



FERRIS STATE
UNIVERSITY

FERRIS FORWARD

CHARTER
SCHOOLS
OFFICE

2021

CONTRACT PERFORMANCE REPORT

CLARA B. FORD ACADEMY



Vision, Mission, & *Core Values*

Vision

Ferris State University will authorize public school academies that promise to transform the lives of students by demonstrating high-quality performance.

Mission

By implementing quality oversight, the Ferris State University Charter Schools Office focuses on student growth and achievement, offers professional learning opportunities, and provides relevant resources to its authorized public school academies.

Core Values

The core values of the Ferris State University Charter Schools Office are the foundation of our organization's culture. Our values are static, unchanging and non-negotiable, built from the belief that learning is a lifelong process and all students can learn.

We Value

Student Learning

As a higher education institution, student learning is in our DNA; we see the opportunities created when students succeed, and we focus our oversight and support efforts on continual student success.

A Collaborative Working Environment

By supporting each other and building partnerships, we encourage a sense of community through cooperation, teamwork and consensus building with our stakeholders.

Diversity

Recognizing that stakeholders are made up of diverse populations, we honor diversity of ideas, beliefs, and cultures.

Opportunities

Through the work we do as a charter school authorizer, we help create learning opportunities and environments by lending support for professional growth and development.

Excellence

Committed to superior results, we engage in practices that produce the highest quality outcomes in all our endeavors.

Accountability

Accountability leads to academic progress. We believe in being held accountable for our work as an authorizer as deeply as we believe in holding all stakeholders accountable for their work.

Integrity and Trust

Our actions are guided by fairness and respect through transparency, effective communication and the building of positive relationships with each other and our stakeholders.



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Charter Schools Office

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To Our **Partners in Education**

The COVID-19 Pandemic:

Unprecedented Challenges /Extraordinary Response

The academic year 2020-2021 will long be remembered for the challenges COVID-19 brought to all aspects of our lives. Particularly for the K-12 educational sector, the pandemic brought unprecedented challenges which many schools were not initially prepared to accommodate.

For the 2020-2021 school year all Michigan K-12 schools were required to complete Extended COVID Learning Plans (ECLPs) that were initially enacted in the spring of 2019 when schools were shut down. Schools were required to document that all virtual students were receiving at least two contacts from instructional staff during the month, and Boards were required to review and reaffirm their schools ECLP at each month's Board meeting.

Some of the biggest challenges schools faced during the 2020-2021 year are outlined below:

- **Remote Learning.** While several Ferris State University (FSU)-authorized academies already possessed 1:1 technology, many teachers were initially unprepared to deliver their curriculum via the internet. When in-person learning resumed, instructional staff also had to navigate instruction via a hybrid model: some in-class and some virtual students.
- **Student Engagement.** Even though schools had multiple procedures in place to reach out to students who were not participating virtually, many schools struggled with quality student engagement for some students.
- **Assessment.** Despite the pandemic, all FSU-academies were contractually required to administer the NWEA test in the fall and spring. NWEA is a web-based computer adaptive test; however, schools usually administer the assessment in their computer labs under the supervision of a teacher. In the fall, many students took the test at home, and thus, schools could not verify the conditions under which the test was taken.

The State required all schools to administer the 2021 M-STEP test; however, schools were not required to have virtual students attend in-person to take the test. **As a result of the unreliability of the 2020-2021 M-STEP test scores, the CSO has made the decision to not report these scores in this publication.**

- **Special Services.** One of the biggest challenges schools faced was ensuring the delivery of mandated services under student Individual Educational Plans (IEPs). Many schools asked students to attend in-person to receive services when possible, or provided extra support via the web.
- **Food.** In many schools, the school is the most reliable source of nutritional meals students receive during the day. Schools adapted by providing food pickups at the school, or food drop-offs to specified locations via bus.

Despite these challenges, the FSU-authorized public school academies continually found ways to meet students' needs, especially in the early part of the year when many were attending school virtually. We extend our profound thanks to all staff members, Boards of Directors, and management company personnel for their extraordinary effort in a year that was anything but ordinary.

