



15th Annual

SPRING BRIEFING

As a Courtesy....

- Please mute your cell phones and other electronic devices
- If you must take a call, please do so outside



Agenda

Morning Session:

- The Charter Schools Office at 20 – A Retrospective and a Look Forward
- Visitation Review Process
- School Support Model
- New Mandates
- Academics and Assessment
- Professional Development
- Compliance/Board Updates
- 2017-18 Visitation Schedule
- Contract Updates

Agenda

Concurrent Afternoon Focus Sessions:

- ***ESP Evaluations***

Suggested Audience: Board Members

Facilitators: Ron Schneider, Mindy Britton

- ***Educational Goal Policy/CSO Expectations***

Suggested Audience: Administrators/Others

Facilitators: Ron Rizzo, Charissa Talsma

CSO Staff

CSO Office Staff

- ***Ronald Rizzo***
Director of Charter Schools
- ***Ronald Schneider***
Associate Director
- ***Mindy Britton***
Compliance Auditor/Board Liaison
- ***Charissa Talsma***
Academic Assessment Specialist

CSO Staff

CSO Office Staff

- ***Sue Lewis***
Secretary to the Director
- ***Susan Bachinski***
Secretary/Accounts

CSO Staff

Field Representatives

- ***Laura Emshanov***
 - Lighthouse Academy
 - Michigan Connections Academy
 - New Bedford Academy
 - School Support Liaison
- ***Don Haist***
 - Benton Harbor Charter School Academy
 - Blended Learning Academies Credit Recovery High School
 - Joy Preparatory Academy
 - Marshall Academy
 - Muskegon Montessori Academy for Environmental Change

CSO Staff

Field Representatives

- ***Phyllis Robinson***
 - Detroit Delta Preparatory Academy for Social Justice
 - Frederick Douglass International Academy
 - Hope of Detroit Academy
 - Voyageur Academy
 - Woodbridge Promise Coordinator

- ***Jim Scholten***
 - Bridge Academy
 - Clara B. Ford Academy
 - Hope Academy of West Michigan
 - Northridge Academy
 - Visitation Chair

CSO Staff

Field Representatives

- ***Art Willick***
 - Battle Creek Montessori Academy
 - Conner Creek Academy East
 - Creative Technologies Academy
 - Huron Academy

The CSO at 20

Persistent Myth #1:

“There is little or no oversight of charter schools.”

Persistent Myth #2:

“Charters ‘cherry pick’ the better performing students from traditional schools.”

Persistent Myth #3:

“Charter schools are performing worse than traditional schools.”

The CSO at 20

Persistent Myth #4:

“Charter schools divert funding from their traditional counterparts and therefore harm education generally.”

Persistent Myth #5:

“Charter schools hire uncertified and ill-prepared staff.”

The CSO at 20

Persistent Myth #1:

“There is little or no oversight of charter schools.”

The CSO at 20

FACTS:

- “Michigan charter schools are among the most regulated schools in the country.”
-Mackinac Center for Public Policy, February 2017 (All State and federal regulations AND Authorizer expectations)
- Since their inception in Michigan in 1994, 122 charter schools have been closed by authorizers (mostly State universities). *Rate=5.3 per year*
- On average, each FSU authorized academy will complete 190 submissions to Epicenter in 2016-17. *Rate=approximately one per day*
- CSO staff will travel tens of thousands of miles to complete over 175 charter school visits including board meetings and staff trainings this year. *Rate=8.75 personal contacts per school per year*

The CSO at 20

Persistent Myth #2:

“Charters ‘cherry pick’ the better performing students from traditional schools.”

The CSO at 20

FACTS:

- Any K-12 student who is a legal resident of the State can enroll. Charter schools can limit enrollment based only on building capacity. If enrollment exceeds capacity, a lottery must be held.
- National data shows that minority families are more likely to take advantage of charter school options. On average, charter schools across the country serve more black, Hispanic, and low-income students than their public school counterparts.
- Nationally, 57% of students in charter schools qualified for free and reduced lunch compared to 24% of students enrolled in traditional public schools.
- A 2014 national study (Rebarber & Zgainer, 2014) showed that 61% of charters serve student populations where more than 60% of students qualify for free/reduced lunch vs. 48% for traditional students.

