



**FERRIS STATE  
UNIVERSITY**  
*IMAGINE MORE*

**VOYAGEUR ACADEMY**

**REAUTHORIZATION REVIEW**

**November 7-8, 2013**

## MISSION

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

## VISION



## CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humaneness

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

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

We value integrity and trust, demonstrated by our –

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

# FERRIS STATE UNIVERSITY

## Charter Schools Office (CSO)

### Declaration of Intent and Purpose

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Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office accomplishes this responsibility in two stages:

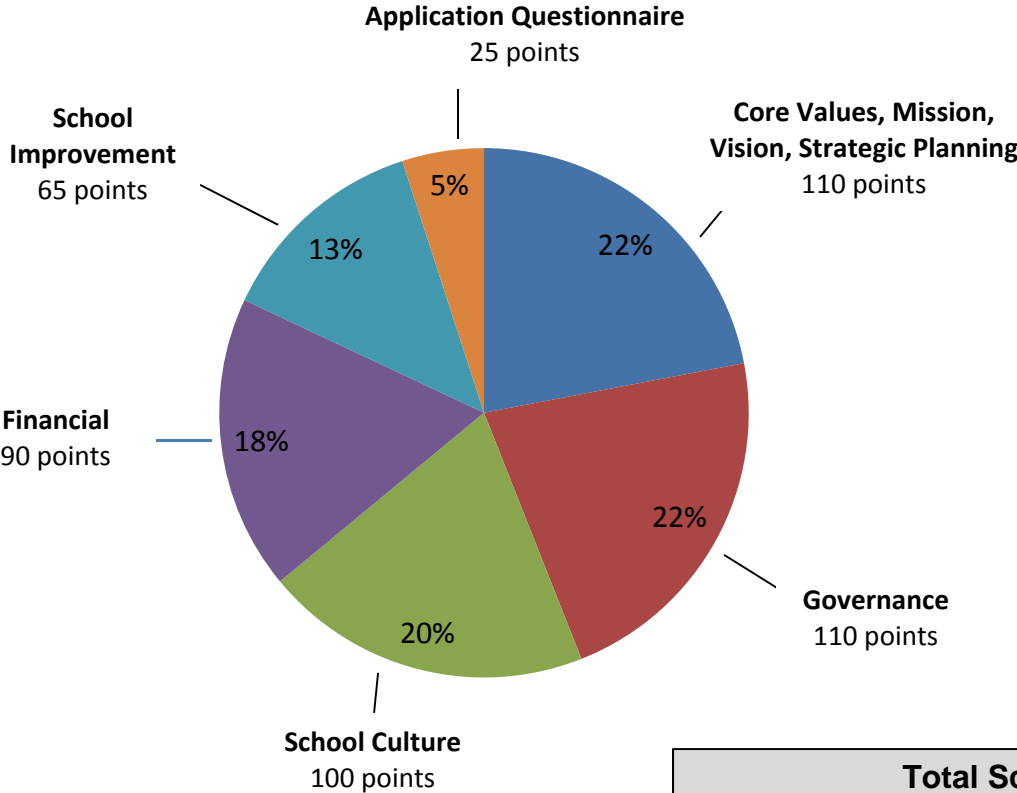
1. **Annual Academic Performance Report.** All FSU-authorized academies receive an *Annual Academic Performance Report* in August. This report is a comprehensive analysis of the academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter school contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, Financial Viability, and Strategic Planning.

While both stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress toward their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization.

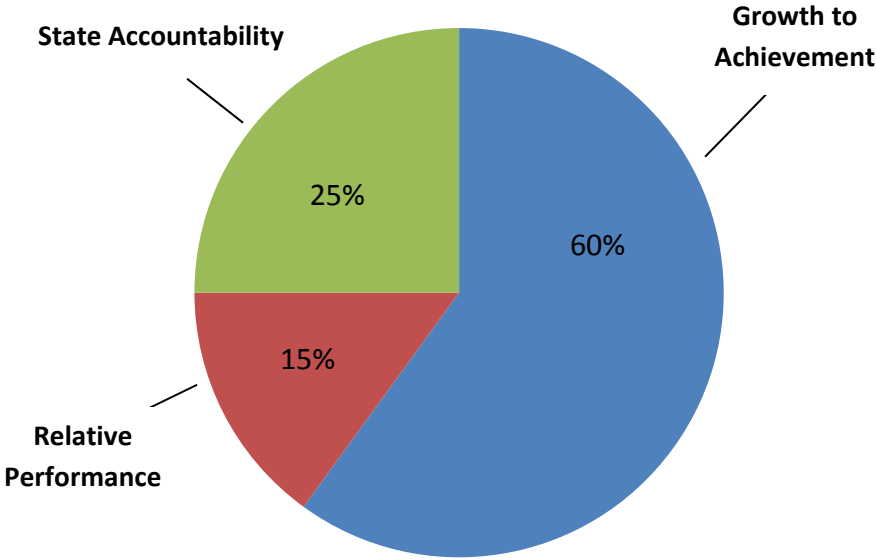
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website: [www.ferris.edu/charterschools](http://www.ferris.edu/charterschools).*

# Mid-Contract/Reauthorization Review: Formula 2013-14 *A Two-Step Process*

**Visitation Rubric**



**Academic Performance Report**



Total Score		
450 - 500	Exceeds Standards	90%+
375 - 449	Meets Standards	75% - 89%
300 - 374	Needs Improvement	60% - 74%
299 & Below	Deficient	Below 60%

# Mid-Contract/Reauthorization Review: Point Tally Sheet 2013-14

Academy Name: **Voyageur Academy**

Dates of Visit: **November 7-8, 2013**

Status: **Meets Standards**

Overall Percentage: **77.3%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	110	80.25	72.95	Needs Improvement
Governance	110	71.25	64.77	Needs Improvement
Financial Viability	90*	80	88.88	Meets Standards
School Culture	100*	80	80	Meets Standards
School Improvement	65	52.25	80.38	Meets Standards
Application/Questionnaire	25	22.75	91	Exceeds Standards
<b>Total Score:</b>	<b>500</b>	<b>386.5</b>	<b>77.3</b>	<b>Meets Standards</b>

\*It is not possible to *Exceed Standards* in the School Culture or Financial Viability Sections

## Visiting Team Members

Name: Jim Ridders

Signature: *James H. Ridders*

Name: Dr. Phyllis Robinson

Signature: *Phyllis E. Robinson*

Name: Mindy Britton

Signature: *Mindy Britton*

Name: Art Willick

Signature: *Art Willick*

Team Chair: Jim Ridders

## Total Score

maximum: 500 points

450-500	Exceeds Standards	90%+
375-449	Meets Standards	75% - 89%
300-374	Needs Improvement	60% - 74%
299 & Below	Deficient	Below 60%

Annual Academic Performance Audit Score: 37.32% - Deficient

Monitoring Status: Intensified Monitoring, Phase 2

# Voyageur Academy Reauthorization Review November 7-8, 2013

## Executive Summary

The Review Team has compiled the results of the November 7 and 8, 2013 visit to Voyageur Academy and Consortium College Preparatory High School. The following is a summary of the highlights of our visit, including notable accomplishments and recommendations for improvement. Some of our observations are specific to Voyageur Academy or Consortium High School while others relate to the entire K – 12 Voyageur authorization contract. We've included appropriate references to differentiate the frame of reference.

The Review Team has considered each section of the review rubric to arrive at the overall rubric score. The Academy achieved **386.5** points of a possible 500 points. This represents **77.3%** of the total possible points, which is at the lower range of the **Meets Standards** category. It should also be mentioned here that the most recent Annual Academic Performance Audit Score is 37.32%, which is in the **Deficient** range.

While the overall score reflects several needs for improvement, the Review Team found many positive aspects of the Academy's operations. The following are highlights:

### **SCHOOL IMPROVEMENT:**

- The School Improvement Team is clearly committed to the discovery and implementation of best practices designed to improve academic achievement.
- The continued development of data team processes has the potential of generating positive student achievement results.
- Consistent use of department and grade level meetings along with vertical and horizontal articulation efforts is commendable.

### **SCHOOL CULTURE:**

- With regard to school culture, the lighting concerns at Voyageur Academy cited in the mid-contract review have been addressed and lighting upgrades have been implemented throughout the facility. Additionally, the opening of the new Consortium High School facility provides a great teaching and learning environment.
- The Review Team was impressed by the obvious commitment to the educational and personal needs of each student. A true family spirit was evident throughout our visit.

### **FINANCIAL VIABILITY:**

- There is a significant commitment of time and resources to the professional development of staff and board members.
- While the significant expansion of school facilities brought many financial challenges, they were well managed, with very positive results.

While the Review Team noted many positive features of the Academy's operation, there are several serious concerns and recommendations for improvement, as follows:

#### **STRATEGIC PLANNING:**

- While the Academy board has developed a strategic plan, it is very lengthy and is not presented in a SMART goal format as recommended by the CSO. The Review Team recommends that the CSO Standards of Quality document be reviewed and used as a guide when revising the plan.