Sincerely,



Ronald S. Rizzo, Ph.D., Director



Ronald Rizzo
Director



Christopher White
Associate Director



Robert Fidler
Academic Assessment
Specialist



Sharon Hopper
Compliance Auditor/
Board Liaison



Contractual Goals

Educational Goals

Under the Terms and Conditions of the Contract (“Contract”) issued by the Ferris State University Board of Trustees (“University Board”), this contractual Educational Goal Policy has been prepared by the Ferris State University Charter Schools Office (CSO). It now becomes part of the Contract and will go into effect 30 days after Academy Board notification, as stated in Article XII, Section 12.16 of the Contract for all academies being authorized or reauthorized pursuant to Contracts issued by the University Board. Failure by the Academy Board to comply with this policy may result in the non-issuance of a Contract, or for existing academies, the initiation of suspension, termination, or revocation proceedings under the Contract, and will be taken into account when considering reauthorization of an academy upon expiration of the contract.

A. Educational Goals and Related Measures:

The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life. Although an increase in academic achievement for all groups of pupils as measured by assessments and other objective criteria is the most important factor in determining the Academy’s progress toward the achievement of the educational goal, the CSO also considers other factors. Upon request, the Academy shall provide to Ferris State University a written report, along with supporting data, demonstrating:

1. Improved academic achievement for all groups of students, and
2. Measurable progress toward the achievement of the educational goal.

It is expected that the Academy will meet the State of Michigan’s academic standards and any improvement targets required to be achieved according to state and federal law. The Academy is also expected to remain off the Priority School List published by the Michigan Department of Education or School Reform Office. If the Academy already has school buildings identified on this list, it is expected to make the progress necessary for them to no longer be identified.

B. Educational Goal to Be Achieved:

Academies authorized by the Ferris State University Board of Trustees will prepare all students Academically for success in college, work, and life.

C. Measure for Determining Goal Achievement:

To determine whether the Academy is demonstrating measurable progress in preparing all students academically for success in college, work, and life, the CSO will assess the Academy’s performance using the following measures of student growth and achievement. The Academy will properly administer the tests detailed under each of the following metrics in accordance with the time frames identified in the Academy’s Master Calendar of Reporting Requirements.

Measure 1: Student Growth Towards Achievement

Improved academic achievement for all students in grades 2-11 regardless of each student’s achievement level. On average, all students, regardless of academic ability will meet or exceed national average growth benchmarks.

GRADE(S)	GOAL	METRIC
Grades 2-8	The Fall to Spring growth rate for all students in Reading and Math of each grade and subject area as measured by the CSO designated nationally norm-referenced test will fall at or above the 50th percentile.	Average percent of growth (gains percentile) as measured by the CSO designated nationally norm-referenced assessments for each grade level and subject area.*
Grades 9-10	The average Spring to Spring Subject Area Scores on State assigned college entrance suite of assessments will increase by 30 points. If average scores are at or above the published benchmark, subject area scores are expected to increase.	Average Spring to Spring Evidence Based Reading /Writing (EBRW) and Math scores on the state provided college entrance suite of assessments will increase by 30 points. (same cohort of students). Average EBRW and Math scores from 9th Grade to 10th Grade will increase by 30 points. Average EBRW and Math scores from 10th Grade to 11th Grade will increase by 30 points.

* The CSO will look at the total number of grade levels for each subject area in determining progress towards the CSO determined assessment growth goal (i.e., in a grade 2-8 building, there are 7 grades, with 14 data points. Meeting 12/14 would not be attaining the goal; however, it would be a factor in determining school support status.)

Measure 2: Student Achievement

The average academic achievement percentiles for students in grades 2-11 will be at or above the 50th percentile and/or improve from year to year and throughout the charter contract.**

GRADE(S)	GOAL	METRIC
Grades 2-8	The average Spring percentile ranking for the Academy on a nationally normed assessment will be at the 50th percentile in both Math and Reading.	The average national achievement percentile ranking for Math and Reading (grades 2-8 combined) will be at the 50th percentile. **
Grades 8-11 NOTE 8th Grade will begin this testing in 2019	Students' average achievement levels on the state-assigned college entrance suite will be at the 50th percentile.	The national percentile ranking of the average total score for all assessed students in each grade (8th, 9th, 10th, & 11th) on the state assigned college entrance suite will be at or above the 50th percentile. **

**The CSO will look at the average percentile ranking for each subject area in determining progress towards this student achievement goal. (I.e. If a school's average percentile ranking is not at or above the 50th percentile in any area, the CSO will look at whether the school's percentile ranking is increasing from year to year and throughout the charter contract.)

