THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

OPERATIONAL PERFORMANCE REPORT

2013-2014

ABC ACADEMY

OUR MISSION

To transform public education through accountability, innovation and access to quality education for all students.

OUR VISION

We envision a diverse and dynamic public education marketplace that fosters academic excellence for all children.

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

The Governor John Engler Center for Charter Schools
Central Michigan University | Mount Pleasant, MI 48859
(989) 774-2100 | www.TheCenterForCharters.org

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August 2014

Cynthia M. Schumacher
Executive Director

To the dedicated board members serving charter public schools authorized by Central Michigan University:

On behalf of our entire team at The Governor John Engler Center for Charter Schools (Center), I am pleased to provide you with this year's Operational Performance Report (OPR). As each of us works to fulfill the ambitious goal of preparing students academically for success in college, work and life, you can trust that the Center is committed to providing you with the most up-to-date, relevant and accurate data and information to assist you in your decision-making activities. This report, which is the second of four reports in the Performance Suite, is just one tool that provides operational information to help you reach your goals.

Although academic achievement is your most critical work, it is also important to ensure the school is operating effectively, efficiently and in full compliance with applicable law. The OPR illustrates various data points that allow the Academy Board and administration to discern whether the Academy is meeting its operational performance standards. From compliance percentages to board attendance, this year's OPR highlights areas of the Academy's Charter Contract as well as its governance activities for the 2013-2014 school year. Additionally, it provides important information regarding the school's compliance with certain federal, state and local requirements in addition to the Charter Contract.

The Center recognizes and understands the challenges of document submissions, due dates and other requirements facing school leaders and board members. The Center-established electronic document submission portal, known as AOIS, along with other valuable calendars and checklists, are just some of the resources and tools that we hope make your work easier and, therefore, allow you to focus on what really matters – your students.

As always, thanks for keeping kids first!

Cindy Schumacher

Cynthia M. Schumacher
Executive Director

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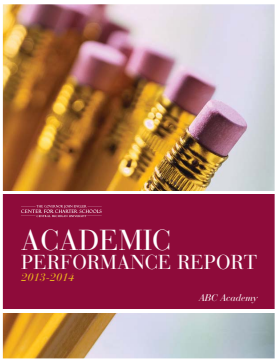
REPORT SUITE

The annual performance report suite is made up of three distinct reports: the Academic Performance Report, the Operational Performance Report and the Fiscal Performance Report as well as one capstone report - the Annual Scorecard of School Performance.

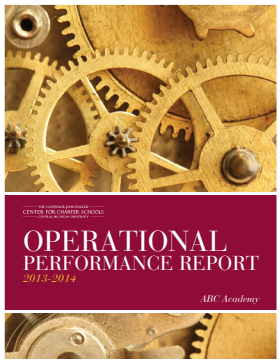
These reports, shown to the right, cover each of the primary content areas and are intended to provide a greater understanding of the Academy's holistic performance for a complete academic year (July through June).

The first report is distributed in June when the academic data becomes available with the operational and fiscal reports following suit. The final report, the Scorecard, is released in the winter of the following year as the summary of the three performance reports.



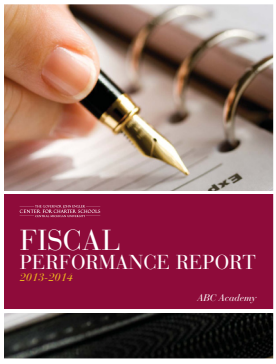
ACADEMIC PERFORMANCE REPORT

The first performance report, published annually in the summer, provides a comprehensive overview of the Academy's academic outcomes for the academic year just completed.



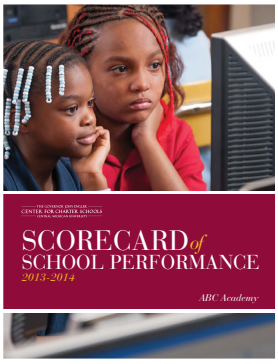
OPERATIONAL PERFORMANCE REPORT

The second performance report, published annually in the fall, provides a comprehensive overview of the Academy's operational outcomes for the academic year ending in June.



FISCAL PERFORMANCE REPORT

The third and final performance report, published annually in the winter, provides a comprehensive overview of the Academy's financial outcomes for the previous academic year.



SCORECARD OF SCHOOL PERFORMANCE

As a summary of the three performance reports, published annually in the winter, the Scorecard provides an overview of the Academy's performance as it relates to the Charter Contract.

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ACADEMY OVERVIEW

Demographics

Knowing your students and from which communities they come helps in understanding the make-up of the Academy and the student population it serves. The data displayed in this section represents a summary of the Academy's demographics for the 2013-2014 school year and provides an overview of trending and comparison information.

ABC Academy

Date Opened
9/1/1995

Grades Served
K-12

Charter Contract
2012-2017

Management
Self-managed

Mission Statement
Prepare students academically for success in college, work and life.

