

Exploring the Teacher Workforce in Grand Valley State University Charter Schools

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April 2022

Using publicly available staffing data from the State of Michigan, this study examines the demographic characteristics of teachers and administrators working in GVSU-authorized charter schools.

Key findings include:

- Students of color in GVSU-authorized schools are less likely to be exposed to teachers or administrators of color.
- Comparison schools employ a larger percentage of Black teachers and administrators.
- Black teachers represent the majority of teachers in ten GVSU-authorized schools.

Recommendations include:

- Highlight strategies select GVSU-authorized schools are using to recruit, hire, and retain teachers of color.
- Consider the feasibility of implementing “grow your own” teacher programs.

Introduction

Diversifying the teacher workforce needs to be a priority for developing a more equitable public education system. Students of color represent the majority of students in United States public schools but are instructed by a teacher workforce that is approximately three-quarters White (NCES, 2021). This reality is problematic given that demographic mismatches between students and teachers can influence disparities in academic outcomes (Grissom et al., 2015). Prior research indicates that assignment to a same-race teacher significantly increases Math and Reading achievement of Black and White students (Dee, 2004) and promotes more personal effort, happiness in class, and feeling cared for and motivated by their teacher (Gershenson et al., 2017). However, White students disproportionately benefit since they are more likely to be assigned to a same-race teacher.

The Grand Valley State University (GVSU) Charter School Office (CSO) is committed to supporting the 80 public charter schools under its authorization in creating more inclusive and equitable school communities. The CSO seeks to understand (a) the extent the GVSU teacher workforce is representative of the students served and (b) how the GVSU workforce compares to demographically comparable traditional public schools (henceforth titled “comparison schools”). Insights from these analyses will provide the CSO with a greater understanding of how they can better support schools in recruiting, hiring, and retaining a workforce representative of the students served.

Research Questions

This report examines the following research questions:

1. To what extent is the GVSU charter school workforce representative of the student population?
2. How does the GVSU charter school workforce compare to the traditional public school workforce?

Results

1 | To what extent is the GVSU charter school workforce representative of the student population?

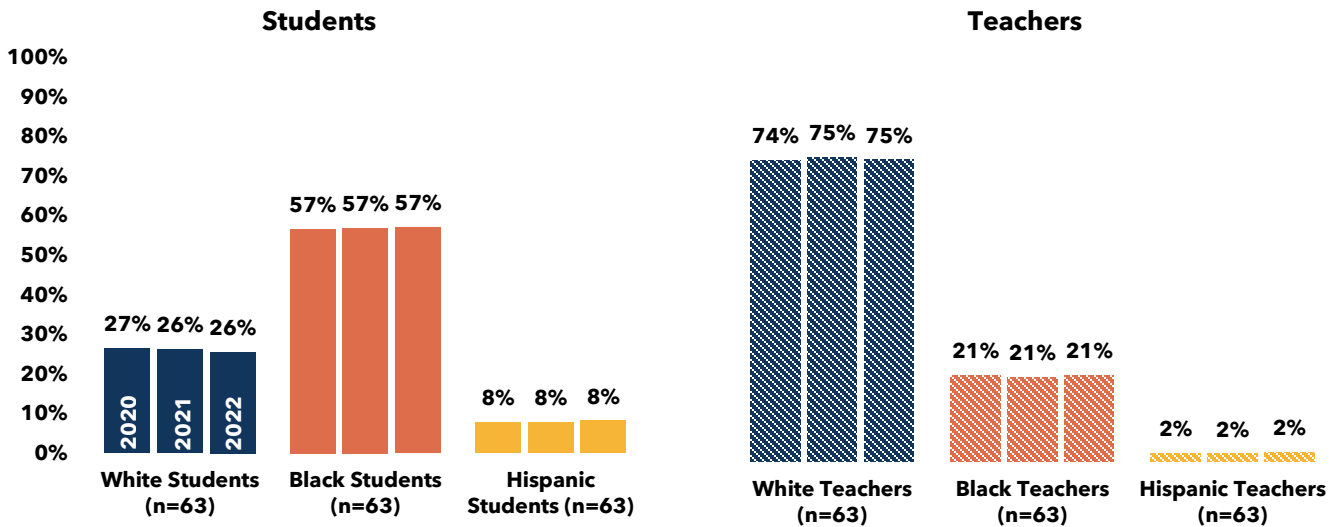
The GVSU CSO authorized 72 schools in 2019-20 (henceforth titled “2020”). We restricted the analytic sample to 63 schools (henceforth titled “GVSU schools”) with complete student demographic and assessment data.¹ The nine schools excluded from the analytic sample were missing a combination of percentage of students receiving Special Education services (SPED) and standardized Math and Reading assessment scores. We aggregated the percentage of Black or African American (henceforth titled “Black”), Hispanic or Latinx (henceforth titled “Hispanic”), and White students and teachers from schools included in the analytic sample to address this research question. We report on descriptive trends since 2020. A more detailed description of the sample and analytic strategy is included in Appendix A.

Students of color in GVSU schools are less likely to be exposed to teachers or administrators of color.

Figure 1 displays the percentage of White, Black, and Hispanic students and teachers in GVSU schools since 2020 (far left columns). Students of color represent the majority in GVSU schools since 2020, with approximately 65 percent of students identifying as either Black (57 percent) or Hispanic (8 percent). In contrast, three quarters of teachers working in GVSU schools identify as White. Only 21 percent of teachers in GVSU schools are Black with the percentage of Hispanic teachers considerably lower at 2 percent. Results indicate that White students are far more likely to be taught by a same-race teacher as compared to Black and Hispanic students. This finding implies Black and Hispanic students are less likely to realize the academic or social benefits of assignment to a same-race teacher.

