

FERRIS STATE UNIVERSITY



2025

CONTRACT PERFORMANCE REPORT

CHARTER SCHOOLS OFFICE

**BLENDED LEARNING ACADEMIES
CREDIT RECOVERY HIGH SCHOOL**

To Our Partners in Education

The Contract Performance Reports (CPRs) are created specifically for each public-school academy authorized by Ferris State University and are provided as a service of the Charter Schools Office (CSO). These reports offer an in-depth analysis of each academy's performance across key contractual areas. In addition, each academy's performance is compared to its resident and/or composite school districts.

Our goal in providing this information is for the CPR to serve as a valuable tool for Boards of Directors, administrators, and education service providers in identifying both areas of success and opportunities for improvement. The CPR is one of the primary documents the CSO uses when evaluating an academy's overall performance and making decisions related to school support and reauthorization. We trust you will find it to be a meaningful and actionable resource.

With a focus on student achievement and continuous improvement through quality oversight, we are committed to offering resources that help each Ferris State University-authorized academy meet its contractual obligations. This report, along with other initiatives such as our new School Support Model, reflects our dedication to supporting your work. Ferris State University takes great pride in its authorized public-school academies, and we look forward to continuing our partnership to benefit the students and families who choose your school.

We extend our sincere gratitude to all school staff members and academy Boards of Directors for their commitment to quality and ongoing improvement.

Sincerely,



Chris Loiselle, CPA, MBA
Director of Charter Schools



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Charter Schools Office

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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. Alternative Education Academies:

Academies designated as 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.

C. Targets for Determining Goal Achievement:

Academies are expected to score with the "Meets" category to achieve their Contractual Educational Goals

ACADEMIC INDICATORS FOR SCHOOL SUPPORT

	EXCEEDS	Any combination of "Meets" or "Exceeds" in all indicators
	MEETS	Any combination of "Meets" or "Exceeds" AND has no more than 1 "Approaching" and/or 1 "Does Not Meet" Indicator
	APPROACHING	Any combination of "Meets," "Exceeds," or "Approaching" indicators AND no more than 2 "Does Not Meet" indicators
	DOES NOT MEET	Any combination of "Meets," "Exceeds," or "Approaching" AND has 3 or more "Does Not Meet" indicators

ALTERNATIVE EDUCATION ACADEMY TARGETS

TARGET	MEASURE	METRIC
Is the school meeting the state-approved academic expectation and plan they submitted?		
75% of all MICIP goals are met	Academies will meet 75% of current goals and be “on track to meet” ongoing MICIP goals as submitted to the state of Michigan	Exceeds: All goals are met Meets: ≥ 75% but < 100% Approaching: ≥ 50% but < 75% Does Not Meet: < 50%
Are students making the expected semester growth to earn their high school diploma?		
70% of students will gain at least 2 credits per semester they are enrolled	Academies will maintain a spreadsheet of all students enrolled each semester and submit the percentage achieved at the end of the school year	Exceeds: ≥ 85% Meets: ≥ 70% but < 85% Approaching: ≥ 55% but < 70 % Does Not Meet: < 55%
Are students attending school on a regular basis to obtain the knowledge needed to graduate?		
60% student attendance rate for “All Students”	Academies will score a minimum of 60% for “All Students” on the Mi School Data Student Attendance Report	Exceeds: ≥ 80% Meets: ≥ 60% but < 80% Approaching: ≥ 40% but < 60% Does Not Meet: < 40%
Are students motivated to participate in a variety of activities that interest, expose, and prepare them for the future?		
80% of students will participate in school-offered clubs, activities, or field trips that fit their interests and needs	Academies will track and maintain a spreadsheet of student participation each semester and submit the percentage achieved at the end of each school year	Exceeds: 100% Meets: ≥ 80% but < 100% Approaching: ≥ 50% but < 80% Does Not Meet: < 50%
Are students making the expected growth towards gaining the proper social-emotional skills needed to prepare them for success?		
70% of students will show progress after the second screening in at least one area of a social-emotional screening	Academies will submit a report from two consecutive testing sessions using a mutually agreed-upon SEL screening tool at the end of each school year	Exceeds: ≥ 85% Meets: ≥ 70% but < 85% Approaching: ≥ 55% but < 70% Does Not Meet: < 55%

*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.

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

BLEND^{ED}
Learning Academies

Mission

Blended Learning Academies supports the emotional and academic strengths of 9-12 grade students in an educational environment that encourages all student to meet or exceed their intellectual and personal potential.

