



**FERRIS STATE  
UNIVERSITY**  
*IMAGINE MORE*

**JOY PREPARATORY ACADEMY**

**REAUTHORIZATION REVIEW**

**December 2-3, 2015**

# FERRIS STATE UNIVERSITY

## Charter Schools Office (CSO)

### Declaration of Intent and Purpose

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Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (FSU-CSO) accomplishes this responsibility in two stages:

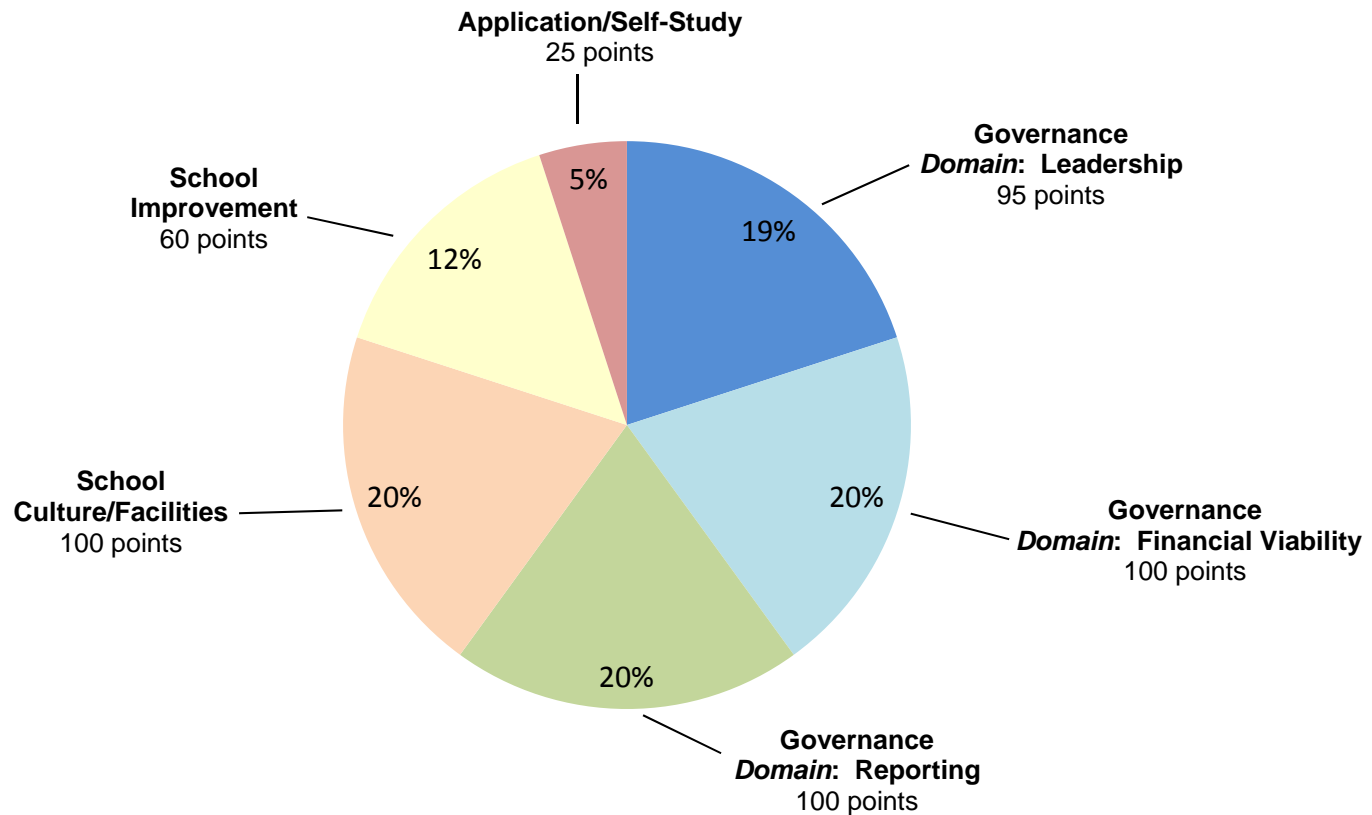
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures including Career/College Readiness Goals. Part A of the Contractual Educational Goals and related measures states: "The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life." Benchmark goals for grades 2-12 are included in the charter contract.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of Academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, School Culture, and School Improvement.

**While all stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress towards their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization. *It is not possible to successfully pass a review with an Academic Performance Report that falls below "Meeting Standards."***

This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website: [www.ferris.edu/charterschools](http://www.ferris.edu/charterschools).*

# Mid-Contract/Reauthorization Review: Formula 2014-2015

## *Visitation Rubric*



Total Score		
432 - 480	Exceeding Standards	90%+
360 - 431	Meeting Standards	75% - 89%
288 - 359	Does Not Meet Standards	60% - 74%
287 & Below	Falls Far Below Standards	Below 60%

# Mid-Contract/Reauthorization Review: Point Tally Sheet 2014-2015

Academy Name: **Joy Preparatory Academy**

Dates of Visit: **December 2-3, 2015**

This is a:   **X**   Reauthorization Review            Mid-Contract Review

## Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance <i>Domain: Leadership</i>	95	93.75	98.68	Exceeding Standards
Governance <i>Domain: Financial Viability</i>	100*	100	100	Meeting Standards
Governance <i>Domain: Reporting</i>	100*	67.5	67.5	Does Not Meet Standards
School Culture/Facilities	100*	100	100	Meeting Standards
School Improvement	60	50	83.33	Meeting Standards
Application/Self-Study	25	19	76	Meeting Standards
<b>Total Score:</b>	<b>480</b>	<b>430.25</b>	<b>89.63</b>	<b>Meeting Standards</b>

## Visitation Review Scoring Matrix

*maximum: 480 points*

432-480	Exceeding Standards	90%+
360-431	Meeting Standards	75% - 89%
288-359	Does Not Meet Standards	60% - 74%
287 & Below	Falls Far Below Standards	Below 60%

\*It is not possible to *Exceeds Standards* in the Governance *Domain: Financial Viability* and **Reporting**, or School Culture/Facilities sections.



## Visiting Team Members

Name: Don Haist

Signature: *Don Haist*

Name: Laura Emshanov

Signature: *Laura Emshanov*

Name: Charissa Talsma

Signature: *Charissa D Talsma*

Name:

Signature:

Team Chair: Jim Scholten

Signature: *James K. Scholten*

## **EXECUTIVE SUMMARY**

### **Joy Preparatory Academy Reauthorization Review**

#### **December 2 – 3, 2015**

The Executive Summary is a review of the findings of the Ferris State University Charter Schools Office four (4) member review team visitation conducted on December 2-3, 2015. The review was conducted with the understanding that Joy Preparatory Academy had a Mid-Contract Review April 9-10, 2014.

The review team was able to complete a walkthrough of each school building observing classrooms in session, interviews with school board members, the SIT (School Improvement Team), support staff, parents, instructional staff, students and administration team. We appreciate their understanding of the academy and their interest in the success of the academy.

The review team also completed the reauthorization review rubric. The rubric considers the academy's progress in the areas of leadership, financial viability, reporting, culture/facilities, school improvement, and the reauthorization application. The team is pleased to report that the academy received **430.25** points out of a possible 480 points for a percent score of **89.63%**. This place the academy at the **"Meeting Standards"** rating category of the review rubric. This is a very good score, however it should be noted that while the rubric score is important the APR (Academic Performance Report) for the academy will also be considered in the determination of successfully passing the review.

Following are highlights of the review team interviews and reviews:

#### **School Board:**

- The board wants to know if what the school is doing is giving the results that are needed – if not, why not?
- The board recognizes the perseverance of the staff in spite of the challenges they face.
- The board is sensitive to the challenges of the students and community being served. They want to know – What are the concrete solutions? Where is something working well that could be applied to Joy Preparatory Academy?
- The board is fully aware that the academy is not meeting their contractual goals.
- The board also is aware that though academic achievement is important it is also a goal of the academy to help students be ready for success in life. The whole child is important.
- The board recognizes the efforts being made to improve the educational process at the academy. They believe the instructional coach is point on.
- The board works from a strategic plan that includes the goals of student achievement and parent involvement.
- The board wants to unite all stakeholders and be more visible in the schools.
- The board wants to make the school buildings more attractive and useful.

**School Improvement Team:**

- The PBIS program implementation has been helpful.
- The implementation of clubs has been helpful. It has resulted in better student attitudes and attendance.
- Data teams are getting better – priority standards have been set and there is effort to make sure model is working.
- The RTI program is improving.
- The team is aware that the main goal is proficient academic and college readiness scores for all students.
- The students and parents are fully aware of their NWEA scores and goals.
- The instruction time for math and ELA has been expanded which is good.
- Classroom presentations by teachers includes test related material.
- A new lesson plan format has been implemented that addresses best instructional practices.
- There have been helpful trainings and professional development to strengthen programs.
- Peter Danquah, instructional coach, has developed a teacher resource binder for each teacher that includes all processes and expectations. He has 10 session with each new teacher to help them understand what the programs and expectations are.
- The team recognizes that the challenges facing them is improved student achievement, maintaining and increasing enrollment and improving parent involvement.

**Students:**

- The students enjoy school.
- They feel safe and appreciate the safety drills.
- They feel a sense of family at the school.
- The students feel that their teachers care and are fair.
- A quote “Our teachers never let us be bad because they want us to learn”.
- The students feel that they learn a lot a school, teachers provide protection for them and the teachers are preparing them for further education.

**Staff:**

- The staff likes the fact that data teams meet regularly.
- The staff believes that they are more intentional towards student achievement and that there is more dialogue regarding achievement.
- The staff feels they have a say in the professional development that they receive.
- The staff knows that they are asking more open ended questions which will help the students better understand their lessons and be test ready.
- The staff is “All in it to win it”.

- There is a family atmosphere in each building. This is appreciated.
- The principal is very helpful and always available for help. The principal seems to know every student's name.
- The staff would like to improve their relationship with parents.
- The staff very much wants to be trained in the best teaching/learning practices.
- There is a need for books that can go home with the students. It is a positive that a library is being developed.

#### **Support staff:**

- The support staff is very positive about the school.
- They are happy with the principal.
- They get the training they need.
- They get feedback from parents who recognize how clean the buildings are.

#### **Parents:**

- Parents indicated they liked the following: small class sizes, safety for the students, and the family atmosphere.
- Parents feel that there is good communication given in multiple means from the school.
- The parents like it when they get personal phone calls from staff.
- The parents recognize that there are better kindergarten teachers this year.

#### **Administration:**

- The administration team believes that the school mission is definitely being met.
- The administration team fully recognizes there are areas that need to be improved. The academy needs to improve student achievement and enrollment.
- The administration team cares about their students.
- The administration team is fully aware that they have been part of many new programs and processes that have been put in place.
- The administration team is aware that they need to ensure the fidelity of each teacher.
- The administration team is aware that results are important and that there is a need to test the effectiveness of implemented strategies.
- The administration team is also aware of the need to keep a positive family atmosphere for the students and the staff.

Our team has made the following overall observations and considerations:

- It is clear there is a positive family atmosphere for students and staff.
- The students were well behaved and respectful.

- The new required lesson plan format should be helpful if used with fidelity.
- There have been many positive efforts to make improvements. The data team process has been improved. The PBIS program has been implemented with good results.
- It is clear that all stakeholders know and value the importance of improved student achievement.
- It is clear that all stakeholders understand the importance of attending to the needs of the whole child.
- It is clear that the staff needs to use their data to determine if what they are doing is beneficial.
- The team would suggest that effort and consideration continue to be given to making sure that what is being put in place is effective. Test all efforts against student achievement. Continue to be very intentional about doing what is best. Work to make sure that all staff members are doing their best work and that help is available for any staff member that has a problem they can't solve.

In closing, we thank each of you for your participation in this review process. We appreciated your honesty and clear statements. We appreciate the outstanding preparation that was made for the visit. It is clear you all care about your students a great deal. You believe you have developed and put in place a plan and path to meet high expectations, yet you need time to meet your goals. Your hospitality was generous and outstanding as you invited us to be a part of your family for a short time.

We wish you the very best.



Jim Scholten, Reauthorization Team Chair

# 1. Governance *Domain: Leadership*

Points Possible  
**95**

Points Achieved  
**93.75**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
<p>Core Values: Foundation</p> <p><b>Stakeholders =</b> Students, Board Members, Parents, Staff, Community at Large</p> <p><b>As evidenced by:</b> Wall Charts, Websites, Newsletters, Board Meeting Minutes</p>	<b>15/15</b>		<ul style="list-style-type: none"> <li>In collaboration with the Academy's stakeholders, the Board has developed Core Values</li> <li>The Core Values are the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders</li> <li>The Core Values do not serve as the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Core Values identified</li> </ul>	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	<b>10/10</b>		<ul style="list-style-type: none"> <li>In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future</li> <li>The Vision Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future</li> <li>The Vision Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Vision Statement identified or is without links to the Core Values</li> </ul>	
Mission: Linked to Core Values	<b>10/10</b>		<ul style="list-style-type: none"> <li>In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role</li> <li>The Mission Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role</li> <li>The Mission Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Mission Statement identified or is without links to the Core Values</li> </ul>	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Communication w/Stakeholders	10/10		The Board communicates the Mission, Vision, and Core Values to the Academy stakeholders in a wide variety of ways	The Board appears to do little to communicate the Mission, Vision, and Core Values to the Academy stakeholders or uses only limited ways to communicate	The Board does not appear to communicate the Mission, Vision, and Core Values to the Academy stakeholders	
Written Strategic Plan	10/10		The Board has a written strategic plan and there is evidence the Board regularly reviews this plan and refers to it when making long-term decisions	The Board has a written strategic plan; however, there is little evidence the Board reviews this plan or refer to it when making long-term decisions	The Board does not have a written strategic plan	
Point distribution		n/a	5 points	n/a	0 points	
Candidate Pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	All Boards receive 5 points because of difficulty in identifying candidates
Management Company or Key School Leader (KSL) Evaluation	NA/NA		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that reflects the Academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation of Management Company/KSL and the Academy's academic achievement status and progress along with the provided business services	Not required this year
Professional Participation	5/5		The Board has a consistent representation at CSO-sponsored events		The Board has little or no representation at CSO-sponsored events	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Professional participation	5/5	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> <li>Includes funds in annual budget</li> <li>Each member is on schedule to meet their professional development activity credit requirement</li> </ul>	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> <li>Includes funds in annual budget</li> <li>Most members are on schedule to meet their professional development activity credit requirement</li> </ul>	There is little or no evidence that the Board encourages and supports professional development activities: <ul style="list-style-type: none"> <li>Does not include funds in annual budget</li> <li>Most members are not on schedule to meet their professional development activity credit requirement</li> </ul>	The Board does not engage in professional development	
Policies and Procedures  As evidenced by: The Policies and Procedures Manual at the Board Meetings	5/5	The Board: <ul style="list-style-type: none"> <li>Has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>References appropriate policies/procedures at Board meetings when making decisions</li> </ul>	The Board: <ul style="list-style-type: none"> <li>Has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>Demonstrates familiarity with policies/procedures</li> </ul>	The Board: <ul style="list-style-type: none"> <li>Has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>Does not demonstrate familiarity with policies/procedures</li> </ul>	The Board: <ul style="list-style-type: none"> <li>Has few policies/procedures in place that are required by state and federal laws</li> <li>Has not regularly updated its Policies and Procedures Manual</li> </ul>	
Meeting Schedule	5/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	
Monthly Quorums	3.75/5	The Board has not cancelled a meeting during this review period due to a lack of quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of quorum	The Board has cancelled more than 3 meetings during this review period due to lack of quorum	December 16, 2014
Point distribution		n/a	10 points	6 points	0 points	
Physical Facilities	10/10		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	