#### **GOVERNANCE:**

- The candidate pool nominees' applications have expired and need to be renominated or confirmed.
  - A review of the board's Education Service Provider Evaluation reveals several areas of concern, especially in the areas of strategic and instructional leadership, relationships and communication. This has resulted in an overall board scoring of needs improvement. The Review Team strongly recommends that the board develop and pursue a plan to correct this detrimental situation.
  - The Review Team noted that there have been several violations of the Open Meetings Act and compliance issues since the mid-contract review. These have been documented in the following communications:
    - 10/8/2012 – e-mail from M. Britton Re: Late Posting for October 16 Voyageur Board Meeting
    - 11/12/2012 – email from M. Britton Re: Violation of Open Meetings Act
    - 11/20/2012 – email from M. Britton Re: Compliance Concerns
    - 4/15/2013 and 4/16/2013 – email from M. Britton Re: March 28, 2013 Proposed Minutes – Closed Session (Open Meetings Act)
    - 5/17/2013 – Letter of Reprimand from Dr. Wells Re: Violation of Open Meetings Act and Failure to adhere to the CSO testing window
    - 11/11/2013 – email from M. Britton Re: Voyageur Academy Special Board Meeting of 10/25/2013 (Open Meetings Act)
- The Review Team recommends immediate attention to these issues.

#### **SCHOOL CULTURE:**

- Members of the Review Team were very concerned to learn that, after a full year of Consortium High School's operation, there is no posted evacuation or safety plan. While this situation is currently being addressed, it is unacceptable for a school to operate without these being in place. The Team supports the implementation of these plans as a top priority.
- Significant administrative turnover represents unique challenges in the development of positive culture of teamwork and commitment. The Review Team encourages continued focus on coordination of management activities.

In summary, there are significant issues that require immediate and ongoing attention if the schools are to demonstrate potential for future success. Many of these are key to the ability to meet the terms and conditions of the Ferris State University contractual goals, and will require bold, progressive and innovative initiatives.

The Review Team recognizes the commitment and work of the School Improvement Team and others to focus on the improvement of student achievement at each school. Hopefully, the focus on the effective use of data to inform instruction will continue to generate positive results.

The Reauthorization Review Team appreciates the hospitality we experienced during our visitation. Stakeholders from Voyager Academy and Consortium Preparatory High School were very generous with their time and accommodations. We appreciate the disruptive impact a visitation has on the school environment and thank those who helped make our work possible.

Sincerely,

James Ridders  
Visitation Team Chair



**Criterion:**

**Core Values, Vision, Mission, and Strategic Planning**

Points Possible <b>110</b>	Points Achieved <b>83.25</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Core Values: Foundation	10/10		<ul style="list-style-type: none"> <li>In collaboration with the Academy's stakeholders, the Board has developed Core Values</li> <li>The Core Values are the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders</li> <li>The Core Values do not serve as the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Core Values identified</li> </ul>	
Point distribution		5 points	3.75 points	3 points	0 points	
Core Values: Communication	5/5	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period		

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	10/10		<ul style="list-style-type: none"> <li>In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future</li> <li>The Vision Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future</li> <li>The Vision Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Vision Statement identified without links to the Core Values</li> </ul>	
Point distribution		5 points	3.75 points	3 points	0 points	
Vision Statement: Communication	5/5	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	6/10		<ul style="list-style-type: none"> <li>The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place</li> <li>The plan evaluates both long and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision</li> </ul>	<ul style="list-style-type: none"> <li>The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined</li> <li>The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision</li> </ul>	<ul style="list-style-type: none"> <li>The Board does not have a method in place for evaluating the Academy's Vision</li> </ul>	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Vision: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Mission: Linked to Core Values	10/10		<ul style="list-style-type: none"> <li>In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role</li> <li>The Mission Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role</li> <li>The Mission Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Mission Statement identified without links to the Core Values</li> </ul>	
Point distribution		5 points	3.75 points	3 points	0 points	
Mission Statement: Communication	5/5	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Mission Statement: Board evaluation	6/10		<ul style="list-style-type: none"> <li>The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission</li> <li>The plan evaluates both long- and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Mission</li> </ul>	<ul style="list-style-type: none"> <li>The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined</li> <li>The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission</li> </ul>	The Board does not have a method in place for evaluating the Academy's Mission	
Point distribution		5 points	3.75 points	3 points	n/a	
Mission: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Meets quality and SMART standards	0/10		The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format	Plan does not meet SMART goal format

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	6/10		<ul style="list-style-type: none"> <li>The Board has developed a written comprehensive Strategic Plan and actively pursues it</li> <li>Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan</li> <li>The Strategic Plan has been updated or reaffirmed on an annual basis at Board retreats and/or meetings</li> </ul>	<ul style="list-style-type: none"> <li>The Board has developed a written Strategic Plan</li> <li>However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan</li> <li>The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Strategic Plan in place</li> </ul>	
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Communication	6/10		<ul style="list-style-type: none"> <li>The Board's written Strategic Plan has been communicated to all stakeholders</li> <li>Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy</li> </ul>	<ul style="list-style-type: none"> <li>The Board's written Strategic Plan has not been well communicated to most stakeholders</li> <li>There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders</li> </ul>	

**Core Values, Vision, Mission, and Strategic Planning:**  
Total score for all competencies

Total Points Achieved	83.25/110	Percentage Achieved	75.68%	Category Achieved	Meets Standards
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**Criterion:**

**Governance** (as reflected in Board minutes and observations)

Points Possible <b>110</b>	Points Achieved <b>71.25</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	3.75/5	The Board: <ul style="list-style-type: none"> <li>has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>references appropriate policies at Board meetings when making decisions</li> </ul>	The Board: <ul style="list-style-type: none"> <li>has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>demonstrates some familiarity with them</li> </ul>	The Board: <ul style="list-style-type: none"> <li>has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>does not demonstrate familiarity with the policies</li> </ul>	The Board: <ul style="list-style-type: none"> <li>has few policies/procedures in place that are required by state and federal laws</li> <li>has not regularly updated its Policy Manual</li> </ul>	
Leadership: Meeting schedule	0/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	April 18, 2012 October 29, 2012 January 29, 2013 March 19, 2013 September 12, 2013
Leadership: Monthly quorums	3.75/5	The Board has not cancelled a meeting during this review period due to lack of a quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of a quorum	The Board has cancelled more than 3 meetings during this review period due to lack of a quorum	April 17, 2012
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	15/15		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> <li>receives detailed monthly reports on student achievement/progress toward contractual goals</li> <li>regularly engages in discussion about these reports</li> </ul>	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> <li>periodically receives detailed monthly reports on student achievement/progress towards contractual goals</li> <li>occasionally engages in discussion about these reports</li> </ul>	As evidenced by Board minutes the Board: <ul style="list-style-type: none"> <li>does not receive detailed monthly reports on student achievement/progress towards contractual goals</li> <li>rarely discusses student academic achievement</li> </ul>	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	0/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	See Attachment 1

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Management Company Evaluation OR Key School Leader (KSL)	5/5		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that accurately reflects the academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation(s) of the Management Company/KSL and the academy's academic achievement status and progress along with the provided business services	
Administrator Continuing Education Unit (CEU) credits	5/5		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		20 points	15 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	0/20	During this review period 90% or above have all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials	During this review period 75-89% have all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		Below 75% there is a Significant non-compliance with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	***Criminal Background Checks were NOT on file for ALL staff at the time of the audit
Point distribution		n/a	5 points	3.75 points	0 points	
Professional participation	5/5		The Board has a consistent representation at a majority of CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has less than a majority of representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Professional development	5/5	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages & supports professional development activities: • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement		See Attachment 2
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting Epicenter: On Time and Accurate	3.75/5	All documents submitted to EPICENTER are marked "on time and accurate" (a blemish-free record)	95-99% of all documents submitted to EPICENTER are marked "on time and accurate"	90-94% of all documents submitted to EPICENTER are marked "on time and accurate"	89% or fewer of all documents submitted to EPICENTER are marked "on time and accurate"	98% On Time 95% Accuracy
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	0/5		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	98% On Time 95% Accuracy
Compliance: Transparency Reporting	5/5		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Compliance: AYP Accreditation Reporting	5/5		The Academy website meets requirements for AYP and Accreditation reporting		The Academy website does not meet requirements for AYP and Accreditation reporting	
Enrollment process	5/5		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	



Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Notices of annual meetings	5/5		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	October 16, 2012 meeting was not posted on time so Board was not allowed to hold meeting
Point distribution		n/a	5 points	3 points	0 points	
Physical facilities	5/5		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance: Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
71.25/110		64.7%	Needs Improvement			

**Board Members Succession Management**

Vacancies and expirations in the next 90 days

**Voyageur Academy**

Term Expiration	Board Member	Seat	Current Term Candidate	Candidate for Next Term
6/30/2014	<b>(vacant)</b>	7		
6/30/2015	Smith, Barbara	1		
6/30/2015	Wade, Curtis	2		
6/30/2016	Donnell, Judith	3		
6/30/2016	Rush, Joseph J. (Joe)	4		
6/30/2017	Barnes, Darryl	5		
6/30/2017	Benning, Minika L.	6		

Board Candidate	Planned Term
Cross, Shirley	(not assigned)
Ruffin, Pamela	(not assigned)