Measure 3: Student Achievement & Growth: Relative Performance and State/Federal Accountability

STATE ASSESSMENT:

GRADE(S)	GOAL	METRIC
Grades 3-8	The percent proficient of all grade levels assessed in ELA and Math as determined by the state identified assessment for each grade will be at or above the resident and composite district.	State Required Assessments Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year. The Academy's M-STEP percent proficient in ELA and Math will be compared with the composite district's percent proficient.
Grades 11	The average State Required College Entrance Assessment Scores will be at or above the resident district's scores.	State Required College Entrance Assessment The Academy's average SAT Total Score, EBRW Score, and Math Score will be compared with the resident district's average scores.
All grades assessed	The growth values for both ELA and Math must meet or exceed the established state targets stated in the MDE Index.	State determined growth target values are stated in the Growth Component of the MDE Index. The Academy earns a growth value-based on the percentage of students attaining their Adequate Growth Percentile (AGP). The Academy's value in the Growth Component will be compared to the State's Growth Target.

Note: The CSO will look at the year-to-year growth component index value in determining progress towards this growth goal (i.e.- Academy's growth values should reduce the gap between the state target values and the school's growth values by 25% year to year and throughout the charter contract.)

STATE/FEDERAL ACCOUNTABILITY:

GRADE(S)	GOAL	METRIC
School	The Academy will have an index score of 40 or higher Based on contractual language, the Academy cannot be in the bottom 5% of index values.	MDE Annual Index Score

Strict Discipline and Alternative Education Academies

Academies designated as Strict Discipline or Alternative Education Academies, as per the Michigan School Code, may be exempted from certain parts of these requirements due to their unique nature. In all cases, specific educational goals will be mutually developed and agreed upon by the Academy and FSU CSO and shall be attached to the contract.

New Academies

For the first three years of operation, new academies will be expected to improve academic achievement for all grades and subject areas using the following measures:

MEASURE 1: Student Growth

MEASURE 2: Student Achievement

MEASURE 3: State/Federal Accountability: as required by the State.



Academy Overview



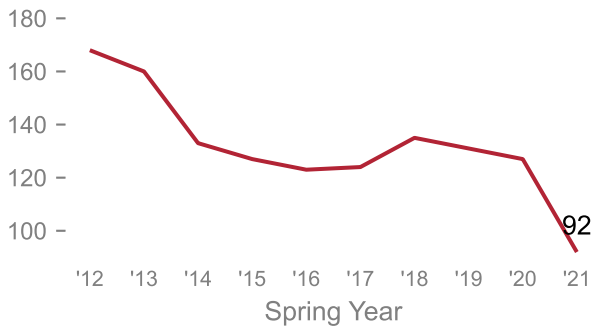
Mission

Clara B. Ford Academy's mission is to engage our students in a safe, innovative learning environment within Southeast Michigan that will enable them to function as contributing adults.

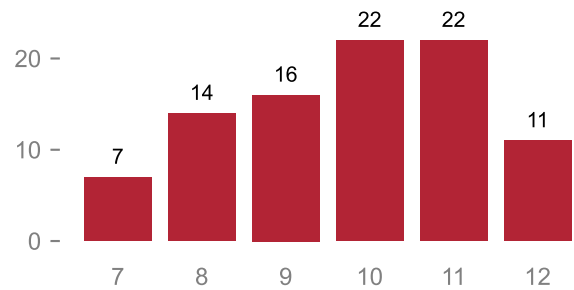
Number of Campuses: 1
Grades Served: 5-12
Year Opened: 2007
CSO Field Rep: Linda Bouman
Current Charter Contract Term: 2017-2022
Educational Service Provider: CS Partners
Resident District: Dearborn City School District

Superintendent: Yvonne McClean (5-12)

Enrollment by Year



Number of Students in Each Grade



Student Ethnicity

Ethnicity	Academy	Local District	State
2+ Races	*	0%	5%
Asian	0%	1%	4%
Black (non-Hispanic)	52%	3%	18%
Hispanic	*	2%	8%
Nat. Hawaiian Other Pac. Isl.	0%	0%	0%
Native American/ Alaskan Native	0%	0%	1%
White (non-Hispanic)	35%	94%	65%

*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated.

*A group less than 10 students is considered to contain student identifiable data.



Academy Overview

Composite District

The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as a benchmark for student performance in various academic measures, such as the M-STEP and SAT assessments. A list of districts that make up the composite district are presented in the table to the right.

Resident District

The resident district, identified on the previous page, refers to the public school district in which the Academy physically resides. Similar to the composite district, this district is used as a comparison for student performance in various academic measures.

Free and Reduced Lunch %



Special Education %



English Language Learner (ELL) %



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Measure 1: Student Growth

This chart shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Keeping in mind that students from across the nation were also experiencing the pandemic and similar educational trauma, this number indicates if the instructional practices that were selected for students while away from their classrooms were successful. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The chart also shows the percentage of students meeting their projected growth.

