FERRIS STATE UNIVERSITY

IMAGINE MORE

HOPE OF DETROIT ACADEMY

REAUTHORIZATION REVIEW
October 10-11, 2013

MISSION

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

VISION

Ferris State University will be recognized as an exemplary authorizer of Public School Academies.

This will be evidenced by the performance of our Public School Academies as follows:

Meeting or exceeding State requirements, including AYP	Meeting or exceeding the standard of the Growth to Standard student achievement rubric	Meeting or exceeding an overall Meeting Standards score on the Charter Schools Office rubrics	Achieving 100% compliance on all reporting requirements (AOIS)	Meeting all contractual obligations and the requirements of law

CORE VALUES

We value a collaborative and supportive working environment, as demonstrated by our commitment to –
- A shared vision
- Cooperative spirit
- Teamwork
- Consensus building
- Mutual support for all

We value providing opportunities for those who don't have many, as reflected in our –
- Compassion
- Valuing of diversity
- Humaneness

We value continuous improvement, as reflected in our ongoing commitment to –
- High expectations and standards
- Strong oversight practices
- Opportunities for professional development
- Support of risk taking
- Accountability for actions
- Academic excellence
- Critical thinking

We value integrity and trust, demonstrated by our –
- Loyalty
- Freedom to act
- Encouragement of civil discourse
- Transparency of roles and responsibilities
- Commitment to effective communication

FERRIS STATE UNIVERSITY
Charter Schools Office (CSO)

Declaration of Intent and Purpose
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Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office accomplishes this responsibility in two stages:
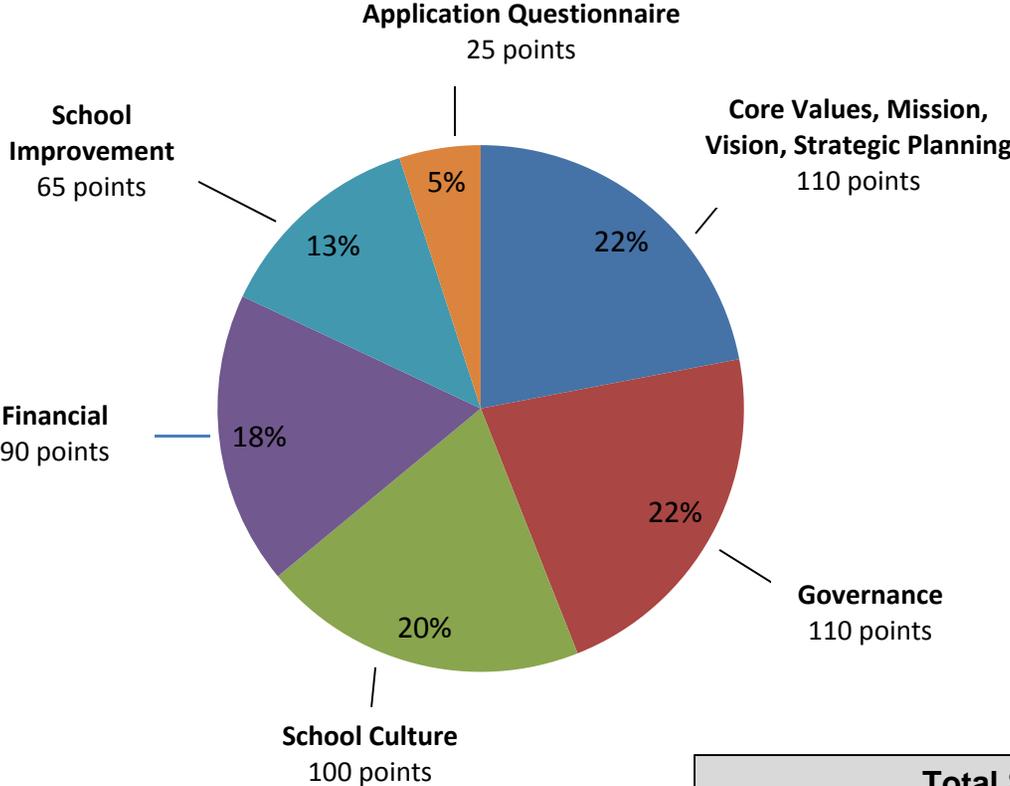
1. **Annual Academic Performance Report.** All FSU-authorized academies receive an *Annual Academic Performance Report* in August. This report is a comprehensive analysis of the academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures.

2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review,* takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review,* is held in the fall of the last academic year of the charter school contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, Financial Viability, and Strategic Planning.

> While both stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress toward their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization.
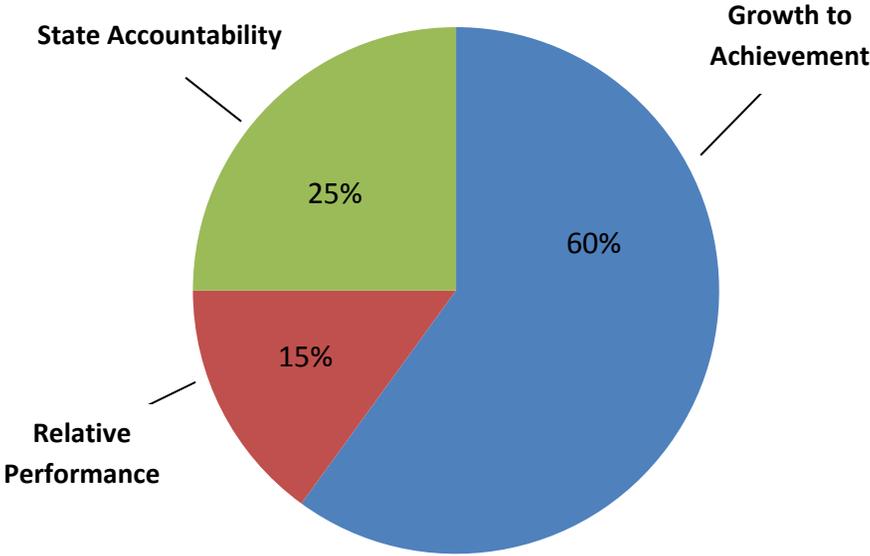
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website: www.ferris.edu/charterschools.*

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

Visitation Rubric

Academic Performance Report

Application Questionnaire
25 points

School Improvement
65 points

Core Values, Mission, Vision, Strategic Planning
110 points

State Accountability

Growth to Achievement

Financial
90 points

Governance
110 points

Relative Performance

School Culture
100 points

Visitation Rubric pie: 5%, 22%, 22%, 20%, 18%, 13%

Academic Performance Report pie: 60%, 25%, 15%

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

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

Academy Name: **Hope of Detroit Academy**   Dates of Visit: **October 10-11, 2013**

Status: **Exceeds Standards**   Overall Percentage: **90.09%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	110	84	76.36	Meets Standards
Governance	110	101.25	92.04	Exceeds Standards
School Improvement	65	52.25	80.38	Meets Standards
Financial Viability	90*	90	100	Meets Standards
School Culture	100*	100	100	Meets Standards
Application/Questionnaire	25	22.97	91.88	Exceeds Standards
Total Score:	**500**	**450.47**	**90.09**	**Exceeds Standards**

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

Visiting Team Members

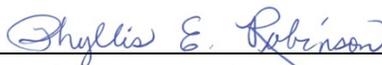Name: Art Willick, Ed.S.   Signature: _____

Name: Jim Rikkers   Signature: _____

Name: Dr. Phyllis Robinson   Signature: _____

Name: Signature: _____

Team Chair: **Art Willick, Ed.S.**

Total Score

maximum: 500 points

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

Annual Academic Performance Audit Score: Needs Improvement

Monitoring Status: Intensified Monitoring – Phase 1

Hope of Detroit Academy Reauthorization Review
October 10-11, 2013

Executive Summary

On behalf of the Ferris State University Charter School Office Reauthorization Team, I am pleased to forward to you the results of our visit. The team and I would like to thank the Administration, Staff, Students, Parents and Board of Directors for their input into the evaluation process.   The hospitality was tremendous and a great deal of work was put into providing the necessary documentation for the team.   It was very clear to us that all members of the Hope of Detroit Team are focused on the creation of quality instruction and programs for the students they serve.   It was also obvious that the school strives to provide an environment that will foster creativity, promote academic achievement, develop sound character and citizenship and improve each child's self-esteem and self-concepts.

