

2015

## 2014-2015 Charter Schools Office Academic Achievement Analysis Report

Grand Valley State University

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2014-2015 CHARTER SCHOOLS OFFICE

# ACADEMIC ACHIEVEMENT ANALYSIS REPORT

SHAPING THEIR FUTURE: CHOICE | QUALITY | ACHIEVEMENT



GRAND VALLEY  
STATE UNIVERSITY  
CHARTER SCHOOLS  
OFFICE



# 2014-2015 Charter Schools Office Academic Achievement Analysis

## 2

2014-2015 Fall-to-Spring NWEA  
MAP® Median Gains Percentile

## 3

2014-2015 NWEA Percent of  
Projected Instructional Growth  
for GVSU Portfolio

## 4

Innovative Learning

Colleagues,

Just like any public school, charter authorizers also are held to rigorous standards and evaluated on whether student needs are being met. As an authorizer, the GVSU Charter Schools Office (CSO) is judged by the academic performance of the schools in our portfolio. In this 2014-2015 Academic Achievement Analysis (AAA) Report, we present the success within our portfolio and bring attention to the high quality education families will find in a GVSU-authorized school.

To ensure achievement in all of our schools, we provide numerous resources that address the fine details in literacy, data assessment, classroom management, educational technology, and school leadership. The GVSU CSO assists the schools we authorize to reach their larger goals in the teaching and learning process by honing specific skills and establishing strong learning initiatives.

A great example of ensuring achievement can be found in the Northwest Evaluation Association's (NWEA) computer adaptive Measures of Academic Progress (MAP) test for students. This test, which GVSU has funded since 2005, annually assesses a student's fall-to-spring scholastic growth with remarkable accuracy and immediate results. We are able to determine if students are receiving a high quality education that cannot be measured by a proficiency test alone. It also allows teachers to see the small changes in student achievement in multiple subjects and guides individualized instruction for increasing overall growth.

The GVSU CSO also takes pride in furthering the growth of the faculty and staff members in our schools. We annually offer a wide variety of professional development opportunities to educators. These workshops and seminars often provide the building blocks teachers and administrators seek to advance their classroom or school. Additional in-school trainings and observations related to the professional development sessions solidify those building blocks into the strong educational practices that guide sustained academic success.

We feel strongly about our close partnerships with our schools and the opportunities we have created to enhance student learning. Through these opportunities, we have built trusting relationships between the GVSU CSO staff and the teachers and administrators in our schools. Such relationships have been a key factor to the success of our schools, making them institutions Michigan families can and do choose for their children.

Sincerely,



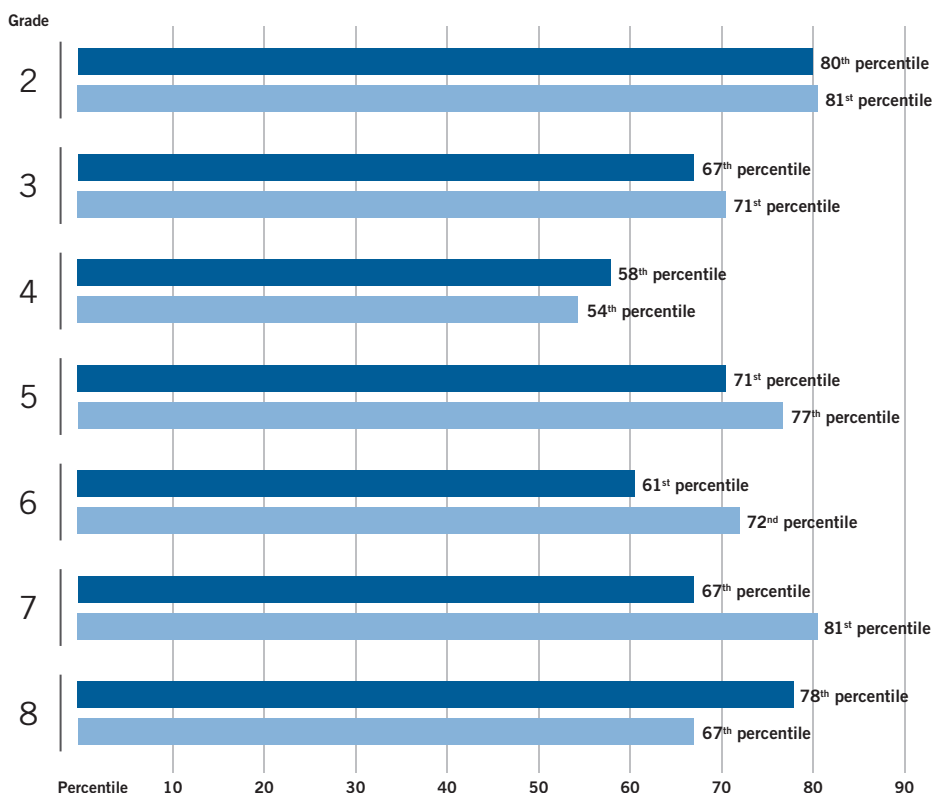
Timothy H. Wood, Ph.D.  
Associate Vice President  
for Charter Schools



