



**FERRIS STATE  
UNIVERSITY**  
*IMAGINE MORE*

**MARSHALL ACADEMY**

**REAUTHORIZATION REVIEW**

**September 23-24, 2014**

# 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:

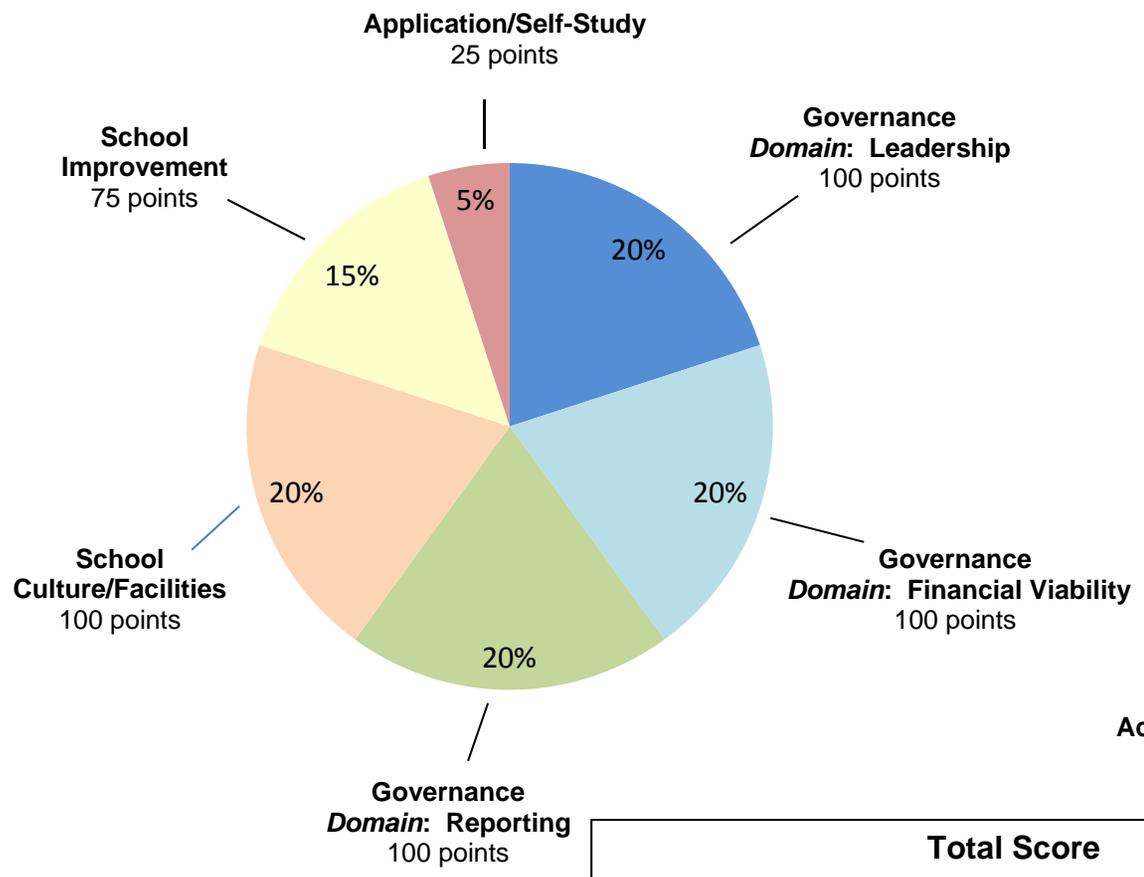
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide 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."***

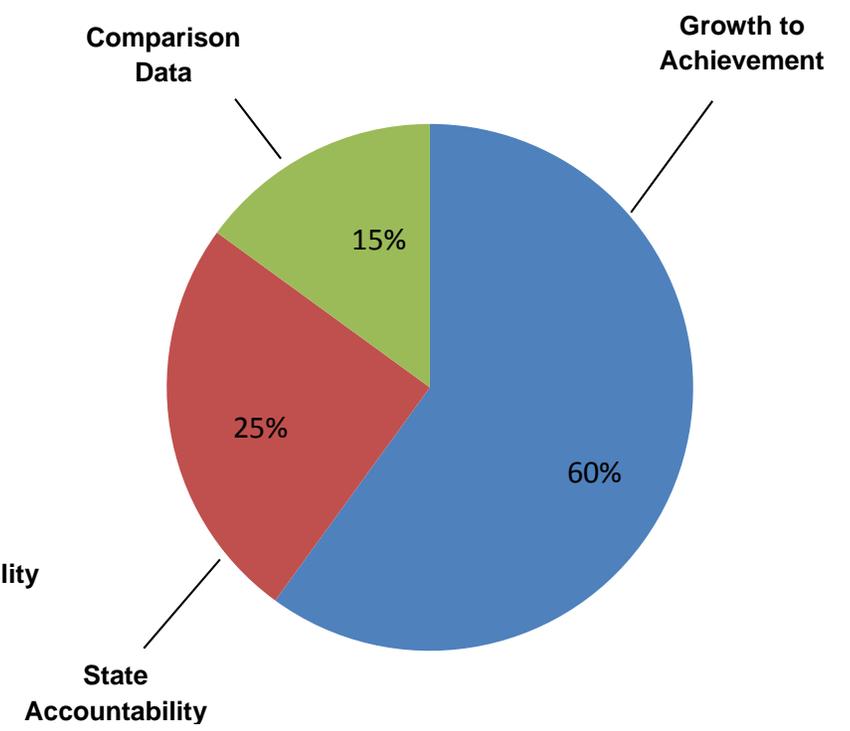
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided 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 *A Two-Step Process*

**Visitation Rubric**



**Academic Performance**



Total Score		
450 - 500	Exceeding Standards	90%+
375 - 449	Meeting Standards	75% - 89%
300 - 374	Does Not Meet Standards	60% - 74%
299 & Below	Falls Far Below Standards	Below 60%

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

Academy Name: **Marshall Academy**

Dates of Visit: **September 23-24, 2014**

This is a:  Reauthorization Review  Mid-Contract Review

## 1. Academic Performance Report

Evaluation Criteria	Invigorating Excellence Placement			Category Achieved
	2011-12	2012-13	2013-14	
Growth to Achievement State Accountability Comparison Data	Phase 2	General Monitoring	Phase 1 (FOCUS)	<b>State Identified Focus Schools</b>

## 2. Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance <i>Domain: Leadership</i>	100	83.75	83.75	Meeting Standards
Governance <i>Domain: Financial Viability</i>	100*	88	88	Meeting Standards
Governance <i>Domain: Reporting</i>	100*	100	100	Meeting Standards
School Culture/Facilities	100*	100	100	Meeting Standards
School Improvement	75	58.2	77.6	Meeting Standards
Application/Self-Study	25	18.35	73.4	Does Not Meet Standards
<b>Total Score:</b>	<b>500</b>	<b>448.3</b>	<b>89.66%</b>	<b>Meeting Standards</b>

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

## 1. Academic Performance Report Scoring Matrix

General Monitoring	Exceeding Standards
General Monitoring	Meeting Standards
Phase 1	State Identified Focus Schools/or Does Not Meet Standards
Phase 2/3	State Identified Priority Schools/or Falls Far Below Standards

## 2. Visitation Review Scoring Matrix

*maximum: 500 points*

450-500	Exceeding Standards	90%+
375-449	Meeting Standards	75% - 89%
300-374	Does Not Meet Standards	60% - 74%
299 & Below	Falls Far Below Standards	Below 60%

### Visiting Team Members

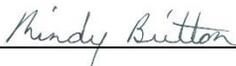
Name: Art Willick

Signature: 

Name: Don Haist

Signature: 

Name: Mindy Britton

Signature: 

Name: Laura Emshanov

Signature: 

Team Chair: Art Willick

## **Executive Summary**

### **Marshall Academy Reauthorization Review**

#### **September 23 – 24, 2014**

The Review Team has compiled the results of its visitation notes and findings. We congratulate the stakeholders of the Academy for their commitment to continue to grow Marshall Academy to be a school of excellence. We have also noted that there are some areas of improvement necessary to maintain that status.

