

# FERRIS STATE UNIVERSITY

## CHARTER SCHOOLS OFFICE

Review Type: Virtual Mid-Contract

Academy Name: Michigan Collegiate

Date(s): January 29, 2025

### FINAL REPORT

The Review occurred virtually with Michigan Collegiate and included 6 members on the Ferris State University Charter Schools Office (CSO) Review team: Chris Loiselle – Director, Peg Baker – Associate Director, Beth Taylor – School Support Specialist, Sharon Hopper – Compliance & Governance Specialist, Ronnie Phillips – Field Representative, and Jim Scholten – Reauthorization Review Chairperson. The team met with and interviewed multiple stakeholder groups, including the School Leadership Team and a Governing Board member. The CSO team reviewed current initiatives and planning in each of the four pillars, Academics, Fiscal, Operations and Compliance with the Michigan Collegiate team. We appreciate the open communication and transparency from the academy team and board members.

### Onsite Review Findings

Pillar #1: Academic Progress	
<ul style="list-style-type: none"><li>○ Are classroom interactions cooperative and conducive to learning? Is there a structure approach to managing student behavior throughout the school?</li><li>○ Do teachers provide clear learning goals leading to purposeful instruction?</li><li>○ Are a variety of instructional strategies materials used to meet diverse needs?</li><li>○ 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?</li><li>○ Are students given the opportunity to develop higher order thinking skills?</li><li>○ Has the school identified growth initiatives that appropriately address the needs of their student population?</li><li>○ Does the school prioritize continuous improvement and monitor progress toward goals?</li><li>○ Is there evidence of a positive school climate focused on student learning?</li></ul>	
Areas of Strength	Opportunities for Growth
<ul style="list-style-type: none"><li>• Dean of Culture, Social Workers, Counselors, and Behavior Coaches involved in schools daily.</li><li>• Evident growth in school culture due to P.B.I.S. program.</li><li>• <b>Behavior Management – Middle School/High School</b><ul style="list-style-type: none"><li>○ Dean of Culture, behavior coaches, and school counselor/social worker regulate behavior using techniques and restorative practices with the goal of getting students back to class.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Continue to find ways to get students back on track despite numerous absences.</li><li>• Involve all students in goal setting to help motivate them and understand what they need to work on to improve academically.</li><li>• Continue to provide reading interventions for students in grades 2-8 to increase student proficiency as measured on the NWEA assessment.</li></ul>

