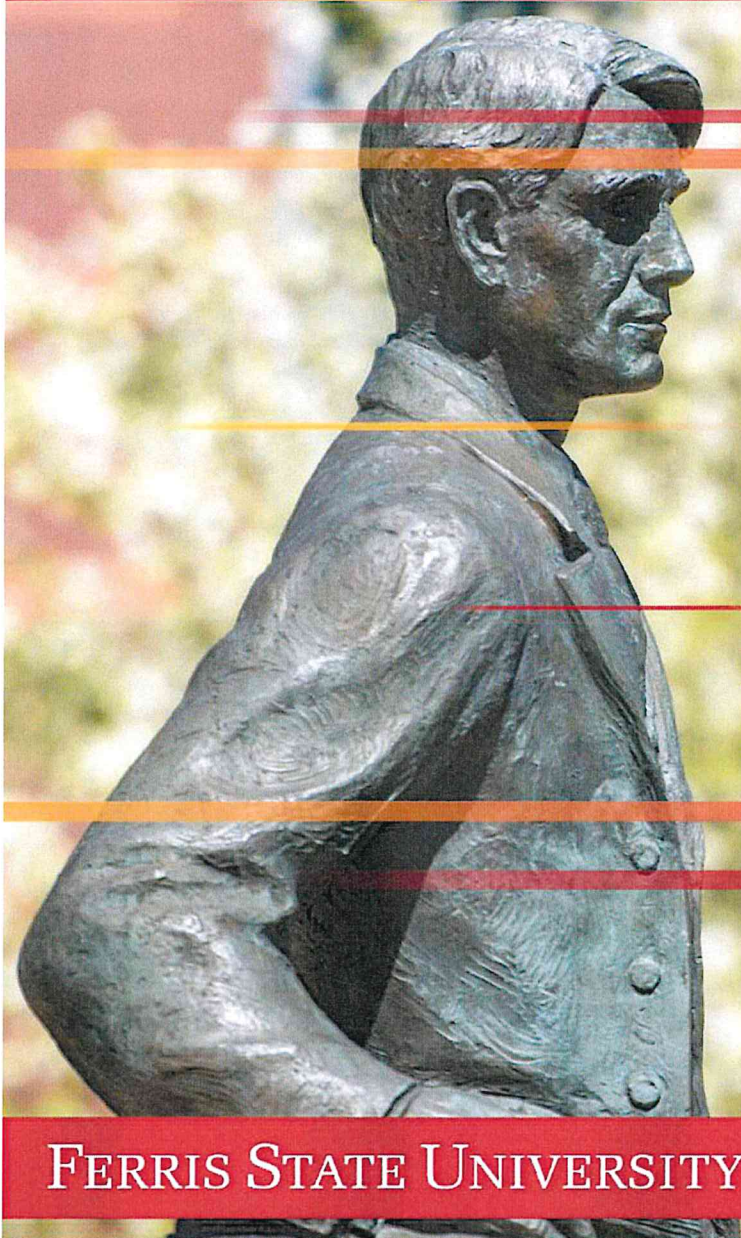


ACADEMY INTERNAL REVIEW



FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

MID-CONTRACT AND REAUTHORIZATION REVIEW





Charter Schools Office Vision, Mission, and Core Values

VISION

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

MISSION

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

CORE VALUES

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

WE VALUE:

Student Learning

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

A Collaborative Working Environment

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

Diversity

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

Opportunities

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

Excellence

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

Accountability

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

Integrity and Trust

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

INTRODUCTION

This document is one of several key documents for those academies undergoing either a Mid-Contract or Reauthorization Review. These reviews are requirements as part of the charter contract and are essential to the Reauthorization process. **If this is an Internal Review for a Reauthorization onsite or virtual review, this document, when completed and submitted, also serves at the Academy's reauthorization application.** The Ferris State University Charter Schools Office (CSO) views these review processes as part of an ongoing evaluation of quality, and not as a singular event.

The **Academy Internal Review** focuses on the Michigan Integrated Continuous Improvement Process (MICIP), Contract Performance Report (CPR), internal data review information, and initiatives, policies, and procedures generated by staff and stakeholder meetings. These documents and procedures provide an opportunity for the Academy's school improvement team and other key stakeholders to self-reflect on some of the key indicators of quality student performance and organizational effectiveness. The CSO firmly holds that quality organizations engage in ongoing conversations regarding continuous quality improvement in all aspects of performance. This review must be based on staff, board, and stakeholder discussion and input to ensure accuracy and agreement on current and future activities, policies, and procedures.

The majority of the information the CSO team will be reviewing and discussing before, during, and after the review will focus on the following categories, all related to the FSU CSO pillars for successful academies:

1. Review of prior Mid-Contract and Reauthorization Review
2. Academic Progress (Pillar #1)
 - a. Academic Data
 - b. Curriculum, Instruction, and Interventions
 - c. The MICIP Process and Results
3. Fiscal Solvency (Pillar #2)
4. Operations (Pillar #3)
5. Compliance & Governance (Pillar #4)

INSTRUCTIONS

The Academy Internal Review is a series of questions that need to be discussed and researched by the school staff. When the process is completed, the Charter School Office (CSO) should have a basic knowledge of strengths and weaknesses the school identifies related to the five categories listed on the previous page. The school's responses to the questions need to be short and to the point (bullet points, short statements, examples of evidence, graphics, etc.). The quality of the answers, not the quantity, is your goal. You will need to review and reflect on past performance and objectively determine current plans and improvements.

Before your team begins to answer the questions in this document, they need to review your School Improvement Process including your Michigan Integrated Continuous Improvement Process (MICIP) documents, your local building/district improvement procedures, Strategic Plans, specific building goals, Contract Performance Report, and any other relevant supporting documents. Strategies to support or bolster efforts in the categories are also appropriate to include in your responses and should be based on documentation.

The completed Internal Review should be submitted to the CSO, via Epicenter, by the date determined in collaboration with the Review Chair (two weeks prior to the visitation). The submission must be a discussion item at a Board of Directors meeting and include the signature of the board president assuring that the full board had a chance to review. Questions regarding the review process or the *Academy Internal Review* document should be directed to CSO Review Chair, Jim Scholten, via email (JamesScholten@ferris.edu) or phone (616) 430-0891.

Academy Name: Marshall Academy

Grades: K-12 (pre-K and EMC)

1. Prior Mid-Contract or Reauthorization Review

After your last Mid-Contract or Reauthorization Review, you received a Final Report, which included a section titled “Opportunities for Growth”. **Briefly list** the “Opportunities for Growth” you addressed and connected activities, procedures, or policies that have been initiated.

School Improvement

- **Develop systematic protocol for MTSS / RtI**
 - **ISD personnel trained teaching staff on Tier 2 RtI.**
 - **Simplified CARE team process - through Special Ed Team**
 - **Staff trained at CISD in RtI - Jackson/Swank (Whole Child and MTSS/PBIS)**
 - **Miller attends PBIS conference to support middle school**
- **Focus Academic efforts on closing the gap.**
 - **Created Ineligibility report to be automatically printed weekly from S.I.S.**
 - **Centers and Center Training over the summer of 2023 - Academic Coaching**
 - **Middle school Interventions through Prep period**
 - **Elementary PD through Eureka (Skaggs, Wilson, Robilliard, Doane)**

Academy Culture Review

- **Diverse teaching staff**
12% of the staff is diverse. 4 of 36
- **Systematic class meetings include SEL strategies.**
TRAILS - SEL curriculum school wide

Mission Accomplishment

- **Continue to clarify “classical education”**
 - **Developed belief statements to address “classical education”.**
 - **Mission statement streamlined to “Education for a Lifetime of Excellence”.**
 - **Branding Committee as a standing Board committee.**

Governance and Leadership

- **Board professional learning**
 - **Board did board retreat and training with Mark Weinberg - as recommended by FSU CSO.**
 - **Board scheduling a second retreat.**
 - **Board requested Wienburg to stay on for 3 more months.**
- **Recruiting more and more diverse board members**
 - **Diverse board - male and minority representation. There is also an educator from another district on the board.**

Resources and Support

- **Additional external resources**
 - **Added a Dean of Students to assist with administrative duties**
 - **Added a Student Support Director to assist with behavioral**

supports

- Added a Transportation supervisor
- Increased coaching from Midwest Management
- ISD supports for Wellness Meetings and SEL implementation

Facilities Review

- **Evaluate growing the school to keep in mind vision.**
 - Added a Preschool to better service our community.
 - Created a HS/MS Resource Room - no longer viable to have a computer lab

2. Academic Progress (Pillar #1)

Academic Data

Based on the team's review of your current academic assessment data, identify 3-5 areas of strength and 3-5 areas of improvement. For each area of improvement, list at least one current initiative that addresses that area (if available).