**Governance Domain: Leadership**

Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	<b>93.75/95</b>	<b>98.7%</b>	<b>Exceeding Standards</b>	

## 2. Governance *Domain: Financial Viability*

Points Possible  
**100**

Points Achieved  
**100**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	<b>15/15</b>		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Opportunity for input	<b>15/15</b>		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
School improvement plan	<b>15/15</b>		<ul style="list-style-type: none"> <li>The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy</li> <li>Budgeted amounts are consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget appears inconsistent with the school improvement plan</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget does not take school improvement into consideration</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	<b>10/10</b>		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	<b>10/10</b>		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Financial Audit submission	15/15		During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was completed in a timely manner</li> <li>submitted to the State by or before October 31</li> <li>results were shared with the Board of Directors in advance of the public presentation</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was performed within the specified timeframe</li> <li>the Board of Directors did not receive it in advance of meeting for review</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was not performed within the specified timeframe</li> </ul>	
Point distribution		n/a	10 points	n/a	0 points	
Financial Audit status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	10/10		The Board maintains a fund balance: <ul style="list-style-type: none"> <li>between 10%-15% of annual revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>below 10%</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>of less than 5% of general revenue</li> </ul>	

### Governance Domain: Financial Viability

Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved 100%	Category Achieved Meeting Standards	
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### 3. Governance *Domain: Reporting*

Points Possible  
100

Points Achieved  
**67.5**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	<b>15/15</b>		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> <li>receives detailed monthly reports on student achievement/progress toward contractual goals</li> <li>regularly engages in discussion about these reports</li> </ul>	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> <li>periodically receives detailed monthly reports on student achievement/progress towards contractual goals</li> <li>occasionally engages in discussion about these reports</li> </ul>	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> <li>does not receive detailed monthly reports on student achievement/progress towards contractual goals</li> <li>rarely discusses student academic achievement</li> </ul>	
Point distribution		n/a	15 points	n/a	0 points	
Administrator Continuing Education Unit (CEU) credits	<b>15/15</b>		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		n/a	20 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	<b>0/20</b>		During this review period the Academy maintained a Level 1 or 2 status of having all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		During this review period the Academy had significant Level 3 or 4 status of non-compliance issues with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	From 2011-2015 the Academy received a Level 3: 6 times and a Level 4: 1 time
Point distribution		n/a	10 points	7.5 points	0 points	
Compliance reporting Epicenter: On Time	<b>7.5/10</b>		All documents submitted to EPICENTER are marked "on time"	95-99% of all documents submitted to EPICENTER are marked "on time"	94% or fewer of all documents submitted to EPICENTER are marked "on time"	2012-2013 100% 2013-2014 100% 2014-2015 97% Overall = 99%

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	<b>0/10</b>		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	Did not meet 100% requirement
Compliance: Transparency Reporting	<b>10/10</b>		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Enrollment process	<b>10/10</b>		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Board meetings: Notices of annual meetings	<b>10/10</b>		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	

### Governance *Domain: Reporting*

Total score for all competencies

Total Points Achieved	<b>67.5/100</b>	Percentage Achieved <b>67.5%</b>	Category Achieved <b>Did Not Meet Standards</b>	
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## 4. School Culture/Facilities

Points Possible <b>100</b>	Points Achieved <b>100</b>
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	<b>10/10</b>		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> <li>• create a safe and orderly academic environment</li> <li>• are conducive to learning</li> </ul>	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> <li>• they are not consistently enforced</li> <li>• the academic environment is not always conducive to learning</li> </ul>	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> <li>• have developed behavioral expectations or systems that are consistently enforced</li> <li>• have established an academic environment that is conducive to learning</li> </ul>	
Safe & orderly environment: Safety plan	<b>10/10</b>		The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place and there is evidence that it is known by staff</li> <li>• implemented safety and security measures into daily operations</li> </ul>	The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place; however it does not seem to be known by staff</li> <li>• implemented some safety and security measures into daily operations</li> </ul>	The Academy: <ul style="list-style-type: none"> <li>• does not have a comprehensive safety plan in place</li> <li>• has not implemented safety and security measures into daily operations</li> </ul>	
Point distribution		n/a	10 points	n/a	0 points	
Site and facilities: Emergency systems	<b>10/10</b>		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Point distribution		n/a	15 points	n/a	0 points	
Emergency Plan	<b>15/15</b>		There is a comprehensive emergency plan prepared for the Academy		There is no discernible emergency plan prepared for the Academy	
Point distribution		n/a	5 points	n/a	0 points	
Emergency Drill Logs (EMD)	<b>5/5</b>		The EMD shows the Academy is making good progress towards the requirements of law		The EMD shows the Academy is not making good progress towards the requirements of law	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Hazardous materials	<b>5/5</b>		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	<b>5/5</b>		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	<b>5/5</b>		All restrooms and other public areas are well-maintained and clean.		All restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	<b>5/5</b>		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	
Point distribution		n/a	10 points	n/a	0 points	
Staff Stability: Administration	<b>10/10</b>		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant administrative turnover (3 or more) during the review period	
Point distribution		n/a	15 points	n/a	0 points	
Staff Stability: Faculty	<b>15/15</b>		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had more than 40% turnover in teaching staff during the review period	23% Teaching staff turnover
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	<b>5/5</b>		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	

School Culture/Facilities:  
Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved 100%	Category Achieved Meeting Standards	
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## 5. School Improvement

Points Possible  
60

Points Achieved  
**50**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<u>Standard 1:</u>  Purpose and Direction (Teaching for Learning— Standards 1 &2)	<b>3.75/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i> )	
<u>Standard 2:</u>  Governance and Leadership (Leadership for Learning)	<b>3.75/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i> )	
<u>Standard 3:</u>  Teaching and Assessing for Learning (Professional Learning Culture)	<b>3.75/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i> )	
<u>Standard 4:</u>  Resources and Support Systems (School, Family, & Community Relationships)	<b>3.75/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i> )	
<u>Standard 5:</u>  Using Results for Continuous Improvement (Strand I, Standard 3)	<b>3.75/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i> )	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	10/10		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		15 points	11.25 points	9 points	0 points	
Data Teams Process	11.25/15	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	NA/NA	The Academy has been identified as a Reward School and is in the top 75 <sup>th</sup> percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 <sup>th</sup> percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25 <sup>th</sup> to 49 <sup>th</sup> percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority OR is ranked in the bottom quartile	
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	10/10	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement:  
Total score for all competencies

Total Points Achieved	50/60	Percentage Achieved 83.33%	Category Achieved Meeting Standards	
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# BOARD INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **December 2-3, 2015**

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

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

- Not meeting target/contractual goals – seems it has a hard nut to crack
- New math program
- Data team
- George always asks, “Is what we are doing giving us the results we need? If not, why not?”
- When terms are in regard to academic targets, the answer is no
- At this juncture, no what’s been put into place seems to be working
- New math programs and language arts and writing
- President felt he would have worded differently in front of staff...Peter is a great asset; encouraging and pointing people in the right direction
- Non-academic – ongoing and board is very concerned about this; safe as we can have them at this point
- We are not making our contractual goals – so not
- It seems to me what has been put in place in the last couple of years will make a difference
- New programs will make a difference I think
- Peter is on point – a lot of good things happening
- No-have not met contractual goals – trends are upward
- Progress is forward but a hard nut to crack – staff put new things in place (Step Glencoe Math Journeys) might make a difference
- Seen improvement in areas – important to encourage teachers

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

- We have not followed-up – need to do better
- Perhaps board has been negligent in follow-up – hear bits and pieces need to push a little more
- “Have we followed up as a school board?...to be honest, I’d like to know”
- Board isn’t sure, they haven’t received the feedback – as a board, we could push harder for this information – how do you measure this?

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

- Contract expectations
- Board members are encouraged to utilize training opportunities - emphasis on statistics, achievement, and focus surprises – complexity
- Helping us, explanations of CSO expectation, etc.
- Contractual goals are discussed regularly, as are issues of governance
- Our obligation to FSU and FSU's obligations to the Academy
- How all parties involved collaborate and support one another
- Board members are encouraged to participate in all FSU-CSO trainings, etc.
- Expectations – help – we know the role of Ferris
- Need to be educated about the process
- Contractual goal piece is discussed often
- I have been informed about how complex the system is and the safeguards in place

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

**Most Proud:**

- Perseverance in spite of the challenges – it's so difficult to identify how to best support for this this population of students

**Improvement:**

- No one knows where to start – who's doing it right and what's the solution?
- Struck by complexity of charter expectations – more rigorous
- Asking for the concrete solutions – what is working somewhere?

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

- Main focus is student achievement, parental involvement, and professional development
- Yes – we talk about it every meeting – main focus is student achievement, parental involvement, and professional development for teachers
- We will start u[ breakfast meetings after new year to review

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

- Marketing, visibility, word of mouth board being involved, sincere, care, family, know what's in the parents backpack
- We try to get involved with the community...we're sincere, we care, we're a family
- Board being involved with parents and students
- It is necessary to have the board more visible in the schools
- That the board cares and is concerned

- Hard to get parents to interact with board members

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

- Study the budget
- Audits are positive
- Fiscally prudent
- Based on need
- Encourage the board to study/reviewing details of budget...try to be fiscally prudent
- Coordinating efforts with the Leona Group project needs vs. budget outwards 3-5 years
- Needs based (teachers, students, etc.) now focusing on building enhancements – priorities come first
- I encourage the board to study the budget – I try to be fiscally prudent I stay in close contact with the management company to keep up on budget issues – asking for projections of finances for 4-5 years – looking a revenue flow – asking staff to come to board meeting to explain how their program is helping kids

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

- State of the art building – resources
- Smaller classes – build bridges of trust sooner
- More differentiating to meet needs better
- Board sponsored activities for parents
- Smaller classes – building bridges to trust, creating a loving relationship with educators
- Connect with kids to determine what their needs are
- Resources
- Quality staff
- Board reaching out to parents
- Parent involvement
- Technology (laptops)
- I want our building to be as nice as any school building in the State of Michigan
- More board sponsored activities for parents – to help involve parents more
- Give every student a laptop computer

**9. *Anything for our attention?***

- Board appointment process – speed-up
- Board stipend for members?
- Research solutions
  - Child development
  - Behavior manifested by urban/inner city kids and impoverished populations
  - Self-esteem issues

- What are people doing that works?
- Moving board members through FSU Board process more quickly
- What are the needs of urban youth??? – Can you help us figure this out?
- Can the board member appointment process be improved???
- Combine campuses – “using fund balance”
- Run excellent board
  - Board approval process – timeline
  - Stipends for board members

# ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **December 2-3, 2015**

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

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

- Yes – we are accomplishing the mission, through anecdotal, data, surveys, etc.
- We still have areas to strengthen – enrollment
- Purchase of property – consolidation will continue to drive goal attainment
- Create academic goals, whilst emphasizing safety, comfort level, and motivation for learning...keep children on track
- Continue to empower students and provide service to community
- I feel it is – definitely areas to strengthen
- Word of mouth, survey, parents and students are referring
- Moving to one building will strengthen what we are doing
- Safe, secure, wanted, and try to light a fire – trying to increase motivation for learning

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

- **Most Proud:**
  - Entire staff/passionate, cohesive and willing to move forward as a team
  - Students; having them learn on appreciation of education
  - The entire staff – very passionate, very willing to move in direction to help students – No Blockers
  - Proud of students – they know what to expect when here
  - Like a family out here
  - Necessary in the community
- **Improved:**
  - More involvement and initiative for parents – value in education
  - Would like to improve parent involvement to help their kids to value education

- 3. Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?**
- Not all – some are definitely prepared, while others struggle and may not be leaving
  - Scantron growth – 85% exhibit growth
  - Not all students at level they should be
  - There are many Scantron tests show growth from fall to spring/most are showing some form of growth
- 4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**
- 10 – definitely, very cohesive, conducive to student learning – parents know of culture
  - 10 – safe, peaceful and great environment to work in
- 5. What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?**
- Attendance – coming to school and on time
  - Lost “ERASE” Program – for attendance/busing has helped
  - Have students come to school consistently and on time – adding busing has been helpful
  - Attendance – some miss 50+ days
- 6. What are the top TWO things this academy needs to do for its long-term health and longevity?**
- Grow population and continue to instill in parents the need to bring children to school
  - Keep processes in place to ensure learning
  - Tighten up academic instruction and monitoring instruction
  - Grow population
  - Instill importance in parents to get to school to learn
  - Need to make sure processes in place to ensure learning
    - Made changes in lesson planning
    - Curriculum mapping
    - Providing instruction
  - Need to tighten up instruction
- 7. Why do you think parents choose to send their children to this academy?**
- Joy Preparatory is a loving, nurturing, positive entity, family-like environment...a place where we care about their children and success
  - Safe
- 8. If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)**
- Renovate the gym
  - Improve the main building



- A library has been started on the 2<sup>nd</sup> floor – would like to improve
- Upgrade building, classrooms, technology and library
- Educational materials
- Upgrade technology

**9. *Anything for our attention?***

- Oversight is important – incumbent on use to become better because we are being pushed
- Oversight – Leona appreciates our involvement and effort
- Great family atmosphere



# INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **December 2-3, 2015**

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

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

- Ongoing – we're on track but our work isn't done – mechanisms are in place for great change
- Data teams meet weekly/quarterly (where we're at, where we're going)
- Joy ahead of the game in many regards...constantly
- Yes – we are asking open ended questions
- Safe – tight w/signing in and out – minimal interruptions
- Planning staff development
- Areas of growth equals opportunities and experiences to make them well rounded individuals

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

- **Most Proud:**
  - Global elements (how to help kids see broader picture)
  - Staff connect well, vested interest in kids/community, level of commitment
  - The support we have – principal visits classroom
  - Relationship with teachers, parents and principal
  - Principal is the best – all about family – take care of family first
  - No graffiti
  - Like a family
  - All in it to win it
- **Improved:**
  - Keep education current, up to date training and information, technology, learning stations, real word resources
  - Relationship with parents

- Preschool trying to help parent to be more involved
- Learning strategies – project based
- Technology and application
- Keep educating ourselves
- More like experiences – real world resources
- Need to find school

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

- Interactive experiences/education in Study Island/Reading A-Z
- 8,9,9.9

**a. Materials and Supplies**

- 4 – very low, small through large materials (books!!)
- 9,9,10 – compared to old school – need more hands-on
- 4 – need more – students cannot take home literature books (teachers have to copy them) – reduced Study Island

**b. Professional Training**

- 8 – if you ask, they allow you to attend – related to SIP, so they're beneficial and staff led trainings
- 8 – If we ask – use own stuff – is a boost to morale

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

- (hesitation in responses) – teachers keep others in check
- Joy allows you to grow, comfortable letting staff choose additional responsibilities
- Very accommodating leader (Fran)
- 10!
- Yes
- Family – we support each other to meet needs

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

- 10 – staff and family
- 8 – students
- 8 – need improvement
- 8 – Don't see all parents
- 10 – staff
- 9-8 – kids
- 10 – staff and environment
- Clubs really supported the development of positive culture

- Events outside the classroom – they work together on a “cultural day” harvest festival, field day – all work to build respect amongst staff
- 8 –student climate (clubs, safe environment)
- Unique challenges to Joy: test anxiety, access to specials, parental involvement, counseling (for at-risk, homeless, and single parents)