Address
1234 Abacus Ave.
Scholastic, MI 42860

Fig. 1

Total Enrollment by Year

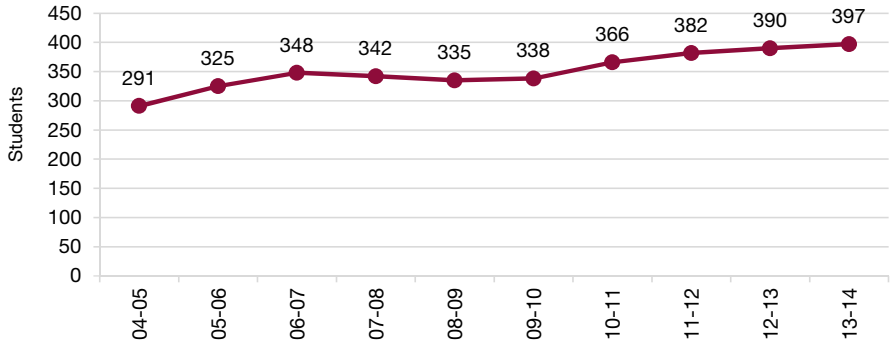

Fig. 2

Number of Students in Each Grade

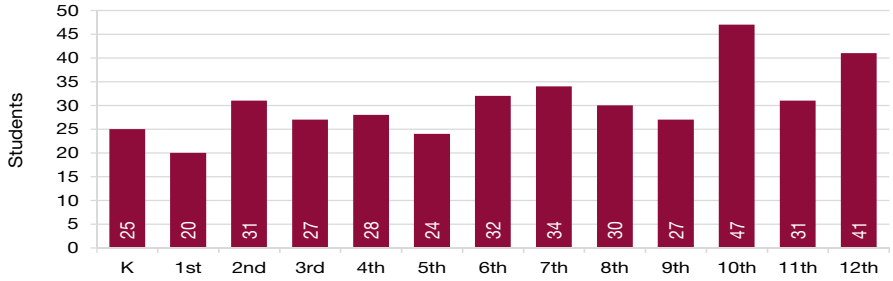

Fig. 3

Length of Student Enrollment

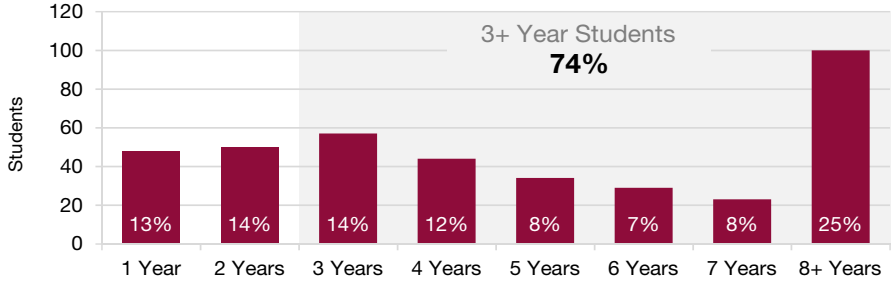

Fig. 4

Racial/Ethnic Breakdown

Ethnicity	Your School	CMU Average	State Average
American Indian or Alaskan Native	0.3%	0.3%	0.7%
Asian American	2.0%	2.7%	3.0%
Black or African American	65.9%	50.2%	18.2%
Native Hawaiian or Other Pacific Islander	0.0%	0.1%	0.1%
White	22.3%	38.4%	68.5%
Hispanic or Latino	2.3%	2.8%	6.7%
Multi-Racial	7.2%	5.5%	2.8%

Fig. 5

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MEAP and MME Achievement Results

SUBJECT/ GRADE	2013-2014	2012-2013	CHANGE	COMPOSITE RESIDENT DISTRICT	STATE AVERAGE
Reading 3	61.7%	56.4%	5.3%	58.7%	61.3%
Reading 4	63.6%	69.0%	-5.4%	68.5%	70.0%
Reading 5	79.3%	60.0%	19.3%	68.3%	71.7%
Reading 6	66.7%	70.6%	-3.9%	67.2%	71.5%
Reading 7	77.4%	48.0%	29.4%	54.2%	60.4%
Reading 8	78.9%	44.0%	34.9%	66.4%	72.7%
Reading 11	72.7%	57.7%	15.0%	48.8%	58.7%
Math 3	42.6%	20.5%	22.1%	39.3%	40.2%
Math 4	52.9%	23.3%	29.6%	41.9%	45.3%
Math 5	33.3%	36.7%	-3.4%	41.7%	45.2%
Math 6	24.2%	35.3%	-11.1%	36.4%	41.5%
Math 7	39.4%	24.0%	15.4%	33.6%	39.2%
Math 8	26.3%	12.5%	13.8%	30.7%	34.5%
Math 11	28.1%	20.0%	8.1%	22.7%	28.8%

Fig. 6

*Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

-- No Data Available.

Free and Reduced Price Lunch Eligibility

Fig. 7

General and Special Education Status

Fig. 8

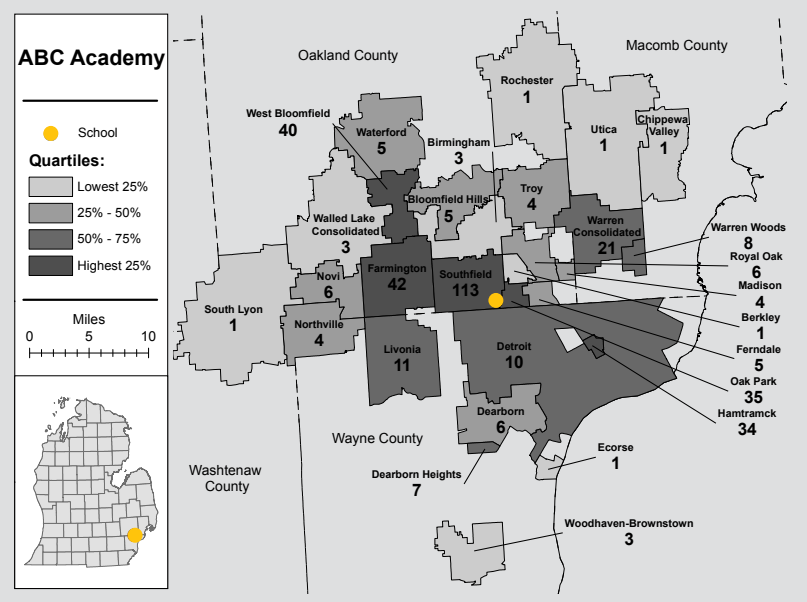
English Language Learners (ELL)

Fig. 9

COMPOSITE RESIDENT DISTRICT

WHERE YOUR STUDENTS COME FROM

The Composite Resident District (CRD) illustrates the public school districts to which students would be assigned if they were not enrolled in the Academy. A list of those resident districts along with a detailed map showing the location of the Academy is shown below. Due to geographical constraints, the map may not show all districts.



