



**CLARA B. FORD ACADEMY
Strict Discipline Academy (SDA)**

**REAUTHORIZATION REVIEW
November 28-29, 2011**

MISSION

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

VISION

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

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

Meeting or exceeding State requirements, including AYP

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

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

Achieving 100% compliance on all reporting requirements (ACIS)

Meeting all contractual obligations and the requirements of law

CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humaneness

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

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

We value integrity and trust, demonstrated by our –

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

FERRIS STATE UNIVERSITY

Charter Schools Office (CSO)

Declaration of Intent and Purpose

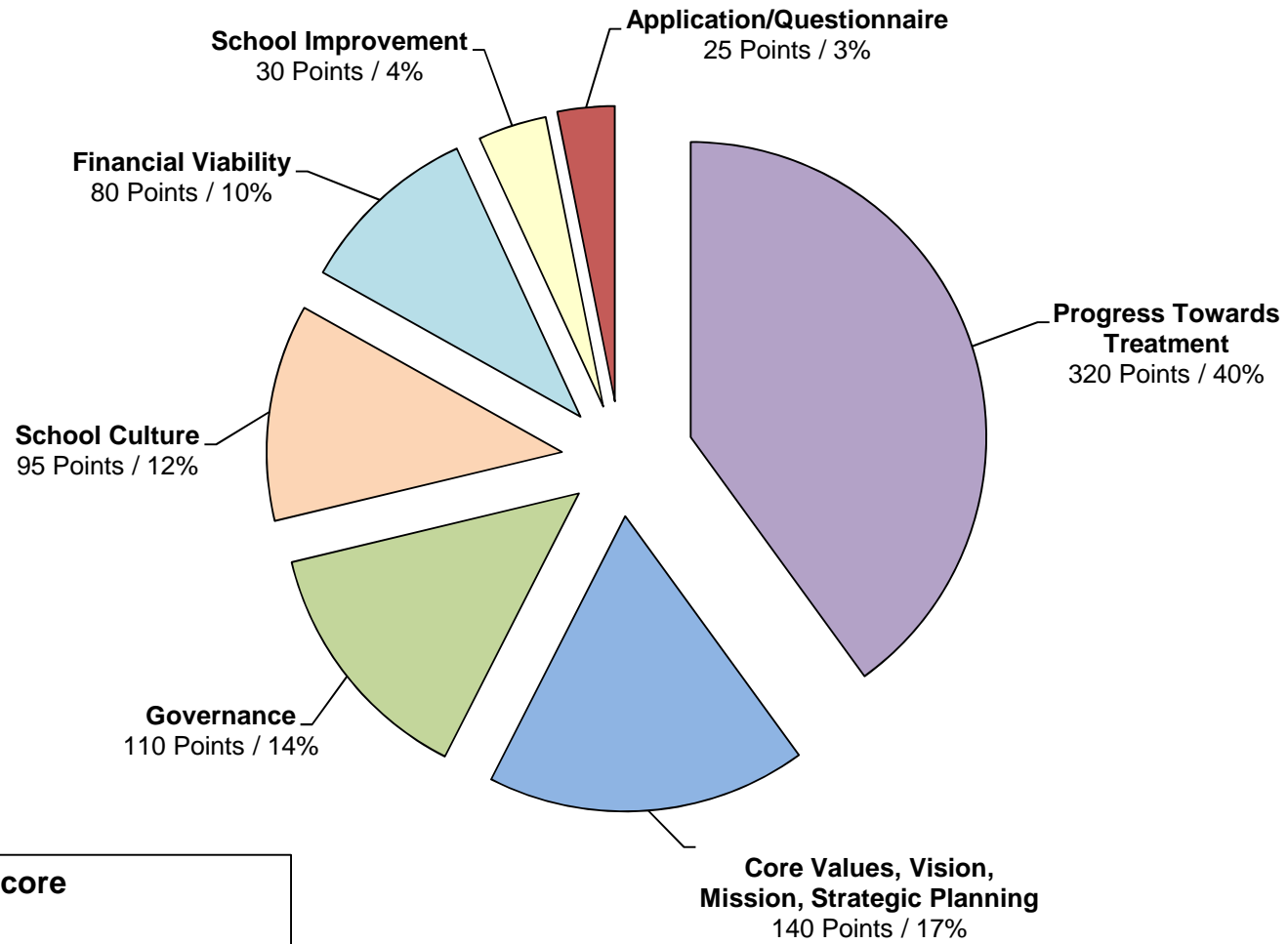
Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes these responsibilities seriously and has prepared this document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

This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared.*

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

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

Mid-Contract/Reauthorization Review: Formula 2011-12



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

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

Academy Name: Clara B. Ford Academy (SDA)

Dates of Visit: November 28-29, 2011

Status: **Meets Standards**

Overall Percentage: 77.7%

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Progress Towards Treatment	320	240	75%	Meets Standards
Core Values/Vision/Mission/Strategic Planning	140	102.25	73%	Needs Improvement
Governance	110	90.5	82.2%	Meets Standards
School Culture	95	75	78.9%	Meets Standards
Financial Viability	80	67	83.7%	Meets Standards
School Improvement	30	25	83.3%	Meets Standards
Application/Questionnaire	25	22.5	90%	Exceeds Standards
Total Score:	800	622.25	77.7%	Meets Standards

Visiting Team Members

Name: Dr. Ronald S. Rizzo

Signature:



Name: Mindy Britton

Signature:



Name: Jim Ridders

Signature:



Name:

Signature:

Team Chair: Dr. Ronald S. Rizzo

Total Score

maximum: 800 points

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

Important Note:

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

Clara B. Ford Academy

Reauthorization Review Executive Summary

Clara B. Ford Academy (CBFA) was authorized by the Ferris State University Board of Trustees in 2007 as a Strict Discipline Academy for a period of five years, with the original contract set to expire June 30, 2012. CBFA is affiliated with Vista Maria and a sister school named Vista Meadows Public School Academy under an umbrella title of *Village of Hope*. A team from the Ferris State University Charter Schools Office (CSO) conducted a Reauthorization Review visitation of CBFA on November 28-29, 2011.

The Academy had also received a Mid-Contract Review in May, 2010. At that review, the Academy was found to be in the Needs Improvement category of the CSO scoring rubric. CBFA had been under the management of edtec central, LLC from its inception to June 2010. Since that time the CBFA Board of Directors has been under contract with C.S. Partners to manage the Academy.