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

- Yes, but challenges
- Yes, preschool
- Just right
- Workable but hard
- Aggressiveness

***What's changed in the last 2 years?***

- Data teams, math teacher has stabilized, data coaches and interventionists pushing in
- Working more closely with RTI interventions, etc.
- More dialogue towards achievement
- Lesson plans
- “Math Growth”
- Stability – math teacher is now in 2<sup>nd</sup> year

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

- Yes, many have students enrolled or who've graduated from Joy
- 3-Yes

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

- Our own bus – more routes
- iPads for each student

**8. Anything for our attention?**

- Consolidation of PK-8, and improvements to existing building
- Principal say you can call me anytime - principal knows all the kids
- Like idea of all going to one building
- Excited about future



# SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **December 2-3, 2015**

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

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

- 2-Yes
- Growth
- Students are happy
- Yes – we feel they are – getting to know the students – we see growth and development
- I believe they are – I see a lot of parents appreciate extra help

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

- **Most Proud:**
  - First impression from parent – how clean building is
  - Everyone works together as a family/team
  - Clear communication
  - Within 48 hours I have an answer
  - Online progress reports
  - Very well – e-mail and phone responses
- **Improved:**
  - More custodians
  - Kindergarten retained, but allowed to “graduate”

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

**a. Materials and Supplies**

- 9 – as needed

- 9 – have everything we need
- 2-10

**b. Professional Training**

- 9 – always support (i.e. Wayne RESA)
- 9 – if we ask for any training – it's encouraged and approved
- 2-10

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

- Clear
- 9- We understand our jobs and that there are additional duties that present themselves
- 2-10

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

- 10 – family
- 10 – work as a team or family
- 7-8 – students, discipline and behavior very strong
- 8 – students – positive environment
- Adults great and the community – no tension, care about each other

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

- I think so
- Staff work
- Teachers work diligently and students continue to grow and develop

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

- 3-yes
- Yes – granddaughter attended

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

- None, very satisfied
- New kitchen appliances, air conditioning in main office
- Prepare own meals

**8. Anything for our attention?**

- Parents appreciate the bus
- Better attendance



## PARENT INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **December 2-3, 2015**

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

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

- Small class size – failed in Detroit
- 8 - family members
- Son LD – ADHD was in Detroit – now here
- Initially son failed 1<sup>st</sup> and 4<sup>th</sup> grade; needed a school that would offer support
- Joy Preparatory Academy has educated at least 13 family members – would recommend Leona schools
- Son in 6<sup>th</sup> grade is active (LD and ADD) formerly attended DPS, there were too many students – like the smaller classes and family oriented
- My son can be challenging – he has LD and ADHD – at a large middle school he was having problems – came to smaller environment
- For three (3) years I had issues with DPS – 40 kids in classroom is not good – I wanted an atmosphere where she could learn – my husband saw it was a K-2 school – we began then and continued

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

- Within 48 hours I have an answer
- Online progress reports
- Very well – e-mail and phone
- Kindergarten – retained but allowed to “graduate”
- All teachers supportive and understanding – very responsive, communicate well (e-mails, newsletters and phone calls)
- Frustration with kindergarten class teacher (graduated her child, then retained her)
- Very – sometimes a little over board
- Communicate very well
- They are very responsive
- Mrs. Gardulescu has an open door policy
- Last year I had a problem with kindergarten – went to principal and student was transferred to other class – received information very late she would be retained – problem with teacher and principal – better year now – teacher is doing better and really cares

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

- 10
- 8 – staff has respect with each other
- 8
- 10 – excited about consolidation of Oakman and Dexter campuses
- 8 – staff has a good rapport with other staff and students – open dialogue and communication – family oriented
- 8 – believe in communication – teachers are great
- 9 – it is nice
- 8 – staff seems great – Mrs. Gardulescu is doing great – a lot better

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

- Yes
- Yes – I know because he is ADHD
- Yes – individualized according to student needs and behavior
- Yes – knowing my son, everyone puts forth great efforts
- Yes – I know my child – he doesn't always give 100%, but teachers help to get him back on track
- Yes – she is doing a lot better – especially with Mrs. Moss
- New kindergarten teacher – she's awesome – she pushes

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

- None – never heard a complaint
- One year there was a split which created large class sizes
- Food – doesn't get enough
- Not having friends to play with at home
- He doesn't complain

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

- Small class size
- Science classes
- Gym – basketball team
- Likes that mom works at school
- New teacher – kindergarten
- Writing in ELA
- Bus system

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

- Joy is very good with individual communication
- Excellent communication
- Overall – Great!
- School reach line – newsletters
- This year teacher from day one (1) is great – always communicates – she cares!
- Security office
- Janitorial – Great!

**8. Anything for our attention?**

- Excited about beautification of schools and combining campuses
- Strengthen special education programs/intervention
- Consolidation of schools – parents are positive about this change – it will alleviate time/travel constraints – help for working parents
- Tutoring
- This is a great school
- Concern about big kids with little kids in the one building



# STUDENT INTERVIEW SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **December 2-3, 2015**

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

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

- Good School
- Help you
- We are a family!
- They do nice things, they care for you
- We feel comfortable and safe
- Ass students stated that they would choose Joy
- 3 – yes, enjoy attending this school
- 3 – no, would not go anywhere else

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

- Just right
- Yes – we are challenged at the right level
- Are you ready for high school? – Yes, feel confident with math and science
- Yes – science, planting things to see how it works
- Yes – science – earned the lifecycle of a butterfly
- Yes – math, I can do subtractions with whip cream on the table
- Sometimes too hard – our teachers challenge us so we can go to college
- Teachers never let us be bad, because they want us to learn

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

- Yes – want us to learn and they treat everyone the same
- Suspensions? Yes, many kids are, but for the right reasons (i.e. stealing)
- 3 – yes

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

- Lunch
- Math
- Science
- Reading
- English
- Specials – gym, art, music, computers, clubs, fashion, cooking and chess

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

- Volleyball, gymnastics, bowling, skating, football
- More specials i.e. foreign language would like a field trip every week – we learn from them

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

- Yes – practice drills and lockdowns and teach procedures
- Cameras by the door
- Teachers are taking care of us
- Yes – when there is a lock down we are really quiet and get under tables
- Yes – I feel scared when we have a lockdown

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

- Yes – it's safe, you learn a lot – they provide protection – good education – prepare you for success at other schools
- 3 - yes

**8. Anything for our attention?**

- Great, helpful staff, more assemblies, crafts, hands-on, would like access to more books
- School lunch options – “none use hot lunch”
- More choices - better gym, art program, Library, music program and more...

# SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Joy Preparatory Academy**

Date: **December 2-3, 2015**

**1. *What strategies and/or programs that you have implemented are the most effective and/or promising at this time? (What are you most proud of?) How were they selected? How do you know they are effective?***

- PBIS – very well, they have added lots of clubs – better attitude and attendance (whole staff buy-in and excited)
- Data Teams – always working on priorities/priority standards and data indicates the model is positively impacting
- RTI – instituted new measure this year – now teaching assistance to tutor only Tier II students bottom 30%
- Climate of caring and love – kids feel safe and secure

**2. *What strategies and/or programs are in need of immediate attention in order to be effective?***

- Anything not working – gets addressed and modified/strengthened - data teams is an example to make adjustments – change processes
- Parent involvement – typically less than 50% for conferences
- Struggle with parent involvement – trying to find strategies that will work – 72% at most recent parent teacher conference, which is very good

**3. *What is the most important goal you have set for your students? Why?***

- Academic – Norm-referenced goals (NWEA) and College Readiness goals
- Individual goals (teachers and students and parents are familiar with their spring goals) – norm and CCR
- Socialization
- Attendance – promote bus service
- Data teams – Priority standards (pre/posttest) using learning continuum NWEA
- Every teacher have every students RIT score and winter goal – this drives instruction
- Socialization goals for kids – how to be successful
- Attendance is one of our major goals and reaching out to parents to determine how to help
- Academic goal from data team priority standards
- The norm is the goal

**4. Do students know the achievement goals that have been set? How do they track their individual progress toward those goals? Have you set any of your goals?**

- Test taking strategies/priority standards
- Data cycles/data coordinators
- What's improved since last year? – changing forms, color coded, teacher are more familiar
- Students know individual goals
- Progress – Study Island
- Priority standards – every 4-6 weeks
  - Data teams meet weekly basis
  - How kids are preparing for the standards
  - Strategies
  - Test questions
  - This is used to help students know if they are making progress
- Data teams have improved priority standard and they are grade specific

**5. The student perception data indicated that students are concerned with inadequate information with regard to standardized testing. What do you think this means? What is being done to change this perception?**

- Principal – they do not have a clear understanding of tools needed to be successful – needed more test prep
- Confusion/lack of preparation/nerves/anxiety – due to M-Step
- Weren't sure “what the test wants” or “how to take the test”
- To change = more test prep, comfort with expectations, aligning content with how it is presented on the test
- Given last spring – too many tests (AIMS-Web/Scantron/M-Step)
- NWEA – “tells them better where they are and need to be”
- PLC
- Classroom lessons are more inline “with test language”

**6. In the comprehensive needs assessment section of the school improvement plan the staff reported that there are too many programs introduced. What does that mean and what is being done to address the concern?**

- More programs do not always mean better
- SIP team helps to strengthen existing programs
- Data, RTI, PBIS = teachers are educated on all programs to be implemented
- Teachers hired mid-year = 10 session workshops – we have written protocols for our systems the covers everything, which is located in Educator Resource binders
- Curriculum – specific programs being used to streamline
- SIP team has discussed minimalizing programs
- Multiple sessions to educate teachers on different systems
- More structured resources



- 7. It is stated in you plan that math and reading are your main areas of concern. In the interventions section there are listed your tier I, II, and III interventions for reading and math. How much time in the schedule is devoted to all students for reading and math? What additional programs and time are provided for tier II and III students?**
- Middle School math and ELA – 90 min. for 6<sup>th</sup>-8<sup>th</sup> grade
  - K-5<sup>th</sup> – math and ELA – 90 min. – stations in afternoon 40-60 min. alternating
  - Tier II: during class a specials – split between math and reading to reinforce regular content using teacher lessons – 4-5 students per paraprofessional
  - Tier III: pulled out of specials – 2 hours math and reading – more intense 1-2 students – specifically targeted to deficits skills – fundamentals
- 8. For clarification: The measurable objective for reading and math is stated as “A 10% increase of All students will demonstrate a proficiency on the NWEA assessment in mathematics and reading by 06/10/2016 as measured by the assessments national scaled scores. What does this mean?**
- When this was written they had not received training – now it would be towards referenced norm or CCRB’s
- 9. What are the biggest challenges that you will be facing over the next three (3) years?**
- Student achievement, RTI, Data, PBIS
  - Maintaining and increasing our population
  - Parent involvement
  - NWEA Scores
    - RTI
    - Data System
    - PD
  - Boost our test scores
- 10. In your opinion are your recommendations for improvement considered appropriately and are they supported?**
- Everyone agrees – yes with all entities
- 11. What is really different since out last visit?**
- I definitely feel so
  - Changed lesson plan format (daily objective and assessment)
  - More data – easy to use and understand
  - Culture-behaviors improved
  - RTI, Data Teams revamped, Life Skills of children
  - Special Education has improved
  - Programs have been developed/implemented by Joy vs. Leona



## REAUTHORIZATION APPLICATION SCORING RUBRIC

1. A. Is the academy making academic progress?  B. How does the academy compare academically relative to the State and the composite resident district? Discuss both criterion referenced testing such as MEAP and GlobalScholar.		Did Not Answer  0 points	Somewhat Answered  1.5 points	Answered  2 points	Outstandingly Answered  2.5 points	Average Team Score	A C A D E M I C  P R O G R A M
	A			X		2/2.5	
	B		X			1.5/2.5	
	<b>What reviewers will look for:</b>  In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the academy for three or more years) have made over time. Where does the academy stand in comparison to the State, local district, and demographically comparable district? What specific progress has been made in addressing the academy's contractual educational goals? Do stated goals reflect sufficiently high standards? Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.						
	<b>Reviewer Comments:</b>  <ul style="list-style-type: none"><li>• What about FAY – Is this Cohort?</li><li>• Statement of the trend is inconsistent with scores presenter, there were increases and drops in <u>math</u></li><li>• No mention of SIP</li><li>• It is not stated that DPS had higher scores then Joy Preparatory Academy</li></ul>						

2. A. What progress has been made toward meeting the academy's mission?		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score	A C A D E M Y  M I S S I O N
		0 points	1.5 points	2 points	2.5 points		
	A			X		2/2.5	
	B			X		2/2.5	
B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?	<b>What reviewers will look for:</b>  What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.						
	<b>Reviewer Comments:</b>  <ul style="list-style-type: none"><li>• Not clear of progress made, other than the discipline referrals</li><li>• No mention of other means to track progress toward mission</li></ul>						

3. A. Is the academy financially solvent and stable?		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score	S U S T A I N A B I L I T Y
		0 points	1.5 points	2 points	2.5 points		
	A			X		2/2.5	
<p><b><i>What reviewers will look for:</i></b></p> <p>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.</p> <p><b><i>Reviewer Comments:</i></b></p> <ul style="list-style-type: none"> <li>• Not clear on how the Board is making investments in staff and training</li> </ul>							

3. B. Is student enrollment stable and near capacity?		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score	V I A B I L I T Y
		0 points	1.5 points	2 points	2.5 points		
	B		X			1.5/2.5	
<p><b><i>What reviewers will look for:</i></b></p> <p>A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted as should general trends in staff stability.</p> <p><b><i>Reviewer Comments:</i></b></p> <ul style="list-style-type: none"> <li>No demographic trends or staff stability statement</li> </ul>							

4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score	D E C I S I O N S
		0 points	2 points	3.5 points	5 points		
				X		3.5/5	
<p><b><i>What reviewers will look for:</i></b></p> <p>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?</p> <p><b><i>Reviewer Comments:</i></b></p> <ul style="list-style-type: none"><li>There is not a statement or explanation of how progress towards the school improvement plan is monitored and measured</li></ul>							

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.		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score	C H A L L E N G E S / O P P O R T U N I T E S
		0 points	1.5 points	2 points	2.5 points		
	A			X		2/2.5	
	B				X	2.5/2.5	
	<p><b><i>What reviewers will look for:</i></b></p> <p>There will be a narrative that shows long-range planning to address challenges facing the academy. Resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.</p> <p><b><i>Reviewer Comments:</i></b></p> <ul style="list-style-type: none"><li>There was not a timetable to show when resources will be implemented</li></ul>						



**Reauthorization Application  
Tally Sheet**

Question	Points Possible	Points Awarded
1	5	3.5
2	5	4.0
3	5	3.5
4	5	3.5
5	5	4.5
<b>Total Points</b>		<b>19.0/25</b>





**Reauthorization  
Application  
October 2015**

## Reauthorization/Mid-Contract Review Application Signature Page\*

### Board Signatures:

<u>Deon W. Waters</u> Name	<u>October 20, 2015</u> Date
<u>Patricia McGehee Owens</u> Name	<u>10/20/2015</u> Date
<u>A. L. L. L.</u> Name	<u>10/20/15</u> Date
<u>Stanley Weldon</u> Name	<u>Oct. 20, 2015</u> Date
<u>Alfred L. Cobb</u> Name	<u>Oct. 20, 2015</u> Date
 Name	 Date
 Name	 Date

Date of Board meeting review

October 20, 2015

### \*Reauthorization Applications:

Due to Epicenter no later than 30-calendar days prior to the review

## 1. Academic Program

### *A. Is the academy making academic progress?*

Joy Preparatory Academy is pleased with the academic progress that has been made in the past five years. Overall, student achievement was steady during this time period, yet there are still some areas that need improvement. Joy Preparatory Academy has met the state and federal expectations that the Michigan Department of Education requires regarding student proficiency. Joy is currently on the color orange as reported by the state MI School data website.

