



Ferris State University

Charter Schools Office

2002-2003

Annual Report to the

Board of Trustees

March 17, 2004

Message from the Director

I look back on the 2002-2003 school year with considerable pride. The Ferris State University Charter Schools Office (CSO) has experienced a very successful year. FSU is considered, by those who work in the charter school field, as a leader both in the State and at the national level.

When considering the number of academies overseen and the number of students served by our academies, the FSU CSO fulfills its responsibilities with fewer full-time equivalent staff than any other university authorizer in the State. Last year, we served 16 academies with a total enrollment of approximately 6,000 students. Five of the academies now own their own facilities; three of the academies scored in the top 10% of all Michigan schools on the MEAP test; and, all of the academies have successfully implemented the Authorizers Oversight Information System (AOIS). This system is proving to be a valuable tool to CSO staff in documenting compliance. We have also provided "The Scantron Performance Series" assessment test to all FSU academies that wish to use the system. This tool assists participating academy teachers and administrators in preparing for the MEAP. It also provides valuable academic assessment data to school improvement teams.

Although 2002-2003 was a good year, it was not without its challenges. The most significant of those was the closing of Beacon International Academy. Even though it was the right thing to do, closing one of our academies was a heart-wrenching experience. At this writing, the process is not final but appears to be near closure.

There is a bigger picture wrapped around the above successes. Some of this can be attributed to the assistance of several executive administrators, such as the Dean of University Center for Extended Learning, the Vice President for Academic Affairs, the Associate Vice President for Finance, and the University President. Rounding out the picture of success is the tremendous support from the University's Board of Trustees. To all of you, the CSO staff says thank you. It is our pleasure to share this annual report with you.



Jimmie Rodgers
Director

Our Mission & Our Vision

We, in the Charter Schools Office, have worked very hard this past year in helping our constituents realize our vision for our schools. The University's Board of Trustees has been very supportive of the commitment that *"When Ferris State University authorizes a public school academy, we are envisioning a glimpse into the future. It is believed that each academy authorized will have a positive impact on: the lives of the children and parents they serve; the communities of the families they serve; the taxpayers of the State of Michigan; and ultimately, the societies of the world. To accomplish this, each academy must provide an environment to achieve academic excellence by delivering quality programming and instruction for the children it serves. The virtues of character that include the values of freedom, honesty, integrity, and civility, in addition to rigorous accountability to all stakeholders, are a part of our vision for each academy."*

Our mission (stated below) helps to fulfill our vision.



***Ferris State University Charter Schools Office
Committed to Continuous Quality Improvement
For Michigan Public Schools***

Historical Perspective

Ferris State University's Board of Trustees conditionally authorized its first public charter school academy in 1997. Since that time, the Board has authorized an additional 15 academies and entered into an agreement with Bay Mills Community College to provide oversight to two (2) of its public school academies. In August 2002, Bay Mills' Board of Regents and the University's Board of Trustees mutually agreed that, as of October 1, 2002, the formal agreement that was signed into effect on February 27, 2001, would terminate. The Charter Schools Office continued to provide logistical support to Bay Mills on a contractual basis during a short transitional period while the College established its own charter schools office.

Our existing 15 academies serve approximately 5,964 students Statewide. The University's charter schools have made tremendous progress over the years, of which, some of the detail, will be shared in this report.

The Charter Schools Office

The Charter Schools Office has three (3) full-time administrative employees -- the Director, the Associate Director, and the Oversight Coordinator/Compliance Officer. A part-time receptionist/assistant is responsible for duties assigned by the Director and a one-quarter time Account Clerk III helps the Director in monitoring the office's budget and paying invoices.

In addition, the CSO employs four part-time field representatives that are each assigned some responsibility for their respective academies. They are required to conduct three (3) announced visits, three (3) unannounced visits, and three (3) other optional visits throughout the calendar year. Specific duties include, but are not limited to, attending a minimum of six (6) Board meetings; verifying the maintenance of compliance documents (e.g., teacher certification, occupancy and safety permits, board member information, etc.); inspecting physical facilities to ensure child welfare and safety; and monitoring academic progress via classroom visitation. All total, the CSO administrative and support staff traveled a distance of more than 37,800 miles last year to attend Board meetings. This total does not include various other visits to the academies during the course of the year.

