



FERRIS STATE
UNIVERSITY

CHARTER SCHOOLS
OFFICE

Voyageur Academy

REAUTHORIZATION REVIEW

October 6-7, 2008



FERRIS STATE UNIVERSITY

Imagine More

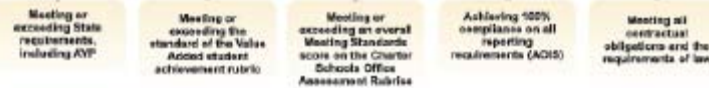
MISSION

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:



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
- Humanness

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

Next to the authorization of a Public School Academy, the oversight, evaluation, and reauthorization of that academy are the most important job a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes this responsibility seriously, and has prepared this document as an intensive report on the PSA's status at the 36-Month Review, or as the academy is considered for Reauthorization.

The report contained in this document was prepared by a visitation team comprised of members of the CSO, which may have also included an outside reviewer(s) hired for this specific review by the CSO. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation either provided by the academy or gathered by the interviewers.

A final copy of this report has been given to each member of the Board of Directors, the School Leader(s), and a copy to the Educational Service provider (if applicable). Please call the CSO at (231) 591-5802 if there are any questions about this report or visit our website: www.ferris.edu/charterschools for more information on FSU-authorized public school academies.

*All data contained in this report is deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared.

TOTAL SCORE

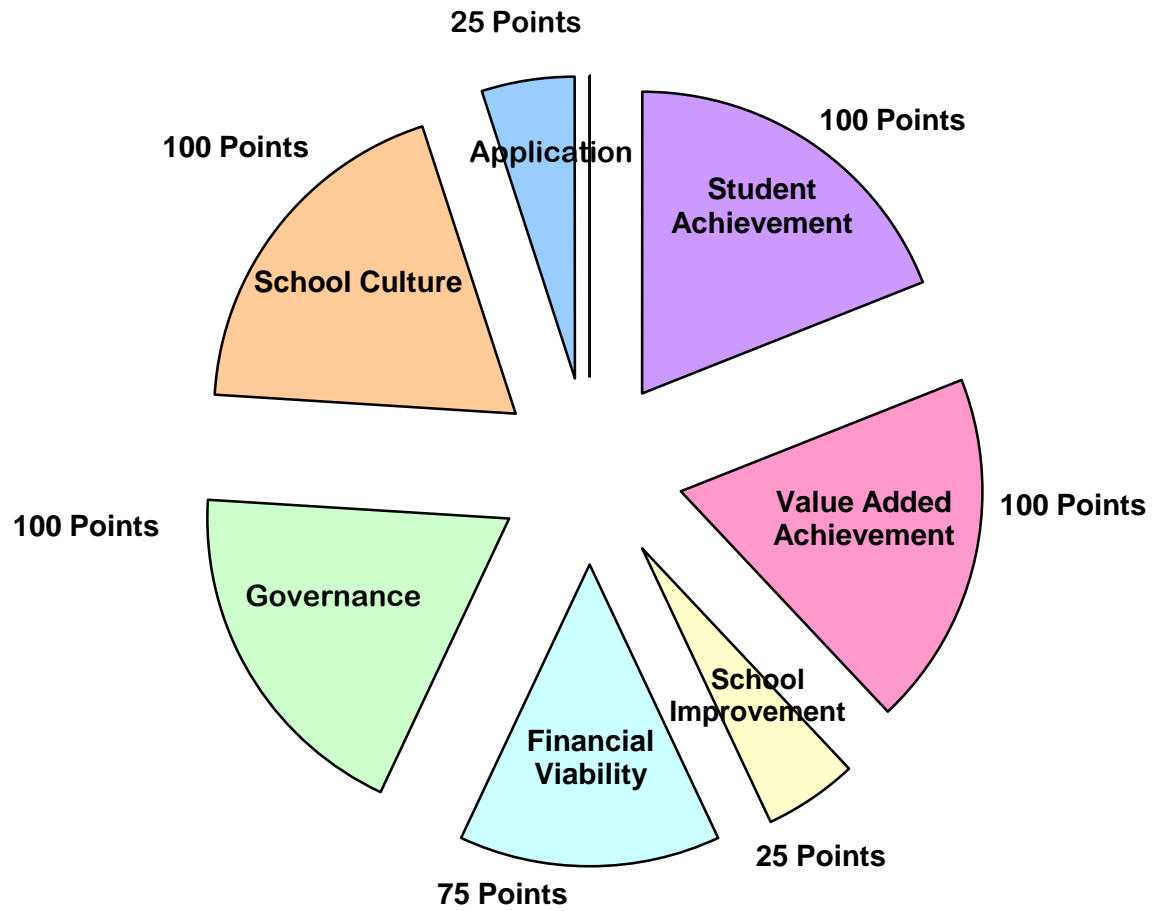
472.5-525 = Exceeding Standards
393-472.4 = Meets Standards
315-392.9 = Needs Improvement
314.9 & Below = Deficient

