



FERRIS STATE
UNIVERSITY

CHARTER SCHOOLS
OFFICE

Marshall Academy
REAUTHORIZATION REVIEW
October 5-6, 2009



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 Rubric

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
- Humanness

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

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 36-Month 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

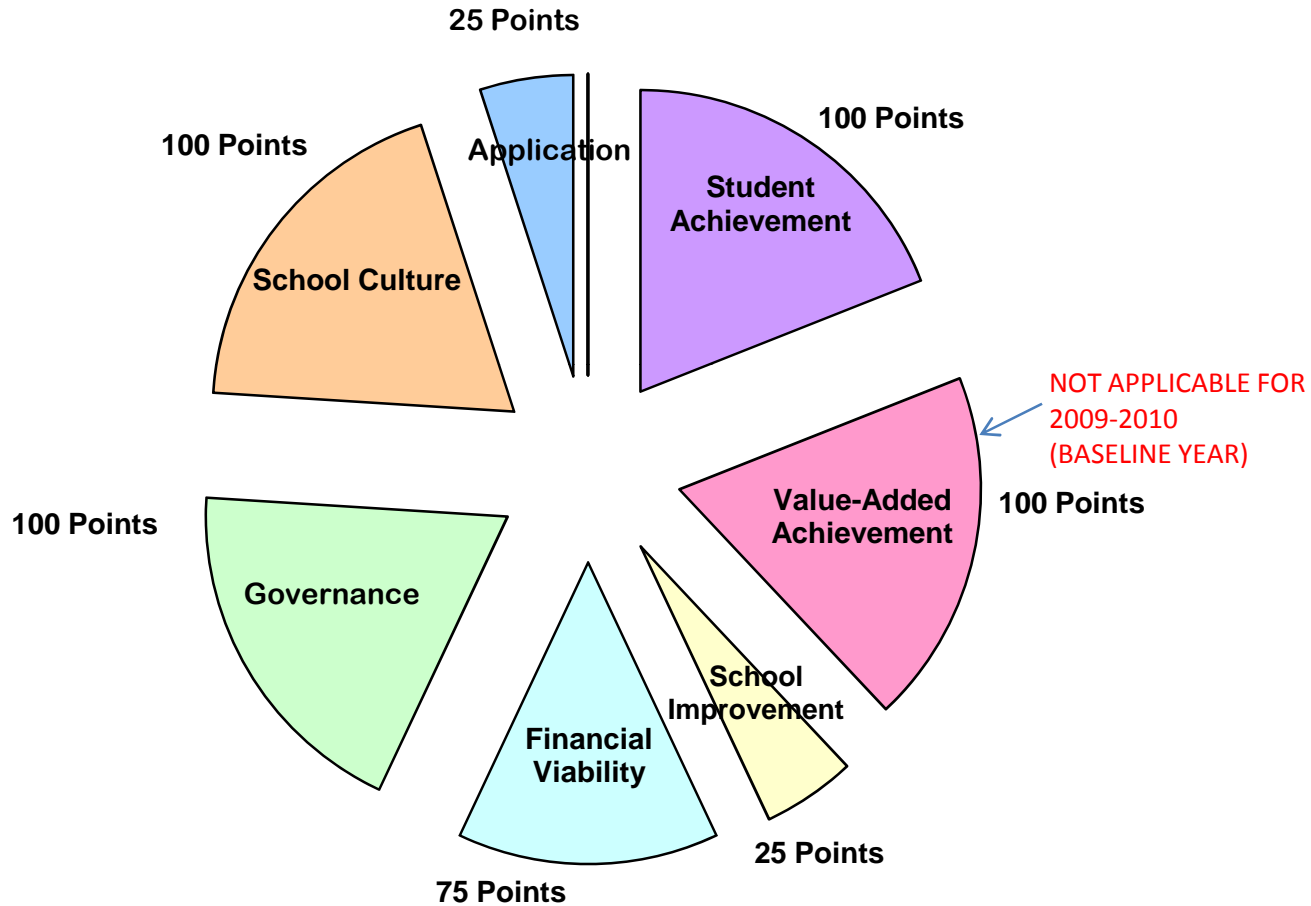
382.5-425 = Exceeding Standards
318.8-382.4 = Meets Standards
225-318.7 = Needs Improvement
254.9 & Below = Deficient

425 Points Maximum



CHARTER SCHOOLS OFFICE

Reauthorization Formula
2009-2010



Reauthorization Review Point Tally Sheet - 2009

Academy Name: **Marshall Academy**
 Status: **MEETS STANDARDS**

Dates of Visitation: **October 5-6, 2009**
 Overall Percentage: **79.3%**

<i>Section</i>	<i>Points Possible</i>	<i>Points Achieved</i>	<i>Category</i>
Student Achievement	100	86.7	Meets Standards
Value-Added Achievement	100	NOT APPLICABLE	NOT APPLICABLE
School Improvement	25	20.1	Meets Standards
Financial Viability	75	61.7	Meets Standards
Governance	100	62.6	Needs Improvement
School Culture	100	89	Meets Standards
Reauthorization Application	25	17	Needs Improvement
Total Score:	425	337.1	Meets Standards

Visitation Team Members


Name: Dr. Lawrence V. Wells

Signature: 

Name: Larry Lindquist

Signature: 

Name: Art Willick

Signature: 

Name: Rebecca Shankland

Signature: 

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

TOTAL SCORE

382.5 - 425	Exceeds Standards	90%+
318.8 - 382.4	Meets Standards	75% - 89%
255 - 318.7	Needs Improvement	60% - 74%
254.9 & Below	Deficient	Below 60%

425 Points Maximum

Executive Summary – Marshall Academy Reauthorization Review

The Reauthorization Review Team has determined that Marshall Academy earned a score of 337.1 out of a possible 425 points. This score is within the *Meets Standards* category of the Charter Schools Office (CSO) Reauthorization Review Rubric. We congratulate you on achieving this accomplishment.

The Academy's Reauthorization Review indicates overall positive results. There are a number of accomplishments that are points of pride.

- The Academy *meets the standard* in the categories of Student Achievement and School Culture.
- The Academy board is aware of those areas of governance that need attention and have identified some ameliorative measures.
- The Academy has a stable administration and dedicated staff that are a facilitating factor in the Academy's success.
- The Academy has a unique, distinguishing curriculum and has achieved some academic success.

As with any review, the team has found areas that need to be improved. Governance and the Reauthorization application scored as *needs improvement*. These areas need to be reviewed and corrected for the new contract period.

- There are governance issues, as identified in the Reauthorization Review Summary, which need attention.
- Serious effort to achieve a more collaborative and detailed approach to completing the Reauthorization Review application must be achieved for the next Reauthorization Review. Given the capabilities of the Academy board of directors, school leader and staff, there is no reason that the Academy should have earned a *needs improvement* score for this category.

There were a number of issues that require discussion and review as part of a strategic planning process.

- A strategic plan must be developed with an alignment of all personnel, material and financial resources to facilitate the attainment of Academy contractual goals. A fiscal plan to increase the fund equity is essential to this effort. The Academy has a great staff. Retention of highly qualified experienced staff, in part, may be facilitated through establishing a salary schedule with regular raises. It was noted during the interviews that salary raises have been at best infrequent (i.e. one raise and one bonus in ten years).
- The interviews revealed that although some academic success has been achieved there is recognition that the Academy has not come close to its potential in ELA, math, social studies and science, especially in the high school area.
- There was some discussion about technology. During interviews staff identified “better resources in technology equipment and support” as something that could be improved. Members of the School Improvement Team noted that the Academy needs to meet the State's Educational Technology curriculum requirements.

It was further noted that additional hardware, software and teacher training were needed. However, it was also recognized that “assurance needs to be given that technology will not replace effective instruction, but rather be used as a tool to enhance

instruction.” Parents also noted a “need to improve technology support.” When parents were asked to identify their child’s number one complaint, the response was missing computer class. The role of technology in teaching a classical curriculum, complying with state curriculum standards and meeting student instructional needs are issues that need to be revisited by the Academy board of directors.