The Visitation Team's Reauthorization report was based on a review of a number of documents relative to the Academy, an onsite visitation including classroom visitations, and interviews with staff, parents, students, Board members, and administrators. The overall findings of the team are that the Academy has placed in the *Meets Standards* category of the scoring summary with a score of **622.25** points out of a total of 800 (77.7%).

It must be noted that the team has found a number of improvements from CBFA's Mid-Contract Review, and much of that improvement is attributable to the management of C.S. Partners and the personnel now in place at the Academy. Prior to C.S. Partners' arrival, the CSO had been experiencing chronic difficulties with communication with the Academy, as well as the tardy submission of a number of critical documents. Those concerns are no longer issues and the CSO is appreciative of the efforts of all those involved in helping improve these areas.

One of the most difficult aspects of evaluation of Clara B. Ford Academy lies in a fair and practical way to assess student achievement. CBFA is a unique strict discipline academy that serves adjudicated and incarcerated young women, many whom have significant mental, physical, and social issues due to physical and sexual abuse, post-traumatic stress, and early detachment disorder. To reach this challenging population, the Academy's educational services are divided into three distinct programs:

1. A **unit school** in which approximately 50 students receive their schooling in one of six residential units because it has been determined that these students are not stable enough psychologically, behaviorally, and emotionally to attend school on a full-time basis.
2. The **main school** where approximately 90 students attend who are considered stable enough to attend on a full-time basis.
3. **Continuing students** who have been residents of Vista Maria and who have decided to continue their studies at CBFA. There are currently approximately 20 students in this category.

Another challenge in the area of assessment is the average placement length for CBFA students. It is noted that in the 2009-2011 academic year, 621 students passed through the various programs with the following average lengths of stay:

1-3 Months 60%; 4-6 Months 26%; 7-9 Months 10%; and 10-16 Months 3%

With such a continuous turnover, the CSO and representatives from C.S. Partners have met several times to refine educational goals appropriate for the students of CBFA, the most recent meeting occurring in fall 2011. As a result, this evaluation does not take into account the progress toward those goals, but instead looks at the infrastructure being implemented in order to fairly assess those goals at the next CBFA review.

During this review, the team found the following notable items:

- There is a strong focus and dedication to the mission of the Village of Hope concept. Staff members are well aware and supportive of the organizational goals of the Village of Hope, and are enthusiastic about helping forward the Academy mission.
- There is a very strong sense of collaboration among all staff. Staff indicated a “bond” with each other in the realization that they must rely on each other in the day-to-day operations of the building and for the long-term success of CBFA.
- Staff members demonstrate an obvious care for not only the education, but also for the general welfare of the students. Students reported feeling safe, cared for, and even loved at the Academy. For many of these girls, this is the first time in their lives that they have felt accepted and cared for to such a degree.
- There is a strong sense of communication among all staff. This is particularly challenging at CBFA, because so many of the students have social workers, therapists, and other staff involved in their casework. There seems to be a genuine sense of all “being on the same page” when working through issues with each individual student.

The following opportunities for growth were also noted:

- Students expressed concern about the general lack of activities such as sports, dance team, clubs, etc., at the Academy. Staff also acknowledged this challenge and is looking for ways to expand opportunities in this area. This topic came up during the Mid-Contract Review as well.
- There seems to be a general need for more technology, particularly computers, at the Academy. Staff indicated some frustration of not having the level of internet connectivity they desired, or more computers with which the students could do research.
- Several of the staff noted that the provision of basic supplies is in need of improvement. In particular, it was noted by

teachers who serve in the Unit School component, they seem to feel that they are often left on their own to come up with supplies and materials for their students. Given the CBFA fund balance currently in excess of 35%, the CSO is at a loss to understand why supplies or the need for technology (noted above) would be an issue for staff.

- Staff indicated a general level of frustration with being assigned to teach in both CBFA and in the Vista Meadows Academy. There is apparently a large difference in leadership style among the two Principals, and staff reported feeling like they were being asked to do things differently when they worked in each of the Academies. While staff understand the need to maximize staff in a small school, most indicated they would prefer to work only in the CBFA portion.

Summary

The CSO commends the staff of Clara B. Ford Academy for their work with this challenging population. Indeed, this is perhaps the most challenging population of students to work with within the entire K-12 arena. CBFA is generally a well-run organization, and one that is obviously having a profound effect upon the lives of the students who attend.

The CSO believes that the current management company, C.S. Partners, is a good fit for the Village of Hope project and with Visa Maria. We are encouraged by the improvements we have seen in the past year, and look forward to much more in the coming years. As a result, the CSO will be recommending that Clara B. Ford Academy be Reauthorized by the Ferris State University Board of Trustees.

This team wishes to acknowledge and thank the School Improvement Team and administrations for the hospitality shown during the visit. The CSO acknowledges that valuable and vital work is being done at Clara B. Ford Academy and we thank the staff and Board for their work.

Dr. Ronald S. Rizzo, Team Chair

Criterion:

Progress Toward Individual Treatment Plan and Academy Goals

Points Possible 320	Points Achieved 240
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		40 points	30 points	24 points	0 points	
The Academy has a well-defined plan in place to measure student progress toward their individual treatment plans	30/40		X			
The Academy uses appropriate technology to assist students with monitoring their own individual progress	30/40		X			
The Academy focuses on holistic education and treatment of each student and has established high expectations for their success	30/40		X			
The Academy has articulated an expectation of the learning environment for all students and staff	30/40		X			
The Academy frequently monitors student progress through a variety of assessment procedures	30/40		X			

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		40 points	30 points	24 points	0 points	
The Academy demonstrates an awareness of its unique student population and has developed appropriate plans to address this population	30/40		X			
The Academy incorporates the community and parent organization in developing treatment options for students	30/40		X			
The Academy has a plan in place for the professional development of staff new to the Academy and unique population it serves	30/40		X			

Progress Towards Treatment: Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
240/320		75%	Meets Standards			

Criterion:

Core Values, Vision, Mission, and Strategic Planning

Points Possible 140	Points Achieved 102.25
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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 discernable Core Values identified 	
Point distribution		10 points	7.5 points	6 points	0 points	
Core Values: Communication	6/10	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	3.75/5	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 discernable Vision Statement identified without links to the Core Values 	
Point distribution		10 points	7.5 points	6 points	0 points	
Vision Statement: Communication	6/10	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	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 discernable Mission Statement identified without links to the Core Values 	
Point distribution		10 points	7.5 points	6 points	0 points	
Mission Statement: Communication	6/10	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Mission Statement: Board evaluation	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	10/10		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	20 points	12 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	12/20		<ul style="list-style-type: none"> The Board has developed a written comprehensive Strategic Plan and actively pursues it Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan The Strategic Plan has been updated or reaffirmed on a continuous basis at Board retreats and/or meetings 	<ul style="list-style-type: none"> The Board has developed a written Strategic Plan However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings 	<ul style="list-style-type: none"> The Board has no discernable Strategic Plan in place 	
Point distribution		n/a	15 points	9 points	0 points	
Written Strategic Plan: Communication	9/15		<ul style="list-style-type: none"> The Board's written Strategic Plan has been communicated to all stakeholders Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy 	<ul style="list-style-type: none"> The Board's written Strategic Plan has not been well communicated to most stakeholders There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy 	<ul style="list-style-type: none"> There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders 	

Core Values, Vision, Mission, and Strategic Planning:
Total score for all competencies

Total Points Achieved	102.25/140	Percentage Achieved	73%	Category Achieved	Needs Improvement
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Criterion:

Governance (as reflected in Board minutes and observations)

Points Possible 110	Points Achieved 90.5
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	3.75/5	The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws references appropriate policies at Board meetings when making decisions 	The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws demonstrates some familiarity with them 	The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws does not demonstrate familiarity with the policies 	The Board: <ul style="list-style-type: none"> has few policies in place that are required by state and federal laws has not regularly updated its Policy Manual 	
Leadership: Meeting schedule	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	10-19-09 11-16-09 1-18-10 6-20-11
Leadership: Monthly quorums	0/5	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	10-12-09 1-11-10 10-11-10 2-14-11
Point distribution		n/a	5 points	3 points	0 points	
Leadership: Monthly progress reports	3/5		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> receives detailed monthly reports on student achievement regularly engages in discussion about these reports 	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> periodically receives detailed monthly reports on student achievement occasionally engages in discussion about these reports 	As evidenced by Board minutes the Board: <ul style="list-style-type: none"> does not receive detailed monthly reports on student achievement rarely discusses student academic achievement 	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	0/5		The Board has an active candidate pool		The Board does not have an active candidate pool	

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

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Contract with Ferris State University	5/5		The Board is in compliance with all Terms and Conditions of its contract with Ferris State University Board of Trustees		The Board is not in compliance with all Terms and Conditions of its contract with Ferris State University Board of Trustees	
Point distribution		n/a	15 points	n/a	0 points	
Academy updates	15/15		Board minutes reflect that the Board receives quarterly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals		The Board minutes do not reflect that the Board receives quarterly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals	
Point distribution		n/a	5 points	n/a	0 points	
Enrollment process	5/5		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Board meetings: Timeliness	5/5		The Board begins its meetings within 15 minutes of the posted time		The Board does not begin its meetings within 15 minutes of the posted time	
Board meetings: Notices of annual meetings	5/5		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	
Point distribution		n/a	10 points	6 points	0 points	
Physical facilities	10/10		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Technology	10/10		The Board ensures that there is adequate technology, equipment, infrastructure, programs, and staff training to address strategies identified in the Academy technology plan and School Improvement Plan		The Board does not ensure that there is adequate technology, equipment, infrastructure, programs, and staff training to address strategies identified in the Academy technology plan and School Improvement Plan	
Point distribution		n/a	5 points	n/a	0 points	
Special Education/504: Delivery of services (based on most recent SPED audit)	5/5		<ul style="list-style-type: none"> The Academy's special education program meets all state and federal regulations The Academy has a process in place to identify students who may be eligible for Special Education and 504 services 		<ul style="list-style-type: none"> The Academy's special education program is not in compliance with state and federal regulations The Academy does not have a process in place to identify students who may be eligible for Special Education and 504 services 	

Governance: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
90.5/110		82.2%	Meets Standards	

Criterion:
School Culture

Points Possible 95	Points Achieved 75
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> • create a safe and orderly academic environment • are conducive to learning 	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> • they are not consistently enforced • the academic environment is not always conducive to learning 	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning 	
Safe & orderly environment: Safety plan	10/10		The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations 	The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations 	The Academy: <ul style="list-style-type: none"> • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations 	
Point distribution		n/a	10 points	n/a	0 points	
Safe & orderly environment: Student discipline	10/10		<ul style="list-style-type: none"> • Staff members consistently demonstrate that they share responsibility for student discipline • Staff and students are observed supporting and encouraging respectful and collaborative behavior throughout the Academy 		<ul style="list-style-type: none"> • Little or no evidence exists that staff members consistently demonstrate that they share responsibility for student discipline • Staff and students are not observed supporting and encouraging respectful and collaborative behavior throughout the Academy 	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Staff stability: Administration	0/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	CBFA has its 3 rd administrator in 4.5 years
Staff stability: Faculty	0/10		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	Staff turnover average is 52.5%
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	Services are contracted, no hazardous chemicals are kept on site
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Point distribution		n/a	10 points		0 points	
Site and facilities: Restrooms and public areas	10/10		All restrooms and other public areas are well-maintained, clean, and inviting		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	10/10		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	

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	CBFA has forged many partnership with community agencies

School Culture: Total score for all competencies						
Total Points Achieved	75/95	Percentage Achieved	78.9%	Category Achieved	Meets Standards	

Criterion:
Financial Viability

Points Possible 80	Points Achieved 67
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Budget development	6/10		The Board has established and adheres to a timeline for budget development	The Board has established a timeline for budget development but does not adhere to that timeline	The Board has not established a timeline for budget development	
Opportunity for input	6/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
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	5 points	3 points	0 points	
Access to monthly financial statements	5/5		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Audit / fund balances: External audits	5/5		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: <ul style="list-style-type: none"> the Academy's audit was completed in a timely manner submitted to the State by or before October 31 results were shared with the Board of Directors in advance of the public presentation 	During this review period: <ul style="list-style-type: none"> the Academy's audit was performed within the specified timeframe the Board of Directors did not receive it in advance of meeting for review 	During this review period: <ul style="list-style-type: none"> the Academy's audit was not performed within the specified timeframe 	
Point distribution		n/a	10 points	n/a	0 points	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		10 points	7.5 points	6 points	0 points	
Fund balance	10/10	The Board maintains a fund balance: <ul style="list-style-type: none"> of at least 10% of general revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> within 3% -9.9% of general revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> within 1% - 2.9% of general revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 1% of general revenue 	
Point distribution		n/a	5 points	n/a	0 points	
Long-range planning	0/5		The Board has an identifiable long-range plan for fund balances		The Board does not have an identifiable long-range plan for fund balances	

Financial Viability: Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
67/80		83.7%	Meets Standards			

Criterion:
School Improvement

Points Possible 30	Points Achieved 25
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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	
Strand I: Teaching for Learning <i>(Education Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand II: Leadership <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand III: Personnel & professional learning <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand IV: School & community relations <i>(Ed Yes! Performance Indicator)</i>	5/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand V: Data & Informational management <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
School improvement plan <i>(Ed Yes! Performance Indicator)</i>	5/5		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	

School Improvement: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	25/30	83.3%	Meets Standards	

BOARD INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **November 28-29, 2011**

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

1. Do you feel the academy is accomplishing its mission? How do you know?

- Yes – has been even though the issues with previous ESP were a roadblock. Implementation of many new programs, new ESP making a tremendous improvement.
- Integration of goals, etc. with Vista Maria and CBFA is becoming much more of a decision making process with the Board – along with the mission.

2. Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?

- Yes – however, limited to the time that students spend here (4-5 months/length of stay)
- Follow-up is informal after the after-treatment program. Continuing students are better tracked – just because of location.

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?

- Basic info

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

- Ongoing effort of all concerned (CSO, Board, staff, ESP) to continue to assess and develop and address issues/challenges related to the students' education – as well as build and develop. Integration of the Vista Maria mission into the CBFA academic program.

What could be improved?

- Teacher retention; develop and motivate in such a way as to want to remain.

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?

- In the process of reviewing the plan/updating it. Plans are for February 2012 review/update.

6. How does the Board determine the allocation of funds for this academy?

- Needs to review teacher salaries; look at technology equipment; facility upgrades; faculty equipments.
- Not intensive conversations at Board meetings – not about detail. Rely heavily Lisa Sasaski. In all truth, not as intensive review as necessary.

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **November 28-29, 2011**

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

1. Do you feel the academy is accomplishing its mission? How do you know?

- Yes...maybe not 100%, but working towards meeting the mission.
- Listen to the students! Students really want to be here.
- Unique partnership between Vista Maria and CBFA – reflects in students, staff – collaborative effort.

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

- The students! When you hear their reflections, you know you're providing the right thing.
- The students' striving despite labeling by the community – for them to actually express it. They're given the voice...

What could be improved?

- One staff – unified. Teacher retention. Need a major core.
- Keep Vista Maria staff assigned to a specific classroom – continuity.
- More parental involvement/support

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?

- Certainly leaving enriched--leaving here valuing education as well as appreciating their own personal wellbeing/reach their own personal goals.
- Informal tracking of students who leave. Students do call staff/teachers – consider CBFA a safe haven.

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

- 7-8 – new staff need to be acclimated. Students are a hard population to work with.

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

- Complexity of it all – complexity of the environment working with Vista Maria. Lots of levels of complexity. That also creates the excitement and complexity in a positive way.
- Making sure everyone is where they need to be – as well as complementing new teacher(s) with the correct classroom, etc.

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

- Continue to have students who come through the system – meeting those girls' needs/how to capture those students if laws change
- Continuation of collaboration between Vista Maria and CBFA

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

- More classrooms – like to see all children in one building – along with that, more staff.
- More work/school study programs
- More help for students who go back to their community/family who haven't changed

INSTRUCTIONAL STAFF/SUPPORT INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **November 28-29, 2011**

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

1. Do you feel the academy is accomplishing its mission? How do you know?

- Work in progress...safety was an issue, but lots more staff have been implemented to accomplish – makes a better learning environment.
- Work closely with Vista Maria with treatment goals to make sure goals are met. Helping them to learn independently.
- Systems in place to build self confidence, tools to work.
- Building relationships is a large component here.

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

- New initiatives in place- related to discipline – as well as Monarch Room.
- TAs in classrooms
- Teacher Support Teams have increased greatly in numbers
- More meetings w/teachers and staff.
- Communication has been key – PowerSchool very helpful
- Implementation of student activities – student council, dance, after school activities to involve students
- Implemented quarter system so students can take grades/credits to other schools

What could be improved?

- Because of lots of new staff added, smoothing out the kinks – understanding roles
- Continuing to build relationships with all staff, building on PowerSchool
- Cooperative teaching with special ed – just started – look forward to working more closely with gen ed teachers.

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; in need of more laptops

b. Professional Training –

- 10 or 11! Receive lots of professional training. Little bit of overkill – but may be the way it's set up—maybe one day/month rather than a few hours several days each week.

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

- 10 very clear. Principal's door is always open – can always ask if unclear.

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

- 7 – still trying to develop culture/climate because of the influx of new staff and diverse locations of staff. Definitely trying...
- Do have a social climate committee

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

- It's improving. Different reading programs would be more helpful and well as basic skills math class – multiplication tables, addition/subtraction, life skills.

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

- Library
- Computers
- New wing
- Additional staffing
- Gym
- Textbooks (can't take the books out of the classrooms)
- Computers in the units
- Exercise facility for all the units

PARENT INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **November 28-29, 2011**

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

- 1. Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?**
 - 10 – ideal placement for children. Good support, good communication
- 2. How responsive is the school administration, board, or teachers to concerns or complaints?**
 - Good – communication good both ways – even without requesting it.
- 3. On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.**
 - 10 (all)
 - Good communication.
 - Environment warm, team players, supportive.
 - Overall, warm, friendly, very accommodating.
- 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.**
 - Very satisfied. Students received all F's at other schools – grades much better here.
 - Because of staff but also love PLATO. Students can't wait to get home to use it.
 - Smaller environment is better – pace too fast in other schools.
- 5. What is the number one complaint your child has about attending school here?**
 - Interaction with other students is difficult at times. Met recently on diverse cultures to assist acclimation.
- 6. What is the number one thing your child really seems to enjoy?**
 - Teachers; loves school

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

- Excellent. PowerSchool is so good.
- A week doesn't go by without hearing from the school.
- Communication works well with therapy sessions.

STUDENT INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **November 28-29, 2011**

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

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

- Enjoy attending – teachers actually teach you. Other schools let children run over them. Getting credits here.
- Teachers nice/helpful – the long bus ride is hard but would continue to come here
- Like it – teachers are hands on – teachers, staff are there to talk to you. Would continue – long bus ride, too. Others insist she pick a closer school, but she likes this one.
- Enjoy – hands-on activities; one-on-one teachers; take the time to talk to me. Wouldn't get as much help elsewhere. Teachers are automatically there.
- Enjoy – learning lots here

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

- Just the right amount – nothing is too hard, nothing is too easy. Make it at your level. Teachers always here to assist you.