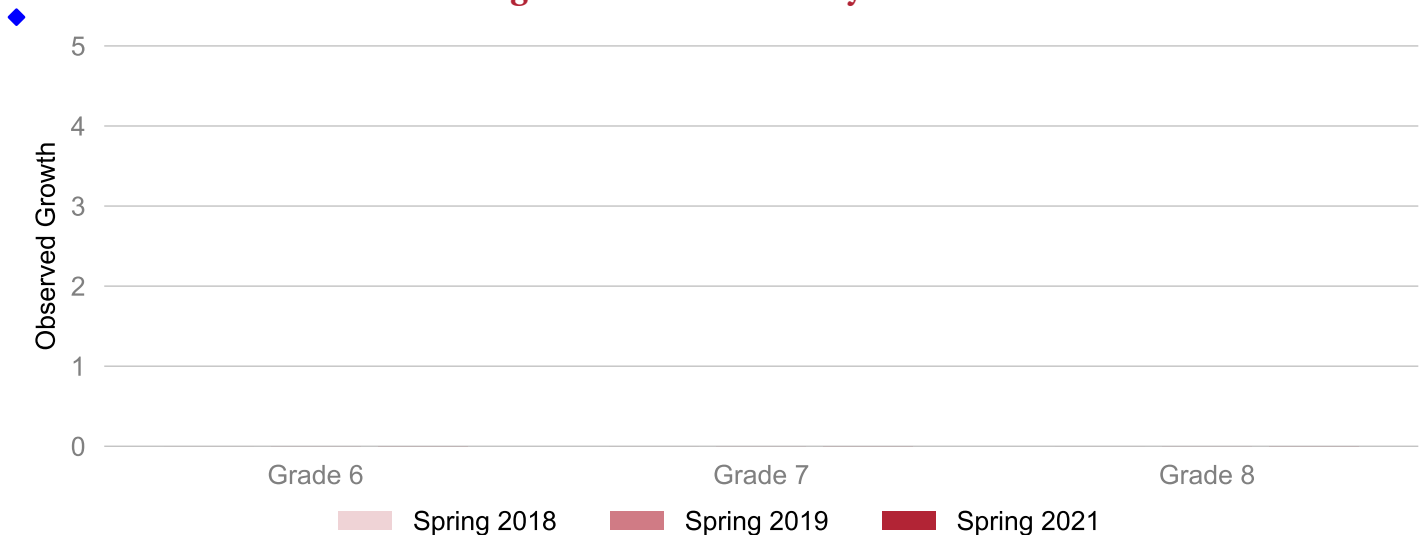
NWEA MAP Reading Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile, as shown by the blue diamond on the bar chart. School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

READING	Count	Fall 2020 RIT	Spring 2021 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 6	0	**	**	**	**	**	**	**
Grade 7	1	*	*	*	*	*	*	*
Grade 8	5	*	*	*	*	*	*	*

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

Reading Growth Over Time by Grade Level



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Academic Performance

Measure 1: Student Growth

This chart shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Keeping in mind that students from across the nation were also experiencing the pandemic and similar educational trauma, this number indicates if the instructional practices that were selected for students while away from their classrooms were successful. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The chart also shows the percentage of students meeting their projected growth.

