



CHARTER SCHOOLS  
OFFICE

# **Hope of Detroit Academy**

## **REAUTHORIZATION REVIEW**

**September 23-24, 2008**



FERRIS STATE UNIVERSITY

*Imagine More*

## 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 Value Added student achievement rubric

Meeting or exceeding an overall Meeting Standards score on the Charter Schools Office Assessment Rubric

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
- Humanness

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

Next to the authorization of a Public School Academy, the oversight, evaluation, and reauthorization of that academy are the most important job a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes this responsibility seriously, and has prepared this document as an intensive report on the PSA's status at the 36-Month Review, or as the academy is considered for Reauthorization.

The report contained in this document was prepared by a visitation team comprised of members of the CSO, which may have also included an outside reviewer(s) hired for this specific review by the CSO. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation either provided by the academy or gathered by the interviewers.

A final copy of this report has been given to each member of the Board of Directors, the School Leader(s), and a copy to the Educational Service provider (if applicable). Please call the CSO at (231) 591-5802 if there are any questions about this report or visit our website: [www.ferris.edu/charterschools](http://www.ferris.edu/charterschools) for more information on FSU-authorized public school academies.

\*All data contained in this report is deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared.

**TOTAL SCORE**

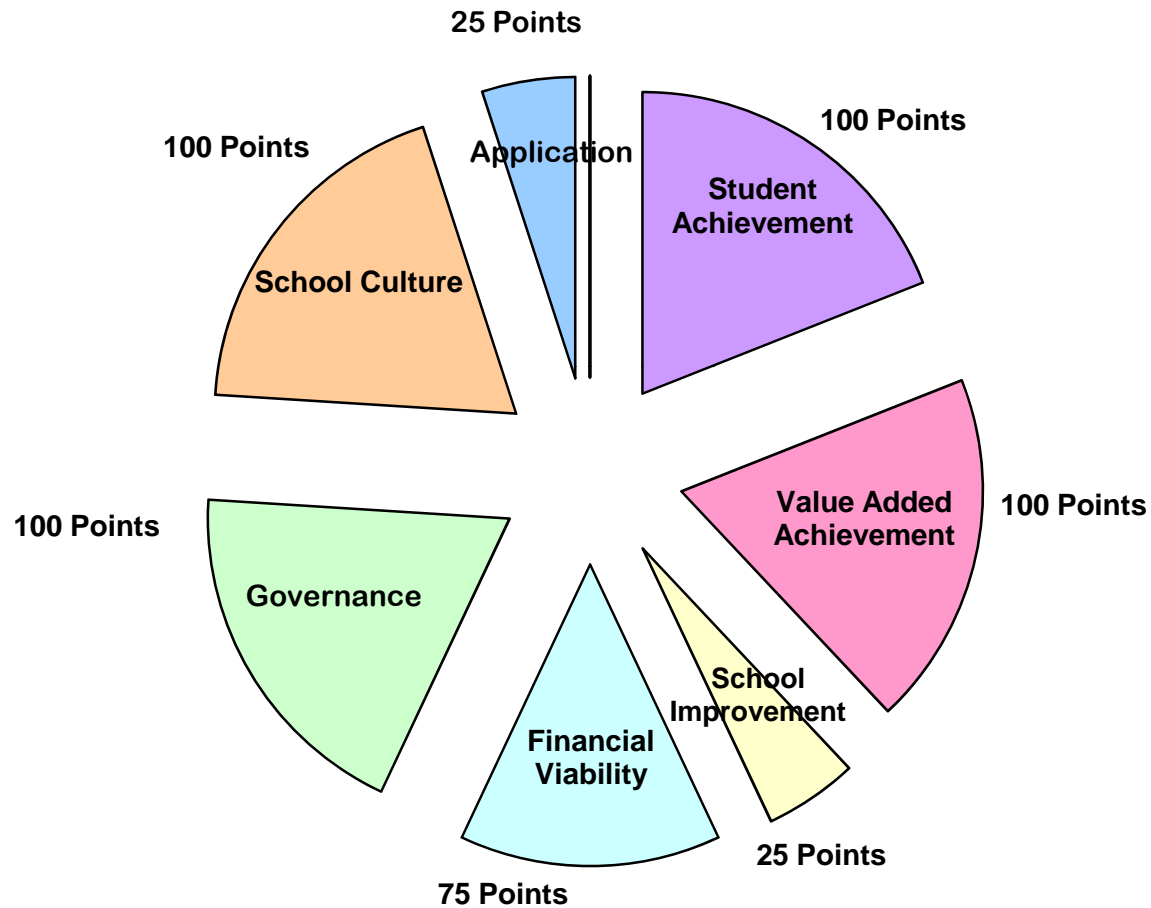
472.5-525 = Exceeding Standards  
393-472.4 = Meets Standards  
315-392.9 = Needs Improvement  
314.9 & Below = Deficient

525 Points Maximum



CHARTER SCHOOLS OFFICE

**Reauthorization Formula**



# Reauthorization Review Point Tally Sheet

Academy Name: **HOPE OF DETROIT ACADEMY**

Dates of Visitation: **September 23-24, 2008**

Status: **MEETS STANDARDS**

Overall Percentage: **86.39**

<i>Section</i>	<i>Points Possible</i>	<i>Points Achieved</i>	<i>Category</i>
Student Achievement	100	74.8	Needs Improvement
Value Added Achievement	100	85.6	Meets Standards
School Improvement	25	22.8	Exceeds Standards
Financial Viability	75	73.4	Exceeds Standards
Governance	100	79.8	Meets Standards
School Culture	100	96	Exceeds Standards
Reauthorization Application	25	21.2	Meets Standards
<b>Total Score:</b>	<b>525</b>	<b>453.6</b>	Meets Standards

## Visitation Team Members

Name: Ronald Rizzo

Signature:



Name: Jim Ridders

Signature:



Name: Ed McKeehan

Signature:



Name:

Signature:

Name:

Signature:

Team Chair: Ronald Rizzo

## TOTAL SCORE

472.5 - 525	Exceeds Standards	90%+
393 - 472.4	Meets Standards	75% - 89%
315 - 392.9	Needs Improvement	60% - 74%
314.9 & Below	Deficient	Below 60%

*525 Points Maximum*

## Executive Summary-Hope of Detroit Academy Reauthorization Visitation

It is the opinion of the visitation team and the Ferris State University Charter Schools Office (CSO) that Hope of Detroit Academy has made steady and continuous progress since being reauthorized in 2004. Undergoing a significant demographic change four years ago, the Academy has stayed on the front edge of this change and has looked for ways to reach the students and parents who have embraced HDA as their school of choice. Three areas in particular have surfaced as points of pride for the HDA:

- **Student Achievement** The academy is currently in phase zero status of the *No Child Left Behind Act* and has achieved Adequate Yearly Progress (AYP) each year on the Michigan Ed YES! Report Card. The school's composite grade is currently a C on the report card, and it has been noted that this is an area that needs improvement. Nevertheless, the academy has exceeded the State AYP targets by 10 % over a two out of three year average in Math and English Language Arts. The academy is currently behind the state MEAP average scores in all areas except grade 8 English Language Arts and grade 8 Math. At the local level, the academy has outpaced their relative host district, the Detroit Public Schools in several areas over the past few years.
- **Climate /Culture** The academy climate and culture is one of mutual respect, and high expectations for student achievement. Students at the academy are respectful of adults and many of them greeted the Visitation Team during their stay.
- **Leadership** The school administrators, Benny Cruz and Ali Abdel are to be commended for their efforts to create an environment where staff report that they feel valued and appreciated. In turn, it appears that staff are willing to "go the extra mile" for the academy both personally and professionally. Likewise, the Board of Directors of HDA has exhibited the leadership necessary to empower the school leaders to carry out the Board's directives and at the same time not feel micromanaged in the process.

