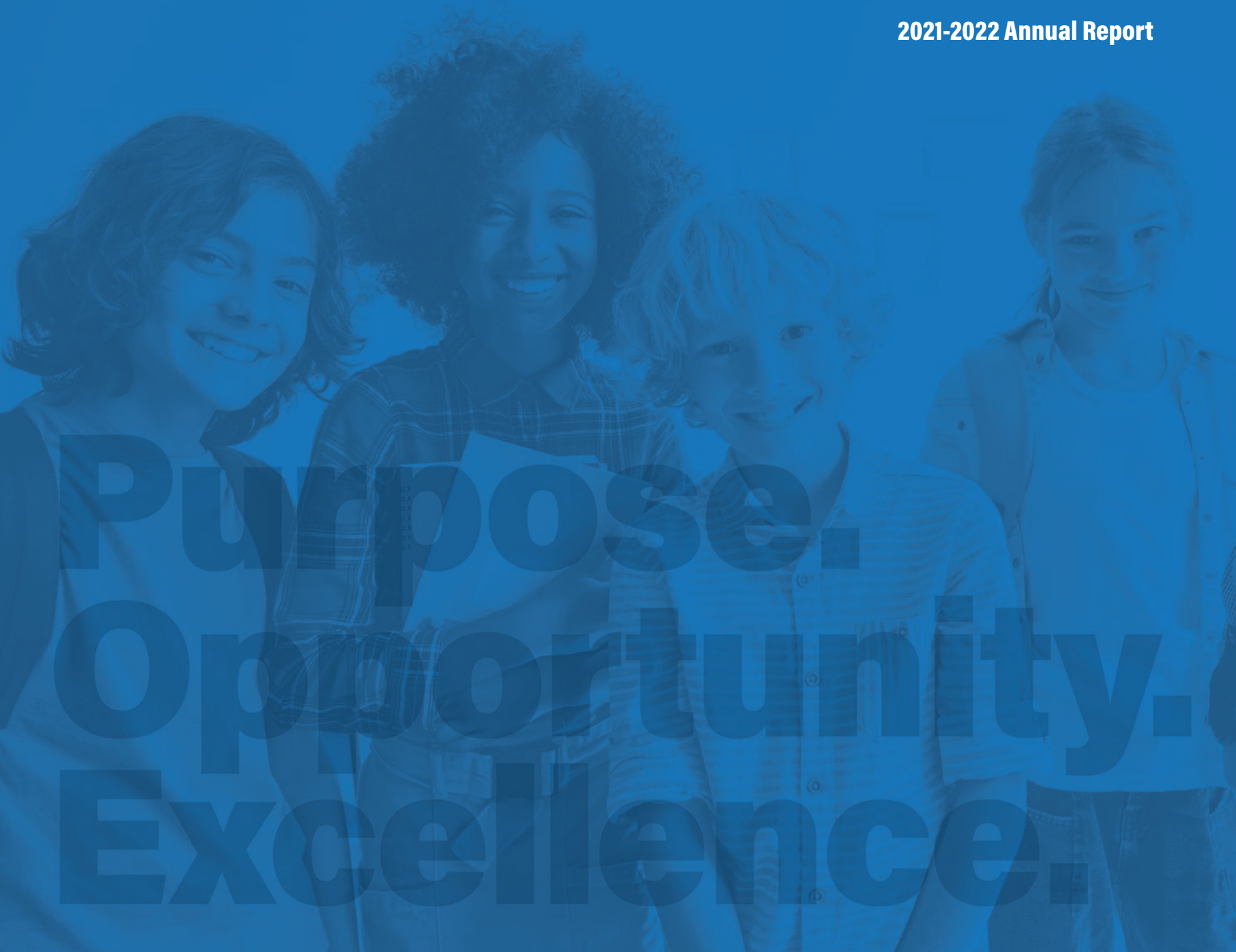




MCCCSA

Michigan Council of Charter School Authorizers

2021-2022 Annual Report



Purpose.
Opportunity.
Excellence.



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From the Chair

Dear Friends,

Created to offer families free, quality educational choices, public charter schools have been positively impacting the lives of tens of thousands of Michigan children each school year for more than a quarter of a century.

Even after weathering the effects of a global pandemic, Michigan's charter school sector continues to transform education across our state, providing access to exceptional learning opportunities regardless of student needs, race, zip code, or income level.

Public charter schools offer innovative instruction and unique campus environments that empower educators to push the boundaries of traditional teaching. Holistic, engaging experiences nurture students' intellectual and social growth. And strong partnerships with parents uncover the best educational options for every child.

The unique role of the authorizer – the public bodies entrusted with approving, overseeing, and supporting public charter schools – remains a vital part of this effort.

In 2021-22, and with the Council's expertise and leadership, Michigan authorizers found fresh ways to view education and improve student outcomes. By rethinking old practices, leveling playing fields, discovering new methods, and challenging the status quo, authorizers effectively helped the schools they partner with emerge from the pandemic stronger than ever.

Because of this work, parents chose to entrust their children's learning to public charter more than ever before. A study by the National Alliance for Public Charter Schools found Michigan public charter school enrollment rose by more than 3,000 students over the last two years – a 2.14% increase from 2019-20 to 2021-22, and more than double the growth of previous years.

In this report, we capture the numbers, stories, and images of this challenging and rewarding work we do in fulfilling our mission to transform public education. I encourage you to read it and join me in considering all the ways in which we can reach even higher and do even more.



Corey Northrop

Chair, Michigan Council of Charter School Authorizers

Executive Director, The Governor John Engler Center for Charter Schools at
Central Michigan University

About The Council

The Michigan Council of Charter School Authorizers (“The Council”) is a collaborative, non-profit, non-partisan professional organization dedicated to providing quality public charter school oversight.

