FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

JOY PREPARATORY ACADEMY (3-8)

REAUTHORIZATION REVIEW NOVEMBER 22-23, 2010

FERRIS STATE UNIVERSITY

Imagine More

MISSION

The Ferris State University Charter Schools Office recommends authorization of Public School Academies and provides oversight focused on continuous quality improvement.

VISION

Ferris State University will be recognized as an exemplary authorizer of Public School Academies.

This will be evidenced by the performance of our Public School Academies as follows:

- **Meeting or exceeding State requirements, including AYP**
- **Meeting or exceeding the standard of the Value Added student achievement rubric**
- **Meeting or exceeding an overall Meeting Standards score on the Charter Schools Office Assessment Rubrics**
- **Achieving 100% compliance on all reporting requirements (AOIS)**
- **Meeting all contractual obligations and the requirements of law**

CORE VALUES

We value a collaborative and supportive working environment, as demonstrated by our commitment to –

- A shared vision
- Cooperative spirit
- Teamwork
- Consensus building
- Mutual support for all

We value providing opportunities for those who don't have many, as reflected in our –

- Compassion
- Valuing of diversity
- Humaneness

We value continuous improvement, as reflected in our ongoing commitment to –

- High expectations and standards
- Strong oversight practices
- Opportunities for professional development
- Support of risk taking
- Accountability for actions
- Academic excellence
- Critical thinking

We value integrity and trust, demonstrated by our –

- Loyalty
- Freedom to act
- Encouragement of civil discourse
- Transparency of roles and responsibilities
- Commitment to effective communication

FERRIS STATE UNIVERSITY CHARTER SCHOOLS OFFICE

Next to the authorization of a Public School Academy, the oversight, evaluation, and reauthorization of that academy are the most important job a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes this responsibility seriously, and has prepared this document as an intensive report on the PSA's status at the Mid-Contract Review, or as the academy is considered for Reauthorization.

The report contained in this document was prepared by a visitation team comprised of members of the CSO, which may have also included an outside reviewer(s) hired for this specific review by the CSO. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation either provided by the academy or gathered by the interviewers.

A final copy of this report has been given to each member of the Board of Directors, the School Leader(s), and a copy to the Educational Service provider (if applicable). Please call the CSO at (231) 591-5802 if there are any questions about this report or visit our website: www.ferris.edu/charterschools for more information on FSU-authorized public school academies.

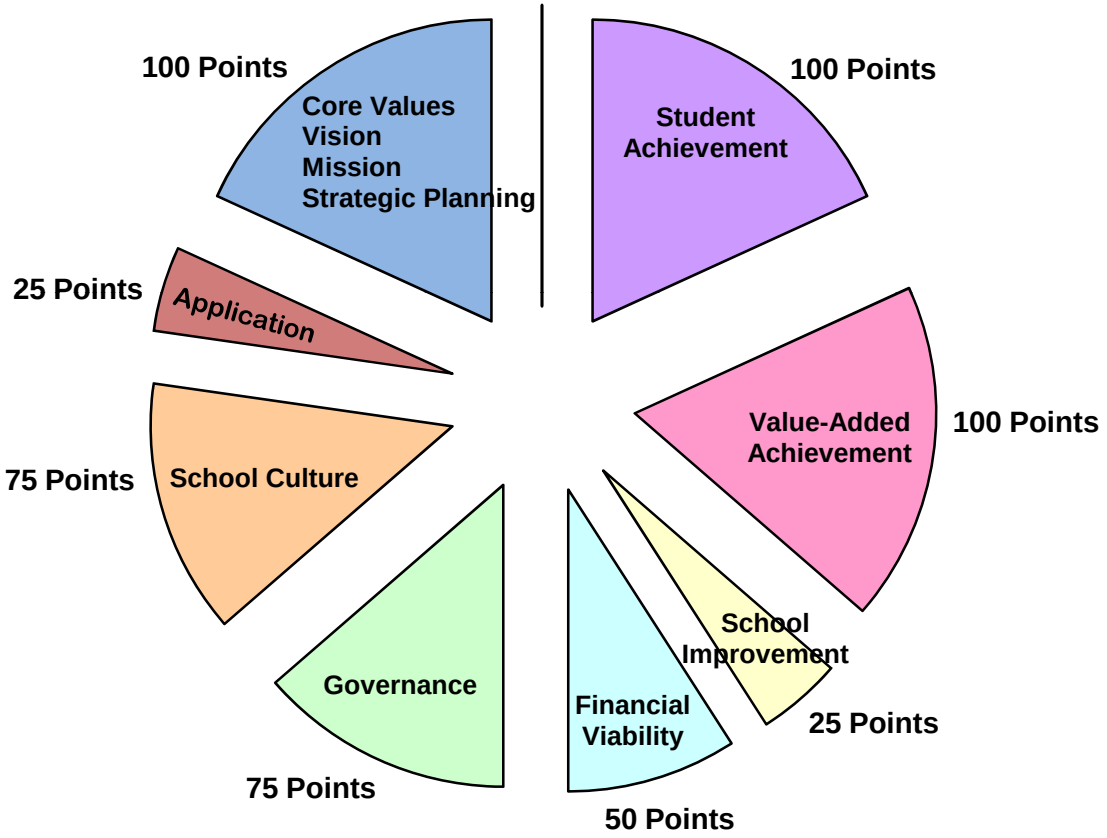
*All data contained in this report is deemed as ***accurate as possible*** by the Charter Schools Office at the time this report was prepared.

TOTAL SCORE		
495-550	=	Exceeding Standards
412-494.9	=	Meets Standards
330-411.9	=	Needs Improvement
329.9 & Below	=	Deficient

550 Points Maximum

FERRIS STATE UNIVERSITY
CHARTER SCHOOLS OFFICE

Reauthorization Formula - 2011



Reauthorization Review Point Tally Sheet - 2010

Academy Name: **JOY PREPARATORY ACADEMY**

Dates of Visitation: **November 22-23, 2010**

Status: **MEETS STANDARDS**

Overall Percentage: **80.0%**

Section	*Points Possible*	*Points Achieved*	*Category*
Student Achievement	100	70.51	Needs Improvement
Value-Added Achievement	100	77.00	Meets Standards
School Improvement	25	23.57	Exceeds Standards
Financial Viability	50	34.00	Needs Improvement
Governance	75	68.20	Exceeds Standards
School Culture	75	72.60	Exceeds Standards
Reauthorization Application	25	20.00	Meets Standards
Core Values/Vision/Mission/Strategic Planning	100	74.40	Needs Improvement
Total Score:	**550**	**440.28**	**Meets Standards**

Visitation Team Members

Name: Dr. Lawrence V. Wells Signature:

Name: Jim Rikkers Signature:

Name: Dr. Robert Hamet Signature:

Name: Rebecca Shankland Signature:

Team Chair: **Dr. Lawrence V. Wells**

TOTAL SCORE

495 - 550	Exceeds Standards	90%+
412 - 494.9	Meets Standards	75% - 89%
330 - 411.9	Needs Improvement	60% - 74%
329.9 & Below	Deficient	Below 60%

550 Points Maximum

Executive Summary – Joy Preparatory Academy – Audit Visitation

The Ferris State University Charter School Office Reauthorization Review Team conducted a reauthorization review of Joy Preparatory Academy (JPA) on November 22-23, 2010. Areas reviewed by the Team included Student Achievement (i.e. MEAP), Valued-Added Achievement (i.e. Scantron Performance), School Improvement (i.e. Implementation of Intervention Strategies and Activities), Financial Viability, Governance, School Culture, the Reauthorization Application and Core Values/Vision, Mission/Strategic Planning. Interviews with the school improvement team, administrative staff, instructional and support staff, board of directors and students were also conducted.

The Academy has achieved a number of areas that are points of pride:

- The school leader, school improvement team and staff have worked well to implement the strategies and activities that were identified in the school improvement plan. The reauthorization rubric rating outcomes are indicative of their successful efforts. The Academy **Meets Standards** of the Charter Schools Office in the areas of Value-Added Achievement (77 out of 100 points) and the Reauthorization Application (20 out of 20 points). The Academy **Exceeds Standards** of the Charter Schools Office in the areas of School Improvement (23.57 out of 25 points), Governance (68.20 out of 75 points) and School Culture (72.60 out of 75 points).
- The collaborative effort of the school leader, school improvement team and staff resulted in the Academy earning a total score of 440.28 out of 550 points as determined by the Reauthorization Review Team. This score equates to 80.0% for an overall rating of **Meets Standards.**
- The interviews suggest that there is team spirit that permeates all groups within the Academy. The administrative team and staff are cognizant of their progress; however, they continue to recognize the continued challenges they face. More importantly, they appear to be addressing these challenges in systematic ways which facilitate student achievement outcomes.

There are also areas that need to be improved:

- The Academy earned a rating of needs improvement in Student Achievement and Core Values/Vision/Mission/Strategic Planning.
- Academy MEAP student achievement scores require continued effort to address student achievement.
- Need to continue to upgrade facility maintenance is very apparent.

The visitation team believes that the administration and staff of JPA are clearly improving student achievement and encourages all to continue with the groundwork laid since the last mid-contract review and audit. Congratulations on meeting the standards of the CSO on this reauthorization review.

The CSO and the visitation team extends their thanks for the warmth and hospitality extended during the visit.

Lawrence V. Wells, Ph.D.
Director of Charter Schools
Review Team Chair

Ferris State University Charter Schools Reauthorization Review Team's Responses to Joy Preparatory Academy Stated Concerns

A Ferris State University Charter Schools Review Team conducted a Reauthorization Review of Joy Preparatory Academy East on November 22-23, 2010. A draft report was developed and provided to the Academy. There was an issue raised by the Academy in response to the draft Reauthorization Review report. The Academy's stated concern and the review team's response, which will be reflected in the final Reauthorization Review document, are provided below.

Financial Viability – Budget Development

Joy Preparatory Academy Issue:
An attachment of Board of Directors' meeting minutes was provided that included Board discussion of the Treasurer's Report which included the March 2010 financials (i.e. questions about received revenue that was less than the budgeted amount), April 2010 financials (i.e. there were questions about two recovered checks that were noted in the checkbook register), May 2010 financials (i.e. the treasurer's report included a report on two bad checks that were recovered), June 2009 (i.e. financials were presented by a Director).

"The school improvement team would like to know if this attachment (the starred items) is evidence that you are looking for in regard to the **Financial Viability** section of the rubric. We are sending this specifically for the deficient area of **budget development** which received 0 points." See the documentation accompanying this section of the final review.

CSO Response:

The examples provided in the Joy Preparatory Academy Board of Directors' meeting minutes were examples of cash flow discussions and presentation about a budget that had already been developed. There is no evidence that the Board actually had input in the budget development process (i.e. establishing budget priorities based upon the School Improvement Plan and the Board's Strategic Plan).

The evidence provided by the Academy is not considered compelling enough to warrant a change in the rating for the Financial Viability section of the Review Rubric. This completes the Reauthorization Review process. Congratulations on earning a rating of *Meets Standards* on the Reauthorization Review Rubric.

Lawrence V. Wells, Ph.D.
Director of Charter Schools
Review Team Chair

Process for Calculating Student Achievement, Value-Added Achievement, and School Improvement Sections

A rubric was completed for each level (K-2 and 3-8). To arrive at an overall Joy Preparatory Academy rubric score, the total points for each level's section were allocated to the overall score based upon the percentage of students at each level.

As an example, using the Student Achievement section of the rubric,

Elementary Level's total points:	**67.3**
% of total students:	**X 51.2%**
Total points allocated to overall score:	**34.5**

The results of the allocation for all sections of the rubric are listed below:

Level	Number of Students	% of Joy Preparatory Student Body
K-2	146	33.4%
3-8	291	66.6%
TOTAL	437	100.0%

Student Achievement		
Level	**Individual Rubric Points Earned**	**Points Allocated**
K-2	83.30	27.82
3-8	64.10	42.69
Value-Added Achievement		
Level	**Individual Rubric Points Earned**	**Points Allocated**
K-8	77	77
School Improvement		
Level	**Individual Rubric Points Earned**	**Points Allocated**
K-2	22.75	7.59
3-8	24	15.98

	Overall Total Points Earned		
Level	**Student Achievement**	**Value-Added Achievement**	**School Improvement**
K-2	27.82	-	7.59
3-8	42.69	-	15.98
K-8	-	77	-
TOTAL	**70.51**	**77**	**23.57**

Revised 12/13/10

Student Achievement and Progress Toward Contractual Academic Goals

3-8 Version

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
AYP: Achievement	K-2 13/13 3-8 9.7/13	The Academy exceeded State AYP targets by 10% or more in both MATH and READING in 2 out of 3 years. **13 Points**	The Academy met State AYP targets in both MATH and READING in 2 out of 3 years. **9.7 Points**	The Academy met AYP targets in either MATH or READING in 2 out of 3 years. **7.8 Points**	The Academy did not meet AYP targets in either MATH or READING in 2 out of 3 years. **0 Points**	
AYP: Participation	K-2 13/13 3-8 13/13	The Academy tested over 95% of its students in both MATH and READING in 2 out of 3 years. **13 Points**	The Academy tested between 93%-94.9% of its students in both MATH and READING in 2 out of 3 years. **9.7 Points**	The Academy tested between 90%-92.9% of its students in both MATH or READING in 2 out of 3 years. **7.8 Points**	The Academy tested fewer than 90% of its students in both MATH and READING in 2 out of 3 years. **0 Points**	
AYP: Other Indicators	K-2 13/13 3-8 13/13	The Academy's attendance rate was greater than 85% and/or the Academy's graduation rate was greater than 80% in 2 out of 3 years. **13 Points**	The Academy's attendance rate was 85% and/or the Academy's graduation rate was 80% in 2 out of 3 years. **9.7 Points**	The Academy's attendance rate was 80%-84% and/or the Academy's graduation rate was 70%-79% in 2 out of 3 years. **7.8 Points**	The Academy's attendance rate was below 80% and/or the Academy's graduation rate was below 70% in 2 out of 3 years. **0 Points**	
Composite Grade as Assigned by MDE in Ed Yes!	K-2 9.7/13 3-8 7.8/13	A **13 Points**	B **9.7 Points**	C **7.8 Points**	D or below **0 Points**	
Relative Performance to State (MEAP-READING)	K-2 0/7 3-8 0/7	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in READING. **7 Points**	The Academy met the State MEAP percent proficient in 2 out of 3 years in READING. **5.2 Points**	The Academy met or exceeded the State MEAP percent proficient in 1 out of 3 years in READING. **4.2 Points**	The Academy has not met the State MEAP percent proficient in any year in a 3 year period in READING. **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		7 Points	**5.2 Points**	**4.2 Points**	**0 Points**	
Relative Performance to State (MEAP-MATH)	K-2 4.2/7 3-8 0/7	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met the State MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met or exceeded the State MEAP percent proficient in 1 out of 3 years in MATH.	The Academy has not met the State MEAP percent proficient in any year in a 3 year period in MATH.	
Relative Performance to the Resident District (MEAP-READING)	K-2 7/7 3-8 4.2/7	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in READING.	The Academy met the District MEAP percent proficient in 2 out of 3 years in READING.	The Academy met or exceeded the District MEAP percent proficient in 1 out of 3 years in READING.	The Academy has not met the District MEAP percent proficient in any year in a 3 year period in READING.	
Relative Performance to the Resident District (MEAP-MATH)	K-2 7/7 3-8 0/7	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met the District MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met or exceeded the District MEAP percent proficient in 1 out of 3 years in MATH.	The Academy has not met the District MEAP percent proficient in any year in a 3 year period in MATH.	
Relative Performance to a Demographically Comparable School (MEAP-READING)	K-2 5.2/7 3-8 5.2/7	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in READING.	The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in READING.	The Academy met or exceeded its comparable School MEAP percent proficient in 1 out of 3 years in READING.	The Academy has not met its comparable School MEAP percent proficient in any year in a 3 year period in READING.	
Relative Performance to a Demographically Comparable School (MEAP-MATH)	K-2 5.2/7 3-8 5.2/7	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in MATH.	The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in MATH.	The Academy has not met its comparable School MEAP percent proficient in any year in a 3 year period in MATH.	
School Improvement Status	K-2 6/6 3-8 6/6		The Academy is not identified for improvement. **6 Points**		The Academy is identified for improvement. **0 Points**	

Progress Towards Educational Goals as Defined by the Definition of Quality (Full Academic Year Students)

READING Performance (MEAP/MME)		Target	Actual	Performing Above Target 3.3 Points	Performing On Target 2.6 Points	Performing Below Target 2 Points	Reviewer Comments
Grade 3	/3.3						
Grade 4	/3.3						
Grade 5	/3.3						
Grade 6	/3.3						
Grade 7	/3.3						
Grade 8	/3.3						
MATH Performance (MEAP/MME)		**Target**	**Actual**	**Performing Above Target 3.3 Points**	**Performing On Target 2.6 Points**	**Performing Below Target 2 Points**	**Reviewer Comments**
Grade 3	/3.3						
Grade 4	/3.3						
Grade 5	/3.3						
Grade 6	/3.3						
Grade 7	/3.3						
Grade 8	/3.3						
Total Points Earned	**70.51/100**						

THIS SECION NOT USED IN 2010-2011.
(Baseline data is 2009)

Value-Added Achievement-Scantron Performance Series Data
Based on the Assessment of *Cohort Groups Only*

(Cohort is defined as Students with the Academy for 3 or more years)

