

2016

2015-2016 Charter Schools Office Academic Achievement Analysis Report

Grand Valley State University

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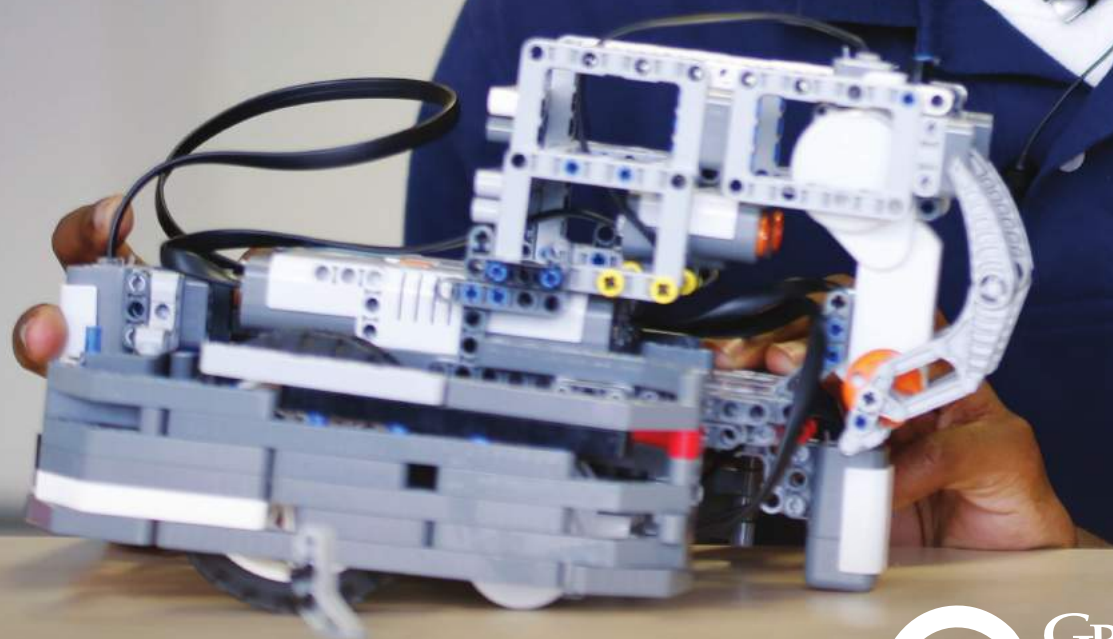
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2015-2016 CHARTER SCHOOLS OFFICE

ACADEMIC ACHIEVEMENT ANALYSIS REPORT



SHAPING THEIR FUTURE
CHOICE | QUALITY | ACHIEVEMENT



**GRAND VALLEY
STATE UNIVERSITY**
CHARTER SCHOOLS
OFFICE

2015-2016 Charter Schools Office Academic Achievement Analysis Report

2

**2015-2016 Fall-to-Spring
NWEA MAP® Median
Gains Percentile**

3

**2015-2016 NWEA Percent
of Projected Instructional
Growth for GVSU Portfolio**

4

MAP Data Benefits Many

5

**Innovative Learning for
Schools and Teachers**

Colleagues,

There has been some discussion in Lansing about finding a new state assessment that would measure student success through a growth test model. State Superintendent Brian Whiston voiced his favor for a test that would accurately show student growth and provide data for improved, personalized classroom instruction. He sees this test being given in the fall, winter, and spring, with the winter session being optional for schools. Some oppose this idea, stating that it would be harmful to abandon a test (the M-STEP) that has only been in use for two years.

The GVSU CSO is well prepared for any future shift to a growth test model because we have already introduced this model to our portfolio of schools. Each year, our schools participate in the Northwest Evaluation Association's (NWEA) computer adaptive Measures of Academic Progress® (MAP) test. We have funded this test for our schools since 2005 to annually assess the fall-to-spring scholastic growth of the majority of our students. The reading and math portions of the test are required of all students in grades 2-8 and are optional for students in grades K-1 and 9-10.

This test gives us the opportunity to see 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 impact of the NWEA MAP test has made it a significant portion of the performance contract our schools agree to when they become authorized by Grand Valley State University (GVSU).

The GVSU Charter Schools Office (CSO) also furthers students and their learning environment by providing specific professional development opportunities to teachers, especially in NWEA MAP testing and literacy. These workshops and seminars often provide the building blocks teachers and administrators seek to advance their teaching skills and positively impact the students in their classrooms. 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.

I invite you to review the academic performance of our schools in the 2015-2016 Academic Achievement Analysis (AAA) Report. In the report, we present the instructional growth of our students, as well as the resources we provide to schools to help ensure their students stay on track. Our dedication to our schools has made

them institutions that Michigan families trust to provide successful academic development.