For over a decade, The Council has coalesced and supported the public charter school authorizers, and represented the important work they do to advance educational excellence, innovation, choice, and accountability for Michigan K-12 students.

The Council's ten members comprise its board of directors, who meet monthly to share best practices, updates, and resources, embracing a common vision based on these guiding principles:

- Choice is a necessary element in today's system of public education.
- Quality must remain the most central focus for authorizers, school operators, and policymakers alike.
- Autonomy and innovation are essential to ensure the promise of Michigan's public charter school movement and contribute to the success of K-12 education in general.
- Accountability is crucial. Quantifiable, data-driven results must be achieved and supported at all levels of K-12 public education.
- Public charter schools that fail to achieve adequate results pursuant to the terms of their contracts should face appropriate consequences, up to and including closure.
- Authorizers have a responsibility to provide input, advocacy, and support for public discourse on K-12 education issues.
- Policymakers and authorizers alike must ensure appropriate levels of accountability and oversight for all Michigan schools.

“Choice is a necessary element in today's system of public education.”

Council Board Officers for 2021-2022

Chair **Corey Northrop**, Central Michigan University

Vice Chair **Chris Oshelski**, Lake Superior State University

Secretary **Dave Lewis**, Saginaw Valley State University

Treasurer **Jendayi Gardner**, Detroit Public Schools Community District



How The Council Leads

Accreditation and Assurance

In 2014, The Council established the nation's first statewide public charter school authorizing accreditation and assurance process, to demonstrate the quality commitment Michigan authorizers strive to achieve.

Partnering with nationally-recognized Cognia (formerly AdvancED), The Council moved beyond the basic practice known as "continuous improvement" to create a more rigorous definition of effective authorizing.

Today, **Michigan leads the nation with its authorizer accountability system** that not only includes the Cognia standards, but also The Council's thirteen assurances, demonstrated compliance, and Michigan Department of Education assurance and verification visits.

The assurances are the first step: these standards adjust with changes in law, and must be met in order to begin accreditation. Accreditation functions typically, with documentation and review, to ensure an authorizer continually meets the standards. Every review includes recommendations for improvement and subsequent monitoring for implementation.

Central Michigan University, Detroit Public Schools Community District, Ferris State University, Grand Valley State University, Lake Superior State University, Oakland University, and Saginaw Valley State University are fully accredited.



Special Education: School Supports and Interventions

The success of a public charter school depends on the quality of education services it provides to all children, with or without disabilities, as required under the Individuals with Disabilities Education Act (IDEA). Each public charter school in Michigan provides free, appropriate, and challenging educational opportunities to children with IDEA-eligible disabilities who are enrolled in the school. On average, about eleven percent of public charter school students have special education needs. Since 2018, The Council has published a guide called, "Special Education Services in Charter Schools: What Authorizers and School Leaders Should Know." This free resource serves as a reference manual for those involved in public charter school oversight.

Authorizer Roundtables

Since the fall of 2019, The Council, in partnership with the Michigan Department of Education (MDE) and the National Charter Schools Institute (NCSI), has hosted annual statewide roundtable discussions for all public charter school authorizers across Michigan.

Funded by the federal Charter Schools Program (CSP) grant aimed at promoting high-quality authorizing, these roundtables facilitate:

- Dialogue and collaboration among existing and prospective Michigan authorizers;
- Greater understanding of authorizer needs by organizations working to support them; and
- Technical assistance for all Michigan authorizing bodies, regardless of Council membership.

Conducted virtually, roundtables in May and June of 2022 involved more than 20 participants, 15 authorizers – both Council (11) and non-Council (4), and representatives from MDE, Michigan Association of Public School Academies (MAPSA), and a Council facilitator.



The May agenda was built based upon registrants' input, and focused primarily on cyber-related topics, including:

- Michigan Department of Education (MDE) update on state cyber audits, with question and answer session;
- Pupil accounting audits;
- Academic goals and using statistically similar demographic students for comparison;
- Board meetings and virtual attendance;
- Authorizer resource and best practices sharing;
- Free and reduced lunch protocols;
- Announcements of upcoming meetings.

The June roundtable featured a broad agenda, with presentations from Council members Ron Rizzo, Ferris State University, and Mariah Wanic, Bay Mills Community College, on their offices' educational service provider (ESP) policies and relationships, including:

- Introductions and relationship-building;
- MDE, MAPSA, and legislative updates;
- Open discussion and resources/best practices sharing; and
- Announcements of upcoming roundtables.

Best Practice Guides

Harnessing their 25-plus years of expertise in quality public charter school authorizing, **The Council provides best practice guides with online tools and resources to help authorizers and aspiring authorizers perfect their craft.** Using federal Charter Schools Program (CSP) grant monies, The Council offers over twenty "Recognized Best Practice Guides" covering topics ranging from academic oversight to board governance, evaluation, and more. Complimentary resources include education service provider policy templates, review sheets, and other tools to support and sustain high-quality authorizing practices.

"The success of a public charter school depends on the quality of education services it provides to all children."

Authorizer Funding & School Financial Support

State law allows authorizers to collect up to three percent of the state funding allotted to their public charter schools. Funds collected are used for oversight and support functions, to ensure that all legal, regulatory, and performance measures are met. The vast majority of authorizers, however, collect only a portion of the state aid to which they are entitled, leaving millions of dollars for their schools to use.