The HDA Board has expressed the goal of eventually withdrawing from the Consortium High School to support a high school specifically for Hope of Detroit students and the Board is currently exploring the feasibility of this addition. While the CSO is supportive of this growth should the Board decide to pursue this change, the Board will need the permission of the CSO to add a new high school. At that time, the CSO will require a strategic plan extended several years to show the fiscal and academic ramifications of such a decision.

The CSO and the Visitation Team extends their thanks for the warmth and hospitality shown them not only on their visit, but on all trips to Hope of Detroit Academy.



Ronald S. Rizzo  
Team Chair

## Student Achievement

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		<b>14 Points</b>	<b>11.2 Points</b>	<b>9.8 Points</b>	<b>0 Points</b>	
<b>AYP: Achievement</b>	<b>14/14</b>	The school exceeded State AYP targets by 10% or more in both Math and ELA on a 2 out of 3 year average.	The school met State AYP targets in both Math and ELA on a 2 out of 3 year average.	The school met AYP in either Math or ELA on a 2 out of 3 year average.	The school did not meet AYP in either Math or ELA on a 2 out of 3 year average.	
<b>AYP: Participation</b>	<b>14/14</b>	The school tested over 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested at least 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested between 90% to 94% of its students in either Math or ELA on a 2 out of 3 year average.	The school tested fewer than 90% of its students in both Math and ELA on a 2 out of 3 year average.	
<b>AYP: Other Indicators</b>	<b>14/14</b>	The school's attendance rate was greater than 85% and/or the school's graduation rate was greater than 80% on a 2 out of 3 year average.	The school's attendance rate was 85% and/or the school's graduation rate was 80% on a 2 out of 3 year average.	The school's attendance rate was 80% to 84% and/or the school's graduation rate was 70% to 79% on a 2 out of 3 year average.	The school's attendance rate was below 80% and/or the school's graduation rate was below 70% on a 2 out of 3 year average.	
<b>Composite Grade as Assigned by MDE in Ed Yes!</b>	<b>9.8/14</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D or below</b>	
<b>Relative Performance to State</b>	<b>0/14</b>	The school outpaced the State MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the State MEAP percent proficient in any year in a 3 year period in either ELA or Math.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		<b>14 Points</b>	<b>11.2 Points</b>	<b>9.8 Points</b>	<b>0 Points</b>	
<b>Relative Performance to the Resident District</b>	<b>11.2/14</b>	The school outpaced the District MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the District MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
<b>Relative Performance to a Demographically Comparable School</b>	<b>9.8/14</b>	The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
<b>School Improvement Status</b>	<b>2/2</b>		The school is not identified for improvement. <b>2 Points</b>		The school is identified for improvement. <b>0 Points</b>	
<b>Total Points Earned</b>	<b>74.8/100</b>					



**Value Added Achievement**  
**Based on the Required Assessment of 95% of Enrolled Students**  
(MI-Access Students Not Included)      Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Value-Added Student Gains Math</b>	<b>20.9/25</b>	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 1 to 2 year average as measured by a norm referenced test.  <b>25 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test.  <b>20.9 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test  <b>17.9 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test.  <b>0 Points</b>	
<b>Value-Added Longitudinal 3-year Cohort Math</b>	<b>17.9/25</b>	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 1 to 2 year average as measured by a norm referenced test.  <b>25 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test.  <b>20.9 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test.  <b>17.9 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test.  <b>0 Points</b>	Baseline '05-06- Only 2 years of data available

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Value-Added Student Gains Language Arts</b>	<b>10.9/12.5</b>	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>12.5 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>10.9 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>8.8 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>0 Points</b>	
<b>Value-Added Student Gains Reading</b>	<b>12.5/12.5</b>	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>12.5 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>10.9 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>8.8 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>0 Points</b>	
<b>Value-Added Longitudinal 3-year Cohort Language Arts</b>	<b>10.9/12.5</b>	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>12.5 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>10.9 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>8.8 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test. <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Value-Added Longitudinal 3-year Cohort Reading</b>	<b>12.5/12.5</b>	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 1 to 2 year average as measured by a norm referenced test.  <b>12.5 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test.  <b>10.9 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test  <b>8.8 Points</b>	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 1 to 2 year average as measured by a norm referenced test.  <b>0 Points</b>	
<b>Total Points Earned</b>	<b>85.6/100</b>					

## School Improvement

Total Possible Points: 25

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Strand I: Teaching For Learning Ed Yes! Performance Indicators</b>	<b>5.8/7</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>7 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>5.8 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>4.6 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>Strand II: Leadership Ed Yes! Performance Indicators</b>	<b>7/7</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>7 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>5.8 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>4.6 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>Strand III: Personnel &amp; Professional Learning Ed Yes! Performance Indicators</b>	<b>3/4</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>4 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>3 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>2 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>Strand IV: School &amp; Community Relations Ed Yes! Performance Indicators</b>	<b>2/2</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>2 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>1.5 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>1.0 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Strand V: Data &amp; Informational Management Ed Yes! Performance Indicators</b>	<b>3/3</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>3 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>2 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>1 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>School Improvement Plan Ed Yes! Performance Indicators</b>	<b>2/2</b>		There is one annually updated comprehensive written plan that encompasses all current educational mandates (i.e. PA 25, Title I, NCLB, Ed Yes!) and other school wide improvement efforts. <b>2 Points</b>		There is a school improvement plan, but it lacks several of the key components required by the State. <b>0 Points</b>	
<b>Total Points Earned</b>	<b>22.8/25</b>					

## Financial Viability

Total Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		<b>10 Points</b>	<b>8.4 Points</b>	<b>7.2 Points</b>	<b>0 Points</b>	
<b>Budget Development</b>	<b>8.4/10</b>	Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process more than twice prior to budget adoption	Board meeting minutes document that budget development appears on a regular Board meeting agenda at least twice prior to budget adoption		No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process	
	<b>10/10</b>	Board meeting minutes document that the improvement of student achievement is the primary determinant for the allocation of financial resources	Board meeting minutes document that student achievement is a consideration in the allocation of financial resources		Board meeting minutes document that there is little or no evidence that student achievement is the main consideration when allocating financial resources	
	<b>10/10</b>		The Board develops its budget based upon specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)		There is little or no evidence that the Board bases its budget development on the concept of budget assumptions	
	<b>10/10</b>		<b>10 Points</b>		<b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	10/10		Every member of the Board receives monthly financial statements prior to each regularly-scheduled Board meeting  <b>10 Points</b>	Only the Board Treasurer receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting  <b>7.2 Points</b>	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings  <b>0 Points</b>	
	10/10		The Board receives its up-to-date financial report on not less than a monthly basis  <b>10 Points</b>	The Board receives financial reports on an irregular basis  <b>7.2 Points</b>	The Board does not closely monitor financial reports  <b>0 Points</b>	
	4/4		The Board meeting minutes document that the budget development process begins in January for the succeeding year  <b>4 Points</b>	The Board meeting minutes document that the budget development process begins no later than March for the succeeding year  <b>2.4 Points</b>	The Board meeting minutes document that the budget development process begins after March for the succeeding year  <b>0 Points</b>	
<b>Audit/Fund Balances</b>	9/9	9 Points	The Board employs an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees  <b>7.5 Points</b>		The Board does not employ an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees  <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	4/4	The Board has a long range spending plan and maintains a minimum fund balance for anticipated projects in accordance with generally accepted accounting principles (10%-15%) <b>4 Points</b>	The Board maintains the minimum fund balance required by the CSO (3%-5%) <b>3 Points</b>		The Board does not maintain the minimum required fund balance (3%-5%) <b>0 Points</b>	
	5/5		Audit was completed in a timely manner, is submitted to the State by or before October 31, and results are shared with the Board of Directors during a public presentation <b>5 Points</b>	Audit was performed within specified timeframe, but Board of Directors did not receive it in advance of meeting for approval or questions <b>4.4 Points</b>	Audit was not performed within specified timeframe and was not shared with the Board of Directors in a timely manner <b>0 Points</b>	
	3/3		The Academy's audit was unqualified with no reportable conditions <b>3 Points</b>	The Academy's audit was unqualified with some reportable conditions <b>1 Point</b>	The Academy's audit was qualified with a management letter and board response <b>0 Points</b>	
<b>Total Points Earned</b>	<b>73.4/75</b>					



