

# 2023 AUTHORIZER ACCOUNTABILITY REPORT



FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

## UNIVERSITY REPORT ON PUBLIC SCHOOL ACADEMY AUTHORIZING

DECEMBER 2023



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## 2023 Legislative Report Requirements

(1) Not later than December 1 of each year, each university that receives an appropriation in section 236 that, in the current or previous academic year, serves or has served as an authorizing body as that term is defined in section 501 of the revised school code, 1976 PA 451, MCL 380.501, shall submit a report to the house and senate appropriations committees and the department of education containing, at a minimum, all of the following information, as applicable:

- *A list of all of the schools currently authorized, and the following information for each school:*
  - (i) *The year in which the school was authorized.*
  - (ii) *The location of each school.*
  - (iii) *The owner of the property at which each school is located and the physical buildings utilized by the school, as applicable. (See School Profiles-Section C)*
- *(b) A list identifying any schools that were closed or lost their authorization in the current or previous academic year. (See School Closures/Non-renewals and New Contracts-Section D)*
- *(c) A description of any new contracts for the operation of a public school academy that will operate as the successor to a public school academy that is currently being operated under a contract issued by another authorizing body that is currently performing in the bottom 5% of schools. (See School Closures/Non-renewals and New Contracts-Section D)*
- *(d) The academic performance of each school currently authorized, including whether a school is identified by the department of education as a partnership school. (See School Profiles-Section C)*
- *(e) The total enrollment of each school at the time of submission, the grades served, and student turnover rate compared to the previous academic year, as applicable. (See School Profiles-Section C)*
- *(f) The total number of fees, reimbursements, contributions, or charges permitted under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502, that are assigned to each school currently authorized in a single academic year. (See School Profiles-Section C)*
- *(g) The names of the members of the board of directors of each school currently authorized and the date that each member of each board was appointed. (See School Profiles-Section C)*
- *(h) The name of the applicant who applied and received approval to organize each currently authorized school. (See School Profiles-Section C)*
- *(i) The list of contracts and length of their terms, with education service providers associated with each school currently authorized pursuant to section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable. (See School Profiles-Section C)*

*The contracts described in this subdivision include, but are not limited to, those described in section 502(2)(d) of the revised school code, 1976 PA 451, MCL 380.502.*

- *(j) Activities undertaken by each university to ensure that the board of directors of each school complies with the open meetings act, 1976 PA 267, MCL 15.261 to 15.275, the freedom of information act, 1976 PA 442, MCL 15.231 to 15.246, and laws prohibiting conflicts of interest. (See Core Authorizing Responsibilities and Activities-Section B)*
- *(k) A description of the activities undertaken by the university to meet the functions of an authorizing body under section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable. (See Core Authorizing Responsibilities and Activities-Section B)*



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## Section A – Introduction

The Ferris State University (FSU) Board of Trustees authorized its first public school academy (PSA) on August 16, 1997. Since that time, the Trustees have authorized six academies that failed to open, voted to revoke one contract, and voted to not renew seven charter school contracts. The FSU PSA portfolio currently numbers 20 academies comprised of 33 campuses, and 9,235 students spread across Michigan (see map-next page).

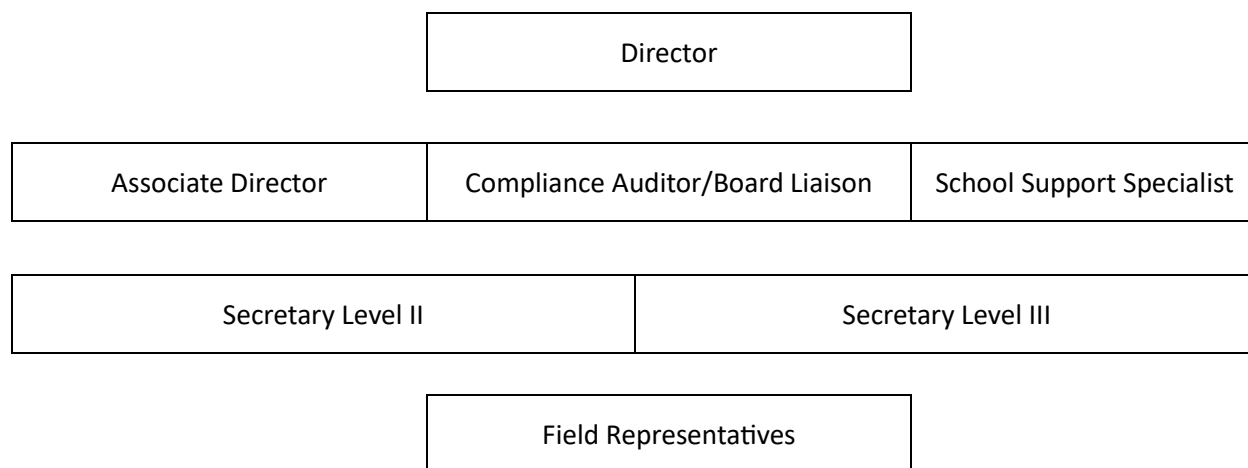
The grade level distribution of the portfolios is as follows:

8	PreK-8
3	9-12*
9	PreK-12

\*The portfolio contains two strict discipline academies serving suspended, adjudicated, and incarcerated youth, and one alternative high school focused on credit recovery.

The Charter Schools Office (CSO) is part of the Academic Affairs division and reports directly to the University Provost/Vice President. In 2022-2023 the CSO was composed of five full-time staff, and six part-time staff.

### CSO Organizational Chart



The FSU CSO is a founding member of the Michigan Council of Charter School Authorizers (MCCSA). In addition, the CSO is a member of the National Association of Charter Schools Authorizers (NACSA) and the Michigan Association of Public School Academies (MAPSA).

The CSO was fully accredited by Cognia in 2018 and has successfully passed three *Assurance and Verification Reviews* performed by the Michigan Department of Education.



# Charter School Locations



FERRIS STATE UNIVERSITY  
CHARTER SCHOOLS OFFICE

## BIG RAPIDS

CREATIVE TECHNOLOGIES ACADEMY

MUSKEGON MONTESSORI ACADEMY  
FOR ENVIRONMENTAL CHANGE

HOPE ACADEMY OF  
WEST MICHIGAN

LIGHTHOUSE ACADEMY

## GRAND RAPIDS

BATTLE CREEK MONTESSORI ACADEMY

MARSHALL ACADEMY

## BENTON HARBOR

BENTON HARBOR  
CHARTER SCHOOL  
ACADEMY

NORTHRIDGE ACADEMY

## FLINT

## LANSING

BLENDED LEARNING ACADEMIES  
CREDIT RECOVERY HIGH SCHOOL  
MICHIGAN CONNECTIONS  
ACADEMY

## DETROIT

JOY PREPARATORY ACADEMY

CLARA B. FORD ACADEMY

HURON ACADEMY

CONNER CREEK ACADEMY EAST

BRIDGE ACADEMY

HOPE OF DETROIT ACADEMY

VOYAGEUR ACADEMY

NEW BEDFORD ACADEMY



## Section B – Core Authorizing Responsibilities and Activities

Ferris State University's authorizing practices are guided by its stated Mission, Vision, and Core Values:

### Vision

*Ferris State University will authorize public school academies that promise to transform the lives of students by demonstrating high-quality performance.*

### Mission

*By implementing quality oversight, the Ferris State University Charter Schools Office focuses on student growth and achievement, offers professional learning opportunities, and provides relevant resources to its authorized public school academies.*

### Core Values

*The core values of the Ferris State University Charter Schools Office are the foundation of our organization's culture. Our values are static, unchanging and non-negotiable, built from the belief that learning is a lifelong process and all students can learn.*

### WE VALUE

<p><b>Student Learning</b></p> <p>As a higher education institution, student learning is in our DNA; we see opportunities created when students succeed, and we focus our oversight and support efforts on continual student success.</p>	<p><b>Excellence</b></p> <p>Committed to superior results, we engage in practices that produce the highest quality outcomes in all of our endeavors.</p>
<p><b>A Collaborative Working Environment</b></p> <p>By supporting each other and building partnerships, we encourage a sense of community through cooperation, teamwork and consensus building with our stakeholders.</p>	<p><b>Accountability</b></p> <p>Accountability leads to academic progress-- we believe in being held accountable for our work as an authorizer as deeply as we believe in holding all stakeholders accountable for their work.</p>
<p><b>Diversity</b></p> <p>Recognizing that stakeholders are made up of diverse populations, we honor diversity of ideas, beliefs and cultures.</p>	<p><b>Integrity and Trust</b></p> <p>Our actions are guided by fairness and respect through transparency, effective communication and the building of positive relationships with each other and our stakeholders.</p>
<p><b>Opportunities</b></p> <p>Through the work we do as a charter school authorizer, we help create learning opportunities and environments by lending support for professional growth and development.</p>	



### The Four Pillars

The Ferris State University Charter Schools Office has established its core authorizer function responsibilities as defined by **four pillars**:

1. **Academic Progress**
2. **Fiscal Solvency**
3. **Operations**
4. **Compliance/Governance**

There are metrics the CSO uses to monitor and assess the performance of each academy authorized by FSU; however, there are *four key questions* that are paramount in consideration of reauthorization and assessing the Academy's progress towards our stated Vision:

- **How is the Academy progressing towards the *contractual educational goals*?**
- **How does the Academy perform relative to its *Resident District*?**
- **How does the Academy perform relative to its *Composite District*?**
- **What *value* does the Academy provide to the taxpayers of the State of Michigan?**

The FSU CSO uses a dashboard system to track school performance in four key pillars and acknowledges that the pillars represent characteristics of a high-quality PSA:

The protocol uses three colors to graphically represent the Academies' school support status in each Pillar:

- **GREEN** = The Pillar shows no concerns or the need for intensified monitoring by the CSO
- **YELLOW** = One or more parts of this Pillar are of concern requiring more intensified monitoring by the CSO
- **RED** = There are components of the Pillar that must be addressed immediately

All academy stakeholders are advised that color designation in a particular Pillar may be adjusted throughout the academic year depending on changing data and fluctuations in the Academies' *Key Performance Indicators* (See School Support Dashboard). In all cases, the Academy Board of Directors shall be apprised of any alterations to the Academy's school color designation by letter and by representatives of the CSO. Depending on each individual analysis, academies with either a **Yellow** or **Red** status in any Pillar may be required to complete an Action Plan and will receive the assistance of the CSO School Support Team (SST) in enacting that plan.

**It is the goal of the SST to work with the Academy to help resolve the issues indicated, and it is not the intent of the CSO to assume the operations or governance of the Academy.**



# Ferris State University Charter Schools Office

## School Support Protocol

### Key Performance Indicators (KPIs)



### Pillar 1 *Academic Progress*

Key Components, Questions, and Contractual Goals & Measures

**How has the Academy performed on NWEA? (Achievement/Growth)**

#### Contractual Goals & Measures:

Grades 2-8	The Fall to Spring growth rate for all students in Reading and Math of each grade and subject area as measured by the CSO designated nationally norm-referenced test will fall at or above the 50 <sup>th</sup> percentile.	Average percent of growth (gains percentile) as measured by the CSO designated nationally norm-referenced assessments for each grade level and subject area
Grades 2-8	The average Spring percentile ranking for the Academy on a nationally norm-referenced assessment will be at the 50th percentile in both Math and Reading.	The average national achievement percentile ranking for Math and Reading (grades 2-8 combined) will be at the 50th percentile

**How has the Academy performed on the M-STEP/PSAT 8? (Achievement/Growth)**

#### Contractual Goals & Measures:

Grades 3-8	The percent proficient of all grade levels assessed in ELA and Math as determined by the State identified assessment for each grade will be at or above the resident and composite district.	State Required Assessments-Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year. The Academy's MSTEP/PSAT 8 percent proficient in ELA and Math will be compared with the composite district's percent proficient.
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Academy	The Academy will have an MDE Index score of 40 or higher. Based on contractual language, the Academy cannot be in the bottom 5% of Index values.	MDE Annual Index Score
All grades assessed:	The growth values for both ELA and Math must meet or exceed the established State targets stated in the MDE Index.	State determined growth target values are stated in the Growth Component of the MDE Index. The Academy earns a growth value based in the percentage of students attaining their Adequate Growth Percentile (AGP). The Academy's value in the Growth Component will be compared to the State's Growth Target.

### What is the Academy's *College Board* performance? (Achievement/Growth)

#### Contractual Goals & Measures:

Grades 9-11	<p>The average Spring to Spring Subject Area Scores on State assigned college entrance suite of assessments will increase by 30 points.</p> <p>If average scores are at or above the published benchmark, subject area scores are expected to increase.</p>	<p>Average Spring to Spring Evidence Based Reading/Writing (EBRW) and Math scores on the State provided college entrance suite of assessments will increase by 30 points. (same cohort of students)</p> <p>Average PSAT EBRW and Math scores from 8<sup>th</sup> to 9<sup>th</sup> Grade and 9<sup>th</sup> to 10<sup>th</sup> Grade will increase by 30 points annually.</p> <p>Average EBRW and Math scores from 10<sup>th</sup> Grade PSAT to 11<sup>th</sup> Grade SAT will increase by 30 points.</p>
Grades 8-11	Students' average achievement levels on the State assigned college entrance suite will be at the 50th percentile.	The national percentile ranking of the average total score for all assessed students in each individual grade (8th, 9th, 10th, & 11th) on the State assigned college entrance suite will be at or above the 50th percentile.



## What is the Academy's performance relative to the *Resident District and Composite District Comparison*?

### Contractual Goals & Measures:

Grades 3-8	The percent proficient of all grade levels assessed in ELA and Math as determined by the State identified assessment for each grade will be at or above the resident and composite district.	State Required Assessments-Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year. The Academy's MSTEP/PSAT 8 percent proficient in ELA and Math will be compared with the composite district's percent proficient.
Grade 11	The average State Required College Entrance Assessment Scores will be at or above the resident district's scores.	State Required College Entrance Assessment The Academy's average SAT Total Score, EBRW Score, and Math Score scores will be compared with the resident district's average scores.



## Pillar 2 *Fiscal Solvency*

14-20	RED
5-13	YELLOW
0-4	GREEN

### Has *enrollment* been decreasing?

#### 1. Enrollment (5 Pts.) NO = 0 YES = Pts. Indicated

- Fall Count 10% *below* anticipated target/budget assumptions (2 Pts.)
- Overall *downward* trend in enrollment-Fall over 3 years (2 Pts.)
- Spring Count 10% *below* Fall count of same academic year (1 Pt.)

### Is current fiscal year *revenue* adequate to offset anticipated *expenditures*?

#### 2. Revenue (5 Pts.)

- Anticipated revenue is *sufficient* relative to anticipated costs (3 Pts.)

<b>0</b> = Revenue is sufficient to cover expenditures.	<b>1.5</b> = Revenue is mostly sufficient to cover expenditures.	<b>3</b> = Revenue is not sufficient to cover expenditures.
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- Academy is receiving loans/deferments from Management Company (2 Pts.)

<b>0</b> = Academy is receiving no loans/deferments from management company.	<b>1</b> = Academy is receiving some loans/deferments from management company.	<b>2</b> = Academy relies on extensive loans/deferments from management company.
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### Are expenditures stable?

#### 3. Expenditures (5 Pts.) NO = 0 YES = Pts. Indicated

- Overall *increase* in Debt for the previous 3 years (.5 Pt.)
- Overall *decrease* in spending for Instruction for the previous 3 years (.5 Pt.)
- Overall *increase* in spending for Business and Administration for the previous 3 years (.5 Pt.)
- Overall *increase* in spending for Operations and Maintenance for the previous 3 years (.5 Pt.)
- Unpaid vendor invoices 45+ days (1 Pt.)
- Identified as a Michigan Department of Treasury Fiscal Stress District (1 Pt.)
- Currently on a Budget Deficit Elimination Plan with Michigan Department of Treasury (1 Pt.)

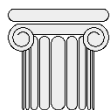
### Is fund balance at 5% or above?

#### 4. Fund Balance (5 Pts.)

- Less than 5% Fund Balance (1 Pt.)

1% = 1	2% = .75	3% = .50	4% = .25	5%+ = 0
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- Overall *downward* trend of Fund Balance for the previous 3 years (Yes = 2 Pts.)
- The Academy expended at least 50% of its fund balance during the last Fiscal year (Yes = 2 Pts.)



### Pillar 3 Operations

12.5-20	RED
5-12	YELLOW
0-4	GREEN

### Is there excessive teacher turnover?

#### 1. Teacher Turnover (5 Pts.) NO = 0 YES = Pts. Indicated

- The Academy shows a three-year trend indicating a 33% *average yearly turnover* of teaching staff (2.5 Pts.)
- The Academy has had 50% *staff turnover* from previous year (2.5 Pts.)

### Is there excessive school leader turnover?

#### 2. School Leader Turnover (5 Pts.) NO = 0 YES = Pts. Indicated

- The Academy has had *three or more different School Leaders* within past five years



**Is the Academy operating with current *staff shortages*?**

**3. Staff Shortages (5 Pts.)** *NO* = 0 *YES* = Pts. Indicated

- a. The Academy shows three-year average of *25% or more* long-term substitute teachers or temporary staff

**Is the Academy's *physical plant* conducive to teaching and learning?**

**4. Facility Issues (5 Pts.)** *NO* = 0 *YES* = Pts. Indicated

- a. The facility has conditions that interfere with the learning environment or operations of the Academy



**Pillar 4 Compliance & Governance**

3-4	RED
2	YELLOW
0-1	GREEN

**Does the Academy meet the Charter Schools Office *compliance* requirements?**

**1. Compliance (2 Pts.)** *NO* = Pts. Indicated *YES* = 0

- a. Did the Academy's most recent *Compliance Percentage* meet CSO standards? (100%)?

**Are there matters for concern regarding *Board Operations*?**

**2. Governance/Board (2 Pts.)** *NO* = 0 *YES* = Pts. Indicated

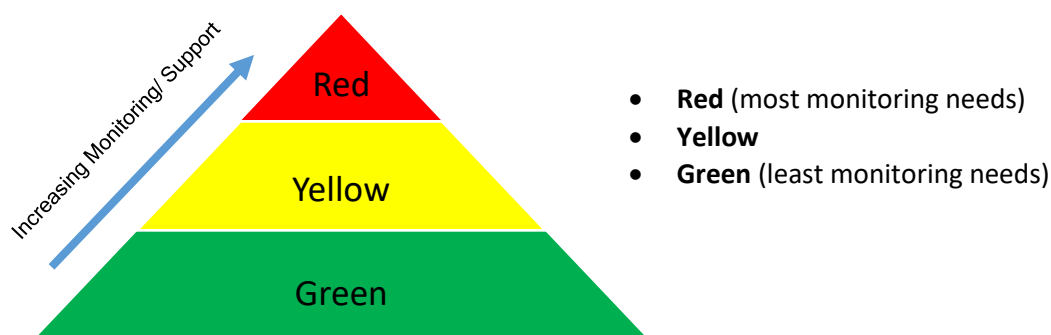
- a. Did the Board cancel less than 2 meetings during the previous year due to lack of quorum? (1 Pt.)
- b. Did the Board at least four members (the minimum number) necessary to constitute a quorum? (1 Pt.)



# Annual School Color Designation and Support Continuum

## School Support Continuum

The School Support Team (SST) monitors and supports academies using a three-tiered color-coded model. Each successive level represents an increasing amount of monitoring and support based on the Academies' performance on each of the four *Pillars* and as an overall composite representation:

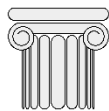


## Monitoring Levels

Academies identified for Green Monitoring have one or more of the following characteristics in each *Pillar*:

**GREEN**

### Pillar 1



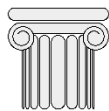
**Academics**

\*Meeting or exceeding most academic goals

\*NOT identified as a Low Performing/Partnership school by the State of Michigan

\*Green Monitoring recommendation based on observations, academic data, and reviewed documents

### Pillar 2



**Fiscal**

\*Enrollment is stable

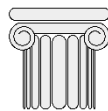
\*Revenue is sufficient to cover expenditures

\*Expenditures are stable

\*Fund Balance is 5% or above

\*NOT identified as Fiscal Distress District by MDE

### Pillar 3



**Operations**

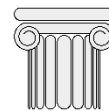
\*No excessive teacher turnover

\*No excessive school leader turnover

\*NOT operating with staff shortages

\*No identified facility issues

### Pillar 4



**Compliance/Governance**

\* Compliance percentage is 100%

\*No matters for concern regarding Board operations



Academies identified for Yellow Monitoring have one or more of the following characteristics in each Pillar:

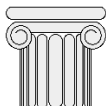
## Pillar 1



## Academics

- \*Some academic concerns based on MAP and MSTEP (or successor) or College Board data
- \*NOT identified as a Low Performing/Partnership school by the State of Michigan
- \*Yellow Monitoring recommendation based on observations, academic data, and reviewed documents

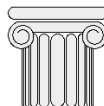
## Pillar 2



## Fiscal

- \*5-13 Points on Rubric**
- \*Instability in enrollment
- \*Revenue is somewhat insufficient to cover expenditures
- \*Expenditures are somewhat unstable
- \*Fund balance is between 3%-5%
- \*NOT identified as Fiscal Distress District by MDE

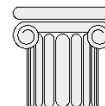
## Pillar 3



## Operations

- \*5-12 Points on Rubric**
- \*Staff turnover is high and is approaching excessive level
- \*Academy has high staff shortages and is approaching excessive level
- \*Facility has some conditions that may be interfering with the learning environment

## Pillar 4



## Compliance/Governance

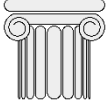
- \*2 Points on Rubric**
- \* Compliance is at least 95% on-time
- \*Some matters for concern regarding Board operations

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Previously identified as a <b>Red</b> Monitored Academy that has shown improvement, and is working towards <b>Green</b> Monitoring <i>OR</i> Previously identified as a <b>Green</b> Monitored Academy that has declining performance</li> </ul> | <ul style="list-style-type: none"> <li>New Academy that has been operating for less than three years</li> <li>SST and Visitation Teams recommend Yellow Monitoring based on observations and documents</li> </ul> |
|---|---|



Academies identified as needing Red Monitoring have one or more of the following characteristics in each Pillar:

#### Pillar 1



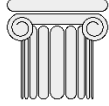
##### Academics

\*Continuing and long-term academic concerns based on MAP and MSTEP (or successor) or College Board data

\*Identified as a Low Performing/Partnership school by the State of Michigan

\*Red Monitoring recommendation based on observations, academic data, and reviewed documents

#### Pillar 2



##### Fiscal

##### \*14-20 Points on Rubric

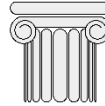
\* Steady decline in enrollment

\*Expenditures far exceed revenue

\*Steadily Increasing expenditures

\*Identified as a Fiscal Distress District by MDE or on Budget Deficit Plan

#### Pillar 3



##### Operations

##### \*12.5-20 Points on Rubric

\*Excessive staff turnover

\*Excessive staff shortages

\*Facility has critical conditions that are interfering with the learning environment

#### Pillar 4



##### Compliance/Governance

##### \*3-4 Points on Rubric

\*Compliance is less than 95% on time

\* Numerous matters for concern regarding Board operations

- Previously identified as a **Yellow** Monitored Academy for > three years and is not showing adequate improvement to move to **Green** Monitoring or the performance has declined

- SST and Visitation Teams recommend **Red** Monitoring based on observations and reviewed documents
- Red** Monitoring after review and discussion of the Academy's overall performance and discussions with the field representatives



## Academy Responsibilities

### Green

- Meet all contractual requirements: academic, fiscal, operations, compliance/governance
- Continue practices (Data Teams, Professional Learning Communities, School Improvement, compliance, governance, etc.) that lead to continued success in the four Pillars
- Follow all State of Michigan School Improvement mandates
- Review and discuss all SST Recommendations and reminders listed in the *Color Designation Notification Letter*

### Yellow

- Provide Professional Development Calendar to Epicenter
- Form and/or recalibrate Instructional Data Teams, School Improvement Teams, etc.
- Follow all State of Michigan School Improvement mandates
- Address all noted concerns in each Pillar
- Submit a written **Yellow Monitoring Action Plan** to Epicenter addressing the causes for Yellow Monitoring identified in the *Color Designation Notification Letter*. State how the School Improvement Plan supports the Action Plan.
- Review and discuss all SST Recommendations and reminders listed in the Color Designation Notification Letter

### Red

- Administer required Winter NWEA Testing (If not already administered)
- Adhere to all State of Michigan School Improvement requirements and submit all reports/letters to Epicenter (If identified by the State of Michigan as a Low Performing/Partnership school all mandates, timelines, and procedures must be completed)
- Submit a written **Red Monitoring Action Plan** to Epicenter
  - Plan specifically identifies actions to be taken to address causes of Red Monitoring and how the initiatives/measures connect to the School Improvement Plan
- Submit a written year-end reflection document to Epicenter no later than June 30 of the academic year
- Provide Professional Development Calendar to Epicenter
- Form/recalibrate Instructional Data Teams/PLCs
- Show improvement determined by the CSO for each Pillar
- If the CSO assigns “Bottom Line Metrics” to the Academy, the Board will need to sign the documents
- Review and discuss all SST Recommendations and reminders listed in the Color Designation Notification Letter



## Authorizer Responsibilities

### Green

- Send *Color Designation Notification Letter* no later than October 1<sup>st</sup> of the academic year
- Assign Field Representative
- Provide Seasonal Academic Progress/Summary Reports
- Provide Professional Learning Opportunities (academic, compliance, governance, leadership, etc.)
- Distribute the *Contract Performance Report* (CPR)

### Yellow

- Send *Color Designation Notification Letter* no later than October 1<sup>st</sup> of the academic year
- Assign Field Representative
- Provide Seasonal Academic Progress/Summary Reports
- Provide Targeted Professional Learning Opportunities, as needed/requested
- Provide Data Team/PLC support and coaching as requested by the Academy
- Distribute the *Contract Performance Report* (CPR)
- Review and re-evaluate Pillar performance deficiencies
- Review the *Yellow Action Plan* submitted by the Academy to Epicenter
- Assign a SST contact for the Academy

### Red

- Send *Color Designation Notification Letter* no later than October 1<sup>st</sup> of the academic year
- Send *Breach of Contract Letter* within 15 days of State notification if identified as a Low Performing/Partnership school by the State of Michigan
- Determine if Academy will be assigned “Bottom Line Metrics” and if so, explain process to the Board of Directors
- Assign SST contact person to the Academy
  - Initial planning meeting arranged no later than October 30<sup>th</sup> of the academic year
- Assign Field Representative
- Provide Seasonal Academic Progress/Summary Reports
- Provide Targeted Professional Learning Opportunities, as needed
- Provide Data Team/PLC support and coaching
- Distribute the *Contract Performance Report* (CPR)
- Review and re-evaluate Pillar performance deficiencies



## Outcomes

**Yellow**

If the SST determines an academy is **showing adequate improvements in Key Performance Indicators** under each Pillar, Visitation Teams and field representatives may recommend a change in Color Designation. The Academy may:

- Be changed to **Green** Monitoring

**If under consideration for Reauthorization, options are:**

*Reauthorization or Contract Extension*

If the SST determines an academy is **not showing adequate improvements in Key Performance Indicators** under each Pillar, Visitation Teams and field representatives **may** recommend a change in Color Designation. The Academy may:

- Remain in **Yellow** Monitoring
- Move to **Red** Monitoring if performance drops or remains stagnant for three years

**If under consideration for Reauthorization, options are:**

*Reauthorization, Contract Extension, Reconstitution, or Non-Renewal of contract*

**Red**

If the CSO School Support Team determines an academy is **showing adequate improvements in Key Performance Indicators** under each Pillar, Visitation Teams and field representatives **may** recommend a change in Color Designation. The Academy may:

- Move to **Yellow** Monitoring

**If under consideration for Reauthorization, options are:**

*Reauthorization or Contract Extension*

If the SST determines an academy is **not showing adequate improvements in Key Performance Indicators** under each Pillar, Visitation Teams and field representatives **will not** recommend a change in Color Designation. The Academy may:

- Remain in Red Monitoring for two more years, unless the State mandates closure.

**If under consideration for Reauthorization, options are:**

*Contract Extension, Reconstitution, or Non-Renewal of contract*



## Contract Performance Reports

All FSU-authorized public school academies receive annual individualized *Contract Performance Reports* (CPRs) early in the academic year showing school achievement and growth data, status of contractual goal achievement, and comparison to similar PSAs.

**(See Appendix A – Bridge Academy Contract Performance Report)**



## Activities Taken to Ensure Boards of Directors Comply with OMA, FOIA and COI [MCL 380.502]

The Ferris State University Charter Schools Office (FSU CSO) routinely undertakes activities to ensure that the board of directors of each school complies with the Open Meetings Act, 1976 PA 267, MCL 15.261 to 15.275, the Freedom of Information Act, 1976 PA 442, MCL 15.231 to 15.246, and laws prohibiting conflicts of interest.

At the time of appointment to a Board of Directors the new board member receives electronic and hard copies of the *Board Handbook*. In this orientation guidebook, topics include, but are not limited to, the Open Meetings Act (OMA), Freedom of Information Act (FOIA) and Conflict of Interest (COI).

A FSU CSO Field Representative (FR) is present at every regular Board of Directors meeting. One of the responsibilities of a FR is to monitor and ensure compliance with the OMA, FOIA and COI.

The FSU CSO utilizes Epicenter, a web-based document management system, to acquire, collect and organize all Board of Directors and academy related documents. Through Epicenter, the Compliance Auditor/Board Liaison (CA/BL) for the FSU CSO reads, evaluates and if necessary, returns for corrections all documents submitted in the system to ensure compliance with the OMA, FOIA and COI.

The CA/BL publishes a monthly board communication that is included in the Board of Directors' board meeting packet (**See Appendix B**). Information provided in this publication often summarizes the laws pertaining to OMA, FOIA and COI. To reinforce the information in the board communication, at every board meeting the FR emphasizes key points of the law and responds to any questions a board member may have or refers to the CA/BL for further follow up.

All new board members are required to watch, listen, and learn from FSU CSO on-line board development videos. One of the five units of the series of videos is dedicated to legal and statutory requirements of a board member and the board as a whole, such as, but not limited to, the OMA, FOIA and COI. At the completion of the 20-30 minute video, the board member must certify that they have watched the video. The videos are also available to veteran board members to watch as a refresher course.

Annually the FSU CSO contracts, along with other Michigan authorizers, a public-school academy board governance expert to facilitate live and on-demand webinars that provide professional development opportunities for board members. Typically, there are 9 – 12 webinars a year, some of which focus on the OMA, FOIA and COI (**See Appendix C**).

In the fall of every year the FSU CSO requires all board members to complete and return an annual in-depth conflict of interest questionnaire (**See Appendix D**). If appropriate, the CA/BL may need to follow up on a board member's response for further details. The completed questionnaire is maintained in the board member's file.

Annually each Board of Directors is required to hold an organizational meeting. One of the requirements at this meeting is to discuss and adopt a Board Resolution that appoints a FOIA Coordinator for the academy and board (**See Appendix E**).

Lastly, the CA/BL has established and maintained a positive working relationship with all board members, especially Chairpersons of each Board of Director. Board chairs and members frequently contact the CA/BL for information, verification and/or clarification regarding the OMA, FOIA and COI.



## Section C – School Profiles

For over 25 years, Ferris State University has been committed to supporting Michigan communities that seek innovative options in K-12 public education. In 1997, the Ferris State University Board of Trustees voted to make Ferris State a charter public school authorizer in Michigan with Northridge Academy as our first Public School Academy (PSA). Our portfolio now includes 20 academies with an enrollment of over 9,000 students across grades K-12.

In this section, you will find a profile for each of the schools that Ferris State University Charter Schools Office authorizes. The profiles are listed in alphabetical order by school name.

Each profile contains the following pieces of information:

- School Name
- School District Name
- District Code
- Building Code
- Physical Address
- Grade Configuration
- Enrollment (current year and previous)
- Enrollment Trend
- Initial Charter Contract Start Date
- Initial Charter Applicant
- Current Charter Contract Length
- School Property Owner
- School Building Owner
- Educational Services Provider (if applicable)
- Educational Services Provider Contract Length (if applicable)
- Academic Performance
- Total permitted fees, reimbursements, contributions, or charges
- Governing Board of Directors (w/appointment dates and end of current term)
- Phone Number
- Website

Additional information about each public-school academy can be found by visiting their school website or by visiting [www.ferris.edu/charterschools/schools](http://www.ferris.edu/charterschools/schools).



# Battle Creek Montessori Academy

**District:** Battle Creek Montessori Academy

**Initial Charter Contract Start Date:** 2013

**District Code:** 13900

**Initial Charter Applicant:** Sid Faucette/Choice Schools

**Building Code:** 01964

**Current Charter Contract:** 2023-2028

**Location:**  
399 N. 20th St.  
Springfield, MI 49037

**School Property Owner:**  
Palmer Square Capital Management, LLC

**Phone:** (269) 339-3308

**School Building Owner:**  
Palmer Square Capital Management, LLC

**Website:**  
<https://battlecreekmontessori.com/>

**Education Service Provider:**  
Choice Schools Associates, LLC

**Grades Served:** PreK-8

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** No

## Governing Board of Directors

Elizabeth Turner (President) appointed 5/6/2016 term ends 6/30/2024  
Keona Ackley (Vice President) appointed 5/7/2021 term ends 6/30/2025  
Derrick Freeman (Secretary) appointed 2/18/2022 term ends 6/30/2026  
Lisa Hahn (Treasurer) appointed 12/13/2019 term ends 6/30/2025  
David Worthams (Director) appointed 2/18/2022 term ends 6/30/2026

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$52,978.50**

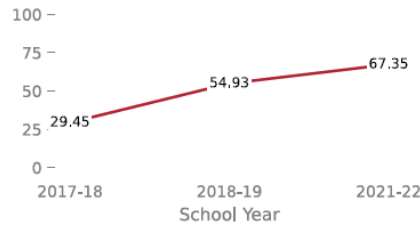
## Student Turnover Rate and Current Enrollment

	Grades														
Academic Year Enrollment	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	Total Student Count
Fall 2022-23	34.00	0.82	36.94	25.85	24.63	17.95	13	17.94	11.92	9.95	0	0	0	0	193
Fall 2023-24	32.40	.71	24	25	13.93	14.72	9.82	9.96	8.94	10.92	0	0	0	0	150.4
Turnover Rate or Increase	-1.6	-.11	-12.94	-.85	-10.7	-3.23	-3.18	-7.98	-2.98	.97	0	0	0	0	-42.6



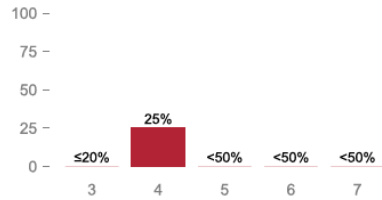
## Growth Accountability Index Trend

### Battle Creek Montessori Academy (01964)

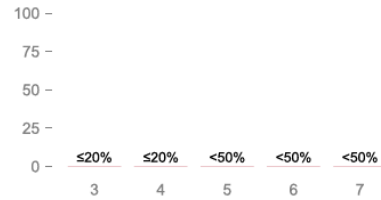


\*Latest index scores will be added here when available.

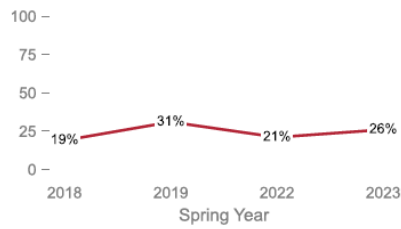
## M-STEP/PSAT 8 ELA % Proficient



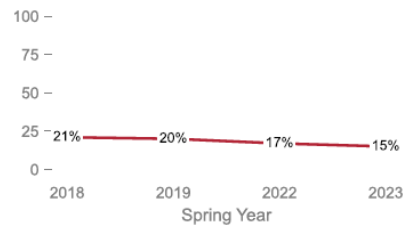
## M-STEP/PSAT 8 Math % Proficient



## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend



## NWEA MAP Reading Growth Percentiles for Grades 2 through 8

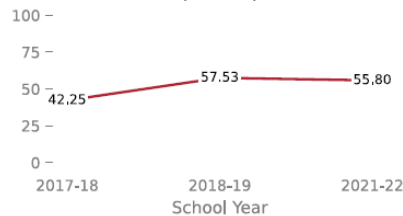
School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (aka "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	18	159.9	170.6	11	12.8	6	33%	20
Grade 3	19	179.0	183.9	5	10.8	7	37%	1
Grade 4	15	190.3	193.9	4	8.5	*	<50%	1
Grade 5	10	202.1	210.0	8	6.6	*	≥50%	74
Grade 6	14	198.6	209.3	11	5.9	*	≥50%	99
Grade 7	12	209.9	215.6	6	4.3	*	≥50%	78
Grade 8	8	*	*	*	*	*	*	*
Overall	96							46

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	18	162.9	173.8	11	14.3	5	28%	7
Grade 3	19	178.5	187.4	9	12.1	8	42%	6
Grade 4	15	189.2	196.3	7	10.3	*	<50%	5
Grade 5	10	203.8	211.9	8	9.1	*	≥50%	33
Grade 6	14	205.9	214.1	8	7.6	*	<50%	60
Grade 7	12	209.9	218.2	8	6.1	*	≥50%	86
Grade 8	8	*	*	*	*	*	*	*
Overall	96							33

## Overall Accountability Index Trend

### Battle Creek Montessori Academy (01964)





# Benton Harbor Charter School Academy

**District:** Benton Harbor Charter School Academy

**District Code:** 11903

**Building Code:** 08706

**Location:**  
455 Riverview Drive  
Benton Harbor, MI 49022

**Phone:** (269) 925-3807

**Website:**  
<https://bentonharborcharter.com/>

**Grades Served:** PreK-8

**Initial Charter Contract Start Date:** 2000

**Initial Charter Applicant:** Bobby Whitehead/Mosaica

**Current Charter Contract:** 2019-2024

**School Property Owner:**  
BHCS Board of Directors

**School Building Owner:**  
BHCS Board of Directors

**Education Service Provider:**  
Choice Schools Associates, LLC

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** Yes

## Governing Board of Directors

Glenda Bell (President) appointed 5/8/1998 term ends 6/30/2025  
Jean Nesbitt (Vice President) appointed 5/8/1998 term ends 6/30/2024  
Betty Mason (Secretary/(Treasurer) appointed 5/8/1998 term ends 6/30/2027  
Terri May (Director) appointed 12/13/2013 term ends 6/30/2027

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$120,231.00**

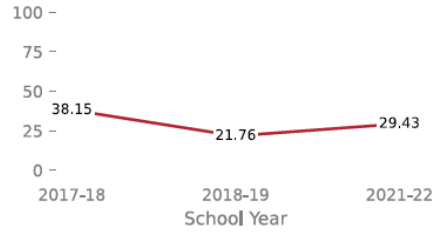
## Student Turnover Rate and Current Enrollment

	Grades														
Academic Year Enrollment	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	Total Student Count
Fall 2022-23	67.87	6.26	72.95	42.9	48.42	55.03	41.52	47.31	34.78	20.96	0	0	0	0	438
Fall 2023-24	68	4.53	65.52	61.6	47	46.96	51.2	36.27	42.31	31.61	0	0	0	0	455
Turnover Rate or Increase	.13	-1.73	-7.43	18.7	-1.42	-8.07	9.68	11.04	7.53	10.65	0	0	0	0	17



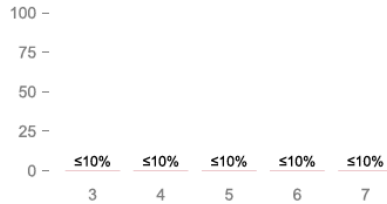
## Growth Accountability Index Trend

### Benton Harbor Charter School Academy (08706)

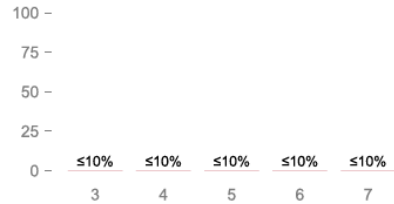


\*Latest index scores will be added here when available.