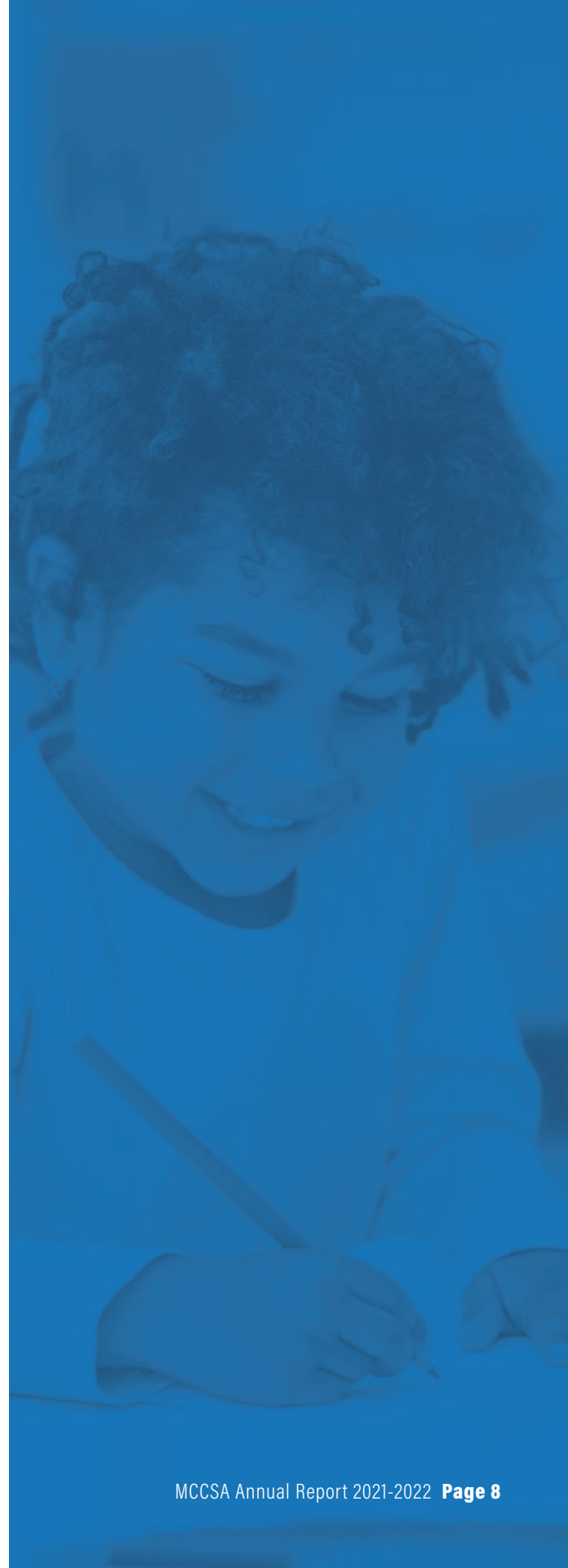
Authorizers also typically invest a significant portion of their own operational fees in their schools, via numerous supports and services.

In 2021-2022, Council authorizers gave back over \$7.3 million.

Here's where the money went:

Authorizer fee discount	\$1,842,501
School grants/awards	\$1,415,508
Student scholarships	\$1,354,027
Testing support	\$831,000
Compliance and accountability support	\$556,590
Board development	\$483,323
Educator professional development/continuing education	\$472,032
Board policy services	\$145,950
Business manager professional development	\$50,349
Other	\$222,810
Total	\$7,374,090

Other areas of financial support included camps, college visits and resources, educator awards, data management, outreach, school closure, schoolbooks and supplies, and test analysis.



“These collaborative meetings provide a one-stop place where concerns or opportunities can be reliably communicated throughout the chartering community.”

Detroit Authorizer Meetings

Detroit authorizers convene regularly to coordinate with partners across the city's broad education spectrum. Formed in response to the concern that public charter school leaders are often busy in their schools and also geographically distanced, these collaborative meetings provide a one-stop place where concerns or opportunities can be reliably communicated throughout the chartering community. Detroit's nine authorizing bodies, representing approximately 75 school buildings, meet periodically to stay connected and aware of happenings that impact Detroit students and families. Guests have historically involved philanthropy and other key stakeholders, including the mayor's office, Detroit Public Schools Community District, and the Community Education Commission. From school openings and closings, to relocations, reconfigurations, authorizer changes, and more, partners at the table share valuable information and perspectives that promote healthy dialogue and ensure all voices are represented in authorizing decisions.