Students' Resident District	Number of Students from Resident District	Percent of Students from Resident District
Southfield Public School District	113	29.7%
Farmington Public School District	42	11.0%
West Bloomfield School District	40	10.5%
Oak Park, School District of the City of	35	9.2%
Hamtramck, School District of the City of	34	8.9%
Warren Consolidated Schools	21	5.5%
Livonia Public Schools School District	11	2.9%
Detroit City School District	10	2.6%
Warren Woods Public Schools	8	2.1%
Dearborn Heights School District #7	7	1.8%
Dearborn City School District	6	1.6%
School District of the City of Royal Oak	6	1.6%
Novi Community School District	6	1.6%
Bloomfield Hills Schools	5	1.3%
Waterford School District	5	1.3%
Ferndale Public Schools	5	1.3%
Northville Public Schools	4	1.0%
Madison District Public Schools	4	1.0%
Troy School District	4	1.0%
Other	15	3.9%

Fig. 10

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THE CHARTER CONTRACT

An Overview of the Charter Contract

The Charter Contract

Prior to executing a charter contract, the Academy Board of Directors (Academy Board) was formed as a non-profit entity in accordance with the Michigan Nonprofit Corporation Act, as amended. The action by Central Michigan University's Board of Trustees (University Board) to authorize the entity as a public school academy culminated in the execution of the Academy's Charter Contract, a fixed-term performance agreement. A listing of the items included in the Academy Board's Charter Contract is outlined in the box below.

Performance Agreement

The Academy Board's responsibility and main charge is organizational governance, meaning the Academy Board holds the ultimate authority within the organization and is responsible for its overall effectiveness. As a performance agreement, the Charter Contract helps define roles and responsibilities and guides how the Academy's performance will be measured. The minimum requirements for the Charter Contract are established within the Revised School Code. With the exception of the standard legal documents required by the Center, most Charter Contract documents are provided by the Academy through the application and/or Charter Contract preparation submissions.

The Charter Contract Terms and Conditions establish the relationship between the University Board and the Academy Board (Article II) as well as the role of the University Board as the authorizing body (Article III). The operating requirements (Article VI) are further described within schedules 5, 6, 7, and 8. The Terms and Conditions include language on amending the Charter Contract (Article X) as well as revocation, termination and suspension (Article X) of the Charter Contract.

The Oversight, Compliance and Reporting Agreement (Schedule 4) delineates the responsibilities of the Center in order to fulfill the University Board's oversight responsibilities as the Academy's authorizer. It also lists the oversight, compliance, and reporting responsibilities required of the Academy Board (Article II).

Contract Documents

Terms and Conditions

Contract Schedules

1. Articles of Incorporation

2. (Amended) Bylaws

3. Fiscal Agent Agreement

4. Oversight, Compliance and Reporting Agreement

5. Description of Staff Responsibilities[1]

6. Physical Plant Description[1]

7. Requirements Information

- **a. Governance Structure**
- **b. Educational Goal and Related Measures**
- **c. Educational Programs[1]**
- **d. Curriculum[1]**
- **e. Methods of Pupil Assessment**
- **f. Application and Enrollment of Students**
- **g. School Calendar and School Day Schedule[1]**
- **h. Age or Grade Range for Pupils[1]**

8. Information Available to the Public and the Center

[1] Documents Developed by the Academy

NOTE: The Center provides a link to all active University-authorized Charter Contracts on its website at: **www.TheCenterForCharters.org → Schools → School Listing.**

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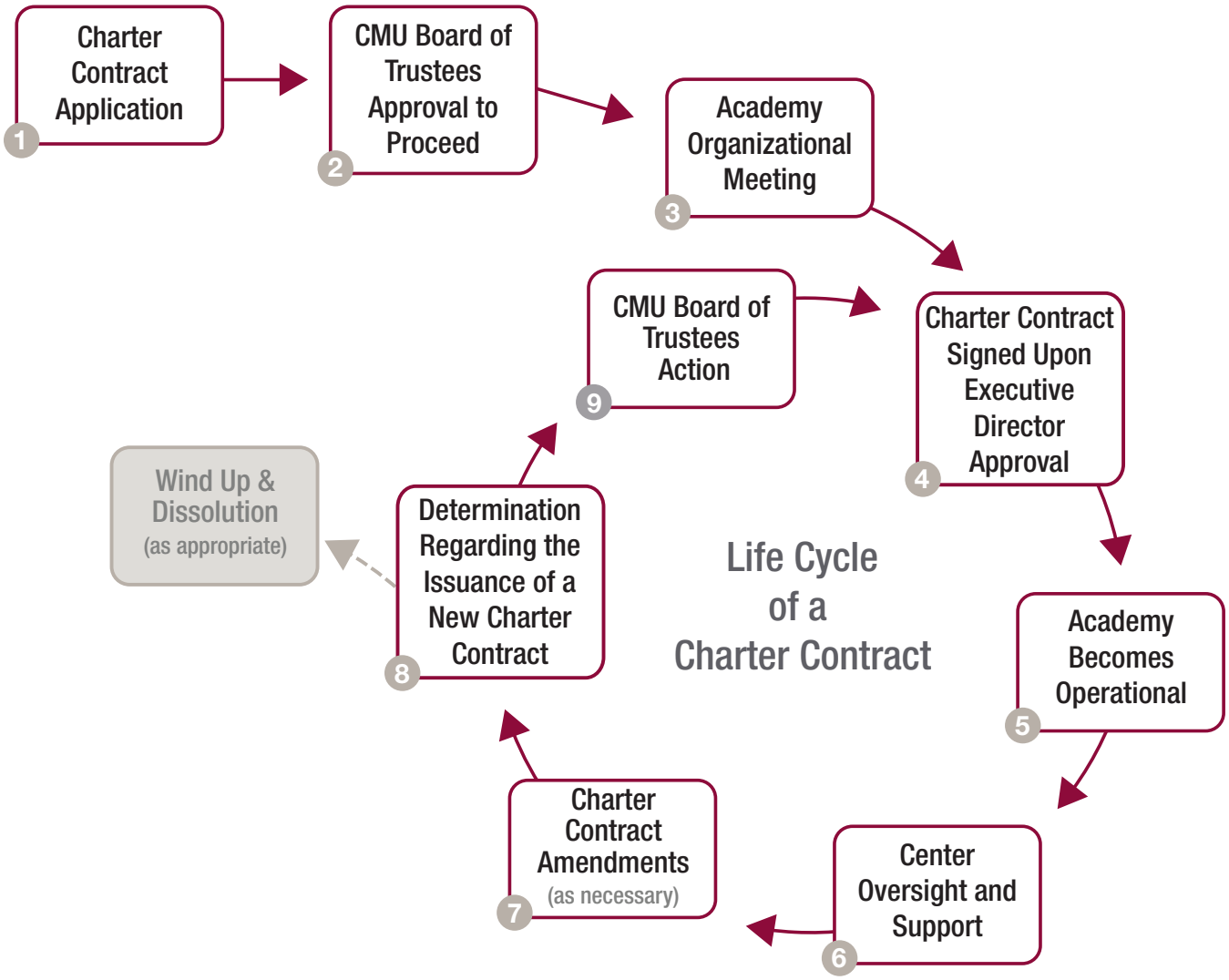
THE CHARTER CONTRACT

