

# Michigan Future Schools

Supporting Detroit high schools committed to college graduation for their students.

### MFS Schools 2015-2016

Ben Carson H.S. of Science and Medicine

Consortium College Prep

Detroit Delta Preparatory Academy for Social Justice

Detroit Edison Public School Academy (DEPSA)

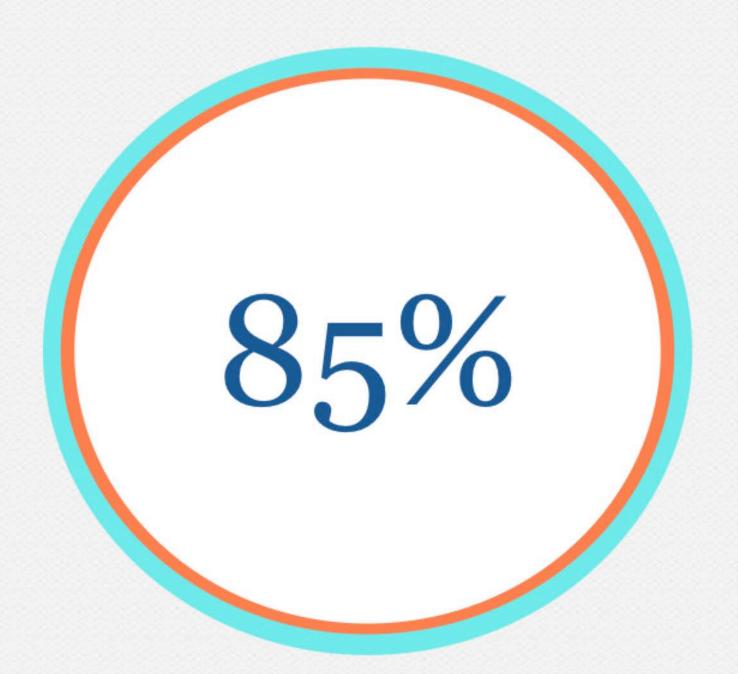
Detroit Leadership Academy

Experiencia High School

Jalen Rose Leadership Academy

University YES Academy

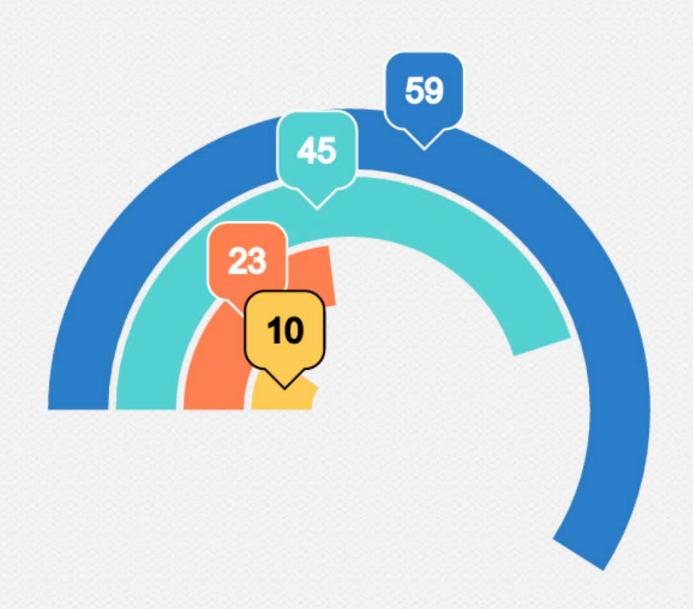
WAY Academy West



# Why is college our goal?



# Some Context: Graduation Rates Nationally



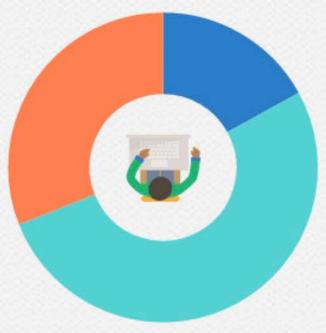
How do we go from this:

To this:



## Graduation Rates Vary By College Selectivity







- Graduation Rate Between 50-80% (52%)
  - Graduation Rate Below 50% (31%)



### MFS Strategy



College Matching and Support for Enrollment at the Highest Selectivity School Possible

High Levels of True College Readiness

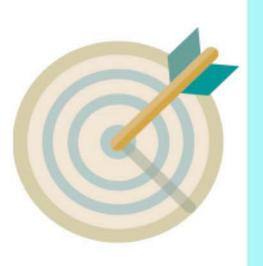
Changing the Odds







# What does it mean to be college ready?



The student possesses academic content knowledge as measured by standardized assessments.

21 on the ACT.



College students from the bottom income quartile who earn a degree who had an ACT between 21 and 24:

15%







# **Capacities of College Ready Students**

The Student:

Has Academic Content Knowledge

High school grades are a far better predictor of both four-year and sixyear graduation rates than are SAT/ACT test scores...(our) analysis reinforces the point that high school grades measure a student's ability to 'get it done' in a more powerful way than do SAT scores – a conclusion that holds, regardless of the high school attended.

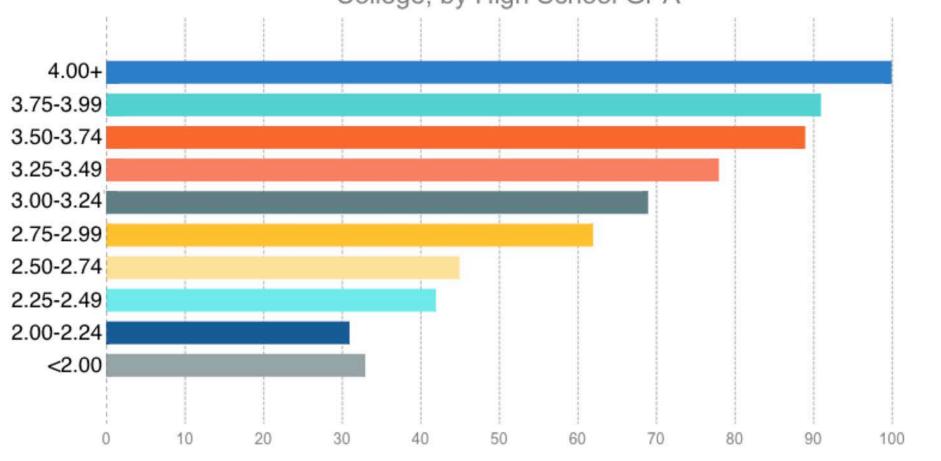


# A successful college student knows how to:

Pay attention in class.
Take notes.
Write down assignments.
Stay organized.
Manage time.
Study for tests.
Create new study
strategies.
Seek help.
Self-advocate.



