



**FERRIS STATE
UNIVERSITY**
IMAGINE MORE

BRIDGE ACADEMY

REAUTHORIZATION REVIEW

December 9-10, 2013

MISSION

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

VISION



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 accomplishes this responsibility in two stages:

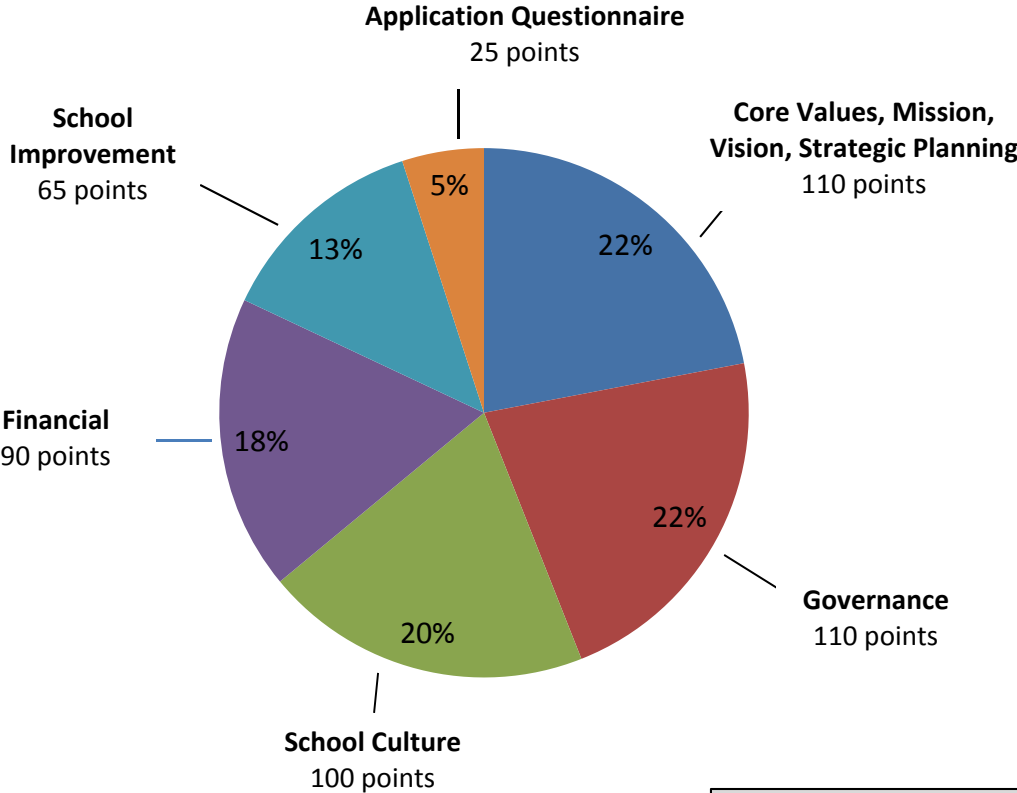
1. **Annual Academic Performance Report.** All FSU-authorized academies receive an *Annual Academic Performance Report* in August. This report is a comprehensive analysis of the academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter school contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, Financial Viability, and Strategic Planning.

While both stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress toward their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization.

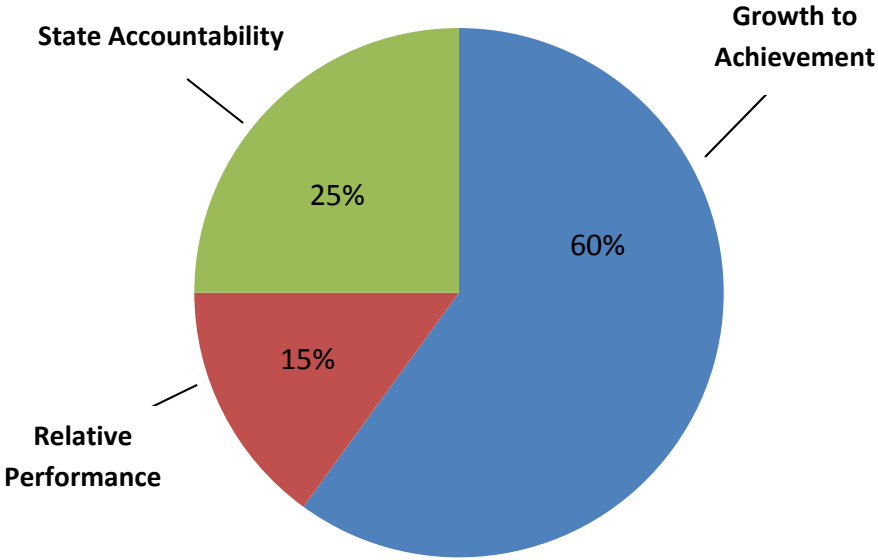
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided 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. For further information on CSO Reviews, please visit our website: www.ferris.edu/charterschools.*

Mid-Contract/Reauthorization Review: Formula 2013-14 *A Two-Step Process*

Visitation Rubric



Academic Performance Report



Total Score		
450 - 500	Exceeds Standards	90%+
375 - 449	Meets Standards	75% - 89%
300 - 374	Needs Improvement	60% - 74%
299 & Below	Deficient	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2013-14

Academy Name: **Bridge Academy**

Dates of Visit: **December 9-10, 2013**

Status: **Meets Standards**

Overall Percentage: **79.28%**

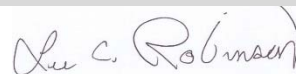
Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	110	80.25	72.95	Needs Improvement
Governance	110	86.75	78.86	Meets Standards
School Improvement	65	51.00	78.46	Meets Standards
Financial Viability	90*	61.00	67.77	Needs Improvement
School Culture	100*	96.00	96.00	Meets Standards
Application/Questionnaire	25	21.41	85.64	Meets Standards
Total Score:	500	396.41	79.28	Meets Standards

*It is not possible to *Exceed Standards* in the School Culture or Financial Viability Sections

Visiting Team Members

Name: Lee Robinson

Signature:



Name: James Scholten

Signature:



Name: John Hackett

Signature:



Name: Dr. Phyllis Robinson

Signature:



Team Chair: Lee Robinson

Total Score

maximum: 500 points

450-500	Exceeds Standards	90%+
375-449	Meets Standards	75% - 89%
300-374	Needs Improvement	60% - 74%
299 & Below	Deficient	Below 60%

Annual Academic Performance Audit Score: **183/250 (73.20%)**

Monitoring Status: **Needs Improvement**

Bridge Academy Reauthorization Review

December 9-10, 2013

Executive Summary

Board of Directors:

On behalf of the Ferris State University Charter Schools Office (FSU-CSO) Reauthorization Review Team, I am pleased to forward this Executive Summary. The team and I wish to express our sincere gratitude for the hospitality shown to us by the school administration, staff, students, and Board of Directors. We thoroughly enjoyed our visit, and we gained a greater understanding of both Bridge Academy West and Bridge Academy East.

The team is pleased to notify the Bridge Academy Board of Directors, administration, and staff that the Academy and staff achieved 396.41 points out of a possible 500 points on the Reauthorization Review point tally sheet. By earning 396.41 points out of a possible 500, you earned the ranking of Meets Standards. The evaluation criteria, which included analysis of core values, governance, school culture, financial viability, school improvement, and the application questionnaire, did not include the Annual Academic Performance Audit review of academic performance. As you know, the Annual Academic Audit was distributed this past August 2013, and Bridge Academy was identified as Needing Improvement in the area of Academic Achievement.

Highlights of our visit included:

- 1) It was clear to the FSU-CSO visitation team that Bridge Academy is an integral part of the community.
- 2) The parents deeply appreciate the staff and administration at Bridge Academy.
- 3) Your Academy is providing a safe and nurturing environment for all your students. The students and parents not only feel physically safe in and around the schools, they feel “culturally” safe.
- 4) The leadership team and interviewed Board of Directors members demonstrated the commitment necessary to lead an academy striving for high academic success.
- 5) The students are very happy at Bridge Academy, and they believe it is a good school.
- 6) The administrators at Bridge West and Bridge East are very well thought of by the majority of staff, students, and parents.

Although the FSU-CSO Reauthorization Review Team identified numerous positive attributes at your Academy, we also identified areas of concern. These areas of concern include:

- 1) Although the Board has started the Strategic Plan process, there is not a Strategic Plan in place. Considering your 2012-13 deficit budget and decreasing enrollment at Bridge West, it is very important that the Board and school community address major issues strategically.
- 2) The continual turnover of staff is a major issue at both Bridge West and Bridge East. The issue of staff retention was raised as a point of concern by most of the interviewed groups, including students. In fact, one of the interviewed groups mentioned that the students have created a game called “who is leaving next.”
- 3) Although budget constraints are a reality, many of the paraprofessionals believe their pay cut and hourly reduction cuts were unfair. The reality of this perception, whether real or not, has created negative feelings within the paraprofessional community.
- 4) Improper student behavior (at Bridge West) was raised by numerous interviewed groups. This issue (again, whether real or perceived) needs to be addressed.
- 5) There is a perception (again, whether real or perceived) that all the teachers do not try to understand the culture of the Bridge Academy community.
- 6) The number of students who are in need of an ESL program appears to be increasing. Continuing to address this growing problem should be part of your strategic plan initiatives.

In closing, as chairperson of the Ferris State University Charter Schools Office Reauthorization Review Team, I want to thank you for your gracious hospitality. In addition, I want to thank Mr. Wheeler and the administration team for their help facilitating our visit. It was a pleasure to meet and interact with the dedicated staff and administration at Bridge Academy.

Sincerely,

Lee C. Robinson, Ed.S.
Chairperson

Criterion:

Core Values, Vision, Mission, and Strategic Planning

Points Possible 110	Points Achieved 80.25
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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 discernible Core Values identified 	
Point distribution		5 points	3.75 points	3 points	0 points	
Core Values: Communication	5/5	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	3.75/5	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 discernible Vision Statement identified without links to the Core Values 	
Point distribution		5 points	3.75 points	3 points	0 points	
Vision Statement: Communication	5/5	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	6/10		<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	3.75/5	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 discernible Mission Statement identified without links to the Core Values 	
Point distribution		5 points	3.75 points	3 points	0 points	
Mission Statement: Communication	5/5	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	6/10		<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	3.75/5	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	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	6/10		<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 an annual 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 discernible Strategic Plan in place 	
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Communication	6/10		<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	
80.25/110		72.95%	Needs Improvement	

Criterion:

Governance (as reflected in Board minutes and observations)

Points Possible 110	Points Achieved 86.75
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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	5/5	The Board: <ul style="list-style-type: none"> has all relevant policies/procedures 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/procedures 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/procedures 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/procedures in place that are required by state and federal laws has not regularly updated its Policy Manual 	
Leadership: Meeting schedule	0/5	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	3/5	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	15 points	9 points	0 points	
Leadership: Monthly progress reports	15/15		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> receives detailed monthly reports on student achievement/progress toward contractual goals 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/progress towards contractual goals 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/progress towards contractual goals rarely discusses student academic achievement 	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Management Company Evaluation OR Key School Leader (KSL)	5/5		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that accurately reflects the academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation(s) of the Management Company/KSL and the academy's academic achievement status and progress along with the provided business services	
Administrator Continuing Education Unit (CEU) credits	5/5		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		20 points	15 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	15/20	During this review period 90% or above have all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials	During this review period 75-89% have all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		Below 75% there is a Significant non-compliance with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	
Point distribution		n/a	5 points	3.75 points	0 points	
Professional participation	0/5		The Board has a consistent representation at a majority of CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has less than a majority of representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	

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	
Professional development	5/5	The Board encourages & supports professional development activities: • 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: • 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: • 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 Epicenter: On Time and Accurate	3.75/5	All documents submitted to EPICENTER are marked "on time and accurate" (a blemish-free record)	95-99% of all documents submitted to EPICENTER are marked "on time and accurate"	90-94% of all documents submitted to EPICENTER are marked "on time and accurate"	89% or fewer of all documents submitted to EPICENTER are marked "on time and accurate"	
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	0/5		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
Compliance: Transparency Reporting	5/5		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Compliance: AYP Accreditation Reporting	5/5		The Academy website meets requirements for AYP and Accreditation reporting		The Academy website does not meet requirements for AYP and Accreditation reporting	
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	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
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	5 points	3 points	0 points	
Physical facilities	5/5		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	

Governance: Total score for all competencies						
Total Points Achieved	86.75/110	Percentage Achieved	78.86%	Category Achieved	Meets Standards	

Criterion:
School Improvement – NCA VERSION

Points Possible 65	Points Achieved 51
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Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<p>Standard I: Purpose and Direction</p>	3/4	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>Standard II: Governance and Leadership</p>	4/4	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

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 Assessing</p>	3/4	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><u>Standard IV:</u></p> <p>Resources and Support</p>	3/4	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard V:</u> Using Results for Continuous Improvement	3/4	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.	
Point distribution		n/a	10	n/a	0	
School Improvement Plan	10/10		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		15	11.25	9	0	
Data Teams Process	9/15	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Point distribution		10 points	7.5 points	6 points	0 points	
Statewide Ranking	6/10	The Academy has been identified as a Reward School and is in the top 75 th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 5 th to 49 th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority School	Statewide Ranking 26 th
School Improvement Goals and Educational Goals	10/10	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement:
Total score for all competencies

Total Points Achieved	51/65	Percentage Achieved 78.46%	Category Achieved Meets Standards	
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Criterion:
Financial Viability

Points Possible 90	Points Achieved 61
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	0/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Point distribution		n/a	10 points	6 points	0 points	
Opportunity for input	10/10		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	
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 	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		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"	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	0/10		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	
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		n/a	10 points	6 points	0 points	
Fund balance	6/10		The Board maintains a fund balance: <ul style="list-style-type: none"> between 10%-15% of annual revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> below 10% 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 5% of general revenue 	

Financial Viability:

Total score for all competencies

Total Points Achieved	Percentage Achieved	Category Achieved
61/90	67.77%	Needs Improvement

Criterion:
School Culture

Points Possible 100	Points Achieved 96
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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 and Student Discipline	6/10		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 	Middle School parents expressed concern about student behavior
Point distribution		n/a	15 points	9 points	0 points	
Safe & orderly environment: Safety plan	15/15		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	15 points	n/a	0 points	
Staff stability: Administration	15/15		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	15/15		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	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
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	
Emergency Plan	5/5		There is a comprehensive emergency plan prepared for the academy		There is no discernible emergency plan prepared for the academy	
Emergency Drill Logs (EMD)	5/5		The EMD shows the academy is making good progress towards the requirements of law		The EMD shows the academy is not making good progress towards the requirements of law	
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	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		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	

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	

School Culture: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	96/100	96%	Meets Standards	

BOARD INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **December 9-10, 2013**

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?

- Measurable, need to be improved.
- Educate parents.
- Yes-to show improvement.
- Not where we need to be with regards to standards.
- Huge change in parents. Use to have 2-3 parents come to conferences. Now 60-70 parents come to the school. Many parents are 1st generation parents and “old school.” Old school parents do not approach education of their child like 2nd generation parents.
- Not reaching 100%. Could do better.
- School culture needs improvement. Starting late in implementing after school clubs.
- Management Company must do better job of educating parents.
- Yes, impacting community (positively).

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?

- I want what’s best for my kids and all kids. We need help from parents. We need a parent outreach campaign.
- Need to change parent’s belief that schools will take care of everything.
- Reading and language...we need to do more.
- Students are not performing at the desired levels.

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?

- Board not clear on the contract between FSU and the board. Very limited knowledge.
- FSU expects an 18/19 score on ACT for graduation.
- Visits here probably been positive, but figures show that it is a “failing” school.
- Expectations need to be tempered.

4. What are you most proud of at this academy? What could be improved?

- The difference this Academy makes for the community is immeasurable.
- Friendly, safe, and family oriented.
- School is making a difference in the community.
- True community center.
- Proud of culture.
- Friendly, safe environment.
- Strong connection with parents.
- I could go on and on pride-see how hard teachers work.
- Community holds Academy in high regard.
- Dr. Najj earned parents trust.
- Education needs to be pushed harder.

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?

- Working on one right now/being trained.
- Areas of focus are staff retention, parental involvement, academic achievement, and enrollment.

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

- Bridge is the “Mecca” for families and community activities and planning.

7. How does the Board determine the allocation of funds for this academy? (not asked due to time constraints)

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

- Need more after school activities: sports, etc., especially for older students.

9. Anything for our attention?

- The building of our split campuses has created a lot of new challenges.
- We need to “track our kids” through HS and beyond.
- The community would be devastated if Bridge Academy is closed.
- Bridge Academy is a major force in the community.
- Bridge was one of 1st charter schools in the community. It has helped public schools make improvements.

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Bridge Academy-EAST**

Date: **December 9-10, 2013**

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, Lifelong learning.
- Quote, emailed to teachers every morning.
- Appreciate cultures.
- Don't just sayings—do things.

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

- Data teams
- Teamwork/Collaboration
- Individual student plans (Progress Monitoring)
- Management company provides PD.
- Encourage visual representation of achievement.
- ESL teacher needed (Improvement)
- Need Math Instructional Coach (Improvement)
- Need Reading Specialist (Improvement)

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? (Did not ask this question-time constraints)

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy. (Did not ask this question-time constraints)

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

- Making sure that best practices are happening behind closed doors with fidelity.
- Follow up on everything---introduce best practices.
- Getting parents to come to school. ...they need to understand school better.

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

- Add another ESL teacher and more para-pros.....Initiating best practices.
- Math coach needed. We have students who need extra help.
- Recognize more student achievement success

7. Why do you think parents choose to send their children to this academy? (Did not ask this question-time constraints)

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

- Add another ESL teacher.
- Math coach needed.
- Nurse needed.

9. Anything for our attention?

- We are communicating student achievement to Board of Directors
- The Assessment person reports to Board of Directors regularly.
- Every board meeting a teacher shares information in their area of expertise.

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Bridge Academy-WEST**

Date: **December 9-10, 2013**

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?

- Progressing towards goals in Scantron and MEAP.
- Heading in the right direction.
- Feedback from parents and teachers.
- Always looking to improve.
- Parent coordinator has helped (with parental/academy communication)

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

- Closing the gap.
- Character traits
- Parental involvement has improved.
- CHAMPS program has been a positive impact.
- Student's patient and kind—care about others.
- We need to create a culture of learning (improvement).

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?

- The data I have seen.
- 7th graders who have been with us (cohorts) are doing well and hitting targets.
- New students aren't doing as well.
- Adding new students can impact results negatively.

4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***
- 7/8
 - Highest I have worked with.
 - Very high.
 - I have worked at other GEE schools. I'd rate this the highest (10).
 - Teachers understand we are working with them.
 - Some teachers were really stressed about spring Scantron goals.
5. ***What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?***
- Making sure that best practices are happening behind closed doors with fidelity.
 - Follow up on everything--introduce best practices.
 - Getting parents to come to school. ...they need to understand school better.
6. ***What are the top TWO things this academy needs to do for its long-term health and longevity?***
- Retention of teachers.
 - Initiating best practices.
 - More opportunities for students.
 - Dealing with budget cuts.
7. ***Why do you think parents choose to send their children to this academy?***
- Parents believe in our mission.
 - Students feel safe-physically and culturally safe.
 - Convenience for parents.
 - We offer Arabic.
8. ***If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)***
- Salary increases for staff.
 - More resources
 - More parental involvement.
 - More PD programs.
 - More after school activities for students.
9. ***Anything for our attention?*** (None)

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Bridge Academy-EAST**

Date: **December 9-10, 2013**

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?

- Know the written mission-high standards/expectations.
- Emphasize lifelong learning.
- Character education (implemented).
- Team effort.
- Data driven.
- College goals.

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

- Kids love coming to school.
- Staff helps one another.
- Proud of growth of school, staff, etc.
- After school parent program to learn English.
- Teacher pay (Improvement needed).
- Improvement in getting students up to speed on technology. Students have very little access to technology at home (improvement needed).
- Great staff relationships.

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**
 - 7/8 Reading, ELA, Math & Science +
 - b. **Professional Training**
 - 7/8 TEAMS grant +
 - c. **Clear Description and Understanding of The Expectations For Your Work**
 - 8/9 Very good trajectory for change. Have grade level data teams. (Mona provides training) Need more planning time other than Arabic.
4. **On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**
- 9/10
 - Kids feel comfortable.
 - Staff very comfortable.
5. **Do you feel the academic expectations here are appropriate for the students who attend this academy?**
- Seen students reach goals.
 - Yes, seem to be able to reach goals.
 - Expectations continue to rise.
 - Staff involvement.
 - Students own the achievement bar---shoot for their goals.
6. **Would you enroll your child at this academy?**
- Big disparity between what kids come with (resources, skills, etc).
 - Cultural concerns.
 - Concerns about geographical location/level of students.
7. **If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)**
- More Technology-lots of iPads.
 - More manipulatives-hands on games.
 - ESL and Special Education teachers-ESL teachers needed w/para-pros.

- Materials for the 3rd grade.
- More support staff-grade level.
- More field trips.
- Teacher Pay raises.
- Enhance staff lounge.
- Reading Specialist

8. *Anything for our attention?*

- Staff Turnover (some teachers left because of # 7 reasons)

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Bridge Academy-WEST**

Date: **December 9-10, 2013**

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?

- Teachers are striving for academic excellent.
- Respect of culture.
- Learning for all. Very focused on Scantron goals.
- 20 new ESL students this year.
- All striving for excellence.
- Yes.
- Scantron is only 1 way of measuring.

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

- Diversity.
- Staff respect each other.
- Students want to do well.
- This year is much quieter. I was burned out in the past.
- Proud of staff.
- So many meetings (in the past) now much better.
- In the past, we were Scantron stressed.
- Don't understand the staff turnover. Why leave when you have signed a contract?.

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**
 - 8,8,7,6.5, 10 Note: No budget...request as needed.
 - b. **Professional Training**
 - 5,6.5, 7,8,7,9
 - c. **Clear Description and Understanding of The Expectations For Your Work**
 - 8,9,10,9,9
4. **On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**
- 9, 9, 9, 9, 9, 9
 - Discipline issues are minimal.
 - Kids feel comfortable.
 - New Staff very comfortable.
 - Lots of people to help.
 - Good support from office.
5. **Do you feel the academic expectations here are appropriate for the students who attend this academy?** (Not asked due to time constraints)
6. **Would you enroll your child at this academy?** (Not asked due to time constraints)
7. **If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)** (Not asked due to time constraints)
8. **Anything for our attention?**
- Staff Turnover is an issue.
 - Staff pay is an issue.
 - Need to pay more attention to hiring process. Need to pay attention to quality/screen better vs. a “warm body.”

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Bridge Academy-East**

Date: **December 9-10, 2013**

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 know the mission.
- Appreciation of different cultures paramount.
- Using data to obtain academic excellence.
- Monthly character traits.
- Students aware of HS graduation.
- Yes, academic excellence using multiple sources of data...very data driven.
- Lots of activities to celebrate diversity.
- Community of “talk” dialogue.

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

- When there is a problem, everyone jumps on board.
- Lots of teamwork and collaboration.
- Improvement needed to give children more background knowledge.

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

- 9: Materials are not a problem. Lots of resources.

b. Professional Training

- Could use more para-pro PD.

- Para pros start when student's start-need PD before school starts.
- 8/9 Professional Training. (budget cuts limiting para-pro PD)

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

- 9 Clear Description. Yes, every year.

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

- 10. Wonderful climate-teamwork, collaboration.

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

- The Ann Arbor populations/national norms do not necessarily fit these students.
- Very high expectations but realistic about attainment and goals.
- Curriculum out of touch with this population.
- Very high expectations but they need to be realistic.

6. Would you enroll your child at this academy?

- Yes-very positive.
- Yes-the teachers are very professional and trustworthy.

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

- Get Read Naturally reading program.
- More money for teachers, para-pros, etc. to show appreciation.
- Salary steps, incentives, etc.
- ESL teacher

8. Anything for our attention? (Did not ask this question-time constraints)

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Bridge Academy-WEST**

Date: **December 9-10, 2013**

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?

- Teacher turnover is a problem.
- Can't find math teacher.
- Principal is out in the building and teachers don't like it.
- Para's don't get paid for P.D.
- Some teachers disrespect principal.

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

- Teachers working hard. Not appreciated.

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:

(Did not ask this question-time constraints)

- a. Materials and Supplies**
- b. Professional Training**
- c. Clear Description and Understanding of The Expectations For Your Work**

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

- Kids are happy.
- Staff: Many may not be happy.
- Kids are playing a game called "...who's leaving next?"
- Leader hard worker.

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

(Did not ask this question-time constraints)

6. Would you enroll your child at this academy?

(Did not ask this question-time constraints)

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

(Did not ask this question-time constraints)

8. Anything for our attention?

(Did not ask this question-time constraints)

PARENT INTERVIEW SUMMARY

Academy Name: **Bridge Academy-EAST**

Date: **December 9-10, 2013**

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?***
 - Support for special needs students.
 - Wonderful teachers-moved children and then come back.
 - 10-no suggestions.
 - Family
 - Committed teachers.
 - Principal always there.
 - Excellent school.

- 2. *How responsive is the school administration, board, or teachers to concerns or complaints?***
 - Very
 - No problems
 - Like a family

- 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.***
 - No problems but would like some diversity.
 - 8-9 Need some more diversity-mostly Arab population.
 - 10

- 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. Teachers really push students.
 - Teachers are dedicated.