Annual Academic Audit -

The Review Team has reviewed the categories of Governance, School Culture, Financial Stability, School Improvement and Core Values/Vision/Mission/Strategic Plan during our visit.   Scores earned in these areas as well as the reauthorization application reveal that the academy earned an overall rubric score of **450.47** out of a possible 500 points.   This translates into the Exceeds Standards Category.

Highlights of our visit include:

- While you have made progress academically during the past contract period by making AYP for the past ten years and being recognized as a "Reward School" for the past three years, the challenge is there to increase its number of proficient students in grades 3 - 8 in Math, Science and Social Studies.   The SIT has recognized this and has provided a plan to address it.

- The SIOP (Sheltered Instruction Observation Protocol) model being used to assist the English Language learners is definitely helping and follows the Mission Statement of promoting a multi-cultural community of learners.

- The PBIS (Positive Behavior and Intervention Support) program designed to teach respect, responsibility and safety at school also was very evident and follows the Mission and Vision of the school.

- Parent Involvement is and has been a high priority.   The Parent Action Teacher Team (PATT) works to offer parents training on computers, parenting workshops, bullying, health and nutrition, GED preparation and English classes to those who do not speak English.

- Your academy utilizes a high level of technology throughout the school.   The board has authorized purchases of an LCD projector for

each classroom, smart boards for each classroom, iPads, Microsoft tablets, document cameras for each room and a newly renovated computer lab with 30 desktops.   This follows the vision of providing a quality curriculum through strategies and resources that will allow students to achieve to the fullest potential and compete in the global world.

- Your leadership team demonstrates a high degree of focus to lead the academy to a high degree of academic success and does so in a very positive and caring manner.   The automatic phone message to all stakeholders provides a very open communication system.   All interview groups indicated follow up is great and immediate.

While there are many highlights of our visit, there are a couple areas that need to be addressed.

- There has been considerable attention given to the Core Values, Vision, Mission and Strategic Plan Section of the Rubric.   Although a written plan was provided it does not follow the Definition of Quality with Smart Goals as provided by the Authorizer.   Since this section really drives the school more attention should be paid to the given format.

- Since you are growing from the bottom up (three K and three 1st grade classes and a 50+ waiting list) and present space is fully used -- space is going to be a problem.   This has been addressed in the Strategic Plan and needs to continue to be reviewed on a yearly basis and utilizing the Smart Goal Format.

In closing, as chair of the review team, I want to again thank you for the superb hospitality and organization during our visit.   It was a pleasure to meet and interact with the dedicated staff and administration of Hope of Detroit Academy.

Art Willick, Ed.S
Team Chair

Criterion:
Core Values, Vision, Mission, and Strategic Planning

	Points Possible 110	Points Achieved **84**

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Core Values: Foundation	10/10		• In collaboration with the Academy's stakeholders, the Board has developed Core Values • The Core Values are the foundation for the Academy's Vision and Mission statements	• The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders • The Core Values do not serve as the foundation for the Academy's Vision and Mission statements	• The Board has no discernible Core Values identified	
Point distribution		5 points	3.75 points	3 points	0 points	
Core Values: Communication	5/5	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	5/5	Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period		

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	10/10		• In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future • The Vision Statement is clearly linked to the Academy's stated Core Values	• In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future • The Vision Statement is not clearly linked to the Academy's stated Core Values	• The Board has no discernible Vision Statement identified without links to the Core Values	
Point distribution		5 points	3.75 points	3 points	0 points	
Vision Statement: Communication	5/5	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	6/10		• The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place • The plan evaluates both long and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision	• The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined • The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision	• The Board does not have a method in place for evaluating the Academy's Vision	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Vision: Continual revision and reaffirmation	5/5	Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Mission: Linked to Core Values	10/10		• In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role • The Mission Statement is clearly linked to the Academy's stated Core Values	• In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role • The Mission Statement is not clearly linked to the Academy's stated Core Values	• The Board has no discernible Mission Statement identified without links to the Core Values	
Point distribution		5 points	3.75 points	3 points	0 points	
Mission Statement: Communication	5/5	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Mission Statement: Board evaluation	6/10		• The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission • The plan evaluates both long- and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Mission	• The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined • The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission	The Board does not have a method in place for evaluating the Academy's Mission	
Point distribution		5 points	3.75 points	3 points	n/a	
Mission: Continual revision and reaffirmation	5/5	Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Meets quality and SMART standards	0/10		The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format	There was not a Plan provided that follows the CSO standards of Quality

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	6/10		• The Board has developed a written comprehensive Strategic Plan and actively pursues it • Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan • The Strategic Plan has been updated or reaffirmed on an annual basis at Board retreats and/or meetings	• The Board has developed a written Strategic Plan • However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan • The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings	• The Board has no discernible Strategic Plan in place	
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Communication	6/10		• The Board's written Strategic Plan has been communicated to all stakeholders • Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy	• The Board's written Strategic Plan has not been well communicated to most stakeholders • There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy	• There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders	

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

Total Points Achieved		Percentage Achieved	Category Achieved	
	84/110	76.36%	Meets Standards	

Criterion:
Governance (as reflected in Board minutes and observations)

	Points Possible 110	Points Achieved **101.25**

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	5/5	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • references appropriate policies at Board meetings when making decisions	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • demonstrates some familiarity with them	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • does not demonstrate familiarity with the policies	The Board: • has few policies/procedures in place that are required by state and federal laws • has not regularly updated its Policy Manual	
Leadership: Meeting schedule	3.75/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	August 27, 2013
Leadership: Monthly quorums	3.75/5	The Board has not cancelled a meeting during this review period due to lack of a quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of a quorum	The Board has cancelled more than 3 meetings during this review period due to lack of a quorum	April 23, 2013
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	15/15		As evidenced by Board minutes, the Board: • receives detailed monthly reports on student achievement/progress toward contractual goals • regularly engages in discussion about these reports	As evidenced by Board minutes, the Board: • periodically receives detailed monthly reports on student achievement/progress towards contractual goals • occasionally engages in discussion about these reports	As evidenced by Board minutes the Board: • does not receive detailed monthly reports on student achievement/progress towards contractual goals • rarely discusses student academic achievement	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	0/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	See attachment 1

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

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

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

Governance:
Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	101.25/110	92.04%	Exceeds Standards	

Criterion:
School Improvement

	Points Possible	Points Achieved
	65	52.25

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

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

School Improvement:
Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	52.25/65	80.38%	Meets Standards	

Criterion:
Financial Viability

		Points Possible 90	Points Achieved **90**

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	15/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Point distribution		n/a	10 points	6 points	0 points	
Opportunity for input	10/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		• The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy • Budgeted amounts are consistent with the Board's overall strategic plan	• The Academy's budget appears inconsistent with the school improvement plan • Budgeted amounts are not consistent with the Board's overall strategic plan	• The Academy's budget does not take school improvement into consideration • Budgeted amounts are not consistent with the Board's overall strategic plan	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: • the Academy's audit was completed in a timely manner • submitted to the State by or before October 31 results were shared with • the Board of Directors in advance of the public presentation	During this review period: • the Academy's audit was performed within the specified timeframe • the Board of Directors did not receive it in advance of meeting for review	During this review period: • the Academy's audit was not performed within the specified timeframe	
Point distribution		n/a	10 points	n/a	0 points	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	10/10		The Board maintains a fund balance: • between 10%-15% of annual revenue	The Board maintains a fund balance: • below 10%	The Board maintains a fund balance: • of less than 5% of general revenue	

Financial Viability: Total score for all competencies				
Total Points Achieved	90/90	Percentage Achieved 100%	Category Achieved Meets Standards	