The CSO at 20

Persistent Myth #3:

“Charter schools are performing worse than traditional schools.”

The CSO at 20

FACTS:

- It's all in the data! There have been many studies of charter school effectiveness. In a political environment where powerful interest groups lobby against charter schools, faulty research findings are used to curtail charter school growth and rob charter public schools of funding.
- The Center for Education Reform (2017) reports that since 2005 there have been eight studies performed by researchers from universities such as Harvard, MIT, University of Michigan, Duke, and Columbia. These were “*gold-standard*” studies (randomized control trials) of charter schools.

A sample of the findings:

The CSO at 20

RANDOMIZED CONTROL TRIALS AND CHARTER SCHOOL RESULTS

- **HOXBY ET. AL, 2005** - Charter middle school students closed “just under half of the gap between the average disadvantaged, minority student in Chicago Public Schools and the average middle-income, non-minority student in a suburban district.”
- **HOXBY ET. AL, 2009** - A student who attended New York City’s charters in all grades K-8 “would close about 86 percent of the ‘Scarsdale-Harlem achievement gap’ in math and 66 percent of the achievement gap in English.”
- **ABDULKODIROGLU ET. AL, 2009** - Boston’s charter middle schools “increased student performance by .5 standard deviations, the same as moving from the 50th to the 69th percentile in student performance. This is roughly half the size of the black- white achievement gap.”
- **GLEASON ET. AL, 2009** - Charter middle schools in 15 states had a “statistically significant and positive impact for low-income and low-achieving students in math.”
- **ANGRIST ET. AL, 2013** - “Attendance at one of Boston’s charter high schools increases pass rates on the state graduation exam, facilitates ‘sharp gains’ in SAT math scores, and doubles the likelihood that students will sit for Advanced Placement examinations.”
- **SETREN, 2015** - “Charter school attendance [in Boston] has large positive effects for math and English state exam scores for special needs students.”

“... Charters are serving the students who need them most - poor and minority students – and serving them particularly well.”

The CSO at 20

Persistent Myth #4:

“Charter schools divert funding from their traditional counterparts and therefore harm education generally.”

The CSO at 20

Facts:

- Students are NOT assigned to charter schools; parents choose to have their children attend them.
- Michigan will spend approximately \$14 billion in school aid for the 2016-17 school year. Roughly \$1 billion of those funds follow students to charter schools. -MAPSA Charter Connect, Winter 2016
- Of the \$14 billion paid to schools, 65% is the foundation grant, and 35% is categorical. The largest categorical area is the MPSEERS offset (\$1 billion), in which most charters cannot participate.
- Charters must pay for facilities from state aid and cannot levy special millages for facilities; therefore, charters are in fact more cost effective than traditional schools.

The CSO at 20

Persistent Myth #5:

**“Charter schools hire uncertified
and ill-prepared staff.”**

The CSO at 20

Facts:

- As Michigan public schools, charter schools must follow ALL rules and regulations pertaining to schools, including the certification of staff.
- FSU contracts with the Quality Performance Resource Group, from Saginaw, who conducts three personnel audits each year for every FSU authorized academy. QPRG checks on the following:
 - Administrator Certificates
 - Administrator's enrollment in a certification program
 - Administrator's State Continuing Education Clock Hours (SCECHs)
 - Teacher Certificates and "Highly Qualified" status
 - MiTap Documentation/Highly Qualified Reporting
 - Mentoring progress for certified staff
 - Substitute Permits
 - Licensures
 - State and federal police reports (Criminal History Record Information or CHRI)
 - Unprofessional conduct reports for all professional and non-professional staff
 - Staff Changes/Turnover

The CSO at 20

FACTS:

Summary of the Winter Audit:

- 100% of the professional staff at Ferris State University authorized academies (593 of 593 staff members) are currently fully certified and endorsed for their present assignments.
- There are 15 pending certificates.
- All staff with certification meet the Highly Qualified requirements when checking certification against the master schedule or viewing the form. 99.2% of the Paraprofessionals (132 of 133) have official documentation on file to verify Highly Qualified Status.