The Review Team has considered the Academy's performance on all aspects of the reauthorization rubric, and has determined a score of **448.3** out of a possible 500 points. This score falls in the **Meeting Standards** category of the scoring rubric.

The Review Team found many impressive aspects of the Academy's operations. Among them are the following:

- **School Culture** - A spirit of support, encouragement and recognition of individual students needs was evident throughout the interviews. It was obvious that the success of each student is of primary importance in the work of teachers, support staff, administration and board members. There appears to be a true "family Atmosphere" of support and mutual commitment on the part of the team. The adherence to the Mission Statement in which the academy pledges to create and maintain a disciplined learning environment based upon traditional moral values was very evident.
- **Student Achievement** - Closing the gap that has caused you to be a focus school is commendable. The utilization of the data team structure and the implementation of Multi-tiered System of Support (MTSS) has greatly assisted with the process. While reading and writing have shown the highest level of achievement, all content areas are on a positive trend. Having 2 of 5 National Merit Qualifiers in the County is also a notable achievement.

As with any organization, there are always areas that need further development. The Review Team believes the following areas should be the focus of additional attention.

- **Governance** - There is little evidence that the board encourages and supports professional development activities thru participation in Activity Credits or the CSO sponsored events. The last ESP Evaluation indicates a needs improvement score. What has been done to correct this?
- **Financial Viability** - A timeline of Budget Development needs to be established that allows board input at least two times prior to budget adoption. The drop in student enrollment which has caused the use of fund equity cannot continue. A strong marketing plan needs to be developed that emphasizes the strong aspects of Marshall Academy. A suggestion of exploring bussing was mentioned during the interviews.

- Strategic Plan - Even though the board has begun to meet on their Strategic Plan there needs to be more specific goals and timelines developed following the SMART goal format to effectively drive the future of the academy.

The Charter School Office and members of the Review Team thank all those from Marshall Academy who were involved in the Reauthorization Review effort. It takes a total team involved in working toward the success of the Academy.

Sincerely,

Art Willick  
Team Chair

# 1. Governance *Domain: Leadership*

Points Possible <b>100</b>	Points Achieved <b>83.75</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	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	
<p>Vision Statement: Linked to Core Values</p>	<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>	
<p>Mission: Linked to Core Values</p>	<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	<b>10/10</b>		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	<b>6/10</b>		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	The strategic plan was just written on July 14, 2014
Point distribution		n/a	5 points	n/a	0 points	
Candidate Pool	<b>5/5</b>		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	See attachment 1
Management Company or Key School Leader (KSL) Evaluation	<b>5/5</b>		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	
Professional Participation	<b>0/5</b>		The Board has a consistent representation at CSO-sponsored events		The Board has little or no representation at CSO-sponsored events	Two Board Members attended a 2013 CSO Webinar. One Board Member attended the Board Conference in 2014.

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	<b>3.75/5</b>	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	See attachment 2
Policies and Procedures  As evidenced by: The Policies and Procedures Manual at the Board Meetings	<b>3/5</b>	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>	There is no evidence presented in the minutes or at the board meetings.
Meeting Schedule	<b>3/5</b>	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	August 2, 2012 November 14, 2013
Monthly Quorums	<b>3/5</b>	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 13, 2012 December 12, 2013 (inclement weather not included)
Point distribution		n/a	10 points	6 points	0 points	
Physical Facilities	<b>10/10</b>		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	<b>83.75/100</b>	Percentage Achieved	Category Achieved	
		<b>83.75%</b>	<b>Meeting Standards</b>	

**Board Members Succession Management**

Vacancies and expirations in the next 90 days

**Marshall Academy**

Term Expiration	Board Member	Seat	Current Term Candidate	Candidate for Next Term
6/30/2015	Howrey, Brenda J.	1		
6/30/2015	Anderson, Steven W.	2		
6/30/2016	Kempinski, Mary Louise	3		
6/30/2016	Twiss, David E.	4		
6/30/2017	Cornwell, Patti	5		
6/30/2017	Spotts, Paul	6		
6/30/2018	Weberling, Heather	7		

No Board Candidates

**Marshall Academy  
Professional Development Activity Credits**

Fname	Lname	Begin Date	End Date	# of Credits Required	# of Credits Acquired	Balance	BANKED	Comments
Steven	Anderson	2013	2015	6	6	0		Completed
Patti	Cornwell	2013	2017	12	2	10		
Brenda	Howrey	2011	2015	12	4	8		
Mary Louise	Kempinski	2012	2016	12	1	11		
Paul	Spotts	2014	2017	9	7	2		three-year term
David E.	Twiss	2012	2016	12	3	9		
Heather	Weberling	2014	2018	12	3	9		

as of September 9, 2014

## 2. Governance *Domain: Financial Viability*

Points Possible <b>100</b>	Points Achieved <b>88</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	15 points	9 points	0 points	
Budget development	<b>9/15</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	Minutes do not indicate.
Opportunity for input	<b>9/15</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	Minutes do not indicate.
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	<b>15/15</b>		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	<b>10/10</b>		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	<b>10/10</b>		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	Score	Percentage Achieved	Category Achieved			
	<b>88/100</b>	<b>88%</b>	<b>Meeting Standards</b>			

### 3. Governance *Domain: Reporting*

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	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>20/20</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	According to the Personnel Verification Audits conducted from 2010-2014, Marshall Academy has maintained compliance with State and federal laws.
Point distribution		n/a	10 points	7.5 points	0 points	
Compliance reporting Epicenter: On Time	<b>10/10</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"	Outstanding Compliance Award for 6-consecutive years

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>10/10</b>		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
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 <i>Domain: Reporting</i>						
Total score for all competencies						
Total Points Achieved	Score	Percentage Achieved	Category Achieved			
	<b>100/100</b>	<b>100%</b>	<b>Meeting Standards</b>			

## 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	There have been no administrative turnover 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	The Academy has had a 24.75% teaching staff turnover during the review period.
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	Percentage Achieved	Category Achieved	
<b>100/100</b>	<b>100%</b>	<b>Meeting Standards</b>	

## 5. School Improvement

Points Possible <b>75</b>	Points Achieved <b>58.2</b>
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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	
Strand I: Teaching for Learning <i>(Education Yes! Performance Indicator)</i>	<b>3.75/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand II: Leadership <i>(Ed Yes! Performance Indicator)</i>	<b>3.75/5</b>	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand III: Personnel & professional learning <i>(Ed Yes! Performance Indicator)</i>	<b>3.75/5</b>	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand IV: School & community relations <i>(Ed Yes! Performance Indicator)</i>	<b>3/5</b>	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand V: Data & Informational management <i>(Ed Yes! Performance Indicator)</i>	<b>3.75/5</b>	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" 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	<b>10/10</b>		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	11.2 points	9 points	0 points	
Data Teams Process	<b>11.2/15</b>	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	<b>9/15</b>	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	45 <sup>th</sup>
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	<b>10/10</b>	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		Percentage Achieved	Category Achieved			
<b>58.2/75</b>		<b>77.6%</b>	<b>Meeting Standards</b>			

# BOARD INTERVIEW SUMMARY

Academy Name: **Marshall Academy**

Date: **September 23-24, 2014**

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?**

- Graduates indicate they are well prepared for college - results.
- Student's blossom here; teachers work one-on-one in helping students learn
- Atmosphere of learning

**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?**

- Students are challenged; students serve as mentors
- Well rounded learning experiences evidenced by student behavior and progress

**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?**

- Unknown role between authorizers and academies
- Remain compliant with federal, state laws
- Would like more assistance with marketing
- More understanding on the role of an ESP