¹ Basis researchers included assessment data from 2018-19 with student demographics from fall 2019-20.

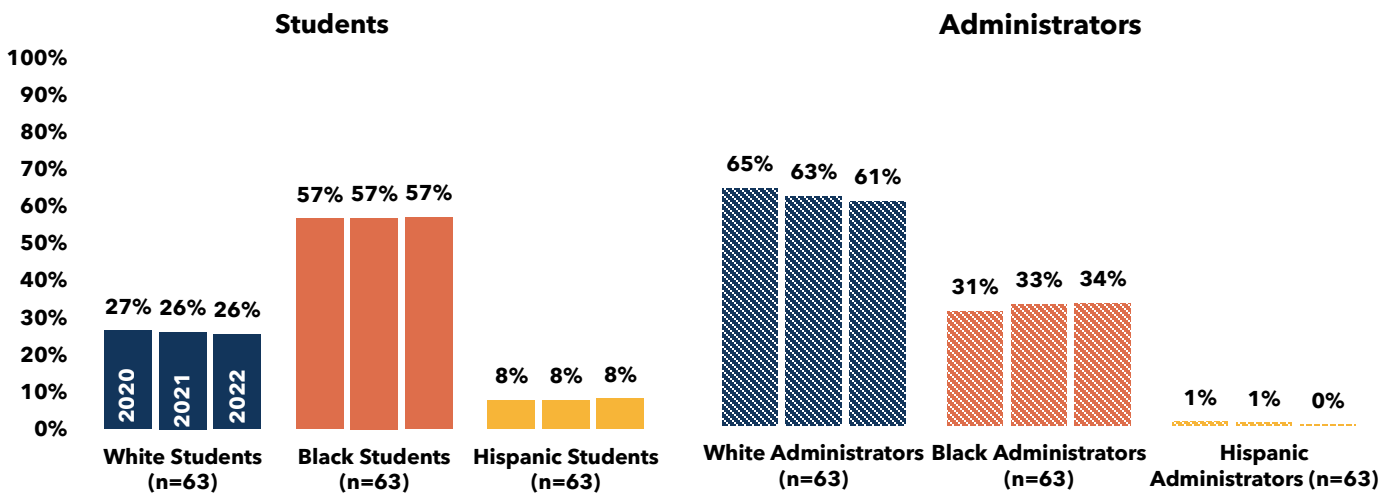
Figure 1: Percentage of White, Black, and Hispanic students and teachers in GVSU schools



Note: The sample includes the same 63 schools in 2020, 2021, and 2022.
 Source: Publicly available student counts retrieved from MISchoolData.com; author’s calculations

Basis researchers also explored the percentage of White, Black, or Hispanic administrators working in GVSU schools since 2020. Results in Figure 2 indicate most administrators—principals, assistant principals—are White. In contrast, between 32 and 34 percent of administrators in the past three years were either Black or Hispanic administrators. The 23 percent disparity between Black administrators and students in 2021-22 (henceforth titled “2022”) is approximately 13 percent less than the Black teacher-student disparity. Finally, the percentage of Black administrators working in GVSU schools has increased by three percentage points since 2020 while the percentage of White administrators has declined four percentage points in the same period. This trend shows some improvement in the recruitment, hiring, and retention of Black administrators in GVSU schools.

Figure 2: Percentage of White, Black, and Hispanic students and administrators in GVSU schools

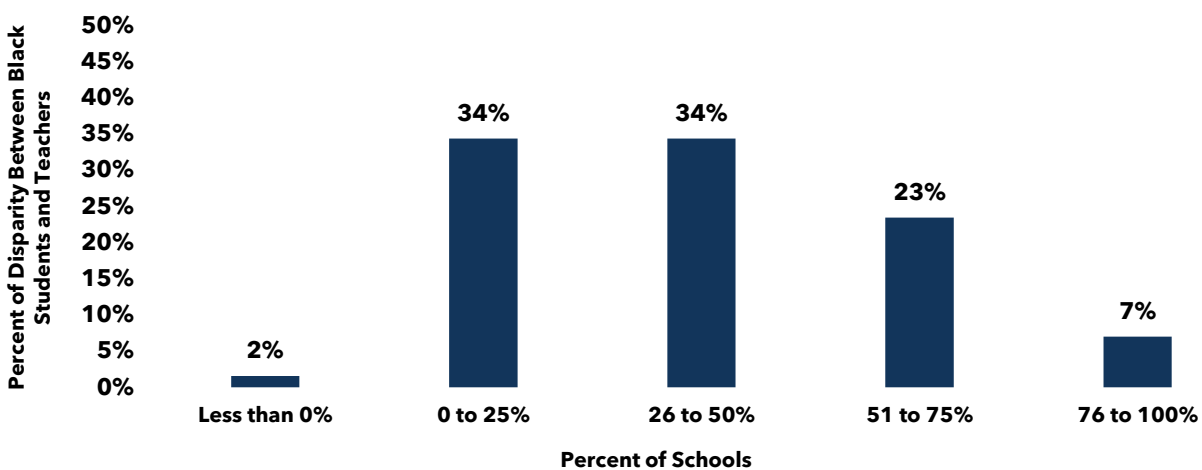


Source: Publicly available student counts retrieved from MISchoolData.com; author’s calculations

