



March 10, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Cross Creek Charter Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Pam Strickland for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/crosscreek/> and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school. You may also access the AER by clicking here: <https://goo.gl/PjQ5OY>

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified as a Reward school.

Cross Creek continues to excel in performance. The staff and students work hard and success is evident in high M-Step scores as compared to local and state averages, consistent and high NWEA results, consistent and high survey results from parents and staff, and continued high enrollment numbers. We continue to see an increase on our ELL population and lower performance by those targeted students is becoming a focus. We have added additional ELL staff, specifically an ELL coordinator. We also continue to focus on our at-risk population. Additional staffing and new programs and currently being implemented to address these challenges.

State law requires that we also report additional information.



## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

### 2015-2016

Cross Creek is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.


By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

The school's Open Enrollment period begins on the first day of the current school year and ends at 5 p.m. on the last day of business in February of the current school year. During this Open Enrollment period, all applications receive equal consideration regardless of the date submitted. At the close of Open Enrollment, all applications received during the Open Enrollment period will be counted. If applications received are fewer than offered seats in each and every grade level, all applicants will be accepted and will receive a notice of acceptance into their respective grades. If the number of applications received exceeds the number of offered seats in any grade level, a random selection process will take place for all affected grade levels. Names are randomly selected until all offered seats have been filled. Any remaining names are selected to establish waiting list priority. Applications received after the Open Enrollment period will be accepted until the end of the current school year and available seats will be filled.

Once students are Enrolled and remain Enrolled, they will remain eligible to be Re-Enrolled at the school for successive years without having to re-apply. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment period showing their intent to Re-Enroll for the subsequent school year. All applicants on a waiting list must submit an application for the following school year during the next Open Enrollment period.

In an effort to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently Enrolled students are given enrollment priority over children who have no such siblings. Siblings of currently Enrolled students at the school will be drawn first in the random selection process, if one is necessary, for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered an available offered seat or the next spot on the waiting list in his/her respective grade. Though siblings are afforded priority for offered seats, they are not given priority over a previously Enrolled student.

In addition to sibling preference, children of staff members employed at the school working a regularly scheduled minimum of 20 regularly scheduled hours per week (at least 0.5 FTE) or children of current board members are given enrollment priority. Though these children are



afforded priority for offered seats, they are not given priority over a sibling, or a previously Enrolled student.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

### 2014-2015


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Should offered seats remain available after the close of Open Enrollment, students will be accepted on a first-come, first-served basis until offered seats are no longer available. Applications are date and time stamped upon submission, and students are admitted by grade in the order their application is received. Applications will be accepted after offered seats are filled and will be placed on a waiting list in the order received.

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## 2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

2015-2016


<https://www.nhaschools.com/schools/crosscreek/Lists/School%20Operations%20Documents/Cross%20Creek%2016-17%20SIP.pdf>

### **A. Describe how data led your School Improvement Team to select your school's improvement objectives in the core academic curriculum**

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In spring 2016, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress (MAP), criterion-referenced assessments (state assessment), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information
- Programs and processes Data

As a result of the School Improvement Team's review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year.



**B. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area**

Through new Common Core curriculum, teacher professional development, new full Common Assessment Implementation and the hard work and dedication of our staff and students, we implemented all aspects of the plan.

**C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion.**

Yes.

The School Improvement Team formally reviewed progress against its 2015-16 SIP goals and objectives in spring 2016, as part of its preparation for the 2016-17 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

**D. Describe how the evaluation of data and the current year's school improvement process led your school improvement team to select your school's improvement objectives in the core academic curriculum for the next school year**

See A and C above. Additionally, the School Improvement Team's evaluation of data, as part of its continuous school improvement process, revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science, and social studies.

**E. How was this year's school improvement process similar or different from last year's process?**

On the whole, this year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year.

2014-2015

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**C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion.**

Yes.