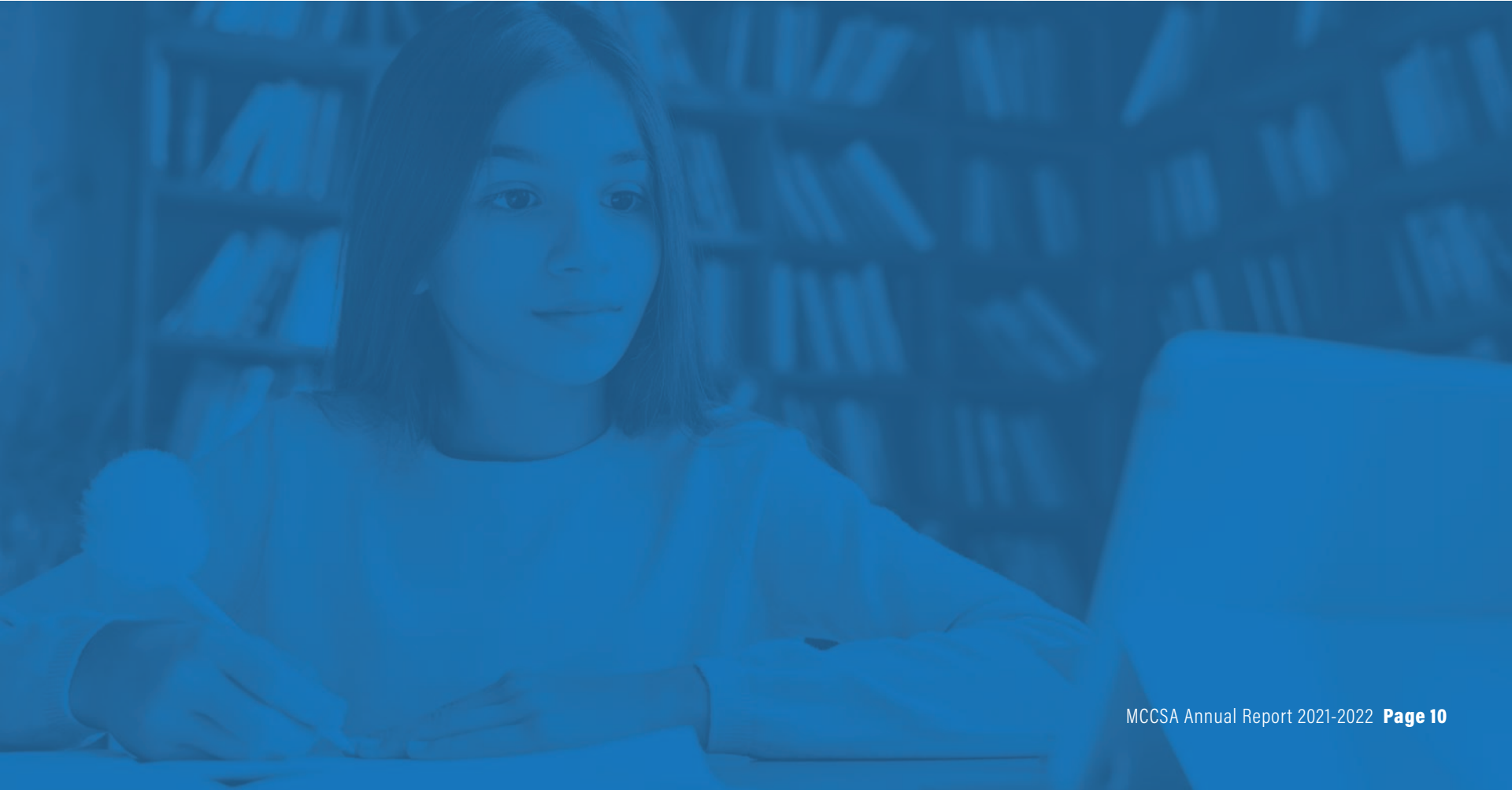
Practitioner Workgroups

To share information and best practices, three Council workgroups meet several times a year on academics (including special education), finance, and governance. These workgroups host legal and regulatory experts, such as the state departments of Education and Treasury, to ensure authorizers are up-to-date on current laws and policies and to build strong working relationships across sectors and networks. The workgroups also provide a valuable peer network for problem-solving and capacity-building within authorizer teams.

University Value-Add

University authorizers **leverage campus resources to benefit their public charter school communities** in a number of ways:

- Administrator professional development
- College credit opportunities
- College exposure
- College preparation/advising
- Educator degree awards
- Faculty-teacher partnerships
- Research
- School board professional development
- Student scholarships
- Student summer camps/outreach programs
- Teacher preparation/placement
- Teacher professional development



An Authorizer's Work

Academic Performance

State law explicitly requires public charter schools to contract with their authorizers, and these legally binding agreements define and protect a school's autonomy and governing authority, while clearly specifying performance expectations and conditions for renewal.

Academic oversight is an authorizer's paramount focus.

In 2021-2022, Michigan public charter schools performed at the 45.9 percentile on the Michigan School Index System¹, despite far outpacing the statewide average for Free and Reduced Lunch (FRL)² student populations:

- Public charter school FRL: 77%
- Statewide FRL: 51%
- Non-charter FRL: 48%

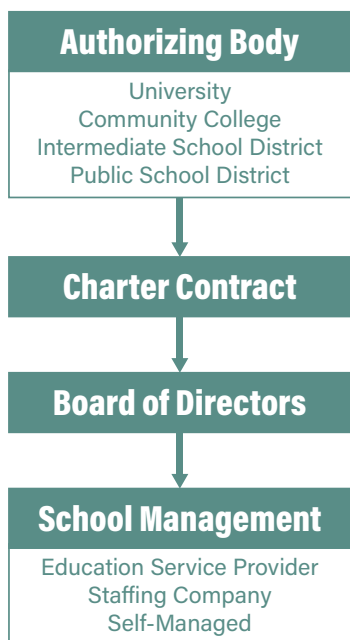
Public charter schools in Detroit outperformed their counterparts on the state system:

- Detroit charter average: 38.4%ile
- Detroit average: 35.3%ile
- Detroit non-charter average: 33.4%ile

Also, fifty-one (51) public charter schools ranked in the top 25th, forty-four (44) in the top 20th, and nineteen (19) in the top 10th percentile on the state system.

Michigan public charter schools average a graduation rate of 60.2% compared to the state non-charter average of 73.7%.³ In 2021-2022, these eight (8) public charter schools had a 100% graduation rate:

- Concord Academy - Boyne
- Charlevoix Montessori Academy for the Arts
- Ojibwe Charter School
- DeTour Arts and Technology Academy
- Lighthouse Academy - Juvenile Justice Institute
- Nah Tah Wahsh Public School Academy
- AGBU Alex-Marie Manoogian School
- New School High



Fiscal Performance

The expectation for public charter schools to be fiscally solvent is spelled out in their contracts and required by law.

Council authorizers have developed rigorous processes to review quarterly and audited financial statements in order to identify financial challenges and help schools make adjustments to avoid a deficit. For public charter schools, a deficit likely will lead to a notice of intent to revoke the contract and a requirement that the school create a corrective action plan, which includes a deficit elimination plan required by law. The number of public charter schools in deficit has declined significantly over the years thanks to these proactive practices.

Reporting Compliance and Oversight

During the 2021-22 school year, Council **authorizers processed a total of 24,590 compliance items** related to school operations and support.⁴ Examples include transparency reporting, measures of academic progress, teacher certification, special education reviews, quarterly financial statements, audited financial statements, student counts, school schedules, board meeting schedules, budgets, and more.

