



FERRIS STATE
UNIVERSITY

Imagine More

VOYAGEUR ACADEMY
MID-CONTRACT REVIEW
November 3-4, 2011

MISSION

The Ferris State University Charter Schools Office recommends authorization of Public School Academies and provides oversight focused on continuous quality improvement.

VISION

Ferris State University will be recognized as an exemplary authorizer of Public School Academies.

This will be evidenced by the performance of our Public School Academies as follows:

Meeting or exceeding State requirements, including AYP

Meeting or exceeding the standard of the Value Added student achievement rubric

Meeting or exceeding an overall Meeting Standards score on the Charter Schools Office Assessment Rubric

Achieving 100% compliance on all reporting requirements (ACIS)

Meeting all contractual obligations and the requirements of law

CORE VALUES

We value a collaborative and supportive working environment, as demonstrated by our commitment to –

- A shared vision
- Cooperative spirit
- Teamwork
- Consensus building
- Mutual support for all

We value providing opportunities for those who don't have many, as reflected in our –

- Compassion
- Valuing of diversity
- Humaneness

We value continuous improvement, as reflected in our ongoing commitment to –

- High expectations and standards
- Strong oversight practices
- Opportunities for professional development
- Support of risk taking
- Accountability for actions
- Academic excellence
- Critical thinking

We value integrity and trust, demonstrated by our –

- Loyalty
- Freedom to act
- Encouragement of civil discourse
- Transparency of roles and responsibilities
- Commitment to effective communication

FERRIS STATE UNIVERSITY

Charter Schools Office (CSO)

Declaration of Intent and Purpose

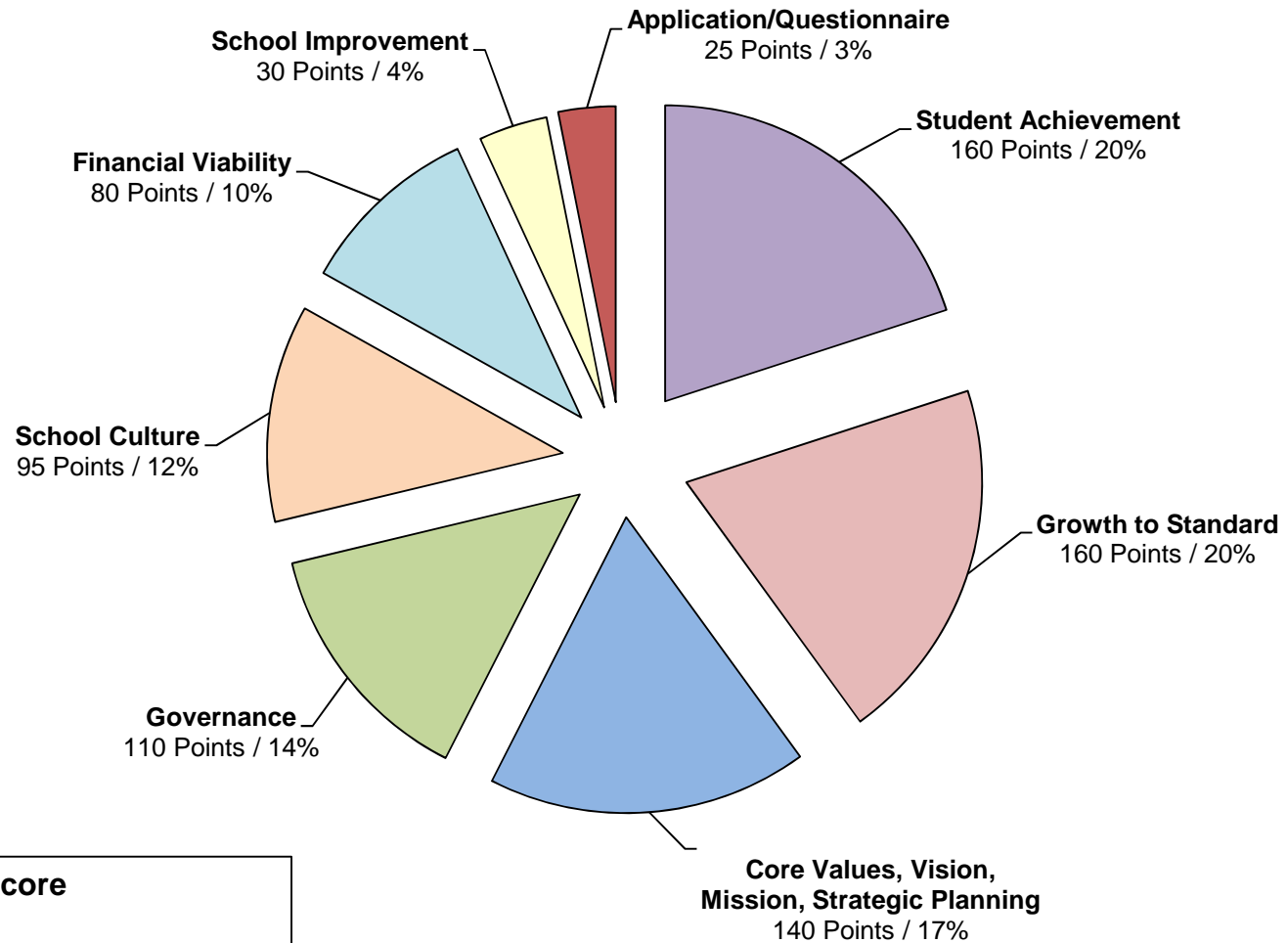
Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes these responsibilities seriously and has prepared this document as a complete report on the PSA's status either (1) at Mid-Contract Review, or (2) as the Academy is considered for Reauthorization.

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.*

A final copy of this report will be provided to each member of the Board of Directors, the School Leader(s), and a copy to the Educational Service provider, if applicable.

If you have any questions about this report, please call the CSO (231-591-5802). Visit our website (www.ferris.edu/charterschools) for more information on FSU-authorized public school academies.

Mid-Contract/Reauthorization Review: Formula 2011-12



Total Score		
maximum: 800 points		
720 - 800	Exceeds Standards	90%+
600 - 719	Meets Standards	75% - 89%
480 - 599	Needs Improvement	60% - 74%
479 & Below	Deficient	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2011-12

Academy Name: Voyageur Academy/Consortium College Preparatory High School

Dates of Visit: November 3-4, 2011

Status: Needs Improvement

Overall Percentage: 73.4%

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Student Achievement	160	130.75	81.7%	Meets Standards
Growth to Standard	160	60	37.5%	Deficient
Core Values/Vision/Mission/Strategic Planning	140	85	60.7%	Needs Improvement
Governance	110	99.75	90.6%	Exceeds Standards
School Culture	95	95	100%	Meets Standards
Financial Viability	80	76	95%	Exceeds Standards
School Improvement	30	23.5	78.3%	Meets Standards
Application/Questionnaire	25	17.5	70%	Needs Improvement
Total Score:	800	587.5	73.4%	Needs Improvement

Visiting Team Members

Name: Larry Lindquist Signature: *Larry Lindquist*

Name: Dr. Ed McKeehan Signature: *E. McKeehan*

Name: Jim Ridders Signature: *James H. Ridders*

Name: Mindy Britton Signature: *Mindy Britton*

Team Chair: Larry Lindquist

Total Score

maximum: 800 points

720 - 800	Exceeds Standards	90%+
600 - 719	Meets Standards	75% - 89%
480 - 599	Needs Improvement	60% - 74%
479 & Below	Deficient	Below 60%

Important Note:

An Academy receiving *Needs Improvement* or *Deficient* scores in **both** the Student Achievement and Growth to Standard sections **shall not** receive a *Meet Standards* evaluation regardless of total score

EXECUTIVE SUMMARY

VOYAGEUR ACADEMY
AND
CONSORTIUM COLLEGE PREPARATORY ACADEMY
MID-CONTRACT REVIEW

November 3-4, 2011

From our opening discussion with the School Improvement Team on Thursday evening, throughout all of the interviews conducted the following day, it was abundantly clear that every member of the academy “family” desires the same thing—solid academic achievement for academy students, through implementation of quality programs, services and experiences for the students of both Voyager Academy and Consortium College Preparatory Academy. While many challenges are presented that might give the academy pause in their efforts to successfully meet the needs of the students served by the academies, it is clear that everyone is focused on meeting those challenges head-on with a wide variety of educational and social tools. As a result, the visitation team sensed a real commitment to both character development and academic achievement among both certified and non-certified staff members as well as the Board of Directors.

The review team used each section of the mid-contract review rubric to develop its review findings. However, because two different sites were involved in this review, it was difficult to determine the most rational method of determining rubric scores in the student achievement and value added achievement sections of the rubric. Scores shown in those rubric sections are based on average achievement scores from both Voyager Academy and Consortium College Preparatory Academy as calculated by Dr. Ron Rizzo, Associate Director of the Ferris State University Charter Schools Office and reflect the results of his examination of student achievement scores at each site. The other sections of the rubric were easier to interpret and score although, as will be seen below, some areas of the rubric were lacking in evidence to confirm that a particular area of the rubric has occurred or is present since the last review. The original result of our review showed a total combined rubric score of **521.5**. Upon review of the Voyager Academy appeal, 66 additional points have been awarded for a new point total of **587.5**, which places the academy in the *Needs Improvement* category overall.

Though the overall rating shown above is in the needs improvement range, the Review Team notes that the score achieved could be addressed prior to the upcoming reauthorization review through careful examination and response to each section of the rubric by the administration, board, teachers and other staff. The most difficult area to modify will naturally be in the area of student achievement, especially value-added achievement. Of

course, that is among the more important areas of the rubric. Careful attention paid to the rubric section that covers core values, mission and vision should also result in raising the overall score in that category from needs improvement to a minimum of meets standards, or perhaps even exceeds standards.

Despite the overall review rating, the Review Team found many positive aspects to the academy's governance and operations. Among those strengths are:

- An active School Improvement Team (SIT) that works together for the improvement of academic achievement and quality instructional programs. Not only were members of the SIT aware of the contents of the School Improvement Plan (SIP), they are committed to the goals and strategies identified in that plan.
- An easily identified desire among all staff members to implement quality programs targeted toward improved student achievement.
- The development of action plans that identify tasks, resources, and persons responsible for those tasks, along with evaluation criteria for the accomplishment of those tasks is a very good tool for improvement pursuits.
- A passionate feeling of “family” and collaboration among all stakeholders.
- A strong feeling among parents that staff members care for their children, academically, socially and emotionally.
- A well-accepted School Leader initiated plan to broaden the decision making base from one-person administrative decision making to a more broad based decision making model, while still recognizing that the buck still stops in his office.
- A well-defined sentiment among students that the academies challenge them to do well academically, while at the same time caring for them personally and treating them fairly.
- A feeling among all staff and Board members that the academy's vision, mission and core values are truly important, even though those statements are not adequately visually displayed or marketed. (More on that later.)
- A generally safe and orderly facility that lends itself to the development of a positive teaching and learning environment.
- A five-day per week after-school program at Voyageur Academy that provides a low-cost and valuable service to parents.
- Both academy staff and leadership display an enthusiasm and authentic interest for their work and demonstrate a positive outlook for the future of the academy.
- The use of regular vertical and horizontal grade level and/or subject matter meetings is outstanding and should help define the curriculum and instructional pedagogy that best meet student academic needs.
- Likewise, the regular use of Professional Learning Communities is an outstanding way of initiating and continuing the dialogue focused on student achievement and other topics.
- The implementation of the Positive Behavior Support student behavior management program has seemed to help create a good learning environment at Voyageur Academy, and now needs to be developed more fully at CCPHS.
- The academy has identified a number of strategies to address improved student achievement, including gap analysis of MEAP results and other standardized tests.