# Percent of 2011-2013 Noble Graduates Returning for Second Year at Same College, by High School GPA



Percent of Noble Graduates





# **Capacities of College Ready Students**

The Student: Is Engaged and Puts Forth Effort

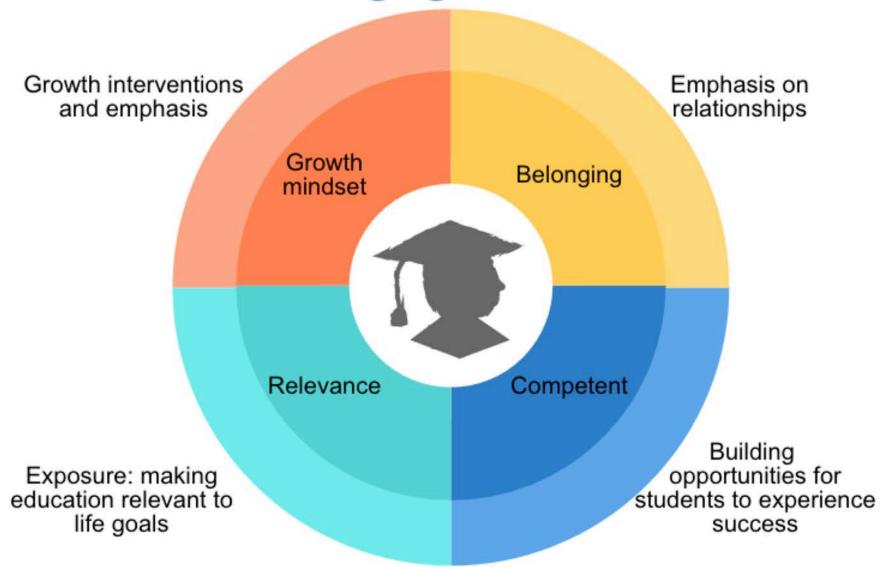
Has Academic Content Knowledge







# **Building Ownership Through Changing Mindsets**





Every college freshman - rich or poor, white or minority, first-generation or legacy - experiences academic setbacks and awkward moments when they feel they don't belong. But white students and wealthy students and students with college-graduate parents tend not to take those moments too seriously or too personally.



It is only students facing the particular fears and anxieties of exclusion that come with being a minority - whether by race or by class - who...often misinterpret temporary setbacks as a permanent indication that they can't succeed or don't belong...

-Paul Tough in the New York Times Magazine





# **Capacities of College Ready Students**

The Student: "Owns" Goal of College Degree

Is Engaged and Puts Forth Effort

Has Academic Content Knowledge For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form in which enables them to asses it and use it.

You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions--usually in writing--to others who have a stake in your decisions being sound ones.

In an Age of Information, what most professionals do is research, think, and make arguments.





# Differences Between High School and College Writing

### In High School:

Writing to demonstrate learning (summarization)

Writing is product oriented.

Form dictates content.

A small amount of writing done in English class.

### In College:

Writing to learn (analysis).

Writing is process oriented.

Content dictates form.

Extensive writing in all classes.





## **Capacities of College Ready Students**

The Student: "Owns" Goal of College Degree Is Engaged and Puts Forth Effort Has Academic Content Knowledge

Can Communicate Thru Writing







# Undermatching

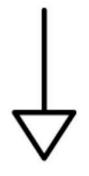








## **Wayne State**



**12**%

# University of Michigan



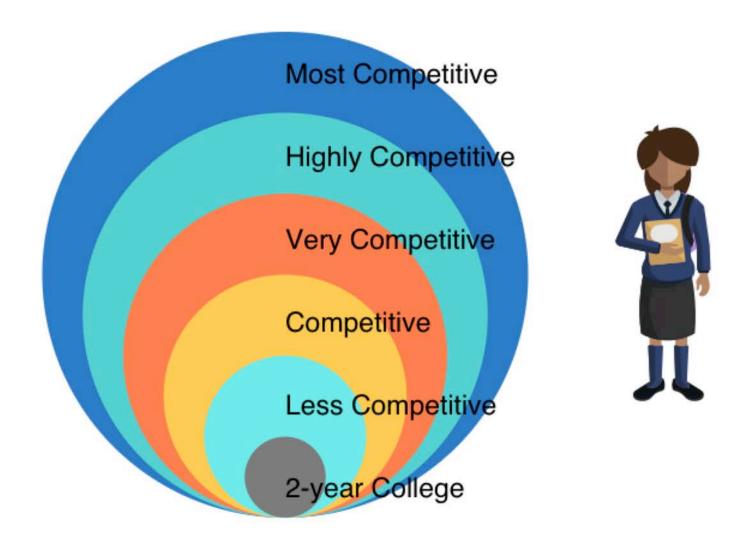
82%







# Overmatching vs. Undermatching







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# **Application Strategy**







# **Capacities of College Ready Students**

The Student:

"Owns" Goal of College Degree Is Engaged and Puts Forth Effort Has Academic Content Knowledge

Can Communicate Thru Writing Is Matched to Best-Fit College (Students) get to a good college and encounter what should be a minor obstacle, and they freak out. They don't want to ask for help, or they don't know how. Things spiral, and before they know it, they're back at home, demoralized and in debt...

If you want to help low-income students succeed, it's not enough to deal with their academic and financial obstacles. You also need to address their doubts and misconceptions and fears.

-Paul Tough in the New York Times Magazine





### **Capacities of College Ready Students**

The Student: "Owns" Goal of College Degree Is Engaged and Puts Forth Effort Has Academic Content Knowledge

Can Communicate Thru Writing Is Matched to Best-Fit College

Has Adult Supports



# Capacities of Schools Designed to Prepare Students for College Success

The Student: "Owns" Goal of College Degree Is Engaged and Puts Forth Effort Has Academic Content Knowledge

Can Communicate Thru Writing Is Matched to Best-Fit College

Has Adult Supports

The School:

Is committed to the goal of college graduation for its students.