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

- Yes – majority of the time they are fair; listen most of the time.
- Guide us in right direction.
- Sometimes tell you to use your own coping skills and handle it on your own.

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

- Flex – period to catch up on work, do fun things, help others (cards to military, bears for cancer children)
- Spanish
- Life skills class
- Math
- Favorite subjects are based on because they like the subject – but sometimes because of the teacher.

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

- Softball – other sports (track, basketball, volleyball)
- drama
- writing
- music
- typical class stuff (best couple, most congenial, etc.)
- votech classes
- dance team
- band
- cheerleading squad
- Lots of talented students here – allowed to/encouraged to use gifts.

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

- Yes – very much so.
- All staff show that they care, understand.
- Make setting comfortable, secure.
- Everyone supports each other.
- We're a family here.

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

- Yes!
- Have to want to do the work here. Fewer distractions here.

8. *Anything for our attention?*

- Keep school open – helping a lot of students
- This school has a lot of love for us – many don't have family, but this school is family oriented.
- One caring heart.

SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **November 28, 2011**

1. How do you know that you compare favorably to other SDA's in the State?

- Draw from narrower field of students
- Comparison of testing grades (MEAP)
- Need to look at individual gains, which are tremendous; however those gains don't show up in typical testing scores.
- Feel safe/wanted here
- Lack of cohort is difficult as compared to local schools.

2. Your school improvement plan lays out an ambitious plan for increasing comprehension skills in several areas. Assuming that you may not be able to achieve all of your SIP goals, what is/are your priority areas?

- SIP revised just recently to focus more on a few goals – math, reading comprehension, writing, smart character and differentiated learning
- Requirements for new groups of students can change, requiring changes to SIP. Staff are improving in their identification of the changes.
- New plan connects better with goals, professional development – more fluid.
- Need to intersect treatment and academic goals for each student.

3. You claim that technology is an integral part of all aspects of the teacher's job at CBFA; tell us about the technology you have in place and professional development for new staff.

- Computer lab, carts, pc's in units, SMART boards in almost all rooms, laptop for each teacher.
- All student logs are required to be done on line
- Technology is used to integrate with Vista Maria staff – instant communication is important
- Professional development is held two days/week – 1.5 hours on Tuesdays; 2.5 hours on Wednesdays

4. What are the biggest challenges to the Vista Maria "Village of Hope" concept right now?

- Transitioning this environment into the community and home environment and do it successfully.

- Plans for 2012 include:
 - After school/community based programs (physical activities, basic skills, tutoring)
 - Child Family Resource Center
 - New residence hall for continuing education students
- Transportation

5. Tell us about your mentor teacher program as described in the SIP. [and]

It has been noted that the level of teacher and administrative turnover at CBFA has been higher than the rest of most of our other academies. Do you agree with this assessment, and, if so, what are you doing to address this?

- Two-week session held in August was very helpful
- Program includes Vista Maria staff, teaching assistants
- Continued communication with Vista Maria staff has been helpful
- Small group mentoring – not one-on-one
- Teacher retention – different philosophy brought in by CS Partners and the principal
- Teaching at CBFA is not just a job – need a heart and soul and passion for it
- Getting all young teachers is a disadvantage – need a mix of young and seasoned teachers
- Professional development held two times/week has been a big help to connect seasoned teachers with new ones.
- Wayne RESA workshops for new teachers have been helpful as well.
- CS Partners has changed school climate – feel more supported; utilizing their resources for professional development as possible
- Working collaboratively with Vista Maria staff has helped a great deal.
- Use of paraprofessionals and TAs this year has made a difference.

6. Your SIP places a lot of emphasis on the Scantron Performance Series as the diagnostic test for students' skill levels; tell us about how you work with the Scantron data.

- WRAT test is used to test skill ability when students arrive
- Scantron is used for the approximately 20 students who remain – as the cohort. Also reviewing use of Scantron when students leave.
- Struggles with using Scantron – students have trouble taking those types of tests
- Teachers are using it as a diagnostic – determine baseline for instruction; also use the study guides.
- Use of Scantron is another learning curve for new teachers.

7. **“Parental involvement” at CBFA is an ongoing challenge due to a variety of factors. Have you considered changing the title to something like “student advocate” to take the emphasis away from the fact that many students have people other than parents as their advocate?**
- Agreed that the use of “student advocate” term is more appropriate and more accurately reflects practice.
 - Some parents have expressed willingness to volunteer at the school
8. **How do you go about fostering your community relationships and nurturing them once they have been developed?**
- Quite often partnerships are based on personal relationships (e.g. “who you know”); currently working with University of Michigan departments to make relationships continuing ones no matter the staff/personal relationships involved.
 - Vista Maria has so many community relationships – CBFA has been able to benefit by those. Their leadership, marketing and development offices have been most helpful
 - CS Partners has also been good in sharing their community relationships with CBFA
 - Biggest struggle is continuity of those relationships.

REAUTHORIZATION APPLICATION SCORING RUBRIC

1. A. Is the academy making academic progress?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.
1A.			4	
1B.				
<p>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 Scantron or Terra Nova Tests.</p> <p>*Part B Does Not Apply</p> <p>Total Possible Pts=5</p>	<p>What reviewers will look for:</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>Reviewer Comments:</p> <p>The application describes assessment strategies used for the Academy’s unique population. It cites low test scores comparable to other strict discipline academies.</p> <p>Most of this section does not apply to CBFA.</p>			

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	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.
2. A. What progress has been made toward meeting the academy's mission?	2A.		2	
	2B.		2	
<p>B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?</p> <p>Total Possible Pts=5</p>	<p>What reviewers will look for:</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>Reviewer Comments:</p> <p>The application cites programs toward specific mission related goals. It also describes specific activities designed to bring the mission statement to practical application.</p> <p>CBFA has conducted a survey, and they are looking to implement changes based on that survey.</p> <p>Answered very thoroughly and thoughtfully considering the uniqueness of CBFA students.</p>			

3. A. Is the academy financially solvent and stable?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.
				2.5
	<p>What reviewers will look for:</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>Reviewer Comments:</p> <p>The application provides a detailed budget summary and forecast.</p> <p>Good information included; however, it didn't really address the high fund balance/more specifics on ways to use the fund balance.</p> <p>Strong fund balance (34%).</p>			
Total Possible Pts=2.5				

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3. B. Is student enrollment stable and near capacity?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.
				2.5
<p>*Stability is NOT relevant at CBFA</p> <p>Total Possible Pts=2.5</p>	<p>What reviewers will look for:</p> <p><i>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.</i></p> <p>Reviewer Comments:</p> <p>A detailed description of enrollment by program is included.</p>			