The Academy is very aware of making academic progress to meet contractual educational goals set forth by the Ferris State University (FSU) Charter School Office.

MEAP results are only available through 2013. Our MEAP data results, as shown in tables 1.1 to 1.3, reflect proficiency for all students across grade levels as indicated below:

<b>Table 1.1</b>						
<b>MEAP- Students Proficient – READING – ALL STUDENTS GRADES 3-8</b>						
	<b>3rd</b>	<b>4th</b>	<b>5<sup>th</sup></b>	<b>6th</b>	<b>7th</b>	<b>8<sup>th</sup></b>
<b>2010</b>	43%	28%	30%	35%	23%	30%
<b>2011</b>	48%	38%	49%	43%	45%	38%
<b>2012</b>	30%	36%	40%	54%	26%	36%
<b>2013</b>	26%	31%	35%	43%	27%	57%

2013 State Average: 3<sup>rd</sup> – 61.3%; 4<sup>th</sup> – 70%; 5<sup>th</sup> – 71.7%; 6<sup>th</sup> – 71.5%; 7<sup>th</sup> – 60.4%; 8<sup>th</sup> – 72.7%

<b>Table 1.2</b>						
<b>MEAP Students Proficient – MATHEMATICS – ALL STUDENTS GRADES 3-8</b>						
	<b>3rd</b>	<b>4th</b>	<b>5<sup>th</sup></b>	<b>6th</b>	<b>7th</b>	<b>8<sup>th</sup></b>
<b>2010</b>	5%	4%	4%	8%	6%	0%
<b>2011</b>	18%	0%	2%	6%	8%	0%
<b>2012</b>	6%	16%	0%	17%	3%	11%
<b>2013</b>	6%	10%	0%	8%	11%	0%

2013 State Average: 3<sup>rd</sup>– 40.2%; 4<sup>th</sup>– 45.3%; 5<sup>th</sup>– 45.2%; 6<sup>th</sup> – 41.5%; 7<sup>th</sup> – 39.2%; 8<sup>th</sup> – 34.5%

<b>Table 1.3</b>							<b>State</b>
<b>MEAP Students Proficient – WRITING – ALL STUDENTS GRADES 4 and 7</b>							<b>Average</b>
	<b>3rd</b>	<b>4th</b>	<b>5<sup>th</sup></b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	
<b>2010</b>		28%			14%		
<b>2011</b>		18%			23%		
<b>2012</b>		26%			19%		
<b>2013</b>		29%			35%		

2013 State Average: 4<sup>th</sup> – 50.5%; 7<sup>th</sup> – 53%

From 2010 to 2011, reading scores improved in all grades. The 8<sup>th</sup> grade reading scores increased significantly from a 36% proficiency rate in 2012 to 57% in 2013.

From 2010 to 2011, 3<sup>rd</sup> grade math scores increased from 5% to 18% and from 2011 to 2012, 4<sup>th</sup> grade realized a 16% increase. In that same year 6<sup>th</sup> and 8<sup>th</sup> grades each had an 11% increase. From 2012 to 2013, 7<sup>th</sup> grade math scores increased from 3% to 11%.

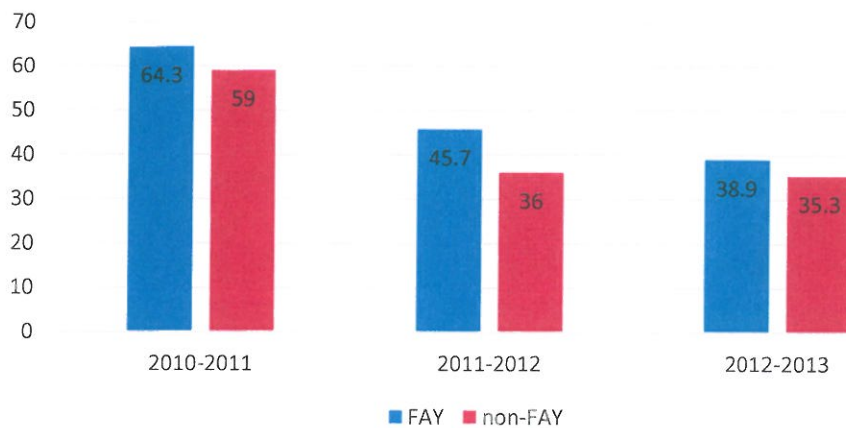
From 2010 to 2011, 7<sup>th</sup> grade writing proficiency scores increased from 14% to 23%. From 2012 to 2013, 7<sup>th</sup> grade writing scores increased from 19% to 35%. In that same year, 4<sup>th</sup> grade writing proficiency increased by a 3% margin from 26% to 29%.

We analyze our data looking at the comparison of the Full Academic Year (FAY) students to the non-Full Academic Year students.

MEAP reading data indicates that the Academy's FAY students out-performed the non-FAY students in 2010-2011 by 5.3%; in 2011-2012 by 9.7% and in 2012-2013 by 3.6% as indicated in Table 1.4.

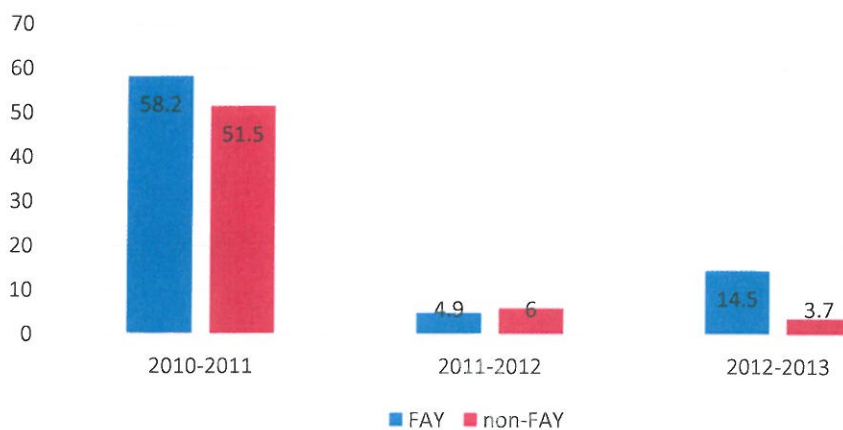


Table 1.4  
Meap Reading Proficiency

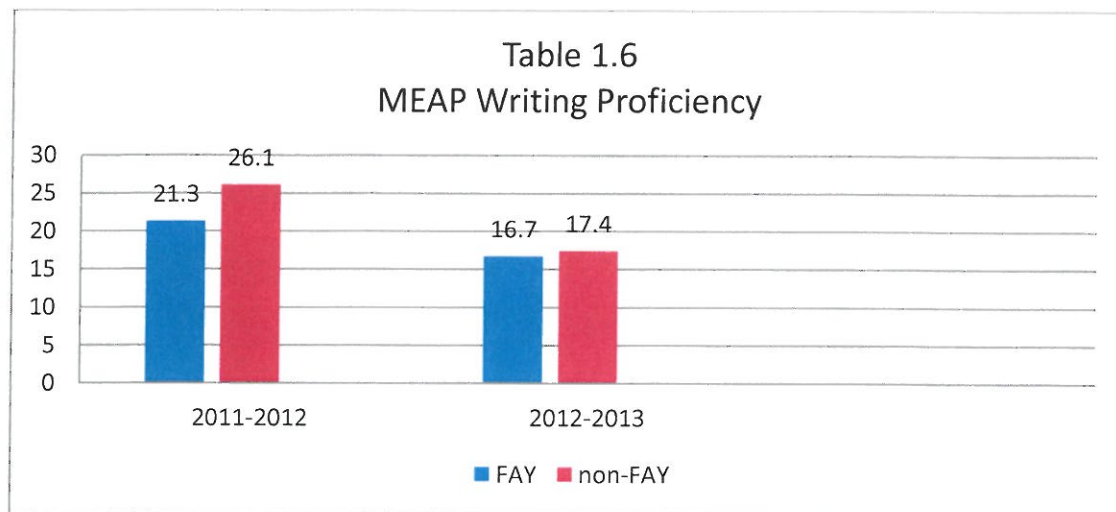


MEAP math data indicates that the Academy's FAY students out-performed the non-FAY students in 2010-2011 by 6.7% and in 2012-2013 by 10.8%. In 2011-2012 the FAY students declined slightly by 1.1% lower than the non-FAY students as depicted in table 1.5.

Table 1.5  
Meap Math Proficiency



MEAP writing data indicates that the Academy's FAY students out-performed the non-FAY students in 2011-2012 by 4.8% and in 2012-2013 by 0.7% as indicated in table 1.6. There was no information available for the 2010-2011 school year from the State of Michigan website.



MEAP data is analyzed and discussed by the instructional staff, grade level, pod, data team, Response to Intervention (RTI) team and the school improvement team. Individual data is reviewed at student led conferences with the student and parents. Strengths and deficiencies are identified by the staff, and instructional strategies are initiated from this item analysis. School-wide specific item instruction is also implemented in after-school tutoring, the summer school program and in September when the students return. Our RtI plan focuses on all students. The interventionists work with students in small groups, implementing specific instruction on identified items of deficiency. Instructional strategies have been implemented to increase MEAP performance levels of our students in all subject areas. The Academy is presently awaiting the results of the newly introduced Michigan Student Test of Educational Progress (M-STEP) which was taken in the spring of 2015. Instructional strategies being implemented presently to improve instruction and student achievement include higher-order thinking skills, project-based learning, centers/stations, review of student data and the identification of student priority standards by the data team. These strategies are used in making real-life connections and relating academic work to the day-to-day lives of the student.



Improvements must be made in every subject area. As indicated above, math trends reflect that our students struggle more in this subject area in comparison to reading and writing. We have now implemented direct math instruction in the mornings, since we recognize our students are more alert at that time of day. During this morning instruction, rigorous stations and using writing to prove and disprove math concepts occurs. Student learning response systems, or clickers, are an additional formative assessment tool used in our math classrooms. If math is taught in the afternoon, it is a follow up to the direct instruction that occurs in the morning. Also, looking at the Common Core State Standards, the Academy has implemented teaching math cross-curricular. Math is taught now in science and music. Although reading trends indicate a higher percentage of proficiency than math, increases are not consistent. In middle school, all four core subjects are now taught in a block schedule of 90 minutes a day instead of 60 minutes. We focus on literacy circles and reading passages in chunks to enhance fluency and comprehension skills. Technology, such as the Promethean boards, computers and iPads are used for group and individual reading. Writing occurs daily, school-wide in grades 3-8. The Write-Steps process has been implemented in grades K through 8<sup>th</sup>.

Curriculum materials have been updated regularly. In lieu of our declining math scores, the academy introduced My Math as our new math program in 2014. Research and reviews indicate My Math is a hands-on and practical program which students can apply to their day-to-day lives in order to strengthen their understanding of the subject. Glencoe Math, which is the middle school component of My Math, was implemented at the beginning of this school year, September 2015. Both series align with the common core state standards and contain real-life, applicable scenarios that will strengthen the fundamental and basic math skills of students.

In English Language Arts (ELA), Journeys was introduced in 2011 in grades K-4. For 2015-2016, the Academy has acquired the electronic version of Journeys for grades K-6. The mentioned series aligns with the common core state standards as well. Other resourceful materials have been added to our curriculum within the last three years. Some of the resources are mathusee.com, readworks.org, achievethecore.org and learnzillion.com.

Tables 1.7 to 1.9 depict our cohort students' performance in relation to the expected growth. In spring of 2012, the average score in all grades exceeded the spring expected growth target in ELA and math by 2.7% and 1.3% respectively, as indicated in table 1.8. In 2013, the average student score exceeded the spring target in reading by 0.9% as shown in table 1.9.