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

- Left out. African-American students in heavy Arabic student population.
- Staff should take the time to learn the culture.
- Sometimes child feels left out. (AA child)
- Children need to learn more about one another's culture. Teachers need to do the same.
- Need more levels in Arabic.

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

- Arabic classes
- gym
- Computers
- Loves teachers
- Art classes
- PTC
- Technology

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

- Newsletter/E-mails in different languages (multiple responses)

8. Anything for our attention?

- Restroom doors don't close properly.
- Restroom not always cleaned.
- More afterschool sports-basketball,etc.
- Need more after-school activities for males and females.
- Need child care for after school parent classes.

PARENT INTERVIEW SUMMARY

Academy Name: **Bridge Academy-WEST**

Date: **December 9-10, 2013**

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?

- My brother attended Hamtramck Public and wasn't successful. At East, however, he made great gains.
- Special Ed. Teacher has provided extra help.
- Location convenience.
- I worked here and compared with other charter schools, I liked what I saw here.
- Heard from several friends about the school.
- Arabic as the 2nd language is very important.

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

- Very open/responsive.
- Administration-yes. Staff not necessarily.
- I had a good experience at a board meeting.

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.

- 5, 9, 6 (kids behavior in class)
- 7,8, 8
- 8 (behavior), Constant changing of teachers is creating behavior issues.
- Everyone is great but concerned about student behavior in classroom.
- Concern about lunch (not enough).
- Concern about teacher turnover.

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.

- No. Not challenged. (5th grade)
- Could be more challenged.
- 6th grader is being challenged.
- No. Nothing interesting, nothing new, limited homework.
- Not a proper education.
- Yes

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

- Kid's behavior.
- Changing teachers.
- Concern. Maybe inconsistent discipline/behavior expectations (real or perceived)
- Library not available every day.
- Busses late/inconsistent.

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

- Student-teacher interaction.
- Student-adult interaction.
- After school classes (i.e. cooking classes)
- All girls/all boys classes culture driven. (mixed responses)

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

- Administration-Great/Awesome.
- Should be more between teachers and parents
- Promote/Advertise K-12 online school information (some parents didn't know about this option)

8. Anything for our attention?

- Overall very satisfied.
- Principal very welcoming/seen constantly.
- Kid's behavior.
- Many staff does not even try to understand our culture. Why don't they do PD on our culture/background, etc?

STUDENT INTERVIEW SUMMARY

Academy Name: **Bridge Academy-EAST**

Date: **December 9-10, 2013**

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

1. Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?

- Yes, stay here: safe, teachers are professional, best educators.
- Fun activities.
- Teachers support students.
- Know friends here.

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

- Work is challenging.
- Teachers help
- Work is just right.
- Each grade gets harder and harder.
- Challenge me.
- If it's too challenging, teachers help.
- Brain lights up.

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

- Treated the right way-fair.
- Stop bullying (students stop bullying so no one gets in trouble).
- They don't mistreat me.
- Rewards given for good behavior.
- Honors classes should be offered to challenge students who can learn more.
-

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

- Math: Fun, learn more for life.
- Reading: Big words-sound out.
- Science: Nature and experiments.
- When I grow up (said multiple times).
- Writing & punctuation.

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

- Music/piano/drum band.
- Academic Clubs
- Before/after school tutors
- School building larger
- Reading and writing clubs.
- Art clubs

6. Do you feel safe at this school?

- Yes, Teachers/staff take care of us with first aid.
- Yes, feel safe outside and inside.

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

- Yes, they will be safe.
- Learn better.
- Principal/teachers have meetings.
- I'm into Scantron.
- Good education.
- They will learn at the top level.
- Get rewards for good behavior.

8. Anything for our attention?

- Student Council does "Penny for the Poor" projects. Buy gloves or other items for those in need.
- Give money to the poor.
- Field trips most enjoyable. (Detroit Science Center; Ann Arbor Hands-On museum, Zoo, etc.)

STUDENT INTERVIEW SUMMARY

Academy Name: **Bridge Academy-WEST**

Date: **December 9-10, 2013**

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

1. Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?

- Yes. Many programs-athletics-clubs.
- Student Council, Cooking, Volleyball
- No. (another school) I tried another.
- Yes. (If they have a better education)

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

- Yes, they work with us.
- Yes. Lower students work with para-pros.
- No, very limited opportunities for advanced learning.
- We were challenged more last year.
- Scantron is important. We know our scores.

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

- Yes
- (some) Teachers don't like us. Teachers leaving because they found job closer to home, receive less money here. This is like training.

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

- Gym (5 students)
- Science Experiments
- All subjects.

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

- Yes: Honor classes, ACT prep. Classes, more languages (i.e. French, Spanish, Japanese)

6. Do you feel safe at this school?

- Yes, Yes, Yes, Yes
- Bullying and teasing is going on sometimes (verbally).

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

- Only if a better school.
- Yes (Scantron school)
- Yes (if dangerous) and some other schools are really dangerous.
- I would. Our school is good.
- Depends-public schools are dangerous.

8. Anything for our attention?

- Concern: Teachers should have more experience
- Some teachers not clued into Middle School

REAUTHORIZATION APPLICATION SCORING RUBRIC

1. A. Is the academy making academic progress?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	A			2+2+2+2		2/2.5
B. How does the academy compare academically relative to the State and the composite resident district? Discuss both criterion referenced testing such as MEAP and GlobalScholar.	B		1.5	2+2+2		1.88/2.5
<p><i>What reviewers will look for:</i></p> <p>In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the academy for three or more years) have made over time. Where does the academy stand in comparison to the State, local district, and demographically comparable district? What specific progress has been made in addressing the academy’s contractual educational goals? Do stated goals reflect sufficiently high standards? Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p><i>Reviewer Comments:</i></p>						

ACADEMIC PROGRAM

		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
2. A. What progress has been made toward meeting the academy's mission?	A			2+2+2	2.5	2.13/2.5
B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?	B			2+2+2	2.5	2.13/2.5
<p><i>What reviewers will look for:</i></p> <p>What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.</p> <p><i>Reviewer Comments:</i></p>						

ACADEMY MISSION

3. A. Is the academy financially solvent and stable?		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score
		0 points	1.5 points	2 points	2.5 points	
	A			2+2+2	2.5	2.13/2.5
<p><i>What reviewers will look for:</i></p> <p>A clear and concise narrative statement about finances will provide evidence that the academy Board has competently and effectively managed its finances. The statement will also address the Board's philosophy of fund balances, facility upkeep, and allocation of resources to help achieve the academy's mission and vision. Describe how the academy Board is making investments in staff and training, in books and supplies, and in technology. Any reportable conditions on yearly audits during the contract period will be addressed here.</p> <p><i>Reviewer Comments:</i></p>						

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3. B. Is student enrollment stable and near capacity?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	B			2+2+2	2.5	2.13/2.5
<p>What reviewers will look for:</p> <p>A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted as should general trends in staff stability.</p> <p>Reviewer Comments:</p>						

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4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score
		0 points	2 points	3.5 points	5 points	
					5+5+5+5	5/5
<p><i>What reviewers will look for:</i></p> <p>Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy’s academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?</p> <p><i>Reviewer Comments:</i></p>						

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5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?) B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score	C H A L L E N G E S / O P P O R T U N I T I E S
		0 points	1.5 points	2 points	2.5 points		
	A				2+2+2	2.5	
B			1.5	2+2+2		1.88/2.5	
<p>What reviewers will look for:</p> <p>There will be a narrative that shows long-range planning to address challenges facing the academy. Resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.</p> <p>Reviewer Comments:</p>							

**Reauthorization Application
Tally Sheet**

Question	Points Possible	Points Awarded
1	5	3.88
2	5	4.26
3	5	4.26
4	5	5
5	5	4.01
Total Points		21.41/25

BRIDGE ACADEMY

REAUTHORIZATION



I. Academic Programs

a. Is the academy making academic progress?

- i. The stakeholders for Bridge Academy, (teaching staff, leadership, students, and board members) state that Bridge Academy is making academic progress. The stakeholders have reviewed all of the data attached as well as the narrative that details the results from the data to reach this conclusion. Now are the stakeholders satisfied, do we believe that the work is done – no our work is never done but we know that when a student is at Bridge Academy they will make academic progress.

b. How does the academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Global Scholar.

- i. **Note:** All of the data for the statements listed below are detailed in the attachments.
- ii. MEAP Data – For the first two years the MEAP data was in a decline, over the past three years the MEAP data has shown a steady increase in average. However there are some subjects that need to be focused on such as Science and Middle School Math.
- iii. Global Scholar Data - The Global Scholar data in aggregate shows a trend of growth in comparison to the goals as set forth by Ferris State University.
- iv. Local Comparison/State Comparison – When compared locally on average Bridge Academy Cohort students rank above their counterparts at the local district or at the same level. When compared again the state of Michigan average, Bridge does fall below the state average
- v. Growth – Over the past five year period, Bridge Academy and their management company focused on individual student growth, setting the bar for Global Scholar data to be at least a 1.5 years growth to now setting the bar for either an ACT growth to trajectory 24 average to a 18 average. This data shows over 80% of Bridge Academy students moving closer to the target and closing the gap
- vi. Therefore, Bridge Academy stakeholders can show through the data included in this report that Bridge Academy is making academic progress.

II. PROGRESS TOWARD CONTRACTUAL GOALS

Contractual Academic Goals
2008-2013

a) Ferris State University Charter Schools Office Prescribed Goals

The Ferris State University Charter Schools Office (FSU-CSO) prescribes three of the set of Contractual Educational Goals: (1) MEAP/MME Goal, (2) Scantron Performance Series© Value-Added Achievement Goal, and (3) State Goal.

1. MEAP/MME Goal

In order to ensure that academies authorized by FSU meet the requirements of the “No Child Left Behind” Act (NCLB), FSU requires that boards commit to achieving the following goal:

GOAL 1: The Academy will increase student achievement in accordance with state and federal Adequate Yearly Progress (AYP) requirements in the core academic subjects of Reading, Mathematics and Science.

The FSU-CSO will establish a 5-year MEAP/MME growth trajectory to include grade level goals for Reading, Math, and Science for the Academy.

2. Scantron Performance Series® Value Added Achievement Goal

The FSU-CSO requires the use of Scantron Performance Series® assessment which is able to track cohort (any student attending the Academy for three or more consecutive years) student growth. In accordance with this requirement, boards agree to administer the Scantron Performance Series® assessment during the FSU-CSO defined testing window in at least Reading, Mathematics, and Language Arts to students in grades 2 through 11. In order to ensure compliance with these standardized testing requirements, the boards must commit to the following goal:

GOAL 2: The Academy will improve student achievement in accordance with the Ferris State University Charter Schools Office 3-Year Cohort Value-Added Achievement Trajectory in the core subjects of Reading, Language Arts, and Mathematics as reported on the Scantron Performance Series norm-referenced assessment. The percent of cohort students at or above grade level will meet or exceed the CSO established trajectory.

State Goal

In order to ensure that academies authorized by FSU meet the requirements of the state accreditation system, Education YES!, FSU requires that boards commit to achieve the following goal:

GOAL 3: The Academy will (achieve/sustain) a grade of (at least) a(n) (“A”/“B”) as a Composite Grade on the Education YES! report card.

School Report Card History

School Year	Ed Yes! Composite Grade	AYP Status			NCLB Phase		
		AYP for Reading	AYP for Math	AYP Overall	Phase Reading	Phase Math	NCLB Phase
2004-05	-	-	-	-	0	0	0
2005-06	C	Yes	Yes	Yes	0	0	0

2006-07	C	Yes	Yes	Yes	0	0	0
2007-08	B	Yes	Yes	Yes	0	0	0
2008-09	C	Yes	Yes	Yes	0	0	0
2009-10	C	Yes	Yes	Yes	0	0	0
2010-11	B	Yes	Yes	Yes	0	0	0
2011-12	C	Yes	Yes	Yes	0	0	0

III. DO THE CONTRACTUAL GOALS REFLECT SUFFICIENTLY HIGH STANDARDS

The previously contractual goals at the time when they were developed reflected the standards that were established by the state and perceived to be high at the time. However, through the work that Bridge Academy and its management company Global Educational Excellence standards were developed that reflected the type of growth that is expected of Bridge Academy students.

IV. WEAKNESSES IDENTIFIED

A weakness that we identify is that our students are not used to reading such long passages and combined with the ELL population it is a weakness. But this weakness is one that we work on and have been over the past two years have a focused work with the paras and ELL department on reading with the students. Upon looking at the math trend over the past five years we did make a change from Everyday Math to Math Connects; which provides the support that the students need in terms of learning the concepts in a non spiraling manner. The spiraling manner created gaps in terms of content areas such as measurement and geometry. The middle school scores in Reading and ELA were not where we wanted them to be so 4 years ago we doubled the reading and writing time to a 120 minute block for all middle school students; this has shown growth over time in our scores.

V. SCHOOL PROGRESS HAS OUTWEIGHED LACK OF PROGRESS

The school has made progress academically over time. The improvement has been erratic with up and down years, but for the duration of the contract the Academy

does show academic growth. In Global Scholar the gains in ELA and Math have outgained the Reading over time. Reading is showing growth but it is inconsistent. The Academy has made ongoing progress in overall school operations since inception. The Academy has had stability in leadership since the school began. The Academy is well respected in the community demonstrated by strong parent participation and a waiting list of students for all classes every year. The Academy has increased staff size, increased sections at each grade level, and has expanded the facility. The Academy has met Adequate Yearly Progress objectives every year.

III. Academy Mission

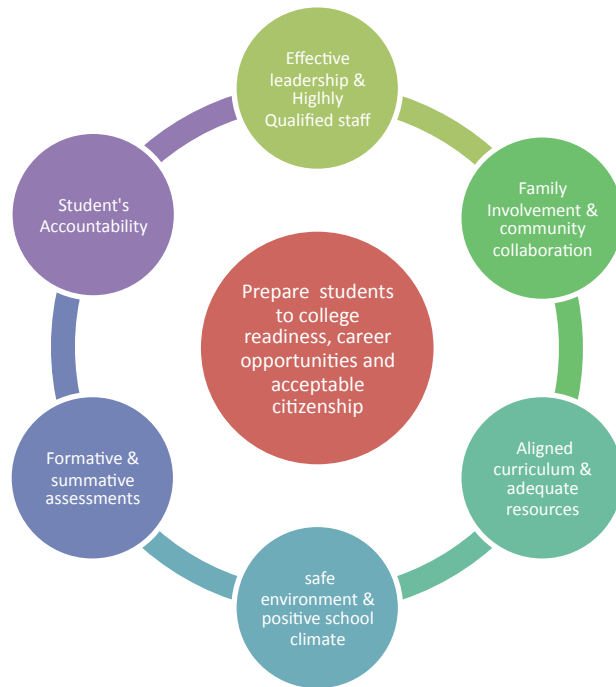
a. What progress has been made toward meeting the academy's mission?

- i. Bridge Academy has established and maintained a transparent school culture, vision and mission statements that are embraced and supported by all stakeholders. The school has posters displaying the mission and vision in all hallways, classrooms and meeting spaces. The mission and vision are shared with staff during staff orientation in the beginning of the school year and in almost every professional development and staff meeting. The mission and vision are shared with parents at the beginning of the school year during open house and coffee with the principal. The mission is also shared with students during the assemblies and student activities. Each classroom develops their own mission based on the overarching mission of Bridge Academy.
- ii. Bridge Academy's mission can be broken down into three components; academic excellence, positive character and appreciation of cultures
 1. Academic excellence as discussed above shows the progress towards meeting academic growth and proficiency goals
 2. Academic excellence towards lifelong learning can be shown in the 10 to 15 days of professional development that the Bridge Academy teaching and leadership staff participates in during the school year and over the summer.
 3. Bridge Academy is a place where all visitors can observe a safe learning environment, positive atmosphere, friendly relationships and respectful cultures for all students and staff. In our effort to produce well rounded students that are intellectually and emotionally ready for college and life, we incorporate our positive character traits in daily class instruction. Bridge Academy focuses on one character trait every month as teachers and students participate in lessons and activities around that character trait. The traits are respect, responsibility, appreciation, commitment, cooperation, creativity, curiosity, empathy, integrity, and tolerance. The positive behavior intervention system (PBIS) put into place through a grant from Wayne RESA. The discipline referrals have decreased over the past 5 years. For example in the 2012-2013 school year there were only 3 in school suspensions and 8 out of school suspensions.
 4. Appreciation of cultures has been a heightened focus over the past five years at Bridge Academy to events that highlight various cultures to communications home in the primary languages spoken in the community. Bridge Academy has on a yearly basis held a mutli-cutlral event, Arabic Spelling Bee and other programs for the community and families. Bridge Academy has developed a very good relationship with the community. Our facility is available to the community as needed. For example, English classes are offered to parents and as of this reauthorization period over 100 parents/community members have

taken courses at Bridge Academy. In addition Bridge Academy has had a presence at all cultural events in Hamtramck.

b. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?

- i. There are no changes proposed for the mission statement but the vision statement is one that is in the current stages of review with all stakeholders
- ii. Current Draft



IV. Financial Stability

a. Is the academy financially solvent and stable?

Bridge Academy Board has competently and effectively managed the financial resources over the past five year. It is the philosophy of the board to maintain a fund balance at 5% of the current year projected budget. During the five year period the Board was able to use the fund balance that they accumulated to lease another location to expand campuses due to the demand of enrollment and the community. Despite state-wide budget cuts and crisis; Bridge Academy has been able to keep all staff including part time paraprofessionals. Bridge Academy board is committed to providing the best educational value for their students.

Over the past five years Bridge Academy has had various financial opportunities such as ARRA and participation in the MAPSA TEAMS grant that has allowed for investments to be made that go beyond the funding period. When the ARRA money was distributed from the federal government the school board, school leadership and management company worked together to leave a lasting footprint with the money. To leave this lasting footprint; SMART BOARDS and

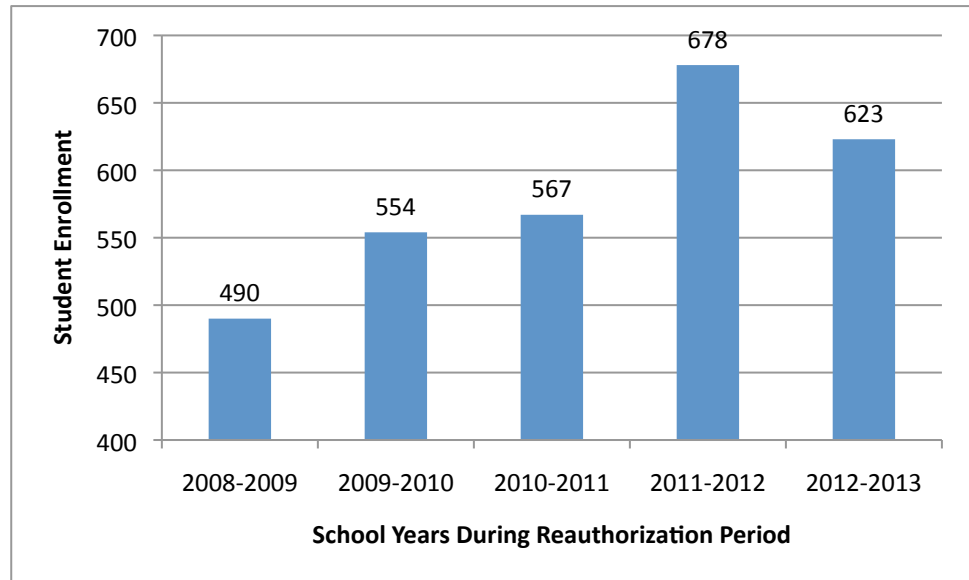
projectors were purchased and installed for all classrooms, computers for all classrooms and a second computer lab, fully furnished library, and furniture for not only the present but the future. The effective use of the ARRA money allowed for new site to have a fully function classrooms with computers and a lab for the online assessments. In addition both locations worked within the budgets to establish transportation between the campuses to help the families. The MAPSA TEAMS money has been used to provide professional development for teaching staff and the school leaders on best practices in literacy such as EBLI and school leadership practices such as Leading Urban Schools and Zing Customer Service Training. Through the leadership of the Bridge Academy board investments have been made over the past five years in technology, curricular materials and professional development to leave a legacy that goes beyond a five-year period.

The board has a healthy relationship with the school leadership and Management Company that allows for all parties involved to have an understanding of financial priorities when it comes to facility upkeep and allocation of resources.

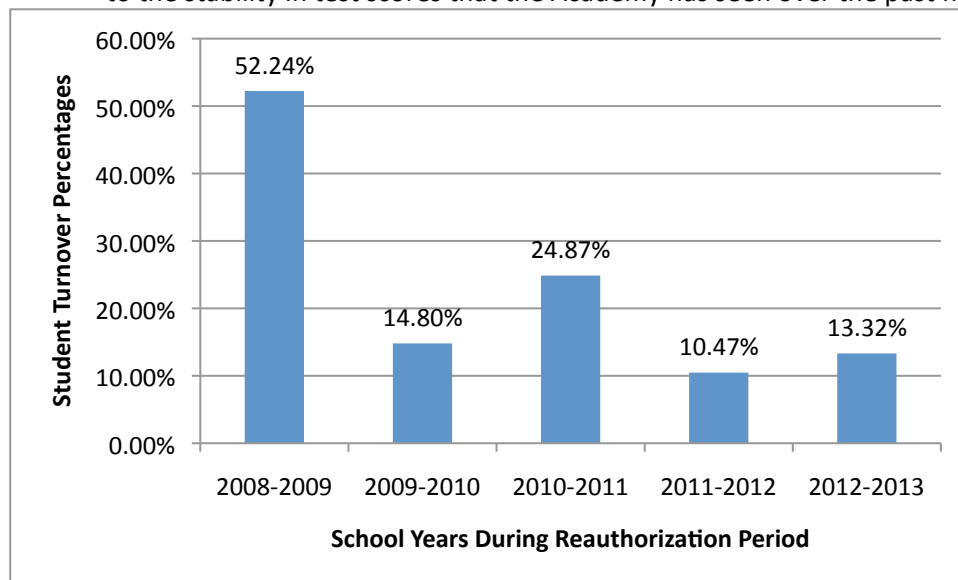
There have never been any reportable conditions on yearly audits; documentation attached.

b. Is student enrollment stable and near capacity?

- i. Over the past five years Bridge Academy has transitioned from one campus to two campuses. This transition occurred in school year 2011-2012; this allowed for more than 100 students to receive their education at Bridge Academy. While the enrollment for Bridge Academy did dip during the 2012-2013 school year due to the addition of new EAA schools and other public school academies in the area, the projection for the 2013-2014 school year is 715 students.



- ii. Student turnover has dropped dramatically over the past 5 years; and this leads to the stability in test scores that the Academy has seen over the past five years.



- iii. Teacher turnover has been below 30%, where some years the staff turn-over has seen larger with staff also being promoted or requesting transfers to other GEE Academies.

V. Decision Making

a. How does the academy (staff, administrators and Board) use assessment data to make decisions

- i. Data drives Bridge Academy; data from assessment scores to enrollment trends to parent involvement, data is consistently discussed at all school meetings that include all stakeholders. All decisions are made with data as the driving force; from where students live for transportation to student test scores for extra services to parent satisfaction surveys for extra parent classes. In addition all of these decision involve a team of stakeholders from the board members to management company to staff to students to parents to community members.
- ii. At the teacher level, common and formative assessments are aligned with the goals and mission of the school. The assessments are used by the staff on either a quarterly or end of unit basis and were developed by a team from the academy based on the standards and curriculum. The MEAP and Scantron results are used to create differentiated instructional groups in the classroom as well as to inform instruction. Bridge Academy takes the instructional groups to another level by sharing the data with the after school 21st Century program to create instructional groups after school with the most at risk students. In addition the ELPA is used to instructionally group the ESL students with either an ESL teacher or a paraprofessional. Reading scores are used to send students to reading groups with the reading specialists.

On a weekly basis the grade level teams meet to discuss data and progress monitoring of the students assessments and needs. The students are also tiered into a Response to Intervention program that has an in-depth progress monitoring system for those students in the higher tiers.

With all of this data it is easy for an academy to be data rich but not taking any actions with the data itself. Bridge Academy leadership team has ensured through various processes that this will not take place. The main process is by funneling everything through the school improvement plan. The school improvement plan is the key for any decision that is made at the academy. When the plan is written, members representing all stakeholders are present and look at the data from all of the resources available. The goals are then written based on the data; this does not stop at the goals. The strategies and resources and then organized around the goals in the school improvement plan. While not every resource can be granted in the school improvement plan based on the budget from the federal dollars; it is up to the stakeholders to review the goals and ensure that the goals will be met. The school improvement plan goals are reviewed throughout the school year and at the beginning and end of the school year presented to the school board on whether the goals were met or not met as well as actions plans for next steps.