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4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?	Did Not Answer 0 Pts.	Somewhat Answered 2 Pts.	Answered 3.5 Pts.	Outstandingly Answered 5 Pts.
<p>Total Possible Pts=5</p>			3.5	
	<p>What reviewers will look for:</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>Reviewer Comments:</p> <p>Excellent illustrations of the relevance of assessment data to program planning.</p> <p>Again, thoroughly and thoughtfully answered in light of the uniqueness of the students served.</p> <p>It is apparent that significant data goes into Academy decisions.</p>			

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. Total Possible Pts=5	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	C H A L L E N G E S / O P P O R T U N I T I E S	
	5A.			2.5		
	5B.			2		
<p>What reviewers will look for:</p> <p>There will be narrative that shows long-range planning to address challenges facing the academy. As much as possible, 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> <p>Clear statement of challenges and plans to address them. Good evidence provided regarding board leadership.</p>						

Question	Points Possible	Points Awarded	
1	5	4	
2	5	4	
3	5	5	
4	5	3.5	
5	5	4.5	TOTAL SCORE: 21

Clara B. Ford Academy

Reauthorization Application

Academic Program

The Academy continues to make academic progress, although not as measured in the typical fashion. The school does not compare favorably to its resident districts or to State test scores but is comparable to other strict discipline academies. However, the school is developing strategies, procedures and policies to improve student achievement and to exceed the typical outcomes of strict discipline academies.

Currently, the school uses the Scantron Performance Series test as its primary monitor of achievement and administers the test after every six weeks of consecutive instruction. This test provides valuable data about individual students as they compare to grade level peers across the nation and it also acts as a diagnostic piece to aide in identifying the appropriate placement for students and in identifying areas for academic intervention. Unfortunately, because the girls are most often at the school for brief periods of time, by the end of any academic year the number of girls tested is so small, only eight girls for the 2010-2011 school year, that it is difficult to conclusions about instructional strategies and pedagogy and generalize these to the whole population.

Additionally, the academy will implement the use of the ACT Explore and PLAN tests for its students in grades 9-12. These tests, also norm referenced, will be used to make curriculum decisions with regard to college and career readiness. The academy has identified this test as useful because of the specific skill data it provides in its scoring. The tests will be used less to compare students to their peers nationwide and more to determine specific weaknesses in areas such as reading comprehension, mathematical understandings, the ability to decode and interpret data represented graphically, and basic written communication skills--all skills that are essential for navigating the adult world independently and successfully.

The school has also adopted a new tack for classroom instruction and assessment to refine its criterion referenced tests and to monitor student achievement while being responsive to the unique needs of students who may not be at the academy long. Teachers have been refining their units of instruction to focus on priority expectations, those High School Content Expectations (HSCEs) that have been identified as ones that will be tested on the MME by Kent County and identified using the Curriculum Crafter Tool. Additionally, the units are being designed to use student friendly language to allow students to quickly test out of an area where they are proficient and to clearly articulate to students what it is they are expected to know and be able to do, providing students with the relevance that will increase engagement. The units are intended to be short—about three weeks in duration so if a student enters the school mid-way through a unit they can easily “see” the outcomes of the unit and can quickly jump in or, if needed, can go back to previous units. This organizational structure is meant to aid in students’ feeling of efficacy—as they don’t need to sit idly for long periods of time waiting for the teacher to tell them what they have missed and need to get started on, and it can also employ the

students in the class who have been present for a longer period and can coach the newer girls on how to start a unit of instruction and how to monitor their own progress.

This model is based on the work of Robert Marzano's *The Art and Science of Teaching* which provides significant evidence of increased student achievement when students are aware of their learning targets, when they receive constructive feedback on how to get better, and when they feel engaged in the process of learning. The unit design builds in the scale of achievement so that this is communicated well. Furthermore, the shorter units offer a way to have students be successful quickly, so that they feel empowered and efficacious. Clara B. Ford Academy is very aware of the beliefs that students bring with them to school about their own ability to learn and about how school has not been a place where they can be successful. The school also understands that the work needs to be appropriately challenging and relevant and by using the unit design plan they can achieve these multiple goals.

Finally, because the units are linked to HSCE's and have identified criterion based assessments, teachers will be able to quickly collect data about which HSCEs provide more challenges to students and will also be able to link these to the MME test. The Academy will also grant credit in quarter increments so students can feel like they are taking something with them, even if they are not at the school for long.

Academy Mission

During the 2010-11 school year, a group of stakeholders met to develop a strategic plan and establish goals. This strategic plan was presented to and approved by both school boards. Updated mission and vision statements were designed to better reflect both academies' purposes and plans for the future: "*The mission of Village of Hope Academies (VoHA) is to engage our students in a safe, innovative learning environment within Southeast Michigan that will enable them to function as contributing adults. The vision: "Our students are inspired to use education to unlock unlimited opportunities before them and realize their dreams."*

To achieve these, it is important to keep in the forefront that Clara B. Ford provides educational services to residents of Vista Maria, a community-based treatment agency for adjudicated, abused, and neglected youth. The goal is to establish a common culture consistent with *Smart Character Choices* and Vista Maria's core competencies. This past year, members from both agencies (Vista Maria and CBF) met to develop shared behavior plans so that a system will be created that intentionally supports one another, provides a safe environment, and holds similar and consistent expectations for students/residents. This year, the goal is to develop a survey, administered to students, CBF faculty, and VM school staff, assessing this integrated system.

Additionally, to help staff achieve the stated mission and vision for our students, CBF has adopted Lezotte's 7 Correlates of Effective Schools as a means of evaluating the program. The correlates are common qualities that are fundamental in the most successful schools, regardless of population or demographics. They are:

Safe and Orderly Environment—there is an orderly, purposeful, business-like atmosphere that is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

High Expectations for Success—staff believes and demonstrates that all students can master the essential school skills and that they have the ability to help all students attain that mastery.

Instructional Leadership—the Principal acts as an instructional leader and effectively and persistently communicates the mission to the staff, parents, and students. The Principal understands and applies the characteristics of instructional effectiveness in management of the instructional program.