**Table 1.7**

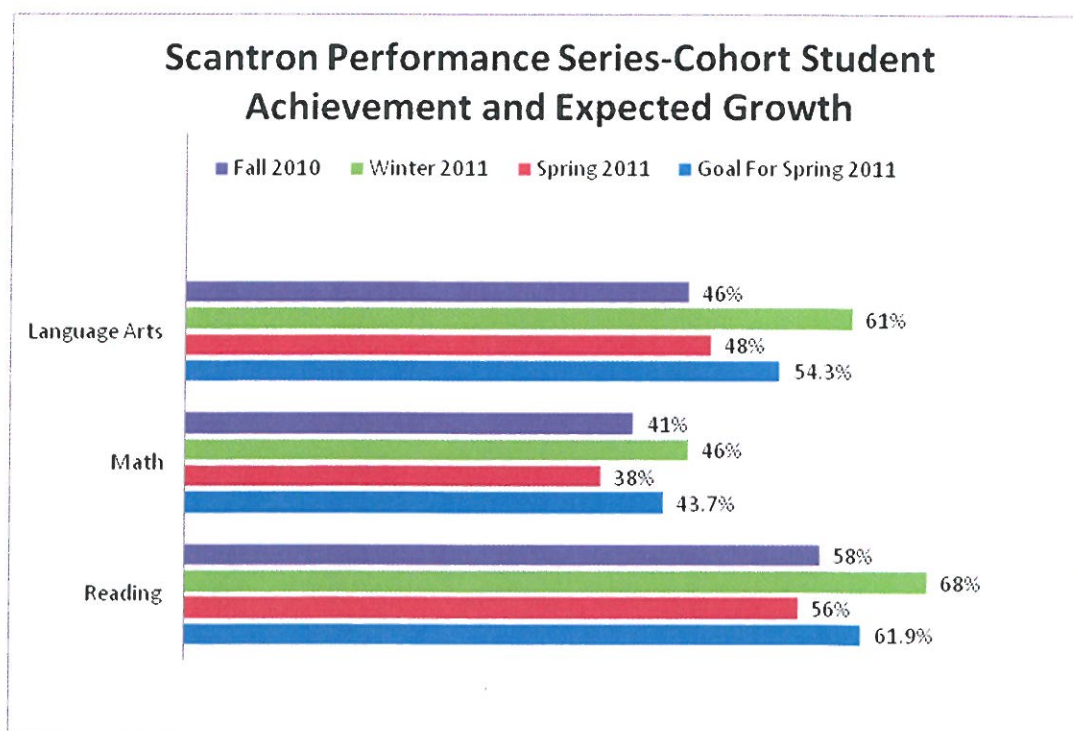


Table 1.8

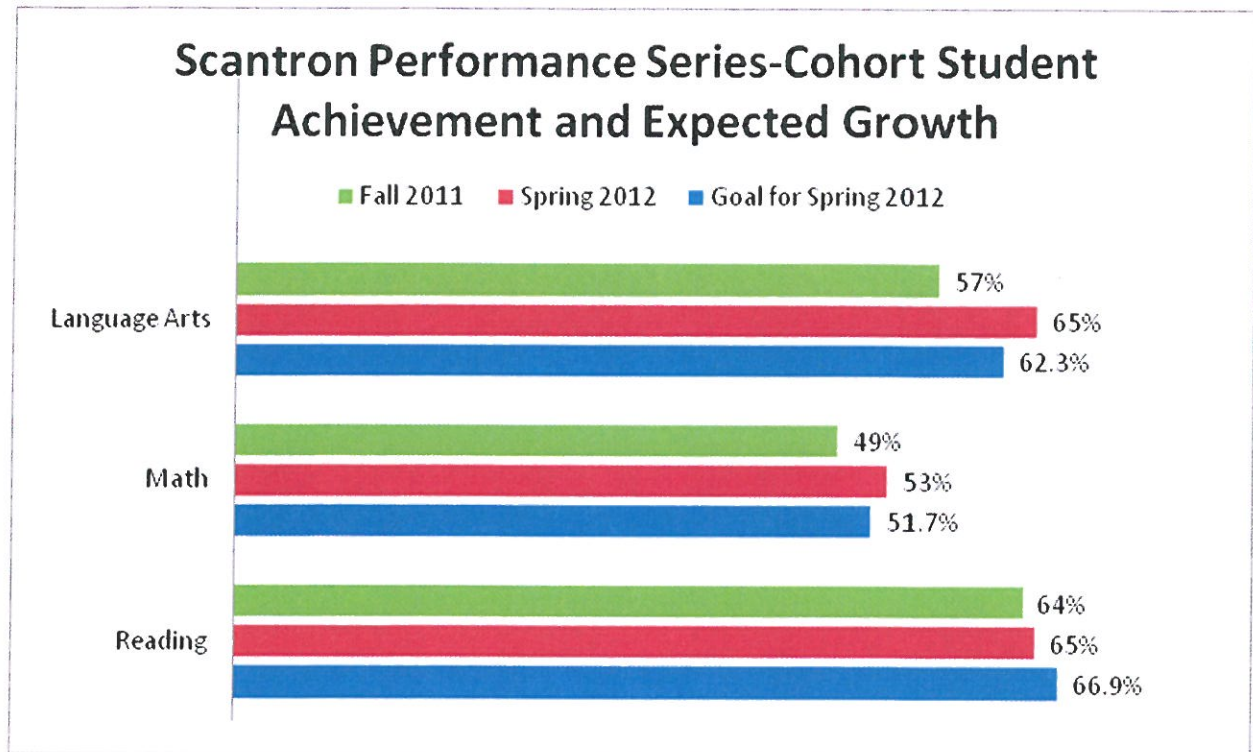
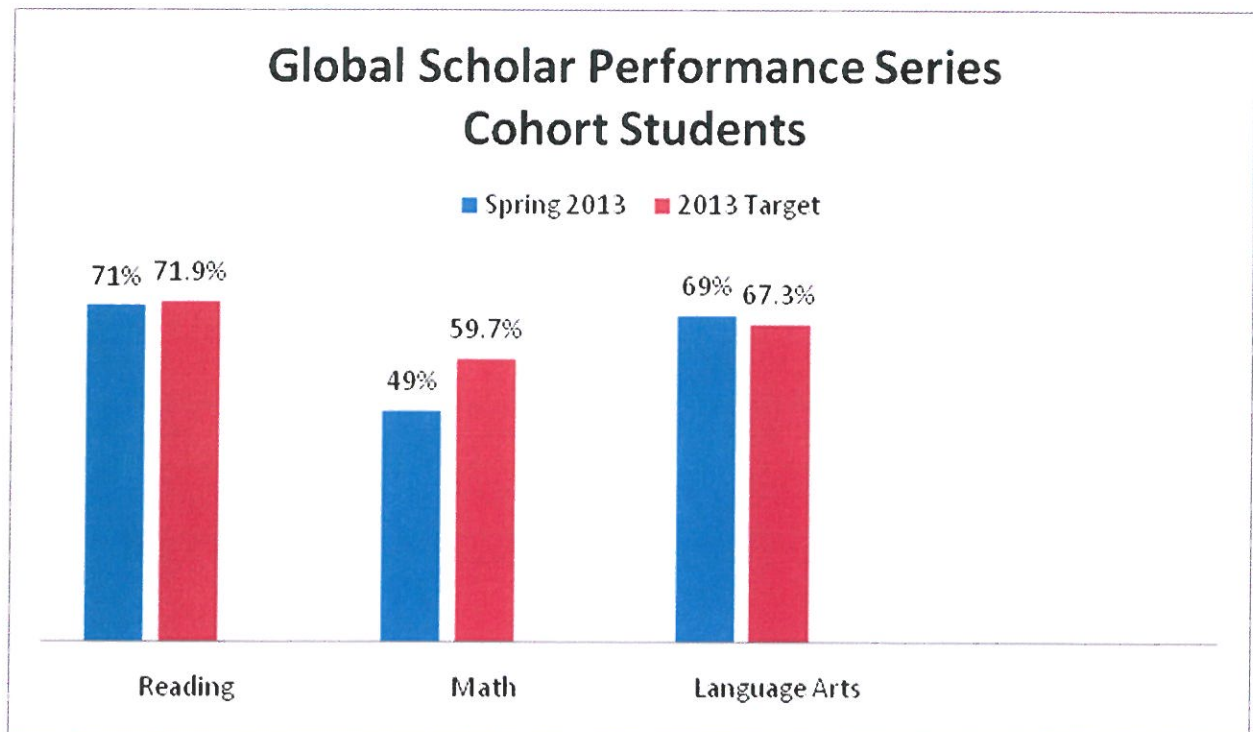


Table 1.9





Tables 1.10 to 1.13 show the average fall, winter and spring Scantron scores in relation to the 70% growth target and the college readiness target.

<b>Table 1.10</b> <b>Reading All Students Growth 2013 – 2014 Academic Year</b>							
<b>Grades</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Avg Fall Score</b>	1860	2051	2264	2515	2532	2685	2742
<b>Avg Winter Score</b>	1961	2189	2406	2625	2597	2717	2773
<b>Avg Spring Score</b>	2073	2224	2435	2651	2699	2907	2921
<b>70% Gap Target</b>	2144	2368	2563	2745	2804	2869	2931
<b>College Readiness Target</b>	2265	2504	2691	2843	2921	2948	3012

<b>Table 1.11</b> <b>Math All Student Growth 2013 – 2014 Academic Year</b>							
<b>Grades</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Avg Fall Score</b>	1929	2110	2196	2392	2370	2501	2504
<b>Avg Winter Score</b>	2014	2202	2294	2417	2396	2516	2508
<b>Avg Spring Score</b>	2140	2240	2337	2515	2456	2624	2606
<b>70% Gap Target</b>	2112	2299	2407	2548	2622	2710	2774
<b>College Readiness Target</b>	2191	2380	2497	2615	2733	2800	2890

Table 1.12 Reading All Students Growth 2014 – 2015 Academic Year							
Grades	2	3	4	5	6	7	8
Avg Fall Score	1786	1977	2164	2454	2757	2518	2726
Avg Winter Score	1904	2116	2261	2559	2851	2580	2762
Avg Spring Score	2060	2202	2359	2556	2840	2639	2802
70% Gap Target	2121	2346	2533	2726	2872	2819	2926
College Readiness Target	2265	2504	2691	2843	2921	2948	3012

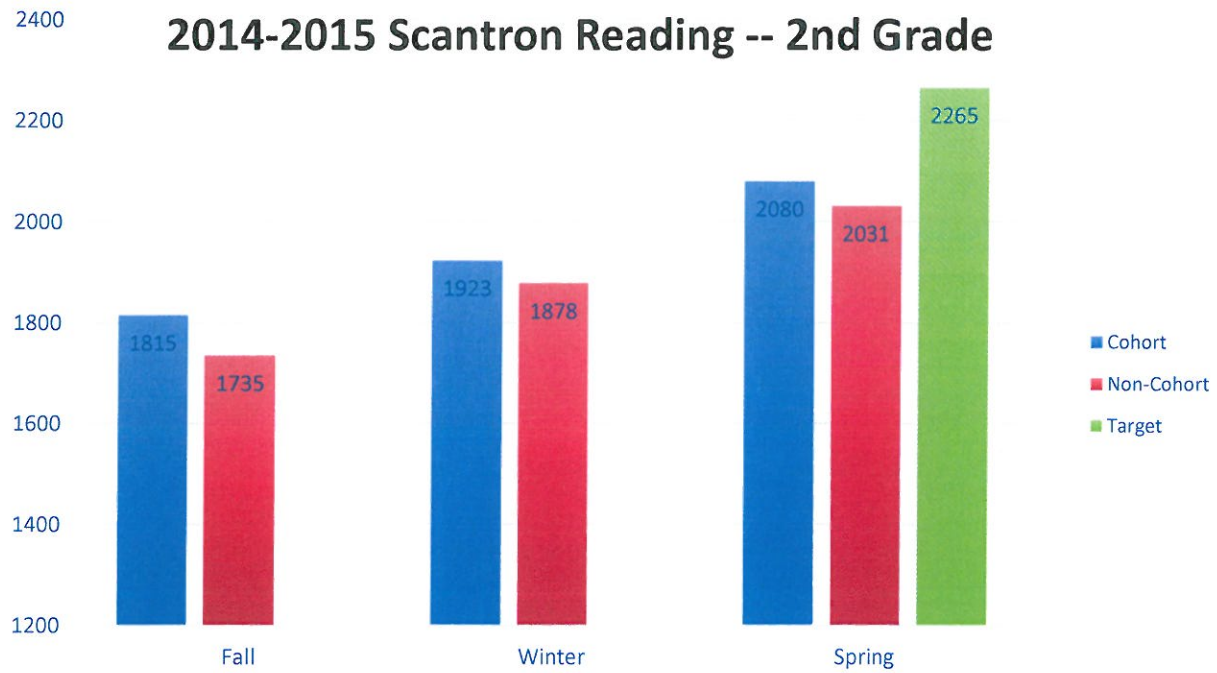
Table 1.13 Math All Students Growth 2014 – 2015 Academic Year							
Grades	2	3	4	5	6	7	8
Avg Fall Score	1911	2006	2196	2359	2567	2392	2490
Avg Winter Score	1997	2098	2283	2434	2590	2412	2561
Avg Spring Score	2147	2153	2295	2466	2564	2555	2602
70% Gap Target	2107	2268	2407	2538	2683	2678	2770
College Readiness Target	2191	2380	2497	2615	2733	2800	2890

It can be concluded that gains outweighed lack of progress in the sense that all grades recorded steady increases in the fall, winter and spring in the 2013-2014 and 2014-2015 school years. In addressing the Academy's contractual educational goals, a vast majority of students did not meet their 70% and college readiness targets as indicated on tables 1.10 to 1.13. The most profound and outstanding performance was on the 2013-2014 spring reading test, where 7<sup>th</sup> graders exceeded their 70% growth target by 38 points. The average score was 2907 while the expected 70% growth rate was 2869 (table 1.10). In 2014-2015, 2<sup>nd</sup> graders had an average score of 2147 in math, exceeding the 70% growth target of 2107 by 40 points (table 1.13).

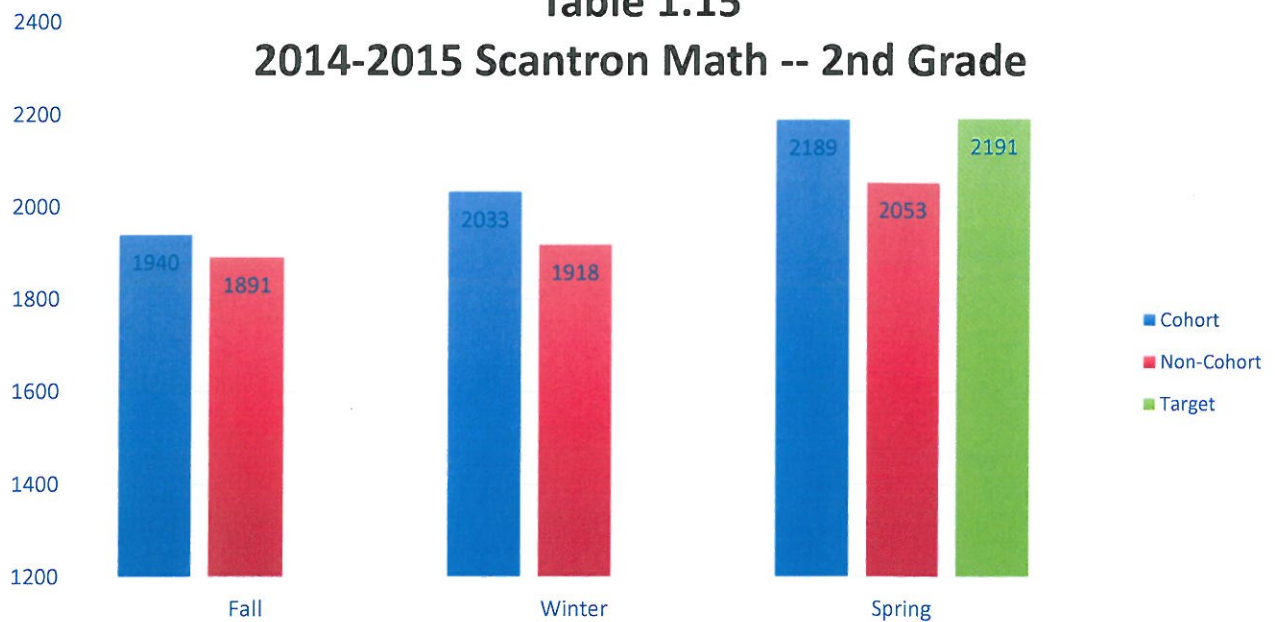
In tables 1.14 to 1.27, it is clearly evident our cohorts outperform our non-cohorts in math and reading. Again, there is a steady increase in student scores from fall to winter and to spring, an indication students are learning and improving their academic proficiency overtime. A study of tables 1.14 to 1.27 leads to the conclusion: The longer students stay at Joy Preparatory Academy the more prolific they become academically.



