



FERRIS STATE  
UNIVERSITY

*Imagine More*

**NORTHRIDGE ACADEMY**

**MID-CONTRACT REVIEW**

**December 5-6, 2012**

## MISSION

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

## VISION



## CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humaneness

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

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

We value integrity and trust, demonstrated by our –

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

# FERRIS STATE UNIVERSITY

## Charter Schools Office (CSO)

### Declaration of Intent and Purpose

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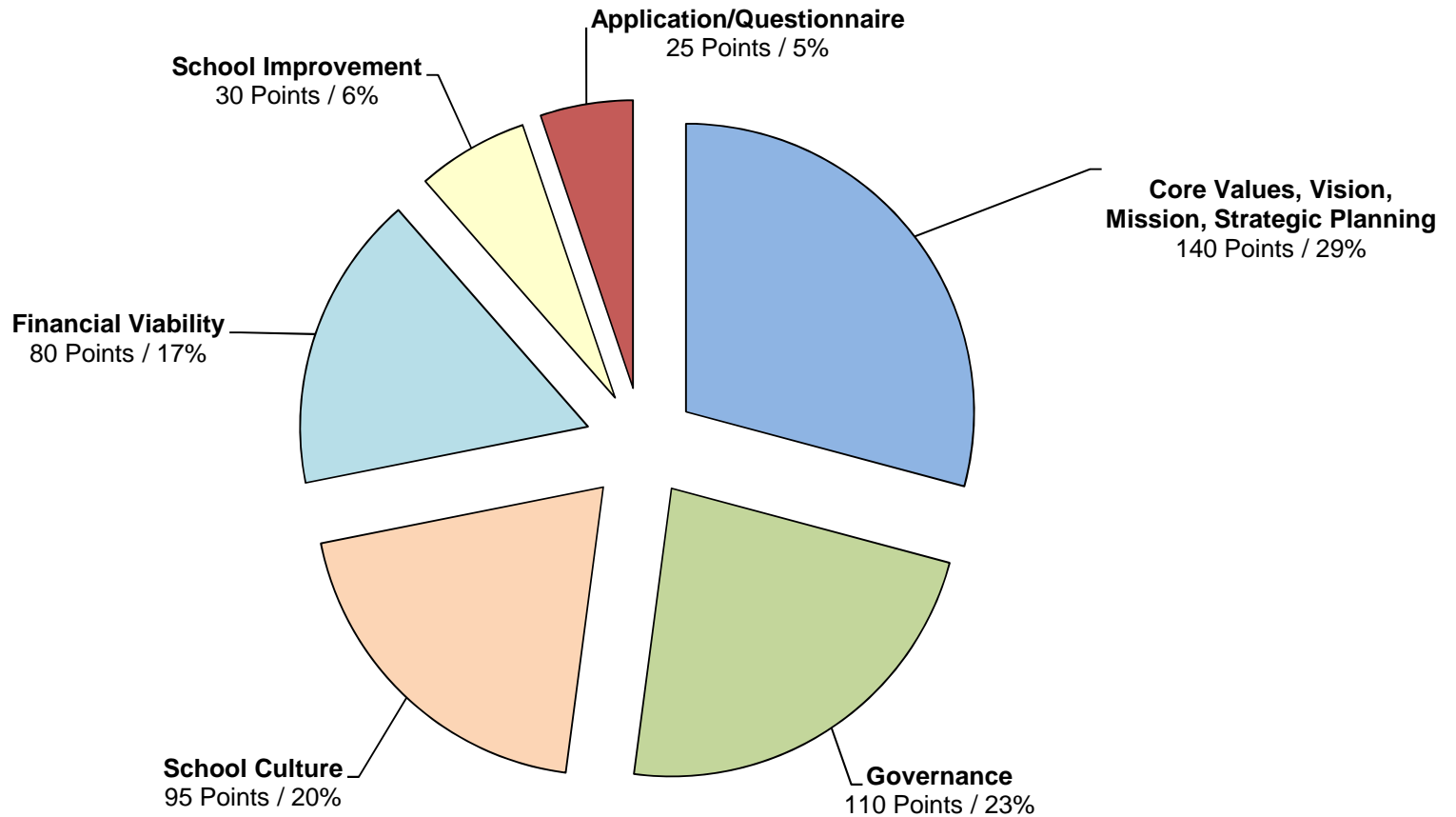
Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office accomplishes this responsibility in two stages:

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

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

This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website: [www.ferris.edu/charterschools](http://www.ferris.edu/charterschools).*

# Mid-Contract/Reauthorization Review: Formula 2012-13



Total Score		
Maximum: 480 points		
382 - 480	Exceeds Standards	90%+
360 - 481	Meets Standards	75% - 89%
288 - 359	Needs Improvement	60% - 74%
287 & Below	Deficient	Below 60%

# Mid-Contract/Reauthorization Review: Point Tally Sheet 2012-13

Academy Name: **Northridge Academy**

Dates of Visit: **December 5-6, 2012**

Status: **Meets Standards**

Overall Percentage: **89.73%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	140	126	90	Exceeds Standards
Governance	110	96.25	87.5	Meets Standards
School Culture	95	90	94.7	Meets Standards
Financial Viability	80	80	100	Exceeds Standards
School Improvement	30	23.5	78.3	Meets Standards
Application/Questionnaire	25	15	60	Needs Improvement
<b>Total Score:</b>	<b>480</b>	<b>430.75</b>	<b>89.73</b>	<b>Meets Standards</b>

## Visiting Team Members

Name: Jim Ridders	Signature: <i>James H. Ridders</i>
Name: Larry Lindquist	Signature: <i>Larry Lindquist</i>
Name: Ron Rizzo	Signature: <i>Mr. R</i>
Name: Joan Beadle	Signature: <i>Joan Beadle</i>
Team Chair: Jim Ridders	

## Total Score

maximum: 480 points

432-480	Exceeds Standards	90%+
360-431	Meets Standards	75% - 89%
288-359	Needs Improvement	60% - 74%
287 & Below	Deficient	Below 60%

Annual Academic Performance Audit Score: 58.64% Deficient

Monitoring Status: Phase 2

## NORTHRIDGE ACADEMY MID-CONTRACT REVIEW

### EXECUTIVE SUMMARY

DECEMBER 5-6, 2012

#### INTRODUCTION

The Review Team has compiled the results of our findings and observations. A summary of our analysis is outlined in following paragraphs. First, however, it must be noted that our review findings must be considered in the context of the overriding factor of academic achievement.

#### STUDENT ACHIEVEMENT

The Academy scored *needs improvement* on the annual student achievement performance report. In addition, the Growth to Standard score is *deficient*. Relative performance to state and resident district scores continue to be significant issues, with Math being the most critical need and marginal growth in Reading not reflecting expected gains.

The review team is hopeful that recent implementation of new data analysis systems and school wide instructional practices will result in significant academic achievement advances. Understanding the connection between best practices and implementation of new programs will be a key to those improvements. Continued support by the Intensified Monitoring liaison will continue to be available to the Academy.

#### REVIEW RESULTS

The Review Team considered the evaluation criteria included in the Mid-Contract Review Model and determined an overall performance score. Scores earned in each of the categories, combined with the reauthorization application score, results in an overall rubric score of 430.75 points out of a possible 480 points. This is 89.73% of total possible points, which is at the top end of the MEETS STANDARDS category of the reauthorization rubric.

