

CONTRACT PERFORMANCE REPORT

2018-2019

Joy Preparatory Academy

Charter Schools Office

Ferris State University
Big Rapids, MI 49307
(231) 591-5802
www.ferris.edu/charterschools

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MISSION

The Ferris State University Charter Schools Office focuses on student success and continuous improvement through quality oversight, professional learning opportunities, and relevant resources for its authorized public school academies.

VISION

Ferris State University will authorize public school academies that promise to transform the lives of students by demonstrating high-quality performance.

CORE VALUES

The core values of the Ferris State University Charter Schools Office are the foundation of our organization's culture. Our values are static, unchanging and non-negotiable, built from the belief that learning is a lifelong process and all students can learn.

We Value:

STUDENT LEARNING

As a higher education institution, student learning is in our DNA; we see the opportunities created when students succeed, and we focus our oversight and support efforts on continual student success.

A COLLABORATIVE WORK ENVIRONMENT

By supporting each other and building partnerships, we encourage a sense of community through cooperation, teamwork and consensus building with our stakeholders.

DIVERSITY

Recognizing that stakeholders are made up of diverse populations, we honor diversity of ideas, beliefs, and cultures.

OPPORTUNITIES

Through the work we do as a charter school authorizer, we help create learning opportunities and environments by lending support for professional growth and development.

EXCELLENCE

Committed to superior results, we engage in practices that produce the highest quality outcomes in all our endeavors.

ACCOUNTABILITY

Accountability leads to academic progress-we believe in being held accountable for our work as an authorizer as deeply as we believe in holding all stakeholders accountable for their work.

INTEGRITY & TRUST

Our actions are guided by fairness and respect through transparency, effective communication and the building of positive relationships with each other and our stakeholders.

TO OUR **PARTNERS IN EDUCATION**



Dr. RONALD S. RIZZO
Director

The Contract Performance Reports (CPRs) are individually prepared for each Ferris State University authorized public school academy, and are a service of the Charter Schools Office (CSO). The CPR is a comprehensive report on each academy's contractual performance in the areas of finance, compliance, governance, and student achievement and growth. Each academy is also shown in comparison to the overall FSU charter school portfolio, as well as the resident and composite school district.

It is our hope that by providing this information about each academy that the CPR will be a valuable diagnostic tool for Boards, administration and education service providers. The CPR is one of the most important documents the CSO uses when determining the overall performance of the academy and in decisions relative to both school support and Reauthorization. We hope you will find it valuable as well.

Focused on student success and continuous improvement through quality oversight, all of us at the CSO take our role seriously to provide resources for each FSU-authorized academy to help them achieve their contractual expectations. This document, along with initiatives such as the School Support Team and Professional Development Series are but a few examples of that commitment.

Ferris State University is proud of its authorized public school academies, and we look forward to our continued partnership for the benefit of students and families who chose to enroll at each of our academies. We thank all school personnel and academy Boards of Directors for their commitment to quality and improvement. The trust that families have placed in you is enormous, and please know that we stand with you in the ongoing work to continue to earn that trust.

The CPR is a collaborative effort by the CSO Executive Leadership Team and it is my pleasure to introduce that team to you:



Bob Fidler
Academic Assessment Specialist



Ronald Schneider
Associate Director



Sharon Hopper
Compliance Auditor/Board Liaison

CONTRACTUAL GOALS

EDUCATIONAL GOALS

Pursuant to the Terms and Conditions of the Contract ("Contract") issued by the Ferris State University Board of Trustees ("University Board"), this contractual Educational Goal Policy has been prepared by the Ferris State University Charter Schools Office (CSO). It now becomes part of the Contract and will go into effect 30 days after Academy Board notification, as stated in Article XII, Section 12.16 of the Contract for all academies being authorized or reauthorized pursuant to Contracts issued by the University Board. Failure by the Academy Board to comply with this policy may result in the non-issuance of a Contract, or for existing academies, the initiation of suspension, termination or revocation proceedings under the Contract, and will be taken into account when considering reauthorization of an academy upon expiration of the contract.

A. Educational Goals and Related Measures:

The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life. Although an increase in academic achievement for all groups of pupils as measured by assessments and other objective criteria is the most important factor in determining the Academy's progress toward the achievement of the educational goal, the CSO also considers other factors. Upon request, the Academy shall provide to Ferris State University a written report, along with supporting data, demonstrating:

1. Improved academic achievement for all groups of students, and
2. Measurable progress toward the achievement of the educational goal.

It is expected that the Academy will meet the State of Michigan's academic standards and any improvement targets required to be achieved pursuant to state and federal law. The Academy is also expected to remain off the Priority School List published by the Michigan Department of Education or School Reform Office. If the Academy already has school buildings identified on this list, it is expected to make the progress necessary for them to no longer be identified.

B. Educational Goal to Be Achieved:

Academies authorized by the Ferris State University Board of Trustees will prepare all students Academically for success in college, work, and life.

C. Measure for Determining Goal Achievement:

To determine whether the Academy is demonstrating measurable progress in preparing all students academically for success in college, work, and life, the CSO will assess the Academy's performance using the following measures of student growth and achievement. The Academy will properly administer the tests detailed under each of the following metrics in accordance with the time frames identified in the Academy's Master Calendar of Reporting Requirements.

Measure 1: Student Growth Towards Achievement

Improved academic achievement for all students in grades 2-11 regardless of each student's achievement level. On average, all students, regardless of academic ability, will meet or exceed national average growth benchmarks.

| GRADE(S) | GOAL | METRIC |
|-------------|--|---|
| Grades 2-8 | The Fall to Spring growth rate for all students in Reading and Math of each grade and subject area as measured by the CSO designated nationally norm-referenced test will fall at or above the 50th percentile. | Average percent of growth (gains percentile) as measured by the CSO designated nationally norm-referenced assessments for each grade level and subject area* |
| Grades 9-10 | The average Spring to Spring Subject Area Scores on State assigned college entrance suite of assessments will increase by 30 points. If average scores are at or above the published benchmark, subject area scores are expected to increase. | Average Spring to Spring Evidence Based Reading/Writing (EBRW) and Math scores on the state provided college entrance suite of assessments will increase by 30 points. (same cohort of students) Average EBRW and Math scores from 9th Grade to 10th Grade will increase by 30 points. Average EBRW and Math scores from 10th Grade to 11th Grade will increase by 30 points. |

*The CSO will look at the total number of grade levels for each subject area in determining progress towards the CSO determined assessment growth goal. (i.e., in a grade 2-8 building, there are 7 grades, with 14 data points. Meeting 12/14 would not be attaining the goal; however, it would be a factor in determining school support status.)

Measure 2: Student Achievement

The average academic achievement percentiles of all students in grades 2-11 will be at or above the 50th percentile and/or improve from year to year and over the course of the charter contract.**

| GRADE(S) | GOAL | METRIC |
|--|--|--|
| Grades 2-8 | The average Spring percentile ranking for the Academy on a nationally normed assessment will be at the 50th percentile in both Math and Reading. | The average national achievement percentile ranking for Math and Reading (grades 2-8 combined) will be at the 50th percentile.** |
| Grades 8-11 NOTE: 8th Grade will begin this testing in 2019 | Students' average achievement levels on the state assigned college entrance suite will be at the 50th percentile. | The national percentile ranking of the average total score for all assessed students in each individual grade (8th, 9th, 10th, & 11th) on the state assigned college entrance suite will be at or above the 50th percentile.** |

**The CSO will look at the average percentile ranking for each subject area in determining progress towards this student achievement goal. (i.e. if a school's average percentile ranking is not at or above the 50th percentile in any area, the CSO will look at whether the school's percentile ranking is increasing from year to year and over the course of the charter contract.)