The School Improvement Team formally reviewed progress against its 2014-15 SIP goals and objectives in Spring 2015, as part of its preparation for the 2015-16 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

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**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

2015-2016

Authorized by Central Michigan University, Cross Creek opened in August, 1997 with 116 students in grades K-5. In 19 years of operation, Cross Creek school has grown from 116 students in grades K-5 to 794 students in grades K-8th and offers a Young Fives Kindergarten. The average class size ranges from 24 students per class for Young Fives Kindergarten and 28 students per class for grades 1st-8th.


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**4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL**

2015-2016

Our goal of preparing students for college success has required us to take a unique view in terms of our curriculum. Our goal is to graduate students who have not only had the opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be successful in high school and college. What makes our curriculum particularly unique is that it has been developed to support state standards with a college-bound approach.



Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as National Assessment of Educational Progress (NAEP), ACT®, Achieve, Inc., the Thomas B. Fordham Institute, the National Council of Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. This analysis, conducted by National Heritage Academies, comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational programming. NHA then worked backward to develop a curriculum that defines the expertise needed by students in kindergarten through eighth grade to enter high school on the path to college readiness. Since college readiness goes beyond academic preparedness, the curriculum not only includes learning goals in core academic and co-curricular areas, but also includes an integrated character development component.

The curriculum's objectives are aligned to those identified by the Michigan Academic Standards: both the Common Core State Standards (CCSS) and the Grade Level Content Expectations (GLCE). Moreover, all students are expected to reach the CCSS and GLCE goals. However, modifications/accommodations are sometimes necessary to ensure learning for all students. This support comes through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school time opportunities—all of which are designed to accelerate student growth trajectories.

The only variance in our curriculum when compared to the Michigan Academic Standards is the addition of a Moral Focus component. We believe great schools develop both a student's heart and mind, and the Moral Focus program is designed to support parents' efforts to teach character at home by reinforcing and modeling universal human virtues, such as compassion, respect, and integrity. This Moral Focus program is explicit and integrated with the school's core curriculum. A different virtue is featured each month of the school year. Teachers model behavior that exemplifies the virtue and recognize and praise students when they do the same.