525 Points Maximum



CHARTER SCHOOLS OFFICE

Reauthorization Formula



Reauthorization Review Point Tally Sheet

Academy Name: **VOYAGEUR ACADEMY**

Dates of Visitation: **October 6-7, 2008**

Status: **MEETS STANDARDS**

Overall Percentage: **83.71%**

<i>Section</i>	<i>Points Possible</i>	<i>Points Achieved</i>	<i>Category</i>
Student Achievement	100	76.2	Meets Standards
Value Added Achievement	100	62.2	Needs Improvement
School Improvement	25	17.1	Needs Improvement
Financial Viability	75	69.4	Exceeds Standards
Governance	100	92.0	Exceeds Standards
School Culture	100	100.0	Exceeds Standards
Reauthorization Application	25	22.6	Exceeds Standards
Total Score:	525	439.5	Meets Standards

Visitation Team Members

Name: Lawrence V. Wells, Ph.D.

Signature: 

Name: Mindy Britton

Signature: 

Name: Jim Ridders

Signature: 

Name: Bob Hamet, Ed.D.

Signature: 

Team Chair: Lawrence V. Wells, Ph.D.

TOTAL SCORE

472.5 - 525	Exceeds Standards	90%+
393 - 472.4	Meets Standards	75% - 89%
315 - 392.9	Needs Improvement	60% - 74%
314.9 & Below	Deficient	Below 60%

525 Points Maximum

Executive Summary

Voyageur Academy Reauthorization Visitation

With an overall score of 439.5 points on the Charter Schools Office (CSO) Reauthorization Rubric, Voyageur Academy solidly meets standards for reauthorization. It was clear to the Reauthorization Team that the Academy leadership has worked hard to establish and maintain a successful Academy. The Academy has a stable administration and staff whose efforts have contributed to continued growth in the numbers of students served by the Academy. The Academy has achieved a number of areas that are points of pride.

- **Financial Viability:** The Academy has exceeded the standard in this area. A solid fund equity has been established for a purpose.
- **Governance:** The Academy has exceeded the standard in this area. The Academy has a strong Board of Directors that is actively involved in developing and implementing policies in support of strengthening the Academy.
- **School Culture:** The Academy exceeded the standard in this area by earning a perfect score of 100. The Academy has achieved a safe and orderly environment, stable staff and an inviting, attractive, clean and well maintained facility. The Academy has strong parental involvement along with demonstrated strong community support.
- **Reauthorization Application:** The Academy exceeded the standard as evidenced by the submission of a strong Reauthorization Application.
- **Leadership:** The Academy has outstanding leadership. The building leadership leads by example and has earned the respect of the Academy Board of Directors and the Academy staff. Much has been accomplished through the direction and dedication of the Academy leadership and consistent effort of the staff. Much more needs to be accomplished. Through the continued effort of the aforementioned parties within the parameters of data-driven decision making and continuous quality improvement, the visitation team is confident that much more will be accomplished in the future.

There are also areas that need to be improved.

- **Student Achievement:** The Academy has achieved some success in this area. The Academy has exceeded the State AYP targets in both Math and ELA on a two out of a three-year average. The Academy has tested more than 95% of the students in Math and ELA in two out of three years. The Academy has a graduation rate that exceeded 80% in two out of three years. However, the Academy has a Composite Grade of “C” as assigned by the Michigan Department of Education in Ed Yes!, which is an area that needs more improvement.

- **Value Added Achievement:** The Academy achieved a score equating to “needs improvement” in every component within this portion of the Reauthorization Rubric.
- **School Improvement:** The Academy, as indicated by the total points earned, needs improvement in this area.

The Academy is clearly on the path to greater achievement.

A handwritten signature in black ink, appearing to read "Lawrence V. Wells". The signature is written in a cursive style with a large, stylized initial "L".

