

Review Type: Reauthorization

Academy Name: Joy Preparatory Academy

Date(s): November 10 & 11, 2022

The Review occurred at Joy Academy with 3 members on the Ferris State University Charter Schools Office (CSO) Review team. The team had the opportunity to meet with, and interview, multiple stakeholder groups, including the School Leadership Team, Governing Board members, teachers, and parents. The team was able to visit 15 classrooms to observe teaching and learning. The team had a discussion with the building leader focused on current operations. We appreciate the open communication and transparency from the academy team.

Onsite Review Findings

| Pillar #1: Academic Progress | |
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| <ul style="list-style-type: none"> ○ Are classroom interactions cooperative and conducive to learning? Is there a structure approach to managing student behavior throughout the school? ○ Do teacher provide clear learning goals leading to purposeful instruction? ○ Are a variety of instructional strategies materials used to meet diverse needs? ○ Is the learning environment structured and time maximized for learning? Do leaders and teachers share the responsibility for creating a learning environment that supports all students? ○ Are students given the opportunity to develop higher order thinking skills? ○ Has the school identified growth initiatives that appropriately address the needs of their student population? ○ Does the school prioritize continuous improvement and monitor progress toward goals? ○ Is there evidence of a positive school climate focused on student learning? | |
| Areas of Strength | Opportunities for Growth |
| <p><u>Culture</u></p> <ul style="list-style-type: none"> • Joy has prioritized the creation of a safe, supportive school. There is an emphasis on addressing the whole child and individual student needs. Staff and parents describe a warm, inviting and family-oriented culture. • Schoolwide PBIS protocols encourage classroom environments conducive to learning. Positive incentives like green parties and star students have motivated students to self-monitor behaviors. | <ul style="list-style-type: none"> • Continue efforts to encourage parents to be active in supporting their child's academic progress. Look for additional resources to support and foster family engagement and involvement. • Continue to develop community partnerships (Boys and Girls Club, DHS, Comerica, etc.) that can provide additional services and/or supports for students and families. Be sure to communicate these new opportunities to families. • Focus efforts on strengthening the connection for all stakeholders in the school improvement process. |

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| <ul style="list-style-type: none"> • There are clear efforts to encourage family engagement (Parent Engagement Committee). Parents are responding to outreach and participating in events (RISE, Career Day, Trunk or Treat, Science Fair, Game/Math Night, Graduation celebrations, etc.). • SEL curriculum (TRAILS) has assisted in relationship building and the development of a common vocabulary. <p><u>Instruction</u></p> <ul style="list-style-type: none"> • Instructional coaching practices stem from districtwide protocols, yet Joy has adapted the model to meet their specific teacher needs. Coaches are hands-on and visible, offering a network of support from lesson plan guidance to modeling and co-teaching. • There is a schoolwide emphasis on tracking standard mastery, student engagement, and the use of formative assessment. • MTSS protocols are in place. There are paraprofessionals in all K-5 classrooms, leveled interventions (math/ELA Elementary & literacy circles at MS), and pull-out sessions during specials. • PD is supportive and aligned to MICIP goals. Evidence of job-embedded training and schoolwide initiatives is evident in all classrooms. | <ul style="list-style-type: none"> • The Academy needs to continually work on the rate of absenteeism. • Teachers communicated a desire to increase opportunities for peer observations and enhanced training using hands-on learning methods such as centers for social studies and science. |
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Pillar #2: Fiscal Solvency

○ Does the academy demonstrate fiscal responsibility, responsiveness, and sustainability?

| Areas of Strength | Opportunities for Growth |
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| <ul style="list-style-type: none"> • Leona Group provides procedures that require clear oversight for academy expenditures. • The Academy had a new boiler system installed last year without having to borrow funds to pay for this improvement. They have contracted this year to have the heating system in the gym upgraded. • The Academy owns the building in which they are housed. | <ul style="list-style-type: none"> • Current enrollment numbers are down. Find ways to bring in more families through social media, word of mouth, etc. • Continue to ensure that your budget allows for the needs of the students and staff so that achievement goals can be met. |

Pillar #3: Operations

- Do school leaders and members of the Board of Directors effectively manage the academy’s operations?
- Are there systems that make the school sustainable, even with teacher or principal turnover?

| Areas of Strength | Opportunities for Growth |
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| <ul style="list-style-type: none"> ● The Academy has retained all but one teacher from last year. The school leaders have all remained in place for the last 3+ years. ● Through the Leona Group, the Academy offers some tuition reimbursement for those looking to achieve certification. | <ul style="list-style-type: none"> ● Continue to develop systems that make the school sustainable, even with teacher or principal turnover. |

Pillar #4: Compliance & Governance

- Does the academy comply with all applicable laws and regulations?
- Does the academy comply with all contractual obligations as outlined in the charter contract?
- Does the Board of Directors provide competent stewardship and oversight of the academy?

| Areas of Strength | Opportunities for Growth |
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| <ul style="list-style-type: none"> ● School leadership has a positive relationship with the Board. ● The Board has a positive working relationship with Leona Group. | <ul style="list-style-type: none"> ● Work to achieve 100% on-time compliance. ● Strategic planning needs to resume and include reviewing the Mission, Vision and Core Values to ensure they are aligned with the school purpose. |

Contract Performance Report(s) Review

| Pillar | Areas of Strength | Opportunities for Growth |
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| Pillar #1: Academic Progress | <ul style="list-style-type: none"> ● JPA met the 2021-22 contractual academic goals for both academic growth and student achievement. ● 2021-22 Academic Growth indicators met: >50 on growth index, 3% increase in ELA/math state assessment proficiency over time, average of the 50th percentile on NWEA math school conditional growth percentile ● 2021-22 Student Achievement indicators met: >50 on school index, outperform composite district by at least 3% on ELA state assessment. | <ul style="list-style-type: none"> ● Although many of the targets were met related to most contractual education goals, data shows that the academy needs to focus on math as an area of growth. The academy only had 15% of students at the grade level norm according to the spring 2022 math NWEA. The academy also only had 8% of students proficient on the math 2022 state assessments, which was higher than their composite district but still an area that should be addressed. |

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| Pillar #2: Fiscal Solvency | <ul style="list-style-type: none"> JPA has met the following Fiscal Key Performance Indicator thresholds in both 2020-21 & 2021-22: current ratio, change in fund balance, days cash on hand, and debt to asset ratio. This shows that the academy is currently financially stable. | <ul style="list-style-type: none"> JPA did not meet enrollment thresholds for the last several years. This could eventually impact the long-term financial viability of the academy. Strategies should be adopted to retain students. After retention is increased and enrollment is stable, the academy should look for new recruitment methods. |
| Pillar #3: Operations | <ul style="list-style-type: none"> Academy leadership has done a wonderful job coaching staff currently in teaching positions. | <ul style="list-style-type: none"> Continue to work on initiatives to attract certified teachers and/or assist current staff with gaining certification. |
| Pillar #4: Compliance & Governance | <ul style="list-style-type: none"> The board earns all of its professional development credits and has relatively high attendance (89%). Most board meetings were held (9 out of 11). The goal should be that no meetings are cancelled unless absolutely necessary. | <ul style="list-style-type: none"> Academy compliance was at 88% and board compliance was at 94% for 2021-22. The expectation for all academies is 100% compliance. |

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