#### COMMENTS AND RECOMMENDATIONS

Our review revealed many positive features of the Academy's current operations. It should be noted here that many of our ratings are positively influenced by improvements implemented during the current school year, including moving to the Academy's new facility. The following are highlights of those discoveries:

- The Review Team was especially impressed with the level of commitment of staff members to the overall well being of each student, with timely and relevant communications with parents being a priority. Attention to an orderly and controlled school culture has made a significant contribution to a positive learning environment.
- The Academy is clearly a mission driven organization. The board and school leadership are to be commended for their perseverance in securing a more suitable facility while managing the organization's financial viability.
- As noted above, the Academy staff's recent commitment to using data to inform instruction shows promise for increasing student achievement, and the visible posting of achievement scores encourages ownership of results by all stakeholders.

In addition to these positive aspects of the Academy's operations, the Review Team offers the following suggestions for growth or development:

- While the school has developed the foundations of planning and long range plans, there is a need for a well defined method of evaluating progress toward desired outcomes.
- The Review Team recommends continued attention to the development of a positive school culture within the student body, especially in light of the significant number of new students attending the Academy this year.
- Continued attention to the adoption and implementation of proven best practices throughout the Academy's instructional programs is critical. An emphasis on differentiated instruction should be a focus of ongoing professional development activities.
- The many new practices and procedures implemented by the Academy this year should be evaluated, and targeted, ongoing support of their continued development and effective implementation by staff should be provided.

## CONCLUSION AND RECOMMENDATION

We noted that the Academy has recently shown progress and, we believe, demonstrates capacity for future success. Based on our findings, the Review Team recommends that the Academy continue to work toward Reauthorization by demonstrating significant and consistent positive trends in student academic performance.

The Charter School Office and members of the Review Team thank all Northridge stakeholders who were involved in the hospitality offered during our visit. We also recognize and commend the efforts of all who are involved in working toward the success of the Academy.

James Ridders, Review Team Chair

**Criterion:**

**Core Values, Vision, Mission, and Strategic Planning**

Points Possible <b>140</b>	Points Achieved <b>126</b>
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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"> <li>In collaboration with the Academy's stakeholders, the Board has developed Core Values</li> <li>The Core Values are the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders</li> <li>The Core Values do not serve as the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernable Core Values identified</li> </ul>	
Point distribution		10 points	7.5 points	6 points	0 points	
Core Values: Communication	10/10	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	5/5	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"> <li>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</li> <li>The Vision Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>The Vision Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernable Vision Statement identified without links to the Core Values</li> </ul>	
Point distribution		10 points	7.5 points	6 points	0 points	
Vision Statement: Communication	10/10	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"> <li>The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined</li> <li>The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision</li> </ul>	<ul style="list-style-type: none"> <li>The Board does not have a method in place for evaluating the Academy's Vision</li> </ul>	

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	5/5	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"> <li>In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role</li> <li>The Mission Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role</li> <li>The Mission Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernable Mission Statement identified without links to the Core Values</li> </ul>	
Point distribution		10 points	7.5 points	6 points	0 points	
Mission Statement: Communication	10/10	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"> <li>The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined</li> <li>The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission</li> </ul>	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	5/5	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	20/20		<ul style="list-style-type: none"> <li>The Board has developed a written comprehensive Strategic Plan and actively pursues it</li> <li>Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan</li> <li>The Strategic Plan has been updated or reaffirmed on an annual basis at Board retreats and/or meetings</li> </ul>	<ul style="list-style-type: none"> <li>The Board has developed a written Strategic Plan</li> <li>However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan</li> <li>The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernable Strategic Plan in place</li> </ul>	
Point distribution		n/a	15 points	9 points	0 points	
Written Strategic Plan: Communication	9/15		<ul style="list-style-type: none"> <li>The Board's written Strategic Plan has been communicated to all stakeholders</li> <li>Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy</li> </ul>	<ul style="list-style-type: none"> <li>The Board's written Strategic Plan has not been well communicated to most stakeholders</li> <li>There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders</li> </ul>	

Core Values, Vision, Mission, and Strategic Planning: Total score for all competencies			
Total Points Achieved	Percentage Achieved	Category Achieved	
126/140	90%	Exceeds Standards	

**Criterion:**

**Governance** (as reflected in Board minutes and observations)

Points Possible <b>110</b>	Points Achieved <b>96.25</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	5/5	The Board: <ul style="list-style-type: none"> <li>has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>references appropriate policies at Board meetings when making decisions</li> </ul>	The Board: <ul style="list-style-type: none"> <li>has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>demonstrates some familiarity with them</li> </ul>	The Board: <ul style="list-style-type: none"> <li>has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>does not demonstrate familiarity with the policies</li> </ul>	The Board: <ul style="list-style-type: none"> <li>has few policies/procedures in place that are required by state and federal laws</li> <li>has not regularly updated its Policy Manual</li> </ul>	
Leadership: Meeting schedule	3.75/5	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	8/15/12-Note letter of reprimand regarding rescheduling pocedures
Leadership: Monthly quorums	3.75/5	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	11/18/10 Cancelled
Point distribution		n/a	10 points	7.5 points	0 points	
Leadership: Monthly progress reports	10/10		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> <li>receives detailed monthly reports on student achievement</li> <li>regularly engages in discussion about these reports</li> </ul>	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> <li>periodically receives detailed monthly reports on student achievement</li> <li>occasionally engages in discussion about these reports</li> </ul>	As evidenced by Board minutes the Board: <ul style="list-style-type: none"> <li>does not receive detailed monthly reports on student achievement</li> <li>rarely discusses student academic achievement</li> </ul>	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	0/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	There are currently no candidates in the pool for NRA

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points		0 points	
Leadership: Management Company Evaluation	10/10		There is a correlation between the Board's annual evaluation(s) of the Management Company that accurately reflects the academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation(s) of the Management Company and the academy's academic achievement status and progress along with the provided business services	The ESP evaluation does not provide evidence of specific support of academic achievement
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	Instructional coach and Data coach need to 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: • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages & supports professional development activities: • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement		Two members have completed their professional development requirement, the rest appear to be on track to meet the 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"	NRA's compliance percentage is at 98.5% at the time of this review
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting AOIS: rate	0/5		The Academy meets the CSO percentage requirement for AOIS reporting		The Academy does not meet the CSO percentage requirement for AOIS reporting	The CSO percentage required is 100% in 2012-13

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	3.75	0 points	
Compliance: Transparency Reporting	5/5		The Academy website meets requirements for transparency reporting		The Academy website does not meet requirements for transparency reporting	Website should reflect MDE direction dated 2-29-12
Compliance: AYP Accreditation Reporting	5/5		The Academy website meets requirements for AYP and Accreditation reporting		The Academy website does not meet requirements for AYP and Accreditation reporting	
Professional participation	5/5		The Board has a consistent representation at a majority of CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has less than a majority of representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	
Point distribution		n/a	10 points	n/a	0 points	
Academy updates	10/10		Board minutes reflect that the Board receives monthly 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 monthly 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	
Point distribution		n/a	5 points	n/a	0 points	
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	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Notices of annual meetings	5/5		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	
Point distribution		n/a	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	Note comments in School Culture section