<ul style="list-style-type: none"> <li>○ PBIS system (Cougar Credits): System that rewards students for good behavior.</li> <li>○ Monthly incentive-based field trips based on behavior and attendance.</li> <li>○ Internal write-up system that is regularly tracked.</li> <li>○ Informal classroom visitations by administration that address classroom culture. Provides support and immediate feedback to teachers.</li> <li>○ Staff actively recognizes positive behavior. This was put into effect after receiving feedback from students.</li> <li>● <b>Behavior Management – Elementary</b> <ul style="list-style-type: none"> <li>○ <b>Cougar P.R.I.D.E:</b> Teachers use these words to identify how the class is doing and review what this looks like in different scenarios.</li> <li>○ <b>Cougar P.R.I.D.E Tickets:</b> Given to students when teacher recognizes these behaviors. Tickets are pulled at the end of the month in an assembly to reward these behaviors and get students excited.</li> <li>○ Student of the Month (based on Cougar Pride).</li> <li>○ Incentive based field trips.</li> <li>○ Shirt raffle for students with good behavior.</li> <li>○ Counselor for special education and general education students.</li> <li>○ Informal classroom culture walkthroughs by administration that provides support and immediate feedback to teachers.</li> </ul> </li> <li>● <b>Approach to Instruction</b> <ul style="list-style-type: none"> <li>○ <b>Common Practices (MS/HS):</b> Objectives posted in classroom, objectives covered at beginning of class and revisited throughout lesson, turn and talk (think, pair, share), silent solo, everybody writes, cold call.</li> <li>○ <b>Common Practices (Elementary):</b> “I do, you do, we do” lesson structure, lesson plans monitored by school leader, assessments match objectives, silent solo, everybody writes, call and response, SLANT, turn and talk, cold call.</li> <li>○ Teacher Academy offered to new teachers. Regular meetings in which administration models strategies for teachers and provides support. (elem.).</li> </ul> </li> <li>● <b>Instructional Coach Role</b> <ul style="list-style-type: none"> <li>○ <b>Middle School/High School:</b> More experienced staff, getting teachers excited to focus on opportunities for growth in classroom, giving more attention to newer teachers, constant communication with school leader, giving autonomy to teachers (making teachers an active member in the process).</li> <li>○ <b>Elementary:</b> Giving more attention to newer teachers (specifically in first and fifth grades), focus on classroom management, involvement in small group time on difficult subjects, brainstorming with teachers, giving autonomy to teachers (making teachers an active member in the process), observation and support, MTSS time, providing mock-ups for support and giving teachers an opportunity to accept it as is or rework it, modeling, co-teaching, coaching.</li> </ul> </li> <li>● <b>Reading and Math Intervention – Elementary</b> <ul style="list-style-type: none"> <li>○ <b>Reading Intervention:</b> Large reading team, small group time for students, training with the Illuminate program to create assessments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Continue to provide math interventions for students in grades 2-12 to increase student proficiency as measures on the NWEA assessment.</li> <li>● Continue to provide extra support to incoming 9<sup>th</sup> graders in math and reading.</li> <li>● Continue to work with teachers to improve student engagement and active learning in class with TLAC strategies.</li> <li>● Continue to consistently train and support new staff with the behavioral and academic programs vital to the academy.</li> <li>● Continue to provide teachers with consistent feedback to ensure student growth and achievement.</li> <li>● Continue to focus on high school instruction to increase scores in PSAT/SAT EBRW and math to meet all contractual targets.</li> <li>● Continue to evaluate data as compared to the composite resident district achievement.</li> <li>● Continue to work on including parents and celebrating parents in the behavior and attendance process so they feel part of the team.</li> <li>● Continue to work on parent engagement to involve them in the academic progress and proficiency of their student.</li> <li>● Continue to work on ways to collaborate with community partners.</li> <li>● Continue working with Ferris CSO regarding the assigned academic monitoring plan.</li> <li>● Continue to work on your “culture of learning” to integrate the importance for all stakeholders to improve proficiency.</li> </ul>
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- **Math Intervention:** Small groups meet every week, utilizes assessments to place students in skill-based groups, utilizes the “Do the Math” intervention program, reviews NWEA data with school leaders and teachers.
- **Reading and Math Intervention – Middle School/High School**
  - **Math Intervention:** Math support class taught by veteran teacher with flexible curriculum.
  - **ELA Intervention:** ELA support class taught by veteran teacher with flexible curriculum, reading interventionist that works independently with students, extra reading class for 9<sup>th</sup> grade.
  - Learning support class for students with IEPs.
  - Para pros in classrooms.
  - Afterschool SAT/PSAT prep class.
- **Support for Struggling Students – Middle School/High School**
  - Communication and observation by Dean and behavior coaches in classrooms, hallways, and lunchroom.
  - Teacher recommendations for support based on write-ups. Identifying students with repeat write-ups. Contacting parents and utilizing social workers.
  - Administration reviews grade books weekly and rely on teachers to communicate concerns about struggling students.
  - Utilizes IXL diagnostic programs regularly.
  - Students with IEPs use IXL to regularly monitor IEP goals.
  - Utilizes NWEA and HMH diagnostics.
  - Grade level meetings in monthly staff meeting where students of concern in academics and behavior are discussed.
  - **ELL support:** Identifying areas of struggle and working with students in intervention classes.
  - All students have learning support classes in ELA & math at the same time of the day.
- Support for Struggling Students – Elementary**
  - **Behavior:** Communication between teachers, staff, and parents; school social worker provides regular support to students that need it; behavior contracts as a later step in behavior correction process; regular check-ins throughout the day with students that need it; monitoring attendance.
  - **Academic:** Data walls to identify and celebrate student progress; regular meetings with math, reading, and Special Ed teams; HMH modeling assessments.
  - SPED geared toward math and reading, but SPED teachers can provide additional support to teachers in the classroom.
- **Attendance**
  - Use of grant funds for a staff member to call parents, automatic text messages sent to parents, spotlighting students that are eligible for incentive-based trips to get ineligible students to want to improve attendance (MS/HS).
  - Incentive based field trips to reward students with good attendance,