Measure 3: Student Achievement & Growth: Relative Performance and State/Federal Accountability State Assessment:

| GRADE(S) | GOAL | METRIC |
|---------------------|--|--|
| Grades 3-8 | The percent proficient of all grade levels assessed in ELA and Math as determined by the state identified assessment for each grade will be at or above the resident and composite district. | State Required Assessments Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year. The Academy's MSTEP percent proficient in ELA and Math will be compared with the composite district's percent proficient. |
| Grade 11 | The average State Required College Entrance Assessment Scores will be at or above the resident district's scores. | State Required College Entrance Assessment The academy's average SAT Total Score, EBRW Score, and Math Score scores will be compared with the resident district's average scores. |
| All grades assessed | The growth values for both ELA and Math must meet or exceed the established state targets stated in the MDE Index. | State determined growth target values are stated in the Growth Component of the MDE Index. The Academy earns a growth value based in the percentage of students attaining their Adequate Growth Percentile (AGP). The Academy's value in the Growth Component will be compared to the State's Growth Target. |

Note: The CSO will look at the year-to-year growth component index value in determining progress towards this growth goal (i.e.- Academy's growth values should reduce the gap between the state target values and the school's growth values by 25% year to year and over the course of the charter contract.)

State/Federal Accountability:

| GRADE(S) | GOAL | METRIC |
|----------|--|------------------------|
| School | The Academy will have an index score of 40 or higher. Based on contractual language, the Academy cannot be in the bottom 5% of index values. | MDE Annual Index Score |

Strict Discipline and Alternative Education Academies

Academies designated as Strict Discipline Academies or Alternative Education Academies, as per the Michigan School Code, may be exempted from certain parts of these requirements due to their unique nature. In all cases, specific educational goals will be mutually developed and agreed upon by the Academy and FSU-CSO and shall be attached to the contract.

New Academies

For the first three years of operation, new academies will be expected to improve academic achievement for all grades and subject areas using the following measures:

Measure 1: Student Growth

Measure 2: Student Achievement

Measure 3: State/Federal Accountability: as required by the State



Joy Preparatory Academy

MISSION

JPA will educate children safely, vigorously and competitively, creating success in a global society.

SCHOOL LEADER: Jessica Rice

GRADES SERVED: PreK-8

YEAR OPENED: 1999

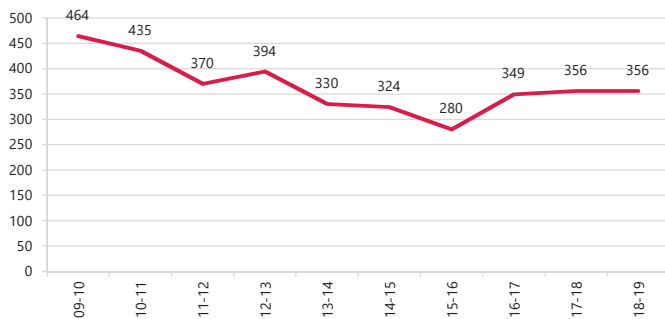
CSO FIELD REP: Dr. Michele Sideman

CURRENT CHARTER CONTRACT TERM: 2018-2021

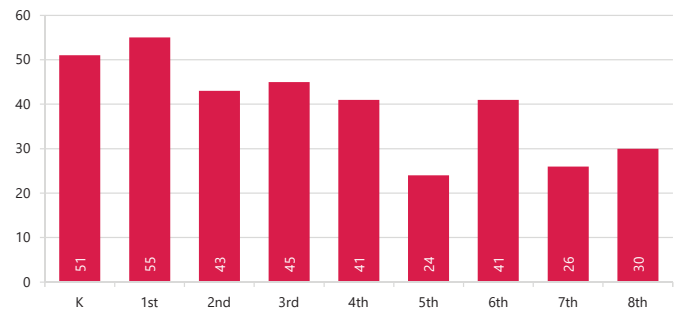
EDUCATIONAL SERVICE PROVIDER: The Leona Group

RESIDENT DISTRICT: Detroit Public Schools Community District

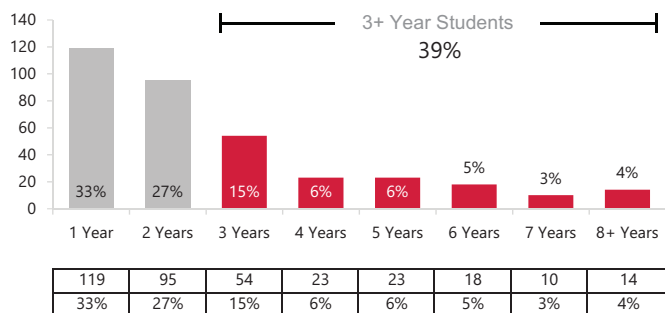
Enrollment by Year



Number of Students in Each Grade



Length of Enrollment



Student Ethnicity

| Ethnicity | Academy | Local District | State |
|---|---------|----------------|-------|
| American Indian or Alaskan Native | <1% | <1% | <1% |
| Asian American | 0% | 2% | 3% |
| Black or African American | 99% | 82% | 18% |
| Native Hawaiian or Other Pacific Islander | 0% | <1% | <1% |
| Caucasian | 0% | 2% | 66% |
| Hispanic or Latino | <1% | 13% | 8% |
| Multi-racial | <1% | <1% | 4% |

COMPOSITE DISTRICT

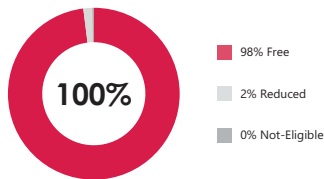
The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as a benchmark for student performance in various academic measures, such as the M-STEP and SAT assessments. A list of districts that make up the composite district are presented in the table to the right.

| District in Which Students Live | % of Students From That District |
|---|----------------------------------|
| Detroit Public Schools Community District | 99.2% |
| Highland Park City Schools | 0.6% |
| South Redford School District | 0.3% |

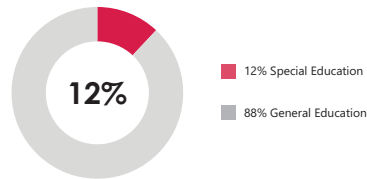
RESIDENT DISTRICT

The resident district, identified on the prior page, refers to the public school district in which the Academy physically resides. Similar to the composite district, this district is used as a comparison for student performance in various academic measures.

