

Report: Reauthorization Review Visitation
Date: December 4-5, 2018
Academy: Hope of Detroit Academy

The visitation occurred at Hope of Detroit Academy 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, three 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 from the Academy team.

Visitation Findings

<u>School Improvement Processes and Student Outcomes</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • The administrative team acknowledges their progress in academic growth – outperforming growth targets in MapGrowth. • After analyzing reading resources, reading interventions have been improved. • Administrators are aware of their assessment results and have begun to evaluate teaching and learning supports to address the downward trends in literacy and math performance. • The instructional coaching staff has been provided with PD to support math instruction. There are currently efforts underway to identify new curriculum resources. • HODA is preparing students for MSTEP through practice using online assessments. Naiku has been replaced with FocalPointK12 – an online support tool which allows teachers to create assessments using depth of knowledge and targeted questions. 	<ul style="list-style-type: none"> • Continue to investigate new math curriculum and resources. • Continue efforts to identify and retain high quality teachers. Continue to include your academic interventionists in the coaching process. • Continue to include your academic interventionists in the coaching process. • Continue differentiating PDs to support all teacher needs. • Continue to maintain consistent scheduling pertaining to MTSS and support staff schedules. • Consider the possibility of adding additional interventionists to the HODA team. • Continue to grow the co-teaching model and identify best-practices related to successful co-teaching. • Consider applying student-goal setting to MS and HS planning efforts. • Continue to implement your classroom non-negotiables with fidelity.

<ul style="list-style-type: none"> • Instructional coaches facilitate quarterly intervention team meetings (ILC) which include teachers and support staff to develop and provide student interventions. • SIOP strategies are implemented in all classrooms and serve to support all students. Teachers continue to receive relevant training and resource updates. • System wide protocols guide daily practices related to curriculum, instruction, and assessment. • Student goal setting is being implemented consistently in all K-5 classrooms. • Schoolwide protocols are in place to support onboarding new teachers. • HODA has implemented a co-teaching model (with Special Education) to support ELA and Math. • Regular data analyses have led to improvements in instructional strategies; cooperative learning structures and intentional use of small groups. • Multiple sources of data are regularly analyzed and used to inform classrooms. Data is evident throughout the buildings and posted in every classroom. • Staff report that PDs have proven beneficial and supportive in addressing the needs of HODA's population (SIOP, trauma-based, data analysis). • The Academy has tiered SIOP trainings for new and experienced staff as well as providing some choice in various other trainings. • The administrative team is highly supportive and encouraging of staff identifying and participating in external trainings. • HODA's SIP team reports that consistent practices and strong system-wide protocols are in place related to MTSS. 	<ul style="list-style-type: none"> • Continue to push forward with your goal to incrementally increase your MSTEP scores (10 percentage points this year). • Continue to work on establishing consistency with student goal setting 6-12. • Continue your efforts to ensure that SIOP strategies are fully implemented with a high level of fidelity in all classrooms.
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Academy Culture Review

Observations	Opportunities for Growth
<ul style="list-style-type: none"> • The HODA team emphasizes their goal to support and assist community members; putting students and families first. • Teachers report a positive family community and strong parental involvement. HODA is involved with several community partnerships that support families and students. 	<ul style="list-style-type: none"> • Continue to expand class options related to student interests. • Continue to expand learning and support opportunities for parents and community members.

<ul style="list-style-type: none"> • HODA has a Morale Committee that watches the climate and culture of the academy – identifying supports and incentives to encourage job satisfaction. • Classrooms exhibit appropriate behaviors and transitions between activities. It is clear that routines and procedures are in place. • Classrooms are rich with data, vocabulary, and evidence of student work. • HODA projects a family-oriented climate and a supportive, “solution-based” environment. Parents are willing to come to the school and ask for help as needed. • Administrators and staff believe in relationship building and are guided by their goal of putting “children first.” • HODA works to address the needs of 21st century students by focusing on technology and high-quality instruction. • HODA aims to address the needs of the student by creating a learning atmosphere based on progress and innovation. • Administrators and staff work to identify the needs of their population – focused on high expectations that address the whole child as well as the individual student. • HODA has been awarded with grant funding to support teacher retention. • HODA supports and encourages movement of staff; often promoting internal staff before hiring external candidates. 	
<p><u>Mission Accomplishment</u></p>	
<p style="text-align: center;">Observations</p>	<p style="text-align: center;">Opportunities for Growth</p>
<ul style="list-style-type: none"> • HODA conducts annual Board Retreats to review their Strategic Plan. • The mission statement is recited daily and forms the basis for school-wide decision making. • Classroom strategies are closely aligned, and supportive of the mission to see students succeed. • Work-study programs, community-based field trips, and AP courses assist with preparing students for college or career. 	<ul style="list-style-type: none"> • As enrollment grows, be sure to maintain alignment of your mission, vision, and core values.