Law/Policy Implementation

Authorizers ensure the schools in their portfolios properly implement new laws or policies enacted at the state and federal levels. In this regard, public charter schools are subjected to an extra layer of accountability, compared to their conventional school counterparts, due to the legally binding performance contracts that authorizers administer.

“Council authorizers have developed rigorous processes to review quarterly and audited financial statements in order to identify financial challenges and help schools make adjustments to avoid a deficit.”



Academic Feature

A.G.B.U. Alex & Marie Manoogian School

The Armenian General Benevolent Union (A.G.B.U.) Alex & Marie Manoogian School is a multi-cultural school in Southfield, Michigan, serving students in K-12th grades. Authorized by Central Michigan University, the Manoogian School successfully educates all students in a safe, dignified, and supportive setting, partnering with the community to preserve the Armenian language and culture while emphasizing a STEAM and college-prep focus.

The school's leadership is committed to graduating students who combine literary mastery with extraordinary high technology expertise. Students explore cultural diversity and individual identity – including Armenian language, history, literature, and culture – through a balanced curriculum of language arts, mathematics, science, social studies, computer science, art, music, and physical education.

A.G.B.U. middle and high schools have both been ranked “high-performing” by U.S. World & News Report, and have earned “champion” titles through repetitive wins at Robotics and Automotive Engineering team competitions. The school's academic program includes opportunities to earn dual degrees and participate in internships, which contributes to impressive 95% graduation and college acceptance rates.

Opening fall of 2022, a new \$2 million state-of-the-art STEAM Center serves as the science and technology hub for the entire K-12 student body, providing a resource-rich learning facility where students are thoroughly engaged with project-based learning and encouraged to reach high levels of academic performance. Partnerships with top colleges, universities, and local businesses help ensure students are ready for both college and career.

Class of 2022 Data

- 145 university acceptances
- 29 students heading to four-year universities
- 2 students heading to community colleges
- 10 students (1/3 of class) accepted at U of M Ann Arbor
- 5 offers from Ivy League schools (Princeton, Brown, Cornell, Dartmouth, U-Penn) to 2 students
- 2 full-ride scholarships from Notre Dame University to 2 students

Spotlight: A.G.B.U. Teacher Lilit Bablounian

Michigan charter schools regularly open their doors to refugee students, and in the spring of 2022, the Manoogian School welcomed more than 90 Ukrainian students who had fled their war-torn country – some with relatives, some alone.

A key part of this effort is Lilit Bablounian, an ELL teacher who has been with A.G.B.U. for more than fifteen years and is the school's main contact for refugee families.

"My phone number is spread around through families in the area and by word of mouth, and when the war began in Ukraine, I was getting calls every day as families made their way here," she says.⁵

From help with practical concerns such as food, clothes, housing, and other resources; to settling students into ESL and other classes; to recruiting fellow students as mentors and interpreters, Bablounian and the Manoogian School focused on providing these students a safe, warm school environment.

To all of Bablounian's students she is more than an ESL teacher – she is a link to their homeland. She, in turn, appreciates the ways in which these students enrich the school.

"New students, they bring so much fresh air to the school," Bablounian says. "I'm super proud of these students and our school. What we do is very important."⁶

Her work doesn't end when the school day – or year – ends, as she regularly organizes activities and educational trips; fields phone calls, often during school breaks; and has even provided transportation for one of her refugee students who had no way to get to and from school.

The sudden influx of Ukrainian students has swelled the school's enrollment and stretched resources. Still, the school is grateful for the opportunity to serve and educate these children.

"This was a concerted effort on our part," says Hosen Torossian, principal of the high school. "All of our teachers and staff care very deeply for these kids. We understand the plight of refugee students, and are happy to provide a safe, nurturing environment for them. I thank our faculty and staff for their heroic work."⁷





Academic Feature

Black River Public School

Black River Public School (Black River) is located in the historic Holland Furnace building near downtown Holland. It serves approximately 900 students in grades K-12, and is chartered by Grand Valley State University (GVSU).

Since opening in 1996, Black River has offered families a learning environment that stands out from other public school options in its community. The Montessori-based elementary school fosters student achievement and responsibility via smaller class sizes and individualized learning plans, while students in the middle and high schools are immersed in a college preparatory, liberal arts atmosphere designed around core elements of participation, responsiveness, and experiential learning.

Students and families are connected to Black River's educational mission and teaching philosophy from the first day of kindergarten through graduation. In elementary grades, teachers follow the Montessori Method while adjusting for standardized testing requirements, setting a foundation for developing curious, creative, and successful learners. The young students also frequently participate in classes across all corners of campus, easing transitions to the middle/high building and giving incoming middle schoolers confidence to learn alongside older students.

Each year, students in almost every grade participate in a Project Term where they explore a topic of interest while demonstrating relationships between a variety of fields of study. For example, a student who is passionate about music may use the Project Term to learn about the writing, engineering, and business elements behind creating and distributing an album.

This unique educational atmosphere has historically led to exceptional academic opportunities and results. The school consistently outperforms both peers and statewide averages on standardized tests, and nearly 70% of high school students participate in Advanced Placement (AP) courses. Black River also annually ranks in numerous publications as one of Michigan's best public schools. In 2022, it was listed by U.S. News and World Report as the top charter public high school in the state, and the school's graduating class of 51 students amassed more than \$2.4 million in college scholarships.



Academic Feature

Muskegon Montessori Academy for Environmental Change

Ferris State University is proud to authorize the Muskegon Montessori Academy for Environmental Change (MMAEC), a pre-K through 8th grade public school academy located in Norton Shores. Opened in 2013, the academy provides a unique and successful learning environment that meets the needs of all students.