# 2014-2015 Fall-to-Spring NWEA MAP<sup>®</sup> Median Gains Percentile

All Grand Valley State University charter school students in grades 2–8 take the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) test to determine math and reading instructional levels and monitor growth. When administered multiple times throughout the year, the test provides a remarkably accurate measure of student gains (growth). The chart to the right indicates the median gain percentiles for all GVSU-authorized schools in grades 2–8 for reading and math for the 2014-2015 school year. The GVSU CSO contract standard for NWEA growth is the 50th percentile.

math  
reading



## TIPS FOR SUCCESS

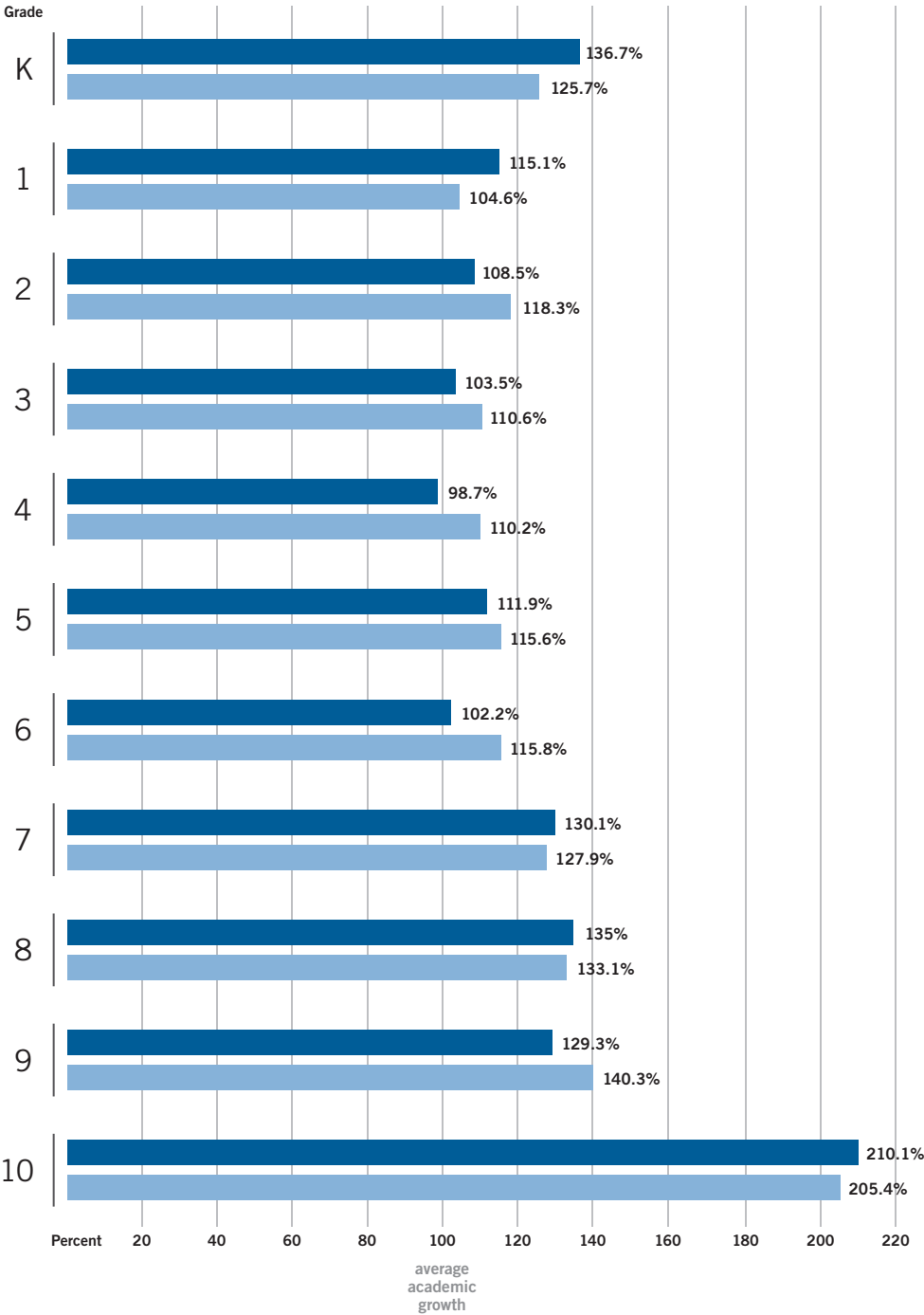
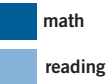
“We use NWEA and The Learning Continuum<sup>®</sup> to help guide our reading and math groups, but also to find and cover any possible ‘holes’ in our curriculum or weaknesses for our kids.”

