 percent, on the writing exam, 9 percent, and on the reading exam their was no difference. Among the PSAs that are associated with management companies, the comparable figures are an 18 percent differential on the science exam, 10 percent on the writing exam, and 3 percent on the reading exam. The most likely explanation for these differences is that the PSAs that strive to serve the most academically disadvantaged students are more likely to seek the assistance of a management company.

Location of School

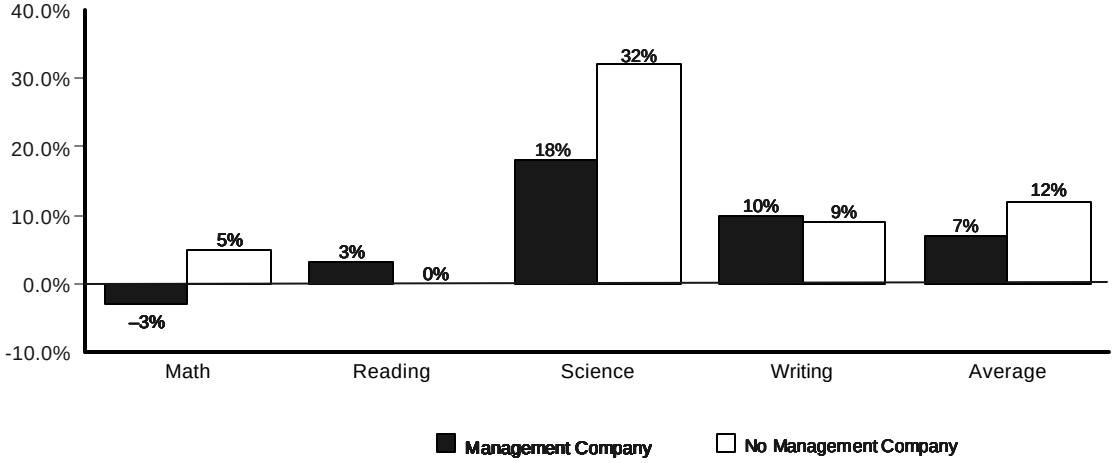
Charter schools outside of the Wayne ISD were more likely to outperform their comparison schools on the AYP measure than were the PSAs within the Wayne ISD, as shown in Exhibit 27. Among the PSAs outside the Wayne ISD, 29 percent more achieved AYP in science than did their comparison schools. In writing, the differential was 23 percent and in math it was 6 percent. On the reading exam the percentage achieving AYP was the same for both the PSAs outside of the Wayne ISD and their comparison schools. For the PSAs within the Wayne ISD, 20 percent more achieved AYP in science than did their comparison schools. On both the writing and reading exams, the differential was three percent. On the math exam three percent more comparison schools achieved AYP than did PSAs in the Wayne ISD.

Application of the Standard of "Adequate Yearly Progress" Over a Longer Period

The results of student achievement on the MEAP and HST exams allow us to assess whether schools achieved AYP on as many as three occasions—SYs 1995–96 to 1996–97, 1996–97 to 1997–98, and

EXHIBIT 26

PSA Differentiation (Percentage) from Comparison Schools[a] in Achieving "Adequate Yearly Progress"[b] (between SYs 1997–98 and 1998–99) by Whether Affiliated with Management Company



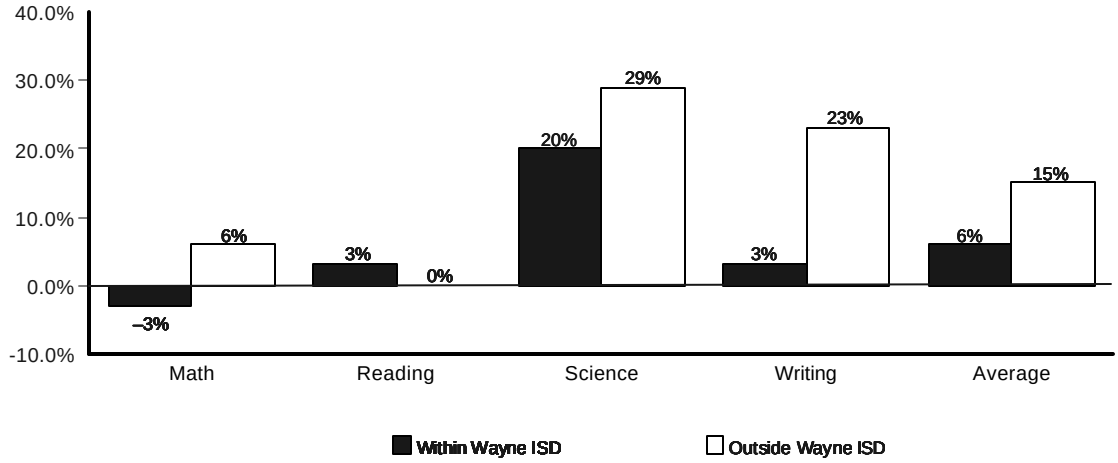
SOURCE: The Michigan Department of Education.

[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

[b]The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded Title I Program.

EXHIBIT 27

PSA Differentiation (Percentage) from Comparison Schools[a] in Achieving "Adequate Yearly Progress"[b] (between SYs 1997–98 and 1998–99) by Location



SOURCE: The Michigan Department of Education.

[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

[b]The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded Title I Program.

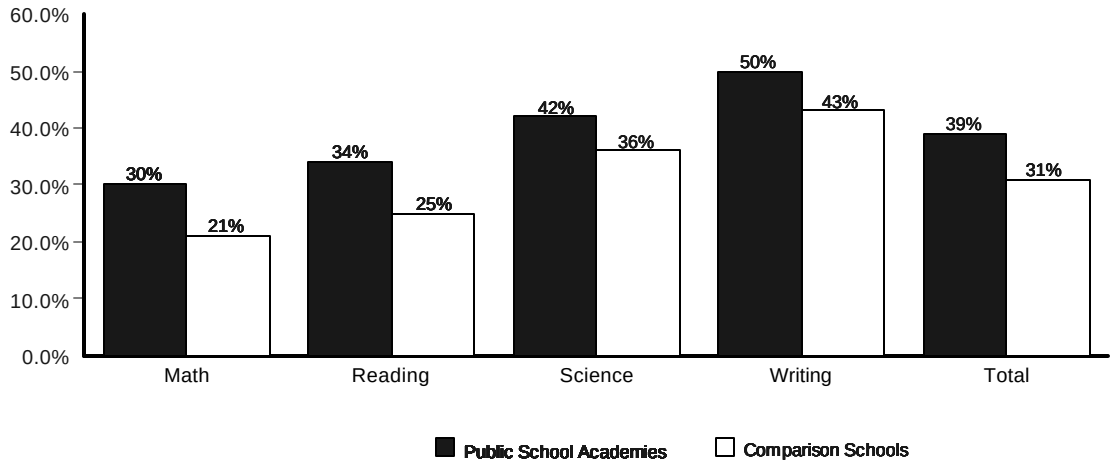
1997–98 to 1998–99. As a summary measure, we calculated the number of times a PSA or its comparison school achieved adequate yearly progress as a percentage of the total number of times when data were available to compute the adequate yearly progress measure.

Among the PSAs in our study area, there were 334 instances for which data are available to calculate whether the school achieved adequate yearly progress during this period. Out of the 334 instances, AYP was achieved in 130, or 39 percent of the time, as shown in Exhibit 28. For the corresponding comparison schools, AYP was achieved in 103 instances or 31 percent of the time.

Both the PSAs and the comparison schools were most successful in achieving AYP in writing, followed by science, then reading, and finally math. The PSAs achieved AYP a higher percentage of instances on all four exam areas, with the greatest differences on the reading and math exams.

EXHIBIT 28

Percent of the Possible Instances Wherein PSAs and Comparison Schools[a] Achieved "Adequate Yearly Progress"[b] (SYs 1995–96 to 1998–99)



SOURCE: The Michigan Department of Education.

[a]For each PSA we identified a comparison traditional public school matched according to similarities in (1) performance on the MEAP/HST test in the first year for which the PSAs' scores were reported, (2) location, and (3) percent of nonwhite students.

[b]The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded Title I Program.

Start-Up Period

Among the PSAs, the schools in their third year of operation during SY 1998–99 succeeded in achieving AYP the highest proportion of all possible times, 40 percent, followed by the four-year-old schools at 36 percent and the two-year old schools at 33 percent. Moreover, the three-year-old and two-year-old PSAs outperformed their comparison schools 11 percent of the time, while the four-year-old PSAs only achieved AYP one percent more often than their comparison schools.

Grade Level

The PSAs most often achieved AYP on the fourth- and fifth-grade tests (39 percent of the time), followed by the seventh- and eighth-grade tests (37 percent) and the eleventh-grade tests (31 percent). PSAs outperformed their comparison schools by the largest margin, 14 percent, on the seventh- and eighth-grade tests, with the greatest differences in performance on the math and writing tests. On the fourth- and fifth-grade tests, the PSAs outperformed their comparison schools by 11 percent, with the greatest differences occurring on the reading and science tests. PSAs were less likely than their

comparison schools to achieve AYP on the eleventh-grade tests. Overall, the comparison schools achieved AYP 15 percent more often than did the PSAs. The comparison schools were particularly strong on the eleventh-grade math and reading tests, while the PSAs did better in achieving AYP on the eleventh-grade science and writing tests.

Affiliation with Management Company

PSAs affiliated with management companies achieved AYP at a slightly higher rate than did the PSAs not affiliated with management companies (38 percent compared to 36 percent). The PSAs affiliated with management companies outperformed their comparison schools by achieving AYP 11 percent more often, while those without management companies only outperformed their comparison schools 4 percent of the time. The PSAs with management companies were particularly strong on the AYP measure for the science test.

Location of School

As on our other measures of performance, the PSAs outside the Wayne ISD achieved AYP a greater percentage of time than did the PSAs within it (42 percent of the time compared to 34 percent of the time). The same pattern held when the rate of achieving AYP was contrasted with that of their comparison schools. The PSAs outside the Wayne ISD outperformed their comparison schools by achieving AYP 13 percent more frequently, while those within the Wayne ISD did so only 4 percent of the time.

Recommendations for More Rigorous Research

One of the major developments in American education during the 1990s has been the states' adoption of accountability systems to measure and track student achievement. By developing standards for student learning and holding schools and school systems accountable for enabling students to meet these standards, the accountability movement hopes to improve education for all students.

A critical component of accountability systems is the means for measuring whether students meet the educational standards adopted in each state. Most states concluded that national standardized tests were not sufficiently aligned with their specific curricular goals and developed their own individual state testing system.

As more and more states follow Michigan and other pioneer states in the development of state testing systems, an extensive literature has emerged that compares the characteristics of the systems across states. This literature addresses questions such as the following:

- What is the most appropriate way to analyze/interpret the results of each state's testing system?
- How can states best leverage the public investment made in developing and administering these tests to conduct accurate analyses of student learning?
- What are the limits of each state's system of testing, for example, the timing of test administration or the way they are scored?

This body of literature indicates that few states have testing systems that would allow the most reliable and valid analysis for researching the impact of Michigan's PSAs on student achievement with precision.

Desirable Characteristics of State Data Systems for School Impact Research

Last October, the U.S. Department of Education convened a meeting of national experts on testing and analysis of student achievement to discuss state testing systems. A member of this project's staff presented the analyses of the MEAP/HST data from the Februrary 1999 Phase I report. At the end of the day's deliberation, a consensus emerged regarding which characteristics of state testing systems are critical in enabling researchers to assess the relative impact of schools on student achievement. The characteristics identified by the panel included the following:

- Having test scores at the individual student level[16] available for analysis
- Being able to "link" the scores of individual students from different administrations of the test so that changes in scores for individual students can be calculated
- Being able control for student mobility by either limiting analyses to (1) students who have attended each school for some minimum period of time or (2) students who attended each school at both the time of the administration of the first test and the administration of the second
- Having test scores for consecutive years
- Having a system for scoring tests that provides an actual score for the individual students, not simply an indication of whether a student has met certain standards
- Being able to include other information about the student into the analysis such as socioeconomic status or number of years s/he attended the current school
- Having a test that is aligned with the curriculum objectives and standards established by the state and taught in the schools
- Having a testing system that is protected from corrupt practices such as excluding low-achieving students from the test; providing early access to test questions or other forms of cheating; or modifying the education system to focus entirely on "teaching to the test"
- Having a testing system with instruments designed to assess individual student performance

Currently, the Michigan MEAP/HST system does not meet these conditions; only four states were found to have testing systems that did. This does not mean that the Michigan system is a poor one, it simply means that it was not designed to address some types of research questions. For example, it doesn't address whether students attending PSAs receive an education on a par with that of students attending traditional public schools.

Evaluating and comparing the testing and analysis of school performance systems in two different jurisdictions is most frequently mentioned as the best method for identifying best practices, and schools should consider these kinds of data when implementing their own systems. One source of these data is the measure of academic productivity developed by the Consortium on Chicago School Research, and another is the Tennessee Value-Added Assessment System (TVAAS) database developed by William Sanders.

At the heart of both models is the concept that the critical measure of the effectiveness of a school is the "value-added" by the school to the level of achievement of each student. These models attempt to take into account, or "control for," the level of student achievement each student brings to the classroom at the start of the school year, just as we attempted to do by analyzing percentage changes and measuring achievement of adequate yearly progress in this report. By comparing the end of year achievement score to the score from the beginning of the school year, one has a measure of the experience of attending that school for the year. Furthermore, the value-added measure provides a way of holding a school accountable and can measure policy changes caused by school reform and/or the academic program of a PSA.

The Tennessee Value-Added Assessment System

The Tennessee system provides the following data:

- Student scores are provided on the Tennessee Comprehensive Assessment Program (TCAP) annually administered to all Tennessee students in grades three through eight, and end-of-course tests scores are provided in high-school subjects.

[16]Having individual level test scores does not mean having the names or other identifying information about students; rather, it means that statistics on scoring can be done starting with the scores of students, rather than scores that have been aggregated to the level of the school or classroom.

- Individual students' test data are accumulated over time and linked to the student's teacher(s), school(s), and school system(s).
- Calculations of the impact of individual schools or teachers are limited to the scores from students who have been in the same school over at least a two-year period.
- The test scores are stored as scale scores, a means of taking into account the normal increases in student abilities over time, allowing one to control for the maturing of the student.
- Demographic, socioeconomic, and other kinds of nonschool information about each student are collected in an analysis file.

Sanders and his colleagues have demonstrated the value of the TVAAS for assessing the performance of individual schools; it has been used for monitoring, accountability, and developing school improvement efforts. Recently, he has extended the analyses to assess the impact of individual teachers, making the TVAAS an important component of personnel assessment and professional development.