Governance: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
96.25/110		87.5%	Meets Standards	



**Criterion:**  
**School Culture**

Points Possible <b>95</b>	Points Achieved <b>90</b>
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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"> <li>• create a safe and orderly academic environment</li> <li>• are conducive to learning</li> </ul>	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> <li>• they are not consistently enforced</li> <li>• the academic environment is not always conducive to learning</li> </ul>	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> <li>• have developed behavioral expectations or systems that are consistently enforced</li> <li>• have established an academic environment that is conducive to learning</li> </ul>	Front door security system is a concern. Room to room communication is in progress.
Safe & orderly environment: Safety plan	10/10		The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place and there is evidence that it is known by staff</li> <li>• implemented safety and security measures into daily operations</li> </ul>	The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place; however it does not seem to be known by staff</li> <li>• implemented some safety and security measures into daily operations</li> </ul>	The Academy: <ul style="list-style-type: none"> <li>• does not have a comprehensive safety plan in place</li> <li>• has not implemented safety and security measures into daily operations</li> </ul>	
Point distribution		n/a	10 points	n/a	0 points	
Safe & orderly environment: Student discipline	10/10		<ul style="list-style-type: none"> <li>• Staff members consistently demonstrate that they share responsibility for student discipline</li> <li>• Staff and students are observed supporting and encouraging respectful and collaborative behavior throughout the Academy</li> </ul>		<ul style="list-style-type: none"> <li>• Little or no evidence exists that staff members consistently demonstrate that they share responsibility for student discipline</li> <li>• Staff and students are not observed supporting and encouraging respectful and collaborative behavior throughout the Academy</li> </ul>	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Staff stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	1 turnover since last review (retirement)
Staff stability: Faculty	10/10		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	24% turnover since last review
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	Middle school fire extinguisher boxes are locked-need to be accessible in case of fire!
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	Improvement has been noted from previous site
Site and facilities: HVAC system	0/5		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	Heating controls are in need of improvement. Some rooms were oppressively warm, others were cool
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	Improved from previous site; however, more functional restrooms are needed
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	

School Culture: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
90/95		94.7%	Meets Standards*	

\*Because it is not possible to Exceed Standards in any cell, it is not possible to exceed standards as an overall rating even though the score may be 90% or above

**Criterion:**  
**Financial Viability**

Points Possible <b>80</b>	Points Achieved <b>80</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Budget development	10/10		The Board has established and adheres to a timeline for budget development	The Board has established a timeline for budget development but does not adhere to that timeline	The Board has not established a timeline for budget development	Specific timeline should be adopted
Opportunity for input	10/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		<ul style="list-style-type: none"> <li>The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy</li> <li>Budgeted amounts are consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget appears inconsistent with the school improvement plan</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget does not take school improvement into consideration</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	Good documentation
Point distribution		n/a	5 points	3 points	0 points	
Access to monthly financial statements	5/5		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	5 points	n/a	0 points	
Audit / fund balances: External audits	5/5		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was completed in a timely manner</li> <li>submitted to the State by or before October 31 results were shared with</li> <li>the Board of Directors in advance of the public presentation</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was performed within the specified timeframe</li> <li>the Board of Directors did not receive it in advance of meeting for review</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was not performed within the specified timeframe</li> </ul>	
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"> <li>of at least 10% of general revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>within 3% -9.9% of general revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>within 1% - 2.9% of general revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>of less than 1% of general revenue</li> </ul>	Fund balance at approximately 15%
Point distribution		n/a	5 points	n/a	0 points	
Long-range planning	5/5		The Board has an identifiable long-range plan for fund balances		The Board does not have an identifiable long-range plan for fund balances	

Financial Viability:				
Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
80/80		100%	Exceeds Standards	

**Criterion:**  
**School Improvement – NCA VERSION**

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

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

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



**School Improvement:**

Total score for all competencies

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

# BOARD INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **December 5-6, 2012**

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

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

- We've definitely made strides since the last review (governance, finance, school culture)
- Haven't arrived yet, but know it's feasible
- Staff have bought in to our 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?**

- Parents have told us that we're doing a good job
- Our enrollment has remained constant despite increased competition, more charter schools in area
- Parents report students begin well prepared at grade 9
- Taking the tests seriously is an significant factor

**How do you explain the disparity between the school's scores and your responses?**

- Some do not take school seriously
- Some do not test well

**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?**

- The authorizer should put demands on the school

- FSU wants their academies to embrace excellence
- Many changes to requirements
- Agree with standards of excellence
- Relationship between authorizer and academy

**4. What are you most proud of at this academy?**

- Our staff are here for kids
- We attained financial stewardship
- Moving to new building and area
- Nat's leadership

***What could be improved?***

- It's going to take time to get new building to where we want it to be
- We need to increase our student enrollment
- Student achievement, contract goals
- Parent involvement

**5. Does your Board have a strategic plan for the next 3-5 years? If yes, what is the main focus of that plan? If no, do you see value in developing such a plan?**

- Yes, we decided a 5-year plan in 2010—student achievement and growth was at the heart of the plan
- The strategic plan is our map
- We know that we are meeting our mission by talking with parents and staff
- Staff participated in development of strategic plan, initial planning

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

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

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

- Offer transportation
- More after-school activities
- Interior decorator, building improvements
- Arts, athletics

**9. Anything for our attention?**

- We're going to meet our contractual obligations and our challenges
- We haven't reached our pinnacle yet—we take our development seriously



# ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **December 5-6, 2012**

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, when teachers are observed using technology
- They are learning because they are engaged
- Climate has turned more toward learning
- Respectful climate, teachers are caring and nurturing
- Number of fights has diminished considerably
- Kids rise to the level of our expectations
- Presence of teachers in hallways has made a difference
- Looking forward to formative assessments\
- Parent contacts are much improved

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

**Most Proud Of:**

- Staff working more closely together now
- Purchasing reflective vests to wear in the parking lot
- Everyone is in uniform
- Starting to see some more consistency—RTI, PBIS, etc. are starting to be implemented and there is follow-up
- 90-95% attendance—students are more engaged
- Parents more involved now

**Could Be Improved:**

- Test scores need to improve
- We need to digest what we have worked on and have it become a part of our culture
- Data is more transparent, need to do it all over again
- Initiatives are in beginning stages

**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?**

- Scores improve when teachers teach to their strengths
- We will continue to do what works

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

- “9”—before it was inconsistent
- “8”—we still have a ways to go, but are improving
- “8”
- “7”—can always do better, but now no excuses

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

- PBIS—student behaviors, attendance, law and order
- Parents pick up kids early from school
- Tardies are a problem (Sunshine Club)
- Trying to align everyone to the mission and vision
- Professional development needs to continue
- Test scores need to improve

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

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

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

**9. *Anything for our attention?***

- The school is a work in progress
- We mean business, and are not playing
- Departmentalization of Education Program—have had success with it at another school
- Success for All program





# INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **December 5-6, 2012**

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—some people had to be invited to leave, but we're making progress—more cohesive and supportive now
- Now working together better
- We provide a respectful culture where students can learn
- Yes—technology addition has been huge in this area
- Yes—we've been improving in best practices
- Everything we do is data-driven, research-based
- Believe in our school leader—school leader is the key
- Can turn to anyone for help
- Have a community presence, socially activated
- Safe, respectful environment--compassionate