According to our most recent data, **areas we have experienced success are:**

- Our Math and Reading NWEA overall academic achievement percentile is growing each year from 2017-2022. (-11% in 2017-5% in 2022 in ELA and 0%-8% in Math respectively.)
- With the adoption of a new curriculum, we are making adequate growth on the NWEA, according to the CPG, in Mathematics, (Overall 72% last year and 66% based on FSU's reporting categories)
- Our High School Academic Growth meets our overall achievement expectations. While our high school reading and writing exceeds our 3% growth goal on SAT over a 3 year period.

According to our most recent data, **areas we are looking to improve are:**

- The conditional growth percentile for students of color is lower than the CGP of white students in 7 out of the last 8 2023 spring NWEA MAP tests. Our students of color should be making greater gains than our white students, because they are statistically lower coming into the fall sessions.
 - Current initiatives: Improve tier 1 instruction with a K-5th grade centers strategy in both Math and Reading.
 - Adopt standards Based Reading "EL" curriculum that aligns with the guided Reading structures needed to ensure students are Reading with a trained coach each day.
 - Math team attend trainings through Great Minds to focus on the implementation of Eureka with fidelity.
- The achievement GAP between our white students and students of color has not decreased sufficiently. Throughout the last 4 years, we have seen

the gap between these two demographics close by up to 9% in one year and increase as much as 7.2% in another. This fluctuation means that we have not found the stability we have been looking to create with our current population.

- Current initiatives: Hire supports such as a dean of students, student services director. We are searching for a Reading coach.
- Work through Professional Development with teachers in grades 6-12 to create a scope and sequence for each subject while aligning the state standards to ensure proper curricular systems for any teacher in the positions.
- Create common planning meetings run by both deans to ensure staff cohesiveness with data initiatives, best teaching practices and student learning objectives.
- Even though our Math has experienced adequate growth in recent years our proficiency is still lower than our Reading proficiency. (32% compared to 48%)
 - Current initiatives: Instructional coach and dean of students working to bring small group centers to Math every day as a daily tier 1 practice.
 - Eureka math fidelity initiative
 - Apply for curriculum grant with Ferris State University

***Academic Data attached to end of internal review.**

Curriculum, Instruction, and Interventions

- a. Briefly describe Tier I instruction at your academy (curriculum, lesson planning, in-class support to students, etc.).

Curriculum

Elementary:

Math: Eureka Math

Reading: Engage Learning

Science: Battle Creek Math and Science Center kits

Social Studies: My World

Middle School:

Math: Eureka Math

Reading: Developed units of study based on state standards incorporating anchor text

Science: adopted curriculum which follows current state standards

Social Studies: Use of OER as per recommended by the ISD.

High School:

Each course has an adopted curriculum which follows current state standards. Literature and history courses are taught in rotation to align historical perspective with literary study and time periods.

Lesson Plans are shared by the end of the day each Monday for that

week. They are shared in a folder on the Google Drive with Director and Dean of students.

Tier I instruction happens in a number of different modes of delivery. Direct instruction, differentiated centers, Kagan structures can be seen daily in the classroom. K-5th grades operate on a standards based grading system, where grades 6-12 have a traditional grading scale.

- b. What school-wide instructional initiatives are occurring in your academy? What evidence do you have of their effectiveness?

Kagan structures are incorporated into classroom instruction daily. Evidence in lesson plans and classroom walkthroughs. Because our teachers and students are using structures more frequently, there is less traditional grading and more collaborative and formative data being collected. Student's gradebook scores have improved and student engagement is higher based on walkthroughs.

Centers are used throughout the elementary for Math and Reading. Centers are differentiated based on student's scores in standardized tests, and classroom performance. Students have become more resilient to trying to figure a task out and do work independently.

Math Intervention: Created process to ensure the fidelity of Eureka Math curriculum in grades K-5th. Grades 6-8 implement targeted scaffolding through Prep period

- c. How is the school meeting the needs of at-risk students and special education students? Describe your intervention structure and programs. What evidence do you have that your intervention system is working?

- Hired 3rd Resource Teacher, (one at each level)
- Hired Dean of Students who is the testing coordinator and truancy coordinator.
- Hired Student Services Director to help with students in need and any small behaviors.
- Developed 3 different mentor programs aimed at struggling learners. (SOS, Leading Ladies and GQ)
- Regularly host two different summer programs. One at our school and one in Albion.
- CARE Team meets monthly as a whole staff for students who are

struggling. This allows us to identify students earlier and work together to find the correct intervention for each student.

- Purchased activity bus to allow easier transport of small groups of students.
- Created Early Middle College Program on campus
- Implemented TRIALS curriculum K-12 in morning meetings
- Implement PBIS initiatives, for attendance and work production in middle school, while continuing the Moral, Academic and Proud PBIS “Griffon Gold” throughout the school.

MICIP & Strategic Planning

- a. Briefly describe your continuous improvement process and involvement of stakeholders.

The **leadership team** meets monthly during the school year for continuous school improvement. The team meets weekly in the summer to plan for the school year and to work on school improvement planning. The leadership team consists of representatives from various grade levels, subjects, and staff positions. Along with the leadership team, a **student leadership committee** meets with grade representatives for 6-12 with administration monthly throughout the school year to share concerns and suggestions for building school culture and to improve the school. **Panorama survey** is used three times a year to gauge student perception.

- b. What did you learn about your academy from the “Data Analysis” and “Setting Goals” process within MICIP?

The gap between African-American students and white students doesn’t fully reflect our minority groups. The leadership team instead looked at minority students overall (including African-American, hispanic, and biracial students) in comparison to growth and achievement of white students.

Additionally, the data represents a lot of turnover in our student population and that can impact our small numbers. Instead of just looking at classes from year to year, or grade level from year to year, the team will be analyzing a 3 year cohort to see whether students who have been at the Academy long-term close the gap. Use of Midwest Management’s Munetrix will allow for this data to be pulled.

Closing the gap at the Academy takes time and is a long-term goal.

We know that students in a structured and consistent environment grow and learn more, therefore we need to focus on students staying enrolled over time and promoting long-term attendance.

- c. Highlight any specific strategies or activities you would like the CSO Review Team to observe or look for during their visit. What impact have they had on student growth and/or achievement?

The Academy has spent a lot of time, energy, and funds on promoting collaborative learning with KAGAN structures. We would like the team to observe structures in progress. KAGAN promotes SEL and in addition to KAGAN structures the Academy has begun direct SEL classes for grades K-8. These would also be great opportunities for observation. SEL is integrated into each grade level K-12 through TRAILS (supported by the ISD) at each teacher's morning meetings.

3. Fiscal Solvency (Pillar #4)

List your main financial challenges and any current activities that address the concerns. Also include any current or long-term projects or purchases involving a substantial increase in expenditures (examples: curriculum purchase, facility improvements, purchase of technology, etc.).

Current Projects:

- Increase enrollment of students who are coming to Marshall Academy for the right reasons.
- Built a Pre-school, completed license, fully staffed and program running with full class (18).
- Increase school safety by adding 4 cameras and replacing our 3 main doors.
- We have completed our HVAC project in the Gym which has added air conditioning and improved air quality.
- Built / set up new kitchen in space from HVAC
- Added outdoor Basketball court/ Recess area
- Add hood to Kitchen oven

Financial Challenges:

- Current challenge is student count is lower than projected/budgeted.

4. Operations (Pillar #3), Compliance & Governance (Pillar#4)

4. Operations (Pillar #3), Compliance & Governance (Pillar#4)

Staff Retention

Describe teacher and administrator retention. Is the Academy operating with current staff shortages? Are there any incentives in place to retain current staff? Are there any other staff issues that are barriers to the educational environment?

Marshall Academy needs more bus drivers. Current staff members are trying to get CDLs to address the shortage. A transparent pay scale with years of experience has helped with teacher retention. Midwest Management is working on strong healthcare plans and increasing 401k participation. We have also purchased life insurance for our staff.

Board/ESP Relationship

What is the quality of the relationship between the Board and the Educational Service provider?

The Board and ESP have a positive, working relationship. The Board would like to ensure financial reports are available for Board review at least a week prior to their meetings.

To retain staff we have implemented a number of different techniques.

- We have increased pay and adopted a pay scale that is comparable to area schools.
- We now accept years of service and masters degrees as a part of the pay scale.
- Developed a Wellness Committee to increase staff morale
- Began our third book study as a whole staff
- Using ISD for PD following the CASEL standards for SEL as a staff
- Increased substitute pay by 30%
- Paying staff for subbing in our building

Strengths & Areas for Improvement

List the strengths of your current organizational (board, management company, building administration) leadership procedures and personnel. List areas for improvement in the organization.