Visitation Review Process

- Visits are contractual
- Reauthorization and Mid-Contract Visits
- CSO Team - usually four CSO staff members
- Visitation Packets sent to the Academy early in the school year
- Expectation that entire Board understands the Visitation Report

Academy Responsibilities

- Confirm and make arrangements for the visit (contact, lunch, meeting space, announce, etc.)
- Complete and submit Academy Internal Review in Epicenter (School Systems Review from Ed-YES plus the CSO added information)
- Review draft report and submit Report Response in Epicenter
- Ensure entire Board understands contents of the Report

CSO Responsibilities Before Visit

- Visitation Chair sets dates and provides all necessary documents for the visit
- Visitation Team is formed
- Thorough review of the Academy's Internal Review document
- CSO staff prepares the Review of Overall Performance based on the Contract Performance Report, School Support Team Updates, Opportunities for Growth, and the Expectations in Consideration for Recommendation of Reauthorization

CSO Responsibilities During and After Visit

- Team will meet with administration, School Improvement Team, Board Members, students, etc., and visit classrooms
- Team summarizes observations and opportunities for growth and shares with building leader
- Visitation Chair/CSO create and email draft report
- After Academy review and response, Final Report created, mailed, and discussed with Board

School Support Model

- The School Support Team will provide monitoring and support to academies using a three-tiered color coded model:
 - **Green** (least monitoring needs)
 - **Yellow**
 - **Red** (most monitoring needs)
- Each level represents an increasing amount of monitoring and support based on academies' performance

School Support Model

Green Monitoring - Characteristics:

- Scored Meeting or Exceeding Goals on the Academic Performance Rubric (APR)
- NOT identified as a Focus/Targeted Support or Priority/Comprehensive Support School by the State of Michigan
- Mid-Contract or Reauthorization Visitation Teams (Visitation Teams) recommend Green Monitoring based on observations and reviewed documents
- Compliance is 100% on time and/or the CSO has no governance concerns
- CSO School Support Team can recommend Green Monitoring after review and discussion of the Academy's overall performance

School Support Model

Yellow Monitoring:- Characteristics:

- Scored Needs Improvement on the APR
- Identified as a Focus/Targeted Support School by the State of Michigan
- Identified as a former Red Monitored Academy that has shown improvement, and is working towards Green Monitoring
- Visitation Teams recommend Yellow Monitoring based on observations and reviewed documents
- Compliance is at least 95% on-time and/or the CSO has some governance concerns
- New academy that has been operating for less than three years
- CSO School Support Team can recommend Yellow Monitoring after review and discussion of the Academy's overall performance

School Support Model

Red Monitoring - characteristics:

- Scored Deficient on the APR
- Identified as a Priority/Comprehensive Support School by the State of Michigan
- Identified as a Yellow Monitored Academy for >three years and is not showing enough improvement to move to Green Monitoring
- Visitation Teams recommend Red Monitoring based on observations and reviewed documents
- Compliance is less than 95% on time and/or the CSO has several governance concerns
- The CSO will determine if the school will be assigned “Bottom Line Metrics”
- **Academies in Red Monitoring are placed into a three-year improvement cycle:**
 - Year 1: Planning/Implementation
 - Year 2: Implementation
 - Year 3: Implementation/Assessment

School Support Model - Comments

- Currently:
 - RED academies - 7
 - YELLOW academies – 6
 - GREEN academies - 7
- Laura, Charissa, and I have visited the RED academies frequently, less visits for YELLOW and GREEN
- We have provided staff training on several occasions- Intentional Instruction, Tracking Learning, Board Trainings
- We are incorporating our field reps with School Support Team activities and will continue to improve procedures

New Mandates – Restorative Justice (RJ)

- House Bills 5618-5621
- Connected to reducing “Zero Tolerance”
- Restorative practices - focus on communication between parties involved in the incident
- There is no **mandate** to use RJ but you must **consider** using RJ as an alternative or in addition to suspension - that means you also need to include RJ in handbooks and policies so you can prove it is an option

Restorative Justice (RJ)