Criterion:
School Culture

	Points Possible	Points Achieved
	100	**100**

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: • create a safe and orderly academic environment • are conducive to learning	Academy staff & the Board have developed behavioral expectations and implemented systems, however: • they are not consistently enforced • the academic environment is not always conducive to learning	Little or no evidence exists that the Academy & the Board: • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning	
Point distribution		n/a	15 points	9 points	0 points	
Safe & orderly environment: Safety plan	15/15		The Academy has: • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations	The Academy has: • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations	The Academy: • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations	
Point distribution		n/a	15 points	n/a	0 points	
Staff stability: Administration	15/15		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	
Staff stability: Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	

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

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

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

BOARD INTERVIEW SUMMARY

Academy Name: **Hope of Detroit Academy**

Date: **October 10-11, 2013**

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

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

   - Yes, test scores are improving – Reward School for three years
   - Always room for improvement
   - Very diverse population being served
   - Yes, test scores – GlobalScholar is going well
   - Diverse clientele – catering to the diverse needs

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

   - Yes, based on schools that want our students and the qualifications necessary to get in
   - 95% of Consortium students go on to college
   - Yes, based on upper level high schools

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

   - We know what is expected of us and we are addressing those issues
   - See the contract as a collaborative relationship
   - Collaborative relationship

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

   Proud:
   - Students
   - Leadership and staff
   - Seeing kids graduate and move up
   - Our students – all of them!
   - Leadership and attitude of the staff
   - 550 students are eager learners
   - Kindergarten graduation and future
   - Proud of leadership

   Improve:
   - Parental involvement
   - STEM – at all levels
   - Parent involvement x2
   - Seeing STEM fully implemented
   - More parental involvement and greater participation in language workshops

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

   - Yes
   - Build a High School
   - Facilities plan
   - Yes, annual retreats – improving scores, etc.
   - Build a middle and senior high school
   - More dual enrollment
   - Strategic plan addressed annually at the retreats – it is done in SMART goal form

6. **Why do you think parents choose to send their children to this academy?**

   - History of our success
   - Have been a part of the community – tight knit community

- History of catering to the community – close-knit group – parents talk to one another – they are really focused on the "family" and celebrate in each other's culture

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

- SIT reviews and recommends to the Board and school leader to determine from there
- Monthly Board report from SIT
- Consult with school leader – goes to Leona – back to the Board
- SIT requests are discussed directly in some cases – use fund balance amount if necessary
- School leader meets with the Board President
- Recommendations are given by the SIT and the Board hears monthly reports

8. If money _was not_ an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)

- Gymnasium
- Air conditioning badly needed
- Technology
- Air conditioning to extend the school year
- Build in more air conditioning – only two rooms have it – very hot in summer months
- Extend the school year
- Art on a Cart

9. Anything for our attention?

- Everyone is held accountable
- Hope is what the Academy is about
- Everyone is accountable, and they know it
- Name of the Academy says it all – sense of "something's going to happen"
- Keeping good staff
- 90% of staff consider this a "vocation" not a "occupation"
- Accountability system is in place

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Hope of Detroit Academy**

Date: **October 10-11, 2013**

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

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

    - Most recent mission encompasses multicultural emphases
    - Follow up on patience and tolerance
    - Working towards it – not "achieved" yet
    - Working on more data driven vision
    - More technology, etc.
    - Yes, striving to accomplish
    - Teach diversity – multicultural understanding
    - New vision statement – more metric based
    - Mission has changed over time, but yes, we are striving to and working on improving
    - Patience and tolerance is a focus

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

    Proud:
    - Reward school for three years
    - Student growth and performance going well
    - Tremendous growth – when kids come back the state, "we learned that last year"
    - Students feel good
    - Trends in right direction
    - Using data in an integrated way
    - Accomplishments show positive trends

- Have shown growth
- Kids come back after and are a head of classmates

Improve:
- ESL a big challenge
- Reading and math is a challenge
- Improve ESL performance – many students come without any English
- High School is needed
- Academic performance in reading and math
- Providing professional development for staff

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

- Received a letter from a private high performing high school commending on how well prepared and behaved the children from Hope of Detroit Academy are – they have a very rigorous entrance and testing requirements
- Never have had a situation where students have gone forward without being able to perform
- Very confident that the students leave here well prepared

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

- 8, 9, 8
- Need to drown out the negatives
- 8, always room for improvement
- 9, more positive this year in terms of commitment
- 8, Resistance to change

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

- Some classes not testing well on things they know
- Want a strong educational program (safety and security)
- Having time to do what is planned
- Language barrier – kids are still resilient

- Space
- Parent workshops
- Inner city culture and neighborhood events – safety and security
- Having time to get done what is needed
- Language barrier
- Providing a safe environment and strong academic results

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

- Use data to make decisions
- Use experience, performance to attract kids
- Extracurricular
- STEM Project
- See the middle/high school expansion
- Continue to use data to drive instruction – performance is the key
- STEP program
- Utilizing the data team concept and increasing performance

7. Why do you think parents choose to send their children to this academy?

- Word of mouth
- Marketing literature
- Good school
- Opportunities
- Feels it is a safe, nurturing environment
- We embrace diversity, not make excuses
- Parents heard about learning here – good school
- Safe and orderly environment
- Parent network
- Offer GED for community
- We care about our kids
- Want best possible program for children

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

- Build a gym
- Auditorium
- Air conditions in the whole building
- New building/new school
- Cook food on site
- Electronic devices for every student and staff – tablet in everyone's hand
- Invest in more program, need to offer – Spanish classes for teachers
- More community based programs
- Internet access at home
- More programs for parents, staff and community
- More explorative options (field trips)

9. *Anything for our attention?*

- Major cultural shift over the past 10 years – Annual Academic Audit very helpful
- 70% African American to 85% Spanish speaking – major culture shift over last several years
- Value the opportunity
- FSU doing ongoing support, academic audits – it's important to perform

10. *What about ESL support?*

- Now have an ESL teacher (General Fund)
- Title III – added ESL paraprofessional
- Two more Spanish speaking teachers
- Moving towards a second ESL teacher for one-on-one with students

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Hope of Detroit Academy**

Date: **October 10-11, 2013**

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

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

   - Yes, multicultural kids are showing growth
   - Feels like a community
   - To have kids college ready
   - STEM project is underway – second year with common core

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

   Proud:
   - Lots of parent involvement
   - Lots of team work – close knit instructional staff
   - Data teams are more structured
   - More after school activities (flexibility)
   - Share information in Middle School
   - Informal monitoring of students

   Improve:
   - Grade and classroom newsletter
   - Need more involvement—more flexible schedule for those who work

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

   a. **Materials and Supplies**
      - 10, 10, 10, 10, 10

   b. **Professional Training**
      - 8, 8
      - Lots, but not always on target
      - Targeted professional development

   c. **Clear Description and Understanding of The Expectations For Your Work**
      - Administrative items sometimes too overbearing
      - Know expectations but sometimes overwhelmed—timing
      - Educationally—very clear

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

   - 9, 9
   - The kids come back to visit, inform about progress

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

   - Yes, we accommodate students' needs
   - Language barrier hardship some students on tests
   - Sometimes kids come in far below expectations

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

   - Yes, some hesitation (same location as parent)
   - Academically—yes, kids are very caring
   - Very willing to help one another (students)
   - Struggle to accommodate higher functioning students

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

    - Air conditioning
    - Restrooms
    - More room
    - Technology
    - Separate middle school & high school—some are together K-8
    - Gymnasium

8. *Anything for our attention?*

    - Get Physical Plant

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Hope of Detroit Academy**

Date: **October 10-11, 2013**

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

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

   - Yes—multicultural leaders are being promoted
   - Monthly cultural celebrations
   - Diversity training
   - Systematized leadership development
   - Data teams are great—providing needs of students
   - Have made AYP numerous years
   - Vision is operationalized
   - WCCCD does sessions with students
   - Addressing operationalizing mission

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

   Proud:
   - Technology available to all classroom smart boards, cameras, iPads, etc
   - Most proud of dedicated staff—really work together
   - Teamwork approach to problem solving social or behavioral issues
   - Internet use & availability
   - RTI services