- Though the academy is not meeting its Educational Contract Goals, it was good to learn that the SIT has embraced those goals as targets toward which it wishes to work.
- The use of common intervention times for grades K-6 as described by the SIT is a good method of providing the additional academic support needed by some students.
- Though the academy serves a high free and reduced student population from a wide geographical area, many of whom come from single parent homes, the staff demonstrates a genuine interest and concern for the academic and social well being of all academy students.
- The academy's construction project will serve the needs of Voyager Academy students well in the future. However, the construction process is a tedious one and must not absorb the School Leader so much that his focus on student achievement is lost. Currently, he does not feel that is the case because the Board President has taken on the responsibility of construction oversight. However, since that is not a policy issue, the President's role in that capacity goes beyond his duty as a Board member.
- From its beginning, CCPHS has been focused not only on its high school graduation rate, but also on enrollment of a high percentage of those students in post-secondary educational opportunities and has reached both goals. The Academies' Board of Directors and staff are to be complimented on this achievement. The Review Team encourages the administration to continue its tracking of those students during the post-secondary years, to ascertain the degree of success experienced by CCPHS students and to seek post-secondary student input on ways in which their preparation for college or other post-secondary experiences could be improved at CCPHS or the new high school.

While there are many positives noted that provide for optimism about the future of Voyager Academy and Consortium College Preparatory Academy, or its successor school, as is the case in most other schools, there are still areas for improvement. Among those areas are:

- The need for improved student academic achievement. This is of utmost importance. Though the Review Team heard or read about many ideas and programs that have either been implemented or are planned for the future, the fact remains that student achievement at both academies is unacceptable. For instance in the State's initial Top to Bottom listing of schools, Voyager Academy was at the 24th percentile and Consortium College Preparatory High School ranked at the 28th percentile. The Review Team recognizes that this State list is only one measure of student achievement; yet, it is, at a minimum, a very important indication of the need to give maximum attention to improving student academic performance.

The overall rubric score for the academies was severely limited due to low student academic performance in the area of value-added achievement. The Review Team strongly urges the School Improvement Team and Board of Directors to review its Value-Added Achievement/Scantron Performance Series Data for the purpose of developing both short and long-range goals that address the low scores achieved in meeting the academies' MEAP and Scantron Educational Contract Goals, with particular attention paid to cohort students.

- The core values, vision and mission statements of the academy are not reflected in a written strategic plan, at least not one that serves as a dynamic driving instrument for the future. While it is clear that the academies have honed in on three words regarding their work ethic—discipline, hard work and focus, neither those values nor the other foundation statements are reflected in a strategic plan. In fact, though some progress is noted in this area since the on-site visitation, at the time the Review Team was on-site, no strategic plan could even be produced for review.
- In addition to their very existence, the Board must design a method to periodically evaluate the core values, vision and mission statements to ascertain the degree to which the ideals expressed therein are being achieved.
- Besides the apparent lack of references to reviewing a strategic plan in Board minutes, the Review Team found no evidence that the Board of Directors meeting minutes register either a constant focus or single-mindedness about the importance of the academies' core values, vision or mission statements. Regular attention needs to be placed on these foundational statements at Board meetings and Board retreats. That must include such things as:
 - Visual display of the Board's core values, vision and mission statements on documents such as Board meeting agendas and minutes, academy letterhead stationery, staff meeting agendas, parent newsletters, as well as posting those statements in visible locations frequented by members of the public, staff and students and even possibly reading those statements orally at each Board meeting.
 - Ensuring that the academies' core values, vision and mission statements are linked to one another; that is, that each of those statements is aligned, and furthermore, that those statements are, in turn, aligned with the strategic plan, school improvement plan, curriculum, instruction and assessment strategies and the adopted board budget. In other words, the Board must ensure alignment in these areas from top to bottom.
 - Receiving monthly reports on some facet of student achievement, whether that be in the form of interpretation of Scantron and MEAP data, testimonials from students about their improved academic performance and the importance that holds for them, or how the use of particular testing or other academic data demonstrates targeted achievement of the foundational statements mentioned above. Minutes currently do reflect these discussions when they occur.
 - Insisting that budget dollars be targeted to perceived weaknesses in curriculum, instruction, assessment, staffing, technology, or other elements required for increasing individual student academic performance.

- The Review Team urges the Board of Directors to hold periodic retreats or special meetings with its administration and other stakeholders during which the academies' foundational statements and their implementation and evaluation are the primary focus of review and discussion. That is, the Board should ask to see evidence about how and where the management company and School Leader are making concerted efforts to achieve the ideals expressed in those statements.
- Likewise, the Review Team strongly suggests that the Board of Directors review the School Improvement Plan, Technology Plan, and CSO Review Rubric at its regular meetings and retreats. Doing so will help to ensure that agendas and minutes readily reflect the importance placed on these statements by that body.
- The need to continue working on increased parental involvement. This is something that the Review Team heard from both staff and parents.
- The Board must solicit candidates for its membership to create an active pool of potential Board members. The CSO recommends a minimum of two candidates in the pool.
- The Board needs to develop and implement a timeline for budget development and ensure that it is given multiple opportunities for input into that development prior to budget adoption. The Review Team emphasizes that each adopted budget should reflect the Board's priorities, not only those of the management company.
- Though the Board has an unwritten plan for its rather high fund balance (new facilities), there should always be a prioritized written plan for the fund balance targeted to the improvement of all facets of academy operations in which a perceived need is documented. In this case, the Review Team questions why some portion of the fund balance isn't more readily focused on improving student achievement.
- Though the staff and Board have adopted behavioral standards for students at both academies, some instances of disrespectful student behavior were observed at CCPHS. All staff members must not only "buy into" the adopted behavioral standards, but also demand respect between and among students as well as demanding respectful relationships between and among staff members and students.
- The academy should review its commitment to the use of technology for administration of Scantron and other computer based testing to ensure that adequate technology is available for those purposes.
- Lighting in the gym and at least one classroom at Voyageur Academy is inadequate and should be addressed by the Board of Directors through budget dollars committed to adequate lighting in all areas of each academy.

- The Visitation Preparation Guide provided by the CSO prior to the Review Team visit requires documentation for several items, some of which were not provided, e.g. documentation regarding special education compliance and the number of community partnerships formed by the academies. This resulted in the loss of several rubric points.
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CONCLUSION There is a lot of work to be done between now and the reauthorization review scheduled for 2013. Nonetheless, the Review Team is confident that the Board of Directors and staff of Voyageur Academy and Consortium College Preparatory High School are up to the tasks before them. After all, that only suggests the need for more of the same—discipline, hard work and focus. Building on the positive achievements reached thus far, while at the same time responding favorably to the recommendations made in this report will help to ensure that both academies (or the successor Voyageur High School) will endure for many years to come.

In the meantime, the Review Team applauds the efforts of the School Improvement Team and others to examine academy programs, services and student achievement with the unity necessary to focus all staff endeavors on improving the experiences and achievement of students served at both Voyageur Academy and Consortium College Preparatory Academy. Those efforts, along with increased parental involvement, will have a positive impact on the educational options available throughout the entire Detroit metropolitan area.

The Ferris State University Charter Schools Office Mid-Contract Review Team greatly appreciates the hospitality shown to the team during its visitation at both Voyageur Academy and Consortium College Preparatory High School. Having guests in one's building can sometimes be disruptive to the educational process and no doubt was on this day; yet, the graciousness with which the team was received was outstanding, even when that meant plans needed to be altered on the spot. For that, the team offers a big thank-you.

The Review Team wishes the academy well as it prepares for the next visitation team from the Charter Schools Office to arrive in 2013.

Larry Lindquist, Visitation Team Chair

Criterion:

Student Achievement and Progress Toward Contractual Academic Goals

Points Possible 160	Points Achieved 130.75
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		10 points	7.5 points	6 points	0 points	
AYP: Achievement	7.5/10	The Academy exceeded State AYP targets by 10% or more in both Math and Reading in 2 out of 3 years	The Academy met State AYP targets in both Math and Reading in 2 out of 3 years	The Academy met AYP targets in either Math or Reading in 2 out of 3 years	The Academy did not meet AYP targets in either Math or Reading in 2 out of 3 years	
Point distribution		15 points	11.25 points	9 points	0 points	
AYP: Participation	15/15	The Academy tested over 95% of its students in both Math and Reading in 2 out of 3 years	The Academy tested between 93%-94.9% of its students in both Math and Reading in 2 out of 3 years	The Academy tested between 90%-92.9% of its students in both Math and Reading in 2 out of 3 years	The Academy tested fewer than 90% of its students in both Math and Reading in 2 out of 3 years	
Point distribution		10 points	7.5 points	6 points	0 points	
AYP: Other indicators	10/10	The Academy's <ul style="list-style-type: none"> attendance rate was greater than 85% and/or graduation rate was greater than 80% in 2 out of 3 years 	The Academy's <ul style="list-style-type: none"> attendance rate was 85% and/or graduation rate was 80% in 2 out of 3 years 	The Academy's <ul style="list-style-type: none"> attendance rate was 80%-84% and/or graduation rate was 70%-79% in 2 out of 3 years 	The Academy's <ul style="list-style-type: none"> attendance rate was below 80% and/or graduation rate was below 70% in 2 out of 3 years 	
Point distribution		15 points	11.25 points	9 points	0 points	
Composite grade as assigned by MDE: <i>Ed Yes!</i>	11.25/15	A	B	C	D or below	
Point distribution		5 points	3.75 points	3 points	0 points	
Relative performance to state: MEAP-Reading	0/5	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in Reading	The Academy met the State MEAP percent proficient in 2 out of 3 years in Reading	The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in Reading	The Academy has not met the State MEAP percent proficient in any year in a 3-year period in Reading	
Relative performance to state: MEAP-Math	0/5	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in Math	The Academy met the State MEAP percent proficient in 2 out of 3 years in Math	The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in Math	The Academy has not met the State MEAP percent proficient in any year in a 3-year period in Math	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Relative performance to the Resident district: MEAP-Reading	3.75/5	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in Reading	The Academy met the District MEAP percent proficient in 2 out of 3 years in Reading	The Academy exceeded or met the District MEAP percent proficient in 1 out of 3 years in Reading	The Academy has not met the District MEAP percent proficient in any year in a 3-year period in Reading	Resident District=DPS
Relative performance to the Resident district: MEAP-Math	5/5	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in Math	The Academy met the District MEAP percent proficient in 2 out of 3 years in Math	The Academy exceeded or met the District MEAP percent proficient in 1 out of 3 years in Math	The Academy <i>has not</i> met <i>the</i> District MEAP percent proficient in any year in a 3-year period in Math	Resident District=DPS
Point distribution		10 points	7.5 points	6 points	0 points	
Relative performance to a Demographically comparable school: MEAP-Reading	10/10	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in Reading	The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in Reading	The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in Reading	The Academy has not met its comparable School MEAP percent proficient in any year in a 3-year period in Reading	Mark Twain Elem and Owen Elem.
Relative performance to a Demographically comparable school: MEAP-Math	10/10	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in Math	The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in Math	The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in Math	The Academy has not met its comparable School MEAP percent proficient in any year in a 3-year period in Math	
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Status	10/10		The Academy is not identified for improvement		The Academy is identified for improvement	