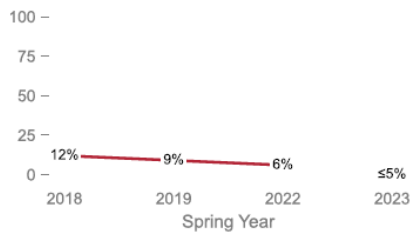
## M-STEP/PSAT 8 ELA % Proficient



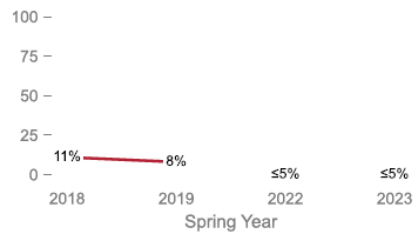
## M-STEP/PSAT 8 Math % Proficient



## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend



## NWEA MAP Reading Growth Percentiles for Grades 2 through 8

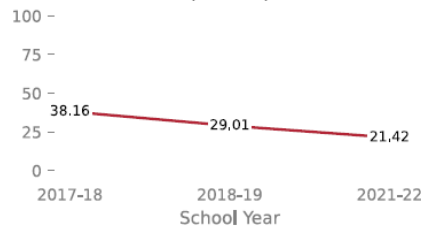
School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	32	152.7	159.5	7	12.6	8	25%	1
Grade 3	41	162.5	170.5	8	11.6	15	37%	5
Grade 4	44	176.2	181.0	5	9.3	9	20%	1
Grade 5	34	186.4	194.6	8	7.5	20	59%	65
Grade 6	40	184.9	192.5	8	6.7	21	53%	70
Grade 7	30	197.6	202.1	5	4.9	13	43%	41
Grade 8	16	197.6	201.4	4	4.7	8	50%	33
Overall	237							31

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	30	160.1	164.6	5	14.3	*	≤20%	1
Grade 3	41	168.5	179.8	11	11.7	15	37%	43
Grade 4	45	176.8	184.7	8	9.5	16	36%	20
Grade 5	33	185.4	194.3	9	7.4	17	52%	74
Grade 6	37	192.1	198.3	6	6.8	21	57%	38
Grade 7	30	198.4	202.6	4	5.6	9	30%	25
Grade 8	16	204.0	205.3	1	5.1	*	≤20%	6
Overall	232							30

## Overall Accountability Index Trend

### Benton Harbor Charter School Academy (08706)





# Blended Learning Academies Credit Recovery High School

2 Campuses

**District:** Blended Learning Academy Credit Recovery High School

**District Code:** 33915

**Building Code:** 02371

**Locations:**

1754 E. Clark Road  
Lansing, MI 48906

30246 Plymouth Road  
Livonia, MI 48150

**Phone:** (517) 574-4667

**Website:**

<https://www.blendedlearningacademies.org/>

**Grades Served:** 9 - 12

**Initial Charter Contract Start Date:** 2014

**Initial Charter Applicant:** Tim Brannan/ITSEMG

**Current Charter Contract:** 2019-2024

**School Property Owner:**

Brandino Properties

**School Building Owner:**

Brandino Properties

**Education Service Provider:**

ITS Education Management Group, LLC

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** No

## Governing Board of Directors

Marcus Kirkpatrick (President) appointed 12/13/2013 term ends 6/30/2027  
William Jaconette (Vice President) appointed 5/4/2018 term ends 6/30/2025  
Amy Hovey (Secretary) appointed 10/8/2021 term ends 6/30/2025  
Meagan Mahoney-Lamson (Treasurer) appointed 2/10/2017 term ends 6/30/2024  
Louis Schiavone III (Director) appointed 5/6/2022 term ends 6/30/2027  
Darin Southworth (Director) appointed 5/6/2022 term ends 6/30/2026  
Phillip McKinney (Director) appointed 5/6/2022 term ends 6/30/2024

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$47,214.00**

## Student Turnover Rate and Current Enrollment

Academic Year Enrollment	Grades														Total Student Count
	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	
Fall 2022-23	0	0	0	0	0	0	0	0	0	0	42	51	47	32	172
Fall 2023-24	0	0	0	0	0	0	0	0	0	0	37	51	40	38	166
Turnover Rate or Increase	0	0	0	0	0	0	0	0	0	0	-5	0	-7	6	-6



Blended Learning Academies Credit Recovery High School does not participate in NWEA testing.

**Overall Accountability Index Trend**



**Some charts not applicable: This academy only has high school data.**



# Bridge Academy

3 Campuses

**District:** Bridge Academy

**District Code:** 82983

**Building Code:** 09464

**Locations:**

9600 Buffalo St.

Hamtramck, MI 48212 (Grades PreK – 5)

3105 Carpenter Road

Detroit, MI 48212 (Grades 6-8 and 9-12)

26595 Hoover Road

Warren, MI 48089 (Online and GEE Learning Prep)

**Phone:** (313) 887-8100

**Website:**

<https://bridgeeast.geeacademies.net/>

**Grades Served:** PreK - 12

**Initial Charter Contract Start Date:** 2004

**Initial Charter Applicant:** Mohamad Issa/GEE

**Current Charter Contract:** 2020-2027

**School Property Owner:**

Bridge Board of Directors

**School Building Owner:**

Bridge Board of Directors

**Education Service Provider:**

Global Educational Excellence

**Length of Education Service Provider Contract:** 7 years

**MDE Partnership School:** No

## Governing Board of Directors

Jamal Aljahmi (President) appointed 7/14/2006 term ends 6/30/2026

Toyab Al-Bari (Secretary) appointed 5/7/2004 term ends 6/30/2027

Fahmi Husain (Treasurer) appointed 11/6/2009 term ends 6/30/2025

Aladdin Nahsal (Director) appointed 2/19/2021 term ends 6/30/2025

## Total Permitted Fees, Reimbursements, Contributions, or Charges

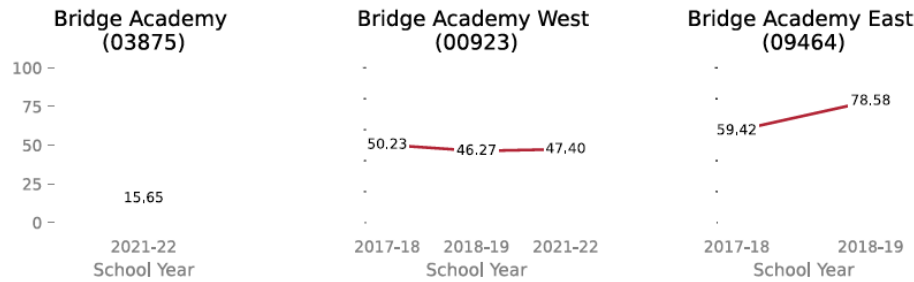
**\$362,913.70**

## Student Turnover Rate and Current Enrollment

Academic Year Enrollment	Grades														Total Student Count
	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	
Fall 2022-23	102.00	2.33	98.89	100	87.79	77.88	86.76	120.87	143.62	137.73	81.83	82.96	114.68	84.75	1322.09
Fall 2023-24	111.00	2.35	123.84	102.83	127.78	94.85	92.92	112.74	115.76	106.56	77.77	73.85	80.94	74.81	1298.00
Turnover Rate or Increase	9	0.02	24.95	2.83	39.99	16.97	6.16	-8.13	-27.86	-31.17	-4.06	-9.11	-33.74	-9.94	-24.09

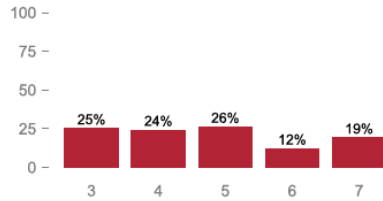


### Overall Accountability Index Trend

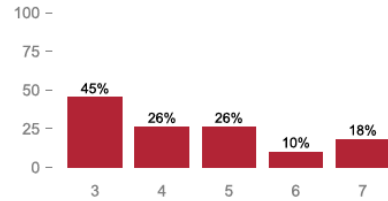


\*Latest index scores will be added here when available.

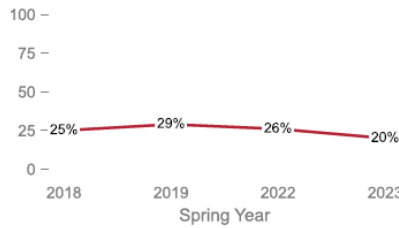
### M-STEP/PSAT 8 ELA % Proficient



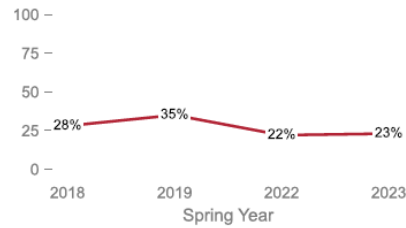
### M-STEP/PSAT 8 Math % Proficient



### M-STEP/PSAT 8 ELA Proficiency Trend



### M-STEP/PSAT 8 Math Proficiency Trend



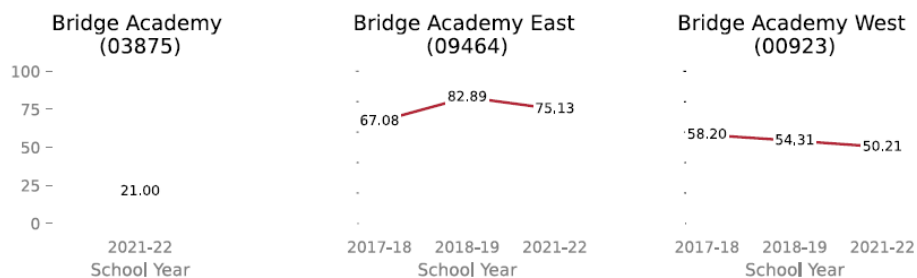
NWEA MAP Reading Growth Percentiles for Grades 2 through 8  
School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	89	165.2	181.6	16	13.0	57	64%	91
Grade 3	78	180.8	193.4	13	10.8	42	54%	81
Grade 4	66	189.8	200.3	11	8.5	40	61%	83
Grade 5	72	196.0	207.0	11	6.9	44	61%	98
Grade 6	85	202.1	205.9	4	5.7	35	41%	14
Grade 7	98	200.8	202.9	2	4.7	41	42%	7
Grade 8	95	209.2	212.2	3	4.1	45	47%	29
Overall	583							58

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	92	170.4	188.5	18	14.4	61	66%	95
Grade 3	78	183.8	200.8	17	12.4	55	71%	99
Grade 4	69	195.8	206.5	11	10.7	32	46%	49
Grade 5	73	200.2	214.0	14	8.8	52	71%	98
Grade 6	85	205.3	211.6	6	7.6	34	40%	28
Grade 7	98	208.0	212.6	5	6.0	41	42%	25
Grade 8	95	215.6	220.5	5	5.2	46	48%	44
Overall	590							63

### Overall Accountability Index Trend





# Clara B. Ford Academy

**District:** Clara B. Ford Academy

**District Code:** 82996

**Building Code:** 09787

**Location:**

20651 W. Warren Avenue  
Dearborn Heights, MI 48127

**Phone:** (313) 436-0020

**Website:**

<http://www.cbfacademy.com/>

**Grades Served:** K - 12

**Initial Charter Contract Start Date:** 2007

**Initial Charter Applicant:** Cam Winston/Vista Maria Center

**Current Charter Contract:** 2022-2027

**School Property Owner:**  
Vista Maria

**School Building Owner:**  
Vista Maria

**Education Service Provider:**  
CS Partners

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** No

## Governing Board of Directors

Jeanne Martens (President) appointed 6/11/2012 term ends 6/30/2027

Tracy Myrick (Vice President) appointed 10/2/2020 term ends 6/30/2024

Jennifer Simmons (Secretary) appointed 12/17/2021 term ends 6/30/2025

Lisa Sasaki (Treasurer) appointed 3/14/2007 term ends 6/30/2027

Sister Janice Rushman (Director) appointed 3/20/2009 term ends 6/30/2024

Tuoanyene Sims (Director) appointed 5/6/2022 term ends 6/30/2025

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$12,078.00**

## Student Turnover Rate and Current Enrollment

Academic Year Enrollment	Grades														Total Student Count
	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	
Fall 2022-23	0	0.70	0	0	0	0	0	1.99	2	6.89	8.85	14.74	3.94	4.89	44
Fall 2023-24	0	1.34	0	0	0	0	0	5.86	1	3.97	20.43	7.78	13.72	2.90	57
Turnover Rate or Increase	0	.64	0	0	0	0	0	3.87	-1	-2.92	11.58	-6.96	9.78	-1.99	13



Clara B. Ford Academy is a Strict Discipline Academy and as a result, has different contractual goals as shown below:

<b>Goal</b>	<b>Data Collection Method</b>	<b>Reporting Frequency</b>
1. INCREASED SEAT TIME AND DECREASE IN TIME OUT OF CLASSROOM OR ACADEMY	1. Monarch Room Log System; 2. Student Success Plans; 3. Hold Backs; and 4. Residential Removal Logs	Twice a year:  1. February 28  2. September 1*
2. DEVELOPMENT AND INTEGRATION OF SOCIAL EMOTIONAL LEARNING (SEL) AND SOFT SKILLS	Developed and Refined:  Soft Skills (SEL) Curriculum  Student Self-Monitoring Form	
3. STUDENTS WILL SHOW AN INCREASE IN READING COMPREHENSION SKILLS	Develop and Refine:  Student Learning Objective (SLO)  for Students in CBF > 1 Quarter	

<b>SOFT SKILL IDENTIFIED IN FERRIS GOALS</b>	<b>DESCRIPTION</b>
1. Ownership	Individual accountability; seeing all tasks through to the end
2. Organization and planning	Day is productive; organized; able to develop steps for accomplishment of tasks; timely in turning in assignments
3. Motivation	Willingness to take on new tasks; making valuable contribution to those around you; displaying enthusiasm
4. Teamwork, Respect, Helping Others	Working collaboratively and respectfully with others; accepting constructive criticism; assisting others in helpful manner
<b>SOFT SKILLS IDENTIFIED IN STUDENT IMPROVEMENT PLAN (SIP):</b>	
1. Regulation of emotions (e.g., Monarch Data) 2. Establishing Healthy Relationships (e.g., <i>Problem Solves</i> ) 3. Delayed gratification (e.g., ability to wait) 4. Accountability (e.g., self-monitoring)	



# Creative Technologies Academy

**District:** Creative Technologies Academy

**Initial Charter Contract Start Date:** 1998

**District Code:** 41918

**Initial Charter Applicant:** Lexie Coxon

**Building Code:** 08633

**Current Charter Contract:** 2019-2026

**Location:**

350 Pine Street  
Cedar Springs, MI 49319

**School Property Owner:**

CTA Board of Directors

**Phone:** (616) 696-4905

**School Building Owner:**

CTA Board of Directors

**Website:**

<https://www.ctachargers.org/>

**Education Service Provider:**

Self-Managed

**Grades Served:** K-12

**Length of Education Service Provider Contract:** 7 years

**MDE Partnership School:** No

## Governing Board of Directors

Anthony Domico (President) appointed 10/2/2020 term ends 6/30/2025  
Shanielle Rypma (Vice President) appointed 10/8/2021 term ends 6/30/2025  
William Treman (Secretary) appointed 10/4/2019 term ends 6/30/2027  
Michael Tawney (Treasurer) appointed 7/15/2014 term ends 6/30/2026  
Austin Hilyer (Director) appointed 12/16/2022 term ends 6/30/2024  
James Comden (Director) appointed 10/8/2021 term ends 6/30/2026  
Cynthia Patin (Director) appointed 10/7/2016 term ends 6/30/2024

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$88,663.50**

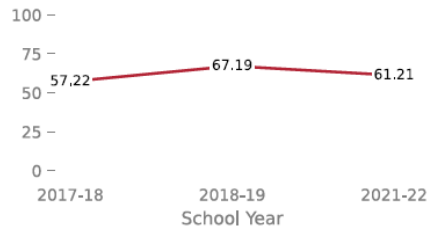
## Student Turnover Rate and Current Enrollment

	Grades														
Academic Year Enrollment	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	Total Student Count
Fall 2022-23	19.00	4.24	22	22	23	25.49	22.68	25.26	19.22	27.7	26.55	25.76	31.39	28.68	322.97
Fall 2023-24	20	3.21	18	23	19	24.93	24.62	24.55	25.52	19.76	29.51	26.46	22.76	32.68	314.00
Turnover Rate or Increase	1	-1.03	-4	1	-4	-0.56	1.94	-0.71	6.3	-7.94	2.96	0.7	-8.63	4	-8.97



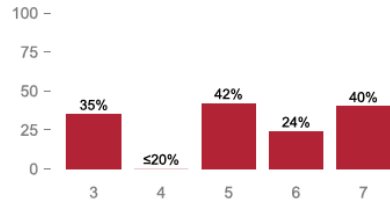
## Growth Accountability Index Trend

### Creative Technologies Academy (08633)

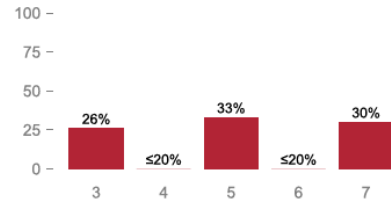


\*Latest index scores will be added here when available.

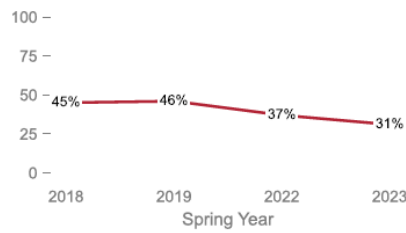
## M-STEP/PSAT 8 ELA % Proficient



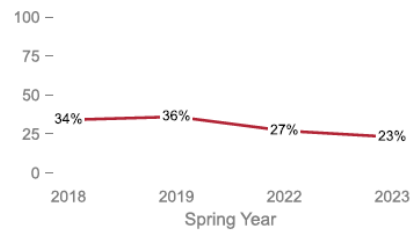
## M-STEP/PSAT 8 Math % Proficient



## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend



## NWEA MAP Reading Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" - projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

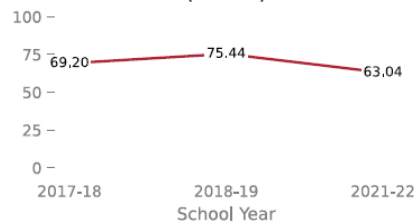
READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	20	154.9	174.8	20	12.7	12	60%	99
Grade 3	22	181.5	193.7	12	10.7	12	55%	76
Grade 4	22	187.1	198.9	12	8.7	14	64%	93
Grade 5	21	204.8	212.7	8	6.5	12	57%	76
Grade 6	23	212.3	213.5	1	5.1	9	39%	1
Grade 7	19	213.9	218.7	5	4.2	11	58%	64
Grade 8	25	217.4	221.4	4	3.7	10	40%	56
Overall	152							66

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	20	167.7	190.5	23	14.3	*	≥80%	99
Grade 3	22	185.1	198.1	13	12.4	13	59%	60
Grade 4	22	191.9	203.0	11	10.5	11	50%	62
Grade 5	21	212.0	215.0	3	9.9	*	≤20%	1
Grade 6	23	211.3	215.5	4	7.9	8	35%	4
Grade 7	19	213.8	219.6	6	6.2	6	32%	41
Grade 8	25	222.0	228.5	7	5.3	12	48%	69
Overall	152							48

## Overall Accountability Index Trend

### Creative Technologies Academy (08633)





# Hope Academy of West Michigan

**District:** Hope Academy of West Michigan

**District Code:** 41926

**Building Code:** 00709

**Location:**

240 Brown Street, SE  
Grand Rapids, MI 49507

**Phone:** (616) 301-8458

**Website:**

<https://www.hopeacademywm.org/>

**Grades Served:** PreK-12

**Initial Charter Contract Start Date:** 2011

**Initial Charter Applicant:** Diane Rabe/Wedgwood Services

**Current Charter Contract:** 2022-2027

**School Property Owner:**

Diocese of Grand Rapids

**School Building Owner:**

Diocese of Grand Rapids

**Education Service Provider:**

Integrity Educational Services

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** No

## Governing Board of Directors

Barth Roberts (President) appointed 7/14/2010 term ends 6/30/2026

Todd Medendorp (Vice President) appointed 2/21/2014 term ends 6/30/2024

Bernard Ayoola (Secretary) appointed 12/14/2018 term ends 6/30/2025

Barbara Foster (Treasurer) appointed 5/5/2017 term ends 6/30/2024

Peter Kladder III (Director) appointed 12/18/2015 term ends 6/30/2027

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$96,341.26**

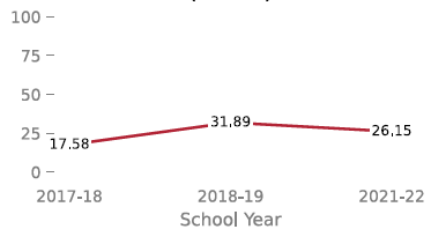
## Student Turnover Rate and Current Enrollment

	Grades														
Academic Year Enrollment	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	Total Student Count
Fall 2022-23	32.88	1.65	28.89	21	25.92	24.89	19.85	27.82	26.8	23.8	41.9	28.7	28.93	17.94	350.97
Fall 2023-24	30	1.45	27.71	20	22	19.85	21.9	26.85	23.79	19.94	20.66	29.95	24.86	24.17	313.13
Turnover Rate or Increase	-2.88	-0.2	-1.18	-1	-3.92	-5.04	2.05	-0.97	-3.01	-3.86	-21.24	1.25	-4.07	6.23	-37.84



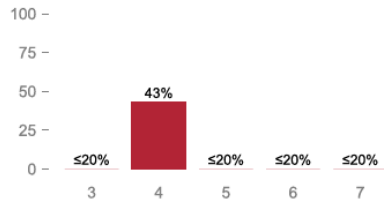
## Growth Accountability Index Trend

### Hope Academy of West Michigan (00709)

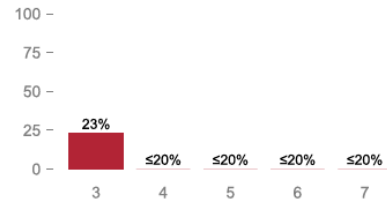


\*Latest index scores will be added here when available.

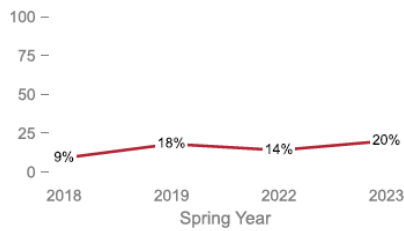
## M-STEP/PSAT 8 ELA % Proficient



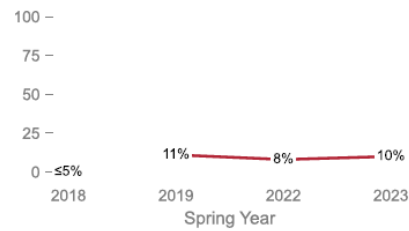
## M-STEP/PSAT 8 Math % Proficient



## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend



NWEA MAP Reading Growth Percentiles for Grades 2 through 8  
School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

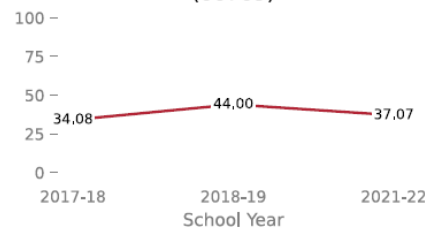
READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	0	**	**	**	**	**	**	**
Grade 3	23	159.9	177.0	9	13.7	16	70%	94
Grade 4	23	178.9	190.9	21	10.4	13	57%	81
Grade 5	17	179.4	187.5	1	8.3	7	41%	43
Grade 6	16	190.7	196.8	3	6.2	6	38%	48
Grade 7	23	201.4	206.4	14	5.1	11	48%	48
Grade 8	24	206.0	212.4	24	4.5	17	71%	92
Overall	126							68

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	0	**	**	**	**	**	**	**
Grade 3	22	166.2	181.2	11	13.1	15	68%	86
Grade 4	23	179.0	193.3	17	11.0	16	70%	98
Grade 5	17	185.8	194.3	2	8.8	8	47%	41
Grade 6	16	195.8	202.7	6	4.2	10	63%	94
Grade 7	23	199.0	208.1	8	6.4	16	70%	94
Grade 8	24	207.9	212.8	11	5.2	10	42%	42
Overall	125							76

## Overall Accountability Index Trend

### Hope Academy of West Michigan (00709)





# Hope Of Detroit Academy

2 Campuses

**District:** Hope of Detroit Academy

**District Code:** 82957

**Building Code:** 08722

**Locations:**

4443 N. Campbell St.

Detroit, MI 48210 (Grades K-4)

4444 35<sup>th</sup> Street

Detroit, MI 48210 (Grades 5-12)

**Phone:** (313) 897-8720

**Website:**

<https://www.hopeofdetroit.com/>

**Grades Served:** K - 12

**Initial Charter Contract Start Date:** 1999

**Initial Charter Applicant:** Mike Malone/Leona Group

**Current Charter Contract:** 2019-2024

**School Property Owner:**

Archdiocese of Detroit

**School Building Owner:**

Archdiocese of Detroit

**Education Service Provider:**

The Leona Group

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** No

## Governing Board of Directors

Thomas Rys (President) appointed 5/7/1999 term ends 6/30/2027

Roslyn Love (Vice President) appointed 10/13/2000 term ends 6/30/2024

James Krol (Secretary) appointed 10/7/2016 term ends 6/30/2025

Joe Gappy (Treasurer) appointed 5/7/1999 term ends 6/30/2025

Dr. Kimberly Farrow (Director) appointed 2/20/2015 term ends 6/30/2027

Tina McCullar (Director) appointed 5/4/2018 term ends 6/30/2024

## Total Permitted Fees, Reimbursements, Contributions, or Charges

\$27,669.60

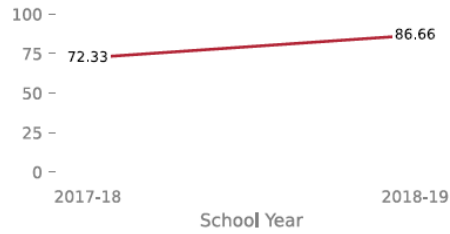
## Student Turnover Rate and Current Enrollment

	Grades														Total Student Count
	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	
Fall 2022-23	73.00	8.14	65.89	56	82.68	85.45	76.3	91.16	86.61	89.22	105.91	79.24	56.95	51.45	1008
Fall 2023-24	68.00	6.86	72.84	68.89	59.73	78.39	85.26	80.41	96.46	80.61	83.29	98.82	67.08	54.19	1000.83
Turnover Rate or Increase	-5	-1.28	6.95	12.89	-22.95	-7.06	8.96	-10.75	9.85	-8.61	-22.62	19.58	10.13	2.74	-7.17



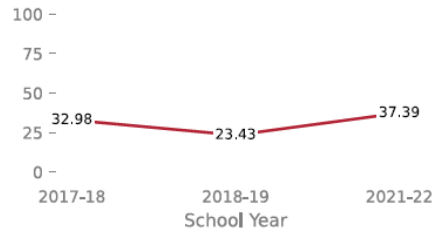
## Growth Accountability Index Trend

Hope of Detroit Academy - Elementary  
(08722)



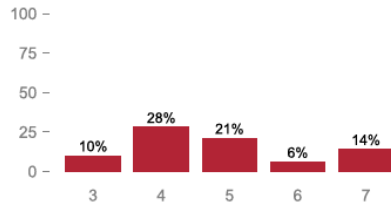
\*Latest index scores will be added here when available.

Hope of Detroit Academy - Middle/High  
(03043)

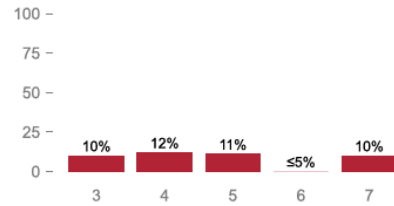


\*Latest index scores will be added here when available.

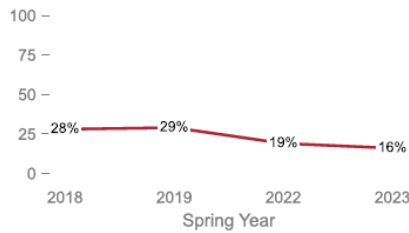
## M-STEP/PSAT 8 ELA % Proficient



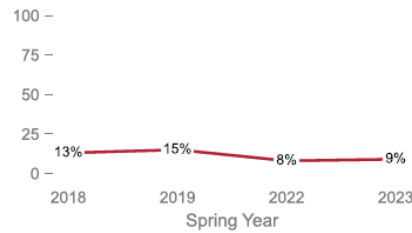
## M-STEP/PSAT 8 Math % Proficient



## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend



NWEA MAP Reading Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gaining Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (aka "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

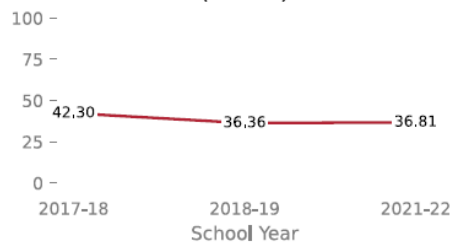
READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	52	167.4	176.5	9	13.1	18	35%	6
Grade 3	77	171.7	184.0	12	11.2	39	51%	70
Grade 4	85	189.3	197.5	8	8.6	39	46%	43
Grade 5	72	198.7	202.2	4	6.8	22	31%	5
Grade 6	90	200.9	203.4	3	5.7	27	30%	3
Grade 7	72	208.1	208.7	1	4.4	25	35%	1
Grade 8	86	209.8	210.8	1	4.1	36	42%	6
Overall	534							19

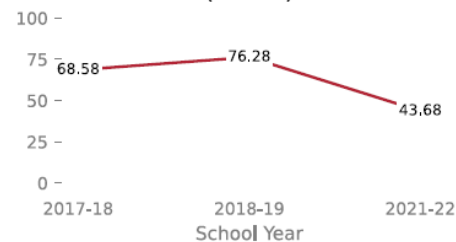
MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	53	166.4	176.8	10	14.3	11	21%	4
Grade 3	77	175.9	187.1	11	12.0	30	39%	35
Grade 4	86	190.3	198.1	8	10.4	26	30%	10
Grade 5	74	197.6	204.4	7	8.5	28	38%	23
Grade 6	90	202.0	208.1	6	7.4	36	40%	28
Grade 7	76	210.6	212.7	2	6.1	19	25%	3
Grade 8	87	212.5	215.1	3	5.2	27	31%	14
Overall	543							17

## Overall Accountability Index Trend

Hope of Detroit Academy - Middle/High  
(03043)



Hope of Detroit Academy - Elementary  
(08722)





# Huron Academy

2 Campuses

**District:** Huron Academy

**District Code:** 50903

**Building Code:** 08725

**Locations:**

**11401 Metro Parkway**  
**Sterling Heights, MI 48312 (Grades PreK-2)**

**36301 Utica Road**  
**Clinton Township, MI 48313 (Grades 3-8)**

**Phone:** (586) 446-9170

**Website:**

<https://www.huronacademy.org/>

**Grades Served:** PreK - 8

**Initial Charter Contract Start Date:** 1999

**Initial Charter Applicant:** John Romine/The Romine Group

**Current Charter Contract:** 2023-2030

**School Property Owner:**

St. John Greek Orthodox Church

**School Building Owner:**

St. John Greek Orthodox Church

**Education Service Provider:**

CS Partners

**Length of Education Service Provider Contract:** 7 years

**MDE Partnership School:** No

## Governing Board of Directors

Dr. Jeffrey Duchene (President) appointed 2/21/2004 term ends 6/30/2024  
Colleen Dickey (Vice President) appointed 3/23/2007 term ends 6/30/2026  
Katherine Colombo (Secretary) appointed 2/12/2000 term ends 6/30/2026  
James Perna (Treasurer) appointed 5/10/2002 term ends 6/30/2025  
Suzan Karadsheh (Director) appointed 2/22/2013 term ends 6/30/2027  
Jeffrey Parlow (Director) appointed 2/10/2017 term ends 6/30/2024  
Ramzi Twal (Director) appointed 3/24/2006 term ends 6/30/2025

## Total Permitted Fees, Reimbursements, Contributions, or Charges

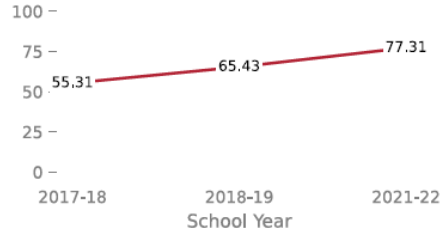
**\$175,680.00**

## Student Turnover Rate and Current Enrollment

Academic Year Enrollment	Grades														Total Student Count
	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	
Fall 2022-23	102.00	4.06	66.76	78.04	74.55	70.34	74.36	66.68	64.66	38.55	0	0	0	0	640
Fall 2023-24	92	3.79	89.51	75.55	74.66	73.39	67.21	70.05	53.84	59.84	0	0	0	0	659.84
Turnover Rate or Increase	-10	-.27	22.75	-2.49	.11	3.05	-7.15	3.37	-10.82	21.29	0	0	0	0	19.84

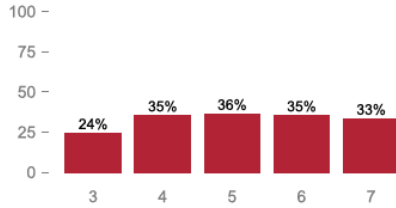


### Huron Academy (Grades 3-8) (03028)

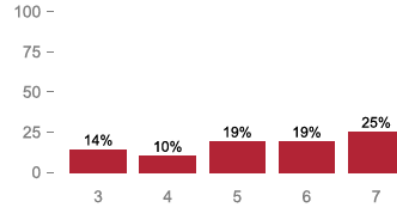


\*Latest index scores will be added here when available.

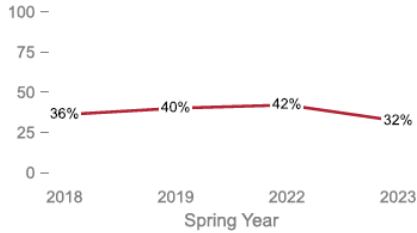
#### M-STEP/PSAT 8 ELA % Proficient



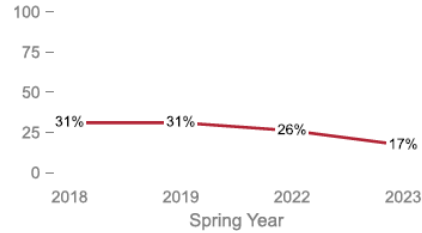
#### M-STEP/PSAT 8 Math % Proficient



#### M-STEP/PSAT 8 ELA Proficiency Trend



#### M-STEP/PSAT 8 Math Proficiency Trend



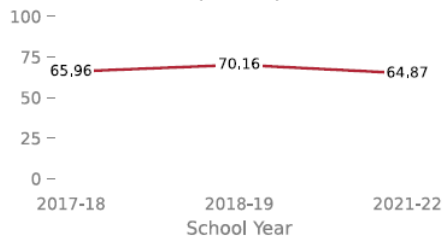
#### NWEA MAP Reading Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gain Percentile) for Reading and Math in grades 2 through 8 will be in the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

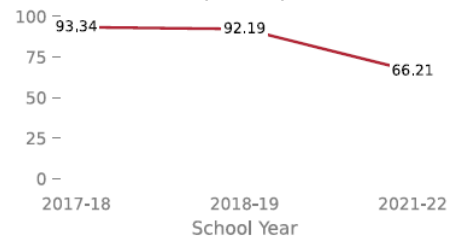
READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	78	176.2	188.3	12	13.3	37	47%	31
Grade 3	71	185.6	193.9	8	10.5	25	35%	14
Grade 4	68	199.6	202.7	3	8.0	25	37%	1
Grade 5	71	203.0	205.5	3	6.6	20	28%	2
Grade 6	63	210.1	215.0	5	5.2	33	52%	43
Grade 7	64	214.0	213.9	0	4.2	19	30%	1
Grade 8	38	221.2	223.6	2	3.5	18	47%	29
Overall	453							17

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	78	174.9	188.0	13	14.4	31	40%	29
Grade 3	70	182.7	193.7	11	12.3	25	36%	26
Grade 4	68	195.3	201.5	6	10.7	10	15%	1
Grade 5	72	205.0	209.1	4	9.2	17	24%	1
Grade 6	63	210.8	220.1	9	7.9	40	63%	74
Grade 7	64	217.3	221.9	5	6.4	25	39%	19
Grade 8	38	226.1	230.8	5	5.4	22	58%	39
Overall	453							27

### Huron Academy (Grades 3-8) (03028)



### Huron Academy (Grades K-2) (08725)





# Joy Preparatory Academy

**District:** Joy Preparatory Academy

**District Code:** 82958

**Building Code:** 09318

**Location:**  
15055 Dexter  
Detroit, MI 48238

**Phone:** (313) 340-0023

**Website:**  
<https://www.joyprep.com/>

**Grades Served:** PreK - 8

**Initial Charter Contract Start Date:** 1999

**Initial Charter Applicant:** Mike Malone/Leona Group

**Current Charter Contract:** 2023-2028

**School Property Owner:**  
JPA Board of Directors

**School Building Owner:**  
JPA Board of Directors

**Education Service Provider:**  
The Leona Group

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** No

## Governing Board of Directors

Dr. Alfred Cobbs (President) appointed 10/8/2015 term ends 6/30/2027  
Debryl Ector (Vice President) appointed 2/12/2016 term ends 6/30/2024  
Antoinette Reid (Secretary) appointed 10/10/2014 term ends 6/30/2026  
April Green (Treasurer) appointed 10/4/2019 term ends 6/30/2025  
Grover McCants (Director) appointed 12/18/2020 term ends 6/30/2025

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$49,410.00**

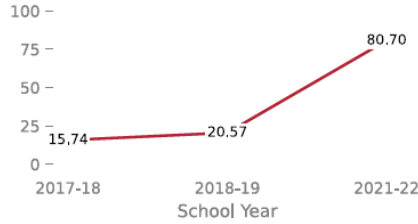
## Student Turnover Rate and Current Enrollment

	Grades														
Academic Year Enrollment	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	Total Student Count
Fall 2022-23	30.00	0.81	27	29	24.81	17.81	19	15.81	5	10.76	0	0	0	0	180
Fall 2023-24	28.00	0.54	21	20	30	19.92	16.73	21	11.89	1.92	0	0	0	0	171
Turnover Rate or Increase	-2	-0.27	-6	-9	5.19	2.11	-2.27	5.19	6.89	-8.84	0	0	0	0	-9



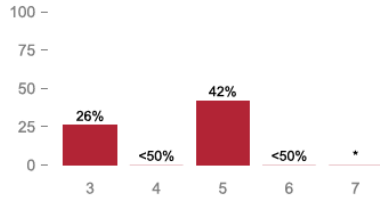
## Growth Accountability Index Trend

### Joy Preparatory Academy (09318)

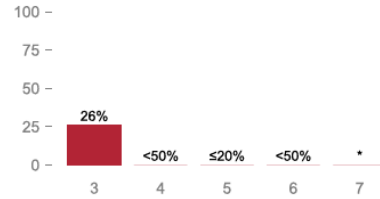


\*Latest index scores will be added here when available.