## Governance

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		<b>8 Points</b>	<b>6.7 Points</b>	<b>5.7 Points</b>	<b>0</b>	
<b>Leadership</b>	<b>6.7/8</b>	The Board of Directors has all relevant policies in place in accordance with State and federal laws and regulations and consistently demonstrates a familiarity with those policies at Board meetings and in documents	The Board of Directors has all relevant policies in place in accordance with State and federal laws and demonstrates some familiarity with them	The Board of Directors has all relevant policies in place in accordance with State and federal law but are unfamiliar with those policies	The Board of Directors has few policies in place that are required by State and federal law, and the Board policy book has not been regularly updated	
	<b>5.7/8</b>	The Board of Directors has an active candidate pool with more than two (2) applications for every anticipated vacancy	The Board of Directors actively solicits applications for its candidate pool and has two (2) applications on file	The Board of Directors only solicits applications when it anticipates a vacancy	The Board of Directors has no active candidate pool and does not actively solicit applications	The CSO has no applications in the "wings" for HDA
	<b>6.7/8</b>	The Board of Directors has developed a strategic plan and actively pursues it. It also reviews the details of the school improvement well in advance of its adoption. The Strategic Plan is referenced often in Board discussion	The Board of Directors has a strategic plan and a representative assigned to the school improvement team. Most Board members seem knowledgeable of it	The Board of Directors rarely updates or discusses its strategic plan and school improvement plan	The Board of Directors has no strategic plan and the school improvement plan is in strong need of review and revision	The Board obviously has a plan-however there is a sense that it is not formalized.
	<b>7.8/13</b>	The Board of Directors asks for, and receives detailed monthly progress reports on student academic achievement	The Board of Directors receives a monthly report from its administrative staff on student academic achievement	The Board of Directors may, or may not, receive quarterly student achievement reports, at a minimum	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports	Minutes do not reflect consistent discussions of student achievement
		<b>13 Points</b>	<b>9.7 Points</b>	<b>7.8 Points</b>	<b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	6.7/8	The entire Board of Directors demonstrates faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of quorum <b>8 Points</b>	The Board of Directors establishes its annual meeting calendar and adheres to the schedule that it has approved and rarely cancels meetings due to lack of quorum <b>6.7 Points</b>	Some Board members do not fulfill their commitment to the board by missing meetings on a regular basis <b>5.7 Points</b>	The Board of Directors often cancels or reschedules meetings, and/or calls special meetings on a somewhat regular basis <b>0 Points</b>	
	4.2/5	The Board of Directors has established core values, vision, and mission statements and demonstrates its commitment to communicating these ideals <b>5 Points</b>	The Board of Directors has established core values, vision, and mission statements <b>4.2 Points</b>	The Board of Directors has established core values, vision, and mission statements but members do not appear to be very familiar with it <b>3.6 Points</b>	The Board of Directors does not appear to govern through established core values, vision, and mission statements <b>0 Points</b>	Vision and mission statements appear to have been developed by SIP but endorsed by Board
<b>Professional Development</b>	5/5	The Board of Directors includes money for its own professional development in its annual general fund budget and each member of the Board participates in at least one professional development activity annually <b>5 Points</b>	The Board of Directors includes money for its own professional development in its annual general fund budget and most Board participates annually <b>4.2 Points</b>	There is little or no evidence that The Board of Directors includes money for its own professional development in its annual general fund budget or that Board members attend professional development <b>3.6 Points</b>		
<b>Compliance Reporting (AOIS)</b>	10/10	The school consistently submits documents on time and experiences 100% reporting compliance for 3 or more years <b>10 Points</b>	The school experiences 90%-99% reporting compliance for at least 2 of last 3 years <b>8.4 Points</b>	The school experiences 89%-76% reporting compliance for 1 of last 3 years <b>7.2 Points</b>	The school experiences 75% or less reporting compliance <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Educational Contract Goal Performance</b>	0/8	The school has clearly exceeded the majority of its contract goals <b>8 Points</b>	The school has met its contract goals <b>6.7 Points</b>	The school has made partial progress toward the contract goals <b>5.7 Points</b>	The school has not successfully met any of its contract goals <b>0 Points</b>	The school has not achieved any of its contract goals
<b>Administrator Continuing Education Credits</b>	5/5		All Administrators meet CEU requirements <b>5 Points</b>		Not all administrators meet CEU requirements <b>0 Points</b>	
<b>Special Education/504-Delivery of Services</b>	5/5		The school's Special Education Program meets all state and federal regulations and has a child find process in place to identify students who may be eligible for Special Education & 504 services <b>5 Points</b>	The school is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students <b>4.1 Points</b>	The school's Special Education program is not in compliance with the state and federal regulations <b>0 Points</b>	
<b>Governance Yes or No</b>	<b>Score</b>	<b>YES</b>			<b>NO</b>	<b>Comments</b>
The board is in compliance with all the terms and conditions of its contract with Ferris State University Board of Trustees?	5/5	5 Points			0 Points	

<b>Governance Yes or No</b>	<b>Score</b>	<b>YES</b>			<b>NO</b>	<b>Comments</b>
The Charter Schools enrollment process is in compliance as defined by the Revised School Code	<b>4/4</b>	<b>4 Points</b>			<b>0 Points</b>	
The board is in compliance with the Open Meetings Act?	<b>4/4</b>	<b>4 Points</b>			<b>0 Points</b>	
The board posts timely notices of its annual meeting schedule and all regular and special meetings?	<b>4/4</b>	<b>4 Points</b>			<b>0 Points</b>	
<b>Total Points Earned</b>	<b>79.8/100</b>					