The Consortium on Chicago School Research Model

The Chicago system does not meet all of the conditions identified by the federal panel, but it provides some interesting suggestions regarding what can be accomplished with less than optimal data. It also suggests some analyses that might be done with only modest modifications to the MEAP/HST system for the purposes of research. The Chicago system involves the annual administration of the Iowa Test of Basic Skills (ITBS) to all students enrolled in the first through eighth grades. The researchers score the results based on key content area scales within the ITBS. The average score in each grade within a school is used to compute a productivity profile. The profile compares the gain in the average score between two grade levels over two years. The profile is limited to students who remained in the same school for two years. The productivity analysis compares the changes in the scores of students as they enter a grade with the changes in the scores achieved as they leave that grade. With this approach, teachers, administrators, and the public can (1) take into account changes in the achievement levels of students entering a school or a grade and (2) review the academic improvement that takes place during the year regardless of the level of achievement at which the class begins.

Next Steps for Research on Michigan's PSAs and Student Achievement

While the Tennessee Value-Added model receives national attention for its ability to address this type of research question (measuring the value-added capacity of schools), it is unlikely that Michigan will move to adopt a similar system in the near future. Even if the state decided to move to a Tennessee-like system, it would take five to ten years to develop the tests and put the system in place. However, there are several options/factors (listed in the following subsections) that would strengthen the analysis of the impact of Michigan's PSAs on the academic achievement of their students which would require less investment than a system overhaul.

Time

Michigan's PSAs are still a new initiative in public education. Their MEAP tests have not been administered for a sufficient number of years to allow analyses that would separately identify the true trends in student test scores from the normal year-to-year variation that occurs at every school. With only two or three years of data available for most PSAs, it is difficult to tell at this point whether a change between any two years is meaningful.

Facilitating Individual Level Analyses

The validity of the analyses of student achievement presented in this and our earlier report would be enhanced if two steps were taken. The first step would be to make available to researchers a set of MEAP or HST scores each year that only included results for students who had attended their current school for some minimum length of time, for example, two school years. This would allow us to assume

that these students had attended the school long enough for the features of that school to have influenced their performance.

A second step would be to make available a file of MEAP/HST scores at the individual level to researchers. This does not mean that researchers need to have the names of students or any information that would allow anyone to determine which student had which score. The value of the individual level scores is that it allows researchers to compute more complete information about the distribution of student scores within each school than can be deduced from the current system of only releasing the percentage of students scoring in each of three or four performance categories. The current systems masks changes in student performance that are critical to estimating the impact of PSAs or any other type of school on student performance. In addition, individual-level information such as information on student status with respect to special education, English as a second language, eligibility for free or reduced price lunch, and assignment to programs for the talented and gifted, or other special classes should be required. This would allow the exploration of whether particular subgroups of students are being well or poorly served by PSAs.

Equating of MEAP Tests in Consecutive Grades

One of the most useful features for measuring the value added by schools, used in some model state testing systems, is measurement of the growth in student achievement between consecutive years.

The current MEAP system administers tests to students in two pairs of consecutive grades—the fourth and fifth and then the seventh and eighth. However, the tests administered in the consecutive grades do not cover the same subject areas. Students in the fourth and seventh grades are tested in mathematics and reading, while fifth and eighth graders are tested in science, writing, and (since SY 1998–99) social studies. While it is reasonable to expect that students who do well on any one of these tests would do well on the others, we are not aware of any studies that have established specific linkages between performance on specific subject matter tests. If we could establish a model for accurately predicting performance on the fifth-grade tests using the fourth-grade tests and the eighth-grade tests using the seventh-grade tests, then analysis of the value-added by each school could proceed for these pairs of years. This could provide important information about the impact of individual schools on student achievement for most PSAs.[17]

Currently, the relationship between Michigan's fourth- and fifth-grade and seventh- and eighth-grade tests is not clear. From the data on the percentage of students scoring at the satisfactory level presented in the *1999 Michigan School Report,* one can compute the correlation between the results of the different tests. For example, the correlation at the school level between the percent of students scoring satisfactory on the 1997–98 fourth-grade math and 1998–99 fifth-grade science exam is .57, a moderately strong relationship that is statistically significant. All of the other correlations shown in Exhibit 29 are statistically significant, but they do not allow the precision of prediction needed for the analysis of the value-added by individual schools. Unfortunately, we cannot compute the correlation using scores for individual students from the data currently available, which would provide more accurate data.

[17]The Consortium on Chicago School Research faced a similar situation when they began their analyses, as different forms of the ITBS were used at different grade levels, and changes in the form used had taken place over the previous ten years. The researchers developed a procedure to "equate" the results from the different testing instruments so that the scores on the different test instruments could be sensibly compared.

EXHIBIT 29

Correlation Among Performance on MEAP and HST Test Administered in Consecutive Years (PSA and Traditional Public School Students)

SY 1997–98 Test	SY 1998–99 Test	Correlation
4th Grade Math	5th Grade Science	0.57
4th Grade Math	5th Grade Writing	0.45
7th Grade Math	8th Grade Science	0.60
7th Grade Math	8th Grade Writing	0.57
4th Grade Reading	5th Grade Writing	0.47
4th Grade Reading	5th Grade Science	0.59
7th Grade Reading	8th Grade Science	0.63
7th Grade Reading	8th Grade Writing	0.58

SOURCE: The Michigan Department of Education.

After the equating study was completed, procedures similar to those of the Consortium on Chicago School Research could be adopted, providing more valid estimates of the impact of individual schools on student learning than the current MEAP/HST testing system does.

Supplemental Testing

As an alternative to performing the equating study on the MEAP tests, a program of supplemental testing of students in Michigan's PSAs and in a set of comparison traditional public schools could be undertaken. The use of the supplemental tests could be required for at least two years, though additional years would further confirm the validity of the results. The testing instrument to be used should be an existing standardized test, one that has test forms for each grade level and for which scale scores have been developed to facilitate comparison of scores across school years. Michigan educators should judge the instrument to be closely aligned with the curriculum and standards established for Michigan's students.

Recommendations

Recommendations for the PSA Initiative

- We recommend that the MDE give greater weight to market factors in evaluating PSAs. From a political standpoint, PSAs must be held accountable for quality instruction in a similar manner as traditional public schools are. The marketplace, however, will make the final judgement on individual PSAs. Since PSAs operate in an environment of choice, then parents and students will decide whether they prefer a PSA to a traditional public school or private school, and they will vote with their feet. PSAs that cannot compete or that operate under dubious circumstances will not survive. This is analogous to the private sector (business) world, wherein when a firm produces an undesirable product or service, it is forced either to cease operations or shift production to a desirable product or service.
- Because PSAs cannot issue bonds in the same manner as traditional public schools, we recommend that the MDE set up a revolving fund to help PSAs finance capital improvements and purchase buildings. Without a level playing field in this area, students suffer and the PSA movement cannot maximize its goal of providing competition in the education arena.
- The MDE should take the lead in promoting a positive attitude toward PSAs, as well as promoting cooperation and the exchange of ideas between PSAs and traditional public schools. If a system is put in place for PSAs and traditional public schools to share resources and exchange ideas, animosity may diminish and observers may be able to accurately assess whether PSAs are in fact meeting parents' demands.
- We recommend that the MDE consider tying changes in the cap on the numer of PSAs to factors such as MEAP scores and parent satisfaction surveys.

Recommendations for Future Research

- We recommend that intensive research of a sample of schools be conducted annually. We believe the sample size should be substantially larger than 16 but less than 50 schools in order to avoid any potential sampling bias and to keep the sample size manageable. In our experience, PSA lead managers/principals are subject to considerable research inquiries, and they are becoming more resistant to participating in studies and being examined. They prefer focusing on running their schools to being "harangued" by a wide array of private and public interests.
- We recommend an intensive study of management companies. We were able to interview very few companies, because they were generally uncooperative. Several companies are under the impression that because they are private sector companies, they are not obligated to provide financial information (even though they receive public money). Management companies, especially single-school companies and local chains, should be required to produce their records. If PSAs become more forthcoming with this information, they may receive broader political and public support. All PSAs should provide this information as a matter of public record, and it should be collected in the same manner as other information assembled in the SRSD.
- Lead managers/principals and others have suggested that more PSAs would provide high school instruction if it were financially feasible for them to do so. They have recommended that one way to encourage this would be to provide at least two, if not three, tiers of foundation grant allowance. We recommend that research be conducted to determine (1) whether this would indeed provide the necessary incentive for PSAs to offer high school instruction and (2) the economic implications of such a policy.
- There is legitimate concern over whether PSAs are fully living up to their obligation to serve the special education population. We believe that an in-depth study (perhaps a comparison study) should be conducted into special education at both PSAs and traditional public schools. In particular, we recommend a combination of financial analysis and site visits be used to investigate this issue. Full cooperation on behalf of the interviewees would be required.

- We recommend future research into PSA teacher satisfaction. To date, no research has been conducted in this area. Specifically, research into the following areas would make significant contributions to the body of existing literature:
  —Salaries
  —Desire to unionize
  —Training and mentoring experiences
  —Comparisons between teachers' experience in traditional schools and PSAs
- We recommend developing testing systems that allow the most reliable and valid analysis for researching the impact of Michigan's PSAs on student achievement with precision, perhaps through testing that is supplemental to MEAP testing. (See "Recommendations for More Rigorous Research" subsection of "Student Achievement" section for specifics.)
- We recommend an annual survey of parents by the MDE, with sanctions against schools that do not fully cooperate in providing necessary information. Parents should be surveyed more intensively regarding whether PSAs are addressing the needs of their children. After all, the students are the ultimate consumers.

APPENDICES

APPENDIX A
Site Interview Questionnaire

APPENDIX B
Parent Departure Survey

APPENDIX C
Testing/Evaluation Procedures Survey

APPENDIX D
PSAs Included in the Student Achievement Analysis

APPENDIX E
Listing of PSAs and Their Matched Comparison Schools

APPENDIX F
Percentage Change in Proportion of Students Achieving "Satisfactory" MEAP/HST Scores, SYs 1995–96 to 1998–99

F-1: Math
F-2: Reading
F-3: Science
F-4: Writing

APPENDIX G
Achievement of "Adequate Yearly Progress" According to MEAP/HST Scores, SYs 1995–96 to 1998–99

G-1: Math
G-2: Reading
G-3: Science
G-4: Writing

Site Interview Questionnaire
Michigan PSA Evaluation

Impact of PSAs on Local Schools and Communities

A. BACKGROUND — ESTABLISHMENT OF THE SCHOOL

1. What is the mission of the school?

B. DESCRIPTION OF THE CHARTER SCHOOL TODAY

1. How many students do you have? Do you have a waiting list?
2. Do you seek to attract any particular kind of student to you school (e.g., at-risk students, special needs students, students with interest in fine arts)?
3. If you work with a management company, why did you decide to do so? What is the role of the management company? Does the management company set the curriculum? If so, is there an effect on innovation?
4. How do you attract new students? Do you do any marketing for new students? Have you been able to maintain the enrollment level you planned for?
5. Who is your authorizer? Does the authorizer set the curriculum? Does the authorizer have an impact on your innovation?

C. SCHOOL APPROACH AND OUTCOMES

1. What educational approach do you take in order to fulfill the school's mission?

D. CURRICULA AND INSTRUCTION

1. What does your school do that you consider to be a curricula innovation?
2. Which methods of instruction do you use?
3. How are these different from those used by other schools?
4. What makes your school unique from any other school?
5. What technological innovations does your school use?

E. FINANCIAL RESOURCES

1. Has your board adopted a budget for FY 1999-00? If so, can we have a copy of it?

F. IMPACT OF PSAs ON THE LOCAL SCHOOL DISTRICT

1. What impact would you say your school has had on the local school district?
2. What impact would you say your school has had on the adoption of innovation on local schools?
3. Does your school share resources with the local schools? If so, which schools and what resources?

G. IMPACT OF PSAs ON COMMUNITIES

1. Have you noticed substantial enrollment shifts/student mobility within your geographic area?
2. Have you noticed changes in the desirability of specific neighborhoods?

H. EXIT INFORMATION AND TEST RESULT INFORMATION

1. Where do your students come from? Where do they go when they leave? Do you survey students or parents when students transfer to other schools? May we obtain the results of the surveys?
2. What tests are used to evaluate achievement other than the MEAP? Can we obtain the results?

Public Sector Consultants, Inc., 600 W. St. Joseph St., Suite 10, Lansing, MI 48933.
Phone: 517/484-4954
Fax: 517/484-6549

Parent Departure Survey
Michigan PSA Evaluation

1. What public school academy (charter school) did your child(ren) attend? What were the dates of attendance?

   Charter School:_____ Dates: ____/____/____ to ____/____/____

2. What originally attracted you to the charter school that your child(ren) attended? (Please circle appropriate response.)

   Location Curriculum Safety/Decorum Mission/Values Quality of Education

   Educational Standards Other Students Other_____

3. What is the main reason you took your child(ren) out of the public school academy (charter school) that he/she/they attended last year? (Please circle the appropriate response.)

   Family Move Transportation Safety/Decorum Curriculum Quality of Education

   Other_____

4. What type of school does your child attend now? (Please circle the appropriate response.)

   Public School Parochial School Private School Charter School

APPENDIX C

Testing/Evaluation Procedures Survey

PSC Follow-Up Questionnaire
MDE Evaluation
PLEASE RETURN BY JUNE 1, 2000

1) What standardized test(s) does your school administer? (Please list all.) To what grade(s) are they administered? At what time of the school year does the school administer the test(s)?

Test	Grade level	Time in the school year
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2) What primary uses does your school make of the test results? For example, does your school assess student strengths and weaknesses to plan the school year? Assess school staff? Place individual students?

_____
_____
_____
_____

3) Are you willing to share the results from these tests for the previous three school years? Check "YES" if you are willing to share results, check "NO" otherwise. If you are willing to share the results from these tests from the previous three school years, please provide a summary of the test results and forward them with this questionnaire.

_____ YES
_____ NO

4) Please list other assessment procedures your school uses besides the standardized test(s). NOTE: We are referring to procedures used by ALL teachers for a particular grade or subject and not those used by individual teachers.

Procedure	Grade level	Time in the school year
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5) Are you willing to share the results from these procedures for the previous three school years? Check "YES" if you are willing to share results, check "NO" otherwise. If you are willing to share the results from these procedures from the previous three school years, please provide a summary of the test results and forward them with this questionnaire.