Life Cycle of a Charter Contract



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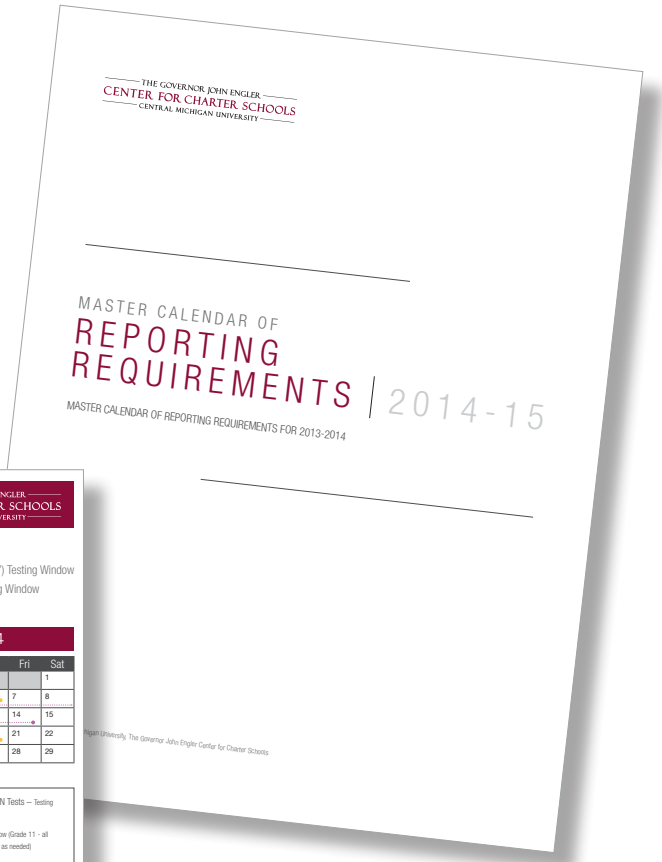
The Oversight, Compliance and Reporting Agreement and The Master Calendar of Reporting Requirements

The Oversight, Compliance and Reporting Agreement (Schedule 4 of the Charter Contract), provides a description of the oversight responsibilities of the University Board, as well as the compliance and reporting duties of the Academy. In order to support the Academy, the Center has developed tools that both streamline and automate the regulatory reporting process. The Master Calendar of Reporting Requirements and the Authorizers Oversight Information System (AOIS) Document Submission Tool (DST) are two such tools.

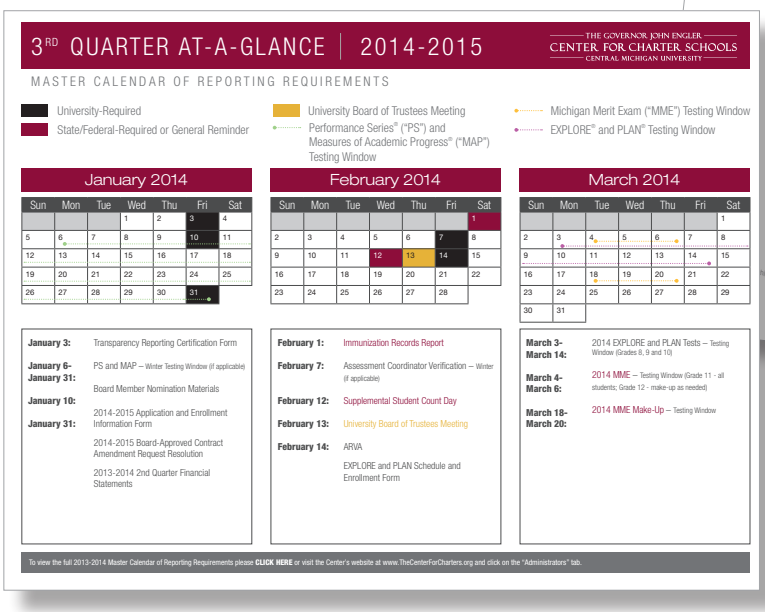
For more information on the Master Calendar of Reporting Requirements and DST, please visit:

http://www.TheCenterforCharters.org → Administrators

Additionally, the Center conducts various site visits and reviews, and regularly provides the Academy with detailed reports regarding the Academy's performance, per the Charter Contract. The purpose of these tools, reviews and resources is to give critical feedback for continuing improvement and to allow more time for schools to focus on academic achievement.