Improve:
- Need a bigger building
- Need more college role models and resources
- Bring other resources to career preparation such as STEM project

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

    a. *Materials and Supplies*
- 10, 10 10, 9.99, 10

    b. *Professional Training*
- 10, 10, 10, 10, 10

    c. *Clear Description and Understanding of The Expectations For Your Work*
- 10, 10, 10, 10, 10

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

- 9, 10, 9, 9, 9
- Constantly improving –always need for improvement

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

- Yes—very appropriate
- Yes—show students the expectations, hold assemblies
- Yes—but opportunities are there for extended learning
- Yes—within reach but stretch to improve
- Students are held to standards
- We are now going to the next step in explaining scores to students
- Share scores for Global Scholars
- Students own their scores and gains.
- Debrief with students

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

    - Yes---except for electives' times
    - Yes—teacher engagement
    - Yes—now that we are approaching quality standards of exemplary districts
    - Yes—love what the teachers do here
    - Yes—lots of learning taking place
    - Very safe environment
    - Lack of space for recreational time is a problem
    - Would have to think about limitations and opportunities

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

    - Building—separate campuses—definitely need space
    - Extracurricular—music, art, physical educations, sports)
    - See the vision gym, library, study hall, lunch room
    - Staffing
    - Air conditioning
    - Skywalks to work on clusters or "pods" for students
    - Continue with rigorous curriculum and assessment standards

8. *Anything for our attention?*

    - Data team further development
    - Need FSU support for "getting better"
    - Tremendous team effort academically

PARENT INTERVIEW SUMMARY

Academy Name: **Hope of Detroit Academy**

Date: **October 10-11, 2013**

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

1. *Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?*

   - Liked the quality & academic process
   - Parent-teacher relationship
   - 9-10, very satisfied

2. *How responsive is the school administration, board, or teachers to concerns or complaints?*

   - Very responsive—it's taken care of immediately
   - 50+ parents come to parent meeting in cafeteria monthly-- problem solving at parent meeting
   - Principal monitors meeting & follows through on concerns

3. *On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.*

   - 10—very peaceful environment
   - 10—more of a team effort, very informative—0 per door policy
   - Students, teachers, staff & vice president on one accord
   - Very comfortable

4. *Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.*

- Yes—had honor students and they pushed
- Lots of growth and progress
- Very stable, comfortable, trusting environment
- Teachers are alert to how they are doing their work
- When child moves to high school is one of the top students there
- They want a high school

5. *What is the number one complaint your child has about attending school here?*

- Lack of a gym for exercise & sport activities
- More space
- No way to fully let off steam and energy

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

- Being with friends
- STEM program—science, social studies, technology, engineering, math
- Focus on individual child (tutoring)
- Teachers are open to help

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

- Yes—very adequate for students as well as parents
- Community resources for parents
- Both English & Spanish language is sent home
- Power school is communication too
- Parents are allowed to visit classrooms
- Each meeting floor is open
- Teacher and other staff members are helpful

8. Anything for our attention?

- Continuation of the campus—progression of academic structures
- Very open community
- Concern about transition
- Quick action when there's disciplinary problem or issues

STUDENT INTERVIEW SUMMARY

Academy Name: **Hope of Detroit Academy**

Date: **October 10-11, 2013**

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

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

    - Yes—all 5's
    - Challenging & helpful
    - Teachers take time
    - No, until high school, likes environment here

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

    - *Yes—all 5's*
    - Challenged enough
    - Everyone gets to work at their own pace
    - Enough teachers teach at right level
    - Special work for advanced students

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

    - Yes—much so
    - New teachers are better than old ones
    - Teachers are fair

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

- Electives—really enjoy
- Social Studies—teacher is hands on—really cool projects, posters about countries
- Math—skills are used every day in life

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

- Bigger gymnasium
- Middle school should have recess
- Building gets very warm
- Electrical service needs upgrading (power goes out periodically)
- Air conditioning

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

- Always adults around to supervise students
- Feel safer with main office being on main floor
- Need a fence around playground—stray dogs & neighborhood people can enter playground area
- High School students cut through playground area
- Security system and locked doors

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

- Yes—the school makes learning fun
- Definitely—teachers teach more than books
- Yes—the curriculum is good
- Recommended the school to family
- Yes—it is safe
- Parents like to come to the school

8. Anything for our attention?

- Better substitutes
- Substitute said "I'm here to get paid"
- Like better lunch options
- Teachers & students are very friendly
- No bullying here—everyone feels safe
- More sports are being offered
- Student council is much appreciated
- Students have a voice in the school

SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Hope of Detroit Academy**

Date: **October 10-11, 2013**

1. **What accomplishments make the School Improvement Team most proud?**

    - Recognition as reward school & NCA accreditation
    - Better planning & coordination of staff
    - Staff Dedication & teamwork
    - Teams educate the board
    - Data teams
    - Lesson plans & lesson are more efficient & focused
    - Board cohesiveness, motivated, reliable & dependable

2. **What items are recognized by the School Improvements Team as needing improvements?**

    - High number of ESL students
    - To reform strategies
    - SIOP model using strategies & professional development
    - Data driven assessment

3. **Please describe and tell us a little about the successes of one new program identified and implemented as a result of the School Improvement Team.**

    - SIOP process & RTI model—works with data team process
    - SIOP strategies are a help in inclusion
    - New curriculum programs are aligned to common core
    - New reading textbooks
    - Two new math series

- Helpful for non-Spanish learners
- Purchased new middle school learning arts designed to common core series vision
- Math, writers workshops

4. **What are the three biggest challenges for Hope of Detroit over the next three years?**

- Demographics—ESL instruction, socioeconomic
- Parent involvement
- Managing growth
- FSU to allow growth to high school—running out of room now
- Portable units needed—Pre-K
- Students not served by consortium
- Comprehensive plan for a new high school building—community involvement
- Work with corporations down the road

5. **What impact will your experience with Data Teams have on your strategies for the next academic year?**

- Gives us a better idea of where we need to spend time
- Students see and own the data
- Teachers collaborate more using data & focusing on needs
- Dissecting the data & moving forward

6. **Do you believe the academy will meet its Contractual Academic Goals for 2013-14?**

- Are close to the goals now
- Utilization data teams' goals
- Coordinator & data assessment & coach
- New goals coming—came close last year
- New global scholar data shows positive goals—now better coordination
- Looking forward to comprehensive future plan of K-12

What indicators support this belief?

- We know the new goal levels
- Classroom application are a key
- Created data coach position
- Piloted smarter balance assessment to help with questions
- Coordination of staff to assist with interventions
- Connect the goals, common assessment
- Meeting once a month to look at common assessments

7. **According to the Global Scholar Data, Hope of Detroit Academy struggles to show appropriate gains in Math. What is being done to correct this?**

- Extended Math time by 20 minutes—K-5 has more small group instruction for those in need
- Middle school math lab for all students—target common core strategies
- Early scores show students are doing better.
- RTI month meetings focus on math
- Looking at objectives of global scholars

8. **Tell of an instance where a weakness had been identified by the SIT and the board has provided funding for the weakness.**

- Textbooks-reading, math
- Parking lot & lighting (safety)
- Technology—iPads
- Data coach funding
- Board has been very supportive of requests--$150,000
- STEM program—all curriculum programs
- Data warehouse program
- Bilingual signs

9. **Any questions/comments.**

- Demographics of students do not fit into consortium. Many do not attend there
- Parents are always at the school & motivated look for learning going on

- Staff commit next
- Very welcome caring building
- Look for support staff engagement

REAUTHORIZATION APPLICATION
SCORING RUBRIC

FERRIS STATE UNIVERSITY
Charter Schools Office

1. A. Is the academy making academic progress?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score	
	A			2,2	2.5	**2.16/2.5**	
B. How does the academy compare academically relative to the State and the composite resident district? Discuss both criterion referenced testing such as MEAP and GlobalScholar.	B			2,2	2.5	**2.16/2.5**	

What reviewers will look for:

In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the academy for three or more years) have made over time. Where does the academy stand in comparison to the State, local district, and demographically comparable district? What specific progress has been made in addressing the academy's contractual educational goals? Do stated goals reflect sufficiently high standards? Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.