_____ YES

_____ NO

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APPENDIX D

Charter Schools Included in Student Achievement Analysis

District Code	School	Grade Levels SY 1998–99	ISD
63901	A.G.B.U. Alex and Marie Manoogian School	K–12	Oakland
82921	Academy of Business and Technology	6–11	Wayne
74902	Academy for Plastics Manufacturing Technology	11–12	St. Clair
73903	Academy for Technology and Enterprise	9–12	Saginaw
63904	Academy of Detroit–East	K–7	Oakland
63902	Academy of Detroit–Oak Park	K–12	Oakland
63903	Academy of Detroit–Southfield	K–7	Oakland
82909	Academy of Detroit–West	K–7	Wayne
82912	Academy of Detroit–Westland	K–7	Wayne
63908	Academy of Michigan	9–10	Oakland
82903	Aisha Shule/W.E.B. DuBois Prep. School	K–12	Wayne
81904	Ann Arbor Learning Community	K–7	Washtenaw
73904	Benito Juarez Academy	9–12	Saginaw
82934	Benjamin Carson Academy	5–12	Wayne
82949	Center for Literacy and Creativity	K–8	Wayne
81902	Central Academy	K–12	Washtenaw
82918	Cesar Chavez Academy	K–8	Wayne
82923	Chandler Park Academy	K–7	Wayne
82936	Charlotte Forten Academy	7–12	Wayne
82914	Colin Powell Academy	K–7	Wayne
82919	Commonwealth Community Development Academy	K–8	Wayne
73906	Curtis House Academy	7–12	Saginaw
82947	David Ellis Academy	K–8	Wayne
82928	Dearborn Academy	K–6	Wayne
82929	Detroit Academy of Arts and Sciences	K–5	Wayne
82925	Detroit Community High School	K, 9–11	Wayne
82915	Detroit School of Industrial Arts	9–12	Wayne
82930	Dove Academy of Detroit	K–5	Wayne
82945	Edison Public School Academy	K–8	Wayne
82920	Elbert T. Clark Academy	K–8	Wayne
73909	Francis F. Reh Public School Academy	K–8	Saginaw
82911	Gaudior Academy	K–8	Wayne
82937	George Crockett Academy	K–8	Wayne
63907	Great Lakes Academy	K–3	Oakland
82927	Heart Academy	11–12	Wayne
82926	Henry Ford Academy of Manufacturing	9–12	Wayne
81901	Honey Creek Community	K–5	Washtenaw
82942	Hope Academy	K–4	Wayne
82932	King Academy	K–6	Wayne
47902	Livingston Developmental Academy	K–8	Livingston
47901	Livingston Technical Academy	11–12	Livingston
50901	Macomb Academy	12	Macomb
82910	Martin Luther King, Jr. Education Center	K–6	Wayne
82924	Marvin L. Winans Academy	K–5	Wayne
82944	MI Institute for Construction Trades	9–12	Wayne
82907	Michigan Automotive Academy	10–12	Wayne
82917	Michigan Health Academy	11	Wayne
73908	Mosaica Academy of Saginaw	K–5	Saginaw
82905	Nataki Talibah Schoolhouse	K–5	Wayne
63906	New Directions Institute	9–12	Oakland
82946	New Horizon Academy	9–12	Wayne
73902	Northlane Academy	K–7	Saginaw

District Code	School	Grade Levels SY 1998–99	ISD
82922	Nsoroma Institute	K–8	Wayne
63905	Oasis Academy	K–4	Oakland
82939	Pierre Toussaint Academy	K–8	Wayne
82904	Plymouth Education Center	K–4	Wayne
25901	Questar Academy	K–6	Genesee
82948	Ross Hill Academy	K–7	Wayne
73905	Saginaw County Transitional Academy	9–12	Saginaw
82935	Sankore Marine Immersion H.S. Academy	9–10	Wayne
82902	SER Casa Environmental and Technical Academy	7–12	Wayne
82906	Sierra Leone Educational Outreach Academy	K–5	Wayne
74901	St. Clair County Learning Community	6–12	St. Clair
82941	Star International Academy	K–7	Wayne
82916	Summit Academy	K–12	Wayne
82938	Summit Academy–North	K–12	Wayne
82908	Thomas Gist Academy–North	K–8	Wayne
82933	Timbuktu Academy of Science and Technology	K–12	Wayne
82931	Turtle Island Learning Circle	6–10	Wayne
82950	Universal Academy	K–9	Wayne
82901	University Public School	K–8	Wayne
82940	Voyageur Academy	K–6	Wayne
25902	Warwick Pointe Academy	K–5	Genesee
81903	Washtenaw Technical Middle College	10–11	Washtenaw
82943	Weston Technical Academy	7–10	Wayne
82913	Woodward Academy	2–8	Wayne

SOURCE: Michigan Department of Education.

APPENDIX E

Listing of Charter Schools and Their Matched Comparison Schools

Charter Schools									Comparison Schools						
District Code	School	Level	ISD	1999 Composite MEAP/HST Score	1998 Composite MEAP/HST Score	1997 Composite MEAP/HST Score	1996 Composite MEAP/HST Score	% Nonwhite 98–99	School	Building Code	1999 Composite MEAP/HST Score	1998 Composite MEAP/HST Score	1997 Composite MEAP/HST Score	1996 Composite MEAP/HST Score	% Nonwhite 98–99
63901	A.G.B.U. Alex & Marie Manoogian E	K–12	Oakland	55.5	51	50.3	34.3	8%	Dwight D. Eisenhower (E)	6032	51.5	51.7	43.2	51.4	87
63901	A.G.B.U. Alex & Marie Manoogian H	K–12	Oakland	50.3	49.5	50.3	34.3	8	Lake Orion High School	2088	59.8	66.6	46	48	4
63901	A.G.B.U. Alex & Marie Manoogian M	K–12	Oakland	50.3	49.5	50.3	34.3	8	Calvin Coolidge Middle School	502	42	38.1	42	38.6	23
82921	Academy for Business and Technology H	6–11	Wayne	14.6	9.4	32		43	Robichaud Jr./Sr. High School	3238	27.7	29.8	18		74
82921	Academy of Business and Technology M	6–11	Wayne	14.6	9.4	32		43	Kosciuszko School (M)	2055	19.7	21.5	29.1		18
74902	Academy for Plastics Manufacturing Technology	11–12	St. Clair	NDR				N/A	None selected						
73903	Academy for Technology and Enterprise	9–12	Saginaw	<5 Students	NDR			46	None selected						
63904	Academy of Detroit–East (E)	K–7	Oakland	13.1	31.7	20		100	Twain School (E)	2384	24.3	24.5	23.5		79
63904	Academy of Detroit–East (M)	K–7	Oakland	13.1	31.7	20		100	Madison Jr. High School	1880	22.9	27.9	24.9		75
63902	Academy of Detroit–Oak Park (E)	K–12	Oakland	20.8	17.6	11.4		100	Twain School (E)	2384	24.3	24.5	23.5		79
63902	Academy of Detroit–Oak Park (H)	K–12	Oakland	20.8	17.6	11.4		100	Pontiac High School	3084	36.9	30.4	17.2		81
63902	Academy of Detroit–Oak Park (M)	K–12	Oakland	20.8	17.6	11.4		100	Madison Jr. High School	1880	22.9	27.9	24.9		75
63903	Academy of Detroit–South (E)	K–7	Oakland	38.5	56	35.6		100	Franklin School (E)	275	23.2	39.9	34.8		96
63903	Academy of Detroit–South (M)	K–7	Oakland	38.5	56	35.6		100	Howard Beecher Jr. High School	1615	35.4	34.3	36.5		12
82909	Academy of Detroit–West (E)	K–7	Wayne	14.2	39	15.4		100	Hosmer Elementary School	1763	28.1	22.9	14.9		100
82909	Academy of Detroit–West (M)	K–7	Wayne	14.2	39	15.4		100	Coffey Middle School	741	13.4	17.8	13.9		99
82912	Academy of Detroit–Westland (E)	K–7	Wayne	23.7	24	16.7		97	Fitzgerald Elementary School	1244	41.5	53.5	18.3		100
82912	Academy of Detroit–Westland (M)	K–7	Wayne	23.7	24	16.7		97	Burbank Middle School	448	14.1	16	20.3		95
63908	Academy of Michigan	9–10	Oakland	NDR				99	None selected						
82903	Aisha Shule/W.E.B. DuBois (E)	K–12	Wayne	36.2	24.8	22.3	16.3	100	Hampton Elementary School	1552	13.6	23.2	18.7	17	100
82903	Aisha Shule/W.E.B. DuBois Prep. (H)	K–12	Wayne	36.2	24.8	22.3	16.3	100	Renaissance High School	6971	75	81.7	59.5	52.1	97
82903	Aisha Shule/W.E.B. DuBois Prep. (M)	K–12	Wayne	36.2	24.8	22.3	16.3	100	Cadillac Middle School	486	33.5	20.1	19.1	14.1	99
81904	Ann Arbor Learning Community	K–7	Washtenaw	66.4				33	Thurston Elementary School	4182	66.1	30			
73904	Benito Juarez Academy	9–12	Saginaw	<5 Students	50	10.7	0	93	Buena Vista High School	440	15.4	13.2	10		94
82934	Benjamin Carson Academy	5–12	Wayne	NDR				100	None selected						
82949	Center for Literacy and Creativity (E)	K–8	Wayne	36.9				100	Marquette Elementary School	2390	40.5				91
82949	Center for Literacy and Creativity (M)	K–8	Wayne	36.9				100	Marquette Middle School	2390	40.5				91
81902	Central Academy (E)	K–12	Washtenaw	37.1	30.1	26.8		11	George Elementary School	993	28.1	23.9	28.2		50
81902	Central Academy (H)	K–12	Washtenaw	37.1	30.1	26.8		11	Buena Vista High School	440	22.4	15.4	13.2		94
81902	Central Academy (M)	K–12	Washtenaw	37.1	30.1	26.8		11	West Middle School	4455	40.3	46.9	33.5		56
82918	Cesar Chavez Academy (E)	K–8	Wayne	21.1	30.3	26.4		69	Grayling Elementary School	1480	33	48.7	26.6		82
82918	Cesar Chavez Middle School (M)	K–8	Wayne	24	22.7			87	Robinson Middle School	3857	35.8	38			100
82923	Chandler Park Academy (E)	K–7	Wayne	NDR				99	None selected						
82923	Chandler Park Academy (M)	K–7	Wayne	17.1				99	Cerveny Middle School	630	22.8				99
82936	Charlotte Forten Academy (H)	7–12	Wayne	6.2				85	Chadsey High School	631	16.1				99
82936	Charlotte Forten Academy (M)	7–12	Wayne	NDR				85	None selected						
82914	Colin Powell Academy (E)	K–7	Wayne	28.9	35.8	22.1		100	Edison Elementary School	1084	33.7	29.5	13.3		100
82914	Colin Powell Academy (M)	K–7	Wayne	28.9	35.8	22.1		100	Cadillac Middle School	486	33.5	20.1	19.1		99
82919	Commonwealth Community Dev. Academy (E)	K–8	Wayne	8.3	13.4	12.4		100	Hutchinson Elementary School	1803	27.6	51.4	9.2		100
82919	Commonwealth Community Dev. Academy (M)	K–8	Wayne	8.3	13.4	12.4		100	Sherrard Middle School	3465	21.9	18.7	46.7		100

Charter Schools									Comparison Schools							
District Code	School	Level	ISD	1999 Composite MEAP/HST Score	1998 Composite MEAP/HST Score	1997 Composite MEAP/HST Score	1996 Composite MEAP/HST Score	% Nonwhite 98–99	School	Building Code	1999 Composite MEAP/HST Score	1998 Composite MEAP/HST Score	1997 Composite MEAP/HST Score	1996 Composite MEAP/HST Score	% Nonwhite 98–99
73906	Curtis House Academy (H)	7–12	Saginaw	0	14.3			62%	Bridgeport High School	398	49.8	39.3			42%
73906	Curtis House Academy (M)	7–12	Saginaw	0	14.3			62	North Middle School	2735	32.4	30.7			58
82947	David Ellis Academy (E)	K–8	Wayne	35				100	Vetal Elementary School	6693	28.2				100
82947	David Ellis Academy (M)	K–8	Wayne	35				100	Taft Middle School	4129	27				97
82928	Dearborn Academy	K–6	Wayne	8.8	36.7			98	Davison Elementary School	880	42.8	43.4			98
82929	Detroit Academy of Arts and Sciences	K–5	Wayne	39	34.4			100	Vetal Elementary School	6693	28.2	32.4			100
82925	Detroit Community High School	K, 9–11	Wayne	6.3				97	Ford High School	1634	13.8				99
82915	Detroit School of Industrial Arts	9–12	Wayne	27.9				96	Denby High School	902	14				99
82930	Dove Academy of Detroit	K–5	Wayne	7.6	27.1			100	Courville Elementary School	813	19.8				99
82945	Edison Public School Academy (E)	K–8	Wayne	18.9				100	Courville Elementary School	813	19.8				99
82945	Edison Public School Academy (M)	K–8	Wayne	18.9				100	Burbank Middle School	448	14.1				95
82920	Elbert T. Clark Academy (E)	K–8	Wayne	5.5	15.2			100	Hampton Elementary School	1552	13.6	23.2			100
82920	Elbert T. Clark Academy (M)	K–8	Wayne	5.5	15.2			100	Coffey Middle School	741	13.4	17.8			99
73909	Francis F. Reh Public School Academy (E)	K–8	Saginaw	7.5				99	Emerson Elementary School	1141	24.9				98
73909	Francis F. Reh Public School Academy (M)	K–8	Saginaw	7.5				99	Holmes Middle School	1708	14.4				100
82911	Gaudior Academy (E)	K–8	Wayne	22.3	44	43.9		56	Vandenberg Elementary School	4277	43.4	49.7	25.8		41
82911	Gaudior Academy (M)	K–8	Wayne	22.3	44	43.9		56	Inkster Middle School	1216	14.1	17.1	16.1		98
82937	George Crockett Academy (E)	K–8	Wayne	25.5				99	Hampton Elementary School	1552	13.6				100
82937	George Crockett Academy (M)	K–8	Wayne	25.5				99	Sherrard Middle School	3465	21.9				100
63907	Great Lakes Academy	K–3	Oakland	25.6				96	Franklin School (E)	275	23.2				96
82927	Heart Academy	11–12	Wayne	23.8	18.4			100	Redford High School	3166	25.9	23.7			99
82926	Henry Ford Academy of Manufacturing	9–12	Wayne	N/A				61	None selected						
81901	Honey Creek Community (E)	K–5	Washtenaw	54.2	52.8	41.7		26	Henry J. Kaiser School (E)	1638	33.4	36.1	41.7		73
82942	Hope Academy	K–4	Wayne	N/A				100	None selected						
82932	King Academy	K–6	Wayne	9.7	6.7			100	Baylor Elementary School	545	18.3	26.6			99
47902	Livingston Develop. Academy (E)	K–8	Livingston	57.7	48.6	44.3		1	H.T. Smith Elementary School	1285	62.7	60.1	55.6		1
47902	Livingston Develop. Academy (M)	K–8	Livingston	57.7	48.6	44.3		1	McPherson Middle School	1775	61	57.6	52.9		2
47901	Livingston Technical	11–12	Livingston	61.1	34.7	28.9	17.7	0	Fowlerville High School	1286	68.6	65.8	43	44.9	3
50901	Macomb Academy	12	Macomb	N/A				3	None selected						
82910	Martin Luther King, Jr. Education Center	K–6	Wayne	47	69	59.2	62.5	100	McMillan Elementary School	2494	12.5	51.2	37.1	46.2	78
82924	Marvin L. Winans Academy	K–5	Wayne	32.8	19.6			100	Cooper Elementary School	792	13.5	19.8			97
82944	MI Institute for Construction Trades	9–12	Wayne	2.3				N/A	Cody High School	739	18.7				100
82907	Michigan Automotive Academy	10–12	Wayne	12	22.8	4.5		54	Ford High School	1634	13.8	18.8	5.4		99
82917	Michigan Health Academy	11	Wayne	20.1	37.7	13.4		23	Cody High School	739	18.7	19.7	13.9		100
73908	Mosaica Academy of Saginaw	K–5	Saginaw	14.7	14.2			95	Carrollton Elementary School	5141	43.6	48.5			28
82905	Nataki Talibah School	K–5	Wayne	63.5	68.4	33.8		100	Howe Elementary School	1774	61.8	46.2	38.8		100
63906	New Directions Institute	9–12	Oakland	7.1	3.4			80	Pontiac Central High School	3084	36.9	30.4			81
82946	New Horizon Academy	9–12	Wayne	N/A				N/A	None selected						
73902	Northlane Academy (E)	K–7	Saginaw			48.5	24.5	N/A	Emerson Elementary School	1141			28.3	28	98
73902	Northlane Academy (M)	K–7	Saginaw			48.5	24.5	N/A	Holmes Middle School	1708			11.7	11.1	100
82922	Nsoroma Institute (E)	K–8	Wayne	26.1	19.6			100	Cooke Elementary School	781	25.7	18.4			100
82922	Nsoroma Institute (M)	K–8	Wayne	26.1	19.6			100	Coffey Middle School	741	13.4	17.8			99
63905	Oasis Academy	K–4	Oakland	72.2	37.3	26.1		95	Frost School	3235	28.4	40.2	26.4		96
82939	Pierre Toussaint Academy (E)	K–8	Wayne	8.2				100	Sherrard Middle School (E)	3465	21.9				100
82939	Pierre Toussaint Academy (M)	K–8	Wayne	8.2				100	Sherrard Middle School (M)	3465	21.9				100
82904	Plymouth Education Center	K–4	Wayne	41.9	41.7			100	Weatherby Elementary School	4411	40.7	41			100
25901	Questar Academy	K–6	Genesee	47.2	49.3	58.4		65	Dieck Elementary School	5769	54.5	52.7	58.8		9
82948	Ross Hill Academy (E)	K–7	Wayne	11.6				100	Hampton Elementary School	1552	13.6				100
82948	Ross Hill Academy (M)	K–7	Wayne	11.6				100	McNair Middle School	1871	11.2				99
73905	Saginaw County Transitional Academy	9–12	Saginaw	N/A				88	None selected						