The Academy has an active Board at this time and has not canceled meetings due to lack of quorum. The Board is also diverse and represents the student population. The Academy has a leadership team composed of the Director, Student Support, Dean of Students, Marketing, Dean of Academics, a middle school teacher representative, and a special education teacher. There was an elementary teacher representative, but that position needs to be filled. The duties of administration are currently split between four people - this is helpful for all to complete their tasks with fidelity. Behavior is split between K-5 and 6-12 with the Dean of Students and Student Support respectively. The Dean of Students also handles Assessment Coordinator. The Dean of Academics handles

curriculum, the student information system, advanced high school programs (EMC, CACC, DE) and schedules. The Dean of Students supports elementary with instruction and planning, holding common planning meetings for each team. The Dean of Academics holds common planning meetings with MS and HS. 0

SIGNATURE PAGE

Stakeholder Involvement

List all academy team members who assisted with the completion of this document. Chairperson will sign to attest that all names gave input to the *Academy Internal Review* document.

Leslie Katz
Print Name

Dean of Academics
Title

Michelle Skaggs
Print Name

Dean of Students
Title

Nora Jackson
Print Name

Director of Student Services
Title

Kristen McDowell
Print Name

Front Office Manager
Title

Molly Swank
Print Name

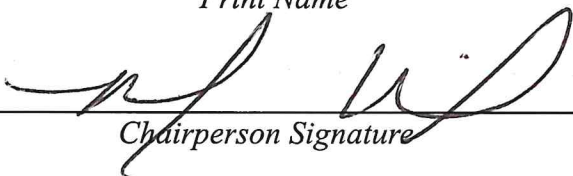
Special Education Lead Teacher
Title

Susan Mroczkowski
Print Name

Academic Coach and MS Science Teacher
Title

Joanne Miller
Print Name

Middle School ELA Teacher
Title


Chairperson Signature

10/11/23
Date

Board of Directors Review

Date of Board Meeting Review _____

I attest that the full Board of Directors was given the opportunity to review the *Academy Internal Review* document prior to submission to the Ferris State University Charter Schools Office.

Board President Name: _____
Kasey A. Morris


Signature

10-11-2023
Date

Reading fall 20-spring 21

Grade	CGP
K	99
1	52
2	84
3	59
4	26
5	45
6	8
7	64
8	50

Math fall 20-spring 21

Grade	CGP
K	99
1	51
2	88
3	20
4	13
5	40
6	34
7	76
8	99

FSU Growth

K-8 Reading CGP Ave:	54.11	2-8 Reading	48.00
K-8 Math CGP Ave:	57.78	2-8 Math	52.86
Overall NWEA Growth Ave:	55.94	Overall	50.43

Reading fall 21-spring 22

Grade	CGP
K	99
1	93
2	94
3	42
4	5
5	87
6	16
7	90
8	10

Math fall 21-spring 22

Grade	CGP
K	99
1	86
2	82
3	64
4	73
5	98
6	29
7	90
8	28

FSU Growth

K-8 Reading CGP Ave:	59.56	2-8 Reading	49.14
K-8 Math CGP Ave:	72.11	2-8 Math	66.29
Overall NWEA Growth Ave:	65.83	Overall	57.71

Reading Fall 22 -Spring 23

Grade	CGP
K	94
1	18
2	40
3	46
4	46
5	67
6	78
7	89
8	99

Math fall 22- Spring 23

Grade	CGP
K	96
1	37
2	5
3	90
4	30
5	99
6	42
7	65
8	36

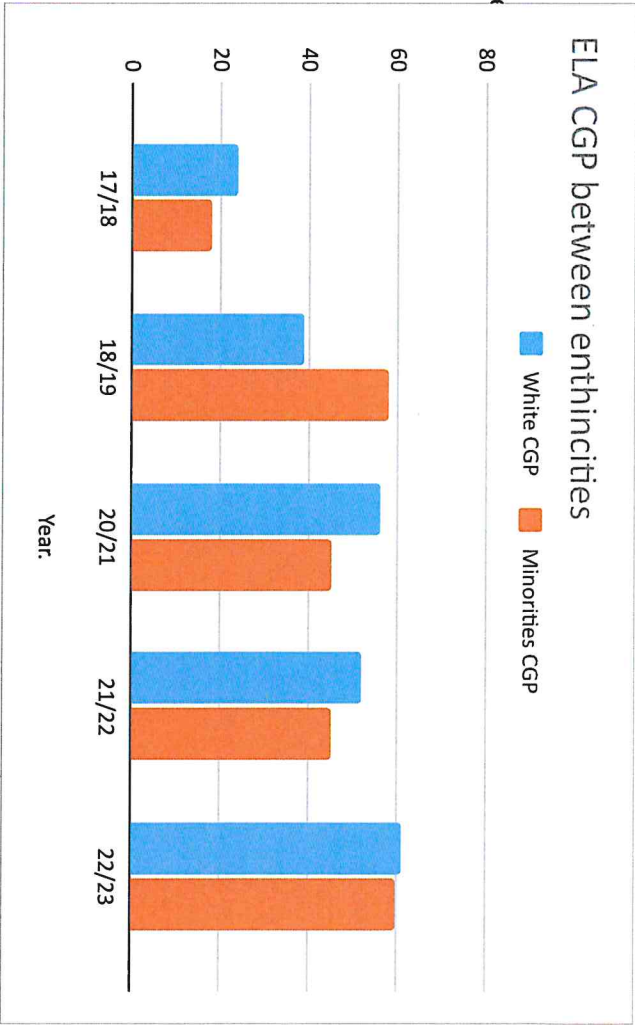
FSU Growth

K-8 Reading CGP Ave:	64.11	2-8 Reading	66.43
K-8 Math CGP Ave:	55.56	2-8 Math	52.43
Overall NWEA Growth Ave:	59.83	Overall	59.43

CGP between Ethnicities by year.

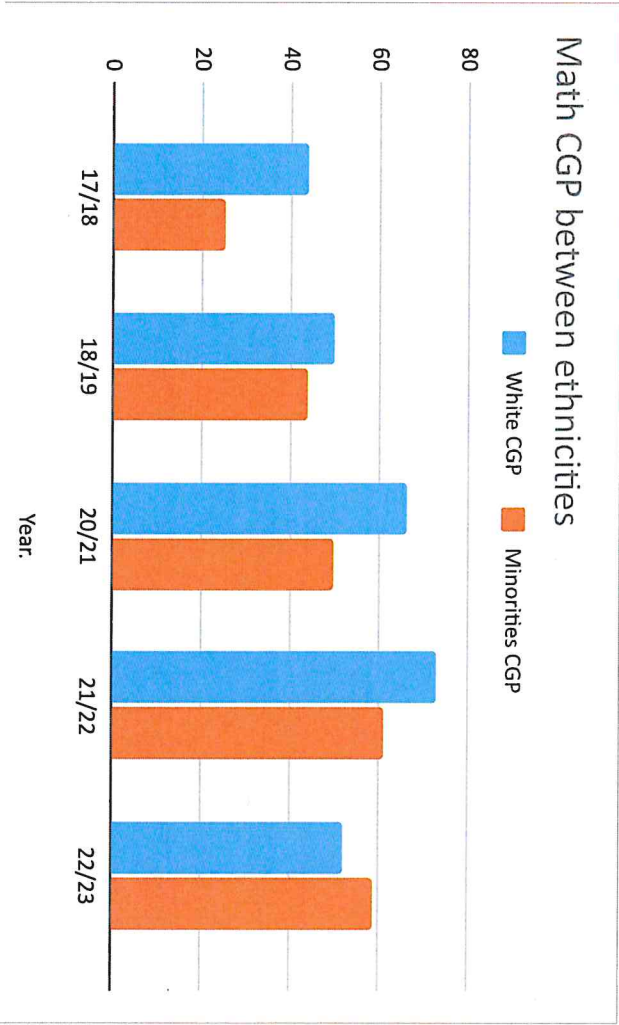
ELA		
Year.	White CGP	Minorities CGP
17/18	24	18
18/19	39	58
20/21	56	45
21/22	52	45
22/23	61	60

Difference
6
-19
11
7
1



Math		
Year.	White CGP	Minorities CGP
17/18	44	25
18/19	50	44
20/21	66	50
21/22	73	61
22/23	52	59