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

- Academic achievement
- The Academy performs well with what they have

***What could be improved?***

- More money to improve facilities
- Teacher pay

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?***
- Process begun in July
  - See value in process
  - Budget main focus
6. ***The Board's last ESP Evaluation indicated Needs Improvement. What has been done to remedy this?***
- Considerable discussion held
  - Board is reviewing different strategies to address the evaluation
7. ***Last year it was necessary to use some fund balance to finish the year – what has been done to overcome this trend?***
- Budget committee established
  - Cuts will need to be made
  - Reviewing many options
8. ***What strategies have been used to market educational programs at Marshall?***
- Marketing committee has been established, but no strategies have been implemented

# ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Marshall Academy**

Date: **September 23-24, 2014**

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; helping students reach their potential academically
- Classical curriculum is very solid as presented in mission statement
- Virtues expected/tied into daily lessons

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

- Establishment of high school
- Students receive solid college preparation

***What could be improved?***

- Enrollment – have to attract more students
- Areas of delegation by principal – more assistance

**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?**

- Yes
- High number of students on Deans List
- Surveys and communications with former students support this

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

- 9
- Great school culture
- Employee culture improving – key to employee retention

5. ***What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?***
  - Lack of resources - trying to make significant impact with students with small amount of money
6. ***What are the top TWO things this academy needs to do for its long-term health and longevity?***
  - Enrollment increase
  - Teacher/student retention
7. ***Why do you think parents choose to send their children to this academy?***
  - Family oriented culture
  - Academic achievement
8. ***If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)***
  - Additional intervention support especially in elementary
  - Facility improvements (gym roof, repaving)

# INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Marshall Academy**

Date: **September 23-24, 2014**

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
- Used to guide academics
- Test scores are evidence

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

- Strong academic focus
- Culture is passed down even with large turnover
- Team work/positive solutions to students' concerns

***What could be improved?***

- Improved technology
- Overall communication
- Improved healthcare/benefits for staff

**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**

- 7 – very small budget for materials

**b. Professional Training**

- 8-9 – use every minute to focus on training; good variety/good support

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

- 10

4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***
  - 8-9
  - Bumps in the road occasionally with 1-2 teachers who don't believe in the mission
5. ***Do you feel the academic expectations here are appropriate for the students who attend this academy?***
  - Rigor is there
  - Bar isn't lowered; tools/opportunities are provided to make the bar accessible
6. ***Would you enroll your child at this academy?***
  - Yes
  - Small environment is more nourishing
7. ***If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)***
  - 2<sup>nd</sup> administrator
  - Another language teacher and/or full staff
  - Bus
  - Hot lunch
  - Counseling
  - Theater/stage
  - Mobile lab

# SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Marshall Academy**

Date: **September 23-24, 2014**

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?**

- For the most part, yes
- Staff turnover and technology issues don't always work in the school's favor

***How do you know?***

- Respectful group of students, parents or staff
- Discipline is great here

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

- Respectful students
- Older students lead by example
- Sense of community

***What could be improved?***

- Improved bandwidth/computers/technology
- Community outreach/involvement; create a positive presence in the local area
- Change community perception
- Sometimes school is used as a last resort for local parents or parents use academy as a threat/punishment

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***
    - 5
    - General supplies are available, but nothing additional or for long term.
    - There is no investment mindset
  - b. ***Professional Training***
    - Budget for training, but internal training is poor
    - Need an Assistant Principal
4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***
- 3, 4, 6-7
  - Culture is improving, but teachers are very frustrated with various jobs/issues not being completed
  - Some parents believe that because it's a smaller school, their needs should be met – full attention given to them
5. ***Do you feel the academic expectations here are appropriate for the students who attend this academy?***
- Higher than most other schools
  - Dual enrollment available
6. ***Would you enroll your child at this academy?***
- Like what the academy offers
  - More opportunities at traditional high school level
7. ***If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)***
- New gym
  - New computer lab
  - Assistant principal
  - Band room/performance area
  - Performing arts
  - Increased salaries to retain teachers
  - Greater academic recognition of students
  - New management company

# PARENT INTERVIEW SUMMARY

Academy Name: **Marshall Academy**

Date: **September 23-24, 2014**

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?**

- Quality of education provided
- Lack of bullying
- Academically beyond traditional public school
- Students respectful and proud
- Dress code
- Teachers really care about students, want to know/teach to them individually

***On a scale of 1-10 (10 highest), how satisfied are you with that choice?***

- 9-10.

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

- Excellent response from all staff
- Principal has open door policy
- Limited interaction with Board members

**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.**

- 9-10
- Great parental support
- Very respectful atmosphere
- Family oriented

**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.**

- Students are encouraged to achieve beyond potential

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

- No complaints
- Children beg to come to school

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

- Music – loves the teacher
- Enjoys attending school
- The academy makes learning fun

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

- Very informed
- Teachers don't wait for conferences to contact parents

**8. Why don't other parents send their children to Marshall Academy?**

- Transportation
- Involved academics that require parental input
- Sports

# STUDENT INTERVIEW SUMMARY

Academy Name: **Marshall Academy**

Date: **September 23-24, 2014**

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

- 1. Do you enjoy attending this school? If you had a choice to attend anywhere else, would you?**
  - Yes
  - More personalized
  - Family atmosphere
- 2. Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?**
  - All like learning here
  - Overall, academics are challenging – just enough to push them, but not overwhelming
- 3. Do you feel that overall, the adults here at this school are fair to students?**
  - Definitely
- 4. What is your favorite part of the school day? Why?**
  - English – love the teachers
  - Gym – longer time desired
  - History
  - Science
  - Math
- 5. Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?**
  - More history in elementary
  - Drama/theatrics

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

- Yes
- Uniforms help stop student bullying
- Students stand up for each – family oriented

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

- Yes
- Much more accommodating here, especially those with special needs (bullying, academics, etc.)

# SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Marshall Academy**

Date: **September 23-24, 2014**

**1. What accomplishments make the School Improvement Team most proud?**

- #27 in the State of Michigan for MME math and reading
- ACT scores
- Establishment of the high school – high performing

**What do you attribute to your success?**

- Small high school produces an opportunity where staff know students very and can make an impact, knowing strengths/weaknesses of students
- Cohesive unit in high school staff
- Interdisciplinary approach

**2. What items are recognized by the School Improvement Team as needing improvement?**

- Math and science. Math teacher turnovers
- Last year, reading at the elementary level
- Revamped/developed process for intervention with multi-tiered supports

**3. What are the three biggest challenges for Marshall over the next three years?**

- Math
- Increase enrollment
- Internet bandwidth – affects testing

**4. What impact will your experience with the Data Teams have on your strategies for the academic year?**

- Elementary – works well with multi grade level groups – reviewing data with focus to raise bottom 30%
- High school – data indicates reading needs to be improved
- Independent reading time incorporated each day to improve comprehension
- Focus this year on more precise writing skills
- Math team has new staff so developing data team culture

**5. As a Focus School, what is being done to close the gap that makes you a Focus School?**

- More intentional with interventions
- Defined RTI
- Common writing rubrics
- Scaffolding programs

**6. What strategies can you name that would market your school in this area?**

- Board has made marketing a priority by establishing a subcommittee – part of strategic plan
- Hold new parents event quarterly
- Discover what works and doesn't with surveys/questionnaires
- Redesign website; use more social media

**7. Tell of an instance where budgeting by the board has occurred to assist with a weakness that has been identified by the School Improvement Team.**

- Vocabulary books to increase assist with weakness in elementary a few years ago
- Science curriculum was changed to align with the State
- Math curriculum realigned with board support

# Marshall Academy Reauthorization Application 2014



# Marshall Academy

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# Marshall Academy Reauthorization Application 2014

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- Appendix B                              MA\_MME\_Report\_2013-2014
- Appendix C                              Marshall Academy Strategic Plan

# Marshall Academy Reauthorization Application 2014

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## 1. Academic Program

### **Is the Academy making academic progress?**

Students at Marshall Academy have made gains on the MEAP and Scantron performance series in all most all grades and subjects over the contractual period. The achievement gap between our highest and lowest achieving students is narrowing with significant progress made in reading and math.