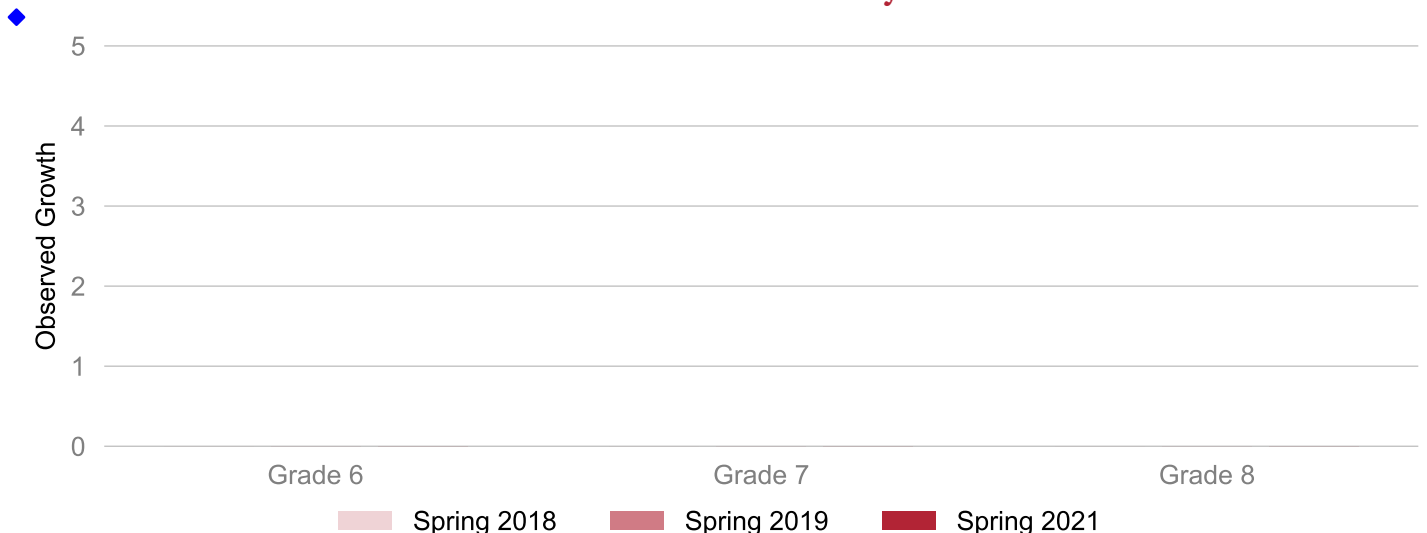
NWEA MAP Mathematics Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile, as shown by the blue diamond on the bar chart. School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

MATH	Count	Fall 2020 RIT	Spring 2021 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 6	0	**	**	**	**	**	**	**
Grade 7	1	*	*	*	*	*	*	*
Grade 8	7	*	*	*	*	*	*	*

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

Mathematics Growth Over Time by Grade Level



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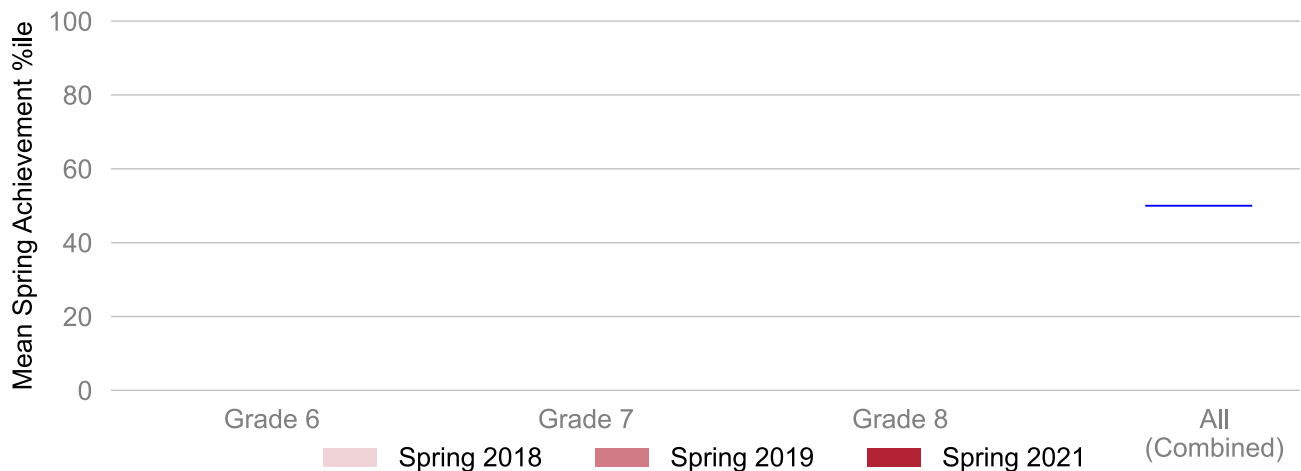
Academic Performance