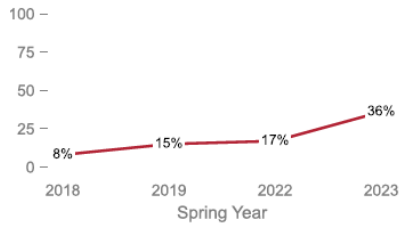
## M-STEP/PSAT 8 ELA % Proficient



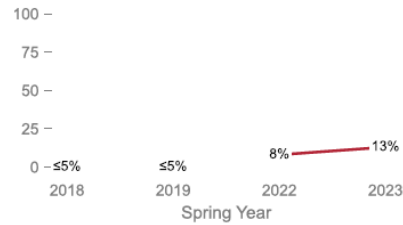
## M-STEP/PSAT 8 Math % Proficient



## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend

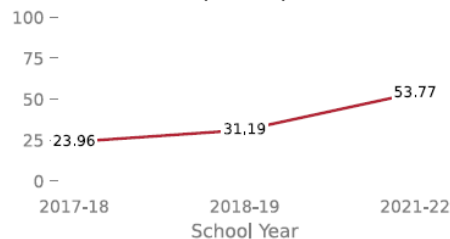


NWEA MAP Reading Growth Percentiles for Grades 2 through 8  
School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	19	163.7	183.9	20	13.0	15	79%	99
Grade 3	19	175.4	194.8	19	11.0	*	≥80%	99
Grade 4	11	192.0	201.4	9	8.4	*	≥50%	68
Grade 5	18	208.2	212.4	4	6.3	9	50%	14
Grade 6	12	202.1	212.7	11	5.7	*	≥50%	99
Grade 7	3	*	*	*	*	*	*	*
Grade 8	11	210.8	214.7	4	4.0	*	<50%	48
Overall	93							71
MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	19	168.3	187.8	20	14.3	14	74%	99
Grade 3	19	176.9	194.3	17	12.1	14	74%	99
Grade 4	12	188.7	198.2	10	10.3	*	≥50%	35
Grade 5	18	202.2	207.9	6	9.0	*	≤20%	8
Grade 6	12	203.0	212.8	10	7.5	*	≥50%	86
Grade 7	3	*	*	*	*	*	*	*
Grade 8	11	212.5	219.1	7	5.2	*	≥50%	72
Overall	94							66

## Overall Accountability Index Trend

### Joy Preparatory Academy (09318)





# Lighthouse Academy

8 Campuses

**District:** Lighthouse Academy

**District Code:** 41922

**Building Code:** 09924

**Locations:**

3330 36th Street SE 4507 170<sup>th</sup> Avenue  
Kentwood, MI 49508 Hersey, MI 49639

12263 James St. 205 East Apple Ave.  
Holland, MI 49424 Muskegon, MI 49442

12120 Fillmore St. 701 Ball Ave., NE  
West Olive, MI 49460 Grand Rapids, MI 49503

1161 W. Southern Ave. 1501 Cedar St. NE  
Muskegon, MI 49441 Grand Rapids, MI 49503

**Phone:** (616) 949-2287 office ext: 201

**Website:** <http://www.lighthouseacademyschool.org/>

**Grades Served:** K - 12

**Initial Charter Contract Start Date:** 2008

**Initial Charter Applicant:** Heidi Cate/Wedgwood Services

**Current Charter Contract:** 2018-2025

**School Property Owner:**

Wedgwood Christian Services

**School Building Owner:**

Wedgwood Christian Services

**Education Service Provider:**

Integrity Educational Services

**Length of Education Service Provider Contract:** 7 years

**MDE Partnership School:** No

## Governing Board of Directors

Peter VanGelderens (President) appointed 12/12/2014 term ends 6/30/2026

Todd Penning (Vice President) appointed 12/13/2019 term ends 6/30/2027

Aaron Toffoli (Secretary) appointed 10/5/2018 term ends 6/30/2026

Angela Bunn (Treasurer) appointed 5/4/2018 term ends 6/30/2025

Steven Bossenbroek II (Director) appointed 12/17/2021 term ends 6/30/2024

Dr. Brenda King (Director) appointed 3/21/2008 term ends 6/30/2025

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$85,523.22**

## Student Turnover Rate and Current Enrollment

Academic Year Enrollment	Grades														Total Student Count
	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	
Fall 2022-23	0.00	0.00	0	0	0	3	4	4	18	26	141.68	70.23	35.65	9	311.56
Fall 2023-24	0	0	0	0	0	0	2	6.67	15.83	30	167.32	84.99	22.20	15.90	344.91
Turnover Rate or Increase	0	0	0	0	0	-3	-2	2.67	-2.17	4	25.64	14.76	-13.45	6.9	33.35



Lighthouse Academy is a Strict Discipline Academy and as a result, has different contractual goals as shown below:

<b>Goal</b>	<b>Data Collection Method</b>	<b>Reporting Frequency</b>
4. INCREASED SEAT TIME AND DECREASE IN TIME OUT OF CLASSROOM OR ACADEMY	5. Monarch Room Log System; 6. Student Success Plans; 7. Hold Backs; and 8. Residential Removal Logs	Twice a year:  3. February 28  4. September 1*
5. DEVELOPMENT AND INTEGRATION OF SOCIAL EMOTIONAL LEARNING (SEL) AND SOFT SKILLS	Developed and Refined:  Soft Skills (SEL) Curriculum  Student Self-Monitoring Form	
6. STUDENTS WILL SHOW AN INCREASE IN READING COMPREHENSION SKILLS	Develop and Refine:  Student Learning Objective (SLO)  for Students in CBF > 1 Quarter	

<b>SOFT SKILL IDENTIFIED IN FERRIS GOALS</b>	<b>DESCRIPTION</b>
1. Ownership	Individual accountability; seeing all tasks through to the end
2. Organization and planning	Day is productive; organized; able to develop steps for accomplishment of tasks; timely in turning in assignments
3. Motivation	Willingness to take on new tasks; making valuable contribution to those around you; displaying enthusiasm
4. Teamwork, Respect, Helping Others	Working collaboratively and respectfully with others; accepting constructive criticism; assisting others in helpful manner
<b>SOFT SKILLS IDENTIFIED IN STUDENT IMPROVEMENT PLAN (SIP):</b>	
1. Regulation of emotions (e.g., Monarch Data) 2. Establishing Healthy Relationships (e.g., <i>Problem Solves</i> ) 3. Delayed gratification (e.g., ability to wait) 4. Accountability (e.g., self-monitoring)	



# Marshall Academy

**District:** Marshall Academy

**District Code:** 13903

**Building Code:** 08817

**Location:**  
18203 Homer Road  
Marshall, MI 49068

**Phone:** (269) 781-6330

**Website:**  
<https://www.marshallacademy.org/>

**Grades Served:** K - 12

**Initial Charter Contract Start Date:** 2000

**Initial Charter Applicant:** Mike Witucki

**Current Charter Contract:** 2023-2024

**School Property Owner:**  
Kiessling Farms

**School Building Owner:**  
MAR Board of Directors

**Education Service Provider:**  
Midwest Management Group, Inc.

**Length of Education Service Provider Contract:** 1 year

**MDE Partnership School:** No

## Governing Board of Directors

Kasey Morris (President) appointed 2/22/2019 term ends 6/30/2024  
Sean Washington (Vice President) appointed 5/8/2020 term ends 6/30/2027  
Patti Cornwell (Secretary) appointed 7/12/2002 term ends 6/30/2025  
Grace Noyola (Treasurer) appointed 12/16/2022 term ends 6/30/2026  
Parker Arnold (Director) appointed 12/16/2022 term ends 6/30/2025

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$74,664.00**

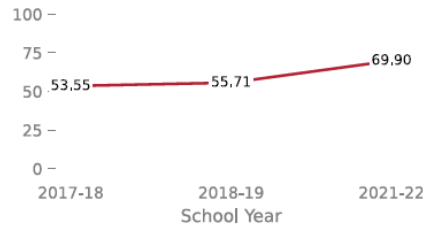
## Student Turnover Rate and Current Enrollment

	Grades														
Academic Year Enrollment	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	Total Student Count
Fall 2022-23	22.00	8.24	19.92	18.95	18.7	18.51	23.44	22.11	21.84	25.2	23.1	17.07	14.61	18.31	272
Fall 2023-24	22.00	7.82	22.89	19	22.71	16.07	21.88	18.13	20.74	20.95	18.28	15.52	12.43	10.58	249
Turnover Rate or Increase	0	-0.42	2.97	0.05	4.01	-2.44	-1.56	-3.98	-1.1	-4.25	-4.82	-1.55	-2.18	-7.73	-23



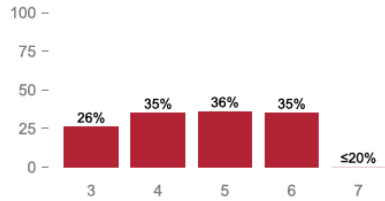
## Growth Accountability Index Trend

### Marshall Academy (08817)

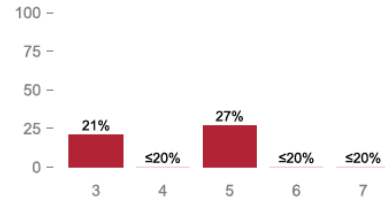


\*Latest index scores will be added here when available.

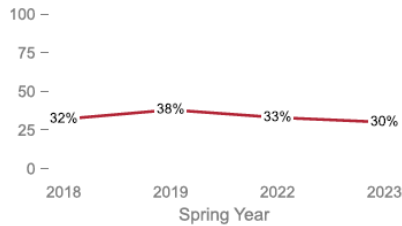
## M-STEP/PSAT 8 ELA % Proficient



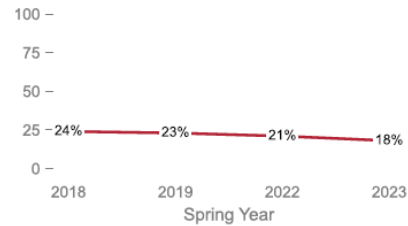
## M-STEP/PSAT 8 Math % Proficient



## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend



NWEA MAP Reading Growth Percentiles for Grades 2 through 8  
School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (aka "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green, median at or above the 50th percentile; red, median below the 50th percentile.

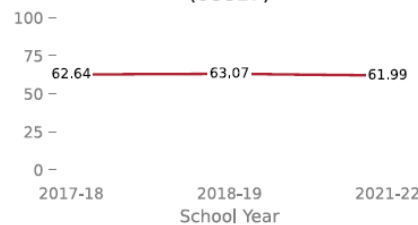
READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	16	172.5	185.1	13	13.2	8	50%	40
Grade 3	19	182.3	192.8	11	10.7	6	32%	46
Grade 4	18	199.4	207.4	8	8.0	9	50%	50
Grade 5	21	202.5	210.0	8	6.6	11	52%	67
Grade 6	22	209.3	215.9	7	5.2	14	64%	78
Grade 7	18	209.1	215.6	7	4.4	10	56%	89
Grade 8	21	209.0	218.0	9	4.1	*	≥80%	99
Overall	135							67

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	16	174.7	185.3	11	14.4	*	≤20%	5
Grade 3	19	180.5	195.4	15	12.2	12	63%	90
Grade 4	18	195.6	205.9	10	10.7	9	50%	42
Grade 5	21	199.0	212.9	14	8.7	14	67%	99
Grade 6	22	207.7	215.0	7	7.7	10	45%	42
Grade 7	18	205.4	212.1	7	5.9	10	56%	65
Grade 8	21	216.2	220.6	4	5.2	7	33%	36
Overall	135							54

## Overall Accountability Index Trend

### Marshall Academy (08817)





# Michigan Collegiate

2 Campuses

**District:** Michigan Collegiate

**District Code:** 50902

**Building Code:** 08726

**Locations:**

16911 Eastland  
Roseville, MI 48066 (Grades K-5)

31300 Ryan Road  
Warren, MI 48092 (Grades 6-12)

**Phone:** (586) 779-8055

**Website:**  
<https://michcol.org/>

**Grades Served:** K - 12

**Initial Charter Contract Start Date:** 1999

**Initial Charter Applicant:** John Romine/The Romine Group

**Current Charter Contract:** 2023-2026

**School Property Owner:**  
Roaseland Joint Venture

**School Building Owner:**  
Roseland Joint Venture

**Education Service Provider:**  
The Romine Group, Inc.

**Length of Education Service Provider Contract:** 3 year

**MDE Partnership School:** No

## Governing Board of Directors

Mary Carpenter (President) appointed 12/12/2014 term ends 6/30/2026

Jason David (Vice President) appointed 5/7/2021 term ends 6/30/2026

Keira Driskell (Secretary) appointed 12/13/2019 term ends 6/30/2026

Gilda Ponder (Treasurer) appointed 10/10/2014 term ends 6/30/2027

## Total Permitted Fees, Reimbursements, Contributions, or Charges

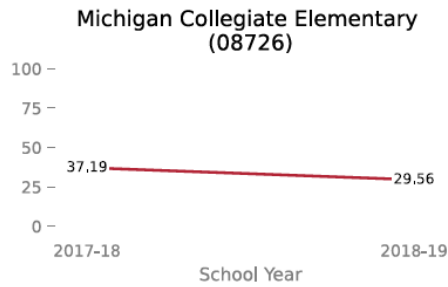
**\$239,364.00**

## Student Turnover Rate and Current Enrollment

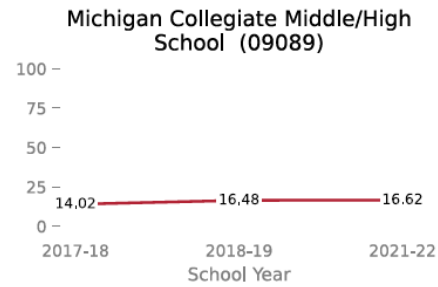
	Grades														
Academic Year Enrollment	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	Total Student Count
Fall 2022-23	25.00	11.35	42.76	35.82	35.82	41.16	53.22	60.22	57.45	57.55	121.53	127.32	110.48	92.32	872.00
Fall 2023-24	41	10.27	31	44.34	40.64	31.16	53.16	56.46	47.22	58.45	100.22	93.68	105.68	95.72	809.00
Turnover Rate or Increase	16	-1.08	-11.76	8.52	4.82	-10	-0.06	-3.76	-10.23	0.9	-21.31	-33.64	-4.8	3.4	-63



## Growth Accountability Index Trend

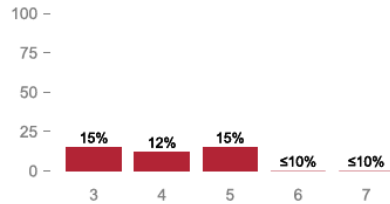


\*Latest index scores will be added here when available.

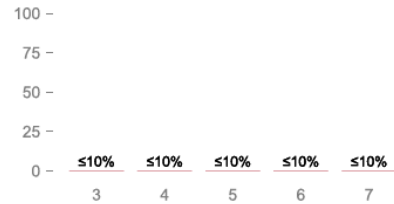


\*Latest index scores will be added here when available.

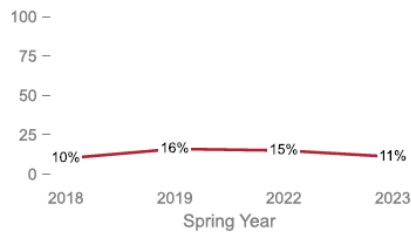
### M-STEP/PSAT 8 ELA % Proficient



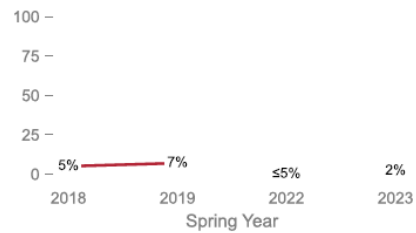
### M-STEP/PSAT 8 Math % Proficient



### M-STEP/PSAT 8 ELA Proficiency Trend



### M-STEP/PSAT 8 Math Proficiency Trend



### NWEA MAP Reading Growth Percentiles for Grades 2 through 8

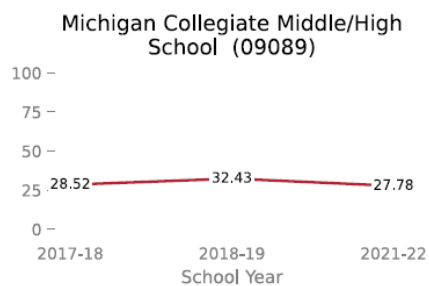
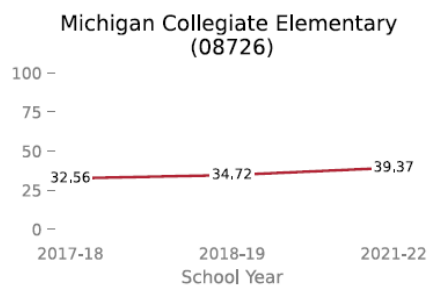
School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	30	163.1	178.5	15	12.9	15	50%	84
Grade 3	33	177.5	188.5	11	10.9	14	42%	52
Grade 4	38	189.2	194.2	5	8.6	13	34%	4
Grade 5	52	193.3	200.0	7	7.1	26	50%	42
Grade 6	51	197.2	201.8	5	6.0	23	45%	22
Grade 7	46	200.2	207.8	8	4.8	30	65%	95
Grade 8	46	200.9	205.0	4	4.5	21	46%	42
Overall	296							49

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	31	163.6	179.5	16	14.3	16	52%	76
Grade 3	35	174.2	187.1	13	11.9	21	60%	67
Grade 4	38	188.0	197.2	9	10.2	16	42%	30
Grade 5	52	189.9	198.7	9	7.8	22	42%	67
Grade 6	52	194.9	199.9	5	7.0	16	31%	18
Grade 7	46	199.2	206.0	7	5.6	25	54%	72
Grade 8	48	203.8	209.5	6	5.1	26	54%	61
Overall	302							56

## Overall Accountability Index Trend





# Michigan Connections Academy

**District:** Michigan Connections Academy

**District Code:** 33911

**Building Code:** 00469

**Location:**

3950 Heritage Avenue, Ste 100  
Okemos, MI 48864

**Phone:** (517) 507-5390

**Website:**

<https://www.connectionsacademy.com/michigan-virtual-school>

**Grades Served:** K - 12

**Initial Charter Contract Start Date:** 2010

**Initial Charter Applicant:** Mickey  
Revenaugh/Connections Academy

**Current Charter Contract:** 2018-2025

**School Property Owner:**

MICA Board of Directors

**School Building Owner:**

MICA Board of Directors

**Education Service Provider:**

Connections Education, LLC

**Length of Education Service Provider Contract:** 7 years

**MDE Partnership School:** No

## Governing Board of Directors

Linda Frost (President) appointed 11/5/2020 term ends 6/30/2026

Adam Vahratian (Vice President) appointed 12/13/2019 term ends 6/30/2024

Todd Terry (Secretary) appointed 11/4/2011 term ends 6/30/2025

Frederick Fendt (Director) appointed 2/21/2020 term ends 6/30/2025

Randy Zylstra (Director) appointed 11/5/2010 term ends 6/30/2026

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$454,297.50**

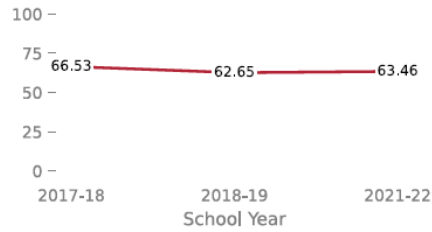
## Student Turnover Rate and Current Enrollment

Academic Year Enrollment	Grades														Total Student Count
	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	
Fall 2022-23	54.34	73.72	64.34	70.02	89.38	82.91	116.58	147.92	157.83	165.92	189.8	188.82	138.96	114.46	1655
Fall 2023-24	53.27	75.45	67.85	75.04	92.56	88.73	121.12	133.73	165.11	149.16	183.06	180.31	138.09	118.28	1641.76
Turnover Rate or Increase	-1.07	1.73	3.51	5.02	3.18	5.82	4.54	-14.19	7.28	-16.76	-6.74	-8.51	-0.87	3.82	-13.24



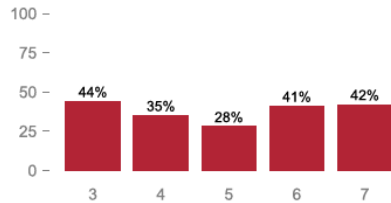
## Growth Accountability Index Trend

### Michigan Connections Academy (00469)

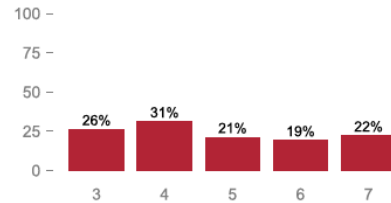


\*Latest index scores will be added here when available.

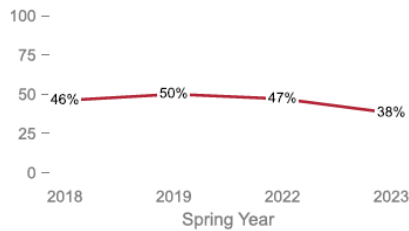
## M-STEP/PSAT 8 ELA % Proficient



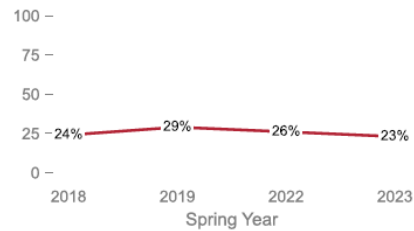
## M-STEP/PSAT 8 Math % Proficient



## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend



## NWEA MAP Reading Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

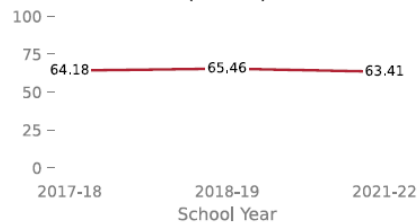
READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	60	181.3	189.9	9	13.5	22	37%	3
Grade 3	81	188.3	195.6	7	10.4	35	43%	7
Grade 4	76	199.7	202.0	2	8.0	22	29%	1
Grade 5	103	205.9	207.7	2	6.4	34	33%	1
Grade 6	129	212.4	212.9	1	5.1	45	35%	1
Grade 7	150	217.7	217.3	0	4.0	50	33%	1
Grade 8	151	220.5	220.7	0	3.5	62	41%	5
Overall	750							3

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	60	184.2	193.2	9	14.4	20	33%	1
Grade 3	79	186.4	195.5	9	12.5	26	33%	5
Grade 4	76	196.8	204.4	8	10.8	29	38%	5
Grade 5	102	205.7	210.9	5	9.3	33	32%	4
Grade 6	130	208.8	214.0	5	7.8	46	35%	12
Grade 7	152	218.4	222.7	4	6.4	53	35%	15
Grade 8	152	224.8	227.0	2	5.4	51	34%	9
Overall	751							7

## Overall Accountability Index Trend

### Michigan Connections Academy (00469)





# Muskegon Montessori Academy for Environmental Change

**District:** Muskegon Montessori Academy for Environmental Change

**District Code:** 61900

**Building Code:** 01966

**Location:**  
2950 McCracken Street  
Norton Shores, MI 49441

**Phone:** (231) 766-7500

**Website:**  
<https://muskegonmontessoriacademy.com/>

**Grades Served:** PreK - 8

**Initial Charter Contract Start Date:** 2013

**Initial Charter Applicant:** Sid Faucette/Choice Schools

**Current Charter Contract:** 2023-2030

**School Property Owner:**  
Palmer Square Capital Management, LLC

**School Building Owner:**  
Palmer Square Capital Management, LLC

**Education Service Provider:**  
Choice Schools Associates, LLC

**Length of Education Service Provider Contract:** 7 years

**MDE Partnership School:** No

## Governing Board of Directors

Judith Kell (President) appointed 10/7/2016 term ends 6/30/2027  
John Taylor (Vice President) appointed 12/14/2018 term ends 6/30/2026  
Lenore Wieschowski (Secretary) appointed 10/7/2016 term ends 6/30/2027  
Michelle Eisenbarth (Treasurer) appointed 10/6/2017 term ends 6/30/2025  
Jack Kennedy (Director) appointed 2/22/2019 term ends 6/30/2026  
Janda VanDyke (Director) appointed 5/5/2017 term ends 6/30/2024

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$45,567.00**

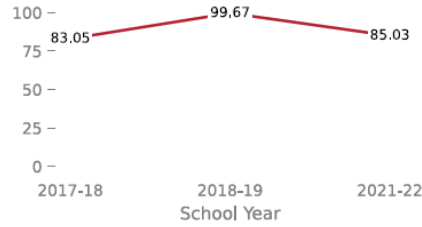
## Student Turnover Rate and Current Enrollment

Academic Year Enrollment	Grades														Total Student Count
	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	
Fall 2022-23	36	1.43	22	21.88	22.8	16.76	15.76	9.73	12.88	6.76	0	0	0	0	166
Fall 2023-24	23	.87	32.77	21	15.78	14.88	12.86	21.92	5	6.92	0	0	0	0	155
Turnover Rate or Increase	-13	-.56	10.77	-.88	-7.02	-1.88	-2.9	12.19	-7.88	.16	0	0	0	0	-11



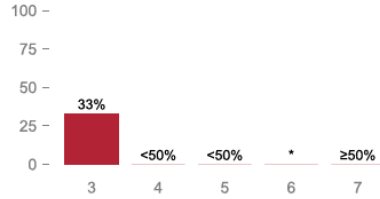
## Growth Accountability Index Trend

### Muskegon Montessori Academy for Environmental Change (01966)

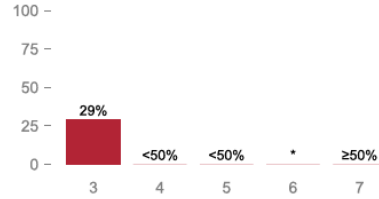


\*Latest index scores will be added here when available.

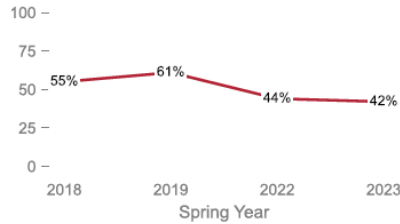
## M-STEP/PSAT 8 ELA % Proficient



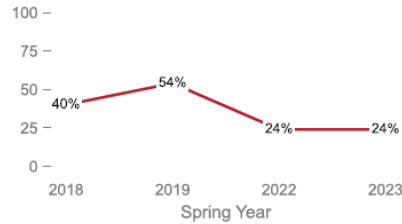
## M-STEP/PSAT 8 Math % Proficient



## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend



NWEA MAP Reading Growth Percentiles for Grades 2 through 8  
School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

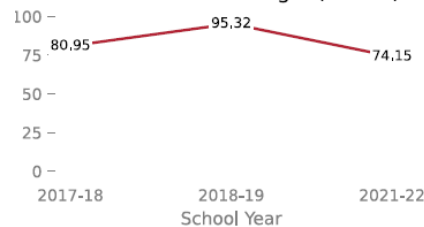
READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	20	158.7	177.3	19	12.8	10	50%	99
Grade 3	21	184.6	192.2	8	10.6	10	48%	8
Grade 4	15	196.1	204.2	8	8.2	*	≥50%	48
Grade 5	14	202.4	206.6	4	6.6	*	<50%	11
Grade 6	9	*	*	*	*	*	*	*
Grade 7	12	222.3	228.3	6	3.8	*	≥50%	90
Grade 8	7	*	*	*	*	*	*	*
Overall	98							51

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	20	165.5	186.4	21	14.3	13	65%	99
Grade 3	21	187.4	197.1	10	12.6	7	33%	9
Grade 4	15	199.4	206.9	8	11.0	*	<50%	4
Grade 5	14	202.4	210.5	8	9.0	*	<50%	35
Grade 6	9	*	*	*	*	*	*	*
Grade 7	12	223.4	233.0	10	6.7	*	≥50%	92
Grade 8	7	*	*	*	*	*	*	*
Overall	98							48

## Overall Accountability Index Trend

### Muskegon Montessori Academy for Environmental Change (01966)





# New Bedford Academy

**District:** New Bedford Academy

**Initial Charter Contract Start Date:** 1998

**District Code:** 58901

**Initial Charter Applicant:** Mike Witucki

**Building Code:** 08632

**Current Charter Contract:** 2019-2024

**Location:**  
6315 Secor  
Lambertville, MI 48144

**School Property Owner:**  
NBA Board of Directors

**Phone:** (734) 854-5437

**School Building Owner:**  
NBA Board of Directors

**Website:**  
<https://www.newbedfordacademy.com/>

**Education Service Provider:**  
Educational Partnerships, Inc.

**Grades Served:** K - 8

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** No

## Governing Board of Directors

Timothy Rothman (President) appointed 2/22/2013 term ends 6/30/2025  
Gary Walentowski (Vice President) appointed 12/18/2015 term ends 6/30/2027  
Karen Moore (Secretary) appointed 5/8/2020 term ends 6/30/2026  
Tiffany Glenn (Treasurer) appointed 10/5/2018 term ends 6/30/2025  
Rebecca Pasko (Director) appointed 12/17/2021 term ends 6/30/2027

## Total Permitted Fees, Reimbursements, Contributions, or Charges

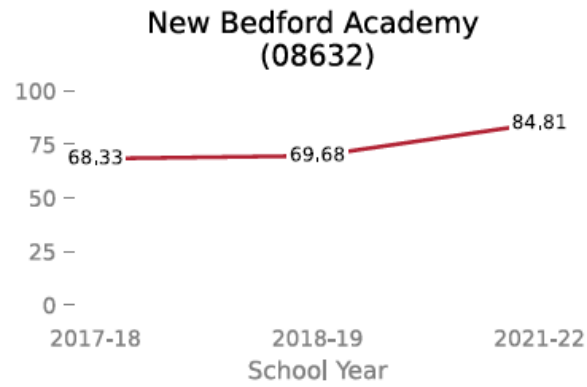
**\$22,509.00**

## Student Turnover Rate and Current Enrollment

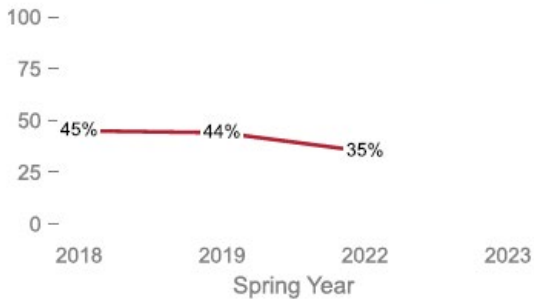
	Grades														
Academic Year Enrollment	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	Total Student Count
Fall 2022-23	12.00	0.73	10	9	12	7.82	8.69	8.88	7.88	5	0	0	0	0	82
Fall 2023-24	11	0.87	7	14	10	9	5.88	6.69	6.68	7.88	0	0	0	0	79
Turnover Rate or Increase	-1	0.14	-3	5	-2	1.18	-2.81	-2.19	-1.2	2.88	0	0	0	0	-3



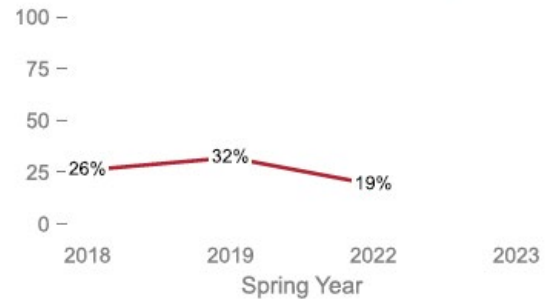
## Growth Accountability Index Trend



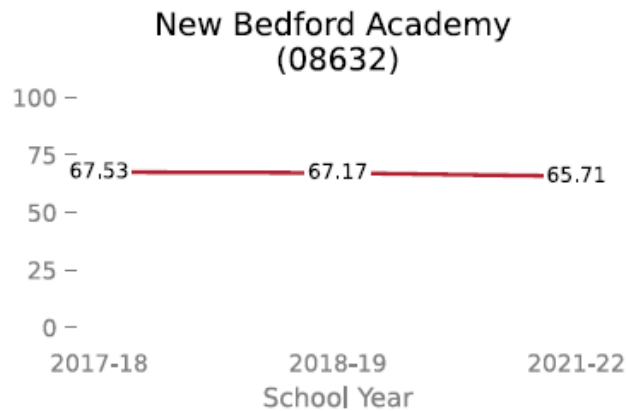
## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend

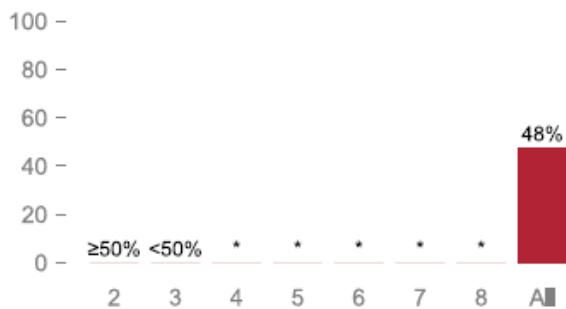


## Overall Accountability Index Trend

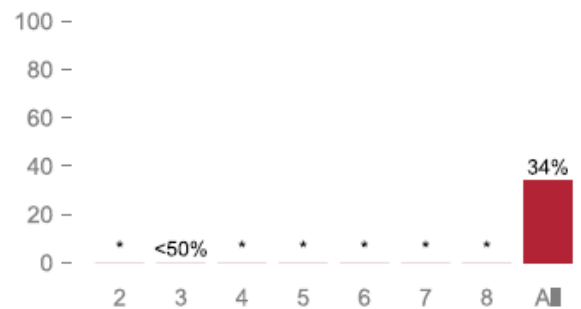


\*Latest index scores will be added here when available.

## NWEA Reading % Meeting Grade Norm



## NWEA Math % Meeting Grade Norm





# Northridge Academy

**District:** Northridge Academy

**District Code:** 25904

**Building Code:** 08721

**Location:**  
4100 W. Coldwater Road  
Flint, MI 48504

**Phone:** (810) 785-8811

**Website:**  
<https://www.northridgeflint.com/>

**Grades Served:** PreK - 8

**Initial Charter Contract Start Date:** 1999

**Initial Charter Applicant:** Mike Malone/Leona Group

**Current Charter Contract:** 2020-2025

**School Property Owner:**  
Northridge Board of Directors

**School Building Owner:**  
Northridge Board of Directors

**Education Service Provider:**  
The Leona Group

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** No

## Governing Board of Directors

Dr. James Shelley (President) appointed 3/20/2009 term ends 6/30/2025  
Charles Winfrey (Vice President) appointed 5/7/2004 term ends 6/30/2024  
Cecilia Miller-Sims (Secretary) appointed 7/9/2008 term ends 6/30/2027  
Authur Evans (Treasurer) appointed 11/7/2008 term ends 6/30/2027  
Craig Simpson (Director) appointed 2/22/2019 term ends 6/30/2026

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$61,762.50**

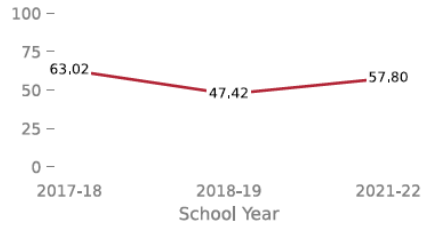
## Student Turnover Rate and Current Enrollment

	Grades														
Academic Year Enrollment	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	Total Student Count
Fall 2022-23	16.00	0.77	16.94	20.95	22.95	25	22.95	31.72	38.81	28.91	0	0	0	0	225.00
Fall 2023-24	22	1.46	20.97	21.94	18.86	27.95	29.84	25.86	35.63	34.49	0	0	0	0	239.00
Turnover Rate or Increase	6	0.69	4.03	0.99	-4.09	2.95	6.89	-5.86	-3.18	5.58	0	0	0	0	14



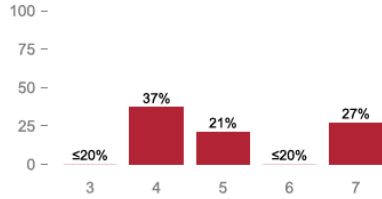
## Growth Accountability Index Trend

### Northridge Academy (08721)

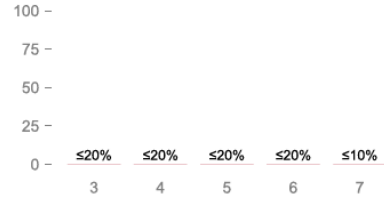


\*Latest index scores will be added here when available.

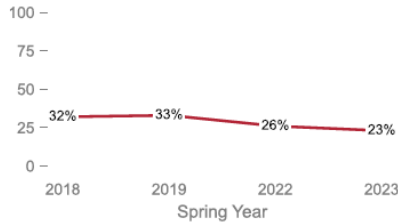
## M-STEP/PSAT 8 ELA % Proficient



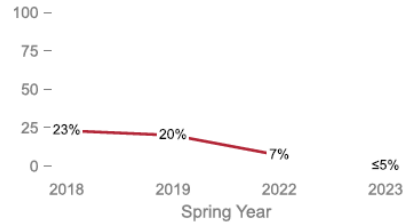
## M-STEP/PSAT 8 Math % Proficient



## M-STEP/PSAT 8 ELA Proficiency Trend



## M-STEP/PSAT 8 Math Proficiency Trend



## NWEA MAP Reading Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

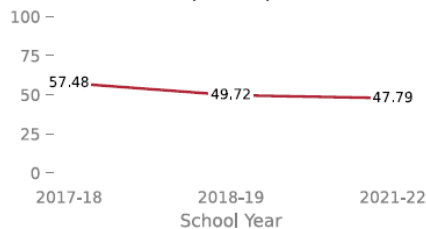
READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	19	164.5	176.2	12	12.7	8	42%	34
Grade 3	23	174.3	186.5	12	10.8	14	61%	75
Grade 4	23	196.7	205.0	8	8.0	11	48%	55
Grade 5	21	193.1	201.3	8	7.0	13	62%	74
Grade 6	27	201.6	206.3	5	5.6	14	52%	30
Grade 7	36	205.0	210.6	6	4.5	19	53%	75
Grade 8	27	213.9	217.1	3	3.8	13	48%	38
Overall	176							54

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	19	166.2	185.1	19	13.9	14	74%	99
Grade 3	23	173.7	187.4	14	11.6	11	48%	85
Grade 4	23	191.0	204.4	13	10.1	17	74%	96
Grade 5	21	191.4	200.9	10	7.7	10	48%	79
Grade 6	26	195.5	202.0	7	6.8	10	38%	44
Grade 7	35	202.6	206.2	4	5.6	11	31%	16
Grade 8	27	209.7	215.0	5	5.0	14	52%	55
Overall	174							68

## Overall Accountability Index Trend

### Northridge Academy (08721)





# Pittsfield Acres Academy

**District:** Pittsfield Acres Academy

**District Code:** 81915

**Building Code:** 04189

**Location:**  
4377 Textile Road  
Ypsilanti, MI 48197

**Phone:** (734) 210-0660

**Website:**  
<https://pittsfieldacres.geeacademies.net/>

**Grades Served:** K - 5

**Initial Charter Contract Start Date:** 2022

**Initial Charter Applicant:** Michael Conran/GEE

**Current Charter Contract:** 2022-2027

**School Property Owner:**  
Global Educational Excellence

**School Building Owner:**  
Global Educational Excellence

**Education Service Provider:**  
Global Educational Excellence

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** No

## Governing Board of Directors

Douglas Abbott (President) appointed 2/18/2022 term ends 6/30/2027  
Nadeem Shaukat (Vice President) appointed 5/5/2023 term ends 6/30/2025  
Amal Awad (Secretary) appointed 12/16/2022 term ends 6/30/2027  
Amjed Oudeif (Treasurer) appointed 2/17/2023 term ends 6/30/2024

## Total Permitted Fees, Reimbursements, Contributions, or Charges

**\$5,764.50**

## Student Turnover Rate and Current Enrollment

	Grades														
Academic Year Enrollment	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	Total Student Count
Fall 2022-23	5.00	0.00	6	1	4	5	0	0	0	0	0	0	0	0	21
Fall 2023-24	14.95	.05	12	13	7	9	8	0	0	0	0	0	0	0	64
Turnover Rate or Increase	9.95	.05	6	12	3	4	8	0	0	0	0	0	0	0	43



Data not reported due to class sizes below 10.



<b>District:</b> Red Oak Academy  <b>District Code:</b> 50917  <b>Building Code:</b> 04354  <b>Location:</b> 11200 E. 11 Mile Road Warren, MI 48089  <b>Phone:</b>  <b>Website:</b>  <b>Grades Served:</b> K - 8	<b>Initial Charter Contract Start Date:</b> 2023  <b>Initial Charter Applicant:</b> Michael Conran/GEE  <b>Current Charter Contract:</b> 2023-2028  <b>School Property Owner:</b> Global Educational Excellence  <b>School Building Owner:</b> Global Educational Excellence  <b>Education Service Provider:</b> Global Educational Excellence  <b>Length of Education Service Provider Contract:</b> 5 years  <b>MDE Partnership School:</b> No
--	---

**Governing Board of Directors**

**Assma Khatib (President) appointed 2/17/2023 term ends 6/30/2026**  
**Victor Finch (Vice President/(Secretary)) appointed 2/17/2023 term ends 6/30/2028**  
**Bassam Gobah (Treasurer) appointed 2/17/2023 term ends 6/30/2027**

Total Permitted Fees, Reimbursements, Contributions, or Charges	

### Student Turnover Rate and Current Enrollment

[illegible]



Red Oak Academy is a new academy and will start-up Fall 2024. For the first three years of operation, new academies will be expected to increase growth towards achievement. In accordance with the applicable law and the charter contract Terms and Conditions, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goals identified in this policy. Additionally, it is expected that the Academy will meet the State of Michigan's academic standards and any improvement targets required to be achieved pursuant to state and federal law.



# Voyageur Academy

2 Campuses

**District:** Voyageur Academy

**District Code:** 82940

**Building Code:** 08631

**Location:**

4321 Military

Detroit, MI 48210

4366 Military

Detroit, MI 48210

**Phone:** (313) 361-4180

**Website:**

<http://www.voyageuracademy.com/>

**Grades Served:** K - 6

**Initial Charter Contract Start Date:** 1998

**Initial Charter Applicant:** Mike Malone/Leona Group

**Current Charter Contract:** 2022-2027

**School Property Owner:**

Voyageur Board of Directors

**School Building Owner:**

Voyageur Board of Directors

**Education Service Provider:**

The Romine Group, Inc.