Progress Towards Educational Goals as Defined by the Definition of Quality (Full Academic Year Students)
Data From Year 2010-2011

Scoring:	Above target 5 points	On target 3.75 points	Below target 3 points
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	Score	Target	Actual	Reviewer Comments
Reading Performance: MEAP				
Grade 3	3.75/5	81.4	81.6	
Grade 4	3.75/5	64.1	63.2	
Grade 5	3/5	78.7	47.5	
Grade 6	3/5	85.9	82.8	

	Score	Target	Actual	Reviewer Comments
Grade 7	3/5	70.2	61.3	
Grade 8	3.75/5	81.8	80	
	Score	Target	Actual	Reviewer Comments
Math Performance: MEAP				
Grade 3	5/5	94.9	100	
Grade 4	5/5	88.4	92.1	
Grade 5	3/5	72.7	67.5	
Grade 6	5/5	83	86.2	
Grade 7	5/5	58	74.2	
Grade 8	5/5	40	71.4	

Student Achievement:				
Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	130.75/160	81.7%	Meets Standards	

Criterion:

Growth to Standard (Scantron performance series data)

Notes:

- Based on assessment of cohort groups *only* (Cohort = students attending Academy for 3+ years)
- MI-Access students are *not included*

Points Possible 160	Points Achieved 60
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		40 points	30 points	24 points	0 points	
Growth to Standard student proficiency: Math	24/40	Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	
Growth to Standard student proficiency: Reading	0/40	Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	
Point distribution		30 points	22.5 points	18 points	0 points	
Growth to Standard student proficiency: ELA	0/30	Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	
Point distribution		20 points	15 points	12 points	0 points	
Student Cohort Gains: Math	15/20	90-100% of students made gains greater than the Standard Error of Measurement (SEM) as defined by the Scantron Performance Series in 2 out of 2 years	75-89% of students made gains greater than the SEM as defined by the Scantron Performance Series in 2 out of 2 years	60-74% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	Less than 60% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		20 points	15 points	12 points	0 points	
Student Cohort Gains: Reading	15/20	90-100% of students made gains greater than the Standard Error of Measurement (SEM) as defined by the Scantron Performance Series in 2 out of 2 years	75-89% of students made gains greater than the SEM as defined by the Scantron Performance Series in 2 out of 2 years	60-74% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	Less than 60% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	
Point distribution		10 points	7.5 points	6 points	0 points	
Student Cohort Gains: ELA	6/10	90-100% of students made gains greater than the Standard Error of Measurement (SEM) as defined by the Scantron Performance Series in 2 out of 2 years	75-89% of students made gains greater than the SEM as defined by the Scantron Performance Series in 2 out of 2 years	60-74% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	Less than 60% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	

Growth to Standard: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
60/160		37.5%	Deficient	

Criterion:

Core Values, Vision, Mission, and Strategic Planning

Points Possible 140	Points Achieved 85
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Core Values: Foundation	10/10		<ul style="list-style-type: none"> In collaboration with the Academy's stakeholders, the Board has developed Core Values The Core Values are the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders The Core Values do not serve as the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has no discernable Core Values identified 	
Point distribution		10 points	7.5 points	6 points	0 points	
Core Values: Communication	10/10	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	3/5	Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period		

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	10/10		<ul style="list-style-type: none"> 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 The Vision Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> 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 The Vision Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernable Vision Statement identified without links to the Core Values 	
Point distribution		10 points	7.5 points	6 points	0 points	
Vision Statement: Communication	7.5/10	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	0/10		<ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place The plan evaluates both long and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision 	<ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision 	<ul style="list-style-type: none"> The Board does not have a method in place for evaluating the Academy's Vision 	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Vision: Continual revision and reaffirmation	3/5	Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Mission: Linked to Core Values	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role The Mission Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role The Mission Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernable Mission Statement identified without links to the Core Values 	
Point distribution		10 points	7.5 points	6 points	0 points	
Mission Statement: Communication	7.5/10	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Mission Statement: Board evaluation	0/10		<ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission The plan evaluates both long- and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Mission 	<ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission 	The Board does not have a method in place for evaluating the Academy's Mission	
Point distribution		5 points	3.75 points	3 points	n/a	
Mission: Continual revision and reaffirmation	3/5	Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Meets quality and SMART standards	0/10		The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format	The review team did not see a written strategic plan.

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	20 points	12 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	12/20		<ul style="list-style-type: none"> The Board has developed a written comprehensive Strategic Plan and actively pursues it Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan The Strategic Plan has been updated or reaffirmed on a continuous basis at Board retreats and/or meetings 	<ul style="list-style-type: none"> The Board has developed a written Strategic Plan However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings 	<ul style="list-style-type: none"> The Board has no discernable Strategic Plan in place 	The Board President indicated that he has the strategic plan at his home
Point distribution		n/a	15 points	9 points	0 points	
Written Strategic Plan: Communication	9/15		<ul style="list-style-type: none"> The Board's written Strategic Plan has been communicated to all stakeholders Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy 	<ul style="list-style-type: none"> The Board's written Strategic Plan has not been well communicated to most stakeholders There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy 	<ul style="list-style-type: none"> There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders 	

Core Values, Vision, Mission, and Strategic Planning:

Total score for all competencies

Total Points Achieved	Percentage Achieved	Category Achieved	
85/140	60.7%	Needs Improvement	

Criterion:

Governance (as reflected in Board minutes and observations)

Points Possible 110	Points Achieved 99.75
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	3.75/5	The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws references appropriate policies at Board meetings when making decisions 	The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws demonstrates some familiarity with them 	The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws does not demonstrate familiarity with the policies 	The Board: <ul style="list-style-type: none"> has few policies in place that are required by state and federal laws has not regularly updated its Policy Manual 	
Leadership: Meeting schedule	5/5	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	
Leadership: Monthly quorums	5/5	The Board has not cancelled a meeting during this review period due to lack of a 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 a quorum	The Board has cancelled more than 3 meetings during this review period due to lack of a quorum	
Point distribution		n/a	5 points	3 points	0 points	
Leadership: Monthly progress reports	5/5		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> receives detailed monthly reports on student achievement regularly engages in discussion about these reports 	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> periodically receives detailed monthly reports on student achievement occasionally engages in discussion about these reports 	As evidenced by Board minutes the Board: <ul style="list-style-type: none"> does not receive detailed monthly reports on student achievement rarely discusses student academic achievement 	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	0/5		The Board has an active candidate pool		The Board does not have an active candidate pool	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
		n/a	5 points	3 points	0 points	
Professional participation	5/5		The Board has a strong representation at CSO-sponsored events, such as the Recognition Celebration and Board Professional Development	The Board has some representation at CSO-sponsored events, such as the Recognition Celebration and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Recognition Celebration and Board Professional Development	
Point distribution		n/a	5 points	n/a	0 points	
Administrator Continuing Education Unit(CEU) credits	5/5		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		5 points	3.75 points	3 points	n/a	
Professional development	5/5	The Board encourages & supports professional development activities: <ul style="list-style-type: none"> • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement 	The Board encourages & supports professional development activities: <ul style="list-style-type: none"> • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement 	There is little or no evidence that the Board encourages & supports professional development activities: <ul style="list-style-type: none"> • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement 		
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting AOIS: accurate and complete	5/5	All documents submitted to AOIS are marked "accurate and complete" (a blemish-free record)	95-99% of all documents submitted to AOIS are marked "accurate and complete"	90-94% of all documents submitted to AOIS are marked "accurate and complete"	89% or fewer of all documents submitted to AOIS are marked "accurate and complete"	
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting AOIS: rate	5/5		The Academy meets the CSO percentage requirement for AOIS reporting		The Academy does not meet the CSO percentage requirement for AOIS reporting	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Contract with Ferris State University	5/5		The Board is in compliance with all Terms and Conditions of its contract with Ferris State University Board of Trustees		The Board is not in compliance with all Terms and Conditions of its contract with Ferris State University Board of Trustees	
Point distribution		n/a	15 points	n/a	0 points	
Academy updates	15/15		Board minutes reflect that the Board receives quarterly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals		The Board minutes do not reflect that the Board receives quarterly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals	
Point distribution		n/a	5 points	n/a	0 points	
Enrollment process	5/5		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: Timeliness	5/5		The Board begins its meetings within 15 minutes of the posted time		The Board does not begin its meetings within 15 minutes of the posted time	
Board meetings: Notices of annual meetings	5/5		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	
Point distribution		n/a	10 points	6 points	0 points	
Physical facilities	6/10		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	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Technology	10/10		The Board ensures that there is adequate technology, equipment, infrastructure, programs, and staff training to address strategies identified in the Academy technology plan and School Improvement Plan		The Board does not ensure that there is adequate technology, equipment, infrastructure, programs, and staff training to address strategies identified in the Academy technology plan and School Improvement Plan	
Point distribution		n/a	5 points	n/a	0 points	
Special Education/504: Delivery of services (based on most recent SPED audit)	5/5		<ul style="list-style-type: none"> The Academy's special education program meets all state and federal regulations The Academy has a process in place to identify students who may be eligible for Special Education and 504 services 		<ul style="list-style-type: none"> The Academy's special education program is not in compliance with state and federal regulations The Academy does not have a process in place to identify students who may be eligible for Special Education and 504 services 	No documentation was provided about special education compliance (see page 9 of the visitation preparation guide)

Governance: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
99.75/110		90.6%	Exceeds Standards	

Criterion:
School Culture

Points Possible 95	Points Achieved 95
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> • create a safe and orderly academic environment • are conducive to learning 	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> • they are not consistently enforced • the academic environment is not always conducive to learning 	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning 	Inconsistent enforcement of tardiness and attendance policies were evidenced
Safe & orderly environment: Safety plan	10/10		The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations 	The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations 	The Academy: <ul style="list-style-type: none"> • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations 	
Point distribution		n/a	10 points	n/a	0 points	
Safe & orderly environment: Student discipline	10/10		<ul style="list-style-type: none"> • Staff members consistently demonstrate that they share responsibility for student discipline • Staff and students are observed supporting and encouraging respectful and collaborative behavior throughout the Academy 		<ul style="list-style-type: none"> • Little or no evidence exists that staff members consistently demonstrate that they share responsibility for student discipline • Staff and students are not observed supporting and encouraging respectful and collaborative behavior throughout the Academy 	We observed some evidence of disrespectful behavior at CCPHS

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Staff stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	
Staff stability: Faculty	10/10		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		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	
Site and facilities: Hazardous materials	5/5		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	5/5		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	
Point distribution		n/a	10 points		0 points	
Site and facilities: Restrooms and public areas	10/10		All restrooms and other public areas are well-maintained, clean, and inviting		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	10/10		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	Improvement in some areas at VA required by Reauthorizaiton time (Gym & classrooms)

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		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	
Community involvement	5/5		The Academy has established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families		The Academy has not established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families	No list of partnerships was provided (page 9 of visitation preparation guide)

School Culture: Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
	95/95	100%	Meets Standards			