VI. Challenges and Opportunities

- a. **If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the new authorization period?**
 - i. The largest challenge facing this new authorization period is the expansion to two site; while this occurred in this past authorization period the challenge is for now to create, develop and implement a uniform system between both campuses that families can view the programs as seamless
 1. Addressing this challenge
 - a. Having consistent messages to the community/stakeholders from both campuses
 - b. Monthly meetings between the administration team of both campuses
 - c. Shared administration staff between the campuses
 - d. Professional development together between the campuses
 2. Timeline for This Challenge to Be Met
 - a. Starting with the 2013-2014 school year the marketing team is meeting on a weekly basis with the stakeholders from both academies to ensure that parents see the same message communicated from both buildings
 - b. In addition to these meetings the school administration will continue the meetings that began in 2012-2013 to ensure consistency. In addition these meetings go beyond only the school administration to meetings with the school improvement plan and a uniform District School Improvement Plan
 - c. Starting with the 2013-2014 school year there are shared employees between both campuses for Business Managing, Student Data, and Parent Coordinator
 - d. Starting with the 2013-2014 school year staff from both campuses will participate in monthly Professional Learning Community meetings together
 - e. The shared resources and meeting times have been implemented in the school improvement plan as part of the District Plan.
 3. The Board of Directors will monitor the progress on this challenge during the monthly board reports as well as visits to the schools and attendance at meetings.
 4. It is the goal of the Board of Directors to have campuses functioning as one operating unit at the conclusion of the next reauthorization period. If this goal is met then all other goals will be met in the mission.
- b. **Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period**
 - i. During the past contractual period the Board of Directors has grown in both number and involvement at the campuses. The board's involvement has

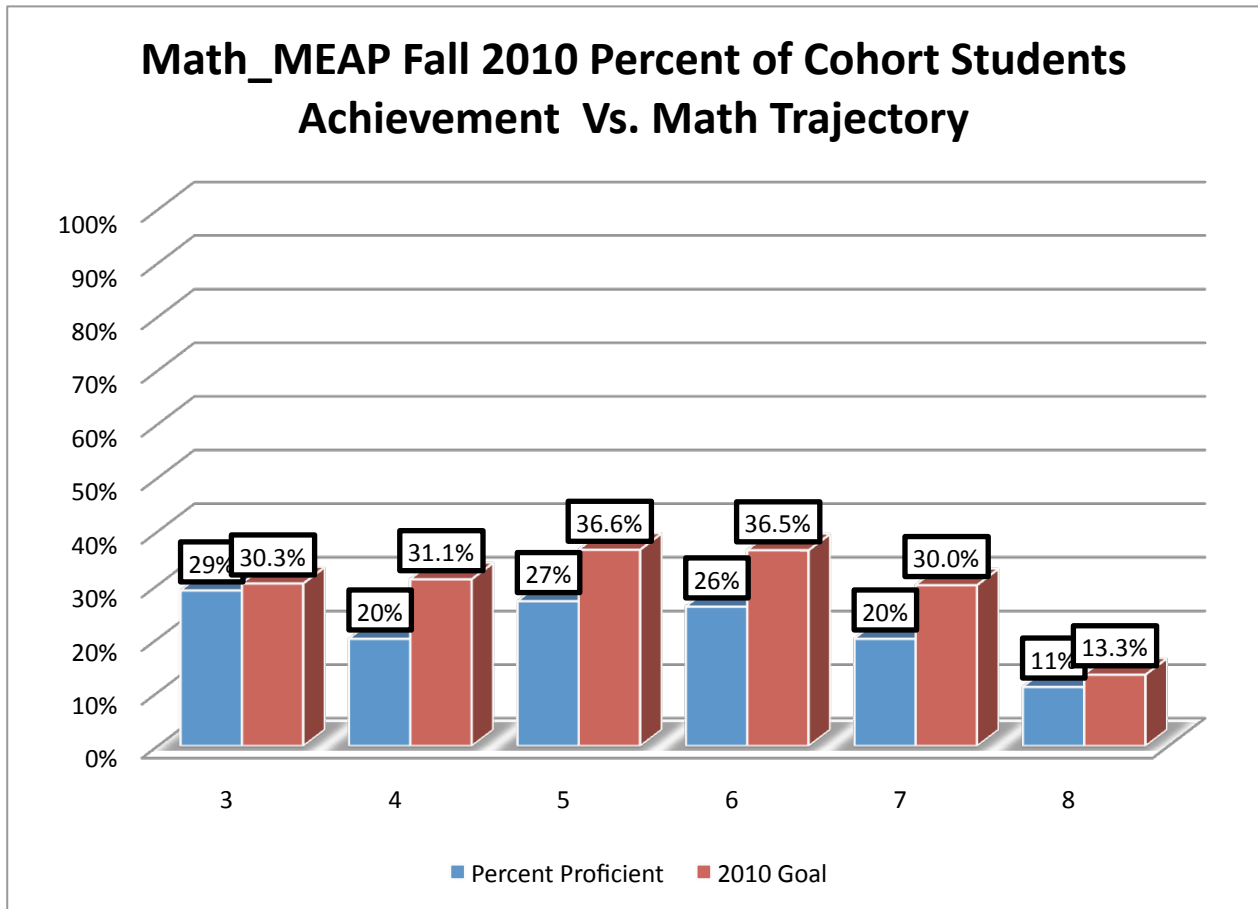
expanded from only attending board meetings five years ago to; attendance at campus events, meeting with community stakeholders, and helping with marketing campaigns. The board has become an integral part of the Bridge Academy Family and will continue their involvement over the next authorization period.

Data Attachments

2008- 2013

2010 Data Analysis

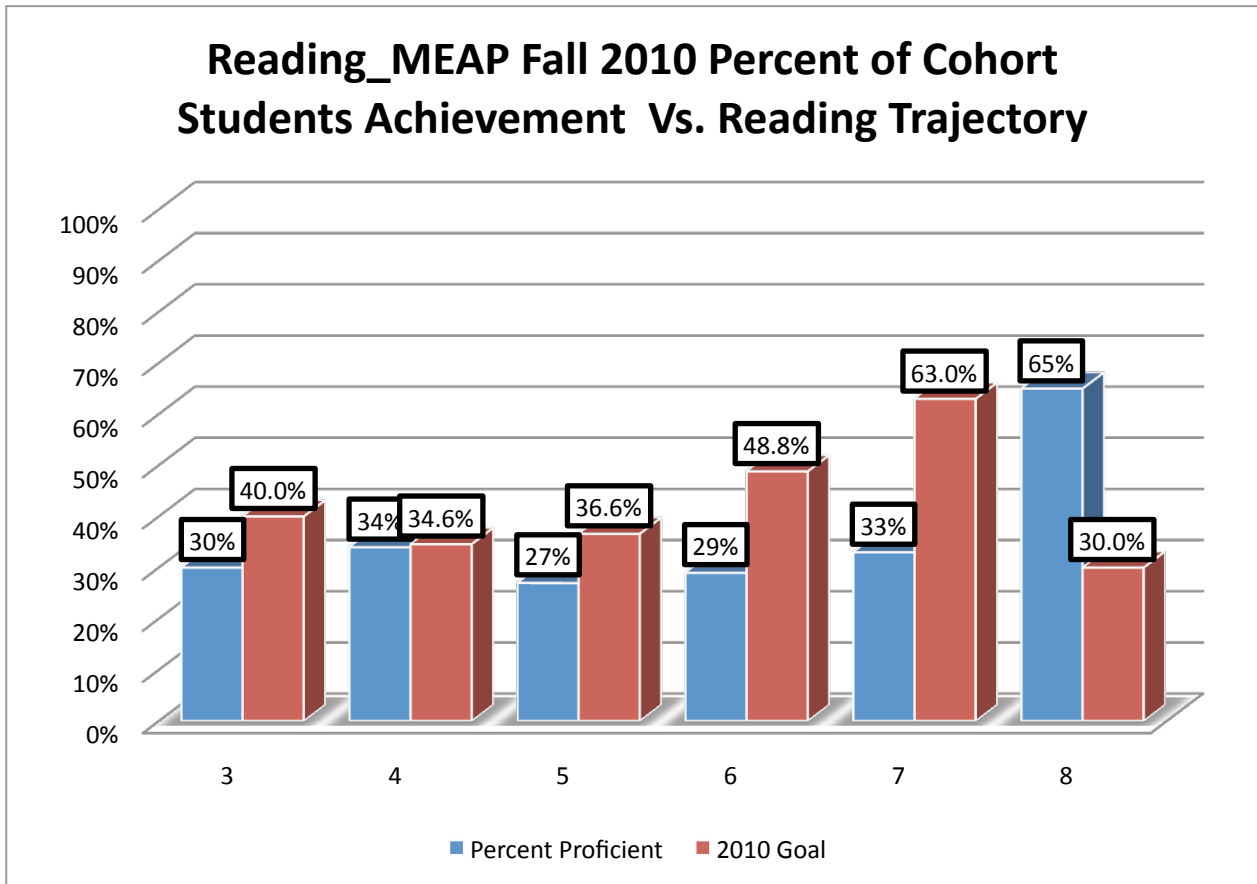
MEAP Fall 2010



	Percent Proficient	2010 Goal	Above/Below Goal
3	29%	30.3%	-1.3%
4	20%	31.1%	-11.1%
5	27%	36.6%	-9.6%
6	26%	36.5%	-10.5%
7	20%	30.0%	-10.0%
8	11%	13.3%	-2.3%

As reflected in Figure 1, Bridge Academy did not achieve the math goal for the MEAP trajectory established by FSU-CSO in 2010.

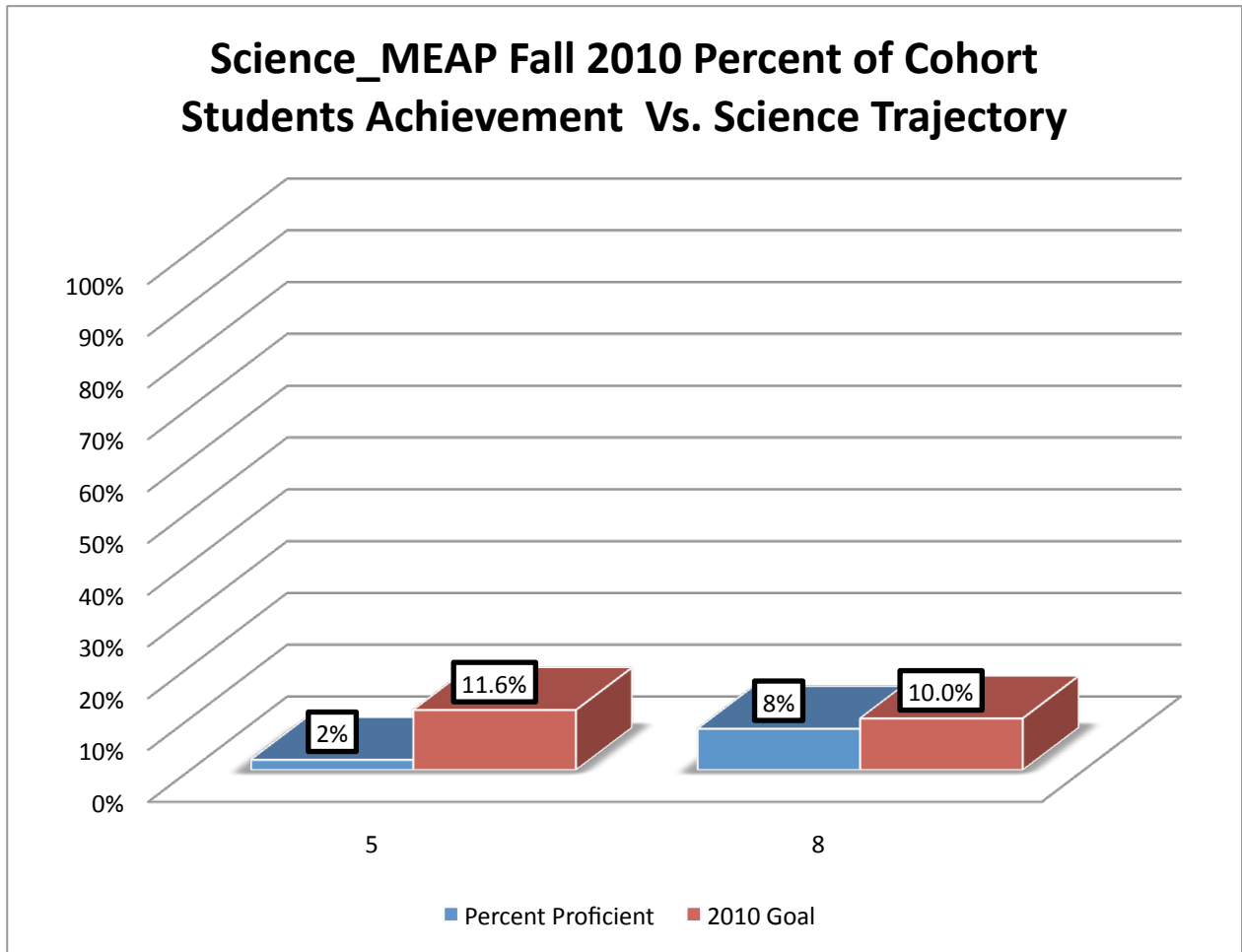
Figure 2



	Percent Proficient	2010 Goal	Above/Below Goal
3	30%	40.0%	-10.0%
4	34%	34.6%	-0.6%
5	27%	36.6%	-9.6%
6	29%	48.8%	-19.8%
7	33%	63.0%	-30.0%
8	65%	30.0%	35.0%

As reflected in Figure 2, 8th grade students at Bridge Academy significantly exceeded the reading goal for MEAP growth trajectory established by FSU-CSO. The fourth grade students were also only 0.6% away from meeting the reading FSU goal. All other grades did not meet the reading goal for MEAP growth trajectory established by FSU-CSO in 2010.

Figure 3

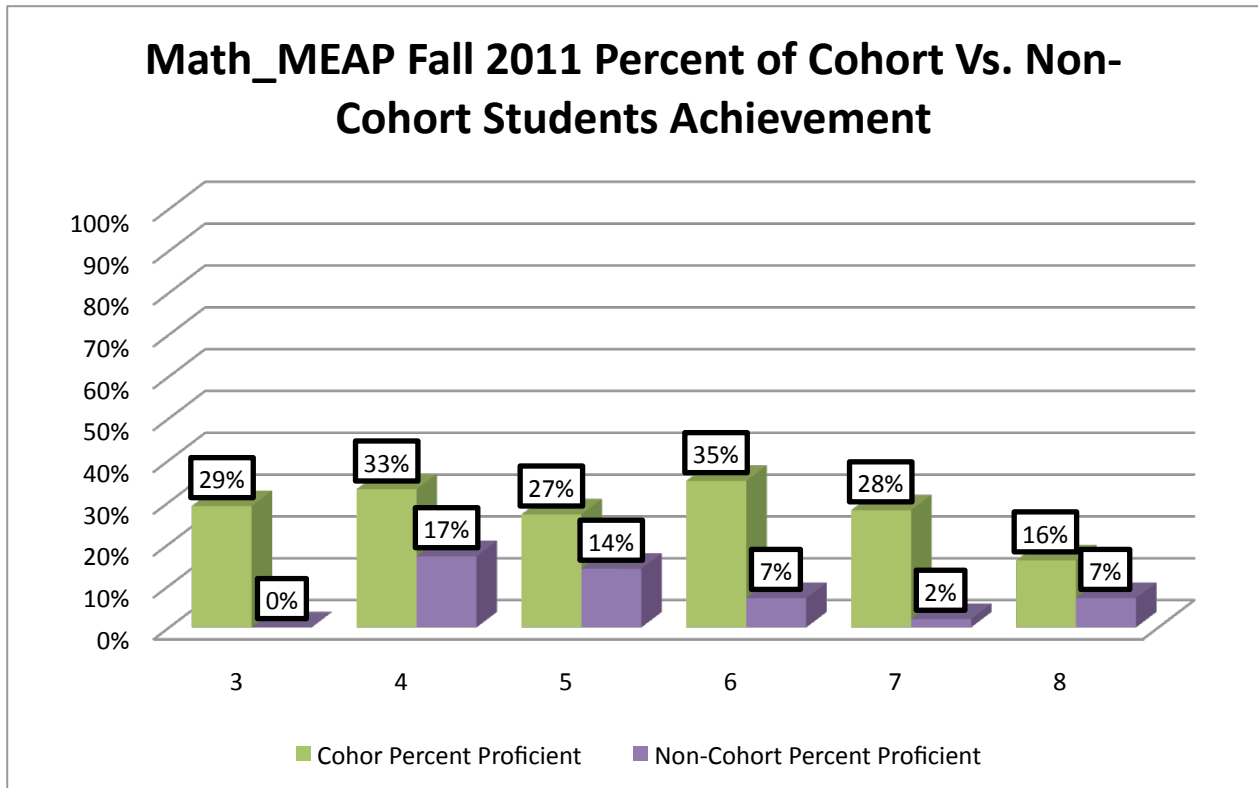


	Percent Proficient	2010 Goal	Above/Below Goal
5	2%	11.6%	-9.6%
8	8%	10.0%	-2.0%

As reflected in Figure 3, Bridge Academy did not achieve the Science goal for MEAP growth trajectory established by FSU-CSO.

Figure 4

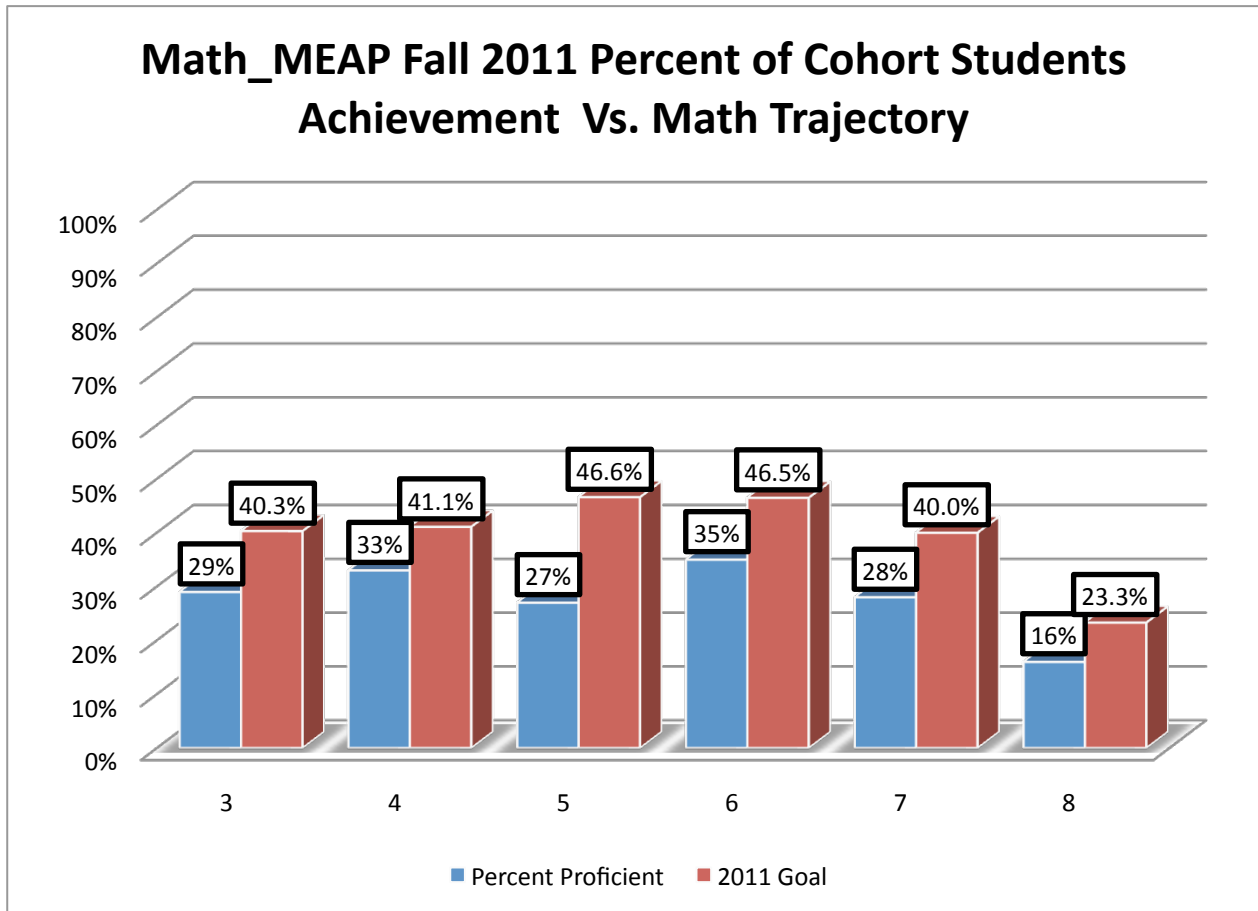
MEAP Fall 2011



	Cohort		Non-Cohort	
	Students Numbers	Percent Proficient	Students Number	Percent Proficient
3	62	29%	12	0%
4	55	33%	12	17%
5	59	27%	7	14%
6	55	35%	28	7%
7	60	28%	44	2%
8	37	16%	67	7%

As reflected in Figure 4, the cohort students at Bridge Academy performed better than the non-Cohort students in all grades on the Math MEAP test in 2011.

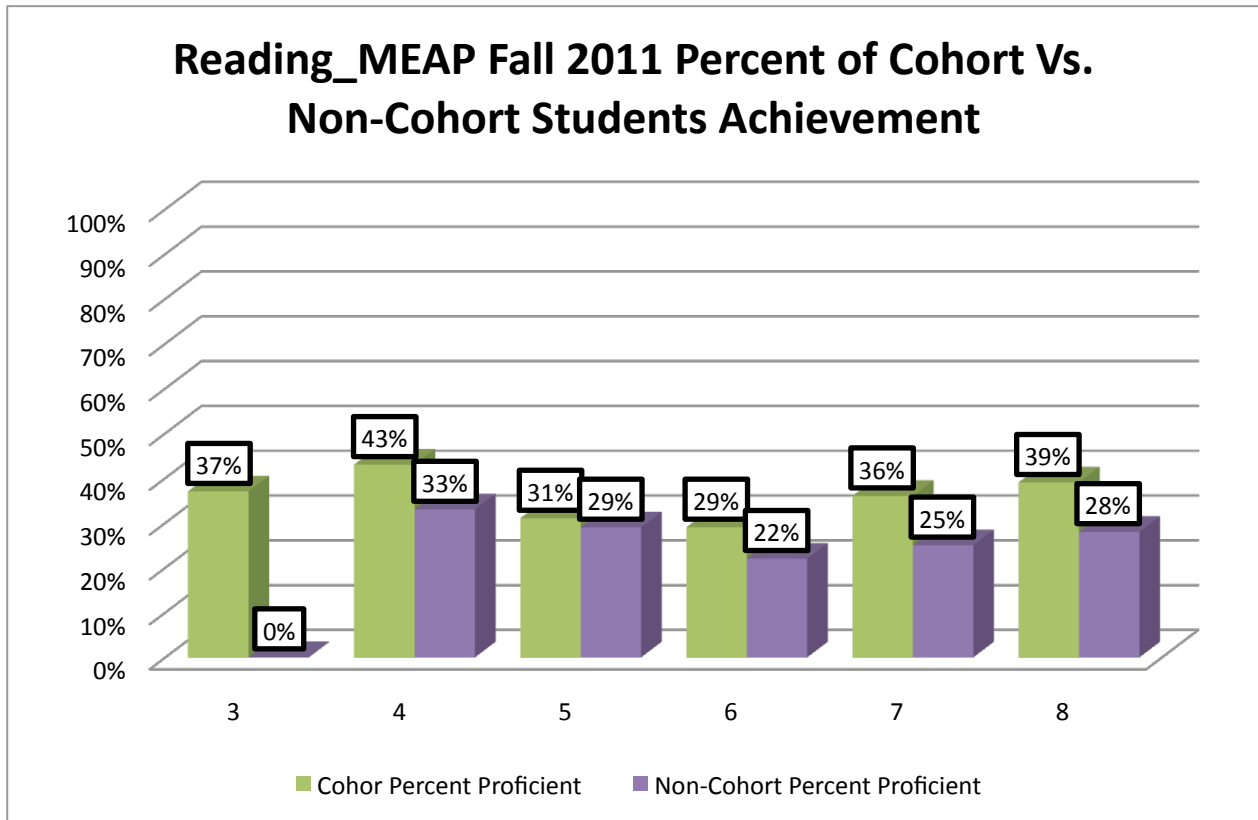
Figure 5



	Percent Proficient	2011 Goal	Above/Below Goal
3	29%	40.3%	-11.3%
4	33%	41.1%	-8.1%
5	27%	46.6%	-19.6%
6	35%	46.5%	-11.5%
7	28%	40.0%	-12.0%
8	16%	23.3%	-7.3%

As reflected in Figure 5, Bridge Academy did not achieve the math goal for the MEAP trajectory established by FSU-CSO in 2011.