Charter Schools									Comparison Schools						
District Code	School	Level	ISD	1999 Composite MEAP/HST Score	1998 Composite MEAP/HST Score	1997 Composite MEAP/HST Score	1996 Composite MEAP/HST Score	% Nonwhite 98–99	School	Building Code	1999 Composite MEAP/HST Score	1998 Composite MEAP/HST Score	1997 Composite MEAP/HST Score	1996 Composite MEAP/HST Score	% Nonwhite 98–99
82935	Sankore Marine Immersion H.S. Academy	9–10	Wayne	N/A				92%	None selected						
82902	SER Casa Envir. & Tech. Academy (H)	7–12	Wayne	0	15	5.9	15	45	Mackenzie High School	2304	16.8	14.5	6	7.7	99%
82902	SER Casa Envir. & Tech. Academy (M)	7–12	Wayne	0	15	5.9	15	45	Guest Middle School	1518	25.6	8.1	9.6	9.3	99
82906	Sierra Leone Educ. Outreach (E)	K–5	Wayne	7.6	16.9	28.9		N/A	Law Elementary School	2377	19	25.9	20.8		100
82906	Sierra Leone Educ. Outreach (M)	K–5	Wayne	7.6	16.9	28.9		N/A	Farwell Middle School	1211	24.8	25.5	29.6		99
74901	St. Clair County Learning	6–12	St. Clair	0	16.7	25		53	Port Huron South	1472	11.8	0	3.8		19
82941	Star International Academy	K–7	Wayne	20.3				2	Treadwell Elementary	4202	23.1				2
82916	Summit Academy (E)	K–12	Wayne	31.1	30.8	31.3		4	Vandenberg Elementary	4277	43.4	49.7	25.8		41
82916	Summit Academy (M)	K–12	Wayne	31.1	30.8	31.3		4	Stout Middle School	4088	37.8	45.2	45.9		4
82938	Summit Academy North (E)	K–12	Wayne	26				6	Hoover School (E)	1752	28.7				5
82908	Thomas Gist Academy (E)	K–8	Wayne	9.5	16.9	26.1	8.4	98	Ford Elementary School	6099	50.4	68.2	60	46	100
82908	Thomas Gist Academy (M)	K–8	Wayne	9.5	16.9	26.1	8.4	98	Pelham Middle School	2991	69.2	73.5	59.9	52.4	96
82933	Timbuktu Academy of Science & Tech. (E)	K–12	Wayne	28.6				100	Vetal Elementary School	6693	28.2				100
82931	Turtle Island Learning Circle	6–10	Wayne	N/A				N/A	None selected						
82950	Universal Academy (M)	K–9	Wayne	28.3				30	Sherrard Middle School	3465	21.9				20
82901	University Public School District (M)	K–8	Wayne	28.4	19.8	23.3	22.4	100	Burbank Middle School	448	14.1	16	20.3	9.8	95
82940	Voyageur Academy	K–6	Wayne	18.4				99	Courville Elementary School	813	19.8				99
25902	Warwick Pointe Academy	K–5	Genesee		55.9	75		20	Potter School	3108		35.6	49.2		33
81903	Washtenaw Tech. Middle College	10–11	Washtenaw	65.3	57.4			34	Avondale High School	5976	68.3	71.1			19
82943	Weston Technical Academy	7–10	Wayne	6.7				97	McNair Middle School	1871	11.2				99
82913	Woodward Academy (E)	2–8	Wayne	25.1	23.1			100	Burt Elementary School	463	24.7	26.2			100
82913	Woodward Academy (M)	2–8	Wayne	25.1	23.1			100	Guest Middle School	1518	25.6	8.1	9.6		99

SOURCE: The Michigan Department of Education.
NOTE: The composite MEAP score is the average of the percentage of students scoring "satisfactory" (or in the top two categories on the HST) on all of the tests administered at that school.
N/A= No data reported.
(E) = Elementary School.
(M) = Middle School.
(H) = High School.

APPENDIX F–1

Percentage Change in Proportion of Students Achieving "Satisfactory" MEAP/HST Scores, SYs 1995–96 to 1998–99 (Mathematics)

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
A.G.B.U. Alex & Marie Manoogian School 4th	17%	61%		87%		Dwight D. Eisenhower	–2%	92%		89%	
A.G.B.U. Alex & Marie Manoogian School 11th						Lake Orion High School					
A.G.B.U. Alex & Marie Manoogian School 7th	–33	69		13		Calvin Coolidge Middle School	32	–7		22	
Academy of Business and Technology 11th						Robichaud Jr./Sr. High School					
Academy of Business and Technology 7th	–17					Kosciuszko School(M)	–36				
Academy for Plastics Manufacturing Technology						No Comparison School Selected					
Academy for Technology and Enterprise						No Comparison School Selected					
Academy of Detroit–East 4th	–58					Twain School	42				
Academy of Detroit–East 7th						Madison Jr. High School					
Academy of Detroit–Oak Park 4th(F)				–18		Twain School				136	
Academy of Detroit–Oak Park 11th(M)	219					Pontiac High School	46				
Academy of Detroit–Oak Park 7th	–18	248		187		Madison Jr. High School	8	14		24	
Academy of Detroit–Southfield 4th	–14					Franklin School	–51				
Academy of Detroit–Southfield 7th						Howard Beecher Jr. High School					
Academy of Detroit–West 4th	–87					Hosmer Elementary School	–5				
Academy of Detroit–West 7th						Coffey Middle School					
Academy of Detroit–Westland 4th	46					Fitzgerald Elementary School	17				
Academy of Detroit–Westland 7th	258					Burbank Middle School	42				
Academy of Michigan						No Comparison School Selected					
Aisha Shule/W.E.B. DuBois Prep School 4th	33	50	117%	99	332%	Hampton Elementary School	–64	44	176%	–48	43%
Aisha Shule/W.E.B. DuBois Prep School 11th			0			Renaissance High School			6		
Aisha Shule/W.E.B. DuBois Prep School 7th	8	–33	50	–28	8	Cadillac Middle School	718	–8	–31	650	414
Ann Arbor Learning Community						Thurston Elementary School					
Benito Juarez Academy			0			Buena Vista High School			32		
Benjamin Carson Academy						No Comparison School Selected					
Center for Literacy and Creativity 4th						Marquette Elementary School 4th					
Center for Literacy and Creativity 7th						Marquette Elementary School 7th					
Central Academy 4th	–53	250		64		George Elementary School	–3	0		–2	
Central Academy 11th						Buena Vista High School					
Central Academy 7th	113	125		379		West Middle School	–11	45		29	
Cesar Chavez Academy 4th	28	–40		–23		Grayling Elementary School	–34	43		–5	
Cesar Chavez Middle School 7th	57					Robinson Middle School	0				
Chandler Park Academy 4th						No Comparison School Selected					
Chandler Park Academy 7th						Cerveny Middle School					
Charlotte Forten Academy 11th						Chadsey High School					

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
Charlotte Forten Academy 7th						No Comparison School Selected					
Colin Powell Academy 4th	–41	438		217		Edison Elementary School	124	83		311	
Colin Powell Academy 7th						Cadillac Middle School					
Commonwealth Community Dev. Academy 4th						Hutchinson Elementary School					
Commonwealth Community Dev. Academy 7th	21%	144%		196%		Sherrard Middle School	1091%	–91%		9%	
Curtis House Academy 11th						Bridgeport High School					
Curtis House Academy 7th						North Middle School					
David Ellis Academy 4th						Vetal Elementary School					
David Ellis Academy 7th						Taft Middle School					
Dearborn Academy	–20					Davison Elementary School	–16				
Detroit Academy of Arts and Sciences	4					Vetal Elementary School	–52				
Detroit Community High School						Ford High School					
Detroit School of Industrial Arts						Denby High School					
Dove Academy of Detroit	–59					Courville Elementary School	–25				
Edison Public School Academy 4th						Courville Elementary School					
Edison Public School Academy 7th						Burbank Middle School					
Elbert T. Clark Academy 4th	–60					Hampton Elementary School	–64				
Elbert T. Clark Academy 7th						Coffey Middle School					
Francis F. Reh Public School Academy 4th						Emerson Elementary School					
Francis F. Reh Public School Academy 7th						Holmes Middle School					
Gaudior Academy 4th	–65	158		–9		Vandenberg Elementary	–13	241		197	
Gaudior Academy 7th	–16	–47		–56		Inkster Middle School	–22	–14		–33	
George Crockett Academy 4th						Hampton Elementary School					
George Crockett Academy 7th						Sherrard Middle School					
Great Lakes Academy						Franklin School					
Heart Academy	195					Redford High School	101				
Henry Ford Academy of Manufacturing						No Comparison School Selected					
Honey Creek Community 4th	20	67		100		Henry J. Kaiser School	17	–37		–26	
Hope Academy						No Comparison School Selected					
King Academy	100					Baylor Elementary School	–12				
Livingston Develop. Academy 4th	–7	63		52		H.T. Smith Elementary School	11	13		25	
Livingston Develop. Academy 7th	33					McPherson Middle School	–2				
Livingston Technical	75		–9			Fowlerville High School	9		1%		
Macomb Academy						No Comparison School Selected					
Martin Luther King, Jr.	–39	233		104		McMillan Elementary School	–35	141		57	
Marvin L. Winans Academy	129					Cooper Elementary School	–16				
MI Institute for Construction Trades						Cody High School					
Michigan Automotive Academy	–49		–82			Ford High School	27		74		
Michigan Health Academy	–17					Cody High School	69				
Mosaica Academy of Saginaw	40					Carrollton Elementary School	–30				
Nataki Talibah School	0	47		47		Howe Elementary School	13	139		170	
New Directions Institute	–49					Pontiac Central High School	46				
New Horizon Academy						No Comparison School Selected					
Northlane Academy 4th			100			Emerson Elementary School			4		

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
Northlane Academy 7th						Holmes Middle School					
Nsoroma Institute 4th	50					Cooke Elementary School	27				
Nsoroma Institute 7th	0					Coffey Middle School	–24				
Oasis Academy	456	–26		310		Frost School	–51	36		–33	
Pierre Toussaint Academy 4th						Sherrard Middle School 4th					
Pierre Toussaint Academy 7th						Sherrard Middle School 7th					
Plymouth Education Center	31%					Weatherby Elementary School	–5%				
Questar Academy	–33					Dieck Elementary School	15				
Ross Hill Academy 4th						Hampton Elementary School					
Ross Hill Academy 7th						McNair Middle School					
Saginaw County Transitional Academy						No Comparison School Selected					
Sankore Marine Immersion H.S. Academy						No Comparison School Selected					
SER Casa Envir. & Tech. 11th						Mackenzie High School					
SER Casa Envir. & Tech. 7th						Guest Middle School					
Sierra Leone Educ. Outreach 4th	–100	160%		–100%		Law Elementary School	259	–10%		224%	
Sierra Leone Educ. Outreach 7th						Farwell Middle School					
St. Clair County Learning Community				–100		Port Huron South				100	
Star Intl. Academy						Treadwell Elementary School					
Summit Academy 4th	–48	100		100		Vandenberg Elementary School	–13	241		197	
Summit Academy 7th	111					Stout Middle School	–15				
Summit Academy North 4th						Hoover School					
Thomas Gist Academy 4th	–57	–66		–85		Ford Elementary School	–13	23		6	
Thomas Gist Academy 7th	–100	100		0		Pelham Middle School	3	24		28	
Timbuktu Academy of Science and Tech. 4th						Vetal Elementary School					
Turtle Island Learning Circle						No Comparison School Selected					
Universal Academy 7th						Sherrard Middle School					
University Public School District 7th	61	133	–59%	274	54	Burbank Middle School	42	–53	43%	–34	–6%
Voyageur Academy						Courville Elementary School					
Warwick Pointe Academy		6%				Potter School		–10%			
Washtenaw Tech. Middle College	43					Avondale High School	–9				
Weston Technical Academy						McNair Middle School					
Woodward Academy 4th	26					Burt Elementary School	5				
Woodward Academy 7th	–53					Guest Middle School	278				

SOURCE: The Michigan Department of Education.