## School Culture

Total Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Safe &amp; Orderly Environment</b>	<b>7.5/7.5</b>		Academy staff members and the Board have developed behavioral expectations which create a safe and orderly academic environment that is conducive to learning  <b>7.5 Points</b>	The academy and the Board have developed behavioral expectations for students but they are not consistently enforced  <b>3.5 Points</b>	Little or no evidence exists that the academy has developed behavioral expectations or that they are consistently enforced  <b>0 Points</b>	Teachers and Administration work together to provide effective learning environment
	<b>7.5/7.5</b>		Staff members consistently demonstrate that they share responsibility for student discipline. Adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the school  <b>7.5 Points</b>	Staff members do not consistently demonstrate that they share responsibility for student discipline. Adults and students are not always observed supporting and encouraging respectful and collaborative behavior throughout the school  <b>3.5 Points</b>	Little or no evidence staff members demonstrate that they share responsibility for student discipline. Adults and students are not observed supporting or encouraging respectful and collaborative behavior throughout the school  <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Staff Stability</b>	<b>7/7</b>		There has been insignificant building administrator turnover (2 or less) in the past 5 years  <b>7 Points</b>		There has been significant building administrator turnover (3 or more) in the past 5 years  <b>0 Points</b>	
	<b>7/7</b>		40% or less of the teaching staff have turned over during the past 5 years  <b>7 Points</b>		More than 40% of the teaching staff have turned over during the past 5 years  <b>0 Points</b>	Staff Turnover rate is 33.8%
<b>Site and Facilities</b>	<b>10/10</b>		The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning  <b>10 Points</b>	The physical facility is not always inviting, attractive, clean, well-maintained, or conducive to safety and learning  <b>5 Points</b>	The physical facility is not inviting, attractive, clean, or well-maintained or conducive to safety and learning  <b>0 Points</b>	
	<b>10/10</b>		All emergency systems are operational, well-maintained, and inspected on a regular basis  <b>10 Points</b>	Some emergency systems are in working order and are inspected on a regular basis  <b>5 Points</b>	Little or no evidence that emergency systems are in working order and inspected on a regular basis  <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8		All hazardous chemicals and cleaners are properly labeled and safely secured  <b>8 Points</b>	Most hazardous chemicals and cleaners are properly labeled but are not always safely secured  <b>4 Points</b>	Hazardous chemicals and cleaners are not properly labeled nor safely secured  <b>0 Points</b>	Custodial staff do a good job of securing all toxic cleaners.
	4/8		All areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment  <b>8 Points</b>	Some areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment  <b>4 Points</b>	Ventilation and heating/cooling are not suitable for the working/learning environment  <b>0 Points</b>	Airflow and heat issues. A number of problem areas in in this building. Suggest at least a room air conditioner in the computer lab.
	8/8		Restrooms and other public areas are well-maintained, clean, and inviting  <b>8 Points</b>	Restrooms and other public areas are not generally well-maintained, clean, or inviting  <b>4 Points</b>	Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory  <b>0 Points</b>	
	7/7		All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning  <b>7 Points</b>	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning  <b>4.6 Points</b>	Some questionable lighting areas. Lighting is generally poor and not conducive to teaching and learning  <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Parent/Family Involvement and Communication</b>	<b>5/5</b>		The school uses a variety of strategies to facilitate communication with its parents/families paying particular attention to the economic and cultural diversity of its population  <b>5 Points</b>	The primary focus of school communication is one-way from the school with little consideration to the economic and cultural diversity of its population  <b>3.6 Points</b>	No evidence of a formalized communication strategy or for consideration to the economic and cultural diversity of its population  <b>0 Points</b>	The school looks for ways to bridge the language barrier and to include parents in the cultural and social life of the school
		<b>YES</b>		<b>NO</b>		
	<b>5/5</b>	Parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities  <b>5 Points</b>		Little or no evidence to suggest that parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities  <b>0 Points</b>		Management and administration look for ways to make the school the center of the community culture.
<b>Community Involvement</b>	<b>5/5</b>	A variety of methods are used to communicate with the diverse populations within the community including but not limited to: businesses, educational institutions and community agencies. The methods are designed to keep the community informed and to solicit input.  <b>5 Points</b>		Little or no evidence to suggest that a variety of methods are used to communicate with the diverse populations within the community including but not limited to: businesses, educational institutions and community agencies. The methods are designed to keep the community informed and to solicit input.  <b>0 Points</b>		



Competency	Score	YES	NO	Reviewer Comments
	5/5	<p>The school has established partnerships with business and community agencies to supplement comprehensive health and human services to students and families.</p> <p><b>5 Points</b></p>	<p>The school has not established partnerships with business and community agencies to supplement comprehensive health and human services to students and families.</p> <p><b>0 Points</b></p>	
<b>Total Points Earned</b>	<b>96/100</b>			

# **HOPE OF DETROIT ACADEMY BOARD INTERVIEW SUMMARY**

## **September 23-24, 2008**

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

### ***1. What are you most proud of at Hope of Detroit?***

- Family environment
- Cultural differences
- Safety
- Maintaining enrollment
- Friendly atmosphere
- Teachers care about student progress

### ***2. What could be improved?***

- Growth- high school
- Language growth
- Space
- Want to become K-12
- Need help with ESL in lower grades
- Have classes for parents
- Bilingual education

### ***3. On a scale of 1-10, how would you rate the information you receive to support administrative recommendations?***

- 9- The Leona Group weaker
- 9- from school administration
- Leona- lower score: blame the school staff if something is wrong
- 9- they're not afraid to tell us stuff

***4. How would you describe the role of the board in ensuring the success of Hope of Detroit?***

- Budget is the boards responsibility
- Willing to tell Leona no; tell them when something is not Leona's responsibility
- We monitor everything

***5. Tell about an experience that demonstrates the board's support of the Hope of Detroit mission.***

- Focus on developing a high school
- Multicultural emphasis
- Want to move forward with a high school program
- Trying to follow through with diversity on the board
- Everyone agrees with everyone's position- we want to continue educating children
- This school is a melting pot

***6. How do you determine the allocation of funds?***

- Curricular needs flexible
- Grants are restrictive, but had to decide how to change
- More money to ESL teachers, new reading skills
- Allocated funds for a new English program

***7. Describe the board's role in strategic planning and goal setting.***

- Need to focus on school improvement
- School leaders and staff do a good job, but covered micromanaging
- Seems distorted to me- I'm not sure
- We know what our roles are

# **HOPE OF DETROIT ACADEMY**

## **ADMINISTRATIVE INTERVIEW SUMMARY**

### **September 23-24, 2008**

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

***1. What are you most proud of at Hope of Detroit?***

- Able to do so much with so little- come a long way in a short time. Do much with very little.
- We rounded exposure through field trips
- Several Electives
- What's important to us is the students have a well-rounded experience
- We've been successful- we keep shooting for the stars

***2. What areas do you feel could be improved (what keeps you up at night?)***

- Facility- need to expand for our kids
- Maintain the city park next door
- We're busting at the seams- need to expand

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

- 9 – nobody is perfect
- Last 4-5 years, we focused on respect and professionalism.
- True friendships exist among staff.
- 9
- We work tirelessly to get the respect and professionalism goal on staff

- We do a number of things together and hang out

**4. *What does Hope of Detroit offer that is unique from the local districts? How do you know it is unique?***

- Loved and welcome here, multicultural- Diversity is celebrated.
- No matter who you are, you're welcome here
- We respect each other's cultures and backgrounds

**5. *What are the top TWO things that Hope of Detroit needs to do for its long term health and longevity?***

- Student achievement is key
- Expansion our bragging point
- Fiscal responsibility- enrollment is important
- We need to make sure kids are learning
- Viability- student achievement
- Expansion of facilities
- Continue the leadership of the school

**6. *What is the one phrase that parents might use to describe Hope of Detroit? Why do you think so?***

- Caring- they know we care and go above and beyond.
- Caring- they know we care about their kids

**7. *Anything for our attention?***

- 

**8. *Questions for the interviewer***

# **HOPE OF DETROIT ACADEMY STAFF INTERVIEW SUMMARY September 23-24, 2008**

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

## ***1. What are you most proud of at Hope of Detroit?***

- Dedication
- Teamwork
- How far we've come in a short time- things get implemented easily and quickly
- Teacher collaboration- I'm able to teach without a script
- We change easily (past 4-5 years)
- Atmosphere
- Climate and school leaders
- Well organized- success-stability
- Go anywhere for help, no bad questions
- Go far beyond what is necessary

## ***2. What could be improved?***

- The building
- Too much at once sometimes- overwhelming
- Time to incorporate
- Special education assistance
- Additional ESL teacher helps
- Sometimes the professional development is overwhelming
- We have the tools to work with students, but sometimes not enough time
- Too much at once
- Outgrown facility
- More special education

3. *On a scale of 1-10, how would you rate the culture/climate of Hope of Detroit?*

- 8
- 9- consensus: everyone is committed to common goal
- 9- there's always room for improvement
- Always open to ideas
- 9
- 8- some work to do with collaboration
- Definitely grown- much improvement in the last year
- Custodial staff is fantastic

4. *Do you feel supported by: A.) Administration; B.) Board; C.) Other Staff; D.) Parents?*