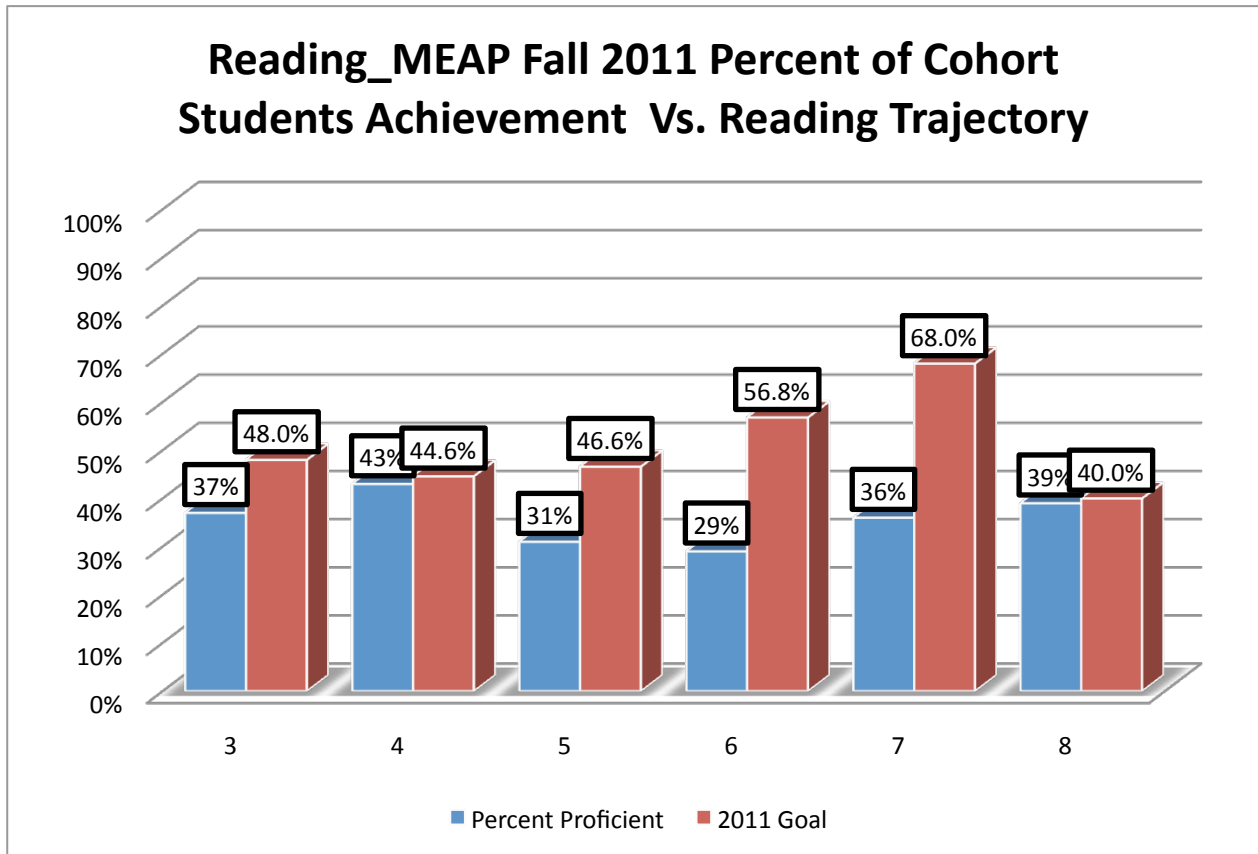
Figure 6



	Cohort		Non-Cohort	
	Students Numbers	Percent Proficient	Students Number	Percent Proficient
3	62	37%	12	0%
4	55	43%	12	33%
5	59	31%	7	29%
6	55	29%	28	22%
7	60	36%	44	25%
8	37	39%	67	28%

As reflected in Figure 6, the cohort students at Bridge Academy performed better than the non-cohort students in all grades in the Reading portion of the MEAP in 2011.

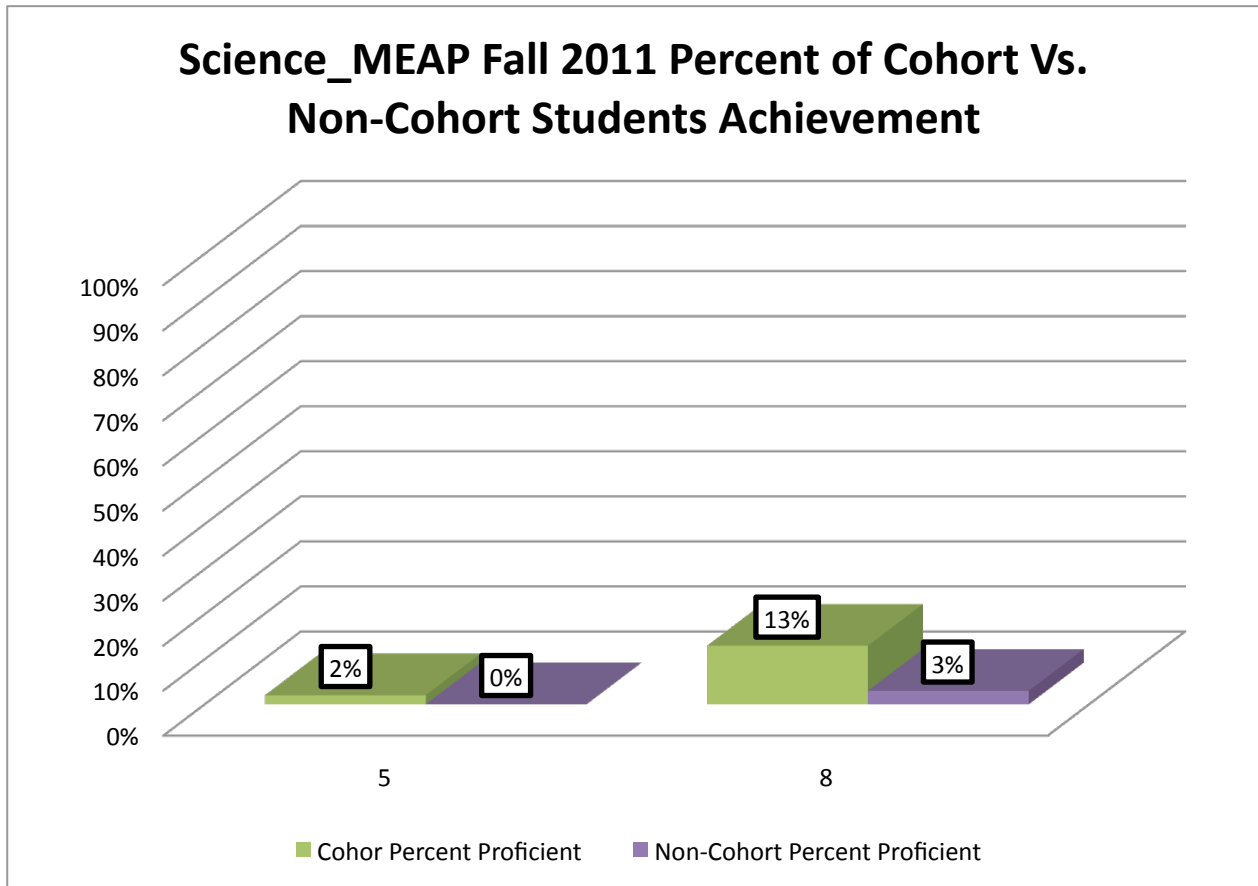
Figure 7



	Percent Proficient	2011 Goal	Above/Below Goal
3	37%	48.0%	-11.0%
4	43%	44.6%	-1.6%
5	31%	46.6%	-15.6%
6	29%	56.8%	-27.8%
7	36%	68.0%	-32.0%
8	39%	40.0%	-1.0%

As reflected in Figure 7, Bridge Academy did not achieve the Reading goal for MEAP growth trajectory established by FSU-CSO in 2011. However, the 8th grade was only 1% away from meeting the goal.

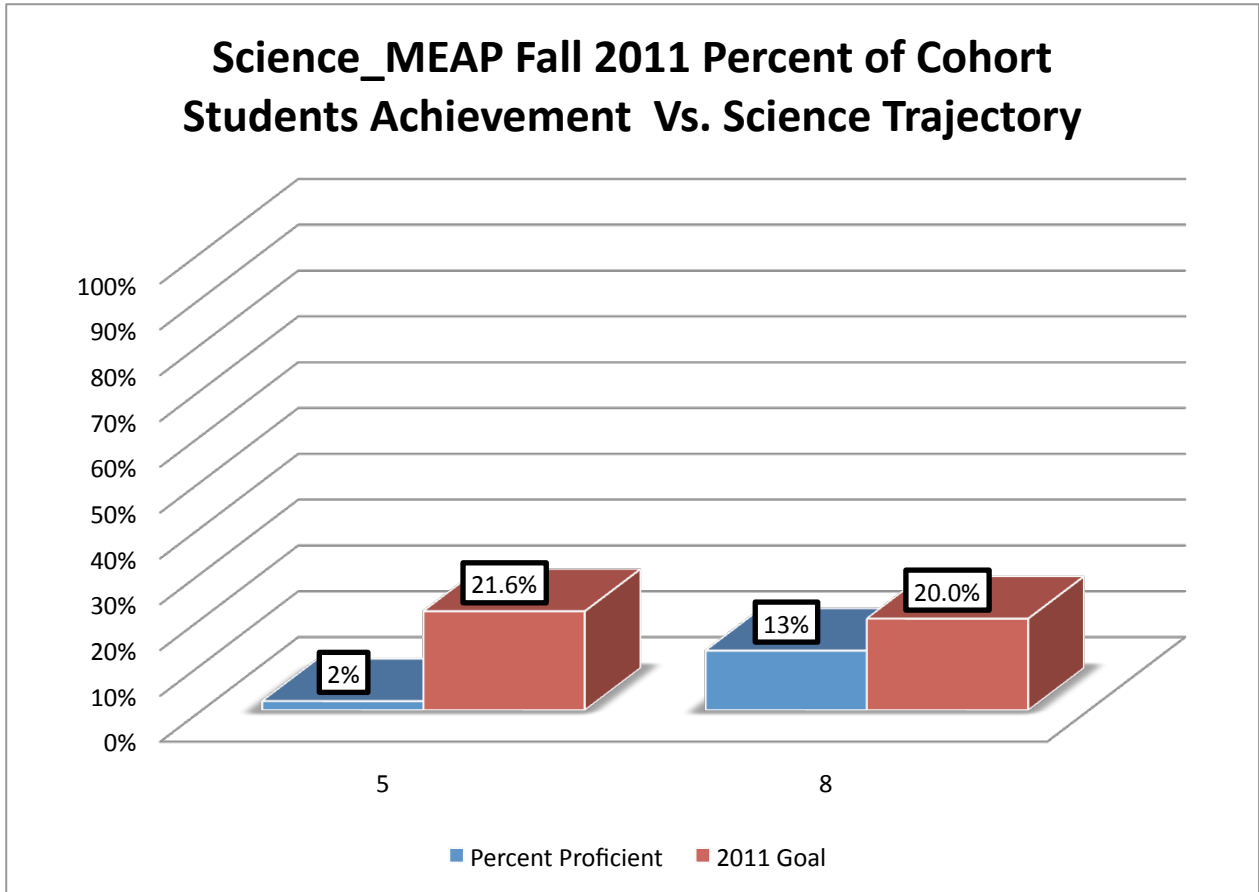
Figure 8



	Cohort		Non-Cohort	
	Students Numbers	Percent Proficient	Students Number	Percent Proficient
5	59	2%	7	0%
8	37	13%	67	3%

As reflected in Figure 8, the cohort students at Bridge Academy performed better than the non-cohort students on the Science MEAP in 2011.

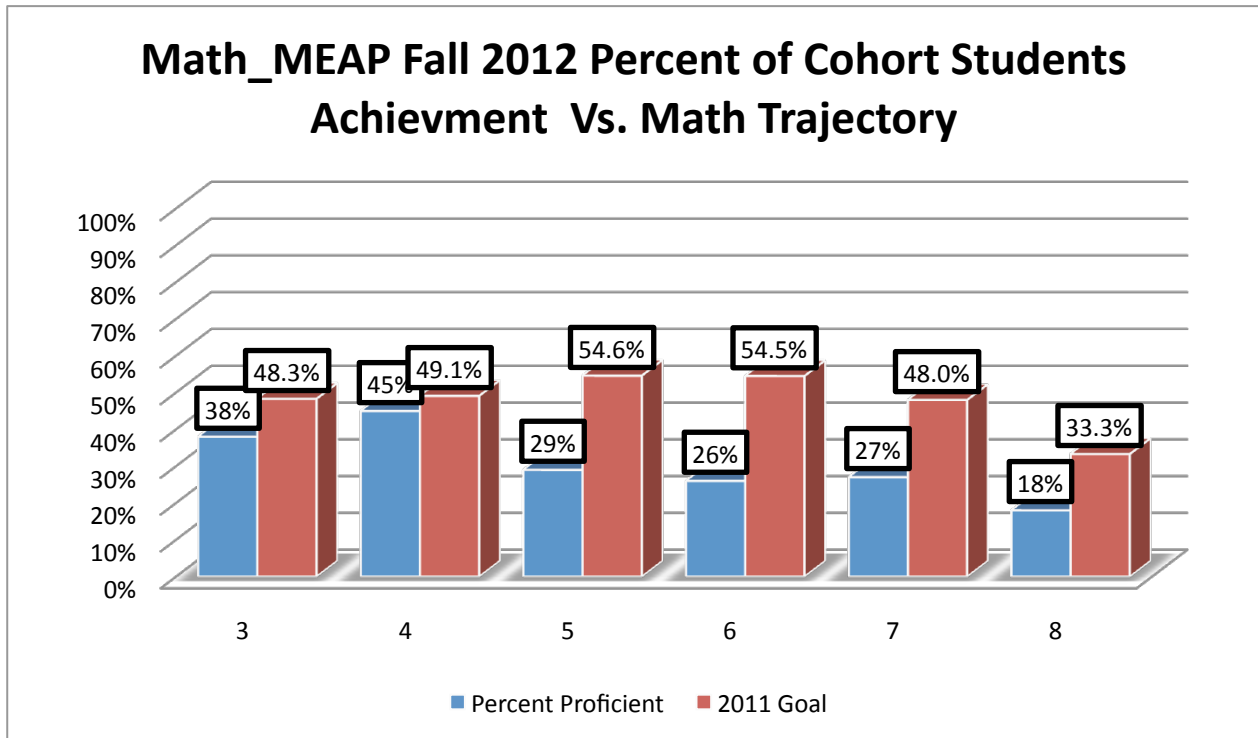
Figure 9



	Percent Proficient	2011 Goal	Above/Below Goal
5	2%	21.6%	-19.6%
8	13%	20.0%	-7.0%

As reflected in Figure 9, Bridge Academy did not achieve the Science goal for MEAP growth trajectory established by FSU-CSO in 2011.

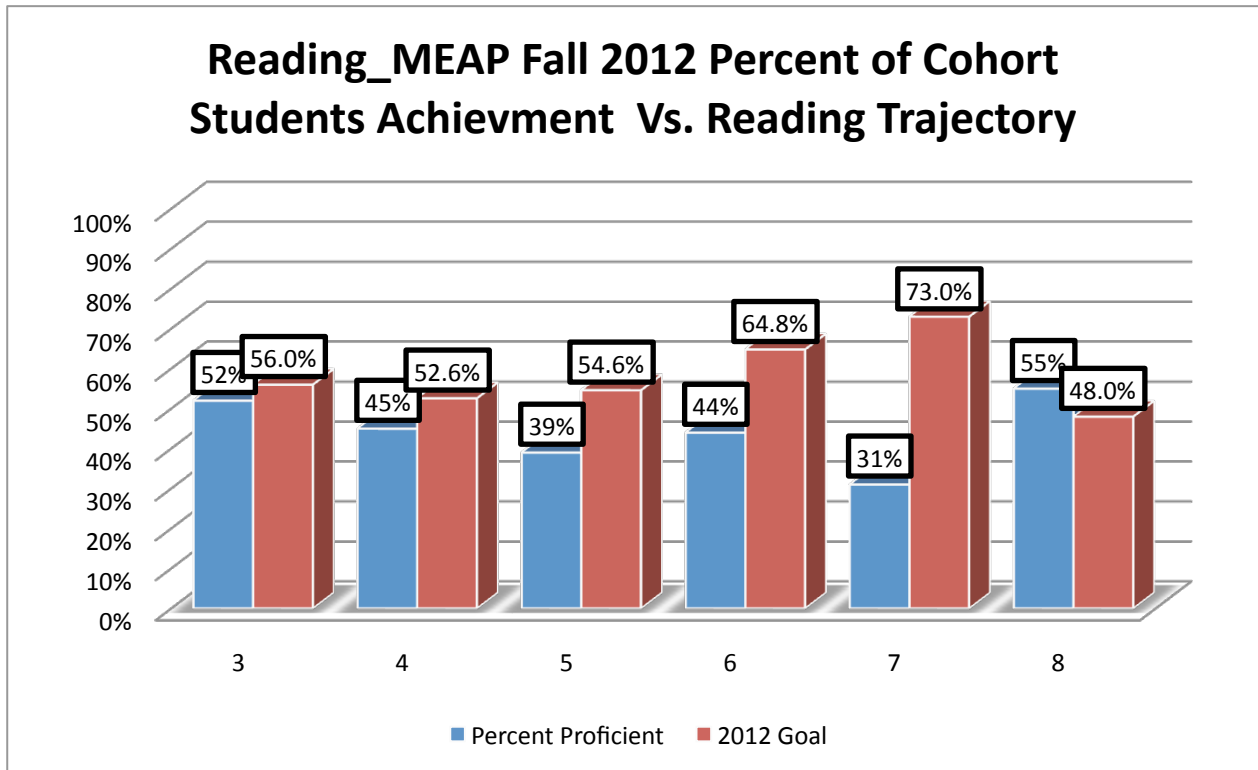
Figure 10



	Percent Proficient	2012 Goal	Above/Below Goal
3	38%	48.3%	-10.3%
4	45%	49.1%	-4.1%
5	29%	54.6%	-25.6%
6	26%	54.5%	-28.5%
7	27%	48.0%	-21.0%
8	18%	33.3%	-15.3%

As reflected in Figure 10, Bridge Academy did not achieve the Math goal for MEAP growth trajectory established by FSU-CSO in 2012.

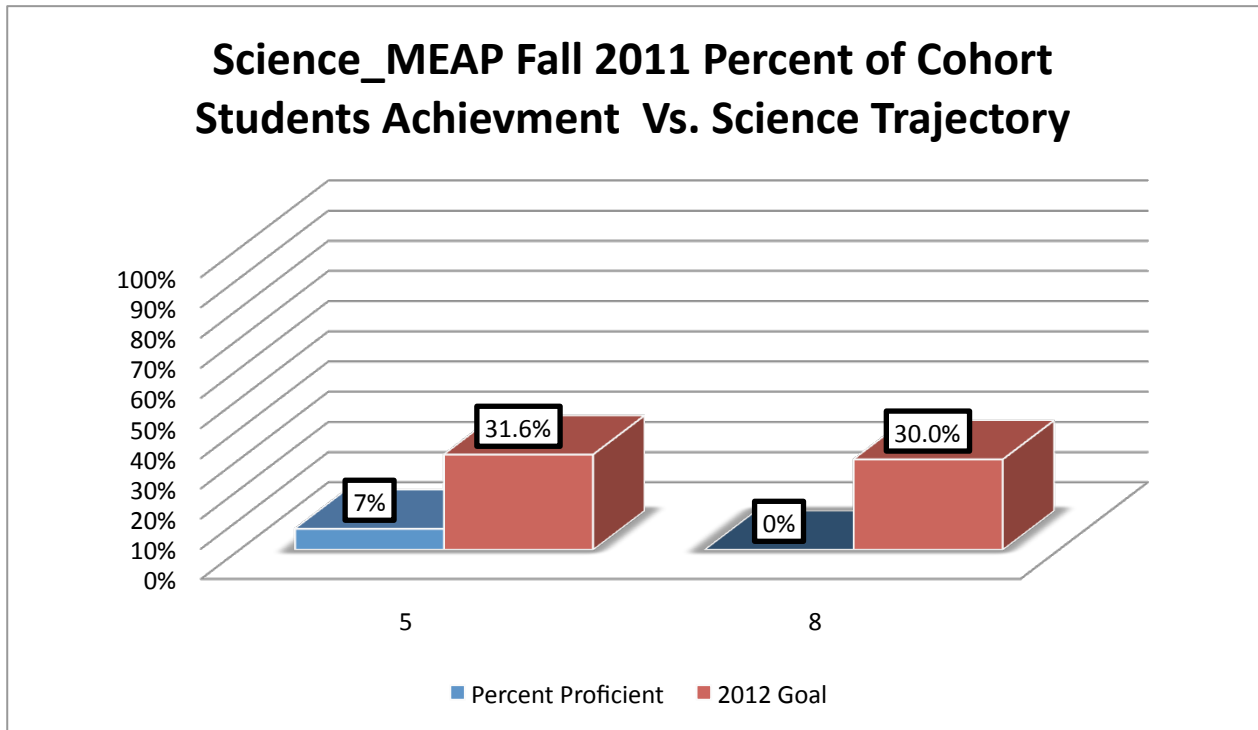
Figure 11



	Percent Proficient	2012 Goal	Above/Below Goal
3	52%	56.0%	-4.0%
4	45%	52.6%	-7.6%
5	39%	54.6%	-15.6%
6	44%	64.8%	-20.8%
7	31%	73.0%	-42.0%
8	55%	48.0%	7.0%

As reflected in Figure 11, Bridge Academy 8th grade students did achieve the Reading goal for MEAP growth trajectory established by FSU-CSO in 2012. All other grades did not achieve the Reading goal for MEAP growth trajectory established by FSU-CSO in 2012.

Figure 12



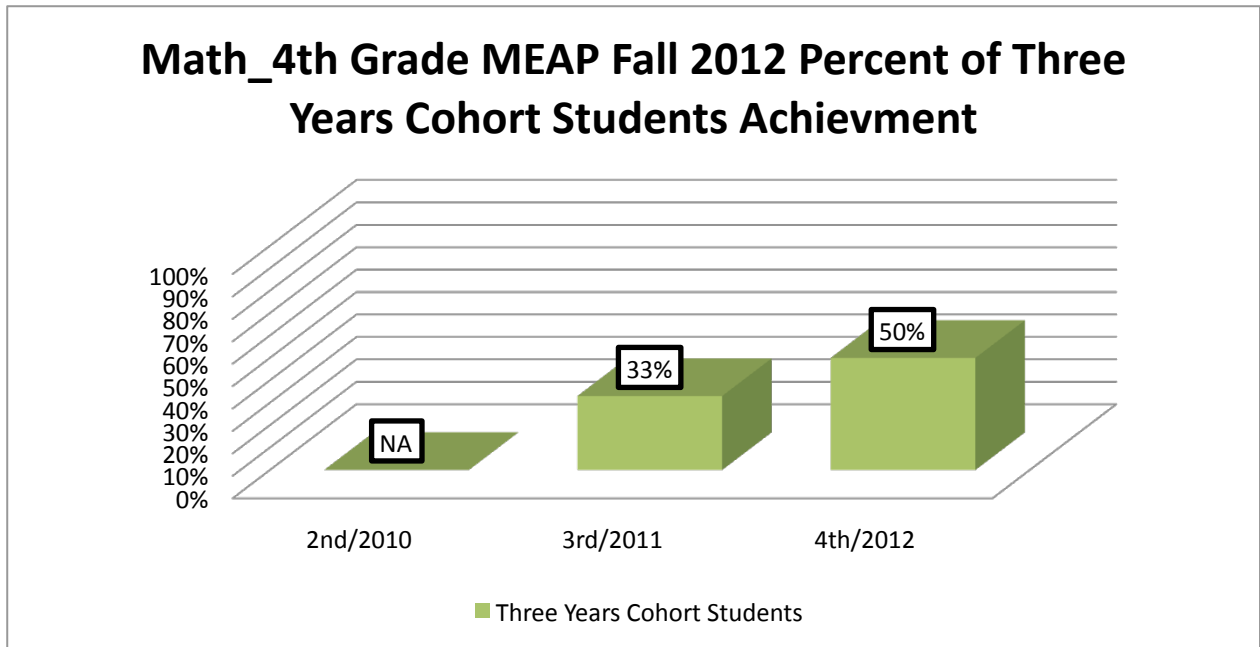
	Percent Proficient	2012 Goal	Above/Below Goal
5	7%	31.6%	-24.6%
8	0%	30.0%	-30.0%

As reflected in Figure 12, Bridge Academy did not achieve the Science goal for MEAP growth trajectory established by FSU-CSO in 2012.

Figure 13

Three Years Cohort Students

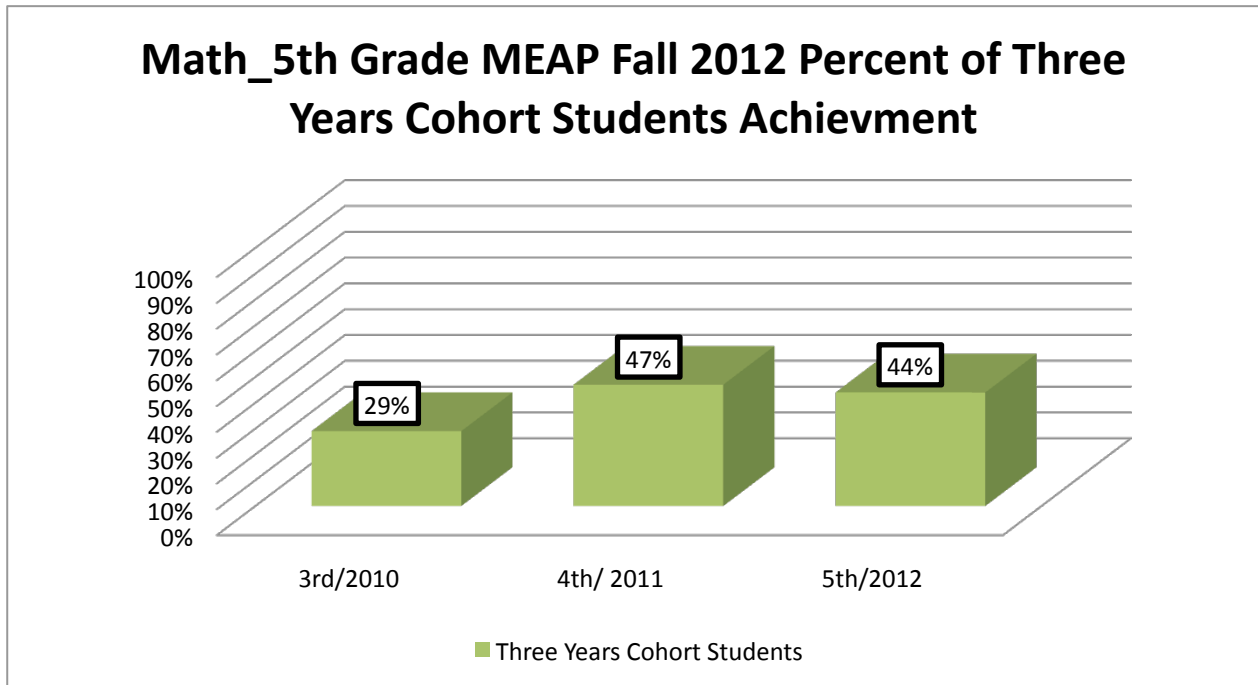
Math



Three Years Cohort Students		
	Students Numbers	Percent Proficient
2nd/2010	48	NA
3rd/2011	48	33%
4th/2012	48	50%

As reflected in Figure 13, although it is only a two year comparison, Bridge Academy 4th grade 2012 MEAP cohort has shown significant improvement in achievement in Math.