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

### **Most Proud Of:**

- Our school leader—no nonsense, good with parents
- Support system
- Student behavior is improved
- Students are given a voice also, know they can talk to school leader

### **Could Be Improved:**

- Test scores—achievement

- We need to have a more serene environment, especially during dismissal time
- We lose students because we do not offer bussing

**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**

- “10” --we have what we need; now things are much better
- “7”
- “8” (two times)

**b. Professional Training**

- “7” to “8”—issue might be timing, but otherwise, yes

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

- “10” ( three times)—We’re more focused and aligned
- It’s very clear to us what is expected

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

- “9”—before it was inconsistent
- “8”—we still have a ways to go, but are improving
- “8”
- “7”—can always do better, but now no excuses

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

- I wouldn’t expect any less than we do
- Yes—we’re a “no excuse” school
- We raise the bar, and they need to meet it; they come with some baggage to leave at the door
- Common core standards will be the guiding principles

**6. Would you enroll your child at this academy?**

- Yes—hands down
- Yes—most definitely; Northridge teachers care about kids

- Yes—Northridge is a place I would want my children to come
- Yes—we teach the whole child
- We're asked that question by our school leader
- Teachers care about the children—they are all my children

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

**8. *Anything for our attention?***

- Partnerships with community add to success
- We are moving to a “no excuse” academy—the bottom line
- We do a lot of non-classroom things for kids, provide many experiences outside of the classroom (i.e., Cedar Point, community garden, karate)
- 80% achievement
- Accountability of teachers is emphasized



# SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **December 5-6, 2012**

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?**

- More parent involvement
- Better parent communication
- Continued growth among staff—socially—we're getting there now

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

**Most Proud Of:**

- Better learning environment
- More orderly and disciplined
- Current leader challenges everyone to do their best
- Proud of student accountability
- Students eager to take charge of their own learning
- Better facility
- Better transitions in hallways

**Improvement:**

- Staff needs to continue interacting, relationship building

**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**

- “10” (three times)—better now than it used to be

**b. Professional Training**

- “10” (three times)—We know we need to be at these, more effective when you know what you need to do

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

- “10” (three times)—we get straight forward instant feedback
- Teamwork made the dream work

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

- “10” (three times)
- Atmosphere is inviting, home-like environment
- Morning greeting has made a big difference
- Staff visibility has helped to reduce the problems

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

- Students are being challenged more now
- Students have grown based on the challenges presented to them
- Students actually talk about academics in the lunchroom
- Can't participate in basketball, etc. without a gpa of more than 3.0

**6. Would you enroll your child at this academy?**

- Yes, based on how I see the teachers, now there is a respect of authority
- Yes, now, but not before
- Yes—now we have a family atmosphere

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

- Exposure to more outside of school, field trips

- Connect with culture around them
- Have a fence around the school, have everyone know this is a school—boundary lines
- Playground for kids
- Recognition celebrations for those who achieve well on Scantron
- More connections to colleges
- More assemblies—talent shows, students allowed to express themselves in other ways
- More mentorship

**8. *Anything for our attention?***

- Consider transitions that are happening now compared to other years





# PARENT INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **December 5-6, 2012**

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?***

- Because school was in the neighborhood—my son had issues and the staff treated him like an individual and worked with him
- Heard good things about the school—they have helped my daughter improve
- My nephew came and my son talked to him—he heard good things
- Both of my children are doing well
- This is a better setting than Flint schools

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

- Staff call whenever there is an issue—keep us updated—very responsive
- Any time there is a problem the school calls
- Teachers themselves are quick to call, not just the principal

**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.***

- “9”—They’re growing, new building has been a tremendous help
- “9”—The staff greet you in the hallway, staff knows students by name
- “9”—Potential for growth

**4. *Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.***

- Yes—my child is learning a great deal—they’re really helping the children learn

- Yes—My child has ADHD and they work with her
- Yes—I'm satisfied
- Struggles at beginning, but at Northridge they did testing and programming
- Recent changes have helped lots—methods now are better
- Reading groups are helpful
- Immediate attention to learning issues
- Notice a difference from first grade to second grade
- Individual needs being met—testing IEP plans, groups very successful

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

- Other students are sometimes disruptive in class
- Lunch--variety

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

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

**8. *Anything for our attention?***

- Northridge has improved a great deal over the years—technology, Smart Boards, reading groups, etc.
- Address individual character needs of 7-8 grade girls—social circle/character
- Relationship and professionalism

# STUDENT INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **December 5-6, 2012**

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

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

- Three “yes” answers
- I have lots of friends here
- It’s a good school, I’m learning things here
- More controlled here
- Would not attend anywhere else

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

- Three “yes” answers
- I feel that I could be learning a bit more, could do more if given the chance
- Learning is at a proper pace

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

- Three “yes” answers
- All feel fairly treated by staff
- One boy who is challenged has special programs to help him

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

- Math—you learn
- Math—it’s easy for me
- Math—I win first prize at the math fair
- Least favorites include reading (“It’s hard for me”) and social studies (“I don’t like the subject”)

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

- Need bigger gym
- Art/music
- Honors classes
- Sports
- Choir

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

- Most of the time—sometimes people talk about each other
- I've seen some bullying here at school—only a couple of times
- 25% of kids are bullies according to one student

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

- Yes (three times)
- I have asked my cousin to come to school—he enjoys it

**8. *Anything for our attention? If you had a magic wand, what would you change here?***

- Need busses
- I'd make the bad kids disappear
- Allow different shoe colors
- Uniform colors—should have more

# SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **December 5-6, 2012**

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

**1. Describe for us two of the most effective programs or innovations implemented as a result of the Northridge school improvement planning.**

- Promotion boards and updated technology
- Success For All (SFA) reading program
- Established data teams and data coach
- Global Scholar work Monday-Friday
- SRI/SMI Scholastic (Scholarly Math and Reading Inventories) quarterly assessments
- Schools hours expanded to 4:15 for MEAP prep
- Targeting areas of weakness and teaching to those areas

**2. What systems are in place to track and analyze student achievement results? How flexible are Reading and Math groups—how do you track?**

- Progress monitoring every 8 weeks (students are re-grouped using SRI)
- Will compare Scantron with SSA
- Using DIBELS and assessing every other week
- SMI—Scholarly Math Inventory
- Looking to purchase a new math program for implementation in January, will use SMI to group students
- Global Scholar will be added to Kindergarten and 1<sup>st</sup> grades

**3. *What is the School Improvement Team doing to align instructional practices and programs with the Common Core Standards? How are you assessing progress toward that goal?***

- Monitoring students in hallway
- Staff increasing parent contact
- We're all doing the same thing—everything is flowing smoothly
- Intentional behavior by staff
- Students must wear uniforms
- Everyone is held accountable

**4. *What would we observe if we were to attend a typical School Improvement Team meeting? How would the meeting be managed, and what items would a typical agenda include?***

- Meet frequently for a variety of reasons
- Meetings have timekeeper, record keeper, facilitator, no phones—as a norm; Leona Group SI coordinator
- We have agreement as to what we do—we discuss, good rapport
- School Improvement Plan directs all activities at the school
- We get lots of feedback
- Parent attendance at conferences is increasing