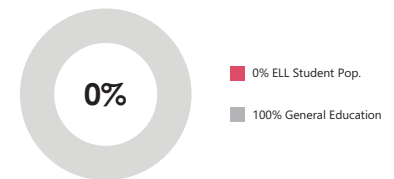
Free & Reduced Price Eligibility



General & Special Education Status



English Language Learners (ELL)



M-STEP Proficiency

| Grade | Subject | Prior Year 2017-2018 | Current Year 2018-2019 | Composite District | Resident District | State |
|----------|------------|----------------------|------------------------|--------------------|-------------------|-------|
| Grade 3 | ELA | 12.5% | 15.0% | 11.9% | 11.9% | 45.1% |
| | Math | 5.0% | 2.5% | 16.0% | 16.0% | 46.7% |
| Grade 4 | ELA | 11.5% | 14.7% | 12.7% | 12.7% | 45.8% |
| | Math | 11.5% | 2.9% | 10.9% | 10.9% | 41.8% |
| Grade 5 | ELA | 7.5% | 8.7% | 14.1% | 14.1% | 46.2% |
| | Math | 0.0% | 4.3% | 7.4% | 7.4% | 34.8% |
| Grade 6 | ELA | 12.5% | 7.7% | 11.5% | 11.5% | 41.7% |
| | Math | 0.0% | 2.6% | 6.5% | 6.5% | 35.1% |
| Grade 7 | ELA | 5.9% | 14.3% | 13.5% | 13.1% | 42.7% |
| | Math | 0.0% | 0.0% | 9.1% | 8.8% | 35.7% |
| Grade 8 | ELA | 0.0% | 31.0% | 24.5% | 24.5% | 61.9% |
| | Math | 0.0% | 10.3% | 9.0% | 9.0% | 41.4% |
| Grade 11 | ELA (SAT) | | | NA | 28.5% | 55.3% |
| | Math (SAT) | | | NA | 11.4% | 36.3% |

* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less students is considered to contain student identifiable data.

ACADEMIC PERFORMANCE

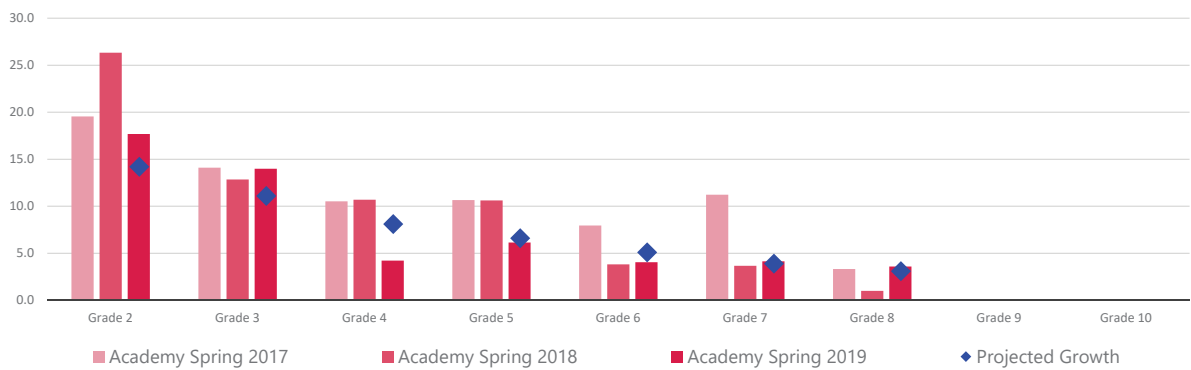
MEASURE 1: STUDENT GROWTH

NWEA MAP Growth Percentiles for Grades 2 through 10

School Conditional Growth Percentile (Gains Percentile) for Reading & Math in grades 2 through 10 will be at or above the 50th percentile.

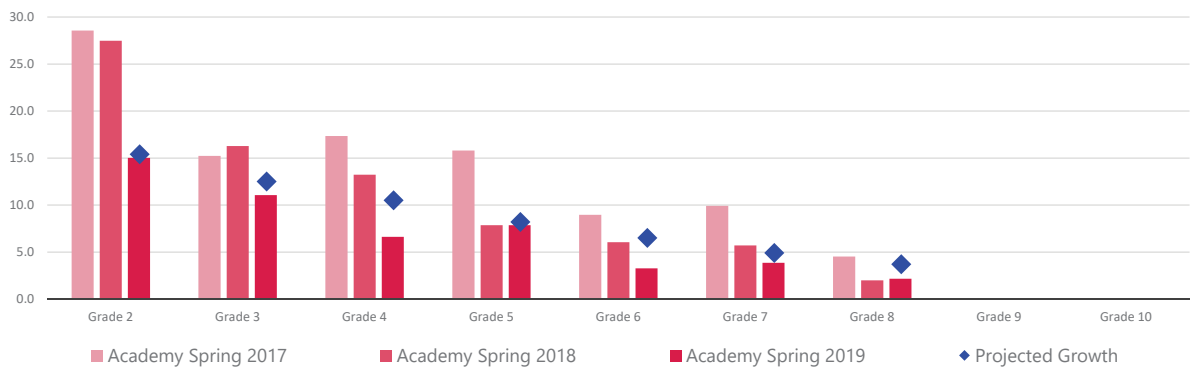
READING

| | Count | Fall 2018 RIT | Spring 2019 RIT | Observed Growth | Projected Growth | # Meeting Growth Proj. | % Meeting Growth Proj. | School Conditional Growth Percentile |
|---------|-------|---------------|-----------------|-----------------|------------------|------------------------|------------------------|--------------------------------------|
| Grade 2 | 37 | 165.8 | 183.5 | 17.7 | 14.2 | 24 | 64.9% | 92.0 |
| Grade 3 | 40 | 174.9 | 188.9 | 14.0 | 11.1 | 24 | 60.0% | 92.0 |
| Grade 4 | 31 | 188.6 | 192.8 | 4.2 | 8.1 | 7 | 22.6% | 1.0 |
| Grade 5 | 21 | 190.0 | 196.2 | 6.1 | 6.6 | 10 | 47.6% | 40.0 |
| Grade 6 | 36 | 198.3 | 202.4 | 4.1 | 5.1 | 18 | 50.0% | 30.0 |
| Grade 7 | 20 | 206.7 | 210.8 | 4.2 | 3.9 | 9 | 45.0% | 55.0 |
| Grade 8 | 29 | 211.3 | 214.9 | 3.6 | 3.1 | 16 | 55.2% | 59.0 |



MATH

| | Count | Fall 2018 RIT | Spring 2019 RIT | Observed Growth | Projected Growth | # Meeting Growth Proj. | % Meeting Growth Proj. | School Conditional Growth Percentile |
|---------|-------|---------------|-----------------|-----------------|------------------|------------------------|------------------------|--------------------------------------|
| Grade 2 | 37 | 166.8 | 181.8 | 15.0 | 15.4 | 18 | 48.6% | 45.0 |
| Grade 3 | 40 | 176.3 | 187.4 | 11.1 | 12.5 | 12 | 30.0% | 26.0 |
| Grade 4 | 31 | 190.3 | 196.9 | 6.6 | 10.5 | 4 | 12.9% | 4.0 |
| Grade 5 | 21 | 195.0 | 202.9 | 7.9 | 8.2 | 9 | 42.9% | 46.0 |
| Grade 6 | 34 | 201.6 | 204.9 | 3.3 | 6.5 | 12 | 35.3% | 8.0 |
| Grade 7 | 20 | 204.1 | 207.9 | 3.9 | 4.9 | 10 | 50.0% | 31.0 |
| Grade 8 | 29 | 213.2 | 215.3 | 2.2 | 3.7 | 9 | 31.0% | 22.0 |



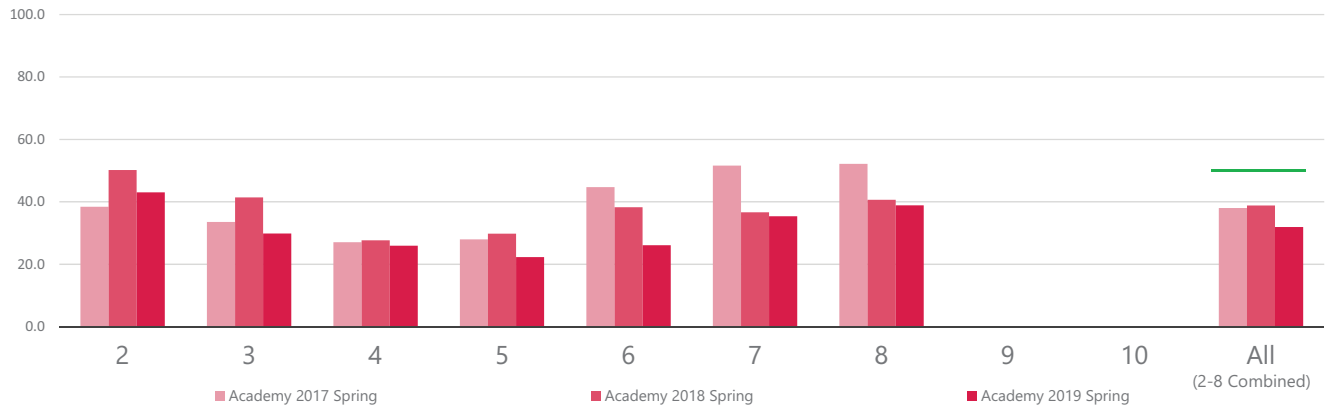
* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less students is considered to contain student identifiable data.