– Jennifer Anderson-Rolfe,  
Principal, Evergreen Academy



# 2014-2015 NWEA Percent of Projected Instructional Growth for GVSU Portfolio

Each year, students in GVSU charter schools take the NWEA MAP test multiple times to see how they are progressing academically. The test is required of students in grades 2–8 and is available and optional to students in grades K–1 and 9–10. The graph to the right shows how well students in our schools are growing in reading and math from fall 2014 to spring 2015. Average academic growth is represented as 100 percent.



## TIPS FOR SUCCESS

“NWEA data is used to guide instruction and provide individual students additional practice or opportunities to explore more challenging concepts.”

– Melissa Martin,  
Principal, Arbor Academy

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# Innovative Learning for Students

The GVSU Charter Schools Office is always looking for new, innovative learning opportunities. Here are a few of the programs we offer for our students.

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## ArtPrize® Education Days



Since 2011, the GVSU CSO has annually brought more than 2,000 students to downtown Grand Rapids to participate in ArtPrize education programming. The schools that attend the ArtPrize Education Days are provided with transportation, lunch, an ArtPrize gift, and a hands-on art project. It also gives students who have never visited Grand Rapids the opportunity to experience ArtPrize, one of the world's largest art competitions. The CSO estimates more than 3,000 students participated in ArtPrize Education Days during the 2015-2016 school year.



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## Summer Enrichment Camp



For two back-to-back sessions in July, the GVSU CSO welcomes students from GVSU-authorized charter high schools to settle into Grand Valley's Allendale Campus for a weeklong Summer Enrichment Camp. The camp lets the students, who are juniors or seniors in high school, experience what it's like to be a college student. During the week, they live in dorms, engage in mock-style college courses, and take part in interactive sessions led by various Grand Valley department leaders. The students also tour Grand Rapids, Grand Valley's Robert C. Pew Grand Rapids Campus, and parts of the Lake Michigan coastline. At the end of the week, students leave with an increased vision of higher education and with tools to help them make successful choices and positive decisions for their futures.



## Campus Visits

The GVSU CSO sponsors campus visits for eighth grade and eleventh grade students throughout each academic year. Eighth grade students visit in the spring, while eleventh grade students come to Grand Valley in the fall. While on campus, the students get to work closely with a current GVSU student ambassador. The GVSU student ambassadors give the students a tour around campus, introduce them to key GVSU personnel, and discuss what the students should do to be best prepared for college. The tours last 4–5 hours and give the visiting students an in-depth look at college life.