AOIS
Managing Accountability for Public Education



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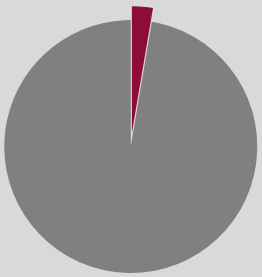
Compliance and Document Submissions

Below are the Academy's compliance percentages, organized by the Academy's overall performance, as well as its performance within specific document type categories. In order to receive a green indicator in this report, the percent of Master Calendar of Reporting Requirements documents received on-time by the Center must have been greater than or equal to 90%, and 100% of the documents must be received within five days of the due date. Upon request, the Center can provide detailed reports supporting these percentages.

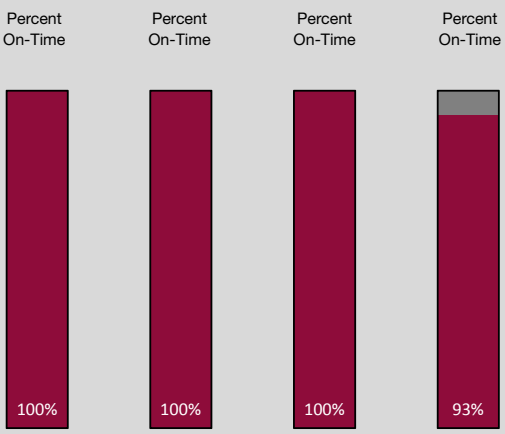
	On-Time	Within 5 Days of Due Date	More than 5 Days After Due Date	Performance Status
2010-11	97%	1%	1%	
2011-12	95%	5%	0%	
2012-13	96%	3%	1%	
2013-14	**97%**	**3%**	**0%**	

On-Time Submissions
2013-2014



3% Submissions Past Due
97% On-Time Submissions

On-Time Board Meeting Documents	On-Time Academic Documents	On-Time Financial Documents	On-Time Miscellaneous Documents[2]
100%	100%	87%	100%
96%	100%	89%	100%
97%	100%	95%	96%
100%	**100%**	**100%**	**93%**



[2] See glossary for more information on Miscellaneous Documents (p. 18).

Fig. 11

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Charter Contract Administration

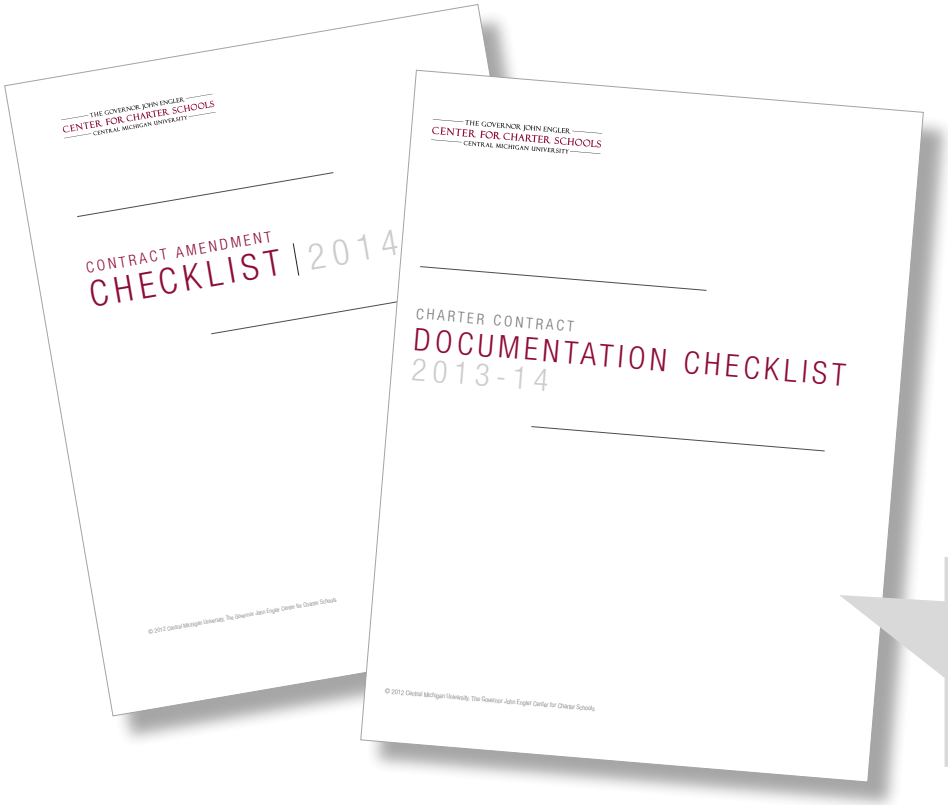
The Center has established a process that provides an open and productive dialogue regarding the Academy's performance, successes and challenges. The Charter Contract is a fixed-term contract. The University Board takes the Academy's performance into consideration when determining the length of term of the Charter Contract.

The University Board's issuance of a new Charter Contract, in general, is guided by three core questions:

1. **Is the academic program successful?**
2. **Is the organization viable?**
3. **Is the Academy demonstrating good faith in following the terms of its Charter Contract and all applicable law?**

In addition, it is crucial to keep the Charter Contract up-to-date through amendments that accurately reflect the Academy's current educational program, curriculum, site and facility information as well as the other required components. The Charter Contract Terms and Conditions (Article IX) provides for and describes the process by which the University Board or the Academy can initiate amendments.

To lessen the ambiguity and provide boards (and administration) with clear, concise and consistent expectations, the Center provides checklists for both the **Charter Contract Amendment** and **Charter Contract Documentation** processes. The Charter Contract Terms and Conditions (Article X) also contains provisions that address an academy's breach of contract.