While some grade levels and particular subjects have not performed to our expectations, our school improvement team is taking all the necessary steps to meet the needs of our students. Over the past two years our staff has been trained and has developed processes in Response to Intervention and Data Teams to better meet the needs of all our students. Teams of teachers and paraprofessionals have been created to make data-driven instructional decisions to meet the needs of all students. These teams meet weekly to discuss classroom and district level data and set goals for improvement. Attention is given to the lower performing students and how paraprofessionals can be coordinated to deliver remedial instruction with the goal of bringing those students up to grade level as quickly as possible. In the elementary grades, schedules have been adjusted to allow for time for targeted remedial instruction for students that are behind grade-level. These schedules are coordinated with the paraprofessionals and aides to capitalize on their time.

Our classical curriculum model continues to deliver strong results in achievement and instruction. A backward design model has been implemented in math and reading and all high school subjects that begins with the development of end of year and quarterly assessments that are formative and summative. These assessments inform the teachers and administration of the learning that is occurring in their classrooms. The data from these assessments is used to make classroom level instructional decisions. The quarterly assessments also serve as a marker for teachers to keep pace throughout the school year to make sure that all necessary content is delivered.

Significant progress has been made in narrowing the gap between our highest and lowest performing students. The gap in reading and math achievement has reduced significantly in the last year. The gap in writing, science and social studies is still significant and is being addressed in our current school improvement plan.

**How does Marshall 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 Global Scholar. Include discussion of progress towards contractual goals.**

Marshall Academy compares favorably to state and local districts using 2013 MEAP data in all

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most all subjects and grade levels. When compared to the area districts in our three county consortium, Marshall Academy's MEAP performance was in the top three in 10 of the 18 MEAP subject/grade categories (See Appendix A). In reading, Marshall Academy out-performed the state averages in five of the seven grades tested by MEAP and MME assessments in the 2013-2014 school year. In math, the same assessments revealed that Marshall exceeded the state averages in four of the seven grade levels.

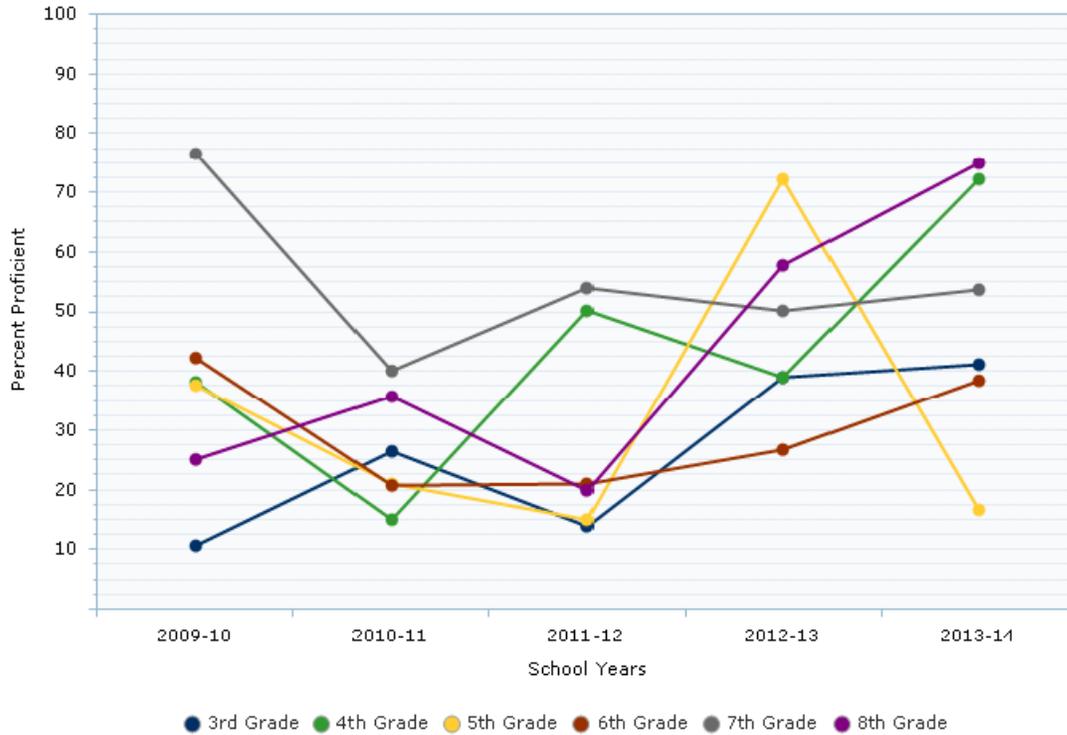
Our 11th grade MME results were outstanding for the 2014 school year. Marshall Academy out performed our resident district and the state averages in every subject area (see Appendix B).

While our results in science and social studies have been comparable to our resident district and state averages, our school improvement team is also working to develop strategies to improve Marshall Academy's performance in these subjects.

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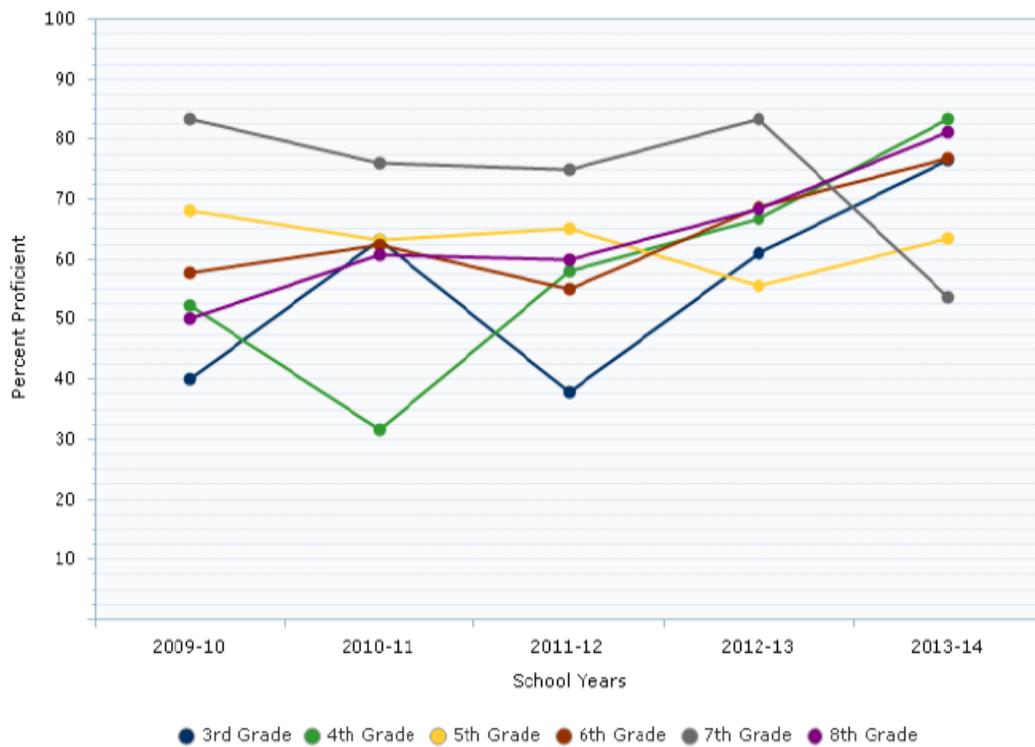
### Marshall Academy 5 Year Trend-Mathematics