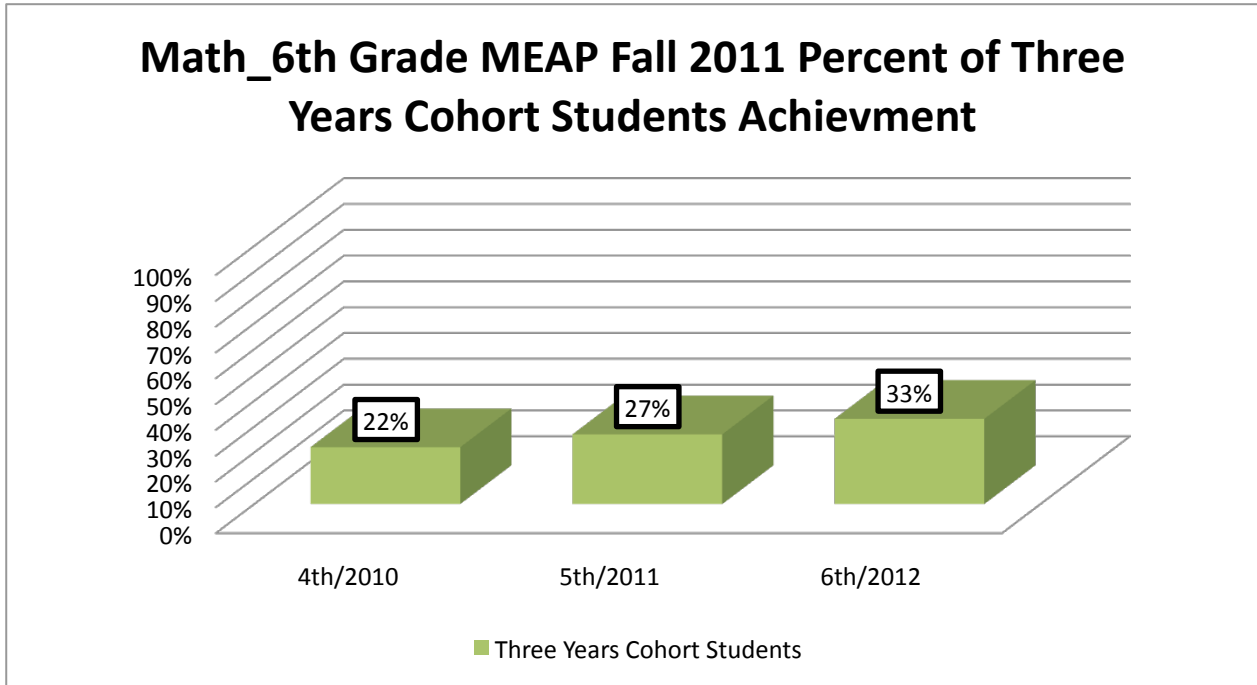
Figure 14



	Three Years Cohort Students	
	Students Numbers	Percent Proficient
3rd/2010	34	29%
4th/ 2011	34	47%
5th/2012	34	44%

As reflected in Figure 14, the three-year cohort 5th grade showed significant improvement in MEAP Math from 2010 to 2011, but did have a slight decline in 2012.

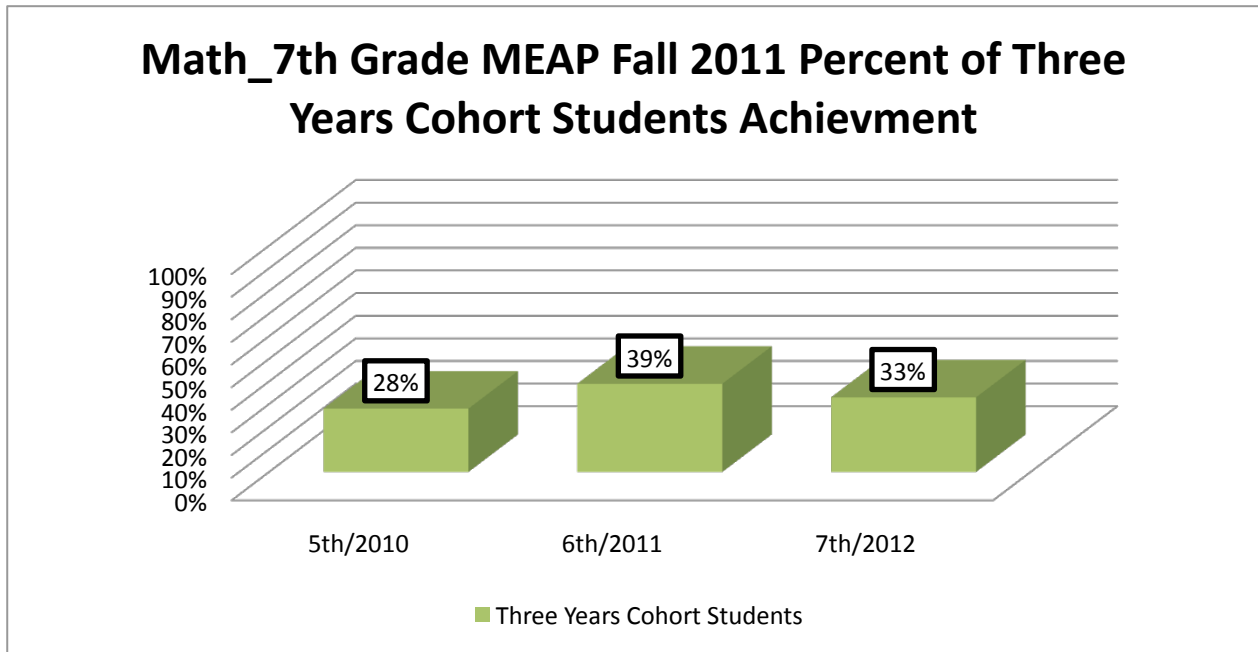
Figure 15



	Three Years Cohort Students	
	Students Numbers	Percent Proficient
4th/2010	37	22%
5th/2011	37	27%
6th/2012	37	33%

As reflected in Figure 15, the three year cohort 6th grade has shown improvement in achievement in Math for the last three years from 2012.

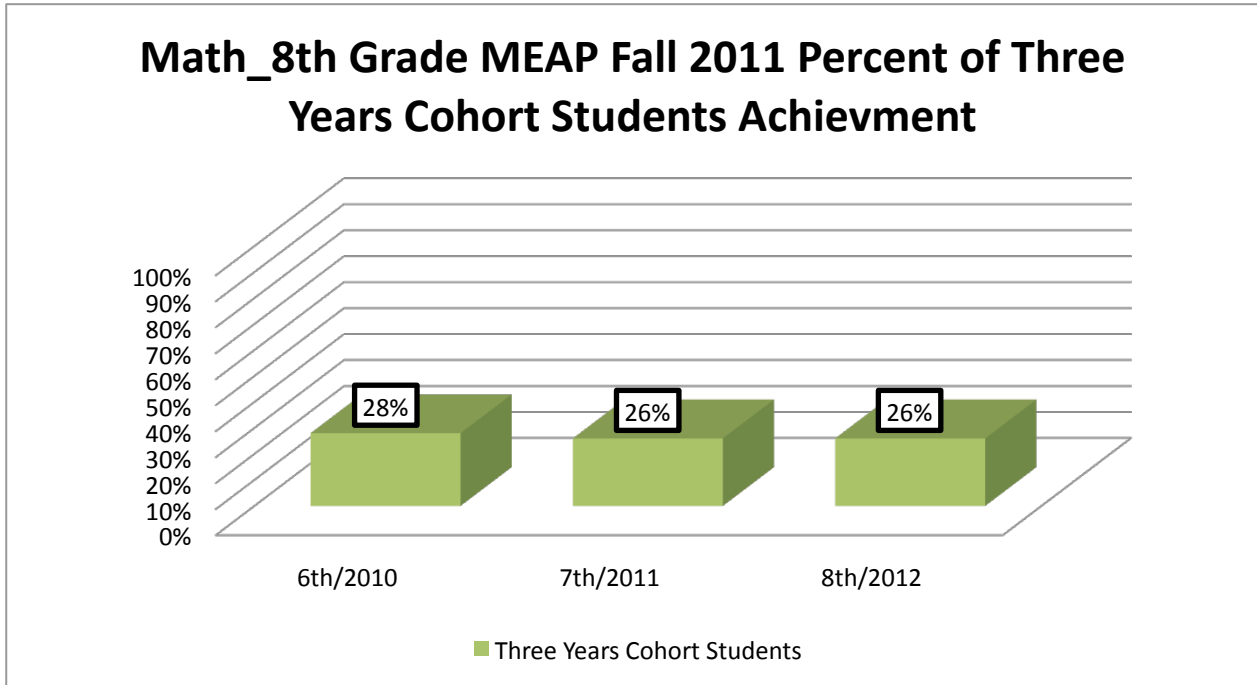
Figure 16



	Three Years Cohort Students	
	Students Numbers	Percent Proficient
5th/2010	36	28%
6th/2011	36	39%
7th/2012	36	33%

As reflected in Figure 16, the three year cohort 7th grade showed significant improvement in achievement in Math from 2010 to 2011, but did have a slight decline in 2012.

Figure 17



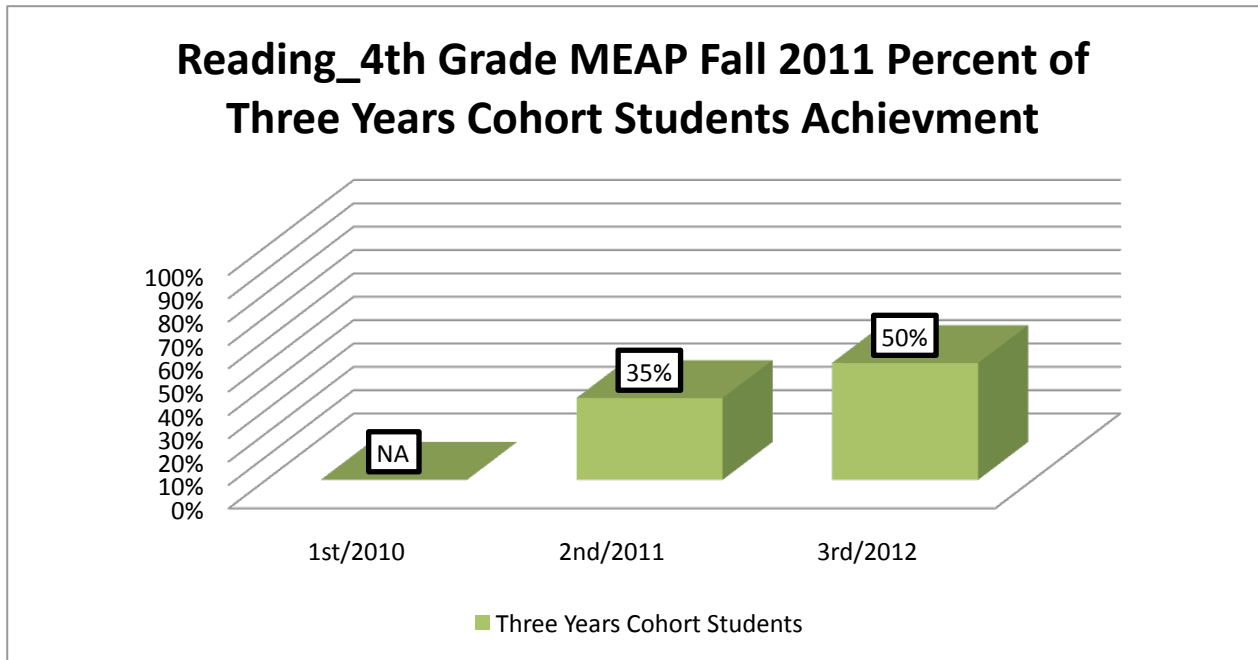
	Three Years Cohort Students	
	Students Numbers	Percent Proficient
6th/2010	58	28%
7th/2011	58	26%
8th/2012	58	26%

As reflected in Figure 17, the three-year cohort 8th grade declined in Math achievement from 2010 to 2011 and maintained from 2011 to 2012.

Figure 18

Three Years Cohort Students

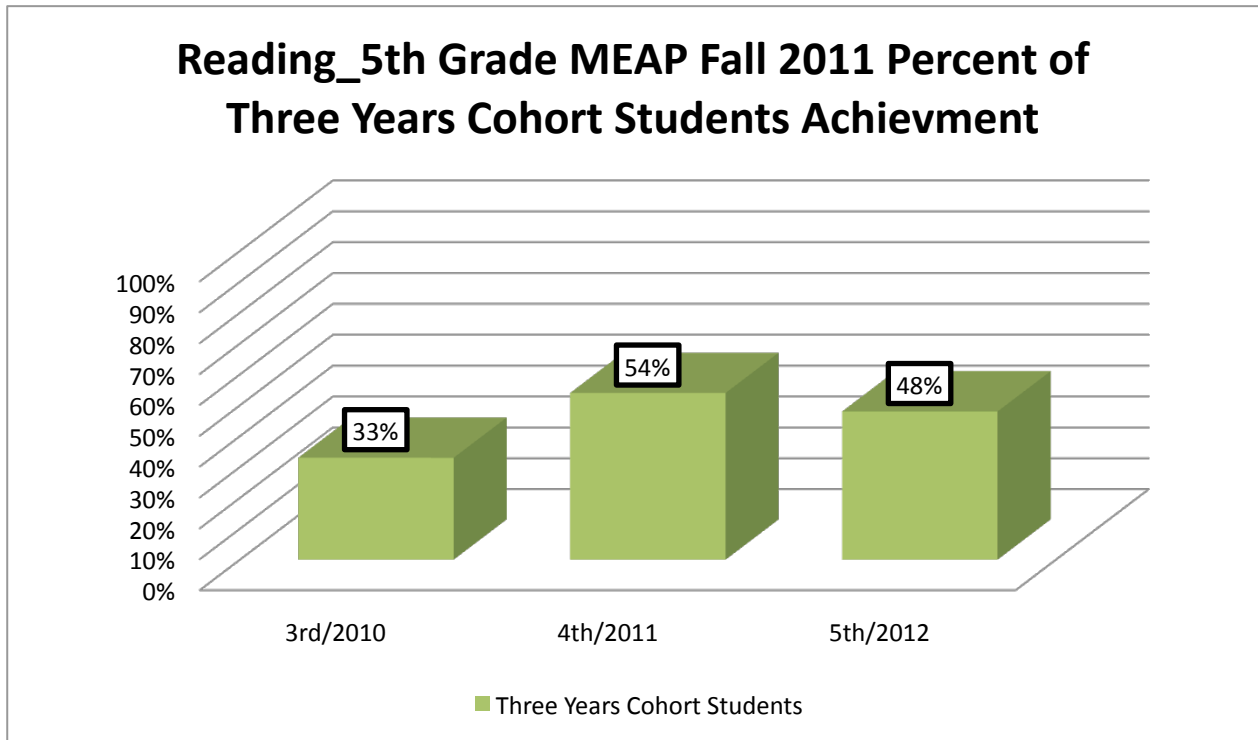
Reading



	Three Years Cohort Students	
	Students Numbers	Percent Proficient
1st/2010	48	NA
2nd/2011	48	35%
3rd/2012	48	50%

As reflected in Figure 18, although it is only a two year comparison, Bridge Academy 4th grade 2012 MEAP cohort has shown significant improvement in achievement in Reading.

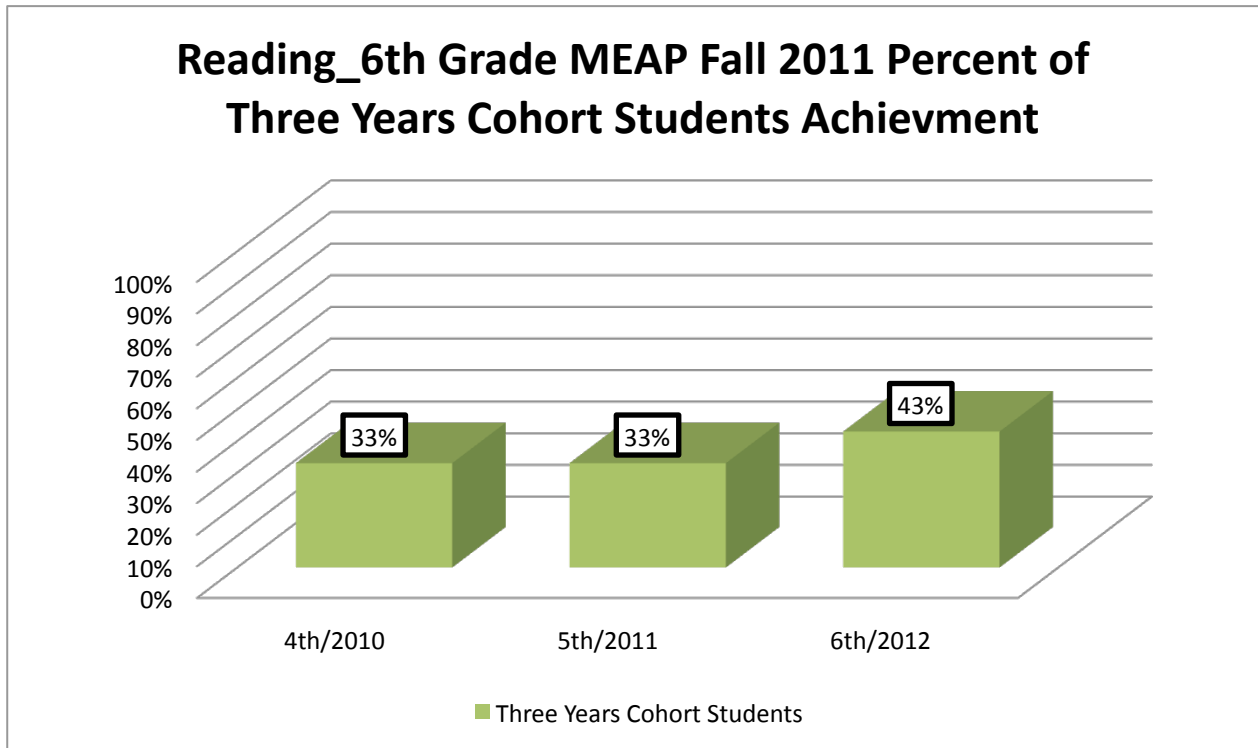
Figure 19



	Three Years Cohort Students	
	Students Numbers	Percent Proficient
3rd/2010	33	33%
4th/2011	33	54%
5th/2012	33	48%

As reflected in Figure 19, the three-year cohort 5th grade showed significant improvement in Reading from 2010 to 2011, but did have a slight decline in 2012.

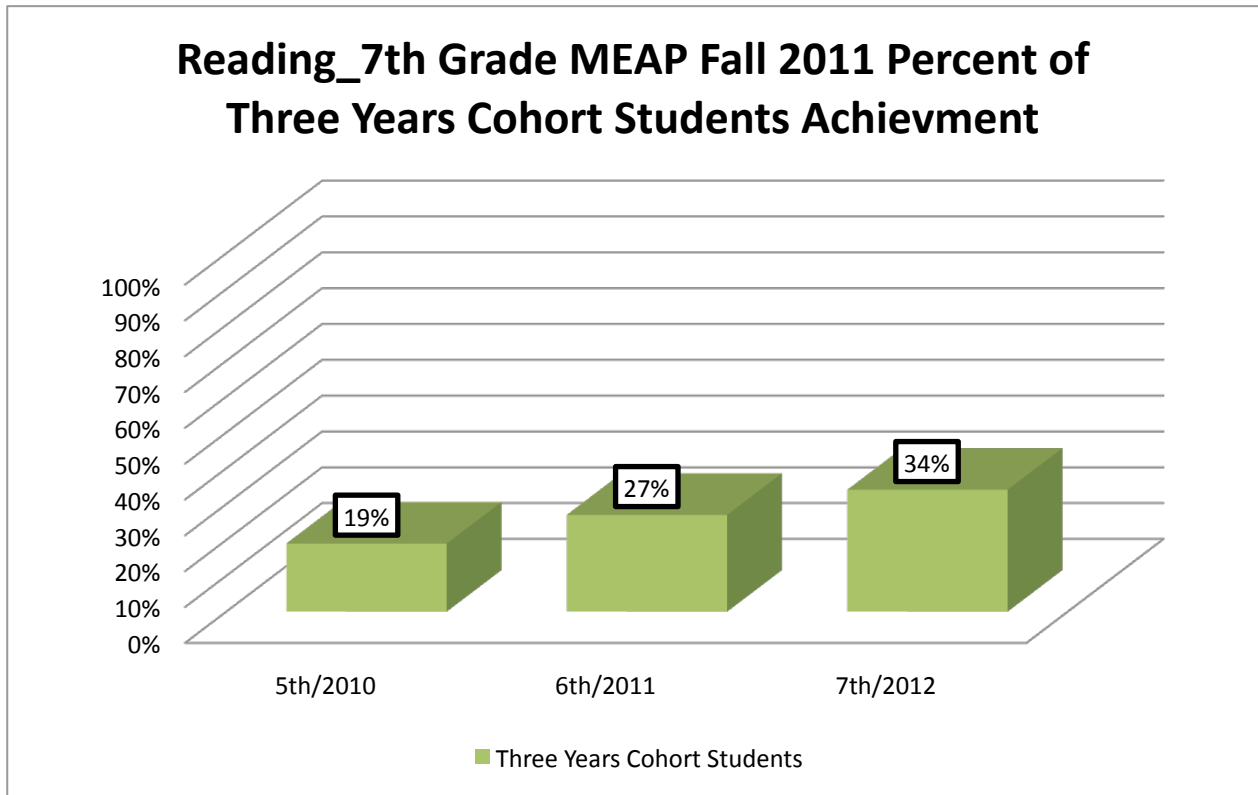
Figure 20



	Three Years Cohort Students	
	Students Numbers	Percent Proficient
4th/2010	37	33%
5th/2011	37	33%
6th/2012	37	43%

As reflected in Figure 20, the three-year cohort 6th grade maintained achievement in Reading; then showed significant improvement from 2011 to 2012.

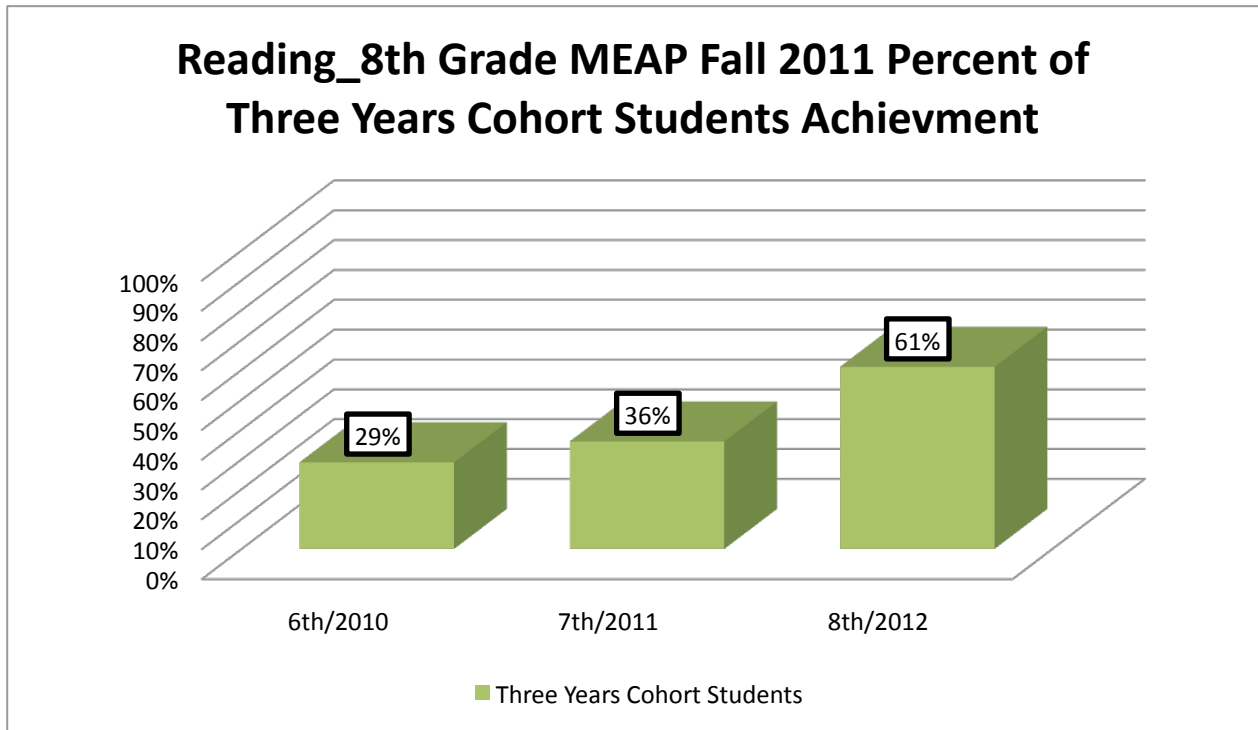
Figure 21



	Three Years Cohort Students	
	Students Numbers	Percent Proficient
5th/2010	36	19%
6th/2011	36	27%
7th/2012	36	34%

As reflected in Figure 21, the three-year cohort 7th grade showed improvement in Reading from 2010-2012.