NOTE: Percentage change could only be computed when test results were reported for both specified years. Percentage change was not computed for high schools between SYs 1996–97 and 1997–98 because of changes in the HST test scoring. When the figure was zero (0) in the base year and different from zero in the second year, a percentage change of 100 percent was assigned. The percentage change was only computed for the comparison schools for those years when it could be computed for the corresponding PSA.

APPENDIX F–2

Percentage Change in Proportion of Students Achieving "Satisfactory" MEAP/HST Scores, SYs 1995–96 to 1998–99 (Reading)

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
A.G.B.U. Manoogian School 4th	–51%	50%		–27%		Dwight D. Eisenhower	23%	136%		191%	
A.G.B.U. Manoogian School 11th						Lake Orion High School					
A.G.B.U. Manoogian School 7th	–23	18		–9		Calvin Coolidge Middle School	–13	61		39	
Academy of Business and Technology 11th						Robichaud Jr/Sr High School					
Academy of Business and Technology 7th	–6					Kosciuszko School (M)	20				
Academy for Plastics Manufacturing Technology						No Comparison School Selected					
Academy for Technology and Enterprise						No Comparison School Selected					
Academy of Detroit–East 4th	64					Twain School	3				
Academy of Detroit–East 7th						Madison Jr. High School					
Academy of Detroit–Oak Park 4th				–30		Twain School				49	
Academy of Detroit–Oak Park 11th	0					Pontiac High School	23				
Academy of Detroit–Oak Park 7th	–23	93		48		Madison Jr. High School	27	17		49	
Academy of Detroit–Southfield 4th	39					Franklin School	–12				
Academy of Detroit–Southfield 7th						Howard Beecher Jr. High					
Academy of Detroit–West 4th	–17					Hosmer Elementary School	59				
Academy of Detroit–West 7th						Coffey Middle School					
Academy of Detroit–Westland 4th	–22					Fitzgerald Elementary School	–46				
Academy of Detroit–Westland 7th	–17					Burbank Middle School	142				
Academy of Michigan						No Comparison School Selected					
Aisha Shule/W.E.B. DuBois 4th	122	0	100%	122	100%	Hampton Elementary School	13	6	–14%	20	3%
Aisha Shule/W.E.B. DuBois Prep School 11th						Renaissance High School					
Aisha Shule/W.E.B. DuBois Prep School 7th	62	0	–50	62	–19	Cadillac Middle School	376	–11	–39	322	157
Ann Arbor Learning Community						Thurston Elementary School					
Benito Juarez Academy			100			Buena Vista High School			64		
Benjamin Carson Academy						No Comparison School Selected					
Center for Literacy and Creativity 4th						Marquette Elementary School 4th					
Center for Literacy and Creativity 7th						Marquette Elementary School 7th					
Central Academy 4th	18	182		231		George Elementary School	15	0		15	
Central Academy 11th						Buena Vista High School					
Central Academy 7th	140	125		439		West Middle School	–16	76		48	
Cesar Chavez Academy 4th	29	–61		–50		Grayling Elementary School	–13	1		–13	
Cesar Chavez Middle School 7th	18					Robinson Middle School	1				
Chandler Park Academy 4th						No Comparison School Selected					
Chandler Park Academy 7th						Cerveny Middle School					
Charlotte Forten Academy 11th						Chadsey High School					
Charlotte Forten Academy 7th						No Comparison School Selected					
Colin Powell Academy 4th	1	169		172		Edison Elementary School	3	528		543	
Colin Powell Academy 7th						Cadillac Middle School					
Commonwealth Comm. Dev. Academy 4th						Hutchinson Elementary School					
Commonwealth Comm. Dev. Academy 7th	–4	97		89		Sherrard Middle School	–71	–38		–82	

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
Curtis House Academy 11th						Bridgeport High School					
Curtis House Academy 7th						North Middle School					
David Ellis Academy 4th						Vetal Elementary School					
David Ellis Academy 7th						Taft Middle School					
Dearborn Academy	–17%					Davison Elementary School	–53%				
Detroit Academy of Arts and Sciences	–21					Vetal Elementary School	16				
Detroit Community High School						Ford High School					
Detroit School of Industrial Arts						Denby High School					
Dove Academy of Detroit	–52					Courville Elementary School	–57				
Edison Public School Academy 4th						Courville Elementary School					
Edison Public School Academy 7th						Burbank Middle School					
Elbert T. Clark Academy 4th	1					Hampton Elementary School	13				
Elbert T. Clark Academy 7th						Coffey Middle School					
Francis F. Reh Public School Academy 4th						Emerson Elementary School					
Francis F. Reh Public School Academy 7th						Holmes Middle School					
Gaudior Academy 4th	–36	25%		–21%		Vandenberg Elementary School	–14	659%		554%	
Gaudior Academy 7th	–16	–45		–54		Inkster Middle School	–47	212		65	
George Crockett Academy 4th						Hampton Elementary School					
George Crockett Academy 7th						Sherrard Middle School					
Great Lakes Academy						Franklin School					
Heart Academy	–29					Redford High School	24				
Henry Ford Academy of Manufacturing						No Comparison School Selected					
Honey Creek Community 4th	20	11		33		Henry J. Kaiser School	46	–39		–11	
Hope Academy						No Comparison School Selected					
King Academy	34					Baylor Elementary School	–49				
Livingston Develop. Academy 4th	23	11		36		H.T. Smith Elementary School	–2	21		18	
Livingston Develop. Academy 7th	432					McPherson Middle School	3				
Livingston Technical Academy	225		237%			Fowlerville High School	13		–15%		
Macomb Academy						No Comparison School Selected					
Martin Luther King, Jr. Education Center	–16	73		45		McMillan Elementary School	–32	66		14	
Marvin L. Winans Academy	54					Cooper Elementary School	–10				
MI Institute for Construction Trades						Cody High School					
Michigan Automotive Academy	–66		–81			Ford High School	–34		74%		
Michigan Health Academy	–28					Cody High School	–3				
Mosaica Academy of Saginaw	16					Carrollton Elementary School	31				
Nataki Talibah School	87	20		125		Howe Elementary School	75	11		95	
New Directions Institute	99					Pontiac Central High School	23				
New Horizon Academy						No Comparison School Selected					
Northlane Academy 4th			100			Emerson Elementary School			–11%		
Northlane Academy 7th						Holmes Middle School					
Nsoroma Institute 4th	100					Cooke Elementary School	156				
Nsoroma Institute 7th	–50					Coffey Middle School	1				
Oasis Academy	78	10		95		Frost School	–20	111		69	
Pierre Toussaint Academy 4th						Sherrard Middle School 4th					
Pierre Toussaint Academy 7th						Sherrard Middle School 7th					

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
Plymouth Education Center	–36%					Weatherby Elementary School	157%				
Questar Academy	–20					Dieck Elementary School	79				
Ross Hill Academy 4th						Hampton Elementary School					
Ross Hill Academy 7th						McNair Middle School					
Saginaw County Transitional Academy						No Comparison School Selected					
Sankore Marine Immersion H.S. Academy						No Comparison School Selected					
SER Casa Envir. & Tech. 11th						Mackenzie High School					
SER Casa Envir. & Tech. 7th						Guest Middle School					
Sierra Leone Educ. Outreach Academy 4th	–66	–48%		–83%		Law Elementary School	18	141%		184%	
Sierra Leone Educ. Outreach Academy 7th						Farwell Middle School					
St Clair County Learning Community				0		Port Huron South				100	
Star Intl. Academy						Treadwell Elementary School					
Summit Academy 4th	–46	92		4		Vandenberg Elementary School	–14	659		554	
Summit Academy 7th	86					Stout Middle School	–16				
Summit Academy–North 4th						Hoover School					
Thomas Gist Academy 4th	–43	–66		–81		Ford Elementary School	4	–17		–14	
Thomas Gist Academy 7th	–87	100		100		Pelham Middle School	–14	46		25	
Timbuktu Academy of Science and Tech. 4th						Vetal Elementary School					
Turtle Island Learning Circle						No Comparison School Selected					
Universal Academy 7th						Sherrard Middle School					
University Public School District 7th	19	161	–49%	210	57%	Burbank Middle School	142	–53	107%	14	136%
Voyageur Academy						Courville Elementary School					
Warwick Pointe Academy		6				Potter School		–6			
Washtenaw Tech. Middle College	6					Avondale High School	10				
Weston Technical Academy						McNair Middle School					
Woodward Academy 4th	25					Burt Elementary School	19				
Woodward Academy 7th	18					Guest Middle School	90				

SOURCE: The Michigan Department of Education.

NOTE: Percentage change could only be computed when test results were reported for both specified years. Percentage change was not computed for high schools between SYs 1996–97 and 1997–98 because of changes in the HST test scoring. When the figure in the base year was zero (0) and was different from zero in the second year, a percentage change of 100 percent was assigned. The percentage change was only computed for the comparison schools for those years when it could be computed for the corresponding PSA.

APPENDIX F–3

Percentage Change in Proportion of Students Achieving "Satisfactory" MEAP/HST Scores, SYs 1995–96 to 1998–99 (Science)

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
A.G.B.U. Alex & Marie Manoogian School 5th	87%	–69%	100%	–42%	100%	Dwight D. Eisenhower	–56%	48%	60%	–36%	3%
A.G.B.U. Alex & Marie Manoogian School 11th						Lake Orion High School					
A.G.B.U. Alex & MarieManoogian School 8th	87	6	–73	98	–47	Calvin Coolidge Middle School	25	–22	6	–2	3
Academy of Business and Technology 11th						Robichaud Jr./Sr. High School					
Academy of Business and Technology 8th	100					Kosciuszko School	39				
Academy for Plastics Manufacturing Technology						No Comparison School Selected					
Academy for Technology and Enterprise						No Comparison School Selected					
Academy of Detroit–East 5th	–67	100		100		Twain School	145	–39		50	
Academy of Detroit–East 8th						Madison Jr. High School					
Academy of Detroit–Oak Park 5th						Twain School					
Academy of Detroit–Oak Park 11th	273					Pontiac High School	–4				
Academy of Detroit–Oak Park 8th	100	0		100		Madison Jr. High School	–59	575		175	
Academy of Detroit–Southfield 5th	–86	690		12		Franklin School	–51	–7		–55	
Academy of Detroit–Southfield 8th						Howard Beecher Jr. High					
Academy of Detroit–West 5th	–2	20		18		Hosmer Elementary School	306	–43		132	
Academy of Detroit–West 8th						Coffey Middle School					
Academy of Detroit–Westland 5th	30	100		100		Fitzgerald Elementary School	–60	72%		–31	
Academy of Detroit–Westland 8th						Burbank Middle School					
Academy of Michigan						No Comparison School Selected					
Aisha Shule/W.E.B. DuBois Prep. School 5th	87	100	–100	100	–69	Hampton Elementary	–18	–21	–8	–35	–40
Aisha Shule/W.E.B. DuBois Prep. School 11th						Renaissance High School					
Aisha Shule/W.E.B. DuBois Prep. School 8th	87	0	–40	87	13	Cadillac Middle School	172	438	100	1363	100
Ann Arbor Learning Community						Thurston Elementary School					
Benito Juarez Academy			100			Buena Vista High School			113		
Benjamin Carson Academy						No Comparison School Selected					
Center for Literacy and Creativity 5th						Marquette Elementary School 5th					
Center for Literacy and Creativity 8th						Marquette Elementary School 8th					
Central Academy 5th	100	–100		–100		George Elementary School	8	47		58	
Central Academy 11th						Buena Vista High School					
Central Academy 8th	0	100		100		West Middle School	81	17		112	
Cesar Chavez Academy 5th	–52	100		100		Grayling Elementary School	–10	298		260	
Cesar Chavez Middle School 8th	0					Robinson Middle School	8				
Chandler Park Academy 5th						No Comparison School Selected					
Chandler Park Academy 8th						Cerveny Middle School					
Charlotte Forten Academy 11th						Chadsey High School					
Charlotte Forten Academy 8th						No Comparison School Selected					
Colin Powell Academy 5th	–100	298		–100		Edison Elementary School	–100	234		–100	
Colin Powell Academy 8th	0					Cadillac Middle School	172				
Commonwealth Comm. Dev. Academy 5th						Hutchinson Elementary School					
Commonwealth Comm. Dev. Academy 8th	0	0		0		Sherrard Middle School	11	100		100	

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
Curtis House Academy 11th						Bridgeport High School					
Curtis House Academy 8th	0%					North Middle School	68%				
David Ellis Academy 5th						Vetal Elementary School					
David Ellis Academy 8th						Taft Middle School					
Dearborn Academy						Davison Elementary School					
Detroit Academy of Arts and Sciences	686					Vetal Elementary School	–65				
Detroit Community High School						Ford High School					
Detroit School of Industrial Arts						Denby High School					
Dove Academy of Detroit						Courville Elementary School					
Edison Public School Academy 5th						Courville Elementary School					
Edison Public School Academy 8th						Burbank Middle School					
Elbert T. Clark Academy 5th	0					Hampton Elementary School	–18				
Elbert T. Clark Academy 8th						Coffey Middle School					
Francis F. Reh Public School Academy 5th						Emerson Elementary School					
Francis F. Reh Public School Academy 8th						Holmes Middle School					
Gaudior Academy 5th	–57	154%		10%		Vandenberg Elementary School	–21	294%		212%	
Gaudior Academy 8th	–100	91		–100		Inkster Middle School	–100	100		0	
George Crockett Academy 5th						Hampton Elementary School					
George Crockett Academy 8th						Sherrard Middle School					
Great Lakes Academy						Franklin School School					
Heart Academy	266					Redford High School	17				
Henry Ford Academy of Manufacturing						NCSS					
Honey Creek Community 5th	–50					Henry J. Kaiser School	–38				
Hope Academy						NCSS					
King Academy	100					Baylor Elementary School	–23				
Livingston Develop. Academy 5th						H.T. Smith Elementary School					
Livingston Develop. Academy 8th						McPherson Middle School					
Livingston Technical	42		25%			Fowlerville High School	3		18%		
Macomb Academy						NCSS					
Martin Luther King, Jr. Education Center	87	–90	33	–81	–75%	McMillan Elementary School	–100	18	–1	–100	–100%
Marvin L. Winans Academy	–50					Cooper Elementary School	–48				
MI Institute for Construction Trades						Cody High School					
Michigan Automotive	113		–71			Ford High School	–42		0		
Michigan Health Academy	–30					Cody High School	–29				
Mosaica Academy of Saginaw	100					Carrollton Elementary School	9				
Nataki Talibah School	–54	100		100		Howe Elementary School	–1	136		132	
New Directions Institute	100					Pontiac Central High School	–4				
New Horizon Academy						NCSS					
Northlane Academy 5th			20			Emerson Elementary School			0		
Northlane Academy 8th						Holmes Middle School					
Nsoroma Institute 5th	88					Cooke Elementary School	–100				
Nsoroma Institute 8th	–33					Coffey Middle School	1060				
Oasis Academy	93					Frost School	100				
Pierre Toussaint Academy 5th						Sherrard Middle School 5th					
Pierre Toussaint Academy 8th						Sherrard Middle School 8th					