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# Innovative Learning for Schools and Teachers

Here are a few of the innovative, new learning opportunities we offer for our schools and teachers.



## Understanding Assessment Data Helps Drive Instruction

Assessment specialists Lissa Brunan and Alissa Thelen help teachers and administrators monitor student growth by teaching them how to utilize the data from the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment. NWEA MAP is a computer adaptive test given multiple times a year to identify each student's instructional level and monitor growth. Teachers can use this information to drive classroom instruction by identifying the skills and concepts that students are ready to learn.

By utilizing the data along with valuable resources, such as the Learning Continuum and The Lexile® Framework for Reading, teachers can focus on unique learning needs and set individual goals to see continued growth. The GVSU CSO assessment team demonstrates how to effectively use data reports, along with how to successfully navigate online assessment websites to locate key resources.

Lissa and Alissa create an engaging and productive environment by modeling effective teaching strategies, deliver content in a manageable and logical manner, and share helpful resources for teachers and staff members.



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### TIPS FOR SUCCESS

"I learned that I needed to better break down the fundamentals of math for my students. As a result, math MAP scores improved."

— Crossroads Charter Academy teacher



## E-learning in the Classroom: Engaging Students Through Technology

Technology advancement creates opportunities for classroom teachers to enhance instruction through various Web-based tools. We live in an age of digital learning. Students are engaged in technology use at a much younger age and have grown more comfortable pursuing interests, collecting information, and communicating through online systems. Dan Warren assists teachers with integrating tech tools into their curriculum by introducing easy-to-implement and safe Web-based learning opportunities that complement classroom instruction.



Dan has more than 40 years of education experience — 25 of those as a school administrator — and is a school consultant for the GVSU Charter School Office. Along with facilitating tech training for teachers, Dan also has several years of experience serving on state committees associated with school improvement, accreditation, and recognition.



## Classroom Management and Nonviolent Crisis Prevention

Frustrated students can often dismiss their responsibility as learners and become a challenge for teachers. Dan Matthews has more than 40 years of classroom management and behavioral management experience and offers student engagement clinical observations to all of GVSU's charter schools. Dan works with instructors to investigate teaching characteristics that improve levels of student engagement with entire classrooms, as well as individual students. He provides a reflective conversation about the instructor's strengths and areas of improvement related to student engagement levels. Each instructor is provided opportunities for two clinical observation sessions during the school year.

Additionally, Dan is a certified instructor for the Nonviolent Crisis Intervention program, which is considered the worldwide standard for crisis prevention and intervention training. Dan teaches education professionals how to safely dissolve situations involving anxious, aggressive, or violent individuals at the earliest possible stage. Participants learn the principles of nonharmful physical intervention and how to identify and use appropriate strategies for different situations. Dan also teaches the importance of perceptual connection via the five senses and why it is necessary to use varying interventions for males and females.





## Reading Development: The Sound Reading Framework

Wendy Miller, Jill Weber, and Lori Davis comprise the GVSU CSO reading specialist team and work closely with schools to introduce the newly created Sound Reading Framework. The Sound Reading Framework is a collection of resources and trainings that give teachers the tools to teach an effective literacy block. The Sound Reading Framework includes effective small guided reading group instruction, literacy assessments to help teachers be diagnostic and prescriptive with their reading instruction, effective literacy stations, and the five essential components of reading, with an emphasis on the foundations of reading.

Wendy, Jill, and Lori also lead workshops and in-school trainings in Guided Reading, DIBELS Next, Word ID Assessment across the Content Areas 6–12th, Running Records, Common Core Resources, Literacy Websites, Five Essential Components of Reading, Comprehension and Close Reading, Middle/High Assessment Intervention, and Middle/High Literacy Strategies.



## Leadership Coaching Enters Third Year

The Charter Schools Office is pleased to once again invite deans, principals, and assistant principals from GVSU-authorized charter schools to Leadership Coaching featuring Gregory Dale, Ph.D.

Dale is a professor of sport psychology and sport ethics at Duke University and the director of the sport psychology and leadership programs for Duke Athletics. As an expert on leadership and performance, he has written four books and the scripts for 13 videos related to the subject. Dale also has worked as a consultant for numerous organizations and corporations around the world. He has been featured on Good Morning America, MSNBC, and numerous radio programs.