Figure 22

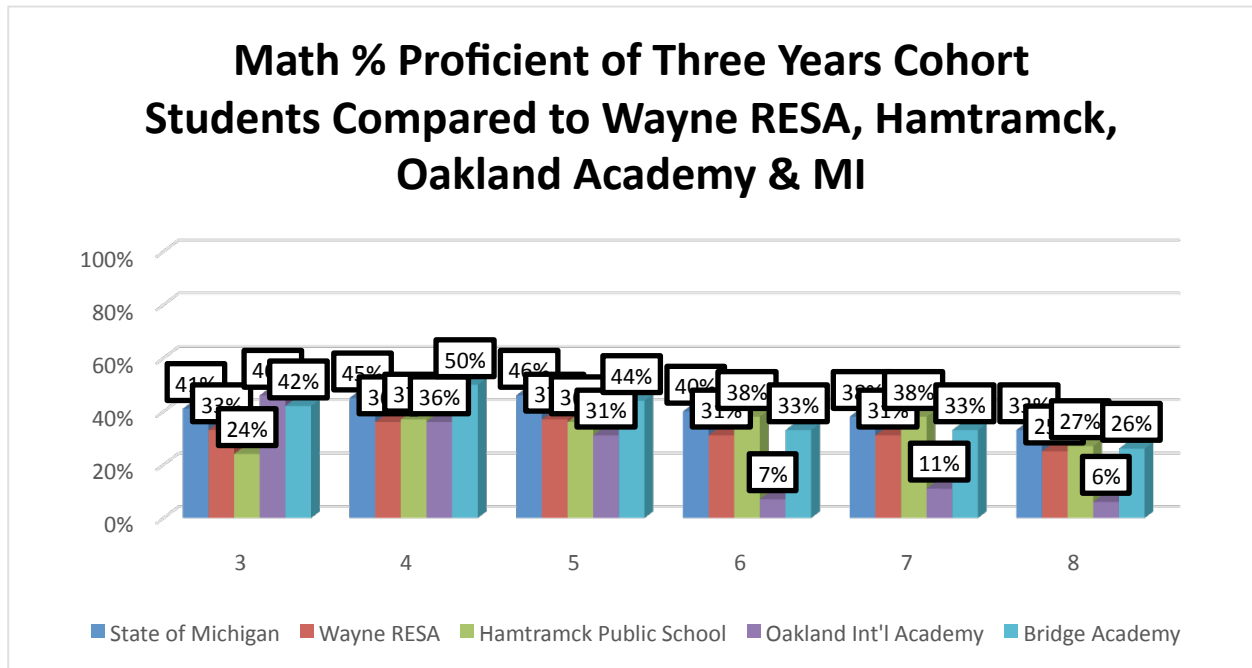


	Three Years Cohort Students	
	Students Numbers	Percent Proficient
6th/2010	57	29%
7th/2011	57	36%
8th/2012	57	61%

As reflected in Figure 21, the three-year cohort 8th grade showed significant improvement in Reading from 2010-2012.

Figure 23

Three Years Cohort Students Compared to State of Michigan, Wayne RESA,



Hamtramck Public School, and Oakland International Academy

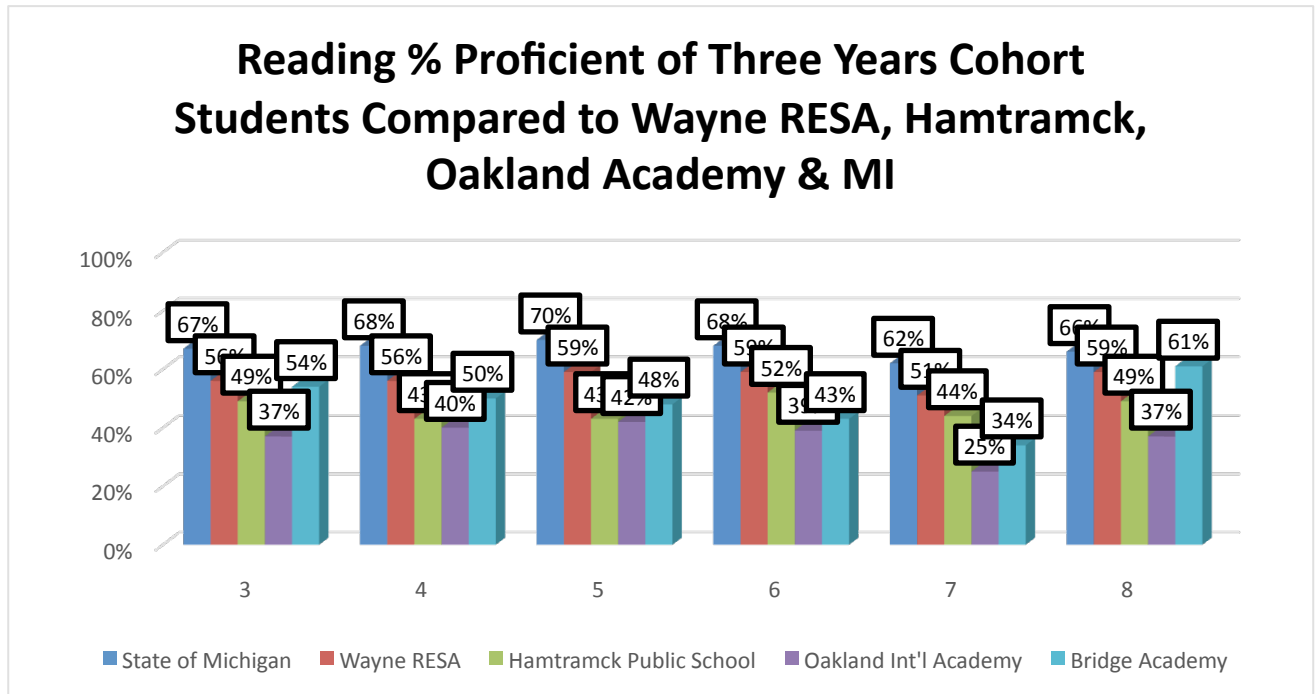
MEAP Math 2012

Grade	State of Michigan	Wayne RESA	Hamtramck Public School	Oakland Int'l Academy	Bridge Ac
3	41%	33%	24%	46%	42%
4	45%	36%	37%	36%	50%
5	46%	37%	36%	31%	44%
6	40%	31%	38%	7%	33%
7	38%	31%	38%	11%	33%
8	33%	25%	27%	6%	26%

As reflected in Figure 23, for the 2012 MEAP Bridge Academy exceeded the state averages for Math in 3rd and 4th grades and fell below the state averages for all other grades. Bridge Academy did better than the Hamtramck Public schools in Math for grades 3, 4, and 5 and below Hamtramck Public schools in grades 6, 7,

and 8. When comparing Bridge Academy with another PSA which is also located in Hamtramck, Bridge Academy did better than Oakland International Academy in all grades except in 3rd grade. Bridge Academy exceeded Wayne RESA averages, the local county, in all grades.

Figure 24



Reading

Grade	State of Michigan	Wayne RESA	Hamtramck Public School	Oakland Int'l Academy	Bridge Academy
3	67%	56%	49%	37%	54%
4	68%	56%	43%	40%	50%
5	70%	59%	43%	42%	48%
6	68%	59%	52%	39%	43%
7	62%	51%	44%	25%	34%
8	66%	59%	49%	37%	61%

As reflected in Figure 24, for the 2012 MEAP Bridge Academy fell below the state averages for all grades in Reading. Bridge Academy did better than the Hamtramck Public schools in Reading for grades 3, 4, 5, and 8 and below

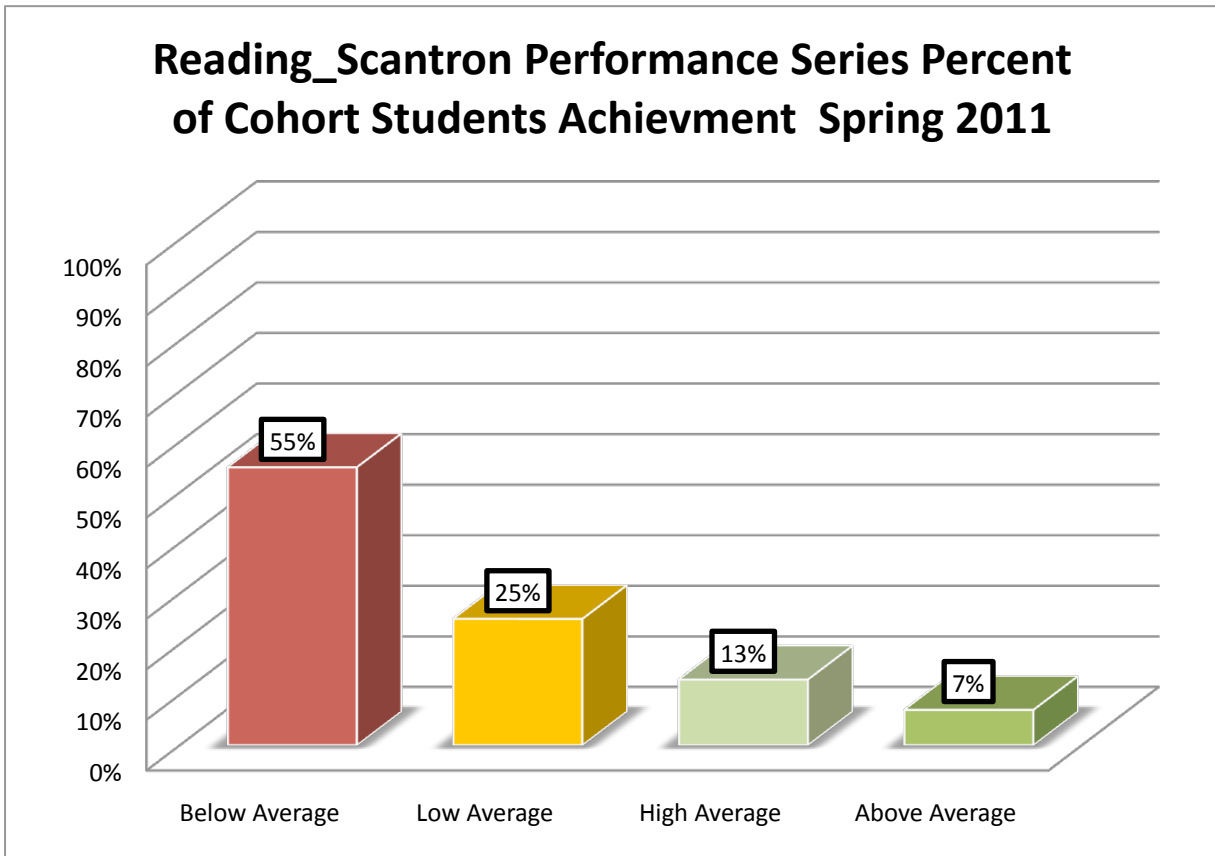
Hamtramck Public schools in grades 6 and 7. When comparing Bridge Academy with another PSA which is also located in Hamtramck, Bridge Academy did better than Oakland International Academy in all grades in Reading. Bridge Academy fell below Wayne RESA averages except in 8th grade.

Scantron Performance Series Data

Scantron Performance Series Value Added Achievement Goal: The Academy will improve student achievement in accordance with the Ferris State University Charter Schools Office 3-year Cohort Value-Added Achievement Trajectory in the core subjects of Reading, Language Arts, and Mathematics as reported on the Scantron Performance Series norm-referenced assessment. The percent of cohort students at or above grade level will meet or exceed the CSO established trajectory.

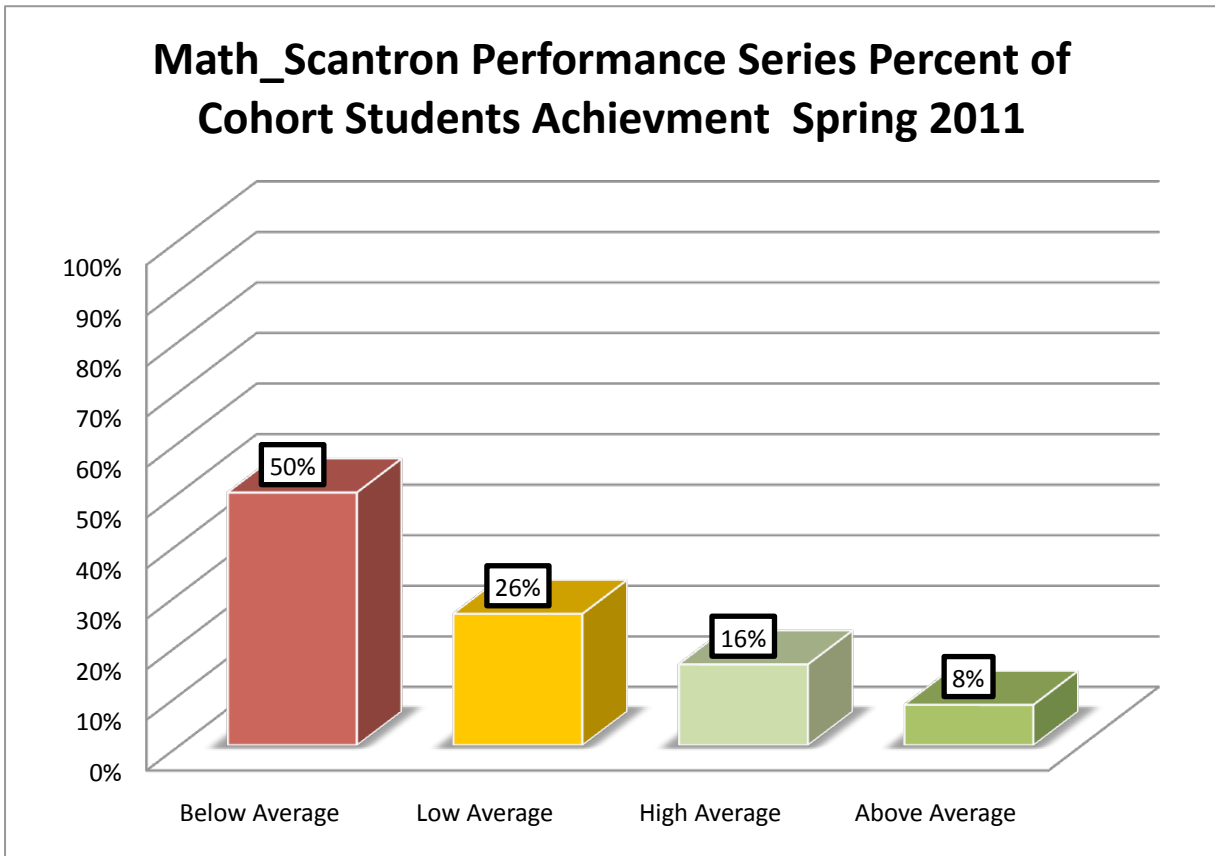
Figure 25

2011-2013



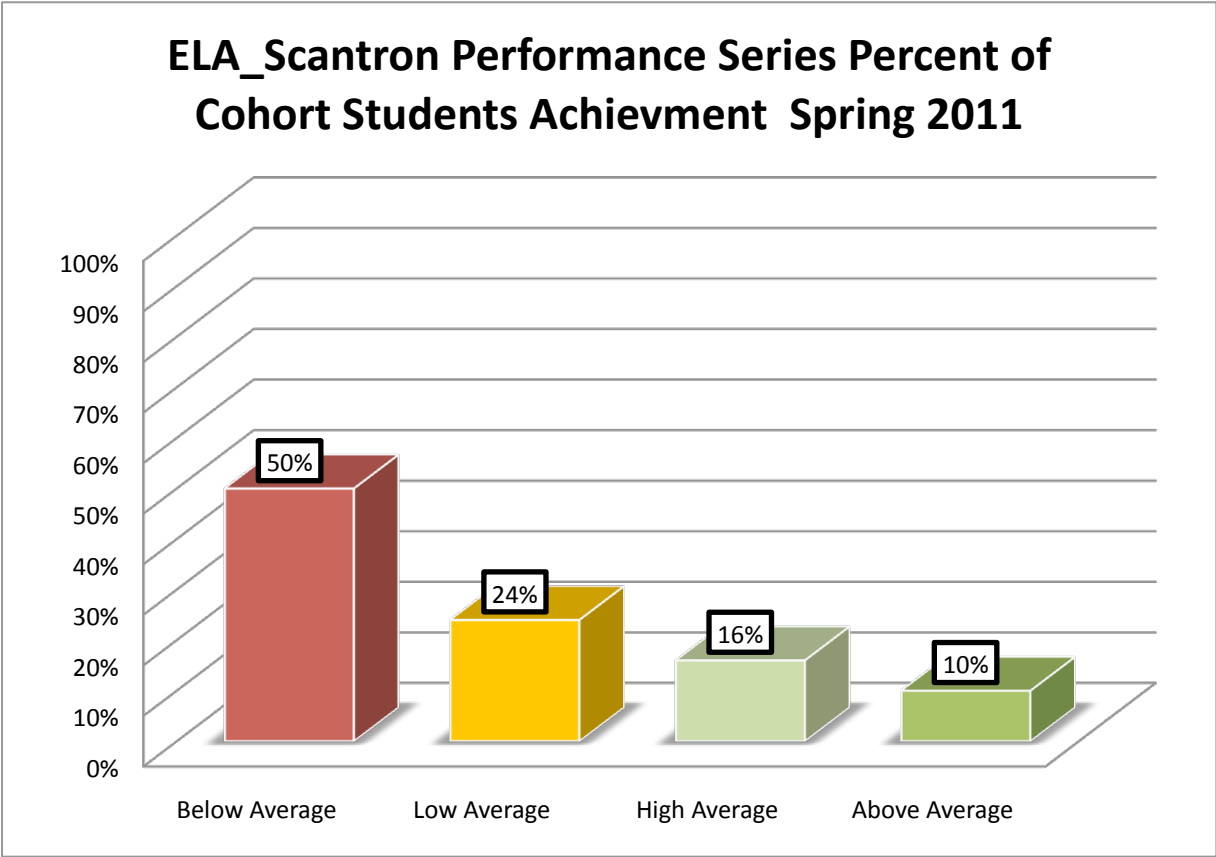
As reflected in Figure 25, 45% of cohort students were proficient in spring 2011 Scantron Reading.

Figure 26



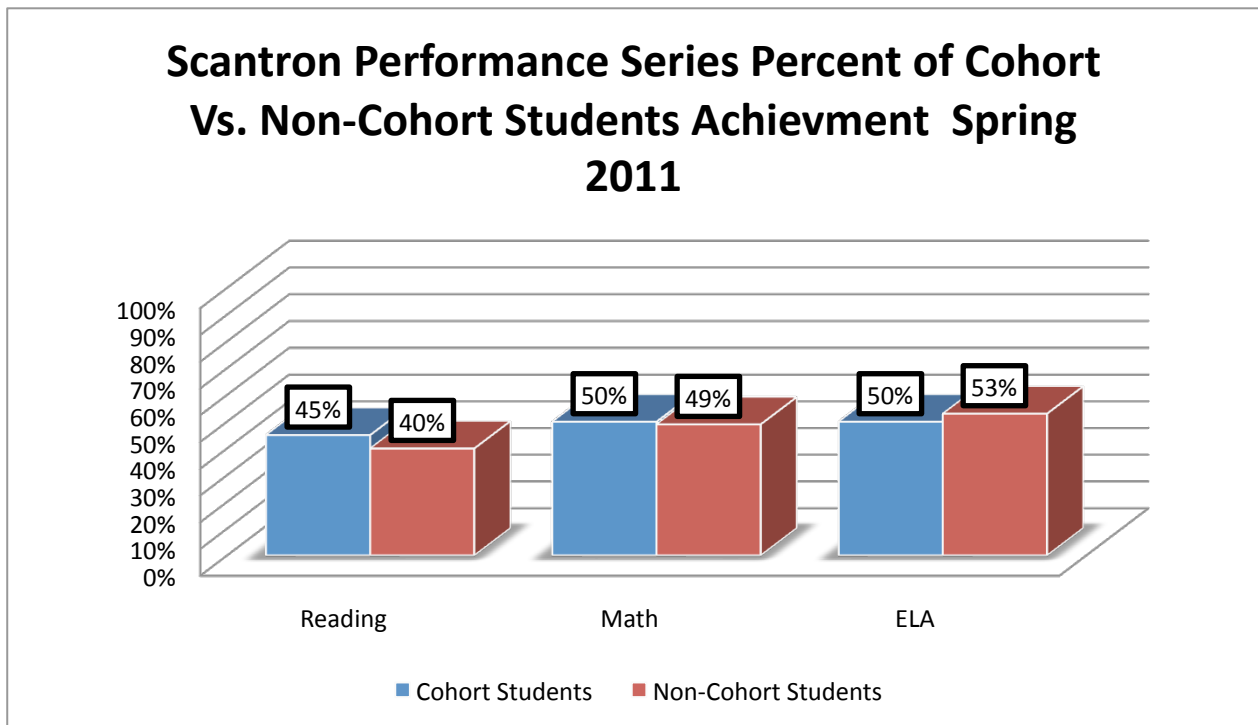
As reflected in Figure 26, 50% of Bridge cohort students were proficient in spring 2011 Scantron Math.

Figure 27



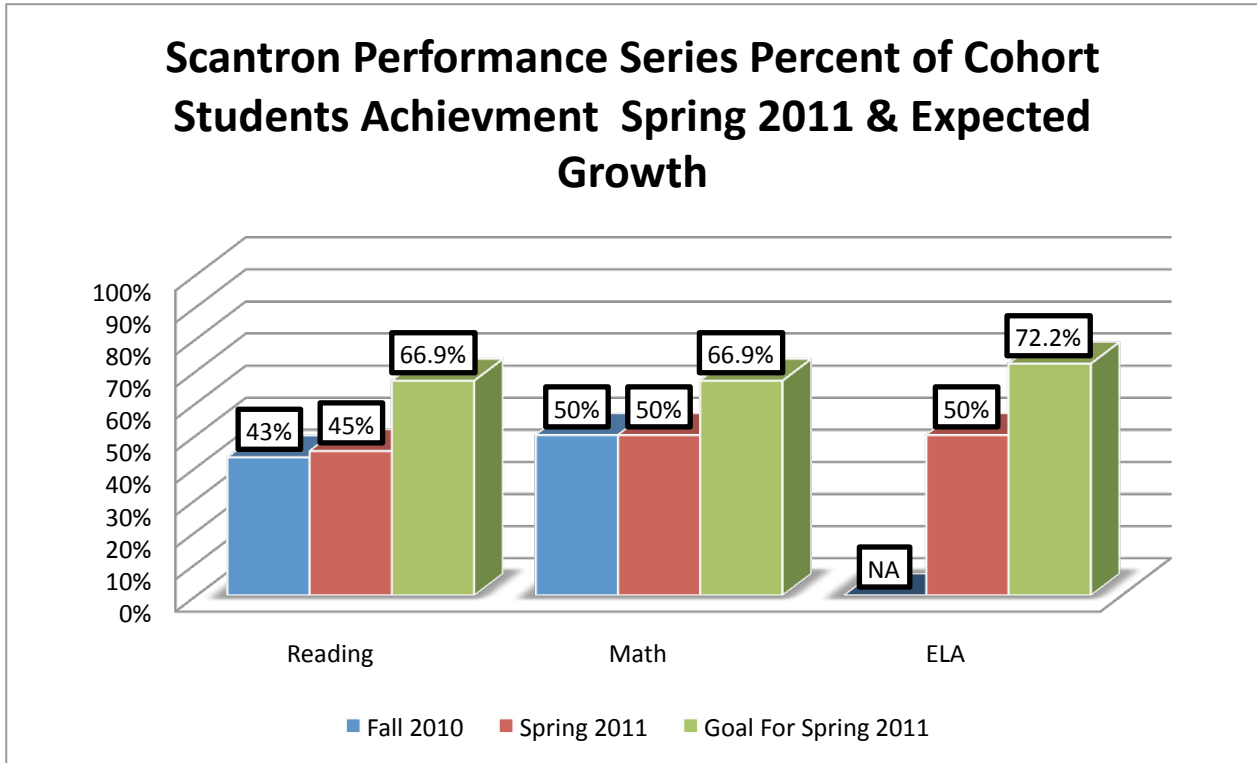
As reflected in Figure 27, 50% of Bridge cohort students were proficient in spring 2011 Scantron ELA.

Figure 28



As reflected in Figure 28. The above chart reflects the cohort vs. the Non-Cohort students at Bridge Academy. For spring 2011 the cohort and non-cohort students were very close in all subjects areas. The number of students for each cohort is very important when analyzing the two cohorts. For spring 2011, the cohort students outperformed the non-cohort except for ELA.