Criterion:
Financial Viability

Points Possible 80	Points Achieved 76
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Budget development	10/10		The Board has established and adheres to a timeline for budget development	The Board has established a timeline for budget development but does not adhere to that timeline	The Board has not established a timeline for budget development	
Opportunity for input	6/10		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	Some reference was made to budget development input, but only infrequently and late in the spring
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		<ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan 	No reference could be made to the strategic plan because the review team did not see this document
Point distribution		n/a	5 points	3 points	0 points	
Access to monthly financial statements	5/5		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	5 points	n/a	0 points	
Audit / fund balances: External audits	5/5		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 Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: <ul style="list-style-type: none"> the Academy's audit was completed in a timely manner submitted to the State by or before October 31 results were shared with the Board of Directors in advance of the public presentation 	During this review period: <ul style="list-style-type: none"> the Academy's audit was performed within the specified timeframe the Board of Directors did not receive it in advance of meeting for review 	During this review period: <ul style="list-style-type: none"> the Academy's audit was not performed within the specified timeframe 	
Point distribution		n/a	10 points	n/a	0 points	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		10 points	7.5 points	6 points	0 points	
Fund balance	10/10	The Board maintains a fund balance: <ul style="list-style-type: none"> of at least 10% of general revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> within 3% -9.9% of general revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> within 1% - 2.9% of general revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 1% of general revenue 	The Board has a substantial fund balance due to the building project
Point distribution		n/a	5 points	n/a	0 points	
Long-range planning	5/5		The Board has an identifiable long-range plan for fund balances		The Board does not have an identifiable long-range plan for fund balances	No written long-range plan was seen, but facilities were identified as the major area in a long-range plan by Board members

Financial Viability: Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
76/80		95%	Exceeds Standards			

Criterion:
School Improvement – NCA VERSION

Points Possible 30	Points Achieved 23.5
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Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<p><u>Standard I:</u> Vision and Purpose</p>	3.75/5	The Academy has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is fully supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.	The Academy has committed to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.	The Academy has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The Academy is developing expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and Academy effectiveness but the process is not fully in place. The Academy's vision has some influence on allocations of time and human, material, and fiscal resources.	The Academy has not committed to a shared purpose and direction. The Academy has little or no evidence that expectations for student learning are aligned with the Academy's vision with little support by Academy personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision has little influence on allocations of time and human, material, and fiscal resources.	
Point distribution		4 points	3 points	2.4 points	0 points	
<p><u>Standard II:</u> Governance and Leadership</p>	3/4	The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for Academy improvement among each stakeholder group. The leaders provide stakeholders meaningful roles in the decision –making processes that promote a culture of participation, responsibility, and ownership. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the Academy functions.	The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage shared collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these conditions are being implemented, the implementation is not systemic across the Academy, and the results are varied.	The Academy has leaders who have established processes to develop the Academy's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, attempt to create equity of learning opportunities and support for innovation, but implementation of those processes and conditions is sporadic, and results are varied.	The Academy has leaders who have not established or are currently establishing processes to develop the Academy's vision and improvement efforts. The leader's process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<p><u>Standard III:</u></p> <p>Teaching and Learning</p>	3/4	The Academy implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy has a formalized process to align instructional practices with the curriculum, and demonstrates results through systematic and sustainable implementation across the Academy. Teachers use proven, instructional-based practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers use proven instructional practices that actively engage students in the learning process. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.	The Academy implements a curriculum based on expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates evidence of alignment between the curriculum and instructional practices, with systematic implementation across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.	The Academy implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.	The Academy implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The Academy demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.	
Point distribution		5 points	3.75 points	3 points	0 points	
<p><u>Standard IV:</u></p> <p>Documenting and Using Results</p>	3.75/5	The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.	The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.	The Academy is currently using assessments that have limited alignments with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.	The Academy is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<p><u>Standard V:</u></p> <p>Resource and Support Systems</p>	4/4	The Academy effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy systematically employs and allocates staff members who are well-qualified for their assignments in all content areas. The Academy provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are well-qualified for their assignments. The Academy provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are generally qualified for their assignments. The Academy provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy does not systematically employ and allocate staff members who are qualified for their assignments. The Academy provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	
<p><u>Standard VI:</u></p> <p>Stakeholder Communications and Relationships</p>	3/4	The Academy has the understanding, commitment, and support of all stakeholders. Academy personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by some participation by most stakeholder groups.	The Academy has the understanding, commitment, and support of stakeholders. Academy personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.	The Academy has begun the process to gain understanding, commitment, and support of stakeholders. Academy personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.	The Academy has little understanding, commitment, and support of stakeholders. Academy personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.	
<p><u>Standard VII:</u></p> <p>Commitment to Continuous Improvement</p>	3/4	The Academy fully implements a collaborative and ongoing process for improvement that aligns all functions of the Academy with the expectations for student learning. Improvement efforts are systematic, sustained, and fully embedded, and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are clearly informed by results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.	The Academy implements a collaborative and ongoing process for improvement that aligns most functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are sustained and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are informed by results of earlier efforts through reflection and assessment of the improvement process.	The Academy is developing a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the Academy cannot yet demonstrate progress in improving student performance and Academy effectiveness. New improvement efforts are not informed by results of earlier efforts through reflection and assessment of the improvement process.	The Academy has not developed a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning. The Academy cannot demonstrate progress in improving student performance and Academy effectiveness.	

School Improvement:

Total score for all competencies

Total Points Achieved	23.5/30	Percentage Achieved	78.3%	Category Achieved	Meets Standards
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BOARD INTERVIEW SUMMARY

Academy Name: **Voyageur Academy**

Date: **November 3-4, 2011**

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 – growth and expansion of school; test scores increasing; parents give good feedback; stats from school leader; students don't want to leave-inspired to attend college
- Mission is posted around the school – the Board will review how it works.

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?

- Yes – college graduation rate/college acceptance
- If students don't do well, they make that choice
- Credit recovery adds good achievement

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?

- No detailed knowledge, but familiar with educational goals, which are most important

4. What are you most proud of at this Academy?

- Students
- 90% graduate rate
- B grade at Voyageur
- Staff and its dedication to the mission
- Good relationship between school leader and Board president

What could be improved?

- Test scores – but there's too much emphasis on testing but not on teaching and learning

- Facility needs space
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?***
- Yes; student achievement and growth of academy
6. ***Why do you think parents choose to send their children to this academy?***
- Reputation for caring staff and academics
7. ***How does the Board determine the allocation of funds for this academy?***
- Fund balance issues
8. ***If money was not an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)***
- Smaller classes
 - More staffing
 - Languages
 - More electives
 - AP classes
 - Preschool
 - Partnerships

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Voyageur Academy**

Date: **November 3-4, 2011**

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. MEAP, math/reading scores increasing. All students on grade level is our goal/mission. PLCs keep everyone on track – vertical/horizontal curriculum

2. What are you most proud of at this Academy?

- Consistency/stability
- Enrollment – families are our recruiters
- Good culture
- Teacher-led professional development - driven by the School Improvement Team

What could be improved?

- Parental involvement
- Better management of data (MEAP, Scantron)
- Monitoring of best practices – based on professional development
- Meeting the needs of all our students – high achieving, homeless, etc.

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 – for cohort students. Teachers are being held more accountable for standards and are focused on proficiency.

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

- Best days – 9; worst days – 8. All guests comment on how students greet them. A family environment. Ice cream social gives teachers/parents chances to communicate. Parents know staff care.

5. What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?

- External demands – NCA, Title I audit, food service audit, pupil accounting audit, FSU audit, construction project
- Students arriving at school on time – getting better, but transportation is an issue
- Parent involvement – good participation, but needs improvement
- Support students in non-academic needs – broken homes, social needs, etc.

6. What are the top TWO things this academy needs to do for its long-term health and longevity?

- Develop a nurturing professional environment focused on achievement
- Manage growth intelligently
- Continue to work on parent involvement
- Support stakeholders as community changes

7. Why do you think parents choose to send their children to this academy?

- Student achievement – parents recognize focus is on this
- Safe environment
- Caring, nurturing environment
- Stability of staff and students

8. If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)

- More supplemental resources for gifted and remedial students
- More resources for students to take home – laptops, internet access
- Small class sizes
- More professional development on team building

9. Anything for our attention?

- Voyageur is an attractive choice for parents
- People actually love their jobs – want to be here. Everyone goes above and beyond

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Consortium College Preparatory H.S.**

Date: **November 3-4, 2011**

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...we are continuously teaching our students and preparing them for college
- Yes...students come back and tell us ... and we ask questions on how well they were prepared; College Tracker
- Yes...Voyageur students are stronger/better prepared as they come to Consortium
- Making sure they're successful while at college....if we all do it together, it's not that difficult.

2. What are you most proud of at this Academy?

- Unity developing between staff; without this, can't run any organization well; and how we interact with our students – we're a family
- Training on setting us apart from other academies – caring environment; personal touch (taking students to/from school; taking in displaced students, etc.)
- Take students who have no thought of going to college and they go...making dynamic challenges in students' lives.
- Care about the whole child here at Consortium – not just make the grade

What could be improved?

- Test scores; going in the right direction – keep it up.
- Create more competitiveness with students; get parent involvement/ownership.
- Shift paradigm of thinking with the norm. Need to meet goals – keep growing – be flexible.
- Provide breakfasts....

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?

- High placement in college; ACT scores; students start at “regular” level courses (not remedial courses).
- Some are, not all. Test scores don't show it. Raising the rigor of the curriculum.
- Make sure they're prepared at MS level with transition classes; monitor students in danger.

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

- 8-family oriented; know our students individually. Consistent discipline – students falling in line with that
- 8-students know the process/rules.
- 9-no school is perfect; climate surveys are done – always on top of that so we can improve. (i.e. p/t conferences done all day). Students want to be here; those who don't want to be are gone.

5. What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?

6. What are the top TWO things this academy needs to do for its long-term health and longevity?

- Move test scores up....
- Retain highly qualified staff – make better decisions in hiring; committed to our mission
- Strengthen bond between parent, students/staff
- Success stories – share those who've moved on and what they've done – so people can buy in from the community and assist
- Continue to build community relationships; important to have partnerships

7. Why do you think parents choose to send their children to this academy?

8. If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)

- Student access to computers – many don't have computers/internet access at home
- More support staff; current staff have to wear so many hats; even just hallway monitors; more one-on-one.

We understand that textbooks are classroom sets – students not assigned one. Please explain.

- Changed policy because teachers were so dependent on the textbook; forced them to think outside of the box. Use curriculum crafter. Students can check textbooks out if they want. Trying to move away from textbook driven instruction
- Middle school students do have textbooks – and take them home. More hand holding at that level. Also available on CD

9. Anything for our attention?

- Grateful for explorer plan testing... more support for common assessments. Need a 9th and 10th grade test for the MME component
- Interested in articulation agreement between Voyageur HS and FSU

INSTRUCTIONAL STAFF/TEACHERS INTERVIEW SUMMARY

Academy Name: **Voyageur Academy**

Date: **November 3-4, 2011**

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 – well-run school – academically; challenge students to reach personal success with focus on discipline and hard work
- Focus on data analysis
- High expectations for students and staff
- Making sure kids are nurtured, feel safe and welcome

2. What are you most proud of at this Academy?

- Increases in achievement scores. Staff really works hard and its showing in data
- Teamwork – everyone works well together. Staff willing to do almost anything for the kids
- School has met AYP every year
- Growth

What could be improved?