- The Academy has expanded to a high school. This provides additional opportunities for students. However, along with an expanded program and more opportunity come additional program requirements. During interviews a parent said a “counselor is much needed to help assist students for careers and financial aid.” The hiring of a counselor or perhaps a counselor/assistant school leader would address the requirements of more adequately meeting the needs of high school students.

The Academy board of directors, administration and staff deserve accolades for their work to bring the school’s mission and vision into fruition. Although there is still a great deal of work to accomplish, we are encouraged and confident that Marshall Academy has the capacity to continue to set and achieve high standards for student achievement.

Sincerely,



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

cc: Mr. Brent Swan, Headmaster
Dr. Michael Williamson, Helicon Associates
FSU-CSO Visitation Team

Student Achievement

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments																
		14 Points	11.2 Points	9.8 Points	0 Points																	
AYP: Achievement <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 30%; text-align: center;">ELA</td> <td style="width: 30%; text-align: center;">Math</td> <td style="width: 30%;"></td> </tr> <tr> <td>06-07</td> <td style="text-align: center;">84.3%</td> <td style="text-align: center;">93.8%</td> <td></td> </tr> <tr> <td>07-08</td> <td style="text-align: center;">70.6%</td> <td style="text-align: center;">84.7%</td> <td></td> </tr> <tr> <td>08-09</td> <td style="text-align: center;">68.4%</td> <td style="text-align: center;">83.8%</td> <td></td> </tr> </table>		ELA	Math		06-07	84.3%	93.8%		07-08	70.6%	84.7%		08-09	68.4%	83.8%		14/14	The school exceeded State AYP targets by 10% or more in both Math and ELA on a 2 out of 3 year average.	The school met State AYP targets in both Math and ELA on a 2 out of 3 year average.	The school met AYP in either Math or ELA on a 2 out of 3 year average.	The school did not meet AYP in either Math or ELA on a 2 out of 3 year average.	
	ELA	Math																				
06-07	84.3%	93.8%																				
07-08	70.6%	84.7%																				
08-09	68.4%	83.8%																				
AYP: Participation <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 30%; text-align: center;">ELA</td> <td style="width: 30%; text-align: center;">Math</td> <td style="width: 30%;"></td> </tr> <tr> <td>06-07</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">102%</td> <td></td> </tr> <tr> <td>07-08</td> <td style="text-align: center;">96.7%</td> <td style="text-align: center;">99.2%</td> <td></td> </tr> <tr> <td>08-09</td> <td style="text-align: center;">98.5%</td> <td style="text-align: center;">97.8%</td> <td></td> </tr> </table>		ELA	Math		06-07	100%	102%		07-08	96.7%	99.2%		08-09	98.5%	97.8%		14/14	The school tested over 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested at least 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested between 90% to 94% of its students in either Math or ELA on a 2 out of 3 year average.	The school tested fewer than 90% of its students in both Math and ELA on a 2 out of 3 year average.	
	ELA	Math																				
06-07	100%	102%																				
07-08	96.7%	99.2%																				
08-09	98.5%	97.8%																				
AYP: Other Indicators <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 30%;"></td> <td style="width: 60%;"></td> </tr> <tr> <td>06-07</td> <td style="text-align: center;">93.7%</td> <td></td> </tr> <tr> <td>07-08</td> <td style="text-align: center;">93.0%</td> <td></td> </tr> <tr> <td>08-09</td> <td colspan="2">Not Available on Report Card Website due to small numbers</td> </tr> </table>				06-07	93.7%		07-08	93.0%		08-09	Not Available on Report Card Website due to small numbers		14/14	The school's attendance rate was greater than 85% and/or the school's graduation rate was greater than 80% on a 2 out of 3 year average.	The school's attendance rate was 85% and/or the school's graduation rate was 80% on a 2 out of 3 year average.	The school's attendance rate was 80% to 84% and/or the school's graduation rate was 70% to 79% on a 2 out of 3 year average.	The school's attendance rate was below 80% and/or the school's graduation rate was below 70% on a 2 out of 3 year average.					
06-07	93.7%																					
07-08	93.0%																					
08-09	Not Available on Report Card Website due to small numbers																					
Composite Grade as Assigned by MDE in Ed Yes!	11.2/14	A	B	C	D or below																	
Relative Performance to State (ELA)	4.9/7	7 Points	5.6 Points <i>Grades: 5, 6</i>	4.9 Points <i>Grades: 3, 4, 7, 8</i>	0 Points																	
		The school outpaced the State MEAP percent proficient in 2 out of 3 years in ELA.	The school outpaced or met the State MEAP percent proficient in 2 of 3 years in ELA.	The school outpaced or met the State MEAP percent proficient in 1 of 3 years in ELA.	The school has not met the State MEAP percent proficient in any year in a 3 year period in ELA.																	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		7 Points	5.6 Points	4.9 Points	0 Points	
Relative Performance to State (Math)	5.6/7	The school outpaced the State MEAP percent proficient in 2 out of 3 years in Math. <i>Grade: 5</i>	The school outpaced or met the State MEAP percent proficient in 2 of 3 years in Math. <i>Grades: 4, 6</i>	The school outpaced or met the State MEAP percent proficient in 1 of 3 years in Math. <i>Grades: 3, 7, 8</i>	The school has not met the State MEAP percent proficient in any year in a 3 year period in Math.	
Relative Performance to the Resident District (ELA)	4.9/7	The school outpaced the District MEAP percent proficient in 2 out of 3 years in ELA.	The school outpaced or met the District MEAP percent proficient in 2 of 3 years in ELA. <i>Grades: 5, 6</i>	The school outpaced or met the District MEAP percent proficient in 1 of 3 years in ELA. <i>Grade: 4</i>	The school has not met the District MEAP percent proficient in any year in a 3 year period in ELA. <i>Grades: 3, 7, 8</i>	
Relative Performance to the Resident District (Math)	4.9/7	The school outpaced the District MEAP percent proficient in 2 out of 3 years in Math. <i>Grade: 5</i>	The school outpaced or met the District MEAP percent proficient in 2 of 3 years in Math. <i>Grade: 6</i>	The school outpaced or met the District MEAP percent proficient in 1 of 3 years in Math. <i>Grades: 3, 4, 8</i>	The school has not met the District MEAP percent proficient in any year in a 3 year period in Math. <i>Grade: 7</i>	
Relative Performance to a Demographically Comparable School (ELA)	5.6/7	The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in ELA. <i>Grades: 3, 4, 5</i>	The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in ELA.	The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in ELA. <i>Grade: 6</i>	The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in ELA. <i>Grades: 7, 8</i>	
Relative Performance to a Demographically Comparable School (Math)	5.6/7	The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in Math. <i>Grades: 3, 4, 5</i>	The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in Math.	The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in Math. <i>Grade: 7</i>	The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in Math. <i>Grade: 8</i>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
School Improvement Status	2/2		The school is not identified for improvement. 2 Points		The school is identified for improvement. 0 Points	
Total Points Earned	86.7/100					

Value-Added Achievement

Based on the Assessment of *Cohort Groups Only*

(MI-Access Students Not Included)

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Reviewer Comments
Value-Added Student Proficiency Math	/30	The percentage of students reaching the percent of expected increase exceeds the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 30 Points	The percentage of students reaching the percent of expected increase meets the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 22.5 Points	The percentage of students reaching the percent of expected increase does not meet the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 18 Points	
Value-Added Student Proficiency Reading	/30	The percentage of students reaching the percent of expected increase exceeds the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 30 Points	The percentage of students reaching the percent of expected increase meets the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 22.5 Points	The percentage of students reaching the percent of expected increase does not meet the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 18 Points	
Value-Added Student Proficiency ELA	/20	The percentage of students reaching the percent of expected increase exceeds the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 20 Points	The percentage of students reaching the percent of expected increase meets the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 15 Points	The percentage of students reaching the percent of expected increase does not meet the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 12 Points	

Competency	Score	80-100%	60-79%	≤ 59%	Reviewer Comments
Student Cohort Gains	/20	Students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 20 Points	Students made gains equal to the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 15 Points	Students made gains below the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 12 Points	
Total Points Earned	/100				