The Academies

The University authorizes fifteen (15) public charter school academies Statewide. Geographically, eight (8) of our academies are located in and near Detroit, and we have one (1) each in Benton Harbor, Cedar Springs, Flint, Saginaw, Lambertville, Marshall, and Lansing.

Following is a brief description of each of our academies and some of their achievements in 2002-2003. (Copies of individual school reports are available upon request from the Charter Schools Office.)

At **Allen Academy**, located in Detroit, the 2002-2003 school year was accentuated by across-the-board excellence, as students demonstrated academic, extracurricular, and social achievement. The Academy and its 21st Century Community Learning Center Tae Kwon Do after-school program qualified nine (9) students for the 2003 U.S. Junior Olympics in Detroit in the sparring and form disciplines. The Academy was the recipient of the 2001-2002 “*Golden Apple*” award that was presented in October 2002. This prestigious award is presented by the Michigan State Department of Education to those elementary schools that show at least 60 points of improvement on MEAP test scores over a three-year period.

In response to parental demand and the number of returning students, the Academy will establish a multi-campus site in 2003-2004 that will serve grades 5 through 9 for the '03-'04 academic year. The school's enrollment has increased from 375 in 1999-2000 to 454 at the end of the 2002-2003 school year.

Benton Harbor Charter School academy is in its fourth full-year of operation. During that time, the school has changed administrative leadership three times and continues to face new challenges each year. One of the major issues is lack of parental involvement. In 2002-2003, only 35% of the parents participated in parent/teacher conferences. The administrative staff and Board of Directors are looking at innovative ways to encourage parents to become more actively involved with the school and their child's academic experience. This past year, the academy hired two parent liaisons to help address student discipline issues. Both have had extensive experience working for the Berrien County Courts as well as other related experience that added a new dimension to the contacts with parents and students. They were instrumental in scheduling several special programs including a Juvenile Justice Awareness Day as a means of deterring children from taking the wrong life pathways. They also make house calls to deal with truancy and lack of attendance. In terms of continued enrollment, the school gained an additional 41 students this year bringing total enrollment up to 451.

In 2003-2004, **Conner Creek Academy East**, located in Roseville, will establish multi-campus sites to include a new middle school serving fifth through seventh graders and a new high school serving grades eight and nine. The elementary school's enrollment has more than doubled since the Fall 1999. CCAE was the recipient of a Michigan Department of Education Dissemination Grant. This competitive grant, in the amount of \$60,762, was awarded for the Academy's implementation of a highly successful “Love & Logic Program.” The program places a heavy emphasis on respect and dignity for children. As a direct result, the school has been able to discontinue its school detention program. The school leader and his assistant principal have been invited as guest speakers to several State seminars and conferences to share their positive experiences and successes with this program.

The Academy also was awarded full accreditation by the North Central Accrediting agency in 2002-2003.

The **Consortium College Preparatory High School** in Detroit is, to the best of our knowledge, the only one of its kind in the nation. In Fall 2002, three of our academies (Hope of Detroit Academy, George Crockett Academy, and Voyageur Academy) joined together to form a consortium high school with 251 students enrolled. Students are admitted under the auspices of one of the respective academies into a single unit although those students remain a part of each school's student population. Important decisions regarding students (such as disciplinary problems, promotion or demotion, etc.) are referred back to the respective Board of Directors through the Advisory Council, comprised of one member from each of the three Boards.

The physical facility houses state-of-the-art science labs, a gymnasium, and a media/computer lab that was funded by the FSU Charter Schools Office as a partnership with the school. This partnership allows the University to use the space in the evenings and on weekends for adult extended learning.

Creative Technologies Academy, in Cedar Springs, began operation in 1998 serving 120 students in grades 7-12. Grades 4, 5, and 6 were added in August 2001, and grade 3 was added in August 2002. The academy currently provides quality and innovative instruction to 234 students. Ferris Professor John Kowalczyk was instrumental in developing an academic program for the high school students based on the Structured Learning Assistance Program used by the University. The program is designed to **bring the level of performance up to the standard** rather than **bringing the standard down to the level of performance**. The program has proved to be quite successful in meeting the students' academic needs. The Michigan Virtual High School also provides CTA access to a wide variety of courses and instructional tools.