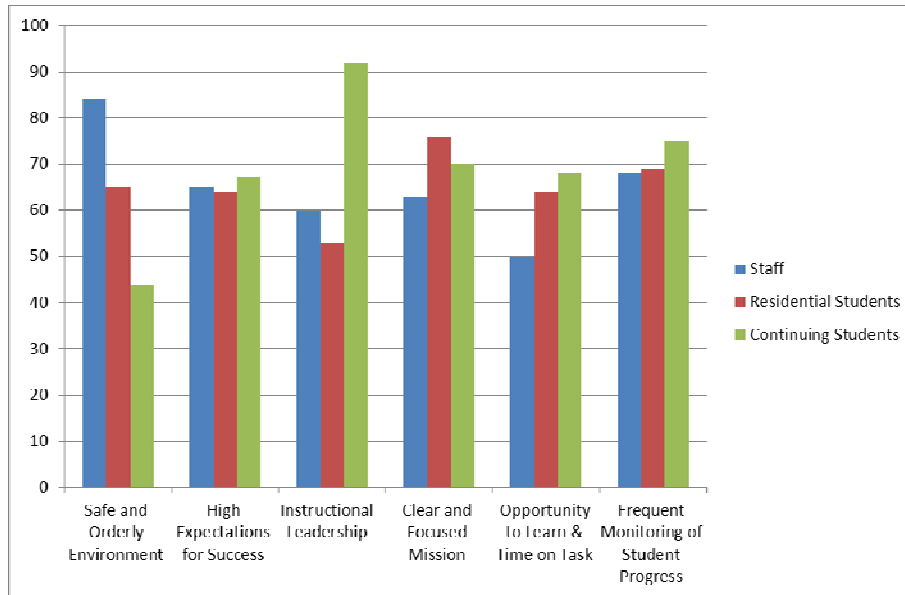
Clear and Focused Mission—in the effective school, there is a clearly articulated mission through which the staff share an understanding of and a commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accept responsibility for students' learnings of the schools essential curricular goals.

Opportunity to Learn & Time on Task—a significant amount of classroom time is dedicated to instruction in essential skills. For a high percentage of this time, students are engaged in planned, teacher-directed learning activities.

Frequent Monitoring of Student Progress—student academic progress is measured frequently using a variety of assessment procedures. Results are used to improve both individual student performance and instruction.

Home-School Relations—This is a particular challenge at CBF. Many of the girls find themselves at CBF precisely because their homes have not known how to support their child—and the importance of this feature is well documented. Its absence in student's lives makes a considerable impact upon their approach to school.

The implementation of these correlates is measured via a survey, designed by Effective Schools, and administered to students and staff. Last year a spring survey was administered to 23 staff members and 77 students (65 residential, 12 continuing) that showed comparison between staff and students:



Percentage of respondents who selected agree or strongly agree to questions related to each Correlate of Effective Schools.

In order to create an environment that supports CBF’s mission and vision, it also became clear last year that our novice teaching staff was in need of knowledge and skill development to better serve CBF population. Based upon their needs, professional learning opportunities were designed in alignment with the National Standards for Staff Development. Staff were exposed to classroom management, differentiated instruction, and brain based learning. Evaluations of each learning opportunity revealed that staff found these opportunities helpful and were actively implementing presented material. This year, CBF will continue to build upon these learning opportunities as well as adding those focusing on Curriculum Crafter (a tool to align curriculum and instruction to Michigan Standards), co-teaching, and the psych-sociological issues related to our students.

The mission is posted on the web page and in the Academy. It is written in correspondences and referred to in meetings with stakeholders. Certainly, CBF’s mission and vision drives our work and decisions. It is the heart of our discussions as we strive to meet the needs of our students.

Sustainability and Viability

The stability of the Academy’s finances is the result of steady enrollment and controlled spending aligned with revenues received from the State. State Aid blended enrollment count was 163 students for the 2010-11 school year, with 179 students actually enrolled in February 2011. Student enrollment is projected at 180 students for 2011-12. The Academy entered the 2010-11 school year with a strong fund balance at 34% of annual revenue which is expected to remain steady entering 2011-12. This level exceeds the Board’s guideline of 5%. Instructional programs accounted for 53% of total expenditures or \$975,087 in 2009-10. Resources allocated for instructional spending are expected to increase consistent with the Academy’s mission and vision. Key data are summarized below:

	2009-10 Audited	2010-11 Unaudited	2011-12 Projected
Fund Balance as % of Revenue:	34%	34%	37%
Instructional Expenditures:	53%	61%	64%
All Other Expenditures:	47%	39%	39%

To better align daily operations with the Academy’s mission and vision, the Board hired a new educational service provider, CS Partners, in July 2010. With CS Partners, the Academy shifted from command-control leadership to a participative leadership relationship, enabling leverage of educational resources and expertise that will better allow the Academy to implement State core curriculum. Further, it is the Board’s intention to support and promote the participative philosophy throughout the Academy, its programs, and stakeholders, to develop a collaborative leadership team that will ultimately result in the fulfillment of the mission and vision.

While current economic conditions in the State are challenging, and per pupil funding will be reduced in 2011-12, the Academy budgeted monies for additional curriculum software and student laptops.

As the Academy enters the new school year, finances will continue to be closely monitored to identify opportunities to further enhance instructional support, technology and facilities. The financial audit for 2010-11 is nearing completion; no significant reportable findings are anticipated.

Student Enrollment

CBF student enrollment is dependent upon the court system –judge orders dictate when the residents enter and leave Vista Maria. CBF has provided educational services to approximately 170 students at any one time; however, last year 621 students passed through the various programs. Of these 621 students:

206 (33%)	<1 month
73 (12%)	1 month
49 (8%)	2 months
42 (7%)	3 months
62 (10%)	4 months
50 (8%)	5 months
50 (8%)	6 months
33 (5%)	7 months
17 (3%)	8 months
15 (2%)	9 months
10 (2%)	10 months
6 (1%)	11 months
7	13-16 months
1	20 months

The turnover of the students is not always known in advance. When a student enters the classroom doors, the teacher does not know if they will remain for a week, month or semester.

Not only does this present a challenge to the teacher, it negatively impacts the student's attitude, e.g., "why bother, I am not going to be here long"; "this is not a 'real' school"; "I cannot do this level of work"; "what is the point of school anyway?"

CBF educational services are divided among three programs:

1) unit school—approximately 50 students receive their schooling in one of the six residential units/programs. The psychiatrist and school personnel have decided that these students are not psychologically or mentally ready to attend school full time in the main building. Some are:

- in "lock-down" awaiting placement in the juvenile system,
- truant or flight risk,
- under observation for medication stabilization,
- suicidal or at risk for self-harm,
- behaviorally explosive, or
- dually diagnosed with mentally impaired.