Reviewer Comments:

- Cited MDE-AYP; Michigan District/School Scorecards 48 out of 66 (i.e. 72.77%); 42 percentile statewide
- Reading Targets: 2 of 7 met; Math Targets: 3 of 7 met
- GlobalScholar ELA growth target reached
- Hispanic population grew from 75% to 85%, brining additional challenges
- SIOP (Sheltered Intervention Observation Protocol) model is used and staff has been thoroughly trained
- Continual adjustments made in curriculum and instruction delivery

ACADEMIC PROGRAM

2. A. What progress has been made toward meeting the academy's mission?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	A			2	2.5,2.5	**2.33/2.5**
	B			2,2	2.5	**2.16/2.5**

B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?

What reviewers will look for:

What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.

Reviewer Comments:

- Very detailed description provided of progress towards meeting academy mission and vision targets
- Extensive use of data to make decisions about frequency of meetings, data team leadership, curriculum resources and materials proved to help the board make informed decisions
- The mission statement and vision were recently modified to more closely align with student achievement issues - no plans underway for additional changes
- Little was mentioned on how the mission is shared with stakeholder of how it guides the academy
- Clear and concise answers

ACADEMY MISSION

3. A. Is the academy financially solvent and stable?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	A			2	2.5,2.5	**2.33/2.5**

What reviewers will look for:

A clear and concise narrative statement about finances will provide evidence that the academy Board has competently and effectively managed its finances. The statement will also address the Board's philosophy of fund balances, facility upkeep, and allocation of resources to help achieve the academy's mission and vision. Describe how the academy Board is making investments in staff and training, in books and supplies, and in technology. Any reportable conditions on yearly audits during the contract period will be addressed here.

Reviewer Comments:

- $1.7 million fund balance on hand; $1 million grant received for intensive professional development; $225,000 grant received to build a comprehensive counseling program; and more funding resources are $225,000 grant received to build a comprehensive counseling program; and more funding resources are actively being sought
- Never had to borrow via bridge loans to meet expenses
- No findings from annual auditor reviews – rated as high performance with fiscal integrity
- Well answered
- Fund balance philosophy could be more fully developed

SUSTAINABILITY

3. B. Is student enrollment stable and near capacity?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	B				2.5,2.5,2.5	**2.5/2.5**

What reviewers will look for:

A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted as should general trends in staff stability.

Reviewer Comments:

- Very stable student enrollment – lots of advertising and public/community relations initiatives
- 50 students on waiting list to enroll
- Budgeted for 550 students – have 575 enrolled, K-12 (counting students at Consortium College Preparatory High School)
- 90% student retention rate
- Designated as Reward School for past four years
- Stable staff retention – 40% turnover during past 10 years
- Well answered with charts to verify

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4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?		Did Not Answer 0 points	Somewhat Answered 2 points	Answered 3.5 points	Outstandingly Answered 5 points	Average Team Score
				3.5	5,5	**4.5/5**

What reviewers will look for:

Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy's academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?

Reviewer Comments:

- Hold regular data team briefings during after-school staff meetings
- New data coach position added to help monitor and evaluate and coordinate assessments
- Data team leader assigned to each grade level
- Biweekly team meeting held on trend data
- Common prep periods allow grade level teachers to better collaborate and plan
- Five-step process is being used
- SIP targets the core subject areas
- GlobalScholar used to monitor student growth
- Board is actively involved in reviewing curriculum and data status reports
- Questions were well answered

D E C I S I O N S

5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	A			2,	2.5,2.5	**2.33/2.5**
	B				2.5,2.5,2.5	**2.5/2.5**

What reviewers will look for:

There will be a narrative that shows long-range planning to address challenges facing the academy. Resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.

Reviewer Comments:

- The board is challenged, but determined to build a new middle-senior high school – completing new charters in the area will draw on the same demographics
- The generally lower socio/economic status of the community presents unique challenges
- Growing ESL population and diverse language, ethic, cultural and educational needs are also formidable
- Customizing an informative, meaningful and effective training and professional development program for parents and board members is very challenging
- A lot of effort has been put in to targeted professional development for administrators and instructional staff
- Specific plans to address challenges should be more fully developed
- Very well answered

B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.

CHALLENGES/OPPORTUNITIES

Reauthorization Application

Tally Sheet

Question	Points Possible	Points Awarded
1	5	4.32
2	5	4.49
3	5	4.83
4	5	4.5
5	5	4.83
Total Points		**22.97/25**

Academic Program

Is the academy making academic progress?

Hope of Detroit Academy has made academic progress during the current contractual period. Hope of Detroit has made adequate yearly progress for the past ten years according to the Michigan Department of Education. As reported by Michigan's District and Schools Accountability Scorecards, our Academy's has earned an overall point average of 48 out of 66 (72.7%) and has moved us to the 42nd statewide percentile ranking. Furthermore, our school has been recognized as a "Reward School" for the past three years by the State of Michigan. Based on the 2012-2013 MEAP data, Hope of Detroit Academy has made progress towards the educational goals by achieving two of the seven Reading performance targets and three of the seven Math performance targets. The GlobalScholar data has shown that our students have reached the expected growth in English Language Arts (ELA). Furthermore, 50-74% of student cohort group met gains target as defined by GlobalScholar National Norm Study for both reading and ELA.

Since 2009, our Kindergarten through twelfth grade student demographic population has elevated from 75% Hispanic to 85% Hispanic. Hope of Detroit Academy has chosen the Sheltered Instruction Observation Protocol (SIOP) Model as one of its reform strategies. The SIOP model provides instruction in lesson preparation, lesson delivery and assessment to make content comprehensible to English Language Learners. All staff members have received extensive SIOP training in the past two years. Furthermore, the lesson plans and teacher observations have been modified to incorporate the SIOP components and features.

The academy has also identified areas of improvement in the three core subjects of Mathematics, Social Studies and Science based upon MEAP data. Our School Improvement Team (SIT) has worked diligently to identify focused areas of improvement within the core subjects and have developed a plan for resolution in our School Improvement Plan. To address our difficulties in Mathematics and to implement the Common Core States Standards for Mathematics, we have adopted a comprehensive Mathematics program. EnVision Math Common Core Edition for grades K-6 and Prentice Hall Mathematics Common Core Edition for grades 7th and 8th were selected based on our MEAP and GlobalScholar results. The program was designed to help students develop conceptual understanding of important math concepts through Problem-Based Interactive Learning. Also, we have implemented Math Interventions in grades K-5 and Math Labs in grades 6-8. In Math Labs, we will begin our STEM (Science Technology, Engineering and Mathematics) program to help students apply higher order thinking skills that are embedded in the Common Core State Standards. Furthermore, to address our concerns in science and social studies, we have looked at our disaggregated data from the MEAP and examined our focus standards. These focus standards are emphasized in our Curriculum Maps and in our Data Team Process that was implemented during the 2012-2013 school year. Through the data team process, the teams collected and analyzed data in order to set, review and revise grade level goals in the core subjects. Furthermore, each data team selected common instructional strategies to help meet those goals. In addition to data teams, the Academy has also purchased web-based resources such as Study Island, Discovery Education and Brain Pop in order to meet the science and social studies standards.

How does the academy compare academically relative to the State, resident district and demographically comparable district? Discuss both criterion referenced testing such as MEAP and standardized testing such as GlobalScholar.

Hope of Detroit Academy students demonstrate constant yearly progress on both criterion and standardized tests. In comparison to the local district, Detroit Public Schools (DPS) and Cesar Chavez Academy (CCA), a similar demographic district, according to the MEAP, we have a higher average number of proficient students in reading and writing. In the area of science we are similar to the percentages in grades 5 and 8 in comparison to the DPS and CCA districts. However, we are outperforming the DPS district in math but not compared to CCA district. Contrarily, we have a higher percentage of proficient students in social studies in both DPS and CCA districts but not compared to the state averages. One of the challenges we are addressing according to the MEAP data, is to raise our number of proficient students in grades 3-8 particularly in math, science and social studies. Below are the data tables that show comparisons of Hope of Detroit, the local district, comparable schools and the state.