(MI-Access Students Not Included) Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Student Proficiency **Math**	**25/25**	The percentage of students reaching the expected increase exceeds the *Margin of Performance* as established by the education goals for the Academy. **25 Points**	The percentage of students reaching the expected increase falls within the *Margin of Performance* as established by the education goals for the Academy. **18.8 Points**	The percentage of students reaching the expected increase **falls below** (.1%-10%) the *Margin of Performance* as established by the education goals for the Academy. **15 Points**	The percentage of students reaching the expected increase falls more than **10% below** the *Margin of Performance* as established by the education goals for the Academy. **0 Points**	
Value-Added Student Proficiency **Reading**	**18.8/25**	The percentage of students reaching the expected increase exceeds the *Margin of Performance* as established by the education goals for the Academy. **25 Points**	The percentage of students reaching the expected increase falls within the *Margin of Performance* as established by the education goals for the Academy. **18.8 Points**	The percentage of students reaching the expected increase **falls below** (.1%-10%) the *Margin of Performance* as established by the education goals for the Academy. **15 Points**	The percentage of students reaching the expected increase falls more than **10% below** the *Margin of Performance* as established by the education goals for the Academy. **0 Points**	
Value-Added Student Proficiency **ELA**	**20/20**	The percentage of students reaching the expected increase exceeds the *Margin of Performance* as established by the education goals for the Academy. **20 Points**	The percentage of students reaching the expected increase falls within the *Margin of Performance* as established by the education goals for the Academy. **15 Points**	The percentage of students reaching the expected increase **falls below** (.1%-10%) the *Margin of Performance* as established by the education goals for the Academy. **12 Points**	The percentage of students reaching the expected increase falls more than **10% below** the *Margin of Performance* as established by the education goals for the Academy. **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Student Cohort Gains **MATH**	**6.6/11**	90-100% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **11 Points**	75-89% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **8.2 Points**	60-74% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **6.6 Points**	Less than 60% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **0 Points**	
Student Cohort Gains **READING**	**6.6/11**	90-100% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **11 Points**	75-89% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **8.2 Points**	60-74% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **6.6 Points**	Less than 60% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **0 Points**	
Student Cohort Gains **ELA**	**0/8**	90-100% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **8 Points**	75-89% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **6 Points**	60-74% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **4.8 Points**	Less than 60% of students made gains greater than the *Standard Error of Measurement* (SEM) as defined by the Scantron Performance Series. **0 Points**	
Total Points Earned	**77/100**					

School Improvement

for Grades K-2

Total Possible Points: 25

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Strand I: Teaching For Learning Ed Yes! Performance Indicators	**7/7**	The Academy has implemented most School Improvement Framework (SIF) rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! **7 Points**	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! **5.25 Points**	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! **4.2 Points**	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! **0 Points**	
Strand II: Leadership Ed Yes! Performance Indicators	**7/7**	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! **7 Points**	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! **5.25 Points**	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! **4.2 Points**	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! **0 Points**	
Strand III: Personnel & Professional Learning Ed Yes! Performance Indicators	**3/4**	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! **4 Points**	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! **3 Points**	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! **2.4 Points**	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! **0 Points**	
Strand IV: School & Community Relations Ed Yes! Performance Indicators	**1.5/2**	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! **2 Points**	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! **1.5 Points**	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! **1.2 Points**	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Strand V: Data & Informational Management Ed Yes! Performance Indicators	**2.25/3**	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! **3 Points**	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! **2.25 Points**	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! **1.8 Points**	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! **0 Points**	
School Improvement Plan Ed Yes! Performance Indicators	**2/2**		There is one annually updated comprehensive written plan that encompasses all current educational mandates (i.e. PA 25, Title I, NCLB, Ed Yes!) and other school wide improvement efforts. **2 Points**		There is a school improvement plan, but it lacks some of the key components required by the State. **0 Points**	
Total Points Earned	**22.75/25**					

School Improvement

NCA VERSION - for Grades 3-8

Total Possible Points: 25

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
Standard I: **Vision and Purpose**	The Academy has not committed to a shared purpose and direction. The Academy has little or no evidence that expectations for student learning are aligned with the Academy's vision with little support by Academy personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision has little influence on allocations of time and human, material, and fiscal resources. **0 Points**	The Academy has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The Academy is developing expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and Academy effectiveness but the process is not fully in place. The Academy's vision has some influence on allocations of time and human, material, and fiscal resources. **2.4 Points**	The Academy has committed to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources. **3 Points**	The Academy has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is fully supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources. **4 Points**	**SCORE 4/4**
Standard II: **Governance and Leadership**	The Academy has leaders who have not established or are currently establishing processes to develop the Academy's vision and improvement efforts. The leader's process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation. **0 Points**	The Academy has leaders who have established processes to develop the Academy's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, attempt to create equity of learning opportunities and support for innovation, but implementation of those processes and conditions is sporadic, and results are varied. **1.8 Points**	The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage shared collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these conditions are being implemented, the implementation is not systemic across the Academy, and the results are varied. **2.25 Points**	The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for Academy improvement among each stakeholder group. The leaders provide stakeholders meaningful roles in the decision –making processes that promote a culture of participation, responsibility, and ownership. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the Academy functions. **3 Points**	**SCORE 3/3**

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
Standard III: **Teaching and Learning**	The Academy implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The Academy demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance. **0 Points**	The Academy implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance. **1.8 Points**	The Academy implements a curriculum based on expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates evidence of alignment between the curriculum and instructional practices, with systematic implementation across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. **2.25 Points**	The Academy implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy has a formalized process to align instructional practices with the curriculum, and demonstrates results through systematic and sustainable implementation across the Academy. Teachers use proven, instructional-based practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers use proven instructional practices that actively engage students in the learning process. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance. **3 Points**	**SCORE 3/3**
Standard IV: **Documenting and Using Results**	The Academy is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts. **0 Points**	The Academy is currently using assessments that have limited alignments with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts. **2.4 Points**	The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts. **3 Points**	The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. **4 Points**	**SCORE 3/4**

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
Standard V: **Resource and Support Systems**	The Academy has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy does not systematically employ and allocate staff members who are qualified for their assignments. The Academy provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations. **0 Points**	The Academy has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are generally qualified for their assignments. The Academy provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations. **1.8 Points**	The Academy has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are well-qualified for their assignments. The Academy provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations. **2.25 Points**	The Academy effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy systematically employs and allocates staff members who are well-qualified for their assignments in all content areas. The Academy provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations. **3 Points**	**SCORE 3/3**
Standard VI: **Stakeholder Communications and Relationships**	The Academy has little understanding, commitment, and support of stakeholders. Academy personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups. **0 Points**	The Academy has begun the process to gain understanding, commitment, and support of stakeholders. Academy personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups. **2.4 Points**	The Academy has the understanding, commitment, and support of stakeholders. Academy personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups. **3 Points**	The Academy has the understanding, commitment, and support of all stakeholders. Academy personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by some participation by most stakeholder groups. **4 Points**	**SCORE 4/4**

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
Standard VII: **Commitment to Continuous Improvement**	The Academy has not developed a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning. The Academy cannot demonstrate progress in improving student performance and Academy effectiveness. **0 Points**	The Academy is developing a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the Academy cannot yet demonstrate progress in improving student performance and Academy effectiveness. New improvement efforts are not informed by results of earlier efforts through reflection and assessment of the improvement process. **2.4 Points**	The Academy implements a collaborative and ongoing process for improvement that aligns most functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are sustained and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are informed by results of earlier efforts through reflection and assessment of the improvement process. **3 Points**	The Academy fully implements a collaborative and ongoing process for improvement that aligns all functions of the Academy with the expectations for student learning. Improvement efforts are systematic, sustained, and fully embedded, and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are clearly informed by results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. **4 Points**	**SCORE 4/4**
Total Points Earned					**24/25**

Financial Viability

Total Points: 50

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Budget Development	**0/10**		Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process two times or more prior to budget adoption. **10 Points**	Board meeting minutes document that budget development appears on a regular Board meeting agenda only once prior to budget adoption. **6 Points**	No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process. **0 Points**	
	4.8/8		The Academy's budget reflects and supports the school improvement plan with budget allotment amounts for each strategy. The budgeted amounts are consistent with the Board's overall strategic plan. **8 Points**	The Academy's budget appears inconsistent with the school improvement plan. The budgeted amounts are not consistent with the Board's overall strategic plan. **4.8 Points**	The Academy's budget does not take school improvement into consideration. The budgeted amounts are not consistent with the Board's overall strategic plan. **0 Points**	The budget is consistent with the school improvement plan, but there is not a written strategic plan. If the Board had formed a written strategic plan, including budgetary consideration, then they would have received 8 points.
	6/6		Each member of the Board receives monthly financial statements prior to each regularly scheduled Board meeting. **6 Points**	Only the Board Treasurer receives monthly financial statements in their Board packet prior to each regularly scheduled meeting. **3.6 Points**	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly scheduled meetings. **0 Points**	
Audit/Fund Balances	**5/5**		The Board requests RFPs for external auditing services no less than every three 3 years. **5 Points**		The Board does not request RFPs for external auditing services every three 3 years. **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	5/5		The Academy's audit was completed in a timely manner, was submitted to the State by or before October 31, and results were shared with the Board of Directors in advance of the public presentation. **5 Points**	The Academy's audit was performed within the specified timeframe, but Board of Directors did not receive it in advance of meeting for review. **3 Points**	The Academy had a qualified audit with a management letter and a Board response within the last 3 years. **0 Points**	
	5/5		The Academy's audit was unqualified with no reportable conditions within the last 3 years. **5 Points**	The Academy's audit was unqualified with some reportable conditions within the last 3 years. **3 Points**	The Academy's audit was qualified with a management letter and board response. **0 Points**	
	4/4	The Board maintains a fund balance of at least 10% of general revenue. **4 Points**	The Board maintains a fund balance within 3%-9.9% of general revenue. **3 Points**	The Board maintains a fund balance within 1%-2.9% of general revenue. **2.4 Points**	The Board maintains a fund balance of less than 1% of general revenue. **0 Points**	
	4.2/7		The Board has an identifiable long-range plan for fund balances. There are no needs in the general budget that go underfunded to maintain the fund balance. **7 Points**	The Board has no identifiable long-range plan for fund balances. There are needs in the general budget going underfunded in order to maintain the fund balance. **4.2 Points**		The program is well funded more so than in the past. However, there is no identifiable long-range plan.
Total Points Earned	**34/50**					

Governance

(As Reflected in Board Minutes and Observations) Total Possible Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		4 Points	3 Points	2.4 Points	0 Points	
Leadership	**4/4**	The Board of Directors has all relevant policies in place in accordance with State and federal laws and references those policies for decision making at Board meetings.	The Board of Directors has all relevant policies in place in accordance with State and federal laws and demonstrates some familiarity with them.	The Board of Directors has all relevant policies in place in accordance with State and federal law but is unfamiliar with those policies.	The Board of Directors has few policies in place that are required by State and federal law, and the Board policy book has not been regularly updated.	
	2.4/4	The Board of Directors has an active candidate pool with more than two (2) applications for every anticipated vacancy.	The Board of Directors actively solicits applications for its candidate pool and has two (2) applications on file.	The Board of Directors only solicits applications when it anticipates a vacancy.		
	4/4	The Board of Directors asks for, and receives, detailed monthly progress reports on student academic achievement. The Board regularly engages in discussion about these reports.	The Board of Directors receives a monthly report from its administrative staff on student academic achievement. The Board occasionally engages in discussion about these reports.	The Board of Directors does not receive monthly student achievement reports. Little or no discussion regarding student achievement takes place at Board meetings.	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports. Student academic achievement is rarely discussed by the Board.	
	2.4/4	The Board of Directors has not cancelled a meeting in the past review period due to lack of quorum.	The Board of Directors has not cancelled more than one meeting during the review period due to a lack of quorum.	The Board of Directors has cancelled 2 to 3 meetings during the review period due to a lack of quorum.	The Board of Directors has cancelled more than 3 meetings due to a lack of quorum.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	2.4/4	The Board of Directors has not rescheduled any meetings during the review period. **4 Points**	The Board of Directors has held no more than one rescheduled meeting per year in the review period. **3 Points**	The Board of Directors has held 2-3 rescheduled meetings per year in the review period. **2.4 Points**	The Board of Directors has held more than 3 rescheduled meetings per year in the review period. **0 Points**	
	4/4		The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning. **4 Points**	The physical facility is not always inviting, attractive, clean, well-maintained, and conducive to safety and learning. **2.4 Points**	The physical facility is not inviting, attractive, clean, well-maintained, and conducive to safety and learning. **0 Points**	
Technology	5/5		The Board insures there is adequate technology infrastructure, equipment and programs and staff training to address strategies identified in the Academy technology plan and School Improvement Plan. **5 Points**	The Board does not insure there is adequate technology infrastructure, equipment and programs and staff training to address strategies identified in the Academy technology plan and School Improvement Plan. **3 Points**	The technology and infrastructure in the Academy does not provide for the minimal standards of a modern Academy. **0 Points**	
	3.75/5	The Board demonstrates its commitment to the Academy's technology and school improvement plan by insuring there is a high ratio of technology available per student. **5 Points**	The Board demonstrates its commitment to the Academy's technology and school improvement plan by insuring there is an acceptable ratio of technology per student. **3.75 Points**	The Board demonstrates its lack of commitment to the Academy's technology and school improvement plan by underfunding support for adequate technological resources for students. **3 Points**	The technology within the Academy does not meet the minimal standards of a modern Academy. **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Professional Development	**4/4**	The Board of Directors includes money for its own professional development in its annual general fund budget and each member of the Board participates in at least one professional development activity annually. **4 Points**	The Board of Directors includes money for its own professional development in its annual general fund budget and most Board members participate annually. **3 Points**	There is little or no evidence that The Board of Directors includes money for its own professional development in its annual general fund budget or that Board members attend professional development. **2.4 Points**		
Professional Participation	**4/4**		The Board has strong representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference. **4 Points**	The Board has some representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference. **2.4 Points**	The Board has little or no representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference. **0 Points**	
Compliance Reporting (AOIS)-Rate	**3/3**	The Academy meets the CSO percentage requirement for AOIS reporting. **YES** **3 Points**			The Academy does not meet the CSO percentage requirement for AOIS reporting. **NO** **0 Points**	
Compliance Reporting (AOIS)-Accuracy	**2.25/3**	All documents submitted to AOIS are marked "accurate and complete". (Blemish-free record) **3 Points**	95-99% of all documents submitted to AOIS are marked "accurate and complete". **2.25 Points**	90-94% of all documents submitted to AOIS are marked "accurate and complete". **1.8 Points**	89% or fewer of all documents submitted to AOIS are marked "accurate and complete". **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Administrator Continuing Education Credits	**3/3**		All Administrators meet CEU requirements. **3 Points**		Not all administrators meet CEU requirements. **0 Points**	
Special Education/504-Delivery of Services	**3/3**		The Academy's Special Education Program meets all state and federal regulations and has a child find process in place to identify students who may be eligible for Special Education & 504 services. **3 Points**	The Academy is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students. **1.8 Points**	The Academy's Special Education program is not in compliance with the state and federal regulations. **0 Points**	
Governance Yes or No	**Score**	**YES**			**NO**	**Comments**
The Board is in compliance with all the terms and conditions of its contract with Ferris State University Board of Trustees.	**3/3**	**3 Points**			**0 Points**	
The Charter Schools enrollment process is in compliance as defined by the Revised School Code	**3/3**	**3 Points**			**0 Points**	

Governance Yes or No	Score	YES			NO	Comments
Board minutes reflect that the Board receives periodic updates on the Academy's progress towards its school improvement plan and academic contractual goals.	7/7	7 Points			0 Points	
The Board begins its meetings at the posted time.	4/4	4 Points			0 Points	
The Board posts timely notices of its annual meeting schedule and all regular and special meetings.	4/4	4 Points			0 Points	
Total Points Earned	**68.20/75**					

Core Values/Vision/Mission/Strategic Planning

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Core Values (25 Points)	**12/12**		In collaboration with the Academy's stakeholders, the Board has developed Core Values that are the basis and foundation for the Academy's Vision and Mission Statements. **12 Points**	The Board has identified some Core Values, but there does not appear to be collaboration with the Academy's stakeholders nor do the Core Values appear to serve as the foundation and basis for the Academy's Vision and Mission Statements. **7.2 Points**	The Board has no discernable Core Values identified. **0 Points**	
	6/8	The Board's Core Values have been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent. **8 Points**	The Board's Core Values have been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. **6 Points**	The Board's Core Values appear to have been sporadically communicated to stakeholders. **4.8 Points**	There is no evidence to show that the Academy's Core Values have been communicated to stakeholders. **0 Points**	
	5/5	Board minutes and/or other documents clearly indicate that the Academy's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings. **5 Points**	Board minutes and/or other documents indicate that the Academy's Core Values have been updated or reaffirmed at least once during the past 3 years. **3.75 Points**	Board minutes and/or other documents do not indicate that the Academy's Core Values have been updated or reaffirmed at least once during the past 3 years. **3 Points**		

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Vision (25 Points)	**10/10**		In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future. The Vision Statement is clearly linked to the Academy's stated Core Values. **10 Points**	The Board has identified a Vision Statement; however, the statement appears to be a somewhat unrealistic view of what it desires the Academy to become in the future. There appears to have been minimal collaboration with stakeholders. There seems to be minimal connection to the Academy's Core Values. **6 Points**	The Board has no discernable Vision Statement identified. **0 Points**	
	3.75/5	The Academy's Vision Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent. **5 Points**	The Academy's Vision Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. **3.75 Points**	The Academy's Vision Statement appears to have been sporadically communicated to stakeholders. **3 Points**	There is no evidence to show that the Academy's Vision Statement has been communicated to stakeholders. **0 Points**	
	3/5		The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place. The plan evaluates both long- and short-term goals, and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision. **5 Points**	The Board has a method of evaluating the achievement of the Academy's Vision in place; however, it is not well defined. The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision. **3 Points**	The Board does not appear to have a method in place for evaluating the Academy's Vision. **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	3.75/5	Board minutes and/or other documents clearly indicate that the Academy's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings. **5 Points**	Board minutes and/or other documents indicate that the Academy's Vision Statement has been updated or reaffirmed at least once during the past 3 years. **3.75 Points**	Board minutes and/or other documents do not indicate that the Academy's Vision Statement has been updated or reaffirmed at least once during the past 3 years. **3 Points**		
Mission (25 Points)	10/10		In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's purpose. The Mission Statement is clearly linked to the Academy's stated Core Values. **10 Points**	The Board has identified a Mission Statement; however, the statement appears to be a somewhat unrealistic view of the Academy's purpose and does not appear to have been formed in collaboration with stakeholders. There seems to be minimal connection to the Academy's Core Values. **6 Points**	The Board has no discernable Mission Statement identified. **0 Points**	
	3.75/5	The Academy's Mission Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent. **5 Points**	The Academy's Mission Statement has been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. **3.75 Points**	The Academy's Mission Statement appears to have been sporadically communicated to stakeholders. **3 Points**	There is no evidence to show that the Academy's Mission Statement has been communicated to stakeholders. **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	5/5		The Board has a clear and rigorous method of evaluating the achievement of the Academy's mission in place. The plan evaluates both long- and short-term goals, and contains quantifiable performance measures of all goals relative to the accomplishment of the stated mission. **5 Points**	The Board has a method of evaluating the achievement of the Academy's mission in place; however, it is not well defined. The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated mission. **3 Points**	The Board does not appear to have a method in place for evaluating the Academy's mission. **0 Points**	
	3.75/5	Board minutes and/or other documents clearly indicate that the Academy's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings. **5 Points**	Board minutes and/or other documents clearly indicate that the Academy's Mission Statement has been updated or reaffirmed at least once during the past 3 years. **3.75 Points**	Board minutes and/or other documents do not indicate that the Academy's Mission Statement has been updated or reaffirmed at least once during the past 3 years. **3 Points**		
Strategic Planning (25 Points)	4.2/7		The Board has developed a comprehensive strategic plan and actively pursues it. Board minutes reflect that the Board frequently discusses progress towards accomplishing its plan. The Academy's strategic plan has been updated or reaffirmed on a continuous basis at Board retreats and meetings. **7 Points**	The Board has developed a strategic plan; however, Board minutes reflect that the Board does not or rarely discusses progress towards accomplishing its plan. **4.2 Points**	The Board has no discernable strategic plan in place. **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	4.2/7		The Board's strategic plan has been communicated to stakeholders and tools for measurement of progress towards the accomplishment of the plan have been developed and implemented throughout the Academy. **7 Points**	The Board's strategic plan has not been well-communicated to stakeholders. No evidence suggests that tools for measuring the accomplishment of the plan exist or have been communicated throughout the Academy. **4.2 Points**	There is no evidence to suggest that the Board's strategic plan has been communicated to stakeholders. **0 Points**	
	0/11		The Board's strategic plan meets all the requirements of the CSO Definition of Quality and is in the SMART goal format. **11 Points**	The Board's strategic plan meets at least 4 of the requirements of the CSO Definition of Quality and is in the SMART goal format. **6.6 Points**	The Board's strategic plan meets less than 4 of the requirements of the CSO Definition of Quality and is not in the SMART goal format. **0 Points**	
Total Points Earned	**74.40/100**					

JOY PREPARATORY ACADEMY
BOARD INTERVIEW SUMMARY
November 22-23, 2010

The following is a summary of responses, and is not intended to be all-inclusive.