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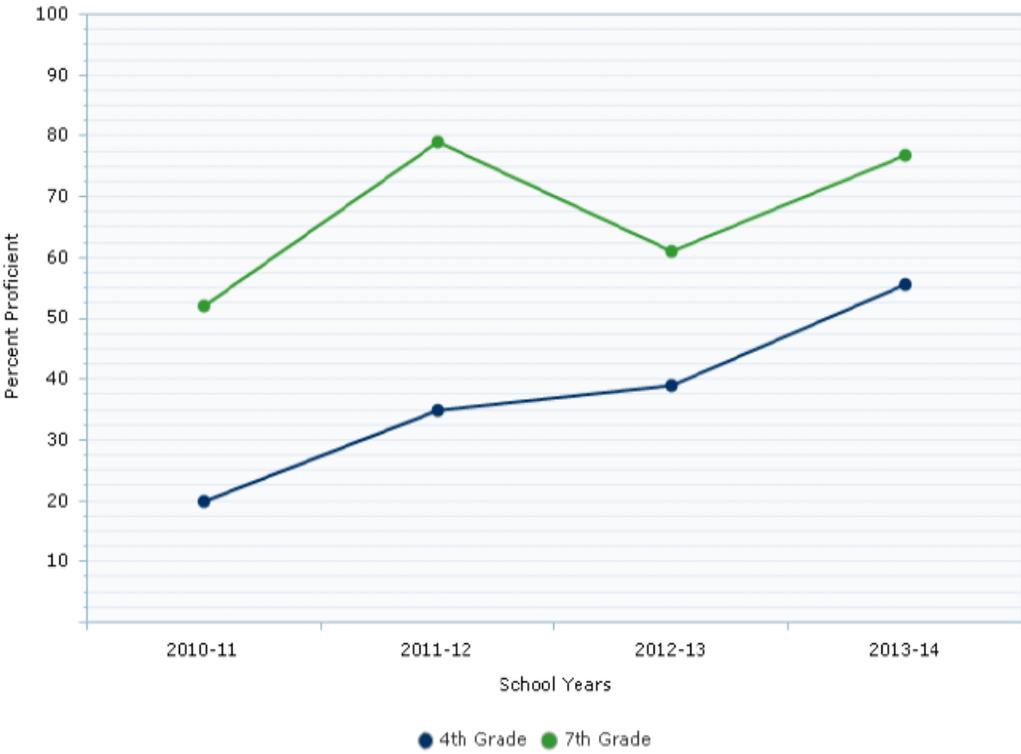
### Marshall Academy 5 Year Trend-Reading



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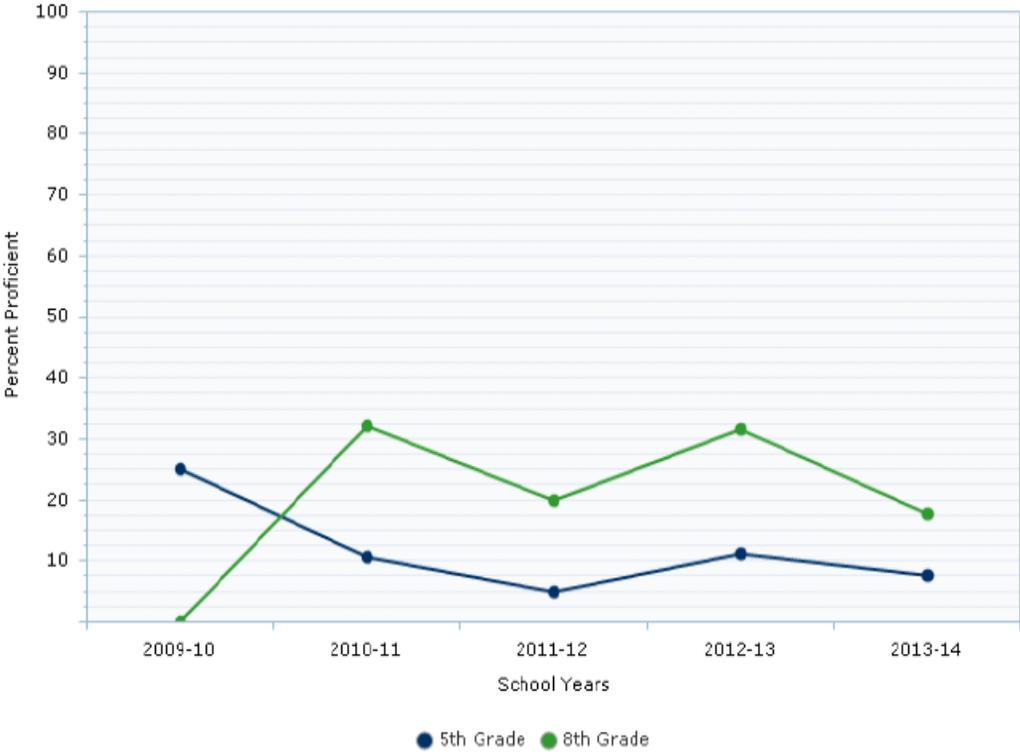
Marshall Academy 5 Year Trend-Writing



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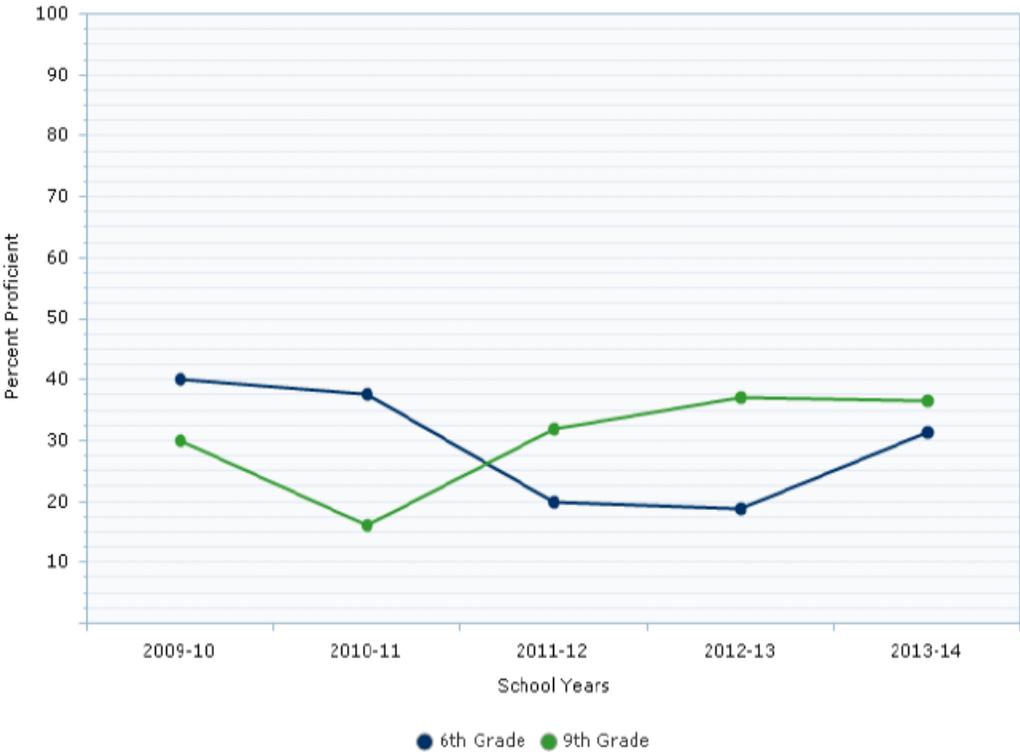
Marshall Academy 5 Year Trend-Science