## Voyageur Academy Professional Development Activity Credits

Fname	Lname	Begin Date	End Date	# of Credits Required	# of Credits Acquired	Balance	BANKED	Comments
Darryl	Barnes	2013	2017	12	7	5		
Minika	Benning	2013	2017	12	14	-2	2	COMPLETED
Judith	Donnell	2012	2016	12	16	-4	4	COMPLETED
Joseph J.	Rush	2012	2016	12	26	-14	14	COMPLETED
Barbara	Smith	2011	2015	12	19.5	-7.5	7.5	COMPLETED
Curtis	Wade	2011	2015	12	21	-9	9	COMPLETED

as of October 28, 2013

**Criterion:**  
**Financial Viability**

Points Possible <b>90</b>	Points Achieved <b>80</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	9/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	Timeline not mentioned in Board minutes
Point distribution		n/a	10 points	6 points	0 points	
Opportunity for input	10/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		<ul style="list-style-type: none"> <li>The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy</li> <li>Budgeted amounts are consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget appears inconsistent with the school improvement plan</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget does not take school improvement into consideration</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was completed in a timely manner</li> <li>submitted to the State by or before October 31 results were shared with</li> <li>the Board of Directors in advance of the public presentation</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was performed within the specified timeframe</li> <li>the Board of Directors did not receive it in advance of meeting for review</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was not performed within the specified timeframe</li> </ul>	
Point distribution		n/a	10 points	n/a	0 points	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	6/10		The Board maintains a fund balance: <ul style="list-style-type: none"> <li>between 10%-15% of annual revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>below 10%</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>of less than 5% of general revenue</li> </ul>	

Financial Viability:						
Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
80/90		88.8%	Meets Standards			

**Criterion:**  
**School Culture**

Points Possible <b>100</b>	Points Achieved <b>80</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> <li>• create a safe and orderly academic environment</li> <li>• are conducive to learning</li> </ul>	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> <li>• they are not consistently enforced</li> <li>• the academic environment is not always conducive to learning</li> </ul>	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> <li>• have developed behavioral expectations or systems that are consistently enforced</li> <li>• have established an academic environment that is conducive to learning</li> </ul>	
Point distribution		n/a	15 points	9 points	0 points	
Safe & orderly environment: Safety plan	0/15		The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place and there is evidence that it is known by staff</li> <li>• implemented safety and security measures into daily operations</li> </ul>	The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place; however it does not seem to be known by staff</li> <li>• implemented some safety and security measures into daily operations</li> </ul>	The Academy: <ul style="list-style-type: none"> <li>• does not have a comprehensive safety plan in place</li> <li>• has not implemented safety and security measures into daily operations</li> </ul>	Consortium plan now in development – not implemented
Point distribution		n/a	15 points	n/a	0 points	
Staff stability: Administration	15/15		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	One administrative turnover since previous contract
Staff stability: Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	29.75% teacher turnover since previous contract

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Emergency Plan	0/5		There is a comprehensive emergency plan prepared for the academy		There is no discernible emergency plan prepared for the academy	
Emergency Drill Logs (EMD)	5/5		The EMD shows the academy is making good progress towards the requirements of law		The EMD shows the academy is not making good progress towards the requirements of law	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	
Community involvement	5/5		The Academy has established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families		The Academy has not established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families	

School Culture: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	80/100	80%	Meets Standards	



**Criterion:**  
**School Improvement**

Points Possible <b>65</b>	Points Achieved <b>52.25</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Strand I: Teaching for Learning <i>(Education Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand II: Leadership <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand III: Personnel & professional learning <i>(Ed Yes! Performance Indicator)</i>	5/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand IV: School & community relations <i>(Ed Yes! Performance Indicator)</i>	5/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand V: Data & Informational management <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	10/10		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		10 points	7.5 points	6 points	0 points	
Data Teams Process	7.5/10	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	6/10	The Academy has been identified as a Reward School and is in the top 75 <sup>th</sup> percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 <sup>th</sup> percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 5 <sup>th</sup> to 49 <sup>th</sup> percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority	
School Improvement Goals and Educational Goals	7.5/10	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement: Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
	52.25/65	80.38%	Meets Standards			

# BOARD INTERVIEW SUMMARY

Academy Name: **Voyageur Academy**

Date: **November 7-8, 2013**

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

**1. Do you feel the academy is accomplishing its mission? How do you know?**

- Yes. As evidenced by graduation rate and student feedback.
- Well published and well followed.

**2. Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?**

- Yes – through College Tracker program and student feedback.
- Graduates have been able to test out of beginning college courses because of their prep here.

**3. Tell us about your knowledge of the charter school contract with FSU. What do you believe to be the most important information Board members should know?**

- Academic targets
- Scantron is very important – cohorts tell the real story.
- ESP evaluation is very important

**4. What are you most proud of at this academy?**

- Friendly/safe atmosphere.
- Students – all show initiative in wanting to go forward.

**What could be improved?**

- Better management company.

**5. Does your Board have a strategic plan for the next 3-5 years? If yes, what is the main focus of that plan? If no, do you see value in developing such a plan?**

- Have a written report but not in Smart Goals format.

**6. How does the Board determine the allocation of funds for this academy?**

- SIT, administrators and staff bring needs to the Board.

# ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: Voyageur Academy

Date: November 7-8, 2013

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

**1. Do you feel the academy is accomplishing its mission? How do you know?**

Yes. Children are college ready/college bound, and promoted through K-12. Community is aware that's the mission of the Academy and send their children here to be college ready.

**2. What are you most proud of at this academy?**

- Actually see the success of the mission because children attend college.
- Shared leadership – ideas come from teachers.
- Culture and climate. Families continue to bring their children here; have no problem recommending this school
- Core group of stakeholders committed to the school.

***What could be improved?***

- Missing the mark when it comes to student achievement.
- Focusing on monitoring the evaluation pieces. Adopting the data team process is helping the teachers see they're doing this/not doing this.
- Implementing and monitoring data teams.

**3. Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?**

- College tracking proves that our students are prepared.
- College retention and acceptance rates.
- Cohort growth.

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

- 8 - 8.5
- Family oriented.
- New students have had an impact on culture, but clearer expectations are being established.
- Work hard to establish safety at the schools

**5. What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?**

- Time demands
- Maintaining consistency
- Communication
- Normal instructional issues

**6. What are the top TWO things this academy needs to do for its long-term health and longevity?**

- Retaining good teachers.
- Implement and focus on data team process.

**7. If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)**

- Reduce class size
- More access to technology and training
- Parental involvement
- Web based curriculum
- More staff for individual assistance
- Parent University

**8. Anything for our attention?**

Overall, the school has experienced several transitions over the last few years. Staff have rebounded and students have stayed strong. Need more stability.

# INSTRUCTIONAL STAFF INTERVIEW SUMMARY (Elementary)

Academy Name: **Voyageur Academy**

Date: **November 7-8, 2013**

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

**1. Do you feel the academy is accomplishing its mission? How do you know?**

- Yes; students are going on to be successful
- Yes; students are graduating and being successful in college

**2. What are you most proud of at this academy?**

- Relationships with students and parents
- Safe place and clear expectations for learning

***What could be improved?***

- Playground
- Technology
- Specials
- Could improve management company

**3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:**

- a. Materials and Supplies*** 7 – better in the past
- b. Professional Training*** 8-9
- c. Clear Description and Understanding of The Expectations For Your Work*** 9-10

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

- Elementary – 9-10; High School – 7 (transition issues)

**5. Do you feel the academic expectations here are appropriate for the students who attend this academy?**

- Yes, for cohort; more challenging for new students.

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

- Yes -

**7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)**

- More staff – more people to manage problems
- iPads
- Playground
- Competitive pay

**8. Anything for our attention?**

Staff goes above and beyond. We are changing lives here.



# INSTRUCTIONAL STAFF INTERVIEW SUMMARY (High School)

Academy Name: **Voyageur Academy**

Date: **November 7-8, 2013**

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

**1. Do you feel the academy is accomplishing its mission? How do you know?**

- 75% yes; 25% no. Different students are coming in to the new school. Family feel isn't as prevalent.
- We are a college preparatory school – students need to be prepped for college. Tweaks needed to truly prepare students for college.

**2. What are you most proud of at this academy?**

- Reputation as a good school. No negative comments.
- Staff are very unified.
- Growth and longevity.
- Family atmosphere. Kids don't want to go home.

**What could be improved?**

- Control factors – who control whos. Sometimes kids bring their household behavior to school. Life experiences interfere with their learning on a day-to-day. We're not 100% equipped to deal with all those types of issues. Physically have staff, but not professional staff - need some psychologists on campus.
- Would like to better monitor more closely what a child brings into the school academically and skills – to help us scaffold on what they already have.

**3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:**

**a. Materials and Supplies** 8; 5; 10

**b. Professional Training** 7 Staff should have a say in what professional development is offered PD; 7; network amongst the teachers;

**c. Clear Description and Understanding of The Expectations For Your Work** 9; 10;

4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***
  - When the school started 10+ and stayed that way for 9-10 years; dipped down to 8. Growth brought in students with greater needs
5. ***Do you feel the academic expectations here are appropriate for the students who attend this academy?***
  - No, they're not getting the most they can possibly get, not with the culture of the students. Our below average/average students outweigh our above average students. Some students take away from critical thinking in the classroom.
6. ***Would you enroll your child at this academy?***
  - Yes – opportunity because we focus on college. So many scholarship opportunities.
  - Yes; seen students improve/progress over the years.
7. ***If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)***
  - Stricter discipline; should be at the forefront.
  - Computers for students for projects, after school
  - Library/media center

# SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Voyageur Academy**

Date: **November 7-8, 2013**

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

**1. Do you feel the academy is accomplishing its mission? How do you know?**

- Yes; environment to enrich children to go on to college
- Yes; parents are very happy

**2. What are you most proud of at this academy?**

- Staff; able to adapt to each student.
- Growth
- Great atmosphere

***What could be improved?***

- More parental support

**3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:**

- a. Materials and Supplies** 6, 4.5, 8, 9 – teachers need more support materials
- b. Professional Training** 8, 6
- c. Clear Description and Understanding of The Expectations For Your Work** 10, 9, 8+

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

- 8-9; 9 – family oriented. Students get along well, although there are many new students.