1. What are you most proud of at Joy Preparatory Academy?

- Proud of staff – show a lot of passion
- Many new programs (i.e. Writing program that impacted students in a very positive manner)
- Proud of all the technology, and the training
- Proud of Response to Intervention (RTI); work with students one on one and in small groups
- Make decisions based on data
- Participation of staff in developing the school improvement plan was great
- Proud of parent to parent committee and all the opportunities they are identifying for parent involvement
- Impressed with the board

2. What could be improved?

- Student achievement – areas that need improvement
- Parent involvement need to improve
- Transportation is an issue
- Parent-Teacher conferences – if parent can't make it, they receive a call, also, report cards are given to parents
- Board realizes need to address gaps in student learning; board is aware and are supportive of staff

3. On a scale of 1-10, how would you rate the information you receive to support administrative recommendations?

- Could use more information
- Not enough involvement of board in creating the budget
- Needs are addressed on in the budget
- First time on a board – able to see what is being done, but need more information for recommendations
- Not enough input to the creation of the budget – management company takes charge
- 6 – I always feel we could use more information
- 5 – We get a lot of information

4. How would you describe the role of the board in ensuring the success of Joy Preparatory Academy?

- Need to develop a trust relationship with staff
- The board is responsible for developing a strategic plan, which articulates the alignment of human and material resources toward the attainment of board goals-to the support of student achievement

5. Tell about an experience that demonstrates the board's support of the Joy Preparatory Academy mission.

- The board participated in professional development to write the mission and communicate the mission to the staff
- The board supports staff activities to attain the mission

6. How do you determine the allocation of funds?

- The board reviews academy need as established by the management company

7. Describe the board's role in strategic planning and goal setting.

- Some attempt at strategic planning has been implemented – More significant planning and implementation is required to fuel academy success

JOY PREPARATORY ACADEMY
ADMINISTRATIVE INTERVIEW SUMMARY
November 22-23, 2010

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***What are you most proud of at Joy Preparatory Academy?***

- Everyone works to their fullest - told SIP team proud of them in the way they work together and doing things at a phenomenal level
- Proud of students and can see the big picture and making good progress
- Meeting in curriculum pods and brings it back to the school improvement team – they are most concerned with student achievement at the highest level – being dedicated
- Work together and achieve
- Proud of students making achievement gains across the board
- Proud of building leaders

2. ***What areas do you feel could be improved (what keeps you up at night?)***

- Student Achievement – need to continue to look at all programs and assessments
- Test taking strategies are important
- Student Achievement
- Look at all assessments, etc.
- Have achievement across the board
- We must better prepare students to be academically successful

3. On a scale of 1-10 (10 highest), rate the culture/climate of this academy.

- 10 or 9.99
- Great climate
- Good cooperation from students and lookout for each other
- Staff and administrators set the culture
- Safe environment
- Climate is great
- New students are brought into culture by those who have been here longer
- Cohesive staff
- Teachers have no conflicts – it filters down to students
- 10 – Building leader
- Staff – there is a mutual respect between teachers and students

4. What does Joy Preparatory Academy offer that is unique from the local districts? How do you know it is unique?

- The culture and safety emphasis
- Show the passion for what's best for children
- Culture and safety are unique
- Parents of Special Ed students comment on the involvement of others to help their child
- Our uniqueness is our culture

5. What are the top TWO things that Joy Preparatory Academy needs to do for its long term health and longevity?

- Systems in place to raise student achievement lie in strategic planning
- Need systems in place consistently – strategic planning
- Strategic planning

6. ***What is the one phrase that parents might use to describe Joy Preparatory Academy? Why do you think so?***

- 3 - Safe and respectful school
- Building diverse learning in a respectful culture
- 2 - Diversity and respectful culture
- Learning

7. ***Anything for our attention?***

- In existence for ten years and the majority of the staff have not been at the school very long – longest is six years
- Majority of staff have been here for five or fewer years
- New staff – new programs
- We have the personnel, programs, and systems plans to improve student achievement

8. ***Questions for the interviewer?***

-

JOY PREPARATORY ACADEMY
STAFF/SUPPORT STAFF INTERVIEW SUMMARY
November 22-23, 2010

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***What are you most proud of at Joy Preparatory Academy?***

- Family type atmosphere
- Get to know students
- How staff work together
- Safe environment and have a place to come and learn
- PBS program (store once a month)
- 3 – Growth in the school – for the better for students and staff (ie. over time more programs have been added; leadership; upgrade of buildings (ie. boilers not leaking, roof repairs and replacement))
- They like Fran and think she is doing a great job
- The leadership
- Ms. Fran Gardulescu is amazing!

2. ***What could be improved?***

- 2 – More parent involvement – get them more excited
- More specials
- Turnover of staff – need continuity
- At Oakman there is better staff communication – find out things after the fact at Dexter
- Programs for more interaction with parents
- Administration needs to be more responsive to facility needs – that are things that need to be improved
- Better staff communication at Oakman and Dexter campus to avoid overlaps and conflict

- Programs to increase parental involvement
- More maintenance improvement needs to continue
- For Oakman – better staff communication between teachers, also at Dexter the office manager sometimes doesn't know
- More parent interaction – some students need more structure
- Maintenance needs are being attended to – needs more to continue

3. On a scale of 1-10, how would you rate the culture/climate of Joy Preparatory Academy?

- 7 – students coming in tend to follow kids who have bad behavior – plan so insiders can get along with outsiders
- 8 or 9 – Less turnover rate
- 8 – Dexter
- 7 or 8 – Oakman
- Culture is laid back
- Many parents "standoffish"
- Staff to staff good – respond well with Fran
- 7 – Dexter
- 7 – Culture and staff relationships are good – another person said 8 or 9
- Staff are supportive
- Family feeling
- 9 – Good relationship

4. Do you feel supported by: A.) Administration; B.) Board; C.) Other Staff; D.) Parents?

A. Administration	B. Board	C. Other Staff	D. Parents
• Yes – Support • Have to get to know	• Haven't had contact with board	• Yes • Collaborating together	• No, inconsistent • Small group setup

administration • Yes, absolutely • Yes, most definitely – especially Ms. Gardulescu	• One board member came to SIP team meeting • Limited or no contact • "I don't know" • Some visit schools • Yes, generally • Little direct contact with board • Occasionally we see them in the school • George VanAntwerp supports chess club, Spanish club, coats for kids	• Work together • "on fence in Oakman, because of communication factor" • Yes, the staff is very cooperative at brining children to and from lunch • We have better communication	• Parent/teacher conferences (about 30%) • Yes, there is a small support group – others are not

5. ***Would you enroll your child at this academy?***

- No, education not well rounded (ie. more specials and need more exposure for kids)
- Yes, have two kids who went to Joy – solid core classes
- Grandson attended Joy
- Yes and No – No, because I work at the academy works – Yes, from the standpoint of quality education and academics

6. If you could choose only ONE thing from this list, what would it be?

a. More Pay
b. More Planning time
c. More Autonomy
d. More recognition

- 4- More pay – because of choices
- Extra time put in
- DPS paid more and I don't put in the same amount of effort – hard not to want to go somewhere and can earn more money
- Would feel good about receiving praise – do a lot of extra stuff
- Don't need a lot of recognition for what do – recognition from God

7. *Anything else for our attention?*

-

JOY PREPARATORY ACADEMY
STUDENT INTERVIEW SUMMARY
November 22-23, 2010

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***What is your favorite part of the school day?***

- Computers
- Social Studies
- 2 – Specials
- Lunch – OK
- Science
- Afternoon
- Can be creative
- Lunch

2. ***Do you feel that overall, the adults here at Joy Preparatory Academy are fair to students?***

- Yes, all behave
- Sometimes okay, sometimes not okay
- On a scale of 1-10, give it a 6 maybe 7

3. ***On a scale of 1-10, how do you feel about being here at Joy Preparatory Academy? Do you feel: Wanted? Safe, Protected? Picked-on?***

- 10 – six responses
- 8 – some bad kid

- 4 - feel protected and safe
- 9 – not many bad kids
- 9.5

4. If you could change ONE thing about Joy Preparatory Academy, what would it be?

- Flavored drink out of water cooler
- Five star lunches
- Choice of different kinds of milk
- Have transportation
- Computers Monday-Thursday and gym on Friday
- More time in specials
- Lunch menu
- Uniform, rather not have one
- Would like a foreign language
- Brighter color paint

5. Do you feel your classes are not challenging enough, too challenging, or just right?

- 5 – Just have a perfect teacher and learn "a lot of stuff"
- 3 – Not challenging enough
- I should learn more, I want to excel
- 7 – Just right
- Specials too easy – Math, Science, and sometimes ELA

6. Would or do you recommend Joy Preparatory Academy to your friends who do not go here? If you had a choice independent of your parents, would you continue to go here? Why or why not?

- 5 – Continue

- 3 – Not continue
- 1 – Would not recommend to friends
- Yes, all would

7. What is the one phrase you would use to describe attending school at Joy Preparatory Academy?

- Feel welcome
- Exciting school
- Feel normal
- Feel safe
- School is cool
- It's nice
- It's open
- It's OK – right in the middle
- I like it
- Perfect
- Awesome
- Wonderful
- Full of mysteries

8. Anything for our attention?

- Locks on 3rd floor lockers
- Some students flood the toilets
- More specials
- Need football team
- Install bathrooms on 1st floor
- Water fountain on 2nd floor needs to be better for drinking
- Need a store (mini gift shop)
- Students not leave things in the bathroom
- Teachers pay more attention to kids being hit
- Hide the piper – more attractive
- Stop kids from fighting – too much drama
- Make classroom pretty - 9th grade

1. A. **Is the academy making academic progress?**

   B. **How does the academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Scantron or Terra Nova Tests.**

Total Possible Pts = 5

Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered
1A.		**X**	
1B.			**X**

What reviewers will look for:

In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the academy for three or more years) have made over time. Where does the academy stand in comparison to the State, local district, and demographically comparable district? What specific progress has been made in addressing the academy's contractual educational goals? Do stated goals reflect sufficiently high standards? Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.

Reviewer Comments:

- The application answers the questions and includes:
  - student achievement trends and comparisons with the state, local district and comparison district
  - weaknesses and ways to address them
  - cohort data
  - specific information on the progress on contractual goals

- JPA has provided a great deal of data to back up their claims that they have made academic progress
- Lots of good charts to show the comparison to local and state scores
- The answer addressed specific examples including discussion with supporting charts

Team Average = 4.5

ACADEMIC PROGRAM

ACADEMY: **JOY PREPARATORY ACADEMY** REVIEWER: **Dr. Lawrence V. Wells**

2. A. **What progress has been made toward meeting the academy's mission?**

B. **What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?**

Total Possible Pts = 5

Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered
2A		**X**	
2B.		**X**	

What reviewers will look for:

What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.

Reviewer Comments:

- A comprehensive list of direct ways the mission is being used to implement strategies was included
- No changes in the mission, vision or core values are pending
- JPA's Vision Statement is still incomprehensible - need to improve
- Good description of how the mission and vision statements are guiding programs and daily activities of the academy
- Adequate description on how the mission and vision are operationalized in school planning, teaching and learning activities

Team Average = 4.5

ACADEMY MISSION

3. A. **Is the academy financially solvent and stable?**	**Did Not Answer**	**Somewhat Answered**	**Answered**	**Outstandingly Answered**	**SUSTAINABILITY**
			X		

What reviewers will look for:

A clear and concise narrative statement about finances will provide evidence that the academy Board has competently and effectively managed its finances. The statement will also address the Board's philosophy of fund balances, facility upkeep, and allocation of resources to help achieve the academy's mission and vision. Describe how the academy Board is making investments in staff and training, in books and supplies, and in technology. Any reportable conditions on yearly audits during the contract period will be addressed here.

Reviewer Comments:

- There is evidence the academy board is competently managing its finances
- The financial solvency question is adequately addressed
- The application answers the financial viability question
- A specific description of the recent significant facility improvements at the Dexter campus would have been helpful information for the reviewers

Total Possible Pts = 2.5

Team Average = 2

3. B. **Is student enrollment stable and near capacity?**	**Did Not Answer**	**Somewhat Answered**	**Answered**	**Outstandingly Answered**	**VIABILITY**
			X		

What reviewers will look for:

A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted.

Reviewer Comments:

- The enrollment trend has generally experienced its increases and decreases with small relative variance
- Enrollment has decreased more than increased
- Growth seems to mainly be from closing of DPS
- No mention of facilities, etc.

Total Possible Pts = 2.5

Team Average = 2

4. A. **How does the academy (staff, administrators, and Board) use assessment data to make decisions?**	**Did Not Answer**	**Somewhat Answered**	**Answered**	**Outstandingly Answered**	**DECISIONS**
			X		

What reviewers will look for:

Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy's academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?

Reviewer Comments:

- There is evidence that data is driving decisions
- There is several committees that review academic and behavioral data
- The application noted the School Improvement Plan is the basis of all academic and behavioral considerations at Joy
- Assessment data is used to drive decision making with some improved student achievement outcomes
- Clearly the staff recognizes there is more work to be accomplished
- Good use of data

Total Possible Pts = 5

Team Average = 3.5

5. A. **If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?**

B. **Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.**

Total Possible Pts = 5

Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered
5A.		**X**	
5B.	**X**		

What reviewers will look for:

There will be a narrative that shows long-range planning to address challenges facing the academy. Resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.

Reviewer Comments:

- The application indicated four challenges:
  - student achievement
  - improving standardized test scores
  - enrollment
  - community collaboration
- Methods to address the challenges were included in the application
- The application demonstrates a recognition of the significant challenges before the academy
- There is appropriate attention given to Board growth as a governing body
- "State of the Art Facilities (p. 37)?? Long way to go here…
- Board growth is adequately addressed

Other Comments: The application enumerated four challenges to be addressed. However, the apparent challenge of the need for improved facility maintenance as a means of providing a physical space more conducive to teaching and learning clearly escaped the attention of the application writers. Historically this has need, and has been identified by the CSO at various times and communicated to the Academy. Most recently the CSO Director discussed this issue with the school leader. However, this continues to be an issue.