MEASURE 2: STUDENT ACHIEVEMENT

Spring NWEA MAP Achievement for Grades 2 through 10

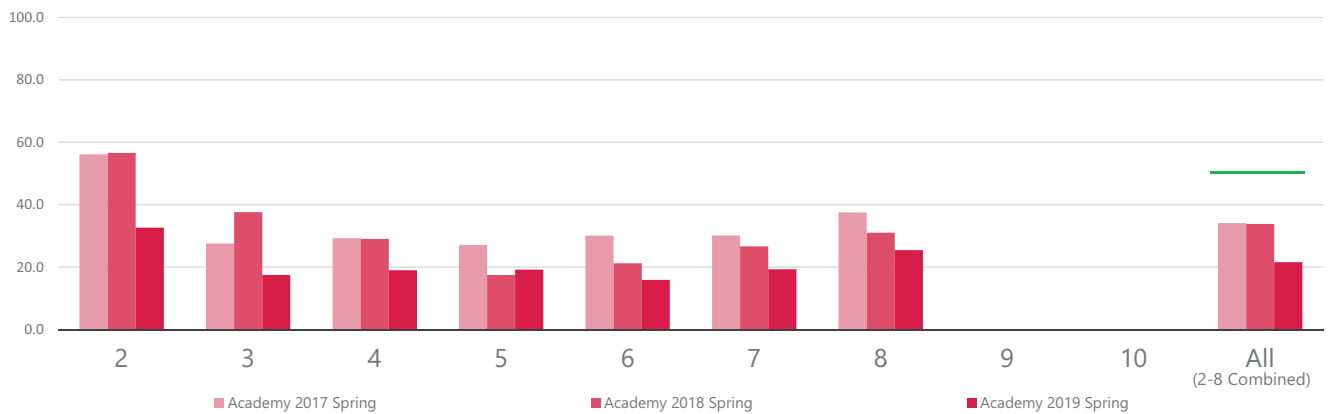
The average national achievement percentile ranking for Reading and Math in grades 2-8 (combined) will be at the 50th percentile.

READING



| | | | | | | | | |
|--------------|------|-------|------|------|-------|------|------|------|
| Current Year | 43.1 | 29.9 | 25.9 | 22.3 | 26.1 | 35.4 | 38.9 | 32.0 |
| Prior Year | 50.2 | 41.4 | 27.6 | 29.8 | 38.3 | 36.7 | 40.7 | 38.9 |
| Change | -7.1 | -11.5 | -1.7 | -7.6 | -12.2 | -1.2 | -1.8 | -6.9 |

MATH



| | | | | | | | | |
|--------------|-------|-------|-------|------|------|------|------|-------|
| Current Year | 32.6 | 17.5 | 19.0 | 19.2 | 15.9 | 19.3 | 25.4 | 21.6 |
| Prior Year | 56.6 | 37.6 | 29.0 | 17.5 | 21.2 | 26.7 | 31.0 | 33.8 |
| Change | -23.9 | -20.1 | -10.0 | 1.7 | -5.3 | -7.4 | -5.6 | -12.2 |

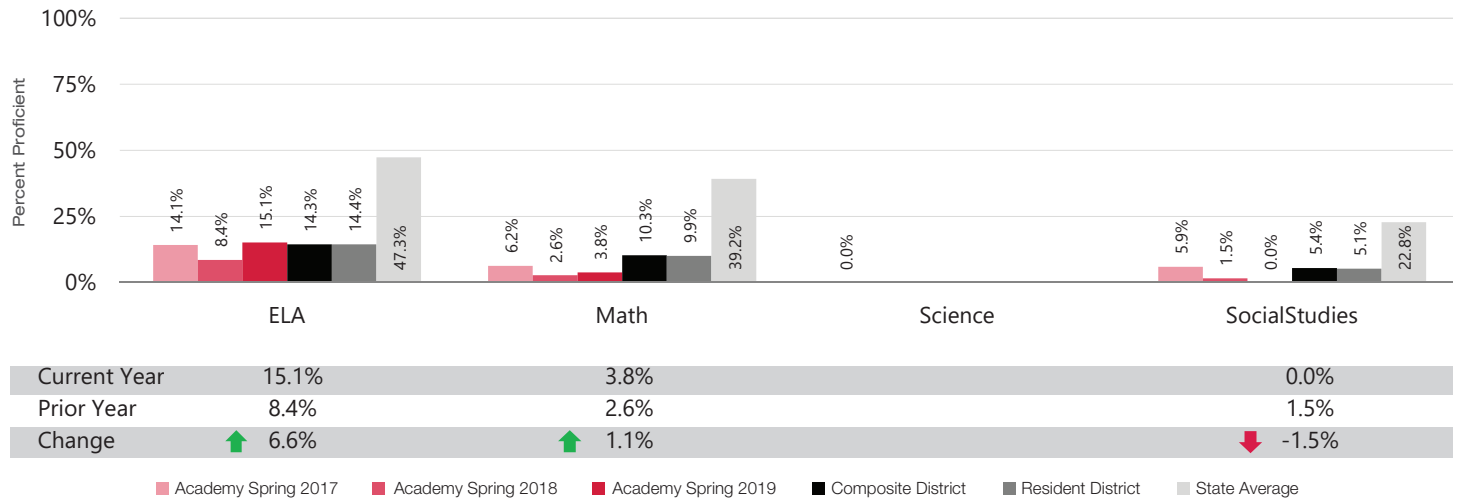
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MEASURE 3: STATE & FEDERAL ACCOUNTABILITY

M-STEP Grades 3 through 8, and PSAT Grades 8 through 10

M-STEP & PSAT Proficiency Grades 3 through 8

Percent proficient for all students, as compared to the composite district, resident district, and state average