INAPPLICABLE

School Improvement

Total Possible Points: 25

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Strand I: Teaching For Learning Ed Yes! Performance Indicators	5.8/7	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! 5.8 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 4.6 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	5.8/7	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! 5.8 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 4.6 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 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! 1.0 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	2/3	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 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 1 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 several of the key components required by the State. 0 Points	
Total Points Earned	20.1 /25					

Financial Viability

Total Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		10 Points	8.4 Points	6 Points	0 Points	
Budget Development	6/10	Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process more than twice prior to budget adoption.	Board meeting minutes document that budget development appears on a regular Board meeting agenda at least twice prior to budget adoption.	Board meeting minutes document that budget development appears on a regular Board meeting agenda only once prior to budget adoption.	No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process.	
	10/10		Board meeting minutes document that the improvement of student achievement is the primary determinant for the allocation of financial resources and is reflected in the long-range spending plan.	Board meeting minutes document that student achievement appears to be a secondary consideration in the allocation of financial resources and is minimally reflected in the long-range spending plan.	Board meeting minutes document that there is little or no evidence that student achievement is the main consideration when allocating financial resources and is not reflected in the long-range spending plan.	
	6/10	The Board maintains a minimum fund balance for anticipated projects in accordance with generally accepted accounting principles (10%-15%).	The Board maintains a minimum fund balance for anticipated projects in accordance with generally accepted accounting principles (3%-5%).	The Board maintains a fund balance of less than 3%.		

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8	DOES NOT APPLY 8 Points	For fund balances in excess of 25% the Board has an identifiable long-range plan for the funds and has no needs in the general budget that go underfunded. 8 Points	The Board has a fund balance in excess of 25% but no identifiable long-range plan for the funds and there are unmet needs in the general budget. 4.8 Points		
	10/10		Every member of the Board receives monthly financial statements prior to each regularly-scheduled Board meeting. 10 Points	Only the Board Treasurer receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting. 6 Points	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings. 0 Points	
	10/10		The Board receives its up-to-date financial report on not less than a monthly basis. 10 Points	The Board receives financial reports on an irregular basis. 6 Points		
	0/4		The Board meeting minutes document that the budget development process begins in January for the succeeding year. 4 Points	The Board meeting minutes document that the budget development process begins no later than March for the succeeding year. 2.4 Points	The Board meeting minutes document that the budget development process begins after March for the succeeding year. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Audit/Fund Balances	3.7/5	The Board requests RFP's for external auditing services every three (3) years. 5 Points	The Board employs an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees. 3.7 Points		The Board does not employ an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees. 0 Points	
	5/5		Audit was completed in a timely manner, is submitted to the State by or before October 31, and results are shared with the Board of Directors during a public presentation. 5 Points	Audit was performed within specified timeframe, but Board of Directors did not receive it in advance of meeting for approval or questions. 3.7 Points	Audit was not performed within specified timeframe and was not shared with the Board of Directors in a timely manner. 0 Points	
	3/3		The Academy's audit was unqualified with no reportable conditions. 3 Points	The Academy's audit was unqualified with some reportable conditions. 1 Point	The Academy's audit was qualified with a management letter and board response. 0 Points	
Total Points Earned	61.7/75					

Governance

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		6 Points	4.5 Points	3.6 Points	0	
Leadership	0/6	The Board of Directors has all relevant policies in place in accordance with State and federal laws and regulations and consistently demonstrates a familiarity with those policies at Board meetings and in documents	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 are 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	Not all required policies are in place.
	0/6	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	The Board of Directors has no active candidate pool and does not actively solicit applications	Currently, there are no Board candidates in the pool.
	3.6/6	The Board of Directors has developed a strategic plan and actively pursues it. It also reviews the details of the school improvement well in advance of its adoption. The Strategic Plan is referenced often in Board discussion	The Board of Directors has a strategic plan and a representative assigned to the school improvement team. Most Board members seem knowledgeable of it	The Board of Directors rarely updates or discusses its strategic plan and school improvement plan	The Board of Directors has no strategic plan and the school improvement plan is in strong need of review and revision	No specific strategic plan exists, although there is a clear understanding of the direction in which the academy is moving.
	3.6/6	The Board of Directors asks for, and receives detailed monthly progress reports on student academic achievement	The Board of Directors receives a monthly report from its administrative staff on student academic achievement	The Board of Directors may, or may not, receive quarterly student achievement reports, at a minimum	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports	More consistent focus on student achievement needs to be apparent on the board agendas.

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		5 Points	4.2 Points	3 Points	0 Points	
	4.2/5	The entire Board of Directors demonstrates faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of quorum.	The Board of Directors establishes its annual meeting calendar and adheres to the schedule that it has approved and rarely cancels meetings due to lack of quorum.	Some Board members do not fulfill their commitment to the board by missing meetings on a regular basis.	The Board of Directors often cancels or reschedules meetings, and/or calls special meetings on a somewhat regular basis.	Eleven meetings cancelled and rescheduled in the last three years, four due to lack of quorum.
	4.2/5	The Board of Directors has established core values, vision, and mission statements and demonstrates its commitment to communicating these ideals.	The Board of Directors has established core values, vision, and mission statements.	The Board of Directors has established core values, vision, and mission statements but members do not appear to be very familiar with it.	The Board of Directors does not appear to govern through established core values, vision, and mission statements.	The board has core values (virtues) and mission, but is just now working on its vision statement.
Strategic Planning	0/5	Board minutes reflect that the Board discusses progress towards its strategic plan at least twice during the academic year.	Board minutes reflect that the Board discusses progress towards its strategic plan at least once during the academic year.	Board minutes do not reflect discussion of the Board's strategic plan.	The Board has no discernable strategic plan	We visited with Board of Directors about this and we are confident that such a plan will be forthcoming.
Technology	3/5	The Board insures there is adequate technology and technology infrastructure to meet the points of the school technology plan and School Improvement Plan. All technology is current and in excellent working order.	The Board insures there is adequate technology and technology infrastructure to meet the points of the school technology plan and School Improvement Plan. Technology is mostly current and in good working order.	The Board does not insure there is adequate technology and technology infrastructure to meet the points of the school technology plan and School Improvement Plan. Technology is outdated and many components are non-operational.	The technology and infrastructure in the school does not meet the minimal standards of a modern school.	The philosophy of the board is not to expose elementary students to technology. Unfortunately, even available technology is often non-operational.

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	2.4/4	The Board demonstrates its commitment to the school's technology and improvement plan by insuring there is a high ratio of technology available per student. 4 Points	The Board demonstrates its commitment to the school's technology and improvement plan by insuring there is an acceptable ratio of technology per student. 3.4 Points	The Board demonstrates its lack of commitment to the school's technology and improvement plan by underfunding support for adequate technological resources for students. 2.4 Points	The technology within the school does not meet the minimal standards of a modern school. 0 Points	
Professional Development	3/5	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. 5 Points	The Board of Directors includes money for its own professional development in its annual general fund budget and most Board participates annually. 4.2 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. 3 Points		No specific line item for Board Professional Development was found in the budget.
Professional Participation	3/5		The Board has strong representation at CSO sponsored events such as the Shining Star Celebration and Board Governance Conference. (2-3 years) 5 Points	The Board has some representation at CSO sponsored events such as the Shining Star Celebration and Board Governance Conference. (2-3 years) 3 Points	The Board has little or no representation at CSO sponsored events such as the Shining Star Celebration and Board Governance Conference. (2-3 years). 0 Points	We would like to see more board representatives at the FSU-CSO sponsored activities.