The distinctive arrangement of its Montessori classroom methodology utilizes a child-centered approach rather than putting the teacher at the focal point of each class. Students work at tables or on floor mats, where they can spread out their materials, and the teacher circulates the room, giving lessons or resolving issues as they arise.

This educational approach is experiential and hands-on, involving specially designed classroom materials before abstract pencil-and-paper methods. Students are encouraged to conduct their own research rather than relying on textbook descriptions. Middle school students are given homework, such as math problems, reading assignments, and research papers, but it is considered important not to over-schedule children and to allow plenty of time for free play.

MMAEC also believes in the importance of developing students' authentic attachment to community, both human and environmental. At MMAEC, children develop a strong sense of place through daily educational experiences that take them outside the traditional classrooms and school buildings, and into their neighborhoods and the natural world.

Academically, MMAEC performs at the top of the Ferris State University portfolio. Students make exceptional academic growth throughout the year, with grade levels averaging at the 90th percentile for growth on the NWEA "MAP" assessment. MMAEC students also typically outperform the local composite district by 10-20% on state assessments.



Who Authorizes in Michigan?

Universities

Central Michigan University
 Eastern Michigan University
 Ferris State University
 Grand Valley State University
 Lake Superior State University
 Northern Michigan University
 Oakland University
 Saginaw Valley State University

Community Colleges

Bay Mills Community College
 Jackson College
 Washtenaw Community College

Intermediate School Districts

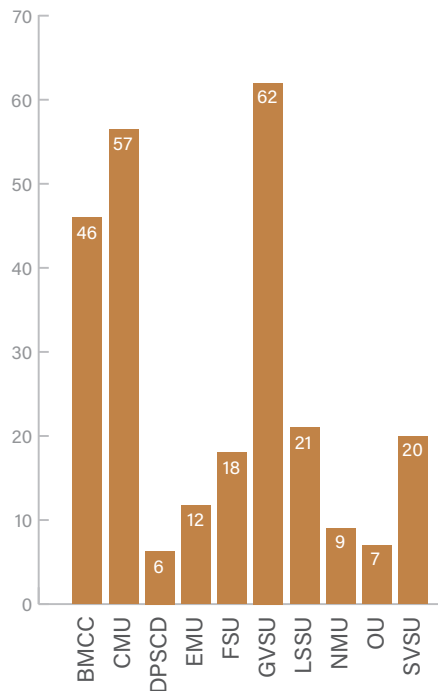
Allegan Area Educational Service Agency
 Bay-Arenac ISD
 C.O.O.R. ISD
 Eaton RESA
 Hillsdale ISD
 Iosco RESA
 Kalamazoo RESA
 Macomb ISD
 Manistee ISD
 Midland County Educational Service Agency
 St. Clair County RESA
 Washtenaw ISD
 Wayne RESA
 West Shore Educational Service District

Local School Districts

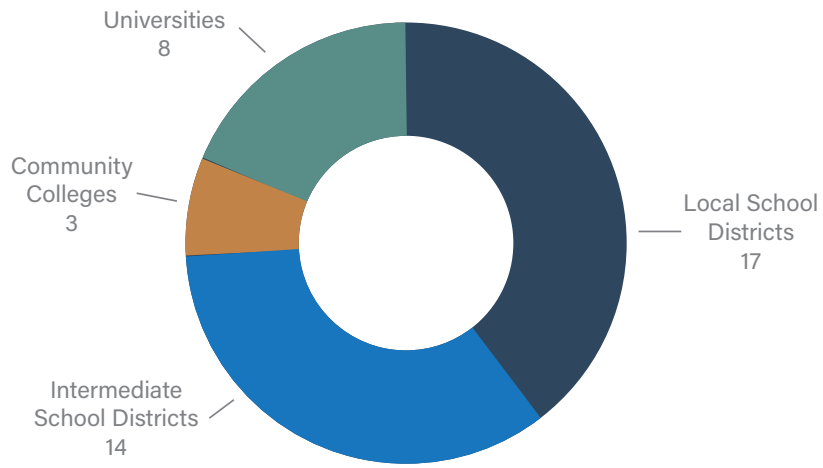
Center Line Public Schools
 Detroit Public Schools Community District
 Eaton Rapids Public Schools
 Gobles Public School District
 Grand Rapids Public Schools
 Hazel Park School District
 Highland Park City Schools
 Madison District Public Schools
 Manistee Area Public Schools
 Mesick Consolidated Schools
 Muskegon Heights School District
 Ovid-Elsie Area Schools
 Oxford Community Schools
 Port Huron Area School District
 Stephenson Area Public Schools
 Vestaburg Community Schools
 Whitmore Lake Public School District

Schools Authorized by Council Members

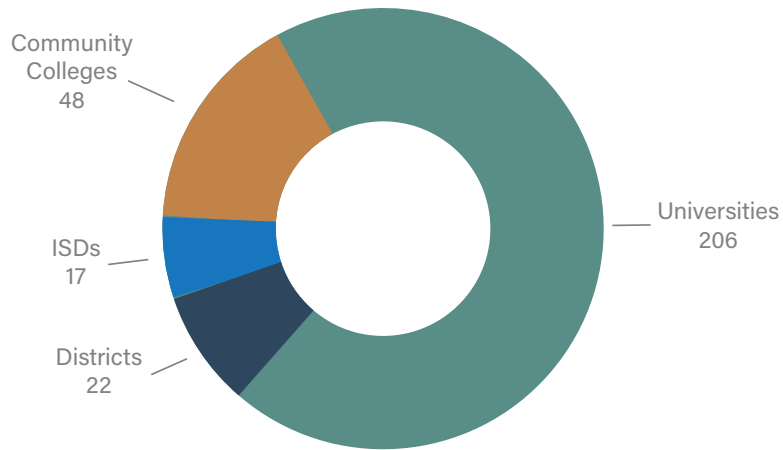
258 Total



Authorizer Types



Schools by Authorizer Type





School Opening

Bridge Academy of Southwest Michigan

Benton Harbor, MI

Authorized by Central Michigan University

School Profile

- Grades Offered: 9-12
- Student Enrollment: 72
- Free/Reduced Lunch: 80.56% Free
- Location: Berrien County

The mission of Bridge Academy of Southwest Michigan (Bridge Academy) is to provide students an environment for new beginnings and positive educational experiences focused on career exploration and preparation.