**5. Do you feel the academic expectations here are appropriate for the students who attend this academy?**

- Yes – perhaps could be more challenging. Academies are on track, but still evolving.

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

- Yes

**7. *If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)***

- More up-to-date and available technology
- Extended arts curriculum
- Athletic facilities, including pool
- Auditorium
- ROTC

# PARENT INTERVIEW SUMMARY

Academy Name: **Voyageur Academy**

Date: **November 7-8, 2013**

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

- 1. Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?**
  - Heard from a friend that academics were good, teachers/staff cared. Would have rated a 10 at old location, but 8 at new location. Lost a lot of family feeling when the school moved, but academics still good.
  - Wanted children immersed into a different culture – looked for a personal feel. Initially 10 – teachers were more unified. Everyone knew everyone at the old location. Now more fractured...still trying to learn new environment (everyone). More corporate in the new building. Now rate 7.
- 2. How responsive is the school administration, board, or teachers to concerns or complaints?**
  - Changes are moving so fast because of shifts in staff – outsiders aren't being addressed because the school leaders are so busy handling the necessary changes.
  - Parents are the customers and should not be ignored, but personally no problem with receiving responses.
- 3. On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.**
  - 6 – lack of congruency with the move. More focus on rules, less family atmosphere/community feeling with the expansion. Face-to-face communication has diminished, but security has increased. No integration.
  - 6 – felt more welcome at the older building.
- 4. Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.**
  - Yes; children are challenged. Children are very proactive if they feel a teacher isn't effective. Have access to the teacher if there are issues.
- 5. What is the number one complaint your child has about attending school here?**
  - Lunches. Not enough, not flavorful.

**6. What is the number one thing your child really seems to enjoy?**

- Sports.
- After school activities/extracurricular (sports, dual enrollment, clubs)

**7. Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?**

- Communication has dwindled since move to new building.
- There are almost daily voice mails to the point that people are ignoring them. Voice mails are used exclusively.
- In the transition, a lot of technology wasn't working well.
- PowerSchool not working.
- Dynamics changing for the better with new school leader. Very proactive.

**8. Anything for our attention?**

- Need more counseling/prep for college.
- Need to hire more staff overall for support services.

# STUDENT INTERVIEW SUMMARY – ELEMENTARY

Academy Name: **Voyageur Academy**

Date: **November 7-8, 2013**

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

1. ***Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?***
  - Yes
  - Depends on offerings
2. ***Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?***
  - Yes; just right
3. ***Do you feel that overall, the adults here at this school are fair to students?***
  - Yes
4. ***What is your favorite part of the school day? Why?***
  - Reading; ELA
  - Science
  - ELA
  - Gym
5. ***Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?***
  - Instrumental music
  - Middle school volleyball
6. ***Do you feel safe at this school?***
  - Yes; nothing dramatic happens here

**7. *Would you recommend this school to other friends or family?***

- Yes.

**8. *Anything for our attention?***

- Teachers are open and in charge



# STUDENT INTERVIEW SUMMARY – HIGH SCHOOL

Academy Name: **Voyageur Academy**

Date: **November 7-8, 2013**

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

**1. Do you enjoy attending this school? If you had a choice to attend anywhere else, would you?**

- Yes; family feeling.
- Went to another school in 9<sup>th</sup> grade and encountered a lot of problems and choose to come here. Pretty good here, but nothing extraordinary. Not sure if would attend elsewhere.
- Love the school – so awesome. Everyone is friendly. Feels like a family. Always support from others.

**2. Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?**

- Sometimes feel not being challenged enough. Not sure why...but then teachers would help me keep occupied. Teachers listen when I make suggestions and adjust their class.
- Not necessarily feel I'm being challenged. Finish homework quickly. Shortage of teachers – no science teacher – different teachers every two days.
- Being challenged this year a lot. But in the past, it was easy.

**3. Do you feel that overall, the adults here at this school are fair to students?**

- Yes; sometimes rules need to be interpreted for the situation.
- Would say fair treatment

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

- World history – most challenging class I have. Eager to learn when I go in there because of the teacher – the way he teaches. He's determined to enhance learning with projects, hands on, presentations, lectures, a lot of homework. A lot of students complain, but he's just preparing us for the real world.
- Second part of the day as a whole. Mock trial team – exciting to prepare for that. Dual enrollment.
- Geometry. Likes teacher and subject. Always something new to learn. Can apply that logic in many other ways/classes.

**5. *Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?***

- Shortage of electives. No music/band
- Would like band program and a majorette program.

**6. *Do you feel safe at this school?***

- Absolutely
- Sometimes. Most times I don't feel safe because some of the ways students were raised and where they were raised. Anger issues with newer students.
- Students and mentality can be slightly frightening.
- As far as security of the school itself, it's safe. Knows no one would be able to get in the school and knows that staff will risk their lives for the students.

**7. *Would you recommend this school to other friends or family?***

- Yes. Have done so and they're now here.
- Family atmosphere.

**8. *Anything for our attention?***

- Lunches – need more variety. Only one slice of pizza. Need bigger portions. Head of lunches has met with students to hear concerns.
- Need variety/options for vegetarian.
- Keep improving extracurriculars. Like track or other sports – no place to practice at the school. Need to improve/incorporate that here rather than having players walk to fields and other locations.
- Dr. Harmon and Ms. English have worked hard for seniors so that they have college information. Been very helpful – taking the extra step to help us complete forms.

# SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Voyageur Academy**

Date: **November 7-8, 2013**

**1. What work of the School Improvement Team (SIT) are you most proud?**

- 5-year strategic plan from the Board has been developed for the SIT to follow and carry out.
- Data driven decision making for the last 18 months.
- Refining the process and Plan over the last several years.  
The Plan doesn't sit on the shelf...teachers own it. The Plan is reviewed on a regular basis.  
SIP is common language with the teachers.

**2. Considering the work of the Team over the past few years, what initiatives have you found most difficult to implement? How have you overcome the challenges?**

- School culture in new building.
- Response to intervention and data teams process. RTI was too broad initially. After FSU training, SIT was able to refine and focus the process.
- Now doing checks and balances behind the info they're finding. Tracking standards that aren't mastered and using RTI for those areas that aren't mastered based on data. SIT is moving forward with data, not just recognizing it.

**3. The reauthorization application included a general description of the work of data teams. Please give us an example of a specific accomplishment that is the result of the involvement of data teams.**

- MEAP pre-test. Broke down deficiencies to reteach
- Intervention classes at the high school level

**4. What are the most significant unmet challenges facing the School Improvement Team today?**

- Becoming a technology rich environment for students
- K-8: Tier 1 students – back to differentiation
- Additional enrollment adds to the challenges
- Parental involvement. Starting with new parent organization at the high school level

- 5. What would we observe if we were to attend a typical School Improvement Team meeting? Who facilitates the discussion and how is progress reported?**
- K-8 SIT held their first meeting in October facilitated by Title I Coordinator. Agenda focused on 3-4 items, all based on data. Initiatives are disseminated through staff meetings, notices to parents and monthly reports to board.
  - 9-12 has met twice so far. Team breaks into specialized group. Teachers will ultimately own the plan.
- 6. What specific procedures or processes are in place to ensure the coordination of school improvement efforts across the K-12 continuum of instructional programs?**
- Scott from The Leona Group ensures coordination. Closer campus allows for better communication.
- 7. Please give us two or three examples of additional resource allocations within the past few years that are designed to address the continuing issues of low academic achievement scores.**
- Board has raised additional corporate funds and identified business partnerships.  
Reading 180 program has provided systematic intervention with good results - \$85,000 investment.
- 8. Questions for us? Anything else you would like to share with us to enhance our understanding of your work?**
- Lack of resources to motivate students
  - RTI needs to be put back together. Scaffolding is very important.
  - Mission/Vision permeates the whole campus
  - College acceptance rate is outstanding
  - ACT and MME is a big focus. Students take ownership.
  - Kids want to be here. Family atmosphere.

