

Report: Mid-Contract Visitation
Academy: Marshall Academy
Date: February 5-8, 2018

The visitation occurred at the Marshall Academy with three members of the Ferris State University Charter Schools Office (FSU-CSO) visitation team. The team had the opportunity to meet with and interview the School Leader. The team also met with representatives from the School Improvement Team, which included the president of the school board, the administrative assistant, a lead teacher, and the school principal. The team visited several classrooms to observe teaching and learning. We appreciate the open communication and transparency that was apparent with everyone we interacted with.

Visitation Findings

School Improvement Plan (SIP) and EdYes! School Systems Review	
Observations	Opportunities for Growth
<p>School Improvement Plan (SIP)</p> <ul style="list-style-type: none"> • The Academy staff and leadership are learning about the goals and proposed activities of the SIP. • Membership on the SIT was not clearly defined. • No schedule was provided to show when the team meets to review data and discuss planning strategies. • It appears that the entire staff meets weekly to review data and make plans. • The behavioral coach works with staff to provide training and implementation strategies for PBIS. • Classrooms are implementing Saxon Math – the academy’s math resource. 	<p>School Improvement Plan (SIP)</p> <ul style="list-style-type: none"> • Continue to work to ensure that the SIP is being consistently implemented by all staff with fidelity in every classroom. • Consider implementing processes to determine what is working and what is not. • Continue efforts to ensure that students are mastering current content before moving forward to introduce new learning concepts. • Continue efforts to implement PBIS training and monitor implementation at the classroom level. • Continue to evaluate the effectiveness of using the Saxon Math model in preparation for MSTEP.

<p>EdYes! School Systems</p> <ul style="list-style-type: none"> Reliable evidences are cited and verifiable. 	<ul style="list-style-type: none"> Continue to train and offer support for teachers as they implement the Tier II and Tier III math intervention strategies. Provide structure for your data teams to focus on what changes are needed to improve assessment performance and stimulate higher levels of student achievement. <p>EdYes! School Systems</p> <ul style="list-style-type: none"> Continue to use this document to clarify what you are doing and what you could be doing to make improvements in student success.
<p><u>Facilities Review</u></p>	
<p>Observations</p>	<p>Opportunities for Growth</p>
<ul style="list-style-type: none"> The facilities were well maintained and secure. 	<ul style="list-style-type: none"> Continue efforts to increase your capacity in the acquisition of technology to better support your instructional needs.
<p><u>Academy Culture Review</u></p>	
<p>Observations</p>	<p>Opportunities for Growth</p>
<ul style="list-style-type: none"> The practice of providing incentives such as t-shirts and special tokens to students who achieve their standardized test goals seems to be well received by the students and their families. Students are friendly, respectful, and appear to be engaged in their learning. Strong efforts are being made to stimulate a culture of scholarly, respectful behavior. The behavior specialist seems to be helpful in training teachers, resulting in more positive student behavior and results. Evidence has been collected which validates the reduction in suspensions at all grade levels. Parents indicate that they've seen positive changes in the academy which should promote stability in enrollment. Teachers are communicating with parents via emails, newsletters, mass messaging and phone calls. 	<ul style="list-style-type: none"> Continue efforts to train staff in the PBIS strategies to promote consistency in all classrooms. This should result in all stakeholders being able to see the value of PBIS. Continue opportunities to provide special enrichment and extra-curricular activities such as; music, art, athletics, diversity dance team, career technical education, foreign language, etc. – to address students' gifts in these areas.

<u>Mission Accomplishment</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • The mission seems to be recognized by staff and students, and is reinforced by the school leader’s public affirmations during the daily opening ceremony. • The staff and board are very aware of the mission and support its continued implementation. • The mission and values are posted throughout the building. • The mission is visibly promoted in a variety of ways – within and outside of classrooms. 	<ul style="list-style-type: none"> • Continue to offer public recognition for students who meet their academic goals. • Continue to have all stakeholders review the mission statement on a regular basis and make modifications, if needed. • Continue to have teachers imbed the mission statement into their daily instructional delivery.
<u>Website</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • The website appears to be up to date and provides necessary information. 	<ul style="list-style-type: none"> • Consider using this medium as well as others to market the positive educational programs you are making available.