	Hope of Detroit Academy	Detroit Public Schools	Cesar Chavez Academy	State Average
Grade 3	34.5%	42.7%	35.9%	66.5%
Grade 4	49.0%	40.7%	42.8%	68.1%
Grade 5	34.5%	44.5%	44.4%	70.4%

Table 1: Comparison of percentages of proficient students for Reading

Grade 6	58.6%	45.3%	46.0%	68.2%
Grade 7	50.9%	33.0%	24.0%	62.0%
Grade 8	40.0%	45.8%	45.4%	65.7%
Average	44.6%	42%	39.75%	66.8%

Table 2: Comparison of percentages of proficient students for Writing

	Hope of Detroit Academy	Detroit Public Schools	Cesar Chavez Academy	State Average
Grade 4	33.3%	19.5%	29.3%	46.7%
Grade 7	45.3%	28.0%	29.7%	51.7%
Average	39.3%	23.8%	29.5%	49.2%

Table 3: Comparison of percentages of proficient students for Math

	Hope of Detroit Academy	Detroit Public Schools	Cesar Chavez Academy	State Average
Grade 3	21.8%	15.7%	10.1%	40.9%
Grade 4	17.6%	18.8%	22.8%	46.1%
Grade 5	27.6%	17.0%	29.2%	45.7%
Grade 6	23.7%	13.6%	28.7%	40.2%
Grade 7	20.4%	13.2%	21.4%	38.1%
Grade 8	<10%	11.1%	14.6%	34.5%
Average	~20.2%	14.9%	21.13%	40.9%

Table 4: Comparison of percentages of proficient students for Science

	Hope of Detroit Academy	Detroit Public Schools	Cesar Chavez Academy	State Average
Grade 5	<10%	<10%	<10%	13.1%
Grade 8	<10%	<10%	<10%	15.9%
Average	<10%	<10%	<10%	14.5%

Table 5: Comparison of percentages of proficient students for Social Studies

	Hope of Detroit Academy	Detroit Public Schools	Cesar Chavez Academy	State Average
Grade 6	15.0%	<10%	10.6%	29.7%
Grade 9	<10%	<10%	<10%	28.6%
Average	~12.5%	<10%	~10.3	29.2%

When looking at the GlobalScholar data, Hope of Detroit Academy has made a 16% gain in Reading from the fall of 2011 to the spring of 2013 and has also made a 12% increase in Language Arts. However, we have continued to struggle in Mathematics gaining only 5% since the fall of 2011 testing cycle. The Academy is not able to make a GlobalScholar comparisons to

the Detroit Public School district or to the Cesar Chavez Academy districts at this time since there

is no data to compare.

Table 6: Comparison of the fall 2011 – spring 2013 GlobalScholar Proficiency

	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Reading	49%	56%	56%	65%
Language Arts	60%	74%	68%	72%
Math	49%	54%	54%	54%

Academy Mission

What progress has been made toward meeting the Academy's Mission?

Hope of Detroit Academy Mission Statement

The mission of Hope of Detroit Academy is to promote a multi-cultural community of learners

who are college bound and strive for excellence, determination and achievement.

Hope of Detroit Academy Vision Statement

The vision of Hope of Detroit Academy is to be an exemplary academy where all students attain

grade-level or higher performance levels annually, as measured by local, state and national

assessments.

Hope of Detroit Academy has been making great progress in meeting its mission and

vision by implementing strategies that reflect the values of the school. These values include:

a. To provide a multicultural and multiracial environment where students accept others and feel accepted.

b. To provide a safe environment where students grow and learn together.

c. To provide quality curriculum through strategies and resources that will allow students to achieve to their fullest potential and compete in the global world.

Hope of Detroit Academy has made progress in meeting its mission by providing and promoting a multiracial environment. The academy accepts all students regardless of their race and ethnicity, economic status and academic standing. Currently, our student demographics is comprised mostly of those of Hispanic descent, followed by African American and Caucasian students. A diverse group of staff members were selected to best serve the students and the community. Hope of Detroit Academy also strives to promote cultural diversity and tolerance by providing students with the opportunity to learn about and celebrate different countries and cultures. In the 2012-2013 school year, each classroom was assigned a country and different aspects of its culture to study throughout the year. In years past, the academy had assigned monthly cultural themes and each classroom was responsible for creating a project that reflected the culture of the month. These projects were displayed in the hallway for visitors to see.

Hope of Detroit Academy believes that a safe environment is essential for students to grow and learn. We have been implementing the PBIS (Positive, Behavior and Intervention Support) program, it is a program designed to teach respect, responsibility, and safety at school. By implementing this program we hope to encourage students to continuously make good behavioral choices. Our PBIS program is an addition to the teachers' classroom management plan. It calls for common rules and procedures in the building, positive reinforcement, rewards and consequences. This school year, students with major behavior referrals that have been

outlined within our school wide PBIS behavior matrix and within our discipline process will be referred to the RTI/PBIS (Response to Intervention) team to create a behavior plan. All of the behavior requirements and expectations were discussed with parents in the beginning of the year orientations and the web video on the school's website. For our young learners, the school social worker provides character education through the Second Step program to teach students about feelings, actions and how to get along with others. In addition, an anti-bullying action plan was created to raise student and parent awareness that bullying is not accepted or tolerated at Hope of Detroit Academy. To create a safer environment, the Academy has hired an additional security guard. Furthermore, the main office, security guards, community liaison, administration and other staff members are in constant communication through two-way radios. Electronic safety mechanisms are also in place to provide a more extensive infrastructure of security.

The academy strives to meet its mission and vision by implementing quality curriculum through strategies and resources that allow students to achieve to their fullest potential and compete in the global world. The academy updates its curriculum continuously to make certain that planning, instruction and assessments are aligned to the state standards. The instructional staff attends professional developments throughout the year and collaborates during their weekly common preparation time to plan, create pacing guides and weekly lesson plans. The weekly lesson plans are evaluated by a full-time curriculum coach using a rubric. We have adopted the Common Core State Standards (CCSS) for English Language Arts and Math and continue to use Michigan State Standards organized in the KC4 Curriculum Crafter Website for Science and Social Studies. To help meet the CCSS in Math and English Language Arts, the academy purchased new curriculum programs for grades K-8. In addition, the academy has invested in many technological advances which include 120 IPads, 30 Surface RTs and 10 Surface Pos.

Also, each classroom is equipped with a Smart board, document cameras and LCD projectors. Web-based programs were also purchased to use as resources for instruction.

For those students who are struggling, the RTI (Response to Intervention) team is organized to help students in each grade make progress towards meeting their grade level expectations in reading and math.   In addition, we have been conducting DRA (Developmental Reading Assessment) in grades K-8 for the past two years to determine the students' reading level. In the 2012-2013 school year, students in middle school started receiving extra math and reading help in their scheduled Math Labs and Reading Labs. This 2013-2014 school year, middle school students will participate in the STEM (Science, Technology, Engineering and Mathematics) program to allow them to apply the knowledge and use high-order thinking skills necessary for high school and college. Furthermore, the 8th graders take the Explorer Plan Test in the spring, which is a measurement tool used to predict their ACT score in the future.

In an effort to be better aligned and help our students excel, we have become a data driven school. Staff members meet in grade-level teams every Monday to discuss data from common assessments, create goals for our students in the core subjects and celebrate their achievements. We believe that student data is a good indicator of the progress we are making as an academy in better serving our students and community and in meeting the mission and vision.

What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?

Due to the ongoing changes to curriculum, student demographics and state standards Hope of Detroit Academy and The Board of Trustees have collaborated off site on a professional

development, in which they have utilized outside professionals, to assist with suggesting adjustments to the Academy's Mission and Vision statements. During this time we chose to update our schools Mission and Vision statement in order for the academy to continue to grow while allowing for change based upon the needs of the academy and its students and to make it more measureable and provide a better service to our students. In the summer of 2012 in collaboration with the Board of Trustees and staff members a new Vision and Mission statement was adopted and put in to affect. Because of its recent change, no changes are proposed for the new contractual period.