- Testing
- More computers and computer time

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

- All 10s

b. Professional Training

- 7, 9, 8, 8, 7
- Would like more input on types of professional training

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

- All 9s
- Sometimes we are expected to do things that are unexpected

- 4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**
 - 9-10
 - Great staff interaction
 - Parents feel welcome
 - 25 compared to a DPS schools
 - Family feel

- 5. Do you feel the academic expectations here are appropriate for the students who attend this academy?**
 - Expectations are very high but staff know the students can be pushed
 - Meet the students where they are and build to higher expectations. Tutoring is done as support
 - RTI, Child Study Team – Café Reading at own levels

- 6. Would you enroll your child at this academy?**
 - Yes – within last three years
 - Staff here would do more at Voyageur than in other schools

- 7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)**
 - Library/librarian
 - Computers with highlighting pens (iPads)
 - Playground improvements
 - Music program – vocal and instrumental
 - Paid field trips
 - Voyageur's own bus

- 8. Anything for our attention?**
 - Have a really great team with team leaders focused on continued improvement
 - SIT narrowing down to what will have the most impact for students. Staff is given what they need to do what is needed to be done.
 - Staff are using more formative data; looking at grade level ed performance data closely
 - Using small group rotations between some teachers

INSTRUCTIONAL STAFF/TEACHERS INTERVIEW SUMMARY

Academy Name: **Consortium College Preparatory H.S.**

Date: **November 3-4, 2011**

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 – accomplishing it; work towards the disciplinary issues, but on the right path
- PBS is going to help with the disciplinary – starting with 9th grade and moving forward with it.
- Yes...discipline is an issue; need to work on that, but things are better this year.

2. What are you most proud of at this Academy?

- Working environment with colleagues; we are like a family. Students feel the same – grads come back to say hi.

What could be improved?

- Class sizes could be improved which would improve discipline and performance level
- Improvement in attendance; especially in foundation classes...can fall behind
- Expansion in departments...more certified teachers needed in certain areas in order to collaborate.

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 – received most everything requested
- 9
- 7
- 7

b. Professional Training

- 9
- 9
- 9
- 9 – on top of standards and best practices

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

- 8 – very clearly written out
- 7 – expectations change year to year
- 4-5 – changes a lot – difficult to change all the time; communication needs to be improved and it is.
- 7 – roles are better defined this year

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

- Culture is higher rated for staff; lower for students, but getting better; hard to put one number on it. fewer fights –less staff leaving. Need more team building activities.
- 7
- 8

5. Do you feel the academic expectations here are appropriate for the students who attend this academy?

- Expectations are appropriate; meeting them is the problem. More of an issue for students transferring in. Bringing them up to par is hard
- Teachers all have high expectations and all are good teachers. Not necessarily high expectations for student behavior. Falling short in some areas before students get into the classroom. Better this year. Hard in 1st hour – students consistently late; bussing is a problem, but there needs to be an expectation for attendance.

6. Would you enroll your child at this academy?

- No...parochial school parent
- Yes/no because it's a small school (positive); No – because of disrespect, language
- Children would excel here – culture and disrespect an issue.
- No – needs to be higher expectations for culture

7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)

- Additional staffing in depts. to collaborate and have lower class sizes; would also improve performance
- More technology; need more computers
- More electives (freshmen have no gym classes); shop, photography- would provide them some hands on to work through high school and college
- Art, music
- Breakfast program; reevaluate the lunch (not healthy)

8. Anything for our attention?

- Can we get info on schools performing better on MME? Those who have a same climate/culture as ours?

INSTRUCTIONAL STAFF/SUPPORT INTERVIEW SUMMARY

Academy Name: **Voyageur Academy**

Date: **November 3-4, 2011**

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?

- We say the mission every day
- High retention rate/waiting list – people ask to come here
- Mission is on everything – even parents know it
- Parapro wrote a song based on the mission
- Family atmosphere – kids don't want to go home
- All work together – vertically and horizontally – focusing on mission

2. What are you most proud of at this Academy?

- Everyone works together including lunch aide, security and everyone else. Everyone helps out wherever needed
- Children help each other a lot
- Inclusion program
- Leadership
- Consistency of PBS – used at home, too
- School-wide curriculum charts

What could be improved?

- Parental involvement – but improving every year. Need more family nights with parent/child(ren) activities
- Security for staff cars
- Improved test scores – improving testing skills; better Scantron use – working on it
- Working on better computer access
- Training on use of Scantron results

- 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**
 - All 9s
 - b. Professional Training**
 - All 9s
 - Has improved recently – still need more geared to support staff
 - c. Clear Description and Understanding of The Expectations For Your Work**
 - All 10s
 - Great vertical/horizontal meetings
- 4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**
- 10
 - Atmosphere in building makes us who we are – staff get along – know parents on first name basis; guests compliment us on how they are welcomed here
 - Safe environment
- 5. Do you feel the academic expectations here are appropriate for the students who attend this academy?**
- Yes – common intervention time for all grades. Students are grouped for supplemental on remedial services with trained interventionists.
 - Improved academics takes time – it's a process.
 - Homework isn't always enforced at home
 - Emphasis on improving academic achievement has increased since last visit
 - Students are setting SMART goals for themselves
- 6. Would you enroll your child at this academy?**
- Yes – helps academically and socially
 - No – too attached to mom
- 7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)**
- Library, computer lab – Media Center
 - Resource room
 - Staff lounge/bathrooms
 - Computers for all students
 - Parent Resource Center

- Parent Workshops
- Parapro per class like last year
- Attendance Officer

8. *Anything for our attention?*

- What should we be working on? Response: student achievement

INSTRUCTIONAL STAFF/SUPPORT INTERVIEW SUMMARY

Academy Name: **Consortium College Preparatory H.S.**

Date: **November 3-4, 2011**

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; structure of the academy – small, discipline, mentoring, preparing them for the future.
- Yes; instill that appearances are important – leads to respect, value education – it's important!
- Yes; all assist in anchoring in the present, but preparing them for the future. Always keep them mindful of where they're headed.

2. What are you most proud of at this Academy? What could be improved?

- Camaraderie amongst staff. Means a lot ... sets the tone for how staff deal with the kids
- What staff do for the kids...both academically and socially; staff – work together/being a team
- Improvements – always can improve the camaraderie, but steps are being taken to always improve

How do you feel about State 28% ranking?

- Not good...need to keep improving.

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:

- **Materials and Supplies**
10 – not a problem
- **Professional Training**
8 – allowed to attend as needed.
- **Clear Description and Understanding of The Expectations For Your Work**
Solid 10 – clear expectations; our reviews show that.

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

- 7; unique issues we deal with especially respect issue

- Enjoy variety of ethnicity, gender, age
- Staff hang around after school – willing to help.
- Need to solve how to include family/guardian more in non-disciplinary issues. Plans are in place.

5. Do you feel the academic expectations here are appropriate for the students who attend this academy?

- Believe so, but would like to see if some of the students can be pushed more. AP classes...
- School leader/staff are open to try other things to help students – at all levels.
- Want to be able to keep the brightest and the best.

6. Would you enroll your child at this academy?

- Yes, but keep the distance between parent/child
- Yes - safety

7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)

- “One more year”! (new building)
- Staff input is sought for new building

8. Anything for our attention?

PARENT INTERVIEW SUMMARY

Academy Name: **Voyageur Academy**

Date: **November 3-4, 2011**

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?

- A neighbor told me about Voyageur
- Sister came here; hands-on teaching and parent involvement; good inviting environment; student activities; after-care; sports; choir
- Because kids wear uniforms; parents are welcome; activities

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

- 10 (all)

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

- Very responsive – when concerns arise, they jump on it

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.

- 10, 10, 8
- Traffic patterns are a concern
- Safety – need a light at Buchanan and Military; recess playground needs improvement
- Bullying is not a problem – good male presence

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.

- Yes (all)
- Good homework assignments – just about right
- Academics, MEAP prep are good. If I complain to teacher they give more challenging work
- But one doesn't like to color as much as she is required.

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

- Lunch; took pepperoni off the pizza
- Recess – safety concerns; playground is not adequate; dangerous area – stray dogs, abandoned property

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

- Math and science
- Basketball/track – sports
- Teachers/staff in general
- Math teacher that loops
- School activities: dress down days; Halloween Harvest party

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

- Yes – very adequate; newsletters, PA announcements
- Spanish language communication, too
- Answers will be provided if one asks

8. Anything for our attention?

- Voyageur does more for students; parents more welcome here than at DPS
- Voyageur family – everyone is cordial

PARENT INTERVIEW SUMMARY

Academy Name: **Consortium College Preparatory H.S.**

Date: **November 3-4, 2011**

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

- 10 - Home-like environment. Children been here since Voyageur began. Not just about academics, but making students better people.
- 9 – small surroundings – family environment
- 9 –Home/family environment. Solid retention rate– small things can be improved (i.e., running out of lunches)

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

- Immediate. Consortium sees the good in every child.
- Teacher grading concern– resolved immediately
- Immediate...."it's about the children"

Are you familiar with the Board members?

- One parent is familiar; others are not
- Would like them to come to a parent meeting so parents will know who they are
- Not concerned knowing the board unless child has an issue

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.

- 10 –Accepting of everyone – get along well
- 9 for the most part; areas for improvement
- Family environment; but some teachers may not always expect enough out of the students as they should

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.

- Yes, they are; no issue that isn't taken care of immediately. All of child's instructors are wonderful.

- Yes; very satisfied
- Wonderful school – always can improve, however.

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

- Lunches – seniors don't always receive a full lunch; running out of some things. Portions aren't very big. Been like this throughout the years....

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

- Dance
- Camaraderie
- Friendships built over the years w/both their peers and the staff because the staff really care.
- Concerned that might be changed with the new school

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

- Yes and yes!
- Automated system works well
- Not a problem here!

8. *Anything for our attention?*

STUDENT INTERVIEW SUMMARY

Academy Name: **Voyageur Academy**

Date: **November 3-4, 2011**

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

1. Do you enjoying attending this school?

- Yes (all)
- Good school to learn
- Good education plus it's fun
- Polite teachers
- Been to a lot of schools, but this is the best. No mean principals.

If you had a choice to attend anywhere else, would you?

- No (all)

2. Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?

- Just about right, but would like to go above and beyond
- Even since kindergarten, I've wanted to be ahead
- Challenged enough (two students said this)
- Some students don't feel comfortable asking questions, but very few

3. Do you feel that overall, the adults here at this school are fair to students?

- Yes (all)
- Teachers volunteer to do extra things
- Teachers talk to kids without changing behavior colors
- Adults take care of problems for us; they help us be safe; they watch out for us; they walk with us between buildings; they try to get a big playgrounds for us and a library

4. What is your favorite part of the school day? Why?

- Math – get a lot of learning about fractions

- Science – because we do experiments
- English – because I like to write
- Social Science – learn about cultures
- All subjects
- Science/Math/Social Studies

5. *Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?*

- Football
- Two basketball courts – so we can have more than one group play at one time
- Guitar class
- Library
- Field day
- Enclosed playground so we can play outside all the time
- Bigger lunchroom
- Medical Center with a nurse – one student got stung by a wasp; another student said he was accident prone

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

- Yes (all)
- Teachers look after us; watched out for us during neighborhood fire; take attendance during fire drills
- Security person circles the block every day
- Bullying is not a problem here
- All teachers make us feel safe
- Security could be increased a little. Someone drove through gate and Ms. S's car was damaged/stolen? Gates are locked but someone stole a bike. Need more alarms for break-ins

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

- All students emphatically said yes
- New students are made to feel welcome readily/accept everybody

8. *Anything for our attention?*

- School lunches should be better
- Better playground
- I like the counselor because I can talk to her about anything
- I feel like we can do anything we want educationally – go to college, become a doctor

STUDENT INTERVIEW SUMMARY

Academy Name: **Consortium College Preparatory H.S.**

Date: **November 3-4, 2011**

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

1. Do you enjoying attending this school?

- Yes!

