

**Report: Mid-Contract Review**

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

**Date: November 15, 2021**

The Review occurred virtually for Blended Learning Academy with three members on the Ferris State University Charter Schools Office (CSO) Review team. The team had the opportunity to meet with and interview the School Leadership, one school board member. We appreciate the open communication and transparency from the academy team.

## Visitation Findings

<u>School Improvement (both MICIP and local) Processes and Student Outcomes</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"><li>• The school implements a variety of assessments, both academic (NWEA, SAT, and M-Step) and cultural (internal SEL screener and Panorama) and uses that data to drive instruction and programming.</li><li>• The school’s MICIP plan includes providing and improving upon SEL supports.</li><li>• Students develop their own Individual Development Plan to track their goals and progress.</li><li>• The school was able to maintain their graduation rate during the pandemic.</li><li>• The school leader has specific look for as he does daily classroom walkthroughs and provides teachers with feedback.</li><li>• The school leader has teachers set their goals for the year and considers their input as part of his evaluation process.</li></ul>	<ul style="list-style-type: none"><li>• Continue to try and find ways to motivate your students to take academic achievement assessments seriously and to assist them in finding the importance of those as part of their academic career.</li><li>• Continue your efforts to involve parents in their student’s academic experience.</li><li>• Continue to find ways to improve attendance and on time arrival for your students.</li></ul>

## Academy Culture Review

Observations	Opportunities for Growth
<ul style="list-style-type: none"><li>● The academy has doubled its social work support in effort to address the SEL needs of their students.</li><li>● The school implemented monthly self-care professional development to provide support for their staff.</li><li>● The school implemented a yearlong intensive trauma training for staff to help them assist their students in need.</li><li>● The school goes to great lengths to reach out to both the students and parents to check in on both their mental health and physical needs.</li><li>● The school leader encourages staff to try new things in the classroom without worrying about the potential of it failing.</li><li>● The staff is fully aware that it is critical to check in with their students daily to address their individual needs.</li><li>● The school staff takes a restorative versus punitive approach to student behavior.</li></ul>	<ul style="list-style-type: none"><li>● Continue to try and embed the SEL strategies in the classroom on a daily basis.</li><li>● Continue to use the data from your SEL surveys and Panorama to guide supports to meet the student and staff needs.</li></ul>

## Mission Accomplishment

Observations	Opportunities for Growth
<ul style="list-style-type: none"><li>● The school leader implements the mission through leading by example on a daily basis to both his staff and students.</li></ul>	<ul style="list-style-type: none"><li>● Continue to review and revamp the mission and vision statements so they are more reflective of the work they are doing with their students.</li></ul>

## Governance and Leadership

Observations	Opportunities for Growth
<ul style="list-style-type: none"><li>● There seems to be a very open and transparent relationship between the board and the ESP.</li><li>● The school leadership is very open to providing the board of directors any information they request.</li><li>● The board has a current strategic plan and the school leader provides consistent updates on progress of items in the plan.</li></ul>	<ul style="list-style-type: none"><li>● Continue your work with Angie Irwin as it relates to the board's strategic plan.</li></ul>

<u>Resources and Support Systems</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• The ESP changed its pay structure and benefit package in effort to assist with teacher retention. This included paying in full for a master's degree.</li> <li>• The school's hiring practices are designed to find candidates who have the needed skills and resiliency to teach an alternative learner.</li> <li>• The ESP provides transparent financial information to the board and the academy is in good financial standing.</li> <li>• The school recently opened a satellite campus in Livonia that seems to be running well.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work on establishing community partnerships for your students.</li> <li>• Continue your careful and methodical efforts in opening additional campuses in other areas in the state.</li> </ul>
<u>Facilities Review</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• There have been significant building updates at the Lansing site to meet the needs of high school students.</li> <li>• The building has improved the safety and security of the building, especially as it relates to the school entrance.</li> <li>• The Livonia Campus site was completely refurbished to address the needs of students prior to its opening.</li> </ul>	

## CSO Review of Overall Performance for Blended Learning Academy

<u>Contract Performance Report Review, 2021 Fiscal Scorecard, 2021 MDE Alternative School Report</u>	
Observations (2018-19 & 2020-21 data)	Opportunities for Growth (2018-19 & 2020-21 data)
<p>ACADEMICS:</p> <ul style="list-style-type: none"> <li>• Blended Learning has not data reported in the 2020-21 CPR because the FSU CSO only reported NWEA MAP data. Blended Learning is a 9<sup>th</sup>-12<sup>th</sup> grade school and does not administer NWEA MAP.</li> </ul>	<ul style="list-style-type: none"> <li>• Blended Learning should use the PSAT, SAT, and graduation rate data as baselines. The FSU CSO would like to see these increase each year.</li> </ul>

- In the 2018-19 CPR, Blended Learning had a composite SAT score of 739. 4.5% of students were considered proficient on the Grade 11 EBRW SAT. 4.5% of students were considered proficient on the Grade 11 Math SAT. 12.9% of students were considered proficient on the Grade 9 ELA PSAT. 3.2% of students were considered proficient on the Grade 9 Math PSAT.
- Blended Learning had a low MDE Index Value of 9.46.

COMPLIANCE:

- Blended Learning was compliant with all tasks for the last 3 years.

BUDGET:

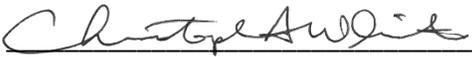
- Blended Learning had a very strong fund balance of 22% at year-end 2020. The academy now has a 32% fund balance.
- Blended Learning has increased enrollment from 128 to Fall 2020 to 141 in Fall of 2021.

MDE ALTERNATIVE SCHOOL REPORT

- 4-year graduation rate = 53.49%. 6-year graduation rate = 62.5%.
- 100% of students were NOT chronically absent. This indicator allowed Blended Learning to “meet” the Alternative Education Campus Academic Progress goal indicated on this report.

*Overall Opportunities for Growth*

- Blended Learning should use the PSAT, SAT, and graduation rate data as baselines. The FSU CSO would like to see these increase each year.
- As SEL work is extremely important with the population you serve, continue work with survey results to implement strategies to support staff and students.

Signed:   
 CSO Associate Director

  
 CSO Visitation Chair

Date: November 23, 2021