# Capacities of Schools Designed to Prepare Students for College Success

| The<br>Student: | "Owns"<br>Goal of<br>College |                   |                  | Can Com-<br>municate | Matched        | Has<br>Adult<br>Supports |
|-----------------|------------------------------|-------------------|------------------|----------------------|----------------|--------------------------|
|                 | College<br>Degree            | and Puts<br>Forth | Content<br>Know- | Thru<br>Writing      | to<br>Best-Fit | Supports                 |
|                 |                              | Effort            | ledge            | ,,,,,,,,,            | College        |                          |

# The School:

### Is committed to the goal of college graduation for its students.

Builds Teaches Provides Provides Matches Fosters Rigorous Students College Owner-Effort & Support Academic ship Level Engagefor to Instruc-Writing Best-Fit Alumni Among ment tion Students Colleges



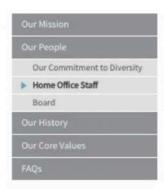




### Where should school design happen?



Our Approach Our Schools Our Stories Results Careers Our Practices



Home > Who We Are > Home Office Staff

#### Home Office Staff

The Uncommon Schools team is comprised of professionals who are passionate about improving educational opportunities for under-served youth and communities. Each of our staff members has extensive experience working in education and mission-driven non-profit organizations.



#### Chief Schools Officer, HS and K-12 Content Development

Paul Bambrick-Santoyo

Chief Schools Officer, HS and K-12 Content Development

Angelica Pastoriza

Special Assistant and Events Coordinator

Jacque Rauschuber

**Director of Strategy and Operations** 



#### K-12 Content Development

David Deatherage

Associate Director of Leadership

Sarah Engstrom

Associate Director of Humanities

Althea Hoard

Director of STEM







### Where should school design happen?

#### Biz Lynch

Operations Coordinator

#### Amy Parsons

Associate Director of Humanities

#### Tasha Saavedra

Associate Director of STEM

#### Alyssa White

Professional Development Writer

#### School Management, 9-12

#### Jesse Corburn

Associate Managing Director of High Schools

#### Paul Powell

Associate Managing Director

#### Chief Schools Officer, K-8

#### Julie Jackson

Chief Schools Officer, K-8

#### Zach Levek

Special Assistant to Julie Jackson

#### Young Rhee

Chief of Staff to the Chief Schools Officer (Julie Jackson)

#### Curriculum, K-8

#### Anne Albrecht

Director of K-2 Curriculum & Assessment

#### Stephen Chiger

Director of 5-12 Literacy

#### Sari Fromson

School Support Specialist, Camden, Newark and New York City

#### Christy Lundy

Director of English Language Arts, 5-8

#### Katie McNickle

Director of Math, 5-8







## Where should school design happen?

#### School Management, K-8

Nikki Bridges

Associate Managing Director

J.T. Leaird

**Associate Managing Director** 

Paul Powell

Associate Managing Director

Maya Roth-Bisignano

Associate Managing Director

Serena Savarirayan

Associate Managing Director

Juliana Worrell

Associate Managing Director

#### **Data Analytics**

Erin Grand

Associate Director of Data Analytics

Ken Herrera

Director of Data Analytics

Ying Liang

Senior Associate Director of Data Analytics

Shranu Reddy

Associate Director of Data Analytics

#### Development

Rachel Chase

Associate Director of Development

Stephanie Haven

Senior Associate Director of Development

Jennifer Kim

Associate Director of Development

Rebecca Steiner



# Capacities of Schools Designed to Prepare Students for College Success

| The<br>Student: | "Owns"<br>Goal of<br>College<br>Degree                          | Is<br>Engaged<br>and Puts<br>Forth<br>Effort | Has<br>Academic<br>Content<br>Know-<br>ledge | Can Com-<br>municate<br>Thru<br>Writing |  | Has<br>Adult<br>Supports |
|-----------------|---|--|--|---|--|--------------------------|
| The             | Is committed to the goal of college modulation for its students |  |  |   |  |                          |

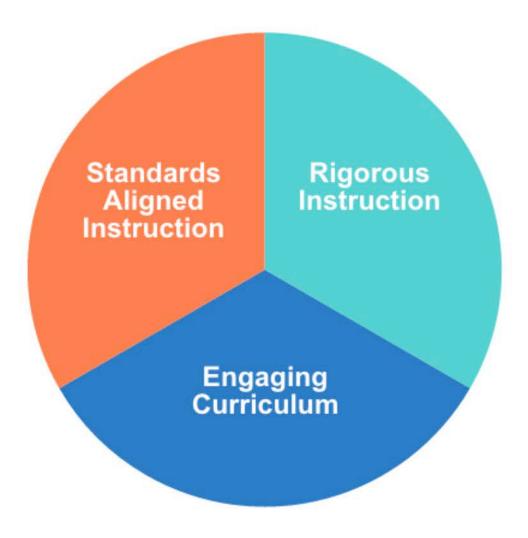
| The School: | Is comm | tion for its s | students.  |  |  |  |
|-------------|---------|----------------|--|--|--|--|
|             |         |                | Provides<br>Rigorous<br>Academic<br>Instruc-<br>tion |  |  |  |







# **Elements of MFS Focus in Teaching and Learning**









# Which all require quality teachers.



## Capacities of Schools Designed to Prepare Students for College Success

| The<br>Student: | "Owns"<br>Goal of<br>College<br>Degree | Is<br>Engaged<br>and Puts<br>Forth<br>Effort |       | Can Com-<br>municate<br>Thru<br>Writing |         | Has<br>Adult<br>Supports |
|-----------------|--|--|-------|---|---------|--------------------------|
|                 |  | EHOR   | reage |   | College |                          |

| The School: | Is comm | itted to the                          | goal of coll                           | ege graduat | ion for its s | students. |
|-------------|---------|---------------------------------------|--|-------------|---------------|-----------|
|             |         | Builds<br>Effort &<br>Engage-<br>ment | Provides Rigorous Academic Instruction |             |               |           |