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
Plymouth Education Center						Weatherby Elementary School					
Questar Academy	100%	–100%		–50%		Dieck Elementary School	–43%	–5%		–46%	
Ross Hill Academy 5th						Hampton Elementary School					
Ross Hill Academy 8th						McNair Middle School					
Saginaw County Transitional Academy						No Comparison School Selected					
Sankore Marine Immersion H.S. Academy						No Comparison School Selected					
SER Casa Envir. & Tech 11th						Mackenzie High School					
SER Casa Envir. & Tech 8th		0	0%			Guest Middle School		–75	100%		
Sierra Leone Educ. Outreach Academy 5th	100	–100		–27		Law Elementary School	–90	38		–86	
Sierra Leone Educ. Outreach Academy 8th						Farwell Middle School					
St. Clair County Learning Community	0					Port Huron South	0				
Star Intl. Academy						Treadwell Elementary					
Summit Academy 5th	–32	–8		100		Vandenberg Elementary	–21	294		212	
Summit Academy 8th	0					Stout Middle School	–13				
Summit Academy North 5th						Hoover School					
Thomas Gist Academy 5th	87	56	100	191	100%	Ford Elementary School	–32	28	100	–13	100%
Thomas Gist Academy 8th	0	0		0		Pelham Middle School	–6	40		32	
Timbuktu Academy of Science and Tech. 5th						Vetal Elementary School					
Turtle Island Learning Circle						No Comparison School Selected					
Universal Academy 8th						Sherrard Middle School					
University Public School District 8th	81	100	100	263	100	Burbank Middle School	–14	600	100	500	100
Voyageur Academy						Courville Elementary School					
Warwick Pointe Academy		–71				Potter School		–42			
Washtenaw Tech. Middle College	2					Avondale High School	–14				
Weston Technical Academy						McNair Middle School					
Woodward Academy 5th	45					Burt Elementary School	–43				
Woodward Academy 8th						Guest Middle School					

SOURCE: The Michigan Department of Education.

NOTE: Percentage change could only be computed when test results were reported for both specified years. Percentage change was not computed for high schools between SYs 1996–97 and 1997–98 because of changes in the HST test scoring. When the figure in the base year was zero (0) and was different from zero in the second year, a percentage change of 100 percent was assigned. The percentage change was only computed for the comparison schools for those years when it could be computed for the corresponding PSA.

APPENDIX F–4

Percentage Change in Proportion of Students Achieving "Satisfactory" MEAP/HST Scores, SYs 1995–96 to 1998–99 (Writing)

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
A.G.B.U. Alex & Marie Manoogian School 5th	–16%	–33%	117%	–43%	23%	Dwight D. Eisenhower	18%	–54%	46%	–46%	–22%
A.G.B.U. Alex & Marie Manoogian School 11th						Lake Orion High School					
A.G.B.U. Alex & Marie Manoogian School 8th	–4	–10	29	–14	11	Calvin Coolidge Middle School	9	–34	78	–28	29
Academy of Business and Technology 11th						Robichaud Jr/Sr High School					
Academy of Business and Technology 8th	709					Kosciuszko School	–8				
Academy for Plastics Manufacturing Technology						No Comparison School Selected					
Academy for Technology and Enterprise						No Comparison School Selected					
Academy of Detroit–East 5th	–91	25		–89		Twain School	–68	–29		–77	
Academy of Detroit–East 8th						Madison Jr. High School					
Academy of Detroit–Oak Park 5th						Twain School					
Academy of Detroit–Oak Park 11th	36					Pontiac High School	14				
Academy of Detroit–Oak Park 8th	–24	–56		–67		Madison Jr. High School	–45	5		–42	
Academy of Detroit–Southfield 5th	–52	–10		–57		Franklin School	–37	–41		–63	
Academy of Detroit–Southfield 8th						Howard Beecher Jr. High					
Academy of Detroit–West 5th	–47	87		–0		Hosmer Elementary School	53	–42		–12	
Academy of Detroit–West 8th						Coffey Middle School					
Academy of Detroit–Westland 5th	–28	74		26		Fitzgerald Elementary School	–17	71		42	
Academy of Detroit–Westland 8th						Burbank Middle School					
Academy of Michigan						No Comparison School Selected					
Aisha Shule/W.E.B. DuBois Prep. School 5th	–4	–43	250	–45	93	Hampton Elementary School	–48	25	–16	–35	–46
Aisha Shule/W.E.B. DuBois Prep. School 11th						Renaissance High School					
Aisha Shule/W.E.B. DuBois Prep. School 8th	–25	–29	180	–46	50	Cadillac Middle School	–66	4	109	–64	–26
Ann Arbor Learning Community						Thurston Elementary School					
Benito Juarez Academy			0			Buena Vista High School			–67		
Benjamin Carson Academy						No Comparison School Selected					
Center for Literacy and Creativity 5th						Marquette Elementary School 5th					
Center for Literacy and Creativity 8th						Marquette Elementary School 8th					
Central Academy 5th	54	–42		–10		George Elementary School	86	–60		–26	
Central Academy 11th						Buena Vista High School					
Central Academy 8th	54	–42		–10		West Middle School	–27	24		–9	
Cesar Chavez Academy 5th	–55	113		–5		Grayling Elementary School	–63	114		–20	
Cesar Chavez Middle School 8th	–25					Robinson Middle School	–14				
Chandler Park Academy 5th						No Comparison School Selected					
Chandler Park Academy 8th						Cerveny Middle School					
Charlotte Forten Academy 11th						Chadsey High School					
Charlotte Forten Academy 8th						No Comparison School Selected					
Colin Powell Academy 5th	–29	1		–28		Edison Elementary School	–5	26		19	
Colin Powell Academy 8th	39					Cadillac Middle School	–66				
Commonwealth Comm Dev. Academy 5th						Hutchinson Elementary School					
Commonwealth Comm Dev. Academy 8th	–16	–29		–41		Sherrard Middle School	61	–24		23	
Curtis House Academy 11th						Bridgeport High School					
Curtis House Academy 8th	–100					North Middle School	8				
David Ellis Academy 5th						Vetal Elementary School					
David Ellis Academy 8th						Taft Middle School					
Dearborn Academy	–100					Davison Elementary School	141				

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
Detroit Academy of Arts and Sciences	29%					Vetal Elementary School	52%				
Detroit Community High School						Ford High School					
Detroit School of Industrial Arts						Denby High School					
Dove Academy of Detroit						Courville Elementary School					
Edison Public School Academy 5th						Courville Elementary School					
Edison Public School Academy 8th						Burbank Middle School					
Elbert T. Clark Academy 5th	–100					Hampton Elementary	–48				
Elbert T. Clark Academy 8th						Coffey Middle School					
Francis F. Reh Public School Academy 5th						Emerson Elementary School					
Francis F. Reh Public School Academy 8th						Holmes Middle School					
Gaudior Academy 5th	–48	–10%		–53%		Vandenberg Elementary School	–8	–44%		–48%	
Gaudior Academy 8th	–54	–24		–65		Inkster Middle School	0	–14		–14	
George Crockett Academy 5th						Hampton Elementary School					
George Crockett Academy 8th						Sherrard Middle School					
Great Lakes Academy						Franklin School					
Heart Academy	–63					Redford High School	–46				
Henry Ford Academy of Manufacturing						No Comparison School Selected					
Honey Creek Community 5th	50					Henry J. Kaiser School	–37				
Hope Academy						No Comparison School Selected					
King Academy	0					Baylor Elementary School	–44				
Livingston Develop. Academy 5th						H.T. Smith Elementary School					
Livingston Develop. Academy 8th						McPherson Middle School					
Livingston Technical Academy	2		–28%			Fowlerville High School	–7		–20%		
Macomb Academy						No Comparison School Selected					
Martin Luther King, Jr. Education Center	–44	0	33	–44	–25%	McMillan Elementary	–100	14	–17	–100	–100%
Marvin L. Winans Academy	21					Cooper Elementary School	–53				
MI Institute for Construction Trades						Cody High School					
Michigan Automotive Academy	–62		–100			Ford High School	–33		–90		
Michigan Health Academy	–90					Cody High School	–22				
Mosaica Academy of Saginaw	–30					Carrollton Elementary School	–24				
Nataki Talibah School	–16	73		45		Howe Elementary School	60	–38		–1	
New Directions Institute	0					Pontiac Central High School	14				
New Horizon Academy						No Comparison School Selected					
Northlane Academy 5th			–26			Emerson Elementary School			3		
Northlane Academy 8th						Holmes Middle School					
Nsoroma Institute 5th	–38					Cooke Elementary School	13				
Nsoroma Institute 8th	33					Coffey Middle School	–55				
Oasis Academy	8					Frost School	–29				
Pierre Toussaint Academy 5th						Sherrard Middle School 5th					
Pierre Toussaint Academy 8th						Sherrard Middle School 8th					
Plymouth Education Center						Weatherby Elementary School					
Questar Academy	0	12		12		Dieck Elementary School	–24	–24		–42	
Ross Hill Academy 5th						Hampton Elementary School					
Ross Hill Academy 8th						McNair Middle School					
Saginaw County Transition						No Comparison School Selected					
Sankore Marine Immersion H.S. Academy						No Comparison School Selected					
SER Casa Envir. & Tech. 11th						Mackenzie High School					
SER Casa Envir. & Tech. 8th		154	–76			Guest Middle School		–7	–38		
Sierra Leone Educ. Outreach Academy 5th	–23	–54		–64		Law Elementary School	–84	7		–83	
Sierra Leone Educ. Outreach Academy 8th						Farwell Middle School					

Charter Schools						Comparison Schools					
School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99	School	Over Two Years 1997–98 to 1998–99	Over Two Years 1996–97 to 1997–98	Over Two Years 1995–96 to 1996–97	Over Three Years 1996–97 to 1998–99	Over Four Years 1995–96 to 1998–99
St. Clair County Learning Community	–100					Port Huron South					
Star Intl. Academy						Treadwell Elementary					
Summit Academy 5th	13	–65		–61		Vandenberg Elementary	–8	–44		–48	
Summit Academy 8th	39					Stout Middle	–19				
Summit Academy North 5th						Hoover School					
Thomas Gist Academy 5th	–80	–62	108	–93	–84	Ford Elementary School	–57	30	154	–45	41
Thomas Gist Academy 8th	–13	–16		–26		Pelham Middle School	–10	–29		–36	
Timbuktu Academy of Science and Tech. 5th						Vetal Elementary School					
Turtle Island Learning Circle						No Comparison School Selected					
Universal Academy 8th						Sherrard Middle					
University Public School District 8th	48	–45	32%	–18%	8%	Burbank Middle School	–57	–7	121%	–60%	–12%
Voyageur Academy						Courville Elementary					
Warwick Pointe Academy		–12%				Potter School		–58%			
Washtenaw Tech. Middle College	6					Avondale High	–3				
Weston Technical Academy						McNair Middle					
Woodward Academy 5th	3%					Burt Elementary School	–41%				
Woodward Academy 8th						Guest Middle School					

SOURCE: The Michigan Department of Education.

NOTE: Percentage change could only be computed when test results were reported for both specified years. Percentage change was not computed for high schools between SYs 1996–97 and 1997–98 because of changes in the HST test scoring. When the figure in the base year was zero (0) and was different from zero in the second year, a percentage change of 100 percent was assigned. The percentage change was only computed for the comparison schools for those years when it could be computed for the corresponding PSA.

APPENDIX G–1

Achievement of "Adequate Yearly Progress" According to MEAP/HST Scores, SYs 1995–96 to 1998–99 (Mathematics)

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
A.G.B.U. Alex & Marie Manoogian School 4th	YES	YES		Dwight D. Eisenhower	NO	YES	
A.G.B.U. Alex & Marie Manoogian School 11th				Lake Orion High School			
A.G.B.U. Alex & Marie Manoogian School 7th	NO	YES		Calvin Coolidge Middle School	YES	NO	
Academy of Business and Technology 11th				Robichaud Jr./Sr. High School			
Academy of Business and Technology 7th	NO			Kosciuszko School	NO		
Academy for Plastics Manufacturing Technology				No Comparison School Selected			
Academy for Technology and Enterprise				No Comparison School Selected			
Academy of Detroit–East 4th	NO			Twain School	NO		
Academy of Detroit–East 7th				Madison Jr. High School			
Academy of Detroit–Oak Park 4th				Twain School			
Academy of Detroit–Oak Park 11th	YES			Pontiac High School	YES		
Academy of Detroit–Oak Park 7th	NO	YES		Madison Jr. High School	NO	NO	
Academy of Detroit–Southfield 4th	NO			Franklin School	NO		
Academy of Detroit–Southfield 7th				Howard Beecher Jr. High			
Academy of Detroit–West 4th	NO			Hosmer Elementary School	NO		
Academy of Detroit–West 7th				Coffey Middle School			
Academy of Detroit–Westland 4th	YES			Fitzgerald Elementary School	YES		
Academy of Detroit–Westland 7th	YES			Burbank Middle School	NO		
Academy of Michigan				No Comparison School Selected			
Aisha Shule/W.E.B. DuBois Prep. School 4th	NO	YES	NO	Hampton Elementary School	NO	YES	YES
Aisha Shule/W.E.B. DuBois Prep. School 11th			NO	Renaissance High School			YES
Aisha Shule/W.E.B. DuBois Prep. School 7th	NO	YES	YES	Cadillac Middle School	YES	NO	NO
Ann Arbor Learning Community				Thurston Elementary School			
Benito Juarez Academy			NO	Buena Vista High School			YES
Benjamin Carson Academy				No Comparison School Selected			
Center for Literacy and Creativity 4th				Marquette Elementary School 4th			
Center for Literacy and Creativity 7th				Marquette Elementary School 7th			
Central Academy 4th	NO	YES		George Elementary School	NO	NO	
Central Academy 11th				Buena Vista High School			
Central Academy 7th	YES	YES		West Middle School	NO	YES	