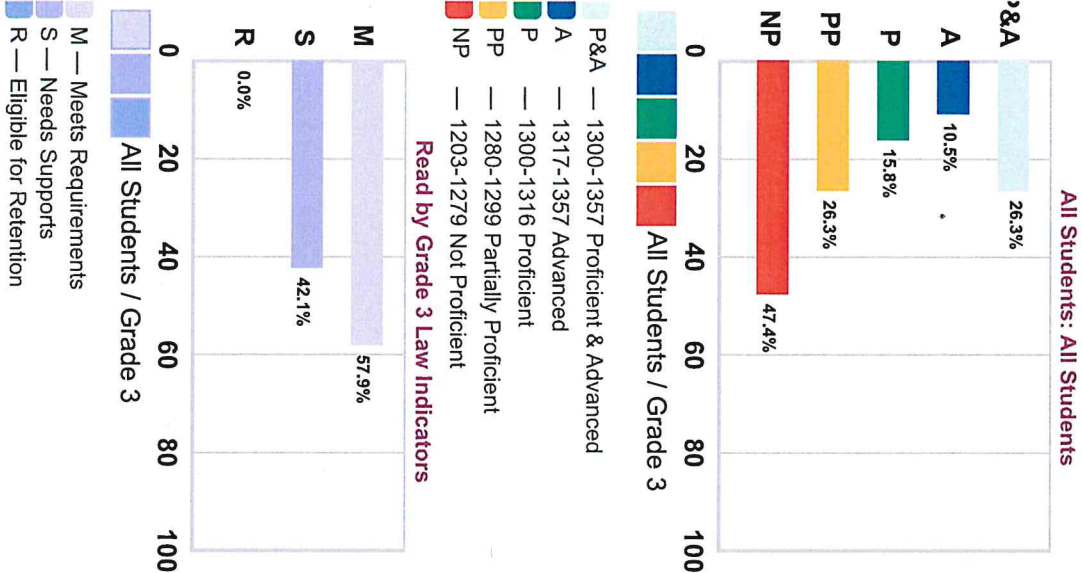
Difference
19
6
16
12
-7



School Demographic Report

Year: 2023 | Assessment: M-STEP | ISD Code: 13000 | ISD Name: Calhoun Intermediate School District | District Code: 13903 | District Name: Marshall Academy | School Code: 08817 | School Name: Marshall Academy

Grade 3 | English Language Arts | All Students



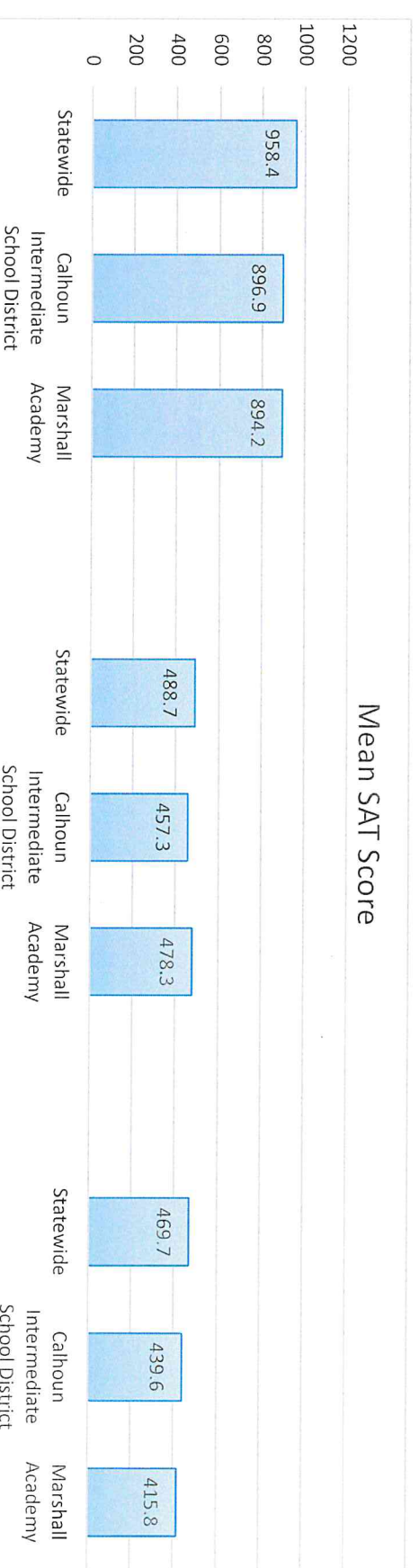
Read By Grade 3 Indicator											
Demographic Subgroups		No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*	% at M	% at S	% at R
All Students / All Grades		104	1493	33.7	36.5	22.1	7.7	29.8	NA	NA	NA
All Students / Grade 3		19	1284	47.4	26.3	15.8	10.5	26.3	57.9	42.1	0.0
Gender											
Male	9	1284	44.4	22.2	33.3	0.0	33.3	55.6	44.4	0.0	0.0
Female	10	1284	50.0	30.0	0.0	20.0	20.0	60.0	40.0	0.0	0.0
Ethnicity											
American Indian or Alaska Native	0	—	—	—	—	—	—	—	—	—	—
Asian	0	—	—	—	—	—	—	—	—	—	—
Black or African American	8	1272	62.5	37.5	0.0	0.0	0.0	37.5	62.5	0.0	0.0
Hispanic or Latino	1	1308	0.0	0.0	100	0.0	100	100	0.0	0.0	0.0
Native Hawaiian or Other Pacific Islander	0	—	—	—	—	—	—	—	—	—	—
Two or More Races	1	1289	0.0	100	0.0	0.0	0.0	100	0.0	0.0	0.0
White	9	1292	44.4	11.1	22.2	22.2	44.4	66.7	33.3	0.0	0.0
Additional Reporting Groups											
Economically Disadvantaged: Yes	9	1273	66.7	22.2	11.1	0.0	11.1	33.3	66.7	0.0	0.0
Economically Disadvantaged: No	10	1294	30.0	30.0	20.0	20.0	40.0	80.0	20.0	0.0	0.0
English Learner: Yes	0	—	—	—	—	—	—	—	—	—	—
English Learner: No	19	1284	47.4	26.3	15.8	10.5	26.3	57.9	42.1	0.0	0.0
Former English Learner: Yes	0	—	—	—	—	—	—	—	—	—	—
Former English Learner: No	19	1284	47.4	26.3	15.8	10.5	26.3	57.9	42.1	0.0	0.0
Foster Care: Yes	0	—	—	—	—	—	—	—	—	—	—
Foster Care: No	19	1284	47.4	26.3	15.8	10.5	26.3	57.9	42.1	0.0	0.0
Homeless: Yes	0	—	—	—	—	—	—	—	—	—	—
Homeless: No	19	1284	47.4	26.3	15.8	10.5	26.3	57.9	42.1	0.0	0.0
Migrant: Yes	0	—	—	—	—	—	—	—	—	—	—
Migrant: No	19	1284	47.4	26.3	15.8	10.5	26.3	57.9	42.1	0.0	0.0
Military Connected: Yes	0	—	—	—	—	—	—	—	—	—	—
Military Connected: No	19	1284	47.4	26.3	15.8	10.5	26.3	57.9	42.1	0.0	0.0
Students with Disabilities: Yes	6	1279	50.0	33.3	16.7	0.0	16.7	50.0	50.0	0.0	0.0
Students with Disabilities: No	13	1286	46.2	23.1	15.4	15.4	30.8	61.5	38.5	0.0	0.0

22-23 SAT Comparison

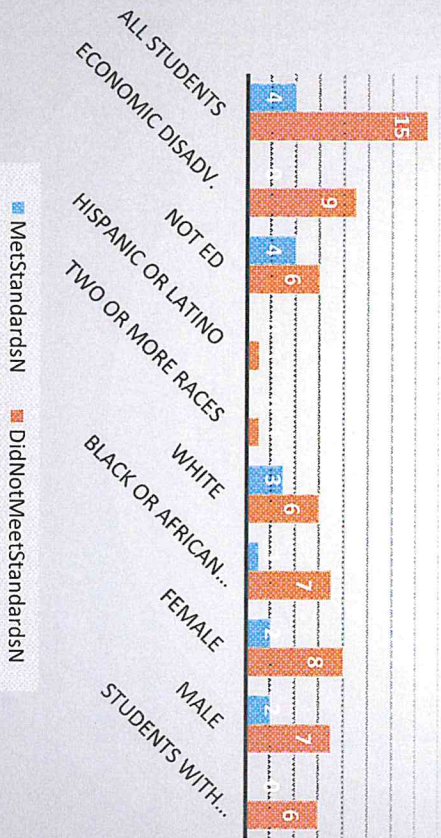
Location Name	Assessment/Subject	Mean SAT Score	Met Benchmark Percent	Not Met Benchmark Percent	Student Count
Statewide	SAT Total Score	958.4	28.20%	71.80%	97,123
Calhoun Intermediate Sch	SAT Total Score	896.9	17.70%	82.30%	1,424
Marshall Academy	SAT Total Score	894.2	≤50%	≥50%	12

Statewide	SAT Evidence-Based Reading and Writing	488.7	52.20%	47.80%	97,123
Calhoun Intermediate Sch	SAT Evidence-Based Reading and Writing	457.3	39.10%	60.90%	1,424
Marshall Academy	SAT Evidence-Based Reading and Writing	478.3	≤50%	≤50%	12