M-STEP & PSAT Proficiency Grades 3 through 8 by Subgroup

2018-2019 percent proficient for all students, as compared to the state average

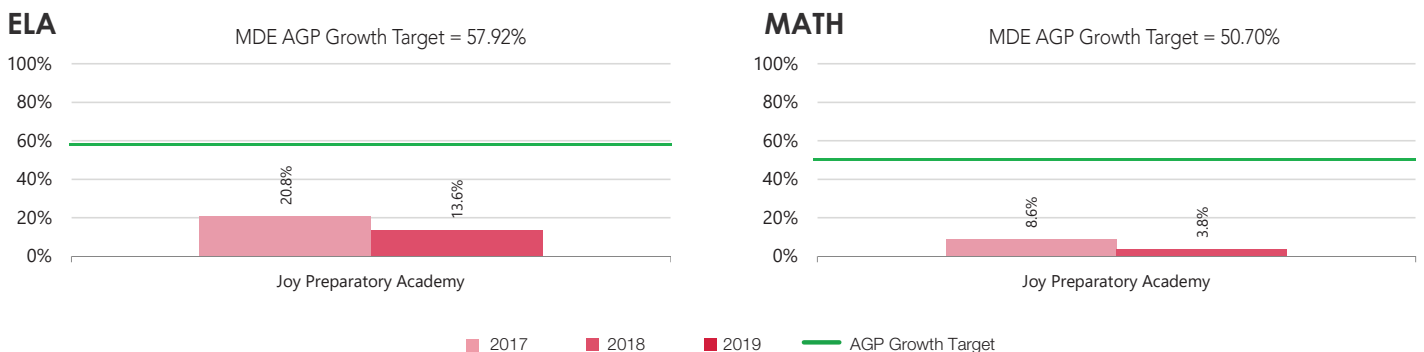
| ELA | Academy | State |
|----------------------------|---------|-------|
| All Students | 15.1% | 47.3% |
| Ethnic/Racial Minorities | 15.1% | 46.4% |
| Students with Disabilities | -- | 16.1% |
| Limited English Proficient | -- | 23.9% |
| Economically Disadvantaged | -- | 32.6% |
| Male | 11.1% | 43.1% |
| Female | 18.1% | 51.6% |

| Math | Academy | State |
|----------------------------|---------|-------|
| All Students | 3.8% | 39.2% |
| Ethnic/Racial Minorities | 3.8% | 38.3% |
| Students with Disabilities | -- | 12.0% |
| Limited English Proficient | -- | 23.4% |
| Economically Disadvantaged | -- | 24.1% |
| Male | 6.2% | 40.9% |
| Female | 1.9% | 37.4% |

MDE School Growth Index 2018

Percent of all students in grades 4-8 & 11 who met their Adequate Growth Percentile (AGP)

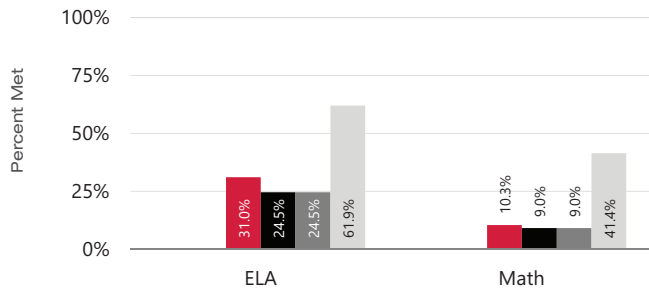
(The 2019 Growth Index will be available when released by the MDE)



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PSAT Results Grade 8

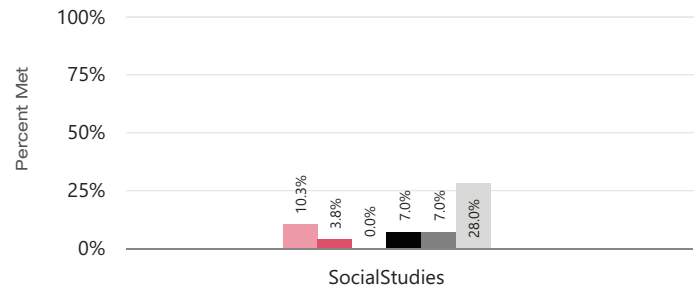
Percent of students meeting college readiness and State Average



| | | |
|--------------|---------|---------|
| Current Year | 31.0% | 10.3% |
| Prior Year | 0.0% | 0.0% |
| Change | ↑ 31.0% | ↑ 10.3% |

M-STEP Proficiency Grade 8

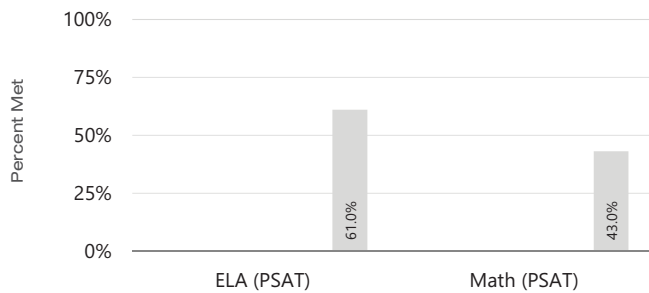
Percent of students proficient, with comparisons



| | |
|--------------|---------|
| Current Year | 0.0% |
| Prior Year | 3.8% |
| Change | ↓ -3.8% |

PSAT Results Grade 9

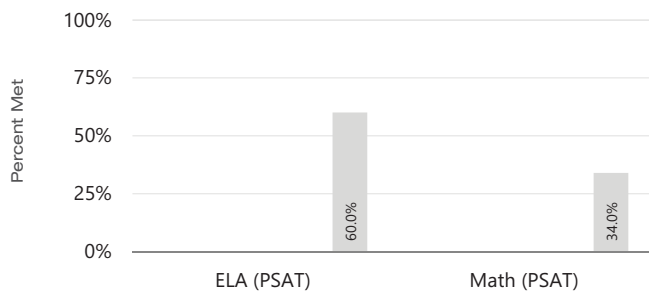
Percent of students meeting college readiness



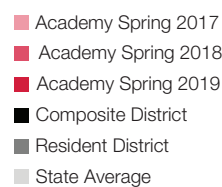
| | | |
|--------------|----|----|
| Current Year | | |
| Prior Year | | |
| Change | NA | NA |

PSAT Results Grade 10

Percent of students meeting college readiness



| | | |
|--------------|----|----|
| Current Year | | |
| Prior Year | | |
| Change | NA | NA |



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MEASURE 3: STATE & FEDERAL ACCOUNTABILITY

SAT Grade 11, M-STEP Grade 11, and Michigan School Index

SAT Results Grade 11

Percent of students meeting college readiness, with comparisons

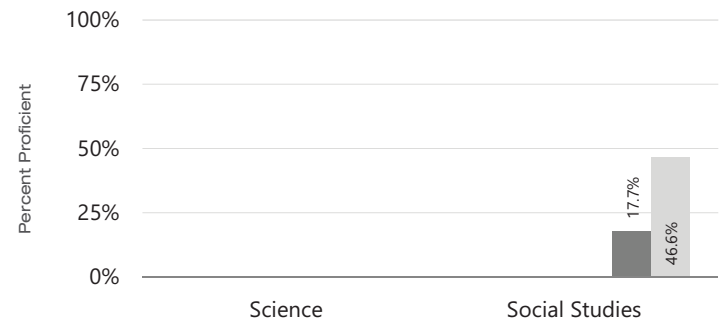


| | | |
|--------------|----|----|
| Current Year | | |
| Prior Year | | |
| Change | NA | NA |

■ Academy Spring 2017 ■ Academy Spring 2018 ■ Academy Spring 2019

M-STEP Results Grade 11

Percent of students proficient, with comparisons



| | |
|--------------|----|
| Current Year | |
| Prior Year | |
| Change | NA |

■ Composite District ■ Resident District ■ State Average

SAT Total Score Results 2019

Composite SAT scores of all Ferris charter schools, with the state-wide average and comparison districts

| School | Total Score |
|--|-------------|
| National Average | 1068 |
| Statewide | 985 |
| Creative Technologies Academy | 924 |
| Grand Rapids Public Schools | 914 |
| Michigan Connections Academy | 913 |
| Marshall Academy | 873 |
| Detroit City School District | 848 |
| Voyageur Academy | 834 |
| Lansing Public School District | 830 |
| Hope Academy of West Michigan | 825 |
| Conner Creek Academy East | 820 |
| Hope of Detroit Academy | 765 |
| Flint Public Schools | 763 |
| Clara B. Ford Academy (SDA) | 750 |
| Blended Learning Academies Credit Recovery High School | 739 |
| Lighthouse Academy (SDA) | 739 |