Number of Campuses: 2

Grades Served: 9-12

Year Opened: 2014

CSO Field Rep: Susan Wakefield

Current Charter Contract Term: 2024-2029

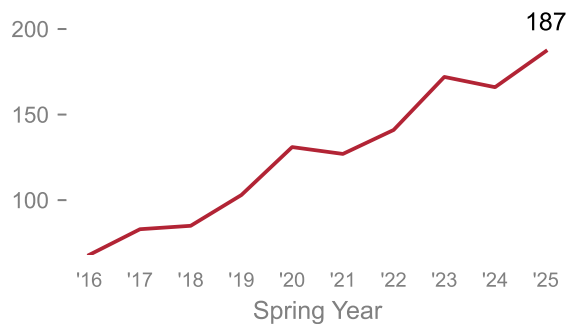
Educational Service Provider: ITS Education Management Group, LLC

Counties Served: Ingham, Wayne

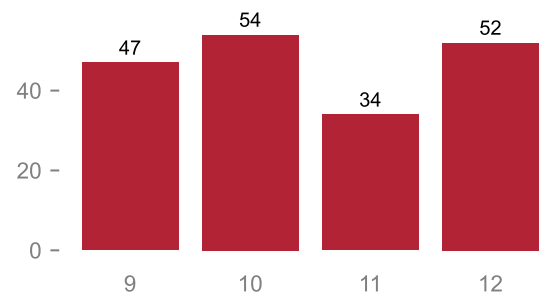
Director of School Services: Kate Travis (9-12)

School Leader: Greg Morris (9-12)

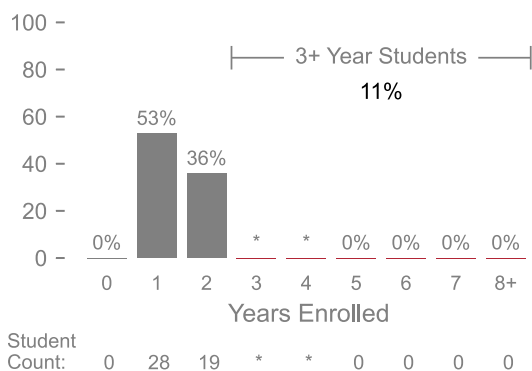
Enrollment by Year



Number of Students in Each Grade



Length of Enrollment



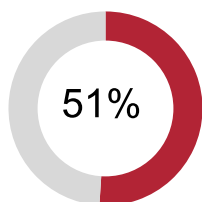
Student Ethnicity

Ethnicity	Academy	Local District	State
2+ Races	11%	6%	5%
Asian	*	5%	4%
Black (non-Hispanic)	7%	10%	18%
Hispanic	16%	7%	9%
Nat. Hawaiian Other Pac. Isl.	0%	0%	0%
Native American/Alaskan Native	*	0%	1%
White (non-Hispanic)	63%	72%	62%

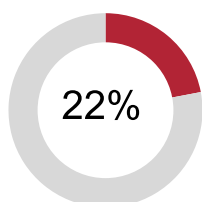


Academy Overview

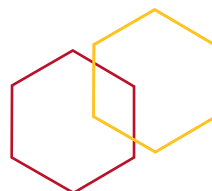
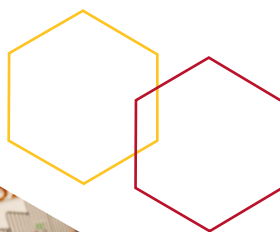
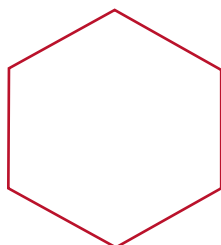
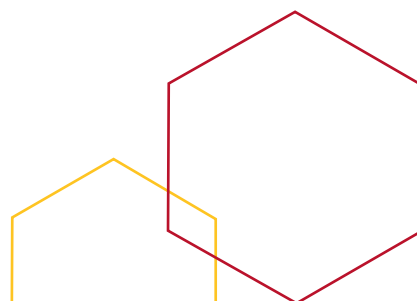
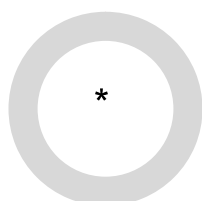
Free and Reduced Lunch %



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.

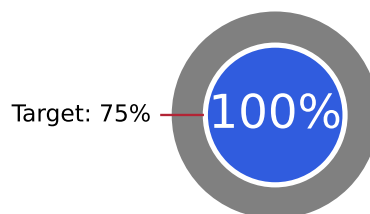


Educational Goals

Alternative Education

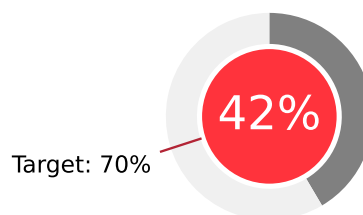
Is the school meeting the state-approved academic expectation and plan they submitted?