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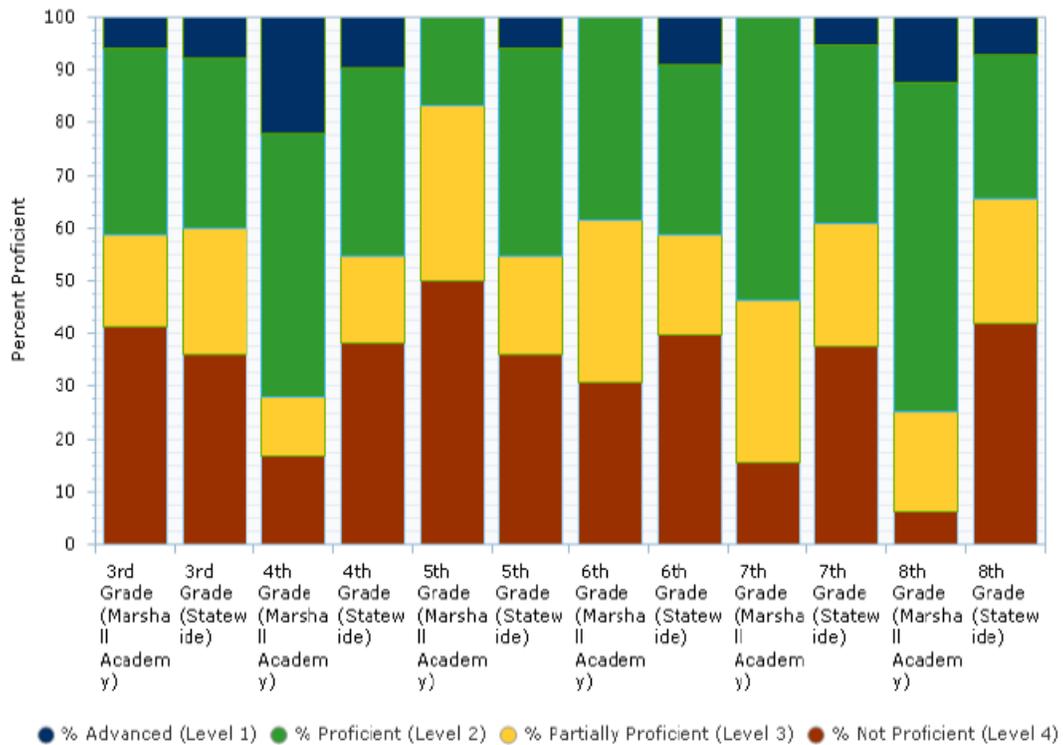
Marshall Academy 5 Year Trend-Social Studies



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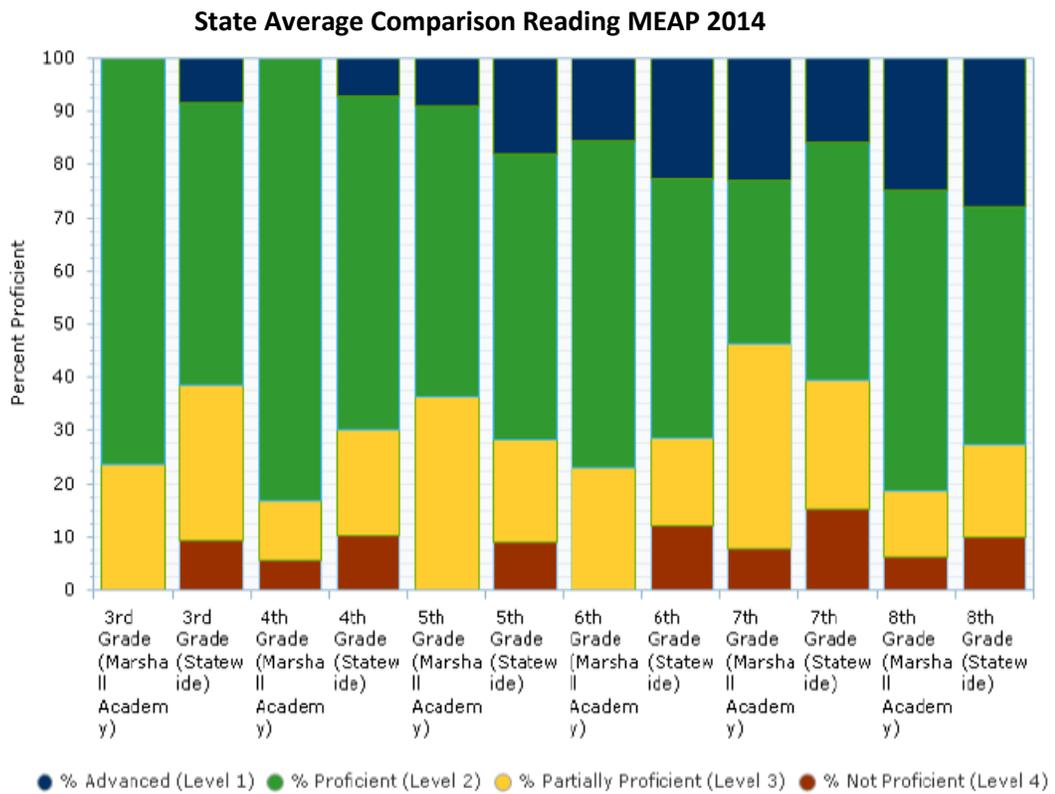
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**State Average Comparison Math MEAP 2014**



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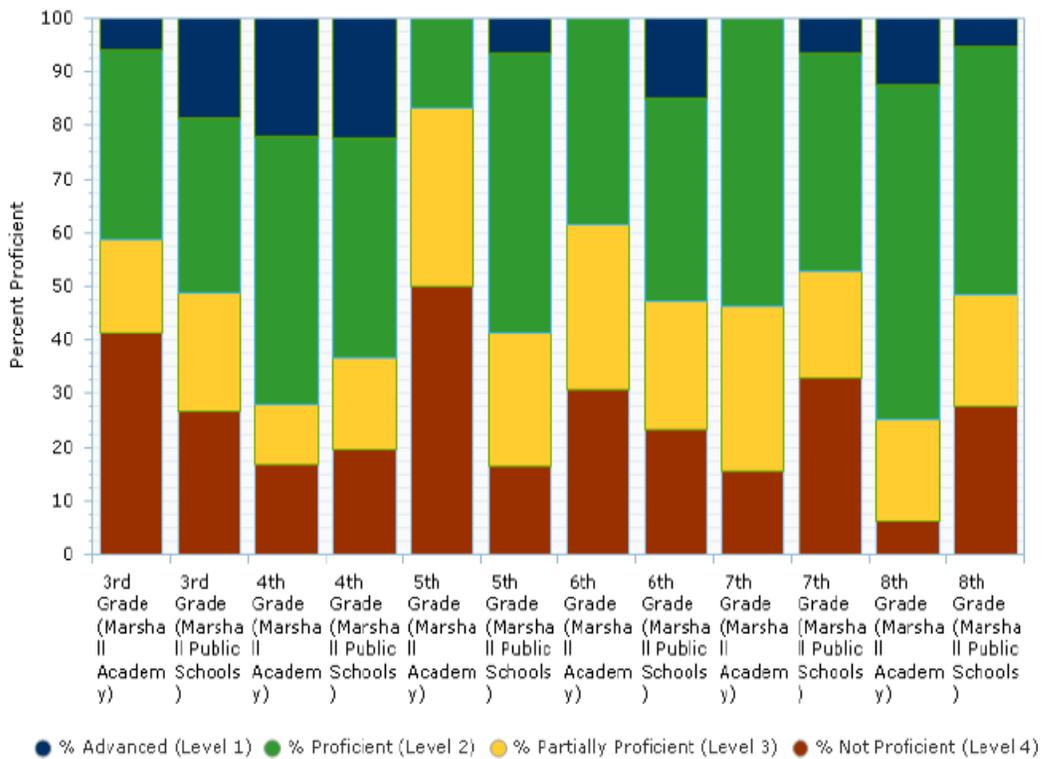
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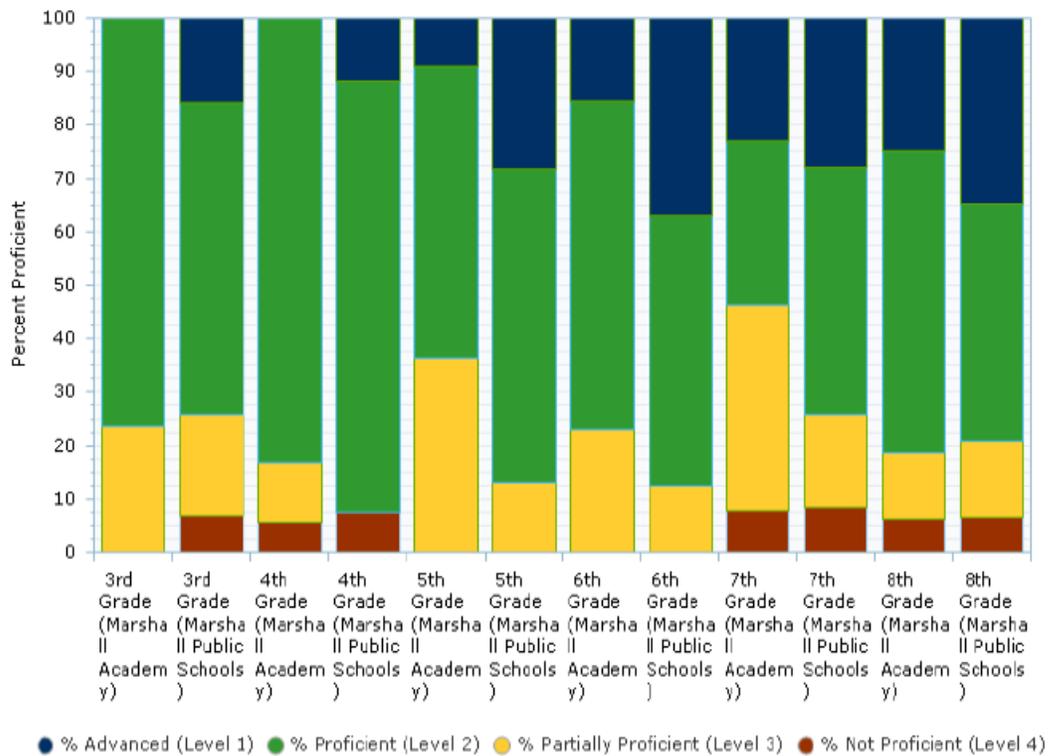
**Resident District Comparison(Marshall Public) 2014 Math MEAP**