The school's origins span more than a decade of experience in Southwest Michigan providing students with the skills and knowledge needed to succeed in and out of the classroom. Originally founded in 2010 as a Michigan Works! partner program through various local school districts, the previous version of Bridge Academy served hundreds of students in the tri-county area.

Now, as a newly authorized charter public school, Bridge Academy of Southwest Michigan has launched as a 9-12 high school, offering a straightforward approach to graduation attainment, wrap-around support services, and meaningful career exploration opportunities to students in the tri-county area. The academy is still connected to the Michigan Works! facility in Benton Harbor, creating access to a variety of additional resources.

School Opening

Copper Island Academy

Calumet, MI

Authorized by Central Michigan University

School Profile

- Grades Offered: K-8
- Student Enrollment: 301
- Free/Reduced Lunch: 19.93% Free, 11.3% Reduced
- Location: Houghton County

The mission of Copper Island Academy (Copper Island) is to prepare all students for college, work, and life success through the implementation of highly effective Finnish education practices, while embracing traditional American ideals.

The Finnish education system is well-known in education. Despite spending far less time in classrooms, Finnish students consistently outperform U.S. students on global assessments. Copper Island employs many components of the Finnish model in a collaborative, community-like environment in order to cultivate exceptional lifelong skills, knowledge, and attitudes among all learners.

Copper Island Academy's model combines personalized education, unstructured play, outdoor learning, and hands-on skill development to nurture love of learning. The school also provides students opportunities to learn about their country's founding principles while engaging as active members of their community.

Additionally, students are given experience in technical, textile, and culinary education via age-appropriate programs designed to expand technical and life skills, while simultaneously building 21st century competencies. The school's community oriented program involves mutually beneficial hands-on learning for students and their elders and regular career exploration sessions with experts in the region.



Council School Boards

Board Member Appointment Process

Quality governance is one of the foundations of high performing schools, and **authorizers have established rigorous processes for making qualified public charter school board appointments.** Prospective candidates must be nominated by a school board, complete an application for board service, undergo extensive vetting, and pass a criminal history background check. If appointed by the authorizer, they must swear an Oath of Public Office at the first meeting following their appointment. The Oath must be administered in the presence of a Notary Public and filed with the authorizing office.

Board Member Professional Development

Council authorizers provide regular enrichment opportunities for school board members, and many require participation in new member orientations and ongoing professional development.

Training sessions on academics, fiscal oversight, good governance, and a host of other topics equip board members to fulfill their oaths of office and lead their schools effectively.

A number of Council authorizers pool their resources to provide professional development webinars to board members located across the state, and others maintain timely and pertinent online resources to educate members on topics that affect their boards.

255 Boards

1,298 Board members

221 New board members
appointed 2021-22

2,624 Board meetings per year

61% of board members have served 3 years+

229 Founding board members

59% of board members hold bachelor's degrees or higher

33% of board members hold a master's or doctorate degree

School Management

Michigan's public charter schools utilize a variety of management structures to ensure well-run operations in their school buildings.

Education Service Providers (ESP) & Charter Management Organizations (CMO)

In most instances, public charter school boards contract with an ESP or CMO to supply some or all of the necessary educational, financial, and personnel services. The board holds the ESP/CMO accountable to the terms of a contract, and does not provide human resource functions. Typically, the ESP/CMO handles daily managerial decisions.

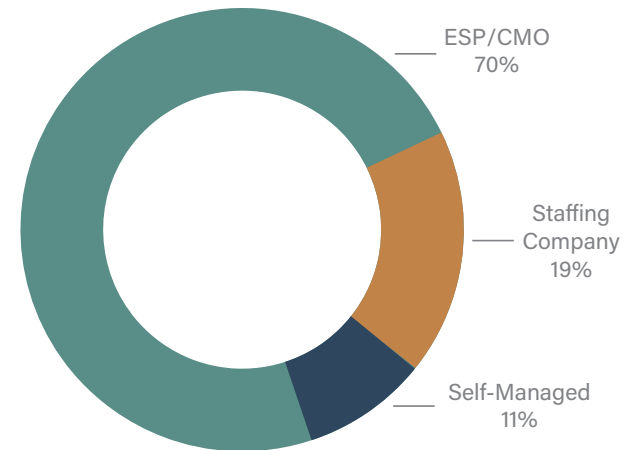
Staffing Companies

These providers contract with a public charter school board to supply staffing and some limited managerial services. The board does not provide human resource tasks, but oversees a contract with the provider who employs the staff. The board typically works in partnership with the provider on daily managerial issues.

Self-Managed Schools

Under this management structure, a public charter school board relies on administration and employees they hire directly, and the school operates similarly to a conventional district in terms of human resources and managerial decisions.

Council Schools' Management



About Michigan Charter Schools

What is a public charter school?

Public charter schools are free, independently operated schools that have the flexibility and autonomy to meet their students' needs. They have existed in Michigan since 1994, and they operate under legally binding charter contracts issued by public authorizing bodies (universities, community colleges, school districts, or intermediate school districts).