For more information on both the Charter Contract Amendment and Charter Contract Documentation Checklists please visit:

http://www.TheCenterforCharters.org → Administrators

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THE CHARTER CONTRACT

Amendments, New Charter Contracts & the Contract Timeline

Charter Contract Amendments and New Charter Contracts

The Academy's Terms and Conditions of the Charter Contract (Article IX) establishes the process for amendments. In order to receive a green indicator on the Performance Status shown below the Academy must have, if needed, properly initiated Charter Contract amendments for the prior year.

Charter Contract Administration	Perf. Status
Board has properly initiated Contract Amendments	●

Fig. 12

Charter Contract Timeline

The initial authorization, plus subsequent Charter Contracts and Charter Contract amendments, are captured in the timeline below. This graphic illustrates the history of the Academy as a public school academy with the University Board as its authorizer. The Academy's length of term is based on a holistic evaluation of performance as described on page 12. Additionally, there could be extenuating circumstances that lead to a specific term that may not be noted in this report.

Length of Term			Key Contract Changes	Notice of Intent to Revoke
5 YEARS	START	August 31, 1997	Grade Addition / Removal	
	EXPIRE	August 31, 2002		
5 YEARS	START	September 1, 2000	Enrollment Increase, Facility Change	1
	EXPIRE	June 30, 2005		
2 YEARS	START	July 1, 2005	Educational Program Changes, Standard Legal Documents	
	EXPIRE	June 30, 2007		
3 YEARS	START	July 1, 2007	Standard Legal Documents	
	EXPIRE	June 30, 2010		
5 YEARS	START	July 1, 2010	Educational Program Changes, Standard Legal Documents	
	EXPIRE	June 30, 2015		

Fig. 13

Length of Contract

Initial Contract Term | 1 to 2 Years | 3 to 4 Years | 5 Years or Greater

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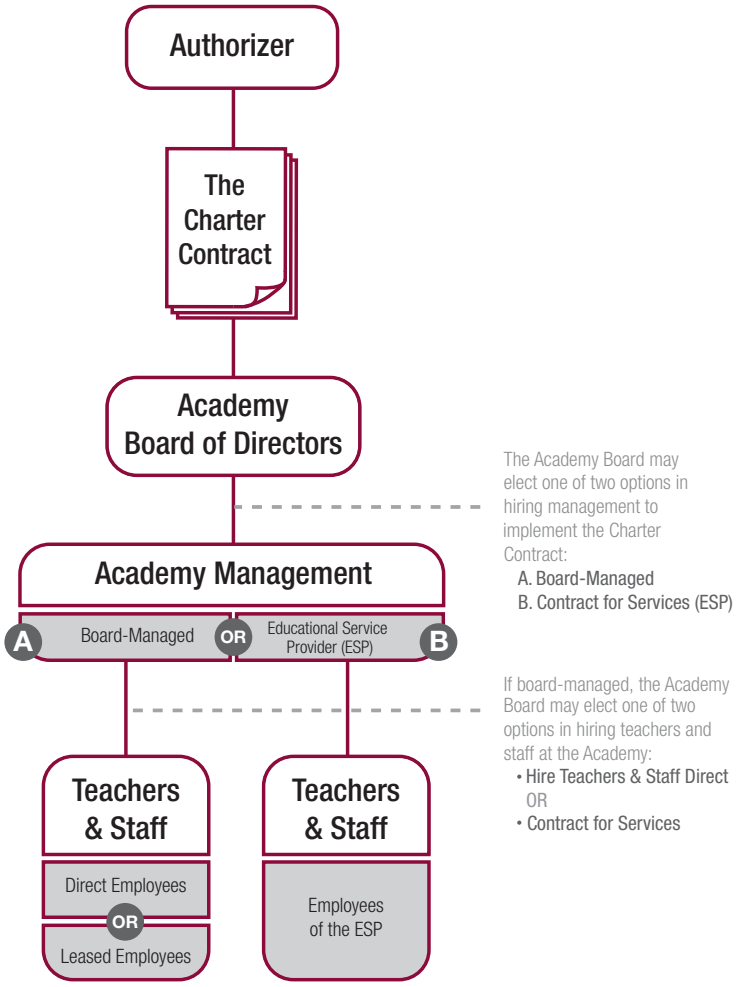
ORGANIZATIONAL STRUCTURE
Overview

Organizational Structure

Under the Charter Contract Terms and Conditions, the University Board authorizes the Academy Board to employ or contract for personnel according to the position information outlined in Schedule 5 of the Charter Contract. This provision of the Charter Contract enables the Academy Board to determine its organizational structure which may include: directly employing personnel (Board-managed) to perform services or work at the Academy, contracting with an employee leasing company to provide services, contracting with an educational service provider, or a hybrid of these. Academy Boards that opt to enter into an agreement with an educational service provider or an employee leasing company, must comply with the **Educational Service Provider Policies** issued by the Center.



For more information on Educational Service Provider Policies, please visit:

http://www.TheCenterforCharters.org/ → Administrators → Policies

Direct Employees

Any direct employee of the Academy Board is considered to be an employee of the Academy Board for all purposes and not an employee of the University Board for any purpose. With respect to direct Academy Board employees, the Academy Board has the power and responsibility to:

1. **Select and engage employees**
2. **Pay their wages, benefits, and applicable taxes**
   Including enrollment in the Michigan Public School Employees Retirement System (MPSERS)
3. **Dismiss employees**
4. **Control the employees' conduct, including the method by which the employee carries out his or her work.**

The Academy Board is responsible for carrying workers' compensation insurance and unemployment insurance for its employees. If applicable, a copy of the agreement between the Academy Board and the educational service provider or employee leasing company is contained within Schedule 5 of the Charter Contract.