Sustainability and Viability

Is the academy financially solvent and stable?

Hope of Detroit Academy continues to diligently and effectively manage the overall finances of the operational budget. The academy operates with a positive fund balance on a yearly basis. Hope of Detroit Academy currently has a fund balance of over $1,700,000 million dollars. The academy has never had to rely on any additional financial support to carry over the summer such as Bridge Loans. All of the academy's invoices and operating expenses are paid on time on a monthly basis. The academy's auditing firm Croskey, Lanni and Company conduct external financial audits on a yearly basis. The firm has never reported a finding or any issues with the allocation of school funds. Since the inception of Hope of Detroit in 1999, the academy has received over $1,000,000 million dollars in grant monies for professional development, school reform, personnel positions, mentoring. The academy has received a Counseling Grant for $225,000 thousand dollars for the next three years beginning in the 2013-14 school year. The staff at of Hope of Detroit continues to search for additional grants and resources to supplement the

school budget. The staff's main focus is to pursue grants to assist with professional development and student achievement needs.

The Board of Directors meet on a monthly basis to discuss the academy's financial outlook. The agenda includes financial reports on a monthly basis. The Board of Directors review the check register and ensures that all creditors have been paid on time in full. The treasures report covers the monthly expenditures and reviews the fund balance. The Board of Directors believe in investing remodel and repair any part of facility that needs to be updated. The Board of Directors and staff truly believes in a safe, clean and secured building. The facility is maintained regularly and any projects that need major attention begin in the summer months for planning. The Board of Directors and staff set aside funds for professional development, textbooks, technology, supplies and resources for the staff and students. Technology has been a staple and hallmark at Hope of Detroit Academy, the school has purchased an LCD projector for each classroom, Smart boards for each classroom, 120 IPads, 40 Microsoft tablets, document cameras for each classroom, four desktops computers for each classroom and a fully renovated computer lab with 30 desktop computers. The academy has also invested into several web based resources for the staff and students to utilize in the four core subject areas of mathematics, English Language Arts (ELA), science and social studies. The academy has resurfaced the classroom floors, new lighting throughout the building, new classroom furniture and main office relocation to the first floor.

*Is student enrollment stable and near capacity?*

Hope of Detroit Academy is currently at full capacity for the 2013-14 school year. At this time there are 575 students enrolled Kindergarten-12th grade. The North Campbell K-8 site has 50 students on the waiting list at this time. The 2013-14 fiscal budget was set for 510 students. The student enrollment has grown since every year since 2008. During this contractual period the enrollment has been solid and continues to grow on a yearly basis. The student retention rate has been nearly 90% on a yearly basis. Please see the graph below that demonstrates the student enrollment trend data from 2008-2013. The academy has made Adequate yearly Progress (AYP) for 10 consecutive years and for the last three years Hope of Detroit Academy is been recognized as a REWARD SCHOOL for high progress for the last four years. The instructional staff are all highly qualified and certified in their respective teaching assignments. One of the many reasons that Hope of Detroit Academy has been successful over the years has contributed to the fact that we have not had much staff turnover. The staff retention rate has been over 80% for the past five years. This consistency has allowed the academy to develop and invest into the faculty through professional development and training to assist in closing the student achievement gaps. The faculty of Hope of Detroit Academy has not had over a 40% turnover during the past seven years. We have six staff members that have over 10 years at Hope of Detroit Academy. It is very crucial to invest in the people that are assisting in the education of our students. We offer many incentives for our staff to work at Hope of Detroit Academy for example tuition reimbursement, merit bonuses, professional development opportunities. The parents and students at Hope of Detroit Academy believe in our teachers and staff to keep their children safe and educated. The student demographics is over 90% Hispanic for the 2013-14 school year. The academy has implemented the Sheltered Instruction Observational Protocol (SIOP) model. The is a researched

based best practices model that focuses on English as a Second language (ESL) students as well as general and special education students. The academy has also implemented the Response to Invention (RTI) Model that targets students in Tier II and III.

Hope of Detroit Academy

5 year Enrollment Growth

5 Year Enrollment	Hope of Detroit Academy	Hope of Detroit Academy Re-enrollment	Consortuim College Preparatory High School	Grand Total
2013 (Projected)	550		30	580
2012-2013	525	436	50	575
2011-2012	487	428	36	523
2010-2011	478	414	33	511
2009-2010	455	381	33	488
2008-2009	451	385	43.5	494.5

Hope of Detroit Academy Enrollment Growth
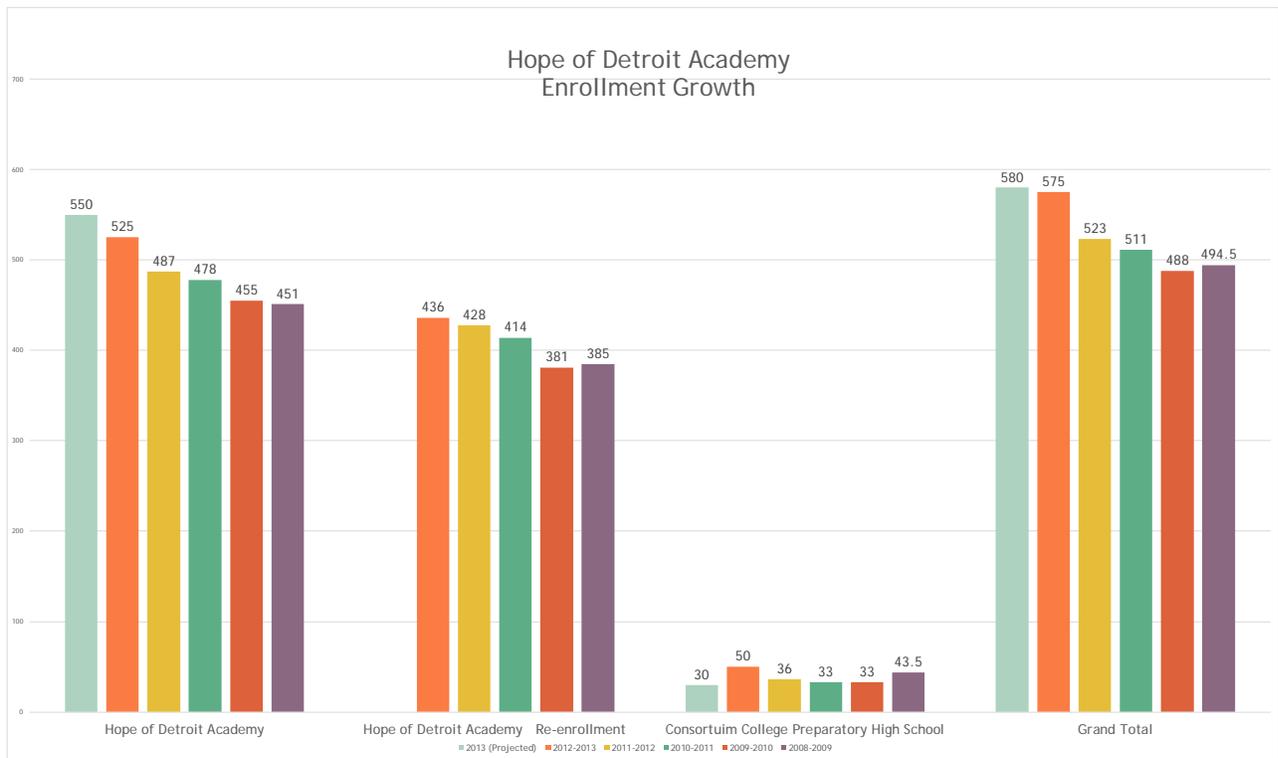
Decision Making

How does the Academy (staff, administration and Board) use assessment data to make decisions?

