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Charter Schools Office

*Hope of Detroit Academy*



Mid-Contract Review

February 14-15, 2017



**Report:** Mid-Contract Review Visitation  
**Academy:** Hope of Detroit Academy  
**Visitation Dates:** February 14-15, 2017

The visitation occurred at the Hope of Detroit Academy Campus with four members on the Ferris State University Charter Schools Office (CSO) visitation team. The team had the opportunity to meet with and interview the school leadership team, two school board members and the School Improvement Team. The team was able to tour the facility and visit several classrooms to observe teaching and learning. We appreciate the open communication and transparency that was apparent with all we were able to interact with.

## Visitation Findings

School Improvement Plan (SIP) and AdvancED Interim Assessment Review	
Observations	Opportunities for Growth
<p><b>School Improvement Plan (SIP)</b></p> <ul style="list-style-type: none"> <li>• The SIP is well organized and sufficiently detailed in regards to what strategies are expected to happen.</li> <li>• System wide protocols are aligned with the SIP (data teams, classroom expectations, etc.)</li> <li>• There is a community based environment within the SIT and school.</li> <li>• There is a positive culture of collaboration throughout the school.</li> <li>• Teachers are empowered to voice opinions and contribute to the overall success of the school.</li> <li>• There is encouragement of staff leaders. There is recognition of each other’s special skills and expertise.</li> </ul>	<p><b>School Improvement Plan (SIP)</b></p> <ul style="list-style-type: none"> <li>• Continue your efforts to ensure effective training of new staff so that they will be able to understand how to best provide instruction to their students.</li> <li>• Continue to expect that there is clarity between your pacing guides and what is happening in the classrooms.</li> <li>• Continue to evaluate if the Naiku test expectations are consistent with your pacing guides.</li> <li>• Continue to help teachers find adequate time to effectively implement the Instructional Learning Cycle.</li> </ul>

<ul style="list-style-type: none"> <li>• The staff members are well aware of their students’ unique needs and appropriate strategies to address those needs.</li> <li>• Staff is well aware of the need to integrate SIOF and differentiated instruction into their best instructional practices. The staff is ready to recognize those staff members who are best at offering SIOF support for instruction and learning tools. Staff will go to those individuals for help.</li> <li>• The ESL teacher provides support for the implementation of SIOF.</li> <li>• Teachers were honest about their capacity to effectively implement the SIOF model.</li> <li>• There is clear evidence of mutual respect from teachers to students, students to teachers, and students to students.</li> <li>• There is consistency of behavioral expectations.</li> <li>• There is a school wide positive behavioral management system in place.</li> <li>• Teachers at each grade level teach the same content expectations and follow the same pacing guides.</li> <li>• We were able to observe engaging instructional practices taking place.</li> <li>• The strategy to have a “community liaison” is positive and helpful.</li> </ul> <p><b>AdvancED Interim Assessment Review</b></p> <ul style="list-style-type: none"> <li>• There is sufficient documentation to clearly support all evidences in this report.</li> <li>• A review of this document shows a clear process is in place at the academy to help all students to reach high levels of academic achievement.</li> </ul>	<p><b>AdvancED Interim Assessment Review</b></p> <ul style="list-style-type: none"> <li>• None at this time.</li> </ul>
<p><u>Facilities Review</u></p>	
<p style="text-align: center;"><b>Observations</b></p>	<p style="text-align: center;"><b>Opportunities for Growth</b></p>
<ul style="list-style-type: none"> <li>• A tour of your facilities and classrooms showed a very clean and well cared for learning environment. The classrooms are well equipped and attractive. There is good technology throughout the building.</li> </ul>	<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>

<u>Academy Culture Review</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• Students were very well behaved and appear to be engaged in their learning.</li> <li>• The staff is clearly aware of the need to understand the students' culture in order to better serve their needs.</li> <li>• There is a climate of mutual respect - students to students, staff to staff, and staff to leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>
<u>Mission Accomplishment</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• Board members and staff indicate that the mission is well understood and well embedded in everything that happens at the academy.</li> </ul>	<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>
<u>Website</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• A review of your website showed that you are providing essential information.</li> </ul>	<ul style="list-style-type: none"> <li>• None at this time.</li> </ul>