Lawrence V. Wells, Ph.D.
Team Chair

Student Achievement

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		14 Points	11.2 Points	9.8 Points	0 Points	
AYP: Achievement	14/14	The school exceeded State AYP targets by 10% or more in both Math and ELA on a 2 out of 3 year average.	The school met State AYP targets in both Math and ELA on a 2 out of 3 year average.	The school met AYP in either Math or ELA on a 2 out of 3 year average.	The school did not meet AYP in either Math or ELA on a 2 out of 3 year average.	
AYP: Participation	14/14	The school tested over 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested at least 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested between 90% to 94% of its students in either Math or ELA on a 2 out of 3 year average.	The school tested fewer than 90% of its students in both Math and ELA on a 2 out of 3 year average.	
AYP: Other Indicators	14/14	The school's attendance rate was greater than 85% and/or the school's graduation rate was greater than 80% on a 2 out of 3 year average.	The school's attendance rate was 85% and/or the school's graduation rate was 80% on a 2 out of 3 year average.	The school's attendance rate was 80% to 84% and/or the school's graduation rate was 70% to 79% on a 2 out of 3 year average.	The school's attendance rate was below 80% and/or the school's graduation rate was below 70% on a 2 out of 3 year average.	
Composite Grade as Assigned by MDE in Ed Yes!	9.8/14	A	B	C	D or below	
Relative Performance to State	0/14	The school outpaced the State MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the State MEAP percent proficient in any year in a 3 year period in either ELA or Math.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		14 Points	11.2 Points	9.8 Points	0 Points	
Relative Performance to the Resident District	11.2/14	The school outpaced the District MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the District MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
Relative Performance to a Demographically Comparable School	11.2/14	The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
School Improvement Status	2/2		The school is not identified for improvement. 2 Points		The school is identified for improvement. 0 Points	
Total Points Earned	87.4/100					

Value Added Achievement
Based on the Required Assessment of 95% of Enrolled Students

(MI-Access Students Not Included)

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Student Gains Math	17.9/25	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 25 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 20.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test 17.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Longitudinal 3-year Cohort Math	17.9/25	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 25 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 20.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 17.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Student Gains Language Arts	0/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Student Gains Reading	8.8/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Longitudinal 3-year Cohort Language Arts	8.8/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Longitudinal 3-year Cohort Reading	8.8/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Total Points Earned	62.2/100					

School Improvement

Total Possible Points: 25

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Strand I: Teaching For Learning Ed Yes! Performance Indicators	5.8/7	The Academy has implemented most School Improvement Framework (SIF) rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 7 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 5.8 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 4.6 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	
Strand II: Leadership Ed Yes! Performance Indicators	5.8/7	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 7 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 5.8 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 4.6 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	
Strand III: Personnel & Professional Learning Ed Yes! Performance Indicators	2/4	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 4 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 3 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 2 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	
Strand IV: School & Community Relations Ed Yes! Performance Indicators	1.5/2	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 2 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 1.5 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 1.0 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Strand V: Data & Informational Management Ed Yes! Performance Indicators	0/3	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 3 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 2 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 1 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	
School Improvement Plan Ed Yes! Performance Indicators	2/2		There is one annually updated comprehensive written plan that encompasses all current educational mandates (i.e. PA 25, Title I, NCLB, Ed Yes!) and other school wide improvement efforts. 2 Points		There is a school improvement plan, but it lacks several of the key components required by the State. 0 Points	
Total Points Earned	17.1/25					

Financial Viability

Total Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		10 Points	8.4 Points	7.2 Points	0 Points	
Budget Development	8.4/10	Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process more than twice prior to budget adoption	Board meeting minutes document that budget development appears on a regular Board meeting agenda at least twice prior to budget adoption		No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process	
	10/10	Board meeting minutes document that the improvement of student achievement is the primary determinant for the allocation of financial resources	Board meeting minutes document that student achievement is a consideration in the allocation of financial resources		Board meeting minutes document that there is little or no evidence that student achievement is the main consideration when allocating financial resources	
	10/10		The Board develops its budget based upon specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)		There is little or no evidence that the Board bases its budget development on the concept of budget assumptions	
			10 Points		0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	10/10		Every member of the Board receives monthly financial statements prior to each regularly-scheduled Board meeting 10 Points	Only the Board Treasurer receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting 7.2 Points	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings 0 Points	The Board has issues with the timeliness of the reports.
	10/10		The Board receives its up-to-date financial report on not less than a monthly basis 10 Points	The Board receives financial reports on an irregular basis 7.2 Points	The Board does not closely monitor financial reports 0 Points	The reports are not timely. The reports are often late.
	0/4		The Board meeting minutes document that the budget development process begins in January for the succeeding year 4 Points	The Board meeting minutes document that the budget development process begins no later than March for the succeeding year 2.4 Points	The Board meeting minutes document that the budget development process begins after March for the succeeding year 0 Points	The Board receives and reviews the budget for the succeeding year in May (see Board Minutes May 2008)
Audit/Fund Balances	9/9	9 Points	The Board requests RFP's for external auditing services every three (3) years 7.5 Points		The Board does not employ an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	4/4	The Board has a long range spending plan and maintains a minimum fund balance for anticipated projects in accordance with generally accepted accounting principles (10%-15%) 4 Points	The Board maintains the minimum fund balance required by the CSO (3%-5%) 3 Points		The Board does not maintain the minimum required fund balance (3%-5%) 0 Points	
	5/5		Audit was completed in a timely manner, is submitted to the State by or before October 31, and results are shared with the Board of Directors during a public presentation 5 Points	Audit was performed within specified timeframe, but Board of Directors did not receive it in advance of meeting for approval or questions 4.4 Points	Audit was not performed within specified timeframe and was not shared with the Board of Directors in a timely manner 0 Points	
	3/3		The Academy's audit was unqualified with no reportable conditions 3 Points	The Academy's audit was unqualified with some reportable conditions 1 Point	The Academy's audit was qualified with a management letter and board response 0 Points	
Total Points Earned	69.4/75					