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Compliance Reporting (AOIS)-Rate	4.2/5	The school consistently submits documents on time and experiences 100% reporting compliance for 3 or more years. 5 Points	The school experiences 90%-99% reporting compliance for at least 2 of last 3 years. 4.2 Points	The school experiences 89%-76% reporting compliance for 1 of last 3 years. 3 Points	The school experiences 75% or less reporting compliance. 0 Points	
Compliance Reporting (AOIS)-Accuracy	4.2/5	All documents submitted to AOIS are marked "accurate and complete". (Blemish-free record) 5 Points	95-99% of all documents submitted to AOIS are marked "accurate and complete". 4.2 Points	90-94% of all documents submitted to AOIS are marked "accurate and complete". 3 Points	89% or fewer of all documents submitted to AOIS are marked "accurate and complete". 0 Points	
Educational Contract Goal Performance	4.2/5	The school has clearly exceeded the majority of its contract goals. 5 Points	The school has met its contract goals. 4.2 Points	The school has made partial progress toward the contract goals. 3 Points	The school has not successfully met any of its contract goals. 0 Points	
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	4/4		The school'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. 4 Points	The school is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students. 2.8 Points	The school'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?	4/4	4 Points			0 Points	
The Charter Schools enrollment process is in compliance as defined by the Revised School Code	4/4	4 Points			0 Points	
The board is in compliance with the Open Meetings Act?	4/4	4 Points			0 Points	
Board minutes reflect that the board receives periodic updates on the school's progress towards its school improvement plan.	0/4	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	62.6/100					

School Culture

Total Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Safe & Orderly Environment	7.5/7.5		Academy staff members and the Board have developed behavioral expectations which create a safe and orderly academic environment that is conducive to learning. 7.5 Points	The academy and the Board have developed behavioral expectations for students but they are not consistently enforced. 3.5 Points	Little or no evidence exists that the academy has developed behavioral expectations or that they are consistently enforced. 0 Points	
	7.5/7.5		Staff members consistently demonstrate that they share responsibility for student discipline. Adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the school. 7.5 Points	Staff members do not consistently demonstrate that they share responsibility for student discipline. Adults and students are not always observed supporting and encouraging respectful and collaborative behavior throughout the school. 3.5 Points	Little or no evidence staff members demonstrate that they share responsibility for student discipline. Adults and students are not observed supporting or encouraging respectful and collaborative behavior throughout the school. 0 Points	
Staff Stability	0/7		There has been insignificant building administrator turnover (2 or less) in the past 5 years. 7 Points		There has been significant building administrator turnover (3 or more) in the past 5 years. 0 Points	The academy has had three Headmasters in the last five years.

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	7/7		40% or less of the teaching staff has turned over during the past 5 years. 7 Points		More than 40% of the teaching staff has turned over during the past 5 years. 0 Points	
Site and Facilities	10/10		The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning. 10 Points	The physical facility is not always inviting, attractive, clean, well-maintained, or conducive to safety and learning. 5 Points	The physical facility is not inviting, attractive, clean, or well-maintained or conducive to safety and learning. 0 Points	
	10/10		All emergency systems are operational, well-maintained, and inspected on a regular basis. 10 Points	Some emergency systems are in working order and are inspected on a regular basis. 5 Points	Little or no evidence that emergency systems are in working order and inspected on a regular basis. 0 Points	
	4/8		All hazardous chemicals and cleaners are properly labeled and safely secured. 8 Points	Most hazardous chemicals and cleaners are properly labeled but are not always safely secured. 4 Points	Hazardous chemicals and cleaners are not properly labeled or safely secured. 0 Points	The storeroom off the gym is sometimes accessible.
	8/8		All areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment. 8 Points	Some areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment. 4 Points	Ventilation and heating/cooling are not suitable for the Working/learning environment. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8		Restrooms and other public areas are well-maintained, clean, and inviting. 8 Points	Restrooms and other public areas are not generally well-maintained, clean, or inviting. 4 Points	Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory. 0 Points	
	7/7		All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning. 7 Points	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning. 4.2 Points	Some questionable lighting areas. Lighting is generally poor and not conducive to teaching and learning. 0 Points	
Parent/Family Involvement and Communication	5/5		The school uses a variety of strategies to facilitate communication with its parents/families paying particular attention to the economic and cultural aspects of the population it serves. 5 Points	The primary focus of school communication is one-way from the school with little consideration to the economic and cultural aspects of the population it serves. 3.6 Points	No evidence of a formalized communication strategy or for consideration to the economic and cultural aspects of the population it serves. 0 Points	
		YES		NO		
	5/5		Parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities 5 Points	Little or no evidence to suggest that parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities 0 Points		

Competency	Score	YES	NO	Reviewer Comments
Community Involvement	5/5	A variety of methods are used to communicate with the population demographics within the community. The methods are designed to keep the community informed and to solicit input. 5 Points	Little or no evidence to suggest that a variety of methods are used to communicate with the population demographics within the community. The methods are designed to keep the community informed and to solicit input. 0 Points	Academy newsletters, classroom newsletters, website, and local newspaper.
		YES or Not Applicable	NO	
	5/5	The school has established partnerships (where appropriate or practical) with business or community agencies to supplement comprehensive health and human services to students and families. 5 Points	The school has not established partnerships (where appropriate or practical) with business and community agencies to supplement comprehensive health and human services to students and families. 0 Points	Through a grant the academy recently obtained an A&D from the Kimberly Anne Gillory Foundation.
Total Points Earned	89/100			

MARSHALL ACADEMY
BOARD INTERVIEW SUMMARY
October 5-6, 2009

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

1. What are you most proud of at Marshall Academy?

- Curriculum (Classical Education)
- Offer something different than the local school
- Able to score well on testing – go beyond Benchmarks
- What sets us apart from other schools – Classical Curriculum
- Creation of a different teaching/learning style/curriculum is different
- Don't want to teach to tests (MEAP) – we want to go beyond what the state “merely” requires
- Cohort is small
- We are correcting curriculum flaws in writing

2. What could be improved?

- Educating the public about classical education
- Communication with the newspapers
- Have financial capacity to challenge our best students
- Teacher retention
- Doing well academically – educating the public would benefit other children (newspaper)
- Financial ability to offer challenging course work to help advanced students
- Academically we're right on – help offered as needed
- Culture of discipline versus “offering” discipline

- Having capacity, including financially, to serve the top students to fulfill our mission for all students to (all ends of the learning spectrum) improve services to gifted kids
- Better teacher retention because of budget concerns
- More consistent leadership retention

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

- 9 – Very responsive to requests presented in a timely manner
- 9
- 9 – Administration works hard at this
- 9
- 9 – Brent has been responsible

4. *How would you describe the role of the board in ensuring the success of Marshall Academy?*

- The board is the keeper of the flame
- Policy manual is a constant source of reference
- The board insures that the school adheres to its mission
- We ensure that instruction, discipline, etc. adheres to the schools' mission
- We are doing better than with some previous boards
- All board members believe in the mission, even if from different backgrounds
- We have the “right people” on the bus
- Must have good leadership and we do
- Run the district
- Adhere to mission and vision
- Total Board believes in its goals and mission
- The Board needs a leader to follow the mission, which Brent does

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

- When the administration brings a request to the board the question is asked, “How does this further the mission of the school?”
- The board was asked to rededicate our commitment to the mission
- When items come for review – how does it affect the mission
- A proposal to review the mission – it was supported

6. *How do you determine the allocation of funds?*

- Principal obligations are salaries, benefits, and debt obligations
- The Board reviews the budget more now than in the past
- The Board drove the effort to a high school
- It would be nice to have more time to discuss the budget
- Student income – marketing the school
- The Board has input with Helicon – would like more time to discuss the budget before acceptance

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

- Board needs to address this issue
- SIP includes some of this
- Board needs to be the keeper of the academy's strategic plan and mission

MARSHALL ACADEMY
ADMINISTRATIVE INTERVIEW SUMMARY
October 5-6, 2009

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

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

- Established the culture causing an increase in enrollment and some who had left have now returned
- Emphasis on student achievement and high expectations for kids – everyone is on board with this
- Reached out to the community – local newspaper
- High expectations in academics as well as culture
- Total staff buy-in of the goals of the school
- We have established in the last three years the culture intended by the board
- Confidence of the parents to enroll their children
- High expectations of student achievement

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

- Academic challenges – have work to do
- High School scores can improve “greatly” compared to other local schools
- Marshall Academy is more diverse than local school and scores very well comparatively
- Technology – impact on the curriculum
- Academic challenges – haven’t come close to our potential in ELA, math, social studies, and science – especially in the high school area.
- We have the opportunity to impact traditional schools
- Everyone can learn and we are the reason they can learn
- Diversity is a good thing and most have bought in
- Long-range - technology is an impact player for basic classical curriculum

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

- 9.5 – Always room for improvement
- Some days no student issues at all
- Students understand expectations
- Only see one or two kids in the office each day