The Academy completed its on-line Self-Study for NCA accreditation in January 2003.

Francis Reh Public School Academy, located on the east side of Saginaw, will begin its sixth year of operation in Fall 2003. There are nearly 300 students in kindergarten through eighth grade. The academy is 96% African-American and approximately 90% of its students qualify for free and reduced lunch. The Academy was chosen as one of only two schools in Michigan to receive a federal grant for a fruit and vegetable pilot program. The \$30,000 annual competitive award is being used to regularly supplement students' nutritional needs and eating habits with fresh produce. The proposal was written and submitted by Mrs. Rose Schliska, the school's administrative secretary. The FSU CSO recognized and honored Mrs. Schliska at a Board meeting for her efforts.

Administrative staff members and the School Improvement Team have worked diligently throughout the academic year to realign its curriculum, set goals for continuous improvement practices and the decision-making processes associated therewith, increase parental involvement, identifying community resources and volunteers, and utilizing existing educational resources to enhance student learning and adult and community education.

Students at **George Crockett Academy** (Detroit) were among nine (9) other charter school academies Statewide to have shown the greatest cumulative gains in all grades and subjects on the Michigan Educational Assessment Program (MEAP). During the previous academic year, the Academy was identified by Education Trust, a Washington DC-based organization, as among the best in improving services provided to low-income Latino, African American, or native American students. As a result of their academic achievements, some students have been accepted into and participate in the Detroit Area Pre-College Engineering Program. The K-8 student population is comprised of 100% African-American. The Academy has a current enrollment of 382 at its elementary and middle school and 27 enrolled at the Consortium High School.

Hope of Detroit began operating in 1999-2000 with 364 students. Currently it serves 328 kindergarteners through eighth graders in the primary location and an additional 123 ninth and tenth graders attending the Consortium High School. The local community is very supportive of the academy. Last year, students' academic achievements were rewarded by donations from Pizza Hut, Six Flags, Detroit Energy, Knights of Columbus, and several area businesses. The Wayne County Sheriff's Department, the Detroit Police Department, and representatives from the 36th District Court, participated in presenting "reality check" programs to deter unacceptable behavior. Both FSU and Eastern Michigan University provided graduate-level programs for staff members while Wayne County Community College offered a program for paraprofessionals and provided scholarships for those who qualified.

Huron Academy in Sterling Heights was the first FSU-authorized academy to achieve accreditation from the North Central Association of Colleges and Schools in Spring 2002. This accomplishment is even more impressive given the fact that the Academy completed the entire process within the 2001-2002 academic school year. The Michigan Association of Public School Academies (MAPSA) selected the Academy as one of three Statewide winners of the "Summit Award." This award "*recognizes schools where students learn with innovative programs that help [them] make significant academic and/or personal progress.*" The school leader was concurrently nominated for MAPSA's "*Administrator of the Year*" award. In Fall 2002-2003, the Academy enrolled its first ninth grade class bringing student enrollment up to 486. The Academy opened its doors in 1999-2000 with 133 students. Standardized testing data reveals that students are consistently progressing upward at one-and-a-half to two grade levels per year.

Joy Preparatory Academy (Detroit) is continuing its growth pattern and will open a second campus in Fall 2003. It served 120 K-3 students in 2000-2001 and is now at capacity at its current site serving 183 kindergarteners through fifth graders. The MEAP test was administered for the first time to fourth graders in 2002-2003. Based on test results, it appears the students performed quite well. Eighty percent (80%) of the teaching staff is "highly qualified" as defined by "No Child Left Behind." Students often participate in extracurricular programming activities, art classes, modern and jazz dance instruction, athletic events, and the "Book It" reading program sponsored by Pizza Hut. The Academy formed a partnership with the Fountains at Franklin senior citizens community center where students regularly visit to put on artistic performances and to read to the residents.