Governance

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		8 Points	6.7 Points	5.7 Points	0	
Leadership	6.7/8	The Board of Directors has all relevant policies in place in accordance with State and federal laws and regulations and consistently demonstrates a familiarity with those policies at Board meetings and in documents	The Board of Directors has all relevant policies in place in accordance with State and federal laws and demonstrates some familiarity with them	The Board of Directors has all relevant policies in place in accordance with State and federal law but are unfamiliar with those policies	The Board of Directors has few policies in place that are required by State and federal law, and the Board policy book has not been regularly updated	
	5.7/8	The Board of Directors has an active candidate pool with more than two (2) applications for every anticipated vacancy	The Board of Directors actively solicits applications for its candidate pool and has two (2) applications on file	The Board of Directors only solicits applications when it anticipates a vacancy	The Board of Directors has no active candidate pool and does not actively solicit applications	
	6.7/8	The Board of Directors has developed a strategic plan and actively pursues it. It also reviews the details of the school improvement well in advance of its adoption. The Strategic Plan is referenced often in Board discussion	The Board of Directors has a strategic plan and a representative assigned to the school improvement team. Most Board members seem knowledgeable of it	The Board of Directors rarely updates or discusses its strategic plan and school improvement plan	The Board of Directors has no strategic plan and the school improvement plan is in strong need of review and revision	Board has no strategic plan; follows School's plan.
	13/13	13 Points	The Board of Directors asks for, and receives detailed monthly progress reports on student academic achievement	9.7 Points	7.8 Points	0 Points

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8	The entire Board of Directors demonstrates faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of quorum 8 Points	The Board of Directors establishes its annual meeting calendar and adheres to the schedule that it has approved and rarely cancels meetings due to lack of quorum 6.7 Points	Some Board members do not fulfill their commitment to the board by missing meetings on a regular basis 5.7 Points	The Board of Directors often cancels or reschedules meetings, and/or calls special meetings on a somewhat regular basis 0 Points	
	4.2/5	The Board of Directors has established core values, vision, and mission statements and demonstrates its commitment to communicating these ideals 5 Points	The Board of Directors has established core values, vision, and mission statements 4.2 Points	The Board of Directors has established core values, vision, and mission statements but members do not appear to be very familiar with it 3.6 Points	The Board of Directors does not appear to govern through established core values, vision, and mission statements 0 Points	The Board follows the School's core values, vision and mission statements; does not have one of its own.
Professional Development	5/5	The Board of Directors includes money for its own professional development in its annual general fund budget and each member of the Board participates in at least one professional development activity annually 5 Points	The Board of Directors includes money for its own professional development in its annual general fund budget and most Board participates annually 4.2 Points	There is little or no evidence that The Board of Directors includes money for its own professional development in its annual general fund budget or that Board members attend professional development 3.6 Points		
Compliance Reporting (AOIS)	10/10	The school consistently submits documents on time and experiences 100% reporting compliance for 3 or more years 10 Points	The school experiences 90%-99% reporting compliance for at least 2 of last 3 years 8.4 Points	The school experiences 89%-76% reporting compliance for 1 of last 3 years 7.2 Points	The school experiences 75% or less reporting compliance 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Educational Contract Goal Performance	5.7/8	The school has clearly exceeded the majority of its contract goals 8 Points	The school has met its contract goals 6.7 Points	The school has made partial progress toward the contract goals 5.7 Points	The school has not successfully met any of its contract goals 0 Points	
Administrator Continuing Education Credits	5/5		All Administrators meet CEU requirements 5 Points		Not all administrators meet CEU requirements 0 Points	
Special Education/504-Delivery of Services	5/5		The school's Special Education Program meets all state and federal regulations and has a child find process in place to identify students who may be eligible for Special Education & 504 services 5 Points	The school is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students 4.1 Points	The school's Special Education program is not in compliance with the state and federal regulations 0 Points	
Governance Yes or No	Score	YES			NO	Comments
The board is in compliance with all the terms and conditions of its contract with Ferris State University Board of Trustees?	5/5	5 Points			0 Points	