Team Average = 3.5

All section scores represent the reviewers average points

CHALLENGES / OPPORTUNITIES

Question	Possible	Points Awarded	
1	5	4.5	
2	5	4.5	
3	5	4.0	
4	5	3.5	
5	5	3.5	TOTAL SCORE: 20

CSO Reviewer: Dr. Lawrence V. Wells

CSO Visitation Team: Dr. Robert Hamet, Jim Rikkers, and Ronald S. Rizzo

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JOY Preparatory Academy

Charter Reauthorization Application

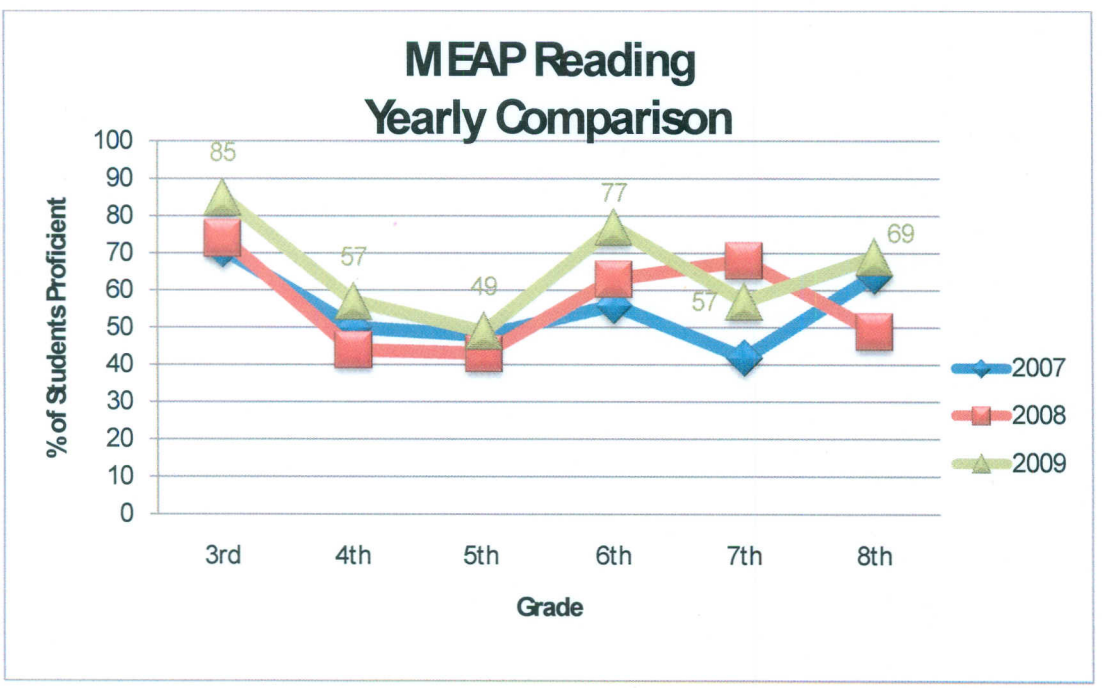
August 2010

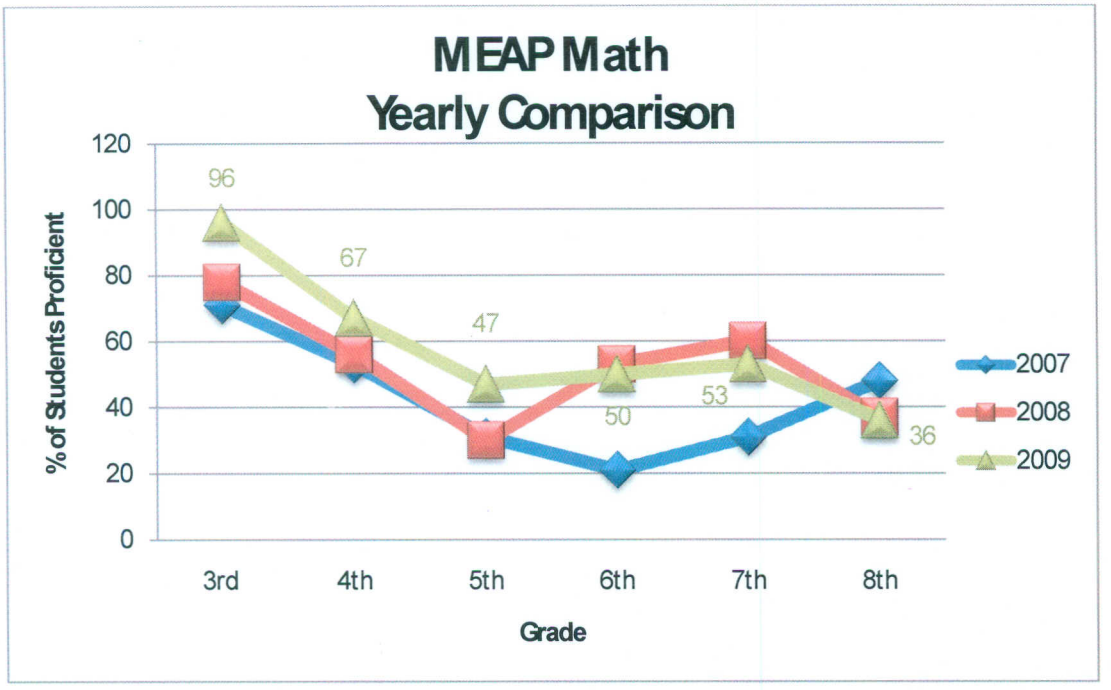
1. Academic Program

A. Is the academy making academic progress?

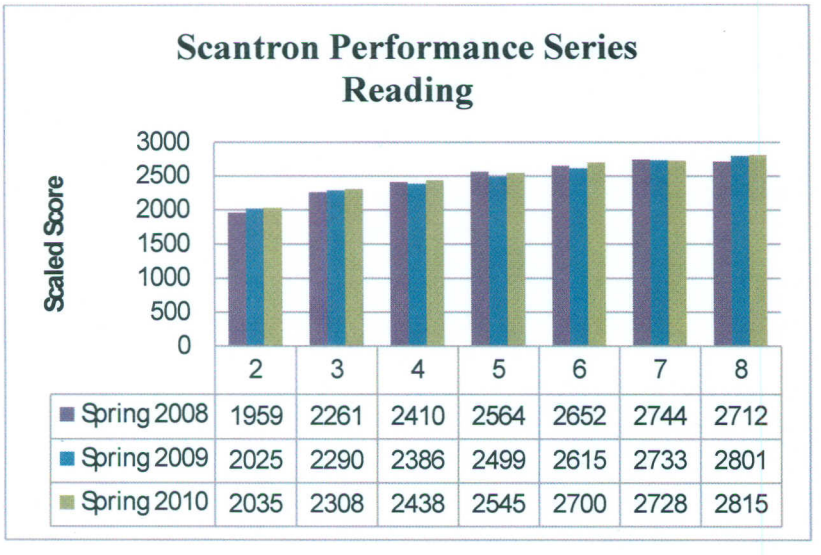
Joy Preparatory Academy is pleased with the academic progress that has been made in the past three years. Student achievement increased overall during these years, yet there are still some areas that need improvement. Joy Preparatory Academy has successfully met the state and federal expectations that the Michigan Department of Education requires regarding student proficiency. Joy is currently in phase zero and has made Adequate Yearly Progress (AYP) for the past four consecutive years.

Student achievement scores overall in MEAP show consistent gains in the past three years. The academy showed significant growth in reading and math. Over this three-year period, grades 3, 6, 7 and 8 met or exceeded state target proficiencies on MEAP ELA assessment. The proficiency levels of grades 4 and 5 were well below state targets in the last three assessment cycles in reading. Three-year MEAP trends reveal an increase in student proficiency by 15% in math and 8.8% in reading.



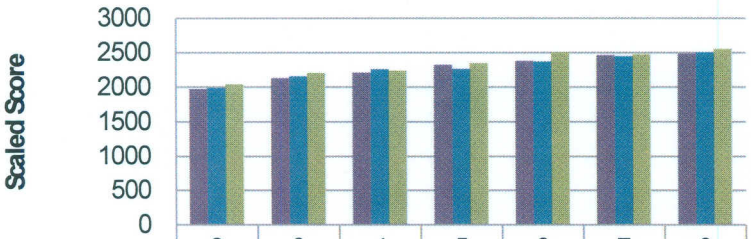


The academy showed growth on the Scantron Performance Series Assessment in reading and significant growth in math and language arts. The overall Scantron results show that grades 2, 3, 6, 7 and 8 have continually increased over a three-year period and now exceed national norms. The trajectory for reading was met and it was exceeded for math and language arts. According to the Ferris State University Charter School Office (CSO) trajectory baseline, the cohort group increased 15.2% above the established trajectory in math.



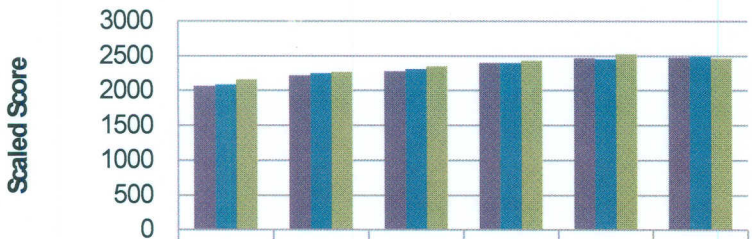
	2	3	4	5	6	7	8
Spring 2008	1959	2261	2410	2564	2652	2744	2712
Spring 2009	2025	2290	2386	2499	2615	2733	2801
Spring 2010	2035	2308	2438	2545	2700	2728	2815

Scantron Performance Series Math



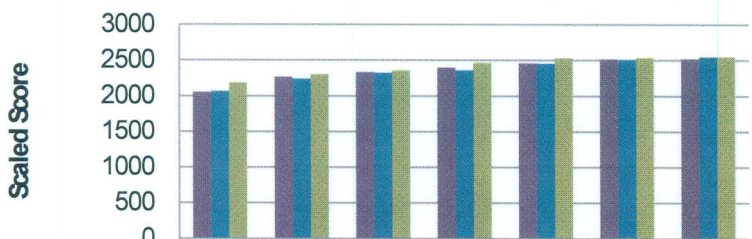
	2	3	4	5	6	7	8
Spring 2008	1973	2134	2213	2330	2382	2468	2487
Spring 2009	1993	2164	2263	2267	2372	2450	2507
Spring 2010	2042	2208	2247	2351	2511	2478	2558

Scantron Performance Series Language Arts



	2	3	4	5	6	7
Spring 2008	2066	2220	2279	2404	2471	2478
Spring 2009	2090	2254	2313	2403	2455	2500
Spring 2010	2159	2269	2351	2433	2530	2470

Scantron Performance Series Science



	2	3	4	5	6	7	8
Spring 2008	2058	2268	2335	2395	2459	2516	2523
Spring 2009	2067	2241	2326	2363	2455	2506	2549
Spring 2010	2187	2308	2356	2468	2530	2539	2552

Even though the academy is very pleased with the growth and AYP status, it is fully aware of the academic deficiencies. The School Improvement Team (SIT) concurred that the staff must all be consistent with identifying and addressing the performance levels of all students. In order to consistently address these levels, all staff evaluated the instructional systems. Differentiated Instruction is a system that has been put in place. The instructional coach set up professional development days throughout the year in which the teachers trained off campus and were also observed in the classroom. A rebalanced literacy coach worked with the kindergarten through third grade staff beginning in January to integrate differentiated instruction, centers and literacy development. Leveled readers were purchased for children to select for structured independent reading times. The staff has become even more knowledgeable on teaching reading and writing. The Write Steps consultant was also brought in to train the kindergarten through fifth grade teachers on specific techniques for developing writing skills for all students. She worked one-on-one with each grade level to ensure that the staff was properly instructing and implementing the writing strategies. Writing portfolios were assessed by student peers and the teachers. Middle school teachers used the 6 + 1 Traits Writing to develop instructional strategies for their students, and the Write Steps program correlates with the 6 + 1 traits.

A reading interventionist was already in place at the 3rd-8th grade campus. This year, a reading interventionist was hired at the kindergarten through 2nd grade levels. The interventionists collaborate with teachers to develop individual instructional strategies to enhance proficiency levels for the struggling students. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Developmental Reading Assessment (DRA) are given to assess student levels and are used for progress monitoring.

Our data from MEAP and Scantron clearly shows that mathematics is a weaker area for the academy, especially in middle school. The Assessment team concurred that this area needs a strong focus and intervention, and as a result Response to Intervention (RtI) was implemented. A math interventionist was already in place at the 3rd-8th grade campus. In addition, a math interventionist was hired in December 2009 for grades kindergarten through 2nd. The math interventionists collaborate with the classroom teachers to create connections to the curriculum for students who are below proficiency levels according to the MEAP, Scantron, classroom observations and assessments. The math interventionists provide small group instruction for these students. Both the classroom teachers and the interventionists use manipulative materials and the Promethean board for interactive learning. To target weak areas in the middle school, the instructional coach, the math interventionist and the middle school team grouped the 7th and 8th grade students based on the data from Scantron Performance Series. This led to incorporation of differentiation with the math interventionist collaborating and instructing in the class with the 7th and 8th grade teacher twice a week beginning in late Winter 2010. The math interventionist continued to create connections to the curriculum in small group settings for those students who were struggling according to the Scantron data. Overall, 87% of students who saw the math interventionist improved on the Scantron Performance Series.

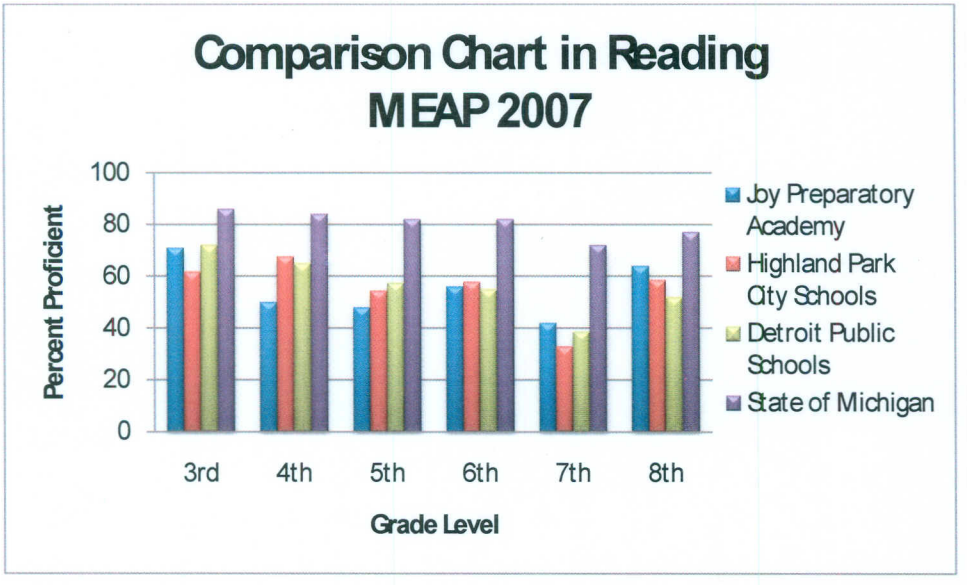
B. How does the academy compare academically relative to the state, resident district, and demographically comparable district? Discuss both criterion-referenced testing such as MEAP and standardized testing such as Scantron or Terra Nova tests.

Joy Preparatory Academy students have demonstrated yearly progress on both criterion and standardized tests. In comparison to the state, local and comparable districts, (Detroit Public Schools and Highland Park), according to the 2009 MEAP, Joy's proficiency percentages in reading are greater than the local and comparable districts in 3rd, 6th and 8th grades, and greater

than Highland Park in the 7th grade. In math, our proficiency percentages are higher than the local and comparable districts in 3rd grade, higher than Highland Park in 7th and 8th grades, equal to Detroit Public Schools in the 7th grade and equal to the state in the 3rd grade. In the past three years, the academy has shown growth in math and reading on the MEAP. Below are MEAP comparison charts for the past three years that show data for Joy Preparatory Academy, the local district Detroit Public Schools, a demographically comparable district Highland Park and the state. In science, the proficiency percentages for Joy are slightly higher then Highland Park for students in 3rd grade.

Comparison Charts for Academy, Local and Demographically Comparable Districts and State of Michigan

Table 1



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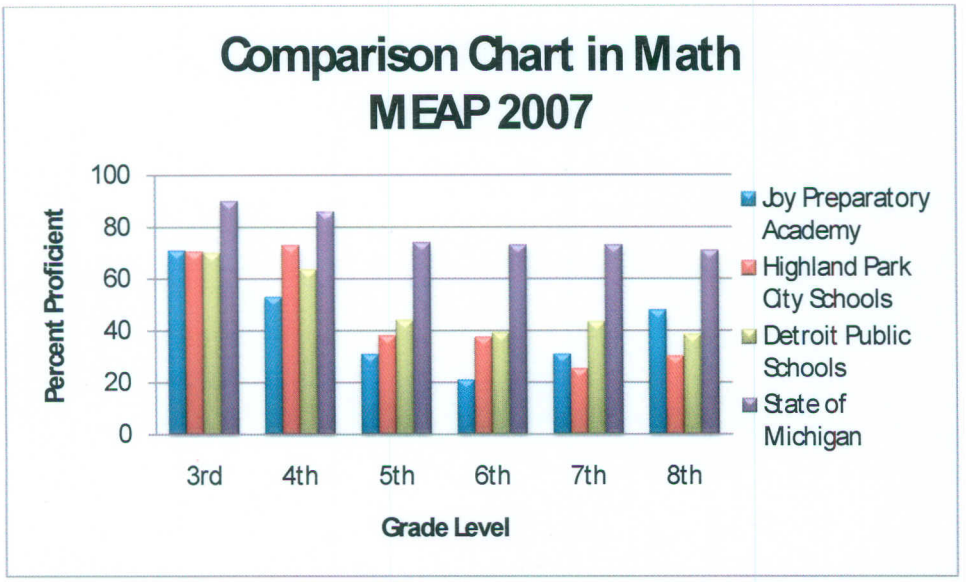

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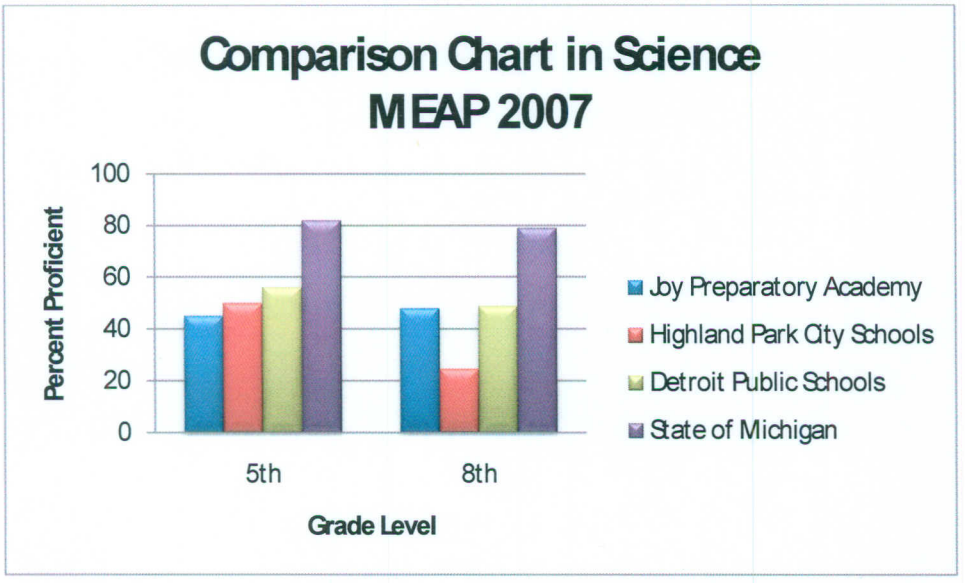