- Bills go into effect August 1, 2017
- Bills require schools to consider age, disciplinary history, and possible disability before suspending
- These mandates **do not apply for students who possess firearms at school**
- **Review policies and procedures to make sure they satisfy the new mandates!**

New Mandates- Seclusion/Restraint (S/R)

- Public Acts 394 and 395 of 2016
- Basically, using S/R tactics with students **will not be allowed** for outbursts or behavior issues
- S/R tactics are only allowed when behavior poses an **“imminent risk” to the safety of the student or another and behavior is such that immediate intervention is required.**

Seclusion/Restraint (S/R)

- Schools must train and identify staff members called “Key Identified Personnel” (KIP)
- KIPs are called and remain until situation ends
- Whenever S/R tactics are used the school must report the incident to administration, parents, and Michigan Department of Education
- Again, you must review policies and procedures and modify so they are legal

New Mandates – Third Grade Reading

- Public Act 306 of 2016 read and discuss
- Requires schools to hold back third grade students who exhibit reading competencies more than a grade level behind (**UNLESS-see next screen**)
- Retention mandates do not take effect until the 2019-20 school year; however, schools are supposed to have the screening and intervention programs beginning next fall

Third Grade Reading

- **UNLESSES** include:
 - parental good cause exemption
 - students who are new to the school
 - students who were successful on all other subject areas on MSTEP
 - teacher approved student portfolio
 - pupils who have an IEP/504
 - etc.
- The Michigan Department of Education is expected to put out samples and information documents on the new mandates!

Academics & Assessment

Academics

- Michigan's plan for implementation of ESSA has concluded it's public comment and is in final review
- Plan will drive the assessment and accountability picture for Michigan
- Not a lot of details available—but this provides the framework being proposed

Academics & Assessment

Academics

- Science:
 - Schools should be well into the implementation phase of science standards
- Current Assessment Plan (subject to change!)
 - Spring 2018 - pilot MSS aligned item clusters (accountability TBD - schools) (grades 5,8,11)
 - Spring 2019 - state-wide field test (accountability TBD; grades 5,8, 11)
 - Spring 2020 - fully operational MSS assessment (Grades 5,8,11)

Academics & Assessment

Assessment

- State Assessments:
 - Grades 3-8: MSTEP
 - Grades 9-11: PSAT8/9, PSAT10
- CSO Assessments:
 - NWEA MAP: **REQUIRED 2-8 Reading and Math; 9th and 10th OPTIONAL**
 - Available: K-1 Primary Reading & Math; Science 3-10; Language Usage 2-10

Academics & Assessment

Educational Goals and Metrics

CSO has *one* contractual goal:

to prepare all students for success in college, work, and life

Three Categories, with sub-goals, to determine attainment of that goal:

1. Student Growth
2. Student Achievement
3. State/Federal Accountability

Academics & Assessment

Student Growth:

- **NWEA MAP**: Average student growth (2-8) from fall to spring must fall at the 50th percentile
 - SAME as 2015-2016 and 2016-2017
 - 9th and 10th NO LONGER REQUIRED
- **College Board**: Average student subject area score, spring to spring, must increase by 30 points
 - If average above benchmark, increase is expected

Academics & Assessment

Student Achievement:

- **NWEA MAP:** Average Spring RIT score percentile ranking (grades 2-8 combined) must be at or above the 50th percentile OR increasing from year to year over the course of the charter contract
- **College Board:** Average student total score for each grade level (9-11) must be at or above the 50th percentile

Academics & Assessment

State and Federal Accountability:

- **MSTEP**: Average percent proficient in English language arts (ELA) and math must be at or above the composite and resident district average
- **College Board**: Average student subject area scores and overall total score must be at or above the composite and resident district average subject area scores
- **Student Growth Percentile** on average, must be at or above the 40th percentile
- **Accountability**: An Academy's top to bottom ranking cannot be 0-4

Academics & Assessment

Testing Windows:

- **NWEA**
 - Fall: September 11 to October 11, 2017
 - Winter: January 8 to February 7, 2018
 - Spring: April 9 to June 8, 2018
- **MSTEP**
 - 5,8,11: April 9-May 4, 2018
 - 3,4,6,7: April 30-May 25
- **College Board**
 - SAT: April 10
 - PSAT 8/9, PSAT10: April 10 or 11