### **Capacities of Schools Designed to Prepare Students for College Success**

| The<br>Student: | "Owns"<br>Goal of<br>College<br>Degree | Is<br>Engaged<br>and Puts<br>Forth | Has<br>Academic<br>Content<br>Know- | Can Com-<br>municate<br>Thru<br>Writing |                     | Has<br>Adult<br>Supports |
|-----------------|--|------------------------------------|-------------------------------------|---|---------------------|--------------------------|
|                 | Degree                                 | Forth<br>Effort                    | Know-<br>ledge                      | Writing                                 | Best-Fit<br>College |                          |

#### Is committed to the goal of college graduation for its students. The School: **Provides** Builds Fosters Rigorous Effort & Owner-Academic ship Engage-Instruc-Among ment tion

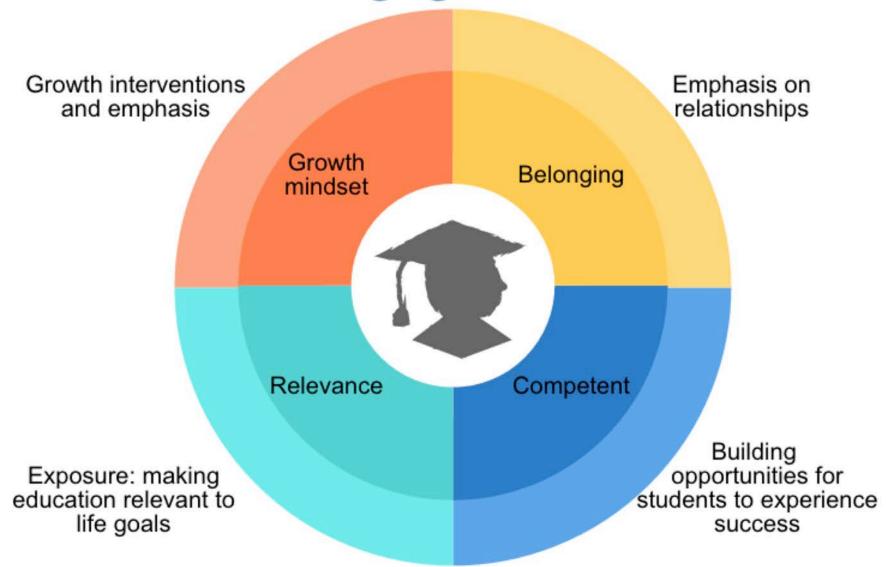
Students





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## **Building Ownership Through Changing Mindsets**





## Capacities of Schools Designed to Prepare Students for College Success

| The             | "Owns"  | Is       | Has      | Can Com- | Is       | Has      |
|-----------------|---------|----------|----------|----------|----------|----------|
| <b>Student:</b> | Goal of | Engaged  | Academic | municate | Matched  | Adult    |
|                 | College | and Puts | Content  | Thru     | to       | Supports |
|                 | Degree  | Forth    | Know-    | Writing  | Best-Fit |          |
|                 |         | Effort   | ledge    |          | College  |          |
|                 |         |          |          |          | 1.00     |          |

### The School: Is committed to the goal of college graduation for its students.

| School: | Fosters<br>Owner-<br>ship | Builds<br>Effort &<br>Engage- | Provides<br>Rigorous<br>Academic | Teaches<br>College |  |
|---------|---------------------------|-------------------------------|----------------------------------|--------------------|--|
|         | Among<br>Students         | ment                          | Instruc-<br>tion                 | Writing            |  |





#### Teaching College Writing: A Matter of Feedback

| Nov | ICO | Loan | nore of | f Writing: |  |
|-----|-----|------|---------|------------|--|
| NUV | IUC | Icau | ileis u | I WILLIAM  |  |

#### Experienced Teachers of Writing:

Read to find errors, mistakes, or other faults.

Read to understand the student's argument, approach to the assignment, and way of thinking.

Frequently stop reading, even midsentence. Tend to read large units of text without stopping.

Comment on all levels of the paper without first prioritizing what issues are most important for improving the paper.

Focus comments on identifying major strengths and weaknesses.

Tend to focus and comment on surface details.

Tend to emphasize meaning and organization. Make suggestions for major reorganizations of ideas, expansions, etc.

Edit sentences.

Identify patterns.



### **Capacities of Schools Designed to Prepare Students for College Success**

| The<br>Student: | "Owns"<br>Goal of<br>College | and Puts        | Content        | Can Com-<br>municate<br>Thru<br>Writing | Matched to          | Has<br>Adult<br>Supports |
|-----------------|------------------------------|-----------------|----------------|---|---------------------|--------------------------|
|                 | Degree                       | Forth<br>Effort | Know-<br>ledge | Writing                                 | Best-Fit<br>College | oupports                 |

### The

Is committed to the goal of college graduation for its students.

| School: | Fosters<br>Owner-<br>ship | Builds<br>Effort &<br>Engage-<br>ment | Provides<br>Rigorous<br>Academic<br>Instruc- | Teaches<br>College | Matches Students to Best-Fit | rudents. |
|---------|---------------------------|---------------------------------------|--|--------------------|------------------------------|----------|
|         | Among<br>Students         | ment                                  | tion   | Writing            | Colleges                     |          |







### **Application Strategy**

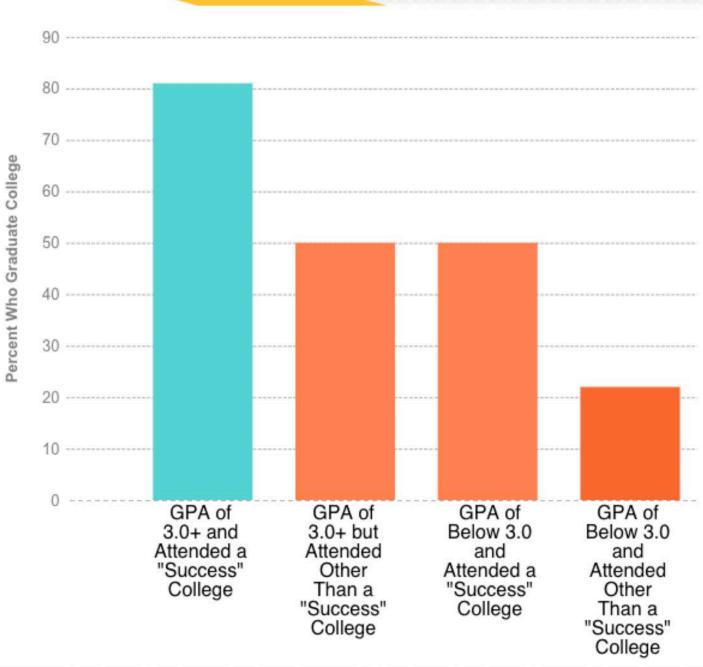




retained

North
Lawndale
College Prep
College
Graduation
Rates by H.S.
GPA and
College
Choice,
Classes of
2001-2008

"Success"
Colleges are
those with a
graduation rate
of over 50%.