A. Administration	B. Board	C. Other Staff	D. Parents
<ul style="list-style-type: none"> <li>• Yes</li> <li>• Yes, 100%</li> <li>• Yes, 100%</li> <li>• 100%</li> <li>• Yes</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Yes, many needs have been met</li> <li>• Yes, we've never had trouble</li> <li>• Yes</li> <li>• Yes, have worked with good sounding board</li> </ul>	<ul style="list-style-type: none"> <li>• Yes!</li> <li>• Yes</li> <li>• Definitely</li> <li>• Definitely</li> <li>• Yes</li> </ul>	<ul style="list-style-type: none"> <li>• Improving!</li> <li>• Yes, when we reach out they respond</li> <li>• Yes, when we reach out to parents they respond</li> <li>• Yes</li> <li>• Yes, increasing involvement</li> </ul>



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

- Yes, if living in this area
- Yes
- Yes
- Yes

6. *If you could choose only ONE thing from this list, what would it be?*

- a. More Pay
- b. More Planning time
- c. More Autonomy
- d. More recognition

- More pay
- More pay, planning time
- More pay
- More pay, planning time
- More pay

7. *Anything else for our attention?*

- Bilingual
- A/C and ventilation
- School is in great shape
- Resources: get what we need
- Timing of Scantron test
- Spoiled tests are a problem
- Scantron- can we use it differently?
- Break it up- Math in January and ELA in February

# **HOPE OF DETROIT ACADEMY PARENT INTERVIEW SUMMARY September 23-24, 2008**

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

***1. Why did you choose to have your child(ren) attend Hope of Detroit Academy?***

- Neighborhood—highly recommended—uniforms are a bonus—great experience
- Multicultural experience is important—kids love it here.
- 4 children—school is multicultural—no incentives are great—education is priority—open communication
- We feel comfortable here
- They hold the children accountable for their learning
- Highly recommended by family members
- We drive 30 minutes because my kids love it here
- I've seen the school grow; I love the multicultural aspect

***2. On a scale of 1-10 (10 highest), rate the culture/climate of Hope of Detroit Academy?***

- 10 (all)
- Recognize everyone
- Good respect + atmosphere
- 10

***3. How responsive is the school administration/board to concerns or complains?***

- Administration very responsive - “on the spot”
- No board experience/contact
- I've never had to deal with the Board

- They take care of stuff immediately—they get down to business
- The office is on the job
- They always let us know about issues
- They follow through

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

- Boring—not enough trouble and disruption.
- Tough on dress code
- Uniforms
- None

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

- Art, music
- Science
- Math
- Ms. Jenkins—math teacher—talks about grades
- Talk about incentives and rewards...teachers follow through.
- Music is important
- MEAP Saturday sessions

**6. *Are you satisfied with the rigor of the classes and curriculum?***

- Yes—individualization
- I like how they're using computers
- Excellent
- Love the teachers
- Very satisfied—difficult to be able to help with homework.
- I love this school

**7. *Anything for our attention?***

- Parents are invited to be involved.
- More teams would be nice—I'd like to see more athletics
- Background checks on all volunteers
- After-school activities are important
- Park improvements would be nice—I wish they could spruce up the park next door
- Painting and cleanliness—very nice.

**8. *Questions for the interviewer.***

-

# HOPE OF DETROIT ACADEMY

## STUDENT INTERVIEW SUMMARY

September 23-24, 2008

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

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

**Elementary**

-Recess

**Secondary**

-Lunch, gym 1 day/week

-math=favorite

***2. Do you feel that overall; the adults here at Hope of Detroit are fair to students?***

**Elementary**

-Many kids get picked on

-Some get treated better than others; half of the class gets in trouble

**Secondary**

***3. On a scale of 1-10, how do you feel about being here at Hope of Detroit? Do you feel: Wanted? Safe, Protected? Picked-on?***

**Elementary**

-Long term 8-9

**Secondary**

***4. If you could change ONE thing about Hope of Detroit, what would it be?***

**Elementary**

-Gym- A/C

**Secondary**

-School lunches, food not cooked

- Uniform, no ties
- Hot computer labs, gym needs help
- More science equipment

5. *Do you feel your classes are not challenging enough, too challenging, or just right?*

**Elementary**

- Yes and no, math is good

**Secondary**

6. *Would or do you recommend Hope of Detroit to your friends who do not go here? If you had a choice independent of your parents, would you continue to go here? Why or why not?*

**Elementary**

- Yes
- Yes

**Secondary**

7. *What is the one phrase you would use to describe attending school at Hope of Detroit?*

**Elementary**

- Strict, caring, knowledgeable, fun
- Caring, Strict, field day

**Secondary**

8. *Anything for our attention?*

**Elementary**

- Building, gym, lockers, science lab
- More sports, lockers, field trips

**Secondary**

- 8<sup>th</sup> grade field trip

# Reauthorization Application Review Rubric

Ferris State University  
Charter Schools Office

1. A. Is the academy making academic progress?  B. 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 Scantron or Terra Nova Tests.   <
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*\*Points are an AVERAGE of the scores of each reviewer*

ACADEMY: **Hope of Detroit**

Reviewers: Ronald Rizzo, Ed McKeehan, Jim Ridders, Rebecca Shankland

# Reauthorization Application Review Rubric

Ferris State University  
Charter Schools Office

2. A. What progress has been made toward meeting the academy's mission?  B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?   <
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# Reauthorization Application Review Rubric

Ferris State University  
Charter Schools Office

3. A. Is the academy financially solvent and stable?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	S U S T A I N A B I L I T Y
				X	
	<p><b><i>What reviewers will look for:</i></b></p> <p><i>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.</i></p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"><li>• Well done</li><li>• Narrative states fund balance but not the Board’s philosophy of fund balances</li></ul> <p><b>Points=2.25</b></p>				
Total Possible Pts = 2.5					

# Reauthorization Application Review Rubric

Ferris State University  
Charter Schools Office

3. B. Is student enrollment stable and near capacity?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	V I A B I L I T Y
				X	
	<p><b><i>What reviewers will look for:</i></b> <i>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.</i></p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"><li>Clearly answered and quantifiable</li></ul> <p><b>Points=2.25</b></p>				
Total Possible Pts = 2.5					

4. A. How does the academy (staff, administrators, and Board) use assessment data to make decisions?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	D E C I S I O N S
			X		
	<p><b><i>What reviewers will look for:</i></b> <i>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?</i></p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"><li>Discussed PD that aided in disaggregation of data, however the question was not completely answered.</li></ul> <p><b>Points=3.9</b></p>				

Total Possible Pts = 5

# Reauthorization Application Review Rubric

Ferris State University  
Charter Schools Office

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?  B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.  <
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Question	Possible	Points Awarded
1	5	4.25
2	5	4.25
3	5	4.5
4	5	3.9
5	5	4.25
TOTAL SCORE: <b>21.2</b>		

CSO Reviewers: Ronald Rizzo, Ed McKeehan, Jim Rikkers, Rebecca Shankland





# *Hope Of Detroit Academy*

## **Contract Reauthorization Application**

**4443 North Campbell Street  
Detroit, MI 48210**



## **Academic Program**

### **1. A. 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 six years according to the Michigan Department of Education. The academy is currently in a phase zero status as stated by the “No Child Left Behind Act”. Our school MEAP and Scantron data revealed that our student population has made 5-10% gains yearly for both mathematics and science.