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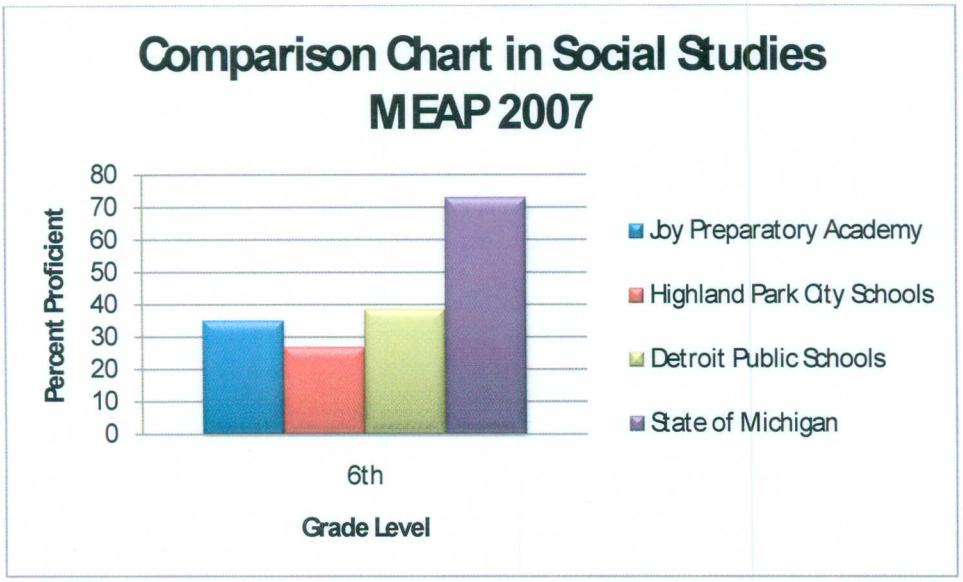

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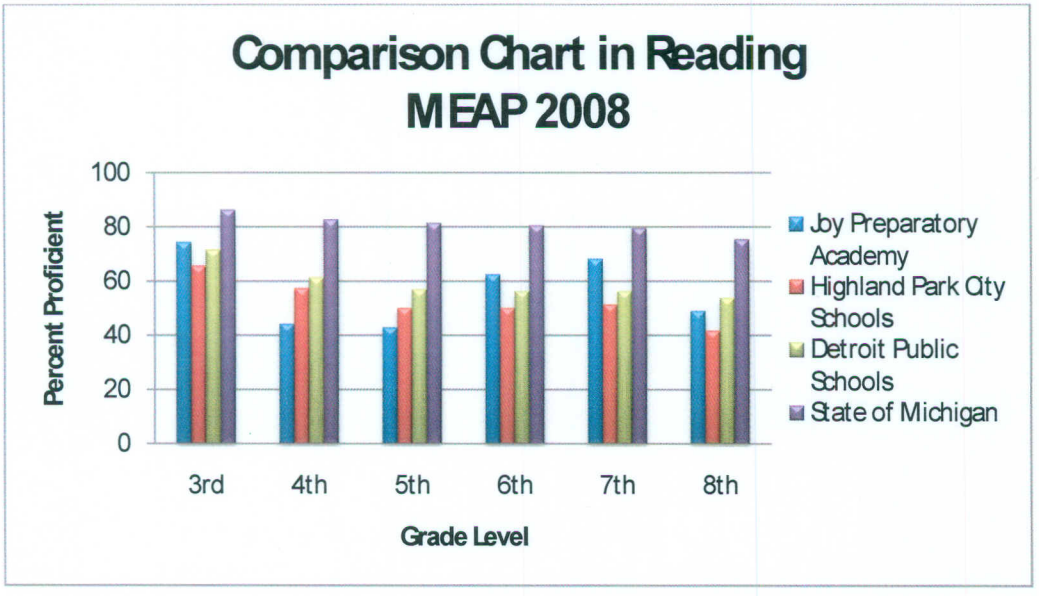

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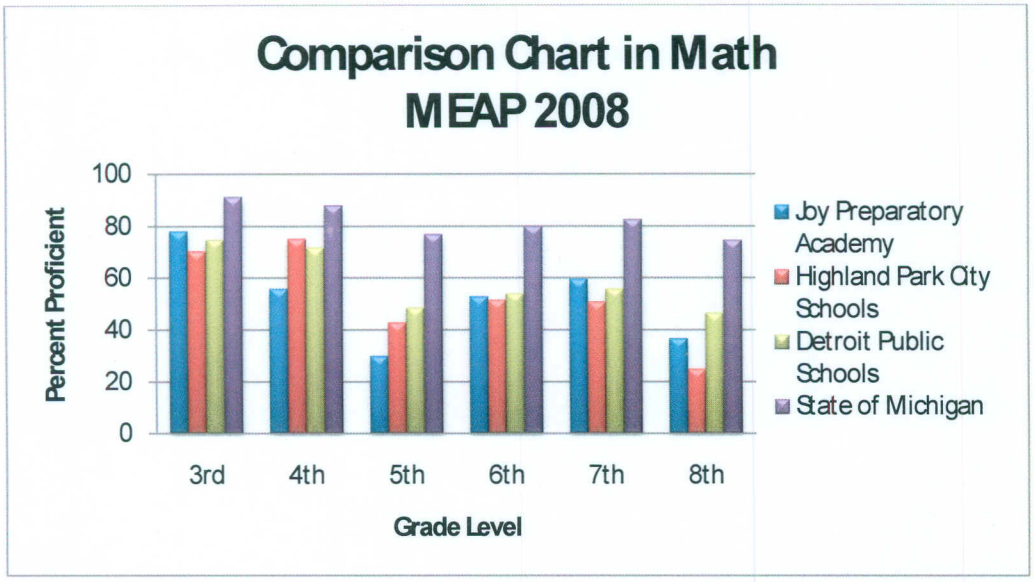

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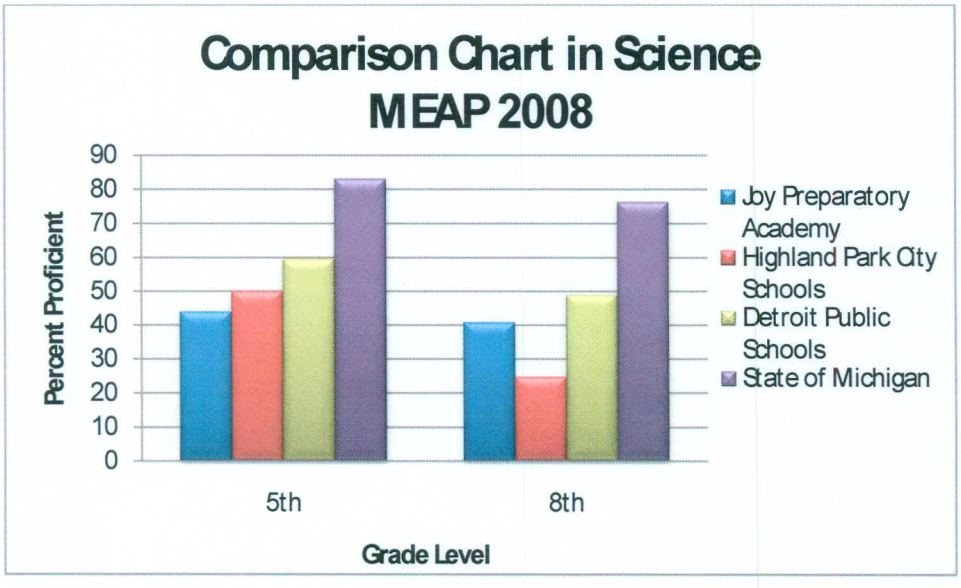

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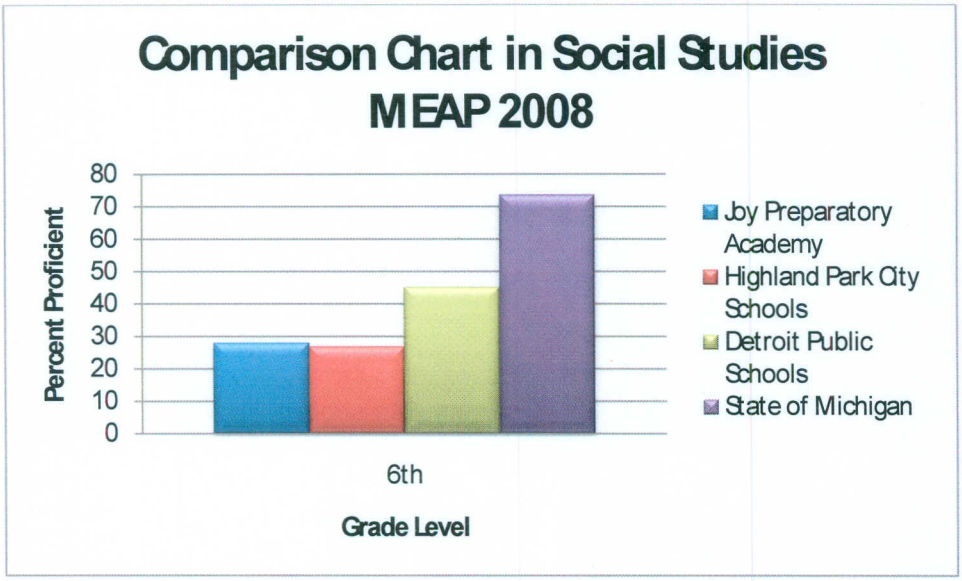

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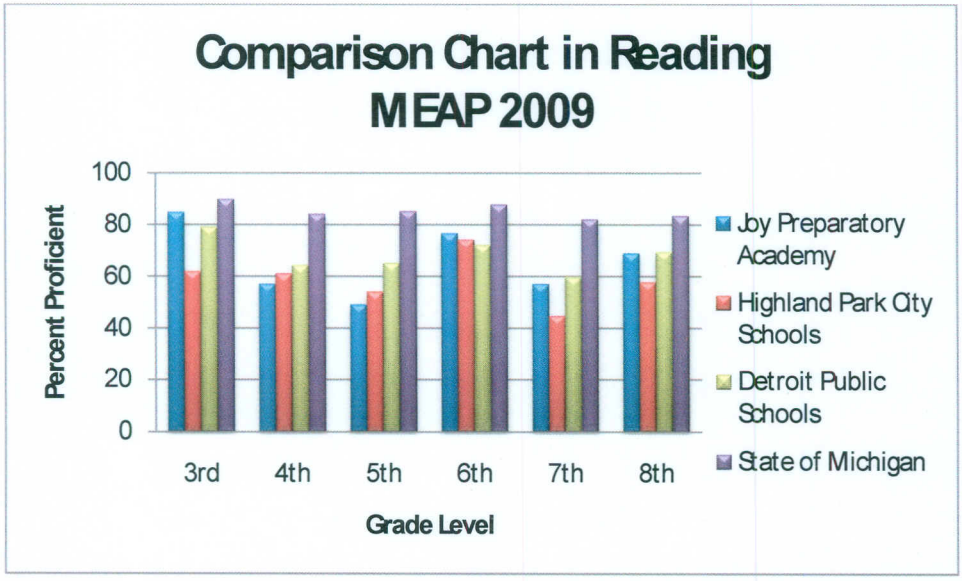

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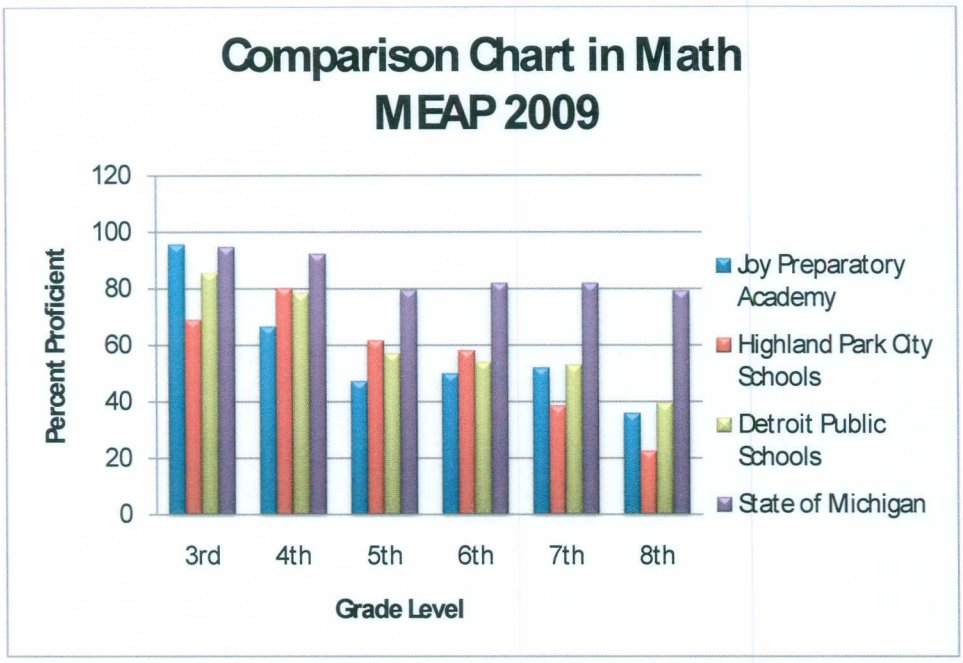

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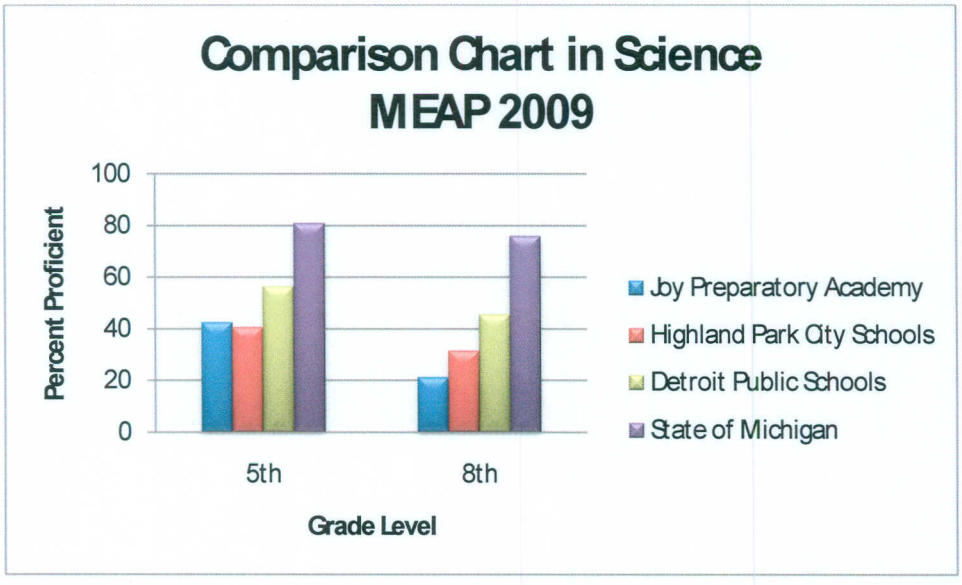

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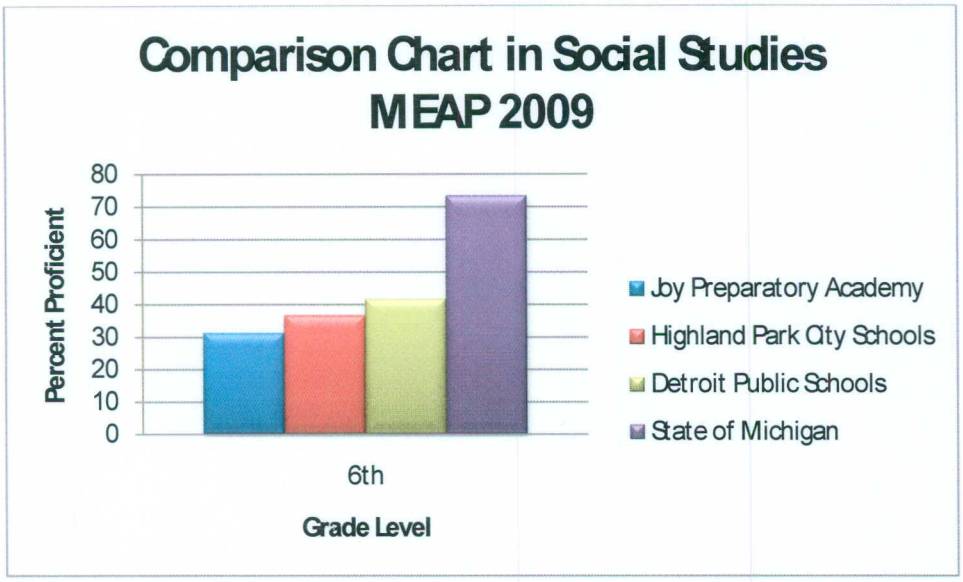


Joy is currently on track in accomplishing the following educational contractual goals that have been established.

Goal 1: ***Joy Preparatory Academy will increase student achievement in accordance with state and federal Adequate Yearly Progress (AYP) requirement in the core academic subjects of Reading, Mathematics and Science.***

Goal 2: ***Joy Preparatory Academy will improve student achievement in accordance with Ferris State University Charter Schools Office (CSO) 3-Year Cohort Value-Added Achievement Trajectory in the core subjects of Reading, Language Arts, and Mathematics as reported on the Scantron Performance Series norm-referenced assessment. The percent of cohort students at or above grade level will meet or exceed the CSO established trajectory.***

The two contractual educational goals that have been set, reflect sufficiently high standards that are continuously addressed at the academy. The school improvement team as well as the instructional staff review all data. There was a trend of low proficiency levels for students in grades 4 and 5 in reading and math in 2007, 2008 and 2009. The teacher turnover rate has been high in grades 3 and 4 the past three years, giving strong rationale for inconsistent levels of instruction. Student achievement, as our contractual goals reflect, is our first and foremost

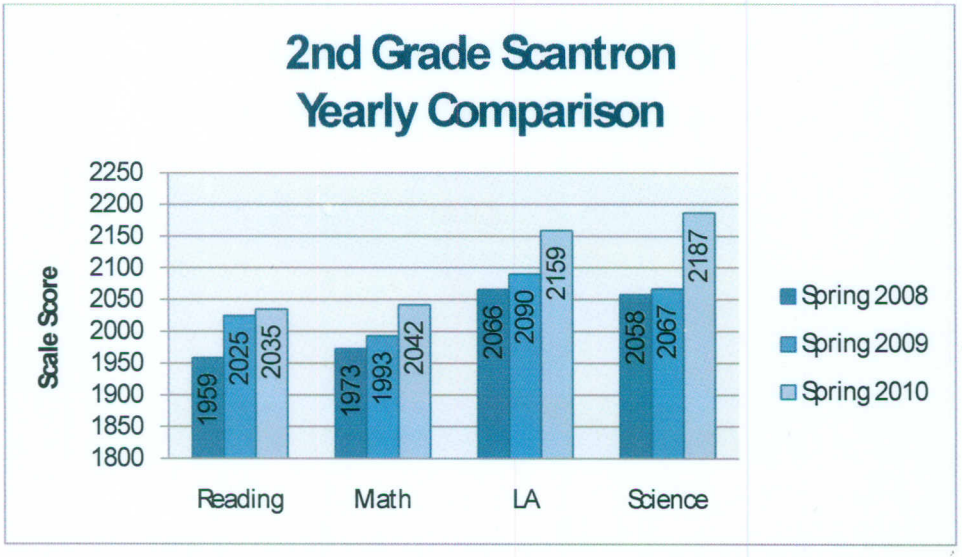
priority. Though teacher turnover is difficult to predict, hiring processes have been reviewed to strengthen recruitment and retain high-performing teachers focused on student learning.