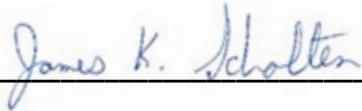
<ul style="list-style-type: none"> <li>Communication, getting students excited about meeting goals, incentive-based rewards, flyers about attendance and incentive rewards posted around building (elem.).</li> </ul> <p><b>Academic Monitoring Plan Progress</b></p> <ul style="list-style-type: none"> <li>Pending NWEA data because goals are based on this assessment (elem.)</li> <li>PSAT/SAT afterschool class and increased daily attendance should improve scores.</li> <li>Implementing more M-STEP test prep into curriculum and small group testing should improve scores.</li> </ul>	
<p><b>Pillar #2: Fiscal Solvency</b></p> <ul style="list-style-type: none"> <li>Does the academy demonstrate fiscal responsibility, responsiveness, and sustainability?</li> </ul>	
Areas of Strength	Opportunities for Growth
<ul style="list-style-type: none"> <li>Marketing support from management company. <ul style="list-style-type: none"> <li>Direct mailing post cards.</li> <li>Social media.</li> <li>Word of mouth.</li> </ul> </li> <li>The management company is aware of enrollment concerns and addresses student retention and recruitment strategies with the board.</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment Declines – continue to implement the following strategies but if ineffective, be ready to change focus or direction: <ul style="list-style-type: none"> <li>Readjusting budget and expectations and right size the school to a sustainable enrollment level.</li> <li>Advertise in different zip codes about school’s exciting programs (AI, field trips).</li> <li>Implement the PowerSchool digital enrollment process to make it easier for parents to process their documentation (re-enrollment and open enrollment).</li> <li>Continue to expand the GSRP program to help improve enrollment in kindergarten.</li> <li>Continue to develop marketing strategies and retention plans for Ninth grade students (no guarantee that eighth graders will continue to 9<sup>th</sup> grade).</li> </ul> </li> <li>Develop or expand strategies which capitalize on word-of-mouth momentum (refer-a-friend initiatives, have current students/families invite friends to school for events/tours, etc.).</li> <li>Consider developing a data tracking tool to help evaluate effective vs ineffective marketing efforts if you are not doing this currently.</li> </ul>
<p><b>Pillar #3: Operations</b></p> <ul style="list-style-type: none"> <li>Do school leaders and members of the Board of Directors effectively manage the academy’s operations?</li> <li>Are there systems that make the school sustainable, even with teacher or principal turnover?</li> </ul>	
Areas of Strength	Opportunities for Growth
<ul style="list-style-type: none"> <li><b>Bussing</b> <ul style="list-style-type: none"> <li>No longer employing bus drivers, now they utilize outside vendor for busing.</li> </ul> </li> <li><b>Teacher recruitment and retention</b> <ul style="list-style-type: none"> <li>The Romine Group have designated staff member to recruit and onboard new employees.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Outside family community and parent involvement</b> <ul style="list-style-type: none"> <li>Commuter school.</li> <li>Difficulty getting parents to get parents to respond to surveys, attend conferences in-person, and school events.</li> <li>Admin and teachers are working on meeting and talking to parents face-to-face.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ School has many veteran teachers (10,15,20 years)</li> <li>○ Family atmosphere.</li> <li>○ Provides support to new teachers.</li> <li>○ Grow your Own program: Encourages teachers to continue with education.</li> <li>● <b>Community Partnerships</b> <ul style="list-style-type: none"> <li>○ Good relationship with Cornerstone Baptist Church. The church has off-campus groups with students (with parent permission).</li> <li>○ Judson Center provides school-based counseling (with parent permission).</li> <li>○ Wayne State University C2 Pipeline.</li> <li>○ Basketball Coach Shaw works with the community and gets students involved with different organizations.</li> <li>○ Former teacher's non-profit organization works with students on civic involvement.</li> </ul> </li> </ul>	
<b>Pillar #4: Compliance &amp; Governance</b> <ul style="list-style-type: none"> <li>○ Does the academy comply with all applicable laws and regulations?</li> <li>○ Does the academy comply with all contractual obligations as outlined in the charter contract?</li> <li>○ Does the Board of Directors provide competent stewardship and oversight of the academy?</li> </ul>	
Areas of Strength	Opportunities for Growth
<ul style="list-style-type: none"> <li>● School leadership keeps the board aware of curriculum changes, newly implemented programs, year-to-year improvements, assessment data and trends, attendance, and behavior monitoring plan.</li> <li>● School leadership answers board questions, seeks their input and listens to suggestions.</li> <li>● The Board receives and reviews monthly financial statements. The management company encourages the board to scrutinize statements and ask specific questions.</li> <li>● Strategic plan shared with the board to get their opinions. However, the board is less involved in the development of the plan and the progress towards goals in the plan.</li> <li>● Positive and collaborative relationship between FSU and MC's Epicenter user.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide the Board with the strategic plan. Solidify and incorporate discussion of the plan and any goals into board meetings.</li> <li>● Provide the Board and FSU Field Representative with the board packet 5-7 days in advance of the board meeting.</li> <li>● Complete a board self-assessment that FSU can administer for the board.</li> <li>● Complete an ESP evaluation that FSU can administer for the board.</li> <li>● As noted in the 2023 Reauthorization Review, the school and board should solidify a single mission and vision.</li> <li>● Engage with a governance consultant/coach for Board development.</li> <li>● Fill vacancy on the Board, preferably with a strong financial background.</li> </ul>