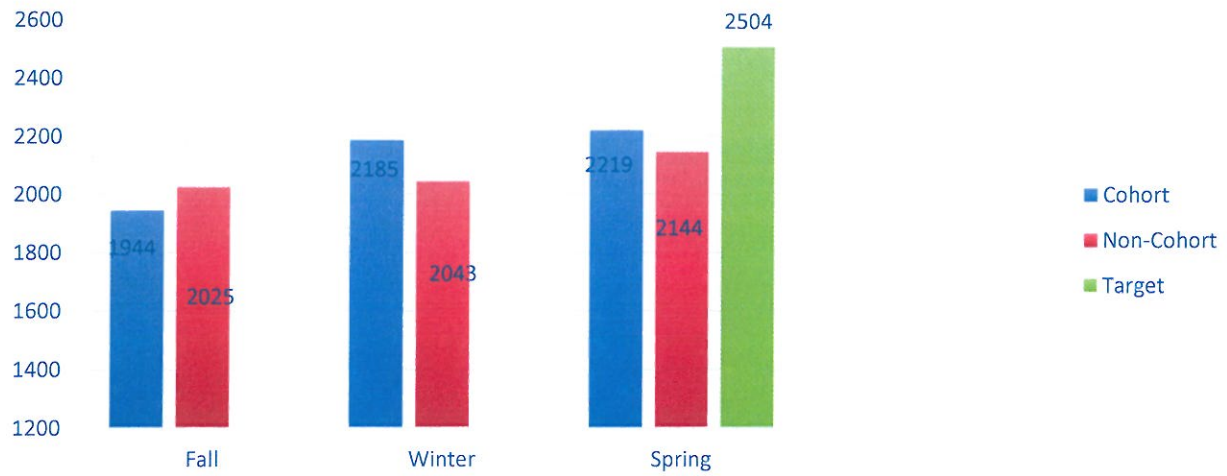
**Table 1.14**  
**2014-2015 Scantron Reading -- 2nd Grade**



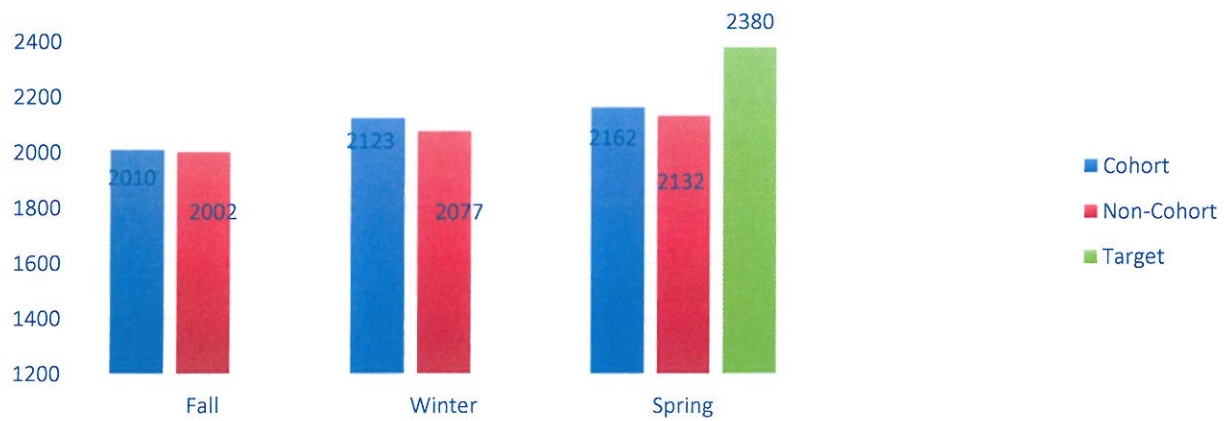
**Table 1.15**  
**2014-2015 Scantron Math -- 2nd Grade**



**Table 1.16**  
**2014-2015 Scantron Reading -- 3rd Grade**

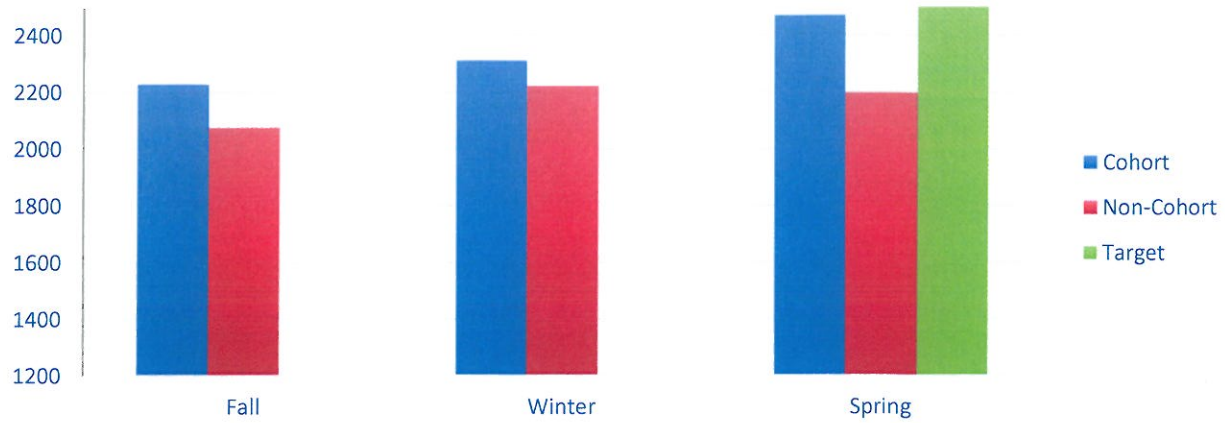


**Table 1.17**  
**2014-2015 Scantron Math -- 3rd Grade**

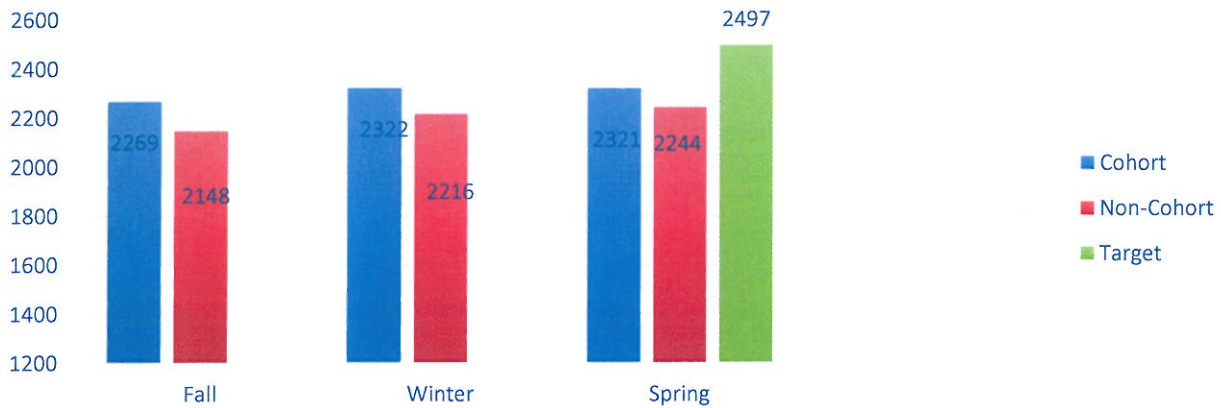




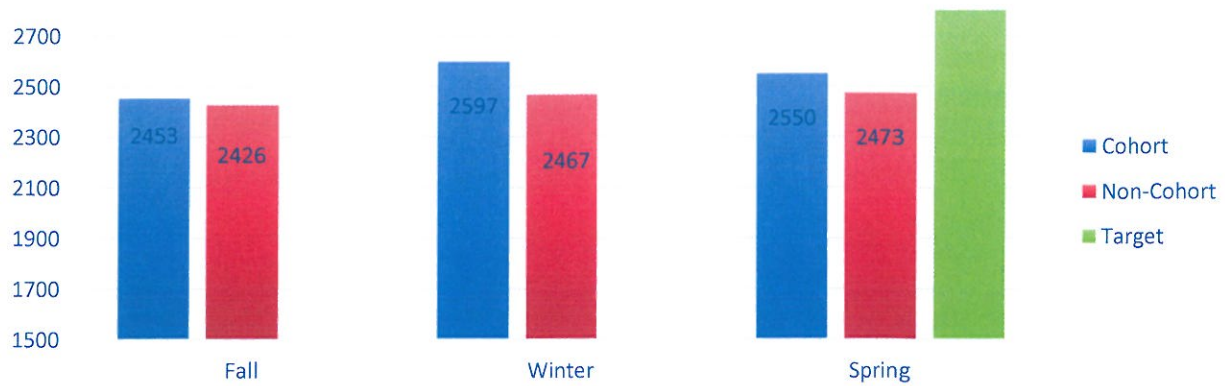
**Table 1.18**  
**2014-2015 Scantron Reading -- 4th Grade**



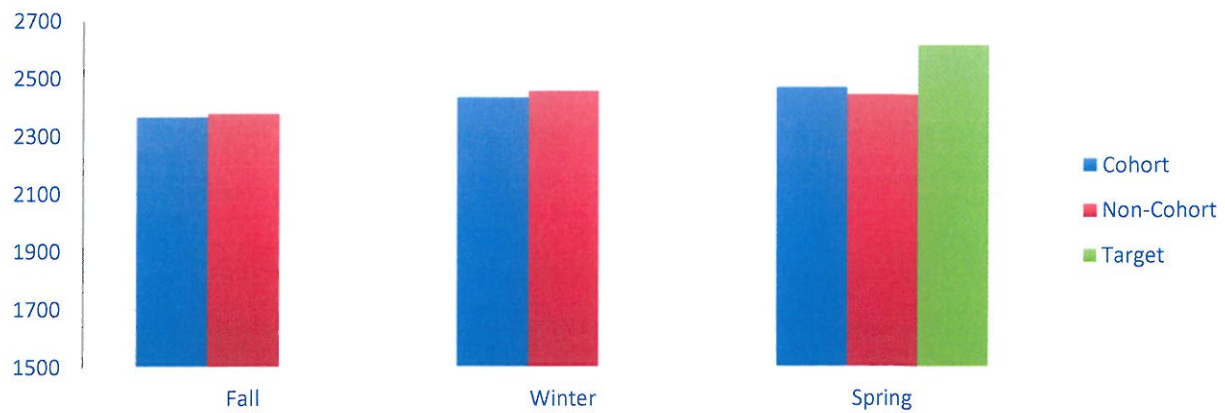
**Table 1.19**  
**2014-2015 Scantron Math --4th Grade**



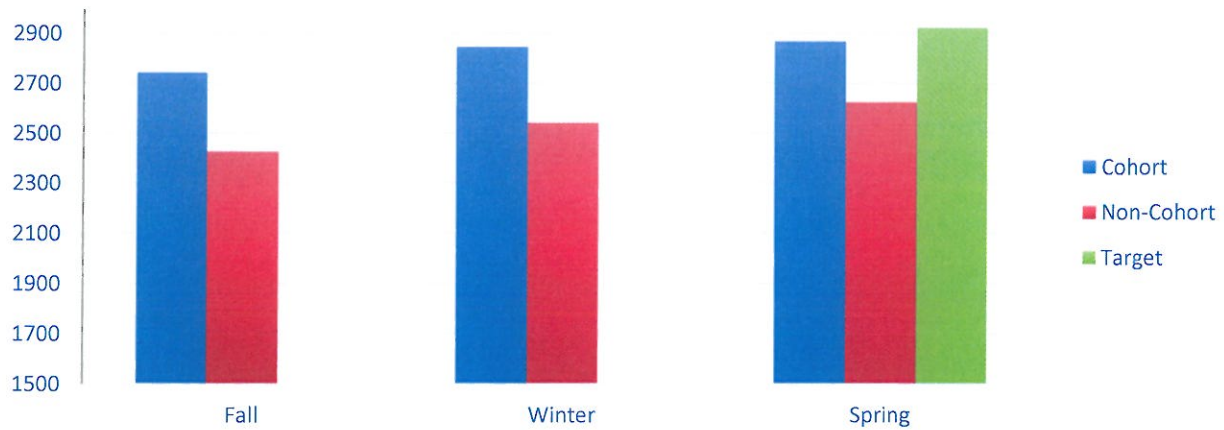
**Table 1.20**  
**2014-2015 Scantron Reading -- 5th Grade**



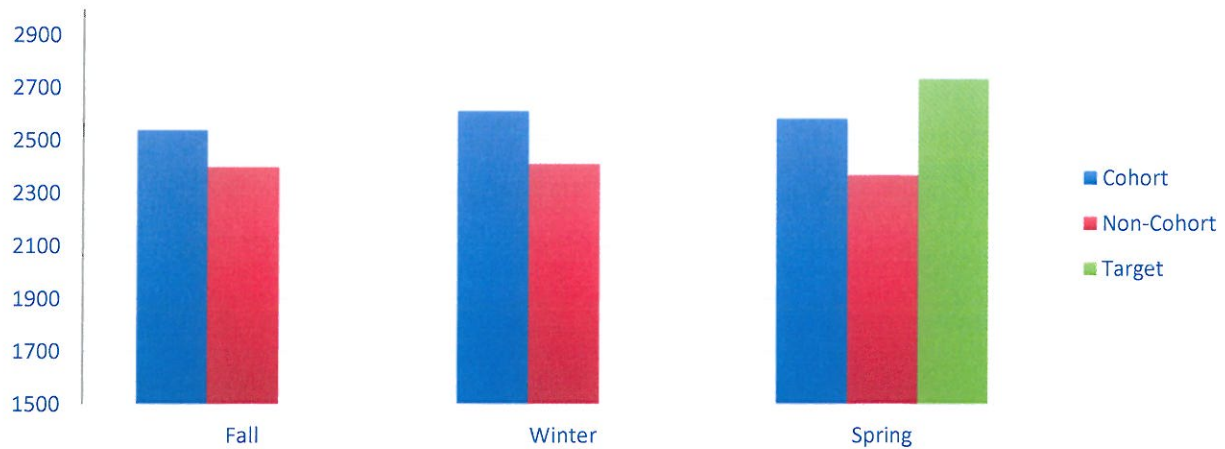
**Table 1.21**  
**2014-2015 Scantron Math -- 5th Grade**



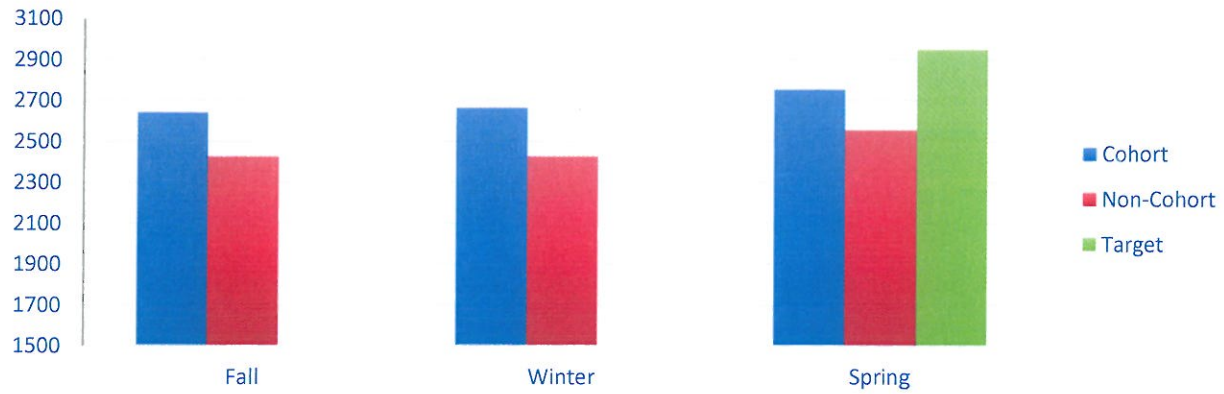
**Table 1.22**  
**2014-2015 Scantron Reading -- 6th Grade**



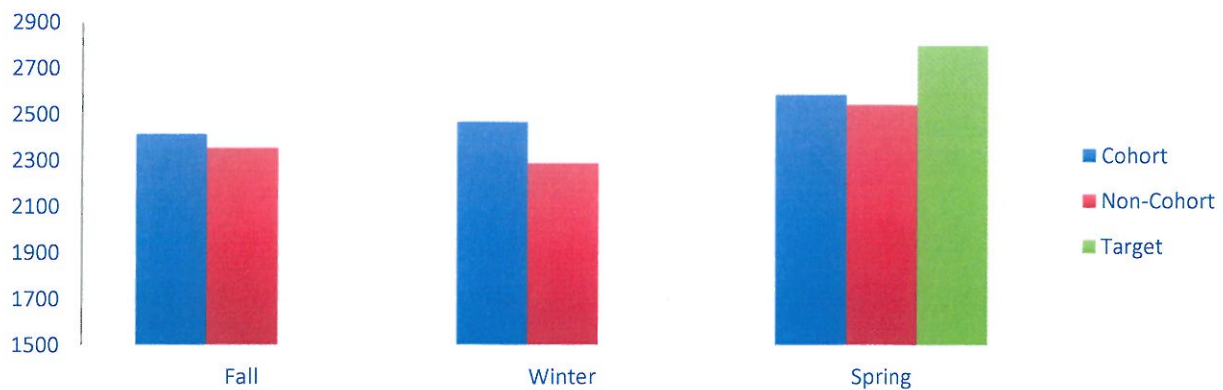
**Table 1.23**  
**2014-2015 Scantron Math -- 6th Grade**