Thirty percent of schools have a significant disparity between the percentage of Black students and teachers

Figure 3 displays the distribution of disparities between the percentage of Black students and teachers in GVSU schools in 2022. Basis researchers calculated disparity by subtracting the percentage of Black students from the percentage of Black teachers. For example, a school serving 85 percent Black students and employing 20 percent Black teachers has a 65 percent disparity. Results indicate 30 percent of GVSU schools have a Black student-teacher disparity exceeding 50 percent. Of the schools with a disparity exceeding 76 percent (n=4), 88 percent of the student population is Black, but the workforce is comprised of only nine percent Black teachers. Table C1 in Appendix C displays racial disparities by school.

Figure 3: Distribution of the disparity between Black students and teachers in GVSU schools



Source: Publicly available student counts retrieved from MISchoolData.com; author’s calculations

Black teachers represent the majority of teachers in ten GVSU schools.

Basis researchers also sought to identify GVSU schools where Black teachers represent most of the workforce. Ten GVSU schools (16 percent) employ over 50 percent Black teachers with 74 percent representing the maximum percentage of Black teachers in a single school. These ten schools represent almost half of the schools included in the “26 to 50 percent” disparity range above. Despite employing a more diverse workforce, these schools are situated in this disparity range because the student population is comprised of approximately 96 percent Black students. Four schools—University Preparatory Art & Design Elementary, Eagle’s Nest Academy, Lincoln-King Adams-Young High School-Scholastica Campus, and University Preparatory Science and Math-Elementary—have less than a 30 percent student-teacher disparity despite serving approximately 98 percent Black students.

2 | How does the GVSU charter school workforce compare to the traditional public school workforce?

Basis researchers used publicly available school demographic data to match GVSU schools to comparison schools. The demographic characteristics used to identify comparison schools included race/ethnicity distribution, percentage of students receiving Special Education services, percentage of economically disadvantaged students, and Math and Reading standardized achievement scores. We matched the 63 GVSU schools to 43 comparison schools.² We discuss the matching process in Appendix A and B.

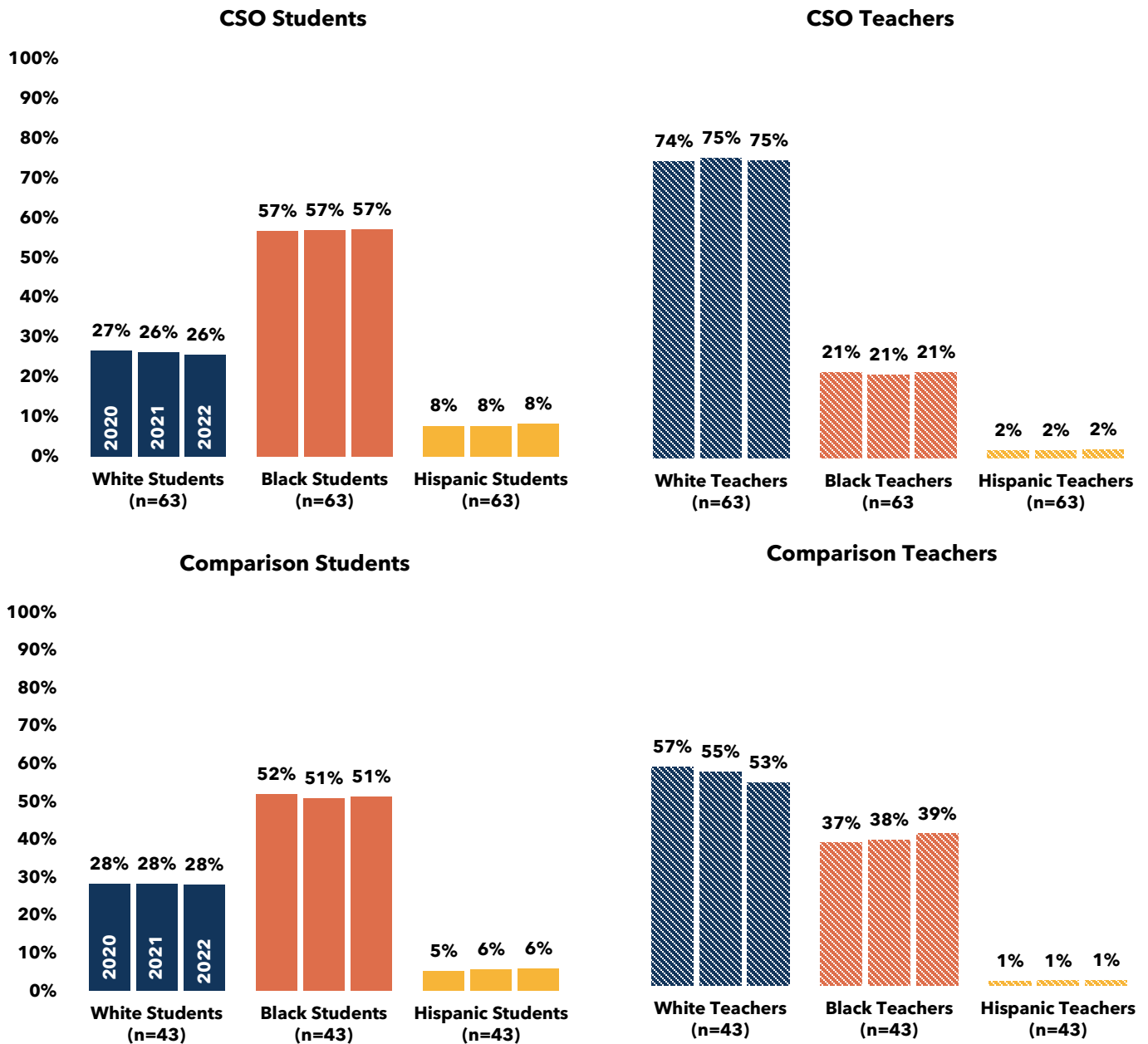
We aggregated the percentage of Black, Hispanic, and White students, teachers, and administrators from schools included in the analytic sample to address this research question. We primarily report on descriptive trends since 2020. A more detailed description of the sample and analytic strategy is included in Appendix A.