Governance and Leadership

Observations

- The Board communicated a strong relationship with HODA’s Administrative team, based on mutual respect and a shared dedication to the school and its students.
- Board members spend a great deal of time in the schools interacting with both staff and students.
- The Board communicated that their main focus is to drive academic growth and achievement.
- The Board understands that success for HODA students may include skills and training to prepare students for life.
- The Board is aware of HODA’s areas of academic concern; acknowledging that math is an area of continued focus.
- The Board recognizes the need to support teachers and teacher retention.
- The Board is empathetic to the cultural needs of their student and community population; continually identifying ways to encourage and support participation and involvement.
- The Board is continually working to align their Mission, Vision, and Core Values with strategic plan goals and initiatives.
- There is a written strategic plan in place focused on attaining academic and contractual goals. The Board continually reflects upon the initiatives, modifying and updating as needs change.
- The Board appears to have a positive relationship with their ESP, based on transparency, open communication, and responsiveness to Board requests.
- The Board has appropriate oversight over board finances; receiving timely reports, and clarification as needed.

Opportunities for Growth

- Continue to encourage teachers and/or parents to participate in Board meetings and Board Retreats – the board feels they would benefit from learning directly from teachers/staff to build cohesiveness amongst the HODA team.
- Continue to reflect on long-term goals and future growth; outdoor science labs, spaces for team sports, etc.
- Ensure that your mission, vision, and core values drive future decision making.

Resources and Support Systems

Observations

Opportunities for Growth

<ul style="list-style-type: none"> • The Administrative team has identified and implemented resources and initiatives to address school culture and academic needs. • The ESP has worked with the leadership team to implement school-wide protocols to address student outcomes. • The ESP and School Leadership communicate the need to recruit and retain high-quality staff. • The ESP provides strong support and resources for data analysis and the utilization of data to inform instruction. • The school employs a community/family liaison who has developed many positive community partnerships. 	<ul style="list-style-type: none"> • Continue to identify and implement system wide protocols that address student achievement outcomes. • Continue to address the need to support HODA’s academic culture through team building and teacher retention efforts.
<u>Facilities Review</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • HODA places a large emphasis on creating a safe and learning-conducive environment; security details, cameras in classrooms, etc. • All areas of the HS/MS were clean and conducive to student learning. The older elementary primary building was comfortable and well maintained. • Ample technology was visible, and it is clear that HODA embraces technology for students and staff. 	<ul style="list-style-type: none"> • Continue to expand educational opportunities through the development of outdoor learning spaces.
<u>Website/Social Media Review</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • The website and social media outlets (Facebook, Remind, PowerSchool, etc.) appear to be accurate and up-to-date. 	<ul style="list-style-type: none"> • None at this time.

CSO Review of Overall Performance for Hope of Detroit Academy

Contract Performance Report Review

Observations (2017-18 data)	Opportunities for Growth (2017-18 data)
<ul style="list-style-type: none"> • Excellent MAP growth (14/19 above the 50th percentile). • MSTEP Proficiency Percentages were well above Composite District. • Solid enrollment and 52% of students have been there 3+ years. • 65% ELL- very high. 	<ul style="list-style-type: none"> • MAP Achievement average percentile (goal is 50th percentile) was at 44th for Reading and 34th for Math. • MSTEP Proficiency Percentages were below State Averages. • Initial SAT average Total Score was 822- below Detroit Public Schools Community District.

School Support Team (SST) and Field Representative (FR) Updates

Observations (2018-19 data)	Opportunities for Growth (2018-19 data)
<ul style="list-style-type: none"> • Green SST Designated School. • MSTEP Proficiency Percentages remain well above Composite District. • MDE Accountability Index Scores using 2016-17 Data were 74 and 46 for the two buildings- OK, but watch the Middle/High score. • No financial, facility, compliance, or leadership concerns from SST or FR. 	<ul style="list-style-type: none"> • MSTEP Proficiency Percentages remain below State Averages. • 2016-17 Adequate Growth Percentile (AGP) data was very low for the Middle/High Building (11% of students met or exceeded their AGP). • Improve your SAT data. • Fall 2018 MAP data shows below average achievement in Reading and Math at all grade levels.

Overall Opportunities for Growth

- Keep up the great MAP growth and MSTEP Composite District comparison data!
- Reach for State averages in MSTEP- MSTEP growth data needs to improve.
- Get to that 50th percentile of MAP achievement in Math and Reading.
- With one year of SAT experience you can now modify and improve your College Board preparation.

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

For Hope of Detroit Academy:

- 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.
- Keep your MDE Accountability Index Score above the bottom 5% in the State.

Signed James K. Scholtes
CSO Visitation Chair

Ronald S. Schneider
CSO Associate Director