MICIP Goals Met



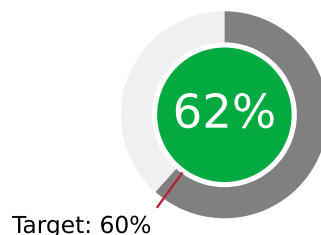
Are students making the expected semester growth to earn their high school diploma?

Gained Two Credits Per Semester



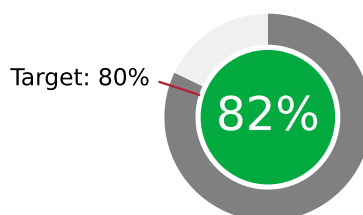
Are students attending school on a regular basis to obtain the knowledge needed to graduate?

"All Students" Score On The Attendance Report



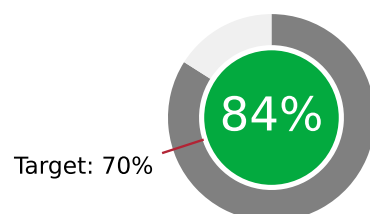
Are students motivated to participate in a variety of activities that interest, expose, and prepare them for the future?

Student Participation



Are students making the expected growth towards gaining the proper social-emotional skills needed to prepare them for success?

Showing Progress In At Least One Area



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
2022-2023	100%	100%	100%
2023-2024	100%	100%	100%
2024-2025	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	2024-2029
5 year	2019-2024
5 year	2014-2019

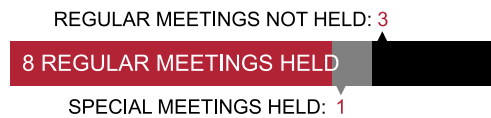
Compliance & Governance Board Membership & Activities

Academy Board Service

Board Member	Office	Length of Service	Term Expiration
Marcus Kirkpatrick	President	11	06/30/2027
William Jaconette	Vice President	8	06/30/2025
Darin Southworth	Treasurer	3	06/30/2026
Amy Hovey	Secretary	4	06/30/2025
Louis Schiavone III	Director	3	06/30/2027
Melissa Leigh	Director	<1	06/30/2028
Vacant			

Academy Board Meetings, Attendance, and Position Vacancies

Board Meetings



9 TOTAL BOARD MEETINGS HELD

Board Attendance



73% AVERAGE BOARD ATTENDANCE

Board Position Vacancies



1 BOARD POSITION VACANCIES

Board Professional Development Credits



3 PROFESSIONAL DEVELOPMENT CREDITS

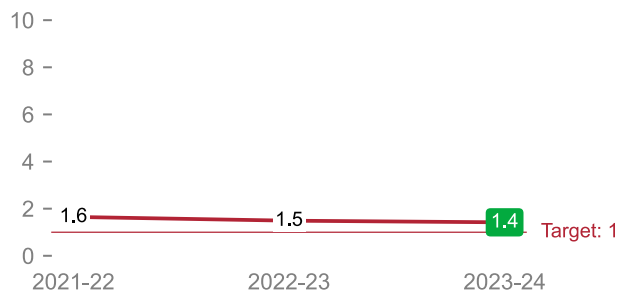


Key Performance Indicators

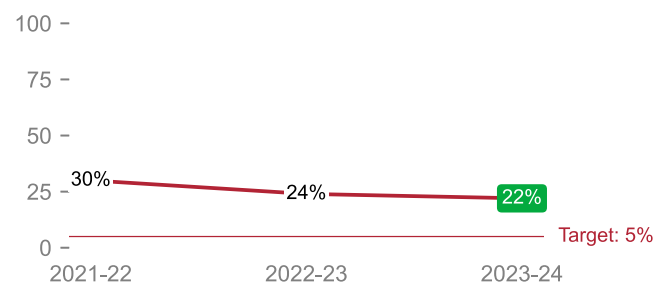
Revenues and Expenditures

	2021-22	2022-23	2023-24
Federal	\$161,023	\$180,236	\$158,470
Local	\$142,339	\$154,370	\$195,265
State	\$1,325,952	\$1,713,385	\$1,915,948
Enrollment	140	168	167
General Fund Balance Beginning of Year	\$472,866	\$493,208	\$493,843
General Fund Balance End of Year	\$493,208	\$493,843	\$493,843
General Fund Revenues			
Per-pupil Foundation Allowance	\$8,700	\$9,150	\$9,608
Total General Fund Revenues	\$1,629,314	\$2,047,991	\$2,269,683
Total Expenses/Transfers	\$1,608,971	\$2,047,356	\$2,269,683
Total Revenue over Expenses	\$20,343	\$635	\$0
Fund Balance as a % of Revenue	30%	24%	22%