**Length of Education Service Provider Contract:** 5 years

**MDE Partnership School:** No

## Governing Board of Directors

Curtis Wade (President) appointed 7/23/1999 term ends 6/30/2027

Minika Benning (Vice President) appointed 3/25/2011 term ends 6/30/2025

Anita Gibbs (Secretary) appointed 5/9/2014 term ends 6/30/2024

Barbara Smith (Treasurer) appointed 7/23/1999 term ends 6/30/2027

Robert Redmer (Director) appointed 10/8/2021 term ends 6/30/2024

Dale Williams (Director) appointed 12/14/2018 term ends 6/30/2026

## Total Permitted Fees, Reimbursements, Contributions, or Charges

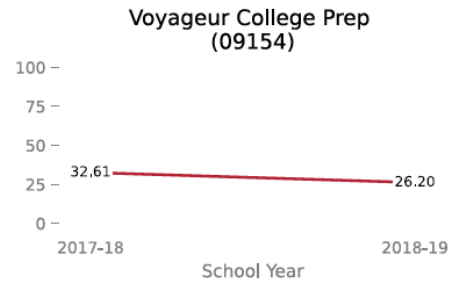
**\$335,713.50**

## Student Turnover Rate and Current Enrollment

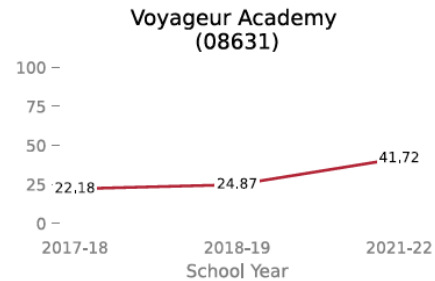
Academic Year Enrollment	Grades														Total Student Count
	K	Special Ed.	1	2	3	4	5	6	7	8	9	10	11	12	
Fall 2022-23	79.94	6.72	86	66	92.94	74.39	86.54	94.18	82.82	85.04	131.07	132.01	102.19	103.16	1223
Fall 2023-24	77	5.85	74.51	92	86.82	96.76	83.29	98.44	99.50	84.91	135.34	126.22	126.69	97.34	1284.67
Turnover Rate or Increase	-2.94	-.87	-11.49	26	-6.12	22.37	-3.25	4.26	16.68	-.13	4.27	-5.79	24.5	-5.82	61.67



## Growth Accountability Index Trend

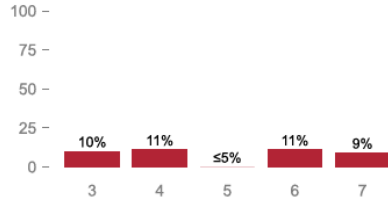


Latest index scores will be added here when available.

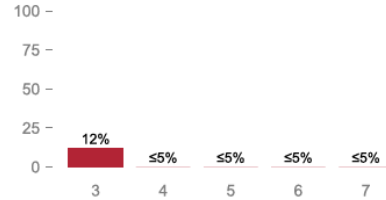


\*Latest index scores will be added here when available.

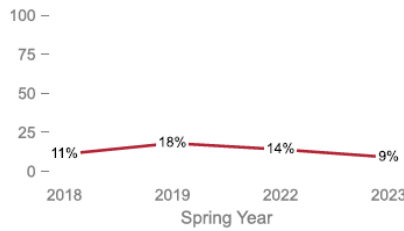
### M-STEP/PSAT 8 ELA % Proficient



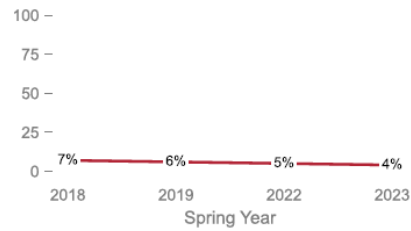
### M-STEP/PSAT 8 Math % Proficient



### M-STEP/PSAT 8 ELA Proficiency Trend



### M-STEP/PSAT 8 Math Proficiency Trend



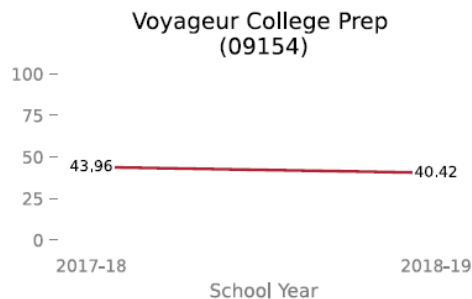
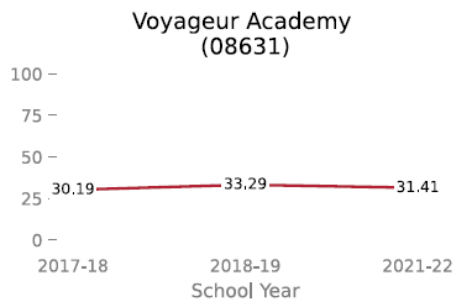
NWEA MAP Reading Growth Percentiles for Grades 2 through 8  
School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (aka "Met" projected growth). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	62	159.6	168.7	9	12.8	12	19%	7
Grade 3	84	169.8	179.2	9	11.2	29	35%	19
Grade 4	66	183.7	189.5	6	8.9	25	38%	7
Grade 5	80	189.1	194.2	5	7.3	30	38%	13
Grade 6	87	199.5	201.8	2	5.8	27	31%	2
Grade 7	71	206.2	208.1	2	4.5	21	30%	7
Grade 8	77	210.3	210.3	0	4.0	24	31%	2
Overall	527							8

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	59	167.9	184.6	17	14.3	31	53%	85
Grade 3	84	175.4	186.5	11	12.0	31	37%	33
Grade 4	64	183.7	193.0	9	10.0	30	47%	37
Grade 5	81	187.9	196.5	9	7.6	40	49%	66
Grade 6	87	199.1	202.1	3	7.2	15	17%	3
Grade 7	70	205.4	210.3	5	5.9	30	43%	32
Grade 8	77	209.5	214.7	5	5.1	41	53%	51
Overall	522							44

## Overall Accountability Index Trend





## Section D – School Closures/Non-Renewals and New Contracts

- Ferris State University did not identify any academies for closure or loss of authorization in 2022-2023.
- The University did authorize a new contract for 2022-2023. The Ferris State University Board of Trustees authorized Red Oak Academy on February 17, 2023. Their directory information can be found under Section C of this report.



## Section E – Successor Contracts in Bottom 5%

Ferris State University currently has one public school academy identified as a Michigan Department of Education *Partnership School*, **Benton Harbor Charter School Academy (BHCSA)**.

Located in Berrien County, BHCSA was authorized by the FSU Board of Trustees on May 8, 1998; however, the academy did not open until fall 2000 due to a Desegregation Order by the Berrien County Circuit Court. The academy was reauthorized in 2004 (5 years); 2009 (5 years); 2014 (5 years), and 2019 (5 years). The current charter school contract is due to expire June 30, 2024. The academy is managed by Choice Schools Associates, LLC.

Approximately one year prior to the Bottom 5% designation by the MDE, the Charter School Office held a meeting with school administration and Choice Schools Associates, to communicate its concerns about the downward trend in student achievement. A summary of that meeting was shared with the Academy Board of Directors (See summary below).

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To: Benton Harbor Charter School Academy Board of Directors

From: Ronald Rizzo

Re: Meeting with Choice Schools

Date: October 6, 2022

Hello All:

I trust this note finds you well here at the beginning of fall and the new school year. Before I get to the main point of this letter, I want to take this opportunity to thank you all for your remarkable service and dedication to Benton Harbor Charter School Academy (BHCSA) over these past many years. Your commitment and service to the Benton Harbor community is an accomplishment of which you should all be proud.

This letter is a summary of a meeting the Ferris State University Charter Schools Office (CSO) held with representatives of Choice Schools Associates on Monday, October 3, 2022, at BHCSA. In attendance at that meeting were:

1. *From the CSO:* Ron Rizzo, Chris White, Susan Wakefield
2. *From Choice School Associates:* Sarah Wildey, Tony Schmid, Laura Moellering, Ashley Smith

The meeting was held at the request of the CSO to discuss Authorizer concerns about the status of the BHCSA contract and to explore ways the CSO could assist Choice and the academy in addressing some of the challenges facing BHCSA. Specifically, the CSO shared three main points:

1. BHCSA is currently the lowest academic performer in the entire FSU charter school portfolio.
2. The concern about the transition of staff members and the inability to fill open positions.
3. The academy is up for Reauthorization in the 2023-24 year, and if forced to make a recommendation right now concerning Reauthorization of the academy, the CSO would not have anything tangible to bring forward about BHCSA to support a positive recommendation to the FSU Trustees.

I would like to state that this was not a confrontational meeting by any means, and, from the onset, all attendees approached the discussion from a respectful standpoint of openly discussing the challenges and then trying to find ways to partner with



each other for solutions where possible. I also want to acknowledge the professionalism of the Choice Schools staff and the great care and concern that they obviously have for the academy, its performance, and its continued existence.

Among the items discussed were:

- Overall school culture
- Safety and security
- Lack of student achievement and growth
- Support for teachers
- Open positions in the academy
- Attendance issues with several students

Discussion:

\*Sara Wildey shared the staff recruiting efforts that Choice has enacted on behalf of BHCSA, and it was apparent that they have developed an extensive outreach program in an effort to secure qualified staff. So far, the program has had only moderate success but merits continuation.

\*Ashley Smith shared that there are several students enrolled at the academy who are absent a great deal of time. She inquired about the ability to drop them from enrollment (The CSO encouraged this practice). We also discussed that until the staffing level can be brought to a higher level, it would be **wise to not accept new students**. This could be done with a resolution from the BHCSA Board declaring that the academy will not be accepting new students until staffing levels are brought to proper levels. When those levels are reached the Board could then pass a resolution to take new students again (The CSO also encourages this).

\*Chris White shared his belief that there is a possibility of BHCSA being placed on the Michigan Department of Education *Partnership Schools List* this year when the index is released. If this occurs, the CSO will work with MDE and BHCSA on the school improvement plan. (Note: The MDE has no authority to dictate Reauthorization for a public-school academy. This is solely an Authorizer decision).

\*We discussed how critical it is that administrators and coaches are not assigned regular classroom coverage or have sole duties such as supervising lunchrooms, etc. There was unanimous agreement on this need and Choice has pledged to continue to work on this issue.

\*We also discussed the need for the academy to submit an Academic Plan to the CSO which addresses specifics on how the academy intends to address the issues it is facing. That plan will be developed jointly with the CSO and the academy, endorsed by the BHCSA Board, and will be *due to Epicenter no later than November 23, 2022*.

In summary, we all agreed that there are indeed numerous challenges BHCSA is facing right now and that it will take a concerted effort by all of us (Choice, CSO, and Board) to overcome them. It was agreed that, above all, BHCSA needed time to enact a number of the initiatives that have been implemented. The CSO pledged that as long as progress towards improvement could be demonstrated, the CSO would be willing to grant that extra time in the 2023-2024 academic year. Ferris State University still supports and believes in the mission of Benton Harbor Charter School, and we stand ready to assist when/where necessary to help ensure its continuation.

We look forward to seeing you from time to time. Please do not hesitate to reach out if you have any questions.

Sincerely,



Ronald S. Rizzo, Ph.D.  
Director of Charter Schools



Any academy falling in Tier III or IV of the CSO monitoring dashboard are required to submit an *Academic Monitoring Plan* (AMP). AMPs are developed jointly between the CSO and the academy administration, Board of Directors, and management company (See AMP template below).

## ACADEMIC MONITORING PLAN

Academies who are assigned to Tier III or IV as part of the school support protocol will be required to collaborate with the Ferris State University Charter Schools Office (CSO) to complete an Academic Monitoring Plan (AMP). Members of the CSO team who assist with the creation of the AMP should use the following guiding questions to ensure consistency in content and expectations.

### Recommendations:

1. The collaborative team meeting should be scheduled for 90-120 minutes.
2. The school leader will need to:
  - a. Choose which members of the leadership team will participate,
  - b. Provide copies of the MICIP plan to all members, including CSO staff,
  - c. Choose a “Facilitator” for the meeting, which could be the school leader.
3. The FSU CSO will bring analysis of data related to the traditional academic contractual goals. As these are the ultimate goal, this data will serve as the starting point for conversation.
4. The Facilitator’s role is to lead the conversation with the group by asking the ten guiding questions.
5. Prior to the meeting, the FSU CSO will assign the role of “Recorder” to a member of the FSU CSO team. This will allow all academy team members to participate fully. The Recorder will take notes for the meeting and complete a draft of the AMP document. The Recorder will share the draft of the AMP with the academy leader. It will be the responsibility of someone from the academy to finalize and submit the AMP into Epicenter.
6. At the meeting, a “Time Keeper” will be assigned whose role it is to keep the group on track and moving toward answering each question.

Guiding Questions	Discussion Time
1. Which contractual goal(s) and target(s) did the academy fail to meet?	<b>5 minutes</b> <input type="checkbox"/>
2. What is the root cause of why the goal(s) and target(s) were not met? Suggestion: Use the “5-Whys” protocol.	<b>10-15 minutes</b> <input type="checkbox"/>
3. What areas of the academy’s MICIP already address the reason(s) for not meeting the goal(s) and target(s)?	<b>10-15 minutes</b> <input type="checkbox"/>
4. Brainstorm a list of interim targets that would eventually lead to achievement of the contractual goal(s) and targets(s). What metric will you use to measure progress?	<b>15-20 minutes.</b> <input type="checkbox"/>



5. Choose at least (2) <i>Bottom-Line Targets</i> including CSO-approved metrics. At least (1) shall be an academic measure.	<b>10-15 minutes</b> <input type="checkbox"/>
6. How will the chosen <i>Bottom-Line Targets</i> help you reach your contractual targets and goals?	<b>5-10 minutes</b> <input type="checkbox"/>
7. What strategies and activities will assist in reaching the <i>Bottom-Line Target</i> ?	<b>10-15 minutes</b> <input type="checkbox"/>
8. Using the “Requirements & Supports” document provide by the CSO, what supports would you like from the CSO?	<b>10 minutes</b> <input type="checkbox"/>
9. When will the <i>Bottom-Line Target</i> be achieved?	<b>5 minutes.</b> <input type="checkbox"/>
10. How will the <i>Bottom-Line Targets</i> and contents of the AMP be communicated to stakeholder, especially teachers, staff, administration, ESPs, and board members?	<b>10 minutes.</b> <input type="checkbox"/>

All meetings with School Improvement Teams and Management Companies to review AMP progress are documented with notes kept in the Epicenter system and shared with the academy and management company (Sample below).

## ACADEMIC MONITORING PLAN CHECK-IN NOTES

**Academy Name:** Benton Harbor Charter School Academy

**Date:** January 17, 2022

**Members Present (Virtual):**

- Laura Moellering, Choice Schools Area Superintendent
- Tim Harris, BHCSA Principal
- Ashley Smith, BHCSA Assistant Principal
- Laura Emshanov, FSU CSO School Support
- Bob Fidler, FSU CSO School Support
- Christopher White, FSU CSO Associate Director
- Susan Wakefield, FSU CSO Field Representative
- Ron Rizzo, FSU CSO Director

Next steps listed in the November notes were as follows:



- For a short-term target, the academy will work on identifying essential standards using teacher input and the NWEA Learning Continuum. An internal formative assessment will be used to track student progress. By the end of the year, 80% of students should master these essential standards.
- As another short-term target, the academy will determine how they will use their current survey as a measure of school climate and to set a target for improvement.
- The academy must decide on long-term targets using baseline data.
- A discussion will occur on these bullets at the Mid-Contract Review on November 30.
- The academy board needs to be briefed on the Academic Monitoring Plan in December.

Shortly after the November meeting, the school had several crises come up mostly related to staffing. The Mid-Contract Review was cancelled, and the academy was forced to focus full attention on implementing a hybrid model due to lack of teaching staff.

On December 17, 2021, the following list of guiding questions was sent to the BHCSA team to review and be prepared to answer:

1. How is it going so far with the hybrid/cohort model (overall perceptions)? Attendance & enrollment update? Behavior/SEL needs with this new model?
2. Is there a written plan for how to transition away from this hybrid model?
3. What baseline data did you decide to use for the year? Provide the data with goals and targets for the end of the year and/or by the end of next school year.
4. What from previous Academic Monitoring Plan conversations are you still using moving forward: FastBridge, Get Better Faster Rubrics, Teacher Development, MTSS training, instructional coaching?
5. How will you measure student growth? Formative assessments? Summative assessments?
6. If Benton Harbor Charter School Academy was up for reauthorization right now, what data could the FSU CSO use to present to the Board of Trustees?
7. How are the cohorts of students divided? Is MTSS taken into consideration? What data was used to create cohorts?
8. What curriculum is being used now? Does each grade level cohort receive the same instruction? How do you know? Lesson plans?
9. How is teacher retention and development/coaching going?

Notes from the meeting:

- Attendance is at 80%.
- The school is looking to partner with the Boys & Girls club as a place for students to go on virtual days.
- There was no consistent metric provided for how/when the school will return to all F2F. The principal said if it works, they will keep doing the hybrid because behavior was down. The Choice superintendent said staffing is the main measure, but also mentioned student growth. There is NO plan in writing for how to transition away from the hybrid model.
- Many initiatives were listed: Fast Bridge, IXL w/connection to NWEA, Lexia, intervention blocks, common formative assessments, Get Better Faster, instructional coaching, use of Fountas and Pinnell,



exit tickets, curriculum fidelity. However, no data was provided as baseline as to how these will help with root cause.

- It was concerning to the FSU CSO team that the online baseline data the academy had gathered was NWEA. No other assessment or measure of success was presented.

Next steps:

- The academy needs data and direction. I am meeting on Feb.9 with leadership and spending the day at the school to formulate a plan.
- The next whole group check-in is February 28.

The Michigan Department of Education has given BHCSA three years (to 2026) to meet the improvement level required to be removed the Bottom 5% list. The CSO anticipates making a recommendation for an additional three years of the charter school contract to the FSU Board of Trustees prior to the charter contract expiration in June 2024 to align with this timeframe.

## **ACADEMIC MONITORING PLAN CHECK-IN NOTES**

**Meeting Date: October 3, 2022**

**Agenda:**

### **BHCSA Meeting October 3, 2022 Choice Schools, FSU CSO, Board of Directors**

- 1.0 Purpose of visit: Proactive visit to ensure a recommendation for the Reauthorization of BHCSA in 2024.  
We need the academy's help.
- 2.0 Honest Conversation (Challenges)
  - 2.1 BHCSA: Lowest performing school I the FSU portfolio
  - 2.2 Only FSU authorized school with administrators/coaches covering classrooms.
  - 2.3 Overall culture. (Teachers in tears)
- 3.0 CSO Observations: Chris & Sue
  - + 3.1 Students very welcoming and friendly
  - 3.2 Caring Staff
  - 3.3 Strong Administration team: capacity issue
  - 3.4 Inconsistent behavioral expectations
  - 3.5 Supervision/security issues
  - 3.6 No evidence of curriculum/support of teachers
  - 3.7 The longer students attend academy, the lower their performance
- 4.0 Specifics: What does CSO need to see to recommend BHCSA for Reauthorization in 2024? Evidence of:
  - 4.1 Academic growth
  - 4.2 MTS for behavioral expectations
  - 4.3 Stability in staffing/growth in retention



#### 5.0 Tier 4: Academic Planning

5.1 Need to develop Academic Plan and submit to CSO by Thanksgiving

#### 6.0 Next Steps

6.1 CSO assistance

6.2 School Works offer

6.3 Monthly Meetings to Continue

6.4 Full team meeting review NLT end of June 2023.

## ACADEMIC MONITORING PLAN CHECK-IN NOTES

*Academy Name:* Benton Harbor Charter School Academy

*Date:* 2.9.2023 (9:30 am-1 pm)

*Members Present:*

Christopher White, Ferris CSO

Laura Moellering, Choice Schools

Amey Dyer, Choice Schools

Ashley Smith, BHCSA

Lisa Francisco, MDE

Representative from the ISD

2 other school personnel

The purpose of this meeting was further completion of the Partnership Agreement required by the state. The ultimate goal is to identify long-term (length of the agreement) and interim, measurable benchmarks. Two of these benchmarks will be from the AMP created by BHCSA and approved by the board (attendance and NWEA). This meeting was really a facilitated discussion of the school's MICIP plan.

Components of MICIP discussed and completed:

Initial inventory analysis

Gap analysis (w/5 whys)

District data summary (w/consideration questions)

Defined 3 goal areas

Larger issues identified included:

Cohesive K-2 ELA curriculum with a strong science of reading methodology

Culturally responsive PBIS

School leadership still in the classroom 2 hours a day



## ACADEMIC MONITORING PLAN CHECK-IN NOTES

*Academy Name:* Benton Harbor Charter School Academy

*Date:* 3.15.2023 (1:00-3:00 p.m.) virtual meeting

*Members Present:*

Christopher White, Ferris CSO  
Laura Moellering, Choice Schools  
Amey Dyer, Choice Schools  
Ashley Smith, BHCSA  
Lisa Francisco, MDE PAL  
Representative from the ISD  
One other member of school personnel

The purpose of this meeting was further completion of the MICIP. The entire time was spent finalizing the SEL related strategies: adoption of SEL curriculum and family engagement. The hexagon tool was completed for each in order to assess readiness.

The meeting was a bit confusing because not much of what was discussed was actually targets in the Partnership Agreement. The best I could determine is that the SEL related goal and the strategies were created in order to meet the following target numbers, as outlined in the draft agreement:

- #5. Schoolwide PBIS TFI implementation.
- #8. 100 responses on parent Panorama survey.
- #9. 70% of families satisfied with the school.
- #10. 4 of 6 Panorama categories will show improvement.
- #11. Reduction of chronically absent students.

I think it is important to note that these targets were not mentioned during the meeting unless I brought them up.



## ACADEMIC MONITORING PLAN CHECK-IN NOTES

*Academy Name:* Benton Harbor Charter School Academy

*Date:* 4.24.2023 (1:00-3:00 p.m.). In Person @ BHCSA.

*Members Present:*

Christopher White, Ferris CSO  
 Laura Moellering, Choice Schools  
 Amey Dyer, Choice Schools  
 Ashley Smith, BHCSA  
 Lisa Francisco, MDE PAL  
 Lisa Pattinson, ISD

- Upcoming/anticipated strategies were discussed
  - Creation of curriculum scope & sequence
  - Use of common assessments
  - Coaching process guide
- An annual calendar is in the process of being solidified that will outline the professional learning for the year
- Lisa, form MDE, shared the Partnership Agreement calendar and timeline. At this point, the school is on track.
- A lengthy discussion occurred around literacy and progress monitoring. The end results of the conversation is that everyone at the table felt that some sort of progress monitoring tool for literacy is an essential and most important implementation step for next school year. The school is more than likely going to use Acadience.
- The last part of the meeting was a discussion on uses of Partnership Agreement grant funds including 21h. I left at this point as the school was deciding on individual expenses which is beyond the role of the authorizer.
- Monthly Partnership Agreement meeting dates were set. All meeting will be from 1-4 pm.
  - June 20, 2023
  - August 9, 2023
  - October 17, 2023
  - December 19, 2023
  - February 20, 2024
  - April 16, 2024
  - June 18, 2024.



# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

## ACADEMIC MONITORING PLAN

### End of Year Progress

Name of Academy: Benton Harbor Charter School Academy

Date of Report: June 20, 2023

Bottom-Line Target #1: Fewer than 10% of students will be chronically absent.

Related MICIP Goal: Whole child: Increase student engagement [to improve attendance and achievement].

Spring 2023 Target: By spring 2023 the chronic absenteeism rate will be less than 32%

Did you meet your Spring 2023 Target? Yes ☐ No ☒

Provide data to support your answer.

Q1 had a 64% chronic absenteeism rate. Q's 2-4 had a rate of 68.9%

Are you on track to meet your Bottom-Line Target by the end of your contract? Yes ☐ No ☐ Unsure ☐

Briefly describe your progress.

The attendance goal is considered essential to hitting the academic goals. So while attendance is not a part of the charter contract our ability to hit academic charters is hobbled by attendance issues.

#### Update on Strategies

Strategy used	Was the strategy successful? How do you know?	How will you proceed with this strategy next school year?
Revised our language on consecutive absences Sent letters after 5 absences Worked with BRESA on truancy Set up a new system with MDHHS P2P Monitored trends in attendance and developed a rewards program for attendance	Not yet. We believe that we have good strategies and are further refining our communication with families for 23-24 to emphasize the importance of attendance.	Improved tracking, home communication, incentives, and data sharing with all stakeholders. (Letting parents know just how many days our students are missing and what it means for their students long term.) P2P partnership strengthening with increased meetings and progress updates.

Bottom-Line Target #2: Meeting or exceeding annual contractual growth goal

Related MICIP Goal: Strength in Tier One Instruction and carried out with fidelity across all grade levels to increase NWEA growth and achievement.

Spring 2023 Target: Grades 3-5 will increase by 10 points in their median conditional growth percentile in math on the NWEA.

Did you meet your Spring 2023 Target? Yes ☐ No ☒

Provide data to support your answer.

Spring 2022 MCGP in math was 29 in Grade 3, 52 in Grade 4, and 37 in Grade 5

Spring 2023 MCGP in math was 21 in Grade 3, 32 in Grade 4, and 47 in Grade 5

Are you on track to meet your Bottom-Line Target by the end of your contract? Yes ☐ No ☐ Unsure ☒

Briefly describe your progress.

Grade 5, which had the best coaching and most stable staff did meet the target. The other two classrooms saw reductions in growth compared to last year.

#### Update on Strategies

Strategy used	Was the strategy successful? How do you know?	How will you proceed with this strategy next school year?
Coaching and tracking of curriculum progress and intellectual prep, increased feedback on teacher "moves"	Since it was primarily 5th grade that received this, then yes, we see the promise. We had barriers in staffing, as our coaches were teaching until mid-year, and our staffing in the other grades was unstable.	We have a plan for coaching, as well as a daily supplemental math curriculum that will add 35-45 minutes a day in math instruction, as well as intensive PD and daily feedback for all teachers K-8.



**Bi-Monthly Level of Support Partnership Agreement Progress Meeting Agenda**  
**Benton Harbor Charter School Academy**  
[BHCSA Partnership Agreement Template v2022-2025\(1\).docx - Google Docs](#)  
**August 1, 2023 - 10:00am-1:00pm**

**In-Person:** Front Office Conference Room

**Purpose**

- Provide an update on the previous meeting's action item(s).
- Provide an update on progress of activities and strategies for each goal area.
- Learn of the Regional Assistance Grant - what, when, how, who.
- Hear an update of FY23 Section 21(h) award and utilization; begin planning for FY24 application.
- Identify PAL onsite support for September.

**Team Members (Bolded names indicate members present.)**

Name	Organization	Role	
<b>Ashley Smith</b>	Benton Harbor Charter School Academy	Principal	
<b>Kendra Zichter</b>	Benton Harbor Charter School Academy	Assistant Principal	
<b>Ashley Bloomer</b>	Benton Harbor Charter School Academy	Instructional Coach, MICIP Committee Lead	
Lauren Gillis	Benton Harbor Charter School Academy	Instructional Coach, MICIP Committee Lead – Tier 1 Instruction Math	
Lourdes Sanasie	Benton Harbor Charter School Academy	Instructional Coach, MICIP Committee Lead – MTSS, Behavior	
Thomas Grey	Benton Harbor Charter School Academy	Parent Liaison (Attendance), MICIP Committee Lead – Whole Child	
Amirah Pierre-Louis	Lavinia Group	Professional Development Lead	
<b>Laura Moellering</b>	Choice Schools Associates	Area Superintendent	
<b>Amey Dryer</b>	Choice Schools Associates	Director of Scholar Education and Development; MICIP Lead	Attending Virtually
<b>Mandy Patouhas</b>	Choice Schools Associates	Federal and State Grants Coordinator	Attending Virtually
TBD	Ferris State University	Associate Director School Support – Benton Harbor	
Sue Wakefield	Ferris State University	Field Rep	
<b>Lisa Pattison</b>	Berrien RESA	Continuous Improvement and State and Federal Programs Consultant	
<b>Lisa Francisco</b>	MDE-Office of Partnership Districts	Partnership Agreement Liaison	

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**Meeting Roles**

Note Taker	Timekeeper
Amey Dryer (MICIP) and Lisa Francisco	Ashley Smith

**Team Norms**

- Be present and prepared.
- Watch your airtime.
- Mindful use of technology.
- Engage with the work.
- Remember this is a team effort to support student outcomes.
- No personal identification information is included or uploaded in MICIP or other reports.

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## Tasks and Activities

Time Allotted	Action Items	Facilitator	Resources
5 Minutes	Welcome, Review Team Norms and Meeting Agenda	Lisa F.	
5 Minutes	Connector	Team	
	Follow-Up on Previous Meeting Action Items <ol style="list-style-type: none"> <li>Set up introduction meeting for Ashley, Kendra, Lourdes with Tiago and Abbie</li> <li>LETRS Registration - stipend, August 11 at 11:59pm is deadline to register.</li> </ol> <p><b>Notes:</b> LETRS registration to date - currently signed up: Graham, Domitrovich, Truax, Koehler, Bloomer, Gillis, and Hart. Four to go.</p>	Lisa P.	Tiago and Abby-RJ and Social Emotional Training
60-90 Minutes	Monthly Progress on Strategies/Activities - Celebrations, Barriers/Challenges <ol style="list-style-type: none"> <li>MTSS Activity Implement Tool</li> <li>Whole child Building-Specific Activities</li> <li>Tier 1 Instruction Activity Implementation Tool</li> </ol> <p><b>Notes:</b> Updates and action steps are documented on the <a href="#">Benchmark/Outcome Requirement Tally Sheet - Google Sheets</a>. Team members are to add progress/completion information prior to each bi-monthly meeting. Identifying evidence to upload into MICIP will be helpful.</p>	Laura Ashley Kendra Amey	<a href="#">Benchmark/Outcome Requirement Tally Sheet - Google Sheets</a>  <a href="https://docs.google.com/document/d/1Vay618XlyFUpNEPITrINAL_AbbliSvdyCfN0sbrzEg/edit?usp=sharing">https://docs.google.com/document/d/1Vay618XlyFUpNEPITrINAL_AbbliSvdyCfN0sbrzEg/edit?usp=sharing</a>
30 Minutes	Regional Assistance Grant Overview <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>July 1 - June 30; can date things back to July 1</li> <li>Award is usually known October/November</li> <li>Reimbursed grant; Berrien RESA controls the funds</li> <li>Develop a service plan w/RAG facilitator for entire award; pre-approval form available to find out if a need is an allowable use of funds</li> <li>Amendments can be made anytime</li> <li>RESA will send a statement for reimbursement 2x year</li> <li>The district provides documentation that services/materials were purchased</li> <li>Semi-annual cert form for staff 100% funded by the RAG (1 FTE)</li> <li>Time/Effort or PARs for staff not 100% funded (&lt; 1 FTE)</li> </ul>	Lisa P.	
30 Minutes	Section 21(h) <ol style="list-style-type: none"> <li>FY23 Update and Utilization</li> </ol>	Lisa F. Laura	

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Time Allotted	Action Items	Facilitator	Resources
	2. FY24 Planning <p><b>Notes:</b> FY23: Reviewed the Implementation and Effectiveness Worksheet - Laura, Mandy, Amey will complete the effectiveness columns (K-Q) for approved items.</p> <p>FY24 Planning:</p> <ul style="list-style-type: none"> <li>PLC for LETRS group (possibly lead by Bloomer)</li> <li>Power School Plug-Ins (Attendance and Bus Boss)</li> <li></li> <li>When FY24 Section 21(h) application window opens an additional planning meeting will be scheduled</li> </ul> <p>Send invites and include Dan LaDue (OPD) and Andrea Rodgers (Regional Consultant- OES) to the September 26, 2023 funding collaboration meeting.</p>	Mandy	
15 Minutes	Agenda Items for Next Bi-Monthly Partnership Agreement Process Meeting <ul style="list-style-type: none"> <li>Fall Data Review (Amey)               <ul style="list-style-type: none"> <li>Phase 1; NWEA; MSTEP/PSAT; Acadience, Attendance, Discipline</li> <li>Include data points for 18-Month Interim Target Outcomes</li> </ul> </li> <li>Strategy/Activity Progress Update</li> <li>Section 21(h) I &amp; E Worksheet Submission</li> <li></li> </ul> <p>Next Meeting Date - 10am-1pm:</p> <ul style="list-style-type: none"> <li>October 17, 2023</li> <li>December 19, 2023</li> <li>February 20, 2024</li> <li>April 16, 2024</li> <li>June 18, 2024</li> </ul> <p><b>Notes:</b></p>	Team	<a href="#">BHCSA-PA Planning Calendar.docx - Google Docs</a>
5 Minutes	PAL Onsite Support for September: September 26, 2023 - 2:30pm - Section 31a collaboration: Stephanie Holmes-Webster, MDE-Section 31a consultant will join virtually. Include Dan LaDue (OPD) and Andrea Rodgers (Regional Consultant- OES)	Team	

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Time Allotted	Action Items	Facilitator	Resources
10 Minutes	Communication Plan <ul style="list-style-type: none"> <li>What</li> <li>To Whom</li> <li>By Who</li> <li>By When</li> </ul>		
5 Minutes	Closing		

#### Actions

#	Action Needed	By Whom	By When
1	Set up introduction meeting for Ashley, Kendra, Lourdes with Tiago and Abbie	Lisa Pattison	October 17, 2023
2	Refer to <a href="#">Benchmark/Outcome Requirement Tally Sheet - Google Sheets</a> for specific action steps.	Ashley, Kendra, Bloomer, Laura, other	October 17, 2023
3	Invite Dan LaDue, Andrea Rodgers to September 26, 2023 Funding Meeting	Lisa Francisco	August 4, 2023
4	Create data folder	Amey	October 17, 2023
5	Complete I & E Worksheet effectiveness columns (K-Q) for awarded items.	Laura, Amey, Mandy	October 17, 2023
6			

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#### Bi-Monthly Level of Support Partnership Agreement Progress Meeting Agenda Benton Harbor Charter School Academy

[BHCSA Partnership Agreement Template v2022-2025\(1\).docx - Google Docs](#)

October 17, 2023 - 10:00am-1:00pm

In-Person: Front Office Conference Room

Virtual Link: <https://us06web.zoom.us/j/84726830665?pwd=trWmb69jN8xbCWuPbCsr4N46YpDgQj.1>

#### Purpose

- Provide an update on the previous meeting's action item(s).
- Provide an update on progress of activities and strategies for each goal area.
- Learn of the Regional Assistance Grant - what, when, how, who.
- Identify PAL onsite support for November.

#### Team Members (Bolded names indicate members present.)

Name	Organization	Role	
Ashley Smith	Benton Harbor Charter School Academy	Principal	
Kendra Zichterman	Benton Harbor Charter School Academy	Assistant Principal	
Ashley Bloomer	Benton Harbor Charter School Academy	Instructional Coach, MICIP Committee Lead	
Lauren Gillis	Benton Harbor Charter School Academy	Instructional Coach, MICIP Committee Lead – Tier 1 Instruction Math	
Lourdes Sanasie	Benton Harbor Charter School Academy	Instructional Coach, MICIP Committee Lead – MTSS, Behavior	
Thomas Grey	Benton Harbor Charter School Academy	Parent Liaison (Attendance), MICIP Committee Lead – Whole Child	
Amirah Pierre-Louis	Lavinia Group	Professional Development Lead	
<b>Laura Moellering</b>	Choice Schools Associates	Area Superintendent	
<b>Amey Dryer</b>	Choice Schools Associates	Director of Scholar Education and Development; MICIP Lead	Attending Virtually
Mandy Patouhas	Choice Schools Associates	Federal and State Grants Coordinator	Attending Virtually
TBD	Ferris State University	Associate Director School Support – Benton Harbor	
Sue Wakefield	Ferris State University	Field Rep – Benton Harbor	
Lisa Pattison	Berrien RESA	Continuous Improvement and State and Federal Programs Consultant	
Lisa Francisco	MDE-Office of Partnership Districts	Partnership Agreement Liaison	

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#### Meeting Roles

Note Taker	Timekeeper
Amey Dryer (MICIP) and Lisa Francisco	Ashley Smith

#### Team Norms

- Be present and prepared.
- Watch your airtime.
- Mindful use of technology.
- Engage with the work.
- Remember this is a team effort to support student outcomes.
- No personal identification information is included or uploaded in MICIP or other reports.