Measure 2: Student Achievement

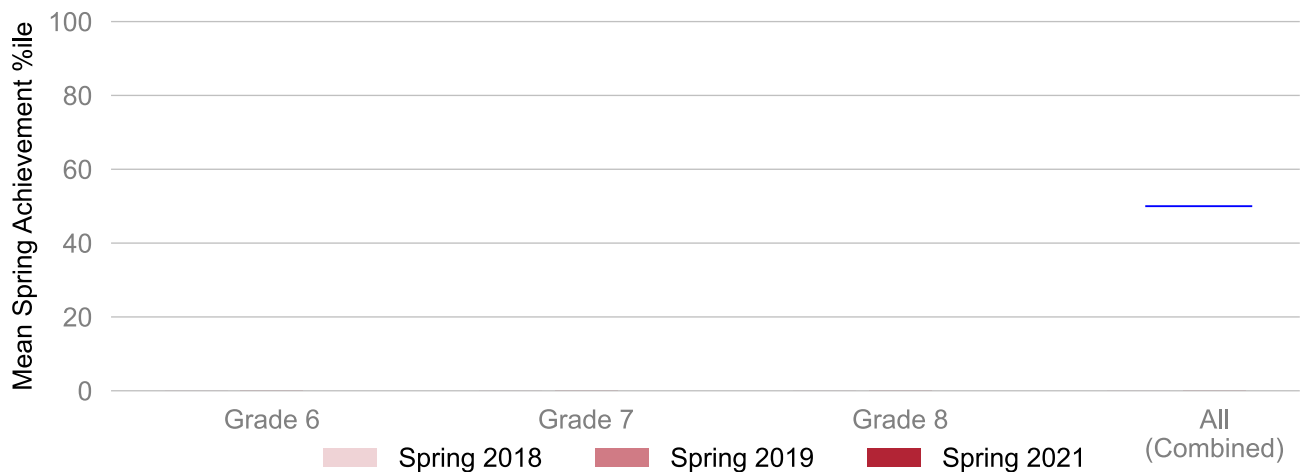
Spring NWEA MAP Achievement for Grades 2 through 8

The average national achievement percentile ranking for Reading and Math grades 2-8 (combined) will be at or above the 50th percentile (as represented by the dark blue line for the "All (Combined)" bars). Student Achievement data displays the percentile ranking for each grade level's average RIT score. A Percentile ranking represents where your students stand if compared to a random 100 students from across the nation. Previous years are shown to compare this year's group of students with students from the past.

Reading



Mathematics



Note About Spring, 2021 Assessments

2021 M-STEP, PSAT, and SAT

The FSU CSO chose not to report on spring 2021 state-level assessments including M-STEP, PSAT, and SAT, due to low participation rates. The Michigan Department of Education released a memo suggesting that districts and academies not require virtual students to take the assessment because face-to-face administration was required for testing. This substantially reduced the number of students assessed and caused results to be less reliable when comparing annual results.

*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated.

*A group less than 10 students is considered to contain student identifiable data.




Compliance & Contract Terms

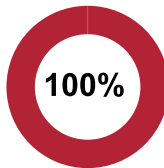
Charter Contract Compliance History

On-time compliance record for the Board’s compliance activities, the Academy’s compliance activities, and overall compliance.

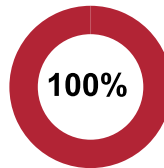
Year	On-Time Compliance Overall	On-Time Compliance Board	On-Time Compliance Academy
2018-2019	100%	100%	100%
2019-2020	100%	100%	100%
2020-2021	100%	100%	100%



100%



100%



100%

Charter Contract Timeline

History of the Academy’s charter contracts, along with key aspects to each contract period.

Length of Term	Dates
5 year	2017-2022
5 year	2012-2017
5 year	2007-2012



Board Membership & Activities

Academy Board Service

Board demographics and required professional development credits.

Board Member	Office	Length of Service	Term Expiration
Jeanne Martens	President	9	06/30/2022
Michelle Cline	Vice President	3	06/30/2021
Lisa Sasaki	Treasurer	14	06/30/2022
Patricia Claramunt	Secretary	13	06/30/2022
Sr. Janice Rushman	Director	12	06/30/2024
Katherine Crossley	Director	10	06/30/2022
Tracy Myrick	Director	<1	06/30/2024