## REAUTHORIZATION APPLICATION SCORING RUBRIC

1. A. Is the academy making academic progress?		Did Not Answer  0 points	Somewhat Answered  1.5 points	Answered  2 points	Outstandingly Answered  2.5 points	Average Team Score
	A			XX	XX	2.25/2.5
B. How does the academy compare academically relative to the State and the composite resident district? Discuss both criterion referenced testing such as MEAP and GlobalScholar.	B			XXXX		2.0/2.5
<p><b><i>What reviewers will look for:</i></b></p> <p>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.</p> <p><b><i>Reviewer Comments:</i></b></p> <p>They have discovered weaknesses and provided programs to address those weaknesses. The graph comparisons are very easy to read. Specific interventions spelled out.</p>						

		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
2. A. What progress has been made toward meeting the academy's mission?	A			XXX	X	2.125/2.5
B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?	B			XXX	X	2.125/2.5
<p><b>What reviewers will look for:</b></p> <p>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.</p> <p><b>Reviewer Comments:</b></p> <p>Well answered. No discussion of contractual educational goals.</p>						

ACADEMY MISSION

3. A. Is the academy financially solvent and stable?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	A			XXX	X	2.125/2.5
	<p><b>What reviewers will look for:</b></p> <p>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.</p> <p><b>Reviewer Comments:</b></p>					

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3. B. Is student enrollment stable and near capacity?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	B				XXXX	2.5/2.5
<p><b>What reviewers will look for:</b></p> <p>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 as should general trends in staff stability.</p> <p><b>Reviewer Comments:</b></p> <p>Well answered. Good descriptions of enrollment patterns.</p>						

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4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?		Did Not Answer 0 points	Somewhat Answered 2 points	Answered 3.5 points	Outstandingly Answered 5 points	Average Team Score 4.625/5
				X	XXX	
<p><b>What reviewers will look for:</b></p> <p>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?</p> <p><b>Reviewer Comments:</b></p> <p>The process of utilizing the School Improvement Team in all aspects of the data analysis to improve student achievement is significant to success. Good references to teacher use of data at the classroom level.</p>						

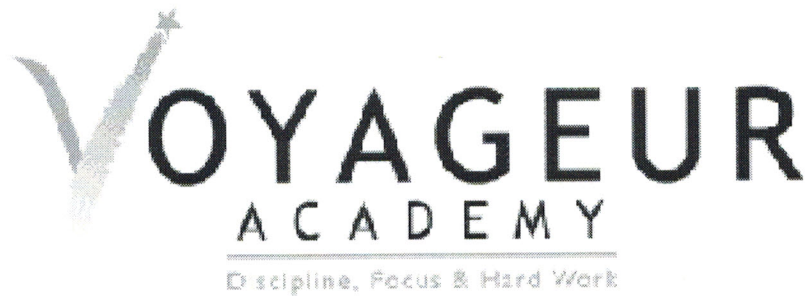
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5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?)		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score	C H A L L E N G E S / O P P O R T U N I T I E S
		0 points	1.5 points	2 points	2.5 points		
	A				X	XXX	
B				X	XXX	2.375/2.5	
<p><b>What reviewers will look for:</b></p> <p>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.</p> <p><b>Reviewer Comments:</b></p> <p>Very well answered!</p>							
B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.							

**Reauthorization Application  
Tally Sheet**

<b>Question</b>	<b>Points Possible</b>	<b>Points Awarded</b>
1	5	4.25
2	5	4.25
3	5	4.625
4	5	4.625
5	5	5.00
<b>Total Points</b>		<b>22.75/25</b>





## Contract Reauthorization Application

4321 N. Military Ave.

Detroit, MI. 48210

&

4366 N. Military Ave.

Detroit, MI. 48210

September 3, 2013

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## Academic Program

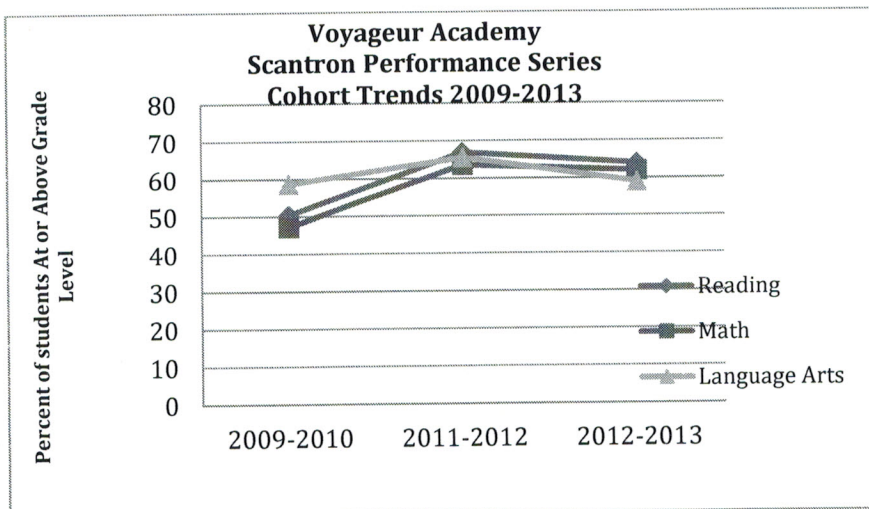
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### *Is the Academy making academic progress?*

Voyageur Academy has continued to make academic progress during this current contractual period. The Academy has maintained adequate yearly progress according to the Michigan Department of Education for its entire tenure. In addition, the Academy's District has received 44 of 58 possible points or 75.9% on the Michigan Accountability Scorecard. Voyageur Academy continues to maintain its good standing, even with the challenges of new state requirements.

Voyageur Academy continues to work toward improving math and reading MEAP scores for grades 3-8. Current data indicates that reading and math scores are slightly below our targets. Our reading scores improve steadily up to 6th grade, while math scores improve steadily up through 8th grade. There is an achievement gap between boys and girls in 3rd grade on the Math MEAP with boys outperforming girls. The reverse is true with reading, where there is an achievement gap between all students and African American males in reading that increases from 4th-8th grade.

During this current contractual period, Voyageur Academy has developed a stronger focus and implementation of the Scantron Performance Series (Global Scholars)

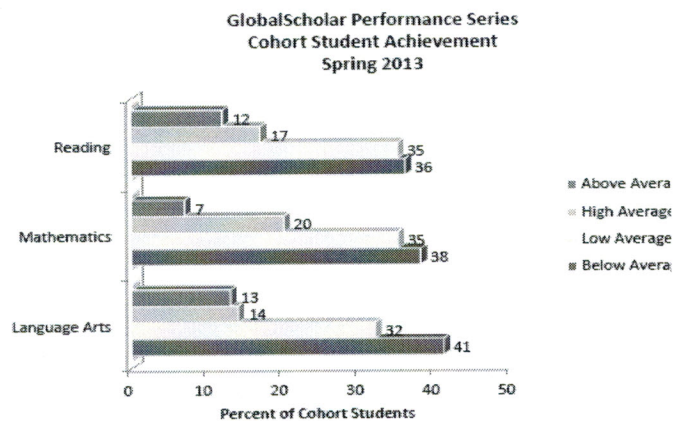


benchmark testing. This has been an initiative in the last two academic years. Our cohort students, those students that have been enrolled 2 or more years, have benefited from this focused

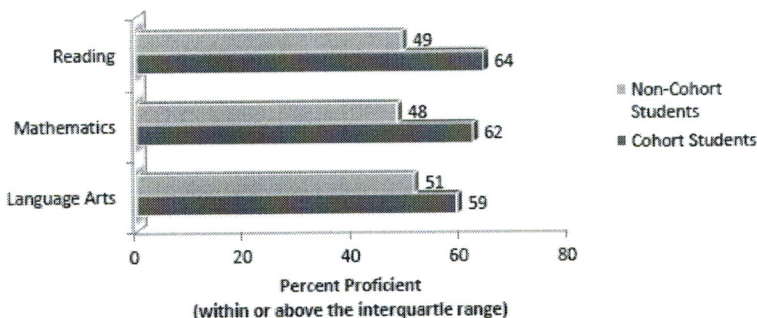
approach to the assessment. From Spring 2009 to Spring 2013, there has been a 14.3% increase in Reading scores from 50.3% in 2009 to 64% in 2013. In addition, math scores have increased 14.8% from 47.2% in 2009 to 62% in 2013. This growth demonstrates that Voyager Academy is making improvements in student achievement.

During the 2013 Spring benchmark period, Voyager Academy’s cohort group averaged 64% scoring in the proficient range in Reading, 62% in Math, and 59% in Language Arts. These scores were slightly lower than the Spring 2012 results. This difference may be attributed to the students being tested in smaller groups based on their test-taking stamina and previous performance level. Upon this conclusion, the plan for 2013-2014 testing includes provisions for our testing protocol to revert back to testing in these smaller groups.

When comparing our cohort students to non-cohort students, our cohort students outperform our new students in every area. There is a 15% achievement gap between cohort and non-cohort students in Reading. There is also a 14% achievement gap between



GlobalScholar Performance Series Cohort vs. Non-Cohort Student Achievement Spring 2013

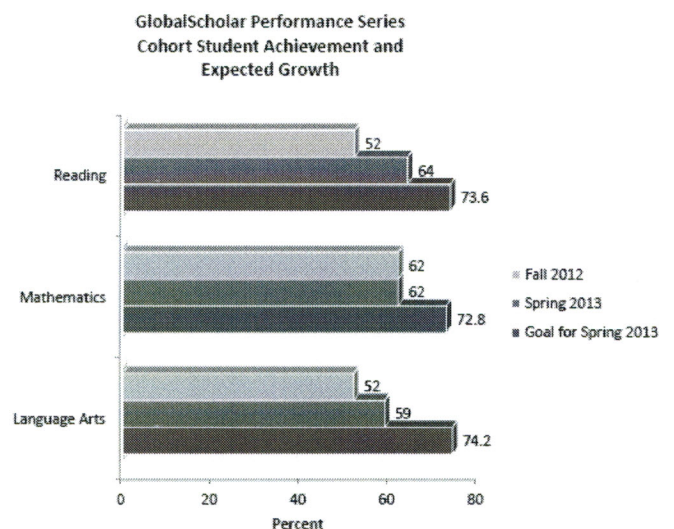


our cohort and non-cohort students in Math. In addition, there is a 8% achievement gap between our cohort and non-cohort students in Language Arts. This achievement gap demonstrates that students that have

been a part of our program for more than two years have stronger achievement. Besides this strength, it also demonstrates that the Academy needs to develop a more effective way to intervene on the behalf of the new students. In addition, the scores for Language Arts for both cohort and non-cohort students demonstrates a need to investigate our Language Arts curriculum and instruction.