**5. *What significant challenges do you see facing the Academy that are not currently being addressed by the School Improvement Team?***

- Transportation for students—would like busses, but they are expensive
- Would like to add more enrichments—art, music
- May be adding Spanish
- Science labs
- Things to improve include PE facility, media center
- Currently in Phase 1—we will be starting Phase 2 at some point; this may answer some issues

**6. *What school improvement efforts are you most proud of? Why?***

- Working together—people are willing to support each other
- Instruction is taking place on all levels
- Finally getting technology, etc. that we are asking for

## **7. Questions for us?**

- Needs determine staffing, must be highly-qualified
- Parapros attend all professional development





## MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

	Did Not Answer  0 Pts.	Somewhat Answered  2.5 Pts.	Answered  4 Pts.	Outstandingly Answered  5 Pts.	
<p><b>1. Is the academy making academic progress relative to its contractual goals?</b></p> <p><b>Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.</b></p> <p><b>Discuss Cohort versus Non-Cohort student achievement as it relates to Scantron Performance Series and provide rationale for any notable trends.</b></p> <p style="color: red; margin-top: 20px;"><b>Total Possible Pts=5</b></p>					A C A D E M I C  P R O G R A M
<p><b><i>What reviewers will look for:</i></b></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. Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p><b><i>Reviewer Comments:</i></b></p> <p><b>Though much more progress is required in each core subject area, the applicant clearly identifies its academically strongest areas, while at the same time acknowledging the need for increased achievement in each area. Gains have outweighed losses in most areas, except math. Weaknesses are being addressed by implementation of programs and instructional strategies targeted toward weaknesses. The only area not directly mentioned is the School Improvement Plan.</b></p> <ul style="list-style-type: none"> <li>This appears to be a laundry list of academic interventions that have been introduced only recently. It is currently unknown if the NRA staff have the ability to implement these strategies with the full fidelity required.</li> <li>MEAP scores (especially Math) are abysmal</li> <li>Would have been good to explain why so much of this has not been in place already given how long the academy has been in existence.</li> </ul> <p>Northridge did provide a rationale behind the low math scores however, nothing was included to explain the low reading achievement The data provided did not consistently indicate what assessment the data was taken from and if the assessment was MEAP or GlobalScholar and finally if it was Full Academic Year or Non Full Academic Year Students.</p>					

2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	S T R A T E G I C  P L A N N I N G
<p>Total Possible Pts=5</p>					
<p><b>What reviewers will look for:</b></p> <p>The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy’s Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?</p> <p><b>Reviewer Comments:</b></p> <p><b>The applicant seems to have answered this question for the most part. Though the applicant references the Strategic Plan, it does not state where that plan is housed.</b></p> <ul style="list-style-type: none"> <li>• No mention of the participation rate in the various initiatives offered</li> <li>• No mention of special accommodations for working parents or those with small children</li> </ul> <p>The board may have a strategic plan, but no mention of how it is evaluated</p>					

3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	P R O F E S S I O N A L  D E V E L O P M E N T	
<p style="color: red;">Total Possible Pts=5</p>						
	<p><b><i>What reviewers will look for:</i></b></p> <p>How is professional development determined? How is classroom application monitored? Are topics revisited for reinforcement? Is it adequately funded? During the review period, how many new initiatives have been instituted and monitored? Professional development calendars, presenters, and staff check-in/check-out sheets may also be used as evidence of quality professional development practices.</p> <p><b><i>Reviewer Comments:</i></b></p> <p><b>The applicant describes how PD needs are determined, funded, scheduled and how implementation of PD is monitored. However, here is no reference to how many new initiatives have been implemented during the review period—at least not mentioned in this section.</b></p> <ul style="list-style-type: none"> <li>• The point of adequate funding was not addressed</li> <li>• Who determines “needs of the instructional staff”? This process needs more elaboration</li> </ul> <p>There is a general lack of details that would lead me to believe that effective Professional Development is being planned and implemented.</p>					

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.
<p>Total Possible Pts=5</p>				
<p><b>What reviewers will look for:</b></p> <p>Evidence that all staff members share the responsibility in caring for student discipline on a daily basis. Do adults model the behavior they insist upon from the students? How does the Academy share its behavior expectations with staff, students, and parents? What behavioral programs have been implemented at the Academy (Character Education, Love and Logic, RTC, etc.)?</p> <p><b>Reviewer Comments:</b></p> <p>The application clearly states that teachers are the primary people held responsible for dealing with daily discipline issues. The applicant mentions PBIS and Character Education as programs it has initiated to address student behavior that is conducive to a safe and orderly environment. A progressive disciplinary procedure is outlined. A handbook was distributed to parents outlining PBIS expectations and the return of a parent signature acknowledging receipt of that handbook was required.</p> <ul style="list-style-type: none"> <li>• Do adults model behavior expected from students?</li> <li>• If “the academy has established and maintains a learning environment that ensures effective learning and teaching”...how do they explain the low test scores?</li> </ul> <p>How is the behavior logged? What is done with the data that is generated? What behavioral interventions do you have in place for Tier 2 and 3 students.</p>				

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<p>5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?</p> <p><b>Total Possible Pts=5</b></p>	<p><b>Did Not Answer</b></p> <p><b>0 Pts.</b></p>	<p><b>Somewhat Answered</b></p> <p><b>2 Pts.</b></p>	<p><b>Answered</b></p> <p><b>3.5 Pts.</b></p>	<p><b>Outstandingly Answered</b></p> <p><b>5 Pts.</b></p>	<p><b>C H A L L E N G E S / O P P O R T U N I T I E S</b></p>
	<p><b>What reviewers will look for:</b></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><b>Reviewer Comments:</b></p> <p><b>Challenges are identified, but very little specifics are given regarding how those challenges will be met.</b></p> <ul style="list-style-type: none"> <li>It would appear that right now, some of the biggest challenges faced at the academy involve the professionalism of the staff-not a good sign for a school in Phase 2 of Intensified Monitoring</li> </ul> <p>Lacks detail</p>				

Question	Points Possible	Points Awarded	
1	5	4,2.5,4,4	
2	5	4,4,2.5,4	
3	5	4,2.5,2.5,2.5	
4	5	4,2.5,2.5,2.5	
5	5	2,2,2,2	<b>TOTAL SCORE: 15</b>



Ferris State University  
Charter Schools Office

# Mid Contract Review

Northridge Academy  
2012-2013



Northridge Academy  
Mid Contract Self-Performance Report 2012-2013

- (1) The Academy is making academic progress relative to its contractual goals. 2011-2012 proficiency targets for MEAP are 3<sup>rd</sup> grade proficiency in reading-47%, 4<sup>th</sup> grade proficiency in reading 48%, 5<sup>th</sup> grade proficiency in reading-50%, 6<sup>th</sup> grade proficiency in reading 43%, 7<sup>th</sup> grade proficiency in reading-34%, 8<sup>th</sup> grade proficiency in reading 39%; 3<sup>rd</sup> grade proficiency in math-17%, 4<sup>th</sup> grade proficiency in math 20%, 5<sup>th</sup> grade proficiency in math-18%, 6<sup>th</sup> grade proficiency in math 14%, 7<sup>th</sup> grade proficiency in math-14%, 8<sup>th</sup> grade proficiency in math 10%.