Sincerely,



A handwritten signature in black ink, appearing to read 'Timothy H. Wood'.

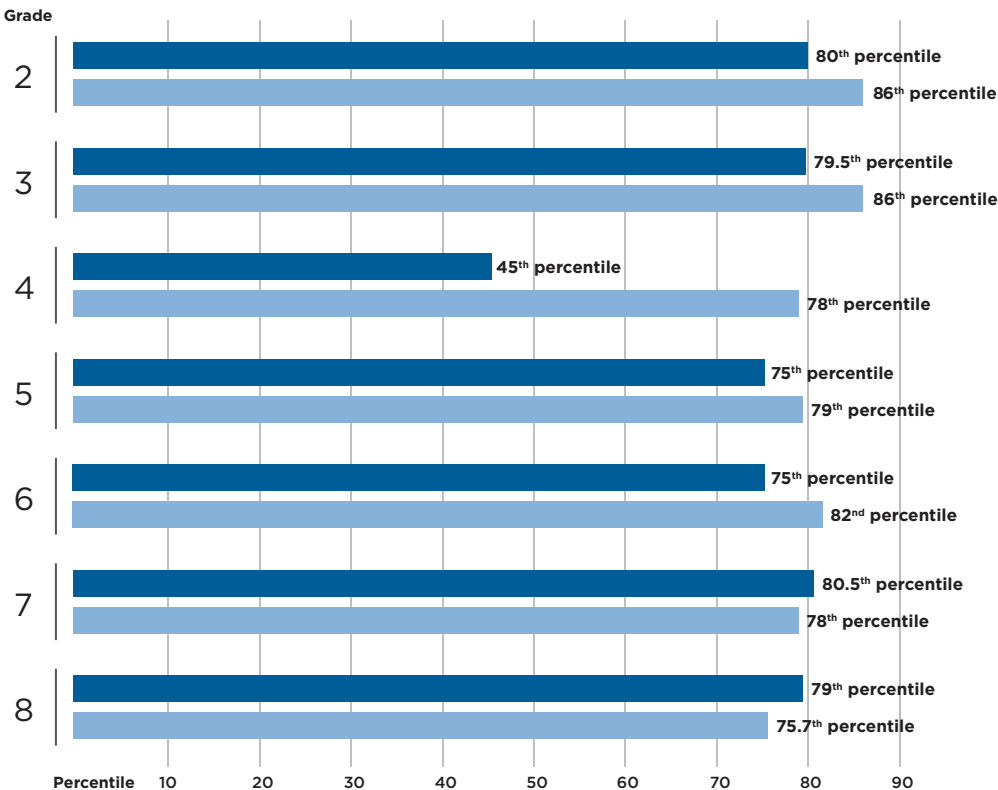
Timothy H. Wood, Ph.D.
Associate Vice President
for Charter Schools

2015-2016 FALL-TO-SPRING NWEA MAP® 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 2015-2016 school year. The GVSU CSO contract standard for NWEA growth is the 50th percentile.