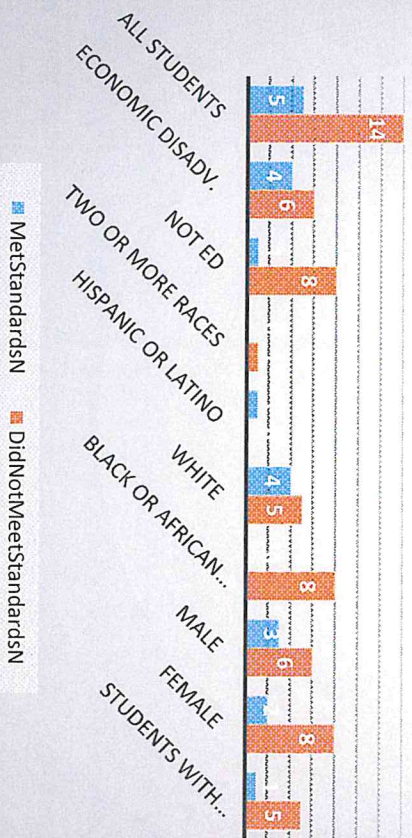
Statewide	SAT Mathematics	469.7	29.90%	70.10%	97,158
Calhoun Intermediate Sch	SAT Mathematics	439.6	18.80%	81.20%	1,424
Marshall Academy	SAT Mathematics	415.8	≤50%	≥50%	12