Fall 2011-2012 assessment results indicate the following: 3<sup>rd</sup> grade proficiency in reading-30%, 4<sup>th</sup> grade proficiency in reading 39%, 5<sup>th</sup> grade proficiency in reading-38%, 6<sup>th</sup> grade proficiency in reading 23%, 7<sup>th</sup> grade proficiency in reading-11%, 8<sup>th</sup> grade proficiency in reading 21%; 3<sup>rd</sup> grade proficiency in math-7%, 4<sup>th</sup> grade proficiency in math 4%, 5<sup>th</sup> grade proficiency in math-0%, 6<sup>th</sup> grade proficiency in math 6%, 7<sup>th</sup> grade proficiency in math-3%, 8<sup>th</sup> grade proficiency in math 2%. The overall proficiency for 3<sup>rd</sup> through 8<sup>th</sup> grade reading is 23%, and in math proficiency is 3.6%.

Data indicates that the Academy's cohort students out-performed its non-cohort students. In reading, cohorts overall proficiency indicates 30% in contrast to non-cohort students whose overall proficiency indicates 23%. There is a 7% gap in achievement in favor of the academy's cohort students in reading. Data results for math indicates an overall proficiency of 6% for cohort students, contrast to non-cohorts overall proficiency of 4%. The achievement gap in math between cohorts and non-cohorts is 2%, in favor of cohorts. For Fall 2012-2013 the Academy administered MEAP, and awaits assessment results. It is highly anticipated that overall proficiency levels have increased.

To increase performance levels of students in all subject areas for the purposes of MEAP, aggressive strategies have been put in to place for sustained improvement. MEAP assessment results have been analyzed, and discussed by the Academy's entire staff. Deficiencies and strengths have been identified. A Response to Intervention (RtI) plan has been implemented. Students have been tiered. Data walls, which include MEAP targets, and proficiency levels have been created and posted throughout the building. Teachers have communicated MEAP results and targets to

## Northridge Academy Mid Contract Self-Performance Report 2012-2013

parents and students. MEAP vocabulary is posted in classrooms per grade level, and incorporated during instructional time along with concepts that have been identified as deficient during instructional time. The Academy has extended the school day, which concludes at 4:15 pm Monday through Wednesday. Teachers utilize the extended time for teaching MEAP concepts and deficiencies, along with test taking skills. Lastly, a summer camp will continue during the month of July every year, which will prepare students for successfully taking the MEAP assessment.

Noticeably, improvements must be made in every subject area. More specifically, students struggle in the area of math in comparison to reading. Math is an easily identifiable weakness for the Academy. Even though cohorts out performed non-cohorts in math, the gap in achievement between the two is marginal.

2011-2012 contractual goals for Global Scholar indicate the following: reading-66.8%, ELA-66.8%, and math-64.7%. Fall 2011 assessment results indicate overall proficiency in the following: Reading-39%, ELA-0%, as the Academy did not assess in the area of ELA in the fall of 2011. Math results indicate an overall proficiency of 36%. In the spring of 2012, overall proficiency assessment results indicate the following: reading-66%, ELA-59%, and math-54%. From fall 2011 to spring 2012, there was an increase of 27% in reading. The Academy met its contractual goal in reading. There was an increase of 7% in ELA. The Academy was 7.8% shy of meeting the goal of 66.8%. In math, the Academy achieved an increase of 18% overall proficiency, and was 10.7% shy of making its goal of 64.7%. Data indicates that the Academy's cohort students out performed its non-cohort students. In reading, cohorts achieved 66% overall proficiency in contrast to non-cohort students who achieved 60%. There is a 6% gap in achievement in favor of the academy's cohort students in reading. In ELA, cohorts achieved 54% in contrast to non-cohort students who achieved 55%. There is only a 1% gap in achievement in favor of non-cohorts. Data results for math indicates that cohorts achieved 59% in contrast to non-cohorts achievement of 54%. The achievement gap in math between cohorts and non-cohorts is 5%, in favor of cohorts.

For 2012-2013, Global Scholar contractual goals remained constant from the 2011-2012 academic year: reading-66.8%, ELA-66.8%, and math-64.7%. Fall 2012 assessment results indicate the following: Reading-50%, ELA-47%,

## Northridge Academy Mid Contract Self-Performance Report 2012-2013

and math-41%, and science-60%. Data indicates that the Academy's cohort students out performed its non-cohort students in the areas of reading, and science. In reading, cohorts achieved 52% in contrast to non-cohort students who achieved 47%. There is a 5% gap in achievement in favor of the academy's cohort students in reading. In ELA, both cohorts and no-cohorts achieved 47%, which indicates that non-cohorts performed as well as cohorts. There is no difference in achievement. Data results in science indicate that cohorts achieved 62% in contrast to non-cohorts achievement of 61%. The achievement gap in science between cohorts and non-cohorts is 1%, in favor of cohorts. Data results in math indicate that cohorts achieved 37% in contrast to non-cohorts achievement of 47%. There is a 10% achievement gap in favor of non-cohort students. To meet our goal in reading, the Academy requires a 14.8% increase. In math, the Academy requires a 27% increase, and in ELA, the Academy requires a 19% increase in order to close the achievement gap between its actual scores, and the contractual goals for Global Scholar. The Academy will assess in January 2013, and then again in April 2013. It is anticipated by the Academy that it will reach its contractual goals for the 2012-2013 academic year. It is further anticipated that the Academy's cohorts will out perform its non-cohorts.

Reviewing Global Scholar data from 2011-2012, gains have outweighed lack of progress in each subject area. By the spring of 2012, The Academy met its reading goal of 66.8%. In math the Academy yielded an increase of 18%, and was shy of reaching its goal of 64.7% by 10.7%. In ELA, even though the Academy assessed in the spring only, results indicated that the Academy reached 59%, and needed an increase of 7.8% to reach its goal of 66.8%. For the current period, fall 2012-2013, the Academy did not achieve its reading goal of 66.8%, but did achieve an overall proficiency of 50%, which is an 11% increase from when assessed in fall 2011-2012. In the current cycle for ELA, overall proficiency of 47% resulted in contrast to 0% proficiency, due to non-assessment, in 2011-2012. Overall math proficiency for 2012-2013 has indicated just a 1% increase from fall 2011-2012. The Academy recognizes that math for grades 2 through 8, has been a weakness that is being addressed. The rational behind this weakness is identified as teachers' lack of knowledge of the math curriculum. Textbooks are not in alignment with Common Core Standards. Teachers lack the use of math manipulatives that have been purchased for use in their classes. Professional development and training in math across grade level needs to be emphasized.