Students at **Marshall Academy** scored above grade equivalency level in every subject area at every grade level on the Iowa Test of Basic Skills. Additionally, students scored the highest cumulative scores in all grades and all subjects on the MEAP and outperformed every single school in its intermediate school district. The school began in 2000-2001 with just 85 students and enrollment has increased to 296 in Fall 2002. The curriculum consists of three basic skills (reading, writing, and mathematics), as well as history, geography, science, arts, music, and phonics. Latin is offered twice a week to students in grades 3-6 and Spanish is offered to all students. The school will add a 9th grade class in 2003-2004. Parents are actively involved with the school and many serve as tutors, classroom aides, and volunteers for various activities. One hundred percent (100%) of the teachers are considered "highly qualified" under "No Child Left Behind."

Located in Lambertville (about one mile from the Toledo, Ohio, border), **New Bedford Academy** serves 152 students kindergarteners through eighth graders. On the 2003 MEAP, 64.7% of the fourth grades met standards in reading, which is slightly higher than most of the local school districts and is higher than the State average by 6.7%. In mathematics, the fourth graders surpassed the State average in meeting standards by 5.1%. Twenty-percent (20%) of the eighth graders exceeded standards in the subject area of mathematics. Overall,

data results reveal that students tested in each grade level were comparable to the State average standards in each subject area. The Academy is unique from all our others inasmuch as it incorporates multi-age classroom and learning centers. Each classroom is self-contained and has 14 computers per classroom. The building is specifically designed around the multi-age concept.

The Academy has been very active in its community with outreach programs such as the Annual Holiday Food Drive, Mitten Tree, and Military Appreciation and Fun Day. The Academy has also instituted a clothing exchange program to help lessen the cost of the school's dress code on area families.

New City Academy, in Lansing, has almost doubled its enrollment since 1998-1999. It began with 94 students in grades K-4 and now serves 143 kindergartners through sixth graders. The University's Board of Trustees approved the addition of the seventh and eighth grades in 2003 and 2004, respectively. In response to the ever-growing student population, the Academy was able to acquire additional building space from a private academy that vacated the other half of the premises that housed both schools. The school's atmosphere is one of energetic enthusiasm and pride. Parental involvement and satisfaction are among the highest of all of our charter school academies. The teaching staff does a tremendous job in providing after school programs that include singing, storytelling, African-American culture, and ethnic awareness and differences. Approximately 90% of the student population is African-American, 6% is Hispanic, and 4% is Caucasian. Ninety-three percent (93%) of the students returned from the previous year and the attendance rate averaged at 95% for the academic year. The teacher retention rate was 100% from 2001-2002 to 2002-2003, and the student/teacher ratio is approximately 16:1. Essentially, 2002-2003 was the benchmark year for student achievement data. The Academy had fewer than 10 fourth and fifth grade students who took the MEAP test in 2001-2002.

Serving 385 students in 2002-2003, **Northridge Academy** is located in Flint. The student population is predominately African-American. Six of eight grades reported better-than-average growth based on comparisons between Fall and Spring results of Terra Nova test scores. Four grades boosted scores on post-tests by more than 20%, and it is reported that sixth graders' total Spring score was 122% better than the Fall score. Considering a 50% return rate of students in both 2001-2002 and 2002-2003, the CSO finds this accomplishment quite remarkable. Eighty percent (80%) of this academy's teachers are identified as "highly qualified" as defined by "No Child Left Behind." The student/teacher ratio is about 17:1

In an effort to impact the school environment, the Academy has recently involved the Flint community in its program to reward students who attend school regularly and have few or no discipline referrals. Donations were collected from local businesses and others for various presentations and more support is being gathered from the community each month. School officials report that the program has already had a big impact on the Academy's school climate and students' attitudes.

Located in southwest Detroit, **Pierre Toussaint Academy**, served nearly 400 students from kindergarten through grade 8 in 2002-2003, with about 90% of its students returning from the previous year. According to 2003 MEAP results, students at Pierre Toussaint Academy showed the greatest cumulative gains, in all grades and all subjects. Nearly 90% of the total student population tested showed dramatic increases in six of eight grade levels on the CTBS/Terra Nova achievement test. Several subject areas showed a multiple-year increase based on comparisons of Terra Nova pre- and post-test scores. The student population is comprised of predominately at-risk African-American students. Several volunteers from the Michigan State Police, Wayne County Sheriff's Department, Detroit Police Department, and the Detroit Fire Department spoke to the children throughout the year about several safety issues and being responsible citizens.