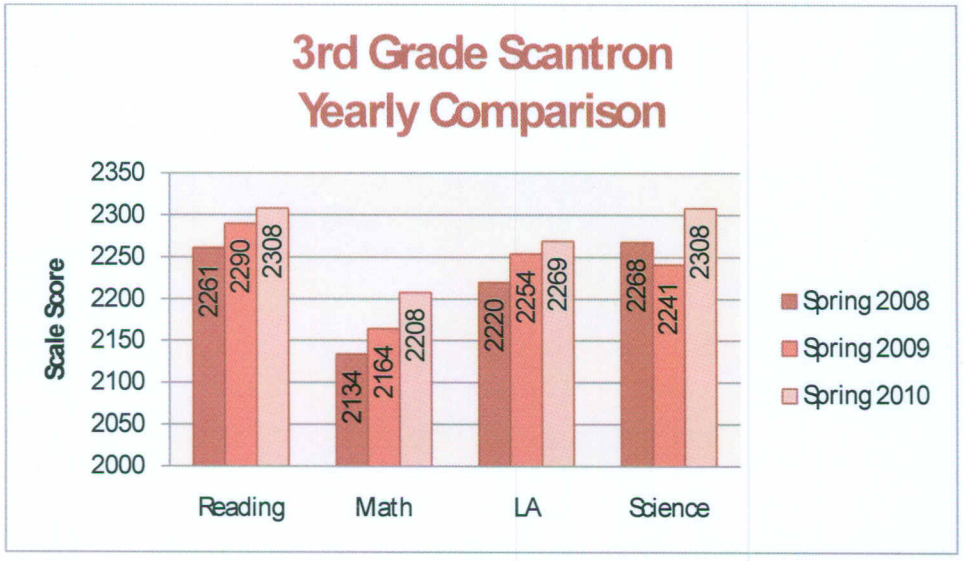
Though the comparison charts do show growth over the past three years for Joy, comparisons to the state reveal challenging areas. To target these deficient areas, the academy continuously examines the Kent County (KC4) curriculum that it uses. Curriculum Crafter, the electronic version of KC4, is consistently reviewed and updated. Professional development sessions are held two to three times a year to work with the Curriculum Crafter consultant to help the staff review updated standards and upgrade pacing guides and curriculum maps in order to enhance student proficiency through high levels of instruction.

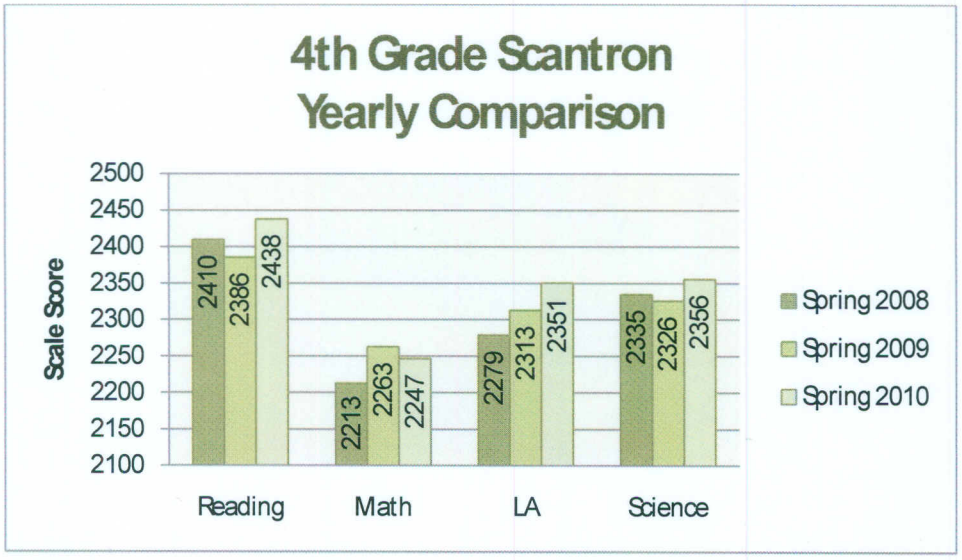
The school improvement team concurred that various data is needed to improve instruction and enhance student achievement. Over the past years the academy has been using formative and summative assessments, and this has become an even stronger area of focus for us. We are using a variety of assessments, MEAP, Scantron Performance Series, DIBELS, DRA, Accelerated Reader and STAR Math. The data from these assessments creates a more complete and accurate picture of all student proficiency levels. This past year, students in grades kindergarten-6th were assessed with DIBELS three times; students in kindergarten-2nd were assessed with DRA twice; students in the Title I intervention reading and math were assessed with Accelerated Reader and STAR Math; students in grades 2-8 were assessed three times with the Scantron Performance Series. As a result of these assessments, student proficiency levels have increased in reading and math. All teachers will continue to use the above assessments, thereby taking an aggressive stance in monitoring student achievement and the value-added component in order to develop a collaborative environment emphasizing student success for all.

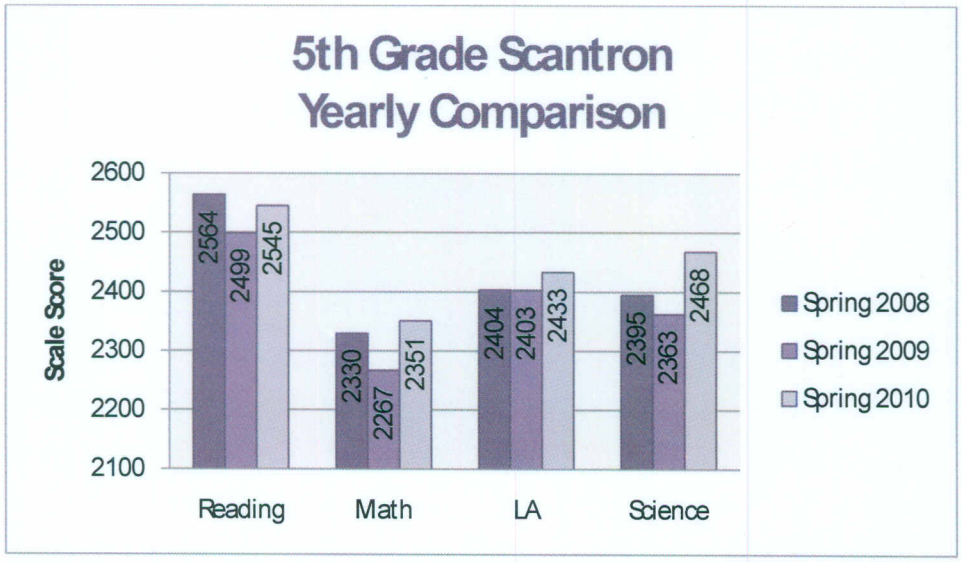
Joy increased the administration of the Scantron Performance Series assessment to three times this past school year and will continue to do this. This past school year, the academy showed growth in reading, significant growth in math and language arts, met the trajectory for reading and exceeded the trajectory for reading for the Scantron Performance Series assessment.

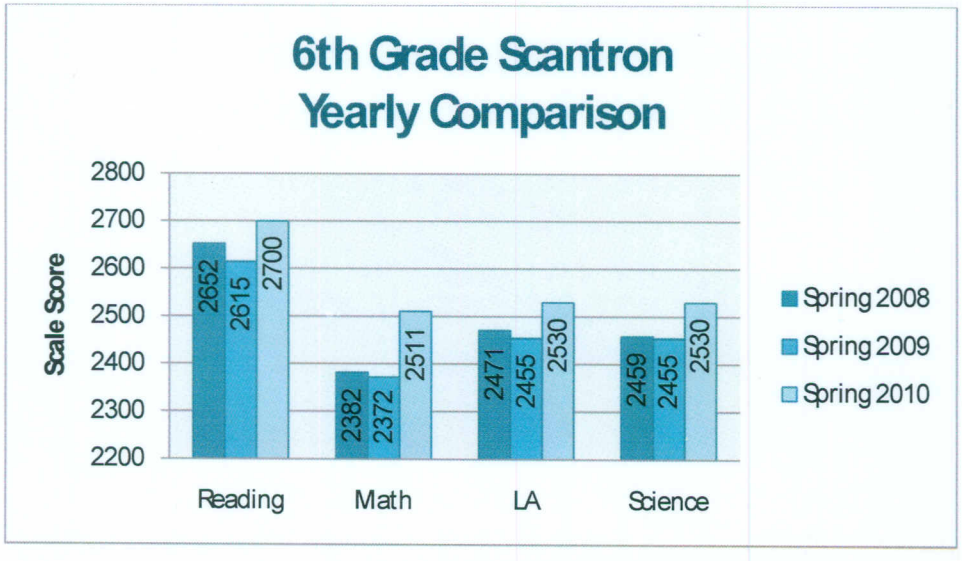
Below are charts that show Scantron scale scores for grades 2-8 for 2008, 2009 and 2010.

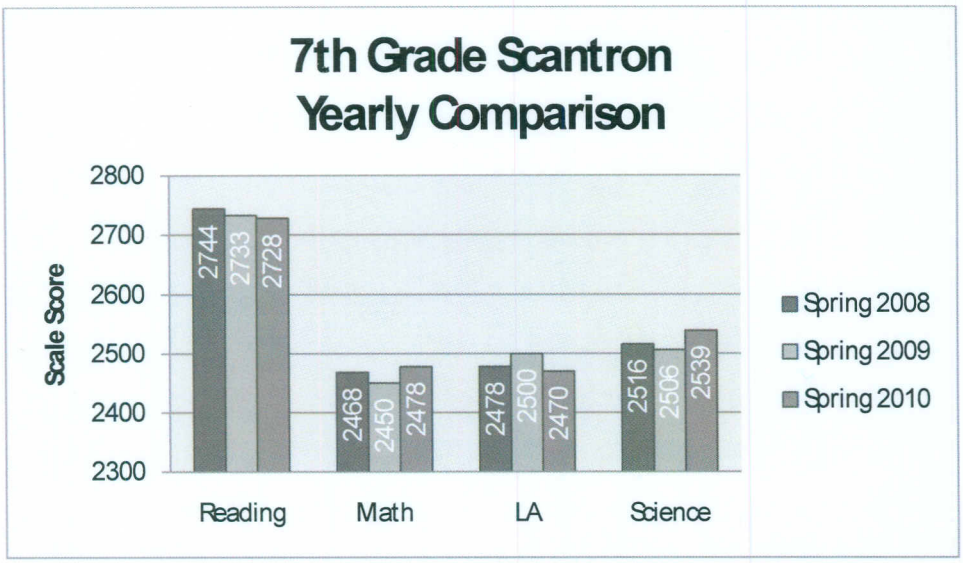


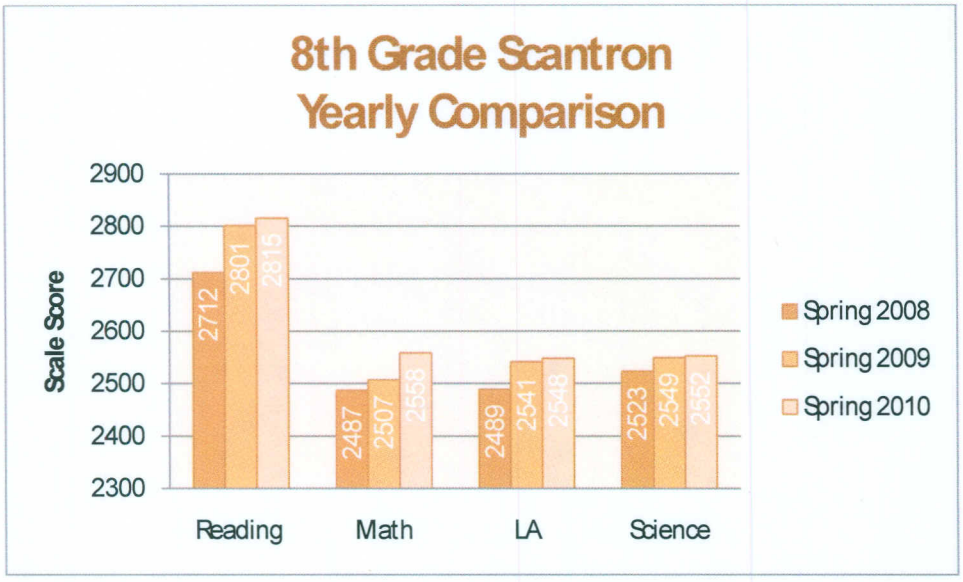



4th Grade Scantron
Yearly Comparison
Scale Score
2500
2450
2400
2350
2300
2250
2200
2150
2100
2410
2386
2438
2213
2263
2247
2279
2313
2351
2335
2326
2356
Reading
Math
LA
Science
Spring 2008
Spring 2009
Spring 2010


5th Grade Scantron
Yearly Comparison
Scale Score
2600
2500
2400
2300
2200
2100
2564
2499
2545
2330
2267
2351
2404
2403
2433
2395
2363
2468
Reading
Math
LA
Science
Spring 2008
Spring 2009
Spring 2010

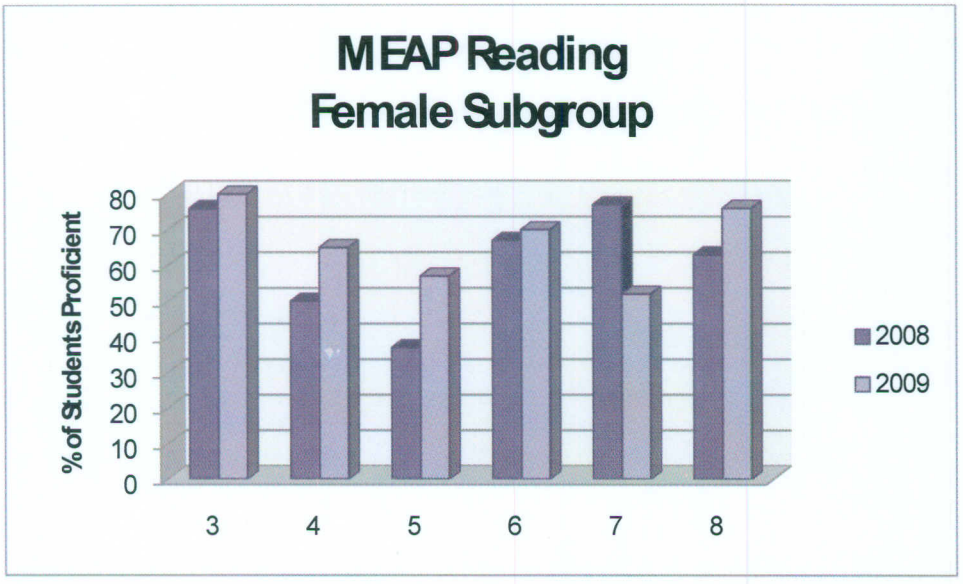

6th Grade Scantron
Yearly Comparison
Scale Score
2800
2700
2600
2500
2400
2300
2200
2652
2615
2700
2382
2372
2511
2471
2455
2530
2459
2455
2530
Reading
Math
LA
Science
Spring 2008
Spring 2009
Spring 2010