Though the Academy has not made the targets on Global Scholars in the past two years, there has been strong improvement in the students making appropriate gains. There has been a 20% increase in all students who met their target for this year’s appropriate growth in math and reading from the 2011-2012 school year to the 2012-2013 school year. The percentage of cohort students that met their growth target doubled between these two years as defined by Global Scholars National Norm Study.

In our analysis of our student achievement results, there have been areas that have been identified for improvement. Since student achievement scores have the Academy falling slightly short of our contractual goals, there is a need to boost the areas of math and reading by focusing on gaps in instruction and student mastery of the standards. This has lead to Voyageur adopting the data team process as the school improvement reform strategy. This provides the teachers a collaborative approach to monitoring how students master the grade level standards. It also allows teachers to work together to address areas of the curriculum that may be a weakness or skills gap. Teachers





meet at least twice a month in grade level or content area teams to identify areas in the curriculum that students have not reached proficiency. Teachers analyze possible causes and develop an action plan as a team to address these areas. The teachers implement the common strategies and monitor progress with a common assessment. Teachers then meet together in their teams to discuss classroom results and determine the next targeted skill. This process is helping teachers monitor student mastery of the grade level skills and helps identify when teachers need to differentiate instruction.

In addition to the Data Teams Process, the Academy continues to improve the implementation of the Response to Intervention framework. RTi focuses on monitoring the progress of all students and providing tiered skills instruction for students that need additional instructional time to master grade level skills. Voyageur enhanced this strategy by implementing READ 180 for students in grades 4<sup>th</sup>-8<sup>th</sup>. READ 180 is a reading intervention program where students that are reading below grade level have an additional 90 minutes of instruction to move their reading level. The program was implemented in January 2013 and the results have been promising. In the first 4 months of implementation, 40% of the students have made at least one year's growth and 10% of the students were promoted out of the program. These early results have created enthusiasm that the program will help raise student achievement results on MEAP and Global Scholars because it will provide focused intervention for students that are performing below grade level.

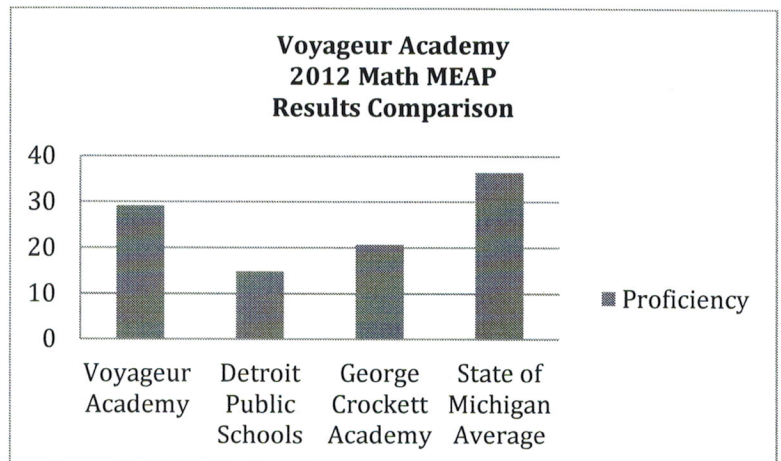
*How does the Academy compare academically relative to the state, resident district and demographically comparable district?*

Voyageur Academy continues to be a consistent and stable academic performer when compared to Detroit Public schools and demographically comparable districts on both the MEAP and Scantron

Performance Series. On the 2012 Math

MEAP, Voyageur Academy 3<sup>rd</sup>-8<sup>th</sup> graders had a 29.2% proficiency. This

was only 7.3% less than the State of Michigan average. Detroit Public



Schools, the Academy's resident district, has an average proficiency average of 14.9%.

George Crockett Academy, a nearby charter school academy, has comparable

demographics and is less than 5 miles from Voyageur Academy. The 2012 Math MEAP proficiency for George Crockett Academy is 20.73%. In comparison, Voyageur

Academy's Math proficiency is stronger than the resident district and comparable

academy. Voyageur Academy is only 7.3% below the state of Michigan average MEAP Math proficiency as well.

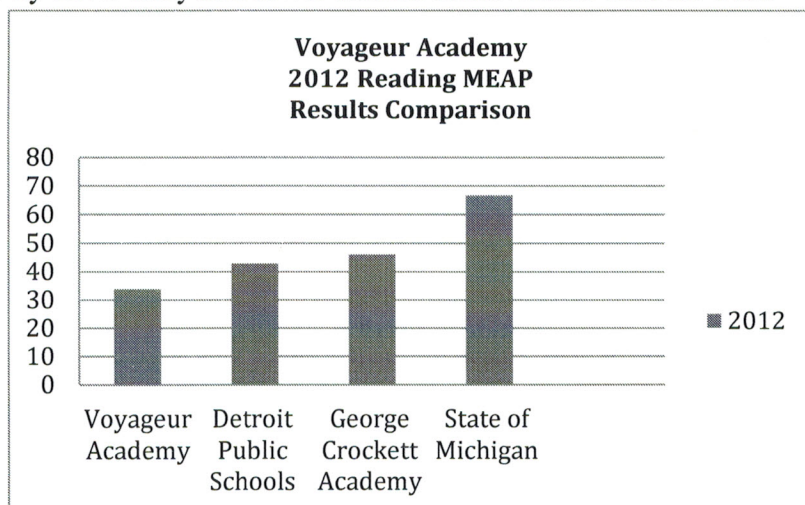
In 2012-2013, Voyageur Academy responded to the Math MEAP scores by making some curricular adjustments. The Academy adopted Pearson Core Envision as the math program K-5<sup>th</sup> grade and Pearson Digits as the math program for middle school. These programs provide resources for rigorous math instruction that is aligned to the Common Core State Standards and includes the 8 mathematical processes that are a part of the new standards. This school year, Voyageur Academy is going to respond to the

need to improve these scores by revitalizing the math initiative. The Math Initiative is a sub-committee of the school improvement team that is focused on math instruction and develops ideas on how it can be improved not just school-wide but also district-wide. They meet at least quarterly and make recommendations to the School Improvement Team.

On the 2012 Writing MEAP, Voyageur Academy K-8 performed better than the comparable academy and the resident district. Students in K-8 scored around 24% proficient on the Writing MEAP. In addition, 71.4% of students in 4<sup>th</sup> grade scored partially proficient and 49.4% of 7<sup>th</sup> graders scored partially proficient. In comparison, Detroit Public Schools scored 23.8% and George Crockett Academy scored 15.5% proficient on the assessment. Voyageur Academy is utilizing quarterly writing benchmarks into the writing program for increased progress monitoring and for data team conversations around writing improvement. In addition, the School Improvement Team has adopted teaching the 6+1 Writing traits as an improvement activity. The 6+1 writing traits were adopted because they align with the MEAP writing rubrics at all grade levels.

On the 2012 Reading MEAP, Voyageur Academy K-8 performed lower than George Crockett Academy by 12%. They had lower student achievement than the State of Michigan average and Detroit Public Schools.

Due to these results, the Academy adopted READ 180 as an intervention program for



low readers last year. This program is an additional 90 minutes of individualized reading instruction for students reading 1 or more years below grade level. Teachers also met regularly with the instructional coach and reading specialist to work on the mapping and pacing of reading instruction to ensure that there were no instructional gaps. In addition, the middle school English Language Arts teachers adopted Prentice Hall's English Language Arts Common Core program. For the 2013-2014 school year, the Academy has adopted a new resource for the reading program, Pearson's Good Habits, Great Readers. This resource is aligned with the Common Core State Standards and will provide more rigorous, focused lessons that will ensure that there is strong curricular alignment. In addition, there will be common assessments for each grade level unit as a part of the data team process that are designed in MEAP format. These two adjustments to the program should assist in raising the Reading Scores.

The norm-referenced assessment that Voyageur Academy completes is the Math, Reading, Language Arts and Science Scantron Performance Series. Unfortunately, there is not comparable data for this assessment from Detroit Public Schools, State of Michigan or a comparable district.

## Academy Mission

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*What progress has been made in achieving the Academy's mission? What changes are proposed (if any) in the Academy's Mission statement or Vision for the new contractual period?*

### **The Vision of Voyager-Consortium**

All students will attend college and successfully pursue their career goals.

### **The Mission of Voyager- Consortium**

The Mission of the Voyager/Consortium school district is to prepare students to be college ready and college bound. The mission will be achieved through the foundational pillars of discipline, focus and hard work; and the sustenance pillars of perseverance and character.

The above vision and mission statement was implemented in 2013. The former mission statement has been in place since the academy opened in 1998. Addendums were added to the mission and vision as the academy progressively transitioned to include middle and high school. The progress from starting as an elementary K-5 and evolving to a comprehensive K-12 took 8 years of transitions and culminated with the first high school graduating class of 2006. The revised Mission and Vision statement was determined necessary by the Board of Directors and the Academy leadership team to reflect the need for a focus on academic rigor and the adoption the Common Core State Standards. This process began in the Spring of 2012 and was fully adopted during the 2012-2013 school year.

One of the strongest pieces of evidence that supports the fact that the academy is making progress towards its mission is the data from College Tracker. While it is critical that our students graduate from high school, it is even more

important that they are attending college; progressing through college, and graduating.