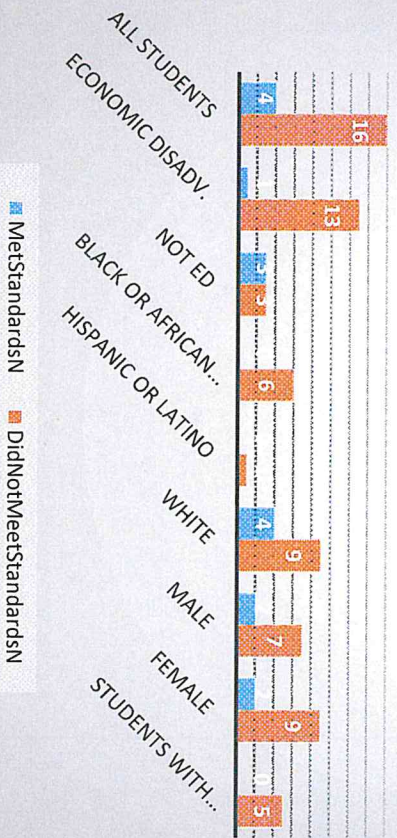
3rd Math



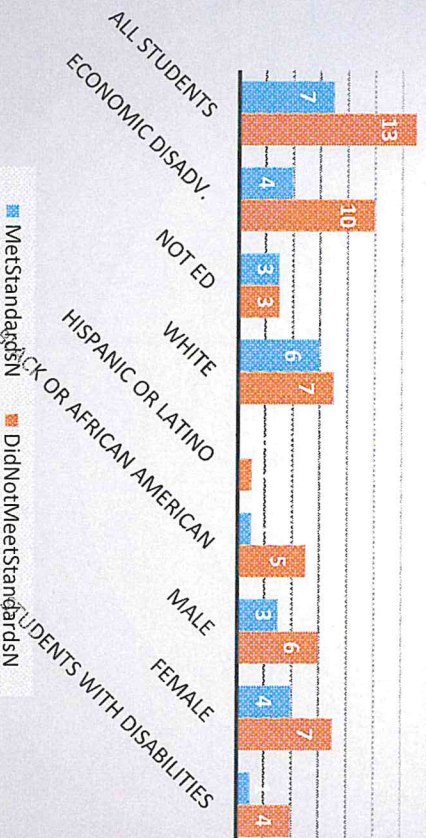
3rd ELA



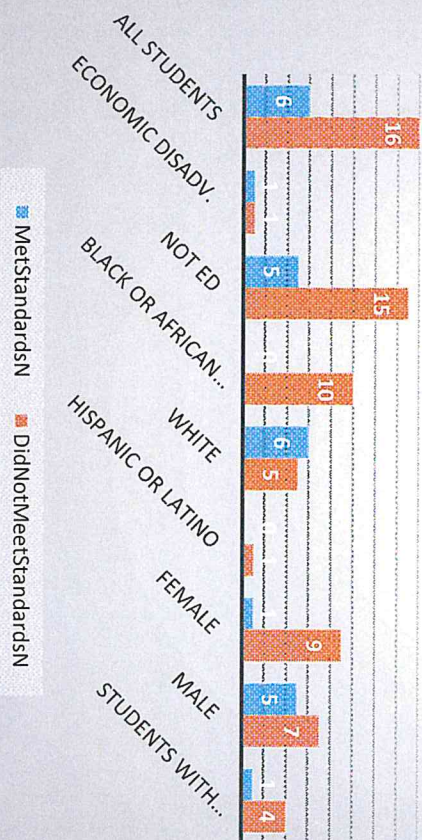
4th Math



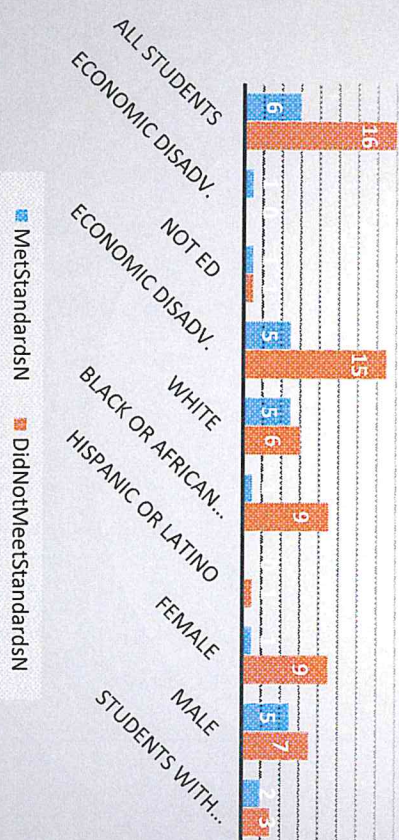
4th ELA



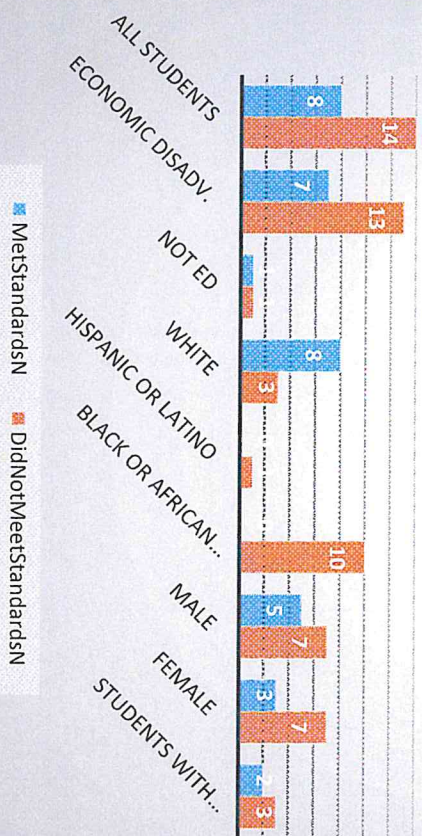
5th Math



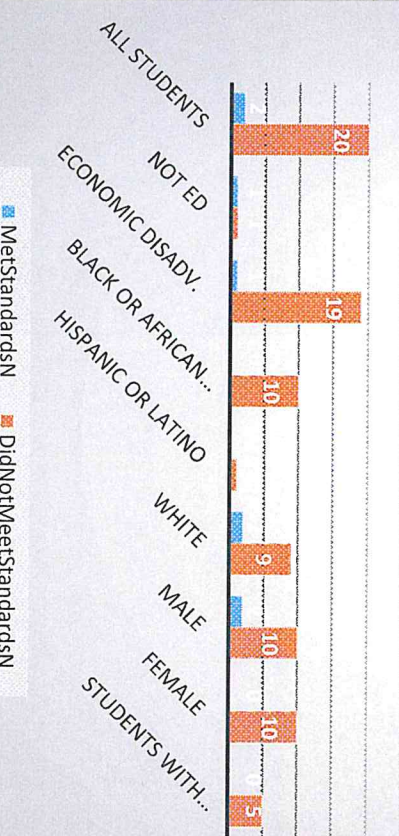
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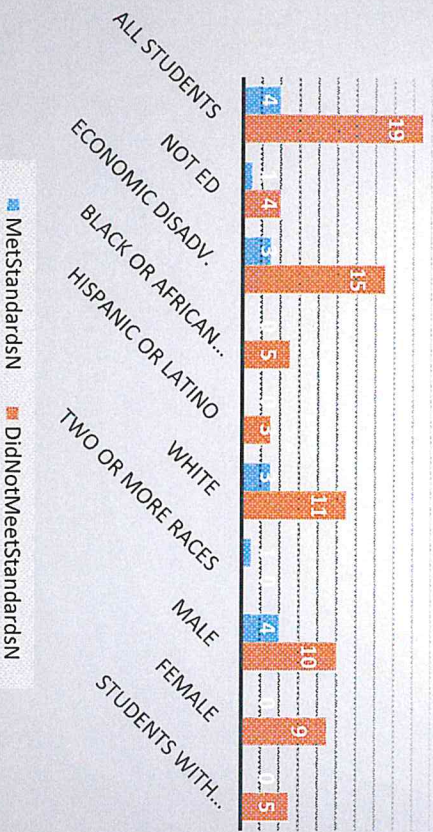
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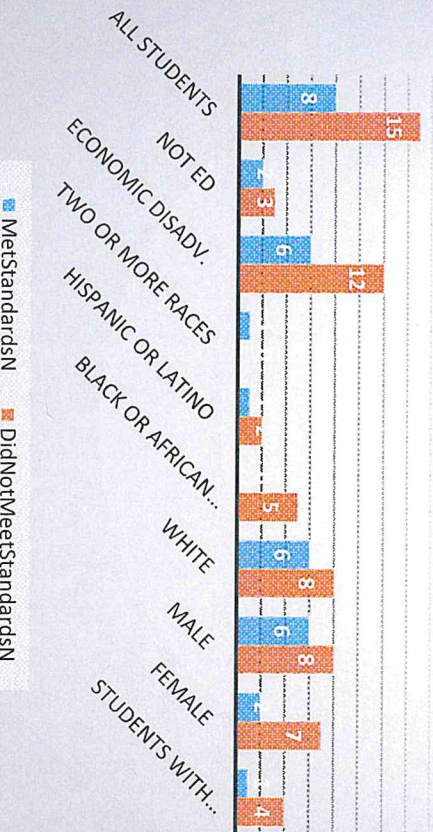
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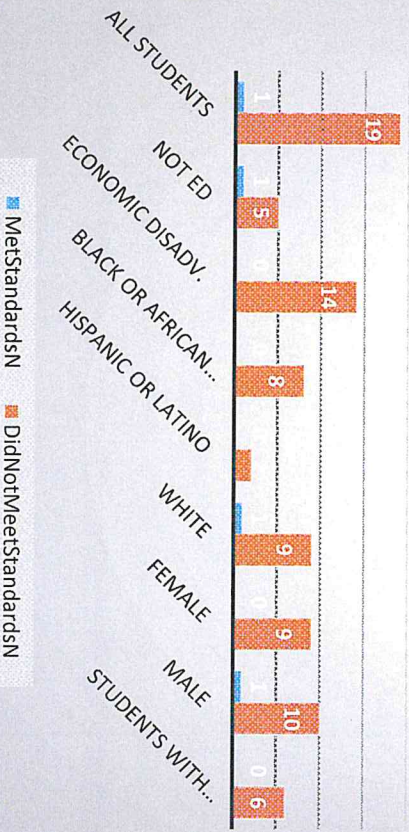
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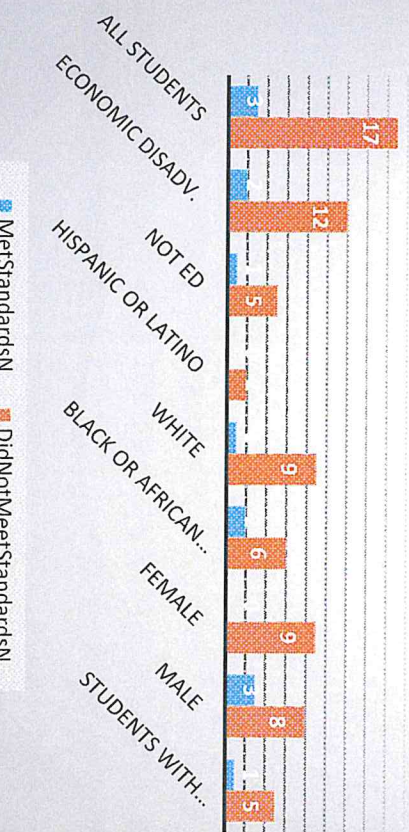
6th ELA



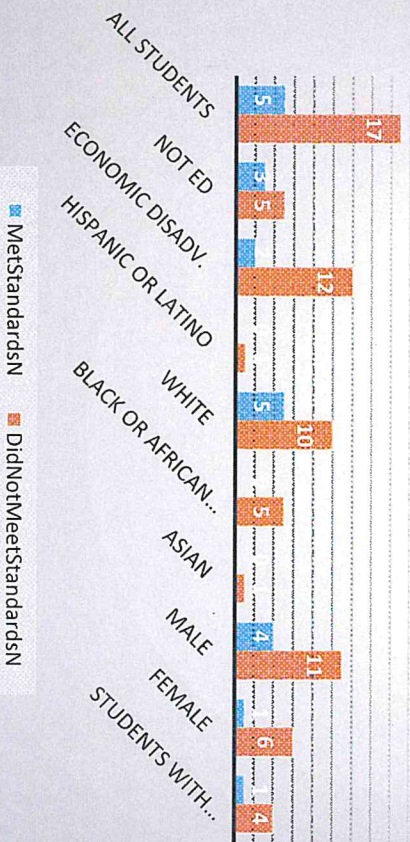
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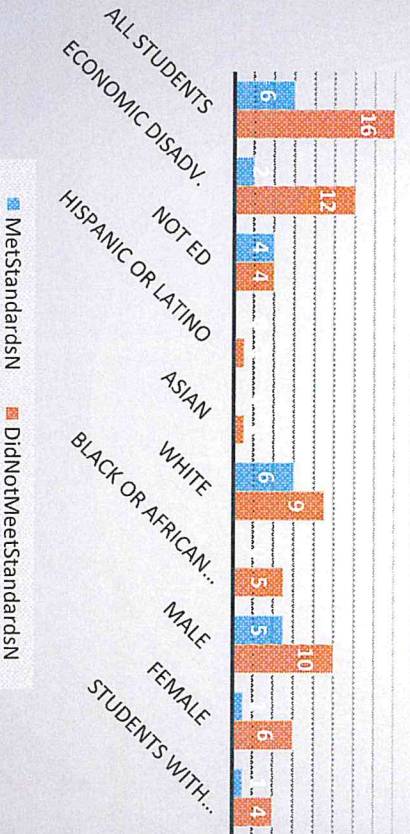
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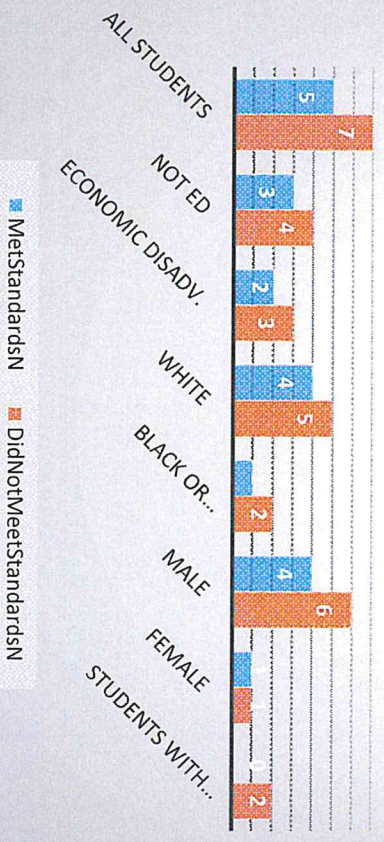
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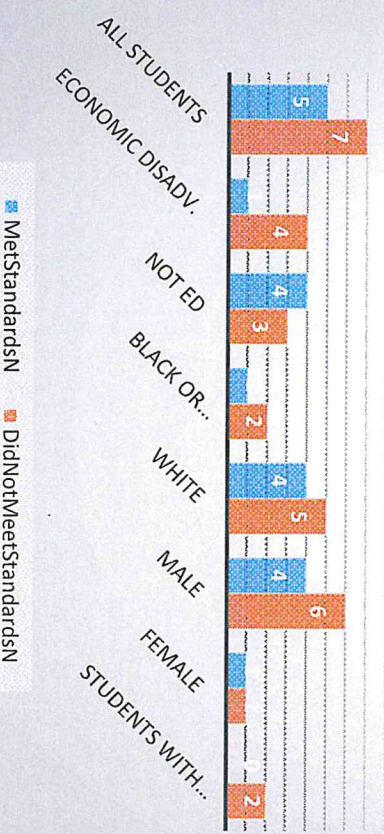
8th Soc. Stu.