Comparison schools employ a larger percentage of Black teachers and administrators.

Figure 4 displays the percentage of White, Black, and Hispanic students and teachers in GVSU schools (top row) and comparison schools (bottom row) since 2020. Results indicate there is between a 36 and 12 percent disparity in the percentage of Black students enrolled in GVSU and comparison schools and the percentage of same-race teachers employed in these schools, respectively. For instance, 51 percent of students in comparison schools in 2022 identified as Black while only 39 percent of teachers were from the same race. However, when we compare schools, results indicate comparison schools employ approximately 18 percent more Black teachers as compared to GVSU schools. Moreover, the percentage of Black teachers working in comparison schools increased by two percentage points since 2020 while the percentage of White teachers dropped by four percentage points in the same period. In contrast, the percentage of White and Black teachers working in GVSU schools remained constant in the past three years. Results suggest Black students in comparison schools are more likely to have exposure to a same-race teacher as compared to students in GVSU schools.

² Several traditional public schools were matched to more than one GVSU authorized charter school.

Figure 4: Percentage of White, Black, and Hispanic students and teachers in GVSU charter schools and comparison traditional public schools

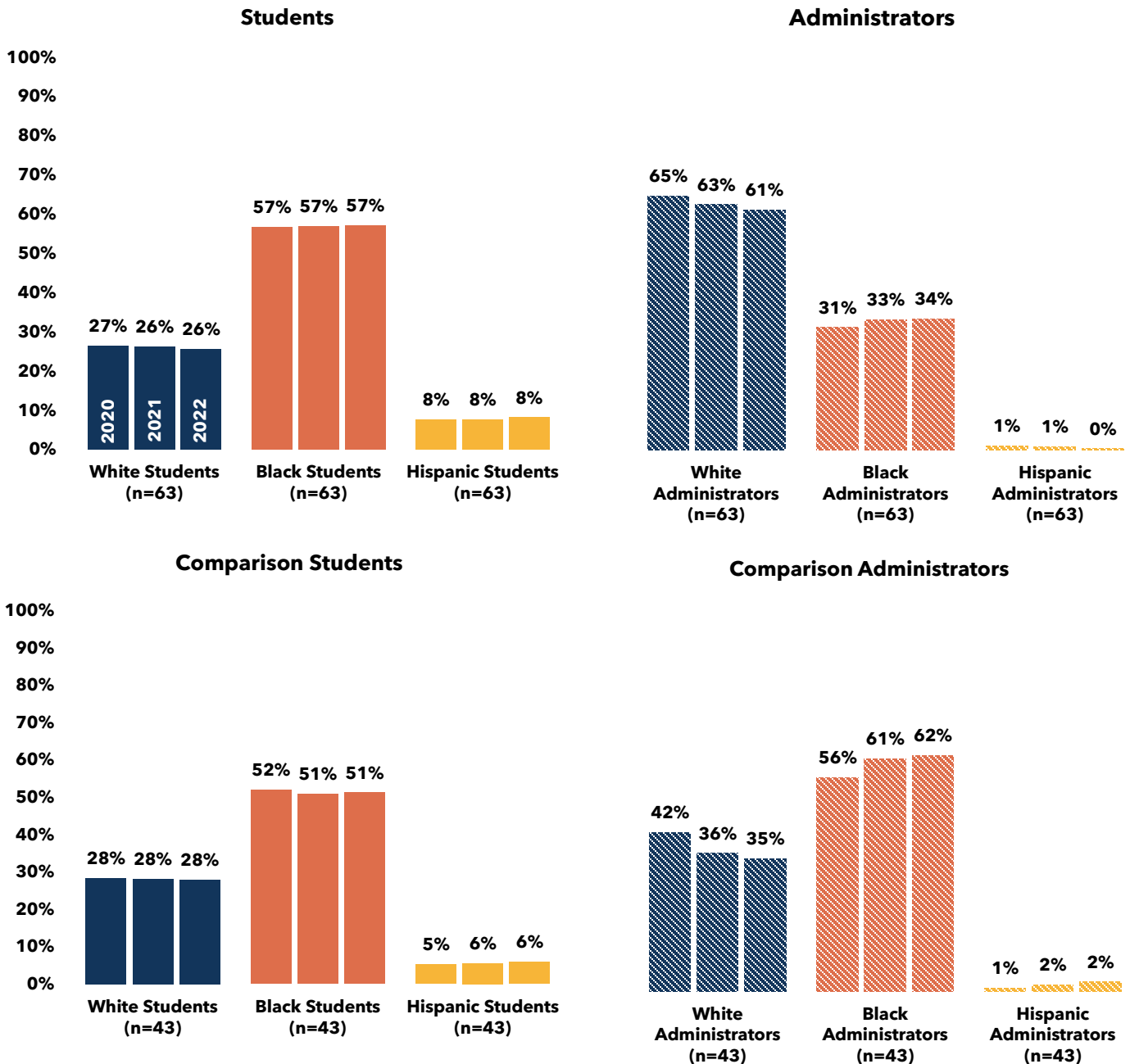


Source: Publicly available student counts retrieved from MISchoolData.com; author's calculations