Academy Board Meetings, Attendance, and Position Vacancies

Board Meetings

10 REGULAR MEETINGS HELD

SPECIAL MEETINGS HELD: 1

11

TOTAL BOARD MEETINGS HELD

Board Attendance

74% AVERAGE ATTENDANCE

74%

AVERAGE BOARD ATTENDANCE

Board Position Vacancies

0 VACANCIES

0

BOARD POSITION VACANCIES

Board Professional Development Credits

3 OF 3 TOTAL CREDITS

3

PROFESSIONAL DEVELOPMENT CREDITS



Fiscal Performance Budgeting & Reporting

Your Academy's Revenue

	2017-18	2018-19	2019-20	% of Revenue
Enrollment	139	133	126	
Per-pupil Foundation Allowance	\$7,631	\$7,871	\$8,111	
General Fund Revenues				
Local	\$2,695	\$1,933	\$6,410	<1%
State	\$1,227,394	\$1,186,306	\$1,316,264	66%
Federal	\$388,999	\$525,189	\$671,008	34%
Detail				
22B (Formerly 11(3)) PSA Protected	\$765,655	\$732,655	\$693,055	53%
22B Discretionary Payment	\$289,331	\$303,720	\$315,953	24%
25F Strict Discipline Academies	\$29,993		\$120,679	9%
31A At Risk	\$97,659	\$97,659	\$96,632	7%
11P Coronavirus Relief Funds			\$44,104	3%
51C Spec Ed Headlee Obligation	\$26,877	\$25,744	\$41,775	3%
53A(5) Court And State Agency Placed Pupi	\$30,382	\$45,197	\$4,121	<1%
51F Special Ed Cost Reimbursement			\$3,337	<1%
152A Headlee Obligation For Data Collection	\$3,534	\$3,413	\$3,249	<1%
103(2) District Covid Costs			\$1,552	<1%
61D CTE Per Pupil Incentive			\$28	<1%
31D School Lunch	\$1,276	\$1,272	\$0	0%
11D SAF Revenue Shortfall Reduction			\$-22,052	-2%
22N High School Pupil Supports	\$2,489	\$2,197		
Total	\$1,247,196	\$1,211,857	\$1,302,433	
Total General Fund Revenues	\$1,619,088	\$1,713,428	\$1,993,682	



Fiscal Performance Budgeting & Reporting

Your Academy's Expenditures

	2017-18	2018-19	2019-20	% of Expenditures
Expenses/Transfers				
Instructional Expenditures	\$1,003,180	\$1,120,354	\$1,231,746	66%
School Administration	\$124,250	\$133,532	\$157,652	8%
General Administration	\$154,446	\$156,659	\$147,048	8%
Operations and Maintenance	\$123,124	\$132,654	\$128,397	7%
Pupil Support Services	\$115,233	\$139,341	\$103,756	6%
Instructional Staff Support Services	\$58,149	\$94,490	\$69,453	4%
Central and Other Support Services	\$9,043	\$32,253	\$13,703	<1%
Other Transactions	\$0	\$0	\$2,800	<1%
Fund Modifications	\$0	\$0	\$0	<1%
Facilities Acquis., Debt Svc., Cptl. Outlay	\$0	\$0	\$0	<1%
Community Services	\$0	\$0	\$0	<1%
Business Services	\$2,950	\$0	\$0	<1%
Transportation	\$1,580	\$2,106	\$0	<1%
Total Expenses/Transfers	\$1,591,955	\$1,811,389	\$1,854,555	
Total Revenue over Expenses	\$27,133	-\$97,961	\$139,127	
General Fund Balance Beginning of Year	\$945,819	\$972,947	\$873,718	
General Fund Balance End of Year	\$972,947	\$873,718	\$1,014,119	
Fund Balance as a % of Revenue	60%	51%	51%	

Fiscal Performance Budgeting & Reporting

Your Academy's Expenditures (Continued)

Instruction



76¢ OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

Business and Administrative Costs



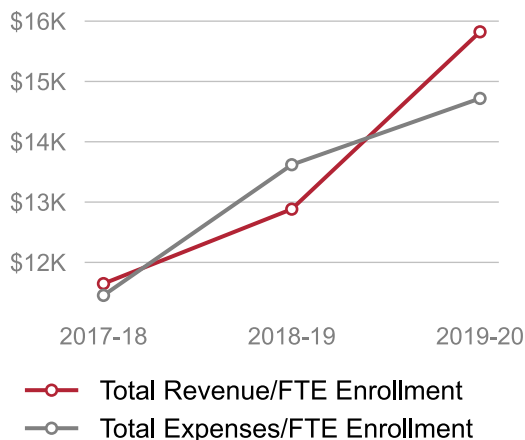
17¢ OF EVERY DOLLAR WAS SPENT ON BUSINESS AND ADMINISTRATIVE COSTS

Building and Facilities

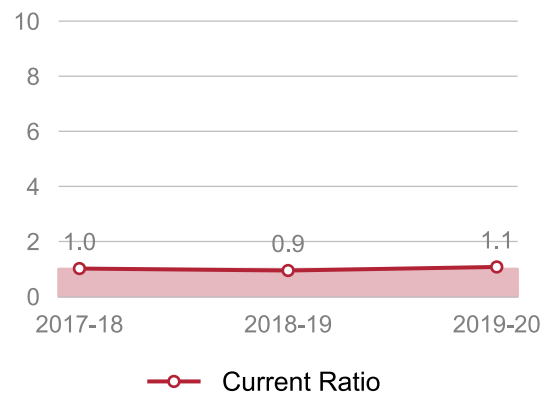


7¢ OF EVERY DOLLAR WAS SPENT ON THE BUILDING AND FACILITIES

Per-Student Finances



Current Ratio



The Total Revenue per Student illustrates all revenues received, divided by the Academy's overall total enrollment. Similarly, the Total Expenses/Student illustrates total expenses, divided by enrollment. Revenue per Student should exceed Expenses per Student, with a trend to increase this difference. If the Expenses per Student exceed Revenue per Student, the Academy is operating in deficit spending.