11th Science



11th Soc. Stu.

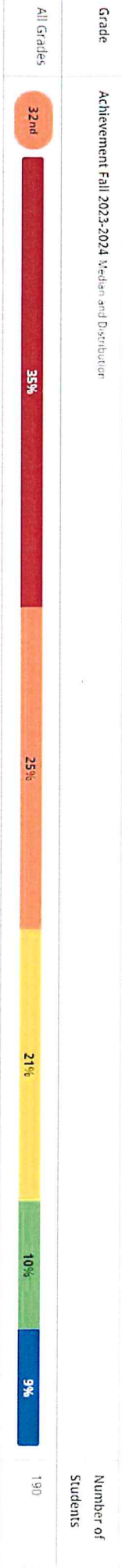


NWEA Fall 23 School Profile

MATH

Achievement - All Students

Marshall Academy | Math K-12



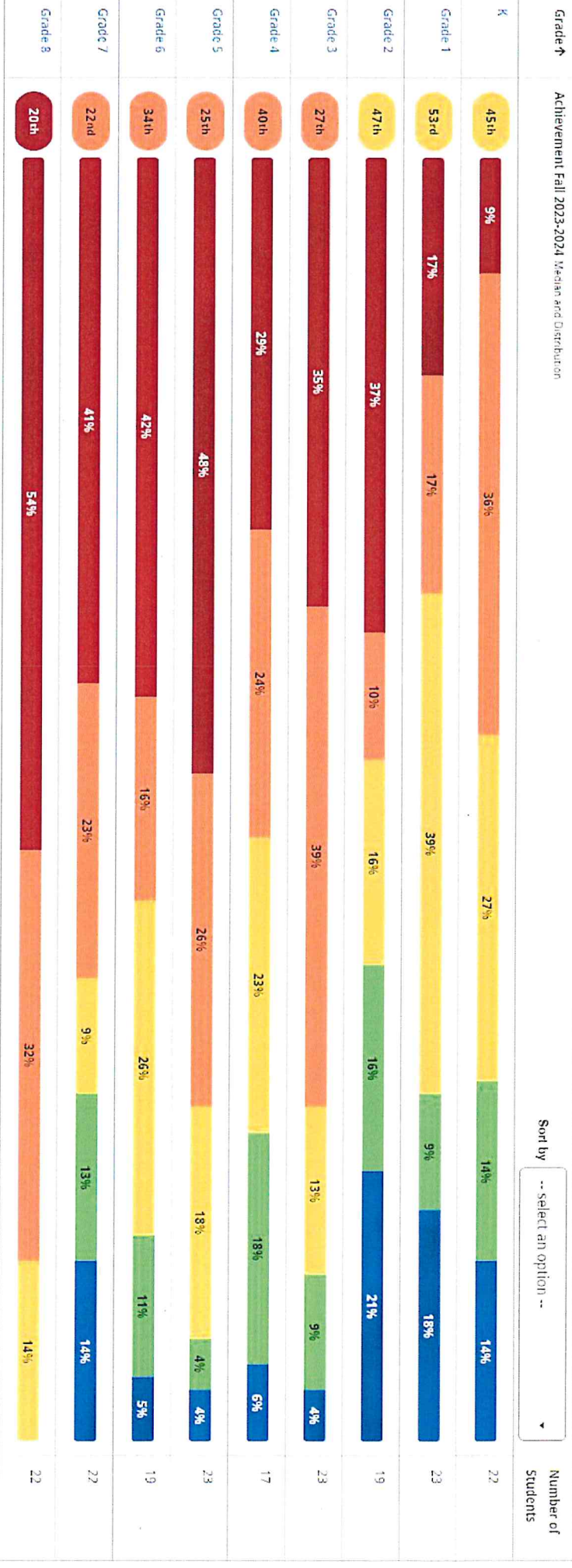
Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

[More information about this chart.](#) ▼

Math K-12
Marshall Academy
Rostered Fall 2023-2024
Tested Fall 2023-2024

Achievement by Grade

Marshall Academy | Math K-12



Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

[More information about this chart.](#) ▼

Math K-12
Marshall Academy
Rostered Fall 2023-2024
Tested Fall 2023-2024

Marshall Academy | Math K-12

More information about this chart

Percentiles Key: 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

Math K-12

Marchal Academy

Revised Fall 2023-2024

Revised Fall 2022-2023 - Fall 2023-2024

Marshall Academy | Math K-12

Grade 3

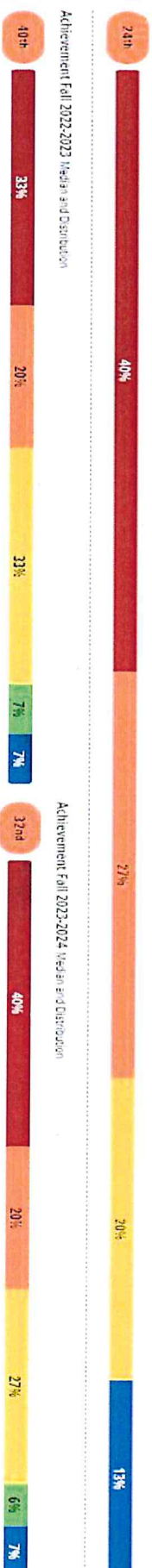
Growth Median and Distribution

17



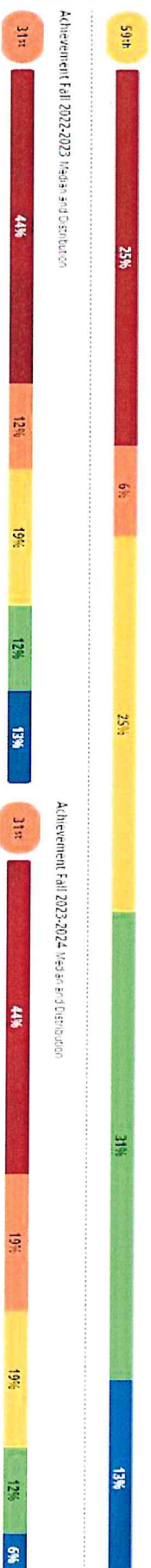
Growth Median and Distribution

15



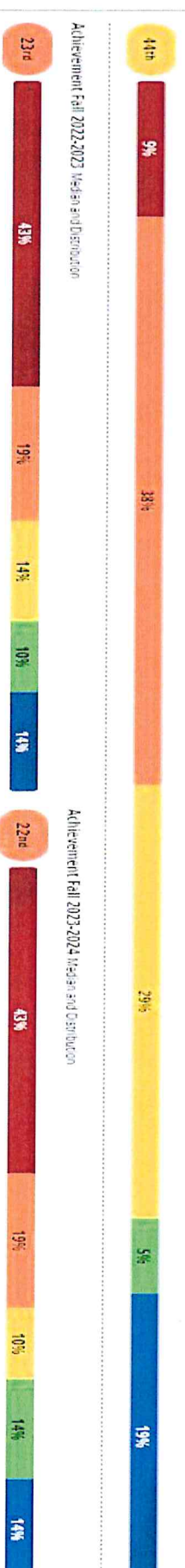
Growth Median and Distribution

16



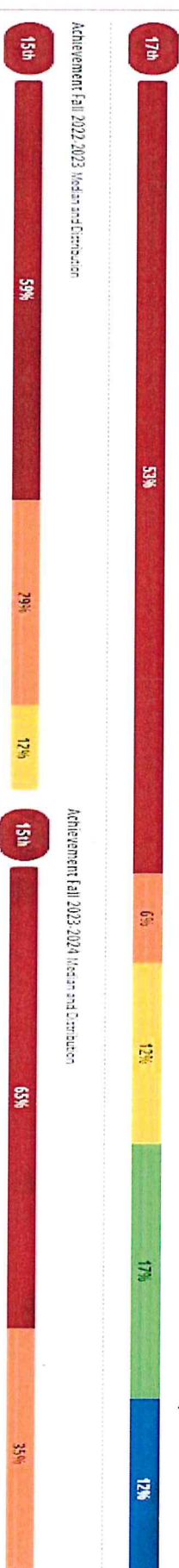
Growth Median and Distribution

21



Growth Median and Distribution

17



Percentiles Key: ● 1st-20th ● 21st-40th ● 41st-60th ● 61st-80th ● >80th

English Language Arts

Achievement - All Students

Marshall Academy | Reading

Grade	Achievement Fall 2023-2024 Median and Distribution	Number of Students
All Grades	49th 16% 23% 28% 22% 11%	190
Percentiles Key: 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th Marshall Academy Reading Reviewed Fall 2023-2024 Tested Fall 2023-2024		