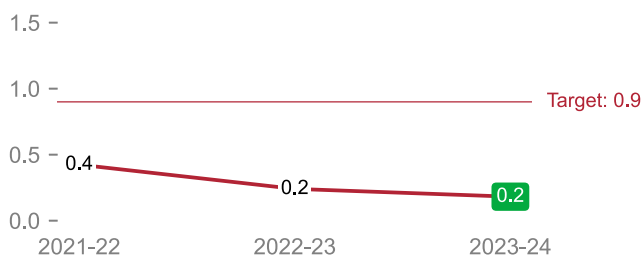
Current Ratio Trend



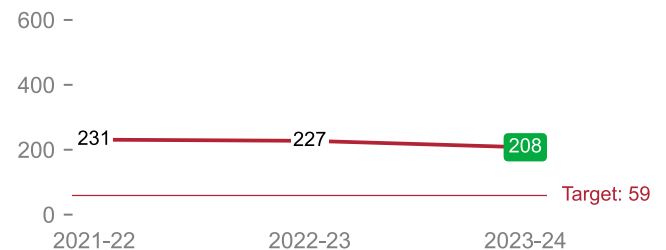
Fund Balance Trend



Debt-To-Asset Ratio



Unrestricted Days Cash





Budget & Key Performance Indicators

Your Academy's Expenditures (Continued)

Instruction



53¢ OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

Business and Administrative Costs



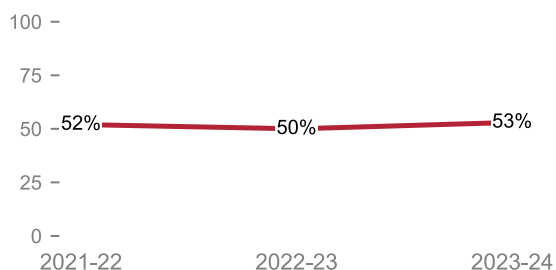
23¢ OF EVERY DOLLAR WAS SPENT ON BUSINESS AND ADMINISTRATIVE COSTS

Building and Facilities

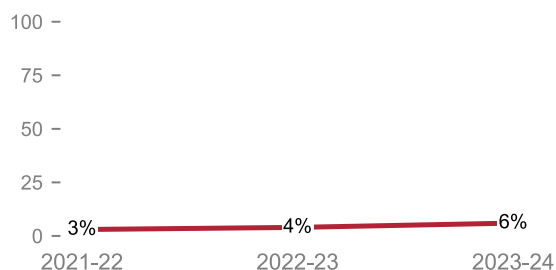


6¢ OF EVERY DOLLAR WAS SPENT ON THE BUILDING AND FACILITIES

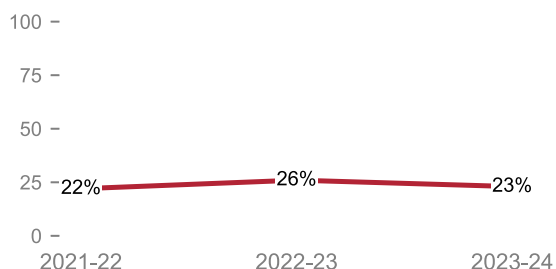
Instruction Trend



Building and Facilities Trend



Business and Administration Trend





End Notes

Sources

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Academy data submitted to Epicenter
Attendance: MISchoolData.org
Charter Contract, CSO Office, Ferris State University

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CEPI, Michigan Department of Education
MSDS, Michigan Department of Education
“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
Student Enrollment: “Length of Enrollment”: MSDS/CEPI Public Release File

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Donut Charts: MISchoolData.org - Enrollment Crosstabs

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Academy Data submitted to Epicenter
MISchoolData.org; Student Attendance Report for “All Students”

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Charter Contract, CSO Office, Ferris State University Academy Document Submission

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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: **Fiscal Scorecard information provided by the academy**

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MiSchoolData.org - Financial and District/School Info. - District Expenditures

Acronyms & Glossary:

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.

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.

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

Alternative Education Academy: Alternative Education is a separate, non-traditional program established to provide personalized educational services for students who are at risk of not graduating with their class and/or have individual needs not being met in a traditional setting.

MICIP: The Michigan Integrated Continuous Improvement Process (MICIP) is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding.

Social Emotional Screener: A tool used to assess students' social and emotional skills and behaviors, helping identify those who may need additional support for academic success and overall well-being. These screeners are part of a multi-tiered system of supports (MTSS) and are used to drive instruction and interventions.

Social Skills: According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning is the process of developing students' and adults' social and emotional competencies--the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices.

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 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.**