Basis researchers also explored the percentage of White, Black, or Hispanic administrators working in GVSU schools and comparison schools since 2020. Results in Figure 5 indicate comparison schools employed 30 percent more Black (28 percent difference) and Hispanic (2 percent difference) administrators in 2022 as compared to GVSU schools. The percentage of Black administrators exceeded the percentage of Black students in comparison schools by 11 percentage points in 2022 while GVSU schools had a 23 percent disparity between Black students and administrators. Finally, the percentage of

Black administrators in GVSU and comparison schools have increased since 2020 but the growth in comparison schools exceeded GVSU schools by three percent.

Figure 5: Percentage of White, Black, and Hispanic students and administrators in GVSU charter schools and comparison traditional public schools

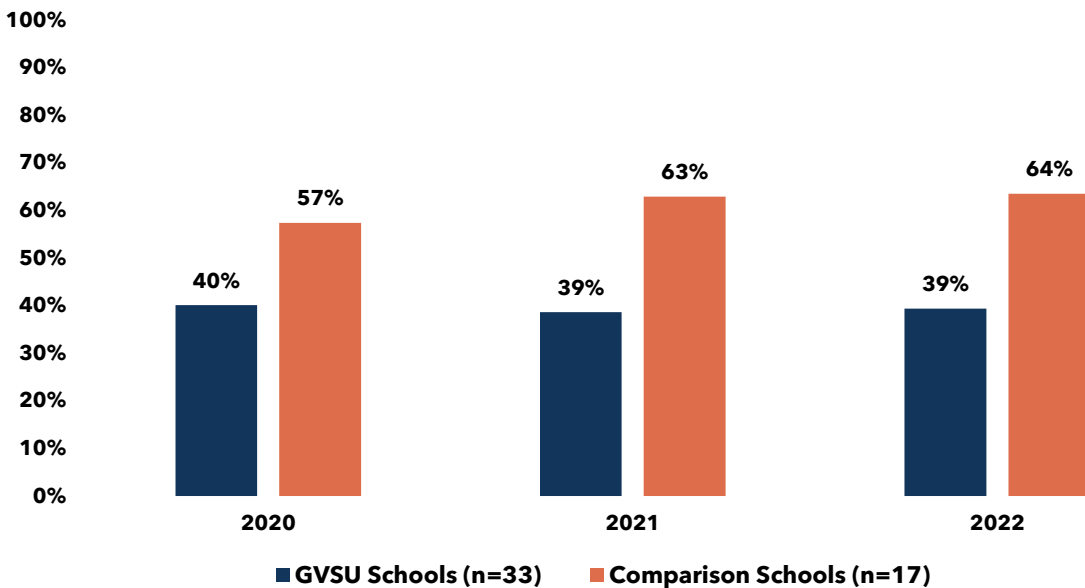


Source: Publicly available student counts retrieved from MISchoolData.com; author's calculations

In traditional public schools serving primarily Black students, the percentage of Black teachers has increased by 7 percent.

Basis researchers sought to understand whether Black students in GVSU schools where most students (greater than 75 percent) identify as Black are more likely to be taught by a same race-teacher as compared to comparison schools serving similar percentages of Black students. Results in Figure 6 indicate that in GVSU schools serving large percentages of Black students, these schools employed 25 percent less same-race teachers as compared to comparison schools. Moreover, the percentage of Black teachers in these GVSU schools decreased by one percentage point since 2020 while comparison schools had a seven percentage point increase in the same period. These findings indicate the Black teacher-student disparity is larger in GVSU schools and comparison schools serving more than 75 percent Black students as compared to the full sample of schools in Figure 4. Thus, in comparison schools where Black students represent the overwhelming majority, Black students are more likely to be taught by a same-race teacher as compared to GVSU schools serving a comparable percentage of Black students.

Figure 6: Percentage of Black teachers in schools serving at least 75 percent Black students



Source: Publicly available student counts retrieved from MISchoolData.com; author's calculations

Discussion and Recommendations

This descriptive study explored how the workforce in GVSU charter schools compare to similar public schools in Michigan. Students of color represent the majority in GVSU schools since 2020 but are less likely to be taught by a teacher of color. Basis researchers found a 36 percent gap in the percentage of Black students enrolled and teachers employed in GVSU schools in 2022. GVSU employs a smaller percentage of Black teachers when compared to comparison schools, indicating that Black students are less likely to be taught by a same-race teacher. However, the aggregated results mask the work several GVSU schools have shown in diversifying the teacher workforce. Black teachers represent the majority in ten GVSU schools, with four schools having less than a 30 percent teacher-student disparity despite serving approximately 98 percent Black students. Considering these findings, we suggest the GVSU CSO and its stakeholders consider the following five recommendations for future personnel hiring:

Highlight strategies select GVSU schools are using to recruit, hire, and retain teachers of color.