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Cesar Chavez Academy 4th	NO	NO		Grayling Elementary School	NO	YES	
Cesar Chavez Middle School 7th	YES			Robinson Middle School	NO		
Chandler Park Academy 4th				No Comparison School Selected			
Chandler Park Academy 7th				Cerveny Middle School			
Charlotte Forten Academy 11th				Chadsey High School			
Charlotte Forten Academy 7th				No Comparison School Selected			
Colin Powell Academy 4th	NO	YES		Edison Elementary School	YES	YES	
Colin Powell Academy 7th				Cadillac Middle School			
Commonwealth Comm. Dev. Academy 4th				Hutchinson Elementary			
Commonwealth Comm. Dev. Academy 7th	NO	YES		Sherrard Middle School	YES	NO	
Curtis House Academy 11th				Bridgeport High School			
Curtis House Academy 7th				North Middle School			
David Ellis Academy 4th				Vetal Elementary School			
David Ellis Academy 7th				Taft Middle School			
Dearborn Academy	NO			Davison Elementary School	NO		
Detroit Academy of Arts and Sciences	NO			Vetal Elementary School	NO		
Detroit Community High School				Ford High School			
Detroit School of Industrial Arts				Denby High School			
Dove Academy of Detroit	NO			Courville Elementary School	NO		
Edison Public School Academy 4th				Courville Elementary School			
Edison Public School Academy 7th				Burbank Middle School			
Elbert T. Clark Academy 4th	NO			Hampton Elementary School	NO		
Elbert T. Clark Academy 7th				Coffey Middle School			
Francis F. Reh Public School Academy 4th				Emerson Elementary School			
Francis F. Reh Public School Academy 7th				Holmes Middle School			
Gaudior Academy 4th	NO	YES		Vandenberg Elementary School	NO	YES	
Gaudior Academy 7th	NO	NO		Inkster Middle School	NO	NO	
George Crockett Academy 4th				Hampton Elementary School			
George Crockett Academy 7th				Sherrard Middle School			
Great Lakes Academy				Franklin School			
Heart Academy	YES			Redford High School	YES		
Henry Ford Academy of Manufacturing				No Comparison School Selected			
Honey Creek Community 4th	YES	YES		Henry J. Kaiser School	YES	NO	
Hope Academy				No Comparison School Selected			
King Academy	YES			Baylor Elementary School	NO		
Livingston Develop. Academy 4th	NO	YES		H.T. Smith Elementary School	YES	YES	
Livingston Develop. Academy 7th	YES			McPherson Middle School	NO		
Livingston Technical Academy	YES		YES	Fowlerville High School	YES		NO
Macomb Academy				No Comparison School Selected			
Martin Luther King, Jr. Education Center	NO	YES		McMillan Elementary School	NO	YES	

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Marvin L. Winans Academy	YES			Cooper Elementary School	NO		
MI Institute for Construction Trades				Cody High School			
Michigan Automotive Academy	NO		NO	Ford High School	YES		NO
Michigan Health Academy	NO			Cody High School	YES		
Mosaica Academy of Saginaw	NO			Carrollton Elementary School	NO		
Nataki Talibah School	YES	YES		Howe Elementary School	YES	YES	
New Directions Institute	NO			Pontiac Central High School	YES		
New Horizon Academy				No Comparison School Selected			
Northlane Academy 4th			NO	Emerson Elementary School			NO
Northlane Academy 7th				Holmes Middle School			
Nsoroma Institute 4th	YES			Cooke Elementary School	YES		
Nsoroma Institute 7th	NO			Coffey Middle School	NO		
Oasis Academy	YES	YES		Frost School	NO	YES	
Pierre Toussaint Academy 4th				Sherrard Middle School 4th			
Pierre Toussaint Academy 7th				Sherrard Middle School 7th			
Plymouth Education Center	YES			Weatherby Elementary School	NO		
Questar Academy	NO			Dieck Elementary School	YES		
Ross Hill Academy 4th				Hampton Elementary School			
Ross Hill Academy 7th				McNair Middle School			
Saginaw County Transitional Academy				No Comparison School Selected			
Sankore Marine Immersion H.S. Academy				No Comparison School Selected			
SER Casa Envir. & Tech 11th				Mackenzie High School			
SER Casa Envir. & Tech 7th				Guest Middle School			
Sierra Leone Educ. Outreach Academy 4th	NO	YES		Law Elementary School	YES	NO	
Sierra Leone Educ. Outreach Academy 7th				Farwell Middle School			
St. Clair County Learning Community				Port Huron South			
Star Intl. Academy				Treadwell Elementary			
Summit Academy 4th	NO	YES		Vandenberg Elementary	NO	YES	
Summit Academy 7th	YES			Stout Middle School	NO		
Summit Academy–North 4th				Hoover School			
Thomas Gist Academy 4th	NO	NO		Ford Elementary School	NO	YES	
Thomas Gist Academy 7th	NO	YES		Pelham Middle School	YES	YES	
Timbuktu Academy of Science and Tech. 4th				Vetal Elementary School			
Turtle Island Learning Circle				No Comparison School Selected			
Universal Academy 7th				Sherrard Middle School			
University Public School District 7th	NO	YES	YES	Burbank Middle School	NO	NO	NO
Voyageur Academy				Courville Elementary School			
Warwick Pointe Academy		NO		Potter School		NO	
Washtenaw Tech Middle College	YES			Avondale High School	NO		
Weston Technical Academy				McNair Middle School			

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Woodward Academy 4th	YES			Burt Elementary School	NO		
Woodward Academy 7th	NO			Guest Middle School	YES		

SOURCE: The Michigan Department of Education.

NOTE: The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded title I program.

APPENDIX G–2

Achievement of "Adequate Yearly Progress" According to MEAP/HST Scores, SYs 1995–96 to 1998–99 (Reading)

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
A.G.B.U. Alex & Marie Manoogian School 4th	NO	YES		Dwight D. Eisenhower	YES	YES	
A.G.B.U. Alex & Marie Manoogian School 11th				Lake Orion High School			
A.G.B.U. Alex & Marie Manoogian School 7th	NO	YES		Calvin Coolidge Middle School	NO	YES	
Academy of Business and Technology 11th				Robichaud Jr/Sr High School			
Academy of Business and Technology 7th	NO			Kosciuszko School	NO		
Academy for Plastics Manufacturing Technology				No Comparison School Selected			
Academy for Technology and Enterprise				No Comparison School Selected			
Academy of Detroit–East 4th	NO			Twain School	NO		
Academy of Detroit–East 7th				Madison Jr. High School			
Academy of Detroit–Oak Park 4th				Twain School			
Academy of Detroit–Oak Park 11th	NO			Pontiac High School	YES		
Academy of Detroit–Oak Park 7th	NO	YES		Madison Jr. High School	YES	NO	
Academy of Detroit–Southfield 4th	YES			Franklin School	NO		
Academy of Detroit–Southfield 7th				Howard Beecher Jr. High School			
Academy of Detroit–West 4th	NO			Hosmer Elementary School	NO		
Academy of Detroit–West 7th				Coffey Middle School			
Academy of Detroit–Westland 4th	NO			Fitzgerald Elementary School	NO		
Academy of Detroit–Westland 7th	NO			Burbank Middle School	YES		
Academy of Michigan				No Comparison School Selected			
Aisha Shule/W.E.B. DuBois Prep. School 4th	YES	NO	YES	Hampton Elementary School	NO	NO	NO
Aisha Shule/W.E.B. DuBois Prep. School 11th				Renaissance High School			
Aisha Shule/W.E.B. DuBois Prep. School 7th	YES	NO	NO	Cadillac Middle School	YES	NO	NO
Ann Arbor Learning Community				Thurston Elementary School			
Benito Juarez Academy			NO	Buena Vista High School			YES
Benjamin Carson Academy				No Comparison School Selected			
Center for Literacy and Creativity 4th				Marquette Elementary School 4th			
Center for Literacy and Creativity 7th				Marquette Elementary School 7th			
Central Academy 4th	NO	YES		George Elementary School	NO	NO	
Central Academy 11th				Buena Vista High School			
Central Academy 7th	YES	YES		West Middle School	NO	YES	

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Cesar Chavez Academy 4th	NO	NO		Grayling Elementary School	NO	NO	
Cesar Chavez Middle School 7th	NO			Robinson Middle School	NO		
Chandler Park Academy 4th				No Comparison School Selected			
Chandler Park Academy 7th				Cerveny Middle School			
Charlotte Forten Academy 11th				Chadsey High School			
Charlotte Forten Academy 7th				No Comparison School Selected			
Colin Powell Academy 4th	YES	YES		Edison Elementary School	NO	YES	
Colin Powell Academy 7th				Cadillac Middle School			
Commonwealth Comm Dev Academy 4th				Hutchinson Elementary School			
Commonwealth Comm Dev Academy 7th	NO	NO		Sherrard Middle School	NO	NO	
Curtis House Academy 11th				Bridgeport High School			
Curtis House Academy 7th				North Middle School			
David Ellis Academy 4th				Vetal Elementary School			
David Ellis Academy 7th				Taft Middle School			
Dearborn Academy	NO			Davison Elementary School	NO		
Detroit Academy of Arts and Sciences	NO			Vetal Elementary School	NO		
Detroit Community High School				Ford High School			
Detroit School of Industrial Arts				Denby High School			
Dove Academy of Detroit	NO			Courville Elementary School	NO		
Edison Public School Academy 4th				Courville Elementary School			
Edison Public School Academy 7th				Burbank Middle School			
Elbert T. Clark Academy 4th	NO			Hampton Elementary School	NO		
Elbert T. Clark Academy 7th				Coffey Middle School			
Francis F. Reh Public School Academy 4th				Emerson Elementary School			
Francis F. Reh Public School Academy 7th				Holmes Middle School			
Gaudior Academy 4th	NO	YES		Vandenberg Elementary School	NO	YES	
Gaudior Academy 7th	NO	NO		Inkster Middle School	NO	YES	
George Crockett Academy 4th				Hampton Elementary School			
George Crockett Academy 7th				Sherrard Middle School			
Great Lakes Academy				Franklin School			
Heart Academy	NO			Redford High School	YES		
Henry Ford Academy of Manufacturing				No Comparison School Selected			
Honey Creek Community 4th	YES	YES		Henry J. Kaiser School	NO	NO	
Hope Academy				No Comparison School Selected			
King Academy	YES			Baylor Elementary School	NO		
Livingston Develop. Academy 4th	YES	YES		H.T. Smith Elementary School	NO	YES	
Livingston Develop. Academy 7th	YES			McPherson Middle School	NO		
Livingston Technical Academy	YES		YES	Fowlerville High School	YES		NO
Macomb Academy				No Comparison School Selected			
Martin Luther King, Jr. Education Center	NO	YES		McMillan Elementary School	NO	NO	

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Marvin L. Winans Academy	YES			Cooper Elementary School	NO		
MI Institute for Construction Trades				Cody High School			
Michigan Automotive Academy	NO		NO	Ford High School	NO		NO
Michigan Health Academy	NO			Cody High School	NO		
Mosaica Academy of Saginaw	NO			Carrollton Elementary School	YES		
Nataki Talibah School	YES	YES		Howe Elementary School	YES	NO	
New Directions Institute	YES			Pontiac Central High School	YES		
New Horizon Academy				No Comparison School Selected			
Northlane Academy 4th			NO	Emerson Elementary School			NO
Northlane Academy 7th				Holmes Middle School			
Nsoroma Institute 4th	YES			Cooke Elementary School	YES		
Nsoroma Institute 7th	NO			Coffey Middle School	NO		
Oasis Academy	YES	NO		Frost School	NO	YES	
Pierre Toussaint Academy 4th				Sherrard Middle School 4th			
Pierre Toussaint Academy 7th				Sherrard Middle School 7th			
Plymouth Education Center	NO			Weatherby Elementary School	YES		
Questar Academy	NO			Dieck Elementary School	YES		
Ross Hill Academy 4th				Hampton Elementary School			
Ross Hill Academy 7th				McNair Middle School			
Saginaw County Transition				No Comparison School Selected			
Sankore Marine Immersion H.S. Academy				No Comparison School Selected			
SER Casa Envir. & Tech. 11th				Mackenzie High School			
SER Casa Envir. & Tech. 7th				Guest Middle School			
Sierra Leone Educ. Outreach Academy 4th	NO	NO		Law Elementary School	NO	YES	
Sierra Leone Educ. Outreach Academy 7th				Farwell Middle School			
St. Clair County Learning Community				Port Huron South			
Star Intl. Academy				Treadwell Elementary School			
Summit Academy 4th	NO	YES		Vandenberg Elementary School	NO	YES	
Summit Academy 7th	YES			Stout Middle School	NO		
Summit Academy North 4th				Hoover School			
Thomas Gist Academy 4th	NO	NO		Ford Elementary School	YES	NO	
Thomas Gist Academy 7th	NO	YES		Pelham Middle School	NO	YES	
Timbuktu Academy of Science and Tech. 4th				Vetal Elementary School			
Turtle Island Learning Circle				No Comparison School Selected			
Universal Academy 7th				Sherrard Middle School			
University Public School District 7th	NO	YES	NO	Burbank Middle School	YES	NO	YES
Voyageur Academy				Courville Elementary School			
Warwick Pointe Academy		YES		Potter School		NO	
Washtenaw Tech Middle College	NO			Avondale High School	YES		
Weston Technical Academy				McNair Middle School			

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Woodward Academy 4th	YES			Burt Elementary School	NO		
Woodward Academy 7th	NO			Guest Middle School	NO		

SOURCE: The Michigan Department of Education.

NOTE: The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded title I program.