math

reading



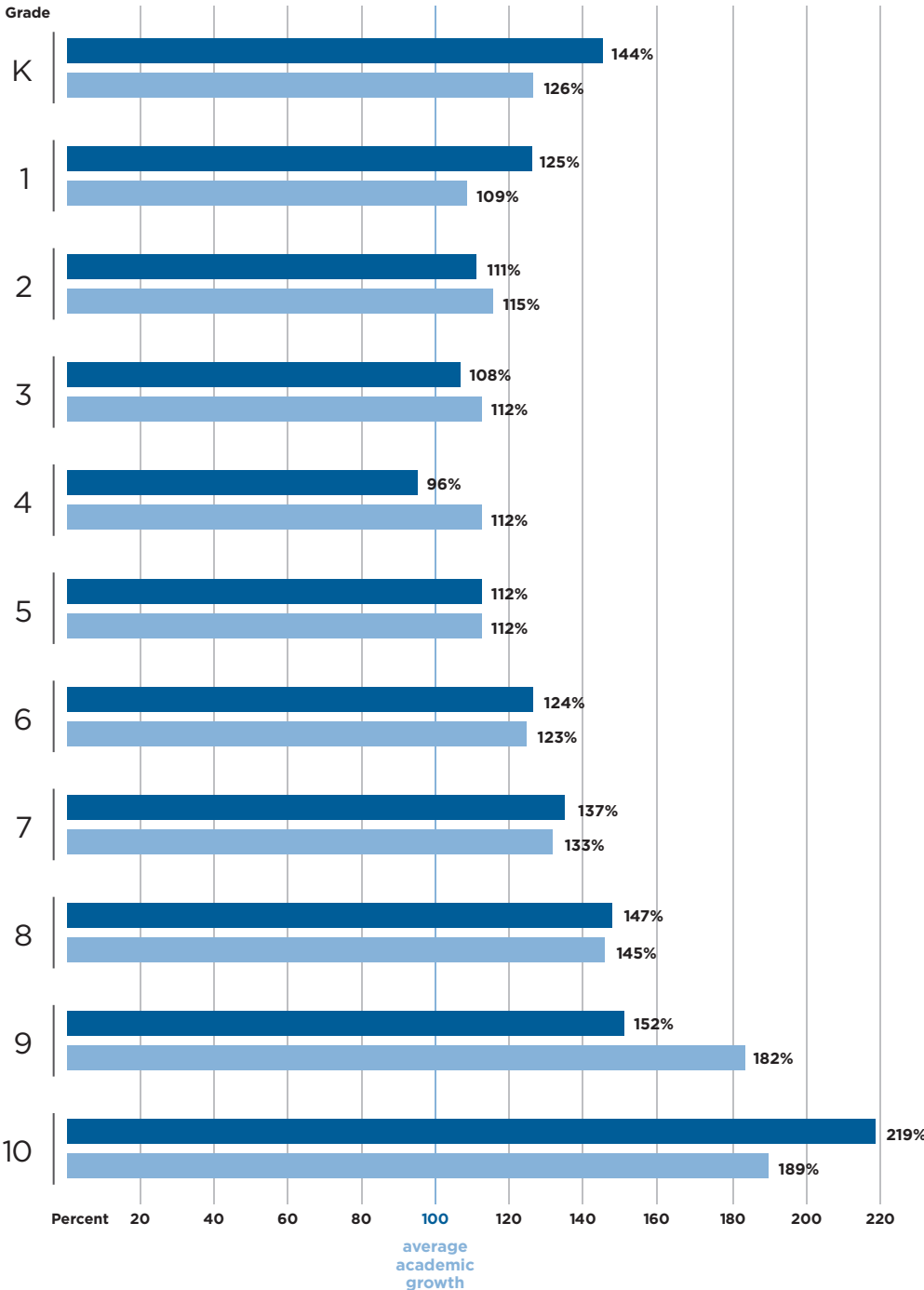
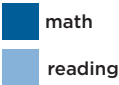
TIPS FOR SUCCESS

“By utilizing NWEA assessment information, our teachers get a better understanding of the concepts their students are ready to learn. This can enrich instruction in the classroom, assist with student goal setting, and bridge the gap between school and home.”

– Lissa Brunan
GVSU CSO Assessment Specialist
NWEA Certified Facilitator

2015-2016 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 2015 to spring 2016. Average academic growth is represented as 100 percent.



TIPS FOR SUCCESS

“Data doesn’t mean anything if you don’t know how to read it. NWEA workshops have been helping our teachers and administrators to read and analyze data, so that we can make our students better every day.”

- Oguzhan Yildiz, M.Ed.
Director, Michigan Math and Science Academy

MAP DATA BENEFITS MANY

Achieve Charter Academy reports the impact of sharing what they learned from the data

Achieve Charter Academy provides a great example of how NWEA MAP testing can become a positively impactful aspect of school life. The school annually shows high levels of academic growth and proficiency, making it one of the top schools in our portfolio.

Jennifer Conley, the principal at Achieve Charter Academy, remembered the first time she was introduced to the NWEA MAP test in the mid-2000s. “It was cutting edge,” she said. “I thought that the opportunity to gather data at a higher level for students who are higher achieving and be able to make a difference in a way that was more concrete was very helpful.” In order to make those differences, Conley has helped solidify an effective collaboration system for sharing information about test data.

Grade level teams meet twice each week during the school year and have at least one data-specific meeting each month. This allows the deans and teachers in the school to be aware of the needs for each student and create differentiated learning plans.

Conley also said success at Achieve Charter Academy comes from very strong parental partnerships. She said the surrounding community is one that is “driven by academic performance.” The NWEA MAP data becomes extremely beneficial to staff members who are asked by parents to show how students are progressing. Conley has met the inquiries by holding a coffee session with parents that incorporates test scores. “There is always a data component to it, to talk to parents about what the data means or how to interpret scores or results, and what to do about it,” she said. She pointed out that some parents have become so acquainted with the test and its supplements that they have requested specific components to take home and help their children further understand the material.



Conley said her staff is always talking about college-readiness with the students. She thinks that the NWEA data complements the school's organization and structure in a way that prepares students to take the appropriate steps in their learning. “That’s what we want for our kids,” she said, “to move into high school with confidence so that the ninth-grade year is a strong year for them...and puts them on that path to college.”

“...the opportunity to gather data at a higher level for students who are higher achieving and be able to make a difference in a way that was more concrete was very helpful.”