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#### Tasks and Activities

Time Allotted	Action Items	Facilitator	Resources
5 Minutes	Welcome, Review Team Norms and Meeting Agenda	Lisa F.	
5 Minutes	Building Celebrations	Team	
	Follow-Up on Previous Meeting Action Items <ol style="list-style-type: none"> <li>Set up introduction meeting for Ashley, Kendra, Lourdes with Tiago and Abbie               <ol style="list-style-type: none"> <li><b>Notes:</b> PBIS in the Classroom; PBIS Implementation - do these include strategies the leadership team can attend that can be shared with classroom teachers; need it to be next steps; Laura will set up meeting with Tiago that will then include Lourdes, Zichterman, and Brautigan (SW)</li> </ol> </li> <li>Update of September 26, 2023 Meeting on Section 31a and Section 21(h)               <ol style="list-style-type: none"> <li><b>Notes:</b></li> </ol> </li> </ol>	Lisa P. Laura	<a href="#">Belonging and Well Being Service Menu</a>
90-120 Minutes	Fall Data Review - <a href="#">Phase 1 - Google Drive</a>  18-Month Benchmarks (Reference): <ol style="list-style-type: none"> <li>By May 2024 3-8th grade Full Academic Year (FAY) 9% of students will be proficient on the English Language Arts State Assessment. In spring 2022, 8% of students were proficient (M-Step and PSAT)               <ol style="list-style-type: none"> <li><b>Spring 2023 Results - Grades 3-7 (2.4%) Grades 3-8 (5.2%)</b></li> </ol> </li> <li>By May 2024 3-7th grade Full Academic Year (FAY) 4.5% of students will be proficient on the Math State Assessment. In spring of 2022, no students were proficient (M-Step and PSAT)               <ol style="list-style-type: none"> <li><b>Spring 2023 Results - Grades 3-7 (2.16%) Grades 3-8 (1.8%)</b></li> </ol> </li> <li>By May 2024 K-8th grade students will be at or above the 25th Median Growth Percentile on Spring NWEA for Reading. (FSU Contract Requirement). The winter 2023 MGP for Reading was 23.               <ol style="list-style-type: none"> <li><b>To be updated week of October 30, 2023</b></li> </ol> </li> <li>By May 2024 K-8th grade students who have both fall and spring results will be at or above the 34th Median Growth Percentile on Spring NWEA for Math. (FSU Contract Requirement). The winter 2023 MGP for Math was 26.               <ol style="list-style-type: none"> <li><b>To be updated week of October 30, 2023</b></li> </ol> </li> <li>By May 2024 the Schoolwide PBIS Tiered Fidelity Inventory (TFI) is completed to gather baseline data and identify action steps.               <ol style="list-style-type: none"> <li><b>Completed - October 13, 2023 - 37% - this will be the baseline data.</b></li> <li><b>Seek Tiago as thought partner to review TFI w/team and next steps</b></li> </ol> </li> </ol>	Laura Amey	<a href="#">Benchmark/Outcome Requirement Tally Sheet - Google Sheets</a>

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Time Allotted	Action Items	Facilitator	Resources
	<p>ii. Consideration for priority indicators: Team Operating Procedures and Data-based Decision-Making</p> <p>6. By May 2024 the Reading Tiered Fidelity Inventory (TFI) is completed to gather baseline data.</p> <p>a. Completed - October 13, 2023 - baseline is 14% (first implementation); will be conducted 2x/year</p> <p>i. BHCSA will complete MTSS Reading Training before establishing action steps.</p> <p>7. By May 2024 utilize Acadience to identify appropriate interventions.</p> <p>a. Instructional Coaches (Ashley Bloomer/Lauren Gillis) will go through the Train the Trainer model for Acadience; they will provide training to any staff w/in the building at any time. Choice Schools rolling out training K-3; K-4; then K-5.</p> <p>8. By May 2024, parent engagement will increase to reflect 75 individual responses on the Parent Panorama Survey. In Fall of 2022, there were 42 parent responses.</p> <p>a. Surveys opened October 9, 2023 - November 10, 2023 (PT Conferences)</p> <p>b. Provide update at December meeting</p> <p>9. By May 2024, the Parent Panorama Survey will indicate that 60% or more of families are satisfied with their child's school. In Fall 2022, 48% of parents indicated satisfaction with BHCSA.</p> <p>a. Surveys opened October 9, 2023 - November 10, 2023 (PT Conferences)</p> <p>b. Provide update at December meeting</p> <p>10. By May 2024, the Student Panorama Survey will show an increase in at least 4 of the 6 categories from Fall 2023.</p> <p>a. Surveys opened October 9, 2023 - November 10, 2023 (PT Conferences)</p> <p>b. Provide update at December meeting</p> <p>11. By May 2024, the percent who are chronically absent will reduce to 65%. In 2021-22, 72% of students were chronically absent.</p> <p>a. Current 12.76% Chronically Absent</p> <p>b. Current Daily Attendance - 86.5%</p> <p>c. 75% Daily Attendance Report will be provided at December Meeting</p> <p><b>Additional Notes:</b> Monthly Progress on Strategies/Activities - Celebrations, Barriers/Challenges will be shared at December 19, 2023 meeting.</p> <ol style="list-style-type: none"> <li>MTSS Activity Implement Tool</li> <li>Whole child Building-Specific Activities</li> <li>Tier 1 Instruction Activity Implementation Tool</li> </ol>		

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Time Allotted	Action Items	Facilitator	Resources
10 Minutes	<p>Section 21(h) Update</p> <ul style="list-style-type: none"> <li>Review of Implementation and Effectiveness Worksheet (October Submission)</li> <li>Review of FY24 Requests</li> </ul> <p><b>Notes:</b> Application submitted; OPD Leadership review taking place now; final approvals hope to be known by December State Aid payment.</p>	Laura Mandy Lisa F.	<a href="#">Benton Harbor Charter School Academy I &amp; E Worksheet.xlsx - Google Sheets</a>  <a href="#">BHCSA Section 21h District Request Application Development 2023 September.xlsx - Google Sheets</a>
10-15 Minutes	<p>Regional Assistance Grant Update/Needs</p> <p><b>Notes:</b> \$112,000 Allocation for BHCSA Requests for what BHCSA could consider in the RAG Service Plan include:</p> <ul style="list-style-type: none"> <li>Document cameras for the classroom (Lisa P. needs to verify this is allowable)</li> <li>Incentives for PBIS - NO GIFT CARDS</li> <li>Stipends for PA planning meetings outside of the school day</li> <li></li> </ul> <p>Once Section 21(h) awards are known, the RAG original plan can be amended during various windows.</p> <p>Laura and Amey will email Lisa P. considerations for initial feedback by October 27, 2023</p> <p><b>Due Date - November 3, 2023:</b></p> <ul style="list-style-type: none"> <li>Budgeted items; contracts and/or job descriptions associated with budgeted items; estimated costs for requested items</li> <li>Follow-Up Meeting w/Lisa Pattison to follow and complete District Signature Page (Ashley or Laura)</li> </ul>	Lisa P.	
15 Minutes	<p>Agenda Items for Next Bi-Monthly Partnership Agreement Process Meeting</p> <ol style="list-style-type: none"> <li>Provide data update at December meeting -             <ol style="list-style-type: none"> <li>NWEA Fall Results;</li> <li>Parent and Student Surveys;</li> <li>75% Daily Attendance Report; Chronically Absent Report;</li> <li>Discipline - Suspensions; Office Discipline Referrals</li> </ol> </li> </ol>	Team	<a href="#">BHCSA-PA Planning Calendar.docx - Google Docs</a>





Time Allotted	Action Items	Facilitator	Resources
	2. Monthly Progress on Strategies/Activities - Celebrations, Barriers/Challenges (MICIP Leads to update spreadsheet; Ashley, Kendra, Laura) <ol style="list-style-type: none"> <li>MTSS Activity Implement Tool</li> <li>Whole child Building-Specific Activities</li> <li>Tier 1 Instruction Activity Implementation Tool</li> </ol> 3.  Next Meeting Date - 10am-1pm: <ul style="list-style-type: none"> <li>December 19, 2023</li> <li>February 20, 2024</li> <li>April 16, 2024</li> <li>June 18, 2024</li> </ul> <b>Notes:</b>		
5 Minutes	PAL On-Site Support for November <ul style="list-style-type: none"> <li>Attend early release on November 17, 2023; meet w/Ashley ahead of time.</li> </ul>	Team	
10 Minutes	Communication Plan - November 17, 2023 Early Release w/Staff - Data Update, MICIP Update, Connection to PA <ul style="list-style-type: none"> <li>What</li> <li>To Whom</li> <li>By Who</li> <li>By When</li> </ul>		
5 Minutes	Closing  <b>Notes:</b> <a href="https://michigan.gov/kidsbackontrack">MI Kids Back on Track (michigan.gov)</a>  OPD is providing our districts with an opportunity to learn about the benefits of high-impact, in-school tutoring from Saga Education, <a href="#">Saga Education - Saga Education</a> . Agenda and memo being sent to the districts October 17, 2023. Key Points: <ul style="list-style-type: none"> <li>November 1, 2023, 9:30 a.m.</li> <li>10-minute Q &amp; A</li> <li>Via Zoom link:               <ul style="list-style-type: none"> <li><a href="https://us06web.zoom.us/j/89884867040?pwd=NPbS8H1i66H0bqD8lH9spExdRsoh.m1">https://us06web.zoom.us/j/89884867040?pwd=NPbS8H1i66H0bqD8lH9spExdRsoh.m1</a></li> </ul> </li> </ul>		

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Time Allotted	Action Items	Facilitator	Resources
	<ul style="list-style-type: none"> <li>Password: 726927</li> <li>Telephone: +18773361831, 692915# US Toll-free</li> <li>Pre-registration is not required</li> </ul>		

**Actions**

#	Action Needed	By Whom	By When
1	Upload NWEA results to meeting notes.	Amey Dryer	November 3, 2023
2	Update MICIP activities status in Column L of <a href="#">Benchmark/Outcome Requirement Tally Sheet - Google Sheets</a> .	Ashley Smith; MICIP Committee Leads	December 12, 2023
3	Notify Lisa Francisco if now word from MDE contacts on attendance penalty.	Laura Moellering	October 24, 2023
4			
5			
6			

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## Benton Harbor Contract Performance Report

See Appendix M

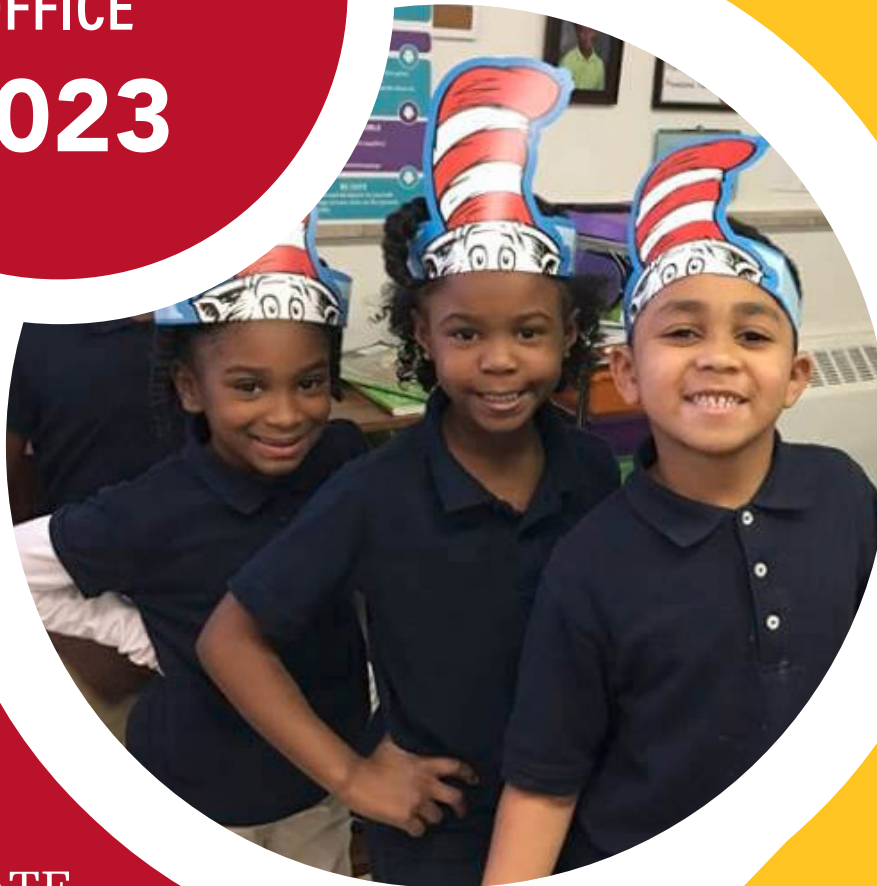


## **Appendix A: Bridge Academy Contract Performance Report**



# **CONTRACT PERFORMANCE REPORT**

**CHARTER  
SCHOOLS  
OFFICE  
2023**



**FERRIS STATE  
UNIVERSITY**

**FERRIS FORWARD**

**BRIDGE ACADEMY**



## To Our Partners in Education

The Contract Performance Reports (CPR) are individually prepared for each Ferris State University authorized public school academy and are a service of the Charter Schools Office (CSO). The CPR is a comprehensive report on each academy's contractual performance in a number of key areas. Each academy is also shown in comparison to the overall FSU charter school portfolio, as well as the resident and composite school district. It is our hope that by providing this information about each academy that the CPR will be a valuable diagnostic tool for Boards, administration, and education service providers. The CPR is one of the most important documents the CSO uses when determining the overall performance of the academy and in decisions relative to school support and Reauthorization. We hope you will find it valuable as well.

Focused on student success and continuous improvement through quality oversight, we take our role seriously to provide resources for each FSU-authorized academy to help them achieve their contractual expectations. This document, along with initiatives such as the School Support Team, are but a few examples of that commitment. Ferris State University is proud of its authorized public-school academies, and we look forward to our continued partnership for the benefit of students and families who chose to enroll at each of our academies.

We thank all school personnel and academy Boards of Directors for their commitment to quality and improvement.

Sincerely,



Ronald S. Rizzo, Ph.D.  
Director of Charter Schools



**Ronald S. Rizzo**  
Ph.D., Director



**Laura Emshanov**  
School Support Specialist



**Sharon Hopper**  
Compliance Auditor/Board Liaison



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**7 ACADEMY OVERVIEW**

**9 EDUCATIONAL GOALS**

**14 COMPLIANCE & GOVERNANCE**

**16 FISCAL SOLVENCY**

**18 END NOTES**



## Charter Schools Office

Ferris State University  
1020 Maple Street  
Big Rapids, MI 49307  
(231) 591-5802  
[www.ferris.edu/charterschools](http://www.ferris.edu/charterschools)



## Contractual Educational

## Goals and Related Measures

*Ferris State University monitors demonstrated improved pupil academic achievement for all groups of pupils as required by the Revised School Code.*

Pursuant to the Terms and Conditions of the Contract ("Contract") issued by the Ferris State University Board of Trustees ("University Board"), this contractual Educational Goals Policy has been prepared by the Ferris State University Charter Schools Office (CSO). It now becomes part of the Contract and will go into effect thirty (30) days after Academy Board notification, as stated in these new Terms and Conditions of the Contract for all academies being authorized or reauthorized pursuant to Contracts issued by the University Board. Failure by the Academy Board to comply with this policy may result in the non-issuance of a Contract, or for existing academies, the initiation of suspension, termination or revocation proceedings under the Contract, and will be taken into consideration when determining reauthorization of an academy upon expiration of the contract.

### A. Educational Goals and Related Measures:

In accordance with the applicable law and the charter contract Terms and Conditions, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goals identified in this policy. Additionally, it is expected that the Academy will meet the State of Michigan's academic standards and any improvement targets required to be achieved pursuant to state and federal law. The Academy is also expected to remain off the Partnership School list published by the Michigan Department of Education. If the Academy already has school buildings identified on this list, it is expected to make the progress necessary to no longer be identified.

### B. Educational Goal to Be Achieved:

Academies will show academic progress by demonstrating:

1. Measurable academic growth toward achievement, and
2. Academic achievement for all groups of students.

### C. Targets for Determining Goal Achievement:

Goal 1: Academic Growth (Grades 2-8)

Academies are expected to score within the "Meets" category on at least one Target (in both math and reading) in order to achieve their Contractual Educational Goals.\*

#### ACADEMIC GROWTH TARGETS (GRADES 2-8)

*Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?*

TARGET	MEASURE	METRIC
50 on the index	Growth values indicated by the School Index.	Exceeds: $\geq 70$ Meets: $\geq 50$ but $< 70$ Approaching: $\geq 30$ but $< 50$ Does Not Meet: $< 30$

*Are students making expected annual growth compared to their peers?*

50th Percentile	The fall to spring average of all NWEA MAP "School Conditional Growth Percentiles" in reading and math.	Exceeds: $\geq 70$ Meets: $\geq 50$ but $< 70$ Approaching: $\geq 30$ but $< 50$ Does Not Meet: $< 30$ th Percentile
-----------------	---	---

*Are students making sufficient yearly academic growth to increase proficiency?*

The difference will be at least +3%	Percentage of students proficient on the ELA and Math M-STEP/PSAT-8 over time. (Current Year Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$
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\*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.



## Goal 2: Student Achievement (Grades 2-8)

Academies are expected to score within the "Meets" category on at least one Target (in both math and reading) in order to achieve their Contractual Educational Goals.\*

### STUDENT ACHIEVEMENT TARGETS (GRADES 2-8)

*Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?*

TARGET	MEASURE	METRIC
45 on the index	Overall values as indicated by the School Index.	Exceeds: $\geq 70$ Meets: $\geq 45$ but $< 70$ Approaching: $\geq 30$ but $< 45$ Does Not Meet: $< 30$

*Are students achieving proficiency on a nationally normed assessment?*

50%	The percent of students meeting grade level norms on the reading and math NWEA MAP	Exceeds: $\geq 70\%$ Meets: $\geq 50\%$ but $< 70\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$
-----	--	---

*Are students performing well on state examinations in comparison to students in schools they might otherwise attend?*

The difference will be at least +3%	Percentage of students proficient on the ELA and Math M-STEP/PSAT-8 over time. (Current Year Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $> 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$
-------------------------------------	---	--

\*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.

## Goal 1 & 2: Academic Growth & Student Achievement (High School)

Academies are expected to score within the "Meets" category on at least one Target (in both math and evidence-based reading & writing) in order to achieve their Contractual Educational Goals.\*

### ACADEMIC GROWTH AND ACHIEVEMENT TARGETS (HIGH SCHOOL)

*Are students making sufficient academic growth to achieve proficiency?*

TARGET	MEASURE	METRIC
The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) over time (Current Year Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$

*Are students performing well on state examinations in comparison to students in schools they might otherwise attend (composite)?*

The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) will surpass the school's composite district percentage.	Exceeds: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\geq 0$
-------------------------------------	--	---

*Are students performing well on state examinations in relation to a benchmark standard?*

Math: 40%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the PSAT (9th & 10th grade) and SAT (11th grade) will be 40% in math and 50% in evidence-based reading and writing (EBRW)	Math Exceeds: $\geq 50\%$ Meets: $\geq 40\%$ but $< 50\%$ Approaching: $\geq 30\%$ but $< 40\%$ Does Not Meet: $< 30\%$
EBRW: 50%		EBRW Exceeds: $\geq 60\%$ Meets: $\geq 50\%$ but $< 60\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$

\*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.



**Bottom-Line Targets**

Improvement in academic growth and student achievement, as measured by state and nationally normed assessments, is the most important factor in determining an Academy's progress. However, the Ferris State University CSO may also consider Bottom-Line Targets as an alternative measure to monitor progress.

If an Academy fails to meet the specified number of target measures for each goal, they will need to identify Bottom-Line Targets to show academic growth and student achievement through alternative measures. These alternative measures should be created as interim benchmarks that will ultimately lead to compliance with the Contractual Educational Goals. Bottom-Line Targets are measures that must be achieved within the timeframe of the Charter Contract, or sooner if applicable, in order to be recommended to the Ferris State University Board of Trustees for contract reauthorization.

Any academy required to identify Bottom-Line Targets will work collaboratively with the CSO to develop an Academic Monitoring Plan. The Academic Monitoring Plan will include at least (2) Bottom-Line Targets that will be identified and measured using a predetermined list of research-based, CSO-approved metrics. By meeting the Bottom-Line Targets, an academy will meet the minimum requirements of this policy.

**Strict Discipline and Alternative Education Academies**

Academies designated as Strict Discipline Academies or Alternative Education Academies, as per the Michigan School Code, may be exempted from certain parts of these requirements due to their unique nature. In all cases, specific educational measures, targets and metrics will be mutually developed and agreed upon by the Academy and FSU CSO and shall be attached to the contract.

**New Academies**

For the first three years of operation, new academies will be expected to increase growth towards achievement. Goal #1 will be used for all new K-8 schools. The first target in the high school table will be used for all new schools serving 9th-12th grade students.



# Academy Overview



## Mission

To promote lifelong learning by nurturing academic excellence, positive character, and appreciation of cultures.

**Number of Campuses:** 3

**Grades Served:** PreK-12

**Year Opened:** 2004

**CSO Field Rep:** Jim Scholten

**Current Charter Contract Term:** 2020-2027

**Educational Service Provider:** Global Educational Excellence

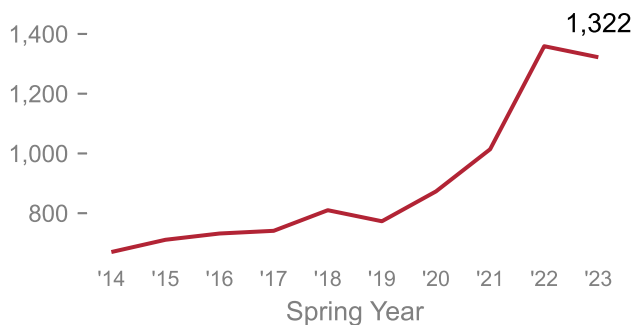
**Resident District:** Hamtramck School District

**Principal:** Raihan Akther (6-8)

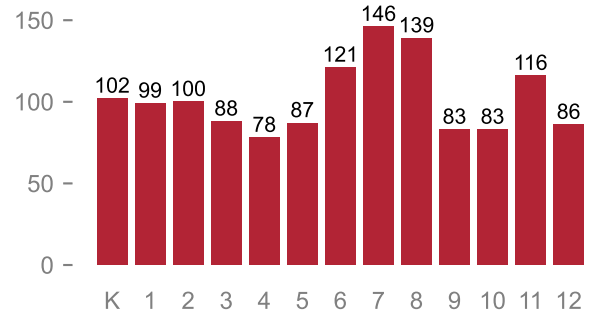
**Director of K-12/Virtual Learning:** Shawn Robson (9-12)

**Principal:** Mohand Jadallah (PreK-5)

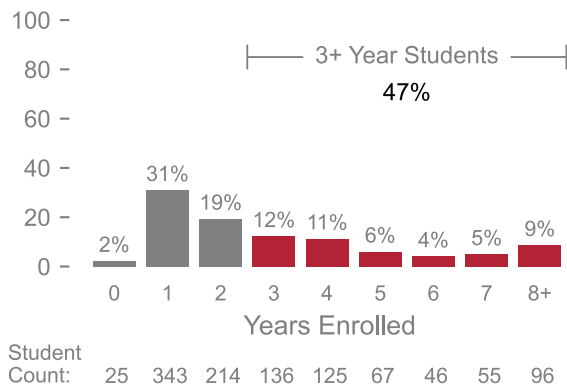
## Enrollment by Year



## Number of Students in Each Grade



## Length of Enrollment



## Student Ethnicity

Ethnicity	Academy	Local District	State
2+ Races	0%	1%	5%
Asian	10%	28%	4%
Black (non-Hispanic)	3%	13%	18%
Hispanic	*	*	9%
Nat. Hawaiian Other Pac. Isl.	0%	0%	0%
Native American/Alaskan Native	0%	0%	1%
White (non-Hispanic)	87%	57%	64%

\*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.



# Academy Overview



## Composite District

The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as a benchmark for student performance in various academic measures, such as the M-STEP and SAT assessments. A list of districts that make up the composite district are presented in the table to the right.

District in Which Students Live	% of Students From District
Hamtramck, School District of ...	58.3%
Detroit Public Schools Communi...	24.8%
Dearborn City School District...	11.2%
Other	5.7%

## Resident District

The resident district, identified on the previous page, refers to the public school district in which the Academy physically resides. Similar to the composite district, this district is used as a comparison for student performance in various academic measures.

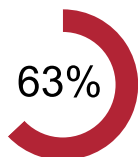
## Free and Reduced Lunch %



## Special Education %



## English Language Learner (ELL) %



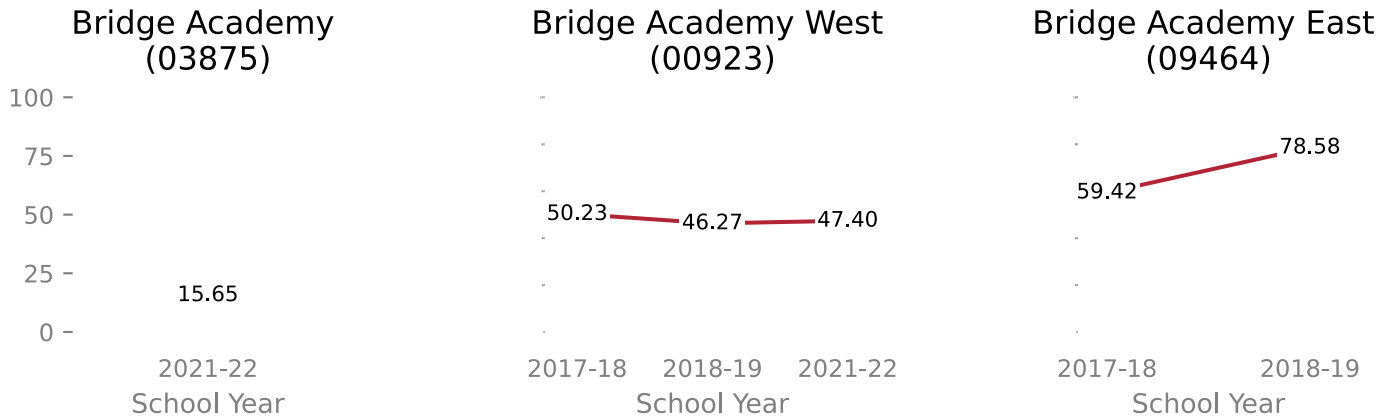
\*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.



# Educational Goals

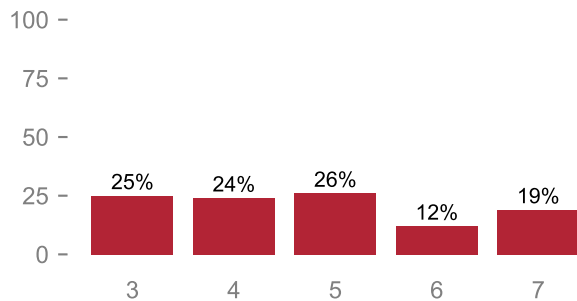
## Academic Growth (Grades 2-8)

### Overall Accountability Index Trend

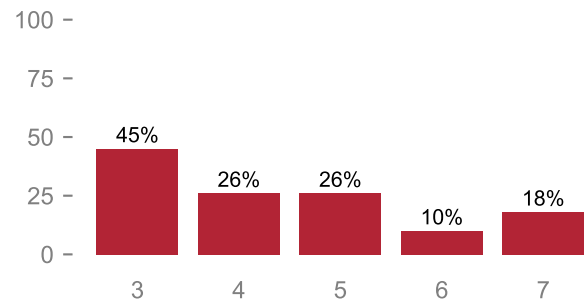


\*Latest index scores will be added here when available.

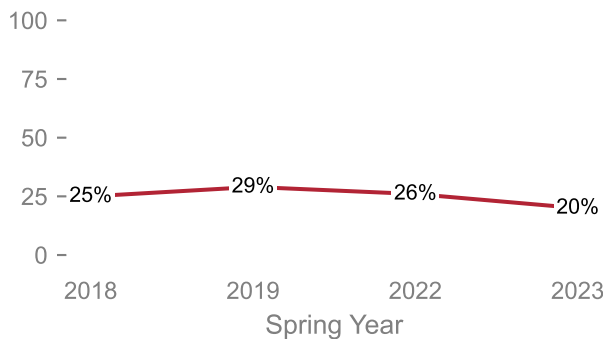
### M-STEP/PSAT 8 ELA % Proficient



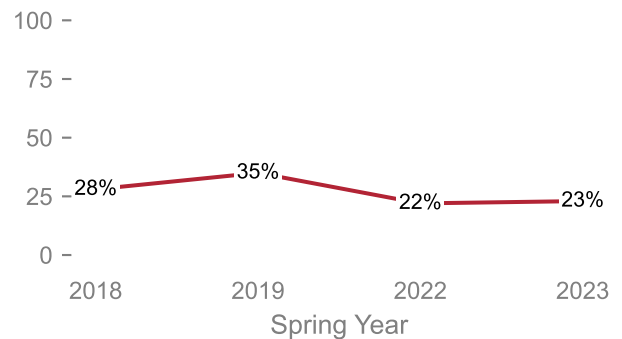
### M-STEP/PSAT 8 Math % Proficient



### M-STEP/PSAT 8 ELA Proficiency Trend



### M-STEP/PSAT 8 Math Proficiency Trend



\*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.



# Educational Goals

## Academic Growth (Grades 2-8)

This chart shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Keeping in mind that students from across the nation were also experiencing the pandemic and similar educational trauma, this number indicates if the instructional practices that were selected for students while away from their classrooms were successful. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The chart also shows the percentage of students meeting their projected growth.

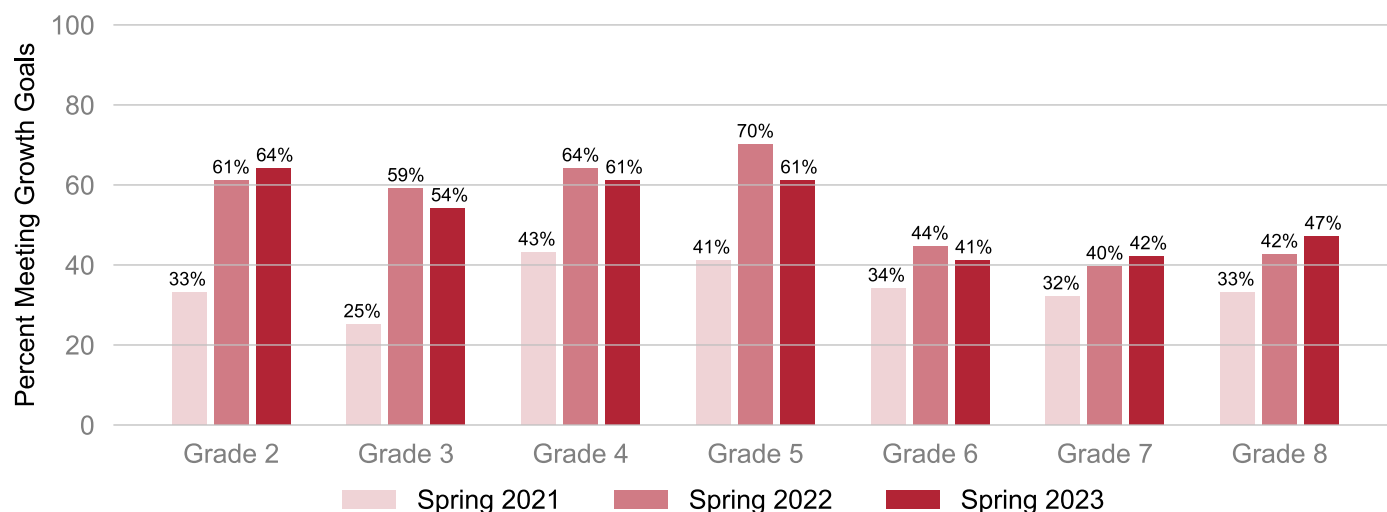
### NWEA MAP Reading Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: **green: median at or above the 50th percentile, red: median below the 50th percentile.**

READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	89	165.2	181.6	16	13.0	57	64%	91
Grade 3	78	180.8	193.4	13	10.8	42	54%	81
Grade 4	66	189.8	200.3	11	8.5	40	61%	83
Grade 5	72	196.0	207.0	11	6.9	44	61%	98
Grade 6	85	202.1	205.9	4	5.7	35	41%	14
Grade 7	98	200.8	202.9	2	4.7	41	42%	7
Grade 8	95	209.2	212.2	3	4.1	45	47%	29
Overall	583							58

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

### Reading Growth Over Time by Grade Level



\*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.



# Educational Goals

## Academic Growth (Grades 2-8)

This chart shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Keeping in mind that students from across the nation were also experiencing the pandemic and similar educational trauma, this number indicates if the instructional practices that were selected for students while away from their classrooms were successful. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The chart also shows the percentage of students meeting their projected growth.

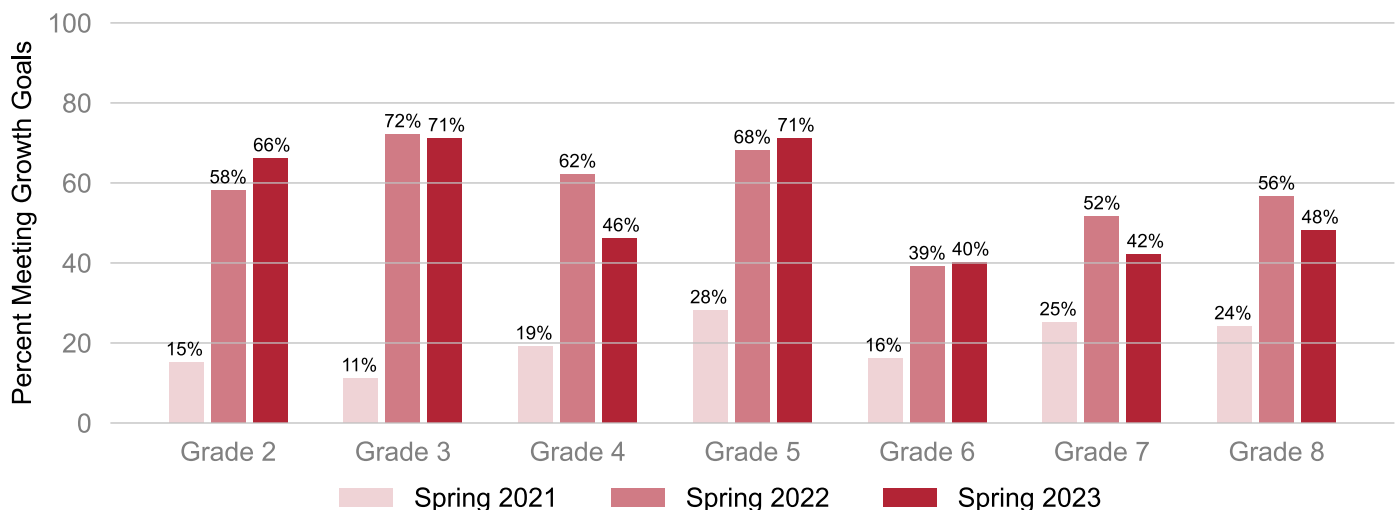
### NWEA MAP Math Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: **green: median at or above the 50th percentile, red: median below the 50th percentile.**

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	92	170.4	188.5	18	14.4	61	66%	95
Grade 3	78	183.8	200.8	17	12.4	55	71%	99
Grade 4	69	195.8	206.5	11	10.7	32	46%	49
Grade 5	73	200.2	214.0	14	8.8	52	71%	98
Grade 6	85	205.3	211.6	6	7.6	34	40%	28
Grade 7	98	208.0	212.6	5	6.0	41	42%	25
Grade 8	95	215.6	220.5	5	5.2	46	48%	44
Overall	590							63

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

### Math Growth Over Time by Grade Level



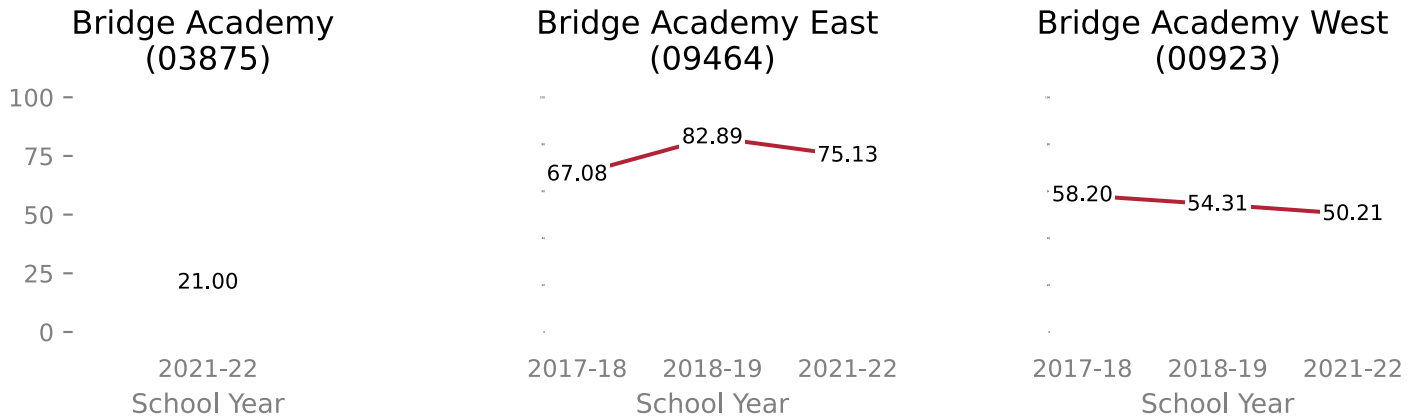
\*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.



# Educational Goals

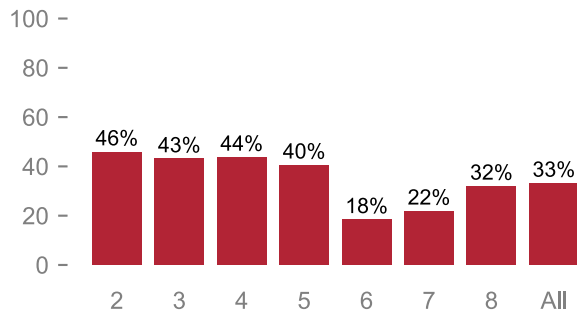
## Student Achievement (Grades 2-8)

### Overall Accountability Index Trend

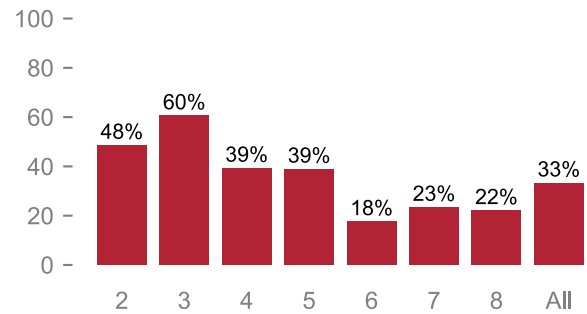


\*Latest index scores will be added here when available.

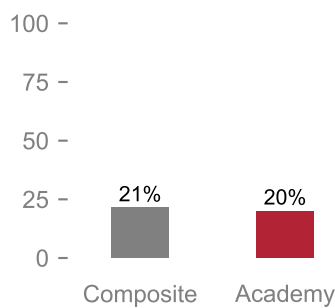
### NWEA Reading % Meeting Grade Norm



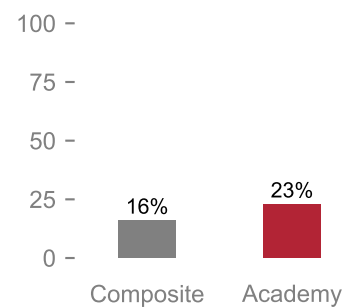
### NWEA Math % Meeting Grade Norm



### M-STEP/PSAT 8 ELA Proficiency Academy vs. CRD



### M-STEP/PSAT 8 Math Proficiency Academy vs. CRD



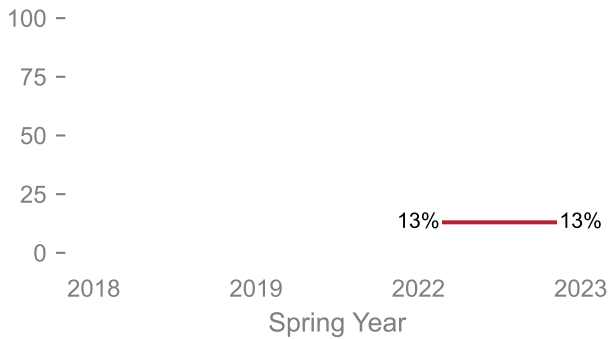
\*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated.  
See endnotes for FERPA data suppression rules.



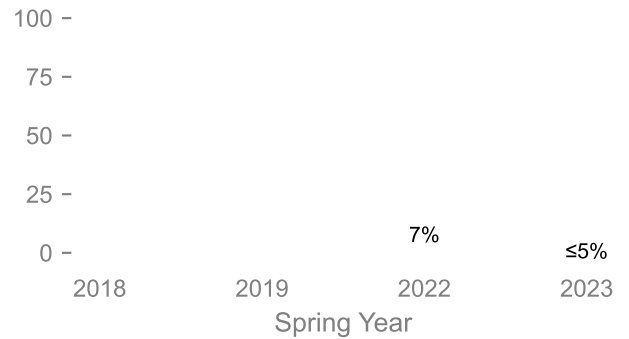
# Educational Goals

## Academic Growth & Achievement (High School)

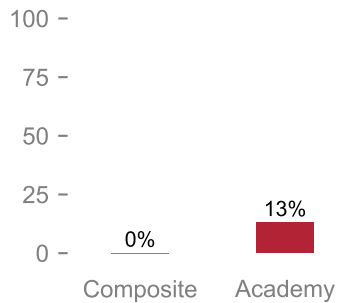
**SAT EBRW % CCR Trend**



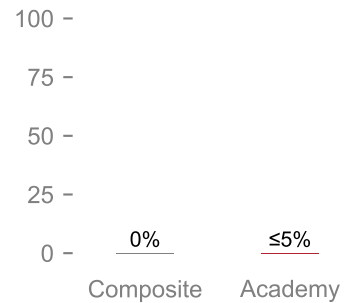
**SAT Math % CCR Trend**



**SAT EBRW CCR: Academy vs. CRD**



**SAT Math CCR: Academy vs. CRD**



**PSAT 9/10 & SAT EBRW CCR**



**PSAT 9/10 & SAT Math CCR**



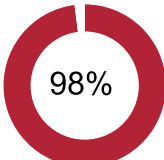
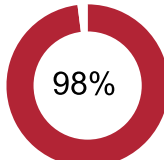
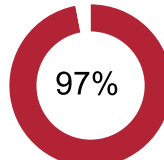
\*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.



# The Charter Contract

## Charter Contract Compliance History

On-time compliance record for the Board's compliance activities, the Academy's compliance activities, and overall compliance.

Year	On-Time Compliance Overall	On-Time Compliance Board	On-Time Compliance Academy
2020-2021	100%	100%	100%
2021-2022	96%	97%	91%
2022-2023	98%	98%	97%
			

## Charter Contract Timeline

History of the Academy's charter contracts, along with key aspects to each contract period.

Length of Term	Dates
3 year extension	2020-2027
5 year	2019-2024
3 year	2016-2019
2 year	2014-2016
Placed in AAP 2011	2009-2014
5 year	2004-2009



# Board Membership & Activities

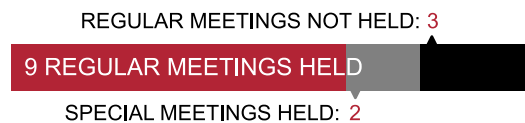
## Academy Board Service

Board demographics and required professional development credits.