On October 10, 2002, administrative staff members received devastating news of a tragic bus accident involving 43 victims who were traveling on a school-sponsored field trip. Several first-graders and their adult chaperones were transported to area hospitals where some remained in critical condition for several weeks -- fortunately, there were no deaths. Community members, parents, teachers, and other concerned individuals rallied round to solicit donations for the victims who otherwise could not have paid their hospital bills. Clinical psychotherapists were hired to work with the traumatized victims at no cost to the recipients. Teachers worked tirelessly with parents to secure home schooling for those

children who could not readily return to school because of injury and/or psychological problems. The Academy was, ultimately, released from any responsibility involving the bus and semi-truck accident. As a direct result of this tragedy, the Academy developed an emergency crisis plan that was shared at the State charter schools conference and has become a model for other academies around the State.

At **Voyageur Academy**, Detroit, the school reported an enrollment of 328 students for 2002-2003, of which 80% were returning. As of Student Count Day 2003, there were 315 students enrolled in the elementary and middle school and an additional 257 at the Consortium High School. Discipline and morals are strong, and the academic atmosphere enables teachers to teach to a well-behaved and enthusiastic student body. The School Improvement Team met monthly throughout the year to reassess on a quarterly basis the effectiveness of student academic and social achievement. Voyageur Academy was a recipient of the 2001-2002 "*Golden Apple*" Award that was presented in October 2002. The award carried with it a \$10,000 grant from the State Department of Education. The Academy recently held a five-year celebration that drew several hundred people to the Academy to celebrate the school's growth and achievements.

The Charter Schools Office awarded 11 of its 15 academies with the "Shining Star Award" in 2002-2003. This award recognizes 100% compliance with each academy's respective Contract with the University and with State and federal laws and legislative mandates. An awards celebration was held in Detroit with about 170 attending, including a State senator, a member of the State's Department of Education, other State dignitaries, and some of the University's executive employees.

With encouragement from the Charter Schools Office, many of our academy Boards elected to participate in the National Charter Schools Development and Performance Institute's Board Policy Service. Their services provide field-tested policies that are legally defensible in any State court of law and are consistent with the academies' contracts with the University. To date, 10 of our schools have participated in this initiative and four of those 10 have completed the year-long project.

Increased enrollments and sound fiscal planning has allowed five of our academies to purchase its physical facilities during the past year. They are Creative Technologies Academy, Benton Harbor Charter School, Allen Academy, New Bedford Academy, and Marshall Academy.

Achievements & Challenges

Authorizers' Oversight Information System: In December 2002, the CSO signed an agreement with the Grand Rapids-based company, Corporate Computer, to purchase a web-based compliance program known as the Authorizers' Oversight Information System (AOIS). The system was designed for Central Michigan University's Charter Schools Office to track and maintain information regarding the compliance of the charter schools authorized by CMU. The FSU CSO purchased licenses for each academy's use. Primary users have access to various screens and menus that allow them to navigate through the system. Each authorized user can view a daily report of his or her academy's compliance status. Our success and experience with the system has generated a request from Ball State University to assist their charter school office with the implementation of AOIS.

Contract Language Revision: A major project for the CSO last year was a significant revamping of contract language. Some of the changes included:

- (1) provision for suspension of an academy's contract, and optional due process hearing language that could be invoked by the University's CSO Director, in the event the contract is proposed to be suspended or revoked;
- (2) any new academy(ies) that is (are) authorized by the University will not be allowed to contain "no compete," "no-hire," or similar clauses in Educational Service Provider (ESP) contracts. The decision to include this provision in re-authorized contracts is left to the discretion of the respective Boards of Directors;
- (3) the ESP agreement cannot exceed the length of the Contract between the Academy and the University's Board of Trustees;
- (4) the CSO must review all service provider agreements in excess of \$150,000; all facility leases, property acquisitions and purchase agreements; and equipment and supply acquisitions that exceed the statutory bid limit, prior to the Academy Board's formal approval of such contracts and commitments; and,
- (5) a quorum of the Board has been redefined as a majority of the full number of Board positions available, not as a majority of the members that are seated and serving.