If you had a choice to attend anywhere else, would you?

- No! Family environment – wouldn't want to go anywhere else.

2. Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?

- Educational standards higher than a lot of other high schools especially in Detroit
- Just the right amount
- Yes, we are learning
- Feel prepared for every new year

3. Do you feel that overall, the adults here at this school are fair to students?

- Yes!
- Rules are expressed enough so that we know what they are
- Rules are enforced.

4. What is your favorite part of the school day? Why?

- Math – pre-calc/geometry teacher makes you want to learn
- Geometry, dance, Spanish teacher makes you want to be bilingual
- English

5. Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?

- Choir
- Band

- Art – graphic art
- Debate team

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

- Yes. Teachers make sure we're safe. Students know the precautions, but teachers protect us, too. Carries into after school, too. Go above and beyond.

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

- Yes! Already have!
- Recommend to the best of the best – not just anyone.

8. *Anything for our attention?*

- Great that Mr. Atkins wants us to go to college. Inspires us to go to our college. Helps us work towards our goal
- Gives opportunities outside of school – programs at other colleges, work shadowing, etc.
- Just love it here. Encourage us to prepare for life.

9. *What could be improved?*

- Need more space – realize we'll have it at a new school. Anything that we could suggest will be provided in the new school
- Room books/classroom sets – need one for each student.

SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Voyageur Academy/Consortium College Preparatory H.S.**

Date: **November 3, 2011**

- 1. Voyageur Academy and CCPHS are required to have separate School Improvement Plans – one for each site. Do you have such plans, or were the two combined into one? In either case, there appeared to be an attempt to articulate SI goals between some grade levels? Describe any continuing dialog about the goals identified in the plan and whether or not the goals are being met between and among grade level SIT members outside of SIT meetings.**

There is one SIP document for both schools, but information is separated by Voyageur and grades 7-12. The document is reviewed, updated and approved annually. Weekly meetings articulate SIP between horizontal and vertical teams. Staff embrace the document as their own – not a hidden document – and are expected to use SIP and provide evidence of doing so. Twice weekly meetings are held with required agendas/minutes. All Board members are invited to attend School Improvement Team meetings. Budgeting is tied to the SIP – additional funding was just approved for an item within the SIP.

- 2. The SIP identifies academic goals aimed at increased student achievement. Name one or two and tell about where you are with the accomplishment of those goals. What is the most important goal of the School Improvement Team at this time and why? Is there enough financial support to implement the provisions of the SIP?**
 - Reading achievement – formative assessments. Revised lesson plan formats.
 - Walk-throughs and observations for monitoring Middle School
 - Reviewed MEAP data and choose five critical areas for focus
 - Established Scantron goals for students so they can take ownership.
 - High School identified benchmark testing for tracking throughout the year.
 - Support services have set goal to meet MEAP/AYP at the same rate as general education students.
 - Positive Behavior Goals have been established for all levels.
- 3. What do you like most about the Scantron Performance Series? Are there any disadvantages to its use? If so, what are they and why?**
 - Have not had enough computers to utilize Scantron – now have a lab at the Elementary level.
 - Long passages of reading on line result in students not as engaged as if they were reading a book.

- Perceived as a nuisance by some because of space/computer issues.
- Testing window conflict with MEAP – changing testing window will help.
- Assists with differentiated learning.
- Good tool for credit recovery.
- Good tool for assessing new students' skill set

4. Has the SIT reviewed the academies' student achievement goals stated in the operational contract with the FSU Board of Trustees? If so, what has been done by the Sit to address those goals? If not, why not and when will you do so?

The whole school is working on the goals – the Ferris trajectory are the goals – reviewed them in the fall and coming up with ways to address them:

- Every student receives MEAP report
- Common intervention times
- MEAP camps in summer

Is Voyageur's State ranking satisfactory?

- No! The last few years have been focused on planning – now moving to action oriented. Ownership of academy goals by all.
- Need to celebrate each child's growth
- Cohorts are showing increase in scores

5. Please describe and tell us a little about the success of one new program identified and implemented at each building as a result of the SIP.

- Credit Recovery
- Kaplan
- Work Keys Workbooks
- TipTop testing in performance teaching
- Common intervention times
- Every student gets MEAP report for comparison

6. What does the SIT believe are the most significant challenges facing Voyageur/CCPHS today? Do you believe that the SIT is an effective agent for addressing those challenges? Why or why not?

- New students and acclimating them to culture, behavior, etc
- Poverty level of families. Need parents to be more active.
- Transportation – the academy serves students from 56 different zip codes

7. What is there about Voyageur/CCPHS that you are most proud of as a member of the SIT?

- Working together as a team; work better as an organization.
- Better communication among everyone – all about the students
- Safe environment – staff care about the students and help them graduate; grad rate is proof
- Smaller class sizes

8. Do you have any questions for us, or is there anything about the School Improvement Team process or the academy in general you would like us to know, but that we haven't covered with our questions?

- Please with the students who graduate and go on to higher education.
- Special education inclusion – assists students with performing to their ability. Students learn strategies to use and learn to advocate for themselves
- Systematic approach to curriculum and shared leadership.

MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	
<p>1. Is the academy making academic progress relative to its contractual goals?</p> <p>Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.</p> <p>Discuss Cohort versus Non-Cohort student achievement as it relates to Scantron Performance Series and provide rationale for any notable trends.</p>	<p>The academy develops comprehensive assessment portfolios to monitor the achievement and growth of the students. MEAP and Scantron are the backbones of our data decision -making. They are supported by the Developmental Reading Assessment (DRA), MLPP and Math DIBELS (Easy CBM) as a math benchmark for Kindergarten and First Grade. There has been great improvement in MEAP results over the last 7 years, especially in the area of mathematics. Scores in grades 3rd-6th have exceeded those of comparable schools also authorized by Ferris State University and the average for Detroit Public Schools. Grades 3rd, 4th, and 6th have also met the goal set by Ferris State. Voyageur Academy has also continued to make Adequate Yearly Progress in reading. Scores for grades 3rd, 4th and 6th have exceeded scores of comparable schools authorized by Ferris State University and the average for Detroit Public Schools. Grades 3rd and 4th also met the MEAP reading goals set by Ferris State as well. The MEAP scores for 5th grade science are at a 52.5% with the results on par with other comparable schools in the area. Scantron data is an area that is an opportunity for growth and improvement. In all areas, Voyageur did not meet the targets prescribed by Ferris State University. In Math, 55% of our students met their annual yearly progress target for 2010-2011. In Reading, 46% of our students met their goals. 54% of students in grades 2nd-6th met their annual yearly progress for the 2010-2011 school year. The cohort group for the elementary and middle school has a propensity to score higher on the MEAP, Scantron and other achievement -based tests. The retention of students is strong, therefore we do not have many new students enrolled above the second grade. Studies have shown that students have a tendency to perform better the longer they have been in our system. The propensity for stronger performance is illustrated at the elementary, middle and high school levels. For example, the September results for Scantron Performance Series showed that 74% of non-cohort students scored below grade level on the math assessment, 54% were below grade level in Reading, and 60% were below grade level in English Language Arts. Similar results are presented on MEAP.</p> <p>The student achievement goals have led to Voyageur Academy being solely focused on continuous improvement. The School Improvement Team (SIP) uses the data to identify some areas where student achievement is stagnant or not making great enough gains. One area of weakness is the writing scores for fourth graders on the MEAP. We adopted writers' workshop as the instructional process school-wide. Through monitoring and periodic staff discussion, we have identified areas where instruction could be improved. The SIP team developed a plan of action that has added some critical components to our writing program. This began with the adoption of school-wide writing prompts being used as a benchmark assessment three times a year. Teachers used the MEAP rubric to assess the writing of their own students and also assessed other classes as well for an objective perspective on student writing abilities and areas of improvement. Teachers held a K-6th grade Professional Learning Community (PLC) meeting to analyze the results at each benchmark period and put a plan into action. The team worked</p>				A C A D E M I C P R O G R A M

together to establish vertical alignment of instruction and agreed upon norms for end of the year expectations for writing modes and products. During the current school year, Voyageur has continued to heighten the focus on writing. Teachers are using Writewell units of study for writers workshop that provide greater alignment with the Michigan Grade Level Content Expectations. The teachers are also working in partnership with the Eastern Michigan Writing Project on professional development and coaching in order to implement Writing Across Curriculum activities and increased vocabulary instruction.

School Improvement is not only about looking at areas of weakness, but supporting consistent growth in all areas of student achievement. One area that has had a two year trend of stagnant scores is reading. We identified this concern and the SIP team began to investigate the road blocks for improvement. Through our analysis we identified that the teachers that were using the Developmental Reading Assessment (DRA) data and the Michigan Literacy Learning Profile benchmark data to guide their instruction were seeing better results than teachers who were continuing to follow a solely direct instruction model. This led to a school-wide initiative to implement guided reading groups with the support of the Response to Intervention team and reading specialist. As the school has taken on this powerful strategy, it has become necessary to adopt an organizational framework that would allow for systematic and consistent reading instruction. Using Daily Five and Café as a resource, teachers in grades K-6th are in the process of moving towards a reading workshop model for instruction. Some instructional practices involved include: strategy-based mini-lessons, reading ability leveled text along with grade level appropriate material, individual reading conferences and small group instruction. Teachers work closely with the Response to Intervention team and reading specialist to continue to support struggling readers through focused interventions that occur as a part of the reading workshop time.

Reviewer Comments:

No comment was made regarding the achievement levels of cohort students, just that non-cohort students are achieving below grade level. Likewise, no information was provided regarding full-year academic students compared to non-full-year academic students.

Total Possible Pts=5

2. Outline the process all stakeholders within the Academy utilize to develop both long-and short term strategic planning.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	S T R A T E G I C P L A N N I N G
	<p>The school culture begins and ends around the concept of team- based decision making and shared leadership. The heart of all decision making is the School Improvement Team. The team is comprised of the school leader, instructional coach, support services member, reading specialist, teachers in the primary and upper elementary, a parent, and members of the school board. All members of the staff have access to electronic copies of the plan and parents may access the plan from hard copies provided in the office. The team meets once a month at minimum to collaborate on the implementation, monitoring, and revising of the School Improvement Plan. The goals, strategies and activities are routinely referred to in staff meetings, vertical team meetings, horizontal meeting and special committees. All programs and initiatives are developed in conjunction with the School Improvement Plan. The key to this effective decision-making is the systematic communication that occurs at the building and district level. The school leader shares the School Improvement Plan with the board for approval once a year. It is then referred to throughout the year as governing decisions are made in order to put the plan into action. The board ensures that resources are provided in order to fulfill the goals. The school is lead by a leadership team, comprised of the school leader, K-2nd team leader, 3rd-6th team leader and assistant administrators. This core team meets every Monday morning to discuss the focus for the week and future planning. The decisions made in this meeting are then communicated to the staff in vertical and all-staff meetings. The purpose of these vertical meetings has transformed from the traditional staff meeting to an opportunity to engage in a wide-range of professional development and school improvement opportunities, such as monitoring vertical and horizontal alignment, participating in data analysis and checking on the progress of the activities outlined in the school improvement plan. Teachers meet with grade level partners for at least one common planning period. This time is used to discuss common assessments, create action plans to address gap areas in student achievement and to plan activities to enrich the curriculum. The teachers also participate in a wide-range of committees that enact various parts of the School Improvement Plan from the PBS/RTI Team, parent activity committees and community outreach activities for students. Our planning efforts are communicated to parents in a variety of ways. Teachers send home weekly newsletters, email and make regular phone calls. Parents participate in after-school meetings and special functions that highlight activities that are from the School Improvement Plan. Finally, Voyageur has an active parent group that meets monthly to learn about current issues and events at the school, along with providing feedback to aid in future decision-making.</p> <p>Reviewer Comments:</p> <p><i>The focus in the response to this section is on the School Improvement Plan, but no direct mention is made of a specific written strategic plan. Still, the information shared here does reflect a good degree of what could be identified as strategic planning.</i></p>				

However, the directions asked the academy to describe the process that all stakeholders utilize in both short and long-term planning. There is no reverence to some stakeholders such as parents, the business community, board members, etc. in terms of any direct involvement in the design of either long or short-term goals.