Board Member	Office	Length of Service	Term Expiration
Jamal Aljahmi	President	17	06/30/2026
Abdulraqib Nagi Anakeeb	Vice President	6	06/30/2023
Fahmi Husain	Treasurer	14	06/30/2025
Toyab M. Al-Bari	Director	19	06/30/2023
Aladdin Nahsal	Director	3	06/30/2025

## Academy Board Meetings, Attendance, and Position Vacancies

### Board Meetings



**11** TOTAL BOARD MEETINGS HELD

### Board Attendance



**75%** AVERAGE BOARD ATTENDANCE

### Board Position Vacancies



**0** BOARD POSITION VACANCIES

### Board Professional Development Credits



**3** PROFESSIONAL DEVELOPMENT CREDITS

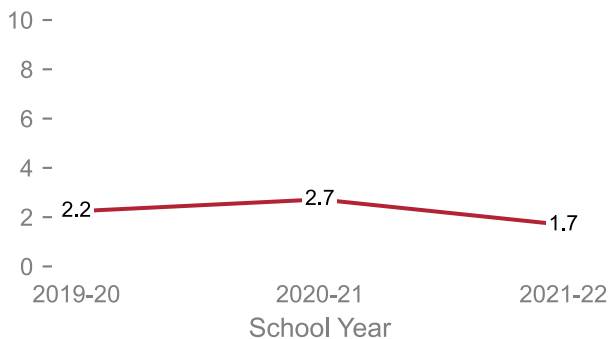


# Key Performance Indicators

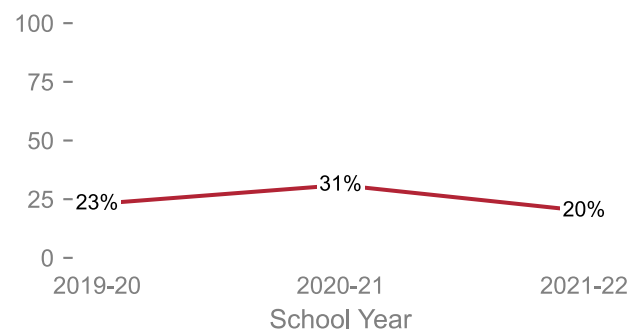
## Revenues and Expenditures

	2019-20	2020-21	2021-22
Federal	\$700,326	\$1,579,013	\$2,743,120
Fund Modifications	\$3,750	\$3,750	
Local	\$826	\$35,295	\$9,071
State	\$7,914,471	\$9,358,053	\$12,117,959
Enrollment	864	897	1222
General Fund Balance Beginning of Year	\$1,388,613	\$2,010,599	\$3,384,953
General Fund Balance End of Year	\$2,010,599	\$3,384,953	\$2,988,055
General Fund Revenues			
Per-pupil Foundation Allowance	\$8,111	\$8,111	\$8,700
Total General Fund Revenues	\$8,615,623	\$10,972,361	\$14,870,150
Total Expenses/Transfers	\$7,997,386	\$9,601,756	\$15,267,050
Total Revenue over Expenses	\$618,237	\$1,370,605	-\$396,900
Fund Balance as a % of Revenue	23%	31%	20%

### Current Ratio Trend



### Fund Balance Trend



### Debt-to-Asset Ratio

0.7

### Unrestricted Days Cash

84



# Budget & Key Performance Indicators

## Your Academy's Expenditures (Continued)

### Instruction



**65¢** OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

### Business and Administrative Costs



**18¢** OF EVERY DOLLAR WAS SPENT ON BUSINESS AND ADMINISTRATIVE COSTS

### Building and Facilities



**14¢** OF EVERY DOLLAR WAS SPENT ON THE BUILDING AND FACILITIES



# End Notes

## Sources

<b>Page 9</b>	<p>Charter Contract, CSO Office, Ferris State University  CEPI, Michigan Department of Education  MSDS, Michigan Department of Education</p> <p>“Enrollment by Year” and “Enrollment by Grade”: Fall Student Count Data is from the academies reporting to MDE/CEPI using the Pupil Accounting form DS4061</p> <p>Student Enrollment: “Length of Enrollment”: MSDS/CEPI Public Release File</p>
<b>Page 10</b>	<p>Academy Resident District Table: MSDS, Michigan Department of Education  Donut Charts: MISchoolData.org - Enrollment Crosstabs</p>
<b>Page 11</b>	<p>Growth Accountability Index Trend: MISchoolData.org - School Index  M-STEP/PSAT 8 ELA/Math % Proficient and Trend: OEAA secure site - Aggregate Data Files</p>
<b>Page 12-13</b>	<p>NWEA MAP Student Growth Summary Report</p>
<b>Page 14</b>	<p>Overall Accountability Index Trend: MISchoolData.org - School Index  NWEA Reading/Math % Meeting Grade Norm: NWEA MAP CDF export  M-STEP/PSAT 8 ELA/Math Proficiency Academy vs. CRD: MSDS rosters + OEAA secure site - Aggregate Data Files + MISchoolData.org - 3-8 Assessments file</p>
<b>Page 15</b>	<p>SAT EBRW/Math % CCR Trend: OEAA secure site - Aggregate Data Files  SAT EBRW/Math CCR: Academy vs. CRD: MSDS rosters + OEAA secure site - Aggregate Data Files + MISchoolData.org - High School Assessments file  PSAT 9/10 &amp; SAT EBRW CCR: OEAA secure site - Aggregate Data Files</p>
<b>Page 16-17</b>	<p>Charter Contract, CSO Office, Ferris State University Academy Document Submission</p>
<b>Page 18</b>	<p>Revenue and Expenditures: MiSchoolData.org - Financial and District/School Info. - District Revenues, Expenditures, and Fund Balances  Fund Balance Trend: MiSchoolData.org - Financial and District/School Info. - District Fund Balances  Current Ratio Trend, Debt-to-Asset Ratio, and Unrestricted Days Cash: <b>Fiscal Scorecard information provided by the academy</b></p>
<b>Page 19</b>	<p>MiSchoolData.org - Financial and District/School Info. - District Expenditures</p>



## Acronyms & Glossary:

**CPR:** College and Career Readiness - this refers to the benchmark scores used as proxy targets for determining if a students are "college and career ready" per their PSAT and SAT scores.

**Current Ratio:** The current ratio illustrates the balance of debts to assets. This measures the ability of the Academy to pay back its short-term and long-term obligations with its current assets on hand. If the ratio is 1.0, then the Academy has an equal amount of debt to assets. If the ratio is below 1.0, then the Academy could not fulfill its current liabilities if they came due all at once.

**Expenditures:** The amount the Academy spent on various activities to educate its students.

**Growth Percentile:** The amount of growth students had between two tests; usually fall-to-spring (MAP)  
MAP: A standardized assessment administered by NWEA in grades 2 through 8 that provides student Diagnostics.

**Index (Accountability - Growth and Overall):** A school scoring system created by the MDE with stakeholder feedback. More information can be found at: [www.mischooldata.org/school-index/](http://www.mischooldata.org/school-index/)

**Per-student Finances:** The Total Revenue per Student illustrates all revenues received, divided by the Academy's overall total enrollment. Similarly, the Total Expenses/Student illustrates total expenses, divided by enrollment. Revenue per Student should exceed Expenses per Student, with a trend to increase this difference.  
If the Expenses per Student exceed Revenue per Student, the Academy is operating in deficit spending.

**Projected Growth:** The amount of growth a student (or group of students) should be able to obtain based on national trends and the student's prior test scores.

**Revenue:** The amount the Academy received from various sources, that it can allocate to operate the program.

**RIT Score:** The Rasch Unit used in the MAP test for measuring the difficulty and complexity of the Assessment.

**Student Achievement:** The amount of academic content a student has learned over a set amount of time.

**Student Growth:** The amount of change (gain or loss) in student achievement over a set amount of time.

### Family Educational Rights and Privacy Act (FERPA) data suppression rules:

Following those used by CEPI via MISchoolData.org, if any count or percent of students represented in a cell or on a chart is 1 or 2 in number, data suppression rules apply. For more information, see: [https://www.michigan.gov/-/media/Project/Websites/cepi/MISchoolData/Grades\\_38\\_and\\_High\\_School\\_Assessments\\_Disclosure\\_Avoidance.pdf](https://www.michigan.gov/-/media/Project/Websites/cepi/MISchoolData/Grades_38_and_High_School_Assessments_Disclosure_Avoidance.pdf)  
For general counts (e.g. ethnicity) - data are suppressed (denoted by an asterisk) if there are less than 10 students.





Ferris State University is an equal opportunity institution.  
For information on the University's Policy on Non-Discrimination,  
visit [ferris.edu/non-discrimination](http://ferris.edu/non-discrimination).



## **Appendix B: Board Communications**





### CHARTER SCHOOLS OFFICE

## May/June 2023 Board Communication

### ❖ Requirements and Best Practices for Board Meeting Minutes

The Michigan Open Meetings Act (OMA) requires a public body to take meeting minutes, publish proposed meeting minutes within 8 days of the meeting and publish approved meeting minutes within 5 days of the meeting in which they were approved. The OMA further states basic elements that must be included in all public meeting minutes. At a minimum, the minutes must contain:

- Date
- Time
- Location
- Board members present
- Board members absent
- Any decisions made at a meeting open to the public
- The purpose or purposes for which a closed session is held and
- Roll call votes taken at the meeting.

The OMA does not prohibit a public body from preparing a more detailed set of minutes, if it chooses to do so. It may sound like a contradiction, but board meeting minutes should be clear and concise, yet also detailed. After all, the minutes are the official record of the proceedings that should be written in a way for someone reading them five years from now can discern what took place.

It is a best practice for board motions to be included in the minutes. The minutes should include the exact wording of the statement, the name of board member making the motion, name of board member supporting the motion and vote results. If the motion is not worded properly, it is up to the Board President to help the board member modify the wording.

Other important best practices are:

- Minutes should contain action items, such as what the action item is, who will be responsible for carrying it out and the board meeting date an update will be provided.
- Late arrivals or early departures of board members can affect whether a quorum is present, so be sure to record the time a board member arrives late or leaves early.
- Summarize key points from reports presented to the board.
- Include names of guests at the meeting.
- Minutes should not contain confidential information.
- Include names of reports sent out beforehand or distributed at the meeting.
- Minutes should reflect something of the thoroughness of discussion, questions asked, pros and cons considered, as well as the decisions made.

Taking board meeting minutes might not be the favorite task of your board recorder, but it is an incredibly important one, nonetheless. The Board should, at least annually, reflect of the format of its minutes and the level of detail it feels is useful to capture.



## ❖ Benefits of Clear, Concise & Detailed Board Meeting Minutes

### Accountability and Progress

Meeting minutes serve as a record of a board's long and short-term planning. They reflect goals, projects and initiatives the board has committed to, who is responsible for what and key deadlines. Having such a record helps hold boards, individual board members and others accountable. Referencing meeting minutes over time can also be an effective way to track progress towards goals.

### Continuity

Meeting minutes help to ensure continuity from one meeting to the next, allowing board to pick up where they left off at the last meeting rather than rehashing the same information and topics. Clear, concise and detailed minutes also help ensure continuity as members join and exit the board.

### Documented Rationale for Decision Making

Meeting minutes serve as a record of board decisions, as well as the reasoning behind why they were made. If any questions arise about why a specific decision was made, meeting minutes can be used to answer those questions.

### Legal Protections

Meeting minutes are a legal record of what transpired during a board meeting. If an academy or board were to encounter a lawsuit, there's a chance that board meeting minutes will be requested by subpoena or under the Freedom of Information Act. Comprehensive, well-written meeting minutes can potentially protect the academy or board against liability. On the other hand, if there are missing or incorrect details in the minutes, the consequences can be devastating.

## ❖ Dr. Ron Rizzo to Retire

After 43 years of visionary guidance, outstanding leadership and dedicated service to education, Dr. Ron Rizzo, CSO Director, will retire and begin the next chapter of his life's journey on July 1, 2023. We honor and thank him for his lifetime dedication and commitment to education as:

- ★ Teacher/Director of Bands, Decatur Public Schools
- ★ Teacher/Director of Bands, Springport Public Schools
- ★ Teacher/Director of Bands, Vicksburg Community Schools
- ★ Assistant Principal, Hastings Middle School
- ★ Principal, Big Rapids Middle School
- ★ Founding Member, Michigan Council of Charter School Authorizers
- ★ Founder, School Leadership Institute
- ★ Professor, William Howard Taft University
- ★ Associate Director, Ferris State University Charter Schools Office
- ★ Director, Ferris State University Charter Schools Office

Throughout the years, every idea he shared, every opportunity he seized, every contribution he made helped transform the lives of students, school leaders and many others. Thank you Dr. Rizzo!

## ❖ Important Date

May 5, 2023 – Ferris State University Board of Trustees meeting



## ❖ Important Epicenter Deadlines

May 1, 2023 – Notice of Open Enrollment Certification of Completion

May 25, 2023 – NWEA Information

June 1, 2023 – Budget - Legal Notice of Public Hearing

June 1, 2023 – Annual Board Calendar

June 30, 2023 – Health Department Permit

June 30, 2023 – CSO Competitive Grand Award Expenditure Verification Form **(new requirement)**

June 30, 2023 – Budget – Year End

June 30, 2023 – Budget – Annual

- Must show object level detail
- Must include projected enrollment
- Must include Board Resolution

## ❖ Budget Hearing and Adoption of the 2023-2024 Budget

Pursuant to Michigan law, the Board has the responsibility of reviewing the budget presented, holding a public hearing, modifying the proposed budget as necessary and adopting it for implementation prior to the beginning of the 2023-2024 fiscal year.

Since next year's budget must be board-approved by June 30, 2023, boards will hold the public hearing in May or June. The public must receive notice of the budget hearing. The law requires the notice to be published in a local newspaper at least 6 days before the hearing. The notice shall include:

- Date, time and location of the budget hearing and
- Where a copy of the proposed budget is available for public inspection.

Some boards hold the budget hearing at their May meeting and adopt the budget at their June meeting. Other boards prefer to hold the budget hearing during the meeting in which the budget will be adopted. Either way is permissible.

On the Board's agenda under "New Business" will be the budget hearing for next year's proposed budget. There will need to be a motion, support and vote to suspend the rules for a public hearing. Once that is formally done, there will be a presentation of the proposed budget. Board members may ask questions, seek clarification and discuss. The Board President will formally ask for public comment regarding the proposed budget.

After there are no more comments or questions from the board members and after public comments have been heard, there will need to be motion, support and vote to end the budget hearing and resume the regular public meeting.

The Board is required to approve, by resolution, the FY2023-2024 Original Budget for the General Fund and Any Special Revenue Fund by June 30, 2023. Within 15 days after the board adopts its annual operation budget for the following year, and after any subsequent amendments to that budget, the budget must be posted on the school's website under Transparency Reporting.

## ❖ Strategic Planning Board Professional Development Session

The CSO has added one more session to its 2022-2023 quarterly board development and networking virtual sessions facilitated by Dr. Christopher White, CSO Associate Director.

**Strategic Planning** will be held on **Wednesday June 14, 2023 6:00pm – 7:00pm**. Board members watch for an email from Andrea Ruggles, CSO Secretary, inviting you to the meeting, with registration information and link.



**❖ 2022-2023 CSO Competitive Grants Program**

For those academies that received an award from the CSO Competitive Grants Program, please remember that you need to submit in Epicenter the *Expenditure Verification Form* no later than June 30, 2023. The form can be found within the Epicenter task, under Resources. On this form you'll need to provide the following information:

- Original amount awarded
- Amount expended
- Description of expenditure and
- If total award has not been expended, what are the academy's plans for expending the balance.

**❖ Constitutional Oath of Office**

Michigan law requires all public officers to take an oath to the State Constitution and the United States Constitution. Board members are considered public officers, and as such, must take the oath once appointed or reappointed to the Board of Directors.

Board members that were reappointed to the Academy's Board of Directors by the Ferris State University Board of Trustees this year will need to be administered their constitutional oath of office prior to their term expiring June 30, 2023. The school leader/management company will make arrangements for the oath to be administered, as well as witnessed by a notary public.

The final step in the board member reappointment process is for the school leader/management company to submit in Epicenter the completed Oath of Public Office and Acceptance of Office form under the submission type *Board Member Signed Constitutional Oath and Acceptance*.

**❖ Board Professional Development Webinars**

The 2022-2023 board professional development series, *The Art of Intentional Governance: Creating A Governance Model that Ensures the Right Focus at the Right Time*, has concluded. In case you missed previous live webinars or have not had an opportunity to watch the other recorded on-demand webinars below are the links. Each board member that watches a recorded or live webinar is an opportunity to earn professional development credits for their respective board.

[Are you Informed Yet? How to Manage Information Overload in Your Governance Role](#)

[Suspension and Expulsion: The Appropriate Role of the Board](#)

[Recruitment 101: The Role of the Board, Mission and Culture](#)

[The Finance and Academic Alignment: Painting and Seeing the Big Picture](#)

[What's New in 2022](#)

[What's to be in 2023](#)

[Assessing Your Governance Work](#)

[Planning the Work & Working the Plan - A Crash Course in Strategic Planning](#)

[Governing Over the Unexpected](#)



### **❖ Enjoy Your Summer!**

Since most Boards do not have a scheduled July meeting, the next Board Communication will be in your August board packet.

### **❖ Any Questions?**

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.



# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### October 2023 Board Communication

#### ❖ Annual Conflict of Interest Questionnaire

By law public school board members are considered public officials and are expected to conduct business in a fair, open and transparent way. This means that board members must act in a way that is free of any real or perceived conflicts of interest.

A conflict of interest is a situation in which a person or organization engages in multiple aspects of a decision in a way that could possibly corrupt or compromise the individual's or organization's final decision.

As a public official, board members are bound by Michigan law and the Charter Contract that discourages conflicts of interest. To ensure that boards operate free of conflicts, board members are required to complete and submit to the CSO an annual conflict of interest questionnaire.

In October Sharon Hopper will send all board members an email and the 2023-2024 Annual Conflict of Interest Questionnaire. Board members please complete the form and email it to [SharonHopper@ferris.edu](mailto:SharonHopper@ferris.edu) or give it to your FSU Field Representative.

#### ❖ Contract Performance Report (CPR)

In October school leaders and board members will receive the 2022-2023 Contract Performance Report (CPR) for their respective academy. The CPR is an annual custom report about the performance of the academy in the areas of fiscal responsibility, governance, compliance and academic performance.

The CPR will be included in the board packet of an upcoming board meeting. Your FSU Field Representative will go over the report in detail and answer any questions you may have.

#### ❖ Important Epicenter Deadlines

October 1, 2023 – Annual Verification of Non-Profit Corporation Status  
 October 10, 2023 – Student Count-Preliminary  
 October 15, 2023 – Emergency Drills Report-WEB POSTING  
 October 31, 2023 – Budget-1<sup>st</sup> Quarterly Financial Statements  
 November 1, 2023 – Audited Financial Statement and Management Letter (Board Approved)  
 November 1, 2023 – Scorecard-Financial AFS  
 November 3, 2023 – Board of Directors Application (for 12/15/2023 FSU BOT meeting)

#### ❖ Important Dates

October 4, 2023 – Count Day  
 October 6, 2023 – FSU Board of Trustees meeting



## ❖ Epicenter 100% On-Time Compliance

We have high expectations that all Epicenter submissions will be received by the due date. To assist school leaders and boards monitor this more closely, your FSU Field Representative will report at every board meeting your current on-time compliance percentage.

Why should on-time Epicenter compliance be a priority for all stakeholders?

- Your Charter Contract stipulates that all information and documents will be submitted in Epicenter no later than the deadline.
- Your board and academy's on-time Epicenter compliance percentage is published in your annual Contract Performance Report, which is a public document.
- When an academy is up for reauthorization, your Epicenter on-time compliance is one of the factors we consider when we make a recommendation to our Board of Trustees on the length of the reauthorization contract.

Last year there were eight academies and respective boards that maintained 100% on-time Epicenter compliance that deserve special recognition. They are:

- ★ [Battle Creek Montessori Academy](#)  
5<sup>th</sup> consecutive year
- ★ [Benton Harbor Charter School Academy](#)  
9<sup>th</sup> consecutive year
- ★ [Blended Learning Academies Credit Recovery High School](#)  
6<sup>th</sup> consecutive year
- ★ [Creative Technologies Academy](#)  
22<sup>nd</sup> consecutive year
- ★ [Hope Academy of West Michigan](#)  
7<sup>th</sup> consecutive year
- ★ [Huron Academy](#)  
22<sup>nd</sup> consecutive year
- ★ [Lighthouse Academy](#)  
7<sup>th</sup> consecutive year
- ★ [Voyageur Academy](#)  
5<sup>th</sup> consecutive year

At a board meeting FSU Field Representatives presented those academies with a special plaque recognizing last year's accomplishment of 100% Epicenter on-time compliance. **In addition, those academies will receive a monetary award of \$2,500.** Look for this to be included in the November State Aid payment.

Please take time to recognize and praise your Epicenter users, school leaders and board liaisons for their continued commitment to achieve and maintain 100% Epicenter on-time compliance for the entire school year.



**❖ 2023-2024 Board Professional Development Webinars**

This year eight Michigan charter school authorizers, including Ferris State University, contracted with Angela Irwin from AirWin Educational Services to facilitate a board professional development webinar series, *The HOW TO'S of Board Governance*. This will include ten webinars, five of which are pre-recorded, while the five others will be delivered live.

The live webinar topics and dates are:

- [HOW TO... Become an Effective Board President](#)  
September 20, 2023 at 6pm
- [HOW TO... Engage in Legislative Advocacy](#)  
November 15, 2023 at 6pm
- [HOW TO... Protect Against Charter School Closure](#)  
January 16, 2024 at 6pm
- [HOW TO... Ensure the Safety and Welfare of Students](#)  
February 27, 2024 at 6pm
- [Question and Answer Session](#)  
April 17, 2024 at 6pm

Below are the links to the pre-recorded on-demand webinars.

[Transparency Requirements: HOW TO... Ensure Your Board is Complying](#)

[Board Recruitment Strategies: HOW TO... Recruit Board Members Effectively](#)

[Board/School Leader Relationship: HOW TO... Ensure a Positive Working Relationship With Your School Leader](#)

[Using Board Policy to Inform Decision Making](#)

[Board's Appropriate Role in Parent/Community Complaints](#)

Each board member that watches a recorded or live webinar can earn one professional development credit for their respective board. To earn the credit the board member will share their 2-3 takeaways about the webinar at a board meeting. Boards are required to complete three credits per academy year by two or more board members. FSU Field Representatives will periodically report on your board's standing with professional development credits.



## ❖ Additional Opportunities for Board Professional Development Activity Credits

While we routinely promote FSU CSO sponsored board professional development opportunities, we want to make sure board members have a variety of ways to seek learning and board governance growth. The below table summarizes what boards and individual board members may want to consider when seeking continuous learning and development opportunities.

Board Professional Development Activity	Description/Example	Number of Activity Credits Awarded
Full Board Activity	Board Retreat Strategic Planning Meeting Book Study	Two activity credits
Individual Board Member Watches FSU CSO Training Video	Video Topics: Educational Goals Freedom of Information Act Open Meetings Act Charter Contract Finances	.25 activity credits per board member per video
Individual Board Member Attends FSU CSO Sponsored Opportunity	Webinars Spring Briefing Quarterly Convenings	One activity credit per board member per session
Individual Board Member Attends Meeting of Another Public Governing Board	Neighboring School Board Meeting City, County or State public meeting, where you are not a member of the board or required/requested to attend by employer	One activity credit per board member per meeting
Individual Board Member Attends Educational Workshop/Conference/Webinar	Any workshop, conference or webinar related to board governance, charter schools or education sponsored by MAPSA, NCSI, MDE, MASB or NACSA	One activity credit per board member per workshop/conference/webinar

## ❖ Any Questions?

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.



# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### November 2023 Board Communication

#### ❖ 2023-2024 CSO Competitive Grants

Since its inception in 1997, the Ferris State University Charter Schools Office has provided resources to the University's authorized public-school academies in numerous ways. Our mission statement sums up that commitment:

*By implementing quality oversight, the Ferris State University Charter Schools Office focuses on student growth and achievement, offers professional learning opportunities, and provides relevant resources to its public-school academies.*

Consistent with our mission, the Ferris State University Charter Schools Office is pleased to announce that all FSU-authorized academies are eligible to apply for a competitive grant of up to \$25,000 for the 2023-2024 academic year. The grant may be used for one of four "bucket" areas: Safety and Security, Extra Curricular Activities, Staff Professional Development, or Other projects that do not fit these first three areas. The total amount of funds for the grant program offered by the Ferris State University Charter Schools Office is \$300,000.

Here is some specific information:

- Academies must complete the CSO Competitive Grant Request Application outlining the project, anticipated cost, and rationale for the project. The completed application is submitted in Epicenter no later than November 10, 2023.
- Grant requests may be for any amount up to, but not exceeding \$25,000 to fund specific projects not covered by the Academy's general fund. The grants are not meant to supplant general budget money, but to enhance offerings or projects that the Academy would not be able to fund otherwise.
- The grant must benefit academy students and/or staff.
- Academies may apply for more than one grant, but must use a separate application for each request. Award amounts are cumulative, no academy will be awarded more than \$25,000 in total funding.
- Academies will be notified of their grant status no later than November 27, 2023. Grant awards will be disbursed in early December 2023 State Aid payments.

#### ❖ Freedom of Information Act (FOIA)

As a public institution, the academy and its Board of Directors are subject to the Michigan Freedom of Information Act (FOIA). As such, your board has a board policy regarding public records and has appointed a FOIA Coordinator. For further FOIA details, please refer to your board policy and the [Freedom of Information Handbook - Michigan Attorney General Dana Nessel](#). For specific guidance regarding FOIA, the Board President may want to consult with the board's attorney.



❖ **Mastermind Network and FSU CSO Hubs**

The Mastermind Network is an online community hosted by the Michigan Association of Public School Academies (MAPSA). It is digital community built to connect charter school educators from every corner of the Mitten, bridging physical distance to foster conversation, collaboration, problem solving and professional development. Within this site, you will find Ferris State University Charter Schools Office two private hubs, one for school leadership and the other for board members. The hubs look similar to a private Facebook group. To join or sign into an existing account, please click on [Mastermind Network](#). From there you can join two FSU CSO hubs, School Leadership and Academy Board Members. You'll find recorded professional development sessions, updates on legislation that affects public education and/or board governance, CSO Board Communications and other important information.

We encourage you to join the Mastermind Network and FSU CSO Hubs.

❖ **2023-2024 Board Professional Development Webinars**

Mark your calendar for the second live webinar, [How to Engage in Legislative Advocacy](#), in our 2023-2024 board professional development series, [The HOW TO'S of Board Governance](#). It is scheduled for Wednesday November 15, 2023 6:00pm – 6:30pm. Board members look for an email invitation from AirWin Educational Services with registration information. This webinar will focus on the active role board members can play in the political arena supporting their schools and charter school education in Michigan.

Below are links to the on-demand webinars, as well as the recorded September webinar.

[How to Become An Effective Board President](#)

[Transparency Requirements: HOW TO... Ensure Your Board is Complying](#)

[Board Recruitment Strategies: HOW TO... Recruit Board Members Effectively](#)

[Board/School Leader Relationship: HOW TO... Ensure a Positive Working Relationship With Your School Leader](#)

[Using Board Policy to Inform Decision Making](#)

[Board's Appropriate Role in Parent/Community Complaints](#)

Each board member that attends a live webinar or watches an on-demand webinar can earn one professional development credit for their respective board. To earn the credit the board member will share their 2-3 takeaways about the webinar at a board meeting. Boards are required to complete three credits per academic year by two or more board members.

❖ **Important Epicenter Deadlines**

November 1, 2023 – Audited Financial Statement and Management Letter (Board Received & Reviewed)  
 November 1, 2023 – Scorecard-Financial AFS  
 November 3, 2023 – Board Candidate Application (for consideration at the 12/15/2023 FSU BOT meeting)  
 November 11, 2023 – 2023-2024 FSU CSO Competitive Grant (**optional**)  
 November 16, 2023 – Student Count  
 November 30, 2023 – Hylant Insurance Policy Submission



## ❖ Important Date

November 15, 2023 – Board Professional Development Webinar

## ❖ MCCSA Annual Report

As a member of the Michigan Council of Charter School Authorizers (MCCSA), in September we received the MCCSA 2021-2022 annual report. The report provides insight into the objectives of the Council, how it's doing with meeting those objectives and what activities they engage in to reach those objectives.

In addition to key facts and figures about the Council and other interesting information, the report spotlights one of the schools FSU authorizes, [Muskegon Montessori Academy for Environmental Change](#).

To read the complete report, please click on [MCCSA 2021-2022 Annual Report](#).

## ❖ Any Questions?

You may contact your FSU Field Representative or Sharon Hopper if you have any questions regarding this Board Communication. Important and/or urgent information that cannot wait until the next Board Communication will be sent to you by email.



## **Appendix C: Board Professional Development Webinar Schedule**







## **Proposal for Charter School Board Professional Development**

I am pleased to present this Proposal for Charter School Board Professional Development (“Professional Development”). AirWin Educational Services, LLC (“AES”) believes that professional development for charter school boards is a critical element in effective board governance. AES approaches professional development with an interest in ensuring an understanding of the structure under which schools are operating and, then, properly and effectively navigating relationships and practices within the context of that structure. Ms. Irwin, Owner of AES, also recognizes that it is not enough to speak about effective leadership; that practical tools and resources lend to effective, sustainable leadership practices. With nearly 25 years of experience working with all key charter school stakeholders, Ms. Irwin is well poised to offer professional development to charter school boards.

### **About AirWin Educational Services, LLC**

AirWin Educational Services, LLC, is owned and operated by Angela Irwin. Ms. Irwin has spent nearly 25 years working with charter school authorizers, charter school boards, charter school operators and pre-operational charter school applicants in Michigan and across the country. Motivated by a commitment to helping others succeed, her expertise in professionally developing boards and providing strategic counsel in organizational development to charter school boards, operators and authorizers has positioned countless organizations for success in the charter school sector. Ms. Irwin spent nearly 16 years working in the authorizing industry, where she advanced the accountability models for The Governor John Engler Center for Charter Schools at Central Michigan University and the Grand Valley State University Charter Schools Office, respectively, and four years working for the National Charter Schools Institute where she served as its Interim President and Vice President for Programs and Services. Throughout her career in the charter sector, she has served on a variety of committees, participated in a Harvard University Leadership Program, co-published an article for the Michigan Family Review entitled *Families & Educational Reform*, and was named VIP Woman of the Year through her membership with the National Association of Professional Women. Ms. Irwin earned her Master of Arts in Educational Administration from Central Michigan University and Bachelor of Arts from Grand Valley State University.

### **Context**

Since 2013, AES has delivered a series of webinars to charter school boards appointed by LSSU and charter school administrators leading the schools authorized by LSSU. Webinar topics have ranged from *board roles and functions* to *effective board management* to the *ESP/Board Relationship* to *Managing Your Board*. Through a collaborative effort, LSSU has approached AES to propose a webinar series that could be attended by boards appointed by LSSU, FSU and NMU, respectively. It is anticipated that the proposed webinar series will be delivered throughout the 2019/2020 academic year. This Proposal will outline proposed topics (for further discussion), along with proposed costs (to be shared among the three authorizing groups).



## Assumptions/Expectations

AES will facilitate a series of webinars that journey boards through a board meeting agenda. It is proposed that each webinar address standard board meeting agenda topics and how to best manage those topics in a public board meeting. AES proposes that the webinars begin in the fall of 2019 and continue through May 2020. Proposed details regarding webinar delivery are as follows:

- Each webinar will consist of a presentation not to exceed 90 minutes
- AES will construct and distribute all webinar details and invitations
- AES may call upon subject-matter experts to assist in the development and delivery of webinar sessions
- Participating authorizers will have final authority over experts being utilized
- If desired, final presentations will be reviewed by the participating authorizers prior to webinar delivery
- Each webinar will be recorded for posting on the respective authorizer websites
- AES will generate registered participant reports and attendee reports in a format that identifies participants by school and/or authorizer (and share each set or sets of reports with participating authorizers)

## Webinar Topics

AES proposes a webinar series titled “Governing as Professionals: It All Begins at the Board Table.” The ultimate goal of this series is to ensure that boards continue to run effective, efficient, professional meetings while engaging in appropriate and necessary dialogue and decision-making. AES, specifically, proposes the following webinar topics that take participating boards on this necessary journey:

- **Webinar #1: Preparing, Reviewing and Managing the Agenda:** An effective and efficient meeting begins with intimate participation in the development of the agenda and careful and thorough preparatory review of its content. In reviewing the board meeting agenda and the board meeting packet in advance, boards can and should come to the board table with prepared questions and comments. This session will offer practical ways a board can best prepare itself for a productive, meaningful and efficient board meeting, while also addressing when and what “special” activities should be placed on the meeting agenda (i.e. annual meeting, budget hearing, etc.).
- **Webinar #2: Ensuring Orderly and Efficient Meetings:** While the mechanics of managing a public meeting might seem simple and fundamental, there are principles, practices and parameters boards should apply to ensure efficient and orderly meetings. This session will address how, within the context of guiding documents and rules, boards can participate in meetings that are efficiently, effectively and professionally managed. Specifically, within the parameters and principles of Roberts Rules of Order, Michigan’s Open Meetings Act and board-adopted Bylaws, boards will be offered guidance on how to professionally take roll, hear public comment, approve agenda and meeting minutes and properly address standing agenda items. Using the above-referenced publications, boards will also be advised how they can, generally, “stay out of trouble,” in their governance role.
- **Webinar #3: Reporting.** Most board meetings provide opportunities for various reports – treasurer’s report, business/management report and a report from the authorizing body. Each report is intended to share critical information about the school over which a board is governing



and, therefore, should be given extreme attention and value. This session will focus on suggested ways to ensure reporting is managed effectively and that the information being provided is sufficient for board decision-making.

- **Webinar #4: Old and New Business.** What should be placed in “old business” and what should be discussed under “new business?” While, again, this might seem like an easy, fundamental practice in agenda preparation and management, there is much to consider when determining placement of “old” and “new” discussion topics and when to evaluate when old business becomes outdated business. This session will offer practical tips on how to best think about old and new business when constructing the agenda and then discussing it at the board table.
- **Webinar #5: Closing the Meeting and Next Meeting Steps.** Much like opening the board meeting, closing the meeting should be conducted in a formal and professional manner. This might also be a time when boards discuss what might carry over to the next meeting agenda, based on discussion held during the current meeting and begin constructing the agenda for the subsequent month’s public meeting.

### **Proposal Cost(s)**

Below are the proposed costs associated with providing webinar services. All costs are calculated at their maximum amounts; AES will NOT charge more than the identified proposed costs. The costs have been divided among the three participating authorizing bodies for formal use and reference.



**Cost Detail:**

<b>Activity (Total Webinar Series):</b>	<b>Total Cost</b>	<b>Cost/LSSU</b>	<b>Cost/FSU</b>	<b>Cost/NMU</b>
Development of pre-webinar announcements/materials: 5 hours (total webinar series) @ \$85.00/hour	\$425.00	\$141.67	\$141.67	\$141.67
Preparation: 15 hours (total hours of webinar preparation) @ \$85.00/hour	\$1,275.00	\$425.00	\$425.00	\$425.00
Delivery of sessions: 5, 90-minute sessions @ \$85.00/hour	\$637.50	\$212.50	\$212.50	\$212.50
Minimum webinar participation cost	\$2,000.00	\$666.67	\$666.67	\$666.67
<b>TOTAL PROPOSED COST FOR SERIES:</b>	<b>\$4,337.50</b>	<b>\$1,445.84</b>	<b>\$1,445.84</b>	<b>\$1,445.84</b>

Proposal presented to Lake Superior State University, Northern Michigan University and Ferris State University, by AirWin Educational Services, LLC., on April 30, 2019.



Angela L. Irwin  
Owner  
AirWin Educational Services, LLC.

Proposal accepted by LSSU, FSU and NMU on April 30, 2019.



**2020-2021 Board Professional Development Webinar Series**

**AirWin Educational Services**

## **2020/2021 Webinar Series**

*Governing in a Post-Pandemic Environment: Navigating your Board Role Within a New Reality*

Webinar Series Dates and Descriptions  
September 2020 – April 2021

<b>Date and Time</b>	<b>Subject</b>	<b>Description</b>
Wednesday September 23, 2020 6:00 – 7:30 p.m.	<i>Owning your Governance Role During Change</i>	During this session, AES will focus on how critical it is, through change, for the board to exercise its “highest level of leadership” role by ensuring it is focusing on all of the right priorities for leading the school it is governing through effective and student-centered decision-making.
Wednesday October 14, 2020 6:00 – 7:30 p.m.	<i>Owning Student Learning During Change</i>	During this session, AES will focus on assessment outcomes, flexible learning formats and the role boards should undertake in impacting student progress/student achievement throughout this critical time.
Wednesday November 18, 2020 6:00 – 7:30 p.m.	<i>Owning your Budget During Change</i>	During this session, AES will discuss the importance of budget attention throughout the school year. AES will emphasize the elevated need for board members to be equipped with all financial detail at every board meeting, being prepared to address any financial/budget discrepancies through the use of a budget/financial-related wise questions template.



<b>Date and Time</b>	<b>Subject</b>	<b>Description</b>
Date: February 3, 2021 6:00 – 7:30 p.m.	<i>Owning Board Culture During Change</i>	During this session, AES will stress the importance of boards identifying their culture, documenting their “cultural principles,” and applying that cultural commitment to all of their board practices.
Date: April 21, 2021 6:00 – 7:30 p.m.	<i>Owning the Future During Change</i>	During this session, AES will focus on what lies ahead for the second half of the school year, ensuring board members are continuing to think about fundamentals of boardmanship while continuing their focus on school priorities (as identified above).

Additionally, AES will deliver one, on-demand digital session specifically designed to orientate new board members to their governance roles. AES will deliver this session in a succinct, 30-45 minute time frame that will be recorded and shared with participating authorizers. The participating authorizers will then provide the recorded link to new board members, as necessary. During this session, AES will address the following governance elements:

- Structural depiction of accountability framework under which charter schools operate
- Board/Authorizer/Leadership and/or ESP relationship
- Board’s oversight role, with specific discussion on:
  - Governance/Management
  - Fiscal Oversight
  - Academic Oversight
  - Operational Oversight



**2021-2022 Board Professional Development Webinar Series**


**AirWin Educational Services**

**2021/2022 Webinar Series**

*The Kitchen Sink of Governance*

Webinar Series Dates and Descriptions

September 2021 – April 2022

<b>Date and Time</b>	<b>Subject</b>	<b>Description</b>
<b>Wednesday September 15, 2021 6:00 – 6:30 p.m.</b>	<i>Introduction to Becoming a New Board Member</i>	During this session, designed for new board members (and a good refresher for veterans), AES will offer the top three things you can do to become an effective board member.
<b>Tuesday November 16, 2021 6:00 – 6:30 p.m.</b>	<i>The Role of the Board</i>	This session will focus on board fundamentals, capitalizing on, in part, what was shared in the September session of becoming a new board member, while addressing, also, the board's role in following all guiding rules, regulations, and laws, including the OMA.
<b>Wednesday January 19, 2022 6:00 – 6:30 p.m.</b>	<i>Understanding the Charter Contract</i>	Whether you are the board, authorizer, management and/or school leader, you share a common vision: ensuring student performance. Are you, as a board, aware, however, that this common vision is codified through the "license" you rely on to operate – your charter contract? This session will address the critical role the charter contract plays in your operations, reauthorization, and overall school health and well-being.
<b>Tuesday February 15, 2022 6:00 – 6:30 p.m.</b>	<i>Understanding Student Achievement Scores: The Basics</i>	Your charter contract contains expectations relative to academic performance. You, as a board, should be receiving relevant reports that, as appropriate, connect academic outcomes to charter contract expectations and goals. When you do



Date and Time	Subject	Description
		receive reports, do you understand them? Do you track your academic performance, both proficiency and growth, directly to your charter contract goals? This session will provide basic information on understanding academic outcomes and offer strategies for ensuring boards are considering charter contract goals, as information is shared and reports are received.
<b>Wednesday April 13, 2022 6:00 – 6:30 p.m.</b>	<i>Evaluating Critical Relationships</i>	This session will address the need for assessing all contractual relationships your board has entered into with vendors, with a critical focus on the board/management relationship.