## Northridge Academy Mid Contract Self-Performance Report 2012-2013

An identified weakness in math is being addressed. The Academy has developed a systemic approach to addressing the needs of all students. An RtI team has been developed along with the development of an RtI Plan. All students have been assessed and tiered. Schedules have been created for tutors who have begun pullouts of small groups of students in tiers two and three. Pullouts are Monday through Friday for 50 minutes each day. Tutors push-in for tier three students Monday through Friday for 50 minutes. Tier one students receive instruction from classroom teachers. Global Scholar Learning Goal Objectives and study guides have been printed. Classroom teachers teach from Global Scholar materials Monday through Friday, for the first 25 minutes of every class. The Last Friday of every month is devoted to assessing students using printed Global Scholar materials that have been taught Monday through Friday. Students are elevated in tiers based upon mastering objectives presented in the assessments. Assessment results guide the instruction of teachers. A data team has been developed and meets regularly to analyze, discuss, and monitor data. Data walls have been created, which include but are not limited to Global Scholar goals and assessment results. Parents and students are kept abreast of Global Scholar goals, and the proficiency of individual students. The school leader, and data coach monitor the progress of both teachers, and tutors.

While the Academy continues to use Michigan State Grade Level Content Expectations(GLCES) and have transitioned into the use of Common Core Standards as its curriculum, the Academy utilizes K-C4 to create pacing guides, and curriculum maps. Both pacing guides and curriculum maps are updated regularly.

In the fall of 2012-2013, the Academy purchased and began using the following: Success for All, (SFA) an extensive reading program that is implemented for 90 minutes per day. SFA requires students to read novels and books that are grade-level appropriate and specific to individual grade levels of students. SFA is in alignment with Common Core Standards, and exposes students to all genres. SFA assesses every student every quarter using Scholastic Reading Inventory (SRI). Based on assessment results, students are tiered and placed in a reading class on the grade level for which they tested. Students are reassessed after three months, and again placed in a classroom with a teacher who teaches the grade level in which individual students tested on. The goal of the program is to raise reading levels of students by the end of every three months.

## Northridge Academy Mid Contract Self-Performance Report 2012-2013

In May 2012, the Academy purchased Delta/FOSS Science and began using the hands-on science kits in September 2012-2013. Delta/FOSS is an interactive science program that uses science manipulatives from kits that contain both science literature and workbooks along with manipulatives interactive building activities. In October 2012, eight new promethean boards were installed in every classroom. Ten new laptops have also been purchased for each teacher. Currently, the Academy is exploring various math programs and will choose one that is researched based and aligned with Common Core Standards. Ferris State University Charter Schools Office has assigned Lee Robinson, Director of Charter School Office to the Academy. Mr. Robinson has been assigned to the Academy to monitor the Academy's plan for intensified monitoring. Mr. Robinson has been in regular communication with the Academy's school leader via visits, emails, and phone calls.

- (2) The Academy provides multiple opportunities for all stakeholders to have input into the strategic planning process. Stakeholders' (teachers, parents, students, staff and board members) input is compiled in many ways such as questionnaires/surveys, parent meetings, school events, staff meetings, board meetings and SIP meetings. At the end of the school year, the SIP is evaluated with a MDE program evaluation tool to determine if the strategies and activities were effective and help accomplish the mission and vision of Northridge. Surveys are distributed at after-school events and meetings to decipher if the goals were met and parents' opinion is discussed in many forums and actions are implemented to make improvements and make necessary changes. For example, surveys are examined (from students and parents), along with the data collected and discussed to address the activity of afterschool tutoring in the Strategic Plan. There are monthly School Improvement meetings planned where parents and students are invited to attend to discuss the academic goals. The SIP team meets at the end of year to determine if the goals, activities and strategies were effectively implemented and successful for student and teacher growth, there is also an effort to research more effective methods to target the needs of our student demographics. This process is communicated at the Title One annual meeting/open house elaborating on the program, resources and personnel, explaining to the stakeholders how academic progress and creating a climate conducive to high expectations for learning. The board has a Strategic Plan that is updated yearly (see attached) to ensure it meets the needs of the community and the resources are being properly allocated.

Northridge Academy  
Mid Contract Self-Performance Report 2012-2013

- (3) When planning for professional development, a few determinants are factored: 1) Needs assessment of instructional staff. 2) Needs assessment of students. 3) Results of data. Teacher application and fidelity of use is monitored daily through informal, and formal observations; Daily Two Minute Walkthroughs, Quarterly Essential Elements Profile (Formal observations) informal observations, and monitoring of lesson plans, all of which teachers receive timely feedback for discussion of observations, and modification of lesson plans. During weekly grade level meetings, topics are continually revisited for continued application and modification if needed. Professional developments are adequately funded through general budget, Title I and Title IIA. A professional development calendar has been created and is updated as professional developments are added. Teacher application is monitored through daily walk-throughs, formal and informal observations. Professional developments are funded through Title I, Title IIA, and 31-A. Topics are revisited in grade-level meetings.
- (4) The Academy has established and maintains a learning environment that ensures effective teaching and learning is taking place daily. Staff is expected to start work on time everyday well prepared for teaching. Staff is expected to effectively manage behaviors in their classes. Teachers are required to log behavior both positive and negative then make weekly phone calls to parents to communicate both positive and negative behaviors. Teachers are required to turn in parent communication logs to the school leader weekly. Positive Behavior Intervention Support (PBIS) is implemented and followed school-wide. K-6th teachers utilize a color card system in conjunction with a think desk to redirect behavior when needed. The steps that 7<sup>th</sup>-8<sup>th</sup> grade teachers use for redirecting student behavior are as follows: One verbal warning, classroom intervention strategy, make a phone call to a parent, last is removal from the classroom. A reward system is implemented for students who have earned enough points for receiving rewards. All staff is involved in PBIS and is expected to follow the process with fidelity. Within classes, teachers log both positive, and negative behavior. Points are given to students who have maintained positive behavior. Expectation posters are posted in every classroom, restrooms, lunchroom, all offices, and hallways. In addition, teaching staff taught a two-week lesson on character education, which is incorporated into our new reading program. Parent/student handbooks for PBIS were sent home with students for parents to read with their children. Both student, and parents were required to sign and return a portion of the book in acknowledgement that they received

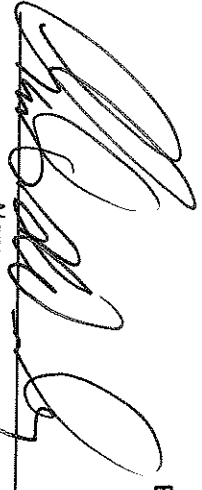



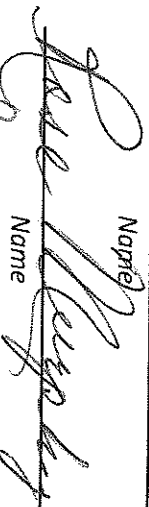
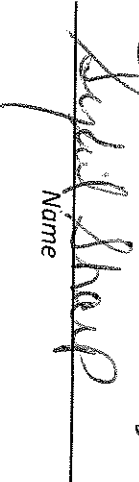
Northridge Academy  
Mid Contract Self-Performance Report 2012-2013

and reviewed the Parent/Student handbook. A reward system is implemented for both teachers and students at designated dates.

- (5) There are many challenges that the Academy faces as we move to improve academic achievement. Motivating 100% of the staff to be in total alignment with the mission, vision and goals of the Academy. 2) Diminishing negative behaviors of 100% of the staff. 3) Making sure that all staff fully embrace the fact that we must continue with the use of data to guide instructional practices. Opportunities for the Academy far outweigh challenges. 1) For the 2012-2013 academic year, this is an opportunity for the Academy to transform into a high-performing academy with the new initiatives taking place. 2) 95% of the staff has already aligned to the mission, vision and goals of the Academy. 3) Opportunities for professional growth and development of the staff. 4) Increased and sustained academic achievement of the Academy's students.