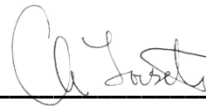
## Contract Performance Report(s) Review and Financial Scorecard

Pillar	Areas of Strength	Opportunities for Growth
<b>Pillar #1: Academic Progress</b>	<ul style="list-style-type: none"> <li>Students in grades 2-8 meet their overall School Conditional Growth Percentile target in math on the NWEA assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide reading interventions for students in grades 2-8 to increase student proficiency as measured on the NWEA assessment.</li> <li>Continue to focus on high school instruction to increase scores in EBRW and math to meet all contractual targets.</li> <li>Continue to evaluate data as compared to the composite resident district achievement.</li> <li>Continue to work with Ferris CSO in regard to the assigned academic monitoring plan.</li> </ul>
<b>Pillar #2: Fiscal Solvency</b>		<ul style="list-style-type: none"> <li>Based on the scorecard, your Academy did not meet the Days Cash or Enrollment change over time metrics. Days Cash is up from previous year, which is a good sign. Enrollment is trending downward from 881 to 809 to 792.</li> </ul>
<b>Pillar #3: Operations</b>	<ul style="list-style-type: none"> <li>Continue New Teacher Support.</li> <li>Monitor transportation as a key piece to school enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>As indicated enrollment needs continue to be a focus.</li> <li>Teacher retention is key to supporting growth plans.</li> </ul>
<b>Pillar #4: Compliance &amp; Governance</b>	<ul style="list-style-type: none"> <li>Exceeds most compliance indicators.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a board self-evaluation.</li> <li>Conduct a formal ESP evaluation.</li> <li>Work with a board coaching consultant.</li> <li>Fill vacancy on the Board of Directors.</li> </ul>

Signed \_\_\_\_\_



**CSO Review Chair**



**CSO Director**