– Jennifer Conley
Principal
Achieve Charter Academy

INNOVATIVE LEARNING FOR SCHOOLS AND TEACHERS

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



The Learning Network Enters its Seventh Year

We introduced an effective leadership development program, the Learning Network, in the 2010-2011 school year and are proud to see it continuing through the 2016-2017 school year.

To develop the Learning Network, we partnered with The Education Trust and Richard Lemons, Ph.D. The Education Trust promotes high academic achievement for all students at all levels to close the gaps in opportunity and achievement that hold young people back. The Learning Network works toward closing 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 six years, leaders from each GVSU-authorized charter school participated in a series of workshops and ongoing discussions embedded in their buildings. There are two cohorts for the Learning Network: one for educators mostly

serving grades K-6 and one for those serving grades 6-12. This separation allows deeper collaboration regarding similar issues found in the schools of each cohort. Under the leadership of Lemons, the Learning Network has been instrumental toward improving the performance of Grand Valley's portfolio of charter schools.



RICHARD LEMONS, PH.D.



E-learning in the Classroom: Engaging Students Through Technology

Technology advancement creates opportunities for teachers to enhance instruction through various Web-based tools. 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 in their curriculum by introducing easy-to-implement and safe Web-based learning opportunities that complement classroom instruction.

One of the major tech tools that Dan introduces to our schools is PBS Learning Media — an online database that contains hundreds of thousands of resources. These resources help teachers go in-depth with their curriculum. Dan trains school staff members on

how to navigate and use PBS Learning Media.



DAN WARREN

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. Dan also has several years of experience serving on state committees associated with school improvement, accreditation, and recognition.



Driving Instruction with NWEA/MAP Data

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 NWEA Learning Continuum and The Lexile® Framework for Reading, teachers can focus on unique learning needs and set individual goals to see continued growth. The assessment team demonstrates how to effectively use NWEA reports along with how to successfully navigate the NWEA website 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.



LISSA BRUNAN

ALISSA THELEN



Classroom Management and Nonviolent Crisis Prevention

Frustrated students often dismiss their responsibility as learners, which becomes a challenge for teachers. Dan Matthews brings more than 40 years of classroom- and behavioral-management experience to help teachers at GVSU charter schools overcome such challenges. Dan conducts student engagement clinical observations, then works with instructors to investigate teaching characteristics to improve levels of student engagement with entire classrooms, as well as with individual students. He provides a reflective conversation about the instructor's strengths and areas of improvement related to student engagement levels. Each instructor can have two clinical observation sessions conducted 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.



DAN MATTHEWS



Leadership Coaching Enters Fourth Year

We are pleased to once again invite deans, principals, and assistant principals from GVSU-authorized charter schools to Leadership Coaching featuring Gregory Dale, Ph.D. He is assisted by Mark Thomas, principal of Northview High School in Grand Rapids.

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 various radio and television programs like Good Morning America and MSNBC.

Leadership Coaching training offers 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 once in September and again in March.



GREGORY DALE, PH.D.



Reading Development: The Sound Reading Framework (SRF)

Wendy Miller, Jill Weber, and Lori Davis comprise our reading specialist team and work closely with schools to implement The Sound Reading Framework. The Sound Reading Framework was designed by our specialists to give teachers the tools and strategies to meet every student's literacy needs within a 120-minute reading block. The framework is shaped around essential components like phonemic awareness, fluency, phonics, and comprehension.

The Sound Reading Framework also emphasizes the manipulation of sounds and explicitly teaches the alphabetic code through the use of synthetic phonics. Additional components include diagnostic assessments and guided reading instruction that is combined with rigorous literacy stations.

Wendy, Jill, and Lori also lead workshops and in-school trainings in Guided Reading; DIBELS Next; Word ID Assessment across the Content Areas 6-12; 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.



WENDY MILLER



JILL WEBER



LORI DAVIS

TIPS FOR SUCCESS

“We use NWEA to help set instructional goals for each student. The individualized reporting helps our staff identify students at risk of falling behind, as well as students who need academic acceleration. In short, NWEA is used by our staff to improve the quality of instruction.”

– Tom Berriman, Principal
Byron Center Charter School



P. DOUGLAS KINDSCHI HALL OF SCIENCE, ALLENDALE



ALLENDALE CAMPUS



COOK-DEVOS CENTER FOR HEALTH SCIENCES,
ROBERT C. PEW GRAND RAPIDS CAMPUS

GRAND VALLEY STATE UNIVERSITY KNOWS EDUCATION

- Grand Valley is recognized as one of “America’s Top Colleges” by *Forbes* magazine.
- For the 21st 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-four percent of recent graduates are employed or pursuing advanced degrees; of those working, 85 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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Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. 11/16

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