MDE Index Value 2018

Overall Index of all Ferris charter schools

(The 2019 Index Value will be available when released by the MDE)

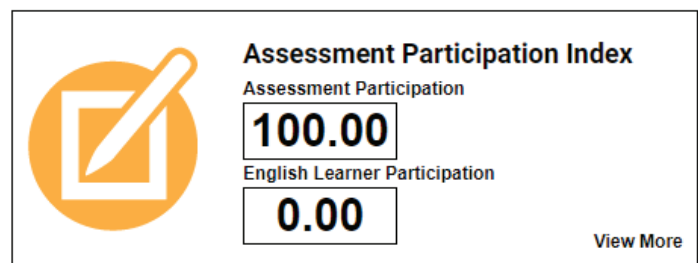
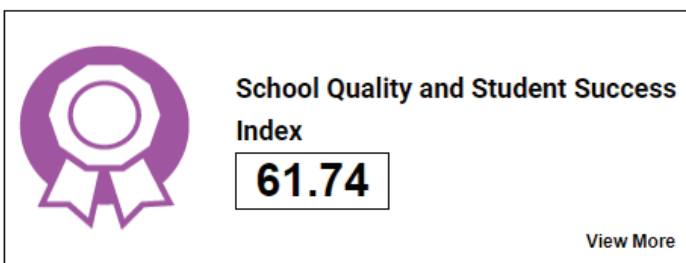
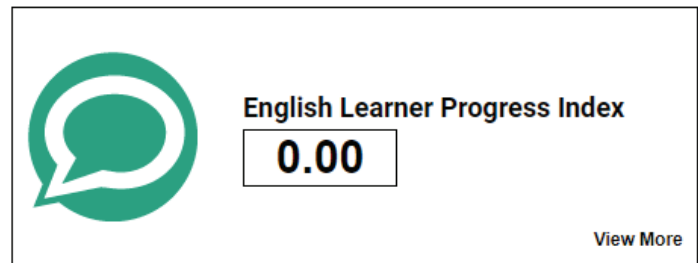
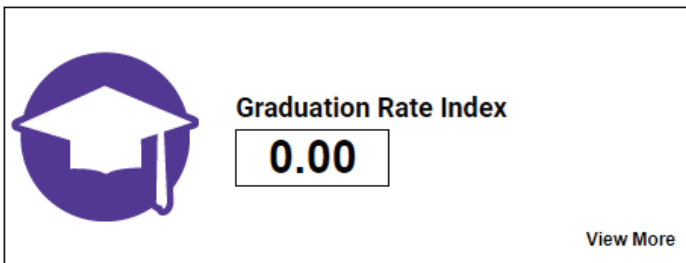
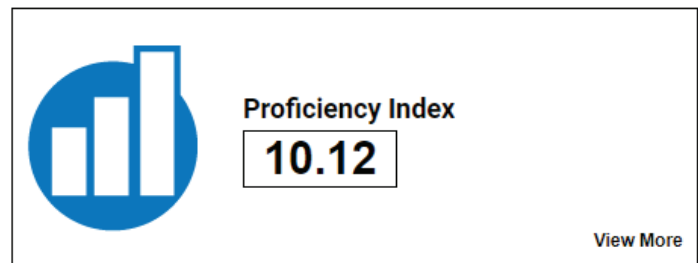
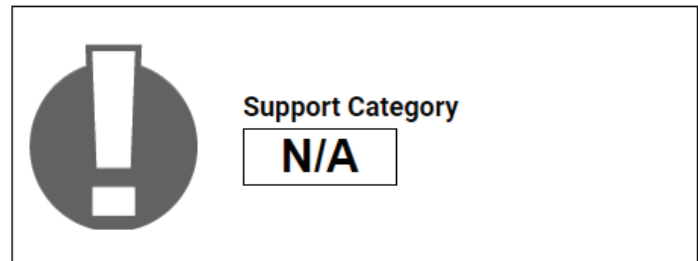
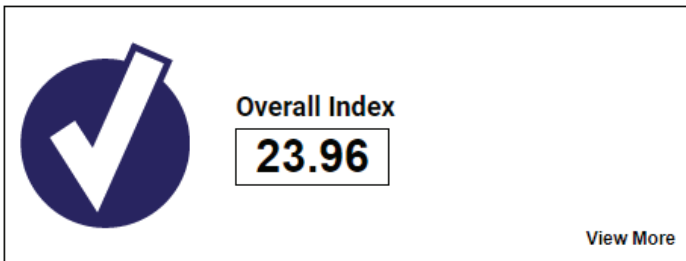
| School | Value |
|--|--------------|
| Huron Academy - Elementary | 93.34 |
| Muskegon Montessori Academy for Environmental Change | 80.95 |
| Creative Technologies Academy | 69.20 |
| Hope of Detroit Academy - Elementary | 68.58 |
| New Bedford Academy | 67.53 |
| Bridge Academy | 67.08 |
| Huron Academy - Elementary/Middle School | 65.96 |
| Michigan Connections Academy | 64.18 |
| Marshall Academy | 62.64 |
| Bridge Academy West | 58.20 |
| Northridge Academy | 57.48 |
| Voyageur College Prep | 43.96 |
| Hope of Detroit Academy - Middle/High | 42.30 |
| Battle Creek Montessori Academy | 42.25 |
| Benton Harbor Charter School Academy | 38.16 |
| Hope Academy of West Michigan | 34.08 |
| Conner Creek Academy East - Elementary | 32.56 |
| Voyageur Academy | 30.19 |
| Conner Creek Academy East - Collegiate | 28.52 |
| Joy Preparatory Academy | 23.96 |
| Lighthouse Academy | 22.74 |
| Clara B. Ford Academy (SDA) | 21.64 |
| Lighthouse Academy - Eagle Village | 20.32 |
| Lighthouse Academy - St. Johns | 17.74 |
| Lighthouse Academy - North Campus | 10.95 |
| Blended Learning Academies Credit Recovery High School | 9.46 |
| Lighthouse Academy - Waalkes | 6.63 |
| Lighthouse Academy - The Pier | 0.00 |

* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less students is considered to contain student identifiable data.

Michigan School Index Scores

In 2016-2017 Michigan introduced the Michigan School Index System as a new accountability system under the Every Student Succeeds Act (ESSA) of 2015. Schools receive an overall index value ranging from 0-100, based on six key areas: student assessment data, graduation rates, attendance rates, completing advanced coursework, postsecondary enrollment, and staffing ratios.