Professional Development

- Partnership with Grand Valley State University Charter Schools Office
 - Sessions are typically announced over the summer
 - Contract with direct employees of GVSU CSO for sessions to be offered on site
- Ferris School of Education
 - Survey of options to be distributed to school leaders
 - Regional (East side/West side)
 - Onsite
 - Survey of potential course options

Compliance/Board Updates

Board Professional Development Requirements

- All boards must acquire at least three (3) professional development activity credits per year (July-June)
- At least two or more members must participate in the annual requirement in order for credits to be awarded
- All new board members must view Unit 1/Orientation of the Online Board Development within the first 30-60 days of appointment, but does not count towards the annual board requirement
- Each board's professional development activity will be reflected in the annual Contract Performance Report

Compliance/Board Updates

- Key Submissions
 - School Center
 - Board Center
- Notes
- Performance Center



Creative Technologies Academy

[Overview](#)
[Contacts](#)
[Operations](#)
[Submissions](#)

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Key Submissions

<input type="checkbox"/>	Type	Tags	Submission
<input type="checkbox"/>	Academic School Calendar	School Year: 2016-2017 Board Meeting 2016-06-15 Date:	2016-2017 Academic School Calendar 2016-06-15.pdf
<input type="checkbox"/>	Audited Financial Statement and Management Letter (Board Approved)	School Year: 2015-2016 Board Meeting 2016-10-19 Date:	Audited Financial Statement and Management Letter (Board Approved) 2015-2016.pdf
<input type="checkbox"/>	Budget - Amended	School Year: 2016-2017 Board Meeting 2016-11-16 Date:	2016-2017 Budget - Amended 2016-11-16.pdf
<input type="checkbox"/>	Budget - Annual	School Year: 2016-2017 Board Meeting 2016-06-15 Date:	2016-2017 Budget - Annual 2016-06-15.pdf
<input type="checkbox"/>	School Improvement Plan (Multiple Building Campuses Only)	School Year: 2016-2017	School Improvement Plan 2016-2017.pdf

Creative Technologies Academy

[Overview](#)
[Members](#)
[Submissions](#)
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Key Submissions

<input type="checkbox"/> Type	Tags	Submission
<input type="checkbox"/> Annual Board Calendar	School Year: 2016-2017 Board Meeting: 2016-04-20 Date:	2016-2017 Annual Board Calendar 2016-04-20.pdf
<input type="checkbox"/> Annual Board Calendar - REVISED	School Year: 2015-2016 Board Meeting: 2016-04-20 Date:	Annual Board Calendar - REVISED 2016-04-20 2015-2016.pdf
<input type="checkbox"/> Board Meeting - Regular Agenda	School Year: 2016-2017 Board Meeting: 2017-03-15 Date:	2017-03-15 Regular Agenda.pdf
<input type="checkbox"/> Board Meeting Minutes - Proposed Regular	School Year: 2016-2017 Board Meeting: 2017-02-15 Date:	2017-02-15 Proposed Regular Minutes.pdf

Creative Technologies Academy

Overview

Members

Submissions

Calendar

Classification(s): Board

Update...

Address: 350 Pine Street
Cedar Springs, MI 49319

Notes

Britton, Mindy	2017 Due Dates - FSU Board of Trustees Board Meetings			General Note	
12/22/2016	11/6/2015	Expand	0 follow-up(s)	Unsubscribe	Follow-up... Edit...
Britton, Mindy	Board Professional Development Record - 2016-2017 - 3/3 credits - COMPLETE			Professional Development	
11/17/2016	11/17/2016	Expand	0 follow-up(s)	Unsubscribe	Follow-up... Edit...