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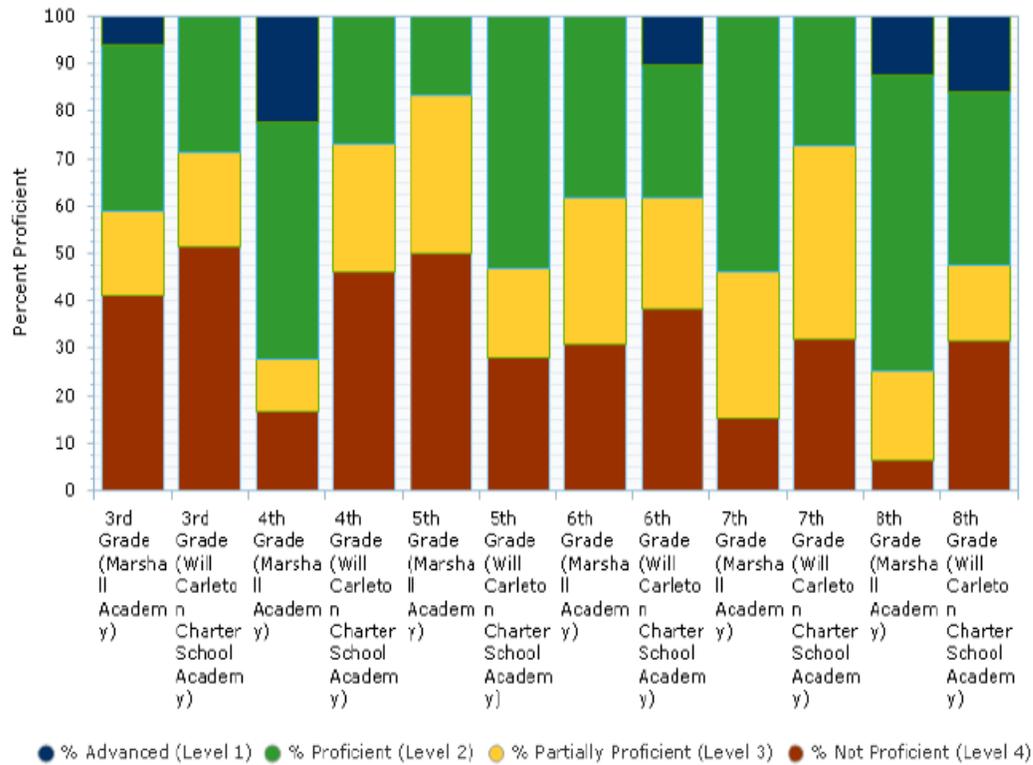
**Resident District Comparison(Marshall Public) 2014 Reading MEAP**



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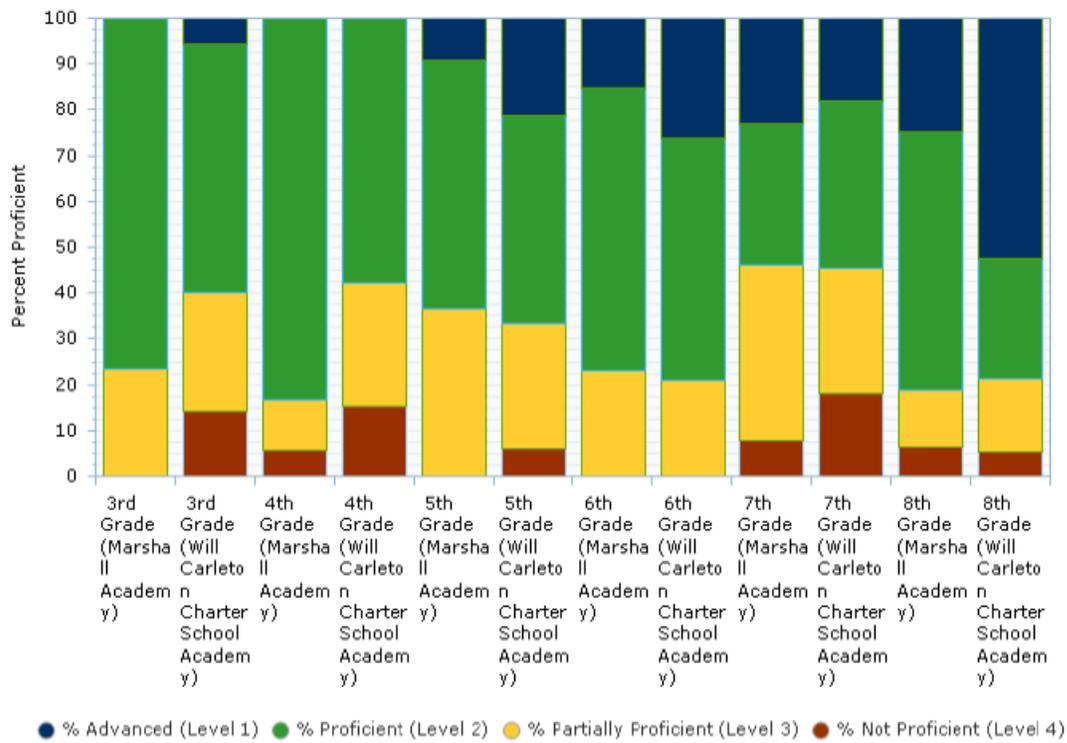
**Comparison of Demographically Similar District(Will Carleton Academy)-2014 MEAP Math**



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**Comparison of Demographically Similar District(Will Carleton Academy)-2014 MEAP Reading**



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

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

### **Marshall Academy's Mission**

As members of the Marshall Academy community, we pledge our best efforts to create and maintain a disciplined learning environment based upon traditional moral values, while assuring mastery of the classic fundamentals of learning and challenging our students to excel in their given talents.