#### MFS Work with College Counselors: Correcting Some Common Misconceptions

- Kids should go to the easiest school they get into.
- Graduation rates don't matter.
- The sticker price of a college is what students will need to pay.
- It's easier for students to be in school close to home.
- I've never heard of that small liberal arts college, so it must not be worth considering.
- Look at the average ACT... our kids won't be admitted there.



## Capacities of Schools Designed to Prepare Students for College Success

| The<br>Student: | "Owns"<br>Goal of<br>College<br>Degree | Is<br>Engaged<br>and Puts<br>Forth<br>Effort | Has<br>Academic<br>Content<br>Know-<br>ledge | Can Com-<br>municate<br>Thru<br>Writing |        | Has<br>Adult<br>Supports |
|-----------------|--|--|--|---|--------|--------------------------|
|                 |  | EHOFT  | leage  |   | Conege |                          |

### The School:

#### Is committed to the goal of college graduation for its students.

Fosters Ownership Among Students

Builds
FraggeEngagement

Provides
Rigorous
Academic
Instruction

Teaches College Level Writing Matches Students to Best-Fit Colleges Provides Support for Alumni



### T



#### **Alumni Support Staff Roles**

Help alumni
navigate
bureaucracy of
colleges and
overcome
obstacles, through
relationships with
alumni.

Provide vital feedback to the high school about how well its design is preparing students.

Create relationships with colleges to better monitor and support alumni.







### The School:

Is committed to the goal of college graduation for its students.

Fosters Ownership Among Students Builds Effort & Engagement Provides
Rigorous
Academic
Instruction

Teaches College Level Writing Matches Students to Best-Fit Colleges Provides Support for Alumni

#### DESIGN

**IMPLEMENTATION** 

### The School:

Is committed to the goal of college graduation for its students.

| Fosters<br>Owner-<br>ship<br>Among<br>Students | Builds<br>Effort &<br>Engage-<br>ment | Provides<br>Rigorous<br>Academic<br>Instruc-<br>tion | Teaches<br>College<br>Level<br>Writing | Matches<br>Students<br>to<br>Best-Fit<br>Colleges | Provides<br>Support<br>for<br>Alumni |
|--|---------------------------------------|--|--|---|--------------------------------------|
|  |                                       |  |  |   |                                      |