Teachers of color represent the majority of the workforce in ten GVSU schools. These ten schools could be important sites to learn from regarding strategies for recruiting, hiring, and retaining teachers of color. The CSO could conduct interviews or focus groups with different stakeholders, including administrators, human resource personnel, recruitment staff, and teachers, to learn more about how the district or school has attracted and retained teachers of color. The CSO could also conduct a document review, including school operations data, teacher salary information, recruitment materials, and onboarding documents, amongst others, to identify features across schools that might contribute to having a more diverse teacher workforce. The CSO could highlight findings from these interviews, focus groups, and document review to share with other schools strategizing around diversifying the teacher workforce.

Consider the feasibility of implementing “grow your own” teacher programs.

Districts and schools have started to address teacher shortages by implementing “grow your own” (GYO) programs. While still an emerging approach, GYO programs have (a) manifested in districts, schools, community-based organizations, and institutions of higher education recruiting community members to teach in local Pre-K-12 schools and (b) provide *current* students’ (Grades 9-12) interested in pursuing a career in teaching with opportunities to immerse themselves in the field. Launching GYO programs could be an effective approach to diversifying the workforce for GVSU schools given the demographic makeup of current students and racial and ethnic diversity of the communities in which most GVSU schools are located. Finally, the CSO could consider leveraging local resources to implement GYO with the Michigan Association of Secondary School Principals (MASSP) recent launch of [Michigan Grow Your Own Program Grants](#).

Partner with the GVSU College of Education to recruit teachers of color to GVSU schools.

The CSO could work closely with the GVSU College of Education (CoE) to diversify the workforce in GVSU schools. The CSO could recruit undergraduates of color interested in pursuing teacher certification and provide them with opportunities to gain classroom experience in GVSU schools. For example, GVSU schools could serve as sites for undergraduates of color to observe current teachers of color or to complete student teaching requirements. The CSO could also explore the development of a teacher residency program at the CoE that would allow GVSU to recruit and develop educators who look like their students and who have strong ties to Western Michigan. Moreover, the CSO could consider the feasibility of

providing tuition or monetary incentives for undergraduates of color enrolled in the GVSU CoE who commit to working in GVSU schools upon graduation.

Identify and recruit teachers of color interested in leadership opportunities.

Identifying and recruiting teachers of color who are interested in pursuing leadership opportunities could increase the percentage of administrators of color working in GVSU schools. The CSO could include questions in annual surveys asking teachers to self-identify race/ethnicity (only if the CSO does not already collect this information) and whether they are interested in pursuing leadership opportunities in the future. The CSO could provide interested teachers of color with opportunities to learn more about leadership pathways, education and certification requirements required to pursue opportunities, and coaching or ongoing support for pursuing future opportunities. Moreover, the CSO could compile a list of resources directing teachers of colors to scholarships or tuition assistance towards administration certification programs.

Provide resources to administrators on equity-based recruitment and hiring processes.

There is a growing body of research on strategies for recruiting and retaining a diverse teaching workforce (Carver-Thomas, 2018; IES, 2021). The CSO could conduct an extensive literature review of this evidence base and compile different resources or strategies that are feasible within the context of Michigan-based charter schools. The CSO may consider targeting schools with the greatest disparity of teachers and students of the same race to provide these resources. Table C1 in Appendix C highlights student-teacher disparities in CSO schools.

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Appendices

Appendix A: Methods

Data Sources. The study findings are based on data provided by the GVSU CSO and publicly available data from MI School Data (mischooldata.org). The GVSU CSO provided a directory of authorized schools by year, including school names and campus identifiers. The Basis research team downloaded publicly available school-level demographic and assessment data from 2020 to 2022. Demographic data provided student and staff information, including student enrollment, race/ethnicity distribution, economically disadvantaged status, Special Education status, and Limited English Proficiency status. Assessment data included mean scale scores and percentage of students meeting grade-level proficiency by grade and subject. The research team linked the data across schools using campus identifiers.

Sample. The GVSU CSO authorized 72 schools in 2020. We restricted the analytic sample to 63 schools with complete student demographic and assessment data.³ The nine schools excluded from the analytic sample were missing a combination of percentage of students receiving Special Education services (SPED) and standardized Math and Reading assessment scores. We matched the 63 GVSU authorized charter schools to 43 comparison schools.⁴ We discuss the matching process in the analytic strategy section below.

Measures. We constructed a measure of academic achievement using 2019 to 2021 grade-level achievement data available on mischooldata.com. The data includes information on assessment, subject, grade-level mean scale scores, and number of valid test results. The primary measure of academic achievement is students' mean scale on the statewide Mathematics and ELA Michigan Student Test of Education Progress (M-STEP) assessment. We standardized scores within year, subject, and grade using the full sample of Michigan schools. We then created a school-level standardized score by weighting grade-level standardized scores on the number of valid scores per grade. A standardized score indicates a mean of zero and a standard deviation of one. Thus, a score of 1 is equivalent of being in approximately the 85th percentile. We used this measure to match comparison schools to GVSU authorized charter schools.

Analytic Strategy. Below we describe the analytic strategy for each research question included in this report.

1 | To what extent is the GVSU charter school workforce representative of the student population?