Public charter schools may not charge tuition, and must accept all students who apply, up to their enrollment capacity. This means they are prohibited from screening students based on race, religion, sex, or educational ability, and must randomly select students for admission if the number of applicants exceeds available space. They may not be religiously affiliated.⁸

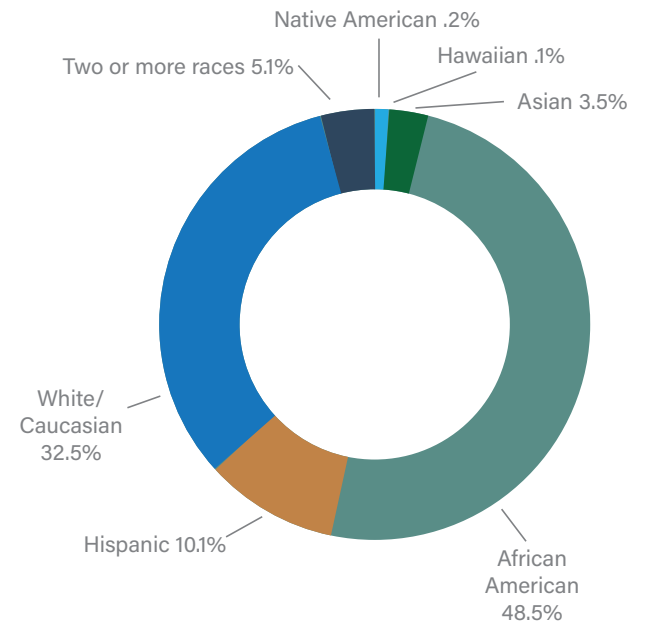
Michigan law requires all public charter school educators to be certified, and all students to be assessed annually.⁹

Charter School Funding

Public charter schools receive state funding through a per-pupil foundation allowance. Michigan law stipulates that this amount cannot exceed the per-pupil allowance received by the local school district where the public charter school is geographically located.¹⁰

On average, Michigan public charter schools receive about 20% less funding per pupil than conventional public schools, yet are 32% more cost-effective than the average conventional public school in the same city.¹¹

Student Race/Ethnicity¹²



Specialty Schools and Curriculum

A World in Motion STEM
 Advanced Learning
 African-Centered
 Arabic Language and ESL
 Aviation
 Business & Technology
 Classical Education

College Preparatory
 Credit Recovery
 Early/Middle College
 Environmental Science
 Fine & Performing Arts
 Finnish Model
 Food, Agriculture, Renewable Resources, and Environment
 Gifted & Talented

Homeless Students
 International Baccalaureat
 Language Immersion
 Leadership Emphasis
 Math and Science
 Media Arts
 Montessori
 Moral Focus
 Native American Language & Culture

Pregnant/Parenting Teens
 Project Based
 Public Safety
 Self Paced
 Special Education
 STEM/STEAM
 Strict Discipline
 Trades and Career & Technical Education
 Virtual/Cyber

By the Numbers

293 Public Charter School Districts (373 Buildings)

2 School Openings Fall 2021

4 School Closings Spring 2022

156 Buildings with High School Grades (9-12)

42% of Buildings are High Schools, compared to 31% for non-charter¹³

11,373 Teachers (sector wide)

23,643 Staff (includes teachers)

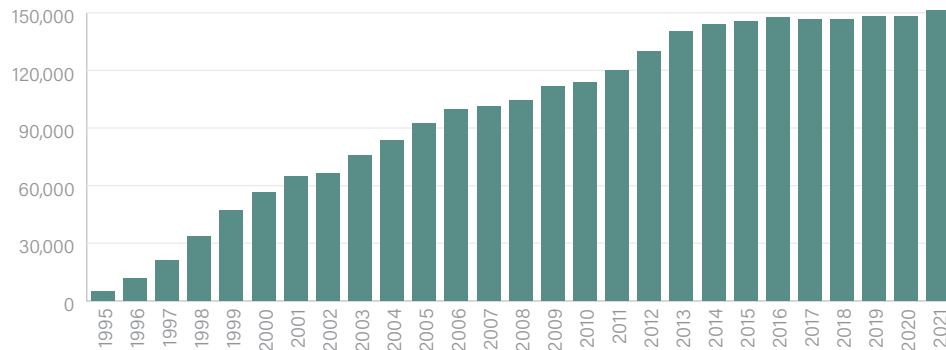
150,486 Students (approximately 10.7% of total statewide public K-12 enrollment)¹⁴

78% Free and Reduced Lunch,¹⁵ compared to statewide 56% and non-charter 53%

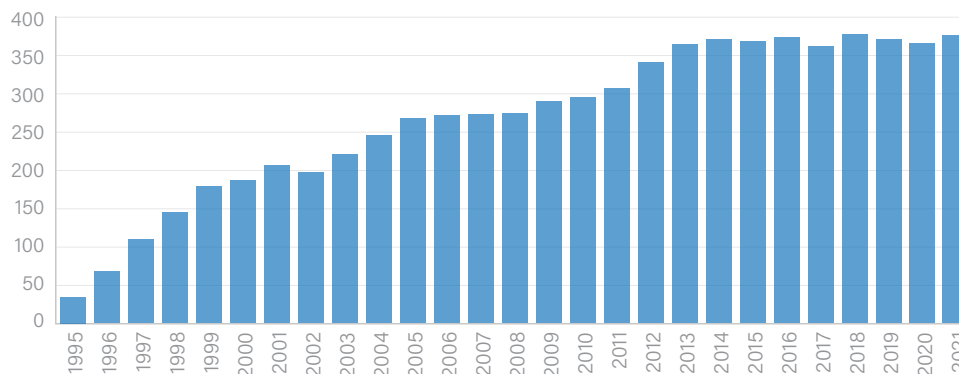
12% English Language Learners,¹⁶ compared to statewide 8% and non-charter 7%

11% Special Education,¹⁷ compared to statewide 13% and non-charter 13.5%

.1% Enrollment Increase over Previous Year (more than 1,011 additional students)



Enrollment history



Public charter school growth

CITATIONS

- ¹Michigan Center for Educational Performance and Information, MI School Data, School Index System.
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