These revisions ultimately resulted in educational service provider policies. The policies further provide clarification that could cause suspension, termination, or revocation proceedings under the Contract.

Professional Development & Training Activities: One of our goals for 2001-2002 was to "Continue participation in professional staff development activities. Consider becoming more actively involved in facilitating programs and training development activities." Dedication to this commitment led to the following activities by CSO staff members:

- ***AOIS Training:*** The CSO hosted two separate training sessions held in Detroit and in Grand Rapids to instruct primary users in the use of the AOIS. Additional training has been individually provided by CSO staff members as our multi-campus sites come on-line and begin utilizing the system.
- ***Administration of Medications Training:*** In March 2002, the Michigan legislature passed a bill (Public Act 51 of 2002) related to the administration of medications to pupils in Michigan schools. This legislation directed the Department of Education to review all existing guidelines, policies, and documents, and develop a model policy concerning the administration of medications to students. In response to this mandate, the CSO partnered with the Michigan Council of Charter School Authorizers to provide medications training seminars throughout the State. Approximately 75

Michigan public school employees attended these free-of-charge programs offered at Eastern Michigan University, Grand Valley State University, and at Central Michigan University.

- *Building & Developing Presence at the State Level:* The Director of FSU Charter Schools has been elected as Vice Chair of the Michigan Council of Charter School Authorizers (MCCSA), a State-wide organization of all authorizers in Michigan. The mission of the organization is to “serve charter school authorizers, with a unified voice, and advance public education, choice, accountability, and trust.” MCCSA meets monthly to discuss and plan strategies for dealing with issues that impact authorizers. The Director has additionally been appointed Chair of State roundtable of charter school stakeholders that includes the Michigan Department of Education, Michigan Association of Public School Academies, Michigan Association of Charter School Boards, and the National Charter Schools Institute. The roundtable meets monthly and serves as a clearinghouse of information and charter school-related matters to the stakeholders and others. Under his leadership, the roundtable participants have taken up the responsibility of developing Statewide Accountability Standards for Authorizers, Financial Reporting Guidelines for Public School Academies and Educational Service Providers, a standardized Contract Checklist to be used when new and re-authorized contracts are submitted to the Department of Education, and a dissolution process, approved by the Attorney General’s Office, is near completion. Both the Associate Director and the Oversight Coordinator contributed significantly to the development of the Dissolution Plan and Process. The Associate Director has also been active in the MCCSA organization as a committee chair and works extensively with other authorizers.
- *NCSI Facilitators:* The National Charter School Institute (NCSI) was created to provide professional development training activities at the State and national level for administrative school employees, boards of directors, and other interested parties. FSU Director of Charter Schools Jimmie Rodgers and field representatives Larry Lindquist and Lee Robinson are independently employed by NCSI as facilitators and presenters of topics ranging from board governance to decision-making and conflict resolution.
- *NCSI 360° Evaluation:* Approximately two years ago, the CSO staff recognized the need to evaluate the effectiveness of boards of directors and the quality of services provided by educational service providers and the FSU CSO. CSO staff members developed a first-draft evaluation instrument that was designed as a 360° model. In other words, each entity evaluates the others and itself to identify strengths and potential opportunities for improvement. As the program evolved, the CSO director collaborated with the NCSI in refining the document and developing it into a web-based program. Creative Technologies Academy recently piloted the program with a great degree of success.
- *Recording Secretaries’ Training Seminar:* In working with many of the academies’ recording secretaries, the need for some formal training quickly became apparent. The Oversight Coordinator developed a recording secretaries training module and scheduled two separate training seminars for many of the secretaries. Resulting from these presentations was a newly-acquired knowledge and sense of professionalism from the recording secretaries and a lesser dependence on CSO staff members to constantly monitor recording of board minutes and related-documents. The Oversight Coordinator was then invited to make this same presentation to two other groups of secretaries unrelated to FSU’s operations.