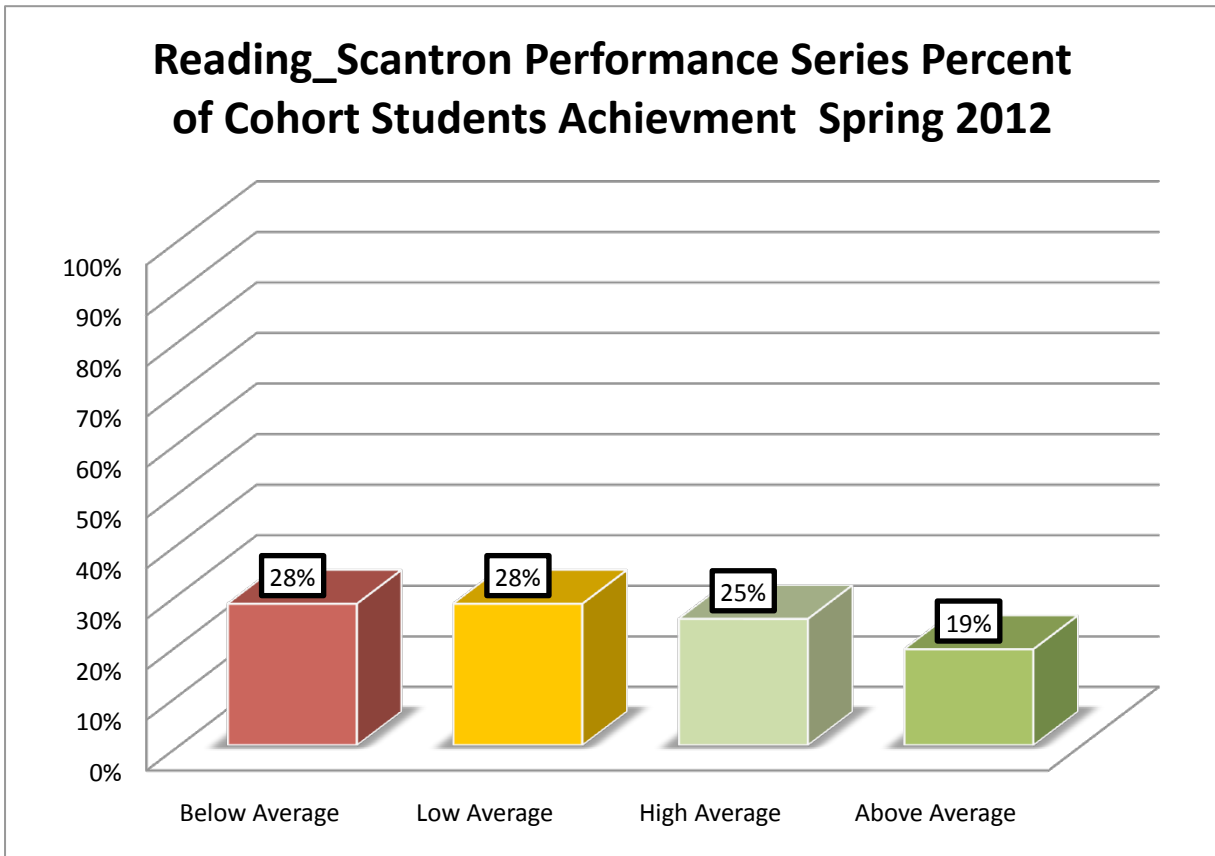
Figure 29



As reflected in Figure 29, students did not meet the FSU-CSO goals in spring 2011 Scantron.

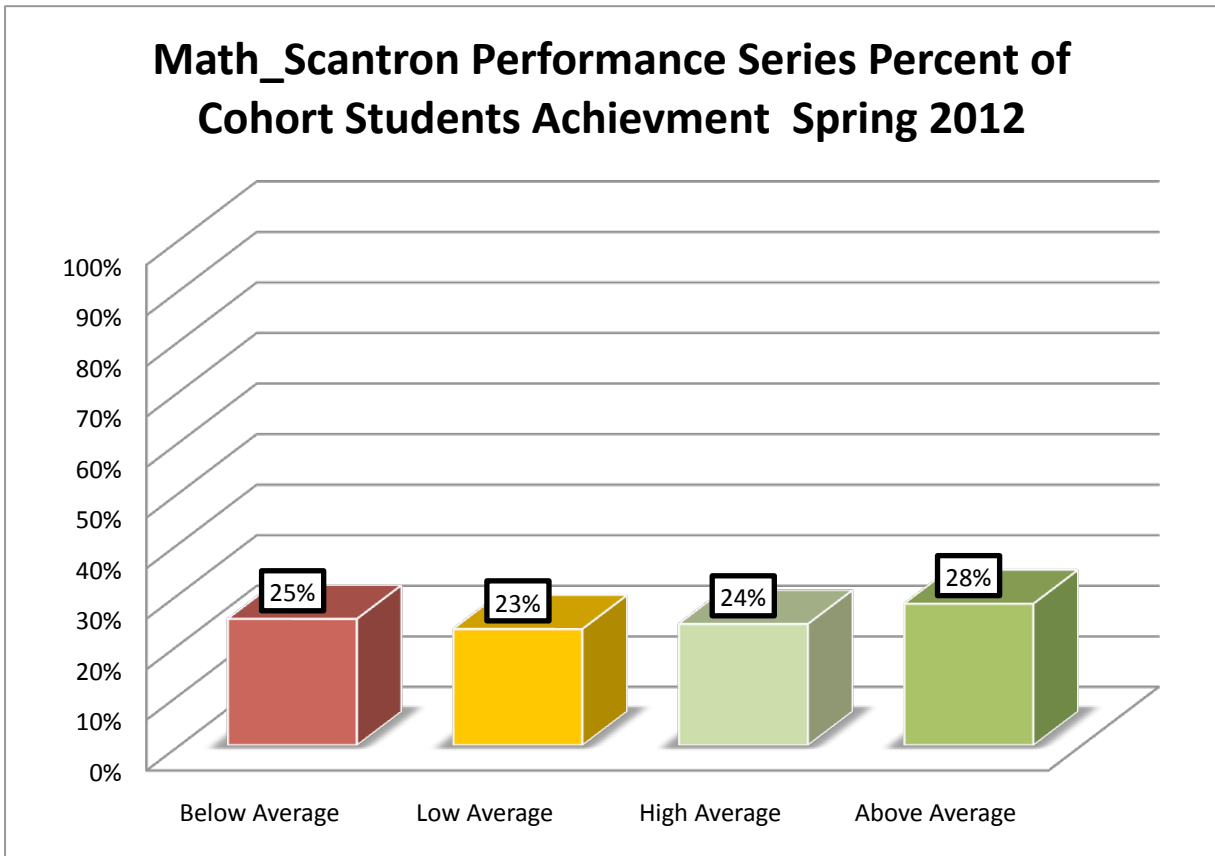
Figure 30

2011-2012



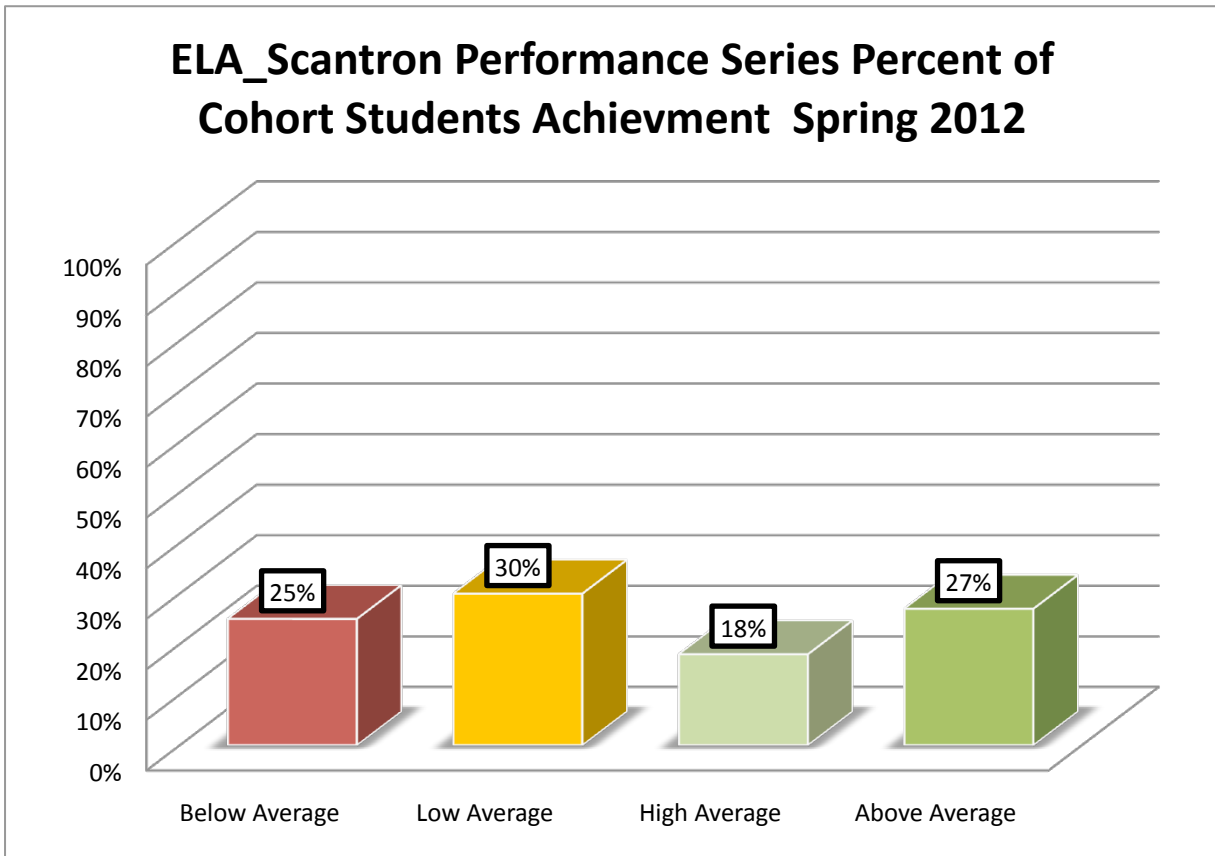
As reflected in Figure 30, Bridge Academy has significantly improved in reading from spring 2011 to spring 2012. 72% of Bridge students are proficient in Reading.

Figure 31



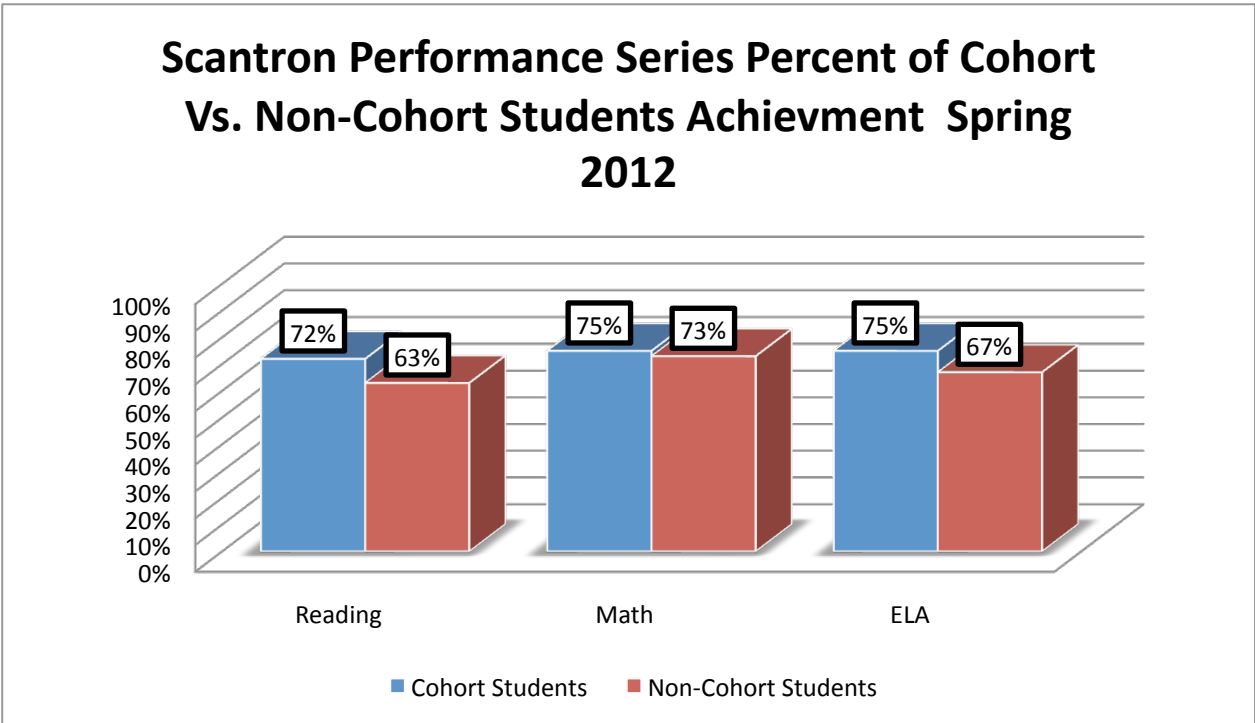
As reflected in Figure 31, Bridge Academy has significantly improved in Math from spring 2011 to spring 2012. 75% of Bridge students are proficient in Math.

Figure 32



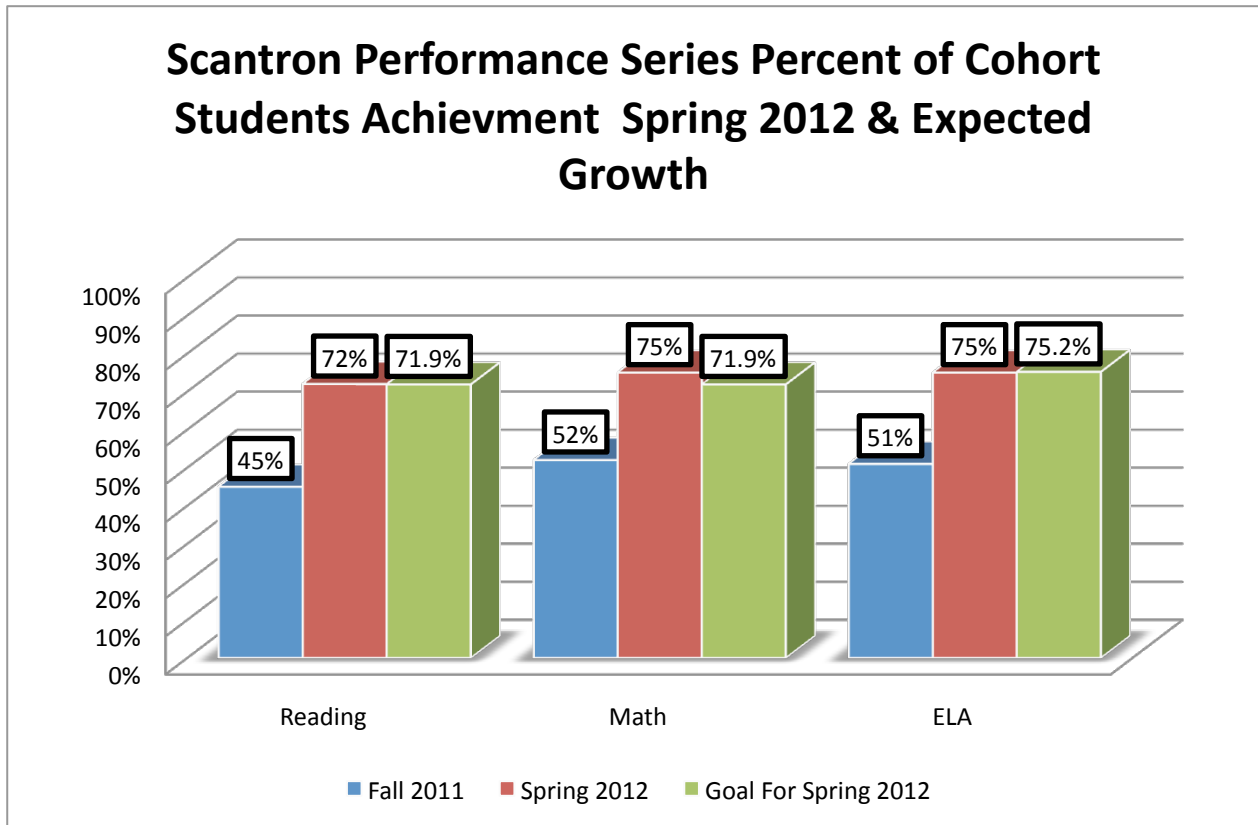
As reflected in Figure 32, Bridge Academy has significantly improved in ELA from spring 2011 to spring 2012. 75% of Bridge students are proficient in ELA.

Figure 33



As reflected in Figure 33, although the cohort students outperformed the Non-Cohort students at Bridge Academy, they were very close in all subjects areas in spring 2012 scantron.

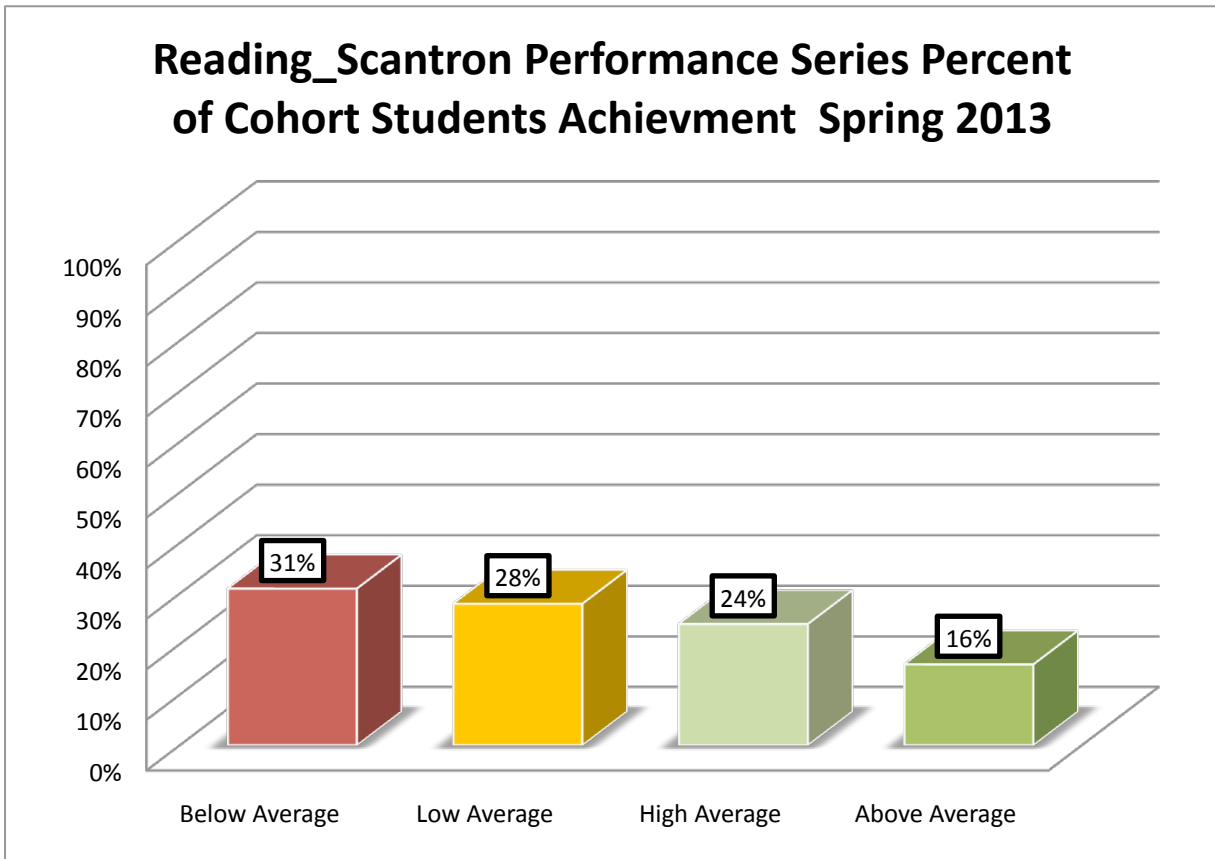
Figure 34



As reflected in Figure 34, Bridge Academy students met FSU goals in Math and Reading, but missed the goal in ELA by .2%.

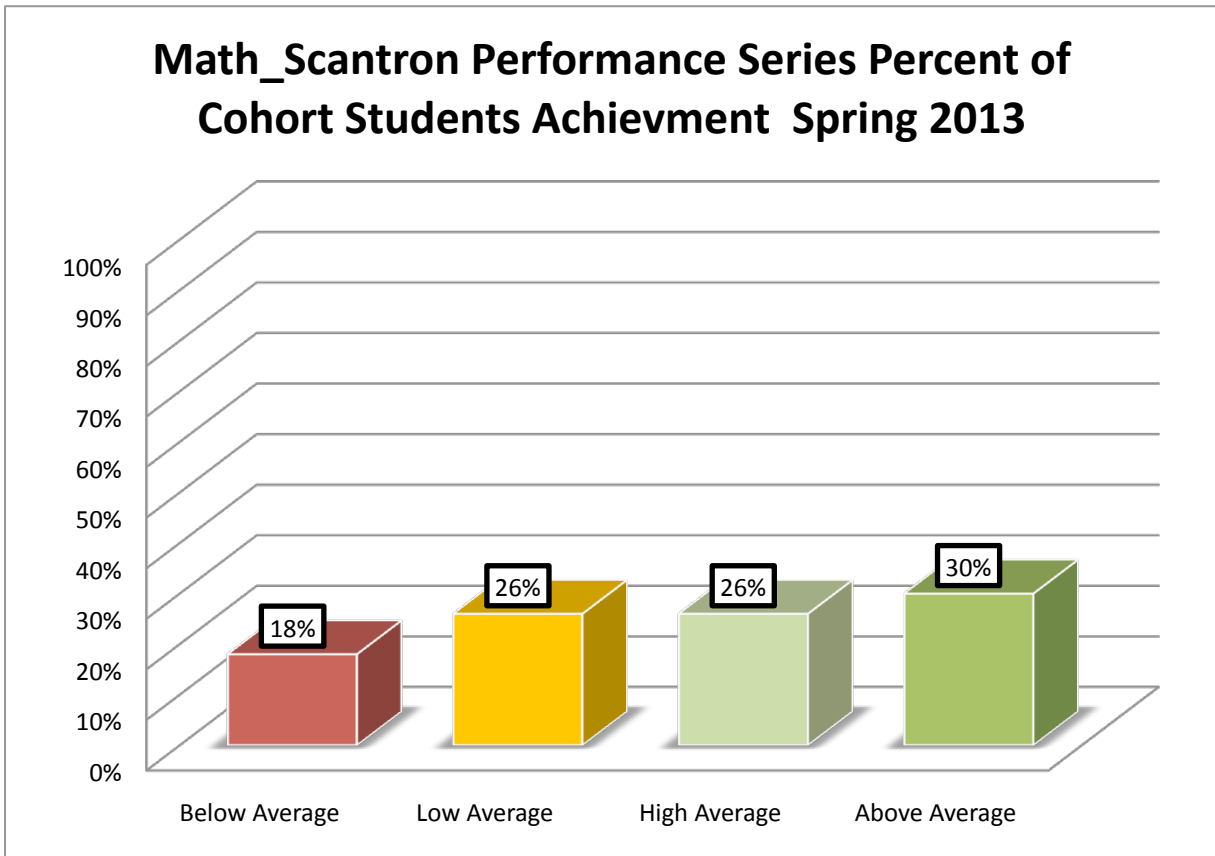
Figure 35

2012-2013



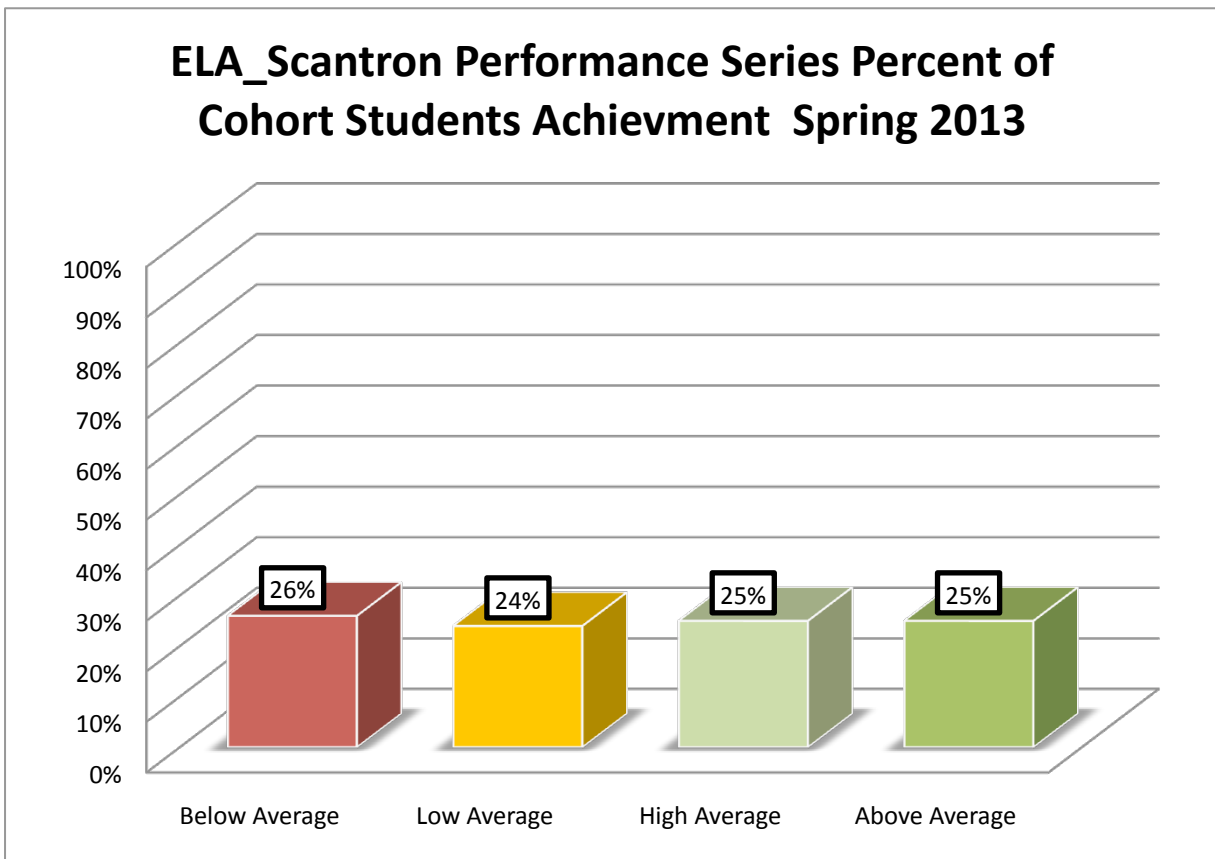
As reflected in Figure 35, Bridge Academy has significantly improved in ELA from spring 2012 to spring 2013. 69% of Bridge students are proficient in Reading.