APPENDIX G–3

Achievement of "Adequate Yearly Progress" According to MEAP/HST Scores, SYs 1995–96 to 1998–99 (Science)

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
A.G.B.U. Alex & Marie Manoogian School 5th	YES	NO	YES	Dwight D. Eisenhower	NO	YES	NO
A.G.B.U. Alex & Marie Manoogian School 11th				Lake Orion High School			
A.G.B.U. Alex & Marie Manoogian School 8th	YES	NO	NO	Calvin Coolidge Middle	YES	NO	NO
Academy of Business and Technology 11th				Robichaud Jr./Sr. High School			
Academy of Business and Technology 8th	NO			Kosciuszko School	NO		
Academy for Plastics Manufacturing Technology				No Comparison School Selected			
Academy for Technology and Enterprise				No Comparison School Selected			
Academy of Detroit–East 5th	NO	YES		Twain School	YES	NO	
Academy of Detroit–East 8th				Madison Jr. High School			
Academy of Detroit–Oak Park 5th				Twain School			
Academy of Detroit–Oak Park 11th	YES			Pontiac High School	NO		
Academy of Detroit–Oak Park 8th	NO	NO		Madison Jr. High School	NO	NO	
Academy of Detroit–Southfield 5th	NO	YES		Franklin School	NO	NO	
Academy of Detroit–Southfield 8th				Howard Beecher Jr. High School			
Academy of Detroit–West 5th	NO	YES		Hosmer Elementary School	NO	NO	
Academy of Detroit–West 8th				Coffey Middle School			
Academy of Detroit–Westland 5th	NO	YES		Fitzgerald Elementary School	NO	NO	
Academy of Detroit–Westland 8th				Burbank Middle School			
Academy of Michigan				No Comparison School Selected			
Aisha Shule/W.E.B. DuBois Prep. School 5th	YES	NO	NO	Hampton Elementary School	NO	NO	NO
Aisha Shule/W.E.B. DuBois Prep. School 11th				Renaissance High School			
Aisha Shule/W.E.B. DuBois Prep. School 8th	YES	NO	NO	Cadillac Middle School	YES	YES	NO
Ann Arbor Learning Community				Thurston Elementary School			
Benito Juarez Academy			NO	Buena Vista High School			YES
Benjamin Carson Academy				No Comparison School Selected			
Center for Literacy and Creativity 5th				Marquette Elementary School 5th			
Center for Literacy and Creativity 8th				Marquette Elementary School 8th			
Central Academy 5th	NO	NO		George Elementary School	NO	YES	
Central Academy 11th				Buena Vista High School			
Central Academy 8th	NO	YES		West Middle School	NO	YES	

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Cesar Chavez Academy 5th	NO	YES		Grayling Elementary School	NO	YES	
Cesar Chavez Middle School 8th	YES			Robinson Middle School	NO		
Chandler Park Academy 5th				No Comparison School Selected			
Chandler Park Academy 8th				Cerveny Middle School			
Charlotte Forten Academy 11th				Chadsey High School			
Charlotte Forten Academy 8th				No Comparison School Selected			
Colin Powell Academy 5th	NO	YES		Edison Elementary School	NO	YES	
Colin Powell Academy 8th	NO			Cadillac Middle School	YES		
Commonwealth Comm. Dev. Academy 5th				Hutchinson Elementary School			
Commonwealth Comm. Dev. Academy 8th	YES	NO		Sherrard Middle School	NO	YES	
Curtis House Academy 11th				Bridgeport High School			
Curtis House Academy 8th	NO			North Middle School	NO		
David Ellis Academy 5th				Vetal Elementary School			
David Ellis Academy 8th				Taft Middle School			
Dearborn Academy				Davison Elementary School			
Detroit Academy of Arts and Sciences	NO			Vetal Elementary School	NO		
Detroit Community High School				Ford High School			
Detroit School of Industrial Arts				Denby High School			
Dove Academy of Detroit				Courville Elementary School			
Edison Public School Academy 5th				Courville Elementary School			
Edison Public School Academy 8th				Burbank Middle School			
Elbert T. Clark Academy 5th	NO			Hampton Elementary School	NO		
Elbert T. Clark Academy 8th				Coffey Middle School			
Francis F. Reh Public School Academy 5th				Emerson Elementary School			
Francis F. Reh Public School Academy 8th				Holmes Middle School			
Gaudior Academy 5th	NO	YES		Vandenberg Elementary School	NO	YES	
Gaudior Academy 8th	NO	NO		Inkster Middle School	NO	NO	
George Crockett Academy 5th				Hampton Elementary School			
George Crockett Academy 8th				Sherrard Middle School			
Great Lakes Academy				Franklin School			
Heart Academy	YES			Redford High School	NO		
Henry Ford Academy of Manufacturing				No Comparison School Selected			
Honey Creek Community 5th	NO			Henry J. Kaiser School	NO		
Hope Academy				No Comparison School Selected			
King Academy	NO			Baylor Elementary School	NO		
Livingston Develop. Academy 5th				H.T. Smith Elementary School			
Livingston Develop. Academy 8th				McPherson Middle School			
Livingston Technical Academy	YES		NO	Fowlerville High School	NO		NO
Macomb Academy				No Comparison School Selected			
Martin Luther King, Jr. Education Center	YES	NO	YES	McMillan Elementary School	NO	YES	NO

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Marvin L. Winans Academy	NO			Cooper Elementary School	NO		
MI Institute for Construction Trades				Cody High School			
Michigan Automotive Academy	NO		NO	Ford High School	NO		NO
Michigan Health Academy	NO			Cody High School	NO		
Mosaica Academy of Saginaw	NO			Carrollton Elementary School	NO		
Nataki Talibah School	NO	YES		Howe Elementary School	NO	YES	
New Directions Institute	YES			Pontiac Central High School	NO		
New Horizon Academy				No Comparison School Selected			
Northlane Academy 5th			NO	Emerson Elementary School			NO
Northlane Academy 8th				Holmes Middle School			
Nsoroma Institute 5th	YES			Cooke Elementary School	NO		
Nsoroma Institute 8th	YES			Coffey Middle School	YES		
Oasis Academy	YES			Frost School	NO		
Pierre Toussaint Academy 5th				Sherrard Middle School 5th			
Pierre Toussaint Academy 8th				Sherrard Middle School 8th			
Plymouth Education Center				Weatherby Elementary School			
Questar Academy	YES	NO		Dieck Elementary School	NO	YES	
Ross Hill Academy 5th				Hampton Elementary School			
Ross Hill Academy 8th				McNair Middle School			
Saginaw County Transitional Academy				No Comparison School Selected			
Sankore Marine Immersion H.S. Academy				No Comparison School Selected			
Ser Casa Envir. & Tech. 11th				Mackenzie High School			
Ser Casa Envir. & Tech. 8th		NO	NO	Guest Middle School		NO	NO
Sierra Leone Educ. Outreach Academy 5th	NO	NO		Law Elementary School	NO	NO	
Sierra Leone Educ. Outreach Academy 8th				Farwell Middle School			
St. Clair County Learning Community	NO			Port Huron South	NO		
Star Intl. Academy				Treadwell Elementary School			
Summit Academy 5th	NO	NO		Vandenberg Elementary School	NO	YES	
Summit Academy 8th	NO			Stout Middle School	NO		
Summit Academy North 5th				Hoover School			
Thomas Gist Academy 5th	YES	YES	NO	Ford Elementary School	NO	YES	YES
Thomas Gist Academy 8th	NO	YES		Pelham Middle School	NO	YES	
Timbuktu Academy of Science and Tech. 5th				Vetal Elementary School			
Turtle Island Learning Circle				No Comparison School Selected			
Universal Academy 8th				Sherrard Middle School			
University Public School District 8th	NO	NO	NO	Burbank Middle School	NO	NO	NO
Voyageur Academy				Courville Elementary School			
Warwick Pointe Academy		NO		Potter School		NO	
Washtenaw Tech. Middle College	NO			Avondale High School	NO		
Weston Technical Academy				McNair Middle School			

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Woodward Academy 5th	NO			Burt Elementary School	NO		
Woodward Academy 8th				Guest Middle School			

SOURCE: The Michigan Department of Education.
NOTE: The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded title I program.

APPENDIX G–4

Achievement of "Adequate Yearly Progress" According to MEAP/HST Scores, SYs 1995–96 to 1998–99 (Writing)

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
A.G.B.U. Alex & Marie Manoogian School 5th	NO	NO	YES	Dwight D. Eisenhower	YES	NO	YES
A.G.B.U. Alex & Marie Manoogian School 11th				Lake Orion High School			
A.G.B.U. Alex & Marie Manoogian School 8th	NO	NO	YES	Calvin Coolidge Middle School	NO	NO	YES
Academy of Business and Technology 11th				Robichaud Jr/Sr High School			
Academy of Business and Technology 8th	YES			Kosciuszko School	NO		
Academy for Plastics Manufacturing Technology				No Comparison School Selected			
Academy for Technology and Enterprise				No Comparison School Selected			
Academy of Detroit–East 5th	NO	YES		Twain School	NO	NO	
Academy of Detroit–East 8th				Madison Jr. High School			
Academy of Detroit–Oak Park 5th				Twain School			
Academy of Detroit–Oak Park 11th	NO			Pontiac High School	NO		
Academy of Detroit–Oak Park 8th	NO	NO		Madison Jr. High School	NO	NO	
Academy of Detroit–Southfield 5th	NO	NO		Franklin School	NO	NO	
Academy of Detroit–Southfield 8th				Howard Beecher Jr. High School			
Academy of Detroit–West 5th	NO	YES		Hosmer Elementary School	YES	NO	
Academy of Detroit–West 8th				Coffey Middle School			
Academy of Detroit–Westland 5th	NO	YES		Fitzgerald Elementary School	NO	YES	
Academy of Detroit–Westland 8th				Burbank Middle School			
Academy of Michigan				No Comparison School Selected			
Aisha Shule/W.E.B. DuBois Prep. School 5th	NO	NO	YES	Hampton Elementary School	NO	NO	NO
Aisha Shule/W.E.B. DuBois Prep. School 11th				Renaissance High School			
Aisha Shule/W.E.B. DuBois Prep. School 8th	NO	NO	YES	Cadillac Middle School	NO	NO	YES
Ann Arbor Learning Community				Thurston Elementary School			
Benito Juarez Academy			NO	Buena Vista High School			NO
Benjamin Carson Academy				No Comparison School Selected			
Center for Literacy and Creativity 5th				Marquette Elementary School 5th			
Center for Literacy and Creativity 8th				Marquette Elementary School 8th			
Central Academy 5th	YES	NO		George Elementary School	YES	NO	
Central Academy 11th				Buena Vista High School			
Central Academy 8th	YES	NO		West Middle School	NO	YES	

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Cesar Chavez Academy 5th	NO	YES		Grayling Elementary School	NO	YES	
Cesar Chavez Middle School 8th	NO			Robinson Middle School	NO		
Chandler Park Academy 5th				No Comparison School Selected			
Chandler Park Academy 8th				Cerveny Middle School			
Charlotte Forten Academy 11th				Chadsey High School			
Charlotte Forten Academy 8th				No Comparison School Selected			
Colin Powell Academy 5th	NO	NO		Edison Elementary School	NO	YES	
Colin Powell Academy 8th	YES			Cadillac Middle School	NO		
Commonwealth Comm. Dev. Academy 5th				Hutchinson Elementary School			
Commonwealth Comm. Dev. Academy 8th	NO	NO		Sherrard Middle School	YES	NO	
Curtis House Academy 11th				Bridgeport High School			
Curtis House Academy 8th	NO			North Middle School	NO		
David Ellis Academy 5th				Vetal Elementary School			
David Ellis Academy 8th				Taft Middle School			
Dearborn Academy	NO			Davison Elementary School	YES		
Detroit Academy of Arts and Sciences	YES			Vetal Elementary School	YES		
Detroit Community High School				Ford High School			
Detroit School of Industrial Arts				Denby High School			
Dove Academy of Detroit				Courville Elementary School			
Edison Public School Academy 5th				Courville Elementary School			
Edison Public School Academy 8th				Burbank Middle School			
Elbert T. Clark Academy 5th	NO			Hampton Elementary School	NO		
Elbert T. Clark Academy 8th				Coffey Middle School			
Francis F. Reh Public School Academy 5th				Emerson Elementary School			
Francis F. Reh Public School Academy 8th				Holmes Middle School			
Gaudior Academy 5th	NO	NO		Vandenberg Elementary School	NO	NO	
Gaudior Academy 8th	NO	NO		Inkster Middle School	NO	NO	
George Crockett Academy 5th				Hampton Elementary School			
George Crockett Academy 8th				Sherrard Middle School			
Great Lakes Academy				Franklin School			
Heart Academy	NO			Redford High School	NO		
Henry Ford Academy of Manufacturing				No Comparison School Selected			
Honey Creek Community 5th	YES			Henry J. Kaiser School	NO		
Hope Academy				No Comparison School Selected			
King Academy	NO			Baylor Elementary School	NO		
Livingston Develop. Academy 5th				H.T. Smith Elementary School			
Livingston Develop. Academy 8th				McPherson Middle School			
Livingston Technical Academy	YES		NO	Fowlerville High School	NO		NO
Macomb Academy				No Comparison School Selected			
Martin Luther King, Jr. Education Center	NO	NO	YES	McMillan Elementary School	NO	YES	NO

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Marvin L. Winans Academy	NO			Cooper Elementary School	NO		
MI Institute for Construction Trades				Cody High School			
Michigan Automotive Academy	NO		NO	Ford High School	NO		NO
Michigan Health Academy	NO			Cody High School	NO		
Mosaica Academy of Saginaw	NO			Carrollton Elementary School	NO		
Nataki Talibah School	NO	YES		Howe Elementary School	YES	NO	
New Directions Institute	NO			Pontiac Central High School	NO		
New Horizon Academy				No Comparison School Selected			
Northlane Academy 5th			NO	Emerson Elementary School			NO
Northlane Academy 8th				Holmes Middle School			
Nsoroma Institute 5th	NO			Cooke Elementary School	NO		
Nsoroma Institute 8th	YES			Coffey Middle School	NO		
Oasis Academy	YES			Frost School	NO		
Pierre Toussaint Academy 5th				Sherrard Middle School 5th			
Pierre Toussaint Academy 8th				Sherrard Middle School 8th			
Plymouth Education Center				Weatherby Elementary School			
Questar Academy	NO	YES		Dieck Elementary School	NO	NO	
Ross Hill Academy 5th				Hampton Elementary School			
Ross Hill Academy 8th				McNair Middle School			
Saginaw County Transitional Academy				No Comparison School Selected			
Sankore Marine Immersion H.S. Academy				No Comparison School Selected			
SER Casa Envir. & Tech. 11th				Mackenzie High School			
SER Casa Envir. & Tech. 8th		YES	NO	Guest Middle School		NO	NO
Sierra Leone Educ. Outreach 5th	NO	NO		Law Elementary School	NO	NO	
Sierra Leone Educ. Outreach 8th				Farwell Middle School			
St. Clair County Learning Community	NO			Port Huron South			
Star Intl. Academy				Treadwell Elementary School			
Summit Academy 5th	NO	NO		Vandenberg Elementary School	NO	NO	
Summit Academy 8th	YES			Stout Middle School	NO		
Summit Academy North 5th				Hoover School			
Thomas Gist Academy 5th	NO	NO	YES	Ford Elementary School	NO	YES	YES
Thomas Gist Academy 8th	NO	NO		Pelham Middle School	NO	NO	
Timbuktu Academy of Science and Tech. 5th				Vetal Elementary School			
Turtle Island Learning Circle				No Comparison School Selected			
Universal Academy 8th				Sherrard Middle School			
University Public School District 8th	YES	NO	YES	Burbank Middle School	NO	NO	YES
Voyageur Academy				Courville Elementary School			
Warwick Pointe Academy		NO		Potter School		NO	
Washtenaw Tech Middle College	YES			Avondale High School	NO		
Weston Technical Academy				McNair Middle School			

Charter Schools				Comparison Schools			
School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97	School	1997–98 to 1998–99	1996–97 to 1997–98	1995–96 to 1996–97
Woodward Academy 5th	NO			Burt Elementary School	NO		
Woodward Academy 8th				Guest Middle School			

SOURCE: The Michigan Department of Education.
NOTE: The measure of "adequate yearly progress" is used by the Michigan Department of Education for monitoring Michigan schools participating in the federally funded title I program.