Demographics

Finance

Academics

All Schools

2016-2017 Fall

100% (30 out of 30) schools reporting



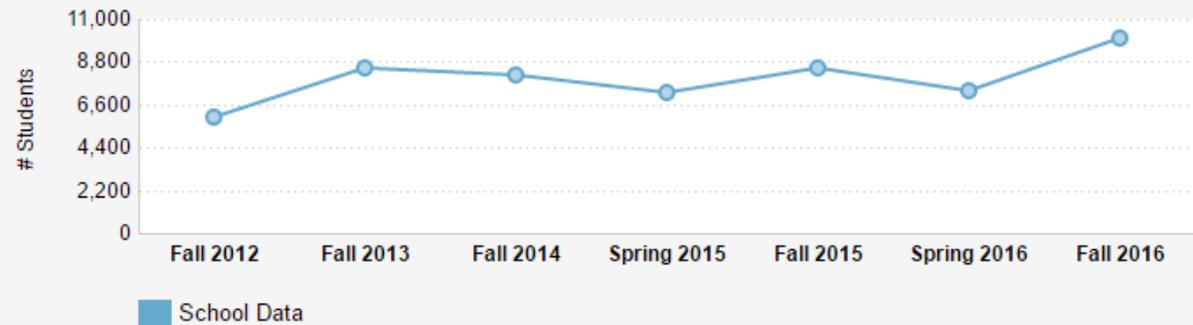
Performance Center

Composite Resident District

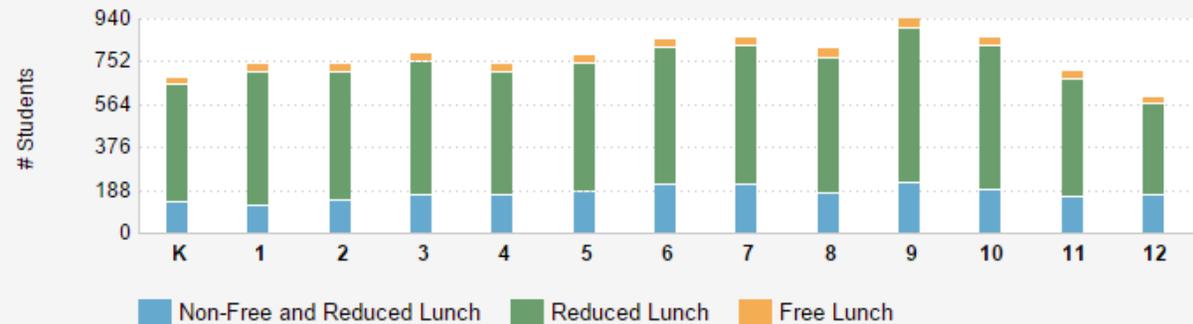
Resident District	Active Enrollment Fall 2016
Detroit Public	3,953 39.5%
Hamtramck	580 5.8%
Grand Rapids	497 5.0%
Benton Harbor	438 4.4%
Flint	299 3.0%
Warren Consolidated	276 2.8%
East Detroit	223 2.2%
Utica	210 2.1%
Battle Creek	180 1.8%
Roseville	171 1.7%
Dearborn	154 1.5%
Cedar Springs	153 1.5%
Albion	124 1.2%
Marshall	121 1.2%
Kentwood	115 1.1%
Lansing	104 1.0%
Other (353)	2,416 24.1%
Total	10,014