Figure 36



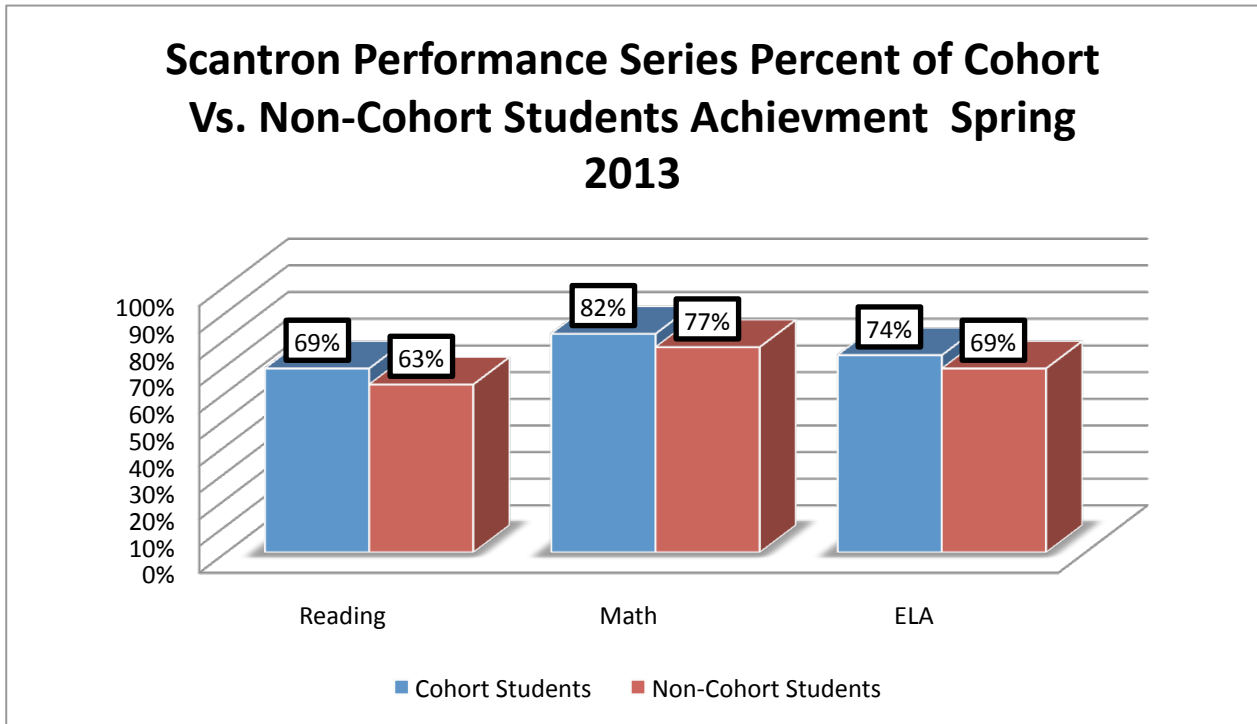
As reflected in Figure 36, Bridge Academy has significantly improved in Math from spring 2012 to spring 2013. 82% of Bridge students are proficient in Math.

Figure 37



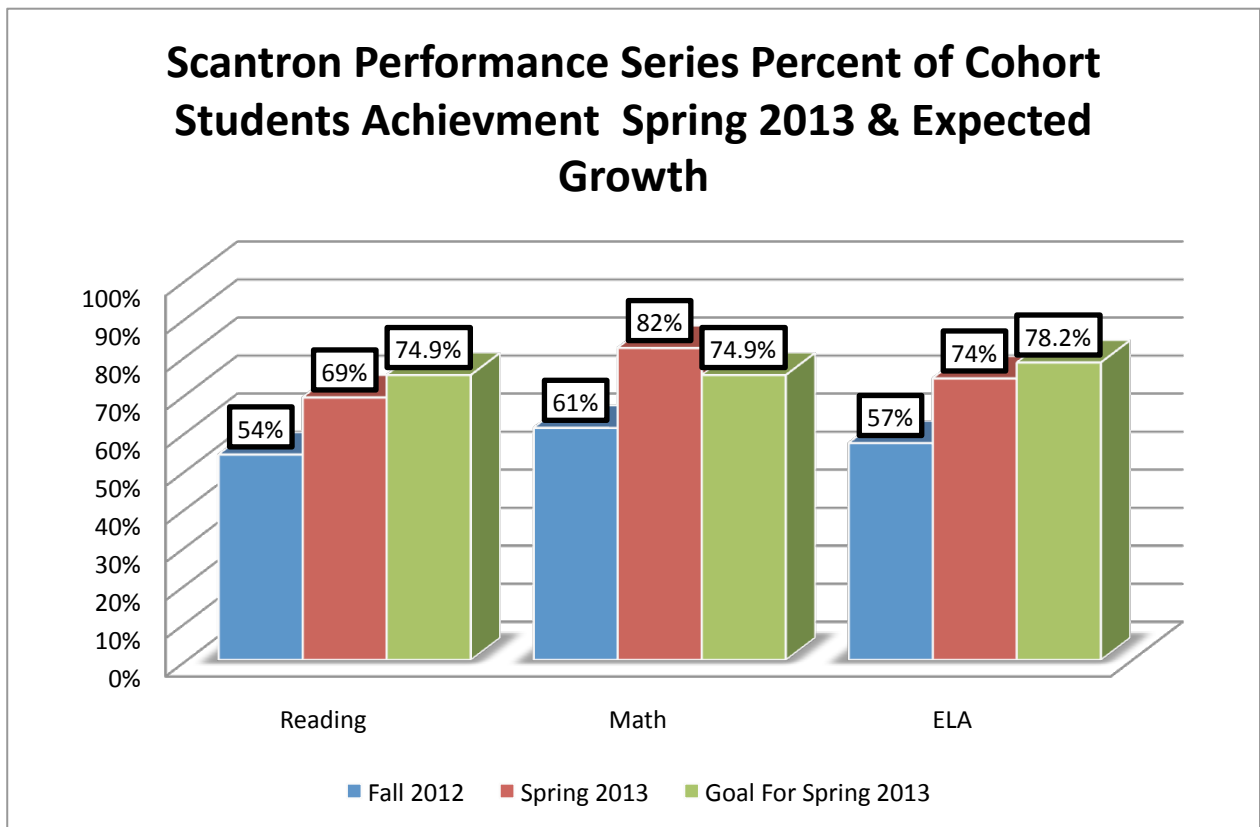
As reflected in Figure 37, Bridge Academy has significantly improved in ELA from spring 2012 to spring 2013. 74% of Bridge students are proficient in ELA.

Figure 38



As reflected in Figure 38, although the cohort students outperformed the Non-Cohort students at Bridge Academy, they were very close in all subjects' areas in spring 2013 scantron.

Figure 39



As reflected in Figure 39, Bridge Academy students met FSU goals in Math but did not meet the goals in Reading and ELA.

**Global Educational Excellence
Bridge Academy
Ed-Performance Gain Summary
2012-2013 Fall-to-Spring**

Grade		Math	Reading	ELA	Science
K	Fall Cohort Mean RIT	133.1	132.7		
	Fall Proficiency Percentile	1	1		
	Spring Cohort Mean RIT	162.7	159.3		
	Spring Proficiency Percentile	80	71		
	School Gains	29.6	26.6		
	School Gains Percentile	99	99		

Grade		Math	Reading	ELA	Science
5	Fall Cohort Mean RIT	2310	2285	2299	2362
	Fall National Percentile Ranking	24	13	17	27
	Spring Cohort Mean RIT	2518	2612	2470	2525
	School Gains	208	327	171	163
	Spring National Percentile RK	35	25	32	38

Grade		Math	Reading	ELA	Science
1	Fall Cohort Mean RIT	154.7	154		
	Fall Proficiency Percentile	9	9		
	Spring Cohort Mean RIT	177.2	176.5		
	Spring Proficiency Percentile	55	68		
	School Gains	22.5	22.5		
	School Gains Percentile	79	94		

Grade		Math	Reading	ELA	Science
6	Fall Cohort Mean RIT	2447	2508	2432	2428
	Fall National Percentile Ranking	27	18	23	23
	Spring Cohort Mean RIT	2650	2652	2593	2588
	School Gains	203	144	161	160
	Spring National Percentile RK	45	20	39	38

Grade		Math	Reading	ELA	Science
2	Fall Cohort Mean RIT	1925	1869	1995	2037
	Fall National Percentile RK	35	39	40	44
	Spring Cohort Mean RIT	2224	2262	2224	2305
	School Gains	299	393	229	268
	Spring National PK	58	49	41	57

Grade		Math	Reading	ELA	Science
7	Fall Cohort Mean RIT	2535	2542	2478	2507
	Fall National Percentile RK	31	15	24	25
	Spring Cohort Mean RIT	2763	2726	2592	2621
	School Gains	228	184	114	114
		56	23	36	39

Grade		Math	Reading	ELA	Science
3	Fall Cohort Mean RIT	2131	2108	2164	2219
	Fall National Percentile RK	42	29	30	42
	Spring Cohort Mean RIT	2375	2408	2375	2470
	School Gains	244	300	211	251
	Spring National Percentile RK	49	39	40	61

Grade		Math	Reading	ELA	Science
8	Fall Cohort Mean RIT	2646	2684	2529	2552
	Fall National Percentile RK	38	18	17	26
	Spring Cohort Mean RIT	2824	2869	2695	2699
	School Gains	178	185	166	147
	Spring National Percentile RK	53	31	41	44

Grade		Math	Reading	ELA	Science
4	Fall Cohort Mean RIT	2264	2279	2305	2314
	Fall National Percentile RK	31	24	27	32
	Spring Cohort Mean RIT	2473	2590	2483	2511
	School Gains	209	311	178	197
	Spring National Percentile RK	50	39	42	47

Bridge Academy

MEAP Fall 12 Reports

Accountability Target for 2012-13

Grade	Math MEAP Fall 11	Math MEAP Fall 12	Acc. Pro. Target	Met	Reading MEAP Fall 11	Reading MEAP Fall 12	Acc. Pro. Target	Met	Writing MEAP Fall 11	Writing MEAP Fall 12	Acc. Pro. Target	Met	Science MEAP Fall 11	Science MEAP Fall 12	Acc. Pro. Target	Met	Social Study MEAP Fall 11	Social Study MEAP Fall 12	Acc. Pro. Target	Met
3	31.7%	37.9%	37.0%	YES	36.5%	52.3%	41.4%	YES												
4	38.7%	44.8%	43.3%	YES	50.0%	44.8%	53.5%	NO	31.7%	43.3%	37.0%	YES								
5	29.3%	29.1%	34.9%	NO	31.0%	38.5%	36.4%	YES					1.7%	7.1%	10.0%	NO				
6	37.3%	25.5%	42.1%	NO	33.3%	44.2%	38.5%	YES									7.7%	5.9%	15.4%	NO

2012 Top – to- Bottom

Bridge Academy

Search for a school by entering all or part of a school's name:

Bridge Academy

Search Results

School code	School name	District name
09464	Bridge Academy - Elementary	Bridge Academy
ERROR:	No match found	No match found
ERROR:	No match found	No match found
ERROR:	No match found	No match found
ERROR:	No match found	No match found

Enter a school code: 09464

Is this a Priority, Focus, or Reward School?

No

Selected ISD:	Wayne RESA	Overall School Percentile Rank:
Selected District:	Bridge Academy	12
Selected School:	Bridge Academy - Elementary	

E/M/S Math	2-yr ave % proficient: 27.0217	Achievement: -0.3089	Z: -0.6678	0.50			
	Improvement (PLC): 0.2427	Z: 0.7848	0.25	Index: -0.2867	Z: -0.5840	0.20	
	Achievement Gap: -2.1732	Z: -0.5959	0.25				
E/M/S Reading	2-yr ave % proficient: 36.6798	Achievement: -0.6315	Z: -1.6935	0.50			
	Improvement (PLC): 0.3605	Z: 0.9490	0.25	Index: -0.7045	Z: -1.0300	0.20	
	Achievement Gap: -2.1650	Z: -0.3800	0.25				
E/M/S Science	2-yr ave % proficient: 6.1045	Achievement: -0.5572	Z: -1.2605	0.50			
	Improvement: 0.1639	Z: 2.1898	0.25	Index: -0.2154	Z: -0.4153	0.20	

Achievement Gap: -2.1570 Z: -0.5305 0.25

E/MS Social Studies

2-yr ave % proficient: 7.0143 Achievement: -0.7562 Z: -1.6924 0.50

Improvement: -0.0636 Z: -0.6806 0.25 Index: -0.9826 Z: -1.7959 0.20

Achievement Gap: -1.9981 Z: 0.1351 0.25

E/MS Writing

2-yr ave % proficient: 34.1584 Achievement: -0.3427 Z: -0.8721 0.50

Improvement: 0.0043 Z: 0.1373 0.25 Index: -0.5900 Z: -1.1180 0.20

Achievement Gap: -2.2037 Z: -0.7532 0.25

School Index:	Overall School Percentile Rank:
-	12
0.9886	

HS Math

2-yr ave % proficient: Achievement: Z:

Improvement: Z: Index: Z:

Achievement Gap: Z:

HS Reading

2-yr ave % proficient: Achievement: Z:

Improvement: Z: Index: Z:

Achievement Gap: Z:

HS Science

2-yr ave % proficient: Achievement: Z:

Improvement: Z: Index: Z:

Achievement Gap: Z:

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	2-yr ave % proficient:	Achievement:	Z:		
		Improvement:	Z:	Index:	Z:
		Achievement Gap:	Z:		

HS Writing	2-yr ave % proficient:	Achievement:	Z:		
		Improvement:	Z:	Index:	Z:
		Achievement Gap:	Z:		

Grad Rate		Graduation rate:	Z:		
		Improvement rate:	Z:	Index:	Z:

DRAFT

Bridge East Academy Teachers Effectiveness

Teacher	Grade	Math _ % of Students who Met or Exceeded their Projected Scale Score	Teacher Effectiveness	Math _ % of Students who Imp. or Sig Imp in MEAP	Reading _ % of Students who Met or Exceeded their Projected Scale score	Teacher Effectiveness	Reading _ % of Students who Imp. or Sig Imp in MEAP	Conditional Contract
Chami, Janan	KG	86%	Effective		86%	Effective		
Jenks, Shannon E	KG	79%	Effective		84%	Effective		
Zwolak, Diana C	KG	81%	Effective		90%	Hi Effective		
Alawy, Mona	1st	50%	Mi Effective		64%	Mi Effective		
Ordiz, Darlene D	1st	63%	Mi Effective		79%	Effective		
Talmadge, Thomas R	1st	75%	Effective		79%	Effective		
Hmeidan, Noor (Diana Alqadhi)	2nd	88%	Effective	39%	80%	Effective	48%	
Mayberry, Stacey	2nd	100%	Hi Effective	32%	92%	Hi Effective	63%	
Waid, Natale (Natalie Trupiano)	2nd	81%	Effective	39%	81%	Effective	44%	
Alawneh, Hiyam (Carla Olando)	3rd	86%	Effective	35%	40%	Ineffective	57%	
Aman, Doha	3rd	85%	Effective	40%	82%	Effective	55%	
Charland, Kimberly	3rd	85%	Effective	41%	88%	Effective	73%	
Cubr, Kimberly	4th	83%	Effective	60%	83%	Effective	21%	
Keith, Randi	4th	88%	Effective	30%	88%	Effective	20%	
Spaulding, Rebecca (Peter, Rita)	4th	79%	Effective	31%	71%	Effective	12%	
Curran, Molly (Miller, Michele)	5th	53%	Mi Effective	53%	61%	Mi Effective	62%	
Khrais, Hadeel (Marval, Debra)	5th	81%	Effective	56%	86%	Effective	60%	
Alghaiti, Wafa (Dwayne Elliott)	5th	65%	Mi Effective	20%	45%	Ineffective	44%	

Teacher	Grade	ELA _ % of Students who Met or Exceeded their Projected Scale Score	Teacher Effectiveness	Science _ % of Students who Met or Exceeded their Projected Scale score	Teacher Effectiveness	Conditional Contract
Hmeidan, Noor (Diana Alqadhi)	2nd	73%	Effective	84%	Effective	
Mayberry, Stacey	2nd	85%	Effective	85%	Effective	
Waid, Natale (Natalie Trupiano)	2nd	81%	Effective	81%	Effective	
Alawneh, Hiyam (Carla Olando)	3rd	32%	Ineffective	81%	Effective	
Aman, Doha	3rd	85%	Effective	100%	Hi Effective	
Charland, Kimberly	3rd	81%	Effective	85%	Effective	
Cubr, Kimberly	4th	70%	Effective	78%	Effective	
Keith, Randi	4th	80%	Effective	68%	Mi Effective	
Spaulding, Rebecca (Peter, Rita)	4th	63%	Mi Effective	79%	Effective	
Curran, Molly (Miller, Michele)	5th	42%	Ineffective	45%	Ineffective	
Khrais, Hadeel (Marval, Debra)	5th	81%	Effective	81%	Effective	
Alghaiti, Wafa (Dwayne Elliott)	5th	20%	Ineffective	55%	Mi Effective	

		Bridge West Academy Teachers Effectiveness						
Ineffective Teacher		<50						
Minimally Effective Teacher		50% to 69%						
Effective Teacher		70% to 89%						
Highly Effective Teachers		> 90%						
Teacher	Grade	NWEA Math _ % of Students who Met or Exceeded their Projected Scale Score	Teacher Effectiveness	Math _ % of Students who Imp. or Sig Imp in MEAP	Reading _ % of Students who Met or Exceeded their Projected Scale Score	Teacher Effectiveness	Reading _ % of Students who Imp. or Sig Imp in MEAP	Conditional Contract
Amanda Printz (Metcalfe, Emily)	Reading, Sec. 6-A				29%	Ineffective	64%	
Amanda Printz (Metcalfe, Emily)	Reading, Sec. 6-B				43%	Ineffective	37%	
Amanda Printz (Metcalfe, Emily)	Reading, Sec. 6-C				38%	Ineffective	77%	
Amanda Printz (Metcalfe, Emily)	Reading, Sec. 6-D				14%	Ineffective	58%	
Diem, Lindsey	Reading, Sec. 7-A				57%	Mi Effective	79%	
Diem, Lindsey	Reading, Sec. 7-B				43%	Ineffective	92%	
Diem, Lindsey	Reading, Sec. 7-C				35%	Ineffective	80%	
Diem, Lindsey	Reading, Sec. 7-D				53%	Mi Effective	61%	
Amanda Printz (Metcalfe, Emily)	Reading, Sec. 8-A				35%	Ineffective		
Amanda Printz (Metcalfe, Emily)	Reading, Sec. 8-C				39%	Ineffective		
Diem, Lindsey	Reading, Sec. 8-B				32%	Ineffective		
Diem, Lindsey	Reading, Sec. 8-D				50%	Mi Effective		
Nichola Stojanov (Sleiman, Starr)	Math, Sec. 6-A	53%	Mi Effective	36%				
Nichola Stojanov (Sleiman, Starr)	Math, Sec. 6-B	64%	Mi Effective	50%				
Nichola Stojanov (Sleiman, Starr)	Math, Sec. 6-C	62%	Mi Effective	44%				
Nichola Stojanov (Sleiman, Starr)	Math, Sec. 6-D	80%	Effective	17%				
Trybuski, Beth	Math, Sec. 7-A	52%	Mi Effective	37%				
Trybuski, Beth	Math, Sec. 7-B	94%	Hi Effective	50%				
Trybuski, Beth	Math, Sec. 7-C	75%	Effective	35%				
Trybuski, Beth	Math, Sec. 7-D	69%	Mi Effective	46%				
Nichola Stojanov (Sleiman, Starr)	Math, Sec. 8-A	58%	Mi Effective					
Nichola Stojanov (Sleiman, Starr)	Math, Sec. 8-B	45%	Ineffective					
Trybuski, Beth (Bitar, Kerry)	Math, Sec. 8-C	64%	Mi Effective					
Trybuski, Beth (Bitar, Kerry)	Math, Sec. 8-D	74%	Effective					
Teacher	Grade	Science _ % of Students who Met or Exceeded their Projected Scale Score	Teacher Effectiveness	ELA _ % of Students who Met or Exceeded their Projected Scale Score	Teacher Effectiveness	Conditional Contract		
Geralyn Clark	Language Arts, Sec. 6-A			31%	Ineffective			
Geralyn Clark	Language Arts, Sec. 6-B			14%	Ineffective			
Geralyn Clark	Language Arts, Sec. 6-C			40%	Ineffective			
Geralyn Clark	Language Arts, Sec. 6-D			27%	Ineffective			
Monteer, Laura	Language Arts, Sec. 7-A			36%	Ineffective			
Monteer, Laura	Language Arts, Sec. 7-B			36%	Ineffective			
Monteer, Laura	Language Arts, Sec. 7-C			37%	Ineffective			
Monteer, Laura	Language Arts, Sec. 7-D			53%	Mi Effective			
Geralyn Clark	Language Arts, Sec. 8-A			40%	Ineffective			
Geralyn Clark	Language Arts, Sec. 8-B			65%	Mi Effective			
Monteer, Laura	Language Arts, Sec. 8-C			57%	Mi Effective			
Monteer, Laura	Language Arts, Sec. 8-D			48%	Ineffective			
Larie, Kimberly	6-A science	27%	Ineffective					
Larie, Kimberly	6-B science	50%	Mi Effective					
Larie, Kimberly	6-C science	54%	Mi Effective					
Larie, Kimberly	6-D science	73%	Mi Effective					
Hutchins, Rene	7-A science	41%	Ineffective					
Hutchins, Rene	7-B science	56%	Mi Effective					

Hutchins, Rene	7-C science	20%	Ineffective	
Hutchins, Rene	7-D science	47%	Ineffective	
Hutchins, Rene	8-B science	39%	Ineffective	
Hutchins, Rene	8-D science	55%	Mi Effective	
Larie, Kimberly	8-A science	45%	Ineffective	
Larie, Kimberly	8-C science	45%	Ineffective	

Example

School Name Bridge Academy West

Teacher's Name Stojanov

Section #: 6C

Math - Measuring Growth Toward College Readiness

80% of Students Close the Gap

62%

New or Returning Student	# of Years Enrolled at the Academy	Modified Goals	Special Program	Student Name	Fall Actual PTS Score	Student Spring Projected PTS Scale Score	Actual Gap (Difference)	70% of Gap Closure Growth Target	Students MAP Goal Target for Spring
Returning				Algahim, Amerah	2455	2733	278	194.6	2649.6
Returning				Algohaim, Ayesha	2413	2733	320	224	2637
Returning				ALMASMARY, AMAL A.	2362	2733	371	259.7	2621.7
Returning		from 40.6 to 99.4		ALSHAEF, HAIM K.	2675	2817	142	99.4	2774.4
Returning		from 358.4 to 299.6		Ashabi, Hany	2221	2649	428	299.6	2520.6
Returning				Assarawie, Rojeina	2525	2733	208	145.6	2670.6
Returning				Fadel, Ammar	2391	2733	342	239.4	2630.4
New		from 571.9 to 2	ELL	Fadel, Dabiah	1916	2344	428	299.6	2215.6
New		from 522.9 to 2	ELL	Fadel, Waled	1986	2414	428	299.6	2285.6
Returning				Halemi, Khalid	2539	2733	194	135.8	2674.8
Returning				Hassan, Shaima	2345	2733	388	271.6	2616.6
Returning				Kasem, Esam	2391	2733	342	239.4	2630.4
Returning		from 15.4 to 99.4		Uddin, Mustafa	2711	2853	142	99.4	2810.4
Returning	Drpd Dec 13			Alquhaif, Alham	2432	2733	301	210.7	2642.7
New				Alhaddad, Yasameen	N/A	#N/A	#N/A	#N/A	#VALUE!
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A
						#N/A	#N/A	#N/A	#N/A