- Reauthorization of Contracts: During the 2002-2003 calendar year, the CSO recommended to the University Board, the reauthorization of two of its academies. Three (3) more are in the process of approval. As part of the reauthorization process, the CSO developed a Reauthorization Application that asks a development team from each school to complete a comprehensive document outlining the academy's accomplishments as well as plans for a new five-year cycle. Each Reauthorization Application is responded to with a written review from the CSO, and a public presentation of those findings is made by the Director and/or Associate Director at a public meeting of the respective Boards of Directors.
- Student Achievement –
 - “No Child Left Behind” (NCLB) and “Education YES!”: – Like many other schools around the State and nation, FSU academies are working hard to comply with the requirements of NCLB legislation. The most far reaching of these requirements are the “highly qualified” teachers and Adequate Yearly Progress.
 - Adequate Yearly Progress (AYP): In 2003, the Michigan Department of Education (MDE) published a list of those schools that did not make AYP for the 2001-2002 school year as required by NCLB. The list was broken out into three distinct sections. List 1 – “Schools that did not make AYP;” List 2 – “Schools that continued to be identified for improvement that did not make AYP;” and, List 3 – “Schools identified for corrective action that did not make AYP.” Three (3) FSU academies were on List 1 (Allen, Northridge, and Voyageur). There were no FSU schools on Lists 2 or 3. Monitoring of each of these three academies has shown that each of them is making progress toward meeting AYP for 2002-2003. The 2002-2003 AYP results are in and indicate that five (5) of our schools did not make AYP (Allen, Benton Harbor, Creative Technologies, Joy Preparatory, and Pierre Toussaint). The CSO will continue to monitor and to work with the academies to do whatever is necessary to help reduce the number of schools appearing on Lists 1, 2, or 3, for 2003-2004.
 - Highly Qualified Teachers: All FSU academies have made significant gains in identifying members of the teaching staff who need additional academic credits to comply with the law. Many of our schools have already replaced staff that did not hold the proper certification. Schools with management companies, such as The Leona Group and Mosaica Education, Inc., have relied on their companies to monitor and develop plans for compliance. Two FSU academies – Huron and Marshall – already meet 100% of the standard for “highly qualified” teachers this school year. The CSO is keeping detailed records on staff certification and is confident that all academies will be in compliance by the end of the 2005-2006 school year, as required by federal law.
 - MEAP: The 2003 MEAP results show notable improvement in some FSU academies, particularly at Joy Preparatory Academy and Pierre Toussaint Academy. As noted earlier, both Huron and Marshall academies exceeded State averages and lead schools in their area in student performance scores. Several other schools show progress, but still lag behind State averages. The CSO continues to monitor school performance on standardized tests and is carefully reviewing school improvement plans submitted by these academies.
 - Scantron Performance Series: The Associate Director of FSU Charter Schools has assumed the task of coordinating the Scantron Performance Series within FSU-authorized academies. The Performance Series is an online diagnostic tool for math and reading which gives teachers instant results on student ability in these

areas. This is a service the CSO is providing free-of-charge to its academies to support student achievement gains. Initially offered as a pilot project, nine academies have participated in the project. The CSO has granted permission to two of its academies to drop their criterion-referenced tests in favor of Scantron. This office is committed to the continued offering of this program to each FSU academy.

- *Three-Year Evaluations:* All FSU charter school contracts require an intensive evaluation by an independent auditor once an academy has completed its third year of operation. In 2002, eight (8) of our academies (Allen, Beacon International, Conner Creek Academy East, Hope of Detroit, Huron, Joy Preparatory, New City, and Northridge) underwent such evaluations. Results from the individual evaluations are used to consider reauthorization and to get an independent assessment of how all aspects of the academy are doing. The CSO has been very fortunate to secure the professional services of two former school superintendents, John Cook and Robert Hamet, who possess a wealth of knowledge in this capacity.

On September 18, 2002, the University's Board of Trustees endorsed the Charter Schools Office's recommendation that the contract with Beacon International Academy, located in Detroit, be terminated. This recommendation was based upon the CSO's observations and documentation that the landlord was charging an excessive amount of rent for the facility housing the Academy compared to the fair market value for similar facilities in that area. The governing board failed to realize that this amount of rent was detracting from furthering educational opportunities for the children. The University is still in the throws of working with State government officials to effectuate the dissolution of the Academy's assets.