Basis researchers calculated the percentage of Black, Hispanic, and White students and teachers in 2020, 2021, and 2022 by school to answer this research question. We aggregated results for GVSU authorized schools and comparison schools. We mostly report on descriptive trends since 2020.

³ Basis researchers included assessment data from 2018-19 with student demographics from fall 2019-20.

⁴ Several traditional public schools were matched to more than one GVSU authorized charter school.

2 | How does the GVSU charter school workforce compare to the traditional public-school workforce?

Basis researchers used Propensity Score Matching (PSM) to determine the *matched comparison schools*. The goal of PSM is to identify a set of traditional public schools that, on average, is similar to the set of GVSU charter schools in the baseline year of 2020 on variables that are expected to influence teacher recruitment and hiring, independent of being authorized by the CSO. These variables include student demographics, prior academic achievement results, geographic proximity, enrollment, and grade configuration. Details on the PSM procedure are provided in Appendix B.

Table A1 summarizes descriptive statistics from the 2020 school year for GVSU schools and comparison schools. Most students attending GVSU schools were economically disadvantaged (71 percent) and Black or African American (57 percent). GVSU schools were approximately 24 and 20 percent of a standard deviation below the statewide mean in Math and Reading, respectively. The 63 GVSU authorized charter schools served a larger percentage of economically disadvantaged, Hispanic or Latino, and Black or African American students as compared to 43 matched comparison schools.

Table A1: Baseline school characteristics from 2020

School Characteristics	GVSU Authorized Schools (n=63)	Matched Comparison Schools (n=43)
% Economically Disadvantaged	71.20	69.90
% Special Education	10.24	9.85
% Hispanic or Latino	7.72	5.22
% Black or African American	56.72	51.98
% White	26.53	28.30
Student Enrollment	500.63	546.54
Average Standardized Math Scale Score	-0.24	-0.34
Average Standardized Reading Scale Score	-0.20	-0.31

Source: Publicly available data downloaded from the MI School Data

Note: The authors' linked school codes provided by GVSU CSO with MI School Data

We used the same analytic approach described in the first research question to compare the GVSU charter school workforce to the traditional public-school workforce.

Appendix B: Propensity Score Matching

A non-experimental technique called Propensity Score Matching (PSM) is used in this study to identify a set of traditional public schools to serve as a comparison group for the 63 GVSU authorized charter schools with demographic and assessment data from 2020. The goal of PSM is to identify a set of traditional public schools that, on average, is similar to the set of GVSU charter schools on a variety of measurable variables that we expect to influence teacher recruitment and hiring independent of GVSU authorization. These variables include student demographics, prior academic achievement results, geographic proximity, enrollment, and grade configuration.

The PSM procedure is run separately for elementary, elementary-middle, elementary-high school, middle, middle-high school, and high schools. The set of potential matches is restricted to schools that (a) were traditional public schools and (b) were within the ISD/ESAs where the GVSU authorized charter schools were located. The matching procedure required two steps:

First, logistic regression modeling was used to estimate the probability of GVSU authorization for all public schools in the state. Separate models were run by school-level (e.g., elementary, middle-high school) using data from 2020. The outcome variable of these models was a binary indicator of GVSU authorization in 2020. The log-odds of the outcome was then regressed on a set of school-level covariates (shown in Table B1) that are expected to predict authorization by GVSU, as well as influence teacher recruitment and hiring.

Second, the regression models produced predicted probabilities for each school. These are the propensity scores, which in theory can range from 0 to 99, with zero indicating a zero predicted probability of GVSU authorization, and 99 indicating a 99 percent chance. Each GVSU authorized charter school is then matched to the traditional public school with the closest propensity score to their own. A single traditional public school could be matched to multiple GVSU schools if they have the closest propensity score.

The results of this procedure produced a group of traditional public schools whose average probability of GVSU authorization was almost identical to the actual GVSU authorized charter school. A variety of statistical tests were conducted to assess the comparability of the GVSU authorized schools and their matched counterparts on baseline characteristics from the 2020 school year. Table B1 compares the averages of GVSU authorized schools and matched schools on the set of matching variables. While the groups may differ slightly on select characteristics, on average they were not statistically different. Hotelling's t-squared test failed to reject the null hypothesis that the schools were statistically different ($F=1.03$, $p=0.42$).

Table B1: School characteristics of GVSU schools and match comparison schools, 2020

School Characteristics	GVSU Schools (n=63)	Matched Comparison Schools (n=43)	Difference	<i>p</i> -value on difference
% Economically Disadvantaged	71.20	69.90	1.30	0.748
% Special Education	10.24	9.85	0.39	0.548
% Hispanic or Latino	7.72	5.22	2.50	0.204
% Black or African American	56.72	51.98	4.74	0.481
% White	26.53	28.30	-1.77	0.766
Student Enrollment	500.63	546.54	-45.91	0.291
Average Standardized Math Scale Score	-0.24	-0.34	0.10	0.193
Average Standardized Reading Scale Score	-0.20	-0.31	0.11	0.134
*** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$, ~ $p < 0.1$				
<i>F</i> -statistics from Hotelling's T-squared test				1.03
<i>p</i> -value				0.42

Source: Publicly available data downloaded from the MI School Data.

Note: The authors' linked school codes provided by GVSU CSO with MI School Data.