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BOARD OF DIRECTORS

Overview of the Academy Board of Directors & Board Demographics

Academy Board of Directors: Overview

The Academy Board is comprised of governing officials who have a fiduciary responsibility to the public. Through its action in a publicly held meeting, the Academy Board's organizational governance structure guides the process in which business is conducted and decisions are made. Ultimately, the Academy Board is responsible for the Academy's outcomes and overall effectiveness: are the kids learning and is the money being taken care of?

As stewards of the Academy – and to the public good – the Academy Board should serve as active partners in strategic thinking, generating high-quality action plans that help advance the Academy's mission and hold the Academy's administration accountable for results. These activities also provide an excellent forum for engaging staff, parents and other stakeholders and can be a valuable tool for enriching the community.

After the University Board appoints the initial Academy Board, the Academy Board is designed to be self-perpetuating – meaning as vacancies occur, the Academy Board nominates and recommends new board members for the University Board's consideration. The Center has an extensive review process for academy nominated candidates including a board application, an in person conversation, and a criminal background check to determine whether or not the candidate will be considered by the University Board. The University Board also maintains the right, in accordance with the Charter Contract, to directly appoint candidates to the Academy Board when it determines it to be in the best interest of the Academy. The Academy Board's decision to nominate candidates should be an ongoing and active process followed by a thorough plan for orienting new colleagues to their responsibilities.

When preparing to fill a vacancy, the Academy Board should consider the following:

1. **Who is currently sitting on the Board and what skill set does each individual bring to the table?**
2. **Based on the Academy's mission and performance, what additional skills would be helpful to continue progress toward fulfilling the Academy's mission?**
3. **How will a new board member complement the existing board?**

Once the desired skills have been identified, the Academy Board should seek individuals with matching qualities from within the Academy's community. Academy Board member demographics

Academy Board Demographics as of June 30, 2014

Board Member	Office	Term Expiration	Length of Service	Employer
Mr. Daniel S. Tiger	President	7/2/2015	12 Years	Counter Clockwise Company
Ms. Elaine Fairchild	Treasurer	9/2/2014	8 Years	Museum-Go-Round, LLC.
Mrs. Harriet E. Cow	Secretary	4/12/2015	2 Years	Somplace Else, Inc.
Mrs. Sara Saturday	Board Director	7/12/2013	Less than 1 Year	Homemaker
Vacant Position				

Fig. 14

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Academy Board Meetings, Board Attendance and Board Position Vacancies

The Academy Board's governance activities set the tone for the entire organization. By conducting annual self-assessments, the Academy Board can reflect on its own decisions and the overall effectiveness of the Academy. Additionally, by fulfilling its commitment to regularly hold and attend board meetings and quickly filling Board vacancies, the Academy Board holds itself to the same high standards it sets for the administrative and teaching staff.

The Academy Board's meeting statistics are illustrated below and are presented as a total of all meetings scheduled, regular and special meetings held, and total meetings not held. The Academy Board's average attendance is also illustrated, along with the number of days Board positions were vacant. Upon request, the Center can provide detailed reports supporting these percentages.

Board Meetings

2013-14

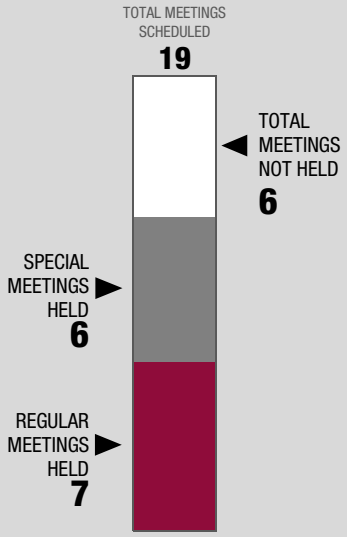

Fig. 15

Board Attendance

2013-14

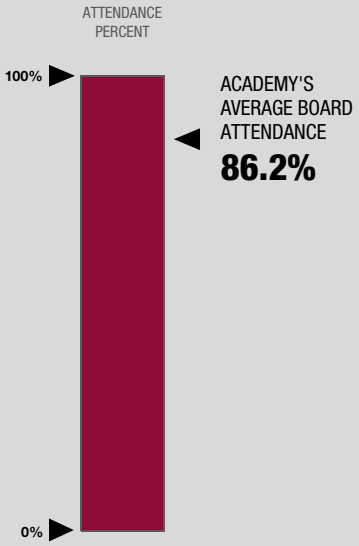

Fig. 16

Board Position Vacancies

2013-14

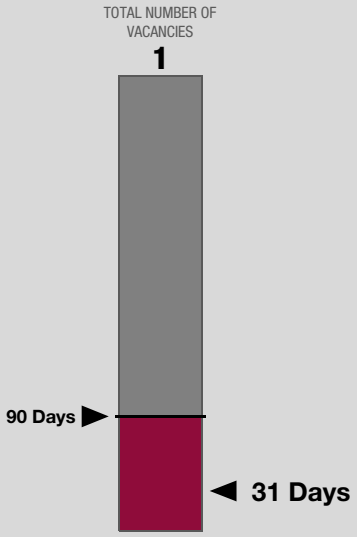

Fig. 17

BEST PRACTICE:
Board vacancies should be filled within 90-days. In order to accommodate this, boards should regularly discuss terms and have a transition plan in place for situations when a board member is planning on vacating a position.

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TOOLS & RESOURCES

Academy Reviews, Board Policies & Board Development

Academy Reviews

As part of its ongoing oversight, the Center conducts various site visits and reviews, and regularly provides the Academy with detailed reports regarding the Academy's performance. Staff Reviews and Site & Facility Reviews are conducted in conjunction with the reauthorization process and provide critical information regarding how the Academy is in compliance with the Charter Contract and applicable law. Documentation of the findings are used to inform the Academy Board of it's operational activities and help to illustrate the Academy's overall performance throughout the contract process. The table to the right displays the reviews that were conducted over the past three years.