#### **DESIGN**

#### **IMPLEMENTATION**

#### **MEASUREMENT**

### Alma College Admissions Matrix

| 7         | DIL ACT            | 36     | 35      | 34     | 33     | 32     | 31     | 30     | 29     | 28     | 27      | 26     | 25     | 24     | 23     | 22     | 21     | 20      | 19     | 18     | 17             | 16  | 15                  | 14     |
|-----------|--------------------|--------|---------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|--------|--------|--------|---------|--------|--------|----------------|---|---------------------|--------|
| Blank GPA | Blank ACT          | 99.994 | 97.216  | 94,438 | 91,661 | 88.883 | 86,106 | 83,328 | 80.550 | 77,773 | 74,995  | 72.218 | 69,440 | 66,662 | 63.885 | 61,107 | 58.330 | 55.552  | 52.774 | 49.997 | 47.219         | 44,442  | 41,664              | 38.886 |
| 4.00      | unrated<br>100.000 | 99.997 | 98.608  | 97.219 | 95.830 | 94.442 | 93.053 | 91.664 | 90.275 | 88.886 | 87,498  | 86.109 | 84.720 | 83,331 | 81.942 | 80.554 | 79.165 | 77.776  | 76.387 | 74.998 | 73.610         | 72.221  | 70.832              | 69.443 |
| 3.95      | 98,750             | 99.372 | 97.983  | 96.594 | 95.205 | 93.817 | 92.428 | 91.004 | 89.650 | 88.261 | 86.873  | 85,484 | 84.095 | 82,706 | 81.317 | 79.929 | 78.540 | 77.151  | 75.762 | 74,373 | 72.985         | 71.596  | 70.832              | 68,818 |
| 3.90      | 97.500             | 98.747 | 97.358  | 95.969 | 94.580 | 93.192 | 91.803 | 90.414 | 89.025 | 87.636 | 86.248  | 84.859 | 83,470 | 82.081 | 80.692 | 79.304 | 77.915 | 76.526  | 75.137 | 73.748 |                |   |                     | 68.193 |
| 3.85      | 96,250             | 98.122 | 96,733  | 95.344 | 93.955 | 92.567 | 91.178 | 89.789 | 88.400 | 87.011 | 85.623  | 84.234 | 82.845 | 81,456 | 80.067 | 78.679 | 77.290 | 75.901  | 74.512 | 73,123 | CATAL BOOK AND | 70.346  | 68.957              | 67.568 |
| 3.80      | 95.000             | 97.497 | 96.108  | 94.719 | 93.330 | 91.942 | 90.553 | 89.164 | 87.775 | 86.386 | 84.998  | 83.609 | 82.220 | 80.831 | 79.442 | 78.054 | 76.665 | 75.276  | 73.887 | 72,498 | 71,735         | 69 NOT  | E <sub>68.332</sub> | 66.943 |
| 3.75      | 93,750             | 96.872 | 95,483  | 94.094 | 92,705 | 91.317 | 89.928 | 88.539 | 87.150 | 85.761 | 84.373  | 82.984 | 81.595 | 80.206 | 78.817 | 77.429 | 76.040 | 74.651  | 73.262 | 71,873 | 70.485         | THE RESERVE TO SERVE THE RESERVE | 167.707             | 66.318 |
| 3.70      | 92.500             | 96.247 | 94.858  | 93.469 | 92.080 | 90.692 | 89.303 | 87.914 | 86.525 | 85.136 | 83.748  | 82.359 | 80.970 | 79.581 | 78.192 | 76.804 | 75.415 | 74.026  | 72.637 | 71.248 | 69.860         | 68.471  |                     | 65.693 |
| 3.65      | 91,250             | 95.622 | 94,233  | 92.844 | 91,455 | 90.067 | 88.678 | 87.289 | 85.900 | 84.511 | 83.123  | 81.734 | 80,345 | 78.956 | 77.567 | 76.179 | 74,790 | 73,401  | 72.012 | 70,623 |                |   | MISSION             |        |
| 3.60      | 90.000             | 94,997 | 93.608  | 92.219 | 90.830 | 89.442 | 88.053 | 86.664 | 85.275 | 83.886 | 82.498  | 81.109 | 79.720 | 78.331 | 76.942 | 75.554 | 74.165 | 72.776  | 71.387 | 69.998 |                | REQUIRE   |                     | 64.443 |
| 3.55      | 88,750             | 94.372 | 92.983  | 91.594 | 90.205 | 88.817 | 87.428 | 86.039 | 84,650 | 83.261 | 81.873  | 80,484 | 79.095 | 77.706 | 76.317 | 74.929 | 73,540 | 72.151  | 70.762 | 69,373 | 67.985         | 66,596  | 65.207              | 63.818 |
| 3.50      | 87.500             | 93.747 | 92.358  | 90.969 | 89.580 | 88.192 | 86.803 | 85,414 | 84.025 | 82.636 | 81.248  | 79.859 | 78.470 | 77.081 | 75.692 | 74.304 | 72.915 | 71.526  | 70.137 | 68.748 |                | 65,971  | 64.582              | 63.193 |
| 3.45      | 86,250             | 93.122 | 91,733  | 90.344 | 88.955 | 87.567 | 86.178 | 84,789 | 83,400 | 82.011 | 80.623  | 79.234 | 77.845 | 76.456 | 75.067 | 73.679 | 72.290 | 70.901  | 69.512 | 68.123 | 66.735         | 65.346  | 63.957              | 62.568 |
| 3.40      | 85.000             | 92,497 | 91.108  | 89.719 | 88.330 | 86.942 | 85.553 | 84.164 | 82.775 | 81.386 | 79.998  | 78.609 | 77.220 | 75.831 | 74.442 | 73.054 | 71.665 | 70.276  | 68.887 | 67.498 | 66.110         | 64.721  | 63.332              | 61.943 |
| 3.35      | 83.750             |        | 90.483  | 89.094 | 87.705 | 86.317 | 84.928 | 83,539 | 82.150 | 80.761 | 79.373  | 77.984 | 76.595 | 75.206 | 73.817 | 72.429 | 71.040 | 69.651  | 68.262 | 66.873 | 65.485         | 64.096  |                     | 61.318 |
| 3.30      | 82,500             |        | 89.858  | 88.469 | 87.080 | 85.692 | 84.303 | 82.914 | 81.525 | 80.136 | 78.748  | 77.359 | 75.970 | 74.581 | 73.192 | 71.804 | 70.415 | 69.026  | 67.637 | 66.248 | 64.860         | 63,471  | 62.082              | 60.693 |
| 3.25      | 81,250             | 90.622 | 89.233  | 87.844 | 86,455 | 85.067 | 83,678 | 82.289 | 80,900 | 79.511 | 78.123  | 76.734 | 75.345 | 73.956 | 72.567 | 71,179 | 69.790 | 68,401  | 67.012 | 65,623 | 64.235         | 62.846  | 61.457              | 60.068 |
| 3.20      | 80.000             |        | 88.608  | 87.219 | 85.830 | 84.442 | 83.053 | 81.664 | 80.275 | 78.886 | 77.498  | 76.109 | 74.720 | 73.331 | 71.942 | 70.554 | 69.165 | 67.776  | 66.387 | 64.998 | 63.610         | 62.221  | 60.832              | 59.443 |
| 3.15      | 78,750             |        | 87,983  | 86.594 | 85.205 | 83,817 | 82.428 | 81,039 | 79.650 | 78.261 | 76.873  | 75,484 | 74.095 | 72,706 | 71.317 | 69.929 | 68,540 | 67.151  | 65.762 | 64.373 | 62.985         | 61,596  | 60.207              | 58.818 |
| 3.10      | 77.500             |        | 87.358  | 85.969 | 84.580 | 83.192 | 81.803 | 80.414 | 79.025 | 77.636 | 76.248  | 74.859 | 73.470 | 72.081 | 70.692 | 69.304 | 67.915 | 66.526  | 65.137 | 63.748 | 62.360         | 60.971  | 59.582              | 58.193 |