Scores for 2018-2019 will be released by the MDE once they become available. Below are the Academy's index scores for 2017-2018, along with the overall school index:



For more information on Michigan's school accountability system and the School Index System, please visit:


https://www.michigan.gov/mde/0,4615,7-140-81376_59490---,00.html

THE CHARTER CONTRACT COMPLIANCE & CONTRACT TERMS


Charter Contract Compliance History

On-time compliance record for the Board's compliance activities, the Academy's compliance activities, and overall compliance.


| Year | On-time Compliance Overall | On-time Compliance Board | On-time Compliance Academy |
|------------------|----------------------------|--------------------------|----------------------------|
| 2016-2017 | 99% | 100% | 98% |
| 2017-2018 | 94% | 94% | 95% |
| 2018-2019 | 100% | 100% | 100% |



100%



100%



100%

Charter Contract Timeline

History of the Academy's charter contracts, along with key aspects to each contract period.

| Length of Term | Dates | Amendments During the Contract | Notes |
|----------------|-----------|--------------------------------|---------------------------------|
| 3 year | 2018-2021 | N | |
| 2 year | 2016-2018 | Y | Contract Extension |
| 5 year | 2011-2016 | Y | |
| 2 year | 2009-2011 | N | |
| 1 year | 2008-2009 | Y | Contract Extension |
| 5 year | 2003-2008 | Y | Requested early reauthorization |
| 5 year | 1999-2003 | Y | Initial Contract |

BOARD OF DIRECTORS
BOARD MEMBERSHIP & ACTIVITIES

Academy Board Service

Board demographics and required professional development credits.

| Board Member | Office | Length of Service | Term Expiration |
|-----------------|----------------|-------------------|-----------------|
| George Waters | President | 10 Years | 6/30/2020 |
| Debryl Ector | Vice President | 3 Years | 6/30/2020 |
| Stanley Waldon | Treasurer | 5 Years | 6/30/2021 |
| Antoinette Reid | Secretary | 5 Years | 6/30/2022 |
| Alfred Cobbs | Director | 3 Years | 6/30/2023 |
| Vacant | | | |
| Vacant | | | |

Academy Board Meetings, Attendance, and Position Vacancies

Board Meetings



13 TOTAL BOARD MEETINGS HELD

Board Attendance



80% AVERAGE BOARD ATTENDANCE

Board Position Vacancies



2 BOARD POSITION VACANCIES

Board Professional Development Credits



3 PROFESSIONAL DEVELOPMENT CREDITS

FISCAL PERFORMANCE

BUDGETING & REPORTING

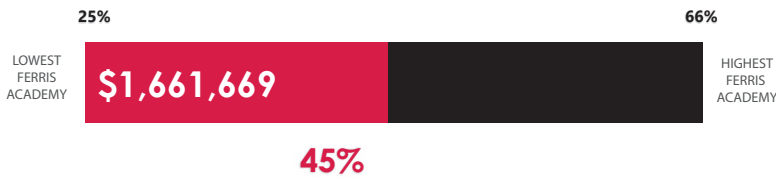
Your Academy's Revenue

| | 2016-2017 | 2017-2018 | 2018-2019 | % of Revenue |
|---|--------------------|--------------------|--------------------|--------------|
| Enrollment | 375 | 354 | 354 | |
| Per-pupil Foundation Allowance | \$7,511 | \$7,631 | \$7,871 | |
| General Fund Revenues | | | | |
| Local | \$52,590 | \$44,476 | \$52,664 | 1% |
| State | \$3,051,015 | \$3,162,097 | \$3,457,641 | 90% |
| Federal | \$330,107 | \$319,703 | \$309,107 | 8% |
| Other | \$77,187 | \$216,329 | \$21,342 | <1% |
| Detail | | | | |
| 51c Spec Ed Headlee Obligation | \$76,098 | \$49,767 | \$73,252 | 2% |
| 22b Discretionary Payment | \$676,054 | \$737,784 | \$813,043 | 21% |
| 11(3) PSA Protected | \$1,876,710 | \$1,944,360 | | |
| 31A At Risk | \$163,100 | \$246,511 | \$247,933 | 6% |
| 152a Headlee Obligation for Data Collection | \$8,621 | \$8,974 | \$9,064 | <1% |
| 31d School Lunch | \$5,182 | \$5,160 | \$5,847 | <1% |
| 35a(6) Early Literacy Targeted Instruction | \$7,590 | \$12,390 | \$10,424 | <1% |
| 104d Computer Adaptive Tests | | | \$3,541 | <1% |
| Total | \$2,813,353 | \$3,005,462 | \$3,344,004 | |
| Total General Fund Revenues | \$3,510,899 | \$3,742,606 | \$3,840,754 | |

Your Academy's Expenditures

| | 2016-2017 | 2017-2018 | 2018-2019 | % of Expenditures |
|---|--------------------|--------------------|--------------------|-------------------|
| Expenses/Transfers | | | | |
| Instruction | \$1,454,789 | \$1,718,381 | \$1,661,669 | 45% |
| Pupil Support Services | \$371,430 | \$407,946 | \$590,932 | 16% |
| Administration | \$648,184 | \$729,045 | \$730,387 | 20% |
| Operations and Maintenance | \$629,096 | \$483,910 | \$601,103 | 16% |
| Transportation | \$101,062 | \$123,971 | \$115,512 | 3% |
| Other | \$4,775 | \$3,177 | \$18,889 | <1% |
| Outgoing Transfers & Other Transactions | \$5,797 | \$0 | \$0 | <1% |
| Total Expenses/Transfers | \$3,215,133 | \$3,466,431 | \$3,718,492 | |
| Total Revenues over Expenses | \$295,766 | \$276,175 | \$122,262 | |
| General Fund Balance Beginning of Year | \$314,544 | \$610,309 | \$886,484 | |
| General Fund Balance End of Year | \$610,309 | \$886,484 | \$1,008,746 | |
| Fund Balance as a % of Revenue | 17% | 24% | 26% | |

Total Instruction



45¢ OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

Total Business & Administration



20¢ OF EVERY DOLLAR WAS SPENT ON BUSINESS & ADMINISTRATIVE COSTS

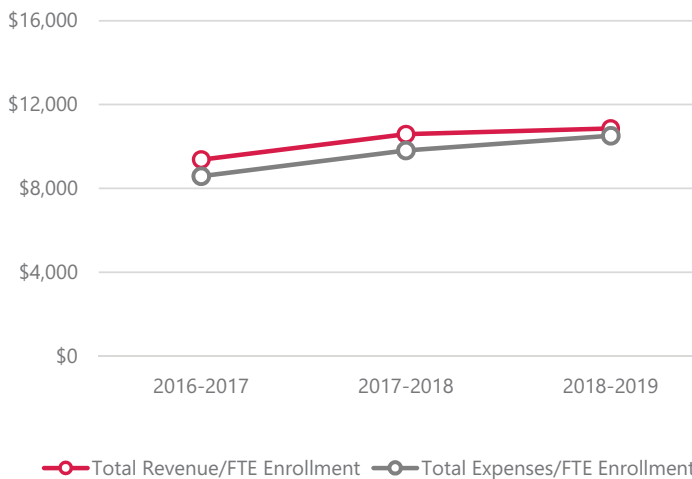
Total Operations & Maintenance



16¢ OF EVERY DOLLAR WAS SPENT ON THE BUILDING & FACILITIES

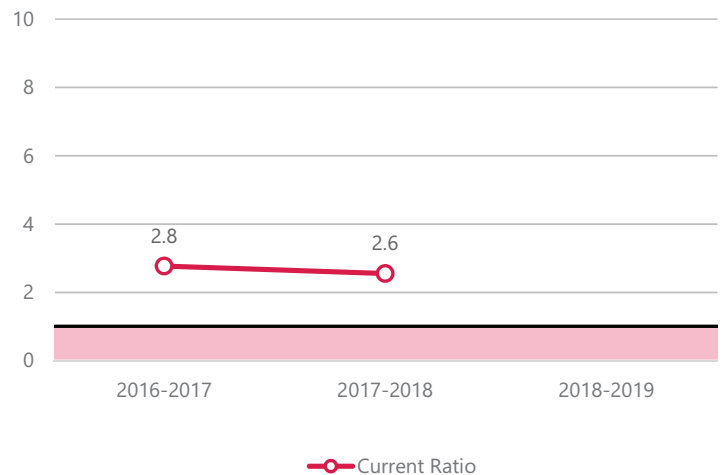
Per-student Finances

HOW AVERAGE EXPENSES AND REVENUES PER STUDENT COMPARE



Current Ratio

ABILITY OF THE ACADEMY TO PAY OFF DEBT IF IT CAME DUE



The Total Revenue per Student illustrates all revenues received, divided by the Academy's overall total enrollment. Similarly, the Total Expenses/Student illustrates total expenses, divided by enrollment. Revenue per Student should exceed Expenses per Student, with a trend to increase this difference. If the Expenses per Student exceed Revenue per Student, the Academy is operating in deficit spending.