Review Conducted	2014	2011
Staff Review	✓	
Site & Facilities Review		✓

Fig. 18

Board Policies

Well-written policies are the connection between the Academy Board's vision and the Academy's day-to-day operations. They predefine the administrative and teaching staff's limits, roles and responsibilities and guide the Academy without constant intervention. The Charter Contract (Schedule 4) states that the Academy Board shall adopt and properly maintain governing board policies in accordance with Applicable Law. The Center provides a value-added service, at no cost to the Academy, which allows boards to draft and update customized policies with the National Charter Schools Institute. This service, when utilized, ensures that boards are maintaining their policies on a biannual cycle. The table below displays whether or not the Academy Board has outstanding board policy updates as of June 30, of each year. In order to receive a green indicator the Academy must have current legally required (state and federal) policies.

Policy Information	Perf. Status	Fall 2013	Spring 2013
Policies are Current	●	**N**	**N**

Fig. 19

Board Development

The Center has more than 15 years' experience in working with board members who represent the diverse portfolio of academies authorized by the University. Through the years, the Center has created and refined policies and practices to help make board members, and the academies they lead, be as successful as possible. Understanding that sound board governance is the foundation upon which all sustained, successful organizations function, the Center launched the Board Development Series (BDS) in 2007. In addition to fulfilling the board member's commitment to development, this series offers board members opportunities to hear from the experts on issues pertinent to charter schools.

In addition to updates, news and resources, the Center has a web-based tool, Board Gear, designed to support the unique needs of charter schools. Board Gear can be launched from the Center's main site www.TheCenterForCharters.org through the Board Gear tab on the navigation bar.

Board channel, a component of Board Gear, includes informative video messages designed to educate and inspire. Each month's session is uploaded, and archived to the Board Gear site and can be viewed at your convenience.

Board Essentials and the Board Calendar, also found on the Board Gear site, offer a user-friendly format of the tools, connections, and references needed to lead your school effectively. Think about it as your personal GPS to reaching your school's mission!

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END NOTES
Acronyms & Glossary

Academic Documents – Documents included in this category are student assessment and education related (see DST for specific document types listing).

Applicable Law – This refers to all laws, in addition to the charter contract, that apply to the Academy, including federal, state, local.

AOIS – Authorizers Oversight Information System

Board Meetings Documents – Documents included in this category include board meeting minutes (proposed and approved) and board meeting schedules (see DST for specific document types listing).

Board Vacancy – The length of time in days when a position on the academy board is vacant.

Center – The Governor John Engler Center for Charter Schools

Charter Contract – The document that establishes the relationship between Central Michigan University Board of Trustees and the Academy Board of Directors. As a performance agreement, the Charter Contract helps define roles and responsibilities and guides how the Academy's performance will be measured.

Composite Resident District (CRD) – A breakdown of which traditional public school districts students would be assigned to if they were not enrolled in your Academy.

DST – AOIS Document Submission Tool

ESP – Educational Service Provider or Management Company

Financial Documents – Documents included in this category include budgets (amended and original), quarterly financial statements, audited financial statements, engagement letters, management letters and management letter responses (see DST for specific document types listing).

MCRR – The Master Calendar of Reporting Requirements

Miscellaneous Documents – All other documents not included in the Board Meetings and Financial Documents categories (see DST for specific document type listing). For example, Contract Authorization, Reauthorization and Amendment related documents, Annual Non-Profit Corp Information Update, Insurance Certificates, and Staff Review documents.

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END NOTES
Sources & Citations

Fig. 1	Source: The Charter Contract and Educational Service Provider Agreement (if applicable)
Fig. 2	Source: Michigan Department of Education, CEPI Public Data
Fig. 3	Source: Michigan Department of Education, CEPI Public Data
Fig. 4	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 5	Source: Michigan Department of Education, CEPI Public Data
Fig. 6	Source: Michigan Department of Education, MEAP and MME
Fig. 7	Source: Michigan Department of Education, CEPI Public Data
Fig. 8	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 9	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 10	Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
Fig. 11	Source: Document Submissions
	BUSINESS RULE: The percent of Master Calendar of Reporting Requirements documents received on-time by the Center for the, as of June 30th, must be greater than or equal to 90% of documents in by the due date, AND 100% within 5 days.
Fig. 12	Source: Charter Contract Amendment Requests
Fig. 13	Source: Charter Contracts and Charter Contract Amendments
Fig. 14	Source: Board Member Applications, Board Meeting Minutes, Oaths of Public Office and Central Michigan University Board of Trustees Resolutions
	BUSINESS RULE: Years of Service for a board director is being calculated as the time between each Oath Taken Date and Term Expiration Date (or Departure Date) for each appointment and reappointment of the board director. This represents a change in how the Years of Service was previously calculated and there may be differences between what is reported here and previously reported Years of Service.
Fig. 15	Source: Board Meeting Schedules and Postings
Fig. 16	Source: Board Meeting Minutes
Fig. 17	Source: Resignation Letters, Board Meeting Minutes, Board Appointment Materials and Oaths of Public Office
	BUSINESS RULE: A vacancy on the board is identified as the time between a term expiration date (or departure date, if applicable) and the completion date of the Oath of Public Office in the same position. Vacancies that are less than 30 days are not shown.
Fig. 18	Source: Center Staff Review and Site and Facility Review Timelines and Reports
Fig. 19	Source: Board Meeting Minutes and National Charter Schools Institute Monthly Status Files
	BUSINESS RULE: In accordance with the Charter Contract, specifically, Schedule 4 (Oversight, Compliance and Reporting Agreement), Section 2.02 (a), the Academy Board shall adopt and properly maintain governing board policies in accordance with Applicable Law. This indicator is based on the status of the Academy's legally required (state and federal) policies for the fiscal year ending June 30th.

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THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

Central Michigan University | Mount Pleasant, MI 48859
989-774-2100 | www.TheCenterForCharters.org

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