Appendix C: Student-teacher disparities

Table C1: Student-teacher disparities by school

School	Percent White			Percent Black		
	Students	Teachers	Diff.	Students	Teachers	Diff.
Achieve Charter Academy	21%	87%	-66%	15%	4%	11%
Arbor Academy	28%	100%	-72%	36%	0%	36%
Black River Public School Elementary	64%	100%	-36%	1%	0%	1%
Black River Public School Middle/High	66%	98%	-33%	2%	0%	2%
Byron Center Charter School	85%	96%	-11%	2%	0%	2%
Canton Preparatory High School	34%	82%	-48%	42%	3%	39%
Chandler Woods Charter Academy	90%	98%	-8%	1%	0%	1%
Cornerstone Jefferson-Douglass Academy	0%	63%	-62%	99%	31%	68%
Covenant House Academy Detroit - Central Site	6%	64%	-57%	93%	27%	65%
Covenant House Academy Grand Rapids	8%	100%	-92%	45%	0%	45%
Crossroads Charter Academy (7-12)	88%	100%	-12%	5%	0%	5%
Crossroads Charter Academy (K-6)	81%	100%	-19%	6%	0%	6%
Detroit Achievement Academy	5%	47%	-43%	94%	42%	52%
Detroit Enterprise Academy	0%	46%	-45%	94%	48%	47%
Detroit Merit Charter Academy	1%	60%	-59%	94%	40%	53%
Detroit Premier Academy	2%	35%	-33%	90%	55%	35%
Detroit Prep	37%	74%	-37%	54%	26%	28%
Eagle's Nest Academy	2%	33%	-32%	95%	67%	29%
East Arbor Charter Academy	30%	67%	-37%	43%	18%	25%
Endeavor Charter Academy	39%	95%	-57%	29%	5%	24%
Excel Charter Academy	38%	95%	-57%	28%	0%	28%
Forest Academy	80%	100%	-20%	7%	0%	7%
Global Heights Academy	8%	81%	-73%	87%	19%	68%
Grand River Academy	3%	78%	-75%	81%	14%	67%
Grand River Preparatory High School	23%	97%	-75%	20%	0%	20%
Hanley International Academy	4%	74%	-70%	16%	22%	-6%
Hillsdale Preparatory School	94%	100%	-6%	0%	0%	0%
Knapp Charter Academy	27%	98%	-71%	41%	0%	41%
Legacy Charter Academy	0%	36%	-36%	96%	58%	38%
Light of the World Academy	97%	100%	-3%	3%	0%	3%
Lincoln-King Adams Young School - Grove Campus	0%	44%	-44%	99%	44%	55%
Lincoln-King Adams-Young High School - Scholastica Campus	0%	33%	-33%	98%	67%	32%
Madison-Carver Academy	0%	73%	-73%	98%	18%	80%
Martin Luther King, Jr. Education Center Academy	0%	42%	-42%	99%	58%	41%
Metro Charter Academy	4%	80%	-76%	82%	20%	62%
Michigan Mathematics and Science Academy Dequindre	7%	86%	-79%	84%	10%	74%

Michigan Mathematics and Science Academy Lorraine	7%	90%	-83%	89%	10%	79%
New Paradigm College Prep	0%	63%	-63%	51%	13%	38%
New Paradigm Glazer Academy	0%	50%	-50%	98%	50%	48%
Old Mission Peninsula School	85%	100%	-15%	1%	0%	1%
Paragon Charter Academy	48%	92%	-44%	25%	2%	23%
Reach Charter Academy	2%	85%	-84%	88%	8%	80%
South Canton Scholars Charter Academy	32%	80%	-48%	26%	12%	14%
Taylor Preparatory High School	28%	89%	-61%	51%	5%	46%
The Greenspire School	86%	100%	-14%	1%	0%	1%
Timberland Academy	13%	84%	-71%	64%	10%	54%
University Preparatory Academy (PSAD) - Elementary	0%	50%	-50%	98%	50%	48%
University Preparatory Academy (PSAD) - Elementary	1%	62%	-61%	96%	38%	58%
University Preparatory Academy (PSAD) - High School	0%	44%	-44%	98%	48%	51%
University Preparatory Academy (PSAD) - Middle	1%	48%	-48%	96%	48%	48%
University Preparatory Art & Design Elementary	0%	26%	-26%	99%	74%	26%
University Preparatory Art & Design Middle/High	0%	47%	-47%	98%	51%	47%
University Preparatory Science and Math (PSAD) High School	0%	67%	-66%	96%	23%	73%
University Preparatory Science and Math (PSAD) Middle School	2%	58%	-56%	96%	42%	54%
University Preparatory Science and Math - Elementary	1%	31%	-30%	98%	65%	32%
Vanderbilt Charter Academy	30%	100%	-70%	5%	0%	5%
Vanguard Charter Academy	49%	94%	-44%	9%	0%	9%
Walker Charter Academy	60%	95%	-34%	6%	0%	6%
Warrendale Charter Academy	0%	43%	-43%	91%	51%	40%
Washington-Parks Academy	0%	51%	-51%	98%	44%	55%
West MI Academy of Arts and Academics	77%	100%	-23%	4%	0%	4%
William C. Abney Academy Elementary	1%	100%	-99%	96%	0%	96%
Windemere Park Charter Academy	15%	81%	-67%	40%	9%	31%

About This Report

This research was conducted by Basis Policy Research. Basis conducts applied public policy research, primarily in the field of education; provides technical assistance to state departments of education, districts, and schools; and supports policymakers by providing the data they need to make sound decisions. For more information visit our website at www.basispolicyresearch.com.