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

- Culture – from parents who have left and come back or those that have left the traditional school
- Classical curriculum is also unique
- Parents tire of what they see in other schools they look for a place where students are safe and cared for
- They get a different atmosphere here
- The culture – it's what I hear a lot from parents

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

- Become more financially stable
- Continued enrollment growth – 500 is long term goal
- To have two classes per grade in the elementary school

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

- Strict
- High expectations - this is what parents communicate to each other
- Uniforms, orderly atmosphere, family feeling
- High expectations – uniforms, orderly classrooms, high student engagement
- Parents spread the word about the academy

7. *Anything for our attention?*

- No Comments

8. *Questions for the interviewer?*

- No Comments

MARSHALL ACADEMY

STAFF INTERVIEW SUMMARY

October 5-6, 2009

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

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

- Behavior of student body
- Structured Curriculum
- Most students can read well in first grade
- School Spirit
- Family Atmosphere
- Teachers
- Strong mission for the school with no additional pay increases

2. *What could be improved?*

- Better resources in technology equipment and support
- Smaller class sizes
- Larger playground and a playground supervisor to give teachers a break

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

- 10, except for some facility issues
- 8, people are “Great!”
- 7, everyone is amazing, headmaster is “Great!”
- One raise and one bonus in ten years
- Comfortable atmosphere

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

A. Administration	B. Board	C. Other Staff	D. Parents
<ul style="list-style-type: none"> • Yes • Yes 	<ul style="list-style-type: none"> • Yes, but some we never see 	<ul style="list-style-type: none"> • Yes • Yes 	<ul style="list-style-type: none"> • Yes • Yes, most of the time

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

- Yes
- Not sure – one issue is safety

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

- More pay
- More planning time
- More recognition, sometimes it feels like we're on an island – isolated

7. *Anything else for our attention?*

- It is a safe and orderly environment – a wide range of students can be reached.
- K-12 has evolved into a good connection.
- Community reputation needs some work – succession of Headmasters and teachers who have been dismissed in an inappropriate manner.
- Some in the community do not understand the philosophy and reason for charter schools yet.
- Need for a better staff evaluation process. Sometimes they have not received adequate due process. Some needed more mentoring and they would have succeeded.

MARSHALL ACADEMY
STUDENT INTERVIEW SUMMARY
October 5-6, 2009

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?

Elementary

- Math (I like the process)
- Math (two additional responses for math; three total)
- History
- Teachers
- Recess

Secondary

- Physical Education (playing sports and Mr. Newland)
- History
- Math (because they help me see how I can use it in everyday life)
- Lower student teacher ratio at Marshall Academy than at former school
- One-on-one time that teachers give me when I need help
- Activities

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

Elementary

- Yes (all said yes)

Secondary

- Yes, all students are treated equally
- Yes
- Yes (This respondent gave an example of how the Headmaster took a cell phone away from a “good” student, not just those who might not be considered as good students. To this student that meant that the Headmaster meted out equal “punishment” to all students.)

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

Elementary

-9
-10

Secondary

-8
-7
-9

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

Elementary

-Uniforms-wanted to wear own clothes (Dr. Wells helped the student to understand that uniforms were their own clothes)
-More “people” (students) to help increase enrollment

Secondary

-More elective choices (AP classes, art)
-Longer lunch periods and off-campus privileges during lunch
-More scholarship opportunities (The review team mentioned CSO scholarships for graduates from FSU charter schools)

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

Elementary

-Just right
-Too easy right now, but they will get harder

Secondary

-Just right, except Latin, this is too hard for me.
-2, just right

6. *Would or do you recommend Marshall 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?*

Elementary

-Yes, I would like more students and everyone is accepting of others here
-Yes, you learn more here

Secondary

-Yes, I have talked to some about that but transportation is a problem and requiring uniforms is a deterrent for them
-Yes, you have more exposure to learning here
-Yes, you aren't exposed here to things we would be exposed to at other schools
-Yes, teachers care more about students at Marshall Academy

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

Elementary

- Fun
- Fun

Secondary

- Awesome
- Always moving forward; learning new things every day
- Exceeding as you are learning
- Better than any other school I have ever attended and I've gone to a lot of them.

8. *Anything for our attention?*

No real questions or comments, but we did discuss the CSO scholarship opportunities for FSU charter school graduates and suggested that they might want to talk to Mr. Swan about these or other scholarship avenues at other post-secondary schools.

**MARSHALL ACADEMY
REAUTHORIZATION VISITATION
October 5-6, 2009**

**School Improvement Team (SIT)
Working Dinner Questions**

1. What accomplishments make the School Improvement Team most proud?

- Academic improvement
- Testing incentives
- Staff involvement in the process
- Increase in grade level achievements
- Student behavior is very good
- Improvement in test scores
- MEAP and IOWA partly help students understand
- All teachers are involved in improving the school
- There are things that we can actually accomplish
- I get really excited when I see student work below grade level and then go beyond grade level by the things we do
- The behavior of the students is really high compared to other schools
- High expectations

2. What items are recognized by the School Improvement Team as needing improvement?

- Writing needs to be improved--we have implemented the Lucy Caulkins writing process model and a new writing curriculum.
- We need to meet the State's Educational Technology curriculum requirements
 - We need additional technology hardware/software
 - We need additional teacher training in use of technology; specifically in the use of technology to deliver a classical education
 - Assurance needs to be given that technology will not replace effective instruction, but rather be used as a tool to enhance instruction
- There is a hole in the 8th grade math curriculum--an analysis of the 8th grade math curriculum led us to the discovery that only 190 of the 41 State requirements were included in our curriculum.
 - The entire curriculum review process needs to be re-examined.

- PLCs are looking at the Math curriculum
- Technology issues
- Working on improving writing
- 8th grade math requirements
- There are Nineteen not directly covered by the text book.
- We started our professional learning community and this was a finding

3. How may the items identified as needing improvement best be improved?

- Short term, fill the holes fully implementing a writing curriculum
- Technology enhances teaching in the classroom
- There are K-12 technology standards that must be addressed

4. When comparing Marshall Academy student achievement in ELA and Math to all other Ferris State University Authorized Academies' student achievement in ELA and Math Marshall Academy consistently scores at or near the top of the list (i.e. First in ELA at 79.05%, Second in Math at 82.72%).

a. How was this level of success achieved?

- Good teachers--high standards
- Most parents have high expectations for their students, but some parental involvement with their children's homework is declining
- Good curriculum resources in most areas (Saxon math and reading was cited)
- Combination of the teacher, kids and curriculum
- We use Saxon, which is repetition
- Parental involvement has declined - when you get the work back parents have not worked with the children (2nd grade – 5th grade)
- Parents have high expectations for our kids-sometimes both parents are working and don't have the time to help with homework-there are still high expectations
- We have a pretty good group of home school parents-sometimes good-sometimes bad

b. How may this level of success be increased?

- Evaluate curriculum and instructional techniques
- Shared decisions, making among staff regarding curriculum issues--through PLCs.

- Use of outside resources such as Coleen Gadwood to assist with curriculum review and implementation
 - Use of Scantron to guide instruction
 - We are doing a good job of evaluating our curriculum
 - This is a neat thing we do in our learning community-this is a shared decision making
5. With a MEAP percent proficient rating of 73.9%, Marshall Academy is ranked within the second Quartile of the FSU Academy Performance: Proficiency Rates and State PSA Ranking 2008-2009.
- a. In the spirit of continuous quality improvement how may the academy improve upon this success?**
- More identification of those who should take not only the MI-Access, but MEAP-Access
 - Summer school programming targeted to those who are "on the bubble" helped this year and will continue to help
 - Use of Scantron
- b. Are there other factors to be considered?**
- Part of the improvement we are doing is identifying the students who need MEAP access - MEAP is the stepping point in between MI-Access and MEAP, this will help those students who are in-between
6. Marshall Academy's Scantron scores are also high (i.e. 81.1% Math, 87.8% Reading).
- a. How was this level of success achieved?**
- One elementary teacher stated that she had brought her students to the computer lab prior to Scantron testing to familiarize her students with the computers because they do not have regular exposure to computers in school--she taught how to do key strokes, etc.
 - This year we offered a two week summer school program
 - Our elementary Title I person uses Scantron to help students learn
 - I like the fact you get immediate results and pull needed resources
- b. How may this level of success be improved?**
- More training for the teachers on the use of Scantron and what it can do to inform instruction
 - We need more Scantron training – last year we did a half day of training
 - More training for staff resources

7. Marshall Academy achieved a score of 337.6 out of 400 points for a rating status of “Meets Standards” of the Charter Schools Office.

a. Is a rating status of “Meets Standards” of the Charter Schools Office adequate?