A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

#### 2014-2015

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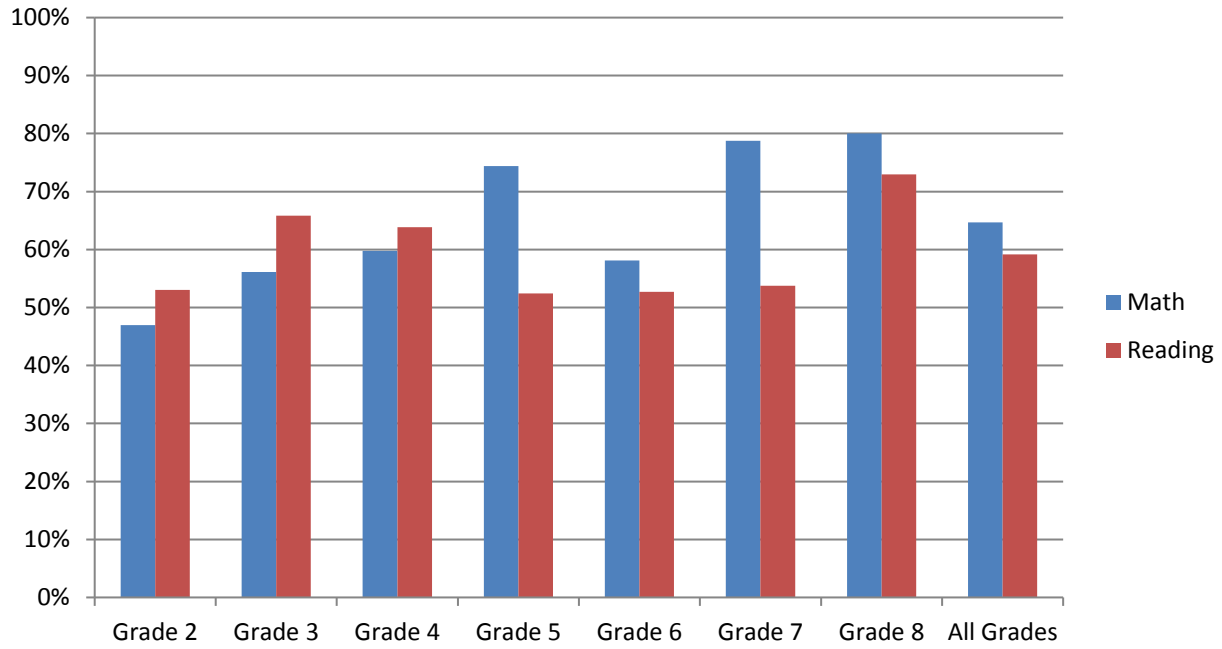
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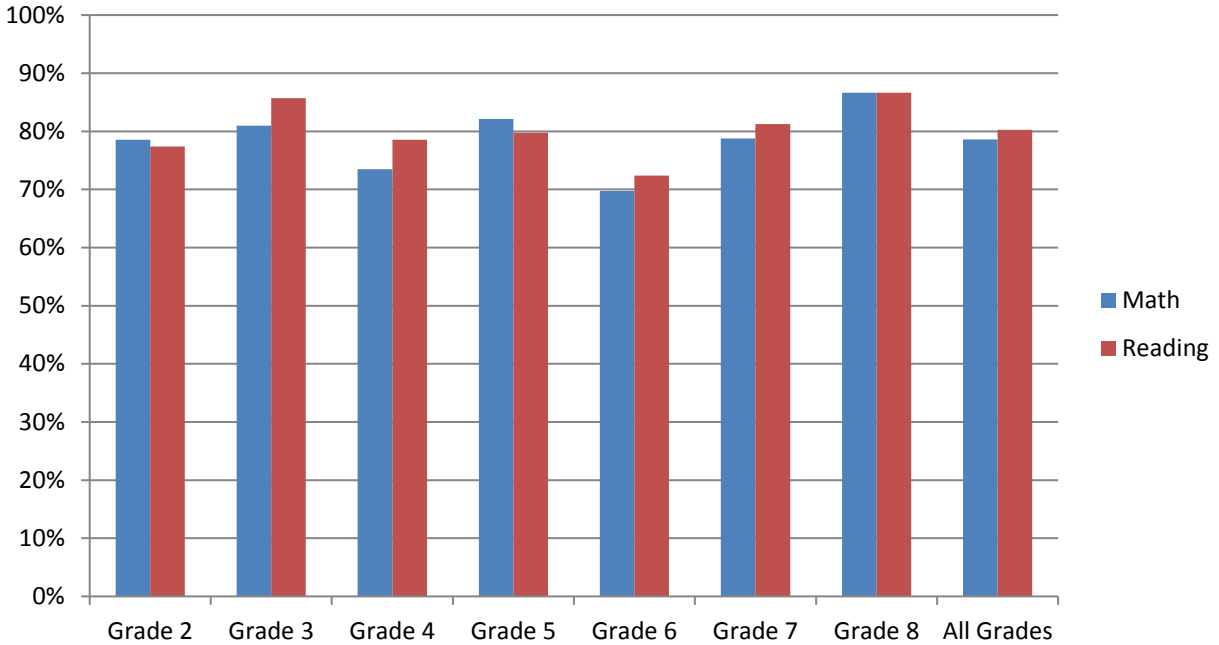
##### 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2015-2016

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2015 to spring 2016.