Reauthorization/Mid-Contract Review Application Signature Page \*

Board Signatures:

	11/15/12
Name	Date
	11/15/12
Name	Date
	11/15/12
Name	Date
	11/15/12
Name	Date
	11/15/12
Name	Date
	11/19/12
Name	Date

Date of Board meeting review \_\_\_\_\_

**\*Reauthorization Applications:**

Due to Epicenter no later than 5:00 pm the day after Labor Day

**\*Mid-Contract Review Applications:**

Due to Epicenter no later than 5:00 pm, 10 business days prior to scheduled visitation



### Northridge Academy Updated Strategic Plan 2010-2015

Goal	Student Achievement and Academic Growth	Value-Added Achievement	Financial Health	Operational Efficiency and Development	Governance and Leadership	Parental Involvement	✓
	<p><b>Goal #1 Reading</b> – 65% of Northridge Academy students will demonstrate proficiency in reading narrative and informational text on the MEAP by Fall 2011.</p> <p><b>Goal #2 Math</b> - 60% of Northridge Academy students will demonstrate proficiency in Math on the Fall 2011 MEAP.</p> <p><b>Goal #3</b> – Scantron Performance Series Cohort Student Achievement and Expected Growth:</p> <p style="padding-left: 20px;">Reading: Growth of 61.8% Math: Growth of 56.7% Language Arts: Growth of 61.8%</p>	<p><b>Goal #1</b> – The school shall develop a cohesive instructional program by building a systemic process aligned to the instructional practices in the classroom and core curriculum.</p> <p><b>Goal #2</b> - 67% of Northridge Academy students will attain Ferris State University’s three-year cohort value-added achievement trajectory in the core subjects. (Reading, Language Arts and Math) as measured by the Scantron Performance Series.</p>	<p><b>Goal #1</b> – The board and administration will build a budget and sustain a fund equity of at least 10% despite state/federal reduction</p>	<p><b>Goal #1</b> – The board will be actively involved in the budget process with school improvement and student achievement at the forefront</p>	<p><b>Goal #1</b> – The board will continue to sustain its commitment to ensuring academic growth and achievement while building governing competencies</p>	<p><b>Goal #1</b> – The school will develop and maintain community partnerships i.e., YMCA, Cranbrook Institute of Science, The Chosen Few (ARTS), St. Peter CME and other area churches, Motherly Intercession, McCree Theatre and the 21<sup>st</sup> Century Program.</p> <p><b>Goal #2</b> – The school will explore an urban gardening program for 2011-2012 school year.</p> <p><b>Goal #3</b> – The school will implement a parental involvement plan to increase participation by 50%.</p>	
<b>S Specific</b>	<ul style="list-style-type: none"> <li>*Identifies specific content area</li> <li>*Identifies percentage ranges for increase</li> <li>*Identifies specific targeted grade levels</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies specific content areas.</li> <li>*Identifies % of Cohort students to perform at or above interquartile range</li> </ul>	<p><b>#1</b> The leadership team will sustain enrollment increases and the board will have quarterly financial reviews</p>	<p><b>#1</b> The board shall continue to monitor cash flow expenses and financial reports on a monthly basis</p>	<p><b>#1</b> The board will receive monthly student progress and achievement reports as well establish the following committees; school improvement and finance</p>	<p><b>#1</b>The parent will participate by going to Cranbrook with student at least once a year, attend a least one swimming lesson with the Y.W.C.A, attend at least one after school session with Chosen Few, help chaperone field trips with the 21st Century program.</p> <p><b>#2</b> The school will implement an urban gardening program with parents starting in the Spring of 2012.</p> <p><b>#3</b>The Parent Advisory Council will meet twice each month providing both morning and evening meetings to discuss and review the curriculum, Title 1 program, as well as discuss implementation of foreign language, art and music classes.</p>	
<b>M Measureable</b>	<ul style="list-style-type: none"> <li>*Measured by achievement percentages</li> <li>*Measured by achievement of contractual goals</li> </ul>	<ul style="list-style-type: none"> <li>*Measured by % of students performing at or above interquartile range.</li> <li>*Measured by achievement of contractual goals</li> </ul>	<p><b>#1</b> An enrollment increase of 5 – 10% and expanded marketing program implemented by august 2011</p>	<p><b>#1</b> Minutes will reflect board discussion and actions taken. Board will have input at least twice prior to budget adoption</p>	<p><b>#1</b> Each board member will stay on schedule to meet their pd activity credit requirement (12 per term) The board will conduct 2 retreats per year and devote at least 50% of the agendas to school improvement</p>	<p><b>#1</b>Parent will report to the Parent Advisory Council their experience with the community partnerships.</p> <p><b>#2</b> Parent Advisory Council will determine what type of flowers and vegetables will be</p>	

					and program considerations	planted in the garden. #3The Parent Advisory Council will formulate a committee that will meet quarterly to offer parents tools to improve student achievement through parent/student/teacher conferences, meeting with instructional coach, lead teacher and instructional aide.	
<b>A Ambitious</b>	*Provides a range for increase *Aggressively seeks 100% proficiency	*Aggressively seeks 100% proficiency *Provides a range for % of increase	#1 The board will continue to pursue a better location and facility to attract and retain students	#1 The board is committed to the academy mission, vision and core values and how they relate to quantifiable performance measures	#1 Two retreats per year exceeds the FSU requirement.	#1 Motherly Intercession will speak at one of the Parent Advisory Council meetings about their program. #2 The Parent Advisory Council will check into having a expert attend meetings to describe horticulture. #3The Parent Advisory Council will schedule at least two workshops that will assist them in understanding how to assist their children in increasing proficiency.	
<b>R Realistic</b>	*Provides a range for increase. *Identifies the responsibility of all stakeholders	*Provides a range for % of increase. *Identifies the responsibility of all stakeholders	#1 Flint has a number of charter school that provide healthy competition	#1 Student achievement has much room to grow.	#1 The board understands there is individual and group responsibility as a governing body	#1 St. Peter CME church will continue to provide transportation for parent and student activities. #2 Parents and students will go to local nursery to purchase seeding to plant. #3 The Parent Advisory Council will increase participation by 50% through the following activities (1) food drives,(2) clothing drive (3) homeroom parents called the "2 Giants" and (4) volunteer: with field trips, community room (Lion Den), lunch room help, and custodial assistance.	
<b>T Timely</b>	*Identifies timeline according to State Testing and contractual obligations	*Identifies timeline according to State Testing and contractual obligations	#1 The board must continue to develop plans for long-range needs in uncertain funding times	#1 The academy realized significant achievement gains in 2010-2011 and is on a solid course for further improvement	#1 The board engagement is critical to the success of the academy and the academy is entering its second year of a 5-year authorization period	#1The Parent Advisory Council will formulate a calendar stating when each of the community partnership visits will occur. #2 Planting of the garden will involve grades K-8 with each grade given a specific role with parent assistance. #3 The Parent Advisory Council will meet with the instructional coach 3 times yearly to receive information and discuss the progress of student testing, achievement	

						and specific content areas.	
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