

Review Type: Reauthorization

Academy Name: Michigan Collegiate

Date(s): October 26-27

The Review occurred at Michigan Collegiate with 4 members on the Ferris State University Charter Schools Office (CSO) Review team and one coach from SchoolWorks. The team had the opportunity to meet with, and interview, multiple stakeholder groups, including the School Leadership Team, multiple groups of teachers, Governing Board members, and parents. The team was able to visit 32 classrooms to observe teaching and learning. The team had a discussion with the building leader focused on current operations. We appreciate the open communication and transparency from the academy team.

Onsite Review Findings

Pillar #1: Academic Progress	
<ul style="list-style-type: none"> ○ Is the school focused on achieving academic success for ALL students? ○ Are there systems that make the school sustainable, even with teacher or principal turnover? ○ Do leaders and teachers share the responsibility for creating a learning environment that supports all students? ○ 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? 	
Evidence/Observations	Opportunities for Growth
<ul style="list-style-type: none"> ● Culture (Elementary) - Most classroom teachers were enthusiastic. They know their students well and were able to identify non-academic needs and respond by giving 5 reflection time. Saw. Students were respectful to each other. Data showed that 71% of observations recorded respectful behavior by both teachers and students (e.g., identification of academic needs, reflection time given to students, Cougar Pride language used like: "Are you being patient?" or "Are you showing respect?"). 	<ul style="list-style-type: none"> ● Culture (High School) - Most classrooms have a neutral climate with mutual respect, with a few students that were allowed to sleep. Some classrooms were marked by negative student-to-student comments. PRIDE incentives and feedback were not observed. There is an opportunity to connect PRIDE to specific academic behaviors. Data showed that 39% of classrooms observations recorded students not being respectful (e.g., calling names, arguing over items, taking each other's papers). ● Higher Order Thinking (Both Levels) - release the thinking to all students. Adults often did the thinking for students. The focus was on whole class

<ul style="list-style-type: none"> ● Elementary - Systems were strong, especially MTSS. There was progress monitoring occurring. HS is also monitoring progress on goals. ● Strong cohesion between Admin, Teachers and Students. We saw a positive outlook from adults. ● Admin and staff were aligned on mission specific priorities (TLC, HMH, MTSS, PBIS and Pride, etc.) ● Administration is visible in classrooms often and observing and providing feedback. 	<p>instruction with few open-ended questions. Students were allowed to opt out of instruction in 78% of observations at the high school level.</p> <ul style="list-style-type: none"> ● Align teacher observations and feedback to explicit coaching cycles related to setting student outcome goals and teacher practices with an explicit coaching model. Use your instructional framework as the foundation for goals.
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Pillar #2: Fiscal Solvency
 ○ Does the academy demonstrate fiscal responsibility, responsiveness, and sustainability?

Evidence/Observations	Opportunities for Growth
<ul style="list-style-type: none"> ● Board was well-stepped in the fiscal situation and strategy for long-term sustainability. 	<ul style="list-style-type: none"> ● Enrollment was brought up as a concern, which is directly related to budget.

Pillar #3: Operations
 ○ Do school leaders and members of the Board of Directors effectively manage the academy's operations?

Evidence/Observations	Opportunities for Growth
<ul style="list-style-type: none"> ● HS parents were in the know and reported being well-connected with staff on their students and school wide events. 	<ul style="list-style-type: none"> ● Board and ES families reported not getting school level event information. ● Involve stakeholders in the hiring process.

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?

Evidence/Observations	Opportunities for Growth
<ul style="list-style-type: none"> ● Board was knowledgeable about academic progress and strategy and reported in-depth reports from school leadership. 	<ul style="list-style-type: none"> ● Board can be more involved in strategic planning and have a single and aligned mission, vision, and values.

Contract Performance Report Review

Pillar	Areas of Strength	Overall Opportunities for Growth
Pillar #1: Academic Progress	<ul style="list-style-type: none"> The academy “met” the academic growth contractual goal for math. Students in grades 2-8 were at the 71st percentile (NWEA SCGP) for spring of 2022. Although the NWEA SCGP was not met in reading, there was an improvement in growth when compared to the 2020-21 school year. 	<ul style="list-style-type: none"> Although close, the academy did not meet the academic growth contractual goal for reading, as measured by the NWEA SCGP. No grade 2-8 student achievement contractual goals were met for the 2021-22 school year. The high school did not meet any educational contractual goal for the 2021-22 school year.
Pillar #2: Fiscal Solvency	<ul style="list-style-type: none"> Fund balance has increased over the last few years. 	<ul style="list-style-type: none"> Identified for fiscal review on both 2020-21 and 2021-22 fiscal scorecards. “Days Cash on Hand” and “Enrollment Change Over Time” triggered this designation.
Pillar #3: Operations		<ul style="list-style-type: none"> Increase percentage of students who are enrolled for 3+ years. 57% were enrolled for 3+ years for 2021-22.
Pillar #4: Compliance & Governance	<ul style="list-style-type: none"> 90% compliant for the 2021-22 school year 	<ul style="list-style-type: none"> 80% board attendance for 2021-22. Goal should be 100%.

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Associate Director

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