Voyageur/Consortium's graduation rate exceeds the average for the city of Detroit and the state. The graduation rate for our African American males far exceeds that of the state of Michigan. The most recent data shows that African American males in the state of Michigan are graduating just above 50%. The Voyageur African American graduation rate average is approximately 90%. The graduation rate for African American Males in the city of Detroit is estimated between 25% and 30%.

In regards to Voyageur/Consortium college acceptance and attendance: We average 98% college acceptance rate. Of the students that are accepted to college, an average of 83% are enrolled at any time during the first two years after high school. (National Clearing House – College Tracker 2011). Approximately two thirds of our high school graduates attend four year colleges and universities while one third begin at 2 year institutions; also 75% attend college in state while 25% attend out of state.

Evidence is also reflected in the ACT (American Composite Testing) where the most recent scores prior to our transition to the new facility show the best performance than any prior years. A look at the last two years shows this improvement trend out pacing the state average in every category of testing:

**ACT College Readiness Data (August 2012)**

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>Delta</b>
<b>ELA VA/CCP</b>	<b>13.1</b>	<b>16.3</b>	<b>3.2</b>
ELA State	19.3	19.3	-0-
<b>Math VA/CCP</b>	<b>15.3</b>	<b>16.8</b>	<b>1.5</b>
Math State	19.9	20.1	0.2
<b>Reading VA/CCP</b>	<b>14.3</b>	<b>16.3</b>	<b>2.3</b>
Reading State	20.1	20.0	(-0.1)
<b>Science VA/CCP</b>	<b>16.5</b>	<b>17.6</b>	<b>1.1</b>
Science State	20.3	20.4	0.1
<b>Composite VA/CCP</b>	<b>14.9</b>	<b>16.9</b>	<b>2.0</b>
Composite State	20.0	20.1	0.1

**(Source: ACT College Readiness Letter dated August 2012)**

The academy's mission and vision is communicated to all stakeholders with illustrations and acknowledgement in key mediums and forums. The vision and mission is included in all media tools such as print, radio, billboards, banners, posters, creeds and strategic functions such as college visits and college fairs. It is innately reiterated that the school districts reason for being is to prepare students with a college mindset for the achievement of a college degree and career readiness. Three of the key public forums that provided major input to the strategic development of the new vision and mission included student forums, parent meetings, and board meetings. Parents and students were asked formally and informally of their perspective of the vision and mission.

The board of directors included a strategic assessment of the vision and mission over the last two years which led to the new statements. The Vision and Mission are read aloud to all in attendance at every board meeting and it is included on all written documents such as agendas and minutes. The Mission is also prominently posted for all to see as they enter the facilities that serve our students, staff, parents, and visitors.

The Mission and Vision guide daily and long term instructional and financial decisions by making sure that all stakeholders understand the purpose of our tasks and duties. From the maintenance roles to the superintendent and board of directors, our individual and collective purpose is to prepare students for college. A clean building, purposeful instruction, college fairs and visits, focus on student assessment, and strategic planning with a focus on the vision and mission all synergize to propel students to graduate and proceed to college and career readiness.

The Mission and Vision is consciously reviewed in all meetings including data teams, school improvement teams, horizontal teams, vertical teams, and leadership team meetings. Our goal of, “students college ready and college bound” begins when they enter kindergarten and is complete when they graduate from high school. The Mission and Vision for the Academy are the driving force behind all actions and decisions.



## Sustainability and Viability

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### *Is the Academy financially solvent and stable?*

The Voyageur/Consortium school district is financially solvent. The financial solvency is most evident by the capital assets of the state of the art facility, real estate, and technology deployed by the academy. The prudent financial planning, management, and acquisitions over the past decade have enabled the academy to provide one of the most functional high tech charter facilities in the state of Michigan. The fund balance over the past years has been consciously managed to strategically provide the best instructional technology (hardware and software), computer labs, science labs, green roofs, dance room for performing arts, two full size gymnasiums to promote wellness, full size cafeteria with kitchen and patio, and 24 hour surveillance and security systems to ensure safety for staff and students. The elementary facility has also been upgraded with the latest state-of-the-art instructional technology so that students may experience the exciting and engaging delivery of instruction.

#### **The fund balance over the past seven years has been:**

<b><u>Year</u></b>	<b><u>Fund balance</u></b>
<b>2013</b>	<b>\$3,279,611</b>
<b>2012</b>	<b>\$3,028,825</b>
<b>2011</b>	<b>\$2,115,986</b>
<b>2010</b>	<b>\$2,183,220</b>
<b>2009</b>	<b>\$1,899,223</b>
<b>2008</b>	<b>\$1,905,123</b>

**2007            \$2,133,040**

The board's philosophy of fund balances is basically to save funds to facilitate assets to support student achievement. This includes providing technology, equipment, materials, and other resources to give students and staff the best climate and environment to provide a premium education. This includes instructional as well as safety and security components.

Facility upkeep is also an essential to making sure that students are in a clean and safe environment. Upkeep includes the importance of clean bathrooms, floors, and proper lighting. It also includes making sure that temperatures are consistent throughout the year despite the season. Technology must also be up to date so that students may access the internet and have access to WiFi which is a part of their digital world.

Investments have also been made in staff by providing professional development to keep teachers and administrators aware of the latest instructional and behavioral strategies. Investment into Positive Behavior Support (PBS) and Response to Intervention (RTI) are two key overarching strategies that permeate kindergarten through 12<sup>th</sup> grades. Providing those resources to the teachers and students is important to maintain a proper learning environment for students to flourish and focus on learning.

The board has invested in the Epson units for the latest smartboard technology and has provided every teacher with a desktop, laptop, and optional Ipads. This technology is imperative in the technology driven world of the 21<sup>st</sup>

century. The investment in technology has provided all teachers and administrators with the ability to access work 24 hours a day from any location in the United States. The overall investment in the Voyager/Consortium education program totaled over \$22,000,000.00. This investment was made possible by the consistent financial solvency and financial stability of the academy over time. The prudent financial management and strategic financial planning enabled the academy to not only build a school campus; it has uplifted a community.

*Is student enrollment stable and near capacity?*

Enrollment for Voyager/Consortium is near capacity. Registered enrollment for the 2013-2014 school year is currently at 1,322 with a k-12 capacity of 1,375 (96% capacity). The academy has experience growth since its beginning in 1998. Please note the following:

<b>Year</b>	<b><u>1999</u></b>	<b><u>2000</u></b>	<b><u>2001</u></b>	<b><u>2002</u></b>	<b><u>2003</u></b>	<b><u>2004</u></b>	<b><u>2005</u></b>	<b><u>2006</u></b>
<b>Enrollment</b>	<b>168</b>	263	<b>325</b>	332	<b>504</b>	579	<b>653</b>	712

<b>Year</b>	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>
<b>Enrollment</b>	<b>754</b>	749	<b>782</b>	766	<b>894</b>	1,100	<b>*1,322</b>

**\*2013 enrollment is based on current completed enrollment packages for 2013-14**

Enrollment has steadily increased since the inception of Voyageur in 1998. The time from 1998 to 2013 has been filled with growth, transitions, and challenges. A noticeable trend has been the decline in academic performance at every junction of transition. For example, the transition from a k-5 to a k-8 was very challenging. Secondly, the transition to a high school was formidable and impacted student performance. Finally, the most recent transition from 1250 Rosa Parks to 4366 Military created the greatest transitional challenges; never before in the school's history have more changes been experienced in terms of location, staffing, and students.

The transitional challenges were compounded by the delays in receiving the certificate of occupancy for the new building. We were able to salvage enrollment by building temporary classrooms in three different locations in order to start school on time; however, the three to four week delay of taking occupancy negatively impacted every aspect of Voyageur/Consortium's educational program. Delays in the installation of bell systems, Epson display units and smart boards, phone and communication systems, and delayed access to technology made the simplest of tasks complicated. We were unable to reasonably operate until midway through the 2012-13 school year.

Despite the previous, we have been able to increase enrollment. Students come from 26 different cities and 54 zip codes. This is an indication that families believe in our program and are willing to travel extra miles to attend. Our demographics are very different from all other schools located in Southwest Detroit. Whereas most other schools have become predominately Hispanic; our Hispanic

population has increased marginally. This is most reflective in our sister school (Hope of Detroit) which once had similar demographics to Voyageur and is now 95% Hispanic. Our average demographics are 70% African American, 25% Hispanic, and 5% other.

Student and staff stability has typically averaged nearly 90%. This year it has dropped to nearly 70% for both staff and students. Much of the decrease was caused by the transition and challenging start to the 2012-13 school year. We have reason to believe that student and staff retention will again exceed 90% as our program re-stabilizes.

Although not emphasized, some of the student turnover is affected by a very transient population within the city of Detroit. Socio-economics do impact the livelihood of families, where they live, and how often they move.

## Decision Making

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*How does the Academy (staff, administrators, and board) use assessment data to make decisions?*

During the current contractual period, Voyageur Academy has developed a more systematic approach to decision-making that is tied directly to assessment data. From the Board of Directors to the students themselves, assessment data is the focus point of all goal-setting and decision-making. This has aided in developing Voyageur Academy into an Academy that has a clear focus and where all decisions are tied to a verifiable need or weakness.

The Board of Directors has required the leadership team to provide a monthly report on the current academic achievement of the students. This ensures that there is clear and regular communication between the two parties about the Academy's progress towards meeting the Academy's contractual goals. This also provides the leadership team to share any necessary resources that may be needed to increase student achievement. The Board of Directors also uses these academic reports to help evaluate their own progress on the strategic plan or if there is a need for a revision of the Mission of the Academy.