At Hope of Detroit Academy strategic planning and data assessment decision making is an ongoing process. The School Improvement Team ensures that all stakeholders are involved in this process. The team meets a minimum of once a month and includes staff members, parents, board members and students. The team focuses on the curriculum, resources and programs. All stakeholders have the opportunity to give input on the decision making process. After a consensus is made, the team brings the information back to the entire staff for further input and evaluation. The School Improvement Plan is a living breathing document that targets the core subject areas. Goals and objectives are developed for each target area. Long term planning is based upon the academy meeting those goals year to year. The Board of Directors meets on a monthly basis. During the annual Board retreat, the Board of Directors discuss the ongoing strategic plan for the upcoming school year. At the monthly Board of Directors meetings the members discuss the planning and progress of the school improvement plan, curriculum and monthly finances. The budget is reviewed in April and approved in May for the upcoming school year. The Board of Directors allocates funds based on the leadership team's recommendations which are based on the School Improvement Teams decisions to purchase materials and resources for school use. The Board president meets with the school leader regularly to discuss the school's budget and progress in the implementation of the school's strategic plan. Once the outline for the strategic plan is developed, the rest of the Board members have input on the direction of the school. Staff members attend professional development at least once a month throughout the school year to address the goals of the school improvement plan. The leadership team meets on bi-weekly basis to discuss trend data, programs evaluation and teacher feedback. The academy currently assesses

the students on the M.E.A.P. in grades 3-8; Global Scholar in grades K-8; ELPA for students with English as a second language and DRA for grades K-3 and all Tier II students in grades K-8. The academy has created a new data coach position that will monitor, evaluate and coordinate all assessments for the academy. Any students enrolled in the academy are assessed within 10 days on Global Scholar. The staff uses Global Scholar to progress monitor student growth trend data.

Hope of Detroit Academy is a data driven school and the instructional staff participate on a data team per grade level. There data meetings every Monday to discuss goals and objectives set by the teacher and the students data is posted in the staff work room as well as their classroom. There is a data team leader appointed at each grade level. The data team leader ensures that the five steps are being followed for the team and gives each member their roles and responsibilities. All assessment data is tracked in our data warehouse Pearson Inform. This allows the teacher to view and print data reports on each student. All teachers are required to have a data folder on each student for RTI purposes. The leadership team meets with every teacher after the assessments are given and the results are posted to discuss the results and give feedback on areas of need. All student data drives the decision making process for future professional developments, programs and resources. The school leader and instructional coach reports on all of the data at the Board of Directors meetings. All of the staff are involved and have copies of the school improvement plan. They are required to review the plan before determining to go on any trainings and make strategic decisions for their grade clusters.

Parents are kept updated through annual parent orientations, monthly meetings and the school's website. An Annual Educational Report (AER) is available for the parents on the school website. Hard copies are made available in the main office. Agendas and sign-in sheets are used

to document all of the meetings. Hope of Detroit Academy's strategic plan is reviewed and updated yearly and can be obtained in the school leader's office.

Challenges and Opportunities

If the Academy is reauthorized by Ferris State University Board of Trustees, What are the biggest challenges facing the academy during the new reauthorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?)

The biggest challenges that our academy have continued to face each year, as we are continuing to grow are:

- ❖ The continued creation of a new middle/high school for our students to accommodate for the increase in student enrollment.
- ❖ Continuing to overcome the socio –economic issues of our student population and the effects that it has on the students' academic success.
- ❖ The improvement of standardized test scores (GlobalScholar, MEAP and the preparation of future state mandated standardized test) while incorporating Common Core state Standards and best practices.

In order to continue with the plans and preparations put in place for the creation of a new middle/high school we have:

- ➢ Continued to acquire the services of TAKTIX solutions, an independent advisory firm with extensive finance, real estate development and project management experience, to attain the properties needed to ensure a cohesive campus for all stakeholders involved.

- Attained and will continue to seek out grants and funding to create an environmentally safe culture that is Eco friendly and that will allow for a positive community presence while also addressing some of the blight issues plaguing our area.

- Continued to address this goal within our school improvement plan as well as in our recruitment practices by attaining and building upon grade levels for the past year. We now currently have three (3) Kindergarten classes and three (3) first grade classes and plans to continue the process for the upcoming school years.

- Implemented a middle school Science, Technology, Engineering and Mathematics (STEM) program and are planning to continue to seek out the staffing and programs needed to develop a middle/high school that is STEM based.

While continuing to face the socio-economic issues of our student population and offset the negative effects that it may have on student achievement by continuing to:

- Promote multicultural awareness throughout our school in order to continue to promote cultural awareness.

- Work with our Parent Action Teacher Team (PATT) to offer information and training on: Computers, parenting workshops, Bullying, Health and Nutrition, GED preparation and English classes to those who did not speak English.

- Provide training on diversity for all staff members and stake holders.

- Offer extracurricular activities for after school and select weekends to provide alternatives to the streets.

- Recruit bilingual staff members to assist our English Language Learners (ELL) population.

In order to continue to improve standardized test scores (GlobalScholar, MEAP and the preparation of future state mandated standardized test) while incorporating Common Core state Standards and best practices, we will:

➢ Continue to provide tutorial programs that focus on reading and mathematics that focus on improving student achievement.

➢ Further utilize the Data Team process to assist with the evaluation of student achievement and make adjustments within our instruction based upon the data collected.

➢ Continue to meet monthly to monitor our school improvement plan and make adjustments when needed to address the areas of our student's needs and deficiencies.

➢ Utilize lead teachers, by grade level, to assist with the development of professional development for teachers and staff that is aligned with the goals and objectives of student achievement listed within our school improvement plan.

➢ Continue to offer and provide professional development that is aligned with our school improvement plan for all stake holders.

➢ Provide training and information to all staff and stake holders that will assist them with preparing our students for the Common Core standards according to state benchmarks and guidelines.

➢ Enhance teacher resources and materials for standardized tests preparation

➢ Continue to use technology within the classroom to prepare for standardized testing.

➢ Further evaluate our programs and teaching practices to assist teachers with the development of best practices.

➢ Continue to utilize the Response to Intervention (RTI) model to assist struggling

learners with the interventions needed at increasing levels of intensity to accelerate

their rate of learning.

In order to address the challenges of the academy the Board of Hope of Detroit Academy

has made long range plans that are supportive to the needs of the students and aligned with

addressing the challenges of the Academy. These plans have also been outlined within the

school Improvement plan and are continually monitored by administration and the Board.

Describe how the Board of Directors has demonstrated growth as a governing body during this

contractual period.

The Board of Directors of Hope of Detroit Academy has continued to demonstrate growth

as a governing body by being an active member of the Michigan Association of Public School

Academies (MAPSA), Michigan Association of Charter Schools Boards (MACSB) and by

attending leadership trainings provided by Ferris State University to keep abreast of new

developments in the charter school movement. The Board has continued to host Annual Board

retreats off site for professional development in which they have utilized professionals to assist

with strategic planning and reviewing the Academy's Mission and Vision statements in order for

the academy to continue to grow and allow for change based upon the needs of the academy and

its students. They also have planned professional developments to reflect in the areas budget,

compliance, curriculum, technology and the future expansion of the academy. The Board

members of Hope of Detroit Academy remain very involved in the school, they have continued to

attend school functions on a regular basis and they have continued to donate their time and efforts

to attend fieldtrips, provide fundraising events. The Board members have attended the meetings of other school Boards and have provided opportunities for other school Board members to attend their meetings to share and experience how other Boards conduct business at their schools. The members of the Board have shown the commitment and consistency needed to provide the structure and the opportunities for continued growth of the academy by attending and providing the quorum needed to have regularly planned meetings. To address the continued growth of the academy, the socio-economic issues of the students and the continued need for improvement in student test scores the Board will further investigate opportunities to grow as a governing body into the next contractual period.

Reauthorization/Mid-Contract Review Application Signature Page*

Board Signatures:

(signature) Thomas R., President
Name

8-27-13
Date

(signature) Erin Mcfadden Jinn, Vice-President
Name

August 27, 2013
Date

(signature) Roslyn C. Love, Secretary
Name

8/27/13
Date

(signature) Treasurer
Name

8/27/13
Date

(signature) Jenkins
Name

8/27/13
Date

(signature) Alberta Galega
Name

8/27/13
Date

(signature)
Name

8/27/13
Date

Date of Board meeting review _____ 8-27-13

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