Leadership Coaching is a chance for attendees to connect with leaders from other schools, discuss best practices, and find solutions toward improving the structure in their school. The two-session seminar is held twice during the 2015-2016 year; once in September and again in March.



## Learning Network Gets Revamped in its Sixth Year

We believe that high-quality education to students of all backgrounds starts with strong leadership in our charter schools. The GVSU CSO introduced an effective leadership development program, the Learning Network, in the 2010-2011 school year, which is continuing through the 2015-2016 school year.

Previously, leadership teams from elementary schools, middle schools, and high schools all gathered at the same time. This year, the Learning Network takes new shape. GVSU CSO is dividing the leadership teams into two cohorts, one for educators mostly serving grades K–6 and the other for those mostly serving grades 6–12. This separation will allow a deeper collaboration regarding similar issues found in the schools of each cohort.

To develop the Learning Network, the CSO partnered with The Education Trust, which promotes high academic achievement for all students at all levels. Its goal is to close the gaps in opportunity and achievement that hold young people back — especially those from low-income families and minority groups. The Learning Network program develops and supports leadership teams to improve overall achievement and to close achievement gaps through the targeted improvement of learning and teaching.

Within the Learning Network, leaders

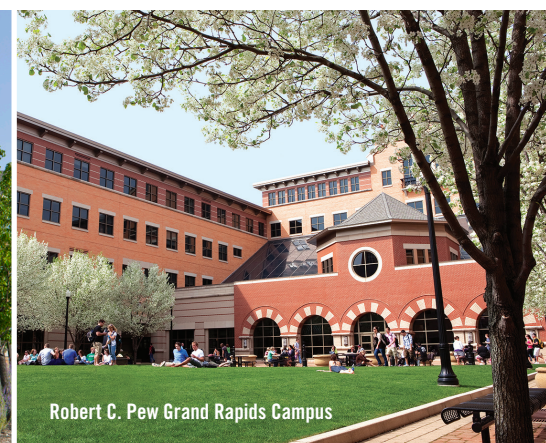
- develop an understanding of effective teaching;
- design strategic school improvement strategies with the support of their colleagues and Grand Valley staff members;
- network with peer school leadership teams; and
- collaborate on shared operational issues.

Over the past five years, leaders from each GVSU-authorized charter school participated in a series of workshops and



ongoing discussions embedded in their buildings; the discussions were focused on improving the practice of teaching. Under the leadership of Richard Lemons, Ph.D., the Learning Network has been instrumental toward improving the performance of Grand Valley's portfolio of charter schools.





# GRAND VALLEY STATE UNIVERSITY KNOWS EDUCATION

- Grand Valley is recognized as one of “America’s Top Colleges” by *Forbes* magazine.
- For the 20th year in a row, Grand Valley was named one of “America’s 100 Best College Buys” by Institutional Research and Evaluation, Inc.
- Ranked a best regional university in the Midwest by *U.S. News and World Report*.
- Named 2014 Higher Education Excellence in Diversity award winner by *Insight into Diversity* magazine, the oldest and longest diversity-focused publication in higher education.
- For the sixth year in a row, Grand Valley was named one of the country’s most environmentally responsible colleges by *The Princeton Review* in their 2015 “Guide to 353 Green Colleges.”
- Grand Valley State University’s Seidman College of Business is named one of “The Best 295 Business Schools” for 2016 by *The Princeton Review*.
- Grand Valley is a good investment for the state. Ninety percent of recent graduates are employed or pursuing advanced degrees; of those working, 84 percent are employed in Michigan.
- Grand Valley ranked 11th in the nation among U.S. master’s degree-granting institutions for total number of study abroad students, according to the Institute of International Education. During the 2014-2015 academic year, Grand Valley had nearly 700 students study abroad.
- Grand Valley attracts the best and the brightest. The middle 50 percent of Grand Valley’s Fall 2015 entering class earned high school GPAs ranging from 3.3 to 3.8 and ACT scores of 21 to 26.

## Charter Schools Office

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