## Academy Internal Review

<u>Student Outcomes</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• The school leader is well aware of what the student achievement data indicates.</li> <li>• The academy has established trends lines for achievement expectations that will continue to drive efforts towards high student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to dialogue and evaluate the value of the Naiku assessments and assure there is alignment with pacing guides.</li> <li>• Continue to ensure effective training to introduce new staff to the SIOP model and provide ongoing support to help them adapt to daily implementation strategies.</li> </ul>

<ul style="list-style-type: none"> <li>• The school leader is helping and expecting staff to utilize all available data to guide and improve instructional decision making.</li> <li>• There is a positive practice to monitor annual data trends as well as interim data.</li> <li>• There is concern and acknowledgement of testing fatigue and the impact that it may have on student outcomes.</li> <li>• The school leaders are well aware of what teachers are expected to do in their classrooms.</li> <li>• There is a very good observation model in place to monitor and give feedback to teachers regarding their instruction and classroom management.</li> <li>• The leadership team has established a positive culture that allows staff to recognize needed areas of growth without being threatened.</li> <li>• The staff feels valued.</li> <li>• The staff can and are encouraged to share ideas in a safe environment.</li> <li>• The leadership team and staff clearly understand each other’s roles and responsibilities.</li> <li>• The staff is very satisfied with the current operations, culture, and expectations. They want to see these continued.</li> <li>• It is very clear that many positive protocols have been established to ensure high levels of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to encourage students to participate in leadership opportunities.</li> </ul>
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**Governance and Leadership**

Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• The board has been able to put in place best practices for effective school boards.</li> <li>• The board members are very committed to the success of the students.</li> <li>• The board is very active in professional development opportunities.</li> </ul>	<p>The Board should:</p> <ul style="list-style-type: none"> <li>• Continue to evaluate if adequate appropriations are in place to support all instructional needs.</li> <li>• Continue to evaluate and assess all programs used to instruct and evaluate student progress.</li> <li>• Follow through with its plan to evaluate the Naiku assessment program at the end of this school year.</li> </ul>

**Resources and Support Systems**

Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• It appears that there is a very good relationship between the ESP and the Board.</li> <li>• The ESP has worked hard to improve the academic support provided for the students and staff.</li> <li>• There is a positive effort to provide adequate staffing support for each grade level.</li> <li>• The ESP has provided quality staffing to support the new building and additional students.</li> <li>• The K-4, 5-8, and 9-10 configuration of students appears to be working very well.</li> <li>• The plan to add grade levels incrementally also appears to be working well.</li> <li>• The ESP has provided an effective maintenance and custodial staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide adequate PD for new staff.</li> <li>• Continue to evaluate all curriculum resources provided HODA teachers. Are they up to date and helpful? Are the pacing guides and Naiku assessment aligned?</li> </ul>

**CSO Review of Overall Performance for Hope of Detroit Academy (HODA)**

**Contract Performance Report Review**

Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• Consistent enrollment</li> <li>• Academic performance is much higher than composite district even though ELL enrolled student numbers are high</li> <li>• NWEA MAP Growth data indicates higher than 50% growth in 12 out of 14 categories</li> <li>• 2015-16 compliance data indicates 99% on-time submissions</li> <li>• All charter contracts have been for 5 years</li> <li>• Experienced Board member</li> </ul>	<ul style="list-style-type: none"> <li>• MAP achievement RIT scores did not meet FSU CSO targets</li> <li>• Percentage of expenditures spent on total instruction was at 27%, the lowest amount in FSU CSO's portfolio</li> </ul>

## School Support Team (SST) Updates

Observations	Opportunities for Growth
<ul style="list-style-type: none"><li>• HODA's Board of Directors held a CSO led Board Training Retreat</li><li>• Current Board compliance for 2016-17 is at 100% on-time</li></ul>	<ul style="list-style-type: none"><li>• Ensure modifications are made to the curriculum and instructional models so all students are receiving the optimal services and programs</li></ul>

### Overall Opportunities for Growth

- As HODA continues to add grade levels, it will be essential they successfully implement new curricular, instructional, and assessment initiatives
- Meet or exceed the CSO's new high school assessment goals and measures

**Current CSO Expectations in Consideration for Recommendation of Reauthorization. These are subject to change.**

#### **For HODA:**

- Meet or exceed FSU CSO's academic measures and goals
- Continue to follow all charter contractual expectations
- The CSO may have other academic and non-academic expectations as more information becomes available. All other contractual and policy standards must be met and maintained.

Signed James K. Scholten  
CSO Visitation Chair

Signed Ronald Y. Schneider  
CSO Associate Director