

Educational Service Provider (ESP) EVALUATION

Academy Name: _____

Educational Service
Provider (ESP) Name: _____

Previous School Year: _____

Board Members'
Signatures: _____

ESP Representative(s)
Signature(s): _____

The Board needs to read and discuss the Educational Service Provider (ESP) Evaluation INSTRUCTIONS before working on this Evaluation Document. Signatures above indicate the participants reviewed and discussed the INSTRUCTIONS.

NOTE: The Academy Board should only complete the *Provided Services* sections that the ESP provides for the Academy. Please check "N/A" for services not provided by the ESP.

Provided Service 1 – Achievement of Academic Goals (based on current CSO academic goals)

Ferris State University authorized charter school academies must view academic performance as multi-faceted. Both student growth and student achievement (accurate and current data) must be reviewed regularly. The overall educational goal of preparing all students academically for success in college, work, and life must be broken down into metrics and performance data. The ESP, who usually recruits, employs, trains, supervises, and evaluates staff members, as well as playing a key role in curriculum, assessment, and instruction decisions, is responsible for academic growth and achievement for all students.

Measure 1 - Student Growth Towards Achievement

Grade(s)	Goal	Metric
Grades 2-8	The Fall to Spring growth rate for all students in Reading and Math of each grade and subject area as measured by the CSO designated nationally norm-referenced test will fall at or above the 50 th percentile.	Average percent of growth (gains percentile) as measured by the CSO designated nationally norm-referenced assessments for each grade level and subject area.
Grades 9-11	The average Spring-to-Spring Subject Area Scores on State assigned college entrance suite of assessments will increase by 30 points. If average scores are at or above the published benchmark, subject area scores are expected to increase.	Average Spring to Spring Evidence Based Reading/Writing (EBRW) and Math scores on the state provided college entrance suite of assessments will increase by 30 points. (same cohort of students) Average EBRW and Math scores from 9 th Grade to 10 th Grade will increase by 30 points. Average EBRW and Math scores from 10 th Grade to 11 th Grade will increase by 30 points.

ESP Performance with Measure 1

- 1 _____ **Did NOT Meet Measure**
- 2 _____ **MET Measure**
- 3 _____ **EXCEEDED Measure**
- _____ **N/A**

Measure 2 – Student Achievement

Grade(s)	Goal	Metric
Grades 2-8	The average Spring percentile ranking for the Academy on a nationally normed assessment will be at the 50 th percentile in both Math and Reading.	The average national achievement percentile ranking for Math and Reading (grades 2-8 combined) will be at the 50 th percentile.
Grades 8-11 NOTE: 8 th Grade began this testing in 2019	Students' average achievement levels on the state assigned college entrance suite will be at the 50 th percentile.	The national percentile ranking of the average total score for all assessed students in each individual grade (8 th , 9 th , 10 th , & 11 th) on the state assigned college entrance suite will be at or above the 50 th percentile.

ESP Performance with Measure 2

- 1 _____ **Did NOT Meet Measure**
- 2 _____ **MET Measure**
- 3 _____ **EXCEEDED Measure**
- _____ **N/A**

NOTE: Strict Discipline and Alternative Education Academies: Academies designated as Strict Discipline Academies or Alternative Education Academies may be exempted from certain parts of these academic requirements due to their unique nature. For purposes of this evaluation, these boards should use the FSU contractual education goals as guiding measures of ESP performance.

Measure 3 – Student Achievement & Growth: Relative Performance and State/Federal Accountability

Grade(s)	Goal	Metric
Grades 3-8	The percent proficient of all grade levels assessed in ELA and Math as determined by the state identified assessment for each grade will be at or above the resident and composite district.	State Required Assessments Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year. The Academy's MSTEP percent proficient in ELA and Math will be compared with the composite district's percent proficient.
Grade 11	The average State Required College Entrance Assessment Scores will be at or above the resident district's scores.	State Required College Entrance Assessment The academy's average SAT Total Score, EBRW Score, and Math Score scores will be compared with the resident district's average scores.
All grades assessed:	The growth values for both ELA and Math must meet or exceed the established state targets stated in the MDE Index.	State determined growth target values are stated in the Growth Component of the MDE Index. The Academy earns a growth value based in the percentage of students attaining their Adequate Growth Percentile (AGP). The Academy's value in the Growth Component will be compared to the State's Growth Target.

ESP Performance with Measure 3

- 1** _____ **Did NOT Meet Measure**
- 2** _____ **MET Measure**
- 3** _____ **EXCEEDED Measure**
- _____ **N/A**

Measure 4 – State/Federal Accountability

Grade(s)	Goal	Metric
Academy	The Academy will have an MDE Index score of 40 or higher. Based on contractual language, the Academy cannot be in the bottom 5% of Index values.	MDE Annual Index Score

ESP Performance with Measure 4

- 1** _____ **Did NOT Meet Measure**
- 2** _____ **MET Measure**
- 3** _____ **EXCEEDED Measure**
- _____ **N/A**

Provided Service 2 – School Leader and Staff

Quality education does not occur without dedicated educators who have the will and skill to maintain positive learning environments and help students create high quality deliverables. The school leaders must have the knowledge and experience to operate as a successful instructional and operational leader.

Measure 5 – School Leader Performance:

Goals:

- Leader communicates academic expectations with staff members, assists staff members who have unsatisfactory student performance, always acts in a professional manner, and regularly shares academic reports with the Board.
- The Leader’s performance results in positive student outcomes.