In fact, nearly the entire content of this section is focused on short-term goals and planning, while very little information is shared about long-range planning.

Total Possible Pts=5

3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	P R O F E S S I O N A L D E V E L O P M E N T
	<p>Our yearly professional development plan is developed by the School Improvement Team and administration in order to provide support to our teachers in implementing instructional best practices. Our school calendar sets aside a substantial amount of time for professional development for the entire staff and faculty. Our staff has approximately three weeks of professional development and collaborative meetings in August as they prepare for the upcoming school year. The staff works together to review curricular plans, training on long-standing initiatives, and workshops designed around working more effectively as a team. The school calendar is also developed to provide monthly professional development days for the entire staff. The agendas for these days are developed with time for staff to receive training by consultants and special guest speakers, work in Professional Learning Communities to develop action plans to improve program implementation and meetings for vertical and horizontal curriculum alignment. In addition to these formal days, staff is encouraged to pursue additional professional development as they work toward creating their own personal learning network. Staff is encouraged to attend a minimum of two self-selected trainings in order to improve their instructional practice. Our teams, such as the Response to Intervention/PBS team, also participate in training and workshops geared to the better implementation of these school-wide frameworks at least yearly. All of these opportunities are focused on Voyageur Academy moving towards our vision that is outlined in our mission statement.</p> <p>Professional development is most successful when it is supported when implemented in a systematic way throughout the academy, fostered through instructional coaching, and monitored through formal and informal observations. The team has collaborated through vertical and horizontal team meetings to develop a set of practices that is implemented school-wide. Some of the agreed upon classroom norms are but not limited to: common language for content areas, guided reading frameworks, word walls and other vocabulary development strategies, writers workshop, and five step problem solving strategy in mathematics. By establishing these school-wide systems of academic delivery, students are provided with a learning environment that is vertically and horizontally aligned</p> <p>Providing vertical and horizontal alignment is a powerful practice, but it must be supported through coaching and ongoing professional development goals that are revisited throughout the year. Monitoring the implementation of strategies and programs begins with weekly lesson planning and review. We also utilize our weekly staff meetings to provide refreshers for staff of programs being utilized and to ensure that the implementation is being done with fidelity. Teachers are provided a monthly schedule of "Monday meetings" with reading, math, writing, science and social studies are the focus for at least one meeting a month. These meetings focus on teachers sharing strategies that work, revisiting practices that should be used school-wide and looking at current data to monitor our progress. In addition to these weekly professional development check-ups, the instructional coach and other members of the administrative team make weekly visits to the classrooms. These visits</p>				

enable the team to quickly address implementation concerns and to support the teachers as they make the strategies part of their everyday instructional practice. Data is also collected through periodic staff surveys and grade level team meeting minutes. All of these data points help determine what strategies are being used in the classrooms, questions concerning implementations, and areas for improvement. This data, along with horizontal and vertical meetings, helps the School Improvement Team and administration revise the professional development plan.

Reviewer Comments:

It is clear that Professional Development is an important element of the academy's overall planning. In addition, the academy does a good job in monitoring the implementation of the professional development provided for its staff.

Total Possible Pts=5

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.
<p>Total Possible Pts=5</p>	<p>Over the past three years, Voyageur has established a safe and orderly environment that is conducive to student learning and high academic expectations by fully implementing school wide Positive Behavior Support (PBS). The purpose of PBS is to create a teaching and learning environment that is less restrictive, aversive, dangerous, and exclusionary. This program also addresses improving supports for students whose behaviors require more specialized assistance and most importantly, maximizes academic engagement and achievement for all students. Voyageur's goal with PBS is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and consequences when they are not following the rules. We want our staff to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.</p> <p>To effectively implement PBS, all staff receives yearly refresher PBS training and different strategies to implement the program in class and school wide. During orientation parents receive a presentation and brochures on PBS. A description of PBS is also put in the students' syllabi, which they have to return with a parent's signature. Parents also participate in parent teacher conferences, which allows for clear communication between all stakeholders on the school expectations. At the beginning of the school year, students are introduced to the matrix of school rules and expectations by all staff. Students receive character education during the school year. The character education programs implemented at Voyageur are, " Second Step", " Steps to Respect" and " Why Try". Second Step is a violence prevention program which contains hands on activities and games for students. This program helps students identify emotions and develop problem solving skills in an effort to make friends and get along with others. The "Steps to Respect" program increases adult involvement and support for socially responsible student behavior. The "Why Try" curriculum is a visual and hands on approach to prevent bullying, school violence and drug and alcohol abuse. This program encourages students to try more positive approaches to dealing with every day life situations. Our character education program is implemented by the school counselor, social worker and teachers.</p> <p>Reviewer Comments:</p> <p><i>The application identifies many steps it has taken to address student behavior issues. However, no mention is made about the role that the implementation of Rtl plays in addressing a safe and orderly environment for students and staff.</i></p>			

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5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?	Did Not Answer 0 Pts.	Somewhat Answered 2 Pts.	Answered 3.5 Pts.	Outstandingly Answered 5 Pts.
	<p>Our primary challenge is to work towards our goals for yearly progress on the Scantron assessment. Our staff has collaborated to create an action plan to make Scantron data in the forefront of our students' data portfolios. Currently, the staff is meeting in PLC meetings to develop action plans to embed gap areas into the daily instruction. This has led to curriculum adjustments that address the skills that the program does not currently address. The faculty is working on developing units that have better alignment to the learning objectives that MEAP and Scantron assess. This has led to many vertical meetings where content area teams have established a scope and sequence and curriculum mapping that demonstrates a stronger vertical alignment and lends itself to revisiting core concepts throughout the year.</p> <p>In addition to the curricular revisions, teachers have been given benchmark goals for Scantron so that their classes have targets to reach at each benchmark period. The goals are made public by being posted in the building and are the subject of team meetings. These goals are then used to help students establish personal Smart goals to achieve the required yearly progress. There is also a plan to incorporate school-wide preparation for the Scantron assessment prior to the benchmark periods, such as Saturday enrichment and after-school programs. Students will also engage in practice using the Study Island program to familiarize the students with the test-taking format. Voyageur also recognizes the need to better communicate with families to build their capacity about Scantron, along with other testing used throughout the year. This will be achieved through incorporating Smart goals into quarterly parent-teacher conferences and parent "data night" meetings. The evidence of the plan's success for the 2011-2012 school year will be seen in our students meeting the goals outlined in our contract with Ferris State University.</p> <p>Another challenge is to have a systematic approach to addressing the individual needs of our new students that are a part of the First Academic Year cohort. We have found that they often come into our system below grade level and require support during their first year as they transition into our school culture and academic standards. Historically, we have been providing support for them through our established systems, such as the Tutoring and Homework Assistance Program, Child Study Process, and Response to Intervention. As we prepare to expand our student body with our new facility, we see a growing need to have a specific system in place to help them successfully transition. Our plan is to have the transition and new building committee work with the RTI/PBS team to provide some special programs for our new students beginning next school year. Some of these programs will include after-school tutoring, special groups during our common intervention time, and Saturday enrichment programs. In contrast with the challenge of first academic year students, Voyageur Academy continues to raise the bar for our high achieving students. These students require enrichment and enhancements to their general curriculum to make sure that they continue to make appropriate progress. The RTI/PBS team will be working with the general education teachers to</p>			

C H A L L E N G E S / O P P O R T U N I T I E S

develop interventions that are enrichment activities with the curriculum. Similar enhancements will be added to the after school tutoring, homework assistance program, and Saturday enrichment activities. This will be monitored by the SIP team and evidence of effectiveness will be in their reading, writing and math benchmark scores.

Reviewer Comments:

Total Possible Pts=5

Question	Points Possible	Points Awarded	
1	5	2.5	
2	5	2.5	
3	5	5	
4	5	2.5	
5	5	5	TOTAL SCORE: 17.5

FERRIS STATE UNIVERSITY
Charter Schools Office
Voyageur/Consortium College Preparatory High School
Visitation Team Appeal Response

The FSU/CSO Voyageur Visitation Team, (hereinafter referred to as the Team), has reviewed the materials Rod Atkins delivered to its members as an appeal to the initial Mid-Contract Review conducted at Voyageur Academy and Consortium College Preparatory High School on November 3-4, 2011. The paragraphs that follow represent the Team's careful review and reflection on the material that constitutes the academy's appeal.

Please note that the Team was not initially involved in either the Student Achievement nor Growth to Standard (Scantron/Global Scholar) portions of the initial review compilations, those came directly from within the Charter Schools Office and that portion of the appeal was reviewed accordingly.

Though this response is created and written by the Team Chair, the Chair consulted with each member of the Team on its creation. Many of the comments that follow represent input received from members of the Team and each Team member has had the opportunity to review the entire appeal response and concurs with its content.

CORE VALUES, VISION, MISSION, AND STRATEGIC PLANNING

The Team believes it was quite generous with its initial scoring in this rubric section. For instance, the appeal packet included a copy of a recent Annual Report in which the academy's mission statement is shown. However, neither core values nor a vision statement is included in that document or in other materials provided to the Team prior to, during or after the November 3-4, 2011 visitation. Do they exist? Well, the Team credited the academy with their existence (10/10 points on pp. 15 & 16) thinking that they did, even though that wasn't evident.

One of the rubric cell lines in each section of this portion of the rubric asks about how widely those statements have been communicated. In its appeal packet, the academy provided a copy of the 2008-2009 Annual Report (why not the latest one?) and three classroom newsletters to provide evidence that the academy's Mission Statement was "communicated to all stakeholders using a variety of methods such as newsletters, posters, letterhead, PTO". Theoretically, the Annual Report is available to the entire community and would substantiate that the academy has successfully met the criteria of widespread communication of the mission statement. Reality, however, at least in most academies, is that very few parents or other community members actually receive and read the Annual Report, even though State law requires its discussion at a meeting open to the public at which the report is to be disseminated. The Team does not see enough evidence of widespread dissemination of information about the core values, vision, or mission statement to confer added points to this section.

The appeal packet contains a document entitled, “Strategic Plan Goals” apparently taken from the 2009-2014 ESP agreement with The Leona Group. While the goal statements contained therein are good ones, that document does not represent what the FSU/CSO considers to be a complete strategic plan. Such a plan is developed from an academy’s core values, vision and mission statements and should include not only student achievement but other goal areas pertinent to a particular academy, i.e. community relations, technology, parent involvement, recruitment and enrollment of students, curriculum, instruction, professional development and assessment, etc. along with specific measurement strategies developed to ascertain whether or not the academy is meeting the goals delineated in the strategic plan. The Team has not seen such an overall plan to date.