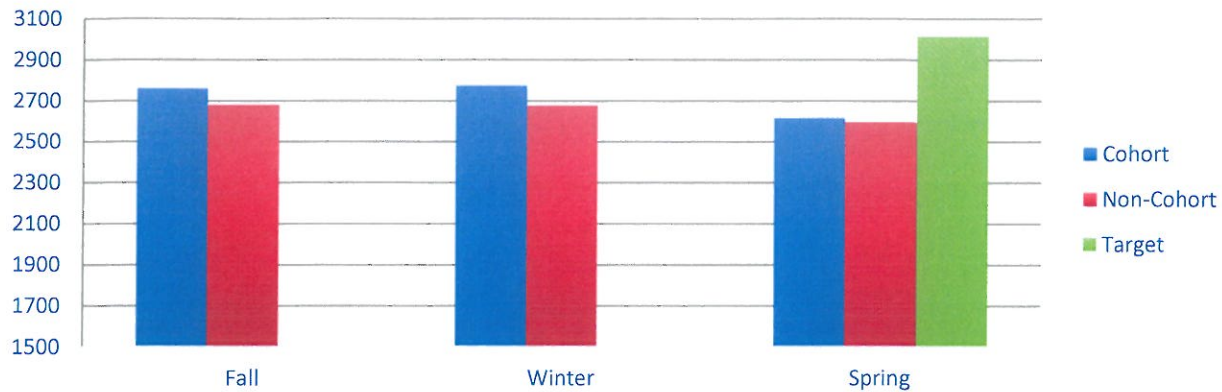
**Table 1.24**  
**2014-2015 Scantron Reading -- 7th Grade**



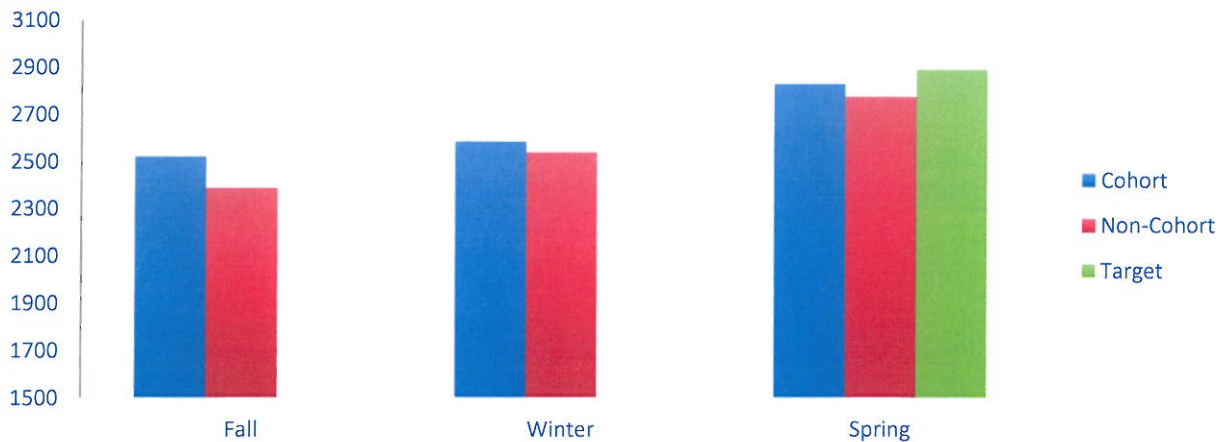
**Table 1.25**  
**2014-2015 Scantron Math -- 7th Grade**



**Table 1.26**  
**2014-2015 Scantron Reading -- 8th Grade**



**Table 1.27**  
**2014-2015 Scantron Math -- 8th Grade**

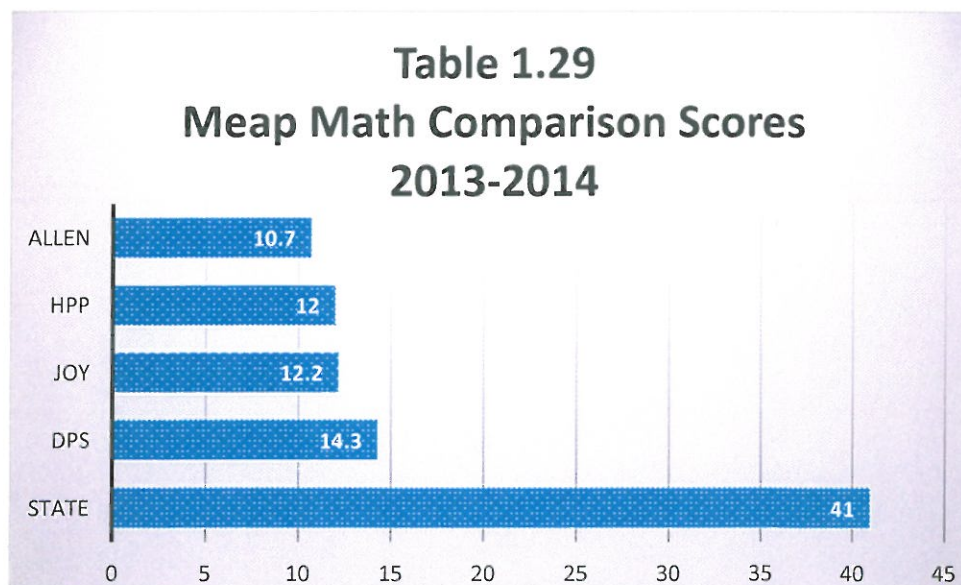
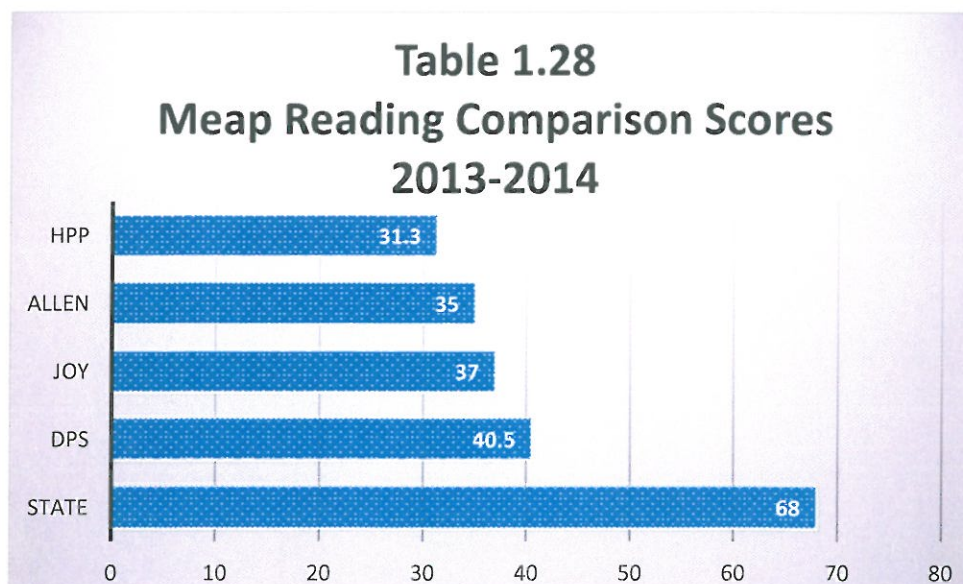


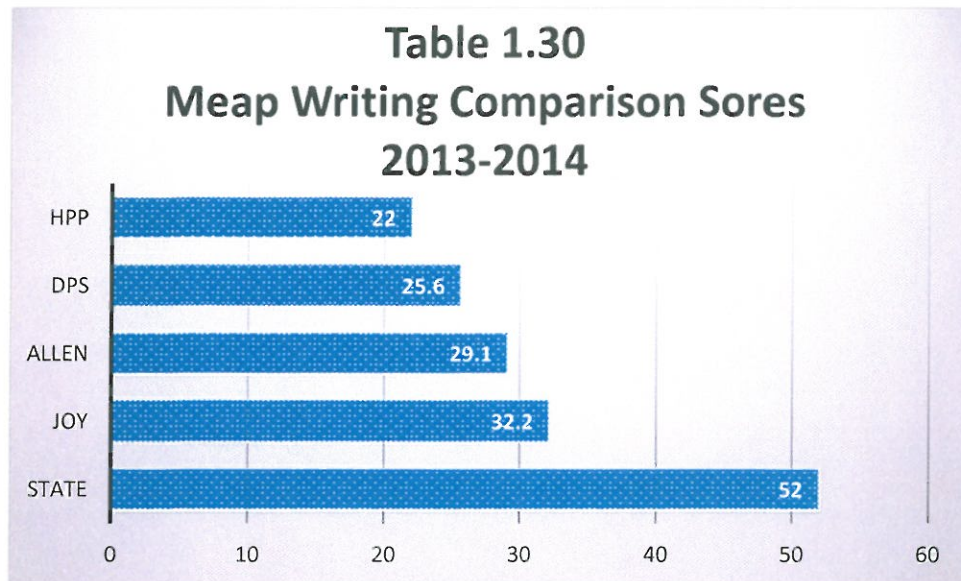
***B. How does the academy compare academically relative to the state, resident district, and demographically comparable district? Discuss both criterion-referenced testing such as MEAP and standardized testing such as Scantron or Terra Nova tests.***

In tables 1.28, Joy exceeded the then Highland Park public schools and Allen Academies in reading. On the average, the academy realized a 37% proficiency rate, higher than 31.3% and 35% scored by Highland Park public schools and Allen academy respectively. In table 1.29 Joy outperformed Allen Academy and Highland Park public schools in mathematics. About 12.2% of



our students were proficient, exceeding Allen and Highland Park who had passing rates of 10.7% and 12% respectively. In writing, as shown on table 1.30, Joy recorded an average writing passing rate of 32.2%, superseding the proficiency rates of all three other schools compared to in the graph.





## 2. Academy Mission

*A. What progress has been made toward meeting the Academy's mission?*

### Joy Preparatory Academy Mission Statement

*Joy Preparatory academy will educate children safely, vigorously and competitively, creating success in a global society.*

### Joy Preparatory Academy Vision Statement

*Joy Preparatory Academy will be a shining jewel in the community because of its reputation for integrity and results.*

Joy Preparatory Academy is dedicated to the students and families that we serve in this community. Joy Preparatory Academy's mission is to educate children safely, vigorously and competitively, creating success in a global society. Joy has made progress in meeting this mission by implementing the following:

- **Educate children safely**-promote a safe and healthy environment, PBIS and a school-wide Log Entries and Disciplinary Systems (LEADS).

- **Vigorously**-Data systems, differentiated instruction (centers/stations), RtI, math and reading interventionists, formative and summative assessments, after-school tutoring, summer enrichment program.
- **Competitively**-Curriculum Crafter (electronic access) aligned with state benchmarks, curriculum pacing guides, My Math electronic access, Journeys electronic systems, The Write Steps Writing program, NWEA, AIMSweb, data analysis, progress monitoring.
- **Creating Success in a global society**-Monthly PBIS clubs: A program to reinforce the development of strong study and life skills.

Joy is committed to providing and promoting a safe, healthy environment for all students. It is truly a safe haven, which is apparent when one enters each building. Both buildings are secured with exterior locked doors, telephones in each classroom, security cameras and daytime outside security guards. All parents and visitors must report to the main offices after entry into the buildings. The staff and students are very aware of anyone who should not be in the building. Students know to tell teachers if anyone unrecognizable and/or suspicious is in the building so the teachers can alert the main office. Fortunately, having suspicious people in Joy has not occurred, but procedures are in place for lock-down, if necessary. Fire, tornado and lock down drills are performed throughout the school year. These drills are recorded and submitted to our authorizer, as well as to the state of Michigan. It is also mandatory that the emergency drills are posted on our school website. Safety is discussed with parents at the beginning-of-the-year parent orientation and with students at the beginning of the school year. A parent-student-teacher compact is discussed and signed at the beginning of the school year and kept on file. The academy definitely believes that all students must feel safe in order to come to school and feel comfortable and free



to learn. Joy is very proud of the oversight and maintenance of the grounds and buildings, and of the renovations that have occurred at both campuses in recent years.

The academy has further addressed its mission statement through the implementation of a curriculum that allows us to meet the unique needs of our students on their various learning levels and styles. Curriculum Crafter is continuously updated to make sure that planning, instruction, academic goals and assessment are aligned with the most recently introduced math and ELA common core standards. The teaching staff continuously works in professional learning communities, collaborating in weekly grade level meetings, monthly curriculum pod meetings and bi-weekly staff meetings. This collaboration has led to stronger and effective lesson plans, pacing guides, instructional delivery and analysis of student performance levels. The goal of this collaboration is to achieve our mission by developing continuity across grade levels to raise student achievement. A new data team process was introduced in the 2014-2015 academic year; all three interventionists serve as data coordinators for grades K-2, 3-5 and 6-8 respectively. Joy's full time instructional coach conducts classroom walk-throughs, collects and reviews the lesson plans and pacing guides, using a rubric to ensure alignment to the common core state standards in ELA and mathematics, and the Grade Level Content Expectation (GLCE) in social studies and science. The instructional coach monitors the curriculum and instruction of other subjects such as art, computers, music and physical education. After reviewing lesson plans, the coach immediately provides feedback as well as guidance to implement changes for improvement. The academy uses the Quality Schools Initiative (QSI) daily classroom walk-through and the Formal Classroom Observation Tool. These rubrics are used by the instructional coach and the school leader to assess instructional performance and student achievement. The QSI form is used weekly by the coach while the principal uses the Formal Classroom Observation Tool in conducting classroom-

walkthroughs 3-4 times during the year, along with the yearly formal performance evaluation. Verbal and electronic feedback from all observations are provided in a timely manner. These tools all provide individual recognition for positive instructional practices and guidance toward improvement in identified areas.

Along with the curriculum, Joy has invested in technological improvements on both campuses to ensure that all students will be prepared for our global society. Within the last five years, every classroom has been equipped with a Promethean board and five to seven desktop computers for students. In the 2014-2015 academic year, the Oakman campus purchased twenty Dell laptop computers. In addition, many pieces of educational software and web-based programs such as NWEA, Study Island, Education City, AIMSweb and Reading A to Z are utilized to enhance the educational experience of our students. The My Math educational series was purchased for grades K-5 in 2014-2015, while the ELA Journeys series was introduced in 2012-2013 for grades K-4, and Glencoe Math was purchased for middle school for this 2015-2016 academic year. Professional development on the use of these programs and integrating technology into the content areas are provided to staff members.

### **Joy Preparatory Academy Core Value Statement**

*Joy Preparatory Academy believes that at the core of every truly educated citizen there lies a foundation of integrity, wisdom and courage. The Joy Preparatory Academy community promotes in its students a healthy sense of right and wrong, factually-based critical thinking and the strength of character to act and react morally.*

The implementation of the Positive Behavior Intervention Support system (PBIS) is stronger than ever before, taking into consideration that behavior plays a large role in academic achievement. Joy implemented a range of behavioral intervention strategies designed to prevent inappropriate behaviors while teaching, recognizing and rewarding the appropriate ones. PBIS posters are

posted throughout the hallways, lunchrooms and classrooms, exhibiting positive behaviors students are expected to emulate. In addition, students are given Joy bucks as a reward for positive behaviors. Students are given the opportunity to use the Joy bucks to purchase items from the Joy store once a month. Also, PBIS monthly clubs, with various themes, are organized to help students develop life skills. Clubs include art, cooking, dance/hustle, forensic investigation, games/chess, making planes and car models, music, performing arts, nutrition/exercise, jewelry making and crochet. The overall goal of our PBIS program is to create appropriate settings for positive actions that allow students to make better choices on their own. Our Log Entries and Disciplinary System (LEADS) tracking program showed a decrease in inappropriate behaviors from 2013-2014 to 2014-2015. In 2013-2014 the office recorded 344 referrals while in 2014-2015 it decreased tremendously to 179. We are pleased about the 52% decrease in student's disciplinary referrals.