Performance Center

Enrollment By Year



Enrollment Fall 2016-2017



Free and Reduced Lunch



Reduced Free

English Learners



English Learners

Special Ed

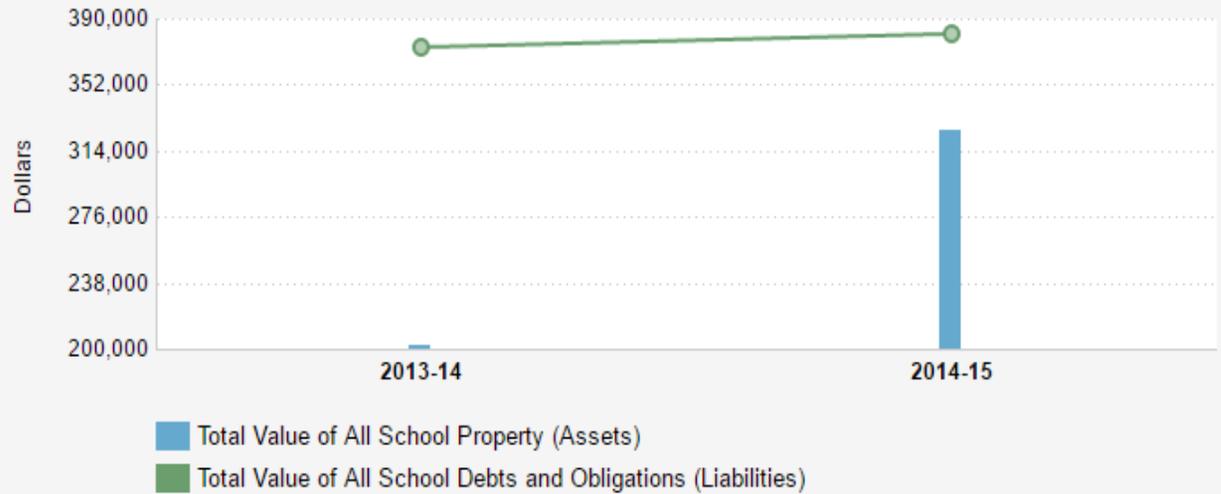


Special Ed

Performance Center

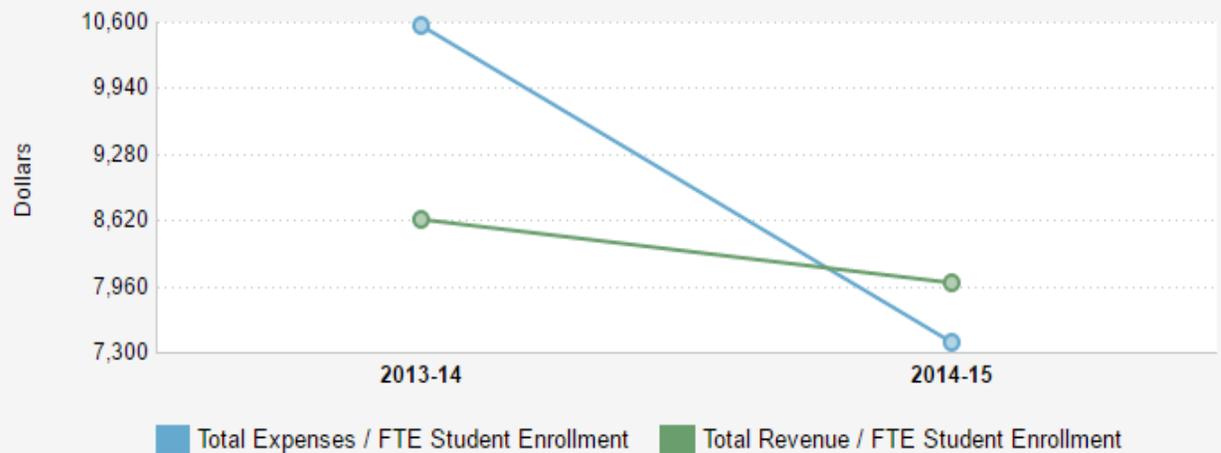
Total Assets and Liabilities

The school's overall financial resources and overall financial burdens.



Per-Student Finances

How average expenses and revenues per student compare.



2017-2018 Visitation Schedule

Reauthorizations

- Battle Creek Montessori Academy
- Conner Creek Academy East
- Joy Preparatory Academy
- Lighthouse Academy
- Michigan Connections Academy
- Muskegon Montessori Academy for Environmental Change
- New Bedford Academy

2017-2018 Visitation Schedule

Mid-Contract Visitations

- Bridge Academy
- Frederick Douglass International Academy
- Hope Academy of West Michigan
- Marshall Academy
- Northridge Academy
- Voyageur Academy

Contract Revisions

Revisions

- All CSO Policies
- Terms and Conditions
- Bylaws
- Several other Contractual Tabs

**The CSO will be requesting
Contract Amendments of Academy Boards
in Fall 2016**

LUNCH

The Concurrent Focus Sessions
will begin at 1:00 pm

ESP Evaluations: *Erie Room*

Facilitators: Ron Schneider, Mindy Britton

Educational Goal Policy/CSO Expectations:
Michigan/Superior Rooms (main room)

Facilitators: Ron Rizzo, Charissa Talsma