- Everyone said no
- No it is not adequate
- It is good, but we can always do better

b. What may be done for the academy to “Exceed Standards” of the CSO?

- Set even higher expectations
- Take the review and target areas for improvement
- Have the School Improvement Team meet more often to review the information and chart a course for improvement
- Appear at Board meetings to help them see that staff feels the area of governance is important to the staff as well as the board. (This after one teacher looked at the 36-Month Review and saw that the area of governance was among the lower rated areas in that review)
- Set higher expectations-school teams met last fall
- The professional learning community is built around the SIT
- The PLC meets every other week

8. What questions do you have for the CSO Reauthorization Review Team?

- A question was asked about the structure of charter schools (three legged stool response was given by Dr. Wells.) Information was shared regarding the role of the authorizer (oversight) and the ESP (operations) and the Board (provide direction)
- What are you looking for when you visit our classrooms?
- This is my 5th year, I noticed improvements since Mr. Swan came

*Most had no questions, but made comments such as: since the arrival of Mr. Swan as Headmaster, many necessary improvements have been made; there is a better school climate; a better overall atmosphere for teaching and learning; there is a K-12 family feeling; they feel like they’re continuing to make positive strides with student achievement.

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

1. A. Is the academy making academic progress?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2	Outstandingly Answered 2.5	A C A D E M I C P R O G R A M		
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.	1A.		2.0			A C A D E M I C P R O G R A M	
	1B.		2.0				A C A D E M I C P R O G R A M
<p>Total Possible Pts = 5</p>	<p><i>What reviewers will look for:</i> <i>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.</i></p> <p><i>Reviewer Comments:</i></p> <p><i>1A. The Academy is making academic progress.</i></p> <p><i>1B. Marshall Academy compares favorably with the State scores and those of the comparable LEA. The 3rd- and 6th-grade math scores are above the State and consistent with the comparable school. However, the Academy’s 7th- and 8th-grade math scores are below State averages. ELA scores are inconsistent. The School Improvement Team is working on strategies to improve student achievement in all academic subjects. Clearly Marshall Academy is one of Ferris State University’s top performing schools.</i></p>						

ACADEMY: **MARSHALL ACADEMY**

Reviewer: **Lawrence V. Wells, Ph.D.**

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

2. A. What progress has been made toward meeting the academy's mission?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2	Outstandingly Answered 2.5	A C A D E M Y M I S S I O N	
2A			2.0			
2B.	0					
<p>B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?</p> <p>Total Possible Pts = 5</p>	<p>What reviewers will look for: <i>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.</i></p> <p><i>Reviewer Comments:</i> 2A. <i>The Academy Board and staff consistently work toward the Academy's mission of creating and maintaining a disciplined school environment based upon traditional moral values while facilitating student achievement through classical education. However, there was not any data provided to support this position.</i></p> <p>2B. <i>There is some evidence of student enrollment growth reported.</i></p>					

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

3. A. Is the academy financially solvent and stable?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.
<p>Total Possible Pts = 2.5</p>		1.5		
<p>What reviewers will look for: <i>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.</i></p> <p>Reviewer Comments: 3A. <i>Although the Academy claims to be financially solvent the Audit Report for the year ending June 30, 2009 indicates that anticipated expenditures would exceed revenues by at least \$13,562 and perhaps \$27,204. Exceeding expenditures over revenue by any amount is hardly evidence of financial solvency.</i></p>				

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Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

3. B. Is student enrollment stable and near capacity?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	V I A B I L I T Y
			2.0		
	<p><i>What reviewers will look for:</i> <i>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.</i></p> <p><i>Reviewer Comments:</i> 3B. <i>Student enrollment has increased from 184 students during the 2007-2008 school year to 224 students during the 2008-2009 school year. An anticipated increase for 2009-2010 was indicated. However, there was not an analysis or discussion regarding the degree of student turnover. There was also no discussion about demographic trends. Although there was some discussion about increased student enrollment, the academy failed to address the issues of student turnover and demographic trends, which left the question only partially answered.</i></p>				

Total Possible Pts = 2.5

4. A. How does the academy (staff, administrators, and Board) use assessment data to make decisions?	Did Not Answer 0 Pts.	Somewhat Answered 2 Pts.	Answered 3.5 Pts.	Outstandingly Answered 5 Pts.	D E C I S I O N S
			3.5		
	<p><i>What reviewers will look for:</i> <i>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?</i></p> <p><i>Reviewer Comments:</i> 4A. <i>The question was succinctly and adequately addressed.</i></p>				

Total Possible Pts = 5

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

<p>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?)</p> <p>B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.</p> <p>Total Possible Pts = 5</p>	<p>Did Not Answer 0 Pts.</p>	<p>Somewhat Answered 1.5 Pts.</p>	<p>Answered 2 Pts.</p>	<p>Outstandingly Answered 2.5 Pts.</p>	<p>C H A L L E N G E S / O P P O R T U N I T I E S</p>
	5A.		2.0		
	5B.		2.0		
<p>What reviewers will look for: <i>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.</i></p> <p><i>Reviewer Comments:</i> 5A. <i>The narrative notes that the Marshall Academy Board of Directors is cognizant of the issues related to the reduction of state aid and are taking appropriate steps to control cost and maximize funding with increased enrollment. The Board of Directors' awareness of state aid fiscal issues, steps to control cost and increase in enrollment did not mitigate the problem as noted within the Audit Report for the year ending June 30, 2009, that anticipated expenditures would exceed revenues by at least \$13,562 and perhaps \$27,204. An important challenge that was not adequately addressed is how the Board of Directs will strategically plan to get expenditures in line with revenue.</i></p> <p>5B. <i>The Board of Directors experience and participation in professional development opportunities is positive.</i></p>					

Question	Possible	Points Awarded
1	5	4.0
2	5	2.0
3	5	3.5
4	5	3.5
5	5	4.0
		TOTAL SCORE: 17

CSO Reviewer: Lawrence V. Wells, Ph.D.
 CSO Visitation Team: Larry Lindquist
 Art Willick

Application for Charter Reauthorization

Marshall Academy

August 29, 2009

Presented to Ferris State University Charter Schools Office

REC'D SEP 08 2009

The Marshall Academy Board of Directors, hereby, applies for the reauthorization of its public school academy charter from Ferris State University. The relationship that we have had with Ferris State University over the past ten years has been extremely positive and we look forward to many more years of educational partnership. Below are answers to important questions that have been given to us by the Charter School Office at Ferris State University. We look forward to our on-site review on October 5th and 6th.

1. Academic Program

A. Is the Academy making academic progress?

Yes, Marshall Academy students have demonstrated adequate yearly progress, as determined by the State of Michigan, for each year during the most recent contractual period. Marshall Academy students have shown improvements in achievement on the MEAP, IOWA and Scantron Performance Series tests. Particularly impressive is the achievement of students that have been at Marshall Academy for three or more years. These students have consistently shown well over a year's growth each of the first three years at Marshall Academy.

Years Growth 2004-2007

	2005	2006	2007
Average Years Of Growth Over Three Years	3.27	3.491	3.5
Average Years Of Growth Per Year	1.09	1.16	1.2

We have recently shown tremendous growth in our lower elementary grades. The evidence of this is our 3rd grade students' performance on the 2008 MEAP with a proficiency level of 88% on the English Language Arts portion and 100% on the Math portion. Students in Kindergarten through 3rd grade have demonstrated outstanding achievement on recent IOWA achievement tests. Over the past two years, this group of students has consistently scored at or above grade-level in math, language and reading by the time they have reached the 3rd grade.