The appeal packet also contains a copy of notes from a Board sub-committee meeting held on February 18, 2009 at which those present apparently discussed evaluation of academic and other programs along with some discussion about the quality of services provided by The Leona Group. Again, this is one document not evidence of on-going review and evaluation about the degree to which the academy’s core values, mission or vision statement or any strategic plan have been implemented.

While other documentation included in the appeal packet for this section of the rubric includes good information, it is not sufficient to persuade the Team that there is merit to the assignment of additional points.

The Team still strongly recommends that the Board of Directors, ESP and School Leader renew their efforts to cause more widespread knowledge and understanding about the Board adopted core values, vision, and mission statements as well as the Board’s strategic plan. Likewise, the Board needs to develop a method of evaluating whether or not the academy has implemented on-going procedures, programs, staffing, etc. to determine if the academy meets the ideals expressed in those statements.

CONCLUSION: No additional points are awarded.

GOVERNANCE

Board Candidate Pool (Page 20)

The document on board pool candidates provided in the appeal packet lists several names that are suggested as among those who have been nominated for board membership. However, as the information in the following paragraphs demonstrates, none of those names have been a part of a Voyageur/CCPHS Academy candidate pool.

A Board’s official candidate pool resides in the FSU Charter Schools Office, not locally. Candidates included in a pool are based on a formal nomination by Board vote and a completed application and are not placed in that pool until their applications have been received by the CSO along with notification, via Board minutes or other official communication, that the Board of Directors has actually nominated that candidate to serve as a Board member.

Detailed records are kept in the Charter Schools Office including date nominated by the Board, applications received, etc.

Based on the list provided as Voyageur's candidate pool, the only names that appear in the Charter Schools Office records (dating back to May 8, 1998) are:

Joe Hightower – He was never actually in a pool. Once nominated by the Voyageur Academy Board of Directors on February 20, 2001 (actually after his formal approval by the FSU Board of Trustees on February 17, 2001), his application was processed immediately for approval by the Ferris Board of Trustees.

Minika Benning – She, too, was never actually in a pool. Once formally nominated on November 16, 2010 by the Board of Directors as a replacement for Mr. Hightower, her application was also processed immediately for approval by the Ferris Board of Trustees.

None of the other names have appeared in Voyageur minutes as having been formally nominated and placed in the applicant pool. In addition, the names do not appear on any Voyageur records in the Charter Schools Office, nor are there any pool applications currently on file.

CONCLUSION: No additional points are awarded.

PHYSICAL FACILITIES (Page 22)

The appeal includes information regarding lighting upgrades completed or ongoing at the academy. This section does not specifically relate to lighting. Lighting is specifically referenced in the school culture section on page twenty-five (25) of the rubric. As you will notice there, full points were awarded for adequate lighting, although a comment was made regarding the need for upgrades prior to the 2013 Reauthorization visit. Frankly, this was a generous award of points, but one given due to the considerable cost of gym lighting.

As for the physical facility cells on page twenty-two (22), the Team observed overcrowded classrooms, some not well maintained. Though perhaps out of necessity, the office area converted into classroom space is also less than ideal for both school personnel and students. Voyageur Academy restrooms were not well maintained.

In general, Voyageur academy reflects the fact that it is an older building. Little evidence exists to demonstrate a concerted effort to bring it up to modern classroom standards, even though the academy has a significant fund balance, most of which is targeted to a new high school facility.

CONCLUSION: No additional points are awarded

SPECIAL EDUCATION/504 (Page 23)

Though not provided in a timely manner prior to the visitation as required on page nine (9) of the Visitation Preparation Guide, the appeal packet does provide ample evidence that the academy is in compliance with all State and Federal special education laws and regulations.

CONCLUSION: Five additional points are awarded.

SCHOOL CULTURE

SAFE AND ORDERLY ENVIRONMENT: BEHAVIORAL EXPECTATIONS (Page 24)

The Team notes that the appeal packet includes documentation that a code of conduct exists for CCPHS and that a school-wide Positive Behavior Support (PBS) program has been introduced at that site. The Team also acknowledges that Voyageur Academy has implemented PBS and that both sites have initiated Response to Intervention (RtI). Both are said to have begun showing signs of improved behavior according to some staff members as stated at the meeting on November 3rd with the School Improvement Team (SIT). Though the Team acknowledges that a set of behavioral expectations is in place for the academies, even some staff members expressed concerns about the inconsistent enforcement of those rules, especially as it relates to tardiness and attendance at CCPHS.

The documents provided for the appeal also highlight partial minutes from several board meetings at which student expulsion hearings have been held. While expulsions are sometimes necessary for the benefit of those who remain in school, the number of such expulsions is alarming to the Team and CSO. No other FSU authorized academy has more expulsion requests come before its Board of Directors. In fact, very few expulsion hearings are held at any other of the FSU academies. Why is this? The Team doesn't have a specific answer to this question, but one might speculate that inconsistent rule enforcement at the early stages of unacceptable behavior might play a role in these situations at Voyageur/CCPHS.

Though the Team is not convinced that its initial response was inappropriate, it is willing to consider awarding additional points in this area, not because of any documentation submitted to it; rather, because of what might be an inconsistency in the language of the rubric itself. It is clear that the academy has adequate standards of conduct in place from the documents provided after the visitation and that those standards if applied consistently should "create a safe and orderly environment conducive to learning". Therefore, the Team is willing to award four additional points based on the need for the CSO to review the language in this area. However, the Team also recommends that the academy continue to work on the review and consistent application of all of its adopted behavioral expectations at both Voyageur Academy and Consortium College Preparatory High School.

CONCLUSION: Four additional points are awarded.

COMMUNITY INVOLVEMENT (Page 26)

Again, the academy is referred to page nine (9) of the Visitation Preparation Guide that clearly states that evidence regarding community partnerships should have been provided to the CSO, along with a myriad of other documentation, prior to the actual on-site visitation. That did not occur.

Nonetheless, the appeal packet provides good evidence that such partnerships do exist; therefore, the academy does meet its goal in this area.

CONCLUSION: Five additional points are awarded.

FINANCIAL VIABILITY

BUDGET DEVELOPMENT (Page 27)

The first item in this area asks if “the Board has established and adheres to a timeline for budget development”. Like other documentation previously referenced, this document was not provided in a timely manner as required by the Visitation Preparation Guide issued by the CSO in the spring of 2011.

The appeal packet includes a copy of what purports to be a 2009-2011 budget timeline. Though the document is clearly titled as a Board of Education document, it appears to include elements of a budget timeline for Voyageur/Consortium College Preparatory High School.

The most critical element of a budget timeline is that it should provide for Board input into the development of a succeeding year’s budget that adequately reflects Board priorities. Though the submitted timeline shows opportunities for Board input into its budget in May and June of each year, the Team and CSO recommends that this process begins much earlier, perhaps as early as January annually.

Regardless of the recommendation of the Team and CSO, the rubric merely asks for a timeline, not one that matches the Team’s or CSO’s recommendations. Therefore, the Team is willing to stipulate that the academy has met this goal.

CONCLUSION: Ten additional points are awarded.

OPPORTUNITY FOR INPUT (Page 27)

As stated in the paragraphs just above, the Board must be accorded ample opportunities to provide input into the development of its budget prior to the actual adoption of a budget for a succeeding year. This is an important way in which the Board is able to assert its position of leadership in terms of programs, staffing, etc. directed to the achievement of its mission, vision, core values, and strategic plan.

The process of Board input provides direction to its ESP and school leaders about what the Board’s expectations for them will be during the next year. It is a way in which “voice” is given to the funding of Board goals. It should also reflect the Board’s attempt to meet its strategic plan as implemented through the academy’s School Improvement Team.

The process of Board input should not be seen as merely an opportunity to “rubber stamp” a budget developed primarily by the ESP and its staff. While some input may be offered through the Board’s Treasurer, the Board must be assertive in acknowledging that it is the Board acting as a whole that makes the critical budget decisions necessary for academy goal achievement.

With all that said, the appeal packet offers little evidence of regular and repeated opportunity for full Board review and input into the budget development process. The general fund budget submitted in the appeal packet demonstrates support for certain revenues and programs for the academy. Nevertheless, the Team challenges the full Board to reflect on why those revenues are a part of the budget. Do they implement programs, add staffing, address professional development, etc. that directly relate to the achievement of goals established by the Board itself?

A singular opportunity to listen to a podcast on the State of Michigan's School Budget Crisis prior to adopting a budget amendment, (Board minutes of 11/17/09) while a good exercise, does not reflect a continual commitment to providing input into that budget.

Likewise, several other budget references in the appeal packet are dated in May of a given year. That is too late to meet the requirement of this section of the rubric. Indeed, the rubric offers a rather minimum standard requiring that such opportunities be presented a minimum of two times prior to budget adoption. That frequency of opportunity for such input is not reflected in the appeal packet to the satisfaction of the Team; therefore no change in the rubric scoring is made for this section.

CONCLUSION: No additional points are awarded.

SCHOOL IMPROVEMENT PLAN (Page 27)

The Team notes that several connections are made between the budget and the School Improvement Plan as required to meet the goal stated in this area. However, the appeal does not adequately address the second bullet in this cell that states, "Budgeted amounts are consistent with the Board's overall strategic plan". As stated during the visitation, and as remains true to date, the Board has no overall strategic plan. The best that was indicated to the visitation team regarding this item was that a Board member stated that the academy's strategic plan resided at his residence. In fact, while the team was on site, it requested that this plan be sent to the CSO subsequent to its visit. That has not been done, leading the team to wonder if an actual strategic plan even exists.

Every Board member should, indeed, possess a copy of a Board adopted strategic plan. However, that plan must be viewed as a dynamic, valuable tool in charting the future of the academy. It should be the focus of periodic review and discussion at Board meetings and staff meetings as well as at parent group meetings, etc. It is, after all, the document that helps the academy create its own future. In other words it is a critically important instrument to the success of the academy—or should be.

With that said, the Team is willing to trust that the Board will work diligently to create a strong strategic plan between the time of the Mid-Contract Visitation and the Reauthorization Visitation in 2013. With that trust comes a willingness to award additional points to this section based on the fact that the academy has shown a direct connection between the SIP and the Board's budget (Rtl, PBS, Technology, etc.); thus, the Team will state that the Board has met this goal.

CONCLUSION: Six additional points are awarded.

SUMMARY

The Team appreciates the opportunity to review additional documentation, some of which was not previously available to its scrutiny. Some of that documentation lends support to achievements beyond which the academy did not receive full credit during the initial visitation review. However, the Team submits that much work is still to be done over the course of the next months and years if Voyageur Academy and Consortium College Preparatory High School are to move forward as exemplary academies serving the educational, social and emotional needs of students across a broad spectrum of the City of Detroit.

REVIEW RESULTS

REVIEW AREA	ADDITIONAL POINTS AWARDED
Student Achievement	0
Growth to Standard	36
Core Values, Vision, Mission, Strategic Planning	0
Governance	5
School Culture	9
Financial Viability	16
School Improvement	0

Original Visitation Rubric Score 521.5

+66.0

New Visitation Rubric Score 587.5

Achievement Category: Remains as **Needs Improvement**

The Team is confident that using the guidance offered by the CSO Mid-Contract Review and diligent hard work, discipline, and focus, the academy will be ready to meet the challenge of Reauthorization two years hence.

Thanks again for the work you are all doing on behalf of the children and youth of Detroit.

Sincerely,

The Voyageur Visitation Team