| 3.05      | 76.250             |        | 86.733  | 85.344 | 83.955 | 82.567 | 81,178 | 79,789 | 78,400 | 77.011 | 75.623  | 74.234 | 72.845 | 71,456 | 70.067 | 68,679 | 67.290 | 65.901  | 64.512 | 63.123 | 61.735         | 60.346  | 58.957              | 57.568 |
| 3.00      | 75.000             |        | 86.108  | 84,719 | 83.330 | 81.942 | 80.553 | 79.164 | 77.775 | 76.386 | 74.998  | 73.609 | 72.220 | 70.831 | 69.442 | 68.054 | 66.665 | 65.276  | 63.887 | 62.498 | 61,110         | 59.721  | 58.332              | 56.943 |
| 2.95      | 73,750             |        | 85.483  | 84,094 | 82.705 | 81.317 | 79.928 | 78.539 | 77.150 | 75.761 | 74.373  | 72.984 | 71,595 | 70.206 | 68.817 | 67.429 | 66.040 | 64.651  | 63.262 | 61.873 | 60.485         | 59.096  | 57.707              | 56.318 |
| 2.90      | 72.500             |        | 84.858  | 83.469 | 82.080 | 80.692 | 79.303 | 77.914 | 76.525 | 75.136 | 73.748  | 72.359 | 70.970 | 69.581 | 68.192 | 66.804 | 65.415 | 64.026  | 62.637 | 61.248 |                | 58.471  | 57.082              | 55.693 |
| 2.85      | 71,250             | 85,622 | 84.233  | 82.844 | 81,455 | 80,067 | 78.678 | 77.289 | 75.900 | 74.511 | 73.123  | 71.734 | 70.345 | 68.956 | 67.567 | 66.179 | 64.790 | 63.401  | 62.012 | 60.623 | 59.235         | 57.846  | 56.457              | 55.068 |
| 2.80      | 70.000             | 84,997 | 83.608  | 82.219 | 80.830 | 79.442 | 78.053 | 76.664 | 75.275 | 73.886 | 72.498  | 71.109 | 69.720 | 68.331 | 66.942 | 65.554 | 64.165 | 62.776  | 61.387 | 59.998 | 58.610         | 57.221  | 55.832              | 54,443 |
| 2.75      | 68,750             |        | 82,983  | 81.594 | 80.205 | 78.817 | 77,428 | 76.039 | 74,650 | 73.261 | 71.873  | 70.484 | 69.095 | 67.706 | 66.317 | 64.929 | 63,540 | 62.151  | 60.762 | 59.373 | 57.985         | 56,596  | 55.207              | 53.818 |
| 2.70      | 67.500             |        | 82,358  | 80.969 | 79.580 | 78.192 | 76.803 | 75.414 | 74.025 | 72.636 | 71.248  | 69.859 | 68.470 | 67.081 | 65.692 | 64.304 | 62.915 | 61.526  | 60.137 | 58.748 | 57.360         | 55.971  | 54.582              | 53.193 |
| 2.65      | 66.250             | 83.122 | 81,733  | 80,344 | 78.955 | 77.567 | 76.178 | 74.789 | 73.400 | 72.011 | 70.623  | 69.234 | 67.845 | 66.456 | 65.067 | 63.679 | 62.290 | 60.901  | 59.512 | 58.123 | 56.735         | 55.346  | 53.957              | 52.568 |
| 2.60      | 65.000             |        | 81,108  | 79.719 | 78.330 | 76.942 | 75.553 | 74.164 | 72.775 | 71.386 | 69.998  | 68.609 | 67.220 | 65.831 | 64.442 | 63.054 | 61.665 | 60.276  | 58.887 | 57.498 | 56.110         | 54.721  | 53.332              | 51.943 |
| 2.55      | 63,750             | 81.872 | 80,483  | 79.094 | 77.705 | 76.317 | 74,928 | 73,539 | 72.150 | 70.761 | 69.373  | 67.984 | 66.595 | 65.206 | 63.817 | 62,429 | 61,040 | 59.651  | 58.262 | 56,873 | 55,485         | 54.096  | 52.707              | 51,318 |
| 2.50      | 62.500             | 81.247 | 79.858  | 78.469 | 77.080 | 75.692 | 74.303 | 72.914 | 71.525 | 70.136 | 68.748  | 67.359 | 65.970 | 64.581 | 63,192 | 61.804 | 60,415 | 59.026  | 57.637 | 56.248 |                | 53,471  | 52.082              | 50.693 |
| 2.45      | 61.250             | 80,622 | 79.233  | 77.844 | 76.455 | 75.067 | 73.678 | 72,289 | 70.900 | 69.511 | 68.123  | 66.734 | 65.345 | 63.956 | 62.567 | 61.179 | 59.790 | 58.401  | 57.012 | 55.623 | 54.235         | 52.846  | 51.457              | 50.068 |
| 2.40      | 60.000             |        | 78.608  | 77.219 | 75.830 | 74,442 | 73.053 | 71.664 | 70.275 | 68.886 | 67,498  | 66,109 | 64.720 | 63.331 | 61.942 | 60.554 | 59.165 | 57.776  | 56.387 | 54.998 | 53.610         | 52.221  | 50.832              | 49,443 |
| 2.35      | 58,750             |        | 77.983  | 76.594 | 75.205 | 73,817 | 72,428 | 71.039 | 69.650 | 68.261 | 66.873  | 65.484 | 64.095 | 62.706 | 61,317 | 59.929 | 58.540 | 57.151  | 55.762 | 54.373 | 52.985         | 51,596  | 50.207              | 48.818 |
| 2.30      | 57.500             | 78.747 | 77.358  | 75.969 | 74.580 | 73.192 | 71.803 | 70.414 | 69.025 | 67.636 | 66.248  | 64.859 | 63,470 | 62.081 | 60,692 | 59.304 | 57.915 | 56.526  | 55.137 | 53.748 | 52.360         | 50.971  | 49.582              | 48.193 |
| 2.25      | 56.250             | 78.122 | 76,733  | 75.344 | 73.955 | 72.567 | 71,178 | 69,789 | 68,400 | 67.011 | 65.623  | 64.234 | 62.845 | 61,456 | 60.067 | 58.679 | 57,290 | 55.901  | 54.512 | 53,123 | 51,735         | 50,346  | 48.957              | 47.568 |
| 2.20      | 55.000             |        | 76.108  | 74.719 | 73.330 | 71.942 | 70.553 | 69.164 | 67.775 | 66.386 | 64.998  | 63.609 | 62.220 | 60.831 | 59.442 | 58.054 | 56.665 | 55.276  | 53.887 | 52.498 | 51.110         | 49.721  | 48.332              | 46.943 |
| 2.15      | 53.750             | 76.872 | 75.483  | 74.094 | 72.705 | 71.317 | 69.928 | 68.539 | 67.150 | 65.761 | 64.373  | 62.984 | 61.595 | 60.206 | 58.817 | 57.429 | 56.040 | 54.651  | 53.262 | 51.873 | 50.485         | 49.096  | 47.707              | 46.318 |
| 2.10      | 52.500             | 76.247 | 74.858  | 73,469 | 72.080 | 70.692 | 69.303 | 67.914 | 66.525 | 65.136 | 63.748  | 62,359 | 60.970 | 59.581 | 58.192 | 56.804 | 55.415 | 54.026  | 52.637 | 51,248 | 49.860         | 48,471  | 47.082              | 45.693 |
| 2.05      | 51,250             |        | 74,233  | 72.844 | 71,455 | 70.067 | 68.678 | 67.289 | 65.900 | 64,511 | 63.123  | 61,734 | 60.345 | 58.956 | 57.567 | 56.179 | 54.790 | 53,401  | 52.012 | 50,623 | 49.235         | 47,846  | 46,457              | 45.068 |
| 2.00      | 50.000             |        | 73.608  |        |        | 69.442 | 68.053 | 66.664 | 65.275 | 63.886 | 62.498  |        | 59.720 | 58.331 | 56.942 | 55.554 | 54.165 | 52.776  | 51.387 | 49.998 | 48.610         | 47.221  | 45.832              | 44,443 |
| 2.00      | 00.000             | 1      | . 01000 |        | 70,000 | 301112 | 30.000 | 30.004 | 30.2.0 | 30.000 | JE. 100 | 31,100 | 30.120 | 30.001 | 30.072 | 30.004 | 37.100 | JE., 10 | 31.001 | ,0,000 | 10.010         | ******  | 10.002              | 11,140 |