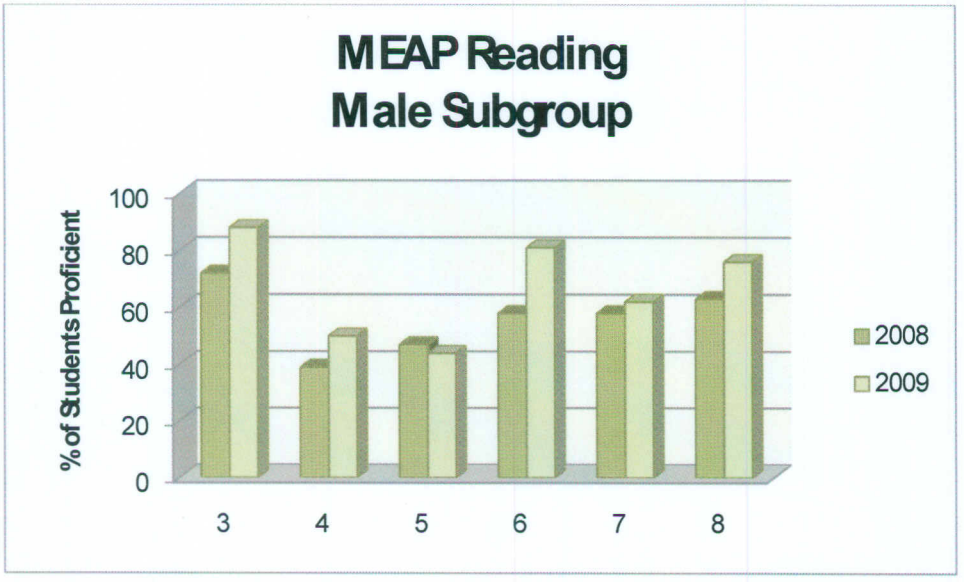


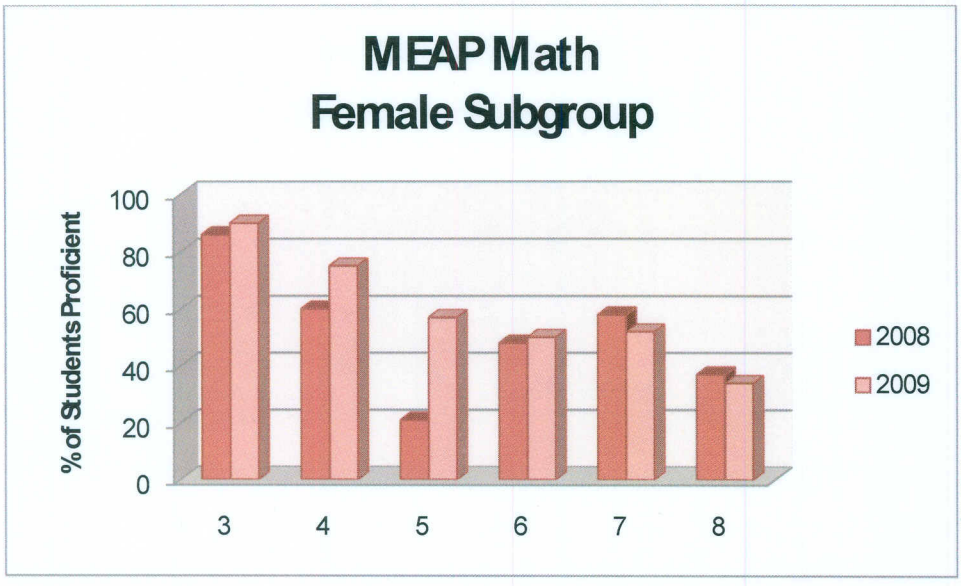


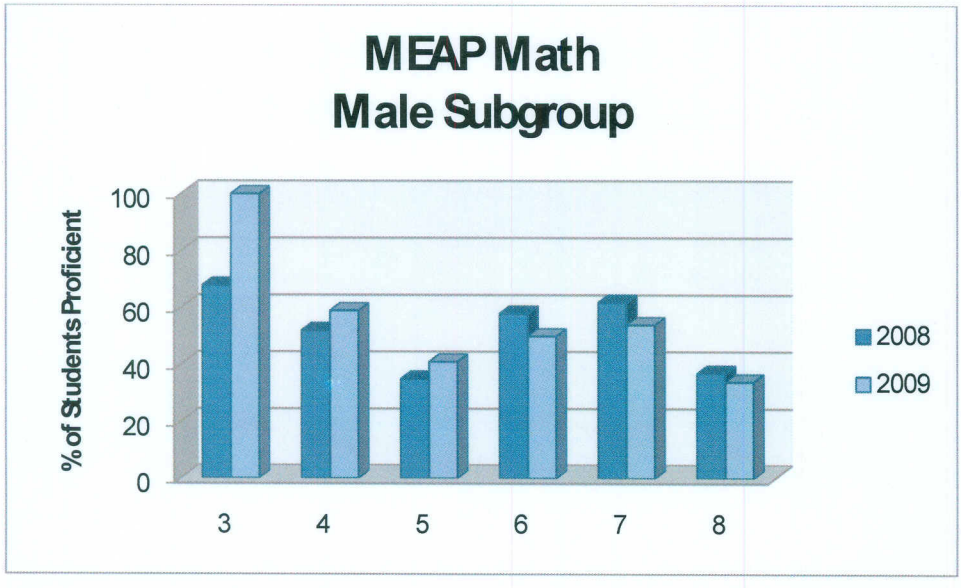
The academy assesses and evaluates subgroup proficiencies in all areas. These subgroups include new and returning students, cohort, male and female. Teachers track student proficiency levels for these groups.

The following subgroup charts were gathered and analyzed to specifically target students in need of receiving adjustments in their instruction.


MEAP Reading
Female Subgroup
% of Students Proficient
80
70
60
50
40
30
20
10
0
3
4
5
6
7
8
2008
2009


MEAP Reading
Male Subgroup
% of Students Proficient
100
80
60
40
20
0
3
4
5
6
7
8
2008
2009


MEAP Math
Female Subgroup
% of Students Proficient
100
80
60
40
20
0
3
4
5
6
7
8
2008
2009


MEAP Math
Male Subgroup
% of Students Proficient
100
80
60
40
20
0
3
4
5
6
7
8
2008
2009

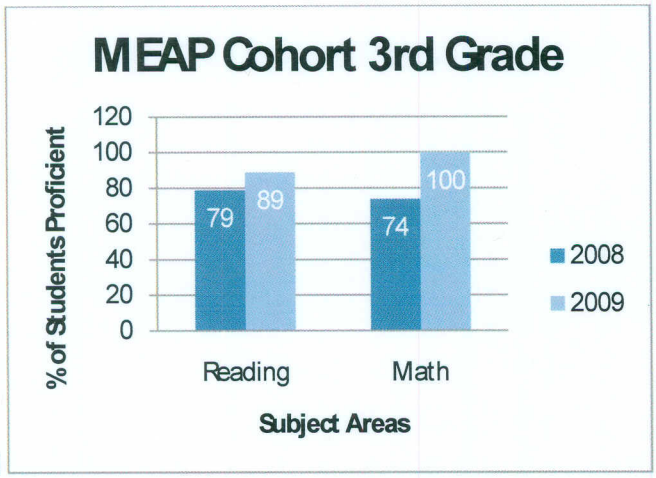


Table 1

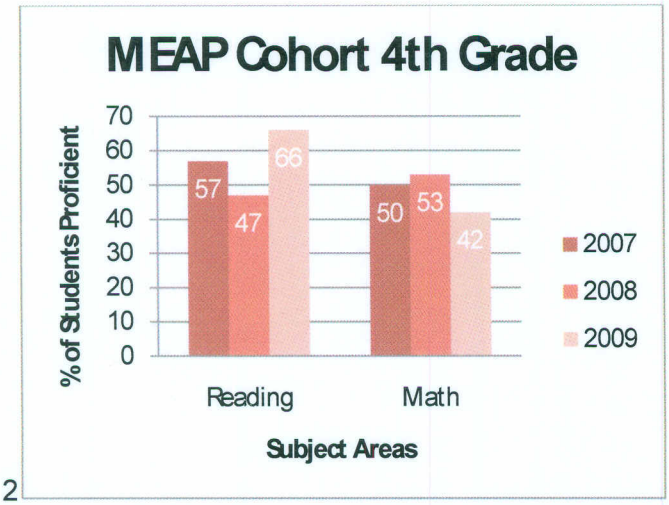


Table 2

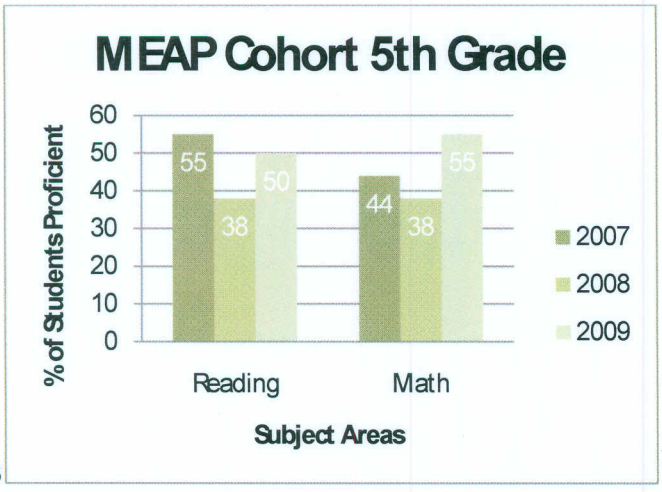


Table 3

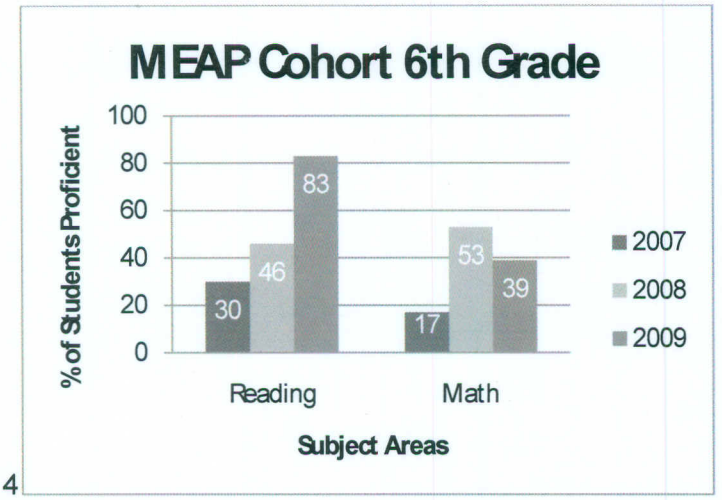
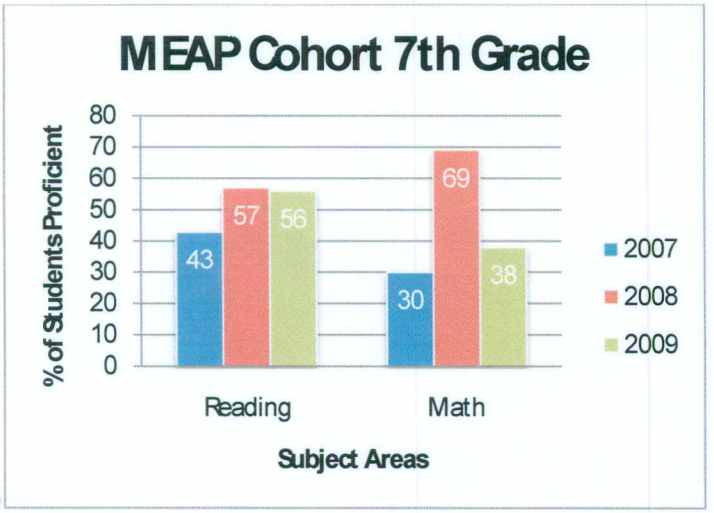


Table 4



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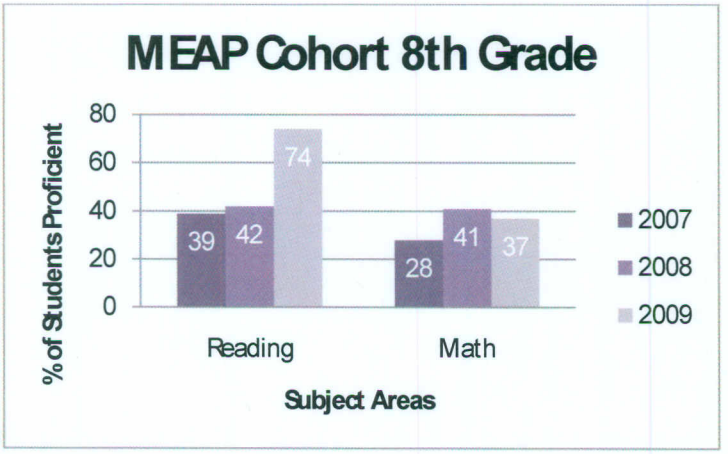


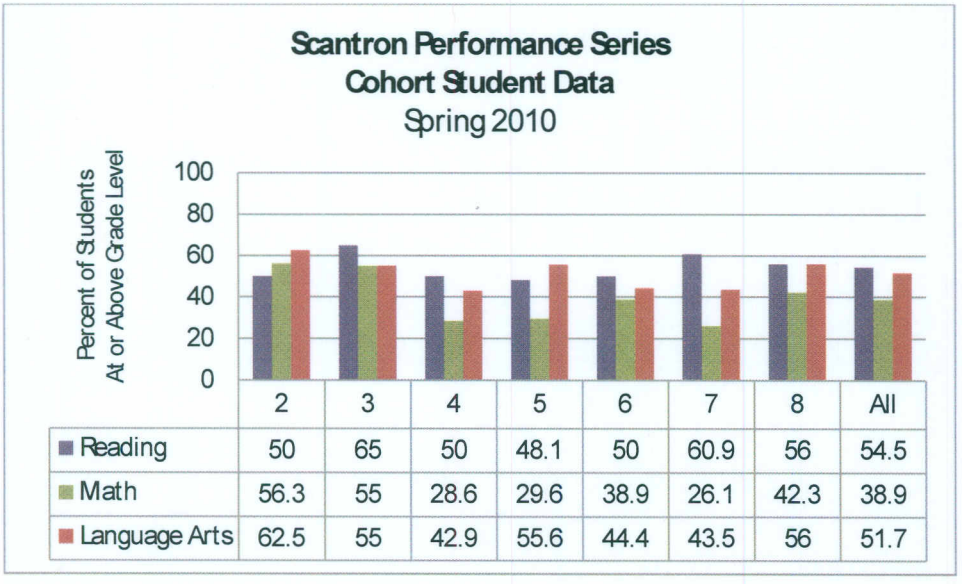
Table 6

Joy Preparatory Academy

Assessment Summary 2009-2010

Scantron Performance Series
Cohort Student Growth

	Reading	Math	Language Arts
Baseline	45.90%	23.70%	36.60%
2010 Goal	53.90%	33.70%	46.30%
Actual	**54.50%**	**38.90%**	**51.70%**
Percentage Points Above/ Below Goal	0.6+	5.2+	5.4+
Growth	8.6+	15.2+	15.4+



	2	3	4	5	6	7	8	All
Reading	50	65	50	48.1	50	60.9	56	54.5
Math	56.3	55	28.6	29.6	38.9	26.1	42.3	38.9
Language Arts	62.5	55	42.9	55.6	44.4	43.5	56	51.7

Small group instruction with the reading and math interventionists, after-school tutoring and summer school enrichment are programs implemented to enhance learning for these students.

2. Academy Mission

A. What progress has been made toward meeting the academy's mission?

Joy Preparatory Academy is dedicated to the students and families that we serve in this community. During the August 2010 board retreat, the directors, school leadership team and management team detailed how the mission will be evaluated for achievement. Joy Preparatory Academy's mission is to educate children safely, vigorously and competitively, creating success in a global society. Joy has made progress in meeting this mission by implementing the following:

- **Educate children safely**-promote a safe and healthy environment, PBS, Continuous Improvement and Monitoring System (CIMS), Schoolwide Information System (SWIS)
- **Vigorously**-Data systems, Differentiated Instruction, RtI, math and reading interventionists, formative and summative assessments, after-school tutoring, summer enrichment program
- **Competitively**-KC4 curriculum aligned with state benchmarks, Rebalanced Literacy program, The Write Steps Writing program, current research-based strategies illustrated by Marzano, highly qualified teachers, Scantron, DIBELS and DRA data analysis, progress monitoring.
- **Creating Success in a global society**-LINK student mentoring. A guidance program to assist students in successful transitioning upon graduation will be implemented with the social worker in fall 2010. A program to assist students with developing strong study and life skills will also be implemented in fall 2010.

Joy is committed to providing and promoting a safe, healthy environment for all students. It is truly a safe haven, which is apparent when one enters each building. Both buildings are secured

with exterior locked doors, telephones in each classroom, security cameras, daytime outside security guards and nighttime security. All parents and visitors must report to the main office after entry into the buildings. The staff and students are very aware of anyone who should not be in the building and teachers know to call the main office if anyone suspicious is in the halls. Fortunately, having suspicious people in Joy has not occurred, but procedures are in place for lock-down if necessary. Fire, tornado and lock down drills are performed throughout the school year. These drills are recorded and submitted to our authorizer. Safety is discussed with parents at the beginning-of-the-year parent orientation and with students at the beginning of the school year. A parent-student-teacher compact is discussed and signed at the beginning of the school year and kept on file. The academy definitely believes that all students must feel safe in order to come to school and feel comfortable and free to learn. Joy is very proud of the oversight and maintenance of the grounds and buildings, and of the renovations that have occurred at both campuses in recent years. In excess of $1.8 million has been expended over the past seven years between both campuses.

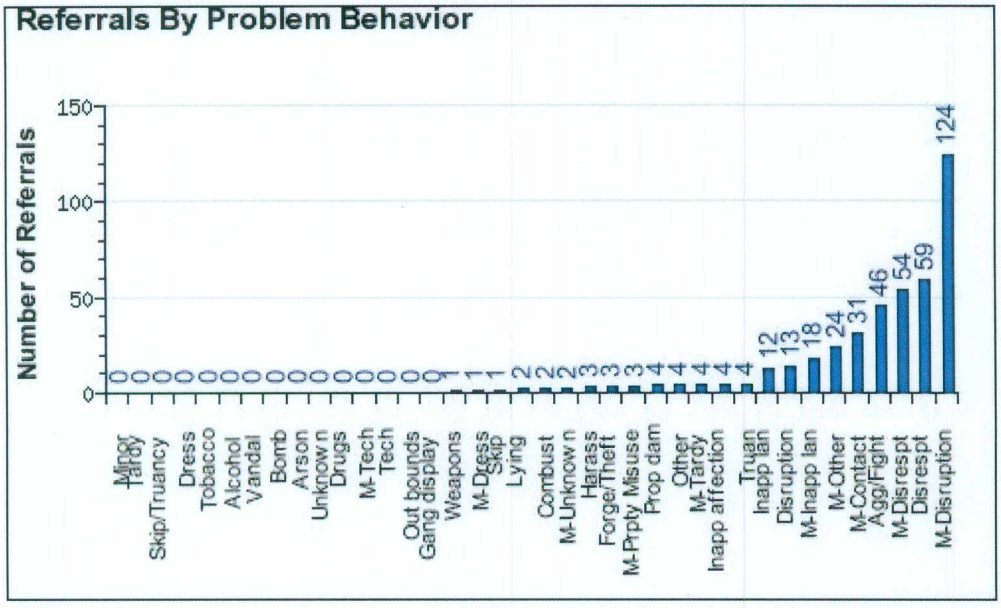
The academy has further addressed its mission statement through the implementation of a curriculum that allows us to meet the unique needs of our students on their various learning levels and styles. The KC4 curriculum is continuously updated to make sure that planning, instruction, academic goals and assessment are aligned with the most recent grade level content expectations (GLCEs) of the Michigan Curriculum Framework. The teaching staff continuously works in professional learning communities, collaborating in weekly grade level meetings, monthly curriculum pod meetings and weekly assessment team meetings. This collaboration has led to stronger and effective lesson plans, pacing guides, instructional delivery and analysis of student performance levels. The goal of this collaboration is to achieve our mission by

developing continuity across grade levels to raise student achievement. Joy's full time instructional coach collects and reviews the lesson plans and pacing guides using a rubric to assure alignment to the GLCEs. After reviewing, the coach immediately provides positive recognition as well as guidance to implement changes for improvement. The academy uses the Quality Schools Initiative (QSI) daily classroom walk-through and Essential Elements Profile (EEP). These rubrics are used by the instructional coach and the school leader to assess instructional performance and student achievement. The EEP is conducted 3-4 times during the year and is used with the yearly formal performance evaluation. Verbal feedback from all observations is provided in a timely manner. These tools all provide individual recognition for positive instructional practices and guidance toward improvement in identified areas. "The Art and Science of Teaching" by Marzano was read and discussed at every staff meeting beginning in January and teachers began implementation of these strategies in their classrooms. In fall 2010, formal observation of these strategies will be standard procedure.