Building diversified learning through a respectful culture remains a priority. The mission, vision and core value statements are all displayed at the main entrance and in the classrooms. All communication with families and the community such as weekly newsletters, progress reports, report cards and stationery include the mission statement and the Joy motto.

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

Joy Preparatory Academy board of directors continues to review and amend its mission, vision and core value statement, focusing on the individual child, the community and moral values. The board further recognizes the need for constant and vigilant review of the mission, vision, and core value statement. An ad hoc committee was formed last year to ensure that goals are being met.

**3. Sustainability and Viability**



*A. Is the academy financially solvent and stable?*

The board continues to maintain a focus on the academy's finances of the operational budget. The monthly treasurer's reports are reviewed and discussed at each regular board meeting. These reports include budget-to-actuals, cash forecast statement, checkbook register, and trial balance sheet. The academy's invoices and bills are paid on time every month. As shown in the table below, the yearly audits show evidence that Joy has historically maintained an adequate fund balance.

<b>FISCAL YEAR</b>	<b>ENDING FUND BALANCE</b>	<b>TOTAL REVENUE</b>	<b>PERCENTAGE TO REVENUE</b>
<b>2011</b>	<b>\$904,869</b>	<b>\$4,065,622</b>	<b>22%</b>
<b>2012</b>	<b>\$847,322</b>	<b>\$3,497,292</b>	<b>24%</b>
<b>2013</b>	<b>\$928,505</b>	<b>\$3,559,985</b>	<b>26%</b>
<b>2014</b>	<b>\$850,156</b>	<b>\$3,107,395</b>	<b>27%</b>
<b>2015</b>	<b>\$680,501</b>	<b>\$3,124,333</b>	<b>22%</b>

Joy's enrollment fluctuates from year to year due to families moving within the city as well as out of state. This fluctuation can impact revenue, but the academy has maintained a stable, healthy fund balance despite unpredictable state funding cycles.

Our board recognizes that it is responsible for the financial health of the academy. It further recognizes that finance impacts every aspect of the educational process and consequently the educational success of its students. The board is fully committed to due diligence in this regard. In spite of unstable funding sources, fluctuating enrollment, socio-economic challenges, higher costs and limited revenue, the board continues making every effort to provide students, parents and staff with a clean, safe environment, needed supplies and resources, and state-of-the-art technology. Expenditures and a fund balance at approximately 10% of revenue reflect that we are

steadfastly fixed on making the academy a first-rate facility. Our students are certainly deserving. This is the over-riding philosophy.

Hence, the board, as an entity, officially purchased the Dexter property effective September, 2015. This was done after many months of back and forth with the Detroit Catholic Archdiocese. The issue was the exorbitant lease payment. It had become a true albatross. In approximately a year, these monies will be earmarked for overall academy enhancement. There has already been much collaboration regarding feasible next steps. The process was indeed arduous. Board members are to be commended. A deep debt of gratitude is also owed to Barbara Barrett, former Leona Group regional vice president.

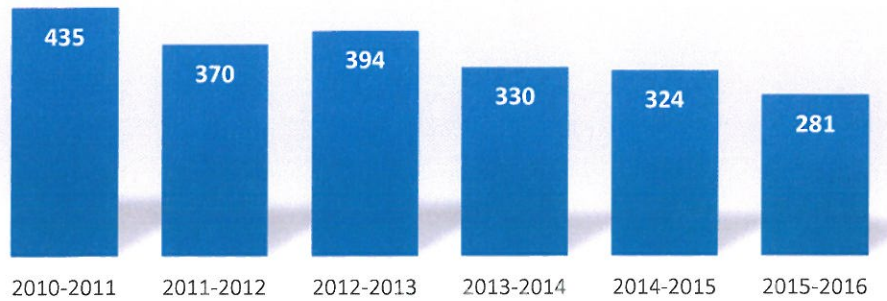
Most importantly, the board will continue exploration of other sources of funding (private and public) to purchase additional training tools to keep teachers rejuvenated. We will also study population trends to determine how we might more effectively develop purposeful community relationships and partnerships. This remains a priority. The board is exploring additional revenue sources for the community center's renovation.

We are always striving to be fiscally efficient. Therefore, it is imperative that we remain diligent in all matters of concern. It is gratifying to know that we are currently financially solvent and stable. We are indebted to all stakeholders. They have been most supportive in helping us navigate many gray areas.

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

The enrollment at Joy unfortunately continues to decline. Every effort is made to recruit new students and encourage all to stay. The trend is depicted in the graph below.

Table 3.1  
Prep Academy Student Population  
2010 - 2015



Joy Preparatory Academy is a stable environment and serves a majority of students from the neighborhood. Parents who enroll their children state that they have heard so many good things about Joy. This decline is caused mainly by parents moving within the city, to another local city, or out-of-state due to economic reasons. A smaller percentage of students leave Joy to attend nearby area schools, as demonstrated by request of student records. These factors do impact our budget and the stability of our academy. The academy's declining enrollment is comparable to the enrollment trends in the state of Michigan. Michigan Center for Educational Performance and Information reports that Michigan's annual public school population has dropped 11.3% from the 2002-2003 school year to the 2014-2015 school year. They also report that since 2002-2003, the number of kindergarten students has fallen 10.8%

The Academy introduced a preschool class of 14 students in the 2013-2014 school year. In 2014-2015 we added a second preschool class, increasing the enrollment to 28 students. This addition has the potential to build and grow our school population in the future. Neighborhoods in the vicinity of area schools that have closed are targeted for vigorous recruitment. Our Joy marketing



plan includes that of visiting area daycare centers, flyers that are mailed out to families in the local area zip codes, billboard advertisement, television and radio ads, interior bus ads, flyers and brochures put in local recreation centers, stores and churches. Telephone calls are made by the teachers, the office managers and the school leader to families for re-enrollment and possible new enrollees. Electronic enrollment, through our Joy website, entices families. We, as a board, intend to do whatever we can to ensure that the needs, supplies and resources will be available for the academy to provide a quality education to its students.

#### **4. Decision Making**

***How does the academy (staff, administrators, and Board) use assessment data to make decisions?***

The School Improvement Team (SIT) decided the staff must all be consistent with identifying and addressing the performance levels of all students. In order to consistently improve student proficiency levels, a new data team process was introduced in the 2014-2015 academic year.

This process begins with analyzing standardized test score results at the end of each testing cycle, previously for Scantron and now NWEA. Standards in math and reading indicating less than 50% student proficiency are identified as priority standards. The team will identify two priority standards per subject, for each grade level, according to the deficient strands.

The team utilizes the six step plan in the book: Data Teams by Houghton Mifflin Harcourt (2010) pages 107-129:

1. Collect and chart data
2. Analyze data and prioritize needs
3. Set, Review, and Revise Incremental SMART Goals
4. Select Common Instructional Strategies

5. Determine Results Evaluators

6. Monitor and Evaluate Results

Teachers have adopted the five step process, listed below, in pre-testing, instructing and post-testing students in the identified weak strands:

1. Create an assessment on the standards identified and pre-test students (create a binder to record all information)
2. Record grades and follow the instructional guidelines in delivering instruction over a six week period
3. During the six week period devote at least 30 minutes a day on priority standards (per subject); mini formative assessments can be assigned during this period
4. Create a post-test on the same skills and assess students during the seventh week
5. Record student's grades and submit results to the data team (in a binder)

This process is repeated three times during the academic year: September to December, January to March and April to September. After each six week cycle, students who were not proficient after taking the post test will be re-taught through differentiated instruction/stations in the classroom. Educational assistants will assist those students in small group settings, reviewing skills in which they are deficient. Between testing cycles, such students will be re-tested on the same post-test taken before. Students who are not proficient after the mentioned processes (pre-test, teach/re-teach, post-test) will continue to receive additional instruction in small groups.

There are several meetings that take place during each testing cycle to ensure that the program is being implemented effectively. The three interventionists have been appointed as data coordinators and each is responsible for a group of grade levels (K-2, 3-5 and 6-8). Teachers meet with their



data coordinators weekly to analyze and review student progress. Data coordinators meet monthly with school leaders and the instructional coach to report progress and discuss any needed adjustments. A monthly school-wide data meeting gives staff a chance to report their progress and share instructional strategies and ideas.

At the end of each testing period, the data team will process and analyze the pre and post-test scores provided by teachers (formative assessments). The data team will provide feedback to the teacher throughout the school year. Global Scholar scores taken during spring sessions have consistently been used in guiding instruction in the fall. Now with the current NWEA, the academy will use the upcoming spring data to guide instruction in fall 2016.

Multi-Tiered Level of Support or Response to Intervention (RtI) is a plan to improve academic and social behavior through intervention which is monitored through frequent assessments. Students are placed in three tiers, I, II and III depending on their ability. Students who are not performing at grade level (bottom 30%), based on scores from NWEA and teacher created unit assessments will be referred to the multi-tiered team to determine their eligibility for additional services in tiers II and III. The plan provides additional support outside of the classroom at various tiers based upon individual needs. Team members include, the team leader, interventionists, educational assistants, social worker, school leaders, instructional coach, speech pathologist, special education teachers and school psychologist.

Students are assessed and identified using a school wide screening tool (NWEA) with an established cut score. The students are then placed in tiers based on results from the above assessments. Students will be placed into tier II and/or III for additional small group instruction, or individual instruction, at least twice a week, 50 minutes per session. Tier III students are tutored

only when they have a special subject (ie. Gym, Music etc.), while tier II students are tutored in and out of class by teacher assistants per the classroom teacher's instruction. The interventionists devote a substantial amount of time administering targeted instruction and assessments. Progress monitoring takes place every other week using the AIMSweb assessment tool to ensure students are progressing toward their learning goals. Identified students will move between the tiers, based on the goals set by the team, and how well students perform on the AIMSweb test.

Positive Behavior Intervention Support (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. We have a behavior matrix which includes school-wide virtues, rewards, and consequences. Students have the opportunity to earn monthly incentives for positive behavior. Based on student data derived from the Log Entries and Disciplinary System (LEADS), students of the month are given incentives and rewards, the student's picture is placed in the hallways, and during the award ceremony students are recognized. Award ceremonies are conducted four times a year; students are given joy bucks (money) as a reward /incentive for the program. Students are permitted to purchase items from the Joy store once a month with their Joy bucks. The goal of the Joy bucks system is to increase student positive behavior.

## **5. Challenges and Opportunities**

***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 reauthorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?)***

If Joy Preparatory Academy is reauthorized by Ferris State University Board of Trustees, the biggest challenges facing the academy during the new reauthorization period are:

1. Student achievement
2. Improving standardized test scores
3. Enrollment

To increase student achievement, our goals are to continue with the instructional strategies and research-based programs; provide enrichment programs for students; continue to provide professional development and training for teachers; enhance teacher resources and materials; continue to provide after-school tutoring and summer programs for students; continue to provide avenues for teachers to access all data; continue to use technology; and focus on training for parents. Our school improvement plan (SIP) outlines the need to increase student achievement in the core subject areas. Differentiating instruction and targeting student needs helps teachers identify procedures for increasing student performances. Academic growth for all students, particularly in math is being addressed with the introduction of the My Math series in K-5 and Glencoe Math in middle school. The Write Steps program for writing and introduction of Journeys for ELA are added curriculum materials that will boost academic achievement and increase test scores. New and innovative resources introduced in Curriculum Crafter will be used in improving student achievement in science and social studies. Technology will be integrated in all areas of instruction. The academy plans to strengthen the use of differentiated instruction, which is



exhibited through stations, using the following themes: Notebook, partner read, games, fluency, technology and teach stations. The continuation of collaboration between staff, the instructional coach and leadership will support our professional learning community (PLC). Weekly PLC meetings will be held between teachers, the instructional coach and data coordinators to ensure student progress is being monitored and evaluated. Data coordinators will meet weekly to cooperate on present developments and they will present findings and developments to the school leader and instructional coach monthly. This meeting is meant to evaluate the new data procedure and make necessary adjustments. A school-wide data meeting will be held monthly. On those days students will have a delayed start by reporting to school two hours later than the usual start time. Professional development and trainings will be held on a monthly basis with the aim of strengthening teacher knowledge and performance levels. The newly introduced data process will continue to identify underperforming standards through which students will be taught and retaught through a six week cycle of pre-testing, teaching and post-testing the pupil in the identified weak standards until students have mastered the selected weak standard. The Response to Intervention team will continue to place students in three tiers depending on student test scores. Tier II will receive additional tutoring from teacher assistants while tier III will be tutored by the interventionists. Student progress will be monitored bi-weekly and moved between tiers as needed. The PBIS team will continue to conduct the extrinsic rewards system by issuing Joy bucks to students as an incentive for good, improved behavior and academic excellence. The Joy store will be opened once a month, where students can use their Joy bucks in purchasing items.

Collaboration between school and home is a must for student achievement. The line of communication between the teacher and parent must be open and comfortable. Teachers are encouraged to contact parents to relay and discuss all aspects of the child. We are looking for this

added resource to put actions in place that address issues that can hinder student achievement. A main issue and focus at Joy is daily student attendance. The following chart shows the average daily attendance for the past 4 years.

<b>Table 5.1</b>	
<b>Average Daily Attendance for Joy Preparatory Academy</b>	
<b>School Year</b>	<b>Attendance Percentage</b>
<b>2011-2012</b>	<b>89%</b>
<b>2012-2013</b>	<b>90%</b>
<b>2013-2014</b>	<b>88.1%</b>
<b>2014-2015</b>	<b>88%</b>

Joy is very proud to say that we made AYP consecutively from 2008-2012, before the color coded ranking was introduced in 2013. In 2013-2014 we were ranked on yellow, in 2014 to 2015 we were ranked on orange. Our school improvement plan outlines the need to increase student performance in the core subject areas. In order to increase standardized test scores we will continue after-school tutoring, teach test-taking strategies, continue to analyze data to guide instruction and involve the students in their academic progress. The committees have concluded that a student must know how to take tests. The instructional coach and the school leader visited and continue to visit other successful schools, who share the same demographics with Joy, in order to implement the learned strategies in our school.

As stated previously, Joy's enrollment showed a nominal decline in the last year. An increase of students provides additional resources and gives the academy additional opportunity to address ongoing needs. Strengthening our marketing plan gives Joy more exposure in the community. Targeting daycare centers and focusing on advertisement through billboards, radio, television and mailings is strategically planned.

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

The board continues to grow in knowledge. We have spent a number of hours in trainings and reading literature to improve our insight into the tools and resources needed to be successful as a board. The board has received detailed reports, discussed the ramifications of data at monthly board meetings, and is represented on the SIT. The board monitors the progress and challenges regularly with the school leader and the Educational Service Provider (ESP). The board has studied the CSO's Definition of Quality and is continuing work on a long-range strategic plan. The board intends to review the CSO's updated policies and put into place the new requirements in the year ahead. We are investigating various options with stakeholders within the community that will be of great benefit to the school and the community.