Governance Yes or No	Score	YES			NO	Comments
The Charter Schools enrollment process is in compliance as defined by the Revised School Code	4/4	4 Points			0 Points	
The board is in compliance with the Open Meetings Act?	4/4	4 Points			0 Points	
The board posts timely notices of its annual meeting schedule and all regular and special meetings?	4/4	4 Points			0 Points	
Total Points Earned	92/100					

School Culture

Total Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Safe & Orderly Environment	7.5/7.5		Academy staff members and the Board have developed behavioral expectations which create a safe and orderly academic environment that is conducive to learning 7.5 Points	The academy and the Board have developed behavioral expectations for students but they are not consistently enforced 3.5 Points	Little or no evidence exists that the academy has developed behavioral expectations or that they are consistently enforced 0 Points	
	7.5/7.5		Staff members consistently demonstrate that they share responsibility for student discipline. Adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the school 7.5 Points	Staff members do not consistently demonstrate that they share responsibility for student discipline. Adults and students are not always observed supporting and encouraging respectful and collaborative behavior throughout the school 3.5 Points	Little or no evidence staff members demonstrate that they share responsibility for student discipline. Adults and students are not observed supporting or encouraging respectful and collaborative behavior throughout the school 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Staff Stability	7/7		There has been insignificant building administrator turnover (2 or less) in the past 5 years 7 Points		There has been significant building administrator turnover (3 or more) in the past 5 years 0 Points	
	7/7		40% or less of the teaching staff have turned over during the past 5 years 7 Points		More than 40% of the teaching staff have turned over during the past 5 years 0 Points	
Site and Facilities	10/10		The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning 10 Points	The physical facility is not always inviting, attractive, clean, well-maintained, or conducive to safety and learning 5 Points	The physical facility is not inviting, attractive, clean, or well-maintained or conducive to safety and learning 0 Points	
	10/10		All emergency systems are operational, well-maintained, and inspected on a regular basis 10 Points	Some emergency systems are in working order and are inspected on a regular basis 5 Points	Little or no evidence that emergency systems are in working order and inspected on a regular basis 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8		All hazardous chemicals and cleaners are properly labeled and safely secured 8 Points	Most hazardous chemicals and cleaners are properly labeled but are not always safely secured 4 Points	Hazardous chemicals and cleaners are not properly labeled nor safely secured 0 Points	
	8/8		All areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment 8 Points	Some areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment 4 Points	Ventilation and heating/cooling are not suitable for the working/learning environment 0 Points	
	8/8		Restrooms and other public areas are well-maintained, clean, and inviting 8 Points	Restrooms and other public areas are not generally well-maintained, clean, or inviting 4 Points	Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory 0 Points	
	7/7		All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning 7 Points	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning 4.6 Points	Some questionable lighting areas. Lighting is generally poor and not conducive to teaching and learning 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Parent/Family Involvement and Communication	5/5		The school uses a variety of strategies to facilitate communication with its parents/families paying particular attention to the economic and cultural diversity of its population 5 Points	The primary focus of school communication is one-way from the school with little consideration to the economic and cultural diversity of its population 3.6 Points	No evidence of a formalized communication strategy or for consideration to the economic and cultural diversity of its population 0 Points	
		YES		NO		
	5/5	Parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities 5 Points		Little or no evidence to suggest that parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities 0 Points		
Community Involvement	5/5	A variety of methods are used to communicate with the diverse populations within the community including but not limited to: businesses, educational institutions and community agencies. The methods are designed to keep the community informed and to solicit input. 5 Points		Little or no evidence to suggest that a variety of methods are used to communicate with the diverse populations within the community including but not limited to: businesses, educational institutions and community agencies. The methods are designed to keep the community informed and to solicit input. 0 Points		

Competency	Score	YES	NO	Reviewer Comments
	5/5	The school has established partnerships with business and community agencies to supplement comprehensive health and human services to students and families. 5 Points	The school has not established partnerships with business and community agencies to supplement comprehensive health and human services to students and families. 0 Points	
Total Points Earned	100/100			