Data also is a huge component of the School Improvement process. Voyageur's School Improvement Team completes a data analysis, which includes MEAP results, Scantron results, demographic and enrollment data and surveys from all stakeholders. This data helps the team identify any needs or instructional gaps. They then plan strategies and activities to address those needs. Once the strategies and activities are implemented, the School Improvement Team uses student achievement data to evaluate the effectiveness of the activities in the School Improvement Plan. They use the benchmark results from Scantron to see if there are academic gains. In addition, the team uses results from classroom assessments, teacher feedback and classroom observations to determine if strategies and activities are being implemented with fidelity and if they are improving student achievement. In addition, assessment data is used to identify students that will be asked to participate in special tutoring programs, such as the after-school L.E.A.P. (Learning Extended to Achieve Proficiency) and summer school.

Assessment data also drives teacher decision-making through the data team process. Teachers examine MEAP and Scantron Performance Series data to determine

strands that need improvement. They then design action plans on how to address these areas of improvement with a common assessment created to monitor progress. Students in grades K-8 also make decisions using assessment data. Students meet with teachers and their parents after every benchmark period and set their own SMART goals for improvement. They then are provided help in determining what they will do to meet their goals. Teachers also provide times throughout the year for students to reflect on their progress.

Data driven decision-making has become an integral part of Voyageur Academy. Every decision that is made is directly tied to assessment data. This ensures that the Academy is identifying the areas of weakness in the academic program and developing approaches to address these needs. By communicating and involving all stakeholders in the process, the Academy can ensure that everyone is aligned in moving towards the achievement of the Academy's Mission of all students being college ready and college bound.

### Challenges and Opportunities

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*If the Academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges that the Academy faces during the contractual period? How does the Academy plan to address these challenges?*

The challenges facing the Academy during the reauthorized period consists of four major areas: competition, program stabilization, stronger focus on instructional practices in the classrooms, and the intelligent effective and efficient use of data teams.

Competition has increased since the lifting of the charter cap in the state of Michigan. Detroit has experienced one of the largest increases in the number of charter school openings. Within a five mile radius there are approximately 9 new charters or public schools in or near Southwest Detroit. Some of the new schools include Lighthouse Academy, Academies of America, Wey Academy, and the Detroit Public Safety School Academy. This increase in the number of new schools comes at a time when the Detroit population is continuing to decrease and therefore making the competitive landscape fierce.

Voyageur/Consortium will address the competition challenge by intensely focusing on its mission and competitive advantages. We realize that we currently have one of the most high- tech charter facilities in the state let alone the nation. But facility does not get it alone. We will continue to invest in technology to enhance safety and security, as well as provide highly interactive and engaging instruction. We also offer more extracurricular activities than most charter school in the state. In a time where schools are eliminating performing arts and sports, we continue to add these activities because we believe it to be one of the key elements of engaging students' interests supporting a positive school climate and culture. We believe that engaging them in non-academic ways is linked to capturing their attention and raising student achievement.

Program stabilization is critical for the success of Voyageur/Consortium. The past year in particular has been filled with unprecedented change in all facets of operations. A new location, new facility, new and additional students, new parents, new and



additional staff, new uniforms, new discipline system, new technology, new security and surveillance systems, new administrative systems for comprehensive data management (transition from Administrator Plus to Power School), new parent communication systems (Edline parent communications to School Reach), and new and bigger financial challenges. The best result of all of these challenges is that it will all be better managed in subsequent years. Starting the school year in three different satellite locations while we waited for the certificate of occupancy caused a lot of chaos despite our efforts to manage it. The positive news is that we made it through and we are smarter, stronger, and have an opportunity to start the 2013-14 year off in a more organized manner.

Voyageur Consortium will address the stabilization challenge by strategically carrying over the effective processes and systems and eliminate those that are not working or obsolete. The summer of 2013 has focused on re-structuring our administrative team to add new roles inclusive of superintendent and two school principals (one for k-8 and 1 for 9-12) This will allow greater focus on mid and long term planning, community partnership and alliances from the superintendent role. At the same time, the principals will have better focus on the day to day instructional and assessment practices. Also, a very strong emphasis will be placed on positively developing the student culture to be similar and better than the past when we were smaller. The new students will have specific programs targeted for acculturation to "the Voyageur/Consortium way" a phrase coined by cohort students.

Another step to addressing the challenge of increasing the instructional focus is the better use of the school improvement process. The Academy has experienced a large amount of growth in this process in the last few years. The school improvement process has become a strong force in the Academy with the hopes of increasing this strength in the next contractual period. The School Improvement Team and its plan have identified instructional practices that they are making school-wide. This includes the use of formative assessment, systematic vocabulary instruction and a focus on higher order thinking skills. By having the team implement, monitor and evaluate these activities and their effectiveness, student achievement will have to respond to this renewed instructional focus.

A challenge that operates in tandem with increasing the focus on instructional practices is the effective use of data teams as a school reform strategy. The early implementation of the data teams is proving to the Academy that the process is a powerful way to identify gaps in curriculum and instruction and to meet the needs of the students. There have been some challenges with implementation of the process. This includes consistently meeting, being clear about teacher expectations, and being systematic about the implementation. In the first year of implementation, there was some confusion about how the process was going to be enacted at the Academy. Also, the transition and becoming a single campus K-12 provided some scheduling challenges. Even with these challenges, the K-12 team could see the benefit of the process and it provided an opportunity for some real discussions around student achievement data.

As the Academy plans for the upcoming school year and beyond, there has been a system put in place to help the data process become the normal operating procedure for discussing student achievement. There have been data team leaders designated for grade level clusters at the K-8 level and content area teams at the 9-12 level. These leaders have helped develop a system that will ensure that the data team process is being implemented as designed. Also, a schedule has been created so the meetings can occur at least twice a month. In addition, the schedule has been developed so that there are common prep periods for teachers in grades K-6. This will allow stronger collaboration and will provide time to develop common assessment tools, which are a critical part of the process.

*How has the Board of Directors demonstrated growth over this current contractual period?*

Voyageur Academy's Board of Directors have demonstrated growth as a governing body by staying focused on the completion of the new facility, stressing the required emphasis on student achievement, leading the charge of having a better measure of the performance of educational service providers, and guiding the re-structuring of the roles and responsibilities of the administrative team.

The new facility was a major accomplishment by a group and not one or two individuals. The various requirements including strategic planning, market development, financing/bonding, and construction management was done as a governance and administrative team. The monitoring of specific elements of the construction process was also shared in the areas of project management, resource allocation, and safety and security throughout the construction process.

In terms of the development of the Vision and Mission, the Board never lost site of the requirement of student achievement. They stressed the importance of the dual assessment challenge of the Meap and Scantron assessments and emphasized to the administrative team that the goal was to improve in both areas simultaneously.

The Board of Directors has incorporated governance process (FSU Rubric) into monthly board meetings ensuring all competencies have visibility and are routinely demonstrated and reflected in board meeting minutes and observations.

The Board was the first to force changes in the contractual agreements between the education service provider and the Board of Directors. The result was two-fold in that it increased the accountability of the ESP to provide value added support and it also based ESP compensation on performance. The changes pioneered by Voyager/Consortium's board permeated throughout subsequent contracts.

Finally, the board recognized the need to restructure from having a K-12 principal to having a more district focus of a superintendent and two principals. The new structure is being implemented to have stronger impact on future planning as well as stronger emphasis on day-to-day instruction. The Board recognized that given the new size and scope of Voyager/Consortium it was becoming increasingly difficult to have one k-12 principal.

The Board of Directors has kept focus on student achievement. Their growth in terms of governance culminates with the achievements over this period of time inclusive of the new construction and making it through the challenges of transitioning from the old small lease facility to the owning of a state-of-the-art high tech charter school in the

heart of Detroit. The board's growth is also reflected by their consistent attendance governance seminars, trainings, and professional developments.

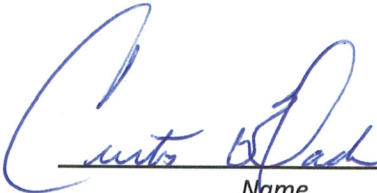
The long range goal of the board of directors is to provide a school system of continuous improvement where student achievement is paramount and families work with the school for the best interest of its student. The plan includes an environment with technological resources balanced with human resources to motivate and inspire students to career and college readiness. The goals of the plan are to:

1. Ensure Excellence in Every Classroom
2. Strengthen Leaders and Teacher School-Wide
3. Improve Student Data, Technology, Budget and Evaluation systems
4. Engage and Educate Parents on Parental Educational Support Strategies
5. Improve School Culture and Climate
6. Achieve State and Authorizer Academic Benchmarks as Measured on SCANTRON, MEAP/MME, PLAN and EXPLORE
7. Maintain Fiscal Prudence and Discipline

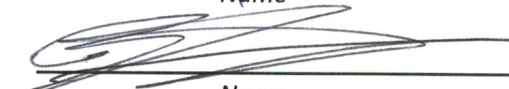
The Board of Directors will continue to focus on governance and policy development to ensure that Voyageur/Consortium is aligning to its vision and mission.

**Reauthorization/Mid-Contract Review Application Signature Page\***

**Board Signatures:**

  
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**\*Reauthorization Applications:**

Due to Epicenter no later than 5:00 pm the day after Labor Day