Possible Metrics:

- Based on anonymous staff and Board surveys, the majority of responses indicate the leader is communicating academic expectations.
- MAP and MDE assessments’ growth and achievement data play a major factor in the leader’s evaluation.
- Board has the opportunity for input during the school leader evaluation process.
- Board is confident their input will play a major role in the evaluation.
- Board summarizes public comments and school visit observations regarding school leader performance.

ESP Performance with Measure 5

1	_____	Did NOT Meet Measure
2	_____	MET Measure
3	_____	EXCEEDED Measure
	_____	N/A

Measure 6 – The Academy Operates as a Safe and Orderly Environment that Enhances Student Learning:

Goal:

- Parents, community members, the Board, and students feel positive about the day-to-day procedures at the school.

Possible Metrics:

- Based on anonymous student and parent surveys, the majority of responses indicate the Academy is safe and orderly, and issues are addressed in a timely manner.
- Over a three-year period, discipline reports, especially suspensions and expulsions, are trending downward. (School Infrastructure Database [SID])
- Board member school visits, public comments at meetings, information from parent groups, law enforcement reports, etc.
- School website is up to date with pertinent information and includes all required information.
- Classrooms are clearly focused on teaching and learning. Students are producing quality work. (Student/Teacher presentations at Board Meetings, walk-throughs, displayed projects, academic fairs and competitions, media reports, awards, etc.)
- Student attendance rates.
- School building and grounds are safe, comfortable, conducive for learning, and legal.

ESP Performance with Measure 6

1	_____	Did NOT Meet Measure
2	_____	MET Measure
3	_____	EXCEEDED Measure
	_____	N/A

Measure 7 – The ESP Maintains a Committed, Complete and Productive Staff

Goal:

- Academy staff are properly recruited, employed, retained, evaluated accurately, trained in weak areas, and, based on student outcomes and evaluations, perform as successful instructors.

Possible Metrics:

- What percentage of successful staff members (based on ESP evaluations) leave at the end of the year?
- What percentage of long-term substitutes (working in place of certified teachers in the building) are currently stationed in the building?
- 100% of teachers are certified and legal to work their current assignment.
- MAP and State of Michigan test growth and achievement data play the major role in the teacher evaluation process.
- The Board has the opportunity for input in the staff evaluation process.
- Based on the Registry of Personnel (REP) report, what percentage of your teachers are Highly Effective, Effective, Minimally Effective, or Ineffective?
- Do those ratings seem to correlate with your school's academic performance?

ESP Performance with Measure 7

1	_____	Did NOT Meet Measure
2	_____	MET Measure
3	_____	EXCEEDED Measure
	_____	N/A

Provided Service 3 – Business and Finance

Academy Boards are stewards of public funds. They should expect to have the public scrutinize financial procedures and be ready and able to defend Board decisions that are the best for students, have no conflicts of interest, based on sound policies and research, and lead to financial stability.

Measure 8 – The ESP's Financial Procedures Are Legal, Documented and Transparent to the Board and Public

Goal:

- All financial procedures can be easily defended by the Board and expenditures are focused on student learning activities.

Possible Metrics:

- Examples of information the Board will gather, prioritize, and review:
 - Any findings from the last audit?
 - Is the fund equity growing or shrinking?
 - Are the finance reports easily understood by the Board and are they presented regularly?
 - Any complaints from the staff, media, community, etc. about financial procedures or decisions?
 - Is the Board involved with the budget process?
 - Has the authorizer or State of Michigan shared any financial concerns with the Board?
 - Review and discuss the financial and compliance sections of the Contract Performance Report (CPR).
 - What percentage of the Academy budget was spent on instruction and student support? (teacher compensation, intervention programs, classroom materials, student technology, etc.)
 - Discussion on enrollment trends/marketing can be useful here as well.
 - What are the ESP strategies or plans for marketing and/or increasing the enrollment at the school?
 - Does the Board know the total amount they pay for the ESP services? (percentage, dollar amount, etc.)
 - Review and discuss any Epicenter reports and your compliance data from the CPR.
 - Determine if you have had any violations of State/Federal reporting that leads to lost or delayed revenue.

ESP Performance with Measure 8

- 1** _____ **Did NOT Meet Measure**
- 2** _____ **MET Measure**
- 3** _____ **EXCEEDED Measure**
- _____ **N/A**

OPTIONAL - Provided Service 4 – Any Other Contractually Provided Service Not Covered Above- NOT REQUIRED BY THE CSO

Examples: Transportation, Building Maintenance, Marketing, Grant Management, etc.

State Services/Tasks

Measure 9 –

Goals-

Metrics-

EVALUATION SUMMATION

TOTAL NUMBER OF SERVICES PROVIDED

- Number of “**Did Not Meet Measure**” Scores

- Number of “**Met Measure**” Scores

- Number of “**Exceeded Measure**” Scores

Services provided that the Board determines are **Points of Pride**:

Services provided that the Board determines **must be improved**:

COMMENTS:

OVERALL BOARD DETERMINATION OF ESP PERFORMANCE (CHECK ONE)

- Satisfactory
- Conditional – Concerns, Expectations, and Timelines are attached
- Unsatisfactory

Board President Signature: _____

Date reviewed by and approved by the Board: _____