With the closure of Beacon International Academy, the CSO was afforded the opportunity to solicit applications to fill the vacancy created by this closure. Advertisements were placed on both the Michigan Association of Public School Academies (MAPSA) website and the CSO's website. Together with verbal communication with other professional charter school organizations and administrative personnel, 34 requests for applications were received. Of these, 19 completed applications were returned and (2) representatives of the individual applicant or entities were invited to a face-to-face interview with staff members of the CSO. The number one ranking candidate ultimately decided not to establish a charter school in the State of Michigan, at this time, and therefore no contract was awarded. In the intervening period, the CSO revamped its application process and implemented the internal use of a rubric to objectively assess future applicants' proposals. Applicants now receive a tabbed notebook requiring information aligned with the Revised School Code, and information required by the Charter Schools Office.

The CSO is very proud of its accomplishments during the past year and are committed to improving the quality of its operations and the services provided to the academies authorized by Ferris State University.

Goals & Objectives for 2003-2004

The Charter Schools Office staff recognizes the importance of establishing quantifiable goals. During 2002-2003, the CSO successfully completed all the goals it established for itself with the exception of the complete dissolution of Beacon International Academy's assets. This will continue to be a future challenge for CSO staff.

In 2003-2004, we are committed to accomplishing the following objectives:

Goal #1. Successfully reauthorize five academies

Objective: Contracts with six of our existing academies are due to expire at the end of 2004. As noted earlier, a reapplication process was established in anticipation of these expirations. As part of the process, the academies are asked to submit a Reauthorization Application to the CSO for review and consideration. Once the review is completed, the CSO staff responds to the application and meets with members of each respective Board of Directors to review our findings and the result of same. In 2002-2003, the CSO recommended to the University's Board of Trustees the reauthorization of Allen Academy, Creative Technologies, New Bedford and Joy Preparatory academies. In the 2003-2004 cycle, the CSO will consider reauthorization of Benton Harbor, Conner Creek Academy East, Huron, and New City academies.

Goal #2: Grant New Charter

Objective: With the closure of Beacon International Academy, the CSO was afforded the opportunity to re-open its application process to establish a new public charter school academy. It is anticipated that quality applications will be received and that CSO staff will have a recommendation for the University's Board to consider no later than June 2004.

Goal #3: Continue Building and Developing a Presence at the State level

Objective: Continue working with the Michigan Council of Charter School Authorizers, the Michigan Department of Education, the Michigan Association of Public School Academies, the Michigan Association of Charter School Boards, the National Charter Schools Institute, and other professional and business organizations for the betterment of public charter school academies.

Goal #4: Continue to Pursue Professional Development Activities

Objective: The CSO staff recognizes the importance and the need to continue professional development activities in order to remain a viable entity.

Goal #5: Remain Visible at State and National Level

Objective: The CSO staff recognizes the importance and the need to maintaining existing relationships with other charter school authorizers, management company representatives, school leaders, Board members, and State legislators and developing new relationships as the charter school movement continues to expand.

Goal #6: Update CSO Website

Objective: This objective is consistent with University Strategic Direction #4 of the Three-Year Academic Plan for 2004-2006. The CSO has its own website albeit not recently updated due to lack of qualified personnel within our academic unit to assist us in maintaining this project.

Goals & Objectives for 2004 And Beyond:

Goal #1: Hire An Academic/Assessment Specialist

Objective: With the increased demands of “No Child Left Behind” and “Education YES!,” the Charter Schools Office staff feels it’s important to have an individual on staff that can monitor our students’ academic progress and prepare comprehensive comparative reports. This individual would be responsible for developing assessment strategies to monitor student achievement for each academy and to identify academic strengths and opportunities for improvement.

Goal #2: Hire A Financial Analyst/Staff Accountant

Objective: If, and when, financial resources exist to employ another staff member, the CSO would like to hire a financial analyst specialist/staff accountant. The job description for this position is yet to be formulated.