### On Track For Selective College Admission

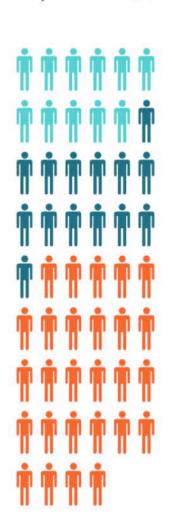
Freshmen

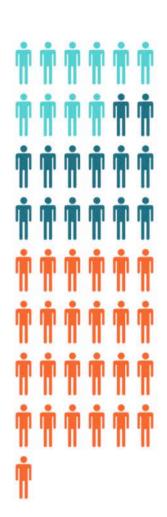
Sophomores

Juniors

Seniors





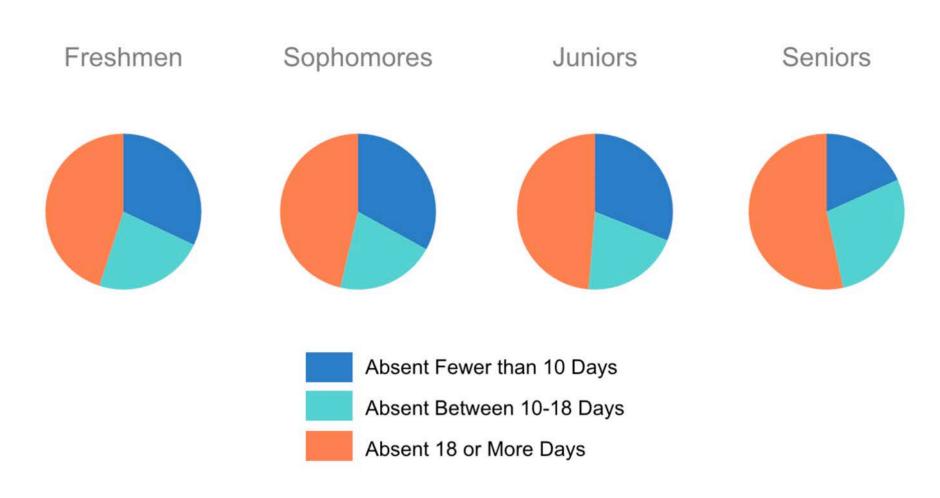








## Ownership: Attendance During 2015-2016 Academic Year





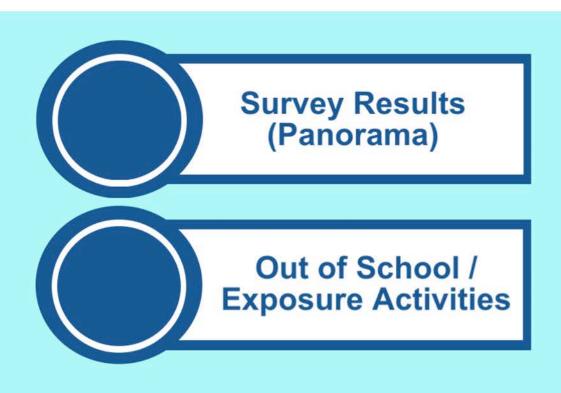


## Ownership: Suspensions During 2015-2016 Academic Year





### Other Possible Ownership Measures





### **GPAs: By Class (2015-2016)**

**Freshmen** 

2.40

Sophomores

2.43

**Juniors** 

2.75

**Seniors** 

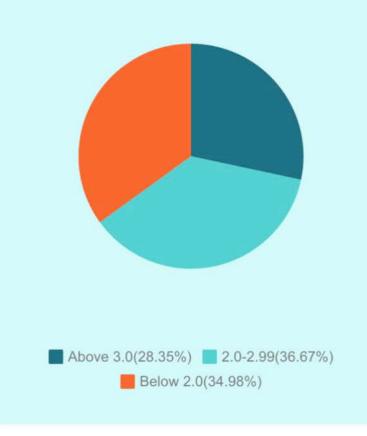
2.73



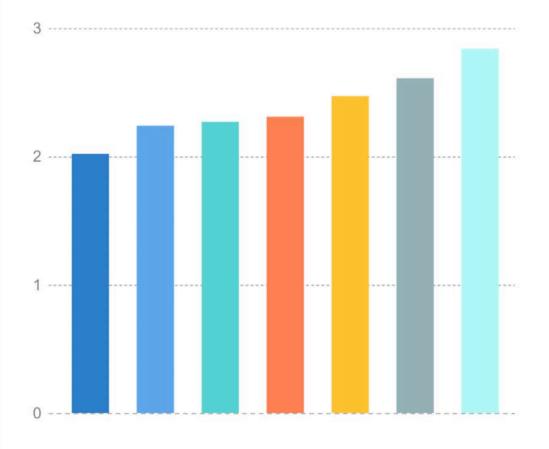


### 9th Grade GPAs During 2015-2016

Students per GPA Range, Class of 2019



9th Grade Average GPAs, by School





## Entering (9th Grade) ACT Score: MFS Network Average



# Commitment to the goal of 85%

means

redefining the role of high schools.