Since 2004, the student demographic population has shifted from 75% African-American to 75% Hispanic. To address the needs of our changing population, Hope of Detroit wrote the Academic Performance Grant (APG) which centered on increasing the academic performance of our English Language Learners (ELL). The grant allowed us to hire one additional full-time ELL teacher to assist the current ELL teacher and general education teachers with the language-acquisition students that are having difficulty with reading comprehension and writing. In addition, we have recruited several bilingual staff members to assist both parents and students with the language barrier. Our teaching staff has also been trained to utilize the Sheltered Instructional Observational Protocol (SIOP) model which provides instruction in lesson preparation, lesson delivery, and assessment to better serve our second language population. The academy has also identified academic weaknesses in the two core subjects of English Language Arts (ELA) and Social Studies based on MEAP data. Our School Improvement Team (SIT) convened on a monthly basis to discuss incorporating these issues in our School Improvement Plan and develop a plan for resolution. To address our ELA weakness, our curriculum committee was assigned the task of researching a new comprehensive ELA program

for the academy. According to our trend data, the previous reading program, *Success for All* (SFA), did not meet our students' academic needs. The committee evaluated three programs and the *Treasures* Reading program was selected based upon the MEAP, Terra Nova, and Scantron results and its strong ELL components. The academy also adopted *The Step Up To Writing* (SUTW) program which is a school-wide initiative to improve the organization of our students' writing. To address our weakness in social studies, we have looked at our disaggregated data from the MEAP and examined new state standards in order to purchase materials for our middle school program. Materials we have purchased include updated text books, educational DVD's, and software. Several staff members have attended professional development workshops provided by the Michigan Department of Education (MDE) for the roll-out of our new Grade Level Content Expectations (GLCE) for social studies. In fall 2008, the teaching staff will redevelop pacing guides, lesson plans, and common assessments that are more closely aligned with state social studies standards.

The academy received a two-year Comprehensive School Reform Grant (CSRG) in 2005 focused around student achievement and professional development. The professional development centered on school culture, best practices, and shared leadership. This change has resulted in significant improvements to our curriculum, personnel, and staff development. The 9 -12 grade students attend Consortium College Preparatory High School (CCPHS). CCPHS is a feeder school for Hope of Detroit Academy, George Crockett Academy, and Voyageur Academy. CCPHS has a graduation rate of 98% and 96% of the students have been accepted to a college and/or university.

**1. B. 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 Scantron, or Terra Nova Tests?**

Hope of Detroit Academy students demonstrate steady yearly progress on both criterion and standardized tests. In comparison to the local district, Detroit Public Schools (DPS), and similar demographic schools, according to the MEAP, we have a higher number of proficient students in all grades consistently in math. In the core areas of reading, writing, science, and social studies, we are similar to the percentages in grades 5-8 to the local district. In grade 8, our student proficiency numbers are similar to the state's average for reading and science. In math and writing, grade 8 is demonstrating a higher level of proficiency on the test than the average for the state. One of the challenges we have for the MEAP, is to raise our number of proficient students in grades 3 and 4 particularly in reading and writing. Below is a data table that shows comparisons of Hope of Detroit, the local district, comparable schools, and the state.

**Table 1: Comparison of percentages of proficient students for ELA**

	Hope of Detroit Academy	Detroit Public Schools	Logan Elementary/ Clippert Middle Schools	State Average
Grade 3	48.9	62.4	60.4	80.9
Grade 4	35.9	52.1	55.8	76.4
Grade 5	50	51	48.7	77.6
Grade 6	54.7	50.9	68.8	79.6
Grade 7	51.1	41.9	66.7	74.4
Grade 8	77.5	49	77.7	75.3



**Table 2: Comparison of percentages of proficient students for Math**

	Hope of Detroit	Detroit Public Schools	Logan/Clippert	State Average
Grade 3	76	70	76.3	90.1
Grade 4	63	63.7	85.9	85.8
Grade 5	49.1	44.1	61	74.2
Grade 6	46.3	39.2	74.6	72.7
Grade 7	71.1	43.5	68.1	72.7
Grade 8	87.5	38.6	70.9	71.6

**Table 3: Comparison of percentages of proficient students for Science**

	Hope of Detroit Academy	Detroit Public Schools	Logan Elementary/ Clippert Middle School	State Average
Grade 5	50.9	56.1	NA	81.7
Grade 8	75.	48.9	NA	79.3

**Table 3: Comparison of percentages of proficient students for Social Studies**

	Hope of Detroit Academy	Detroit Public Schools	Logan Elementary/ Clippert Middle School	State Average
Grade 6	40.8	38.6	NA	72.6
Grade 9	36.4	41.2	NA	70.6

When looking at the academy's MEAP data, the number of proficient students has continued to grow throughout the past three school years. Administration and staff are consistently seeing a 5-10% gain in the number of proficient students for most grade levels.



**Table: MEAP see appendix for data analysis for Cohort group enrolled before June 2006**

**M.E.A.P. Cut Scores**

Subject	2005	2006	2007
Math	441	492	545
Science	492	496	617
Social Studies	607	599	592
Reading	439	493	540
Writing	431	477	531
English Language Arts	441	488	537

**Table: Scantron gains for Cohort group enrolled before June 2006**

Subject area	Percentage of students who made significant gains
Reading	82%
Lang. Arts	84%
Math	81%
Science	83%

## **Academy Mission**

**2. A. What progress been made toward meeting the academy's mission?**

Hope of Detroit has met its mission statement by implementing strategies that reinforce the values of the school. These values include servicing a diverse student population with innovative technology and curriculum in a drug-free, safe environment. Our Hope of Detroit mission statement is:

- A. To provide a quality education through a curriculum that will meet the needs of students entering the new millennium.**

- B. To serve as a focal point for those who seek and value a multicultural, multiracial environment in which children can grow and learn.**
- C. To provide a safe and drug-free environment, and one which will motivate students to learn.**

The academy has met its mission statement through the implementation of a curriculum that allows us to meet the unique needs of our students. The curriculum is continuously updated to make sure that planning, instruction, and assessment are aligned with the most recent content expectations of the Michigan Curriculum Framework. The teaching staff has many opportunities to collaborate with grade-level partners to develop pacing guides and weekly lesson plans for their core subject areas. Those weekly plans are assessed by a full-time curriculum coach using a rubric. That rubric measures the plan's alignment with the Grade Level Content Expectations (GLCES) to provide feedback for improvement. The academy has also developed "Collaborating for Student Success (CSS)" teams which meet monthly to examine student work. The goal of the CSS team is to raise student achievement and develop continuity across grade levels. The teachers have had professional development training and been provided with an extensive amount of resources to implement best practices within the classroom.

Along with the curriculum, Hope of Detroit has invested in many technological advances for the building to ensure that its students will be prepared for the new millennium. The building was rewired to accommodate computers and internet capability in every classroom. To better utilize the technology, each classroom was also provided with their own overhead projector. The building was also updated with a wireless network to support two mobile labs with twenty-five laptop computers each. All students in grades K-8 are provided weekly computer instruction with a highly qualified instructor and it is centered on the national educational standards for



technology. We have recently updated our computer lab with twenty-eight new computers with flat screen monitors. In addition, we have two interactive *Promethean* boards-one in our library and the other in our middle school math room. For the 2008/2009 school years we will also be installing seventeen new interactive *Smart* boards in each classroom. The academy has also invested in many pieces of educational software and web-based programs to enhance the educational experiences of our students. To ensure the use of all new technology, each staff member is provided with extensive professional development and encouraged to utilize it as frequently as possible.

The academy is proud to serve a diverse student and family population. In order to best serve this community, we have consciously hired a diverse staff that mirrors the student population. The school's racial makeup is Hispanic, African-American, and Caucasian. A large majority of the students are at poverty status. Despite the major socio-economic challenges that our students have, Hope of Detroit has thrived from the benefits of its diversity. Cultural celebrations of many ethnic groups are part of the normal events acknowledged by our school. The school has developed monthly cultural themes and each classroom is responsible for creating a project. The student involvement committee and the curriculum coach observe the projects at the end of the month to determine the winning classroom. Students, staff, and parents are constantly learning the value of others.