The current ratio illustrates the balance of debts to assets. This measures the ability of the Academy to pay back its short-term and long-term obligations with its current assets on hand. If the ratio is 1.0, then the Academy has an equal amount of debt to assets. If the ratio is below 1.0, then the Academy could not fulfill its current liabilities if they came due all at once.

OTHER MEASURES

REVIEWS

School Visits

In order to carry out its responsibility for evaluating academy performance, the CSO has developed the Mid-Contract and Reauthorization Visitation procedures. The CSO views these visitations as part of an ongoing evaluative process, and not as a single event. Visitation teams of three to four educators spend one to two days interviewing stakeholders, observing operations, and reviewing information for each visited school. Visitation guides are sent to each school outlining the procedures for their upcoming visit. The Academy Internal Review Guide focuses on what the school will do before the visit. This internal review process provides an opportunity for the Academy's School Improvement Team and other key stakeholders to self-reflect on some of the key indicators of quality student performance and organizational effectiveness. The Visitation Preparation Guide describes the review procedures and the responsibilities of the school and the CSO.

After each visit, CSO personnel discuss observations, review data, and create a comprehensive Visitation Report. These reports help determine placement in the School Support Team designation process, share visitation findings, and review the school's School Improvement Plan. In addition, the report contains Opportunities for Growth related to facilities, school systems, school culture, mission accomplishment, student academic outcomes, governance/leadership, resources, and the school's support system. Reauthorization Visits are used to make recommendations to the FSU Board of Trustees regarding contract renewal, extension, revocation, or non-renewal. Mid-Contract Visits help schools to focus on areas of concern, recognize points of pride, and ensure boards of directors and the CSO understand any issues that must be addressed before the Reauthorization Visit.

Visitation Reports are available on the FSU CSO website by selecting the authorized school and going to the Reports/Performance Data link (<https://ferris.edu/HTMLS/administration/academicaffairs/charterschools/schools/homepage.htm>)

Quality Reviews

The CSO may elect to contract with a nationally recognized expert in the area of charter school reviews to conduct a Quality School Review (QSR). An external review team conducts a multi-day site visit utilizing the QSR Protocol, which is grounded in the Charter Contract and focuses on critical areas of inquiry associated with curriculum, instruction, assessment, and a limited fiscal review of support of the Educational Program. The external team conducts classroom observations and schedules interviews with board members, administrators, staff members, and students. In addition to school reviews, the CSO may bring in external teams to provide an analysis of office procedures and policies.

END NOTES

SOURCES

- Page 8: Charter Contract, CSO Office, Ferris State University
CEPI, Michigan Department of Education
MSDS, Michigan Department of Education
M-STEP, Michigan Department of Education
SAT, Michigan Department of Education
*Student Enrollment: Data contained in this chart from the MSDS/CEPI Public Release File
- Page 9: CEPI, Michigan Department of Education
MSDS, Michigan Department of Education
M-STEP, Michigan Department of Education
SAT, Michigan Department of Education
- Page 10-11: Measures of Academic Progress, NWEA
- Page 12: M-STEP/Growth Index Scores, Michigan Department of Education
- Page 13: PSAT, M-STEP, Michigan Department of Education
- Page 14: SAT/Index Values, Michigan Department of Education
- Page 15: Overall Index Value & Index Scores, Michigan Department of Education
- Page 16-17: Charter Contract, CSO Office, Ferris State University
Academy Document Submission
- Page 18-19: FID, Michigan Department of Education
Academy Document Submission (current year represents 4th Quarter, unaudited)
*Student Enrollment: Data contained in the chart from FSR/State Aid Report

END NOTES

ACRONYMS & GLOSSARY

Adequate Growth Percentile (AGP): The SGP a student needs to become or remain proficient in 3 years. These growth targets are set by the Michigan Department of Education.

Composite District: The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as a benchmark for student performance in various academic measures, such as the M-STEP and SAT assessments. A list of districts that make up the composite district are presented in the table to the right.

Conditional Growth Percentile (CGP): The students percentile rank for growth based on all other students who took the assessment nation-wide. A CGP of 50 means that the students growth was greater than 50% of similar students.

Current Ratio: The current ratio illustrates the balance of debts to assets. This measures the ability of the Academy to pay back its short-term and long-term obligations with its current assets on hand. If the ratio is 1.0, then the Academy has an equal amount of debt to assets. If the ratio is below 1.0, then the Academy could not fulfill its current liabilities if they came due all at once.

Expenditures: The amount the Academy spent on various activities to education its students.

Growth Percentile: The amount of growth students had between two tests; usually fall-to-spring (MAP), or year-to-year (M-STEP).

Index Scores: The accountability rating the MDE gives schools based on a series of measures, over time. There is an overall index score as well as component index scores for areas such as growth, graduation rate, assessment participation, and other areas of school performance.

M-STEP: The state administered standardized assessment in grades 3 through 10.

MAP: A standardized assessment administered by NWEA in grades 2 through 8 that provides student diagnostics.

Per-student Finances: The Total Revenue per Student illustrates all revenues received, divided by the Academy's overall total enrollment. Similarly, the Total Expenses/Student illustrates total expenses, divided by enrollment. Revenue per Student should exceed Expenses per Student, with a trend to increase this difference. If the Expenses per Student exceed Revenue per Student, the Academy is operating in deficit spending.

Proficiency: A state-determined level of achievement that all students should obtain.

Projected Growth: The amount of growth a student (or group of students) should be able to obtain based on national trends and the student's prior test scores.

PSAT: Is a suite of exams created and administered by College Board that are aligned with the SAT, a college entrance examination. Students take the PSAT in grades 8, 9, and 10, and is composed of evidence-based reading, writing and language, and math.

Resident District: The resident district, identified on the prior page, refers to the public school district in which the Academy physically resides. Similar to the composite district, this district is used as a comparison for student performance in various academic measures.

Revenue: The amount the Academy received from various sources, that it can allocate to operate the program.

RIT Score: The Rasch Unit used in the MAP test for measuring the difficulty and complexity of the assessment.

SAT: A college entrance examination used to make admissions decisions. The SAT is composed of evidence-based reading and writing and math, and is a traditional paper-based multiple choice exam created and administered by College Board. Students typically take the examination in the spring of grade 11.

Student Achievement: The amount of academic content a student has learned over a set amount of time.

Student Growth: The amount of change (gain or loss) in student achievement over a set amount of time.

Student Growth Percentile (SGP): The amount of growth a student achieved from the last time he or she took the test compared to other Michigan students who performed at a similar level.



Charter Schools Office