The Marshall Academy community of board members, authorizer, administration, staff, parents, and students remain committed to our mission. We offer an important choice for educating youth in our community. We are the only school in Marshall, public or private, that outwardly teaches its students about virtuous behavior. Upon visiting our school, evidence of a disciplined environment will be made apparent by the extraordinary engagement of students in the classroom and the orderly nature of the school generally.

Marshall Academy takes pride in offering our community a classical education that provides a well-rounded education that equips our students to become contributing members of our community. Marshall Academy has graduated five classes of seniors since beginning the high school program in 2007. During that time we have seen over 90% of our students enter college or the military directly from high school, with many of the remaining students entering career training or career oriented fields directly after high school. The high rate of post-secondary engagement is confirmation that the mission is being fulfilled and students are benefiting from what they have received while at Marshall Academy. Furthermore, we have numerous former students recognized for academic achievement after high school, appearing on deans' lists and graduating with honors.

Graduated students have reported back to us many times that they were well prepared to be successful in college, especially in the areas of writing and literature. The career fields that our students have studied while in college have been diverse. Many students entered into courses of studies that seemingly might not fit with our Academy's focus. Our approach of teaching students to think independently and have a broad base educationally has prepared them to learn well in any field that they might choose later in life, which is exactly what our mission is as an institution that values excellence regardless of a person's given talents.

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## **Is the Academy financially solvent and stable?**

During the past five years, Marshall Academy has been financially solvent. This has been evidenced by a balanced budget every year of our existence. We have been financially accountable, providing for an audit of our records each year. During our last contractual period we saw our end of fiscal year fund balance rise to the amount of \$274,000 in 2011. Since then, Marshall Academy has seen a reduction in enrollment which has resulted in our fund balance being reduced to about \$100,000 at the end of the 2013-2014 school year. While there have been several contributing factors to this, we are committed as a community to build enrollment back towards 300 students and improve our financial stability.

## **Is student enrollment stable and near capacity?**

We began our current contractual period with 262 students during the 2009-2010 school year. We have seen a decline in enrollment over the last five years with enrollment being at 223 for the 2013-2014 school year. There have been several contributing factors that have negatively impacted enrollment over the last five years; the recession caused many of our families to have to relocate, we had a significant employee disciplinary occurrence, and we had a merger of two districts that has initially cause us to lose some of our students. Staff instability has contributed to the retention of students. All stakeholders are committed to rebuilding enrollment with the short-term goal of over 300 students. Our board of directors has developed a strategic plan to address the enrollment issues. One of the initiatives was to create a board driven marketing team that will develop strategies to recruit students and retain our current staff and students.

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

Marshall Academy teachers are organized into data teams that use assessment data to inform their instruction. They use it to make classroom level decisions about what to teach and to whom it should be taught. They use formative assessment data to insure that their students are grasping the content being taught. Daily homework, assignments, Performance Series, quarterly assessments, quizzes, and tests are all examples of formative assessments used to make data driven decisions at the student level. The Scantron Performance Series is used by the teachers to identify specific concepts in which students demonstrate strength or weakness. They use summative assessment data (Performance Series-Spring, MEAP, MME and end of course exams) to evaluate teaching strategies, curriculum, including lesson and unit design. The administration uses assessment data to make curriculum and staff decisions.

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August 14, 2014

Poor performance on an assessment prompts the administration to seek the root causes for those deficiencies. The administration leads the school improvement teams in analyzing the data to develop specific goals to overcome staff and student deficiencies. If curriculum is judged to be the root cause, then we work either to re-engineer the curriculum in place or otherwise look to develop a new curriculum that will address the educational need while conforming to our school's mission. If a root cause for deficiency is judged to be an issue relating to instructional competence, then professional development opportunities are first attempted as a solution. If this is not successful, then the teacher will either be reassigned or dismissed.

The Marshall Academy Board of Directors uses assessment data to make decisions on where best to allocate resources. The Board also uses assessment data to evaluate whether desirable progress is being made towards realizing our Academy's mission and vision.

**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?**

Marshall Academy's Board of Directors has developed a strategic plan to increase enrollment and increase financial stability over the next five years. The board has formed sub-committees and invited other stake-holders to work with them to positively affect those crucial areas to the Academy. A marketing sub-committee was formed that has developed a strategy for attracting new students to the Academy. They have developed short-term and long-term strategies to reach the enrollment goals of the Academy. A finance committee has been formed that will meet throughout the year to plan for needed adjustments due to cash flow restrictions and to plan for resource allocation.

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

The Marshall Academy Board of Directors is a diverse group of individuals that bring an incredible amount of experience and wisdom to the educational realm. Our current board is made of business and community leaders, educators, and Marshall Academy parents. The skills and abilities of this group have proven to be valuable in the leadership of Marshall Academy. Many of our board members have participated in professional development opportunities in recent years and a couple board members sit on boards in the business community. Our board works to comprehensively grapple with philosophical and practical issues relating to the Academy's mission and vision. The board uses its time at meetings to discuss and share viewpoints related to the functioning of the school. When appropriate, the board seeks an in depth analysis of particular issues before making a decision. They do this to insure correct and proper alignment of school policies to the vision and mission of Marshall Academy.

Reauthorization/Mid-Contract Review Application Signature Page\*

Board Signatures:

<u>Stevan W. Anderson</u> Name	<u>8-14-14</u> Date
<u>Paul W. Spitzer</u> Name	<u>8-14-14</u> Date
<u>Heather Weberling</u> Name	<u>8.14.14</u> Date
<u>Dennis E. Ferris RPh</u> Name	<u>8/14/14</u> Date
<u>Mary Kempfer</u> Name	<u>8/14/14</u> Date
<u>Paul J. Smitol</u> Name	<u>8/14/14</u> Date
<u>[Signature]</u> Name	<u>8/14/14</u> Date

Date of Board meeting review 8/14/2014

\*Reauthorization Applications:

Due to Epicenter no later than 5:00 pm the day after Labor Day

# Marshall Academy's Strategic Plan

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July 22, 2014

## **Vision Statement**

Marshall Academy is prominent in the community for its unique culture of moral and academic excellence. The Academy's challenging classical curriculum results in competent and compassionate students with the ability to reason and articulate.

Marshall Academy welcomes parents as full partners in the education of their children. All members of the Academy community cooperate in maintaining the Academy's commitment to high moral, behavioral, and academic standards.

## **Mission Statement**

As members of the Marshall Academy community, we pledge our best efforts to create and maintain a disciplined learning environment based upon traditional moral values, while assuring mastery of the classic fundamentals of learning and challenging our students to excel in their given talents.

## **Marshall Academy Board of Directors**

David Twiss-President  
Brenda Howrey-Vice President  
Mary Kempinski-Secretary  
Steve Anderson-Treasurer  
Patti Cornwell  
Heather Weberling  
Paul Spotts

# Marshall Academy's Strategic Plan

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July 22, 2014

In order to support the mission and vision of Marshall Academy, the Board of Directors has established some strategic goals and initiatives to positively impact Marshall Academy.

Goal 1 – Marshall Academy will exceed all goals set by its authorizer, Ferris State University, in student achievement.

- Contractual Goals
- Continuous School Improvement

Goal 2 – Marshall Academy will be fiscally strong, by approving a balanced budget each year and keeping a fund balance that exceeds 15% of its yearly revenues.

- Debt Reduction
- Debt Consolidation

Goal 3 – Enrollment will be maintained above 300 students in PK-12<sup>th</sup> grades.

- Student Retention
- Staff Retention
- Student Recruitment

## Board Activities to Meet Goals

Three board sub-committees have been established to plan activities and create short-term goals to reach targets. Administration, community members, staff, parents, and students will be added to the sub-committees when appropriate.

**Budgetary Committee** – Chair Heather Weberling, Paul Spotts, and David Twiss

**Marketing Committee** – Chair Patti Cornwell, Mary Kempinski, Steve Anderson

**Long-Range Planning Committee** – Chair Brenda Howrey, Heather Weberling, David Twiss

# Marshall Academy's Strategic Plan

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July 22, 2014