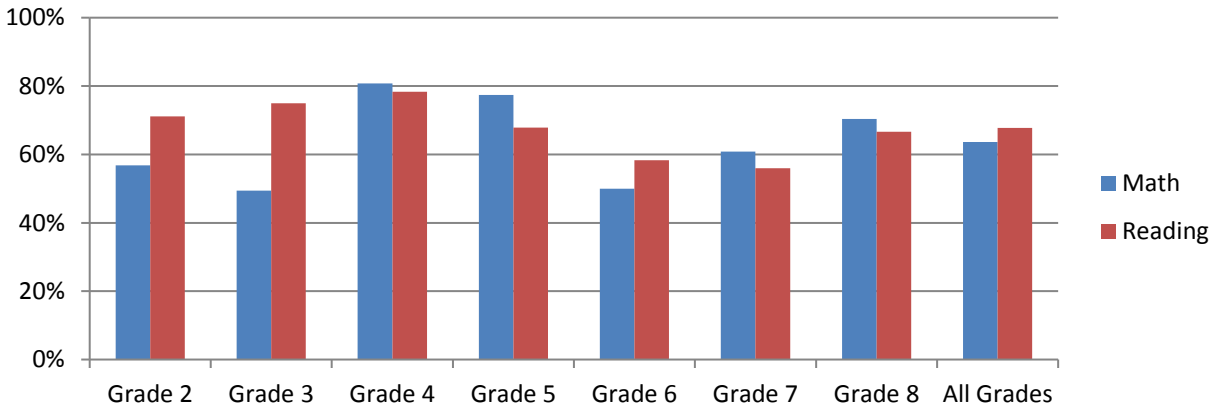


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2016 administration of the NWEA MAP assessment.

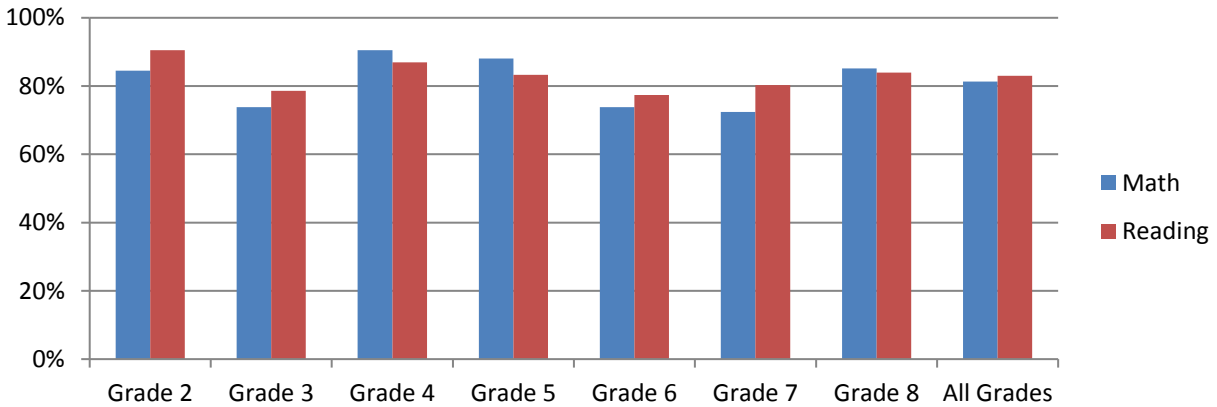


2014-2015

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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2015-2016

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	783	100.0%
Spring 2016	K-8	785	100.0%

2014-2015

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2014	K-8	794	100%
Spring 2015	K-8	793	100%

#### 7. SCHOOL YEAR HIGHLIGHTS

- Cross Creek was named a National Heritage Academies School Of Excellence
- Full implementation of a one to one Middle School technology blended learning program through a Central Michigan University grant for being a School of Excellence
- Outstanding M-Step scores, consistently above local and state averages
- Outstanding Parent Satisfaction Survey results, outpacing national averages and being one of the best of all National Heritage Academies' schools

Congratulations on a great 2015-16 school year and thank you to everyone for all of their hard work. We are optimistic that this will be another rewarding and successful school year!

Sincerely,



Joe Nieuwkoop  
School Principal  
Cross Creek Charter Academy  
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#### BOARD OF DIRECTORS:

Patrick Barbour – President / Secretary  
Barbara Evers – Vice President  
Max Smith – Treasurer  
John (Jef) Fite – Director