2) main school—approximately 90 students who are stable enough psychologically, behaviorally, and emotionally to attend school on a full time basis. These students experience a high school setting where they change classes, experience, physical education, music, and art.

3) continuing students—20 students who have been residents of Vista Maria and have decided to continue their studies at Clara B. Ford. Many want to remain at CBF because they feel supported, safe, and successful. Unfortunately, many of these students, who were once under the close supervision of Vista Maria staff, find themselves surrounded by many of the environmental challenges that they previously experienced. As a result, many run away from their guardian or placement and leave the area. Some feel that they are so far behind in school, due to history of truancy, and have history of limited interpersonal success that they appear to give up. Tests, writing assignments, and lengthy reading trigger defeatist beliefs in self. Although some of these students continue to attend school on a regular basis, their emotional instability interferes with their ability to establish relationships, remain in class, and apply themselves to their school work.

Decision Making

In 2010-11, the Academy began to use data from the Scantron Performance Series test with faculty to analyze both the results and the test itself. Faculty had not previously had much experience with the test results nor had they seen the types of questions students were being asked to answer. The result is that there was misalignment between teacher classroom instruction, strategies and assessments. In particular, teachers were made aware of the need to improve student literacy in all content areas and through the analysis of Performance Series items, specifically the types of reading passages and math problems that students are presented with, teachers were led to redesigning units that aligned with the assessment students were going to encounter.

This year the school will add the ACT Explore and PLAN tests to provide more targeted areas of improvement. The ACT EPAS system that is comprised of these two tests yields excellent data that is very skill specific and highly correlated to success not only in college but in life. Teachers will have opportunities to dig into this data and will be trained in applying their knowledge of

what the ACT measures--in general strong communication skills and critical thinking skills--to align classroom activities that sharpen these skills within the shorter units described above.

The school is also undergoing a process to determine how best to apply the residential data it has available as well. We believe that the length of stay, the residential site, the retention of the girls in the continuing school has information that may also drive instructional practices. However, the conclusion of the 2010-2011 school year was the first year that this data collection was shared with the school. The school, in conjunction with the staff of Vista Maria, hopes to analyze this data for information about success in the residential units and how to adapt instruction and provide more relevant resources and learning experiences to girls in such a unique situation.

Finally, the data that is collected from perception surveys is equally important at CBF and probably of much more weight than in a typical school. The leadership of CBF has done extensive research in the area of student perceptions of their school and of themselves as learners to know that unless students feel that the school truly has their best interest at heart and that they feel like they can be successful, students will quickly relapse into self-destructive behaviors that undermine their school success. CBF is developing a system to collect this data in a few ways. The school is investigating the HOPE survey as a possible measure, and is also planning on collecting data from students in the advisory class that is new to the 2011-2012 school year. In the advisory class students will set goals, monitor their progress, and self-reflect on the attitudes and behaviors that help or hinder their progress toward those goals. CBF intends to collect and monitor this data to further develop the advisory program which is intended to boost student's sense of efficacy and autonomy and ultimately result in improved academic achievement.

Challenges and Opportunities

Challenges:

- Frequent turnover of student population: Although enrollment averaged 170 students at any given time, 621 students revolved through its doors last year: 33% attended CBF one month or less; approximately 85% of these students attended CBF six months or less! (See statistics listed in question above.)
- History of truancy leading to severe gaps in academic skills making it difficult to remediate in the short period of time they are in the Academy. For many of these students, just coming to school on a regular basis is a major accomplishment.
- Psychological issues (e.g., history of severe neglect and physical and sexual abuse, post-traumatic stress, and early attachment disorder) that negatively impact their learning. Students who are dealing with survival issues do not see education as a high priority.
- Finding the tipping point of high academic expectations and "psychological withdrawal," i.e., students who have a history of failures (in school and in their families) may have developed low self-esteem and a lack of confidence that thwarts their willingness to pursue academic challenges. When are expectations too high that create "shut down" or too low and contribute to "learned helplessness?"
- Finding a tool (or tools) that effectively measures/defines academic success for this population. Is academic success an increased score on a Scantron test? The ability to now write a complete sentence that they were unable to do so upon entry to CBF? Perhaps it is

developing a belief that education is important and a means to a better end? Or, regularly attending school and participating in the classroom?

The Academy will address these challenges by:

- Working with Vista Maria staff to intentionally integrate treatment and academic goals there by increasing staff knowledge of treatment issues that inhibit academic success and techniques to increase student's self-concept and confidence.
- Assessing each student, via WRAT, Scantron Performance Series, classroom evaluations, developing goals, and implementing strategies for their actualization
- Administering student surveys to self-assess change in attitudes, beliefs, as well as surveying stakeholders on the 7 Correlates of Effective Schools
- Working with university staff and doctoral students to better understand this population and how to improve academic success

SIP Plan and goals that were developed by CBF stakeholders, will be incorporated into professional learning opportunities and school-wide discussions. They will be assessed via various means and monitored by staff and school leaders.

- Improve problem solving ability as measured by Scantron math scores. In developing these skills, teachers will make a connection to real life situations. This will allow students to take an abstract concept and apply to their world which may in turn aid them in making better life decisions as they move into independent living situations.
- Increase their communication skills via writing. This tool will allow them to be more successful in their adult lives, e.g., writing letter to landlords to correct household problems, to insurance company to clarify inaccurate billing, etc...
- Increase reading comprehension which will allow the student to follow manuals, read world events, understand policy and procedures in their work environment.
- Develop intrinsic motivation so that they make decisions based on facts and problem solving skills as opposed to the rewards and punishments of a penal system.

The Board

1. Our long range plan is for the Village of Hope to assist our young ladies to transition from the completion of a high school degree, and go on to college or trade school to obtain good jobs to support themselves and their family and to be positive forces in their communities.
2. The Board demonstrates growth by taking advantage of training opportunities and in engaging in Board meetings. Each time we meet, we understand more about the school and the weight of the guidance that we give. We have grown by redirecting our focus on academic progress, and less on the administrative affairs of the Academy, and by listening to and responding to the voices of the girls who we aim to serve.

In June of 2011, girls of the Clara B. Ford Academy were given the honor of participating in a "Round Table with Young Americans" discussion hosted by the White House. In this discussion students spoke of their aspirations to go to college and to live better lives. They spoke of their experiences in Detroit Public Schools where they were in fights, where they felt unsafe, and where they didn't feel comfortable asking for help. CBF recognizes that by the time students have reached them that there is a great deal of fear, anger, and resentment toward school and that it is incumbent upon the school to ameliorate the long term effects of alienation and disenfranchisement.