Academy Internal Review

<u>Student Outcomes</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • The school leader has a clear understanding of student successes and challenges. • There is a recognized effort to begin implementing data driven instruction. Plans are underway to strengthen and structure data team activities. • The school leader and staff believe they are making headway with student outcomes. They have a clear understanding that the influx of new students from diverse backgrounds present new challenges that they are working hard to address. • The school leader has begun to implement a walk-through process to observe classroom instruction and provide appropriate feedback. 	<ul style="list-style-type: none"> • Continue efforts to understand what is necessary as student population grows and new staff is added to ensure that they are prepared to meet expectations that are in place. • Closely monitor to ensure that classroom instruction is aligned with the common core standards, MSTEP and NWEA expectations. • Consider developing learning objectives and/or “I Can” statements (aligned with common core), in kid-friendly language, to drive lesson plan development and classroom instruction. • Promote consistency in classroom instruction by developing “must do’s” or non-negotiables such as: “What is our objective today?” “Why is it important?” “Check for understanding.” Also, consider requiring students to present exit tickets – “This is what I learned today.”

<ul style="list-style-type: none"> The school leadership has developed a support model, CARE, which addresses the behavioral and academic needs of all students. 	<ul style="list-style-type: none"> Continue to set high expectations for students and staff to exceed the state average in all areas.
Governance and Leadership	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> The school leader appears to have the necessary skills and motivation that should result in successful student and staff performance. 	<ul style="list-style-type: none"> None at this time.
Resources and Support Systems	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> The ESP appears to be working well with the board to provide the necessary finances and resources to support school operations. 	

CSO Review of Overall Performance for Marshall Academy

Contract Performance Report Review	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> MAP growth targets met on 4/16 measures. MSTEP Proficiency Percentages are 40% for ELA and 29% for math. MSTEP growth is above 40% in all areas and averages 46% in ELA and 43% in Math. SAT average total score was 1043- the highest in our portfolio-great! Compliance remains at 100%. Board performance appears solid. Enrollment shows stable growth. 	<ul style="list-style-type: none"> MAP Spring Achievement Percentiles are close to the 50th percentile (49% Reading and 47% Math)- an attainable goal would be to reach that 50th percentile in both areas. MSTEP Proficiency Percentages are 40% for ELA and 29% for Math- acceptable scores, but both lower than the prior year. MSTEP Proficiency Percentages in ELA are slightly below their Composite District’s average. Math averages are basically equal. MAP growth was very low last year- 8/16 measures were at or below the 25th growth percentile with the 50th percentile being the goal. MSTEP Student Growth Percentile averages exceed the minimum goal of 40% but Marshall should be at least at 50%- the State average.

School Support Team (SST) Updates

Observations	Opportunities for Growth
<ul style="list-style-type: none">• Marshall is designated as a Green school based on their MAP and MSTEP achievement and both growth and achievement data on their PSAT and SAT assessments.• Stable and effective leadership.• There appears to be a good working relationship between the Board and ESP.• College Board growth and achievement are both excellent. Linear growth (same group of students) PSAT and SAT averages were all well above the annual 30 point growth goals- great!	<ul style="list-style-type: none">• Marshall is unique in the FSU portfolio because achievement and proficiency data is stronger than their growth data on MSTEP and MAP assessments. The only way to maintain solid achievement data is for student growth to be at least average.

Overall Opportunities for Growth

- Improve student growth on the MAP and MSTEP.

Current CSO Expectations in Consideration for Recommendation of Reauthorization. These are subject to change.

For: Marshall Academy

- Meet or exceed FSU CSO's academic measures and goals.
- Continue to follow all charter contractual expectations.
- The CSO may have other academic and non-academic expectations as more information becomes available. All other contractual and policy standards must be met and maintained.
- NOT be designated as a Partnership, Priority, Comprehensive Support, low performing, etc. school by the State of Michigan.

Signed James K. Scholten Ronalds. Schneider