IOWA CORE AVERAGE		
	2008	2009
KG	1.2	K.9
1ST	1.9	2.1
2ND	3.3	2.6
3RD	4.2	4.3

Although some grade levels and particular subjects have not performed to our expectations, our school improvement team is taking all the necessary steps to meet the needs of our students. For instance, MEAP data have told us that our middle school students are not performing to the Academy's customary levels. In an effort to understand this phenomenon, our school improvement team determined that it was the particular middle school instructional format that was at fault. Specifically, our middle school students had been joined as a body with and treated like high school students, moving from teacher to teacher for instruction in each curricular discipline. We have

made the first steps to correct this issue, moving to a true middle school model distinct from the high school, where our students will have the benefit of a homeroom teacher to deliver most of their instruction. We expect this change to produce achievement gains for our middle school students.

Another vital area for improvement that we have identified is providing the remedial instruction to many new students that have enrolled in the last two years. We have found that many parents have chosen Marshall Academy because their children have fallen behind grade level at their previous schools. We have taken steps to provide additional staff and professional development to address these needs.

B. How does Marshall 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.

Marshall Academy compares favorably to state and local districts using 2008 MEAP data in many subjects and grade levels. One of our strengths is in math in the elementary grades. Our 3rd-6th grade students were significantly above the state averages in math and on par with our resident district, Marshall Public Schools. Marshall Academy's 7th and 8th grade math scores are currently below state averages at 74% and 57%, respectively.

We have also seen mixed results in our ELA proficiencies compared both to state averages and our resident district. Two of our grades, the 3rd and 6th were above state averages and on par with Marshall Public on the 2008 ELA MEAP while 4th, 5th, 7th and 8th fell below the state averages. Our school improvement plan addresses these opportunities. We have already begun to implement strategies to significantly advance the achievement of all students at Marshall Academy.

Our school improvement team is also working to develop strategies to improve Marshall Academy's proficiencies on the Science and Social Studies MEAP. One strategy that we have devised is to re-align our curriculum with state standards. Through data analysis, we found that one root cause for areas of deficiency was that we had instructional gaps in relation to Grade Level Content Expectations. Data from IOWA and Scantron tests have shown correlative results in student performance.

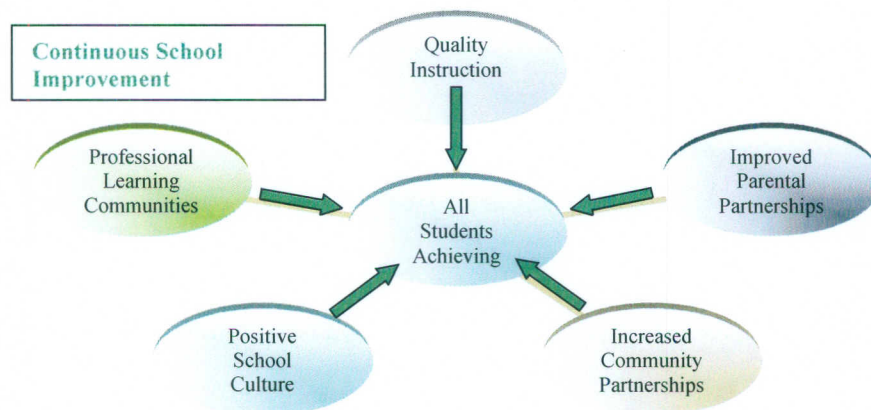
2. Marshall Academy Mission

- 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 contractual period?

As members of the Marshall Academy community, we pledge our best efforts to create and maintain a disciplined learning environment based upon traditional moral values, while assuring mastery of the classic fundamentals of learning and challenging our students to excel in their given talents.

The Marshall Academy community of board members, authorizer, administration, staff, parents, and students remain committed to our mission. We offer an important choice for educating youth in our community. We are the only school in Marshall, public or private, that outwardly teaches its students about virtuous behavior. Upon visiting our school, evidence of a disciplined environment will be made apparent by the extraordinary engagement of students in the classroom and the orderly nature of the school generally.

Marshall Academy takes pride in offering our community a classical education.



3. Sustainability and Viability

- A. Is the Academy financially solvent and stable?
- B. Is the student enrollment stable and near capacity?

During the past five years, Marshall Academy has been financially solvent. This has been evidenced by a balanced budget every year of our existence. We have been financially accountable, providing for an audit of our records each year. We have been able to build an additional wing that allowed our Academy to begin offering high school coursework. While the debt servicing cost of this addition, coupled with the recent school funding issues affecting all Michigan schools, have served to reduce our fund balance below a desirable level, we are committed to building the balance back to a level of at least 5% of our operating budget in the near future. The growth of our student body is the key to achieving greater financial stability.

We are proud to say that student enrollment is on the rise at Marshall Academy. During the 2007-2008 school year we had an enrollment of 184 students. We saw an increase in 2008-2009 to 224 students. We anticipate that enrollment in the 2009-2010

school year will be close to 262 students. This represents a 42% increase in enrollment in just two years. We believe that Marshall Academy has the potential of growing to 500+ students during the next contractual period. During the past two years, student retention has been excellent, with less than 5% of our students not returning the following year.

4. Decision Making

A. How does the Academy (staff, administrators, and Board) use assessment data to make decisions?

Marshall Academy staff members use assessment data to inform their instruction. They use it to make classroom level decisions about what to teach and to whom it should be taught. They use formative assessment data to insure that their students are grasping the content being taught. Daily homework, assignments, and quizzes are all examples of formative assessments used. The Scantron Performance Series is used by the teachers to identify specific concepts in which students demonstrate strength or weakness. They use summative assessment data to evaluate teaching strategies, curriculum, including lesson and unit design. Examples of these assessments are unit and chapter tests, exams, IOWA and MEAP. IOWA test data gives us important information on how the students.

The administration uses assessment data to make curriculum and staff decisions. Poor performance on an assessment prompts the administration to seek the root causes for those deficiencies. The administration leads the school improvement team in analyzing the data to develop specific goals to overcome staff deficiencies. If curriculum is judged to be the root cause, then we work either to re-engineer the curriculum in place or otherwise look to develop a new curriculum that will address the educational need while conforming to our school's mission. If a root cause for deficiency is judged to be an issue relating to instructional competence, then professional development opportunities are first attempted as a solution. If this is not successful, then the teacher will either be reassigned or dismissed.

The Marshall Academy Board of Directors uses assessment data to make decisions on where best to allocate resources. The Board also uses assessment data to evaluate whether desirable progress is being made towards realizing our school's mission and vision.

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?)

The Marshall Academy Board of Directors is cognizant the issues related the expected reductions of state aide. We are taking the appropriate steps to control costs and maximize funding with increased enrollment. We are challenged to grow even in the face of a shrinking local student pool because of the loss of jobs, locally. We are increasing our efforts to market our school to attract more students. Achieving significant student body growth is paramount to our success. Retention of our current student body by maintaining excellence in all of our programs and instruction is critical. Providing activities and engaging classroom content will help us retain more of our students.

With the success of increased student enrollment will come the challenge of assimilating these new students into our school culture. Experience has shown us that adding many new students creates stress on our staff to provide for achievement and behavioral deficiencies. We are taking the steps now to address these challenges by providing additional student supports that will guide these students to success. In the past two years, we have secured additional Title I funding that has provided for aides, tutors and support specialists. Teacher effectiveness is critical for us to meet the challenges that these new students will bring. Our staff is currently engaged in professional development (classroom management, instructional strategies) that will work towards meeting the needs of increased enrollment.

Another important area of concern is the retention of educators at Marshall Academy. Keeping experienced teachers and administrators is important to our long term success. The Marshall Academy Board of Director works with its management company to offer competitive salaries and benefits to its employees with the goal of retaining staff.

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

The Marshall Academy Board of Directors is a diverse group of individuals that bring an incredible amount of experience and wisdom to the educational realm. Our current board is made of business and community leaders, educators, and Marshall Academy parents. The skills and abilities of this group have proven to be valuable in the leadership of Marshall Academy. Many of our board members have participated in professional development opportunities in recent years and a couple board members sit on boards in the business community.