The current ratio illustrates the balance of debts to assets. This measures the ability of the Academy to pay back its short-term and long-term obligations with its current assets on hand. If the ratio is 1.0, then the Academy has an equal amount of debt to assets. If the ratio is below 1.0, then the Academy could not fulfill its current liabilities if they came due all at once.

Mid-Contract & **Reauthorization Reviews**

To carry out its responsibility of evaluating an academy's performance, the Ferris State University Charter Schools Office (FSU CSO) has developed Mid-Contract and Reauthorization Review procedures. The CSO uses these reviews as part of an ongoing evaluative process. Review team members consisting of three to four educators spend one to two days interviewing stakeholders, observing operations, and reviewing data and information for each school.

Each academy is required to complete an internal review document before the CSO review. The internal review document contains questions and prompts related to the four pillars of successful academies: academic progress, fiscal solvency, operations, and compliance/governance. The internal review process provides an opportunity for school improvement teams, school leadership teams, and other stakeholders to self-reflect on these key indicators. Each academy also receives a preparation guide outlining the entire process for the Mid-Contract or Reauthorization Review.

After each review, CSO personnel discuss observations, review data, and create a comprehensive report. These reports are a way to share strengths and areas of improvement for each academy related to school culture, mission accomplishment, student academic outcomes, governance/leadership, use of resources, and the school's student support systems. The results also help determine the level of support each academy may need from the CSO.

Reauthorization Reviews are used to make recommendations to the FSU Board of Trustees regarding contract renewal, extension, revocations, or non-renewals. Mid-Contract Reviews help focus schools on areas of concern, recognition of points of pride, and ensure boards of directors and the CSO understand any issues that must be addressed before the Reauthorization Review.





End Notes

Sources, Acronyms, & Glossary

Sources

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Charter Contract, CSO Office, Ferris State University
CEPI, Michigan Department of Education
MSDS, Michigan Department of Education

Student Enrollment: "Enrollment by Year" and "Enrollment by Grade": Fall Student Count Data is from the academies reporting to MDE/CEPI using the Pupil Accounting form DS4061

Student Enrollment: "Length of Enrollment": MSDS/CEPI Public Release File

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CEPI, Michigan Department of Education MSDS, Michigan Department of Education

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Measures of Academic Progress, NWEA

Page 12-13

Charter Contract, CSO Office, Ferris State University Academy Document Submission

Page 14-16

FID, Michigan Department of Education

Student Enrollment: Data contained in the chart from FSR/State Aid Report

Acronyms & Glossary

Current Ratio: The current ratio illustrates the balance of debts to assets. This measures the ability of the Academy to pay back its short-term and long-term obligations with its current assets on hand. If the ratio is 1.0, then the Academy has an equal amount of debt to assets. If the ratio is below 1.0, then the Academy could not fulfill its current liabilities if they came due all at once.

Expenditures: The amount the Academy spent on various activities to educate its students.

Growth Percentile: The amount of growth students had between two tests; usually fall-to-spring (MAP)

MAP: A standardized assessment administered by NWEA in grades 2 through 8 that provides student diagnostics.

Per-student Finances: The Total Revenue per Student illustrates all revenues received, divided by the Academy's overall total enrollment. Similarly, the Total Expenses/Student illustrates total expenses, divided by enrollment. Revenue per Student should exceed Expenses per Student, with a trend to increase this difference. If the Expenses per Student exceed Revenue per Student, the Academy is operating in deficit spending.

Projected Growth: The amount of growth a student (or group of students) should be able to obtain based on national trends and the student's prior test scores.

Revenue: The amount the Academy received from various sources, that it can allocate to operate the program.

RIT Score: The Rasch Unit used in the MAP test for measuring the difficulty and complexity of the assessment.

Student Achievement: The amount of academic content a student has learned over a set amount of time.

Student Growth: The amount of change (gain or loss) in student achievement over a set amount of time.



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