Achievement by Grade

Marshall Academy | Reading

Grade↑	Achievement Fall 2023-2024 Median and Distribution	Sort by -- select an option --	Number of Students
K	51st 18% 50% 27% 5%		22
Grade 1	60th 13% 9% 35% 30% 13%		23
Grade 2	46th 32% 5% 31% 16% 16%		19
Grade 3	51st 13% 22% 30% 22% 13%		23
Grade 4	56th 12% 18% 35% 23% 12%		17
Grade 5	42nd 17% 31% 26% 17% 9%		23
Grade 6	38th 16% 37% 5% 26% 16%		19
Grade 7	46th 13% 32% 23% 18% 14%		22
Grade 8	28th 32% 32% 18% 14% 4%		22

Growth and Achievement - All Students

Marshall Academy | Reading

Grade		Number of Students
All Grades	Growth Median and Distribution Achievement Fall 2022-2023 Median and Distribution Achievement Fall 2023-2024 Median and Distribution	135
	43rd24%25%16%18%17% 54th19%20%18%26%17%47th16%22%28%20%16%	

Percentiles Key: 1st-20th 21st-40th 41st-60th 61st-80th >80th

Growth and Achievement by Grade

Marshall Academy | Reading

Grade ↑		Sort by	Number of Students
		-- select an option --	
Grade 1	Growth Median and Distribution Achievement Fall 2022-2023 Median and Distribution Achievement Fall 2023-2024 Median and Distribution		18
	55th22%22%17%33%6% 60th6%11%33%33%17%62nd11%6%33%33%17%		
Grade 2	Growth Median and Distribution Achievement Fall 2022-2023 Median and Distribution Achievement Fall 2023-2024 Median and Distribution		16
	30th38%31%6% 63rd6%19%19%37%19%49th25%6%31%19%19%		
Grade 3	Growth Median and Distribution Achievement Fall 2022-2023 Median and Distribution Achievement Fall 2023-2024 Median and Distribution		12
	28th22%43%21% 54th14%22%21%14%29%56th14%14%36%14%22%		

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

Review Type: Reauthorization Virtual

Academy Name: Marshall Academy

Date(s): November 3, 2023

The Review occurred virtually with 3 members on the Ferris State University Charter Schools Office (CSO) Review team. The team had the opportunity to meet with and interview the School Leadership Team and Governing Board members. 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

- 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
• The school implements centers in each classroom to address the needs of the diverse learning population. • Consistent behavior management program that is implemented K-12 to insure consistency. The program includes training teachers on minor/major behaviors. Minor behaviors are dealt with in a restorative manner where the major behaviors would involve additional discipline per the handbook. • Kagan has been implemented K-12. This is a way to engage all students in learning. This has been in the classrooms since the current school leader came to Marshall and all new teachers are trained (5 days) to be able to implement with fidelity. All staff	• Continue to train and support teachers with the implementation of the math curriculum so it is presented with fidelity. • Continue to mentor K-5 staff to assist with quality implementation of “centers” as it relates to determining appropriate groups and activities for each group. • Work to find additional ways to engage families in the academic process of their student.

meetings also start with Kagan strategy so they can learn and participate. • The school implemented a SEL program (Trails) that is consistent K-12. This was a recommendation from their Mid-Authorization Visit. • The school leaders conduct data chats with the K-5 teachers as they review the NWEA data, and that data/information is then used to inform the “centers” that are implemented in classrooms. • The school uses a variety of assessments to determine student mastery such as, teacher observations, classroom assessments, district writing rubrics, IEP academic goals, and NWEA. • The school has a very specific process in determining if special education services may be needed for a student. The school has a monthly care team meeting where staff are split into grade level groups to discuss students who may be struggling and determine consistent strategies that may help the student and those are tracked. If the strategies do not help the student, then the student is referred to the child study team who would then determine if special education testing is needed for the student. • The school implements a lunch program for 6-12 students who are struggling academically which is determined by grades of D’s or F’s. Those students are identified weekly and must attend a lunch program to assist them with their studies until their grades are improved. • The school has a very positive relationship with the local ISD who provide a variety of support and training for the school. • The school provides a variety of co-curricular and extra-curricular activities to enrich the student experience. • The school provides additional programs to assist with students who are struggling, specifically SOS (save one student) which pairs a struggling student with a teacher who serves as a mentor and a GQ (Gentleman of Quality) club that works with high school boys to help them with social skills and emphasizing the importance of school. • Junior/Senior students are provided with multiple opportunities to prepare them for post-secondary such as enrollment in EMC, Calhoun Career Tech Ed, and/or Dual-Enrollment. As of this report, 100% of all seniors, and all but one junior, are enrolled in one of these programs.	
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Pillar #2: Fiscal Solvency

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

Areas of Strength	Opportunities for Growth
• The school has a strong marketing program to promote the school and its programs to assist with enrollment. • The school applies for a variety of grants to support the budget and provide additional money for the school. • The school leader meets monthly with the CFO from the management company to review the budget and determine expenditures and review any concerns.	• Continue to ensure that student and staff needs are met. Also, ensure that your fund equity remains solid. • Continue to market your Academy and its purpose to increase enrollment over time.

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
• The school is committed to making teacher/staff salaries more competitive to improve recruitment and retention. • The school utilizes paraprofessionals to assist with student support and consistently reviews their schedules to meet the current needs of their students. • The school is well kept and inviting to students/staff/visitors. • The school recently added a variety of safety upgrades as recommended by their Recon review and FSU safety check. • The school leader supports staff in their interests and encourages them to attend professional learning experiences and gives them leadership opportunities within the school if desired. • The school provides coaching for all staff, as needed, provided by the assistant school leader and a curriculum specialist from the management company. • Parent/Guardians are part of the SEL programming where letters are sent home to them with activities to participate with the school to assist with school culture. • The school sends "Thinking of You" postcards to students throughout the year to celebrate them and their effort in school.	• Continue to look for ways to diversify the staff to better represent the student population. • Continue to update and improve your facilities as needed, including your plans to develop your property for community use.

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?

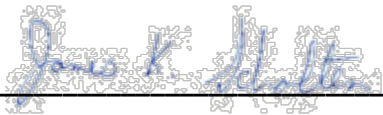
Areas of Strength	Opportunities for Growth
• Board collaborates with a board coach, who facilitates board professional development and strategic planning sessions. • Board maintains a 5-member board. • Board makeup is professionally diverse. • In this past year, the Board has gained a better understanding of their role and responsibilities. • The board has a positive and transparent relationship with both the management company and school leadership. • School leadership reports the staff feels supported and trusted by the board. • The school leader provides the board with Academic Data after each testing segment. The data is explained and is transparent, so the board is very aware of the school's area of constraint.	• Achieve and maintain 100% on-time Epicenter compliance. • Limit cancellation of board meetings to only inclement weather or emergency situation. • Hold ESP accountable for timely information to the board and for Epicenter submissions. • Utilize board self-assessment tool. • Review of progress toward strategic plan goals. • Continue networking with the community to increase positive relationships and positively market Marshall Academy. • Encourage board members to develop skills to better understand budget information.

Contract Performance Report(s) Review

Pillar	Areas of Strength	Opportunities for Growth
Pillar #1: Academic Progress	• Met both ELA and Math Academic Growth Goals grades 2-8 based on 2022/2023 NWEA MAP scores. • Met the Academic growth goal grades 2-8 by achieving a score of 61.99 in 2021/2022 (current index unavailable as of this report)	• Continue efforts to meet Academic Growth and Achievement Targets for High School SAT and PSAT 9/10 Math CCR. • Continue efforts to improve 8th grade Achievement Targets for MSTEP/PSAT ELA and Math. • Continue efforts to help 2-8 students meet the Grade Norm for NWEA Reading and Math.
Pillar #2: Fiscal Solvency	• Has met all 6 Key performance indicators: current ratio, change in fund balance, days cash on hand, enrollment change over time, current enrollment and debt-to asset ratio and therefore, deemed fiscally stable. • MA has a healthy fund balance.	• None at this time.

Pillar #3: Operations	Not in the CPR.	See this pillar under “Onsite Review Findings” for more information.
Pillar #4: Compliance & Governance	- MA has a full Board of Directors (5 members). Since establishing a full board there has not been a cancellation of one meeting and three of the five members have 100% attendance while the other two members have only missed one meeting and have sent notification in advance. - The full board has voluntarily participated in a half-day board retreat with a board coach and has committed to a second half-day retreat for continued board development. - The Board met the required professional development credits.	98% on-time Epicenter compliance. Goal is 100% every year. 3 of 11 regular board meetings were cancelled during the 2022/2023 school year. The goal of the Board should be to hold all regular meetings.

Signed



CSO Review Chair



CSO Director