AirWin Educational Services

## 2022/2023 Webinar Series

*The Art of Intentional Governance: Creating a Governance Model that Ensures the Right Focus at the Right Time*

Webinar Series Dates and Descriptions  
September 2022 – April 2023

**Live Webinars:**

Date and Time	Subject	Description
<b>Wednesday</b> <b>September 21, 2022</b> <b>6:00 p.m.</b>	<i>What's New in 2022?</i>	<i>This session will focus on helping boards ensure they understand "what happens" within the first half of the academic year at the school over which they are governing, and then use that information to inform agenda management throughout 2022.</i>
<b>Wednesday</b> <b>November 16, 2022</b> <b>6:00 p.m.</b>	<i>What's to be in 2023?</i>	<i>Like the September session, this webinar will begin to mentally prepare boards for the 2023 – second half of the academic year- and guide them through agenda management throughout 2023.</i>
<b>Tuesday</b> <b>January 17, 2023</b> <b>6:00 p.m.</b>	<i>Assessing your Governance Work</i>	<i>With the intentional agenda focus, this session will offer a "check-in" with boards on how well they are managing their agenda and the topics identified. During this "check-in," we will also discuss the importance of efficient meetings and accurate and comprehensive board meeting minutes.</i>
<b>Tuesday</b> <b>February 28, 2023</b> <b>6:00 p.m.</b>	<i>Governing Over the Unexpected</i>	<i>We all know that best intentions can fall by the wayside as unexpected events surface. As a Board, how well are you balancing intentional board work with unplanned "hot topics" that require your immediate attention? This session will discuss what topics might "derail" your careful planning and how, as a board, you can best manage them within the context of your appropriate board role and boundaries.</i>



Date and Time	Subject	Description
<b>Wednesday April 19, 2023 6:00 p.m.</b>	<i>Governing Beyond the School Year</i>	<i>The school year is concluding; however, your governance work does not conclude with it! Are you using the summer months to help you prepare for the upcoming year? Given the 2022/2023 year, from a governance perspective, where should you, as a board, be focusing your summer attention? Let's plan for that as well!</i>

## On-Demand Webinars:

Date and Time	Subject	Description
Summer Recording	<i>Information Overload</i>	<i>It is no secret that our worlds are full of information. With so much data and detail being shared through a variety of sources, how do we know what is reliable? What can we trust? And how can we best use these resources to advance our governance practices? This session will attempt to help boards make sense of information and bring focus to those sources and resources that offer the best chance of impacting board decision-making and actions.</i>
Summer Recording	<i>Suspension/Expulsion of Students: The Board's Appropriate Role</i>	<i>Even with the best climate and culture, there will be moments within the school over which you are governing that you are "hearing" of or are part of a student suspension or expulsion discussion. Do you know what YOUR board's role is or should be in these events/discussions? This session, while not focusing on any legal aspects of suspension or expulsion, will offer perspectives to participating boards on how to navigate their appropriate role</i>



Date and Time	Subject	Description
		<i>within the context of these unpleasant school moments.</i>
Summer Recording	<i>Recruitment 101</i>	<i>Certainly, boards have a responsibility to ensure intentional board recruitment practices; however, what is or should be the board's role in ensuring effective recruitment of staff, students, community partners, etc.? This session is designed to offer helpful tips on how culture and mission not only impact retention but play an integral role in recruitment at all levels.</i>
Summer Recording	<i>The Finance and Academics Alignment: Painting and Seeing the Big Picture</i>	<i>As board members, you are aware of your two most critical responsibilities – ensuring student learning and financial stewardship. Do you truly understand, however, how they do or should join together to support the mission of the school over which you are governing? Every financial report you receive and every budget you adopt should place student learning/academics at their nucleus. This session will attempt to, once and for all, marry these two responsibilities, making the union clear and your decision-making role more straightforward.</i>





AirWin Educational Services

## 2023/2024 Webinar Series

*The “HOW TO’s” of Board Governance*

Webinar Series Dates and Descriptions

September 2023 – April 2024

**Live Webinars:**

Date and Time	Subject	Description
<b>Wednesday September 20, 2023 6:00 p.m.</b>	<b><i>HOW TO . . . Become an Effective Board President</i></b>	<i>Being a board president is not just about presiding over meetings but also about leadership. As board president, are you practicing effective leadership skills? With those skills, are you leading your board into a “highest level of leadership” role? Are you grooming your board colleagues to assume leadership responsibilities? This session will answer the “how to’s” of each of the above questions, leaving board presidents and all participants with a newfound sense of leadership confidence.</i>
<b>Wednesday November 15, 2023 6:00 p.m.</b>	<b><i>HOW TO . . . Engage in Legislative Advocacy</i></b>	<i>It is no secret that the political climate for charter public education has been and remains tenuous. While there are many advocacy groups supporting the work that we all do, there is an active role for board members to play in charter school ambassadorship. This session will provide board participants with the “how to’s” of ensuring advocacy preparedness by arming board members with the tools needed to discuss, confidently and comfortably, the state of charter schools from their/your vantage point.</i>
<b>Tuesday January 16, 2024 6:00 p.m.</b>	<b><i>HOW TO . . . Protect Against Charter School Closure</i></b>	<i>Charter school closures are a reality of the accountability exchange under which the board and authorizer operate. When your board executed its charter contract with its authorizer, the board</i>



Date and Time	Subject	Description
		<i>promised to perform to the standards and expectations outlined in that critical document. If the school over which boards govern does not perform or is not performing, with fidelity, the school runs the risk of closing. This session will focus on “how to” avoid charter school closure by providing helpful tips on assessing the overall health and condition of the school over which boards govern.</i>
<b>Tuesday February 27, 2024 6:00 p.m.</b>	<b>HOW TO . . . Ensure the Safety and Welfare of Students</b>	<i>Whether a board member, school leader, principal, management company or authorizer, student safety should be a top priority. Boards, in particular, have been entrusted to protect the students served in a variety of ways – safety and welfare being chief among those ways. This session will offer “how to” ensure student safety and welfare by sharing best practices in safety measures, bringing board policy on the topic of safety to the forefront and sharing current news and events that may inform board decision-making relative to this critical topic.</i>
<b>Wednesday April 17, 2024 6:00 p.m.</b>	<b>Question and Answer Session Dedicated to Topics Identified Above (through ZOOM)</b>	<i>This session belongs to participants! This year, we are reserving our final webinar, solely, to answer questions that board members bring to us based on the “how to’s” heard during the series</i>

## On-Demand Webinars:

Date and Time	Subject	Description
Summer Recording	<b>Transparency Requirements: HOW TO ensure boards are complying</b>	<i>Are you aware that Michigan Compiled Law, MCL 388.1618(2), requires school districts and intermediate school districts to post certain budget and financial information on the district's website within 30 days after a board adopts its annual operating budget or any</i>



Date and Time	Subject	Description
		<i>subsequent revision to that budget? Do you know, with confidence, if the school over which you govern is meeting these minimum transparency requirements? What other transparency obligations does the Board have? And how well is the Board doing in fundamental compliance efforts? This webinar will address what transparent measures are expected of boards and what best practices prevail for ensuring a board is transparent and compliant in all its governance work.</i>
Summer Recording	<b>Board Recruitment Strategies: HOW TO recruit board members, effectively</b>	<i>Has your board adopted a process for ensuring effective board recruitment? What necessary elements should be considered in board recruitment strategies? Where does orientation and “on-boarding” fit into the recruitment equation? This session will answer these questions by sharing board recruiting best practices, tools and resources your board can utilize to ensure you are building an effective board team.</i>
Summer Recording	<b>Board/School Leader Relationships: HOW TO ensure a positive working relationship with your school leader</b>	<i>Whose “responsibility” is it to maintain a relationship with the school leader? What is the board’s role in cultivating those relationships? How can an effective board/school leader relationship impact school outcomes? This session will offer practical tips on how your board can forge a positive working relationship with your school leader while respecting</i>



Date and Time	Subject	Description
		<i>the reporting structure over which your board governs.</i>



## **Appendix D: 2023-2024 Board Conflict of Interest Questionnaire**





**Academy Board Member  
Conflict of Interest  
Questionnaire  
2023-2024**

**Name:** Click or tap here to enter text.

**Board Position:** Click or tap here to enter text.

**Academy:** Click or tap here to enter text.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or will you or any immediate family member <sup>1</sup> have any contractual agreements with the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or will you or any immediate family member have any ownership interest in, or derive any income or other benefits from the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Have you or will you or any immediate family member receive any money, gifts, loans, services or other consideration from the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or will you or any immediate family member guarantee any loans for the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or will you or any immediate family member lease, sell or intend to sell any real property to the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you or will you or any immediate family member be employed at the Academy (either as an employee of the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy)?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or will you or any immediate family member sell any supplies, materials, equipment or other personal property to the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or will you or any immediate family member have any ownership interest, whether directly or indirectly in any corporation, partnership, association, or other legal entity which will enter into a contract with the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or will you or any immediate family member have any financial interest, whether directly or indirectly, in any contract involving the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy, where the financial interest in the contract amounts to \$250 or 5% or more of the contract costs to the Academy, or the financial interest in the contract amounts to \$5,000 or more?



<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you or an immediate family member have a close personal relationship with the Academy, its educational service provider, or any other company or individual contracting with or providing services to the Academy?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Other than the Academy Board, do you currently serve any other board, group or corporation that has an ownership interest or believes it has the right to control or have input on actions you would take or votes you would cast as a member of the Academy Board?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you a public official or school board member (other than serving on this Academy Board)?

**If the answer to any of the above questions is “Yes,” please provide a complete written description and attach it to this Questionnaire.**

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you a United States citizen?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you a Michigan resident?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you have law enforcement authority <sup>2</sup> ?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you a public employee <sup>3</sup> ?

**I hereby certify that the information contained in this document is true and complete to the best of my knowledge.**

Signature [Click or tap here to enter text.](#)

Date [Click or tap to enter a date.](#)

**This Questionnaire, along with any documentation, must be completed, signed, dated and returned to:**

Ferris State University  
Charter Schools Office  
Attn: Sharon Hopper at [SharonHopper@ferris.edu](mailto:SharonHopper@ferris.edu)  
or your FSU Field Representative

<sup>1</sup> For purposes of this questionnaire, the term “immediate family member” includes parent, child, sibling, spouse, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, nephew, niece, uncle or aunt. See MCL 487.1511(1)(b).

<sup>2</sup> For purposes of this questionnaire, a person having “law enforcement authority” is defined as a regularly employed member of a police force or other organization of a city, county, township, or village, of the state, or of a state university or community college who is responsible for the prevention and detection of crime and the enforcement of the general criminal laws of this state, a law enforcement officer of a Michigan Indian tribal police force, the sergeant at arms or any assistant sergeant at arms of either house of the legislature who is commissioned as a police officer by that respective house of the legislature as provided by the legislative sergeant at arms police powers act. See MCL 28.602(2)(k).

<sup>3</sup> For purposes of this questionnaire, the term “public employee” is defined as an employee of this state, an employee of a city, village, township, or county of this state, or an employee of a department, board, agency, institution, commission, authority, division, council, college, university, school district, intermediate school district, special district, or other public entity of this state or of a city, village, township, or county in this state, but does not include a person whose employment results from election or appointment. See MCL 15.181(1)(d).



## **Appendix E: Board Resolution Template: FOIA, Civil Rights, Title IX**





Academy's Name

## Board Resolution

8. Adoption of Resolution Designating Homeless Children and Youth Liaison, Title IX Representative, Freedom of Information Act Coordinator and Civil Rights Representative

Moved by \_\_\_\_\_ and supported by  
Board Member's Name

\_\_\_\_\_ that the Board approved the following  
Board Member's Name

Resolution:

WHEREAS, the Academy shall comply with the McKinney-Vento Homeless Assistance Act of 1987 and reauthorized by the No Child Left Behind Act of 2001 to designate a liaison for homeless children and youth as stated in Title VII-B of the McKinney-Vento Homeless Assistance Act of 1987; and,

WHEREAS, the Academy shall comply with Title IX of the Education Amendments of 1972 which prohibits sex discrimination in any education program or activity receiving federal financial assistance and as such shall designate a representative to ensure compliance with Title IX; and,

WHEREAS, the Academy shall comply with Michigan Freedom of Information Act, Act 442 of 1976, and designate a Freedom of Information Act Coordinator to accept and process requests for the public bodies records; and,

WHEREAS, the Academy shall comply with Title VI of the Civil Rights Act of 1964 which prohibits discrimination based on race, color, or national origin in programs or activities which receive federal financial assistance and designates a civil rights representative to take action as is necessary to comply with all Federal and State non-discriminatory laws; and,

WHEREAS, it shall be the responsibility of the Academy's Homeless Children and Youth Liaison, Title IX Representative, Freedom of Information Act Coordinator and Civil Rights Representative to inform the Academy's Board of Directors President when complaints, questions, concerns or other issues related to each relevant matter occurs; and:

WHEREAS, it shall be the responsibility of the Academy's Civil Rights Representative to inform the Ferris State University Charter Schools Office Director when complaints or other civil rights matters occur.

WHEREAS, the Board of Directors has determined, by a majority vote, designates the following individuals/title to serve in the role of Homeless Children and



Youth Liaison, Title IX Representative, Freedom of Information Act Coordinator and  
Civil Rights Representative

_____	Homeless Children and Youth Liaison
Liaison's Name or Title	
_____	Title IX Representative
Title IX Representative's Name or Title	
_____	Freedom of Information Act Coordinator
Coordinator's Name or Title	
_____	Civil Rights Representative
Civil Rights Representative's Name or Title	

NOW THEREFORE BE IT RESOLVED, that said individual/title serve in the  
role of Homeless Children and Youth Liaison, Title IX Representative, Freedom of  
Information Act Coordinator and Civil Rights Representative.

I hereby certify that the foregoing Resolution was duly adopted by the  
\_\_\_\_\_ Board of Directors at its meeting held on

\_\_\_\_\_  
Academy's Name

\_\_\_\_\_  
Today's Meeting Date

\_\_\_\_\_  
Signature of Recording Secretary



## **Appendix F: CSO Performance Tier Description**







#### **TIER IV**

##### **Does Not Meet Contractual Educational Goals**

Academy does NOT meet at least (1) proficiency and (1) growth target in both subjects AND/OR (1) high school target in both subjects

Academy is internally determined by CSO to have highest needs

Academy is a Partnership District

#### **TIER III**

##### **Approaching Contractual Educational Goals**

Academy does NOT meet at least (1) proficiency and (1) growth target in both subjects AND/OR (1) high school target in both subjects

Academy is internally determined by CSO to have moderate needs

#### **TIER II**

##### **Meets Contractual Educational Goals**

Academy meets at least (1) proficiency and (1) growth target in both subjects and, if applicable, (1) high school target in both subjects

#### **TIER I**

##### **Exceeds Contractual Educational Goals**

Academy meets at least (2) proficiency and (2) growth target in both subjects and, if applicable, (2) high school target in both subjects



## **Appendix G: Contractual Education Goal Policy**







## Charter Schools Office Policy

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Adopted: 2010

Revised: 2021

### **CONTRACTUAL EDUCATIONAL GOALS AND RELATED MEASURES**

**Ferris State University monitors demonstrated improved pupil academic achievement for all groups of pupils as required by the Revised School Code.**

Pursuant to the Terms and Conditions of the Contract ("Contract") issued by the Ferris State University Board of Trustees ("University Board"), this contractual Educational Goals Policy has been prepared by the Ferris State University Charter Schools Office (CSO). It now becomes part of the Contract and will go into effect thirty (30) days after Academy Board notification, as stated in these new Terms and Conditions of the Contract for all academies being authorized or reauthorized pursuant to Contracts issued by the University Board. Failure by the Academy Board to comply with this policy may result in the non-issuance of a Contract, or for existing academies, the initiation of suspension, termination or revocation proceedings under the Contract, and will be taken into consideration when determining reauthorization of an academy upon expiration of the contract.

#### **A. EDUCATIONAL GOALS AND RELATED MEASURES**

In accordance with the applicable law and the charter contract Terms and Conditions, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goals identified in this policy. Additionally, it is expected that the Academy will meet the State of Michigan's academic standards and any improvement targets required to be achieved pursuant to state and federal law. The Academy is also expected to remain off the Partnership School list published by the Michigan Department of Education. If the Academy already has school buildings identified on this list, it is expected to make the progress necessary to no longer be identified.

#### **B. EDUCATIONAL GOALS TO BE ACHIEVED**

Academies will show academic progress by demonstrating:

1. Measurable academic growth toward achievement, and
2. Academic achievement for all groups of students.



**C. TARGETS FOR DETERMINING GOAL ACHIEVEMENT**
**Goal 1: Academic Growth (Grades 2-8)**

Academies are expected to score within the “Meets” category on at least one *Target* (in both math and reading) in order to achieve their Contractual Educational Goals.\*

Academic Growth Targets (Grades 2-8)		
Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?		
Target	Measure	Metric
50 on the index	Growth values as indicated by the School Index.	Exceeds: $\geq 70$ Meets: $\geq 50$ but $< 70$ Approaching: $\geq 30$ but $< 50$ Does Not Meet: $< 30$
Are students making expected annual growth compared to their peers?		
Target	Measure	Metric
50th Percentile	The fall to spring average of all NWEA MAP "School Conditional Growth Percentiles" in reading and math.	Exceeds: $\geq 70$ th Percentile Meets: $\geq 50$ th but $< 70$ th Percentile Approaching: $\geq 30$ th but $< 50$ th Percentile Does Not Meet: $< 30$ th Percentile
Are students making sufficient yearly academic growth to increase proficiency?		
Target	Measure	Metric
The difference will be at least +3%	Percentage of students proficient on the ELA and Math M-STEP/PSAT-8 over time. (Current Year-Average(Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$

\*The FSU CSO will produce a scorecard outlining how the academy performed on each of the *Targets* outlined above. The scorecard will be presented to academy boards annually.

**Goal 2: Student Achievement (Grades 2-8)**

Academies are expected to score within the “Meets” category on at least one *Target* (in both math and reading) in order to



achieve their Contractual Educational Goals.\*

Student Achievement Targets (Grades 2-8)		
Is the school meeting state designation expectations as set forth by state and federal accountability systems (overall)?		
Target	Measure	Metric
45 on the index	Overall values as indicated by the School Index.	Exceeds: $\geq 70$ Meets: $\geq 45$ but $< 70$ Approaching: $\geq 30$ but $< 45$ Does Not Meet: $< 30$
Are students achieving proficiency on a nationally normed assessment?		
Target	Measure	Metric
50%	The percent of students meeting grade level norms on the reading and math NWEA MAP.	Exceeds: $\geq 70\%$ Meets: $\geq 50\%$ but $< 70\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$
Are students performing well on state examinations in comparison to students in schools they might otherwise attend		
Target	Measure	Metric
The difference will be at least +3%	The average percent proficient in ELA & math on the M-STEP/PSAT-8 compared to the composite district (Academy Average-Composite Average).	Exceeds: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\leq 0$

\*The FSU CSO will produce a scorecard outlining how the academy performed on each of the *Targets* outlined above. The scorecard will be presented to academy boards annually.

### Goal 1 & 2: Academic Growth & Student Achievement (High School)

Academies are expected to score within the “Meets” category on at least one *Target* (in both math and evidence-based reading & writing) in order to achieve their Contractual Educational Goals.\*



### Academic Growth and Achievement Targets (High School)

Are students making sufficient academic growth to achieve proficiency?

Target	Measure	Metric
The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) over time (Current Year-Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$

Are students performing well on state examinations in comparison to students in schools they might otherwise attend (composite)?

Target	Measure	Metric
The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) will surpass the school's composite district percentage.	Exceeds: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\leq 0$

Are students performing well on state examinations in relation to a benchmark standard?

Target	Measure	Metric
Math: 40%  EBRW: 50%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the PSAT (9th & 10th grade) and SAT (11th grade) will be 40% in math and 50% in evidence-based reading and writing (EBRW).	Math: Exceeds: $\geq 50\%$ Meets: $\geq 40\%$ but $< 50\%$ Approaching: $\geq 30\%$ but $< 40\%$ Does Not Meet: $< 30\%$  EBRW: Exceeds: $\geq 60\%$ Meets: $\geq 50\%$ but $< 60\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$

\*The FSU CSO will produce a scorecard outlining how the academy performed on each of the *Targets* outlined above. The scorecard will be presented to academy boards annually.

### Bottom-Line Targets

Improvement in academic growth and student achievement, as measured by state and nationally normed assessments, is the most important factor in determining an Academy's progress. However, the Ferris State University CSO may also consider *Bottom-Line Targets* as an alternative measure to monitor progress.



If an Academy fails to meet the specified number of target measures for each goal, they will need to identify *Bottom-Line Targets* to show academic growth and student achievement through alternative measures. These alternative measures should be created as interim benchmarks that will ultimately lead to compliance with the Contractual Educational Goals. *Bottom-Line Targets* are measures that must be achieved within the timeframe of the Charter Contract, or sooner if applicable, in order to be recommended to the Ferris State University Board of Trustees for contract reauthorization.

Any academy required to identify *Bottom-Line Targets* will work collaboratively with the CSO to develop an Academic Monitoring Plan. The Academic Monitoring Plan will include at least (2) *Bottom-Line Targets* that will be identified and measured using a predetermined list of research-based, CSO-approved metrics. By meeting the *Bottom-Line Targets*, an academy will meet the minimum requirements of this policy.

**Strict Discipline and Alternative Education Academies**

Academies designated as Strict Discipline Academies or Alternative Education Academies, as per the Michigan School Code, may be exempted from certain parts of these requirements due to their unique nature. In all cases, specific educational measures, targets and metrics will be mutually developed and agreed upon by the Academy and FSU CSO and shall be attached to the contract.

**New Academies**

For the first three years of operation, new academies will be expected to increase growth towards achievement. Goal #1 will be used for all new K-8 schools. The first target in the high school table will be used for all new schools serving 9<sup>th</sup>-12<sup>th</sup> grade students.



## **Appendix H: Contractual Educational Goals**





# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### Academic Growth Targets (Grades 2-8)

Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?

Target	Measure	Metric
50 on the index	Growth values as indicated by the School Index.	Exceeds: $\geq 70$ Meets: $\geq 50$ but $< 70$ Approaching: $\geq 30$ but $< 50$ Does Not Meet: $< 30$

Are students making expected annual growth compared to their peers?

Target	Measure	Metric
50th Percentile	The fall to spring average of all NWEA MAP "School Conditional Growth Percentiles" in reading and math.	Exceeds: $\geq 70$ th Percentile Meets: $\geq 50$ th but $< 70$ th Percentile Approaching: $\geq 30$ th but $< 50$ th Percentile Does Not Meet: $< 30$ th Percentile

Are students making sufficient yearly academic growth to increase proficiency?

Target	Measure	Metric
The difference will be at least +3%	Percentage of students proficient on the ELA and Math M-STEP/PSAT-8 over time. (Current Year-Average(Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$



# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

Student Achievement Targets (Grades 2-8)		
Is the school meeting state designation expectations as set forth by state and federal accountability systems (overall)?		
Target	Measure	Metric
45 on the index	Overall values as indicated by the School Index.	Exceeds: $\geq 70$ Meets: $\geq 45$ but $< 70$ Approaching: $\geq 30$ but $< 45$ Does Not Meet: $< 30$
Are students achieving proficiency on a nationally normed assessment?		
Target	Measure	Metric
50%	The percent of students meeting grade level norms on the reading and math NWEA MAP.	Exceeds: $\geq 70\%$ Meets: $\geq 50\%$ but $< 70\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$
Are students performing well on state examinations in comparison to students in schools they might otherwise attend		
Target	Measure	Metric
The difference will be at least +3%	The average percent proficient in ELA & math on the M-STEP/PSAT-8 compared to the composite district (Academy Average-Composite Average).	Exceeds: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\leq 0$



# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

Academic Growth and Achievement Targets (High School)		
Are students making sufficient academic growth to achieve proficiency?		
Target	Measure	Metric
The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) over time (Current Year-Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$
Are students performing well on state examinations in comparison to students in schools they might otherwise attend (composite)?		
Target	Measure	Metric
The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) will surpass the school's composite district percentage.	Exceeds: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\leq 0$
Are students performing well on state examinations in relation to a benchmark standard?		
Target	Measure	Metric
Math: 40%  EBRW: 50%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the PSAT (9th & 10th grade) and SAT (11th grade) will be 40% in math and 50% in evidence-based reading and writing (EBRW).	Math: Exceeds: $\geq 50\%$ Meets: $\geq 40\%$ but $< 50\%$ Approaching: $\geq 30\%$ but $< 40\%$ Does Not Meet: $< 30\%$  EBRW: Exceeds: $\geq 60\%$ Meets: $\geq 50\%$ but $< 60\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$



## **Appendix I: Bottom Line Targets and Metrics (K-8)**







**Ferris State University Charter Schools Office  
Bottom-Line Targets: K-8**

**Contractual and Bottom-Line Targets**

These tables present the targets designed specifically for grades K-8. We have provided the existing contractual targets (blue & green rows) and the bottom-line targets (white rows) that will provide deeper context for the Authorizer when making a renewal decision.

If an Academy fails to meet at least one growth measure in each subject area (blue rows) AND one achievement measure in each subject area (green rows), they will need to identify bottom-line targets (white rows) to show academic growth and/or student achievement through alternative measures. Bottom-line targets are measures that must be achieved within the timeframe of the Charter Contract, or sooner if applicable, in order to be recommended to the Ferris State University Board of Trustees for contract reauthorization.

Measure	Target Type	Target	Business Rules
Growth: ELA & Math	Contract	Growth value on the MDE School Index will be 50 or higher.	MDE School Index
Growth: ELA & Math	Contract	Fall to spring average of all NWEA MAP (grades 2-8) "School Conditional Growth Percentiles" will be at the 50 <sup>th</sup> percentile.	NWEA MAP
Growth: ELA & Math	Contract	Percentage of students meeting proficiency on the M-STEP will increase by 3% each year.	M-STEP
Achievement: ELA & Math	Contract	Overall value on the MDE School Index will be 45 or higher.	MDE School Index
Achievement: ELA & Math	Contract	At least 50% of students will meet the grade level norms on NWEA MAP.	NWEA MAP
Achievement: ELA & Math	Contract	The academy will outperform their composite district by at least 3% using the average percent proficient on M-STEP.	M-STEP



School Climate and Social-emotional development	Bottom-Line Target for Continuous Improvement	<p>The school agrees to survey at least 95% their students with the FSU CSO approved school climate scales to understand their students and create strategies for students' social-emotional learning.</p> <p>AND</p> <p>The school's percent of students responding favorably will exceed that of the school's comparison group (based on percent F/R priced lunch within 10%, charter status, urbanicity) on three out of the four selected scales, which include:</p> <ul style="list-style-type: none"> <li>• School climate</li> <li>• Rigorous expectations</li> <li>• School belonging</li> <li>• School safety</li> </ul>	<p>Use of <b>Panorama</b></p> <p><u>Numerator</u>: Number of valid responses from students</p> <p><u>Denominator</u>: Number of students enrolled in school when school climate survey is administered.</p>
School Culture	Bottom-Line Target for Continuous Improvement	Increased teacher efficacy as measured by the teacher scale in Panorama.	Y2 Panorama results-Y1 results. Number should show improvement over time.
School Climate: Re-enrollment	Bottom-Line Target for Continuous Improvement	At least 80% of eligible students re-enroll in the school from fall Y1 to fall Y2.	<p><u>Numerator</u>: Number of students in all grades (K-8) in Y2 who were enrolled the school in Y1.</p> <p><u>Denominator</u>: Number of students in Y1.</p>
School Climate: Attendance	Bottom-Line Target for	92% of eligible students will attend school on a daily basis.	Average Daily Attendance



	Continuous Improvement	OR  Fewer than 10% of students identified as chronically absent.	
Academic Achievement: GPA	Bottom-Line Target for Continuous Improvement	Increase in student's cumulative GPA.	Current Year GPA- Baseline GPA. Should be greater than .10.
Academic Achievement	Bottom-Line Target for Continuous Improvement	Student growth as demonstrated by an alternative, nationally normed assessment such as FastBridge, STAR, DRA or Acadience.	School must provide baseline data, short-term targets and long-term targets. Both ELA and math must be addressed.  Examples: Proficiency will increase by n% from fall to spring.  Proficiency will increase by n% from Y1 to Y2.  N% of students will be proficient by the end of the year.
Academic Growth	Bottom-Line Target for Continuous Improvement	Use of NWEA MAP data in a differentiated way.	Examples:  Using the Quartile report in NWEA, set the goal that all students in the lowest "achievement" quartile will end up in the "high growth" quartile by the end of the year.  Increased achievement and growth for subgroups of students.



## **Appendix J: Bottom Line Targets and Metrics (9-12)**





**Ferris State University Charter Schools Office  
Bottom-Line Targets: High Schools**

**Background**

Over the last several months, leaders of Ferris State University (FSU) Charter School Office (CSO) contracted with the National Charter Schools Institute's A-GAME (Assessing Global Access, Mission and Equity) to develop alternative targets with the Institute's partner Momentum Strategy & Research. Through this work, they created common and unique targets to supplement school performance captured in the FSU CSO's existing high school framework. This project included weekly meetings with the authorizer's staff, and the A-GAME team's directors, Naomi DeVeaux and Dr. Jody Ernst in Spring 2021. It is the responsibility of leaders of the FSU CSO to engage with high school leaders to obtain feedback and finalize these goals.

**Proposed Targets**

These tables present the targets designed specifically for high schools in FSU's portfolio. We have provided the existing contractual targets (blue rows) and the bottom-line targets (white rows) that will provide deeper context for the Authorizer when making a renewal decision.

If an Academy fails to meet at least one of the high school primary target measures (blue rows), they will need to identify bottom-line targets (white rows) to show academic growth and student achievement through alternative measures. Bottom-line targets are measures that must be achieved within the timeframe of the Charter Contract, or sooner if applicable, in order to be recommended to the Ferris State University Board of Trustees for contract reauthorization.

Measure	Target Type	Target	Business Rules
Achievement: ELA & Math	Contract	The percent of students meeting or surpassing grade-level college readiness benchmarks on the SAT will surpass the school's composite district by at least 3%.	SAT 11
Growth: ELA & Math	Contract	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11 <sup>th</sup> grade) over time will increase by 3% from year to year.	SAT 11
Achievement: ELA & Math	Contract	The percentage of students meeting or surpassing grade-level college readiness benchmarks on PSAT (9 <sup>th</sup> & 10 <sup>th</sup> grade) and SAT (11 <sup>th</sup> grade) will be 40% in math and 50% in EBRW.	PSAT 9/10 & SAT 11



College and Career Readiness: Snapshot GPA	Bottom-Line Target for Continuous Improvement	<p>All students will achieve an annual unweighted snapshot GPA of 2.0 (C) or better.</p> <p>OR</p> <p>The school's average annual unweighted snapshot GPA will show improvement over the prior year.</p>	<p><u>Scope:</u> Based only on Michigan Merit Curriculum.</p> <p><u>Definition of Snapshot GPA:</u> A “snapshot” or “annual” GPA and not cumulative. (all students, regardless of past performance have the same opportunity to earn a 4.0)</p> <p><u>Annual:</u> Inclusive of Summer School.</p> <p><u>Scale:</u> A =4, B=3, C=2, D =1, F=0.</p> <p><u>Numerator:</u> Sum of all grades using scale above for all students who completed courses (limited to MI Merit Curriculum).</p> <p><u>Denominator:</u> Total number of courses attempted by students enrolled for which a grade was awarded.</p> <p><u>Improvement</u> is defined as at least a 1/10 of a percentage point difference (e.g., 1.8 to 1.9)</p>
Career & College Readiness: FAFSA Completion Rates	Bottom-Line Target for Continuous Improvement	<p>The percent of students who complete and submit a FAFSA form must meet or exceed the local region FAFSA completion rate, as reported on MCAN.</p>	<p><a href="https://impact.micollegeaccess.org/public/dashboard/mcan-impact-map/tab/public-mcan-high-school-profile?dataParameter_Public_Mcan_HighSchool=9089">https://impact.micollegeaccess.org/public/dashboard/mcan-impact-map/tab/public-mcan-high-school-profile?dataParameter_Public_Mcan_HighSchool=9089</a></p> <p>Note: New FAFSA application opens Oct 1 each year. Complete as soon as possible (aid is provided on a rolling basis), can go back and edit the list of colleges at any time.</p>



<p>Growth: PSAT9 to PSAT10 for EBRW &amp; Math</p>	<p>Bottom-Line Target for Continuous Improvement</p>	<p>Upon the schools' retaining at least 80 percent of their 9th grade students into 10th grade, the median or mean (whichever is higher) PSAT EBRW &amp; Math score among all 10th grade students must be equal to or greater than the anticipated average PSAT score, based on the average 9th grade PSAT EBRW &amp; Math scores. The school must meet the criteria in both subject areas.</p>	<p><b><u>Computing the PY 9th grade average</u></b></p> <p><u>Numerator:</u> Sum of the PY 9th grade scale scores for only the students who remained enrolled in the school for 10th grade</p> <p><u>Denominator:</u> Total number of 10th grade students who remained enrolled from the prior year</p> <p><b><u>Finding the Current Year 10th grade median:</u></b></p> <p>Sort the EBRW scores from highest to lowest for the 10th graders who continued at the school from the prior year only.</p> <p>Select the score that is in the exact middle of the sorted list (if two scores make up the exact middle than average those two scores).</p> <p><b><u>Finding the School Level Comparison Score</u></b></p> <p>Select the 8/9 to 10th grade Spring to Spring Norming table from the <a href="#">College Board School Norming Report</a> (Table 6). Find the corresponding PSAT10 10<sup>th</sup> grade Mean value in table 6 that most closely matches the average PY 9th grade score. For EBRW this value is in the 3rd column of the table.</p> <p>Compare your school's 10th grade median score (from directions above) to the average school-level anticipated score found in the table.</p>
--	--	---	---



<p>Growth: PSAT10 to SAT11 for EBRW &amp; Math.</p>	<p>Bottom-Line Target for Continuous Improvement</p>	<p>Upon the schools' retaining at least 80 percent of their 10th grade students into 11th grade the median or mean (whichever is higher) SAT EBRW among all 11th grade students must be equal to or greater than the anticipated average PSAT score, based on the average 10th grade PSAT EBRW &amp; Math scores. The school must meet the criteria in both subject areas.</p>	<p><b><u>Computing the PY 10th grade average</u></b></p> <p><u>Numerator:</u> Sum of the PY 10th grade scale scores for only the students who remained enrolled in the school for 11th grade</p> <p><u>Denominator:</u> Total number of 11th grade students who remained enrolled from the prior year</p> <p><b><u>Finding the Current Year 10th grade median:</u></b> Sort the EBRW scores from highest to lowest for the 11th graders who continued at the school from the prior year only.</p> <p>Select the score that is in the exact middle of the sorted list (if two scores make up the exact middle than average those two scores).</p> <p><b><u>Finding the School Level Comparison Score</u></b></p> <p>Select the 10th to 11th grade Spring to Spring Norming table from the <a href="#">College Board School Norming Report</a> (Table 7). Find the corresponding SAT11 11th Mean value in table 7 that most closely matches the average PY 10th grade score. For EBRW this value is in the 3rd column of the table.</p> <p>Compare your school's 11th grade median score (from directions above) to the average school-level anticipated score found in Table 7.</p>
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Growth: NWEA	Bottom-Line Target for Continuous Improvement	Each year, the average Median Conditional Growth Index score for all grade levels will be at least the 50th percentile on the NWEA MAP assessments in reading and math.	<p><u>Numerator:</u> sum of all students' growth percentiles for math and reading (separately)</p> <p><u>Denominator:</u> The total number of students who meet the definition for Full Academic Year.</p> <p>95% participation rate is mandatory.</p> <p>Additional students who do not take either fall or spring and meet the FAY definition will receive a score of 0</p>
High School Completion: Graduation Rate	Bottom-Line Target for Continuous Improvement	School must graduate at least 70% of students in every subgroup with >10 students using 4-YR ACGR calculation.	<p>Federally defined; calculated by state.</p> <p>Note: Look into taking into consideration the exception of removing identified students with disabilities on a non-diploma track. (Support for schools: Center in Learner Equity and Diverse Learners Cooperative)</p>
High School Completion: First-time credit earning rate	Bottom-Line Target for Continuous Improvement	<p>80% of first time 9th grade students earning 5 credits the FIRST TIME they take a course to graduate on time,</p> <p>OR</p> <p>4 credits from core content</p> <p>OR</p> <p>Annual improvement in percent of 9th graders earning 5 credits.</p>	<p><u>Numerator:</u> Number of credits earned by 9th graders during semester 1 + the number of credits earned by 9th graders in semester 2. (Not including summer school or credit recovery programs.)</p> <p><u>Denominator:</u> Number of credits attempted by 9th graders in semester 1 + credits attempted by 9th graders in semester 2.</p> <p>9th grade repeaters are NOT included.</p> <p>Note: First time credit earning curriculum and delivery system must align with the approved delivery methods in the charter contract.</p>



School Climate and Social-emotional development	Bottom-Line Target for Continuous Improvement	<p>The school agrees to survey at least 95% their students with the FSU CSO approved school climate scales to understand their students and create strategies for students' social-emotional learning.</p> <p>AND</p> <p>The school's percent of students responding favorably will exceed that of the school's comparison group (based on percent F/R priced lunch within 10%, charter status, urbanicity) on three out of the four selected scales, which include:</p> <ul style="list-style-type: none"> <li>• School climate</li> <li>• Rigorous expectations</li> <li>• School belonging</li> <li>• School safety</li> </ul>	<p><u>Numerator:</u> Number of valid responses from students (or parents for students enrolled in grades K-2)</p> <p><u>Denominator:</u> Number of students enrolled in school when school climate survey is administered.</p>
School Climate: Re-enrollment	Bottom-Line Target for Continuous Improvement	At least 80% of eligible students re-enroll in the school from fall Y1 to fall Y2.	<p><u>Numerator:</u> Number of students in 10th grade in Y2 who enrolled the school in 9th grade in Y1.</p> <p><u>Denominator:</u> Number of 9th grade students in Y1</p>
School Climate: Attendance	Bottom-Line Target for Continuous Improvement	92% of eligible students (grades 9-12) attend school on a daily basis (ADA or ISA).	



## **Appendix K: Developing Your AMP-Step by Step**





# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### ACADEMIC MONITORING PLAN: OVERVIEW

Academies who are assigned to Tier III or IV as part of the school support protocol will be required to collaborate with the Ferris State University Charter Schools Office (CSO) to complete an Academic Monitoring Plan (AMP). Members of the CSO team who assist with the creation of the AMP should use the following guiding questions, meeting structure and supplemental resources to ensure consistency in content and expectations.

#### Additional Recommendations:

1. The collaborative team meeting should be scheduled for 90-120 minutes.
2. The school leader will need to:
  - a. Choose which members of the leadership team will participate.
  - b. Provide copies of the MICIP plan to all team members.
  - c. Choose a Facilitator for the meeting, which could be the school leader.
3. The FSU CSO will bring analysis of data related to the Contractual Educational Goals. As these are the ultimate goal, this data will serve as the starting point for conversation.
4. The Facilitator's role is to lead the conversation with the group by asking the "Guiding Questions."
5. At the meeting, a Time Keeper will be assigned whose role it is to keep the group on track and moving toward answering each question using the "Suggested Meeting Structure" suggested lengths of time.
6. Prior to the meeting, the FSU CSO will assign the role of Recorder to a member of the FSU CSO team. This will allow all academy team members to participate fully. The Recorder will take notes for the meeting to assist in completing a draft of the AMP document. The Recorder will share the notes with the academy leader. It will be the responsibility of someone from the academy to finalize and submit the AMP into Epicenter.



# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

## ACADEMIC MONITORING PLAN: GUIDING QUESTIONS

1. Which FSU Contractual Goal(s) and target(s) did your academy fail to meet?
2. Describe current state. What is the root cause of why the goal(s) and target(s) were not met? Suggestion: Use the “5-Whys” protocol and the *FSU CSO Instructional Framework* to guide conversation.
3. Brainstorm. Select a goal from your MICIP Plan that will lead to meeting your contractual goals. Use these to envision the “preferred state” – by the end of the year and by the end of the current charter contract. What measures would be evidence of this preferred state?
4. Identify two Bottom-Line Targets, that when reached, will lead to this “preferred state.” At least (1) shall be related academic data. Targets should be specific, measurable, attainable, relevant and time-bound (length of contract).
  - a. What specific types of measures (see table below) will be used to reflect on progress on targets each year (Annual Targets)? Monthly (Progress Monitoring)?
  - b. What Strategies best align with your targets?





# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

## ACADEMIC MONITORING PLAN: SUGGESTED MEETING STUCTURE

Guiding Questions	Discussion Time
1. Which FSU Contractual Goal(s) and target(s) did your academy fail to meet?	5 minutes <input type="checkbox"/>
2. Describe current state. What is the root cause of why the goal(s) and target(s) were not met? Suggestion: Use the “5-Whys” protocol.	15 minutes <input type="checkbox"/>
3. Brainstorm. Select a goal from your MICIP Plan that will lead to meeting your contractual goals. Use these to envision the “preferred state” – by the end of the year and by the end of the current charter contract.	15 minutes <input type="checkbox"/>
4. What measures would be evidence of this “preferred state?” Brainstorm a list of interim measures that could provide evidence of this new “preferred state.”	15minutes <input type="checkbox"/>
5. Identify two <u>Bottom-Line Targets</u> , that when reached, will lead to this “preferred state.” Targets should be specific, measurable, attainable, relevant and time-bound (length of contract). At least (1) shall be related to academic data.	15 minutes <input type="checkbox"/>
6. What specific types of measures (see table below) will be used to reflect on progress on targets each year ( <u>Annual Targets</u> )? Monthly ( <u>Progress Monitoring</u> )?	15 minutes <input type="checkbox"/>
7. What Strategies best align with your targets?	10 minutes <input type="checkbox"/>
8. What supports and/or resources would the academy like from the CSO?	10 minutes <input type="checkbox"/>
9. How will the <i>Bottom-Line Targets</i> and contents of the AMP be communicated to stakeholder, especially teachers, staff, administration, ESPs, and board members?	10 minutes <input type="checkbox"/>
10. Review of AMP template and next steps, including board approval and Epicenter task.	5 minutes <input type="checkbox"/>

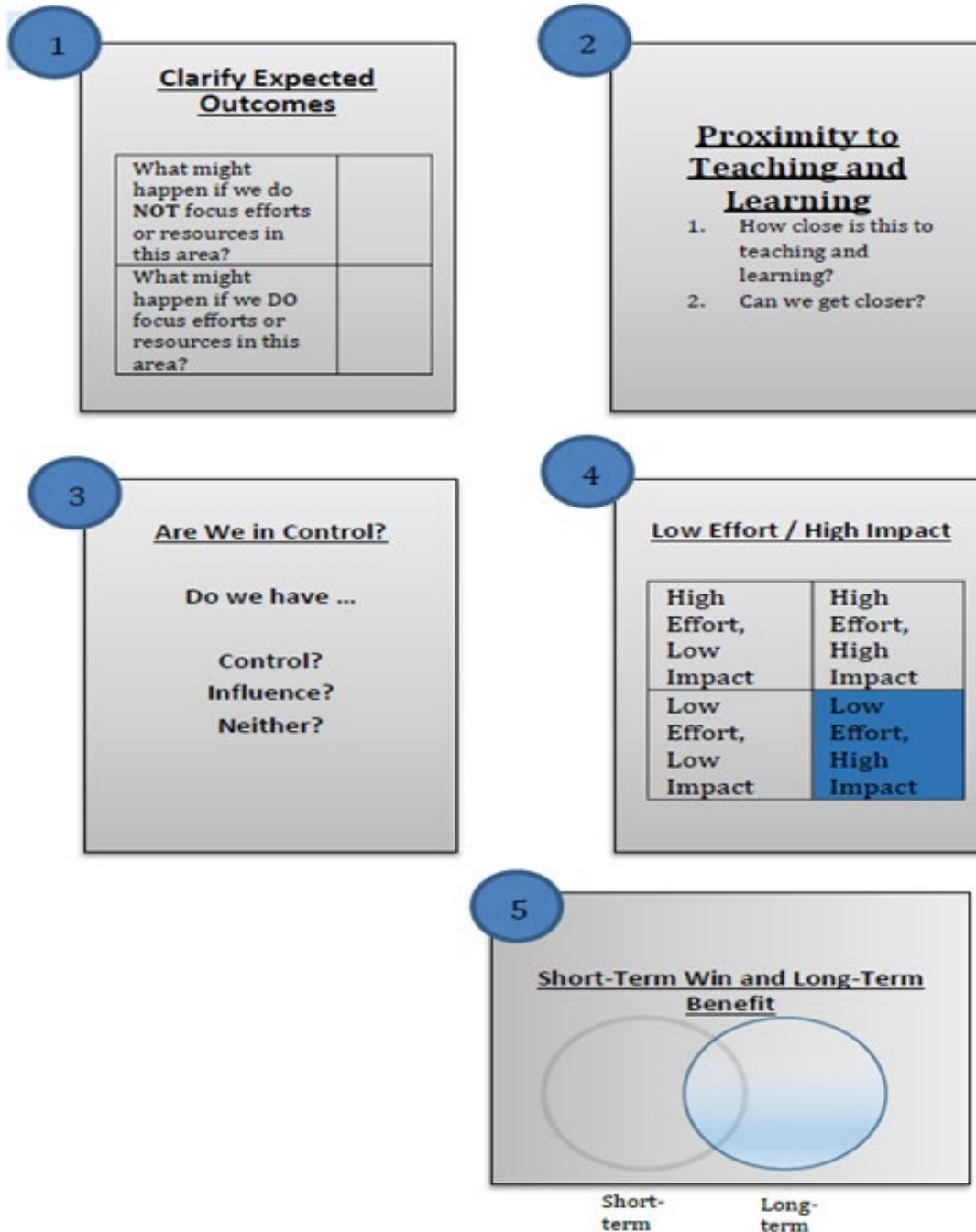


# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

## ACADEMIC MONITORING PLAN: ADDITIONAL RESOURCES

If further brainstorming is needed, the following may be used:





# FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

## Types of Measures

Type	Samples
Student Achievement	<i>80% of students will pass the basic skills inventory assessment by 2/1.</i>
Observation of Behavior	<i>In May weekly walkthroughs, 80% of classrooms will show objectives tied to learning goals.</i>
Perception	<i>On the 6/1 survey 90% of students / teachers will agree or strongly agree with the statement that ...</i>
Process / Product	<i>By 6/16 each dept will have a curriculum map which includes at least 6 units aligned to CCSS.</i>



## **Appendix L: CSO School Board Convening Schedule 2022-2023**



# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### FSU CSO Board Development & Networking 2022-23

All FSU-authorized public-school academy board members are invited to attend these quarterly convenings.