Hope of Detroit Academy is committed to providing a safe, drug-free environment which promotes healthy life choices for its students. The school, in partnership with Wayne County Community College (WCCC) and law enforcement agencies, provides student workshops that teach the importance of remaining both drug and gang free. These presentations focus on the negative effects that drugs and gangs have on individuals and on society as a whole. As far as

safety is concerned, it is viewed as everyone's responsibility. A security guard and electronic safety mechanisms are in place to provide an infrastructure of security. To provide an orderly environment for students, the academy has also developed school-wide norms and procedures which are discussed with all students and parents at our fall orientation sessions. Hope of Detroit also participates in the Local Intervention Network Kids (LINKS) mentorship program for grades 3-8, which provides weekly workshops for students around character education and making good life choices. In the fall, all teachers will be certified to teach the Life Skills program. This is a research-based program which addresses student issues such as peer pressure, self image, and good citizenship. In addition, the academy has created a Wellness committee that works to develop programs for students that focus on the importance of nutrition and living healthy. We believe that students must have the component of safety as a fundamental requirement to be happy, comfortable and able to learn.

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

The original mission statement of the academy has not changed; however, the staff has decided to augment the current statement to make it more purposeful and succinct. The school improvement team held meetings during the 2007/2008 school year to create a new mission/vision statement that meets our current student, staff, parents, and stakeholders needs. The board approved the new changes in August 2008.

**Hope of Detroit Academy Mission Statement**

It is the mission of Hope of Detroit Academy to promote a multi-cultural community of learners who strive for excellence, determination, and achievement.



## **Hope of Detroit Academy Vision Statement**

The vision of Hope of Detroit Academy is to effectively compete in a technologically global world and strive to become successful learners of their communities.

## **Sustainability and Viability**

### **3. A. 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 a positive fund balance on a yearly basis. Hope of Detroit Academy currently has a fund balance of over \$ 1,200,000 million dollars. The academy do not rely on any outside resources to fund the school for example (Bridge Loans). All of the academy's invoices and bills are paid on time every month. The academy's auditing firm, Croskey, Lanni and Company has not reported any findings for the academy. The academy has been awarded over \$ 850,000 thousand dollars in grants since 2004: Comprehensive School Reform Grant (CSRG) - \$200K; Ferris State Academic Performance Grant (APG) - \$200K; LINKS Mentoring Grant - \$ 300K; Skillman Foundation "Making the Grade Grant" – 50 K. The staff at Hope of Detroit Academy continuously seeks and pursues outside grants to assist the academy's finances for the staff's professional development and student achievement needs. The Board meets on a monthly basis and reviews the check registers and treasures report to assure adequate spending. The Boards believes that the academy should be clean, safe and secured. The facility is maintained throughout the school year. There are projects for upgrades and repairs throughout the summer months.

The Board allocates funds for textbooks, teaching supplies and materials, professional development, and technology. Technology has been one of the essential trademarks of Hope of Detroit; we have purchased three mobile laptop carts with sixty wireless internet capable

computers. Also, we have installed LCD projectors, smart boards, and white boards in each classroom. All classrooms have three desktops computers for staff and students to use. Overall, the academy has over 150 computers on site. The academy purchases software resources to assist students in ELA, science, math, and social students.

**3. B. Is student enrollment stable and near capacity?**

Hope of Detroit Academy is at full enrollment for the 2008/2009 school year. The enrollment at the academy has been stable since it's inception in 1999. We currently have 500 students enrolled for grades K-12. We have 84 students on the waiting list for the 2008/2009 school year. Since, the current contractual term in 2003/2004, the academy's enrollment has remained very solid and has continued to grow. This is based on a student retention rate of 90% per school year. The academy has made adequate yearly progress (AYP) for the past six years and is currently in a phase zero status. The teachers at Hope of Detroit Academy are all certified and highly qualified in their respective fields. The retention rate for staff has been 80% since the 2003/2004 school year. We believe these are additional reasons that have assisted us in maintaining a solid student enrollment population. Our parent(s) and/or guardian(s) have confidence that the board, administration, and staff will educate their child (ren) while maintaining a safe, secure, and nurturing atmosphere.

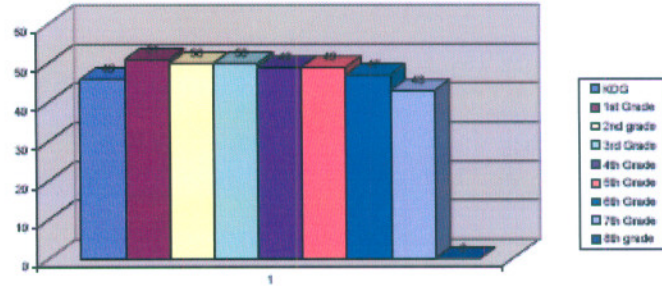
**Listed below are the student enrollment numbers for the 2006/2007; 2007/2008;  
2008/2009 school years:**



# Hope of Detroit Academy Open/Re-enrollment

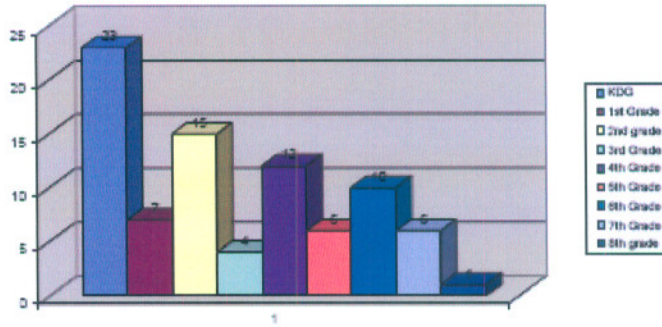
Re-enrolled	
KDG	48
1st Grade	51
2nd grade	50
3rd Grade	50
4th Grade	48
5th Grade	48
6th Grade	47
7th Grade	43
8th grade	0
TOTAL	385

Re-enrolled for 2008/2009



Waiting List 2008/2009

Waiting List	
KDG	23
1st Grade	7
2nd grade	15
3rd Grade	4
4th Grade	12
5th Grade	6
6th Grade	10
7th Grade	6
8th grade	1
TOTAL	84



Re-enrolled 08/09  
New Enrolled  
Dropped Student 07/08 (see 10/10/2008)  
Waiting List  
Available Opening  
Total Enrolled Students for 08/09

KDG	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
48	51	50	50	48	48	47	43	0	385
50	5	1	2	3	2	3	3	2	71
0	0	0	0	0	0	0	0	0	0
23	7	15	4	12	6	10	6	1	84
0	1	2	3	3	1	2	0	0	6
50	51	52	52	52	51	52	50	45	455

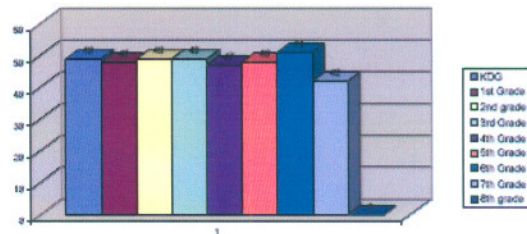
Grand Total Enrollment

455

Revised 08/10/2008 MR

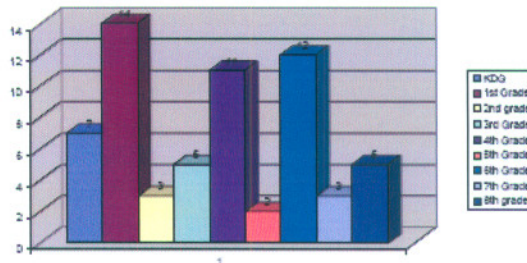
## Open/Re-enrollment

Re-enrolled	
KDG	48
1st Grade	48
2nd grade	48
3rd Grade	48
4th Grade	47
5th Grade	48
6th Grade	51
7th Grade	42
8th grade	0
TOTAL	383



Waiting List 2007/2008

Waiting List	
KDG	7
1st Grade	14
2nd grade	2
3rd Grade	6
4th Grade	11
5th Grade	2
6th Grade	12
7th Grade	2
8th grade	6
TOTAL	62



Re-enrolled 06/07  
New Enrolled  
Dropped Student 06/07 (see 10/10/2007)  
Waiting List  
Available Opening  
Total Enrolled Students for 07/08