Our board works to comprehensively grapple with philosophical and practical issues relating to the Academy's mission and vision. The board uses its time at meetings to discuss and share viewpoints related to the functioning of the school. When appropriate, the board seeks an in depth analysis of particular issues before making a decision. They do this to insure correct and proper alignment of school policies to the vision and mission of Marshall Academy.



CHARTER SCHOOLS OFFICE

Petition for Public School Academy Reauthorization

This document will serve as formal request of the Board of Directors of Marshall 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 Marshall Academy Board of Directors and Ferris State University expires on 6/30/2010.

Board of Director Signatures

John W. Swett
Name (Print)

[Signature]
Name (Signature)

9-3-09
Date

Robert A. Olson
Name (Print)

[Signature]
Name (Signature)

9/3/09
Date

Daniel B. Coupland
Name (Print)

[Signature]
Name (Signature)

9/3/09
Date

Name (Print)

Name (Signature)

Date

Name (Print)

Name (Signature)

Date

Name (Print)

Name (Signature)

Date

Name (Print)

Name (Signature)

Date



FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

Petition for Public School Academy Reauthorization

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Board of Director Signatures

David E Twiss RR
Name (Print)

David E. Twiss RR
Name (Signature)

09/03/09
Date

CHRISTINE BRUNDAE
Name (Print)

Christine Brundae
Name (Signature)

9/3/09
Date

MARIE BACHMANN
Name (Print)

Marie Bachmann
Name (Signature)

9/3/09
Date

Path Cornwell
Name (Print)

Path Cornwell
Name (Signature)

9.4.09
Date

Name (Print)

Name (Signature)

Date

Name (Print)

Name (Signature)

Date

Name (Print)

Name (Signature)

Date

CSO Response to Marshall Academy Board of Directors' Reauthorization Report Comments

A Ferris State University Charter Schools Review Team conducted a Reauthorization Review of Marshall Academy on October 5-6, 2009. A draft report was developed and provided to the academy. There were a number of issues raised by the academy in response to the draft Reauthorization Review report. The academy's stated comments and the review team's responses, which are reflected in the final Reauthorization Review document, are provided below.

Budget Development

While we accept that discussion bearing upon budget development may be enhanced to our benefit, we believe that the Board subjects the budget to more review and discussion than your scoring reflects. Members of the Board meet with representatives of the management company separately to develop discussion points for the Board when it takes up formal budget review in its regular meetings. This ensures that the Board can focus most efficiently upon areas of expenditure and income that require its specific attention. Furthermore, the budget is our reference for all discussions that relate to monthly financial reviews – discussions that are undertaken at every meeting of the Board. In the future, the Board will allocate time during at least two meetings prior to budget finalization for the purpose of budget development discussions.

Response: The CSO is aware that attention to budget has shown some progress since Mr. Swett became Board President. The CSO has observed that Board members do now pose some significant budget questions to the ESP. It must also be remembered that the review is based upon a five-year contract and reflects the situation during each of those contract years, not just what has occurred in the recent past.

The CSO is aware that the Board President has met on occasion with the ESP and Headmaster to review the budget in light of program needs and projected revenue. The CSO is not aware that these meetings involved other board members, or that such discussions have taken place regularly during the course of the last contract period.

The CSO Review Team could not substantiate that budget priorities were discussed during board meetings as minutes of the meetings do not reflect any budgetary discussions. It appears that the Academy Board of Directors will correct this situation in the future.

With respect to the projected fund balance at Marshall Academy, even at the time of the Ferris visit, the school's budget was in the process of revision and steps towards increasing our fund balance were under consideration. As it happens, Ferris will be pleased to note that our current FY budget projection is that our fund balance at year end will arrive at \$17,880 *before* any proposed measures to more positively affect this result are in place.

CSO Response to Marshall Academy Board of Directors' Reauthorization Report Comments

By way of 3 further steps we have undertaken to increase our fund balance, we believe it reasonable to expect that our year-end fund balance will, in fact, arrive at a positive \$66,000.00. We expect to have these initiatives successfully implemented by the end of the current calendar year at the latest.

Response: It is acknowledged that the Board has been cognizant of its relatively low fund balance projections and/or audited fund balance numbers over the life of the contract. Nonetheless, the Board has not insisted that the fund balance be raised either to a level of accepted accounting principles, or to the level of fund balance recommended by the FSU/CSO.

The paragraph from Mr. Swett references three further steps undertaken by the academy, but does not identify specifics. Should those steps actually produce the fund balance projected by Mr. Swett, that would be a good step in raising the fund balance to a more acceptable level.

As a final note on the scoring of items listed under Budget Development, we take exception to the evaluation of the timing of our budget development process. There are really only four budget items substantially contributive to financial results for the school: viz., enrollment projections/statistics, teacher population and their salaries and benefits, debt servicing costs, and projected income from State and Federal sources. Board minutes will reflect discussion throughout the year on these all-important items affecting our budget. At such time as the Board undertakes a formal budget development discussion, it has already fully developed expectations with regard to a projected student and teacher population and the income it might expect to receive from State and Federal sources.

Response: The minutes of the meetings should reflect any budgetary discussions. The Board needs to develop (or require its ESP to develop) and present a wide range of assumptions upon which to base its budget. It should also consider the development of a year-long calendar which demonstrates continuous involvement in budget planning and development. The items listed by Mr. Swett are indeed important considerations, but earlier discussion and review of these and other budget assumptions might offer a better long-range picture of the academy's financial stability. For instance, the academy could develop a five-year budget projection. It could include program development, facility upgrades, regular maintenance needs (gym floor, rest room repairs, etc.), its own professional development needs, etc., in its budget forecasting. The CSO is aware, however, that whatever improvements have been made to this process have occurred in the relatively recent past, whereas the review is based on a multi-year period.

CSO Response to Marshall Academy Board of Directors' Reauthorization Report Comments

Audit/Fund Balances

The Board will in the future broadcast RFP's for audit services at least every three years.

Leadership

The Board of Marshall Academy believes it has all relevant policies in place in accordance with State and Federal laws and believes it demonstrates familiarity and adherence to same. Our Policy Manual is regularly updated and serves as the Board's regular reference as it conducts its deliberations and its actions.

Response: The CSO has not observed or received any evidence that would suggest this is the case. Marshall Academy does not participate in the NCSI policy drafting and update process.

We agree that we should develop an active Board candidate pool with more than two applications for any anticipated vacancy and will work on this straight away.

With respect to Strategic Planning, the Board accepts that it has been deficient in making this a formal part of its deliberations. As such, our January, 2010 special meeting is devoted to issues relating to Strategic Planning, and we expect to revisit these discussions at least twice per year – both as a reference during budget development discussions and separately.

As of this writing, The Board of Marshall Academy has requested and is now receiving detailed monthly progress reports on student academic achievement.

Professional Development

The budget of Marshall Academy includes a general (though modest) line item expense for professional development - both for educators and the Board. However, we agree that the Board might more specifically discuss and budget for the professional development of its Directors and will do so going forward.

Professional Participation

The Board of Marshall Academy will work to improve its participation at CSO-sponsored events.

Finally, though there is no accompanying header under which the reference on page 20 to "updates on the school's progress towards its school improvement plan", the Board does, in fact, ask for and receive such updates, will continue to do so in the future, and will see that minutes of its meetings properly affect such discussions.

CSO Response to Marshall Academy Board of Directors' Reauthorization Report Comments

Response: Though the Board does discuss elements included in its SI plan from time to time, it is mostly in response to what is brought to them for approval, not as a result of its own interest in the development or discussion of the merits of the plan. The same could be said for the Technology Plan. The Board does have an active Board member who sits in on SI Team meetings when they occur. However, it is the CSO's impression that those meetings occur only sporadically. Very few times has the Board specifically discussed its SIP at regular meetings, unless it is for approval, or review for approval. The Board does not ask for updates on how the plan is moving forward and does not regularly have the plan before them for Board meeting review.

Issues raised by the academy in response to the draft Reauthorization Review report are not considered compelling enough to warrant a change in the ratings or the scores of the Reauthorization Review report.

This completes the Reauthorization Review process. Congratulations on *Meeting Standards* of the Ferris State University Charter School Office.



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

cc: Mr. Brent Swan, Headmaster
Dr. Michael Williamson, Helicon Associates
FSU-CSO Visitation Team