Attending these will count towards fulfillment of the board professional development requirement.

DATE & TIME	TIME	TOPIC	LOCATION
Wed., Oct. 19, 2022	6:00 p.m.-7:00 p.m.	The role of a Public School Academy board member	Zoom
Wed., January 18, 2023	6:00 p.m.-7:00 p.m.	Interpreting student academic data for board members	Zoom
Wed., April 19, 2023	6:00 p.m.-7:00 p.m.	School finances	Zoom
Wed., June 14, 2023	6:00 p.m.-7:00 p.m.	Strategic planning	Zoom

Sessions will be a mix of content, professional learning, and open discussion.

1020 Maple Street

Phone: (231) 591-5802  
Web: ferris.edu





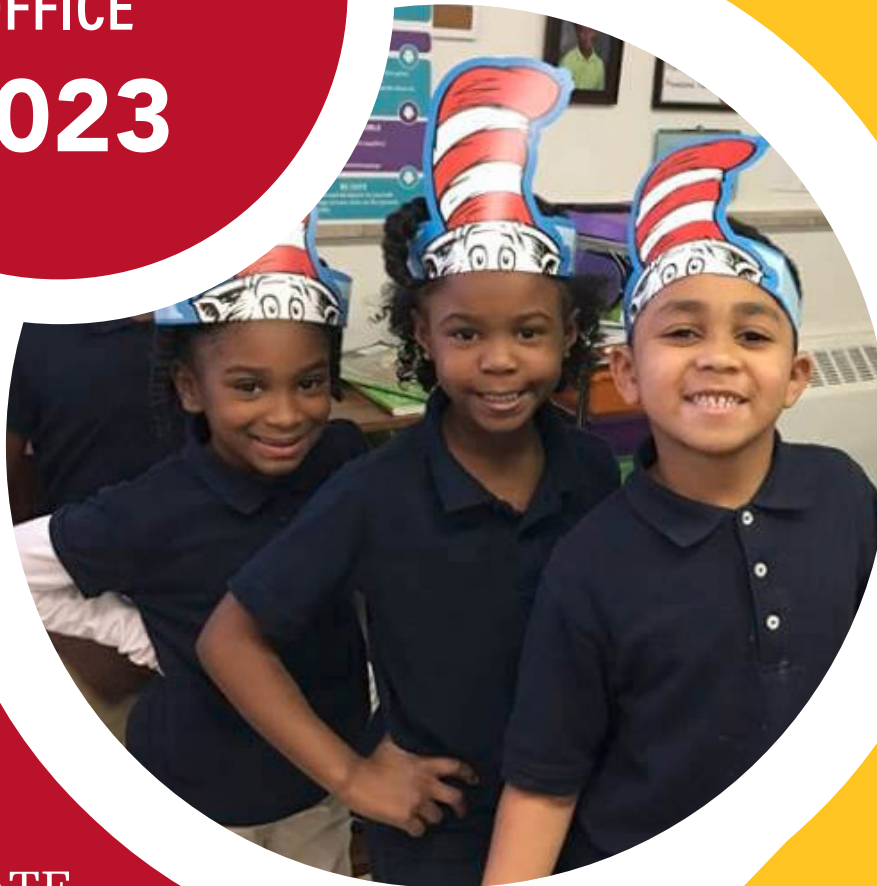
## **Appendix M: Benton Harbor Charter Academy Contract Performance Report**





# **CONTRACT PERFORMANCE REPORT**

**CHARTER  
SCHOOLS  
OFFICE  
2023**



**FERRIS STATE  
UNIVERSITY**

**FERRIS FORWARD**

**BENTON HARBOR CHARTER SCHOOL ACADEMY**



## To Our Partners in Education

The Contract Performance Reports (CPR) are individually prepared for each Ferris State University authorized public school academy and are a service of the Charter Schools Office (CSO). The CPR is a comprehensive report on each academy's contractual performance in a number of key areas. Each academy is also shown in comparison to the overall FSU charter school portfolio, as well as the resident and composite school district. It is our hope that by providing this information about each academy that the CPR will be a valuable diagnostic tool for Boards, administration, and education service providers. The CPR is one of the most important documents the CSO uses when determining the overall performance of the academy and in decisions relative to school support and Reauthorization. We hope you will find it valuable as well.

Focused on student success and continuous improvement through quality oversight, we take our role seriously to provide resources for each FSU-authorized academy to help them achieve their contractual expectations. This document, along with initiatives such as the School Support Team, are but a few examples of that commitment. Ferris State University is proud of its authorized public-school academies, and we look forward to our continued partnership for the benefit of students and families who chose to enroll at each of our academies.

We thank all school personnel and academy Boards of Directors for their commitment to quality and improvement.

Sincerely,



Ronald S. Rizzo, Ph.D.  
Director of Charter Schools



**Ronald S. Rizzo**  
Ph.D., Director



**Laura Emshanov**  
School Support Specialist



**Sharon Hopper**  
Compliance Auditor/Board Liaison



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## **7 ACADEMY OVERVIEW**

## **9 EDUCATIONAL GOALS**

## **14 COMPLIANCE & GOVERNANCE**

## **16 FISCAL SOLVENCY**

## **18 END NOTES**



## **Charter Schools Office**

Ferris State University  
1020 Maple Street  
Big Rapids, MI 49307  
(231) 591-5802  
[www.ferris.edu/charterschools](http://www.ferris.edu/charterschools)



## Contractual Educational

## Goals and Related Measures

*Ferris State University monitors demonstrated improved pupil academic achievement for all groups of pupils as required by the Revised School Code.*

Pursuant to the Terms and Conditions of the Contract ("Contract") issued by the Ferris State University Board of Trustees ("University Board"), this contractual Educational Goals Policy has been prepared by the Ferris State University Charter Schools Office (CSO). It now becomes part of the Contract and will go into effect thirty (30) days after Academy Board notification, as stated in these new Terms and Conditions of the Contract for all academies being authorized or reauthorized pursuant to Contracts issued by the University Board. Failure by the Academy Board to comply with this policy may result in the non-issuance of a Contract, or for existing academies, the initiation of suspension, termination or revocation proceedings under the Contract, and will be taken into consideration when determining reauthorization of an academy upon expiration of the contract.

### A. Educational Goals and Related Measures:

In accordance with the applicable law and the charter contract Terms and Conditions, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goals identified in this policy. Additionally, it is expected that the Academy will meet the State of Michigan's academic standards and any improvement targets required to be achieved pursuant to state and federal law. The Academy is also expected to remain off the Partnership School list published by the Michigan Department of Education. If the Academy already has school buildings identified on this list, it is expected to make the progress necessary to no longer be identified.

### B. Educational Goal to Be Achieved:

Academies will show academic progress by demonstrating:

1. Measurable academic growth toward achievement, and
2. Academic achievement for all groups of students.

### C. Targets for Determining Goal Achievement:

Goal 1: Academic Growth (Grades 2-8)

Academies are expected to score within the "Meets" category on at least one Target (in both math and reading) in order to achieve their Contractual Educational Goals.\*

#### ACADEMIC GROWTH TARGETS (GRADES 2-8)

*Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?*

TARGET	MEASURE	METRIC
50 on the index	Growth values indicated by the School Index.	Exceeds: $\geq 70$ Meets: $\geq 50$ but $< 70$ Approaching: $\geq 30$ but $< 50$ Does Not Meet: $< 30$

*Are students making expected annual growth compared to their peers?*

50th Percentile	The fall to spring average of all NWEA MAP "School Conditional Growth Percentiles" in reading and math.	Exceeds: $\geq 70$ Meets: $\geq 50$ but $< 70$ Approaching: $\geq 30$ but $< 50$ Does Not Meet: $< 30$ th Percentile
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*Are students making sufficient yearly academic growth to increase proficiency?*

The difference will be at least +3%	Percentage of students proficient on the ELA and Math M-STEP/PSAT-8 over time. (Current Year Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$
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\*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.



## Goal 2: Student Achievement (Grades 2-8)

Academies are expected to score within the "Meets" category on at least one Target (in both math and reading) in order to achieve their Contractual Educational Goals.\*

### STUDENT ACHIEVEMENT TARGETS (GRADES 2-8)

*Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?*

TARGET	MEASURE	METRIC
45 on the index	Overall values as indicated by the School Index.	Exceeds: $\geq 70$ Meets: $\geq 45$ but $< 70$ Approaching: $\geq 30$ but $< 45$ Does Not Meet: $< 30$

*Are students achieving proficiency on a nationally normed assessment?*

50%	The percent of students meeting grade level norms on the reading and math NWEA MAP	Exceeds: $\geq 70\%$ Meets: $\geq 50\%$ but $< 70\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$
-----	--	---

*Are students performing well on state examinations in comparison to students in schools they might otherwise attend?*

The difference will be at least +3%	Percentage of students proficient on the ELA and Math M-STEP/PSAT-8 over time. (Current Year Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $> 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$
-------------------------------------	---	--

\*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.

## Goal 1 & 2: Academic Growth & Student Achievement (High School)

Academies are expected to score within the "Meets" category on at least one Target (in both math and evidence-based reading & writing) in order to achieve their Contractual Educational Goals.\*

### ACADEMIC GROWTH AND ACHIEVEMENT TARGETS (HIGH SCHOOL)

*Are students making sufficient academic growth to achieve proficiency?*

TARGET	MEASURE	METRIC
The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) over time (Current Year Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$

*Are students performing well on state examinations in comparison to students in schools they might otherwise attend (composite)?*

The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) will surpass the school's composite district percentage.	Exceeds: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\geq 0$
-------------------------------------	--	---

*Are students performing well on state examinations in relation to a benchmark standard?*

Math: 40%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the PSAT (9th & 10th grade) and SAT (11th grade) will be 40% in math and 50% in evidence-based reading and writing (EBRW)	Math Exceeds: $\geq 50\%$ Meets: $\geq 40\%$ but $< 50\%$ Approaching: $\geq 30\%$ but $< 40\%$ Does Not Meet: $< 30\%$
EBRW: 50%		EBRW Exceeds: $\geq 60\%$ Meets: $\geq 50\%$ but $< 60\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$

\*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.



**Bottom-Line Targets**

Improvement in academic growth and student achievement, as measured by state and nationally normed assessments, is the most important factor in determining an Academy's progress. However, the Ferris State University CSO may also consider Bottom-Line Targets as an alternative measure to monitor progress.

If an Academy fails to meet the specified number of target measures for each goal, they will need to identify Bottom-Line Targets to show academic growth and student achievement through alternative measures. These alternative measures should be created as interim benchmarks that will ultimately lead to compliance with the Contractual Educational Goals. Bottom-Line Targets are measures that must be achieved within the timeframe of the Charter Contract, or sooner if applicable, in order to be recommended to the Ferris State University Board of Trustees for contract reauthorization.

Any academy required to identify Bottom-Line Targets will work collaboratively with the CSO to develop an Academic Monitoring Plan. The Academic Monitoring Plan will include at least (2) Bottom-Line Targets that will be identified and measured using a predetermined list of research-based, CSO-approved metrics. By meeting the Bottom-Line Targets, an academy will meet the minimum requirements of this policy.

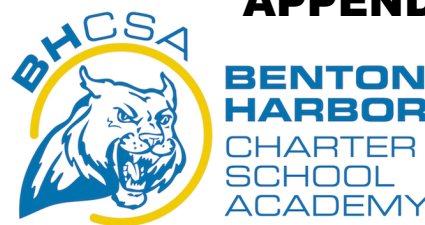
**Strict Discipline and Alternative Education Academies**

Academies designated as Strict Discipline Academies or Alternative Education Academies, as per the Michigan School Code, may be exempted from certain parts of these requirements due to their unique nature. In all cases, specific educational measures, targets and metrics will be mutually developed and agreed upon by the Academy and FSU CSO and shall be attached to the contract.

**New Academies**

For the first three years of operation, new academies will be expected to increase growth towards achievement. Goal #1 will be used for all new K-8 schools. The first target in the high school table will be used for all new schools serving 9th-12th grade students.





# Academy Overview

## Mission

To prepare and inspire every child to face the challenges and seize opportunities in their journey to greatness as reflected in the core values.

**Number of Campuses:** 1

**Principal:** Ashley Smith (PreK-8)

**Grades Served:** PreK-8

**Year Opened:** 2000

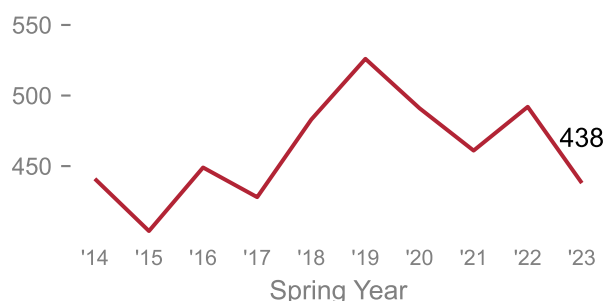
**CSO Field Rep:** Susan Wakefield

**Current Charter Contract Term:** 2019-2024

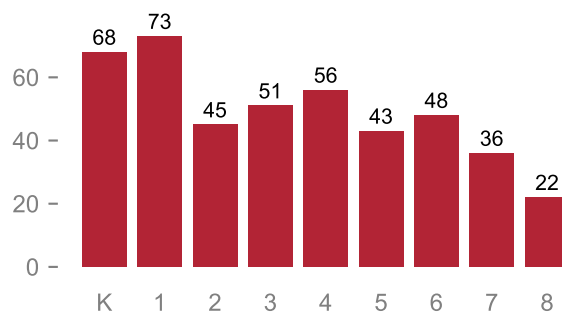
**Educational Service Provider:** Choice Schools Associates, LLC

**Resident District:** Benton Harbor Area Schools

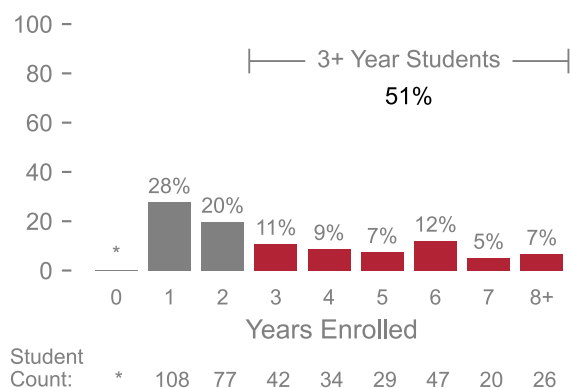
## Enrollment by Year



## Number of Students in Each Grade



## Length of Enrollment

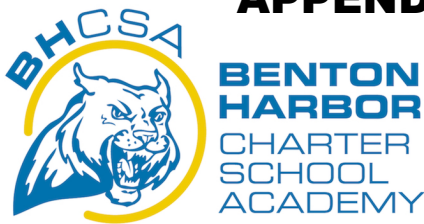


## Student Ethnicity

Ethnicity	Academy	Local District	State
2+ Races	*	2%	5%
Asian	0%	0%	4%
Black (non-Hispanic)	96%	92%	18%
Hispanic	2%	3%	9%
Nat. Hawaiian Other Pac. Isl.	0%	*	0%
Native American/Alaskan Native	*	*	1%
White (non-Hispanic)	*	2%	64%

\*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.





# Academy Overview

### Composite District

The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as a benchmark for student performance in various academic measures, such as the M-STEP and SAT assessments. A list of districts that make up the composite district are presented in the table to the right.

District in Which Students Live	% of Students From District
Benton Harbor Area Schools	99.5%
Other	0.5%

### Resident District

The resident district, identified on the previous page, refers to the public school district in which the Academy physically resides. Similar to the composite district, this district is used as a comparison for student performance in various academic measures.

### Free and Reduced Lunch %



### Special Education %



### English Language Learner (ELL) %

\*

\*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data supression rules.

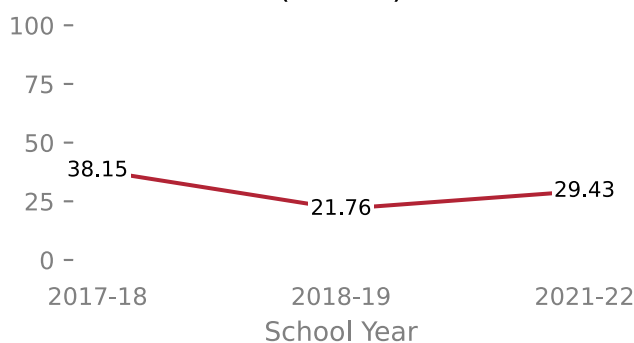


# Educational Goals

## Academic Growth (Grades 2-8)

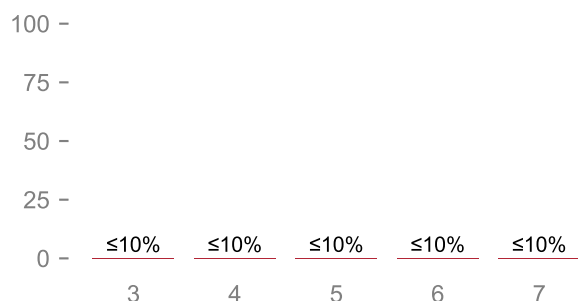
### Growth Accountability Index Trend

Benton Harbor Charter School Academy  
(08706)

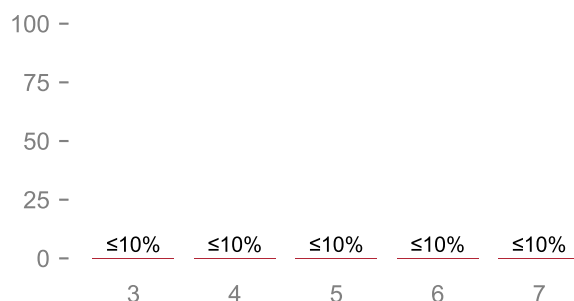


\*Latest index scores will be added here when available.

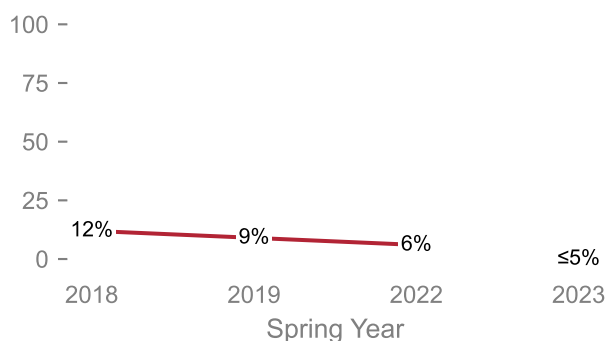
### M-STEP/PSAT 8 ELA % Proficient



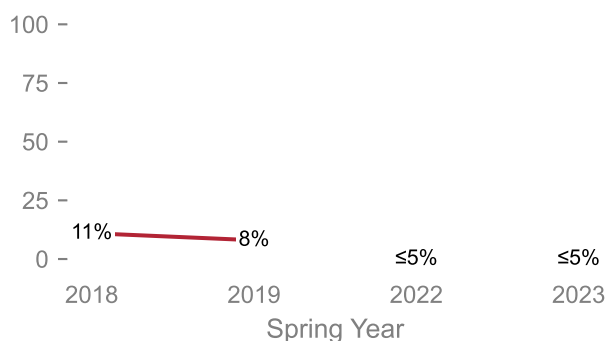
### M-STEP/PSAT 8 Math % Proficient



### M-STEP/PSAT 8 ELA Proficiency Trend



### M-STEP/PSAT 8 Math Proficiency Trend



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# Educational Goals

## Academic Growth (Grades 2-8)

This chart shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Keeping in mind that students from across the nation were also experiencing the pandemic and similar educational trauma, this number indicates if the instructional practices that were selected for students while away from their classrooms were successful. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The chart also shows the percentage of students meeting their projected growth.

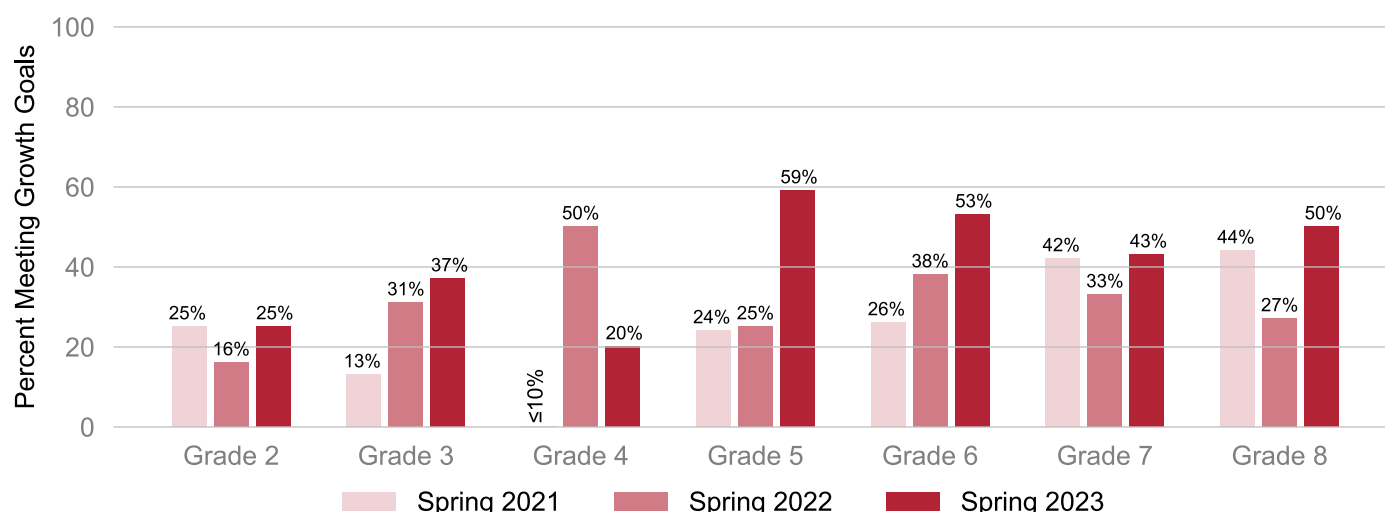
### NWEA MAP Reading Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: **green: median at or above the 50th percentile, red: median below the 50th percentile.**

READING	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	32	152.7	159.5	7	12.6	8	25%	1
Grade 3	41	162.5	170.5	8	11.6	15	37%	5
Grade 4	44	176.2	181.0	5	9.3	9	20%	1
Grade 5	34	186.4	194.6	8	7.5	20	59%	65
Grade 6	40	184.9	192.5	8	6.7	21	53%	70
Grade 7	30	197.6	202.1	5	4.9	13	43%	41
Grade 8	16	197.6	201.4	4	4.7	8	50%	33
Overall	237							31

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

### Reading Growth Over Time by Grade Level



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# Educational Goals

## Academic Growth (Grades 2-8)

This chart shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Keeping in mind that students from across the nation were also experiencing the pandemic and similar educational trauma, this number indicates if the instructional practices that were selected for students while away from their classrooms were successful. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The chart also shows the percentage of students meeting their projected growth.

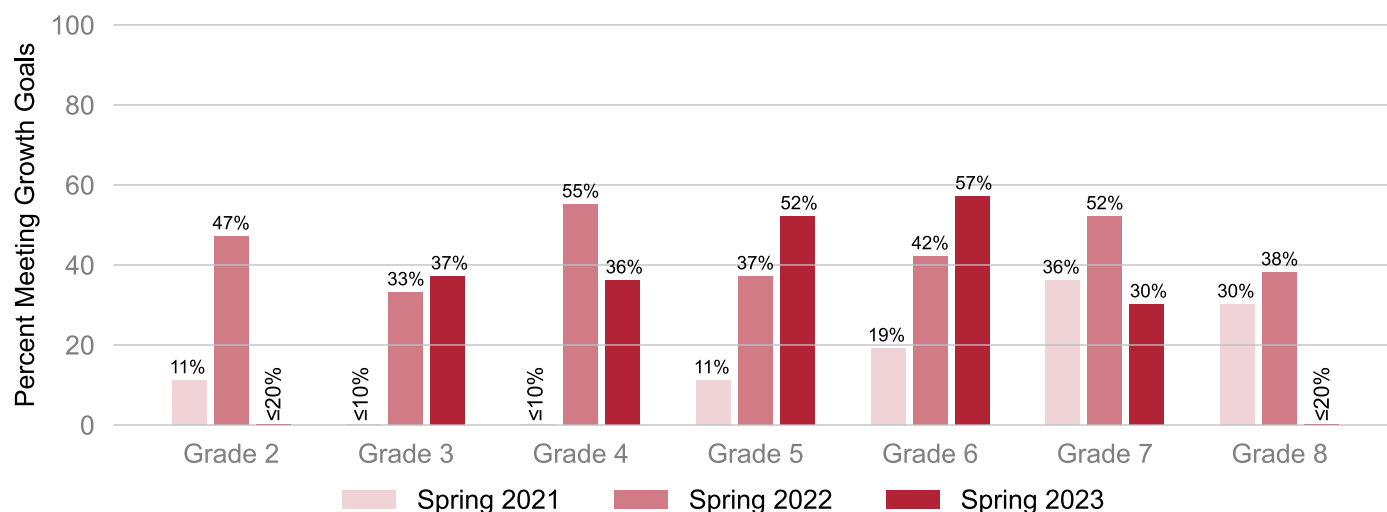
### NWEA MAP Math Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth). School Conditional Growth Percentiles are colored as follows: **green: median at or above the 50th percentile, red: median below the 50th percentile.**

MATH	Count	Fall 2022 RIT	Spring 2023 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	30	160.1	164.6	5	14.3	*	≤20%	1
Grade 3	41	168.5	179.8	11	11.7	15	37%	43
Grade 4	45	176.8	184.7	8	9.5	16	36%	20
Grade 5	33	185.4	194.3	9	7.4	17	52%	74
Grade 6	37	192.1	198.3	6	6.8	21	57%	38
Grade 7	30	198.4	202.6	4	5.6	9	30%	25
Grade 8	16	204.0	205.3	1	5.1	*	≤20%	6
Overall	232							30

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

### Math Growth Over Time by Grade Level



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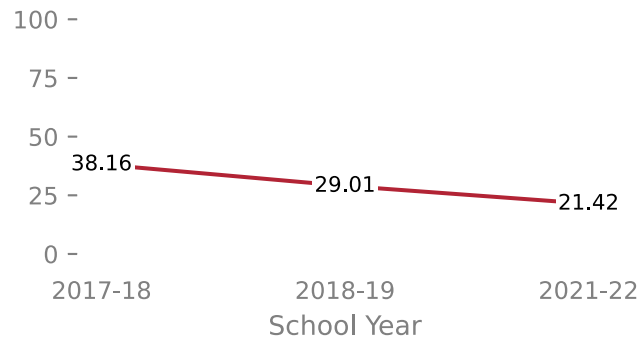


# Educational Goals

## Student Achievement (Grades 2-8)

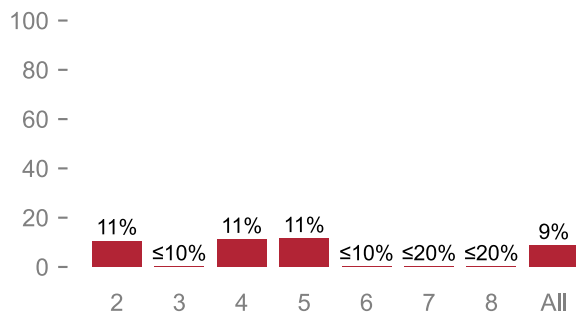
### Overall Accountability Index Trend

Benton Harbor Charter School Academy  
(08706)

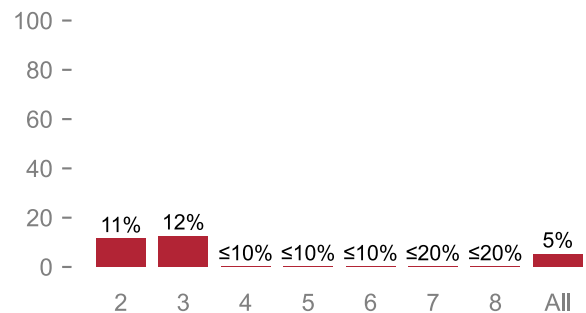


\*Latest index scores will be added here when available.

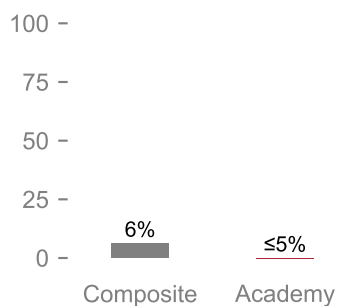
### NWEA Reading % Meeting Grade Norm



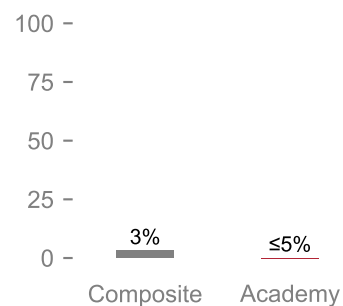
### NWEA Math % Meeting Grade Norm



### M-STEP/PSAT 8 ELA Proficiency Academy vs. CRD



### M-STEP/PSAT 8 Math Proficiency Academy vs. CRD



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# Educational Goals

## Academic Growth & Achievement

(High School)

**Some charts not applicable: This academy has no high school data.**


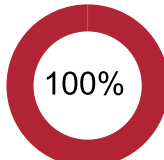
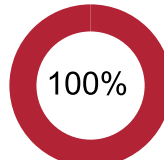
\*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated.  
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# The Charter Contract

## Charter Contract Compliance History

On-time compliance record for the Board's compliance activities, the Academy's compliance activities, and overall compliance.

Year	On-Time Compliance Overall	On-Time Compliance Board	On-Time Compliance Academy
2020-2021	100%	100%	100%
2021-2022	100%	100%	100%
2022-2023	100%	100%	100%
			

## Charter Contract Timeline

History of the Academy's charter contracts, along with key aspects to each contract period.

Length of Term	Dates
5 year	2019-2024
5 year	2014-2019
5 year	2009-2014
5 year	2004-2009
4 year	1998-2004



# Board Membership & Activities

## Academy Board Service

Board demographics and required professional development credits.

Board Member	Office	Length of Service	Term Expiration
Jean Nesbitt	President	24	06/30/2024
Glenda Bell	Vice President	24	06/30/2025
Betty Mason	Secretary	24	06/30/2023
Terri Mays	Director	9	06/30/2023
Vacant			

## Academy Board Meetings, Attendance, and Position Vacancies

### Board Meetings

REGULAR MEETINGS NOT HELD: 3

8 REGULAR MEETINGS HELD

SPECIAL MEETINGS HELD: 1

**9** TOTAL BOARD MEETINGS HELD

### Board Attendance

89% AVERAGE ATTENDANCE

**89%** AVERAGE BOARD ATTENDANCE

### Board Position Vacancies

1 VACANCY

**1** BOARD POSITION VACANCIES

### Board Professional Development Credits

3 OF 3 TOTAL CREDITS

**3** PROFESSIONAL DEVELOPMENT CREDITS

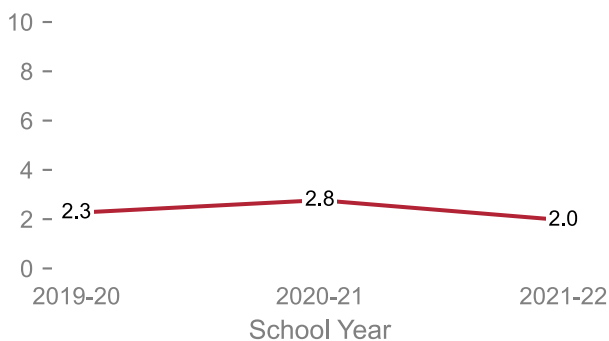


# Key Performance Indicators

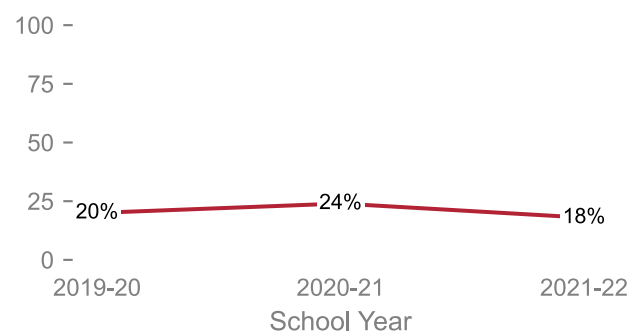
## Revenues and Expenditures

	2019-20	2020-21	2021-22
Federal	\$571,523	\$584,808	\$1,350,680
Local	\$50,287	\$98,031	\$94,552
State	\$4,580,645	\$4,712,939	\$4,603,229
Enrollment	484	478	485
General Fund Balance Beginning of Year	\$753,353	\$1,029,936	\$1,278,583
General Fund Balance End of Year	\$1,029,936	\$1,278,583	\$1,077,413
General Fund Revenues			
Per-pupil Foundation Allowance	\$8,111	\$8,111	\$8,700
Total General Fund Revenues	\$5,202,455	\$5,395,778	\$6,048,461
Total Expenses/Transfers	\$4,925,872	\$5,147,132	\$6,249,632
Total Revenue over Expenses	\$276,583	\$248,646	-\$201,171
Fund Balance as a % of Revenue	20%	24%	18%

### Current Ratio Trend



### Fund Balance Trend



### Debt-to-Asset Ratio

0.7

### Unrestricted Days Cash

19



# Budget & Key Performance Indicators

## Your Academy's Expenditures (Continued)

### Instruction



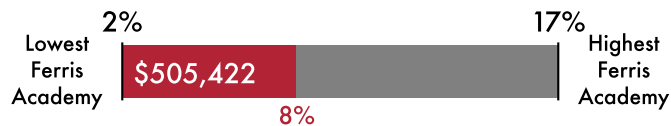
**45¢** OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

### Business and Administrative Costs



**20¢** OF EVERY DOLLAR WAS SPENT ON BUSINESS AND ADMINISTRATIVE COSTS

### Building and Facilities



**8¢** OF EVERY DOLLAR WAS SPENT ON THE BUILDING AND FACILITIES



# End Notes

## Sources

<b>Page 9</b>	<p>Charter Contract, CSO Office, Ferris State University  CEPI, Michigan Department of Education  MSDS, Michigan Department of Education</p> <p>“Enrollment by Year” and “Enrollment by Grade”: Fall Student Count Data is from the academies reporting to MDE/CEPI using the Pupil Accounting form DS4061</p> <p>Student Enrollment: “Length of Enrollment”: MSDS/CEPI Public Release File</p>
<b>Page 10</b>	<p>Academy Resident District Table: MSDS, Michigan Department of Education  Donut Charts: MISchoolData.org - Enrollment Crosstabs</p>
<b>Page 11</b>	<p>Growth Accountability Index Trend: MISchoolData.org - School Index  M-STEP/PSAT 8 ELA/Math % Proficient and Trend: OEAA secure site - Aggregate Data Files</p>
<b>Page 12-13</b>	<p>NWEA MAP Student Growth Summary Report</p>
<b>Page 14</b>	<p>Overall Accountability Index Trend: MISchoolData.org - School Index  NWEA Reading/Math % Meeting Grade Norm: NWEA MAP CDF export  M-STEP/PSAT 8 ELA/Math Proficiency Academy vs. CRD: MSDS rosters + OEAA secure site - Aggregate Data Files + MISchoolData.org - 3-8 Assessments file</p>
<b>Page 15</b>	<p>SAT EBRW/Math % CCR Trend: OEAA secure site - Aggregate Data Files  SAT EBRW/Math CCR: Academy vs. CRD: MSDS rosters + OEAA secure site - Aggregate Data Files + MISchoolData.org - High School Assessments file  PSAT 9/10 &amp; SAT EBRW CCR: OEAA secure site - Aggregate Data Files</p>
<b>Page 16-17</b>	<p>Charter Contract, CSO Office, Ferris State University Academy Document Submission</p>
<b>Page 18</b>	<p>Revenue and Expenditures: MiSchoolData.org - Financial and District/School Info. - District Revenues, Expenditures, and Fund Balances  Fund Balance Trend: MiSchoolData.org - Financial and District/School Info. - District Fund Balances  Current Ratio Trend, Debt-to-Asset Ratio, and Unrestricted Days Cash: <b>Fiscal Scorecard information provided by the academy</b></p>
<b>Page 19</b>	<p>MiSchoolData.org - Financial and District/School Info. - District Expenditures</p>



## Acronyms & Glossary:

**CPR:** College and Career Readiness - this refers to the benchmark scores used as proxy targets for determining if a students are "college and career ready" per their PSAT and SAT scores.

**Current Ratio:** The current ratio illustrates the balance of debts to assets. This measures the ability of the Academy to pay back its short-term and long-term obligations with its current assets on hand. If the ratio is 1.0, then the Academy has an equal amount of debt to assets. If the ratio is below 1.0, then the Academy could not fulfill its current liabilities if they came due all at once.

**Expenditures:** The amount the Academy spent on various activities to educate its students.

**Growth Percentile:** The amount of growth students had between two tests; usually fall-to-spring (MAP)  
MAP: A standardized assessment administered by NWEA in grades 2 through 8 that provides student Diagnostics.

**Index (Accountability - Growth and Overall):** A school scoring system created by the MDE with stakeholder feedback. More information can be found at: [www.mischooldata.org/school-index/](http://www.mischooldata.org/school-index/)

**Per-student Finances:** The Total Revenue per Student illustrates all revenues received, divided by the Academy's overall total enrollment. Similarly, the Total Expenses/Student illustrates total expenses, divided by enrollment. Revenue per Student should exceed Expenses per Student, with a trend to increase this difference.  
If the Expenses per Student exceed Revenue per Student, the Academy is operating in deficit spending.

**Projected Growth:** The amount of growth a student (or group of students) should be able to obtain based on national trends and the student's prior test scores.

**Revenue:** The amount the Academy received from various sources, that it can allocate to operate the program.

**RIT Score:** The Rasch Unit used in the MAP test for measuring the difficulty and complexity of the Assessment.

**Student Achievement:** The amount of academic content a student has learned over a set amount of time.

**Student Growth:** The amount of change (gain or loss) in student achievement over a set amount of time.

### Family Educational Rights and Privacy Act (FERPA) data suppression rules:

Following those used by CEPI via MISchoolData.org, if any count or percent of students represented in a cell or on a chart is 1 or 2 in number, data suppression rules apply. For more information, see: [https://www.michigan.gov/-/media/Project/Websites/cepi/MISchoolData/Grades\\_38\\_and\\_High\\_School\\_Assessments\\_Disclosure\\_Avoidance.pdf](https://www.michigan.gov/-/media/Project/Websites/cepi/MISchoolData/Grades_38_and_High_School_Assessments_Disclosure_Avoidance.pdf)  
For general counts (e.g. ethnicity) - data are suppressed (denoted by an asterisk) if there are less than 10 students.





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