KDG	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
48	48	48	48	47	48	50	44	0	384
52	3	4	3	5	5	4	2	0	69
0	0	0	0	0	0	0	0	0	0
7	14	2	6	11	2	12	2	6	62
0	0	0	0	0	0	0	0	0	0
52	52	52	52	52	52	52	52	43	433

Grand Total Enrollment

483

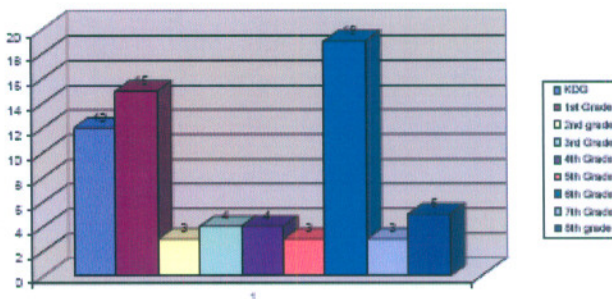
Revised 08/10/07 MR

## Hope of Detroit Academy Open/Re-enrollment

Re-enrolled	
KDG	48
1st Grade	45
2nd grade	47
3rd Grade	47
4th Grade	48
5th Grade	41
6th Grade	45
7th Grade	44
8th grade	0
TOTAL	354



Waiting List	
KDG	12
1st Grade	15
2nd grade	3
3rd Grade	4
4th Grade	4
5th Grade	3
6th Grade	15
7th Grade	3
8th grade	2
TOTAL	68



Re-enrolled 06/06  
New Enrolled  
Dropped Student 06/06 (page 10/11/2006)  
Waiting List  
Available Opening  
Total Enrolled Students for 06/07

KDG	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
48	45	47	47	48	41	45	44	0	354
55	11	3	9	4	4	8	6	0	101
0	3	3	3	0	0	0	3	2	11
12	15	3	4	4	3	15	3	6	68
0	0	0	0	11	0	0	0	0	11
55	54	50	54	49	50	53	50	42	454

Grand Total Enrollment

454

Revised 6/06/10/2006 MAF

## Decision Making

### 4. A. How does the academy (staff, administrators, and Board) use assessment data to make decisions?

Hope of Detroit Academy has multiple committees that focus on student achievement such as the curriculum committee, school improvement team and Collaborating for Student Success Team (CSS). The school has monthly professional development meetings to target Best Practices. We conduct staff meetings on ELPA, Scantron, and MEAP data. We have two fulltime English as Second Language (ESL) teachers that work with the students that need help with learning English. The school outsourced the MEAP data to The Golden Package to breakdown the MEAP data for the school. The staff received training from three different curriculum coaches from the Michigan Department of Education on disaggregating test data. The staff has been reviewing data for the past two years. We hold Title I meetings in the summer time to inform



parents on parental involvement. The school improvement team conducts a LEA Needs Assessment to assess the areas of need for professional development for the upcoming year.

#### Descriptive Information:

The decision making process involves the school improvement team, administration, teachers, and the members of the board of directors. The leadership is focused on results-oriented activities, which holds the school leader and staff accountable for student academic performance and socialization. The day-to-day decisions are the responsibility of the faculty. They are empowered to make the appropriate decisions to resolve any challenges and problems that students may encounter.

In our decision making process, the staff, the parent action team, the board of directors, and students provide input. All issues and suggestions affecting policies, procedures and finances are presented to the board of directors for approval. Decisions that are made during routine operations do not require immediate board review and are conducted by the school leader and assistant school leader. The school leader will advise the board of directors accordingly to make certain that the Board is thoroughly informed.

Any decisions that affect the usage of land and facilities must obtain approval of the landlord and board of directors. All committees related to the academy will be empowered to administer their programs and activities within the approved policies of the Hope of Detroit Academy board of directors and school leadership. Teachers are provided autonomy to direct the academic progress of students and manage their classrooms within the mandates of NCLB. Office personnel are empowered to manage the day-to-day business affairs of the academy. The administration is charged with guiding the school towards academic growth in accordance with the academy's mission.

The staff at Hope of Detroit Academy disaggregates the data from a variety of different standardized tests such as the MEAP, Scantron and ELPA. The test data is reported to parent through the Annual Report, parent surveys and school newsletters. The staff prepares presentations to the Board of Directors that analyzes student work and test results. The CSS team is trained on yearly basis to understand how to analyze student work.

## **Challenges and Opportunities**

**5. A. 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-term plan?)**

The three biggest problems facing the academy are:

- 1. The creation of a new middle/high school for our students to attend.**
- 2. Overcoming the socio-economic issues of the student population.**
- 3. Improving standardized test scores (MEAP and Scantron).**

For the creation of a new middle/high school we:

- Hired a company to investigate sites and properties for sale in the area.
- Placed a deposit on a site that is two blocks for the elementary site.
- Looking for funding alternatives through the city and/or state.
- Have placed this need a goal in our school improvement plan.

In order to overcome the socio-economic issues of the student population, we will:

- Develop diversity training for all staff, especially teachers.
- Develop socio-economic awareness and self-help programs to assist families with issues related to poverty and class.
- Establish cultural awareness programs for students and staff.

- Continue to grow our LINKS Mentoring Program for the students.
- Construct targeted extracurricular activities for after school and weekends to provide an alternative to the streets.
- Elevate the comprehensive awareness of the demographics and psychographics of Hope of Detroit's student population.
- Recruit bilingual staff to assist our ELL population.

In order to improve standardized test scores (MEAP and Scantron), we will:

- Provide after-school and Saturday tutorial programs focusing on reading and mathematics as well as other subject areas.
- Enhance teacher resources and materials for standardized tests preparation.
- Provide stronger analysis and feedback to teachers of past test results.
- Continue to use technology in the classroom to prepare for standardized testing.
- Focus on informal training for parents to better assist and prepare them to help their child (ren) succeeds on tests.
- Continue to provide staff development and training for teachers to prepare them for all of the changes according to state benchmarks and guidelines.

The board's long term plan is to build a middle/high school for fall 2012. This plan is included in the school improvement plan and is monitored by the administration and board. We will use some of our fund balance and bond loans to fund this project.



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

The Hope of Detroit Academy Board of Directors has demonstrated growth as a governing body through attending leadership trainings provided by Ferris State University. Also, the Board has implemented Annual Board Retreats off site for professional development in areas of budget, compliance, curriculum, and technology. The board members are very involved in the school, they attend school functions on a regular basis and they donate their time to attend fieldtrips, provide fundraising events, as well as spending time at the academy. The Board members attend other school board meetings to experience how other boards conduct business at their schools. The Board members subscribe to the *School Reform News* and other educational periodicals to keep abreast of new developments in the charter school movement. The Board will continue to investigate opportunities to grow and develop as a governing body into the next contractual period.



# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

### Petition for Public School Academy Reauthorization

This document will serve as formal request of the Board of Directors of Hope of Detroit Academy that it requests Reauthorization from the Ferris State University Board of Trustees as a Public School Academy as per Part 6A, of the revised School Code of the State of Michigan. The current contract between the Hope of Detroit Academy Board of Directors and Ferris State University expires on June 30, 2009.

#### Board of Director Signatures

Thomas Rys  
Name (Print)

Thomas Rys  
Name (Signature)

8-16-08  
Date

Danielle K. Jackson  
Name (Print)

Danielle K. Jackson  
Name (Signature)

8-16-08  
Date

Joe GAPPY  
Name (Print)

Joe Gappy  
Name (Signature)

8/16/08  
Date

Roslyn Love  
Name (Print)

Roslyn Love  
Name (Signature)

8/16/08  
Date

Luis Ceballos  
Name (Print)

Luis L. Ceballos  
Name (Signature)

8/16/08  
Date

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Name (Print)

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Name (Signature)

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Date

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Name (Print)

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Name (Signature)

\_\_\_\_\_  
Date

RECEIVED  
AUG 27 2008

BY: [Signature]  
UPS