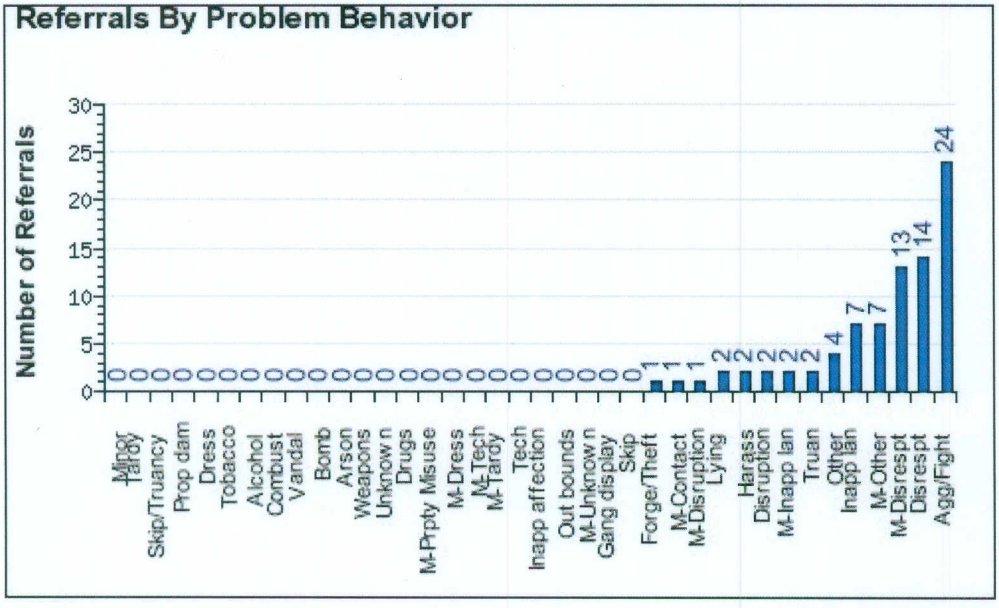
Along with the curriculum, Joy has invested in technological improvements on both campuses to ensure that all students will be prepared for our global society. The Oakman campus, which previously had wiring for computer and internet capabilities and a 26-laptop computer lab, added four new computers with flat-screen monitors per classroom in 2008. Two years ago, the Dexter campus was rewired to accommodate computers and internet capability in every classroom. Dexter has a computer lab equipped with 29 computers. In fall 2009, each classroom was provided with 3 new computers. These 36 new computers with flat-screen monitors were purchased with Title I funds. This past school year six Promethean boards were purchased for the 4^{th}, 5^{th} and 6^{th} grade classrooms. During the 2008-2009 school year, four Promethean boards were purchased for grades 7 and 8. In 2007, a total of two Promethean boards and 12 new

computers were purchased for the Title I reading intervention and math intervention classrooms. For the 2010-2011 school year, we are purchasing two Promethean boards for the two third-grade classrooms. Each classroom at both campuses is equipped with an overhead projector. Two LCD projectors are utilized in both buildings. All students in grades K-8 are provided weekly computer instruction with a highly qualified instructor. In addition, many pieces of educational software and web-based programs such as Scantron Achievement Series, Reading A to Z, STAR Math, Accelerated Reader are utilized to enhance the educational experience of our students. Professional development on the use of these programs and integrating technology into the content areas are provided to staff members.

This past school year, Joy implemented Positive Behavior Support (PBS). Taking into consideration that behavior plays a large role in academic achievement, Joy implemented a range of behavioral intervention strategies designed to prevent inappropriate behaviors while teaching and recognizing the appropriate ones. The goal was to create appropriate settings for positive actions that allow students to make better choices on their own. Our SWIS program showed a decrease in inappropriate behaviors from fall 2009 to spring 2010. For example, in several areas the numbers significantly decreased as illustrated by the following charts. ARRA funds have been allocated for PBS.



From 10/01/2009 – 03/31/10



From 4/01/2010 – 06/01/2010

The Local Intervention Network Kids (LINK) student mentoring program, funded by a federal competitive grant, now in its 3rd year, currently serves 31 students in grades 5-8 here at Joy. LINK provides these students with weekly workshops on character building, study and life skills, proper nutrition, and living healthy. Students also go out into the community to do volunteer work at the local soup kitchens, food gather centers and senior citizen residence centers.

B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?

Joy Preparatory Academy board of directors met for a retreat in July 2009. At this retreat they created and adopted a new mission, vision and core value statement for Joy, focusing on the individual child, the community and moral values. During a retreat in August 2010, the board elected to maintain the current mission, vision, and core value statement for JPA. The board further recognized the need for constant and vigilant review of the mission, vision, and core value statement.

Joy Preparatory Academy Mission Statement

Joy Preparatory academy will educate children safely, vigorously and competitively, creating success in a global society.

Joy Preparatory Academy Vision Statement

Joy Preparatory Academy will be a shining jewel in the community because of its reputation for integrity and results.

Joy Preparatory Academy Core Value Statement

Joy Preparatory Academy believes that at the core of every truly educated citizen there lies a foundation of integrity, wisdom and courage. The Joy Preparatory Academy community promotes in its students a healthy sense of right and wrong, factually-based critical thinking and the strength of character to act and react morally.

In addition, the board discussed and adopted the motto that Joy implemented in 2007: ***Building diversified learning through a respectful culture.***

The mission, vision and core value statements are all displayed at the main entrance and in the classrooms. All communication with families and the community such as weekly newsletters, progress reports, report cards and stationery include the mission statement and the Joy motto.

3. Sustainability and Viability

A. Is the academy financially solvent and stable?

The board continues to maintain a focus on the academy's finances of the operational budget. The monthly treasurer's reports are reviewed and discussed at each regular board meeting. These reports include budget-to-actuals, cash forecast statement, checkbook register, current updates such as the American Recovery and Reinvestment Act (ARRA) funding, and trial balance sheet. The academy's invoices and bills are paid on time every month. The yearly audits conducted by Plante and Moran show evidence that Joy has historically maintained an adequate fund balance. Joy's enrollment fluctuates from year to year due to families moving within the city as well as out of state. This fluctuation can impact revenue, but the academy has maintained a stable, healthy fund balance despite unpredictable state funding cycles.

Our board recognizes that it is responsible for the financial health of the academy. It further recognizes that finance impacts every aspect of the educational process and consequently the educational success of its students. The board is fully committed to due diligence in this regard. In spite of unstable funding sources, fluctuating enrollment, socio-economic challenges, higher costs and limited revenue, the board makes every effort to provide students, parents and staff with a clean, safe environment, needed supplies and resources, and state-of-the-art technology. Expenditures - and a fund balance at approximately 15% of revenue reflect -- we are steadfastly fixed on making the academy a first-rate facility. Our students are certainly deserving. This is the over-riding philosophy.

Most importantly, the board will continue exploration of other sources of funding (private and public) to purchase additional training tools to keep teaching and teachers rejuvenated. We will

also study population trends to determine how we might more effectively develop purposeful community relationships and partnerships. This is a priority. The board also would like to explore additional revenue sources for the community center's renovation.

We are always striving to be fiscally efficient. Therefore, it is imperative that we remain diligent in all matters of concern. It is gratifying to know that we are currently financially solvent and stable. We are indebted to all stakeholders. They have been most supportive in helping us navigate many gray areas.

B. Is student enrollment stable and near capacity?

The enrollment at Joy steadily decreased from 2006-2008. This past school year Joy's enrollment showed a significant increase. The academy attributes this year's increase in student population to the closing of two local Detroit public schools and aggressive marketing plan.

Student Enrollment for Joy Preparatory Academy	
School Year	**Number of Students**
2006-2007	**476**
2007-2008	**455**
2008-2009	**424**
2009-2010	**468**

Joy Preparatory Academy is a stable environment and serves a majority of students from the neighborhood. Parents who enroll their children state that they have heard so many good things about Joy. We have realized that 'word-of-mouth' has been a factor in Joy's enrollment. Our academy is a safe and stable place in the community, with minimal decline in enrollment in previous years. This decline is caused mainly by parents moving within the city, to another local

city, or out-of-state due to economic reasons. A smaller percentage of students leave Joy to attend nearby area schools, as demonstrated by request of student records. These factors do impact our budget and the stability of our academy.

Neighborhoods in the vicinity of area schools that have closed are targeted for vigorous recruitment. Our Joy marketing plan includes that of visiting area daycare centers, flyers that are mailed out by MAPSA to families in the local area zip codes, billboard advertisement, television and radio ads, and flyers and brochures put in local recreation centers, stores and churches. Enrollment fairs are held at both campuses. Telephone calls are made by the teachers, the office managers and the school leader to families for re-enrollment and possible new enrollees.

The 2010-2011 school year budget is based on an anticipated enrollment of 450.

4. Decision Making

A. How has the academy (staff, administrators, and Board) used assessment data to make decisions?

Joy Preparatory Academy is a shared-decision making academy, focused on student achievement. Multiple committees such as the assessment team (RtI), grade-level teams, curriculum pods, child study team and school improvement team (SIT) review academic and behavioral data to drive instruction and make decisions about programs and resources, disseminating this information to the SIT. The SIT is the core functioning unit where the decision-making process begins. The team decides upon and adopts programs, resources, allocations of time, space and procedures for monitoring student achievement.

The academy's staff is very involved with the planning, designing, monitoring and evaluation of the aligned curriculum. To improve the quality of instruction, the academy continually monitors the mission for student achievement, the identified learning goals and its relevancy toward

student proficiency, the assessment tools used to measure student achievement, and the academy's instructional staff and their teaching to increase student proficiency.

The SIT, grade-level teachers and interventionists collaboratively discuss student achievement using the following: curriculum, instruction and assessment. Our school improvement plan (SIP) is the basis of all academic and behavioral considerations at Joy. The measurable goals and objectives are determined by student performances on the MEAP, Scantron, DIBELS and DRA assessments. Programs, instruction, interventions, progress monitoring, professional development, resources and materials are mapped out in this plan.

The leadership is focused on results-oriented activities, which holds the school leader and the staff accountable for student academic and behavior performance. The leadership and educational service provider (ESP) apprise the board at the monthly meetings regarding student achievement, assessment data, programs, enrollment and any allocation of funds for materials and resources.

The teachers are responsible for utilizing multiple forms of assessment. Decisions are then made for classroom instructional strategies, differentiated instruction, intervention referrals, after-school tutoring and summer enrichment. The following are forms of assessment utilized at Joy:

- Scantrom Achievement and Performance Series
- Common Assessments
- DIBELS
- DRA
- STAR Math
- Accelerated Reader

If students are struggling in achieving mastery of concepts, the teachers make recommendations to have them work with the Title I math or reading interventionist. Students also have the opportunity to work individually or in small groups with an educational assistant within the classroom. Additionally, special education teachers work collaboratively with teachers to modify and accommodate instruction for select students in the classroom. In our inclusive setting, special education students are assisted in the classroom by the collaborative special education teacher and the Least Restrictive Environment (LRE) aides.

In our decision-making process, day-to-day decisions are the responsibility of the staff. While the leadership team is there to support, assist and counsel, the staff is empowered to make appropriate decisions to resolve any challenges and problems that students may encounter. All issues and suggestions affecting policies and finances are presented to the board for approval. Decisions that are made during routine operations and do not require immediate board action or review are formulated by the school leader and management team. If warranted, the school leader and management team will inform the board accordingly regarding any of these decisions. The board, ESP and leadership teams have frequent, ongoing communication.

The board uses data collected from students' test scores, MEAP and Scantron results, School Improvement Team reports, Ferris State reports and information from the school leader and ESP to determine how to respond to various decisions. The school improvement plan report is reviewed at every meeting and the progress towards goals or a lack thereof is discussed and monitored/modified based on the previous month's reports.

Any decision that affects change to the land and facility must have approval from the board of directors, the landlord, etc., and in many cases the CSO must have the opportunity to disapprove an action as detailed in the CSO's policies.

5. Challenges and Opportunities

A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new reauthorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?)

If Joy Preparatory Academy is reauthorized by Ferris State University Board of Trustees, the biggest challenges facing the academy during the new reauthorization period are:

1. Student achievement
2. Improving standardized test scores
3. Enrollment
4. Community collaboration

To increase student achievement, our goals are to continue with the instructional strategies and research-based programs; provide enrichment programs for students; continue to provide professional development and training for teachers; enhance teacher resources and materials; continue to provide after-school tutoring and summer programs for students; continue to provide avenues for teachers to access all data; continue to use technology; and focus on training for parents. Our SIP outlines the need to increase student achievement in the core subject areas. Differentiating instruction and targeting student needs helps teachers identify procedures for increasing student performances. Academic growth for all students will be addressed with rebalanced literacy, the Write Steps program, integration of technology into the core subject areas, and high levels of quality instruction. The continuation of collaboration between staff, the

instructional coach and leadership will support our professional learning community. Professional development and trainings will continue to strengthen teacher knowledge and performance levels. Joy has implemented strategies from "The Art and Science of Teaching" by Marzano and will continue to use this as a resource for guiding instructional practices.

Collaboration between school and home is a must for student achievement. The line of communication between the teacher and parent must be open and comfortable. Teachers are encouraged to contact parents to relay and discuss all aspects of the child. Joy will have a home-school-community liaison person this school year who will work to provide a connection with families and the community. We are looking for this added resource to put actions in place that address issues that can hinder student achievement. A main issue and focus at Joy is daily student attendance. The following chart shows the average daily attendance for the past 4 years.

Average Daily Attendance for Joy Preparatory Academy	
School Year	**Attendance %**
2006-2007	**90%**
2007-2008	**90%**
2008-2009	**89%**
2009-2010	**90%**

Joy is very proud to say that we have made AYP the last four years. Our goal is to have all students in the proficiency levels 1 and 2. Our school improvement plan outlines the need to increase student performance in the core subject areas. In order to increase standardized test scores we will continue after-school tutoring, teach test-taking strategies, continue to analyze

data to guide instruction and involve the student in their academic progress. The committees have concluded that a student must know how to take tests. The instructional coach attended test-taking strategy trainings and has brought this information to the staff to utilize these strategies in the classrooms. In conjunction with the LINK student mentor manager, identified students also are taught test-taking strategies in the weekly sessions. This will continue throughout this school year.

As stated previously, Joy's enrollment showed a nominal decline for three years and an increase this past school year. An increase of students provides additional resources and gives the academy additional opportunity to address ongoing needs. Strengthening our marketing plan gives Joy more exposure in the community. Targeting daycare centers and focusing on advertisement through billboards, radio, television and mailings is strategically planned. Having enrollment fairs at the campuses gives the neighborhood families a chance to see buildings and hear about programs that we offer.

The Joy Preparatory Academy board understands the importance of home and community environment on a child's ability to learn and achieve academically. The board strives to better understand the local community and family challenges in order to make decisions and guide staff behaviors in a direction that offers support to improve and strengthen families. The board will seek ongoing information about neighborhood issues and trends that impact our students' academic achievement and encourage staff to become involved in community collaboration that support positive youth and community development. The board will monitor the child, neighborhood developments, and the school's engagement in the community through school leader reports, invitations to other community leaders to board meetings, and through city/community reports relative to indicators of child well being that may become available.

We are all focused on strengthening our collaboration with the community. Students are at the academy the majority of their day and what we expose them to has a great impact on their life. Positive modeling occurs daily and we also believe that taking students out into the community helps them learn about real-world concepts. Middle school students go on fieldtrips doing volunteer work at Gleaners, Capuchin Food Kitchen and senior citizen residence centers. The LINK student mentor program also takes students in grades 5-8 out into the community to volunteer. Joy has established a partnership with Cranbrook Institute of Science (CIS) and Focus Hope. Cranbrook comes to the school to provide hands-on science activities for classrooms. Teachers also receive professional development through this partnership. Teachers also take the students to the science institute for instructional lessons and activities. This past summer 2nd grade students attended the "Yes I Can Achieve Summer Camp" at Focus Hope. The staff at Focus Hope will collaborate with the Joy staff to ensure the progress of our students who attended this program will be continued when they return to Joy.

We also involve the parents in this endeavor. This past year the Title I interventionists implemented a Parent 2 Parent group. The group meets once a month to discuss how to work with your child on homework and other skills. While this is the main focus, other activities such as health seminars, book club discussions and taking care of one's self overall have taken place. This group, although small, has helped to break down the negative feelings for parents who are fearful of coming to an academic institution.

If the academy is reauthorized by the Ferris State University Board of Trustees, the biggest challenge continues to be effectively educating students-not only meeting but surpassing the minimum requirements of the State of Michigan for our students and the trajectory as set forth by Ferris State University for improvement. The SIP iterates the timetable for ongoing

implementation and is reviewed and updated throughout the year. We, as a board intend to do whatever we can to ensure that the needs, supplies and resources will be available for the academy to provide a quality education to its students. The long-rang plan of the board is for Joy Prep to be not only a shining jewel in the city of Detroit, but also a desired place for parents to send their most treasured offspring to be educated in state-of-the-art facilities with the best teachers and staff possible.

B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.

The board has grown as a body this period, not only in numbers, but also in knowledge. We

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

Petition for Public School Academy Reauthorization

This document will serve as formal request of the Board of Directors of Joy Preparatory Academy that it requests Reauthorization from the Ferris State University Board of Trustees as a Public School Academy as per Part 6A, of the revised School Code of the State of Michigan. The current contract between the Joy Preparatory Academy Board of Directors and Ferris State University expires on June 30, 2011.

Board of Director Signatures

Name (Print)	Name (Signature)	Date
Frances Brockington	Frances Brockington	17 August 2010
George WATERS	George Waters	Aug. 17, 2010
Sharon Foster	Sharon Foster	August 17, 2010
PAUL NEITMAN	Paul Neitman	August 17, 2010
GEORGE B. VAN ANDEL	George B Van Andel	AUG. 17, 2010